



Mountain View
Whisman
School District

i-Ready

November 2019



Alignment to Strategic Plan 2021

Strategic Plan

- **Goal 1:** Every student will be prepared for high school and 21st Century citizenship.
- **Goal 2:** Achievement gaps will be eliminated for all student groups in all areas.

Board Goal 2

- Ensure that all students make at least one year's academic growth in one year's time and that students who are performing below grade level string together multiple years of achieving substantially more than one year's growth in one year's time.

Why i-Ready

- **Feedback from teachers:**
 - Need for consistent assessments across grades
 - Need for more thorough reporting features to understand grade level progress and instructional gaps
 - Alignment with SBAC, i-Ready is computer adaptive
- **Feedback from parents:**
 - Parents want to see assessment results and be able to have information to help fill gaps or extend learning

Why i-Ready

MVWSD Math Needs

- Needed an assessment that would provide information on grade level performance and gaps
- Needed a more transparent way to share math placement results with parents

Alignment with Los Altos and MVLA:

- MVLA requires a standardized assessment for 9th grade math placement
- Our former assessments, though standards based, were not standardized like i-Ready
- Los Altos was already using i-Ready
- Allows us to better align with neighboring districts on math pathways and expectations

i-Ready Timeline

- Used i-Ready for middle school math placement (May 2019)
- Met with teachers and principals to discuss adjustments to assessments (May 2019)
- District revised assessment schedule (June 2019)
- i-Ready training provided to all teachers (August 2019)
- Communicated with families about the new assessment system (August 2019)
- Shared *For Families* assessment reports (September 2019)
- Purchased Instructional program for all sites in Reading and math (October 2019)



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School District

i-Ready

What is i-Ready?

i-Ready is an online program that helps us:

- Understand student's strengths and areas for growth
- Make instructional decisions for ELA and Math through the various data reports
- Integrate assessments with effective and engaging instruction during to address students' individual needs
- Monitor student growth
- Motivate students by providing access to their own personalized path for growth

What is iReady used for?

The ***i-Ready Diagnostic*** is

- An adaptive assessment tied to standards
- Used to determine how to best support student learning

i-Ready Instruction is

- An interactive learning environment with lessons based on a student's individual strengths and areas for growth
- determined by the diagnostic assessment results and ongoing progress with online lessons



Mountain View
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School District

i-Ready Reports

District and School Reports

District Overview report

- Used at administrative level to analyze performance and general trends

Class report

- Used by classroom teachers to analyze individual student performance and class trends

Instructional Grouping report

- Used by classroom teachers and grade level teams to group students for RTI and small group instruction

Student Diagnostic report

- Used by teachers to plan instruction for each student. The report identifies what students can do and next steps for instruction in each domain

CCSS (Common Core State Standards) Student Performance report

- Used by teachers to assess student performance on each standard and make instructional decisions

Reports for Families

For Families Report

- Sent to families and shows overall performance and level by domain

For Families Growth report

- Sent to families after diagnostic 2 (December) and 3 (May) to show overall performance, level by domain, and growth from the previous assessment

CCSS (Common Core State Standards) Student Performance report

- Sent to families after diagnostic 2 (December) and 3 (May) to show student performance on each grade level standard

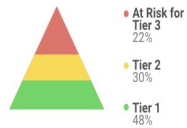
District Overview Report

Subject: School: Key

Academic Year: Diagnostic: Prior Diagnostic: Placement Definition:

Students Assessed/Total: 4,756/5,082

Overall Placement



Placement By Domain

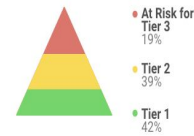


Subject: School: Key

Academic Year: Diagnostic: Prior Diagnostic: Placement Definition:

Students Assessed/Total: 4,715/5,082

Overall Placement



Placement By Domain



Switch Table View Show Results By

Showing 9 of 9

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	35% 65%	357/677
Grade 1	25% 60% 15%	607/616
Grade 2	36% 44% 20%	580/586
Grade 3	38% 42% 20%	583/591
Grade 4	45% 36% 19%	572/579
Grade 5	51% 33% 16%	523/526
Grade 6	54% 25% 20%	464/466
Grade 7	48% 27% 25%	522/528
Grade 8	50% 22% 29%	507/513

Placement Summary

Showing 11 of 11

School	Overall Grade-Level Placement	Students Assessed/Total
BENJAMIN BUBB ELEM SCHOOL	53% 32% 16%	471/472
CRITTENDEN MIDDLE SCHOOL	51% 16% 33%	635/647
EDITH LANDELS ELEM SCHOOL	50% 37% 13%	439/448
FRANK L HUFF ELEMENTARY SCHOOL	60% 31% 8%	503/549
GABRIELA MISTRAL ELEM SCHOOL	36% 38% 26%	302/376
GRAHAM MIDDLE SCHOOL	55% 15% 30%	856/858
JOSE ANTONIO VARGAS ELEMENTARY	49% 38% 14%	293/296
MARIANO CASTRO ELEM SCHOOL	11% 41% 48%	326/327
MONTA LOMA ELEMENTARY SCHOOL	41% 41% 19%	283/344
STEVENSON ELEM SCHOOL	58% 37% 5%	405/430
THEUERKAUF ELEMENTARY SCHOOL	35% 47% 18%	243/335

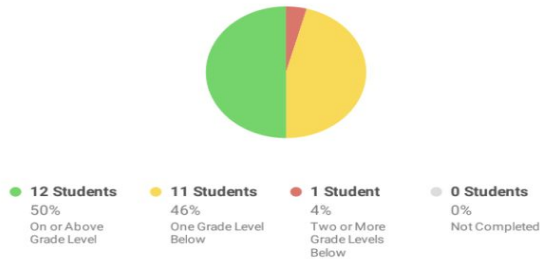
Class Report

Diagnostic Results

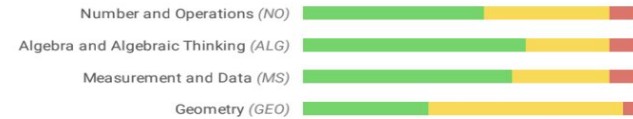


School
Subject
Teacher
Class/Report Group
Diagnostic

Overall Placement



Placement by Domain*



*Students not completed are not included.

Showing 24 of 24

Student	Scale Score	Overall Placement	Placement by Domain				Annual Growth Measures		Date
			NO	ALG	MS	GEO	Typical Growth	Stretch Growth	
	492	● Mid 3	Mid 3	Late 3	Late 3	Mid 3	21	30	08/27/19
	471	● Mid 3	Mid 3	Early 3	Mid 3	Mid 3	21	30	08/30/19
	465	● Mid 3	Early 3	Mid 3	Mid 3	Mid 3	21	30	08/23/19
	463	● Early 3	Mid 3	Mid 3	Mid 3	Mid 3	25	34	08/23/19

Instructional Grouping Report

Instructional Groupings ▾



Subject: Reading ▾
 School: [Redacted] ▾
 Diagnostic: Most Recent ▾
 Grade: 4 ▾



View All Groupings

Grouping 1
14 Students

Grouping 2
0 Students

Grouping 3
19 Students

Grouping 4
6 Students

Grouping 5
14 Students

View All Groupings

Grouping 1
14 Students

Grouping 2
0 Students

Grouping 3
19 Students

Grouping 4
6 Students

Grouping 5
14 Students

Students

* Student Needing Additional Differentiated Instruction

Results indicate that these students are considerably below level in Vocabulary. They will need more intensive instruction in this area.

For more information about differentiating instruction to meet their needs, see their individual Student Profiles.

Instructional Priorities

Vocabulary

Students in this profile are likely to have difficulty not only with word meanings but also with the background knowledge requi...

[Read more](#)

Recommendations for Teacher-Led Instruction

VOCABULARY

Use read-alouds.

Using read-alouds is a highly effective approach to increasing students' vocabulary. Target in advance your words for instruction. Explain each targeted word in context. Use clear and simple language. Reread and discuss the same text on more than one day. Ask questions to prompt discussion about the meanings of these words, as well as about the text as a whole.

Teach high-utility academic language.

Focus on critical-thinking words used across a range of academic contexts.

- Teach words that are useful for many academic tasks such as *associate, benefit, dialogue, dilemma, frequent, identify, indicate, principle, method, occur, perspective, require, revise, standard, structure, and theory.*

Resources

Tools for Instruction

Vocabulary

- [Teach New Word Meanings](#)
- [Use Context to Find Word Meaning](#)
- [Recognize Multiple-Meaning Words](#)
- [Recognize Synonyms](#)
- [Recognize Antonyms](#)
- [Prefixes pre-, un-, re-](#)
- [Prefixes in-, dis-, mis-, non-](#)
- [Suffixes -ful and -less](#)

Showing 19 of 19

Student	Scale Score	Overall Placement	PA	PH	HFV	VOC	LIT	INFO
521		Grade 3	Tested Out	Tested Out	Tested Out	Grade 2	Grade 3	Grade 3
520		Grade 3	Tested Out	Tested Out	Tested Out	Grade 3	Grade 3	Grade 2
529		Grade 3	Tested Out	Tested Out	Tested Out	Grade 3	Grade 3	Early 4
531		Grade 3	Tested Out	Tested Out	Tested Out	Grade 3	Grade 3	Grade 3
551		Grade 3	Tested Out	Tested Out	Tested Out	Grade 3	Early 4	Grade 3

Student Diagnostic Report

Diagnostic Results

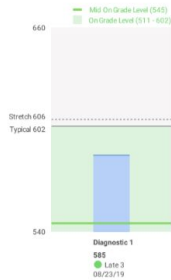
School
Subject
Student
Student ID
Student Grade
Diagnostic



Diagnostic 1

Typical Growth
The average annual growth for a student at this grade and placement level.

Stretch Growth
An ambitious but attainable level of annual growth which puts on-grade level students on a path to achieve/maintain advanced proficiency levels.



This Diagnostic used to establish Growth Measures.

Overall	Late 3 (585) Standard Error +/-11
Phonological Awareness*	Tested Out
Phonics*	Tested Out
High-Frequency Words*	Tested Out
Vocabulary	Late 3
Comprehension: Literature	Late 3
Comprehension: Informational Text	Late 3

* Foundational Domains

Vocabulary

Late 3
580

Developmental Analysis

Both word knowledge and word-learning strategies are addressed in this domain. xxx is ready to learn about homophones and idioms. This student should continue to expand overall vocabulary knowledge and may be ready for instruction and practice with prefixes *il-, ir-, over-, under-, fore-, de-, trans-*; suffixes *-ant, -ent, -ance, -ence, -ive, -age*; and word roots *aud, port, spect, struct*.

Can Do

Understand word relationships.

Recognize synonyms and antonyms. Identify real-life connections between words. Demonstrate understanding of homophones, words and phrases with nonliteral meanings, multiple-meaning words, and shades of meaning.

Use prefixes, suffixes, word roots, and base words.

Use common, grade-appropriate prefixes (such as, but not limited to, *in-, im-, en-, em-, non-, mid-, mis-, dis-*); suffixes (such as, but not limited to, *-ful-, -less-, -ness-, -ment-, -able-, -ible-, -ous-*); word roots (such as, but not limited to, *bio, geo-*); and base words to determine the meaning of words and phrases.

Next Steps & Resources for Instruction

Extend understanding of word relationships.

Extend understanding of word relationships.

- Continue to teach synonyms and antonyms. Identify synonyms as words with similar meanings (*danger/peril, ill/sick, strength/power*) and antonyms as words with opposite meanings (*danger/safety, ill/well, strength/weakness*). Model using a synonym to define another word. Then model using an antonym to clarify what the word is not.
- Teach homophones. Provide xx and other students with homophone pairs (*ascent/assent, band/banned, guest/guessed, past/passed, scent/sent*). Have them choose a pair and write a sentence using one of the words incorrectly. Have other students find the incorrect word and rewrite the sentence with the correct homophone.
- Teach idioms. For example, *backup* can mean "alternative" or "traffic jam." Have students share other idioms they know.

For Families Report

For Families

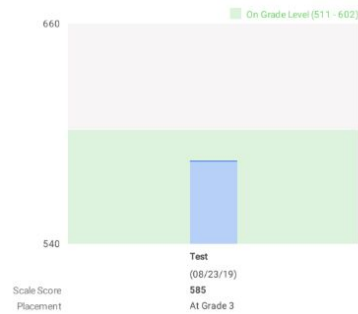


School
Subject
Student
Student ID
Student Grade

What Is i-Ready?

i-Ready is an online learning program focused on reading and math. xxx has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit www.i-ready.com/FamilyCenter.

Overall Reading Performance



Domain	Test (08/23/19)
Overall	At Grade 3
Phonological Awareness*	Tested Out
Phonics*	Tested Out
High-Frequency Words*	Tested Out
Vocabulary	At Grade 3
Comprehension: Literature	At Grade 3
Comprehension: Informational Text	At Grade 3

* Foundational Domains

Understanding Key Terms

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of *i-Ready Diagnostic and Instruction*.

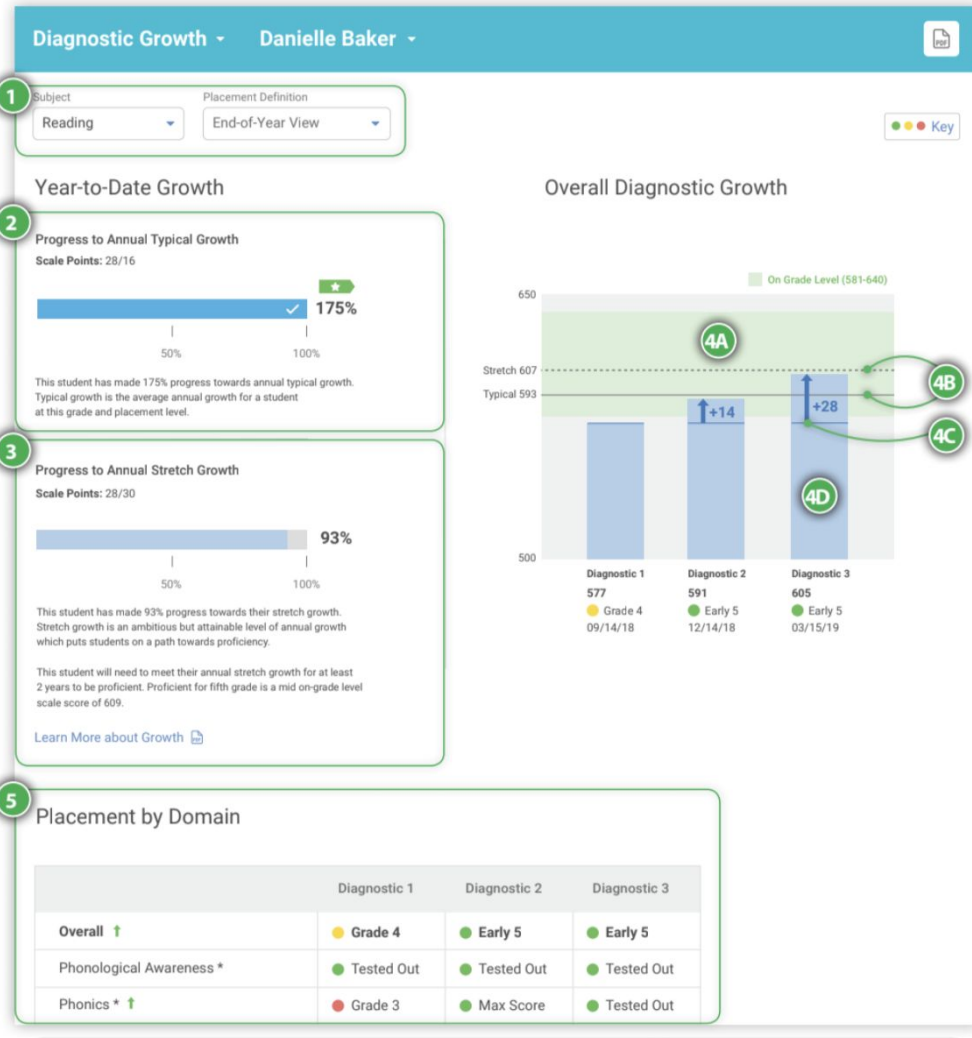
Placement Levels are used to guide instruction in the classroom. Placement levels are based on Greta's level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placement levels are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

Foundational Domains are not assessed for all grade levels. These subtests are given depending on your child's scores in other domains. "Tested Out" means that your child did not need to take a particular subtest. "Max Score" means that your child took the subtest and achieved a high score.

For Families Growth Report



CCSS Student Performance Report

Grade 5

California Common Core State Standards for Mathematics

Standard	Standard Description	Diagnostic 1
<i>Operations and Algebraic Thinking</i> Write and interpret numerical expressions.		
+ 5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	✓
+ 5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	✓
+ 5.OA.2.1	Express a whole number in the range 2-50 as a product of its prime factors.	✓
<i>Operations and Algebraic Thinking</i> Analyze patterns and relationships.		
+ 5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	✓
<i>Number and Operations in Base Ten</i> Understand the place value system.		
+ 5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	
+ 5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	



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Diagnostic 1: Results

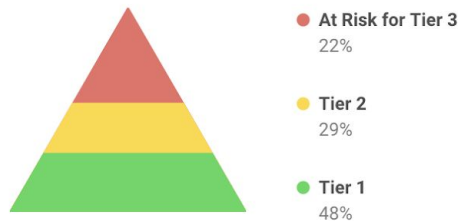
District Overview - Reading

Subject: Reading | School: All Schools

Academic Year: Current Year | Diagnostic: D1 (08/19/19 - 09/20/19) | Prior Diagnostic: None | Placement Definition: Standard View

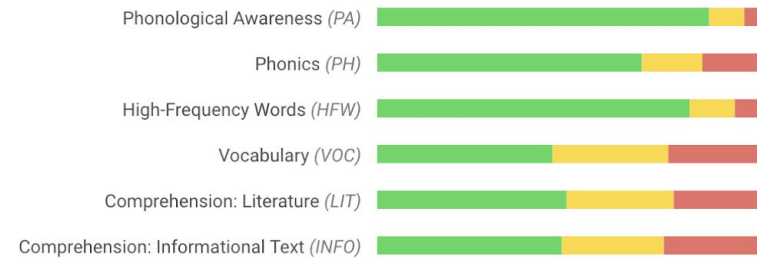
Students Assessed/Total: 4,626/5,082

Overall Placement



- Tier 1: On or above grade level
- Tier 2: One grade level below
- Tier 3: Two or more grade levels below

Placement By Domain



School Overview - Reading

BENJAMIN BUBB ELEM SCHOOL	53%	31%	16%	470/472
CRITTENDEN MIDDLE SCHOOL	51%	16%	33%	635/647
EDITH LANDELS ELEM SCHOOL	51%	36%	13%	436/448
FRANK L HUFF ELEMENTARY SCHOOL	61%	31%	9%	468/549
GABRIELA MISTRAL ELEM SCHOOL	36%	38%	27%	300/376
GRAHAM MIDDLE SCHOOL	55%	15%	30%	855/858
JOSE ANTONIO VARGAS ELEMENTARY	48%	38%	14%	290/296
MARIANO CASTRO ELEM SCHOOL	11%	42%	47%	323/327
MONTA LOMA ELEMENTARY SCHOOL	41%	40%	19%	275/344
STEVENSON ELEM SCHOOL	60%	34%	6%	361/430
THEUERKAUF ELEMENTARY SCHOOL	38%	42%	21%	213/335

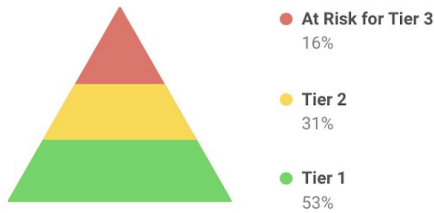
Grade Level Overview - Reading

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	<p>34% 66%</p>	277/677
Grade 1	<p>32% 57% 11%</p>	609/616
Grade 2	<p>46% 36% 19%</p>	577/586
Grade 3	<p>61% 16% 23%</p>	579/591
Grade 4	<p>51% 32% 17%</p>	570/579
Grade 5	<p>48% 24% 28%</p>	524/526
Grade 6	<p>52% 20% 27%</p>	462/466
Grade 7	<p>56% 13% 31%</p>	519/528
Grade 8	<p>52% 13% 35%</p>	509/513

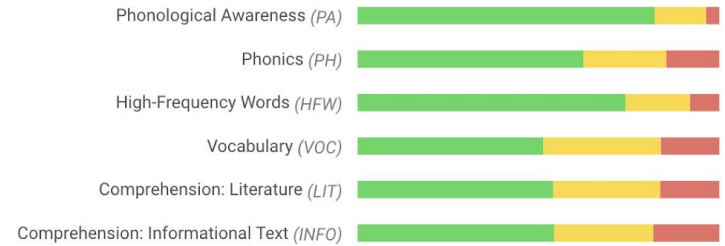
Bubb Grade Level Overview - Reading

Students Assessed/Total: 471/473

Overall Placement



Placement By Domain

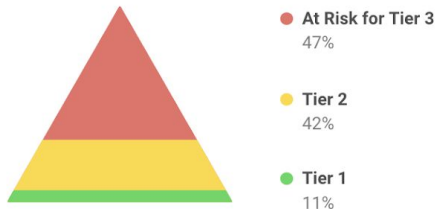


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed/Total
Grade K	29%	71%	0%	55/56
Grade 1	43%	50%	7%	84/85
Grade 2	52%	29%	19%	83/83
Grade 3	67%	15%	18%	87/87
Grade 4	65%	21%	14%	72/72
Grade 5	54%	17%	29%	90/90

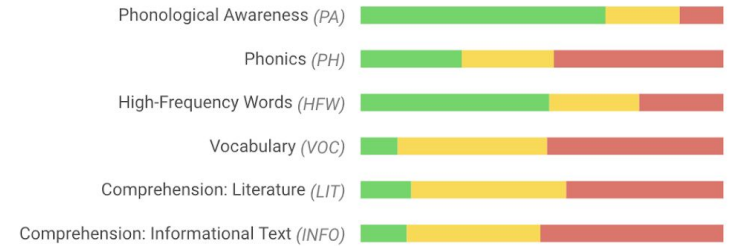
Castro Grade Level Overview - Reading

Students Assessed/Total: 323/327

Overall Placement



Placement By Domain

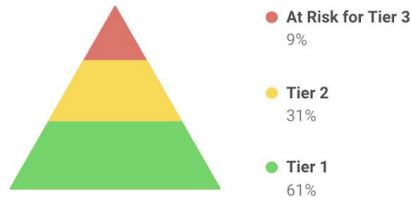


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Assessed/Total
Grade K	11%	78%	11%	46/49
Grade 1	10%	48%	42%	50/51
Grade 2	14%	24%	62%	50/50
Grade 3	10%	5%	85%	52/52
Grade 4	12%	28%	60%	67/67
Grade 5	7%	14%	79%	58/58

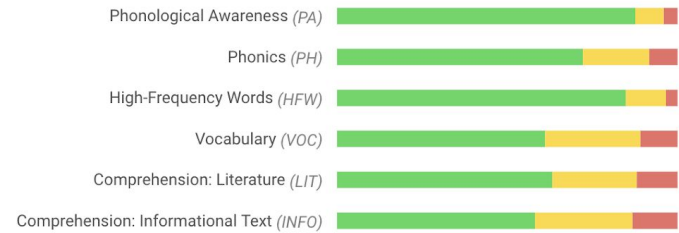
Huff Grade Level Overview - Reading

Students Assessed/Total: 468/551

Overall Placement



Placement By Domain

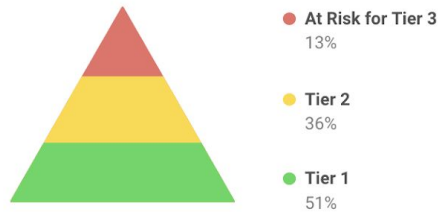


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed / Total
Grade K	47%	53%	0%	15/91
Grade 1	43%	53%	4%	81/83
Grade 2	54%	33%	14%	95/97
Grade 3	86%	9%	5%	76/77
Grade 4	64%	31%	5%	98/100
Grade 5	61%	23%	16%	103/103

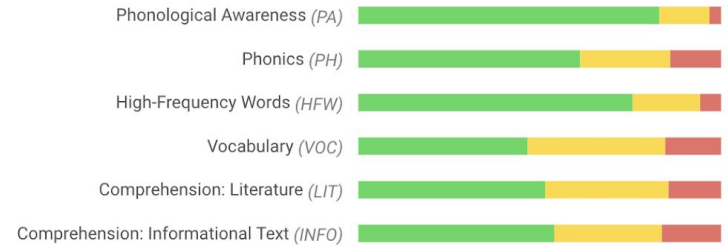
Landels Grade Level Overview - Reading

Students Assessed/Total: 435/447

Overall Placement



Placement By Domain

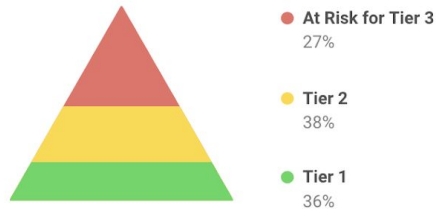


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Total Students
Grade K	53%	48%		80/80
Grade 1	36%	54%	10%	72/74
Grade 2	53%	35%	13%	72/74
Grade 3	58%	22%	20%	85/90
Grade 4	54%	28%	18%	65/66
Grade 5	51%	30%	20%	61/61

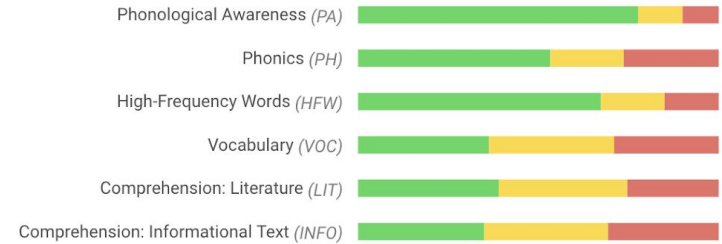
Mistral Grade Level Overview - Reading

Students Assessed/Total: 300/376

Overall Placement



Placement By Domain

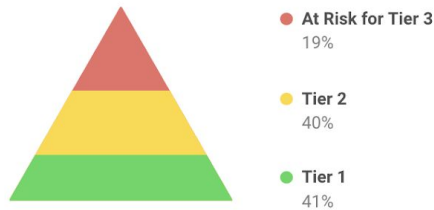


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed / Total
Grade K	-	-	-	0/71
Grade 1	17%	62%	20%	69/70
Grade 2	26%	42%	32%	62/62
Grade 3	44%	19%	37%	63/65
Grade 4	49%	32%	19%	59/60
Grade 5	47%	28%	26%	47/48

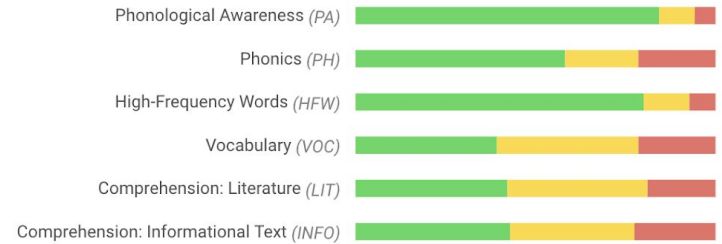
Monta Loma Grade Level Overview - Reading

Students Assessed/Total: 275/344

Overall Placement



Placement By Domain

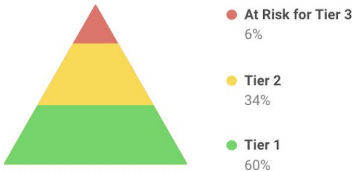


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed / Total
Grade K	-	-	-	0/59
Grade 1	24%	64%	13%	55/55
Grade 2	49%	44%	7%	59/63
Grade 3	57%	16%	27%	51/53
Grade 4	37%	49%	14%	51/55
Grade 5	39%	29%	32%	59/59

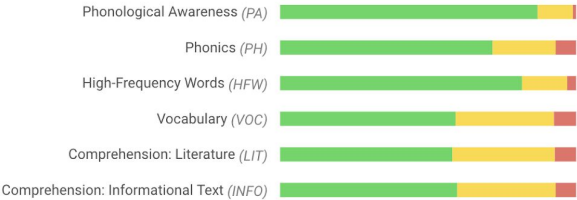
Stevenson Grade Level Overview - Reading

Students Assessed/Total: 361/430

Overall Placement



Placement By Domain

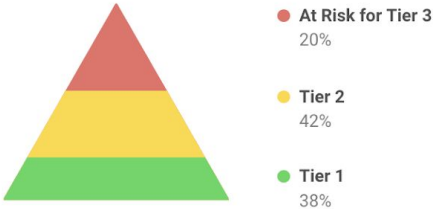


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Score
Grade K	0%	100%	0%	1/70
Grade 1	31%	67%	2%	95/95
Grade 2	61%	31%	8%	71/71
Grade 3	87%	7%	6%	71/71
Grade 4	68%	27%	5%	66/66
Grade 5	68%	23%	9%	57/57

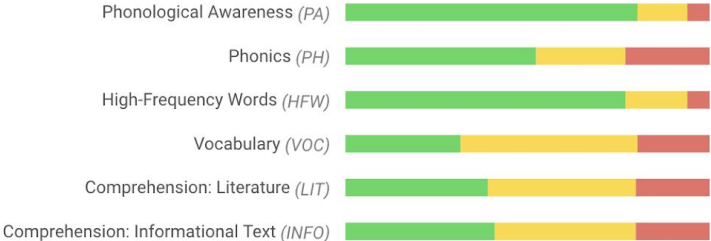
Theuerkauf Grade Level Overview - Reading

Students Assessed/Total: 212/335

Overall Placement



Placement By Domain

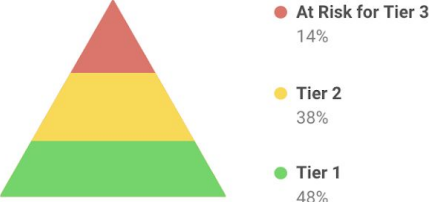


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed/Total
Grade K	21%	79%	0%	14/134
Grade 1	20%	63%	17%	41/42
Grade 2	36%	46%	18%	28/28
Grade 3	59%	28%	13%	46/47
Grade 4	35%	38%	26%	34/34
Grade 5	41%	27%	33%	49/50

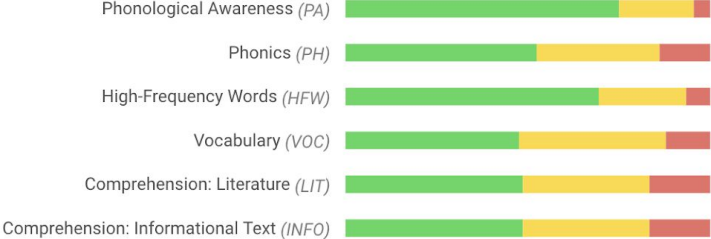
Vargas Grade Level Overview - Reading

Students Assessed/Total: 288/295

Overall Placement



Placement By Domain

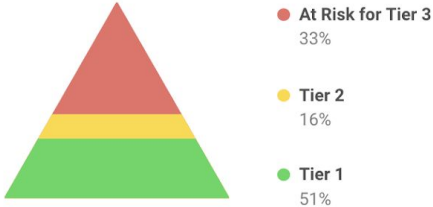


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students
Grade K	32%	68%	0%	65/66
Grade 1	48%	41%	11%	61/62
Grade 2	46%	34%	20%	56/58
Grade 3	63%	10%	27%	48/50
Grade 4	57%	28%	16%	58/59

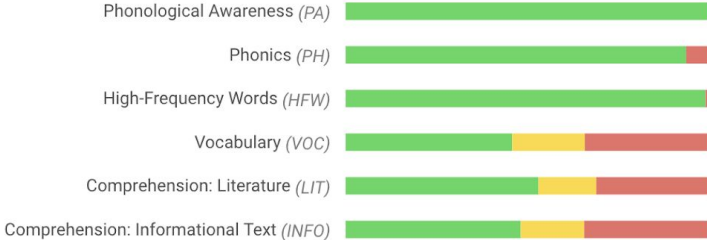
Crittenden Grade Level Overview - Reading

Students Assessed/Total: 634/649

Overall Placement



Placement By Domain

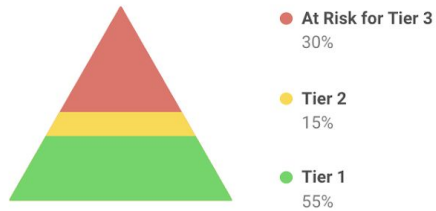


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Total Students
Grade 6	50%	22%	29%	185/188
Grade 7	53%	13%	34%	232/241
Grade 8	50%	13%	37%	217/220

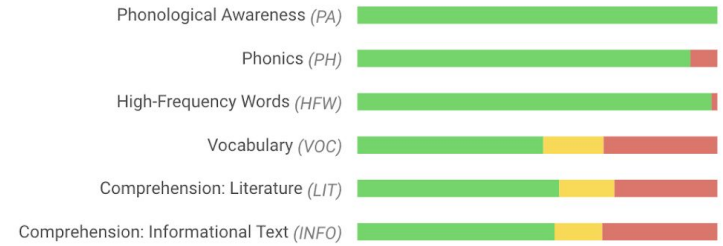
Graham Grade Level Overview - Reading

Students Assessed/Total: **854/857**

Overall Placement



Placement By Domain



Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Total Students
Grade 6	54%	19%	27%	277/278
Grade 7	58%	13%	29%	286/286
Grade 8	54%	12%	34%	291/293

Baseline Results - Reading

- Most deficits in reading are in vocabulary and comprehension for both literature and informational text
- 48% of students began the year on or above grade level
- 22% of students started the year 2 or more grade levels below
- Results are consistent with site SBAC scores
- 3rd grade had the largest percentage of student on or above grade level
- 1st grade had the lowest percentage of students on or above grade level

District Overview - Math

Subject

Math

School

All Schools

Academic Year

Current Year

Diagnostic

D1

Prior Diagnostic

None

Placement Definition

Standard View

08/19/19 - 09/20/19

Key

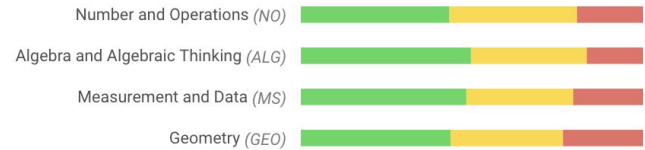
Students Assessed/Total: 4,548/5,082

Overall Placement

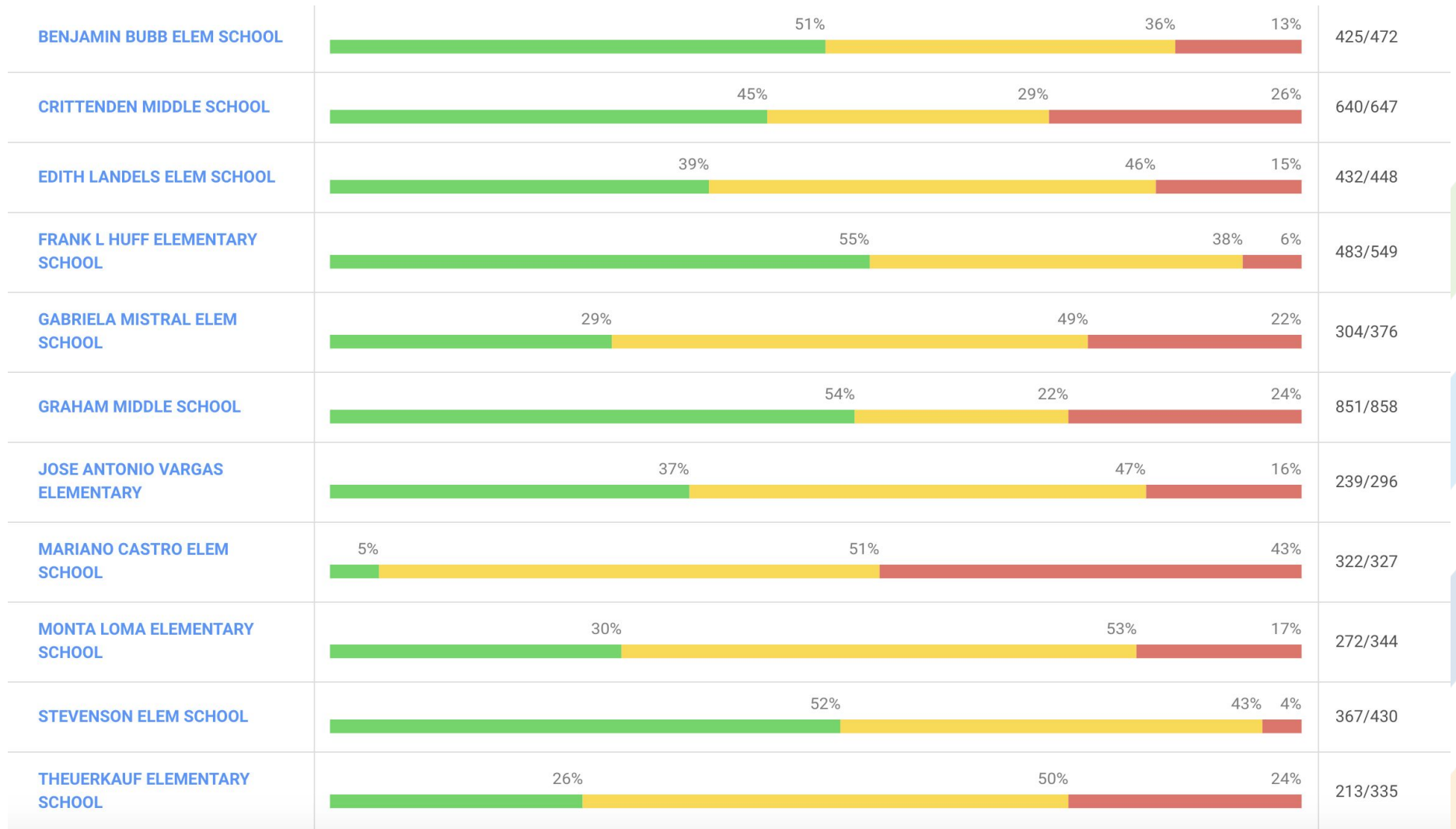


- At Risk for Tier 3
19%
- Tier 2
38%
- Tier 1
42%

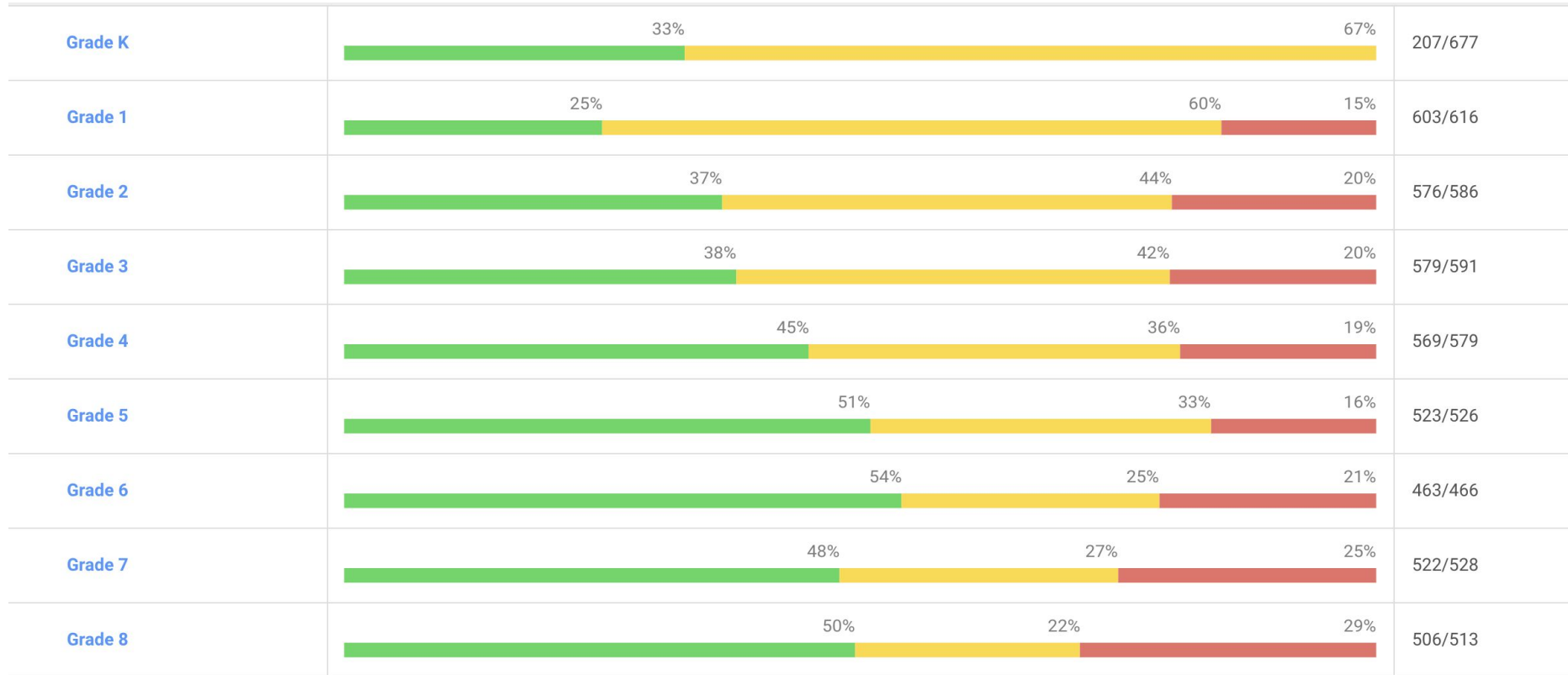
Placement By Domain



School Overview - Math



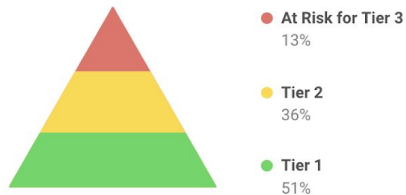
Grade Level Overview - Math



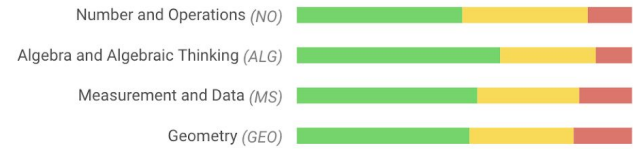
Bubb Grade Level Overview - Math

Students Assessed/Total: 425/473

Overall Placement



Placement By Domain

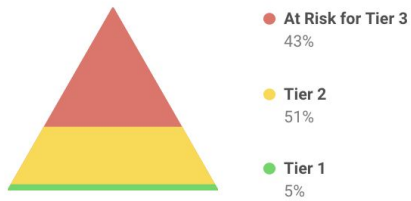


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed/Total
Grade K	20%	80%	0%	10/56
Grade 1	36%	52%	12%	84/85
Grade 2	45%	40%	16%	83/83
Grade 3	50%	35%	15%	86/87
Grade 4	58%	28%	14%	72/72
Grade 5	68%	20%	12%	90/90

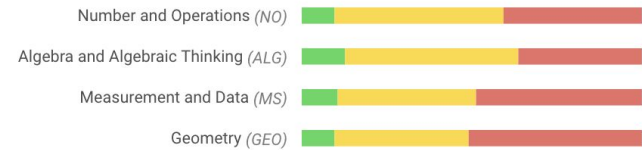
Castro Grade Level Overview - Math

Students Assessed/Total: 322/327

Overall Placement



Placement By Domain

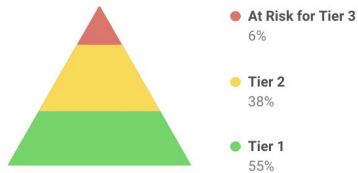


Grade	Tier 1	Tier 2	At Risk for Tier 3	Students
Grade K	9%	91%		45/49
Grade 1	2%	60%	38%	50/51
Grade 2	6%	46%	48%	50/50
Grade 3		35%	65%	52/52
Grade 4	7%	42%	51%	67/67
Grade 5	7%	43%	50%	58/58

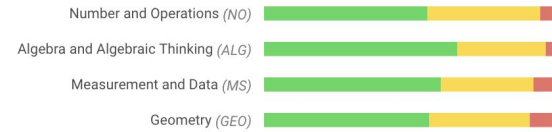
Huff Grade Level Overview - Math

Students Assessed/Total: 483/551

Overall Placement



Placement By Domain

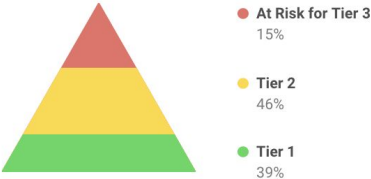


Grade	Tier 1	Tier 2	At Risk for Tier 3	Students Assessed/Total
Grade K	56%	44%	0%	36/91
Grade 1	37%	59%	4%	75/83
Grade 2	46%	40%	14%	95/97
Grade 3	59%	38%	3%	76/77
Grade 4	59%	36%	5%	98/100
Grade 5	71%	22%	7%	103/103

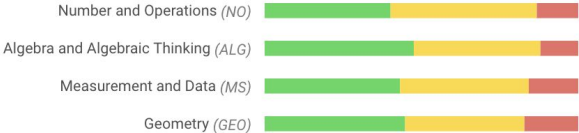
Landels Grade Level Overview - Math

Students Assessed/Total: 431/447

Overall Placement



Placement By Domain

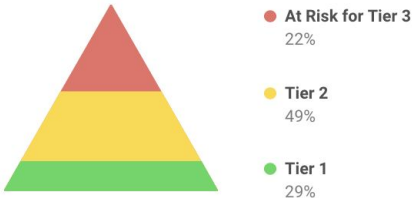


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Score
Grade K	42%	58%		78/80
Grade 1	31%	57%	13%	72/74
Grade 2	39%	42%	18%	71/74
Grade 3	32%	46%	21%	84/90
Grade 4	52%	28%	20%	65/66
Grade 5	41%	41%	18%	61/61

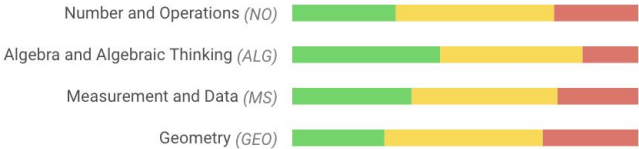
Mistral Grade Level Overview - Math

Students Assessed/Total: 304/376

Overall Placement



Placement By Domain

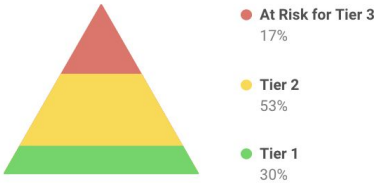


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed/Total
Grade K	-	-	-	0/71
Grade 1	17%	69%	14%	70/70
Grade 2	21%	45%	34%	62/62
Grade 3	23%	52%	25%	65/65
Grade 4	33%	43%	23%	60/60
Grade 5	57%	28%	15%	47/48

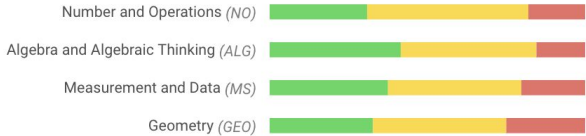
Monta Loma Grade Level Overview - Math

Students Assessed/Total: 272/344

Overall Placement



Placement By Domain

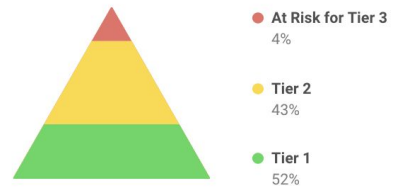


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed / Total
Grade K	-	-	-	0/59
Grade 1	15%	69%	17%	54/55
Grade 2	41%	47%	12%	59/63
Grade 3	28%	44%	28%	50/53
Grade 4	26%	54%	20%	50/55
Grade 5	39%	49%	12%	59/59

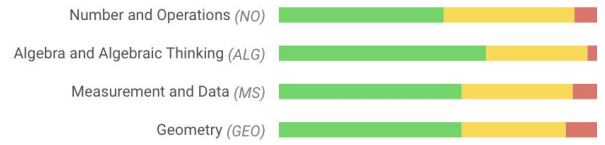
Stevenson Grade Level Overview - Math

Students Assessed/Total: 367/430

Overall Placement



Placement By Domain

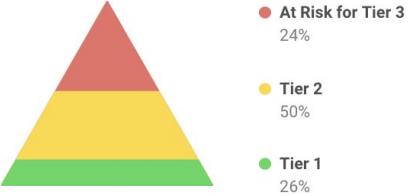


Grade	Tier 1	Tier 2	At Risk for Tier 3	Count
Grade K	57%	43%		7/70
Grade 1	27%	66%	6%	95/95
Grade 2	49%	44%	7%	71/71
Grade 3	61%	37%	3%	71/71
Grade 4	67%	32%	2%	66/66
Grade 5	70%	26%	4%	57/57

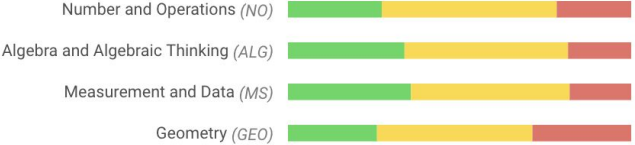
Theuerkauf Grade Level Overview - Math

Students Assessed/Total: 212/335

Overall Placement



Placement By Domain

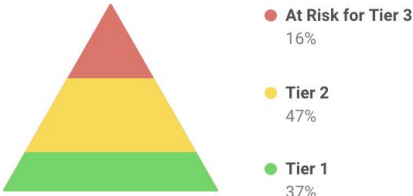


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed/Total
Grade K	20%	60%	20%	15/134
Grade 1	15%	41%	44%	41/42
Grade 2	29%	21%	50%	28/28
Grade 3	33%	28%	39%	46/47
Grade 4	35%	24%	41%	34/34
Grade 5	25%	23%	52%	48/50

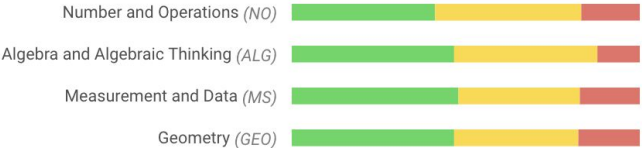
Vargas Grade Level Overview - Math

Students Assessed/Total: 238/295

Overall Placement



Placement By Domain

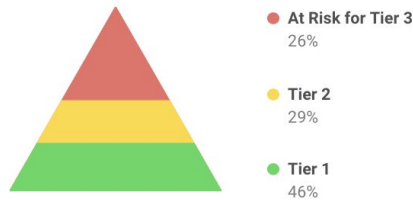


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Students Assessed/Total
Grade K	20%	60%	20%	15/66
Grade 1	33%	18%	49%	61/62
Grade 2	34%	14%	52%	56/58
Grade 3	35%	18%	47%	49/50
Grade 4	53%	7%	40%	57/59

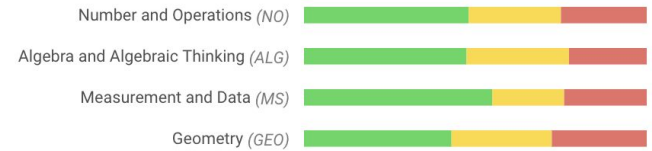
Crittenden Grade Level Overview - Math

Students Assessed/Total: **639/649**

Overall Placement



Placement By Domain

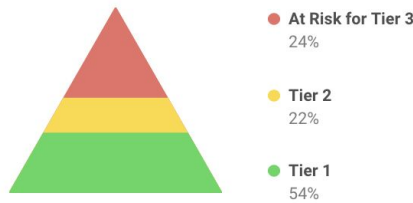


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Total Students
Grade 6	52%	26%	22%	186/188
Grade 7	42%	33%	26%	236/241
Grade 8	45%	26%	29%	217/220

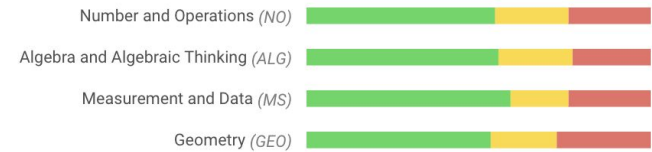
Graham Grade Level Overview - Math

Students Assessed/Total: **850/857**

Overall Placement



Placement By Domain



Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Total
Grade 6	56%	25%	19%	277/278
Grade 7	53%	23%	24%	285/286
Grade 8	53%	18%	28%	288/293

Baseline Results - Math

- Deficits in math are evenly distributed across all domains
- 42% of students began the year on or above grade level
- 19% of students started the year 2 or more grade levels below
- Results are consistent with site SBAC scores
- School results varied across the District
 - 5% at or above grade level at Castro
 - 55% at or above grade level at Huff
- 6th grade had the largest percentage of student on or above grade level
- 1st grade had the lowest percentage of students on or above grade level

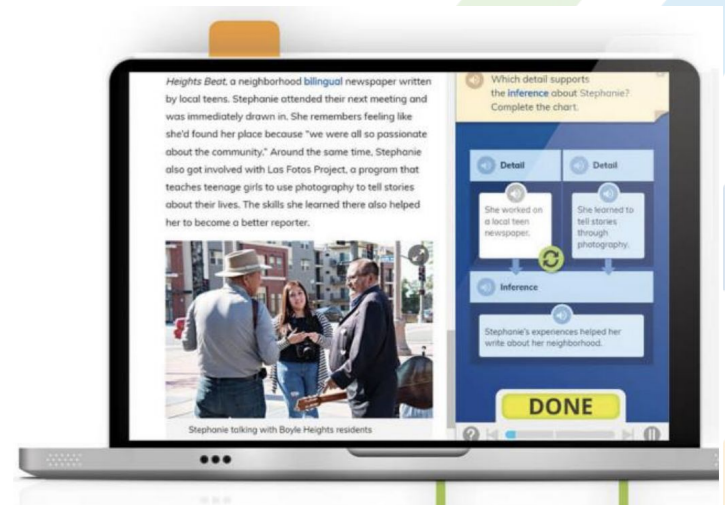


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i-Ready Instruction

What is i-Ready Instruction?

- Personalized learning paths to growth for each student, balancing rigor and reachability.
- Meets learners at their level, helps them problem solve, and keeps them motivated to continue their progress
- Pacing of lessons adjust based on the individual needs of the student



How is i-Ready Instruction used?

i-Ready instruction component is used at school and/or at home

- At school
 - i-Ready instruction can be used in a blended learning approach to strategically plan instruction to target student needs
 - A portion of the class can use the online lessons while the teacher instructs a small group based on identified needs
 - Groups switch midway through the period
- At home
 - Students can log into their i-Ready program and work on the lessons



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Next Steps

Next Steps

Data Analysis

- Continue to conduct District and site data reviews
- Monitor progress of all students with a focus on EL and RFEP students
- Identify students for reclassification
- Report out on growth after diagnostic 2
- All Kindergarten students will assess with i-Ready in 2020-21

Professional Development

- Site level i-Ready training available as needed
- Proceed with additional math training for Castro, Monta Loma, and middle school

Next Steps

RTI

- Sites, grade level teams and teachers will use data to:
 - Flexibly group students
 - Target instruction to identified needs
 - Monitor progress
- Teachers will:
 - Use available lessons during small group instruction
 - Provide time for students to work on their instructional path

Next Steps

For Families

- Send reports after Diagnostic 2 and 3 to families
 - Growth Report and CCSS Performance Report
- Sites will communicate with families about how they can access i-Ready instruction at home

Math Placement

- Use Diagnostic 3 for math placement
 - Determine and communicate cut points for students in 6th and 7th grade math courses as part of the development of the District's math placement policy
 - Continue to provide Diagnostic 3 math results for high school math placement



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Questions?