



Mountain View
Whisman
School District

Update on English Learners and Reclassification

March 2023



Alignment

STRATEGIC PLAN 2027

GOAL AREA 1

- Effective and Consistent Instructional Practices 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.”

Reclassification

The process by which EL students are certified to be at a similar level in academic English as their English Only peers. Reclassification of English Learners is determined on the basis of their performance on the ELPAC, one additional local or state assessment, staff input, and parent consultation. This process takes place throughout the year as new student assessment data becomes available.

Reclassified Fluent English Proficient (RFEP)

Former English Learners who have been reclassified

Ever ELs

Any student who has a language status of EL or RFEP. This term allows us to measure our impact more clearly.

Initially Fluent English Proficient (IFEP)

Students whose first language was not English but were deemed fluent after their Initial ELPAC assessment. IFEP students are not part of the Ever ELs group.

EL Cohorts

For our analysis: same-age Ever ELs who enter MVWSD as Kindergarteners and are continuously enrolled.

English Learner Assessments

- **ELPAC (English Language Proficiency Assessments for California)**

The ELPAC is comprised of three tests:

- **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
 - **Alternate ELPAC** - given to EL students with IEPs who have significant cognitive disabilities
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- State assessments for all students: **ELA CAASPP** (grades 3-8)
 - Local Assessments for all students: **i-Ready, Literably**

EL Instruction

- Designated ELD
 - Minimum 150 minutes a week for all ELs grades 1-8; minimum 120 minutes a week for all ELs grades TK-K
 - Small group targeted instruction in elementary
 - ELD period in middle school
 - Resources: Benchmark Advance ELD, Reading A-Z, Grammar Gallery, Imagine Learning, English 3D
- Integrated ELD
 - Integrated throughout K-8 grade level instruction
 - SIOP Techniques and Strategies
 - e.g. Content and Language Objectives, Explicit Vocabulary Instruction, structured student verbal interactions

ELs: A Dynamic Group

- Wide range of skills between various subgroups: EL newcomers, intermediate ELs, advanced ELs, Long Term ELs
- Each subgroup has different traits and needs. Newcomers and those who have been in US schools for longer have different language profiles and needs, as do RFEP students
- ELs move in and out of our district each year, and there is a high variance between cohorts that enter in K in terms of EL level and demographics.
- Research shows that it can take 4-7 years for beginner ELs to develop academic language skills in English.
- 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
- **For these and reasons, MVWSD officially measures EL progress using a cohort growth approach, with the goal of reclassification.**



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Goals and Data

District Board Goals

Board Goals measure **EL Cohort** progress:

75% of each EL cohort will be reclassified by the end of 5th grade

85% of each EL cohort will be reclassified by the end of 8th grade

Cohort Progress: 2020 vs 2022 vs 2023

Grade	2020 Reclassified %	2022 Reclassified %	2023 Reclassified %	
K	1%	2%	2%	
1	21%	20%	22%	
2	33%	19%	25%	
3	51%	38%	24%	
4	69%	46%	47%	
5	74%	55%	62%	← Goal: 75%
6	91%	79%	63%	
7	87%	80%	85%	
8	83%	90%	86%	← Goal: 85%

Cohort Progress - Bubb

BUBB						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
K	16	6%	12	0%	6	0%
1	9	11%	15	33%	8	13%
2	9	33%	8	0%	6	0%
3	11	64%	10	50%	5	20%
4	13	46%	9	67%	2	50%
5	16	63%	11	64%	7	43%

Cohort Progress - Castro

CASTRO						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
K	28	0%	31	0%	25	0%
1	26	4%	24	0%	23	0%
2	28	0%	23	4%	21	5%
3	27	11%	22	0%	20	0%
4	24	21%	25	12%	25	12%
5	35	37%	23	35%	23	35%

Cohort Progress - Imai

IMAI						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
K	10	0%	13	15%	3	0%
1	10	50%	11	55%	3	33%
2	6	67%	9	44%	2	50%
3	10	60%	7	71%	2	0%
4	18	78%	9	100%	1	100%
5	14	93%	18	94%	2	100%

Cohort Progress - Landels

LANDELS						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
K	24	8%	11	0%	4	0%
1	10	30%	25	32%	11	36%
2	9	55%	11	36%	6	33%
3	7	57%	8	50%	4	25%
4	13	54%	7	86%	5	80%
5	24	63%	13	54%	10	50%

Cohort Progress - Mistral

MISTRAL						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
K	37	0%	42	0%	31	0%
1	31	0%	39	3%	32	0%
2	17	6%	26	8%	21	5%
3	27	22%	16	6%	13	8%
4	27	15%	25	40%	20	30%
5	24	33%	26	46%	22	50%

Cohort Progress - Monta Loma

MONTA LOMA						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
K	9	0%	16	6%	7	0%
1	10	30%	10	20%	4	50%
2	12	25%	9	22%	5	20%
3	15	13%	10	30%	7	29%
4	7	71%	12	25%	6	33%
5	12	58%	7	71%	2	100%

Cohort Progress - Stevenson

STEVENSON						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
K	22	5%	18	6%	6	0%
1	7	57%	22	36%	6	33%
2	5	40%	7	71%	0	NA
3	13	77%	4	25%	2	0%
4	19	63%	13	69%	4	25%
5	11	91%	18	83%	3	67%

Cohort Progress - Theuerkauf

THEUERKAUF						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
K	45	0%	62	0%	31	0%
1	20	20%	16	19%	10	10%
2	8	0%	22	32%	10	30%
3	10	60%	7	14%	4	25%
4	7	57%	10	60%	6	50%
5	13	54%	8	63%	7	57%

Cohort Progress - Vargas

VARGAS						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
K	24	0%	26	0%	8	0%
1	9	40%	18	39%	8	13%
2	11	15%	15	47%	4	0%
3	4	50%	11	27%	6	17%
4	3	70%	6	50%	4	25%
5	6	54%	10	70%	4	50%

Cohort Progress - Crittenden

CRITTENDEN						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
6	45	87%	48	69%	21	52%
7	47	83%	43	86%	19	79%
8	52	92%	45	82%	26	73%

*Middle school ELs who have been not been reclassified enrolled in a US school for six or more years are considered Long Term English Learners (LTEL).

Cohort Progress - Graham

GRAHAM						
Grade	2022 Ever ELs	2022 RFEP	2023 Ever ELs	2023 RFEP	2023 SED Ever ELs	2023 SED RFEP
6	91	75%	91	59%	58	52%
7	105	78%	86	84%	55	76%
8	82	89%	99	88%	67	82%

*Middle school ELs who have been not been reclassified enrolled in a US school for six or more years are considered Long Term English Learners (LTEL).

5th and 8th Cohort RFEP % by School

Group	District	BB	CA	IM	LN	MI	ML	ST	TH	VA	CR	GR
5th Total RFEP	62%	64%	35%	94%	54%	46%	71%	83%	63%	70%	NA	NA
5th SED RFEP	49%	43%	35%	100%	50%	50%	100%	67%	57%	50%	NA	NA
8th Total RFEP	86%	NA	NA	NA	NA	NA	NA	NA	NA	NA	82%	88%
8th SED RFEP	80%	NA	NA	NA	NA	NA	NA	NA	NA	NA	73%	82%

2023 Cohort Ever ELs vs All Ever ELs

Grade	2023 Cohort Ever ELs	2023 Cohort RFEP %	2023 All Ever ELs	2023 All RFEP %
K	230	2%	230	2%
1	180	22%	212	19%
2	130	25%	180	20%
3	95	24%	133	23%
4	116	47%	179	40%
5	134	62%	193	55%
6	140	63%	216	50%
7	130	85%	210	71%
8	144	86%	211	73%



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Analysis

Summary

- Sample size: one fewer/greater reclassified student can lead to a big swings in percentages, for example, when examining one grade level at one site.
- COVID/Distance Learning and its impact on ELs continues to be a factor, but a rebound is in progress.
- In most cases, each cohort's progress in 2023 has equalled or surpassed their progress over two years, from 2020 to 2022.
- A few notable cohort improvements: Bubb 2-3, Landels 3-4, Mistral 4-5, Stevenson 4-5
- District-wide, students who are SED reclassify at a lower rate than the overall district average while half of elementary schools have higher SED RFEP percentages compared to their overall RFEP percentages
- When EL students who entered MVWSD after kindergarten are included in the data, the RFEP percentages are lower across all grades.

Analysis

- District-wide, consistency of instructional expectations paired with investment in professional development for teachers, instructional coaches, and principals, is having a positive impact as evidenced by the “rebound” in 2023.
- At every site, there are many potential factors that play into the results beyond just consistency and clarity: individual student needs, teacher and administrator experience and training, use of data, specific impact of the pandemic, etc. Further analysis will take place this spring and summer at the classroom and individual student level to determine specific next steps.
- The relative success of the cohorts currently in middle school further suggests that a designated period for middle school ELD is beneficial.
- A bolstering of our newcomer programs is necessary, especially when considering the data of ELs who entered MVWSD after kindergarten.
- Additional examination of the causes and potential solutions to the underperformance of SED ELs overall is necessary.

Ongoing efforts

- Strictly adhering to and supporting consistent practices for Designated and Integrated ELD.
- In 2022-23 so far, staff has provided
 - over 200 hours of varied individual and group training on Designated and Integrated ELD, including those designed to bolster teachers' familiarity with the ELPAC exam.
 - over 40 hours of individual and small-group training for site instructional coaches
 - over 70 hours of site administrator training during site visits
- All sites have engaged EL families directly through
 - direct services offered by School and Community Engagement Facilitators, ELAC, and DELAC
 - Parent University Extension Series events to help families support their children at home, including sessions on English Language Development and understanding the Reclassification process.



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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.
- Continue to offer direct training support to sites: examine grade-level and classroom-level student data to determine specific needs and requisite solutions, share and support best practices.
- Improve newcomer program to address needs of EL students who enter our district after kindergarten.
- Examine possible additional programming, resources, and training to address the needs of SED students, especially those in upper elementary school.
- Administer the 2023 Summative ELPAC
- Celebrate reclassified students yearly through the annual Reclassification Ceremony.