



Mountain View
Whisman
School District

English Learner Board Goal Update

September 2019



Focus on English Learners

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

Desired Outcome

Increase the proficiency of English Learners in language arts, math and science

EL Board Goal 1

2017-18 Board Goal 1

- 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.
 - 2017-18 was baseline year for goal measurement
 - 2018-19 was second year and allowed us to begin measuring progress toward meeting the goal
 - As we disaggregated the data we uncovered larger issues with our processes for monitoring this goal that must be fixed



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Influencing Factors

English Learner Assessment Timeline

- 2018 State transitions from CELDT to ELPAC
- 2018 (January) Mountain View Whisman School District Board sets English Learner goal - 80% of students will reach English proficiency, level 4, on ELPAC within 6 years (level 4 is the highest score on ELPAC)
- 2018 Spring ELPAC 1st administration - baseline data
- 2018-19 English Learner goals embedded into site plans
- 2019 State sets ELPAC proficiency level - level 4
- 2019 Spring 2nd ELPAC administration

What is ELPAC?

- The English Language Proficiency Assessments for California (ELPAC) is the state's test for measuring English proficiency of English for students whose primary language is not English.
 - **Assesses**
 - Reading, Writing, Listening and Speaking
 - **Proficiency**
 - Level 4 per State Board of Education
 - First indicator for reclassification readiness
 - **Structure**
 - Summative Assessment - March administration before CAASPP in April/May
 - Grade span assessment of grades K-12
 - K, 1, 2, 3-5, 6-8
- **Changes from 17-18 to 18-19**
 - Cut score changes to grades 3-8
 - Achievement of level 4 more difficult at these grades
 - 2018-2019 2nd year of testing and data



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EL Board Goal 1-Cohorts

Establishing Cohorts

Cohort 1

- Established at the end of 2017-18
- Students in grades K-3 in the 2017-18 school year
- Multiple grade levels
- Based on ELPAC summative scores
- Cohort monitored for six years using the end-of-year summative ELPAC assessment

Cohort 2

- Established at the end of 2018-19
- Includes new students from the 2018-19 school year in grades K-3 who are not already included in Cohort 1
- Based on 2018-19 ELPAC summative scores
- Cohort monitored for six years using the end-of-year summative ELPAC assessment

Districtwide Cohort 1 Progress

	2017-18 ELPAC Number of Students	2017-18 ELPAC Percent at Performance Level 4	2018-19 ELPAC Number of Students	2018-19 ELPAC Percent at Performance Level 4
Level 4	286	46%	210	36%
Level 3	155	25%	215	37%
Level 2	98	16%	118	20%
Level 1	84	13%	40	7%

- 41 students from cohort 1 disenrolled from MVWSD
- 106 RFEP students included in level 4

Districtwide Cohort 1

Movement from 2017-18 to 2018-19

	Number of Students	Percent of Students
Moved up one or more levels	115	24%
Remained at the same level	223	47%
Moved down one or more levels	139	29%

Grades	K to 1	1 to 2	2 to 3	3 to 4
Moved up	32	15	15	51
Flat	58	71	60	34
Moved down	56	44	34	5

of reclassified students not included in charts above, but remain accounted for in cohort 1 for six years = 106 students. No movement of this group as they have already achieved level 4 on ELPAC and have reclassified.

Cohort 1 by School

Site	Total in Cohort 2017-18	Percent at level 4 2017-18	Total in Cohort 2018-19	Percent at level 4 2018-19
Bubb	79	46%	78	42%
Castro	123	33%	116	23%
Huff	73	63%	67	55%
Landels	64	53%	60	48%
Mistral	111	48%	105	27%
Monta Loma	64	31%	60	32%
Stevenson	19	74%	21	48%
Theuerkauf	91	35%	76	34%

Cohort 2 Baseline Data

	2018-19 ELPAC Number of Students	2018-19 ELPAC Percent at Performance Level
Level 4	23	14%
Level 3	55	34%
Level 2	51	31%
Level 1	35	21%

Cohort 2 by Current School

Site	Total in Cohort 2	Number at level 4	Percent at level 4
Bubb	11	2	18%
Castro	45	1	2%
Huff	24	7	29%
Landels	13	0	0%
Mistral	21	1	5%
Monta Loma	18	4	22%
Stevenson	13	6	46%
Theuerkauf	12	2	17%
Vargas	7	0	0%
Total	164	23	14%

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*Includes 2018-19 student enrollment

Cohort Data

- As the District started disaggregating the cohort data and saw that students were regressing, it prompted a deeper look into different data points.
- The District analyzed reclassification data for English Learners who enrolled in Kindergarten and have been continuously enrolled in MVWSD as well as looked at the progress of selected individual students.

Reclassification Data

2018-19 5th grade English Learners

- 133 English Learners entered in Kindergarten and were still enrolled in 5th grade at the end of 2018-19
 - 29/133 were still English Learners in 5th grade (22%)
 - 11/29 have IEPs
- In total, the District promoted 73 English Learners from 5th grade:
 - 35/73 entered MVWSD in 3rd, 4th or 5th grade
 - 7/35 were newcomers

Reclassification Data

2018-19 8th graders

- 170 English Learners entered in Kindergarten and were still enrolled in 8th grade at the end of 2018-19
 - 22/170 were still English Learners in 8th grade (13%)
 - 9/22 have IEPs
- In total, the District promoted 57 English Learners from 8th grade:
 - 26/57 entered MVWSD in middle school
 - 8/26 were newcomers

Individual Student Data Example

- Student A - Kindergartener at Mistral in 2017-18 (one of the schools with highest percentages of regression on the ELPAC)
 - Two Ivy League educated, multilingual parents who are both educators
- Student A - scored a 4 on the ELPAC at the end of 2017-18
- Student A could not be reclassified as he/she did not take any assessments in English (students were only tested in Spanish at grades K-2)
- Student A was exposed to mostly Spanish with limited ELD in 2017-18
- Student A scored a 3 on the ELPAC at the end of 2018-19 and has transferred out of District



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New Plan of Action Needed

New Plan of Action

The focus on Board Goal 1 in year two has led us to uncover many issues that need to be addressed in order to ensure success for all students and especially English Learners.

Issues Uncovered

Lack of intentional focus on students in cohort 1

- Site and student level ELPAC data was available and not used to monitor growth
- Site plans goals focused on RFEP, At Risk and LTELs and did not include English Learners' ELPAC growth
- Lack of focus on students who scored a 4 on ELPAC and did not automatically qualify for reclassification

Issues Uncovered

Current Cohort Structure

- Structure is confusing to users and stakeholders
 - Multiple grade levels
 - Difficulty determining effect of district initiatives because students enter at different grade levels
 - Difficult to focus specific support for grade levels/sites

Issues Uncovered

- District initiatives running in isolation and not viewed as a cohesive program to support English Learners and all students
 - English Language Development
 - Minimally compliant
 - ELD rotations happening
 - Confusion between language development and English language arts skill instruction
 - SIOP
 - Minimally compliant
 - Evidence of content and language objectives posted, instruction using objectives not consistent
 - Content Instruction
 - Instruction not differentiated for all learners
 - Response to Instruction
 - Transition to a new structure

Issues Uncovered

Reclassification Process

- Board Goal 1 was not viewed as a part of reclassification even though it is the first step toward reclassification
- Teachers/administrators want to make sure students are academically ready to reclassify and can be tentative with recommendations at times
- Teacher input can be subjective and not focused on the reclassification criteria
 - Organization or homework completion vs. actual reading score
- How do we provide support to students who reclassify and may still have some gaps
 - All initiatives need to work in harmony instead of isolation
- Only one chance to reclassify although we give students multiple assessments over the course of a school year



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Recommendation

Recommendation

Modify Board Goal 1 to focus on reclassification rather than just proficiency on the ELPAC

- Use a cohort model and follow students entering in Kindergarten each year beginning in 2017-18 (first year of ELPAC)
 - By the end of 5th grade 75% of English Learners who entered in MVWSD in Kindergarten will be reclassified
 - By the end of 8th grade 85% of English Learners who entered MVWSD in Kindergarten will be reclassified



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Next Steps

Next Steps

Be intentionally focused

- Provide professional development to principals and teachers
 - Effective ELD
 - Reclassification criteria
 - Difference in ELPAC assessments between grades K to 1, 1 to 2, 3-5, and 6-8
- Develop user-friendly reports to track and report data for all students
- Provide data in a timely manner and support principals in using it effectively to monitor student progress
- Explore the use of language assessments newly published by Benchmark Advance
- Add a site plan goal:
 - By March of 2020, 80% of English learners who score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC
- When conducting walkthroughs, classroom visits and professional development focus on all District initiatives not just SIOP implementation

Next Steps

- Provide multiple opportunities for students to reclassify between administrations of the ELPAC
 - Opportunities after March ELPAC Assessment:
 - Spring CAASPP ELA Results
 - May iReady ELA Benchmark results
 - September iReady Diagnostic results
 - November Literably score
 - December iReady ELA benchmark results
 - February Literably score
- All students will take assessments in English
- Create stakeholder-friendly communication tools to share progress



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Questions