

Demographic overview of the LEP and FLEP population in Michigan (2011-2012)

September 2013

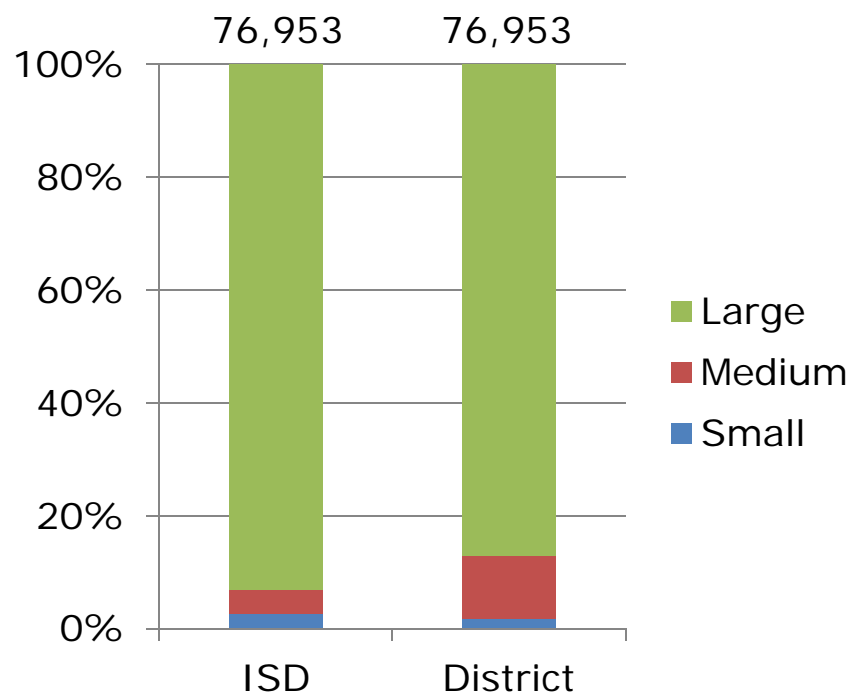
Sylvia Oh

Key questions – LEP population

- **Who were identified as LEP students in 2011-2012 and what were their characteristics?**
 - How many students were identified as LEP?
 - What was their socioeconomic status?
 - What were their languages spoken?
 - How many of them received immigrant services?
 - What were their countries of birth?
 - How many students were identified as students with disabilities?
 - As a subgroup, how many of them were identified as having speech/language impairment as their primary disability code?
- **How did each characteristic specified above differ?**
 - By ISDs and districts?
 - By the size of ISDs and districts?
 - By languages spoken?

76,953* were identified as LEP in 2011-12,
majority of them came from large regions

Number of LEPs by the size
of ISDs and districts
(2011-12)**



**Characteristics of ISDs and
districts by size**

		Small	Medium	Large
ISDs	Average # of students	5,823	11,441	63,256
	Total # of students	110,649	217,378	1,201,860
	# of ISDs	19	19	19
Districts	Average # of students	191	853	4,195
	Total # of students	56,058	248,973	1,224,856
	# of districts	293	292	292

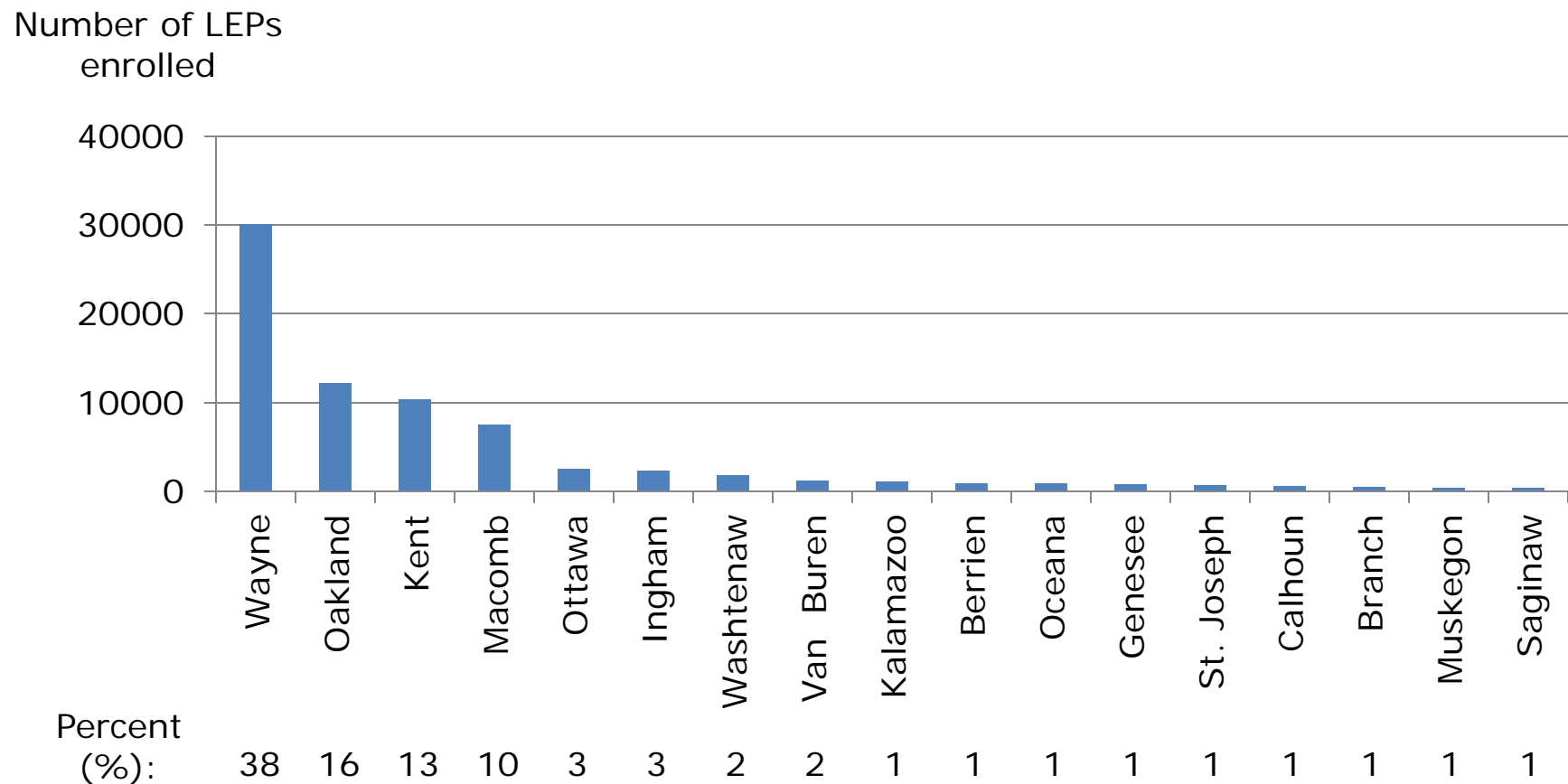
* 76,955 LEPs were identified for funding and service purposes in 2012-13 (the record of 2 students were not located in MSDS 2011-12).

** The largest 1/3 of ISDs and districts based on the number of students enrolled were determined as large, the next largest 1/3 as medium, and the smallest 1/3 as small.

Source: MSDS 2011-2012 (As data for EOY 2013 was not available, MSDS 2011-12 was referred to obtain demographic information of LEPs identified for 2012-13.); CEPI headcount data

Approximately 80% of the LEP population was concentrated in the top 4 ISDs

**The top 17 ISDs by the number of LEPs enrolled
(2011-12)**

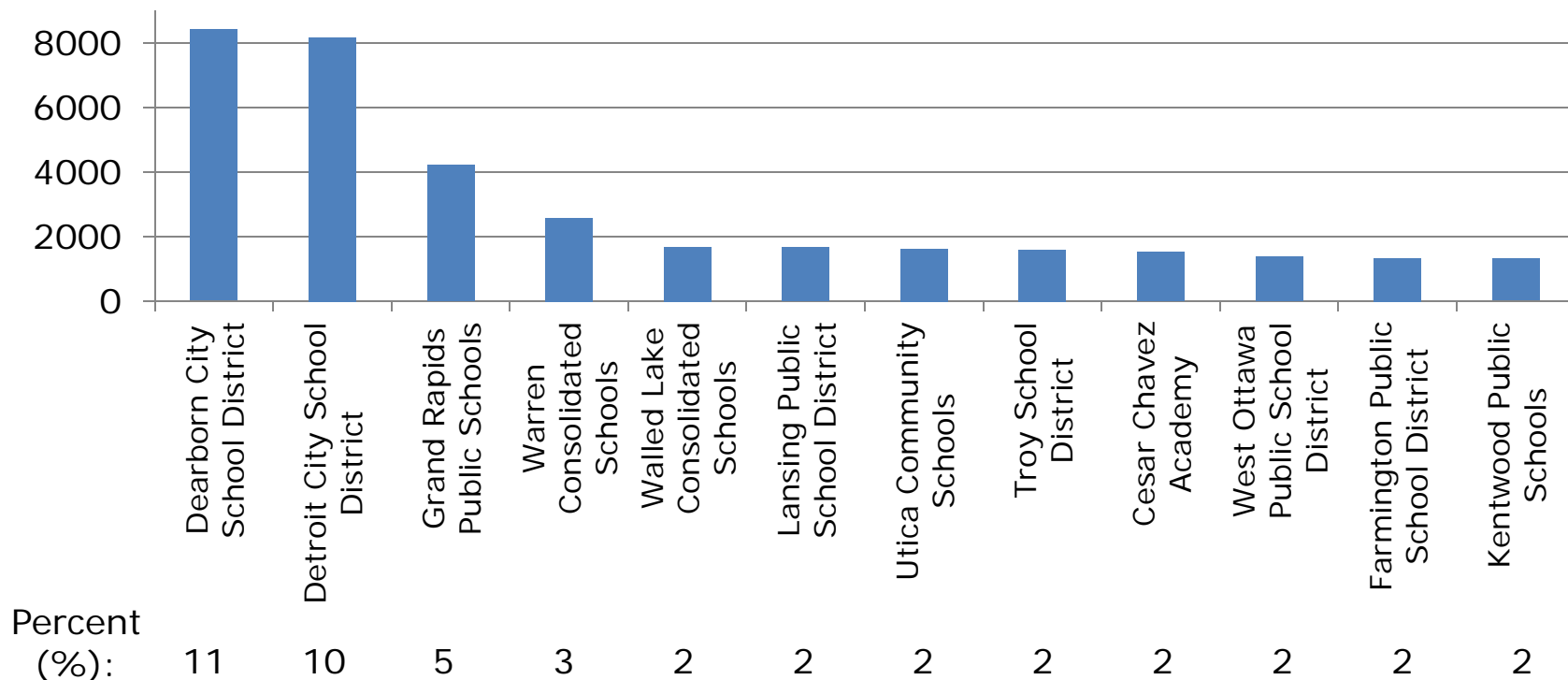


Note: Rest of ISDs had less than 1% of the total LEP population
Source: MSDS 2011-2012

The top 12 districts where LEP students were enrolled in

Districts by the number of LEPs enrolled (2011-12)

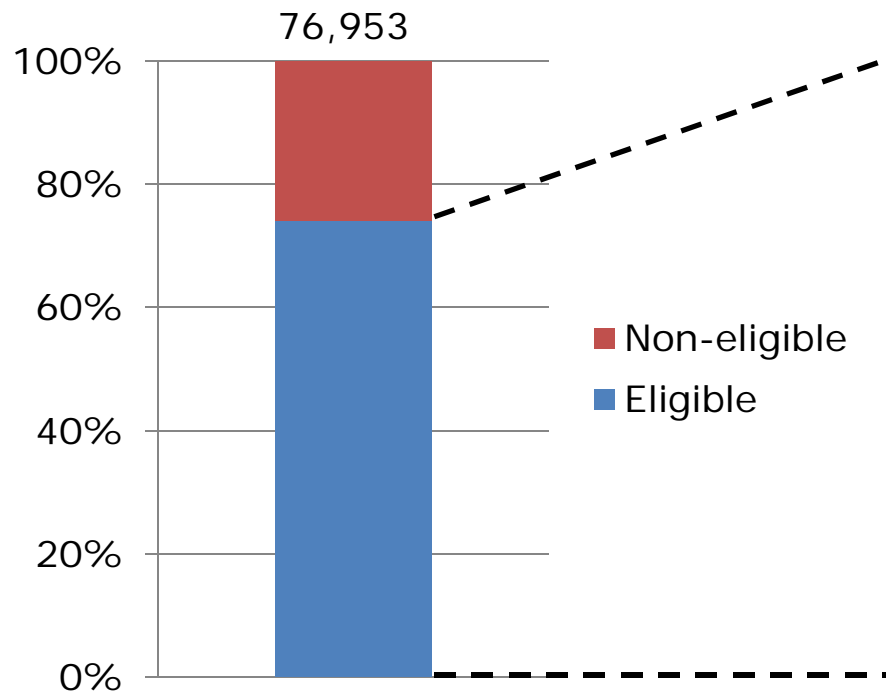
Number of LEPs
enrolled



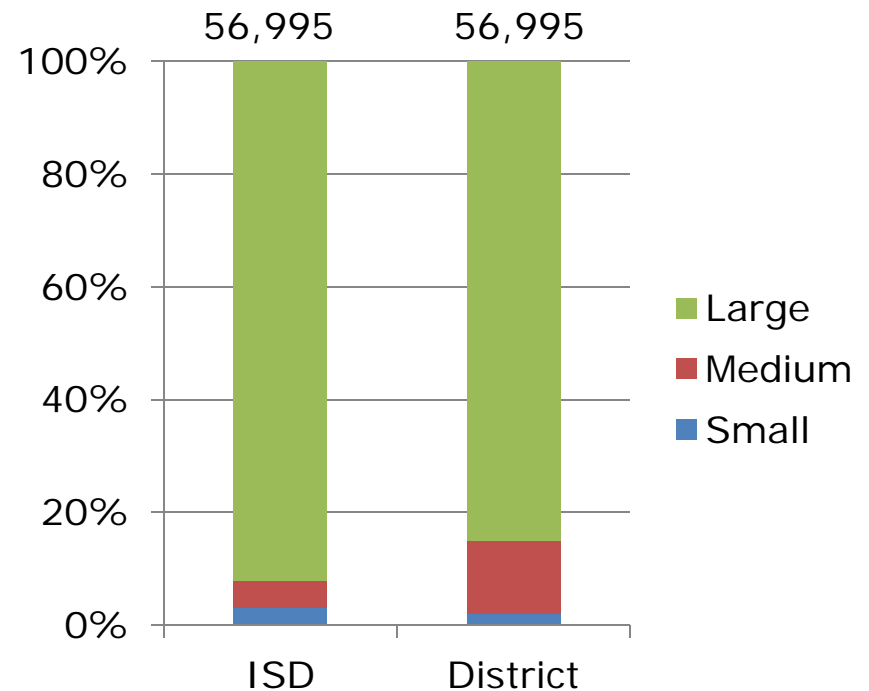
Note: Rest of districts had less than 2% of the total LEP population
Source: MSDS 2011-2012

74% of LEPs were economically disadvantaged and most of them came from large regions

Number of LEPs who were eligible for free lunch (2011-12)

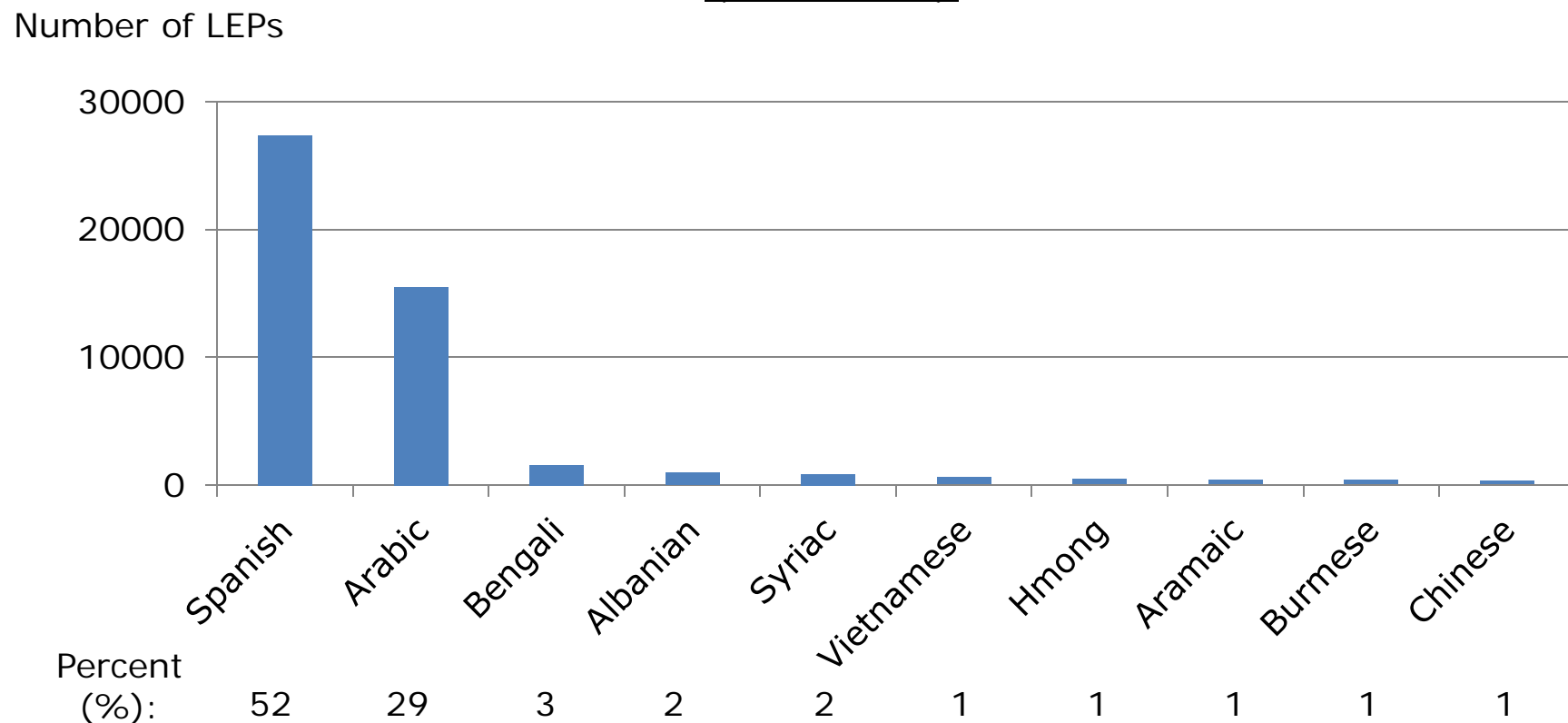


Geographical distribution of economically disadvantaged LEPs (2011-12)



Among 56,995 economically disadvantaged LEPs, ~80% spoke Spanish and Arabic

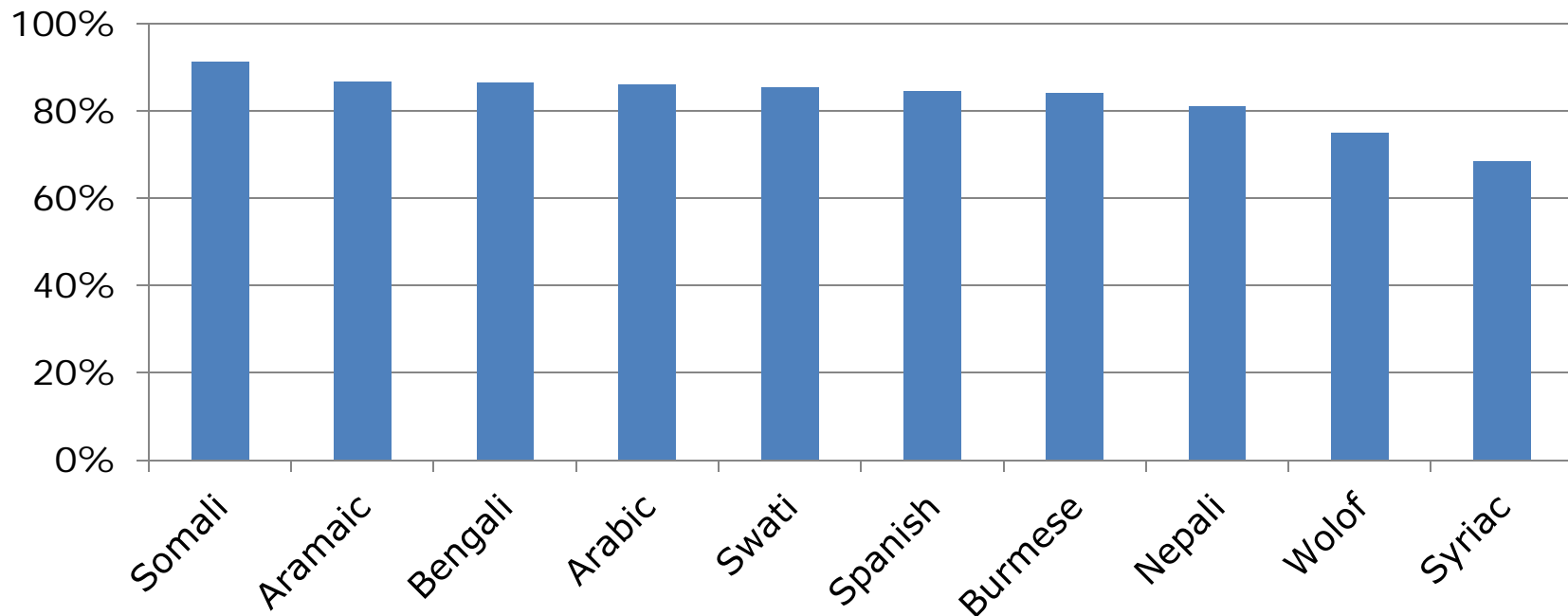
Top 10 native/home languages spoken by economically disadvantaged LEPs (2011-12)



But, other languages also had higher percentage of economically disadvantaged LEPs

Top 10 native/home languages* in terms of the percentage of economically disadvantaged LEPs (2011-12)

of economically disadvantaged LEPs / # of LEPs by language

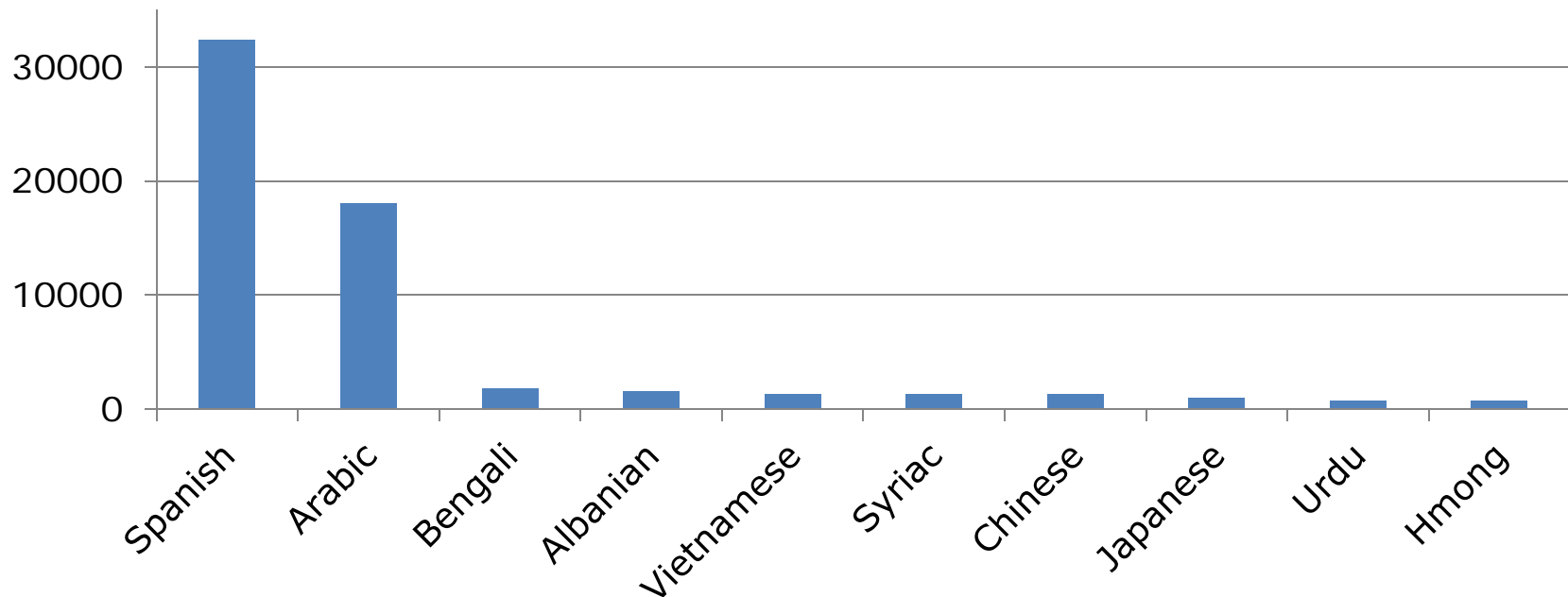


* Languages spoken by more than 100 LEPs
Source: MSDS 2011-2012

Of all native/home languages spoken by LEPs,
~70% of them were Spanish and Arabic

Top 10 native/home languages spoken by LEPs
(2011-12)

Number of LEPs

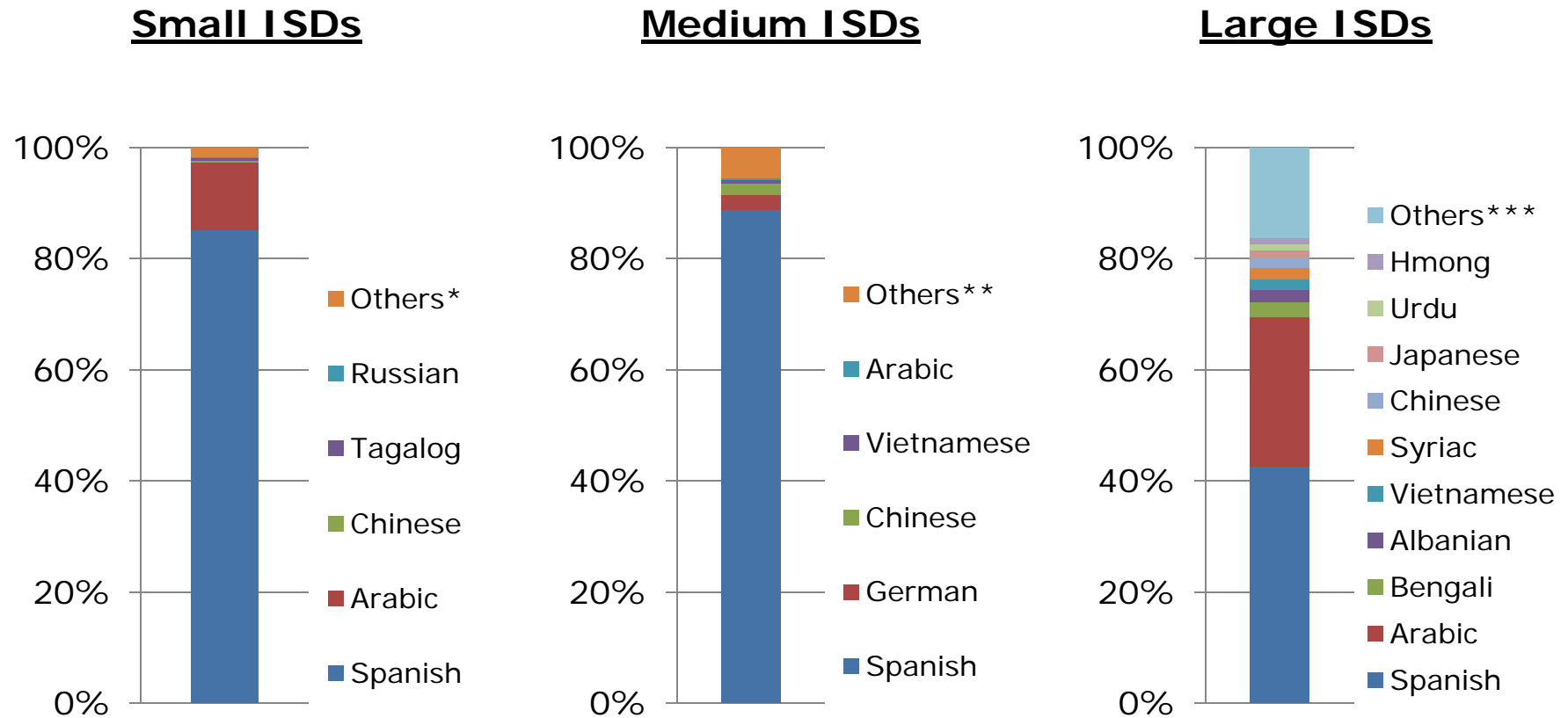


Percent
(%):

46 25 3 2 2 2 2 1 1 1

Note: Rest of languages were spoken by 1% or less of the total LEP population
Source: MSDS 2011-2012

Large ISDs had more diversity in language, but the overall ranking was similar



* Other languages in small ISDs included German, Korean, Gujarati, German, Punjabi, Vietnamese, Japanese, Telugu, Thai, Oromo, etc.

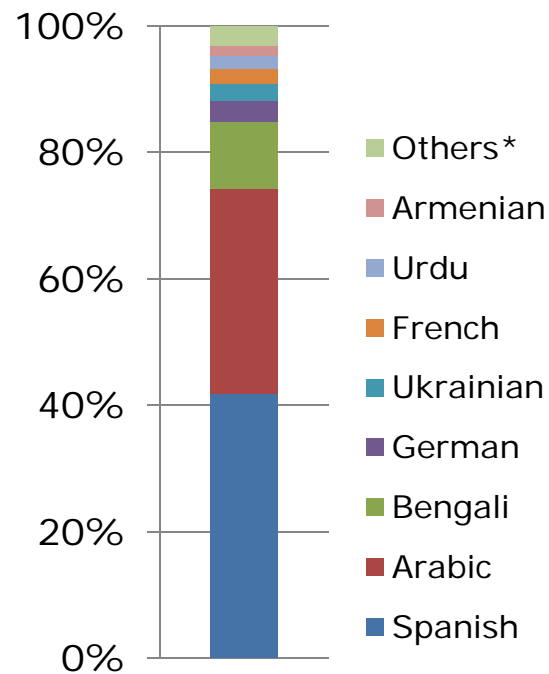
** Other languages in medium ISDs included Korean, Punjabi, Japanese, Portuguese, Urdu, Russian, Telugu, Hindi, Hmong, French, etc.

*** Other languages in large ISDs included Korean, Romanian, Aramaic, Burmese, Bosnian, Telugu, French, Somali, Russian, etc. ⁹

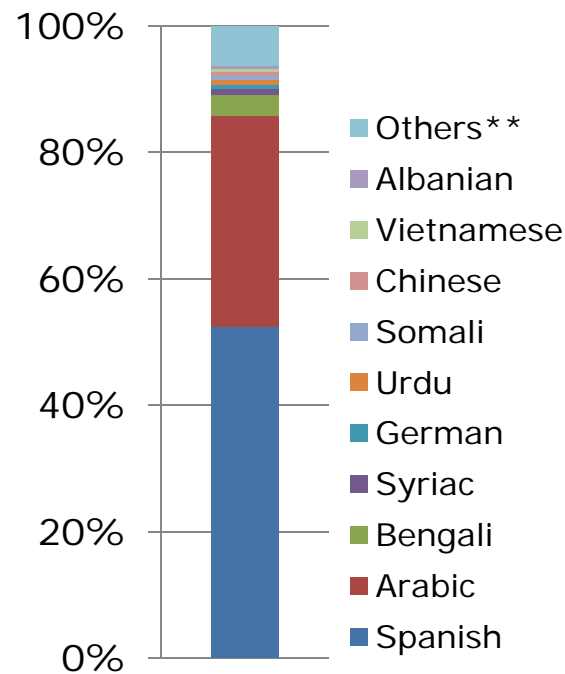
Source: MSDS 2011-2012

Likewise, large districts had more diversity, but the overall ranking was similar

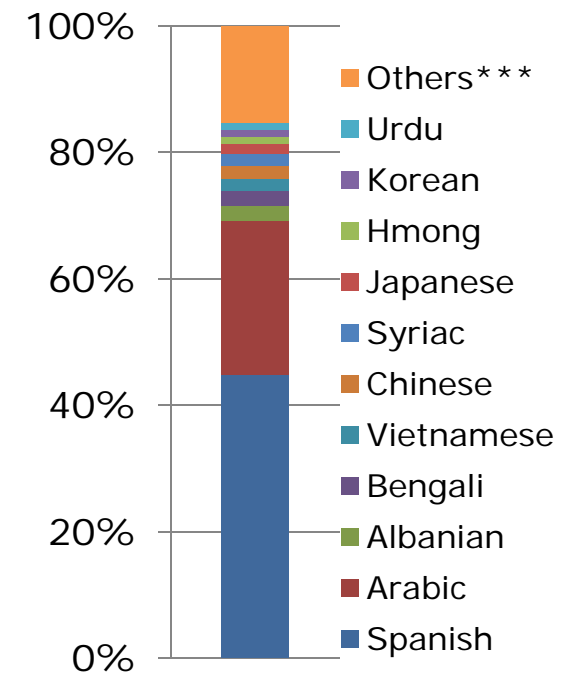
Small districts



Medium districts



Large districts



* Other languages in small districts included Somali, Mandingo, Gujarati, Vietnamese, Amharic, Tagalog, etc.

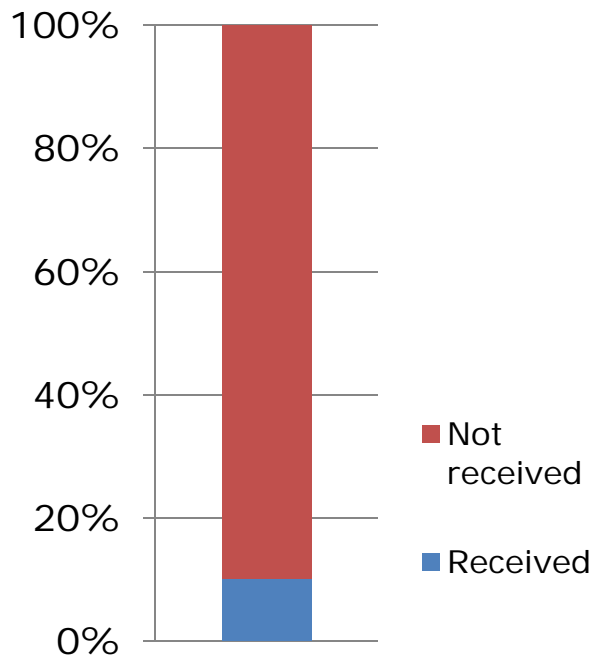
** Other languages in medium districts included Romanian, Punjabi, Gujarati, Aramaic, Telugu, Bosnian, Tagalog, etc.

*** Other languages in large districts included Urdu, Romanian, Aramaic, Burmese, Bosnian, Telugu, French, Russian, Hindi, Somali, etc.

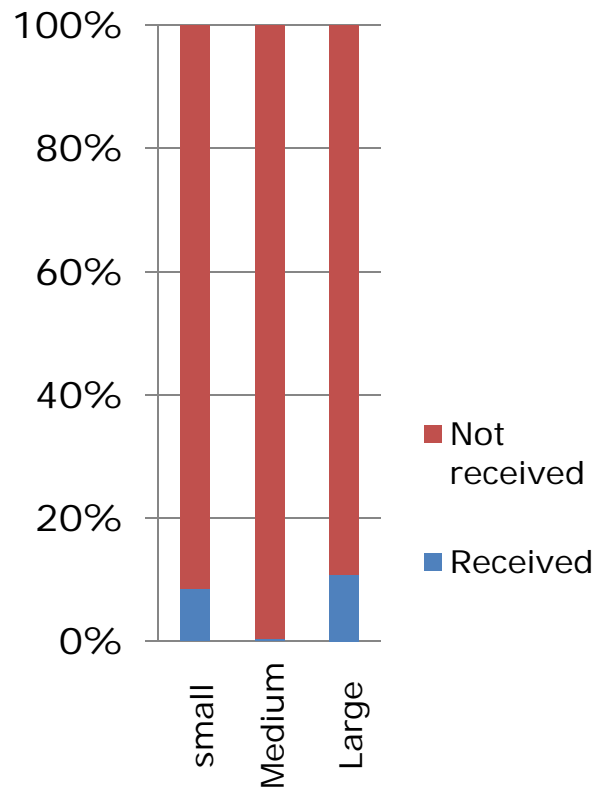
Source: MSDS 2011-2012

10% of LEPs received immigrant services, most of them came from large regions

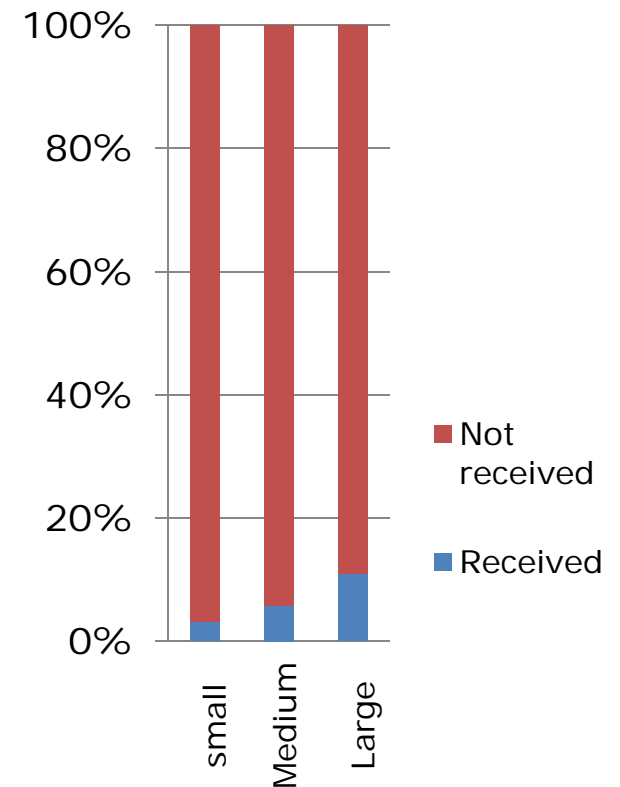
**Number of
Immigrant services
receivers
(2011-12)**



**Immigrant services
receivers by the
size of ISDs
(2011-12)**



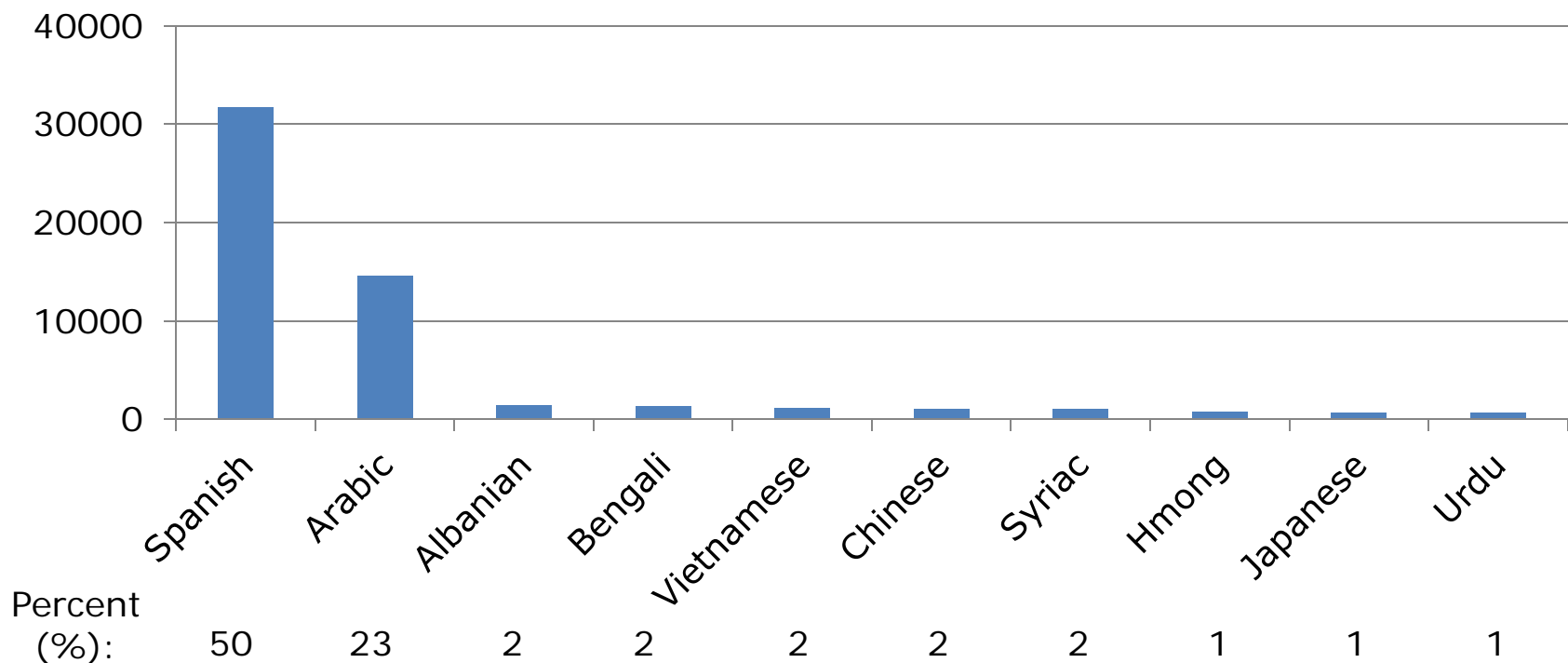
**Immigrant services
receivers by the
size of districts
(2011-12)**



Among 7,862 LEPs who received no immigrant services, ~73% speak Spanish and Arabic

Top 10 native/home languages spoken by those who did not receive immigrant services (2011-12)

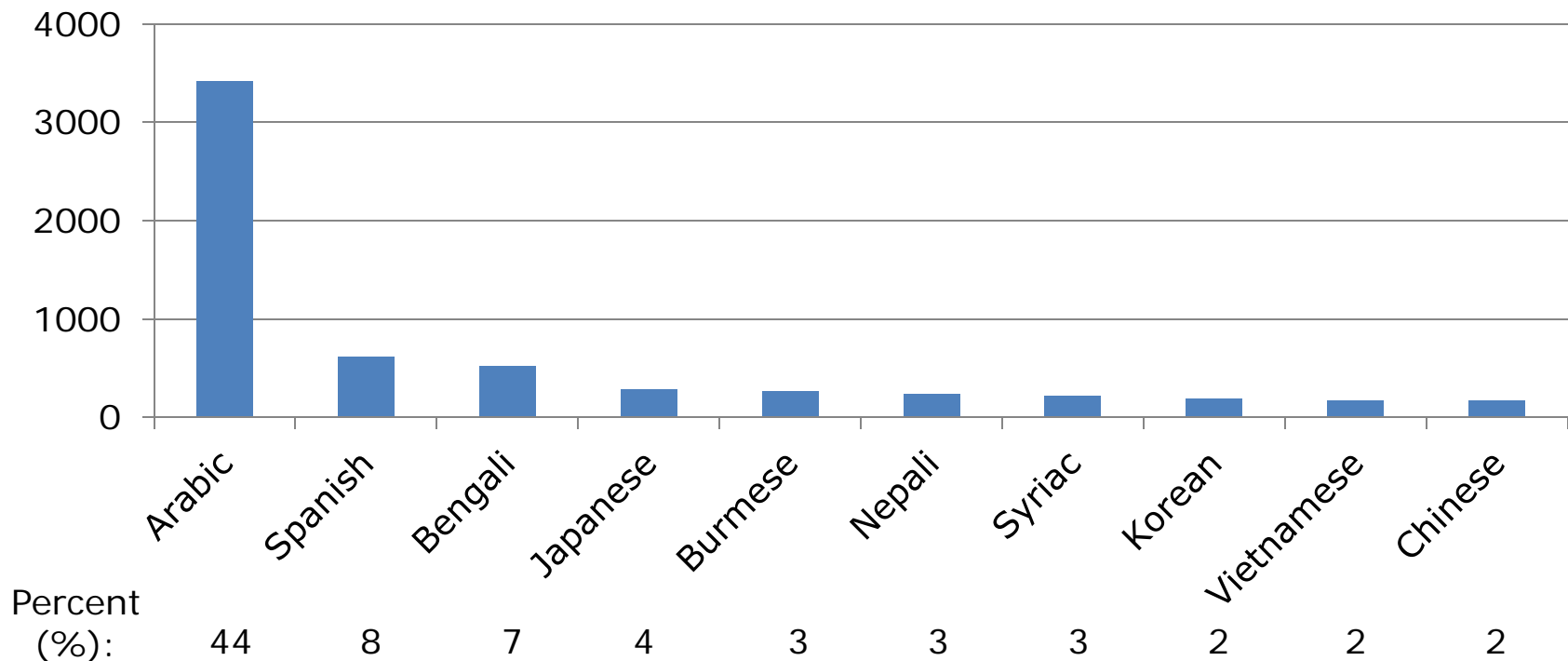
Number of LEPs



Arabic-speaking immigrants received much immigrant services due to their significant increase in number recently

Top 10 native/home languages spoken by those who received immigrant services (2011-12)

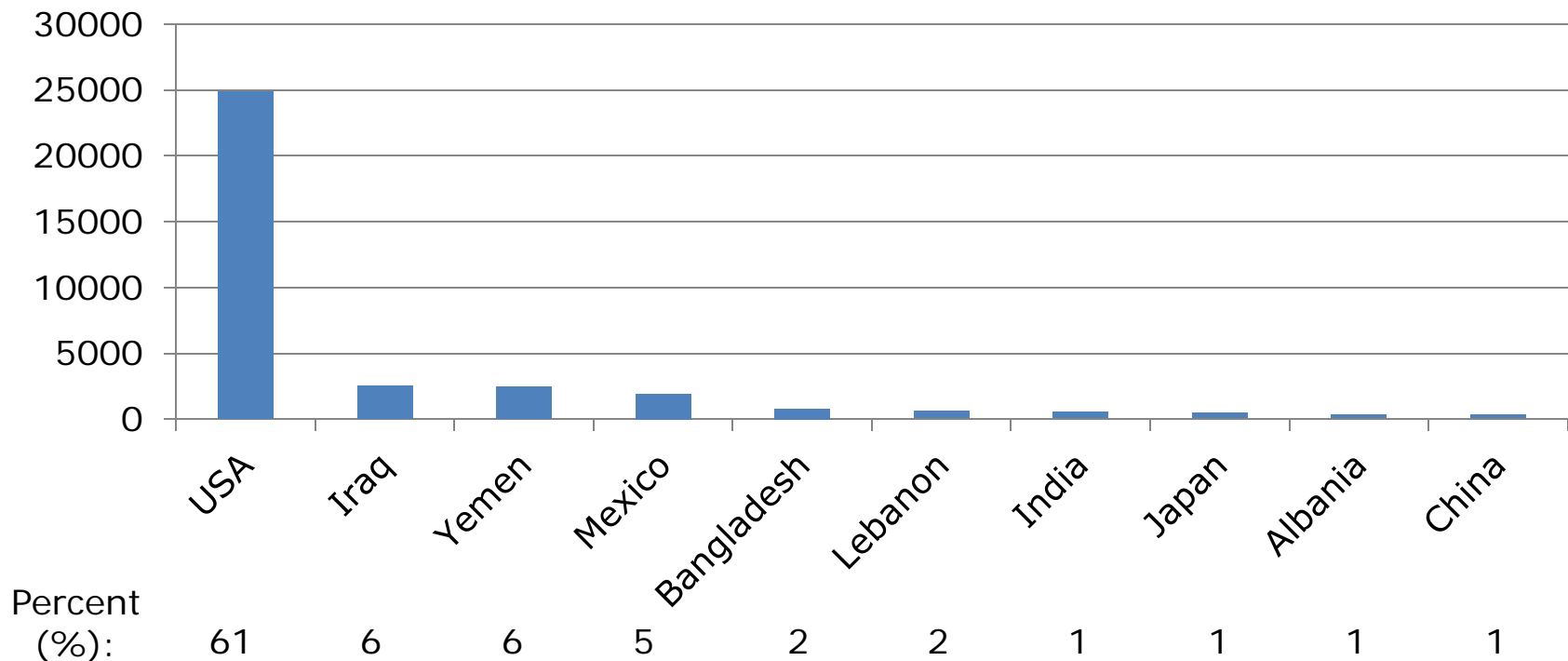
Number of LEPs



Nearly 60% of the LEP population was born in the US

Top 10 countries of birth of LEP population (2011-12)

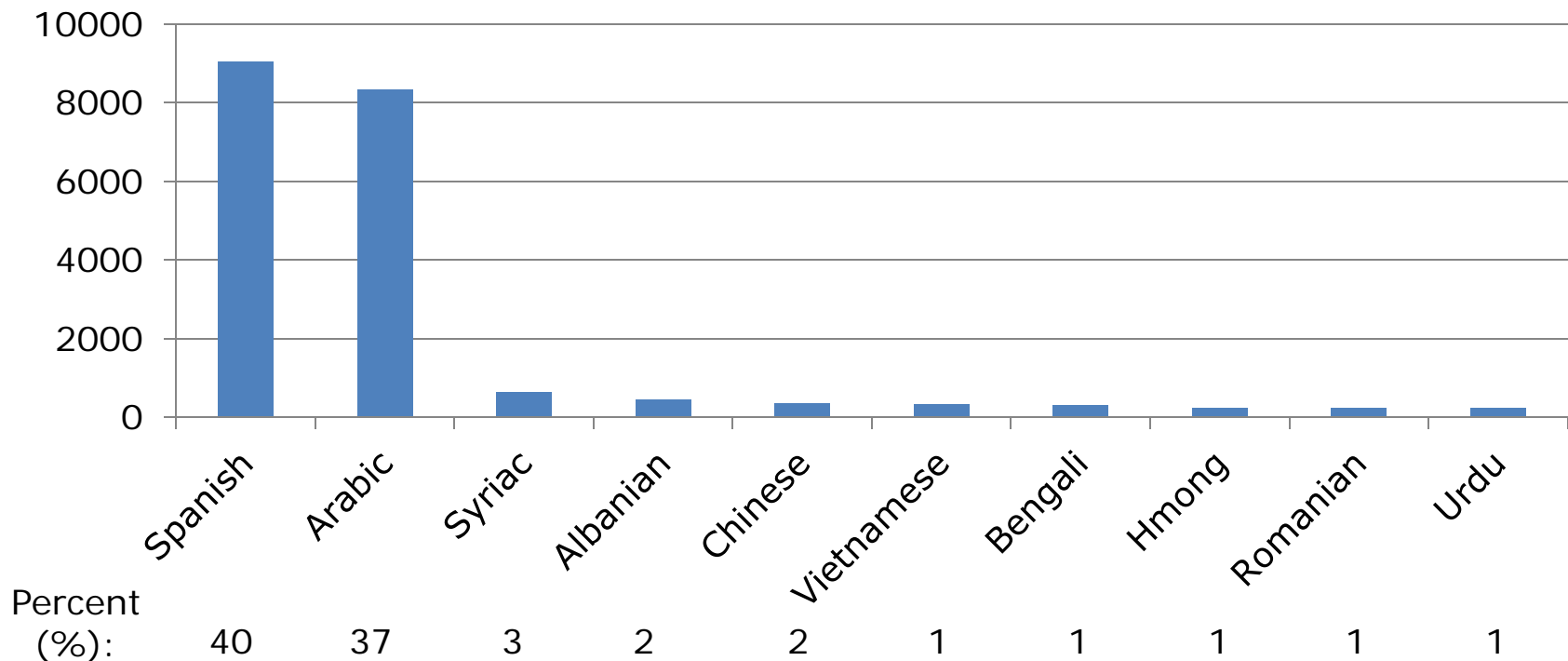
Number of LEPs



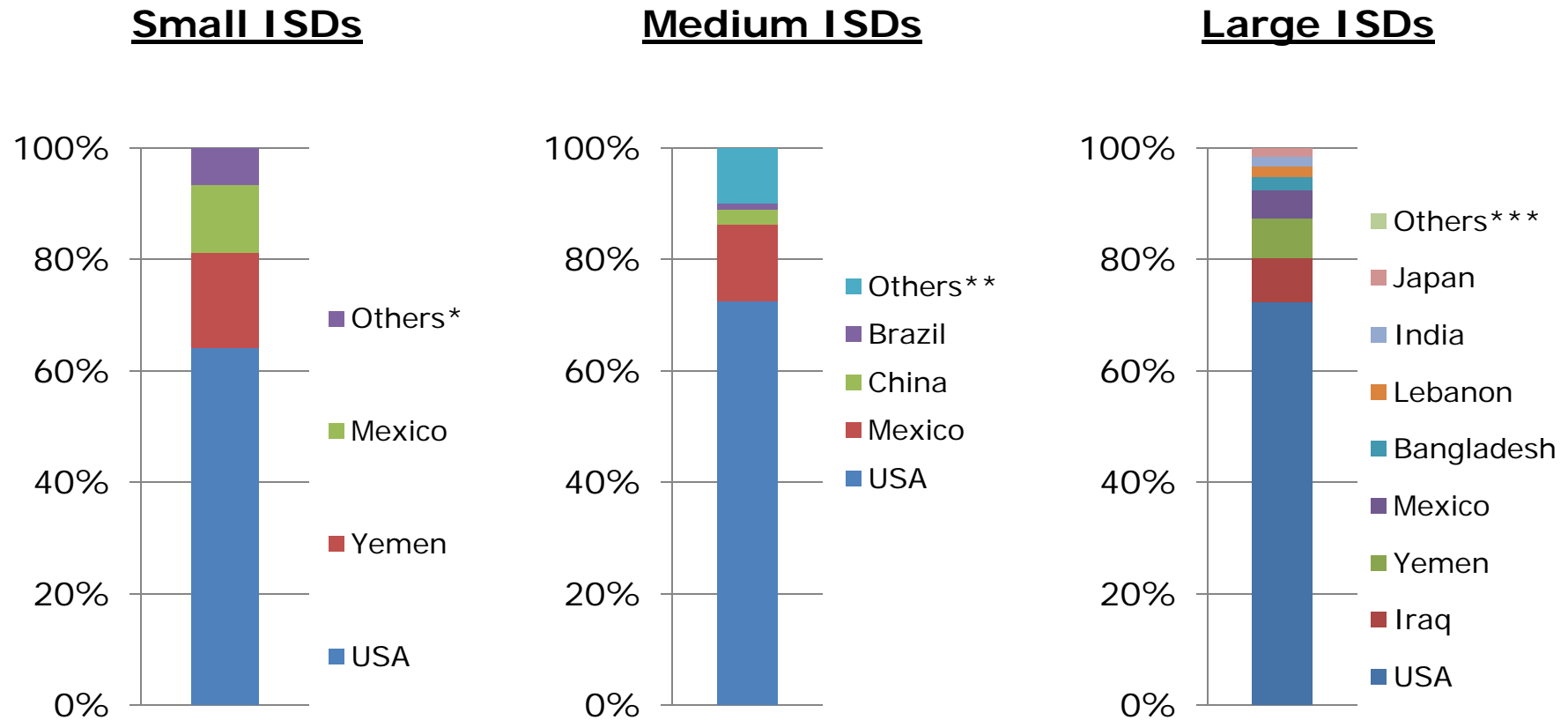
More than 70% of LEPs who were born in the US spoke Spanish and Arabic

The top 10 native/home languages spoken by LEPs who were born in the US (2011-12)

Number of LEPs



Large ISDs had more diversity in birthplaces, but the overall ranking was similar



* Other countries in small ISDs included Philippines, China, Thailand, Ethiopia, Puerto Rico, Venezuela, etc.

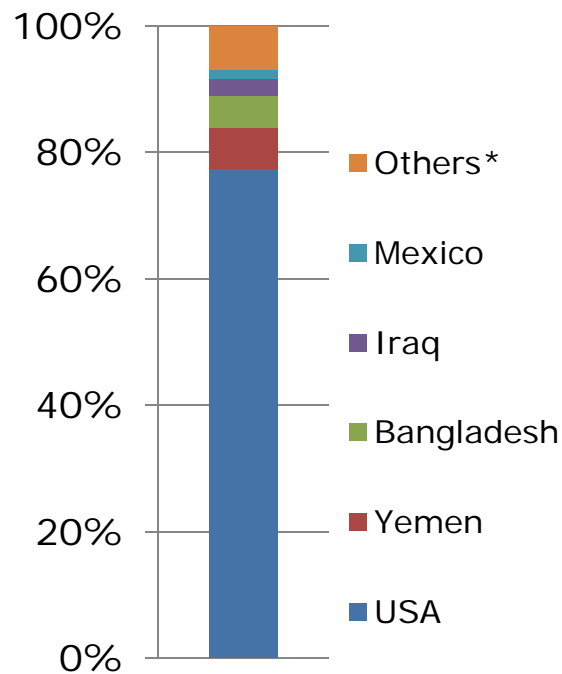
** Other countries in medium ISDs included Pakistan, Philippines, Russia, Ethiopia, Thailand, India, Korea, Vietnam, Japan, Haiti, etc.

*** Other languages in large ISDs included Myanmar, China, Korea, Vietnam, Syria, Puerto Rico, Jordan, Saudi Arabia, Nepal, etc.¹⁶

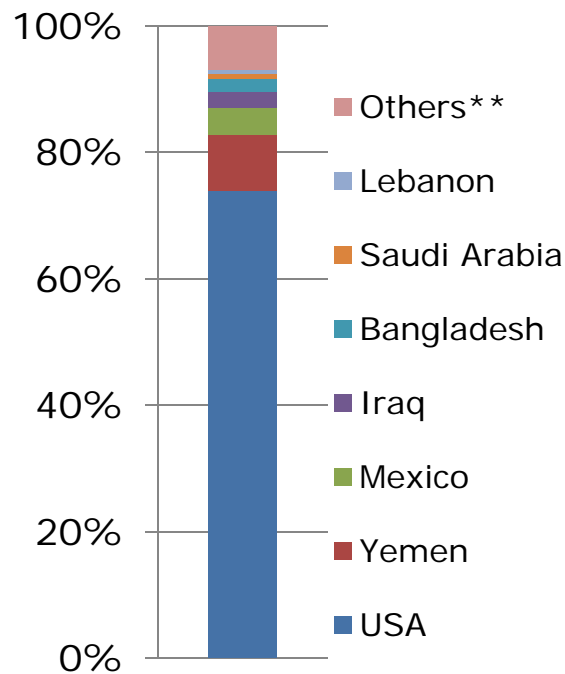
Source: MSDS 2011-2012

Likewise, large districts had more diversity, but the overall ranking was similar

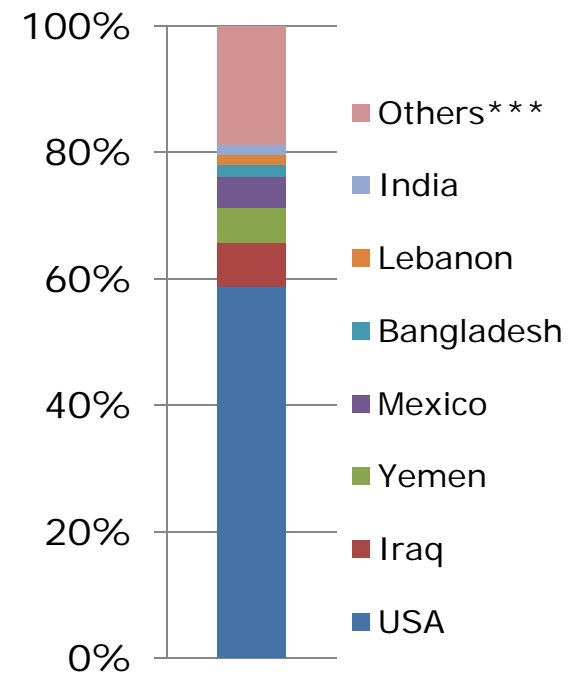
Small districts



Medium districts



Large districts



* Other countries in small districts included Pakistan, Ukraine, Ethiopia, Honduras, Puerto Rico, El Salvador, etc.

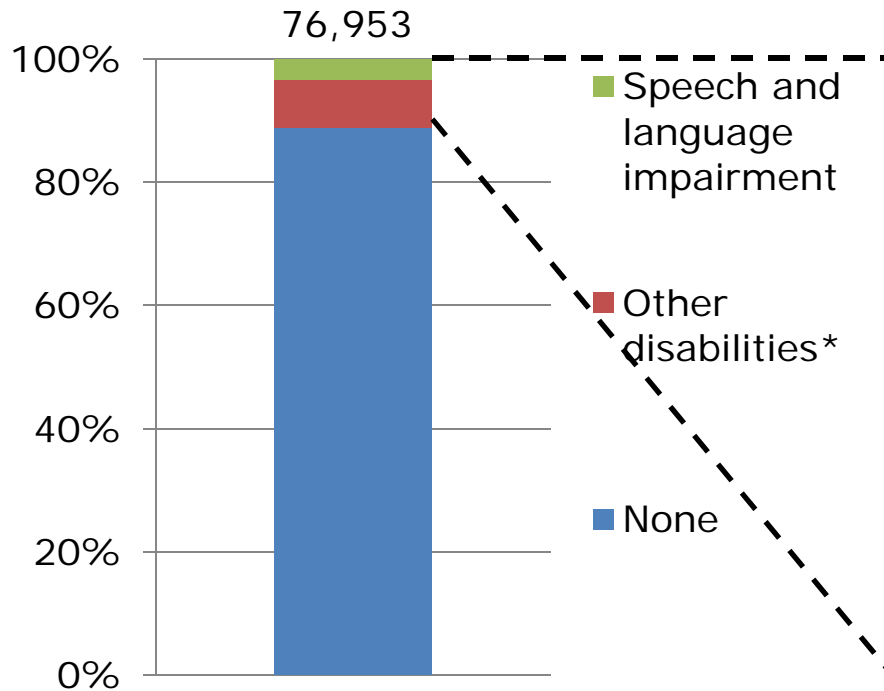
** Other countries in medium districts included Jordan, India, Canada, Liberia, Puerto Rico, Kenya, Philippines, etc.

*** Other languages in large districts included Japan, Albania, Canada, Myanmar, Korea, Vietnam, Syria, etc.

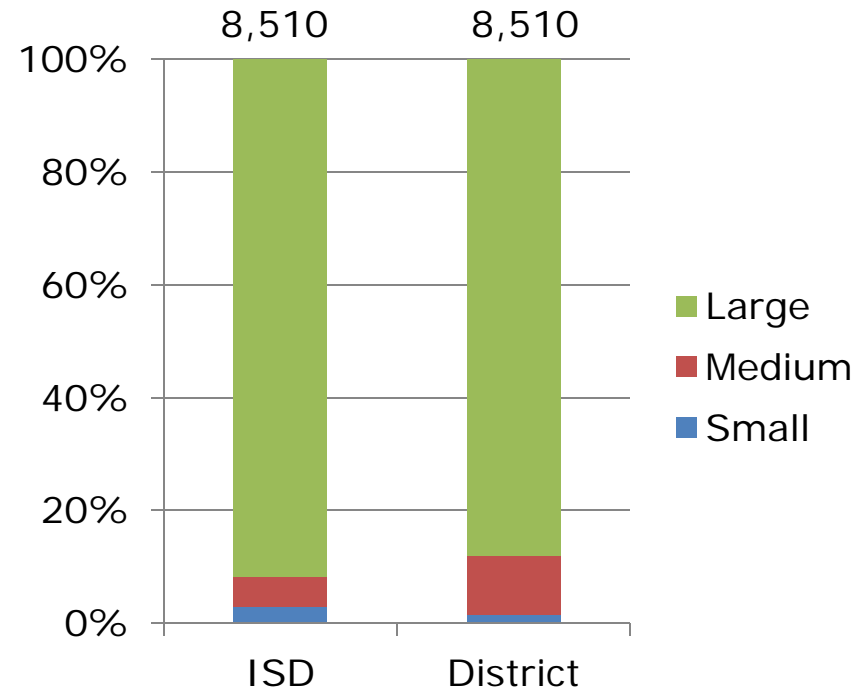
Source: MSDS 2011-2012

11% of LEPs had disabilities, 3% with speech and language impairment

Number of LEPs who were identified with primary disability (2011-12)



Geographical distribution of LEPs with disabilities (2011-12)

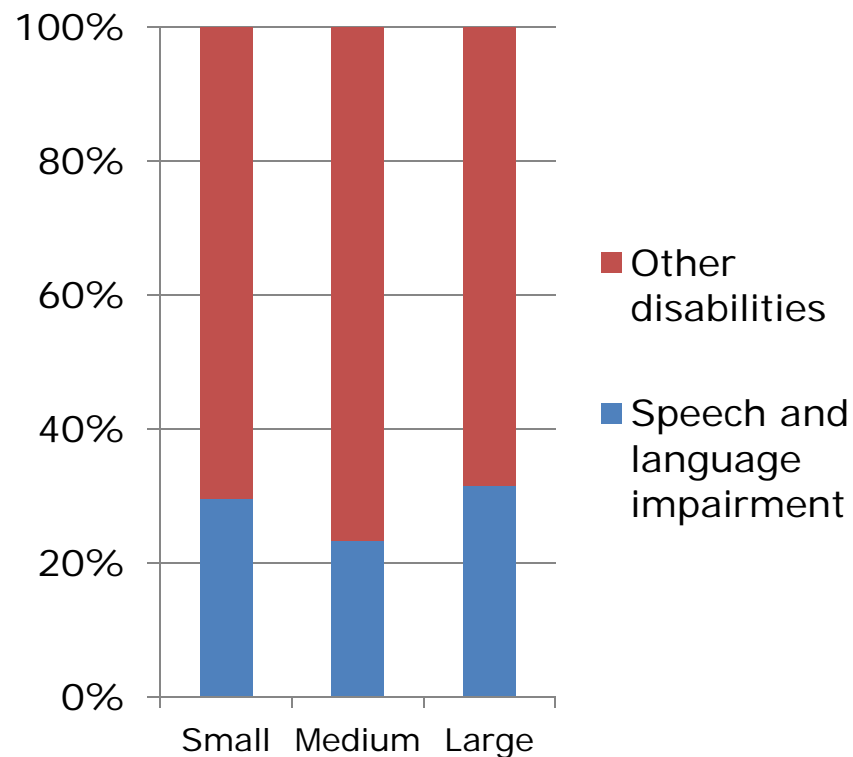


* Other disabilities included cognitive, emotional, hearing, visual, and physical impairments, early childhood developmental delay, specific learning disability, severe multiple impairment, autism spectrum disorder, traumatic brain injury, deaf-blindness, and other health impairment

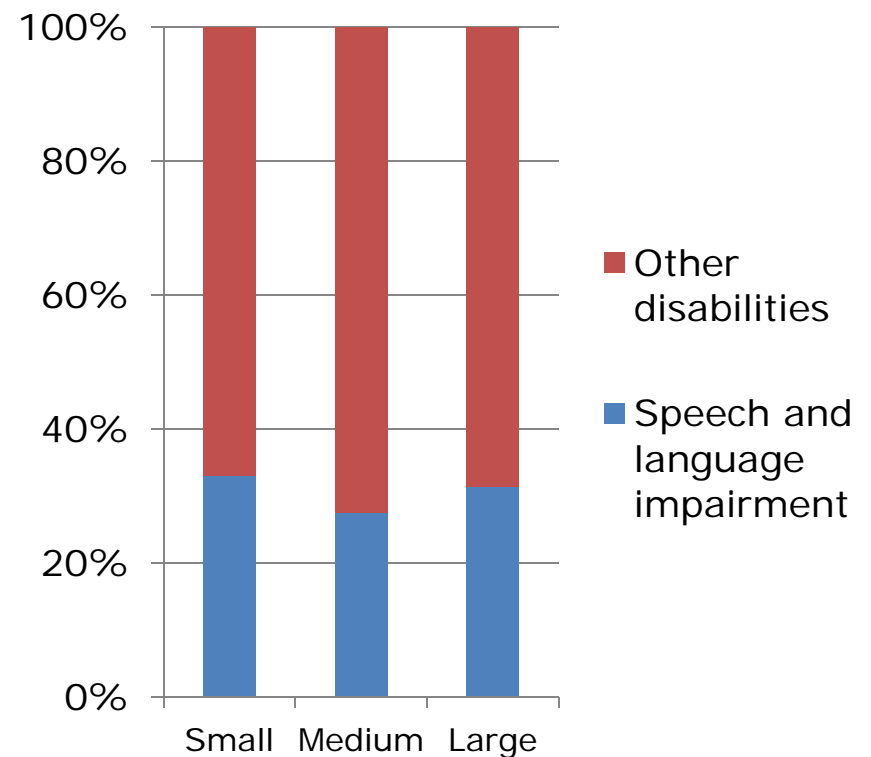
Source: MSDS 2011-2012

No distinct pattern in geographical distribution of speech and language impairment

ISDs by the size
(2011-12)



Districts by the size
(2011-12)

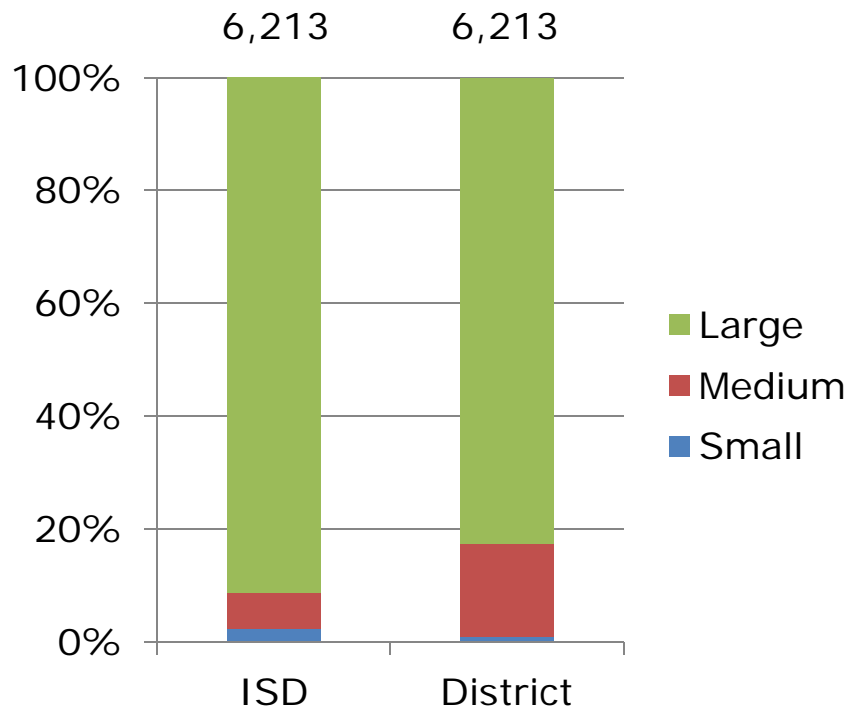


Key questions – FLEP population

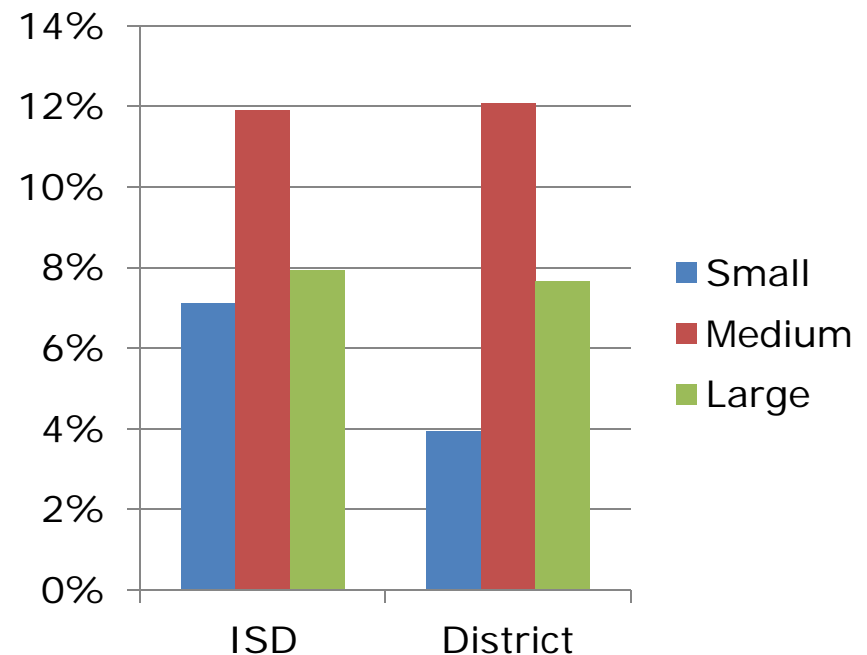
- **Who were identified as FLEP students in 2011-2012 and what were their characteristics?**
 - How many students were identified as FLEP?
 - What was their socioeconomic status?
 - What were their languages spoken?
 - How many of them received immigrant services?
 - What were their countries of birth?
 - How many students were identified as students with disabilities?
 - As a subgroup, how many of them were identified as having speech/language impairment as their primary disability code?
 - How many FLEP students were re-classified as LEP students within 2 years of monitoring after their exit?
- **How did each characteristic specified above differ?**
 - By ISDs and districts?
 - By the size of regions?
 - By languages spoken?

6,213* LEPs achieved English proficiency; higher percentage in mid-sized regions

**Number of FLEPs by the size
of ISDs and districts
(2011-12)**



**% of LEPs who became FLEPs by
the size of ISDs and districts
(2011-12)**

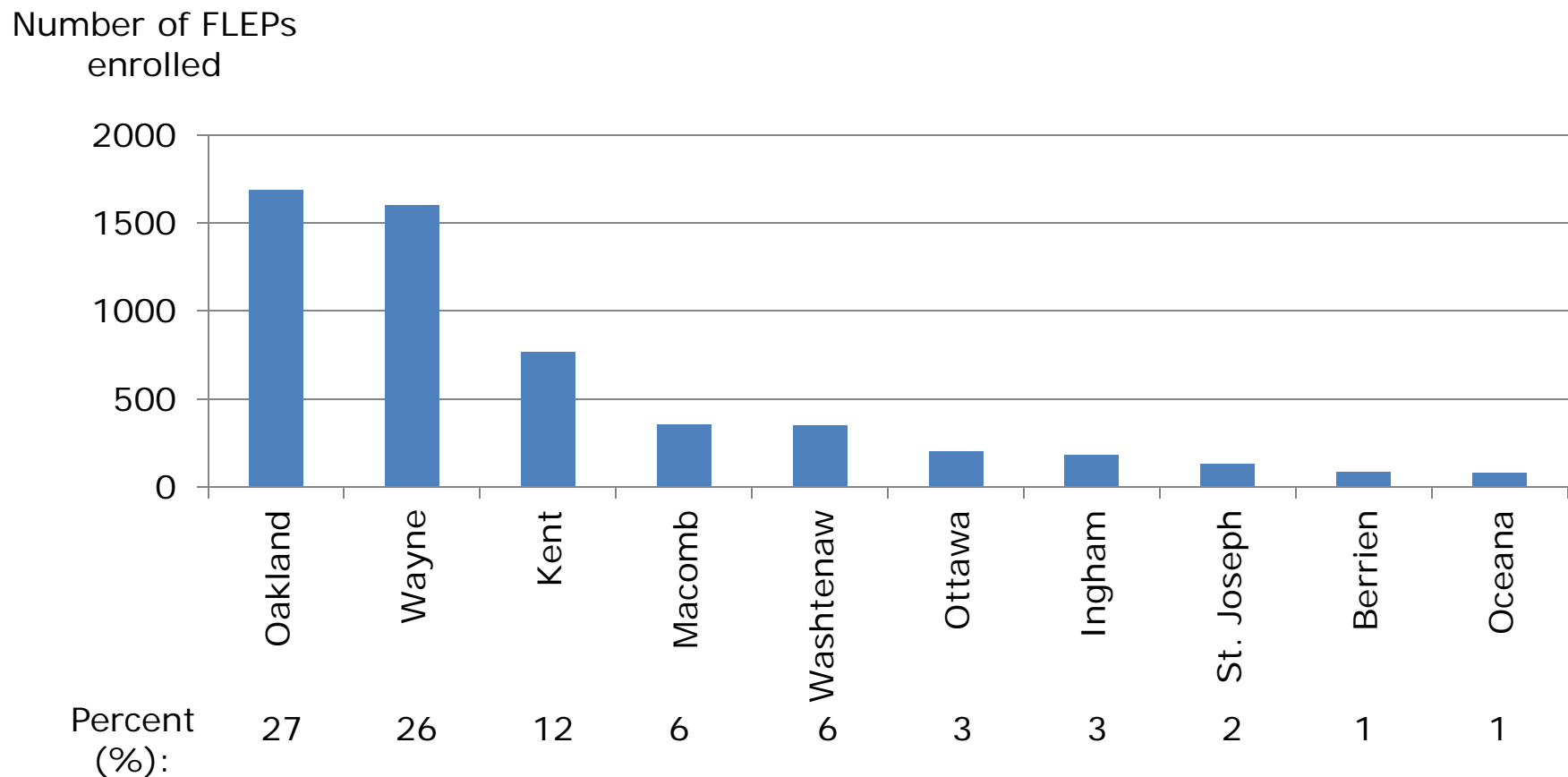


* Total 9,801 students exited the LEP program in 2011-12; those who exited for reasons other than proficiency in English (graduation, parent request, and others) were not counted as FLEP in this analysis.

Source: MSDS 2011-2012

~65% of FLEP population was concentrated in the top 3 ISDs

The top 10 ISDs by the number of FLEPs enrolled (2011-12)

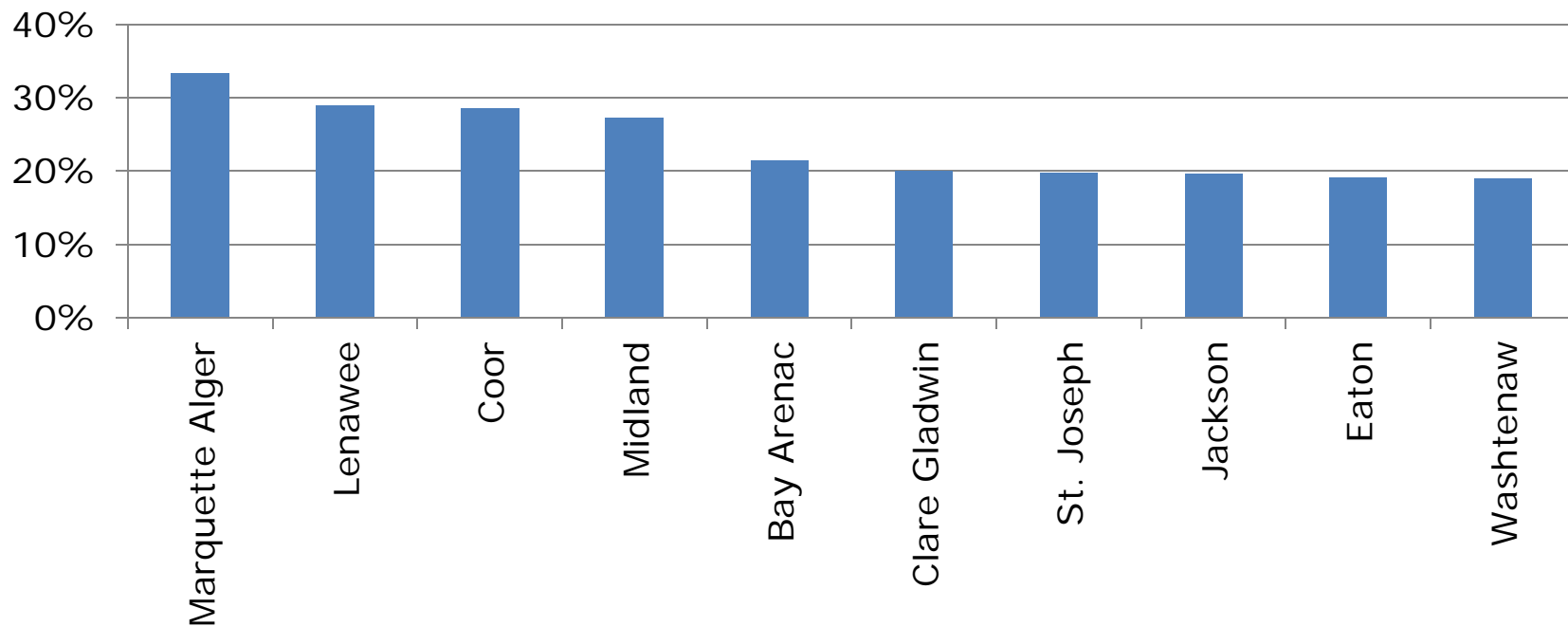


Note: Rest of ISDs had 1% or less than 1% of the total FLEP population
Source: MSDS 2011-2012

However, the list for the percentage of LEPs who exited the program was quite different

The top 10 ISDs by the percentage of LEPs who exited the LEP program (2011-12)

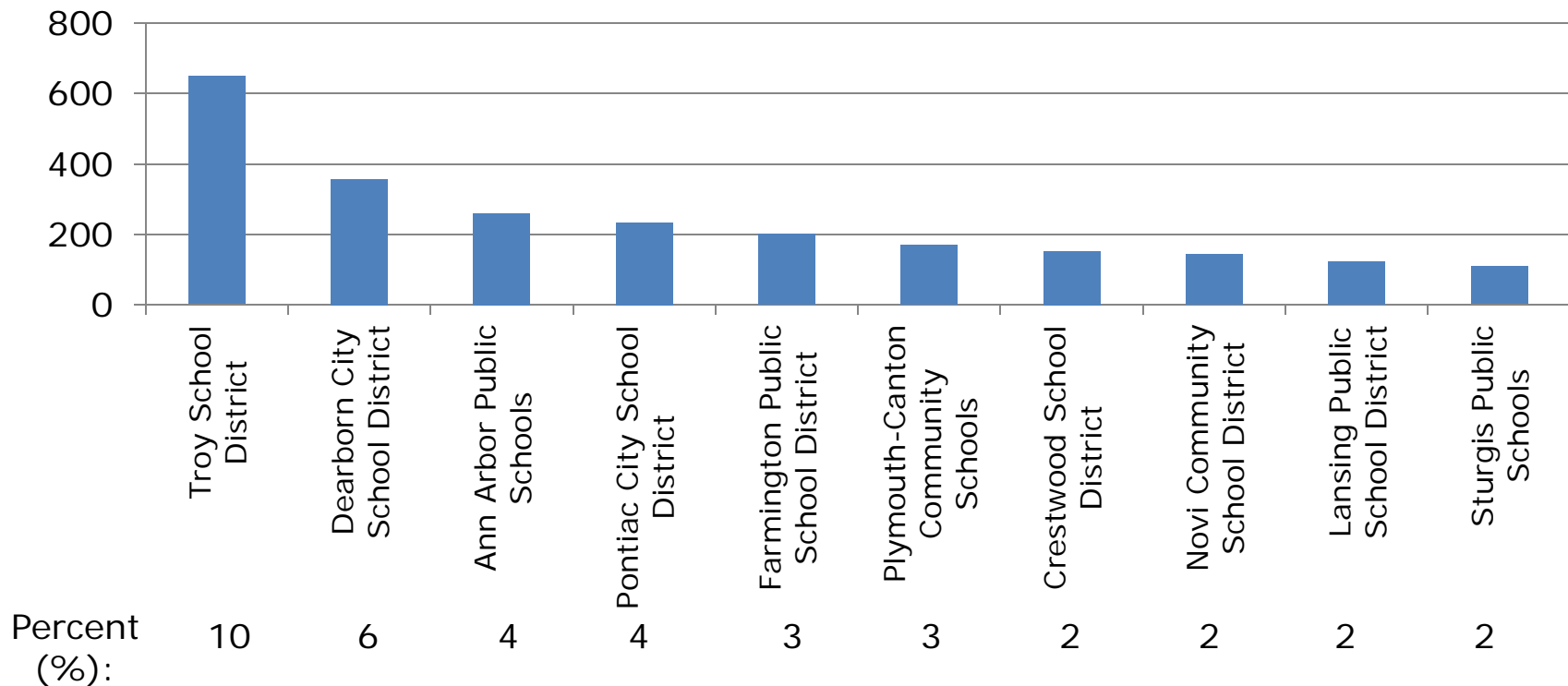
of FLEPs /
of LEPs



The top 10 districts where FLEP students were enrolled in

The top 10 districts by the number of FLEPs enrolled (2011-12)

Number of FLEPs enrolled

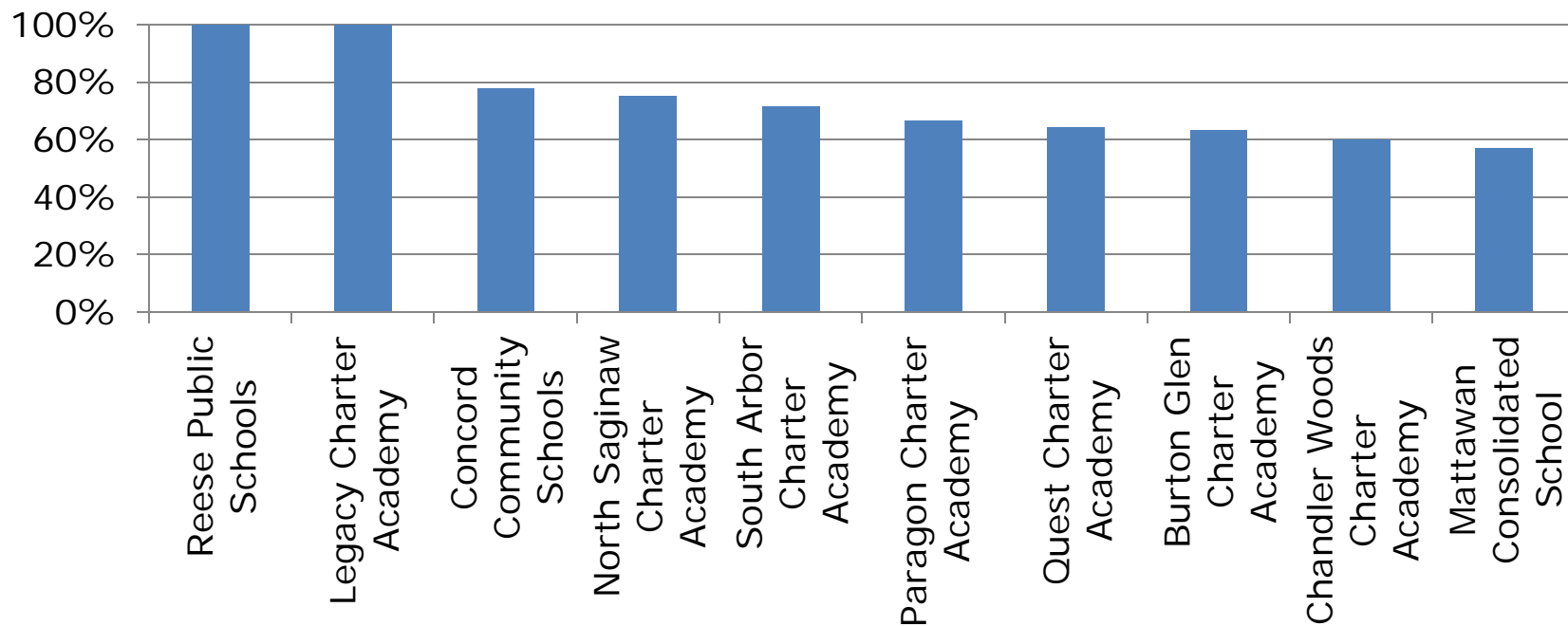


Note: Rest of districts had 2% or less than 2% of the total FLEP population
Source: MSDS 2011-2012

The top 10 districts by the percentage of LEPs who exited the LEP program

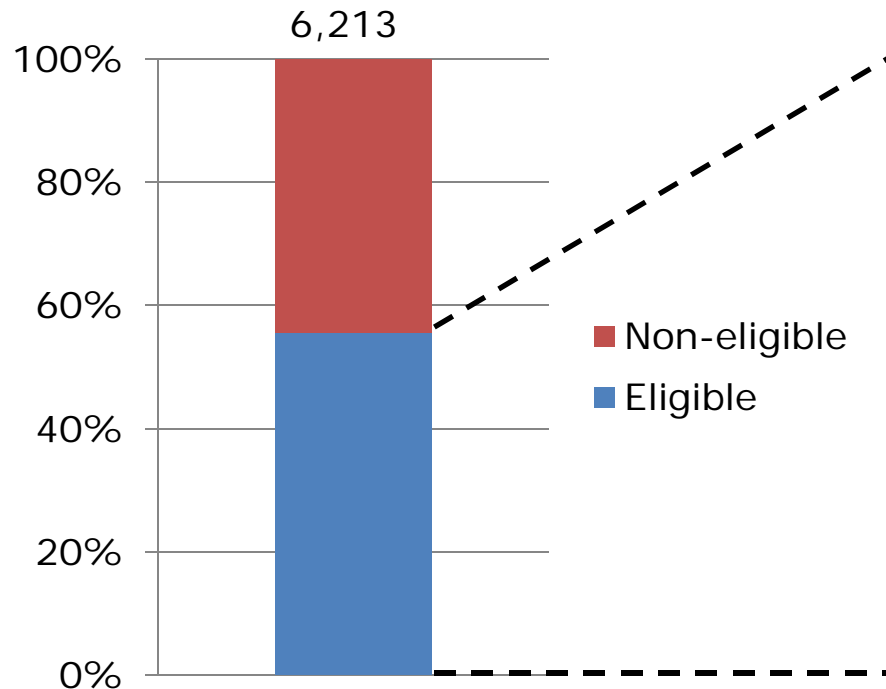
The top 10 districts by the percentage of LEPs who exited the LEP program (2011-12)

of FLEPs /
of LEPs

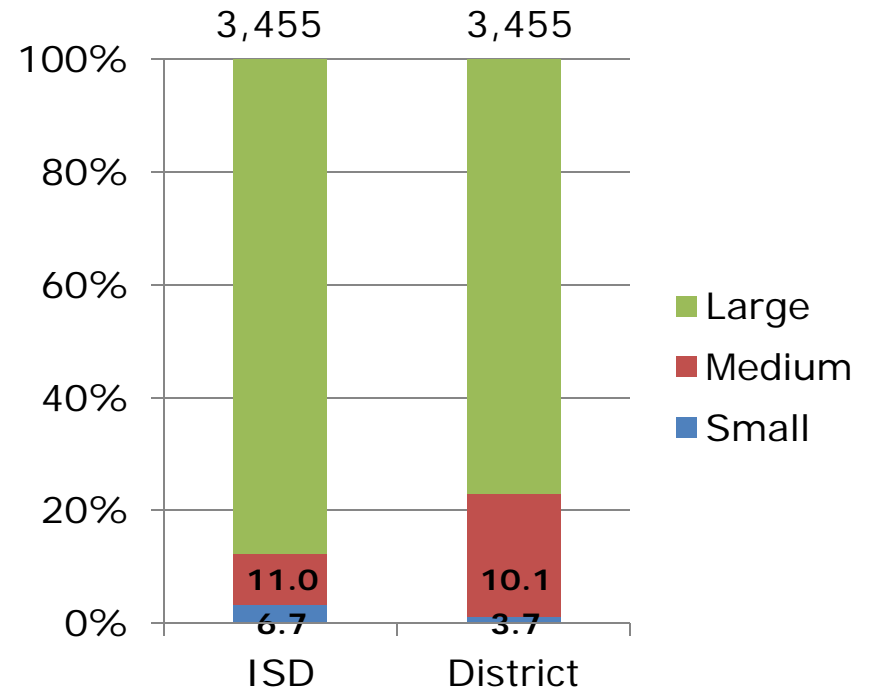


56% of FLEPs were economically disadvantaged and most of them came from populous regions

Number of FLEPs who were eligible for free lunch (2011-12)



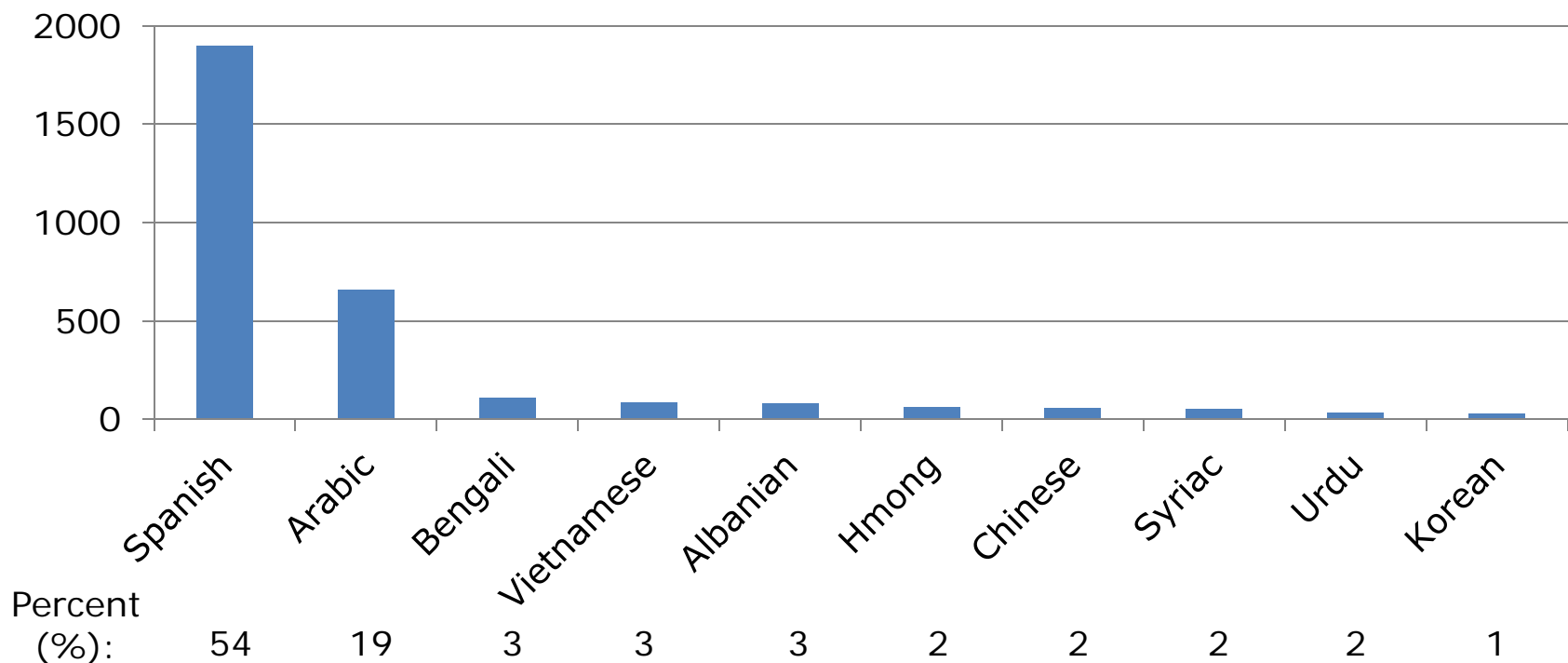
Geographical distribution of economically disadvantaged FLEPs (2011-12)



Out of 3,455 FLEPs who were economically disadvantaged, 73% spoke Spanish and Arabic

Top 10 native/home languages spoken by economically disadvantaged FLEPs (2011-12)

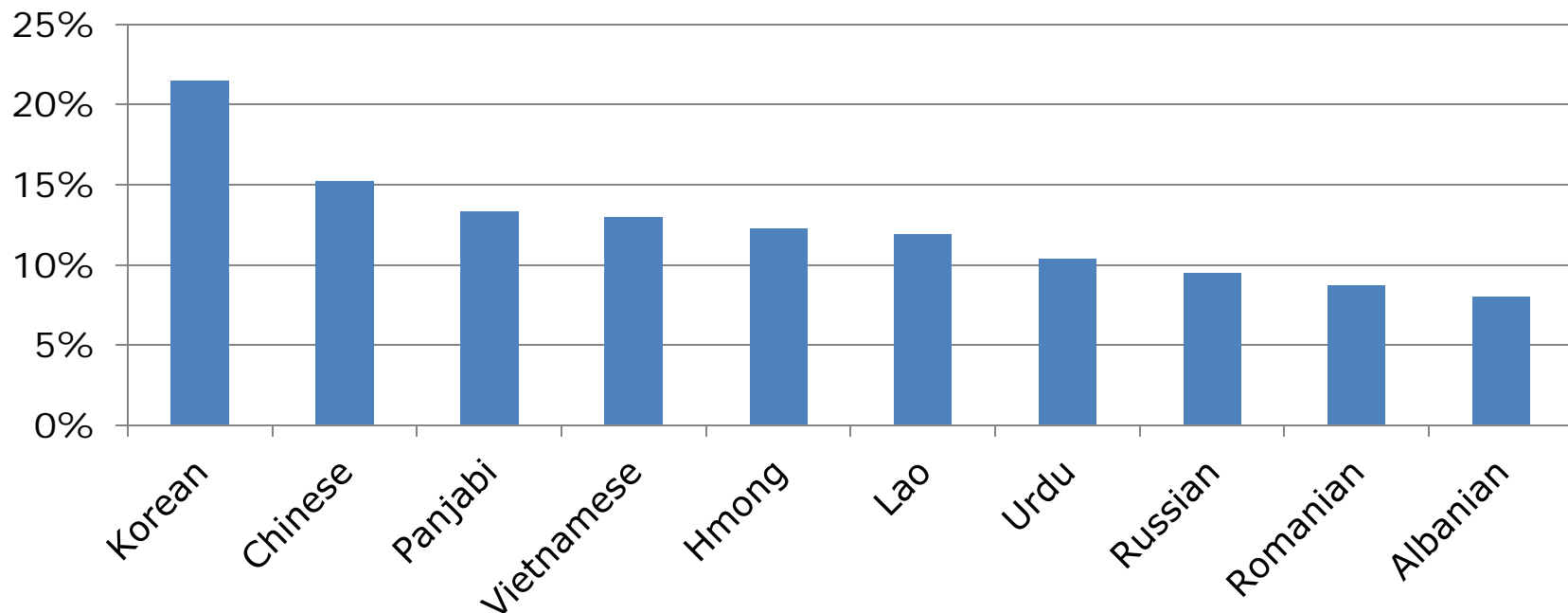
Number of FLEPs



The percentage of disadvantaged, but proficiency-achieved LEPs was higher for other languages

Top 10 native/home languages* in terms of the percentage of disadvantaged LEPs who achieved proficiency (2011-12)

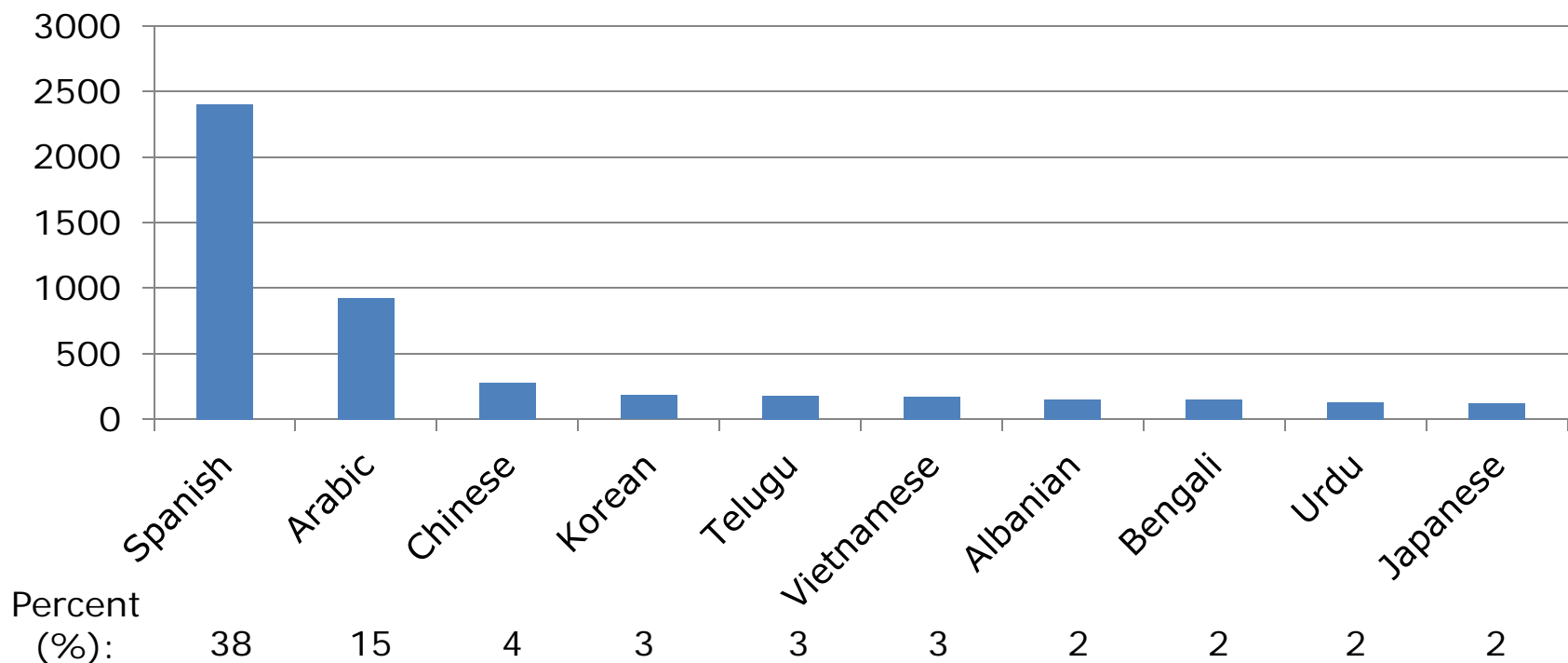
of FLEPs /
of LEPs



Of all native/home languages spoken by FLEPs, 53% of them were Spanish and Arabic

**Top 10 native/home languages spoken by FLEPs
(2011-12)**

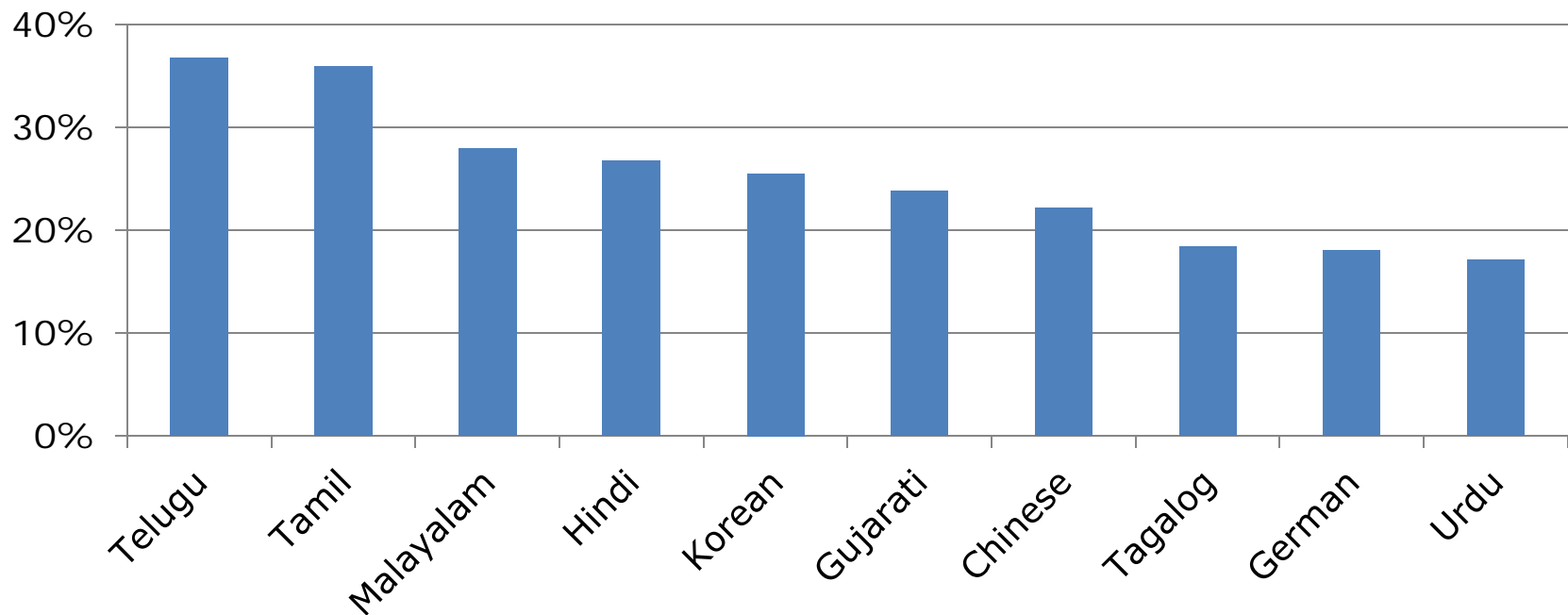
Number of FLEPs



However, the percentage of LEPs who achieved proficiency was higher for other languages

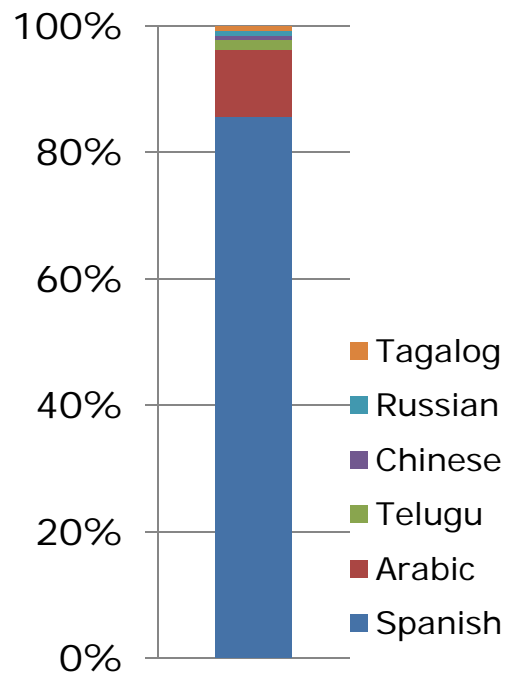
Top 10 native/home languages* in terms of the percentage of LEPs who achieved proficiency (2011-12)

of FLEPs /
of LEPs

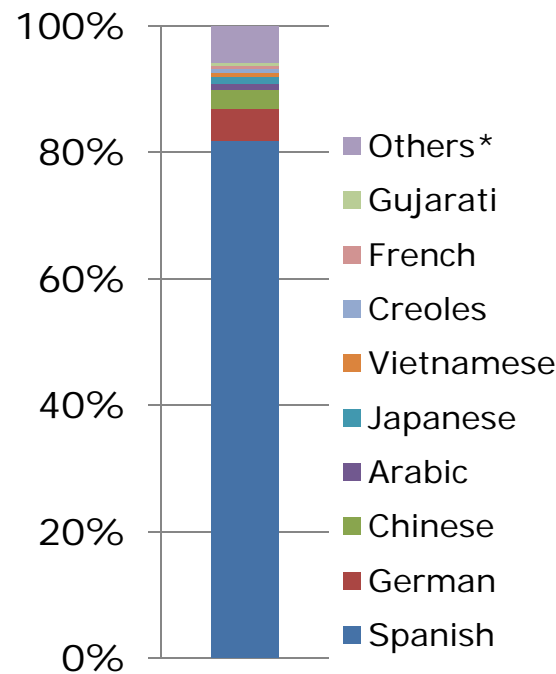


Large ISDs had more diversity in languages spoken by FLEPs

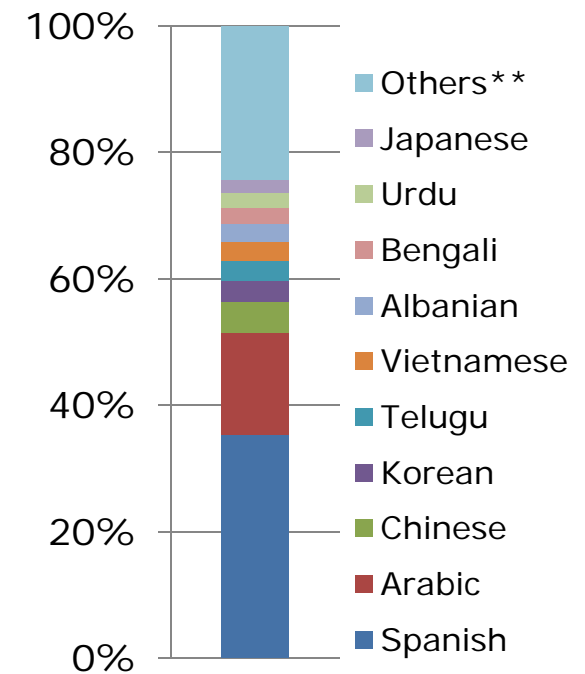
Small ISDs



Medium ISDs



Large ISDs



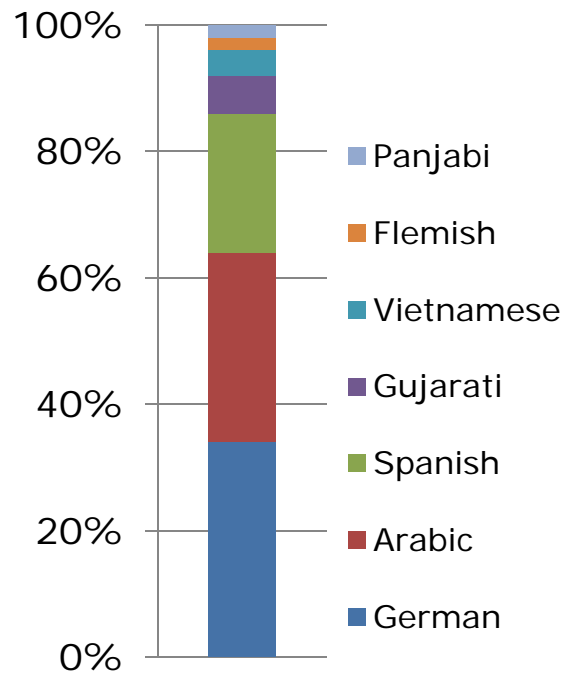
* Other languages in medium ISDs included Hmong, Korean, Macedonian, Mandarin, Tamil, Telugu, Armenian, Bengali, etc.

** Other languages in medium ISDs included Hmong, Hindi, Syriac, Tamil, Romanian, Gujarati, German, Bosnian, Telugu, etc.

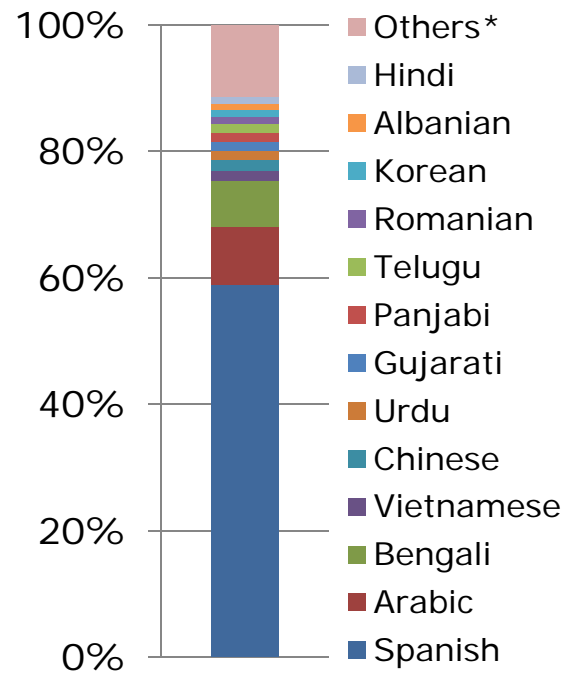
Source: MSDS 2011-2012

Likewise, large districts had more diversity in languages spoken by FLEPs

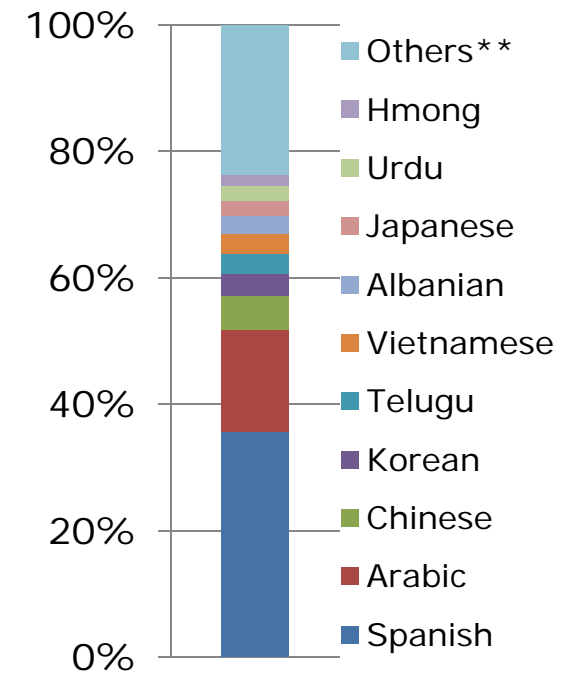
Small districts



Medium districts



Large districts



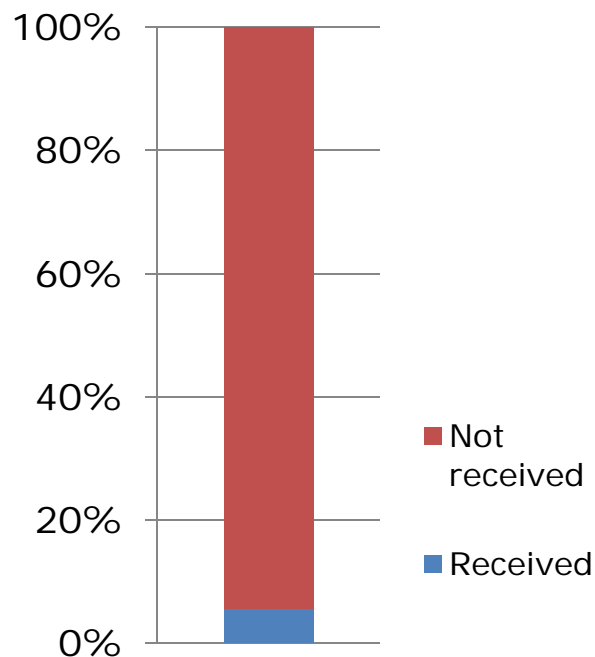
* Other languages in medium districts included Bosnian, Polish, Tagalog, Lao, Tamil, Somali, French, Oromo, etc.

** Other languages in large districts included Hindi, Syriac, Tamil, Bengali, Romanian, Gujarati, German, Bosnian, etc.

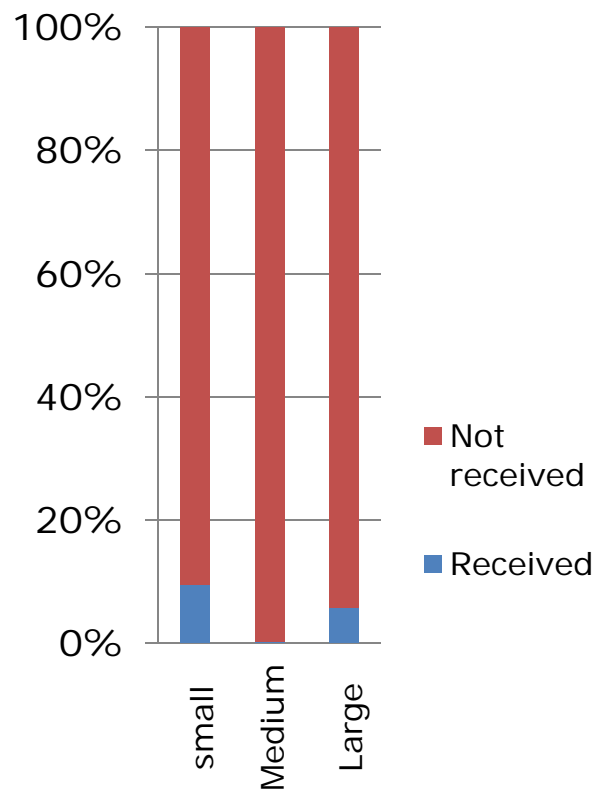
Source: MSDS 2011-2012

6% of FLEPs received immigrant services, but there was no distinct geographical pattern

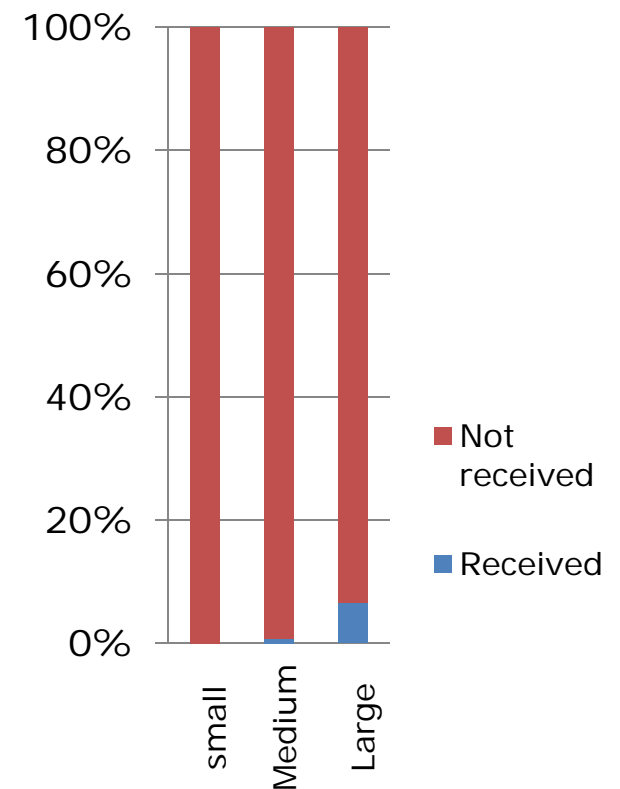
Number of immigrant services receivers (2011-12)



Immigrant services receivers by the size of LSDs (2011-12)



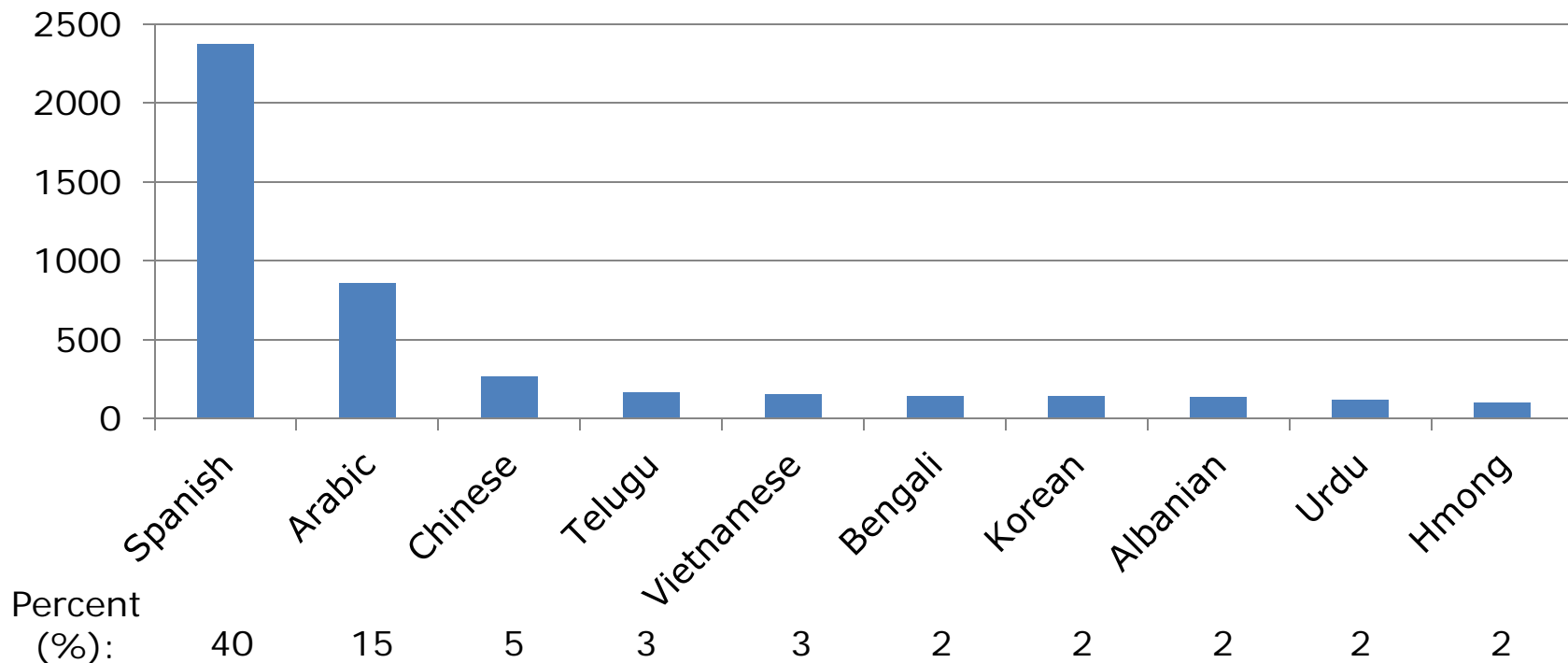
Immigrant services receivers by the size of districts (2011-12)



Among FLEPs who did not receive immigrant services, 55% spoke Spanish and Arabic

Top 10 native/home languages spoken by FLEPs who did not receive immigrant services (2011-12)

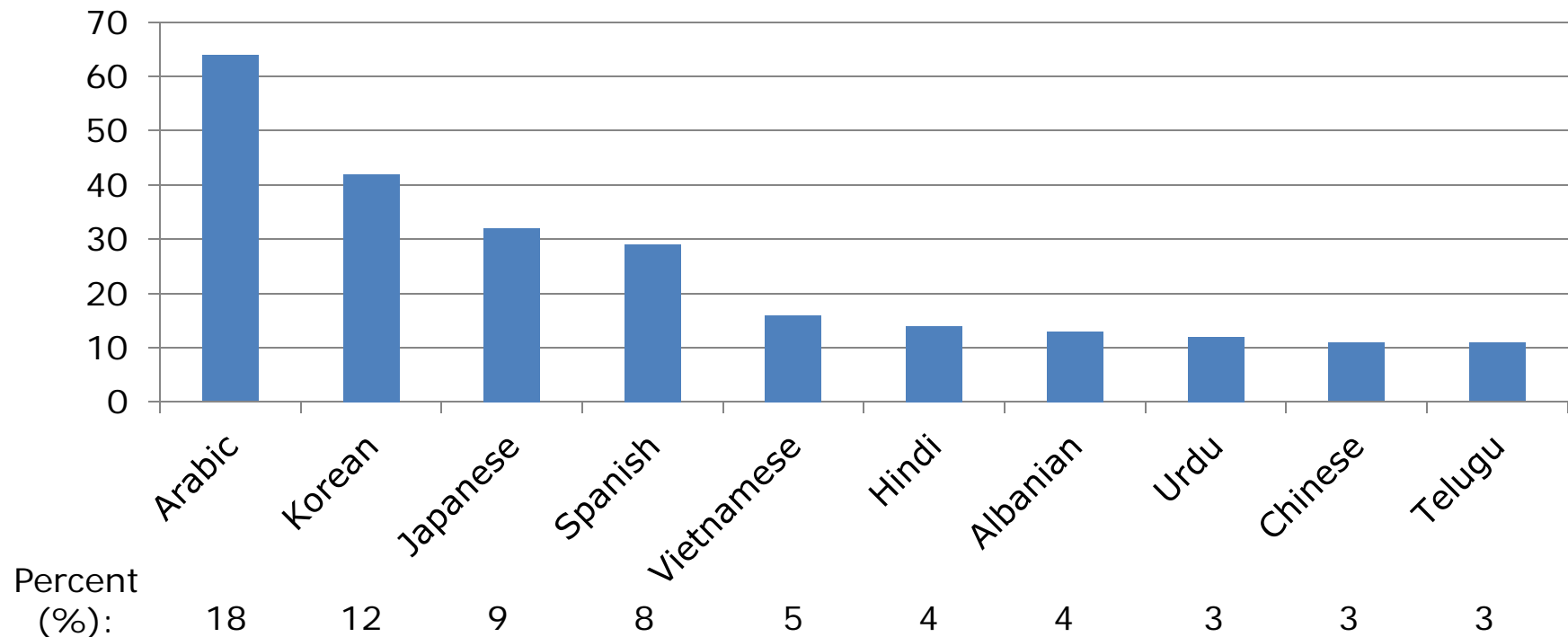
Number of FLEPs



FLEP students who came from districts where there has been a significant increase in the number of immigrants recently received immigrant services

**Top 10 native/home languages spoken by FLEPs
who received immigrant services
(2011-12)**

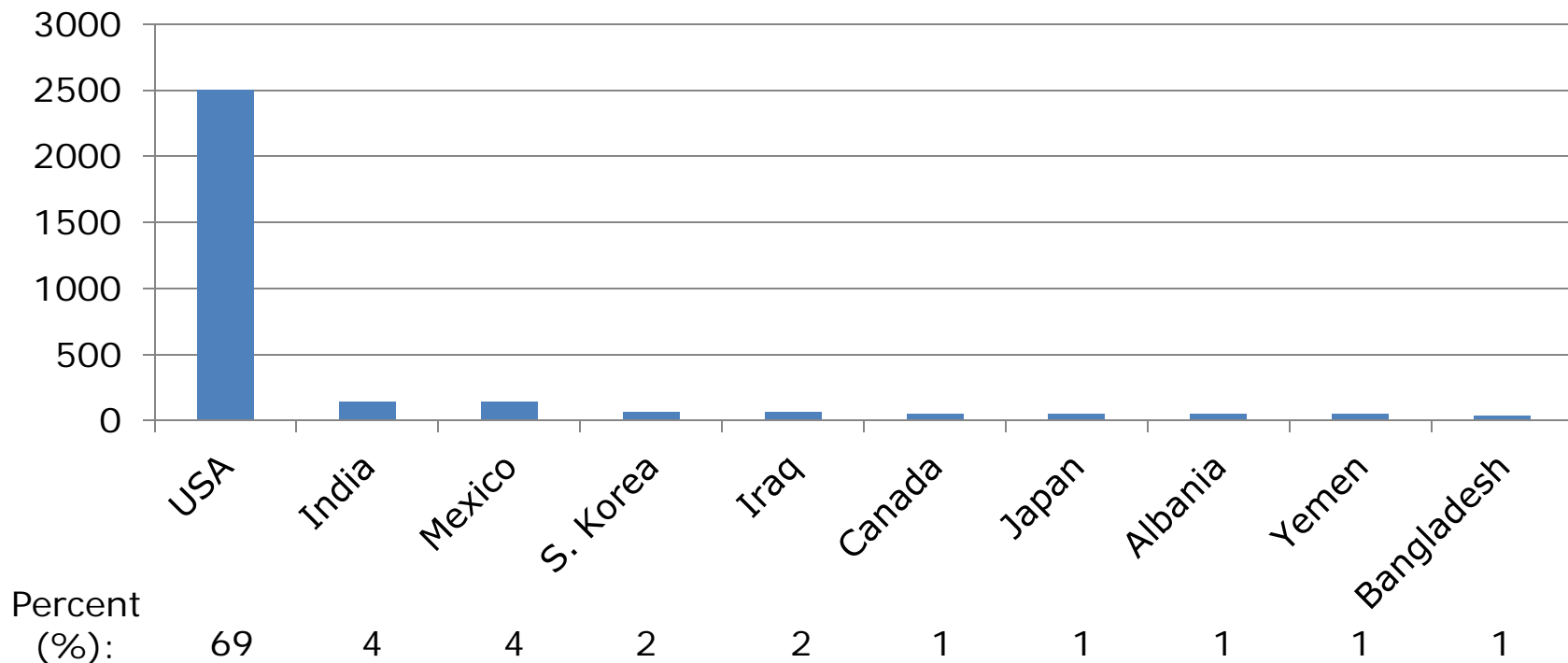
Number of FLEPs



Nearly 70% of the FLEP population was born in the US

Top 10 countries of birth of the FLEP population (2011-12)

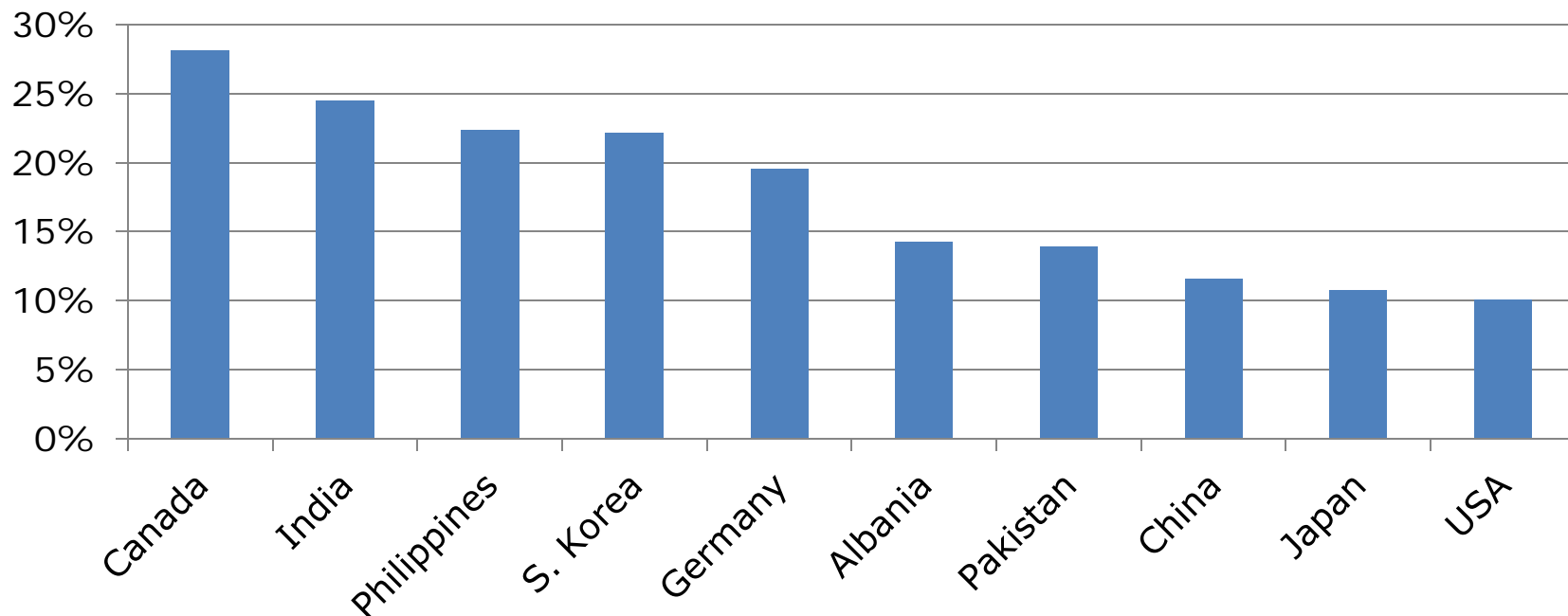
Number of FLEPs



However, higher percentage of those who were born in other countries achieved English proficiency

Top 10 countries* in terms of the percentage of LEPs who achieved English proficiency (2011-12)

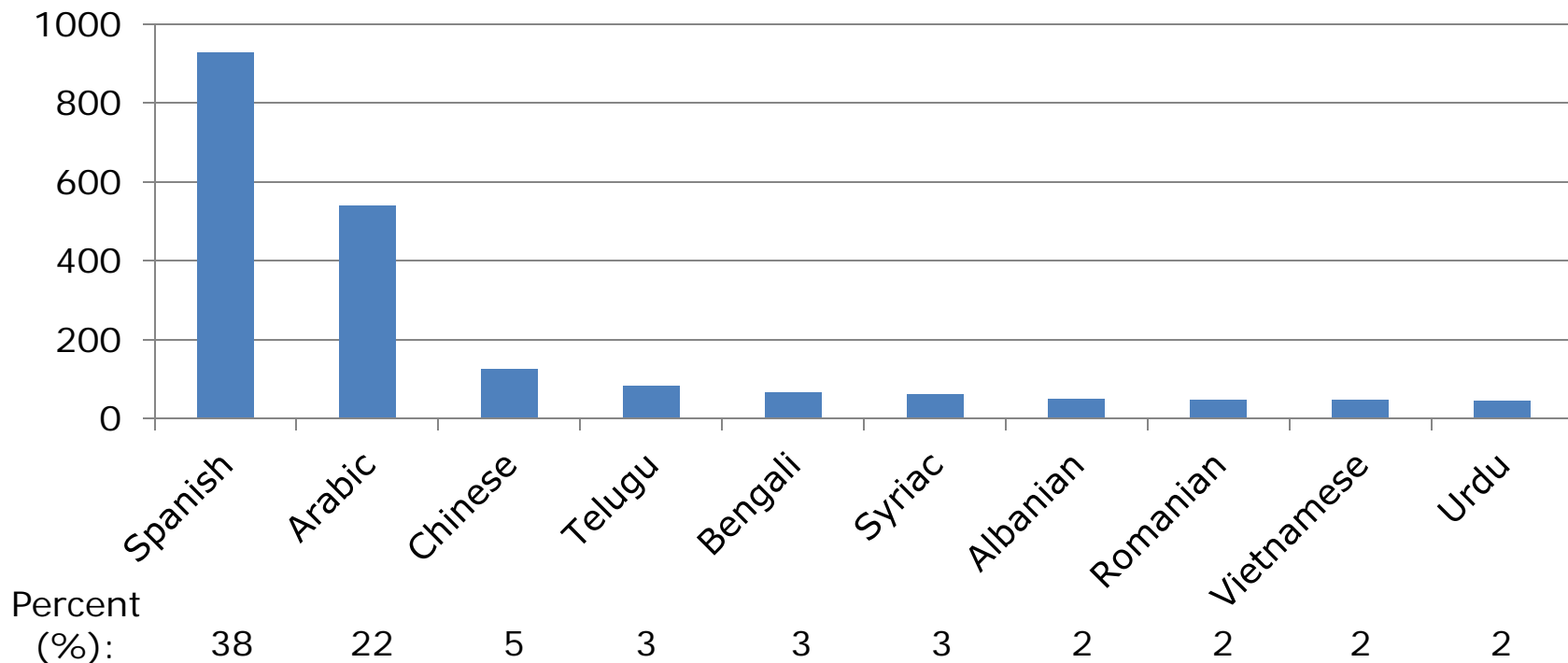
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of LEPs



The top 10 native/home languages spoken by FLEPs who were born in the US

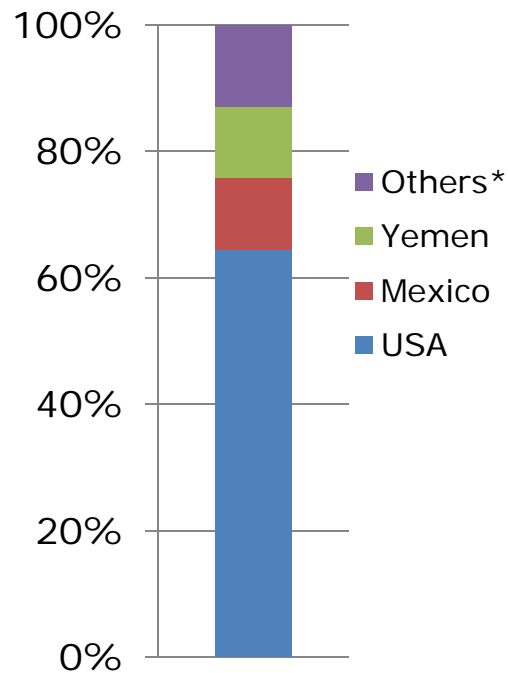
The top 10 native/home languages spoken by FLEPs who were born in the US

Number of FLEPs

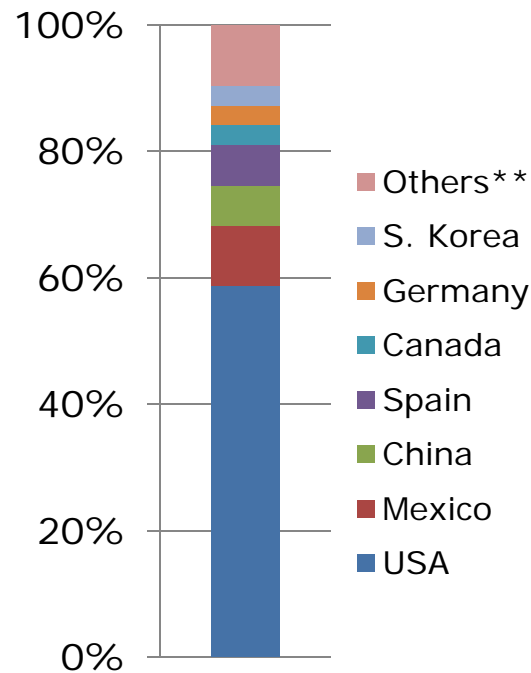


Large ISDs had more diversity in birthplace

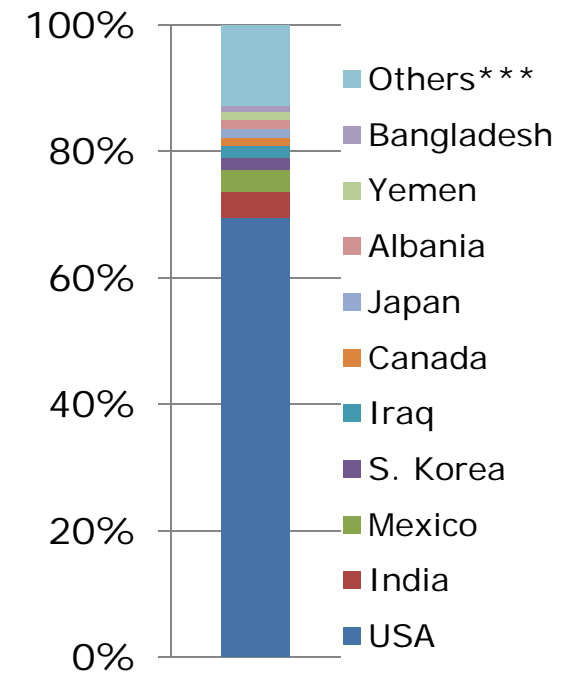
Small ISDs



Medium ISDs



Large ISDs



* Other countries in small ISDs included Philippines, United Arab Emirates, China, Honduras, India, Italy, Vietnam, etc.

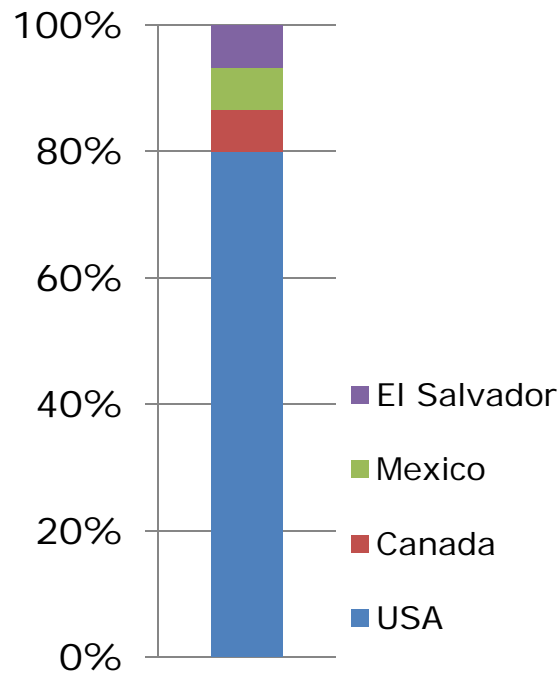
** Other countries in medium ISDs included Philippines, India, Brazil, Japan, Niger, Netherlands, etc.

*** Other languages in large ISDs included Germany, China, Philippines, Pakistan, Vietnam, Lebanon, Romania, etc.

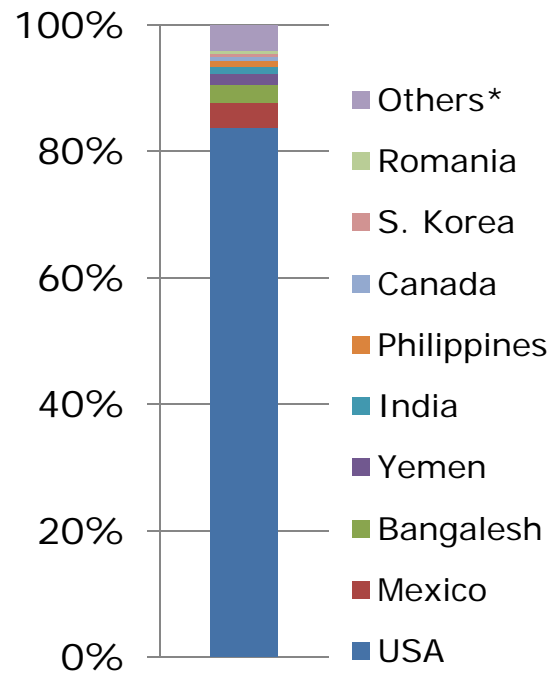
Source: MSDS 2011-2012

Likewise, large districts had more diversity

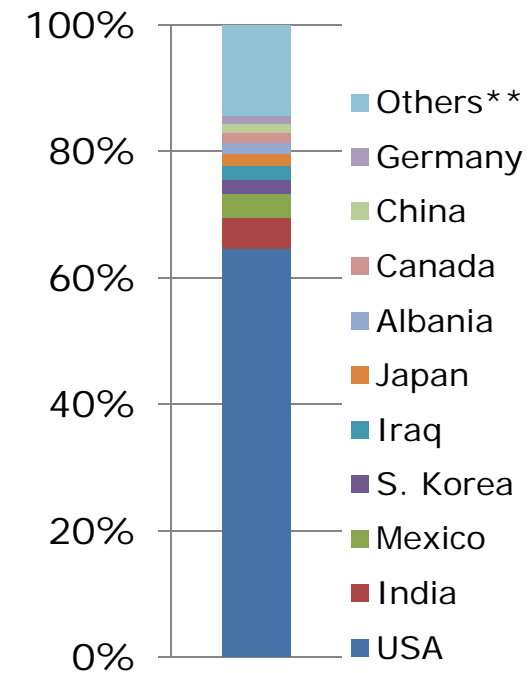
Small districts



Medium districts



Large districts



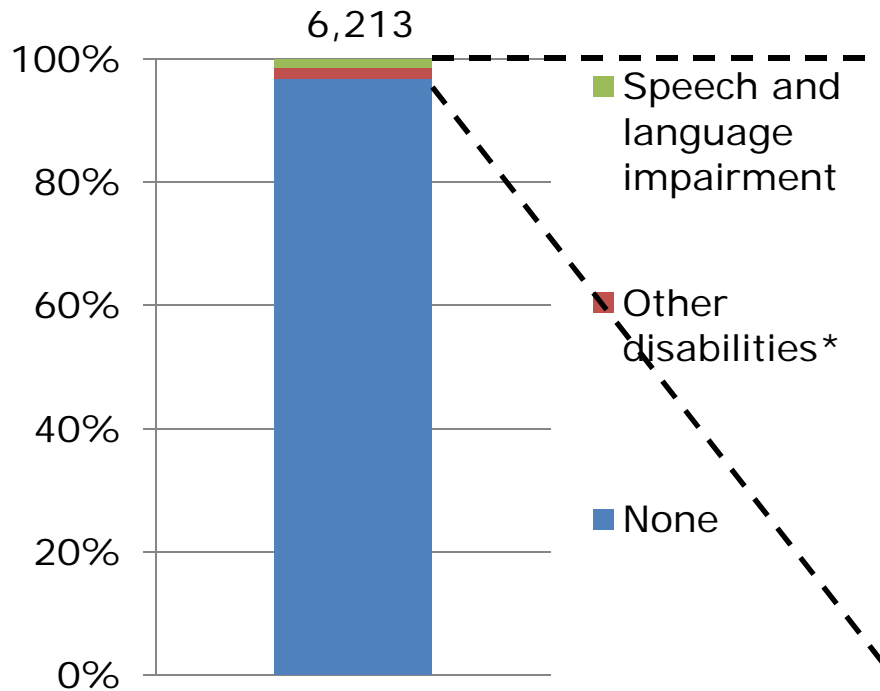
* Other countries in medium districts included Honduras, Puerto Rico, Albania, Cuba, Iraq, Liberia, Ukraine, etc.

** Other countries in large districts included Yemen, Pakistan, Vietnam, Philippines, Lebanon, Bangladesh, Romania, Sri Lanka, etc.

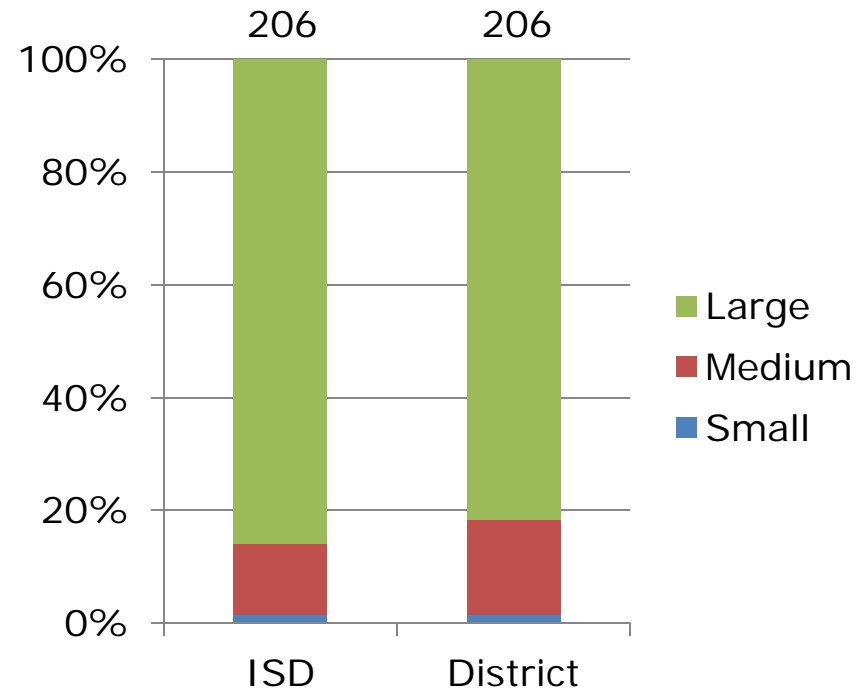
Source: MSDS 2011-2012

3% of FLEPs had disabilities, 1% with speech and language impairment

Number of FLEPs who were identified with primary disability (2011-12)



Geographical distribution of FLEPs with disabilities (2011-12)

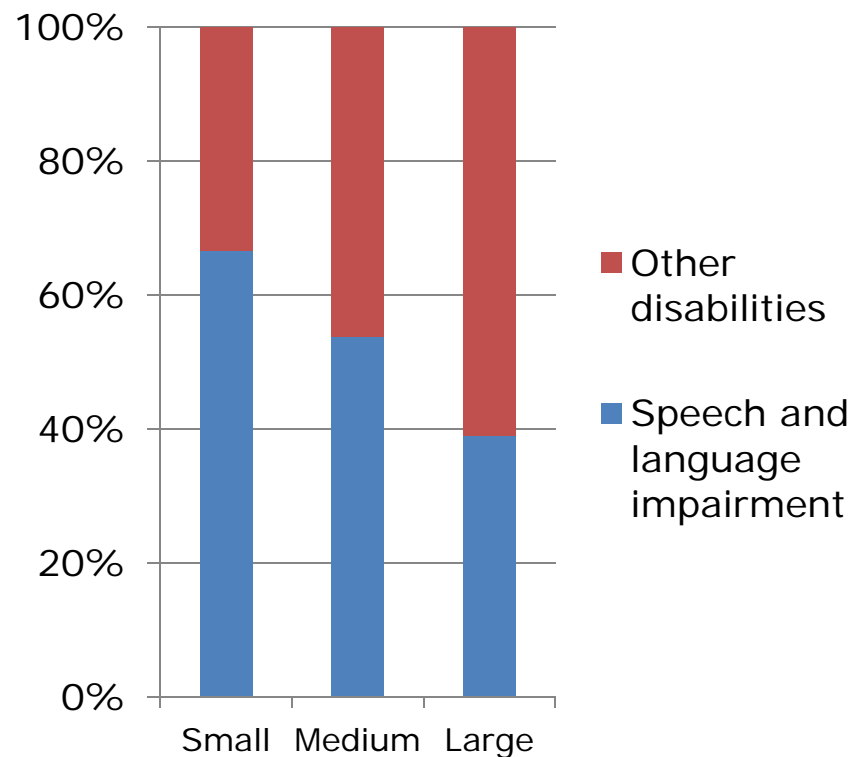


* Other disabilities included cognitive, emotional, hearing, visual, and physical impairments, early childhood developmental delay, specific learning disability, severe multiple impairment, autism spectrum disorder, traumatic brain injury, deaf-blindness, and other health impairment

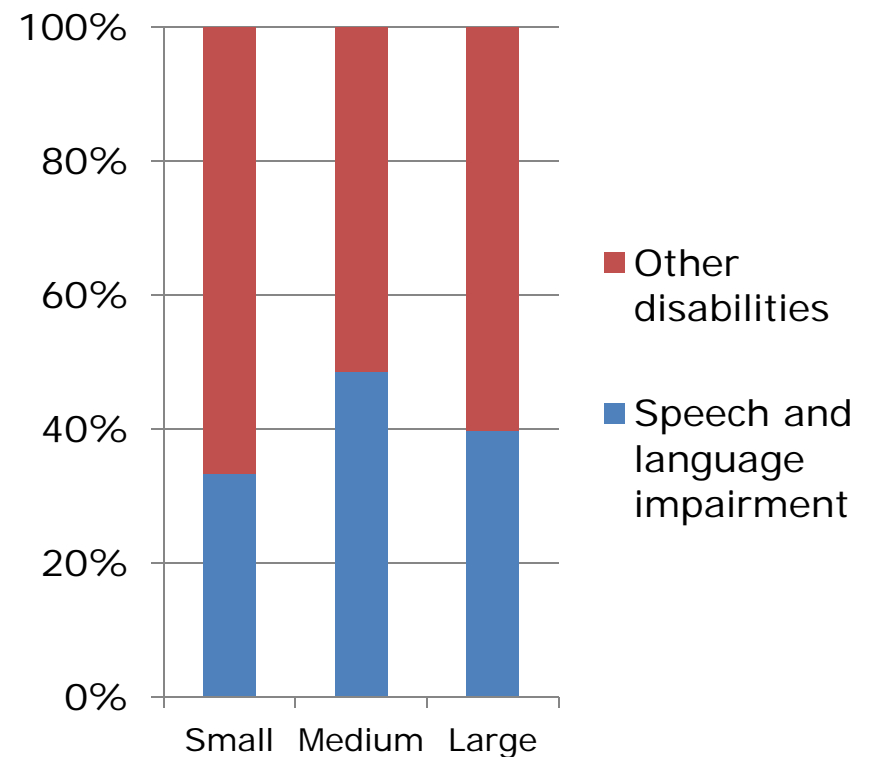
Source: MSDS 2011-2012

No distinct pattern in geographical distribution of speech and language impairment

ISDs by the size
(2011-12)

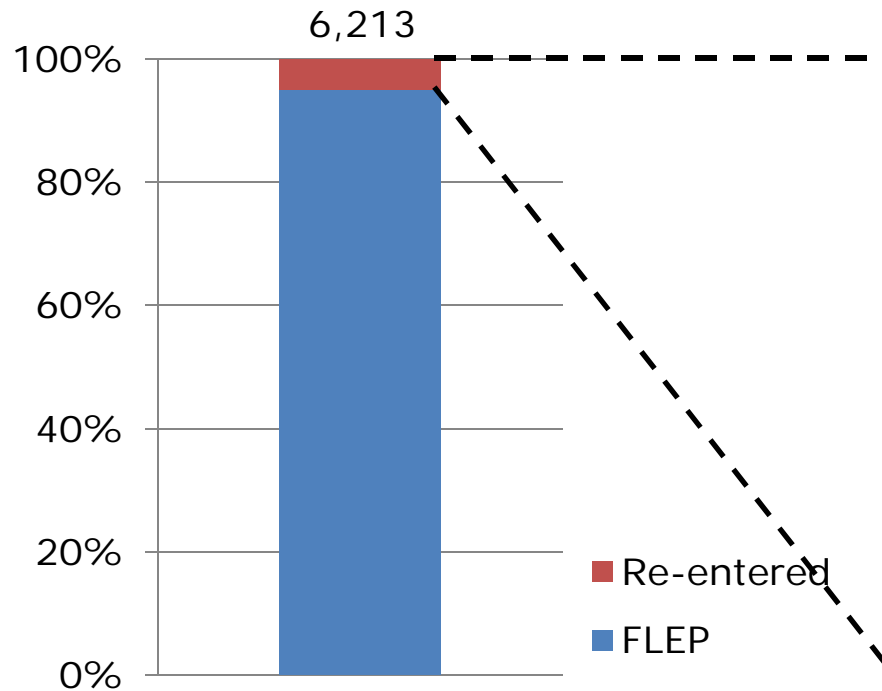


Districts by the size
(2011-12)

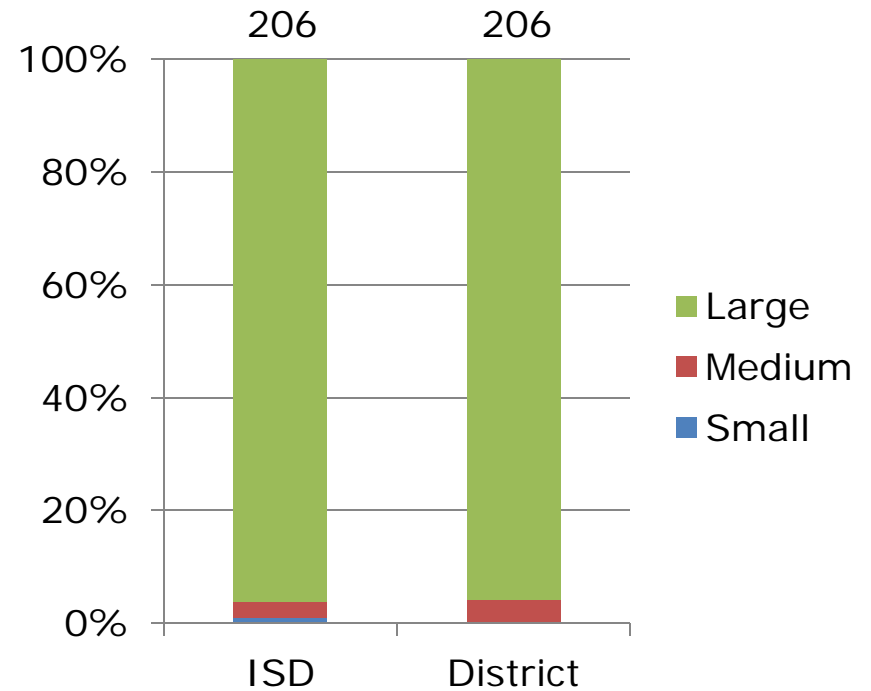


5% of the FLEP population re-entered the LEP program in 2011-2012

**Number of FLEPs who
were re-classified as LEP
(2011-12)**

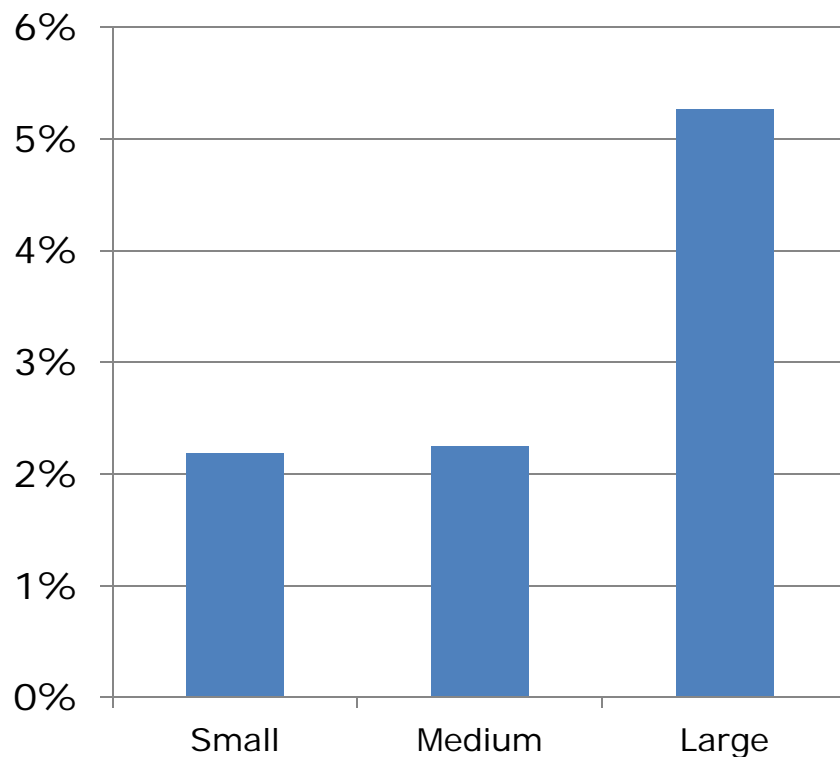


**Geographical distribution of
those who re-entered the LEP
(2011-12)**

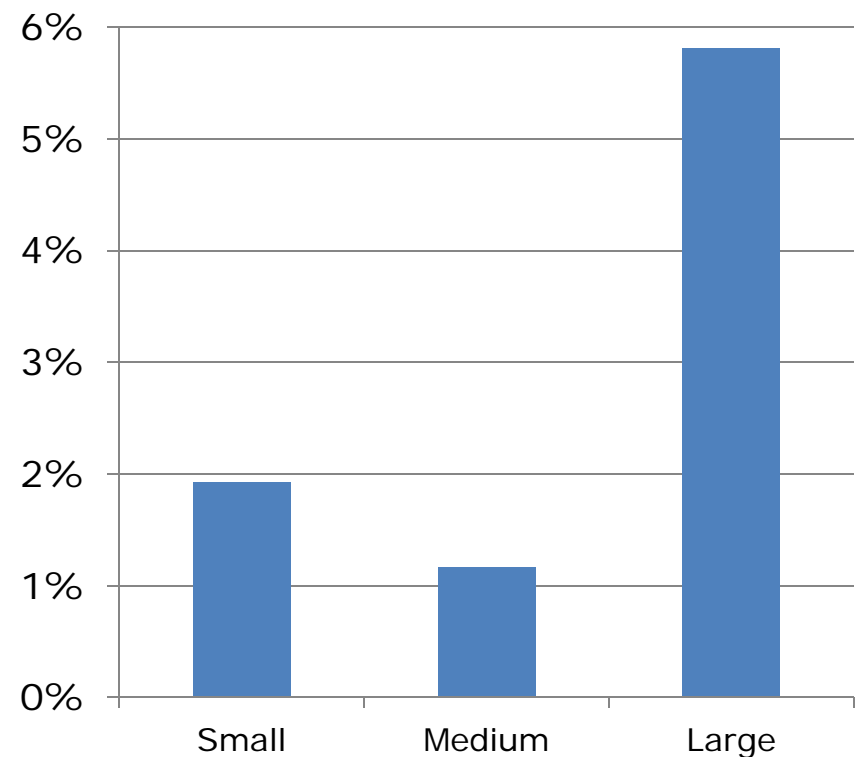


The percentage of re-entered FLEP was greater in large ISDs and districts

The percentage of re-entered FLEP by the size of ISDs (2011-12)



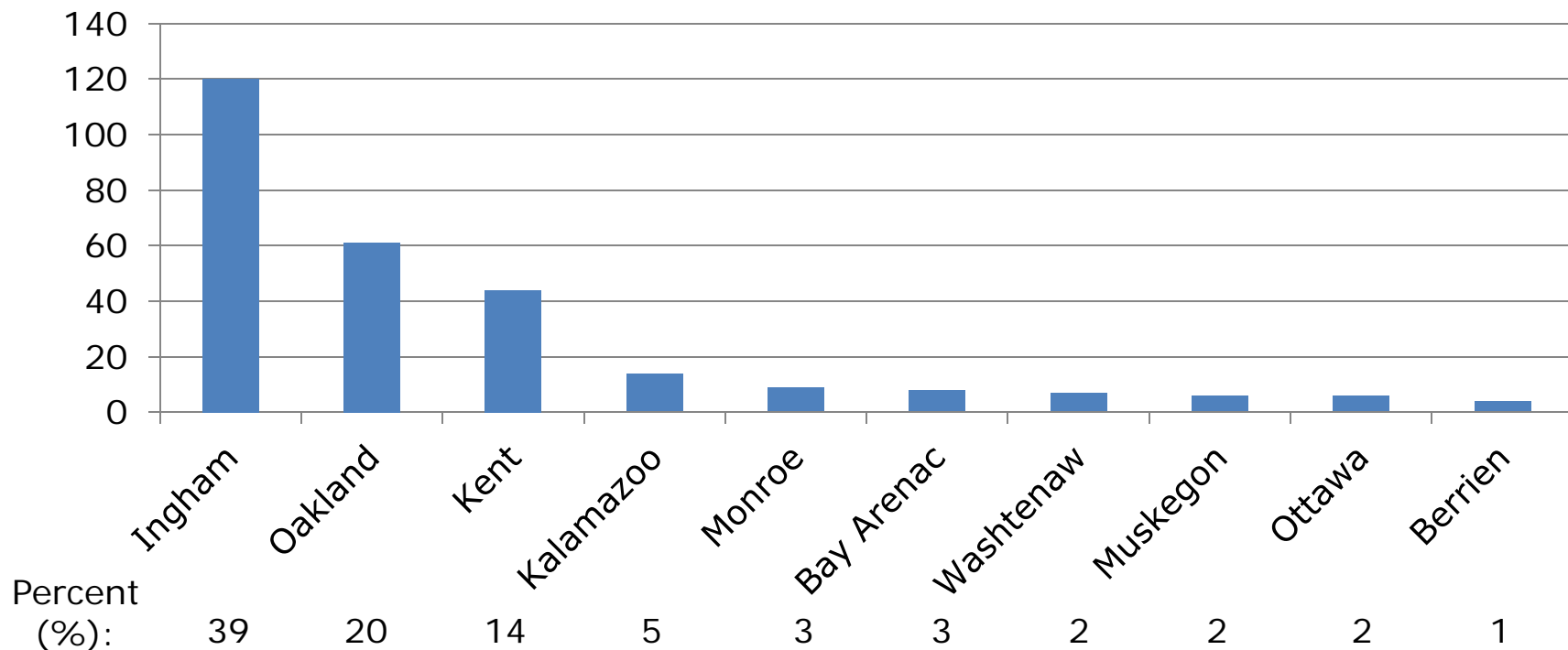
The percentage of re-entered FLEP by the size of districts (2011-12)



Top 10 ISDs where there were FLEP students who re-entered the LEP program

Top 10 ISDs where there were FLEP students who re-entered the LEP program (2011-12)

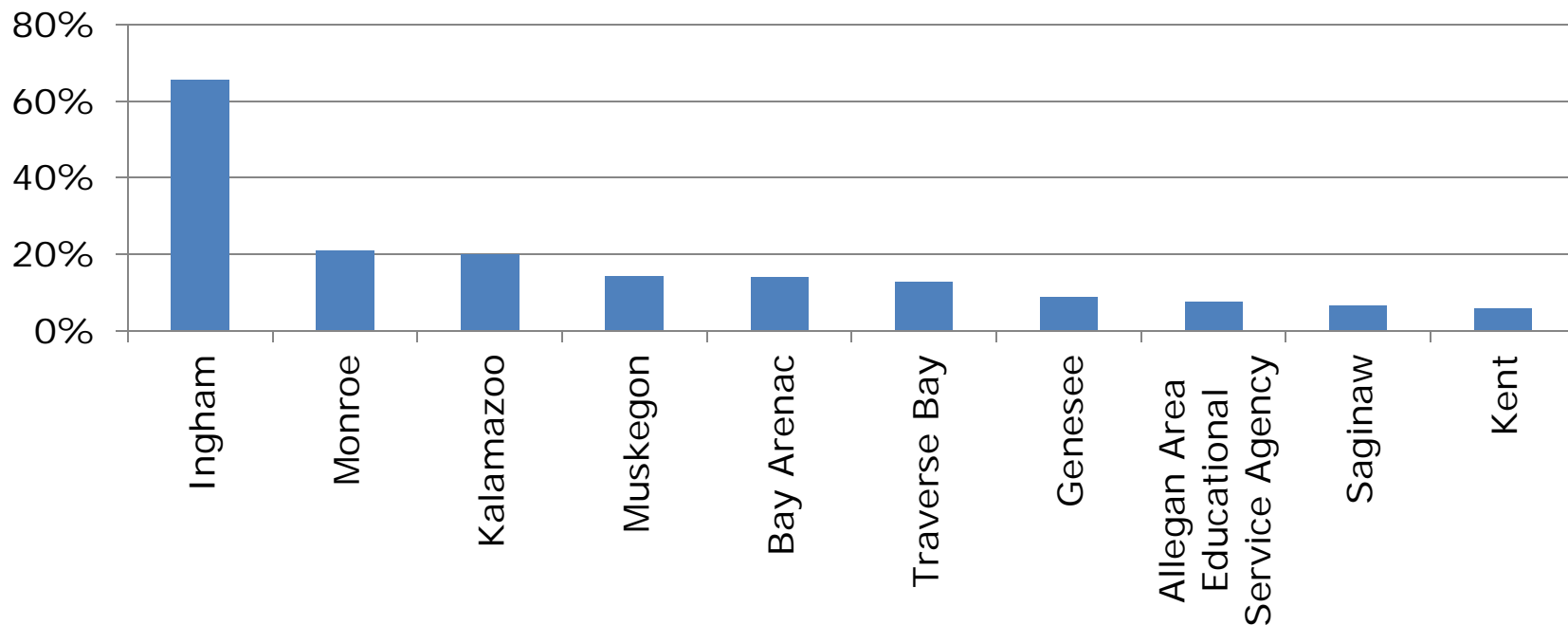
Number of re-classified LEPs



Top 10 ISDs in terms of the percentage of re-entered FLEP students

Top 10 ISDs* in terms of the percentage of re-entered FLEP students (2011-12)

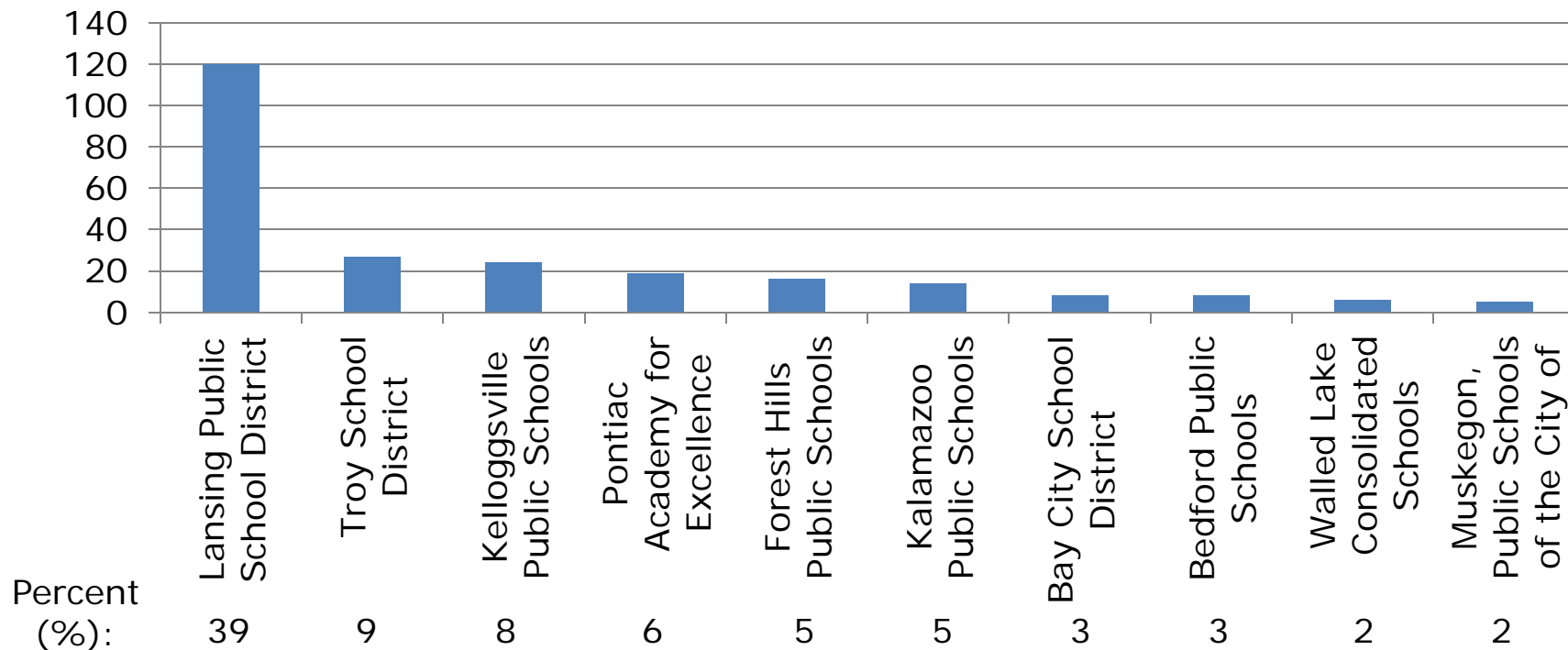
of re-classified
LEPs / # of FLEPs



Top 10 districts where there were FLEP students who re-entered the LEP program

Top 10 districts where there were FLEP students who re-entered the LEP program (2011-12)

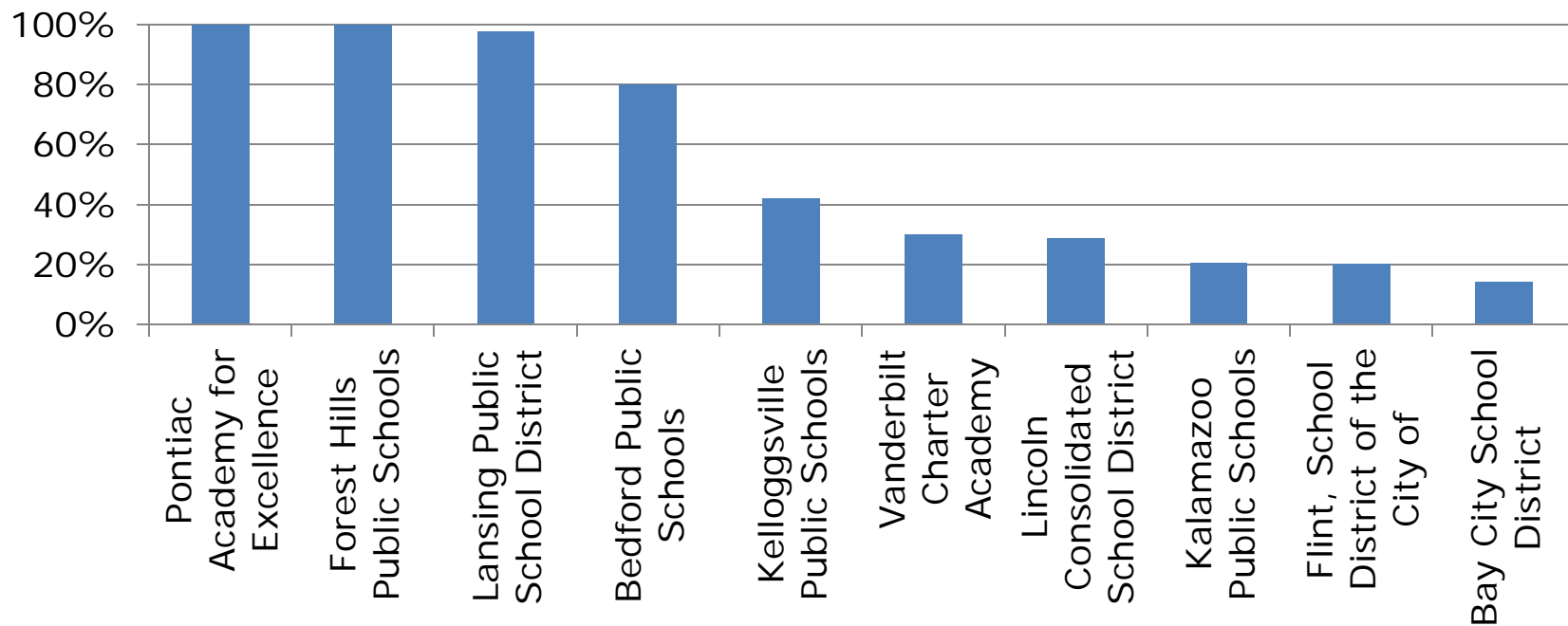
Number of re-classified LEPs



Top 10 districts in terms of the percentage of re-entered FLEP students

Top 10 districts* in terms of the percentage of re-entered FLEP students (2011-12)

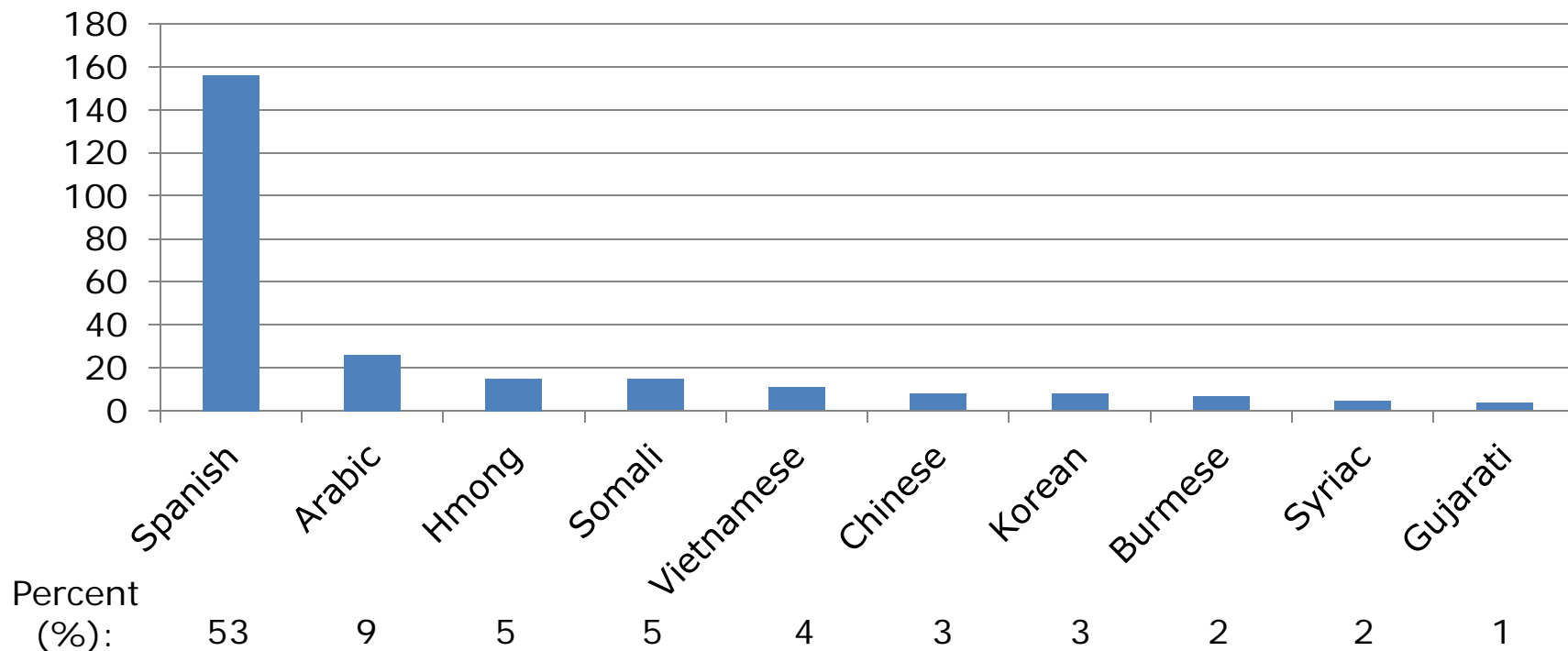
of re-classified
LEPs / # of FLEPs



Nearly half of those who re-entered the LEP program spoke Spanish

Top 10 native/home languages spoken by those who re-entered the LEP program (2011-12)

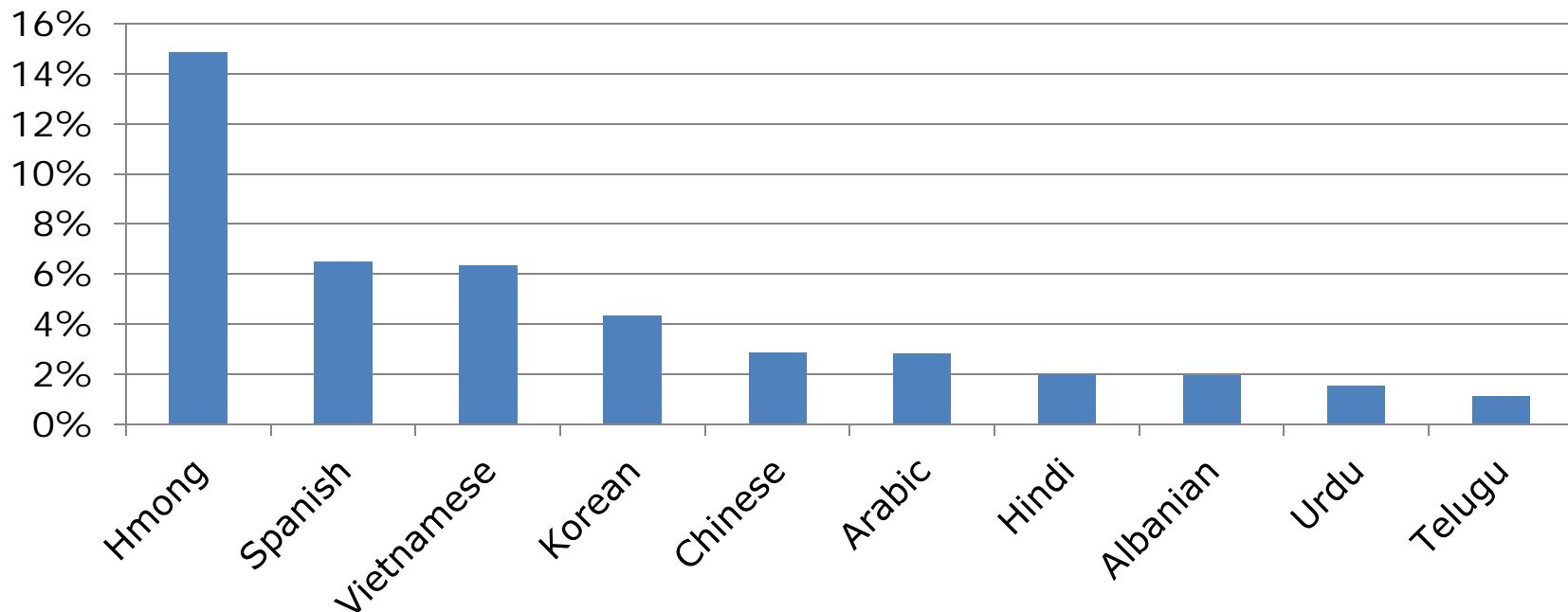
Number of re-classified LEPs



Spanish also ranked high in terms of the percentage of re-entered FLEP students

Top 10 native/home languages* in terms of the percentage of re-entered FLEP students (2011-12)

of re-classified
LEPs / # of FLEPs



* Languages spoken by 100 or more FLEP population
Source: MSDS 2011-2012