



**Beyond Compliance, Instilling
a Climate of Excellence in EL
Programming**

LASAFAP 2023-2024

Agenda

- Defining EL Program Excellence
- EL Program Self-Evaluation Tool
- Teacher & Leader Development
 - Needs Assessment
- Current EL Data Overview
- Wrap Up

English Learner Lau Plan

The deadline to submit school system Lau plans has been extended.

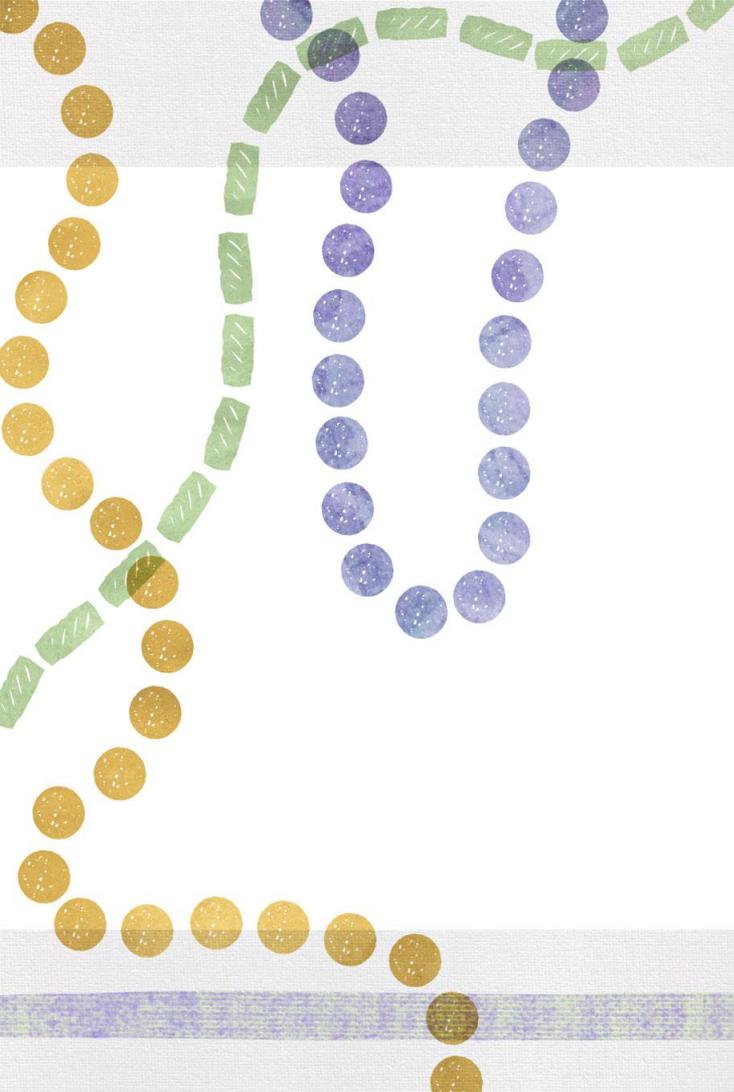
- A federal mandate requires every school system to develop and submit to the Department a plan for how to address the needs of English learners.
- Lau plans are required for all school systems, even systems who currently do not have any English learners enrolled.

Lau Plans should be [submitted](#) by November 10th, at the latest.

Objectives

By the end of this session you will be able to:

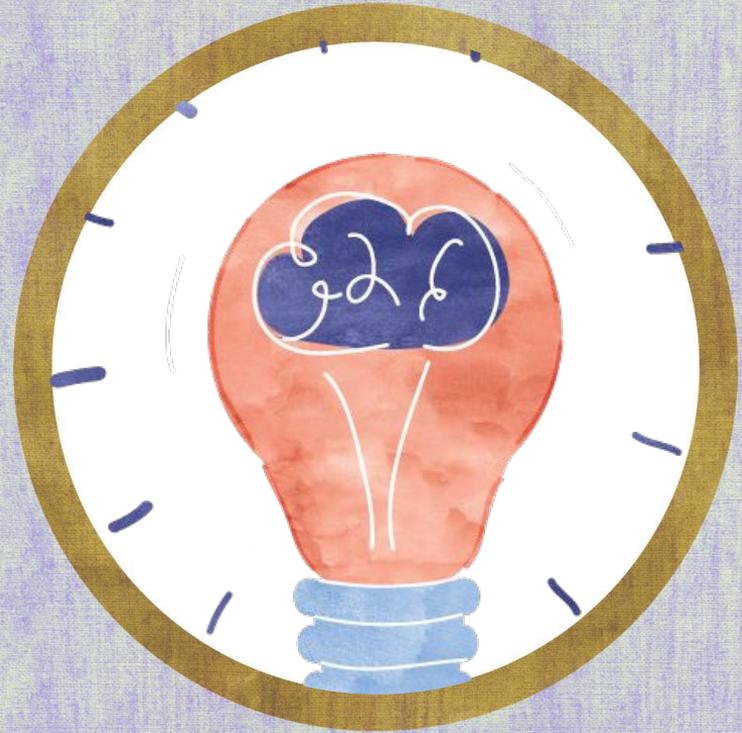
- describe excellence in EL programs,
- understand the new program evaluation tool (launching soon!),
- explain current professional learning opportunities,
- understand the training recommendations for ALL teachers and leaders involved with ELs, and
- gain awareness of the current achievement reality of ELs statewide.



Defining EL Program Excellence

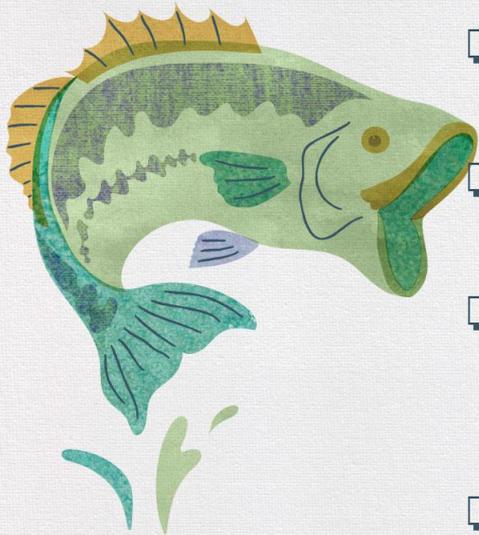
What Does Excellence Look Like?

- ❑ 85%+ of ELs meet their ELPT Trajectory annually.
- ❑ 100% of ELs show growth on ELPT.
- ❑ 100% of ELs have a sense of belonging and know that their home language is a strength NOT a weakness.
- ❑ 100% of teachers who have ELs are *EL certified* and receive *at least 12 hours* of formal training on EL specific topics annually.
- ❑ EL Program Supervision is also EL certified and receives at least 6 hours of formal training annually.
- ❑ Multiculturalism and multilingualism are evident around the school environment.
- ❑ EL parents participate in school life at a rate proportional to EL student enrollment.



What Does Excellence Look Like?

- ❑ School system leadership fully support bilingual programming over English only (if at all possible).
- ❑ All adults in the building implicated in supporting language growth and wholeheartedly participate.
- ❑ ELs are supported with **proficiency testing** for high school credit in their home language.
- ❑ The **Seal of Biliteracy** is awarded to all qualifying students, including ELs.
- ❑ There are creative options available, well-suited for the students in the school to assist them in achieving their future goals (tutoring, extended day, summer, etc.).
- ❑ Effective procedures are in place to identify Gifted EL students.





Questions

EL Program Self-Evaluation Tool



EL Program Rubric with Descriptions

The [rubric](#) will be extremely helpful to track growth toward excellence.

- Look at non-negotiables for ALL program types versus the additional indicators of excellence by program model.
- Easily gauge program growth year-to-year.



Teacher & Leader Development



Current Opportunities

Project Endorsement Plus (National Professional Development Grant Program)

- Covers tuition for dozens of teachers per year.
- FREE coursework for PD
 - Looking at Student Academic Language (LASAL)
 - Parents as Partners in Literacy (PAPIL)

ELPA21 Consortium

- Full-day, live virtual workshops on EL Topics
 - Standards & Assessment (ELPS/ELPT)
 - Formative Assessment
 - Differentiation



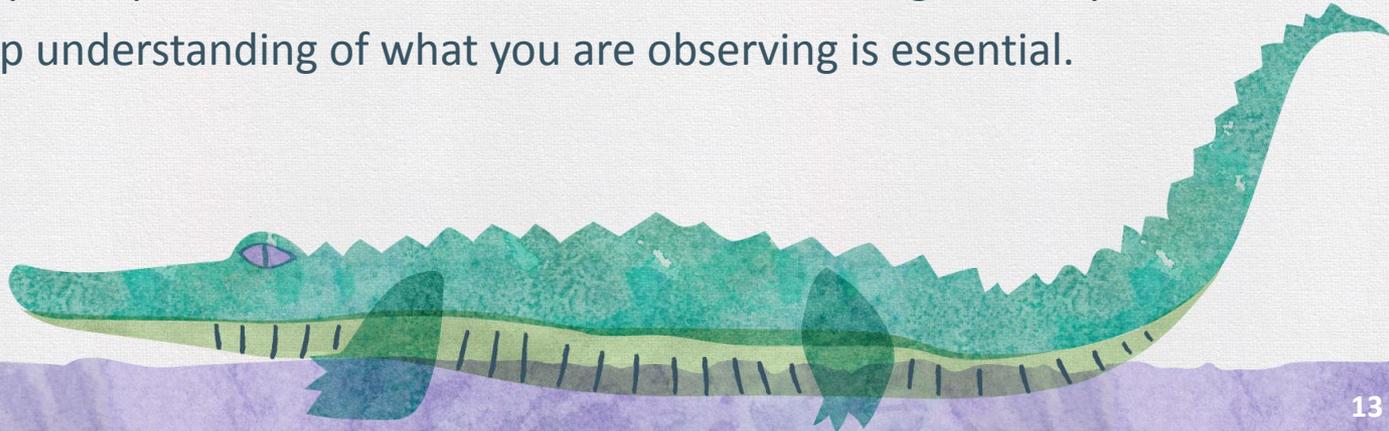
Training Recommendations

ALL teachers should receive at least 12 hours of formal training annually on topics relevant to language development.

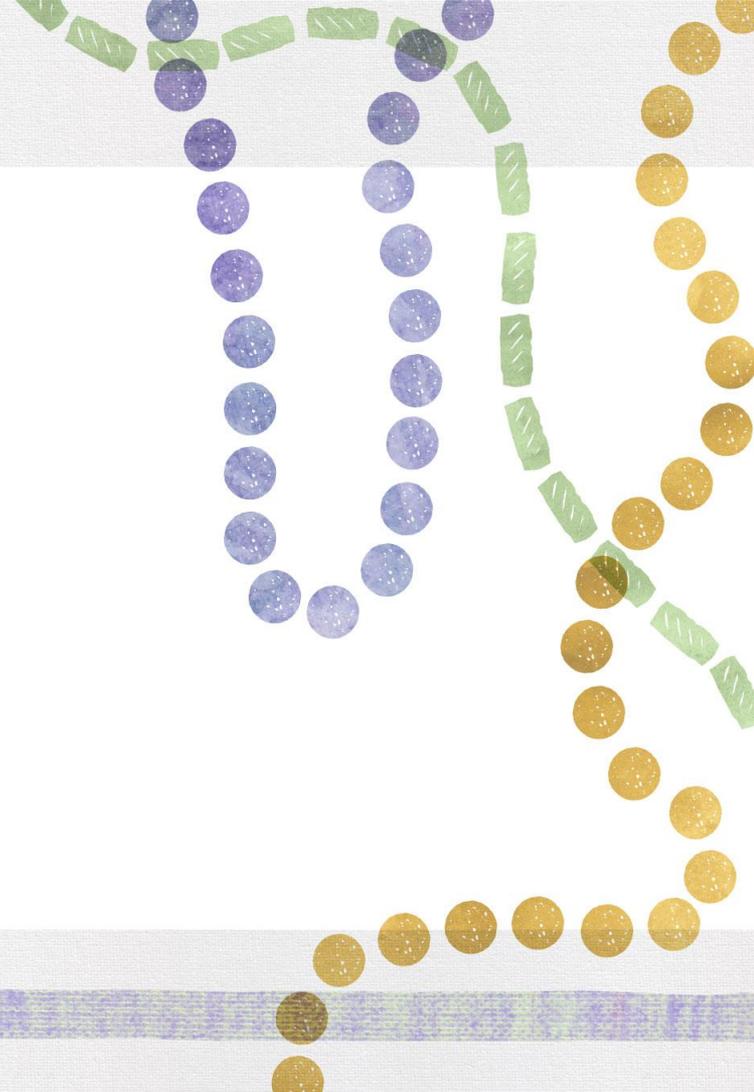
- These strategies will help ALL students, not only ELs.

All leaders should participate in at least 6 hours of similar training annually.

- Having a deep understanding of what you are observing is essential.



Needs Assessment



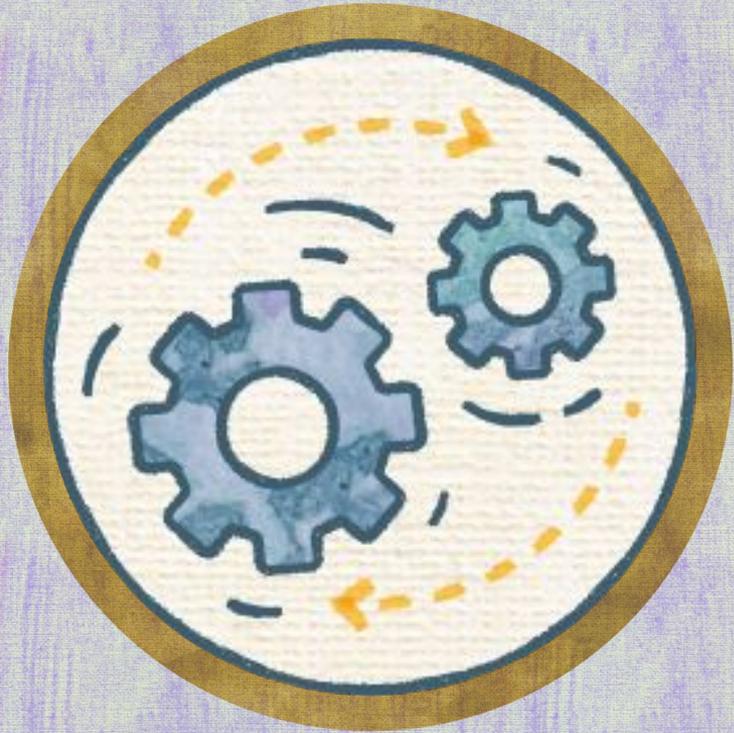
Determining Needs

There are several ways to determine your immediate and long term needs for EL success in your school system.

Being as specific as possible with requests can assist us in better serving you.

Options:

1. [EL Program Self-Evaluation Tool](#)
2. [SWOT Analysis](#)
3. [Comprehensive Needs Analysis](#)



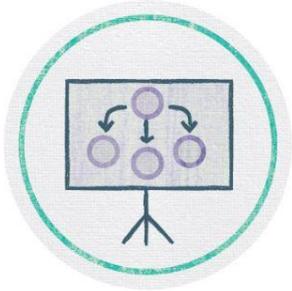


Questions

Current EL Data



Ensuring Louisiana's **diverse learners have appropriate, individualized supports** along the educational journey is critical.



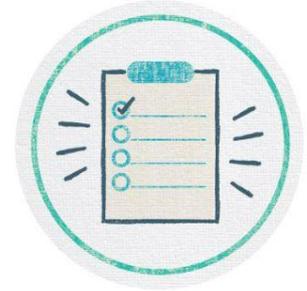
Diverse Learner **instructional strategies** ensure that Students with Disabilities and English Learners have access to inclusive, high quality teaching and learning.



Intentional **educator development** builds capacity to implement best practices for Students with Disabilities and English Learners.



Strong partnerships through **stakeholder engagement** aligns a broad range of supports to best serve children.



Clarity on **program compliance** through effective data collection, monitoring, and reporting provides all partners clarity on student support.



English Learners Data

More than half of reporting school systems showed no growth or regressed.

2022 % Mastery Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology	2023 % Mastery+ Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology	2022-2023 % Mastery+ Change Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology
7	7	0



English Learners Data

- The percent of ELs in total school enrollment increased from 2016 to 2022 (3% to 4.7%).
- English learners reach mastery at a lower rate than the state overall (7% compared to 33%).
- ELs have lower graduation rates compared to the state overall (46.1% compared to 82.7%).
- English Learner Subgroup Statewide Performance Score: 57.1.

June Report	English Learner	English Proficient
K On/Above	42.3%	63.8%
1st On/Above	46.2%	61.2%
2nd On/Above	32.0%	57.6%
3rd On/Above	21.2%	56.5%

English Learners Data

Most English Learners do not show improvement as measured by the ELPA trajectory table in spring 2022:

- 54.1% did not progress,
- 15.8% progressed one level but did not meet their expected level of improvement,
- 22.4% met their expected level of improvement, and
- 7.7% exceeded their expected level of improvement.

There were just 5 individual schools that met the needs of ~70% of students.*

**Schools with a subgroup score*





Questions



Wrap Up

- Excellence is the goal.
- Regular program self-evaluation is key to growth.
- Current training offering will help move us forward!
- Prioritizing EL topics in professional learning will grow ALL students' success.
- Committing to a LEA needs assessment can help LDOE serve you more effectively.
- We are NOT where we want to be.