

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 2018-2019

Current LEA:

Albuquerque Institute of Math and Science

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ITEM OVERVIEW 1

III-A.04: 1e) Education Plan: English Language Learners

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COMPLIANCE INDICATORS

Is the school **protecting the rights of English Language Learners**, including, but not limited to, compliance with applicable federal, state, and local 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



03 OCT 2019: The PED team revised this rating to *Working to Meet Standard* because the school provided an action plan that indicates that the concerns related to EL identification will be resolved in August-September 2019. The process will be reviewed at the next school site visit.

PED Rating: The PED team has rated this indicator as *Falls Far Below Standard* because the school did not provide the requested follow-up regarding English Learners. Therefore, the school has not provided evidence that it has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

27 FEB 2019 Site Visit-

English Learners: The PED team observed nine (9) student files, four (4) of which were students identified by the school as English Language Learners. The team met with the school's new ELL Coordinator Ben Mitchell to review and explain the concerns listed below.

ELL Eligibility: Students who are new to public schools in NM should complete a Language Usage Survey. For all other students (nearly all transfers), the school should request records from the previous school(s) and should research ACCESS (ELP) scores in STARS to determine ELL eligibility. See step by step info in Resources listed below.

-Four (4) students did not have a copy of the initial Language Usage Survey NOR documentation of how the school determined EL status.

-Five (5) files had a school version of a home language survey with only two questions (dated 2016).

STARS ELP Error Report: TThe CSD team shared with the school the STARS "ELP Error Report" that may be used to identify potential errors, either EL status errors or coding mistakes, such as students never identified as ELs at the school who had actually been administered an ACCESS assessment in the past. The report also lists students identified as ELs at the school that scored as Proficient on an ACCESS test at some point in the past. (Please note that administration of ACCESS began in the 2009-2010 school year.) See the path for this report in Resources listed below.

The school's ELP Error Report listed the following potential errors to be investigated by the school staff:

- Two (2) students identified as IFEP (Initially Fluent English Proficiency) who had prior ACCESS scores that did not reach the proficiency level, likely ELL students not receiving services

- Three (3) students identified as Current EL who scored proficient in the past, likely should be exited from EL services and progress monitored

- 37 students identified as IFEP (Initially Fluent English Proficiency) who had prior ACCESS scores indicating proficiency, need to be coded as RFEP (Reclassified Fluent English Proficiency)

Annual Notice. None of the student files reviewed contained the required annual parent notification as per NMAC 6.29.5.11(D), which states, "...notification must occur not later than 30 days after the beginning of the school year" and NMAC 6.32.2.10(E) which states "...provide procedures to ensure that parental notification is given annually prior to program placement. A parent notification letter must be sent annually, at the beginning of the each school year, not just once during a student's educational career. Please note that the ACCESS score report could definitely be attached to a notification letter, but alone, does not constitute annual notification since the score report does not provide all the information a parent is entitled to know about their child's EL status.

WIDA ACCESS: It was noted that Jane Brandt oversees the WIDA testing. The school is reminded that, even if parents opt out of ELD services for their child, the student must be assessed annually until he/she has reached a 5.0 or higher on the WIDA ACCESS test. The PED team did not observe WIDA ACCESS scores in two of the four files reviewed.

Monitoring Students who have Exited: The school is required to progress monitor all students who have been exited from EL Status (via a 5.0 or higher on the WIDA ACCESS assessment) for at least two years. The school should develop a form or checklist that is used to monitor such students, including what data will be reviewed and how often. This form should be filed in the appropriate students' cum folders and will be reviewed by the PED team during next year's site visit. If a student is struggling academically after exiting, the student should be referred to SAT.

REQUESTED FOLLOW UP: The school is to (1) investigate the status of all students listed on the STARS ELP Error Report and upload a copy (with student names redacted) with notations regarding how the errors were corrected, (2) provide an action plan regarding how STARS research on EL status will be conducted for transfer students each year and how the documentation will be filed in all students folders; and (3) provide an action plan regarding filing WIDA ACCESS scores in student cum folders and sending annual parent notification letters.

*****RESOURCES*****

Report in STARS: STARS --> District and Location Reports --> BMEP, EL, and Title III Reports for Language and Culture Bureau -->ELP Error Report for Snapshot

English Learner Identification: <http://webnew.ped.state.nm.us/bureaus/languageandculture/english-learners/english-learner-identification/> See also NMAC 6.29.5.11

Serving English Learners Guidance Manual: <http://webnew.ped.state.nm.us/bureaus/languageandculture/english-learners/>

Annual Parent Notification Letters: Federal Obligation to Serve English Learners: https://ncela.ed.gov/files/english_learner_toolkit/2-OELA_2017_language_assist_508C.pdf

Language Usage Survey (LUS) Guidance Handbook: http://webnew.ped.state.nm.us/wp-content/uploads/2017/12/NMLUS_Guidance_Handbook_Revised_08.2017.pdf

- Pages 16-17 explain WIDA Screener scores.
- Pages 31-33 have guidance on the process of obtaining LUS information from prior schools (the areas are highlighted in green).
- **Step by step information on how to lookup students in STARS is on page 32. The best way to access all state assessment information is STARS Home > STARS Test Reporting > Public Folders > eScholar Framework - Verify > District and Location Reports > General Reports > Student Display > Enter Student ID, leave defaults in all fields except for "Templates" which should be set to "Assessment Fact".**

US Department's English Learner Toolkit: <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html> -- including Office of Civil Rights guidance regarding parent notification

NM FAQ (by WIDA), includes quick answers about the screening and assessing process:
<https://www.wida.us/membership/states/Guidance%20Docs/NM%20ID%20and%20Placement%20Guidance%20Doc.pdf>

Language and Culture Bureau Staff

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REMINDER: According to the New Mexico ESSA State Plan, English Learner progress, as indicated by growth on the WIDA ACCESS test, is to be included in school accountability reports going forward.

LEA SELF-REVIEW

LEA Status : In Progress

Comments by LEA

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