

## EL Community of Practice Session 1 Frequently Asked Questions

The following is a compilation of questions that were asked during session 1 of the EL Community of Practice. If you still have questions beyond those here, please reach out to [alice.garcia@la.gov](mailto:alice.garcia@la.gov).

Question	Answer
For newly-arrive EL students who are coded 81, when do their test scores become part of the school's report card? (Be specific about years)	Year 1: Newly-arrived students participate in assessments (ELPT and LEAP) but are not included in accountability Year 2: Newly-arrived students are included in accountability for growth only (ELPT and LEAP) Year 3: Newly-arrived Students are included in all components of accountability
How can school systems access test scores (LEAP 2025)?	School systems can access LEAP scores for students who test at their site through the DRC INSIGHT portal. School systems can also access test histories in Louisiana LEADS.
For ELPT-Do we track last year versus this year?	ELPT scores will be included in student test histories in LEADS. For accountability each year, the schools will receive an EL progress roster that will compare baseline scores to current year scores. Schools and systems can access all ELPT scores for students assigned to their school system in TIDE through the <a href="#">EL Portal</a> .
How can we increase EL engagement in sports?	This comes down to outreach and creating an environment that encourages inclusion. You might try having students from specific groups meet with your students, or have coaches come to talk to them.
How does Work Keys work for ELs?	The department does not require that any student take WorkKeys. If a system chooses to administer it in order to provide students with an opportunity to earn a NCRC credential, EL students should be able to access WorkKeys with their peers.
Is Work Keys available in Spanish and TTS in Spanish?	Yes
What is the program criteria for migrant students?	Student must meet the following criteria: <ol style="list-style-type: none"> <li>1. Entitled to free public education in state;</li> <li>2. Moved across school district boundaries with (or as) agricultural worker within proceeding 36 months;</li> <li>3. Is under age 22</li> </ol> Eligibility is determined through interview with family and/or worker by specially trained recruiter. see <a href="#">LA Migrant Website</a> for more information

What are the guidelines for grade placement?	Grade placement is done by age. Students should be placed in their grade (if they do not have previous school records) by grade. If a student is 16 or older, they must be enrolled in high school.
What are the guidelines for awarding credit for foreign transcripts?	There are no specific guidelines for awarding credits from an out of country transcript. Counselors should use their judgment to determine if the courses on the transcript are aligned to the state's courses. School systems can also administer placement tests, but should adhere to policy as written in their pupil progression plans.
How can the HLS be added to the One App (Orleans Parish)?	This is an Orleans Parish/NOLA Public Schools decision. LDOE will reach out with this recommendation.
How to use the EL Accommodation checklist?	The <a href="#">EL Accommodation Checklist</a> should be filled out after initial screening or at the beginning of the new school year using ELPT results. This form lists classroom and assessment accommodations. This is then used to enter in the accommodations that ELs will received on all content based tests (not ELPT). Accommodations should be selected on an individual basis and after discussion with parents, the student, content teachers and EL specialists.
Do students in grades K-2 need an EL Accommodations checklist?	LEAs can use this to create a basic plan for classroom accommodations. However, ideally, LEAs should use an <a href="#">EL Instructional Support Plan</a> to map out accommodations and language supports for each EL, even those in K-2.
What wrap-around services are available to families of ELs?	This varies by what is available in the district/school system, but families of ELs are able to access them just as families of non-ELs.
What guidance is there on grading and ELs?	Specific guidance is a district/school system decision. However, an EL should not fail if they are unable to fully access the content based on their lack of English proficiency.
Some EL students are entering as 9 <sup>th</sup> graders at 16 or 18 and they aren't passing LEAP tests so they end up not graduating/earning a diploma. Is the LDOE considering an alternative?	Federal policy does not currently allow additional time for EL students beyond four years to be counted as an on-time graduate.

Year 1 students do not count in SPS but are they exempt from graduation requirements for specific courses?	All students must be placed in a cohort, including EL students, based on their first high school record in Louisiana. There is no exemption.
By what date should SIS be updated to reflect newly exited ELs?	If student test scores indicate in May that a students in proficient, school systems should not exit the students from EL until the beginning of the following year.
Homeless-parents indicate they are not homeless but they are doubled up. Can they be identified as homeless and interviewed by the homeless liaison?	If parent checked yes to qualifying question on residency questionnaire, then homeless liaison should interview the family to determine if they are experiencing homelessness. Liaison should be sure parent understands definition of homelessness and the services available to their children. However, it is up to the parent whether or not to accept services. Please reach out to <a href="mailto:antiqua.hunter@la.gov">antiqua.hunter@la.gov</a> should there be additional questions.
Is there a code for students enrolled in TWI courses?	Yes. Students enrolled in a TWI program should use WLi004.
Can students with a 504 plan be exited in the same manner as those with IEPs? (after 4 years)	No
Do we get SPS points for growth on LEAP? If so, when is it considered 1 <sup>st</sup> year if a student comes in mid-year?	For growth on LEAP, the student will be included in the second year as long as the student has a prior year LEAP score. Students only have to meet the full academic year inclusion rule in the current year, not the prior year.
How can we let districts know about when to update their Pre-K students to EL?	Students should be identified as EL as soon as schools determine that they are qualified for services, but it should be entered into SIS at the start of their Kindergarten year.
Can we use iPads for ELPS/ELPT?	Yes, See the <a href="#">Assessment Technology Specifications 2019-2020</a> for more information
If a parent denies services, aren't they still eligible to	Yes, and they should be based on their language needs. For additional guidance, see <a href="#">ESL DCL</a> (pages 29-32).

receive accommodations?	
Should the family interview include the student?	Yes, because many times the student will demonstrate different language abilities than their parents.
A student has scored on ELPT 4 and 5 on everything except for speaking. The student speaks English but shuts down when a microphone is present. What should we do?	Give the student more opportunities to practice with the microphone while doing the <a href="#">EL Online Tools Training</a> . Also, this portion of ELPT can be administered one-on-one and the student could speak directly to the computer without the use of a microphone.
Will districts be monitored for EL even if they are not receiving Title III funds? If so, do you have the monitoring instrument available?	Yes, there are EL requirements under Title I and under civil rights requirements. Serving ELs is not limited to districts receiving supplemental dollars through Title III.
Is there a bulletin that references all EL laws similar to bulletin 1508?	There are a few that touch on some of the requirements: <a href="#">Bulletin 741</a> <a href="#">Bulletin 111</a>  We are working on creating an EL Handbook as well. Be on the lookout for that.
Is verbal confirmation acceptable when a parent will not return the form signed?	The only form that a parent must sign the <a href="#">Parent Notification letter</a>
How do you score reduced workload/items on a test (in J-Campus)?	This is actually a school system decision. Here is a good article with some guidance you might consider: <a href="https://www.colorincolorado.org/blog/five-pillars-equitably-grading-ells">https://www.colorincolorado.org/blog/five-pillars-equitably-grading-ells</a>
I don't fully understand how LDOE ELL Accommodation Plans help ELs.	Providing EL students with the accommodations listed on the checklist provides them with equitable education to that of their non-EL peers. Many of the accommodations listed try to remove some of the obstacles an EL may encounter

Research? How to properly implement?	while trying to access the content in the classroom or on an assessment.
What do we do when we think an EL should have an IEP?	An EL should undergo the same evaluation process as a non-EL. You can find out more information about the process through the <a href="#">LDOE Students with Disabilities</a> site.
Recommendations for EL grade retention?	While there aren't guidelines specific to ELs, you can find general guidelines in the <a href="#">2019-2020 Promotion Guidance and FAQs</a> .
State requirements for hourly requirement of EL services per EL level?	We don't set specific hour requirements because they vary greatly by student and that student's needs based on their ELPT/ELPS scores.
<a href="mailto:Assessment@la.gov">Assessment@la.gov</a> was mentioned. When and what for should we send emails?	If you have any questions about ELPT/ELPS or the LEAP 2025 assessments, assessment accommodations, assessment content, assessment resources, and anything else related to assessments, please send an email to <a href="mailto:assessment@la.gov">assessment@la.gov</a> . Your email will then be directed to the specific department that can help you.
Recommendations for grading ELs in Core Content classes? Fail, modify grade scale, grade for growth?	This kind of specific guidance is left up the district/school system to decide. Federal Guidelines state that a student must have full access to the curriculum while also receiving language assistance.  Also, ELs should not receive failing grades if their language proficiency is impacting their ability to access the content.  For more information see: <a href="https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf">https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf</a>
Are home language surveys needed at the school level, district level or both?	This is a school system decision. The main requirement is that pre-identification through a HLS, assessment and notification all occur within 30 days of enrollment. See the <a href="#">EL Identification Flowchart</a> for more information.