Programs and Services for High School English Learners in Public School Districts: 2015–16

First Look

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Introduction

The 2015–16 survey *Programs and Services for High School English Learners* provides the first nationally representative data on this topic. This report is based on that survey and presents data on programs and services for high school English learners (ELs), including instructional approaches, newcomer programs, online or computer-based programs, and programs or services (e.g., tutoring) designed specifically for high school ELs. The report provides findings on the use of native language(s) for content instruction, instructional support, materials, and services. Data are presented about the information that districts provide about educational programs or services to ELs ages 18 to 21 seeking to newly enroll in the district, as well as the factors districts consider when providing information about these programs and services to ELs in this group.

The National Center for Education Statistics (NCES), in the Institute of Education Sciences, conducted this survey in fall 2015 using the Fast Response Survey System (FRSS). FRSS is a survey system designed to collect small amounts of issue-oriented data from a nationally representative sample of districts, schools, or teachers with minimal burden on respondents and within a relatively short period of time. The survey was mailed to approximately 1,700 regular public school districts with high school grades in the United Stated (50 states and the District of Columbia). The cover letter and questionnaire indicated that the survey was designed to be completed by the person(s) in the district most knowledgeable about programs and services for English learners at the high school level. Respondents were asked to provide information for the 2015–16 school year, and were offered options of completing the survey on paper or online.

The unweighted survey response rate was 89 percent and the weighted response rate using the initial base weights was also 89 percent. The survey weights were adjusted for questionnaire nonresponse and the data were then weighted to yield national estimates that represent all eligible regular public school districts with high schools in the United States (50 states and the District of Columbia). Tables of standard error estimates are provided in appendix A. See the technical notes (appendix B) for detailed information about the survey methodology. Appendix B also includes definitions of the analysis variables (i.e., district characteristics) and terms used in the report. The questionnaire is located in appendix C.

Because the purpose of this report is to introduce new NCES data from the survey through tables containing descriptive information, only selected national findings are presented. These findings have been chosen to demonstrate the range of information available from the FRSS study rather than to discuss all of the data collected; they are not meant to emphasize any particular issue. Readers are cautioned not to make causal inferences about the data presented here. The findings are based on self-reported data from public school districts. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored.

Selected Findings

This section presents selected findings based on survey responses about programs and services for high school English learners (ELs) in public school districts with high school grades in the 2015–16 school year.[1]

- Sixty-two percent of public school districts with high school grades reported that they currently enrolled ELs at the high school level (table 1). These districts enrolled an estimated 774,500 high school ELs, with 28 percent of these districts enrolling 1 to 3 high school ELs, 22 percent enrolling 4 to 10 high school ELs, 27 percent enrolling 11 to 50 high school ELs, and 23 percent enrolling more than 50 high school ELs.

- Among districts with high school grades that had high school ELs, 68 percent provided English as a Second Language (ESL) instruction in scheduled class periods, 61 percent provided ESL push-in instruction (the ESL instructor works with students within a content class) or pull-out instruction (students move out of a class for ESL services), and 47 percent provided sheltered English/content instruction (table 2). Instructional support was provided by a paraprofessional who does not speak the student's native language in 33 percent of the districts, and by a paraprofessional who speaks the student's native language in 31 percent of the districts.

- Sixteen percent of districts with high school grades that had high school ELs reported having a newcomer program for ELs in high school (table 3). Among districts with a newcomer program, 52 percent indicated that it was designed to serve EL students with limited or interrupted education.

- In districts with high school grades that had high school ELs, 58 percent reported that high school ELs worked with online or computer-based programs for English language acquisition, 56 percent reported that high school ELs worked with online or computer-based programs for English language and literacy instruction, and 47 percent reported that high school ELs worked with online or computer-based programs for content area instruction (table 4).

- Districts with high school grades that had high school ELs reported that some or most of their high school ELs participated in: tutoring (51 percent of the districts), career and technical training (42 percent of the districts), remediation classes (41 percent of the districts), credit recovery course/program (30 percent of the districts), summer school (26 percent of the districts), and mentoring programs (21 percent of the districts; table 5).

- Forty-three percent of districts with high school grades that had high school ELs reported having tutoring designed specifically for high school ELs (table 6).

- Districts with high school grades that had high school ELs reported having the following materials and services available in the most common native language of ELs in the district: 51 percent had written information about high school academic programs in the district, 41 percent had written information about high school career and technical education programs in the district, 87 percent had translation services upon request for printed materials, and 92 percent had interpreters upon request for school meetings or calls (table 7).

- Among districts with high school grades that had high school ELs, 78 percent reported that no high school ELs with the most common native language of ELs in the district had their native language used for content instruction (table 8). In districts with high school grades that had high school ELs, 44 percent reported that no high school ELs with the most common native language of ELs in the district had their native language used for instructional support only.

- Among districts with high school grades that had high school ELs, 43 percent reported that they did not enroll any new EL students ages 18 to 21 as high school students in the last 12 months, 34 percent reported that they rarely enrolled any new EL students ages 18 to 21 in the same time period, 15 percent reported

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[1] Terms used in the survey and the analysis variables are defined in appendix B, Technical Notes.

that they sometimes enrolled such students, and 6 percent reported that they had often enrolled new EL students ages 18 to 21 as high school students in the last 12 months (table 9).

- Districts with high school grades that had high school ELs reported providing information about the following educational programs or services to ELs ages 18 to 21 seeking to newly enroll in the district: academic programs at the regular high school (75 percent of the districts), alternative school or program for at-risk students (49 percent), district-administered newcomer program (11 percent), career and technical training offered by the district (53 percent), career and technical training offered by other entities (42 percent), GED® or adult education programs offered by the district (27 percent), GED® or adult education programs offered by other entities (45 percent), and free or low-cost English classes (41 percent of the districts; table 10).

- Districts with high school grades that had high school ELs reported considering the following factors to a major extent when providing information about educational programs or services to English learners ages 18 to 21 seeking to newly enroll in the district: length of time needed to accrue sufficient credits to graduate (42 percent of the districts), student's ability to meet high school graduation requirements in content area classes (41 percent), age of student at time of enrollment (38 percent), English proficiency level (34 percent), student's ability to pass state tests required for graduation (27 percent), limited or interrupted formal education (25 percent), and literacy in their native language (18 percent of the districts; table 11).

Tables

Table 1. Percent of public school districts with high school grades that enrolled high school English learners, the number of high school English learners, and the percentage distribution of the number of high school English learners, by district characteristics: 2015–16

District characteristic	Percent of districts with high school English learners	Number of high school English learners[1]	Percentage distribution of districts, by the number of high school English learners (ELs)			
			1–3 ELs	4–10 ELs	11–50 ELs	More than 50 ELs
All public school districts	**62**	**774,500**	**28**	**22**	**27**	**23**
District enrollment size						
Less than 1,000	29	8,200	60	21	18	‡
1,000 to 2,499	69	34,900	37	31	25	8
2,500 to 9,999	95	150,700	15	21	37	26
10,000 or more	100	580,800	#	‡	14	85
Community type						
City	100	354,400	4 !	8 !	21	67
Suburban	90	319,200	19	15	31	35
Town	74	58,100	28	26	30	16
Rural	42	42,800	44	28	22	6
Region						
Northeast	67	115,400	32	23	26	18
Southeast	77	127,000	22	28	27	23
Central	47	116,000	38	19	27	17
West	71	416,100	19	20	28	33

\# Rounds to zero.

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

[1] Weights used for these estimates were designed specifically to estimate the number of high school English learners at the national level and by district characteristics.

NOTE: Based on public school districts with high school grades. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table 2. Percent of public school districts with high school grades and high school English learners that provide various instructional programs/approaches for English learners in high school, by district characteristics: 2015–16

District characteristic	Bilingual instruction for English learners only in content classes	Two-way bilingual education/ dual-language program for English learner and English proficient students in content classes	English as a Second Language (ESL) — Instruction in scheduled class periods	English as a Second Language (ESL) — Push-in or pull-out instruction	Instructional support by a paraprofessional who Does not speak student's native language	Instructional support by a paraprofessional who Speaks student's native language	Sheltered English/ content instruction	Other[1]
All public school districts ...	8	3	68	61	33	31	47	13
District enrollment size								
Less than 1,000	8!	‡	44	58	32	25	34	14!
1,000 to 2,499	6	2!	59	60	30	27	38	15
2,500 to 9,999	8	2!	77	64	32	31	52	12
10,000 or more	13	7	93	62	46	55	76	10
Community type								
City	14	9	89	64	47	55	81	10
Suburban	9	2!	84	62	35	30	53	10
Town	7	1!	64	61	27	33	50	13
Rural	5	4!	50	61	32	26	32	16
Region								
Northeast	8	2!	82	71	25	16	46	8
Southeast	5	‡	59	67	25	24	46	16
Central	9	2!	58	63	41	35	34	18
West	8	5	71	51	36	43	62	9

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

[1] Other instructional programs/approaches include tutoring and use of online resources such as translation programs.

NOTE: Based on the 62 percent of public school districts with high school grades that had English learners at the high school level. Instructional programs/approaches were defined for respondents on the questionnaire. **Bilingual education/instruction for English learner students only:** An educational program/instructional approach in which English and the students' native language are used to provide content instruction *to classes of English learner students*. **Two-way bilingual education/dual-language program for English learners and English proficient students:** Also known as two-way immersion programs, two-way or dual-language programs provide instruction using both English and a non-English language *to classes that include both English learner and English proficient students*. **English as a Second Language (ESL) instruction:** ESL programs (also known as English language development (ELD)) provide instruction that focuses on the structure and use of the English language, using carefully articulated English language instruction designed to meet the needs of students at various levels of English proficiency. ESL instruction may be provided in regularly scheduled class periods, or as *push-in* instruction (the ESL instructor works with students within an ongoing content class) or as *pull-out* instruction (students move out of an ongoing class for an ESL session). **Instructional support by a paraprofessional:** Paraprofessionals (also referred to as instructional aides or teachers' aides) provide assistance to English learner students in the classroom. They do not provide instruction, but provide additional support and help clarify material for students. **Sheltered English/content instruction:** Sheltered instruction refers to regular grade-level instruction in core content areas that is provided in English through instructional strategies that make the academic content accessible to English learner students while also assisting them to acquire academic English.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table 3. Percent of public school districts with high school grades and high school English learners that have a newcomer program for English learners in high school, and of those districts, the percent reporting various program characteristics: 2015–16

Newcomer program characteristics	Percent
Has newcomer program[1]	**16**
Whether newcomer program is designed to serve a specific group[2]	
Yes, serves English learner students with limited or interrupted education....................................	52
Yes, serves other group of newly arrived students...	13
No	36
Typical length of time a student spends in the newcomer program[2]	
1 semester or less...	6 !
2 semesters...	52
3–4 semesters...	25
More than 4 semesters	8 !
Don't know	9
Newcomer program structure[3]	
Full-day program	22
Half-day program..	10
Class periods that total less than half a day...	68
After-school program..	4
Other structure	9

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

[1] Based on the 62 percent of public school districts with high school grades that had English learners at the high school level.

[2] Based on the public school districts with English learners at the high school level that had a newcomer program for those students. Of the 62 percent of public school districts with high school grades that had English learners at the high school level, 16 percent had a newcomer program for those students. Detail may not sum to totals because of rounding.

[3] Based on the public school districts with English learners at the high school level that had a newcomer program for those students. Of the 62 percent of public school districts with high school grades that had English learners at the high school level, 16 percent had a newcomer program for those students. Percentages do not sum to 100 because districts could select more than one newcomer program structure.

NOTE: Newcomer program was defined for respondents as "A specialized academic environment that serves newly arrived, immigrant English learner students for a limited period of time. Newcomer programs typically focus on developing basic English language and literacy skills, instruction in core content, and acculturation to U.S. schooling. Students transition to a school's regular language support program for English learners after they have participated in the newcomer program."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table 4. **Percent of public school districts with high school grades and high school English learners that report that high school English learners work with online or computer-based programs in various areas to address their needs as English learners, by district characteristics: 2015–16**

District characteristic	English language acquisition	English language and literacy instruction	Content area instruction	Native language support in content area instruction	Organizational and study skills
All public school districts	**58**	**56**	**47**	**25**	**22**
District enrollment size					
Less than 1,000	46	48	48	27	30
1,000 to 2,499	54	52	45	25	21
2,500 to 9,999	62	58	46	24	20
10,000 or more	73	70	49	28	19
Community type					
City	70	68	43	25	20
Suburban	61	61	47	24	20
Town	60	52	48	23	18
Rural	50	50	47	28	27
Region					
Northeast	56	57	43	29	22
Southeast	71	65	57	27	24
Central	52	50	42	24	21
West	57	54	48	23	22

NOTE: Based on the 62 percent of public school districts with high school grades that had English learners at the high school level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table 5. Percent of public school districts with high school grades and high school English learners reporting the approximate number of high school English learners that participate in various programs and services, by district characteristics: 2015–16

District characteristic	Summer school			Remediation classes			Credit recovery course/program			Flexible scheduling[1]			Alternative school/program for at-risk students		
	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most
All public school districts	**40**	**29**	**26**	**28**	**28**	**41**	**32**	**34**	**30**	**79**	**12**	**6**	**61**	**28**	**8**
District enrollment size															
Less than 1,000	59	19!	17	45	22	30	50	31	16	91	‡	‡	78	16!	‡
1,000 to 2,499	50	29	16	34	30	33	39	33	24	87	6	4!	73	20	6
2,500 to 9,999	32	36	28	20	33	42	27	36	31	76	16	5	57	31	9
10,000 or more	12	25	60	7	18	70	4	31	61	48	29	15	15	61	20
Community type															
City	17	26	56	12	23	60	15	32	47	60	22	10	25	53	20
Suburban	31	34	30	23	27	45	31	32	32	75	14	6	55	33	9
Town	40	28	28	29	27	40	28	35	32	78	13	6	63	27	8
Rural	55	27	15	35	31	32	41	35	22	87	7	4	74	18	5
Region															
Northeast	44	31	21	31	27	37	53	23	17	85	8	5	75	17	7
Southeast	43	32	20	25	33	38	20	45	30	81	9	5	63	29	5
Central	45	33	16	41	32	23	39	38	20	84	11	2!	62	31	4
West	31	24	43	15	22	60	19	31	47	68	17	10	49	33	16

See notes at end of table.

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Table 5. Percent of public school districts with high school grades and high school English learners reporting the approximate number of high school English learners that participate in various programs and services, by district characteristics: 2015–16— Continued

District characteristic	Career and technical training			Distance education course/program			District-administered GED® courses			Tutoring			Mentoring program		
	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most
All public school districts	28	26	42	73	17	5	86	7	2	16	29	51	54	19	21
District enrollment size															
Less than 1,000	45	17	35	79	17	‡	93	‡	‡	27	30	41	66	13	18
1,000 to 2,499	32	24	40	77	15	5!	93	2!	2!	22	28	47	64	14	18
2,500 to 9,999	22	32	41	75	15	4	86	10	1!	11	34	52	50	24	19
10,000 or more	8	30	57	49	27	9	58	18	9	5	18	73	28	25	34
Community type															
City	13	28	55	57	22	5	67	15	4	6!	17	71	32	25	29
Suburban	29	30	36	75	15	3	83	8	3	14	25	58	51	21	21
Town	22	27	46	70	18	7	88	8	2!	14	33	50	53	18	24
Rural	35	22	41	77	17	4!	92	4	2!	24	34	40	65	16	16
Region															
Northeast	45	25	26	87	8	‡	92	4	1!	25	28	44	61	16	17
Southeast	15	28	54	65	21	9	80	12	3	8	34	53	47	23	23
Central	37	31	27	82	10	1!	87	7	2!	23	33	40	60	22	13
West	14	23	60	59	27	7	84	7	4	9	24	64	49	16	28

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

[1] Examples of flexible scheduling listed on the questionnaire were shortened day, evening classes, and Saturday classes.

NOTE: Response options in the questionnaire were "none," "few," "some," "most," and "don't know." The "some" and "most" responses are combined for presentation and the "don't know" responses are not shown in the table. Percentages are based on the 62 percent of public school districts with high school grades that had English learners at the high school level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table 6. **Percent of public school districts with high school grades and high school English learners that have various programs and services designed specifically for high school English learners, by district characteristics: 2015–16**

District characteristic	Tutoring	Summer school	Credit recovery course/ program	Mentoring program	Distance education course/ program
All public school districts	**43**	**18**	**13**	**14**	**4**
District enrollment size					
Less than 1,000	37	8!	14!	14	‡
1,000 to 2,499	38	10	10	10	4
2,500 to 9,999	44	21	11	14	3
10,000 or more	60	46	23	24	6
Community type					
City	58	41	18	20	5
Suburban	50	25	14	15	3
Town	37	14	10	12	3!
Rural	37	9	13	13	5
Region					
Northeast	41	19	7	14	2!
Southeast	43	16	12	14	4
Central	43	14	8	10	3!
West	44	23	21	18	8

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

NOTE: Based on the 62 percent of public school districts with high school grades that had English learners at the high school level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table 7. Percent of public school districts with high school grades and high school English learners that have various materials and services in native languages for high school English learners and their parents/guardians, by district characteristics: 2015–16

District characteristic	Written information about high school academic programs in the district				Written information about high school career and technical education programs in the district			
	Available in the most common native language of English learners in the district[1]	Available in other native languages[2]			Available in the most common native language of English learners in the district[1]	Available in other native languages[2]		
		Yes, for all languages	Yes, for some languages	No		Yes, for all languages	Yes, for some languages	No
All public school districts	**51**	**8**	**27**	**65**	**41**	**6**	**21**	**74**
District enrollment size								
Less than 1,000	39	‡	19!	69	36	‡	‡	78
1,000 to 2,499	45	7	21	72	39	6	20	74
2,500 to 9,999	52	8	27	65	39	5	19	75
10,000 or more	75	3	43	54	62	2!	31	67
Community type								
City	65	4!	38	58	50	4!	27	69
Suburban	51	8	29	63	39	5	21	74
Town	52	6	24	70	41	4!	19	77
Rural	45	10!	23	67	42	8!	19	72
Region								
Northeast	46	12	26	62	33	7	20	73
Southeast	65	6	42	52	50	6!	32	62
Central	35	5	21	74	28	3!	15	82
West	60	8!	25	67	55	6!	20	74

See notes at end of table.

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Table 7. Percent of public school districts with high school grades and high school English learners that have various materials and services in native languages for high school English learners and their parents/guardians, by district characteristics: 2015–16—Continued

District characteristic	Translation services upon request for printed materials				Interpreters upon request for school meetings or calls			
	Available in the most common native language of English learners in the district[1]	Available in other native languages[2]			Available in the most common native language of English learners in the district[1]	Available in other native languages[2]		
		Yes, for all languages	Yes, for some languages	No		Yes, for all languages	Yes, for some languages	No
All public school districts	87	31	40	29	92	34	41	26
District enrollment size								
Less than 1,000	71	‡	31	59	78	16!	34	50
1,000 to 2,499	88	32	32	37	92	32	31	37
2,500 to 9,999	91	37	41	22	96	38	43	19
10,000 or more	96	28	56	16	98	37	55	8
Community type								
City	93	30	49	20	98	41	49	10
Suburban	91	40	42	18	96	43	43	14
Town	90	25	37	39	93	22	39	38
Rural	80	23	35	42	85	27	35	38
Region								
Northeast	90	49	37	13	95	46	42	12
Southeast	89	24	52	24	92	24	52	24
Central	83	30	40	30	87	37	35	27
West	88	21	34	44	93	25	39	36

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

[1] Based on the 62 percent of public school districts with high school grades that had English learners at the high school level.

[2] Based on the public school districts with English learners at the high school level that had more than one native language for those students. Of the 62 percent of public school districts with high school grades that had English learners at the high school level, 73 percent had more than one native language for those students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table 8. Percent of public school districts with high school grades and high school English learners reporting the approximate number of high school English learners with their native language used for content instruction and the approximate number with their native language used for instructional support only, by whether the language is the most common in the district and district characteristics: 2015–16

| District characteristic | Native language used for content instruction | | | | | | | |
| | For the most common native language of high school English learners in the district[1] | | | | For another non-English language[2] | | | |
	No students	Few students	Some students	Most or all students	No students	Few students	Some students	Most or all students
All public school districts	**78**	**11**	**6**	**6**	**90**	**7**	**2**	**1!**
District enrollment size								
Less than 1,000	82	8!	7!	‡	94	‡	‡	#
1,000 to 2,499	79	12	2!	7	93	5!	‡	‡
2,500 to 9,999	78	11	6	5	90	7	2!	‡
10,000 or more	68	16	12	5	84	11	4	‡
Community type								
City	70	14	14	2	83	15	1!	‡
Suburban	80	10	5	4	91	6	3	‡
Town	78	13	4	5	93	5	‡	‡
Rural	78	10	4!	8	91	6	‡	#
Region								
Northeast	85	6	4	5	96	2!	2!	#
Southeast	78	11	4	7	86	10	3!	‡
Central	80	11	5	4	89	8	2!	‡
West	70	15	8	6	89	8	3!	‡

See notes at end of table.

Table 8. Percent of public school districts with high school grades and high school English learners reporting the approximate number of high school English learners with their native language used for content instruction and the approximate number with their native language used for instructional support only, by whether the language is the most common in the district and district characteristics: 2015–16—Continued

| District characteristic | Native language used for instructional support only | | | | | | | |
| | For the most common native language of high school English learners in the district[1] | | | | For another non-English language[2] | | | |
	No students	Few students	Some students	Most or all students	No students	Few students	Some students	Most or all students
All public school districts	**44**	**23**	**17**	**16**	**72**	**16**	**8**	**5**
District enrollment size								
Less than 1,000	56	18	12!	15!	81	‡	‡	‡
1,000 to 2,499	48	25	11	16	79	12	4!	5!
2,500 to 9,999	42	23	19	16	71	17	8	4
10,000 or more	24	28	32	16	54	26	16	4
Community type								
City	28	24	29	18	57	23	14	6
Suburban	46	23	17	14	71	17	8	4
Town	41	23	18	18	75	15	6	4!
Rural	49	23	13	15	76	11	7!	6!
Region								
Northeast	60	15	10	15	80	11	5	‡
Southeast	36	30	18	16	62	22	10	7
Central	47	25	14	15	72	16	6	6
West	36	23	24	17	70	16	10	4

\# Rounds to zero.

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

[1] Based on the 62 percent of public school districts with high school grades that had English learners at the high school level.

[2] Based on the public school districts with English learners at the high school level that had more than one native language for those students. Of the 62 percent of public school districts with high school grades that had English learners at the high school level, 73 percent had more than one native language for those students.

NOTE: Use of the native language for content instruction was defined for respondents as "The student's native language is used as the language for presenting new academic concepts and introducing new academic skills." Use of the native language for instructional support was defined for respondents as "The student's native language is used to provide clarification of instruction in contexts where the teacher uses English as the primary language for presenting new academic concepts and introducing new academic skills." Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table 9. Percentage distribution of public school districts with high school grades and high school English learners reporting the frequency with which English learners ages 18 to 21 were newly enrolled in the district as high school students in the last 12 months, by district characteristics: 2015–16

District characteristic	Never	Rarely	Sometimes	Often	Don't know
All public school districts	**43**	**34**	**15**	**6**	**2**
District enrollment size					
Less than 1,000	78	16	‡	‡	#
1,000 to 2,499	50	35	11	2!	2!
2,500 to 9,999	31	41	18	7	2
10,000 or more	11	39	33	14	3
Community type					
City	13	36	33	15	3!
Suburban	28	39	22	8	3
Town	43	39	13	3!	3!
Rural	64	27	5	3!	‡
Region					
Northeast	40	30	19	10	2!
Southeast	41	39	12	5	2!
Central	54	29	11	5	2!
West	35	40	18	4	3

Rounds to zero.

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

NOTE: Based on the 62 percent of public school districts with high school grades that had English learners at the high school level. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table 10. Percent of public school districts with high school grades and high school English learners that provide information about various educational programs or services to English learners ages 18 to 21 seeking to newly enroll in the district, by district characteristics: 2015–16

District characteristic	Academic programs at the regular high school		Alternative school or program for at-risk students		District-administered newcomer program		Career and technical training offered by district		Career and technical training offered by other entities		GED® or adult education programs offered by district		GED® or adult education programs offered by other entities		Free or low-cost English classes	
	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know
All public school districts	75	10	49	14	11	11	53	16	42	22	27	17	45	19	41	18
District enrollment size																
Less than 1,000	61	10	34	12	6!	12	39	10	33	14	11!	14	34	13	24	16
1,000 to 2,499	73	13	47	17	5	14	54	18	47	21	17	21	36	21	28	22
2,500 to 9,999	80	8	51	16	12	10	56	17	42	24	34	17	54	20	51	19
10,000 or more	83	4	72	8	28	6	63	14	46	28	57	11	59	23	72	11
Community type																
City	85	6	64	12	26	6	62	14	44	28	46	14	59	21	67	15
Suburban	80	9	51	17	13	12	48	19	44	26	29	19	43	24	47	19
Town	77	9	57	13	10	9	61	14	42	19	29	16	50	16	40	18
Rural	66	12	38	14	6	13	50	14	40	19	20	17	40	17	30	18
Region																
Northeast	83	10	40	18	12	11	46	18	44	24	23	19	46	21	42	19
Southeast	77	8	45	14	8	10	69	11	46	19	37	16	56	17	54	15
Central	68	13	50	18	9	15	45	20	39	27	23	20	35	23	27	24
West	75	7	57	10	14	8	57	12	41	18	29	13	48	16	47	14

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

NOTE: Response options in the questionnaire were "yes," "no," and "don't know." The "no" responses are not shown in the table. Percentages for the "don't know" option are reported in this table because the number of responses for this option are larger than typically reported on other surveys of this type. Percentages are based on the 62 percent of public school districts with high school grades that had English learners at the high school level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table 11. Percentage distribution of public school districts with high school grades and high school English learners reporting the extent to which the district considers various factors when providing information about educational programs or services to English learners ages 18 to 21 seeking to newly enroll in the district, by district characteristics: 2015–16

District characteristic	English proficiency level			Literacy in their native language			Limited or interrupted formal education			Length of time needed to accrue sufficient credits to graduate		
	Not at all	Minor or moderate extent	Major extent	Not at all	Minor or moderate extent	Major extent	Not at all	Minor or moderate extent	Major extent	Not at all	Minor or moderate extent	Major extent
All public school districts	32	34	34	36	46	18	29	46	25	23	34	42
District enrollment size												
Less than 1,000	38	31	31	44	42	14	38	44	18	34	26	41
1,000 to 2,499	32	35	32	38	46	16	32	47	21	27	34	39
2,500 to 9,999	32	35	33	34	47	19	27	46	27	20	38	42
10,000 or more	20	37	43	25	53	22	15	48	37	8	38	54
Community type												
City	19	39	43	28	54	18	17	50	33	11	37	51
Suburban	31	31	38	35	44	21	28	43	29	21	38	41
Town	31	36	33	35	50	15	31	51	17	23	33	43
Rural	36	35	29	40	44	17	32	45	23	28	31	40
Region												
Northeast	29	28	43	34	41	25	26	40	34	20	32	49
Southeast	37	36	27	38	46	16	29	44	27	21	39	40
Central	34	35	30	40	46	14	34	47	19	31	34	36
West	28	37	35	33	51	17	27	51	23	21	34	45

See notes at end of table.

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Table 11. **Percentage distribution of public school districts with high school grades and high school English learners reporting the extent to which the district considers various factors when providing information about educational programs or services to English learners ages 18 to 21 seeking to newly enroll in the district, by district characteristics: 2015–16—Continued**

District characteristic	Student's ability to meet high school graduation requirements in content area classes			Student's ability to pass state tests required for graduation			Age of student at time of enrollment		
	Not at all	Minor or moderate extent	Major extent	Not at all	Minor or moderate extent	Major extent	Not at all	Minor or moderate extent	Major extent
All public school districts	**25**	**34**	**41**	**38**	**35**	**27**	**21**	**42**	**38**
District enrollment size									
Less than 1,000	35	24	41	43	30	27	30	40	30
1,000 to 2,499	29	33	38	41	33	25	23	43	34
2,500 to 9,999	22	37	41	37	36	27	18	43	38
10,000 or more	9	42	49	27	41	32	7	37	56
Community type									
City	14	42	45	40	33	27	11	39	50
Suburban	22	37	41	34	37	29	18	41	41
Town	25	33	43	42	34	24	21	46	33
Rural	30	31	38	39	34	27	25	41	35
Region									
Northeast	22	33	46	32	32	35	20	39	42
Southeast	24	41	34	40	38	22	22	43	35
Central	33	32	35	49	33	18	27	42	31
West	20	33	46	31	36	32	15	43	42

NOTE: Response options in the questionnaire were "not at all," "minor extent," "moderate extent," and "major extent." The "minor" and "moderate extent" responses are combined for presentation. Percentages are based on the 62 percent of public school districts with high school grades that had English learners at the high school level. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

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Appendix A

Standard Error Tables

Table A-1. Standard errors for Table 1: Percent of public school districts with high school grades that enrolled high school English learners, the number of high school English learners, and the percentage distribution of the number of high school English learners, by district characteristics: 2015–16

District characteristic	Percent of districts with high school English learners	Number of high school English learners	Percentage distribution of districts, by the number of high school English learners (ELs)			
			1–3 ELs	4–10 ELs	11–50 ELs	More than 50 ELs
All public school districts	**1.3**	**21,810**	**1.6**	**1.5**	**1.3**	**1.0**
District enrollment size						
Less than 1,000	2.6	1,760	6.0	5.8	3.7	†
1,000 to 2,499	2.2	4,910	3.2	2.9	2.7	1.5
2,500 to 9,999	0.8	11,650	1.5	1.4	1.6	1.6
10,000 or more	#	18,460	†	†	1.4	1.5
Community type						
City	#	17,560	1.5	3.3	2.9	3.3
Suburban	2.0	11,100	2.0	1.9	2.0	1.5
Town	2.5	7,830	3.0	2.6	3.4	1.9
Rural	1.9	5,040	3.4	3.3	2.2	1.2
Region						
Northeast	2.8	7,130	3.1	2.8	2.5	1.9
Southeast	3.1	5,950	3.1	2.7	2.5	2.0
Central	2.0	8,970	3.0	2.5	2.5	1.8
West	2.7	19,560	3.0	3.1	2.7	2.1

Rounds to zero.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table A-2. **Standard errors for Table 2: Percent of public school districts with high school grades and high school English learners that provide various instructional programs/approaches for English learners in high school, by district characteristics: 2015–16**

District characteristic	Bilingual instruction for English learners only in content classes	Two-way bilingual education/ dual-language program for English learner and English proficient students in content classes	English as a Second Language (ESL)		Instructional support by a paraprofessional who		Sheltered English/ content instruction	Other
			Instruction in scheduled class periods	Push-in or pull-out instruction	Does not speak student's native language	Speaks student's native language		
All public school districts ...	0.8	0.6	1.8	1.6	1.4	1.6	1.4	1.2
District enrollment size								
Less than 1,000	2.8	†	7.2	4.8	4.5	4.8	5.4	4.3
1,000 to 2,499	1.3	1.0	2.8	3.3	2.3	3.6	2.4	2.2
2,500 to 9,999	1.2	0.5	1.7	2.0	2.2	1.5	1.8	1.4
10,000 or more	1.3	1.0	1.0	2.2	2.6	2.5	1.8	1.3
Community type								
City	1.8	1.7	3.2	3.4	3.4	3.7	2.7	2.2
Suburban	1.5	0.6	1.8	2.5	2.2	2.1	2.3	1.6
Town	2.0	0.7	3.5	3.6	2.8	3.3	2.5	2.3
Rural	1.5	1.3	3.6	3.5	3.4	3.0	3.0	2.4
Region								
Northeast	1.4	0.8	2.7	2.8	2.9	2.0	3.1	2.0
Southeast	1.4	†	3.5	3.5	2.5	2.9	3.0	2.5
Central	1.9	0.7	3.0	3.5	3.4	3.2	3.1	2.7
West	1.6	1.4	3.4	2.8	2.6	3.2	3.5	1.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table A-3. **Standard errors for Table 3: Percent of public school districts with high school grades and high school English learners that have a newcomer program for English learners in high school, and of those districts, the percent reporting various program characteristics: 2015–16**

Newcomer program characteristics	Percent
Has newcomer program	**1.1**
Whether newcomer program is designed to serve a specific group	
Yes, serves English learner students with limited or interrupted education....................................	3.9
Yes, serves other group of newly arrived students..	2.0
No	3.9
Typical length of time a student spends in the newcomer program	
1 semester or less...	1.7
2 semesters..	3.4
3–4 semesters..	3.2
More than 4 semesters	2.5
Don't know..	2.6
Newcomer program structure	
Full-day program	2.5
Half-day program..	1.6
Class periods that total less than half a day...	3.2
After-school program...	1.1
Other structure..	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table A-4. Standard errors for Table 4: Percent of public school districts with high school grades and high school English learners that report that high school English learners work with online or computer-based programs in various areas to address their needs as English learners, by district characteristics: 2015–16

District characteristic	English language acquisition	English language and literacy instruction	Content area instruction	Native language support in content area instruction	Organizational and study skills
All public school districts	**1.9**	**1.5**	**1.7**	**1.3**	**1.2**
District enrollment size					
Less than 1,000	7.6	5.9	5.3	4.4	3.1
1,000 to 2,499	3.0	2.3	3.3	2.6	2.7
2,500 to 9,999	1.8	1.9	2.2	1.6	1.3
10,000 or more	2.4	2.2	2.7	1.6	1.9
Community type					
City	3.6	3.5	3.4	2.6	2.9
Suburban	2.3	2.1	2.1	1.9	2.0
Town	3.1	2.9	3.1	2.5	2.6
Rural	4.2	3.6	3.2	3.1	2.6
Region					
Northeast	3.1	3.2	3.3	3.1	2.9
Southeast	3.0	2.8	3.1	3.0	2.9
Central	2.9	2.9	3.2	2.6	2.8
West	4.0	3.4	3.2	2.3	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

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Table A-5. **Standard errors for Table 5: Percent of public school districts with high school grades and high school English learners reporting the approximate number of high school English learners that participate in various programs and services, by district characteristics: 2015–16**

District characteristic	Summer school			Remediation classes			Credit recovery course/program			Flexible scheduling			Alternative school/program for at-risk students		
	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most
All public school districts	1.6	1.6	1.3	1.4	1.4	1.5	1.6	1.4	1.2	1.3	1.0	0.7	1.8	1.5	0.8
District enrollment size															
Less than 1,000	6.8	6.1	4.8	3.7	4.8	5.3	5.0	4.3	3.7	3.9	†	†	5.9	4.9	†
1,000 to 2,499	2.9	2.8	2.0	3.1	2.9	2.9	3.5	3.0	2.3	2.1	1.7	1.3	2.9	2.8	1.7
2,500 to 9,999	1.8	1.8	1.8	1.7	1.6	1.7	1.9	1.9	1.6	2.1	1.8	0.9	2.2	1.7	1.3
10,000 or more	1.4	2.3	2.7	0.9	2.1	2.4	0.8	2.4	2.3	2.5	2.2	2.0	2.1	2.6	2.0
Community type															
City	3.5	3.2	3.7	3.2	3.1	3.6	3.6	3.1	3.3	3.1	2.3	1.6	3.6	3.3	2.5
Suburban	2.0	2.0	1.9	2.2	2.3	2.4	2.6	2.7	1.9	2.1	1.7	1.0	2.5	2.1	1.2
Town	2.7	3.0	2.9	3.0	2.6	3.3	2.5	2.9	3.0	2.7	2.1	1.7	3.5	2.9	1.7
Rural	3.7	3.0	2.4	2.8	3.0	2.9	2.9	3.0	2.4	2.2	1.8	1.2	3.3	3.0	1.4
Region															
Northeast	3.5	2.9	2.9	3.5	2.8	3.5	3.5	2.8	2.5	2.3	1.8	1.2	2.7	2.1	1.8
Southeast	3.1	3.2	2.3	2.7	3.0	3.1	3.1	3.3	3.1	2.1	1.4	1.4	2.8	2.5	1.1
Central	2.9	2.9	1.8	3.1	2.9	2.1	3.2	3.1	2.1	2.0	1.5	0.7	3.0	3.1	1.2
West	3.5	2.6	3.7	2.7	2.6	4.2	3.2	2.8	3.3	2.8	2.2	1.8	3.7	3.0	1.8

See notes at end of table.

Table A-5. **Standard errors for Table 5: Percent of public school districts with high school grades and high school English learners reporting the approximate number of high school English learners that participate in various programs and services, by district characteristics: 2015–16—Continued**

District characteristic	Career and technical training			Distance education course/program			District-administered GED® courses			Tutoring			Mentoring program		
	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most	None	Few	Some or most
All public school districts	1.7	1.5	1.5	1.4	1.2	0.7	1.0	0.7	0.4	1.3	1.3	1.5	1.5	1.2	1.2
District enrollment size															
Less than 1,000	6.1	5.8	5.0	4.6	4.2	†	3.3	†	†	3.8	4.0	4.6	5.4	3.9	4.6
1,000 to 2,499	3.2	2.2	3.2	2.6	2.0	1.7	1.3	1.0	0.8	2.9	2.5	2.8	2.1	2.1	1.9
2,500 to 9,999	1.7	1.7	1.5	1.6	1.4	0.9	1.3	1.0	0.4	1.4	1.9	2.2	2.0	1.8	1.3
10,000 or more	1.1	1.8	2.3	1.9	1.8	1.0	2.3	1.7	1.1	1.3	2.0	2.6	1.9	1.6	2.6
Community type															
City	2.4	2.9	3.7	3.2	2.6	1.2	2.7	2.0	0.9	1.9	2.5	3.0	3.6	3.2	2.9
Suburban	2.1	2.1	2.3	2.1	1.6	0.6	1.6	1.0	0.6	2.1	2.0	2.5	2.3	1.6	1.8
Town	2.3	2.7	3.3	2.9	2.5	1.4	2.2	1.9	0.9	1.9	2.9	3.2	3.0	2.5	2.4
Rural	3.6	3.4	3.5	2.7	2.2	1.4	1.9	1.0	0.9	2.5	3.1	3.5	3.2	2.6	2.6
Region															
Northeast	3.0	2.8	2.9	2.3	1.8	†	1.3	0.9	0.4	3.4	2.8	3.5	3.1	2.3	2.5
Southeast	3.0	2.7	3.3	3.3	2.8	2.2	2.4	1.9	1.0	2.1	3.1	3.5	3.7	3.0	2.8
Central	3.2	3.0	2.5	2.2	1.8	0.5	1.9	1.3	0.6	2.5	3.2	2.6	2.7	2.4	1.8
West	2.2	2.5	3.1	2.7	2.6	1.4	1.8	1.3	1.0	1.8	2.3	2.9	3.1	2.2	2.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table A-6. **Standard errors for Table 6: Percent of public school districts with high school grades and high school English learners that have various programs and services designed specifically for high school English learners, by district characteristics: 2015–16**

District characteristic	Tutoring	Summer school	Credit recovery course/ program	Mentoring program	Distance education course/ program
All public school districts	**1.6**	**1.2**	**1.1**	**1.1**	**0.7**
District enrollment size					
Less than 1,000	5.8	3.4	4.6	4.0	†
1,000 to 2,499	3.1	1.9	1.8	1.7	1.0
2,500 to 9,999	1.9	1.6	1.1	1.2	0.8
10,000 or more	2.5	2.0	1.9	1.9	0.9
Community type					
City	3.4	3.1	2.2	2.2	1.2
Suburban	2.5	1.7	1.7	1.6	1.0
Town	3.1	2.3	1.8	2.1	1.0
Rural	3.3	1.9	2.3	1.9	1.4
Region					
Northeast	3.5	2.3	1.6	2.2	0.8
Southeast	3.6	2.0	2.1	2.1	1.1
Central	3.0	1.9	1.8	1.8	1.2
West	3.2	2.4	2.6	2.3	1.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table A-7. Standard errors for Table 7: Percent of public school districts with high school grades and high school English learners that have various materials and services in native languages for high school English learners and their parents/guardians, by district characteristics: 2015–16

District characteristic	Written information about high school academic programs in the district				Written information about high school career and technical education programs in the district			
	Available in the most common native language of English learners in the district	Available in other native languages			Available in the most common native language of English learners in the district	Available in other native languages		
		Yes, for all languages	Yes, for some languages	No		Yes, for all languages	Yes, for some languages	No
All public school districts	**1.7**	**1.1**	**1.4**	**1.9**	**1.6**	**0.9**	**1.3**	**1.6**
District enrollment size								
Less than 1,000	6.2	†	7.5	12.7	5.8	†	†	9.8
1,000 to 2,499	3.1	1.7	2.9	3.6	3.3	1.8	3.3	3.7
2,500 to 9,999	2.0	1.4	1.8	1.9	1.7	1.1	1.4	1.5
10,000 or more	1.5	0.7	2.3	2.1	1.6	0.7	1.7	1.8
Community type								
City	3.5	1.3	3.4	3.6	3.5	1.3	3.0	3.2
Suburban	2.5	1.4	2.3	2.5	2.1	1.2	1.8	2.0
Town	3.2	1.6	2.9	3.3	3.5	1.4	2.7	3.1
Rural	3.6	3.3	3.5	5.6	3.2	2.7	3.3	4.8
Region								
Northeast	3.6	2.3	2.6	3.2	3.2	1.7	2.7	2.8
Southeast	3.0	1.7	2.8	3.2	2.9	2.2	2.7	3.0
Central	3.2	1.4	2.8	3.2	3.1	1.2	2.2	2.6
West	3.0	2.4	2.7	3.5	3.0	2.2	2.5	3.4

See notes at end of table.

Table A-7. Standard errors for Table 7: Percent of public school districts with high school grades and high school English learners that have various materials and services in native languages for high school English learners and their parents/guardians, by district characteristics: 2015–16—Continued

District characteristic	Translation services upon request for printed materials				Interpreters upon request for school meetings or calls			
	Available in the most common native language of English learners in the district	Available in other native languages			Available in the most common native language of English learners in the district	Available in other native languages		
		Yes, for all languages	Yes, for some languages	No		Yes, for all languages	Yes, for some languages	No
All public school districts	**1.5**	**1.6**	**1.5**	**1.7**	**1.2**	**1.5**	**1.5**	**1.6**
District enrollment size								
Less than 1,000	6.6	†	8.3	9.9	5.3	7.3	6.3	9.7
1,000 to 2,499	2.0	3.0	3.5	3.5	2.0	3.2	3.7	3.6
2,500 to 9,999	1.3	2.2	1.6	1.8	0.8	2.0	1.6	1.6
10,000 or more	0.8	2.4	2.6	1.3	0.5	2.2	2.4	0.8
Community type								
City	3.0	3.5	3.6	3.5	0.9	4.0	3.8	2.3
Suburban	1.3	2.3	2.4	1.9	1.0	2.3	2.2	1.7
Town	2.2	3.0	3.2	3.1	2.2	2.9	3.0	3.0
Rural	3.4	3.6	3.9	4.7	3.0	3.9	3.6	4.8
Region								
Northeast	2.1	3.5	3.4	2.6	1.7	3.6	3.3	2.5
Southeast	2.5	3.3	3.3	3.5	2.4	3.0	3.3	3.5
Central	2.7	2.9	3.3	3.5	2.2	3.2	3.6	3.6
West	2.8	2.8	2.7	3.5	1.9	2.7	2.7	3.2

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table A-8. Standard errors for Table 8: Percent of public school districts with high school grades and high school English learners reporting the approximate number of high school English learners with their native language used for content instruction and the approximate number with their native language used for instructional support only, by whether the language is the most common in the district and district characteristics: 2015–16

District characteristic	Native language used for content instruction							
	For the most common native language of high school English learners in the district				For another non-English language			
	No students	Few students	Some students	Most or all students	No students	Few students	Some students	Most or all students
All public school districts	**1.3**	**1.1**	**0.7**	**0.7**	**0.9**	**0.7**	**0.5**	**0.3**
District enrollment size								
Less than 1,000	4.6	3.2	2.7	†	4.1	†	†	†
1,000 to 2,499	2.7	2.4	0.8	1.6	1.9	1.6	†	†
2,500 to 9,999	1.4	1.2	0.8	0.7	1.1	0.9	0.7	†
10,000 or more	2.3	1.6	1.4	1.0	1.9	1.2	1.0	†
Community type								
City	3.2	2.3	2.1	0.6	2.9	2.6	0.5	†
Suburban	2.0	1.6	1.0	0.8	1.4	1.1	0.8	†
Town	2.6	2.0	1.1	1.5	1.7	1.4	†	†
Rural	2.6	1.7	1.4	1.5	2.2	1.8	†	†
Region								
Northeast	2.1	1.7	0.9	1.3	1.1	0.7	0.8	†
Southeast	3.0	1.8	1.1	1.9	2.7	2.0	1.2	†
Central	2.1	1.7	1.2	1.0	1.7	1.6	0.6	†
West	3.0	2.2	1.7	1.5	2.1	1.7	1.3	†

See notes at end of table.

Table A-8. **Standard errors for Table 8: Percent of public school districts with high school grades and high school English learners reporting the approximate number of high school English learners with their native language used for content instruction and the approximate number with their native language used for instructional support only, by whether the language is the most common in the district and district characteristics: 2015–16—Continued**

District characteristic	Native language used for instructional support only							
	For the most common native language of high school English learners in the district				For another non-English language			
	No students	Few students	Some students	Most or all students	No students	Few students	Some students	Most or all students
All public school districts	**1.6**	**1.3**	**1.1**	**1.3**	**1.5**	**1.0**	**0.9**	**0.8**
District enrollment size								
Less than 1,000	5.8	4.8	3.9	4.9	7.2	†	†	†
1,000 to 2,499	2.5	2.2	1.5	2.2	3.6	2.1	1.6	1.4
2,500 to 9,999	1.9	1.4	1.5	1.7	1.4	1.4	1.2	0.9
10,000 or more	2.1	1.8	1.6	1.6	2.3	1.4	1.2	0.9
Community type								
City	3.6	3.2	3.0	2.3	3.4	2.9	2.0	1.6
Suburban	2.1	1.8	1.8	1.8	1.8	1.6	1.1	1.0
Town	3.0	2.9	2.2	2.7	3.0	2.8	1.6	1.3
Rural	3.1	2.9	2.3	2.9	3.6	2.2	2.4	2.2
Region								
Northeast	2.9	2.1	1.5	2.7	2.3	1.9	1.3	†
Southeast	2.9	2.7	2.4	1.9	3.3	2.7	2.4	1.8
Central	2.6	2.9	1.8	2.3	3.2	2.6	1.0	1.7
West	3.3	2.3	2.9	2.9	3.1	2.0	2.2	1.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table A-9. Standard errors for Table 9: Percentage distribution of public school districts with high school grades and high school English learners reporting the frequency with which English learners ages 18 to 21 were newly enrolled in the district as high school students in the last 12 months, by district characteristics: 2015–16

District characteristic	Never	Rarely	Sometimes	Often	Don't know
All public school districts	**1.6**	**1.4**	**0.8**	**0.7**	**0.4**
District enrollment size					
Less than 1,000	4.8	4.5	†	†	†
1,000 to 2,499	3.4	2.8	1.5	0.9	1.1
2,500 to 9,999	1.7	2.0	1.4	1.1	0.6
10,000 or more	1.1	2.0	1.9	2.0	0.7
Community type					
City	2.4	3.6	3.8	2.4	0.9
Suburban	2.3	2.6	1.8	1.2	0.8
Town	3.8	3.3	1.7	1.0	1.2
Rural	2.5	2.5	1.3	1.1	†
Region					
Northeast	3.2	2.9	2.3	1.7	0.9
Southeast	3.0	2.9	1.6	1.0	0.7
Central	2.8	2.4	1.5	1.3	0.7
West	2.9	2.9	1.9	1.0	0.7

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table A-10. Standard errors for Table 10: Percent of public school districts with high school grades and high school English learners that provide information about various educational programs or services to English learners ages 18 to 21 seeking to newly enroll in the district, by district characteristics: 2015–16

District characteristic	Academic programs at the regular high school		Alternative school or program for at-risk students		District-administered newcomer program		Career and technical training offered by district		Career and technical training offered by other entities		GED® or adult education programs offered by district		GED® or adult education programs offered by other entities		Free or low-cost English classes	
	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know	Yes	Don't know
All public school districts	**1.3**	**0.9**	**1.8**	**1.1**	**0.9**	**1.0**	**1.7**	**1.2**	**1.5**	**1.2**	**1.4**	**1.2**	**1.4**	**1.2**	**1.4**	**1.3**
District enrollment size																
Less than 1,000	4.8	3.1	6.3	3.0	2.4	3.1	6.6	2.9	5.0	3.1	3.5	3.4	3.5	3.0	4.2	3.7
1,000 to 2,499	2.6	2.0	3.3	2.3	1.5	2.4	3.1	2.9	3.2	2.7	2.9	2.7	2.9	2.7	2.6	2.9
2,500 to 9,999	1.2	1.1	2.1	1.5	1.4	1.1	1.7	1.7	1.7	1.7	2.0	1.6	2.1	1.6	1.6	1.8
10,000 or more	1.4	0.7	1.8	0.8	2.0	1.2	1.9	1.4	1.9	2.0	2.3	1.3	2.3	1.5	2.1	0.9
Community type																
City	2.3	1.5	3.8	2.2	2.7	1.3	3.1	2.1	3.6	2.7	3.5	2.1	3.4	2.3	3.3	2.5
Suburban	2.0	1.6	2.4	1.9	1.4	1.6	2.3	1.9	2.4	1.9	2.2	2.1	2.4	2.1	2.0	2.0
Town	2.5	1.7	3.0	2.0	1.8	1.8	3.2	2.2	3.4	2.4	3.0	2.6	3.1	2.4	3.1	2.7
Rural	3.0	2.3	3.0	2.6	1.5	2.6	3.7	2.5	3.3	2.8	2.5	2.7	2.4	2.5	2.9	2.8
Region																
Northeast	2.4	2.0	3.4	2.6	1.9	2.1	3.1	2.4	3.3	2.8	3.2	2.5	3.4	2.6	3.4	2.7
Southeast	3.1	2.0	3.3	2.3	1.4	2.1	3.1	2.3	3.3	2.3	2.8	2.6	3.0	2.2	3.0	2.5
Central	3.0	2.4	3.2	2.7	1.5	2.6	3.3	2.8	2.9	3.2	2.3	3.0	3.2	3.1	2.6	3.0
West	2.3	2.0	3.6	1.7	1.9	1.8	2.8	2.2	3.2	2.1	2.5	2.3	3.1	2.3	2.7	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Table A-11. Standard errors for Table 11: Percentage distribution of public school districts with high school grades and high school English learners reporting the extent to which the district considers various factors when providing information about educational programs or services to English learners ages 18 to 21 seeking to newly enroll in the district, by district characteristics: 2015–16

District characteristic	English proficiency level			Literacy in their native language			Limited or interrupted formal education			Length of time needed to accrue sufficient credits to graduate		
	Not at all	Minor or moderate extent	Major extent	Not at all	Minor or moderate extent	Major extent	Not at all	Minor or moderate extent	Major extent	Not at all	Minor or moderate extent	Major extent
All public school districts	**1.6**	**1.7**	**1.5**	**1.8**	**1.7**	**1.2**	**1.7**	**1.9**	**1.3**	**1.6**	**1.4**	**1.6**
District enrollment size												
Less than 1,000	6.1	5.8	4.6	6.8	6.4	4.2	7.0	7.0	4.5	6.4	5.3	5.8
1,000 to 2,499	3.2	3.7	3.5	3.1	3.4	2.1	2.8	3.7	2.6	3.2	2.6	3.3
2,500 to 9,999	1.6	1.5	1.3	1.7	1.6	1.4	1.6	2.1	1.6	1.3	1.6	1.5
10,000 or more	2.3	2.3	1.8	2.4	2.4	1.7	1.5	1.9	1.8	1.2	1.9	2.2
Community type												
City	3.0	3.4	3.3	3.9	3.9	2.5	3.1	3.7	3.3	2.6	2.9	3.3
Suburban	2.5	2.4	2.6	2.5	2.2	2.1	2.5	2.5	2.4	2.2	2.0	2.3
Town	3.7	3.0	2.9	3.6	3.7	2.3	3.2	3.3	2.2	3.0	3.0	2.9
Rural	3.4	3.4	2.8	3.9	3.8	2.4	3.8	3.8	2.8	3.4	3.1	3.2
Region												
Northeast	2.9	3.0	3.5	3.4	3.9	3.0	3.0	3.4	3.6	2.8	2.9	3.2
Southeast	3.2	3.1	2.7	3.2	3.1	2.0	3.4	3.6	2.7	3.2	3.4	3.1
Central	3.1	3.0	2.6	3.4	3.2	1.7	3.0	3.3	2.4	3.4	3.3	3.2
West	3.0	2.9	3.1	3.0	3.1	2.2	3.0	2.9	2.3	2.7	2.9	3.4

See notes at end of table.

Table A-11. **Standard errors for Table 11: Percentage distribution of public school districts with high school grades and high school English learners reporting the extent to which the district considers various factors when providing information about educational programs or services to English learners ages 18 to 21 seeking to newly enroll in the district, by district characteristics: 2015–16—Continued**

District characteristic	Student's ability to meet high school graduation requirements in content area classes			Student's ability to pass state tests required for graduation			Age of student at time of enrollment		
	Not at all	Minor or moderate extent	Major extent	Not at all	Minor or moderate extent	Major extent	Not at all	Minor or moderate extent	Major extent
All public school districts	1.6	1.5	1.7	1.6	1.5	1.4	1.6	1.7	1.6
District enrollment size									
Less than 1,000	6.7	5.4	5.8	6.3	5.4	4.4	5.9	6.6	5.1
1,000 to 2,499	2.8	3.1	3.7	2.7	2.6	3.0	3.1	3.2	3.5
2,500 to 9,999	1.5	1.6	1.6	1.8	2.2	1.6	1.7	1.7	1.8
10,000 or more	1.3	1.7	2.2	2.2	1.7	1.7	1.1	1.8	2.1
Community type									
City	2.5	3.3	3.5	3.4	3.0	2.9	2.4	3.4	3.3
Suburban	2.1	2.2	2.5	2.3	2.1	2.2	2.1	2.0	2.5
Town	2.8	2.8	3.2	3.2	2.7	2.5	2.8	3.1	2.8
Rural	3.5	3.2	3.2	3.5	3.3	3.1	3.1	3.9	3.4
Region									
Northeast	2.6	3.1	3.2	3.2	3.3	3.3	2.4	3.0	3.0
Southeast	3.2	3.0	3.0	3.5	3.6	2.4	3.3	3.4	3.1
Central	3.6	3.4	3.4	3.5	3.3	2.3	3.4	3.6	2.7
West	2.7	2.6	3.2	2.9	2.7	2.5	2.7	2.8	2.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

Appendix B

Technical Notes

Technical Notes

Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 by the National Center for Education Statistics (NCES), U.S. Department of Education. FRSS is designed to collect issue-oriented data within a relatively short time frame. FRSS collects data from state education agencies, local education agencies, public and private elementary and secondary schools, public school teachers, and public libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,200 to 1,800 respondents per survey) so that data collection can be completed quickly. Data are weighted to produce national estimates of the sampled education sector. The sample size permits limited breakouts by analysis variables. However, as the number of categories within any single analysis variable increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by analysis variables.

Sample Design

The sample for the FRSS survey *Programs and Services for High School English Learners* consisted of approximately 1,700 regular public school districts with high school grades in the 50 states and the District of Columbia. The nationally representative sample was selected from the 2012–13 NCES Common Core of Data (CCD) Local Education Agency (LEA) Universe file, which was the most current file available at the time of selection. The sampling frame included 11,405 regular public schools districts that were coded with a highest grade of instruction of 11 or 12 in the CCD LEA Universe file. Regular school districts are generally administered by local education agencies and are responsible for providing instruction. They exclude supervisory unions that provide administrative services to multiple districts, regional education service agencies, state or federally operated school districts, and charter school districts.[1] Excluded from the sampling frame were districts with a highest grade of instruction below grade 11, districts with enrollment coded as zero, missing, "not applicable," or "does not meet NCES quality standards," districts that were not regular school districts, and districts outside the 50 states and the District of Columbia.

The district sampling frame was stratified by district enrollment size (less than 1,000; 1,000 to 2,499; 2,500 to 9,999; 10,000 to 24,999; 25,000 to 99,999; 100,000 or more) and percent of students in the district who are English learners (missing, less than 10 percent, 10 percent or more)[2] to create 17 primary strata. Within stratum, districts were sorted by community type (city, suburban, town, and rural) and region (Northeast, Southeast, Central, and West) prior to selection to induce additional implicit stratification. The variables for district enrollment size, community type, and region are defined in more detail in the "Definitions of Analysis Variables" section of these technical notes. Within each primary stratum, districts were selected systematically using sampling rates that depended on the size classification of the district.

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[1] For purposes of this study, "regular" school districts were those with TYPE equal to 1 or 2 on the CCD file (a local school district that is not a component of a supervisory union, or a local school district component of a supervisory union sharing a superintendent and administrative services).

[2] Percent of students in the district who are English learners (ELs) served as a measure of the concentration of ELs in the district. It was calculated by dividing the number of students in the district (at all grade levels) who were enrolled in programs for English language learners by the total number of students enrolled in the district at all grade levels; both counts were taken from the 2012–13 NCES Common Core of Data (CCD) Local Education Agency (LEA) Universe file.

Data Collection and Response Rates

Questionnaires and cover letters were mailed to the superintendent of each sampled district in September 2015. The letter stated the purpose of the study and requested that the questionnaire be completed by the person(s) in the district most knowledgeable about programs and services for English learners at the high school level. Respondents were asked to respond for the current 2015–16 school year. Respondents were offered options of completing the survey on paper or online. Telephone follow-up for survey nonresponse and data clarification was initiated in October 2015 and completed in February 2016.

Of the approximately 1,700 school districts in the sample, approximately 40 were found to be ineligible because the district was closed or did not meet some other criterion for inclusion in the sample (e.g., did not have high school grades). For the eligible districts, an unweighted response rate of 89 percent was obtained for this survey (about 1,480 responding districts divided by the approximately 1,670 eligible districts in the sample). The corresponding weighted response rate using the initial base weights was 89 percent (table B-1). Among the respondents who completed the survey, 67 percent completed it via the Web, 28 percent completed it by paper (sent by mail, fax, or e-mail), and 5 percent completed it by telephone. The final weighted count of responding districts in the survey after nonresponse adjustment represents the estimated universe of eligible school districts in the 50 states and the District of Columbia—approximately 10,900 districts (table B-1).[3]

Table B-1. Number and percentage of responding public school districts in the study sample, and estimated number and percentage of public school districts the sample represents, by district characteristics: School year 2015–16

District characteristic	Respondent sample (unweighted)		National estimate (weighted)[1]	
	Number	Percent	Number	Percent
All public school districts	**1,480**	**100**	**10,900**	**100**
District enrollment size				
Less than 1,000	270	18	4,400	40
1,000 to 2,499	330	22	2,900	27
2,500 to 9,999	520	35	2,700	25
10,000 or more	360	25	800	8
Community type				
City	210	14	600	6
Suburban	470	32	2,300	22
Town	290	20	2,200	20
Rural	500	34	5,700	52
Region				
Northeast	290	20	2,200	20
Southeast	300	20	1,500	14
Central	450	31	4,200	38
West	430	29	3,000	28

[1] Weighted count of responding districts using the final nonresponse-adjusted weights. The weighted count is an estimate of the number of eligible districts in the study universe (see text for definition of the types of districts included in the study).
NOTE: Based on public school districts with high school grades. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "Programs and Services for High School English Learners," FRSS 107, 2016.

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[3] For more details about the development of survey weights, see the section of this report on weighting and sampling errors.

Imputation for Item Nonresponse

Cases with missing data were recontacted by telephone to collect the missing information. However, for cases in which this data retrieval was unsuccessful, missing data were imputed. Although item nonresponse was very low (less than 1 percent for any item), missing data were imputed for the 32 items with a response rate of less than 100 percent. The missing items included both numerical data such as the number of high school English learners, as well as categorical data, such as whether the district had various programs or services designed specifically for English learners in high school. The missing data were imputed using a "hot-deck" approach to obtain a "donor" district from which the imputed values were derived. Under the hot-deck approach, a donor district that matched selected characteristics of the district with missing data (the recipient district) was identified (Kalton 1983, pp. 65–104). The matching characteristics included district enrollment size, community type, region, and percent of English learner students in the district. In addition, other relevant questionnaire items were used to form appropriate imputation groupings. Once a donor was found, the imputed value was simply the corresponding value from the donor district.

Data Reliability

Although the survey on programs and services for high school English learners was designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population, and nonsampling errors are errors made during the collection and processing of the data.

Weighting and Sampling Errors

The responses were weighted to produce national estimates (table B-1). The weights were designed to reflect the probabilities of selection of the sampled districts and were adjusted for differential unit (questionnaire) nonresponse. The nonresponse weighting adjustments were made within classes defined by district enrollment size and percent of the district enrollment in English language learner programs. Within the final weighting classes, the base weights (i.e., the reciprocal of districts' probabilities of selection) of the responding districts were inflated by the inverse of the weighted response rate for the class. Such weights are appropriate for analysis of most types of data collected in the survey, but can be less effective for reducing the bias of estimates of district-reported numerical variables that are correlated with the total number of students enrolled in programs for English language learners. The only variable collected in the survey that meets this criterion is the number of high school English learners (ELs). Thus, a separate set of nonresponse-adjusted weights was constructed for analysis of this numerical variable. Similar to the usual nonresponse adjustment procedures in which the base weights of the respondents are inflated to account for the weight of the nonrespondents, the adjustments for computing the EL statistics were made using the district-wide number of students enrolled in programs for English language learners as an auxiliary variable in the adjustment. In other words, rather than adjusting the weights of the responding districts to account for the number of nonresponding districts, the weights are adjusted to account for the estimated number of EL student counts in the nonresponding districts. The resulting weights are thus expected to be more effective in compensating for the missing EL student counts from the survey than the usual nonresponse-adjusted weights.

The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability. Because the survey data were collected using a complex sampling design, the variances of the estimates from the survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an under- or overestimation of the standard errors associated with such estimates. To generate accurate standard errors for the estimates in this report, standard errors were computed using a technique known as jackknife replication (Levy and Lemeshow 1991). As with any replication method, jackknife

replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. A form of jackknife replication referred to as the JKN method was used to construct the replicates. Under the JKN method, the replicates were formed within groups of districts (called "variance strata") within which districts were sampled at approximately the same rate. By creating the jackknife replicates within the variance strata, finite population correction factors can be introduced in the variance estimator to account for the fact that districts in some variance strata were sampled at relatively high rates (Rust 1986, Wolter 1985). The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 100 stratified subsamples of the full sample were created and then dropped one at a time to define 100 jackknife replicates. Estimates of standard errors can be computed using statistical packages such as SAS or WesVar.

The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percent of public school districts with high school English learners is 62 percent, and the standard error is 1.3 percent (tables 1 and A-1). The 95 percent confidence interval for the statistic extends from [62 – (1.3 x 1.96)] to [62 + (1.3 x 1.96)], or from 59.5 to 64.5 percent. The 1.96 is the appropriate percentile from a standard normal distribution corresponding to a two-sided statistical test at the $p < .05$ significance level (where .05 indicates the 5 percent of all possible samples that would be outside the range of the confidence interval).

Comparisons can be tested for statistical significance at the $p < .05$ level using Student's t-statistic to ensure that the differences are larger than those that might be expected due to sampling variation. Student's t values are computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems such as unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for nonsampling error, this study used a variety of procedures, including a pretest of the questionnaire with district-level personnel considered to be the most knowledgeable about programs and services for English learners at the high school level. The pretest provided the opportunity to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaire and instructions were also extensively reviewed by NCES. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing, inconsistent, or out-of-range items were recontacted by telephone to resolve problems. Data entered for all surveys received by mail, fax, or telephone were verified to ensure accuracy.

Definitions of Analysis Variables

Many of the district characteristics described below may be related to each other. For example, district enrollment size and community type are related, with districts located in cities typically being larger than districts located in rural areas. Other relationships between these analysis variables may exist. However, this First Look report focuses on national estimates and bivariate relationships between the analysis variables and questionnaire variables rather than more complex analyses.

District enrollment size—This variable indicates the total number of students enrolled in the district based on data from the 2012–13 CCD LEA Universe file. The variable used six categories for sampling, but was collapsed into the following four categories for analysis:

> **Less than 1,000 students**
>
> **1,000 to 2,499 students**
>
> **2,500 to 9,999 students**
>
> **10,000 or more students**

Community type—This is a created variable collapsed from the 12-category urban-centric locale variable, as defined in the 2012–13 CCD LEA Universe file. The urban-centric locale code is an indicator of a district's location relative to a populous area. It is based upon the location of the school buildings in the district and in some cases may not reflect the entire attendance area or residences of enrolled students. This classification system has four major locale categories—city, suburban, town, and rural—each of which is subdivided into three subcategories. Community type was based on the 12-category urban-centric locale variable from CCD collapsed into the four categories below.

> **City**—Territory inside an urbanized area and inside a principal city
>
> **Suburban**—Territory outside a principal city and inside an urbanized area
>
> **Town**—Territory inside an urban cluster
>
> **Rural**—Territory outside an urbanized area and outside an urban cluster

Region—This variable classifies districts into one of the four geographic regions used by the Bureau of Economic Analysis of the U.S. Department of Commerce. Data were obtained from the 2012–13 CCD LEA Universe file. The geographic regions are as follows:

> **Northeast**—Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont
>
> **Southeast**—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia
>
> **Central**—Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin
>
> **West**—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming

Definitions of Terms Used in This Survey

The following definitions were provided to respondents in the questionnaire.

Bilingual education/instruction provided to English learner students only: An educational program/instructional approach in which two languages, English and the students' native language, are used to provide content instruction *to classes of English learner students*. Bilingual programs may promote proficiency in both languages with the goal of students becoming fully bilingual, or the students' native language is used initially to assist in students' transition to all-English instruction and then decreased over time.

Two-way bilingual education/dual-language program: Also known as two-way immersion programs, two-way or dual language programs provide instruction using both English and a non-English language *to classes that include both English learner and English proficient students*. The program goals are for all students to become bilingual and bi-literate, to succeed academically, and to develop cross-cultural awareness.

English as a Second Language (ESL) instruction: ESL programs (also known as English language development (ELD)) provide instruction that focuses on the structure and use of the English language, using carefully articulated English language instruction designed to meet the needs of students at various levels of English proficiency. The instruction may also include use of content materials related to the students' curriculum, and typically involves little or no use of the native language. ESL instruction is provided in one or more regularly scheduled class periods or, in some cases, as *push-in* instruction (the ESL instructor works with students within an ongoing content class) or as *pull-out* instruction (students move out of an ongoing class for an ESL session).

Instructional support by a paraprofessional: Paraprofessionals (also referred to as instructional aides or teachers' aides) provide assistance to English learner students in the classroom. They do not provide instruction, but provide additional support and help clarify material for students. Some paraprofessionals are bilingual in English and the students' native language and in these cases they may provide translation or explanation in the native language.

Sheltered English/content instruction: Sheltered instruction refers to regular grade-level instruction in core content areas that is provided in English through instructional strategies that make the academic content accessible to English learner students while also assisting them to acquire academic English. Sheltered instruction may be provided by a teacher trained to shelter instruction, by a teacher dually certified in the content area and ESL, or through a co-teaching model, in which instruction is presented by a content area teacher and a certified EL specialist teacher.

Newcomer program: A specialized academic environment that serves newly arrived, immigrant English learner students for a limited period of time. Newcomer programs typically focus on developing basic English language and literacy skills, instruction in core content, and acculturation to U.S. schooling. Students transition to a school's regular language support program for English learners after they have participated in the newcomer program.

Use of the native language for content instruction: The student's native language is used as the language for presenting new academic concepts and introducing new academic skills.

Use of the native language for instructional support: The student's native language is used to provide clarification of instruction in contexts where the teacher uses English as the primary language for presenting new academic concepts and introducing new academic skills.

Contact Information

For more information about the survey, contact John Ralph, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Potomac Center Plaza, 550 12th Street SW, Washington, DC 20202; e-mail: john.ralph@ed.gov; telephone: (202) 245-6152.

Appendix C

Questionnaire

Please answer the survey about programs and services in your district for high school English learners during the current 2015-16 school year.

This survey is designed to be completed by the person(s) in the district most knowledgeable about programs and services for English learners at the high school level.

IF ABOVE **DISTRICT** INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of person completing this form: _____

Title/position: _____

Name of district: _____

Telephone number: _____   E-mail:_____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS.

FRSS Form No. 107, 09/2015

Instructions and Definitions

Please answer the survey about programs and services in your district for high school English learners during the current 2015-16 school year.

Definitions for question 3

Bilingual education/instruction provided to English learner students only: An educational program/instructional approach in which two languages, English and the students' native language, are used to provide content instruction *to classes of English learner students*. Bilingual programs may promote proficiency in both languages with the goal of students' becoming fully bilingual, or the students' native language is used initially to assist in students' transition to all-English instruction and then decreased over time*.*

Two-way bilingual education/dual-language program: Also known as two-way immersion programs, two-way or dual language programs provide instruction using both English and a non-English language *to classes that include both English learner and English proficient students*. The program goals are for all students to become bilingual and bi-literate, to succeed academically, and to develop cross-cultural awareness.

English as a Second Language (ESL) instruction: ESL programs (also known as English language development (ELD)) provide instruction that focuses on the structure and use of the English language, using carefully articulated English language instruction designed to meet the needs of students at various levels of English proficiency. The instruction may also include use of content materials related to the students' curriculum, and typically involves little or no use of the native language. ESL instruction is provided in one or more regularly scheduled class periods or, in some cases, as *push-in* instruction (the ESL instructor works with students within an ongoing content class) or as *pull-out* instruction (students move out of an ongoing class for an ESL session).

Instructional support by a paraprofessional: Paraprofessionals (also referred to as instructional aides or teachers' aides) provide assistance to English learner students in the classroom. They do not provide instruction, but provide additional support and help clarify material for students. Some paraprofessionals are bilingual in English and the students' native language and in these cases they may provide translation or explanation in the native language.

Sheltered English/content instruction: Sheltered instruction refers to regular grade-level instruction in core content areas that is provided in English through instructional strategies that make the academic content accessible to English learner students while also assisting them to acquire academic English. Sheltered instruction may be provided by a teacher trained to shelter instruction, by a teacher dually certified in the content area and ESL, or through a co-teaching model, in which instruction is presented by a content area teacher and a certified EL specialist teacher.

Definition for questions 4 through 8

Newcomer program: A specialized academic environment that serves newly arrived, immigrant English learner students for a limited period of time. Newcomer programs typically focus on developing basic English language and literacy skills, instruction in core content, and acculturation to U.S. schooling. Students transition to a school's regular language support program for English learners after they have participated in the newcomer program.

Definitions for question 13

Use of the native language for content instruction: The student's native language is used as the language for presenting new academic concepts and introducing new academic skills.

Use of the native language for instructional support: The student's native language is used to provide clarification of instruction in contexts where the teacher uses English as the primary language for presenting new academic concepts and introducing new academic skills.

Respond about English learners at the *high school* level.

1. Does your district currently enroll English learners at the **high school** level? *(Check one.)*

   Yes... ☐ *(Continue with question 2.)*   No... ☐ *(Stop. Complete respondent section on front and return survey.)*

2. What is the current total number of **high school** English learners enrolled in your school district? _____

3. In your district, which of the following English learner instructional programs/approaches are currently provided for English learners in high school? *(Check one on each line.)*

		Yes	No
a.	Bilingual instruction for English learners in one or more content classes	☐	☐
b.	Two-way bilingual/dual language program for English learner and English proficient students in one or more content classes	☐	☐
c.	English as a Second Language (ESL) instruction in scheduled class periods	☐	☐
d.	English as a Second Language (ESL) push-in or pull-out instruction	☐	☐
e.	Instructional support by a paraprofessional who *does not speak* the student's native language	☐	☐
f.	Instructional support by a paraprofessional *who speaks* the student's native language	☐	☐
g.	Sheltered English/content instruction	☐	☐
h.	Other *(please specify):* _____	☐	☐

4. Does your district have a newcomer program for English learners in high school? *(Check one.)*

   Yes .... ☐ *(Continue with question 5.)*   No .... ☐ *(Skip to question 9.)*

5. Is your district's newcomer program for high school students designed to serve a specific group of newly arrived students? *(Check one.)*

   Yes .... ☐ *(Continue with question 6.)*   No .... ☐ *(Skip to question 7.)*

6. What is the group of newly arrived students that your high school newcomer program is specifically designed to serve? *(Check one.)*

   English learner students with limited or interrupted education......................... ☐

   Other *(please specify):* _____ ☐

7. What is the structure of the high school newcomer program? *(Check all that apply.)*
   a. Full-day program .... ☐
   b. Half-day program .... ☐
   c. Class periods that total less than half a day .... ☐
   d. After-school program.. ☐
   e. Other *(please specify):* _____ ☐

8. What is the typical length of time a high school student spends in the newcomer program? *(Check one.)*

   1 semester or less…☐   2 semesters....☐   3–4 semesters...☐   More than 4 semesters...☐   Don't know....☐

9. In your district, do high school English learners work with online or computer-based programs in the following areas to address any of their needs as English learners? *(Check one on each line.)*

		Yes	No
a.	English language acquisition	☐	☐
b.	English language and literacy instruction	☐	☐
c.	Content area instruction	☐	☐
d.	Native language support in content area instruction	☐	☐
e.	Organizational and study skills	☐	☐
f.	Other purpose *(please specify):* _____	☐	☐

10. In your district, **approximately** how many high school English learners participate in the following programs and services? *(Check one on each line.)*

Program or service	None	Few	Some	Most	Don't know
a. Summer school..	☐	☐	☐	☐	☐
b. Remediation classes	☐	☐	☐	☐	☐
c. Credit recovery course/program.........................	☐	☐	☐	☐	☐
d. Flexible scheduling (e.g., shortened day, evening classes, Saturday classes)	☐	☐	☐	☐	☐
e. Alternative school/program for at-risk students.	☐	☐	☐	☐	☐
f. Career and technical training	☐	☐	☐	☐	☐
g. Distance education course/program..................	☐	☐	☐	☐	☐
h. District-administered GED® courses	☐	☐	☐	☐	☐
i. Tutoring	☐	☐	☐	☐	☐
j. Mentoring program	☐	☐	☐	☐	☐
k. Other *(please specify):* _____	☐	☐	☐	☐	☐

11. Does your district have the following programs or services **designed specifically for English learners** in high school? *(Check one on each line.)*

	Yes	No
a. Tutoring	☐	☐
b. Summer school	☐	☐
c. Credit recovery course/program	☐	☐
d. Mentoring program...	☐	☐
e. Distance education course/program	☐	☐
f. Other *(please specify):* _____	☐	☐

12. Which of the following materials and services does your district have available in native languages for high school English learners and their parents/guardians?

- In **part 1**, check one on each line to indicate whether the district has that material or service available in the **most common** native language of ELs in the district.

- In **part 2**, check one on each line to indicate whether the district has that material or service available in **other native languages** of ELs in the district. *If your district has only one native language for high school ELs, check here ☐ and leave part 2 blank.*

Materials/services	Part 1. Materials and services available in the *most common* native language of ELs in the district		Part 2. Materials and services available in *other native languages* of ELs in the district		
	Yes	No	Yes, for all languages	Yes, for some languages	No
a. Written information about high school academic programs in your district..	☐	☐	☐	☐	☐
b. Written information about high school career and technical education programs in your district..................	☐	☐	☐	☐	☐
c. Translation services upon request for printed materials .	☐	☐	☐	☐	☐
d. Interpreters upon request for school meetings or calls ...	☐	☐	☐	☐	☐

Respond about English learners at the *high school* level.

13. In your district, what is the approximate number of high school English learners with their native language used for **content instruction** *(part 1)*, and what is the approximate number with their native language used for **instructional support only** *(part 2)*?

   - In **row a**, provide information for the **most common** native language of high school ELs in the district.

   - In **row b**, provide information for **other non-English languages** of high school ELs in the district. *If your district has only one native language for high school ELs, check here ☐ and leave row b blank.*

High school English learners whose native language is:	Part 1. Native language used for *content instruction*				Part 2. Native language used for *instructional support only*			
	No students	Few students	Some students	Most or all students	No students	Few students	Some students	Most or all students
a. the **most common** native language in the district	☐	☐	☐	☐	☐	☐	☐	☐
b. **another non-English language** in the district	☐	☐	☐	☐	☐	☐	☐	☐

14. In your district, about how often in the last 12 months have **English learners ages 18 to 21 newly enrolled** in your district as a high school student? *(Check one.)*

   Never ....☐   Rarely ....☐   Sometimes............☐   Often ....☐   Don't know ....☐

15. Does your district provide **English learners ages 18 to 21 seeking to newly enroll** in your public school district with information about the following educational programs or services? *(Check one on each line.)*

Educational program or service	District provides information about program or service		
	Yes	No	Don't know
a. Academic programs at the regular high school	☐	☐	☐
b. Alternative school or program for at-risk students	☐	☐	☐
c. District-administered newcomer program	☐	☐	☐
d. Career and technical training offered by your public school district	☐	☐	☐
e. Career and technical training offered by other entities	☐	☐	☐
f. GED® or adult education programs offered by your public school district	☐	☐	☐
g. GED® or adult education programs offered by other entities....................	☐	☐	☐
h. Free or low-cost English classes	☐	☐	☐
i. Other *(please specify):* _____	☐	☐	☐

16. To what extent does your district consider the following factors when providing information about educational programs or services available to **English learners ages 18 to 21** who are **seeking to newly enroll** in your school district? *(Check one on each line.)*

Factor	Not at all	Minor extent	Moderate extent	Major extent
a. English proficiency level	☐	☐	☐	☐
b. Literacy in their native language..	☐	☐	☐	☐
c. Limited or interrupted formal education..	☐	☐	☐	☐
d. Length of time needed to accrue sufficient credits to graduate	☐	☐	☐	☐
e. Whether the student will be able to meet high school graduation requirements in content area classes	☐	☐	☐	☐
f. Whether the student will be able to pass state tests required for graduation .	☐	☐	☐	☐
g. Age of student at time of enrollment...	☐	☐	☐	☐
h. Other *(please specify):* _____	☐	☐	☐	☐