

Louisiana Believes

Servicing English Language Learners
LASAFAP Conference

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Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

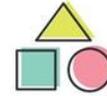
While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

Every day in Louisiana, educators are committed to ensuring that *every child and school* has the opportunity to grow and thrive.



As a result of this vision, Louisiana has a relentless focus on these four areas:



**Unified Early
Childhood Systems**



Academic Alignment



**Teacher and
Leader Preparation**



**Pathways to
College or a Career**

Theory of Change

Professional Development:
High-quality, standards-aligned training for every level of the system.

Assessment: A comprehensive, quality assessment system aligned to the Louisiana Student Standards.



Standards and Curriculum: The highest quality materials are the easiest to access.

In order to reach this goal,
every day, students in Louisiana should...



build knowledge
of the world,

+



read
meaningful texts,

+

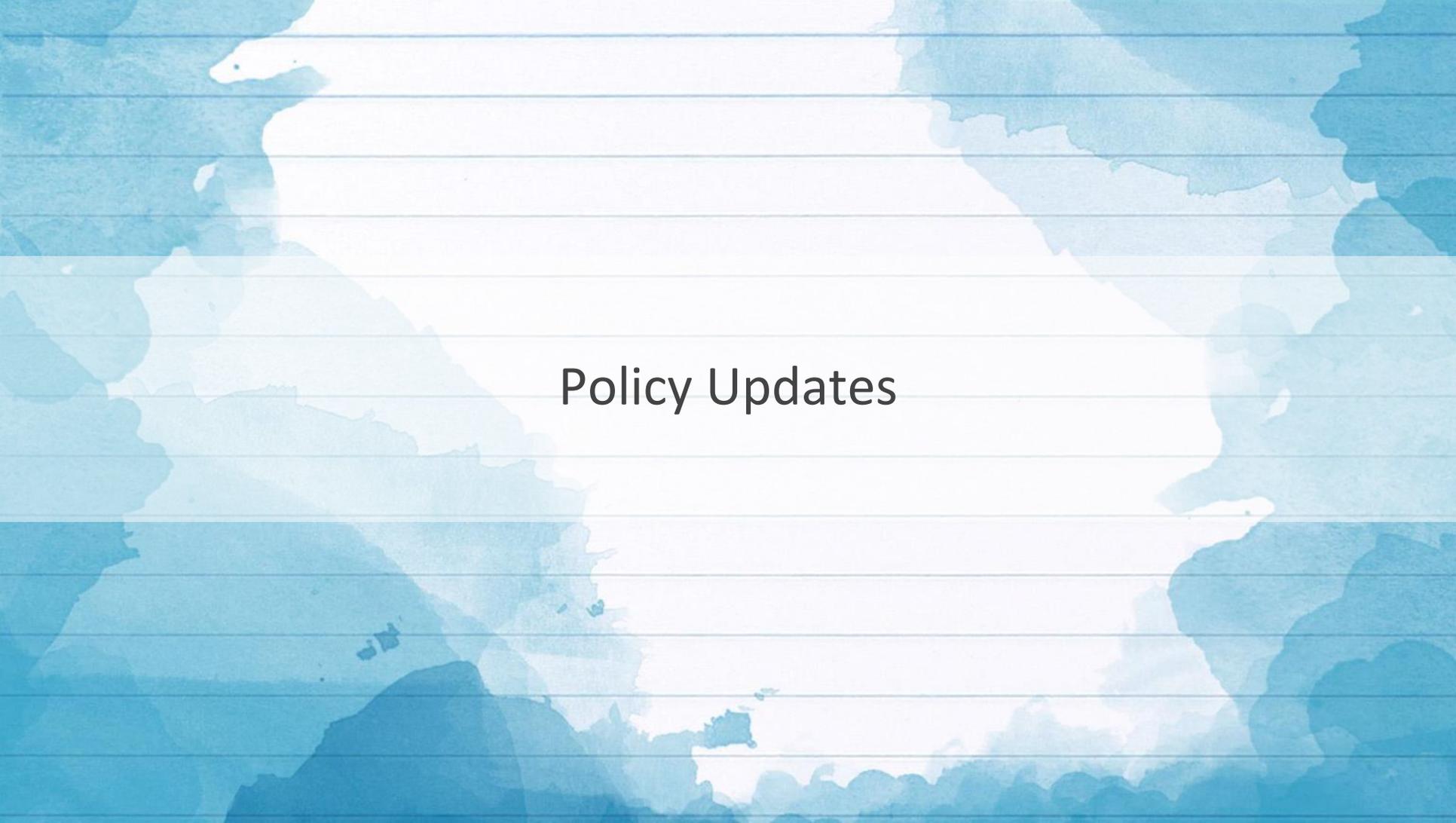


express ideas through
writing and speaking, and

+



solve
complex problems.

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Policy Updates

EL Policy Updates: Bulletin 111

Bulletin 111:

C. Accommodations for the English Language Proficiency Test (ELPT) must be documented on a student's Individual Education Plan (IEP), or Individual Academic Plan (IAP) no later than 30 days prior to the opening of the testing window.

D. Students with disabilities who are unable to meet the above exit criteria after four years or more in EL status, and whose disability impacts language acquisition, may be reclassified and exempt from future ELPT participation, but will be required to take statewide assessments. In such cases, the IEP team determines that the student's disability directly impacts language acquisition; then, the student's reclassification and exit is decided by consensus of the members of the School Building Level Committee (SBLC). Students with significant cognitive disabilities who meet the participation criteria for LEAP Connect may be reclassified and exited sooner until such time as an alternate ELPT is available.

EL Policy Updates: Bulletin 741

Bulletin 741: (These are the highlights)

D. LEAs must identify within thirty (30) days of school enrollment students in need of specialized language assistance programs. The state approved standardized entrance and exit must be followed, as referenced in LAC 28:CXI.

G. In addition to offering equal access to the core curriculum, LEAs must provide ELs with equal opportunities to participate meaningfully in all programs and activities, whether curricular, co-curricular, or extracurricular.

I. LEAs have the obligation to communicate meaningfully with parents who have limited English proficiency skills and to adequately notify them of information about any program, service, or activity called to the attention of non EL parents. LEAs must have a process to identify parents with limited English skills and provide them with free and effective language assistance, such as translated materials or an appropriate and trained interpreter.

EL Policy Updates: Bulletin 118

Bulletin 118:

A. English Learners (EL) are to be identified through a two-step standardized process:

1. Upon enrollment in school, parents or custodians are provided with a Home Language Survey (HLS) designed to identify which students are potential English Learners and therefore require an assessment of their English language proficiency.
2. If an assessment is required, LEAs must administer the English Language Proficiency Screener (ELPS), which assesses proficiency in all four language domains – speaking, listening, reading, and writing – within 30 days

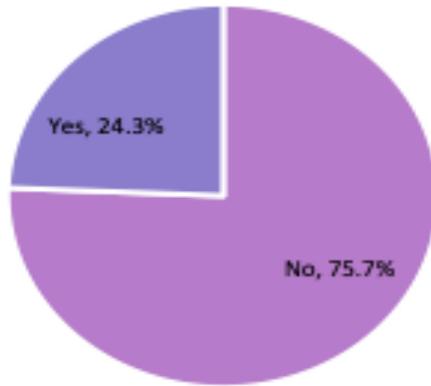
A watercolor-style map of the United States, rendered in various shades of blue. The map is centered on the page, with the text overlaid on it. The colors range from light, almost white, to deep, dark blues, creating a textured, artistic effect.

English Learner State Data Profile

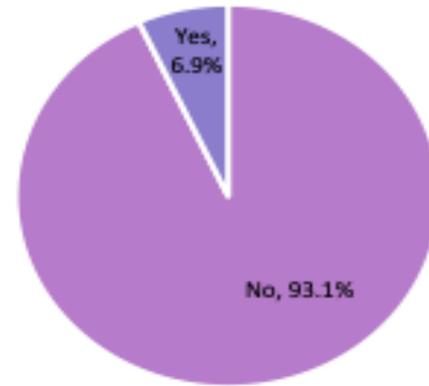
State-Wide Demographics: Number of Years Served

The majority (76%) of ELs are NOT newcomers, nor are they Long-Term ELs (93%)

**2018-2019 ELPT Participants
First Year ELL**

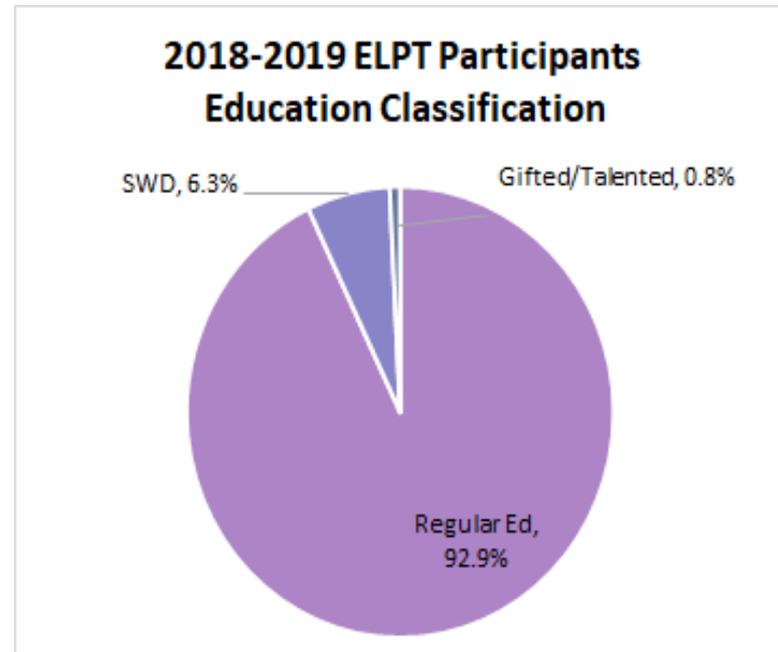
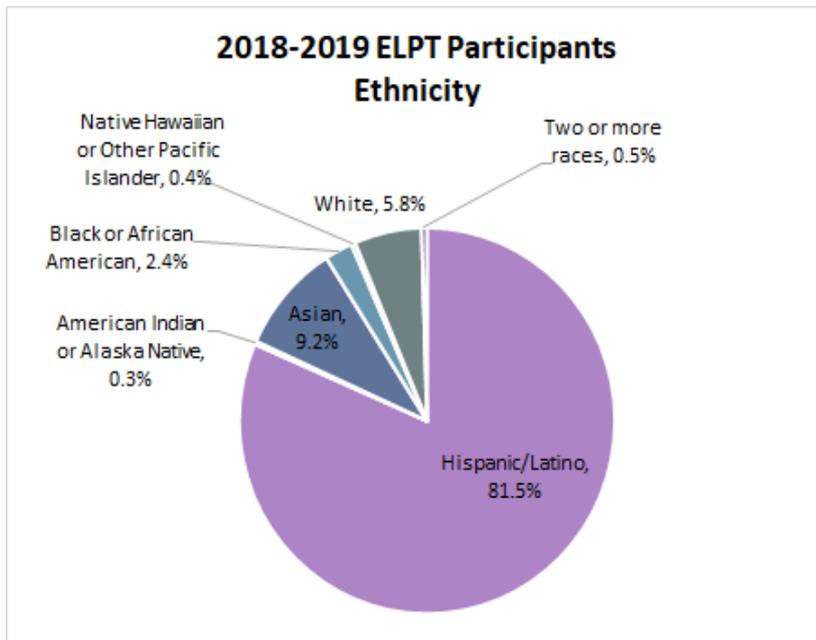


**2018-2019 ELPT Participants
EL More than 7 Years**



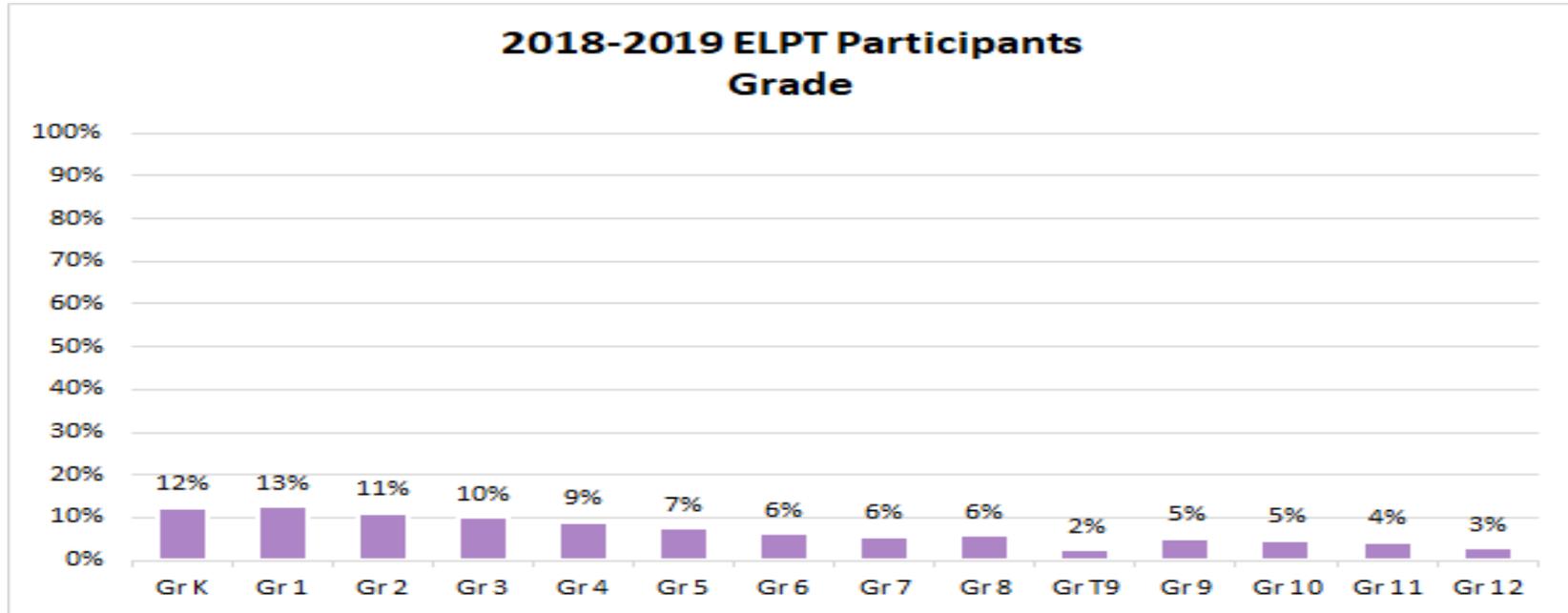
State-Wide Demographics: Ethnicity and Education Classification

81% of ELs are Hispanic/Latino and 93% are classified as regular education.



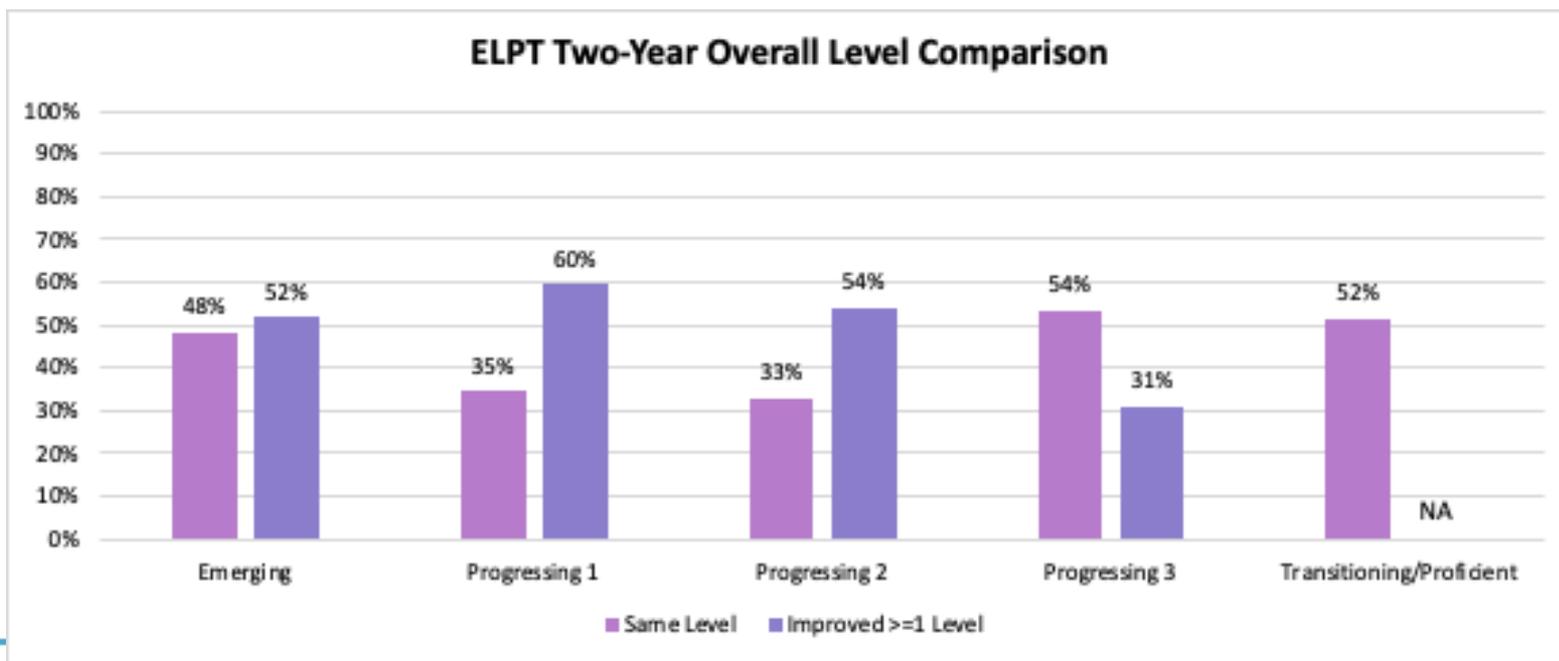
State-Wide Demographics: ELPT Participants by Grade

Close to 50% of ELs are in grades K-3



Language Proficiency: State-Wide EL Growth As Measured By ELPT

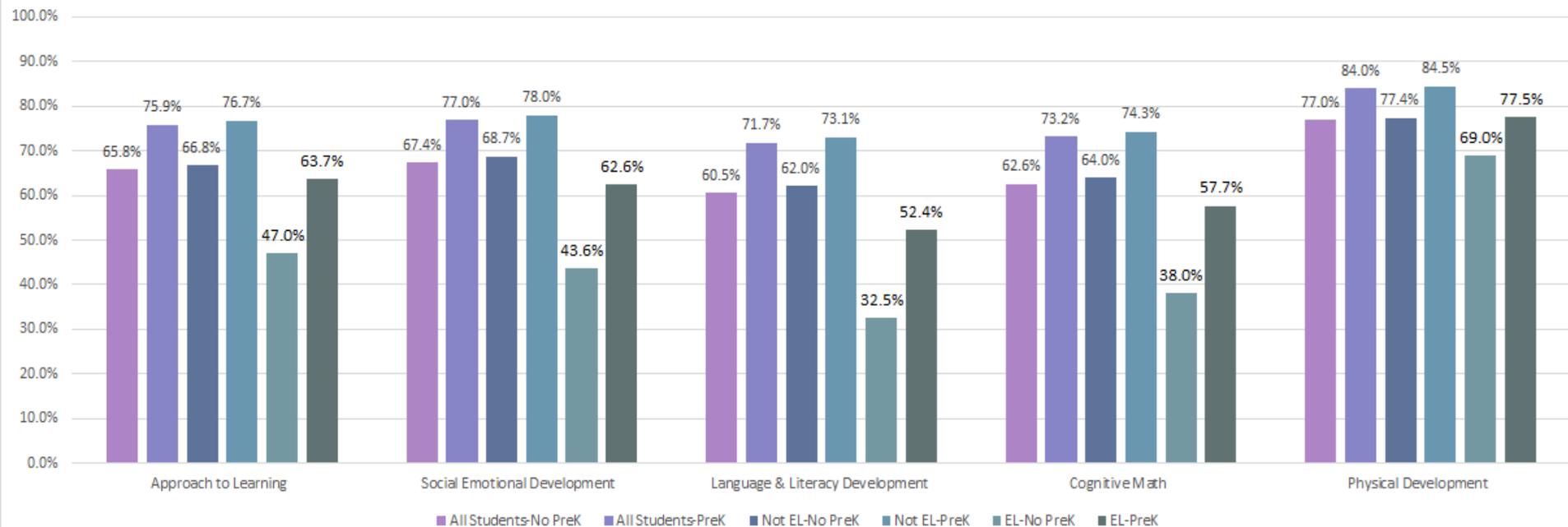
In general, ELs are showing growth in language proficiency, but not at all levels and not quickly enough.



What Do We Know About English Learners and PreK?

English Learners (EL) attending PreK consistently performed better on all 5 KEA domains than those who did not attend PreK.

Kindergarten (EL and PreK Status) K-readiness on KEA Domains



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Community of Practice Initiative

Key Challenges Specific to English Learners

- English Learners are not homogenous. They come from diverse backgrounds and cultures, speak different languages and have diverse educational experiences and expectations.
- English Learners enter our school system at varying levels of English language proficiency.
- Some English Learners enter our school system with needs beyond language acquisition, including trauma in some cases.
- Many teachers often feel unprepared and often assume that they cannot teach content to English Learners if they do not speak the same language.
- Some EL teachers/instructional specialists lack content knowledge and provide language support services that are disconnected from or in isolation from core content.
- It's difficult to engage the families because many feel there might be too much unwanted scrutiny.

EL Community of Practice: Focus Areas

Focus Area 1:	Using screening and assessment data to build a district EL profile
Focus Area 2:	Planning for high quality instruction and supports
Focus Area 3:	Engaging families effectively
Focus Area 4:	Monitoring and evaluating the effectiveness of EL programming

LDOE has started a series of professional development sessions called the EL Community of Practice. EL supervisors from across the state will come together throughout to develop deeper understanding of the four focus areas. Meetings began this month.

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Supporting EL Program

Civil Rights Requirements

- A. Districts must have language assistance programs and services that meet both civil rights requirements and that best meet needs of their EL population. To meet civil rights requirements, program must meet following three criteria established in *Castaneda v Pickard*:
1. Services and programs must be based on educational theory recognized as sound by experts in the field or considered a legitimate experimental strategy;
 2. Services and program must have resource and personnel support necessary for effective implementation;
 3. Services and program must succeed in reducing student language barriers within a reasonable period of time.
- B. Under *Lau v Nichols*, districts have the responsibility to ensure ELs have equal access to education.

A school district must provide a core EL program prior to utilizing Title I and Title III funds

EL Program Models

EL Coach-specifically trained EL specialist works with content teachers to identify individualized targeted language supports while ELs remain in their content classrooms

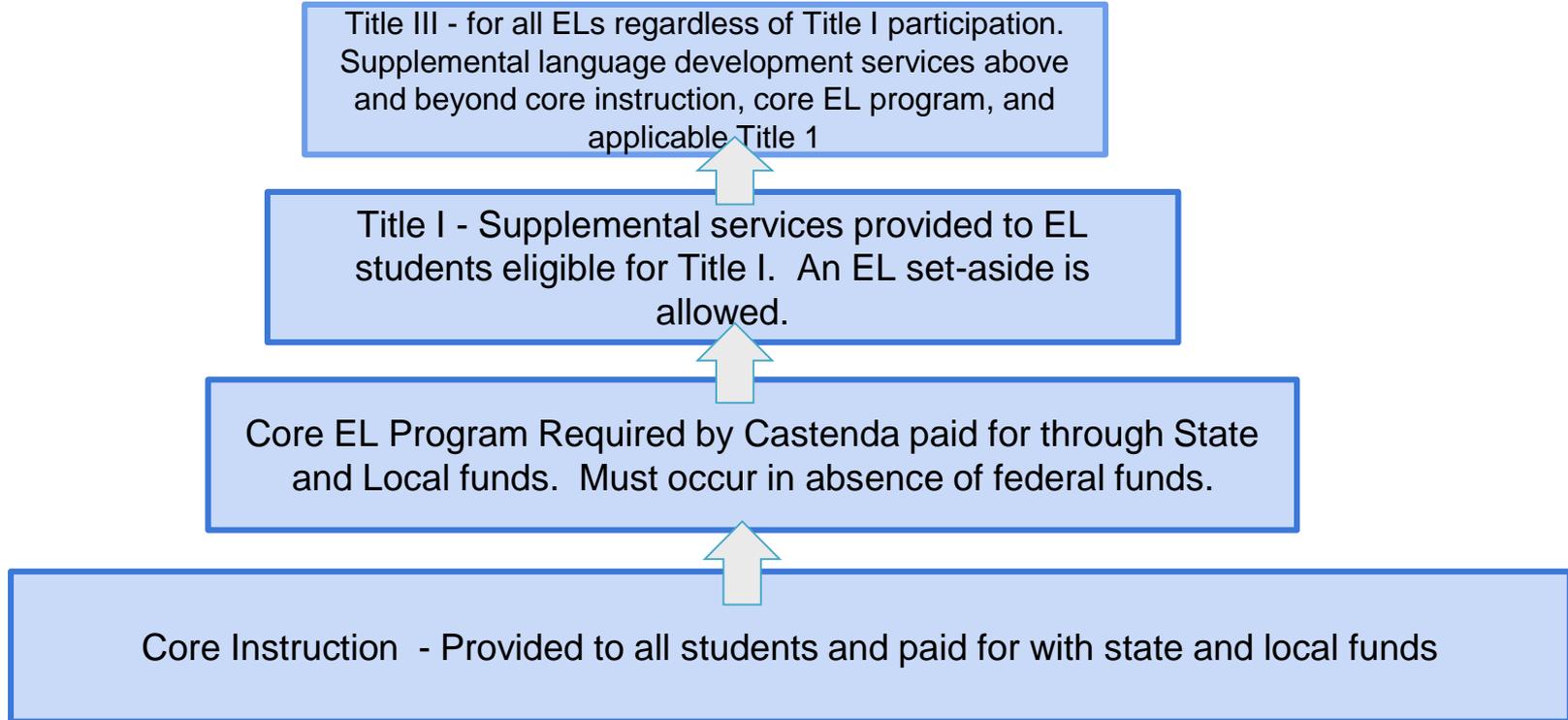
Two-Way Immersion-integrates native English speakers and native Spanish speakers with the goals of promoting high academic achievement, first and second language development and cross-cultural understanding for all students

Content Based English Instruction-utilizes subject matter concepts as the context for language learning, allowing development of English proficiency in the four language domains (listening, speaking, reading and writing) in a purposeful and meaningful manner.

Common EL Programs

1. English as A Second Language (ESL)
 - Frontloading content
 - Academic vocabulary
2. Structured English Immersion (SEI)
 - Content based EL instruction
 - EL Coaches
3. Dual Language Immersion or Two-Way Immersion
 - Follows a specific teaching model (starts in Prek/K and 90/10)
4. Newcomer Program for new arrivals and/or students with interrupted formal education (SIFE)
 - Intensive English program

Using Title Funds to Supplement Core EL Program



Title III

Title III Sub-Grantees must use funds to:

1. Increase the English proficiency of EL by providing effective, supplemental language instruction educational programs;
2. Provide high-quality effective professional development to classroom teachers (including Early Learning Program staff and teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community based organizational personnel, that is:
 - ▶ designed to improve the instruction and assessment of EL;
 - ▶ designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instructional strategies for EL;
 - ▶ able to demonstrate the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - ▶ of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom,

Title III Continued

3. Conduct parent, family, and community engagement, in addition to the required uses of funds for supplementing language instruction educational programs for EL and providing professional development to teachers and school leaders.

Some Additional Authorized uses:

- ▶ Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services;
- ▶ Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education;and
- ▶ Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families to improve the English language skills of ELs, and to assist parents and families in helping their children improve their academic achievement and become active participants in the education of their children.

English Learners in Accountability

Students who are identified as EL in SIS are required to participate in the LEAP 2025 assessments and the ELPT.

1. In 2018-2019 and beyond, all EL students are included in the LEAP 2025 progress index (growth to mastery) when they have two years of eligible test scores (Grade 3 LEAP to Grade 4 LEAP).
2. As in the past, the LEAP scores will not be included in the traditional assessment index for newly arrived English learners for the first two years that they are in a US English-speaking school (traditional model is Advanced=150, Mastery=100, etc.)
3. Beginning with the 2020 school performance score, growth on the ELPT will be included in the assessment index.

Students are included in the subgroup score using the same rules as school performance scores.

English Learners in Accountability

Students who are identified as EL in SIS are required to participate in the LEAP 2025 assessments and the ELPT.

- Beginning with the 2020 school performance score, progress points on the ELPT will be included in the assessment index.
 - The EL points for students in grades K-8 are weighted as 6 units.
 - The EL points for students in high school are weighted as 2 units.
- As in the past, the LEAP scores will not be included in the traditional assessment index for newly arrived students for the first two years that they are in the US.
- In 2018-2019 and beyond, newly arrived EL students are included in the LEAP 2025 progress index (growth to mastery) using the same rules as all other students (two scores from LEAP 2025).

EL Progress Trajectory

Included in Bulletin 111 are tables that provide the expected growth to proficiency for students in two grade level bands.

Trajectory to English Language Proficiency: Students First Identified in Grades PK-5				
Initial ELPT Proficiency Level	Year 2	Year 3	Year 4	Year 5 and Beyond
Emerging (E)	P1	P2	P3	T
Progressing 1 (P1)	P2	P3	T	T
Progressing 2 (P2)	P3	T	T	T
Progressing 3 (P3)	T	T	T	T
Transitioning (T)	N/A	N/A	N/A	N/A

Trajectory to English Language Proficiency: Students First Identified in Grades 6-12						
Initial ELPT Proficiency Level	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7 and Beyond
Emerging (E)	P1	P2	P2	P3	P3	T
Progressing 1 (P1)	P2	P2	P3	P3	T	T
Progressing 2 (P2)	P2	P3	P3	T	T	T
Progressing 3 (P3)	P3	T	T	T	T	T
Transitioning (T)	N/A	N/A	N/A	N/A	N/A	N/A

EL Assessment Index Points for SPS

The progress measure included in the assessment index considers the following:

A. Is the student on a trajectory to exit EL status within the expected time frame (based on his/her initial grade and proficiency)?

B. Did the student demonstrate improvement in English proficiency from the previous school year?

ELPT Progress Outcome	Assessment Index Points
Exceeds expected proficiency level (A)	150
Meets expected proficiency level (A)	100
Improvement of one or more English proficiency levels from prior year (B)	80
No improvement in overall English proficiency level	0

Wrap-Up

More questions?

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Accountability: jennifer.baird@la.gov

EL Assessments: assessment@la.gov

Resources

EL Newcomer Toolkit

<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

English Learners and Title III Non-Regulatory Guidance

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf>

English Learner Toolkit

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf>

Civil Rights Obligations

<https://www2.ed.gov/about/offices/list/ocr/ellresources.html>

English Learner Library

<https://www.louisianabelieves.com/resources/library/english-learners>