i-Ready Diagnostic 1 Assessment Data - September 2023

In alignment with MVWSD's Strategic Plan 2027 Goal #1 of providing students with effective and consistent instructional practices that meet the needs of all students, MVWSD uses i-Ready as our Diagnostic assessment tool. i-Ready assessments are administered three times a year - Fall (August), Winter (November), and Spring (May). The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to determine student level of understanding in the domain. Each item a student sees is individualized based on their answer to the previous question. The results of the Diagnostic give teachers current, reliable information that they can use to plan instruction that is "just right" for the students.

i-Ready diagnostics provide domain level and standards progress data that helps teachers and families better understand the strengths and focus areas for their students. This information is particularly important as teacher teams dig deeper into student data and develop instructional action plans as a part of the MTSS - Universal Data Cycles. In conjunction with end of year i-Ready Diagnostic 3 data, i-Ready Diagnostic 1 data available at the beginning of the year in August provides teacher teams with baseline data for Universal Data Cycle 1 to establish student goals and targeted supports during whole group, small group, and 1:1 sessions. The i-Ready Diagnostic 2 student data reports will be available to teachers for data review and to discuss with families at Parent -Teacher Conferences in December. Families also have access to detailed student data reports via the Powerschool Parent Portal. The For Families, Common Core State Standards (CCSS) Report, and Growth Report are provided to families that help them understand their child's strengths and areas of need within each of the reading and math domains. *(The Growth Report is available after Diagnostic 2 as it measures student growth from Diagnostic 1 to Diagnostic 2)*. Having this detailed information for their child is empowering for families as they can celebrate successes and can support their child's learning at home as needed.

In conjunction with other end of Trimester assessments such as Literably, curriculum based assessments, etc. the i-Ready Diagnostic 2 data will be valuable as teachers reflect on Data Cycle action steps and develop revised action plans for student support with Universal Data Cycle 3 in December/January. Principals will also be presenting their end of Trimester data and i-Ready data and their next steps for Site Plans at the 1:1 Principal Data Meetings with Superintendent Rudolph and the Ed Services District Team in December and then again, at the end of the school year.

Data Summary and Tier Analysis

Along with i-Ready Diagnostic data, we also reviewed Chronic Absenteeism data to get a better picture of understanding how student groups were impacted.

Chronic Absenteeism:
- The District has been identified for Differentiated Assistance for Chronic Absenteeism with McKinney Vento students and 9 of our schools have been identified for Additional Targeted Support and Improvement for chronic absenteeism.
- Districtwide, we have 15.27% of the students chronically absent with most students chronically absent at Castro, Theuerkauf, Monta Loma, and Landels Elementary schools - 28.78%, 24.88%, 24.26%, 16.30% respectively
- Our at-risk subgroups - Socio-economically Disadvantaged, ELs, Hispanic/Latino constitute higher percentages of students that are chronically absent

Reading:
- Reading proficiency data compared over the last 3 years shows that Castro, Landels, and Stevenson have maintained proficiency but we see declines for Bubb, Imai, and Vargas, and Monta Loma. We also know that we have seen an increase in the number of Newcomers at Bubb, Vargas, and Imai.
- The 3-year reading comparative also shows declines for lower elementary grades - Kindergarten, 1st, 2nd, and 3rd grade. We know that 3rd grade marks the shift of learning to read and reading to learn, which means that it is critical that students in these grades get the foundations of reading and are able to use their knowledge of reading as a tool for learning new information.
- Subgroup data shows that gaps persist across schools for ethnicities and larger gaps are seen at Bubb, Imai, and Graham between Asian and Hispanic/latino subgroups.
- Data also shows that English Language Learners at Castro and Mistral have lowest proficiency across sites
- Overall, we have work to do in the domains of Comprehension - Informational Text for upper grades and reading foundations - phonemic Awareness, Phonics - for lower grades

Math:
- More schools have maintained proficiency in Math over the last 3 years than in Reading - Castro, Landels, Monta Loma, Crittenden, and Graham. We see declines at Bubb, Imai, Stevenson and increases in proficiency at Theuerkauf and Vargas.
- Landels, Mistral, Monta Loma, Theuerkauf, and Vargas have more than 40% of the students in Tier 2 (One grade level below)
- At middle school, at 7th and 8th grade, we see more students in Tier 3 (two or more grade levels below) than any other grade ~ 31% - 34%
- While students have maintained or increased proficiency in our advanced .2 pathways, we have work to do with our Math 7 and Math 8 pathway. We also see declines for our 8.1 pathway (-12). Larger decline at Graham (-31) than Crittenden (-7).
- While more RFEPs are proficient at Castro than Monta Loma, Theuerkauf, and Graham; English Language Learners at Mistral, Castro, and Crittenden are least proficient.

- Domain level data shows that as math concepts become more advanced or word problems- based across grade levels, we see declines in proficiency for Number & Operations.

In conclusion, we know gaps persist for our at-risk subgroups that have widened due to the impact of the pandemic and we have continued work to do for our English Language Learners, Socio-Economically Disadvantaged, and Hispanic/Latino subgroups. Chronic absenteeism also has an impact on learning and achievement for our at-risk subgroups. With an increase in Newcomers at some of our schools, we have to work to support students with learning a new language as they acclimatize to the new country and surroundings. Domain level math data shows we have to focus on developing foundational mathematical skills in Number & Operations and Algebra. Focusing on mathematical fluency to build automaticity will support students in being able to work through mathematical computational problems. Reading domain data shows we need to focus on building reading foundations for lower elementary students and Comprehension- Informational Text for upper grades.

Current work
We are already taking steps towards realizing the MVWSD Vision for literacy with every student reading by 3rd Grade.
- Early Literacy Team, consisting of a Director of Literacy, 5 reading intervention teachers and 5 instructional assistants is supporting early learners in grades K-2 at high need schools - Castro, Mistral, Monta Loma, and Theuerkauf through their push-in and pull-out reading intervention groups.
- Professional Development sessions on MTSS - UDC, COST, SST, Literacy strategies/resources/interventions- are already taking place to support instruction at sites
  - Site principals had three PD sessions at Leadership Team Meetings in July, August, September
  - Instructional Coaches had one PD session at Monthly Instructional Coaches meeting in August in addition to site PD session led by Principals
  - Special Ed Management (Psychologists, Coordinators) had one session in August in addition to site PD session led by Principals
  - Teachers and school staff - Principals led MTSS training at the sites for teachers and staff during August PD days

We have fully implemented our Multi tiered System of Supports (MTSS) and its processes - Universal Data Cycles (UDC), Coordination of Services Team (COST), and Student Study Team (SST). As a part of MTSS, the focus is on supporting the whole child and supporting students through a tiered approach with an emphasis on core instruction (Tier 1). Additionally, a Strategies & Interventions Matrix has been created and provided to all teachers and staff. The Matrix is a district wide resource to support teachers and staff in their efforts to meet all students' needs. The document includes strategies, interventions, and resources for literacy, mathematics, behavior, social-emotional needs, and attendance. Each section includes

resources to achieve a tiered approach to meeting student needs. Where applicable, each tier is organized by the recommended approach to achieve quality instruction within a specific skill area. All schools are also following the Universal Data Cycle (UDC) process and timeline. As a part of the 9-week UDCs, teams regularly gather, review, and analyze student data to make informed decisions about instruction, differentiation, and intervention for all students. Data informed decisions lead to improved student outcomes for the whole child. The Director of Curriculum, Instruction, and Assessment is conducting 1:1 data meetings with site principals to review site data documents and provide feedback around intentionality of instructional action plans aligned with student data and School Site Plan goals.

With an increased number of Newcomer students across Castro, Vargas, Theuerkauf, and Bubb, there is a Newcomer teacher that provides language support to 70 Newcomer students though a pull-out group at least 2-3 times per week. This is in addition to the teacher providing support in class. Each of the middle schools also has a specialized Newcomer support teacher that supports 26 students at Crittenden and 51 students at Graham Middle School through an additional language class. Professional development related to English Learner resources, strategies is being offered for teachers weekly that is well attended.

Considerations
With the implementation of MTSS and its processes, we continue to consistently use student data across sites to inform intentional instructional action plans. Sites are refining their use of MTSS processes and using student data with fidelity and continued professional development is being provided across levels to support MTSS implementation. We know summer slide may have an impact on student achievement in comparison to the end of last year and we also have had a balanced literacy based ELA curriculum that has been proven ineffective by research but we are in the process of adopting a Science of Reading based ELA curriculum.

Next Steps
We will continue to use student data with intentionality and fidelity as a part of MTSS and its processes - UDC, COST, SST. Principals are providing teacher teams feedback and support on their Data Cycle form action steps and monitoring implementation through classroom walkthroughs and observations. District MTSS team will continue to provide on-going professional development for site leaders and instructional coaches on reading interventions, Response to Instruction, and tiered strategies. Additionally, we will expand professional development for staff and leaders on Science of Reading. The Board will receive an update on MTSS at the December board meeting.

We have also restructured bi-mothly Principal PLC meetings focused on initiatives MTSS, Behavior Response standards, and SIOP. This is an opportunity for site principals to collaborate and share ideas on what's working at their sites and get ideas from peers for improved student

achievement. Principal teams will meet before the Leadership Team Meeting, have a designated facilitator, and have action items as well as review data as they engage in team discussions. Site Plan action steps are also aligned with using student data with intentionality. Members of the Ed Services team are hosting Site Plan Work Sessions for Principals to get guidance on site plan development, share ideas, and learn from peers as they work on their School Site Plans. Site Plans will be available for public and Board review on October 9th and will be presented for Board Approval in November.