



# ALBUQUERQUE SCHOOL OF EXCELLENCE

13201 Lomas Blvd. NE Albuquerque, NM 87112 ♦ Phone:505.312.7711 ♦ Fax:505.312.7712

## English as a Second Language (ESL) procedures for Albuquerque School of Excellence (ASE)

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## General Procedures

### I. Enrollment/Identification

When students are enrolled in ASE, the ESL coordinator should be notified. The ESL coordinator then looks up the student in the New Mexico State Database and checks their ELL Program Eligibility status.

- A. If that Eligibility status is no for all reporting years, nothing more is done.
- B. If that Eligibility status is yes or was yes in a prior reporting year, the ESL coordinator looks at their past assessments for ACCESS (ELP) test scores.
  1. If the most recent composite test score is 4.9 or lower, the student is added to the ESL roster and services are started. The ESL coordinator also contacts the student's previous school to obtain a copy of their ACCESS scores for the student's file.
  2. If the most recent composite test score is 5.0 or higher, student is added to the exited page of the ESL roster and monitored.
    - a. If the most recent composite test score was from the previous school year, the ESL coordinator contacts the student's previous school to obtain a copy of their ACCESS scores for the student's file.
    - b. If the most recent composite test score was from two years or longer, the ESL coordinator takes a screen shot of the appropriate screens in the State Database for the student's file.
  3. If any ACCESS scores for the student are unable to be obtained from the previous school, the ESL coordinator will take a screen shot of the appropriate screens in the State Database to put in the student's file.
- C. If the student is not found in the State Database, a Language Usage Survey (LUS) is sent home for the parents to fill out. Once the information from the LUS is recorded in the form given by the compliance officer, file the survey in the student's file.
  1. If all answers "no" on questions 1-6 and no languages other than English on question 7, student is recorded as non-ESL.
  2. If one or more "yes" on questions 1-6 and/or one or more languages other than English on question 7, student is given the W-APT Kindergarten or WIDA Screener grades 1-12 within 30 days of enrollment.
    - a. If W-APT Kindergarten score is 27 or higher, student is considered non-ESL. If WIDA Screener grades 1-12 score is 5.0 or higher, student is considered non-ESL.
    - b. If W-APT Kindergarten score is 26 or lower, student is added to the ESL roster and services are started. If WIDA Screener grades 1-12 score is 4.9 or lower, student is added to the ESL roster and services are started.

### II. Withdrawal

ESL coordinator is continuously monitoring the school database for changes in class lists. When an ESL student is disenrolled, the ESL coordinator takes the student off the ESL roster and updates the 40, 80, or 120 day count when given.



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## III. Parent/Guardian Notification

Parents/Guardians will be notified annually of their student's ESL eligibility status. This will occur within 30 days of the start of the school year or within 3 weeks of enrollment during the school year. A copy of the notification letter will be filed in the student's file.

1. The notification letter for students identified as ESL who attended ASE the previous school year or who were tested on the W-APT Kindergarten and/or WIDA Screener grades 1-12 at ASE, will include at least the following information: (1) the reasons for identification, (2) the student's previous year's ACCESS scores or current W-APT Kindergarten and/or WIDA Screener grades 1-12 score, (3) the Information for Parents/Guardian sheet, (4) the reasons for the use of a special ESL program, (5) the option to opt out of ESL services but not the ACCESS test, (6) contact information of the ESL coordinator.
2. The notification letter for students identified as ESL who did not attend ASE the previous school year, will include at least the following information: (1) the reasons for identification, (2) the student's previous year's ACCESS scores (if received from previous school before letter is sent out) or information stating the parent should have received this score already and to contact the previous school if they have not, (3) the Information for Parents/Guardian sheet, (4) the reasons for the use of a special ESL program, (5) the option to opt out of ESL services but not the ACCESS test, (6) contact information of the ESL coordinator.
3. The notification letter for students who have exited ESL status the previous school year, will include at least the following information: (1) the reasons for identification, (2) the student's previous year's ACCESS scores (if child attended ASE or the scores have been received from the previous year), (3) a statement saying that the student is no longer considered an ESL student because of their test scores, (4) information about the monitoring process, (5) contact information of the ESL coordinator.

If a parent decides to opt their student out of ESL services, the original letter gets filed in the student's file and a copy is given to parents.

## IV. Exiting

A student can only be exited from ESL status once they have obtained a score of 5.0 or higher on the annual ACCESS test per New Mexico state policy. There is no other way.

1. When the student is exited by passing the annual ACCESS test, they need to be given a code number of 6 on all of the following day count forms.
2. If a student passes the W-APT Kindergarten or WIDA Screener grades 1-12 test, they need to be given a code number 0 and recorded on the LUS form given by the compliance officer.

## V. Monitoring

Once a student is exited from ESL status, they no longer receive ESL services. They are monitored for two years to make sure that services are truly no longer required. This monitoring includes informing staff that this student is no longer considered ESL and to have the staff



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inform the ESL coordinator if the student is struggling in English Language Arts or any other English related area (i.e. word problems, reading).

### **VI. ESL Coordinator responsibilities**

The ESL Coordinator is responsible for the following:

1. Making sure they have access to the New Mexico State Database system and know who the compliance officer is (contact the compliance officer to get access and introduce self and request 40, 80, 120 days counts be sent to).
2. Checking the State Database system prior to or at the start of the school year to obtain student ELL Program Eligibility status – this includes knowing if the student is also a special education student. Update ESL roster.
3. Contact previous school of any ESL students and request a copy of their ACCESS scores. Record information in ESL roster and file report in student's file in office.
4. Sending home the LUS to any students new to New Mexico public schools. This includes students who attended school in another state or a private school in New Mexico.
5. Collecting the LUS and document results in the form given by the compliance officer. File the LUS in the student's folder in the office.
6. Administering the W-APT Kindergarten and/or WIDA Screener grades 1-12 to any students who's LUS indicated that any language other than English was known by the student. Make sure you have headphones with a microphone. Update ESL roster and then file the report in student's file in the office.
7. Sending out annual notification letters with attached ACCESS or W-APT Kindergarten/WIDA Screener grades 1-12 scores and "Information for Parents/Guardians" sheet to parents of current and former ESL students within 30 days of the start of school or within 3 weeks of student enrollment during the school year.
8. Returning electronic forms given by the compliance officer (Language Survey form, 40, 80, 120 day count forms). Request the ELP Error Report after the each day count is in from the compliance officer.
9. Emailing teachers at the start of the school year informing them of who their ESL students are and what their scores were in each of the sections and overall on the ACCESS test.
10. Working with students in the ESL program and helping teachers as needed.
11. Administering the annual ACCESS test in the spring semester. Check with special education department about accommodations. Make sure you have headphones with a microphone.
12. Informing front office staff to **NOT** send out the ACCESS score sheets to parents when they are received in May and to wait until August.
13. Setting up annual ESL support trainings for the staff.
14. **OPTIONAL:** Monitoring the school database for changes in class rosters.



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### VII. Yearly Timeline

**Late July/Early August:** ESL Coordinator is given access to the state database and uses the database to look up information about each student who is new to ASE and their ESL status.

**August:** ESL Coordinator contacts previous schools of students who are classified as ESL in the state database and obtains ACCESS scores from the previous year. File score report in student file in office.

**August:** ESL Coordinator sends out Language Usage Survey (LUS) to families of students who are new to public education in New Mexico. Once LUS is returned, ESL Coordinator records information in spreadsheet from compliance officer and tests student using W-APT Kindergarten and/or WIDA Screener grades 1-12. Results are then recorded in form provided by compliance officer. File LUS and/or score report in student file in office.

**August/Early September:** ESL Coordinator sends out Parent Notification Letters and “Information for Parents/Guardians” sheet to all students who are to receive ESL services for the current school year, along with ACCESS or W-APT Kindergarten and/or WIDA Screener grades 1-12 scores. ESL Coordinator also sends out Parent Notification Letters and ACCESS or W-APT Kindergarten and/or WIDA Screener grades 1-12 scores to students who are no longer considered ESL. File copy of letter in student files in office.

**Early September:** ESL Coordinator informs classroom teachers who the ESL students and former ESL students are along with their ACCESS or W-APT Kindergarten and/or WIDA Screener grades 1-12 scores.

**January – March:** ESL Coordinator tests ESL students on ACCESS test. Makes sure has headphones with microphones that work.

**Late May:** ESL Coordinator receives ACCESS scores and holds onto them until August (if school has ended before the scores are released, ESL Coordinator informs office staff to hold scores and NOT send them out).

**August – May:** ESL Coordinator works with ESL students. This may be in an ESL pull-out class, or a push-in with specific students who need additional help. ESL Coordinator also sets up training for the staff.

**August – May:** ESL Coordinator is informed of/monitors database for any new students entering ASE and looks up the student(s) information in the state database and responds accordingly (send LUS and test student – if applicable, contact previous school). ESL Coordinator maintains an ESL Roster database.



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### **Information for Staff**

#### **What does ESL/ELL/EL/PHLOTE stand for?**

ESL stands for English as a Second Language. ELL stands for English Language Learner. EL stands for English Learner. PHLOTE stands for Primary Home Language Other Than English.

#### **How are ESL students identified?**

Prior to 2016, families were given a Home Language Survey at the start of their education career. This was not always the case. This survey asked about languages spoken or understood at the home. Each district created their own survey and this information was kept in the student's cumulative file and should have been passed on to each school the student attended. This was not always the case. Parents were sometimes asked to fill out the survey multiple times, leading to conflicting data. Starting in 2016, the state of New Mexico issued a state-wide Language Usage Survey (LUS). This is one document that is used by all of the districts in the state. The information is now also recorded in the state database system. The survey contains seven questions. If a parent answers "yes" to any of the questions, the student is given the W-APT Kindergarten or WIDA Screener grades 1-12. If a kindergartener's composite score is 26 or lower, the student is considered ESL. If the WIDA Screener grades 1-12 composite score is 4.9 or lower, the student is considered ESL.

#### **What if I suspect a student is ESL but they are not identified as such?**

The first thing to do is the check with the ESL Coordinator. The coordinator can look into the student's history and should be able to let you know their ESL status. If the student is not identified as ESL, but you have a strong suspicion they do speak/understand another language and that language is possibly the reason for their struggles, the following can be done (per state policy): Refer the student for SAT. Once the student is in the SAT process and is given Tier 2 interventions, if "the interventions and frequent progress monitoring indicate that the difficulties are related to lack of English language proficiency, the SAT team can, in such a case, make the decision to administer the W-APT English proficiency screener to the student at that time." Parental permission is not needed to "implement intensive interventions or conduct screenings at the Tier 2 level." ESL status will then be determined based on the screener score.

#### **How long is a student considered ESL?**

A student is considered ESL until they score a 5.0 or higher on the annual ACCESS test. There is no other way to exit a student. The test is given in the spring semester (usually January through March). Students are tested in four areas: Listening, Reading, Speaking, and Writing. All parts of the test for 1<sup>st</sup> – 12<sup>th</sup> graders are computerized, except for the 1<sup>st</sup> – 3<sup>rd</sup> grade writing section, which is paper and pencil.

#### **What services does ASE offer?**

ASE currently offers pull-out services for students in grades 1-8. The students scoring lowest on the ACCESS test are given priority.



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### **Can an ESL student fail a class?**

If the ESL student is new to the country, less than 3 years, they cannot be assigned a failing grade due solely to their limited English abilities. Supports must be given to help the ESL student (read tests out loud, modified assignments) show mastery of the curriculum content, if English is the barrier. If the ESL student does not do anything in the class (no in-class work, no homework returned) or has excessive absences, there is nothing that prevents this student from being given a failing grade.

### **What can I do to support ESL students in my classroom?**

The first thing to look at the information the ESL coordinator sent you at the start of the school year regarding your ESL students. This information will help you know how much support you need to give each ESL student. Below is a list of simple techniques you can incorporate into your teaching to help support your ESL students:

- |                                                                               |                                |
|-------------------------------------------------------------------------------|--------------------------------|
| Use more visuals in your teaching.                                            | Model directions.              |
| Use more group work.                                                          | Check for understanding.       |
| Pre-teach whenever possible.                                                  | Preferential seating.          |
| Use extended wait time.                                                       | Allow use of manipulatives.    |
| Read assignments and tests out loud, as needed.                               | Modify assignments, as needed. |
| Allow ESL students to talk to each other in their native language, as needed. |                                |



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## Information for Parents/Guardians

### What does ESL/ELL/EL/PHLOTE stand for?

ESL stands for English as a Second Language. ELL stands for English Language Learner. EL stands for English Learner. PHLOTE stands for Primary Home Language Other Than English.

### How was my student identified as ESL?

Your student was identified from a language survey you filled out at the start of their public school career in New Mexico. If you indicated that your student spoke/understood a language other than English, your student was given the W-APT Kindergarten or WIDA Screener grades 1-12. If a kindergartener's composite score is 26 or lower, the student is considered ESL. If the WIDA Screener grades 1-12 composite score is 4.9 or lower, the student is considered ESL. This information follows your student throughout their public school career in New Mexico.

### How long is my student considered ESL?

Your student is considered ESL until they score a 5.0 or higher on the annual ACCESS test. There is no other way to exit ESL status. The test is given in the spring semester (usually January through March). Students are tested in four areas: Listening, Reading, Speaking, and Writing. All parts of the test for 1<sup>st</sup> – 12<sup>th</sup> graders are computerized, except for the 1<sup>st</sup> – 3<sup>rd</sup> grade writing section, which is paper and pencil.

### What services does ASE offer?

ASE currently offers pull-out services for students in grades 1-8. The students scoring lowest on the ACCESS test are given priority. Classroom teachers are given annual training in how to support ESL students in their classroom and use a variety of techniques including, but not limited, to the following:

- |                                                                               |                                |
|-------------------------------------------------------------------------------|--------------------------------|
| Use more visuals.                                                             | Model directions.              |
| Use more group work.                                                          | Check for understanding.       |
| Pre-teach whenever possible.                                                  | Preferential seating.          |
| Use extended wait time.                                                       | Allow use of manipulatives.    |
| Read assignments and tests out loud, as needed.                               | Modify assignments, as needed. |
| Allow ESL students to talk to each other in their native language, as needed. |                                |

### Can my student fail a class?

If the ESL student is new to the country, less than 3 years, they cannot be assigned a failing grade due to their limited English abilities. Supports must be given to help the ESL student (read tests out loud, modified assignments) show mastery of the curriculum content, if English is the barrier. If the ESL student does not do anything in the class (no in-class work, no homework returned) or has excessive absences, there is nothing that prevents this student from being given a failing grade.

### I don't feel as if my student requires services, can I opt them out?

You are free to opt your student out of ESL services (contact the ESL coordinator), but you **CAN NOT** opt them out of the annual ACCESS test per state policy.





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## Documents

- a. Language Usage Survey letter.....pg 10
- a. Opt out letter.....pg 11
- b. Current ESL parent notification letter for student who attended ASE last school year.....pg 12
- c. Current ESL parent notification letter for student who did not attend ASE last school year.....pg 13
- d. Exited ESL parent notification letter.....pg 14
- e. ESL roster form example (Excel document in separate file)



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Date: \_\_\_\_\_

Dear Parent/Guardian,

Welcome to Albuquerque School of Excellence (ASE). When looking through your registration information, it was noted that your child did not attend a public school in the state of New Mexico prior to their enrollment at ASE. Because of this, I need you to complete the attached form and return it to your student's homeroom teacher or the office by \_\_\_\_\_. This is a survey so that we can see if your student qualifies for additional language services. If you have any questions, please contact me (information below). Thank you for all you do for your student.

Sincerely,

Meghan Diaz  
ESL Coordinator  
md101@abqse.org



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Date:

Dear Parent/Guardian,

We understand that you would like to decline the English learner (EL) program or language support service proposed for your child. EL programs and services are specifically designed to help your child attain English language proficiency as well as meet grade-level state academic achievement standards. However, as stated in our conversation, you have the legal right to opt your child out of the program or service.

If you still wish to opt your child out of the EL program or language support service, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form to your child’s school. We will keep this document on file stating that you have declined or do not want these indicated programs or services for your child.

\_\_\_ I have been informed of my child’s English language proficiency assessment score and of other information about my child’s current academic progress, and I understand why he/she was recommended for English language development instruction.

\_\_\_ The school staff has explained to me the EL programs and language support services the school has available for my child.

\_\_\_ I have had the opportunity to discuss the available EL programs and language support services with the school.

\_\_\_ I understand that the school believes its recommendation is the most academically beneficial for my child.

\_\_\_ All of this information has been presented to me in a language, [insert language], I fully understand.

\_\_\_ I have had the opportunity to ask questions, and my questions have been answered to my satisfaction.

\_\_\_ I understand that my child will still be designated an *English learner* and have his or her English language proficiency assessed (ACCESS test) once per year until he/she no longer meets the definition of an English learner (5.0 or higher on ACCESS).

I, \_\_\_\_\_, with a full understanding of the above information, wish to decline all of the EL programs and language support services offered to my child.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child’s Name



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Date:

Dear Parent/Guardian of \_\_\_\_\_,

Your child has been identified as understanding/speaking another language. This information was obtained from the Language Usage Survey (LUS) you completed when your child first entered a New Mexico Public School. Based on this information, the law requires the school system to test your child's English language proficiency to determine if s/he is legally entitled to English language support services. Your child was tested, either last spring on the annual ACCESS for ELLs© assessment or this fall on the WIDA Screener grades 1-12 and has qualified for language support services. Attached are your child's test scores. English language development instruction is instrumental in increasing a student's English language proficiency and ability to acquire grade-level academic content. We highly recommend that your child participate in it and receive the benefits of Albuquerque School of Excellence's ESL program. It is a pull-out program and priority is given to the students scoring lowest on the test. Classroom teachers are given annual training in how to support ESL students in their classroom and use a variety of techniques including, but not limited to, the following:

- |                                                                               |                                |
|-------------------------------------------------------------------------------|--------------------------------|
| Use more visuals.                                                             | Model directions.              |
| Use more group work.                                                          | Check for understanding.       |
| Pre-teach whenever possible.                                                  | Preferential seating.          |
| Use extended wait time.                                                       | Allow use of manipulatives.    |
| Read assignments and tests out loud, as needed.                               | Modify assignments, as needed. |
| Allow ESL students to talk to each other in their native language, as needed. |                                |

However, you have the right to decline your child's participation in — opt your child out of — language support services only. Please contact Meghan Diaz at [md101@abqse.org](mailto:md101@abqse.org) if you would like to schedule a parent conference to discuss options for your child or if you wish to opt your child out of the language support services. Your child will still be considered ESL, even if you opt out of services. You **cannot** opt your child out of the annual ACCESS for ELLs© assessment per state rule.

Sincerely,

Meghan Diaz  
[md101@abqse.org](mailto:md101@abqse.org)  
ESL Coordinator



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Date:

Dear Parent/Guardian of \_\_\_\_\_,

Your child has been identified as understanding/speaking another language. This information was obtained from the Language Usage Survey (LUS) you completed when your child first entered a New Mexico Public School. Based on this information, the law requires the school system to test your child's English language proficiency to determine if s/he is legally entitled to English language support services. Your child was tested, either last spring on the annual ACCESS for ELLs© assessment or this fall on the WIDA Screener grades 1-12 and has qualified for language support services. This information was obtained from the state database. You should have received scores from your student's previous school. If you do not have these scores, and would like them, please contact your child's previous school and request them. If you still are unable to obtain your child's scores, please contact ASE's ESL coordinator (information below) and they will assist you in getting a copy of your child's scores. English language development instruction is instrumental in increasing a student's English language proficiency and ability to acquire grade-level academic content. We highly recommend that your child participate it and receive the benefits of Albuquerque School of Excellence's ESL program. It is a pull-out program and priority is given to the students scoring lowest on the tests. Classroom teachers are given annual training in how to support ESL students in their classroom and use a variety of techniques including, but not limited, to the following:

- |                                                                               |                                |
|-------------------------------------------------------------------------------|--------------------------------|
| Use more visuals.                                                             | Model directions.              |
| Use more group work.                                                          | Check for understanding.       |
| Pre-teach whenever possible.                                                  | Preferential seating.          |
| Use extended wait time.                                                       | Allow use of manipulatives.    |
| Read assignments and tests out loud, as needed.                               | Modify assignments, as needed. |
| Allow ESL students to talk to each other in their native language, as needed. |                                |

However, you have the right to decline your child's participation in — opt your child out of — language support services only. Please contact Meghan Diaz at [md101@abqse.org](mailto:md101@abqse.org) if you would like to schedule a parent conference to discuss options for your child or if you wish to opt your child out of the language support services. Your child will still be considered ESL, even if you opt out of services. You **cannot** opt your child out of the annual ACCESS for ELLs© assessment per state rule.

Sincerely,

Meghan Diaz  
[md101@abqse.org](mailto:md101@abqse.org)  
ESL Coordinator



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Date:

Dear Parent/Guardian of \_\_\_\_\_,

Your child was previously identified as understanding/speaking another language. This information was obtained from the Language Usage Survey (LUS) you completed when your child first entered a New Mexico Public School. Based on this information, the law requires the school system to test your child's English language proficiency to determine if s/he is legally entitled to English language support services. Your child was tested, either last spring on the annual ACCESS for ELLs© assessment or this fall on the WIDA Screener grades 1-12 and has scored high enough to be considered proficient in English. Attached are your child's test scores. This means that your child will no longer be receiving ESL services. Instead, they will be monitored for two (2) years to make sure that they are making the expected academic progress. Classroom teachers are given annual training in how to support ESL students in their classroom and use a variety of techniques including, but not limited, to the following:

- |                                                                               |                                |
|-------------------------------------------------------------------------------|--------------------------------|
| Use more visuals.                                                             | Model directions.              |
| Use more group work.                                                          | Check for understanding.       |
| Pre-teach whenever possible.                                                  | Preferential seating.          |
| Use extended wait time.                                                       | Allow use of manipulatives.    |
| Read assignments and tests out loud, as needed.                               | Modify assignments, as needed. |
| Allow ESL students to talk to each other in their native language, as needed. |                                |

These same techniques will be used to monitor your newly English proficient student as well.

Congratulations on this milestone in your child's education.

Sincerely,

Meghan Diaz  
md101@abqse.org  
ESL Coordinator