Attachment 1 – Survey Instrument

Fast Response Survey System (FRSS) 107: Programs and Services for High School English Learners 2015

OMB# 1850-0733 v.31

June 30, 2015
National Center for Education Statistics
U.S. Department of Education

U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20006–5651 **PROGRAMS AND SERVICES FOR HIGH SCHOOL ENGLISH LEARNERS** FAST RESPONSE SURVEY SYSTEM	FORM APPROVED O.M.B. No.: 1850–0733 EXPIRATION DATE: 02/2018

This survey is authorized by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9543). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9573).

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:_____

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.

PLEASE RETURN COMPLETED FORM TO:	**IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:**
Mail: Laurie Lewis (6197.02.01.02) Westat 1600 Research Boulevard Rockville, Maryland 20850-3129 **Fax:** 800-254-0984	Laurie Lewis at Westat 800-937-8281, ext. 8284 or 301-251-8284 E-mail: HighSchoolEnglishLearners@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850–0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this form, or any comments or concerns regarding the status of your individual submission of this form, please write directly to: National Center for Education Statistics, Quick Response Information System (QRIS), 1990 K Street, NW, 9th floor, Washington, DC 20006.

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):*_____	☐	☐

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

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):*_____	☐	☐	☐	☐