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State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
<http://www.nmlegis.gov/lcs/lesc/lescdefault.aspx>

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November 17, 2014 (revised November 20, 2014)

MEMORANDUM

TO: Legislative Education Study Committee

FR: Christina McCorquodale

RE: STAFF REPORT: ENGLISH LANGUAGE LEARNERS AND ENGLISH AS A SECOND LANGUAGE: BEST PRACTICES

INTRODUCTION

The 2012-2013 New Mexico Public Education Department's (PED) Bilingual Multicultural Education Program (BMEP) annual report, states that of the 338,000 students registered in public schools:

- a little over 54,000 students were identified as English language learners (ELLs) or limited English proficient (LEP);
- a little over 28,000 participated in a BMEP¹;
- over 24,000 students identified as fully English proficient (FEP)²; and
- a little over 28,000 FEP and "other" (includes native English speakers, African-American, and/or Asian students) participated in a BMEP.

¹ According to the BMEP Technical Manual, if districts do not have either a BMEP or "stand-alone" Title III program (ESL), districts are still required to provide ESL/ELD services for students identified as ELL/LEP.

² FEP students are former ELL students reclassified after reaching English proficiency on the English language proficiency assessment.

According to the BMEP annual report, American Indian and Hispanic ELLs are the lowest-performing students within their demographic. However, those students within that demographic who participated in a BMEP, are the highest-performing (see **Attachment 1**). The demographic breakdown includes:

- of the 176,000 Hispanic students registered in public schools, 44,000 participated in a BMEP; and
- of the 25,000 Native American students registered in public schools, 8,000 participated in a BMEP.

However, because ELLs are the lowest-performing students, the report charges that it is imperative that educators are responsible for ensuring that ELLs have meaningful access to grade-level content and academic language development instruction to engage all students in the learning process.

SURVEY

During the 2014 interim, the Legislative Education Study Committee (LESC) staff conducted a statewide electronic survey comprising of nine questions relating to current ELL Best Practices (see *Survey Questions*, below) that resulted in responses from 28 out of 89 New Mexico public school districts and seven out of 54 state-chartered charter schools participated. Including:

School Districts

Albuquerque Public Schools

Artesia Public Schools

Cimarron Municipal Schools

Corona Municipal Schools

Deming Public Schools

Des Moines Public Schools

Dexter Public Schools

Elida Municipal Schools

Española Public Schools

Gadsden ISD

Hagerman Municipal Schools

Hobbs Municipal Schools

Jemez Mountain Schools

Lake Arthur Municipal Schools

Las Cruces Public Schools

Los Lunas Schools

Loving Municipal Schools

Lovington Municipal Schools

Pecos Independent Schools

Peñasco Independent Schools

Questa Schools

Rio Rancho Public Schools

Roswell ISD

Roy Schools

Ruidoso Municipal Schools

San Jon Schools

Santa Fe Public Schools

West Las Vegas Public Schools

State Chartered Charter Schools

Cesar Chavez Community School

Cien Aguas International School

J. Paul Taylor Academy

Taos Academy

The International School at Mesa del Sol

Tierra Adentro of NM

Survey Questions

1. How many schools use *Sheltered Instruction Observation Protocol* (SIOP) as an evidence-based Best Practice for English language development as a daily instructional Practice?;
2. How many schools use *Guided Language Acquisition Design* (Project G.L.A.D.) as an evidence-based Best Practice for English language development as a daily instructional Practice?;
3. How many schools use *Literacy Squared* as an evidence-based Best Practice for English and Spanish language development as a daily instructional Practice?;
4. How many schools use *Cognitive Academic Language Learning Approach* (CALLA) as an evidence-based Best Practice for English language development as a daily instructional Practice?;
5. If any of your schools use other evidence-based Best Practice for academic language development as a daily instructional practice, please list them;
6. How many regular and special education teachers who work with ELLs have been trained in any of your English language development programs and use them as a daily instructional practice?;
7. How many regular and special education teachers who work with ELLs have been trained in World-Class Instructional Design Assessment's (WIDA) NM English Language Development (ELD) standards and levels of language proficiency (LLP)?;
8. How many regular and special education teachers who work with ELLs use the New Mexico ELD standards and ELLs level of language proficiency to differentiate instruction as a daily practice?; and
9. How often are your TESOL (Teachers of English to Speakers of Other Languages) and/or Bilingual certified teachers used as an academic language development resource in grade level professional learning communities (PLCs)?

In two parts, this staff report summarizes the survey for:

1. Sheltered Instruction/ Language Development Programs (Questions 1-5); and
2. Professional Development in Sheltered Instruction/Language Development Programs and WIDA's NM English Language Development Standards and students' levels of language proficiency (LLP) (Questions 6-9).

This staff report also includes:

- Related Background:
 - *Bilingual Multicultural Education Programs*;
 - *World-Class Instructional Design Assessment (WIDA)*; and
 - *Screening/BMEP Placement and Reclassification*.

Among other documents attached to this report (in order of presentation) are:

- **Attachment 1**, *Comparison of Performance of American Indian and Hispanic by ELL Status and BMEP Participation, SY 2012-2013*;
- **Attachment 2**, *Sheltered Instruction/Language Development Programs*;

- **Table 1**, *Sheltered Instruction/Language Development Programs*;
- **Table 2**, *Professional Development in Sheltered Instruction/Language Development Programs and WIDA’s NM English Language Development Standards and students’ levels of language proficiency (LLP)*; and
- **Attachment 3**, *W-APT Criteria and Performance Definitions*.

SHELTERED INSTRUCTION/LANGUAGE DEVELOPMENT PROGRAMS (QUESTIONS 1-5)

According to Northwest Regional Educational District, the benefits of sheltered instruction are for culturally and linguistically diverse (CLD), ELL, and native English speakers with a variety of learning styles and differing levels of language proficiency. Sheltered instruction makes academic instruction more accessible to students with diverse learning styles without diminishing rigor in content. There are eight components of sheltered English instruction and they include (see **Attachment 2**):

- preparation: clearly defined content and language objectives;
- building background knowledge;
- comprehensible input;
- strategies;
- interaction;
- practice/application;
- lesson delivery; and
- review and assessment.

The survey showed that these 28 school districts and seven charter schools used one or more of these sheltered, language development programs (see **Table 1**):

- New Mexico public schools:
 - 75 used SIOP;
 - 137 used Project G.L.A.D.;
 - 26 used Literacy Squared; and
 - 15 used CALLA; and
- state-chartered charter schools:
 - four used SIOP; and
 - one used Project G.L.A.D.

Some New Mexico public school districts have adopted Sheltered Instruction strategies district-wide and all teaching staff is trained. Both Albuquerque Public Schools and Rio Rancho Public Schools use Sheltered Instruction strategies for staff while Deming uses it with their Career Technology Education (CTE) staff. Districts also included other various research-based language development programs such as (see **Table 1**):

- Creative Curriculum;
- Marzano’s Six Step;
- Expediting Comprehension for English Learners (ExC-EL)
- Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S Cubed);
- Gomez and Gomez Dual Language Enrichment Framework; and
- Excellence in Children’s Early Language and Literacy (ExCELL).

PROFESSIONAL DEVELOPMENT IN SHELTERED INSTRUCTION/LANGUAGE DEVELOPMENT PROGRAMS AND WIDA’S NM ENGLISH LANGUAGE DEVELOPMENT STANDARDS AND STUDENTS’ LEVELS OF LANGUAGE PROFICIENCY (LLP) (QUESTIONS 6-9).

As a Response to Intervention (RTI)³ for ELLs, as reported by WIDA, indicates that Tier I of a RTI model represents the Universal or Core Instruction that all students, including ELLs, receive. The foundation of the first tier should be culturally responsive, quality instruction with ongoing progress monitoring within in the general education classroom. For ELLs, Tier I includes the English language development instruction that students may receive (bilingual, ESL, sheltered, or dual language instruction); this should not be viewed as an intervention in Tier II and Tier III.

As stated in Title III of the *Elementary and Secondary Education Act* (ESEA), PED is required to monitor FEP students’ progress for two years after reclassification. However, districts may choose to monitor FEP students for longer than the required two years according to PED. Districts monitor ALL students’ academic progress through progress monitoring and RTI. If an ELL or FEP student is struggling academically and not responding to Tier I interventions that are in place for core instruction, then a Student Assistance Team (SAT) creates an intervention plan for Tier II which includes:

- individualized written plan;
- more intense interventions;
- more frequent progress monitoring; and
- includes a Language Assistance Team (LAT) for language development support.

According to the survey, some districts and charter schools have provided professional development/training for some of its staff in WIDA’s NM English Language Development Standards (ELDS) and levels of language proficiency (LLP) for ELLs (see **Table 2**). The goal is for educators to use the ELD standards and LLP of English language learners to guide differentiated core instruction as a daily practice.

Of the 28 school districts and seven charter schools, the following was reported for professional development:

³ According to WIDA, Response to Intervention is a systematic, data-based assessment and intervention framework that seeks to prevent academic and behavioral difficulty for all students through high-quality, research-based instruction, early intervention, and frequent authentic assessment of students’ progress. There are three tiers: Tier I is the Universal/Core instruction of the classroom, Tier II is targeted/supplemental group interventions, and Tier III is strategic/intensive, individualized intervention.

- number of regular and special education teachers who work with ELLs have been trained in one of the sheltered language development programs provided by the district;
 - New Mexico public schools; 2,016 teachers have been trained; and
 - state-chartered charter schools; 51 teachers have been trained;
- number of regular and special education teachers who work with ELLs have been trained in WIDA’s English Language Development (ELD) standards and levels of language proficiency;
 - New Mexico public schools; 2,147 teachers have been trained; and
 - state-chartered charter schools; 25 teachers have been trained;
- number of regular and special education teachers who work with ELLs use the ELD standards and levels of language proficiency to differentiate instruction as a daily practice;
 - New Mexico public schools; 1,280 teachers use the ELD standards and levels of language proficiency to differentiate instruction as a daily practice⁴; and
 - state-chartered charter schools; 41 teachers use the ELD standards and levels of language proficiency to differentiate instruction as a daily practice; and
- number of certified TESOL and bilingual teachers used as an academic language development resource in grade level professional learning communities (PLCs);
 - **Always:** five public schools and three charter schools;
 - **Sometimes:** 15 public schools and two charter schools; and
 - **Never:** three public schools.

With regard to related information, in the fall of 2014-2015, the New Mexico PED website included information regarding professional development offered to districts, and they included:

- *WIDA ELD Standards in Action: Differentiation:*
 - identify academic language demands of the Common Core State Standards (CCSS);
 - utilize resources from the WIDA 2012 ELD standards framework for lesson planning;
 - formulate content and language objectives for instructional lessons; and
 - formulate a plan for instruction that includes appropriate language development supports.
- *ELD Student Data Analysis:*
 - describe the connection between the WIDA Standards Framework, the ACCESS for ELLs assessment, and ACCESS for ELLs scores;

⁴ Albuquerque Public Schools and Las Cruces Public Schools could not determine an exact number but stated that all teachers are required to use the ELD standards and LLP to differentiate instruction.

- explain how ACCESS for ELLs scores can be used in data analysis (scale scores, composite scores, domain scores, and proficiency level scores);
- identify patterns and trends from various data sets;
- synthesize key findings from data to formulate hypotheses within the scope of school/district policies; and
- create a data-informed plan for change grounded in the WIDA Standards Framework.

RELATED BACKGROUND

Bilingual Multicultural Education Programs

The BMEP 2012-2013 report states that New Mexico Title III programs continue to provide instruction in English/Spanish and English/Native American languages. For school year 2012-2013, out of 89 school districts, 62 participated in BMEPs and that Spanish/English language programs were the majority:

- 425 Spanish/English language programs; and
- 86 Native American/English programs.

According to the report, the vision is that New Mexico's children have access to effective bilingual multicultural education programs that provide linguistically responsive, rigorous instructional programming that supports all students, including culturally and linguistically diverse (CLD), ELL, and immigrant students. The goal is for them to become bilingual and biliterate, meet and exceed all content area standards, demonstrate academic excellence, and to become productive and successful members of the community.

New Mexico school districts may offer one or more of the following Bilingual Multicultural Education/Title III programs and they include:

- Dual Language Immersion: All students will be bilingual and biliterate in English and home/second language;
- Maintenance: ELL students will become bilingual and biliterate in English and home language;
- Enrichment: All FEP and English native speakers will become fluent in the home/second language;
- Heritage: All students will become bilingual and biliterate in English and the Heritage language; and
- Transitional: All ELL students will become proficient in English.

World-Class Instructional Design Assessment (WIDA)

In 2009, New Mexico adopted WIDA's English language proficiency assessment, ACCESS, and WIDA's assessment placement test as stated in the BMEP annual report. These assessments are aligned with New Mexico English Language Development (ELD) standards. According to PED, contract with WIDA has been renewed for FY 14 for two years, which can be extended for up to four years (extended year by year). New Mexico is part of the WIDA consortia along with 35 other US state education agencies.

WIDA is a nonprofit cooperative group whose purpose is to develop assessments and standards, and promote educational equity for ELLs. WIDA supports the consortia by providing:

- standards that allow educators to recognize and support their students' academic language development and academic achievement, serving as a foundation for curriculum, instruction, and assessment;
- assessments that build awareness of language learners' strengths and provide valuable information to educators, students, and families. WIDA's assessment design includes built-in supports that allow learners to show what they can do and serves as a model for classroom, school, and district language proficiency assessment;
- professional learning that is sustainable and transformative, focusing on the teaching and learning that supports language learners and their families by building on their strengths. Further, it promotes dynamic collaboration among educators and meaningful student engagement; and
- research that provides timely, meaningful, and actionable results to educators, advancing awareness of the role of language learning in achievement along with the unique traits attributable to language learners. The research design concentrates on supporting data-based decision-making and sound policy throughout education systems.

Screening/BMEP Placement and Reclassification

Reported in the BMEP Technical Manual, children are identified as ELL by screening and assessing for English proficiency and designated for formal English language services if they qualify. This screening and assessment for program qualification determines the students' designation for language support services in school. These students remain classified as ELLs until they meet the state's standards for English proficiency to be reclassified as FEP.

As stated in the BMEP Technical Assistance Manual, students are screened upon registration in grades K-12 by:

1. a language survey form that is filled out to determine primary home language other than English (PHLOTE);
2. administration of the New Mexico English language placement test (W-APT) within 20 days of enrollment;
3. if student scores below the cut score assigned for their grade level cluster then the student is placed in an appropriate BMEP, "stand-alone" Title III program, or academic English language support program to receive instruction in, and the study of, English and the home language of the student (**see Attachment 3**);
4. if student scores at or above the cut score, then the student doesn't qualify for BMEP services (non-PHLOTE) and no further action is required⁵; and
5. parents are notified that their child qualifies for English language services and will be placed in a BMEP, "stand-alone" Title III program, or academic English language support program⁶.

⁵ According to BMEP Technical Manual, all students, including FEP and non-PHLOTE are eligible to participate in a BMEP as enrichment.

⁶ According to the BMEP Technical Manual, parents may refuse services, however, students who have been identified ELL/LEP are still required to take the language proficiency assessment, ACCESS, until reclassified as FEP.

Each year ELLs are assessed for levels of English language proficiency and their language development progress. As noted in the BMEP Technical Manual, they are reclassified as FEP when they have attained a composite score of 5.0 on the English language proficiency assessment, ACCESS. According to PED, it was determined to use the composite score of 5.0 because it correlated to proficiency on the New Mexico Standards-Based Assessment, and it created an objective measurement. When ELLs are reclassified as FEP, these students enter mainstream public education.

**Comparison of Performance of American Indian and Hispanic
by ELL Status and BMEP Participation, SY 2012-2013**

	Math		Reading		Science	
	Count	Proficient and Above	Count	Proficient and Above	Count	Proficient and Above
American Indian	19,523	29.1%	19,544	34.7%	7,164	25.3%
American Indian ELL	5,202	15.3%	5,199	14.8%	1,846	10.5%
American Indian ELL in BMEPs	1,914	15.7%	1,912	17.1%	617	12.0%
American Indian ELL not in BMEPs	3,288	15.0%	3,287	13.4%	1,229	9.8%
American Indian, Non ELL	14,321	34.2%	14,345	41.9%	5,318	30.5%
American Indian, Non-ELL in BMEPs	2,684	37.7%	2,685	46.4%	1,104	26.7%
American Indian, Non- ELL <u>not in</u> BMEPs	11,637	33.4%	11,660	40.9%	4,359	30.1%
Hispanic	117,843	36.8%	117,923	45.9%	42,554	39.0%
Hispanic ELL	23,585	18.6%	23,554	21.1%	7,782	16.0%
Hispanic ELL in BMEPs	11,926	20.5%	11,889	23.5%	3,751	18.1%
Hispanic ELL, <u>not in</u> BMEPs	11,659	16.7%	11,655	18.7%	4,031	14.1%
Hispanic, Non ELL	94,258	41.3%	94,369	52.1%	34,772	44.2%
Hispanic, Non ELL, in BMEPs	13,054	43.1%	13,059	54.3%	4,585	46.4%
Hispanic, Non ELL, <u>not in</u> BMEPs	81,204	41.0%	81,310	51.8%	30,187	43.9%

SOURCE: PED Academic Growth and Analysis Bureau

SOURCE: BMEP 2013-2014 Annual Report

ATTACHMENT 1

Sheltered Instruction Observation Protocol (SIOP):

- Research based and supported by the National Council of Teachers of English;
- Used in various school districts across the U.S. to meet English Language Learner's (ELL) needs for second language acquisition to improve academic English in all content areas while being engaged in second language (L2); and,

SIOP has eight essential components:

- 1) **Content and Language Objectives** clearly stated, displayed and reviewed with students;
- 2) **Build Background** knowledge that explicitly link concepts to students' experience;
- 3) **Comprehensible Input** to accommodate students' level of language proficiency that; clearly explain academic tasks using multiple techniques to convey expectations;
- 4) **Strategies** that provide ample opportunities for students to answer questions or complete tasks;
- 5) **Interaction** to provide frequent opportunities for peer discussion that support language and content objectives;
- 6) **Practice/Application** that provides activities for students to apply content and language knowledge through listening, speaking, reading and writing;
- 7) **Lesson Delivery** that clearly supports content and language objectives for maximum student engagement;
- 8) **Review/Assessment** that provides comprehensive and regular feedback to students on their output and conduct assessment of student comprehension and learning.

Cognitive Academic Learning Approach (CALLA)

- Research based and supported by the National Council of Teachers of English;
- Developing and implementing a curriculum that reflects current national guidelines that prepare students for successful participation in content areas;
- Identify, acquire, and develop materials that promote higher level thinking while still being linguistically accessible to students not yet proficient in English;
- Develop teacher expertise in designing academic language development in content area;
- Involve parents in facilitating their children's academic achievements; and,
- The general framework for CALLA:
 - Instruction that promotes active student participation
 - Native language support
 - Parent involvement
 - Assessment and Evaluation.

Guided Language Acquisition Design (Project G.L.A.D.)

- Research based and supported by Institute of Education Sciences;
- Model of professional development in the area of language acquisition and literacy;
- Promotes English language acquisition, academic achievement and cross-cultural skills;
- Develops meta-cognitive use of high level, academic language and literacy;
- Committed to high expectations and high standards for all students; and,
- Components of G.L.A.D.:
 - Activate and focus on prior knowledge
 - Negotiate meaning from language and text
 - Reading that stresses purpose, joy and skills

Sheltered Language Development Programs

- Direct teaching of concepts
- Writing that stresses the meta-cognitive use of reading and writing as a process
- Language functional environment
- Active participation in all components of the unit, negotiating for meaning, comprehensible output and personal interactions.

Literacy Squared

Literacy Squared is a comprehensive biliterary program that has been designed to accelerate the development of biliteracy in Spanish/English speaking children. It is based on three research-based concepts:

- conducting literacy instruction in Spanish as well as English;
- quality of instruction; and,
- planning instruction to include direct and explicit attention to cross-language connections.

There are five components of Literacy Squared and they include:

- 1) **research:** challenges practitioners to rethink how they design and deliver biliteracy instruction to best capitalize on the students' multiple linguistic resources;
- 2) **assessment:** progress monitoring of the students' developing skills in English and Spanish through ongoing assessment;
- 3) **professional development** to include principals, literacy coaches and school site coordinators as well as for teachers;
- 4) **comprehensive biliteracy model:** the three fundamental instructional components include Spanish literacy, literacy-based ESL, and cross-language connections. Embedded in these four components are oracy (oral language), reading, writing and metalanguage; and,
- 5) **strategies:** to include developing oral language skills in both languages, utilize cross-language skills to increase reading fluency, and validate translation as a constructive endeavor to engage students.

Achievement Inspired Mathematics for Scaffolding Student Success™ (AIM4S³™)

- provides a framework of instructional components that shelters mathematics content to make it comprehensible and accessible to all students
- specific focus on English learners (ELs) and academic language learners
- framework to support teachers in planning and implementing the Common Core State Standards.
- utilized with any mathematics program and is applicable in kindergarten through high school, as well as post-secondary school.
- provides the strategies to allow students to own the language of mathematics, to access the knowledge, and to be fluent in demonstrating their understanding.

Creative Curriculum

The Creative Curriculum for Preschool is based on five fundamental principles:

- 1) positive interactions and relationships with adults provide a critical foundation for successful learning;
- 2) social-emotional competence is a significant factor in school success;
- 3) constructive, purposeful play supports essential learning;
- 4) physical environment affects the type and quality of learning interaction; and,
- 5) teacher-family partnerships promote development and learning.

Sheltered Language Development Programs

Marzano's Six Step Process

- 1) provide a description, explanation, or example of the new term (Include a non-linguistic representation of the term for ELL students);
- 2) ask students to restate the description, explanation, or example in their own words (Allow students whose primary existing knowledge base is still in their native language to write in it);
- 3) ask students to construct a picture, symbol, or graphic representation of the word;
- 4) engage students periodically in activities that help them add to their knowledge of the terms in their notebooks;
- 5) periodically ask students to discuss the terms with one another (Allow native language when appropriate); and,
- 6) involve students periodically in games that allow them to play with the terms.

Expediting Comprehension for English Learners (ExC-EL)

ExC-EL has eight components:

- 1) **Backward Planning:** identify desired end result;
- 2) **Parsing of Text by Teachers:** select most important content and breakdown into smaller segments for separate lessons;
- 3) **Summarization:** write a summary or overview of the unit, lesson, or chapter for students;
- 4) **Background Building:** explore breadth and depth of student understanding;
- 5) **Review:** review previously taught lessons;
- 6) **Explicit Instruction of Vocabulary:** identify tier 1, tier 2, and tier 3 words in lesson;
- 7) **Formulation of Questions:** pose questions that focus students on what is important to know; and,
- 8) **Engagement with Text:** use read-alouds to model comprehension strategies and thinking about the topic.

Table 1
SHELTERED INSTRUCTION/LANGUAGE DEVELOPMENT PROGRAMS (Questions 1-5)

Number of Public Schools Who Use:	SIOP	PROJECT G.L.A.D.	LITERACY SQUARED	CALLA	OTHER
Albuquerque Public Schools	0	24	2	0	All Teachers are trained in Sheltered Instruction
Artesia Public Schools	0	9	0	0	
Cimarron Municipal Schools	0	0	0	0	
Corona Schools	2	0	0	0	
Deming Public Schools	0	8	5	0	Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S Cubed)
Des Moines Schools	0	0	0	0	
Dexter Schools	1	3	0	0	Creative Curriculum and Focus Portfolio
Elida Municipal Schools	0	0	0	0	
Española Public Schools	14	14	0	0	Marzano's Instructional Strategies
Gadsden ISD	0	0	15	15	
Hagerman Municipal Schools	3	0	0	0	
Hobbs Municipal Schools	4	0	0	0	
Jemez Mountain Schools	2	2	0	0	Marzano's Six Step Process
Lake Arthur Municipal Schools	0	0	0	0	

Table 1
SHELTERED INSTRUCTION/LANGUAGE DEVELOPMENT PROGRAMS (Questions 1-5)

Number of Public Schools Who Use:	SIOP	PROJECT G.L.A.D.	LITERACY SQUARED	CALLA	OTHER
					Expediting Comprehension for English Learners (ExC-EL) & Gomez & Gomez Dual Language Enrichment Framework
Las Cruces Public Schools	1	0	0	0	
Los Lunas Schools	0	60	0	0	
Loving Municipal School District	2	2	0	0	
Lovington Municipal Schools	0	0	0	0	
Pecos Independent Schools	2	0	0	0	
Peñasco Independent District	0	3	1	0	
Questa Schools	2	0	0	0	
Rio Rancho Public Schools	2	0	1	0	Sheltered Instruction
Roswell ISD	20	0	0	0	
Roy Schools	0	0	0	0	
Ruidoso Municipal Schools	3	0	0	0	ExC-EL
San Jon	0	0	0	0	
Santa Fe Public Schools	8	12	2	0	
San Jon	0	0	0	0	
West Las Vegas Schools	9	0	0	0	
Total	75	137	26	15	

Table 1
SHELTERED INSTRUCTION/LANGUAGE DEVELOPMENT PROGRAMS (Questions 1-5)

Number of State Charter Schools Who Use:	SIOP	PROJECT G.L.A.D.	LITERACY SQUARED	CALLA	OTHER
Cesar Chavez Community School	1	0	0	0	
Cien Aguas International School	0	1	0	0	
J Paul Taylor Academy	0	0	0	0	
Taos Academy	0	0	0	0	
The GREAT Academy	1	0	0	0	
The International School at Mesa del Sol	1	0	0	0	
Tierra Adentro of NM	1	0	0	0	
Total	4	1	0	0	

Table 2

PROFESSIONAL DEVELOPMENT IN SHELTERED INSTRUCTION/LANGUAGE DEVELOPMENT PROGRAMS AND WIDA'S NM ENGLISH LANGUAGE DEVELOPMENT STANDARDS AND STUDENTS' LEVEL OF LANGUAGE PROFICIENCY (Questions 6-9)

Number of Public Schools.	How many regular and special education teachers who work with ELLs have been trained in any of your English language development programs?	How many regular and special education teachers who work with ELLs have been trained in WIDA's NM ELD standards and levels of language proficiency?	How many regular and special education teachers who work with ELLs use the ELD standards and ELLs levels of language proficiency to differentiate instruction as a daily practice?	How often are your TESOL and/or bilingual teachers used as an academic language development resource in grade level Professional Learning Communities?
Albuquerque Public Schools	500	500	0	Sometimes
Artesia Public Schools	9	15	15	Sometimes
Cimarron Municipal Schools	0	1	0	Never
Corona Schools	0	0	0	N/A
Deming Public Schools	304	200	142	Sometimes
Des Moines Schools	0	0	0	N/A
Dexter Schools	22	22	22	Sometimes
Elida Municipal Schools	0	0	0	N/A
Española Public Schools	60	122	122	Always
Gadsden ISD	525	525	525	Always
Hagerman Municipal Schools	21	21	21	Sometimes
Hobbs Municipal Schools	6	150	25	Sometimes
Jemez Mountain Schools	23	15	23	Sometimes
Lake Arthur Municipal Schools	0	0	6	Always
Las Cruces Public Schools	45	223	0	Sometimes
Los Lunas Schools	100	40	100	Sometimes
Loving Municipal School District	14	4	3	Sometimes

Table 2

PROFESSIONAL DEVELOPMENT IN SHELTERED INSTRUCTION/LANGUAGE DEVELOPMENT PROGRAMS AND WIDA'S NM ENGLISH LANGUAGE DEVELOPMENT STANDARDS AND STUDENTS' LEVEL OF LANGUAGE PROFICIENCY (Questions 6-9)

Number of Public Schools.	How many regular and special education teachers who work with ELLs have been trained in any of your English language development programs?	How many regular and special education teachers who work with ELLs have been trained in in WIDA's NM ELD standards and levels of language proficiency?	How many regular and special education teachers who work with ELLs use the ELD standards and ELLs levels of language proficiency to differentiate instruction as a daily practice?	How often are your TESOL and/or bilingual teachers used as an academic language development resource in grade level Professional Learning Communities?
Lovington Municipal Schools	28	48	48	Sometimes
Pecos Independent Schools	45	45	27	Always
Peñasco Independent District	28	28	6	Never
Questa Schools	13	5	10	Sometimes
Rio Rancho Public Schools	98	98	98	Sometimes
Roswell ISD	82	3	5	Sometimes
Roy Schools	0	0	0	N/A
Ruidoso Municipal Schools	27	27	27	Always
San Jon	0	0	0	N/A
Santa Fe	27	1	1	Sometimes
West Las Vegas Schools	39	54	54	Never
Total	2016	2147	1280	

Table 2

PROFESSIONAL DEVELOPMENT IN SHELTERED INSTRUCTION/LANGUAGE DEVELOPMENT PROGRAMS AND WIDA'S NM ENGLISH LANGUAGE DEVELOPMENT STANDARDS AND STUDENTS' LEVEL OF LANGUAGE PROFICIENCY (Questions 6-9)

Number of State Charter Schools.	How many regular and special education teachers who work with ELLs have been trained in any of your English language development programs?	How many regular and special education teachers who work with ELLs have been trained in in WIDA's NM ELD standards and levels of language proficiency?	How many regular and special education teachers who work with ELLs use the ELD standards and ELLs levels of language proficiency to differentiate instruction as a daily practice?	How often are your TESOL and/or bilingual teachers used as an academic language development resource in grade level Professional Learning Communities?
Cesar Chavez Community Schoool	6			Always
Cien Aguas International School	15	12	12	Always
J Paul Taylor Academy	0	0	0	N/A
Taos Academy	0	0	0	N/A
The GREAT Academy	4	1	4	Always
The International School at Mesa del Sol	2	2	1	Sometimes
Tierra Adentro of NM	24	10	24	Sometimes
Total	51	25	41	

W-APT CRITERIA AND PERFORMANCE DEFINITIONS

STEP	PROCESS				RESULTS
Step 2: Initial assessment of English language proficiency (W- APT)	Administer W-APT to determine whether the student is proficient or non-proficient in English. <u>This must be done within the first 20 days after a student enrolls.</u> Based on W-APT placement criteria, students will be identified as ELL or non-ELL. See below for W-APT placement criteria:				The W-APT Screening Test determines whether the student is proficient or non-proficient in English. Students who score "Non-proficient" on the W-APT are classified as English Language Learners and must be placed/served in a specialized English language program (either as part of the Bilingual Multicultural Education program or a stand-alone English as a Second Language program).
	Grade	Domains	W-APT Score Identifies Student as ELL	W-APT Score Indicating Student is not ELL	
	Kindergarten 1 st Semester	Speaking and Listening	Less than 27	27 or Higher	
	Kindergarten 2 nd Semester	All Four	Listening and Speaking 27 or higher and Reading 14 or higher and Writing 17 or higher	Listening and Speaking 27 or higher and Reading 14 or higher and Writing 17 or higher	
	Grade 1 1 st Semester	All Four	Listening and Speaking 27 or higher and Reading 14 or higher and Writing 17 or higher	Listening and Speaking 27 or higher and Reading 14 or higher and Writing 17 or higher	
	Grade 1 2 nd Semester	All Four	Composite less than 5.0 or any domain less than 5.0	Composite 5.0 or higher and no domain less than 5.0	
	Grades 2 nd - 12 th 1 st and 2 nd Semester	All Four	Composite less than 5.0 or any domain less than 5.0	Composite 5.0 or higher and no domain less than 5.0	
	Note: There is not a composite score for the current Kindergarten W-APT.				

W-APT SCORES AND DEFINITIONS

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.

Kindergarten 1st semester assesses for oral language proficiency (listening and speaking). The student's possible baseline scores are as follows:

- 0-10 Low oral language proficiency;
- 11-18 Mid oral language proficiency;
- 19-28 High oral language proficiency; and,
- 29-30 Exceptional oral language proficiency.

Kindergarten 2nd semester assesses for all four domains of language; listening, speaking, reading, and writing. Oral language proficiency is scored same as first semester and reading and writing are scored based on different criteria. The two scores are compared to come up with a baseline score to determine a cut score for program qualification. The reading baseline scores include:

- 0-2 does not demonstrate kindergarten reading skills;
- 3-5 able to match simple pictures with one another;
- 6-10 able to recognize letters;
- 11-12 able to recognize site words;
- 13 able to read simple phrases; and,
- 14-15 read simple sentences.

The writing baseline scores include:

- 0-3 does not demonstrate ability;
- 4-7 able to copy letters;
- 8-11 able to copy simple words and initial letter;
- 12-14 able to write simple words;
- 15-16 able to write simple phrases; and,
- 17-18 able to write simple sentences.

Grade clusters 1-12 are assessed in all four domains of language; listening, speaking, reading and writing. The student's possible baseline scores for levels of language proficiency (LLP) include:

- Level 1 – Entering;
- Level 2 – Beginning;
- Level 3 – Developing;
- Level 4 – Expanding;
- Level 5 – Bridging; and,
- Level 6 – Reaching