



STANDARD POLICIES AND PROCEDURES

POLICY NAME ELL PROGRAM ELIGIBILITY	Section: D Policy Number: 5 Effective Date: April 1, 2021 Review Date:
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POLICY:

The goal of this policy is to ensure that La Academia de Esperanza (LADE) meets all state and federal requirements for effectively serving English Language Learners (ELL) and accurately reports ELL/Title III data in STARS. This policy is based on the guidelines put forth in the “New Mexico Bilingual Multicultural Education and Title III Programs: Technical Assistance Manual (heretofore referred to as “TAM”) published by the Bilingual Multicultural Education Bureau on the NMPED website.

PROCEDURES:

1. LADE’s student population is unique in that it consists of students who have been out of school, in some cases, for several years. The ELL identification procedures as outlined in the TAM need to be clarified to meet our students’ needs.
 - a) LADE first consults the STARS database for each incoming student. If the student has been served in NM public schools in the past and was not identified as an English Language Learner by those schools, we also do not identify the student as an ELL.
 - b) If the student has no records available in the STARS database, either because of age or because of being new to the state, we use the Home Language Survey (HLS) for Secondary Students (page 35 of TAM) to flag a possible need for ELL services.
 - i. However, indicating a childhood first language other than English on the HLS will not lead to automatic eligibility for ELL services, particularly for adult students born in the United States who have gained complete fluency in English. A battery of indicators, which may include but are not limited to W-APT scores, Short Cycle Assessment reading scores, writing samples and teacher and student input will be used to determine ELL eligibility.
 - ii. The TAM indicates that HLS and W-APT scores lower than 5.0 automatically indicate eligibility for ELL services. However, W-APT scores are often not an accurate indicator of language proficiency for students, who normally have significant gaps in education which effectively invalidate their test scores. We therefore use a more comprehensive battery of assessments to determine ELL eligibility and we use W-APT as a sole indicator of eligibility only with students who have lived in the United States for fewer than seven years.
 - c) LADE students remain eligible for ELL services by:
 - i. Being under the age of 21 and,
 - ii. Having lived in the United States for fewer than seven years and scoring below 5.0 on the W-APT assessment, and/or

- iii. Displaying difficulties in speaking, reading, writing or understanding the English language which deny them the ability to succeed in standard curriculum and assessments and which are related to learning English as a second language.
 - 1. A battery of indicators, which may include but are not limited to W-APT scores, Short Cycle Assessment reading scores, writing samples, and teacher and student input will be used to determine ELL eligibility.
 - 2. Students who have a first language other than English but who also have a learning disability in the areas of reading and/or writing will be evaluated for eligibility for ELL services based on input from the IEP team.
- d) Eligible ELL students at LADE will receive the full spectrum of services and assessments as detailed in the TAM.