

Report to the MVWSD Board of Trustees

Update on English Learners and Reclassification

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I. Background

English Learners (ELs) are key subgroup of students in Mountain View Whisman schools. As of the end of February 2024, there are over 1,100 students classified as ELs in MVWSD, making up approximately 25% of the total student population. We utilize many systems and processes to help all ELs succeed, and the goal of this report and [presentation](#) is to update the Board of Trustees on the impact and outcomes as of the second trimester of the 2023-24 school year.

II. Terms and Definitions

English Learners (ELs) are students whose first language was not English and who require additional support to develop English to a similar academic level as their English Only (EO) peers.

Newcomers are a subgroup of ELs who are recently arrived in the US and who may need even more intensive initial supports.

One of the district's main goals for ELs is Reclassification, or the process by which EL students are certified to fluent in academic English. Reclassification of English Learners is determined on the basis of their performance on the ELPAC (see below), an additional local or state assessment, staff input, and parent consultation. This process takes place throughout the year as new student assessment data becomes available. When ELs complete this process, they are considered Reclassified Fluent English Proficient (RFEP).

Long Term English Learners (LTEL) are ELs in grades 6 and above who have been enrolled in US schools for six or more years and have not reclassified, nor have made sufficient progress toward reclassification.

The assessment used to track an EL's language acquisition process is the English Language Proficiency Assessments for California (ELPAC). It consists 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. The overall score is often broken down further into an English Learner Progress Indicator score (ELPI)
- Alternate ELPAC - given to EL students with IEPs who have significant cognitive disabilities

Along with the ELPAC, ELs also take the state assessments for all students in grades 3-8: the California Assessment of Student Performance and Progress, as well as district assessments that all students take: i-Ready and Literably.

When analyzing EL data, we also use the term Ever-ELs to refer to the group of students who are or were ELs at any point of their public school careers. A mathematical formula would be: Ever-ELs = current ELs + RFEPs. We also use the term Cohort ELs to mean the group of ELs who enrolled in our district in TK or Kindergarten and have been continuously enrolled in our schools.

III. EL Program Mission, Goals, and Instructional Program

ELs will reclassify as fluent with the research-backed time frame of 5-7 years, advance levels in their English speaking, listening, reading, and writing each year, and continue to perform academically at high levels after reclassification.

There are two current board goals that drive the work:

- 75% of the group of ELs who entered MVWSD in Kindergarten (“Cohort ELs”) will reclassify by the end of 5th grade.
- 85% of the group of ELs who entered MVWSD in Kindergarten (“Cohort ELs”) will reclassify by the end of 8th grade.

In order to make progress toward meeting these goals, MVWSD has set up, broadly, the following courses of study:

- 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, comprehensible input techniques
- Elementary Newcomer Classes
 - 45-90 minutes per week of small group instruction tailored to the unique needs of newcomers.
- Middle School Transitional Language Arts Classes
 - A period in the schedules of middle school newcomers with instruction tailored to their needs, with the goal of entering grade level ELA classes asap.

Considerations

English Learners are a highly dynamic group, as their numbers and data points change frequently. It is prudent to keep these considerations in mind prior to examining their assessment data:

- ELs move in and out of our district each year and students who reclassify are no longer considered ELs. The numbers of Ever-ELs fluctuate constantly and this has an impact on discussion of data.
- ELs new to our district have high demographic and language variance.
- Newcomers can impact data greatly, especially when there are surges of enrollment like at Vargas in Spring 2023.
- Beginning, Intermediate, and Advanced ELs are quite different - gap analysis should take this into consideration.
 - E.g. There will always be a big gap between performance of “all ELs” on the iReady versus “all EOs”

IV. Reclassification Snapshot and Reclassification Data by Grade Level

	Reclassification Rate 2021-22	Reclassification Rate 2022-23	Reclassification Rate 2023-24	# students reclassified in 2023-24
Bubb	13.21%	17.86%	9.80%	5
Castro	2.63%	4.32%	4.07%	7
Crittenden MS	20.00%	31.48%	14.71%	10
Graham MS	36.63%	33.06%	20.14%	29
Imai	14.29%	36.36%	16.07%	9
Landels	24.44%	22.97%	16.67%	11
Mistral	8.13%	14.47%	7.55%	12
Monta Loma	7.94%	15.52%	10.61%	7
Stevenson	55.00%	37.50%	34.78%	16
Theuerkauf	18.67%	14.02%	8.18%	9
Vargas	18.18%	23.29%	15.66%	13
District Total	15.89%	19.51%	12.52%	128

Percent of Cohort ELs (in MVWSD since TK/K) who have Reclassified by Grade Level

Grade	2022	2023	2024
K	2%	2%	2%
1	20%	22%	21%
2	19%	25%	30%
3	38%	24%	34%
4	46%	47%	33%
5	55%	62%	61%
6	79%	63%	74%
7	80%	85%	74%
8	90%	86%	90%

Mountain View Whisman School District

The first chart above is a snapshot of the Reclassification Rate (the percentage of students who reclassify in a given year divided by the total number of ELs) over time and this school year. There is some variability from year to year. The second chart depicts our progress toward [current board goals](#), which center on [Cohort ELs](#) and what percent have successfully reclassified by the time they finish 5th grade and 8th grade. The chart has also been highlighted to show the growth of the same group of students over time. For example, the Cohort ELs who were 1st graders in 2022 are highlighted in purple, and this group was in 2nd grade in 2023 and 3rd grade in 2024, also highlighted in the same color.

Challenges when analyzing Reclassification by Grade Level and shifting to Years in US Schools

The term Cohort EL was devised circa 2018, when it was acknowledged that the district has less control over outcomes of students who enter the district after Kindergarten. It was decided that we would focus our goals and data analysis on ELs who enrolled in MVWSD in Transitional Kindergarten or Kindergarten. Unfortunately, this excludes many ELs from analysis. (Exact numbers depend on which enrollment date is used.)

To improve our inclusionary practices and to analyze the data from a more meaningful language development standpoint, we propose using an EL's number of years of learning English over the student's grade level as the primary way to group students. After all, it is evident that, from a language perspective, a newcomer in 3rd grade has less in common with his classmates that have been studying in English for four years and more in common with a newcomer in 5th grade.

Additionally, grouping by Years in US schools preserves the intent of the Board Goal and gives us a way of discussing the progress of discussing the results of ELs who enrolled after TK or Kindergarten.

Grade level analysis will still be present when necessary, since it can still be useful in identifying system improvements.

Therefore, the revised set of board goals read as follows:

- 75% of ELs will be reclassified after completing 6 years in US schools.
- 85% of ELs will be reclassified after completing 8 or more years in US schools.

V. Reclassification Data by Years in US Schools

The first area we examined is Reclassification. The term “Ever-EL” will be used throughout the remainder of this report - this term simply refers to any student who is or has been an English Learner, i.e. ELs + RFEPs. This term excludes students who were potential ELs at initial registration, but whose Initial ELPAC data showed that they entered school fluent in English.

In the charts provided, the two yellow portions together represent Ever-ELs who have reclassified, while the two blue portions together represent Ever-ELs who have not yet been reclassified.

There are two shades of each color. Depending on the specific chart, the darker shade represents a traditionally-underserved subgroup: Socioeconomically Disadvantaged students or Hispanic/Latino students.

District-level Data

The first two sets of pie charts are district overviews displaying all nine groups of Ever-ELs. Following those are the districtwide 6 Year and 8+ Year results. To see larger versions of the slides below and the remainder of the slides, please refer to the [presentation](#).

District Overview: Reclassification by Years in US schools, Socioeconomically Disadvantaged (SED) vs Non-SED

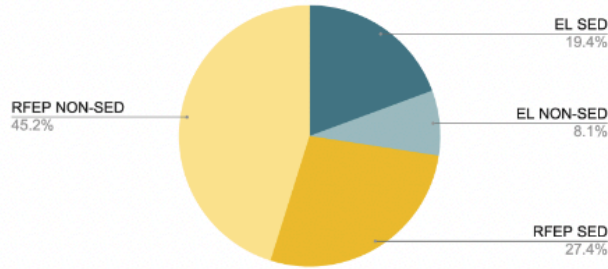


District Overview: Reclassification by Years in US schools, Hispanic vs Non-Hispanic



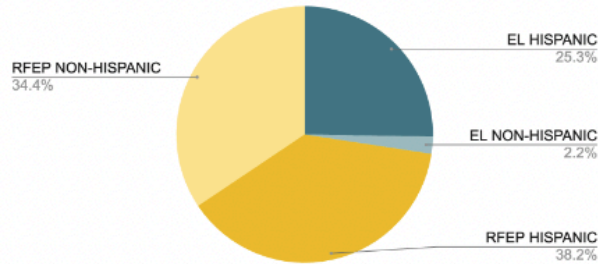
Reclassification, 6 Years in US Schools

DISTRICT LEVEL - YEARS IN US SCHOOLS: 6, Number of Students: 186



Goal:
75%
reclassified
by end of
year 6 in
US schools

DISTRICT LEVEL - YEARS IN US SCHOOLS: 6, Number of Students: 186

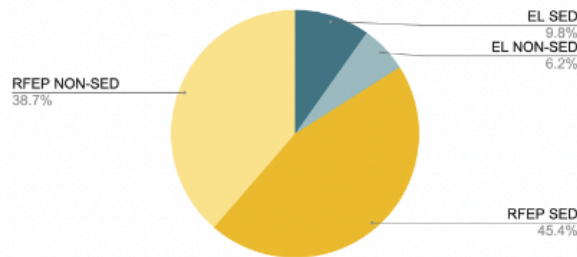


**23-24
Result:**
73%

Mountain View V

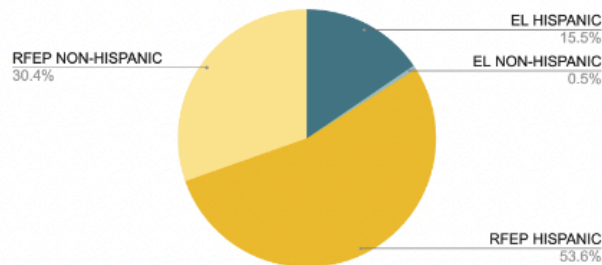
Reclassification, 8+ Years in US Schools

DISTRICT LEVEL - YEARS IN US SCHOOLS: 8+, Number of Students: 194



Goal:
85%
reclassified
by end of
year 9 in
US schools

DISTRICT LEVEL - YEARS IN US SCHOOLS: 8+, Number of Students: 194



**23-24
Result:**
84%

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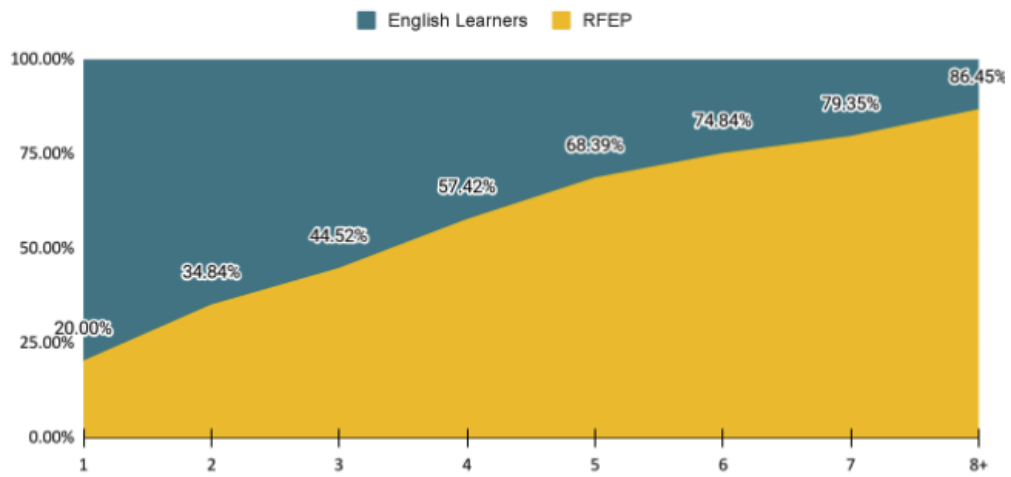
School-level data on Reclassification

For school level data, please refer to the [presentation, slides 27-50](#). Keep in mind the small sample sizes, as well as the fact that, in the elementary schools, the 6 Year group is only composed of 5th graders who attended TK (the only way they would have completed 6 Years). In the middle schools, the 6 Year group includes 6th graders who started in Kindergarten.

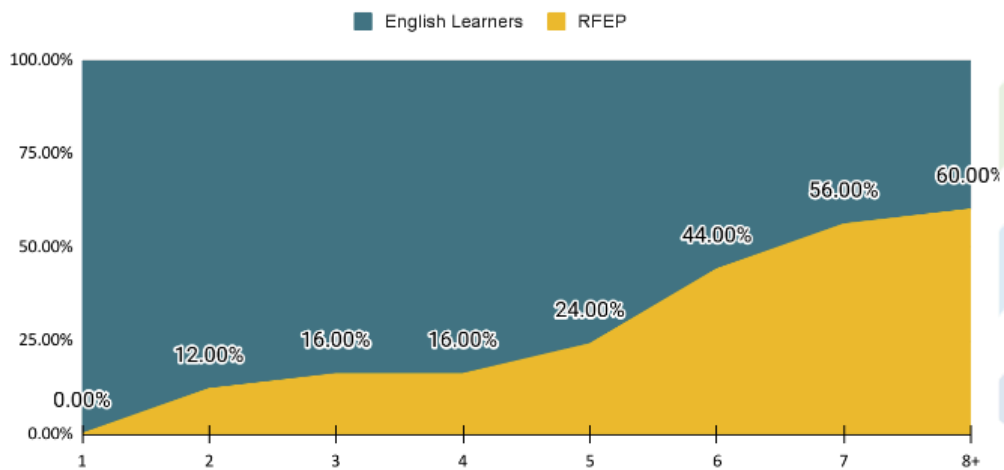
Examining whether continuous enrollment makes a difference

Because a significant percentage of MVWSD's ELs enroll after TK or Kindergarten, we compared the results of the 8+ Year Group over time, disaggregated by whether the students were continuously-enrolled. The following charts illustrate the progress of the group as they completed each year in US Schools.

Continuously Enrolled with MVWSD - 8+ years in US Schools



Not Continuously Enrolled with MVWSD for 8+ years



VI. EL Progress Data

The next key area to examine is the progress of ELs toward reclassification. We did this by comparing their English Learner Progress Indicator (ELPI) to the number of years they have completed in US schools. The ELPI is a more detailed breakdown of the ELPAC levels. Instead of a 1-4 scale, the ELPI is broken down into six levels in order to more easily compare years in US schools with performance. We transpose these levels into a 1-6 scale.

To determine whether students are “ahead of schedule,” “on schedule,” “behind schedule,” etc., we subtract the ELPI from the years in US schools. For example, a student with a transposed ELPI score of 4 who has only completed two years in US schools has a “net progress” of 2, which would mean they are “ahead of schedule.” A student who has a transposed ELPI score of 5 and has completed 7 years in US schools has a “net progress” of -2, which would be “behind schedule.”

Progress by school

School	Ahead of Schedule	On Schedule	Slightly Behind Schedule	Behind Schedule	Significantly Behind Schedule	Incomplete data	Total number of EL students
Imai	24.3%	60.0%	2.9%	1.4%	2.9%	8.6%	70
Bubb	14.8%	47.5%	8.2%	11.5%	3.3%	14.8%	61
Castro	10.7%	49.7%	11.2%	16.6%	3.7%	8.0%	187
Landels	18.7%	52.0%	13.3%	2.7%	5.3%	8.0%	75
Mistral	26.1%	36.7%	16.1%	4.4%	0.6%	16.1%	180
Monta Loma	10.7%	53.3%	8.0%	12.0%	2.7%	13.3%	75
Stevenson	35.3%	47.1%	5.9%	5.9%		5.9%	51
Theuerkauf	21.9%	41.7%	10.4%	11.5%	3.1%	11.5%	96
Vargas	18.8%	61.5%	7.3%	5.2%	1.0%	6.3%	96
Crittenden	2.5%	34.6%	13.6%	24.7%	17.3%	7.4%	81
Graham	3.6%	27.5%	15.2%	22.5%	26.8%	4.3%	138
District	16.1%	44.9%	11.3%	11.5%	6.6%	9.6%	1,110

Progress by grade level

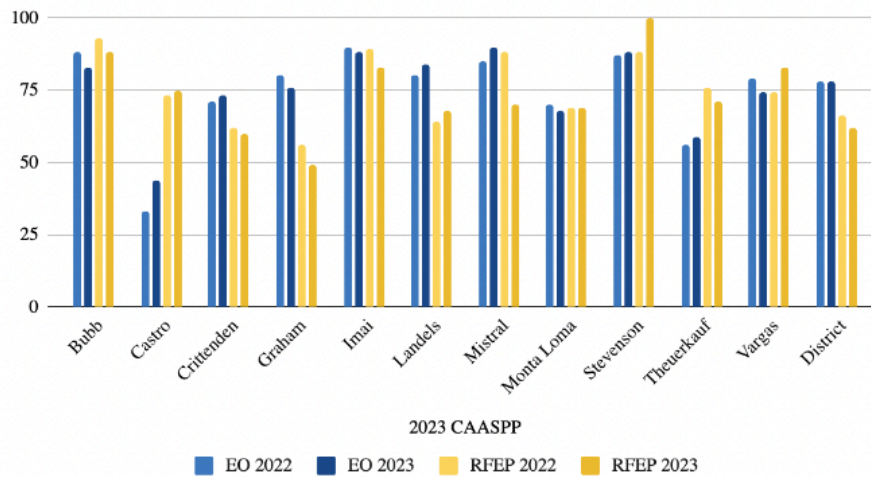
Previous Grade Level	Ahead of Schedule	On Schedule	Slightly Behind Schedule	Behind Schedule	Significantly Behind Schedule	Incomplete data	Total number of EL students
TK	9.9%	62.1%	1.6%			26.4%	182
K	49.7%	43.1%	3.9%	0.7%		2.6%	153
1	30.7%	44.7%	18.0%	1.3%		5.3%	150
2	14.4%	48.6%	19.2%	13.7%		4.1%	146
3	7.7%	37.5%	14.4%	31.7%	6.7%	1.9%	104
4	4.0%	44.0%	15.0%	21.0%	15.0%	1.0%	100
5	1.3%	26.3%	23.7%	22.4%	22.4%	3.9%	76
6	2.4%	30.6%	10.6%	27.1%	24.7%	4.7%	85
7	6.5%	37.1%	8.1%	19.4%	21.0%	8.1%	62
Grand Total	15.8%	46.0%	11.1%	11.3%	6.4%	9.4%	1058

VII. RFEP Performance Data

Finally, we examined the ELA academic performance of students who successfully reclassified (RFEPs) by comparing them to the performance of English Only (EO) students. We used both the latest CAASPP and latest iReady results.

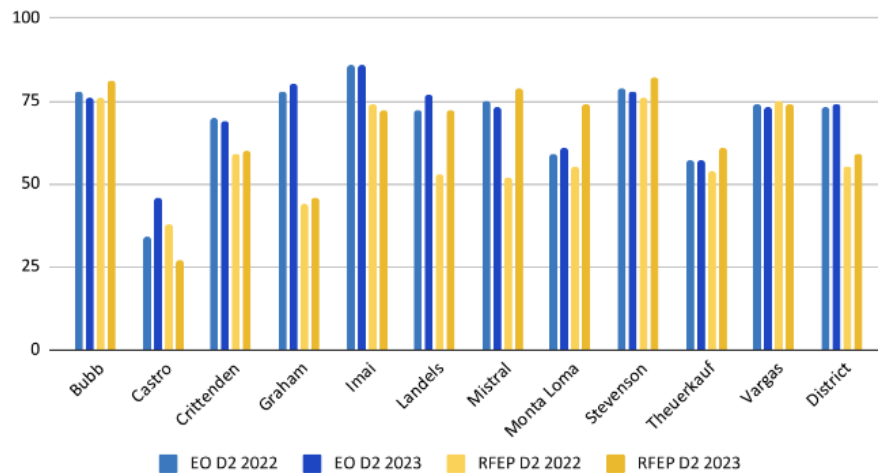
Are RFEPs performing at similar levels as EOs? (CAASPP)

% Proficient, CAASPP ELA, EO vs RFEP, 2022 vs 2023



Are RFEPs performing at similar levels as EOs? (iReady)

% Tier 1, iReady Reading D2, EO vs RFEP, 2022 vs 2023



VIII. Summary and Analysis

- Districtwide, 73% of Ever-ELs who have completed 6 years in US schools have reclassified. Goal: 75%
- Districtwide, 84% of Ever-ELs who have completed 8+ years in US schools have reclassified. Goal: 85%
- Six out of nine elementary schools are meeting or exceeding the 75% reclassification goal by year 6.
- Castro remains a significant outlier with less than 20% of their students in Year 6 reclassified.
- While ELs who are SED and/or Hispanic largely meet the board goal by their 6th and 9th year, they take more years to do so compared to non-SED and/or non-Hispanic.
- Almost all LTELs or students at risk of becoming LTEL (middle schoolers who have not reclassified) are Hispanic and/or SED.
- ELs who have completed at least 8 years in US schools and who enrolled in MVWSD after TK or K reclassify at a lower rate than those who start with us in TK or K.
- More analysis is needed for groups who are over-performing expectations, e.g. Bubb, Imai, and Monta Loma Year 2 students and Theuerkauf Year 3 students.
- Progress: most ELs are on or ahead of schedule in TK/K and 1st grade, but many start to fall behind starting in 2nd grade. (The ELPAC becomes significantly more challenging in 2nd and 3rd grade.)
- RFEP and EO achievement on standardized assessments are comparable, except in middle schools, where there is a significant gap. More analysis is needed in this area.
- District RFEP performance on CAASPP dropped slightly from 2022 to 2023. We will continue to monitor closely.
- The impact of COVID/Distance Learning can still be seen, especially among students in their 3rd, 4th, or 5th year of learning English - % Reclassified is lower than historical norms.
- District-wide, consistency of instructional expectations paired with investment in professional development for teachers, instructional coaches, and principals, is leading us back to pre-pandemic reclassification levels.
- SED and Hispanic students reclassify later than their non-SED, non-Hispanic peers, and those who do not reclassify by Year 6 are less likely to reclassify in middle school. Additional analysis of progress data in early elementary school and middle school is key.
- Investment in newcomer teacher programs in the elementary and middle schools continues to be needed.
- Steps to monitor and intervene with ELs who enroll in MVWSD after TK or K should be developed.

IX. Ongoing Efforts and Next Steps

- Strictly adhering to and supporting consistent practices for Designated and Integrated ELD.
- In 2023-24, among other projects, our ELD TOSA has provided many hours of varied individual and group training on Designated and Integrated ELD.
- Director Chang has continued regular site visits with principals to observe best instructional practices in action and provided ELD-oriented coaching and feedback
- 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.
- Continue to press ELD-related efforts in site master scheduling, ELD training, and instructional supervision.
- Work with members of the Ed Services Department and Principals to connect clearly the role of Integrated ELD and Designated ELD within and alongside the new reading curricula.
- Work with elementary school principals to adopt a dedicated cross-grade Designated ELD schedule for 24-25, especially for grades 2-5, where data shows a drop off in ELPAC performance as compared to TK/K-1.
- Design plans to address (1) the “drop off” in ELPI expected progress starting in 2nd grade, especially among SED and Hispanic students, and (2) the significant gaps between RFEP and EO performance in the middle schools.
- Continue to refine newcomer supports in elementary and middle schools.
- Continue improvements of EL and RFEP monitoring system, including mechanisms to flag EL students who enter our district in late elementary school or middle school.
- Complete the administration of the 2024 Summative ELPAC
- Celebrate reclassified students yearly through the annual Reclassification Ceremony.
- Plan for training and utilization of the new ELPAC interim assessments in 24-25.