

The following is a compilation of the questions from the EL Community of Practice 2020-2021 Session 2. If you have questions beyond those here, please contact alice.garcia@la.gov.

Question	Answer
1. If a student is scheduled to take ELPT and the student cannot be located (the student has possibly moved), what do we do with their test?	Schools should follow the absences/truancy policy established in their school system. In many cases, a student is dropped after 30 or more days of unexplained absences. However, this does vary by school system. Once the student is dropped, the district or school test coordinator can assign a participation code stating that the student is no longer enrolled.
2. There are only 6 ELs at one of my low incidence schools. Will their ELPT and/or State test scores still affect the SPS?	Yes, their progress index points will still be in the assessment index (blended with LEAP scores in this index). They won't get a separate subgroup score for them.
3. Due to the pandemic, virtual learning, and now, weather, will the ELPT administration window be extended?	At this time, there are no plans to extend the ELPT administration window. School systems have until Friday, March 12, to complete testing all identified EL students.
4. Should we administer ELPS to new students who enter during the ELPT administration window, or just ELPT?	Yes. You have 30 days from the date of enrollment to identify an EL. This means that you have reviewed the Home Language Survey , conducted the Family Interview (if applicable), and determined that this student is a potential EL and should be screened for program placement. The student then takes ELPS, and those scores are used to determine if the student is an actual EL. If this process can be started and completed during the ELPT testing window, then both tests should be administered within a reasonable amount of time.
5. What types of EL Programming do we need to provide to our ELs?	The type of EL programming that a school system offers depends on the needs of their ELs, their EL population size, and who is available to staff it. See the EL Programming One-Pager and the EL Program Handbook for more specific information about the types of programs that LDOE recommends.
6. What is the ELPT administration window for next year (2022)?	Next year's ELPT administration window will be shortened. The dates are February 14-March 18.
7. If we have questions about EL accountability, who should we contact?	If the EL Program Coordinator cannot assist you, please contact assessment@la.gov .

<p>8. What is a Lau Plan?</p>	<p>A Lau Plan is an EL Plan and it will describe the type of English Language Development Program(s) that are being offered in a school system, who is staffing them, their qualifications/certifications, materials/curriculum used, professional development offered, and how parents of ELs are being engaged and notified. Lau Plans will be required for the next school year (2021-2022). More information will be available about them at the Teacher Leader Summit and this summer.</p>
<p>9. Why can't we just translate everything for our ELs?</p>	<p>Supporting ELs in their first or home language can be a useful tool for giving them access to the core content. However, this is a service that should only be provided to newcomer ELs (ELs in the country/U.S. school less than a year). The goal of ELD is to build the ELs' English proficiency so they can access academic content fully. ELs would benefit more from learning to translate themselves, and by having their content teachers scaffold and support the instructional materials to a level of English that is more accessible to them.</p> <p>Furthermore, most ELs do not require translations, but are more in need of accessibility and support services in English.</p> <p>While bilingual programs are a proven education model, simply "translating" everything for a student is not an effective bilingual program.</p>