

# Program Evaluation:

## English Learners 2023-2024



Dr. Jen Beutel, Executive Director, Pupil Services  
Pupil Services District Liaisons for English Learners: Mary Dickson

### Leadership

- How is our mission determined?
- What is our purpose?

The purpose of the English Learners Program is to ensure that limited English proficient (LEP) students master English and meet the same challenging State academic standards that all children are expected to meet.

#### EL Leadership Team

Dr. Jennifer Beutel, Elizabeth Hanman, Daria Opanasenko-Davydova, Sonia Kahn, Mary Dickson (District Liaison)

#### Strategic Alignment. A2

The percentage of students identified in subgroups (EL/LEP) scoring proficient or advanced on the Missouri Assessment Program (MAP)/End-of-Course Exam (EOC) will increase annually.

The EL program is federally mandated. The Program currently receives \$0 in its DESE allocation to assist in the provision of the program. Current program numbers are 84 English Learners, which may result in an allocation from DESE for the school year 2024-2-25.

EL teachers strive to acclimate English Learners (ELs) to the District, and often, to American culture. They serve as instructors, counselors, and resources to students new to the District and country. They not only teach the curriculum, but provide access to the social norms and customs present in our schools. Links to home culture are a strategy often employed to create relationships and support structures as students are knitted into the school community.

### Customer Focus

- Who are our customers relative to this program?
- How do we determine the needs of the customer?
- What are the needs of the customer?

Student enrollment forms contain questions about language influences in the home that may trigger screening. Those screenings can create EL/LEP eligibility. A Home Language Survey is required if the home



language is not English to assist in meeting our obligations under the law.

Currently, 84 students receive direct services from an EL teacher. *DESE made an adjustment to coding which only allows us to “receive credit” for students receiving direct services. In the past, we tracked students receiving direct services as well as those making enough progress to move to monitor status. Our current number of students in monitor status is 25.*

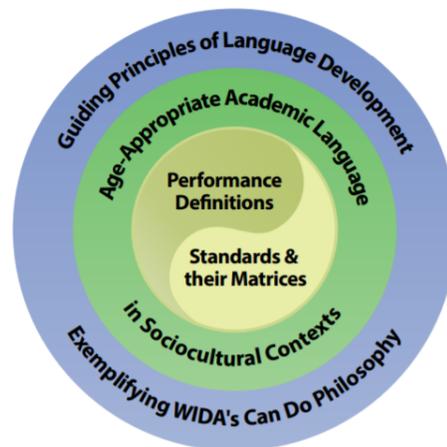
The State uses an online ACCESS assessment which identifies, through a rigorous approach, current levels of functioning that impact curriculum acquisition. English Learners are assessed on the following skills through the ACCESS assessment:

- Listening
- Speaking
- Reading
- Writing

ELs are identified as Entering, Emerging, Developing, Expanding, or Bridging in each area through the assessment. EL teachers use the WIDA Framework for language acquisition (social and academic).

### A Graphical Representation of the WIDA Standards Framework

The figure below is a visual representation of the WIDA standards framework.



### Workforce Focus

- How do we determine our staff needs?
- What are we doing to support our staff to achieve our goals?

The team has used National Geographic Learning-Cengage as the primary resource and Imagine Learning as its curriculum supplement for the past several years. Several students are also supported with additional reading intervention through the Souday System and Leveled Language Literacy, as well as linguistic approaches to reading instruction.

EL teachers participated in Professional Development in the areas of Written Expression and Math Strategies, and have increased their knowledge of Tier 1 approaches as well as provided input specific to students who are learning the English language. EL teachers are currently participating in district level PD on Professional



Development Days and through the Kansas City Regional Professional Development Center for EL-specific learning, when available. This resource has been difficult to rely upon and the EL team has designated additional time throughout the year for direct professional development to get caught up on DESE expectations and best practices.

Continuing to dedicate additional time to collaborate with each other and with general education teachers is needed for program success.

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## **Process**

- **What process/improvement actions did we focus on last year to improve this program?**

### **Ongoing Process Improvement Actions**

- Development and implementation of Fidelity Protocols
- Problem-solving differing needs of Newcomers and existing students
- Continue monthly collaboration
- Address the balance between direct instruction in academics and language acquisition

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## **Measurement/Analysis/Knowledge**

- **What are the results of our SWOT analysis for this year?**
- **What are our measures to determine progress/success?**

### **Current Measures**

- MAP Data
- EOC Data
- DESE Tiered Monitoring Audit
- Title III-LEP Plan
- SWOT

### **English Learner Program SWOT ANALYSIS Themes**

- Need to investigate Newcomer programming district-wide
- Increased need for translation of ALL district forms (enrollment, IEP, grade cards, etc).
- Enrollment and placement procedures continue to need refinement
- Collaboration around balancing acculturation and academic rigor
- Intensive, flexible and small groups increase access to quality instruction
- Continuing refinement of the exit process beyond ACCESS Scores
- Increased enrollment, specifically with Newcomers, could benefit from additional staffing and a Newcomer location.



## Results

- How are we doing? How have we done over time? How have we done compared to others (if applicable)?

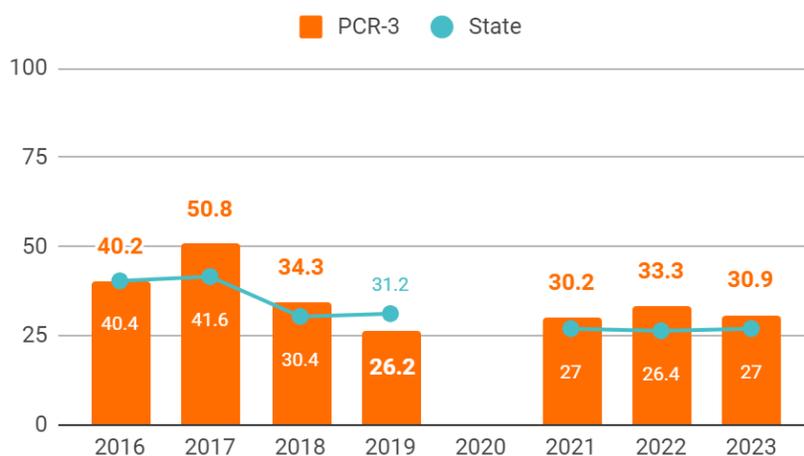
### Parent Survey Data

I am satisfied with the services from the English Language Learners Program. (Parents)				
Building	2019 SPI	2020 SPI	2021 SPI	2022 SPI
<i>Pathfinder</i>	400.00	400.00	445.45	435.29
<i>Siegrist</i>	283.33	400.00	400.00	450.00
<i>Compass</i>	409.09	366.67	337.50	442.86
<i>Barry</i>	380.00	360.00	366.67	410.00
<i>PCMS</i>	437.50	428.57	400.00	366.67
<i>PCHS</i>	457.14	437.50	360.00	400.00
<i>District-Wide (# respondents)</i>	400.00 (56)	392.06 (63)	384.00 (50)	421.82 (37)

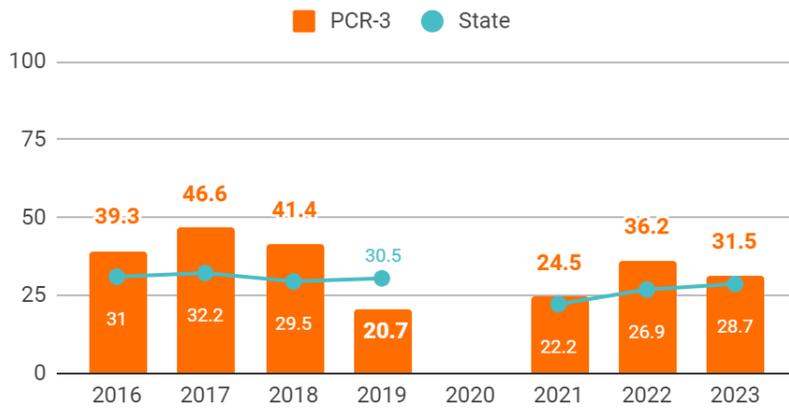
### District Level MAP and EOC Assessment Results for EL Students

Data shown as % of students in the Top 2 Levels

## EL Students - ELA: Percentage in Top 2 Levels



## EL Students - Math: Percentage in Top 2 Levels



### Strategic Planning

- How are goals developed?
- What are our long-term goals?
- What are our short-term goals?
- What are our objectives to determine progress?

#### Goal

The English Learner program will increase the number of LEP students demonstrating academic success as measured by MAP/EOC.

#### Objective

As measured by MAP/EOC, 50% of LEP students will score proficient or advanced in ELA and Math.

