

# English Learner (EL) Program Evaluation

May 12, 2026

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## About the Program

The primary purpose of the English Learner (EL) program is to provide instruction for students identified by the Home Language Survey and assessment measures as needing EL services. In addition, the EL program provides training and support to families, teachers, and administrators.

## Context

Students are identified through the Home Language Survey and subsequent assessment measures. Each referred student is individually assessed for the need for services and instructional placement. Students receive EL instruction through co-teaching and additional content-based support with district EL specialists. In Pattonville, students speak 54 languages, including Amharic, Arabic, Armenian, Chinese, French, Gujarati, Hindi, Japanese, Korean, Pashto, Russian, Spanish, Tagalog, Telugu, Thai, Vietnamese, and Urdu.

## Instructional Models for English Learners K-12

English learners in the Pattonville School District who receive direct services from EL specialists participate in various instructional models to provide an equitable and rigorous learning environment. Pattonville EL specialists primarily use the following instructional models:

Pull-Out EL	Typically used at the elementary level, this approach pulls students out of the regular classroom for intensive English instruction. EL-certified teachers provide explicit language instruction, including grammar, vocabulary, and communication skills.
EL Class Period	Typically used at the secondary level, an EL-certified teacher designs and delivers a course that provides intensive English instruction alongside core content classrooms. English credit may be awarded for these classes.
Content-Based EL	This approach to teaching English as a second language uses instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English is used as the medium of instruction.
Sheltered English	Similar to Content-Based English Language (EL), Sheltered English is an instructional approach that makes academic instruction in English understandable to English learners, helping them acquire proficiency in English while achieving success in content areas. Sheltered English instruction differs from English Learner in that English is not taught as a language, with a focus on learning it. Rather, content knowledge and skills are the goals. In the sheltered classroom, effectively trained teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
Co-Teaching	An EL-certified teacher and a content teacher collaborate during lesson planning, curriculum mapping, instructional practices, and assessment to ensure students experience a culturally and linguistically responsive classroom.

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## **Elementary**

In the elementary grades (K-5), English learners are placed in a regular, grade-level-appropriate classroom. The EL specialist may use a combination of content-based instruction, pull-out, or co-teaching. In addition, EL specialists collaborate with classroom teachers to provide instructional strategies and resources for working with English learner students in the general education setting. The content-based approach focuses on delivering curriculum content in English in a way that makes it understandable and comprehensible. The content-based approach may happen within the mainstream or EL classroom. Sometimes it is necessary to pull English learners out of the mainstream classroom to work one-on-one or in small groups based on ability or grade level. During pull-out instruction time, grade-level curriculum content is still the focus. Co-teaching is used when an EL specialist works with a regular classroom teacher to teach a whole class, including English and non-English learners. When working as a resource classroom, English learners come in to discuss classroom readings, complete tests, work on projects, or do individualized units of coursework.

## **Middle School**

At the middle school level, English learners (6-8) take mainly mainstream regular education classes and some EL classes. The EL specialist offers a combination of sheltered, co-taught, and resource classes. In a sheltered classroom, students are taught the same curriculum as their peers, but in a context where the teacher can employ techniques designed to help make the content understandable to them. These techniques include language simplification and additional contextual clues. In a resource classroom, English learners can discuss readings, complete tests, work on projects from other content classes, or complete individualized units of coursework. The decision to place an English learner student in a sheltered class, co-taught class, or resource classroom is based upon the student's prior background or grades in a subject area, length of time in the program, and level of English proficiency.

## **High School**

Pattonville High School (9-12) provides direct English language instruction for English learner students, sheltered classes, co-taught classes, EL para-educator push-in classes, and resource support classes. In addition, students may choose their mainstream regular classes to meet state graduation requirements. Placement in EL classes is based on WIDA ACCESS scores (a K-12 language proficiency assessment), grades, and teacher recommendations. Students have access to the EL Test Center, and guidelines for accommodations and modifications are provided to mainstream teachers. English learner services are not available to students attending Alternative High School programs within Pattonville. A waiver is required for EL students wanting to attend those programs. These students are still considered in the EL program and are tested annually on the WIDA Access until they meet state requirements for exiting the program. Additionally, EL specialists provide support to teachers and monitor the academic progress of students enrolled in those programs.

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## Enrollment

The number of K-12 students receiving English learner instruction has decreased by 1% from the 2024-25 school year. The number of EL specialists has remained steady for the 2025-26 school year.

## English Learner Students Receiving Services as of May 1, 2026

School	EL Students Receiving Services
Bridgeway Elementary	76
Drummond Elementary	125
Parkwood Elementary	45
Remington Traditional	25
Rose Acres Elementary	36
Willow Brook Elementary	75
Pattonville Heights Middle School	56
Holman Middle School	42
Pattonville High School	141
<b>Total</b>	<b>621</b>

## Assessment

Students qualify for EL services through an online English-language proficiency screener. It assists educators with programmatic placement decisions, such as identifying and placing English language learners. The online screener is one component of WIDA's comprehensive assessment system. WIDA provides language development resources to those who support the academic success of multilingual learners. Missouri is a WIDA member state.

## ACCESS

*ACCESS for ELLs 2.0* (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure, large-scale English language proficiency assessment given to kindergarten through 12th graders who have been identified as English language learners. It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.

Beginning in 2011, all Missouri public schools have used the ACCESS for ELLs assessment, currently in its second version, to determine English proficiency for those students receiving services. For the 2025-2026 administration, WIDA updated the ACCESS to incorporate the WIDA ELD Standards Framework, 2020 Edition. The ACCESS for ELLs assessment provides district EL specialists with reading, writing, listening, and speaking scores. In addition, the combination of these scores provides additional information regarding literacy, comprehension, listening, and oral communication. A composite score is calculated for each student, which is then used to determine if the student should continue EL services or move to monitored status

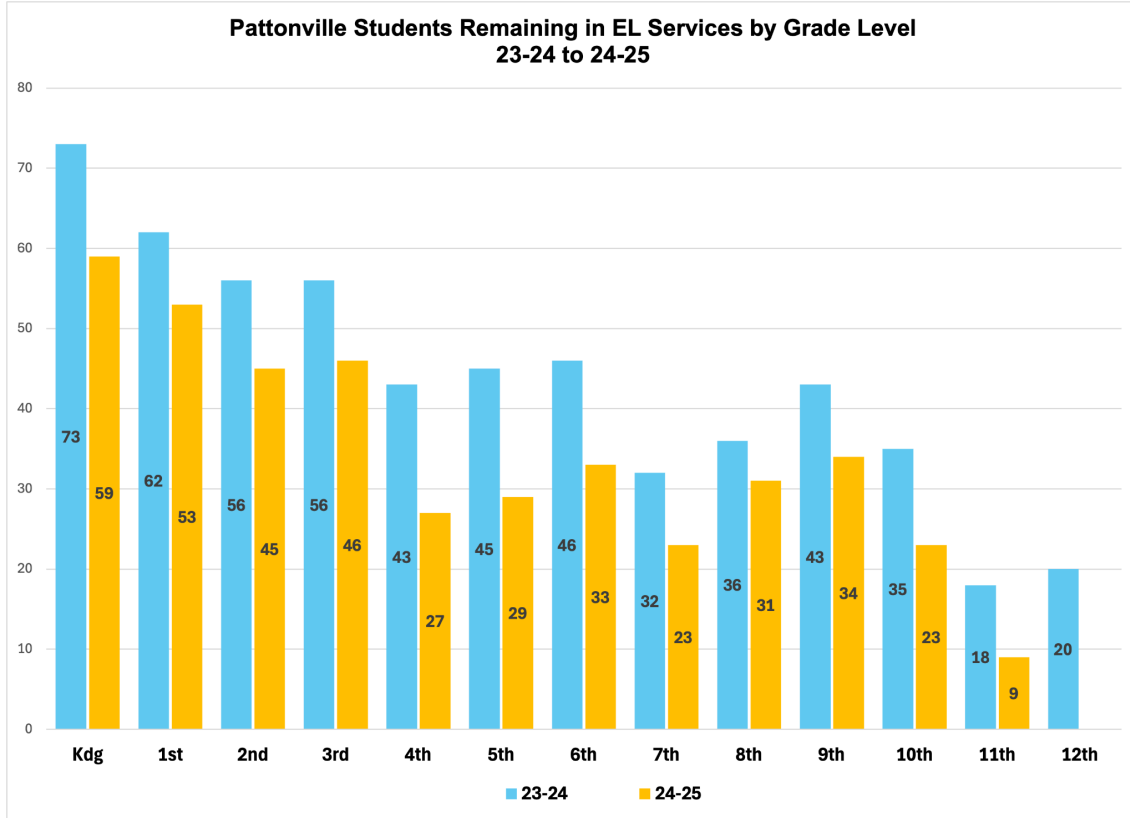
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for two years as Monitored. The composite score required for students moving to monitored status is 4.7.

### English Learner Program Exit Trends

The yellow bars represent students who did not exit and remained in the EL program for the 2024-25 school year. The 12th grade cohort is unique as these students graduated in the 2023-24 school year.

The grades with the highest exit percentages are 11th, 10th, 5th, and 4th.



Grade	23-24	Exited	24-25	Exit %
Kdg	73	14	59	19%
1	62	9	53	15%
2	56	11	45	20%
3	56	10	46	18%
4	43	16	27	37%
5	45	16	29	36%
6	46	13	33	28%
7	32	9	23	28%
8	36	5	31	14%
9	43	9	34	21%
10	35	12	23	34%
11	18	9	9	50%
12	20	20*	0	100%

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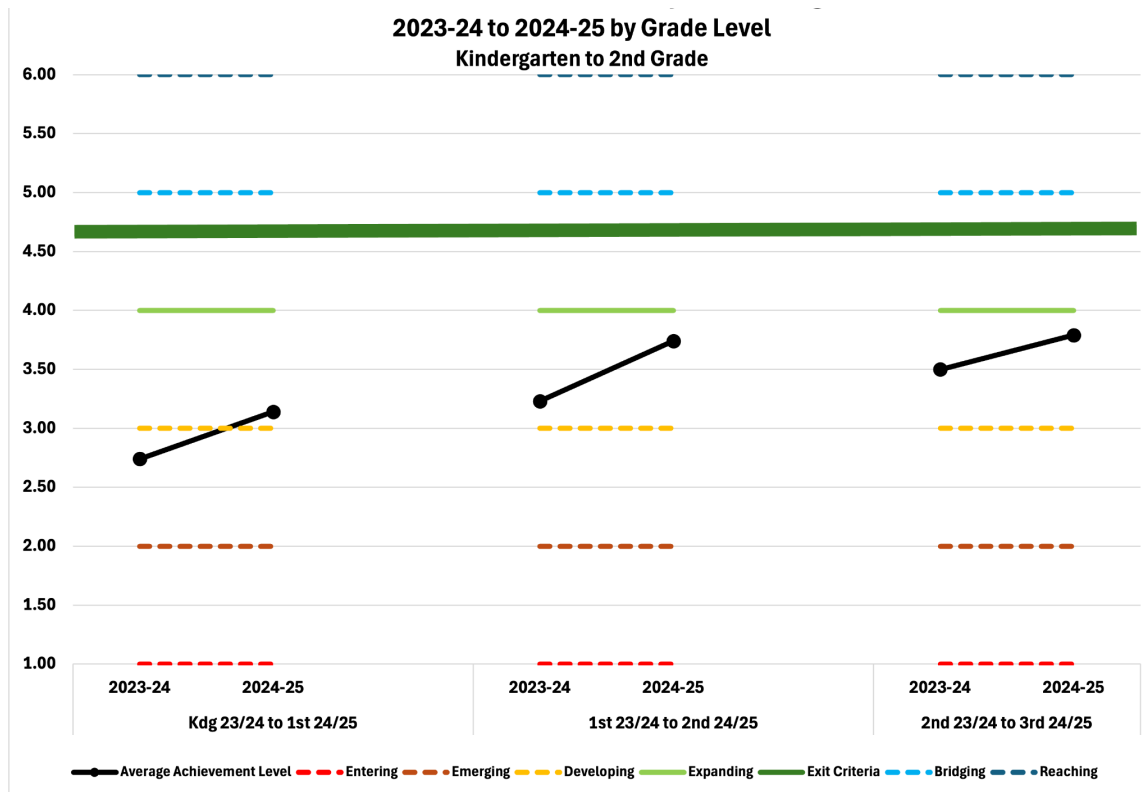
### Access Data Context: Key Points for Interpretation

The following are key points to consider regarding the ACCESS Data charts:

- **Organization:** Data is organized by grade level groups for the school year 2023-24 to 2024-25
- **Instructional Use:** Access scores are used to determine instructional needs for English learning students
- **Exit Threshold:** Dark green horizontal bar represents the 4.7 composite score required by DESE to exit a student to monitored status.
- **Continuing Cohort:** The 2024-25 group of students excludes any student who reached or exceeded DESE's 4.7 exit criteria.

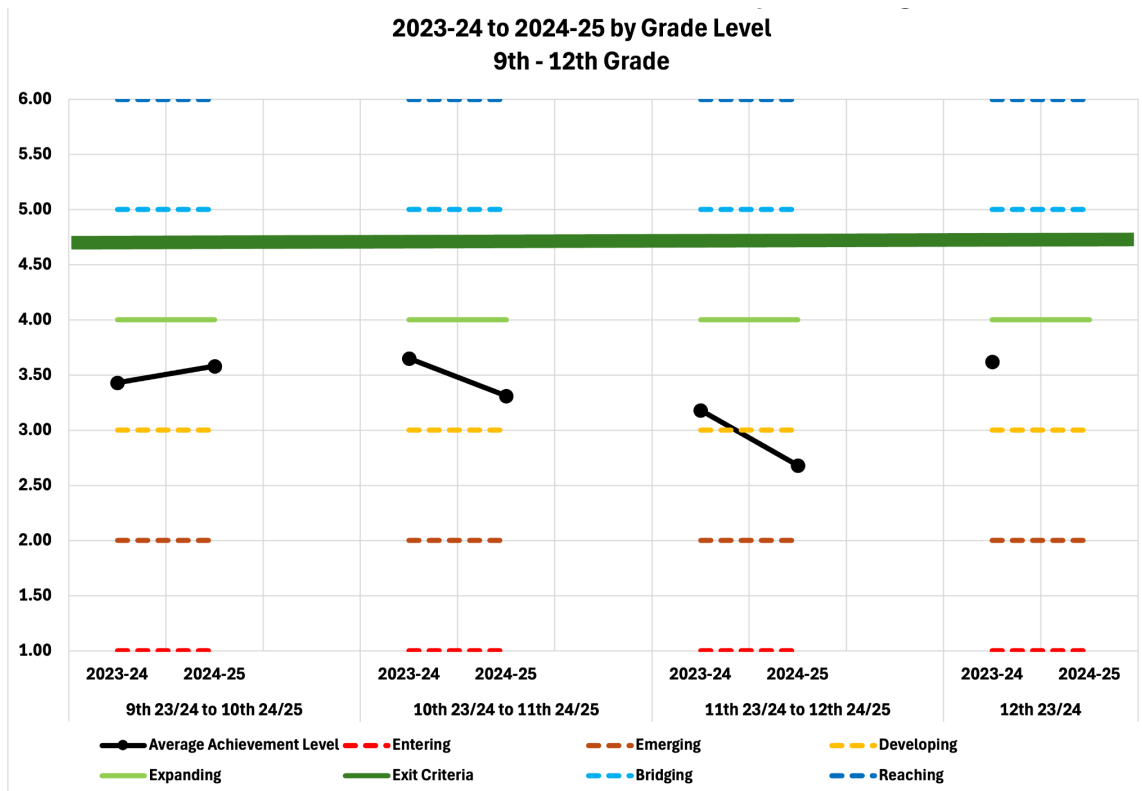
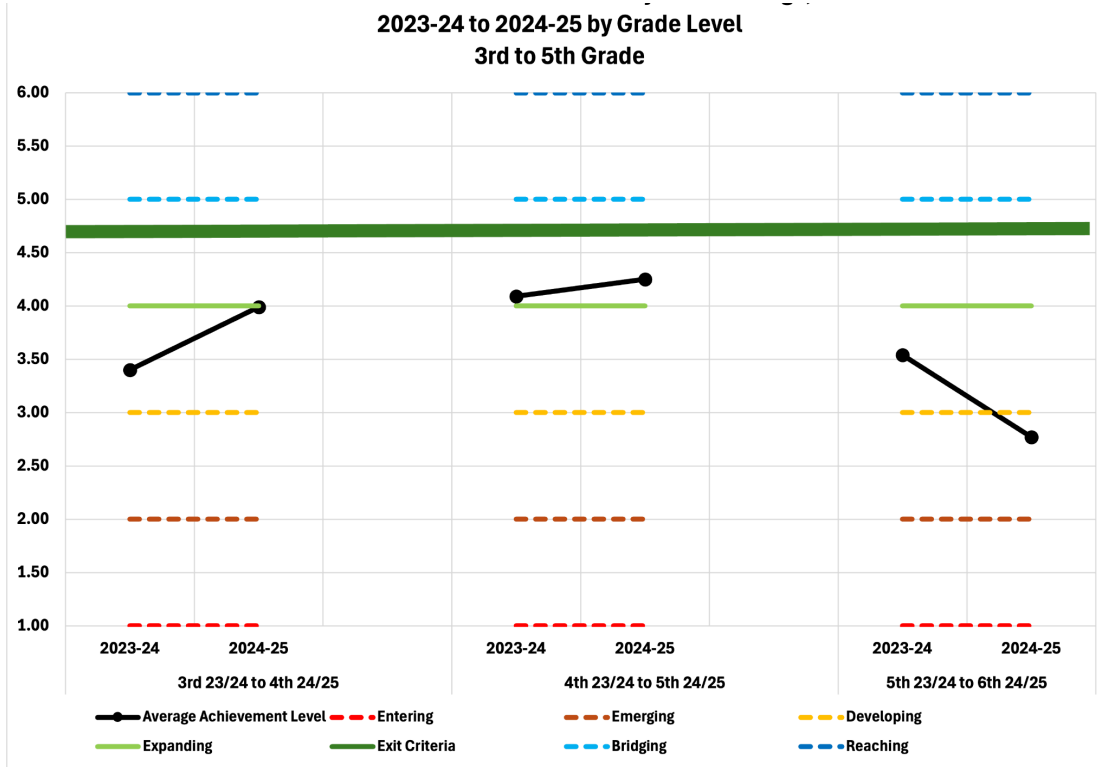
When reviewing grade-level group proficiency progress, it is also important to consider the challenges of transitioning from elementary to middle school and from middle school to high school. Students receiving services are balancing the competing demands of both academic language acquisition and, for high school students, credit acquisition. Additionally, these transitions involve increased course content and language complexity.

### EL Progress Toward English Language Proficiency by Grade Level Group



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### Star Assessment

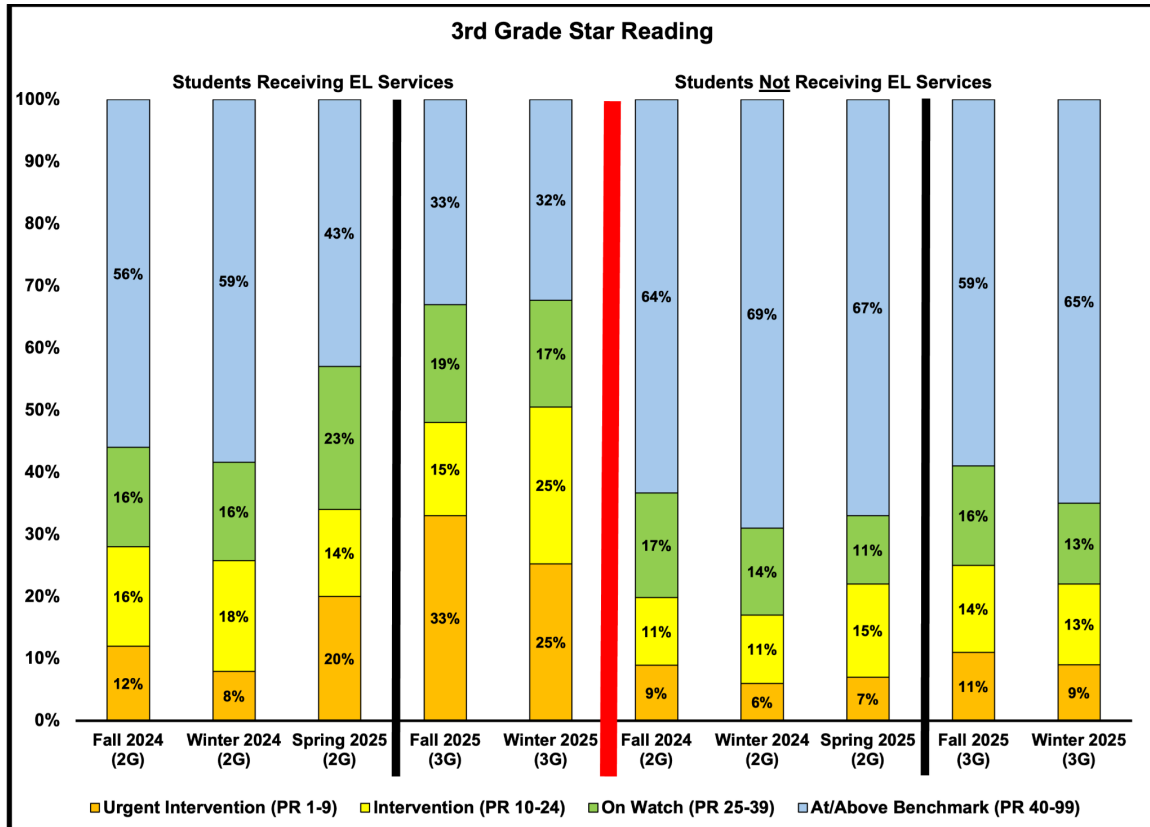
As a school district, Pattonville utilizes the Star reading and math assessments as its local norm-referenced assessment tool. Star benchmark online assessments are taken by students in the fall, winter, and spring. Star assessments are adaptive and provide educators with accurate, reliable, and valid data quickly so that they can make data-informed decisions about instruction and intervention. These benchmarks assess students' performance on the Missouri Learning Standards (MLS) and set learning goals for the following benchmark.

### Relationship of Benchmark Level to Grade Level Equivalence

Level Name	Percentile Range	Grade Level Equivalence
Urgent Intervention	1-9	More than a year below grade level.
Intervention	10-24	Within a year of grade level but more than ½ year below grade level.
On Watch	25-39	Within a ½ year of grade level.
At/Above Benchmark	40-99	At or above grade level.

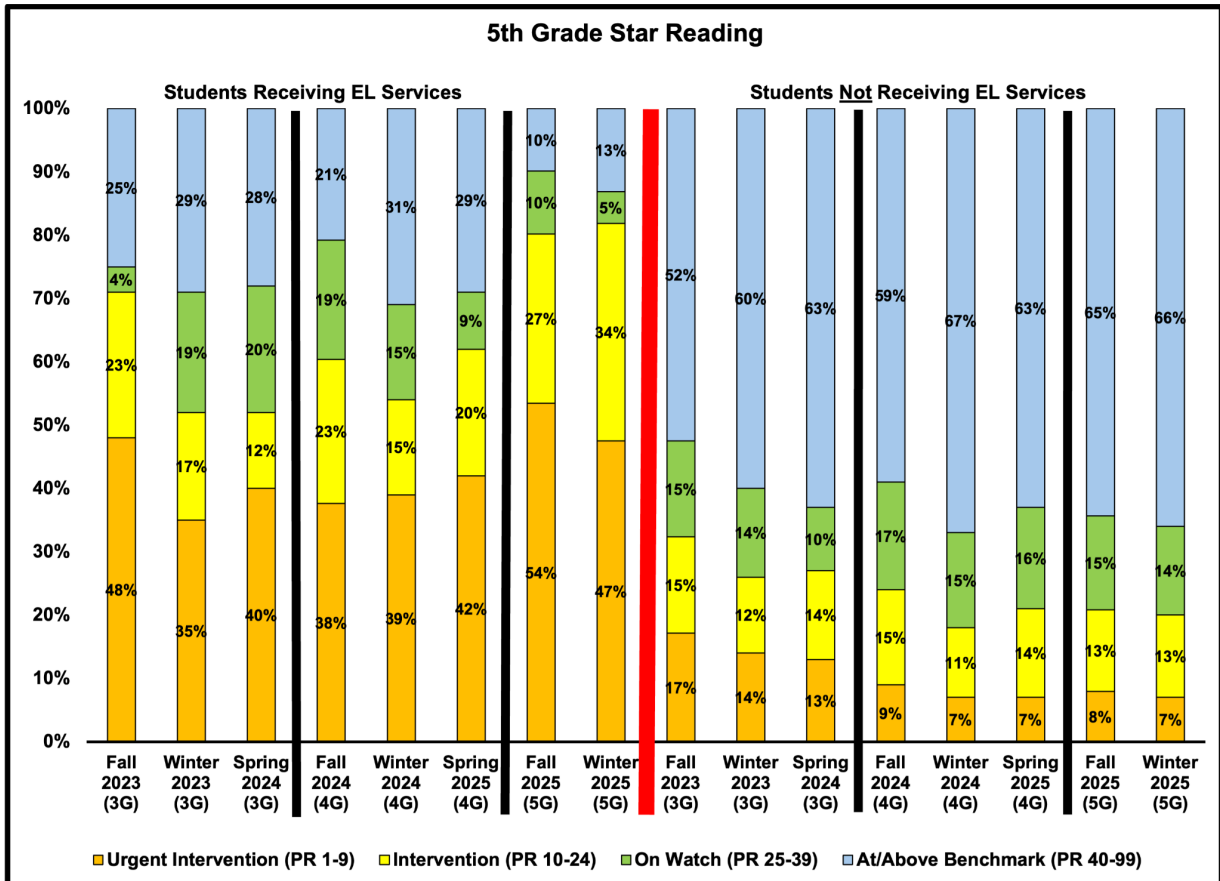
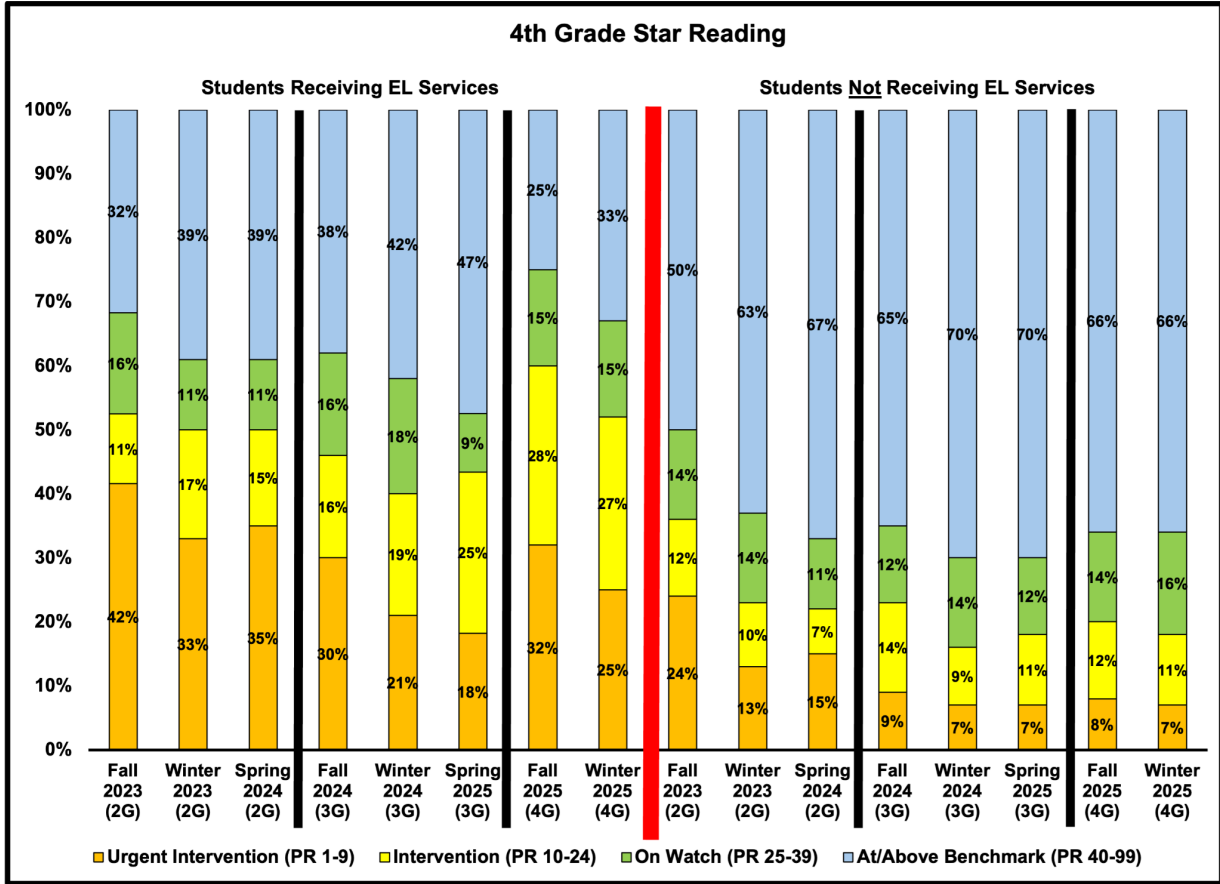
The following charts organize the data by grade-level cohorts from fall 2024 through winter 2026, including Star administrations for reading and math. Each year of administration, students exit EL services. Each chart compares students receiving EL services with those not receiving them.

### Star Reading, Grades 3-8



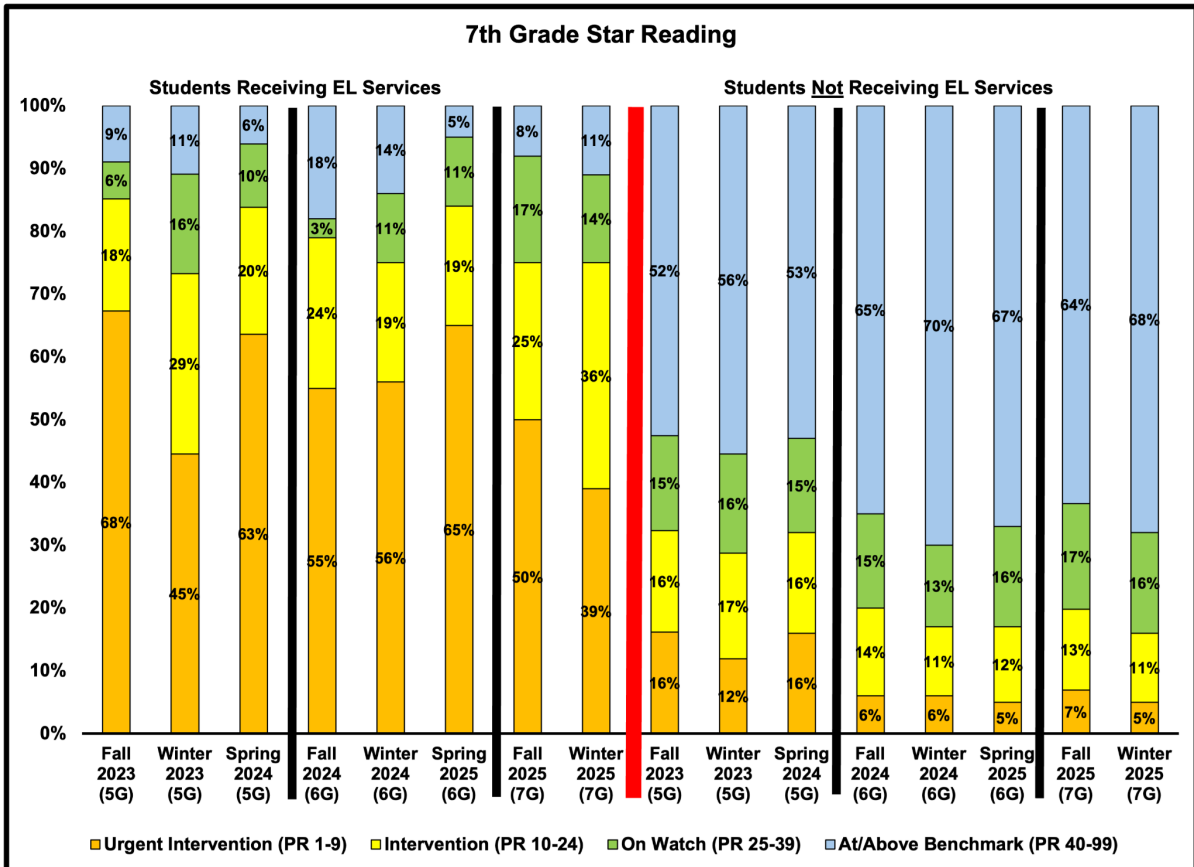
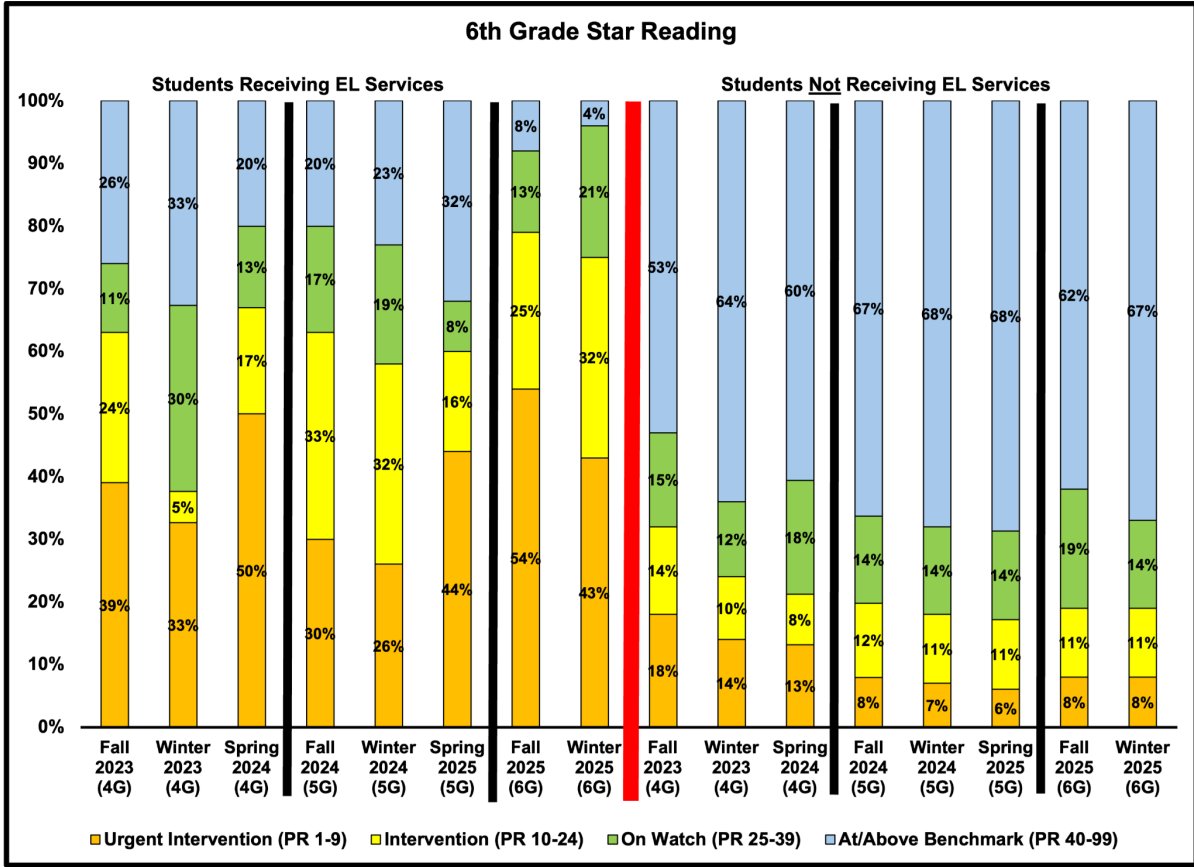
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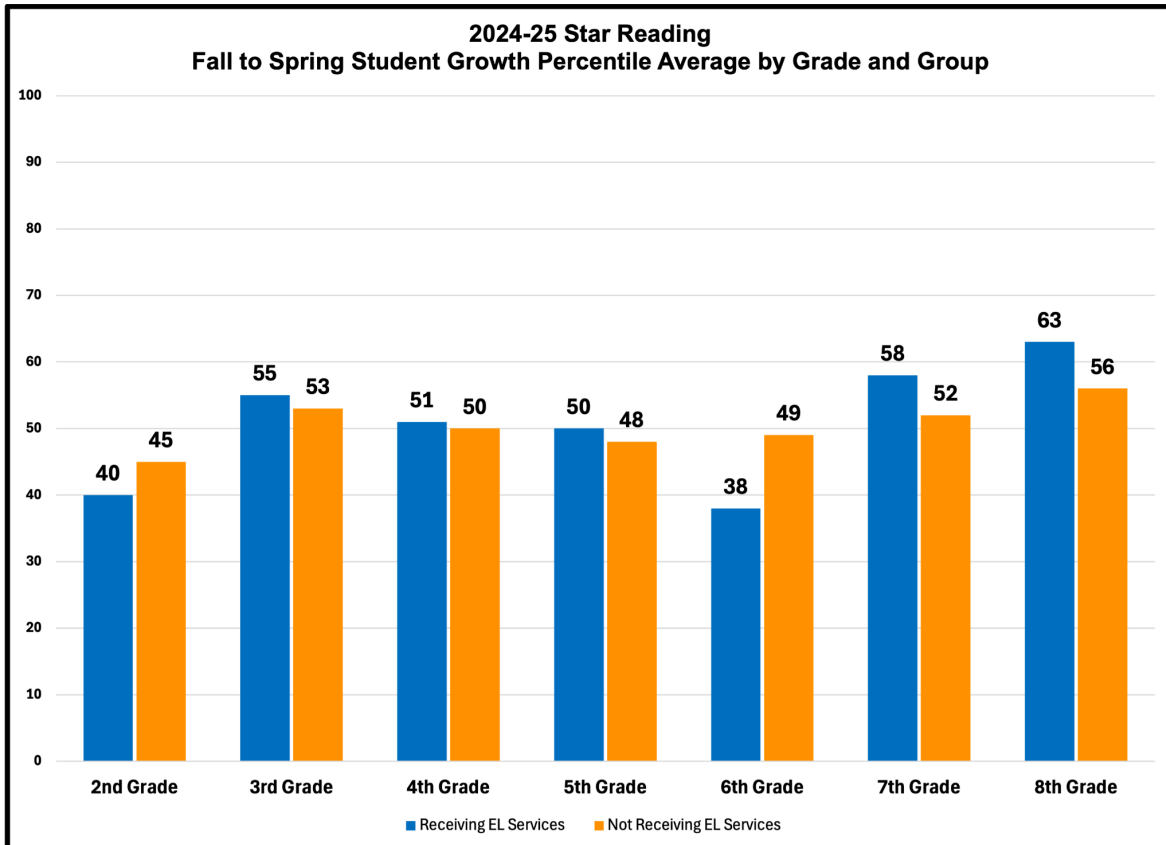
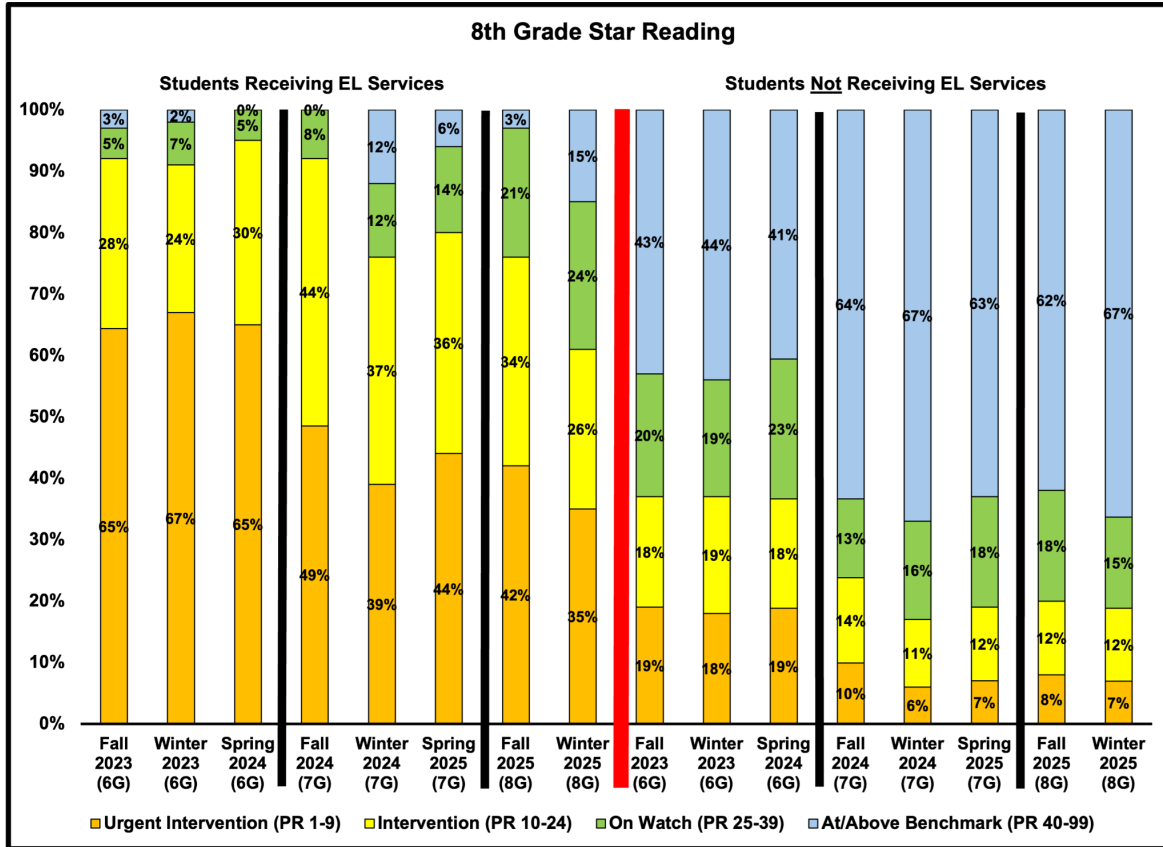
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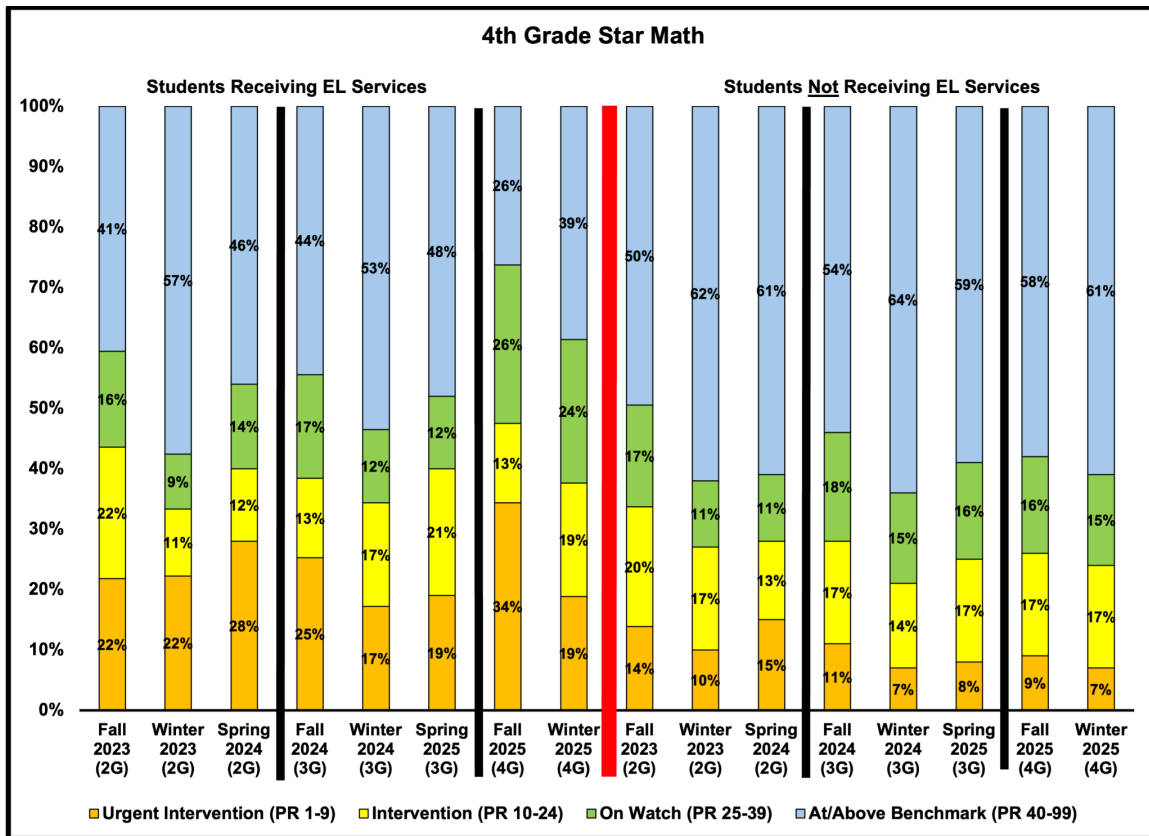
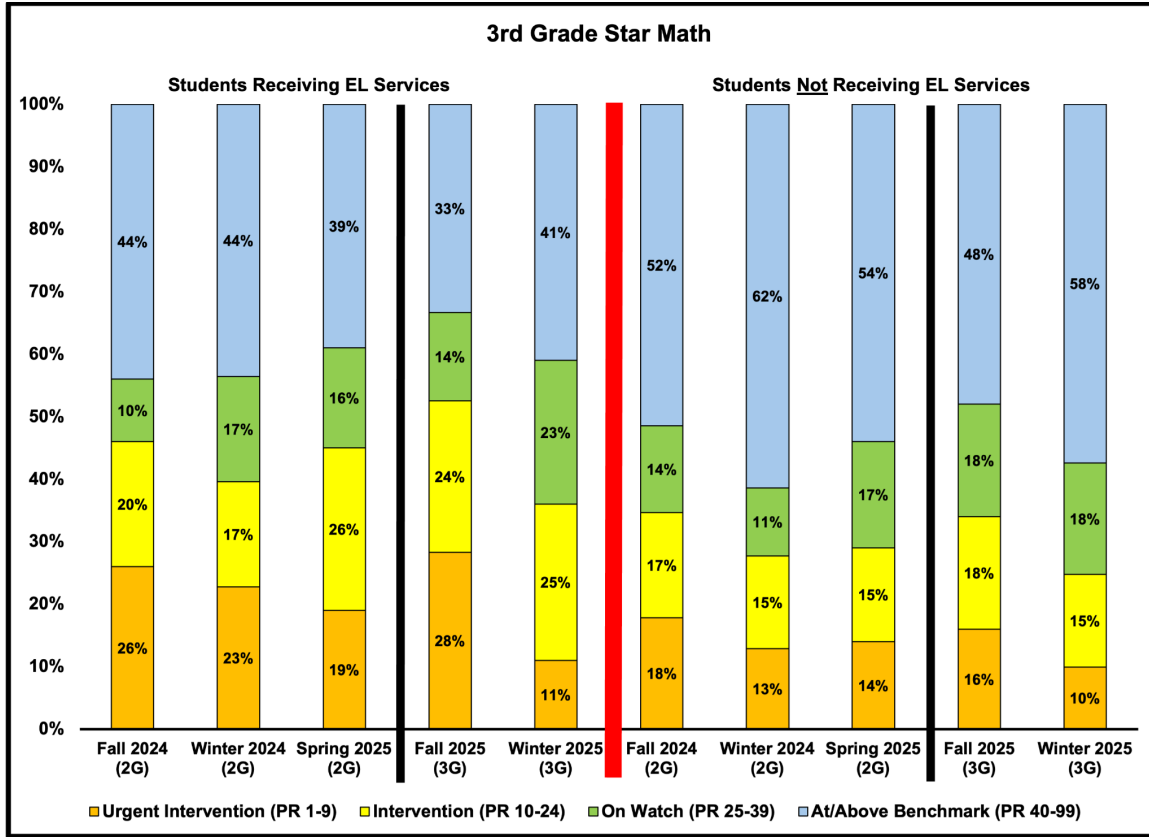
### Summary of Star Reading

Star Reading assessments are given in 2nd through 8th grades. The data is organized as grade-level cohorts from Fall 2023 through Winter 2025 Star administrations. The data for grades 3 through 8 shows a consistent migration of students out of the Urgent Intervention category. In the elementary cohorts, students are transitioning into higher benchmark tiers. At the middle school level, the higher concentration of students in the Urgent Intervention category is directly affected by the newcomer population; currently, 66% of these recently arrived students fall within this category. However, the 7th-grade cohort saw an 11-point drop in Urgent Intervention this winter, and the 8th-grade cohort increased its At/Above Benchmark group to 15%. Compared to the Star national benchmark for 'typical growth' (a student percentile growth of 50), Pattonville EL students in grades 3, 4, 5, 7, and 8 are growing faster than both the national average and their non-EL peers in Pattonville.

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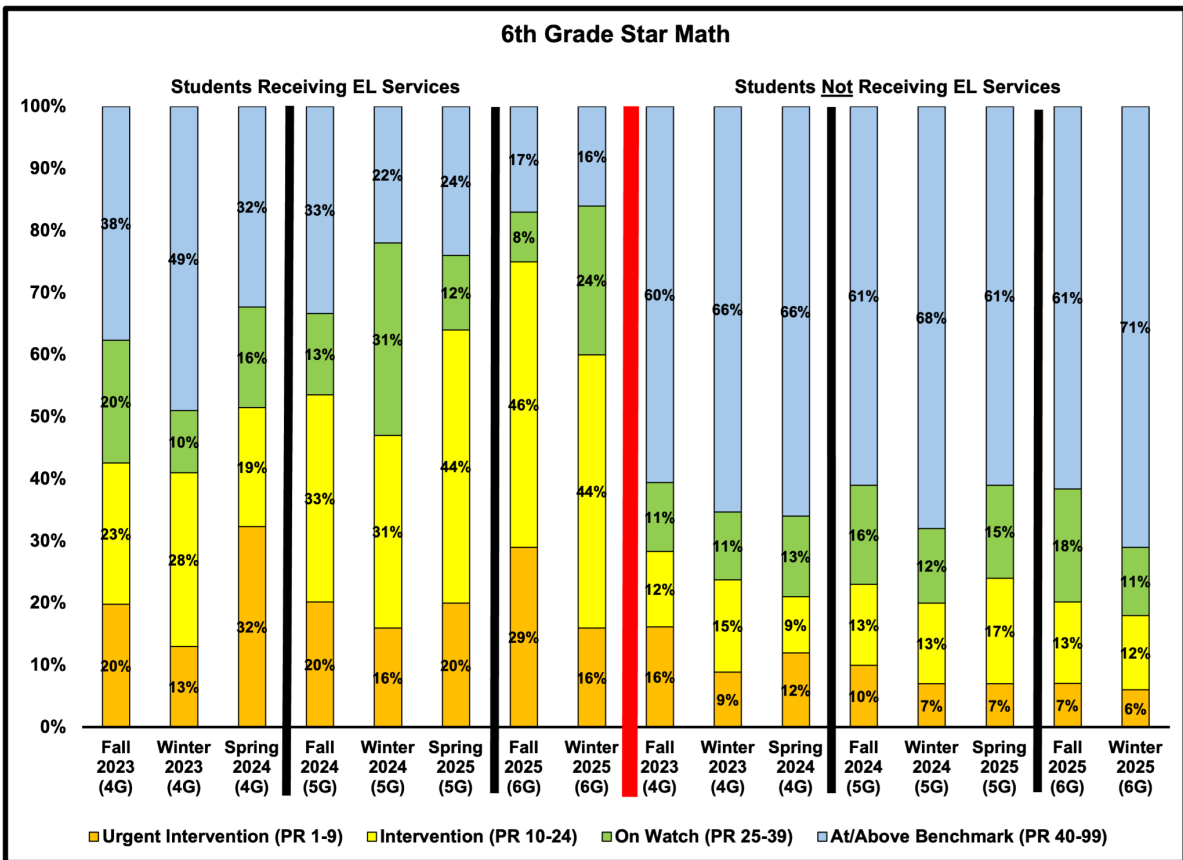
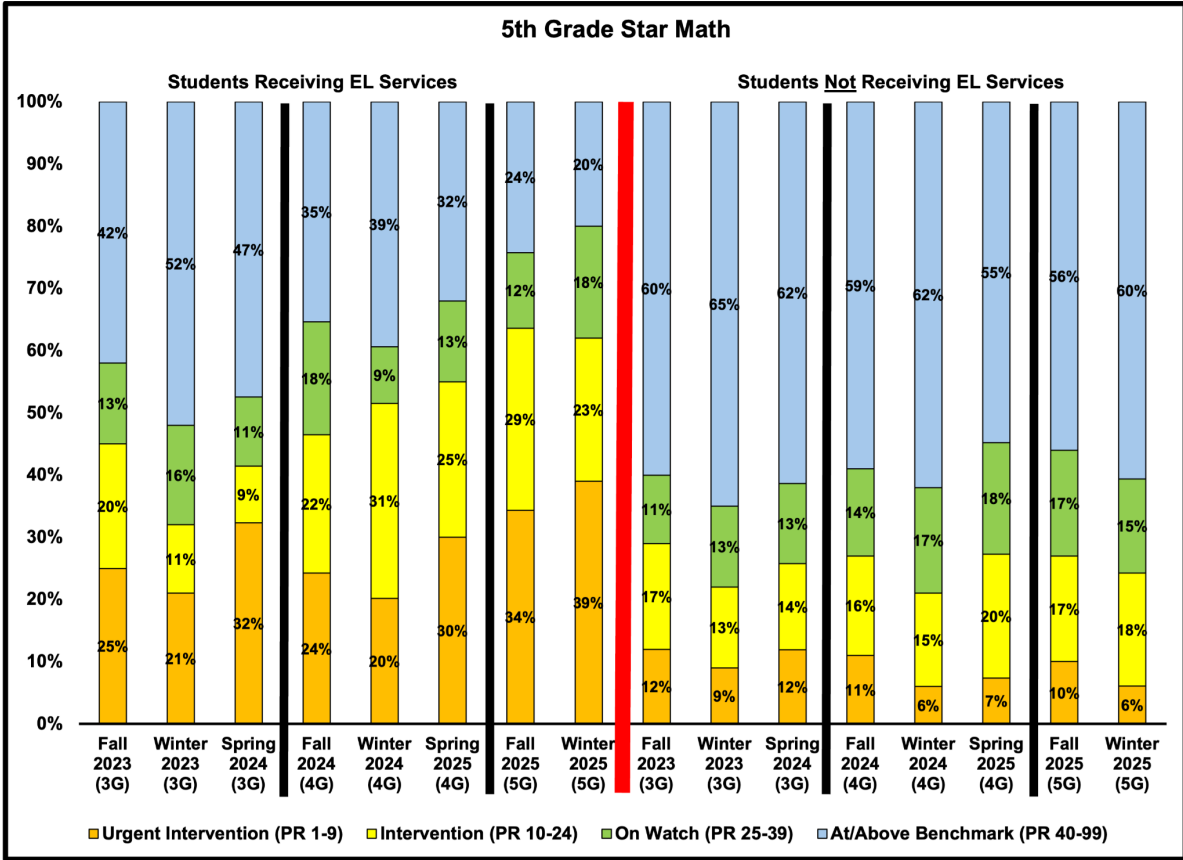
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### Star Math, Grades 3-8



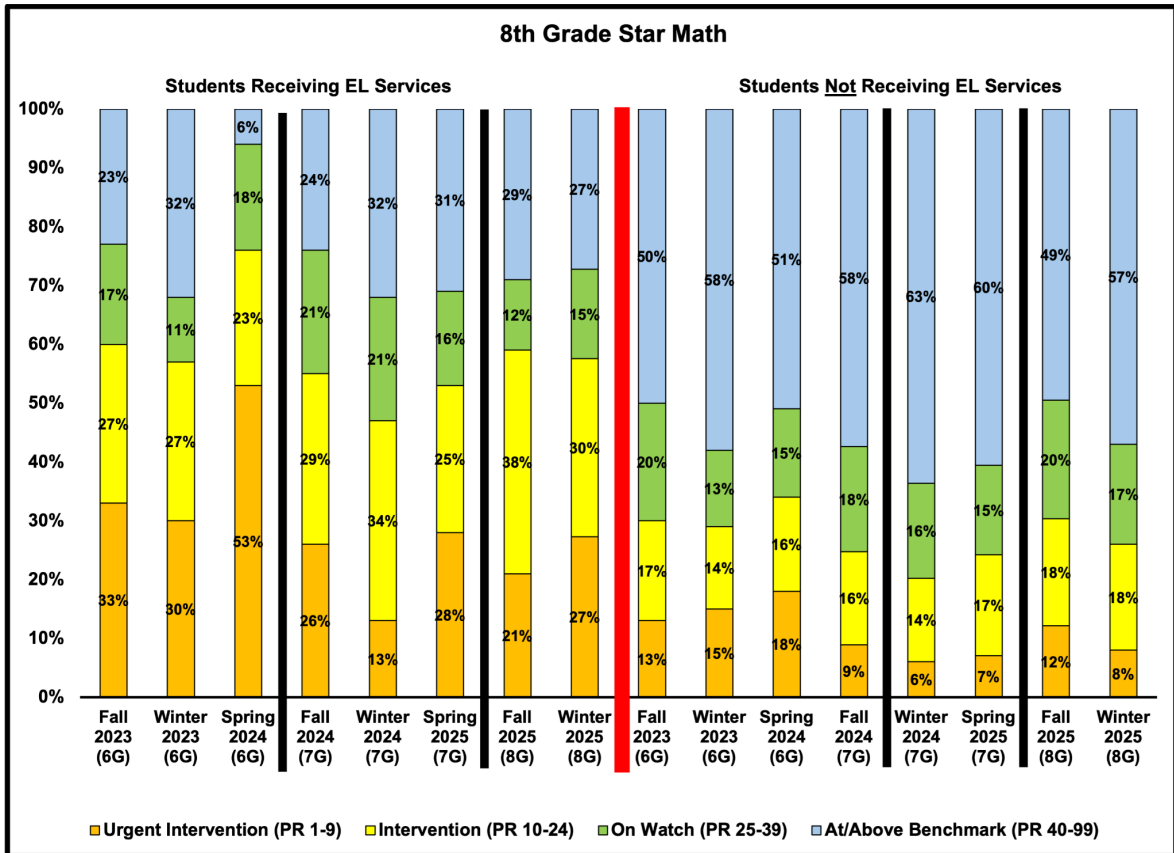
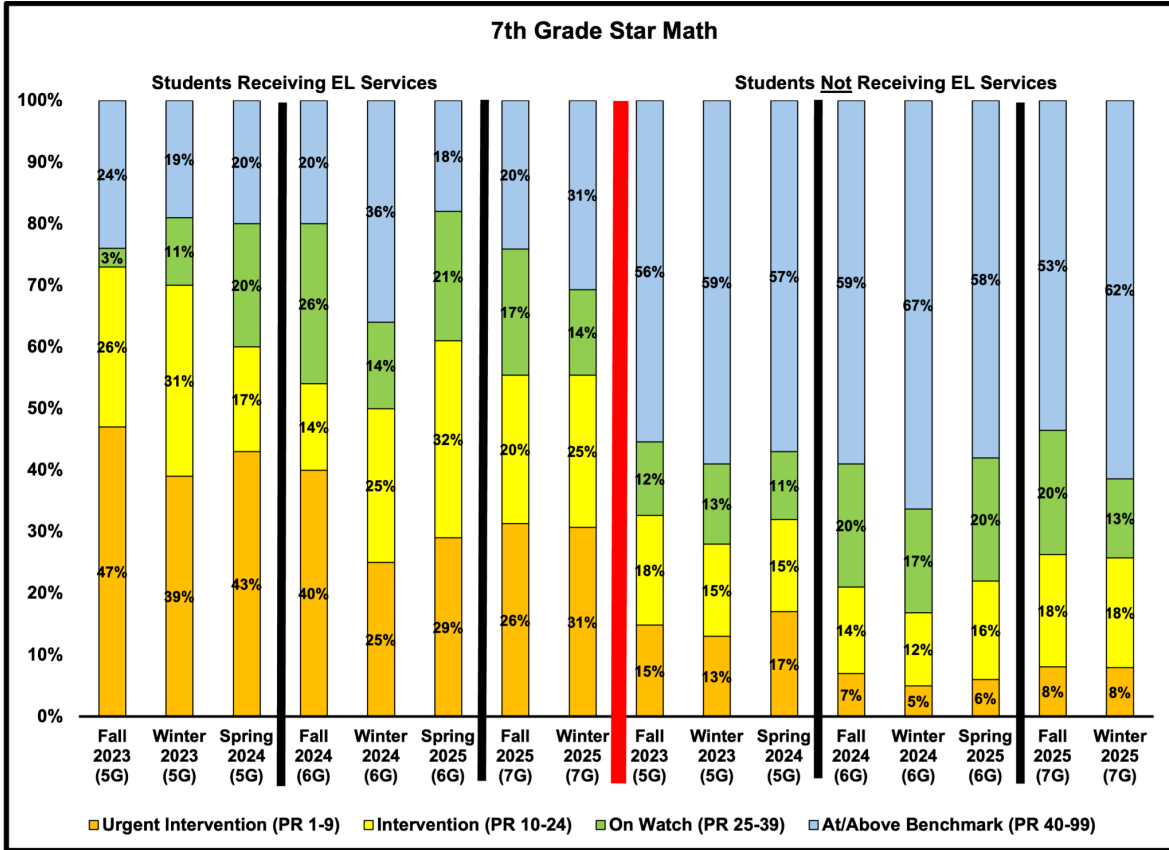
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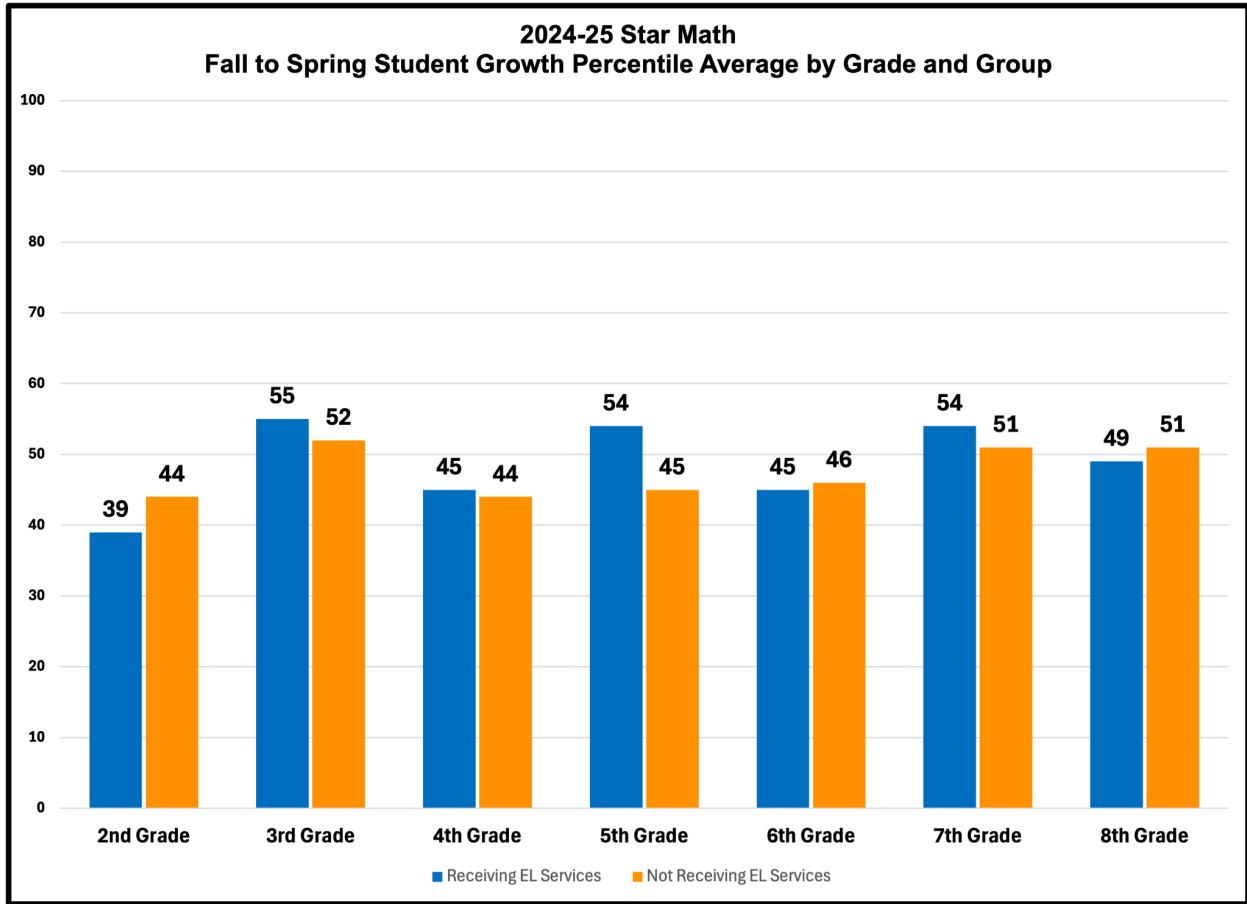
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### Summary Star Math

Star Math assessments are administered to students in 2nd through 8th grades, and the cohort data from Fall 2023 through Winter 2025 highlight performance trends across grade levels. While early elementary students demonstrate a strong foundation in mathematics, with the 3rd- and 4th-grade cohorts showing strong achievement toward benchmark status by Winter 2025, the 5th-grade cohort faces significant challenges, as evidenced by an increase in the number of students requiring urgent intervention. Although middle school math outcomes are heavily influenced by a high concentration of newcomer students, the 6th-grade cohort showed growth, with its benchmark performance increasing during the Winter 2025 administration. Compared to the Star national benchmark for 'typical growth' (a student growth percentile of 50), Pattonville EL students in grades 3, 5, and 7 are growing faster than both the national average and their non-EL peers in Pattonville.

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### Action Steps:

1. Focus on providing necessary professional development to grade-level teachers and content-area departments to support the learning needs of English language students. The professional development activities will be coordinated with district and building leadership.
2. Continue to provide necessary professional development for EL specialists, focusing on procedures, instructional methods, and assessment.
3. Continue to evaluate strategies to address the instructional needs of newcomer English learners across all grades.