

**NEW MEXICO PUBLIC
EDUCATION DEPARTMENT
BILINGUAL MULTICULTURAL EDUCATION**



**ACCOUNTABILITY REQUIREMENTS
FOR DISTRICTS (LEAS) NOT MEETING ANNUAL
MEASURABLE ACHIEVEMENT OBJECTIVES
(AMAOS)**

INTRODUCTION

The purpose of this document is to guide LEAs not meeting Annual Measurable Achievement Objectives (AMAOs), which include progress towards and attainment of English language proficiency and academic achievement (AYP).

This document includes:

- a glossary of important terms;
- an outline of Accountability Requirements for PED and LEAs;
- a self-evaluation checklist to facilitate the improvement process;
- a form to report the LEA improvement plan; and
- a sample parent notification letter in English and Spanish.

IMPORTANT ACRONYMS/TERMS TO REMEMBER

AMAOs: Annual Measurable Achievement Objectives

AYP: Adequate Yearly Progress

BMEB: Bilingual Multicultural Education Bureau

ELL: English Language Learner

LEP: Limited English Proficient

FEP: Fluent English Language Proficient

LEA: Local Educational Agency- School District

NCLB: No Child Left Behind

NMELPA: Approved New Mexico English Language Proficiency Assessment

NMPED: New Mexico Public Education Department

OELA: Office of English Language Acquisition

SEA: State Educational Agency

SBEP: State Bilingual Education Programs

**New Mexico Public Education Department
Bilingual Multicultural Education Bureau**

Title III Part A

**Accountability Requirements for Districts (LEAs) Not Meeting Annual Measurable
Achievement Objectives (AMAOs)***

<p align="center">Year 1 2003-04</p>	<p>LEA notifies parents of ELL/LEP students of the school's failure to meet AMAOs. This notification must be made in writing within 30 days of LEA's receipt of notification of failure to meet AMAOs.</p>
<p align="center">Year 2 2004-05</p>	<p>LEA notifies parents of ELL/LEP students of the school's failure to meet AMAOs. This notification must be made in writing within 30 days of LEA's receipt of notification of failure to meet AMAOs.</p> <p>LEA conducts self-evaluation (needs assessment) to determine reasons for not meeting AMAOs.</p> <p>LEA begins developing an improvement plan that addresses the objective(s) not met and the factors that prevented the LEA from achieving the objective(s).</p> <p>NMPED provides technical assistance to the LEA to enable the LEA to meet the AMAOs.</p> <p>NMPED develops, in consultation with the LEA, professional development strategies and activities that the LEA will use to meet AMAOs.</p> <p>NMPED develops, in consultation with the LEA, an improvement plan to incorporate strategies and methodologies, based on scientifically-based research, to improve the specific program or method of instruction provided to ELL/LEP students.</p>
<p align="center">Year 3 2005-06</p>	<p>LEA notifies parents of ELL/LEP students of the school's failure to meet AMAOs. This notification must be made in writing within 30 days of LEA's receipt of notification of failure to meet AMAOs.</p> <p>LEA implements improvement plan.</p> <p>NMPED monitors the implementation of the LEA improvement plan.</p> <p>LEA implements professional development strategies, if appropriate.</p> <p>LEA incorporates strategies and methodologies to improve the program of instruction provided to ELL/LEP students, if appropriate.</p>

Year 4 2006-07	<p>LEA notifies parents of ELL/LEP students of the school's failure to meet AMAOs. This notification must be made in writing within 30 days of LEA's receipt of notification of failure to meet AMAOs.</p> <p>NMPED requires the LEA to modify the curriculum, program, and/or method of instruction; or NMPED determines whether the LEA will continue to receive Title III funds, and requires that the LEA replace education personnel relevant to the LEA's failure to meet AMAOs.</p>
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The Title III statute, relating to parental notification [P.L. 107-110, Section 3302(b)(c)], and to Achievement Objectives and Accountability [P.L. 107-110, Section 3122(b)] can be accessed at <http://www.ped.state.nm.us/div/learn.serv/Bilingual/dl/rpt107.334titleiii.pdf>

*Years are counted consecutively. If, after implementing an improvement plan, an LEA meets the AMAOs in the next year, the LEA will begin with a fresh start.

**New Mexico Public Education Department
Bilingual Multicultural Education Bureau**

**Self-Evaluation Checklist for Programs Serving English Language Learner (ELL)/
Limited English Proficient (LEP) Students**

Purpose of This Instrument: To facilitate the Self-Study Process and Development of the District's Improvement Plan

To be completed by: District and school leaders, Bilingual Multicultural Ed./Title III staff, parents, etc.

Title III- NCLB

State Bilingual Multicultural Education

District:	School:	Date:		
Principal:		Bilingual Multicultural Ed./Title III Director:		

I. Demographic Information

	Fully Aware	Partially Aware	Not Aware	Comments
1. Size of the school district (may include number of schools)				
2. District total enrollment				
3. District's ethnic diversity				
4. Number of ELL/LEP students enrolled in the school district				
5. Number and percent of ELL/LEP students in Special Education				
6. Number and percent of ELL/LEP students in the Talented and Gifted program				
7. Number of TESOL/Bilingual Education endorsed teachers				

II. ELL/LEP Student Performance on Language and Academic Achievement

	Fully Evident	Partially Evident	Not Evident	Comments
1. Number and percent of ELL/LEP students progressing to a higher proficiency level (AMAO criterion 1: Making Progress in English Language Proficiency)				
2. Number and percent of ELL/LEP students attaining proficiency (AMAO criterion 2: Attaining Proficiency in English)				
3. Number and percent of ELL/LEP students attaining academic proficiency on the New Mexico State Assessment (AMAO criterion 3: ELL/LEP Subgroup Performance – Adequate Yearly Progress)				
4. Number and percent of students on monitoring status Year 1 who scored Proficient in academic performance and short cycle assessment				

5. Number and percent of students on monitoring status Year 2 who scored Proficient in academic performance and short cycle assessment				
6. Number and percent of students scoring below proficiency level in academics				
7. Number and percent of students who have been re-entered into the ESL/ELD program from monitoring status				

III. Identification and Assessment of ELL/LEP Students

	Fully Evident	Partially Evident	Not Evident	Comments
1. Is a home language survey administered to all students?				
2. Has the district established procedures for identifying PHLOTE students?				
3. Are ELL/LEP students identified <u>within 30 days</u> at the beginning of the school year? Or, if entering later during the school year, <u>within 2 weeks</u> ?				
4. Are procedures included for notifying parents of newly-enrolled students within the first 30 days in a language that the parents understand? Does the notification explain the availability and types of program services and other options for ELL/LEP students?				
5. Are all ELL/LEP students assessed annually for English proficiency?				
6. Is the staff that administers the English language assessment trained to do so?				
7. Are the test windows consistently followed in order to demonstrate accurate annual growth?				
8. Are clear procedures evident to collect and disseminate the English language proficiency test data/results to teachers and parents?				
9. Is test security strictly followed?				
10. Are accommodations procedures in place, known by all staff, and followed (e.g., SAT determination, implementation in the classroom prior to assessment, documentation of SAT determination).				
11. Are procedures in place to ensure that assessment data will be used to make decisions about instruction, so that ELL/LEP students can meet Annual Measurable Objectives and Adequate Yearly Progress?				

IV. Information on Instructional Program

	Fully Evident	Partially Evident	Not Evident	Comments
1. Are language instruction program models to educate ELL/LEP students clearly defined and implemented (e.g., Dual Language, Maintenance, Transitional,				

Heritage, English as a Second Language models, etc.)?)				
2. Is the educational approach chosen by the district/school recognized by experts in the field as a legitimate educational strategy to ensure that ELL/LEP acquire English language proficiency and are provided meaningful access to the educational program?				
3. Are the educational goals of the district's program of services for ELL/LEP described and included in the district/school Educational Plan for Student Success (EPSS)?				
4. Are recommended procedures and instructional strategies - to effectively serve ELL/LEP students – clearly visible, integrated and aligned in the district/school's EPSS?				
5. In the instructional program plan, is there a measurable goal for English language proficiency, based on AMAO targets?				
6. In the instructional program plan, is there a measurable goal for mastery of subject matter content, based on the AYP targets?				
7. In the instructional program plan, are written guidelines and procedures included so as to ensure that all ESL/ELD district services are provided to all ELL/LEP students?				
8. Does the instructional plan follow state standards and criteria for the amount and types of services to be provided? Does it include a process to decide on the appropriate amount and types of services to be provided?				
9. Is there a written curriculum scope and sequence for ESL/ELD instruction?				
10. Is the instruction for other content areas: a) Aligned with ESL/ELD standards? b) Implementing ESL/ELD instructional methods and strategies?				
11. Are adequate and appropriate instructional materials available for ELL/LEP student use in: a) classrooms, b) libraries, and c) labs?				
12. If there are any variations in the district's program of services provided to different schools or grade levels, are the variations described by school and grade level? Is there a process for school-site input to be made in the review and revision of these variations?				

V. Staffing and Professional Development

	Fully Evident	Partially Evident	Not Evident	Comments
1. Does the district utilize stated methods and criteria to ensure that all staff is qualified to provide services to ELL/LEP students?				
2. Are clearly-defined steps taken by the district to recruit and hire qualified staff for its ESL/ELD program?				
3. Has professional development training been provided for: a) All professional staff who work with ELL/LEP students? b) Paraprofessionals who work with ELL/LEP students?				
4. Is there a clearly defined process to identify the professional development needs of the staff?				
5. Is there a process to evaluate (including a description of the tools to be used in the evaluation) whether or not the professional development program has a lasting impact on teachers' performance in the classroom?				
6. Does the professional development program have sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom?				

VI. Re-assessment, Re-classification and Exit of ELL/LEP Students

	Fully Evident	Partially Evident	Not Evident	Comments
1. Are procedures for re-assessment, reclassification, and exiting of ELL/LEP students clearly defined?				
2. Are procedures in place to notify classroom teachers of the re-classification and exiting of students from the district's ESL/ELD program?				
3. Are procedures for monitoring students who have exited from ESL/ELD services clearly articulated and reported back to teachers?				
4. Are procedures for re-admitting monitored students into the district's ESL/ELD program clearly defined?				

VII. Equal Access for ELL/LEP Students to Other School District Programs

	Fully Evident	Partially Evident	Not Evident	Comments
1. Is there a clearly-defined and commonly-known method for identifying Special Education and Talented and Gifted students who are also ELL/LEP?				
2. Is there a clearly-defined description of the process and steps taken by the district/school to ensure that				

ELL/LEP students have an equal opportunity to participate in extracurricular, academic and non-academic activities?				
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VIII. Parent and Community Involvement/Parent Notification

	Fully Evident	Partially Evident	Not Evident	Comments
1. Is language-appropriate notice made to parents of ELL/LEP regarding all school activities and information sources (e.g., student progress reports, school schedules, information provided in student handbooks, extracurricular activities, special meetings and events such as PTA meetings and fund-raising events, etc.)?				
2. Are the notification procedures sufficient so that parents can make well-informed educational decisions about the participation of their children in the district's ELL/LEP program and other service options for parents?				
3. Are parents notified annually of student progress in English language proficiency and academic achievement?				
4. Are parents notified annually of school Annual Measurable Achievement Objective Results?				
5. Are parents involved in developing the Improvement Plan if the school fails to meet the AMAOs?				
6. Are processes in place by which ELL/LEP and their parents are notified of the available programs and activities in the school district?				
7. Are professional development opportunities available to parents to assist their children to become proficient in English (ESL classes, literacy, GED, technology)?				
8. Are there both process and procedures to inform parents of their child's placement and progress in the district's ESL/ELD program?				
9. Is there a clearly defined process to ensure that parents of ELL/LEP and other community members play a role in ESL/ELD program decisions?				
10. Is student achievement and language proficiency data shared with students, parents and community?				
11. Is there a clearly defined process to communicate NCLB-related information to parents?				

IX. Program Evaluation, Review and Improvement

	Fully Evident	Partially Evident	Not Evident	Comments
1. Do Improvement Plan goals address expected progress in English language development and subject matter instruction? (I.e., satisfying AMAO Criteria:				

<p>AMAO 1: Making Progress in English, AMAO 2: Attaining English Proficiency, and AMAO 3: Adequate Yearly Progress.)</p>				
<p>2. Does the evaluation include the identification of the factors that prevented the district/school from achieving the AMAOs?</p>				
<p>3. <u>Comprehensive Scope</u>: Does the evaluation cover all elements of an ESL/ELD program, including:</p> <ul style="list-style-type: none"> a) Program implementation practices? b) Student performance results? <p>Program implementation may include identification of potential ELLs, assessment of English language proficiency, serving all eligible students, providing appropriate resources consistent with program design and student needs, implementing transition criteria, reviewing number of years student is in the ESL/ELD program, etc.</p> <p>Student performance results may include student progress in English language development and academic progress consistent with the district's own goals.</p>				
<p>4. <u>Information Collection Method</u>: Do information collection practices support a valid and objective appraisal of program success? For example:</p> <ul style="list-style-type: none"> a) Is the use of observational information considered as well as a review of records? b) Is appropriate data maintained so that the success of district programs can be measured in terms of student performance? c) Is the data organized and accessible that enables district/school/ teachers to evaluate student performance outcomes over time, and to follow the performance of students after they have transitioned from the ESL/ELD program? 				
<p>5. <u>Review of Results</u>: Does the evaluation process result in sufficient information to enable the district to determine whether the program is working, and to identify any program implementation or student outcome concerns that require improvement?</p>				
<p>6. <u>Plan for Modification/Continuous Improvement</u>: Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluation process? Does this process take into account information provided by stake-holders and persons responsible for implementing recommended changes?</p>				

7. <u>Ongoing Review</u> : Is the program evaluation ongoing and sufficiently frequent to allow the district to promptly identify and address concerns with the district's ELL program?				
8. Is a list maintained of activities or practices that have been dismissed because they were not effective? Are reasons provided explaining why those activities were not effective?				
9. Are new activities or practices - based on research – identified and planned into the instructional program?				



**LOCAL EDUCATION AGENCY IMPROVEMENT PLAN
FOR MEETING
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES**

Note: The improvement plan may be included as part of the Educational Plan for Student Success (EPSS).

District/School: _____

AMAO Objectives Not Met	Factors Hindering Achievement of Objectives	Strategies/Activities	Timeline	Responsible	Expected Outcomes

Principal: _____

Bilingual Director: _____

Note: Complete the self evaluation checklist before preparing this Improvement Plan.

Principal's Signature: _____

Date: _____

Bilingual Director's Signature: _____

Date: _____

SAMPLE OF PARENT NOTIFICATION LETTER

<Insert School District Header>

<Insert Date Letter Sent (no later than 30 days after notification of failure to meet AMAOs)>:

TO PARENTS OF ENGLISH LANGUAGE LEARNERS/LIMITED ENGLISH PROFICIENT (ELL/LEP) STUDENTS ATTENDING <insert name of school>:

For districts that receive Title III funding for English Language Acquisition programs, there are accountability requirements for ELL/LEP students called Annual Measurable Achievement Objectives (AMAOs).

The New Mexico Public Education Department (NMPED) is required by the No Child Left Behind (NCLB) Act of 2001 to identify and notify districts and schools not meeting the AMAO targets for ELL/LEP students. On <insert date>, the NMPED notified the school district administration that <insert name of school> did not meet one or more of the following AMAOS:

- ELL student Making Progress in learning English – AMAO #1
- ELL students Attaining English Proficiency – AMAO #2
- ELL students Achieving Academic Proficiency (AYP) – AMAO #3

The district and the school are required to notify parents of ELL/LEP students if one or more of the AMAO targets were not met for any school year.

If the school failed to meet any AMAOs for two consecutive years, the school and district are required to write an improvement plan to address the causes for not meeting the AMAOs. The Federal Law requires districts/school to involve parents in the development of their local plans. If you are interested in becoming more involved in this process, or you would like more information about AMAO results, please contact <please insert name of district/school official and contact information>.

For more information about Title III, Part A accountability requirements, please visit the NMPED's NCLB web site at <http://www.ped.state.nm.us/div/lear.serv/Bilingual/index.html>. If you do not have internet access, please call the contact person listed at the end of this letter and the information will be provided to you.

Sincerely,

<Insert Signature

Title

Address

Contact Information>

**CARTA DE NOTIFICACION A LOS PADRES POR NO LOGRAR LOS OBJETIVOS
ANUALES DE INGLES –AMAOs (Un Ejemplo)**

<Utilice carta oficial del distrito>

<Escriba la fecha en que la carta será enviada> (No mas tarde que 30 días de que el distrito/escuela ha sido notificada de no haber logrado los AMAOs).

Los distritos que reciben dinero de los programas de Título III para los estudiantes que están aprendiendo inglés (ELL/LEP) deben lograr niveles de competencia llamados Objetivos Anuales de Inglés (AMAOs por sus siglas en Inglés).

El Departamento de Educación Pública de Nuevo México (NMPED por sus siglas en Inglés) es requerido por ley federal de Que Ningún Niño se Quede Atrás (NCLB por sus siglas en Inglés) de identificar y notificar a los distritos/escuelas que no logren los AMAOs para los estudiantes que están aprendiendo Inglés. El <escriba la fecha>, el NMPED informó a los administradores del distrito que <escriba nombre de la escuela> no logró uno o más de los siguientes AMAOs:

- Progreso de los Estudiantes ELL/LEP Aprendiendo inglés- AMAO #1
- Estudiantes ELL/LEP que han Aprendido Inglés- AMAO #2
- Progreso Anual Adecuado (AYP por sus siglas en inglés) de los Estudiantes ELL/LEP- AMAO #3

La ley de NCLB requiere que el distrito/la escuela notifique a los padres de los Estudiantes Aprendiendo Inglés si uno o más de los AMAOs no son logrados en cualquier año académico.

Si la escuela no logra alcanzar cualquier de las metas de los AMAOs por dos años consecutivos, la escuela y el distrito tienen que escribir un plan para responder a las causas por las cuales los AMAOs no fueron alcanzados. NCLB también requiere que los distritos y las escuelas involucren a los padres en el desarrollo de los planes locales. Si usted está interesado(a) en participar en este proceso, o si quiere mas información sobre los resultados de AMAOs, por favor comuníquese <escriba el nombre del representante oficial del distrito/escuela y la información de contacto>.

Si usted necesita mas información sobre los programas de Título III, Parte A sobre los requisitos de AMAOs, por favor visite la página de Internet <http://www.ped.state.nm.us/div/learn.serv/Bilingual/index.html>. Si no tiene acceso a la Internet, por favor llame a la persona indicada al final de esta carta para que le de la información que usted necesita.

Cordialmente,

<Escriba el nombre/ firma>

Título

Dirección