LDOE EL Program Updates
LATESOL 2021

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Objective

To share updates about EL programming and support in Louisiana.
Agenda

English Learners in Louisiana
EL Programming
  Lau Plans
  EL Institute
  ELs and Funding
  ELs and Forms
New EL Team Member

EL Content & Instruction
  EL Coach Initiative
  Language Loss
  Language Transfer
  EL Classroom Differentiation Plan

General Updates
Resources/Wrap-up
English Learners in Louisiana

In 2021, ELPT proficiency rate dropped to 8.1% from 12% in 2020.

- 61% of ELs showed no improved on ELPT 2021.
- EL population has dropped statewide to 27,000.
- ELPS administered 2021: 4060; 2.78% proficient
- Largest population still in K-2 and in these parishes Jefferson, EBR, Lafayette, and Orleans.

<table>
<thead>
<tr>
<th>Test</th>
<th>Unsat</th>
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<tbody>
<tr>
<td>English I</td>
<td>54%</td>
</tr>
<tr>
<td>English II</td>
<td>58%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>40%</td>
</tr>
<tr>
<td>Geometry</td>
<td>17%</td>
</tr>
<tr>
<td>US History</td>
<td>69%</td>
</tr>
<tr>
<td>Biology</td>
<td>57%</td>
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EL Programming
Lau Plans

Lau Plans were collected from close to 100 school systems. The Lau Plans is part of a federal and civil right requirement and will be used to address needs of our ELs and EL programming throughout the state.

Were you part of the Lau Plan completion process?
EL Institute

In 2021, LDOE launched the EL Institute as a series of statewide trainings in the areas of:

- EL Coach
- Sheltered English Instruction (SEI)

In the hopes of supporting more Content Based English Instruction and building content teacher capacity.

Coming soon??
ELs and Funding

Title III - for all ELs regardless of Title I participation. Supplemental language development services above and beyond core instruction, core EL program, and applicable Title 1.

Title I - Supplemental services provided to EL students eligible for Title I. An EL set-aside is allowed.

Core EL Program Required by Castenda paid for through State and Local funds. Must occur in absence of federal funds.

Core Instruction - Provided to all students and paid for with state and local funds.
ELs and Forms

Which forms are **mandatory** for ELs?

- [Home language survey](#) (or equivalent)
- Scores from an approved screener (since 2019, that has been [ELPS](#))
- [Parent Notification](#) of EL status (annual)
- [EL Accommodation Checklist](#)*

**Recommended Forms**

[EL Classroom Differentiation Plan](#) (or equivalent)

*All schools should have documentation of how ELs are being supported for classroom instructions and assessments*
New EL Member at LDOE

Dr. Margaret Piccoli, EL Strategy Coordinator

- Language Educator (Spanish, Italian, English, Second Language Pedagogy)
- Lifelong Language Learner
- Improv Amateur
- Mother of Bilingual Children
EL Content and Instruction
EL Coach Initiative

1. Why the coaching process?
2. What are the benefits of coaching?
3. How do coaches and classroom teachers collaborate?
Language Loss: How to Approach It in the Classroom

A Few Best Practices:

1. Lesson Delivery
2. ELs Prior Knowledge
3. Language-rich Environment
4. Scaffold Instruction
5. Use/Teach Academic Language
6. Frequent Formative Assessments
Guidance for Addressing Language Loss

Step 1: Review the student’s ELPT scores

Step 2: Use a combination of indirect and direct English language development instruction.

Step 3: Monitor English language acquisition progress with your school system’s instructional/assessment tool or by using the EL Language Check-up.
The Importance of Language Transfer from L1 to L2

1. Cummins Iceberg Theory
2. L1 proficiency predicts English literacy (Guglielmi, 2008)
3. Second language activates first language associations, no matter the proficiency level. (Horst, White & Bell, 2010).
4. Language connections creates a more rich learning environment (Horst et al., 2010) and propel academic concepts.


Possible L1 Supports

1. Provide written and oral directions in L1 and L2.
2. Abbreviate text and provide summaries in L1 and L2
3. Practice using cognates, bilingual dictionaries, or other translation technology.
4. Create personal resources (Interactive notebooks)
EL Classroom Differentiation Plan

1. Done in collaboration between the EL Specialist and the content teacher(s).
2. Used in conjunction with the EL Accommodations Checklist.
3. Updated annually and provided to content teachers.
General Updates

1. There is no Provisional EL Identification at this time.
2. As you wait to screen, support potential ELs in their content classes as if they are ELs.
3. We are recommending that you use a percentage of ESSER funding for ELs.
4. ELPT Connect coming 2023! This will be the last year for early SPED exit.
5. ELs who opt-out of services opt out of supplemental service only. Continue to support them in their content classes.
6. Students must be screened within 30 days of enrollment. Parents must be notified within that time period as well for new or returning ELs.
7. There are no assessment waivers for high school ELs.
## Resources/Wrap-Up

<table>
<thead>
<tr>
<th>EL Library</th>
<th>Next Steps</th>
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<tbody>
<tr>
<td>EL Program Handbook</td>
<td>Review <a href="#">EL Supports</a> and discuss the plan for English Language Acquisition for each student.</td>
</tr>
<tr>
<td>Assessment Guidance Library</td>
<td></td>
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<td>EL Portal</td>
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<td>Assessment Accommodations</td>
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**Next Steps**

| Now-May 2022 | Review the [ELPT OTT](#) and [ELPT Assessment Guide](#) |
| November-February | |

**Questions?**

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| Assessment | assessment@la.gov |