

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 2017-2018

Current LEA:

Albuquerque Institute of Math and Science

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ITEM OVERVIEW

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III-A.04: Educational Plan

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COMPLIANCE INDICATORS

Is the school **protecting the rights of English Language Learners**, including, but not limited to, compliance with applicable laws, rules, and regulations of Title I, Title III, and ESSA? Is the school properly identifying, servicing, and monitoring English Learners?

STATE FINDINGS

Current Status  Working to Meet Standard


08.28.2018 PED Rating: The PED team revised the rating for this indicator to, *Working to Meet Standard*, because the school provided an email correspondence between the Language and Culture Bureau and the school's newly hired counselor seeking guidance on how to correct some issues identified within the ELP Error report, such as "*students that have scored 5.0 or above on the Access assessment and have exited as EL status during previous school years, yet remain identified on the ELP Error Report.*" During the 2018-19 annual site visit, the PED team will look to ensure proper annual notifications have been provided to parents and maintained within student cumulative files.

6.14.18 PED Note: The PED team rated this indicator as *Falls Far Below Standard* because the school did not provide the requested evidence. The documentation submitted does not resolve the concerns. The school provided a copy of an email with hand-written note for two students (AA and KB) that said "paper, email, and sent home", for another student (CC) that said "on application" and the application said "What is the primary language spoken at home? *English*; Is your child fluent in English? *Yes*". No evidence of addressing the errors on the ELP Error Report was provided. No copies of annual notifications to parents were provided and no evidence of contact with the Language and Culture Bureau on how to properly address the concerns noted.

4.11.18 PED Note: The CSD team, per Language and Culture Bureau's suggestion, emailed an invitation to the school to attend a training session titled "Identifying, Serving, and Exiting English Learners - for Principals and School Leaders" that is being held in May 2018. The email was sent to the Head Administrator on 4.11.18. For EA, the evidence provided was an Advanced Score on Reading SBA.

2.27.18 Site Visit - English Learner (EL) Identification: The PED team reviewed thirteen (13) cumulative files and observed a Home Language Survey in 10 of 13 files. Three (3) (AA, KB, and CC) did not have a Home Language Survey or documentation of 3-attempts to obtain the Home Language Survey from students' previous schools as required in the LUS Guidance Handbook (see http://webnew.ped.state.nm.us/wp-content/uploads/2017/12/NMLUS_Guidance_Handbook_Revised_08.2017.pdf, FAQ 21, page 32).

One (1) file (EA) had a Home Language Survey indicating language spoke at home other than English, but **no screener results** (i.e., from W-APT) (see Guidance Handbook).

A strategy shared with the school that it may wish to employ is to generate the STARS bilingual report entitled "*ELP Error Report for Snapshot*" (see resources), which may yield more students who had, in the past, qualified for Language Acquisition services (at another school) but are currently classified as non-ELs because of difficulty in obtaining records. The report will also identify students who are currently classified as ELs, but may have achieved a composite score of 5 (thus exiting the student from program). For example, there were 35 students identified as Initially Fluent English Proficient (IFEP) (e.g., Ibrahim Asfan, Eduardo Avila, Kofi Boateng, Tatsuo Braga, Ashwin Chinala, Alvaro Escobar, Alana Gonzales Quezada, Brendyn Hart, Jason Lu, Crystal Nguyen, Roman Ramirez, Joshua Zheng, etc.) but appeared to have had ACCESS scores from the past/previous schools suggesting that they were in a Language Acquisition Program at one point in their educational careers and may need to be monitors as Reclassified Fluent English Proficient (RFEP). See STARS report that was handed out at the site visit or generate the 2017-2018 STARS report itself for complete listing of students. The Language and Culture Bureau should be contacted immediately to determine how the school should document in cumulative files results outlined in the "*ELP Error Report for Snapshot*."

Annual Parent Notification for English Learner Services: The team **did not** observe an annual notice to parents of eligible students in all files reviewed (Wenxi Chu) (see Serving English Learners Technical Assistance Manual, http://ped.state.nm.us/ped/BilingualDocs/ServingELs/BMEB_Serving%20ELs_TA_Manual_2016_Rev_2.8.17.pdf, page 36 for '*Sample Parent Notification Letters*'). Notification letters either for English Learner status or for participation in the Spanish BMEP approved program are required annually (see resource below for more information).

English Learner (EL) Services: The team observed English Language Development (ELD) pull-out or resource services on teacher schedules but not during classroom observations. Review of instructional lessons did not provide detail on what and how language development skills would be taught.

RESOURCE:

English Learner Identification Guidance Manual: http://webnew.ped.state.nm.us/wp-content/uploads/2017/12/NMLUS_Guidance_Handbook_Revised_08.2017.pdf

*Note that the STARS Bilingual Report entitled "*ELP Error Report for Snapshot*" is a new report that the school may want to utilize to ensure it does not over- or under-identify students for language acquisition services.

English Learner Services Manual: http://ped.state.nm.us/ped/BilingualDocs/ServingELs/BMEB_Serving%20ELs_TA_Manual_2016_Rev_2.8.17.pdf

Annual Notice to Parents of Eligible Students:

6.29.5.11(D) NMAC states, "... notification must occur not later than 30 days after the beginning of the school year..."

Monitoring of Exited or RFEF Students:

6.29.5.12(B) NMAC states, "Students attaining the composite score identified in Subsection A must be monitored for academic progress for two subsequent school years by the school district."

Requested Follow-Up. School provides evidence it has remedied: (a) English Learner (EL) identification concerns (Alexia Abeyta, Kyle Brown, and Chloe Campbell did not have Home Language Surveys or 3-attempts to obtain such document in each of their files and Emily Avilda had a Home Language Survey that indicated 'Spanish' was spoken at home, but no accompanying screener scores either from her previous school or results from the school's research in the STARS database) and (b) lack of annual notifications (Wenxi Chu) for English Learner (EL) status and services for specific students identified above. Examples of evidence might be copies of obtained/secured Home Language Survey and/or W-APT scores from students' previous schools, documentation of attempted requests to obtain such information (on a form that the school creates and places in each student's file), documentation of research results from reviewing STARS (again perhaps on a form that the school creates to document its efforts), and actual copies of annual parent notice for student receiving English Learner (EL) services (Wenxi Chu). Again some schools have used an "*EL Status Sheet*" that indicates date(s) the school had requested EL related records, STARS research results that helped the school determine EL status of students, etc. which they have placed in cumulative files to help provide organization for and documentation of the school's efforts. This form is non-regulatory and is merely suggested.

The school should also provide evidence such as e-mail correspondence with Language and Culture Bureau staff (e.g., with Kirsi Laine at (505) 827-6505 or kirsi.laine@state.nm.us; Gina Sanchez (505) 827-6594 or gina.sanchez@state.nm.us; or Myra Valtierrez (505) 827-4270 or mayra.valtierrez@state.nm.us) on how to document potential under-identification of students "*flagged*" on the "*ELP Error Report for Snapshot*" (see names of the 35 students provided to the district testing coordinator/EL coordinator or generate the STARS report itself).

LEA SELF-REVIEW

LEA Status : In Progress

Comments by LEA

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Respond	Evidence Name	Description	Associations	Attached Documents
Respond	See "Comments by SEA" above for indicator III-A.04.	Evidence of compliance with applicable Federal, State, and Local laws, rules, and regulations related to English Learners	1	See "Comments by SEA" above for indicator III-A.04.
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