

SECONDARY ELL COMPLIANCE QUICK NOTES

English language learners are **general education students first**. Any supplemental support funded by state and federal ELL grants is in addition to the student's basic educational entitlement. Therefore, ELL funded students must receive resource support comparable to general education support, **plus** specialized services, supplies, and equipment to ensure academic and social English language development.

ELIGIBILITY AND PLACEMENT

How is ELL eligibility determined?

- All students enrolling in Seattle schools are given a Home Language Survey. Students with a language other than English are assessed with the placement Washington Language Proficiency Test (WLPT)
- Students are annually assessed with the WLPT to determine eligibility. Students receive a score on the WLPT indicating their proficiency level L1= Beginner; L2 = Intermediate; L3 = Advanced; L4 = Transitional (Monitored, No longer eligible)

What are the different categories for ELL Students on my ESIS reports? What is required for each category?

- **BOC:** Students who are new to the English language are eligible for the Bilingual Orientation Center. Students must score a Level 1 on the placement WLPT **and** be a recent arrival to the country.
- **ELL Eligible:** Students qualify for ELL services. Students must receive support from an ELL teacher and/or a bilingual IA. The level of support is determined by the students' proficiency level.
- **Title III: NEW CATEGORY:** Native American students are identified at risk through their reading MAP scores. At risk students take the placement WLPT. Students who score a Level 1 – 3 on the WLPT are eligible. Title III support is provided through the Native Education department.
- **Waived:** Students qualify for ELL services, but their parents choose to waive services. By law, students are still required to receive appropriate language development support from the classroom teacher.
- **Monitored/Not Eligible:** Students have met standard on the WLPT exam. For two years following their exit, students are monitored by the ELL teacher. The ELL teacher does not provide direct support to students, but may consult with the classroom teacher and other specialists
- **Migrant:** Eligible students have moved on their own or with their parents within the past three years to seek or obtain temporary or seasonal work as a principle means of livelihood. Migrant students may or may not be qualified for ELL services. Migrant services include supplemental instructional programs, health services, and family support.

How are ELL students placed in Seattle Schools?

- Students are placed according to the new assignment plan.
- Students whose assignment area school does not offer ELL services are assigned to a neighboring school with ELL services.
- Students who qualify for BOC services can attend one of the four regional elementary BOCs (West Seattle, **Viewlands**, Hawthorne, Dunlap) or the Secondary Bilingual Orientation Center (at Meany).

What training is required for classroom / content teachers with ELL students?

- All classroom / content teachers working at an ELL center school are **required** to take SCALE UP 100. Principals can schedule a SCALE UP 100 with their coaches (6 hours).
- Classroom / content teachers at non-center schools with ELL students are encouraged to take SCALE UP 100 at JSCEE on 10/11 & 10/18 OR 3/6 & 3/13.

SEATTLE SCHOOLS' ELL SERVICE MODELS

What are the secondary service models?

Proficiency Model: Students are placed into multi- grade (9-12) sheltered Language Arts classes according to their level of proficiency in English. They take mainstream courses which increase in language demand as they progress from beginning to advanced levels of proficiency according to the ELD standards and/or WLPT.

Collaborative ELL Model: Augments the proficiency model. Where staffing supports, ELL teacher partners with mainstream teacher to deliver content to students focusing on content objectives based Common Core Standards and language objectives based on ELD standards outlined in the course descriptions.

What is the role of instructional assistants in ELL service?

1. Instructional Assistants collaborate with all certificated teachers (content, classroom, and ELD) about bilingual students served. Collaboration means periodic (at least once a week) communication, with the purpose of enhancing instruction.
2. The primary role of a bilingual IA is to provide academic support to qualified ELL students, providing native language support when appropriate. Bilingual instructional assistants serve across language groups.

AMAO'S

Districts are required to show progress on meeting Annual Measurement Achievement Objectives (AMAOs):

1. *AMAO-1:* Annual increases in the number or percentage of children making progress in learning English based upon students enrolled in grades 1 - 12 in Transitional Bilingual Instruction Program (TBIP) for two successive years.
2. *AMAO-2:* Annual increases in the percentage of children attaining English proficiency (transitioning). The target percent transitioning is based upon initial placement level and length of participation in TBIP.
3. *AMAO-3:* The number or percentage of students meeting AYP targets in the reading and math ELL cell.

TRANSLATIONS AND INTERPRETATION

When is translation and interpretation required?

Federal regulations require all critical communication with families be conducted in both English and the home language. For those languages in which we do not have translations, we are to make a sincere effort to provide oral communication in the home language. ELL center schools have a budget

The Communication Department is responsible for translation services intended for District-wide distribution. ELL Department is responsible for interpretation and translation services provided for program-related communications to ELL students and families. Special Education department is responsible for interpretation services at IEP meetings.

All ELL center schools have a classified extra time budget for translation and interpretation purposes. Non center schools requesting translation and interpretation services, contact the Bilingual Family Center for funding information (252-7750).