



Mountain View
Whisman
School District

i-Ready Diagnostic 1 Assessment Data

September 21, 2023

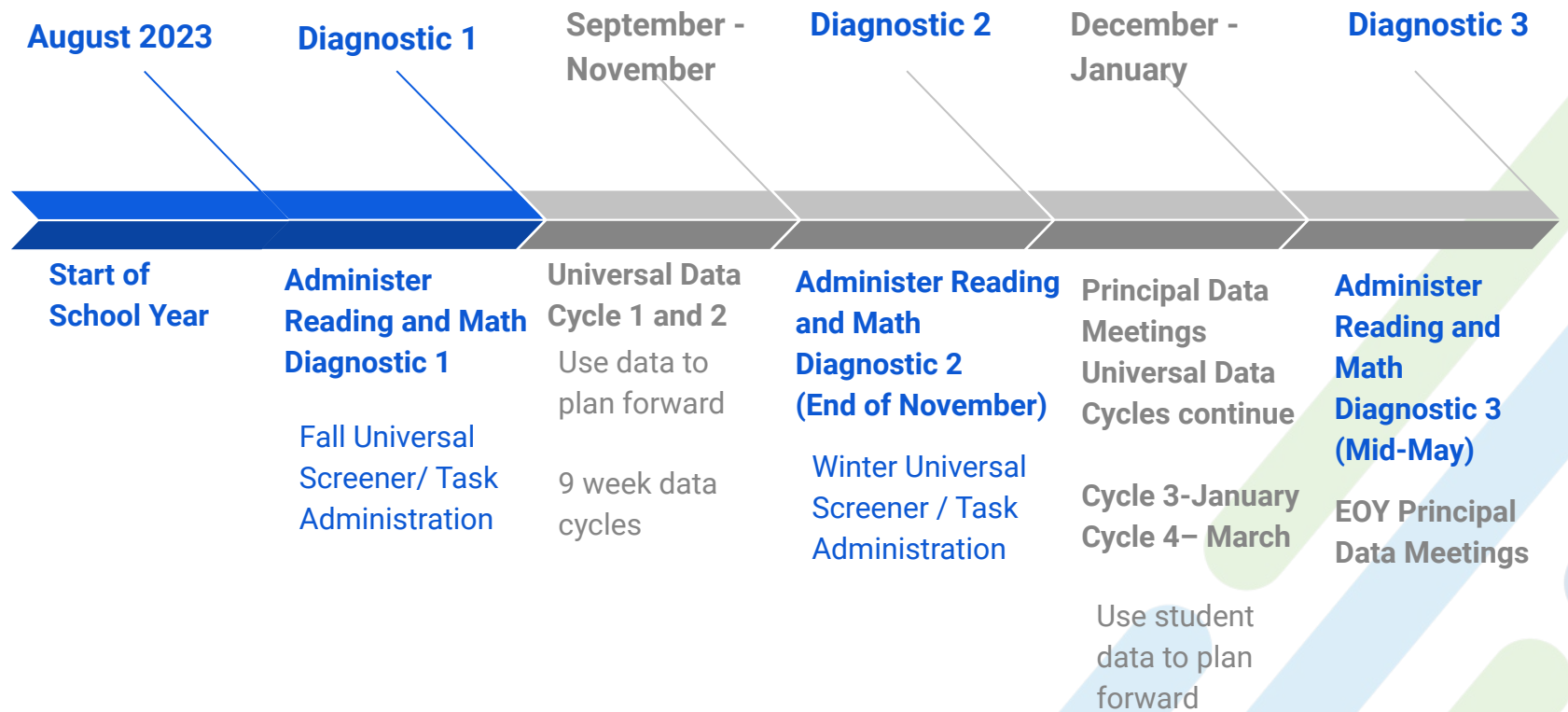


Alignment with Strategic Plan 2027

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

Objective 1.b: Ensure targeted instructional opportunities that maximize learning for all students

i-Ready and Year-at-a Glance





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What Does The Data Show?

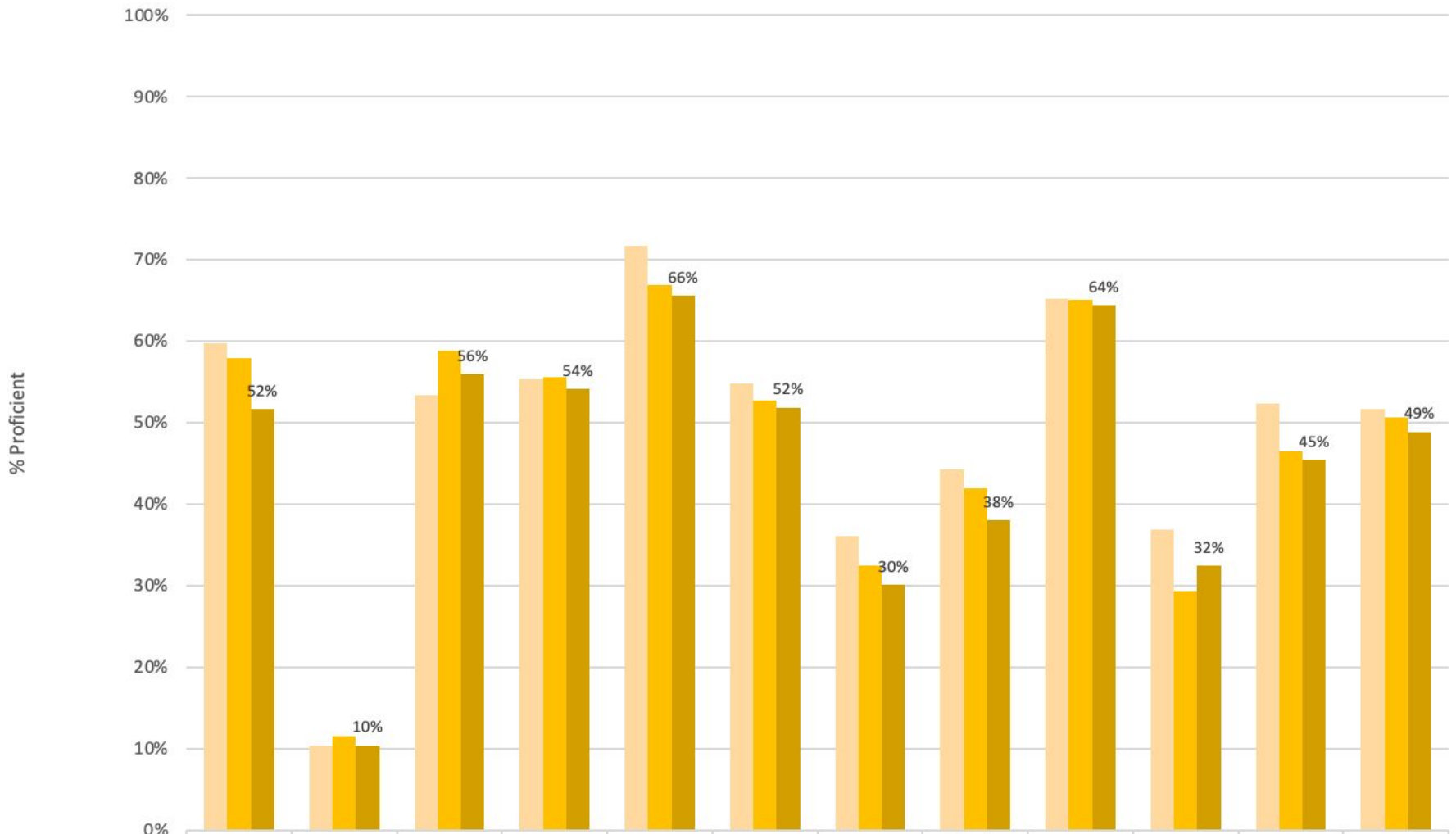
Chronic Absenteeism Data - June 2023

School	% Chronically Absent	Number of Students
Bubb	11.02%	40
Castro	28.78%	80
Crittenden	15.24%	87
Graham	14.39%	133
Imai	10%	40
Landels	16.30%	67
Mistral	12.46%	44
Monta Loma	24.26%	66
Stevenson	6.93%	32
Theuerkauf	24.88%	102
Vargas	12.05%	47
MVWSD	15.27%	738

Chronic Absenteeism- By Subgroup

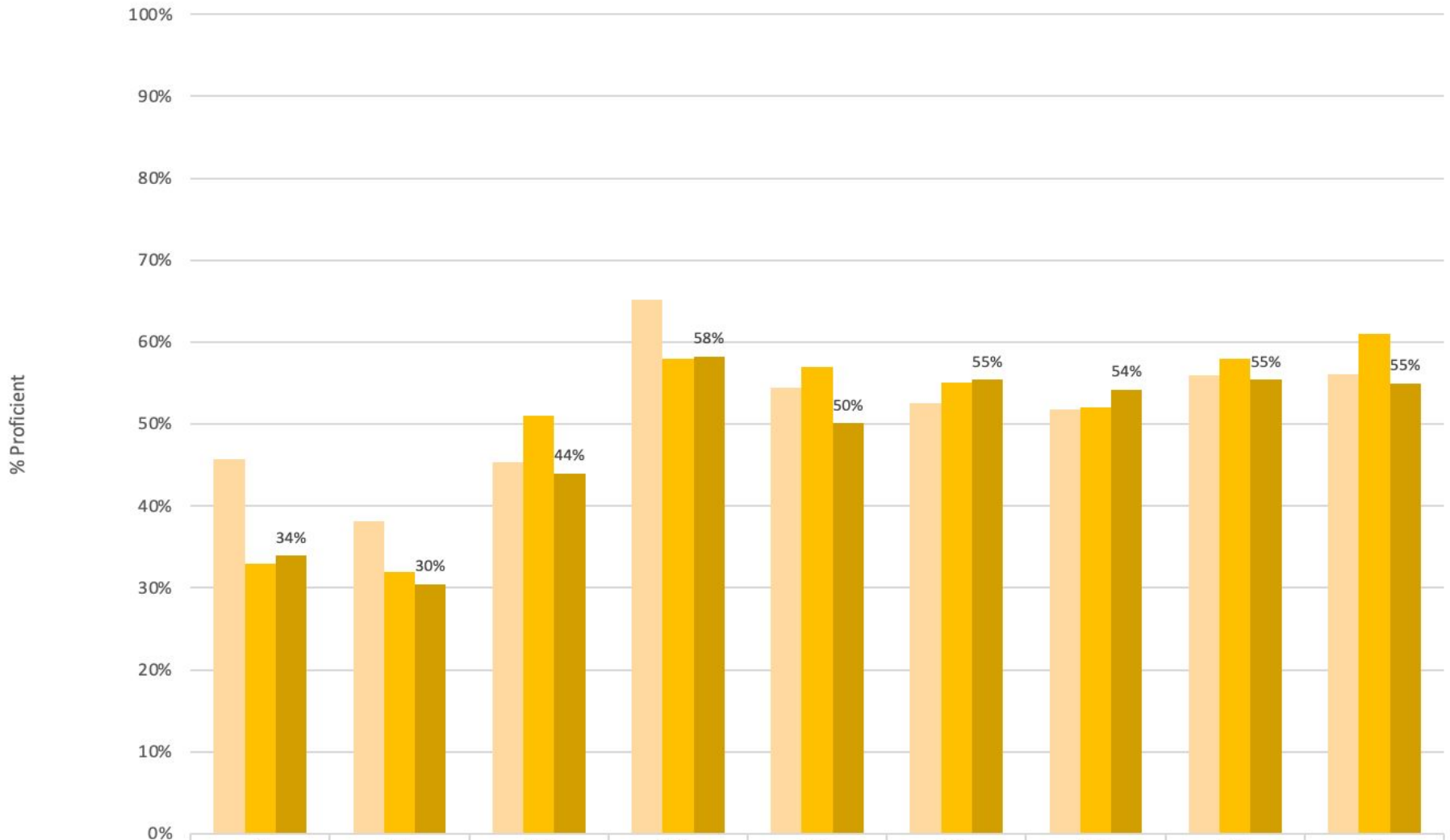
School	Number of Students	SED	SWD	ELs	Hispanic/Latino	Asian	White
Bubb	40	20	16	14	25	1	7
Castro	80	70	16	52	67	3	4
Crittenden	87	41	21	16	46	3	27
Graham	133	85	33	44	98	5	18
Imai	40	14	2	12	16	15	5
Landels	67	30	13	22	33	14	15
Mistral	44	26	7	28	38	0	4
Monta Loma	66	35	20	25	40	0	15
Stevenson	32	6	9	8	11	5	11
Theuerkauf	102	51	20	34	52	12	17
Vargas	47	21	7	21	28	8	7
MVWSD	738	399	164	276	454	66	130

i-Ready Reading Diagnostic 1 - Overall By School



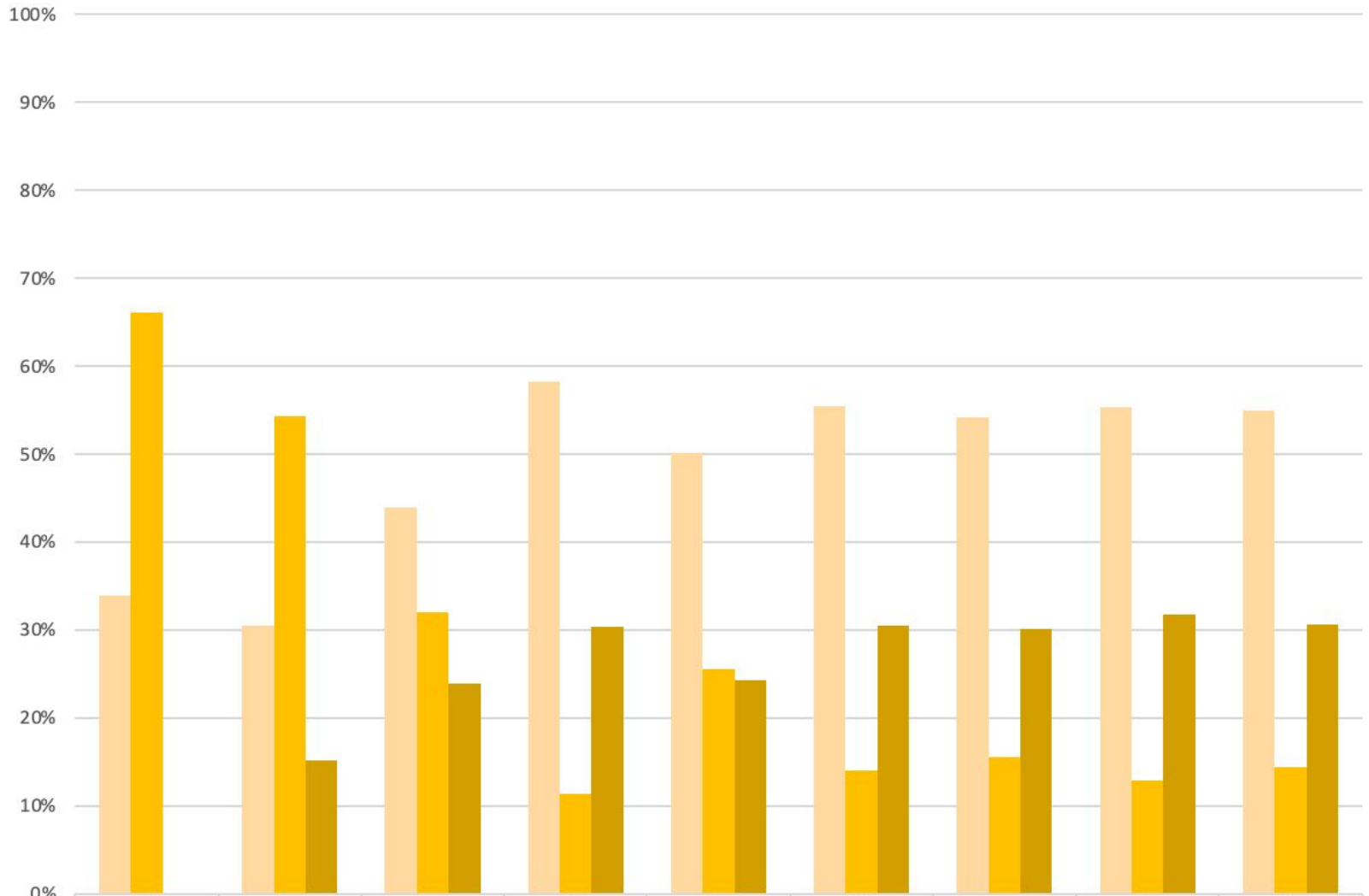
	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	MVWSD
Reading D1 21-22	60%	10%	53%	55%	72%	55%	36%	44%	65%	37%	52%	52%
Reading D1 22-23	58%	11%	59%	56%	67%	53%	32%	42%	65%	29%	47%	51%
Reading D1 23-24	52%	10%	56%	54%	66%	52%	30%	38%	64%	32%	45%	49%

i-Ready Reading Diagnostic 1 - Overall by Grade



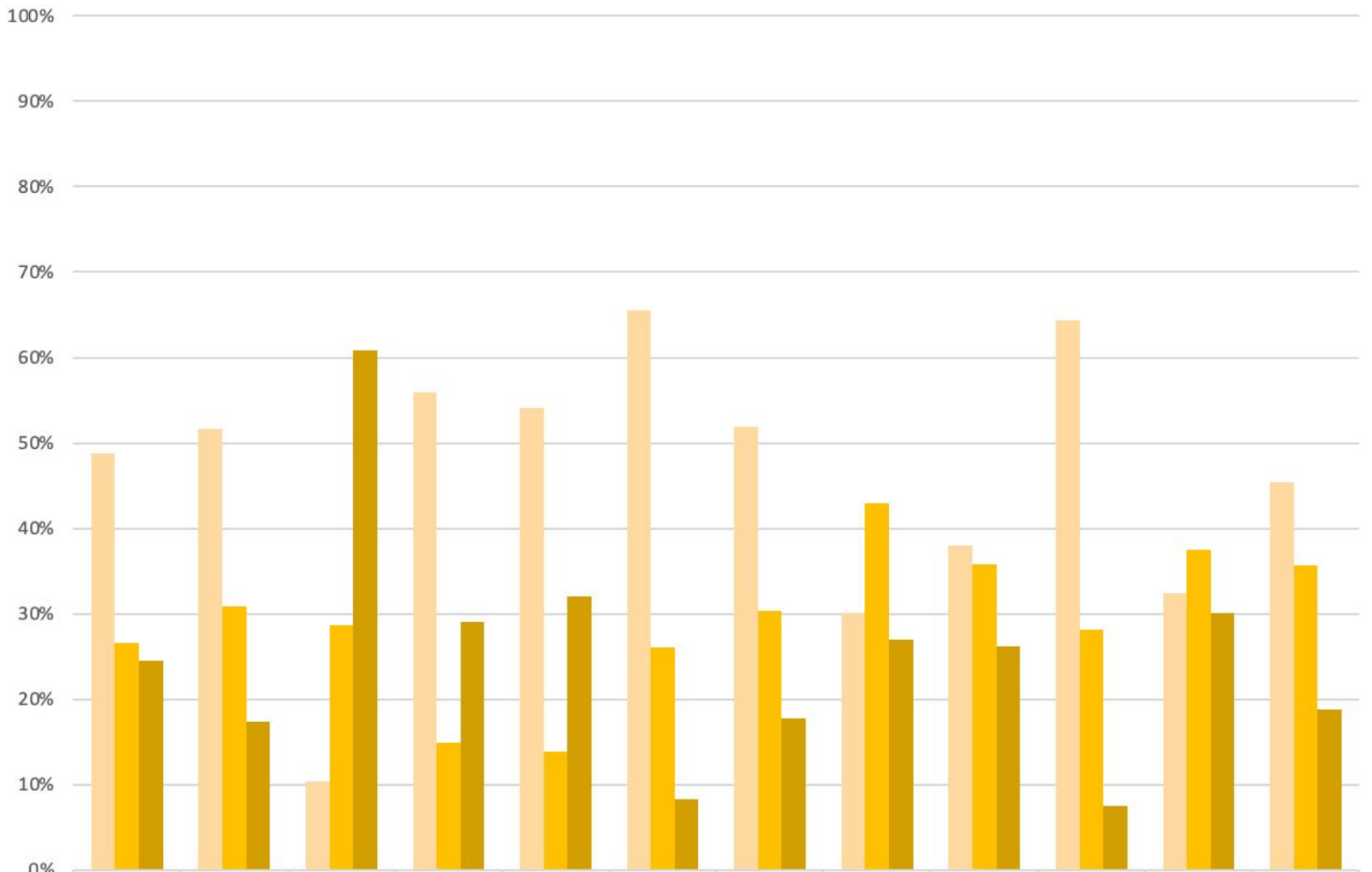
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Reading D1 21-22	46%	38%	45%	65%	54%	53%	52%	56%	56%
Reading D1 22-23	33%	32%	51%	58%	57%	55%	52%	58%	61%
Reading D1 23-24	34%	30%	44%	58%	50%	55%	54%	55%	55%

i-Ready Reading Diagnostic 1 - Overall Tiers by Grade



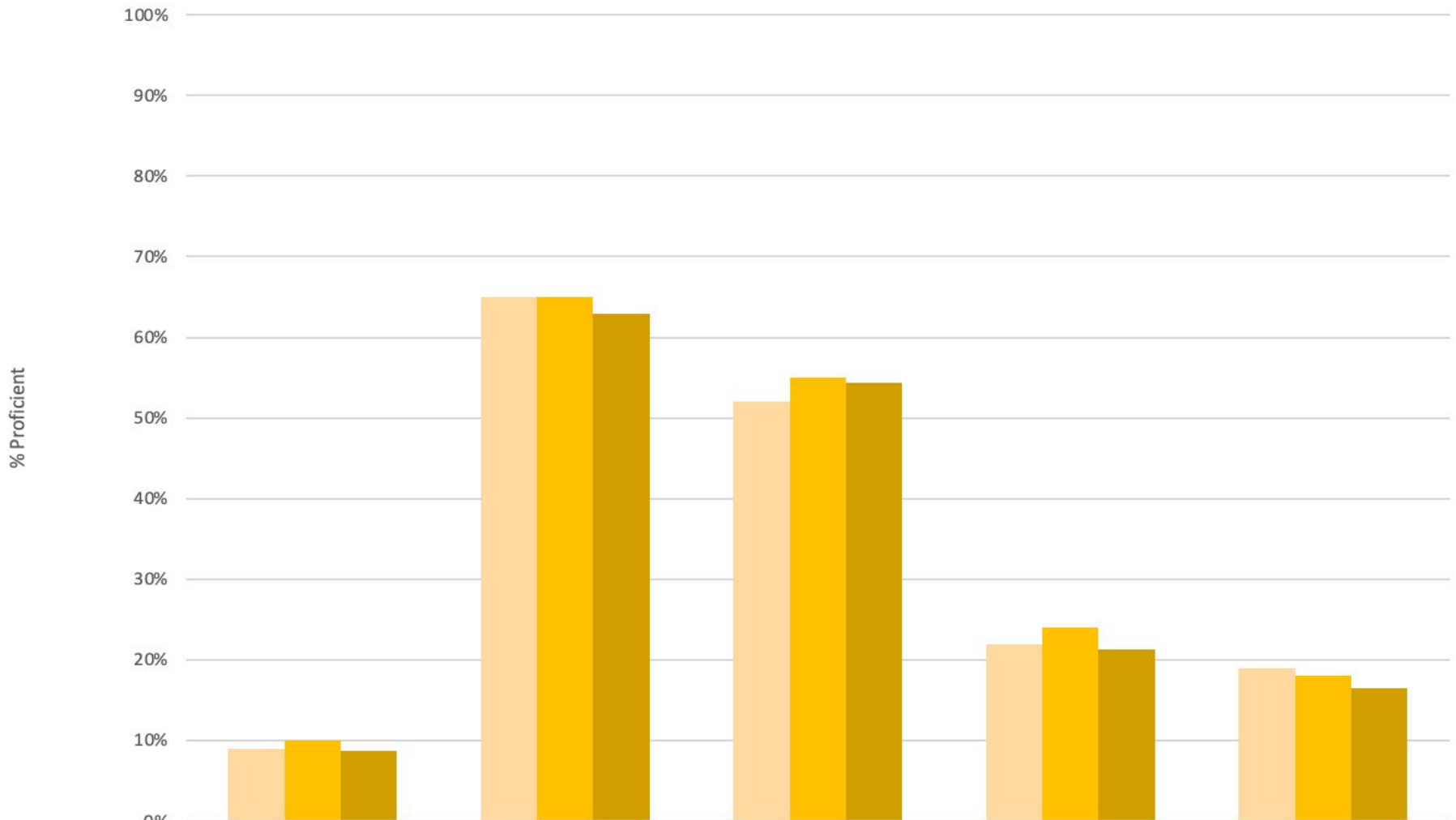
Tier 1 Reading D1 23-24	34%	30%	44%	58%	50%	55%	54%	55%	55%
Tier 2 Reading D1 23-24	66%	54%	32%	11%	26%	14%	16%	13%	14%
Tier 3 Reading D1 23-24	0%	15%	24%	30%	24%	31%	30%	32%	31%

i-Ready Reading Diagnostic 1 - Overall Tiers by School



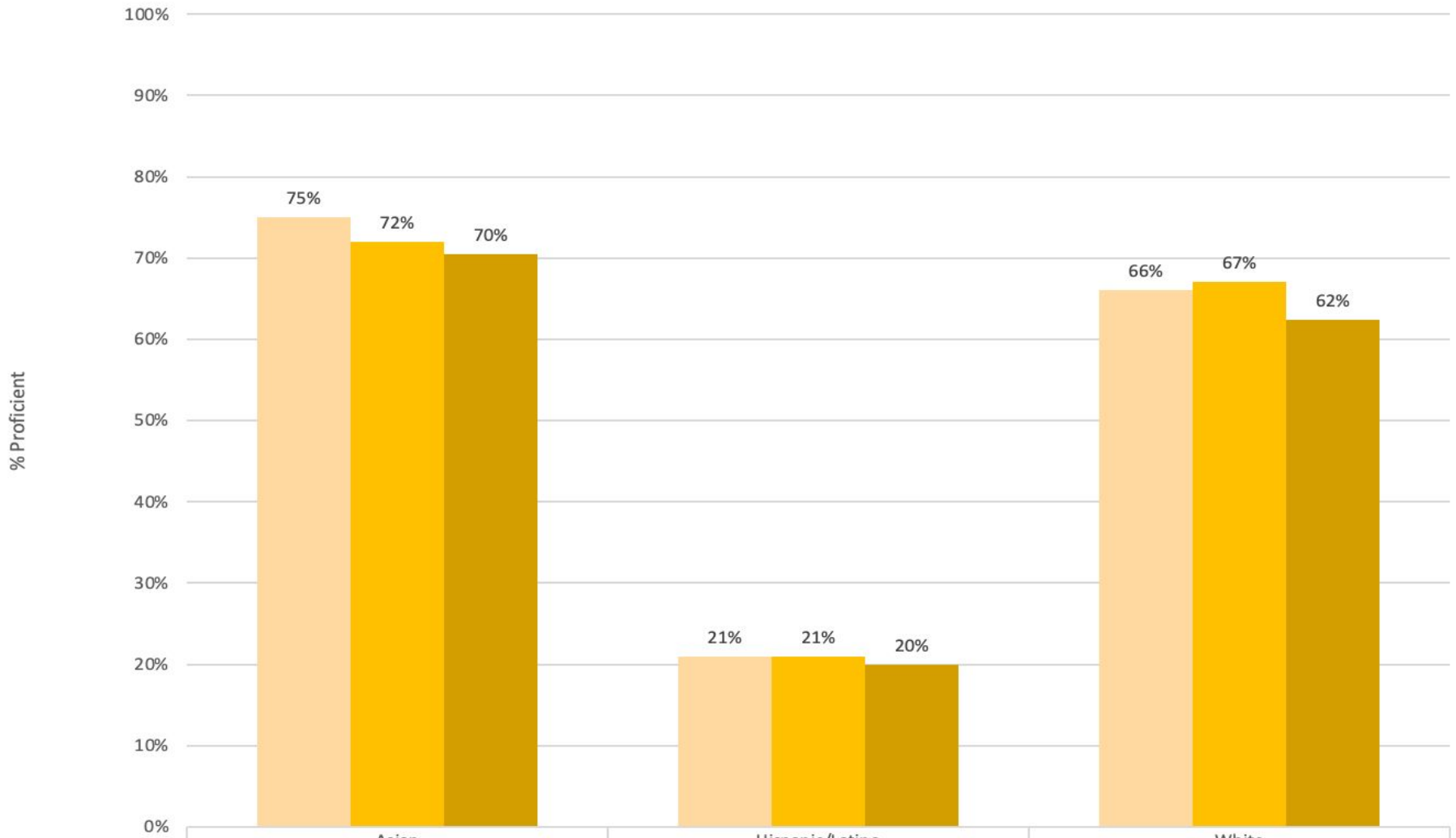
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
■ Tier 1 Reading D1 23-24	49%	52%	10%	56%	54%	66%	52%	30%	38%	64%	32%	45%
■ Tier 2 Reading D1 23-24	27%	31%	29%	15%	14%	26%	30%	43%	36%	28%	37%	36%
■ Tier 3 Reading D1 23-24	25%	17%	61%	29%	32%	8%	18%	27%	26%	7%	30%	19%

i-Ready Reading Diagnostic 1 - By Subgroup



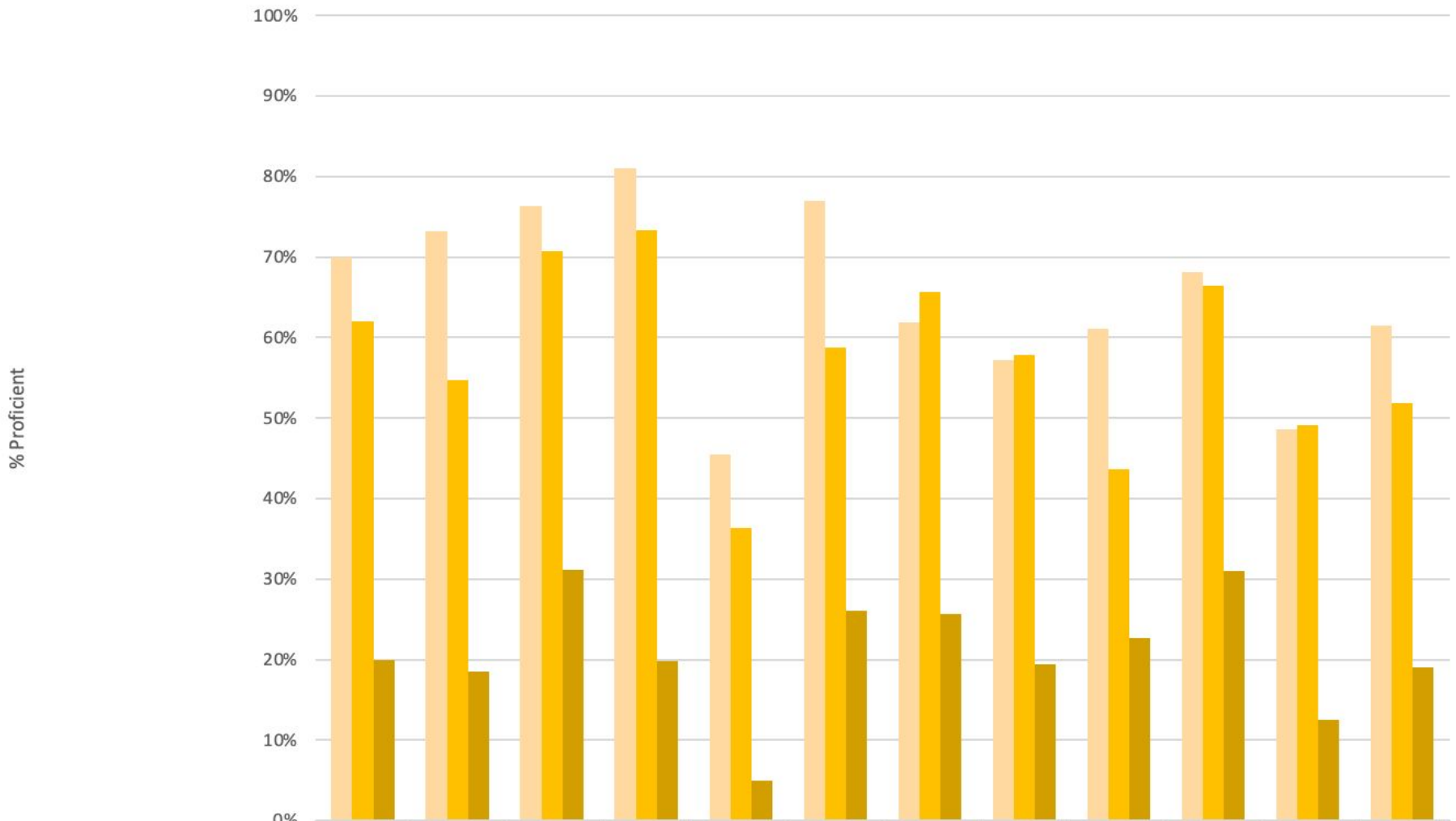
	English Learner (EL)	English Only (EO)	Fluent English (RFEP)	Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED)
Reading D1 21-22	9%	65%	52%	22%	19%
Reading D1 22-23	10%	65%	55%	24%	18%
Reading D1 23-24	9%	63%	54%	21%	16%

i-Ready Reading Diagnostic 1 - Ethnicity Subgroups



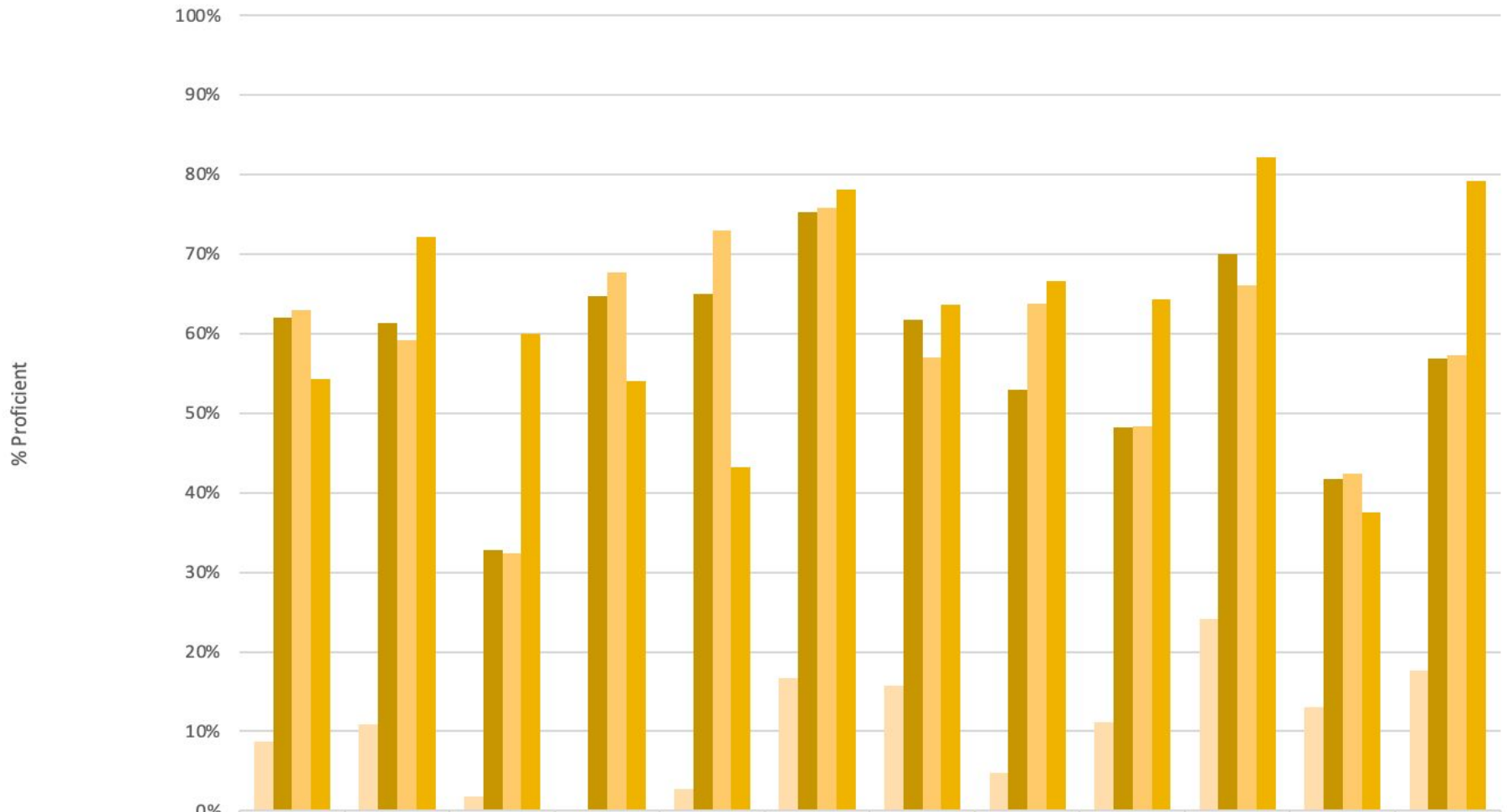
	Asian	Hispanic/Latino	White
Reading D1 21-22	75%	21%	66%
Reading D1 22-23	72%	21%	67%
Reading D1 23-24	70%	20%	62%

i-Ready Reading Diagnostic 1 - Ethnicity Subgroups by School



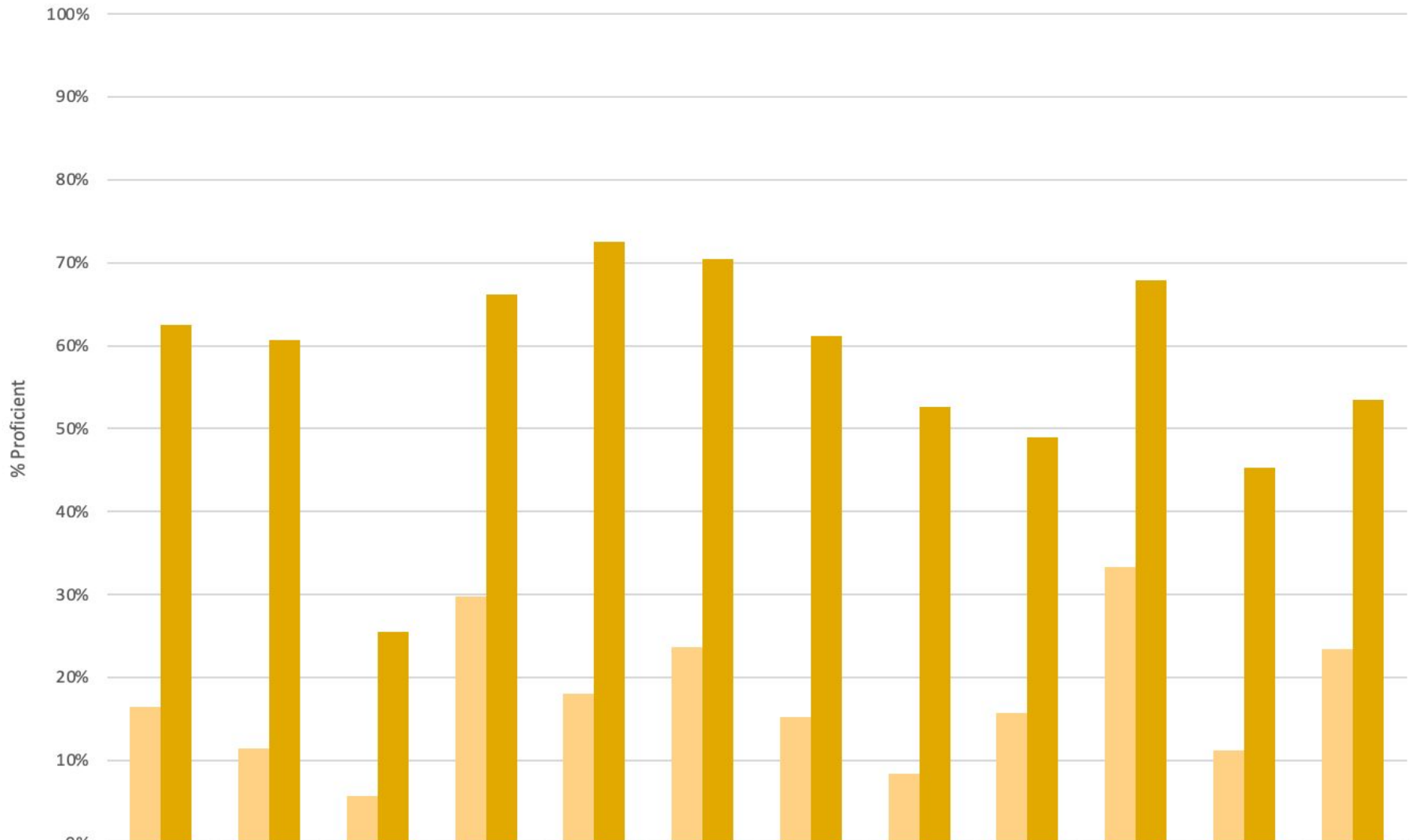
	MVWSD	Bubb	Crittenden	Graham	Castro	Imai	Landels	Mistral	Montaloma	Stevenson	Theuerkauf	Vargas
Asian Reading D1 23-24	70%	73%	76%	81%	45%	77%	62%	57%	61%	68%	49%	62%
White Reading D1 23-24	62%	55%	71%	73%	36%	59%	66%	58%	44%	66%	49%	52%
Hispanic/Latino Reading D1 23-24	20%	19%	31%	20%	5%	26%	26%	19%	23%	31%	13%	19%

i-Ready Reading Diagnostic 1 - EL Status by School



	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
EL Reading D1 23-24	9%	11%	2%	0%	3%	17%	16%	5%	11%	24%	13%	18%
Non EL Reading 23-24	62%	61%	33%	65%	65%	75%	62%	53%	48%	70%	42%	57%
EO Reading D1 23-24	63%	59%	32%	68%	73%	76%	57%	64%	48%	66%	42%	57%
RFEP Reading D1 23-24	54%	72%	60%	54%	43%	78%	64%	67%	64%	82%	38%	79%

i-Ready Reading Diagnostic 1 - SED by School



	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
SED	16%	11%	6%	30%	18%	24%	15%	8%	16%	33%	11%	23%
Non SED	63%	61%	25%	66%	73%	70%	61%	53%	49%	68%	45%	54%

How Does Fall Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Early, Mid, or Above Grade Level**, Fall 22-23 to Fall 23-24

	K		1		2		3		4		5		6		7		8		
	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current	
Phonological Awareness	42%	43%	44%	39%	77%	77%													
High-Frequency Words	27%	28%	41%	41%	65%	69%	85%	83%											
Phonics	33%	37%	38%	35%	45%	44%	65%	64%	79%	75%	86%	84%	85%	90%	94%	89%	95%	91%	
Vocabulary	38%	38%	34%	28%	49%	42%	57%	57%	58%	52%	54%	53%	51%	53%	52%	54%	57%	56%	
Comprehension: Literature	44%	47%	32%	33%	46%	42%	55%	54%	62%	53%	61%	57%	53%	55%	61%	55%	60%	56%	
Comprehension: Informational Text	44%	46%	33%	33%	47%	37%	51%	50%	52%	47%	54%	52%	52%	53%	58%	54%	59%	52%	
Students Assessed	405	435	498	467	493	513	429	522	494	451	477	529	469	468	422	485	451	464	



Data Summary: Reading

- Overall,
 - 3-year comparative shows CA, LN, and ST have maintained proficiency
 - Six schools - BB, IM, LN, ST, CR, GR have higher proficiency than district average proficiency of 49% for Fall 2023
 - 3rd, 5th, 6th, 7th grade have maintained or improved proficiency compared to Fall 2022
 - Six schools - BB, IM, MI, ML, TH, VA - show greater than 5% points proficiency decrease from Fall 2021
 - Kindergarten and 1st grade show larger declines since Fall 2021

Data Summary- Reading

- Subgroup data shows,
 - ELs, RFEPs, SWD maintained proficiency (slight drops for SED)
 - Hispanic/Latino also maintained proficiency over 3 years
 - lowest proficiency for ELs at CA, MI
 - gaps persist across sites for ethnicities. Larger gaps at BB, IM, GR between Asian and Hispanic/Latino subgroups
 - ST, CR have most SED students proficient while CA, MI have lower proficiency

Data Summary - Reading

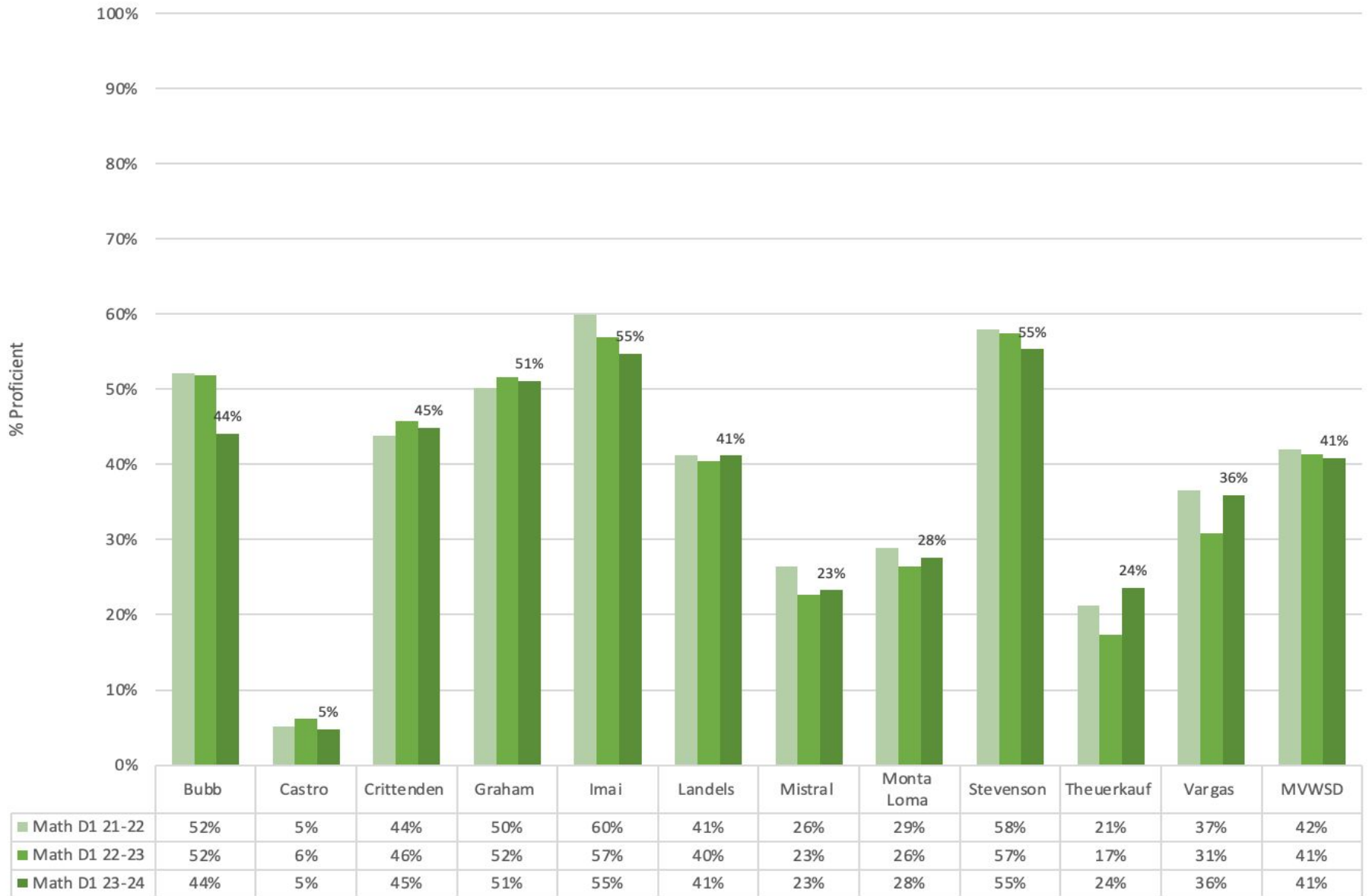
- Domain level data shows,
 - increase in phonics proficiency for lower grades but declines for phonological awareness
 - 1st- 3rd graders saw increase in proficiency for High Frequency Words
 - 7th - 8th graders saw increase in proficiency for Vocabulary
 - no increases >5% points over Fall 2022
 - declines in Comprehension - Information Text across grade levels from Fall 2022 to Fall 2023



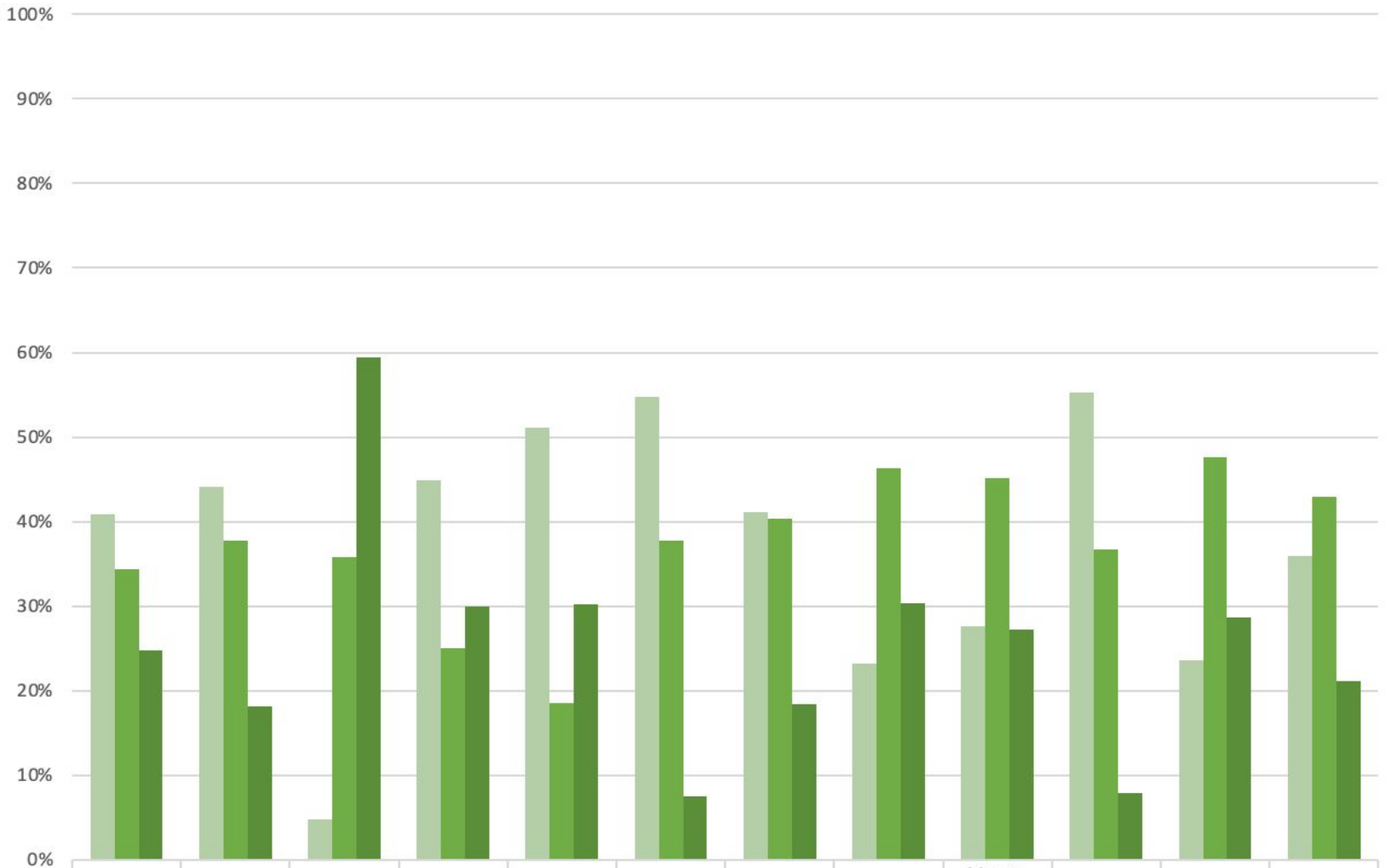
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Math

i-Ready Math Diagnostic 1 - Overall by School

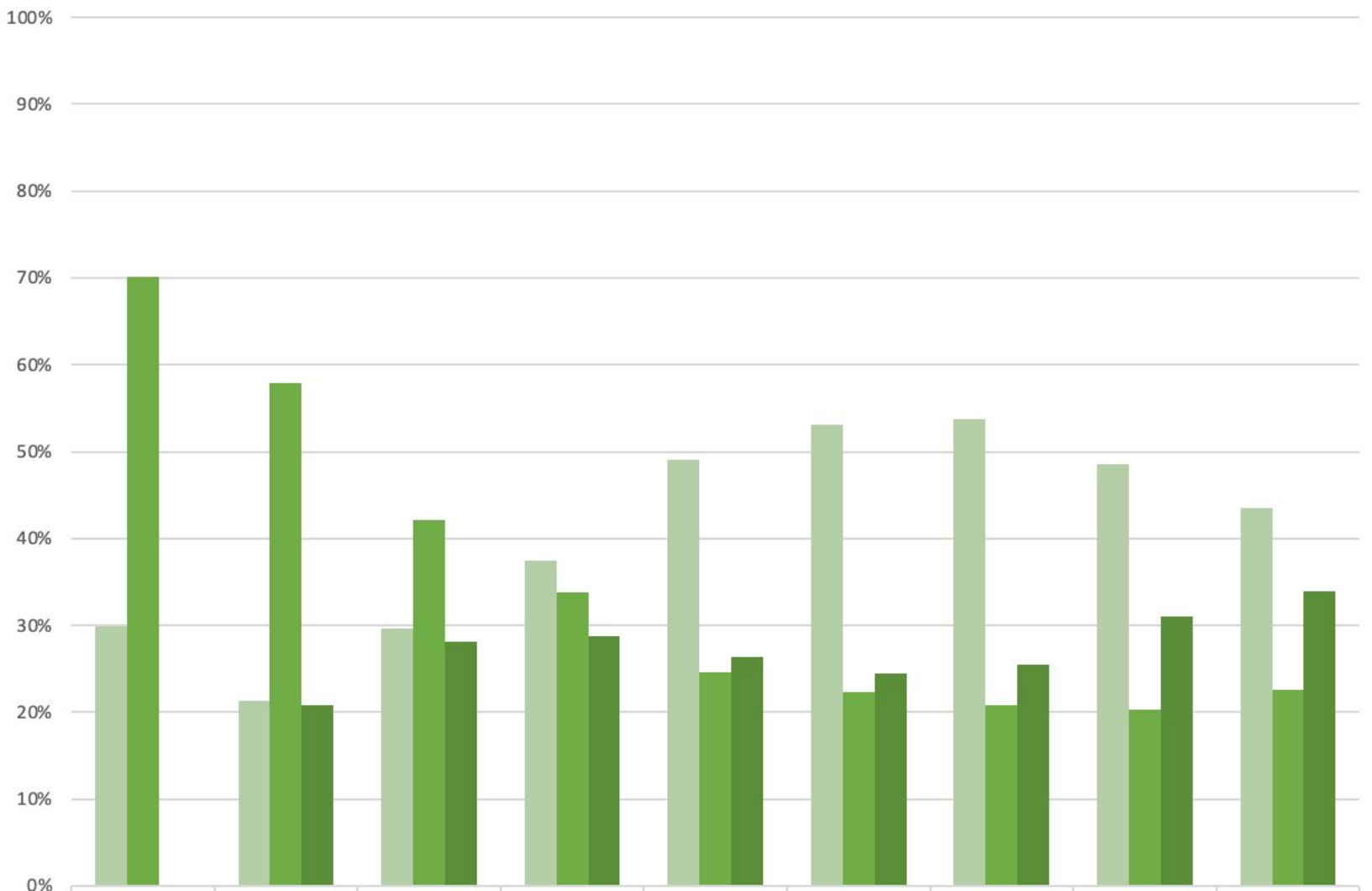


i-Ready Math Diagnostic 1 - Overall Tiers by School



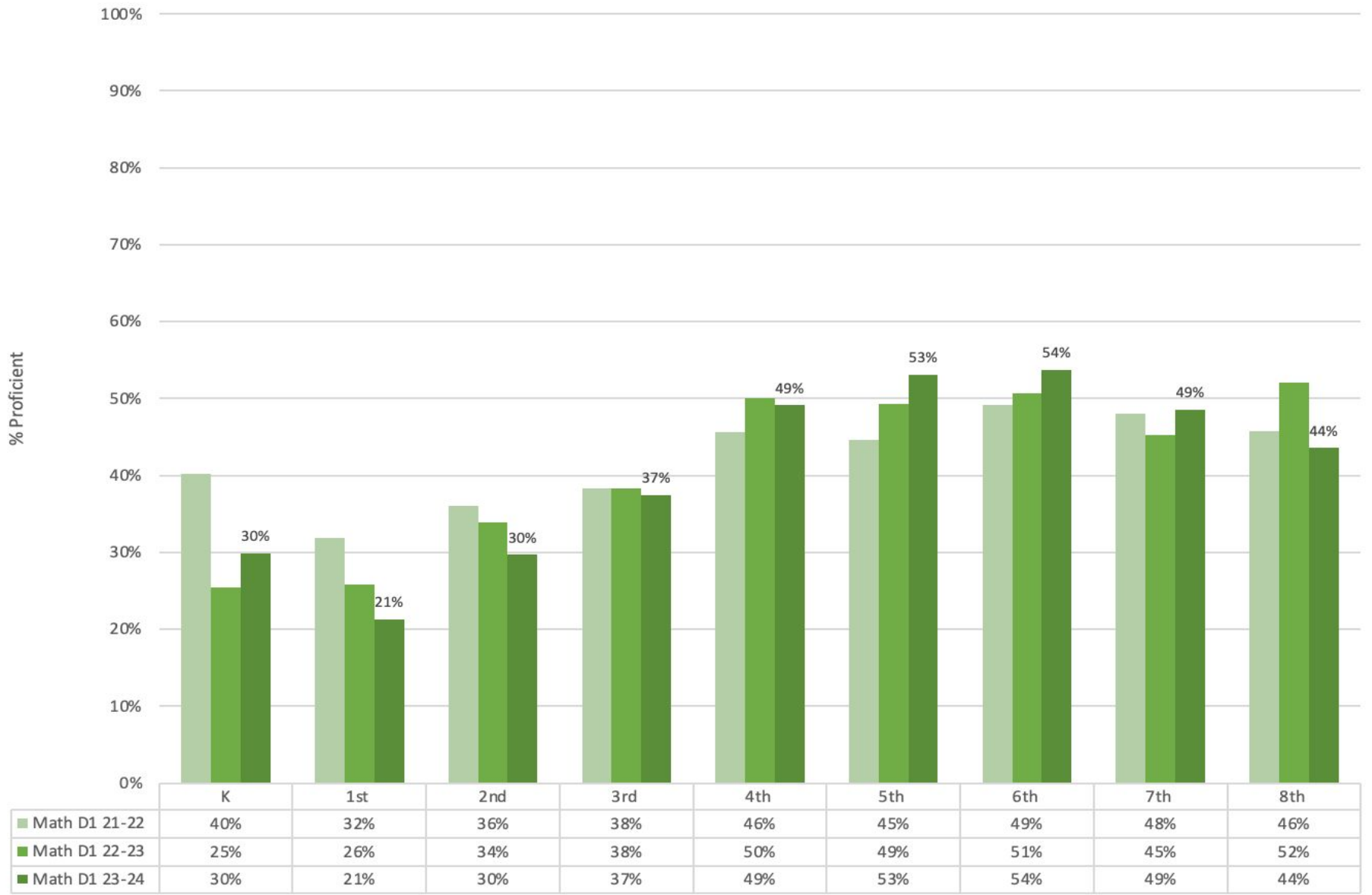
	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
Tier 1 Math D1 23-24	41%	44%	5%	45%	51%	55%	41%	23%	28%	55%	24%	36%
Tier 2 Math D1 23-24	34%	38%	36%	25%	19%	38%	40%	46%	45%	37%	48%	43%
Tier 3 Math D1 23-24	25%	18%	59%	30%	30%	8%	18%	30%	27%	8%	29%	21%

i-Ready Math Diagnostic 1 - Overall Tiers by Grade Level

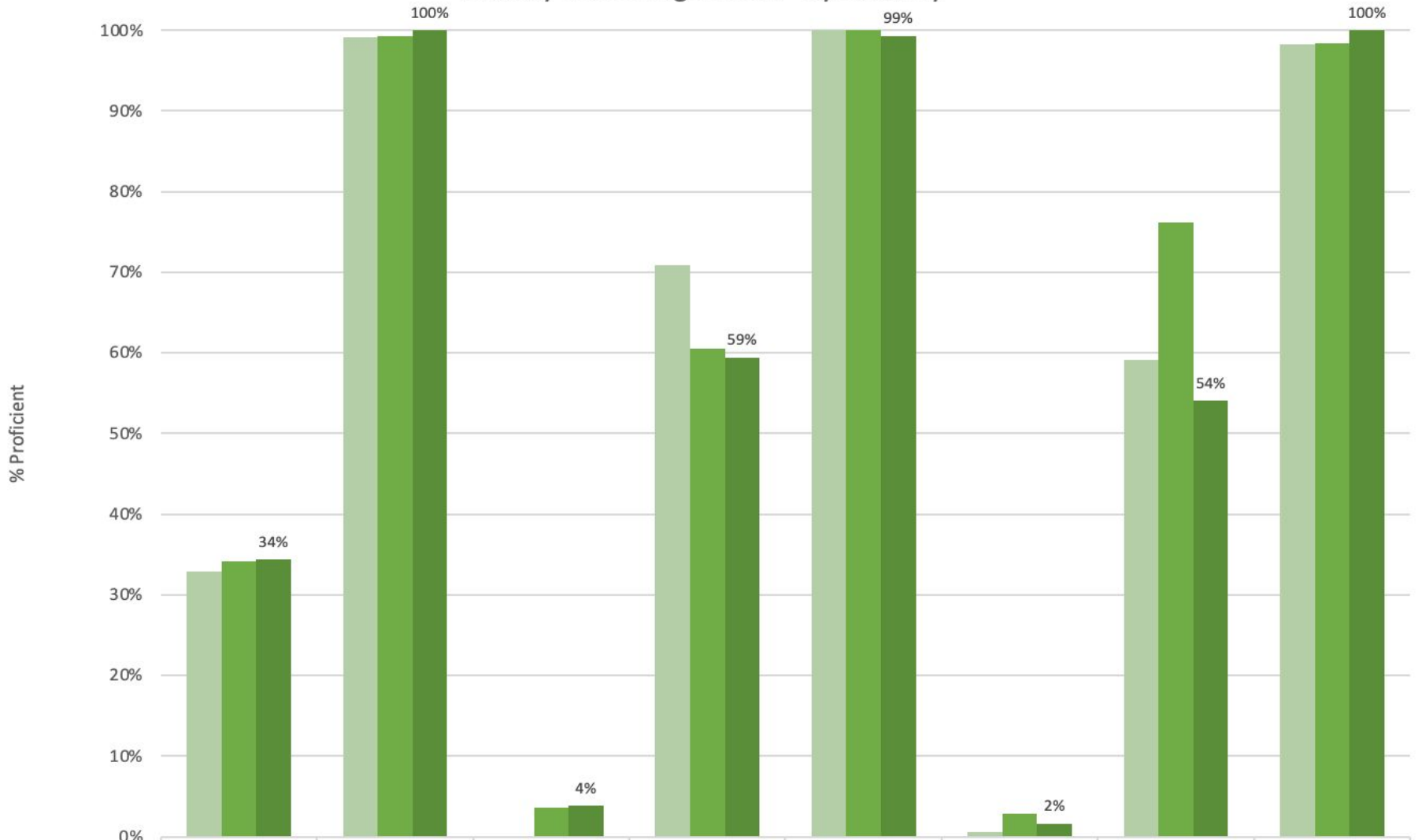


	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Tier 1 Math D1 23-24	30%	21%	30%	37%	49%	53%	54%	49%	44%
Tier 2 Math D1 23-24	70%	58%	42%	34%	25%	22%	21%	20%	23%
Tier 3 Math D1 23-24	0%	21%	28%	29%	26%	24%	25%	31%	34%

i-Ready Math Diagnostic 1 - By Grade Level

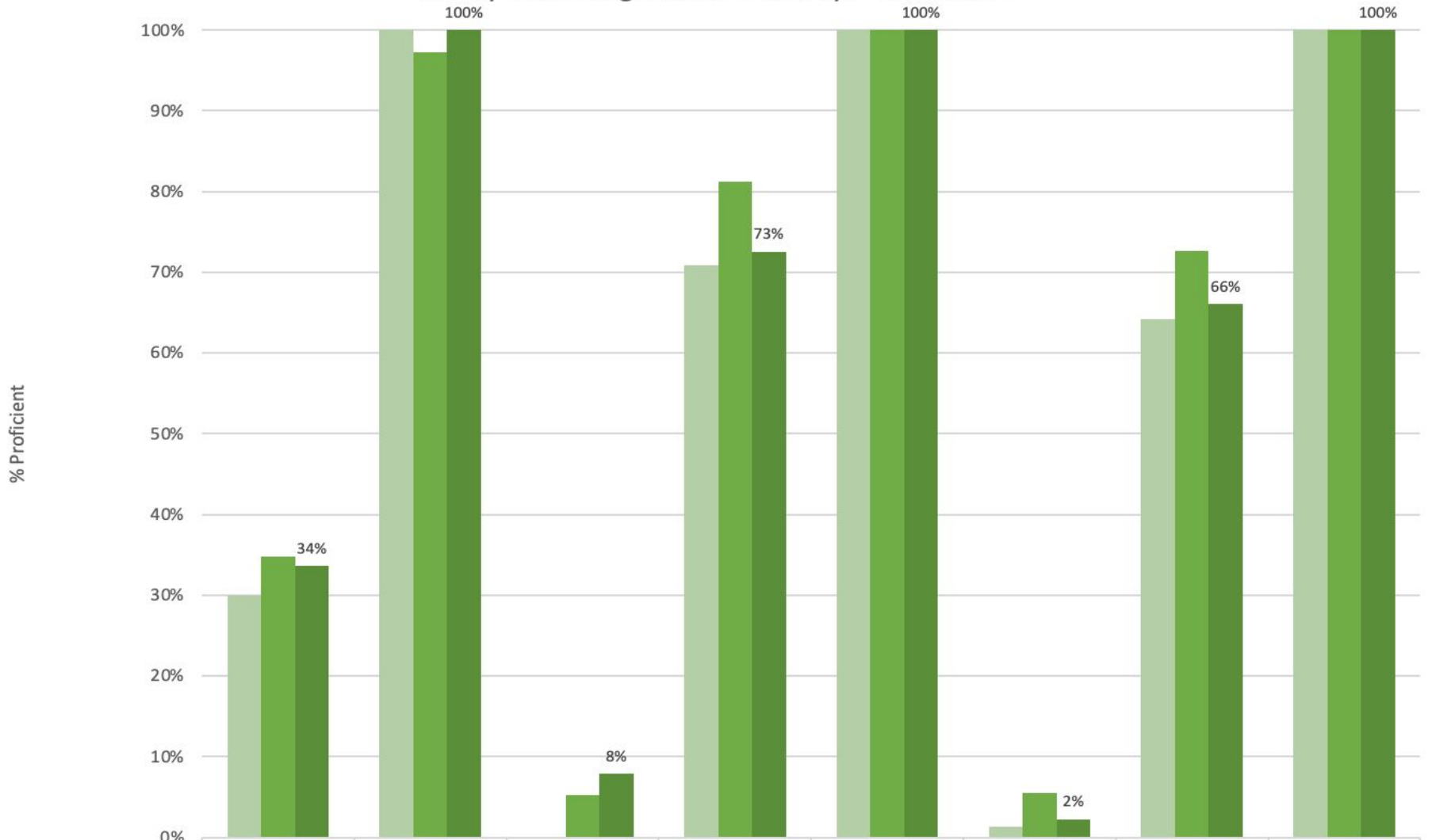


i-Ready Math Diagnostic 1 - By Pathway



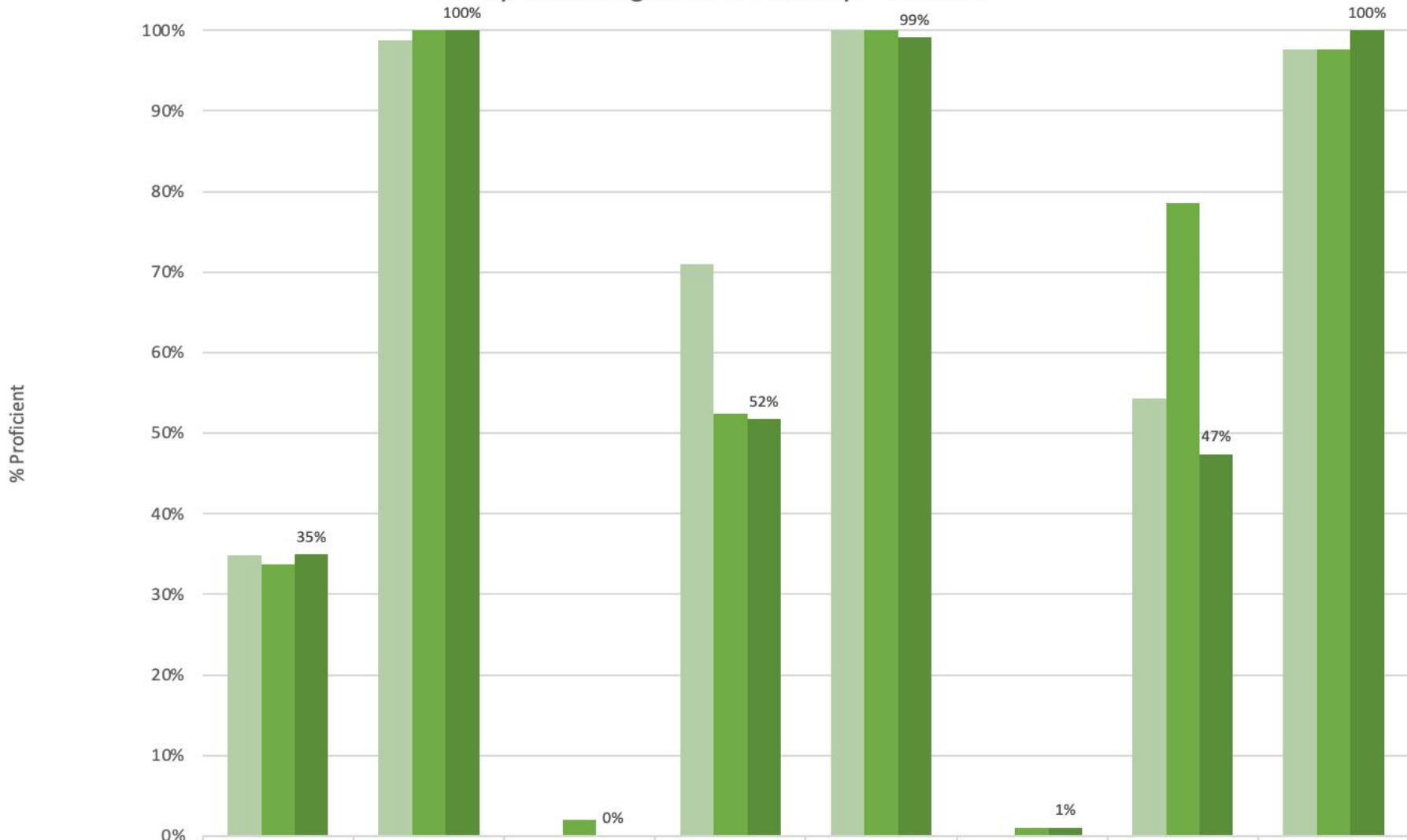
	Math 6.1	Math 6.2	Math 7	Math 7.1	Math 7.2	Math 8	Math 8.1	Math 8.2
Math D1 21-22	33%	99%	0%	71%	100%	1%	59%	98%
Math D1 22-23	34%	99%	4%	61%	100%	3%	76%	98%
Math D1 23-24	34%	100%	4%	59%	99%	2%	54%	100%

i-Ready Math Diagnostic 1 Pathways - Crittenden



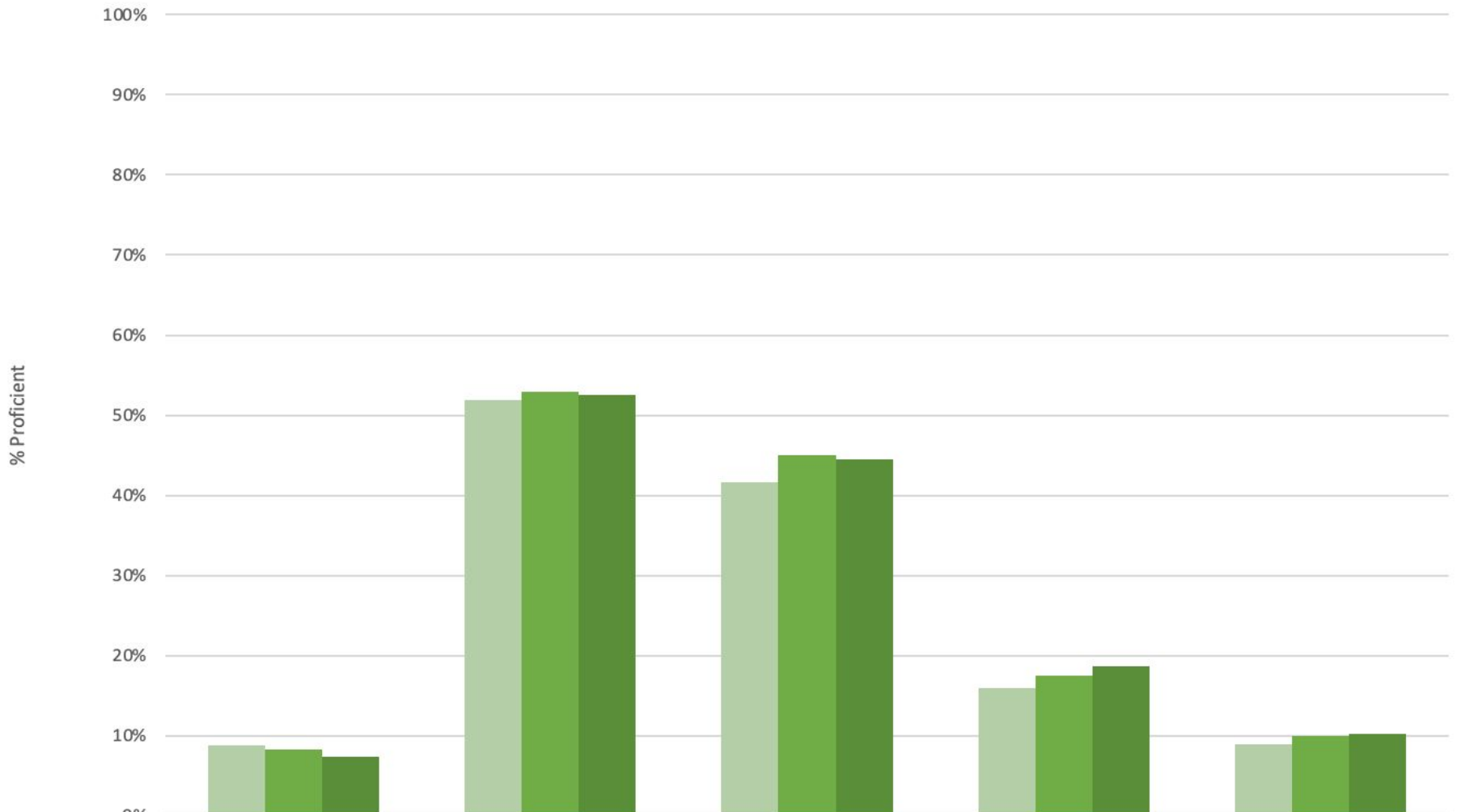
	Math 6.1	Math 6.2	Math 7	Math 7.1	Math 7.2	Math 8	Math 8.1	Math 8.2
CMS Math D1 21-22	30%	100%	0%	71%	100%	1%	64%	100%
CMS Math D1 22-23	35%	97%	5%	81%	100%	6%	73%	100%
CMS Math D1 23-24	34%	100%	8%	73%	100%	2%	66%	100%

i-Ready Math Diagnostic 1 Pathways - Graham



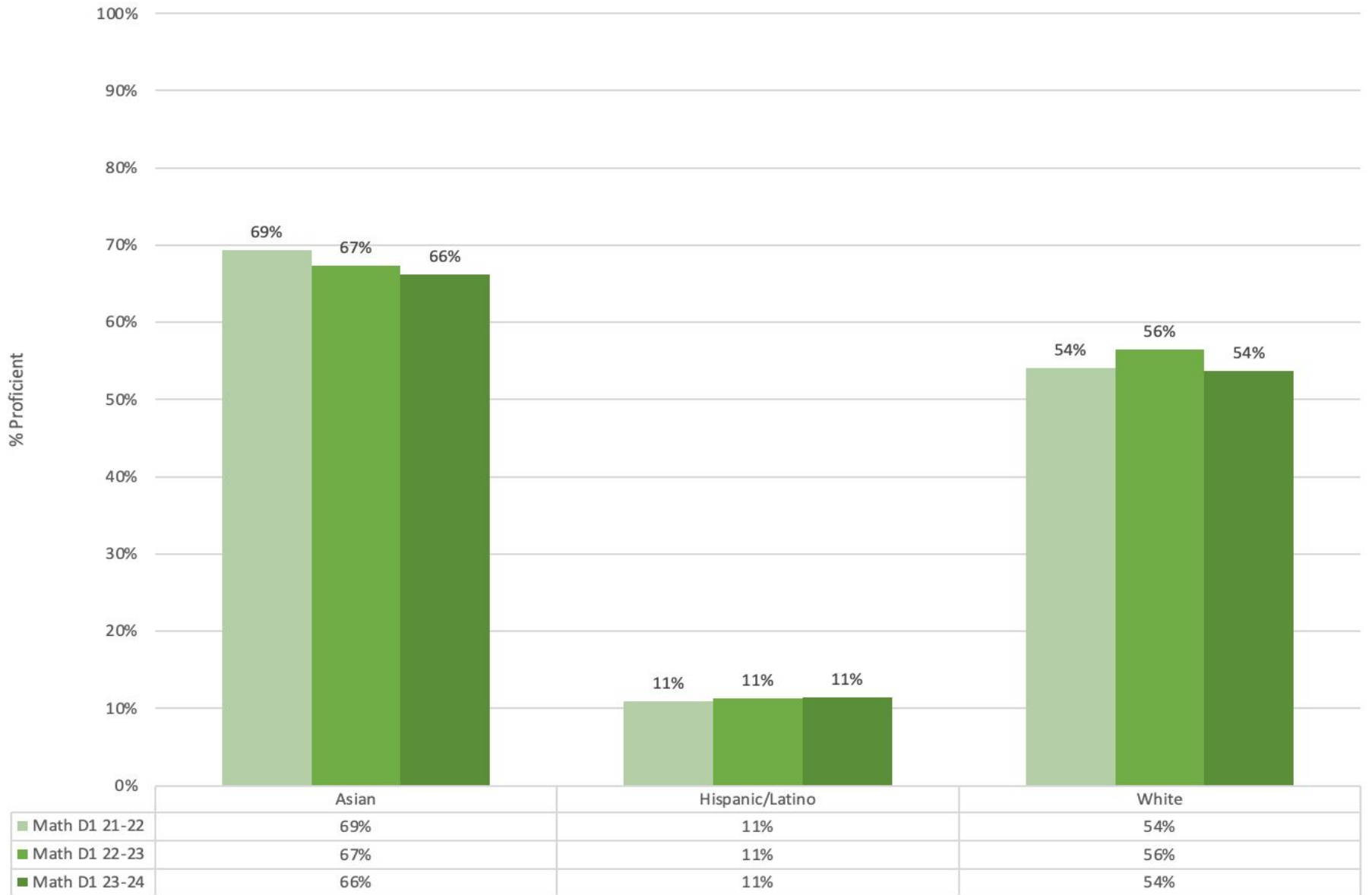
	Math 6.1	Math 6.2	Math 7	Math 7.1	Math 7.2	Math 8	Math 8.1	Math 8.2
GMS Math D1 21-22	35%	99%	0%	71%	100%	0%	54%	98%
GMS Math D1 22-23	34%	100%	2%	52%	100%	1%	78%	98%
GMS Math D1 23-24	35%	100%	0%	52%	99%	1%	47%	100%

i-Ready Math Diagnostic 1 - By Subgroup

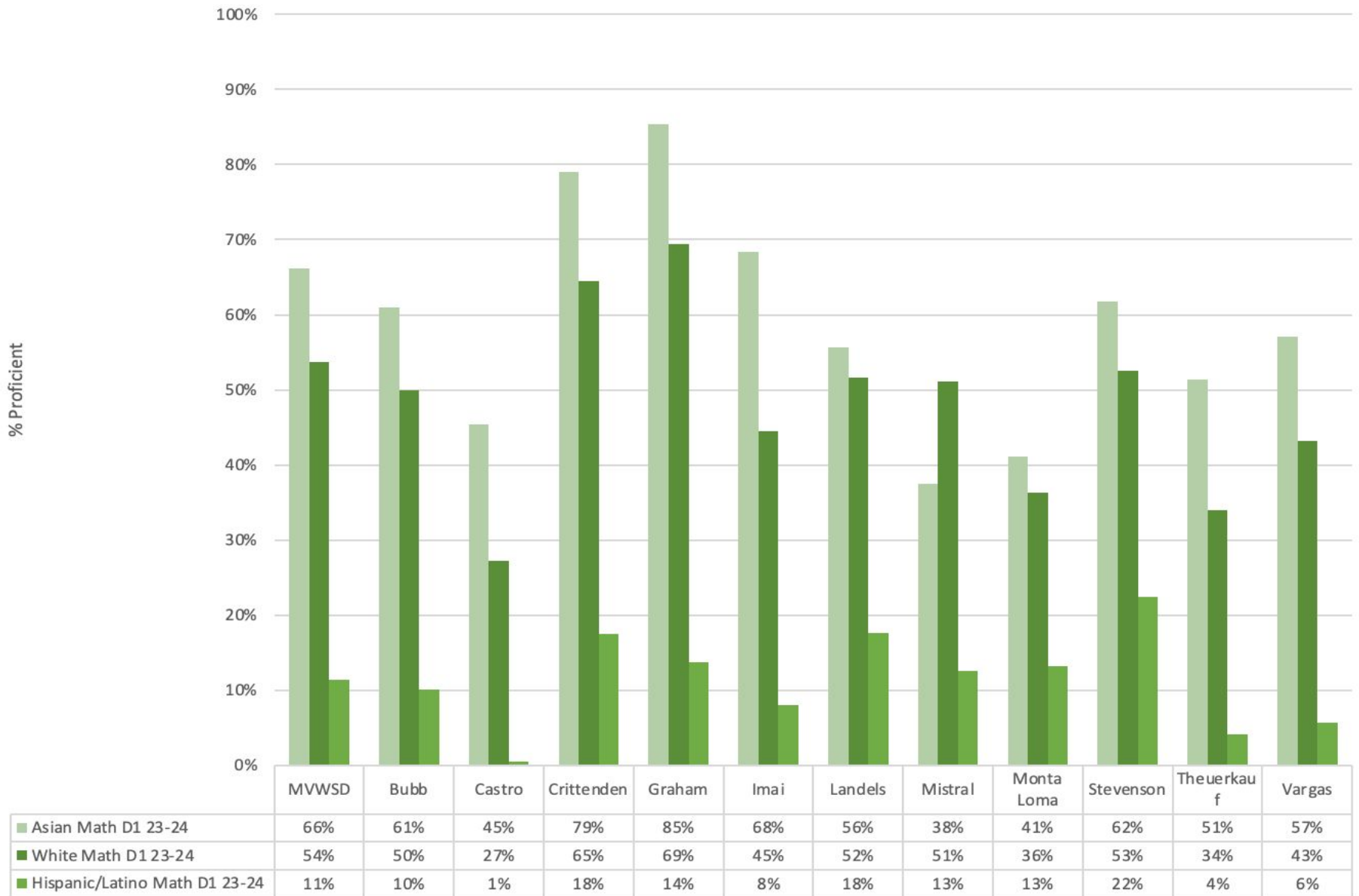


	English Learner (EL)	English Only (EO)	Fluent English Proficient (RFEP)	Students with Disabilities (SWD)	Socioeconomically Disadvantaged (SED)
Math D1 21-22	9%	52%	42%	16%	9%
Math D1 22-23	8%	53%	45%	17%	10%
Math D1 23-24	7%	53%	45%	19%	10%

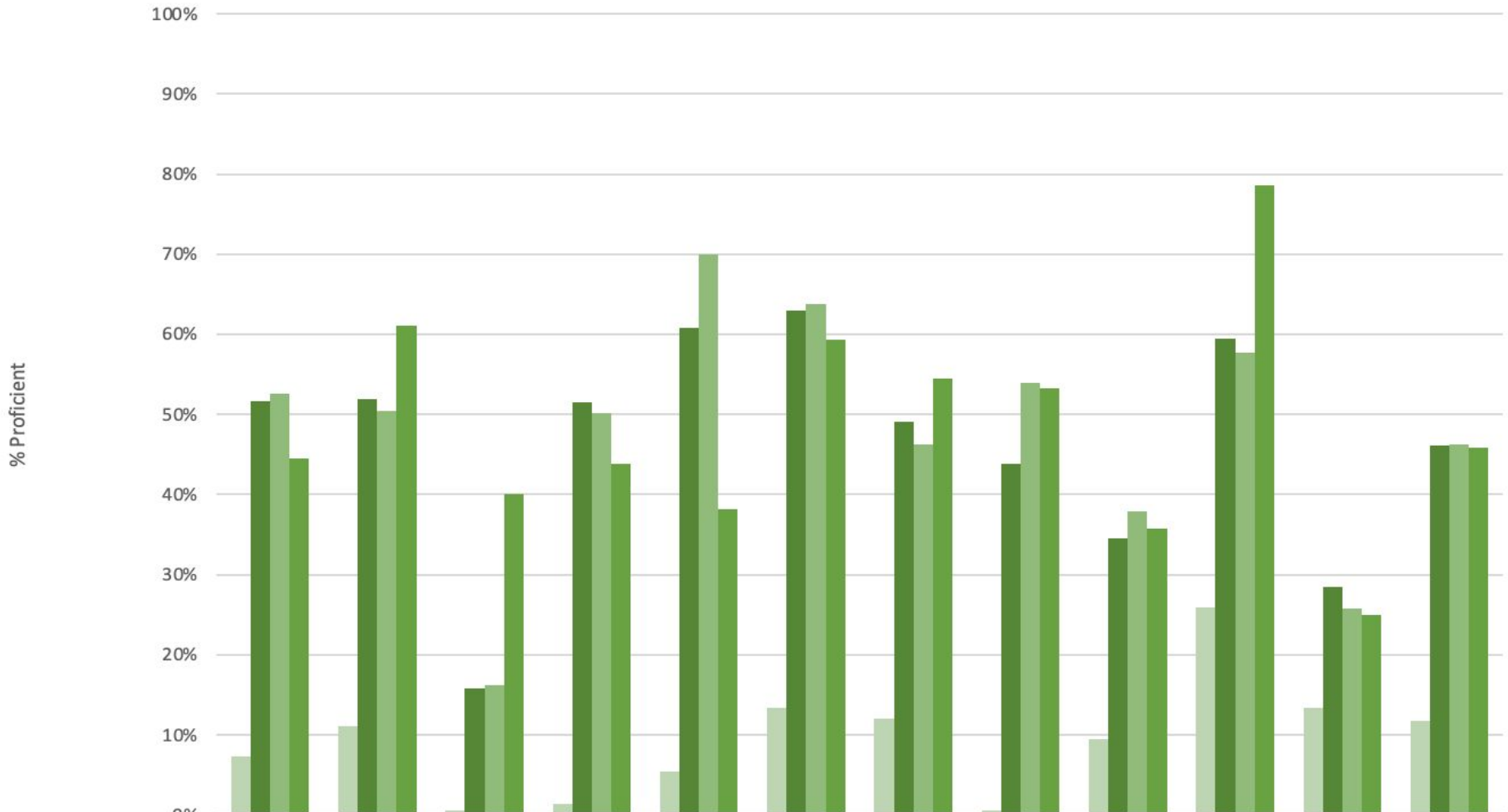
i-Ready Math Diagnostic 1 - By Ethnicity Subgroups



i-Ready Math Diagnostic 1- Ethnicity Subgroups by School

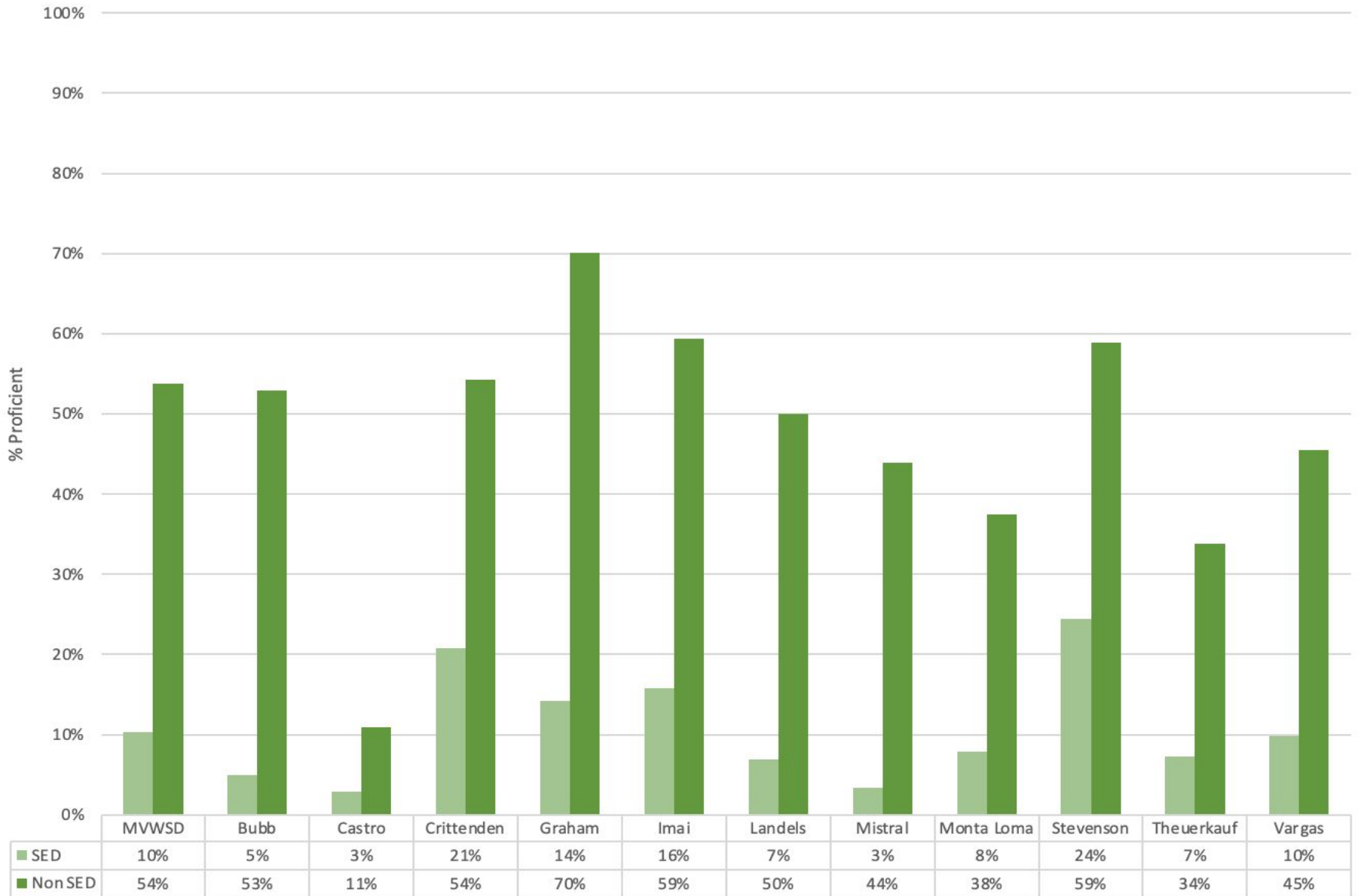


i-Ready Math Diagnostic 1 - EL Status by School



	MVWSD	Bubb	Castro	Crittenden	Graham	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas
EL Math D1 23-24	7%	11%	1%	1%	5%	13%	12%	1%	10%	26%	13%	12%
Non EL Math 23-24	52%	52%	16%	52%	61%	63%	49%	44%	35%	59%	28%	46%
EO Math D1 23-24	53%	50%	16%	50%	70%	64%	46%	54%	38%	58%	26%	46%
RFEP Math D1 23-24	45%	61%	40%	44%	38%	59%	55%	53%	36%	79%	25%	46%

i-Ready Math Diagnostic 1 - SED by School



How Does Fall Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Early, Mid, or Above Grade Level**, Fall 22-23 to Fall 23-24

	K		1		2		3		4		5		6		7		8	
	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current	Prior	Current
Number and Operations	22%	28%	25%	24%	40%	35%	33%	36%	57%	54%	51%	53%	52%	53%	48%	50%	56%	48%
Algebra and Algebraic Thinking	26%	31%	38%	33%	45%	41%	45%	48%	60%	57%	51%	53%	48%	51%	48%	46%	52%	45%
Measurement and Data	29%	30%	27%	22%	33%	30%	42%	43%	55%	52%	55%	57%	57%	57%	57%	54%	60%	54%
Geometry	35%	40%	36%	30%	40%	36%	36%	37%	43%	41%	47%	49%	49%	51%	47%	47%	53%	45%
Students Assessed	380	429	496	467	490	513	430	519	496	451	474	529	470	468	425	487	450	467

Increased >5% pts Year over Year
 Increased 0-5% pts Year over Year
 Decreased 1-5% pts Year over Year
 Decreased >5% pts Year over Year

Data Summary: Math

- Overall,
 - 3-year comparative shows CA, LN, ML, CR, and GR have maintained proficiency
 - Similar to Reading, five schools - BB, IM, ST, CR, and GR have higher proficiency than district average proficiency of 41% for Fall 2023
 - about 40 - 46% of the students at LN, MI, ML, TH, and VA are in Tier 2 (one grade level below)
 - across grade levels, 5th and 6th grade have highest proficiency ~ 54%
 - Kindergarten and 1st grade have most students in Tier 2 (one grade level below)
 - math 8.1 pathway has most decline from Fall 2022 (-12)

Data Summary - Math

- Subgroup data shows,
 - ELs, RFEPs, SWD, and SED have maintained proficiency (slight increase for SWD: +2)
 - Hispanic/Latino also maintained proficiency over 3 years overall ~ 11%
 - more RFEP students are proficient at CA than ML, TH, and GR
 - Hispanic/Latino students at CA, TH, VA, IM are least proficient
 - ELs at MI, CA, GR, and CR are least proficient
 - lower proficiency for SED students at BB, CA, LN, MI, ML, TH (less than district average)

Data Summary - Math

- Domain level data shows,
 - as student cohorts move from Kindergarten to 1st grade, they are increasing their proficiency in Number & Operations and Algebra
 - Greater than 5% point increase in proficiency for Number & Operations for Kindergarten from Fall 2022
 - declines in proficiency for Number & Operations and Algebra as mathematical concepts become more complex
 - involving word problems and computation, and/or multiple steps
 - gaps in math facts fluency impact mathematical problem solving

Data Tells Us...

- Gaps persist with our at-risk subgroups in both reading and math
- We have continued work to do with ELs at elementary and middle schools (At-risk of LTEL, LTELs, Newcomers)
- Domain level focus for
 - Reading - Informational Text for upper grades and reading foundations for lower grades
 - Math - Number and Operations and Algebra
 - Focus on math facts fluency will help build automaticity across grade levels



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Current Work

Current Work

- Early Literacy Support Team - Teachers and IAs supporting students at CA, MI, TH and ML based on student level data
- Completing Universal Screening/Task Administration and identifying reading difficulties early on
- Full implementation of MTSS and its processes- UDC, COST, and SST
 - Sites reviewed their end of last year, Diagnostic 1 data and formed instructional plans as part of Universal Data Cycle 1
 - Four Universal Data Cycles
 - UDC 1: Aug 28 - Oct 13
 - UDC 2: Oct 16 - Dec 22
 - UDC 3: Jan 9 - Mar 15
 - UDC 4: Mar 18 - May 24

Current Work

- Professional Development on MTSS - UDC, COST, SST, Literacy strategies/resources/interventions- are already taking place to support instruction at sites
 - Site leaders - had 3 sessions at Leadership Team Meetings in July, August, September
 - Instructional Coaches - had 1 session at Monthly Instructional Coaches meeting in addition to principal led PD session
 - Special Ed Management (Psychologists, Coordinators)- had 1 session in addition to principal led PD session
 - Teachers and school staff - Principals led MTSS training at the sites for teachers and staff during August PD days

Current Work

- 1:1 Data meetings with Director of CIA and Principal to review data documents and provide feedback around intentionality of instructional action plans
- Principal Data Meetings with Superintendent and Ed Services Team
 - Mid-Year meeting in December
 - End of year meeting in June
- Elementary ELA Curriculum Adoption Process is in progress

Current Work

- Newcomer Teacher support
 - Four elementary schools: CA, VA, TH, BB
 - 70 newcomer students supported
 - Each middle school has a specialized Newcomer support class
 - CR - 26 students, GR - 51 students
 - Additionally, LN and IM have site-based Newcomer support
- English Learner resources, strategies PD offered for teachers weekly
 - Monday PD sessions
 - Designated- ELD and Integrated- ELD (SIOP)



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Considerations

Considerations

- Student data was used inconsistently across sites before MTSS - UDC implementation
- School teams are refining their practices with MTSS - UDC, COST process
- Current ELA curriculum is Balanced Literacy based and research has shown it is not effective
- Summer slide and chronic absenteeism may have an impact on the beginning of year student data



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Next Steps

Next Steps

- Continued intentionality around use of data to guide instructional planning through tiered MTSS- UDC, COST
- Principals providing feedback and support to teacher teams on Universal Data Cycle (UDC) action planning
- Mid-Year Principal Data Meetings will be held after Diagnostic 2 with Superintendent and Ed Services Team
- Continue and expand professional development for leaders and staff on MTSS and its processes, Science of Reading, reading interventions, and Response to Instruction

Next Steps

- New structure for bi-monthly Principal PLC meetings focused on big districtwide initiatives such as MTSS, Behavior Response Standards, SIOP
- Site Plan goals aligned with student data and intentional action steps
 - Site Plan Work Sessions offered for Principals to share ideas and collaborate on action steps while getting guidance from District team
 - Site Plans will be shared with the public and for Board of Trustees review on October 9th
 - Site Plans presented for Board Approval on November 2nd