



Mountain View
Whisman
School District

English Learner Board Goal Progress Update

April 5, 2018





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English Learner Achievement Gap

Strategic Plan 2021

GOAL 2: ACHIEVEMENT GAP

“Achievement gaps will be eliminated for all student groups in all areas.”

Strategy 2.1 Implement consistent and equitable instructional programs across the District that include evidence-based best practices for students to access academic content in a 21st Century learning environment.

- SIOP
- K-3 Early Language Acquisition Safety Net

District English Learner Goal #1

2017-2018 Board Goal

- Revise English Learner program to ensure a minimum of 80% of students who are enrolled in the program will reach competency in the English language on par with their peers within a six year period.



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English Learner Progress Influential factors

Influencing Factors

- January 2017: Board directed goal for English learners
- Research indicates academic English language proficiency at 6-8 years
- December 2017 release of first Operational California Dashboard
- 2017-18: Transition from CELDT to ELPAC
- 2017-18: Site plans adjusted to include:
 - At-Risk and Long Term English Learner goals and action plans

EL At-Risk/LTEL Students By Site

Data pull--PowerSchool 3/ 19/18

Site	Current # of Els	# of at-risk/ LTEL students	% of ELs at-risk/ LTEL Students	# at-risk/LTEL Spring reclassification Eligible
Bubb	112	8	7%	0
Castro	167	20	12%	0
Crittenden	86	25	29%	4
Graham	120	46	38%	5
Huff	101	2	2%	1
Landels	144	25	17%	4
Mistral	138	11	8%	1
Monta Loma	114	19	16%	1
Stevenson	35	2	6%	1
Theuerkauf	153	19	12%	3
Grand Total	1170	177	15%	20



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Potential Cohort Formulas

Cohort Formula #1

Grade Level

2017	2018	2019
K (Cohort A)	K (Cohort B)	K (Cohort C)
1st (Cohort A)	1 (Cohort A)	1st (Cohort B)
2nd (Cohort A)	2 (Cohort A)	2nd (Cohort A)
	3 (Cohort A)	3th (Cohort A)
		4th (Cohort A)

- Each year students who leave MVWSD will be removed
- Each year students who enter during grades K-2 will be added
- Student who enter after 2nd grade will not be added due to less than 6 years instruction/support by MVWSD

Cohort Formula #2

Year of Entry

Option #1--

Year of Entry-->Minus (-) grades 3-8-->Add (+) new students-->Subtract (-) disenrolled students

2017

1230

Fall enrollment

-300

Grades 3-8

+65

New Students

-100

Disenrolled Students

Cohort 1

895

Students

Cohort Formula #3

Enrollment Based

	2017 Enrollment	2018 Enrollment	2019 Enrollment
Cohort 1	K-100	1st - 100	2nd - 100
Cohort 1A		1st - 25 (Students new to MVWSD in 1st grade in 2018)	2nd - 25
Cohort 1B			2nd - 30 (Students new to MVWSD in 2nd grade in 2019)
Total Enrollment	100 English Learners	125 English Learners	155 English Learners

Tracking Challenges and Considerations

- Dynamic English learner population “moving target” within and between years
- Establishing cohorts is labor intensive
 - Requires manual pulls from data systems
 - Requires changes to PowerSchool identification formulas
 - New tagging formula needs to be created to address how reclassified students factor into cohorts throughout the year
 - Could create issue with reporting data to CalPads
 - SchoolCity cohorts must be re-done annually



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Recommendations

Recommendations

How can we capture English learner English proficiency to assess the outcomes of district work and monitor gap closing progress?

Option #1--

- Site Plan EL Goal Progress
- CA Dashboard growth from year to year

Option #2--

- Site Plan EL Goal Progress
- CA Dashboard growth from year to year
- Internal Cohort Tracking

Board Direction

How does the Board want to track English learner progress?

Option #1--

- Site Plan EL Goal Progress
- CA Dashboard growth from year to year

Option #2--

- Site Plan EL Goal Progress
- CA Dashboard growth from year to year
- Create a consistent Cohort - Use Formula #1



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Next Steps

Question and Next Steps

- Move forward with Board recommendation
- Include assessment of progress toward goal in the Annual English Learner Update