



Mountain View
Whisman
School District

Update on English Learners and Reclassification

February 2022



Alignment to SP 2027

STRATEGIC PLAN 2027

GOAL AREA 1

- Effective and Consistent Instructional Practice that meet the needs of all students

Objective 1B

- Ensure targeted instructional opportunities that maximize learning for all students



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English Learners: The Big Picture

Definitions

English Learners (EL)

Students whose first language was a language other than English and who are not yet at the same level in academic English as their peers whose first language was English. An EL who has been in US schools for fewer than 12 months is considered a “newcomer.”

Reclassified Fluent English Proficient (RFEP)

former English Learners who are at a similar level in academic English as their peers whose first language was English. Reclassification of English Learners is determined on their performance on the ELPAC, another local or state assessment, staff input, and parent consultation.

English Learners and Reclassified Fluent English Proficient (RFEP) Students

School	English Learners	RFEP	% of all students who are EL or RFEP
Bubb	55	34	24%
Castro	187	24	78%
Imai	46	47	23%
Crittenden	51	154	39%
Graham	107	281	46%
Landels	75	47	30%
Mistral	150	20	49%
Monta Loma	57	22	29%
Stevenson	38	42	18%
Theuerkauf	105	27	39%
Vargas	76	34	35%
District Total	946	736	36%

English Learner Assessments

- **ELPAC (English Language Proficiency Assessments for California)**
 - **Initial ELPAC** - given to potential EL students beginning school in the US for the first time.
 - Results: English Learner (EL) or Initially Fluent English Proficient (IFEP)
 - **Summative ELPAC** - given to all ELs in the spring of every year until reclassification
 - Results: Overall score (1-4) and subarea scores
 - 2018 was the first year of ELPAC. The previous assessment was the CELDT (CA ELD Test).
- **CAASPP (grades 3-8)**
- **District Interim Assessments: i-Ready, Literably**

EL Instruction

- Designated ELD
 - Minimum 150 minutes a week for all ELs
 - Small group work/rotations in Elementary
 - Resources: Benchmark Advance ELD, Reading A-Z, Grammar Gallery, Imagine Learning, English 3D
 - ELD period in Middle School
- Integrated ELD
 - Integrated throughout grade level instruction
 - SIOP Techniques and Strategies
 - e.g. Content and Language Objectives, Explicit Vocabulary Instruction, Differentiation

ELs: A dynamic group

- There are big differences in skills between various groups of English Learners: recent arrivals/newcomers, ELs who have been in US schools for a few years, and those who have been ELs for several years.
- Research shows that it can take 4-7 years for ELs to develop academic language skills in English.
- ELs move in and out of our district each year.
- Reclassification during the year leads to changes in the population (Many ELPAC 4s become RFEP)
 - Reclassification processes in Aug, Sep, Nov, Dec, Jan, and Mar
- Size and demographics of EL cohorts are hard to predict
- **Therefore, we measure progress using a cohort growth approach, with the goal of reclassification.**



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Goals and Data

Reclassification Goal (Former Board Goal)

- **By the end of 5th grade 75% of of the EL cohort who entered MVWSD in Kindergarten will be reclassified.**
- **By the end of 8th grade 85% of the EL cohort who entered MVWSD in Kindergarten will be reclassified.**

While all students are monitored with these targets in mind, the intent was to apply this goal only to the EL cohorts assessed with the ELPAC (and not the CELDT).

Cohorts

- Established annually
- Includes English Learner students who enter in Kinder and are continuously enrolled in MVWSD
- Defined by year of district exit
 - Kindergarteners this year are the 2030 cohort
- Cohorts 2026, 2027, 2028, 2029, and 2030, are measured formally, although we are reporting progress for all cohorts.

Cohort Identification

Cohort (8th Grade Exit Year)	Current Grade	Kindergarten Enrollment Year
2030	Kindergarten	2021/2022
2029	1st	2020/2021
2028	2nd	2019/2020
2027	3rd	2018/2019
2026	4th	2017/2018
2025	5th*	2016/2017
2024	6th	2015/2016
2023	7th	2014/2015
2022	8th*	2013/2014

Yellow Highlight = Cohorts assessed with the ELPAC and within the former board goal accountability cycle.

*5th and 8th grade cohort reclassification percentages are how we measure whether our goals are met.

Progress By Cohort - Districtwide

Cohort (8th grade exit year)	Current Grade	Kinder Enrollment Year	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/dis tance learning school years
2030	K	2021/2022	213	4	2%	-
2029	1st	2020/2021	110	27	20%	K
2028	2nd	2019/2020	87	20	19%	K, 1
2027	3rd	2018/2019	80	48	38%	1, 2
2026	4th	2017/2018	75	63	46%	2, 3
2025	5th*	2016/2017	71	88	55%	3, 4
2024	6th	2015/2016	29	107	79%	4, 5
2023	7th	2014/2015	31	121	80%	5, 6
2022	8th*	2013/2014	14	121	90%	6, 7

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*Goal: 75% reclassified by end of 5th grade and 85% reclassified by end of 8th grade

Progress by School - Elementary

Grade	Cohort	District	BB	CA	IM	LN	MI	ML	ST	TH	VA	Int/ DL
K	2030	2%	6%	0%	0%	8%	0%	0%	5%	0%	0%	-
1	2029	20%	11%	4%	50%	30%	0%	30%	57%	20%	40%	K
2	2028	19%	33%	0%	67%	55%	6%	25%	40%	0%	15%	K, 1
3	2027	38%	64%	11%	60%	57%	22%	13%	77%	60%	50%	1, 2
4	2026	46%	46%	21%	78%	54%	15%	71%	63%	57%	70%	2, 3
5	2025	55%	63%	37%	93%	63%	32%	58%	91%	54%	54%	3, 4

Progress - Bubb

Current Grade	Cohort (8th grade exit year)	Number Current of ELs	Number Reclassified	Percent Reclassified	Interrupted/distance learning school years
K	2030	15	1	6%	-
1st	2029	8	1	11%	K
2nd	2028	6	3	33%	K, 1
3rd	2027	4	7	64%	1, 2
4th	2026	7	6	46%	2, 3
5th*	2025	6	10	63%	3, 4

Progress - Castro

Current Grade	Cohort (8th grade exit year)	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/dist ance learning school years
K	2030	28	0	0%	-
1st	2029	25	1	4%	K
2nd	2028	28	0	0%	K, 1
3rd	2027	24	3	11%	1, 2
4th	2026	19	5	21%	2, 3
5th*	2025	22	13	37%	3, 4

Progress - Imai

Current Grade	Cohort (8th grade exit year)	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/dist ance learning school years
K	2030	10	0	0%	-
1st	2029	5	5	50%	K
2nd	2028	2	4	67%	K, 1
3rd	2027	4	6	60%	1, 2
4th	2026	4	14	78%	2, 3
5th*	2025	1	13	93%	3, 4

Progress - Landels

Current Grade	Cohort (8th grade exit year)	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/dist ance learning school years
K	2030	24	2	8%	-
1st	2029	7	3	30%	K
2nd	2028	4	5	55%	K, 1
3rd	2027	3	4	57%	1, 2
4th	2026	6	7	54%	2, 3
5th*	2025	9	15	63%	3, 4

Mistral

Current Grade	Kinder Enrollment Year	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/dist ance learning school years
K	2021/2022	37	0	0%	-
1st	2020/2021	31	0	0%	K
2nd	2019/2020	16	1	6%	K, 1
3rd	2018/2019	21	6	22%	1, 2
4th	2017/2018	23	4	15%	2, 3
5th*	2016/2017	15	7	32%	3, 4

Monta Loma

Current Grade	Cohort (8th grade exit year)	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/dist ance learning school years
K	2030	9	0	0%	-
1st	2029	7	3	30%	K
2nd	2028	9	3	25%	K, 1
3rd	2027	13	2	13%	1, 2
4th	2026	2	5	71%	2, 3
5th*	2025	5	7	58%	3, 4

Stevenson

Current Grade	Cohort (8th grade exit year)	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/dist ance learning school years
K	2030	21	1	5%	-
1st	2029	3	4	57%	K
2nd	2028	3	2	40%	K, 1
3rd	2027	3	10	77%	1, 2
4th	2026	7	12	63%	2, 3
5th*	2025	1	10	91%	3, 4

Theuerkauf

Current Grade	Cohort (8th grade exit year)	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/dist ance learning school years
K	2030	45	0	0%	-
1st	2029	16	4	20%	K
2nd	2028	8	0	0%	K, 1
3rd	2027	4	6	60%	1, 2
4th	2026	3	4	57%	2, 3
5th*	2025	6	7	54%	3, 4

Vargas

Current Grade	Cohort (8th grade exit year)	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/dist ance learning school years
K	2030	24	0	0%	-
1st	2029	9	6	40%	K
2nd	2028	11	2	15%	K, 1
3rd	2027	4	4	50%	1, 2
4th	2026	3	7	70%	2, 3
5th*	2025	6	7	54%	3, 4

Progress by School - Middle School

Current Grade	Cohort	District	Crittenden	Graham	Int/DL
6	2024	78%	87%	75%	4, 5
7	2023	78%	83%	78%	5, 6
8th*	2022	89%	92%	89%	6, 7

Crittenden

Current Grade	Cohort (8th grade exit year)	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/distance learning school years
6th	2024	6	39	87%	4, 5
7th	2023	8	39	83%	5, 6
8th*	2022	4	48	92%	6, 7

Middle school students in an EL Cohort who are not yet reclassified are considered Long Term English Learners (LTEL).

Graham

Current Grade	Cohort (8th grade exit year)	Current Number of ELs	Number Reclassified	Percent Reclassified	Interrupted/distance learning school years
6th	2024	23	68	75%	4, 5
7th	2023	23	82	78%	5, 6
8th*	2022	9	73	89%	6, 7

Middle school students in an EL Cohort who are not yet reclassified are considered Long Term English Learners (LTEL).

Year-to-year (non cohort) comparison: 2020 vs 2022

	2020 Reclassified %	2022 Reclassified %	Int/DL	% Change
K	1%	2%	-	0
1	21%	20%	K	-1%
2	33%	19%	K, 1	-14%
3	51%	38%	1, 2	-13%
4	69%	46%	2, 3	-15%
5	74%	55%	3, 4	-19%
6	91%	79%	4, 5	-12%
7	87%	80%	5, 6	-7%
8	83%	90%	6, 7	+7%

Data Summary

- More than 75% of the 2025 (5th grade) Cohort at Imai and Stevenson have reclassified.
- All 2025 Cohorts at the other elementary schools are below the goal of 75% reclassified.
- The 2026, 2027, and 2028 Cohorts (current 4th, 3rd, and 2nd) all have at least 13% fewer students who have reclassified compared to the same grades two years ago.
- Crittenden had 92% of the 2022 Cohort (current 8th) reclassified (7% above goal).
- Graham has 89% of the 2022 Cohort (current 8th) reclassified (4% above goal).

Data Summary (continued)

- Sample size: fewer/additional reclassified student can lead to a big swings in percentages, for example, when examining one grade level at one site.
- Several schools have one or more “outlier” Cohorts who have reclassified at a significantly higher rate than the district average:
 - Bubb 2027, Imai 2028, Landels 2027, Monta Loma 2029, Stevenson 2027, Theuerkauf 2027



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Analysis

COVID Disruptions and Impact on ELs

- Unfinished Summative ELPAC exams in Spring 2020 - fewer students scoring the level 4 needed to Reclassify.
- Distance learning challenges disproportionately impacting English Learners - ELs need all the speaking, listening, reading, and writing opportunities that in-person instruction offers.
- Summative ELPAC 2021 was a mix of in-person and virtual - scores were likely impacted.
- Comparing middle school results with elementary results shows that the pandemic has disproportionately affected students who had their learning interrupted during grades 1-4.

Examining bright spots

- The relative success of the cohorts in middle school implies that
 - consistent, quality ELD in elementary school is fundamental.
 - a designated period for middle school ELD is beneficial.
- Demographic considerations aside, elementary sites with cohorts who are significantly outperforming district averages have
 - consistently emphasized the consistency and quality of Designated ELD, even during distance learning
 - a focus on students practicing language skills in addition to content knowledge (Integrated ELD)
 - specific plans and strategies for an ELD approach based on site-specific data and observations
- Despite the challenge of balancing instructional minutes between many subjects, all teachers and principals share a strong commitment to quality ELD and a desire to improve continuously.

Current ongoing efforts

- Strictly adhere to and support the expectation of a consistent 150 minutes of Designated ELD per week for every EL.
- Provide teacher and administrator training for D-ELD resources.
- Remove former barriers to accessing resources: Reading A-Z accounts for all K-5 classroom teachers.
- Prepare Instructional Coaches with training to support teachers to use SIOP strategies now and moving forward into 2022-23.
- Provide training for EL Coordinators to support not only the ELPAC assessment but teacher/family understanding of the reclassification process.
- Provide Parent University sessions to help families support their learners at home.



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Next Steps

Next Steps

- Continue to track data on reclassification, EL performance and growth on ELPAC, i-Ready, Literably, and CAASPP.
- Deeper trends analysis of the types of language skills that Cohorts 2025-2028 require most urgently for reclassification.
- Examine positive “outlier” cohorts for actions we can replicate.
- Examine possible additional programming, resources, and training, especially for the cohorts disproportionately affected by COVID.
- Continue existing newcomer supports and encourage innovation at sites, with the intent of improving our newcomer supports every year.
- Prepare and administer the 2022 Summative ELPAC.