

The Web EPSS has been rolled over to the school year 2020-2021. To select school year 2019-2020 or a prior year please select it from the year drop down menu.

## Web EPSS & Monitoring 2016-2017

Current LEA:  
Albuquerque Institute of Math and Science

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### ITEM OVERVIEW 1 1

#### III-A.04: Educational Plan

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#### COMPLIANCE INDICATORS

Is the school protecting the rights of English Language Learners?

#### STATE FINDINGS

**Current Status** Falls Far Below Standard FINAL

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9/11/17 **NMPED Rating:** PED has rated this indicator "Falls Far Below Standard Final " because the school did not provide description of process for how the school will ensure that the: (a) Home Language Survey (HLS)/Language Usage Survey (LUS) is administered only once in a student's education career instead of inclusion in the registration packet (e.g., documenting in cumulative folder 3 requested attempts to obtain HLS from previous school and searching STARS student display template for new students prior to administering the LUS) and (b) W-APT screener scores (if applicable) are included in the student cumulative files (see NMAC 6.29.5.11[C]) and this indicates that the school is not complying with applicable education requirements as is required by III-A.04: Education Plan.

1.30.17 **Site Visit:** The PED team reviewed approximately 30 student files. Some files were missing the Home Language Survey (HLS), while in other files the HLS indicated a language spoken other than or in addition to English. However, the team did not observe W-APT and/or WIDA scores in such files as required by state rule (see NMAC 6.29.5.11[C]). The team was concern that possibly some students may not have been properly identified and provided necessary services. The HLS should be filled out one time in a student's public education career (typically in kindergarten/primary years), not at every enrollment to minimize identification errors and re-testing. It should not be part of the registration packet. Since AIMS is a secondary school most students would have attended a public school and would have been administered the HLS prior to registration. NMPED Guidance Handbook (entitled "Tools for Identifying Potential English Learners") issued fall 2016 indicates that receiving schools "must request the student records from the sending school/district" (see FAQ #21 on page 32 for further detail). The guidance document is attached in the "All Documents" section of this EPSS report. An eligible student (i.e., score of less than 5 on ACCESS 2.0) must be administered the ACCESS annually until proficient (i.e., achieving a composite score of 5). Because several student files contained a HLS that indicated a language spoken at home other than English, but no accompanying W-APT or WIDA scores under-identification may have occurred. the School should review attached guidance document to ensure proper identification and services are provided to prospective English Learners (ELs).

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**Requested Follow-Up:** Please provide a description of process for how the school will ensure that the: (a) Home Language Survey (HLS)/Language Usage Survey (LUS) is administered only once in a student's education career instead of inclusion in the registration packet (e.g., documenting in cumulative folder 3 requested attempts to obtain HLS from previous school and searching STARS student display template for new students prior to administering the LUS) and (b) W-APT screener scores (if applicable) are included in the student cumulative files.

#### LEA SELF-REVIEW

**LEA Status** : In Progress

Comments by LEA

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Respond	Evidence Name	Description	Associations	Attached Documents
1	Page size: 25	1 to 1 of 1 items		

1	<b>Page size:</b> 25			1 to 1 of 1 items
<b>Respond</b>	<b>Evidence Name</b>	<b>Description</b>	<b>Associations</b>	<b>Attached Documents</b>
<a href="#">Respond</a>	<a href="#">Evidence of compliance with applicable laws, rules, and regulations including but not limited to Title III of the ESEA</a>	Evidence of compliance with applicable laws, rules, and regulations including but not limited to Title III of the ESEA	1	
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