

# *Program Evaluation*

## English Learners 2022-23

### LEADERSHIP ■ ■ ■

---

- *What is your program's mission/purpose? How well did you serve your mission/purpose this year? How do you know?*
- *Do you plan on any changes for next year? If so, how? Why? If not, how was the mission/purpose validated?*
- *What will be your program's theme and/or central message(s) to your staff relative to your mission/purpose next year? How were those determined?*
- *What is your accountability system for supporting your mission/purpose, goals, actions, and processes? In other words, who is responsible for each of your key actions and/or processes that support your mission/purpose?*
- *What are your key teams that support your mission, purpose, goals, actions, and processes? How is our mission determined?*

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 , Kelly Mayfield, 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, due to having less than 75 students in the program.

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? What are their needs? How were those determined?*
  - *What are your focus areas in better serving their needs next year?*

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, 59 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.*

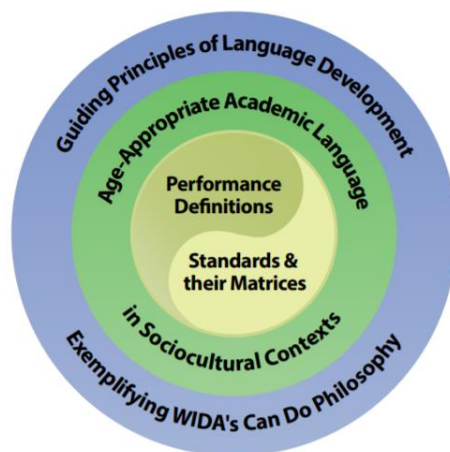
The State uses an online ACCESS assessment which identifies, through a rigorous approach, current levels of functioning that impact curriculum acquisition. English Learners are assessed on the following skills through the ACCESS assessment:

- 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.



## STRATEGIC PLANNING ■ ■ ■

---

- *How are our goals developed?*
- *What are our long term goals?*
- *What are our short term goals?*
- *What are your objectives to determine progress?*
- *Which CSIP strategies/actions are most related to the goals of this program?*
  - *How does your budget align to your strategic plan?*

**Goal:** The English Learner 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.

## WORKFORCE FOCUS ■ ■ ■

---

- *How do we determine what 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 Sunday System and Leveled Language Literacy, as well as linguistic approaches to reading instruction.

EL teachers participate 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.



## PROCESS ■ ■ ■

---

- *What processes did you develop or improve this past year? How were those developed or improved?*
- *What processes will you need to develop or improve next year to support the achievement of your goals? How were those identified? How will those be developed or improved? What process/improvement actions did we focus on last year to improve this program?*
- *What processes/improvement actions will we focus on this year to improve our processes?*

### Ongoing Process Improvement Actions:

- Ongoing implementation of curriculum resource [National Geographic Learning~ Cengage](#)
- Problem-solving differing needs of Newcomers and existing students
- Continue monthly collaboration
- Address the balance between direct instruction in academics and language acquisition

## MEASUREMENT/ANALYSIS/KNOWLEDGE ■ ■ ■

---

- *How did you measure the progress of your Strategic Planning Goals?*
- *How did you measure progress in Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What knowledge did you gain for this year related to your continuous improvement?*
- *How did you analyze your data and knowledge? How do you plan on using the data and knowledge gained?*

### Measurements:

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



# RESULTS ■ ■ ■

- *What are the results of your progress towards your Strategic Planning Goals?*
- *What are the results in the areas of Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What are the results from any SWOT Analysis or other Quality Tools you used from this past year?*
- *What are the results of our SWOT analysis for this year?*
- *How are we doing? How have we done over time? How have we done compared to others (if applicable)?*

## English Learner Program SWOT ANALYSIS Themes

- Need to investigate Newcomer programming district-wide
- Translation services for documents, conversations, conferences and phone calls have increased
- Enrollment procedures continue to need refinement
- Collaboration around balancing acculturation and academic rigor
- Intensive, flexible and small groups increase access to quality instruction

### Parent Survey: I am satisfied with the services from the English Language Learners Program.

Building	2017-2018 SPI	2018-2019 SPI	2019-2020 SPI	2020-2021 SPI	2021-2022 SPI
<i>Pathfinder</i>	437.50	429.41	400.00	400.00	445.45
<i>Barry</i>	427.27	383.33	283.33	400.00	400.00
<i>PCMS</i>	370.00	362.50	409.09	366.67	337.50
<i>PCHS</i>	400.00	363.64	380.00	360.00	366.67
<i>Siegrist</i>	415.38	388.89	437.50	428.57	400.00
<i>Compass</i>	409.09	433.33	457.14	437.50	360.00
<i>District-Wide (# respondents)</i>	410.26 (78)	398.44 (64)	400.00 (56)	392.06 (63)	384.00 (50)



## District Level MAP and EOC Assessment Results for EL students:

Data shown as % of students in the Top 2 Levels

