

**DATE:** April 10, 2012

**TO:** Board of Trustees

**FROM:** Edgar Schmidt, Superintendent of Schools

**SUBJECT:** English Language Learners Annual Report

**ORIGINATOR:** Tanni Parker, Assistant Superintendent

**RESOURCE STAFF:** Ann Calverley, Nancy Petersen, Rosalind Smith, Linda Siu, Carol Symons, Helen Yee, Bonnie Zack, Corrie Ziegler

**REFERENCE:** [November 29, 2011 Board Report - Annual Progress Reports to Board \(Trustee Request #102\)](#)  
[Board Policy HGAB.BP - Multicultural Education](#)  
[Administrative Regulation HGAB.AR - Multicultural Education](#)  
[English as a Second Language Guiding Document](#)

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#### **ISSUE**

In June 2011 the Board of Trustees requested an annual report on English language learners. This is the report for 2011-2012.

#### **BACKGROUND**

- Multicultural Education Policy, HGAB.BP and Multicultural Education Administrative Regulation, HGAB.AR provide direction for the English Language Learner (ELL) work in the District.
- The new district K-12 ESL Guiding Document provides a framework for best practices to facilitate a common understanding of key strategies, tools and resources required for effective support of English language learner achievement.
- English Language Support Services Centre (ELSSC) provides a comprehensive range of consultant supports to district schools, teachers, English language learners, parents and families.
- Supports include programming and instructional consultation, initial English as a Second Language (ESL) proficiency assessment, assessment-based programming and instructional recommendations.
- Intercultural Services provides intercultural/multilingual support to schools, students and families. The unit acts as a medium of communication in supporting a student's learning.
- Highest Level of Achievement Tests data is provided in Attachment I.
- ELL enrolment data is provided in Attachment II.

#### **CURRENT SITUATION**

The District continues to support English Language Learners and although not an exhaustive list, the ideas below demonstrate key work in this area.

Respect and Recognition:

- Transition Centres at Balwin (early learning to Grade 9) and McCauley (early learning to Grade 12) is available for immigrant and refugee families. After school programming, day

care and evening ESL programs for adults enhance the opportunities for immigrant and refugee families.

- Parents and families are provided with culturally sensitive and multilingual support through family interviews, orientation services, parent information sessions, supported parent-school conferences, and school engagement activities.
- Consultants continue to work with principals and lead teachers to support the creation of welcoming school and classroom environments.

#### Community Involvement:

- External agencies, such as the Edmonton Mennonite Centre for Newcomers, augment support for immigrant and refugee students in several schools.
- Intercultural consultants continue to liaise with external agencies and connecting ELL and newcomer families to appropriate resources and support.
- Executive Services is currently in the process of establishing terms of reference for external advisory committees. Once these have been completed, an external multicultural advisory committee will be established.

#### Staffing and Professional Development:

- Consultants are working with lead teachers and principals in school groups to build district capacity in effective programming to support English language learner academic achievement.
- Consultants are working with school leaders to build district capacity in utilizing the Alberta K-12 ESL Proficiency benchmarks as a resource tool in identification, assessment and instruction.
- ESL Guiding Document is shared with schools through catchment meetings and beginning in April 2012 through Professional Learning (PL) sessions.
- Consultants continue to develop resource materials to assist schools in working with English language learners and their families.
- All district schools have an assigned ESL consultant for programming support. These are based both on geographical and division level.
- ELSSC has provided consultant presentations to pre-service teachers at the University of Alberta on the increasing diversity of Alberta classrooms and the needs of K-12 English language learners.
- Initiatives to support the development of a culturally diverse workforce are underway in the District's Human Resources department. Examples include:
  - advertising district employment opportunities in ethnically diverse publications
  - developing culturally sensitive interview questions
  - training staff consultants in culturally sensitive practices
  - working with Alberta Education, the University of Alberta and Edmonton Catholic Schools regarding the credentialing of internationally-trained teachers, as well as developing university courses which address the learning needs of internationally-trained teachers, specifically teaching in Canadian learning environments
  - consulting with members of the Multicultural Coalition to better understand what training is needed by international educational assistants, teachers and leaders

**Curriculum:**

- Utilizing Universal Design for Learning (UDL) has been introduced to district staff, as a research based strategy, to enhance learning for all students, including culturally-diverse students. UDL allows choice and different pathways for learning, respecting all that diverse learners bring to the classroom, as well as the various ways they demonstrate their learning
- Consultants are providing support to senior high mathematics department heads and lead teachers to differentiate instruction and lesson materials to support English language learners with learning high school mathematics curricular content.

**Programs and Programming:**

- The ELSSC unit is working collaboratively with other district units to build district capacity for comprehensive data collection.
- The District is represented on Provincial ESL Advisory Committee meeting to provide information for advocacy and other purposes in the area of ESL.
- To date 1024 ESL programming assessments have been completed, providing foundational information to schools to inform program planning for individual ELLs.
- To date 554 family assessments have been completed and 269 intercultural consultations have been completed.
- ELSSC has developed and has been sharing a recommended pre-referral protocol for culturally diverse students for specialized assessments, and working collaboratively with staff of Inclusive Learning to support culturally appropriate assessment.
- The Culturally Sensitive Assessment Committee has been re-established and will continue to research best practices in this area.

**Challenges:**

- Profile and needs of students and their families are individualized, which lends to challenges for programming.
- There is a need to develop materials and resources more closely aligned with benchmarking.
- It is challenging to create a single profile of ELLs and strategies to support programming.

**NEXT STEPS**

- Anticipated beginning summer of 2012, a reception center for new ELL students and their families will be established in each catchment area. The goals of the reception center are to complete the initial ESL proficiency assessment, and also to ensure that the District fulfills provincial accountability requirements for funding.
- ELL teacher consultants will become members of school Inclusive Learning teams, to provide support to teachers in their classrooms and to assist in differentiating instruction to support English language learners.
- Opportunities will be explored to provide Transition classrooms in close proximity to the residences of the most vulnerable immigrant and refugee students.
- FNMI & Diversity Unit will collaborate with external agencies that provide support to immigrant and refugee students to identify where support in schools from external agencies and District staff may be duplicated.
- The development of webinars and resources which focus on instructional tasks which are engaging and motivational to ELL students will continue.

**KEY POINTS**

- The District is committed to supporting and empowering English Language Learners.
- All areas of the Board Policy HGAB.BP - Multicultural Education and Administrative Regulation HGAB.AR - Multicultural Education are being addressed, some areas are well in place, and some areas will need continued focus.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I      ESL HLAT Data 2007–2012

ATTACHMENT II     English Language Learners Enrolments 2007-2012

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**ESL: FOREIGN-BORN (INCLUDES ELSSC LEVEL 5)**  
**PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT**  
**READING SCORES FOR FIVE YEARS**

<b>ENROLMENT GRADE</b>	<b>YEAR</b>	<b>Below Grade Level</b>	<b>At Grade Level</b>	<b>Above Grade Level</b>	<b>N</b>
All Grades	2011 Total	29.5	59.5	11.0	4967
All Grades	2010 Total	31.1	59.5	9.4	4268
All Grades	2009 Total	30.1	60.1	9.8	3801
All Grades	2008 Total	33.6	57.1	9.3	3081
All Grades	2007 Total	33.5	59.1	7.4	2572

The total number of students in this data has increased by 2395 students since 2007. Overall, while the percentage of students reading at grade level has remained relatively stable, the percentage of students reading below grade level has decreased, and the percentage of students reading above grade level has increased.

The five year trend (2007-2011) for HLAT Reading indicates:

- The percentage of students reading below grade level has decreased from 33.5 per cent in 2007 to 29.5 per cent in 2011 (-4.0 per cent).
  - There are no noticeable trends at this time for the percentage of students reading at grade level.
  - The percentage of students reading above grade level has increased from 7.4 per cent in 2007 to 11.0 per cent in 2011 (+3.6 per cent).
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**ESL: FOREIGN-BORN (INCLUDES ELSSC LEVEL 5)**  
**PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT**  
**WRITING SCORES FOR FIVE YEARS**

<b>ENROLMENT GRADE</b>	<b>YEAR</b>	<b>Below Grade Level</b>	<b>At Grade Level</b>	<b>Above Grade Level</b>	<b>N</b>
All Grades	2011 Total	21.9	77.9	0.1	4961
All Grades	2010 Total	24.2	75.6	0.2	4287
All Grades	2009 Total	21.5	78.4	0.1	3799
All Grades	2008 Total	25.7	74.2	0.1	3072
All Grades	2007 Total	25.2	74.6	0.2	2568

The total number of students in this data has increased by 2393 students since 2007. Overall, while the percentage of students writing above grade level has remained relatively stable, the percentage of students writing below grade level has decreased, and the percentage of students writing at grade level has increased.

The five year trend (2007-2011) for HLAT Writing indicates:

- The percentage of students writing below grade level has decreased from 25.2 per cent in 2007 to 21.9 per cent in 2011 (-3.3 per cent).
- The percentage of students writing at grade level has increased from 74.6 per cent in 2007 to 77.9 per cent in 2011 (+3.3 per cent).
- There are no noticeable trends in the percentage of students writing above grade level over the five years.

**ESL: CANADIAN-BORN  
PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT  
READING SCORES FOR FIVE YEARS**

<b>ENROLMENT GRADE</b>	<b>YEAR</b>	<b>Below Grade Level</b>	<b>At Grade Level</b>	<b>Above Grade Level</b>	<b>N</b>
All Grades	2011 Total	17.8	71.3	10.9	4984
All Grades	2010 Total	18.6	70.7	10.7	4066
All Grades	2009 Total	14.4	74.6	10.9	3250
All Grades	2008 Total	16.2	75.0	8.8	2336
All Grades	2007 Total	17.5	74.8	7.7	1712

The total number of students in this data has increased by 3272 students since 2007. Overall, while the percentage of students reading below grade level has remained relatively stable, the percentage of students reading at grade level has decreased, and the percentage of students reading above grade level has increased.

The five year trend (2007-2011) for HLAT Reading indicates:

- The percentage of students reading below grade level has remained relatively stable from 17.5 per cent in 2007 to 17.8 per cent in 2011.
  - The percentage of students reading at grade level has decreased from 74.8 per cent in 2007 to 71.3 per cent in 2011 (-3.5 per cent).
  - The percentage of students reading above grade level has increased from 7.7 per cent in 2007 to 10.9 per cent in 2011 (+3.2 per cent).
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**ESL: CANADIAN-BORN  
PERCENTAGE DISTRIBUTION OF HLAT GRADE LEVEL OF ACHIEVEMENT  
WRITING SCORES FOR FIVE YEARS**

<b>ENROLMENT GRADE</b>	<b>YEAR</b>	<b>Below Grade Level</b>	<b>At Grade Level</b>	<b>Above Grade Level</b>	<b>N</b>
All Grades	2011 Total	11.5	88.5		4995
All Grades	2010 Total	11.3	88.6		4072
All Grades	2009 Total	6.5	93.5		3257
All Grades	2008 Total	9.1	90.9		2339
All Grades	2007 Total	9.8	90.2		1709

The total number of students in this data has increased by 3286 students since 2007. Overall, the percentage of students writing below grade level has increased, while the percentage of students writing at grade level has decreased.

The five year trend (2007-2011) for HLAT Writing indicates:

- The percentage of students writing below grade level has increased from 9.8 per cent in 2007 to 11.5 per cent in 2011 (+1.7 per cent).
- The percentage of students writing at grade level has decreased from 90.2 per cent in 2007 to 88.5 per cent in 2011 (-1.7 per cent).
- There is no data for the percentage of students writing above grade level.

## English Language Learners Enrolments 2007-2012

## ELL Enrolment - All ELL Codes

School Year	Grade														Total ELL Enrolment
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007/08	19	557	723	775	731	709	663	710	532	503	470	374	351	581	7698
2008/09	95	767	928	904	931	890	901	857	726	618	545	452	402	581	9597
2009/10	133	929	1100	1129	1075	1074	945	975	840	726	603	537	480	682	11228
2010/11	127	1109	1244	1271	1248	1169	1179	1034	981	900	772	469	449	663	12615
2011/12	150	1290	1389	1420	1389	1348	1267	1237	1042	1023	979	578	478	805	14395

## ELL Enrolment - ELL Foreign Born

School Year	Grade														Total ELL Enrolment
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007/08	3	194	336	336	372	360	362	402	343	345	310	244	234	446	4287
2008/09	22	271	373	417	439	458	485	464	418	415	379	313	276	438	5168
2009/10	23	310	422	471	501	499	494	533	479	438	412	369	327	507	5785
2010/11	46	344	475	514	537	558	570	563	564	526	486	331	317	476	6307
2011/12	34	385	480	566	596	600	627	637	609	624	588	373	348	644	7111

## ELL Enrolment - ELL Canadian Born

School Year	Grade														Total ELL Enrolment
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007/08	16	363	387	438	359	348	299	304	187	157	153	111	82	81	3285
2008/09	73	496	555	487	492	432	415	392	305	202	164	126	91	81	4311
2009/10	110	619	678	658	574	575	451	442	361	287	190	145	119	103	5312
2010/11	81	765	768	757	711	610	608	471	416	371	281	114	98	116	6167
2011/12	116	902	909	852	791	747	637	600	433	397	388	178	83	87	7120

**ELL Enrolment - ELL No Request for ELL Funding**

School Year	Grade														Total ELL Enrolment
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007/08				1		1	2	4	2	1	7	19	35	54	126
2008/09							1	1	3	1	2	13	35	62	118
2009/10										1	1	23	34	72	131
2010/11			1			1	1		1	3	5	24	34	71	141
2011/12		3		2	2	1	3			2	3	27	47	74	164