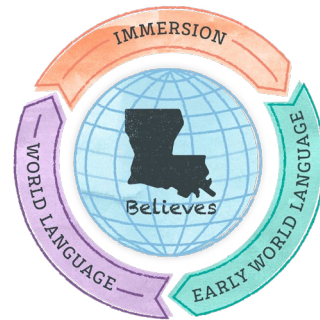


STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFEs)



INTRODUCTION

As the number of English Learners (ELs) enrolling in Louisiana schools increases, so does the need to provide specialized services to those ELs with diverse and unique needs. One such group is the Students with Interrupted Formal Education (SIFEs). SIFEs may require additional support to acclimate to formal schooling and supplemental instruction to address unfinished learning, so they can access age appropriate, high quality curriculum and instruction.

IDENTIFICATION

School systems should use a [Home Language Survey](#) and the [English Language Proficiency Screener](#) (ELPS) to identify potential SIFEs. School systems may need to conduct a [Family Interview](#) to gather more information about a student's educational background especially if school records are unavailable.

To be identified as SIFEs, students must meet the following criteria:

- Identified as English Learners
- Age 13 or older
- Two or more years of education interrupted in their native country
- Two or more grade levels behind in reading and mathematics (when able to assess)

Additionally, these students may be preliterate in their native language; therefore, they may not be able to take a proficiency test in their native language.

If the student meets all of the above criteria, LEAs should add this identification demographic to the student's record in TIDE when preparing to administer ELPT and in their Student Information System (SIS).

PLACEMENT

Students who enroll with little to no documentation of previous education should be placed in the grade according to their age. High school aged students may be placed in 9th grade or in Transitional 9th Grade (T9) if they are unable to produce valid transcripts showing earned high school credits. A school representative may want to meet with these students to discuss the possibility that they will need more than four years to acquire enough English to meet all [graduation requirements](#).

[State placement tests](#) are available in grades 4 and 8 in ELA and mathematics and may be used to assess a student's grade level readiness in those subjects. Mathematics placement tests are also available in Spanish.

LEAs may want to use assessments in the student's native language to assess their proficiency and to determine their overall level of literacy. More information about these tests can be found in the [Louisiana World Languages Compendium](#) (Page 11).

PROGRAMMING

Traditional programming for ELs may not meet the unique linguistic and academic needs of SIFEs. Many will need additional support in areas such as literacy and basic numeracy. This should be taken into consideration when making programming decisions to best support these students. If there is a sizeable population of SIFEs at a school, the LEA may want to consider offering a newcomer's class, ESL class, or similar option that provides English language and academic fundamentals while also introducing the students to formal schooling in the United States. More information about newcomer programs can be found in [EL Newcomer Toolkit](#).

RESOURCES

[Pupil Progression Policies and Procedures](#)

[English Learner Guidebook: Changing Education Outcomes for English Learners](#)

[LDOE English Learner Library](#)

[Newcomer Toolkit](#)

[EL Frequently Asked Questions](#)

[English Learner Program Handbook \(coming soon\)](#)

QUESTIONS?

Contact us at:

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