

Program Evaluation: English Learners 2024-2025



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Leadership

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

Team Members

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CSIP Goal:

- **Academics:** Develop and enhance quality educational/instructional programs to improve overall and individual student academic performance
- **Community Students:** Provide each student with a relevant education in a safe and caring environment

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. 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 111 English Learners, which may result in an allocation from DESE for the school year 2024-2025. We did not receive this money

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 teach the curriculum and provide access to the social norms and customs 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, 111 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 17.*

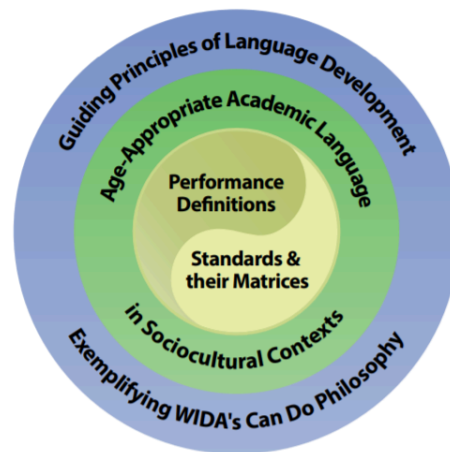
The state uses an online ACCESS assessment that identifies, through a rigorous approach, current levels of functioning that impact curriculum acquisition. English Learners are assessed on the following skills through the ACCESS assessment:

- 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 in achieving our goals?

For several years, the team has used National Geographic Learning-Cengage as the primary resource and Imagine Learning as its curriculum supplement. Several students are also supported with additional reading, math, and SLP intervention.

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. For the program's success, it is necessary to continue dedicating additional time to collaborating with each other and with general education teachers.

Process

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

Ongoing Process Improvement Actions

- 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

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

English Learner Program SWOT ANALYSIS Themes

Summary:

The EL department is focused on **adaptivity, collaboration, positivity, and problem-solving** while striving to support students effectively despite challenges. The team is cohesive, bringing diverse strengths and a shared commitment to student success. The following themes and challenges were identified:

Strengths & Positives:

- **Team Collaboration & Leadership:**
 - A strong, supportive team environment.
 - A committed leader and team members who work well together.
 - Focus on student success and holistic development (academic and personal).
 - Use of updated resources and research-based pedagogy.
- **Student & Family Focus:**



- Prioritization of student and family needs.
- Strong cultural sensitivity and family engagement.
- **Innovative Ideas:**
 - Developing a portfolio system to assess student readiness for exiting EL services.
 - Emphasis on professional development and resources to support general education teachers.

Challenges:

- **Staffing & Workload:**
 - Staffing shortages make it difficult to serve students effectively.
 - Disproportionate caseloads lead to inconsistencies in student support across schools.
 - Liaison roles, like Mary's, are stretched too thin with added responsibilities.
 - High teacher-to-student ratios, especially in secondary schools, complicate support efforts.
- **Program Norming & Resources:**
 - A need for consistency in resources across buildings.
 - The program's growth has outpaced staffing and resources.
 - Time constraints limit the ability to plan collaboratively and develop new systems.
- **Procedural & Systemic Needs:**
 - Lack of clarity in identifying and placing EL students, especially at the elementary level.
 - Need for processes to exit students who no longer need EL services.
 - Training for staff to better support EL students in general classrooms.
 - Use of systems like PowerSchool and EduClimber to improve student tracking and communication.

Opportunities for Growth:

- **Collaborative Planning:**
 - Allocating time for team planning and curriculum development.
- **Professional Development:**
 - High-quality training for staff on tiered EL instruction and supporting diverse learners.
- **System Improvements:**
 - Creating standardized procedures for student identification, placement, and exiting.
 - Leveraging technology for student tracking and resource allocation.
 - Dedicated time to work on beginning of school year enrollment to support EL families.
 - Compensation for time spent translating and enrolling families outside of contract time or plan time.

The department's adaptability, commitment to collaboration, and focus on continuous improvement are driving efforts to overcome challenges and enhance student outcomes.

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	2023 SPI
<i>Pathfinder</i>	400.00	400.00	445.45	435.29	442.86
<i>Siegrist</i>	283.33	400.00	400.00	450.00	433.34
<i>Compass</i>	409.09	366.67	337.50	442.86	*
<i>Barry</i>	380.00	360.00	366.67	410.00	416.67
<i>PCMS</i>	437.50	428.57	400.00	366.67	385.71
<i>PPMS</i>	-	-	-	-	*
<i>PCHS</i>	457.14	437.50	360.00	400.00	400.00
<i>District-Wide (# respondents)</i>	400.00 (56)	392.06 (63)	384.00 (50)	421.82 (37)	410.34 (29)

*Not enough responses

District Level MAP and EOC Assessment Results for EL Students

Data shown as % of students in the Top 2 Levels

