

STATS IN BRIEF

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English Language Program Participation Among Students in the Kindergarten Class of 2010–11: Spring 2011 to Spring 2012

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Statistics in Brief publications describe key findings from statistical tables to provide useful information to a broad audience, including members of the general public. They address simple and topical issues and questions. They do not investigate more complex hypotheses, account for inter-relationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets. See nces.ed.gov and references noted in the body of this document for more information.

Providing English language

instruction has important implications for millions of children nationwide. For instance, in 2014, 4.6 million public school students participated in programs for English language learner (ELL) students, accounting for about 9 percent of enrollment.¹

This report describes the percentage of students who participate in instructional programs designed to teach English language skills and the specific programs in which they participate as they enter schooling. The report further provides information regarding changes in program participation over the first 2 years of schooling.

DATA SOURCE

To provide a more detailed profile of students' participation in English language programs in the first 2 years of schooling, this Statistics in Brief uses data from the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), focusing on students' transition from kindergarten to first grade. Well suited to this purpose, the ECLS-K:2011 is a longitudinal study that was designed to follow the same children from kindergarten through fifth grade.

¹ See *Digest of Education Statistics 2016* table 204.20 at https://nces.ed.gov/programs/digest/d16/tables/dt16_204.20.asp.

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The ECLS-K:2011 is a nationally representative study of children enrolled in kindergarten during the 2010–11 school year. The children in the ECLS-K:2011 attended both full-day and part-day kindergarten in both public and private schools. The study is based on a complex, sample design and when appropriately weighted represents the approximately 4 million children in the United States enrolled in kindergarten in 2010–11. Main sampling weights designed for use with data from a complex sample survey serve two primary purposes. When used in analyses, the main sampling weight weights the sample to the population total of interest (or the subpopulation total of interest). The main sampling weight also adjusts for differential nonresponse patterns. By using this main sampling weight, the estimates in this report are representative of both the entire population of children enrolled in kindergarten in 2010–11 and subsets of that population (for example, students who participated in English language programs designed to teach English language skills to children with limited English proficiency).

As the ECLS-K:2011 included all children enrolled in kindergarten in 2010–11, the estimates reported in this brief reflect both first-time kindergartners and kindergarten repeaters. Some 93 percent of kindergartners participating in English language programs and 95 percent of kindergartners not participating

in English language programs were first-time kindergartners (not shown in tables). Students were examined both in the 2010–11 school year (when they were in kindergarten) and in the 2011–12 school year (when most were in first grade, although a small subset were kindergarten repeaters). Some 96 percent of kindergartners participating in English language programs and 96 percent of kindergartners not participating in English language programs had progressed to first grade as of spring 2012.

In the results reported in this brief, the “spring of kindergarten” refers to spring 2011, and the “spring of first grade” refers to spring 2012.

DEFINITION OF TERMS AND REPORT STRUCTURE

This Statistics in Brief identifies students who participate in English language programs designed to teach English language skills. This was determined through teachers’ reports of children’s participation in an English language program. In the ECLS-K:2011, teachers were asked if a child’s native language was English. If teachers answered “no” or “don’t know,” they were then asked, “Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?” Teachers who reported that the child participated in an English language instructional program were asked additional questions about the instructional program type, the

program frequency, and the language used for academic instruction. This set of questions was asked of children’s teachers in both spring 2011 and spring 2012. **Children who do not participate in an English language program can include children whose native language is not English.**

This Statistics in Brief first discusses differences in the student and school characteristics of kindergartners who participated in instructional programs designed to teach English language skills and students who did not participate in such programs in the kindergarten class of 2010–11. The brief then examines the characteristics of the English language program (e.g., English as a Second Language, bilingual education, and dual-language education) that participating students were receiving in spring 2011 and changes in participation in these programs between spring 2011 and spring 2012.

Differences reported in this brief are statistically significant at the $p < .05$ level to ensure that they are larger than might be expected due to sampling variation. Consistent with this type of report produced by the National Center for Education Statistics (NCES), no adjustments were made for multiple comparisons. For more information about the data, measures, and methods used in this brief, please see the [Technical Notes](#) toward the end of the report.

STUDY QUESTIONS

1

How did kindergartners who participated in English language instruction programs compare with kindergartners who did not participate in English language programs in terms of student and school characteristics?

2

What were the characteristics of the English language instruction that kindergartners with limited English proficiency received in the spring of kindergarten?

3

Did participation in English language instruction programs change between kindergarten and first grade?

KEY FINDINGS

- About 11 percent of the 2010–11 kindergarten class were participating in English language programs designed to teach English language skills in spring 2011 (figure 1). Of these kindergartners, 80 percent were Hispanic, 57 percent lived in households with incomes below the federal poverty level, and 35 percent had parents whose highest level of education was less than a high school credential (figure 2). The percentage of kindergartners with each of these characteristics was higher among kindergartners participating in English language instruction programs than among those who were not participating in these programs.
- A higher percentage of kindergartners participating in English language programs (46 percent) than kindergartners not participating in these programs (5 percent) attended schools in which school administrators reported that 50 percent or more of kindergartners in the school were ELL² students (figure 3).
- In spring 2011, some 60 percent of kindergartners participating in English language programs received English as a Second Language instruction as their primary type of English language instruction, followed by bilingual education (27 percent) and dual-language education (8 percent) (figure 4). Definitions of instructional programs can be found on page 8 of the report.
- In spring 2011, some 57 percent of kindergartners participating in English language programs received academic instruction in their native language “none of the time,” whereas 12 percent received this instruction “almost all the time.” Additionally, some kindergartners participating in English language programs received a combination of academic instruction in English and in their native language (figure 5).
- Twenty-two percent of kindergartners participating in English language programs were no longer in an English language instruction program in first grade (figure 7). About 3 percent of kindergartners entered English language programs in first grade after not having been enrolled in them previously (table A-6). As a net result of this turnover, there was no significant change in the percentage of the 2010–11 kindergarten class participating in English language instruction programs between kindergarten and first grade.

²School administrators received the following definition of ELL students: “A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English.”

1

How did kindergartners who participated in English language instruction programs compare with kindergartners who did not participate in English language programs in terms of student and school characteristics?

About 11 percent of the 2010–11 kindergarten class were participating in English language programs in spring 2011 (figure 1). These kindergartners differed from kindergartners not participating in English language programs in several notable ways, both in terms of their student and household characteristics and the characteristics of the schools they attended during the 2010–11 school year. The student characteristics examined below were provided by students' parents. For example, parents were asked to provide information on their child's race/ethnicity, their household income and size, their education, and the primary language spoken in the home.

Student Characteristics

Compared to kindergartners not participating in English language programs, higher percentages of kindergartners participating in English language programs were Hispanic, lived in households with incomes below the federal poverty level, had parents whose highest level of education was less than a high school credential, and primarily spoke a non-English language at home (figure 2).

Race/ethnicity³

Some 80 percent of kindergartners participating in English language programs were Hispanic and 11 percent were Asian, non-Hispanic. These percentages were higher than

the corresponding percentages among kindergartners not participating in English language programs, 17 percent of whom were Hispanic and 3 percent of whom were Asian, non-Hispanic.

Poverty status

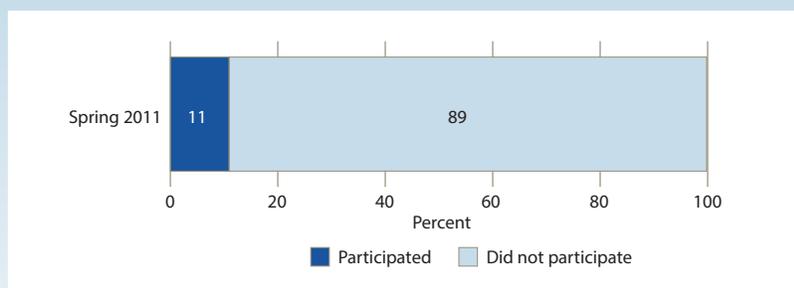
In spring 2011, a higher percentage of kindergartners participating in English language programs (57 percent) than kindergartners not participating in English language programs (20 percent) lived in households with incomes below the federal poverty level.⁴ A lower percentage of kindergartners participating in English language programs (18 percent) than kindergartners not participating in English language programs (56 percent) lived in households with incomes at or above twice the federal poverty level.

Parents' highest level of education⁵

Some 35 percent of kindergartners participating in English language programs had parents whose highest level of education was less than a high school credential, compared to 5 percent of kindergartners not participating in English language programs.

FIGURE 1.

Percentage distribution of kindergartners, by English language program participation: Spring 2011



NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZ0. Detail may not sum to total due to rounding and/or missing data. Estimates weighted by W4C_4P_4TZ0. Detail may not sum to total due to rounding and/or missing data. SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

³ During the parent interview, parents were asked about their child's race/ethnicity. The response categories were American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, and White. Parents could choose more than one race/ethnicity category.

⁴ Poverty status is based on preliminary U.S. Census Bureau thresholds for 2010, which identify incomes determined to meet household needs, given the household size. In 2010, for example, the poverty threshold for a family of four with two children was \$22,113.

⁵ Parents' highest level of education is the highest level of education reported by either of the parents or guardians in a two-parent household or by the only parent or guardian in a single-parent household.

Some 7 percent of kindergartners participating in English language programs had parents whose highest level of education was graduate/professional school, compared to 18 percent of kindergartners not participating in English language programs.

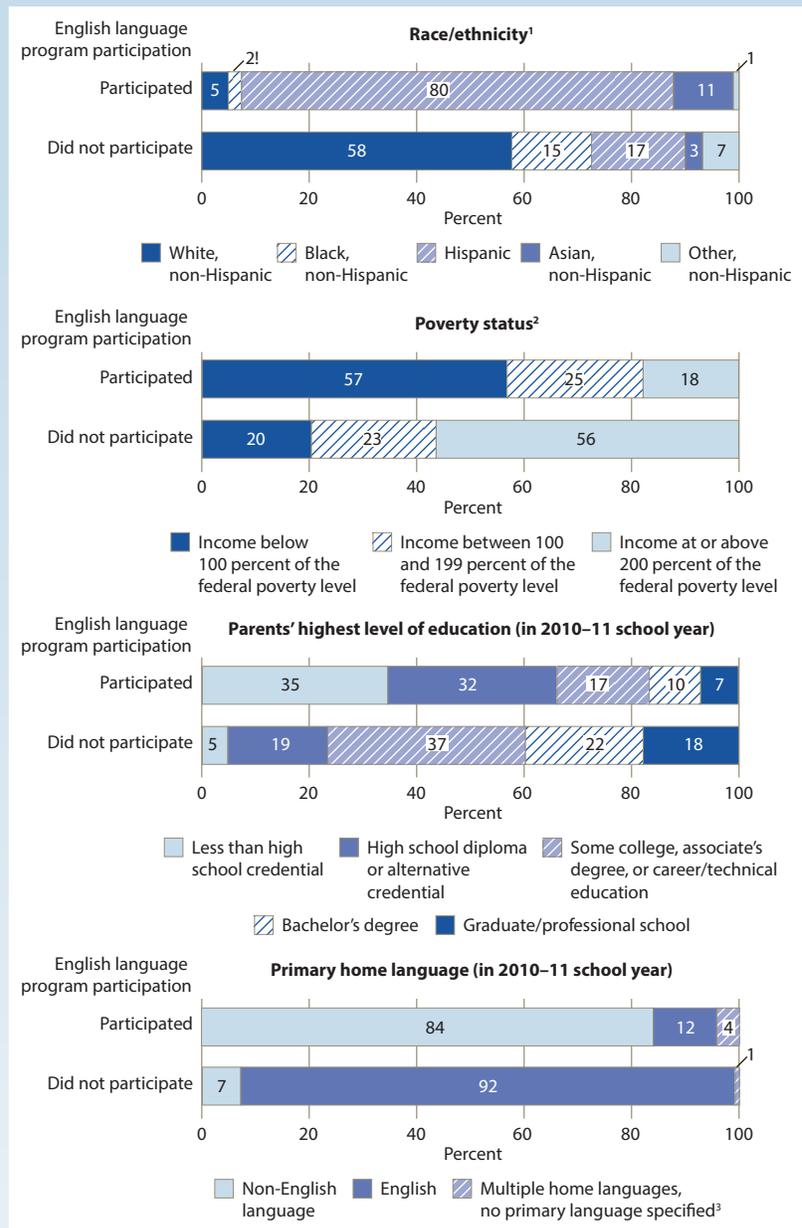
Primary home language⁶

Among kindergartners participating in English language programs, 84 percent primarily spoke a non-English language at home and 12 percent primarily spoke English at home. The remaining 4 percent of kindergartners participating in English language programs spoke multiple languages at home, with no primary language specified.

In contrast, among kindergartners not participating in English language programs, 7 percent primarily spoke a non-English language at home and 92 percent primarily spoke English at home. The remaining 1 percent of kindergartners not participating in English language programs spoke multiple languages at home, with no primary language specified.

FIGURE 2.

Percentage distribution of kindergartners, by English language program participation and selected student characteristics: Spring 2011



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa; Black or African American includes students having origins in any of the black racial groups of Africa; Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; Hispanic includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. This includes Latino. Other, non-Hispanic includes Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and Two or more races.

² Poverty status is based on preliminary U.S. Census Bureau thresholds for 2010, which identify incomes determined to meet household needs, given the household size. In 2010, for example, the poverty threshold for a family of four with two children was \$22,113.

³ Multiple home languages, no primary language specified was designated if parents reported that two or more languages were spoken equally at home or if parents could not choose a primary language.

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4T20. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten—Second Grade Restricted-Use Data File.

⁶ Parents were asked if any language other than English was regularly spoken in the home as well as about the primary language spoken in the home. If a language other than English was not spoken in the home, or if a language other than English was spoken in the home but the primary language of the household was English, the primary language was coded as English. "Multiple home languages, no primary language specified" was designated if parents reported that two or more languages were spoken equally at home or if parents could not choose a primary language. If a language other than English was spoken, either solely or primarily in the home, the primary language was coded as a "non-English language."

School Characteristics

Compared to kindergartners not participating in English language programs, higher percentages of kindergartners participating in English language programs attended traditional public schools, schools with a schoolwide minority enrollment of 50 percent or more, schools in which 20 percent or more of kindergartners within the school were ELL students, schools in cities, and schools in the West (figure 3).

Type of school

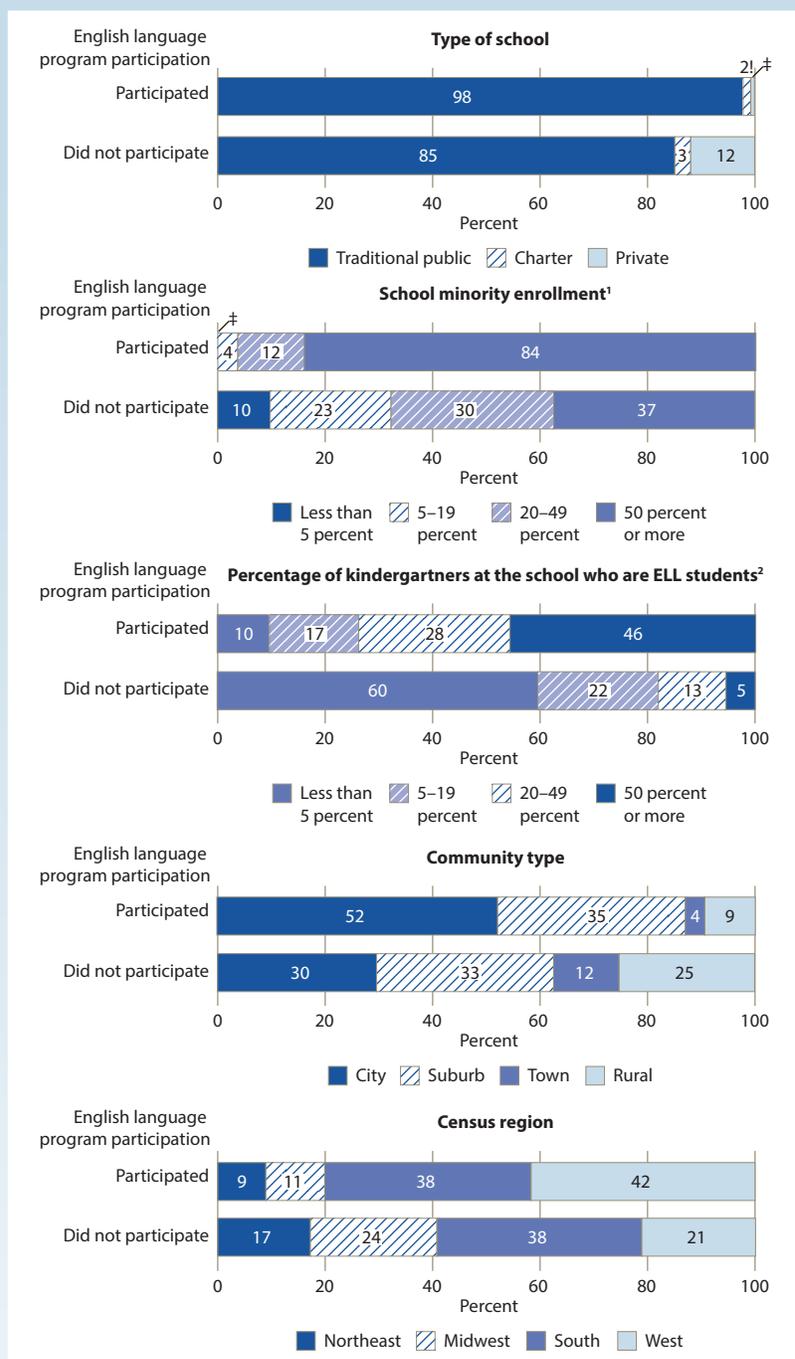
A higher percentage of kindergartners participating in English language programs (98 percent) than kindergartners not participating in English language programs (85 percent) attended traditional public schools in spring 2011.

School minority enrollment¹

Some 84 percent of kindergartners participating in English language programs attended schools with a schoolwide minority enrollment of 50 percent or more. In contrast, 37 percent of kindergartners not participating in English language programs attended schools at this level of minority enrollment.

FIGURE 3.

Percentage distribution of kindergartners, by English language program participation and selected school characteristics: Spring 2011



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ "Minority students" refers to Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students and students of two or more races. Estimates represent the percentage of the student population that was non-White in the spring of 2011.

² School administrators received the following definition of ELL students: "A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English."

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4T20. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

⁷ School administrators provided information on the percentage of the student population in their school that was non-White.

Percentage of kindergartners in the school who are ELL students⁸

A higher percentage of kindergartners participating in English language programs (46 percent) than kindergartners not participating in English language programs (5 percent) attended schools in which 50 percent or more of kindergartners within the school were ELL students.

Community type

Compared to kindergartners not participating in English language programs, a higher percentage of kindergartners participating in English language programs attended schools in cities (52 vs. 30 percent) and a lower percentage attended schools in towns (4 vs. 12 percent) and rural communities (9 vs. 25 percent).

Census region

A higher percentage of kindergartners participating in English language programs (42 percent) than kindergartners not participating in English language programs (21 percent) attended schools in the West. In contrast, lower percentages of kindergartners participating in English language programs than kindergartners not participating in English language programs attended schools in the Northeast (9 vs. 17 percent) and the Midwest (11 vs. 24 percent).

⁸School administrators received the following definition of ELL students: "A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English."

2 What were the characteristics of the English language instruction that kindergartners with limited English proficiency received in the spring of kindergarten?

In spring 2011, teachers were asked to report the primary type of English language instruction that kindergartners with limited English proficiency received, with the option to select English as a Second Language, bilingual education, dual-language education, or “some other type of instruction.” Teachers also described the amount of academic instruction that students received in their native language and the amount of time that kindergartners participating in English

language programs received English language instruction.

Primary Type of English Language Instruction

In spring 2011, some 60 percent of kindergartners participating in English language programs received English as a Second Language instruction as their primary type of English language instruction, followed by bilingual education (27 percent), dual-language education (8 percent), and some other

type of English instruction (5 percent) (figure 4).

Amount of Academic Instruction in the Student’s Native Language

In spring 2011, some 57 percent of kindergartners participating in English language programs did not receive any academic instruction in their native language, whereas 12 percent received this instruction “almost all the time” (figure 5). Other kindergartners participating in English language

Definitions provided in the ECLS-K:2011 teacher questionnaire

If teachers said “yes” to the following question, “Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency,” they were also asked about the primary type of instructional program that the student received. In the spring 2011 questionnaire, they could choose from bilingual education, dual-language education, English as a Second Language (ESL), or some other type of instruction. The spring 2011 questionnaire provided the following definitions.

Bilingual education

A program in which native language is used to varying degrees, in conjunction with English, to teach English and academic content to students with limited proficiency in English.

Dual-language education

Also known as two-way immersion, the goal of these programs is for students to develop language proficiency in two languages by receiving content instruction in English and another language in a classroom that usually consists of both native English speakers and native speakers of the other language.

English as a Second Language (ESL)

An instructional program designed to teach listening, speaking, reading, and writing English language skills to students with limited proficiency in English. The program may focus on a student’s level of proficiency in general English. As a language instruction educational program, the ESL program should be connected to academic achievement with the goal of meeting the academic standards that all children must meet.

NOTE: No definition or examples were provided in the teacher questionnaire for “some other type of instruction” designed to teach English language skills.

programs received a combination of academic instruction in English and in their native language.

Among kindergartners participating in English language programs who primarily received English as a Second Language instruction, 86 percent did not receive academic instruction in their native language. Another 11 percent of these students received academic instruction in their native language “less than half of the time.”

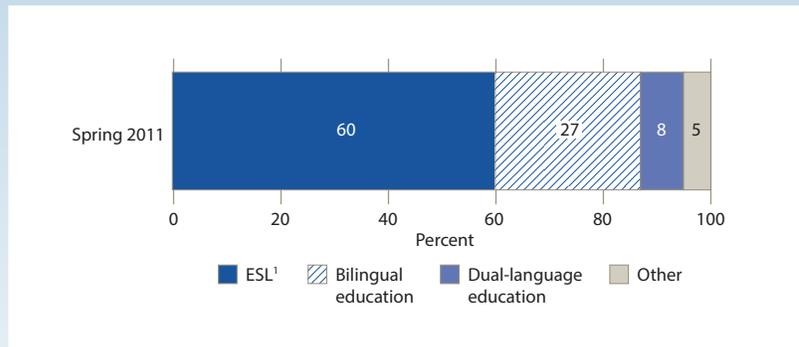
In general, academic instruction in the student’s native language was more common among kindergartners participating in English language programs who primarily received bilingual or dual-language education than among kindergartners who received some other type of English language instruction. Among kindergartners who primarily received bilingual education, academic instruction was provided in the student’s native language “almost all the time” for 40 percent of students, “more than half of the time” for 24 percent of students, “half of the time” for 18 percent of students, and “less than half of the time” for 15 percent of students. Among kindergartners who primarily received dual-language education, 62 percent received academic instruction in their native language “half of the time” and 23 percent received academic instruction in their native language “more than half of the time.”

Among kindergartners participating in English language programs who primarily received some other type of English language instruction, 81 percent did not receive academic instruction in their native language.

⁹Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

FIGURE 4.

Percentage distribution of kindergartners who participated in English language programs, by primary type of specialized language instruction: Spring 2011



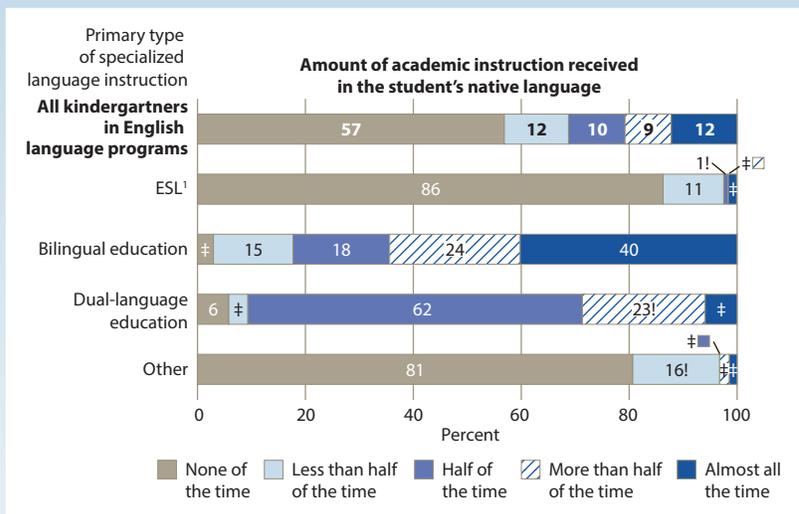
¹ Refers to English as a Second Language (ESL) programs.

NOTE: Students who participate in English language programs are identified through teachers’ “yes” responses to the following question: “Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?” Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZO. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

FIGURE 5.

Percentage distribution of kindergartners who participated in English language programs, by primary type of specialized language instruction and amount of academic instruction received in the student’s native language: Spring 2011



[!] Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

[‡] Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Refers to English as a Second Language (ESL) programs.

NOTE: Students who participate in English language programs are identified through teachers’ “yes” responses to the following question: “Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?” Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZO. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

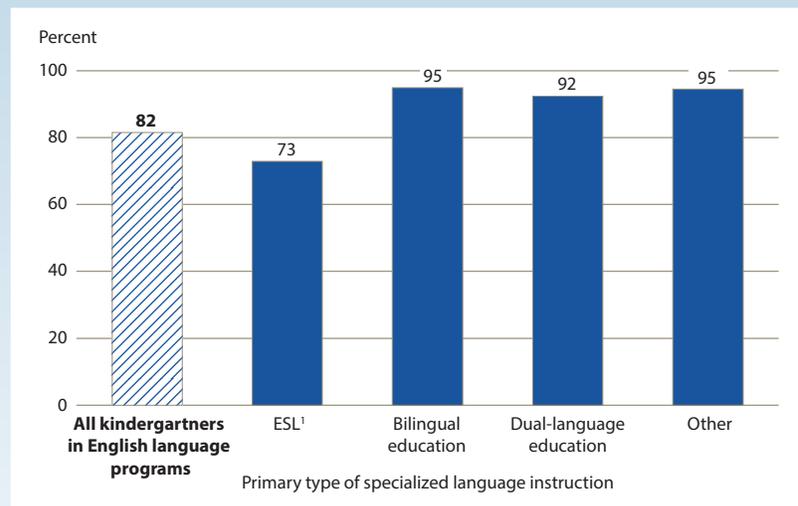
Time Devoted to English Language Instruction

Eighty-two percent of students participating in English language programs received English language instruction 5 days per week in kindergarten in spring 2011 (figure 6a). The percentage of students receiving this instruction 5 days per week was lower among kindergartners who primarily received English as a Second Language instruction (73 percent) than among kindergartners who primarily received bilingual education (95 percent), dual-language education (92 percent), or some other type of English language instruction (95 percent).

On the days when students received English language instruction, the amount of instructional time varied, with 43 percent of kindergartners participating in English language programs receiving less than 1 hour of instruction per day and 39 percent receiving 3 hours of instruction or more per day (figure 6b). The percentage of kindergartners receiving 3 hours of instruction or more per day was lower among kindergartners who primarily received English as a Second Language instruction (25 percent) than among kindergartners who primarily received bilingual education (60 percent) or dual-language education (77 percent).

FIGURE 6a.

Percentage of kindergartners who participated in English language programs who received specialized language instruction 5 days per week, by primary type of specialized language instruction: Spring 2011



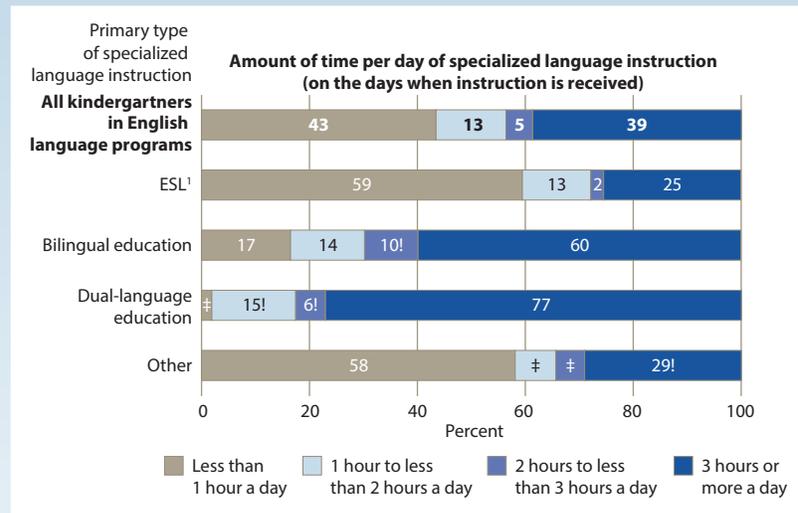
¹ Refers to English as a Second Language (ESL) programs.

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4T20.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

FIGURE 6b.

Percentage distribution of kindergartners who participated in English language programs, by primary type of specialized language instruction and amount of time per day that specialized language instruction is received: Spring 2011



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Refers to English as a Second Language (ESL) programs.

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4T20. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

3 Did participation in English language instruction programs change between kindergarten and first grade?

The longitudinal design of the ECLS-K:2011 provides an opportunity to analyze student turnover in programs designed to teach English language skills to children with limited English proficiency. Comparing teacher-reported information in spring 2011 and spring 2012, this brief examines changes in students' English language program participation and in the types of English language instruction that students received between kindergarten and first grade.

In the spring of first grade, an answer option was added to the question on the type of English language instruction that children received. In addition to teachers indicating whether the instruction was primarily (a) English as a Second Language, (b) bilingual, (c) dual-language, or (d) some other type of instruction, they could indicate (e) English-only. No additional information was provided to teachers in terms of defining the English-only option. As there was no English-only option in kindergarten, the English-only option is not included in the comparisons in this report because of a lack of comparability between kindergarten and first grade.

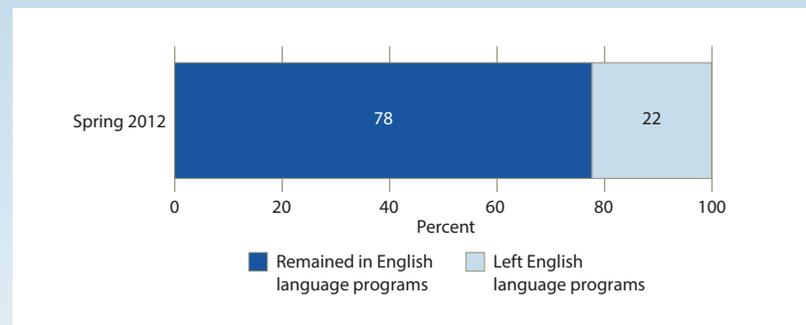
Change in English Language Program Participation

Among students who participated in English language programs in

kindergarten, 22 percent were no longer participating in English language programs in first grade (figure 7).

FIGURE 7.

Percentage distribution of students who participated in English language programs in kindergarten, by participation in first grade: Spring 2012



NOTE: In the 2011–12 school year, most students in the analytic sample were in first grade, although a small subset were kindergarten repeaters. Some 96 percent of kindergartners who participated in English language programs and 96 percent of kindergartners who did not participate in English language programs had progressed to first grade as of spring 2012. Estimates include repeat kindergartners in spring 2012. Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZ0. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Among students who did not participate in English language programs in kindergarten, 3 percent entered English language programs in first grade. These were students who were not identified by their teacher as in an instructional program designed to teach English language skills in spring 2011, but who were in such a program in spring 2012.

As a net result of this turnover, there was no significant change in the percentage of the 2010–11 kindergarten class in English language programs between kindergarten and first grade.

Change in the Types of English Language Instruction Received¹⁰

Among students who had primarily received bilingual education in kindergarten, 58 percent continued to receive bilingual education while 11 percent primarily received English as a Second Language instruction in first grade (table A-7). The percentage of these students who left programs designed to teach English language skills to children with limited English proficiency (13 percent) was lower than that of students who had primarily received English as a Second Language (26 percent) instruction in kindergarten.

Among students who had primarily received dual-language education in kindergarten, 74 percent continued to receive dual-language education in first grade while 19 percent were no longer in programs designed to teach English language skills to children with limited English proficiency.

¹⁰ Study question 2 showed that 5 percent of students in spring 2011 participated in some other type of instruction designed to teach English language skills. Among students who primarily received some other type of English language instruction, 81 percent did not receive instruction in their native language. In the spring 2012 teacher questionnaire, an “English-only instruction” option was added as a response option to the question about primary type of English language instruction that students received. Among the 5 percent of kindergarten students who received other instruction in spring 2011, 55 percent were receiving English-only instruction in spring 2012 and 35 percent were no longer in English language programs.

FIND OUT MORE

For questions about content, to download this Statistics in Brief, or to view this report online, go to:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018086>

More detailed information on kindergartners' experiences can be found in the following publications produced by the National Center for Education Statistics (NCES) using data from the Early Childhood Longitudinal Studies:

Reading, Mathematics, and Science Achievement of Language-Minority Students in Grade 8 (NCES 2012-028). <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012028>

First-Time Kindergartners in 2010–11: First Findings From the Kindergarten Rounds of the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011) (NCES 2012-049). <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012049>

Eighth-Grade Algebra: Findings From the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) (NCES 2010-016). <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010016>

Full-Day and Half-Day Kindergarten in the United States: Findings From the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (NCES 2004-078). <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004078>

America's Kindergartners (NCES 2000-070). <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000070>

TECHNICAL NOTES

Survey Overview and Methodology

The Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), is sponsored by the National Center for Education Statistics (NCES) to provide detailed information on the school achievement and experiences of students throughout their elementary school years. The study follows students longitudinally from kindergarten (the 2010–11 school year) through the spring of 2016, when most participants are expected to be in fifth grade. This sample of students is designed to be nationally representative of all students who were enrolled in kindergarten or who were of kindergarten age and being educated in an ungraded classroom or school in the United States in the 2010–11 school year, including those in public and private schools,¹¹ those who attended full-day and part-day programs, those who were in kindergarten for the first time, and those who were kindergarten repeaters.

The ECLS-K:2011 places an emphasis on measuring students' experiences within multiple contexts and development in multiple domains. The study is designed to collect information from students as well as from their parents and guardians, teachers, schools, and before- and after-school care providers.

The estimates in this brief are based on an unweighted sample of about

9,200 students, of whom about 1,150 were identified as kindergartners participating in English language instruction program(s).

Sample Design

A nationally representative sample of approximately 18,170 children from about 1,310 schools¹² participated in the base-year administration of the ECLS-K:2011 in the 2010–11 school year.

The ECLS-K:2011 cohort was sampled using a multistage sampling design:

- In the first stage, 90 primary sampling units (PSUs) were selected from a national sample of PSUs. The PSUs were counties and county groups.
- In the second stage, public and private schools educating kindergartners (or ungraded schools educating children of kindergarten age) were selected within the PSUs. The schools were selected from a preliminary version of the frame developed for the 2010 National Assessment of Educational Progress (NAEP), which contained information about public schools that were included in the 2006–07 Common Core of Data “Public Elementary/Secondary School Universe Survey” and private schools that were included in the 2007–08 Private School Universe Survey. The NAEP frame had not yet been updated—and, therefore, was not final—at the time it was obtained for use in the ECLS-K:2011.

For this reason, a supplemental frame of newly opened schools and kindergarten programs was developed in the spring of 2010, and a supplemental sample of schools selected from that frame was added to the main sample of study schools.

- In the third stage, approximately 23 kindergartners were selected from a list of all enrolled kindergartners (or students of kindergarten age being educated in an ungraded classroom) in each of the sampled schools.

Participation in English Language Programs

This Statistics in Brief identifies students who participate in English language programs designed to teach English language skills. This was determined through teachers' reports of children's participation in an English language program. In the ECLS-K:2011, teachers were asked if a child's native language was English. If teachers answered “no” or “don't know,” they were then asked, “Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?” Teachers who reported that the child participated in an English language instructional program were asked additional questions about the instructional program type, the program frequency, and the language used for academic instruction. This set of questions was asked of children's teachers in both spring 2011 and spring 2012.

¹¹ Students who attended early learning centers or institutions that offered education only through kindergarten are included in the study sample and represented in the cohort.

¹² This number includes both schools that were part of the original sample of schools selected for the study (approximately 970) and schools to which children transferred during the base year of the study (approximately 340).

Analytic Sample

The ECLS-K:2011 is based on a nationally representative sample of approximately 18,170 students enrolled in kindergarten across about 1,310 schools during the 2010–11 school year. As this report utilized information provided by parents in kindergarten (e.g., student and household characteristics) and teachers in spring 2011 (kindergarten) and spring 2012 (first grade), the analytic sample is based on students with information from parents during the kindergarten rounds and teachers during the spring kindergarten and spring first-grade rounds. This is about 9,200 students, with about 1,150 of them in English language programs in kindergarten.

The study is based on a complex, sample design and when appropriately weighted represents the approximately 4 million children in the United States enrolled in kindergarten in 2010–11. Main sampling weights designed for use with data from a complex sample surveys serve two primary purposes. When used in analyses, the main sampling weight weights the sample to the population total of interest (or the subpopulation total of interest). The main sampling weight also adjusts for differential nonresponse patterns. By using this main sampling weight, the estimates in this report are representative of both the entire population of children enrolled in kindergarten in 2010–11 and subsets of that population (for example, students who participated in English language programs designed to teach English language skills to children with

limited English proficiency). For more information on weighting, see the section *Sampling Errors and Weighting*.

Data Collection

Kindergarten, 2010–11 School Year

Two data collections were conducted in the 2010–11 school year: one in the fall and one in the spring. Fall kindergarten parent interviews were conducted from September 2010 to January 2011. Spring kindergarten parent interviews were conducted from March to July 2011.

Parent interviews were conducted mostly by telephone, although they were conducted in-person for parents who did not have a telephone or who preferred an in-person interview. The respondent to the parent interview was usually a parent or guardian in the household who identified himself or herself as the person who knew the most about the child's care, education, and health. During the spring kindergarten data collection round, interviewers attempted to complete the parent interview with the same respondent who answered the parent interview in the fall kindergarten round, although another parent or guardian in the household who knew about the child's care, education, and health was selected if the fall respondent was unavailable.

The parent interview was fully translated into Spanish before data collection began and could be administered by a bilingual interviewer if the respondent preferred to speak in Spanish. Because it was cost prohibitive to do so, the parent

interview was not translated into other languages. However, interviews could be completed with parents who spoke other languages by using an interpreter who translated from the English during the interview.

First-Grade, 2011–12 School Year

Two data collections were conducted in the 2011–12 school year, when the majority of the children were in first grade—one in the fall and one in the spring:

- The fall first-grade data collection was conducted within a subsample of 30 PSUs (out of the 90 PSUs selected for the base year of the study). This data collection included base-year respondents who attended a sampled school located in one of the 30 PSUs in their kindergarten year. (“Base-year respondents” are students who had a completed assessment or parent interview in at least one of the two rounds of the kindergarten data collection.)
- The spring first-grade data collection included base-year respondents in all 90 sampled PSUs. Due to the increased data collection costs associated with following students who transferred from their original sample school, only a subsample of these students were followed into their new schools in each round of data collection.

During the first-grade data collection rounds, interviewers attempted to complete the parent interview with the same respondent who completed the parent interview in the previous round;

however, another parent or guardian in the household who knew about the child's care, education, and health was selected if the prior-round respondent was unavailable.

Response Rates

The weighted child assessment unit response rates¹³ were 87 percent for the fall kindergarten data collection, 85 percent for the spring kindergarten data collection, 89 percent for the fall first-grade data collection, and 88 percent for the spring first-grade data collection. The weighted parent unit response rates were 74 percent for the fall kindergarten data collection, 67 percent for the spring kindergarten data collection, 87 percent for the fall first-grade data collection, and 76 percent for the spring first-grade data collection. The weighted teacher (student-level) unit response rates were 80 percent for the spring kindergarten data collection and 88 percent for the spring first-grade data collection. The overall response rates for the child assessment—which take into account the base-year school-level response rate (63 percent)—were 55 percent for the fall kindergarten data collection, 53 percent for the spring kindergarten data collection, 56 percent for the fall first-grade data collection, and 55 percent for the spring first-grade data collection. The overall response rates for the parent interviews—which also take into account school-level response—were 47 percent for the fall kindergarten data collection, 42 percent for the spring kindergarten data collection, 54 percent for the

fall first-grade data collection, and 48 percent for the spring first-grade data collection. The overall response rates for the teacher student-level questionnaires—which also take into account school-level response—were 50 percent for the spring kindergarten data collection and 55 percent for the spring first-grade data collection.

Nonresponse bias analyses were conducted to determine if substantial bias was introduced as a result of nonresponse in the kindergarten and first-grade rounds of data collection. Three methods were used to examine the potential for nonresponse bias in the kindergarten data: (1) a comparison of estimates from the ECLS-K:2011 schools to those produced using frame data (i.e., data from the Common Core of Data and the Private School Universe Survey); (2) a comparison of estimates from the ECLS-K:2011 to those from other data sources (for example, the National Household Education Surveys Program); and (3) a comparison of estimates produced using weights that include adjustments for nonresponse to estimates produced using weights without nonresponse adjustments.

The nonresponse bias analysis for the first-grade data focused on the third method. Findings from the kindergarten and first-grade analyses suggest that there is not a substantial bias due to nonresponse after adjusting for that nonresponse. For more information on the nonresponse bias analyses, refer to the *Early Childhood Longitudinal*

Study, Kindergarten Class of 2010–11 (ECLS-K:2011), User's Manual for the ECLS-K:2011 Kindergarten Data File and Electronic Codebook (Tourangeau et al. 2013) and the *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), User's Manual for the ECLS-K:2011 Kindergarten–First Grade Data File and Electronic Codebook* (Tourangeau et al. 2014).

Data Reliability

Estimates produced using data from the ECLS-K:2011 are subject to two types of error: nonsampling error and sampling error. Nonsampling errors are those made in the collection and processing of data. Sampling errors occur because the data are collected from a sample rather than a census of the population.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations, as well as data collection, processing, and reporting procedures. The sources of nonsampling errors are typically nonresponse, differences in respondents' interpretations of the meaning of survey questions, response differences related to the particular time the survey was conducted, and mistakes in data preparation.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. In the ECLS-K:2011, efforts were made to prevent

¹³The weighted unit response rates for the child assessment and parent interview were calculated using the student base weight, which is the product of the school base weight and the within-school student weight.

such errors from occurring and to compensate for them where possible (e.g., by field testing items and assessments; using survey questions that had been tested and used in previous surveys; conducting multiday assessor/interviewer training, followed by assessor certification sessions; and monitoring assessor/interviewer performance and field data quality throughout the collection period).

Another potential source of nonsampling error is respondent bias, which occurs when respondents systematically misreport (intentionally or unintentionally) information in a study. One potential source of respondent bias is social desirability bias, which can result when respondents provide information they believe is socially desirable or acceptable but that does not accurately reflect their characteristics or experiences. An associated error occurs when respondents give undue positive reports about those close to them. For example, parents may give a better assessment of their children's reading ability than might be obtained from a direct assessment. If there are no systematic differences among specific groups under study in their tendency to give socially desirable or undue positive responses, then comparisons of the different groups will provide reasonable measures of relative differences among the groups.

NCES statistical standards require that any survey instrument with

a unit response rate less than 85 percent be evaluated for potential nonresponse bias.

Sampling Errors and Weighting

The ECLS-K:2011 data are weighted to compensate for unequal probabilities of selection at each sampling stage and to adjust for the effects of school, teacher, before- and after-school care provider, child, and parent nonresponse. The sample weights used in the ECLS-K:2011 analyses were developed in several stages. The first stage of the weighting process assigned weights to the sampled primary sampling units that are equal to the inverse of the PSU probability of selection. The second stage of the weighting process assigned weights to the schools sampled within selected PSUs. The base weight for each sampled school is the PSU weight multiplied by the inverse of the probability of the school being selected from the PSU. The base weights of responding schools were adjusted to compensate for nonresponse among the set of eligible schools. These adjustments were made separately for public and private schools.

To compute the base weight for each student in the sample, the school nonresponse-adjusted weight for the school the student attended was multiplied by the within-school student weight. The within-school student weight was calculated separately for Asian/Pacific Islander (API) students and non-API students to account

for oversampling of API students.¹⁴ For API students, the within-school student weight is the total number of API kindergarten students in the school divided by the number of API kindergarten students sampled in the school. For non-API students, the within-school student weight is the total number of non-API kindergarten students in the school divided by the number of non-API kindergarten students sampled in the school. The child-level base weight was then adjusted for nonresponse for different components of the study.

In this brief, estimates were weighted by W4C_4P_4TZ0. The weight was computed from the child base weight—adjusted for nonresponse to the data collection instruments that are the sources of information featured in this brief—in order to minimize bias in the estimates.

In addition to properly weighting the data in this brief, special procedures for estimating the statistical significance of the estimates were employed, because the data were collected using a complex sample design. A complex sample design, like that used in the ECLS-K:2011, results in data that violate the assumptions that are normally required to assess the statistical significance of results. The standard errors of the estimates from complex surveys may vary from those that would be expected if the sample were a simple random sample and the observations were independent

¹⁴ Asians, Native Hawaiians, and Other Pacific Islanders were sampled at a higher rate in order to achieve the minimum required sample size needed to generate reliable estimates for them. Although they were oversampled as one group, the numbers of completed interviews for children in the Asian group and children in the Native Hawaiian and Other Pacific Islander group were large enough to produce estimates for each of these two groups separately.

and identically distributed random variables. Using the statistical software Stata, the jackknife 2 replication variance estimation method was used to compute approximately unbiased estimates of the standard errors of the estimates in this brief.

Statistical Procedures

Comparisons made in the text were tested for statistical significance at the $p < .05$ level to ensure that the differences were larger than might be expected due to sampling variation. When comparing estimates within categorical groups (e.g., sex, race/ethnicity), t statistics were calculated. The formula used to compute the t statistic is

$$t = \frac{x_1 - x_2}{\sqrt{SE_1^2 + SE_2^2}}$$

where x_1 and x_2 are the estimates being compared and SE_1 and SE_2 are their corresponding standard errors. Consistent with NCES reports of this type, no adjustments were made for multiple comparisons.

REFERENCES

- Tourangeau, K., Nord, C., Lê, T., Sorongon, A.G., Hagedorn, M.C., Daly, P., and Najarian, M. (2013). *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), User's Manual for the ECLS-K:2011 Kindergarten Data File and Electronic Codebook* (NCES 2013-061). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Tourangeau, K., Nord, C., Lê, T., Wallner-Allen, K., Hagedorn, M.C., Leggitt, J., and Najarian, M. (2014). *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), User's Manual for the ECLS-K:2011 Kindergarten–First Grade Data File and Electronic Codebook* (NCES 2015-069). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

APPENDIX A: DATA TABLES

Table A-1. Percentage distribution of students in the 2010–11 kindergarten class, by English language program participation: Spring 2011 and spring 2012

Year	Participated	Did not participate	Total
Spring 2011 (Kindergarten)	11.0	89.0	100.0
Spring 2012 (First grade)	10.9	89.1	100.0

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZ0. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table A-2. Percentage distribution of kindergartners, by English language program participation and selected student characteristics: Spring 2011

Student characteristic	Participated	Did not participate
Total	100.0	100.0
Child's race/ethnicity¹		
White, non-Hispanic	5.0	57.7
Black, non-Hispanic	2.4 [!]	14.9
Hispanic	80.4	17.4
Asian, non-Hispanic	11.2	3.3
Other, non-Hispanic	1.0	6.7
Poverty status²		
Income below 100 percent of the federal poverty level	56.9	20.4
Income between 100 and 199 percent of the federal poverty level	25.3	23.2
Income at or above 200 percent of the federal poverty level	17.8	56.4
Parents' highest level of education (in 2010–11 school year)		
Less than high school credential	34.7	4.8
High school diploma or alternative credential	31.6	18.6
Some college, associate's degree, or career/technical education	17.2	37.0
Bachelor's degree	9.7	22.0
Graduate/professional school	6.7	17.7
Primary home language (in 2010–11 school year)		
Non-English language	84.0	7.1
English	11.8	92.1
Multiple home languages, no primary language specified ³	4.2	0.8

[!] Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa; Black or African American includes students having origins in any of the black racial groups of Africa; Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; Hispanic includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. This includes Latino. Other, non-Hispanic includes Native Hawaiian or Other Pacific Islander, American Indian/Alaska Native, and Two or more races.

² Poverty status is based on preliminary U.S. Census Bureau thresholds for 2010, which identify incomes determined to meet household needs, given the household size. In 2010, for example, the poverty threshold for a family of four with two children was \$22,113.

³ Multiple home languages, no primary language specified was designated if parents reported that two or more languages were spoken equally at home or if parents could not choose a primary language.

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZ0. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table A-3. Percentage distribution of kindergartners, by English language program participation and selected school characteristics: Spring 2011

School characteristic	Participated	Did not participate
Total	100.0	100.0
Type of school		
Traditional public	97.8	85.2
Charter	1.5 †	2.9
Private	‡	11.9
School minority enrollment¹		
Less than 5 percent	‡	9.8
5–19 percent	3.7	22.5
20–49 percent	12.4	30.3
50 percent or more	83.9	37.4
Percentage of kindergartners at the school who are ELL students²		
Less than 5 percent	9.7	59.5
5–19 percent	16.6	22.4
20–49 percent	28.1	12.6
50 percent or more	45.6	5.4
Community type		
City	52.3	29.6
Suburb	35.0	33.0
Town	3.6	12.2
Rural	9.1	25.3
Census region		
Northeast	9.0	17.3
Midwest	10.9	23.5
South	38.4	38.1
West	41.6	21.1

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ "Minority students" refers to Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students and students of two or more races. Estimates represent the percentage of the student population that was non-White in the spring of 2011.

² School administrators received the following definition of ELL students: "A student whose native language is one other than English and whose skills in listening, speaking, reading, or writing English are such that he or she has difficulty understanding school instruction in English."

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZ0. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table A-4. Percentage distribution of kindergartners who participated in English language programs, by primary type of specialized language instruction: Spring 2011

Primary type of specialized language instruction	All kindergartners in English language programs
Total	100.0
ESL ¹	59.9
Bilingual education	26.8
Dual-language education	8.0
Other	5.3

¹ Refers to English as a Second Language (ESL) programs.

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZO. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table A-5. Percentage distribution of kindergartners who participated in English language programs, by primary type of specialized language instruction and selected instructional characteristics: Spring 2011

Instructional characteristic	All kindergartners in English language programs	Primary type of specialized language instruction			
		ESL ¹	Bilingual education	Dual-language education	Other
Total	100.0	100.0	100.0	100.0	100.0
Amount of academic instruction in the student's native language					
None of the time	56.9	86.3	‡	5.8	80.7
Less than half of the time	11.9	11.2	14.7	‡	16.1 !
Half of the time	10.4	0.8 !	17.9	62.0	‡
More than half of the time	8.6	‡	24.2	22.8 !	‡
Almost all the time	12.2	‡	40.2	‡	‡
Frequency of specialized language instruction					
1 day a week or less	4.9	8.3	‡	‡	‡
2 days a week	4.1	5.4	0.9 !	‡	‡
3 days a week	4.7	6.8	2.3 !	‡	‡
4 days a week	4.7	6.5	‡	‡	‡
5 days a week	81.6	72.9	95.0	92.4	94.5
Amount of time per day of specialized language instruction (on the days when instruction is received)					
Less than 1 hour a day	43.4	59.4	16.5	‡	58.1
1 hour to less than 2 hours a day	13.0	12.7	13.7	15.5 !	‡
2 hours to less than 3 hours a day	4.9	2.4	9.9 !	5.6 !	‡
3 hours or more a day	38.8	25.4	59.8	77.0	29.1 !

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Refers to English as a Second Language (ESL) programs.

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZO. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table A-6. Percentage distribution of students in the 2010–11 kindergarten class, by English language program participation in kindergarten and English language program participation and grade level: Spring 2012

English language program participation and grade level in spring 2012, when most students were in first grade ¹	English language program participation in kindergarten (in spring 2011)	
	Participated	Did not participate
Total	100.0	100.0
English language program participation		
Participated	77.7	2.7
Did not participate	22.3	97.3
Grade level		
Kindergarten	3.2	3.5
First grade	96.4	96.3
Second grade or above	‡	‡
Ungraded	‡	0.1 !

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ In the 2011–12 school year, most students in the analytic sample were in first grade, although a small subset were kindergarten repeaters. Some 96 percent of kindergartners who participated in English language programs and 96 percent of kindergartners who did not participate in English language programs had progressed to first grade as of spring 2012. Estimates include repeat kindergartners in spring 2012.

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZ0. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table A-7. Percentage distribution of students in the 2010–11 kindergarten class, by primary type of specialized language instruction in kindergarten and in first grade: Spring 2012

Primary type of specialized language instruction in spring 2012, when most students were in first grade ¹	Primary type of specialized language instruction in kindergarten (in spring 2011)				
	ESL ²	Bilingual education	Dual-language education	Other	None (Did not participate in English language program)
Total	100.0	100.0	100.0	100.0	100.0
ESL ²	50.8	11.4	‡	9.5 !	1.4
Bilingual education	1.9 !	58.3	‡	‡	0.2 !
Dual-language education	‡	12.4 !	74.0	‡	0.1 !
English-only instruction ³	20.1	4.8 !	‡	55.3	0.9
Other	‡	‡	‡	‡	‡
None (Did not participate in English language program)	26.1	13.1	19.0	35.1	97.4

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ In the 2011–12 school year, most students in the analytic sample were in first grade, although a small subset were kindergarten repeaters. Some 96 percent of kindergartners who participated in English language programs and 96 percent of kindergartners who did not participate in English language programs had progressed to first grade as of spring 2012. Estimates include repeat kindergartners in spring 2012.

² Refers to English as a Second Language (ESL) programs.

³ "English-only instruction" was a new category added to the spring 2012 questionnaire. No definition or examples were provided in the teacher questionnaire for "English-only instruction."

NOTE: Students who participate in English language programs are identified through teachers' "yes" responses to the following question: "Does this child participate in an instructional program designed to teach English language skills to children with limited English proficiency?" Estimates include students who had English language program data in both spring 2011 and spring 2012. Estimates weighted by W4C_4P_4TZ0. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

APPENDIX B: STANDARD ERROR TABLES

Table B-1. Standard errors for table A-1: Percentage distribution of students in the 2010–11 kindergarten class, by English language program participation: Spring 2011 and spring 2012

Year	Participated	Did not participate	Total
Spring 2011 (Kindergarten)	0.85	0.85	†
Spring 2012 (First grade)	0.76	0.76	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table B-2. Standard errors for table A-2: Percentage distribution of kindergartners, by English language program participation and selected student characteristics: Spring 2011

Student characteristic	Participated	Did not participate
Total	†	†
Child's race/ethnicity		
White, non-Hispanic	1.33	1.75
Black, non-Hispanic	0.84	1.42
Hispanic	2.99	1.02
Asian, non-Hispanic	2.11	0.45
Other, non-Hispanic	0.29	0.74
Poverty status		
Income below 100 percent of the federal poverty level	2.59	0.98
Income between 100 and 199 percent of the federal poverty level	1.79	0.73
Income at or above 200 percent of the federal poverty level	1.86	1.29
Parents' highest level of education (in 2010–11 school year)		
Less than high school credential	1.98	0.45
High school diploma or alternative credential	1.86	0.55
Some college, associate's degree, or career/technical education	1.49	0.76
Bachelor's degree	1.35	0.74
Graduate/professional school	1.12	0.74
Primary home language (in 2010–11 school year)		
Non-English language	1.72	0.65
English	1.21	0.67
Multiple home languages, no primary language specified	1.12	0.12

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table B-3. Standard errors for table A-3: Percentage distribution of kindergartners, by English language program participation and selected school characteristics: Spring 2011

School characteristic	Participated	Did not participate
Total	†	†
Type of school		
Traditional public	0.81	0.83
Charter	0.74	0.78
Private	†	0.21
School minority enrollment		
Less than 5 percent	†	1.58
5–19 percent	0.86	2.09
20–49 percent	1.93	1.79
50 percent or more	2.40	2.58
Percentage of kindergartners at the school who are ELL students		
Less than 5 percent	2.05	2.61
5–19 percent	2.42	2.07
20–49 percent	3.70	1.79
50 percent or more	5.70	0.93
Community type		
City	3.84	0.93
Suburb	3.41	0.99
Town	1.02	0.73
Rural	1.98	0.61
Census region		
Northeast	1.16	0.27
Midwest	2.22	0.47
South	4.60	0.68
West	4.17	0.74

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table B-4. Standard errors for table A-4: Percentage distribution of kindergartners who participated in English language programs, by primary type of specialized language instruction: Spring 2011

Primary type of specialized language instruction	All kindergartners in English language programs
Total	†
ESL	5.43
Bilingual education	4.48
Dual-language education	2.15
Other	1.17

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table B-5. Standard errors for table A-5: Percentage distribution of kindergartners who participated in English language programs, by primary type of specialized language instruction and selected instructional characteristics: Spring 2011

Instructional characteristic	All kindergartners in English language programs	Primary type of specialized language instruction			
		ESL	Bilingual education	Dual-language education	Other
Total	†	†	†	†	†
Amount of academic instruction in the student's native language					
None of the time	4.89	2.63	†	1.59	8.29
Less than half of the time	1.71	2.50	3.47	†	7.89
Half of the time	2.77	0.41	4.45	9.61	†
More than half of the time	1.25	†	4.25	8.43	†
Almost all the time	2.42	†	4.35	†	†
Frequency of specialized language instruction					
1 day a week or less	1.22	2.17	†	†	†
2 days a week	0.87	1.31	0.44	†	†
3 days a week	0.81	1.41	0.95	†	†
4 days a week	1.12	1.86	†	†	†
5 days a week	2.23	4.06	1.48	4.66	3.33
Amount of time per day of specialized language instruction (on the days when instruction is received)					
Less than 1 hour a day	3.68	6.15	4.02	†	10.86
1 hour to less than 2 hours a day	1.38	2.12	3.44	5.39	†
2 hours to less than 3 hours a day	1.05	0.66	3.24	2.40	†
3 hours or more a day	3.88	5.59	5.71	6.49	10.54

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table B-6. Standard errors for table A-6: Percentage distribution of students in the 2010–11 kindergarten class, by English language program participation in kindergarten and English language program participation and grade level: Spring 2012

English language program participation and grade level in spring 2012, when most students were in first grade	English language program participation in kindergarten (in spring 2011)	
	Participated	Did not participate
Total	†	†
English language program participation		
Participated	1.67	0.29
Did not participate	1.67	0.29
Grade level		
Kindergarten	0.70	0.35
First grade	0.70	0.35
Second grade or above	†	†
Ungraded	†	0.06

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.

Table B-7. Standard errors for table A-7: Percentage distribution of students in the 2010–11 kindergarten class, by primary type of specialized language instruction in kindergarten and in first grade: Spring 2012

Primary type of specialized language instruction in spring 2012, when most students were in first grade	Primary type of specialized language instruction in kindergarten (in spring 2011)				
	ESL	Bilingual education	Dual-language education	Other	None (Did not participate in English language program)
Total	†	†	†	†	†
ESL	3.61	3.22	†	3.92	0.21
Bilingual education	0.74	8.54	†	†	0.08
Dual-language education	†	4.10	4.79	†	0.05
English-only instruction	2.55	1.52	†	9.73	0.19
Other	†	†	†	†	†
None (Did not participate in English language program)	2.55	2.82	4.13	8.31	0.30

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Second Grade Restricted-Use Data File.