Mountain View
Whisman
School District

i-Ready Diagnostic 3 Assessment Data Overview

June 16, 2022

Alignment to Strategic Plan 2027

Strategic Plan

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

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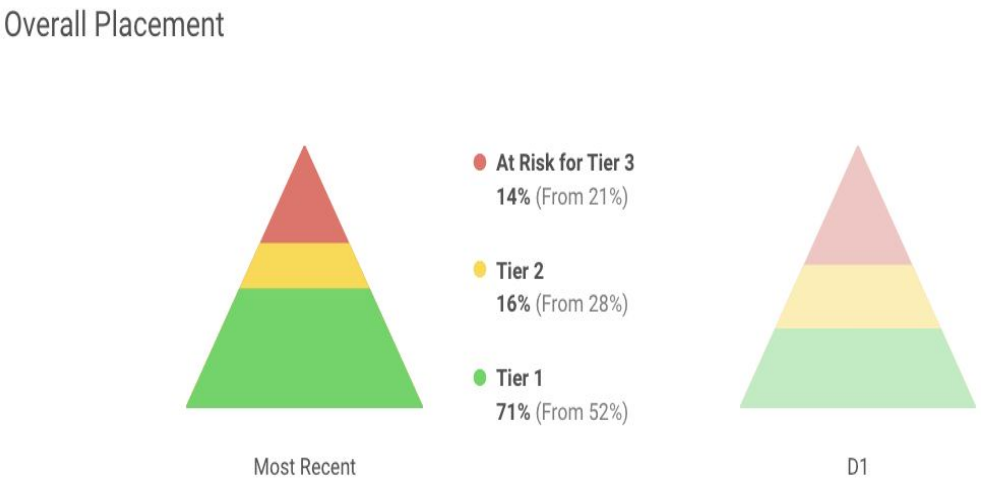
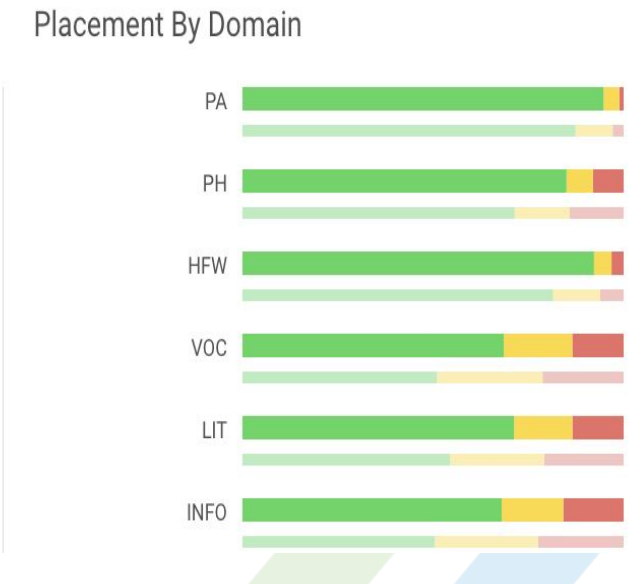
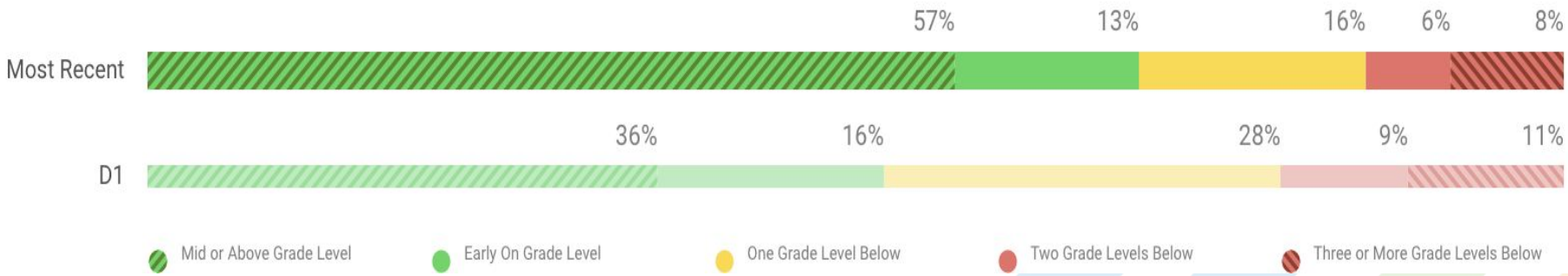
Reading

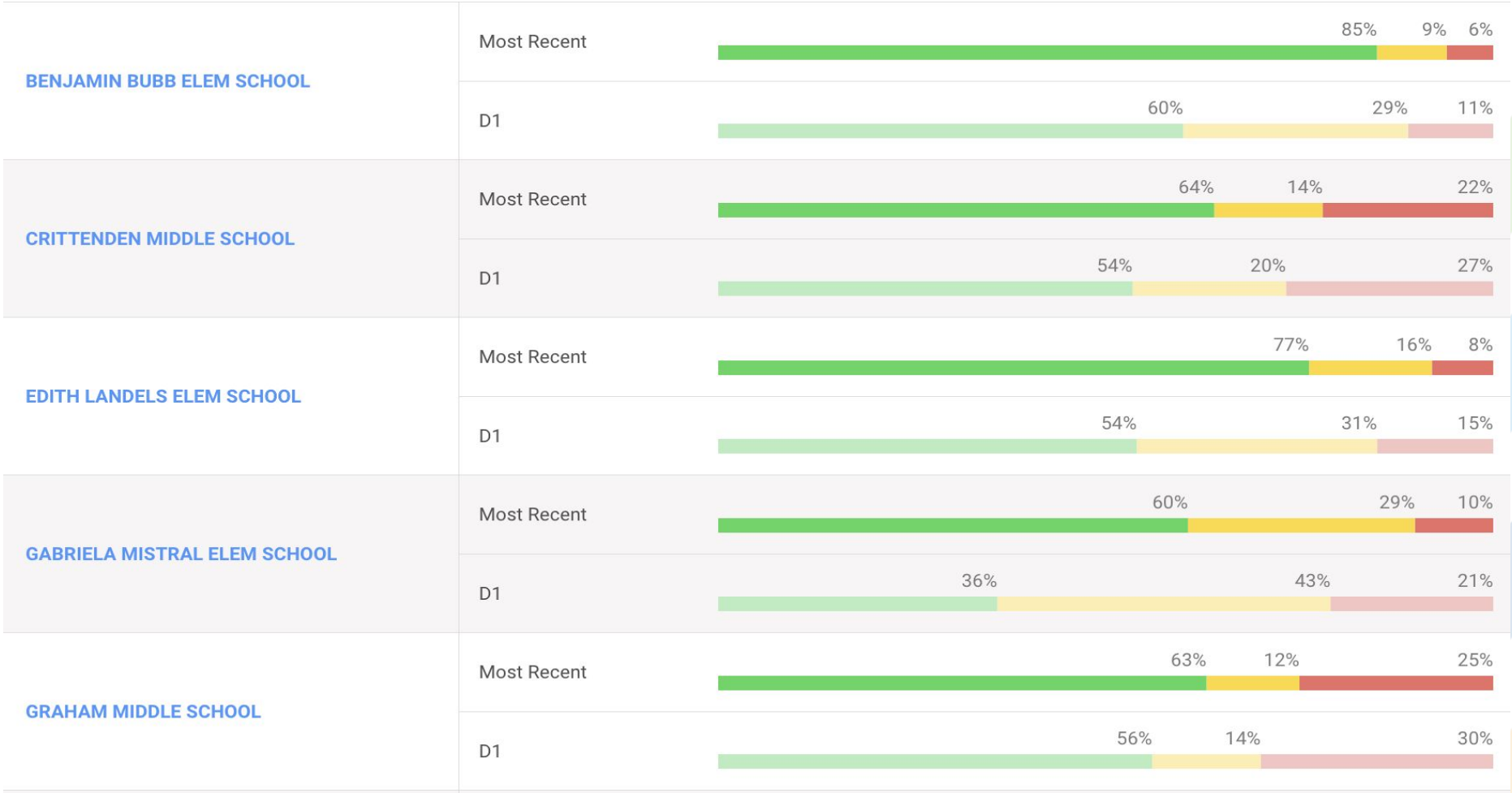
Overall Reading Comparative- Districtwide (August 2021 → May 2022)



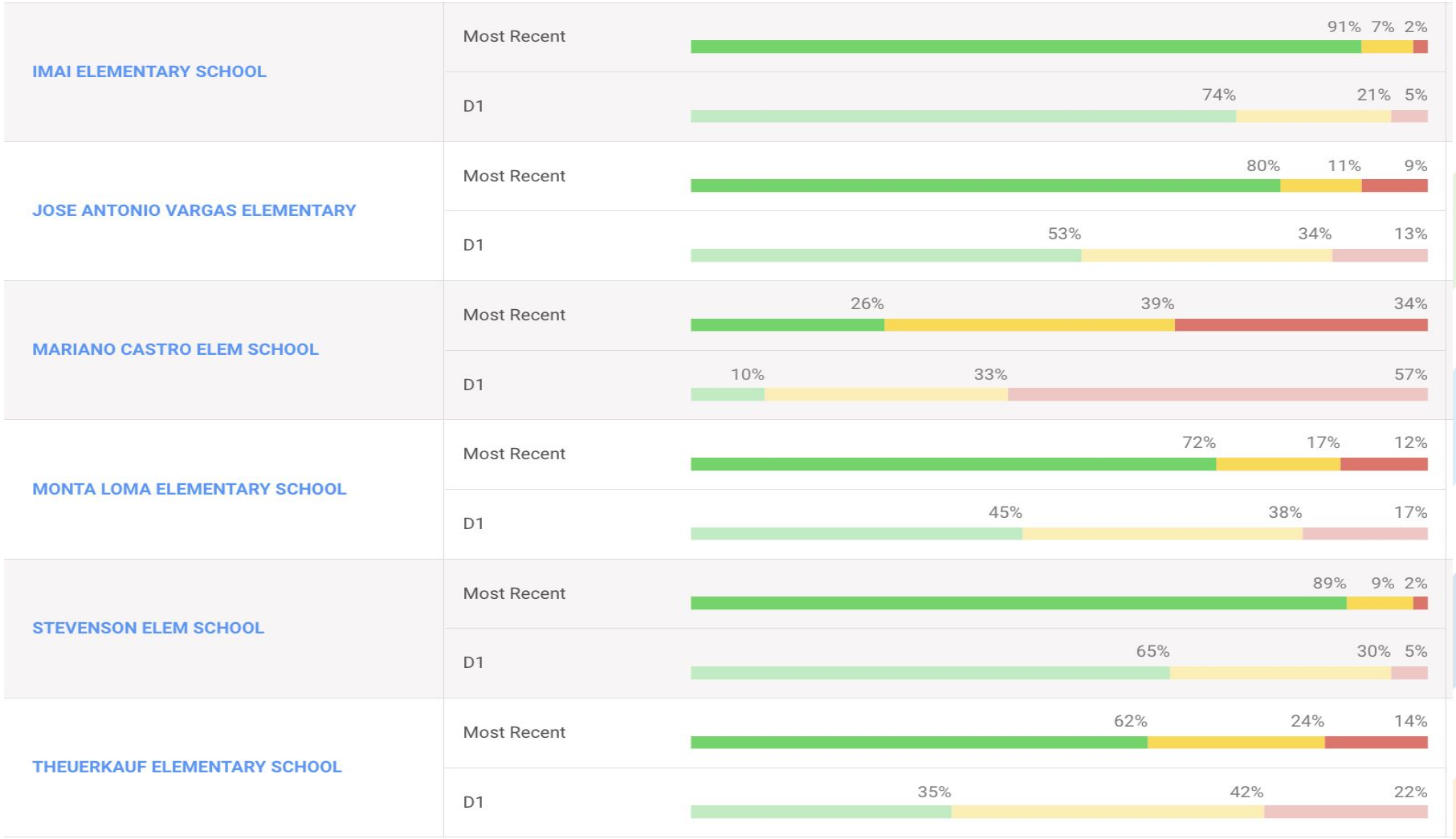




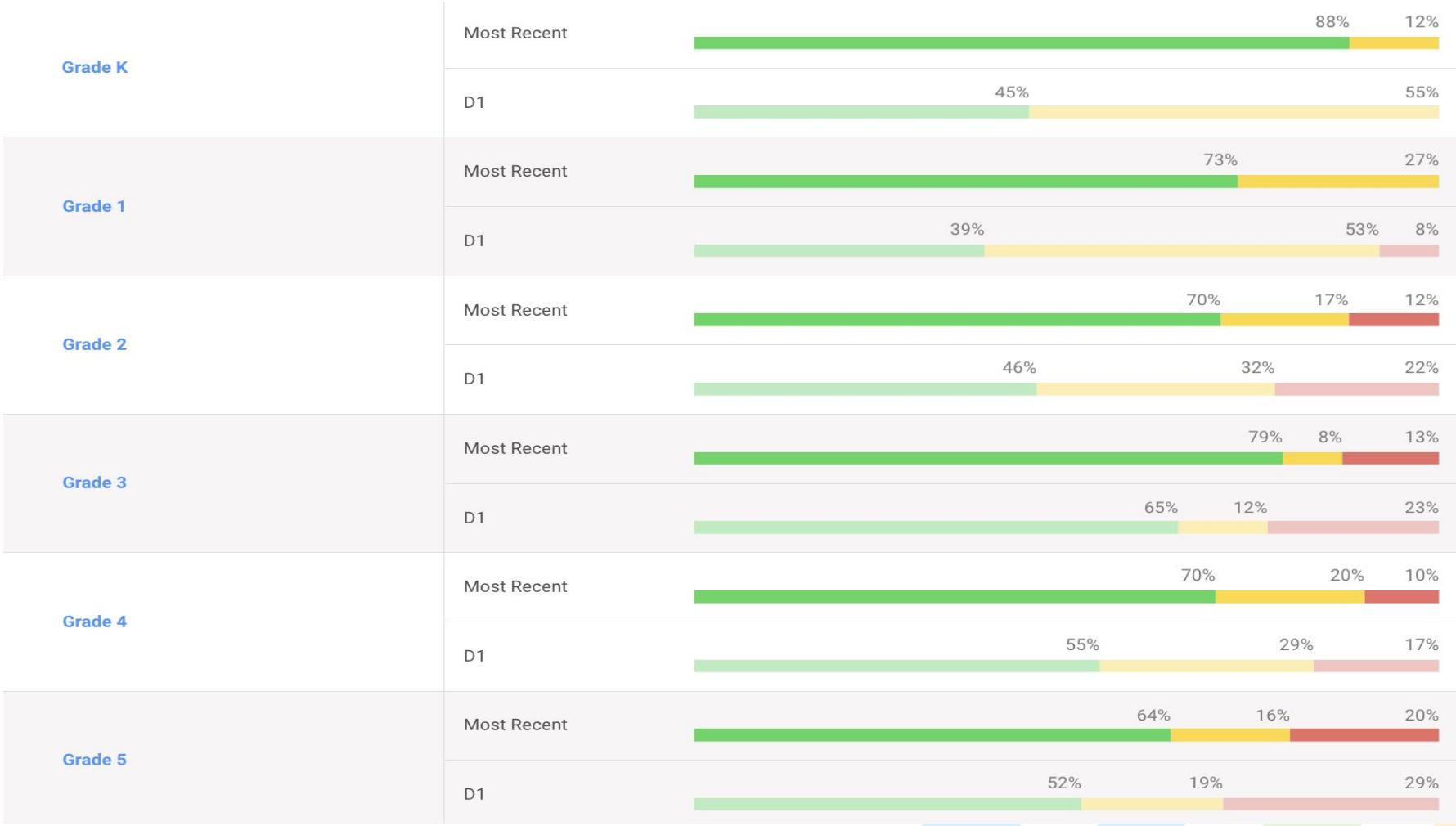
Overall Reading Comparative- By School (August 2021 → May 2022)



Overall Reading Comparative- By School (August 2021 → May 2022)

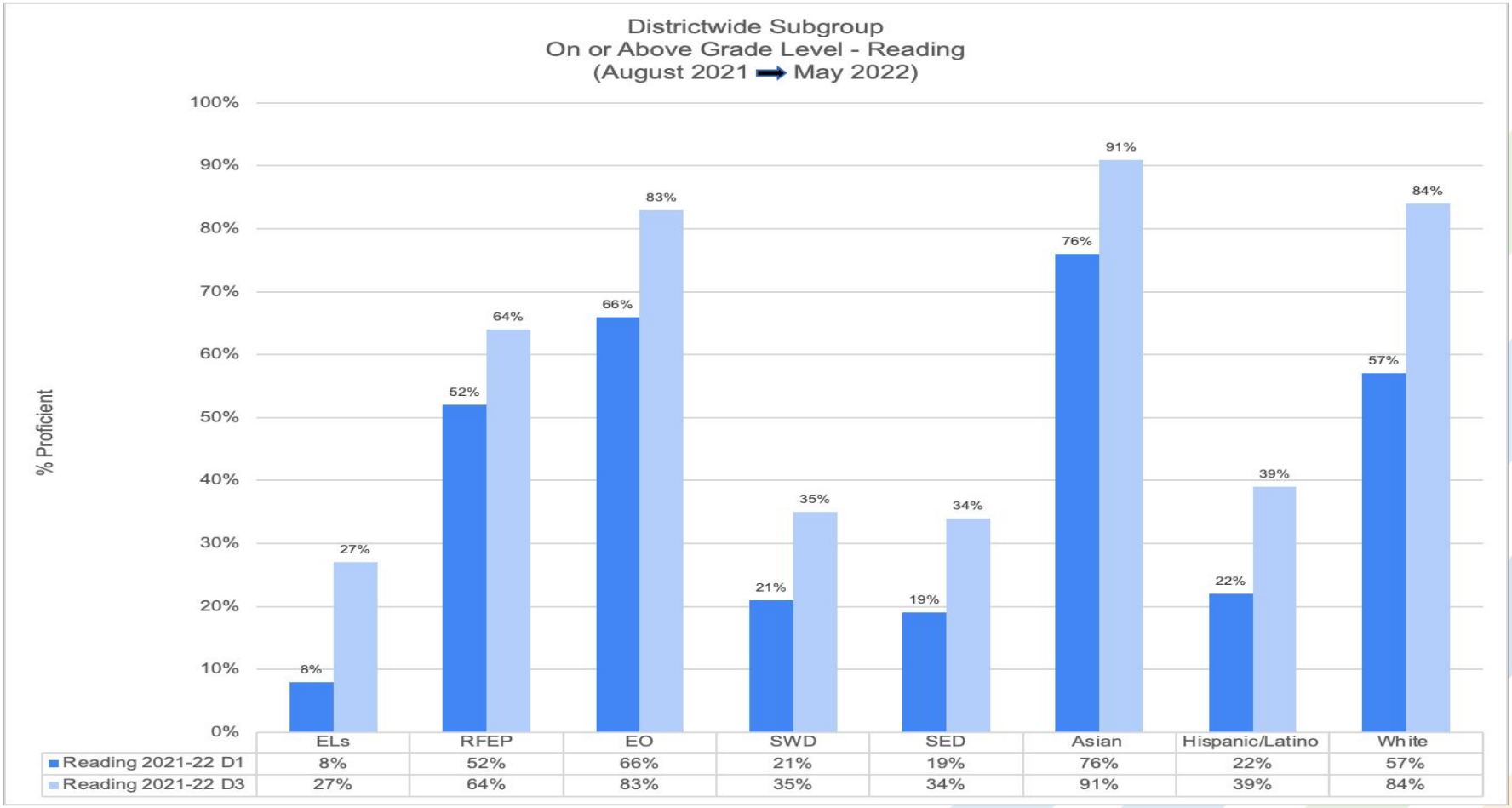


Overall Reading Comparative- By Grade Level (August 2021 → May 2022)



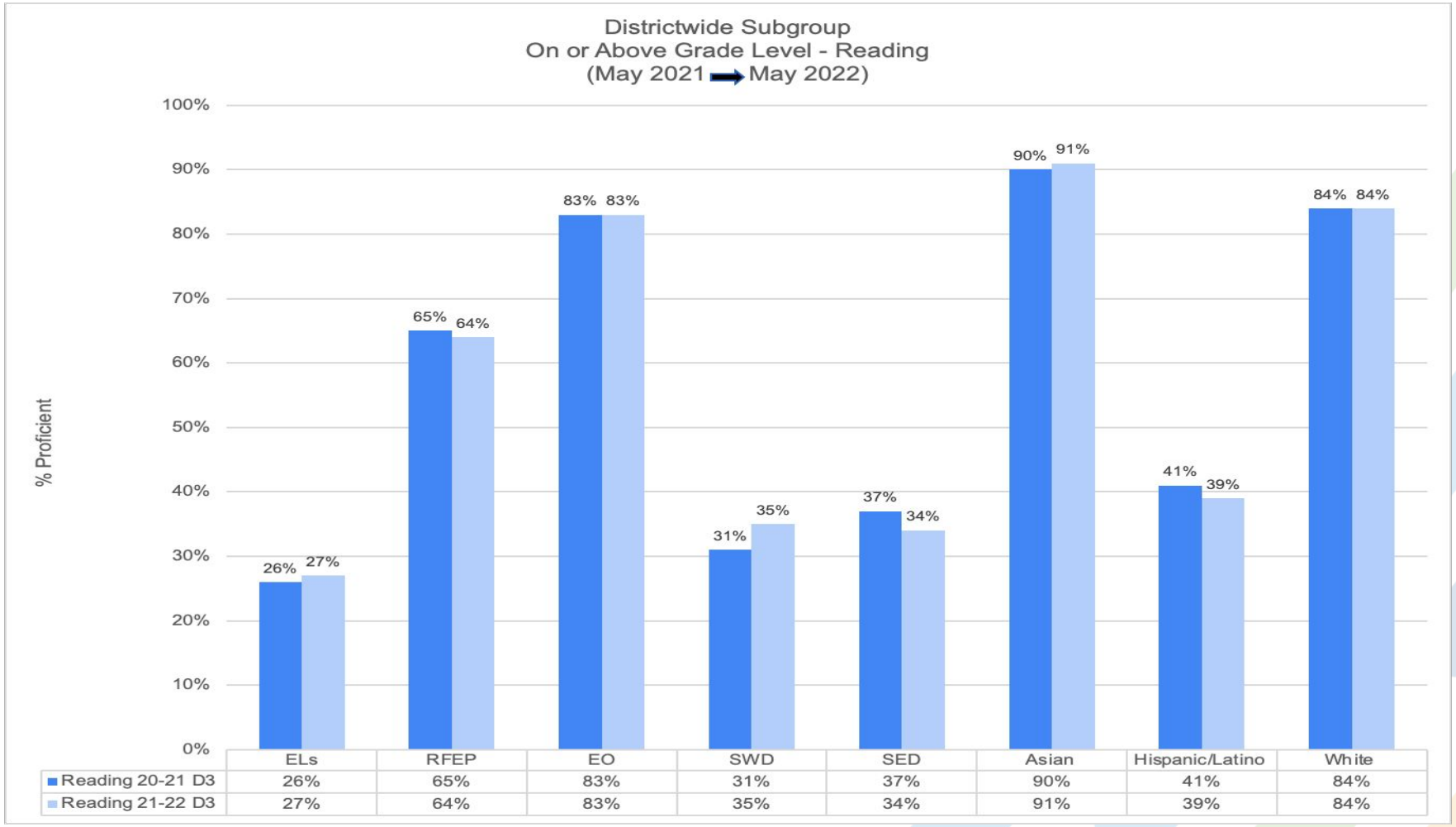
Overall Reading Comparative- By Grade Level (August 2021 → May 2022)

Comparative Reading Subgroup Data - Districtwide (August 2021 → May 2022)



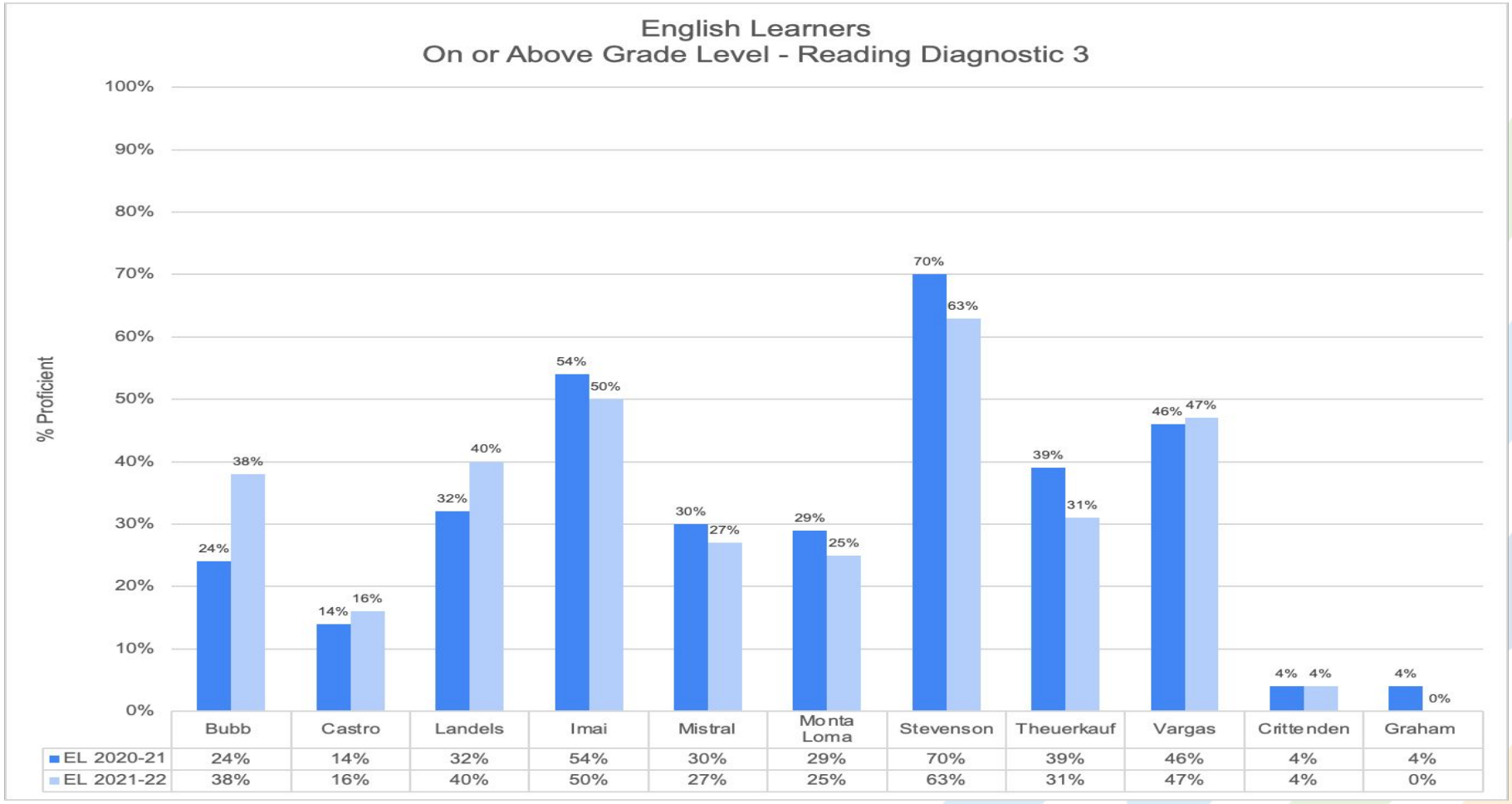
	ELs	RFEP	EO	SWD	SED	Asian	Hispanic/Latino	White
Reading 2021-22 D1	8%	52%	66%	21%	19%	76%	22%	57%
Reading 2021-22 D3	27%	64%	83%	35%	34%	91%	39%	84%

Comparative Reading Subgroup Data - Districtwide (May 2021 → May 2022)

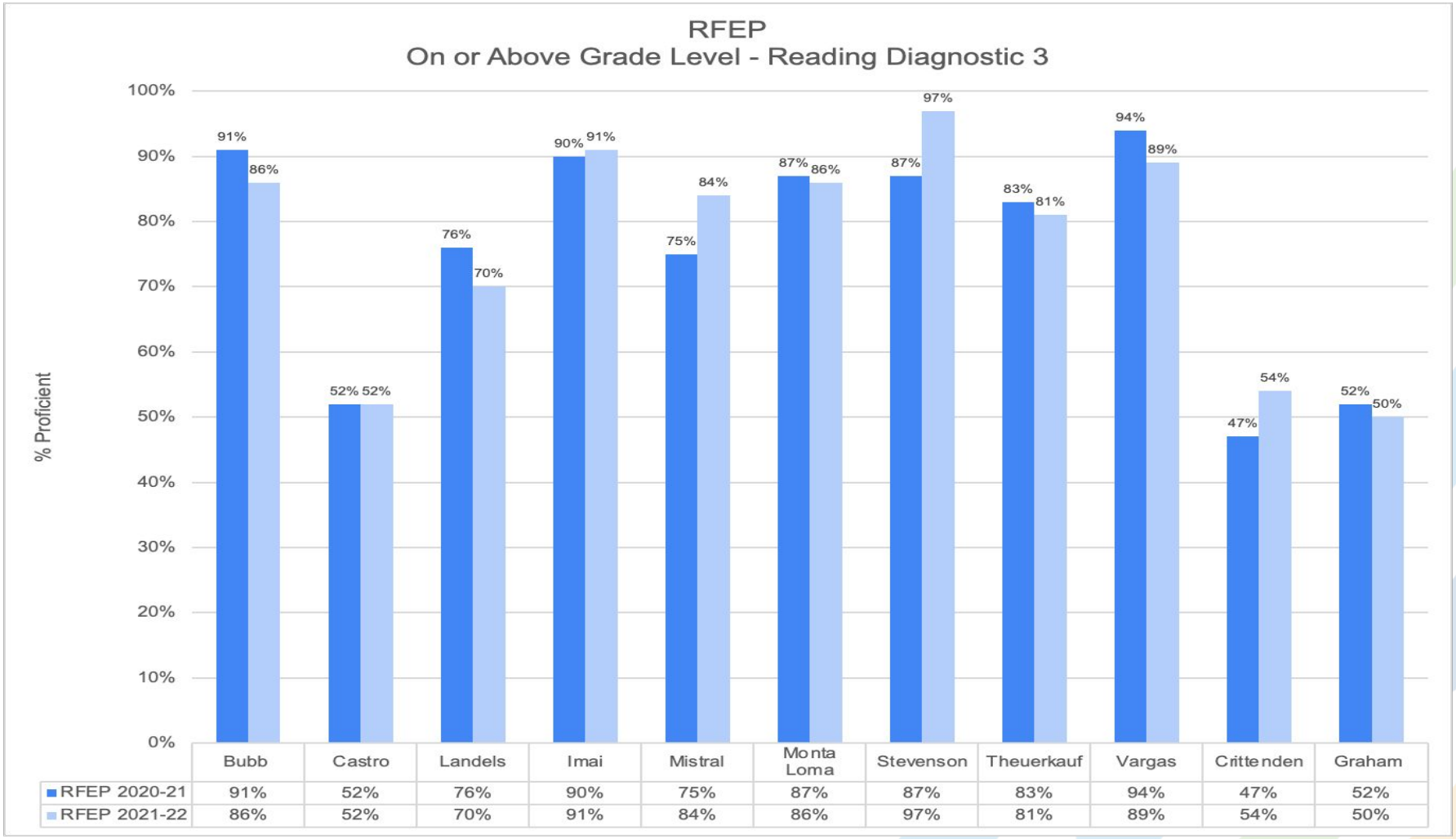


	ELs	RFEP	EO	SWD	SED	Asian	Hispanic/Latino	White
Reading 20-21 D3	26%	65%	83%	31%	37%	90%	41%	84%
Reading 21-22 D3	27%	64%	83%	35%	34%	91%	39%	84%

Comparative Reading Subgroup Data - ELs By School (May 2021 → May 2022)

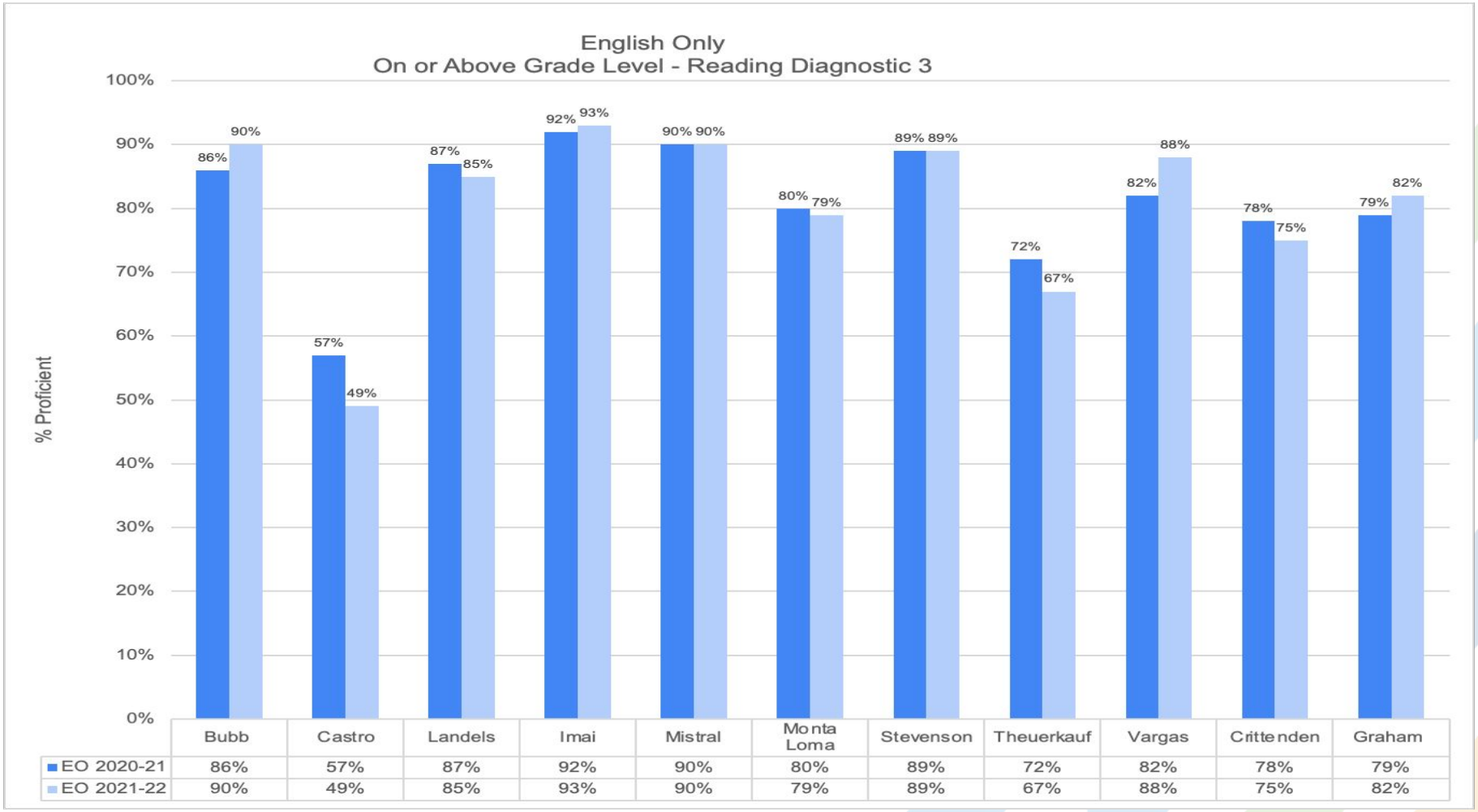


Comparative Reading Subgroup Data - RFEP By School (May 2021 → May 2022)

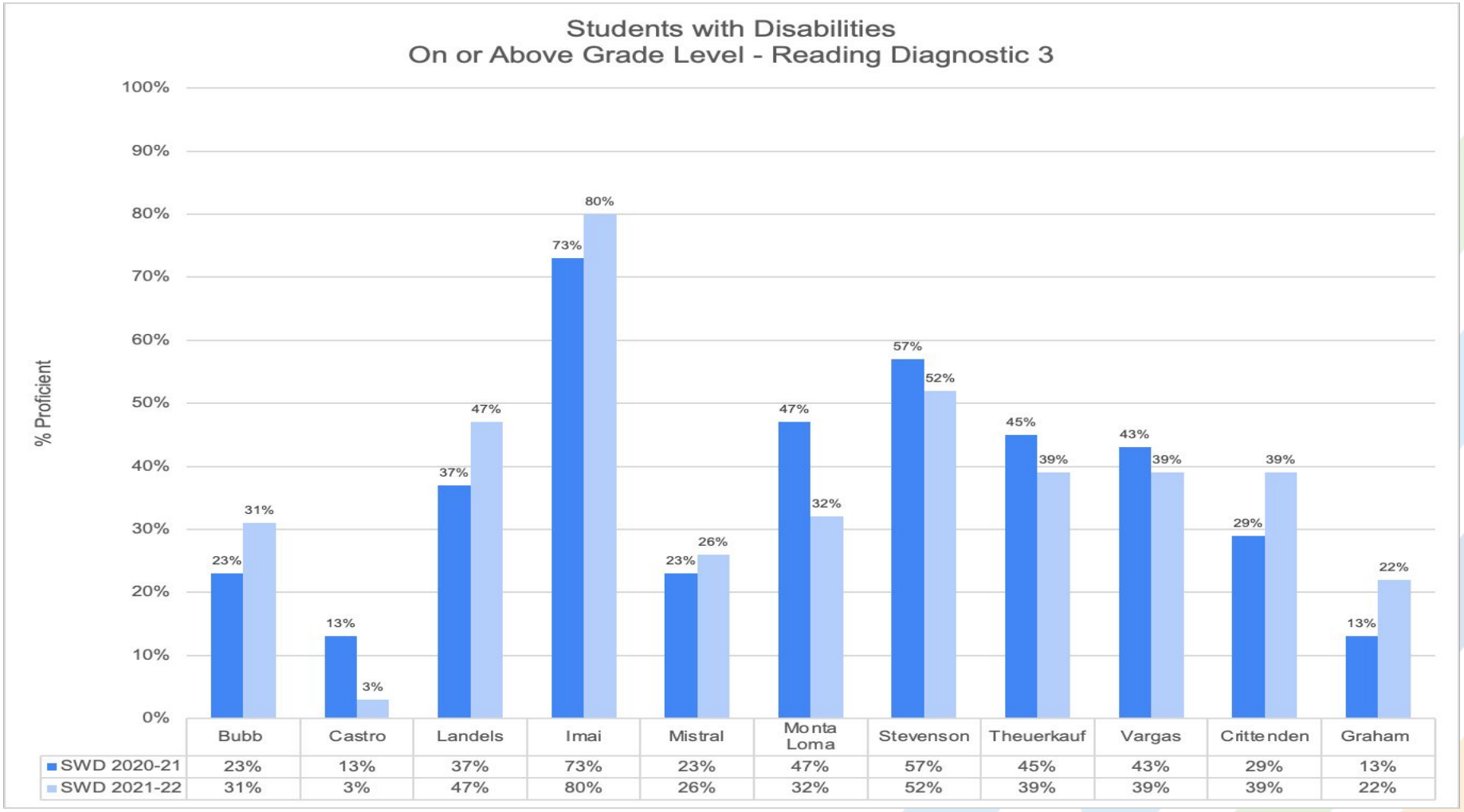


	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
RFEP 2020-21	91%	52%	76%	90%	75%	87%	87%	83%	94%	47%	52%
RFEP 2021-22	86%	52%	70%	91%	84%	86%	97%	81%	89%	54%	50%

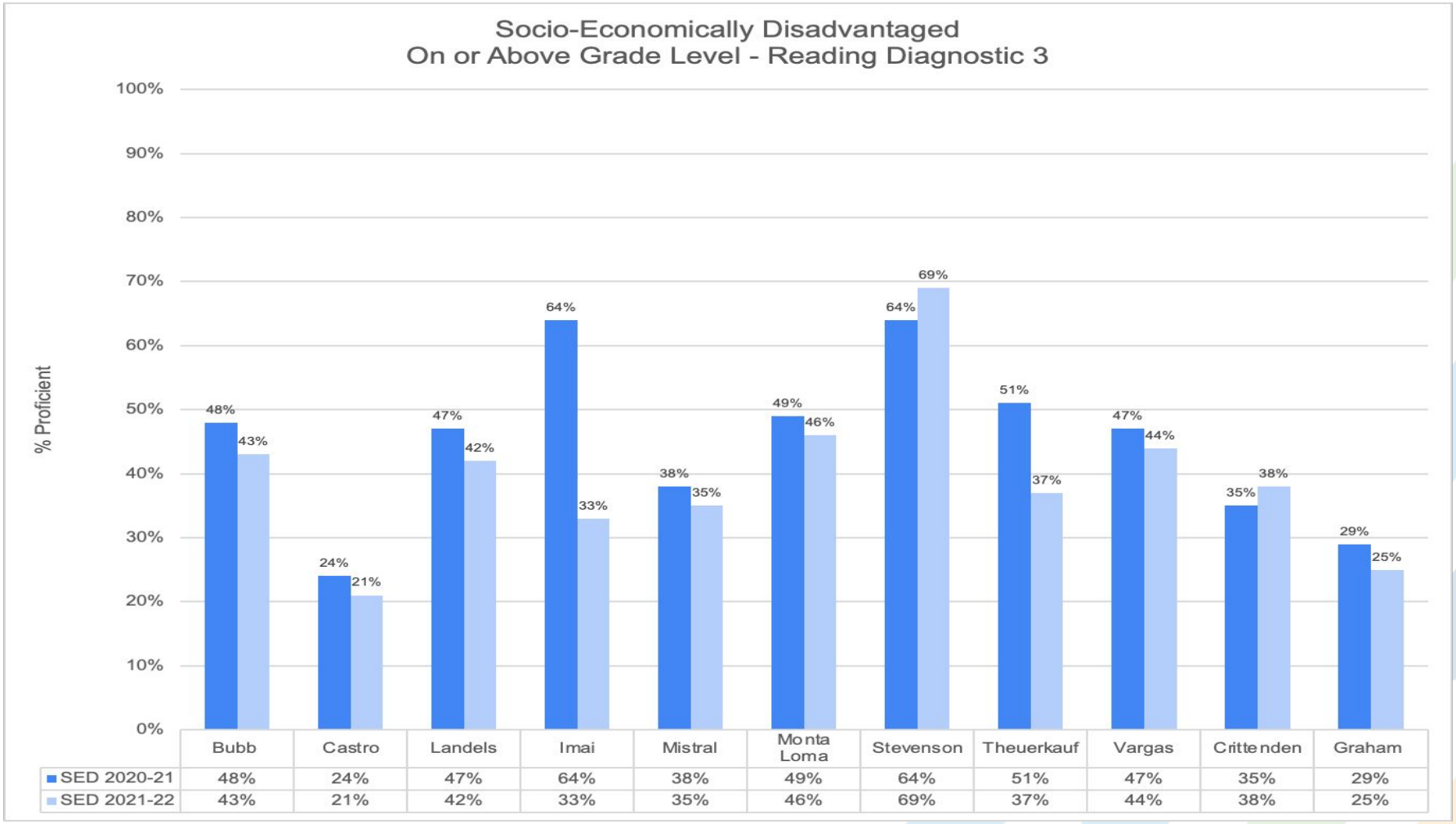
Comparative Reading Subgroup Data - EOs By School (May 2021 → May 2022)



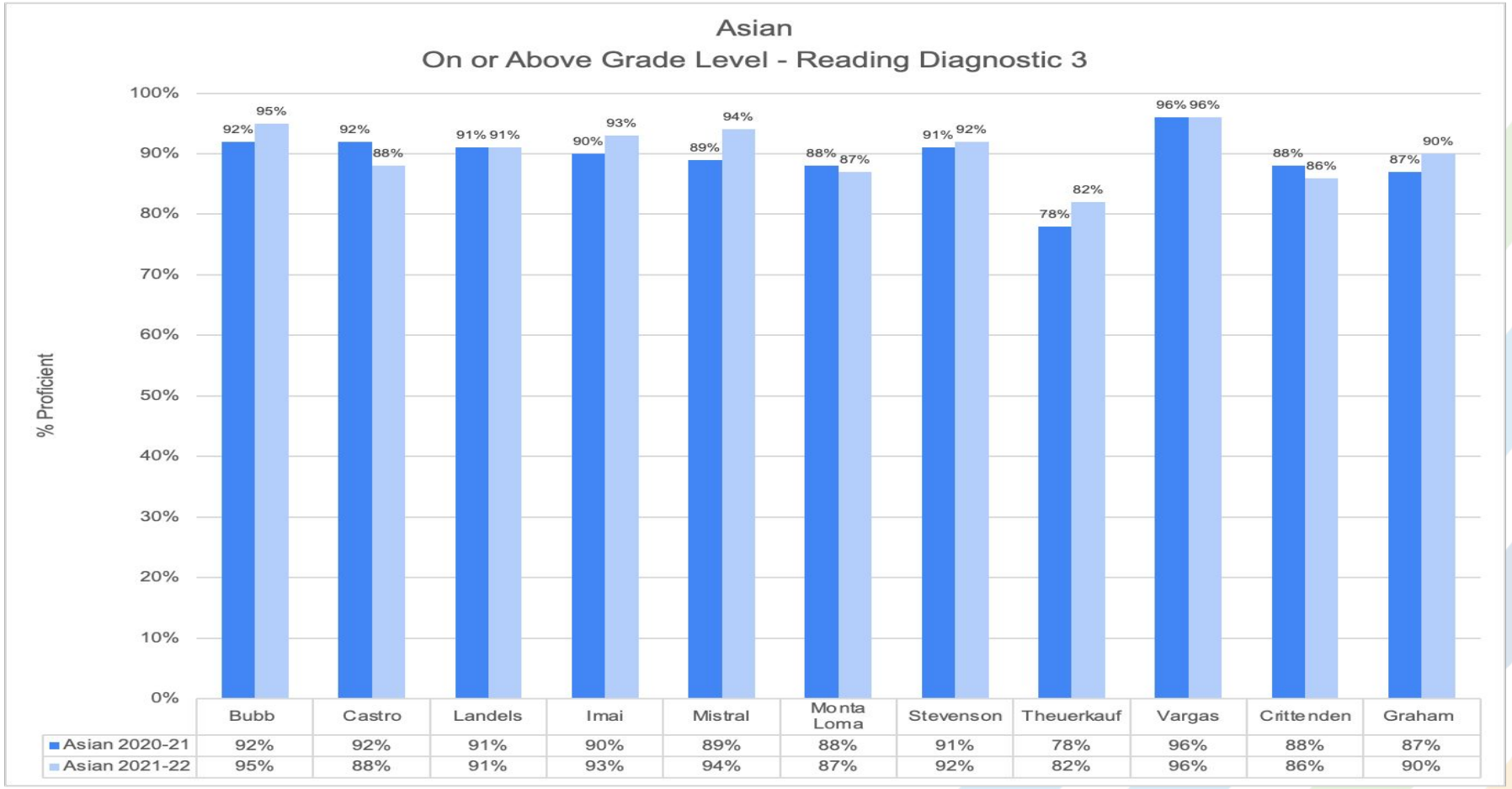
Comparative Reading Subgroup Data -SWD By School (May 2021 → May 2022)



Comparative Reading Subgroup Data -SED By School (May 2021 → May 2022)

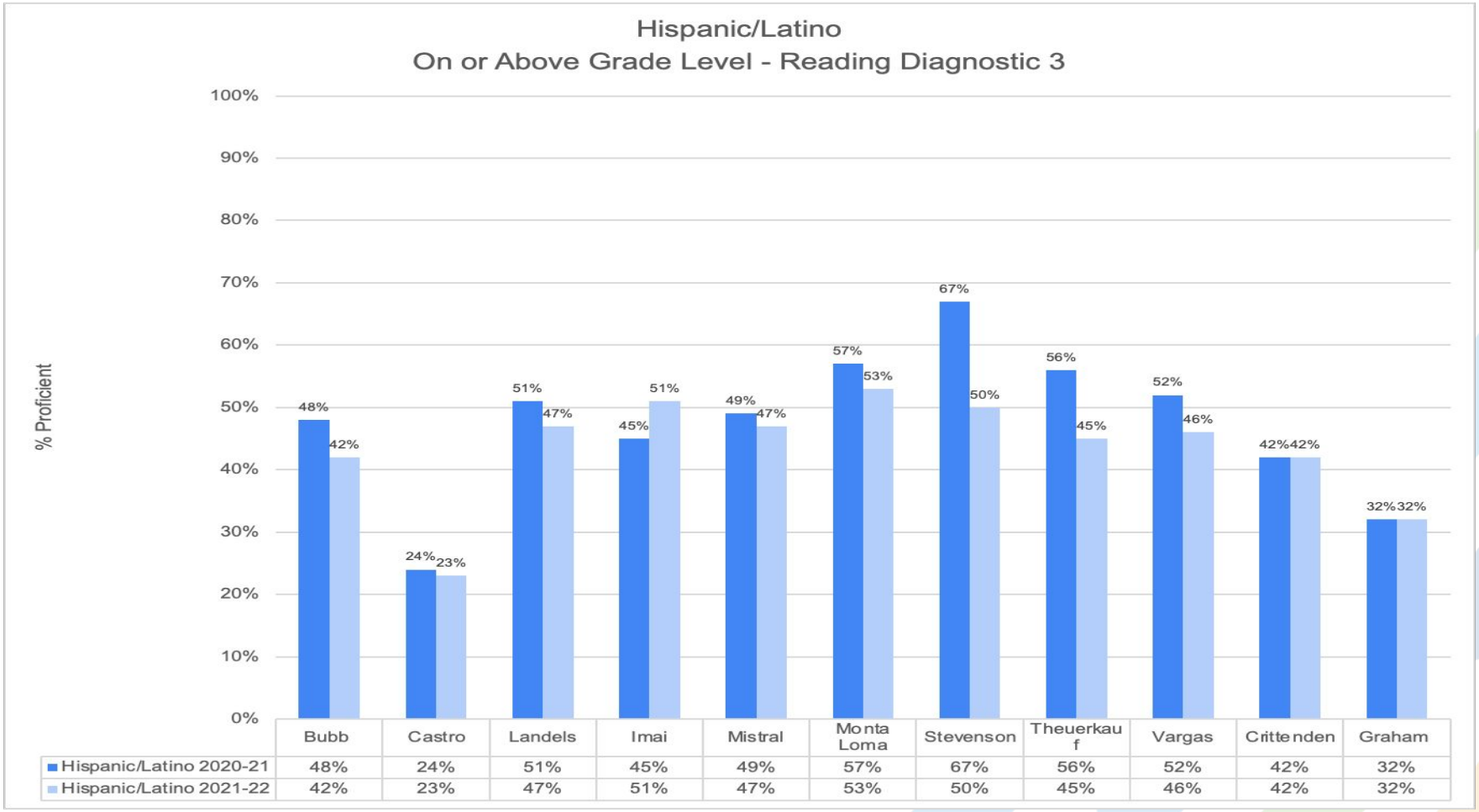


Comparative Reading Subgroup Data -Asian By School (May 2021 → May 2022)

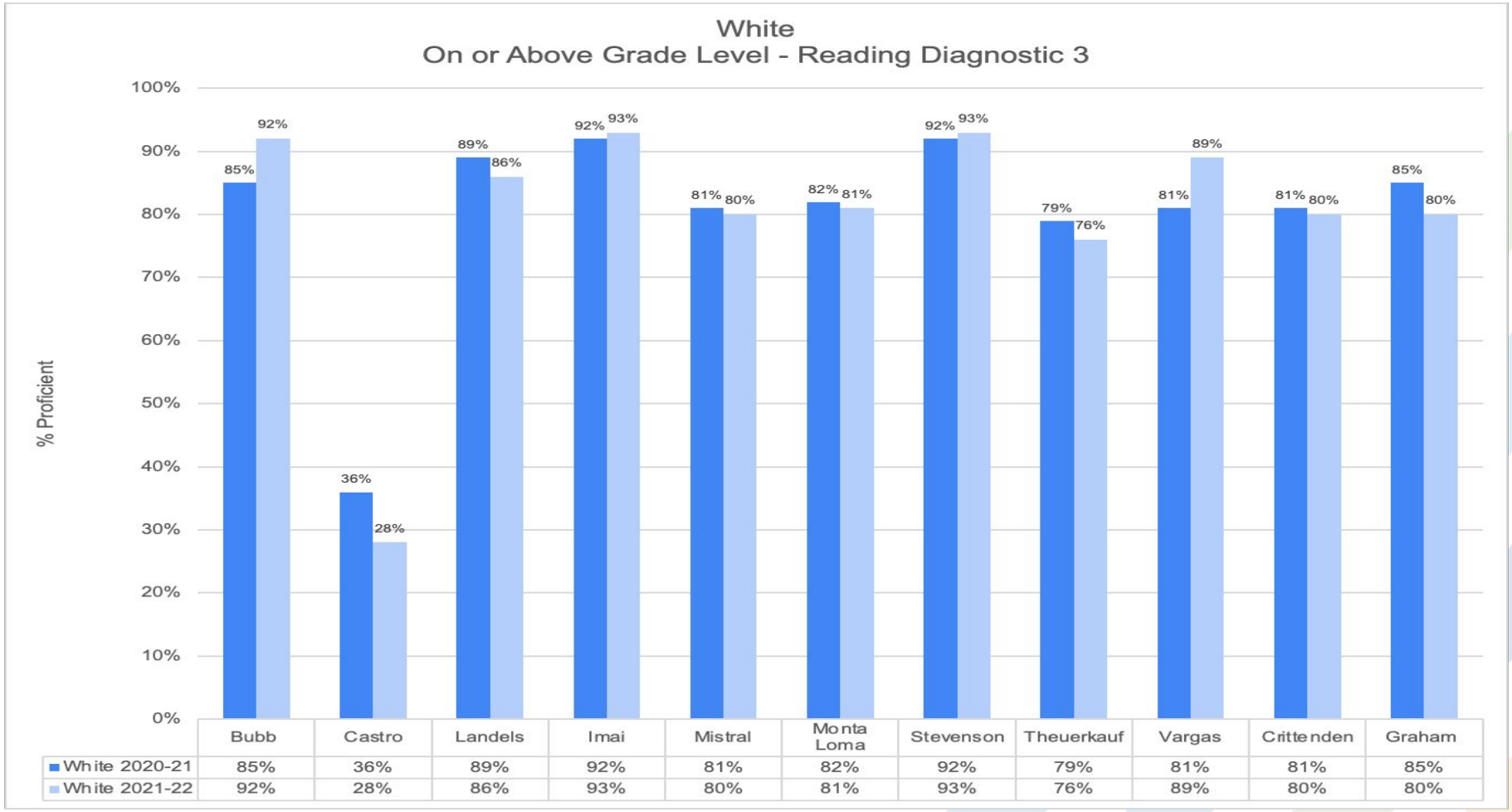


	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
Asian 2020-21	92%	92%	91%	90%	89%	88%	91%	78%	96%	88%	87%
Asian 2021-22	95%	88%	91%	93%	94%	87%	92%	82%	96%	86%	90%

Comparative Reading Subgroup Data - Hispanic/Latino By School (May 2021 → May 2022)



Comparative Reading Subgroup Data - White By School (May 2021 → May 2022)



	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
White 2020-21	85%	36%	89%	92%	81%	82%	92%	79%	81%	81%	85%
White 2021-22	92%	28%	86%	93%	80%	81%	93%	76%	89%	80%	80%

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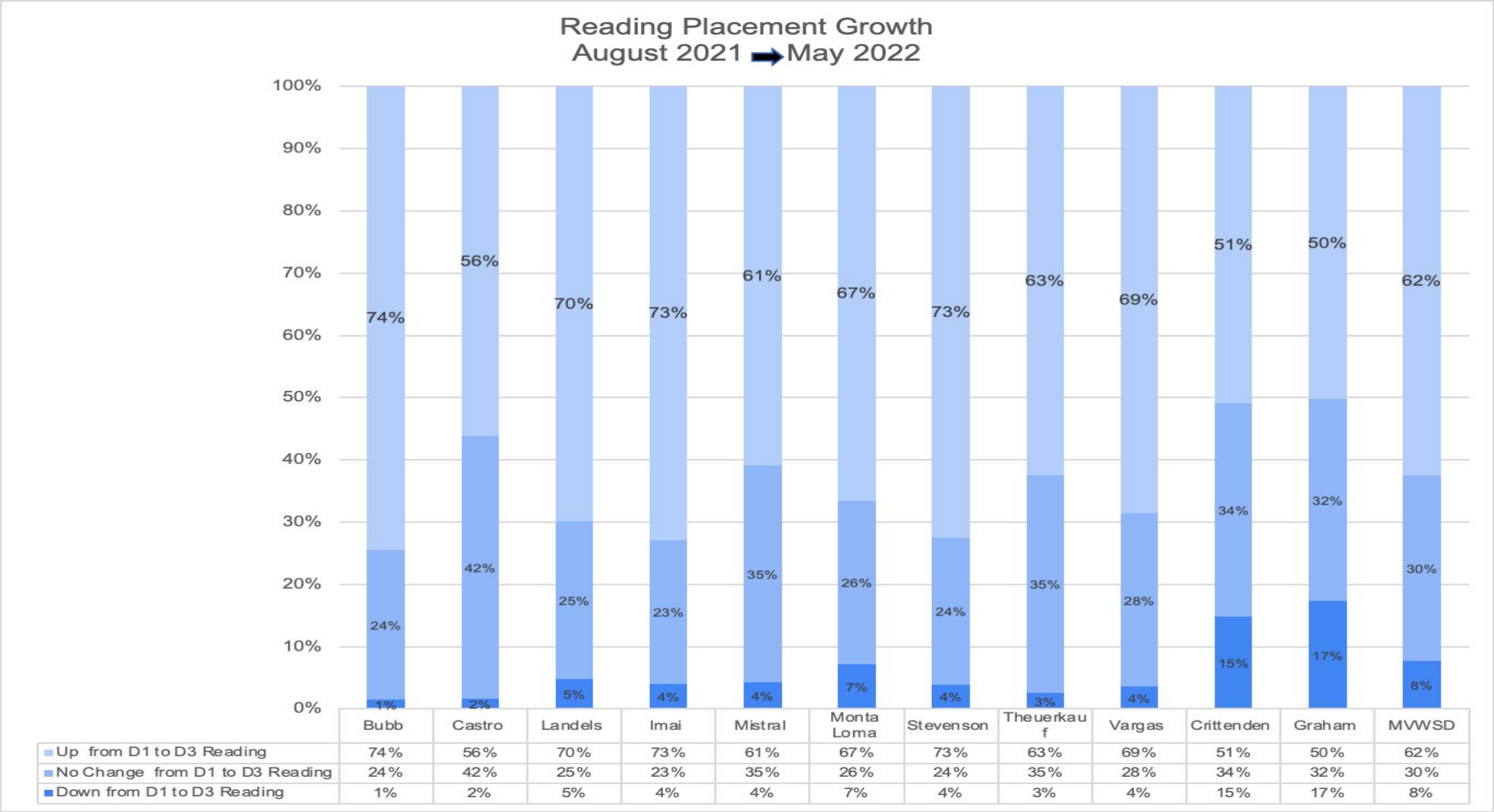
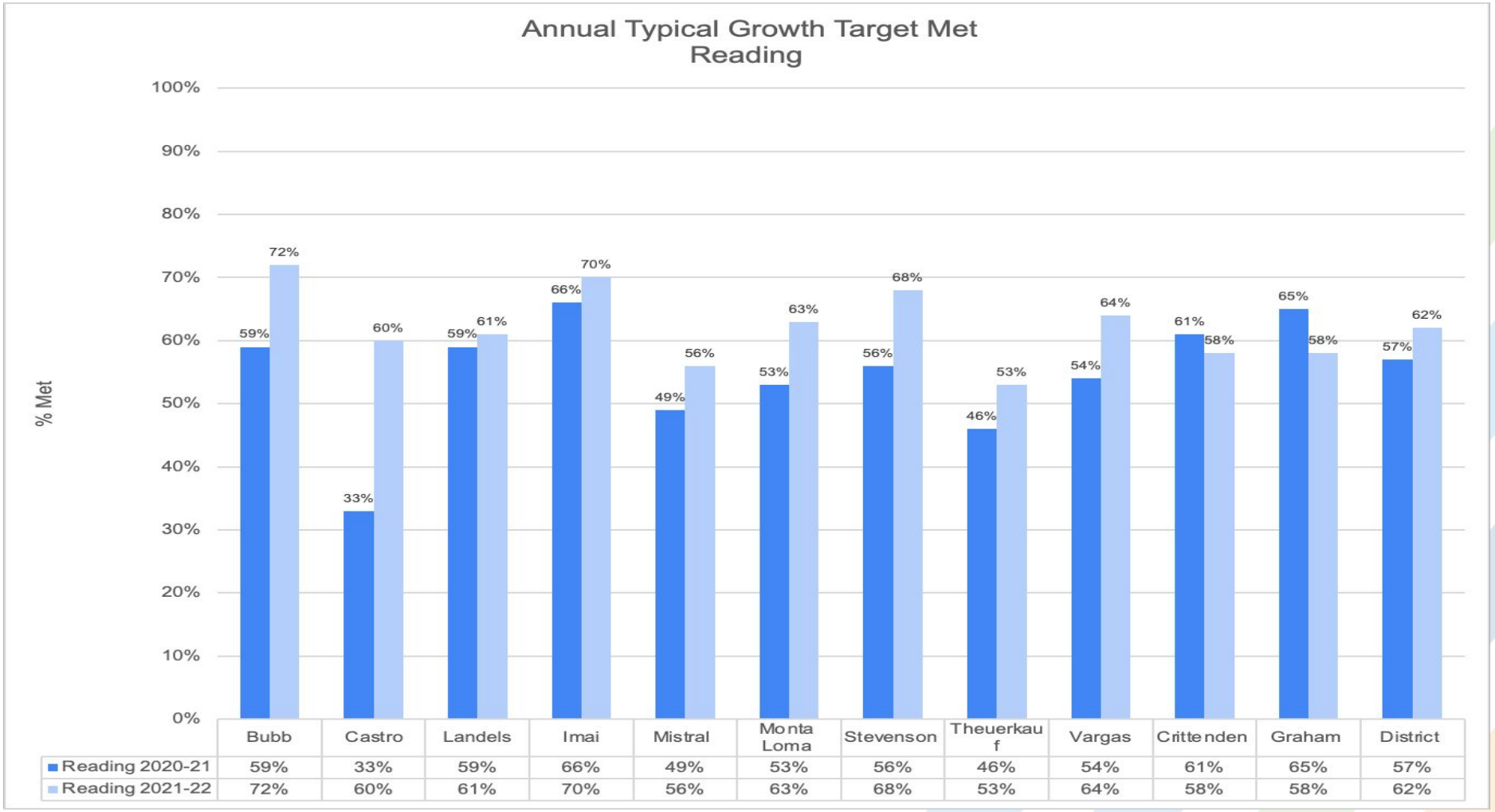
Growth Reports - Reading

Reading Placement Growth (August 2021→ May 2022)



	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham	MVWSD
Up from D1 to D3 Reading	74%	56%	70%	73%	61%	67%	73%	63%	69%	51%	50%	62%
No Change from D1 to D3 Reading	24%	42%	25%	23%	35%	26%	24%	35%	28%	34%	32%	30%
Down from D1 to D3 Reading	1%	2%	5%	4%	4%	7%	4%	3%	4%	15%	17%	8%

Reading Growth Report - Annual Typical Growth (Year's Growth Target)



	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham	District
Reading 2020-21	59%	33%	59%	66%	49%	53%	56%	46%	54%	61%	65%	57%
Reading 2021-22	72%	60%	61%	70%	56%	63%	68%	53%	64%	58%	58%	62%

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Successes and Opportunities for Growth - Reading

Successes - Reading

- Overall, the percentage of students proficient end of this year is similar to last year
- More students in Tier 2 (one grade level below) and Tier 3 (two or more grade levels below) made gains end of this year compared to last year
- Kindergartners made most growth among all grade levels from beginning of the year
  - Percentage of students proficient almost doubled (43% improvement)
- District wide data shows that of all the students who took both Diagnostic 1 and 3, only 2 students were in Tier 3 (two or more grade levels below) in Grade 1
- Subgroup proficiency is similar to end of last year but EL data shows 19% increase in proficiency as compared to 10% last year
  - This year,
    - there has been a heavy focus on priority standards
    - more in-person language practice opportunities to support ELs
    - continued focus on integrating targeted instructional strategies to support ELs such as SIOP

Successes - Reading

- Similarly, SWD data shows 14% increase in proficiency as compared to 7% last year
- Hispanic/Latino students improved 17% this year compared to 12% last year
- More students met their yearly growth targets (or Annual Typical Growth) than last year
- At Castro, almost double the number of students met their yearly growth target this year as compared to last year
- Coming back from Distance Learning, we know in-person instruction, student support - during and after school, and special education services have a positive impact on student learning

Opportunities for Growth - Reading

- Comparing end of this year to last year,
  - at Stevenson, Theuerkauf, Mistral, and Imai, EL proficiency declined this year even though we have more EL proficiency district wide
    - Increases in Newcomer, EL student affected results
  - overall, Hispanic/Latino proficiency declined
    - Stevenson and Theuerkauf show most decline in Hispanic/Latino proficiency followed by Vargas and Bubb
- Districtwide, 30% of the students made no movement across Tiers and 8% went down in placement
  - Castro, Mistral, and Theuerkauf had most students that made no movement across Tiers
  - Both middle schools had most students that went down in Tiers
- Both middle schools also had less students meet their yearly growth target this year as compared to last year

Opportunities for Growth - Reading

- Need for intentional focus on using subgroup data to guide instructional planning and student support
- Continued focus on
  - use of priority standards for review during small group
  - leveraging RTI time for targeted instruction
- At middle schools, intentional focus on
  - using and digging deeper into student data to identify strengths and focus areas, not just overall by school but by student group as well
  - using learning from differentiation PD this year to support students at varied levels within core classes

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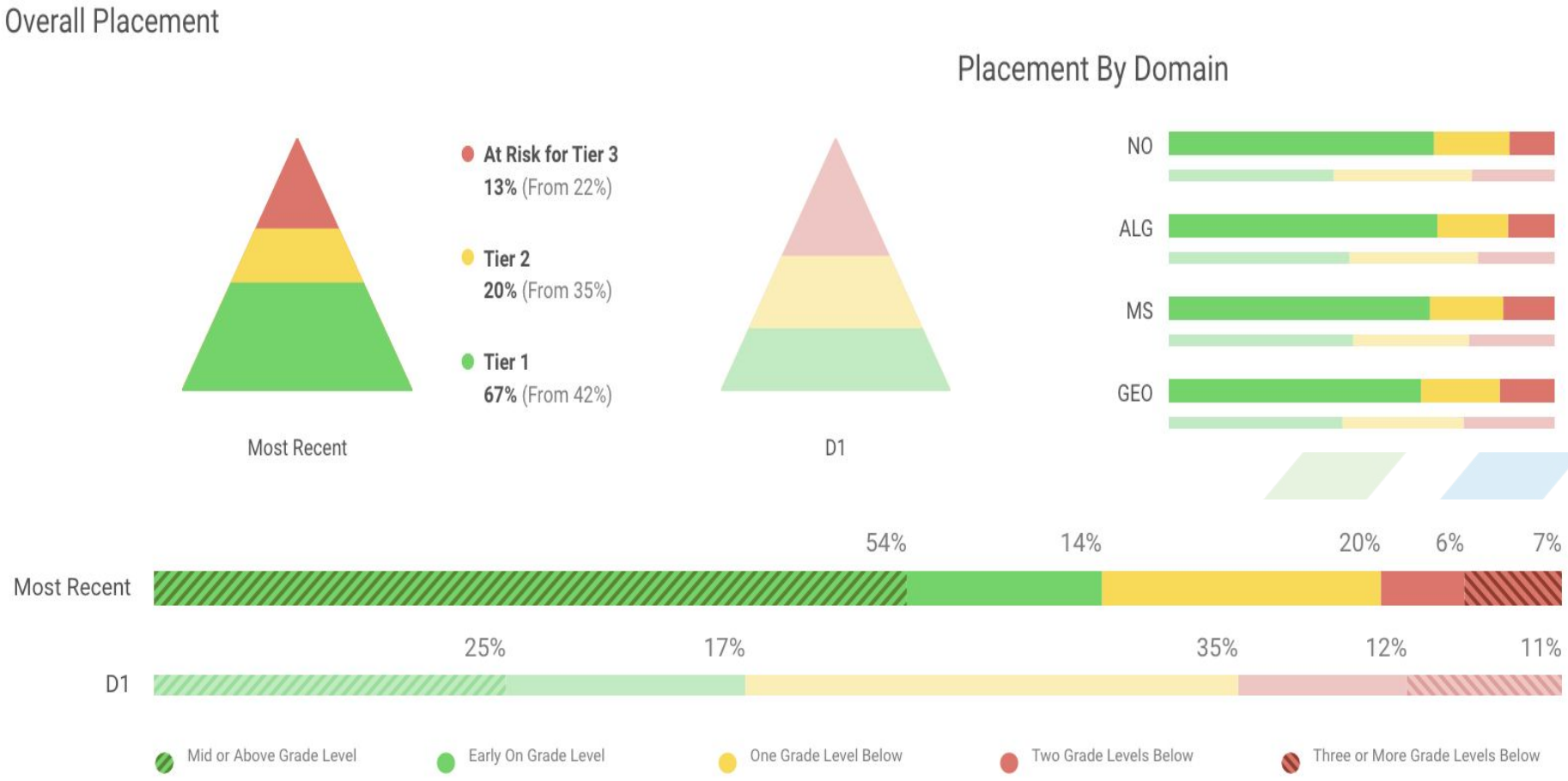
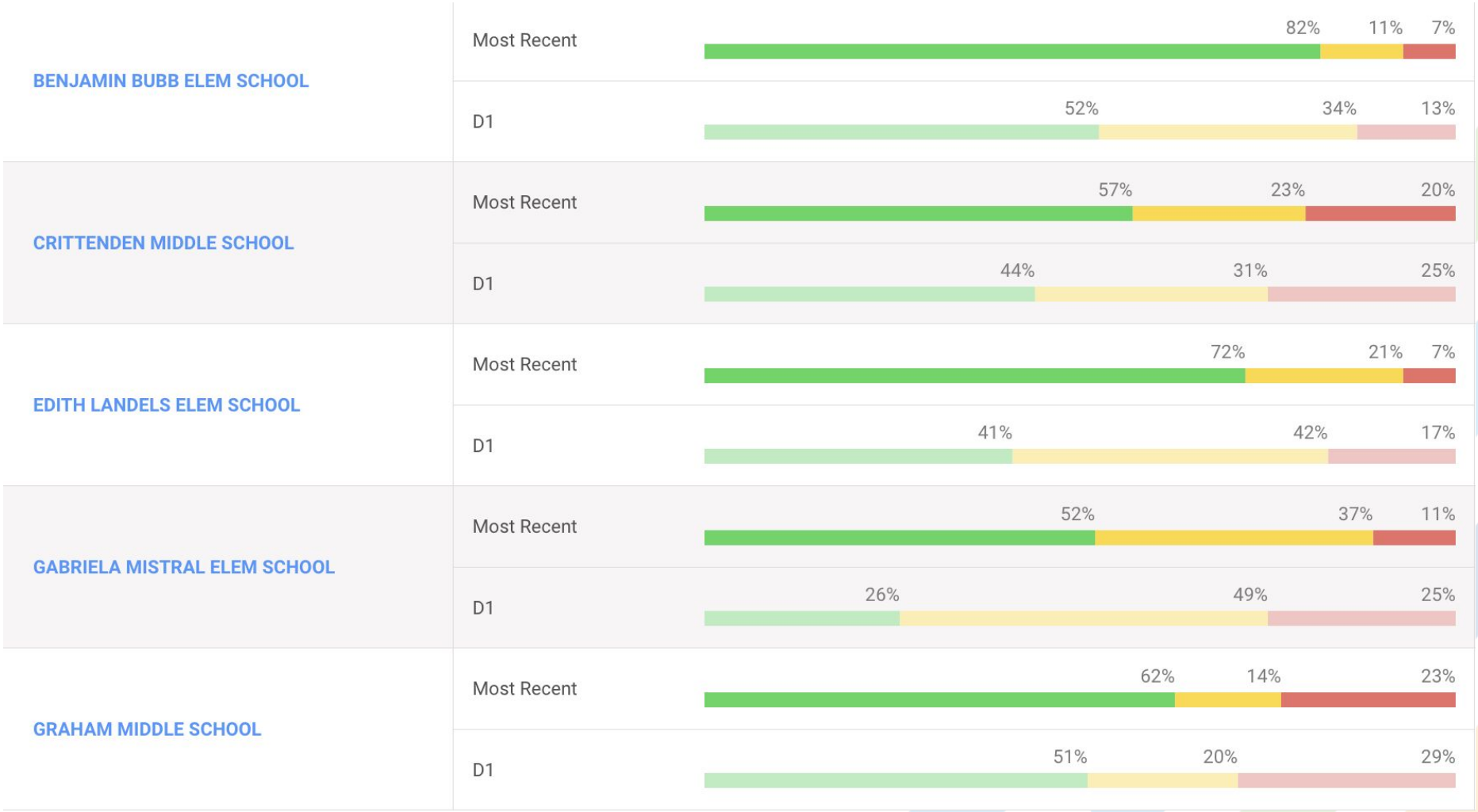
Math

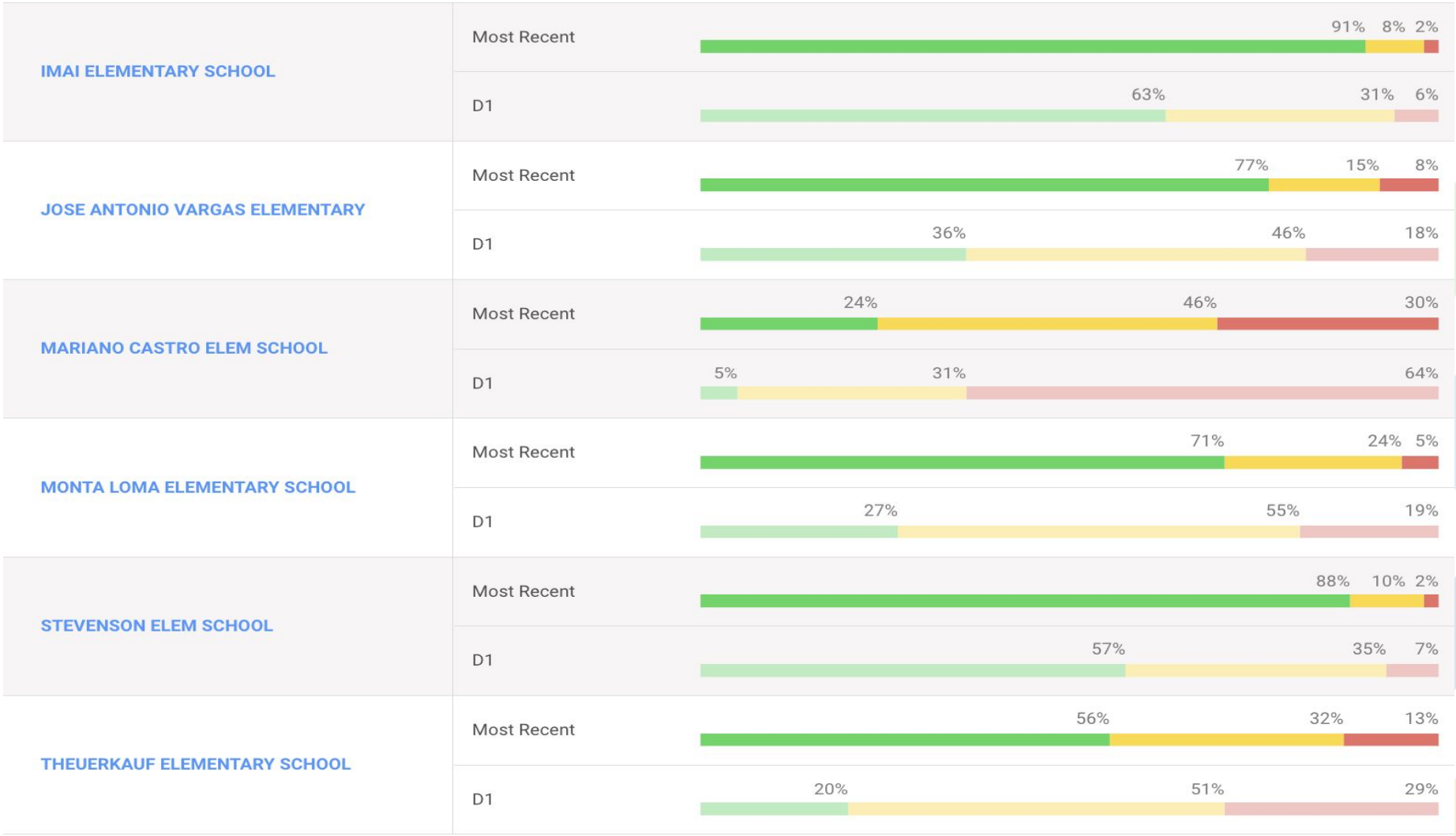
Overall Math Comparative- Districtwide (August 2021 → May 2022)



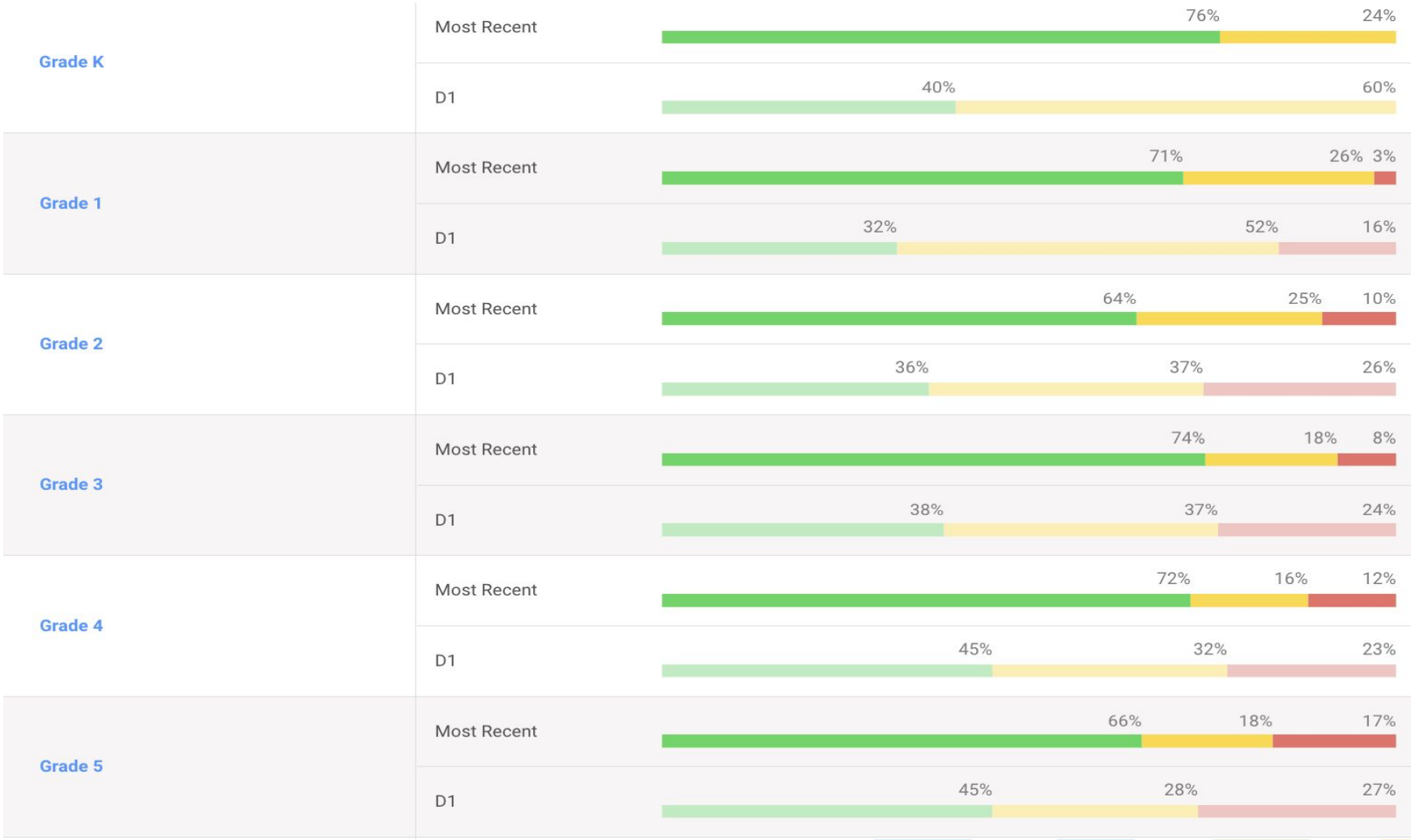
Overall Math Comparative - By School (August 2021 → May 2022)



Overall Math Comparative - By School (August 2021 → May 2022)

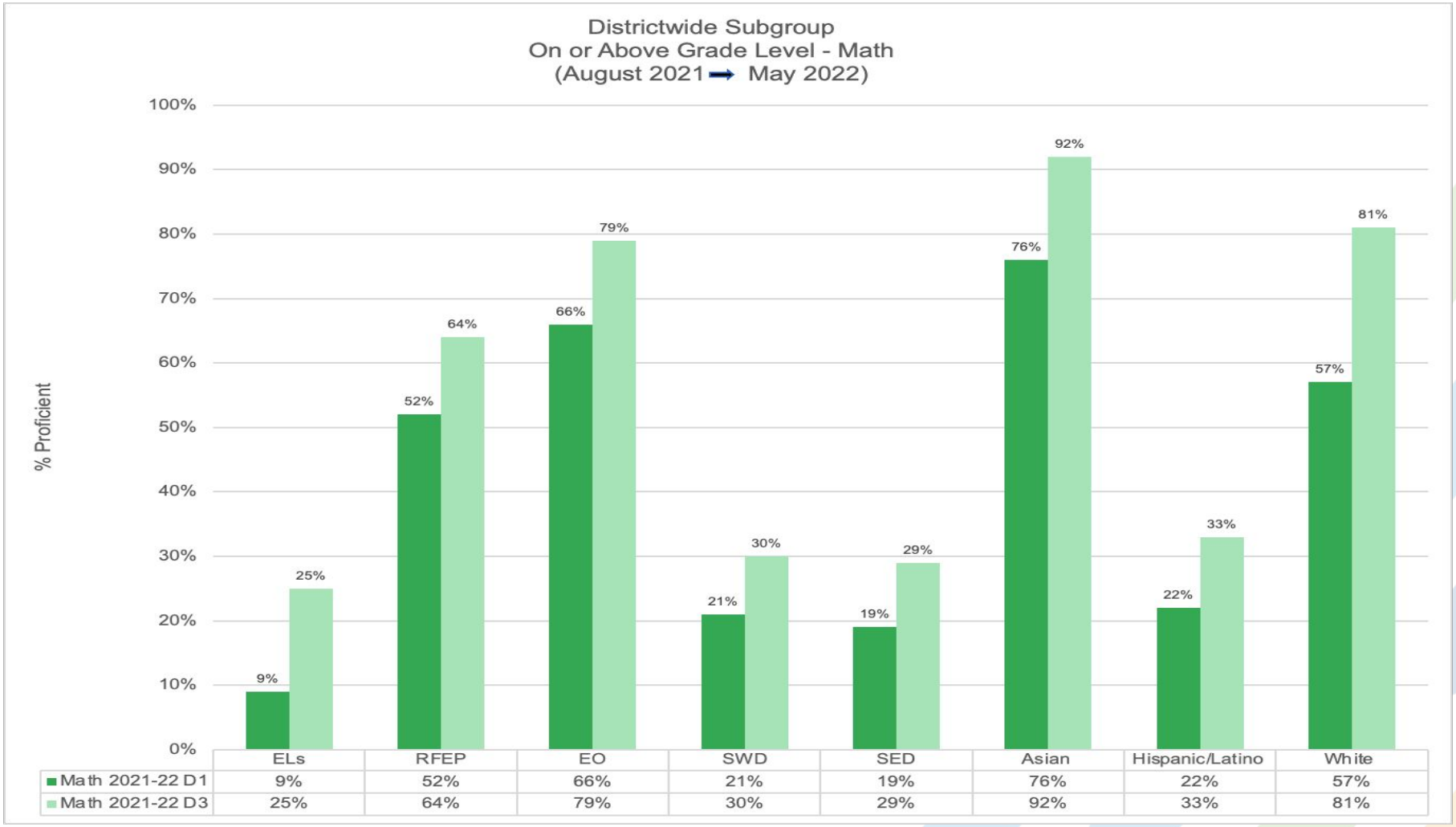


Overall Reading Comparative- By Grade Level (August 2021 → May 2022)



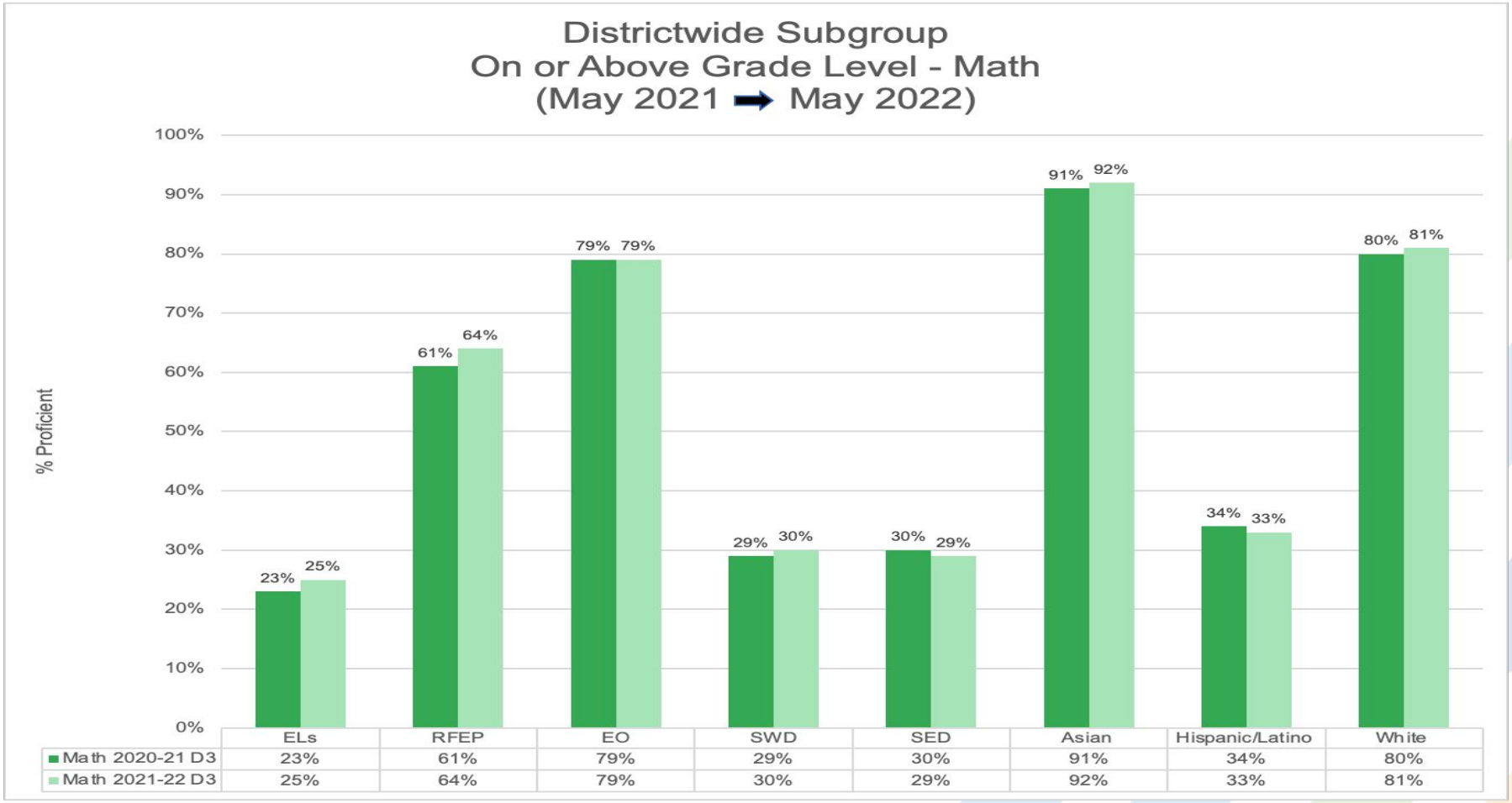
Overall Math Comparative- By Grade Level (August 2021 → May 2022)

Comparative Math Subgroup Data - Districtwide (August 2021 → May 2022)



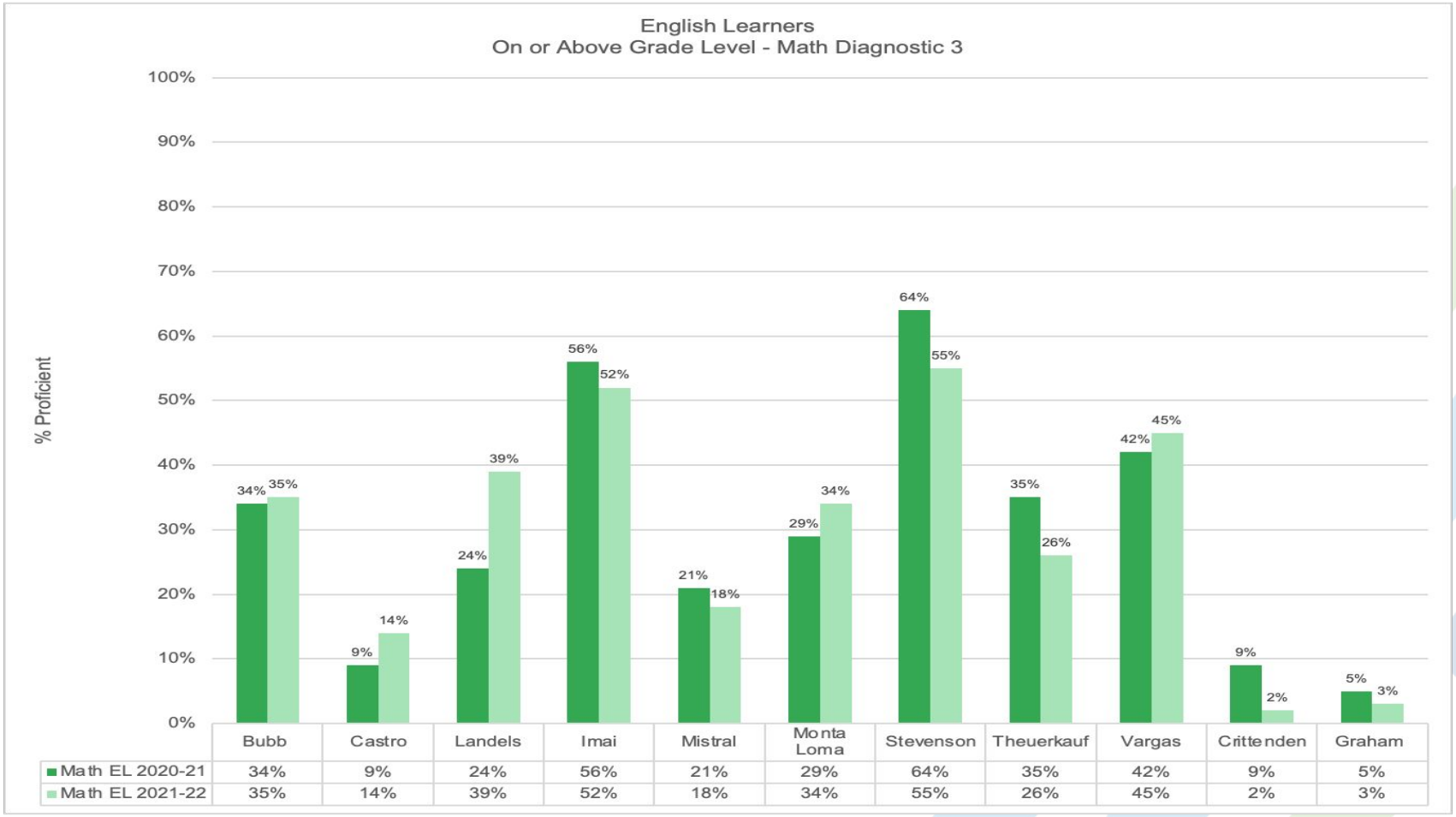
	ELs	RFEP	EO	SWD	SED	Asian	Hispanic/Latino	White
Math 2021-22 D1	9%	52%	66%	21%	19%	76%	22%	57%
Math 2021-22 D3	25%	64%	79%	30%	29%	92%	33%	81%

Comparative Math Subgroup Data - Districtwide (May 2021 → May 2022)



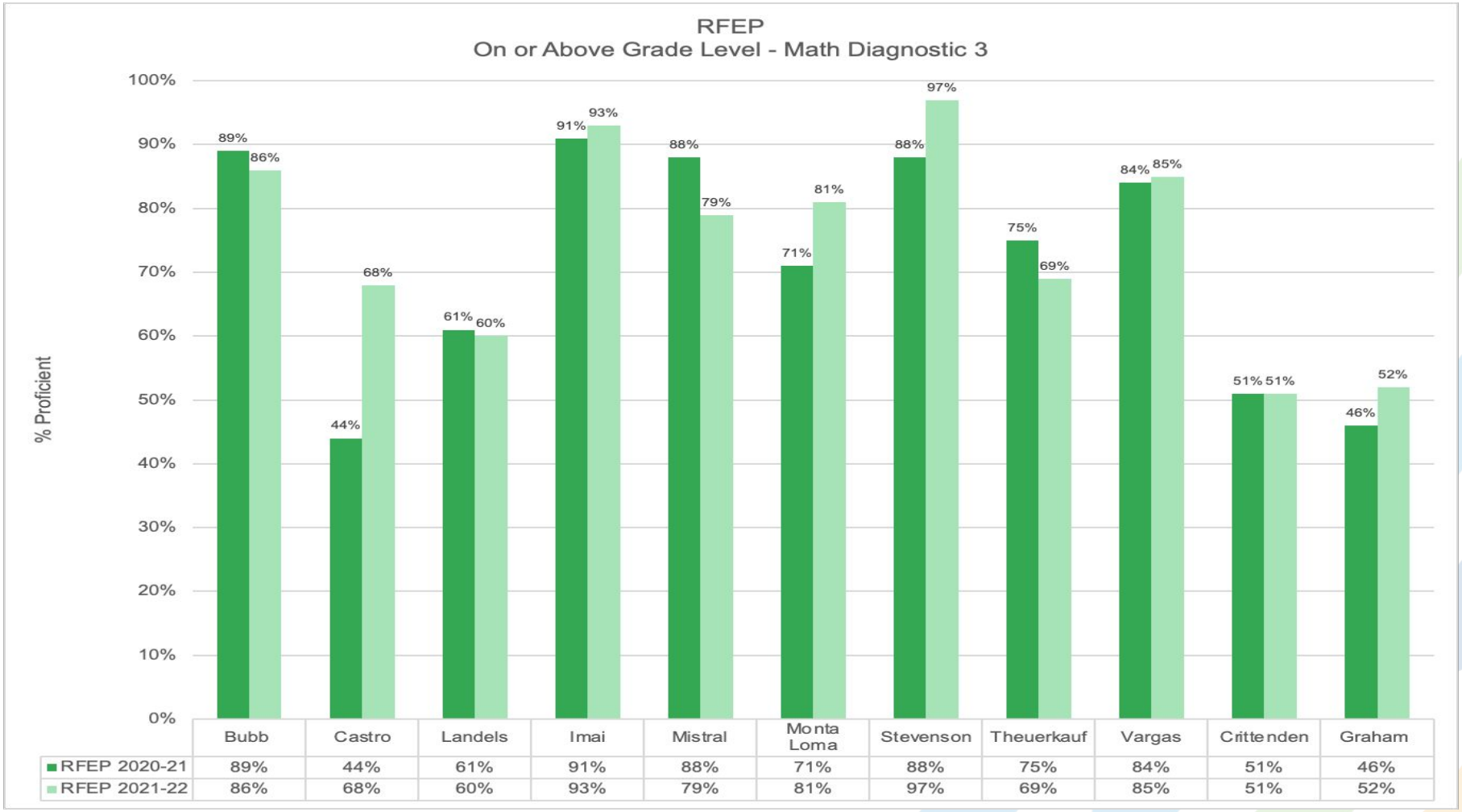
	ELs	RFEP	EO	SWD	SED	Asian	Hispanic/Latino	White
Math 2020-21 D3	23%	61%	79%	29%	30%	91%	34%	80%
Math 2021-22 D3	25%	64%	79%	30%	29%	92%	33%	81%

Comparative Math Subgroup Data - ELs By School (May 2021 → May 2022)



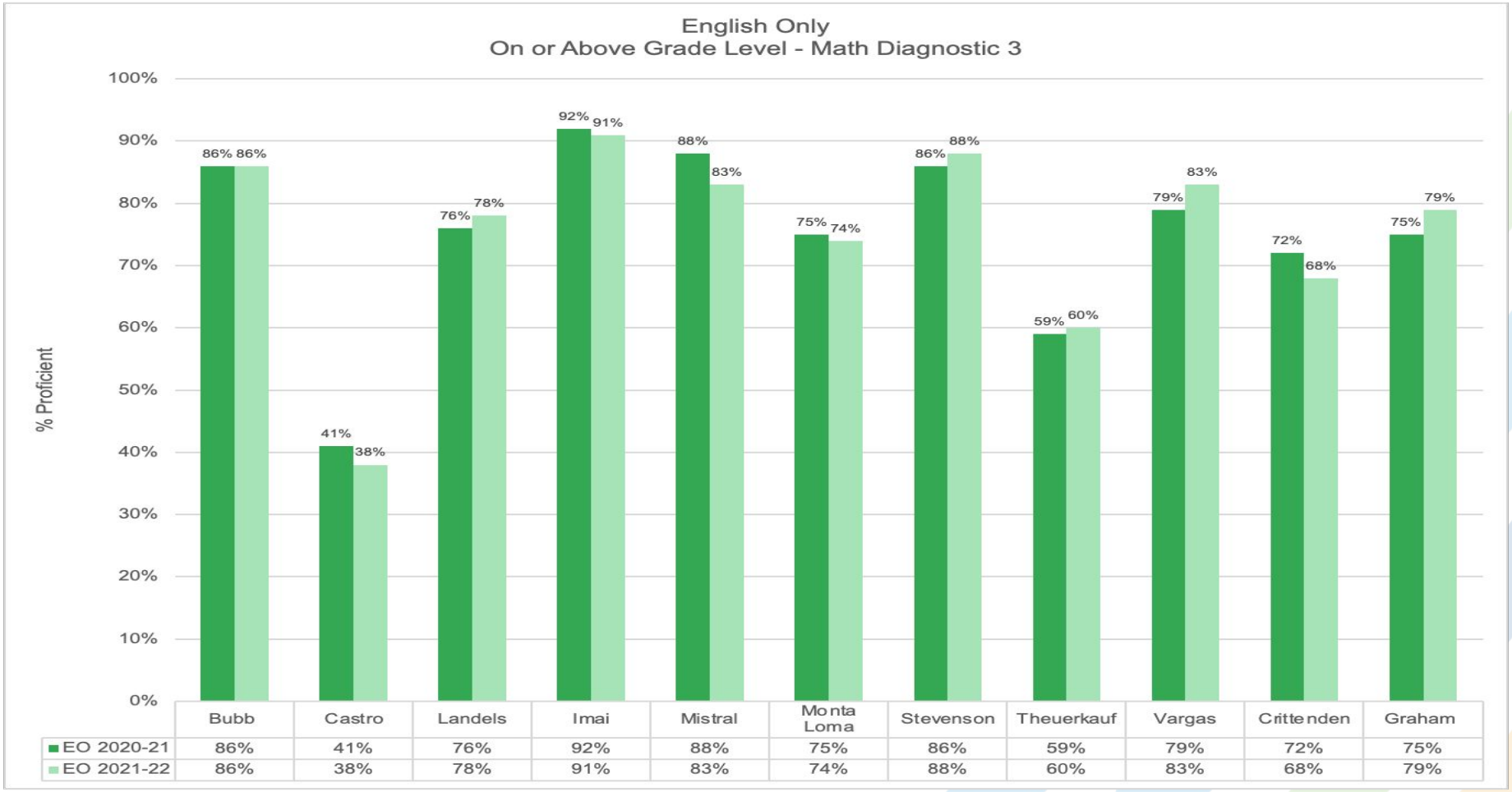
	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
Math EL 2020-21	34%	9%	24%	56%	21%	29%	64%	35%	42%	9%	5%
Math EL 2021-22	35%	14%	39%	52%	18%	34%	55%	26%	45%	2%	3%

Comparative Math Subgroup Data - RFEP By School (May 2021 → May 2022)



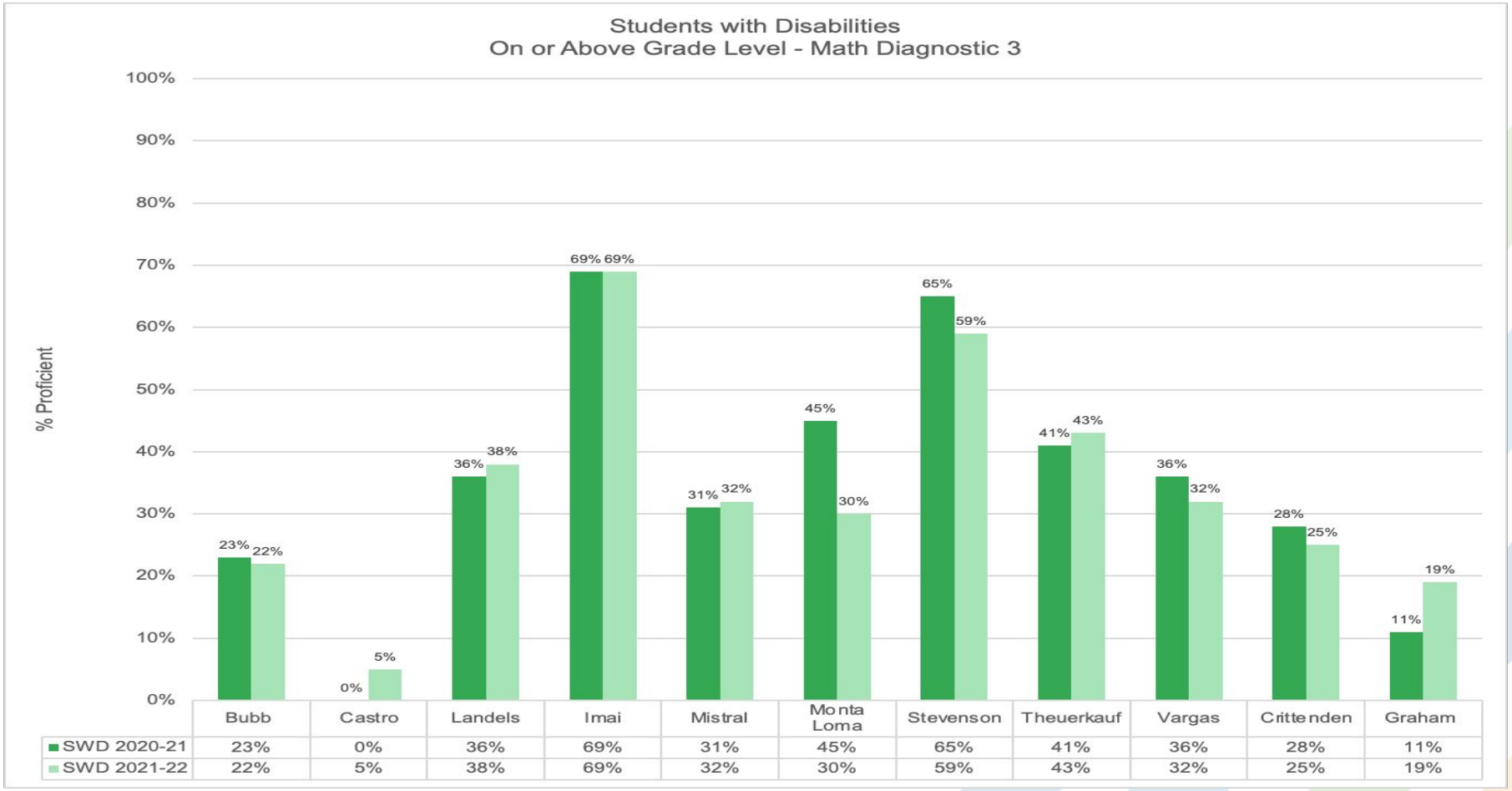
	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
RFEP 2020-21	89%	44%	61%	91%	88%	71%	88%	75%	84%	51%	46%
RFEP 2021-22	86%	68%	60%	93%	79%	81%	97%	69%	85%	51%	52%

Comparative Math Subgroup Data - EOs By School (May 2021 → May 2022)



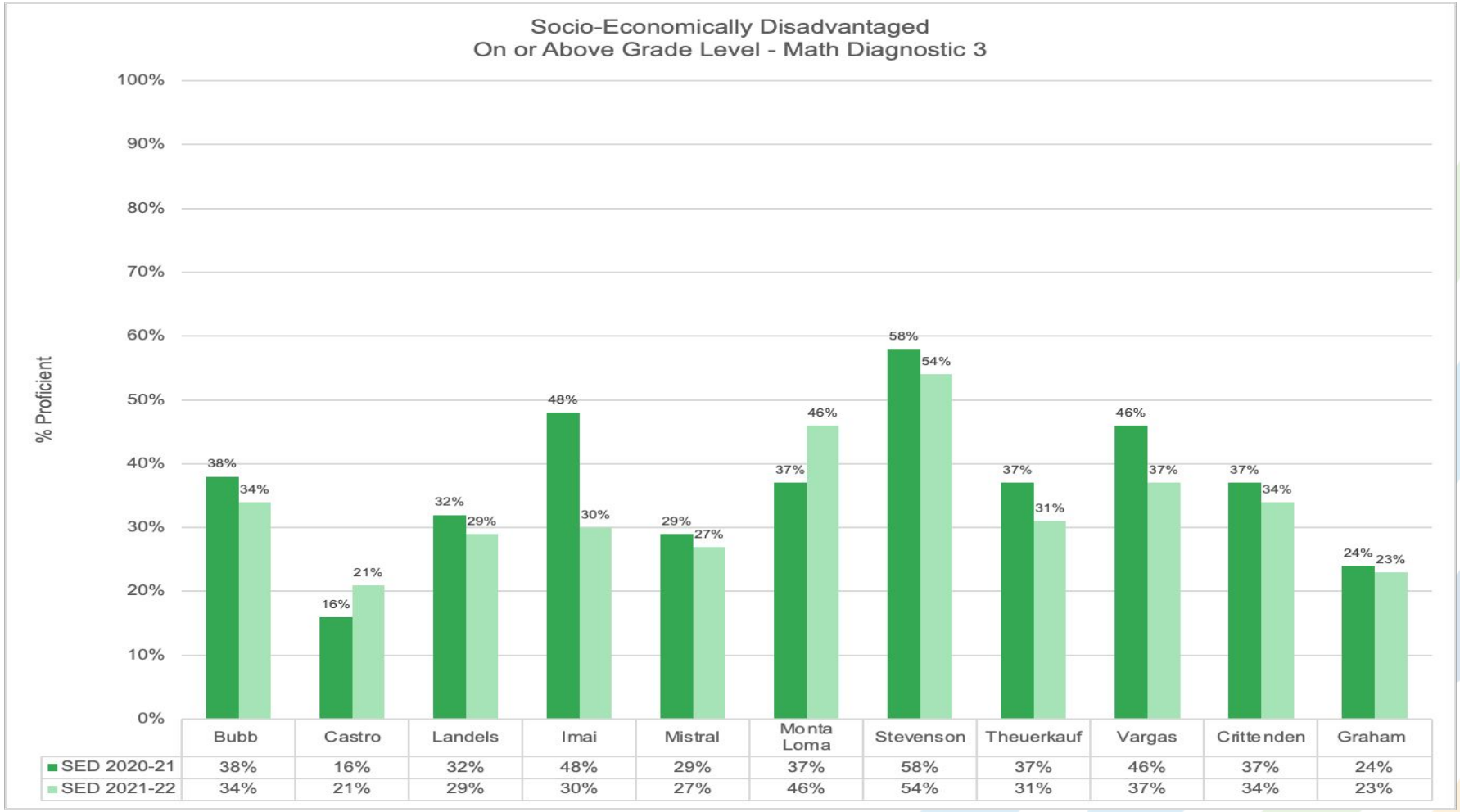
	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
EO 2020-21	86%	41%	76%	92%	88%	75%	86%	59%	79%	72%	75%
EO 2021-22	86%	38%	78%	91%	83%	74%	88%	60%	83%	68%	79%

Comparative Math Subgroup Data -SWD By School (May 2021 → May 2022)



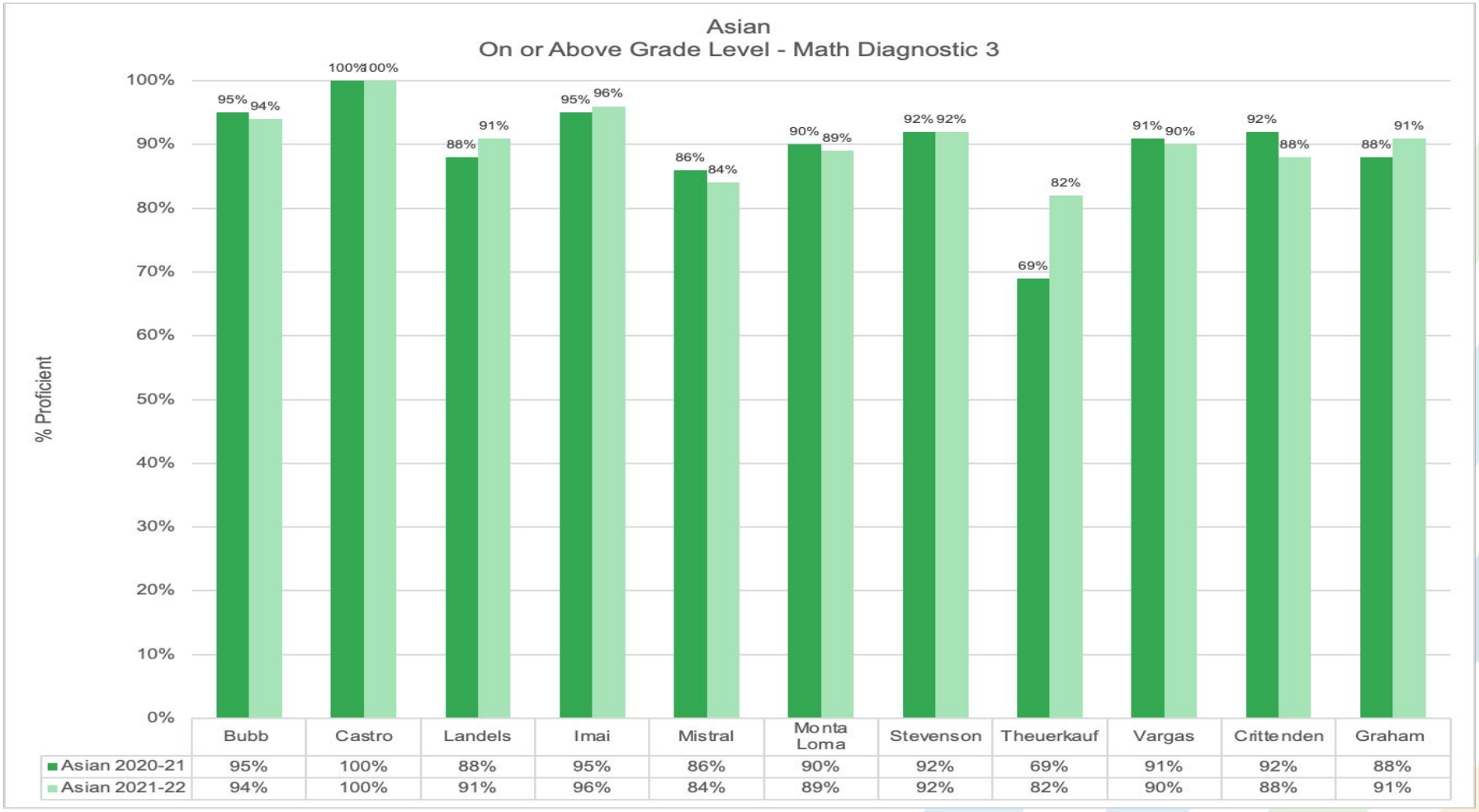
	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
SWD 2020-21	23%	0%	36%	69%	31%	45%	65%	41%	36%	28%	11%
SWD 2021-22	22%	5%	38%	69%	32%	30%	59%	43%	32%	25%	19%

Comparative Math Subgroup Data -SED By School (May 2021 → May 2022)



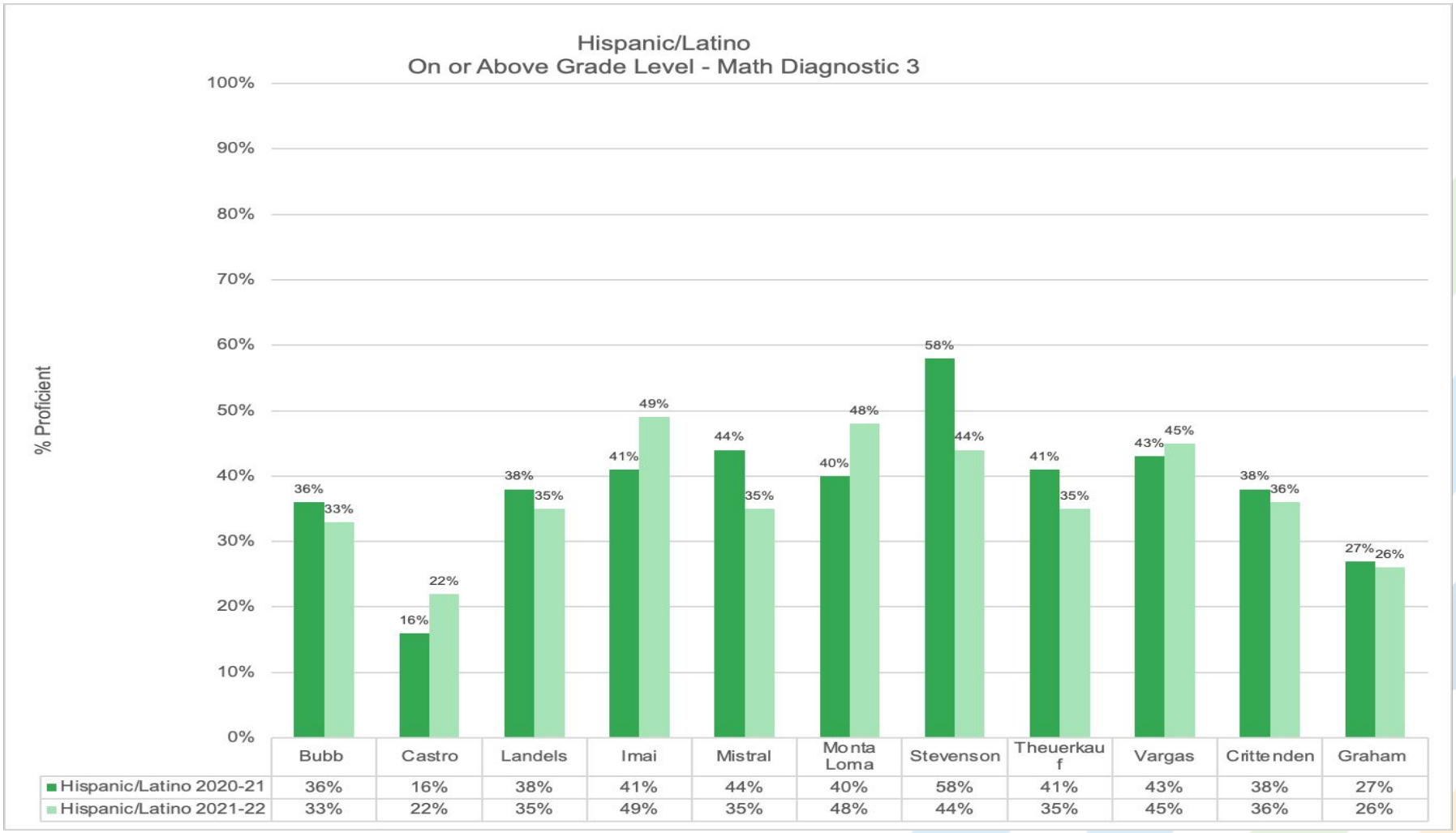
	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
SED 2020-21	38%	16%	32%	48%	29%	37%	58%	37%	46%	37%	24%
SED 2021-22	34%	21%	29%	30%	27%	46%	54%	31%	37%	34%	23%

Comparative Math Subgroup Data -Asian By School (May 2021 → May 2022)

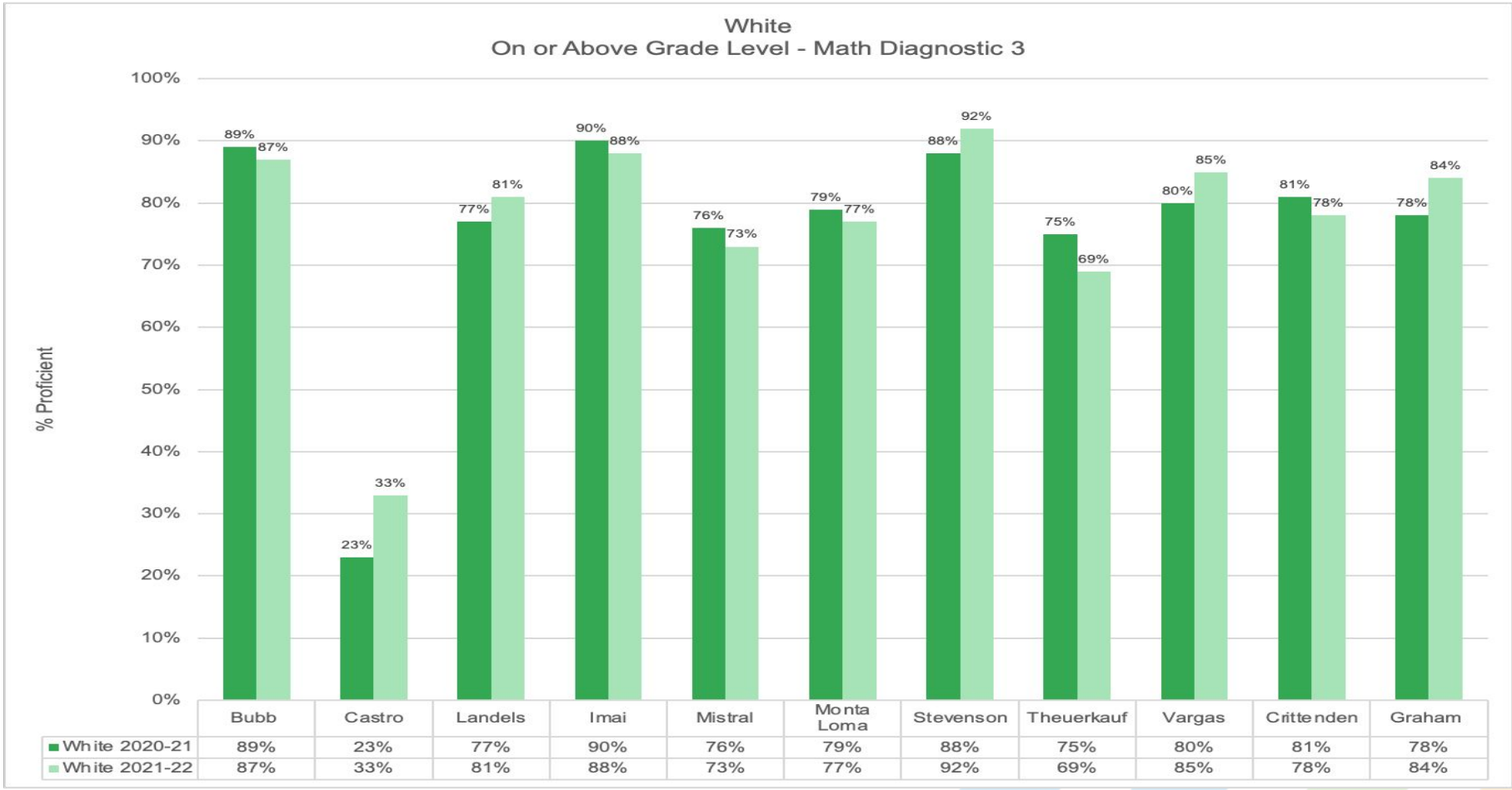


	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
Asian 2020-21	95%	100%	88%	95%	86%	90%	92%	69%	91%	92%	88%
Asian 2021-22	94%	100%	91%	96%	84%	89%	92%	82%	90%	88%	91%

Comparative Math Subgroup Data - Hispanic/Latino By School (May 2021 → May 2022)



Comparative Math Subgroup Data - White By School (May 2021 → May 2022)



	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
White 2020-21	89%	23%	77%	90%	76%	79%	88%	75%	80%	81%	78%
White 2021-22	87%	33%	81%	88%	73%	77%	92%	69%	85%	78%	84%

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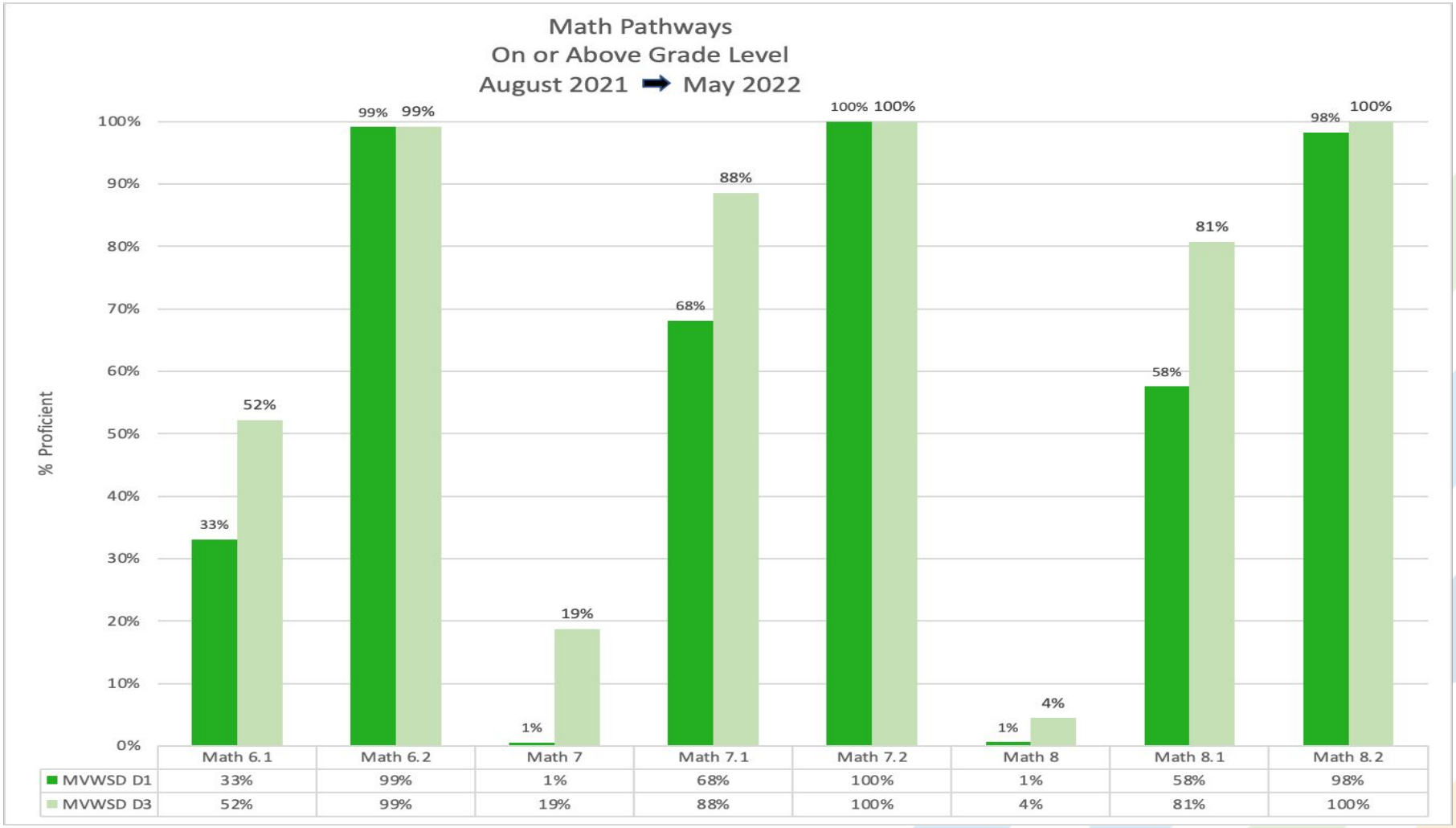
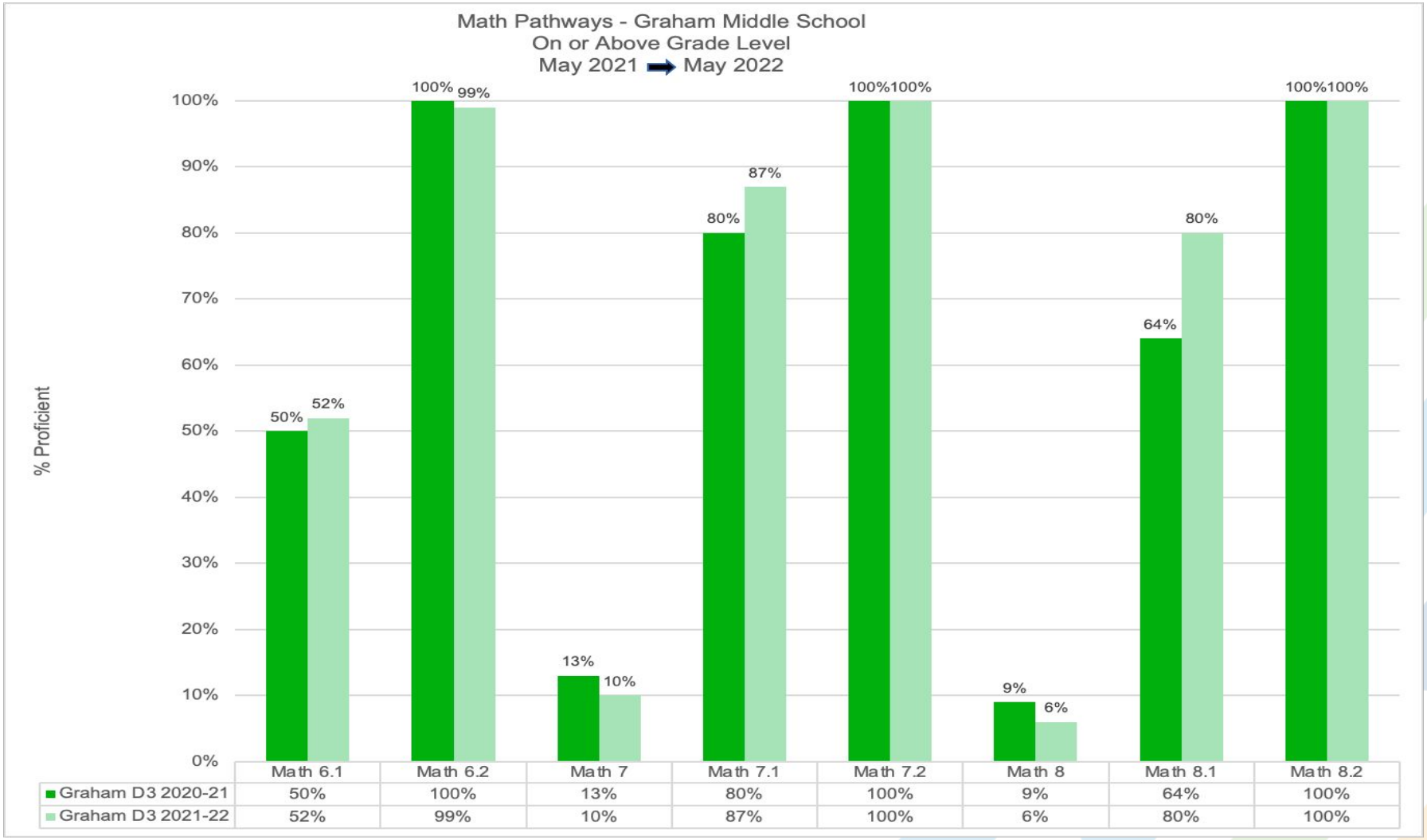
Middle School Math Pathways

Comparative Math Pathways Data - Districtwide (August 2021 → May 2022)



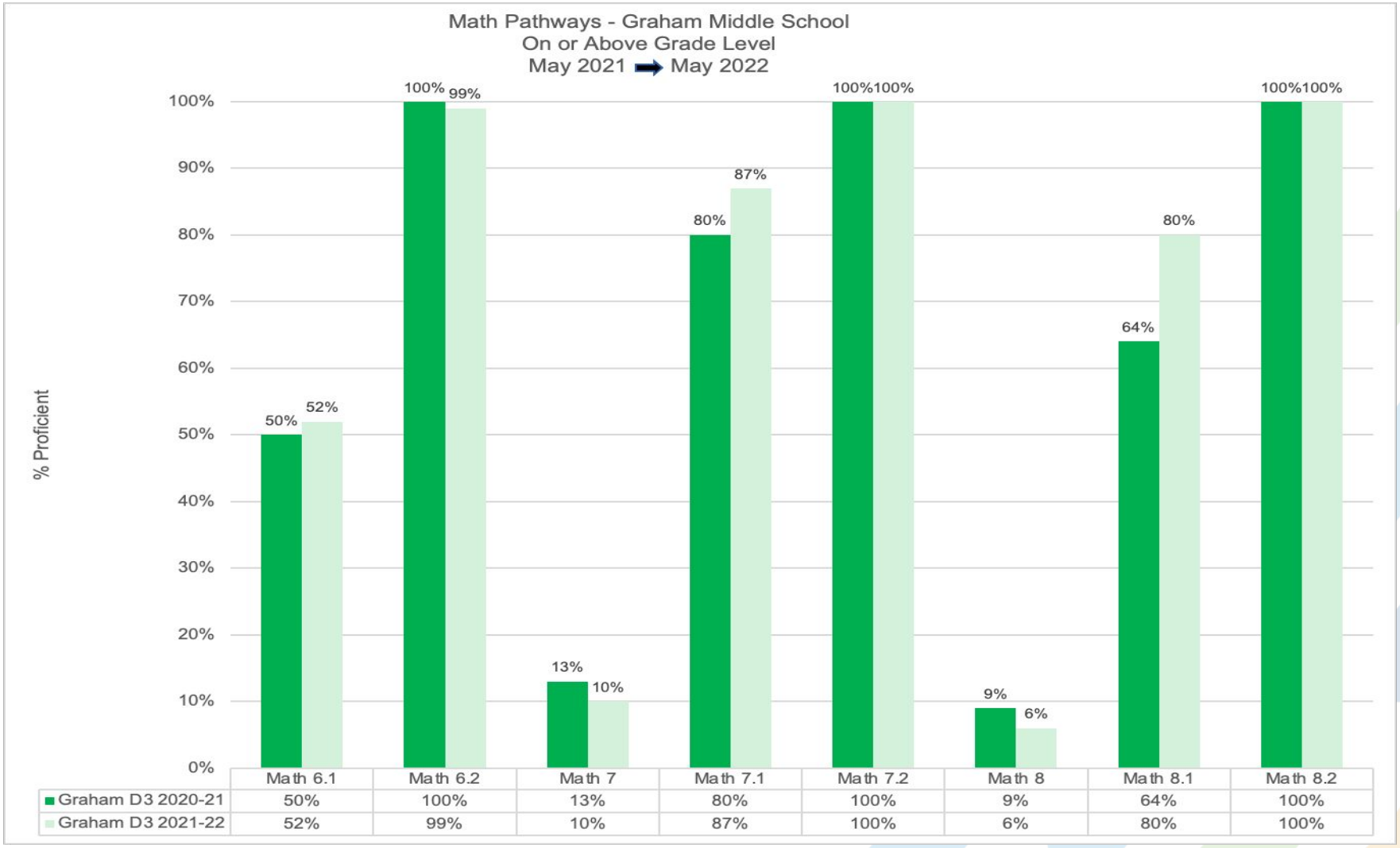
	Math 6.1	Math 6.2	Math 7	Math 7.1	Math 7.2	Math 8	Math 8.1	Math 8.2
MVWSD D1	33%	99%	1%	68%	100%	1%	58%	98%
MVWSD D3	52%	99%	19%	88%	100%	4%	81%	100%

Comparative Math Pathways Data - Graham Middle School (August 2021 → May 2022)



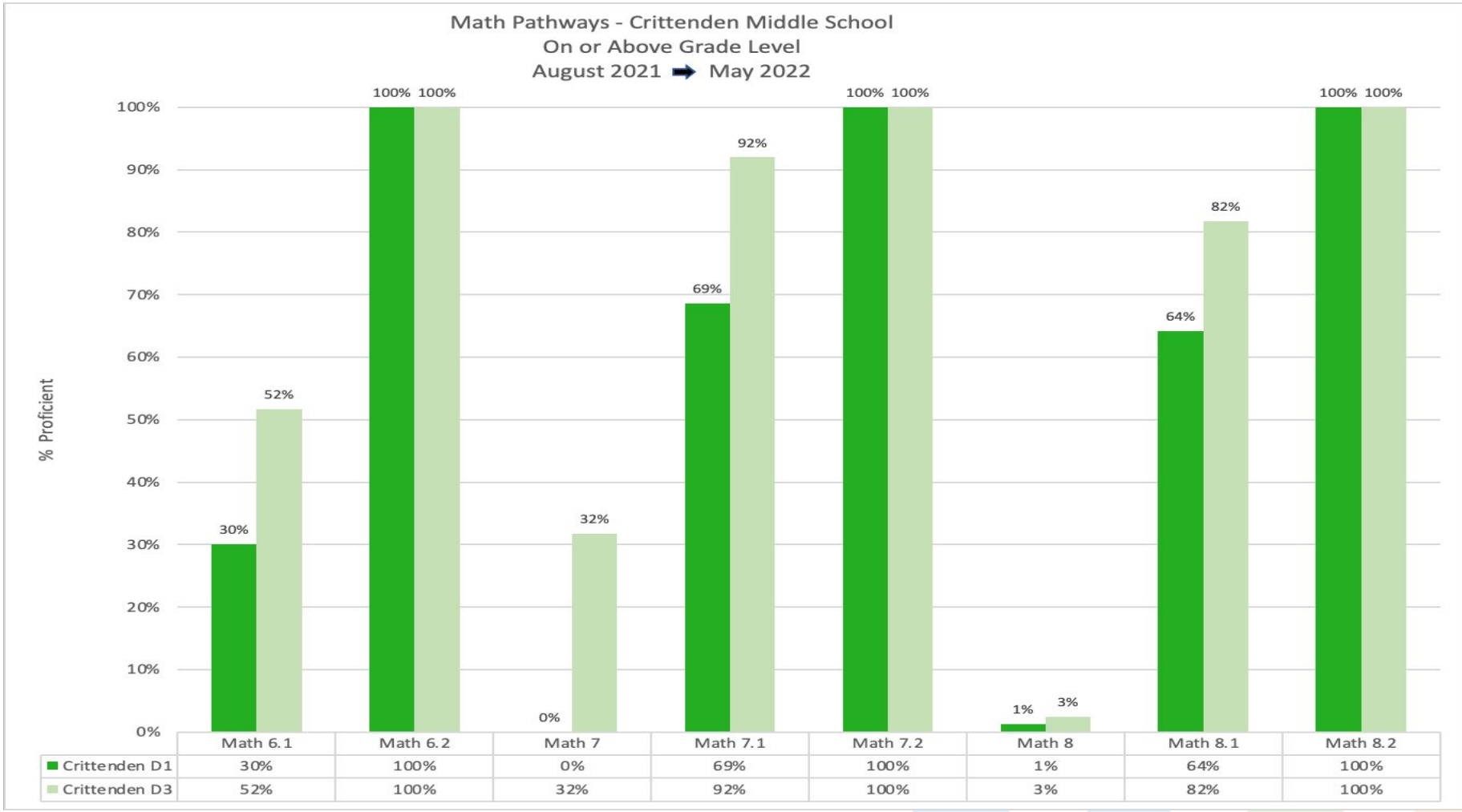
	Math 6.1	Math 6.2	Math 7	Math 7.1	Math 7.2	Math 8	Math 8.1	Math 8.2
Graham D3 2020-21	50%	100%	13%	80%	100%	9%	64%	100%
Graham D3 2021-22	52%	99%	10%	87%	100%	6%	80%	100%

Comparative Math Pathways Data - Graham Middle School (May 2021 → May 2022)

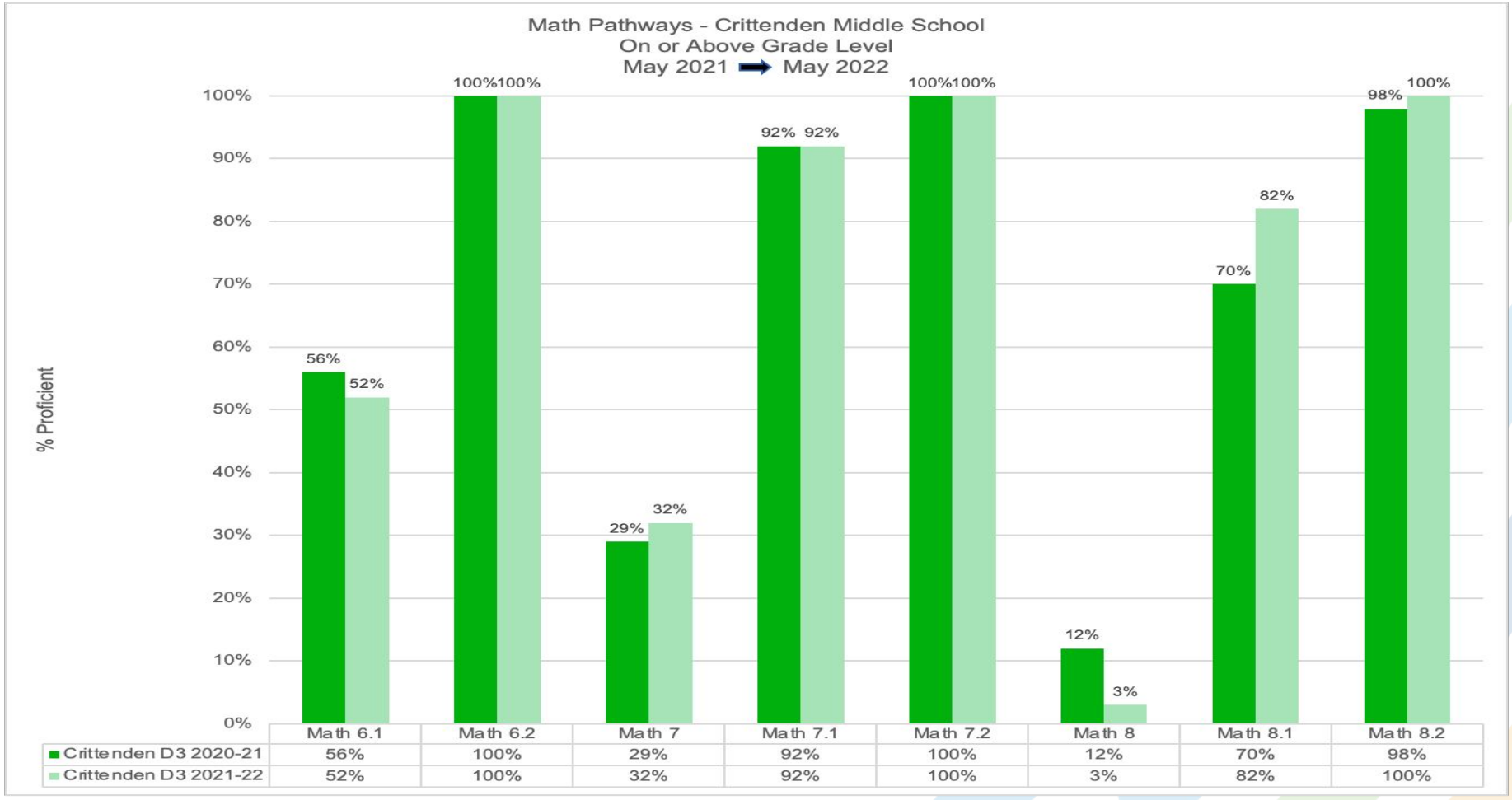


	Math 6.1	Math 6.2	Math 7	Math 7.1	Math 7.2	Math 8	Math 8.1	Math 8.2
Graham D3 2020-21	50%	100%	13%	80%	100%	9%	64%	100%
Graham D3 2021-22	52%	99%	10%	87%	100%	6%	80%	100%

Comparative Math Pathways Data - Crittenden Middle School (August 2021 → May 2022)



Comparative Math Pathways Data - Crittenden Middle School (May 2021 → May 2022)



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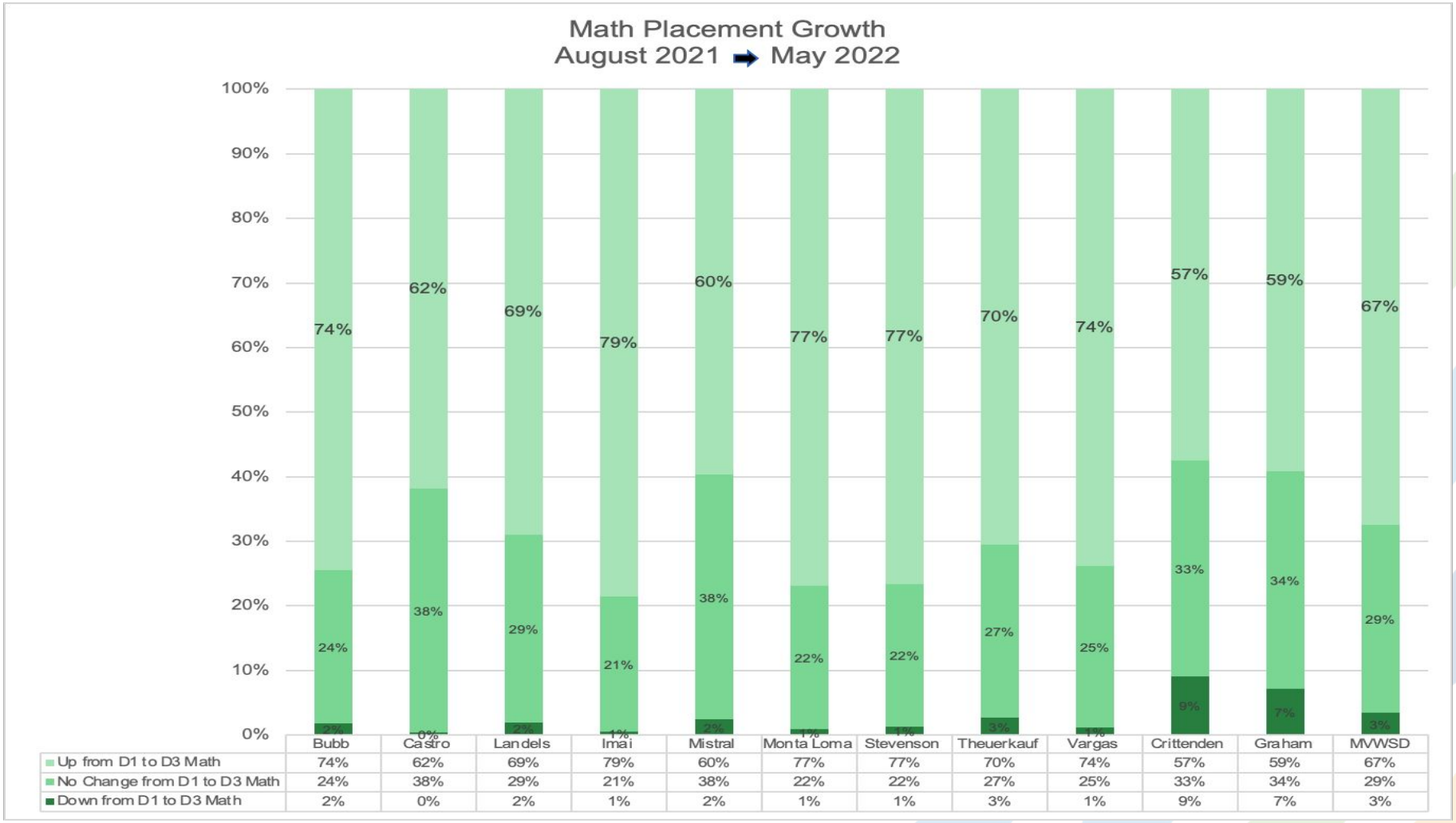
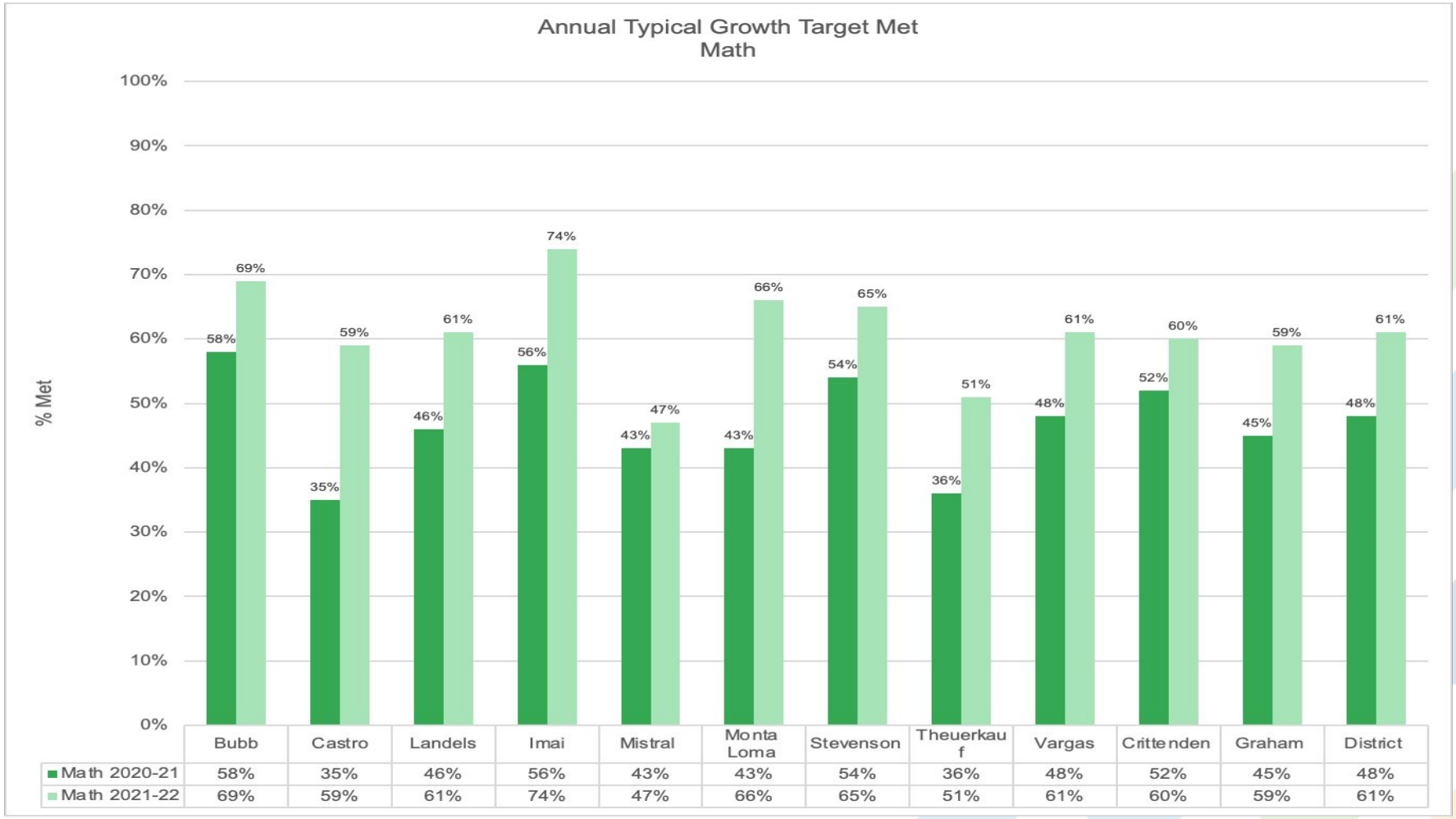
Growth Reports - Math

Math Placement Growth (August 2021→ May 2022)



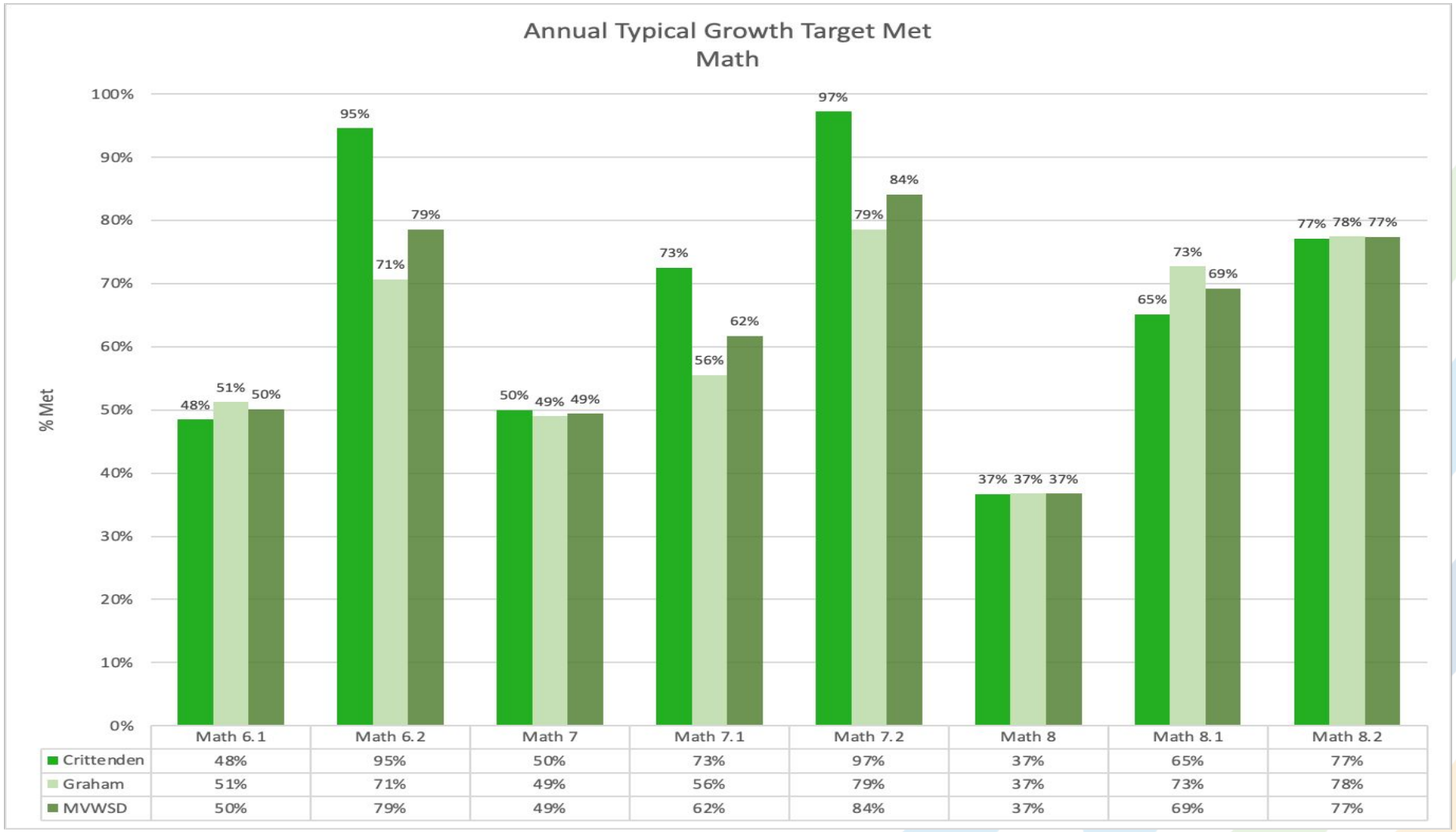
	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham	MVWSD
Up from D1 to D3 Math	74%	62%	69%	79%	60%	77%	77%	70%	74%	57%	59%	67%
No Change from D1 to D3 Math	24%	38%	29%	21%	38%	22%	22%	27%	25%	33%	34%	29%
Down from D1 to D3 Math	2%	0%	2%	1%	2%	1%	1%	3%	1%	9%	7%	3%

Math Growth Report - Annual Typical Growth (Year's Growth Target)



	Bubb	Castro	Landels	Imai	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham	District
Math 2020-21	58%	35%	46%	56%	43%	43%	54%	36%	48%	52%	45%	48%
Math 2021-22	69%	59%	61%	74%	47%	66%	65%	51%	61%	60%	59%	61%

Math Pathways Growth Report - Annual Typical Growth (Year's Growth Target)



	Math 6.1	Math 6.2	Math 7	Math 7.1	Math 7.2	Math 8	Math 8.1	Math 8.2
Crittenden	48%	95%	50%	73%	97%	37%	65%	77%
Graham	51%	71%	49%	56%	79%	37%	73%	78%
MVWSD	50%	79%	49%	62%	84%	37%	69%	77%

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Successes and Opportunities for Growth- Math

Successes - Math

- Overall, we maintained proficiency this year compared to last year but there is increased proficiency from Diagnostic 1 to Diagnostic 3 this year than last year
  - 25% improvement this year compared to 18% last year
- All grade levels (except 7th grade) made more proficiency gains this year compared to last year.
  - Kindergarten and 3rd grade made 36% improvement
  - 1st grade made 39% improvement
- From beginning of the year to end of the year,
  - at Castro, the percentage of students that are in Tier 3 (two or more grade levels below) reduced by 34%
  - at Monta Loma, the percentage of students in Tier 1 (on or above grade level) increased by 44%
- As compared to end of last year, this year,
  - more ELs were proficient at Castro, Theuerkauf, Landels, Monta Loma, and Vargas. Landels has 15% more EL students proficient from last year
  - more SWD are proficient at Graham (8% more SWD proficient)

Successes - Math

- As compared to end of last year,
  - more Hispanic/Latino students proficient at Castro, Imai, Monta Loma, and Vargas
  - Imai has 8% increase in Hispanic/Latino student proficiency
  - more students met their Annual Typical Growth or yearly math target this year. 13% increase districtwide
  - all schools had more students meet their yearly math target. Castro and Monta Loma have 24% and 23% increase in students meeting their yearly math target
- The schools that show success
  - have a continued focus on math priority standards
  - have worked to build in small group and 1:1 instruction time for targeted standard review
  - use check for understanding formative assessments to adjust lesson pacing for review and practice.

Opportunities for Growth - Math

- In comparison to last year:
  - there is a decline in SWD, Hispanic/Latino, and SED subgroup proficiency districtwide
    - at Monta Loma, 15% decrease in proficiency for SWD
    - at Imai, 18% decrease in proficiency for SED students
    - Bubb, Landels, Mistral, Stevenson, Theuerkauf, Crittenden, and Graham have decrease in Hispanic/Latino students proficiency
    - Stevenson has 14% decrease in proficiency for Hispanic/Latino students
  - Decrease in proficiency for ELs at Imai, Mistral, Stevenson, and Theuerkauf. Theuerkauf has 9% decline

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Analysis

What is the data telling us?

Reading

- In-person instruction and teacher support may have been a positive contributing factor Kindergarteners making dramatic improvements in proficiency
- EL proficiency declined at some schools (ST, TH, MI, IM, GR) this year that could be due to a multitude of factors
  - increase in EL and/or Newcomers student numbers at some schools
  - Covid surges this school year impacted attendance and in turn, could have an impact on performance
  - distance learning impacted opportunities for oral language practice and gaps will time to fill
- SED proficiency declined in all schools except ST
  - Students with higher needs were significantly impacted by the pandemic

What is the data telling us?

Math

- Overall districtwide subgroup data shows improved or similar proficiency for all subgroups from the start of the school year and when comparing May 2021 to May 2022.
- School subgroup data shows decline in EL and SED student proficiency in comparison to May 2021 for more than half of our schools
  - fluctuation in the number of EL, Newcomer students could be contributing factor
  - time away from regular classroom instruction during Distance Learning has had an impact that will take time to remedy
    - students were limited in being able to use hands-on mathematical manipulatives during distance learning to practice concepts

What is the data telling us?

- Districtwide, middle school math pathways data shows improvement from beginning of the year but by school data shows decline in grade level math pathways comparing May 2021 to May 2022, specifically Math 7 and Math 8
  - the middle school math Instructional Coach position was not filled this year thus limiting teacher instructional support
  - in-depth data analysis by subgroups will help identify student needs to design appropriate intervention supports during math RTI time
- More work needs to be done to support elementary math instruction so more students go into middle schools with stronger foundations

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Assessment Considerations

Assessment Considerations

- Academic performance was likely still affected by challenges presented by absences due to Covid-19 surges
- Multiple assessments conducted during the end of year assessment window
  - Students in 3rd-8th grade took both the CAASPP and the i-Ready assessment this year
- Small percentage of students didn't finish the assessment, even after multiple attempts made by staff
- It will take more than one year to close the learning gaps created by Distance Learning and Covid-19 school closure

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Next Steps

Next Steps

- Based on Diagnostic 3 assessment data, we see math to be an area of focus for both elementary and middle schools
  - Focus on math and SIOP professional development for Instructional Coaches to better support teachers improve instruction in ELD and math
  - Hired a middle school math instructional coach for 2022-23 school year
- Having an additional ELA teacher at middle schools will help reduce class size, which in turn will be helpful in supporting students
- After a full year of in-person instruction, 2021-22 year will provide baseline assessment data for year-to-year comparison

Next Steps

- As we come back in Fall 2022, i-Ready beginning of year i-Ready Diagnostic 1 data will be used to identify strengths and focus areas
- Site Plans for 2022-23 will continue to include subgroup goals, targeted actions and strategies based on their site specific student data
- Continue work to develop MTSS framework for initial implementation in 2022-23
  - Train Site Principals and staff on new data protocols and data review cycles
- Conduct regular site visits and provide feedback and coaching to principals

Questions?