



# **TITLE III-LEP 2008-2009 DATA COLLECTION**

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## DUE ON JUNE 30, 2009

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- 2008-2009 LEP Data Collection Spreadsheet.  
email to: [fmbrendefur@sde.idaho.gov](mailto:fmbrendefur@sde.idaho.gov)
- 2009-2010 LEP Improvement Plan or LEP Plan  
uploaded into the CIP tool.
- 2009-2010 State and Federal LEP preliminary  
budgets on CIP tool.



## INCLUDE THE FOLLOWING:

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- District Name.
- District Number.
- Contact name, number and email.
- New LEP Program Director information if applicable.



## QUESTION #1

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- Did your district receive Title III funds in 2008-2009?

*(Title III funds could be: 1. General Title III LEP, Consortia LEP, Emergency Immigrant, or any of the above combinations.)*



## QUESTION #2

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- Total number of (new) students assessed in 2008-2009 with the ELL Placement test for potential placement into an LEP program.

*(This is the total number of students who were assessed for the first time to determine their language proficiency level and if they should be placed in an LEP program. This is **not** the total number of students assessed in the spring with the IELEA to determine growth in language proficiency.)*



## QUESTION #3

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- Total number of (new) students identified as LEP through the ELL Placement test in 2008-2009.

*(This is the total number of students that were identified as LEP with a language placement assessment in 08-09. This is **not** the total number of students enrolled in the LEP program.)*



## QUESTION #4A

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- Total number of LEP students enrolled/served in an LEP program in the district throughout 2008-2009.

*(This is the total number of LEP students (newly and previously identified) in the district, who were served in 2008-2009. This number should match the district's spring 2009 LEP student count requested by the State Department of Education for funding purposes.)*



## QUESTION #4B

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- Total number of LEP students enrolled/served in an LEP program by grade level.

*(Numbers in each grade K-12.)*



## QUESTION #4C

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- This is the number of students in the LEP program by their native language.

*(This is the number of LEP students by their native language. Please select the top five languages from the next tab of the excel file. Insert the alpha.)*



## QUESTION #4D

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- Total number of LEP students enrolled/served in an LEP program by English proficiency level.

*(This is the Idaho English Language Assessment proficiency levels from spring 2009. Data will be posted to the IEELA online system by the first week of June.)*



## QUESTION #5

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- Types of language instruction educational programs implemented in your district and the number of students served with each program.

*(Dual language, Two-way immersion/Developmental bilingual, Transitional bilingual, Heritage Language preservation, Sheltered English instruction, Structured English immersion, SDAIE, Content-based ESL, Pull-out ESL, Other [please describe].)*



## QUESTION #6

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- Total number of students who were transitioned out of an LEP program at any point during 2008-2009.

*(This is the total number of LEP students who were exited out of the LEP program during 2008-2009. These students who exited at any point during the year, would then be coded as LEPX and monitored for two years.)*



## QUESTION #7A

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- Total number of LEPX1 (monitored) students in their first year of monitoring status during 2008-2009 by grade level.

*(Number of students by grade levels K-12).*



## QUESTION #7B

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- Total number of LEPX2 (monitored) students in their second year of monitoring status during 2008-2009 by grade level.

*(Number of students by grade levels K-12).*



## QUESTION #8

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- Number of LEPX or fully mainstreamed students who were placed back into an LEP program during 2008-2009.

*(This is the number of students who you have fully transitioned out of the LEP program and are either LEPX or are not coded as LEP anymore and who must be placed back into a program of service.)*



## QUESTION #9

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- Number of LEP students also considered as “Migrant”.

*(The definition of migrant is a student who has moved with their parents, within the last 36 months, either between states or districts in search of agricultural work.)*



## QUESTION #10A

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- Number of teachers in the district who are teaching LEP students and are certified/endorsed specifically in **English as a Second Language (ESL)**.

*(Please indicate the total number of certified teachers who have an ESL certification, endorsement, license, etc. and who are teaching in LEP programs.)*



## QUESTION #10B

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- Number of teachers in the district who are teaching LEP students and are certified/endorsed specifically with a **Bilingual Education (BE) certification.**

*(Please indicate the total number of certified teachers who have a Bilingual Education certification, endorsement, license, etc. and who are teaching in LEP programs.)*



## QUESTION #10C

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- Number of teachers in the district who are teaching LEP students and are certified/endorsed specifically in both **ESL and Bilingual education**.

*(Please indicate here only those teachers who are dually certified in ESL and Bilingual Education.)*



## QUESTION #10D

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- Number of teachers in the district who are teaching LEP students and are **content area certified (CC)** in any area and have professional development training in ESL/Bilingual Education.

*(Please indicate here the number of content certified teachers who are working with LEP students because they have specific training in ESL, sheltered instruction, bilingual education, etc.)*



## QUESTION #10E

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- Number of teachers in the district who are teaching LEP students and are not certified, licensed, or endorsed specifically in **ESL, BE, or TESOL (teaching English to Speakers of Other Languages)**.

*(This is the total number of teachers who are serving LEP students but do not have a certification in ESL, bilingual education or any kind of training in sheltered instruction, etc. This number should only include certified teachers, not paraprofessionals.)*



## QUESTION #10F

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- The **unduplicated count** of certified teachers in the district serving LEP students in a language development program.

*(This is the total unduplicated number of certified teachers serving LEP students. This will not necessarily equal the sum of #10a-#10b because those numbers may be duplicates of each other.)*



## QUESTION #10G

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- How is teacher language fluency determined for English and any other language of instruction?

*(1. Does the district require an English fluency exam? 2. Does the district require a Spanish fluency exam for bilingual programs? 3. Does the district require that language proficiency testing be a part of the interview? 4. Does the district rely on the university/college certification as proof of English/Spanish language ability?)*



## QUESTION #11

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- Number of paraprofessionals serving LEP students in a language development program.

*(Please indicate the total number of paraprofessionals who are working with LEP students in any capacity in your district.)*



## QUESTION #12

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- Professional development (PD) offered during 2008-2009 in your district in the area of serving LEP students.

*(Designed to: improve instruction and assessment for LEP students, enhance understanding of curricula use, enhance understanding of LEP assessment measures and instructional strategies, substantially increase subject matter knowledge, improve teacher knowledge of teaching to English language proficiency standards and to academic content standards.)*



## QUESTION #12

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- Professional development (PD) offered during 2008-2009 in your district in the area of serving LEP students.

*(Participant Information: content classroom teachers, LEP classroom teachers, principals, administrators, other school personnel, community based organization personnel.)*



## QUESTION #13A

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- Total number of immigrant students of which 2008-2009 was their **first year in the U.S.**

*(An immigrant student is defined as: not born in any state and has not been attending one or more schools in any one or more State for more than 3 full academic years. Immigrant students are not necessarily Limited English Proficient.)*



## QUESTION #13B

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- Total number of immigrant students who have been in the U.S. **less than three years but more than one year.**

*(An immigrant student is defined as: not born in any state and has not been attending one or more schools in any one or more State for more than 3 full academic years. Immigrant students are not necessarily Limited English Proficient.)*



## QUESTION #13C

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- Total number of immigrant students who have been in the U.S. **more than three years.**

*(An immigrant student is defined as: not born in any state and has not been attending one or more schools in any one or more State for more than 3 full academic years. Immigrant students are not necessarily Limited English Proficient.)*



## QUESTION #13D

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- How many of the total immigrant students were identified as LEP and placed into an LEP program?

*(This is the subset number of your immigrant group who are LEP and have been identified as LEP through the ELL Placement Test. Not all immigrant students will be considered LEP.)*



## QUESTION #13E

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- How many of the immigrant students were proficient in English so they were not placed into an LEP program?

*(This is the subset number of your immigrant group who are not LEP. Not all immigrant students will be considered LEP.)*



## QUESTION #13G

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- Total number of immigrant students per home language.

*(This is the number of immigrant students by their native language. Please select the top five languages from the next tab of the excel file. Insert the alpha.)*



## QUESTION #14

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- What services did your district provide for immigrant students. Please choose.

(Family literacy, aides, tutorials and mentoring, technology, instructional services, etc.)



## QUESTION #15

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- Do you have any comments? Questions?