

## ANNUAL REPORT

### Annual Report per Superintendent Procedures 2110, Department of English Language Learners

**Placement and Services:** On August 15<sup>th</sup>, 2017 we implemented the new State requirement to test students using the revised version of the English Language Proficiency Assessment 21 (ELPA21). This is the second year we have used the revised screener to determine the eligibility and placement of new students for English Language Learning services. We will continue to monitor the potential advantages and/or disadvantages of the new screener.

**Enrollment:** This year, our ELL enrollment projection was 6,400 ELL students. Our ELL enrollment numbers continue to fluctuate, but as of today we have a total of 6,433 ELL students who speak 133 different languages. We continue to be the largest ELL program in the State.

Below are ELL enrollment numbers by region. The last two columns identify the number of families who have chosen to waive ELL services.

#### **2015-2016, 2016-2017, 2017-2018 and 2018-2019 ELL Enrollment (October 1<sup>st</sup> Counts)**

Region	ELL 15-16	ELL 16-17	ELL 17-18	ELL 18-19	Waived 15-16	Waived 16-17	Waived 17-18	Waived 18-19
Central	882	1005	1297	1280	72	67	96	87
NE	634	686	751	833	78	73	110	118
NW	654	803	814	861	70	73	53	58
SE	2808	2734	2352	2275	77	82	68	42
West	1078	1141	1126	1130	85	72	79	63
Other Programs	9	3	16	54	13	17	1	24
Grand Total	6065	6372	6356	6433	395	384	407	392

<b>NOTE:</b>	Exited Students on 2014-2015 = 1089
	Exited Students on 2015-2016 = 978
	Exited Students on 2016-2017 = 976
	Exited Students on 2017-2018 = 952

**Cross Department Professional Development:** The demands on English Language Learners (ELLs), coupled with the language-rich performance expectations in Common Core State Standards and English Language Proficiency Standards are daunting for all students but particularly for ELLs. It is critical that our departments work collaboratively to understand the numerous and specific language demands for all students, but particularly for ELLs, so that we can appropriately prepare academic leaders and teachers who serve ELLs. The ELL staff co-developed and co-lead professional development that infuse language acquisition and language development into core content. Our department's focus is to provide all teachers research-based, high-leverage practices for effective language learning and teaching. We continue to provide professional development on Guided Language Acquisition Development, as well as classes offered in conjunction with Special Education to teach staff about appropriate measures for identification and better support of dual-identified students. We have worked hard to develop successful collaborative partnerships with other departments and plan to offer several more co-led professional development opportunities throughout the academic school year. We look forward to many more opportunities to work with our colleagues across departments.

**Translation and Interpretation Policy:** This will be Seattle Public Schools second year of our Language Access Policy. Last year on October 4, 2017 the School Board adopted Policy No. 4218, Speakers of Diverse Languages. This policy complies with State and Federal law to fulfill the rights of parents/guardians of district-enrolled students to access information about the education of their child in a language they can understand. The district will provide translation and interpretation in the top four languages for vital documents and with advanced notice can provide interpretation and translation for the top nine languages. We have already seen an increase from last year in requests for translation and interpretation.

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