



Mountain View
Whisman
School District

Special Education Update

April 2020





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Strategic Plan Focus

Link to Strategic Plan

Goal 1: Student Achievement

Every student will be prepared for high school and 21st Century citizenship.

Goal 3: Inclusive & Supportive Culture

Every student, staff, family, and community member will feel valued and supported while working, learning, and partnering with MVWSD.



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Program Information

Current Location of Programs

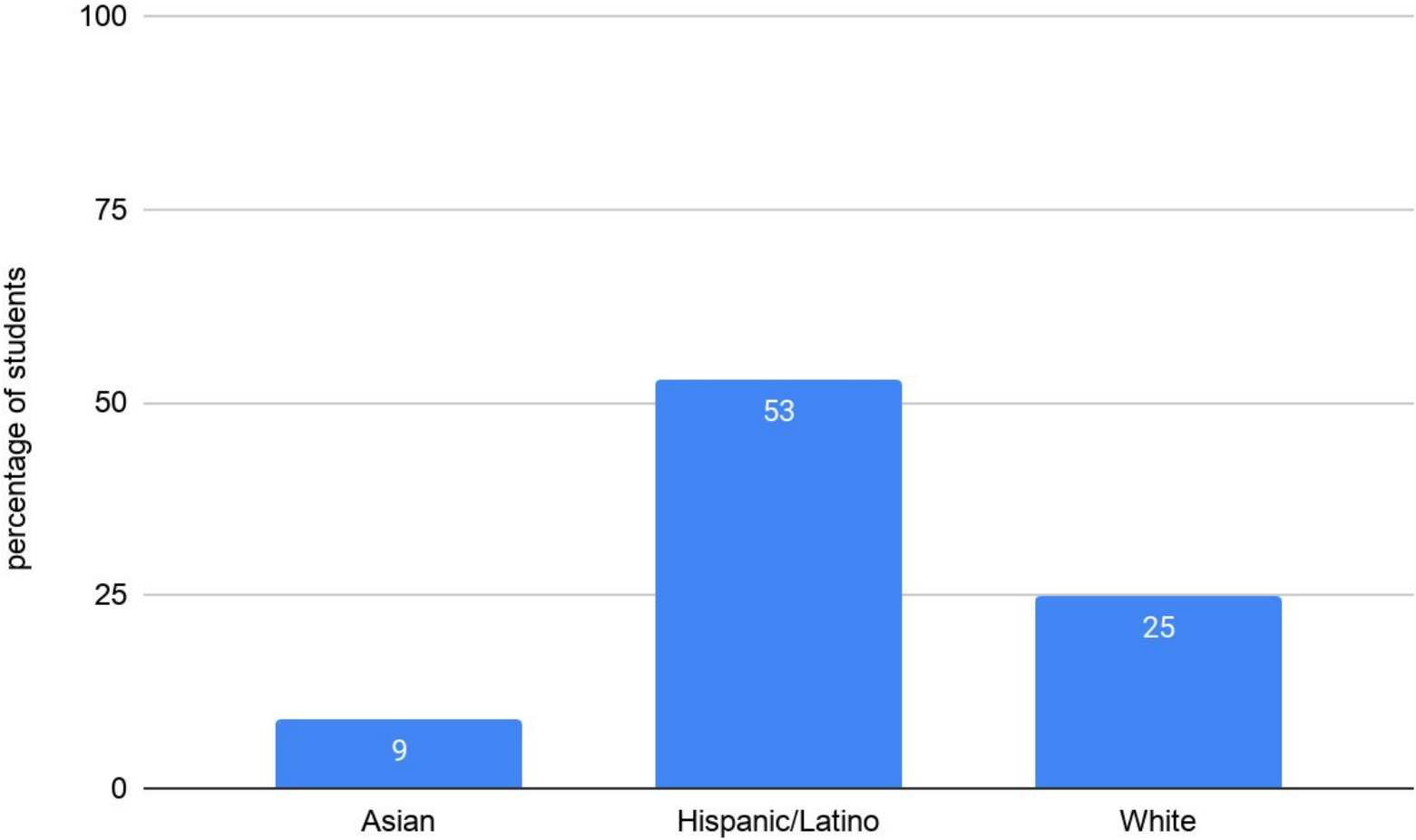
Autism Program	Graham Preschool	Monta Loma (2 classes)	Crittenden
Medically Fragile	Graham Preschool	Landels	
Futures (Functional Life Skills)	Graham		
Co-Teaching	Crittenden	Graham	Preschool
Outside Placements	County	Los Altos School District	Non-Public Schools

Percent by Primary Disability

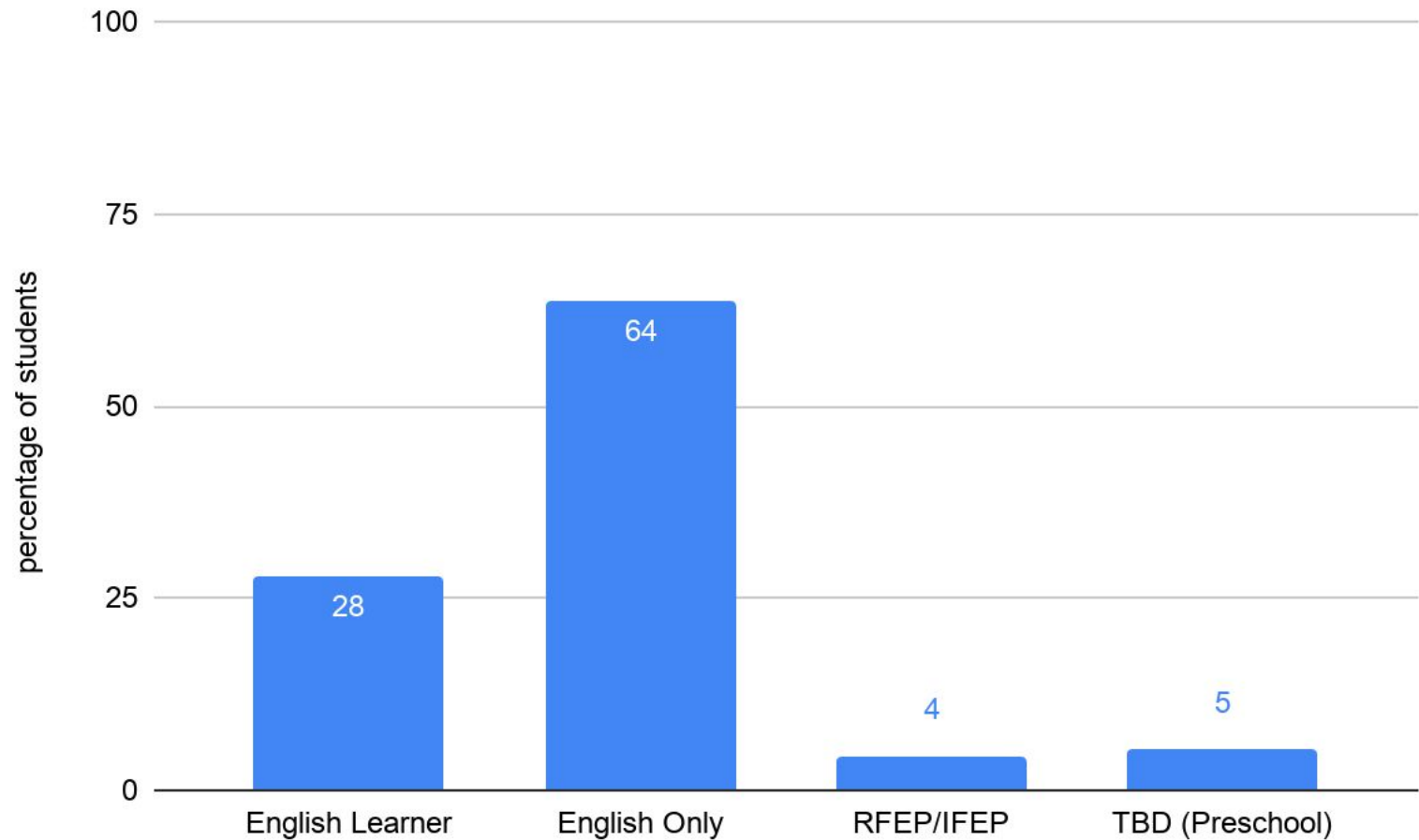
Disability Category	Percent Identified
Intellectual Disability	2%
Hard of Hearing	3%
Speech or Language Impairment	30%
Visual Impairment	2%
Orthopedic Impairment	2%
Other Health Impaired	10%
Specific Learning Disability	34%
Autism	15%
Total Students w/ Disabilities	12% (624 students)

*Not reporting categories with less than 10 students

Demographics by Ethnicity



Demographics by Language Type



Trends in Identification

Disability Category	2018 Percentage of Students Identified	2019 Percentage of Students Identified
Autism	7%	9%
Other Health Impaired	11%	15%
Specific Learning Disability	27%	24%
Speech Language Impairment	43%	45%
Emotional Disturbance	3%	0%
Visual Impairment	5%	1%
Orthopedic Impairment	2%	1%
Multiple Disabilities	0%	0%
Deafness	0%	0%
Hard of Hearing	3%	3%



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Academics

MVWSD Dashboard Data 2019

ELA

Students with Disabilities

Student Group

State



Yellow

60.7 points below standard

Increased 17.1 Points ⬆️

Number of Students: 391

Math

Students with Disabilities

Student Group

State



Yellow

86.2 points below standard

Increased 10.3 Points ⬆️

Number of Students: 387

MVWSD Dashboard Data - SWD ELA

	2017	2018	2019
Bubb	Declined 10.9 points	Increased 33.6 points	Increased 9.8 points
Castro	Increased 50 points	Declined 53.9 points	Maintained 1.6 points
Huff	Declined 16.4 points	Increased 30.9 points	Declined 12.9 points
Landels	Increased 15.6 points	Increased 11.2 points	Increased 41.6 points
Mistral	No Data	No Data	No Data
Monta Loma	Increased 17.1 points	Declined 10.9 points	Increased 22.9 points
Stevenson	No Data	Increased 22.5 points	Increased 20.3 points
Theuerkauf	Declined 49.1 points	Increased 20.1 points	Maintained -1.2 points
Crittenden	Increased 22.6 points	Decreased 36.8 points	Increased 21.7 points
Graham	Declined 19 points	Declined 11.1 points	Maintained 1.5 points

*Performance levels will be reported for any student group that has at least 30 students in both the current and prior year...Data will be reported without a performance level if there are between 11 and 29 students

*The performance level (color) is not included when there are fewer than 30 students in any year

*To move to a higher performance level, student groups scorers must improve by at least 3 points each year

MVWSD Dashboard Data - SWD Math

	2017	2018	2019
Bubb	Increased 14.8 points	Increased 7.7 points	Increased 16.6 points
Castro	Increased 44.7 points	Declined 41.3 points	Declined 9.9 points
Huff	Declined 18.1 points	Increased 16.1 points	Declined 9.3 points
Landels	No Data	Increased 11.2 points	Increased 34 points
Mistral	No Data	No Data	No Data
Monta Loma	Declined 12.5 Points	Declined 11.8 points	Increased 21.3 points
Stevenson	No Data	Increased 15.2 points	Maintained 1.3 points
Theuerkauf	Declined 31.3 Points	Increased 19 points	Increased 30.5 points
Crittenden	Increased 31.5 points	Declined 27.6 points	Maintained -1 points
Graham	Declined 8.9 Points	Maintained -2.2 points	Declined 8.9 points

*Performance levels will be reported for any student group that has at least 30 students in both the current and prior year...Data will be reported without a performance level if there are between 11 and 29 students

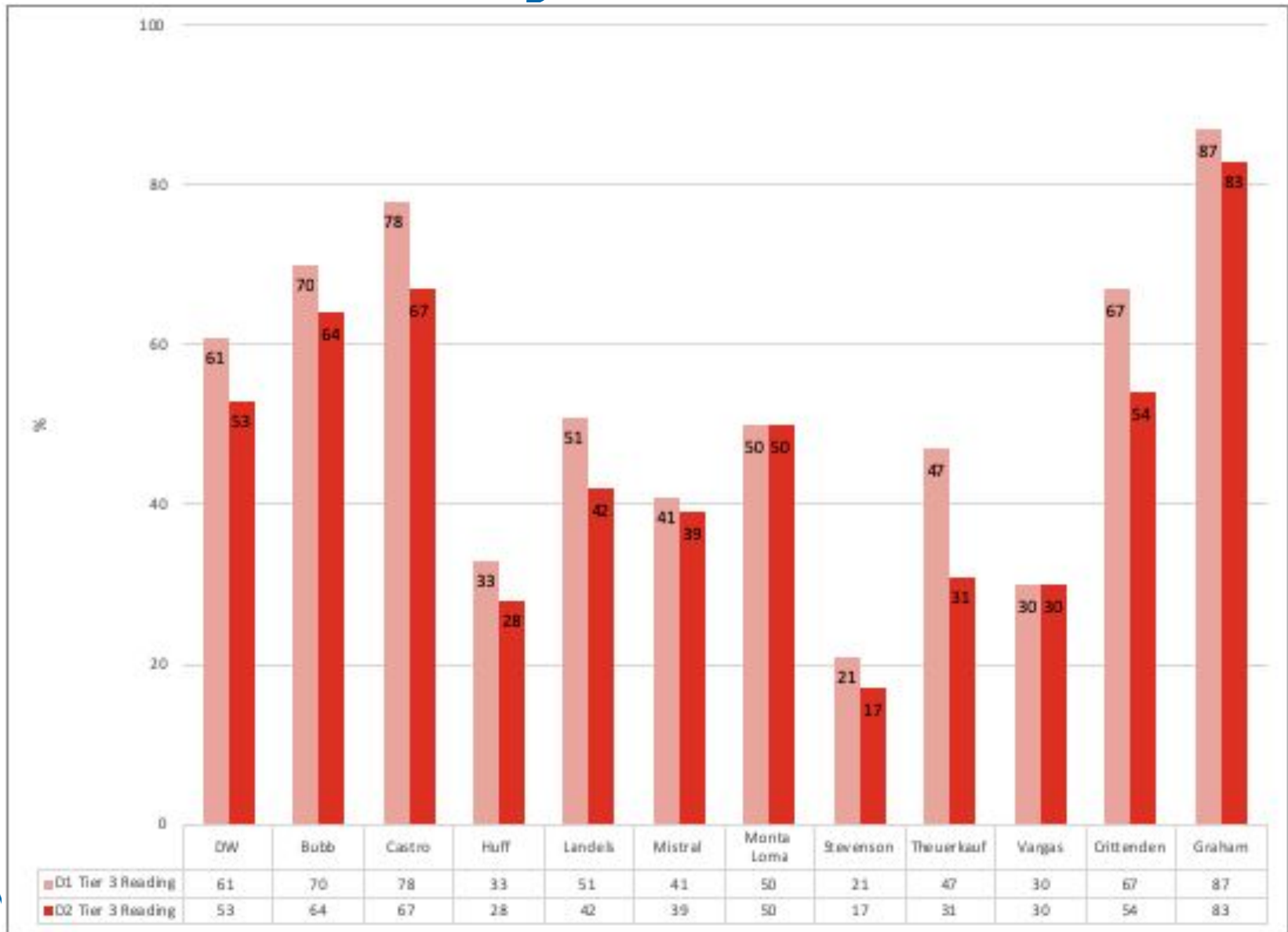
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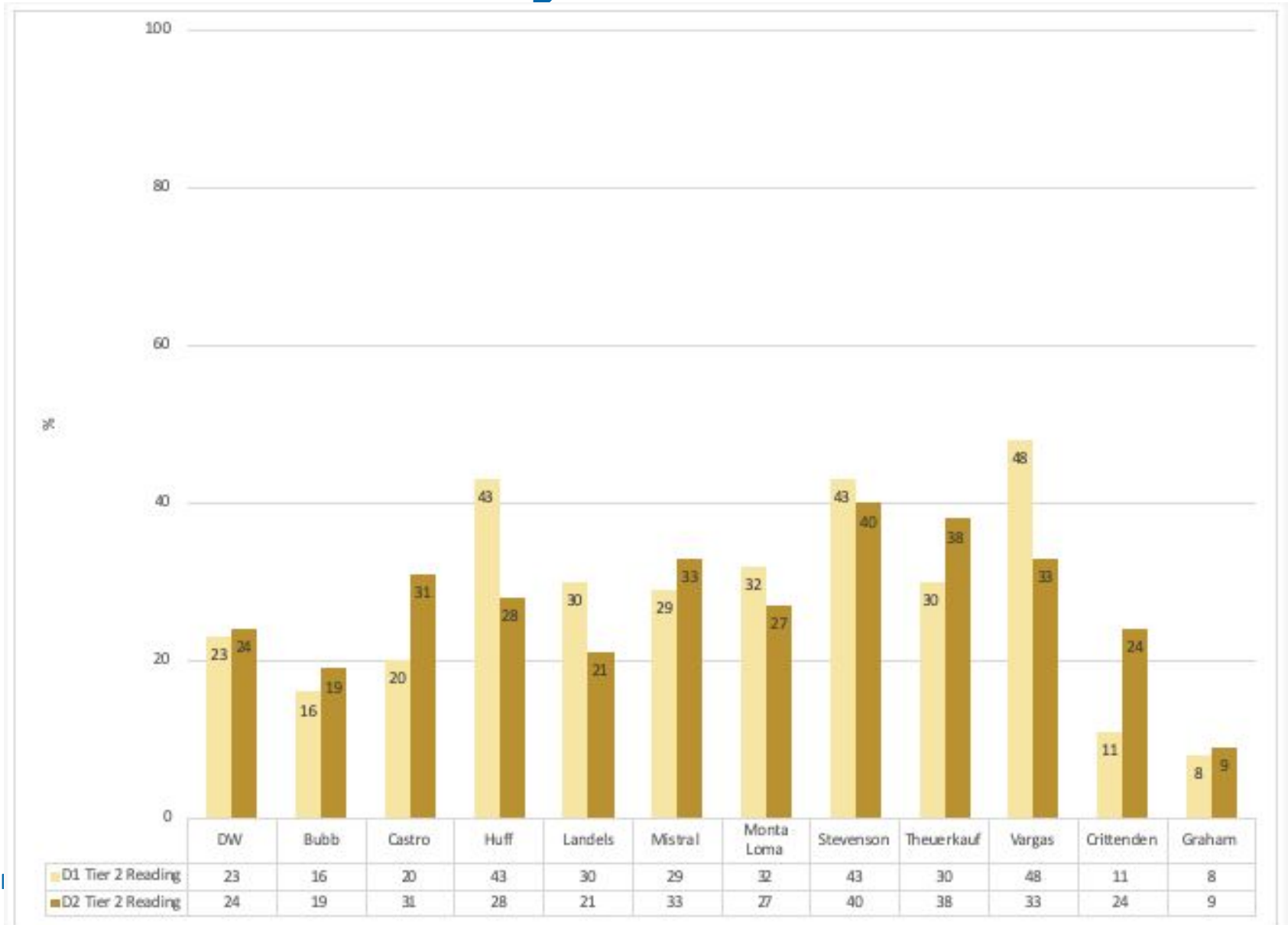
Data Analysis of Dashboard

- Positive gains were made in both ELA and Math at many sites
- Inconsistencies exist from site to site and between elementary & middle school

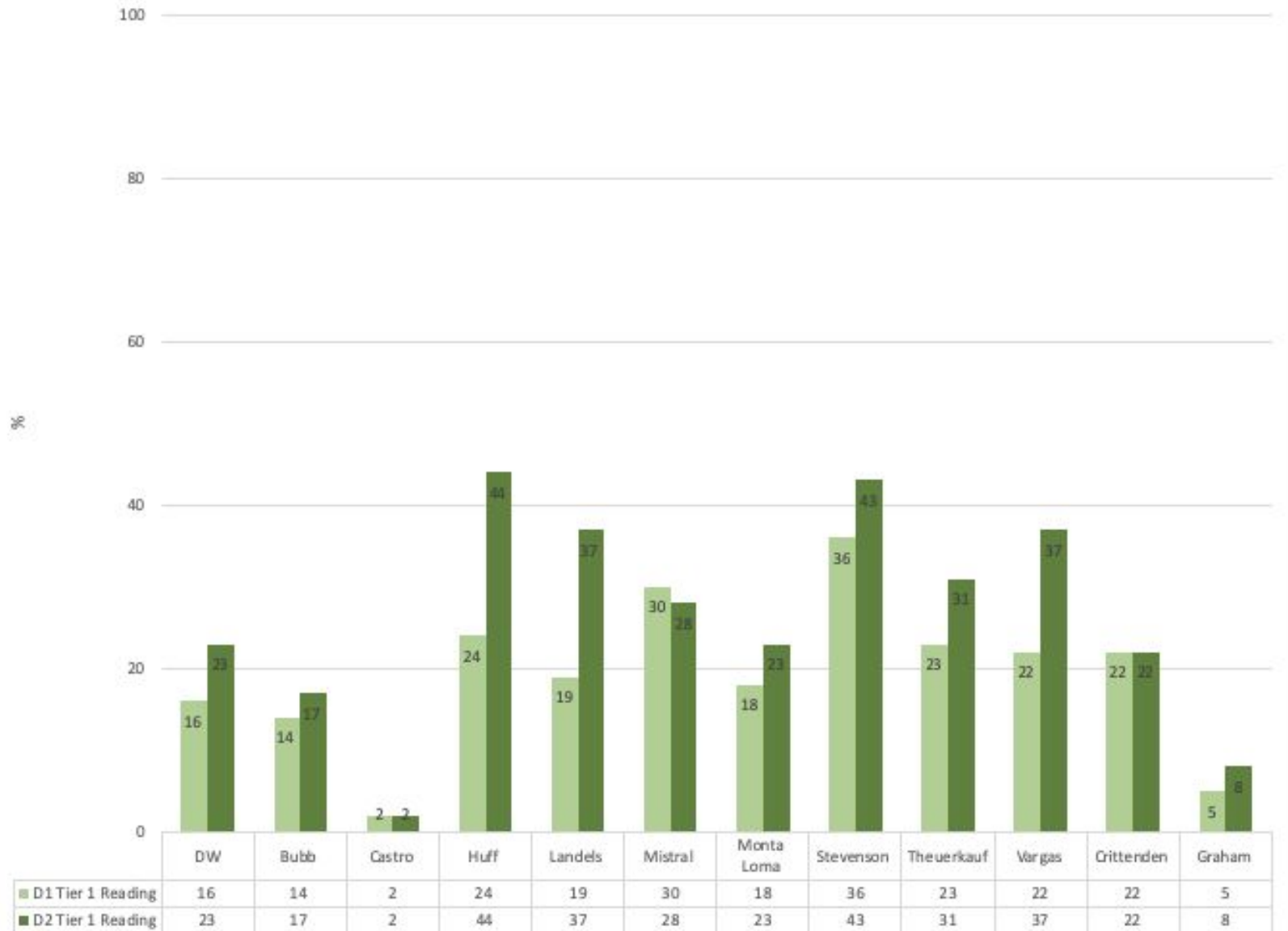
iReady: ELA Tier 3



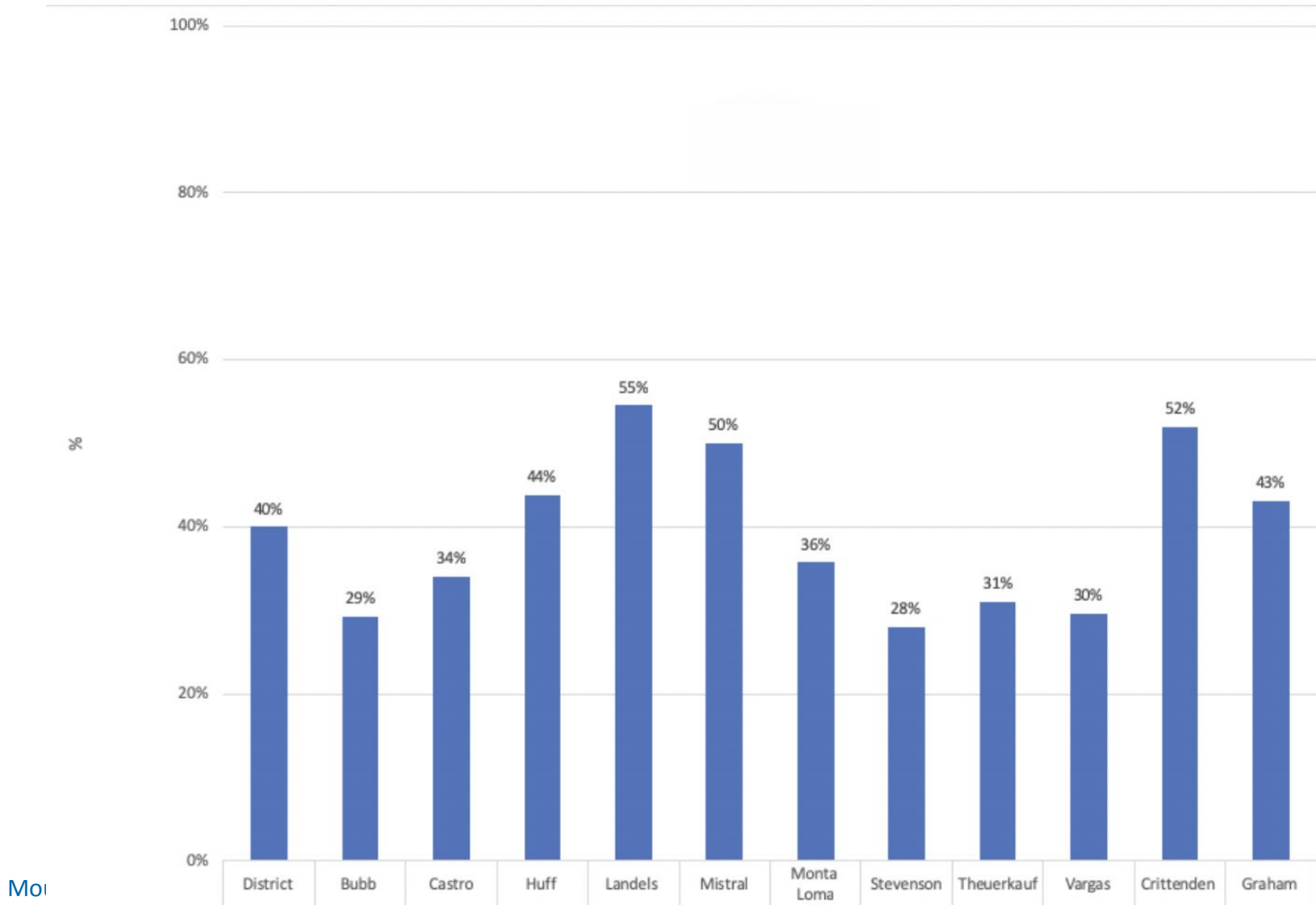
iReady: ELA Tier 2



iReady: ELA Tier 1



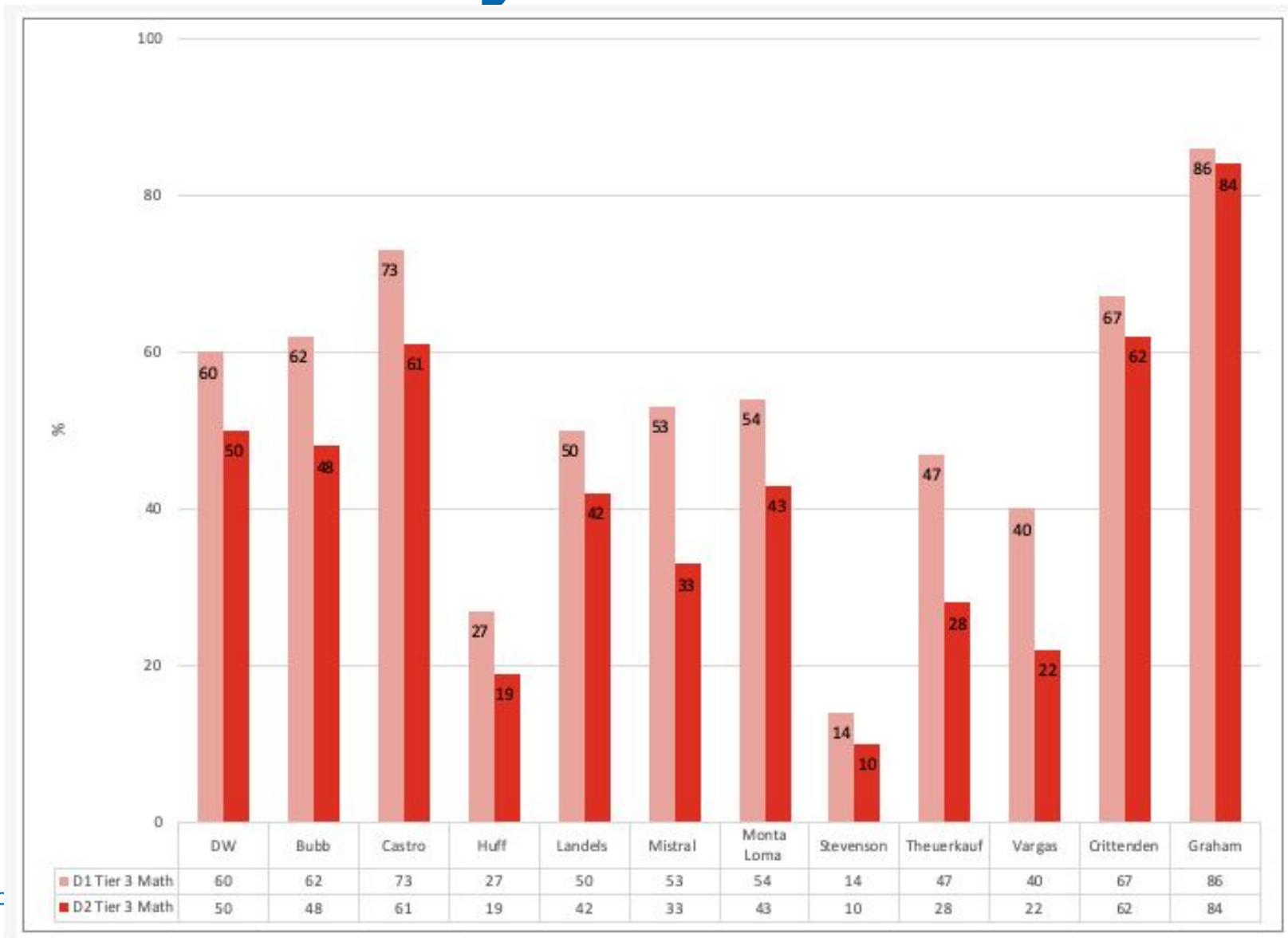
iReady: ELA Improved Placement



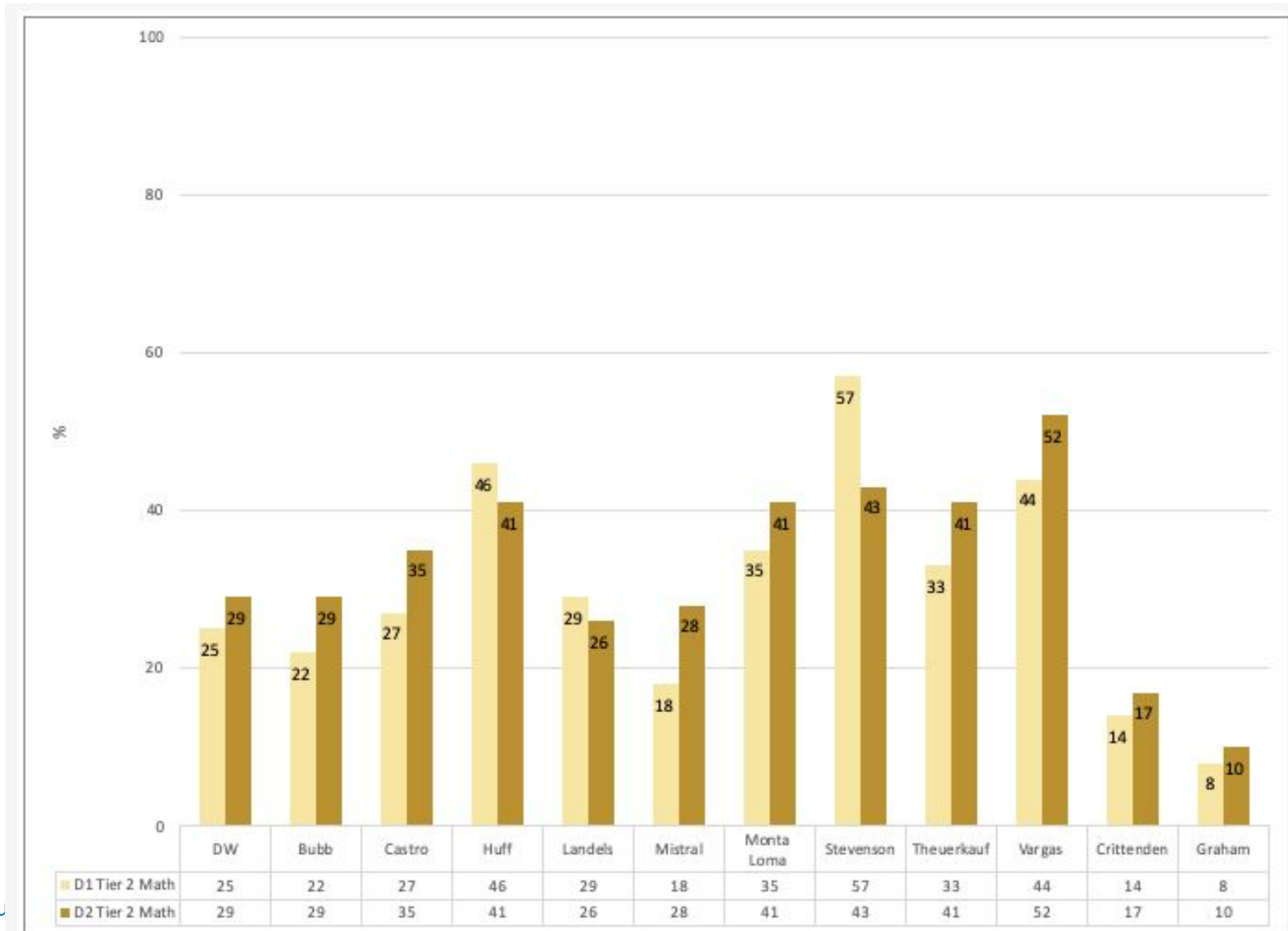
Data Analysis of i-Ready ELA

- Many schools had nearly half of the SWD population improve in ELA
- The number of students in Tier 1 increased at most sites from Diagnostic 1 in August to Diagnostic 2 in December
- The number of students in Tier 3 decreased at most sites from Diagnostic 1 in August to Diagnostic 2 in December
- Percentage of students in Tier 3 still remains too high
- Overall trends show that students are moving in the right direction however, more work is needed to close the achievement gap.

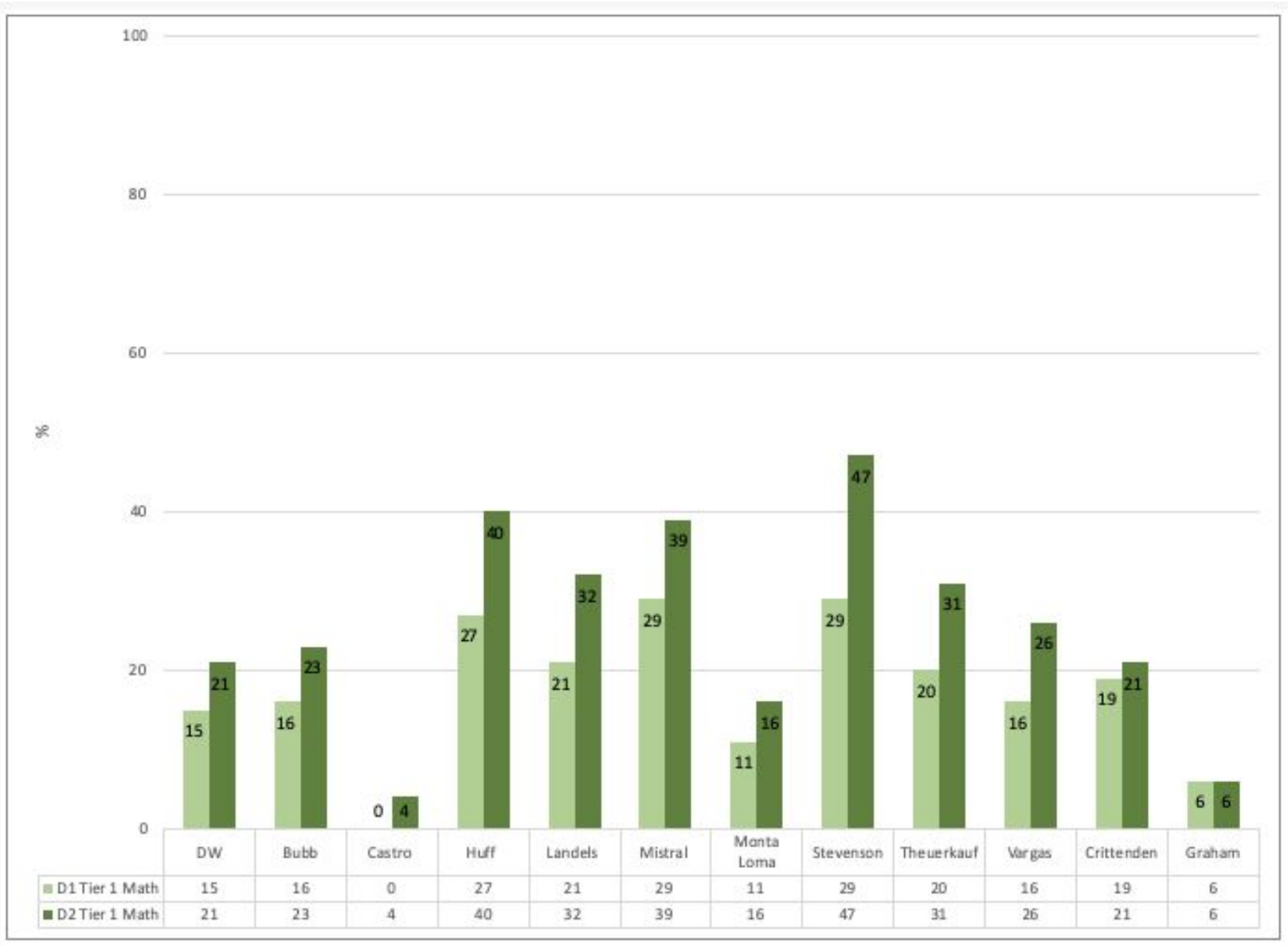
iReady: Math Tier 3



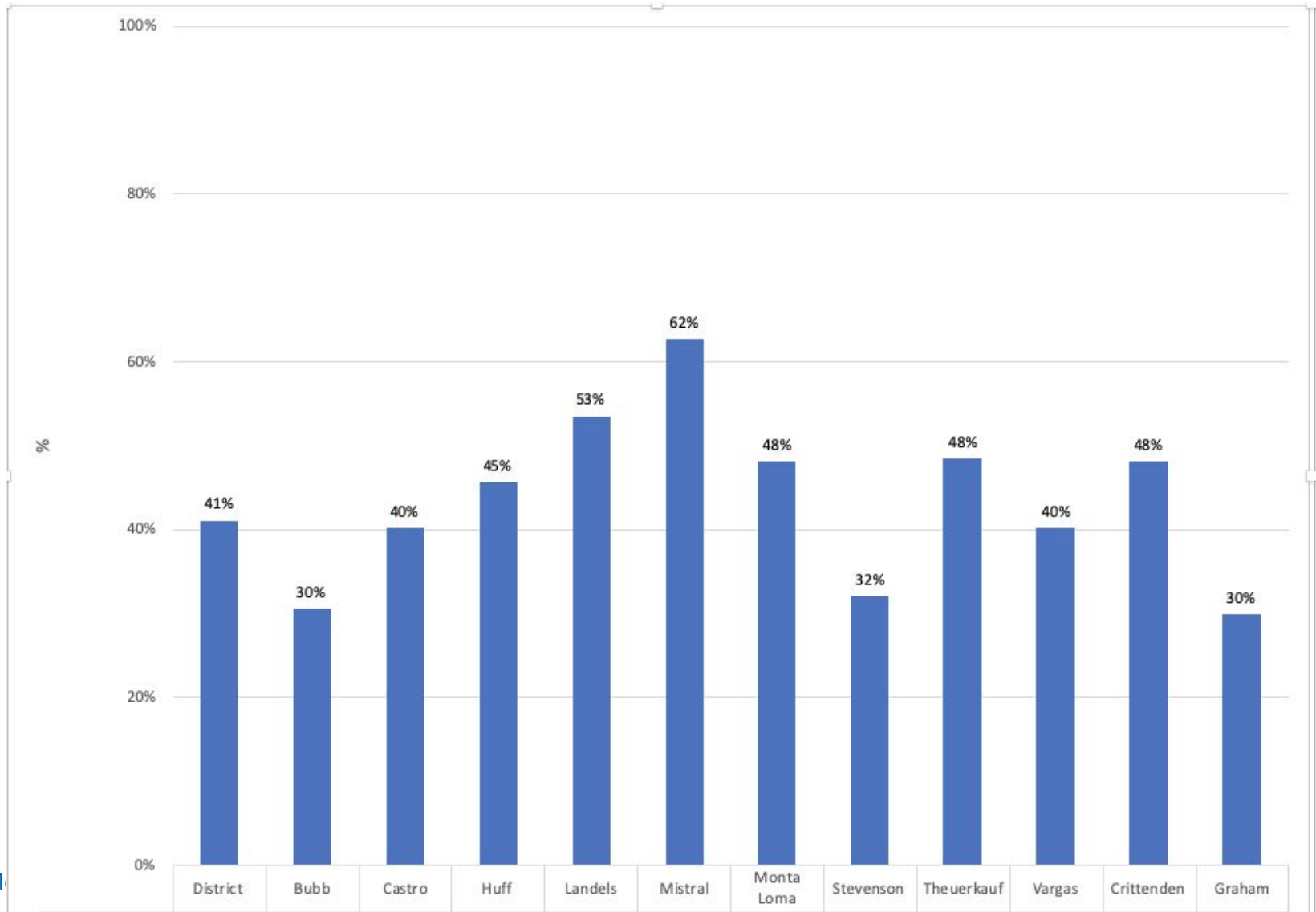
iReady: Math Tier 2



iReady: Math Tier 1



iReady: Math Improved Placement



Data Analysis of iReady Math

- Most schools had half or over half of their SWDs improve in math
- The number of students in Tier 1 increased at most sites from Diagnostic 1 in August to Diagnostic 2 in December
- Percentage of students in Tier 3 remains too high
- Overall trends show that students are moving in the right direction, however, more work is needed to close the achievement gap.



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Disproportionality Data

Significantly Disproportionate

The Individuals with Disabilities Education Act (IDEA 2004) requires states and local education agencies (LEAs) to take steps to address disproportionate representation.

Disproportionality refers to the “overrepresentation” of a particular racial or ethnic group in one of four areas:

1. special education in general
2. special education within a specific disability category
3. disciplinary action; or
4. more restrictive environments.

MVWSD is disproportionate with special education within a specific disability category, specifically Hispanics.

Disproportionality Data

Total Percentage of Students with Disabilities in MVWSD	12%
Total Percentage of Hispanic/Latino Students in MVWSD	23%
Total Percentage of non-Hispanic/Latino Students in MVWSD	65%
Total Percentage of Hispanic/Latino Students with Disabilities in MVWSD	53%
Total Percentage of non-Hispanic/Latino Students with Disabilities in MVWSD	47%

Disproportionality Data

School	Total Number of Students	Total Number of Students with Disabilities	Total Number of English Learners	Total Number of English Learners with Disabilities
Bubb	470	61	87	23
Castro	328	52	231	43
Huff	555	40	93	5
Landels	443	47	99	12
Mistral	378	25	127	15
Monta Loma	332	48	87	11
Stevenson	432	34	21	5
Vargas	296	29	58	4
Theuerkauf	342	39	114	15
Crittenden	650	82	80	18
Graham	854	86	132	21

Why are we Disproportionate?

- Inconsistencies in assessing students who are English Language Learners
- Teams are not asking the appropriate questions to families to ensure that students actually meet eligibility criteria



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Next Steps

Improving Inclusive Practices and Co-Teaching

- Reconfigure the Elementary Specialized Academic Instruction (formerly Special Day Class) classes
- Determine the flow of inclusive practices from preschool through 8th grade
- Expand middle school co-teaching to include Science and Social Studies (planned for 20-21)
- Increase training and collaboration with general education partners

Academics: Reading & Dyslexia

- Implement multi-sensory Reading Intervention at 4 sites (CA, ML, VA, TH)
- Train teachers in curriculum
- Utilize i-Ready assessments for universal screening
- Provide professional development for school psychologists in assessing students for Dyslexia

Disproportionality

- Provide Professional Development to staff on best practices as described in the California Practitioner's Guide for Educating English Learners
- Provide release days for school psychologists to restructure the assessment process for English learners districtwide
- Implement improved practices at the school level with support from principals and District Office administrators
- Quarterly review of school figures between site principal and school psychologist

Disproportionality

- Complete Comprehensive Coordinated Early Intervention Services Plan
 - Identify programmatic reasons that are contributing to disproportionality
 - Identify how funds will be used
 - 15% of IDEA funds will be set aside
 - Plan due September 15, 2020
 - Submit Quarterly Progress