

## **LAP Questions and Answers**

### **GENERAL QUESTIONS**

**Q: Where can I get the LAP submission form?**

A: The form as well as support materials are available at  
<http://schools.nyc.gov/Academics/ELL/KeyDocuments/Language+Allocation+Policy.htm>.

**Q: Whom should I contact if I have questions about the LAP?**

A: Contact your Senior ELL CPS: <http://schools.nyc.gov/Academics/ELL/default.htm>.

**Q: I see green boxes to write my responses to questions. What is the maximum number of words?**

A: There is no limit.

**Q: I spelled a word wrong, but the form does not tell me it was spelled incorrectly. Why?**

A: Because of technological limitations of this form, spell-check has been disabled. Therefore, craft your responses in a separate document using Word or another program with spell-check. Then copy and paste the response into the green boxes.

**Q: Should the responses be in bulleted format or narrative format?**

A: Either way is acceptable.

### **PART I – SCHOOL ELL PROFILE**

**Q: Who are the members which must be part of the team?**

A: Principal, assistant principal, ESL teacher(s), bilingual teacher(s), and parent coordinator (for those schools that have a parent coordinator).

**Q: Who else can be included in the team?**

A: Other teachers of ELLs, school staff that are key stakeholders, support staff, and parents.

**Q: Should I include all teachers who hold a state ESL license regardless of their assignments under *Part I.C, Number of certified ESL teachers*?**

A: Yes. Include all teachers with a valid NYS ESL license, whether or not that person is teaching in the school's ESL program.

**Q: Should I include all teachers who hold a bilingual license/extension regardless of their assignments under *Part I.C, Number of certified bilingual teachers*?**

A: Yes. Include all teachers with a valid bilingual license/extension whether or not that person is teaching in the school's bilingual program.

**Q: If my school does not have a bilingual program but offers foreign language, should I include this teacher in the number of certified NLA/foreign language teachers?**

A: Yes

**Q: If I am in a middle school that offers a bilingual program, can I include the number of teachers with a common branches bilingual license to the number of content-area teachers with bilingual extensions?**

A: Yes—if they also hold a content area certification/license with a bilingual extension.

**Q: Should I include every teacher in my school that does not hold an ESL/bilingual license or bilingual extension in *Part I.C, Number of teachers of ELLs without ESL/bilingual certification*?**

A: Include only those teachers who are teaching ELLs (only if those teachers are providing mandated ESL and/or bilingual program instructional components).

## **PART II – ELL IDENTIFICATION PROCESS**

**Q: Is the LAB-R the only initial assessment required for students eligible for ELL services?**

A: No. The Spanish LAB is also required for students whose home language is Spanish. These are students whose home language code is identified as “SP” on ATS.

**Q: What qualifications must a school staff member possess to assist parents with the completion of the Home Language Identification Survey (HLIS)?**

A: The school staff must be a trained pedagogue who holds a valid NYC teaching license.

**Q: Can a guidance counselor administer the HLIS?**

A: No, unless the guidance counselor holds a valid teaching license.

**Q: How do schools determine which of the three programs the ELL should be placed in?**

A: By assessing the Parent Survey and Program Selection form that indicates the parent's preferred program placement for the child. (CR Part 154, as amended by the ASPIRA Consent Decree, requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade.)

**Q. What if I only have an ESL program in my school? Do I still need to show the Parent Orientation Video and describe all three programs offered in NYC (TBE, DL, and ESL)?**

A: Yes. First show the video, describe the three programs offered in NYC, and allow parents to ask questions. After they have selected the ELL program for their child, then let them know what program you currently have in your school. When parents choose a program that the school does not currently offer, the school must keep records in order to notify parents when the program of choice opens.

### **PART III – ELL DEMOGRAPHICS**

**Q: For which academic year should testing data be reported, and into which grade-lines should I enter it?**

A: All data reported on the LAP must be based on the recently completed academic year for that specific ELL population. The data should reflect the scores of students' recently completed academic year. For example, spring scores for grade 4 students are to be placed under grade 4, even though by September of the following year they are in grade 5. Spring 2011 NYSESLAT scores for kindergarteners are to be reported under kindergarten.

The responses to the questions, however, should be about the CURRENT year and how the school will support its current population of students.

**Q: How should a school with a push-in model report its number of classes as requested in *Part III.A, ELL Program Breakdown*?**

A: If the school does not have a push-in ESL model but rather pull-out only, do not indicate the number of classes in the chart. The number of pull-out classes should be reported in the accompanying narrative section (green box). Schools with pull-out programs only should explain how they will begin moving toward a push-in model.

**Q: Which ATS reports should I generate to complete *Part III.B, ELL Years of Service and Programs*?**

A: Schools should use the RNMR report. The column entitled *Years of Service* indicates the number of years of services as of the previous June. Students listed as three years of service, for example, are entering their fourth year as of September.

**Q: Which ATS reports should I generate to complete *Part III.B, ELLs by Subgroups*?**

A: Schools should use the RNMR report to determine students' years of services and cross-reference it with the RBPS (BESIS summary report), under the *Program* column, to identify students' program placement.

**Q: How can I identify ELLs in a TBE program who are in alternate placement?**

A: Refer to the student's IEP.

**Q: Which ATS reports should I generate to complete *Part III.C, Transitional Bilingual Education – Number of ELLs by Grade in Each Language Group*?**

A: Schools with a TBE should generate the ROCL for the designated TBE classes

**Q: Which ATS reports should I generate to complete *Part III.C, Freestanding English as a Second Language – Number of ELLs by Grade in Each Language Group*?**

A: Generate the RNMR report.

#### **PART IV – ELL PROGRAMMING**

**Q: What should schools include in their description of programs for each ELL subgroup (e.g., SIFE, newcomer)?**

A: Schools should include the following:

1. Name of program and/or description of activities that clearly differentiates instruction for respective subgroup
2. Frequency of service
3. Mode of delivery of service (push-in/pull-out)
4. Service provided during which subject period
5. Service provider's qualifications
6. Planning arrangements between intervention provider and classroom teacher or ESL/ELA teacher
7. Materials used

**Q: Does *Part IV.A, Courses Taught in Language Other than English* only refer to schools with a TBE program?**

A: No.

**Q: Should schools with no bilingual program (due to teacher's certification or parent program option) but which offer specific content-area courses in languages other than English also respond to *Courses Taught in Language Other than English* in *Part IV.A*?**

A: Yes. Let's say your school does not have a full bilingual program. However, you have a certified bilingual math teacher and you are offering math in Spanish/English to your Spanish-speaking students. This class should be recorded in this chart even though the school does not have a bilingual program.

**Q: What are some of the transitional support activities that schools can provide to former ELLs who tested out of the NYSESLAT for up to two years?**

A: Schools may do the following:

1. Ensure that they receive all ELL testing accommodations.

2. Have former ELLs participate in the school's supplemental ELL program if the activities would further benefit the language development of participating students.
3. Continue articulation and support with the ESL teacher.

**Q: Does the section *Courses Taught in Language Other than English* also refer to foreign language classes?**

A: No. Do not include foreign language (LOTE) classes or heritage classes. Only include classes (e.g., math and science) that are taught in a language other than English that all students speak and understand. Also, do not include classes that are taught in English but in which some students use textbooks written in their native languages.

**Q: What does native language support look like in an ESL program?**

A: Native language support should be systemic, and not limited to the ESL classroom. In addition to glossaries, dictionaries, and materials in the native languages represented by ELLs, school personnel who can provide support to students during the school day should be utilized to provide clarification for ELLs (in their native languages) who may be struggling with content and concepts in their subject-area classes. Teachers can group students of the same language for certain activities so that they can assist each other and respond in the native language. Each of these strategies can extend to after and before school programs as well as summer school.

## **PART V – ASSESSMENT ANALYSIS**

**Q: Schools should report data for which academic year of its ELL population?**

A: All data reported on the LAP must be based on the recently completed academic year for that specific ELL population. The data should reflect the scores of students' recently completed academic year. For example, spring scores for grade 4 students are to be placed under grade 4 even though by September of the following year they are in grade 5. Spring 2011 NYSESLAT scores for kindergarteners are to be reported under kindergarten.

When accessing the NYSESLAT scores in ATS, type *N* on the line that reads Entitled Students Only. This will provide you with the students who have also tested out (former ELLs). For further information on accessing NYSESLAT scores, refer to the manual titled *Obtaining LAB-R and NYSESLAT Data from ATS* at [http://schools.nyc.gov/NR/rdonlyres/409DE091-2175-4226-A694-8E119569C061/0/LAPATSGuide\\_6\\_2011.pdf](http://schools.nyc.gov/NR/rdonlyres/409DE091-2175-4226-A694-8E119569C061/0/LAPATSGuide_6_2011.pdf).

For students no longer in your school (e.g., discharges), type *D* on the line that reads Status. This will provide the scores for all discharged students for the past three years.

The responses to the questions, however, should be about the CURRENT year and how the school will support its current population of students.

**Q: What are some of the ways that schools can access their NYS Regents data?**

A: ATS (RESI report), ARIS, and NYSTART.

**Q: Where can I retrieve the data for the NYSESLAT results?**

A: Generate the RNMR report on ATS.

**Q: How can I generate the results of the Spanish Reading Test (ELE) and the Chinese Reading Test?**

A: Schools should generate the RMSR report and select the appropriate exam.

**Q: How do I get the proficiency levels for combined modalities such as Listening/Speaking and Reading/Writing for the NYSESLAT?**

A: The RNMR reports the proficiency levels of students in the same format, Listening/Speaking and Reading/Writing. In addition, it also reports the overall proficiency level of students based on all four modalities results. Note that the overall proficiency level is determined as the lower of the combined proficiency levels for Listening/Speaking and Reading/Writing.

When accessing the NYSESLAT scores in ATS, type *N* on the line that reads Entitled Students Only. This will provide you with the students who have also tested out (former ELLs). For further information on accessing NYSESLAT scores, refer to the manual titled *Obtaining LAB-R and NYSESLAT Data from ATS* at [http://schools.nyc.gov/NR/ronlyres/409DE091-2175-4226-A694-8E119569C061/0/LAPATSGuide\\_6\\_2011.pdf](http://schools.nyc.gov/NR/ronlyres/409DE091-2175-4226-A694-8E119569C061/0/LAPATSGuide_6_2011.pdf).

For students no longer in your school (e.g., discharges), type *D* on the line that reads Status. This will provide the scores for all discharged students for the past three years.

**Q: Can I get the data for ELA, math, and science exams on ATS?**

A: Yes. Generate the RMSR report and select the appropriate code for each of these exams.

**Q: Some of the ELLs with disabilities in my school took the NYSAA for ELA, math, and science. Where can I get the data from ATS?**

A: Generate the RMSR report and select the appropriate code for each of these exams.

**Q: How should our school respond to the question “Describe the professional development plan for ELL personnel at the school?”**

A: Describe the PD plan for all ESL/bilingual teachers as well as the plan for facilitating PD among ESL/bilingual teachers and classroom/content-area teachers to support ELLs in the development of academic language and the delivery of instruction using ESL methodologies to scaffold understanding. The PD plan must also include non-pedagogical staff, such as secretaries.

**Q: Should I include the mandated parent orientation activities in the description of my school’s parental involvement?**

A: Yes. However, schools should also provide non-mandated parental involvement activities, such as workshops for parents.

#### **PART VI – LAP ASSURANCES**

**Q: Who should sign the LAP Assurances?**

A: Every member of the committee listed in *Part I.B, Language Allocation Policy Team Composition*.

**Q: Who should I send the signature page to?**

A: More information will follow.