

**ENGLISH LANGUAGE LEARNERS AND BILINGUAL
EDUCATION TASK FORCE**

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on English Language Learners and Bilingual Education

2022-2023

Task Force Goal

To assist urban public school systems nationally in improving the quality of instruction
for
English Language Learners and immigrant children.

Task Force Chair

Marcelo Cavazos, Arlington Superintendent

DEPARTMENT OVERVIEW

Ongoing Support to Member School Districts

Support Meetings (EL Program Directors Meetings)

The Council’s EL Team has continued regularly scheduled meetings for EL program directors and staff that began in March 2020 in response to the COVID-19 pandemic. During these meetings, attendees lean on one another for shared expertise and best practices and exchange information on timely issues of concern. Typically, around 30-40 participants pose questions for collective thought, share updates, and offer suggestions. These meetings will continue as long as attendees find them to be useful. Since July 2021, the meetings have been held monthly. The topics of discussion and queries submitted by EL Program directors include—

- Unaccompanied minors—data, trends, and needs
- Programs and/or interventions to support foundational literacy for ELs
- Supports for SLIFE who are over-aged/under-credited
- Universal screening for dyslexia and EL needs
- Council’s survey on newcomers
- Development of strategic/master plans for ELs
- Foundational literacy skills instruction for ELs

Assistance to Council Member Districts

Members of the EL Team assist Council-member school districts upon request. This assistance ranges from quick responses to queries that may involve issuing a short survey to the membership or long-term engagements on specific EL programmatic concerns. Recent topics on which districts have requested assistance include—

- Enrollment procedures for refugees, including grade placement determinations
- Dyslexia screening considerations for English learners
- Responding to student-data requests
- College and career readiness standards translated to other languages
- Screening and identification for gifted and talented programs

Considerations for universal dyslexia screening. In response to questions regarding the implementation of dyslexia screening protocols in ways that consider the language development trajectory of ELs, the Council produced a forthcoming brief summarizing EL-

specific considerations. Experts on English learners, assessment, literacy, and special education contributed to the contents of the brief.



District Considerations for Universal Dyslexia Screening: Ensuring Appropriate Implementation and Instruction for English Learners (Forthcoming – Fall 2022)

The purpose of this brief is to (1) share potential challenges regarding the implementation of universal dyslexia screening for English learners (ELs) and (2) highlight considerations that ensure English learners are appropriately screened given their language development trajectory and the foundational literacy instruction ELs have received. Furthermore, the brief offers considerations for the appropriate interpretation and use of screener results when districts are required to universally screen for dyslexia, including for students who have limited oral language development and little to no knowledge of English phonemes (e.g., when sound/letter correspondence differs between languages with different writing systems).

2023 BIRE Meeting in Guilford County

The 2023 BIRE Meeting will be held from May 2 to May 6 in Guilford County. After a 3-year hiatus, an opportunity for school visits will return for attendees to visit classrooms where English learners are engaged in rigorous learning and language development.

The meeting will include general sessions and breakout sessions focused on the priority work that EL directors have identified, such as—

- Writing instruction for ELs
- Social-emotional supports for immigrant youth, including refugees and undocumented minors
- The unique needs of particular groups of ELs (e.g., newcomers, older-age, SIFE, long-term ELs, etc.)

- EL family engagement, including clear and culturally appropriate communication practices
- EL data to monitor achievement and promote district accountability
- Districtwide EL program improvement strategies
- EL access to CTE programs
- Systemwide supports and monitoring to ensure quality of dual language programs
- Foundational literacy skills instruction and materials for ELs
- Systemwide supports for co-teaching and quality professional development

Foundational Literacy Skills Development for ELs & Quality Instructional Materials

Foundational literacy skills development for ELs has been a recurring concern among district staff responsible for EL programs. The Council Team issued two surveys related to literacy instruction to understand the challenges better. During the EL directors’ meetings, Council staff shared the findings to guide discussion on the next steps for support. From this discussion, EL directors identified two priority areas—

1. **Reviewing/evaluating existing programs** used to teach foundational skills to ELs and
2. **Identifying supplemental materials** that specifically address the needs of ELs in developing foundational literacy skills.

The current state of instructional materials for teaching foundational literacy skills to English learners and the reported needs of Council-member districts call for a research-based, robust, and clear set of criteria as well as a suggested protocol for reviewing and selecting quality materials that specifically address EL needs in foundational literacy development.

Working group. The Council assembled a **working group** comprising Council-member district staff from the following districts: Clark County, Dallas, Los Angeles, New York City DOE, Omaha, San Antonio, and Tulsa. In addition, language acquisition and literacy experts have been consulted to review specific sections of the working draft.

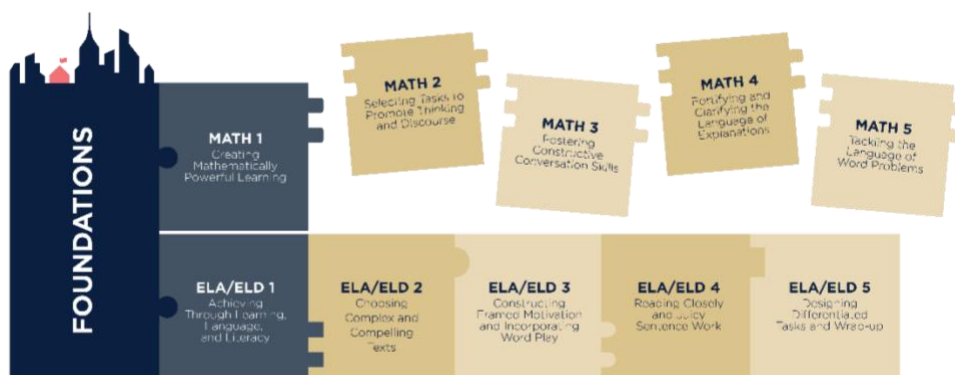
Status. In December 2022, the working group and experts in literacy and linguistics received the latest working draft for feedback. Experts and district staff have provided comments that are under review for incorporation to the document.

Next steps. Finalization of the document is expected in February 2023.

PLP: Council’s Courses on Complex Thinking and Communication

The Council’s inaugural courses on *Complex Thinking and Communication* comprise 11 courses beginning with *Foundations*, followed by five courses in each pathway (ELA/ELD and Math). (See Figure 2.) The course content is intended to be delivered by district facilitators and amounts to more than one year’s worth of content.

Figure 1. Complex Thinking and Communication Course Sequence



District usage. To date, 13 districts have or are currently subscribed to the courses to provide professional development via professional learning communities, including through virtual sessions. Especially during the pandemic-related school closures, some districts created individual learning pathways for staff to study the course content. A total of three districts have been continuously enrolled since 2017-18 and three new districts have enrolled since 2021. Table 1 shows the districts currently enrolled or in the process of enrolling in the courses.¹

Table 1. Subscribing Districts

Current Subscribers by Launch Year	
<p>2017</p> <ul style="list-style-type: none"> • Guilford County Public Schools • Metropolitan Nashville Public Schools² • NYC Department of Education – District 25³ <p>2018</p> <ul style="list-style-type: none"> • Anchorage School District 	<p>2019⁴</p> <ul style="list-style-type: none"> • Atlanta Public School • Kansas City Public School <p>2021</p> <ul style="list-style-type: none"> • East Baton Rouge <p>2022</p> <ul style="list-style-type: none"> • Clark County School District • Tulsa Public Schools

¹ The COVID-19 pandemic has delayed onboarding and/or implementation in some of the newer subscribing districts.

² Participated in original trial launch of courses in 2017.

³ Began implementing the 3Ls™ with Maryann Cucchiara prior to the development of the courses. Participated in the development of the ELA/ELD courses.

⁴ Onboarding delayed due to COVID-19 pandemic.

Training sessions. Around 12 training sessions have been held by the Council, mostly in conjunction with its BIRE meeting or the fall conference, **reaching over 127 facilitators from 28 districts** (with some attending several sessions) since launching in 2017.⁵ In 2020, two general sessions (for facilitators and other interested attendees) were held virtually, and in 2021 a virtual four-part series was held starting on February 3 and concluding on March 17. On May 10, 2022, a training session was conducted in San Antonio prior to the BIRE Meeting. (For sessions held from 2020 to 2022 see Table 2.)

Table 2. Training Sessions 2020 through 2021

Date/s & Focus	Location	Content	Trainees	Districts
June 17, 2020 Implementing 3Ls™ in a Virtual Setting (Guilford)	Zoom	ELA/ELD	209 from CGCS Districts, 228 Total	33 CGCS Districts, 1 Nonprofit, 1 Non-CGCS School
December 7, 2020 Webinar Presentation on 3Ls™ and Foundational Skills	Zoom Webinar jointly sponsored by SAP & CGCS	ELA/ELD	96 from CGCS Districts; 223 Total	32 CGCS Districts, 94 Other Organizations
February 3, 2021 3Ls™ Training Series: Introduction and Connecting to District Initiatives	Zoom	ELA/ELD	29	8
February 17, 2021 3Ls™ Training Series: Framed Motivation and Word Play	Zoom	ELA/ELD	33	6
March 3, 2021 3Ls™ Training Series: Reading Closely and Juicy Sentences	Zoom	ELA/ELD	40	10
March 17, 2021 3Ls™ Training Series: Differentiated Tasks	Zoom	ELA/ELD	30	7
May 10, 2022 (BIRE Pre-Meeting) 3Ls™ Training for Facilitators and District Planning	Hybrid (in person trainees plus some virtual presenters)	ELA/ELD	35	11

Expert training and kick-off. Training sessions have been held in specific districts by request. (See Table 3.) Recently, districts have supported one another by offering experienced educators familiar with the content of the professional development courses as presenters and inviting other districts to attend their sessions.

⁵ These figures do not include participants of the virtual training sessions in 2020 and 2021.

Table 3. District-requested Training Sessions

District	Date	Presenter	Notes
District of Columbia	Jun. 2018	Maryann Cucchiara	Training for 25 teachers who taught in summer school
Guilford County	Aug. 2019	Maryann Cucchiara	Approximately 30 facilitators and teachers
Metro-Nashville	Sep. 23-25, 2019 (virtual) Nov. 12-13, 2019 (in person)	Maryann Cucchiara	Held virtual session with coaches and teachers Held in-person session for over 50 teachers
Oakland	Jun. 13, 2019	Lily Wong Fillmore	Overview for about 30 teachers
Anchorage	Nov. 26-27, 2018 Nov. 11, 2019	Harold Asturias	Launch math pathway with teachers, coaches, and facilitators
San Antonio	Sep. 22, 2020 (virtual) Sep. 29, 2020 (virtual)	Maryann Cucchiara	Held virtual session with coaches and PD leaders Held virtual session for teachers
Kansas City	Jun. 9, 2021 (virtual)	Maryann Cucchiara	Held virtual session with ELL team, Literacy team, principals, and district academic leaders, introducing them to the 3Ls™ approach
Kansas City	Aug. 3, 2021 (virtual)	Maryann Cucchiara	Introductory training session for teachers
Anchorage	Summer 2021 (virtual)	Rachel Rosenbaum Mandell	Developed lesson plans and unit of study for newcomer summer program and supported virtually the instructional delivery
Clark County	February 8, 2022 (virtual)	Maryann Cucchiara	Introduction and planning meeting with EL office leadership
Kansas City	April 8, 2022 (virtual)	Maryann Cucchiara	Introductory overview and hands-on activity with senior academic leadership team--Deputy Superintendent and assistant superintendents of school leadership, curriculum and instruction and equity and innovation
Guilford County	Aug. 2022	Allison Velez (NYC)	Introductory training session for teachers. Included participant from East Baton Rouge Public Schools.
Kansas City	Sep. 15, 2022 (virtual)	Maryann Cucchiara	Introductory training session for teachers

Technical assistance. The Council provides ongoing support with planning for the implementation of the courses. Recently, the Council provided a dedicated consultant to support Tulsa and Clark County in planning their implementation of the ELA/ELD pathway and the 3Ls™ instructional approach.

Connections document. The Council’s EL Team worked with Maryann Cucchiara and a team of educators to develop a companion document to [3Ls™ Learning, Language, and Literacy](#) (2018) that outlines key connections between the 3Ls™ approach and other English language development frameworks, standards, or approaches, including the Council’s ELD framework, WIDA, ELPA21, and the California ELA/ELD Framework.



Connecting 3Ls™ to English Language Development Standards & Frameworks (September 2021)

School districts that have adopted the 3Ls™ approach to provide rigorous instruction for English learners (ELs) have, invariably, had to make a case for what this approach offers, how it reflects best practices in English language development (ELD) instruction, and how it meets the needs of English learners. They have also had to make explicit connections to their own district standards, frameworks, and practices that guide their instruction to English learners.

Course Development: Teaching Writing to ELs Using Cognitive Strategies

In 2018, the *Pathway to Academic Success Project* at the University of California, Irvine (UCI), was awarded a five-year, \$14.7 million grant,⁶ based on its strong track record of improving outcomes for English learners and a robust dissemination component thanks to the partnership with the Council of the Great City Schools. Dr. Carol Booth Olson, Principal Investigator (PI) on the *Pathway to Academic Success Project* at the University of California, Irvine (UCI), invited the Council to collaborate on the project, specifically to bolster the dissemination part of the application for *Education Innovation and Research* (EIR) expansion grant application administered by the U.S. Department of Education.

Course development. Specifically, as a partner with the University of California Irvine Writing Project, the Council will receive over \$600,000 to create a 10-course professional development program to be disseminated using the CGCS *Professional Learning Platform*. Following the

⁶ Harriman, P. (2018, October 23). UCI receives \$14.7 million grant to expand its successful literacy outreach project. Retrieved from UCI News website: <https://news.uci.edu/2018/10/23/uci-receives-14-7-million-grant-to-expand-its-successful-literacy-outreach-project/>

Council’s design for hybrid professional learning, the courses will include videos and training materials to provide a much-needed focus on writing offered by the *Pathway* professional development. *Pathway* is a professional learning experience designed to enhance the text-based analytical writing of English learners across all content areas.

Status. Content creation activities are ongoing, including video editing. Finished assets (i.e., videos, activities, etc.) are being uploaded to Canvas. Over 50 video clips have been produced in preparation for the pilot expected to begin in spring 2023. The Council is finalizing the list of pilot districts, which currently includes Guilford County, Charlotte-Mecklenburg, Pinellas County, and Oakland Unified. An in-person training for facilitators is being planned for February 2023 to be held in Irvine, CA.

Newcomer Survey

In April 2022, the Council launched a comprehensive survey to understand how member districts define a subset of English learners—newcomers and SLIFE—and what types of supports, instruction, and services are provided to meet their needs. The survey also asked for enrollment data to the extent available.

Status. As of December 2022, 54 districts completed the survey, and 23 districts did not complete the survey. The Council has onboarded a policy fellow who has begun to analyze the response data. The survey reflects Council membership as of April 2022; Winston-Salem and Little Rock were not member districts at the time of the initial survey release.

List of Districts Who Have Participated in the Survey (N=54)		
Albuquerque	District of Columbia	Orange County, FL
Anchorage	Duval County	Palm Beach County
Arlington Independent, TX	East Baton Rouge Parish	Philadelphia
Atlanta	Fayette County	Pinellas County
Aurora	Fresno Unified	Portland
Baltimore City	Guilford County Schools	Richmond
Boston	Hawaii State DOE	Sacramento City Unified
Buffalo	Indianapolis	San Diego Unified
Charlotte-Mecklenburg	Jefferson County	San Francisco Unified
Chicago	Kansas City	Santa Ana Unified
Cincinnati	Los Angeles Unified	Seattle
Clark County	Metro Nashville	Shelby County (formerly Memphis City)
Cleveland Metro	Minneapolis	St. Louis
Columbus City Schools	NOLA	St. Paul

List of Districts Who Have Participated in the Survey (N=54)		
Dallas Independent	NYC DOE	Toledo
Dayton	Oakland Unified	Tulsa
Denver	Oklahoma City	Washoe County
Des Moines	Omaha	Wichita

List of Districts Who Have Not Participated in the Survey (N=23)		
Austin Independent	Hillsborough County	Norfolk
Birmingham	Houston Independent	Phoenix Union HS District
Bridgeport	Jackson	Pittsburgh
Broward	Little Rock**	Providence
Charleston County	Long Beach Unified	Rochester City
Detroit	Miami-Dade County	San Antonio Independent
El Paso Independent	Milwaukee	Winston-Salem**
Fort Worth Independent	Newark	

**Joined the Council after the survey launch in April 2022.

FOUNDATIONAL LITERACY SKILLS FOR ELLS




Foundational Skills Instruction for ELs

Summary
January 2023

Council of the Great City Schools

1



Foundational Skills Instruction for English Learners

WORKING GROUP

- Clark County
- Dallas
- Los Angeles
- New York City
- Omaha
- San Antonio
- Tulsa

TIMELINE

- BIRE 2022: feedback from EL program directors and publishers
- November: Draft to working group & experts
- February 2023: Finalize

2



Envisioning Foundational Skills Instruction for English Learners: A Comprehensive and Connected Approach

Central Role of Teachers

- ✓ Recognizes the linguistic assets that ELs or multi-lingual learners bring
- ✓ Acknowledges and builds on an understanding of how foundational literacy skills in English develop in brains that are simultaneously learning more than one language system
- ✓ Connects foundational literacy skills instruction to building knowledge and developing literacy identities for ELs and other learners

3

Overview of Research (Ch. 1)



- ❖ Literacy Development
- ❖ Language-based & Code-based Skills
- ❖ Role of Comprehension
- ❖ Precursors to Foundational Literacy in Multi-lingual Children



Comprehensive and
Connected Approach to FS
Instruction for ELs

4

Envisioning a C & C Approach to FS Instruction for ELs (Ch. 2)



- ❖ What are component of FS commonly listed?
- ❖ Expanded set of components for ELs
 - ✓ Oral language
 - ✓ Language-based knowledge
 - ✓ Role of Comprehension
- ❖ EL Literacy Development Outcomes


5

Components of Foundational Literacy Skills



Source	Foundational Literacy Skills
Teaching Children to Read: National Reading Panel, 2000	Phonemic awareness Phonics Vocabulary Fluency Comprehension
Common Core State Standards-English Language Arts (NGA Center for Best Practices & Council of Chief State School Officers, 2010)	Print concepts Phonics and word recognition Phonological awareness Fluency
Effectiveness of Early Literacy Instruction: Summary of 20 Years of Research (IES, 2021)	Language (code & language based) Early writing General literacy

6


Components of Foundational Literacy Skills
FOR ENGLISH LEARNERS 

EXPANDED


Foundational Literacy Skills Component	
LANGUAGE-BASED SKILLS	Oral language Comprehension & Meaning-making (<i>fluency is subsumed here</i>) Word Knowledge
CODE-BASED SKILLS	Phonological and Phonemic awareness Print Knowledge Decoding and Phonics Early writing

7

Vision for
Foundational
Skills
Instruction
for ELs (Ch. 2)



When teachers value and leverage the linguistic repertoires that ELs bring to school and teachers are equipped with knowledge about (a) how the English language system works, (b) how ELs develop English as a new language, and (c) comprehensive approaches to literacy, teachers can create learning experiences that build student content knowledge and foundational literacy skills that support student understanding for how academic English works.



8

Principles

1 The **linguistic repertoire of ELs** and registers of English are valued and leveraged.

2 **Grade-level content** serves as the anchor for foundational literacy skills development in service of mastering spoken and written academic language.

3 **Meaning-making and comprehension** are prioritized.

4 **Mastery of academic English** expands student linguistic identities.

5 **Language-based and code-based skills** are developed simultaneously.

6 **Comprehension** of text is signaled by students' ability to read with the **proper expression to convey meaning**, not solely speed and accuracy.

9

EL-related Considerations for Instructional Materials to Support Foundational Literacy Skills Instruction (Ch. 4)

- Supporting **receptive and productive oral language** skills development.
- **Anchoring learning** in meaning-making of the **grade**.
- Implementing **purposeful activities connected to academic content** and responsive to student needs.
- Defining a scope and sequence.
- **Highlighting** key **linguistic differences** between major languages.
- Providing **strategic and ample opportunities** for EL to apply, within the context of the grade-level content, the **developing foundational skills** related to specified components.

10

EL-Considerations.... Cont'd

Phase I: Overarching Considerations

Phase II: Key Considerations for English Learners

Part I. Non-Negotiable Criteria (NNC)

NNC #1 (Principle 2) Grade-level content

NNC #2 (Principle 4) Academic language

NNC #3 (Principle 6) Comprehension & Fluency

Part II. Design Criteria

Criterion I: Language Development

Criterion II: Phonological Awareness

Criterion III: Comprehension/ and Meaning-Making

Criterion IV: Word knowledge/ vocabulary

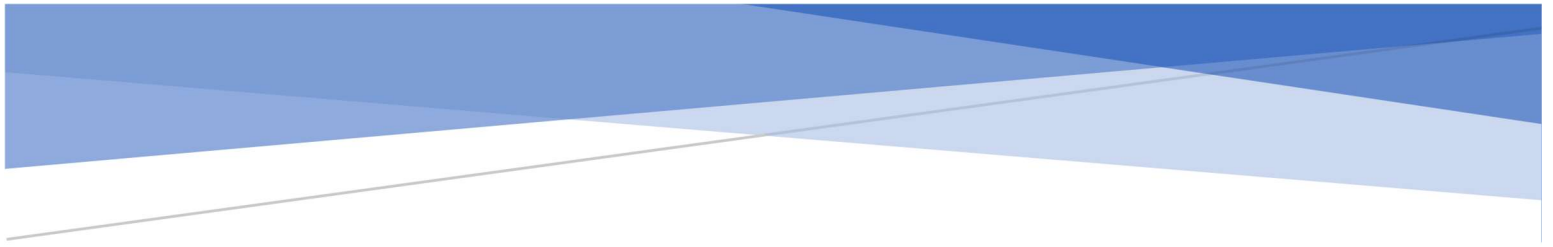
Criterion V: Print Knowledge

Criterion VI: Alphabet Knowledge, Phonics, and Decoding

Criterion VII: Early Writing

Part III. Teacher-specific Materials and Support

- Curated Resources
- References and Information on Contrastive Linguistics
- Instructional Guidance



A Framework for Foundational Literacy Skills Instruction for English Language Learners

Instructional Practice and Materials Considerations



Council of the Great City Schools
Spring 2023

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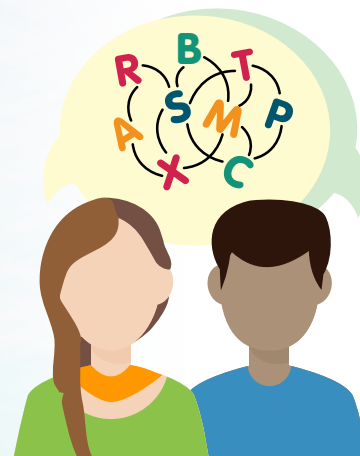
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UNIVERSAL DYSLEXIA SCREENING

District Considerations for Universal Dyslexia Screening: Ensuring Appropriate Implementation and Instruction for English Learners



Council of the Great City Schools

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Purpose

In light of the growing development in policy and practice that recognizes the importance of early identification of students at risk for reading difficulties and dyslexia through universal screening, districts will need to carefully consider how this may impact English learners. The purpose of this brief is to (1) share potential challenges regarding the implementation of universal dyslexia screening for English learners (ELs) and (2) highlight considerations that ensure English learners are appropriately screened given their language development trajectory and the foundational literacy instruction ELs have received. Furthermore, the brief offers considerations for the appropriate interpretation and use of screener results when districts are required to universally screen for dyslexia, including for students who have limited oral language development and little to no knowledge of English phonemes (e.g., when sound/letter correspondence differs between languages with different writing systems).

This brief focuses specifically on English learners, whose foundational literacy trajectory is different than that of English-speaking children. Although dyslexia screeners can be useful for identifying students at risk for reading difficulties in English, they may mismeasure or fail to capture English learners' pre-literacy skills, which can comprise different levels of development in English and in their home language. Considerations for reliable and valid dyslexia screening in ELs to ensure early intervention and reduce the risk of misdiagnosis may also apply to other students who have limited exposure to pre-literacy skills, limited foundational skills instruction, experience navigating unique dialects of English, or who—because of the pandemic—have had significant interruptions in schooling. There has been a long history of ELs and culturally and linguistically diverse students being disproportionately represented in disability categories. The complexity of distinguishing between (a) reasonable expectations for ELs in attaining language acquisition milestones and (b) a potential learning disability (Hoover, Baca, & Klingner, 2016), requires attention to how universal dyslexia screeners are used with culturally and linguistically diverse student groups.

Introduction

Many states have adopted universal dyslexia screening requirements, especially focused on the early grades (K-2) for purposes of timely identification of students who are at risk for reading difficulty due to dyslexia and could benefit from early intervention and support. This has implications for how school districts ensure that they continue to determine, in valid ways and using a variety of measures, what instructional supports students need to succeed in Tier I instruction. Specifically, commonly used and available dyslexia screeners are most reliable and valid for students who have acquired oral proficiency and

Universal Dyslexia State and District Policies

Forty states now mandate universal dyslexia screening. California, New York, Pennsylvania, and North Carolina are a few example states without such a mandate (Pera & Replogle, 2022). In states, and even some cities, where dyslexia screenings are not mandated, there has been recent advocacy to enact legislation mandating universal dyslexia screening (Jones, 2022). New York City is an example of a city that recently adopted a universal dyslexia screening policy (Office of the Mayor, City of New York, 2022). A common reason for screening in the early years is the importance of early detection to address reading difficulties that may negatively impact achievement and social-emotional development (Pera & Replogle, 2022).

foundational literacy skills in English. English learners, however, typically begin developing English oral language and foundational literacy skills in school. This increases the potential for misdiagnosis of dyslexia when using common dyslexia screeners, leading to instruction that is insufficiently tailored to student needs.

What is Dyslexia?

The International Dyslexia Association’s definition of dyslexia, which has been incorporated into many state education statutes, is—

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (International Dyslexia Association, 2002).

Stanley and Petscher (2017), in a brief for the National Center on Improving Literacy, note that dyslexia can impact a student’s ability to read in several ways, including—

- Inhibited ability to effectively decode letters into blended sounds to form words due to the inability to quickly and correctly hear, recognize, store, recall, and make different speech sounds;
- The need for additional time to spell words, spelling with errors, or the inability to recall words from memory to write the corresponding letters; and
- Difficulty with providing rapid visual-verbal response when asked to verbalize letters and words appearing in print.

Communicating with Families of ELs about Screening for Dyslexia

Districts need to engage EL families meaningfully as active partners in the educational process of their children, ideally using two-way communication about children’s educational learning goals and progress. EL families, in particular, need to know about language progression when learning English as a new language, the interaction of language learning with literacy development, and how to support their children in language and literacy development. District efforts to explain to families the developmental milestones of literacy and signals to ‘look for’ can support early detection of potential reading difficulties. If a screener for dyslexia is used, districts should communicate with families, in their preferred language, general information about the screening process along with explanations about why a screener is being used, how screener results will be used, and who can be contacted for more information. Effective communication with EL families might require using a multitude of formats (e.g., phone calls, videos, etc.).

Challenges in the Identification of ELs with Dyslexia

ELs need the time and opportunities to develop oral language proficiency—making meaning of what is being said—which serves as the foundation to learn how letters and the spelling of written words represent spoken words. ELs may need additional time to develop decoding skills in English depending on their prior schooling experiences and, if literate in their home language, whether this language uses an alphabetic writing system. Transferring literacy skills from languages that use logographic, syllabic, or consonantal writing systems may take longer, requiring instruction that focuses on oral language development and phonemic and phonological awareness. Similarly, native English-speaking children whose home language reflects dialectical speech patterns may require additional time to successfully decode academic English. The complexity of the literacy trajectory of ELs who are developing more than one language system poses a challenge to accurately screening for dyslexia for a number of reasons, including—

- **Lack of valid screeners for students whose home language is not English.** Screening ELs for dyslexia is complicated by the lack of standardized screeners in English that have been normed on EL student populations and the lack of screeners in various home languages spoken by ELs in U.S. schools. Even if some

screeners are available in Spanish, the language spoken by around 76 percent of all ELs in the U.S.,¹ the screener would only be appropriate for Spanish-speaking students who have been taught to read in Spanish. Additionally, due to variations between languages that influence the manifestation of dyslexia, simple translations of assessment instruments may be inappropriate (Gorman, 2009; Maunsell, 2020).

- **Insufficient opportunity for English learners (especially in the early grades) to develop oral language in English or learn foundational literacy skills.** Students new to a language may exhibit difficulty with reading for a variety of reasons other than dyslexia. For example—
 - Students learning English as a new language need to learn new sounds, vocabulary, and sentence structures. In other words, they need to develop oral language in English.
 - Students have not received foundational skills instruction in English.
- **Limited exposure to pre-literacy skills prior to school.** Not all students have exposure to pre-literacy skills prior to starting school, and some may have limited exposure to written forms of language at home.

Older English Learners (i.e., Students with Limited or Interrupted Formal Education)

Efforts, policies, and laws related to universal screening for dyslexia primarily focus on the early school years when children are learning to read. Because ELs enroll in significant numbers in later grades, valid and accurate screening for dyslexia in older students will also be critically important. For the accurate assessment of older students who are new to English, district processes need to ensure these students have received instruction for English language development and foundational literacy skills in English. Particularly in the case of students with limited or interrupted formal education (SLIFE), older students may lack foundational literacy skills in any language.

District Considerations for Implementing Dyslexia Screening and Interpreting Results

Assessments, which include screeners, provide critical information that can be used to design instruction and make decisions to support student learning. The most valuable assessments are those that authentically gather information about students' skills and abilities, are developmentally appropriate, and are complemented by information gathered from families about an EL's educational schooling experience and learning history, including interests and learning preferences.

Specifically, valid and accurate dyslexia screening for ELs should meet the following criteria—

1. **Universal screeners have been vetted.** Districts should ensure screener instruments have been validated to identify dyslexia among diverse student groups, including ELs, and are administered when developmentally appropriate for students.
2. **The screening process includes multiple measures.** Most ELs enter school with a range of classroom and language development experiences, including in their primary language. It is important to gather multiple sources of information and assessment data to get the full range of an EL's skills and abilities with an understanding that the need for additional processing time and learning pace adaptations may be a result of English proficiency rather than a brain processing issue. If universal dyslexia screeners are required, they should be used in combination with other measures, formal and informal, to get a well-rounded understanding of students' reading abilities. We therefore recommend using multiple measures, with screener results being "one data point," to determine instructional supports and signal the need for additional evaluation.

1 National Center for Education Statistics. (2021). *Table 204.27. English learner (EL) students enrolled in public elementary and secondary schools, by home language, grade, and selected student characteristics: Selected years, 2008-09 through fall 2019*. Digest of Education Statistics. https://nces.ed.gov/programs/digest/d21/tables/dt21_204.27.asp

3. **Screening and assessment are embedded within strong Tier I instruction with culturally and linguistically responsive multi-tiered systems of support (MTSS).** Districts are responsible for ensuring students receive quality and rigorous instruction that is appropriately scaffolded for linguistic and academic needs. Only when students receive this type of instruction can districts appropriately determine whether they need additional instructional services. Moreover, having a district multi-tiered systems of support (MTSS) framework that is culturally and linguistically responsive will help ensure that measures are free of bias, valid, and reliable for the student being assessed, as well as explicit enough to provide actionable and measurable goals to address student needs during Tier I instruction supplemented by tiered supports, when necessary.²
4. **Results are carefully interpreted and applied.** Careful interpretation of all data points is particularly important for students who may have reading difficulties for several reasons other than dyslexia. For example, it is important to understand that screener results do not confirm or certify the presence of dyslexia. Rather, the results can serve as a red flag, indicating a need for early intervention or further evaluation. Careful interpretation of screener results for ELs and the subsequent determination of instruction and/or intervention is best when informed by district staff with expertise in language acquisition, literacy, reading intervention, and special education.

Sample Questions to Consider before Screening English Learners for Dyslexia

Linan-Thompson (2014) provides the following questions to consider before screening English learners for dyslexia—

- *When did the student learn English?*
- *When did the student learn to read and write in English?*
- *Did the student receive reading and writing instruction in their first language (L1)? If currently receiving foundational skills instruction in English, for how long, and what do formative assessments reveal?*
- *What are the differences and similarities between the syntactic structures of the L1 and English?*
- *What is the alphabetic structure of the L1?*
- *How consistent is the orthography of the L1?*
- *Is there any overlap in vocabulary? Are there cognates?*

These questions could be incorporated in a flowchart for district decisions regarding screening.

Overview of Dyslexia Research on English Learners

Children’s fluency in oral language and pre-literacy skills serve as a base for broader language-based skills (Brown, 2014; Pikulski & Chard, 2005). For ELs with limited exposure to English, they may have had limited opportunities to build those pre-literacy skills in English, which are crucial for understanding how print language works in English (Rinaldi & Páez, 2008). Rinaldi and Páez (2008) emphasize that students’ oral language abilities and their pre-literacy skills must be taken into consideration when assessing whether ELs have a language need or a disability and the type of interventions they need to receive. In other words, due to the unique challenges of learning English, it is important to examine whether their challenges are due to limited language learning experiences or true reading comprehension difficulties (Li et al., 2021).

The lack of appropriate instruments or measures (i.e., screeners) to determine English learners’ true reading comprehension abilities is acknowledged in the research. Moreover, not only may the instruments be inadequate for measuring comprehension in ELs (because they only measure comprehension of English), the comparison group for detecting comprehension difficulties comprises native English-speaking children rather than the true peers—other English learners.³

2 See the MTSS for ELs website for resources. The University of Texas at Austin, & The Meadows Center for Preventing Educational Risk. (2022). *Multitiered system of supports for English learners*. <https://www.mtss4els.org>

3 Miciak, Ahmed, Capin, and Francis (2022) found that English learners, regardless of whether they are or are not reading disabled, demonstrated lower performance on linguistic comprehension measures compared to their counterparts whose first language is English.

Furthermore, language characteristics, such as the degree of consistency, opaqueness, or phonological depth associated with a language, may all contribute to variances in how dyslexia manifests and impacts reading ability, leading to different prevalence rates (Brunswick, 2010; Maunsell, 2020). Ultimately, comparing students cross-linguistically is challenging because the diagnostic methods and tools for dyslexia diagnosis are different across orthographies (Landerl et al., 2013; Maunsell, 2020; Wydell, 2012).

While an extensive body of research on dyslexia and its diagnosis exists, this is not the case for examining dyslexia specifically in ELs, especially in the early grades. Early intervention for students, including ELs, with dyslexia is vital for their educational success and schooling experience. District implementation of universal dyslexia screeners, therefore, must include a range of valid measures, including formative assessments, to properly and accurately identify the learning needs of young English learners as well as those who arrive in later grades and still require foundational skills instruction in English.

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The Council of the Great City Schools is the only national organization exclusively representing the needs of America’s urban public-school districts. Composed of 77 large city school districts, the organization’s mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, instructional support, leadership, management, technical assistance, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge to deliver the best education for urban youth.

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EAST BATON ROUGE EL REVIEW



RAISING THE ACHIVEMENT OF
ENGLISH LEARNERS IN
EAST BATON ROUGE PUBLIC SCHOOLS



Council of the Great City Schools
Fall 2022



Raising the Achievement of English Learners in East Baton Rouge Public Schools

Report of the Strategic Support Team of the Council of the Great City Schools

Fall 2022

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Acknowledgements

The Council of the Great City Schools thanks the many individuals who contributed to this review of instruction and support for students with disabilities and students who are English learners in the East Baton Rouge Parish School System (EBRPSS or EBRPSSPSS). Their efforts were critical to our ability to present the district with the best possible proposals for improving special education and related services in the school system.

First, we thank Dr. Sito Narcisse, the school district's superintendent. It is not easy to ask one's colleagues for the kind of review conducted by the Council's teams. It takes courage and openness and a real desire for change and improvement.

Second, we thank the EBRPSS school board, who approved having this review done. We hope this report meets your expectations and will help improve special education services across the school system.

Third, we thank staff members of the school district who contributed to this effort, particularly Andrea O'Konski, Chief of Accountability, Assessment, and Evaluation for EBRPSS and her team who organized and facilitated the interviews and ensured that data and documents requested by the team were provided. Most people have no idea how much time and effort are required to organize a review such as this, much less the time to conduct it and write up the draft and final reports. The details are numerous and time-consuming. Thank you.

Fourth, the Council thanks the parents and advocates with whom we met. They work passionately to support children with disabilities and ensure the school district serves these students in the best possible manner.

Fifth, the Council thanks Guilford County Public Schools staff Dr. Mayra Hayes, EL Director, and Soledad Lardies-Dunst, EL Coordinator. Their contributions to this review were enormous. The enthusiasm and generosity of these individuals and districts that have supported this review serve as further examples of how the nation's urban public-school systems are banding together to help each other improve performance for all students.

Finally, I thank Gabriela Uro, Director English Language Learner Policy and Research who with David Lai, Special Projects Manager and Dr. Tamar Alsace, led the evaluation of ELLs in EBRPSS and Dr. Akisha Osei Sarfo, Council Research Director, for her exceptional job organizing the agenda and all the data collection for the review. Their work was outstanding, as always, and critical to the success of this effort. Thank you.

Dr. Ray Hart
Executive Director
Council of the Great City Schools

Background and Purpose of the Review

EBRPSS Superintendent, Dr. Sito Narcisse, asked the Council of the Great City Schools to review the district’s instruction and support for students who are English learners, and provide recommendations to improve teaching and learning. It was clear that the superintendent and his staff have a strong desire to improve student outcomes for students and all students generally. This report was written to help EBRPSS achieve these goals and maximize the district’s capacity to educate all students effectively.

The Work of the Strategic Support Team

To conduct its work, the Council assembled a team of experts who have successfully administered and operated instruction and support for students with disabilities and English learners in other major urban school districts around the country. These individuals also have firsthand expertise with relevant federal and state laws.

Due to COVID, the Council’s Strategic Support Team (the Council team or the team) on January 24th and February 2nd-5th 2022 conducted remote interviews and focus groups with district staff members, parents, community members, and many others. (A list of individuals interviewed is and reports, analyzed data, and developed initial recommendations and proposals before presented as an appendix to this report.) In addition, the team reviewed numerous documents finalizing this report. (See the appendices for a list of documents reviewed.) Following the team’s visit, the superintendent and staff members with oversight for special education and English learner instruction were provided with a summary of the team’s initial conclusions and preliminary recommendations.

This approach of providing technical assistance to urban school districts by using senior managers from other urban school systems across the nation is unique to the Council and its members. The organization finds it to be effective for several reasons.

First, it allows the superintendent and staff members to work with a diverse set of talented, successful practitioners from around the country. The teams are made up of experts who superintendents and staff can call on for advice as they implement the recommendations, face new challenges, and develop alternative solutions.

Second, the recommendations from urban school peers have power because the individuals who developed them have faced many of the same challenges encountered by the district requesting the review. No one can say that these individuals do not know what working in an urban school system is like or that their proposals have not been tested under the most rigorous conditions.

Third, using senior urban school managers from other urban school communities is faster and less expensive than retaining large management consulting firms that may have little to no programmatic experience. The learning curve is rapid, and it would be difficult for any school system to buy on the open market the level of expertise offered by these teams.

Members of the Strategic Support Team for this project included the following individuals:

<p>Dr. Ray Hart Executive Director Council of the Great City Schools</p>	<p>Gabriela Uro Director, English Language Learner Policy and Research Council of the Great City Schools</p>
--	--

David Lai Special Projects Manager Council of the Great City Schools	Akisha Osei Sarfo, PhD Research Director Council of the Great City Schools
Tamara Alsace, PhD Former EL Director, Buffalo Public Schools	Gabriela Uro Director, English Language Learner Policy and Research Council of the Great City Schools
Mayra Hayes, PhD EL Executive Director Guilford County Public Schools	Soledad Lardies-Dunst EL Coordinator Guilford County Public Schools

History of Diversity in East Baton Rouge

The Baton Rouge metropolitan area, situated on the eastern bank of the Mississippi River, comprises nine parishes with a total population of over 870,569 residents according to the 2020 U.S. Census. Baton Rouge proper, the seat of the East Baton Rouge Parish, is the capital of Louisiana and is its second largest city. According to data from the U.S. Census, the total population in East Baton Rouge has remained relatively stable the past decade (2010-2020) and had a slight population increase of 1-2 percent in each decade since 1950.

The economy is dominated by the petrochemical industry and workforce data show that East Baton Rouge Parish claims 70 percent of the region’s jobs and ranks among the top-12 fastest-growing parishes in Louisiana. In addition to the oil industry, major employers are the area’s universities and local government.

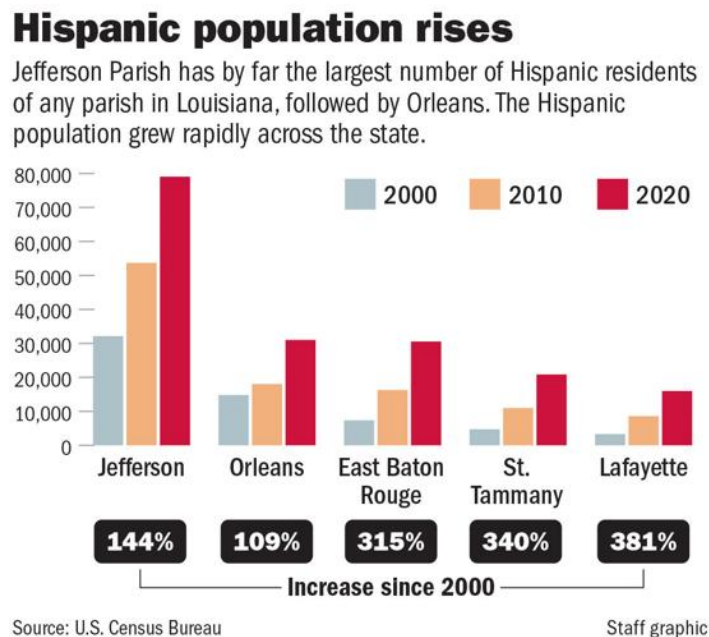
East Baton Rouge and the surrounding parishes of southern Louisiana have a rich multiracial, multiethnic, multicultural, and multilingual history. Historically, the city has been a culturally rich population center, with settlement by immigrants from numerous European nations and African peoples brought to North America and enslaved or forced into indentured servitude. Originally inhabited (since about 12,000-500 BC) by indigenous peoples such as the Muskogean societies, which evolved into the Mississippian culture, and eventually the Houmas Indians, the Baton Rouge area saw the first European exploration of the area by the Spanish in the early 16th Century. By the time the French conquerors arrived in 1699 to claim the land for France, the indigenous population had been greatly diminished. Since colonial times, the city has been ruled by seven different governments: French, British, and Spanish in the colonial era; the Republic of West Florida; the United States as a territory and state; the Confederate States of America during the U.S. Civil War; and United States again following the Civil War.

Latinos have lived in East Baton Rouge, New Orleans, and across Southern Louisiana throughout this history. In fact, it was Spanish and Portuguese settlers from the Canary Islands, locally called *Isleños* who fervently defended New Orleans during the British invasion of 1814 and who also participated in the planning and execution of the first Mardi Gras parade in 1838. In the 20th century, there were

several major waves of Latino immigration to New Orleans—one being in the early part of the century with Nicaraguans arriving to work in the Louisiana Nicaragua Lumber Company and the next being the Hondurans who arrived to work at the United Fruit Company. In the 1960s and 70s, through the end of the century, there were other waves of immigration in response to the political situation in Latin American countries, such as Cuba and Nicaragua.

While the 2000 U.S. Census reported 15,000 Latinos in New Orleans, the numbers are believed to be undercounted. After the devastation of Hurricane Katrina in 2005, new waves of Latino immigrants arrived to rebuild the city in trades such as construction and skilled labor. The Times-Picayune estimated that about 100,000 Latinos moved into New Orleans in the months following Katrina and while many made the city their home, others moved on to cities such as East Baton Rouge. In fact, the Hispanic population in Louisiana increased by 79 percent in the decade between 2000 and 2010; the overall population increased by only 1 percent. East Baton Rouge saw a 55 percent increase in its Hispanic population during that same period.

Figure 1. Hispanic Population in Louisiana Parishes

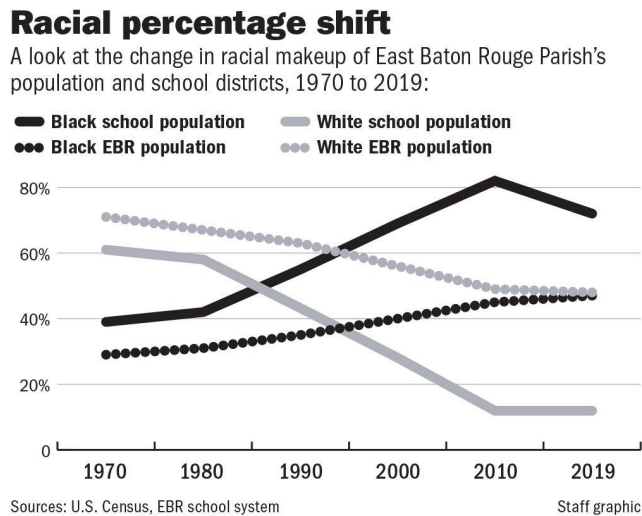


Source: Vargas, R. A., & Adelson, J. (2022, January 2). 'We're somewhere familiar': Jefferson's Hispanic population drives Louisiana's growth. *NOLA.com*. https://www.nola.com/news/article_2304af7c-5f87-11ec-b2a4-cf1feb4fddf8.html

Today, no single demographic comprises a majority of the population in East Baton Rouge. Black residents make up the largest share, accounting for 47.4 percent of the population in 2021. The next largest group, white residents, made up almost 47.2 percent of the population. Though still relatively small, the Hispanic population in East Baton Rouge has significantly increased since 2010 to over 20,000 residents. And eight percent of residents five or older reported speaking a language other than

English at home, nearly 40,000 people.¹ While the mostly white, European heritage populations have greatly integrated in various parts of the parish, there remains a noticeable division across the parish by ethnicity. In fact, Baton Rouge was ranked as the second most segregated southern city in 2015 and along with New Orleans, was found to be among the top-10 most segregated cities in the country according to an analysis presented by The Institute for Southern Studies in its online newsletter *Facing South*.²

East Baton Rouge Parish Public Schools (EBRPPS) reflects the racial separation evident in the local neighborhoods. While the school district was under a desegregation order that integrated most district schools in the 1970s, there has been a gradual re-segregation of the schools. Many white residents left the district and, in some cases, led secession efforts to form their own, separate districts. At least three efforts succeeded in creating new, separate districts after the 2003 repeal of the desegregation order. In the case of the St. George neighborhood, parents went as far as attempting to create their own city in order to separate the schools from EBRPPS. After several failed attempts during a six-year battle, the initiative succeeded in October 2019.



Source: Mitchell, D.J. (2022, January 2). 'We are part of the Louisiana landscape': Hispanic population around Baton Rouge, state surges. *The Advocate*. https://www.theadvocate.com/baton_rouge/news/article_59c857b6-5e97-11ec-afdd-63981c9ad7a8.html

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¹ United States Census Bureau. (2022). Quick Facts: East Baton Rouge Parish, LA. Retrieved from <https://www.census.gov/quickfacts/eastbatonrougeparishlouisiana>.

² Yee, A. (2015, May 8). The most racially segregated cities in the South. Institute for Southern Studies. <https://www.facingsouth.org/2015/05/the-most-racially-segregated-cities-in-the-south.html>

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East Baton Rouge Parish Community Context

The change in the population of East Baton Rouge Parish noted above has changed the poverty levels in the district. Table 1 compares East Baton Rouge (EBR) Parish poverty levels to the state average, and the residents of East Baton Rouge Parish who have children under 18 years old are more likely to experience poverty. Families with children are most impacted, with over one in five residents living below the poverty level. The percentage impacted by poverty is even higher for foreign-born families—37.7 percent. In both EBR Parish and the state of Louisiana, public school students are much more likely to live below the poverty level compared to the overall youth population. In EBR Parish, 81.1 percent of students are economically disadvantaged—roughly 10 percentage-points higher than the state overall (71.3%).

Table 1. Poverty Indicators for East Baton Rouge and Louisiana

	East Baton Rouge Parish			Louisiana w/o East Baton Rouge Parish			Louisiana		
	%-age	Number	Total of EBR Parish	%-age	Number	Total of LA w/o EBR Parish	%-age	Number	Total of Louisiana
Percentage of Families and People with Incomes below the Poverty Level in Past Year (2019)									
All People	17.4%	75,635	433,686	18.8%	769,595	4,098,501	18.6%	845,230	4,532,187
All Families	11.9%	11,756	98,787	14.4%	146,823	1,017,965	14.2%	158,579	1,116,752
Families with Children Under 18 Years Old	20.1%	9,177	45,657	22.6%	110,975	490,738	22.4%	120,152	536,395
Female-Headed Households, no spouse present, with Children Under 18 Years	40.2%	6,724	16,726	46.9%	76,099	162,157	46.3%	82,823	178,883
Children Under 18 Years	24.6%	24,512	99,555	26.5%	260,248	981,542	26.3%	284,760	1,081,097
Children Under 18 Years Living with Native-Born Parent/s	22.6%	19,015	84,050	25.8%	222,926	864,250	25.5%	241,941	948,300
Children Under 18 Years Living with Foreign-Born Parent/s	37.7%	3,135	8,310	32.2%	14,951	46,439	33.0%	18,086	54,749
Percentage of Students Economically Disadvantaged, 2022 (All Schools)									
Economically Disadvantaged	81.1%	33,599	41,418	71.3%	460,476	645,579	71.9%	494,075	686,997

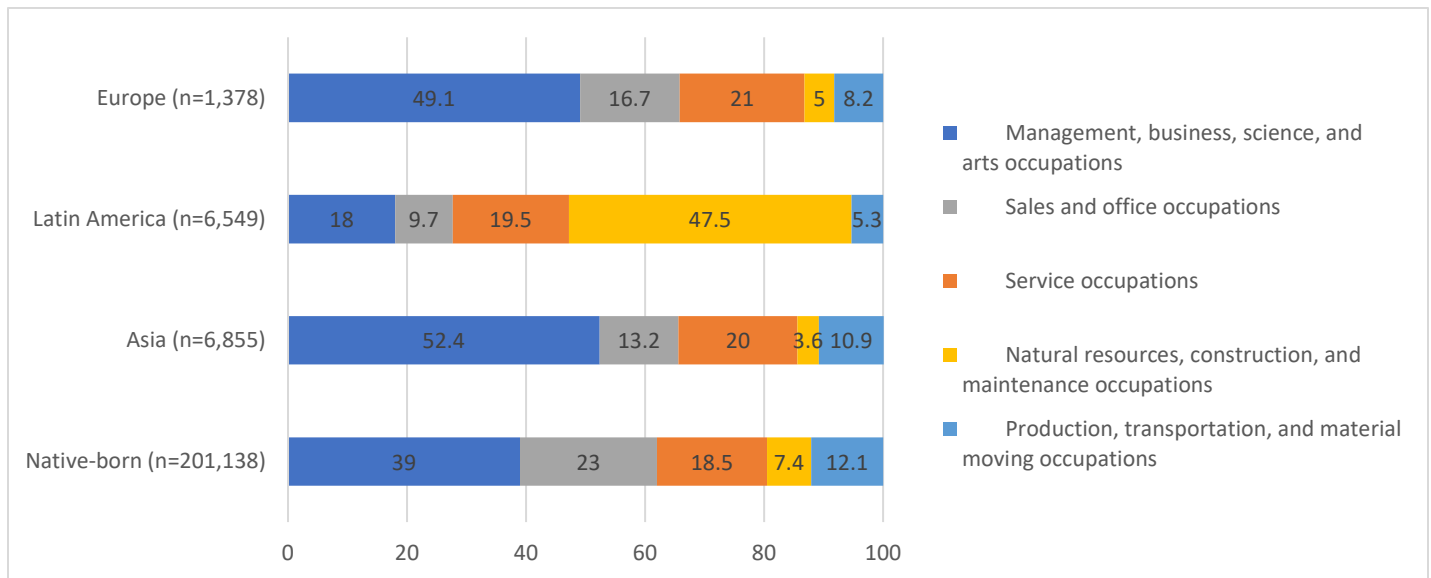
Source: Council analysis of ACS 5-Year Estimates (Tables S1701, B05010, and S1702) and LDOE (Feb 2022 Multi stats)

Workforce Participation of East Baton Rouge Parish Community

To better understand the context for English learners (ELs) and their families, the Council examined economic indicators from the U.S. Census Bureau’s American Community Survey (ACS). Specifically, these indicators help provide a glimpse of the contributions immigrants make and a sense of the realities facing EL families who engage with the schools and the challenges that they face engaging during typical school business hours.

Figure 2 shows the occupations of employed foreign-born East Baton Rouge Parish residents 16+ years of age by region of birth compared to the native-born population. Of significance is the high percentage of workers from Latin America—the vast majority of EBRPPS EL families—employed in essential occupations with the least amount of personal scheduling flexibility and among the lowest wages. Over half (52.8 percent) work in *natural resources, construction, and maintenance occupations*; and *production, transportation, and material moving occupations*. In aggregate, the percentages of workers in the same occupations from Europe and Asia, respectively, are similar to the native-born population. The data also reveal a rich diversity of skillsets among immigrants from all parts of the world that the district could consider when engaging families, building its workforce, and developing community partnerships.

Figure 2. Occupation of Age 16+ Civilian Employed Foreign-Born by Region of Birth and Native-Born



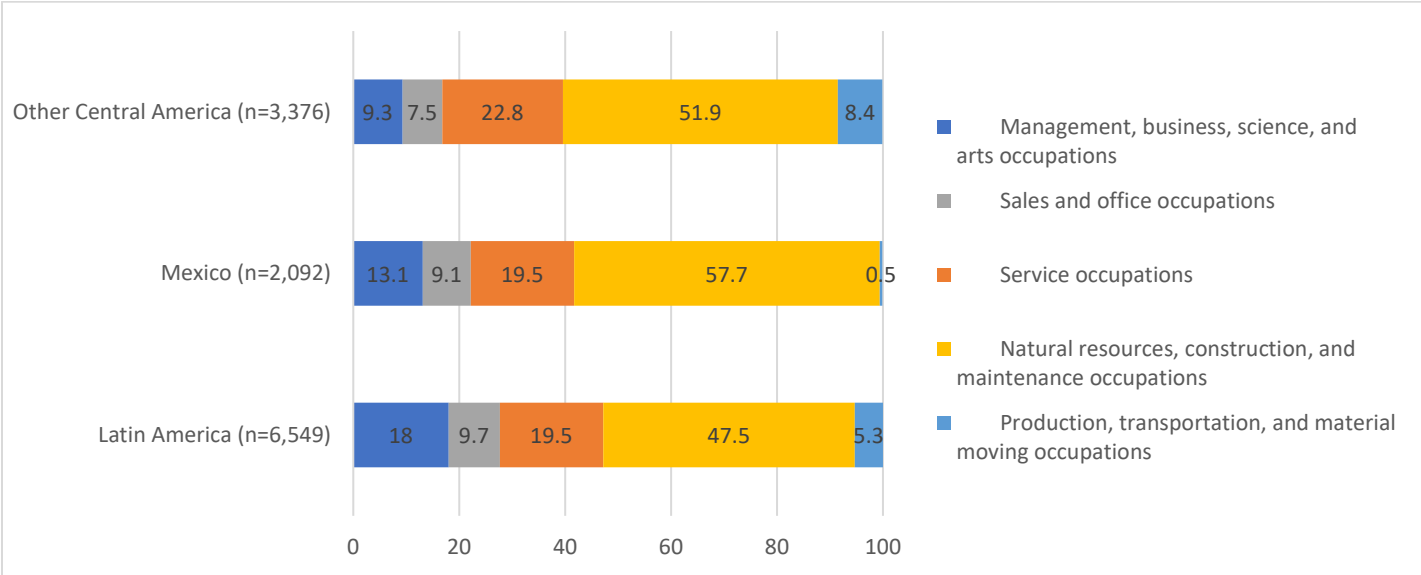
Source: Council analysis of 2019 American Community Survey 5-Year Estimates

The distribution of occupations by region of birth is a function of when individuals arrive, the situations in their countries of origin, and the U.S. immigration policies in effect when determining immigration status (e.g., refugees, asylees, etc.). Figures 3 and 4 show occupations of the foreign-born population by selected subregion of birth³. In Figure 3, the data for immigrants from Latin America is

³ Subregions were selected based on availability in the ACS and languages spoken by EBRPSS ELs.

disaggregated into the subgroups “Other Central America” and “Mexico.” Compared to Latin American immigrants as an aggregated group, immigrant workers from “Other Central American” countries and “Mexico” are slightly more likely to work in *natural resources, construction, and maintenance occupations*; and *production, transportation, and material moving occupations*. Though the difference might be perceived as nonconsequential, that it exists is a reminder that ELs from Latin American countries are not monolithic and, therefore, EBRPPS should consider the unique experiences of each community when launching family engagement initiatives.

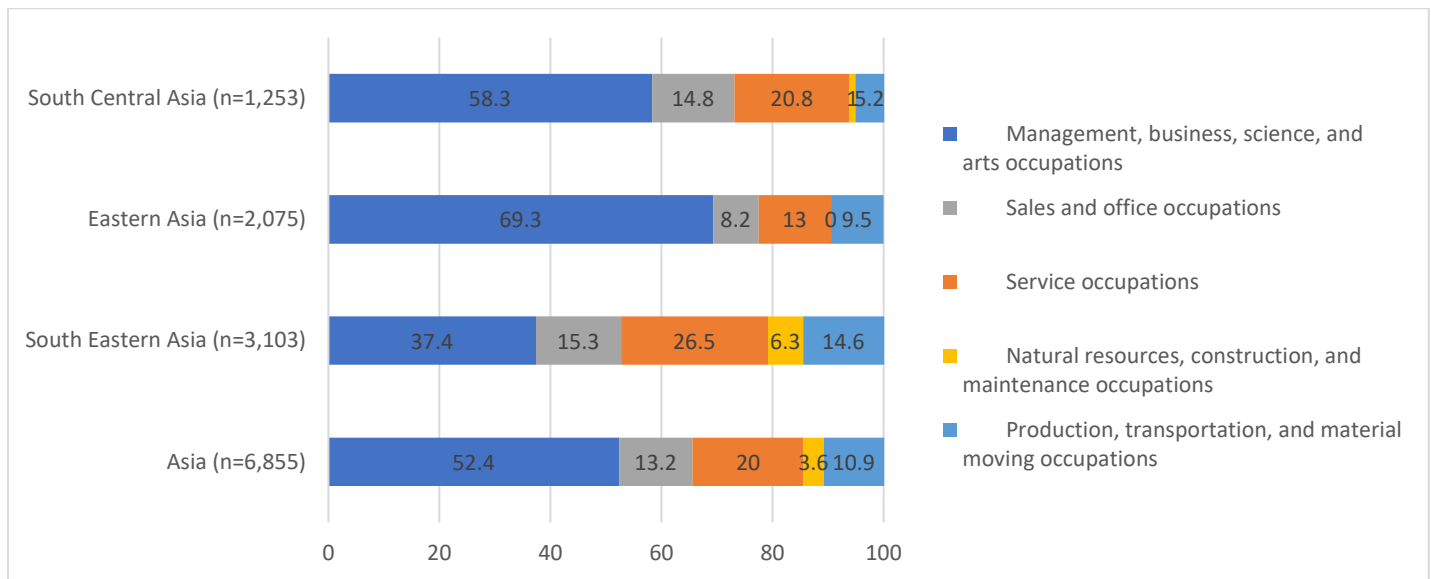
Figure 3. Occupation of Age 16+ Civilian Employed Foreign-Born by Region of Birth (Latin America and Selected Subregions)



Source: Council analysis of 2019 American Community Survey 5-Year Estimates

Workers from Asia are even more heterogenous, as shown in Figure 4. Specifically, those from Southeastern Asian countries, when compared to the other Asian subregions, are substantially more represented in the *service; natural resources, construction, and maintenance; and production, transportation, and material moving occupations*—the occupations that are less flexible for taking time off and typically pay lower wages. Nearly half (47.4 percent) of workers from Southeast Asia are employed in these occupations. Finally, even as the workers born in Asia (and especially East Asia) appear more represented in the *management, business, science, and arts; and sales and office occupations*; compared to immigrant workers born elsewhere, a substantial portion (greater than 25 percent) are not in those occupations. In other words, EL families of any origin are likely to face scheduling constraints due to their occupation that impact the ways they can engage with schools during traditional work hours. These distinctions are important for EBRPPS to consider when creating EL family engagement efforts.

Figure 4. Occupation of Age 16+ Civilian Employed Foreign-Born by Region of Birth (Asia and Selected Subregions)



Source: Council analysis of 2019 American Community Survey 5-Year Estimates

Economic Contribution

Immigrants account for a small percentage of the total population in East Baton Rouge Parish and Louisiana overall, yet they are an essential part of the labor force. The growing number of immigrants make up four percent of the state's total population and account for 13 percent of residents working in farming, fishing, and forestry occupations.⁴ Data from the New American Economy show similar trends for the Baton Rouge metropolitan area. Immigrants account for 3.9 percent of the Baton Rouge metropolitan area, but the New American Economy estimates that in 2019 EBR metropolitan area immigrants contributed \$91.9 million in state and local taxes and \$210.8 million in federal taxes. Their \$803.2 million in spending power contributes directly to the local economy's health.⁵

Educational Attainment

The educational attainment data further highlight the heterogeneity of EBRPPS' EL families and underscores the assets that immigrant families bring—experience and expertise that could be harnessed to bolster outcomes for ELs. Learning about the range of educational attainment and experiences of immigrant families help dispel deficit-thinking and stereotyped narratives about English learners, many of whom may come from immigrant families. The data show that most immigrants aged 25 years and above in EBR have at least a high school credential.

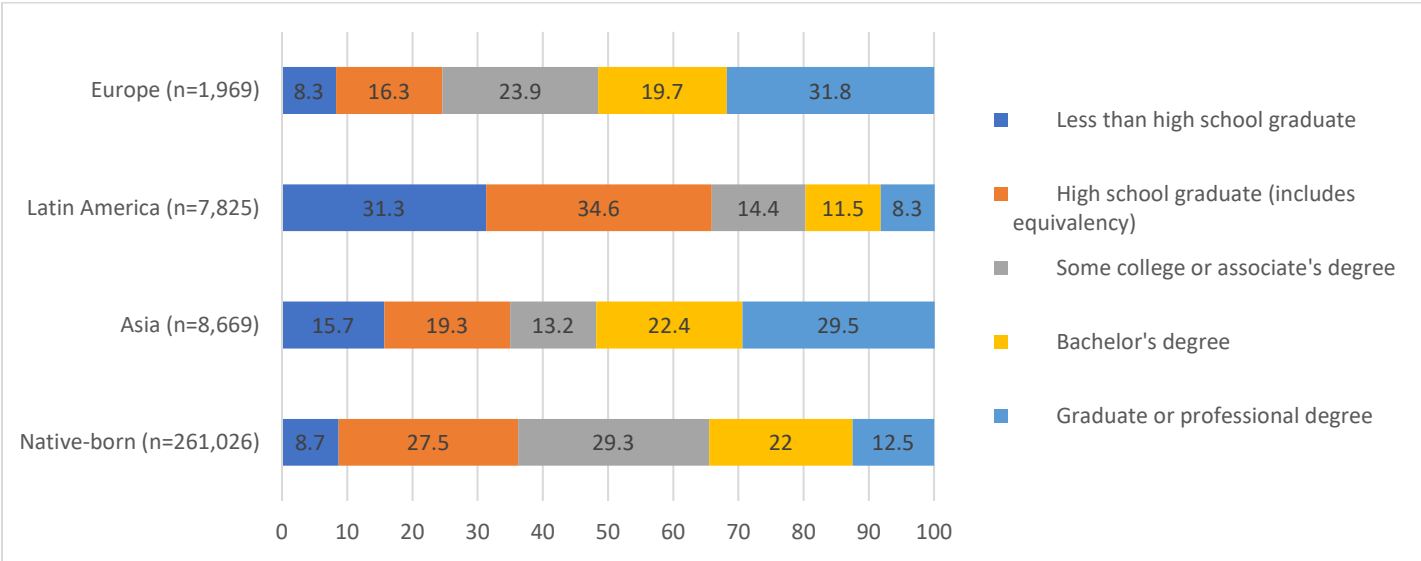
⁴ American Immigration Council. (2020, August 6). *Immigrants in Louisiana*. <https://www.americanimmigrationcouncil.org/research/immigrants-in-louisiana>

⁵ New American Economy. (2022). *Immigrants and the economy in: Baton Rouge metro area*. Retrieved August 15, 2022, from <https://www.newamericaneconomy.org/city/baton-rouge/>

As shown in Figure 5, this is true of the regions of the world from where most of EBRPPS' immigrant families arrive. The percentage of the foreign-born (Europe, Latin America, and Asia) population 25 years and older who have a bachelor's or higher degree is 38.3 percent compared to 35.5 percent of native-born residents.

Communities often do not reap the full benefit from bachelor's or higher educational attainment levels of immigrants because degrees from universities abroad are often not as valued by U.S. industries and institutions. Most often, third-party evaluations are required. In some fields, state examinations are required for licensure, which likely poses a hurdle for immigrants who might not be sufficiently fluent in English to successfully pass the examinations.

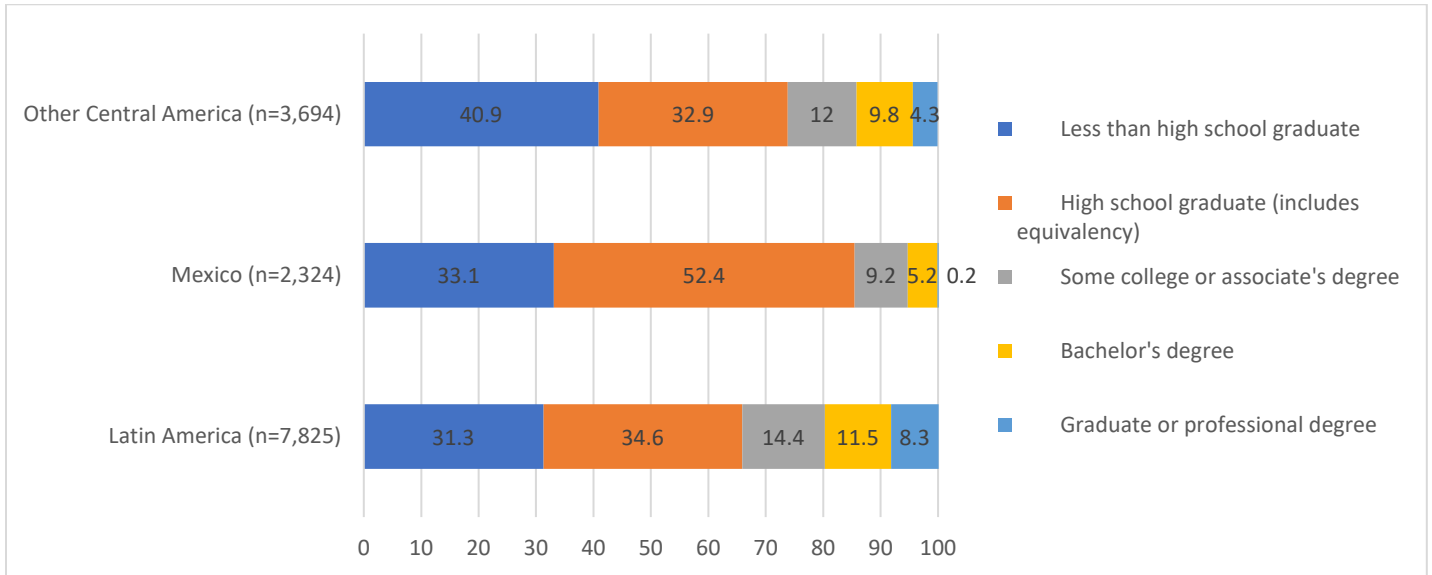
Figure 5. Educational Attainment of Age 25+ Foreign-Born by Region of Birth



Source: Council analysis of 2019 American Community Survey 5-Year Estimates

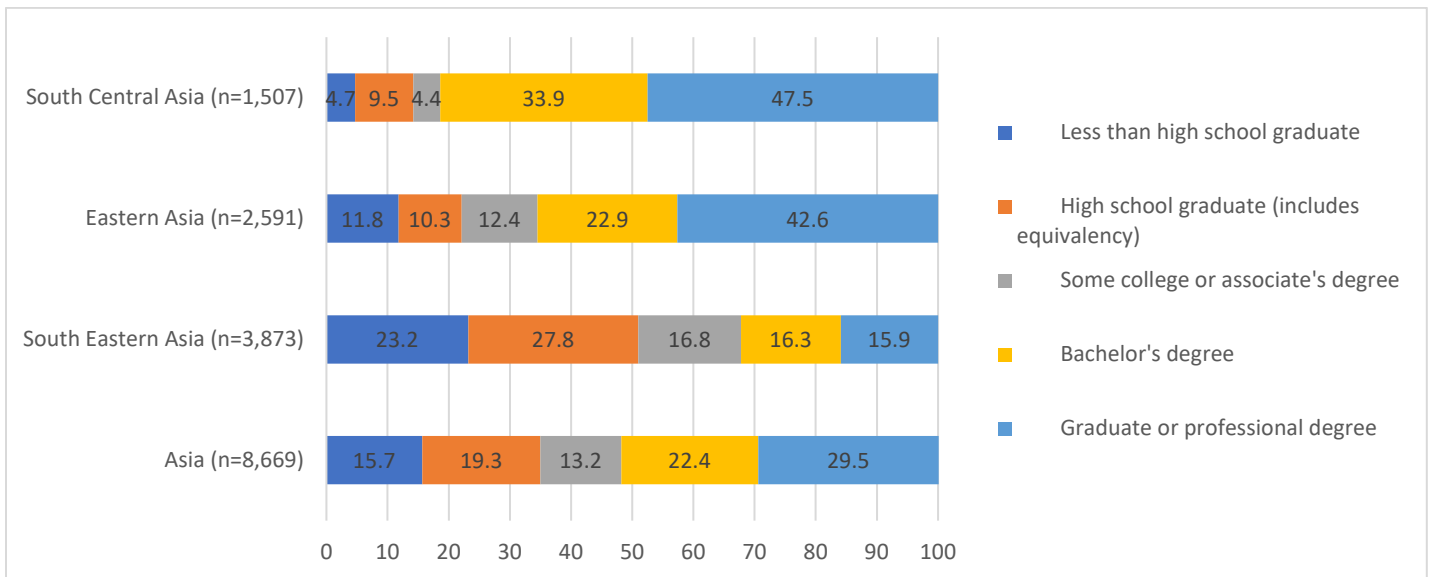
The heterogeneous distribution of educational attainment of immigrants from specific subregions of Latin America (Figure 6) and Asia (Figure 7) reveal the importance of differentiated engagement and communication efforts with EL families, as well as considerations for a potential pool of volunteers and employees of the school district.

Figure 6. Educational Attainment of Age 25+ Foreign-Born by Region of Birth (Latin America and Selected Subregions)



Source: Council analysis of 2019 American Community Survey 5-Year Estimates

Figure 7. Educational Attainment of Age 25+ Foreign-Born by Region of Birth (Asia and Selected Subregions)



Source: Council analysis of 2019 American Community Survey 5-Year Estimates

East Baton Rouge Public Schools

East Baton Rouge Enrollment Compared to Overall Enrollment in Louisiana

Table 2 shows the enrollment by various demographic characteristics in EBRPPS compared to Louisiana across all schools, charter, non-charter, and “central office” (students not associated with specific schools) in October 2021. White enrollment in Louisiana is 43 percent compared to 11 percent in EBRPPS. EBRPPS has a substantially higher enrollment of Black (71 percent) students and slightly higher enrollment of Hispanic (12.7 percent) and Asian (3.8 percent) students compared to Louisiana, 42 percent Black, 9.4 percent Hispanic, and 1.6 percent Asian, respectively. The total number of ELs enrolled in EBRPPS for SY 2021-22, based on the October 2021 count reported to the state, is 3,359 students, which includes those enrolled in charter schools or unassociated with specific school sites. This represents 10.5 percent of all ELs in Louisiana. In contrast, EBRPPS educates 6 percent of all students in Louisiana.

Table 2. Comparison of Enrollment Demographics for East Baton Rouge and Louisiana in Oct. 2021

	East Baton Rouge		Louisiana		EBRPPS as % of Louisiana
	#	%	#	%	
English Language Learners	3,359	8.1%	28,945	4.2%	10.5%
Special Education	4,298	10.4%	91,092	13.2%	4.7%
African American or Black	29,121	70.5%	290,289	42.1%	9.9%
Asian	1,573	3.8%	10,954	1.6%	14.8%
Hispanic or Latino	5,240	12.7%	64,871	9.4%	6.9%
Native American or Alaska Native	70	0.2%	4,006	0.6%	2.0%
Pacific Islander or Native Hawaiian	77	0.2%	557	0.1%	16.0%
White	4,707	11.4%	296,731	43.0%	1.6%
Male	20,801	50.3%	337,113	48.9%	5.9%
Female	20,531	49.7%	352,959	51.2%	5.6%
Total Enrollment	41,332	100%	690,092	100.0%	5.7%

Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *Student attributes*.

<https://www.louisianabelieves.com/resources/library/student-attributes>

Due to a few unique characteristics related to ELs, the Council also examined enrollment characteristics in February 2022, with and without charters (Table 3). The remainder of the report excludes charter school students and students not associated with specific schools, unless otherwise stipulated.

- First, EL enrollment is susceptible to major within-year changes, especially due to springtime enrollment shifts. Between October 2021 and February 2022, EL enrollment increased by 186 students in EBRPPS.

- Regarding the examination of data without charter schools, central office EL departments have very limited involvement or authority to influence EL programming in charter schools. ELs also largely enroll in traditional public schools. The percentage of ELs in EBRPPS non-charter schools was 83 percent in February 2022. Excluding charter-enrolled ELs allows this report to focus on the students EBRPPS will be able to directly impact through improvement in EL programming.
- Finally, none of the 145 students enrolled in “East Baton Rouge Central Office” (i.e., unaffiliated with specific schools) are English learners.

Table 3. Comparison of Enrollment Demographics for East Baton Rouge and Louisiana in Feb. 2022

	All Schools							Traditional Public Only ⁶	
	EBRPPS		Louisiana w/o EBRPPS		Louisiana		EBRPPS as % of Louisiana	EBRPPS	
	#	%	#	%	#	%		#	%
English Language Learners	3,545	8.6%	27,098	4.2%	30,643	4.5%	11.6%	2,941	8.4%
Economically Disadvantaged	33,599	81.1%	460,476	71.3%	494,075	71.9%	6.8%	28,403	80.9%
African American or Black	29,087	70.2%	259,750	40.2%	288,837	42.0%	10.1%	24,576	70.0%
Asian	1,558	3.8%	9,417	1.5%	10,975	1.6%	14.2%	1,414	4.0%
Hispanic or Latino	5,366	13.0%	60,578	9.4%	65,944	9.6%	8.1%	4,527	12.9%
Native American or Alaska Native	72	0.2%	3,822	0.6%	3,894	0.6%	1.8%	66	0.2%
Pacific Islander or Native Hawaiian	75	0.2%	469	0.1%	544	0.1%	13.8%	66	0.2%
White	4,703	11.4%	289,428	44.8%	294,131	42.8%	1.6%	3,992	11.4%
Multiple Races (Non-Hispanic)	557	1.3%	22,115	3.4%	22,672	3.3%	2.5%	480	1.4%
Total Enrollment	41,418	100.0%	645,579	100.0%	686,997	100.0%	6.0%	35,121	100.0%

Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *Student attributes*.

<https://www.louisianabelieves.com/resources/library/student-attributes>

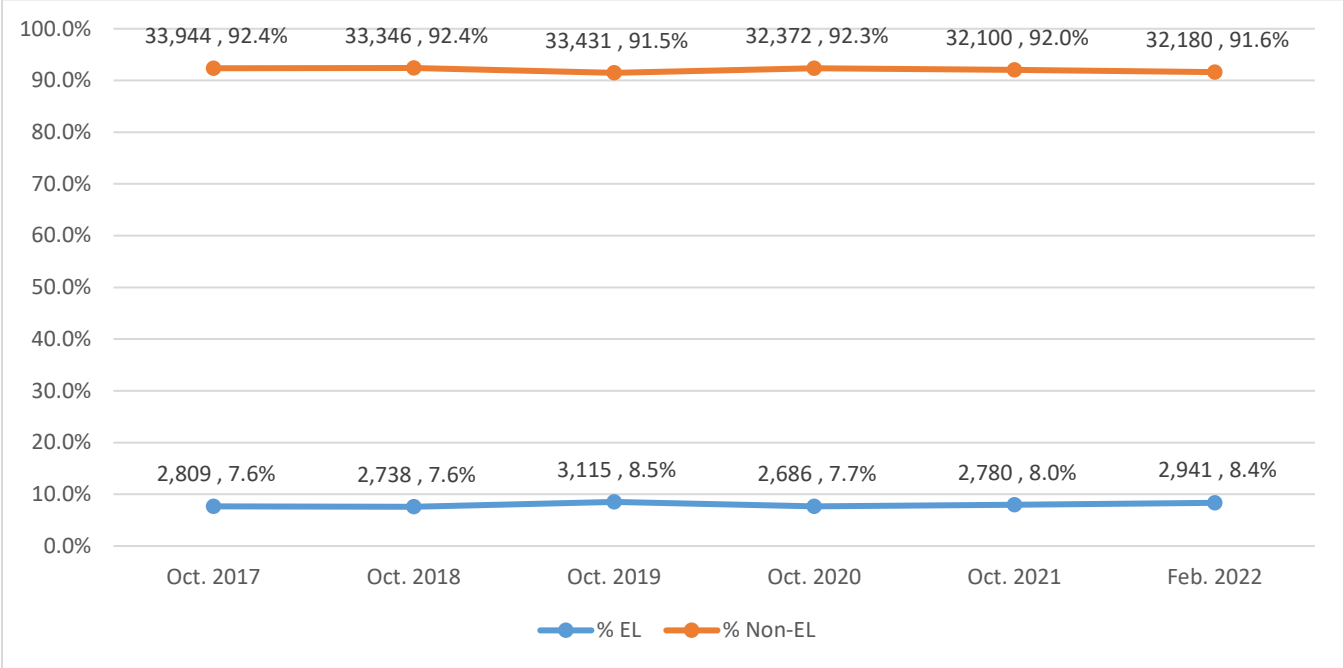
English Learners in East Baton Rouge Public Schools

The Council examined enrollment trends of EBRPPS non-charter schools from SY 2017-18 to SY 2021-22, including a four-month period after the October 2021 official count. ELs as a percentage of EBRPPS non-charter schools increased slightly from 7.6 percent in SY 2017-18 to 8.4 percent SY 2021-22. During this 4-year period, EBRPPS non-EL enrollment dropped by 1,764 students while EL enrollment increased by 132 students. In the year following the start of the COVID-19 pandemic—SY 2020-21—the

⁶ Excludes students not associated with specific school sites (i.e., enrolled in “East Baton Rouge Central Office”) and charter school students. The following schools were listed as “charter” on EBRSS’ website but not coded as such on the LDOE site enrollment data file: BASIS Baton Rouge Primary Mid City, Helix Aviation Academy, Helix Legal Academy, and IDEA University Prep. These schools were recoded as charter. (See Appendix ___ for site-specific enrollment in Feb. 2022.)

enrollment of ELs and non-ELs declined, reflecting national trends. A 14 percent drop in EL enrollment decreased the share of ELs to 7.7 percent, but by February 2022, the EL percentage rebounded to 8.4 percent, closer to pre-pandemic levels. The decrease in non-EL enrollment in EBRPPS during the pandemic was less pronounced—a 3.2 percent reduction.

Figure 8. Enrollment of ELs and Non-ELs in EBRPPS from Oct. 2017 to Feb. 2022

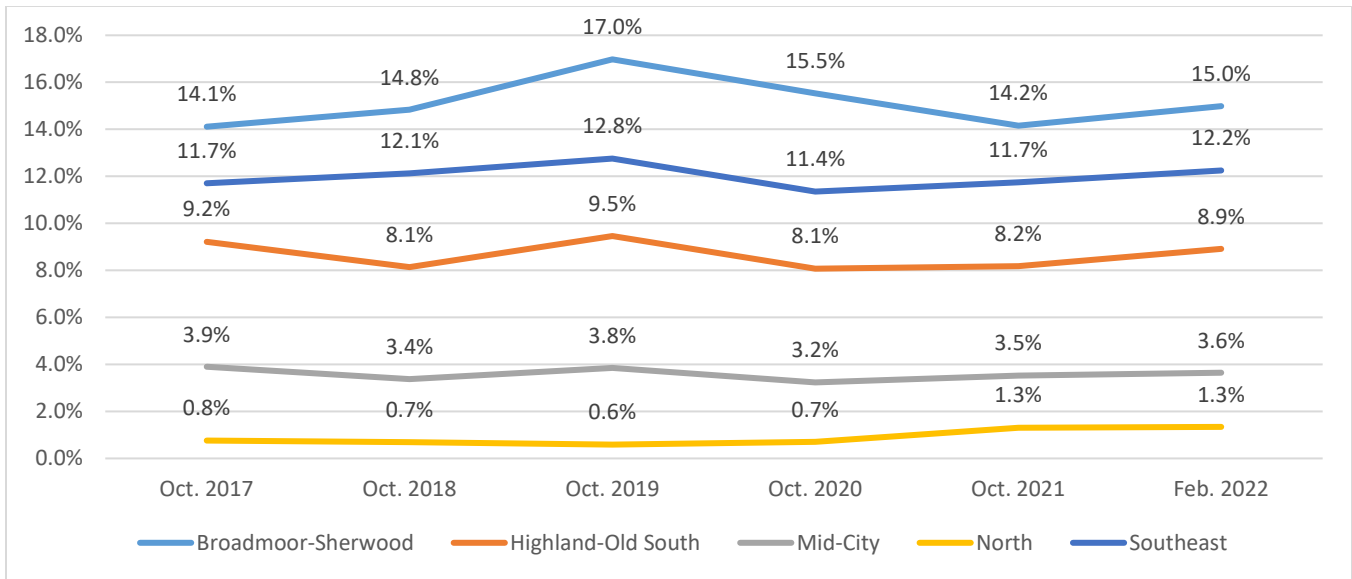


Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *Student attributes*. <https://www.louisianabelieves.com/resources/library/student-attributes>

Note: Excludes charter schools and students not associated with school sites (i.e., enrolled under “East Baton Rouge Central Office” in the LDOE data set). Figures from Oct. 2017 to Oct. 2020 exclude enrollment in schools not operating (i.e., closed) during SY 2021-22.

EBRPPS Region Enrollment Trends. The October 2019 official count for SY 2019-20 shows the percentage of EL enrollment in the Broadmoor-Sherwood, Southeast, and Highland-Old South regions as 17 percent, 12.8 percent, and 9.5 percent, respectively. Mid-City and North—the two regions with historically fewer ELs – changed slightly with Mid-City enrolling a lower percentage of ELs (3.6 percent) in February 2022 than the pre-pandemic 3.8 percent and North increasing from the pre-pandemic 0.6 percent to 1.3 percent EL enrollment in February 2022 (see Figure 9). While the beginning of SY 2020-21 showed lower percentages for Broadmoor-Sherwood and Southeast regions, four months later, the ELs as a percentage of regional enrollment climbed back to pre-pandemic levels.

Figure 9. EL Enrollment as a Percentage of Total Enrollment in Selected EBRPPS Regions from Oct. 2017 to Feb. 2022



Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *Student attributes*. <https://www.louisianabelieves.com/resources/library/student-attributes>

Note: Figures from Oct. 2017 to Oct. 2020 exclude enrollment in schools not operating (i.e., closed) during SY 2021-22.

English Learners Across Schools by Region in East Baton Public Schools

Table 4 provides region-level descriptive statistics of EL enrollment as of February 2022, while Table 4 provides detailed EL enrollment by school with totals calculated for each region. As of February 2022, ELs were enrolled in the vast majority of schools and in every region. Both Broadmoor-Sherwood and Southeast serve ELs in 100 percent of their schools. Almost all schools (91 percent) in Highland-Old South enroll ELs. The Mid-City Region enrolls ELs in 76 percent of its schools, and 69 percent of schools in the North region serve ELs.

In sum, 58 schools out of the 68 listed non-charter schools—excluding EBR Readiness Superintendent Academy—in Table 5 serve ELs. As a result, 85 percent of principals need district support and leadership in determining staffing, schedules, and other resources to support ELs in their schools.

In terms of ELs as a percentage of enrollment in February 2022, Broadmoor-Sherwood and Southeast regions have the highest percentages, 15.2 and 11.2 percent, respectively. In contrast, the North and Mid-City regions have EL enrollments that represent 0.8 percent and 3.3 percent of their respective region’s enrollment.

Table 4. Range of Enrollment Across Schools by Region in Feb. 2022

	Max # ELs	Min # ELs	Max EL Percentage	Min EL Percentage	Total Schools Enrolling ELs	Total Schools	Percent of Schools Enrolling ELs
Broadmoor-Sherwood	208	3	37.0%	0.8%	14	14	100%
Highland-Old South	121	0	42.3%	0.0%	10	11	91%
Mid-City	107	0	15.9%	0.0%	13	17	76%
North	30	0	5.6%	0.0%	11	16	69%
Southeast	171	32	24.3%	4.9%	10	10	100%

Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *Student attributes*.

<https://www.louisianabelieves.com/resources/library/student-attributes>

When a school’s EL enrollment represents over 20 percent (one in five students) of the entire school population, a multi-prong instructional response is needed to mount and sustain quality instruction for ELs. Providing quality EL instruction for a significant share of the school’s enrollment requires more than marginal support; it requires staffing and scheduling changes as well as new communication protocols to successfully engage with parents who may not speak English. Similarly, more than marginal support and policy revisions at the district level would be necessary to support and recognize the school’s work to enhance current EL programming.

The Council’s examination of EL enrollment by school ranked by ELs as a percentage of total enrollment (Table 5) reveals a significant number of schools that are facing new challenges to design and execute instructional programs that meet the needs of the growing number of ELs. A high percentage and/or numbers of ELs presents challenges, especially if the school faces ESL staffing shortages and the master schedule becomes complicated. A small number of ELs also poses challenges for schools, especially if it results in no ESL staff being assigned to the school and the school community has limited cross-linguistic capacity. Serving ELs at the middle and high school levels poses additional complications due to the departmentalized nature of content instruction and the content area credentialing requirements of teachers.

Broadmoor-Sherwood has a total of six schools in which ELs comprise 20 percent or more of the total school enrollment and three (excluding the Virtual Academy) in which ELs represent less than five percent—

- In four of its eight elementary schools, ELs comprise more than 20 percent of the school enrollment. In the case of Riveroaks Elementary, ELs represent 37 percent or two of every five students in the school.
- Broadmoor-Sherwood has three high schools, two which are comprehensive. In the largest of the two comprehensive high schools, one in every four students is designated as EL. In other

words, close to 25 percent (24.6%) of 794 students who attend Broadmoor Senior High School are English learners.

Highland Old-South has two schools in which ELs comprise more than 20 percent of the total school enrollment and five schools in which ELs represent less than five percent. Highland Elementary has the highest percentage of ELs in EBRPPS schools, at 42.3 percent (more than two in every five students).

Mid-City has no school in which ELs represent more than 16 percent of the population. The majority of its schools, nine, have EL enrollment below 5 percent.

North has one school with 5.6 percent EL enrollment and 10 with EL enrollments under five percent of the total population.

Southeast has two schools in which ELs comprise more than 18 percent of total school enrollment and only one in which ELs represent less than 5 percent of enrollment.

Table 5. Schools Ranked by ELs as Percentage of Total Enrollment within Regions, Feb. 2022

	Total Enrollment	# EL	% EL	Band by EL Percentage
Broadmoor-Sherwood				
Riveroaks Elementary School	562	208	37.0%	>25.0%
LaBelle Aire Elementary School	522	166	31.8%	
Broadmoor Senior High School	794	195	24.6%	15.0% - 24.9%
Twin Oaks Elementary School	443	97	21.9%	
Broadmoor Elementary School	504	101	20.0%	
Belaire High School	593	116	19.6%	
Audubon Elementary School	516	89	17.2%	
Park Forest Middle School	531	77	14.5%	5.0% - 14.9%
Villa del Rey Elementary School	363	36	9.9%	
Park Forest Elementary School	454	36	7.9%	<5.0%
EBR Virtual Academy	1,189	25	2.1%	
Northdale Superintendent's Academy	209	3	1.4%	
Greenbrier Elementary School	329	4	1.2%	
Sherwood Middle Academic Academy	726	6	0.8%	
Highland-Old South				
Highland Elementary School	286	121	42.3%	>25.0%
Wildwood Elementary School	492	103	20.9%	15.0% - 24.9%
Magnolia Woods Elementary School	490	69	14.1%	5.0% - 14.9%
McKinley Senior High School	936	116	12.4%	
University Terrace Elementary School	182	17	9.3%	
Glasgow Middle School	510	47	9.2%	<5.0%
Buchanan Elementary School	443	19	4.3%	
Mayfair Laboratory School	459	6	1.3%	
Liberty High School (Lee HS)	1,079	11	1.0%	

	Total Enrollment	# EL	% EL	Band by EL Percentage
McKinley Middle Magnet School	689	2	0.3%	
Southdowns School	168	-	0.0%	
Mid-City				
LaSalle Elementary School	452	72	15.9%	15.0% - 24.9%
Tara High School	741	107	14.4%	5.0% - 14.9%
Westdale Middle School	808	64	7.9%	
Capitol Middle School	567	31	5.5%	
Melrose Elementary School	340	11	3.2%	<5.0%
Arlington Preparatory Academy	85	1	1.2%	
Winbourne Elementary School	296	3	1.0%	
Istrouma High School	740	7	0.9%	
B. R. Foreign Language Acad. Immersion Magnet	507	4	0.8%	
Bernard Terrace Elementary School	261	2	0.8%	
Westdale Heights Academic Magnet School	436	3	0.7%	
Baton Rouge Center for Visual and Performing Arts	429	2	0.5%	
Baton Rouge Magnet High School	1,556	3	0.2%	
Park Elementary School	271	-	0.0%	
Capitol Elementary School	282	-	0.0%	
Belfair Montessori School	248	-	0.0%	
The Dufrocq School	497	-	0.0%	
North				
Claiborne Elementary School	533	30	5.6%	5.0% - 14.9%
Merrydale Elementary School	234	8	3.4%	<5.0%
Sharon Hills Elementary School	247	7	2.8%	
Northeast Elementary School	219	5	2.3%	
Northeast High School	371	8	2.2%	
Brownfields Elementary School	284	6	2.1%	
Glen Oaks Senior High School	666	9	1.4%	
White Hills Elementary School	94	1	1.1%	
Ryan Elementary School	273	1	0.4%	
Glen Oaks Park Elementary School	475	1	0.2%	
Scotlandville Magnet High School	876	1	0.1%	
Scotlandville Pre-Engineering Academy	245	-	0.0%	
Crestworth Elementary School	341	-	0.0%	
Delmont Pre-K and Kindergarten Center	146	-	0.0%	
Forest Heights Academy of Excellence	414	-	0.0%	
Progress Elementary School	320	-	0.0%	
Southeast				
Cedarcrest-Southmoor Elementary School	670	163	24.3%	15.0% - 24.9%

	Total Enrollment	# EL	% EL	Band by EL Percentage
Southeast Middle School	941	171	18.2%	
Woodlawn Elementary	692	92	13.3%	5.0% - 14.9%
Jefferson Terrace Academy (Jefferson Terrace Ele.)	624	81	13.0%	
Wedgewood Elementary School	487	62	12.7%	
Westminster Elementary School	309	38	12.3%	
Woodlawn High School	1,361	140	10.3%	
Parkview Elementary School	508	39	7.7%	
Woodlawn Middle School	937	62	6.6%	
Shenandoah Elementary School	655	32	4.9%	<5.0%

Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *Student attributes*.

<https://www.louisianabelieves.com/resources/library/student-attributes>

The Council’s examination of EL enrollment by school ranked by number of ELs within Regions found in Table 6 indicates that even when ELs are a small percentage of school enrollment, a significant number of schools face challenges to staff and execute instructional programs that meet the needs of the growing number of ELs. A school district’s responsibility to provide ELs with access to the curriculum and language instructional services to acquire English is in force, regardless of the number of ELs in the school or school district. English learners, when taught by certified teachers who are trained and/or qualified to teach English learners, can receive appropriate instruction alongside their English-speaking peers or in self-contained groups or classes. Providing quality instruction for ELs becomes challenging for schools if they do not have a sufficient number of ESL-qualified teachers to respond to a growing EL enrollment, at any level of EL enrollment.

Table 6. Schools Ranked by Number of ELs within Regions, Feb. 2022

	Total Enrollment	% EL	# EL	Band by # EL
Broadmoor-Sherwood				
Riveroaks Elementary School	562	37.0%	208	>100
Broadmoor Senior High School	794	24.6%	195	
LaBelle Aire Elementary School	522	31.8%	166	
Belaire High School	593	19.6%	116	
Broadmoor Elementary School	504	20.0%	101	
Twin Oaks Elementary School	443	21.9%	97	75 -100
Audubon Elementary School	516	17.2%	89	
Park Forest Middle School	531	14.5%	77	
Villa del Rey Elementary School	363	9.9%	36	<50
Park Forest Elementary School	454	7.9%	36	

	Total Enrollment	% EL	# EL	Band by # EL
EBR Virtual Academy	1,189	2.1%	25	
Sherwood Middle Academic Academy	726	0.8%	6	
Greenbrier Elementary School	329	1.2%	4	
Northdale Superintendent's Academy	209	1.4%	3	
Highland-Old South				
Highland Elementary School	286	42.3%	121	>100
McKinley Senior High School	936	12.4%	116	
Wildwood Elementary School	492	20.9%	103	
Magnolia Woods Elementary School	490	14.1%	69	50 - 75
Glasgow Middle School	510	9.2%	47	<50
Buchanan Elementary School	443	4.3%	19	
University Terrace Elementary School	182	9.3%	17	
Liberty High School (Lee HS)	1,079	1.0%	11	
Mayfair Laboratory School	459	1.3%	6	
McKinley Middle Magnet School	689	0.3%	2	
Southdowns School	168	0.0%	0	
Mid-City				
Tara High School	741	14.4%	107	>100
LaSalle Elementary School	452	15.9%	72	50 - 74
Westdale Middle School	808	7.9%	64	
Capitol Middle School	567	5.5%	31	<50
Melrose Elementary School	340	3.2%	11	
Istrouma High School	740	0.9%	7	
B. R. Foreign Language Acad. Immersion Magnet	507	0.8%	4	
Winbourne Elementary School	296	1.0%	3	
Westdale Heights Academic Magnet School	436	0.7%	3	
Baton Rouge Magnet High School	1,556	0.2%	3	
Bernard Terrace Elementary School	261	0.8%	2	
Baton Rouge Center for Visual and Performing Arts	429	0.5%	2	
Arlington Preparatory Academy	85	1.2%	1	
Park Elementary School	271	0.0%	-	
Capitol Elementary School	282	0.0%	-	
Belfair Montessori School	248	0.0%	-	
The Dufrocq School	497	0.0%	-	
North				
Claiborne Elementary School	533	5.6%	30	<50
Glen Oaks Senior High School	666	1.4%	9	
Merrydale Elementary School	234	3.4%	8	
Northeast High School	371	2.2%	8	

	Total Enrollment	% EL	# EL	Band by # EL
Sharon Hills Elementary School	247	2.8%	7	
Brownfields Elementary School	284	2.1%	6	
Northeast Elementary School	219	2.3%	5	
White Hills Elementary School	94	1.1%	1	
Ryan Elementary School	273	0.4%	1	
Glen Oaks Park Elementary School	475	0.2%	1	
Scotlandville Magnet High School	876	0.1%	1	
Scotlandville Pre-Engineering Academy	245	0.0%	-	
Crestworth Elementary School	341	0.0%	-	
Delmont Pre-K and Kindergarten Center	146	0.0%	-	
Forest Heights Academy of Excellence	414	0.0%	-	
Progress Elementary School	320	0.0%	-	
Southeast				
Southeast Middle School	941	18.2%	171	>100
Cedarcrest-Southmoor Elementary School	670	24.3%	163	
Woodlawn High School	1,361	10.3%	140	
Woodlawn Elementary	692	13.3%	92	75 - 100
Jefferson Terrace Academy (Jefferson Terrace Ele.)	624	13.0%	81	
Wedgewood Elementary School	487	12.7%	62	50 - 74
Woodlawn Middle School	937	6.6%	62	
Parkview Elementary School	508	7.7%	39	<50
Westminster Elementary School	309	12.3%	38	
Shenandoah Elementary School	655	4.9%	32	

Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *Student attributes*.

<https://www.louisianabelieves.com/resources/library/student-attributes>

To facilitate the analysis of the school-level EL enrollment data found in Table 7, we use an average of the maximum class size, stipulated by the Louisiana Administrative Code, to highlight schools with EL enrollment numbers that would trigger a full time equivalent (FTE) teacher. The Louisiana Administrative Code specifies a maximum class size for K-3 at 26 and for grades 4 to 12 at 33, with some exceptions; for purposes of the calculation, we used the average of these two figures—30.⁷

⁷ Albuquerque, Anchorage, Arlington (Texas), Atlanta, Aurora (Colorado), Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County (Ft. Lauderdale), Buffalo, Charleston, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), El Paso, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hawaii, Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Long Beach, Los Angeles, Manchester (New Hampshire), Miami-Dade County, Milwaukee, Minneapolis, Nashville, New Orleans, New York City, Newark, Norfolk, Oakland, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Portland, Providence, Puerto Rico, Richmond, Rochester, Sacramento, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County (Memphis), St. Louis, St. Paul, Stockton, Toledo, Toronto, Tulsa, Washington, D.C., Washoe County (Reno), and Wichita.

Districts often use planning factors to allocate additional ESL-related FTE to support ELs and work with general education classroom teachers. In Table. 7, we compared our 30 ELs per ESL IS ‘proxy’ to the 50 EL per ESL Instructional Specialist (IS) ratio recommended by EBRPPS’ ESL Office. The Council estimates an aggregate of 55 ESL IS teachers would be needed to support the EL instructional services in schools.

Broadmoor-Sherwood has a total of 10 schools with more than 30 ELs for which the following staffing projections were calculated. At the high end, Riveroaks Elementary has 208 ELs that equates to almost 7 FTE using the 30-class size ratio or 4 FTE using the 50 EL per ESL IS rate. At the low end of EL enrollment Villa del Rey and Park Forest, each enroll 36 ELs which would equate to 1 FTE based on the 30-class size ratio and .7 FTE using the ESL IS ratio of one FTE per 50 ELs.

Table 7. FTE Projections for Schools in Broadmoor-Sherwood Region

	Total Enrollment	% EL	# EL	30 ELs/Teacher	50 ELs/Teacher
Riveroaks Elementary School	562	37.0%	208	6.9	4.2
Broadmoor Senior High School	794	24.6%	195	6.5	3.9
LaBelle Aire Elementary School	522	31.8%	166	5.5	3.3
Belaire High School	593	19.6%	116	3.9	2.3
Broadmoor Elementary School	504	20.0%	101	3.4	2.0
Twin Oaks Elementary School	443	21.9%	97	3.2	1.9
Audubon Elementary School	516	17.2%	89	3.0	1.8
Park Forest Middle School	531	14.5%	77	2.6	1.5
Villa del Rey Elementary School	363	9.9%	36	1.2	0.7
Park Forest Elementary School	454	7.9%	36	1.2	0.7

Highland Old-South has five schools with more than 30 ELs for which the following staffing projections were calculated:

Table 8. FTE Projections for Schools in Highland-Old South Region

	Total Enrollment	% EL	# EL	30 ELs/Teacher	50 ELs/Teacher
Highland Elementary School	286	42.3%	121	4.0	2.4
McKinley Senior High School	936	12.4%	116	3.9	2.3
Wildwood Elementary School	492	20.9%	103	3.4	2.1
Magnolia Woods Elementary School	490	14.1%	69	2.3	1.4
Glasgow Middle School	510	9.2%	47	1.6	0.9

Mid-City has four schools with EL enrollment that is above 30, and for which the following staffing projections were calculated:

Table 9. FTE Projections for Schools in Mid-City Region

	Total Enrollment	% EL	# EL	30 ELs/Teacher	50 ELs/Teacher
Tara High School	741	14.4%	107	3.6	2.1
LaSalle Elementary School	452	15.9%	72	2.4	1.4
Westdale Middle School	808	7.9%	64	2.1	1.3
Capitol Middle School	567	5.5%	31	1.0	0.6

North has 10 schools with fewer than 10 ELs and only one school with more than 30 ELs for which the following staffing projections were calculated.

Table 10. FTE Projections for Schools in North Region

	Total Enrollment	% EL	# EL	30 ELs/Teacher	50 ELs/Teacher
Claiborne Elementary School	533	5.6%	30	1.0	0.6

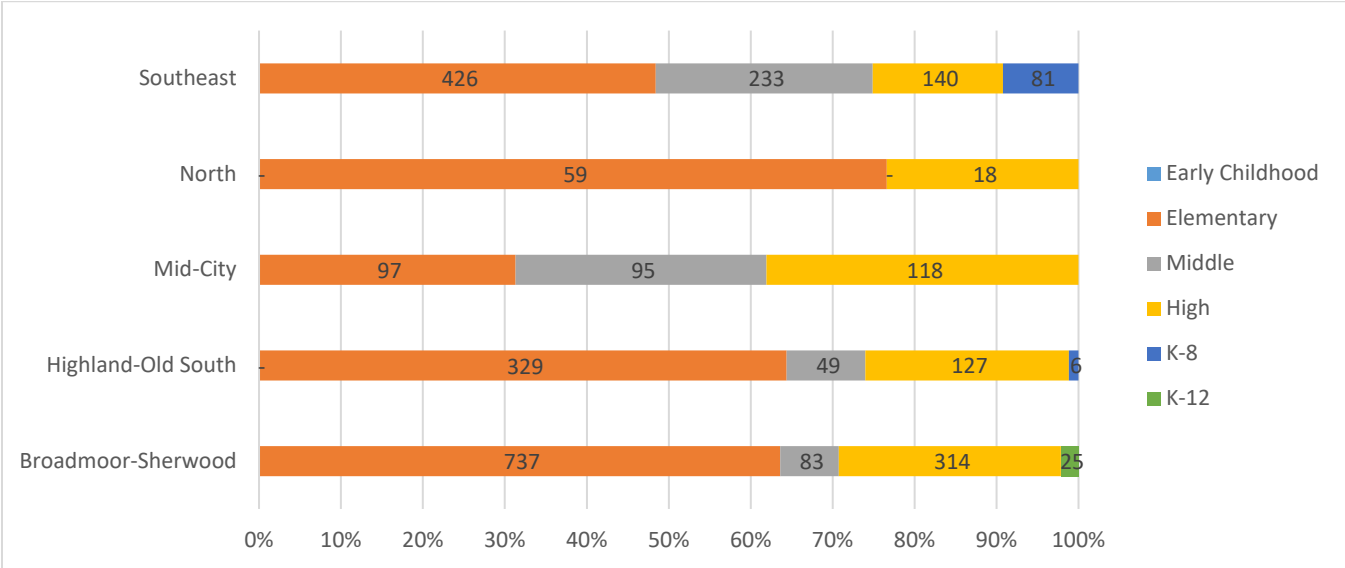
Southeast enrolls more than 30 ELs in each of its schools, for which the following staffing projections were calculated.

Table 11. FTE Projections for Schools in Southeast Region

	Total Enrollment	% EL	# EL	30 ELs/Teacher	50 ELs/Teacher
Southeast Middle School	941	18.2%	171	5.7	3.4
Cedarcrest-Southmoor Elementary School	670	24.3%	163	5.4	3.3
Woodlawn High School	1,361	10.3%	140	4.7	2.8
Woodlawn Elementary	692	13.3%	92	3.1	1.8
Jefferson Terrace Academy (Jefferson Terrace Ele.)	624	13.0%	81	2.7	1.6
Wedgewood Elementary School	487	12.7%	62	2.1	1.2
Woodlawn Middle School	937	6.6%	62	2.1	1.2
Parkview Elementary School	508	7.7%	39	1.3	0.8
Westminster Elementary School	309	12.3%	38	1.3	0.8
Shenandoah Elementary School	655	4.9%	32	1.1	0.6

The distribution of ELs by grade band shown in Figure 10 reveals unique patterns across the five regions that beg further examination to understand the factors that explain, for example, why so few ELs are placed in middle school in the North region. There may be obvious and unproblematic explanations, such as the K-12 band appears only in Broadmoor-Sherwood because it includes the EBR Virtual Academy. There may be, however, other explanations that signal a need for improving EL programs.

Figure 10. Distribution of ELs in Regions by Grade Band, Feb. 2022



Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *Student attributes*. <https://www.louisianabelieves.com/resources/library/student-attributes>

EL Enrollment Changes in Schools and Regions

Table 12 provides summary number of the non-charter EL enrollment across all five regions of EBRPPS, showing the details behind the aggregate 8.4 percent EL enrollment in EBRPPS. For example, Broadmoor-Sherwood and Southeast regions combined, enroll close to 70 percent of all ELs in EBRPPS.

Table 12. EL Enrollment by Region in Feb. 2022 Ranked by Region Share of Total ELs

	EL Enrollment	Total Enrollment	ELs as %-age of Total	Cumulative %-age of ELs	Region Share of Total ELs
Broadmoor-Sherwood	1,159	7,735	15.0%	22.2%	39.5%
Southeast	880	7,184	12.2%	42.7%	30.0%
Highland-Old South	511	5,734	8.9%	59.2%	17.4%
Mid-City	310	8,516	3.6%	83.6%	10.6%
North	77	5,738	1.3%	100.0%	2.6%
Total⁸	2,937	34,907	8.4%	100.0%	100.0%

Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *Student attributes*.

<https://www.louisianabelieves.com/resources/library/student-attributes>

Broadmoor-Sherwood

Broadmoor-Sherwood enrolls 7,735 students across its schools including the EBR Virtual Academy, and a total of 1,159 ELs. This region serves close to 40 percent of all ELs in EBRPPS.

Highland-Old South enrolls 5,734 students across its schools, and a total of 511 ELs. This region serves 17.4 percent of all ELs in EBRPPS.

Mid-City enrolls 8,516 students across its schools, and a total of 310 ELs. This region serves 10.6 percent of all ELs in EBRPPS.

The North regions enrolls 5,738 students overall including 77 ELs. This region serves 2.6 percent of all ELs in EBRPPS.

Southeast enrolls a total of 7,184 students including 880 ELs. This region serves 30 percent of all ELs in EBRPPS.

Schools in Need of Improvement (SNI)

Under Louisiana’s K-12 accountability system, schools receive a School Performance Score (SPS) and a corresponding letter grade. The SPS score is calculated using a weighted index by content areas and

⁸ Total excludes EBR Readiness Superintendent Academy (4 ELs and 214 total students).

assessments for specific student groups. Louisiana’s accountability plan labels struggling schools with one of three intervention designations:^[1]

- *Urgent Intervention Needed.* Schools with student group performance equal to “D” or “F” in the current year.
- *Urgent Intervention Required.* Schools with student group performance equal to an "F" for 2 consecutive years and/or out of school suspension rates are more than double the national average for 3 consecutive years.
- *Comprehensive Intervention Required.* Overall performance of "D" or "F" for 3 consecutive years (or 2 years for new schools) and/or cohort graduation rate less than 67% in most recent year.

Of the 68 non-charter schools in EBR, 46 schools (68%) were identified as Schools in Need of Intervention (SNI) for SY 2020-21. None of the SNI schools were identified solely because of the low performance of ELs. Fourteen SNI schools were identified for the underperformance of ELs along with at least one other student group. The percentage of SNI schools in each region is close to or higher than 60 percent—from 63.4 percent of the schools in Highland-Old South to 71.4 percent of the schools in Broadmoor-Sherwood (see Table 13). The highest number of SNI schools were in the North and Mid-City regions while the highest percentage of schools labeled SNI was in the Broadmoor-Sherwood region.

Table 13. Count of Schools in Need of Improvement (SNI) as of 2021 by Intervention Group

	SNI for ELs Only	SNI for ELs + Other Groups	SNI for Non-ELs Only	Total SNI	Total Schools	SNI as %-age of Total Schools
Broadmoor-Sherwood	0	6	4	10	14	71.4%
Highland-Old South	0	2	5	7	11	63.6%
Mid-City	0	2	9	11	17	64.7%
North	0	0	11	11	16	68.8%
Southeast	0	4	3	7	10	70.0%
Total	0	14	32	46	68	67.6%

Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *2021 schools in need of intervention list*. School improvement library. <https://louisianabelieves.com/resources/library/school-improvement>

Note: Excludes charters and EBR Readiness Academy.

^[1] Source: Louisiana Department of Education, *“Louisiana’s School System Planning Guide”*, 2017 p.18

Table 14 displays the total list of EBRPPS schools, disaggregated by region, indicating whether the school is labeled as SNI for the underperformance of one or more of its student groups. The column to

the farthest right indicates whether the school’s EL students are among the underperforming student groups for which the school is labeled SNI.

- I. Broadmoor-Sherwood—both comprehensive high schools, one middle school, and three elementary schools had ELs among the underperforming groups
- II. Southeast—one high school, two middle schools, and one elementary school had ELs among the underperforming groups
- III. Highland-Old South--one middle and one elementary had ELs among the underperforming groups
- IV. Mid-City—one middle and one high school had ELs among the underperforming groups
- V. North—none of its schools had ELs among the underperforming groups

Of the 14 schools labeled SNI with ELs among the underperforming student groups, nine were middle or high schools and five were elementary schools.

Table 14. Schools in Need of Improvement by Intervention Group in 2021

	All Students	Black	Hispanic/Latino	White	SPED	Economically Disadvantaged	Homeless	EL
Broadmoor-Sherwood								
Broadmoor Senior High School	Y	Y	Y	Y	Y	Y	-	Urgent Intervention Required
Park Forest Middle School	Y	Y	Y	-	Y	Y	Y	Urgent Intervention Required
LaBelle Aire Elementary School	Y	Y	Y	-	Y	Y	-	Urgent Intervention Required
Belaire High School	Y	Y	Y	-	Y	Y	-	Urgent Intervention Needed
Broadmoor Elementary School	Y	Y	-	-	Y	-	-	Urgent Intervention Required
Park Forest Elementary School	Y	-	Y	-	Y	-	-	Urgent Intervention Required
Twin Oaks Elementary School	Y	Y	Y	-	Y	Y	-	-
Villa del Rey Elementary School	Y	Y	-	-	Y	-	-	-
Riveroaks Elementary School	-	-	-	-	Y	-	-	-
Northdale Superintendent's Academy	Y	-	-	-	-	-	-	-
Audubon Elementary School	-	-	-	-	-	-	-	-
Greenbrier Elementary School	-	-	-	-	-	-	-	-
EBR Virtual Academy	-	-	-	-	-	-	-	-
Sherwood Middle Academic Academy	-	-	-	-	-	-	-	-
Highland-Old South								
Glasgow Middle School	-	Y	Y	-	Y	Y	-	Urgent Intervention Required
Wildwood Elementary School	-	Y	-	-	Y	-	-	Urgent Intervention Required

	All Students	Black	Hispanic/L atino	White	SPED	Economic ally Disadvant aged	Homeless	EL
McKinley Senior High School	Y	-	Y	-	Y	Y	-	-
University Terrace Elementary School	-	Y	-	-	Y	Y	-	-
Highland Elementary School	-	Y	-	-	Y	-	-	-
Buchanan Elementary School	-	-	-	-	Y	-	-	-
Magnolia Woods Elementary School	-	-	-	-	Y	-	-	-
Southdowns School	-	-	-	-	-	-	-	-
Liberty High School	-	-	-	-	-	-	-	-
Mayfair Laboratory School	-	-	-	-	-	-	-	-
McKinley Middle Magnet School	-	-	-	-	-	-	-	-
Mid-City								
Tara High School	Y	Y	Y	-	Y	Y	-	Urgent Intervention Needed
Westdale Middle School	-	-	-	-	Y	-	Y	Urgent Intervention Required
Winbourne Elementary School	Y	Y	-	-	Y	Y	-	-
Istrouma High School	Y	Y	-	-	Y	Y	-	-
Capitol Middle School	Y	Y	-	-	Y	Y	-	-
Park Elementary School	Y	Y	-	-	-	Y	-	-
Arlington Preparatory Academy	Y	Y	-	-	-	Y	-	-
Bernard Terrace Elementary School	-	-	-	-	Y	Y	-	-
Capitol Elementary School	Y	Y	-	-	-	-	-	-
Melrose Elementary School	Y	-	-	-	Y	-	-	-
The Dufrocq School	-	-	-	-	Y	-	-	-
B. R. Foreign Language Acad. Immersion Magnet	-	-	-	-	-	-	-	-
Baton Rouge Center for Visual and Performing Arts	-	-	-	-	-	-	-	-
Belfair Montessori School	-	-	-	-	-	-	-	-
LaSalle Elementary School	-	-	-	-	-	-	-	-
Westdale Heights Academic Magnet School	-	-	-	-	-	-	-	-
Baton Rouge Magnet High School	-	-	-	-	-	-	-	-
North								
Claiborne Elementary School	Y	Y	-	-	Y	Y	-	-
Merrydale Elementary School	Y	Y	-	-	-	Y	-	-

	All Students	Black	Hispanic/Latino	White	SPED	Economically Disadvantaged	Homeless	EL
Glen Oaks Senior High School	Y	Y	-	-	-	Y	-	-
Northeast Elementary School	-	Y	-	-	Y	-	-	-
Progress Elementary School	Y	-	-	-	Y	-	-	-
Sharon Hills Elementary School	Y	Y	-	-	-	-	-	-
White Hills Elementary School	-	Y	-	-	-	Y	-	-
Brownfields Elementary School	-	-	-	-	Y	-	-	-
Glen Oaks Park Elementary School	-	-	-	-	Y	-	-	-
Ryan Elementary School	-	-	-	-	Y	-	-	-
Scotlandville Magnet High School	-	-	-	-	Y	-	-	-
Delmont Pre-K and Kindergarten Center	-	-	-	-	-	-	-	-
Crestworth Elementary School	-	-	-	-	-	-	-	-
Forest Heights Academy of Excellence	-	-	-	-	-	-	-	-
Northeast High School	-	-	-	-	-	-	-	-
Scotlandville Pre-Engineering Academy	-	-	-	-	-	-	-	-
Southeast								
Wedgewood Elementary School	Y	Y	Y	-	Y	Y	-	Urgent Intervention Required
Woodlawn High School	-	-	Y	-	Y	Y	-	Urgent Intervention Required
Southeast Middle School	-	-	-	-	Y	-	-	Urgent Intervention Required
Woodlawn Middle School	-	-	-	-	Y	-	-	Urgent Intervention Required
Jefferson Terrace Academy	Y	Y	-	-	Y	Y	-	-
Westminster Elementary School	Y	Y	-	-	Y	-	-	-
Cedarcrest-Southmoor Elementary School	-	-	-	-	Y	-	-	-
Parkview Elementary School	-	-	-	-	-	-	-	-
Shenandoah Elementary School	-	-	-	-	-	-	-	-
Woodlawn Elementary	-	-	-	-	-	-	-	-

Note: (Y) indicates “yes” for SNI classification. (-) indicates no SNI classification for particular subgroup. The type of SNI classification is only provided for the EL subgroup.

Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *2021 schools in need of intervention list*. School improvement library. <https://louisianabelieves.com/resources/library/school-improvement>

Of all schools labeled SNI, those in which the EL group was identified as underperforming are listed as SNI EL schools in Table 15. The school demographics shown in this table reveal that the SNI EL schools had higher percentages of EL enrollment, which may not be surprising. These schools, however, also had higher percentages of Economically Disadvantage students compared to the Non-SNI EL schools across all regions, except Highland-Old South.

Table 15. Characteristics of Schools Identified for EL Intervention Compared to Schools Not Identified for EL Intervention, Feb. 2022

	Broadmoor-Sherwood		Highland-Old South		Mid-City		North		Southeast	
	SNI EL	Non-SNI EL	SNI EL	Non-SNI EL	SNI EL	Non-SNI EL	SNI EL	Non-SNI EL	SNI EL	Non-SNI EL
% EL	20.3%	10.8%	15.0%	7.6%	11.0%	2.0%	.	1.3%	11.7%	12.9%
% Econ. Disadv.	91.4%	85.6%	72.2%	83.0%	84.8%	68.4%	.	92.4%	81.1%	78.9%
% Black	67.0%	67.1%	49.4%	70.9%	72.6%	66.9%	.	94.3%	61.0%	54.3%
% Hispanic	25.2%	16.3%	20.7%	13.1%	16.5%	6.2%	.	2.6%	18.0%	18.0%
% White	4.0%	9.3%	14.1%	11.3%	7.7%	18.4%	.	2.4%	14.9%	19.5%
% Asian	3.0%	5.7%	11.4%	3.0%	1.8%	6.8%	.	0.1%	3.6%	5.0%
Total Students	3,398	4,337	1,002	4,732	1,549	6,967	.	5,738	3,726	3,458

Source: Council analysis of LDOE data. Louisiana Department of Education. (2022). *Student attributes*.

<https://www.louisianabelieves.com/resources/library/student-attributes>

Note: Schools not identified for EL intervention may be SNI for another subgroup.

Achievement of English Learners

Tables 16 and 17 illustrate the English Language Arts (ELA) and mathematics performance for English Learners in grades three through eight. Table 18 shows English Learner performance on three high school courses of English I & II and Algebra I, including comparisons to Orleans and Jefferson parishes that enroll similar number of ELs.

LEAP 2025 ELA. English learners at all grades decreased their ELA proficiency from 2019 to 2021 with the largest declines occurring in third grade ELA with a 19-percentage point decline, followed by sixth grade with an 11-percentage point decline. In 2021, ELs in higher grades show lower proficiency rates in sixth (18%), seventh (20%), and eighth (20%) grades, compared to third (27%), fourth (31%), and fifth (24%) grades. EBRPPS 2021 EL proficiency rates were lower than the state and other parishes in fifth through eighth grades, but higher than some others in third and fourth grade.

Table 16. EBRPSS Student Performance and Comparisons on LEAP 2025 ELA Scores for English Learners, 2017 to 2021

ELA	Louisiana Statewide				East Baton Rouge Parish				Orleans Parish				Jefferson Parish			
	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021
Grade 3	49	51	46	32	40	46	46	27	50	45	33	25	44	48	44	28
Grade 4	53	53	44	32	42	48	39	31	51	53	31	23	49	46	40	27
Grade 5	45	49	40	34	39	40	34	24	40	46	38	29	41	47	37	30
Grade 6	26	29	32	32	20	27	29	18	37	36	30	27	17	19	26	25
Grade 7	23	28	29	35	15	19	21	20	26	31	29	30	19	19	21	28
Grade 8	25	27	30	35	23	16	25	20	25	35	37	26	19	20	22	32

LEAP 2025 Math. EL students experienced declines in math proficiency from 2019 to 2021 in third through eighth grades which were consistent with the declines across the state and other parishes. Sixth grade students scoring proficient (22%) decreased by four percentage points during the period. English learners showed the highest math proficiency scores in third grade with 37 percent scoring proficient in 2021. EBRPPS had the lowest math proficiency rate for EL students in fifth, seventh, and eighth grades and the second lowest proficiency rate in all other tested grade levels compared to the state and selected parishes.

Table 17. EBRPSS Student Performance and Comparisons on LEAP 2025 Math Scores for English Learners, 2017 to 2021

Math	Louisiana Statewide				East Baton Rouge Parish				Orleans Parish				Jefferson Parish			
	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021	2017	2018	2019	2021
Grade 3	63	63	58	43	49	55	54	37	58	60	46	29	65	63	59	39
Grade 4	58	60	52	39	39	51	38	27	50	58	40	25	62	63	53	40
Grade 5	48	47	39	31	39	33	30	23	35	44	36	25	48	46	40	27
Grade 6	29	34	33	28	26	26	26	22	40	41	32	21	21	27	25	24
Grade 7	29	34	31	29	18	30	23	15	40	41	30	24	24	25	25	26
Grade 8	23	26	28	26	27	23	33	16	27	27	26	18	17	18	21	20

LEAP 2025, English I, English II, and Algebra. High school English I & II results for ELs in EBRPPS show an increase in proficiency rates from 2018 to 2021 as shown in Table 18 . In contrast, for the comparison parishes and the state, most proficiency rates for ELs in English I and II dropped during the same period. Algebra I scores from 2018 to 2021 show a decrease for ELs scoring proficient in EBRPPS

and across the state and comparison districts. In 2021, only 20 percent of ELs in EBRPPS scored proficient on Algebra I, nine points lower than the state, 19 points lower than Orleans, and 7 points lower than Jefferson Parish.

Table 18. EBRPSS Student Performance and Comparisons on LEAP 2025 Scores in English I, English II, and Algebra I for English Learners, 2018 to 2021

Year	Louisiana Statewide			East Baton Rouge Parish			Orleans Parish			Jefferson Parish		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
English I	26	27	25	16	21	20	28	19	24	29	26	22
English II	25	25	24	15	16	17	19	16	20	25	23	24
Algebra I	37	37	29	26	19	20	41	24	39	37	33	27

ACT Scores. Table 19 illustrates that the ACT scores of ELs who are enrolled in EBRPPS are comparable to the ACT scores of students with disabilities and slightly lower than economically disadvantaged, African American, and Hispanic scores in both SY 2018-19 and SY 2020-21. Moreover, the ACT scores for ELs dropped slightly between the two administration years, a period marked by the COVID-19 pandemic. Comparisons to Jefferson and Orleans Parishes, Louisiana school systems that enroll similar number of ELs, show comparable ACT scores to ELs in EBRPPS.

Table 19. Composite ACT Scores by Selected Subgroup in EBRPPS and Comparison Districts, SY 2018-19 and SY 2020-21

	East Baton Rouge Parish		Jefferson Parish		Orleans Parish	
	SY 18-19	SY 20-21	SY 18-19	SY 20-21	SY 18-19	SY 20-21
English Learner	14.5	13.4	14.6	13.9	15	13.7
Economically Disadvantaged	16.6	15.7	17.7	17.1	16.7	16.3
Students with Disabilities	14.4	13.8	14.9	14.2	14.4	13.8
Asian	25	24.3	25	23.9	25.9	24.7
Black or African American	17	15.9	16.7	15.8	16.9	16.3
Hispanic/Latino	17	15.6	17.6	17.5	17.8	17.7
White	24.3	23.3	21.2	20.4	27.9	27.2

Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *High school performance*. <https://www.louisianabelieves.com/resources/library/high-school-performance>

Note: LEA-level data includes charters. No data available for SY 2019-20.

English Language Proficiency

The Council examined publicly available data from the English Language Proficiency Test (ELPT) for years 2019, 2020, and 2021 published by the Louisiana Department of Education (LDOE) to ascertain the progress of English language acquisition among ELs in EBRPPS. Furthermore, data for Jefferson Parish and Orleans Parish—districts most demographically similar to EBRPPS relative to EL enrollment—were examined for comparison. The data analyzed were aggregated to the system level, which means that charter schools are included for EBRPPS and the comparison districts. The Council chose not to use the published school-level data due to the suppression of test results in many schools with low EL enrollment. In other words, the Council prioritized including as many ELs as possible in the analyses, even if it meant including charter schools, especially because most ELs in EBRPPS are enrolled in traditional public schools.

Methodological considerations. The EBRPPS was unable to transmit student-level data of ELPT scores due to data warehousing issues and missing data regarding the initial identification and English proficiency level of ELs. The unavailability of student-level data precluded the Council from performing cohort analyses of ELPT scores and the lack of accurate initial identification dates and ELP levels prevented the Council from calculating the progress of ELs based on time in program or initial English proficiency. The analysis included here is based on district provided ELPT data files for SY 2020-21 from the Louisiana Department of Education.⁹

Comparing proficiency composite to domain scores on ELPT. ELPT scores are reported in the four language domains—reading, writing, speaking, and listening—by performance level ranging from 1 to 5 (1-beginning; 2-early intermediate; 3-intermediate; 4-early advanced; and 5-advanced). These domain performance levels are then used to generate a proficiency determination as follows¹⁰—

- **Emerging** – domain scores of 1s and 2s
- **Progressing** – one or more domain scores above Level 2 but does not meet the requirements to be *Proficient*
- **Proficient** – domain scores of 4s and 5s, only

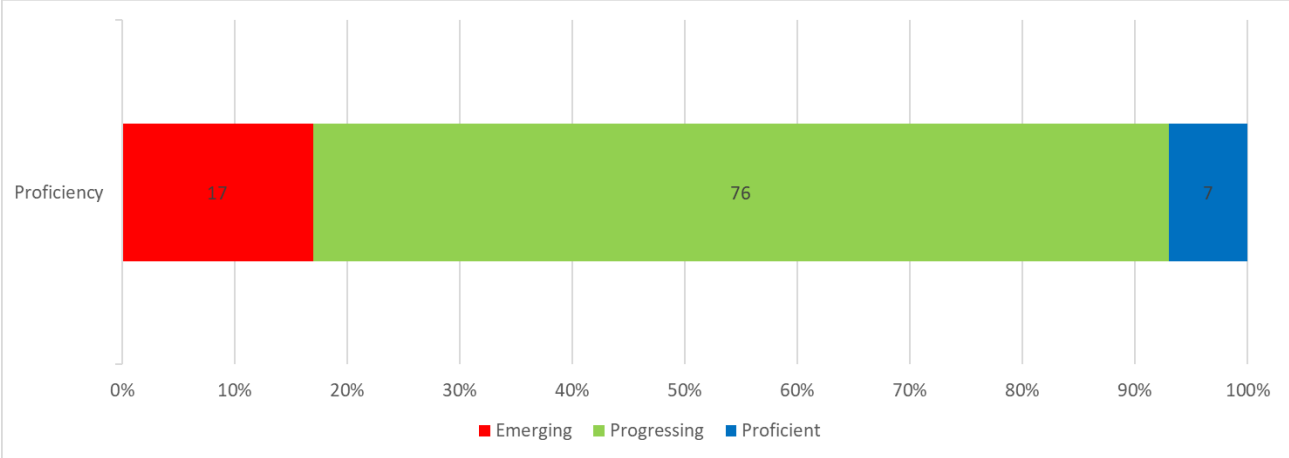
As shown in Figures 11 and 12, the proficiency determinations derived from the domain performance levels can tell a vastly different story regarding how third grade ELs are progressing in their language development. The distribution of third grade proficiency determinations in Figure 11 are substantially less granular than the domain-specific performance levels and seem to indicate that ELs are overall performing well (or progressing). However, upon examining the domain performance levels, it becomes evident that writing and reading are major areas for development with roughly half of ELs scoring at Level 1 in each domain, respectively. Much work will be required to advance the “progressing” ELs to “proficient.” Because language acquisition in the various domains is non-linear

⁹ The Council examined SY 2019-2020 data, but it was not plotted in charts showing grade level performance due to low participation in grade T9, which resulted in data suppression in the LDOE files.

¹⁰ Louisiana Department of Education. (2020, July). *English language proficiency test performance level descriptors*. <https://www.louisianabelieves.com/docs/default-source/assessment/elpt-achievement-level-descriptors.pdf?sfvrsn=4>

and improvement in each domain involves specialized instructional considerations, examining the proficiency determinations alone are insufficient for planning purposes.

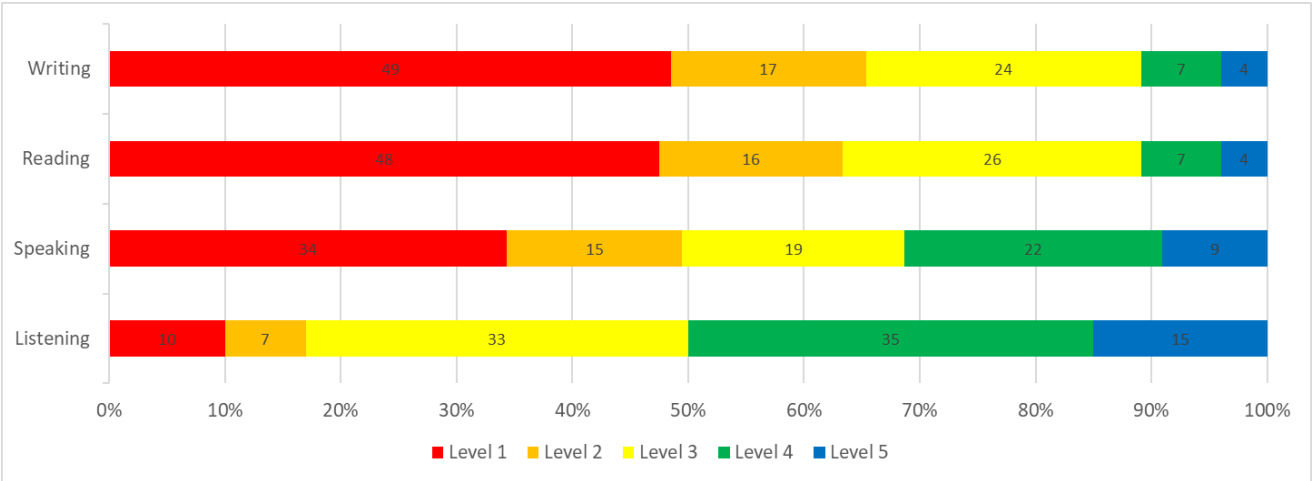
Figure 11. Percentage of Grade 3 EBRPPS ELs by ELPT Proficiency Determination, 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

A domain specific disaggregation of ELPT scores, as shown in Figure 12, reveals that 17 percent of third grade ELs deemed “emerging” includes much larger percentages who are at Level 1 in Speaking (34%), Reading (48%), and Writing (49%).

Figure 12. Percentage of Grade 3 EBRPPS ELs by ELPT Domain Proficiency, 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

English Proficiency by Grade Levels in SY 2020-21

Figure 13 shows that 17 percent of ELs at third grade in SY 2020-21 were deemed “emerging” (includes Levels 1 and 2) based on their ELPT scores and that a vast majority—76 percent were deemed “progressing,” (scored above 2 but not 4s and 5s in all domains). The proficiency determinations provide a quick indication of where students are on the path to achieving English “proficiency.” Only when deemed “proficient” are students eligible for reclassification. These distinctions are important for overall accountability and reporting purposes but do little to guide an instructional response, particularly because of the absence of domain specific scores.

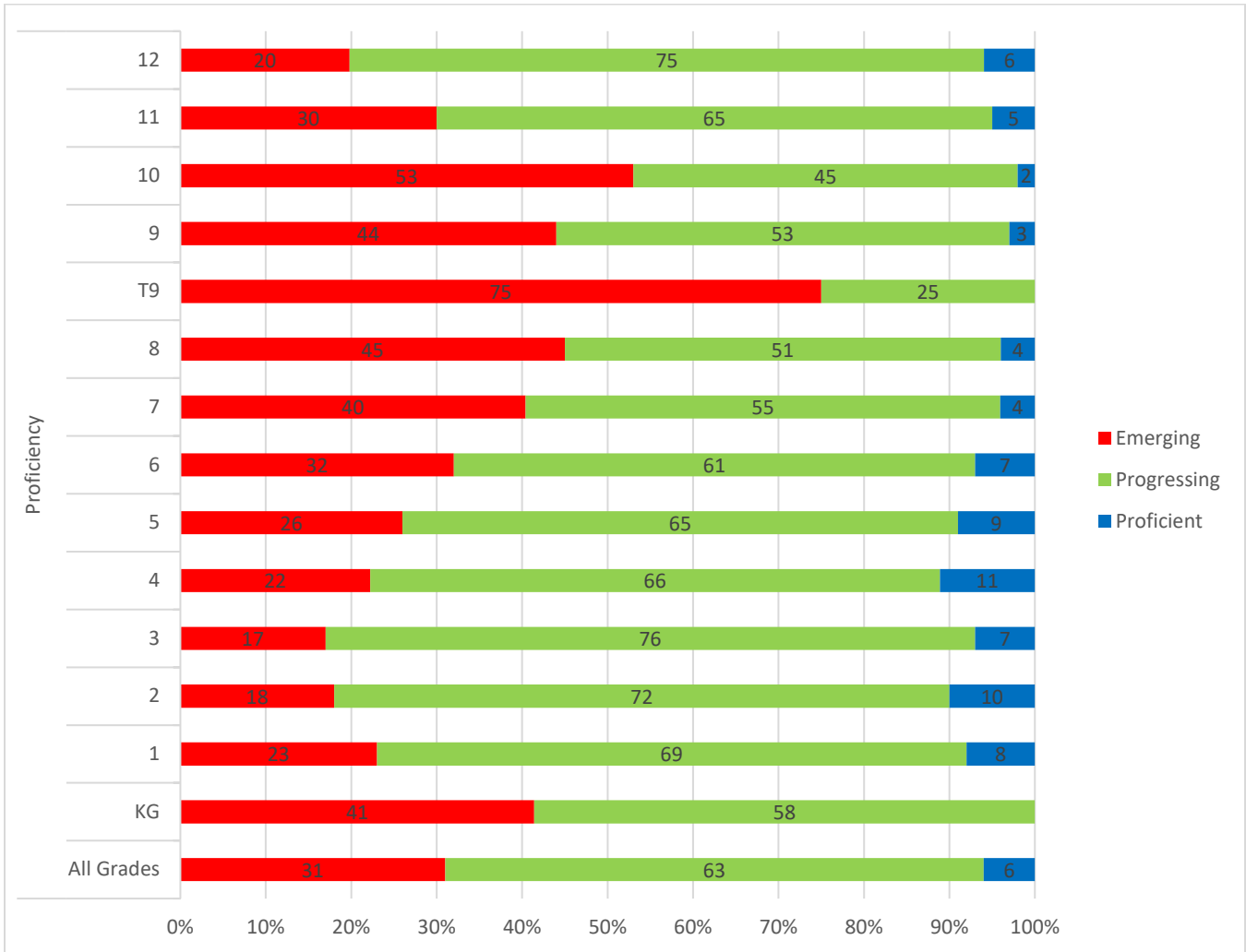
In the elementary grades, from kindergarten to third grade, the percentage of *progressing* and *proficient* ELs increases with each grade level while the percentage of emerging ELs declines. In EBRPPS, however, the percentage of *emerging* ELs increases steadily from third grade to tenth grade. This could be due to a number of factors, such as ELs who acquire English proficiency earlier reclassifying, stalling language development among ELs not reclassifying after the elementary grades (i.e., long term ELs), or the enrollment of newcomers in the higher grades. A cohort analysis, which the Council did not have data to conduct, of ELPT scores that examines students’ trajectories in EBRPPS would shed light on these factors.

Examining the ELPT proficiency scores by grade highlights grades that require further data exploration and root cause analysis to determine the corresponding district response. Notably, the percentage of *emerging* ELs is highest in grade T9¹¹, where three-quarters of ELs had no domain scores over two. In other words, three-quarters of ELs in grade T9 are at the beginning (Level 1) or early intermediate (Level 2) levels in all language domains. EBRPPS will need to examine the typology of ELs—including their date of initial identification, special education status, prior schooling of new arrivals, along with the quality of services—to determine why so few students are progressing or proficient, especially in grade T9 and some middle grades.

Finally, in eleventh and twelfth grades, the percentage of *progressing* and *proficient* ELs rebounds. Often, this can signal a dropout problem where long-term ELs or less proficient ELs leave school, and EBRPPS high school completion data suggest this might be the case. At the other end of the grade levels is the marked difference between the percent of ELs at the emerging level in kindergarten (41 percent) and those who are at this proficiency level in first grade (23 percent); close to 18 percent fewer ELs in first grade are at the emerging level. Purposeful and pedagogically sound ELD instruction in the early years plays an important role in the academic English language development of multilingual students who are still developing their home language when they begin to learn English in school. A concerted effort to provide quality ELD in Kindergarten in EBRPPS could result in greater gains.

¹¹ The Louisiana Department of Education (LDE) developed Transitional 9th Grade (T9) to allow students who would have been retained in 8th grade to move to a high school campus and receive targeted academic remediation. <https://www.louisianabelieves.com/docs/default-source/links-for-newsletters/transitional-9th-grade-guidance-for-middle-and-high-schools.pdf?sfvrsn=2>

Figure 13. ELPT Proficiency by Grade Level in EBRPPS, 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

ELPT Performance by Language Domain Across Grade Levels

To understand the underlying language domains that drive the proficiency trends described above, the Council examined the EBRPPS performance level data in each language domain by grade (Figure 14). This began with a high-level view to determine the domains in which ELs were more likely to score at higher levels and the domains in which ELs were more likely to score at lower levels.

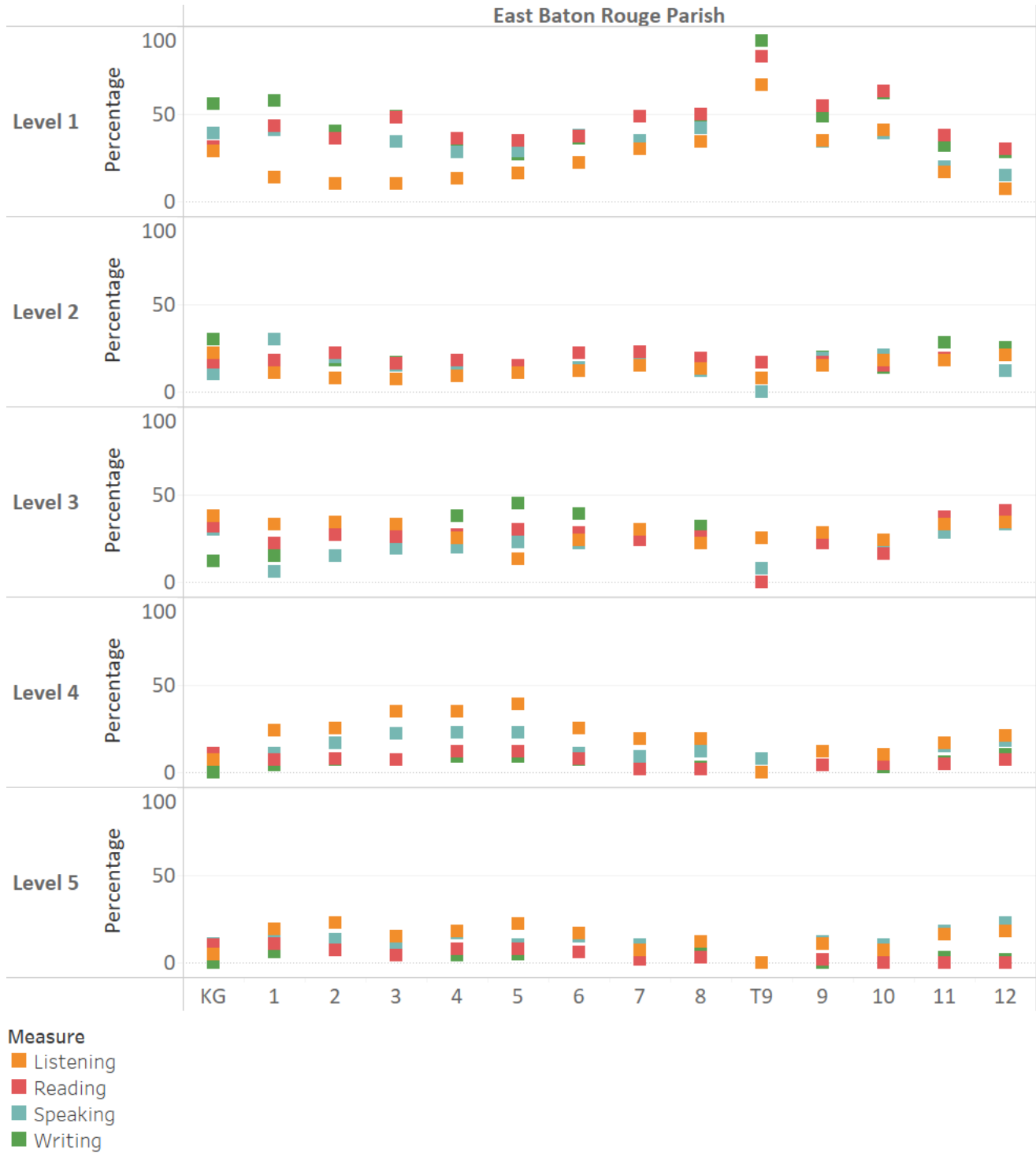
- In all grade levels, a higher proportion of ELs scored at Levels 1 (beginning) and 2 (early intermediate) in the reading and writing domains. In Figure 12, this is visually shown by the red and green squares representing reading and writing, respectively, that appear closer to the top (i.e., higher percentage) for each grade level in the Level 1 and Level 2 rows.

- Writing appears to be particularly challenging in the lower elementary grades and T9, where the percentages of ELs scoring at Levels 1 and 2 within that domain are highest.
- The higher proficiency levels (4 and 5) for nearly all grades occur in listening (orange) and speaking (teal).

Interestingly, a substantial percentage of writing scores for the upper elementary grades are in the intermediate range (Level 3), signaling its critical role in whether ELs can reclassify in a timely manner before fifth grade. As ELs stall in their development, domain proficiency tends to pool in the intermediate levels. Thus, reinforcing writing instruction for the sizable number of upper elementary ELs at intermediate proficiency is an opportunity for EBRPPS to accelerate academic language development that supports content learning and facilitates reclassification.

The higher proficiency levels shown for listening and speaking represent opportunities for capitalizing on oral language in supporting reading and writing literacy development. Moreover, the higher proficiency levels in listening and speaking signals to educators that ELs can learn grade level content through these language domains while they continue to develop literacy skills in English to read and convey their thinking in writing.

Figure 14. Percentage of EBRPSS ELs Scoring within ELPT Domain Proficiency Levels by Grade in 2021



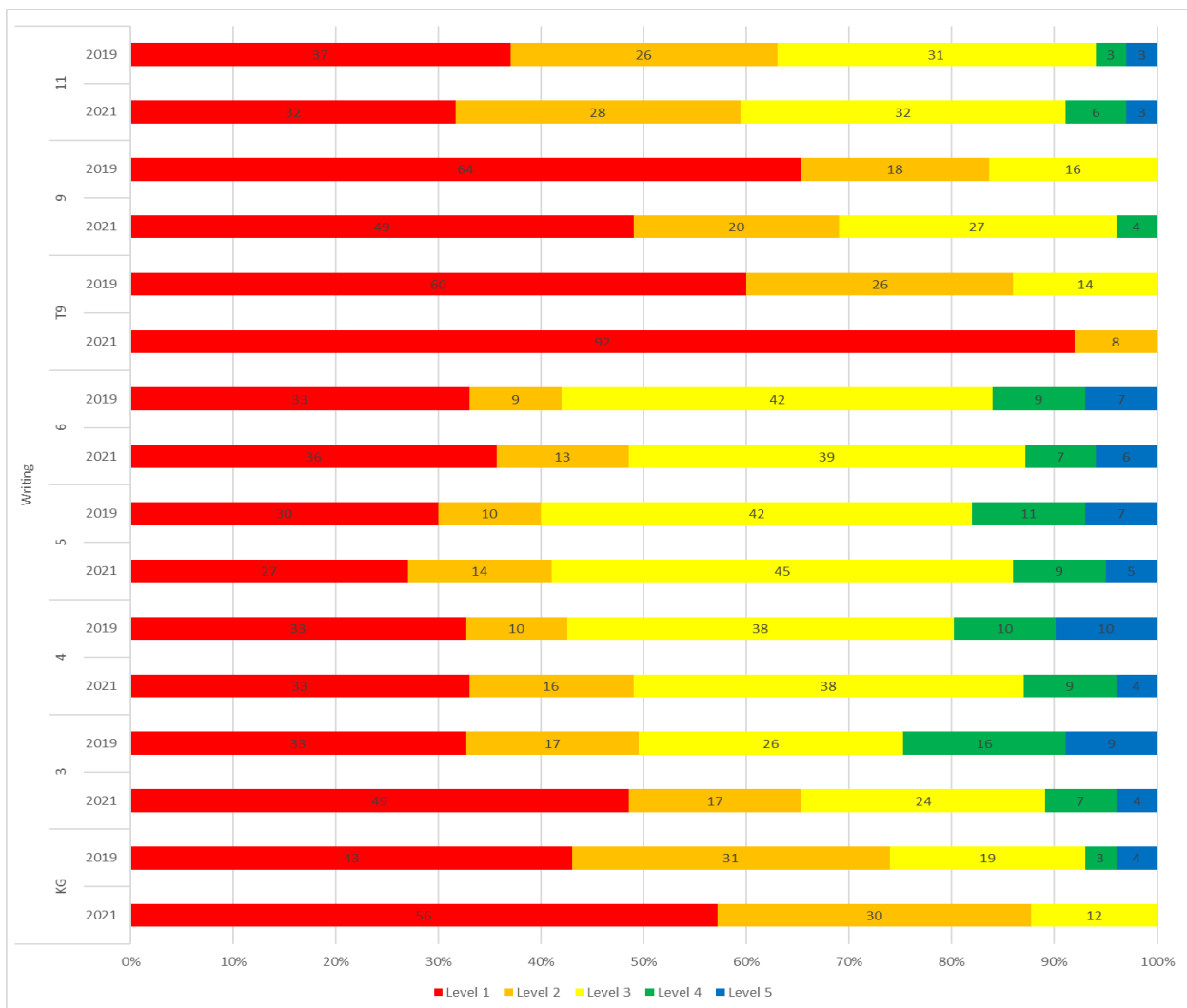
Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Writing Domain

Figure 15 shows the EBRPPS distribution of ELs by writing domain score in 2019 and 2021. Selected grades are shown to highlight distributional differences at critical grades for ELs.

- In grades 3 through 6, the percentage of ELs scoring Level 1 (beginning) roughly parallels the percentage of ELs scoring at Level 3 (intermediate). This pattern holds true for 2019 and 2021.
- Close to half of ELs in Third grade scored at Level 1 in 2021, a 16 percentage-point increase compared to 2019.
- The grades showing the highest percentage of Level 1 writing scores were kindergarten, grade T9, and grade 9.

Figure 15. Percentage of EBRPPS ELs by ELPT WRITING Score in Selected Grades, 2019 and 2021



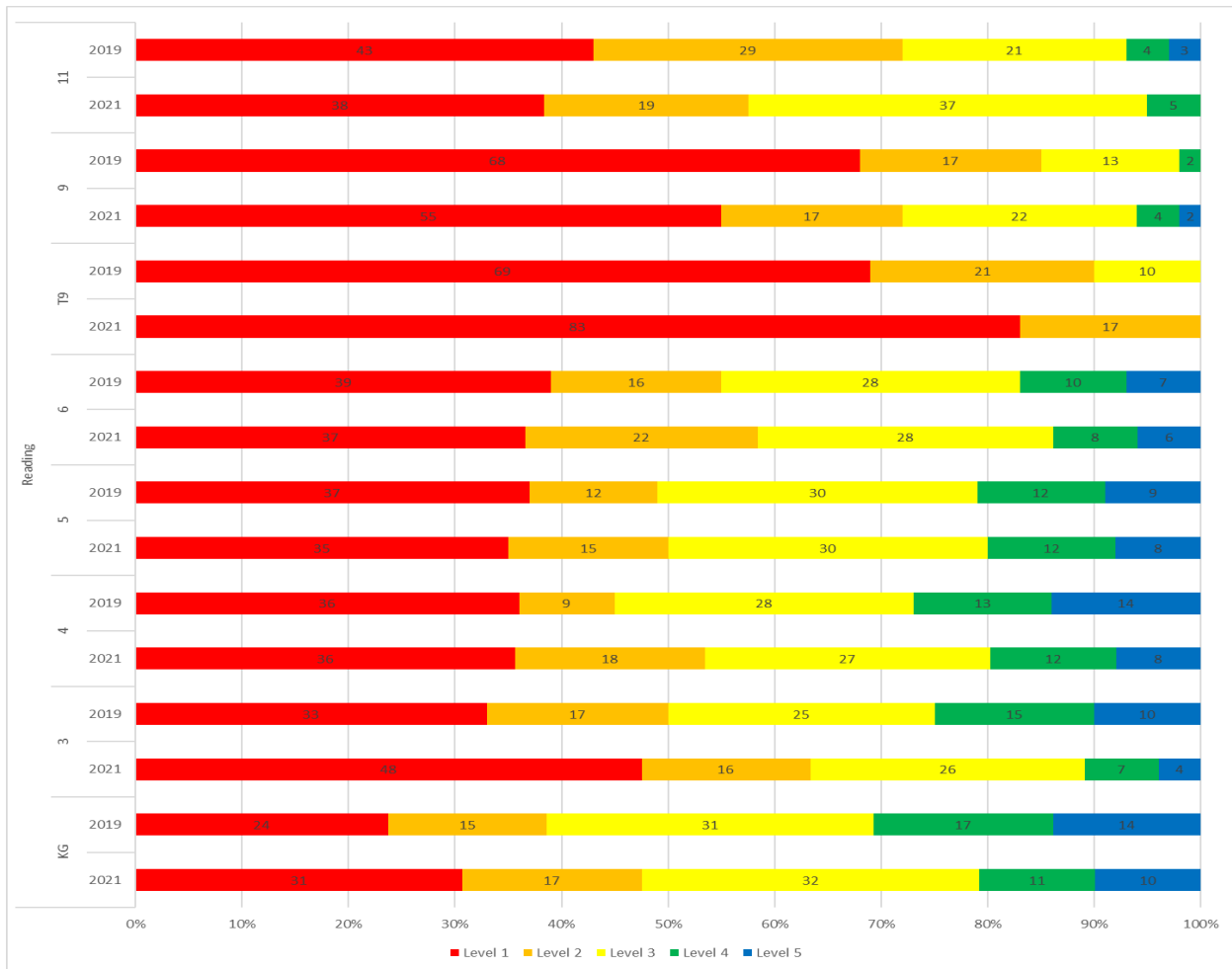
Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Reading Domain

Figures 16 shows the distribution of ELs by reading domain score in 2019 and 2021 for selected grades.

- The proficiency level distributions shown between kindergarten and sixth grade are generally similar where Level 1 scores comprise roughly 30 to 40 percent of scores in each grade, respectively.
- In 2021, third grade reading scores at Level 1 increased 15 percentage points compared to 2019.
- Scores representing higher levels of proficiency (Levels 4 and 5) comprise roughly 10 to 20 percent in each grade.
- In the higher grades, especially in grades nine and T9, reading proficiency is largely in the beginning stages, 69 percent in 2019 and 83 percent in 2021.

Figure 16. Percentage of EBRPPS ELs by ELPT READING Score in Selected Grades, 2019 and 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

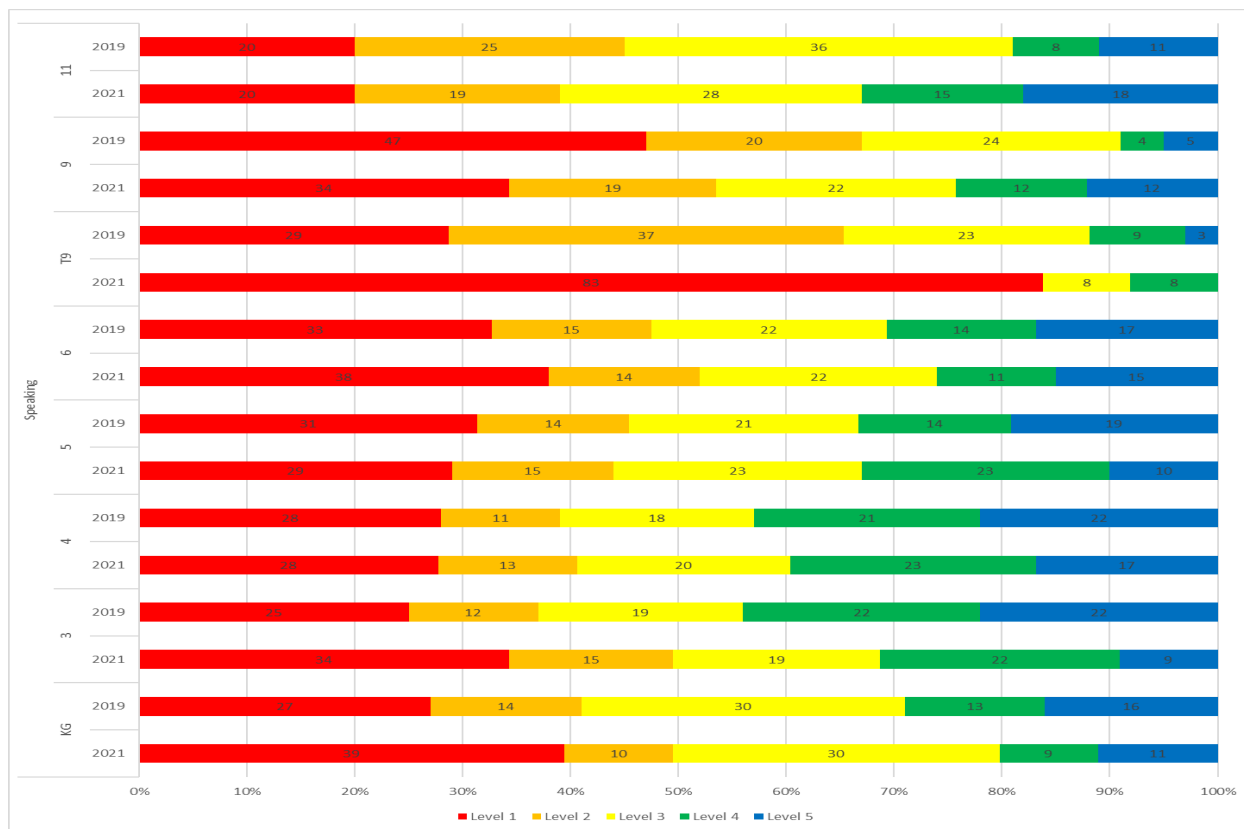
Speaking Domain

Figure 17 shows the distribution of ELs by speaking domain score in 2019 and 2021 for selected grade levels in EBPRSS.

- In almost all of the selected grades, the percentage of ELs in EBRPPS at the beginner level (Level 1), hovering around 25 percent, approximates the percentage of ELs at the early advanced and advanced levels (Levels 4 and 5).
- Starting as early as kindergarten, well over half of ELs in the selected grades (other than T9) are early intermediate (Level 2) or more advanced in speaking.
- Particularly in the higher grades, ELs are more proficient in speaking English while exhibiting greater challenges in reading and writing, as demonstrated by the substantially lower proficiency levels shown in the charts for writing.

Therefore, teachers working with ELs should be trained to not generalize performance based any single domain. Especially at the higher grade levels, the higher proficiency scores for Speaking may well be accompanied by low proficiency in reading and writing, as these latter domains require more purposeful instruction around academic language.

Figure 17. Percentage of EBRPPS ELs by ELPT SPEAKING Score in Selected Grades, 2019 and 2021



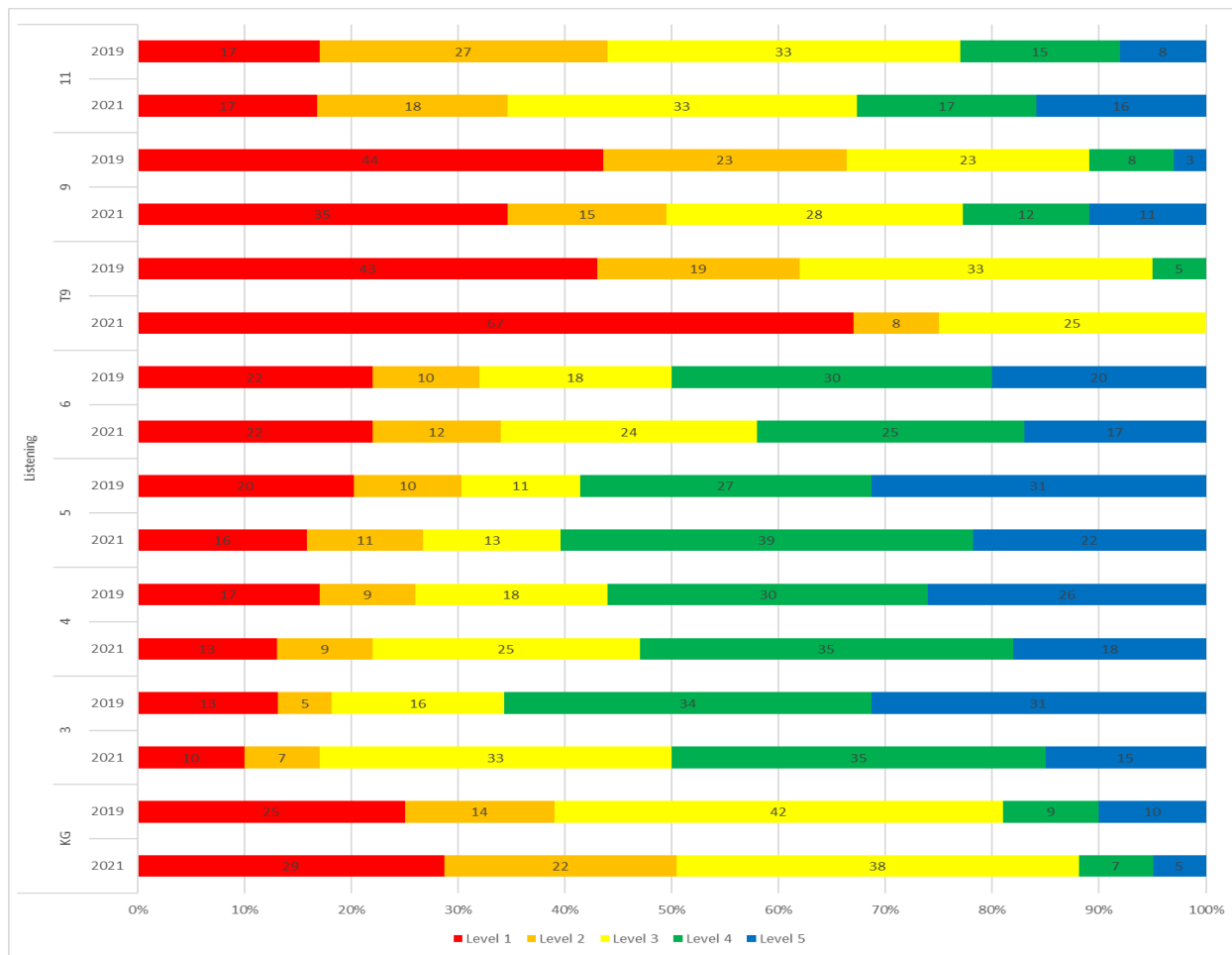
Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Listening Domain

Figure 18 shows the distribution of ELs by listening domain score in 2019 and 2021 for selected grade levels in EBPRSS. As listening and speaking are complementary, the trends for the two domains are similar, albeit with slightly higher proficiency levels across the grades in listening than in speaking.

- Between kindergarten and grade six, almost three-quarters or more of ELs per grade, respectively, are beyond the beginning level of development in listening.
- In grades three through six, almost half of ELs are early advanced (Level 4) or advanced (Level 5) in listening.
- In grades T9 and nine, the percentages of ELs in Level 1 for listening are substantially higher. However, at least a quarter of ELs in those grades possess intermediate or better proficiency in listening.

Figure 18. Percentage of EBRPPS ELs by ELPT LISTENING Score in Selected Grades, 2019 and 2021



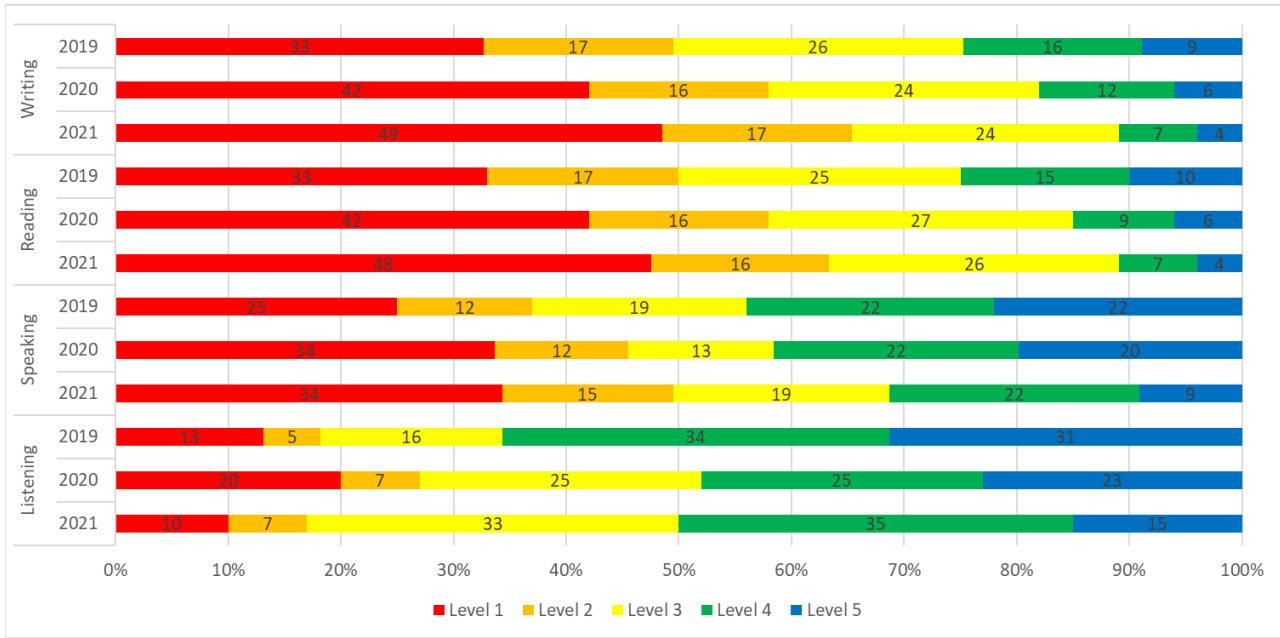
Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

ELPT Performance by Language Domain in Selected Specific Grades

The variations between grades, also related to the typology of ELs enrolled (e.g., long-term ELs and newcomers in higher grades), point to a need to understand the unique strengths and areas of need for ELs in each grade. Especially in the elementary grades, a substantial proportion of ELs have at least intermediate levels of proficiency in each language domain—a fact that is contrary to the view of many interviewees that ELs cannot comprehend English or do not have a language. In general, as ELs progress through grades and work toward reclassifying, the proportion scoring at higher proficiency levels rises. In stark contrast to this pattern in elementary grades, ELs in higher grades skew toward lower proficiency levels, particularly in reading and writing. ELs in higher grades tend to have needs that differ from ELs in earlier grades, for the number of newcomers, SIFE, and long-term ELs are greater in these grades and the academic language is more complex.

For example, Figure 19 highlights the differences in proficiency across language domains in third grade. (Charts for other selected grades can be found in Appendix C.) From 2019 to 2021, the distribution of performance in writing and reading are similar. Consistently, the most Level 1 scores and fewer Level 4 and 5 scores are in these domains. This challenge has become considerably more acute over the years, as nearly half of ELs (49 percent in writing and 48 percent in reading) demonstrated beginner (Level 1) proficiency in 2021, up from 33 percent in both domains, respectively, in 2019. In speaking, the percentage of ELs scoring at Level 1 has also consistently increased from year to year, as the percentage scoring Level 4 or 5 have fallen. Listening is a relative strength for third grade ELs; half (50 percent) demonstrated early advanced or advanced proficiency in 2021. Finally, more of the year-to-year changes in each domain occur at the lower proficiency levels—mostly due to increases in Level 1 scores. Ideally, the district would want to see decreases in the proportion of ELs scoring at the lower proficiency levels along with complementary increases in the proportion scoring at Level 4 or 5.

Figure 19. Percentage of Grade 3 ELs in EBRPPS by ELPT Domain Scores, 2019 to 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

FINDINGS AND RECOMMENDATIONS

This section of the report details the Strategic Support Team’s analysis and findings related to the EL programs and services in EBRPPS, based on the staff interviews, data analysis, and examination of district and state documents. The appendix includes tables generated by the Council for the purposes of data analysis, a list of individuals interviewed, a list of documents reviewed, as well as additional background information about the SST team and SST work in general. The findings and recommendations specific to the review of the EL programs and services of EBRPPS are organized into the following sections:

- District Vision and Accountability
- District Systems and Strategic Direction
 - Data and Research
 - Assessments
 - Human Capital
 - Funding
- Curriculum and Instruction
 - Practices, Plans, and Resources
 - Instructional Materials
- EL Program Design and Delivery
 - Program Design
 - EL Program Delivery and Instructional Practices
- EL Program Support and Monitoring
 - Support
 - Monitoring
 - Professional Development
- Access and Equity
 - Registration: Identification and Placement
 - Communication and Family Community Engagement
 - Access to Instructional Program
 - ELs in Special Education

District Vision and Accountability

Vision and Leadership

Superintendent Sito Narcisse showed solid familiarity with the enrollment trends of English learners (ELs) in the district, including the top nations from where EL families originate. Both the superintendent and chief academic officer noted that the decentralization of schools has led to a “hodgepodge” of instructional experiences, with very few principals knowledgeable of EL instruction

and few schools achieving measurable success with ELs. They acknowledged the need to improve instruction for ELs across the district. In light of the challenges, the superintendent requested a review of the district’s EL programs and services, seeking—in particular, recommendations for systemic approaches to EL instruction and assessment as well recommendations for a more focused approach to recognizing and valuing cultural and linguistic diversity that contribute to a more centralized and consistent approach to EL instruction.

Superintendent Narcisse expressed a vision for EL education that builds language comprehension, the literacy skills to interpret text, and the ability to navigate the school system to ensure they can access a pathway to success, including college and jobs. He seeks to foster a cultural change in the district that would expand equity for ELs and all socio-economically disadvantaged children and vastly increase the percentage of minority students who take advanced courses.

Concerning Findings

Lack of programmatic vision for ELs. While the superintendent expressed an outcome-based vision for English learners, a clear programmatic vision for ELs was not evident during our review. Instructional leaders immediately deferred to Cesar Rico, the Executive Director of ESL when asked about the instructional and programmatic vision for ELs. Educators in EBRPPS generally seem unfamiliar with the key role of language in culture and individual identity, illustrated by contradictory staff responses reported in the Intercultural Development Research Association (IDRA) ESL program evaluation.¹² On the one hand, 100% of responses agreed with the following: *“teachers must encourage student to have pride in their background and culture; and an effective teacher needs to be aware of cultural differences present in the classroom.”* Also, 100 percent indicated they *“support the goals of multicultural-multilingual education.”* Paradoxically, a significant percentage--46.2 percent of staff respondents *“believe that students should only speak English in the classroom”* (IDRA, 2021, p. IV). The district’s work around equity and cultural responsiveness would benefit from including important linkages to language, and thereby foster greater coherence between ESL instruction and the district’s work in general.

ELs and EL community concerns are largely unknown to the district and absent from district’s vision and plans. Superintendent Narcisse indicated that during his first year of tenure, nobody in the community or on the school board raised issues concerning English learners. The Council team did not hear from any staff member about how the needs and hopes of EL families were included in district decision-making and the stakeholder input process. EL parents, like English learners, are largely invisible to the school system. For instance, none of the staff members interviewed expressed familiarity with EL parent concerns. Yet, during the Council’s meeting with parents, the team learned of concrete issues and concerns, including—

¹² Intercultural Development Research Association (IDRA). (2021, August). *English as a second language program evaluation report: 2018-19 to 2020-21 school years*. Intercultural Development Research Association.

- parents have great difficulty accessing information,
- language access services are provided haphazardly,
- parents worry about the mental health of their children, and
- parents worry that the schools' approach to discipline is generating fear in their children rather than guiding them to develop into responsible individuals.

The lack of knowledge about second language acquisition has engendered deficit thinking about English learners and their families. Staff expressed notions that ELs have *language deficits* and that they and their parents “should speak more English.” Students have adopted these perceptions. For example, the Council team learned that a student told a teacher not to call on an EL because “*he cannot speak English,*” thereby limiting the EL’s participation in class. The notions shared with the Council team echoed negative impressions or deficit-thinking of ELs found in survey responses reported by IDRA (2021), as illustrated by the following educator response to “*what challenges are you experiencing related to the education of ELs?*”: “truancy, apathy, students who do not want to learn English and do not care about school, parents not being able to help students with homework, SIFE students never catching up, long-term ELs.”¹³ Staff shared with the Council team that some teachers deter ELs and their families from using native language at home, erroneously thinking that this will accelerate learning English.

Unwelcoming environment for ELs. The lack of knowledge regarding English acquisition, the lack of tolerance that district staff members expressed for ELs and EL families, as well as the generally unrecognized contributions by the EL community to East Baton Rouge, contribute to an unwelcoming environment for ELs and their families. Funds of knowledge and the linguistic repertoires that ELs bring are not acknowledged or valued. This unwelcoming environment may explain—in part—why the Council team heard many staff members express the need to help English learners “*feel welcome.*” IDRA (2021) also indicated that many staff members mentioned “make EL students feel welcome, safe, and comfortable...” as one of the objectives of the ESL program (IDRA, 2021, p. 61). Staff members appear to sense that there is a need to create a more welcoming environment for ELs and their families, yet during the interviews, they were unable to list concrete steps to create such an environment and were more likely to express views that do not create welcoming environments.

Accountability

Under Superintendent Narcisse, there is an increased emphasis on using data to drive instruction and a desire to have additional Key Performance Indicators (KPIs) specifically related to EL progress. Aligned with the superintendent’s focus on data, the chief academic officer expressed the desire to effect positive changes for students through improving accountability, providing professional development to support teachers, and building a more robust recruitment process for teachers.

Accordingly, the district has begun structuring a learning cycle and meeting with principals to discuss data; this process was in its initial stages at the time the Council conducted its staff interviews, and

¹³ IDRA p. 72

thus, too early for the Council team to make observations. The district has begun developing “scorecards” for schools to make the achievement data visible and accessible.

Concerning Findings

Specific, measurable, actionable goals for ELs do not exist. The team did not see in district documents or hear from the district staff specific, measurable, and actionable goals focused on the needs of ELs. For example, the goal for “all students to improve” by certain percentage points on an assessment does not offer the specificity needed in instructional or programmatic terms to meet the goal, which for ELs would at a minimum include English language acquisition instruction aligned to grade-level content. Similarly, the district lacks a clear evaluation framework for EL programming to hold itself accountable, and more importantly, to identify and make informed data-driven decisions about programmatic improvement. Without clear goals for what ELs should be able to do as a result of instruction in EBRPPS, and without a program evaluation framework, program inputs/designs are unlikely to be coherent or strategic. Finally, without specific goals focused on EL instructional targets, or valid and reliable measures, the district lacks a systematic way to know whether its EL programs are producing desired outcomes.

District scorecard will be of limited utility to track EL performance. Staff members appeared excited about the benefits of using the newly developed district scorecard¹⁴ to track progress. These benefits, however, will not accrue to English learners because the scorecard does not disaggregate by student group. This may be the consequence of designing the scorecard based on the strategic plan that also does not disaggregate by student groups. Given the lack of disaggregation, it is possible to meet the scorecard goals without improving instruction or outcomes for ELs.

Lack of shared responsibility for educating ELs. The team did not perceive that providing instruction and services for ELs is a shared responsibility among educators and leaders in EBRPPS. Staffing and supporting EL services and programs fall mostly on the newly created ESL department. The Council team heard unrealistic expectations for the ESL department and staff that are not currently equipped to fulfill additional responsibilities. Nonetheless, the ESL department and its staff reported often taking on additional tasks that correspond to, or would more efficiently be handled by, other departments (e.g., EL data management, registration of ELs, etc.), resulting in less time to support EL instruction.

Accountability for language access falls mostly on the EL office. The vast majority of interviewees from central office and district-wide departments indicated that they call the executive director of ESL or the ESL department staff for language assistance. In schools, there was less of a generalized sense of responsibility for language access, though some schools were innovative and resourceful in communication with EL parents. School staff members respond in ad hoc but resourceful ways based on their ability to speak the language of EL parents.

¹⁴ EBRPSS. (2022). *Strategic plan scorecard*. Retrieved July 5, 2022, from <https://scorecard.ebrschools.org/>

The ESL Department is unable to focus sufficiently on supporting instruction for ELs. The ESL Department is asked to support other offices in carrying out various functions that are not solely related to EL instruction. Essentially, when students (including non-ELs) or parents speak another language, the ESL Department is contacted for assistance, even for issues related to transportation, food service, scheduling, etc. Translation and interpretation services are in high demand, frequently disrupting instructional services for ELs.

ESSER recovery plan pays scant attention to ELs. The EBRPPS *2021-2022 Academic Recovery and Acceleration Plan*, signed November 2, 2021,¹⁵ includes the goal of all professional learning activities to return students to pre-pandemic achievement levels and above. The specific measurable outcomes are in ELA, math, science, and social studies and make no mention of English proficiency, despite English learners being among the hardest hit student groups. English language proficiency indicators were greatly affected.

Adopted programs to address low performance do not sufficiently address EL needs. The district's plan to use DreamBox to turn around low performance levels in math will likely be less effective with ELs due to the reliance on adaptive personalized learning software. Other than offering a Spanish version of the program (it was not clear from the website if there is an additional cost for the Spanish version), the supports for English learners are few and overly focused on vocabulary instead of higher forms of language development to support communicative discourse. For example, regarding language, the DreamBox product sheet for ELs states, "Scaffolded audio and visual support improves acquisition of math terms..." and, "Teachers can easily choose English or Spanish so students can learn language-appropriate mathematics and vocabulary."¹⁶ The support and guidance for teachers of ELs include overly general and dated material or approaches. Due to the overall lack of knowledge regarding language acquisition and supporting ELs, educators will likely rely on guidance found in instructional materials, which will be inadequate to address learning gaps.

Recommendations

Vision and leadership

- Articulate a new districtwide vision of EL instruction embraced and championed by all leadership to ensure that ELs have equitable access to the curriculum and that all teachers (general education and EL teachers) are accountable and supported in teaching ELs. The new vision would include important information and messaging around the changing demographics and the contributions made by the EL community to EBRPPS, EBR Parish, and more broadly to Louisiana.

¹⁵ East Baton Rouge Parish School. (2021, November 2). *2021-2022 academic recovery and acceleration plan*. Louisiana Department of Education. https://assets.website-files.com/60fde87a83193d6b61459871/61ae2f9596af15440323fe67_EBR_Recovery%20and%20Acceleration%20Plan_11_2_21-signed%20-%20Andrea%20Konski.pdf

¹⁶ DreamBox Learning. (n.d.). *DreamBox for Spanish-speaking English language learners (ELLs)*. http://go.dreambox.com/rs/715-ORW-647/images/ss-17-02-english_language_learners.pdf

- Charge a working group that includes the ESL Executive Director, the Communication Director, Family engagement, Title I Parent Liaison lead staff, etc. to create a cohesive communication plan to guide parent engagement staff across the district to share the new vision with parents. The plan would include resources and protocols to engage in respectful two-way communication. (For considerations, see pp. 28-31 of *Supporting English Learners in the COVID-19 Crisis*).¹⁷
- Charge the ESL Executive Director working with senior leadership to create a high-level working group to develop an implementation plan for the articulated new vision for EL instruction that ensures constructive and timely consideration of EL needs and the needs of school-level staff who educate such students for all district initiatives.
- Charge the ESL Executive Director to work with the Chief of Schools and Regional Executive Directors to develop a series of presentations for school principals to learn about the new vision and the responsibility that principals have in successfully implementing and supporting EL programs.

Developing a new vision and its corresponding implementation plan should be supported and led from the highest levels of district leadership, involving trusted district and community stakeholders to foster a shared commitment from educators and leaders across the district to meet the needs of English learners and, thus, avoid “othering” the EL community (treating the instruction needs of ELs as other’s responsibility).

Accountability

- Charge the Chief of Schools, working with the ESL Executive Director and Human Resources, to review the expectations of school principals to include important elements for the implementation of EL instructional programming: hiring ESL teachers and instructional staff and providing them adequate space and resources to provide ESL instruction to ELs; designing master schedules and student groupings conducive to ESL instruction and collaboration between ESL and general education teachers; careful supervision of front office staff to ensure that they provide respectful interaction with EL parents and utilize tools and resources for interpretation and translation.
- During senior leadership meetings, set expectation for each instructional division as well as relevant operational divisions (e.g., transportation, food service, etc.) to report out on how they are reaching EL families and resolving any issues that arise. Collaborating with the ESL office should be strategic towards developing capacity and protocols relevant to each division to serve the linguistically diverse families of EBRPPS.
- Explore making modifications to the district scorecard to include more information about ELs. If this is not feasible, consider creating EL-specific progress reports that the ESL Executive Director and the Chief of Schools would present two-to-three times a year with the purpose of celebrating growth and progress that are not being captured in district adopted assessments and benchmarks.

¹⁷ Uro, G., Lai, D., Alsace, T., & Corcoran, A. (2020, August). *Supporting English learners in the COVID-19 crisis*. Council of the Great City Schools.

https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_ELL%20and%20COVID_web_v2.pdf

- Include time in program and initial English proficiency level in future analyses. These factors are strongly associated with the length of time expected to attain proficiency in English and provide an indication of the quality of the district’s EL services.

District Systems and Strategic Direction

The superintendent acknowledged historic and existing major inequities, particularly concerning magnet program access and access to advanced coursework. Furthermore, he expressed a desire to address these through the creation of the “pathways” model for schools to ensure all students have access to careers and colleges. The strategic plan¹⁸ includes an objective to provide, by 2024-2025 in prominent languages, information from the district and schools which would be important to make sure that EL families understand this new pathway model.¹⁹

Regions. EBRPPS is organized into five regions, each overseen by Executive Directors for School Leadership. Region Executive Directors lead and support schools to implement the district’s initiatives and are the supervisors for school principals within their region.

Cabinet Meetings. To support his vision of data-driven implementation of coherent instructional programs across the district, the superintendent has instituted tiered cabinet meetings with two levels. These bring together staff who are more directly involved with implementing policies and support, to hold important discussions based on student metrics. The executive director of ESL is included in tier two of these meetings, providing valuable opportunities to stay abreast of district developments and make connections with colleagues. It was unclear to the Council team, however, how much of the EL issues percolate up to the first tier of the cabinet.

ESL Department. Regarding ELs specifically, the district has established an ESL department and hired a leader (former principal) with knowledge of the EL community in East Baton Rouge and a track record of success at the building level. In addition, the Council team was told that the district has begun to “grow” the department. The superintendent is aware of the difficulty of implementation and garnering sufficient buy-in when too many initiatives are underway. Consequently, the superintendent has directed the ESL department to prioritize one or two initiatives per year.

Concerning Findings

ELs are not visible in the district’s strategic plan. Because the district’s strategic plan sets general goals for *all* students, the specific learning needs of ELs—or other student groups—are not discernable,

¹⁸ East Baton Rouge Parish School System. (2021, July 22). *EBR strategic plan for educating Baton Rouge: 2021-2025*. East Baton Rouge Parish School System. https://archive.ebrschools.org/wp-content/uploads/2021/08/Final_072221_EBR-Strategic-PlanR.pdf

¹⁹ Objective 2.5 – “By the end of SY 2024-2025 all communications sent to families from the District or School Offices will be available in the dominant languages (English, Spanish, Arabic, Vietnamese, Portuguese, and Mandarin) spoken by EBRPSS families (p. 11)”

nor are the existing gaps between student groups targeted. These general goals for *all students* to improve at a specified yearly rate do address closing these gaps between student groups, of which ELs are among the lowest performing. The only specific reference to ELs in the strategic plan is about expanding translation services, not about achievement or instruction. The absence of disaggregated student groups-including ELs, and the omission of achievement and instructional needs of ELs erroneously signal to district staff that improvements to EL instructional services are unnecessary.

Similarly, the ESL office is invisible on the website's page of school district departments. EL parents and most individuals external to EBRPPS would not know to click on Federal Programs to access information about ESL under Title III. Under Academics, there is an ESL Department link that takes the user to a different page, making it less clear where to go for assistance.

The lack of knowledge about language acquisition is pervasive. Staff members at nearly all levels of the school system shared misconceptions of language acquisition and development, perpetuating deficit-oriented views of English learners. For instance, during the staff interview, the Council team heard that ELs “had no knowledge, had no language whatsoever.... ELs are unable to understand, or they are disinterested in learning.” A frequently expressed belief was that *native language support disincentivizes* English learners (and their families) from acquiring and using English. In other words, staff members believe ELs and their families would be more interested in learning English and acquire English faster by being “immersed” in more English and being compelled to “speak more English.” These beliefs are not supported by research²⁰ and signal a widespread unfamiliarity with English language acquisition.

District systems do not facilitate attention to EL-related needs. Central office personnel attend various meetings during the week (e.g., Friday data meeting for district leaders, Wednesday meeting to plan for Fridays), yet the outcomes of these meetings and contributions to instructional improvement could not be clearly and consistently explained by interviewees. The greatest apparent value of the Friday meetings, as shared by the staff, was the opportunity to informally connect with others in various roles across the district rather than the formal meeting agenda items. It was also unclear what the process was to raise EL issues. Specifically, the Council team did not hear of a viable protocol by which EL issues could surface during the Friday meetings attended by around 60 staff from departments and schools across the district. While staff members purportedly engage in data conversations at the Friday meetings, the team did not hear of corresponding work to determine root causes and strategize to improve outcomes.

Recommendations

Strategic plan

²⁰ National Academies of Sciences, Engineering, and Medicine National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. The National Academies Press. <https://nap.nationalacademies.org/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>

- Incorporate English learners more specifically in the strategic plan by disaggregating data for subgroups on the instructional goals. Otherwise, it is difficult to ascertain whether ELs are making progress and whether schools “game” the data by focusing on some groups over others.
- Task the communications department with accelerating the implementation of Objective 2.5 in the strategic plan to provide communications of essential information in dominant languages prior to SY 2024-25.

Systemwide knowledge about language acquisition

- Strategically provide professional learning opportunities²¹ for district leaders to develop an understanding of second language acquisition and the role that native language development plays in learning English and content. Knowledgeable district leaders can better lead and monitor schools in implementing language instruction to develop academic English proficiency and achieve grade-level content expectations. Content area instructional leaders will be better able to understand and work with the ESL department and staff to support ELs in learning grade-level content.
- The Friday meetings provide a valuable opportunity for the EBRPPS educators to engage in the necessary work and learning to engender a crucial mind shift about language learning and English learners. Some areas of inquiry and growth that would be particularly important include—
 - *Multilingual learning.* Understanding how the brain works to acquire and process more than one language, simultaneously and sequentially. This understanding would help counter existing misconceptions about the learning capability of ELs and inform effective communication with EL communities.
 - *Cultural competence.* An expanded concept of cultural competence to include language and culture as intertwined and adjusting to a new culture as akin to weaving in valued new threads to a rich tapestry. Cultural adaptation is complex and is not the same as assimilation, which implies a loss of former cultural traditions, values, and language.
 - *History of linguistic diversity.* Familiarity with the history of the linguistic diversity in East Baton Rouge Parish and Louisiana.
 - *Multilingual/multicultural ecology.* Discuss how schools and the district can become more visibly reflective of the languages and cultures of the students. Share exemplars and discuss “look-fors.” For example, schools that have multilingual signage, bulletin boards, daily announcements, parental sharing, and engagement that encourages cross-cultural connections and learning.

²¹ Council of the Great City Schools. (2021, April). *Advancing instruction and leadership in the nation's great city schools: A framework for developing, implementing, and sustaining high-quality professional development.* Council of the Great City Schools.

https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_PDFrameworkFINAL.pdf

ELs in system initiatives

- Charge the ESL Department and the lead for the district’s career pathway work to collaborate in the identification and resolution of potential barriers for ELs. The success of the district’s work on career pathways for ELs depends on whether EBRPPS takes affirmative steps to avoid replicating the existing diploma attainment inequities, whereby ELs are placed overwhelmingly in career-oriented pathways instead of college preparatory pathways.
- Charge the Executive Director of ESL to work with the CAO and the team who develops the agenda for the Friday meeting to create a coherent series of presentations and activities for systemwide delivery to develop the staff’s understanding of EL data and research-based, actionable steps to address EL needs in EBRPPS.
 - To enhance the learning about EL-specific topics and develop actionable ways to improve instruction for ELs, staff members can be grouped by their school demographic characteristics and/or challenges (e.g., percentage or number of ELs, grade levels, EL achievement in content areas, etc.).
 - Some of the instructional needs of ELs are similar to the needs of other students, providing opportunities for making important pedagogical connections to support joint efforts. For example, ELs need deliberate instructional approaches to learn how academic English language works. Other students, including native English-speaking students who speak other varieties of the language also have this need. Acquiring academic English is essential for success in school and it is important for helping students to develop identities as scholars who can rightly partake in spaces where this language is used.
- Involve the Executive Director of ESL in meetings at which key efforts and the roll-out actions of the Literacy Initiative are discussed. This will provide valuable and timely information for the EL team and teachers working with ELs, to ensure that the language development and literacy approaches in EBRPPS are in line with or complementary of each other. Similarly, have the ESL Team invite staff from the Literacy Initiative to learn about the 3Ls™ approach for EL instruction.

Data and Research

Data Collection and Management / Research & Evaluation

The superintendent is aware of the need to build a culture of data use in which the strategic plan is driven by measurable goals that place importance on child success, beyond “accountability scores.” To this end, and with the support of ESSERS funds, the Superintendent has made strategic data-related investments and instituted new practices for school improvement. For instance, the superintendent has instituted a school improvement cycle that looks at quarterly scorecards, distributed to principals and teachers with data from ANet, DIBELS (K-12), Achieve 3000, and DreamBox. With support from ESSER funding, the district contracted with Illuminate Education in SY 2021-22 for eduCLIMBER to warehouse and generate reports on these various data measures. The vendor’s website indicates that

eduCLIMBER's reporting capabilities can help districts to make instructional decisions down to the individual student level. Staff shared that the Achieve 3000, DreamBox, and ANET platforms have customized and student group reporting capabilities for ELs and other student groups. Finally, Academics, Literacy, Accountability, and Executive Directors meet in quarterly data sessions to review interim data disaggregated by grade, content, and ethnic student groups, among other areas. Some of these meetings include the vendor's consultant, such as ANet.

Currently, the district's student data are collected and maintained by different EBRPPS departments, for distinct purposes. Staff described the management of data and assessments as follows—

- District benchmark and state-mandated assessment data for all students are owned and managed by the accountability & assessment team, which uploads these data to JCampus (managed by the technology division) with assistance from the technology division;
- SIS data (i.e., demographics, grades, attendance) are found on JCampus, which staff described as a platform used more for compliance, owned and managed by the Technology division;
- The DreamBox and Achieve 3000 platforms and data are owned and managed by the Academics and Literacy teams, respectively; and
- Screening/placement and other EL registration data are owned and managed by EL staff, federal programs, and the academics team.

Concerning Findings

EL Data Collection, Warehousing, and Reporting

The district lacks a centralized system for maintaining EL-specific performance data. EL data are stored in several databases and managed by distinct district departments or teams. Some EL data are not in the main SIS. Creating EL performance reports, therefore, is cumbersome requiring staff to pull data from a variety of sources and manually create reports, which can be time-consuming and prone to errors. Having data “owned” and maintained by various district departments results in a complicated structure that hinders a streamlined process to obtain comprehensive data on ELs from the point of registration, identification, and placement to the ongoing performance monitoring in English language acquisition and content area subjects.

EL data entry protocols are divided across departments. EL data are entered by different staff at different points of the registration process: the Instructional Resource Center (IRC) staff pre-registers students and collects data through the Home Language Survey and the family interview; and school counselors (formerly assigned to school clerks/secretaries) enter student information in JCampus, including ELP code and EL funding source, as required by Louisiana department of education. This fragmented EL data collection system has been further complicated by changes in personnel responsible for collecting and entering EL data.

Staff access to data is not aligned with staff reporting responsibilities regarding ELs. Staff who play a key role in monitoring ELL progress are not provided the necessary access privileges to the SIS/data system to extract data for monitoring purposes. For example, federal program staff who currently

provide school support including monitoring EL progress have selected data access privileges not general access privileges akin to those of district testing coordinators to pull extract data on ELPT participation rates.

Ensuring data quality is cumbersome. Staff mentioned several individuals in different offices who conduct quality checks—the Technology division has a checklist and process for compliance, the Accountability office works with the SIS team to check on the validity and may liaison with the EL department. Once the school counselor enters the EL code and language of the student into JCampus, the IRC staff check for accuracy by comparing the information entered against an Excel spreadsheet that has the names of students who should be EL.

Monitoring EL progress

Data collection and reporting of EL data are incomplete. Several EL data indicators were not available, precluding the district from conducting important analyses to monitor EL progress. From the moment ELs connect with the district through the time at which the students exit the district’s EL program, EL data are not adequately collected and maintained to paint an accurate picture of the student’s trajectory in the district’s EL program. Specifically--

- The district reported that initial EL classification dates and initial English proficiency levels were unavailable for ELs currently in the program due to data loss. Initial EL classification dates were available only for former ELs. Approximate initial EL classification dates can be computed for ELs identified after 2018 from the year associated with their “baseline” ELPT.²² The lack of data on initial EL classification dates and proficiency levels preclude the district from conducting important analyses, such as:
 - cohort analyses and analyses to assess outcomes by “years-in-program” and “initial proficiency level.”
 - timely identification of students who may be stalled in English language acquisition and/or at risk of becoming long-term ELs.²³
- The district did not provide EL program opt-out data and was marked as “not kept/available” in the Council’s student-level data request. The district’s EL placement process includes sharing with parents a form to opt-out of EL services for their child, but the district does not have a robust process to keep track of how such students are progressing. The Council team did not hear from staff if other protocols or metrics were used to monitor the progress of ELs whose parents opted-out of receiving EL services.

²² Prior to 2018, ELDA was the screener. Scores from ELDA along with administration dates do not exist in the JCampus “baseline” fields.

²³ Research has shown that long-term ELs have substantially diminished educational outcomes compared to students who reclassify within five years.

- The type of EL program model is inconsistently tracked. For most students, this indicator is missing. “Content-based ESL” is the only reported model. The district has a dual language immersion model with few ELs, but this model did not appear in the program model indicator.

The district has no systematic way of tracking English proficiency growth trends for ELs currently in-program who were identified prior to SY 2017-18. Prior to SY 2017-18, the state used ELDA as its screener, and English language proficiency assessment and ELDA scores were *manually* entered at school testing sites. District staff could not speak to the quality of data entry or processes used to ensure quality data entry. Though these data exist in the current SIS, they are only visible by clicking into individual student records. It was unclear to the team whether ELDA performance reports could be generated in the old SIS. The closest the district can get in approximating years in program is by looking at the “baseline year” (i.e., the first time a student takes the ELPT) in the state ELPT reports for ELs who were first tested and presumably initially identified in SY 2017-18—the first year of ELPT administration. This assumption, however, does not account for ELs who were initially identified during or after SY 2017-18 in other states where another proficiency test was used. Consequently, they would have a baseline that is not representative of the first time they were tested for English language proficiency. Again, this process also does not help in ascertaining the approximate time-in-program for ELs prior to SY 2017-18.

In the student-level data provided by the district, large numbers of ELs are missing ELPT scores, even in the years preceding the pandemic. District staff indicated that the ELPT testing has occurred in all years of data collection, though state standardized testing experienced interruptions due to the pandemic. To locate ELPT scores and the approximate length of time students have been in-program, the district relied on state reports, which provided the needed scores but not the years-in-program. It is unclear to what extent the scores maintained by the state mirror scores in the district’s data system used to fulfill the Council’s student-level data request.

EL-related concerns with the district’s general data resources

The EL office is not included in the quarterly data sessions held with ANET to review interim data, which are disaggregated by grade, content, race, and ethnic groups. It would be important to ensure that the data can be disaggregated by ELs, and particularly helpful by ELP levels to determine instructional next steps. Including staff from the EL office is particularly important because the ANET resources will likely be inadequate to support EBRPPS staff. The Council team’s review of the site revealed an assortment of third-party, generic resources from which teachers and educators might select, but there was no additional guidance for this selection.

According to the district’s 2021-22 Academic and Acceleration Recovery Plan (ESSERS), the district has purchased the ANET benchmark assessment program for students in grades 3-11 in both ELA and math. Staff felt confident in the selection because ANET received the highest rating from the Louisiana Department of Education and the platform includes guidance and lesson plans to address EL needs. The Council’s review of the resources, however, reveals a vast assortment of resources that do little to

create a coherent learning experience for English learners. The resources appear to need a significant amount of work from EBRPPS educators to discern which are best for English learners and still aligned to Louisiana’s state standards.

Recommendations

- Task a cross-departmental team that includes ESL staff who are knowledgeable of EL data needs to determine the necessary fields to accurately monitor EL progress across K-12 and all measured content areas. Determine if these fields can be included in the design, development, and rollout of EduClimber by Illuminate or if the district should support these data elements internally through dedicated FTE(s) which could be jointly funded using Title I and Title III funds.
- Charge the Executive Director of ESL to connect with Council-member colleagues from the Los Angeles Unified School District, Oakland Unified School District, Guilford County Schools, or District of Columbia Public Schools to learn about the components they have included in their district-developed or third-party supported data collection and reporting systems.
- Charge a working group, led by the Executive Director of ESL, of district staff who are knowledgeable about the capabilities of existing data systems to address:
 - ELs with missing data and work with necessary district and state staff to create a database with their information for purposes of monitoring their progress.
 - Reducing the number of data entry points and streamlining the process to include timely data checks and minimize data entry errors. This may require revising job descriptions to ensure staff are qualified and appropriately trained to process EL information.
 - Process mapping the type of data queries regularly conducted, needed reports and their cadence, and staff members who need to have access to information to conduct queries and produce reports. These queries and reports would include those needed by instructional staff to provide targeted services, administrators to monitor student and cohort progress across all content areas and English acquisition, as well as leaders from other departments and board members who would benefit from summary data on EL progress.
 - A process to capture opt-out data identifying when a parent chose to opt-out of EL services for their child, who approved the opt-out, corresponding placement, and ongoing monitoring of achievement and English language proficiency. The monitoring would be formalized and scheduled in a manner that aligns with other data reporting schedules. Depending on the number of opt-outs, the district may consider a case-management approach to monitor student progress.
- As part of its data-driven initiative, EBRPPS should invest in a digital, cloud-based database for comprehensive EL data to ensure that the district has the data and information needed to properly monitor the progress of ELs and keep parents informed of their student’s outcomes. The Council

team was told that the Louisiana Department of Education requires paper files on ELs be maintained; this should be a minimum standard.

Assessments

The district has adopted a suite of assessments in various content areas connected to third-party instructional interventions and programs to address the learning gaps of students. District staff indicated that the performance data from the mostly digital assessments will be used to determine support and supplemental instruction for students. For formative assessment performance tracking, the district mentioned recently acquiring Illuminate Education’s DnA platform for this purpose. (See the MTSS discussion in the Special Education chapter of this report.)

In addition, staff shared that teachers worked over the summer to develop unit assessments (formative) using the Illuminate Education’s DnA platform. These formative assessments are incorporated into the pacing guides.

Concerning Findings

District-adopted assessments will provide limited and incomplete information about EL achievement and needs in EBRPPS. Staff did not indicate that any assessments specifically designed and validated for ELs had been adopted. There was a presumption that the adopted third-party assessments, which appear to have been developed for English-speaking students, would have the same applicability to English learners. However, unless designed and validated for ELs, assessments typically do a poor job of discriminating between content difficulties and language-related challenges.

- The reliance on digital assessment suites that fail to aptly distinguish between content and language needs, and the subsequent interventions recommended by the scoring algorithms, may inadvertently “trap” ELs in cycles of interventions that do not address underlying needs and arrest their academic progress. For example, the “Personalized Review Assignments (PRA)” on Illuminate Education’s DnA platform,²⁴ which the district purchased for formative assessments, “automatically assign[s] reteaching and enrichment resources based on individual assessment results.” There was no clear indication that educators and those who support them understood the instructional implications, specifically for ELs, of the data from the assessment platform.
- The ANET diagnostic assessment EL subgroup data report suppresses scores for groups of fewer than five ELs. This limits the examination of EL performance at specific grade levels that have low numbers of EL enrollment within schools. Though suppression for small n-size supports validity and student privacy, given the district’s heavy reliance on these reports in data meetings, the ELs at schools (or within grade levels) with low EL enrollment are virtually

²⁴ Illuminate Education. (2022). *DnA*. Retrieved July 5, 2022, from <https://www.illuminateed.com/products/dna/>

“invisible” at the district level and at risk for not receiving sufficient services.²⁵ Based on the February 2022 data, a total of 15 schools in EBRPPS enroll fewer than 5 ELs and thus, the ANET data for these schools would not reflect EL performance.

The systemic use of classroom formative assessments to measure and monitor real-time progress in language and content development for ELs was not evident. An EL instructional specialist mentioned biweekly teacher-created assessments aligned with LEAP 2025, a summative assessment instead of academic standards. (The Council could not ascertain whether this was a districtwide practice.) Biweekly assessments that may not be aligned to the range of standards taught and assessments developed over the summer (in a district that is only recently centralizing curriculum) are insufficient for knowing how ELs are progressing through day-to-day instruction.

Teacher-created formative assessments might not necessarily reflect sound assessment design for ELs. The Council team asked whether teachers meet in professional learning communities to jointly develop assessments. This would facilitate including ESL Instructional Specialists (IS) or other staff knowledgeable of second language acquisition and EL needs in the formative assessment development process. However, staff did not indicate that such cross-functional teams were part of regular routines.

District staff’s reliance on third-party digital assessment suites to create formative assessments will not serve ELs well when these suites are not designed or validated for ELs. A district-level staff member noted the recent purchase of Illuminate Education’s DnA platform to facilitate the creation and administration of formative assessments. According to the product description, an item bank is provided to “quickly create items, passages, and assessments for online or paper/pencil administrations.”²⁶ Like the other third-party assessment platforms in use, the item bank creates an overreliance on test items that may not be validated for ELs and limits the district to only assessing constructs that lend themselves to the item types available (e.g., multiple choice, etc.). ELs, however, also need opportunities to demonstrate learning in speaking, listening, and writing formats. Depending on their language development, they may not be ready to demonstrate content knowledge on traditional digital or pencil-and-paper assessments.

Mention of the ELPT assessment issues was notably absent from staff comments. Staff did not mention student growth on ELPT when discussing the strategic plan and the ELPT was not included in the Strategic Plan’s Five-Year Matrix.²⁷

²⁵ The Council did not receive samples of subgroup reports from other assessments used in EBRPSS to determine if reports also suppressed values for small n-sizes. .

²⁶ Illuminate Education. (2022). *DnA*. Retrieved July 5, 2022, from <https://www.illuminateed.com/products/dna/>

²⁷ East Baton Rouge Parish School System. (2021, July 22). *EBR strategic plan for educating Baton Rouge: 2021-2025*. East Baton Rouge Parish School System. https://archive.ebrschools.org/wp-content/uploads/2021/08/Final_072221_EBR-Strategic-PlanR.pdf

Recommendations

- Recognize and train instructional staff on the limitations of assessments periodically administered through vendor-provided platforms, especially for ELs. While these assessments may provide a quick “temperature check” on the progress of learning, they are blunt and imperfect instruments. The district must invest in professional development for educators to build their capacity to recognize these limitations and thus, avoid treating the assessment platforms as substitutes for authentic assessments used for formative purposes.
- Create professional learning communities that receive specific professional development to design authentic formative assessments and to review student work after these assessments are administered to determine next steps for content and language development. The professional learning should emphasize the unique assessment-related needs of ELs, such as demonstrating their learning in a variety of language domains and the resulting assessments should include linguistic accommodations that do not compromise the rigor of the content being assessed.
- Task a working group or the assessment design teams coordinated through the accountability and curriculum departments with conducting a comprehensive review of assessments used in EBRPPS. The working group or design team should include staff who are knowledgeable of assessment issues for ELs. Ensure the assessments provide full coverage of the standards and are appropriate for ELs.
- Task a working group that includes the ESL, accountability, curriculum departments, and principals representing schools with low EL enrollment to create a protocol that ensures that ELs in schools/grade-levels with low EL enrollment are represented in the data used for instructional decision-making within the district.

Human Capital

The Council team met with the newly appointed Director for Human Resources who shared the new efforts to drive recruitment based on goals and objectives, which are reviewed on a quarterly basis to meet the staffing challenges that EBRPPS faces across the district. These efforts are in line with the direction identified by the CAO—create better outreach to universities and actively recruit outside of the state while rethinking incentives for teachers who work with English learners.

Regional Executive Directors (EDs) explained to the Council Team that principals largely determine school staffing based on the student enrollment, school programs, and the master scheduling. Some schools have special programs that also allocate teachers, such as Montessori or Gifted and Talented programs. Staffing meetings are held in the spring with Regional EDs, the school principal, a human resource supervisor, and staff from ESS and ESL offices in attendance. Regional EDs indicated that the ESL office has the ratio chart to determine support for each school. Staffing adjustments can be made based on fluctuating enrollment. For example, when additional ELs enroll later in the year, principals can request additional support.

Educators, at most every level of the district, recognized the need for instructional support for ELs and for interpretation and translation services to communicate with EL families. The district is working to

build up staffing with expertise and knowledge to teach English learners, as evidenced by several job openings posted by EBRPPS. Similarly, investments have been made in hiring additional interpreters to ensure communication with parents, especially to provide interpretation during parent-teacher conferences.

Concerning Findings

Current staffing practices, roles, and responsibilities

Duties listed in EL job descriptions and district documents are not always consistent with duties that school-based EL staff are asked to perform. School-based EL staff are expected by school leaders to perform duties they are explicitly told *not to perform* in the staff responsibilities documents.²⁸ Thus, staff often feel pressured to satisfy the school leadership's requests and are conflicted about what they should do given the dissonance. Moreover, the duties defined in the job description for ESL instructional specialists and paraprofessionals do not match the assigned duties listed by the EL office. EL staff whose main responsibility is to provide instructional support and services to ELs is undercut when they are called upon to perform tasks such as translation/interpretation in the front office, attending IEP and other parent meetings, and supporting/mentoring/tutoring troubled students. The Council's review of district documents that list the non-negotiables related to duties of ESL instructional specialists and bilingual paraprofessionals reveals inconsistencies with reported staff assignments.

- **ESL instructional specialists.** The document identifies as "non-negotiables" the following: "do not take on classes out of your field" and "ESL Instructional Specialists are not to give office translations." However, ESL instructional specialists mentioned supporting classes outside their content area (with most stating that they support all content areas and grade levels in their schools) and are being asked to interpret for parents whenever language support is needed in the front office.
- **Bilingual paraprofessionals.** The document identifies as "non-negotiables" the following: "refrain from covering classes" and "refrain from doing office translations." However, bilingual paraprofessionals mentioned covering classes, supporting parents with translation/interpretation, translating for the front office, or supporting non-EL students.

Not surprisingly staff reported being troubled by the instances in which they are assigned duties that take them away from serving EL students and, thus, go against the specified non-negotiables.

EL Instructional staff have overly broad roles that fail to privilege instruction. Staff shared with the Council team that the ESL instructional specialists and paraprofessional roles include a broad mix of

²⁸ Job Duties for Bilingual Paraprofessionals (8/24/2021); Job Duties for ESL Instructional Specialists (8/27/2021); Job Duties for Parent Liaisons (9/15/2021)

instructional and administrative duties that creates a challenge for focusing on instruction and supporting students. ESL instructional support is interrupted and unreliable when ESL instructional specialists and paraprofessionals are called to attend meetings and perform non-instructional duties.

Support roles—parent liaisons and interpreters are not well delineated or deployed to maximize coverage. The Council had difficulty clarifying the various titles and related positions referencing parent liaison, parent ambassadors, and interpreters. These terms were often used interchangeably by non-ESL staff and duties seem to overlap when described by individuals with such titles. Moreover, the Council’s review of district-provided job descriptions and those of currently open job announcements identified several overlapping duties and misalignments between duties and qualifications.

Recruitment and Hiring

Hiring procedures for ESL instructional staff appear to include additional approvals. The Council Team learned that when principals request additional staff, they submit forms directly to Human Resources. However, for requesting additional ESL IS staff, the Executive Director submits the request through federal programs for approval before proceeding to Human Resources. It was unclear to the Council team why the office of federal programs’ approval would be required for ESL instructional staff if these FTE are not federally funded.

Education requirements are misaligned with job expectations, resulting in barriers to entry that exacerbate staffing shortages. Many staff indicated that EBRPPS is experiencing staffing shortages for EL-related positions. The Council’s analysis of job descriptions reveals that some of the education requirements have no significant relevance to the expectations and duties, resulting in additional barriers to entry and presumably contributing to these staffing shortages. For example, ESL instructional specialists are required to have master’s degrees, but not in areas related to second language acquisition, linguistics, or ESL. Advanced degrees, particularly when they are in unrelated areas of study, are therefore unlikely to yield either more or more effective specialists. Similarly, parent liaisons are required to have college degrees, but there is no requirement to be certified as an interpreter/translator despite the fact that much of their work involves providing language access services.

Current job postings for EL-related instructional/support roles (ESL Instructional Specialist and Elementary/Middle/High School ESL Instructional Support) do not include qualifications specifically relevant to English learners. The Council team’s review of the job posting revealed that, in general, the postings suggest having teaching experience “preferably with exceptional student population and/or at-risk population” and perhaps speaking another language, would suffice to teach/support ELs effectively. This would not be the case, however, because EL instruction involves a specific skillset and knowledge that does not overlap completely with ESS.

Recommendations

Assemble an internal team that is co-led by human resources and the ESL Executive Director, and includes representation of relevant staff classifications such as principals and teachers, to conduct a careful review and clarification of the roles and responsibilities of general education and ESL IS (ESL teachers) staff, as well as bilingual and non-bilingual paraprofessionals, regarding EL education and support. The internal team would also clarify the roles and responsibilities of all EL-related staff to prioritize ESL teachers' time for instructional services over coordination or administrative duties. These roles and responsibilities would be re-defined based on the re-designed instructional program for ELs.

Job descriptions of instructional staff related to EL services

- Establish an ESL teaching position for ESL-qualified teachers to provide dedicated ELD instruction in well-equipped and adequate spaces. Ensure that the preponderance of responsibilities is related to providing instruction rather than administrative duties and identify primary resources to draw upon when schools need interpretation or translation services to communicate with parents. For instance, clarify when an ESL teacher is needed in an IEP meeting to discuss the education goals, services, and instructional needs of students. ESL teachers should not be pulled away from instruction to provide interpretation services in IEP meetings.
- Clarify the expected duties and responsibilities for both general and ESL teachers to support EL instruction in content areas, including collaborative time for planning, instruction, and assessment.
- Ensure that teacher expectations include participating in professional development to build successful collaboration in the classroom to provide ELs access to grade-level content and language development.
- Refine and clarify the qualifications *required* to teach ELs, at a minimum, to include knowledge of second language acquisition pedagogy, linguistics, and experience working with students and families who speak languages other than English. This required knowledge would be in line with the Louisiana Office of Higher Education and Teacher Certification's 12-semester hour requirement in relevant courses for the *English as a Second Language Add-on*.²⁹ The ESL Instructional Specialist position description provided to the Council team, however, states that ESL Certification is only *preferred* rather than required. The pedagogical knowledge and skills to work with ELs should be *required* while being fluent in more than one language and having a master's or higher could be listed as *preferable*.

Job descriptions of EL community support staff

- Clarify the qualifications that individuals must have to carry out translation and interpretation duties. Official and legally required interpretation/translation should be assigned to designated, bilingual staff who have the required certification. For example, individuals who serve as

²⁹ State of Louisiana Office of Higher Education and Teacher Certification. (2005). *English as a second language add-on*. Retrieved July 18, 2022, from <https://www.teachlouisiana.net/Checklist/ESL.pdf>

interpreters for IEP meetings would be required to pass language proficiency assessments in the respective languages spoken and receive certification as interpreters. Specify the qualifications required of bilingual staff who assist with interpretation and translation in other instances. All staff who are carrying out interpretation and translation duties should be properly compensated—via differential pay or stipend for the additional duty, language skills, and required training.

- Clarify the primary duties of the various EBRPPS staff (e.g., parent liaison, parent ambassadors, and paraprofessionals) who provide interpretation and translation services and establish the acceptable level of formality for categories such as:
 - *Legal and official documents*—Interpretation at IEP meetings as determined by the special education team, translation of important documents identified by the ESL Executive Director in collaboration with other departments, etc.
 - *Official district-wide messages*—translation to and or voice recording in the top language spoken by EL families.
 - *Informational videos and documents*—production of informational or guidance videos about the district’s programs and school options in the top languages spoken by EL families.
 - *School and district events*—interpretation (with listening devices) at family events such as student STEM activities, parent information sessions about the district’s programs.
 - *On-demand support for interaction between parents and schools*—interpretation via phone and in-person for schools across the district organized by region.
- Charge the ESL office to work with departments that oversee family liaisons, bilingual parent liaisons and others who are assigned interpretation/translation responsibilities to create a guide to using these services to ensure predictability and accuracy of interpretation and translation across the school system. The guide could include models of staff assignment, centered around maximizing EL instruction and EL access to the district’s programs, thereby minimizing instances when instructional staff (i.e., ESL IS, paraprofessionals) are called to interpret, which removes them from instructional support in classrooms.

Recruitment and hiring

- Explore and flesh out the CAO’s interest in strategically recruiting at colleges and universities to attract individuals interested in teaching ELs in EBRPPS.
- Consider using ESSERS funds for sign-on bonuses for ESL teachers, not for the base FTE funding.
- Conduct an inventory of individuals who are currently providing instructional support to ELs, are bilingual, or have a background in instruction (former teacher in their home country, after-school tutoring, adult education, etc.) to determine a potential pool from which EBRPPS could grow its own stable source of EL teachers.
- Consider using ESSERS funds to cover the costs of current teachers obtaining *English as a Second Language Add-on* for which Louisiana requires 12-semester hours in relevant courses.

As the district works to clarify the instructional roles and responsibilities of general and ESL teachers, it will be in a better position to design and develop opportunities for paraprofessionals and other staff to enter the pathway to become an ESL teacher.

Funding

The approved SY 2021-2022 budget for EBRPPS showed a total of \$489,444,304 in proposed expenditures for 2021-22 and total revenues of \$491,512,331. The largest share of funding comes from local sources (\$285,804,500), followed by state sources (\$190,701,831), then Federal grants (\$15,000,000), and finally \$6,000 from other sources. Proposed revenues for 2021-22 reflected a 5.13 percent increase over 2020-21 while expenditures showed an increase of 4.86 percent.

The minimum foundation program (MFP) determines the state allocation using a per-pupil base allocation plus additional weights for particular groups of students, such as special education, low income and English language learners (combined), gifted and talented, and career and technical. EBRPPS budget staff indicated that the state-determined weights provide an additional \$454 for economically disadvantaged/ELL students, \$2400 additional for special education, for an average base 2021-22 MFP of \$4,300. The weighted student funding is rolled up into the EBRPPS general fund for overall expenditures, not as categorical spending. The state-reported weighted student allocation shows the various weights (special education, gifted and talented, career and technical, economically disadvantaged and ELLs), including the \$454 for Economically Disadvantaged (and ELLs) for a reported 31,369 students resulting in \$14.24 million for EBRPPS for 2021-22.

During the interviews, the superintendent noted that the school district has discretion with how the additional EL-determined funds allocated by the state are expended. The superintendent also noted that these funds were previously allocated to schools directly and principals did not always use them for EL services. Currently, the funds go into the general fund for overall district operations. Moreover, the superintendent expressed a willingness to expend ESSERS dollars to support the EL department.

Concerning Findings

The district spends significantly fewer dollars on EL instruction than it generates in state and federal funding. Using the EBRPPS base of \$4,300 in per-pupil funding, and 3,400 ELs in EBRPPS would generate \$14.6 million.³⁰ ELs generate \$1.54 million in state-weighted funds (3,400 times \$454). The Council team's estimates indicate that EL enrollment in EBRPPS generates about \$16.6 million. While these funds are folded into the general funds that support the overall enterprise, they are certainly available to support the unique needs of ELs. The EBRPPS budget shows substantially lower amounts are provided specifically to support EL instructional services. In 2019-2020, the EBRPPS budget included a total of \$2.4 million for 34 teachers and related expenses for bilingual education, *an amount*

³⁰ East Baton Rouge Parish School System. (2021, June 17). *2021-2022 proposed general fund budget*. [https://go.boarddocs.com/la/ebrrp/Board.nsf/files/C53S4W70EBBC/\\$file/2021-2022%20PROPOSED%20GFB%20APPROVED.pdf](https://go.boarddocs.com/la/ebrrp/Board.nsf/files/C53S4W70EBBC/$file/2021-2022%20PROPOSED%20GFB%20APPROVED.pdf)

that equals about 14 percent of the \$16.6 million. In 2020-21 the EBRPPS budget for bilingual education has been reduced to \$201,576 and in 2021-22 to \$40,500 of general fund expenditures out of the total \$200 million annual expenditures for instruction. A small Title III federal grant provides additional funds to support the district’s EL programs; \$371,507 in 2021-22, a decrease of 6.9 percent from the 2020-21 funds expenditures are related to staff salaries and benefits (\$225,665) for three individuals, followed by purchased educational services and professional development.

Offloading the EL Program budget to ESSERS funds destabilizes the program and sends the wrong message. Contrary to the desire expressed by the superintendent to use ESSERS funds to stabilize the EL department, the district’s funding decision completely undermines the EL department. The Council team learned that the drastic decrease in SY 2020-21 general funds allocated to bilingual education or EL programs is the result of a cabinet-level decision to offload the 34 ESL teachers onto ESSERS funds. Staff indicated that, in preparation for when ESSERS funding terminates, the district is looking for efficiencies to fund the bilingual education program. This budgetary decision creates instability for the EL program and signals to the EBRPPS community that EL services are not important to the overall educational enterprise. Once ESSER funds have been expended, the district must find additional funding for the positions or make cuts elsewhere in the budget, given that the EL population is likely to remain stable or grow. District staff could not respond to the Council team’s question regarding the source of additional funds. Staff indicated that an internal discussion about finding “efficiencies” has begun—hardly a stabilizing tactic. Moreover, if funds are reallocated from other programs or departments to fund the ESL program, this will not bode well for fostering shared responsibility for EL education.

Recommendations

Assemble a team that is co-led by the ESL Executive Director and the budget office, with the participation of the chief academic officer, chief of schools, and selected principals (from schools with EL enrollment) to help craft a predictable budget and staffing formula to serve ELs at the school level and to support cross-departmental collaboration. Priority areas that would be addressed could include:

- Move the operations of a viable EL Office back to general funds, supplemented by state weighted funds and federal categorical funding, as allowed.
- Funding ESL teacher FTE with general funds, centrally deployed by the EL office in coordination with the budget office. At a minimum, 40 FTE would be funded (the latest increase made in SY 2020-21) with additional FTEs based on current EL enrollment.
- Create a reasonable and viable algorithm to project needed FTEs for ESL teachers based on the projected numbers of ELs and the necessary ESL teachers and coaches to implement the re-designed instructional program for ELs. The 50 to 1 ratio currently recommended by the ESL Office for ESL IS staffing could be a start.

Curriculum and Instruction

Curriculum and Instruction Policies and Resources

Under the new leadership, the district is rolling out a curriculum and a scope and sequence across the system with an expectation that the EL and the ESS instruction would utilize the same scope and sequence. Specifically, the CAO informed the Council team that the four new supervisors of content areas are working on the course sequencing with ESS and ESL, and the ESL Executive Director has been engaged in the process of developing this standardized curricular guidance.

Also, the Council team learned from staff that the CAO holds weekly cabinet meetings on Fridays with instructional leaders including the Office of ELs and ESS where participants discuss numeracy and literacy and examine disaggregated data. Between 50 and 60 individuals participate in these weekly meetings.

The Council team noted a general awareness by staff of the need to improve practices for English learners. For example, several staff members mentioned the need to better support ELs and to “be more intentional about instructional practices for ELs.”

The district created a new literacy initiative headed by a Chief of Literacy who reports directly to the Superintendent. The initiative’s organization chart shows a large investment in FTEs to carry out this initiative. Staff expressed to the Council team that the planning for the literacy initiative moved quickly and without much meaningful engagement with other stakeholders, such as the EL office, whose work also involves literacy development.

The Council team learned of collaborative efforts between the literacy initiative and early childhood. Specifically, staff work to align the resources and build in protected time for literacy development. Staff use the Classroom Assessment Scoring System ([CLASS](#)) observation tool, developed by the University of Virginia, which staff indicated includes oral language.

Concerning Findings

There is a lack of district-wide understanding and consensus of what constitutes the curriculum. The lack of consistency in what the Council team heard when staff described the district’s curriculum may be a reflection of the new initiatives still unfolding to bring about more standardization of curricular guidance. While the superintendent recognized supplemental materials are not curriculum, other instructional leaders referred to instructional materials (e.g., Eureka, DreamBox, etc.) as curriculum and largely spoke of the instructional programming as the diet of supplemental materials students are using. This misconception was pervasive throughout the organization; most interviewees mentioned products and instructional materials when asked to explain the curriculum.

This misconception was more pronounced when staff were asked about EL instruction: digital supplemental resources, such as Achieve3000, DreamBox, and Imagine Learning, were frequently equated to the curriculum for ELs. However, placing ELs on products that are meant for intervention presumes that ELs have received Tier I core instruction, but this did not appear to be the case for ELs in EBRPPS. IDRA (2021) also includes statements from staff that signal that ELs may not be consistently provided access to high quality Tier I core instruction – “Alongside teacher created curriculum materials, Imagine Learning and Success Maker are used (we used to use System 44 and READ 180).”³¹

The specific nature and the extent of the involvement of the ESL Executive Director in the curriculum review and planning to revise the scope and sequence documents were not clear. While the Council team was glad to hear about the ESL Executive Director’s involvement with the scope and sequence and other curricular guides, staff interviews did not yield further details of this involvement. Moreover, given the seemingly small staff of the ESL office, it seemed unlikely the office had the capacity to participate in district-wide efforts while also supporting schools.

Instructional practice and the central role of teachers were rarely included when describing the district’s curriculum. In describing how a student used DreamBox, there was no mention of what teachers do in classrooms or how they use these resources for instruction. When asked about what teachers do for ELs, respondents indicated that teachers delivered EL instruction based on the “differentiation for ELs” sections and resources provided by the various adopted instructional materials. However, the “differentiation for ELs” guides and resources in the various products will be inconsistent and likely insufficient to support teachers in creating quality instruction to develop English language acquisition and to ensure ELs have access to the core content.

The district does not have well-defined instructional program models to ensure ELs have access to the core curriculum and to acquire English proficiency. In interviews with instructional personnel, no clear and common understanding of “differentiation” or “scaffolding” was apparent. Most often, differentiation and scaffolding for ELs was discussed as assignment modifications, receiving assistance from an ESL instructional specialist, participating in pull-out, and time extensions on the same assignment as non-ELs. Active implementation of scaffolds by general educators or instructional specialists to provide language access while maintaining content rigor was not heard by the team.

Content areas rely on adopted instructional materials to address EL needs. Content area staff at the central office level, have not yet developed an understanding of EL needs and rely primarily on supports and resources included in the adopted instructional materials. There are 20 math coaches, 18 of them in schools, some of whom work with ESL Instructional Specialists. Grading and assessment in content areas are developed by teachers, with some EL-related guidance about not failing students due to language issues. Central office staff indicated they are developing a districtwide grading document, but it was not yet ready for the team to review.

³¹ Ibid p.48

Limited recognition of EL needs in the district’s literacy plan or in English language arts. Staff from the Division of Literacy demonstrated insufficient knowledge of English language acquisition and development, which is critical since ELs and non-ELs learn English differently. Specifically, staff did not recognize the important role of oral language in developing foundational skills for ELs or approaches for literacy development among ESS students. Furthermore, the professional development providers the district has contracted with for training are not known to have strong expertise in EL literacy. Staff indicated that they have not focused on the EL student group and when teachers ask for help, they are told to use what is provided in the adopted materials.

The literacy initiative appeared to have minimal formal linkages to English language development for ELs and limited to a single staff person to help plan for EL and SWD support. Staff from the literacy initiative was unfamiliar with the ELD standards used in Louisiana. While staff indicated there was a need to be more intentional about instructional practices for ELs, the district does not provide teachers and principals with walk-through tools that articulate what to expect of quality instruction for ELs.

In Pre-K, potential ELs (students who speak languages other than English at home) do not receive ELD instruction. Staff reported that the curriculum used in Pre-K is the same for all students, regardless of whether the children do not speak English at home. The latest research indicates that multilingual learners have unique needs in the early years when they are simultaneously learning different language systems (NAS, 2017).³² Purposeful instruction for developing English as an additional language is key but staff indicated that students in Pre-K do not receive English language development instruction. Because Pre-K students are not screened for English proficiency, the Council did not have access to an EL count and used US Census data to approximate the potential number of ELs who might attend Pre-K. Approximately 14 percent of all children under six years of age in East Baton Rouge Parish—over 4,600 live with one or two foreign-born parents; over 10 percent, close to 3,500, live exclusively with foreign-born parents (see Table 20). If enrolled in Pre-K, EL children would arrive with oral language skills in their home language and nascent English skills depending on how much exposure to English they have had in their early years.

Table 20. Children Under 6 Years by Nativity of Parents in Household

	Number	Percentage
Foreign-born parent/s only (1 or 2 parent household)	3,494	10.5%
One native and one foreign-born parent (2 parent household)	1,162	3.5%
Native-born parent/s only (1 or 2 parent household)	28,549	86.0%
Total under 6 years	33,205	100.0%

Source: Council analysis of 2020 American Community Survey 5-Year Estimates (Table B05009)

³² National Academies of Sciences, Engineering, and Medicine [NASEM]. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press.

The CLASS Observation tool does not include look-fors that are particularly relevant to teaching ELs effectively. Staff indicated that the Classroom Assessment Scoring System (CLASS) was being used to in early childhood classes, which enroll substantial numbers of students that are likely to be ELs (i.e., living with foreign-born parents).³³ The CLASS consists of four domains: emotional support, classroom organization, instructional support, and student engagement. Informal reviews and a more formal review conducted by the George Washington University Center for Equity and Excellence in Education (CEEE) indicate that CLASS does not include instructional practices that are considered high leverage and relevant for ELLs. Specifically, the CEEE found that although the CLASS has been validated as an assessment of the general quality of instruction for diverse populations of students, it is not an adequate measure of the extent to which ELs are provided access to challenging academic content, or the extent to which ELs are supported in developing the English they need to succeed in school and to perform well on tests of academic content in English.³⁴

Recommendations

- As part of the district’s ongoing work to develop and roll out more coherent, standardized curriculum guide, systemwide opportunities for professional development will be critical to ensuring that all staff understand the key components and features of quality curriculum. The Council’s document [*Supporting Excellence: A Framework for Developing, Implementing, and Sustaining High-Quality Curriculum \(2017\)*](#) is a helpful resource, and it is currently being updated to incorporate the lessons learned during the pandemic.
- Ensure that the professional learning about the district-wide curriculum builds an understanding of what constitutes quality and rigorous tier I instruction that must include differentiation and scaffolding to provide meaningful access to ELs, students with disabilities, and students with unfinished learning. The district’s rich set of instructional materials, including supplemental and intervention programs, should be understood by all staff as supporting a coherent curriculum grid with important connecting elements to address all student needs and ensuring they succeed with grade level content standards.
- Review and strengthen the existing alignment of resources and approaches between the Early Childhood instructional program and the instruction ELs receive in K-3, especially around developing academic English language. As part of the planning work that Early Childhood staff do with the ESL Executive Director, it would be important to examine how the CLASS observation protocol can be enhanced to include the high-leverage instructional practices that are particularly important for ELs. The observation checklist created and used by other districts implementing the

³³ According to 2020 ACS 5-year estimates, over a quarter (26.8 percent) of the foreign-born East Baton Rouge Parish population age 5 years or older do not speak English at all or speak it “not well.” Of the Spanish-speaking foreign-born age 5 years or older, around 50 percent do not speak English at all or speak it “not well.”

³⁴ GWU, CEEE Evaluation of ELL Services in Arlington Public Schools, VA. 2012, pp. E-3 and E-4.

3Ls™ approach for EL instruction could be helpful to develop a district-created checklist that incorporates elements from CLASS and other elements that are priorities for EBRPPS.

Instructional Materials for ELs

The district has begun efforts to standardize instructional materials used. Previously, principals selected materials, creating a patchwork of resources of different quality and focus. As a result of the standardization effort, the district’s adopted materials for English Language Arts include: EL Education for Grades K-2, Guidebooks in third through fifth grades, and My Perspective in sixth through twelfth grades. For students in gifted and talented, the district uses Wit and Wisdom.

Instructional leadership understands the need for a thoughtful roll-out of the adopted materials and the development of a scope and sequence. Leadership also recognizes that staff will benefit from support and professional development.

The district does not have a separate curriculum for ELs; it uses the same core instructional materials that are used for all students, which bodes well for holding high expectations for ELs. The Council team did not hear from district staff or teachers that the core instructional materials are “too hard” for ELs, though they did express the need to know how to support ELs with the adopted texts. Several teachers indicated using the Spanish version of my Perspectives. However, no additional details were provided about whether the instruction is provided to Spanish-speaking ELs in their home language, and there was no mention that materials were available in other languages.

Concerning Findings

The district relies on external reviews for selection of materials. The Louisiana State Department of Education reviews instructional materials and resources. Staff described the selection of instructional materials largely relying on these state-generated list of reviewed materials; no additional district-determined criteria or guides were mentioned by staff in making the selections of materials for the district.

The district has reserved the more rigorous grade-level texts for a select, small group of students. Staff indicated that Wit and Wisdom are the adopted materials for students in the gifted and talented program. These materials, however, are grade level text that could be used with all students, especially if the district wishes to improve instructional practice and student achievement.

Teachers need additional support to use adopted materials with ELs. Most staff, when asked, indicated that they used the EL-specified resources provided with the adopted texts to differentiate instruction for ELs, but the team did not hear the specifics of how instruction was differentiated. Moreover, several staff expressed the need for effective instructional strategies to address their concerns about students being unable to comprehend the adopted texts due to language barriers.

Many of the teachers who were interviewed did not feel sufficiently supported to use the adopted instructional materials with ELs. Staff indicated that teachers still struggle to teach ELs in a content rich classroom using district adopted text (e.g., Eureka, Wit and Wisdom, etc.) In some cases, the insufficient support led to teachers locating other materials, including materials from former adoptions, to use with ELs.

The district has not adopted materials specifically to support English Language Acquisition. Beyond the differentiation and scaffolding suggestions and resources found in the district’s adopted texts, ESL teachers do not have materials to support and/or guide instruction for English language acquisition. In responses to the IDRA survey, teachers recommended that EBRPPS “identify a set of tools that can be used within the school system, especially with high EL population to make sure that ELs have equitable chance to learn; provide ELs more access to English books and materials in and outside of school; and provide ELs more access to guided-reading programs focused on language acquisition strategies.”³⁵

Federal funding used for recent materials adoptions is time limited. The vast majority of materials and curricular initiatives (e.g., Imagine Learning, ANet, DreamBox, Amplify, etc.) that staff described during the interviews are being supported using ESSER funding. (See *ESSER Funding Review – September 23, 2021 Version*.) While the use of ESSER funding is appropriate and strategic, the use of such temporary revenues has its downside—it can create a sense of instability if funds have not been identified for the ongoing support of instructional resources, particularly for subscription-based programs.

Recommendations

As part of the district’s work to carefully roll-out the adopted texts and programs, the district will benefit from extending and improving the manner in which ELs and ESS issues are addressed in the newly developed scope and sequence, ensuring that EL staff involvement takes place earlier in the process rather than once the scope and sequence and other documents are drafted.

For the ongoing work of implementation and subsequent revision of the curriculum guides, it would be advisable to expand the working group (or establish one if it doesn’t currently exist) to include relevant staff to help determine needed revisions and improvements. The expanded group would include representatives from the ESL office, ESS, and representatives from the teaching ranks to provide insightful feedback regarding additional resources and support needed to address the unfinished learning and persistent achievement gaps. The working group’s tasks could include:

- Develop more nuanced, district-specific criteria for the review of instructional materials, based on the EBRPPS student needs, and the district initiatives, such as the Literacy and the Career Pathway initiatives. It would be important to glean concrete feedback from special education and EL teachers about the challenges they encounter implementing the materials.

³⁵ IDRA p. 57

- Determine gaps in instructional materials, professional development needs, or instructional support based on the expanded district-criteria and staff feedback. To support this work, the Council recommends using its criteria guides for [selecting instructional materials](#) and delivering quality [professional development](#).³⁶
- Review and update the walkthrough form created by the academics team to ensure that it includes high-leverage instructional practices for working with ELs.
- Following the ESL Executive Director’s lead, determine which, if any, materials should be adopted to support teaching English language development, as a complement to supporting ELs in learning academic English through grade-level content instruction.
- Identify the materials and related professional development that will continue after ESSER funds expire.
- Identify and widely share the post-ESSER funding source to foster a sense of continuity and stability among instructional staff.

EL Program Design and Delivery

EBRPPS’ legal obligations under *Lau* and Title VI of the Civil Rights Act of 1964 are to provide English learners with meaningful access to the district’s curriculum and instructional programs. While districts have discretion as to the exact nature and design of instructional programs, the legal obligations require that the programs are pedagogically sound, funded and supported for full implementation, and evaluated on an ongoing basis to ensure that ELs are successfully learning grade level content and acquiring English language proficiency. The Superintendent’s request for the Council’s review of the EL program in EBRPPS is an important step in improving the district’s program to meet its obligation under *Lau* and Title VI of the Civil Rights Act of 1964. In this section we elaborate on key components that comprise a district’s EL program.

Mirroring the decentralized nature of curriculum that leadership indicated was characteristic across the district prior to Superintendent Narcisse’s appointment, the instruction and support for ELs were also site-determined or decentralized. Instructional approaches for teaching ELs were largely defined at the school level, creating inconsistencies across the district, especially given that the role of central office did not include defining instruction or support for ELs. The Federal Programs office oversaw the EL program, but the oversight was limited to funding and administrative matters. IDRA (2021) reported that in the SY 2020-21, the Sheltered English program model was the primary ESL instructional model implemented in 33 of the 36 elementary schools, 8 of 9 middle schools, and all

³⁶ Council of the Great City Schools. (2021, April). Advancing instruction and leadership in the nation’s great city schools: A framework for developing, implementing, and sustaining high-quality professional development. [https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20 docs/CGCS_PDFrameworkFINAL.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_PDFrameworkFINAL.pdf)

high schools (11) with ESL pull-out as the central feature.³⁷ The site-based interpretation of the Sheltered English program model, however, precluded a districtwide approach to EL instruction.

Newly created ESL Office and recent developments. The Superintendent recognized the inconsistencies in the EL services across schools, and therefore, in line with the goal of bringing about greater consistency and standardization of curricular guides and resources across the district, created an office dedicated to the design and implementation support of district-wide EL programming. At the end of the SY 2020-21, the Superintendent appointed a highly regarded and well-liked EBRPPS principal as the Executive Director of ESL to provide programmatic direction for a district-wide approach that bolsters EL instruction. The demanding tasks needed to shore-up the district's EL instructional program were well understood by the Superintendent, the Chief Academic Officer, and the ESL Executive Director, with consensus around the following priorities:

- ramping-up of the EL Office to carry out tasks, such as curriculum development alignment and professional development for teachers;
- creating a team of staff who will support teachers and school leaders in delivering EL services; and
- curating a set of performance metrics to monitor the progress of ELs.

Establishing a new office for ELs with a focus on instruction and staffed to provide support to schools is a multi-faceted and ambitious goal that will surely take time as it requires:

- staffing re-assignments or new appointments to equip the ESL office with the capacity to support schools in serving ELs;
- designing an ESL program for K-12 and creating district guides for implementation; and
- developing and implementing a plan to implement the newly designed ESL program, including the professional learning to support teachers in providing the high leverage instructional practices for ELs.

The Council team learned during the staff interviews, examining district-provided documents, and analyzing data that the district is in an interim stage of transformation of the EL instructional program. The newly appointed Executive Director of ESL devoted significant time during SY 2020-21 to learn from teachers and school staff how EL instruction and services were being provided. He conducted instructional rounds and debriefed with instructional teams and school leaders about challenges they face in providing effective instruction for ELs. He also heard about challenges and needs from teachers and ESL instructional specialists regarding prioritizing subsequent programmatic work.

Soon after being appointed to the position, the Executive Director of ESL reached out to other colleagues across Council member districts to learn about their best practices in leading the implementation of quality instructional programs for ELs. The Executive Director aptly noted that it was important to start building a common foundation to understand the instructional needs of ELs and create a common language around how to respond to these needs. He invested in professional

³⁷ IDRA. Page III.

development hybrid courses that includes a foundational course on the needs of English learners, followed by courses on a comprehensive approach to EL instruction that builds English learners' capacity to successfully engage with grade-level complex text.

The Executive Director of ESL has developed a handbook and guidance documents for instructional leaders to provide EL services. These documents continue to be revised and updated to reflect the initiatives and the re-organization of the school district.

Current district EL instructional services. The Council team formed a picture of how EBRPPS meets the needs of ELs from interviews with instructional leadership and staff. Because the Council's SST work was conducted during a wave of increased COVID-19 infections, it did not include classroom visits and interviews were conducted remotely. The Council team interviewed eight Regional Executive Directors; 23 school principals (11 from elementary, six each from middle and high school); nine general education teachers (six elementary and three secondary); two ESL Instructional specialists; and two ESL paraprofessionals. Findings from a recent independent evaluation of the district's ESL program conducted by the Intercultural Development Research Association (IDRA) about a year earlier than the Council's work were helpful in corroborating what the Council team learned from their staff interviews about the EL instructional program in EBRPPS.³⁸ The Council team's descriptions of the EL instructional services is a composite picture that draws from what was learned during interviews with 44 instructional staff and the statements gleaned from 64 individuals who participated in the IDRA evaluation.

The assertion that Sheltered English is the primary instructional model for ELs in EBRPPS (IDRA report), has yet to be realized, as the district works to create a more standardized and consistent approach to ESL instruction. The site-based approach to curriculum and programming characteristic of EBRPPS in recent years provided principals with vast discretion to define the EL instructional program without robust district guidance and support to design and implement quality instructional programs for ELs. It was evident to the Council team that staff were aware of the need for improving EL instruction in light of such ESL instructional inconsistencies. Staff shared with the Council team that ELs in EBRPPS would benefit from the district adopting an ESL curriculum and providing more concentrated instructional time to promote English language development. IDRA (2021) also revealed EBRPPS staff awareness of the ESL programmatic concerns:

- 30.7% disagree (or are uncertain) with: "District implements instructional models for EL that are based on the latest research," and
- 38.5% disagree/are uncertain with: "Curricular materials for ELs integrate cultural elements of the different language groups."³⁹

³⁸ EBRPSS contracted with the Intercultural Development Research Association (IDRA) to conduct this evaluation, which covered SY 2018-19 through SY 2020-21. The evaluation included focus group discussions via ZOOM with seven distinct schools and an online survey administered to ESL and non-ESL staff. A total of 38 individuals participated in the focus groups and only 26 staff responded to the online survey (mostly ESL staff responded, and 3 principals).

³⁹ Ibid. p. IV

State guidance and resources. The majority of state documents convey high expectations for ELs in meeting college and career readiness standards. The *Louisiana Student Standards Connectors for English Learners* document elaborates on the implications of language-related skills and knowledge that are aligned to Louisiana Student Standards and that are necessary for ELs to be successful in schools.⁴⁰ This document was informed by the most recent research and approaches for academic language development and includes guiding principles that embody high expectation for ELs and high-leverage practices for quality instruction for ELs.

Similarly, the *English Learner Guidebook Changing Educational Outcomes for English Learners* (2020) illustrates an aspirational new direction the Louisiana Department of Education has set for ELs in the state. The document includes an asset-based approach to understanding the needs of English learners and a theory of action that focuses on instruction rather than compliance. It is hoped that school districts and schools will follow these guides when implementing their EL programs.

Concerning Findings

EL Program Design

The wide-ranging differences in how EL instruction is provided results in a lack of coherence and stability of EL instruction across the school system. During the Council Team’s interviews, staff described wildly different practices for delivering instruction to ELs, and which ELs were prioritized to receive ESL instruction. Similarly, the IDRA (2021) report contained staff-provided descriptions of ESL instruction that were inconsistent with each other.

- *Service Model.* Descriptions of the quantity of ESL instruction that ELs receive, the approaches used for EL instruction—push-in, pull-out, etc., and the adequacy of instructional space were varied. Pull-out services were frequently mentioned in IDRA (2021), and less so in the Council-led interviews. Descriptions of service also included providing “a variety of ESL courses.”⁴¹
- *ELs prioritized for service.* There were no clear criteria for prioritizing ELs for services based on their proficiency levels. The majority of staff comments focused on the lower levels of proficiency, such as, “students at Levels 1 and 2 of English proficiency, level 1 students, and students with lower English proficiency. Other staff mentioned ELs with different levels of English proficiency receive services based on proficiency scores, individual need, or communication with teachers. It was unclear, however, what types of support English learners who have progressed beyond Level 1 are provided or what criteria teachers use to recommend students for prioritized services.

⁴⁰ https://www.louisianabelieves.com/docs/default-source/academic-standards/2nd-grade-connectors-for-els.pdf?sfvrsn=380b941f_5

⁴¹ Ibid. p. 45

During the focus group with principals, the Council team learned of a range of schedules and EL grouping arrangements to provide various levels of support and instruction. For instance, principals described the following:

- One school has placed ELs in designated homerooms based on level, where teachers are expected to help with academic and social language and “work with accommodations.”
- Another school strategically places ELs in academic home rooms as well, where they focus on lessons, writing, grammar, multiplication tables, and academic vocabulary. The ESL Instructional Specialist is assigned one day to teach newcomers in an elective class and the opposite day pushes into other classes to support writing and speaking.
- Another school has an advisory period for enrichment and support for all students, that meets every day, where EL students receive language classes. The principal strategically schedules English classes at each grade level to allow the ESL IS to push-in and collaborate.
- Some principals who do not have an ESL IS assigned to their school, however, reported they cannot staff strategic home rooms for ELs and cannot provide as much support.

District staff have beginning levels of understanding sound pedagogy for EL instruction. District instructional leaders were not able to articulate the instructional program models provided specifically for ELLs. Staff frequently mentioned curricular support in instructional materials and referenced providing *EL accommodations* when describing how ELs are supported and given access to grade level content. None of these responses, however, signaled a discernable instructional design for EL instruction that principals and district instructional leaders in EBRPPS are expected to follow.

EL Program Delivery and Instructional Practices

When the Council team inquired about EL-specific instruction the most frequent response was that ESL instructional specialists provided EL support. When describing instruction for ELs, staff indicated that the state’s content standards drive EL instruction, with EL support and accommodation provided through lesson plans. When the Council team asked about specific details of the nature of the instruction or support, staff provided an assortment of responses that revealed a lack of consistency across the district. ESL program descriptions staff provided to IDRA during their evaluation were similar.⁴²

- Staff shared with the Council team that differentiation for ELs was provided through activities and instructional materials by ESL instructional specialists who support ELs and teachers. Staff shared with IDRA that Imagine Learning was purchased for everyone across the district and that Leveled Literacy Intervention (LLI) was used district wide.
- The Council team learned that the predominant arrangement for providing EL services was through having ESL IS staff ‘push-in’ to the class led by the general education teacher while ESL pull-out was described in the IDRA report as the primary instructional approach used for ELs in mainstream classroom unless they are in the dual language immersion track.

⁴² Ibid. p. 62

School-site leaders face challenges in designing a PROGRAM to facilitate EL instructional services.

Principals and principal supervisors varied their articulation of how they create schedules to ensure that ELs receive ESL and EL support. They often struggled to point to state or district guidance for EL program implementation. Principals have discretion for how they lead teachers to deliver instruction for ELs, however without the needed guidance, the resulting instruction provided to ELs is a mix of inconsistent support during general education classes using core instructional materials at times and intervention programs at other times or an assortment of English language instructional approaches through pull-out or push-in sessions of various minutes in duration. The examples below are illustrative of the inconsistent instructional services provided to ELs for providing access to grade-level content or to develop English language proficiency.

Access to grade-level content instruction. When asked how ELs are supported in the general curriculum, staff described markedly different efforts to provide ELs with access to the content:

- Some efforts were minimal such as, “teachers read aloud Tier I curriculum especially in ELA and social studies,” and “classes start with Do Now and then the I Do/We Do/You Do strategies. Every class starts with 5-7 minutes of Do Now.” Reading aloud to ELs without ensuring the student is comprehending the text or learning how written English works will be of limited benefit to the students. Asking ELs, especially those with beginning levels of English, to immediately engage with 5-7 minutes of Do Now, would require purposefully designed scaffolds to enable them to engage in grade level work.
- Other principals described EL instruction as being the same as for all students, using the same curriculum and instructional materials or what some described as “basically immersion with the ESL IS pushing-in.”
- ESL Instructional Specialists provide instructional support for ELs to access the general education curriculum. For example, “content area teachers merge the traditional program with suggestions and recommendations that the ESL IS has embedded in the curriculum,” and “The ESL IS collaborates with content area teachers who provide expectations and assignments.”
- Others described having a *Welcome* class for ELs at Level 1 or with no English proficiency.
- Co-teaching was mentioned as an approach that is beginning to take place in special education, but no such mention was made about EL programs. Moreover, there was no evidence of systemic support for this practice. An ESL Instructional Specialist mentioned using co-teaching⁴³ only in a push-in class where the general educator was cooperative.
- Others described the use of below grade level materials (e.g., leveled readers) or the use of intervention programs for ELs, neither of which provide access to grade level content. Staff comments related to using intervention and supplemental programs for ELs were:
 - ELs exposed to same Tier I curriculum as all students, plus interventionist programs (Imagine learning, Leveled Literacy Intervention (LLI), etc.);

⁴³ Co-teaching implementation can vary from co-teaching as defined or intended. Due to lack of observational evidence from classrooms, the Council was unable to ascertain whether true collaborative co-teaching occurred as opposed to “one teach, one assist,” etc.

- ESL IS monitors ESL interventions and works closely with district ESL specialists to determine when students reached a certain benchmark within intervention programs like System 44 and READ 180, and transition to the non-intervention population; and
- All students get 20 minutes a day on Imagine Learning and depending on their level some other type of service – could be pull-out.

English language development (ELD) and language support. The varied descriptions of how educators help ELs develop English proficiency reflect a generalized limited understanding of second language acquisition and asset-based approaches to learning English.

- Educators emphasized pictorial representation and visuals for developing vocabulary, which may be necessary for students who are very new to English, but not sufficient to develop academic English to access grade level content. Moreover, this lack of understanding about how academic English works was evident in other comments such as, “collaborative talk is used in small groups for writing; usually you write the same way you speak.” In fact, written text is characteristically different from the spoken word.⁴⁴
- Some comments also reveal an approach to learning English, referred to as “immersing” students in language, that research has found to be ineffective;⁴⁵ some indicated using supplemental programs such as Imagine Learning to be the conduit for “immersing” in language. Supplemental programs—especially those on digital platforms, however, provide insufficient social-educational interaction, which is necessary to develop English as a new language.
- Educators also mentioned peer work to support ELS—“English proficient students are paired with ELs,” and “Students are used to translate and assist their peers because they feel more comfortable.” While peer tutoring may provide some level of supplementary support for concepts already taught, it cannot replace instruction by a teacher. It cannot be presumed that the students providing assistance have the knowledge and skills to teach their peers.

Not surprisingly, the principals and instructional staff expressed the desire to have an ELD curriculum that is effective for addressing EL needs. Unfortunately, even if the district adopts an ELD curriculum to support EL instruction, this will be only one element of the program for ELs. No single ELD curriculum can address the diverse typology of ELs, and it certainly cannot substitute for the most important component of EL programs—rigorous instruction provided by qualified teachers who enable ELs to engage with grade level content while acquiring English.

⁴⁴ See *What Does Text Complexity Mean for English Learners and Language Minority Students* by Lily Wong Fillmore and Charles J. Fillmore, UC Berkeley. Understanding Language.

https://ul.stanford.edu/sites/default/files/resource/2021-12/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf

⁴⁵ For an example of differential impact in the development of oral language and literacy skills, see Nakamoto, J., Lindsey, K. A., & Manis, F. R. (2012). Development of reading skills from K-3 in Spanish-speaking English language learners following three programs of instruction. *Reading and Writing: An Interdisciplinary Journal*, 25(2), 537–567.

<https://doi.org/10.1007/s11145-010-9285-4>

The ESL or ELD Instruction provided to ELs was described as inconsistent, depending on several factors, including the availability of ESL staff and the particular relationship of ESL staff with content area teachers. ELD instruction is provided within the instruction designed by content area teachers and the particulars of ELD instruction largely depend on how well a content area teacher works with an ESL instructional specialist. The EL instructional roles (i.e., ESL instructional specialist, bilingual paraprofessional) function as support positions that respond to and serve the needs of content area teachers, most of whom are not certified or trained to serve ELs.

- ESL instructional specialists mentioned that their work with students, particularly for push-in service, was largely shaped by what content area teachers wanted to do. In most cases, push-in was characterized as sitting next to students who need support, assisting with vocabulary, or pulling EL students to work elsewhere. In stronger partnerships between the ESL instructional specialist and content teacher, “co-teaching” was mentioned.
- In addition to supporting many grade levels and content areas, ESL instructional specialists have additional non-instructional roles, which at times results in ELs not always getting the direct instructional support needed.
- The Council team did not hear any descriptions of how content area teachers support ELs. Most comments indicated that ESL instructional specialists and paraprofessionals provide instructional support.

Schools report insufficient staffing for EL support. Principals expressed to the Council team that there are many unmet needs impeding their ability to effectively provide EL services. Principals described an array of ESL staffing levels assigned to schools to support EL instruction or interpretation/translation to communicate with EL families. Some schools have ESL IS and paraprofessionals to support EL instruction, others shared an ESL IS with another school, and yet others have none assigned. Interpretation and translation services are provided by school-based language assistance staff, by calling to request an interpreter when no school-based interpreter is assigned, using Google translate, or pulling ESL IS (who are not required to speak - and may or may not speak - the home language of the student/family) away from providing instructional services for ELs.

Staff expressed concerns about how to meet the needs of newcomer ELs. In the focus groups with schools, led by the ESL Executive Director, there were frequent requests for support and materials to work with newcomer students. Similar concerns and requests were voiced by staff, as reported by the IDRA ESL Program evaluation—implement newcomer programs in which newly arriving ELs can spend a portion of the day intensely learning specific content areas. Staff did not mention, however, the other key components of newcomer programs that are related to providing the SEL and cross-cultural understanding to support student’s acculturation to the new country and the new school culture.

General education teachers are resourceful in trying to support ELs, in the absence of district-provided materials, resources, and support. The conversations the Council team had with general education teachers revealed a committed cadre of teachers who are innovative and resourceful in finding ways to communicate and connect with ELs in their classrooms. These efforts often occur in

isolation, without district-wide support, and are based on their limited knowledge of the pedagogy related to learning English as a new language. One resourceful teacher expressed the desire to learn the language to better communicate with the students, and to see exemplars and models for teaching ELs in content areas. Teachers' descriptions of support they provide include:

- **Overall EL support.** When describing the support provided to ELs, teachers referred to the district's RTI and PBIS protocols as being helpful and provided specifics mostly around managing behavior and motivating students. A teacher indicated that RTI was helpful to see student progress along the tiers. Teachers use Google translate and phone apps such as Remind, to communicate with EL students and their families, and appreciate the push-in support ELs receive from ESL Instructional Specialists to "teach skills that are lacking" and to "meet them where they are."
- **EL-related instructional support.** Most teachers mentioned the benefit of having an ESL IS push-in to teach ELs, and the use of small groups for instruction. Several mentioned the professional learning received in PLCs help teachers know how to help ELs, especially when they do not have an assigned ESL IS. Others used the Spanish-version of materials and the embedded dictionaries to provide access to the content. No additional languages were mentioned for providing access to content. Secondary teachers shared that they use different programs, a lot of hands-on projects, PowerPoints, and they make modifications such as shortening assignments or switching to Spanish.

ESL Instructional Staff: Instructional specialists and paraprofessionals

Staff shared with the Council team that ESL Instructional Specialists (IS) are spread too thin, supporting caseload of more than 70 EL across multiple grade levels and content areas, and experiencing unpredictable levels of collegial collaboration with general education teachers. The ESL instructional staff, including paraprofessionals, are also spread too thin given an unsustainable and unpredictable array of assigned duties.

The district ESL IS staff are spread too thin to serve ELs across the district. Staff shared with the Council team that most recently the number of FTE had increased from 34 to 40 ESL IS assigned to various schools across the district to serve over 3,000 ELs. The Council Team did not learn of any specific staffing ratio being used to assign ESL IS to schools, beyond general statements from staff that schools with higher EI enrollment had ESL IS. The lack of a clear, district-wide allocation factor for ESL IS FTE is a contributing factor to the high variability in the instruction that ELs receive.

- Even at the higher FTE level—40 reported to the Council team, the ESL IS FTE-to-EL student ratio results in an unreasonably high caseload: *one ESL IS FTE for every 76 English learners*. The ESL staffing levels reported by IDRA (2021) are similar—37 ESL instructional specialists assigned to provide ESL instructional support to approximately 2,750 ELs in 31 school sites.⁴⁶

⁴⁶ IDRA p. 11

- IDRA (2021) lists the distribution of the limited number of ESL Instructional Specialists as follows: six schools assigned a part time ESL instructional specialist and 25 schools assigned one or more full-time ESL instructional specialists.
- ESL IS assigned to a single school already face an immense task of supporting ELs across multiple grade levels and content areas; ESL IS who must split their time between more than one school face an even larger challenge considering the additional number of teachers and administrators with whom the ESL IS must work.
- The greatest concern that arose for the Council team, and that is a finding in the IDRA (2021) report, is the number of EL students who are in schools to which no ESL IS are assigned; IDRA found that 380 EL students in other school sites were reported as not having access to any ESL services.⁴⁷

ESL Instructional Specialists are not strategically assigned to maximize ELD instruction and support access to grade-level content for ELs. The lack of district guidance and models for ESL instructional programs combined with school-based discretion and the shortage of ESL Instructional Specialists likely explain the variation of ESL IS duties, the time spent with ELs, and the nature of collaboration with general education teachers. The absence of more strategic and systematic assignment of ESL IS may be partly explained by the need for school leaders to better understand the qualifications and role that ESL IS can play in implementing an EL instructional program.

Some of the comments school principals shared with the Council Team reflect an unfamiliarity with the qualifications and role of the ESL IS. For instance, the Council Team was told that “ESL IS help to ‘love on them (ELs)’;” and “Staff has ESL certification but don’t speak the language.” The role of the ESL Instructional Specialist is most valuable when focused on instruction, applying their knowledge of language acquisition and how to teach English, even if the teacher does not speak the home language of the student.

- *ESL IS scheduled time with ELs vary.* Staff descriptions of the ESL instructional time includes: ESL Instructional Specialist conducts morning sessions with ELs; ESL IS makes their own schedule and fills in with each homeroom teacher; ESL IS spends 30 minutes per day, 3 x week teaching English to ELs ranging from K to grade 5; and ESL IS forms groups and works with ELs for 30 to 45 minutes.
- *Instructional role and focus.* Staff descriptions of the role of the ESL IS do not paint a clear picture of high-leverage instructional practices focused on ensuring access to grade level content. Staff indicated that ESL Instructional Specialists function as the ‘welcome teacher’ who collaborates on interventions and remediation; they pull ELs out of ELA and look at teachers’ lesson plans to see what they are doing in other classes; and ESL IS (and paraprofessionals) provide individualized support in small group settings.

The duties carried out by ESL Instructional Specialists are not sustainable and are not conducive to delivering quality instructional support for ELs. The Council heard numerous times during the staff interviews (with principals, central office staff, and teachers) the many duties ESL Instructional

⁴⁷ Ibid p. 11

Specialists are expected to perform—providing direct instructional support to ELs, supporting school leaders, collaborating with general education teachers, providing professional development to school staff, and translating for parents. The list below is illustrative of the ESL IS duties and expectations, as staff shared with the Council team or in response to the IDRA survey.

Provide direct services to ELs

- Some ESL IS might have their own “intervention” and instructional space
- ESL IS interpret, instruct, translate, and bridge the academic gap in classrooms
- “Supporting with pull-outs to prepare for the ELPT, expected to push-in to support Tier I curriculum, just if it can fit in a schedule,” described one principal
- Find resources and work with selected ELs to increase their ELP scores for approximately 45 to 60 minutes, and provide activities for teachers to continue working with such students
- Support 10 students in each of the classes
- Welcome teacher or breakfast group working on supplemental materials (e.g., Imagine Learning)
- Work closely with EL during small group instruction time, using intervention or supplemental materials
- Push-in to ELA, then Social Studies, and Science.

Support school leadership

- ESL IS collaborate with school leadership to discuss school goals, data and next steps
- Meet in PLC on a weekly or biweekly basis
- Screen potential ELs to determine English proficiency levels and determine EL status

Collaborate with content area teachers

- Make modifications to teacher created formative assessments, such as adding visuals for emerging EL students
- Meet with teachers by grade to discuss data
- Look at lesson plans to make modification and accommodations (but these plans are not always shared in a timely manner for the ESL IS to prepare the EL-related support and extensions for learning the grade level content)
- The collaboration is contingent upon the relationship with the general education teacher—whether the general ed teacher is welcoming and the ESL IS finds a spot in the class to work to support ELs.

Provide professional development

- In PLCs, provide professional development on ELs.

Inconsistent ESL instruction and support appear to reflect a long-standing district approach to serving ELs. The Council’s examination of district-provided ESL Program Daily Work Logs in which ESL IS record when and how they support ELs reveals that similar inconsistent ESL instruction and support were provided in SY 2017-18. At that time ESL IS provided push-in support or worked with small groups

for varying amounts of time and in different content areas, using a variety of instructional strategies and support. For instance,

- An ESL IS at a high school recorded working with a total of 50 ELs in five distinct content areas in a single day. The student groups ranged from 4 to 12 ELs. The time that the ESL IS spent with the student group ranged from 10 minutes to 1 one hour and 10 minutes, with the most common duration being around 30 minutes. During the 1:10 period, 16 students received ESL instruction. The other, shorter periods included working on supplemental programs, testing students or explaining science-based concepts.
- An elementary school ESL IS recorded working with nine classes (number/names of students was redacted) across five grade levels in a single day, working mostly with small groups. The time that the ESL IS spent with the students in each class was between 30 and 45 minutes. Three of the periods were devoted to working on an intervention program; others focused on narrow concepts—cause and effect, sight words or other low-level work.
- An ESL IS in middle school recorded “pushing-in” to four classes, including grade 8 math and science, and supporting students mostly with working on intervention programs, working mostly at the word level.

The ESL IS coaching checklist reflects unreasonable expectations and insufficient focus on instruction for ELs. The ESL Specialist Coaching Checklist constitutes a list of duties and expectations of the school-based ESL IS that includes an overly broad range of responsibilities described above and that are unsustainable. Several of the listed actions may fall under the responsibility of other staff:

Table 21. ESL Specialist Coaching Checklist

ESL Specialist Coaching Checklist	
Five Steps	Council Observations
# 1 Academic Plan	Meeting with teachers in PLCs and Team meetings to discuss differentiation strategies is likely not under the control of the ESL IS. Principals and school schedules as well as willingness by content/general education teachers are determining factors.
# 2 Parent Communication	Expectation includes translating each 9-week announcement into each language at the school to be sent out via text using Remind. This is a very time intensive task that requires resources such as Apps, translation software or access to translators. It is also questionable why ESL instructional staff should take on such a large task that is related to parent engagement. No mention is made of how parent liaisons and family engagement staff share the responsibility.
# 3 Strategic Plan for Improving ELPT Scores & Graduation Rates	The implication is that developing a plan to raise ELPT scores, and graduation rates is the sole responsibility of the ESL IS, rather than the responsibility of school leadership in collaboration with ESL IS and the support of all teachers. No mention is made of instruction-related actions, mostly documenting accommodations.

	Requiring ESL IS to <i>Document the Trajectory for each EL</i> is an enormous task that will consume time away from instruction and create a parallel data set that is not linked to the district's other data systems.
# 4 Reward System for ELs	A time-consuming task that publicly displays student's attendance and grades on bulletin boards, website, and school newsletter would seem to correspond to staff who carry out SEL efforts. Given the low performance of ELs, however, this system may backfire and embarrass ELs, making them more susceptible to bullying.
# 5 Professional Development for Teachers	Only two dates are mentioned for when ESL IS are expected to present to their school on topics related to meeting the needs of ELs.

The lack of adequate ESL staffing levels across schools with ELs undermines sufficient instructional time, especially across all content areas and grades, and therefore is likely to jeopardize the quality of EL services in schools. It is not clear to the Council team how ESL IS are to carry out the numerous duties and responsibilities and also find the time to help improve EL instruction more broadly in schools. Moreover, continued increases in EL enrollment leaves ESL IS with less time to provide professional development and support to teachers who have growing number of ELs in their class, but no ESL IS to assist. EBRPPS staff articulated similar challenges in their responses to the IDRA survey:

- The low numbers of certified staff to work with growing numbers of ELs results in ESL staff being constantly pulled to cover other duties and not being able to work with students more regularly.
- ESL IS lack uninterrupted time to work with ELs because they often have to change their schedule to perform other duties, or the paraprofessional is pulled in the middle of a class to assist out of class.
- The teacher shortage and lack of substitute teachers results in ESL personnel being re-assigned to provide coverage for general classrooms
- ESL IS have difficulty finding time to assist all teachers in the classroom

Paraprofessionals lack consistency in their assigned duties in schools. Paraprofessionals described highly fluctuating expectations and assigned tasks based on the students to be supported and the focus of the work. Paraprofessionals expressed concern over being pulled away from helping ELs to provide non-instructional tasks, such as interpretation support in the front office for student registration. The list of activities includes:

- Sometimes create lessons based on what the teacher is teaching
- Help in any area based on the schedule of the day—don't know how it will go
- Work with groups of students for a few weeks—teacher identifies which students
- Use worksheets, Imagine Learning
- Have Welcome class
- Assist students who are Spanish-speaking—do not know who sends the students
- Take students out of class to support them

- Interpret during IEP meetings
- Cover a class
- Help front office staff with interpretation
- Support parents
- Help parents register at the school

Absence of shared responsibility for EL education exacerbates challenges faced by ESL Instructional staff. Meeting any of these unrealistic expectations is made more difficult when ESL IS and paraprofessionals work in circumstances that are not conducive to learning, such as not having a proper space to work with ELs or not receiving lesson plan materials on a timely basis. ESL staff responses to the IDRA survey expressed the difficulty of working in settings in which teachers and administrators do not see themselves having first-line responsibility for supporting ELs, thereby expecting instruction to come solely from ESL Instructional Specialists.⁴⁸

Recommendations

A robust, educationally sound EL program provides ELs the access to grade level content and English language development instruction required to academically succeed in all content areas. A quality EL program requires a well-defined design based on sound principles and instructional practices for English learners with a clear set of intended educational outcomes aligned to the district’s vision for student success. Executing the EL program design requires commensurate levels of qualified instructional staff, working alone or alongside general education teachers, in spaces conducive to learning and supported by school leaders and central office to deliver rigorous instruction in content areas and to develop English proficiency.

Educationally sound EL programs require an integral nexus to the district’s overall vision and academic endeavor and the corresponding commitment and support from district leadership and departments to sustain the elements of a successful EL program—instructional staff supported by school leadership, instructional materials, professional development and program support, and reliable data for monitoring and accountability.

EL Program Design

- The Executive Director of ELs has already begun to define more clearly the services that ELs receive, including more intentional English language development instruction. Continue the work to re-define the EL Instructional Service Model around the 3Ls™ approach to improve instruction for

⁴⁸ IDRA p. 72

English learners adopted by the EL department in SY 2020-21. The EL department has adopted the 3Ls™ approach to improve instruction for English learners, an approach that reflects the three core practices described by Achieve the Core’s [Instructional Practice Guide](#), which the EBRPPS Literacy Initiative asks EBRPPS teachers to engage in and that prepares teachers to carry out the Language Tasks and Mentor Sentences described in the Louisiana Department of Education K-12 ELA Planning Resources documents.⁴⁹

The re-design of the EBRPPS EL program can make curated use of the state provided guidance documents to articulate the district’s theory of action that ensures that the EBRPPS program is based on high expectations for ELs, on the latest sound pedagogy related to second language acquisition and content learning. Providing ELs with meaningful access to the district’s curriculum and programs is EBRPPS’ legal obligation under Title VI of the Civil Rights of 1964.

- The EL program design must include clear connections to other work underway in the district to allow teachers to create a coherent learning experience for ELs and to minimize the sense that ‘one more thing’ is being asked of teachers. To this end, the EL office should form a working group that includes district and school level ESL IS to examine the district’s literacy components—3 Core Practices, and the 5 Es, and do a cross walk to understand the connections with the 3Ls™ approach to designing and delivering content-based ESL.
- Create academic working group(s) comprising staff from the ESL office and various content areas in academics as well as the district’s Literacy Initiative to articulate and communicate—
 - How ELD instruction and content area instruction will support ELs in learning grade level content and the corresponding academic English required for successful learning. The intentional coordination of professional development, scope and sequence, instructional materials selection and student expectation will contribute towards building complimentary and coherent instruction for ELs and all students.
- Charge the ESL team and the literacy initiative to jointly foster an understanding of the 3Ls™ approach and its alignment to the components of the district’s ELA Lesson Plan
 - How the respective approaches to literacy and language acquisition fit together in complementary ways, and to create guides and protocols to support teachers in carrying out the 3 Core Practices instructional guide and the 3Ls™ approach.
 - A concrete and actionable joint effort could be to create curated text sets for EBRPPS students, providing access to rich, compelling, and complex texts to learn about grade level content.
- Starting in the SY 2022-23, establish a district wide baseline of English language development (ELD) or English as a second language (ESL) instruction to be provided in pull-out sessions or EL-specific classrooms led by ESL teachers in a dedicated and well-equipped space. All ELs in EBRPPS will receive *a minimum* of 30 minutes daily of content based-ELD to develop English proficiency and academic English that will allow them to access grade level content. Daily ELD instructional time for students with emerging levels of English would ideally be *longer* as long as it is tied to grade-level

⁴⁹ <https://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>

content learning to ensure such students do not miss learning content. See the Council's [ELA/ELD framework](#) document for a description of focus language study (FLS) through which ELs learn about how English works for academic purposes.⁵⁰ These 30 minutes can be initially the 30-minute intervention/enrichment time during the literacy block at the elementary level. Priority would be given to ELs in levels 1 through 4 of the ELPT. Students at levels 5 would be supported in general education through capacity building of general education teachers and/or an EL acceleration consult period within the school day.

- Clearly articulate that ongoing language development for ELs will be expected to continue throughout the school day in other content areas, with support and guidance provided by ESL Instructional Specialists and/or coaches during planning time and collaborative annotations to lessons. See the Council's [ELA/ELD framework](#) document for a description of discipline-specific academic language expansion (DALE).
- Revisit the staffing ratio recommended in the new ESL guidebook-- 1 : 50 for the EL services. This staffing ratio can be the starting point for a more in-depth analysis using EBRPPS student level data on EL enrollment by grade and levels of English proficiency. Develop an ESL staffing allocation algorithm that outlines smaller caseloads for ESL teachers working with ELs who are at the beginning levels of proficiency, have disabilities, or are in middle and high school.

ESL Instructional Staff and Instructional Practices

- Hire additional ESL Instructional Specialists to provide instruction to ELs in stand-alone classes or in well-equipped learning spaces for pull-out and small group instruction. The Council team interviews with EBRPPS echoed the many staff responses to the IDRA (2021) survey that expressed the need for more instructional staff to support ELs. ESL Instructional Specialists and/or ESL teachers' duties and time should be primarily focused on instruction. Administrative and translation/interpretation duties should be assigned to other staff.
- Assign ESL IS to schools in numbers that allows for strategic grouping of ELs by grade level and language proficiency to facilitate focusing on the standards of the grade while teaching ELs with different proficiency levels. The EL Office Handbook would provide guidance and sample schedules.
- ESL instructional staffing at the middle school level would support providing, *at a minimum*, 30-minute ESL as a stand-alone or during intervention time that the school may have set aside for students to work on particular areas. At the high school level, ESL qualified teachers would provide a stand-alone class of ESL, tied to each grade level, starting in T9 (i.e., ESL 9, ESL 10, ESL 11, ESL 12)
- Continue to build the ESL office capacity to guide professional learning and deliver coaching to implement the 3Ls™ as the approach to EL instruction. Provide clear direction to create

⁵⁰ Council of the Great City Schools. (2017, May). *Re-envisioning English language arts and English language development for English language learners*.

https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/4/darrell/CGCS_ReinvisEngLang_pub_Rev_final.pdf

instructional time to implement 3Ls™ as part of the school day. For example, develop sample schedules and suggested content areas and timeframes for instruction.

- Using the adopted instructional materials, the ESL teacher can provide English language development anchored in the relevant grade level content themes building student content knowledge and the related academic language that enables them to success in the general education class. The 3Ls™ approach provides a viable structure and guide to make this happen.
- Provide EL-related professional development to teachers and principals to build school-level capacity to carry out high-leverage practices for working with ELs to address academic language development and content learning. Guidance and training for school leaders on the components of a revised walkthrough tool that includes the EL-specific look-fors, would support instructional leaders in and recognizing these look-fors of quality instruction for ELs.
- Task the ESL Executive Director to lead a working group that includes representation from ESL IS, school principals, and Chief of Schools to revamp and convert the **ESL IS Coaching** Checklist into the **EL Program** Checklist that prioritizes instruction for ELs, professional development for content area teachers and joint planning through team meetings. The EL Program Checklist would hold various roles accountable, not only the ESL IS.

EL Program Support and Monitoring

Virtually all staff—from departments in central office to school principals—reported that they call on the Executive Director of ESL when they need assistance regarding serving English learners. These responses bode well for the imminent work to build a strong ESL Office. Responses made clear to the Council Team that district, school, and instructional leaders trust and have confidence in the current Executive Director of ESL (C. Rico). This level of trust will also be important to ensure that the district's nascent work around teaching and learning cycles, includes the EL-specific instructional practices supported by the ESL Office.⁵¹ Soon after his appointment, the ESL Executive Director reached out to the Council to connect with colleagues from across the membership to learn about best practices for implementing, supporting, and monitoring EL programs. The ESL Executive Director and district ESL Instructional Specialists participated in training sessions on the 3Ls™ approach—some virtual and others in-person. Team members from the ESL office will be attending in-person the professional learning for new teachers taking place in Guilford County Public Schools in August 2022.

District ESL Instructional Specialists described to the Council Team the support they provide to schools and teachers districtwide.

- **Professional development.** District ESL staff support or provide information to principals and school-based ESL IS about the goals for the year and general information about EL services. District ESL staff provide professional development for ESL IS to conduct the ELP screener to

⁵¹ Staff indicated that EBRPSS is working with the Center for Educational Leadership on rolling out the learning cycles.

identify students as ELs, and monthly professional development sessions for all ESL IS, which were being used to go through the 3Ls™ courses. For schools with few ELs and no assigned ESL IS, district ESL IS step in to support ELs and provide information to teachers on how to support ELs.

- **Lesson plans.** District ESL instructional specialists (IS) monitor the submission of lesson plans by ESL Instructional Specialists for review and feedback related to how differentiation for ELs is embedded. Staff indicated that they are specifically looking for the various elements of the 3Ls™ approach, which appear in the differentiation section of the district’s lesson plan templates.
- **Monitoring EL progress.** Work with ESL IS to review student grades that are submitted every 9 weeks and review EL data for schools that do not have an assigned ESL IS.
- **Site visits.** Conduct site visits during which they observe school-based ESL IS, share relevant materials, and sometimes model instruction for teachers. Staff reported that a total of 120 site visits had taken place with feedback maintained in a spreadsheet.
- **Collaboration.** At the school level, staff shared that ESL IS work with the literacy coaches that are assigned to each school.

Prompted by the absence of an EL program playbook, the ESL Executive Director led the team in developing a guide for principals with the essential knowledge and elements related to EL instructional needs. The guidebook contained information about registration; the Home Language Survey and screening process; and an instructional component on how to support English learners.

Concerning Findings

Support

The staffing, supervisory structure, and funding for the ESL office were not clearly described to the Council’s Team. This lack of clarity may be the result of a transition time during with EBRPPS builds the ESL office and the districtwide ESL program design and support. The Council team understood that the Federal Programs office oversees the Instructional Resource Center (IRC) as well as parent liaisons and ambassadors who function at the district level. The district’s Lau Plan, uploaded to the LDOE on 9/12/2021 and shared with the Council Team provided the following description of the ESL Department: “The ESL Department has 56 Faculty and Staff members in the ESL Department. This includes 36 ESL Instructional Specialists, 10 Paraprofessionals, five Parent Liaisons, one School Resource Liaison, one Curriculum Content Trainer, one Coordinator of Title I, and one Executive Director of ESL, and one Administrative Director of Federal Programs. “

During the Council Team’s meetings with representatives of ESL-related positions, the team learned that interpreters and translators were assigned to 17 schools and 4 parent ambassadors worked out of the central office, all under the Federal programs office, a different description than what is included in

the Lau plan. It remains unclear which of the following positions report to the Director of Federal Programs and which to the ESL Executive Director:

- ESL District Instructional Specialist
- ESL School Counselor report to the ESL
- ESL School and Parent Resource Liaison/ Ambassadors

As the district offices evolve into the new structures established by Superintendent Narcisse, it will be important to examine current staff duties and assigned offices to maximize the coordinated deployment of qualified staff to support specific departmental missions. For instance, a total of 21 individuals provide much needed interpretation and translation which is important to support effective communication EL families, yet these positions do not report to either communications, family engagement, or the ESL office; they report to federal programs.

Housing the ESL Office under federal programs undermines developing the district's shared responsibility for ELs and adds to fractured instructional services for ELs. The draft *ESL Program Plan and Overview* provided to the Council Team shows the Executive Director or ESL reporting to the Administrative Director of Federal Programs who, in turn, reports to the Chief Academic Officer. The responsibility of ensuring that ELs have equal access to the curriculum and develop English proficiency falls to the school district and the state, not to federal education programs. Federal education programs provide supplemental funds to enhance and improve instructional programs for ELs. Having the ESL Office report to Federal Programs sends an erroneous message that EL instruction is primarily supported and/or the responsibility of federal programs and funding. Moreover, the Council Team learned that Director of Federal Programs appeared to maintain budgetary decision-making authority regarding EL-related expenditures; this undermines the role of the ESL Executive Director and creates an additional step in the budget approval process for the expenditure of needed resources and support to mount a quality program for ELs.

Professional development is not paired with a robust coaching protocol. District ESL staff indicated that during the monthly professional development sessions, they are going through the 3Ls™ courses, but district staff did not describe a consistent and schedule protocol for modeling the 3Ls™ instructional approach or for coaching ESL IS assigned to schools. Staff indicated that they were watching videos, but no mention was made about engaging in the various learning activities and the development of 3Ls™ lesson flows. District staff did not know whether content teachers had been watching the course videos, despite the fact that the courses are designed for teachers learning together in PLCs.

Instructional feedback goes directly to principals instead of teachers. Supporting the improvement of instructional practices for working with ELs requires that ESL IS and general education teachers are provided (1) the quality professional learning, (b) the safe space to grow through practice and reflection, and (c) supportive coaching. Providing teacher feedback through principals, however, is not conducive to creating protocols for instructional improvement. Immediate and specific feedback from a trusted and respected colleague who witnessed the class instruction is most beneficial to teachers.

Principals may or may not accurately relay feedback because they did not witness the instruction and might have not been involved in the lesson planning. Furthermore, the involvement of principals increases the likelihood that walk-throughs are perceived as evaluative, which can make teachers more hesitant to learn and try new instructional practices.

Monitoring

The district has not yet developed a program monitoring process that uses comprehensive EL data effectively to show EL progress in both content knowledge and English acquisition. Specifically, when asked about sources of data on EL progress, the superintendent and CAO and other senior staff only mentioned reports from ANet, Achieve3000, and DreamBox with a focus on students scoring proficient on benchmarks. Indeed, these periodic benchmark results can offer important insights at the district level about general trends. The Council team did not hear staff deliberate what the assessments actually measure and how these benchmarks capture EL progress, especially for ELs at the beginning levels of proficiency. A comprehensive picture of EL achievement requires the use of multiple measures to capture growth in both content knowledge and English language acquisition along all four language domains. Thus, an effective monitoring or data review process would include both formal and informal/formative assessments and note specifically what each mode of assessment is able to present (or not) as part of a larger framework that accounts for the strengths and weaknesses of each assessment type.

The district has not yet developed a program monitoring process that uses comprehensive EL data strategically or effectively to inform instructional practice. Periodic benchmarks can provide insights of general achievement trends in the district, but they are rarely timely or specific enough to inform daily instruction. The superintendent and CAO did not discuss their vision for using data to inform instructional practices, nor did they share plans to increase the capacity of principals and teachers to use data to drive instruction, particularly when data-driven instruction is a newer initiative in EBR. While the Council Team heard much mention of the Friday session at which data are discussed, the Team did not hear from any senior instructional staff what were concrete actions to support instructional staff in understanding the data to inform instructional next steps.

There was no mention of a systematic formative assessment process or protocols for reviewing student work. During the staff interviews, no staff mentioned looking at student work to gauge progress and/or instructional decision making.

Monitoring instructional practice for literacy does not include EL-relevant practices. Literacy staff indicated that there is no separate *walkthrough tool* that looks at what EL students are doing, and the specific teacher moves to foster their language development. Staff indicated that the Literacy instructional rounds look at ‘whether ELs are able to access the learning.’ No further elaboration was provided for what such access entailed.

The Council team observed that the hyper focus on improving the ELPT scores was experienced as mostly pressure with no viable strategy and support to improve the instruction that ELs receive. Moreover, the focus was primarily on learning English with little to no mention of progress in the content areas. The 5-Year Plan for Increasing ELPT Scores reflects this focus as it justifies the need for growth on the fact that the ELPT scores carry a 6-point weight in the Louisiana accountability index used for school status calculations.⁵² The plan merely lists the district EL staff holding meetings with school leadership and ESL IS and conducting school visits as the primary activities to bring about improvement. No mention of professional development, staff or additional resources is made. The month-to-month actions from June to December 2021 do not specify any capacity building actions for coaches, principals, or teachers; only training for ELPT testing is mentioned in December. The month-to-month strategies listed for January through May 2022 are not instructional improvement strategies or support for ELs; all are ELPT administration related actions. Years 2 through 5 of the plan are void of any strategic support for schools, support for ELs, or building capacity for EL instructional staff.⁵³

The data-driven efforts of the district are not providing similar support to understand and strategically use the ELPT results to monitor EL progress. While the Council team learned about the extensive work and significant investments underway to transform EBRPPS into a data-driven district, the team did not hear about ELPT-related efforts. Staff expressed similar needs to understand the ELPT Scores in the IDRA survey: breakdown of ELPT scores the same way scores on other assessments are broken down for school staff; provide more exemplars on what proficiency on ELPT means; breakdown ELPT scores and establish criteria for student success on the ELPT. The Council’s analysis of LDOE documents related to understanding the ELPT confirms the expressed need to have more explicit models to interpret ELPT scores, especially to inform instructional next steps from an asset-based perspective. For example, the LDOE document provides general descriptors of the 5 ELPT performance levels with no concrete explanation of what ELs can do and what EL program support would entail. These performance level descriptors are meant more for policy makers than educators, as suggested by ELPA21, used in the Nebraska ELPA21 Scoring Interpretation Guide.⁵⁴

⁵² Louisiana Department of Education. (2019, June). *2019-2020 accountability policy update: Measuring progress of English learners*. [https://www.louisianabelieves.com/docs/default-source/accountability/el-accountability-\(elp-indicator\)-tls-june-2019.pdf?sfvrsn=6c8a9d1f_12](https://www.louisianabelieves.com/docs/default-source/accountability/el-accountability-(elp-indicator)-tls-june-2019.pdf?sfvrsn=6c8a9d1f_12)

⁵³ Strategies for Increasing ELPT Scores Five Year plan (2021-2026) Amy Pan, Ph.D. September 8, 2021.

⁵⁴ https://cdn.education.ne.gov/wp-content/uploads/2017/07/4NE_ELPA21_Score_Interpretation_Guide.pdf

Figure 20. ELPT Performance Level Descriptors

Performance Level	Descriptor	Definitions (Includes degree of support needed)
Level 1	Beginning	displays few grade-level, English-language skills and will benefit from EL program support
Level 2	Early Intermediate	presents evidence of developing grade-level, English-language skills and will benefit from EL program support
Level 3	Intermediate	applies some grade-level, English-language skills and will benefit from EL program support
Level 4	Early Advanced	demonstrates English-language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs
Level 5	Advanced	exhibits superior English-language skills as measured by ELPT

Source: Louisiana Department of Education. (2020, July). *English language proficiency test performance level descriptors*. <https://www.louisianabelieves.com/docs/default-source/assessment/elpt-achievement-level-descriptors.pdf?sfvrsn=4>

Recommendations

The successful execution of the EL Program design will require a shift in the mindset of EBRPPS educators to embrace a joint responsibility for the education and success of English learners. A shift in instructional practice will also be needed, grounded in high expectation for English learners who can engage with rigorous grade level content and learn English in the process. Professional development will be critically important to develop a common language and understanding to realize the new EL program design and to implement instructional practices and collaboration that address the needs of ELs in comprehensive ways. Principals and regional directors play an important role in modeling a sense of shared responsibility, becoming knowledgeable of EL assets and needs, and in ensuring that schools are adequately staffed and resourced to support EL services.

- Task the ESL Executive Director to lead a working group that develops a school support plan based on a structure of tiered support for schools considering the district’s regions and the priority needs of schools that (a) enroll significant numbers and/or percentage of ELs, and (b) are on the state SNI list because ELs are one of the low performing groups. The Council’s analysis of school data suggests the following grouping of schools, by grade band, would be conducive to creating professional learning communities focused on improving EL instruction:

Elementary Schools. This learning community would comprise nine elementary schools, four of which have EL enrollment equal to or above and five schools labeled SNI because ELs are included in the student groups that are underperforming. This group of schools enrolls 1,057 ELs or 36 percent of all ELs in EBRPPS. (See Table. 22).

Middle Schools. This learning community would comprise five middle schools, all of which are labeled SNI because ELs are included in the student groups that are underperforming. This group of schools enrolls 875 ELs or 30 percent of all ELs in EBRPPS (See Table. 22).

High Schools. This learning community would comprise four high schools, all labeled SNI because ELs are included in the student groups that are underperforming. This group of schools enrolls 558 ELs or 19 percent of all ELs in EBRPPS (See Table. 22).

Table 22. Suggested School Groupings by Grade Band for Professional Learning Communities

	# EL	% EL	SNI Status for ELs	Region
ELEMENTARY				
Highland Elementary School	121	42.3%	--	Highland-Old South
Riveroaks Elementary School	208	37.0%	--	Broadmoor-Sherwood
LaBelle Aire Elementary School	166	31.8%	Yes	Broadmoor-Sherwood
Twin Oaks Elementary School	97	21.9%	--	Broadmoor-Sherwood
Cedarcrest-Southmoor Elem. School	163	24.3%	--	Southeast
Wildwood Elementary School	103	20.9%	Yes	Highland-Old South
Broadmoor Elementary School	101	20.0%	Yes	Broadmoor-Sherwood
Wedgewood Elementary School	62	12.7%	Yes	Southeast
Park Forest Elementary School	36	7.9%	Yes	Broadmoor-Sherwood
Subtotal	1,057			35.9% of all ELs in EBRPPS
MIDDLE				
Southeast Middle School	171	18.2%	Yes	Southeast
Park Forest Middle School	531	14.5%	Yes	Broadmoor-Sherwood
Westdale Middle School	64	7.9%	Yes	Mid-City
Glasgow Middle School	47	9.2%	Yes	Highland-Old South
Woodlawn Middle School	62	6.6%	Yes	Southeast
Subtotal	875			29.8% of all ELs in EBRPPS
HIGH				
Broadmoor Senior High School	195	24.6%	Yes	Broadmoor-Sherwood
Belaire High School	116	19.6%	Yes	Broadmoor-Sherwood
Tara High School	107	14.4%	Yes	Mid-City

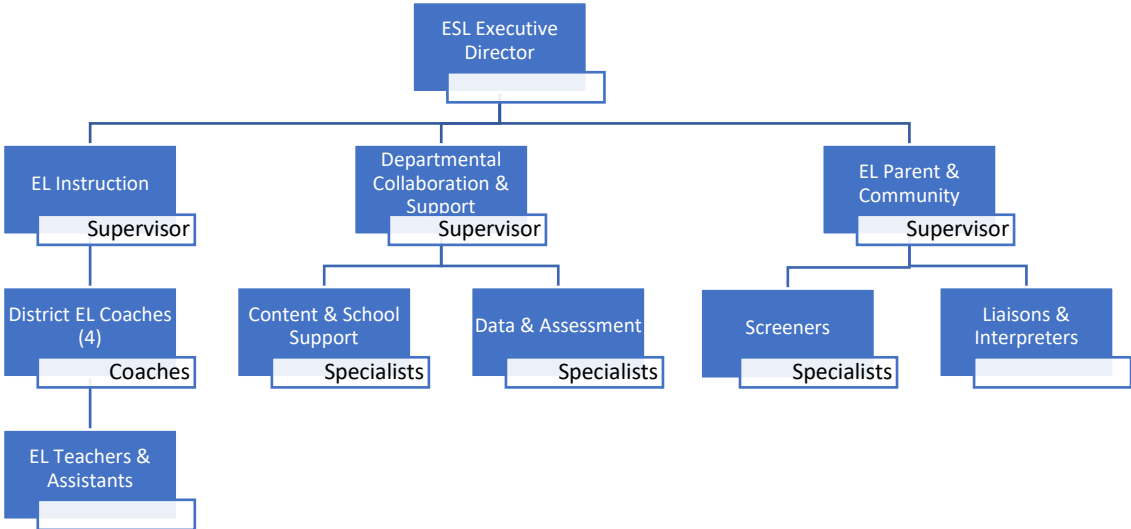
	# EL	% EL	SNI Status for ELs	Region
Woodlawn High School	140	10.3%	Yes	Southeast
Subtotal	558			19% of all ELs in EBRPPS

In total, this priority set of 18 schools enroll 2,490 ELs or 85 percent of all ELs in EBRPPS. Working with the Chief of Schools and the Regional Executive Directors, the ESL Executive Director could determine the best configuration of school groupings to support these schools in implementation of quality instruction and support for ELs. The smaller number of middle and high schools could be a single learning community focused on secondary grades, which could lead to departmentalized-focused work.

- The plan for EL-related school support would be developed in collaboration with the Chief of Schools, Executive Directors for School Leadership, and representatives of general Curriculum areas to ensure that support and capacity building to address EL achievement is coordinated with and aligned to the district-wide efforts for improvement, including resource allocation.
- Charge the ESL Executive Director with creating assignments for district ESL instructional specialists to work with designated regions and schools. Regional Executive Directors expressed the desire to have a dedicated ESL staff person to whom they can reach out for support in addressing EL needs in the region’s schools. This region-based assignment would allow district ESL staff to build familiarity with the region’s schools and student population.
- Task the Chief Academic Officer, working with the Chief of Human Resources, the ESL Executive Director, and the Director of Federal Programs to design a newly constituted ESL Office that is suitably staffed to carry out its function of supporting the school’s implementation of quality instruction and monitoring the overall progress of ELs in content areas and acquitting English proficiency. The components and staffing of the ESL office should be aligned to the expectations and functions the district has for the office and their staff. The newly formed ESL Office would include the following areas of work:
 - ESL Program leadership in defining and supporting EL instructional models that entails collaboration across departments at the district level to ensure that district initiatives are inclusive of EL needs in line with the new EL program design. The ESL office would be responsible for developing guidance documents specific to EL program instruction and working with other departments to develop relevant guidance or protocols to meet the needs of ELs.
 - Supporting schools in the design, staffing, and delivery of quality programs for ELs.
 - Providing professional learning on instructional practices for ELs
 - Collaborating with other departments to ensure effective approaches to parent and community engagement for the EL community, including providing timely and accurate interpretation and translation services.

The suggested organization of the recommended ESL Office would include three supervisors under the direction of the ESL Executive Director: EL Instruction, Departmental Collaboration and School Support, and EL Parent and Community.

Figure 21. ESL Office Organization Chart



Departmental Collaboration and Support. This functional area would be devoted to working with other departments, initiatives, and regions of EBRPPS. This district level collaboration between the ESL office and other departments including ESS, content areas, and the literacy initiative will help ensure that guidance, instructional materials, professional development, and all relevant components include what teachers and instructional leaders need to support EL learning. These functions would likely involve the ESL Executive Director, but with the support of staff who are familiar with EL data and assessments particularly given the data-driven culture prioritized and being fostered by Superintendent Narcisse.

- *Content & School Support*—Staff would develop content area expertise to successfully collaborate with other content area departments and initiative staff to ensure that EL needs are suitably addressed. Staff would also be assigned to work with designated regions, as the main point of contact to expedite connecting with the relevant staff and resources in the ESL office based on the request or need.
- *Data & Assessment*—Staff responsibilities would revolve around managing and analyzing EL data, working with other related departments as well as schools to support their strategic use of EL data. Staff could be assigned to be the main point of contact for regions and schools to expedite connecting with the relevant staff and resources in the ESL office based on the request or need. The ESL Office would play an important role in building educators’ capacity to understand ELPT scores. The ESL office may want to develop a district-created guide to understanding ELPT scores to include

amplified and educator-relevant description than the ones provided in the Louisiana Department of Education guide.⁵⁵ In the Nebraska Department of Education Document, descriptions of performance targets delineate what ELs are able to do in each of the domains and each of the 5 levels to engage with grade-level academic content instruction at a level comparable to non-ELs.

EL Instruction and Program Design. This area would be the most staff intensive as it would involve all the ESL instructional staff in the schools, as well as district ESL staff to help lead the professional learning to generate the necessary shifts in instruction to improve educational outcomes for ELs. The EL Instruction team would work closely with colleagues of the ESL Office as well as with schools to help design and implement instruction programs for ELs that are informed by data in all content areas and ELPT scores. District staff would also work with staff from ESS to provide guides for creating master schedules and staffing to ensure that EL with disabilities receive both language instruction and special education services.

- EL instruction staff would continue rolling out the 3Ls™ approach for instruction for ELs to create a unified, asset-based program that provides access to grade level content and develops student’s English proficiency and academic literacy across content areas.
- Supported by, and as part of, the capacity building professional learning of the 3Ls™ approach, create teams of ESL IS led by district ESL program staff to build out 3Ls™ lesson plans and units of study to support instruction at the school sites. Create and maintain a digital repository of 3Ls™ lesson plans and unit of study to be easily accessible for ESL IS across the district.
- District ESL staff could support opportunities for collaboration between ESL teachers and general education, special education and content area teachers to co-plan to address EL needs. Opportunities would be at the school, regional, and district levels, during PLC, after school or virtually.
- Build and nurture a network of ESL IL instructional support to build their capacity and support their work in schools. This would be in line with what teachers requested in their responses to the IDRA survey:
 - Hold monthly or quarterly meeting where campuses can share more of what's happening, what's working, and what's not working
 - Provide opportunities for campus ESL Instructional Specialist to communicate and collaborate with each other in the district.
- Develop a cadre of 3Ls™ coaches who can support ESL IS and other teachers across the district through co-teaching, modeling, instructional visitations, and coaching, and support principals in recognizing the high-leverage instructional practices for working with ELs. The classroom intervisitation and coaching would require revamping the ESL Coaching Checklist to make it

⁵⁵ https://cdn.education.ne.gov/wp-content/uploads/2017/07/4NE_ELPA21_Score_Interpretation_Guide.pdf

focused on instructional practice and provides a positive tone and concrete actions, and resources to improve instruction aligned to the 3Ls™ instructional moves.

- Task the ESL Executive Director to lead a working group to revamp the existing Strategic Plan for Increasing ELP scores to address a frequently expressed concern about the current low scores on the English Language Proficiency Test (ELPT). The Strategic Plan should go beyond increasing ELPT scores to focus on building capacity of instructional staff in the schools that leads to ELD growth and improved content learning.
- Update the recently developed ESL Handbook and any related guides or playbooks with clear information about the elements of the EL program. The ESL Handbook would be most helpful if written with the various audiences in mind—sections for district leaders including regional directors, for principals, and for teachers to understand the legal requirements to meet the educational needs of ELs and the research-based approaches to ESL instruction. The handbook would include sample schedules and student placement for schools at different levels and with a range of EL enrollment. Updating the handbook and guidance documents will be helpful in creating better schedules and working conditions for ESL IS to maximize time with ELs and strategic planning time with teachers by including sample schedules, assignments, and coordination with other staff.

EL Parent and Community. This area would encompass (a) staff who conduct screening for arriving ELs and (b) interpretation and translation services, both requiring consistent and purposeful coordination with district departments and schools district wide. A centralized process for administer the initial ELP screener would allow EBRPPS to build a cadre of qualified ELP screeners who would coordinate with interpreters and translators and the registration timeline to make the experience for ELs and their families more coordinated and streamlined. In addition, the district ESL staff for coordinating such ELP screening could coordinate with ESS to arrange for any necessary screening for special education. Interpretation and translation services would be handled through a systematized, centralized process for requesting such services to ensure that all regions have prompt access to such services. The district ESL staff would coordinate with other departments that must communicate with EL families on a regular basis to help these departments or offices build their internal capacities to use phone interpretation, software and other tools.

Professional Development

The superintendent recognized the importance of investing in personnel through professional development as opposed to unrealistic expectations of hiring “superstars.” He also noted that funds from ESSERS are being used to support professional development.

The professional development offerings across the district are determined by the Professional Development Director, with the input of the EL office and ESS. The ESL Executive Director researched and studied resources for quality professional learning to build the capacity of the ESL office as well as

the ESL IS working with ELs in schools. The summer prior to the SY 21-22, the ESL Executive Director subscribed to the Council’s professional learning hybrid course to commence building a common language and direction for improving EL services in EBRPPS. The CAO was aware that EL-related professional development was being systematically provided to all teachers and recognized that additional professional learning on co-teaching is needed, specifically for general education teachers to teach ELs.

Principals expressed interest, and need, in receiving professional learning opportunities to understand what the markers of a quality program for ELs are, including the support for teachers to improve instruction for EL and an understanding of language progressions to monitor this development over time. Principals are also interested in professional learning on cross-cultural understanding and communication to better engage with the EL and immigrant community.

Concerning Findings

A reliance on external vendors for professional development without a viable path to build EBRPPS’ internal capacity hinders the sustainability of professional learning in the long run. A need commonly expressed by staff at all levels of the district is quality professional development to realize instructional improvement district wide. The district’s current reliance on professional development offerings by external vendors, such as Imagine Learning and DreamBox, is understandable as the leadership works to create greater instructional coherence and standardization across the district. Vendor-designed and delivered professional development, however, typically do not have the context to ensure that their trainings are aligned with district initiatives and particular student needs as in the case of English learners. Furthermore, meaningful, and substantive instructional improvements will stem from the district’s ability to provide robust, sustained follow-up; results will not come from the third-party professional development alone.

A sizable portion of staff respondents to IDRA focus groups and/or survey reveal that teachers do not feel they receive EL-relevant professional learning or instructional support to teach ELs. During the Council’s Teams interviews, the only mention of EL-related professional learning was made by the ESL Executive Director who shared the work with the 3Ls™ courses. In the IDRA survey, between 35 percent and half of respondents did not think that EL teachers are well supported to provide instruction to ELs:

- Half of respondents, 50 percent, disagree with: “the school system provides teacher resource centers to enrich knowledge and skills on EL instruction;”
- A total of 34.6 percent disagree with: “schools have the materials and resources needed to implement appropriate instruction for ELs;” and
- 34.5% of respondents disagreed with: “all teachers serving ELs are provided comparable opportunities for PD in ESL strategies.”

There is no apparent systemwide professional development related to meeting EL needs, provided to paraprofessionals. The Council Team did not hear of any concerted and targeted effort to equip paraprofessionals with relevant knowledge to support ELs. This was particularly worrisome when learning about the various tasks assigned to paraprofessionals and especially in the case of one paraprofessional who shared she creates lessons based on what the teacher is teaching.

The EL Department needs to further develop key elements for a robust rollout of the 3Ls™ professional learning that are necessary to support learning throughout the year with timely coaching support and feedback. Teachers mentioned that they had received training to learn about the ESL office vision and goals and several brief sessions on the 3Ls™ approach as well as access to the online platform. No structure or schedule were put in place to create opportunities for teachers to apply the instructional strategies and elements of the 3Ls™ approach, or to receive coaching. District staff indicated that they had delivered the initial course of the 3Ls™ series, but the Council team did not hear of any yearlong professional development plan that would also include coaching. Staff indicated that the six elements of the 3Ls™ were incorporated into existing lesson plans, as differentiation strategies, but this is an erroneous understanding of the 3Ls™ instructional approach and goals.

Recommendations

- A well-designed roll out of professional development will be indispensable for the implementation of required daily ESL instruction for ELs and language development across content areas. This professional development, however, must be well coordinated with the many other initiatives and professional learning the team heard are underway in EBRPPS.
- At the district level, it will be of vital importance that the EL team build its capacity to support ESL instruction across the schools in the district. Key steps would include:
 - Establishing a lead team in the EL office who will be masterfully familiar with the 3Ls™ approach to ESL that has been adopted for EL instruction. This team will likely include individuals who deliver the professional learning, carry out ongoing coaching support for teachers, and oversee the development and collection of units of study and lesson plans. A first goal is to understand the lesson flow and how to develop such lesson flow.
 - Conducting an analysis of all the adopted materials in the district to determine how best to support EL instruction when teachers are utilizing these materials. If the materials are not sufficient to support the English language development and/or to provide a staircase of complexity to ensure ELL access complex text, supplementary books would be acquired.
 - Creating and supporting a working group comprising members of the EL department and school level ESL teachers to learn together as they develop an initial set of lessons and annotations to district scope and sequence that clearly show how to fold in ELD as well as foundational skills work, such as phonemic awareness and phonics to generate learning experiences that develop broader language skills for ELs who are acquiring of English as a new language. The working group would turn their learning experience into a guide for

other teachers to carry out similar work. Participating teachers and staff should receive a stipend for their time and work.

- Task the ESL team to develop a professional development plan that supports the roll-out of the new vision and services for ELs over a multi-year period, building on the district’s initial adoption of the 3Ls™ approach. This is particularly important given that the 2021-22 Lau Plan EBRPPS submitted to LDOE explicitly states that “The core supplemental curriculum for English Language Development is entitled the 3L’s (Learning, Language, and Literacy),” though it must be clarified that the 3Ls™ approach is not meant to be supplemental; it is an approach that ensures ELs have access to the core curriculum and their academic language development needs are addressed.
 - The professional learning can occur at several times throughout the school year, taking advantage of the web-based courses on the 3Ls™. The professional learning opportunity to implement the 3Ls™ approach should include facilitated sessions preferable in PLCs, ample time for teachers to practice the newly learned elements and instructional moves, followed by reflection with facilitators. Facilitators would also provide non-evaluative coaching to support teachers’ growth and to inform subsequent 3Ls™ professional learning sessions. Principals and literacy coaches—ideally, as well as other relevant staff would be invited to sessions, or would attend customized sessions, to understand the approach to learning, language and literacy used with ELs.
 - Revise ESL walkthrough tool developed by the ESL office that includes all six of the 3Ls™ elements as key components within the flow of a cohesive lesson rather than a set of stand-alone strategies from which to choose. Use the revised walkthrough tool for coaching and support, not for evaluation.
- The EL professional development plan should also include sessions that bring together ESL instructional specialists from across the district to learn about important areas staff wishes to develop further understanding. During the Council staff interviews and in the responses to the IDRA survey the following priority areas of need emerged:
 - Features of EL instructional models for quality EL instruction
 - Effective strategies and instructional support and guidance for teachers on how to support students who are struggling
 - Understanding and identifying progression of language development versus learning disabilities
 - Features and practices of successful co-teaching models to serve ELs and students in special education

Access and Equity

Registration: Identification and Placement

Equity for English learners begins with the enrollment and registration process. Parents of English learners are likely to require translation and/or interpretation support to have a full understanding of the enrollment and registration process. Moreover, as their children progress through the grades, EL parents will continue to have unique needs to support their child's education and successfully navigate the East Baton Schools system.

As district staff explained to the Council's team, the registration process in East Baton Rouge Schools requires that EL parents to go numerous locations, engaging with multiple school staff to obtain the necessary information and have their children screened before they can register for and attend school. Specifically, at the Instructional Resource Center (IRC) parents fill out the Home Language Survey and provide information through a family interview, conducted by parent liaisons. At the IRC, staff enter the names of students as *potential* EL. Parents then take the documents provided at the IRC to the assigned school where an ESL Instructional Specialist administers the English language proficiency screener to confirm the child's status as an English learner and recommended placement. Per the Louisiana Believes website, students require the Louisiana Student ID (LASID) for the screening assessment, but this number is not assigned at the moment of registration. The state recommends placing students in a classroom setting in a swift manner, giving students a few days to acclimate prior to administering the English proficiency screener.

Staff recognize the need to properly evaluate foreign transcripts that English learners may bring in order to properly place them in classes that build from the knowledge students already bring.

Concerning Findings

Registration is cumbersome with limited information in Spanish on the website and very little in other languages. The website does not provide clear directions on what to do to register the child. Clicking on the "Enroll" tab takes you to the registration platform to open an account without further explanation. The platform for registration is not translated properly and is only in Spanish. The required documentation is listed on the left, but it does not translate to Spanish when the Spanish option is selected. Finally, for EL parents, there is no clear message that they must go to a central location—the Instructional Resource Center (IRC) to pre-register. After the IRC, parents still need to return to the school for the full English proficiency screener to be administered to their children.

During the focus group with parents, several expressed receiving no assistance with registering their children in pre-K, and in other grades. The registration process is halted when a document is missing, and parents have no place to turn for assistance. Registration requirements such as requiring a notarized document as proof of residency posed challenges for some EL parents.

When EL families first go to the school to register their children, school office staff turn them away and send them to the IRC. Thus, EL families are having to make multiple trips to various sites and no transportation assistance is provided. For families with more than one child, the process is further cumbersome if the children attend different schools. Parents will have to return to each respective school to have their child assessed for English proficiency and finish the registration process.

At the school level, however, staff expressed multiple times that there are insufficient interpreters to support families. While the IRC can assist parents who speak Spanish in filling out the required forms for registration, staff indicated that for other languages, they might call upon Parent Ambassadors (who work in schools and regions) or, at times, have called Louisiana State University for assistance. The district staff shows creativity and flexibility to meet the EL parent needs, but this also reveals the district's lack of a predictable process with reliable staff and protocols to provide ELs access to schools. At the school level staff indicated that language interpretation services are not well covered. As staff are pulled away to cover the language access needs in other unassigned areas, service gaps are constantly appearing throughout the school system, leaving staff with the sense that there is insufficient interpretation and translation support.

Families are not well informed about their EL child's placement. When EL families report to school sites to finish the enrollment process started at the IRC, they are not always welcomed by staff who are knowledgeable about EL programming or who have the resources to communicate with families that speak other languages. Once the child has been identified as an EL, the parent is not explained much about the program, what to expect for their child's progress in learning English. Similarly, parents were not well informed about their child's placement or recommendations to other district programs—for example, a parent received notification that their child who is an English learner was recommended to enroll in the immersion magnet school, but the student had not received instruction in her native language. The parent was not provided with an in-depth description of what the program entailed and there was no meeting scheduled to speak with the mother to determine if it was appropriate for her daughter. The child returned to instruction provided in English.

Recommendations

- Consider providing registration, language proficiency screening and program placement in a single, centrally located site for EL families. Providing a central location where EL families can fill out registration forms, receive information about EBRPPS schools and programs and have their children assessed for English language proficiency (ELP) will simplify the currently onerous enrollment process and reduce the time ESL IS are removed from instruction duties to conduct ELP screening.
 - All staff in the registration center would be trained to use interpretation and translation services to ensure that EL parents are not turned away when they arrive to register their children or request information about the schools.
 - Description of the EL programs and the schools at which these are offered could be described via videos dubbed and captioned in the major languages and discussion about student placement would take place, ideally, with teachers, even if in virtual sessions.

- Information for special education services and screening for potential disabilities would also be available at the registration site and in the major language spoken by EL families in the parish.
- Re-assign the duties related to English language proficiency screening (ELPS) to staff at the central registration center for ELs. School offices are not adequately staffed or trained to carry out the English language proficiency screening of arriving students who are deemed ‘potentially ELs.’ Consequently, ESL IS are pulled away from their instructional duties to carry out English proficiency screening. The one-stop registration office for ELs would include individuals trained to conduct the English language proficiency screener, which according to the Louisiana Department of Education, English Language Proficiency Screener Test Administration Manual 2021-22⁵⁶, need not be teachers. Specifically, the state manual states:
 - *Test Administrators (TA) Qualifications.* The state assessments must be administered by trained staff members of a school or district under the general supervision of a certificated employee. TAs administering the ELPS should have experience with English learners (ELs). Volunteers may not administer or assist in the administration of any state assessments. Volunteers are not permitted to assist with handling secure test material. Volunteers may assist in the supervision of students who need a break or have completed testing.

EBRPPS currently has a pool of staff who could be trained to take on this responsibility. For example, paraprofessionals, and bilingual family liaisons would be ideal for this role given their experience with English learners; they could be re-assigned to take on these responsibilities and provided the requisite training.
- Contract external services to conduct evaluation of foreign transcripts. Conducting precise and valid evaluation of foreign transcripts requires unique knowledge and skills, access to up-to-date databases, and a significant investment of time, especially if assigned to a single staff member. Assigning a single EBRPPS staff member to carry out this function is a less cost-effective approach compared to externally contracting for such service. We recommend that the ESL Executive Director and the Director for Counseling learn from colleagues in Tulsa Public Schools and about the third-party services used for the evaluation of foreign transcripts.⁵⁷ The Council will provide the relevant contact for Tulsa Public Schools and other relevant member school districts.

Communication and Family Community Engagement

The district has several efforts underway to improve communication with EL families including allocating general funds to enhance translation and interpretation services. The district has also started to implement an online translation and interpretation request system.

⁵⁶ https://la.portal.cambiumast.com/-/media/project/client-portals/louisiana/pdf/la_elps_tam_final.pdf

⁵⁷ Tulsa Public Schools uses www.validate-me.org

The ESL Executive Director has been conducting outreach in the community and hosting events (e.g., STEM and math nights). The Superintendent and the CAO shared that he would like to establish a parent university.

Communications staff are aware of the need to communicate in languages spoken by EL families and see the need to have a language access service and additional staff who are bilingual. The district's strategic plan includes a multi-year goal to continue similar enhancements.

The district has Title I parent liaisons that provide interpretation and translation services to facilitate communication with EL parent for registration, parent-teacher conferences, IEP meetings. Bilingual parent liaisons are assigned to a home school and support other schools via phone. Parent ambassadors/parent liaisons also can provide interpretation and translation services and they appear to be assigned to regions and some are placed in schools.

School leaders are resourceful in finding ways to facilitate communication with their EL families. For instance, one school created QR codes for parents to access information about their child's progress in their home language, and another school has engaged with the EL and immigrant community by enlisting community partners and conducting a neighborhood tour with school staff to better understand the circumstances of and dynamic in the neighborhood.

Concerning Findings

The district lacks a purposeful and effective 2-way communication with EL families. The

Superintendent indicated that school leadership has heard little from the EL community beyond some discussions about dual language programs that exist in some schools. It is unclear what, if any, efforts have been made to reach out to multilingual families to ascertain their aspirations, strengths, and needs.

Language skills of staff are not strategically deployed to create a reliable and streamlined network to support school-to-home communication with EL families. The Council Team did not see evidence that language access needs are supported in systemic ways across the school district. Parent liaisons who function as translator/interpreters are not assigned to all schools and front office staff might not be trained or unwilling to use phone interpretation services.

Unclear how 48 Family Engagement Specialists in Title I schools support EL families. Staff indicated that the 48 Family Engagement Specialists are part of the Communications office. The Council Team learned that this office relies on the EL Office to ensure communication in other languages. It was not clear to the team how the 48 staff share the responsibility of communicating with EL families and whether such staff speak additional language to English. The Council's review of a recently posted Communications job opportunity for a Parental Involvement Liaison-ESL reveals that it includes no specific qualifications or duties relevant to meet the need of linguistically diverse families.

Despite that EBRPPS has more than 60 positions devoted to parent communication or engagement, school-level staff often mentioned communication with EL parents was a challenge. Title I funded parent liaisons, family engagement staff, and bilingual liaisons constitute a sizable cohort of staff to engage with families; however, principals and school staff indicated to the Council Team that they did not have an assigned interpreter.

Parent ambassadors and bilingual parent liaisons are pulled in many directions to meet school needs. The Council Team learned that the bilingual parent liaisons and ambassadors who are school based are assigned a wide range of tasks, that include directly working with students, interpreting in IEP meetings, translating IEPs, and calling to follow-up on absences. Some staff indicated that they were unsure about their roles in schools and that they experience significant pressure from the reactive nature of task assignments in schools.

The EBRPPS website needs additional improvements to remove language barriers to access important information. The current iteration of the website has the following shortcomings:

- The website's translation function does not translate information when it is posted as an embedded PDF or image.
- The registration platform is not properly translated and is only available in Spanish.
- The quality of translations is generally poor with no apparent process for quality checks. For example, the Superintendent's page translation to Spanish switches gender, referring to Dr. Narcisse as a female.

District messages are not sent out in languages understood by EL parents. District calls to EL parents are only in English, leaving parents wondering about the nature of the call. Parents indicated they always worried that something happened to their child or whether they are missing important information or deadlines related to their child's education.

EL parents indicated that the district does not actively reach out to them and provides few opportunities for parents to meet. Staff indicated that there is great variability in the school-based parent resource centers because these are created and maintained contingent upon space and funding. Especially during the pandemic, parents have felt more disconnected from schools because in person assemblies are not taking place. Parent university is only in English and is not tailored to help parents understand how EBRPPS works.

Language barriers are commonplace when interacting with school office staff. Front office staff might not be trained or unwilling to use phone interpretation services which explains the language barriers that parents reported when interacting with school office staff. Virtually all parents interviewed by the Council team indicated that they relied on the ESL IS to communicate with the school. In one instance, the language barrier to communicate with front office staff became a problem for a parent to pick up their child from school.

EL parents experience a lack of responsiveness from EBRPPS staff. Several parents had difficulty finding help for their child, including a specific request for help left unanswered by the school principal.

The Transportation department was unresponsive to a complaint made by several parents about a problem driver who was mistreating the children, leaving them in tears. Despite the formal complaint, the driver remained assigned to the route. This year, a different driver was assigned to the bus route, but now families have been left to find their own transportation on the many occasions that the school bus did not show up to pick the children. The instances in which parents indicated having success with receiving support, this was provided by the IS in the school. For example, one such ESL Instructional Specialist helped address a situation of bullying.

EL parents do not feel well-informed about their child’s progress in school. Parents reported very different experiences with parent-teacher conferences. Some indicated they attended a few a year and others indicated that they have never been called for a meeting. None of the parents mentioned the Individualized Graduation Plan (IGP) required by the Louisiana department of education, despite that parents are required to sign. Parents reported not receiving information about special education services, or about the district’s select programs.

Parents expressed the need for support to access information and classes to navigate EBRPPS and better support their children’s success. During the parent focus group discussion with the Council Team, parents shared concrete areas in which they would like to receive support, including--

- Receiving more information in their language and in a manner that they can understand
- Parent development classes to support their children and know how to work with schools
- More parent meetings, on a quarterly basis
- Help with homework
- Help with using the various digital platforms used by EBRPPS

Recommendations

- Accelerate the timeline that the district has established for district communications being provided in the top language spoken by EL families in EBRPPS, and supplement with external providers, if needed, to serve the top 7 languages. Establish guidelines and protocols that result in predictable staffing availability to maximize service and minimize unnecessary overlap.
- Establish an EL Parent Advisory Group that includes EL parents and community stakeholders who work with the immigrant community to provide feedback regarding EBRPPS programs and services for ELs. The advisory group could include representatives from Catholic Charities of East Baton Rouge, Together Baton Rouge, Gardere Initiative, Baton Rouge Immigrant Rights Coalition, El Centro Avance, and United Nigeria Organization.
- Establish an interpretation and translation unit responsible for carrying out these functions across the school district, ensuring that staff are properly trained and responsible for quality control, and they have interpreter headsets to facilitate simultaneous interpretation in different languages during information sessions. Determine where the interpretation and translation unit will reside—in the ESL Office, Communications, or other.

- Task the ESL and Communications offices with creating an inventory of all documents that provide critical information to parents that have already been translated, and place in a searchable repository (by topic and by language) for all district staff to access. Establish a protocol by which all departments will submit for translation new and revised documents considered of critical importance for parents and a process for quality control and the retirement of old documents.
- Task the ESL Office working with the Communications Office to create a plan to improve language access in the following areas:
 - Improve district’s website--A recent guide published by the [U.S. Department of Justice](#) provides helpful tips.⁵⁸ Utilize the EL Parent Advisory Group to help prioritize the important information parents wish to receive.
 - Find a platform that allows the district to record messages in the top languages spoken by EL families.
 - Provide contact information by language for parents to call for help with school matters. Track parental assistance and engagement via work tickets.
 - Create orientation videos in the top five language with important information about EBRPPS, such as step-by-step directions to register EL students, including an explanation of required screening process and general information about placement and the process to apply to the district select programs.
 - Provide information sessions about service and programs available in EBRPPS.
- Consider offering adult ESL classes for EL parents to equip them with the knowledge to “speak more English,” as EBRPPS staff suggested, and to better support their children in navigating U.S. schools. EBRPPS could explore forming partnerships with community- and faith-based organizations to offer such classes, which could be held in conjunction with a STEAM/Career exploration for K-12 students, and information sessions on health, housing, testing, etc.

Access to instructional programs

Superintendent is taking some measures to increase equitable access to advanced courses for all students. The district is implementing a requirement for all 9th graders to be enrolled in at least one AP course. Starting in SY 2022-23, the Pathways to Bright Futures program would mandate that all 9th grade students take one advanced course (dual enrollment or AP) or pursue a Technical Degree pathway.⁵⁹ The Superintendent and CAO were well aware and concerned that very few ELs and SWDs have access to magnet programs and advanced courses. The Superintendent highlighted the disparity where 70% of white students have access to advanced coursework while less than 30% of students of color have access to them.

⁵⁸ Limited English Proficiency Committee Title VI Interagency Working Group. (2021, December). *Improving access to public websites and digital services for limited English proficient (LEP) persons*.

https://www.lep.gov/sites/lep/files/media/document/2021-12/2021_12_07_Website_Language_Access_Guide_508.pdf

⁵⁹ East Baton Rouge Parish School System. (n.d.). *Pathways to bright futures: Frequently asked questions*.

https://ebsrschools.org/wp-content/uploads/2022/02/EBR_Pathways_FAQs_v4.pdf

The Pathways to Bright Futures provides new opportunities for students to exit high school with a diploma and opportunities to complete college credits. The options also expose students to five career pathways based on the local economy and industries. Counseling staff expressed an asset-based approach to ensuring that ELs have equitable access to rigorous courses via scheduling and with instructional support. The expectation is that individual schools provide information sessions for parents.

Counseling staff identified EL-specific potential barriers to graduation, such as filling out the FAFSA. Counselors took action to mitigate such barrier to meeting graduation requirements by waiving this requirement for students who could not fill out the FAFSA due to factors out of their control.

Concerning Findings

Information about magnet programs and the application process is only in English, posing a barrier to entry for EL families. Moreover, the barrier to entry is exacerbated because the application is strictly online making it even more difficult for parents (EL and English-proficient) who are not computer literate. The website for the magnet schools is separate from the EBRPPS main website, confirmed by the Council’s search for magnet school enrollment on the EBRPPS main website that generated zero results.

ELs are enrolled in exceedingly small numbers in the district’s magnet programs as well as in the gifted and talented program. Enrollment of ELs in the districts dual immersion program does not appear to follow a protocol to ensure proper placement. District staff could not articulate how ELs are ensured access to special district programs (e.g., magnet, gifted, etc.).

Similarly, enrollment of ELs or former ELs in AP classes is very small. A review of the AP offerings in EBRPPS high schools shows a wide variance in the number of AP courses offered at the nine schools that have AP courses. Two high school (Baton Rouge Magnet and Liberty) have 20 or more AP courses. ELs in these schools represent 1 percent or less and combined EL enrollment for these two is only 13 ELs. The other high schools, which enroll 100 or more ELLs, offer far fewer AP Courses:

Table 23. AP Course Availability by School

School	ELs		Total # of AP Courses
	%	#	
Istrouma HS	0.10%	8	4
Baton Rouge Magnet HS	0.13%	2	22
Scotland Magnet HS	0.21%	2	4
Liberty HS	1.00%	11	20
Woodlawn HS	10.37%	144	13
McKinley Senior HS	12.00%	111	5
Tara HS	14.05%	102	2

Belaire High School	18.24%	110	4
Broadmoor HS	23.30%	187	7

Source: District-submitted data.

Of the total 130 school counselors, only one speaks another language (Spanish), leaving most counselors to rely on Google Translator. Staff indicated that they also rely on the school counselor to translate Spanish, taking the bilingual counselor away from counseling duties. Counselors indicated that they do not access parent liaisons to help with translation.

EBRPPS does not have EL graduation pathways that help counselors strategically sequence courses to maximize ELs earning credits for the TOPS University Diploma. The state guidance (Guidebook) indicates that ELs may be placed in Grade 9 or T9 when such students do not have valid transcripts or to provide ELs with additional time to earn high school credits. The district’s *ESL Department Optional Pathways for HS EL Students with Extenuating Circumstances* mirrors the state guidance, focusing on the time to complete high school requirements, however, it only provides non-descript recommendations to ensure ELs have access to earn credits towards graduation rather than strategically use the additional year afforded by the availability of T9 placement.

EBRPPS Staff did not mention using state resources to place ELs in appropriate math classes or to grant World Language credit by exam. The LA Department of Education’s High School Planning Guidebook mentions that the state has mathematics placements test available in Spanish as well as several other recognized instruments to assess World Language proficiency to earn high school credits.

The district’s optional diploma pathways, especially for arriving ELs who are 16 and older, is limited to alternative diplomas and adult education. It was not evident to the Council Team that alternative diplomas or adult education have ELs in mind or attend to English language acquisition. For instance, the [High School Equivalency](#) test is recommended for overage, under-credited students. This assessment, however, is only available in English and Spanish and includes requirements (such as a government identification card and a fee) that could pose barriers for ELs.

Of the major subgroups, ELs have the lowest graduation rate and among the lowest rates for advanced credential completion. In SY 2019-20, 37.5 percent of ELs graduated. Reflecting general trends in EBRPPS, graduation rates for ELs have increased from 22.9 percent in SY 2016-17 to 37.5 percent in SY 2019-20—a gain of 14.6 percentage points. (See Table 24.) The EBRPPS graduation rate for ELs in SY19-20 was more than 10 percentage points below the state’s 48.2 percent graduation rate for ELs. A national comparison with the most recent national data reported by the U.S. Department of Education shows that for SY 2017-18 the median state-level high school rate for ELs was 68.4 percent; Louisiana had among the lowest rates, at 36 percent.⁶⁰

⁶⁰ Source: U.S. Department of Education, Institute for Education Statistics, National Center for Education Statistics. (2019). *Trends in High School Dropout and Completion Rates in the United States*. Indicator 4: Adjusted Cohort Graduation Rate.

Table 24. Cohort Graduation Rates by Subgroup from SY 2016-17 to SY 2019-20

	East Baton Rouge Parish				Louisiana Statewide			
	2017	2018	2019	2020	2017	2018	2019	2020
English learner	22.9	22.4	23.4	37.5	35.9	36.3	41	48.2
Economically disadvantaged	64.2	65	62	70.3	72.7	75.5	74.4	79.7
Students with disabilities	41.2	45.1	51.1	60.2	52.6	59.3	64.7	71.3
Homeless	61.8	31	31.3	47.4	68.6	60.2	66.1	67.8
Asian	84.2	94.6	91	>95	91	92.4	90.2	94.8
Black/African American	67	72.1	69	76.2	72.9	78.1	75.6	81
Hispanic	44.4	47	43.7	54.2	66.7	67.7	67.1	71.8
White	73	78.5	76.9	81.7	83.7	85.5	85.9	88.2
Multi-Race	50	79.2	81	76	82.2	81.2	83.5	83.7

Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *High school performance*. <https://www.louisianabelieves.com/resources/library/high-school-performance>

Of the ELs enrolled in EBRPPS who graduate, most earn the lower tier diploma (without credentials) that does not involve participation in college preparatory or advanced coursework (i.e., “no *basic* or *advanced* credentials”). Those who earn diplomas with credentials mostly satisfy the requirements for *basic* credentials instead of *advanced* credentials. Table 25 shows that for ELs in the Class of 2020, around 9 percent earned a diploma with basic or advanced credentials, 29 percent only earned a diploma (no credentials), and 62.5 percent did not graduate.

Table 25. Cohort Credential Rates by Subgroup in SY 2019-20 (East Baton Rouge Parish)

	% of cohort earning Advanced credentials ⁶¹	% of cohort earning Basic credentials ⁶²	% of cohort earning diploma with no Basic or Advanced credentials ⁶³	% of cohort not earning diploma (i.e., did not graduate)
Total Population	11.3	22.7	41.5	24.5
English Learner	<5	8.5	29	62.5

⁶¹ “a) AP® score of 3 or higher, IB® Score of 4 or higher, or CLEP® score of 50 or higher **OR** (b) Advanced statewide Jump Start credential” (2021-2022 Louisiana High School Planning Guidebook, p.18).

⁶² “(a) At least one passing course grade for TOPS core curriculum credit of the following type: AP®, college credit, dual enrollment, or IB® **OR** (b) Basic statewide Jump Start credential” (2021-2022 Louisiana High School Planning Guidebook, p.18).

⁶³ “Four-year graduate includes Career Diploma student with a regional JS 1.0 and emerging JS 2.0 Jump Start credential as well as students who participate in LEAP Connect and earn the appropriate Jump Start diploma within the required timeline” (2021-2022 Louisiana High School Planning Guidebook, p.18).

Economically Disadvantaged	<5	20.2	45.2	34.6
Students with Disabilities	<5	<5	54.9	45.1
Homeless	<5	7.9	36.8	55.3
Asian	58.1	25.8	11.8	4.3
Black or African American	5.3	22.9	48.1	23.7
Hispanic/Latino	9.5	17	27.7	45.8
White	39.1	24.5	18	18.4
Two or more races	8	36	32	24

Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *High school performance*. <https://www.louisianabelieves.com/resources/library/high-school-performance>

ELs in EBRPPS were less likely to graduate from high school compared to the statewide graduation rates for ELs and those that did graduate from EBRPPS were much less likely to earn Advanced or Basic credits than ELs across the state of Louisiana in SY 2019-20—

- Less than 5 percent of ELs in EBRPPS earned Advanced credentials, while more than double this percentage (13 percent) of ELs statewide do
- In EBRPPS, 8.5 percent of ELs earned Basic credentials, while 12.8 percent of ELs statewide did
- In EBRPPS 29 of ELs in EBRPPS earned a high school diploma with neither Basic nor Advanced credential while 22.4 percent of ELs earned this type of high school diploma
- In EBRPPS, a large majority, 62.5 percent of ELs did not graduate from high school, while slightly over half, or 51.8 percent, of ELs statewide did not earn a high diploma

Table 26. Cohort Credential Rates by Subgroup in SY 2019-20 (Louisiana Statewide)

	% of cohort earning Advanced credentials	% of cohort earning Basic credentials	% of cohort earning diploma with no Basic or Advanced credentials	% of cohort not earning diploma (i.e., did not graduate)
Total Population	15.9	35.7	32.4	16
English Learner	13	12.8	22.4	51.8
Economically Disadvantaged	9.7	33.7	36.3	20.3
Students with Disabilities	<5	24.9	43.9	31.2
Homeless	7	28.1	32.7	32.2
Asian	45.2	31.5	18.2	5.1

Black or African American	6.5	32.4	42.1	19
Hispanic/Latino	25.2	24.2	22.4	28.2
White	22.5	40.7	25.1	11.7
Two or more races	18.9	35.9	28.9	16.3

Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *High school performance*. <https://www.louisianabelieves.com/resources/library/high-school-performance>

Given the low percentage of ELs who graduate from EBRPPS earning Advanced or Basic credential it is not surprising to see a low college attendance rate for ELs who graduate from EBRPPS. Only by a .3 percentage point difference is the EBRPPS ELs rate (19.6 percent) higher than the college enrollment rate of ELs from Orleans Parish.

Table 27. College Enrollment Rate by Subgroup in East Baton Rouge and Comparison Districts, SY 2019-20

	East Baton Rouge Parish	Jefferson Parish	Orleans Parish
English Learners	19.6	21.5	19.3
Economically Disadvantaged	39.5	41.5	53.3
Students with Disabilities	19.6	24.7	34.4
Asian	84.6	73.6	76.0
Black	44.6	44.2	56.2
Hispanic	33.1	34.0	35.8
White	68.6	53.2	77.0

Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *High school performance*. <https://www.louisianabelieves.com/resources/library/high-school-performance>

The Pathway to Bright Futures program that initiates with Grade 9 students in SY 2022-23 provides little support to ensure that English learners have full access to the options offered through this program. The EBRPPS program description mentions that *“EL students will be provided with the accommodations and support that are required to provide adequate access to the content of study.”* There is no mention, however, how English language development would be addressed in the program’s eight areas of concentration: Technology, Construction and Manufacturing, Medical and Pre-Med, Transportation and Logistics, and Liberal Arts and Management. Local news reports are covering the confusion and concern that East Baton Rouge parents are experiencing. The information session materials and the website are only in English, leaving EL parents with little to no information to help guide their child in making a selection in Grade 9. The team’s concern is that the new and advanced options can exacerbate an already exceedingly high dropout rate for ELs, especially when instructional support will be determined at the school-level, where ELs are currently not well supported.

Magnet and Gifted and Talented programs have low participation rates for ELs. Staff stated that ELs very seldom fall into Magnet or GT programs. The low participation rate is likely a result of several factors observed by the Council Team, including:

- The pervasive deficit-thinking of English learners is evident in the language used to describe such students. Staff indicated that ELs “need interventions because of language,” and “they receive help with these deficiencies.” Paradoxically, EBRPPS has several magnet schools that are language immersion programs (French, Mandarin, Spanish) in which students are learning in the L2 target language for 75 percent of the day, but no concerted effort or articulated eligibility pathway is set for ELs who speak any of the L2 target languages to enter the program.
- The Magnet and Gifted and Talented program office relies on the ESL Executive Director to address the language needs to disseminate Magnet program information to EL parents. No further details were provided about this effort being sustained by Magnet program staff. During the parent focus group, parents indicated that they had not heard about the Magnet programs, except for one mother whose child was erroneously recruited to a Spanish immersion program years after she has been receiving instruction only in English.
- The screening for eligibility for participation in the Gifted and Talented program may be imposing a language barrier. To participate in the Gifted or the Talented programs, students must be nominated by a parent or teacher and then undergo a pupil appraisal process. Staff indicated that students are given a full IQ evaluation, which is approved by the state. The Council’s review of the state guidelines for the Gifted and Talented programs does not confirm the use of IQ test; the FAQ About Gifted and Talented Programs indicates using the following evaluation components:
 - *Gifted:* Intellectual and/or academic screening instruments; Intellectual Ability Assessment; Academic Achievement Assessments in reading and math
 - *Talented:* Students must pass all components of the assessments for the grade in which they are enrolled. (Specified in *Frequently Asked Questions about Gifted and Talented Programming in Louisiana*.⁶⁴)

Multi-Tiered Systems of Support (MTSS) Framework does not explicitly address language-related needs of ELs. The Council Team learned that school counselors have an early warning system to provide tiered intervention services via MTSS for ELs and ESS students. The focus of MTSS for the SY 2021-22 was to address SEL in Tier I instruction. The team did not hear of any effort to incorporate English language development in Tier I and in the MTSS protocol to ensure that ELs receive appropriate and necessary language instruction before being assigned to Tier II or Tier III interventions. [See MTSS discussion in the Special Education Review report.]

⁶⁴ Louisiana Department of Education. (2022, June 30). *Frequently asked questions about gifted and talented programming in Louisiana*. https://www.louisianabelieves.com/docs/default-source/academics/gifted-and-talented-faq.pdf?sfvrsn=dca66218_2

Recommendations

Access to Magnet Schools and Gifted and Talented Programs

- Charge a working group that includes the ESL Executive Director, the Director of Magnet Schools, and the Director of Equity and Diversity to develop a multi-facet plan to improve ELs access to Magnet and Gifted and Talented programs. Once a valid and fair screening process is in place as well as the staffing and training for language instruction, a dissemination plan to inform EL parents should be executed. Some of the steps needed to improve EL equitable access to the district's Magnet schools and Gifted and Talented program include:
 - As part of the district's move to universal screening for *gifted and talented* that was shared with the team, it should review the identification process—including testing instruments, to make the process more sensitive to identifying the unique talents of ELs
 - Expand language support in the gifted and talented programs to ensure that identified *gifted* ELs receive English language development and access to content the district is legally required to provide
 - Training Gifted and Talented teachers, particularly those teaching in schools with large EL enrollment, to develop capacity to address language need of ELs
 - Creating a process by which ELs who speak one of the target L2 languages of the magnet immersion programs can enroll in the early years of their education
- A well-crafted communication plan targeting EL families would include information available in the district's top languages and staff to support with the application process. Information would be provided at strategic times--such as at the time of registration and at transition points from elementary to middle, when EL and immigrant parents would receive information. Title I family engagement liaisons, bilingual parent liaisons, and family engagement liaisons would be enlisted in providing this support.

Access to AP, Career Pathways and High School Graduation

- Task the ESL office working with counseling to explore how EBRPPS can take advantage of the state provided assessments in Spanish to help place arriving students in the level of math classes that build on the knowledge ELs bring. Similarly, explore the possibility of administering the World language proficiency assessments to ELs to award them world language credit towards TOPS University high school diploma. [See <https://www.louisianabelieves.com/docs/default-source/academic-standards/louisiana-world-language-compendium.pdf> for the listing of proficiency assessments approved by the state department of education.] These two efforts would allow ELs to accelerate earning high school credits and signal a culture shift in EBRPPS that entails valuing the language assets and knowledge that ELs bring.
- Establish a working group that includes the ESL Department, Counseling, the SIS team, and high school principals to conduct a graduation diploma audit to determine which type of diploma ELs receive. Conduct an analysis that reveals the reasons for this outcome in order to make revisions

to provide ELs access to the TOPS University diploma and advanced credentials, and the necessary instruction and support to raise the extremely low graduation rate for ELs.

- Establish a working group that includes staff from the EL office, counseling, and the office that oversees the Pathways to Bright Futures to develop sample optional pathways that takes into consideration the level of English proficiency, credit accumulation, and the instructional support offered in the dual enrollment and career concentrations. These samples should be translated into the top five languages to ensure that EL parents are informed of the options available to their child.
- As the district continues its work to expand the number of students who take an AP course, it should address the existing large variance in the number of AP courses offered at each high school. It would be especially important to increase the AP course offerings in schools that enroll significant numbers of ELs and to provide academic support along with targeted encouragement for former ELs and ELs at the highest levels of proficiency to take AP courses. Virtual access to AP courses could expand the offerings in schools that currently have few AP courses. Other school systems have created AP-consult periods to provide support for students taking AP courses.

ELs in Special Education

The Council's review of the district's instruction and support focused on students with disabilities and English learners. The major finding and recommendations related to students with disabilities can be found in the report provided last month by the Council, and it includes several recommendations regarding English learners with disabilities. In this section, we include additional findings and recommendations specifically focused on ELs with special needs that emerged from the Council's review of the EL program in EBRSS.

As noted under "Educating English Learners with Disabilities" of the Special Education report, EBRPPS has developed an ESS handbook that draws from Louisiana DOE handbook (Strong Start 2020 Guidance to Support English Learners) and the USDOE English Learner Toolkit (Chapter 6 - Addressing English Learners with Disabilities) to establish best practices with regard to communicating with EL families, screening EL for disabilities, and providing special education and EL services. On several occasions, the district handbook directs ESS staff to refer or rely on the ESL office for communication with parents and for language access related to screening and assessment.

The Superintendent expressed concern regarding the rate of identification of English learners as requiring special education, believing that ELs might be overrepresented as the result of misinterpreting English language development needs as a disability.

Concerning Findings

EL parents are not well informed about special education. Parents reported not receiving information about special education and were unfamiliar with the screening process. During the EL parent focus group, the Council Team heard of instances in which parents' request for assistance for their child went unanswered.

EBRPPS webpage on ESS programs provides no resources for EL parents to learn about the process and services. The Council Team's review of the ESS webpage showed that none of the pages were in language other than English and no translation button was available for the general information posted. An EL parent concerned about their child's development would not be able to access the EBRPPS information; the only recourse is to ask school staff who may or may not make an effort to overcome the language barrier.

Parents described the process of navigating special education services as "scary," "frustrating," "jigsaw puzzle," and "scavenger hunt." Information about special education services was described as being inconsistently shared. Those with greater personal connections to staff in schools, including supportive teachers, were more able to obtain assistance. Given the considerable language barrier that EL parents face when interacting with EBRSS school staff, forming such connections is difficult.

There is no consistent and reliable protocol for ensuring appropriate translation and interpretation services for parents of ELs suspected of having, or who have been identified as having, a disability. According to district staff, sometimes the case coordinators and/or IEP facilitators secure translators or interpreters and sometimes a Speech/Language Pathologist or teacher(s) fluent in Spanish provide interpretation. Some schools are assigned interpreters, but they are mostly able to interpret for Spanish-speakers; few other languages are supported.

Ad hoc interpretation provided during IEP meetings may compromise the integrity of due process for ELs. The Council Team learned that paraprofessionals and parent liaison are often pulled into IEP meetings, but these staff are not necessarily trained in understanding the special education identification process or student and parental rights.

The lack of general information available for EL parents and inadequate interpretation for the screening process may be suppressing the identification rate for ELs. The Council's SPED Team found that, contrary to the concern expressed by leadership, EL students were under-identified for special education services. This may be the result of parental lack of knowledge and language barriers to learn about special education services. The district's improvement of EL instructional services should include reliable and valid identification and placement protocols, carried out by qualified staff who understand that English language acquisition is process that does not define disability or limit giftedness.

Recommendations

Meeting the needs of ELs in special education is a common challenge faced by all school districts due to the heightened complexity between how language is acquired and how disabilities are diagnosed. The diagnostic process for identifying disabilities is typically complex, but it becomes more so when diagnosing students whose dominant language is not English. Once diagnosed, however, the challenges for the district then involve having the necessary staff for services and instruction. For schools, the challenges involve the logistical challenges of master scheduling to meet the needs of ELs in special education. This is, however, a challenge that the district must ensure it overcomes as students are entitled to both their special education and language development services by law.

- Charge a working group comprising staff from ESS and ESL offices to review and enhance the guidance in the ESS Handbook for supporting, evaluating, and placing ELs suspected of having or who have been identified as having a disability. The guide currently includes general considerations such as language and culture without providing specific examples of how these might impact learning and assessment. For example, considerations such as time-in-program are not mentioned. The time a student has been in a US school influences their English proficiency level, their home language proficiency level if they are not receiving home language instruction as well as their level of acculturation. Cultural differences in discourse styles, developmental milestones, and attitudes towards and engagement in formal schooling are just a few characteristics that might impact adjustment to US schools.
- Charge a working group that includes the ESL, ESS, and Communications offices to develop a comprehensible parent information guide in the top languages spoken by ELs in the district to assist parents in understanding the special education rights, processes, and services.⁶⁵ Create videos, remote interpretation, and other forms of conveying important information, especially when in-person interpretation is not available for lower incidence languages.
- Ensure that highly qualified interpreters and translators are enlisted to provide parents with information at special education meetings and that translations of written information are accurate. Not all speakers of a language are qualified to provide translation and interpretation services and pulling staff from instructional duties not only denies students instructional time but may also provide parents with incomplete or inaccurate information.
- Charge the ESS office and the ESL Office to work with the Human Resources Office to strategically recruit multi-disciplinary teams (e.g., psychologists, occupational therapists, ESL teachers, etc.) with experience working with ethnically and racially diverse populations and diagnosticians who have experience with language acquisition. This team would implement the districtwide protocols and procedures for diagnosing and placing ELs with disabilities. The acute staff shortages in special

⁶⁵ See Portland Public Schools Multilingual Special Education toolkits
<https://www.youtube.com/watch?v=zWP5N7x80gA>

education and ESL areas would make it impossible for each school to do this on their own. Schools would, instead, request the multidisciplinary team to screen ELs for potential disabilities.

- Charge the ESL office to work with the office of ESS to develop and execute a plan to provide targeted professional development systemwide to improve the capacity of teachers and related services personnel with meeting the needs of ELs in special education. Priority areas of need would include:
 - Developing an understanding of second language acquisition to help ensure that ELs are not misdiagnosed as having speech-related disabilities
 - Cross cultural understanding about how disabilities are perceived to better work with EL parents to understand the process and the rights of their children and themselves
 - Use of valid and reliable assessment instrument and protocols when children are not proficient in English. This may include assessments in home language, if the child is proficient in this language or using assessment instruments that are less reliant on verbal responses. If standardized assessments are not available in the home language, informal measures like writing samples and oral language checklists can provide valuable information.

Appendix A. EL and Total Enrollment in Schools by Region and Grade Band, 2017 to 2022

Total enrollment is for students associated with school sites only.⁶⁶ Tables exclude former EBRPPS schools that were closed between SY 2017-18 and SY 2020-21, and thus not operating during SY 2021-22. Therefore, calculated district-wide and regional enrollment figures for years prior to SY 2021-22 may be lower than aggregated “official” totals reported to the state and elsewhere. The excluded closed schools are: AMIkids Baton Rouge; Broadmoor Middle School; Brookstown Middle; Children's Charter School; Eden Park Superintendent Academy; Greenville Superintendent's Academy; Howell Park Elementary School; Mentorship STEAM Academy; North Banks Middle School of Excellence; and Polk Elementary School.

Between SY 2017-18 and SY 2021-22, three schools had name changes—

- National Heritage Academy → Inspire Charter Academy;
- Jefferson Terrace Elementary School → Jefferson Terrace Academy; and
- Lee High School → Liberty High School.

For these schools, historical data prior to the name change were merged with data under the new name. Additionally, the previous name appears in parentheses next to the new name.

All enrollment data are from the Louisiana Department of Education’s website.⁶⁷

Broadmoor-Sherwood

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total
K-12																		
EBR Virtual Academy	1	11	9.1%	-	24	0.0%	-	15	0.0%	-	27	0.0%	27	1,358	2.0%	25	1,189	2.1%
Elementary																		
Audubon Elementary School	93	546	17.0%	78	526	14.8%	92	488	18.9%	76	427	17.8%	91	514	17.7%	89	516	17.2%
Broadmoor Elementary School	90	496	18.1%	82	519	15.8%	79	591	13.4%	66	546	12.1%	96	494	19.4%	101	504	20.0%

⁶⁶ Enrollment figures for “East Baton Rouge Central Office” in the LDOE data set were excluded.

⁶⁷ Louisiana Department of Education. (2022). *Student attributes*. <https://www.louisianabelieves.com/resources/library/student-attributes>

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total
Greenbrier Elementary School	5	355	1.4%	7	384	1.8%	4	372	1.1%	3	323	0.9%	4	312	1.3%	4	329	1.2%
LaBelle Aire Elementary School	167	651	25.7%	160	579	27.6%	190	564	33.7%	154	519	29.7%	150	510	29.4%	166	522	31.8%
Park Forest Elementary School	46	335	13.7%	42	397	10.6%	37	435	8.5%	40	459	8.7%	31	443	7.0%	36	454	7.9%
Riveroaks Elementary School	148	436	33.9%	179	485	36.9%	185	518	35.7%	195	518	37.6%	203	548	37.0%	208	562	37.0%
Twin Oaks Elementary School	112	502	22.3%	114	521	21.9%	114	501	22.8%	66	466	14.2%	87	435	20.0%	97	443	21.9%
Villa del Rey Elementary School	45	393	11.5%	45	429	10.5%	58	418	13.9%	31	379	8.2%	36	362	9.9%	36	363	9.9%
Middle																		
Park Forest Middle School	67	639	10.5%	74	619	12.0%	90	657	13.7%	76	690	11.0%	77	534	14.4%	77	531	14.5%
Sherwood Middle Academic Academy	7	767	0.9%	6	743	0.8%	6	785	0.8%	4	775	0.5%	6	736	0.8%	6	726	0.8%
High																		
Belaire High School	75	894	8.4%	72	723	10.0%	118	638	18.5%	133	681	19.5%	110	603	18.2%	116	593	19.6%
Broadmoor Senior High School	162	1,110	14.6%	198	1,109	17.9%	240	1,050	22.9%	221	948	23.3%	187	802	23.3%	195	794	24.6%
Northdale Superintendent's Academy	3	100	3.0%	3	89	3.4%	3	131	2.3%	-	98	0.0%	2	166	1.2%	3	209	1.4%
Region Total	1,021	7,235	14.1%	1,060	7,147	14.8%	1,216	7,163	17.0%	1,065	6,856	15.5%	1,107	7,817	14.2%	1,159	7,735	15.0%

Highland-Old South

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total
Early Childhood																		
Southdowns School	-	179	0.0%	-	198	0.0%	-	169	0.0%	-	108	0.0%	-	151	0.0%	-	168	0.0%
K-8																		
Mayfair Laboratory School	16	389	4.1%	11	435	2.5%	9	440	2.0%	5	462	1.1%	5	467	1.1%	6	459	1.3%
Elementary																		
Buchanan Elementary School	8	386	2.1%	5	376	1.3%	6	353	1.7%	11	405	2.7%	16	432	3.7%	19	443	4.3%
Highland Elementary School	104	372	28.0%	87	318	27.4%	95	318	29.9%	110	338	32.5%	103	271	38.0%	121	286	42.3%
Magnolia Woods Elementary School	99	536	18.5%	85	527	16.1%	84	503	16.7%	63	455	13.8%	64	475	13.5%	69	490	14.1%
University Terrace Elementary School	51	428	11.9%	49	381	12.9%	45	356	12.6%	25	216	11.6%	18	169	10.7%	17	182	9.3%
Wildwood Elementary School	181	584	31.0%	139	504	27.6%	153	539	28.4%	98	506	19.4%	97	474	20.5%	103	492	20.9%
Middle																		
Glasgow Middle School	40	463	8.6%	39	433	9.0%	57	532	10.7%	42	537	7.8%	36	511	7.0%	47	510	9.2%
McKinley Middle Magnet School	1	753	0.1%	1	696	0.1%	4	733	0.5%	2	743	0.3%	3	704	0.4%	2	689	0.3%
High																		
Liberty High School (Lee HS)	2	1,025	0.2%	6	1,081	0.6%	5	1,107	0.5%	8	1,177	0.7%	11	1,095	1.0%	11	1,079	1.0%
McKinley Senior High School	82	1,221	6.7%	74	1,146	6.5%	122	1,081	11.3%	117	1,012	11.6%	111	926	12.0%	116	936	12.4%

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total
Region Total	584	6,336	9.2%	496	6,095	8.1%	580	6,131	9.5%	481	5,959	8.1%	464	5,675	8.2%	511	5,734	8.9%

Mid-City

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total
Elementary																		
B. R. Foreign Language Acad. Immersion Magnet	5	410	1.2%	5	477	1.0%	5	478	1.0%	4	495	0.8%	2	510	0.4%	4	507	0.8%
Baton Rouge Center for Visual and Performing Arts	13	443	2.9%	9	451	2.0%	6	464	1.3%	3	475	0.6%	2	444	0.5%	2	429	0.5%
Belfair Montessori School	12	329	3.6%	4	312	1.3%	4	307	1.3%	1	288	0.3%	-	246	0.0%	-	248	0.0%
Bernard Terrace Elementary School	3	401	0.7%	5	364	1.4%	2	335	0.6%	1	320	0.3%	3	252	1.2%	2	261	0.8%
Capitol Elementary School	4	409	1.0%	4	363	1.1%	-	342	0.0%	-	319	0.0%	-	255	0.0%	-	282	0.0%
LaSalle Elementary School	78	524	14.9%	82	523	15.7%	86	565	15.2%	75	516	14.5%	73	452	16.2%	72	452	15.9%
Melrose Elementary School	8	457	1.8%	6	434	1.4%	6	403	1.5%	9	337	2.7%	10	334	3.0%	11	340	3.2%
Park Elementary School	-	294	0.0%	-	254	0.0%	-	290	0.0%	-	275	0.0%	-	274	0.0%	-	271	0.0%
The Dufrocq School	8	653	1.2%	1	591	0.2%	2	618	0.3%	-	571	0.0%	2	505	0.4%	-	497	0.0%
Westdale Heights Academic Magnet School	17	443	3.8%	5	444	1.1%	1	451	0.2%	3	443	0.7%	3	439	0.7%	3	436	0.7%

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total
Winbourne Elementary School	1	413	0.2%	1	447	0.2%	-	345	0.0%	1	330	0.3%	3	265	1.1%	3	296	1.0%
Middle																		
Capitol Middle School	2	503	0.4%	4	495	0.8%	28	528	5.3%	21	461	4.6%	31	611	5.1%	31	567	5.5%
Westdale Middle School	74	927	8.0%	71	889	8.0%	58	901	6.4%	55	854	6.4%	59	792	7.4%	64	808	7.9%
High																		
Arlington Preparatory Academy	1	78	1.3%	-	79	0.0%	-	75	0.0%	-	93	0.0%	-	76	0.0%	1	85	1.2%
Baton Rouge Magnet High School	1	1,499	0.1%	1	1,509	0.1%	3	1,482	0.2%	4	1,607	0.2%	2	1,562	0.1%	3	1,556	0.2%
Istrouma High School	3	507	0.6%	2	789	0.3%	10	952	1.1%	8	931	0.9%	8	760	1.1%	7	740	0.9%
Tara High School	134	1,043	12.8%	118	996	11.8%	153	923	16.6%	110	808	13.6%	102	726	14.0%	107	741	14.4%
Region Total	364	9,333	3.9%	318	9,417	3.4%	364	9,459	3.8%	295	9,123	3.2%	300	8,503	3.5%	310	8,516	3.6%

North

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total
Early Childhood																		
Delmont Pre-K and Kindergarten Center	-	244	0.0%	-	209	0.0%	-	189	0.0%	-	90	0.0%	-	147	0.0%	-	146	0.0%
Elementary																		
Brownfields Elementary School	4	297	1.3%	4	320	1.3%	1	325	0.3%	1	287	0.3%	4	275	1.5%	6	284	2.1%

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total
Claiborne Elementary School	5	523	1.0%	5	485	1.0%	6	449	1.3%	12	398	3.0%	31	506	6.1%	30	533	5.6%
Crestworth Elementary School	1	314	0.3%	1	320	0.3%	2	331	0.6%	-	260	0.0%	-	320	0.0%	-	341	0.0%
Forest Heights Academy of Excellence	-	440	0.0%	-	419	0.0%	-	403	0.0%	-	418	0.0%	-	416	0.0%	-	414	0.0%
Glen Oaks Park Elementary School	-	484	0.0%	-	529	0.0%	-	509	0.0%	2	476	0.4%	-	472	0.0%	1	475	0.2%
Merrydale Elementary School	11	430	2.6%	6	356	1.7%	6	310	1.9%	4	311	1.3%	7	247	2.8%	8	234	3.4%
Northeast Elementary School	6	309	1.9%	1	280	0.4%	1	276	0.4%	3	246	1.2%	5	211	2.4%	5	219	2.3%
Progress Elementary School	2	380	0.5%	1	344	0.3%	1	332	0.3%	-	336	0.0%	2	314	0.6%	-	320	0.0%
Ryan Elementary School	-	437	0.0%	-	403	0.0%	-	356	0.0%	-	317	0.0%	-	271	0.0%	1	273	0.4%
Sharon Hills Elementary School	4	299	1.3%	7	282	2.5%	6	328	1.8%	5	271	1.8%	7	208	3.4%	7	247	2.8%
White Hills Elementary School	-	149	0.0%	1	165	0.6%	-	151	0.0%	-	141	0.0%	1	95	1.1%	1	94	1.1%
Middle																		
Scotlandville Pre-Engineering Academy	-	467	0.0%	-	421	0.0%	-	395	0.0%	-	385	0.0%	-	246	0.0%	-	245	0.0%
High																		
Glen Oaks Senior High School	15	529	2.8%	12	511	2.3%	9	643	1.4%	6	684	0.9%	7	690	1.0%	9	666	1.4%
Northeast High School	6	482	1.2%	6	445	1.3%	6	446	1.3%	6	401	1.5%	9	374	2.4%	8	371	2.2%
Scotlandville Magnet High School	-	1,263	0.0%	2	1,137	0.2%	-	1,019	0.0%	3	961	0.3%	2	942	0.2%	1	876	0.1%
Region Total	54	7,047	0.8%	46	6,626	0.7%	38	6,462	0.6%	42	5,982	0.7%	75	5,734	1.3%	77	5,738	1.3%

Southeast

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total	ELs	Total Enroll	ELs as %-age of Total
K-8																		
Jefferson Terrace Academy (Jefferson Terrace Ele.)	56	441	12.7%	53	417	12.7%	62	461	13.4%	56	508	11.0%	72	586	12.3%	81	624	13.0%
Elementary																		
Cedarcrest-Southmoor Elementary School	147	643	22.9%	147	619	23.7%	171	684	25.0%	144	665	21.7%	151	657	23.0%	163	670	24.3%
Parkview Elementary School	76	619	12.3%	78	617	12.6%	65	617	10.5%	44	541	8.1%	42	506	8.3%	39	508	7.7%
Shenandoah Elementary School	45	625	7.2%	38	631	6.0%	42	625	6.7%	30	570	5.3%	29	662	4.4%	32	655	4.9%
Wedgewood Elementary School	48	581	8.3%	67	514	13.0%	59	483	12.2%	57	466	12.2%	57	468	12.2%	62	487	12.7%
Westminster Elementary School	38	405	9.4%	44	380	11.6%	42	377	11.1%	27	310	8.7%	33	281	11.7%	38	309	12.3%
Woodlawn Elementary	114	684	16.7%	86	658	13.1%	84	630	13.3%	75	631	11.9%	85	670	12.7%	92	692	13.3%
Middle																		
Southeast Middle School	96	705	13.6%	110	722	15.2%	159	935	17.0%	139	920	15.1%	163	938	17.4%	171	941	18.2%
Woodlawn Middle School	74	899	8.2%	82	947	8.7%	91	1,037	8.8%	82	1,050	7.8%	56	928	6.0%	62	937	6.6%
High																		
Woodlawn High School	92	1,113	8.3%	109	1,207	9.0%	142	1,340	10.6%	148	1,404	10.5%	144	1,388	10.4%	140	1,361	10.3%
Region Total	786	6,715	11.7%	814	6,712	12.1%	917	7,189	12.8%	802	7,065	11.4%	832	7,084	11.7%	880	7,184	12.2%

Multiple

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total
EBR Readiness Superintendent Academy	-	87	0.0%	4	87	4.6%	-	142	0.0%	1	73	1.4%	2	67	3.0%	4	214	1.9%

Charter

N/A indicates that school was not operating during the year.

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total
BASIS Baton Rouge	N/A	N/A	N/A	24	392	6.1%	25	527	4.7%	31	692	4.5%	N/A	N/A	N/A	N/A	N/A	N/A
BASIS Baton Rouge Materra Campus	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32	736	4.3%	35	739	4.7%
BASIS Baton Rouge Primary Mid City	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11	324	3.4%	13	316	4.1%
Community School For Apprenticeship Learning	-	278	0.0%	-	282	0.0%	-	299	0.0%	-	304	0.0%	-	306	0.0%	-	303	0.0%
CSAL Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	81	0.0%	-	141	0.0%	-	142	0.0%
Helix Aviation Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	55	0.0%	-	53	0.0%
Helix Legal Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	19	0.0%	-	19	0.0%
Helix Mentorship STEAM Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	425	0.2%	1	394	0.3%

	Oct. 2017			Oct. 2018			Oct. 2019			Oct. 2020			Oct. 2021			Feb. 2022		
	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total	ELs	Total Enrollment	ELs as %-age of Total
IDEA Bridge	N/A	N/A	N/A	10	524	1.9%	52	820	6.3%	74	1,059	7.0%	100	1,179	8.5%	101	1,118	9.0%
IDEA Innovation	N/A	N/A	N/A	17	337	5.0%	90	605	14.9%	141	771	18.3%	212	1,031	20.6%	224	953	23.5%
IDEA University Prep	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	502	0.2%	8	489	1.6%
Inspire Charter Academy (Natl. Heritage Acad.)	6	690	0.9%	7	630	1.1%	8	526	1.5%	10	551	1.8%	12	575	2.1%	12	574	2.1%
J. K. Haynes Charter Inc.	-	284	0.0%	-	230	0.0%	-	229	0.0%	-	219	0.0%	-	176	0.0%	-	177	0.0%
South Baton Rouge Charter Academy	108	590	18.3%	139	665	20.9%	207	780	26.5%	175	736	23.8%	210	843	24.9%	210	827	25.4%
The Emerge School for Autism	N/A	N/A	N/A	-	20	0.0%	-	32	0.0%	-	48	0.0%	-	48	0.0%	-	48	0.0%
Region Total	114	1,842	6.2%	197	3,080	6.4%	382	3,818	10.0%	431	4,461	9.7%	579	6,360	9.1%	604	6,152	9.8%

Appendix B. Enrollment of Schools in Feb. 2022

	Region	Total Enrollment	American Indian	Asian	Black	Hispanic	Hawaiian/Pacific Islander	White	Multiple Races (Non-Hispanic)	% EL	% Econ. Disad.
Arlington Preparatory Academy	Mid-City	85	-	3	70	2	-	9	1	1.2%	91.8%
Audubon Elementary School	Broadmoor-Sherwood	516	1	36	317	115	-	41	6	17.2%	88.6%
B. R. Foreign Language Acad. Immersion Magnet	Mid-City	507	5	26	212	43	1	203	17	0.8%	39.4%
BASIS Baton Rouge Materra Campus	Charter	739	2	94	150	57	2	404	30	4.7%	41.9%
BASIS Baton Rouge Primary Mid City	Charter	316	-	23	159	14	1	103	16	4.1%	55.4%
Baton Rouge Center for Visual and Performing Arts	Mid-City	429	-	25	254	15	5	109	21	0.5%	50.3%
Baton Rouge Magnet High School	Mid-City	1,556	4	328	460	129	2	618	15	0.2%	38.0%
Belaire High School	Broadmoor-Sherwood	593	-	9	417	153	-	10	4	19.6%	90.9%
Belfair Montessori School	Mid-City	248	1	3	224	13	-	5	2	0.0%	65.7%
Bernard Terrace Elementary School	Mid-City	261	1	-	245	3	1	9	2	0.8%	92.3%
Broadmoor Elementary School	Broadmoor-Sherwood	504	-	28	302	107	-	59	8	20.0%	90.1%
Broadmoor Senior High School	Broadmoor-Sherwood	794	1	44	487	214	-	43	5	24.6%	88.9%
Brownfields Elementary School	North	284	-	-	261	10	-	9	4	2.1%	93.3%
Buchanan Elementary School	Highland-Old South	443	-	43	340	29	-	20	11	4.3%	79.7%
Capitol Elementary School	Mid-City	282	-	-	277	1	1	1	2	0.0%	96.1%
Capitol Middle School	Mid-City	567	-	-	516	48	-	3	-	5.5%	96.5%
Cedarcrest-Southmoor Elementary School	Southeast	670	5	7	403	208	-	37	10	24.3%	91.5%
Claiborne Elementary School	North	533	-	1	480	43	-	7	2	5.6%	96.4%
Community School For Apprenticeship Learning	Charter	303	-	-	302	-	-	-	1	0.0%	85.1%
Crestworth Elementary School	North	341	1	-	338	1	-	1	-	0.0%	95.6%
CSAL Elementary	Charter	142	-	-	139	-	-	1	2	0.0%	90.8%

	Region	Total Enrollment	American Indian	Asian	Black	Hispanic	Hawaiian/Pacific Islander	White	Multiple Races (Non-Hispanic)	% EL	% Econ. Disad.
Delmont Pre-K and Kindergarten Center	North	146	1	-	140	4	-	1	-	0.0%	96.6%
EBR Readiness Superintendent Academy	Multiple	214	1	-	198	6	-	5	4	1.9%	97.2%
EBR Virtual Academy	Broadmoor-Sherwood	1,189	6	12	1,020	56	2	82	11	2.1%	90.7%
Forest Heights Academy of Excellence	North	414	-	1	405	2	-	5	1	0.0%	79.0%
Glasgow Middle School	Highland-Old South	510	1	63	284	68	6	77	11	9.2%	71.6%
Glen Oaks Park Elementary School	North	475	-	-	471	2	-	2	-	0.2%	92.6%
Glen Oaks Senior High School	North	666	-	-	641	15	2	6	2	1.4%	95.8%
Greenbrier Elementary School	Broadmoor-Sherwood	329	1	3	306	6	-	3	10	1.2%	91.2%
Helix Aviation Academy	Charter	53	-	-	49	1	-	3	-	0.0%	88.7%
Helix Legal Academy	Charter	19	-	-	19	-	-	-	-	0.0%	84.2%
Helix Mentorship STEAM Academy	Charter	394	-	-	384	4	-	4	2	0.3%	88.8%
Highland Elementary School	Highland-Old South	286	-	1	111	157	-	14	3	42.3%	89.2%
IDEA Bridge	Charter	1,118	-	6	940	137	-	30	5	9.0%	93.9%
IDEA Innovation	Charter	953	2	13	577	309	1	43	8	23.5%	86.6%
IDEA University Prep	Charter	489	-	-	472	12	-	1	4	1.6%	94.9%
Inspire Charter Academy	Charter	574	2	-	544	19	1	6	2	2.1%	94.9%
Istrouma High School	Mid-City	740	-	-	707	24	-	8	1	0.9%	93.6%
J. K. Haynes Charter Inc.	Charter	177	-	-	176	1	-	-	-	0.0%	96.0%
Jefferson Terrace Academy	Southeast	624	4	7	422	128	-	54	9	13.0%	88.6%
LaBelle Aire Elementary School	Broadmoor-Sherwood	522	-	8	291	217	-	5	1	31.8%	95.2%
LaSalle Elementary School	Mid-City	452	-	20	266	92	1	68	5	15.9%	78.1%
Liberty High School	Highland-Old South	1,079	1	28	820	82	4	127	17	1.0%	64.2%
Magnolia Woods Elementary School	Highland-Old South	490	-	6	354	107	-	18	5	14.1%	90.0%
Mayfair Laboratory School	Highland-Old South	459	3	35	133	32	2	232	22	1.3%	36.8%

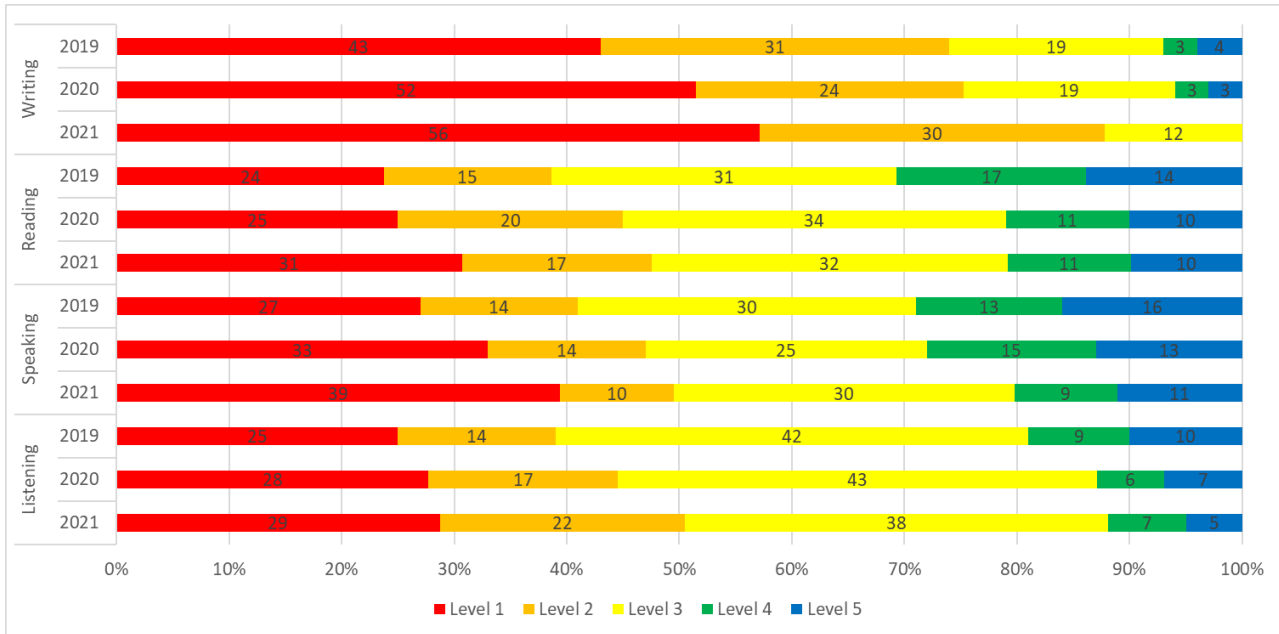
	Region	Total Enrollment	American Indian	Asian	Black	Hispanic	Hawaiian/Pacific Islander	White	Multiple Races (Non-Hispanic)	% EL	% Econ. Disad.
McKinley Middle Magnet School	Highland-Old South	689	-	12	581	32	2	56	6	0.3%	72.6%
McKinley Senior High School	Highland-Old South	936	-	8	740	146	-	35	7	12.4%	86.1%
Melrose Elementary School	Mid-City	340	-	1	317	17	-	4	1	3.2%	97.9%
Merrydale Elementary School	North	234	-	-	221	13	-	-	-	3.4%	97.9%
Northdale Superintendent's Academy	Broadmoor-Sherwood	209	-	-	202	3	1	3	-	1.4%	97.6%
Northeast Elementary School	North	219	-	-	147	9	-	53	10	2.3%	90.4%
Northeast High School	North	371	1	1	305	13	-	44	7	2.2%	84.4%
Park Elementary School	Mid-City	271	-	-	264	2	-	4	1	0.0%	95.2%
Park Forest Elementary School	Broadmoor-Sherwood	454	-	9	369	64	-	9	3	7.9%	89.6%
Park Forest Middle School	Broadmoor-Sherwood	531	1	4	409	102	1	9	5	14.5%	94.5%
Parkview Elementary School	Southeast	508	1	63	258	19	4	150	13	7.7%	74.2%
Progress Elementary School	North	320	-	-	316	3	-	1	-	0.0%	97.2%
Riveroaks Elementary School	Broadmoor-Sherwood	562	1	15	234	269	-	41	2	37.0%	92.7%
Ryan Elementary School	North	273	-	-	272	1	-	-	-	0.4%	97.1%
Scotlandville Magnet High School	North	876	-	-	863	7	-	3	3	0.1%	90.2%
Scotlandville Pre-Engineering Academy	North	245	-	-	240	4	-	1	-	0.0%	89.8%
Sharon Hills Elementary School	North	247	-	-	231	13	-	2	1	2.8%	96.4%
Shenandoah Elementary School	Southeast	655	-	69	241	57	1	253	34	4.9%	61.4%
Sherwood Middle Academic Academy	Broadmoor-Sherwood	726	1	139	304	67	2	203	10	0.8%	58.3%
South Baton Rouge Charter Academy	Charter	827	-	3	476	263	3	76	6	25.4%	86.3%
Southdowns School	Highland-Old South	168	-	8	117	13	-	29	1	0.0%	78.6%
Southeast Middle School	Southeast	941	5	39	583	218	5	77	14	18.2%	88.5%
Tara High School	Mid-City	741	-	20	546	124	-	44	7	14.4%	89.5%

	Region	Total Enrollment	American Indian	Asian	Black	Hispanic	Hawaiian/Pacific Islander	White	Multiple Races (Non-Hispanic)	% EL	% Econ. Disad.
The Dufrocq School	Mid-City	497	1	11	408	18	-	50	9	0.0%	75.9%
The Emerge School for Autism	Charter	48	-	2	28	6	-	11	1	0.0%	66.7%
Twin Oaks Elementary School	Broadmoor-Sherwood	443	-	33	250	134	4	16	6	21.9%	91.6%
University Terrace Elementary School	Highland-Old South	182	-	-	157	20	1	3	1	9.3%	98.4%
Villa del Rey Elementary School	Broadmoor-Sherwood	363	-	9	279	58	-	14	3	9.9%	88.7%
Wedgewood Elementary School	Southeast	487	1	13	320	102	-	32	19	12.7%	93.6%
Westdale Heights Academic Magnet School	Mid-City	436	3	55	154	21	-	192	11	0.7%	34.4%
Westdale Middle School	Mid-City	808	2	8	579	131	2	76	10	7.9%	80.4%
Westminster Elementary School	Southeast	309	-	11	219	46	2	21	10	12.3%	89.0%
White Hills Elementary School	North	94	-	-	81	9	-	3	1	1.1%	91.5%
Wildwood Elementary School	Highland-Old South	492	1	51	211	139	8	64	18	20.9%	72.8%
Winbourne Elementary School	Mid-City	296	-	-	284	4	-	2	6	1.0%	98.3%
Woodlawn Elementary	Southeast	692	1	17	334	165	-	159	16	13.3%	73.7%
Woodlawn High School	Southeast	1,361	8	45	829	202	4	254	19	10.3%	75.0%
Woodlawn Middle School	Southeast	937	2	36	539	150	2	194	14	6.6%	75.9%
East Baton Rouge Central Office	N/A	145	0	3	96	16	1	29	0	0.0%	76.6%
Total	N/A	72	1,558	29,087	5,366	75	4,703	557	72	8.6%	81.1%

Source: Louisiana Department of Education. (2022). *Student attributes*. <https://www.louisianabelieves.com/resources/library/student-attributes>

Appendix C. ELPT Performance by Language Domain in Selected Specific Grades

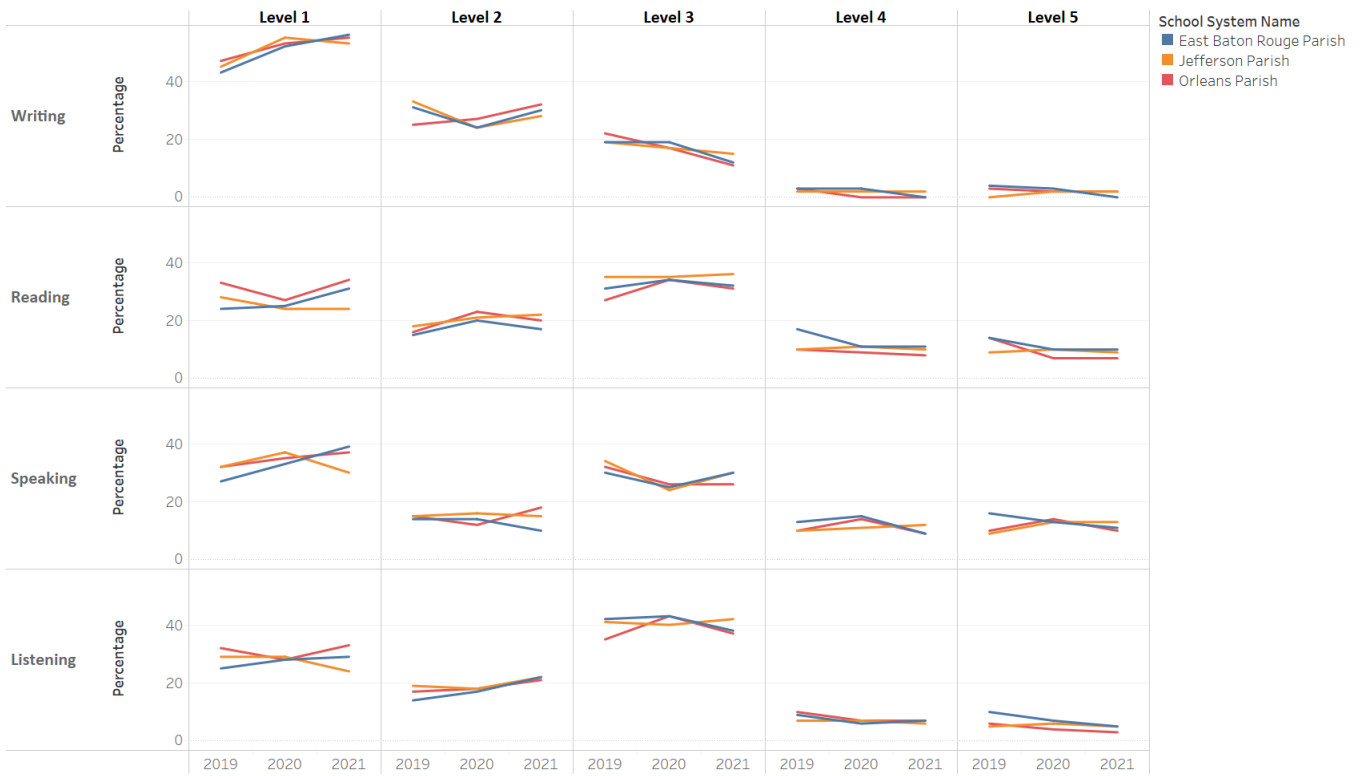
Figure 22. Percentage of Kindergarten ELs in EBRPPS by ELPT Domain Scores, 2019 to 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

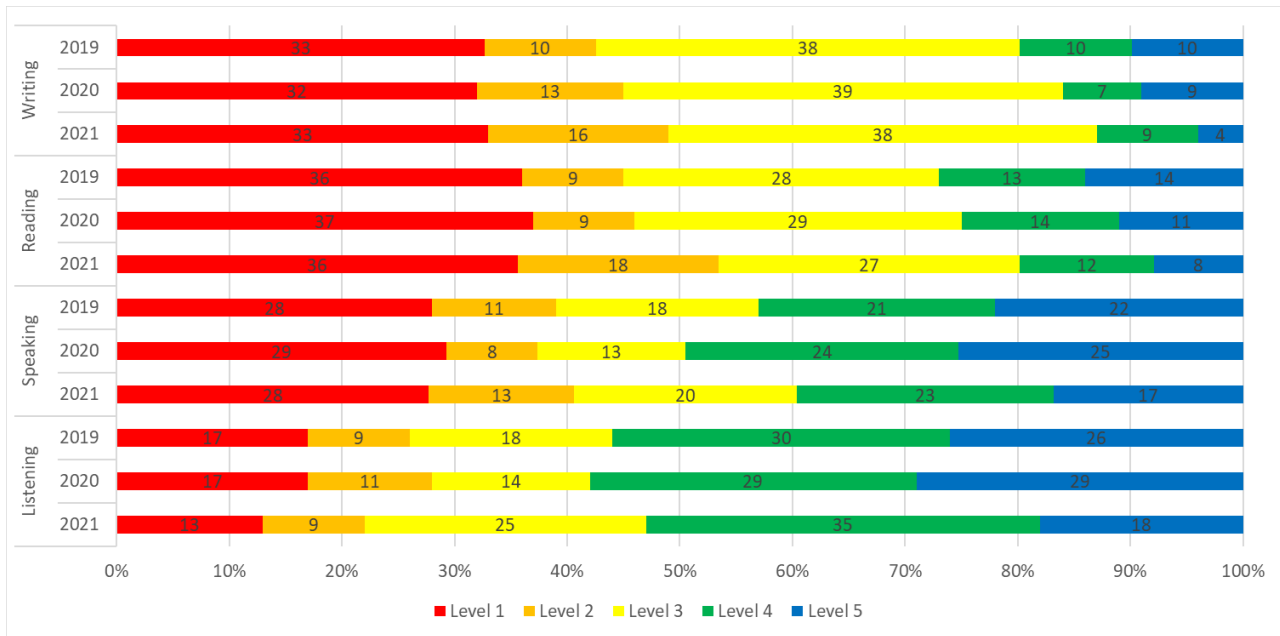
Note: System-level data includes charters.

Figure 23. Percentage of Kindergarten ELs in EBRPPS and Comparison Districts by ELPT Domain Scores, 2019 to 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 24. Percentage of Grade 4 ELs in EBRPPS by ELPT Domain Scores, 2019 to 2021



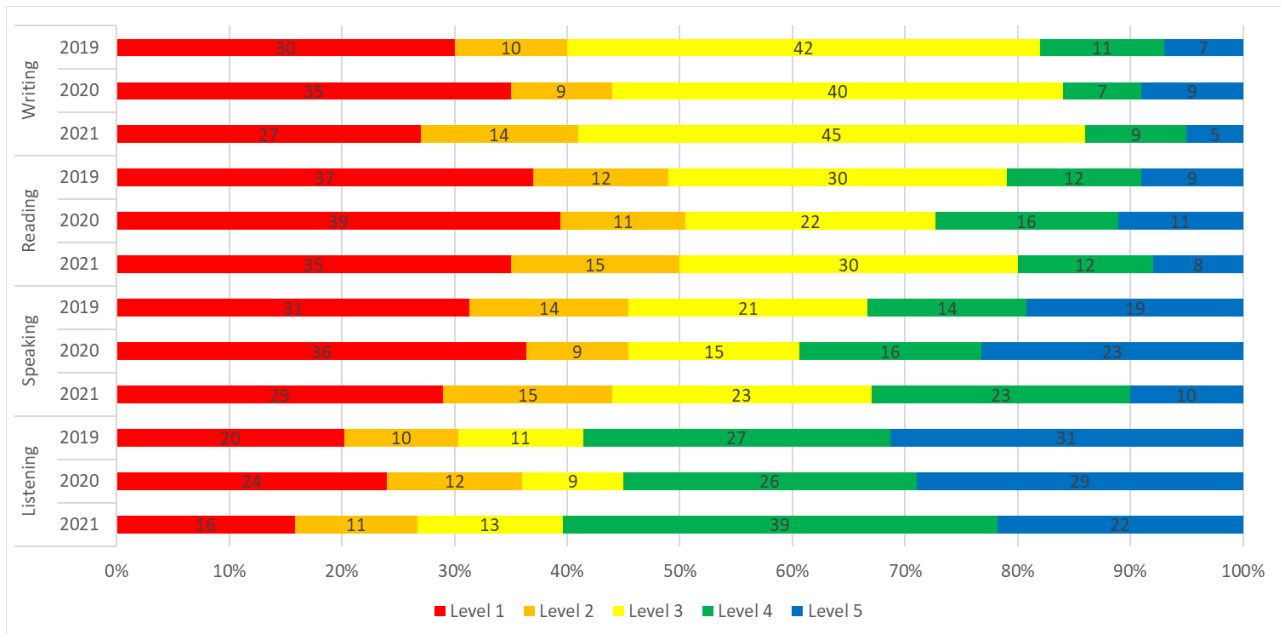
Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 25. Percentage of Grade 4 ELs in EBRPPS and Comparison Districts by ELPT Domain Scores, 2019 to 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 26. Percentage of Grade 5 ELs in EBRPPS by ELPT Domain Scores, 2019 to 2021



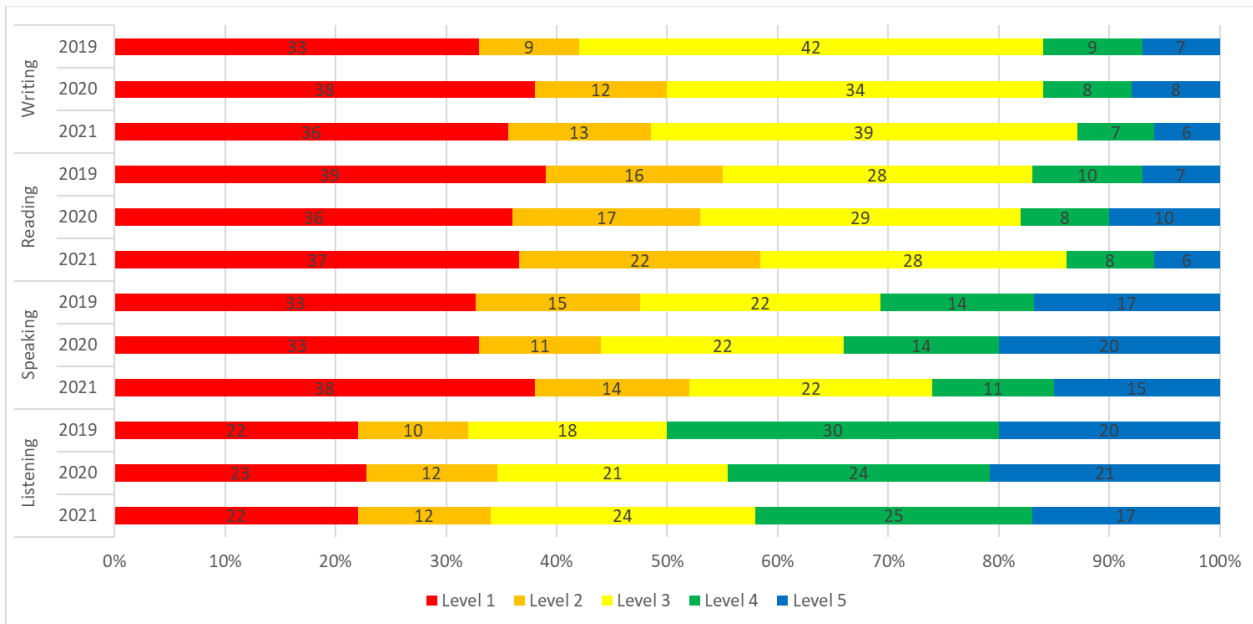
Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 27. Percentage of Grade 5 ELs in EBRPPS and Comparison Districts by ELPT Domain Scores, 2019 to 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 28. Percentage of Grade 6 ELs in EBRPPS by ELPT Domain Scores, 2019 to 2021



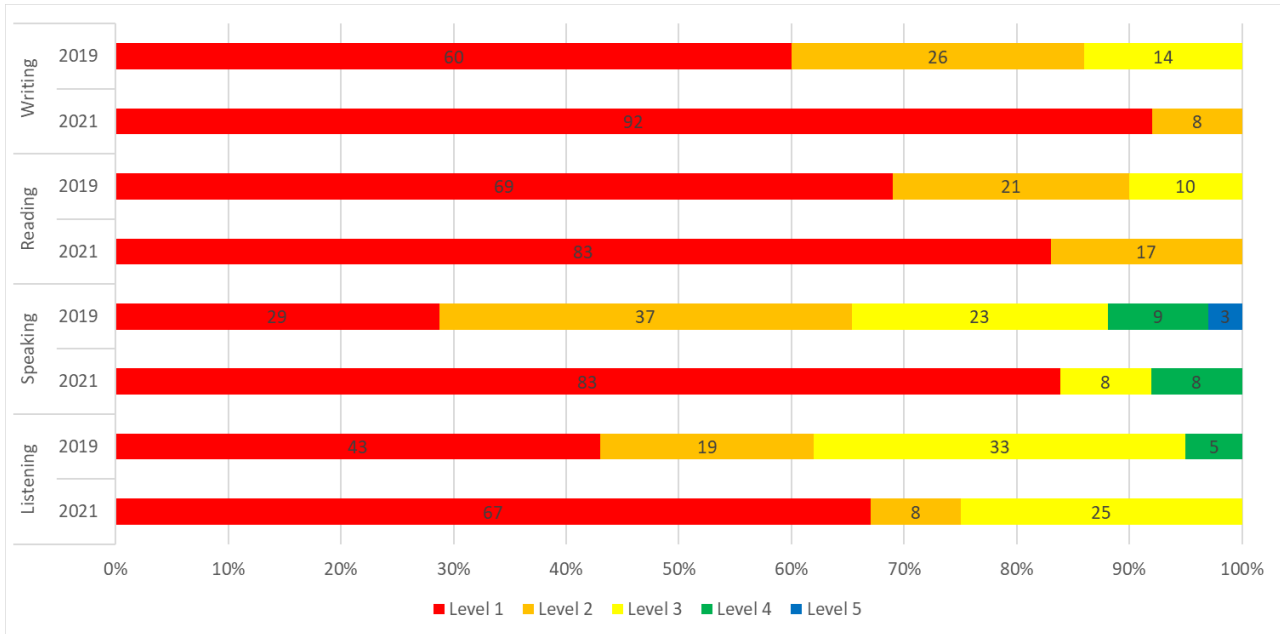
Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 29. Percentage of Grade 6 ELs in EBRPPS and Comparison Districts by ELPT Domain Scores, 2019 to 2021



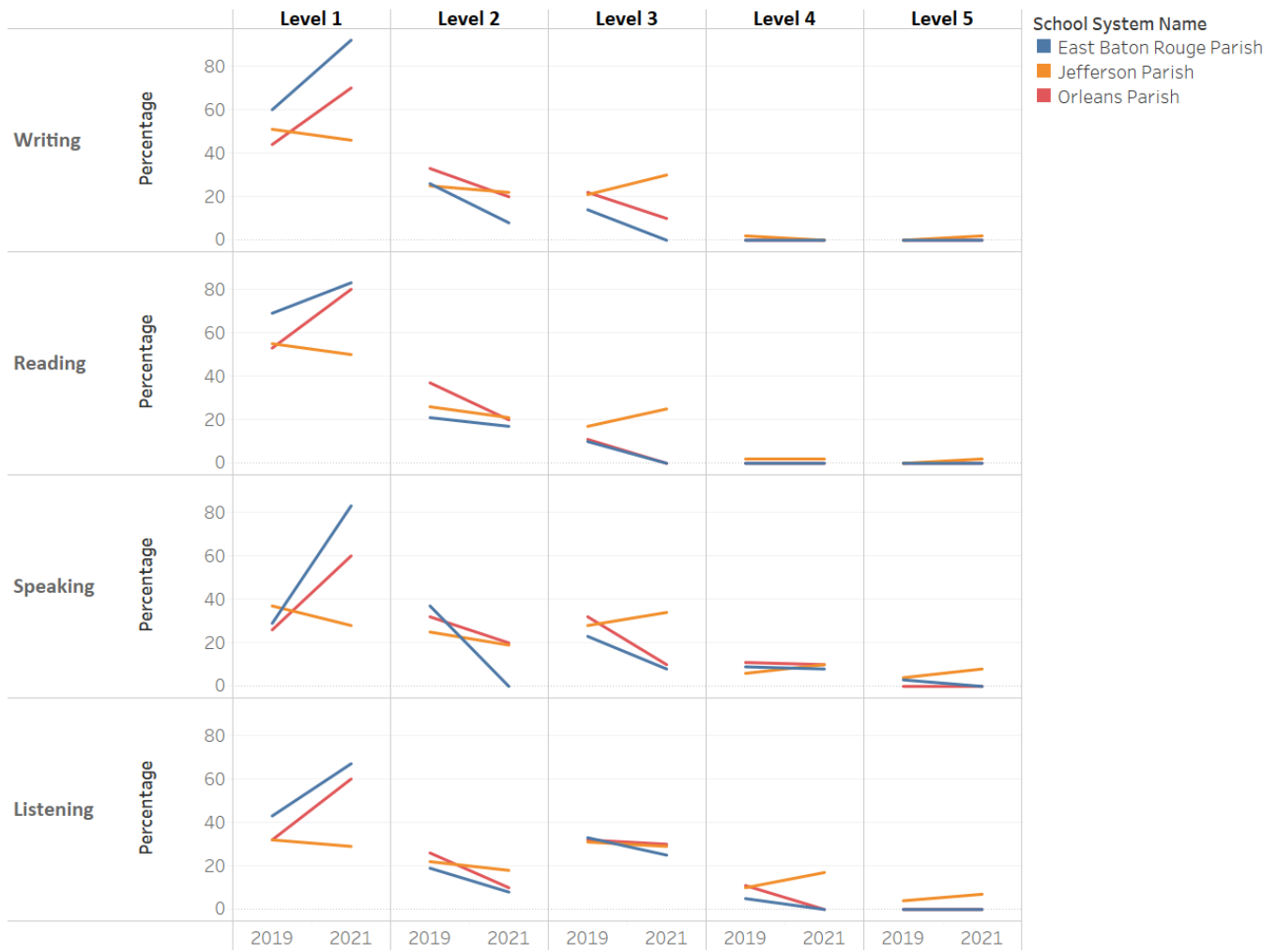
Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 30. Percentage of Grade T9 ELs in EBRPPS by ELPT Domain Scores in 2019 and 2021



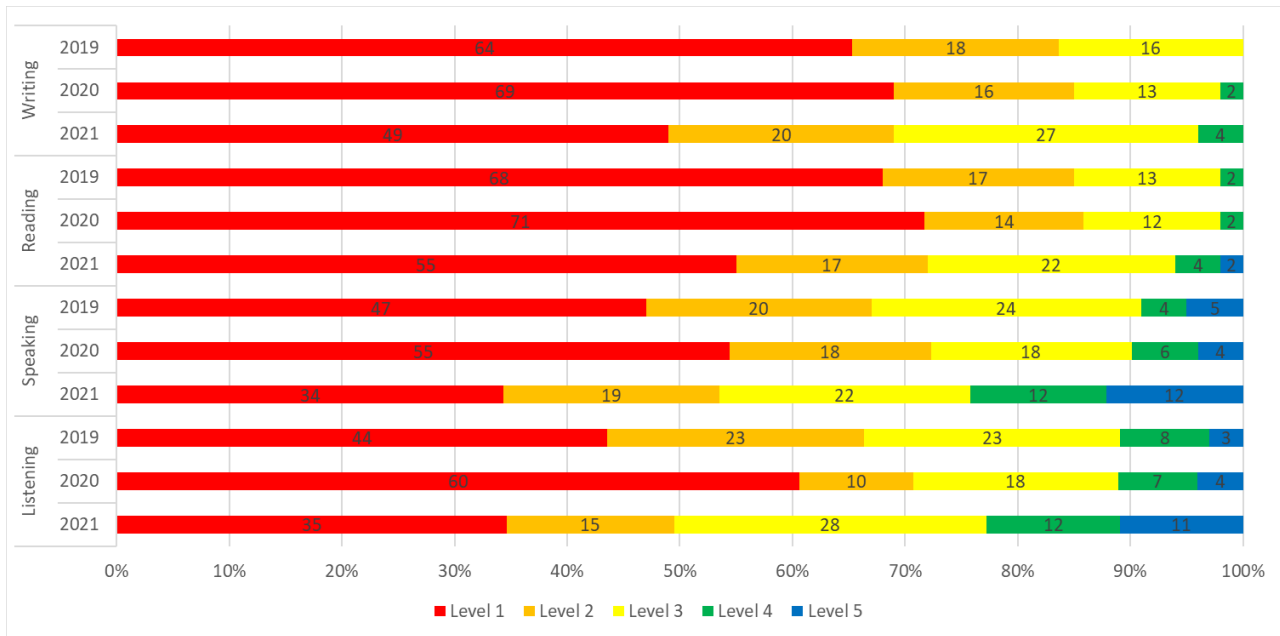
Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 31. Percentage of Grade T9 ELs in EBRPPS and Comparison Districts by ELPT Domain Scores in 2019 and 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 32. Percentage of Grade 9 ELs in EBRPPS by ELPT Domain Scores, 2019 to 2021



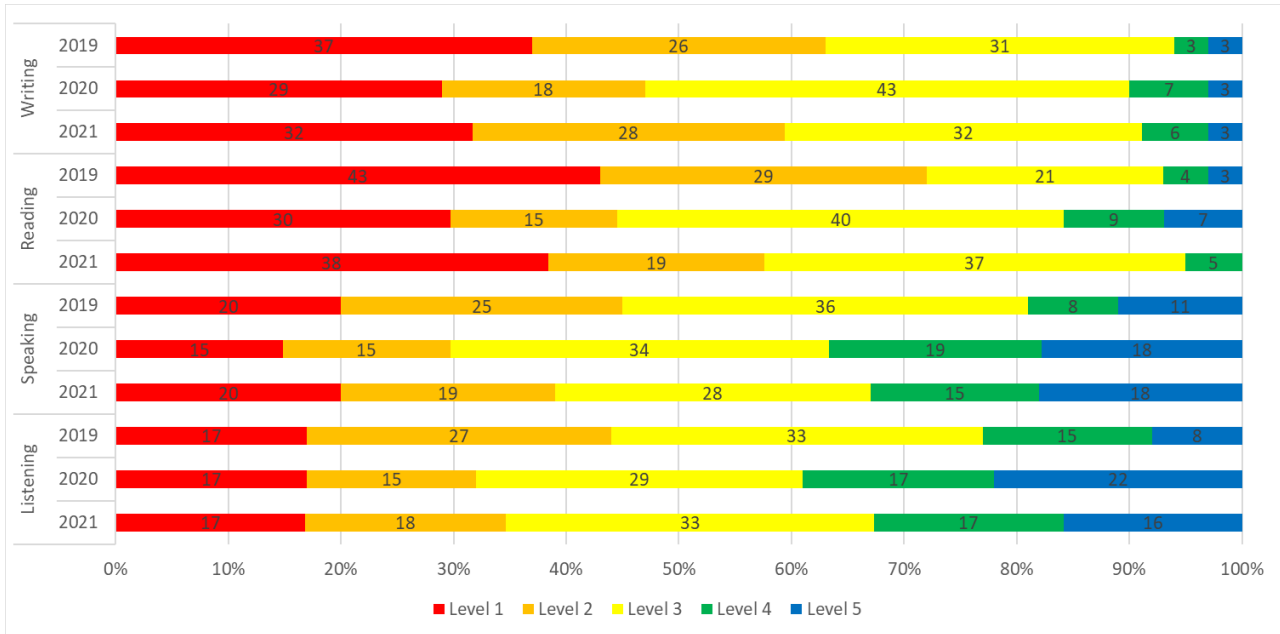
Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 33. Percentage of Grade 9 ELs in EBRPPS and Comparison Districts by ELPT Domain Scores, 2019 to 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 34. Percentage of Grade 11 ELs in EBRPPS by ELPT Domain Scores, 2019 to 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Figure 35. Percentage of Grade 11 ELs in EBRPPS and Comparison Districts by ELPT Domain Scores, 2019 to 2021



Source: Council analysis of LDOE data. Louisiana Department of Education. (2021). *Elementary and middle school performance*. <https://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance>

Appendix D. Individuals Interviewed

Sito Narcisse, Superintendent
Michael Robinson, Chief Academic Officer
Arcelius Brickhouse, Jr., Interim Chief of Schools
Caron Smith, Chief of Staff
Andrea O'Konski, Chief Officer of Accountability & Assessments
Amy Jones, Chief of Technology
Alexandra Stubbs, Chief of Communications and Community Relations
Frank Chester, Chief Operation Officer
Kasey Ward, Student Data System Manager
Trey Earle, Director of Data
Barbara Lashley, Chief of Literacy
Stacey Dupre, Chief Officer of Supports & Special Projects
Corie Buras, MTSS Director
Shenoa Webb, Director of Early Childhood Education
Tirza Fernandez- Brazier, Director of School Counseling
Theresa Porter, Director of Magnet Schools
Nikki Washington, ED Tech
Sahara Haney, Coordinator-Instructional Technology
Brandy Williams, Director of Gifted & Talented
Marcil Seals, Curriculum Resource Coordinator
Charie D. Worley, Supervisor of English Language Arts
Justin Robicheaux, Supervisor of Math
Kristen Antoine-Morse, Supervisor of Science
Rochell Anderson, Director of Professional Development
Shonel LeDuff, Director of Teacher Effectiveness
Nicola Hall, Chief of Human Resources
Cesar Rico, Executive Director of ESL
Shawnda Floyd, ESL School and Parent Resource Liaison
Amy Pan, ESL District Instructional Specialist
Mara Girona Dodd, ESL School Counselor
Anita Harleaux, ESL District Instructional Specialist
Sandra Bethley, Director of Federal Programs
Maricel Salvacion, Coordinator of Title I
Christina Anderson, Director of Equity & Diversity
Vickey Silas, Deputy Chief of Policy
Valencea Johnson, EBR Association of Educators
Tia Mills, Louisiana Association of Educators – LAE
Cynthia Chesterfield, Families Helping Families
Ursula Brown, Family/Community Support
Demetric Alexander, Executive Director
Larry James, Executive Director

Mandy LeCerte, Executive Director
Christal Aguillard-Sylvan, Executive Director
Stacy Bradford, Executive Director
Shalika Scott, Executive Director
Milton Batiste, Executive Director
Laura Williams, Executive Director
Lashawn Stewart, Elementary Principal
Joni Roberts, Elementary Principal
Tevion Ross, Elementary Principal
Erica Aguillard, Elementary Principal
Terrie Junda, Elementary Principal
Lontarris Williams, Elementary Principal
Sharon Thomas, Elementary Principal
Mary Slack, Elementary Principal
Daniel Edwards, Elementary Principal
Richard Rattliffe, Elementary Principal
Veronica Sanders, Elementary Principal
Erin Howard, Middle School Principal
Zane Whittington, Middle School Principal
Raquel Brown, Middle School Principal
Hillary Greer, Middle School Principal
Curtis Walker, Middle School Principal
Rodney Coates, Middle School Principal
Margot Morgan-Forbes, High School Principal
Robert Signater, Sr., High School Principal
John Hayman, High School Principal
Esrom Pitre, High School Principal
Verdie Batiste, High School Principal
Sherwanda Johnson, High School Principal
Dominique Gibbs, Elementary General Education Teachers
Parrish Riddle, Elementary General Education Teachers
Courtney Robichaux, Elementary General Education Teachers
Brittany Barber, Elementary General Education Teachers
Dedra Breaux, Elementary General Education Teachers
Dawn Gray, Elementary General Education Teachers
Dorcas Falodun, Middle/High School General Education Teachers
Nikita Lacour-Dukes, Middle/High School General Education Teachers
Kristin Guidry, Middle/High School General Education Teachers
Amparo Torralba, Translator/Parent Liaison
Orlando Cervantes, Translator/Parent Liaison
Guillermo Acosta, Translator/Parent Liaison
Rhashan Brazelton, Translator/Parent Liaison
Adam Melendez, Translator/Parent Liaison
Alexandra Chenevert, ESL Specialist (School Based)

Laverne Simoneaux, ESL Specialist (School Based)
Maribel Jackson, ESL Paraprofessional
Lily Merida, ESL Paraprofessional
Cynthia Sampey, Director of Accountability
Eric Johnson, Student Data Assignment Analyst
Mariela Banegas, Parent
Marly Flores, Parent
Yenifer Alvarado, Parent
Carmen Rubio, Parent
Medeisey Padron (Gisselle Domínguez), Parent
Brenda Pena, Project Manager-Literacy-ESS/ESL
April Hampton, Special Education Advisory Council (SEAC)
Adrian Deschamps, Special Education Advisory Council (SEAC)
Angela Harmon, Special Education Advisory Council (SEAC)
Kelly Lopez, Chief Financial Officer
Tirzah Smith, Director of Child Welfare and Attendance

Appendix E. Documents Submitted by EBRPPS for EL Review

- Division of Academics Organization Chart
- Covid Learning Loss (CLL) Professional Development Data as of 10/26/21 (Dashboard)
- ELA Grade 3 2021-2022 Wit & Wisdom (Curriculum Guide)
- ELA Grade 4 2021-2022 Wit & Wisdom (Curriculum Guide)
- ELA Grade 3 2021-2022 Guidebooks (Curriculum Guide)
- ELA Grade 4 2021-2022 Guidebooks (Curriculum Guide)
- EBRPPS Special Education Curriculum and Instruction (Document with Various Links)
- English 1 Grade 9 2021-2022 (Curriculum Guide)
- ELA Grade 7 2021-2022 myPerspectives (Curriculum Guide)
- ELA Grade 8 2021-2022 myPerspectives (Curriculum Guide)
- Description of Mathematics Instructional Approaches & List of Instructional Materials
- Pacing Calendar Document
- 2022-2023 Magnet Programs Catalog
- 2021-2026 Magnet Strategic Plan
- Magnet Programs Grant Implementation Audit 2019-2020
- EBR Parish Schools High School AP Offerings
- Division of Literacy Organizational Chart 2022
- 2021-2022 Literacy Implementation Plan
- EBRPPS ESL Organizational Chart
- 2021 Comprehensive and Urgent Intervention Labels (LDOE)
- ESEA/ESSA Title III Monitoring Checklist (April 17, 2020)
- 2021-2022 Proposed Revenue/Expenditure Budget Function Summary (20 – Special Funds)
- Content-Based English as a Second Language (Service Description)
- Dual Language Two-Way Immersion Program Handbook
- ELA List of Curriculum Resources and Supplemental Programs
- English as a Second Language (ESL)/ English Language Development (ELD) (Service Description)
- Sheltered Instruction (Service Description)
- ESL Department Optional Pathways for HS EL Students with Extenuating Circumstances
- 2018-2019 Pupil Progression Plan (Title III Monitoring Artifact)
- Written Procedures of EL Student Identification (Title III Monitoring Artifact)
- Agendas, Sign-In Sheets, Meeting Notes and PPTs of Trainings on EL Student Identification Procedures (Title III Monitoring Artifact)
- EL Registration Documents Checklist (Title III Monitoring Artifact)
- Samples of Completed Screener Forms (Title III Monitoring Artifact)
- Systematic Programs in the LIEP (Title III Monitoring Artifact)
- EL Identification Flowchart (Title III Monitoring Artifact)
- List of ESL Certified and Non-Certified ESL Instructional Specialists 2018-2019 (Title III Monitoring Artifact)
- ESL Program Daily Work Log (Title III Monitoring Artifact)

- Waiver of EL Services (Title III Monitoring Artifact)
- Alternative Programs and Services for Students who Waived EL Services (Title III Monitoring Artifact)
- Number and Percentage identified ELs who Waived EL Services 2018-2019 (Title III Monitoring Artifact)
- Description of Academic Monitoring Process for Students who Waived EL Services (Title III Monitoring Artifact)
- Copies of Extracurricular Program Notification and Recruitment Documents in Languages Other than English (Title III Monitoring Artifact)
- EL Family Night and Event Flyers (Title III Monitoring Artifact)
- English as a Second Language Plan 2021-2022
- ESL District Compliance Presentation
- ESL Department Student, School, and Family Guidelines
- Assessment and Evaluation for ELL Students
- Special Education Evaluation Process
- ESL Academic Plan, Updated 9/28/2021
- 2019-2020 Accountability Policy Update: Measuring Progress of English Learners – Summit June 2019
- Louisiana Student Standards Connectors for English Learners (ELs) March 2016
- Special Education and Related Services Procedural Handbook January 2021
- 2019-2020 Title I Parent Meeting Dates
- Sign-Up Forms for EL Parent Engagement Events (Google Form)
- EBR Translation and Interpretation Requests (Google Form)
- EL Parent Engagement Event Flyers (Cinco de Mayo, Technology Training, etc.)
- ESL Parent Family Engagement 2020-21 (Workshop Names, Dates, Total Attendees)
- ESL Parent Live Virtual Meetings (January 2021)
- ESSER III Action I ESL 2021-2022
- General Fund Book – Instructional Staff Training Services
- List of ESL Certified and Non-Certified ESL Instructional Specialists 2019-2020
- List of ESL Certified and Non-Certified ESL Instructional Specialists 2020-2021
- ESL Instructional Specialist Position Description
- Paraprofessional-Interpreter/Translator Position Description
- Teacher Bill of Rights
- Connecting 3Ls™ to English Language Development Standards & Frameworks (CGCS)
- Supporting Newcomer and Beginner English Learners Curriculum Guidance (LDOE)
- 2019-20 ELPT Roster Data
- 2020-21 ELPT Roster Data
- 2017 ELDA Data
- 2017 ELPT Data
- 2018 ELPT Data
- 2019 ELPT Data
- 2019 ELPT Grades K-12 Assessment Results (LDOE)
- 2020 ELPT Grades K-12 Assessment Results (LDOE)
- FAQs about the ELPT and ELPS (LDOE)
- ELPT Summative Results for Spring 2021
- ELPT TIDE Proficient Rates

- ESL 4 Year Scores
- 2021-2022 Pupil Progression Plan
- Elementary School Principal Job Description
- ELA Grade Pre-K 2021-2022 (Curriculum Guide)
- List of Certified Bilingual Faculty and Staff
- Getting Started on the CGCS Professional Learning Platform (CGCS)
- ESL Department Roles and Responsibilities
- Listing of Principals, ESL Specialists, Paraprofessionals, and Parent Liaisons by School (10/27/2021)
- English Learner Guidebook: Changing Educational Outcomes for English Learners (LDOE)
- Office of Higher Education and Teacher Certification English as a Second Language Add-On
- ESL Department Timeline of Events (Updated 9/9/2021)
- English Learner Services Waiver Form
- Strategies for Increasing ELPT Scores Five Year Plan (2021-2026)
- Lau Plan
- 2021-22 Student Handbook
- Board Agenda 9/17/2020 Personnel Changes
- Board Agenda 12/12/2019 ESL Primetime Shell Grant at Wildwood ES
- Board Agenda 6/21/2018 Request for Approval of Paraprofessional-Interpreter/Translator Job Description
- Board Agenda 7/18/2019 Redesign Grant
- ESL District Board Policy
- Samples of Lesson Plans/Templates (Title III Monitoring Artifact)
- Supplemental Resources Training Rosters (Title III Monitoring Artifact)
- Parent Meeting Agendas and Sign-In Sheets (Title III Monitoring Artifact)
- 2018-2019 Title III ESL Program Professional Development Schedule (Title III Monitoring Artifact)
- Professional Development Feedback and Reflections Form (Title III Monitoring Artifact)
- Workshop Evaluation Form (Title III Monitoring Artifact)
- School Site Instruction, Professional Development, and Parent/Family Monitoring Form (Title III Monitoring Artifact)
- English as a Second Language Plan 2017-2018
- 2017-2018 Pupil Progression Plan (Title III Monitoring Artifact)
- 2017-2018 English Language Learners Accommodation Form (Title III Monitoring Artifact)
- ELL Student Count by School May 2018 (Title III Monitoring Artifact)
- ELPT 2018 Number of Test-Takers by Grade (Title III Monitoring Artifact)
- LEAP 2025 Number of Test-Takers by Grade (Title III Monitoring Artifact)
- JCampus LEP Information (Title III Monitoring Artifact)
- Title III Parent Notification Letter (Title III Monitoring Artifact)
- Registration Procedures for Students with a Home Language Other than English Memo (Title III Monitoring Artifact)
- LAS-Links Assessment Memo for Kindergarten Students and Potential ELLs Currently Enrolled in Pre-K (Title III Monitoring Artifact)
- Student Registration and Data Verification Form (Title III Monitoring Artifact)
- Student Home Language Survey (Title III Monitoring Artifact)

- English as a Second Language Program Evaluation Report 2018-19 to 2020-21 School Years (IDRA. August 2021) (Title III Monitoring Artifact)
- EL Students Demonstrating Top Growth 2018-19 (Title III Monitoring Artifact)
- Services for English Learners Guiding Questions (Title III Monitoring Artifact)
- English Learner Coach Toolkit Tool #4 Observation Feedback Checklist (LDOE)
- ESL Specialist Coaching Checklist
- Gifted and Talented Programs Policies and Procedures Handbook
- Bulletin 112 – Louisiana Connectors for English Language Learners
- Bulletin 1508 – Pupil Appraisal Handbook
- Bulletin 1530 – Louisiana’s IEP Handbook for Students with Exceptionalities
- Bulletin 741 – Louisiana Handbook for School Administrators
- ANet Diagnostic Performance Reports
- LEAP 2025 District Comparison of Proficiency and Mastery Achievement Levels – Grades 3-8 and High School, SY 2019 and 2021
- High School Graduation Rates by Subgroup, SY 2020
- District Assessments FAQ
- Dates to Remember Training & Testing 2021-2022
- Louisiana Leader Performance Evaluation Rubric (LDOE)
- Middle School Assistant Principal Job Description
- Central Office Personnel Evaluation Process and Tools
- Principals and Assistant Principals Evaluation Process and Tools
- Teacher Evaluation Process and Tools
- EBRPPS Mandatory COMPASS Evaluator Training
- EBRPPS Professional Growth Plan and Self-Evaluation Form
- Post-Observation Conference Form
- Rater Reliability Compass Evaluation Training Updates 2021-2022 (LDOE)
- Classroom Teacher Job Description
- EBRPPS Principal Playbook
- ESL PD 2021-2022 Agendas and Presentations
- EBRPPS Coherence Framework
- EBRPPS Leadership Organizational Chart
- Board Meeting Agenda Samples
- EBRPPS Cabinet Composition and Structure
- EBRPPS Strategic Plan, 2021-2025
- Accountability and Assessments Organizational Chart
- Accountability & Assessments September 9, 2021 Updates
- District Data Dive (June 7, 2021)
- Data Roundtable Slides Template
- Elementary Data Roundtable Template
- Pre-K Data Roundtable Template
- School Strategic Plan Alignment
- Secondary Data Roundtable Template
- Examples of Different Levels of Access in JCampus

- Accountability, Assessment & Student Data (Section in Principal Playbook)
- EBRPPS Senior Cabinet Notebook (Accountability Data Library Reports)
- EBRPPS Data Roundtable Protocol
- DRC INSIGHT Portal User Guide
- Sample Fall 2021 Accountability PD Flyers
- Student Information Systems (JCampus & State Reporting Updates for the 2021-2022 School Year)
- Legacy (LEADS) State Reporting
- Edlink 360 (New) State Reporting
- Charter School State Reporting Data Deadlines 2021-2022 School Year
- JCampus Student Information System Example Reports
- JCampus Enrollment Training Presentation
- JCampus Attendance Training Presentation

Appendix F. About the Council and History of Strategic Support Teams

The **Council of the Great City Schools** is a coalition of 76 of the nation's largest urban public-school systems.⁶⁸ The organization's Board of Directors is composed of the superintendent, CEO, or chancellor of schools and one school board member from each member city. An executive committee of 24 individuals, equally divided between superintendents and school board members, provides regular oversight of the 501(c)(3) organization. The composition of the organization makes it the only independent national group representing the governing and administrative leadership of urban education and the only association whose sole purpose revolves around urban schooling.

The mission of the Council is to advocate for urban public education and to assist its members to improve and reform. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group also convenes two major conferences each year; conducts studies of urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities for areas such as federal programs, operations, finance, personnel, communications, instruction, research, and technology. Finally, the organization informs the nation's policymakers, the media, and the public of the successes and challenges of schools in the nation's Great Cities. Urban school leaders from across the country use the organization as a source of information and an umbrella for their joint activities and concerns.

The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC. Since the organization's founding, geographic, ethnic, language, and cultural diversity has typified the Council's membership and staff.

⁶⁸ Albuquerque, Anchorage, Arlington (Texas), Atlanta, Aurora (Colorado), Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County (Ft. Lauderdale), Buffalo, Charleston, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), El Paso, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hawaii, Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Long Beach, Los Angeles, Manchester (New Hampshire), Miami-Dade County, Milwaukee, Minneapolis, Nashville, New Orleans, New York City, Newark, Norfolk, Oakland, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Portland, Providence, Puerto Rico, Richmond, Rochester, Sacramento, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County (Memphis), St. Louis, St. Paul, Stockton, Toledo, Toronto, Tulsa, Washington, D.C., Washoe County (Reno), and Wichita.

History of Strategic Support Teams of the Council of the Great City Schools

The following is a history of the Strategic Support Teams provided by the Council of the Great City Schools to its member urban school districts over the last 24 years.

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005 & 2018-9
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
	Human Resources	2016
Atlanta		
	Facilities	2009
	Transportation	2010
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
Bridgeport		
	Facilities	2016
Bridgeport		
	Transportation	2012
Broward County (FL)		
	Information Technology	2000
	Food Services	2009

City	Area	Year
	Transportation	2009
	Information Technology	2012
	Information Technology	2018
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009

City	Area	Year
	Special Education	2017
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Transportation	2009
Dallas		
	Procurement	2007
	Staffing Levels	2009
	Staffing Levels	2016
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
	Organizational Structure	2017
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004
	Food Services	2007

City	Area	Year
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
	Special Education	2018
Fresno		
	Curriculum and Instruction	2012
	Special Education	2018
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Transportation	2017
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
	Transportation	2015
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
	Curriculum and Instruction	2017
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
	Facilities operations	2015
	Budget and finance	2015
Kansas City		

City	Area	Year
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
	Human Resources	2016
	Transportation	2016
	Finance	2016
	Facilities	2016
	Curriculum and Instruction	2016
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing Levels	2009
	Organizational Structure	2018
Memphis		
	Information Technology	2007
	Special Education	2015
	Food Services	2016
	Procurement	2016
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013
Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009

City	Area	Year
	Human Resources	2013
	Information Technology	2013
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
	Transportation	2016
	Organizational Structure	2016
Nashville		
	Food Service	2010
	Bilingual Education	2014
	Curriculum and Instruction	2016
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
	Transportation	2018
	Finance	2018
	Facilities Operations	2018
Oakland	Special Education	20178
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		
	Information Technology	2010
Palm Beach County		
	Transportation	2015
	Safety & Security	2018
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004

City	Area	Year
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
	Organizational Structure	2016
	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016
	Human Resources	2018
	Information Technology	2018
	Facilities Operations	2018
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
Puerto Rico		
	Hurricane Damage Assessment	2017
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
	Financial Operations	2018

City	Area	Year
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
Sacramento		
	Special Education	2016
San Antonio		
	Facilities Operations	2017
	IT Operations	2017
	Transportation	2017
	Food Services	2017
	Human Resource	2018
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
St. Paul		
	Special Education	2011
	Transportation	2011
	Organizational Structure	2017
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
Stockton	Special Education	2019
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		

City	Area	Year
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009
	Information Technology	2017

East Baton Rouge Parish Public Schools



English Learner Strategic Support Team Overview

Ray Hart

November 4, 2022

Agenda

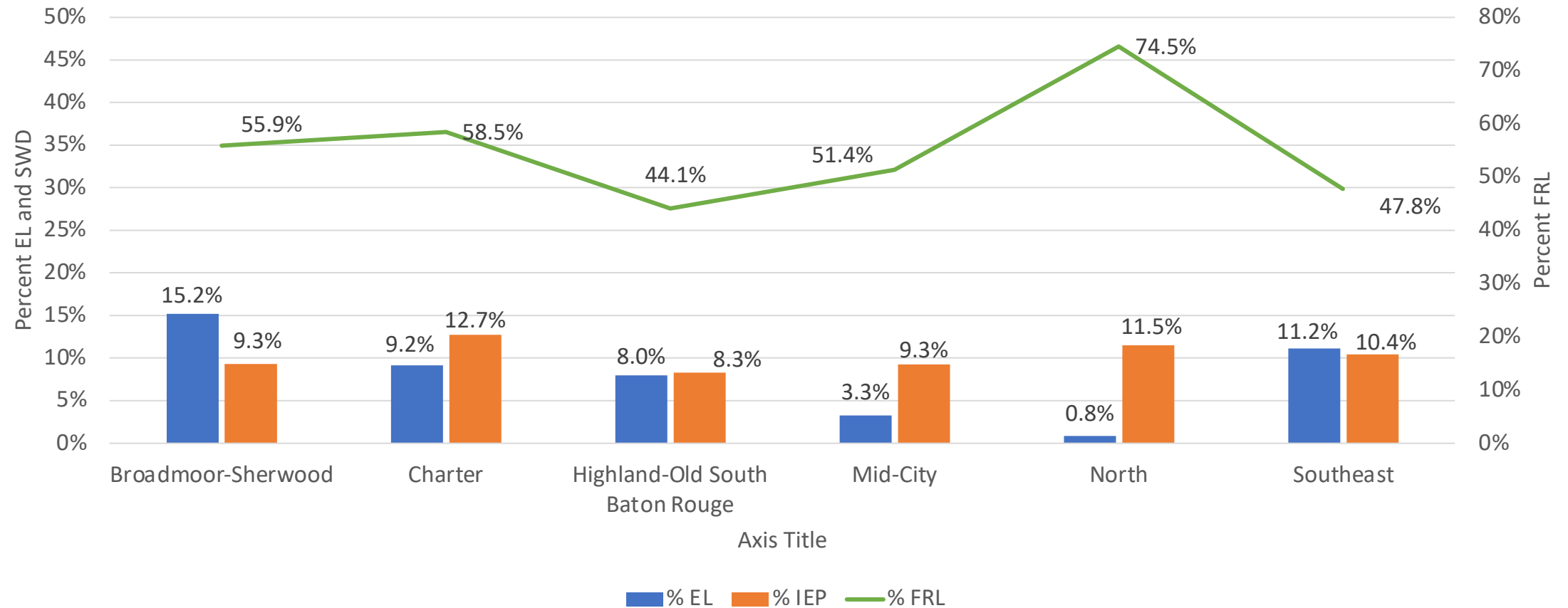


- **Overview**
- **English Learner Observations**
- **English Learner Recommendations**
- **Questions and Answers**

Percentage of Students by Region



Percent EL, IEP and FRL Students by Region
2020-21



English Language Learners

English Learner Key Findings



- Superintendent Narcisse expressed a vision for EL education that **builds language comprehension, the literacy skills to interpret text, and the ability to navigate the school system to ensure they can access a pathway to success, including college and jobs.** He seeks to foster a cultural change in the district that would expand equity for ELs and all socio-economically disadvantaged children and vastly increase the percentage of minority students who take advanced courses.

English Learner Key Findings



	Max # ELs	Min # ELs	Max EL Percentage	Min EL Percentage	Total Schools Enrolling ELs	Total Schools	Percent of Schools Enrolling ELs (85% Total)
Broadmoor- Sherwood	208	3	37.0%	0.8%	14	14	100%
Highland-Old South	121	0	42.3%	0.0%	10	11	91%
Mid-City	107	0	15.9%	0.0%	13	17	76%
North	30	0	5.6%	0.0%	11	16	69%
Southeast	171	32	24.3%	4.9%	10	10	100%

English Learner Key Findings



- **The demanding tasks needed to shore-up the district’s EL instructional program were well understood by the Superintendent, the Chief Academic Officer, and the ESL Executive Director, with consensus around the following priorities:**
 - ramping-up of the EL Office to carry out tasks, such as curriculum development alignment and professional development for teachers;
 - creating a team of staff who will support teachers and school leaders in delivering EL services; and
 - curating a set of performance metrics to monitor the progress of ELs.
- **Establishing a new office for ELs with a focus on instruction and staffed to provide support to schools is a multi-faceted and ambitious goal that will take time, but the foundation has been well established.**

English Learner Key Findings



- Mention of the English Language Proficiency Test (ELPT) assessment issues was notably absent from staff comments. **Staff did not mention student growth on ELPT when discussing the strategic plan and the ELPT was not included in the Strategic Plan's Five-Year Matrix.**
- EL Instructional staff have overly broad roles that fail to privilege instruction. Staff shared with the Council team that the **ESL instructional specialists and paraprofessional roles include a broad mix of instructional and administrative duties** that creates a challenge for focusing on instruction and supporting students.

English Learner Key Findings



- **There is a lack of district-wide understanding and consensus of what constitutes the curriculum.** The lack of consistency in what the Council team heard when staff described the district’s curriculum may be a reflection of the new initiatives still unfolding to bring about more standardization of curricular guidance. While the superintendent recognized supplemental materials are not curriculum, other instructional leaders referred to instructional materials (e.g., Eureka, DreamBox, etc.) as curriculum and largely spoke of the instructional programming as the diet of supplemental materials students are using. This misconception was pervasive throughout the organization; most interviewees mentioned products and instructional materials when asked to explain the curriculum.
-

English Learner Key Findings



- **Instructional practice and the central role of teachers were rarely included when describing the district’s curriculum.** In describing how a student used DreamBox, there was no mention of what teachers do in classrooms or how they use these resources for instruction. When asked about what teachers do for ELs, respondents indicated that teachers delivered EL instruction based on the “differentiation for ELs” sections and resources provided by the various adopted instructional materials. However, the “differentiation for ELs” guides and resources in the various products will be inconsistent and likely insufficient to support teachers in creating quality instruction to develop English language acquisition and to ensure ELs have access to the core content.
-

English Learner Key Findings



- **The district does not have well-defined instructional program models to ensure ELs have access to the core curriculum and to acquire English proficiency.** In interviews with instructional personnel, no clear and common understanding of “differentiation” or “scaffolding” was apparent. Most often, differentiation and scaffolding for ELs was discussed as assignment modifications, receiving assistance from an ESL instructional specialist, participating in pull-out, and time extensions on the same assignment as non-ELs. Active implementation of scaffolds by general educators or instructional specialists to provide language access while maintaining content rigor was not heard by the team.
 - **The Council team did not hear any descriptions of how content area teachers support ELs.** Most comments indicated that ESL instructional specialists and paraprofessionals provide instructional support.
-

English Learner Key Findings



- **The district has reserved the more rigorous grade-level texts for a select, small group of students.** Staff indicated that Wit and Wisdom are the adopted materials for students in the gifted and talented program. These materials, however, are grade level text that could be used with all students, especially if the district wishes to improve instructional practice and student achievement.
- **The district has not adopted materials specifically to support English Language Acquisition.** Beyond the differentiation and scaffolding suggestions and resources found in the district’s adopted texts, ESL teachers do not have materials to support and/or guide instruction for English language acquisition. In responses to the IDRA survey, teachers recommended that EBRPPS “identify a set of tools that can be used within the school system, especially with high EL population to make sure that ELs have equitable chance to learn; provide ELs more access to English books and materials in and outside of school; and provide ELs more access to guided-reading programs focused on language acquisition strategies.”

English Learner Recommendations



- **Explore making modifications to the district scorecard (and strategic plan) to include more information about students with ELs (IEPs).** If this is not feasible, consider creating EL-specific progress reports that the ESL Executive Director and the Chief of Schools would present two-to-three times a year with the purpose of celebrating growth and progress that are not being captured in district adopted assessments and benchmarks.
 - Include time in program and initial English proficiency level in future analyses. These factors are strongly associated with the length of time expected to attain proficiency in English and provide an indication of the quality of the district’s EL services.
- Task the communications department with accelerating the implementation of Objective 2.5 in the strategic plan to **provide communications of essential information in dominant languages prior to SY 2024-25.**

English Learner Recommendations



- Strategically **provide professional learning opportunities for district leaders to develop an understanding of second language acquisition and the role that native language development plays in learning English and content.**
- Charge the Executive Director of ESL to work with the CAO and the team who develops the agenda for the Friday meeting to **create a coherent series of presentations and activities for systemwide delivery to develop the staff's understanding of EL data and research-based, actionable steps to address EL needs in EBRPPS.**

English Learner Recommendations



- **Involve the Executive Director of ESL in meetings at which key efforts and the roll-out actions of the Literacy Initiative are discussed.** This will provide valuable and timely information for the EL team and teachers working with ELs, to ensure that the language development and literacy approaches in EBRPPS are in line with or complementary of each other. Similarly, have the ESL Team invite staff from the Literacy Initiative to learn about the 3Ls™ approach for EL instruction.
- Assemble an internal team that is co-led by human resources and the ESL Executive Director, and includes representation of relevant staff classifications such as principals and teachers, to conduct a careful review and clarification of the roles and responsibilities of general education and ESL IS (ESL teachers) staff, as well as bilingual and non-bilingual paraprofessionals, regarding EL education and support.
 - **Clarify the expected duties and responsibilities for both general and ESL teachers to support EL instruction in content areas, including collaborative time for planning, instruction, and assessment.**

English Learner Recommendations



- Task the ESL Executive Director to **lead a working group that develops a school support plan based on a structure of tiered support for schools** considering the district's regions and the priority needs of schools that (a) enroll significant numbers and/or percentage of ELs, and (b) are on the state SNI list because ELs are one of the low performing groups.
- **The following priority set of 18 schools enroll 2,490 ELs or 85 percent of all ELs in EBRPPS.**

English Learner Recommendations



	# EL	% EL	SNI Status for ELs	Region
ELEMENTARY				
Highland Elementary School	121	42.3%	--	Highland-Old South
Riveroaks Elementary School	208	37.0%	--	Broadmoor-Sherwood
LaBelle Aire Elementary School	166	31.8%	Yes	Broadmoor-Sherwood
Twin Oaks Elementary School	97	21.9%	--	Broadmoor-Sherwood
Cedarcrest-Southmoor Elem. School	163	24.3%	--	Southeast
Wildwood Elementary School	103	20.9%	Yes	Highland-Old South
Broadmoor Elementary School	101	20.0%	Yes	Broadmoor-Sherwood
Wedgewood Elementary School	62	12.7%	Yes	Southeast
Park Forest Elementary School	36	7.9%	Yes	Broadmoor-Sherwood
Subtotal	1,057		35.9% of all ELs in EBRPPS	

English Learner Recommendations



	# EL	% EL	SNI Status for ELs	Region
MIDDLE				
Southeast Middle School	171	18.2%	Yes	Southeast
Park Forest Middle School	531	14.5%	Yes	Broadmoor-Sherwood
Westdale Middle School	64	7.9%	Yes	Mid-City
Glasgow Middle School	47	9.2%	Yes	Highland-Old South
Woodlawn Middle School	62	6.6%	Yes	Southeast
Subtotal	875		29.8% of all ELs in EBRPPS	
HIGH				
Broadmoor Senior High School	195	24.6%	Yes	Broadmoor-Sherwood
Belaire High School	116	19.6%	Yes	Broadmoor-Sherwood
Tara High School	107	14.4%	Yes	Mid-City
Woodlawn High School	140	10.3%	Yes	Southeast
Subtotal	558 ²²⁷		19% of all ELs in EBRPPS	

Questions and Answers