Mountain View
Whisman
School District

i-Ready Diagnostic 2 Assessment Data Overview

January 20, 2022

Alignment to Strategic Plan 2027

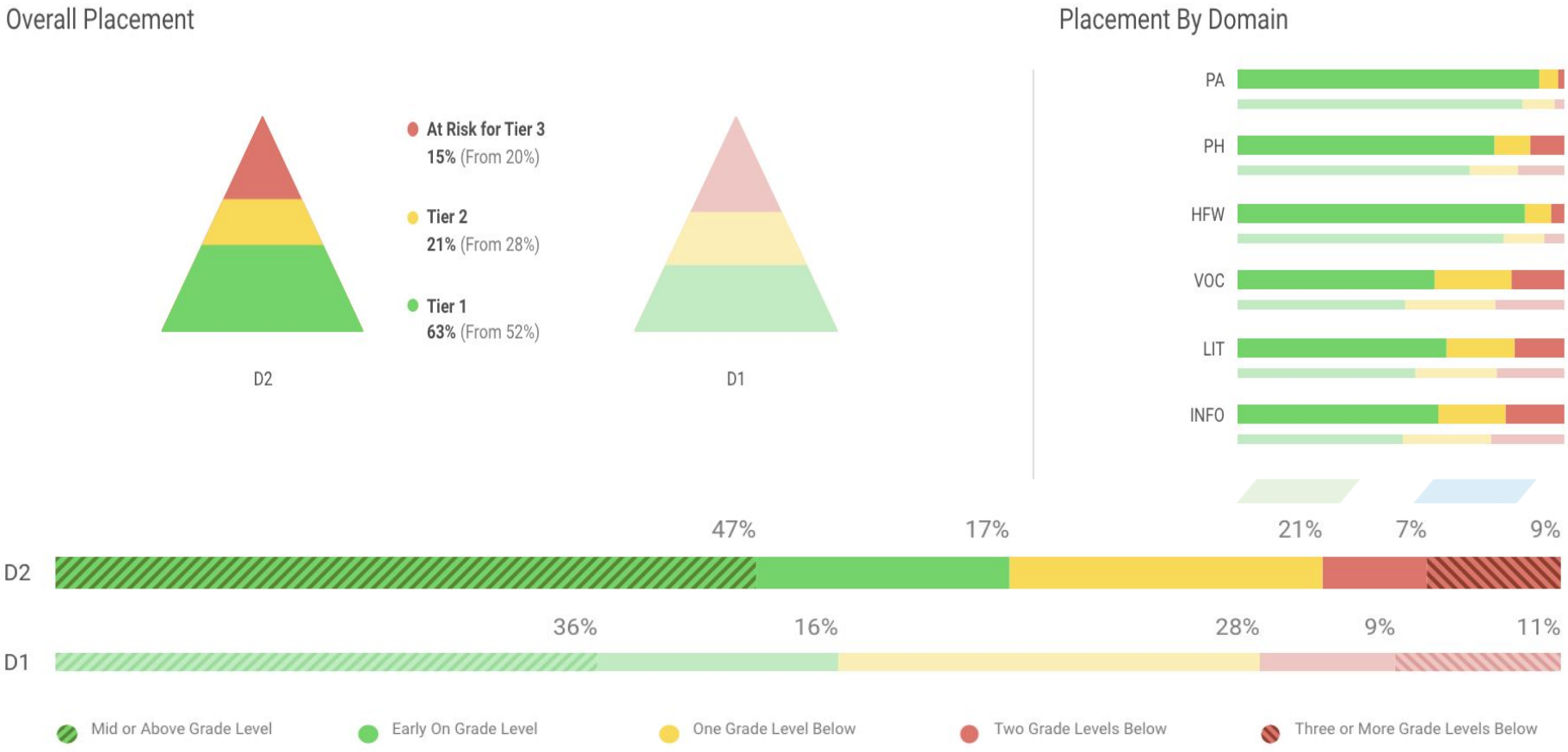
Strategic Plan

- **Goal Area #1:** Effective and consistent instructional practices that meet the needs of all students

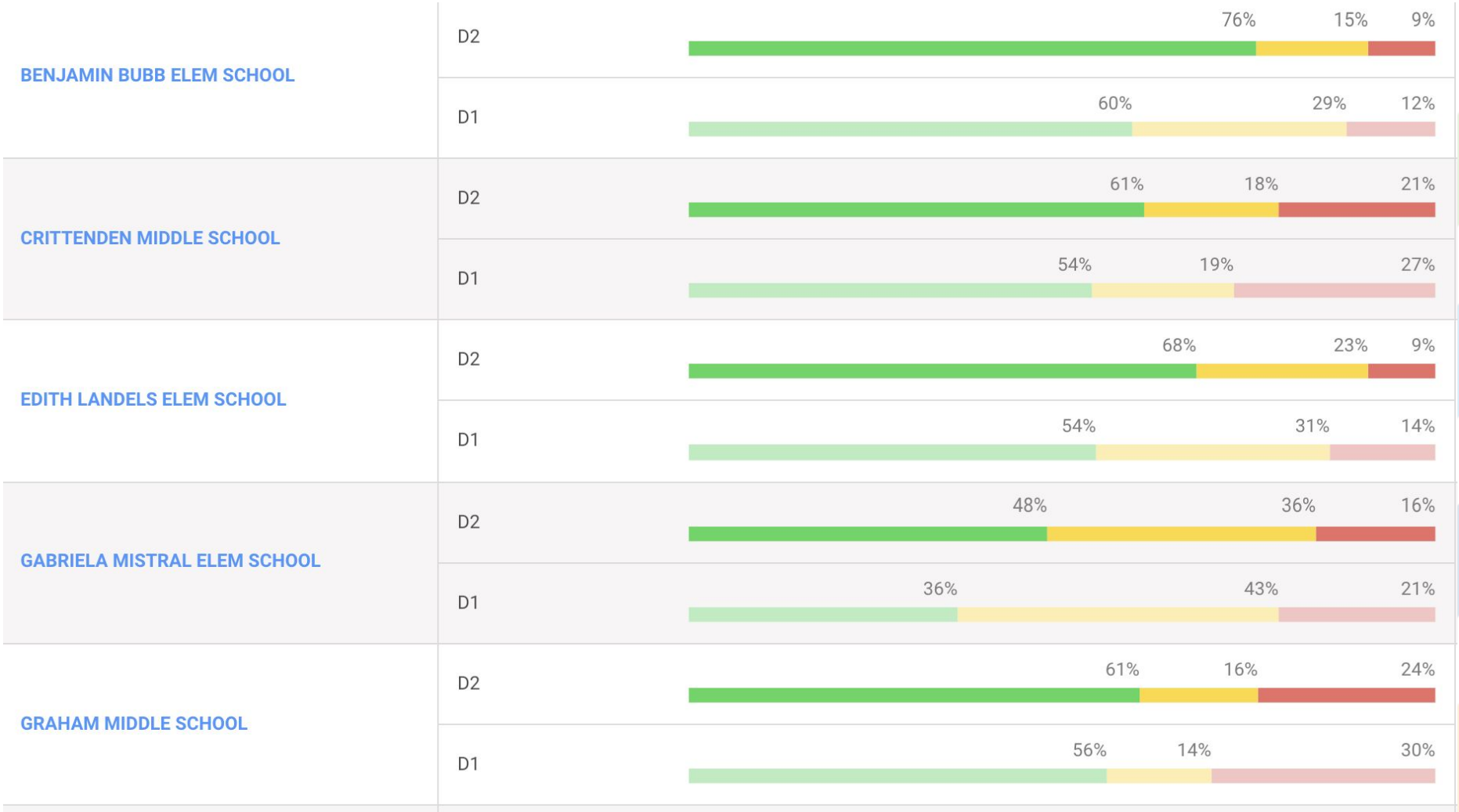
Mountain View
Whisman
School District

Reading

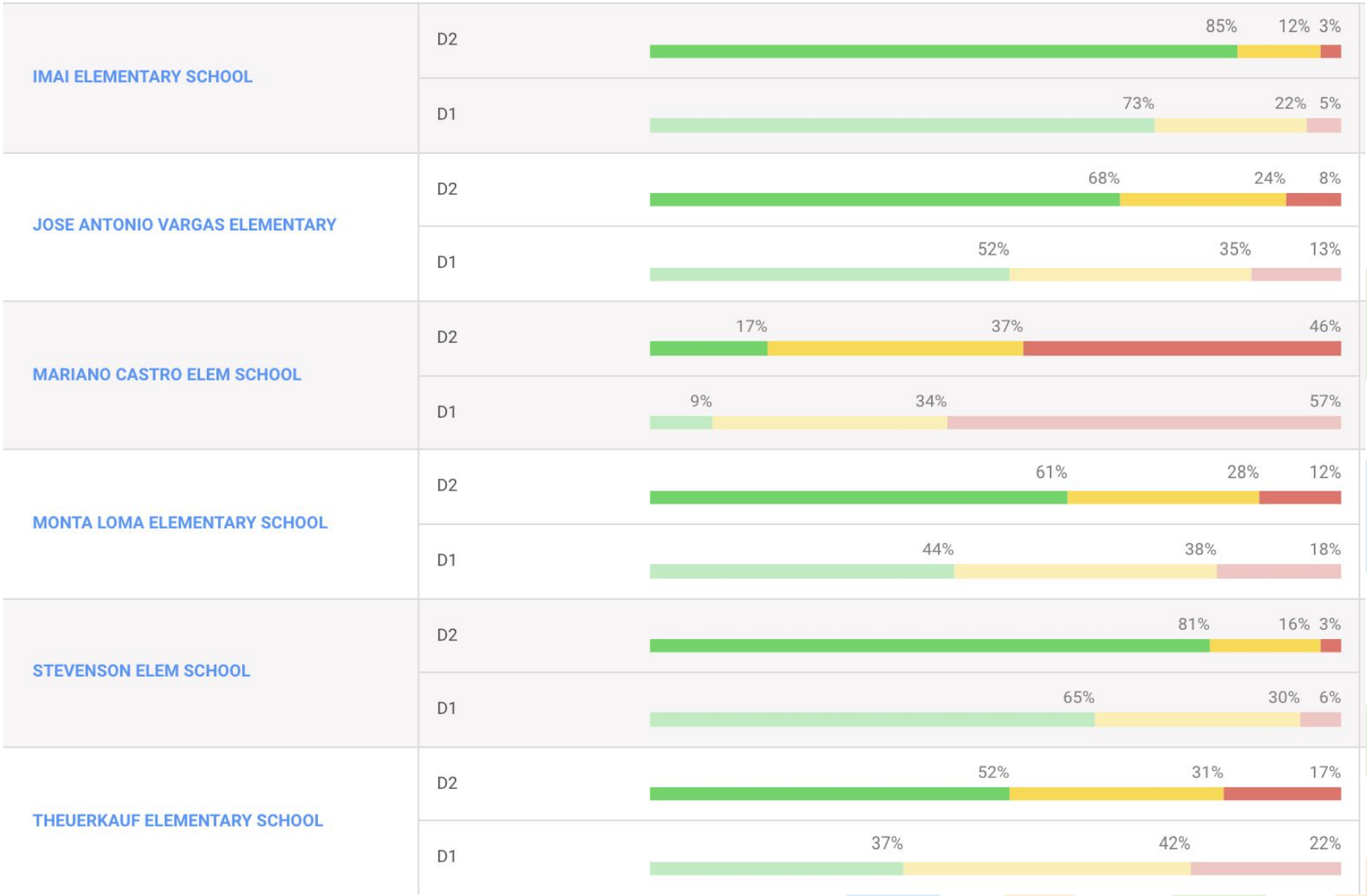
i-Ready Comparative Reading- Districtwide (August 2021 → December 2021)



i-Ready Comparative Reading- By School (August 2021 → December 2021)



iReady Comparative Reading - By School (August 2021 → December 2021)



i-Ready Comparative Reading - By School (August 2021⟶ December 2021)

	Diagnostic 1 August 2021		Diagnostic 2 December 2021		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
Districtwide	**52%**	**48%**	**63%**	**37%**	↑ **11%**
Bubb	60%	40%	76%	24%	↑ **16%**
Landels	54%	46%	68%	32%	↑ **14%**
Mistral	36%	64%	48%	52%	↑ **12%**
Imai	73%	27%	85%	15%	↑ **12%**
Vargas	52%	48%	68%	32%	↑ **16%**
Castro	9%	91%	17%	83%	↑ **8%**
Monta Loma	44%	56%	61%	39%	↑ **17%**
Stevenson	65%	35%	81%	19%	↑ **16%**
Theuerkauf	37%	63%	52%	48%	↑ **15%**

i-Ready Comparative Reading - By School (August 2021⟶ December 2021)

	Diagnostic 1 August 2021		Diagnostic 2 December 2021		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
Districtwide	**52%**	**48%**	**63%**	**37%**	⇧ **11%**
Crittenden	54%	46%	61%	39%	⇧ **7%**
Graham	56%	44%	61%	39%	⇧ **5%**

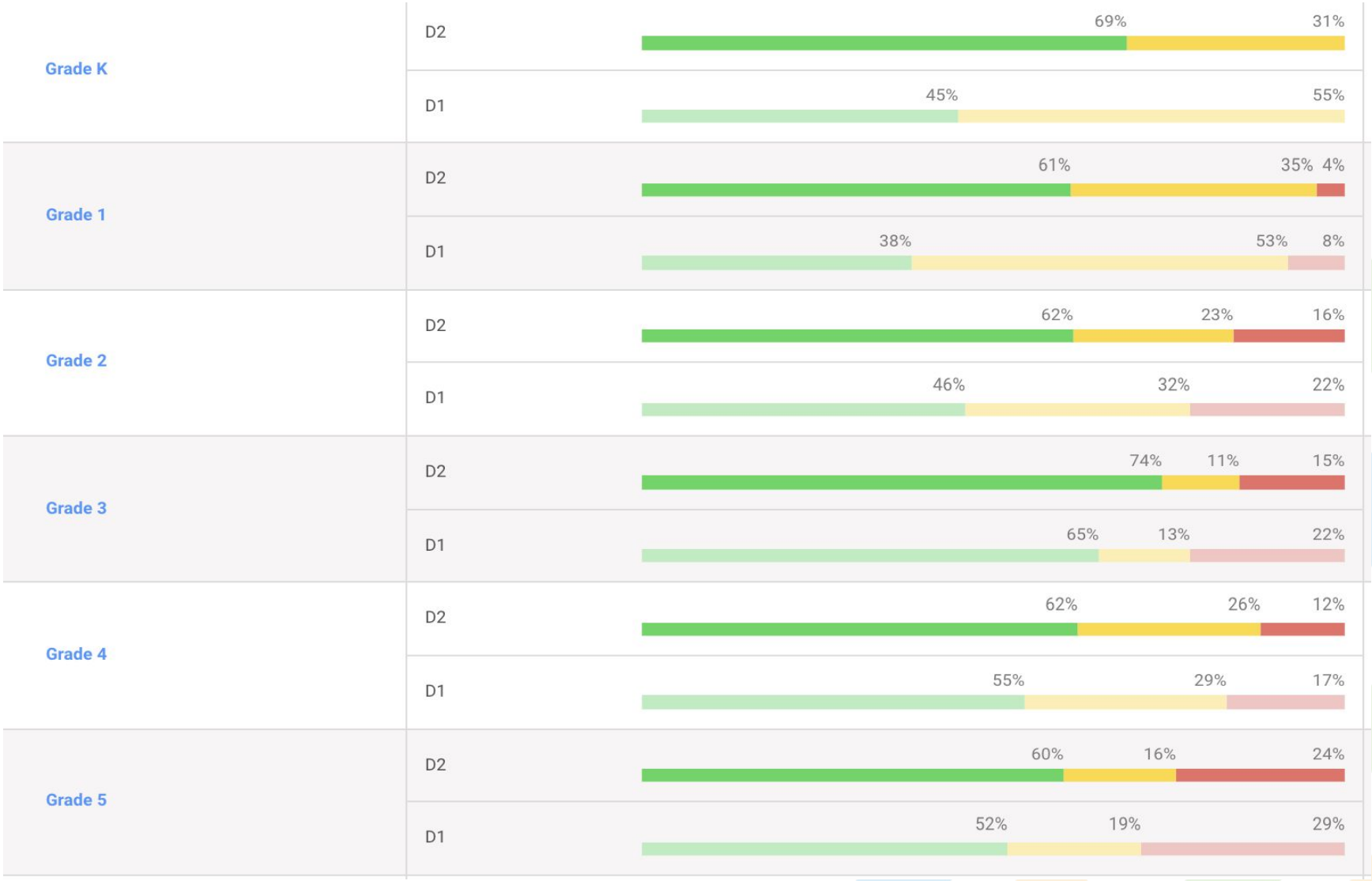
i-Ready Comparative Reading - By School (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)		December 2020 (Virtual)		December 2021 (In-person)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	**61%**	**39%**	**64%**	**36%**	**63%**	**37%**
Bubb	69%	31%	75%	25%	76%	24%
Landels	73%	27%	71%	29%	68%	32%
Mistral	51%	49%	53%	47%	48%	52%
Imai	79%	21%	83%	17%	85%	15%
Vargas	64%	36%	75%	25%	68%	32%
Castro	21%	79%	22%	78%	17%	83%
Monta Loma	53%	47%	58%	42%	61%	39%
Stevenson	73%	27%	85%	15%	81%	19%
Theuerkauf	55%	45%	56%	44%	52%	48%

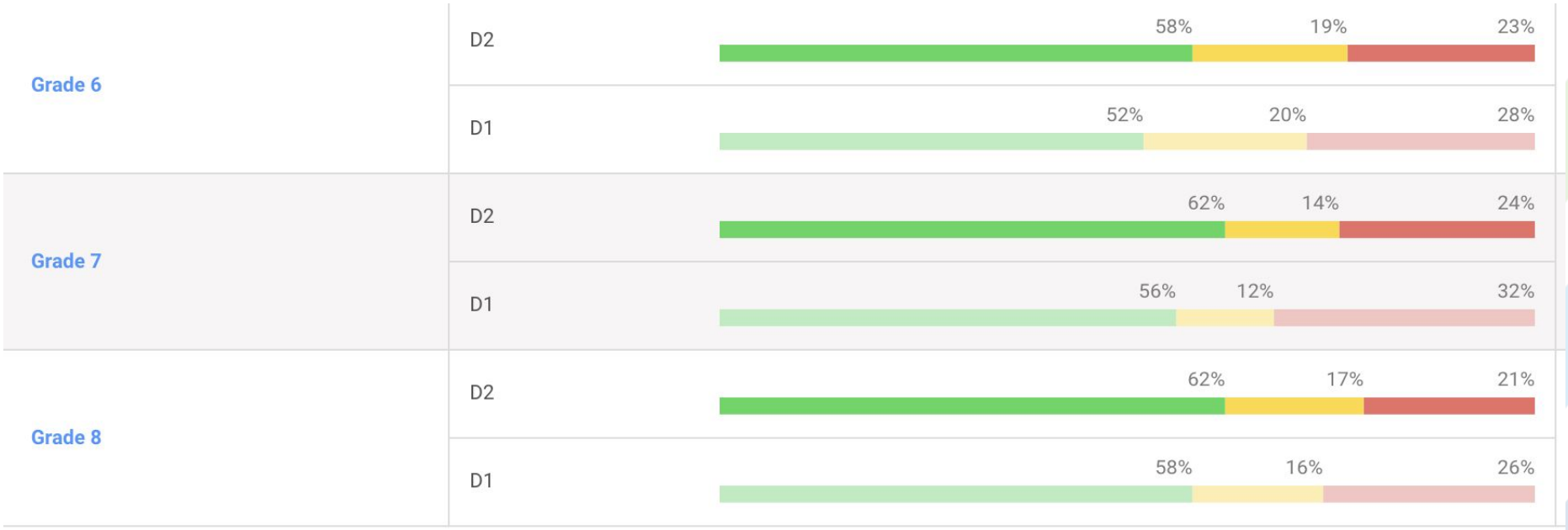
i-Ready Comparative Reading - By School (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)		December 2020 (Virtual)		December 2021 (In-person)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	**61%**	**39%**	**64%**	**36%**	**63%**	**37%**
Crittenden	55%	45%	57%	43%	62%	38%
Graham	61%	39%	59%	41%	62%	38%

i-Ready Comparative Reading- By Grade Level
(August 2021 → December 2021)



i-Ready Comparative Reading- By Grade Level (August 2021 → December 2021)



i-Ready Diagnostic 2 Comparative Reading - By Grade Level (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)		December 2020 (Virtual)		December 2021 (In-person)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	**61%**	**39%**	**64%**	**36%**	**63%**	**37%**
K	61%	39%	82%	18%	69%	31%
1st	57%	43%	61%	39%	61%	39%
2nd	62%	38%	65%	35%	62%	38%
3rd	72%	28%	71%	27%	74%	26%
4th	62%	38%	60%	40%	62%	38%
5th	58%	42%	62%	38%	60%	40%
6th	57%	41%	55%	45%	58%	42%
7th	61%	39%	58%	42%	62%	38%
8th	59%	41%	59%	41%	62%	38%

i-Ready Comparative Reading Subgroup Data - By School (December 2021)

	ELs		EO		RFEP		SWD		SED	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	16%	84%	75%	25%	57%	43%	27%	73%	24%	76%
Bubb	19%	81%	79%	21%	88%	12%	20%	80%	28%	72%
Landels	15%	85%	76%	24%	64%	36%	33%	67%	26%	74%
Mistral	15%	85%	77%	23%	79%	21%	28%	72%	22%	78%
Imai	42%	58%	88%	12%	78%	22%	76%	24%	29%	71%
Vargas	35%	65%	75%	25%	79%	21%	32%	68%	33%	67%
Castro	6%	94%	41%	59%	24%	76%	6%	84%	13%	87%
Monta Loma	22%	78%	64%	36%	67%	33%	21%	79%	29%	71%
Stevenson	44%	56%	78%	22%	83%	17%	41%	59%	62%	38%
Theuerkauf	21%	79%	56%	44%	68%	32%	37%	63%	26%	74%

i-Ready Comparative Reading Subgroup Data - By School (December 2021)

	ELs		EO		RFEP		SWD		SED	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	16%	84%	75%	25%	57%	43%	27%	73%	24%	76%
Crittenden	2%	98%	68%	32%	48%	52%	29%	71%	30%	70%
Graham	1%	99%	80%	20%	46%	54%	15%	85%	21%	79%

iReady Comparative Reading - Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	8%	92%	16%	84%	↑ 8%
EO	66%	34%	75%	25%	↑ 9%
RFEP	52%	48%	57%	43%	↑ 5%
SWD	21%	79%	27%	73%	↑ 6%
SED	19%	81%	24%	76%	↑ 5%

iReady Comparative Reading - Subgroup Data (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)		December 2020 (Virtual)		December 2021 (In-person)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	11%	89%	18%	82%	16%	84%
EO	76%	24%	77%	23%	75%	25%
RFEP	55%	44%	57%	43%	57%	43%
SWD	21%	79%	27%	73%	27%	73%
SED	26%	74%	28%	72%	24%	76%

i-Ready Comparative Reading Ethnicity Subgroup Data - By School (December 2021)

	Asian		Hispanic/Latino		White	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	83%	17%	29%	71%	76%	24%
Bubb	87%	13%	28%	72%	80%	20%
Landels	78%	22%	28%	72%	79%	21%
Mistral	84%	16%	29%	71%	67%	33%
Imai	92%	8%	39%	61%	83%	17%
Vargas	83%	17%	36%	64%	75%	25%
Castro	67%	33%	12%	88%	28%	72%
Monta Loma	78%	22%	29%	71%	74%	26%
Stevenson	84%	16%	35%	65%	80%	20%
Theuerkauf	71%	29%	33%	67%	66%	34%

i-Ready Comparative Reading Ethnicity Subgroup Data - By School (December 2021)

	Asian		Hispanic/Latino		White	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	83%	17%	29%	71%	76%	24%
Crittenden	77%	23%	38%	62%	72%	28%
Graham	83%	17%	29%	71%	80%	20%

iReady Comparative Reading - Ethnicity Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
Asian	76%	24%	83%	17%	⇧ **9%**
Hispanic/ Latino	22%	78%	29%	71%	⇧ **7%**
White	57%	43%	76%	24%	⇧ **24%**

i-Ready Comparative Reading - Ethnicity Subgroup Data (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)		December 2020 (Virtual)		December 2021 (In-person)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Asian	78%	22%	86%	14%	83%	14%
Hispanic/ Latino	32%	68%	34%	66%	29%	66%
White	76%	24%	77%	23%	76%	21%

Bubb Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	9%	91%	19%	81%	↑ 10%
EO	66%	34%	79%	21%	↑ 13%
RFEP	88%	12%	88%	12%	↔ 0%
SWD	15%	85%	20%	80%	↑ 5%
SED	30%	70%	28%	72%	↓ 2%
Asian	69%	31%	87%	13%	↑ 18%
Hispanic/ Latino	24%	76%	28%	71%	↑ 4%
White	68%	32%	80%	24%	↑ 12%

Landels Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	10%	90%	15%	85%	⇧ **5%**
EO	65%	35%	76%	24%	⇧ **6%**
RFEP	68%	32%	64%	36%	⇩ **4%**
SWD	32%	68%	33%	66%	⇧ **1%**
SED	21%	79%	26%	74%	⇧ **5%**
Asian	69%	31%	78%	22%	⇧ **9%**
Hispanic/ Latino	24%	76%	28%	72%	⇧ **4%**
White	68%	32%	79%	21%	⇧ **9%**

Mistral Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	12%	88%	15%	85%	↑ 3%
EO	60%	40%	77%	23%	↑ 17%
RFEP	67%	33%	79%	21%	↑ 12%
SWD	12%	88%	28%	72%	↑ 26%
SED	14%	86%	22%	78%	↑ 8%
Asian	72%	28%	84%	16%	↑ 12%
Hispanic/ Latino	19%	81%	29%	71%	↑ 10%
White	56%	44%	67%	33%	↑ 11%

Imai Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	29%	71%	42%	58%	↑ 13%
EO	77%	23%	88%	12%	↑ 11%
RFEP	74%	26%	78%	22%	↑ 4%
SWD	63%	37%	76%	24%	↑ 13%
SED	29%	71%	29%	71%	↔ 0%
Asian	82%	18%	92%	8%	↑ 10%
Hispanic/ Latino	27%	73%	38%	62%	↑ 11%
White	71%	29%	83%	17%	↑ 12%

Vargas Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	18%	82%	35%	65%	↑ **17%**
EO	61%	39%	75%	25%	↑ **14%**
RFEP	65%	35%	79%	21%	↑ **14%**
SWD	17%	83%	32%	68%	↑ **15%**
SED	24%	76%	33%	67%	↑ **9%**
Asian	74%	26%	83%	17%	↑ **9%**
Hispanic/ Latino	21%	79%	36%	64%	↑ **15%**
White	56%	44%	75%	25%	↑ **19%**

Castro Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	2%	98%	6%	94%	⇧ **4%**
EO	34%	66%	41%	59%	⇧ **7%**
RFEP	20%	80%	42%	58%	⇧ **22%**
SWD	0%	100%	6%	94%	⇧ **6%**
SED	6%	94%	13%	87%	⇧ **7%**
Asian	67%	33%	67%	33%	⇔ **0%**
Hispanic/ Latino	6%	94%	12%	88%	⇧ **6%**
White	21%	79%	28%	72%	⇧ **7%**

Monta Loma Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	7%	93%	22%	78%	⇧ **15%**
EO	54%	46%	64%	36%	⇧ **10%**
RFEP	61%	39%	67%	33%	⇧ **6%**
SWD	33%	67%	21%	79%	⇩ **12%**
SED	21%	79%	29%	71%	⇧ **8%**
Asian	62%	38%	78%	22%	⇧ **16%**
Hispanic/ Latino	24%	76%	29%	71%	⇧ **4%**
White	60%	40%	74%	26%	⇧ **14%**

Stevenson Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	25%	75%	44%	56%	⇧ **19%**
EO	66%	34%	78%	11%	⇧ **12%**
RFEP	86%	14%	83%	17%	⇩ **3%**
SWD	26%	74%	41%	59%	⇧ **15%**
SED	52%	48%	62%	38%	⇧ **10%**
Asian	72%	28%	84%	16%	⇧ **12%**
Hispanic/ Latino	34%	66%	35%	65%	⇧ **1%**
White	64%	36%	80%	20%	⇧ **16%**

Theuerkauf Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	17%	83%	21%	79%	⇧ **4%**
EO	38%	62%	56%	44%	⇧ **18%**
RFEP	69%	31%	68%	32%	⇩ **1%**
SWD	24%	79%	37%	63%	⇧ **13%**
SED	13%	87%	26%	74%	⇧ **13%**
Asian	67%	33%	71%	29%	⇧ **4%**
Hispanic/ Latino	14%	86%	33%	67%	⇧ **19%**
White	54%	46%	66%	34%	⇧ **12%**

Crittenden Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	4%	96%	2%	98%	⇩ **2%**
EO	66%	34%	68%	32%	⇧ **2%**
RFEP	41%	59%	48%	52%	⇧ **7%**
SWD	27%	73%	29%	71%	⇧ **2%**
SED	24%	76%	30%	70%	⇧ **6%**
Asian	78%	22%	77%	23%	⇩ **1%**
Hispanic/ Latino	33%	67%	38%	62%	⇧ **5%**
White	74%	26%	72%	28%	⇩ **2%**

Graham Elementary Comparative Reading Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	2%	98%	1%	99%	⇩ 1%
EO	75%	25%	80%	20%	⇧ 5%
RFEP	45%	55%	46%	54%	⇧ 1%
SWD	13%	87%	15%	85%	⇧ 2%
SED	21%	79%	21%	79%	⇔ 0%
Asian	81%	19%	83%	17%	⇧ 2%
Hispanic/ Latino	25%	75%	29%	71%	⇧ 4%
White	75%	25%	80%	20%	⇧ 5%

Mountain View
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Successes and Opportunities for Growth - Reading

Successes - Reading

- **Overall:**
  - More students proficient in December 2021 compared to August 2021 and from December 2019
  - Kindergarten and 1st grade made most gains across diagnostics
  - We know, younger students benefit more from in person instructional expectations and structure of school day vs. distance learning
- **By School:**
  - All schools made growth across Diagnostic 1 and 2
  - Bubb, Imai, and Monta Loma are consistency making growth over the years and across diagnostics
  - The schools that show success over the years
    - have a continued focus on core ELA instruction
    - an intentional and consistent focus on using priority standards across grade levels and classrooms
    - using multiple formative data to drive small group instructional design during class time as well as RTI

Successes - Reading

- **By Subgroup:**
  - Overall, all subgroups made improvement across diagnostics and across the years (except slight decrease in SED across years)
  - ELs at Stevenson, Bubb, Vargas, Imai, and Monta Loma made double digits growth across diagnostics
  - Hispanic/Latino students at Theuerkauf, Vargas, Imai, and Mistral made double digits growth across diagnostics
  - SED students at Theuerkauf and Sevenson made double digits growth across diagnostics
  - Schools that show improvement in subgroup data
    - have an intentional focus on language development and practice
    - focus on vocabulary development and review
    - consistently use targeted EL instructional strategies such as SIOP, etc.

Opportunities for Growth - Reading

- **Overall:**
  - Even though we have made growth, 36% of students are still below grade level
  - 6th-7th-8th grade didn't make much progress across diagnostics or over the years
- **By School:**
  - Landels, Mistral, Castro, Theuerkauf have shown a decline in proficiency from pre-Covid test administration
  - Landels shows a steady decline in proficiency across the years
- **By Subgroup:**
  - Across diagnostics,
    - ELs at Crittenden, Graham declined in proficiency
    - ELs at Mistral show least growth among elementary schools
    - Hispanic/Latino students at Stevenson only made 1% growth
    - SED students at Bubb show decrease in proficiency and at Imai they stayed flat

Opportunities for Growth - Reading

- **By Subgroup:**
  - Overall, Hispanic/ Latino and SED students decreased in proficiency across years
  - Castro has least proficiency for Hispanic/ Latino students
- At Castro, we need an intentional effort to utilize additional supports at the school which could help mitigate the multiple challenges identified by the data.
- **Across schools,**
  - need for intentional focus on using subgroup data to guide instructional planning and student support
  - regularly frontloading vocabulary and practicing vocabulary application activities
  - focus needs to be on use of priority standards for review and structure of language usage to promote language proficiency
- **At middle schools, need for**
  - additional focus on implementing and using more small group instruction
  - using learning from differentiation PD to support students at varied levels with core classes

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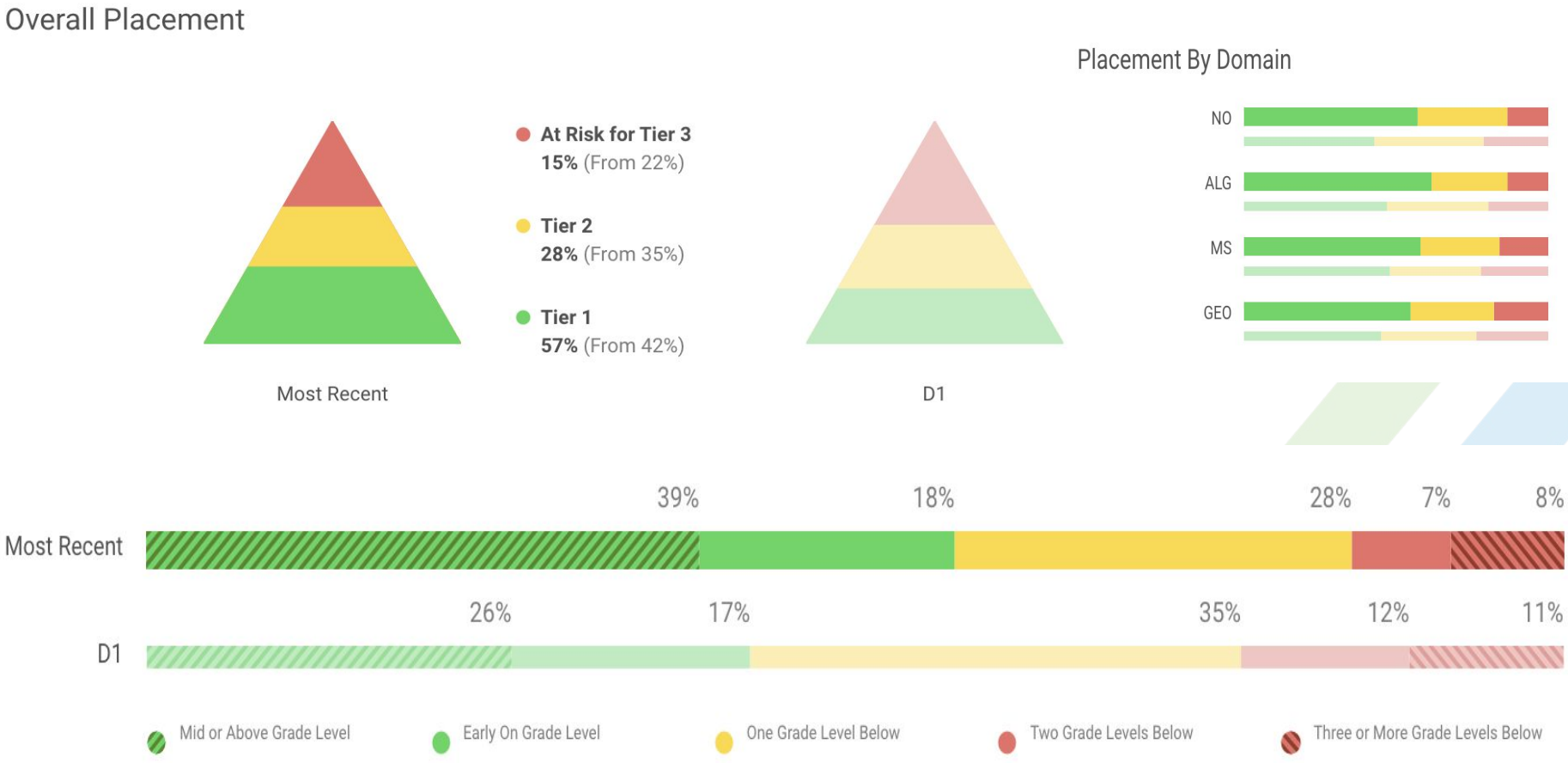
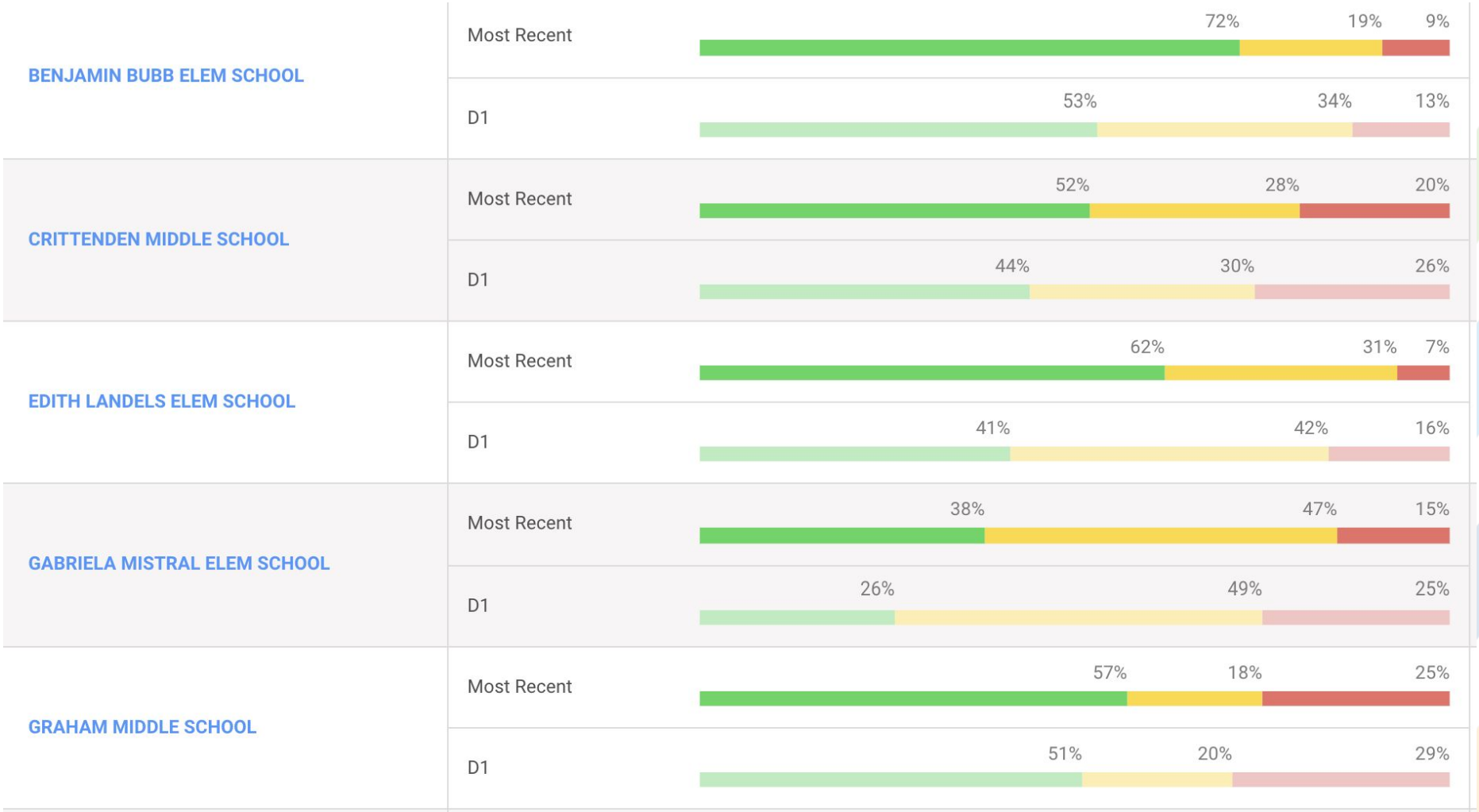
Math Data

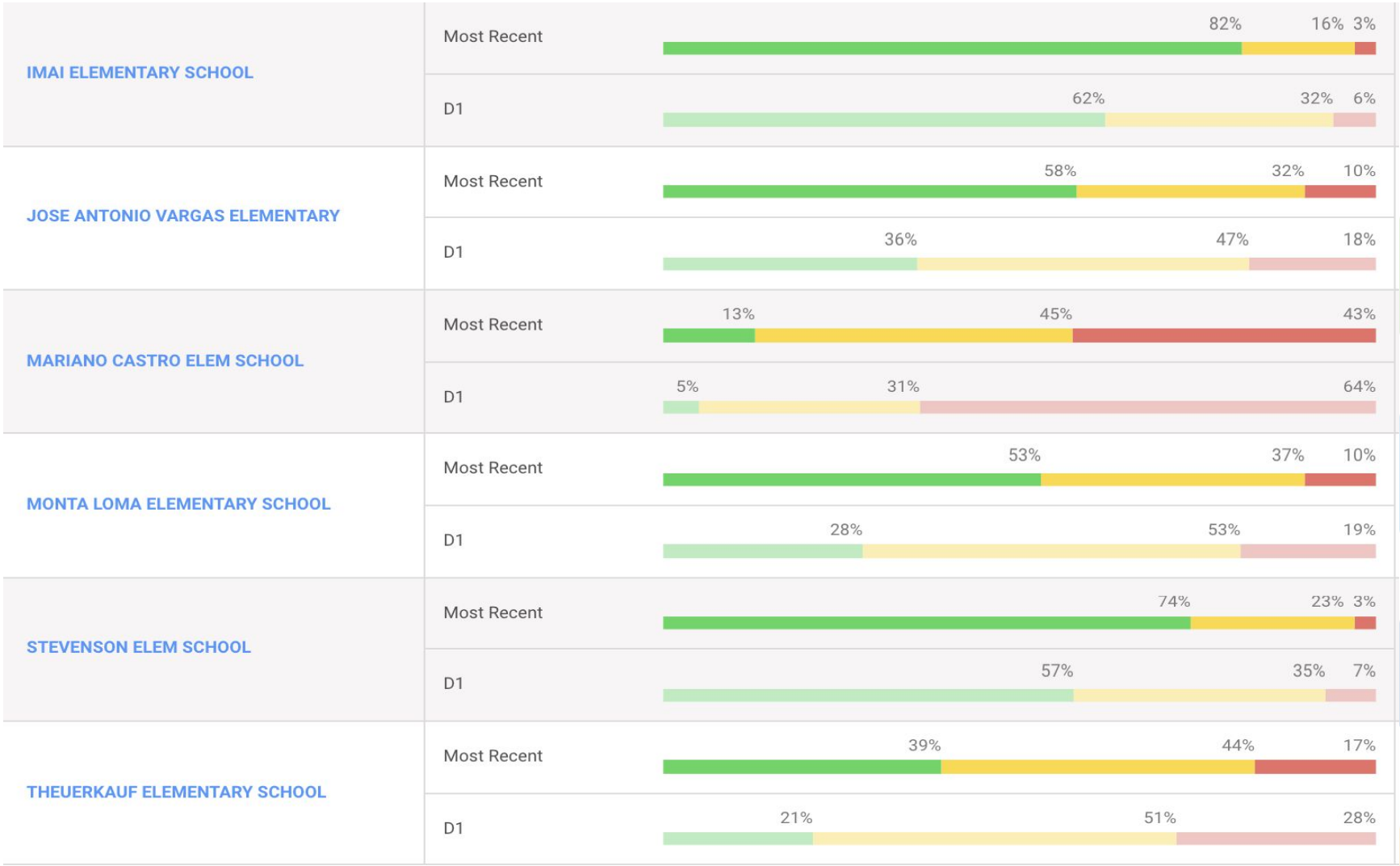
i-Ready Comparative Math - Districtwide (August 2021 → December 2021)



i-Ready Comparative Math - By School (August 2021 → December 2021)



i-Ready Comparative Math - By School - (August 2021 → December 2021)



i-Ready Comparative Math - By School (August 2021⟶ December 2021)

	Diagnostic 1 August 2021		Diagnostic 2 December 2021		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
Districtwide	**42%**	**58%**	**57%**	**43%**	↑ **15%**
Bubb	53%	47%	72%	28%	↑ **19%**
Landels	41%	59%	62%	38%	↑ **21%**
Mistral	26%	74%	38%	62%	↑ **17%**
Imai	62%	38%	82%	18%	↑ **20%**
Vargas	36%	64%	58%	42%	↑ **22%**
Castro	5%	95%	13%	87%	↑ **8%**
Monta Loma	28%	72%	53%	47%	↑ **25%**
Stevenson	57%	43%	74%	26%	↑ **17%**
Theuerkauf	21%	79%	39%	61%	↑ **18%**

i-Ready Comparative Math - By School (August 2021⟶ December 2021)

	Diagnostic 1 August 2021		Diagnostic 2 December 2021		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
Districtwide	**42%**	**58%**	**57%**	**43%**	↑ **15%**
Crittenden	44%	56%	52%	48%	↑ **8%**
Graham	51%	49%	57%	43%	↑ **6%**

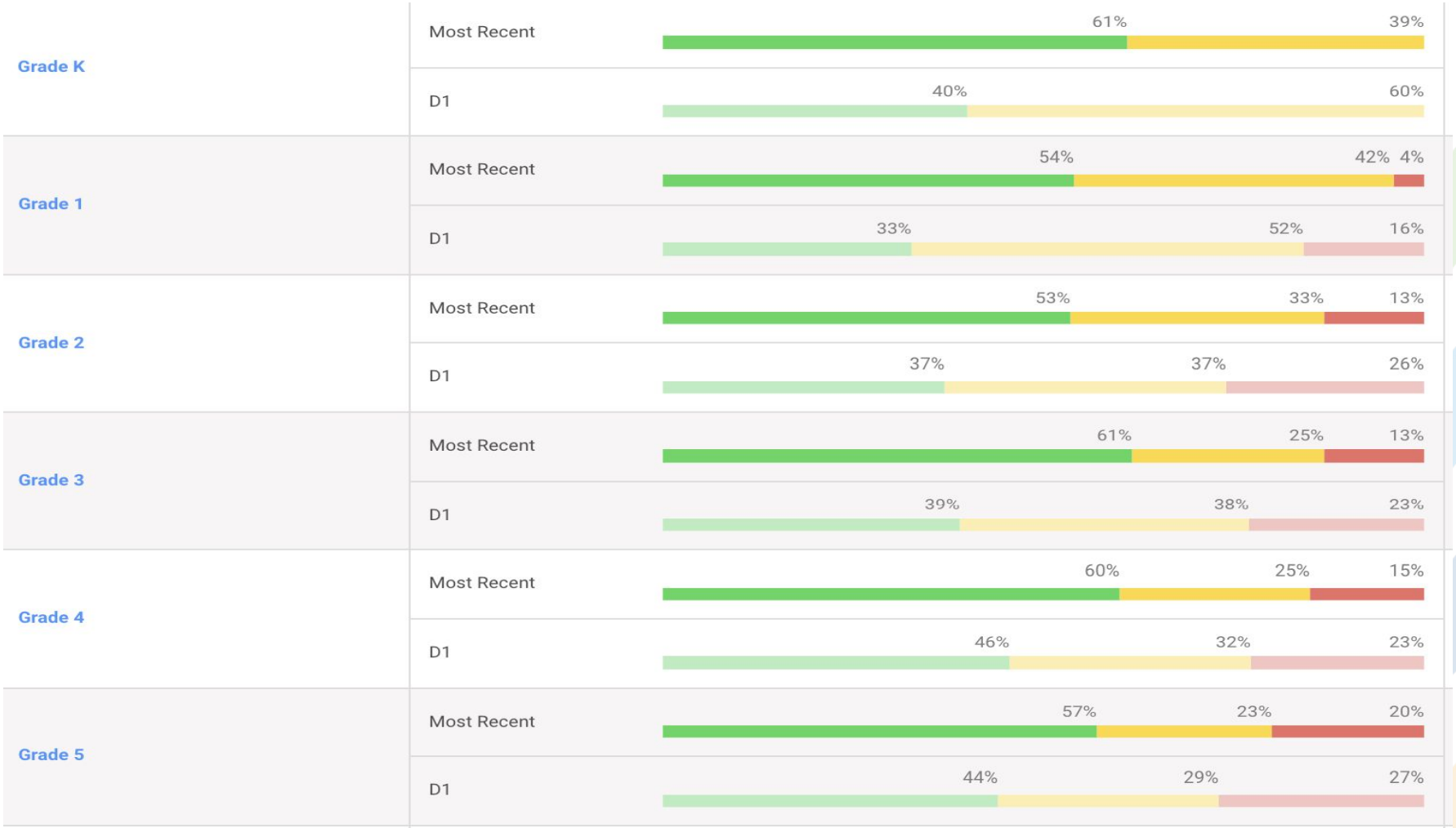
i-Ready Comparative Math - By School (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)		December 2020 (Virtual)		December 2021 (In-person)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	**57%**	**43%**	**57%**	**43%**	**57%**	**43%**
Bubb	68%	32%	67%	33%	72%	28%
Landels	67%	33%	54%	46%	62%	38%
Mistral	48%	52%	44%	56%	38%	62%
Imai	77%	23%	81%	19%	82%	18%
Vargas	56%	44%	60%	40%	58%	42%
Castro	13%	87%	13%	87%	13%	87%
Monta Loma	47%	53%	49%	51%	53%	47%
Stevenson	69%	31%	78%	22%	74%	26%
Theuerkauf	44%	56%	41%	59%	39%	61%

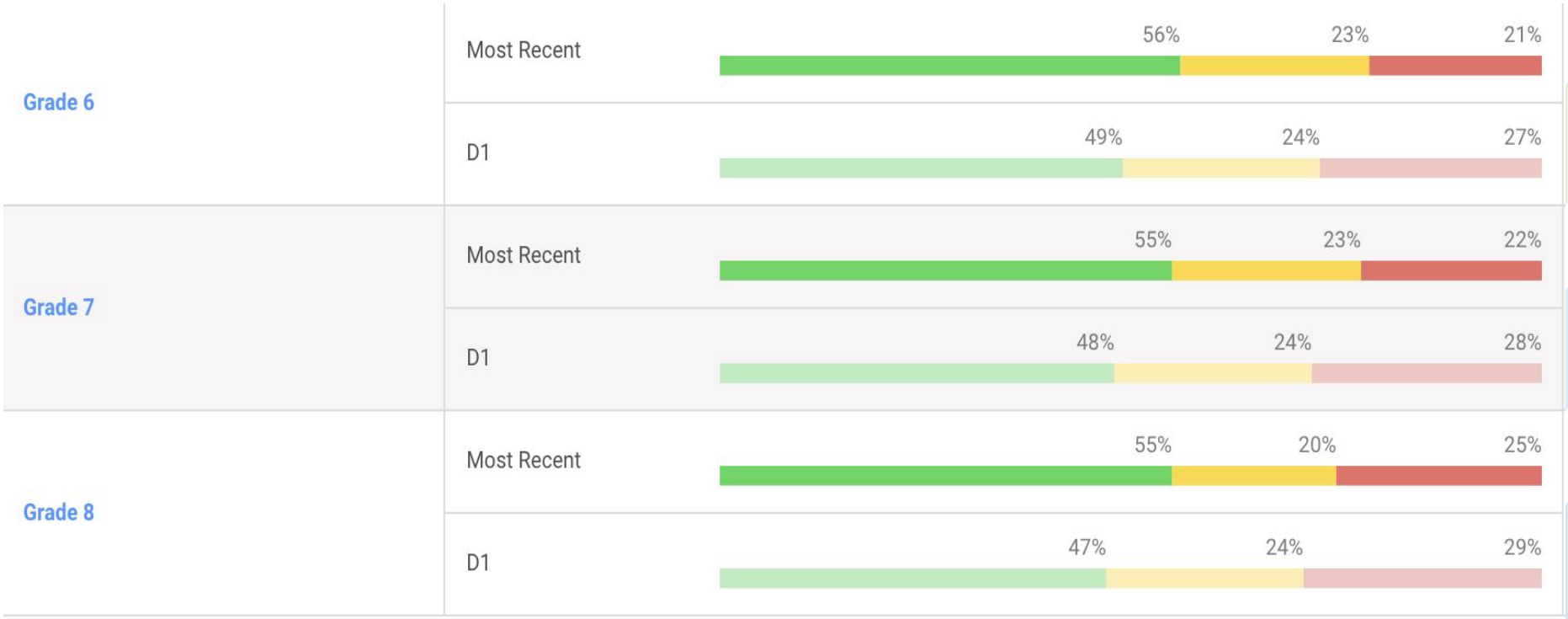
i-Ready Comparative Math - By School (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)		December 2020 (Virtual)		December 2021 (In-person)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	**57%**	**43%**	**57%**	**43%**	**57%**	**43%**
Crittenden	51%	49%	55%	45%	51%	49%
Graham	57%	43%	56%	44%	56%	44%

i-Ready Comparative Math - By Grade Level (August 2021 → December 2021)



i-Ready Comparative Math- By Grade Level
(August 2021 → December 2021)



i-Ready Diagnostic 2 Comparative Math - By Grade (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)		December 2020 (Virtual)		December 2021 (In-person)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	**57%**	**43%**	**57%**	**43%**	**57%**	**43%**
K	56%	42%	72%	28%	61 %	39%
1st	52%	48%	53%	47%	54%	46%
2nd	56%	44%	53%	47%	53%	47%
3rd	58%	42%	55%	45%	61%	39%
4th	59%	41%	53%	47%	60%	40%
5th	65%	35%	58%	42%	57%	43%
6th	57%	43%	58%	42%	56%	44%
7th	54%	46%	55%	45%	55%	45%
8th	54%	46%	53%	47%	55%	45%

i-Ready Comparative Math Subgroup Data - By School (December 2021)

	ELs		EO		RFEP		SWD		SED	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	14%	86%	69%	31%	54%	46%	25%	75%	19%	81%
Bubb	22%	78%	79%	21%	84%	16%	22%	78%	31%	69%
Landels	26%	74%	71%	29%	47%	53%	35%	65%	22%	78%
Mistral	5%	95	69%	31%	74%	26%	16%	84%	12%	88%
Imai	39%	61%	84%	16%	80%	20%	68%	32%	26%	74%
Vargas	35%	65%	66%	34%	61%	39%	17%	83%	20%	80%
Castro	6%	94%	37%	63%	42%	58%	3%	97%	9%	91%
Monta Loma	14%	86%	61%	39%	67%	33%	35%	65%	27%	73%
Stevenson	42%	58%	73%	27%	82%	18%	42%	58%	56%	44%
Theuerkauf	12%	88%	43%	57%	63%	37%	30%	70%	13%	87%

i-Ready Comparative Math Subgroup Data - By School (December 2021)

	ELs		EO		RFEP		SWD		SED	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	14%	86%	69%	31%	54%	46%	25%	75%	19%	81%
Crittenden	7%	93%	60%	40%	46%	54%	23%	77%	29%	71%
Graham	1%	99%	75%	25%	46%	54%	15%	85%	19%	81%

iReady Comparative Math - Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	9%	91%	14%	86%	↑ **5%**
EO	52%	48%	69%	31%	↑ **17%**
RFEP	41%	49%	54%	46%	↑ **13%**
SWD	16%	84%	25%	75%	↑ **9%**
SED	9%	91%	19%	81%	↑ **10%**

iReady Comparative Math - Subgroup Data (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)		December 2020 (Virtual)		December 2021 (In-person)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
ELs	12%	88%	19%	81%	14%	86%
EO	69%	31%	68%	32%	69%	31%
RFEP	52%	48%	51%	49%	54%	45%
SWD	20%	80%	23%	77%	25%	75%
SED	21%	79%	19%	81%	19%	81%

i-Ready Comparative Math Ethnicity Subgroup Data - By School (December 2021)

	Asian		Hispanic/Latino		White	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	84%	16%	21%	79%	71%	29%
Bubb	89%	11%	23%	77%	76%	24%
Landels	83%	17%	22%	78%	72%	28%
Mistral	75%	25%	20%	80%	60%	40%
Imai	92%	8%	30%	70%	77%	23%
Vargas	78%	22%	25%	75%	69%	31%
Castro	89%	11%	10%	90%	24%	76%
Monta Loma	85%	15%	28%	72%	65%	35%
Stevenson	79%	21%	25%	75%	76%	24%
Theuerkauf	78%	22%	18%	82%	54%	46%

i-Ready Comparative Math Ethnicity Subgroup Data - By School (December 2021)

	Asian		Hispanic/Latino		White	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Districtwide	84%	16%	21%	79%	71%	29%
Crittenden	85%	15%	30%	70%	70%	30%
Graham	86%	14%	21%	79%	80%	20%

iReady Comparative Math - Ethnicity Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
Asian	71%	29%	84%	16%	↑ **13%**
Hispanic/ Latino	11%	89%	21%	79%	↑ **10%**
White	54%	46%	71%	29%	↑ **17%**

i-Ready Comparative Math - Ethnicity Subgroup Data (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)		December 2020 (Virtual)		December 2021 (In-person)	
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level
Asian	76%	24%	83%	17%	84%	16%
Hispanic/ Latino	25%	75%	24%	76%	21%	79%
White	74%	26%	70%	30%	71%	29%

Bubb Elementary Comparative Math Subgroup Data (August 2021⟶ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	12%	88%	22%	78%	⇧ 10%
EO	55%	45%	79%	21%	⇧ 24%
RFEP	76%	24%	84%	16%	⇧ 8%
SWD	12%	88%	22%	78%	⇧ 10%
SED	12%	88%	31%	69%	⇧ 19%
Asian	66%	34%	89%	11%	⇧ 23%
Hispanic/ Latino	20%	80%	23%	77%	⇧ 3%
White	54%	46%	76%	24%	⇧ 22%

Landels Elementary Comparative Math Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	14%	86%	26%	74%	↑ **12%**
EO	50%	50%	71%	29%	↑ **21%**
RFEP	32%	68%	47%	53%	↓ **15%**
SWD	33%	67%	35%	65%	↑ **2%**
SED	9%	91%	22%	78%	↑ **13%**
Asian	54%	46%	83%	17%	↑ **29%**
Hispanic/ Latino	10%	90%	22%	78%	↑ **12%**
White	54%	46%	72%	28%	↑ **18%**

Mistral Elementary Comparative Math Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	6%	94%	5%	95%	⇩ **1%**
EO	50%	50%	69%	31%	⇧ **19%**
RFEP	56%	44%	74%	26%	⇧ **18%**
SWD	13%	87%	16%	84%	⇧ **3%**
SED	7%	93%	12%	88%	⇧ **5%**
Asian	55%	45%	75%	25%	⇧ **20%**
Hispanic/ Latino	12%	88%	20%	80%	⇧ **8%**
White	45%	55%	60%	40%	⇧ **15%**

Imai Elementary Comparative Math Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	37%	63%	39%	61%	↑ **2%**
EO	63%	37%	84%	16%	↑ **21%**
RFEP	59%	41%	80%	20%	↑ **21%**
SWD	54%	46%	68%	32%	↑ **14%**
SED	13%	87%	26%	74%	↑ **13%**
Asian	72%	28%	92%	8%	↑ **20%**
Hispanic/ Latino	13%	87%	30%	70%	↑ **17%**
White	56%	44%	77%	23%	↑ **21%**

Vargas Elementary Comparative Math Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	10%	90%	35%	65%	↑ **25%**
EO	42%	58%	66%	34%	↑ **24%**
RFEP	52%	48%	61%	39%	↑ **7%**
SWD	11%	89%	17%	83%	↑ **6%**
SED	5%	95%	20%	80%	↑ **15%**
Asian	56%	44%	78%	22%	↑ **22%**
Hispanic/ Latino	6%	94%	25%	75%	↑ **19%**
White	45%	55%	69%	31%	↑ **24%**

Castro Elementary Comparative Math Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	2%	98%	6%	94%	↑ **4%**
EO	11%	89%	37%	63%	↑ **26%**
RFEP	11%	89%	42%	58%	↑ **31%**
SWD	0%	100%	3%	97%	↑ **3%**
SED	2%	98%	9%	91%	↑ **7%**
Asian	57%	43%	89%	11%	↑ **32%**
Hispanic/ Latino	3%	97%	10%	90%	↑ **7%**
White	11%	89%	24%	76%	↑ **13%**

Monta Loma Elementary Comparative Math Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	7%	93%	14%	86%	↑ **7%**
EO	32%	68%	61%	39%	↑ **29%**
RFEP	44%	56%	67%	33%	↑ **23%**
SWD	20%	80%	35%	65%	↑ **15%**
SED	8%	92%	27%	73%	↑ **19%**
Asian	68%	32%	85%	15%	↑ **17%**
Hispanic/ Latino	6%	94%	28%	72%	↑ **22%**
White	38%	62%	65%	35%	↑ **27%**

Stevenson Elementary Comparative Math Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	36%	64%	42%	58%	↑ **6%**
EO	56%	46%	73%	27%	↑ **17%**
RFEP	76%	24%	82%	18%	↑ **6%**
SWD	26%	74%	42%	58%	↑ **16%**
SED	21%	79%	56%	44%	↑ **35%**
Asian	67%	33%	79%	21%	↑ **12%**
Hispanic/ Latino	13%	87%	25%	75%	↑ **12%**
White	59%	41%	76%	24%	↑ **17%**

Theuerkauf Elementary Comparative Math Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	9%	91%	12%	88%	⇧ **3%**
EO	23%	77%	43%	57%	⇧ **20%**
RFEP	31%	69%	63%	37%	⇧ **32%**
SWD	8%	92%	30%	70%	⇧ **22%**
SED	5%	95%	13%	87%	⇧ **8%**
Asian	60%	40%	78%	22%	⇧ **18%**
Hispanic/ Latino	3%	97%	18%	82%	⇧ **15%**
White	31%	69%	54%	46%	⇧ **41%**

Crittenden Elementary Comparative Math Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	7%	93%	7%	93%	⟺ 0%
EO	52%	48%	60%	40%	⇧ 8%
RFEP	35%	65%	46%	54%	⇧ 11%
SWD	16%	84%	23%	77%	⇧ 7%
SED	16%	84%	29%	71%	⇧ 13%
Asian	83%	17%	85%	15%	⇧ 2%
Hispanic/ Latino	19%	81%	30%	70%	⇧ 11%
White	63%	37%	70%	30%	⇧ 7%

Graham Elementary Comparative Math Subgroup Data (August 2021→ December 2021)

	August 2021 (Diagnostic 1)		December 2021 (Diagnostic 2)		
	On or Above Grade Level	Below Grade Level	On or Above Grade Level	Below Grade Level	Proficiency Change
ELs	5%	95%	1%	99%	⇩ **4%**
EO	68%	32%	75%	25%	⇧ **7%**
RFEP	38%	62%	46%	54%	⇧ **8%**
SWD	9%	91%	15%	85%	⇧ **6%**
SED	12%	88%	19%	81%	⇧ **7%**
Asian	84%	16%	86%	14%	⇧ **2%**
Hispanic/ Latino	13%	87%	21%	79%	⇧ **8%**
White	71%	29%	80%	20%	⇧ **9%**

i-Ready Comparative Math -Pathways Data (December 2021)

	Crittenden			Graham		
	On or Above Grade Level (Tier 1)	One Grade Level Below (Tier 2)	Two or More Grade Levels Below (Tier 3)	On or Above Grade Level (Tier 1)	One Grade Level Below (Tier 2)	Two or More Grade Levels Below (Tier 3)
Math 6.1	41%	43%	16%	44%	25%	31%
Math 6.2	97%	3%	0%	100%	0%	0%
Math 7	16%	45%	39%	7%	41%	52%
Math 7.1	78%	22%	0%	78%	16%	5%
Math 7.2	100%	0%	0%	100%	0%	0%
Math 8	4%	40%	55%	4%	27%	69%
Math 8.1	82%	15%	3%	70%	27%	3%
Math 8.2	100%	0%	0%	99%	1%	0%
Total	**52%**	**28%**	**28%**	**57%**	**18%**	**25%**

i-Ready Comparative Math - Pathways Data Crittenden (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)			December 2020 (Virtual)			December 2021 (In-person)		
	On or Above Grade Level (Tier 1)	Below Grade Level (Tier 2)	Below Grade Level (Tier 3)	On or Above Grade Level (Tier 1)	Below Grade Level (Tier 2)	Below Grade Level (Tier 3)	On or Above Grade Level (Tier 1)	Below Grade Level (Tier 2)	Below Grade Level (Tier 3)
Math 6.1	46%	39%	16%	54%	28%	18%	41%	43%	16%
Math 6.2	100%	0%	0%	100%	0%	0%	97%	3%	0%
Math 7	5%	37%	59%	12%	39%	49%	16%	45%	39%
Math 7.1	64%	33%	3%	82%	18%	0%	78%	22%	0%
Math 7.2	100%	0%	0%	100%	0%	0%	100%	0%	0%
Math 8	0%	39%	61%	5%	37%	58%	4%	40%	55%
Math 8.1	62%	33%	5%	61%	34%	5%	82%	15%	3%
Math 8.2	100%	0%	0%	98%	2%	0%	100%	0%	0%

i-Ready Comparative Math -Pathways Data Graham (December 2019 → December 2020 → December 2021)

	December 2019 (In-person)			December 2020 (Virtual)			December 2021 (In-person)		
	On or Above Grade Level (Tier 1)	Below Grade Level (Tier 2)	Below Grade Level (Tier 3)	On or Above Grade Level (Tier 1)	Below Grade Level (Tier 2)	Below Grade Level (Tier 3)	On or Above Grade Level (Tier 1)	Below Grade Level (Tier 2)	Below Grade Level (Tier 3)
Math 6.1	39%	35%	26%	43%	27%	30%	44%	25%	32%
Math 6.2	100%	0%	0%	99%	1%	0%	100%	0%	0%
Math 7	3%	26%	72%	8%	32%	60%	7%	41%	52%
Math 7.1	60%	38%	2%	65%	33%	2%	78%	16%	5%
Math 7.2	100%	0%	0%	100%	0%	0%	100%	0%	0%
Math 8	8%	35%	57%	5%	19%	76%	4%	27%	69%
Math 8.1	84%	14%	2%	61%	29%	10%	70%	27%	3%
Math 8.2	100%	0%	0%	100%	0%	0%	99%	1%	0%

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Successes and Opportunities for Growth - Math

Successes - Math

- **Overall:**
  - More students proficient in across diagnostics and no decline over the years
  - Kindergarten, 1st, and 3rd grade made most gains across diagnostics
  - 1st grade proficiency improved across the years
- **By School:**
  - All schools made growth across diagnostics
  - Bubb, Imai, Vargas, and Monta Loma showed improved proficiency across diagnostics and across the years
  - The schools that show success over the years
    - have a continued focus on priority standards instruction during core and small group instruction
    - regularly use diagnostic and formative data to guide targeted standard review during small group or during 1:1 instruction
    - provide math application opportunities and experiences to reinforce standards learning

Successes - Math

- **By Subgroup:**
  - Across diagnostics,
    - Overall districtwide, ELs and Hispanic/Latino students improved proficiency
    - ELs at Vargas made most growth
    - Imai and Monta Loma have most proficient Hispanic/Latino students
    - SED students at Stevenson made most growth
    - SWD students at Theuerkauf made most growth
- Schools that show improvement in subgroup data
  - have a focus on math vocabulary development
  - use quick check for understandings such as exit tickets to plan for targeted instruction and to adjust lesson pacing to build in review and practice
  - focus on math priority standards

Opportunities for Growth - Math

- **Overall:**
  - Even though we have made growth, 42% of students are still below grade level
  - Similar to Reading, 6th-7th-8th grade didn't make much progress across diagnostics or over the years
- **By School:**
  - Castro, Crittenden, and Graham made least improvement across diagnostics
  - Landels, Mistral, Vargas, Theuerkauf have declined in proficiency from pre-Covid test administration
  - Mistral and Theuerkauf have a steady decline in proficiency across the years
- **By Subgroup:**
  - Across diagnostics,
    - ELs at Graham and Mistral declined in proficiency
    - Castro has least proficient Hispanic/Latino student Hispanic/Latino students
    - SED students at Mistral, Castro, and Landels made least growth

Opportunities for Growth - Math

- **By Subgroup:**
  - Overall, Hispanic/ Latino students decreased in proficiency across years
- Across all pathways at both middle schools, there is
  - a need for intentional focus on using data analysis protocol to design intentional core and targeted instruction during Math RTI
  - a focus on how Differentiation training is used and implemented to support varied levels of students within a pathway
- Focus needs to be on use of priority standards
- Providing students with strategies to identify information provided in word problems and selecting best computation method
- Intentional grouping of students based on formative assessment data for standard reteaching and review
- Need for targeted subgroup instruction during Math time, not just ELA

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Progress Towards Annual Typical Growth Report

Progress Towards Annual Typical Growth- By School

School	Reading % of Students that have met their target	Math % of Students that have met their target
Districtwide	**40%**	**32%**
Bubb	40%	30%
Landels	32%	30%
Mistral	31%	24%
Imai	44%	30%
Vargas	35%	25%
Castro	29%	30%
Monta Loma	35%	30%
Stevenson	40%	26%
Theuerkauf	28%	25%
Crittenden	55%	44%
Graham	48%	38%

Progress Towards Annual Typical Growth- By Grade Level

Grade Level	Reading % of Students that have met their target	Math % of Students that have met their target
Kindergarten	21%	22%
Grade 1	28%	29%
Grade 2	31%	26%
Grade 3	45%	25%
Grade 4	42%	29%
Grade 5	44%	35%
Grade 6	49%	30%
Grade 7	51%	44%
Grade 8	53%	48%

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Assessment Considerations

Assessment Considerations

- With students back in-person after a year of Distance Learning +, this year is much like a reset and baseline year
- In December 2020, all students tested remotely while December 2021 was in-person test administration
- Academic performance may be impacted due to challenges presented by absences due to Covid-19, especially before on-site testing began
- Instructional time was also used to reinforce and practice Covid and Safety Protocols
- Subgroup data shows that considerable work needs to be done to support our student subgroups
  - Intentional, targeted instructional supports across grade levels
  - Small group instruction
  - RTI support
  - Differentiated core instruction

Assessment Considerations

- Small percentage of students didn't finish the assessment, even after multiple attempts made by staff
- Some students finished their assessment after the assessment window and may not be reflected in this data report. This could created discrepancy in data shared across different time frames and impedes designing most appropriate and timely interventions and student supports
- It's possible that certain student groups were given additional allowances for testing

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Next Steps

Next Steps

- Director of CIA is meeting with all site leaders to review data and develop instructional next steps
- Principals are using i-Ready data to review progress towards Site Plan goals and actions and making adjustments as needed in conjunction with staff and SSC
- Principals are leading grade level teams through District data protocol to revise and implement strategies for instruction based on data
  - As part of data reviews, sites will develop standards review plans for in preparation for CAASPP assessments in May
- Collaboration between Principals during Principal PLCs to share data and effective instructional practices
- Collaboration between Instructional Coaches to share best practices during Coaches PLCs.

Next Steps

- i-Ready assessment data and data tracking sheets are used to monitor and revise student Learning Recovery efforts (revise Individual Learning Support Plans)
  - During and after school tutoring support
- For future assessments, we will run “Time on Task” reports by subgroup to ensure equitable assessment administration

Questions?