

The following is a compilation of the questions from the EL Community of Practice 2020-2021 Session 1. If you have questions beyond those here, please contact alice.garcia@la.gov.

Question	Answer
<p>1. Is this (the EL Coach role) another “hat” EL Specialists/Supervisors are expected to wear, or something different?</p>	<p>Not necessarily. The EL Coach is a different approach to supporting ELs in all of the EL Programming Models that LDOE recommends. This approach works to build the capacity of content teachers to be better prepared to support ELs at all levels in their classes.</p>
<p>2. How can we find ELPS/ELPT scores if a student is transferring in state?</p>	<p>Once a student is enrolled, the school system can send a request to assessment@la.gov to have the student transferred to them in TIDE. When the transfer is complete, the receiving system will have access to prior scores. A transfer in state should include the transfer of all cumulative records, including ELPT scores.</p>
<p>3. How many coaches does a school system need?</p>	<p>This depends on the number of ELs at the school, their proficiency levels, and their individual needs. There isn’t an exact formula/ratio.</p> <p>When deciding how many EL Coaches are necessary, a school system should consider the depth of support the EL Coach can provide to teachers, what kinds of support the ELs need based on their proficiency levels and content demands and the grade levels.</p>
<p>4. When should schools administer the Spanish math assessments to students?</p>	<p>The LEAP 2025 math assessments are available in Spanish. Guidance on when students should receive them can be found in the Math Assessment Guides for each grade and include:</p> <p>If a teacher is unsure whether the Spanish-language version is appropriate for a specific student, it is recommended that the student take one session of the practice test in English and one session in Spanish in order to determine the language in which the student is most comfortable.</p>
<p>5. There are a lot of students (ELs) who have gone to work and are not coming to school/engaging online. What should we do?</p>	<p>First try to contact the students and explain the need to return to school. If the student is refusing to return, offer them education alternatives such as adult education, taking the HiSET or enrolling in a HiSET preparatory program.</p> <p>Schools may drop a student for non-attendance and do not require a formal drop slip. The student would be coded as 97-Unknown and be counted as a drop-out.</p>
<p>6. Are EL accommodations available for assessments that are not part of the LEAP 2025 series?</p>	<p>ACT has accommodations for ELs. For many other assessments that are not administered through the LEAP 2025 system, the DTC/STC may need to contact the test maker to see what test accommodations for ELs are available. If you need help with this, contact</p>

	assessment@la.gov .
7. What guidance is available for students, particularly ELs, who do not formally drop but are no longer attending school?	<p>There are no special rules or exceptions for ELs who no longer attend school. School systems may have their own policies about dropping students for non-attendance.</p> <p>Schools may drop a student for non-attendance and do not require a formal drop slip. The student would be coded as 97-Unknown and be counted as a drop-out.</p> <p>Schools should reach out to these students to discuss other education options such as adult education and HiSET.</p>
8. Is this presentation available to show to teachers?	Yes, the EL Community of Practice 2020-2021: Session 1 is available to share with others. However, you may need to modify it to make it applicable to your school system and situation.
9. How can EL students qualify for the SPED early exit?	<p>Bulletin 111 lays out the criteria for exiting ELs with disabilities after 4 years. The SBLC needs to meet to review the student’s IEP and determine that the student’s disability directly impacts acquisition of any language. This early exit is not automatic and is only applicable for students who have disabilities that prevent them from acquiring language in all of the four domains.</p> <p>If the student’s disability prevents them from demonstrating or acquiring language in a specific domain, the School Test Coordinator (STC) can request a domain exemption on ELPT, but the student will not meet the criteria for an early SPED exit.</p>
10. What options are available for students enrolling in high school who have little to no prior education, and are already 16?	These students meet the criteria to be identified as a Student with Interrupted Formal Education (SIFE) and may require additional support to address learning gaps. Refer to the SIFE presentation from the 2020 Teacher Leader Summit for more suggestions.