Please find below comments from the review of the Revised CAP (regarding serving English Language Learners) for Alma d’Arte.

1. Identify:  We no longer require 3 times contacting the previous school/district. After one request, student is reviewed in STARS, if the documents needed (LUS, possible English proficiency screening assessment results, possible ACCESs for ELLs results) are not received.
2. **ELP Screening** assessment: The department-approved English language proficiency screening assessments are
	1. W-APT for kindergarten
	2. WIDA Screener for grades 1-12

The WIDA Screener (this is a high school) would be given to students whose LUS has one or more  ‘yes’ responses to questions 1-6 and/or a language other than English noted in question 7 (*potential* ELs)

There is no mention of **annually** administering the ACCESS for ELLs English language proficiency assessment to English learners (or Alternate ACCESS for ELs with the most significant cognitive disabilities who would also take the NMAPA).

Please note, the English language proficiency screening is administered once to *potential* ELs, the annual assessment is administered to all current EL students until they score at the proficient level.

1. Screening and Assessment: The ACCESS for ELLs annual assessment results are also kept in the students’ CUM files.
2. EL Programs etc.: How are students developing their English language? There is no mention of an English language development (ELD) class or course. This can be a separate class or, for students who are nearing proficiency in English as measured by the ACCESS for ELLs assessment, an integrated ELA-ELD course.
3. Monitoring and Data Analysis: Please ensure teachers know the ACCESS for ELLs domain specific scores (i.e. reading, listening, writing, and speaking) of each EL student and not just the overall composite score. Will teachers have access to prior years’ ACCESS for ELLs data to be able to ensure students are making growth towards English proficiency?

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