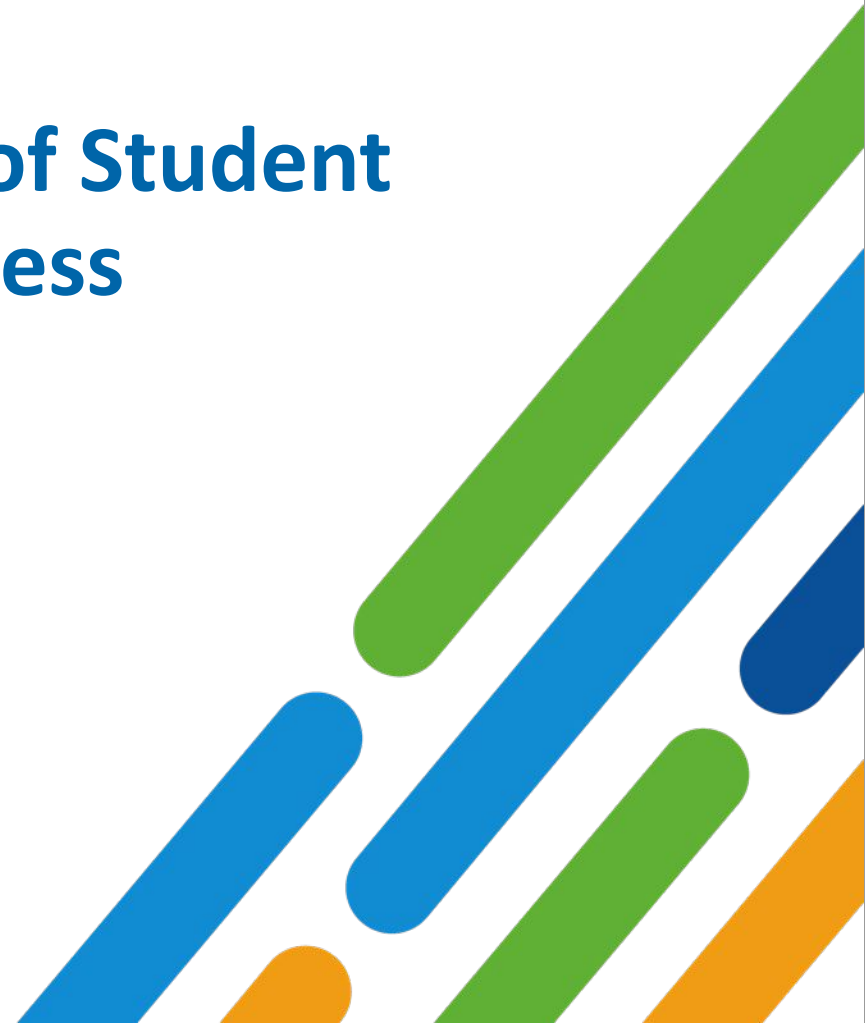**Mountain View Whisman School District**

California Assessment of Student Performance and Progress (CAASPP)

November 2, 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

CAASPP

What is CAASPP?

- California Assessment of Student Performance and Progress (CAASPP)
  - "Umbrella" of assessments taken each spring in public education in California
- Students take the following assessments:
  - Smarter Balanced Summative Assessments (SBAC) or California Alternate Assessment (CAA) for ELA and Mathematics for grades 3-8 and 11
  - California Science Test (CAST) or California Alternate Assessment (CAA) for Science for grades 5, 8, and once in high school (grade 10 or 11)
  - Physical Fitness Test (PFT) for grades 5 and 7

What is CAASPP?

- Administered using the Secure Browser
- Continues to be a shorter form assessment
  - Fewer questions as compared to pre-pandemic test administrations

SBAC Summative Assessments

- SBAC assessments are aligned to grade level standards in ELA and Math
- SBAC Includes two test types
  - Computer-Adaptive Test (CAT)
    - Use an algorithm to present test questions based on student response to previous question
    - Balance of question items, reading passage lengths and difficulty levels
  - Performance Task (PT)
    - Measure complex analysis and research skills across multiple standards
- Have both computer and human scored items

CAASPP Student Score Reports

- Provide families and teachers a snapshot of student achievement in ELA and math in comparison to previous CAASPP results
- Student Score Reports include
  – Growth from year to year
  – Overall performance level
- Student Score reports were accessible in the Powerschool Parent Portal starting August 16, 2023

Sample Student Score Report

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Sample Student Score Report

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CAASPP Results

Demographic Data (Testing grades 3rd- 8th only)

Demographic Data (Testing Grades Only)	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grades 3-8 Total Enrollment	**3236**	**3212**	**3089**	**2958**	**2893**
English Learners (EL)	17%	18%	17%	18%	17%
Reclassified Fluent English Proficient (RFEP)	26%	23%	24%	22%	22%
SocioEconomically Disadvantaged (SED)	35%	34%	31%	29%	31%
Students with Disabilities (SWD)	11%	12%	13%	12%	12%
Asian	14%	15%	18%	19%	19%
Hispanic/Latino	40%	38%	38%	38%	39%
White	30%	29%	27%	25%	25%

- English Language Learners/Reclassified Fluent English Proficient are fluid subgroups

Demographic Data - Bubb

Bubb	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd	94	87	70	69	53
4th	93	72	74	64	66
5th	81	90	65	64	65
Bubb Total	268	249	209	197	184

Bubb Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Bubb Grades 3-5 Total	268	268	249	249	209	209	197	197	184	184
English Learners (EL)	44	16%	49	20%	32	15%	23	12%	20	11%
Reclassified Fluent English Proficient (RFEP)	49	18%	32	13%	32	15%	27	14%	25	14%
SocioEconomically Disadvantaged (SED)	56	21%	51	20%	33	16%	35	18%	28	15%
Students with Disabilities (SWD)	30	11%	42	17%	33	16%	29	15%	27	15%
Asian	51	19%	54	22%	56	27%	61	31%	53	29%
Hispanic/Latino	70	26%	55	22%	39	19%	35	18%	30	16%
White	96	36%	95	38%	72	34%	64	32%	61	33%

Demographic Data - Castro

Castro	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd	45	53	50	43	40
4th	48	67	56	44	47
5th	47	58	63	63	43
Castro Total	**140**	**178**	**169**	**150**	**130**

Castro Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Castro Grades 3-5 Total	140	140	178	178	169	169	150	150	130	130
English Learners (EL)	78	56%	118	66%	104	62%	100	67%	86	66%
Reclassified Fluent English Proficient (RFEP)	44	31%	45	25%	44	26%	22	15%	16	12%
SocioEconomically Disadvantaged (SED)	123	88%	156	88%	150	89%	131	87%	115	88%
Students with Disabilities (SWD)	21	15%	31	17%	26	15%	24	16%	18	14%
Asian	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	120	86%	157	88%	155	92%	137	91%	115	88%
White	*	*	*	*	*	*	*	*	*	*

*If there are less than 10 students in a subgroup, their data is not reported

Demographic Data - Imai

Imai	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd	114	76	89	69	66
4th	103	98	76	82	64
5th	91	103	88	76	71
Imai Total	308	277	253	227	201

Imai Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Imai Grades 3-5 Total	308	308	277	277	253	253	227	227	201	201
English Learners (EL)	29	9%	28	10%	31	12%	28	12%	16	8%
Reclassified Fluent English Proficient (RFEP)	61	20%	53	19%	52	21%	36	16%	38	19%
SocioEconomically Disadvantaged (SED)	29	9%	18	6%	14	6%	16	7%	19	9%
Students with Disabilities (SWD)	20	6%	24	9%	20	8%	18	8%	19	9%
Asian	111	36%	105	38%	100	40%	96	42%	79	39%
Hispanic/Latino	41	13%	24	9%	25	10%	27	12%	28	14%
White	108	35%	108	39%	87	34%	71	31%	55	27%

Demographic Data - Landels

Landels	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd	86	87	67	66	47
4th	63	65	91	60	54
5th	77	61	59	78	60
Landels Total	**226**	**213**	**217**	**204**	**161**

Landels Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Landels Grades 3-5 Total	226	226	213	213	219	219	204	204	161	161
English Learners (EL)	29	13%	43	20%	51	23%	34	17%	25	16%
Reclassified Fluent English Proficient (RFEP)	53	23%	32	15%	32	15%	35	17%	25	16%
SocioEconomically Disadvantaged (SED)	45	20%	57	27%	66	30%	56	27%	51	32%
Students with Disabilities (SWD)	29	13%	28	13%	37	17%	27	13%	20	12%
Asian	29	13%	32	15%	47	21%	47	23%	39	24%
Hispanic/Latino	64	28%	71	33%	71	32%	67	33%	56	35%
White	91	40%	69	32%	62	28%	57	28%	40	25%

Demographic Data - Mistral

Mistral	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd	72	66	57	59	51
4th	52	60	59	49	54
5th	45	48	54	53	47
Mistral Total	169	174	170	161	152

Mistral Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Mistral Grades 3-5 Total	169	169	174	174	170	170	161	161	152	152
English Learners (EL)	58	34%	64	37%	65	38%	66	41%	49	32%
Reclassified Fluent English Proficient (RFEP)	21	12%	14	8%	18	11%	16	10%	22	14%
SocioEconomically Disadvantaged (SED)	75	44%	69	40%	74	44%	76	47%	76	50%
Students with Disabilities (SWD)	11	7%	13	7%	14	8%	12	7%		
Asian	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino	100	59%	107	61%	108	64%	106	66%	99	65%
White	43	25%	47	27%	41	24%	34	21%	28	18%

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Demographic Data - Monta Loma

Monta Loma	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd	83	53	52	49	41
4th	64	54	47	43	46
5th	70	59	47	44	38
Monta Loma Total	**217**	**166**	**146**	**136**	**125**

Monta Loma Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Monta Loma Grades 3-5 Total	**217**	**217**	**166**	**166**	**146**	**146**	**136**	**136**	**125**	**125**
English Learners (EL)	47	22%	32	19%	26	18%	29	21%	28	22%
Reclassified Fluent English Proficient (RFEP)	32	15%	30	18%	21	14%	15	11%	15	12%
SocioEconomically Disadvantaged (SED)	99	46%	67	40%	43	29%	37	27%	40	32%
Students with Disabilities (SWD)	27	12%	20	12%	23	16%	23	17%	16	13%
Asian	14	6%	16	10%	18	12%	19	14%	11	9%
Hispanic/Latino	98	45%	63	38%	44	30%	47	35%	54	43%
White	61	28%	51	31%	45	31%	37	27%	29	23%

Demographic Data - Stevenson

Stevenson	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd	72	71	70	87	69
4th	56	66	68	85	90
5th	59	57	66	56	81
Stevenson Total	187	194	204	228	240

Stevenson Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Stevenson Grades 3-5 Total	187	187	194	194	204	204	228	228	240	240
English Learners (EL)	11	6%	*	*	*	*	11	5%	12	5%
Reclassified Fluent English Proficient (RFEP)	31	17%	34	18%	36	18%	35	15%	29	12%
SocioEconomically Disadvantaged (SED)	13	7%	16	8%	16	8%	17	7%	17	7%
Students with Disabilities (SWD)	15	8%	19	10%	15	7%	18	8%	19	8%
Asian	40	21%	56	29%	63	31%	83	36%	85	35%
Hispanic/Latino	29	16%	26	13%	27	13%	23	10%	28	12%
White	82	44%	70	36%	76	37%	81	36%	77	32%

*If there are less than 10 students in a subgroup, their data is not reported

Demographic Data - Theuerkauf

Theuerkauf	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd	44	46	29	44	39
4th	49	35	41	25	45
5th	44	50	35	51	30
Theuerkauf Total	137	131	105	120	114

Theuerkauf Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Theuerkauf Grades 3-5 Total	137	137	131	131	105	105	120	120	114	114
English Learners (EL)	40	29%	26	20%	21	20%	32	27%	25	22%
Reclassified Fluent English Proficient (RFEP)	48	35%	32	24%	18	17%	19	16%	16	14%
SocioEconomically Disadvantaged (SED)	96	70%	66	50%	41	39%	45	38%	44	39%
Students with Disabilities (SWD)	24	18%	21	16%	18	17%	17	14%	*	*
Asian	*	*	*	*	*	*	17	14%	15	13%
Hispanic/Latino	95	69%	69	53%	51	49%	61	51%	55	48%
White	12	9%	21	16%	20	19%	24	20%	23	20%

*If there are less than 10 students in a subgroup, their data is not reported

Demographic Data - Vargas

Vargas	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
3rd		50	52	54	47
4th		59	39	50	58
5th		0	56	43	51
Vargas Total		**109**	**147**	**147**	**156**

Vargas Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Vargas Grades 3-5 Total			**109**	**109**	**147**	**147**	**147**	**147**	**156**	**156**
English Learners (EL)			24	22%	28	19%	28	19%	29	19%
Reclassified Fluent English Proficient (RFEP)			29	27%	37	25%	25	17%	22	14%
SocioEconomically Disadvantaged (SED)			29	27%	42	29%	38	26%	48	31%
Students with Disabilities (SWD)			12	11%	13	9%	15	10%	18	12%
Asian			21	19%	41	28%	38	26%	35	22%
Hispanic/Latino			36	33%	44	30%	40	27%	49	31%
White			33	30%	34	23%	38	26%	43	28%

Demographic Data - Crittenden

Crittenden	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
6th	252	187	180	176	180
7th	229	240	186	170	177
8th	226	220	232	186	180
Crittenden Total	**707**	**647**	**598**	**532**	**537**

Crittenden Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Crittenden Total	**707**	**707**	**647**	**647**	**598**	**598**	**532**	**532**	**537**	**537**
English Learners (EL)	95	13%	85	13%	60	10%	54	10%	68	13%
Reclassified Fluent English Proficient (RFEP)	236	33%	200	31%	181	30%	154	29%	138	26%
SocioEconomically Disadvantaged (SED)	306	43%	280	43%	196	33%	156	29%	151	28%
Students with Disabilities (SWD)	94	13%	85	13%	84	14%	75	14%	77	14%
Asian	62	9%	53	8%	60	10%	61	11%	70	13%
Hispanic/Latino	337	48%	296	46%	258	43%	227	43%	222	41%
White	180	25%	169	26%	147	25%	122	23%	128	24%

Demographic Data - Graham

Graham	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
6th	288	279	312	287	312
7th	285	287	268	297	280
8th	292	292	278	256	289
Graham Total	**865**	**858**	**858**	**840**	**881**

Graham Demographic Data	2018-2019	2018-2019 %	2019-2020	2019-2020 %	2020-2021	2020-2021 %	2021-2022	2021-2022 %	2022-2023	2022-2023 %
Graham Total	**865**	**865**	**858**	**858**	**858**	**858**	**840**	**840**	**881**	**881**
English Learners (EL)	121	14%	116	14%	101	12%	124	15%	144	16%
Reclassified Fluent English Proficient (RFEP)	272	31%	248	29%	274	32%	266	32%	275	31%
SocioEconomically Disadvantaged (SED)	293	34%	284	33%	268	31%	259	31%	314	36%
Students with Disabilities (SWD)	89	10%	89	10%	93	11%	93	11%	102	12%
Asian	118	14%	138	16%	136	16%	144	17%	157	18%
Hispanic/Latino	346	40%	329	38%	350	41%	352	42%	383	43%
White	272	31%	260	30%	237	28%	209	25%	216	25%

MVWSD Demographics - 5-year Trend (Testing Grades)

Bubb	Decline in overall 3-5 enrollment. Decline in number of: ELs (44 →20), Hispanic/Latino (70 →30), SED (56 →25). Slight increase in number of Asians (51→53)
Castro	Slight decline in overall 3-5 enrollment (140 → 130). Increase in ELs (78 →86). Decrease in RFEPs (44 →16), SED (123 →115).
Imai	Slight decline in overall 3-5 enrollment. Decline in number of ELs (29 →16), RFEPs (61 →38) ~ similar % though (20% →19%)
Landels	Decline in overall 3-5 enrollment. Increase in Asians (29 →39). Slight decline for ELs (29 →25), RFEPs declined by >50% (53 →25)
Mistral	Slight decline in 3-5 enrollment (169 →152). 50% of students are SED (75 →76). Slight decline in ELs (58 →49)
Monta Loma	Decline in overall 3-5 enrollment (217 →125). Decline in ELs (47 →28), RFEPs (32 →15), Hispanic/Latino (98 →54), SED (99 →40)
Stevenson	Increase in overall 3-5 enrollment. Increase in Asians (40 → 85). Slight increase in SED (13 →17). RFEPs (31 →29) and ELs (11 →12) both stay similar.

# MVWSD Demographics - 5-year Trend (Testing Grades)

Theuerkauf	Decline in overall 3-5 enrollment. Decline in number of: ELs (40 →25), Hispanic/Latino (95→55), SED (96 →44). Increase in number of White (12→23)
Vargas	Increase in overall 3-5 enrollment (109 → 156). Increase in SED (29 →48), Hispanic/Latino (36 →49). Slight increase in ELs (24→29). Decrease in RFEPs (29 →22)
Crittenden	Decline in overall 6-8 enrollment (707→537). Decline in number of ELs (95 →68), RFEPs (236 →138), SED (306 →151) ~ 50% decline. Hispanic/Latino declined (337 →222)
Graham	Slight increase in overall 6-8 enrollment. Increase in ELs (121 →144, Hispanic/Latino (346 →383), SED (293 →314), Asians (118 →157). RFEPs stayed similar (272 →275).

# CAASPP ELA
State, County and District
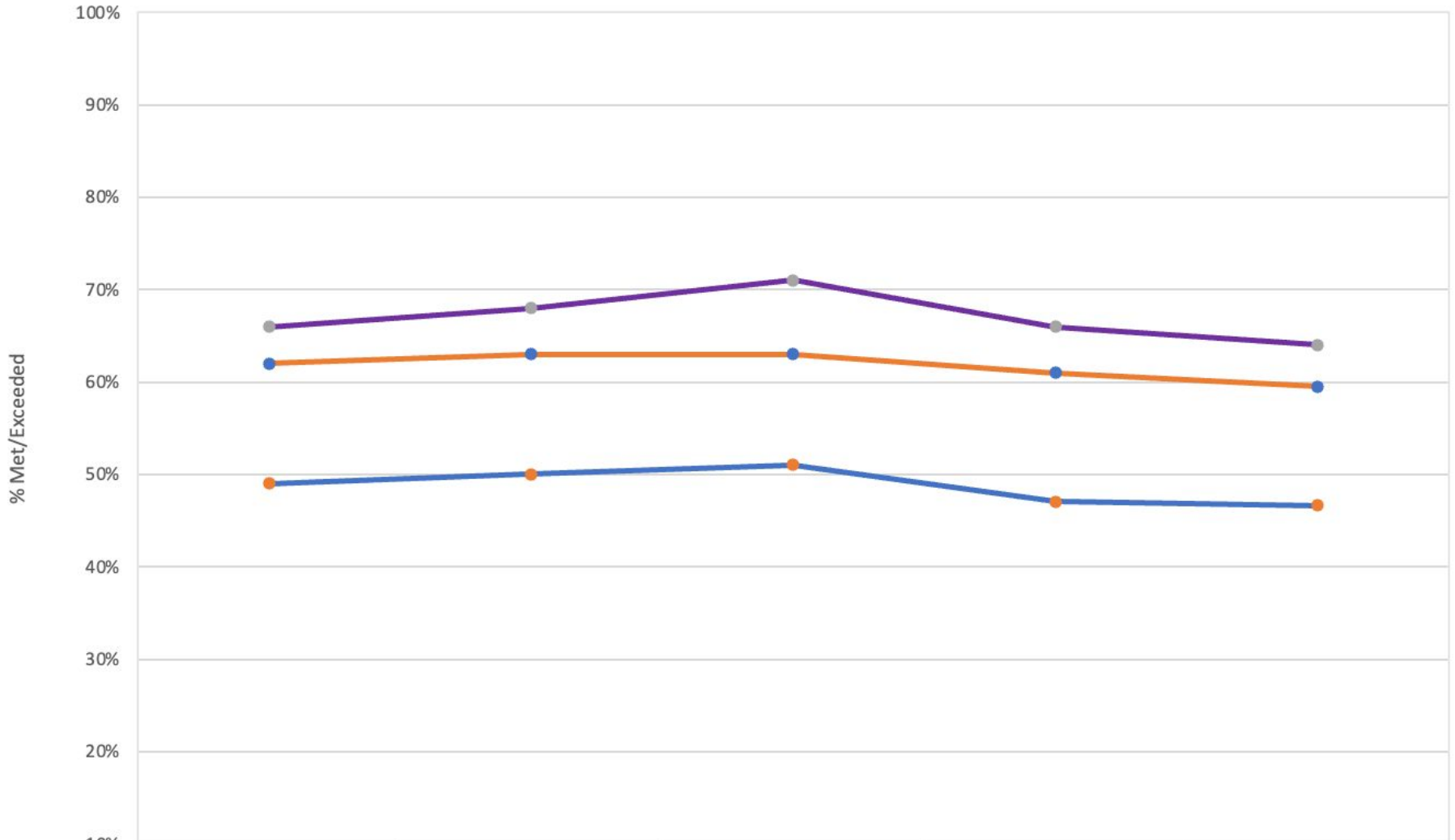
	2017 ELA	2018 ELA	2019 ELA	2022 ELA	2023 ELA
State	49%	50%	51%	47%	47%
County	62%	63%	63%	61%	59%
MVWSD	66%	68%	71%	66%	64%

CAASPP ELA
County and District Subgroups
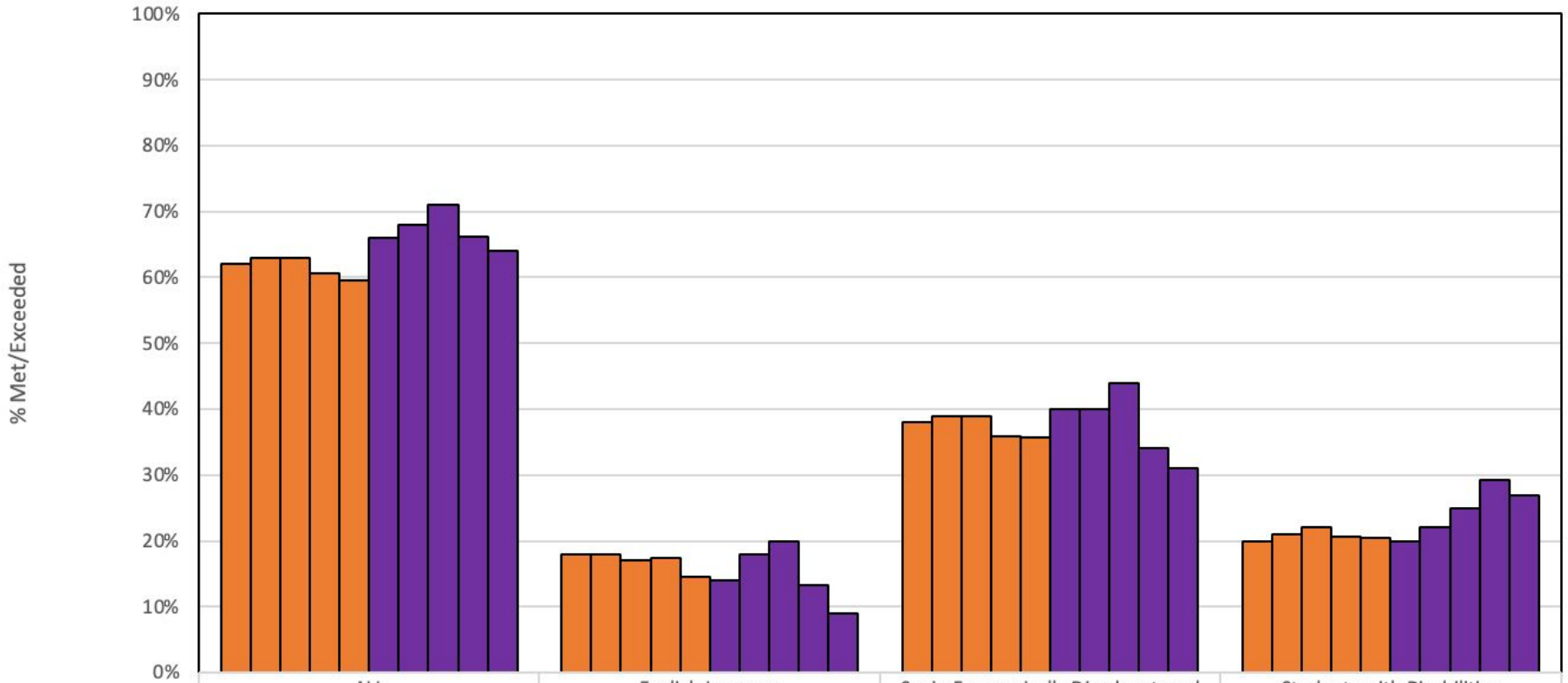
	ALL	English Learners	Socio-Economically Disadvantaged	Students with Disabilities
County 2017 ELA	62%	18%	38%	20%
County 2018 ELA	63%	18%	39%	21%
County 2019 ELA	63%	17%	39%	22%
County 2022 ELA	61%	17%	36%	21%
County 2023 ELA	59%	15%	36%	21%
MVWSD 2017 ELA	66%	14%	40%	20%
MVWSD 2018 ELA	68%	18%	40%	22%
MVWSD 2019 ELA	71%	20%	44%	25%
MVWSD 2022 ELA	66%	13%	34%	29%
MVWSD 2023 ELA	64%	9%	31%	27%

CAASPP ELA
County and District Ethnicity
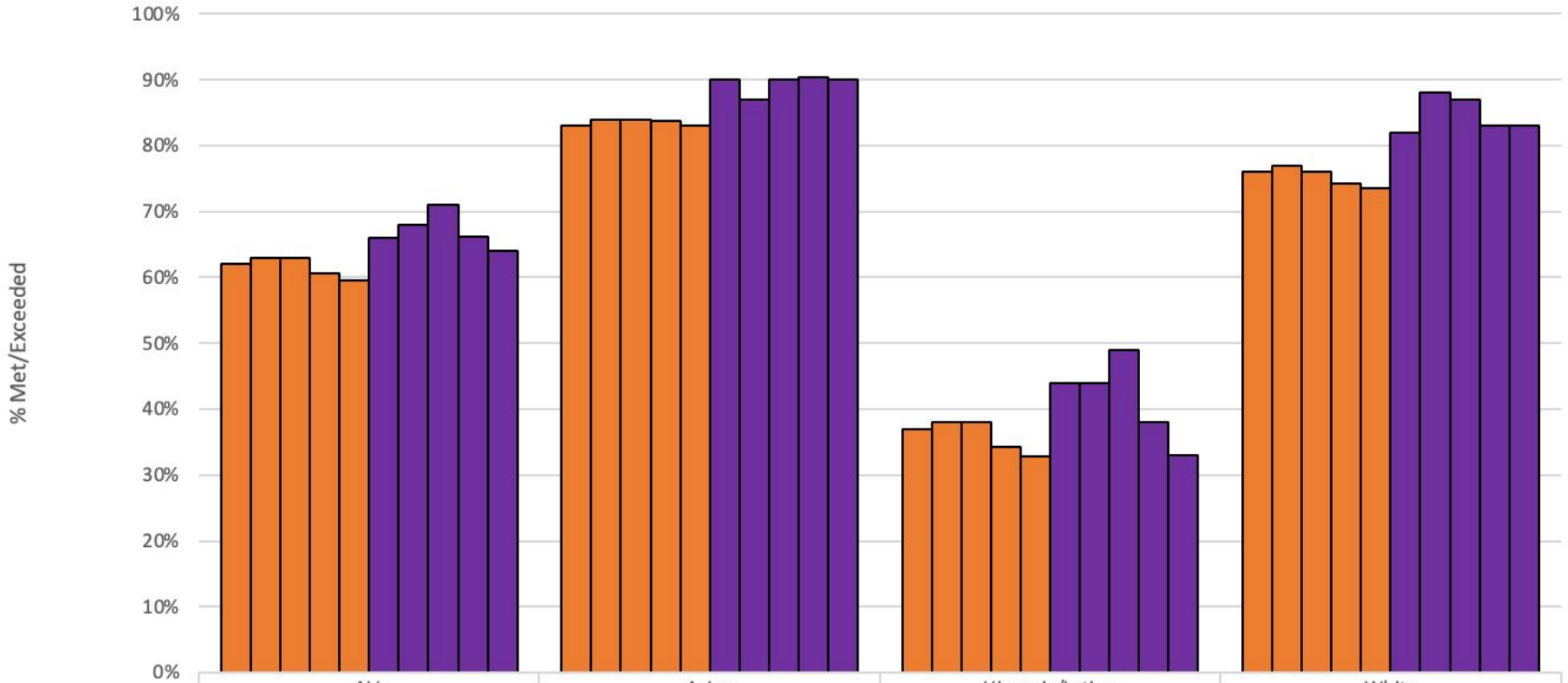
	ALL	Asian	Hispanic/Latino	White
County 2017 ELA	62%	83%	37%	76%
County 2018 ELA	63%	84%	38%	77%
County 2019 ELA	63%	84%	38%	76%
County 2022 ELA	61%	84%	34%	74%
County 2023 ELA	59%	83%	33%	74%
MVWSD 2017 ELA	66%	90%	44%	82%
MVWSD 2018 ELA	68%	87%	44%	88%
MVWSD 2019 ELA	71%	90%	49%	87%
MVWSD 2022 ELA	66%	90%	38%	83%
MVWSD 2023 ELA	64%	90%	33%	83%

CAASPP Math
State, County and District
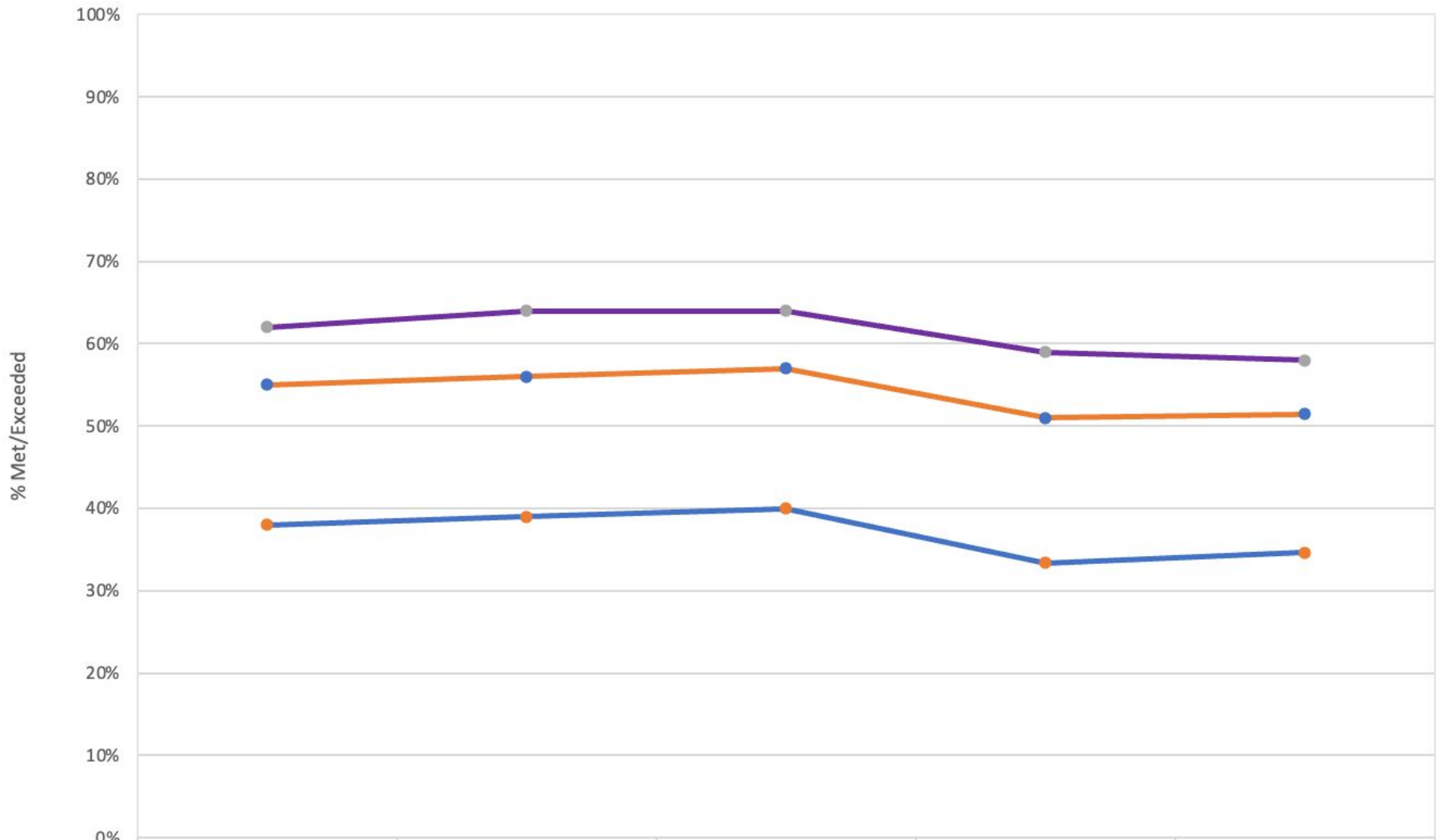
	2017 Math	2018 Math	2019 Math	2022 Math	2023 Math
State	38%	39%	40%	33%	35%
County	55%	56%	57%	51%	51%
MVWSD	62%	64%	64%	59%	58%

CAASPP Math
County and District Subgroups
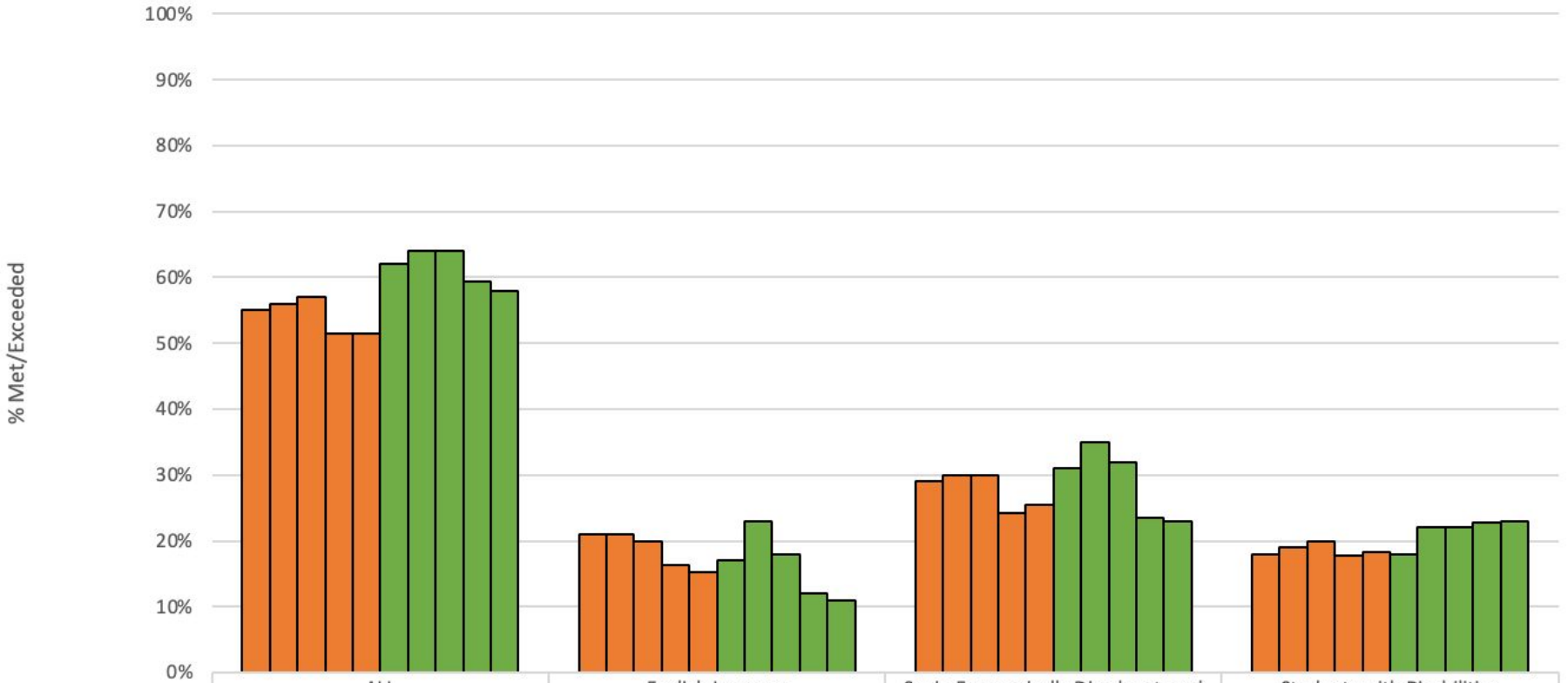
	ALL	English Learners	Socio-Economically Disadvantaged	Students with Disabilities
■ County 2017 Math	55%	21%	29%	18%
■ County 2018 Math	56%	21%	30%	19%
■ County 2019 Math	57%	20%	30%	20%
■ County 2022 Math	51%	16%	24%	18%
■ County 2023 Math	51%	15%	25%	18%
■ MVWSD 2017 Math	62%	17%	31%	18%
■ MVWSD 2018 Math	64%	23%	35%	22%
■ MVWSD 2019 Math	64%	18%	32%	22%
■ MVWSD 2022 Math	59%	12%	24%	23%
■ MVWSD 2023 Math	58%	11%	23%	23%

CAASPP Math
County and District Ethnicity
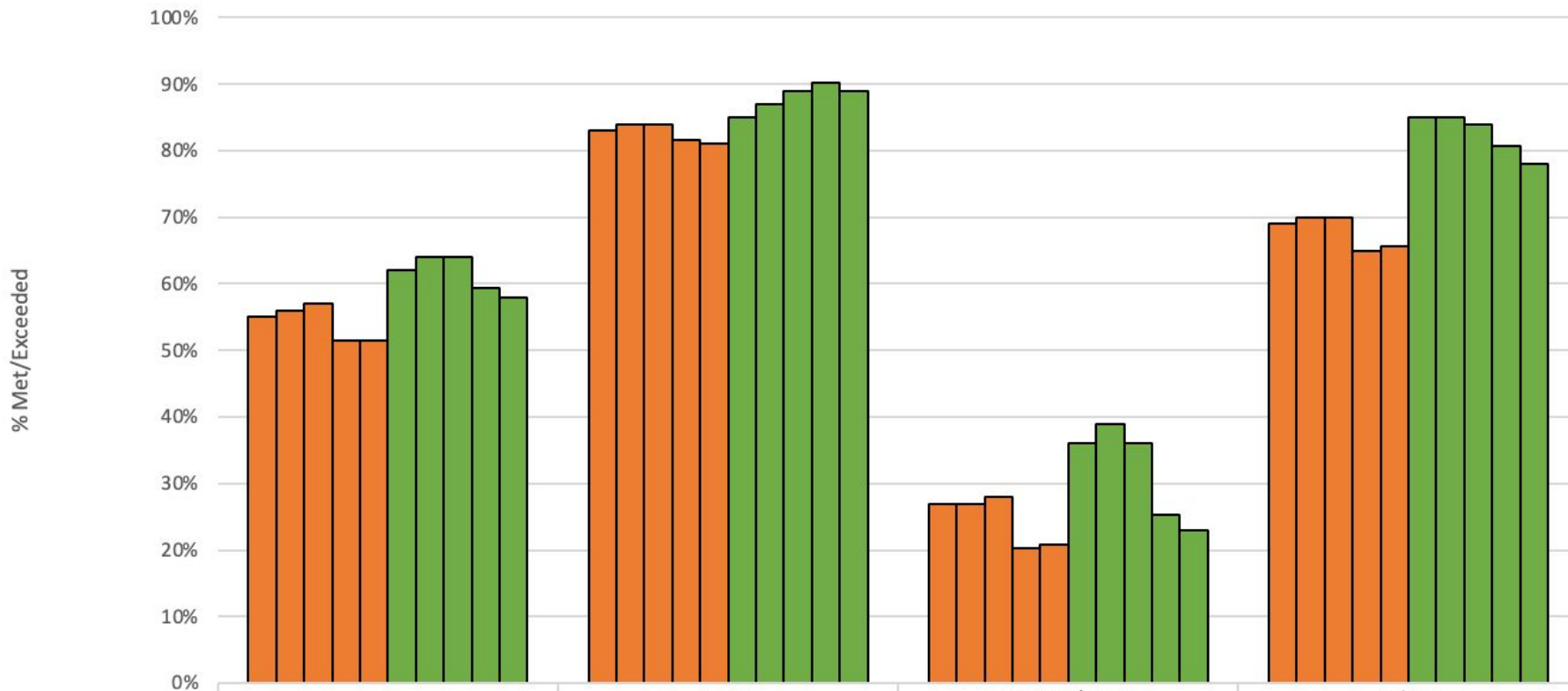
	ALL	Asian	Hispanic/Latino	White
County 2017 Math	55%	83%	27%	69%
County 2018 Math	56%	84%	27%	70%
County 2019 Math	57%	84%	28%	70%
County 2022 Math	51%	82%	20%	65%
County 2023 Math	51%	81%	21%	66%
MVWSD 2017 Math	62%	85%	36%	85%
MVWSD 2018 Math	64%	87%	39%	85%
MVWSD 2019 Math	64%	89%	36%	84%
MVWSD 2022 Math	59%	90%	25%	81%
MVWSD 2023 Math	58%	89%	23%	78%

CAASPP ELA
Neighboring Districts
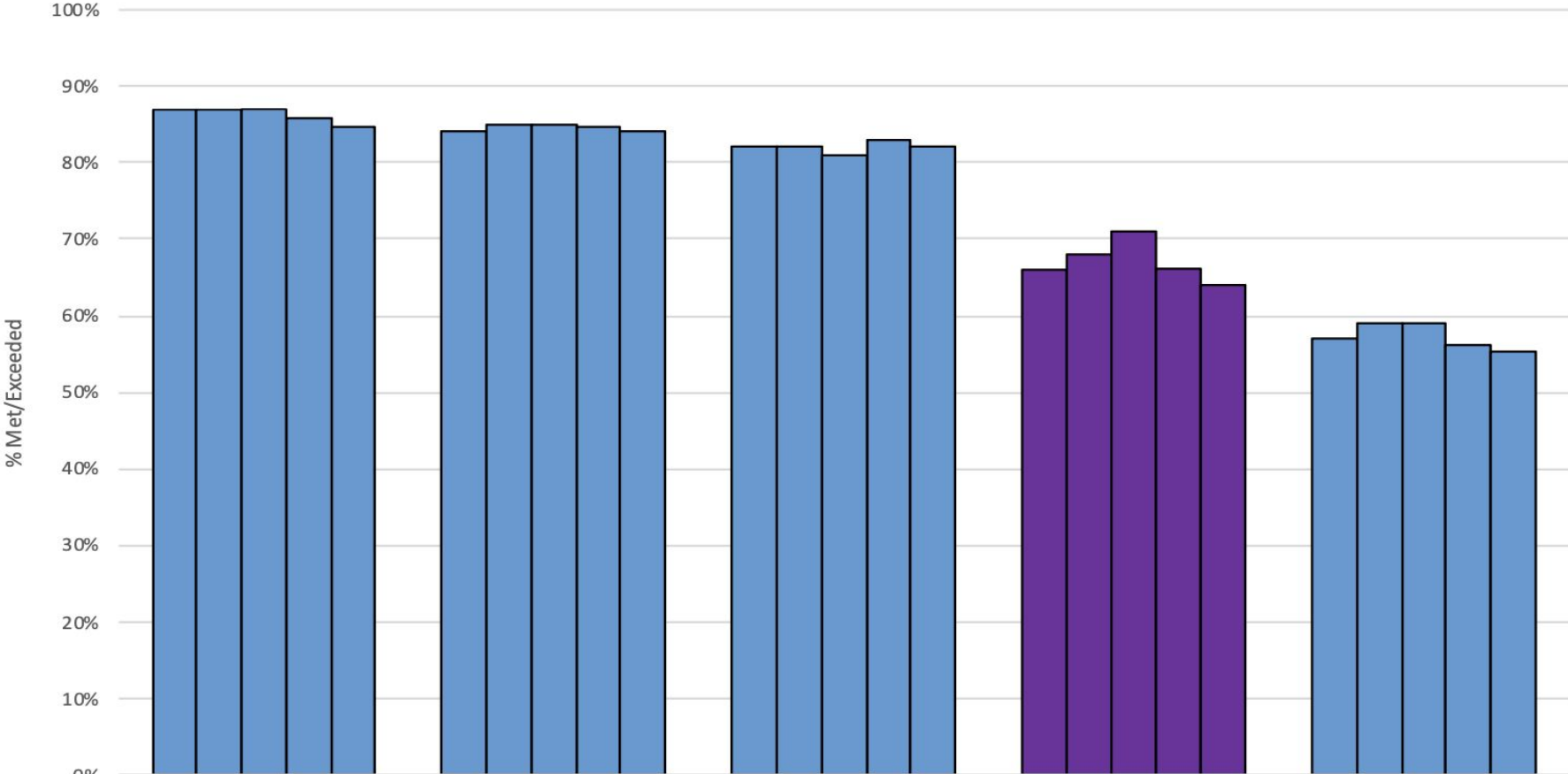
	Los Altos	Cupertino	Palo Alto	MVWSD	Sunnyvale
2017 ELA	87%	84%	82%	66%	57%
2018 ELA	87%	85%	82%	68%	59%
2019 ELA	87%	85%	81%	71%	59%
2022 ELA	86%	85%	83%	66%	56%
2023 ELA	85%	84%	82%	64%	55%

Mountain View Whisman School District

CAASPP Math
Neighboring Districts
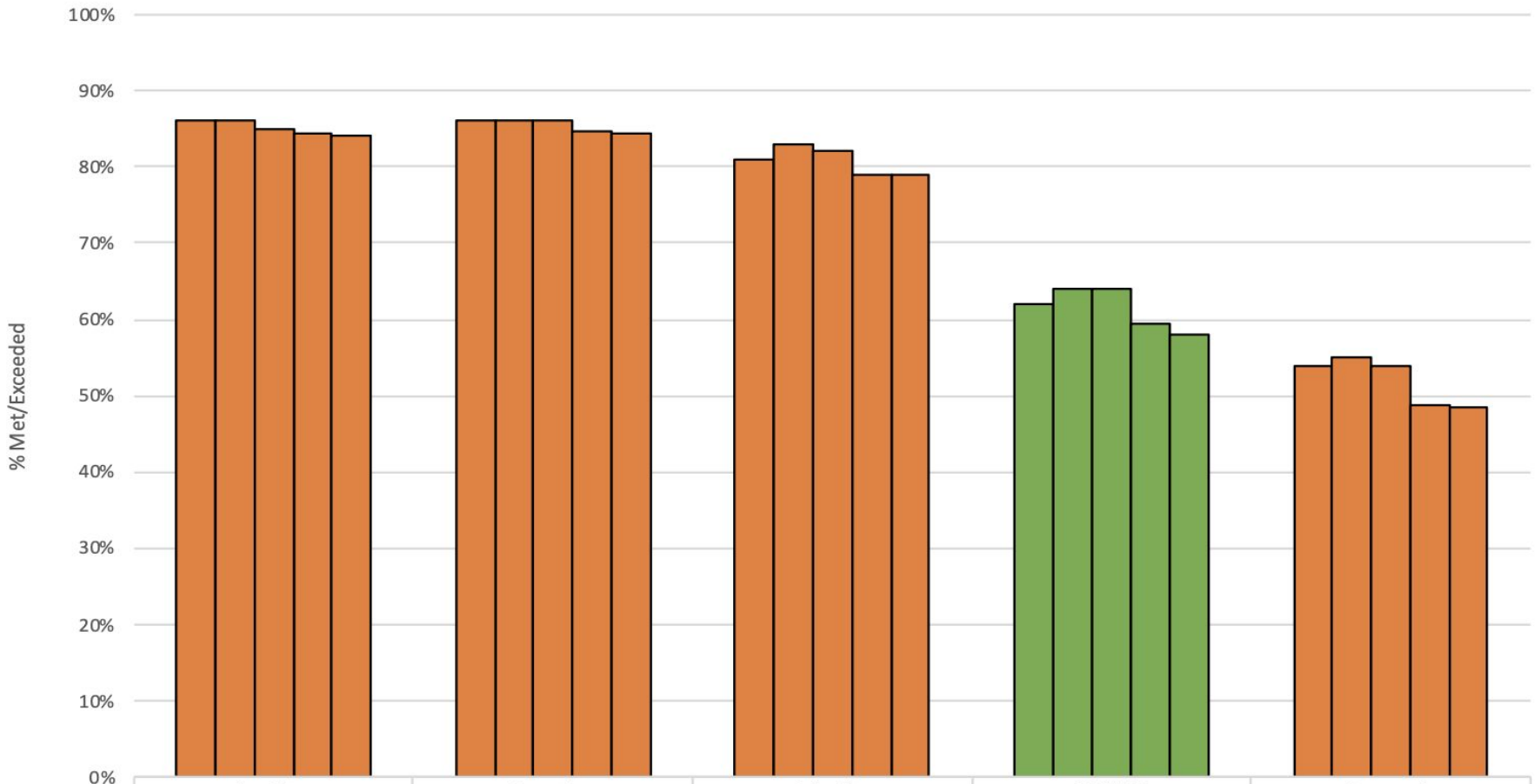
	Los Altos	Cupertino	Palo Alto	MVWSD	Sunnyvale
2017 Math	86%	86%	81%	62%	54%
2018 Math	86%	86%	83%	64%	55%
2019 Math	85%	86%	82%	64%	54%
2022 Math	84%	85%	79%	59%	49%
2023 Math	84%	84%	79%	58%	49%

County and Neighboring District Comparison

- Overall, MVWSD continues to outperform the county for both ELA and Math
- We see drop in proficiency for both ELA and math post pandemic across state, county, and our district
- Looking at County and District subgroup data,
  - For both ELA and Math, proficiency for
    - SWD was higher than county
    - ELs and SED was lower than county
    - Asian and White student group was higher than county
  - Hispanic/Latino student group was higher than county in math and similar to county in ELA
- MVWSD continues to outperform Sunnyvale but we see lower performance in comparison to Los Altos, Palo Alto, and Los Gatos
  - The gap between MVWSD and the above 3 districts was reduced previously but it has increased in the past two years

CAASPP ELA
MVWSD Schools
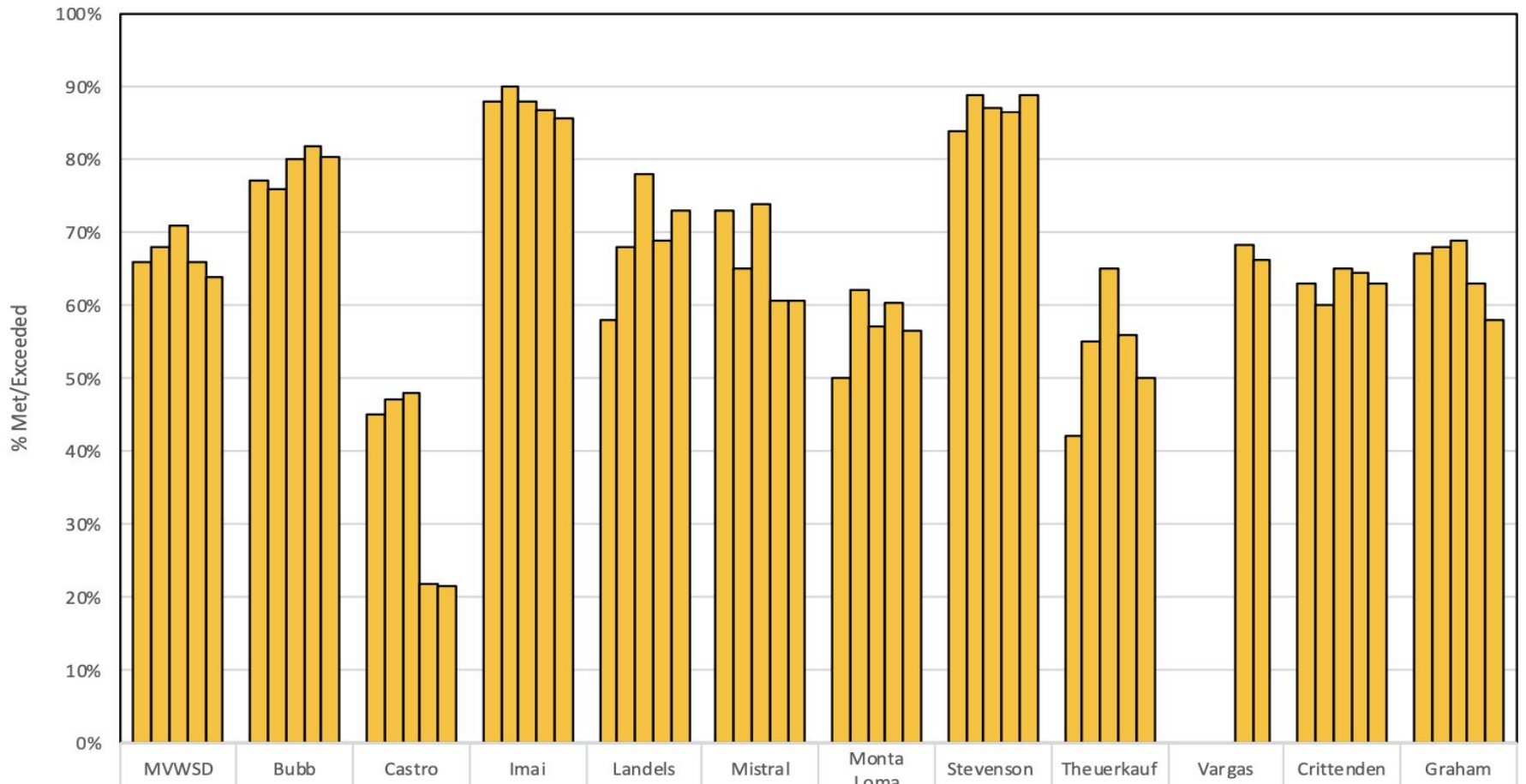
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 ELA	66%	77%	45%	88%	58%	73%	50%	84%	42%		63%	67%
2018 ELA	68%	76%	47%	90%	68%	65%	62%	89%	55%		60%	68%
2019 ELA	71%	80%	48%	88%	78%	74%	57%	87%	65%		65%	69%
2022 ELA	66%	82%	22%	87%	69%	61%	60%	86%	56%	68%	64%	63%
2023 ELA	64%	80%	22%	85%	73%	61%	57%	89%	50%	66%	63%	58%

CAASPP Math
MVWSD Schools
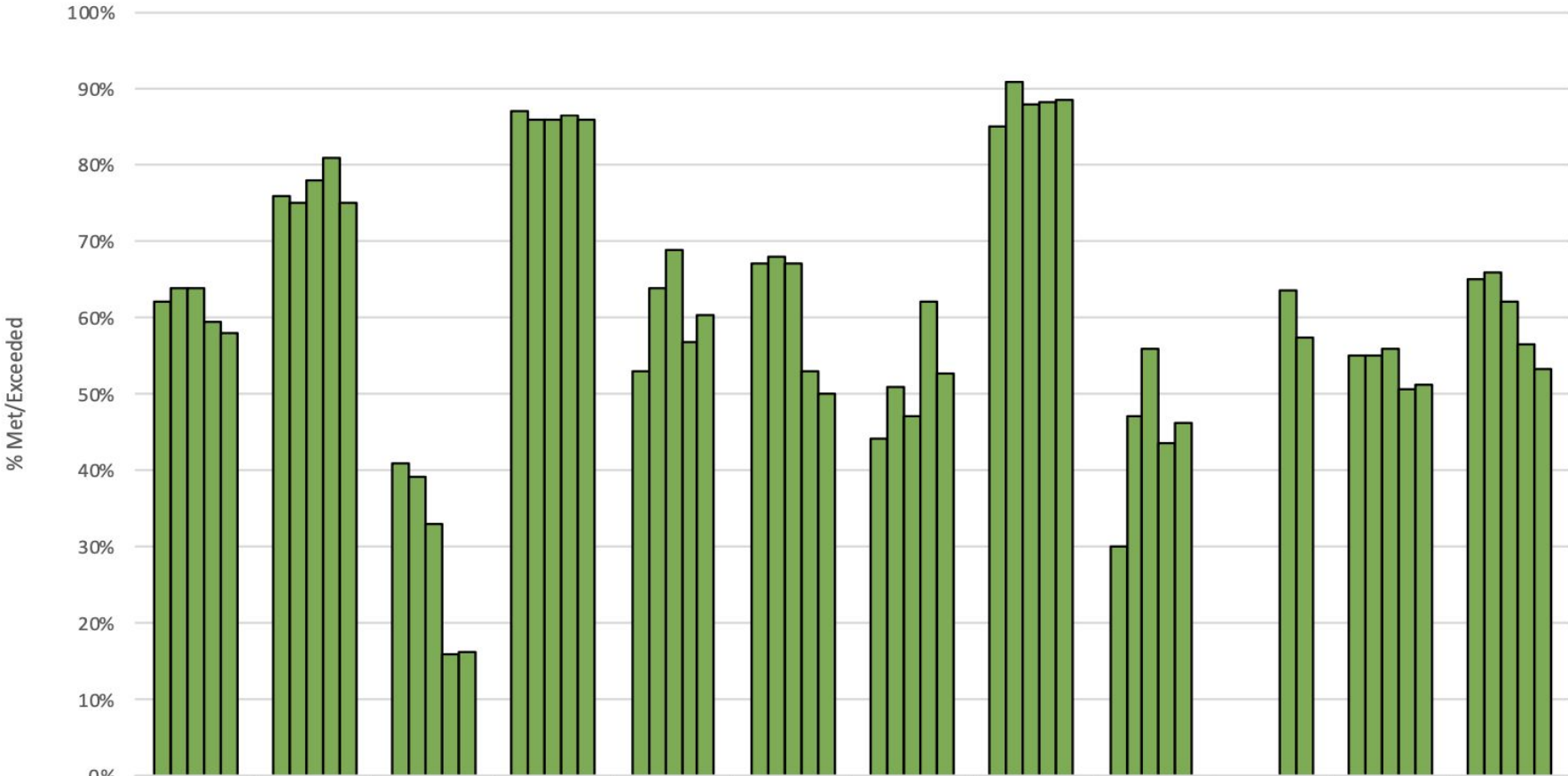
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 Math	62%	76%	41%	87%	53%	67%	44%	85%	30%		55%	65%
2018 Math	64%	75%	39%	86%	64%	68%	51%	91%	47%		55%	66%
2019 Math	64%	78%	33%	86%	69%	67%	47%	88%	56%		56%	62%
2022 Math	59%	81%	16%	87%	57%	53%	62%	88%	44%	64%	50%	57%
2023 Math	58%	75%	16%	86%	60%	50%	53%	89%	46%	57%	51%	53%

CAASPP ELA
By Grade Level
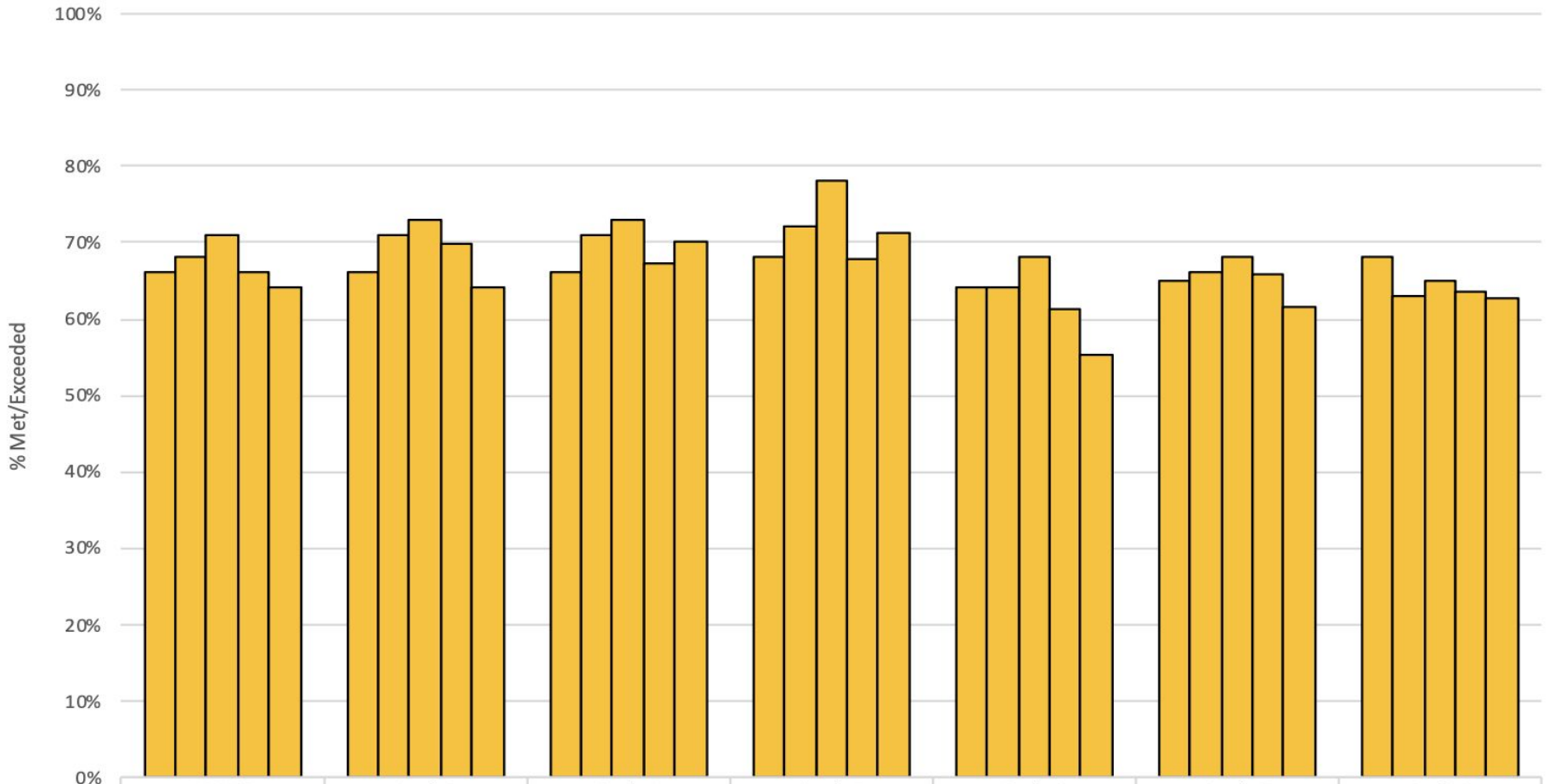
	MVWSD	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017 ELA	66%	66%	66%	68%	64%	65%	68%
2018 ELA	68%	71%	71%	72%	64%	66%	63%
2019 ELA	71%	73%	73%	78%	68%	68%	65%
2022 ELA	66%	70%	67%	68%	61%	66%	64%
2023 ELA	64%	64%	70%	71%	55%	61%	63%

CAASPP Math
By Grade Level

	MVWSD	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017 Math	62%	69%	61%	59%	59%	61%	63%
2018 Math	64%	72%	68%	62%	61%	65%	58%
2019 Math	64%	71%	67%	67%	57%	61%	58%
2022 Math	59%	72%	63%	57%	50%	58%	54%
2023 Math	58%	64%	65%	60%	49%	53%	56%
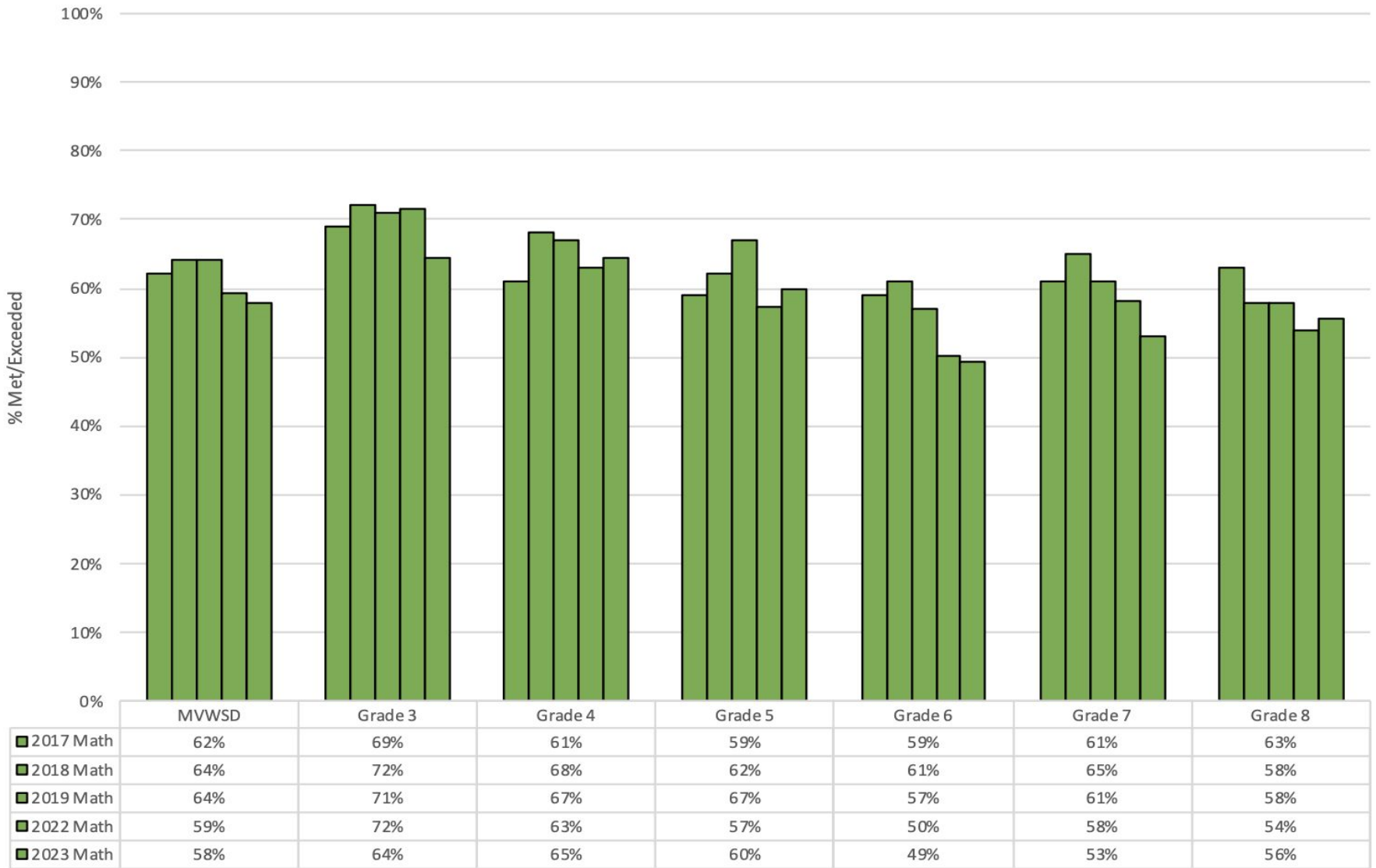
School and Grade Level Outcomes

ELA

- Overall, 64% of students are on or above grade level
  - slightly lower than last year (66% → 64%)
- In comparison to last year,
  - Stevenson and Landels have slight increases (+3, +4)
  - Castro maintained proficiency
  - Larger decline for Theuerkauf and Graham (-6, -5)
  - Increase for Grade 4 and Grade 5 (+3)
  - Larger declines for Grade 3, Grade 6, and Grade 7 (-6, -6, -5)

School and Grade Level Outcomes

Math

- Overall, 58% of students are on or above grade level
  - similar to last year (59% → 58%)
- In comparison to last year,
  - Stevenson, Landels, Crittenden, Theuerkauf have slight increases (+1, +3, +1, +2)
  - Castro held ground - similar proficiency
  - Larger decline for Monta Loma, Vargas, and Bubb (-9, -7, -6)
  - Increases for Grade 4, Grade 5, Grade 8 (+2, +3, +2)
  - Decline for Grade 3, Grade 6, Grade 7 (-8, -1, -5)

CAASPP ELA
By Subgroup
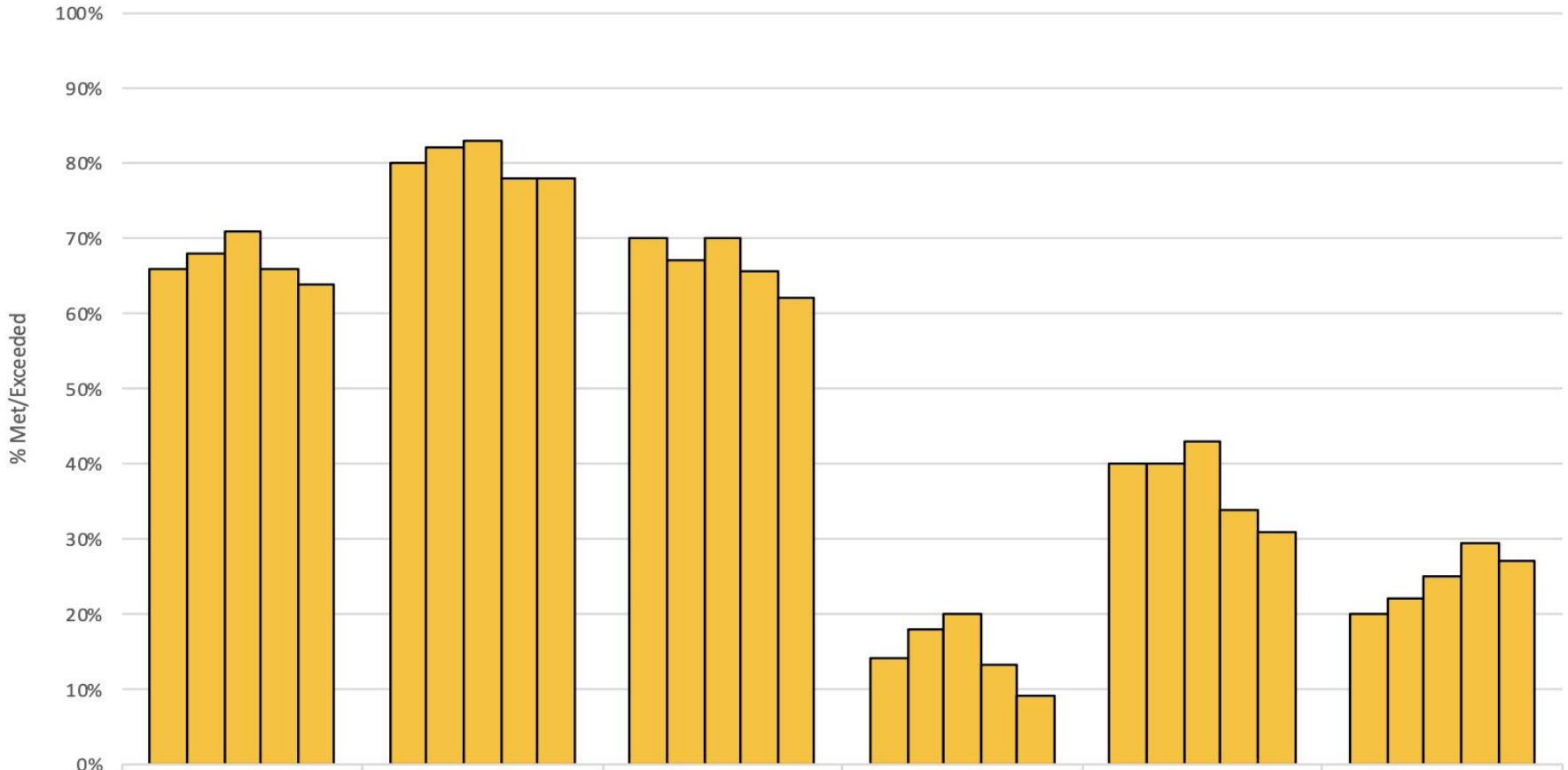
	MVWSD	English Only	Reclassified Fluent English Proficient	English Learner	Socio-Economically Disadvantaged	Students with Disabilities
2017 ELA	66%	80%	70%	14%	40%	20%
2018 ELA	68%	82%	67%	18%	40%	22%
2019 ELA	71%	83%	70%	20%	43%	25%
2022 ELA	66%	78%	66%	13%	34%	29%
2023 ELA	64%	78%	62%	9%	31%	27%

CAASPP ELA
English Only
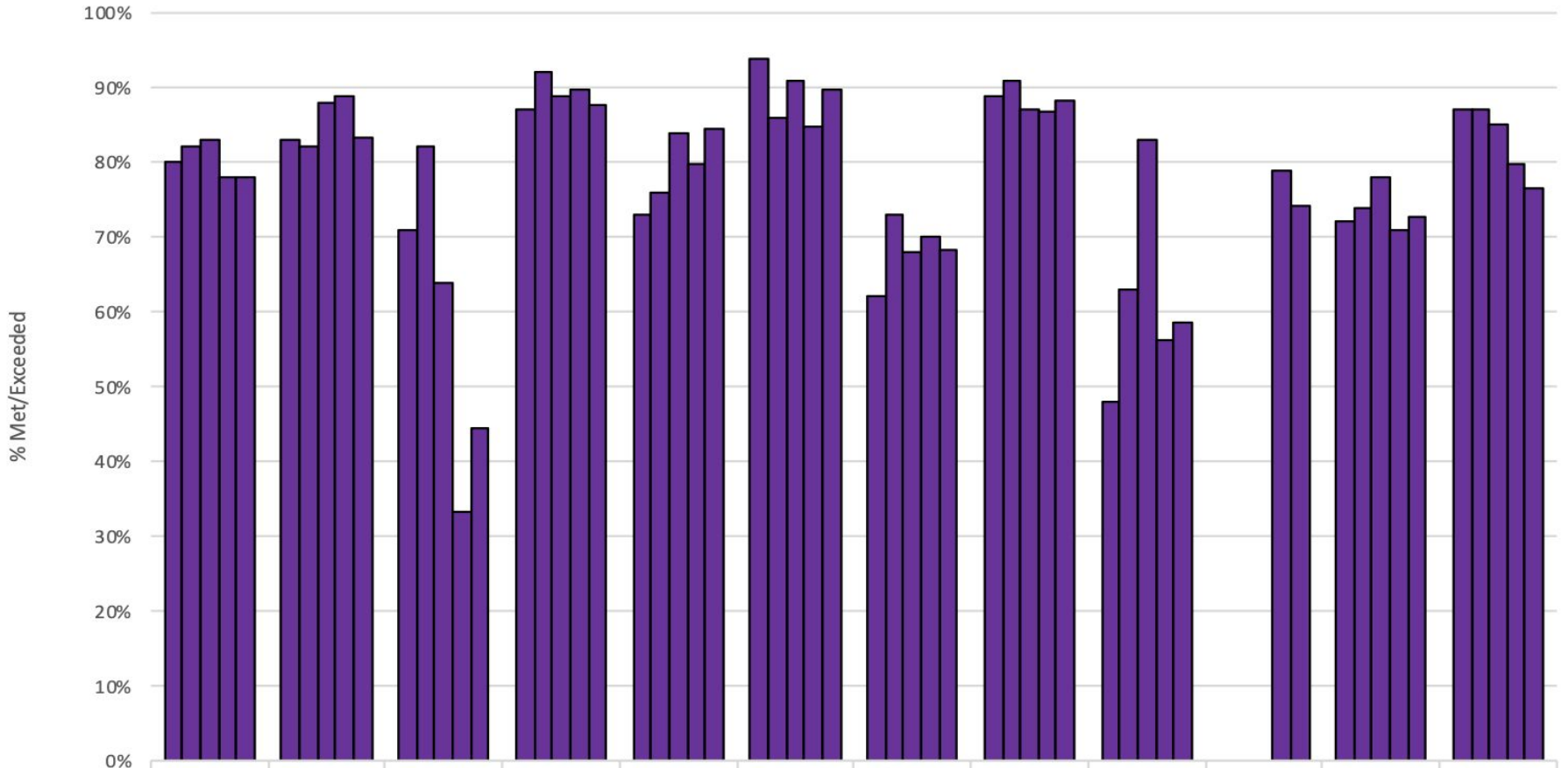
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 EO ELA	80%	83%	71%	87%	73%	94%	62%	89%	48%		72%	87%
2018 EO ELA	82%	82%	82%	92%	76%	86%	73%	91%	63%		74%	87%
2019 EO ELA	83%	88%	64%	89%	84%	91%	68%	87%	83%		78%	85%
2022 EO ELA	78%	89%	33%	90%	80%	85%	70%	87%	56%	79%	71%	80%
2023 EO ELA	78%	83%	44%	88%	84%	90%	68%	88%	59%	74%	73%	76%

CAASPP ELA
Reclassified Fluent English Proficient
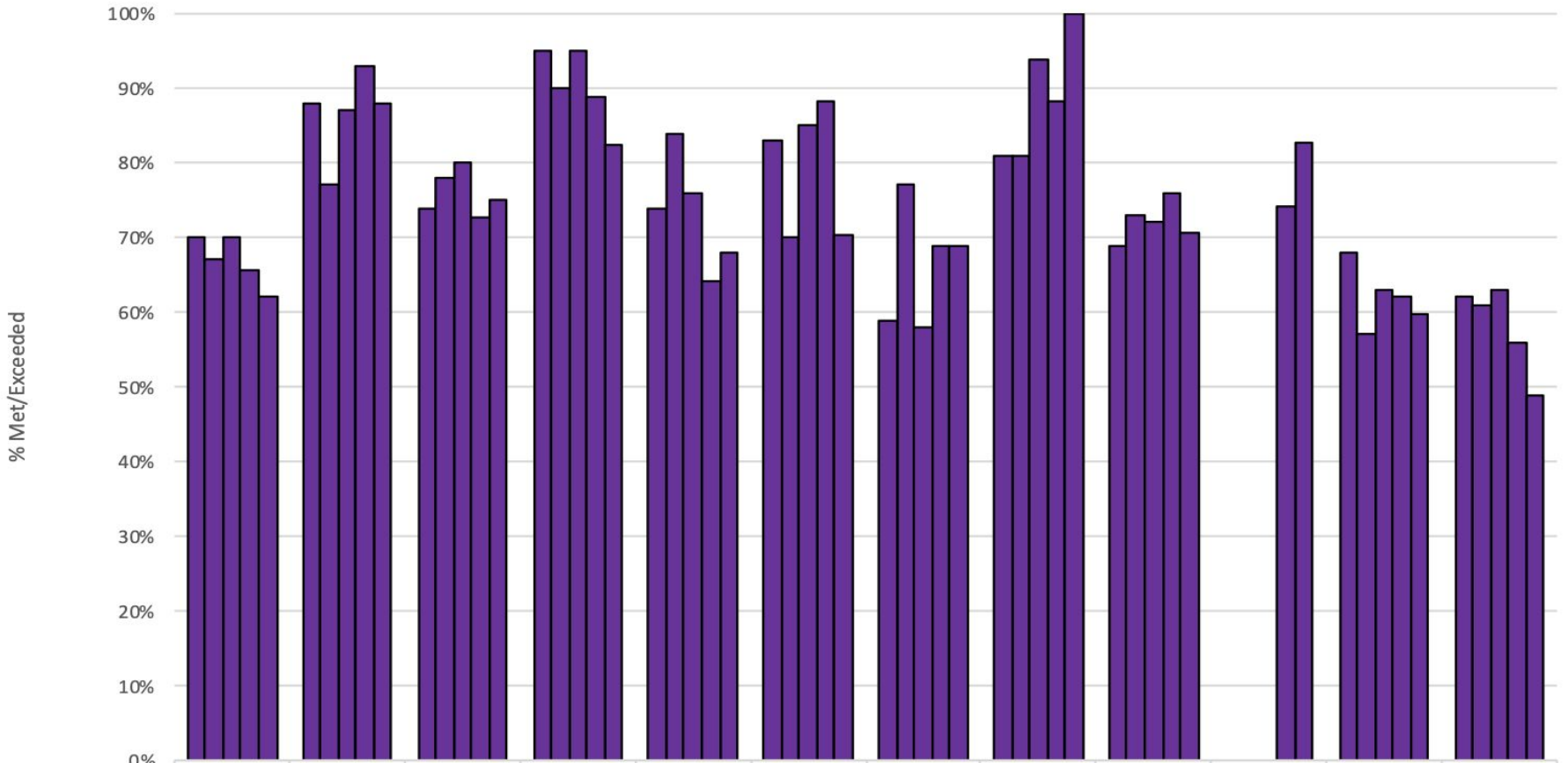
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 RFEP ELA	70%	88%	74%	95%	74%	83%	59%	81%	69%		68%	62%
2018 RFEP ELA	67%	77%	78%	90%	84%	70%	77%	81%	73%		57%	61%
2019 RFEP ELA	70%	87%	80%	95%	76%	85%	58%	94%	72%		63%	63%
2022 RFEP ELA	66%	93%	73%	89%	64%	88%	69%	88%	76%	74%	62%	56%
2023 RFEP ELA`	62%	88%	75%	83%	68%	70%	69%	100%	71%	83%	60%	49%

CAASPP ELA
English Learner
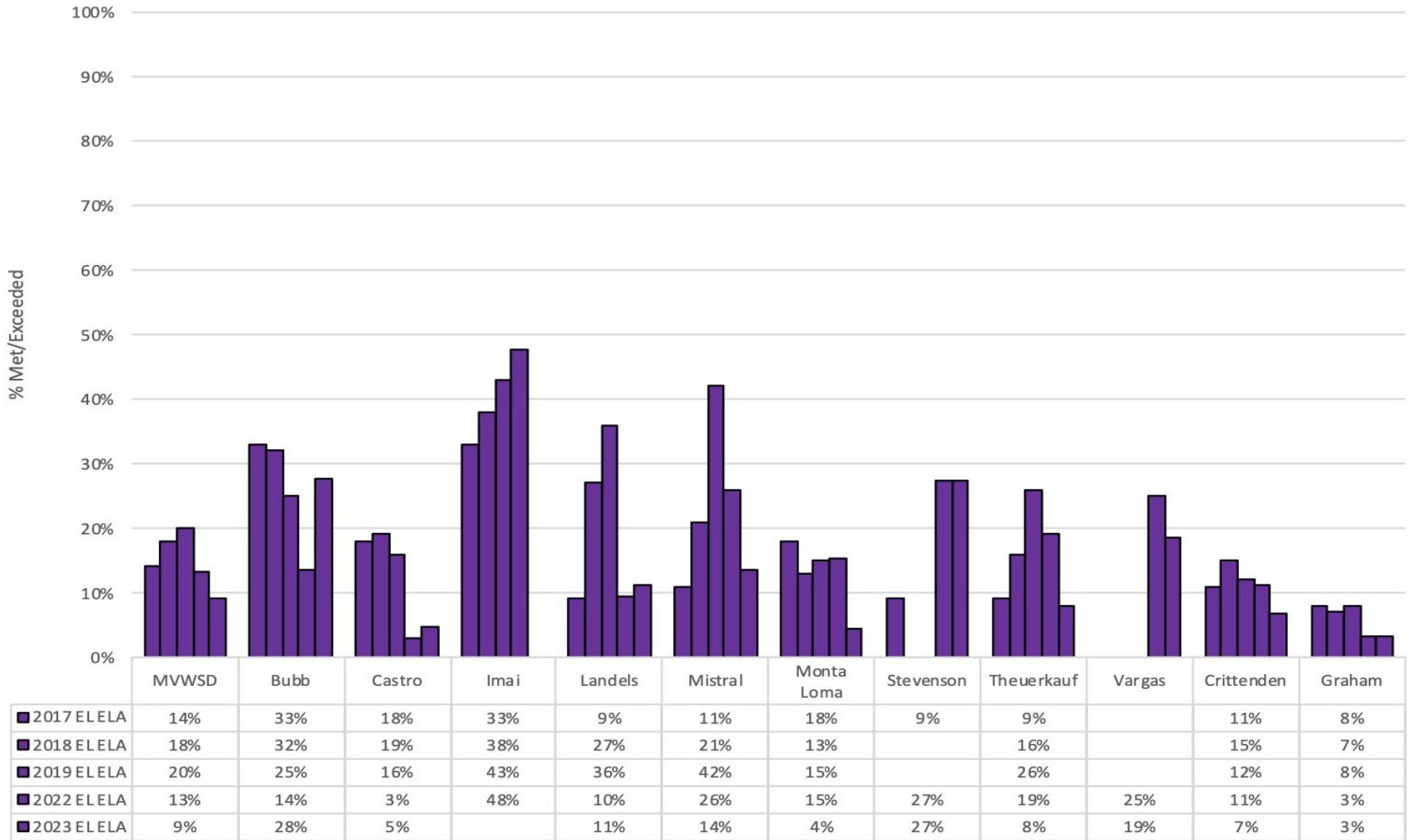
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 EL ELA	14%	33%	18%	33%	9%	11%	18%	9%	9%		11%	8%
2018 EL ELA	18%	32%	19%	38%	27%	21%	13%		16%		15%	7%
2019 EL ELA	20%	25%	16%	43%	36%	42%	15%		26%		12%	8%
2022 EL ELA	13%	14%	3%	48%	10%	26%	15%	27%	19%	25%	11%	3%
2023 EL ELA	9%	28%	5%		11%	14%	4%	27%	8%	19%	7%	3%

*If there are less than 10 students in a subgroup, their data is not reported

Mountain View Whisman School District

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CAASPP ELA
Socio-Economically Disadvantaged
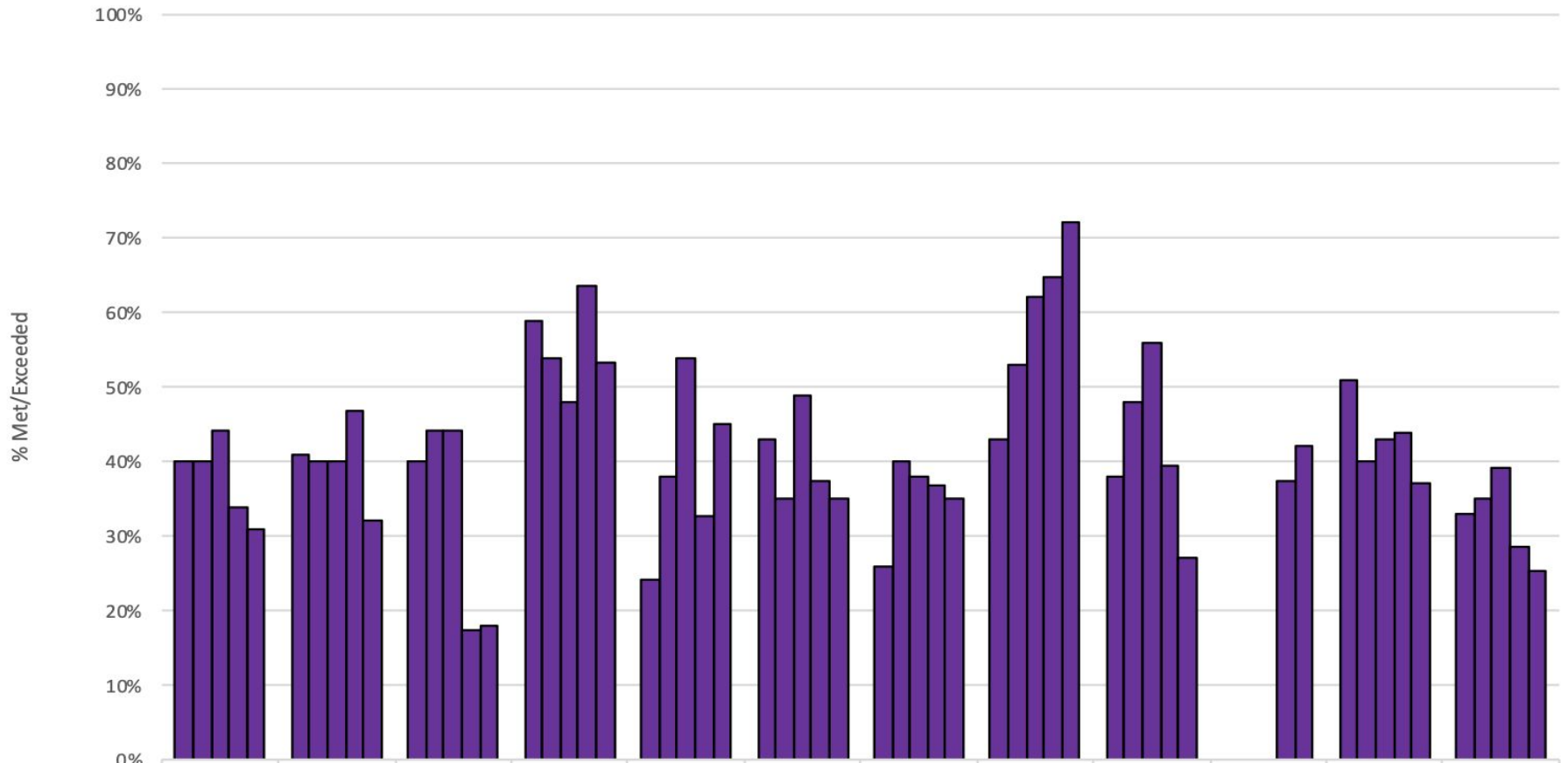
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 SED ELA	40%	41%	40%	59%	24%	43%	26%	43%	38%		51%	33%
2018 SED ELA	40%	40%	44%	54%	38%	35%	40%	53%	48%		40%	35%
2019 SED ELA	44%	40%	44%	48%	54%	49%	38%	62%	56%		43%	39%
2022 SED ELA	34%	47%	17%	64%	33%	37%	37%	65%	40%	38%	44%	29%
2023 SED ELA	31%	32%	18%	53%	45%	35%	35%	72%	27%	42%	37%	25%

CAASPP ELA
Students with Disabilities

	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
■ 2017 SWD ELA	20%	13%	36%	25%	35%		17%	25%	15%		20%	12%
■ 2018 SWD ELA	22%	15%	15%	54%	37%		25%	62%	19%		22%	11%
■ 2019 SWD ELA	25%	30%	17%	36%	40%	58%	32%	60%	30%		23%	7%
■ 2022 SWD ELA	29%	36%	0%	70%	36%	43%	41%	47%	27%	19%	28%	18%
■ 2023 SWD ELA	27%	21%	5%	58%	33%			67%	25%	11%	28%	19%
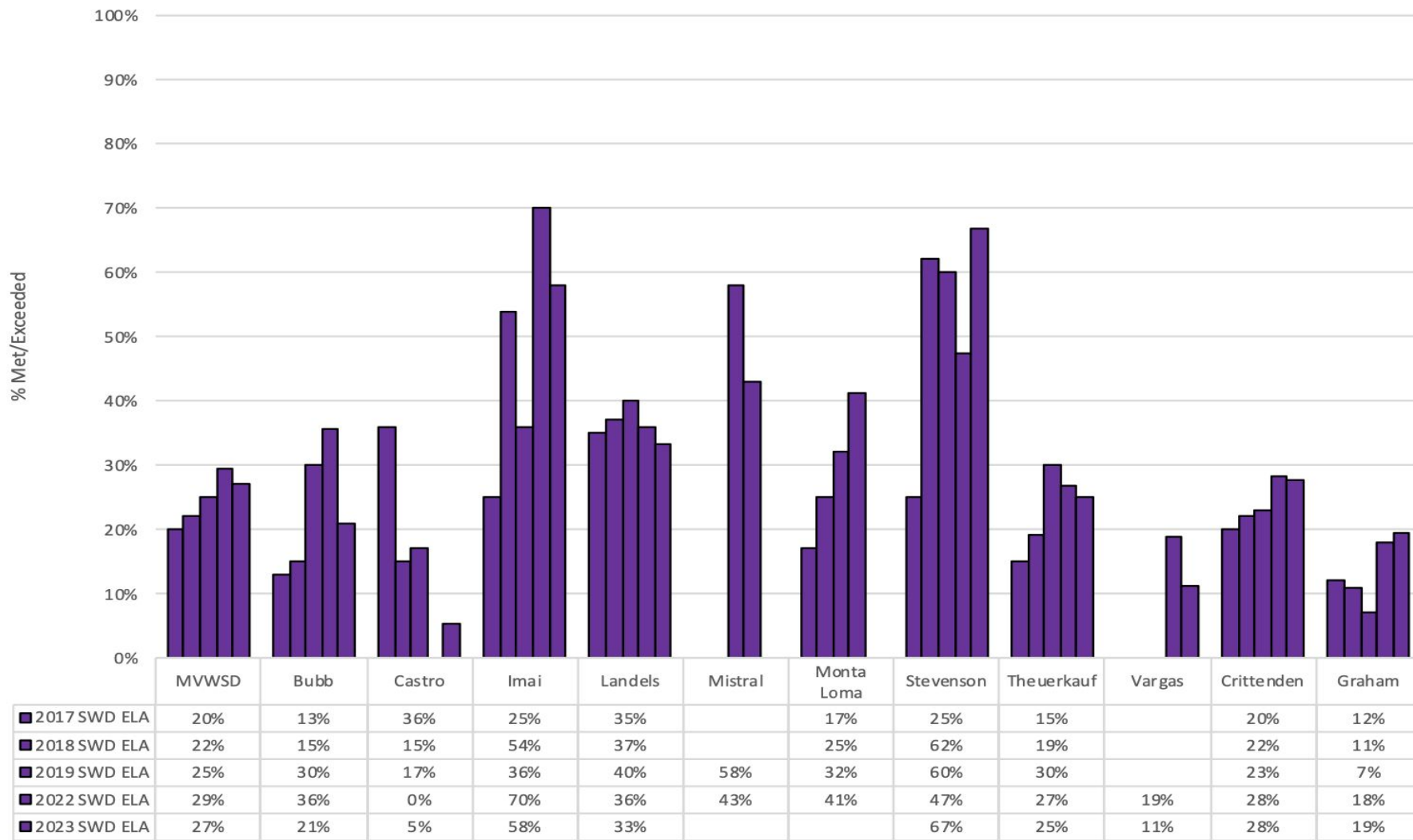
*If there are less than 10 students in a subgroup, their data is not reported

CAASPP ELA
By Ethnicity
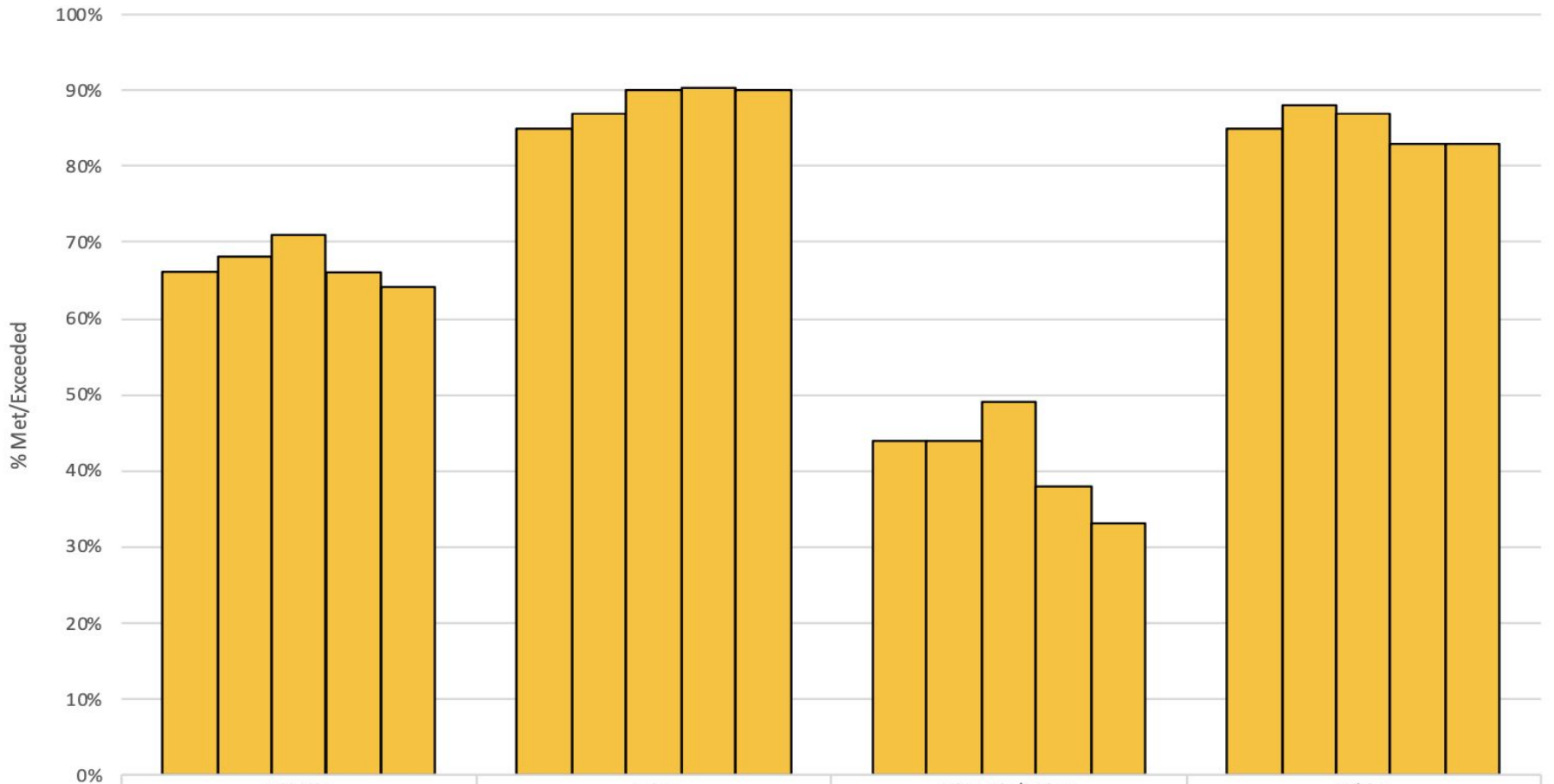
	MVWSD	Asian	Hispanic/Latino	White
2017 ELA	66%	85%	44%	85%
2018 ELA	68%	87%	44%	88%
2019 ELA	71%	90%	49%	87%
2022 ELA	66%	90%	38%	83%
2023 ELA	64%	90%	33%	83%

CAASPP ELA
Asian

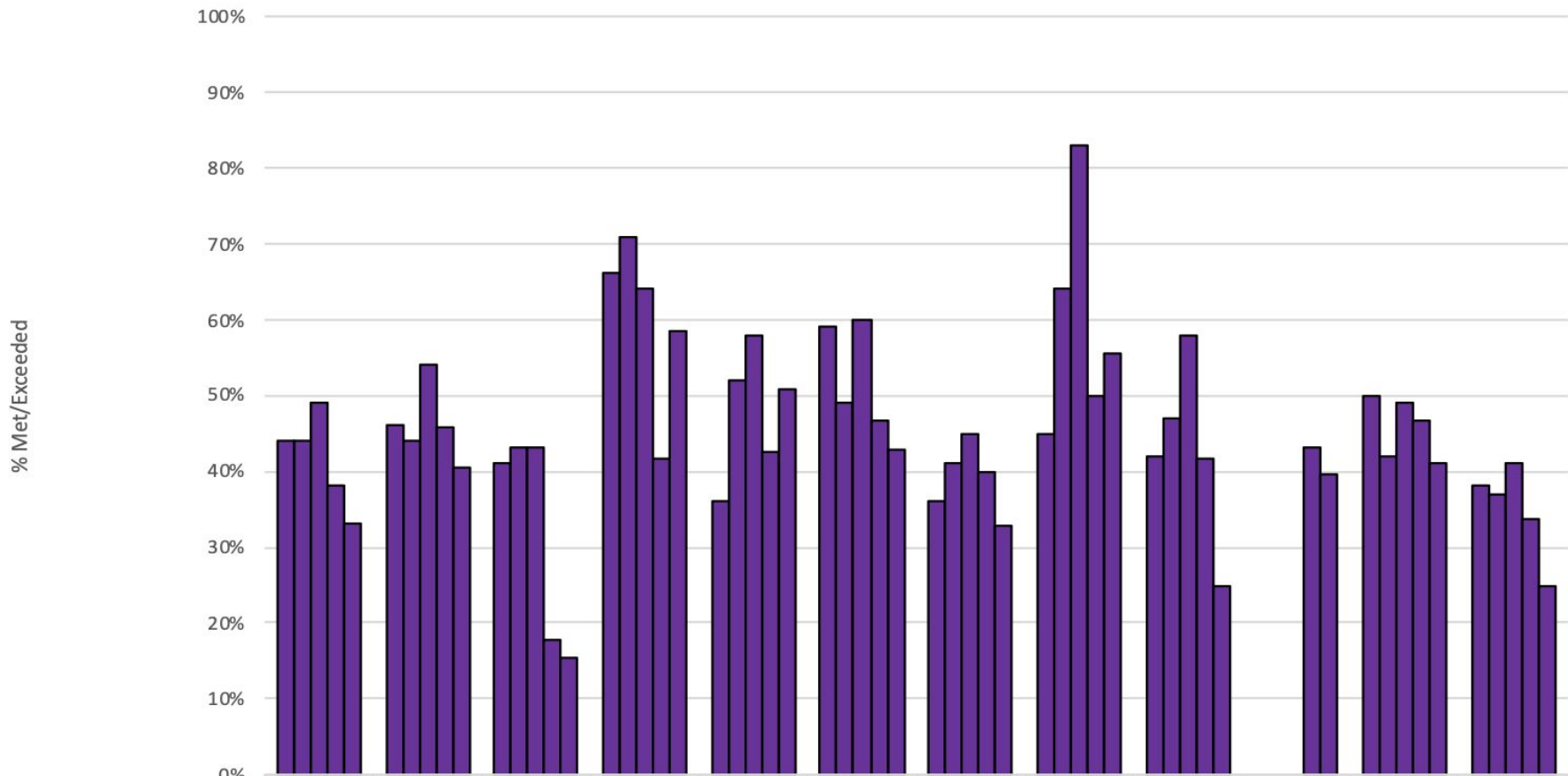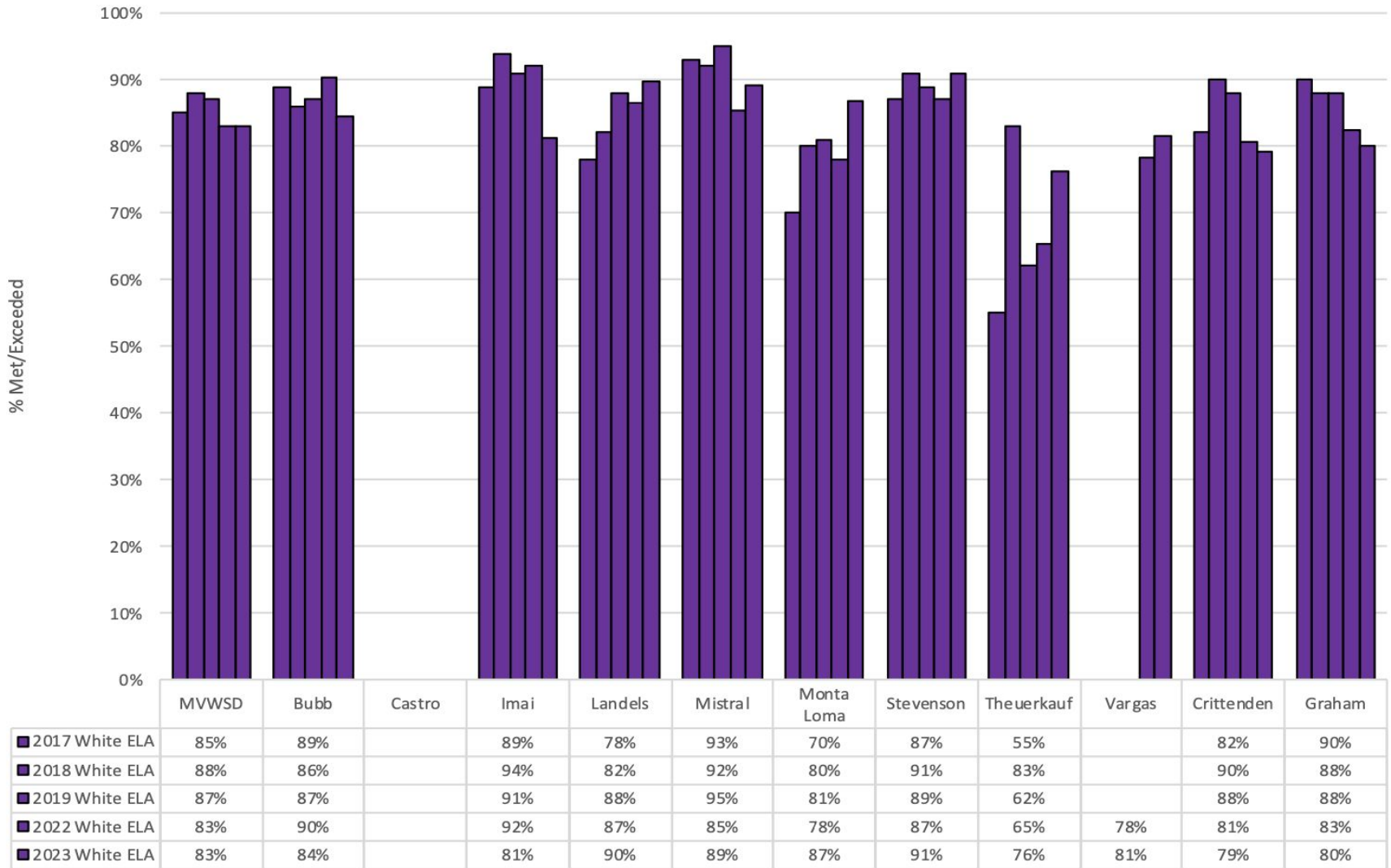|	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 Asian ELA	85%	91%		90%	81%		92%	94%	36%		80%	84%
2018 Asian ELA	87%	94%		92%	77%		85%	94%	69%		83%	85%
2019 Asian ELA	90%	94%		94%	85%		67%	90%			83%	89%
2022 Asian ELA	90%	92%		92%	79%		82%	94%	88%	89%	93%	90%
2023 Asian ELA	90%	100%		96%	87%			94%	67%	76%	83%	90%
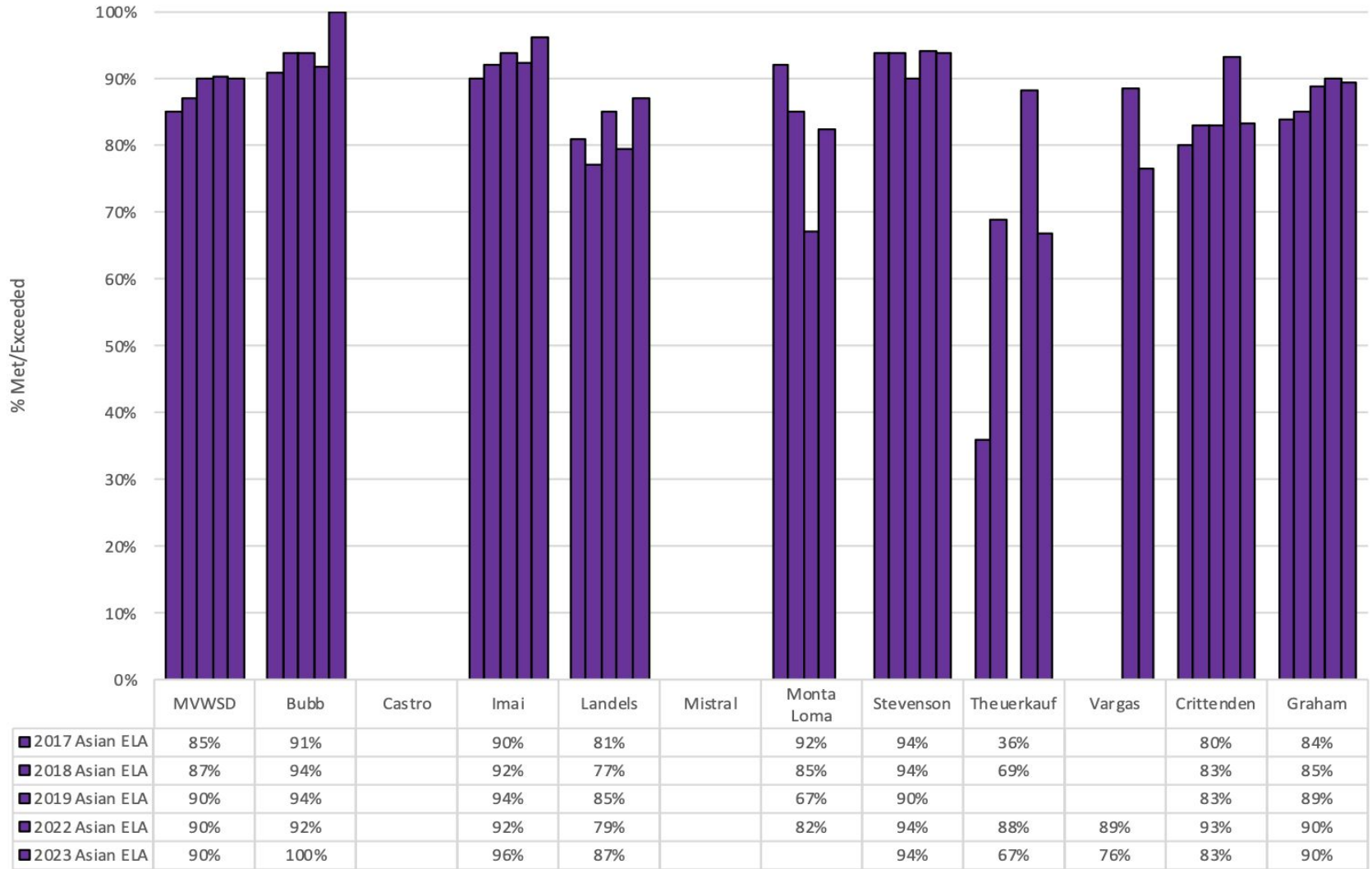
*If there are less than 10 students in a subgroup, their data is not reported

CAASPP ELA
Hispanic or Latino

	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
■ 2017 Hispanic/Latino ELA	44%	46%	41%	66%	36%	59%	36%	45%	42%		50%	38%
■ 2018 Hispanic/Latino ELA	44%	44%	43%	71%	52%	49%	41%	64%	47%		42%	37%
■ 2019 Hispanic/Latino ELA	49%	54%	43%	64%	58%	60%	45%	83%	58%		49%	41%
■ 2022 Hispanic/Latino ELA	38%	46%	18%	42%	42%	47%	40%	50%	42%	43%	47%	34%
■ 2023 Hispanic/Latino ELA	33%	41%	15%	58%	51%	43%	33%	56%	25%	40%	41%	25%

CAASPP ELA
White

	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 White ELA	85%	89%		89%	78%	93%	70%	87%	55%		82%	90%
2018 White ELA	88%	86%		94%	82%	92%	80%	91%	83%		90%	88%
2019 White ELA	87%	87%		91%	88%	95%	81%	89%	62%		88%	88%
2022 White ELA	83%	90%		92%	87%	85%	78%	87%	65%	78%	81%	83%
2023 White ELA	83%	84%		81%	90%	89%	87%	91%	76%	81%	79%	80%

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English Language Arts Outcomes

- In comparison to last year, we see declines for student groups except EO, Asian, and White (no change)
  - SWD (-2)
  - RFEP (-4)
  - EL (-4)
  - SocioEconomically Disadvantaged (-3)
  - Hispanic/Latino (-5)
- Larger declines for at-risk student groups - H/L, ELs

English Language Arts Outcomes

- In comparison to last year,
  - ELs at
    - Bubb, Castro, Landels, show increases (+14, +2, +1)
    - Mistral, Monta Loma, Theuerkauf, Vargas, and Crittenden show larger decline (-12, -11, -11, -6, -4)
  - Socio-economically Disadvantaged subgroup at
    - Castro, Landels, Stevenson, Vargas show increase (+1, +12, +7, +4)
    - Bubb, Imai, Theuerkauf, Crittenden, and Graham show larger declines (-15, -11, -13, -7, -4)
  - Hispanic/Latino subgroup at
    - Imai, Landels, Stevenson show increase (+16, +7, +6)
    - Theuerkauf, Crittenden, and Graham show larger declines (-17, -6, -11)

CAASPP Math
By Subgroup
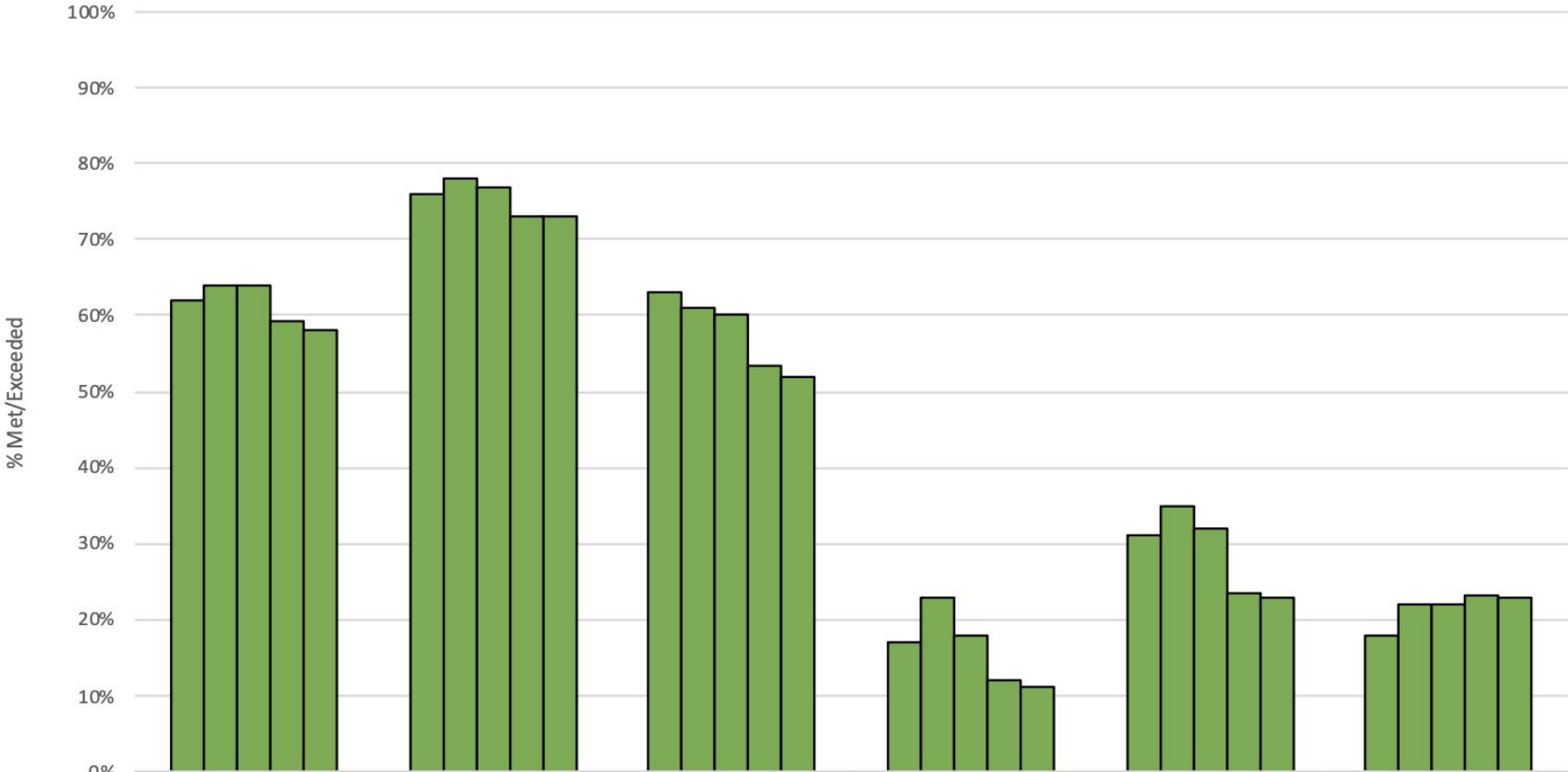
	MVWSD	English Only	Reclassified Fluent English Proficient	English Learner	Socio-Economically Disadvantaged	Students with Disabilities
■ 2017 Math	62%	76%	63%	17%	31%	18%
■ 2018 Math	64%	78%	61%	23%	35%	22%
■ 2019 Math	64%	77%	60%	18%	32%	22%
■ 2022 Math	59%	73%	54%	12%	24%	23%
■ 2023 Math	58%	73%	52%	11%	23%	23%

CAASPP Math
English Only
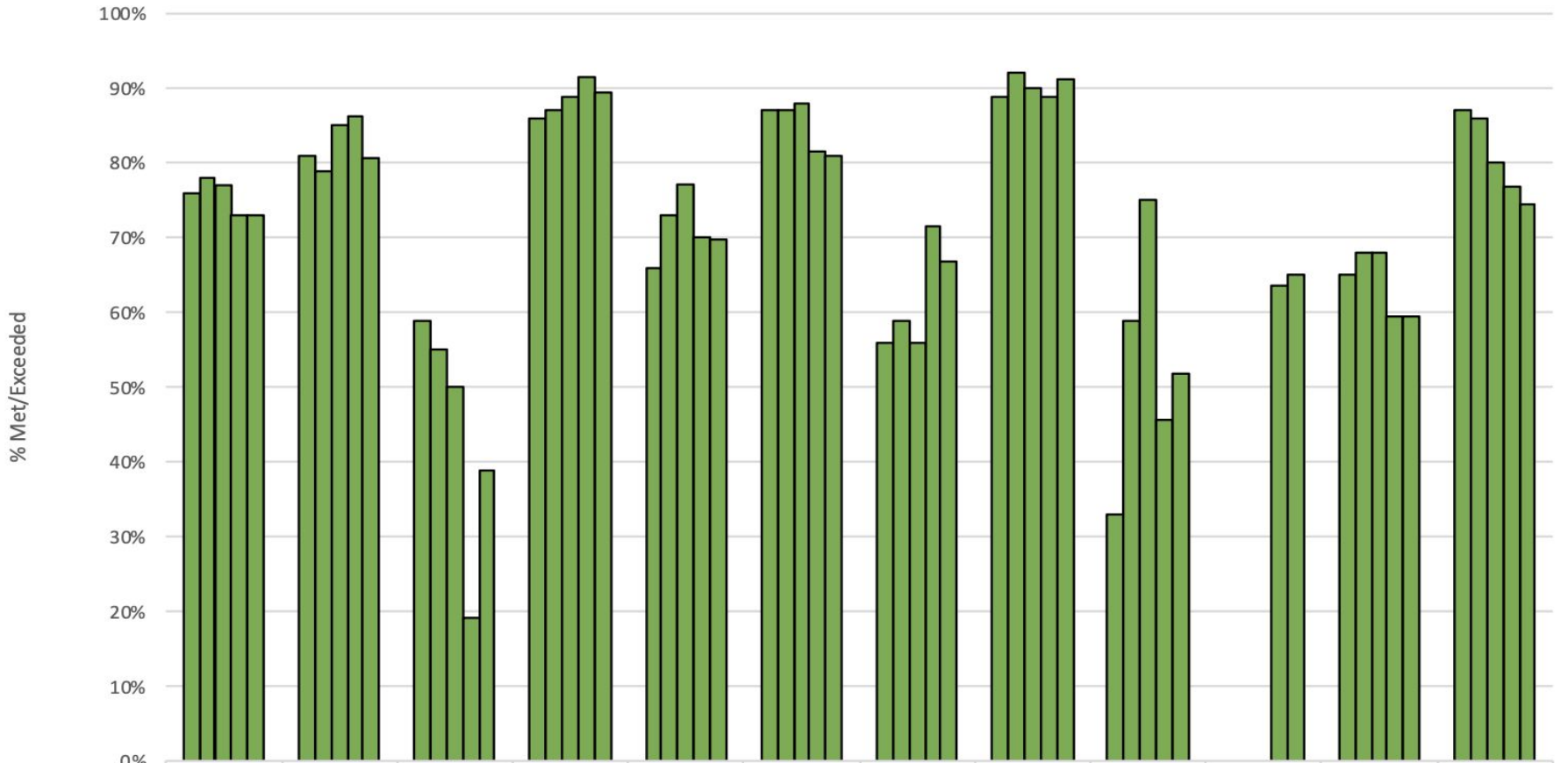
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 EO Math	76%	81%	59%	86%	66%	87%	56%	89%	33%		65%	87%
2018 EO Math	78%	79%	55%	87%	73%	87%	59%	92%	59%		68%	86%
2019 EO Math	77%	85%	50%	89%	77%	88%	56%	90%	75%		68%	80%
2022 EO Math	73%	86%	19%	92%	70%	82%	71%	89%	46%	64%	60%	77%
2023 EO Math	73%	81%	39%	90%	70%	81%	67%	91%	52%	65%	59%	75%

CAASPP Math
Reclassified Fluent English Proficient
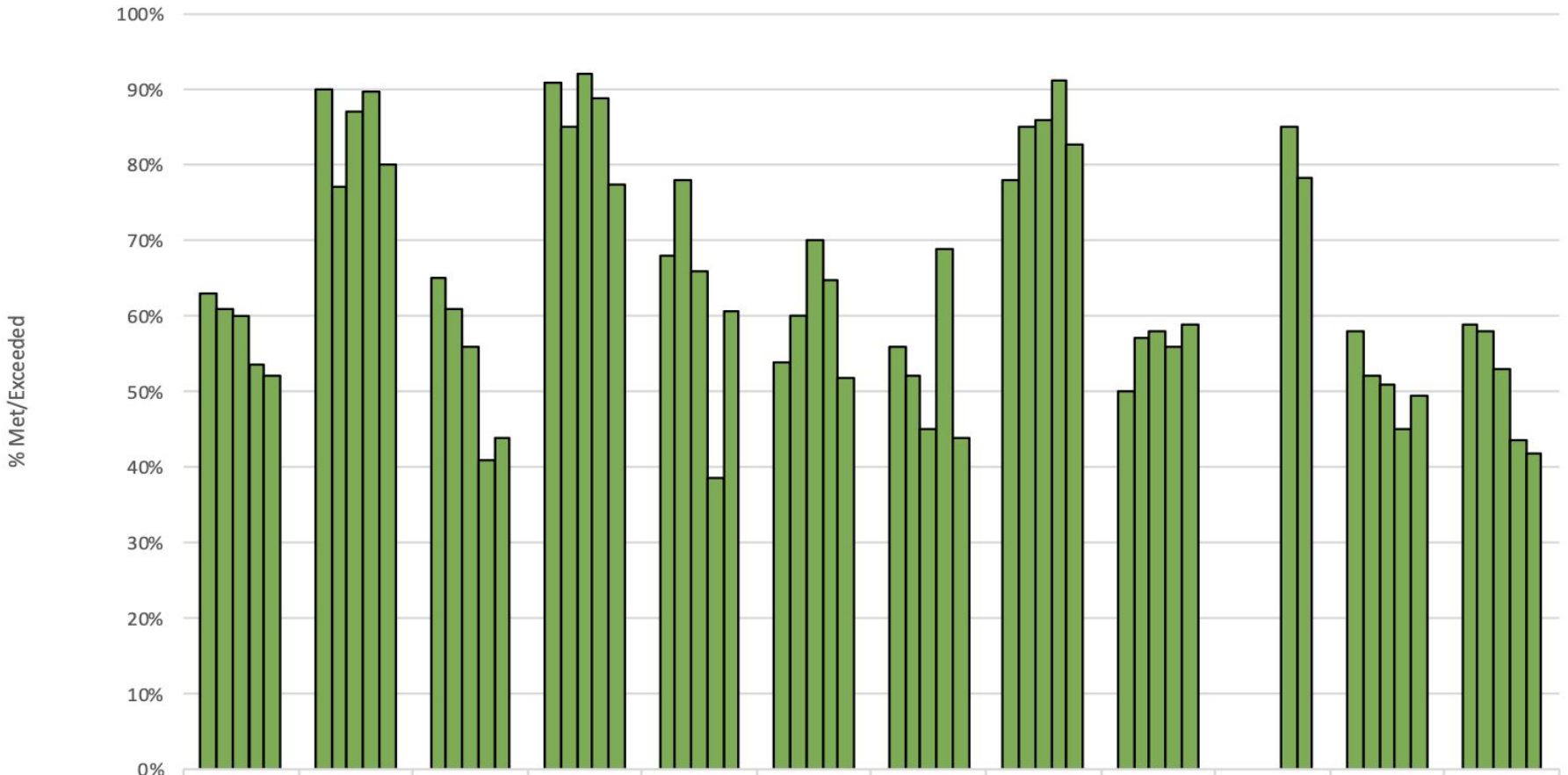
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
■2017 RFEP Math	63%	90%	65%	91%	68%	54%	56%	78%	50%		58%	59%
■2018 RFEP Math	61%	77%	61%	85%	78%	60%	52%	85%	57%		52%	58%
■2019 RFEP Math	60%	87%	56%	92%	66%	70%	45%	86%	58%		51%	53%
■2022 RFEP Math	54%	90%	41%	89%	38%	65%	69%	91%	56%	85%	45%	44%
■2023 RFEP Math	52%	80%	44%	78%	61%	52%	44%	83%	59%	78%	49%	42%

CAASPP Math
English Learner
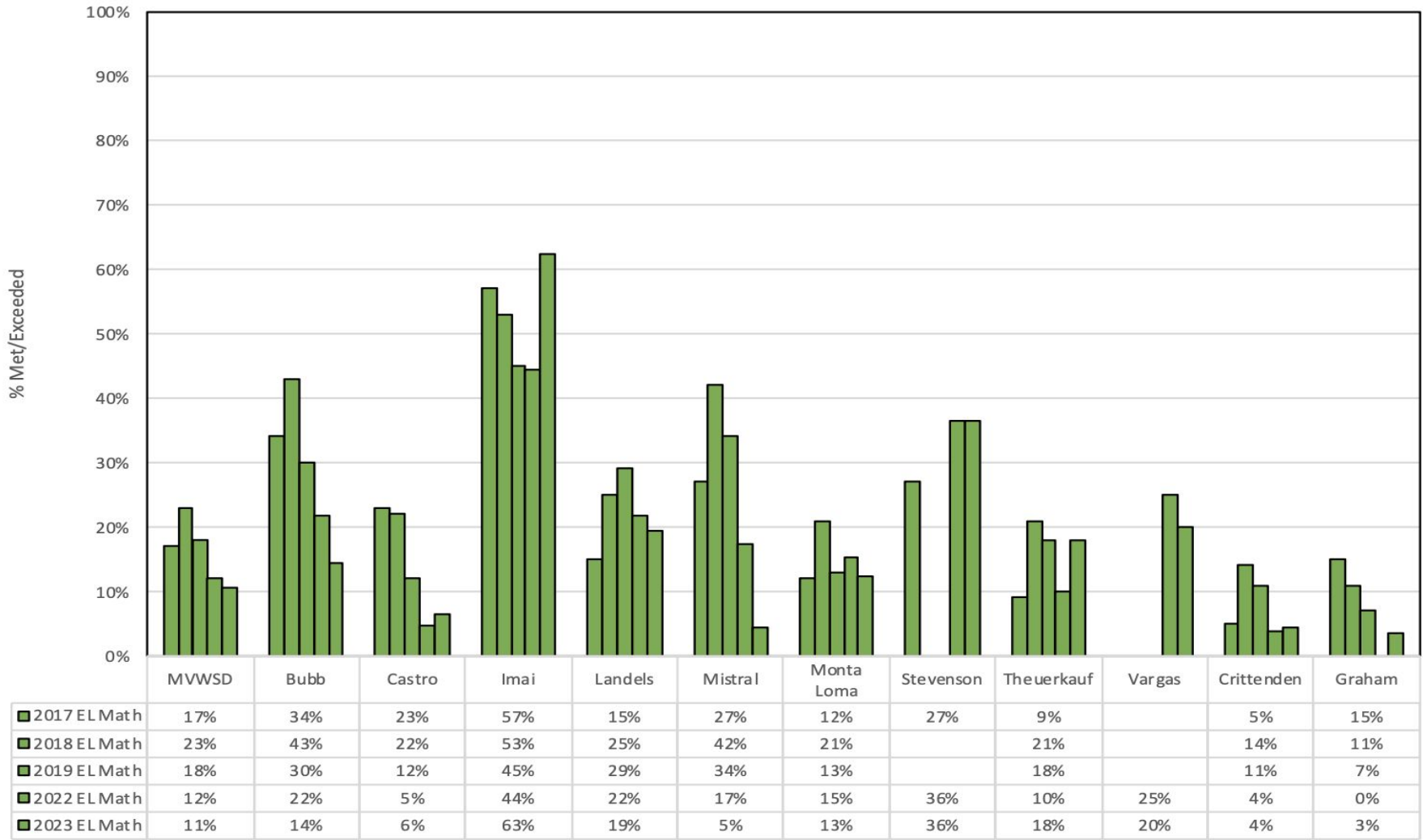
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 EL Math	17%	34%	23%	57%	15%	27%	12%	27%	9%		5%	15%
2018 EL Math	23%	43%	22%	53%	25%	42%	21%		21%		14%	11%
2019 EL Math	18%	30%	12%	45%	29%	34%	13%		18%		11%	7%
2022 EL Math	12%	22%	5%	44%	22%	17%	15%	36%	10%	25%	4%	0%
2023 EL Math	11%	14%	6%	63%	19%	5%	13%	36%	18%	20%	4%	3%

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Mountain View Whisman School District

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CAASPP Math
Socio-Economically Disadvantaged
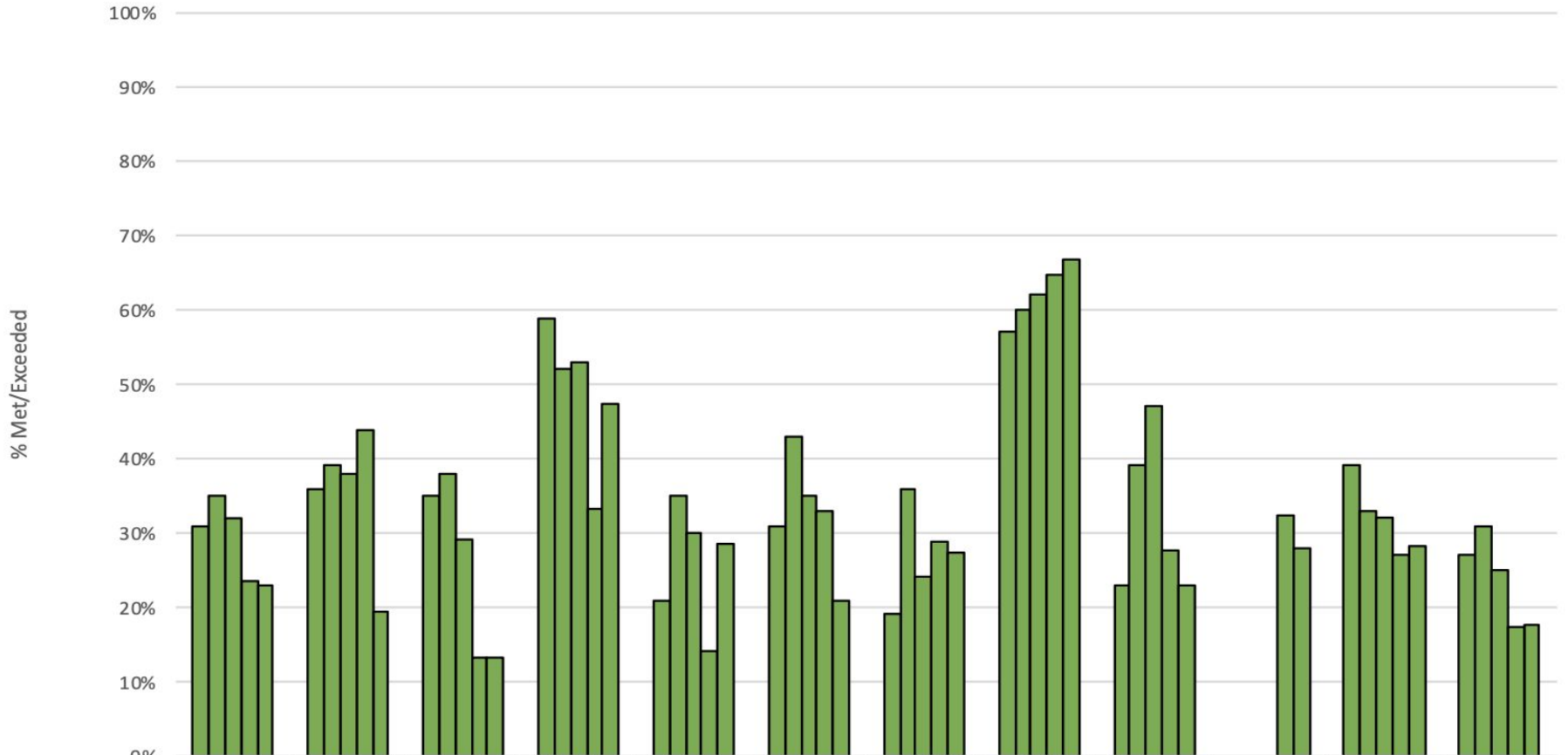
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 SED Math	31%	36%	35%	59%	21%	31%	19%	57%	23%		39%	27%
2018 SED Math	35%	39%	38%	52%	35%	43%	36%	60%	39%		33%	31%
2019 SED Math	32%	38%	29%	53%	30%	35%	24%	62%	47%		32%	25%
2022 SED Math	24%	44%	13%	33%	14%	33%	29%	65%	28%	33%	27%	18%
2023 SED Math	23%	19%	13%	47%	29%	21%	27%	67%	23%	28%	28%	18%

CAASPP Math
Student with Disabilities
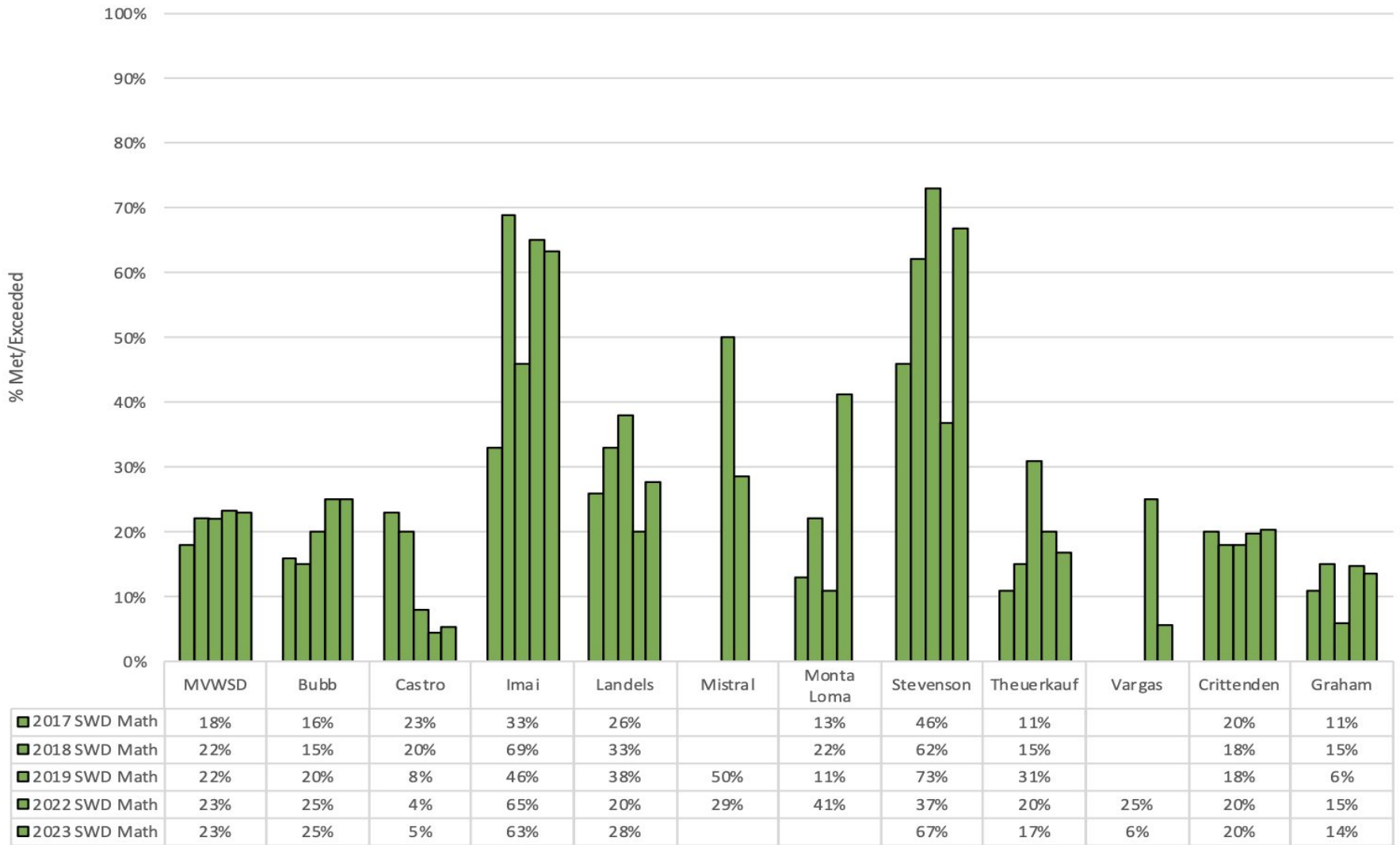
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 SWD Math	18%	16%	23%	33%	26%		13%	46%	11%		20%	11%
2018 SWD Math	22%	15%	20%	69%	33%		22%	62%	15%		18%	15%
2019 SWD Math	22%	20%	8%	46%	38%	50%	11%	73%	31%		18%	6%
2022 SWD Math	23%	25%	4%	65%	20%	29%	41%	37%	20%	25%	20%	15%
2023 SWD Math	23%	25%	5%	63%	28%			67%	17%	6%	20%	14%

*If there are less than 10 students in a subgroup, their data is not reported

Mountain View Whisman School District

CAASPP Math
By Ethnicity
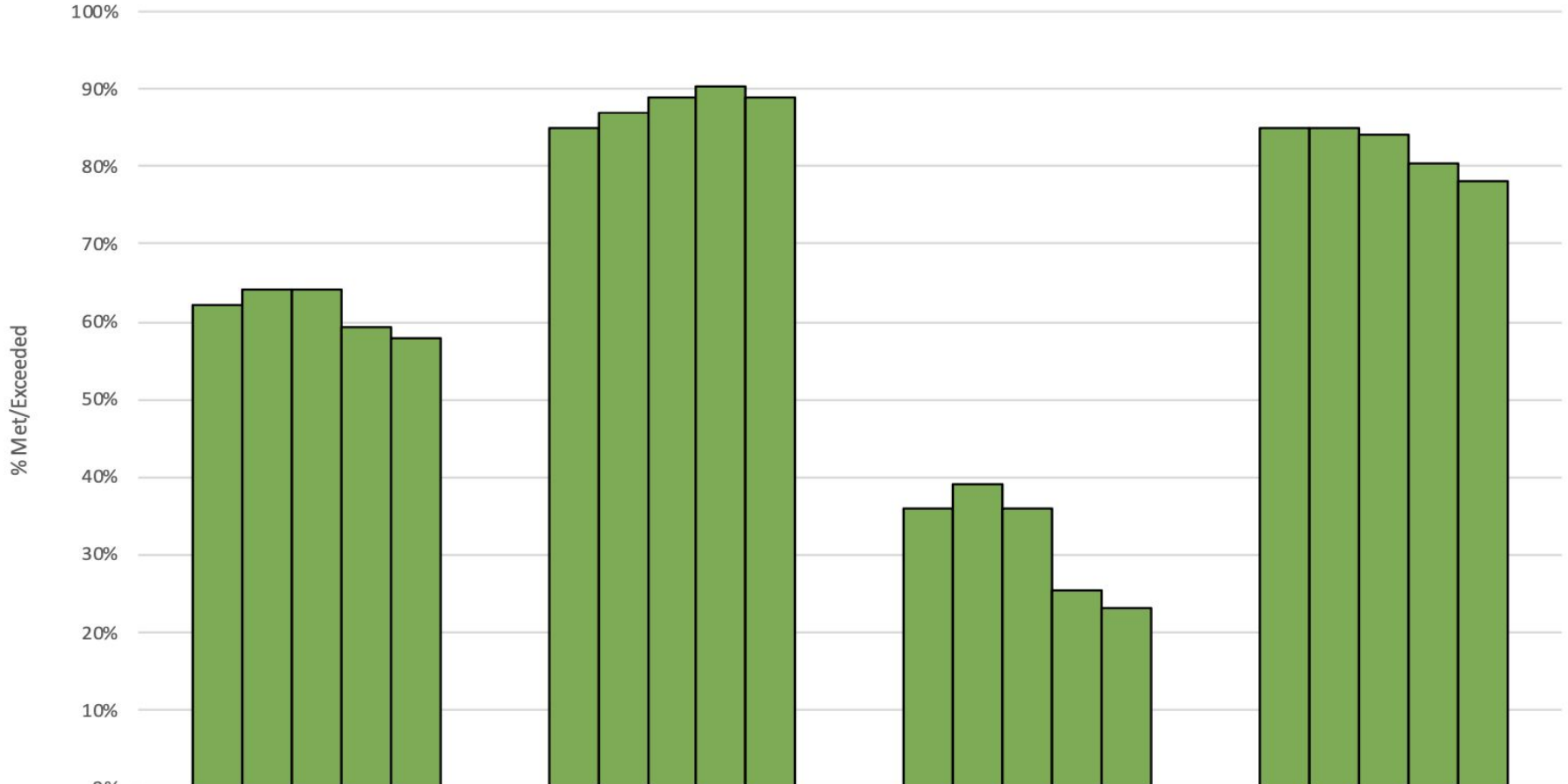
	MVWSD	Asian	Hispanic/Latino	White
2017 Math	62%	85%	36%	85%
2018 Math	64%	87%	39%	85%
2019 Math	64%	89%	36%	84%
2022 Math	59%	90%	25%	81%
2023 Math	58%	89%	23%	78%

CAASPP Math
Asian
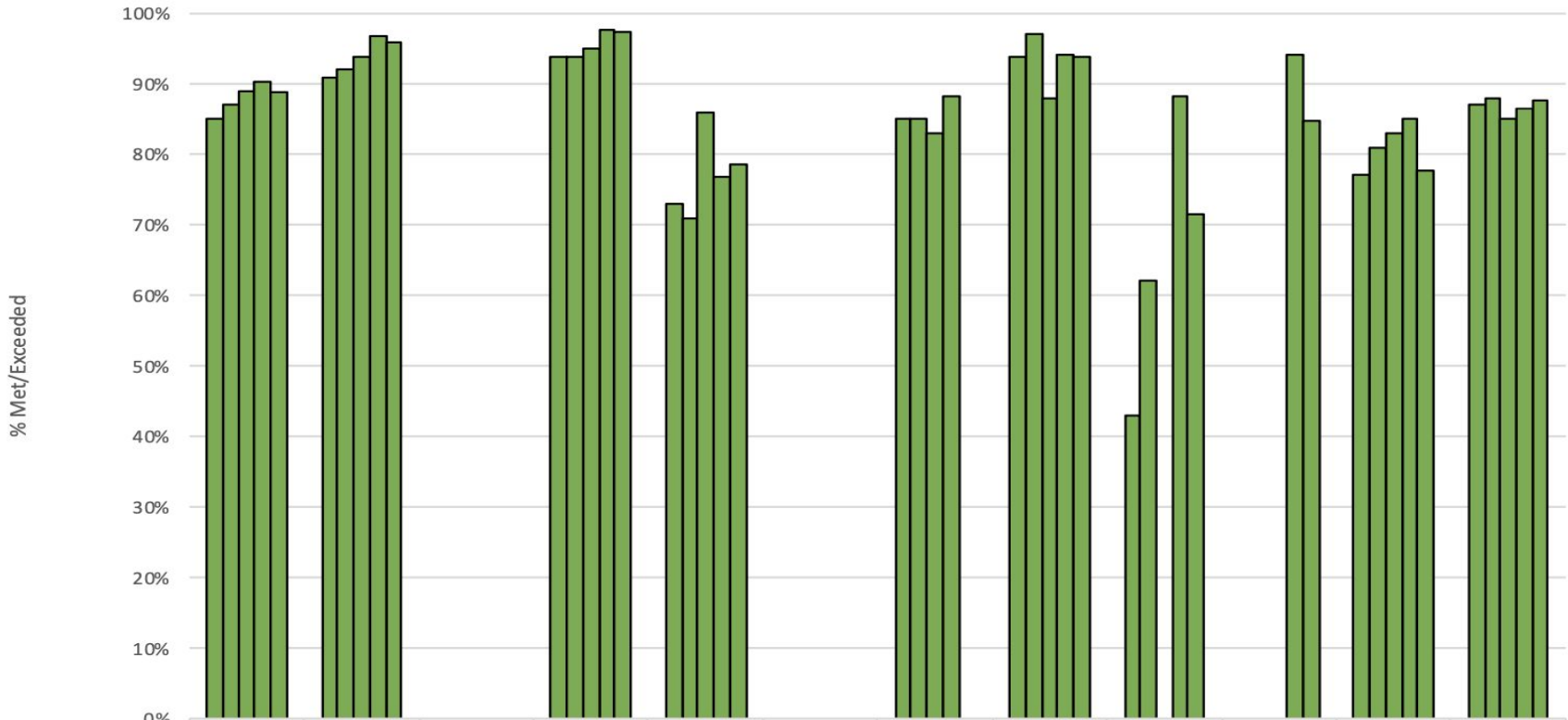
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 Asian Math	85%	91%		94%	73%		85%	94%	43%		77%	87%
2018 Asian Math	87%	92%		94%	71%		85%	97%	62%		81%	88%
2019 Asian Math	89%	94%		95%	86%		83%	88%			83%	85%
2022 Asian Math	90%	97%		98%	77%		88%	94%	88%	94%	85%	87%
2023 Asian Math	89%	96%		97%	79%			94%	71%	85%	78%	88%

*If there are less than 10 students in a subgroup, their data is not reported

CAASPP Math
Hispanic or Latino
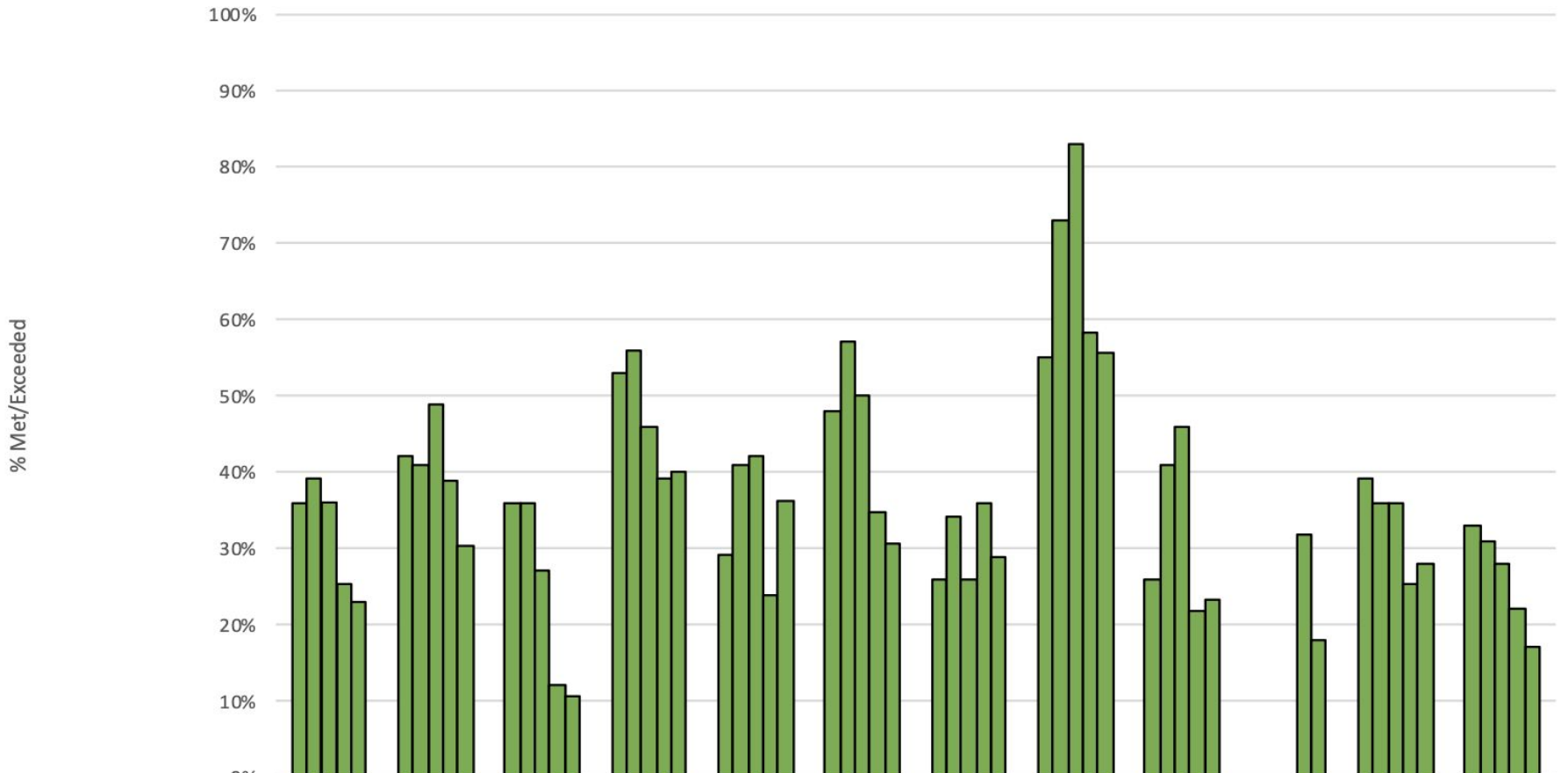
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 Hispanic/Latino Math	36%	42%	36%	53%	29%	48%	26%	55%	26%		39%	33%
2018 Hispanic/Latino Math	39%	41%	36%	56%	41%	57%	34%	73%	41%		36%	31%
2019 Hispanic/Latino Math	36%	49%	27%	46%	42%	50%	26%	83%	46%		36%	28%
2022 Hispanic/Latino Math	25%	39%	12%	39%	24%	35%	36%	58%	22%	32%	25%	22%
2023 Hispanic/Latino Math	23%	30%	11%	40%	36%	31%	29%	56%	23%	18%	28%	17%

CAASPP Math
White
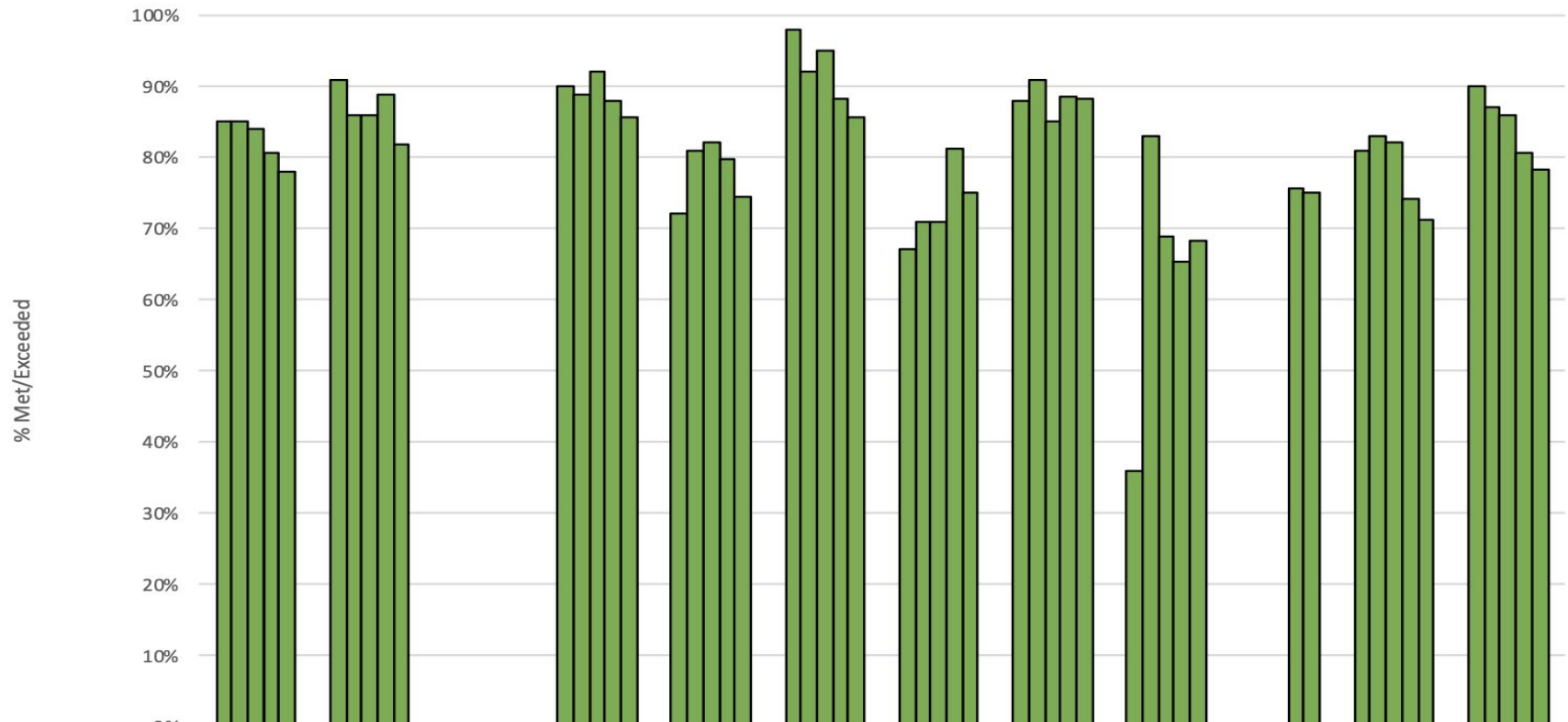
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 White Math	85%	91%		90%	72%	98%	67%	88%	36%		81%	90%
2018 White Math	85%	86%		89%	81%	92%	71%	91%	83%		83%	87%
2019 White Math	84%	86%		92%	82%	95%	71%	85%	69%		82%	86%
2022 White Math	81%	89%		88%	80%	88%	81%	88%	65%	76%	74%	81%
2023 White Math	78%	82%		86%	74%	86%	75%	88%	68%	75%	71%	78%

*If there are less than 10 students in a subgroup, their data is not reported

Math Outcomes

- In comparison to last year, we see slight drops for most student groups except EO and SWD (no change)
  - RFEP (-2)
  - EL (-1)
  - SocioEconomically Disadvantaged (-1)
  - Hispanic/Latino (-2)
  - Asian (-1)
  - White (-3)

Math Outcomes

- In comparison to last year,
  - ELs at
    - Imai, Castro, Theuerkauf, and Graham show increases (+19, +1, +8, +3)
    - Bubb, Landels, Mistral, Monta Loma, and Vargas, show declines (-6, -3, -12, -2, -5)
  - Socio-economically Disadvantaged subgroup at
    - Imai, Landels, Stevenson, and Crittenden show increases (+14, +5, +2, +1)
    - Bubb, Mistral, Monta Loma, Theuerkauf, and Vargas, show declines (-25, -12, -2, -5, -5)
  - Hispanic/Latino subgroup at
    - Imai, Landels, Theuerkauf, Crittenden show increase (+1, +12, +1, +3)
    - Bubb, Mistral, Monta Loma, and Graham show larger declines (-9, -4, -7 -14, -5)

Data Trends By Site

Data Trends By Site - ELA

Bubb	Overall 2 percentage point decrease in ELA. Gains for EL (+14), Asian (+8). Significant decrease for EO (-6), SocioEconomically Disadvantaged (-15), and Students with Disabilities (-15). Decrease for Hispanic/Latino (-5), White (-6), and RFEP (-5)
Castro	Overall maintained proficiency (at 22 %). Gains for EL (+2), EO (+11), RFEP (+2), SocioEconomically Disadvantaged (+1), and Students with Disabilities (+5). Decreases for Hispanic/Latino (-3). Asian and White not reported
Imai	Overall 2 percentage point decrease in ELA. Most significant increase for Hispanic/Latino (+16). Increase for Asian as well (+4). Significant decrease for SocioEconomically Disadvantaged (-11), Students with Disabilities (-12), and White (-11). Decrease for RFEP (-6) and EO (-2). EL not reported.
Landels	Overall 4 percentage point increase in ELA. Increase for all subgroups except Student with Disabilities (-3). EO (+4), RFEP (+4), SocioEconomically Disadvantaged (+12) , Hispanic/Latino (+7), Asian (+8). EL(+1) and White (+3) increased.
Mistral	Overall maintained proficiency (at 61%). Gains for EO (+5), White (+4). Significant decrease for EL (-12) and RFEP (-18). Decreases also for SocioEconomically Disadvantaged (-2), Hispanic/Latino (-4). Students with Disabilities and Asian not reported.
Monta Loma	Overall 3 percentage point decrease in ELA. Most significant increase for Asian (+15). Increase for White (+9) and Students with Disabilities (+9) as well. Significant decrease for EL (-11), EO (-2), SocioEconomically Disadvantaged (-2) and Hispanic/Latino (-7). RFEP maintained.

Data Trends By Site - ELA

Stevenson	Overall 3 percentage point increase in ELA. Significant increase for RFEP (+12) and Students with Disabilities (+20). Increases for White (+4), SocioEconomically Disadvantaged (+7), Hispanic/Latino (+6), EO (+1). Asian and EL maninatined.
Theuerkauf	Overall 6 percentage point decrease in ELA. Significant gains for White (+11). Increase for EO (+3). Significant declines for EL (-11), SocioEconomically Disadvantaged (-13), Hispanic/Latino (-17), and Asian (-11). Declines also for Students with Disabilities (-2) and RFEP(-5).
Vargas	Overall 2 percentage point decrease in ELA. Increase for RFEP (+9), SocioEconomically Disadvantaged (+4), and White (+3). Significant decrease for Asian (-13). Decreases also for Hispanic/Latino (-3), EL (-6), Students with Disabilities (-8), and EO (-5)
Crittenden	Overall 1 percentage point decrease in ELA. Increase for EO (+2). All other student groups declined. Asian (-10), EL (-4), RFEP (-2), SocioEconomically Disadvantaged (-7), Hispanic/Latino (-6), White (2). Students with Disabilities maintained.
Graham	Overall 5 percentage point decrease in ELA. Slight increase for Students with Disabilities (+1) Most other student groups declined. Decrease for EO (-4), RFEP (-7), SocioEconomically Disadvantaged (-4), Hispanic/Latino (-11), White (-3). Asian and EL maintained.

Data Trends By Site - Math

Bubb	Overall 6 percentage point decrease in Math. Almost all student groups show declines except Students with Disabilities that maintained. Hispanic/Latino (-9), White (-7), EO (-5), EL (-6), RFEP (-10), Asian (-1). Significant decrease for SocioEconomically Disadvantaged (-25).
Castro	Overall maintained proficiency in Math (at 16%). Significant increase for EO (+20). EL (+1), RFEP (+3), Students with Disabilities (+1). SocioEconomically Disadvantaged maintained. Hispanic/Latino declined (-1). White, Asian not reported.
Imai	Overall 1 percentage point decrease in Math. Significant gain for SocioEconomically Disadvantaged (+14), EL(+19). Increase for Hispanic/Latino (+1). Students with Disabilities (+19). Significant decrease for RFEP (-11). Decrease also for EO (-2), Students with Disabilities (-2), Asian (-1), White (-2).
Landels	Overall 3 percentage point increase in Math. Significant increase for RFEP (+23) and Hispanic/Latino (+12). Increases also for SocioEconomically Disadvantaged (+5), Students with Disabilities (+8), Asian (+2). Decrease for EL (-3), White (-6). EO maintained.
Mistral	Overall 3 percentage point decrease in Math. Significant declines for EL (-12), RFEP (-13), SocioEconomically Disadvantaged (-12), Students with Disabilities (-21). Declines also for Hispanic/Latino (-4), White (-2), EO (-1). Asian not reported.
Monta Loma	Overall 9 percentage point decrease in Math. Increase for Asian (+5). All other student groups declined. Significant decline for RFEP (-25). Declines also for EO (-4), EL (-2), SocioEconomically Disadvantaged (-2), Hispanic/Latino (-2), White (-6). Students with Disabilities not reported.

Data Trends By Site - Math

Stevenson	Overall 1 percentage point increase in Math. Highest proficiency among all schools (89%). Increases for most student groups. EO (+2), SocioEconomically Disadvantaged (+2, Hispanic/Latino (-2). Significant increase for Students with Disabilities (+30). Declines for RFEP (-8). EL, Asian, and White maintained.
Theuerkauf	Overall 2 percentage point increase in Math. Increase for EO (+6), EL (+8), RFEP (+3), Hispanic/Latino (+1), White (+3). Significant decrease for Asian (-17). Decrease also for Students with Disabilities (-3) and SocioEconomically Disadvantaged (-5)
Vargas	Overall 7 percentage point decrease in math. Increase for EO (+1). All other student groups declined. EL (-5), RFEP (-7), Asian (-9), White (-1), SocioEconomically Disadvantaged (-5). Significant declines for Students with Disabilities (-19) and Hispanic/Latino (-14)
Crittenden	Overall 1 percentage point increase in Math. Increase for RFEP (+4), SocioEconomically Disadvantaged (+1), Hispanic/Latino (+3). Decrease for White (-3) and Asian (-7). EO, EL, Students with Disabilities maintained.
Graham	Overall 4 percentage point decrease in Math. Increase for EL (+3) and Asian (+1). Decrease for most other student groups. EO (-2), RFEP (-2), Students with Disabilities (-1), Hispanic/Latino (-5), White (-3). SocioEconomically Disadvantaged maintained.

Data Tells Us

- Gaps persist with our at-risk subgroups in both ELA and math
- We have continued work to do with ELs, SED, Hispanic/Latino students across school sites
- We are seeing larger gaps in math and reading in Grades 3, 6, and Grade 7
  - This cohort got mathematical and reading foundations instruction over virtual platforms in K/3rd/4th
  - Instruction is not the same (manipulatives, graphic organizers, anchor charts could not be used the same way as in-person)
- We need to focus on core, Tier 1 instruction to see academic gains for all students in addition to small group instruction to fill gaps and extend learning
- Frequent and consistent use of student data including diagnostic and other formative assessments (mid-module, end of unit, weekly assessments, etc.) is important to identify and support students

Work So Far

Work So Far

- Complete roll-out of MTSS - UDC, COST, SST
  - Focus on student data guiding intentional action plans
  - shifting focus onto core, Tier 1 instruction along with identifying focus students
  - Ongoing Professional Development for Principals and Instructional Coaches
- October Teacher PD Day
  - Principals led their teacher teams through a guided practice of Universal Data Cycle steps
  - Teacher teams developed action plans for Universal Data Cycle 2
    - Cycle 2 ends in January
  - Dyslexia Awareness for Educators (K-5)
  - Transitional Kindergarten teachers provided PD on Supporting students with autism and sensory needs
  - Early Literacy Team
    - Fully staffed and completed 1st Reading Intervention Cycle
    - Most students met their Cycle 1 goals

Work So Far

- Focus on Newcomer support
  - Four elementary schools: CA, VA, TH, BB
  - Each middle school has a specialized Newcomer support class
  - Additionally, LN and IM have site-based Newcomer support
- English Learner resources, strategies PD offered for teachers
  - Weekly PD sessions
  - Seven PD sessions offered - started in September
  - Sixty one teachers have attended PD so far
- Increased and full implementation of ELOP - MVWSD+
  - Extended school day for most at-risk students
  - Opportunities for
    - structured homework assistance
    - supervised play
    - extension activities

Work to Far

- Science of Reading and Instructional Shifts overview
  - Site Principals
    - Bi-monthly LT Meeting PD sessions - October 3rd, October 17th, October 31st
    - Instructional Coaches - October 27th
- 1:1 Data meetings with Director of Curriculum, Instruction, and Assessment and Principal to review data documents and provide feedback around intentionality of instructional action plans
- Cabinet Members are doing site visits and providing feedback to Site Principals on instructional shifts and expectations

Considerations

Considerations

- Gaps in reading have widened and we need to be intentional with instructional strategies
- In addition to SBAC scores, additional data points - i-Ready Diagnostics and other formative assessments - are important and provide detailed domain and standards level results that helps in identifying student needs and planning instructional strategies for an even more robust core, Tier 1 instruction in addition to targeted supports
- School teams are refining their practices with MTSS - UDC, COST process
- Academic gains are not an overnight fix and will take time to fill the academic gaps for student groups

Next Steps

Next Steps

- Refine implementation of MTSS
  - Focus on improving core, Tier 1 instruction across sites
  - Intentional instructional action steps based on student data (Universal Data Cycles)
  - Improve intentional interventions - Tier 2 and 3
  - 9-week data cycles ensure that students, specifically those most at risk, are receiving the support and instruction needed
- Continued Professional Development on Science of Reading, MTSS, Data Analysis for site administrators and Instructional Coaches
- SIOP/EL Strategies Training series
  - Offer weekly for all teachers

Next Steps

- School Plans - Use SBAC and i-Ready data to develop, revise or refine academic actions for 2023-24 to ensure positive outcomes for students
  - Specific action steps to support at-risk student subgroups - ELs, SED, Hispanic/Latino students
- PK/TK and K-5 ELA Curriculum Adoption process in under way
  - Shift from Balanced Literacy to Structured Literacy based curriculum rooted in the Science of Reading
- Data Feedback Meetings
  - Superintendent and members of the Educational Services team will review site data individually with principals after i-Ready Diagnostic 2 and 3
    - Mid-year (December 2023) and end of year (June 2023)
- Staff will bring a presentation to the Board of Trustees on results after California Dashboard is released in December 2023

Questions?