

**The New York City Department of Education**



**Division of English Language Learners**

**BILINGUAL EDUCATION  
STUDENT INFORMATION SURVEY  
(BESIS)**

**INSTRUCTIONS**

**SPECIAL EDUCATION  
2005-2006**

## **BILINGUAL EDUCATION STUDENT INFORMATION SURVEY (BESIS) SPECIAL EDUCATION 2005**

### **PURPOSE**

The Bilingual Education Student Information Survey (BESIS) is the official annual survey of those students that are identified as English Language Learners (ELLs) and eligible for bilingual or English as a Second Language (ESL) services. The accurate completion of the BESIS is crucial since the data is used to: generate state LEP aid; allocate funds to districts and schools; and determine compliance with the delivery of entitled services for ELLs in the New York City school system.

It should be noted that the BESIS must be updated during the survey period.

### **TARGET POPULATION: Who is included in the special education BESIS?**

The survey must be completed for all Special Education students in self-contained settings in grades kindergarten through 12 who are on your school's register as of October 31, 2005, (even if they were subsequently discharged), including students newly admitted to Special Education programs for the first time, who are in self-contained settings and meet any of the following criteria:

1. Student is recommended for bilingual instructional services or ESL-only services as indicated on the student's Individualized Education Program (IEP).
2. Student scores at or above the State designated grade cut-scores on the Spring 2005 New York State English as a Second Language Achievement Test (NYSESLAT) or on the Language Assessment Battery-Revised (LAB-R), Form A (see Appendix A) and is receiving bilingual instructional services or ESL-only services.
3. Student is receiving bilingual instructional services or ESL-only services.
4. Student requires alternate assessments with a home language other than English and is receiving bilingual instructional services or ESL only services.

### **NOTES:**

- Students with disabilities (Special Education students) in self-contained settings (e.g., special class) and students with Special Education grade codes should be reported on this Special Education survey.
- Students with disabilities (special education) in general education settings, e.g., Related Services Only, Special Education Teacher Support Services (formerly Resource Room or Consultant Teacher Services), are not to be reported on this survey. These students should be reported on the general education BESIS.

### **SURVEY COMPLETION:**

The BESIS may be completed either using BESIS Scan Sheets or BESIS Data Collection (BEDC). Both forms of completing the BESIS use the same business rules described in these Instructions. Schools may use both forms of completion to update the BESIS.

## INSTRUCTIONS FOR COMPLETING THE GENERAL EDUCATION BESIS DOCUMENT

1. Use only a #2 lead pencil to complete the survey. Do not use ink, markers, or ball point pens.
2. When filling in bubbles, make heavy black marks that fill the circles completely.
3. Thoroughly erase any mark being changed. Do not make any stray marks on the paper.
4. Do not bend, fold, mutilate, staple, or clip the documents.
5. Review student names on the pre-printed scan sheets and determine whether any students who meet the criteria are not listed. If a student is not listed on the pre-printed BESIS survey scan sheets, a new one must be generated, completed, scanned and submitted for the student. All students in the target population who were on register at your school as of October 31, 2005, who meet the criteria must be included in the survey, even if they have been subsequently discharged. Consult your ATS Support Liaison (ASL) if you do not know how to request a BESIS document for a student.
6. The bubble for “All Students on this Sheet” may only be used if it applies to all students for every question.

**Note:** Do not request BESIS documents for students who entered your school after October 31, 2005.

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### SURVEY QUESTIONS

**Cluster:**      **SIFE (STUDENTS WITH INTERRUPTED FORMAL EDUCATION)**

Darken one and only one bubble.

You must bubble YES or NO for any student that is identified on the scan grid with an asterisk (\*). These asterisks indicate that these are new entrants to the NYC system and arrived between November 1, 2004 – October 31, 2005.

1. YES: Bubble if the student meets the SIFE criteria.
2. NO: Bubble if the student does not meet the SIFE criteria.

Who are SIFE?

- ◆ Immigrants (students born in a country other than the USA or its territories), and
- ◆ Students who come from a home where a language other than English is spoken, and
- ◆ Students who enter a US school after grade two (i.e., grade 3 and above) who:
  - ◆ upon enrollment have had two years less schooling than their peers;
  - ◆ function at least two years below expected grade level in reading and in mathematics; and,
  - ◆ may be preliterate in their first language.

Schools are required to screen selected ELLs who are new entrants to identify whether they are SIFE. See Appendix A – Instructions for the Identification of Immigrant ELLs as Students with Interrupted Formal Education.

**Cluster: ENTITLED**

Bubble only one of the following:

3. ENTITL (Entitled): A student who took the Spring 2005 NYSESLAT exam and scored at or below the State grade designated cut-score, or a new entrant who took the LAB-R, Form A and scored at or below the grade designated cut-score. (Include students determined to be entitled based upon hand-scored LAB results.)
4. NOTENT (Not Entitled): If you fill in the bubble for Not Entitled, you must also complete a bubble for one of the Not Entitled Reasons.

**Cluster: NOTENT REASON:**

Bubble only one of the following if the student is designated NOTENT:

5. HLAERR (Home Language Identification Error): Fill in this bubble if the student's home language is English but the OTELE code in ATS is coded for a language other than English. Have the school's pupil accounting secretary make the appropriate change.
6. TSTERR (Tested in Error): Fill in this bubble if the NYSESLAT or LAB-R was mistakenly administered to a student who is not LAB-R eligible or the child had previously passed the LAB-R. If a student was administered the NYSESLAT or LAB-R in error, submit appropriate documentation and a request to DAA to have the student's NYSESLAT or LAB-R score removed from ATS.
7. TSTOUT (Passed/Tested out): Fill in this bubble if a new entrant was administered the NYSESLAT or LAB-R and scored above the cut-score.
8. XCODED: Bubble this only if a Special Education student has an "X" in the "Bilingual services" section of the Conference Result Form in the IEP.

If a student is designated HLAERR, TSTERR, TSTOUT, or XCODED, neither Program Participation nor Parent Choice information is required for that student. A student may take only one English LAB-R exam in a given administration period. If more than one test score exists for the same administration period, only the first test score is valid.

**Cluster: PROGRAM PARTICIPATION**

9. BILING: Fill in this bubble if the student is participating in a bilingual program and is receiving all services (native language arts, ESL/ELA, and content area instruction pursuant to CR Part 154).
10. DL/TW: Fill in this bubble if the student is participating in a Dual Language/Two Way program. If this bubble is darkened, ITEM 6 – BILING must also be filled in.
11. ESL: Fill in this bubble if the student is participating in an ESL program and is receiving all services (ESL/ELA and content area instruction pursuant to CR Part 154).

**Cluster: SERVED**

12. FULLY: Fill in this bubble only if entitled student is fully receiving services pursuant to CR Part 154

13. PARTLY: Fill in bubble only if entitled student is partially receiving services pursuant to CR Part 154 (e.g., partial)

14. NOT: Fill in bubble only if entitled student is not receiving mandated bilingual or ESL program services pursuant CR Part 154.

**Cluster: PARENTAL OPTIONS**

No more than one bubble may be darkened.

15. BILCHO: Fill in this bubble if the student is participating in the school's bilingual program based on parent choice.

16. BILTRA (accepted transfer): Fill in this bubble if the student is participating in the school's bilingual program based on the parents' acceptance of a transfer from another district school that does not offer a bilingual education program.

17. ESLCHO: Fill in this bubble if the student is participating in the school's ESL program based on parent choice.

18. ESLREJ (rejected transfer): Fill in this bubble if the student is participating in the school's ESL program based on the parents' rejection of the option to transfer their child to another district school with a bilingual education program.

19. ESLTNA (transfer not available): Fill in this bubble if the student is participating in the school's ESL program because there is no transfer option available.

20. NONE: Fill in this bubble if the parent of the ELL did not return a Parent Survey and Program Selection form.

**Cluster: SERVICES PROVIDED BY ESL/BIL CERTIFIED TEACHER**

21. FULLY: Fill in this bubble if CR Part 154 mandated bilingual/ESL services is/are fully provided by certified teacher(s).

22. PARTIAL: Fill in this bubble if the teacher(s) that are providing mandated services is/are partially certified.

23. NOT: Fill in this bubble if CR Part 154 mandated bilingual/ESL service(s) is/are not provided by certified teachers.

## APPENDIX A

### INSTRUCTIONS FOR THE IDENTIFICATION OF IMMIGRANT ELLS AS STUDENTS WITH INTERRUPTED FORMAL EDUCATION

#### Students to be Screened:

ELLs who meet the following three criteria must be screened to determine whether they are Students with Interrupted Formal Education (SIFE):

- Immigrants (students born in a country other than the USA or its territories<sup>1</sup>);
- Students that come from a home where a language other than English is spoken;
- New entrants to the New York City Public School System and to an English Language School System (ELSS);
- Students enrolled in the third grade and above;
- Students who function at least two years below expected grade level in reading and in mathematics;
- Students who may be preliterate in their first language.

#### Screening Procedures:

Follow steps A, B and/or C below, as needed, to screen students meeting the above criteria to determine extent of prior schooling.

##### A. HLIS Responses

Review responses on the HLIS as follows:

- HLIS Part 1, questions #3 and #4 to determine if the student reads and/or writes in the other-than-English home language. If the survey indicates that the student does not read and/or write in the home language, this may indicate that he/she had interrupted prior schooling.
- HLIS Part 2, questions “a” and “b” to determine the extent of prior schooling.

##### B. Teacher Consultation

It is possible that bilingual and/or ESL teachers have already determined that a particular student had interrupted or little/no prior formal schooling. Therefore, consult teachers to determine if they have any information regarding the student’s prior schooling in his/her native country.

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<sup>1</sup> US territories include Puerto Rico, US Virgin Islands.

### C. Interview(s)

If the HLIS responses do not provide sufficient information to determine whether the student meets the criteria for SIFE, a bilingual pedagogue should interview the student's parent/guardian, if possible, and/or the student, if appropriate.

Use the same HLIS Part 2 questions "a" and "b" to secure, or clarify, the information regarding prior schooling. These questions may be supplemented or re-phrased with related questions regarding extent of prior schooling in the student's native country. Such additional questions may include asking "How many years did the student attend school?" or "How many days each week did the student attend school?" or "Did the student attend school and then stop attending for extended periods of time?"

**REMINDER:** The determination of SIFE is based upon the student's extent of prior schooling at the grade initially enrolled.