LANGUAGE ALLOCATION POLICY (LAP)

Office of English Language Learners
Why a Language Allocation Policy (LAP)?
The Chancellor’s Seven ELL Directives (2003):

- Improving instruction of English Language Learners by aligning all programs for ELLs with the comprehensive core curriculum in mathematics and literacy.
- Appointing 107 new instructional support specialists to support teachers and drive best practices into classrooms with ELLs.
- Creating a new ELL Teacher Academy to provide rigorous professional development for teachers of ELLs.
- Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
- Implementing effective monitoring and assessment for programs for ELLs.
- Holding schools and principals accountable for improvement in the academic achievement of ELLs.
- Improving the communication with parents and families of ELLs through parent coordinators at the school.
What is a Language Allocation Policy?

“A language allocation policy is a systematic plan for language development which guides programmatic and curricular decisions for students until they acquire academic proficiency in English.”
ELLs as a share of the NYC student population, 1996–2010

Source: BESIS(ATS) and Official Audited October 31 Register, 1996 to 2010.

Note: Beginning in 2007, the ELL count includes students served by IEPs not counted in previous years and students identified as LAB-R eligible but whose scores were not scanned at the time of the BESIS collection.

Represents 154,466, as of October 31, 2010 survey.
What determines eligibility as an English Language Learner?

A student who comes from a home where a language other than English is spoken and who scores below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R).
# Who are our ELLs: Subgroups

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcomers</td>
<td>Students who have been in our schools for three years or less and are English Language Learners. ELLs in our schools one year or less are exempted from the ELA.</td>
</tr>
<tr>
<td>Long-term ELLs</td>
<td>Students who have completed at least six years of ELL services in New York City schools and continue to require them.</td>
</tr>
<tr>
<td>Special Education ELLs</td>
<td>ELLs served by an Individualized Education Plan (IEP). An IEP team determines a student’s eligibility for special education services and the language in which special education services are delivered.</td>
</tr>
<tr>
<td>Students with Interrupted Formal Education (SIFE)</td>
<td>ELLs who have entered a U.S. school after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language.</td>
</tr>
<tr>
<td>Former ELLs</td>
<td>Students who have reached proficiency on a test of English language skills and no longer require ELL services.</td>
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</tbody>
</table>

**NOTE:** An instructional plan for each subgroup must be included in the LAP.
Three ELL Programs

- Transitional Bilingual Education
- Dual Language
- English as a Second Language
**LAP Principle 1: A coherent language allocation policy (LAP) for each school**

- The LAP is a school-originated document that is written in consultation with feeder schools.
- The LAP reflects New York City Department of Education goals.
- The LAP must comply with the State’s Part 154 of the Commissioner’s Regulations.
- The LAP is understood by all school stakeholders and enacted by all practitioners.
- All stakeholders should be able to clearly articulate when and why the student’s native language and English are used in teaching and learning.
LAP Principle 2: Academic rigor

- Educational programs for ELLs embody the conceptual understanding of challenging content and well-developed learning strategies that will prepare ELLs to think critically, solve problems, and communicate in the language(s) of instruction.

- ELLs are actively engaged in standards-based academic curriculum.
LAP Principle 3: Use of two languages

- The use of languages for instruction is clearly defined to support the development of oral and written fluency, content knowledge, and the ability to communicate well in the target languages.

- The plan in the school for the use of languages is clear and matches programmatic goals.
LAP Principle 4: ESL, ELA, and NLA instruction:

- ESL, ELA, and NLA instruction include literature and content-based instruction that is aligned explicitly to New York State learning standards in ESL, ELA, NLA, and content areas.

- ESL, ELA, and NLA instruction must comply with CR Part 154.
### CR Part 154

#### Instructional Program Component for ELLs, Grades K–8

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>FOR ALL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL instruction for <em>all</em> ELLs as required under CR Part 154</td>
<td>360 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
</tr>
<tr>
<td>ELA instruction for <em>all</em> ELLs as required under CR Part 154</td>
<td></td>
<td></td>
<td>180 minutes per week</td>
</tr>
<tr>
<td><strong>FOR TBE PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Language Arts</td>
<td>180 minutes per week</td>
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### CR Part 154

<table>
<thead>
<tr>
<th>Instructional Program Component for ELLs, Grades 9–12</th>
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<th>Advanced</th>
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<tr>
<td><strong>FOR ALL PROGRAMS</strong></td>
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</tr>
<tr>
<td>ESL instruction for <em>all</em> ELLs as required under CR Part 154</td>
<td>540 minutes per week</td>
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<td>180 minutes per week</td>
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LAP Principle 5: Literacy instruction in Transitional Bilingual Education/Dual Language programs (TBE/DL)

- Standards-based literacy instruction is provided in the native language and in English for the duration of students’ education in TBE/DL programs.

- Literacy instruction is consistent with the program model design.
LAP Principle 6: Content-area instruction

- The native language and English are used consistently to teach core academic content areas—language arts, mathematics, science, and social studies—for students’ duration in TBE/DL programs.

- Students in a freestanding ESL program receive supports in the native language.
LAP Principle 7: Assessment in two languages

- Providing ongoing formal and informal assessments.
- Collecting and analyzing multiple sources of data in two languages.
- Setting annual measurable goals help improve areas that most impact teaching and learning and assessments for ELLs.
- Assessment of content-area learning and language development matches the language of instruction and programmatic goals.
LAP Principle 8: High-quality teachers of ELLs

- Educational programs for ELLs are staffed with teachers:
  - who demonstrate strong academic language proficiency in both English and other languages of instruction
  - who are equipped with the appropriate teaching certifications
  - who are engaged in professional development
  - who are skilled in both content and pedagogy
For LAP resources online, go to key documents on the ELL Web site at

http://schools.nyc.gov/Academics/ELL/KeyDocuments/Language+Allocation+Policy.htm