Mountain View Whisman School District

Agenda Item for Board Meeting of November 2, 2023

Agenda Category: Discussion Agenda

Agenda Item Title: California Assessment of Student Performance and Progress (CAASPP) Assessment Data Overview (Spring 2023 Assessment Administration)

Estimated Time: 45 minutes

Person Responsible: Swati Dagar, Director of Curriculum, Instruction, and Assessment

Background:
The **CA**lifornia **A**ssessment of **S**tudent **P**erformance and **P**rogress (CAASPP) is the state's academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. 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

English Language Arts (ELA) and mathematics tests are developed by the Smarter Balanced Assessment Consortium - SBAC.

Students in grades 3-8 at MVWSD took the CAASPP assessment at the end of the 2022-23 school year. This report shows student achievement on the 2022-23 Smarter Balanced ELA and Mathematics tests.

English Language Arts and Mathematics Computer Adaptive Tests (CAT)
A part of the Smarter Balanced assessment is computer adaptive. A Computer Adaptive Test or CAT is based on a very large item bank covering all areas assessed and varying levels of difficulty. There is an algorithm or programming language, which is a step-by-step approach that tells the CAT what to do next based on the student's answers. Therefore, the test adapts as the student takes the test. There are rules that ensure each student's test contains grade-appropriate questions providing a balance of question types, reading passage lengths and difficulty. Additionally, there is a blueprint for the CAT that ensures that the structure of the test is similar for every student. The blueprint ensures that test questions are administered in a logical way and keeps the student's experience controlled and appropriate for him or her. In 2022-23, California Department of Education continued the use of an adjusted, shorter form blueprint for grade levels. The adjusted blueprints have fewer questions for the computer-adaptive section of the Smarter Balanced assessments. There are approximately 50% less questions as compared to

previous test administrations. While this report compares results from previous administrations of the SBAC tests caution should be exercised as the two tests are different. The shorter form assessment continued for 2022-23 state testing.

English Language Arts and Mathematics Performance Task (PT)
The other portion of the Smarter Balanced assessment is the Performance Task, also known as the PT. Performance tasks measure a student's ability to integrate knowledge and skills across multiple standards. Performance tasks are used to better measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items.

Final Scoring
The final score is based on pattern scoring. The pattern of responses is tracked and a revised estimate of the student's performance is calculated. Scores from the Computer Adaptive (CAT) portion of the test are based on the difficulty of the items that were right or wrong, not on the total number of correct answers. The test question bank for a particular grade level is designed to include an enhanced pool of test questions that are more or less difficult, but still match the test blueprint for that grade. Because the program knows which questions are harder and which are easier, several students may have answered a similar number of questions correctly, but the student who has answered the more challenging questions correctly will achieve a higher score.

The CAT and PT contain items that are machine scored and hand scored. After the responses requiring hand scoring are scored, they are merged with items that are machine scored. The number of items per CAT and PT by grade span have been defined by the test blueprint. Based on the test blueprint, the CAT section is emphasized because there are more CAT items/points than PT items/points. The PT makes up roughly about 25% of the students' score although the difficulty levels in the PTs vary and can affect scores markedly more or less depending on student performance. The test blueprint also includes performance areas (claims), which are broad, evidence-based statements about what students know and can do as demonstrated by their performance on the subsets of the assessments. Performance areas are like reporting clusters. The performance areas with more items contribute more to the overall score. For example, in mathematics, Concepts and Procedures have more items than the others, and therefore, contribute more to the overall score for mathematics.

Since scores are based on pattern scoring, groups of items that are more difficult will have a larger contribution to the final score. After estimating the student's overall ability, it is mapped onto the reporting scale. Scores are on a vertical scale. This enables the district to measure student growth over time across grade levels. For each grade level and content area, there is a separate scale score range.

The scale score is a four-digit number and there is a minimum and maximum for each grade level and for each subject.

Students will receive one of four score levels.

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

Scaled Score Ranges by Grade Level

English Language Arts/Literacy Scale Score Ranges (2020–21 and Forward)

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2115	2650	2115–2366	2367–2431	2432–2489	2490–2650
4	2140	2690	2140–2415	2416–2472	2473–2532	2533–2690
5	2200	2730	2200–2441	2442–2501	2502–2581	2582–2730
6	2230	2770	2230–2456	2457–2530	2531–2617	2618–2770
7	2260	2810	2260–2478	2479–2551	2552–2648	2649–2810
8	2290	2850	2290–2486	2487–2566	2567–2667	2668–2850
11	2300	2900	2300–2492	2493–2582	2583–2681	2682–2900

Mathematics Scale Score Ranges (2020–21 and Forward)

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2190	2660	2190–2380	2381–2435	2436–2500	2501–2660
4	2205	2700	2205–2410	2411–2484	2485–2548	2549–2700
5	2220	2740	2220–2454	2455–2527	2528–2578	2579–2740
6	2235	2780	2235–2472	2473–2551	2552–2609	2610–2780
7	2250	2820	2250–2483	2484–2566	2567–2634	2635–2820
8	2265	2860	2265–2503	2504–2585	2586–2652	2653–2860
11	2280	2900	2280–2542	2543–2627	2628–2717	2718–2900

Individual Student Reports

In August, parents of current students in grades 4–8 were provided with online access to their individual student score reports for the California Assessment of Student Performance and Progress through the PowerSchool Parent Portal. These reports included information about their child's performance on CAASPP in English Language Arts/literacy and mathematics. The CAASPP reports include an overall student performance level, score history (if the student took a CAASPP Assessment in previous grades). No individual performance area (claim) scores were reported on the 2022-23

CAASPP student score reports. Previously, ELA results have included information about the students' performance in the areas of reading, writing, listening, and research/inquiry. Reports of mathematics results have included information about student's performance in problem solving, using concepts and procedures, and in communicating mathematical reasoning. These past two years, due to the shorter form assessment and fewer CAT questions in each of the performance areas, there are not enough items on the assessment to provide valid results down to the performance area level for individual student scores. The performance area results, when released, will be available for groups of 30 or more students. In the absence of individual performance area scores, it is difficult to do an in-depth analysis of student performance so having i-Ready as a District assessment is important as it provides domain level data at the student, school, and district level. This domain-level data informs teaching and learning by providing deep insights into student strengths and areas for targeted instruction.

Demographic Data

The following charts outline the District's demographic data for students in grades 3 - 8 who took the CAASPP assessments.

District Demographics (Testing grades only)					
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
English Learners	17% (550)	18% (578)	17% (525)	18% (532)	17% (491)
Reclassified Fluent English Proficient	26% (841)	23% (739)	24% (741)	22% (651)	22% (636)
SocioEconomically Disadvantaged	35% (1133)	34% (1092)	31% (958)	29% (858)	31% (896)
Students with Disabilities	11% (356)	12% (385)	13% (402)	12% (355)	12% (347)
White	30% (971)	29% (931)	27% (834)	25% (740)	25% (723)
Asian	14% (453)	15% (482)	18% (556)	19% (562)	19% (549)
Hispanic/Latino	40% (1294)	38% (1220)	38% (1174)	38% (1124)	39% (1128)
Total Enrollment	3236	3212	3089	2958	2893

There are slight changes in student demographics at MVWSD. Some groups remain fairly constant, such as students with disabilities, while other groups, such as SocioEconomically Disadvantaged, show changes. While this chart displays five years worth of demographic data, it is important to note that in 2018-19, SocioEconomically Disadvantaged made up 35% of our student population and Hispanic/Latino students made up 40% of our student population. This trend changed over time and after a drop in the SED student group in 2021-22, we see a slight increase again in 2022-23. We see a slight drop in our Reclassified student group from 24% in 2020-21 to 22% in 2022-23. A consideration to keep in perspective while reviewing the demographic data is that our English Learner subgroup and Reclassified Fluent English Proficient group is ever changing. English Learners who meet or exceed standard on CAASPP (ELA) are reclassified (along with other reclassification criteria) and are then no longer part of the English Learner subgroup the following year. In addition, each year as new students enter the District, they are assessed, if needed, based on their home language survey and classified as English Language Learners.

Demographic Data By School

Bubb Elementary:

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%

Castro Elementary:

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	*	*	*	*	*	*	*	*	*	*

Imai Elementary:

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%

Landels Elementary:

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%

Mistral Elementary:

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%

Monta Loma Elementary:

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%

Stevenson Elementary:

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%

Theuerkauf Elementary:

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%

Vargas Elementary:

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%

Crittenden Elementary:

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%

Graham Elementary:

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%

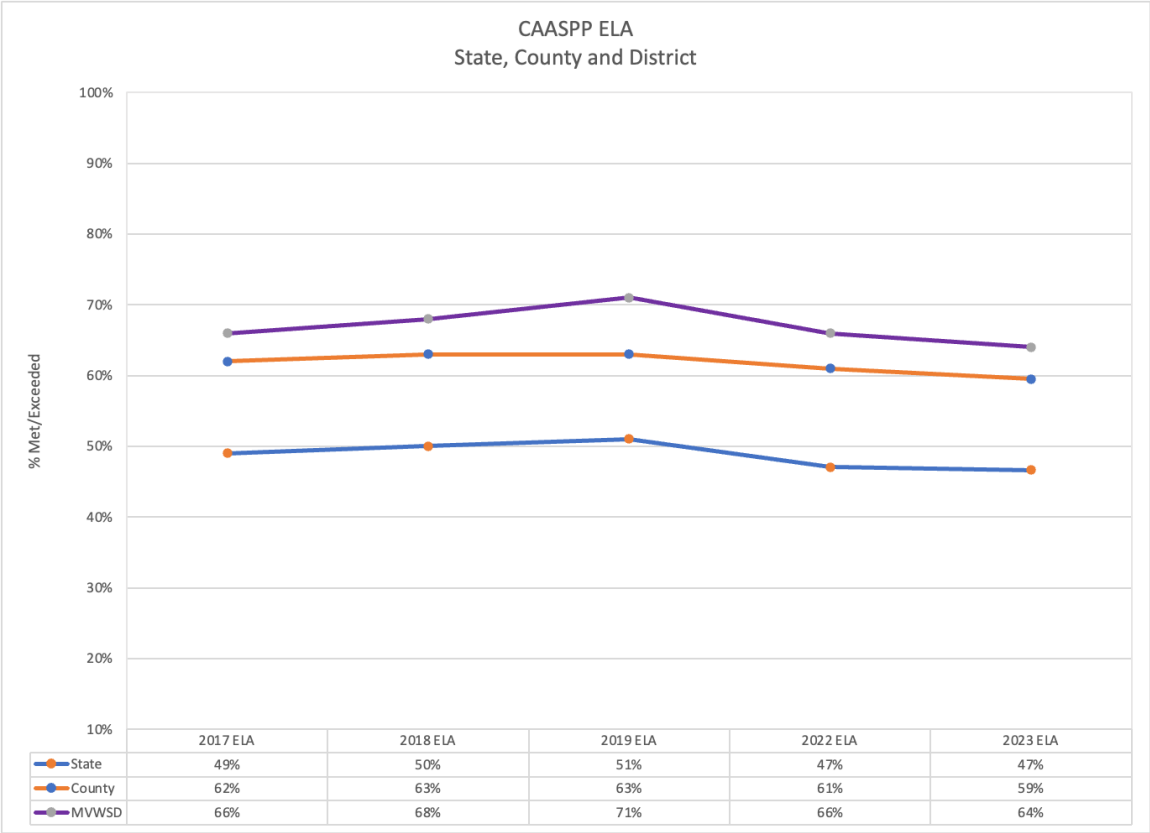
Looking at the 5-year demographic trend for school sites, we see slight decline in overall 3rd-5th grade enrollment at most schools except Stevenson Elementary, Vargas Elementary, and Graham Middle School. The table below captures the demographic trends across schools:

School	5-year Demographic Trend
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)

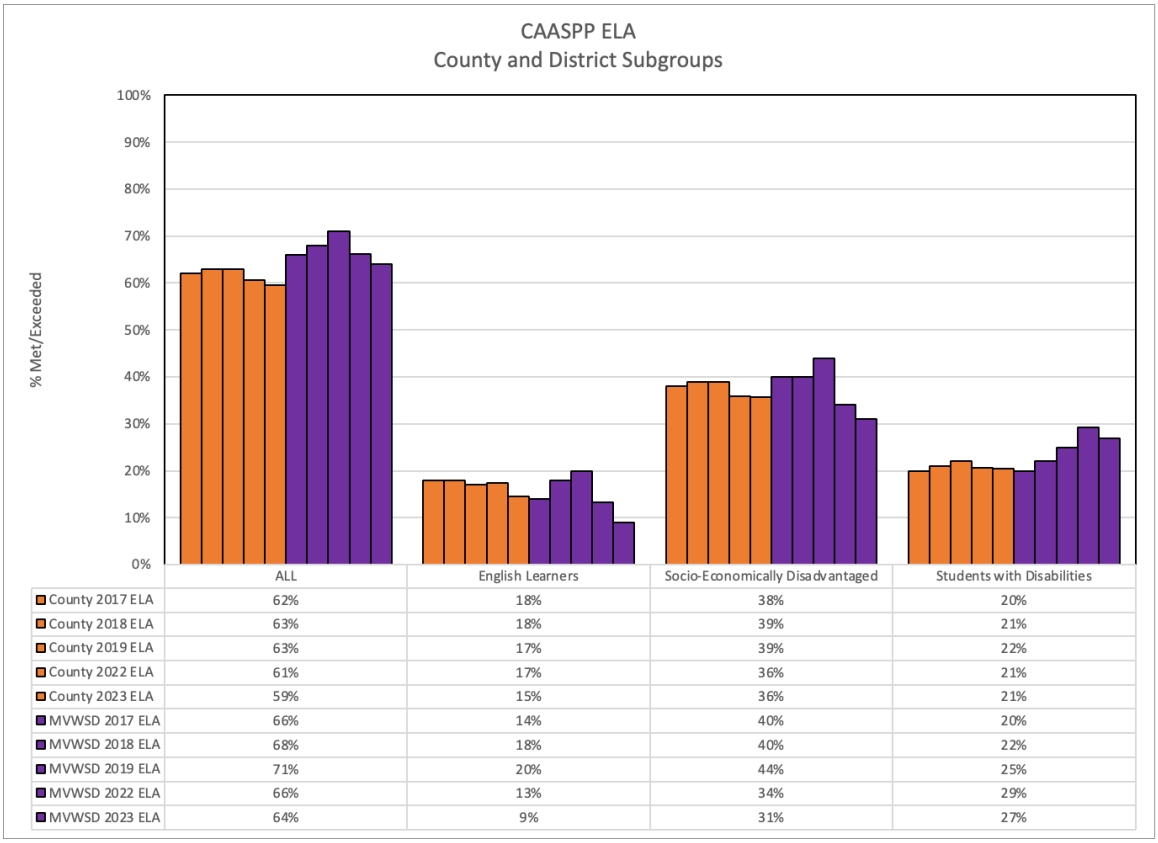
Castro	Slight decline in overall 3-5 enrollment (140 → 130). Increase in ELs (78 →86). Decrease in RFEPs (44 →16), SED (123 →115).
Imai	Slight decline in overall 3-5 enrollment. Decline in number of ELs (29 →16), RFEPs (61 →38) ~ similar % though (20% →19%)
Landels	Decline in overall 3-5 enrollment. 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.
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)

Results - Santa Clara County/District Comparison

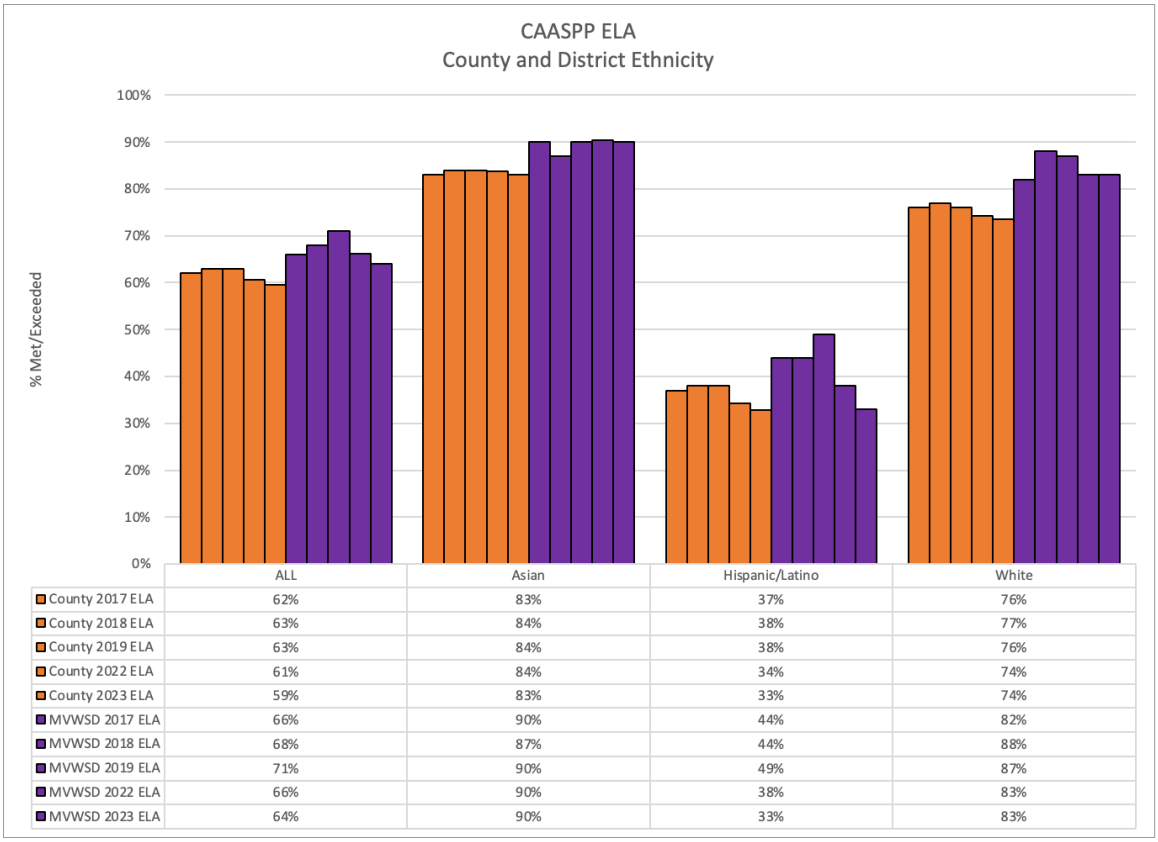
The following charts display results from Santa Clara County compared to results from MVWSD for both English Language Arts and mathematics both overall and by major subgroups. Please note that overall scores for Santa Clara County include results from students in 11th grade.



	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%

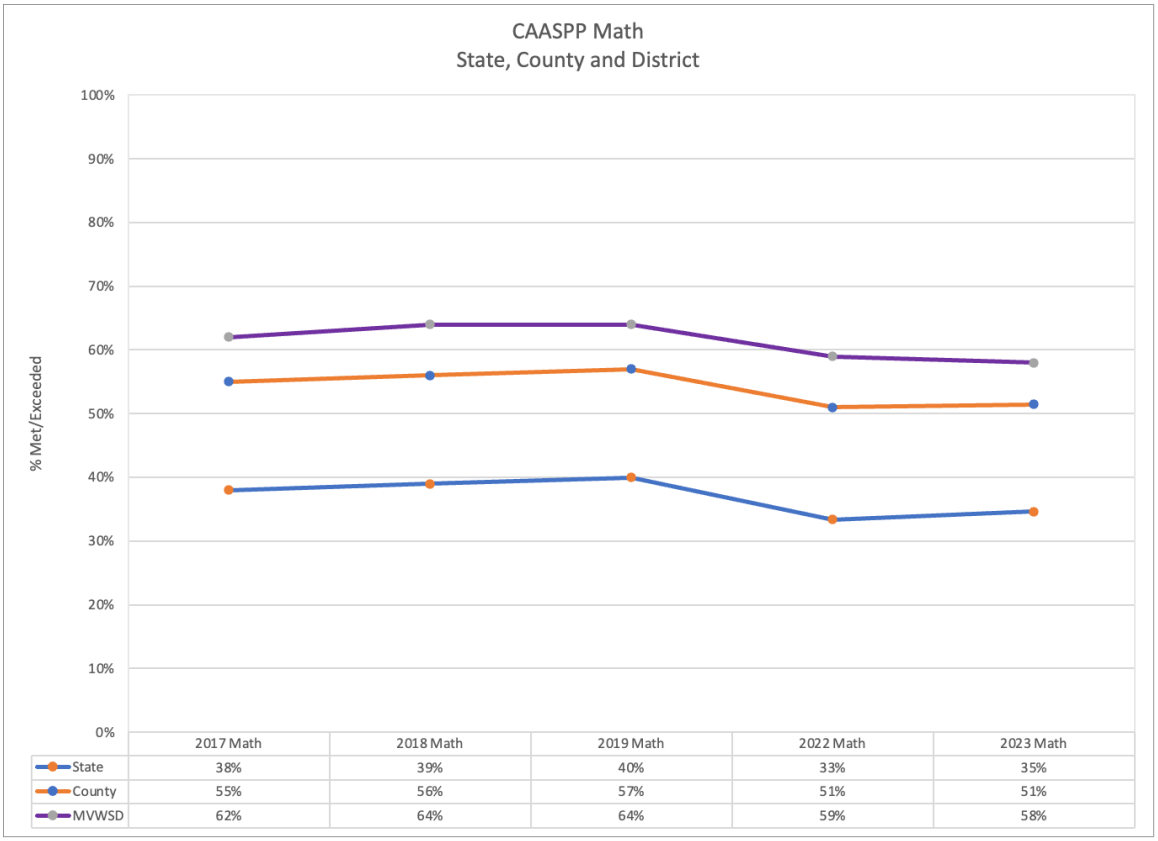


	ALL	English Learners	Socio-Economically Disadvantaged	Students with Disabilities
County 2017 ELA	62%	18%	38%	20%
County 2018 ELA	63%	18%	39%	21%
County 2019 ELA	63%	17%	39%	22%
County 2022 ELA	61%	17%	36%	21%
County 2023 ELA	59%	15%	36%	21%
MVWSD 2017 ELA	66%	14%	40%	20%
MVWSD 2018 ELA	68%	18%	40%	22%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

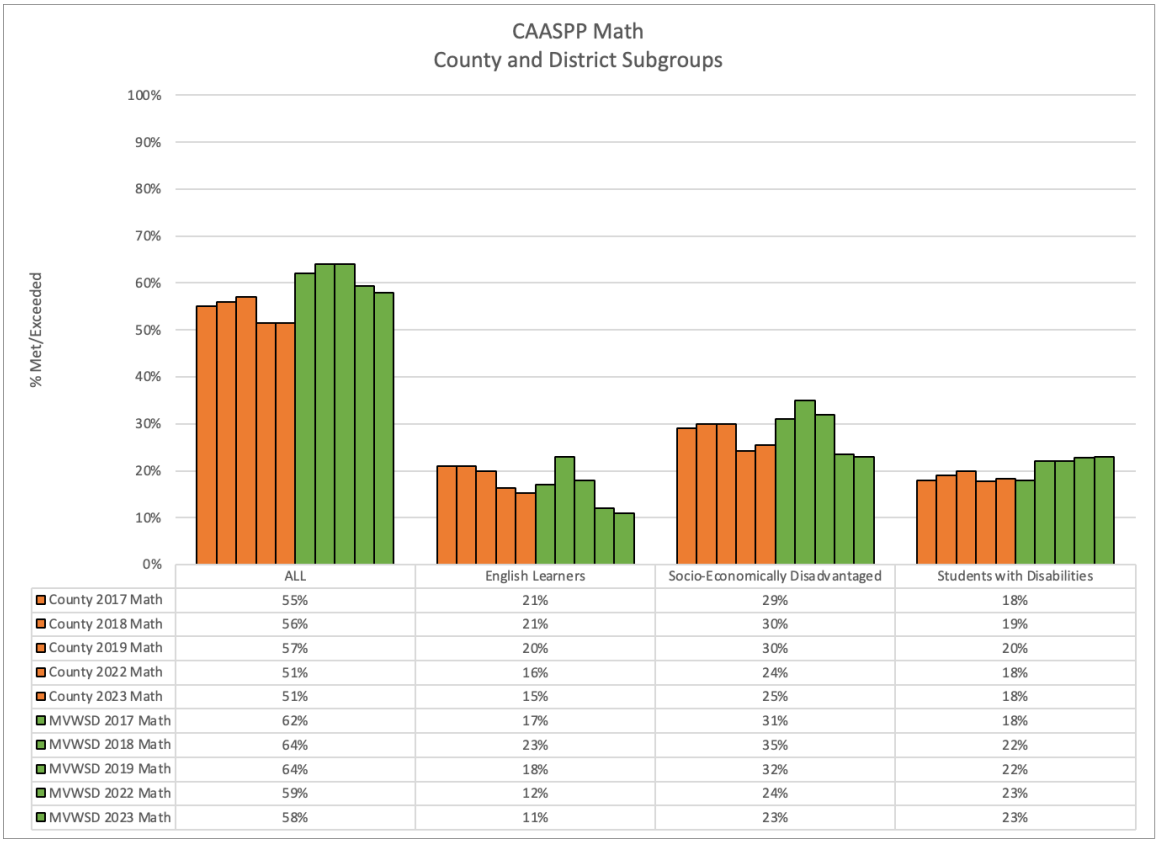


	ALL	Asian	Hispanic/Latino	White
County 2017 ELA	62%	83%	37%	76%
County 2018 ELA	63%	84%	38%	77%
County 2019 ELA	63%	84%	38%	76%
County 2022 ELA	61%	84%	34%	74%
County 2023 ELA	59%	83%	33%	74%
MVWSD 2017 ELA	66%	90%	44%	82%
MVWSD 2018 ELA	68%	87%	44%	88%
MVWSD 2019 ELA	71%	90%	49%	87%
MVWSD 2022 ELA	66%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

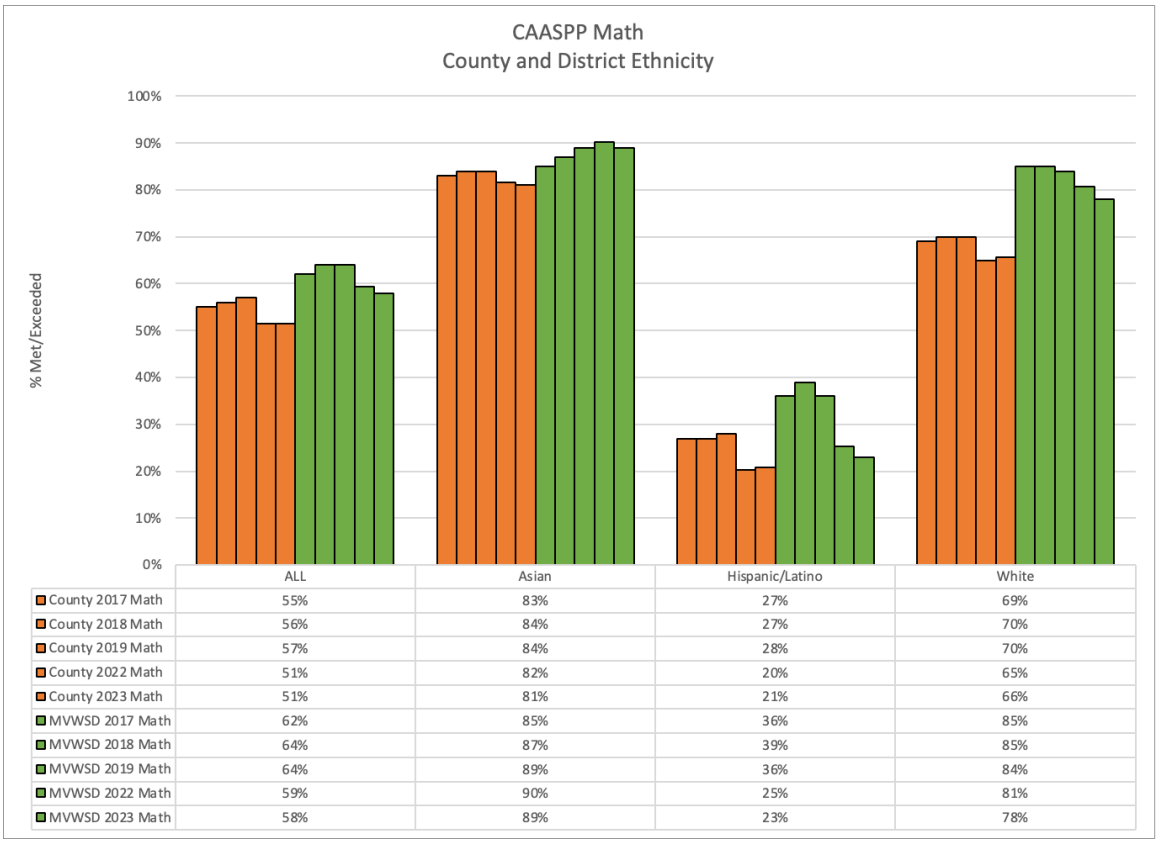
Overall, students in MVWSD continued to outperform students across Santa Clara County in English Language Arts with a few exceptions. From 2017 till 2019, SocioEconomically Disadvantaged in MVWSD performed higher than those across the county. After the pandemic, we see a drop in SED proficiency in MVWSD as compared to the county. Even though English Learners performed higher than the county in 2019, there has been a decline in their performance in 2022 (-4 percentage points) and 2023 (-6 percentage points). Over the years, Asian and White student groups continue to perform higher than Santa Clara county on CAASPP ELA. 2023 was the first year that the Hispanic/Latino student group proficiency was similar to the county (drop from previous years).



	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%



	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%

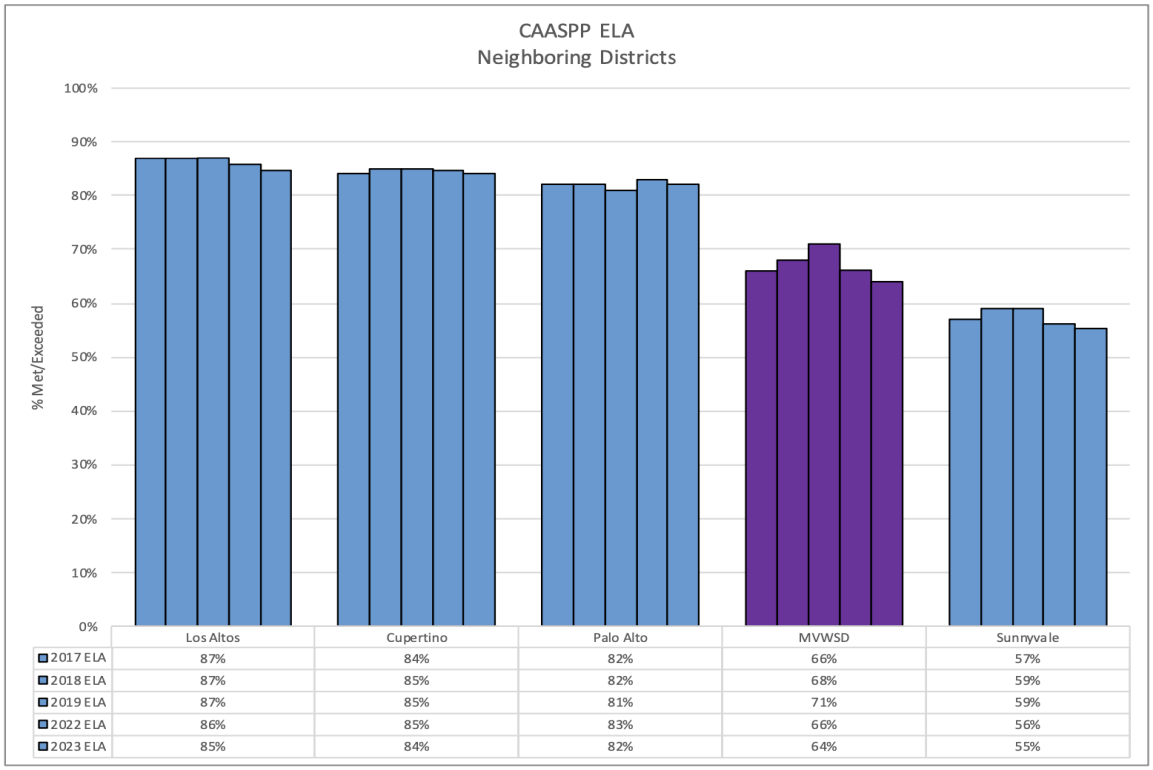


	ALL	Asian	Hispanic/Latino	White
County 2017 Math	55%	83%	27%	69%
County 2018 Math	56%	84%	27%	70%
County 2019 Math	57%	84%	28%	70%
County 2022 Math	51%	82%	20%	65%
County 2023 Math	51%	81%	21%	66%
MVWSD 2017 Math	62%	85%	36%	85%
MVWSD 2018 Math	64%	87%	39%	85%
MVWSD 2019 Math	64%	89%	36%	84%
MVWSD 2022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

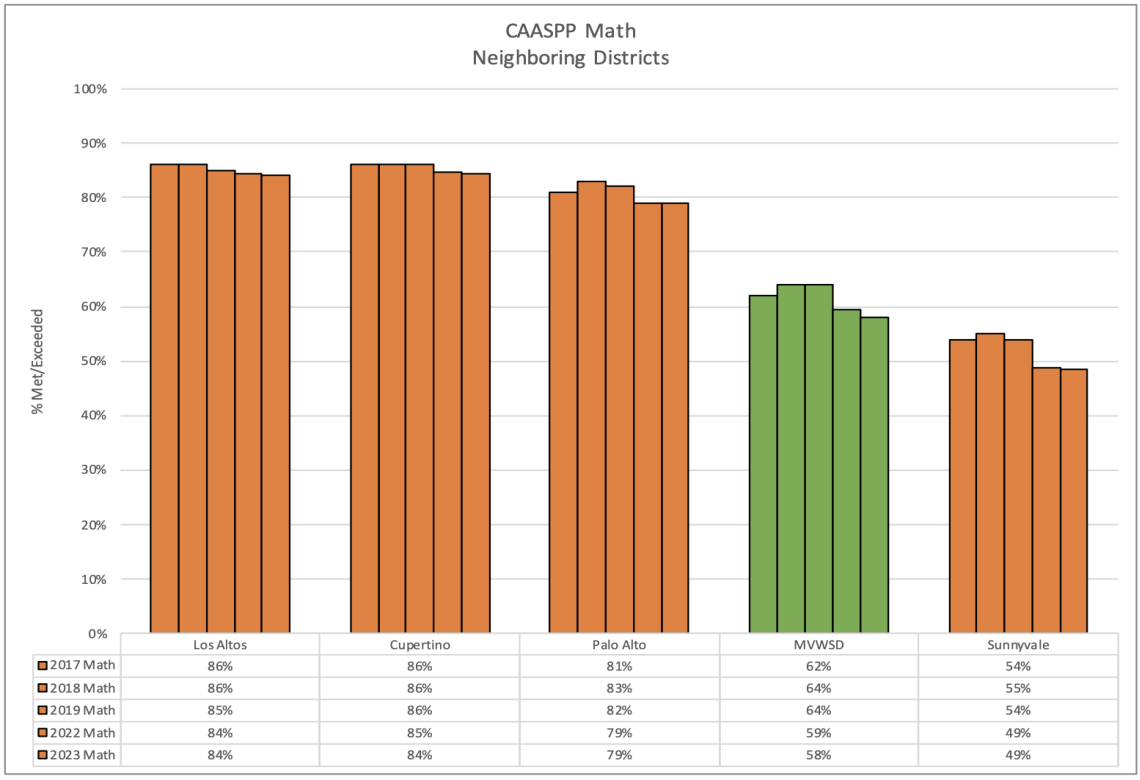
Results in mathematics were similar to those in English Language Arts with English Learners performing below Santa Clara county (-4 percentage points). We see a decline in SocioEconomically Disadvantaged student performance from last year to this year and they are lower than the Santa Clara County SED student group at 23% proficient.The Hispanic/Latino student group performed higher than the county (+2 percentage points)

Results - Comparison of Neighboring Districts

The following charts compare results of neighboring districts including MVWSD in `English Language Arts and mathematics. The only district in this group that has similar demographics and ethnicities to MVWSD is Sunnyvale. For example, in 2022-23, Los Altos had about 10% of students identified as English Language Learners and 6% that qualify for Free or Reduced lunch in grades K-8. Cupertino has about 16% of students identified as English Learners. Sunnyvale and MVWSD also have similar percentages of students that qualify for Free and Reduced lunch. MVWSD has a higher percentage of SocioEconomically Disadvantaged students than either Los Altos, Palo Alto, or Cupertino.



	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%

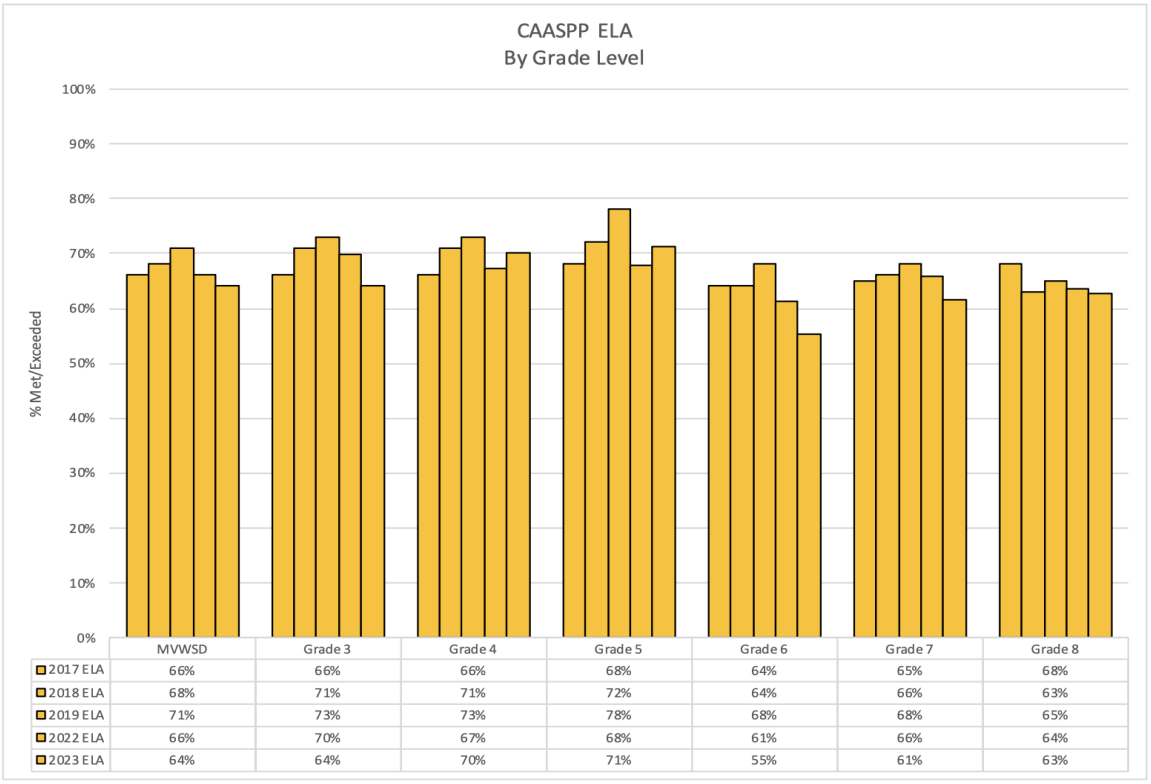


	Los Altos	Cupertino	Palo Alto	MVWSD	Sunnyvale
2017 Math	86%	86%	81%	62%	54%
2018 Math	86%	86%	83%	64%	55%
2019 Math	85%	86%	82%	64%	54%
2022 Math	84%	85%	79%	59%	49%
2023 Math	84%	84%	79%	58%	49%

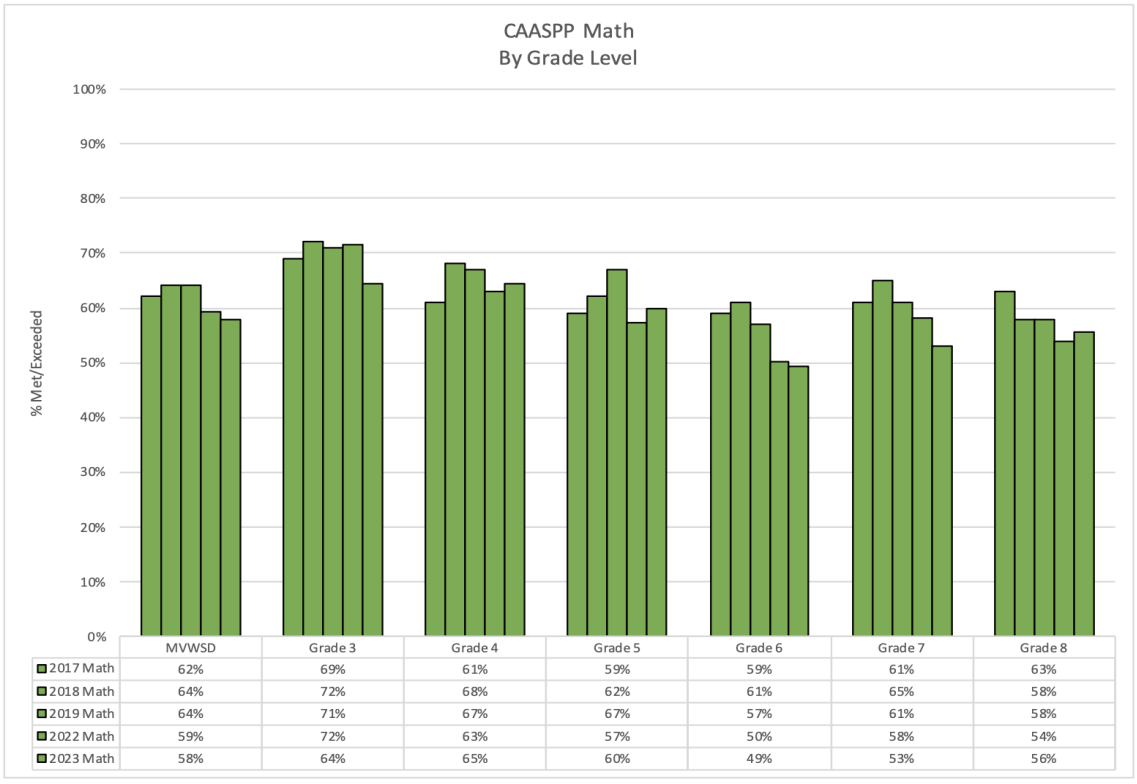
MVWSD continues to perform at lower rates than three of our neighboring districts. Additionally, in ELA and math, in previous years, the overall gap was closing but it has increased in 2022-23. In 2019, there was a 16 percentage point gap between MVWSD and Los Altos in ELA and 21 in math. But for 2022-23, there is a 21 percentage point gap in ELA and 26 percentage point gap in math. Students in MVWSD continue to outperform students in Sunnyvale in English Language Arts and math.

Results - District and Grade Level

The following charts include overall District results by grade level and by subgroup as well as overall results for individual schools and by subgroup. Please note, if there are zero's or no data instead of percentages for any subgroup at a particular school, it means there were not enough students in that particular group to report scores. In order to protect student confidentiality, the state does not report scores for any group of 10 or fewer students.



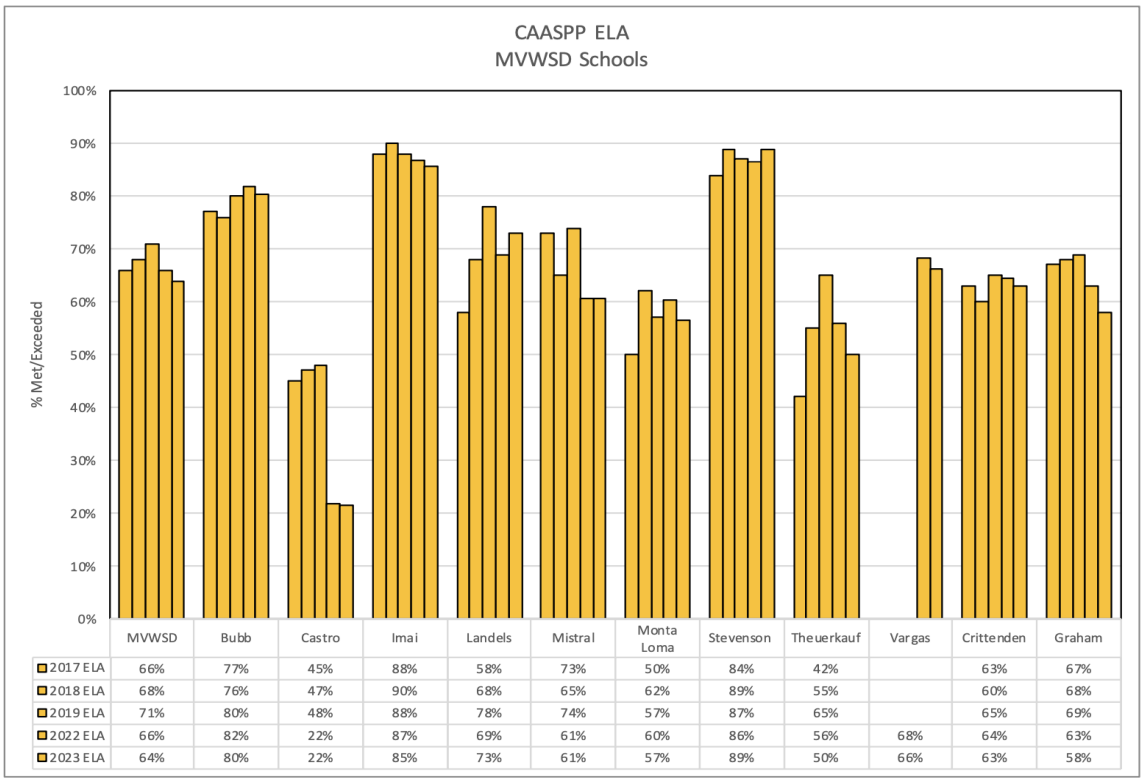
	MVWSD	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017 ELA	66%	66%	66%	68%	64%	65%	68%
2018 ELA	68%	71%	71%	72%	64%	66%	63%
2019 ELA	71%	73%	73%	78%	68%	68%	65%
2022 ELA	66%	70%	67%	68%	61%	66%	64%
2023 ELA	64%	64%	70%	71%	55%	61%	63%



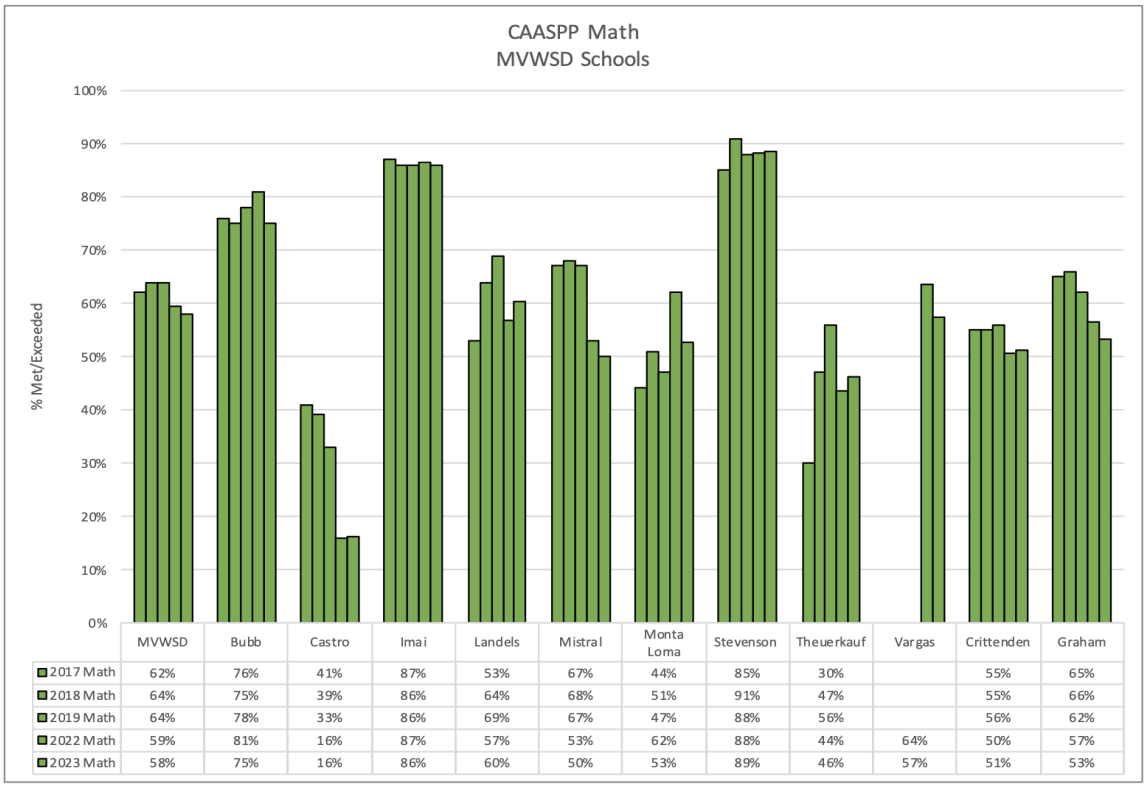
	MVWSD	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017 Math	62%	69%	61%	59%	59%	61%	63%
2018 Math	64%	72%	68%	62%	61%	65%	58%
2019 Math	64%	71%	67%	67%	57%	61%	58%
2022 Math	59%	72%	63%	57%	50%	58%	54%
2023 Math	58%	64%	65%	60%	49%	53%	56%

Overall, 64% of students in MVWSD met or exceeded standards in English Language Arts and 58% of students met or exceeded standards in math which is lower than the previous years' CAASPP results in both subjects. In ELA as compared to last year, we see an increase in proficiency for Grade 4 and 5 (+3 percentage points for both grades). We also see declines for Grade 3, Grade 6, and Grade 7 (-6, -6, -5). In math as compared to last year, we see an increase in proficiency for Grade 4, Grade 5, and Grade 8 (+2, +3, +2 percentage points respectively). In contrast, we see the larger declines in Math for Grade 3 and Grade 7 (-8, and -5 percentage points, respectively).

Results - District by School



	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%

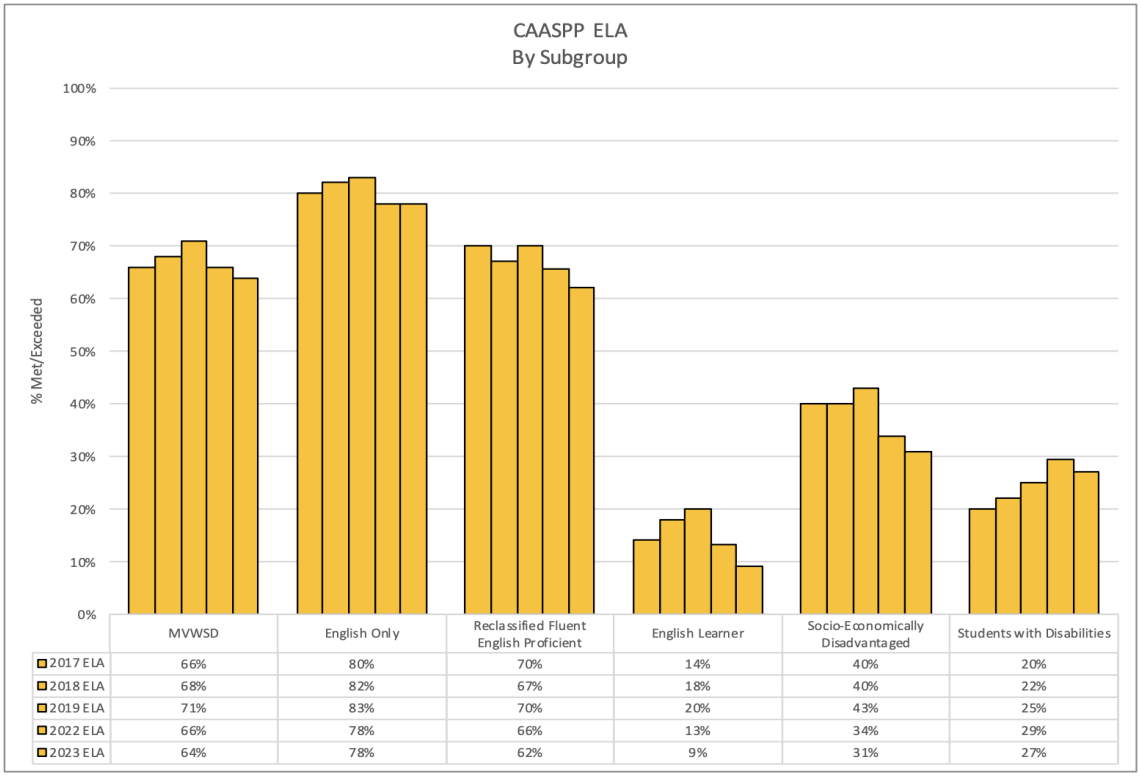


	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 Math	62%	76%	41%	87%	53%	67%	44%	85%	30%		55%	65%
2018 Math	64%	75%	39%	86%	64%	68%	51%	91%	47%		55%	66%
2019 Math	64%	78%	33%	86%	69%	67%	47%	88%	56%		56%	62%
2022 Math	59%	81%	16%	87%	57%	53%	62%	88%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

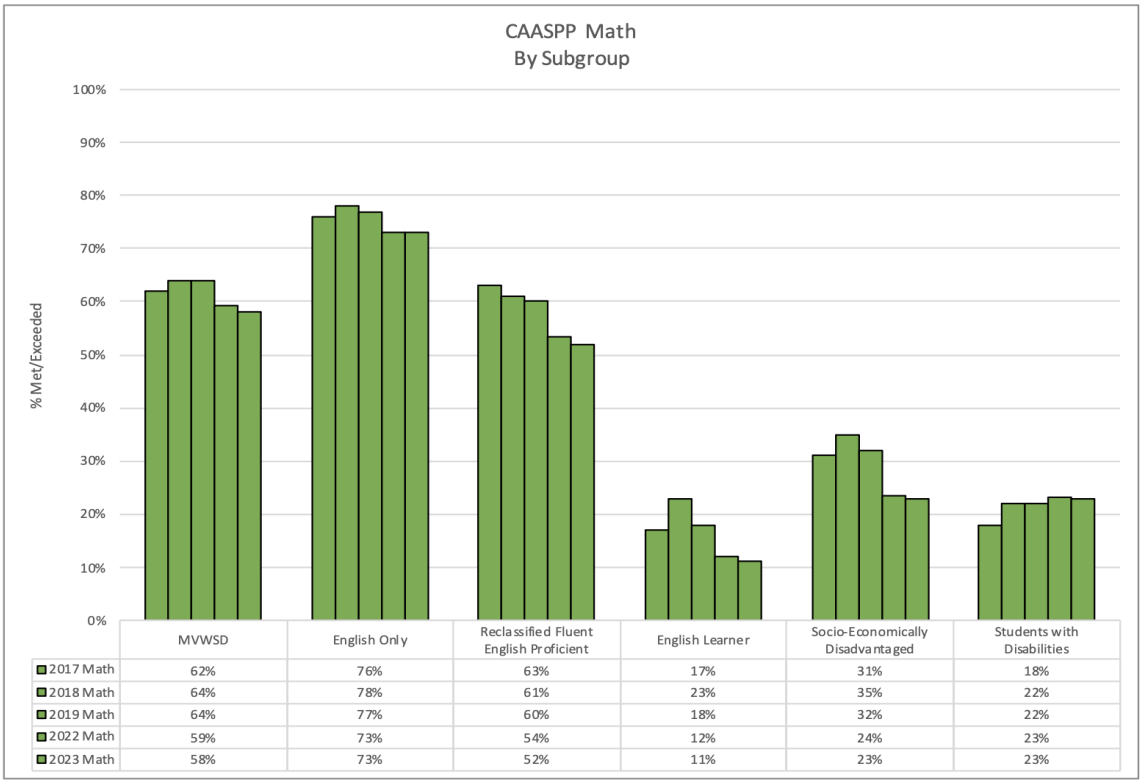
Percentages of students meeting or exceeding standards in English Language Arts varied greatly by school site across the District. Bubb, Imai, and Stevenson had the most students proficient in English Language Arts with 80%, 85%, and 89% of students meeting or exceeding standards. In comparison to last year, Landels and Stevenson improved proficiency by +4 and +3 percentage points, respectively. Even though Castro and Mistral maintained proficiency from last year to this year, both schools declined in proficiency from previous years. We see larger declines for Theuerkuaf and Graham (-6 and -5 respectively).

Results in mathematics also varied across the District. As compared to last year, Landels improved proficiency by +3 percentage points. We see slightly improved proficiency for Stevenson, Theuerkauf, and Crittenden by +1, +2, and +1 percentage points respectively. Similar to ELA, Castro, and Mistral mantined proficiency compared to previous years. We see a larger decline for Monta Loma, Vargas, and Bubb (-9, -7, -6 respectively).

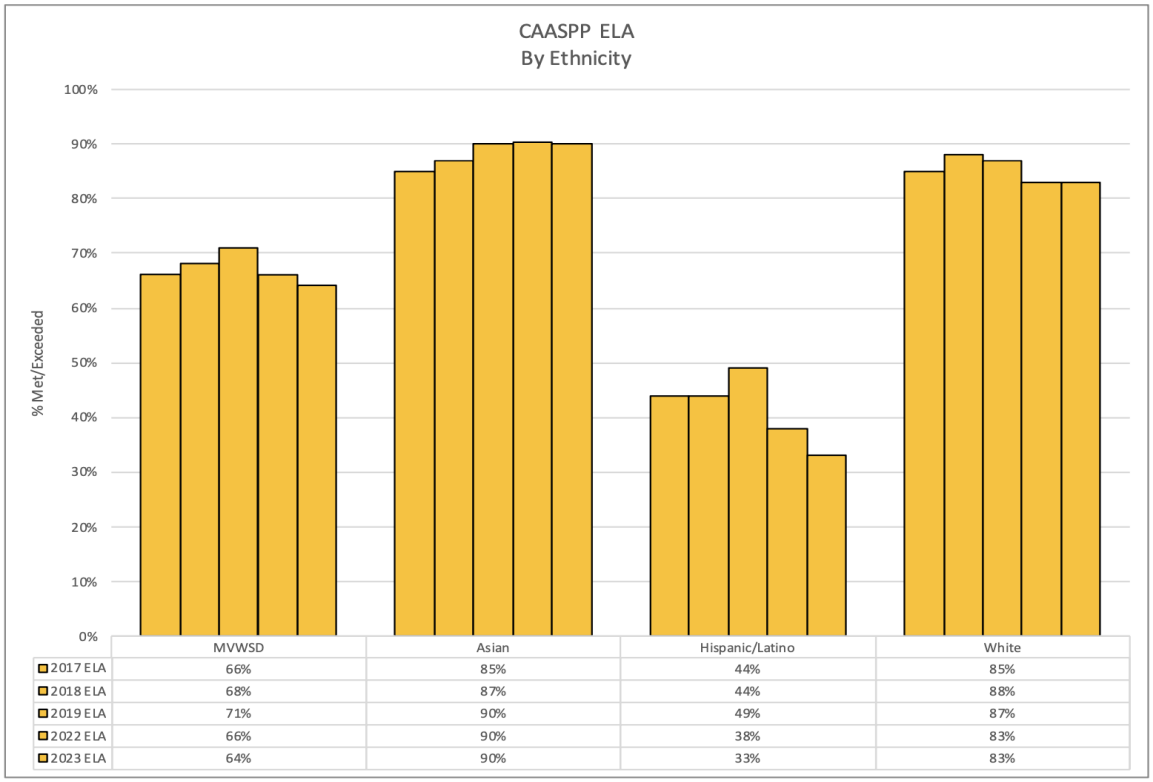
Results - District by Subgroup and Ethnicity



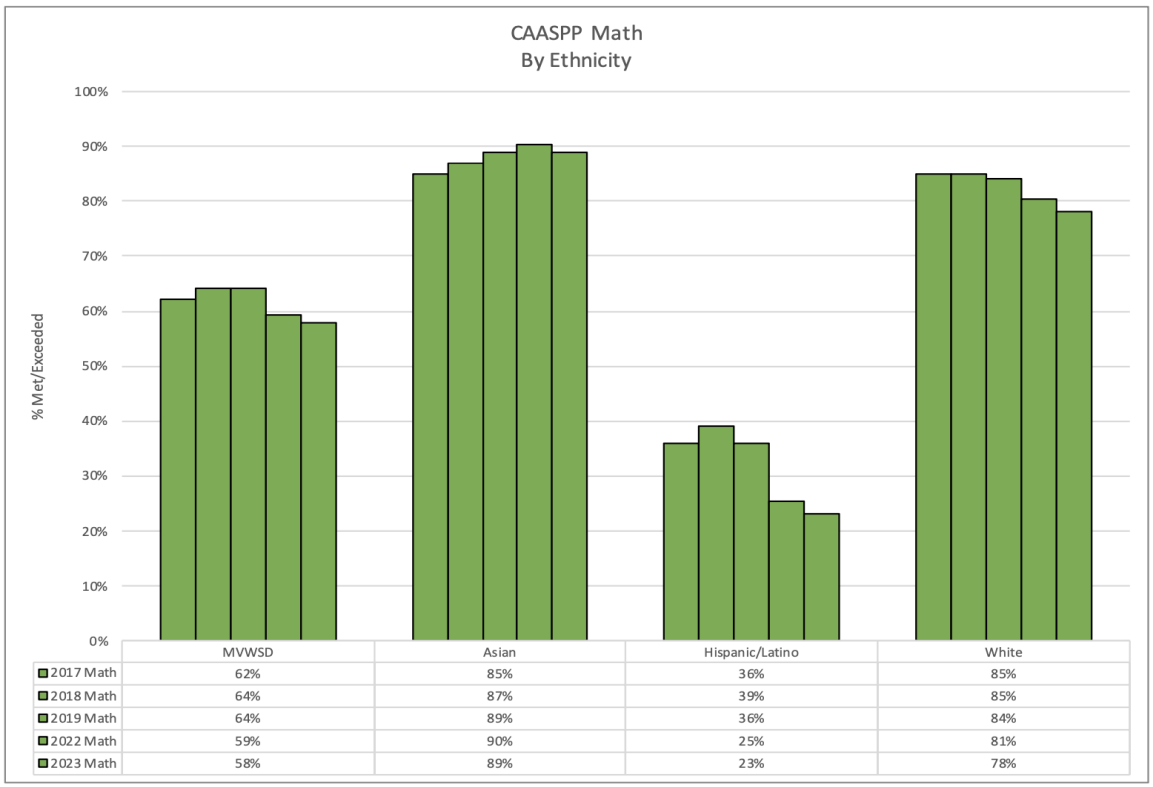
	MVWSD	English Only	Reclassified Fluent English Proficient	English Learner	Socio-Economically Disadvantaged	Students with Disabilities
2017 ELA	66%	80%	70%	14%	40%	20%
2018 ELA	68%	82%	67%	18%	40%	22%
2019 ELA	71%	83%	70%	20%	43%	25%
2022 ELA	66%	78%	66%	13%	34%	29%
2023 ELA	64%	78%	62%	9%	31%	27%



	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%

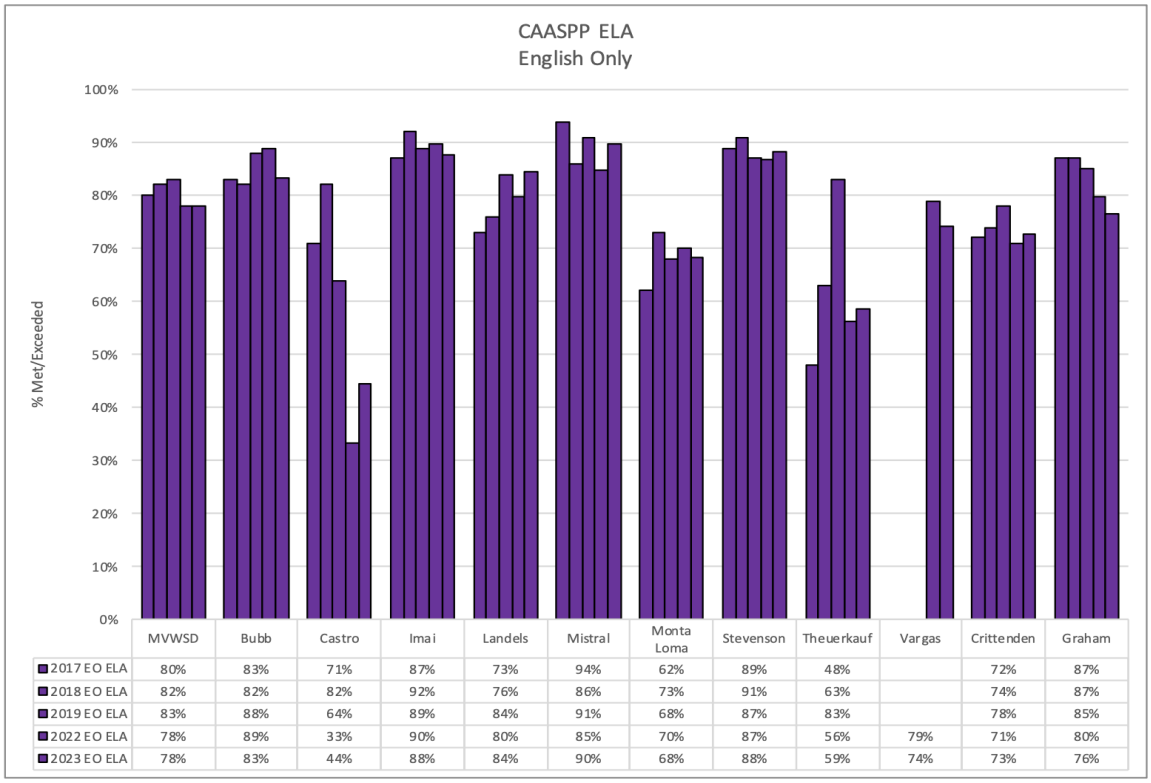


	MVWSD	Asian	Hispanic/Latino	White
2017 ELA	66%	85%	44%	85%
2018 ELA	68%	87%	44%	88%
2019 ELA	71%	90%	49%	87%
2022 ELA	66%	90%	38%	83%
2023 ELA	64%	90%	33%	83%

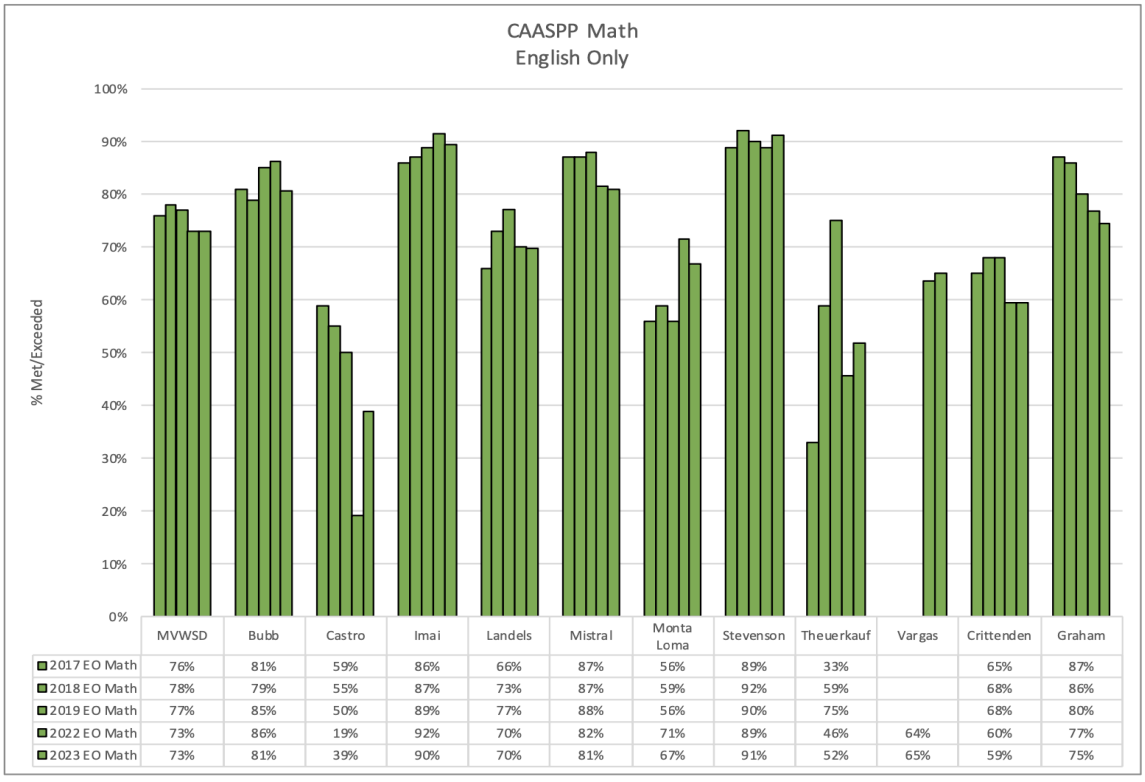


	MVWSD	Asian	Hispanic/Latino	White
2017 Math	62%	85%	36%	85%
2018 Math	64%	87%	39%	85%
2019 Math	64%	89%	36%	84%
2022 Math	59%	90%	25%	81%
2023 Math	58%	89%	23%	78%

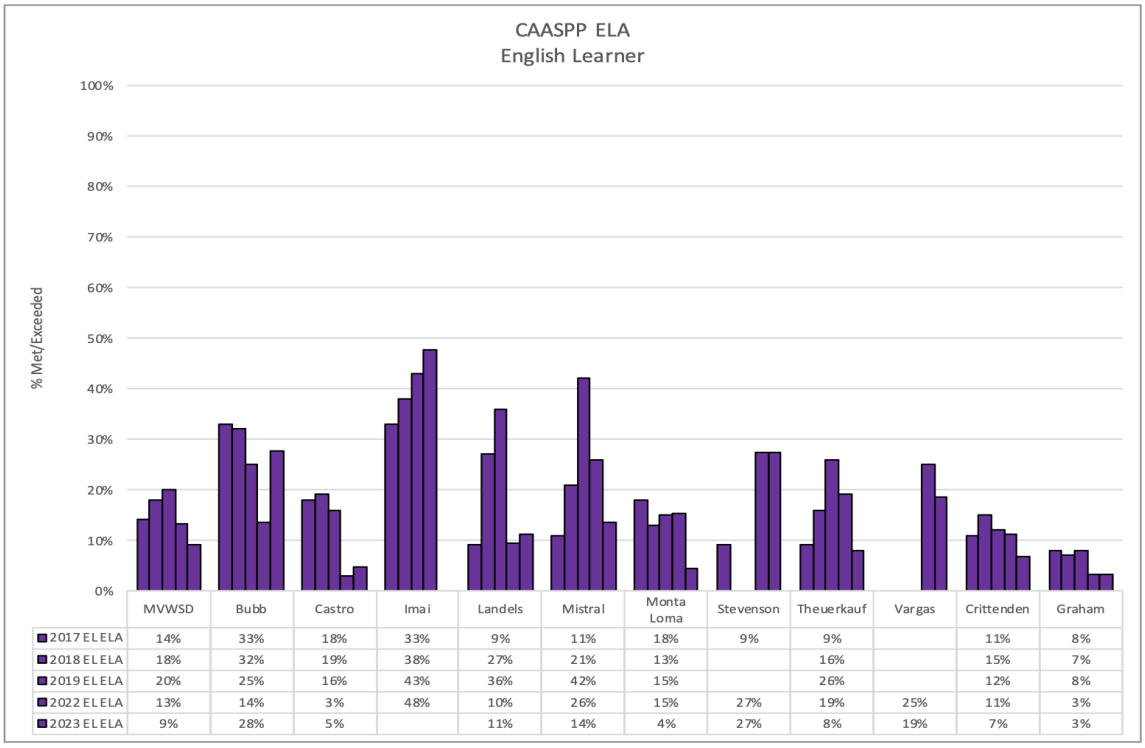
Results - Demographics by School



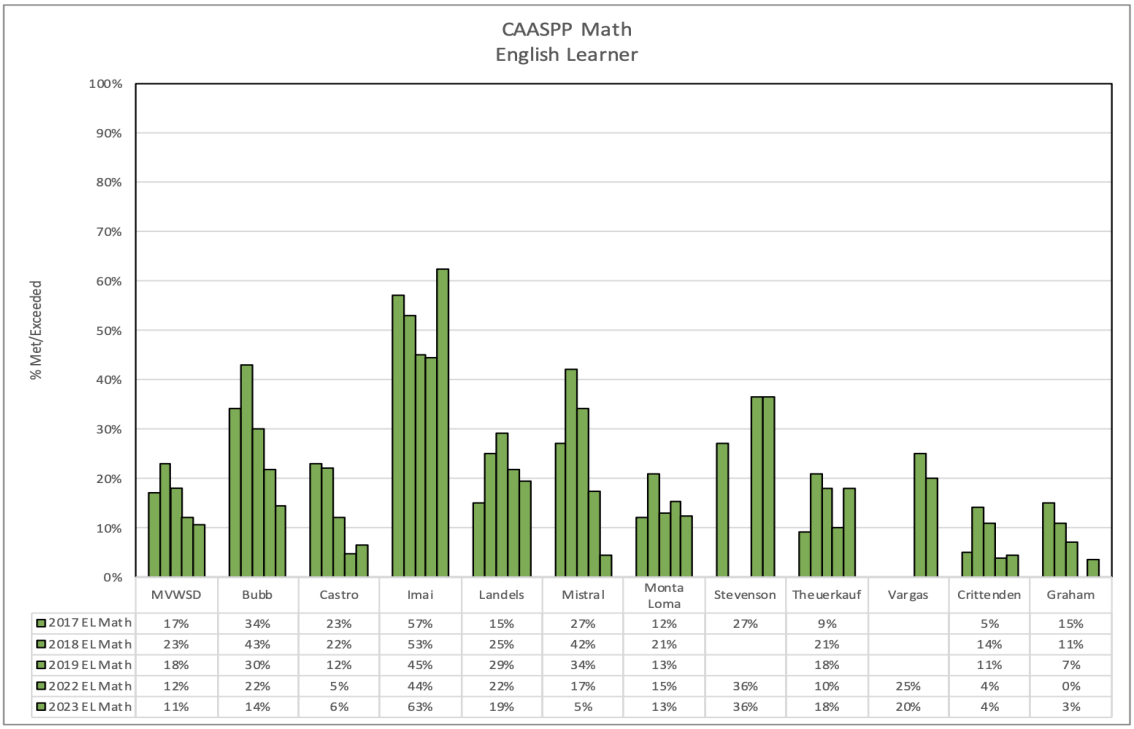
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 EO ELA	80%	83%	71%	87%	73%	94%	62%	89%	48%		72%	87%
2018 EO ELA	82%	82%	82%	92%	76%	86%	73%	91%	63%		74%	87%
2019 EO ELA	83%	88%	64%	89%	84%	91%	68%	87%	83%		78%	85%
2022 EO ELA	78%	89%	33%	90%	80%	85%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



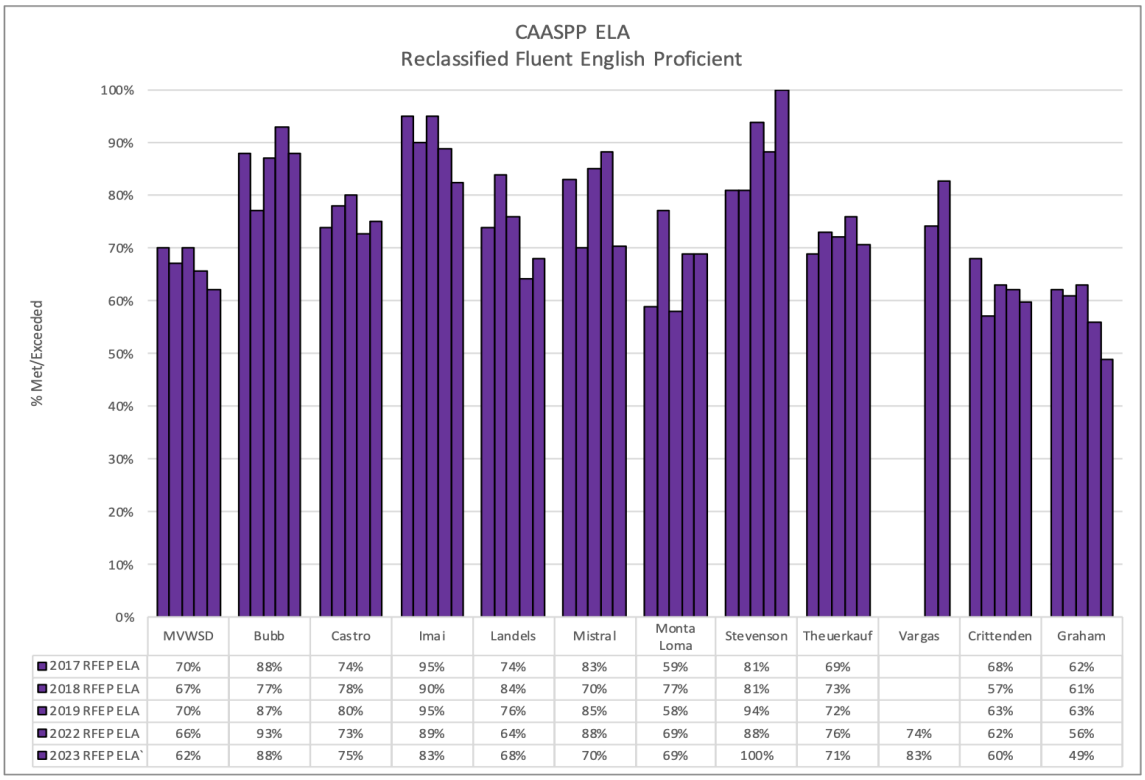
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 EO Math	76%	81%	59%	86%	66%	87%	56%	89%	33%		65%	87%
2018 EO Math	78%	79%	55%	87%	73%	87%	59%	92%	59%		68%	86%
2019 EO Math	77%	85%	50%	89%	77%	88%	56%	90%	75%		68%	80%
2022 EO Math	73%	86%	19%	92%	70%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



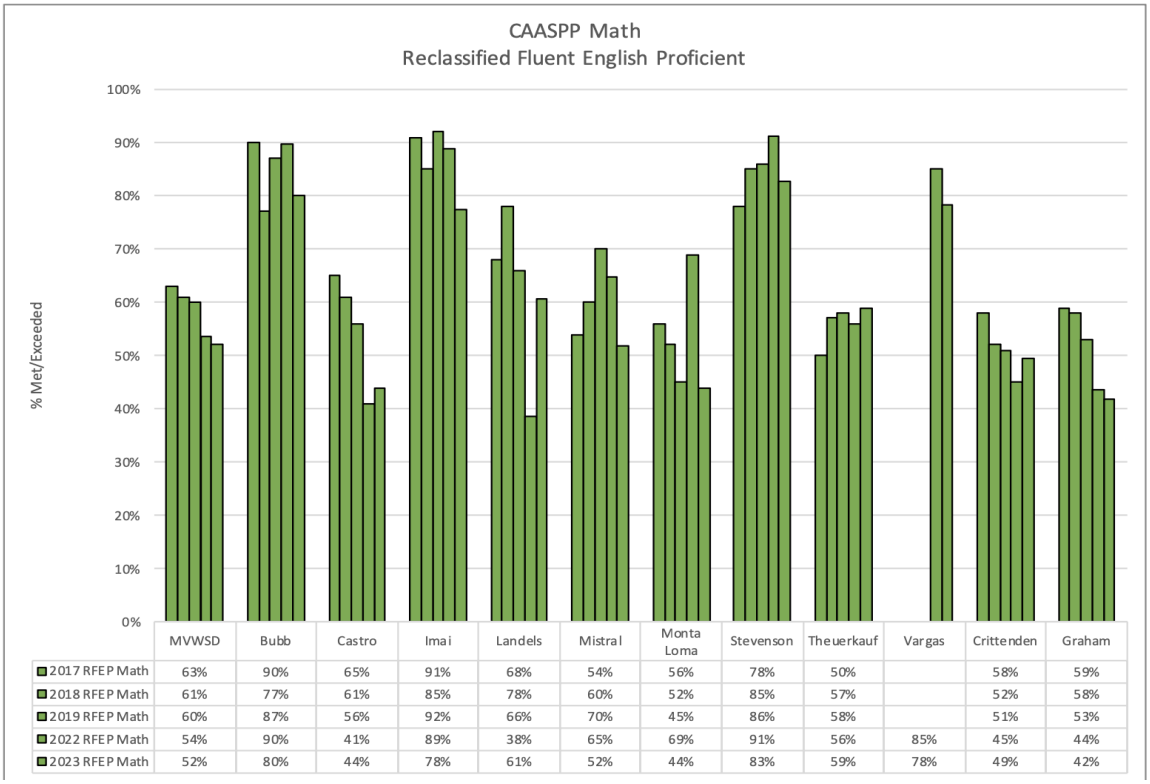
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 EL ELA	14%	33%	18%	33%	9%	11%	18%	9%	9%		11%	8%
2018 EL ELA	18%	32%	19%	38%	27%	21%	13%		16%		15%	7%
2019 EL ELA	20%	25%	16%	43%	36%	42%	15%		26%		12%	8%
2022 EL ELA	13%	14%	3%	48%	10%	26%	15%	27%	19%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



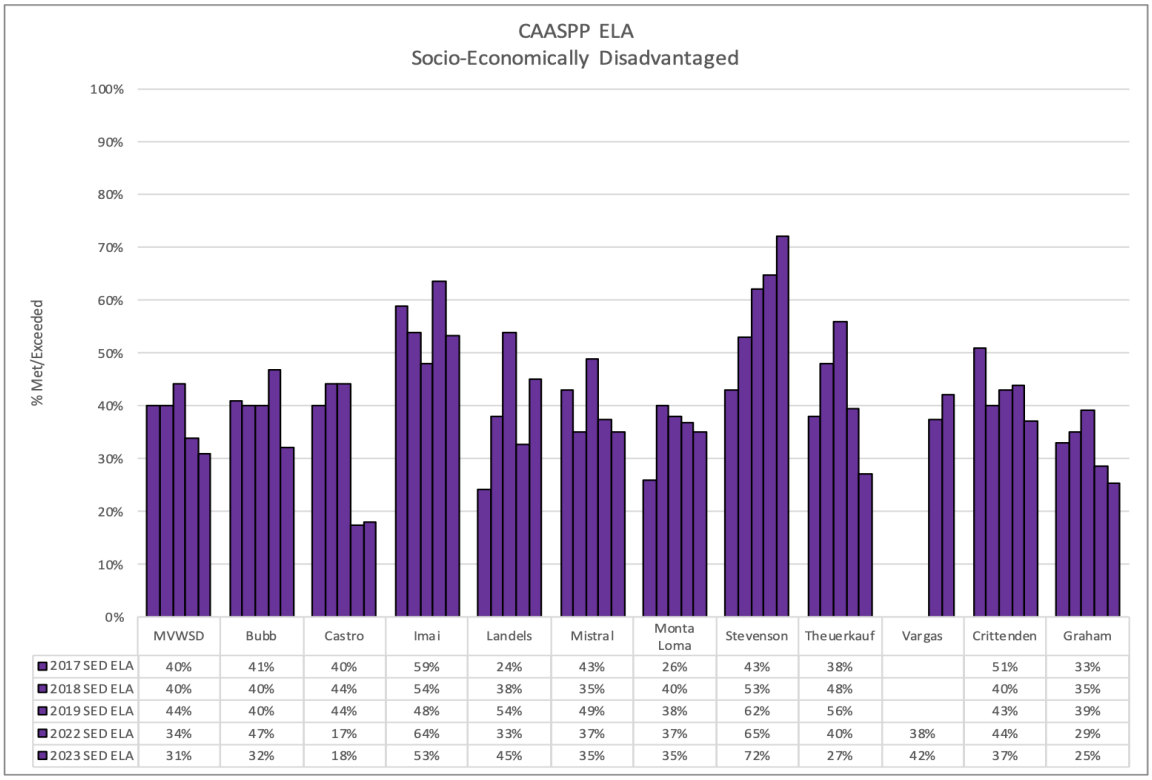
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 EL Math	17%	34%	23%	57%	15%	27%	12%	27%	9%		5%	15%
2018 EL Math	23%	43%	22%	53%	25%	42%	21%		21%		14%	11%
2019 EL Math	18%	30%	12%	45%	29%	34%	13%		18%		11%	7%
2022 EL Math	12%	22%	5%	44%	22%	17%	15%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



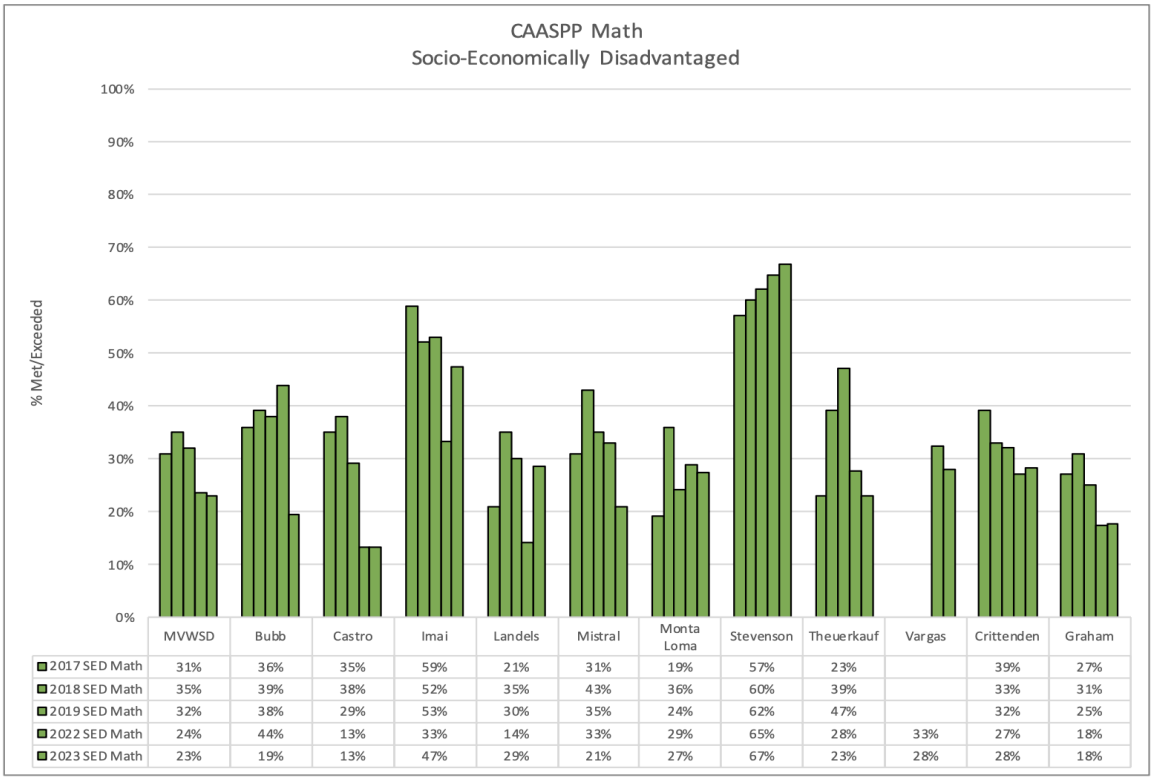
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 RFEP ELA	70%	88%	74%	95%	74%	83%	59%	81%	69%		68%	62%
2018 RFEP ELA	67%	77%	78%	90%	84%	70%	77%	81%	73%		57%	61%
2019 RFEP ELA	70%	87%	80%	95%	76%	85%	58%	94%	72%		63%	63%
2022 RFEP ELA	66%	93%	73%	89%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



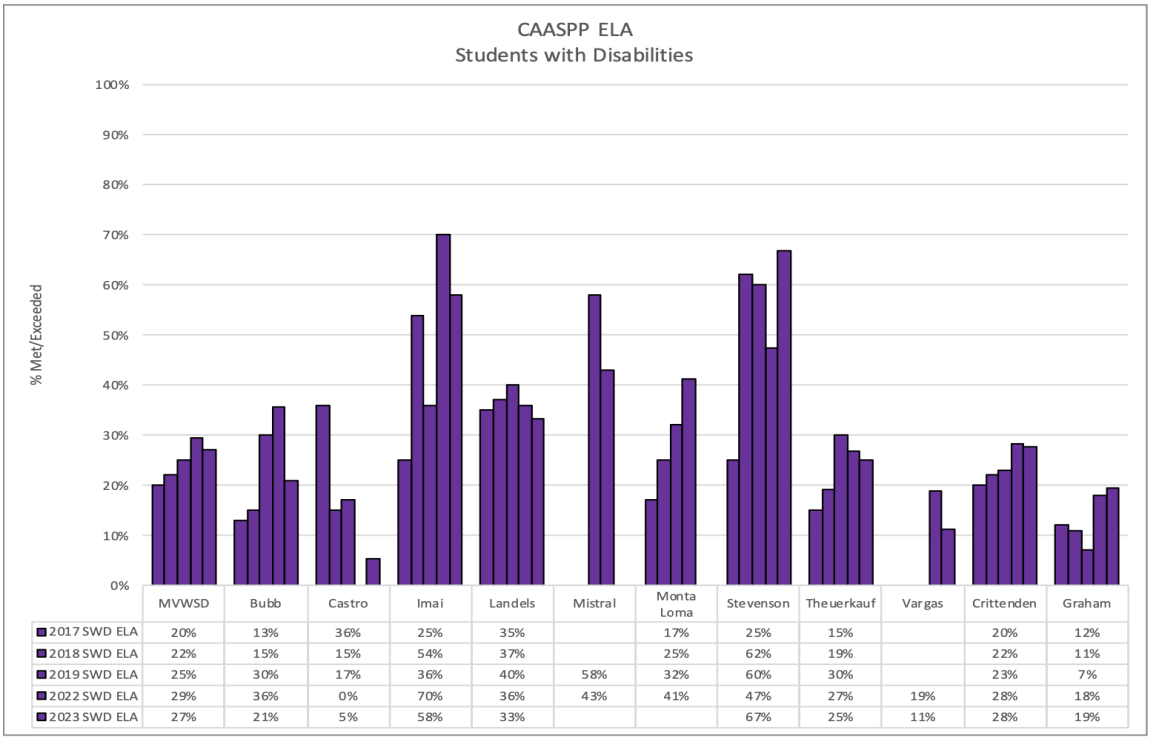
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 RFEP Math	63%	90%	65%	91%	68%	54%	56%	78%	50%		58%	59%
2018 RFEP Math	61%	77%	61%	85%	78%	60%	52%	85%	57%		52%	58%
2019 RFEP Math	60%	87%	56%	92%	66%	70%	45%	86%	58%		51%	53%
2022 RFEP Math	54%	90%	41%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



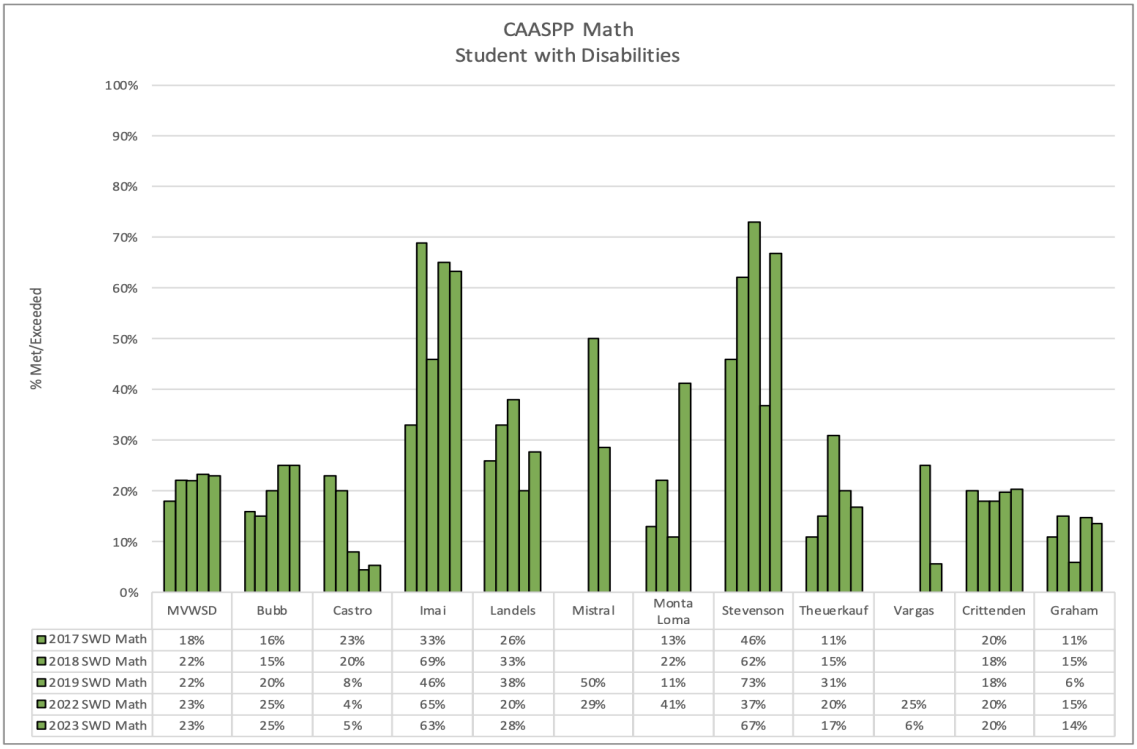
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 SED ELA	40%	41%	40%	59%	24%	43%	26%	43%	38%		51%	33%
2018 SED ELA	40%	40%	44%	54%	38%	35%	40%	53%	48%		40%	35%
2019 SED ELA	44%	40%	44%	48%	54%	49%	38%	62%	56%		43%	39%
2022 SED ELA	34%	47%	17%	64%	33%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



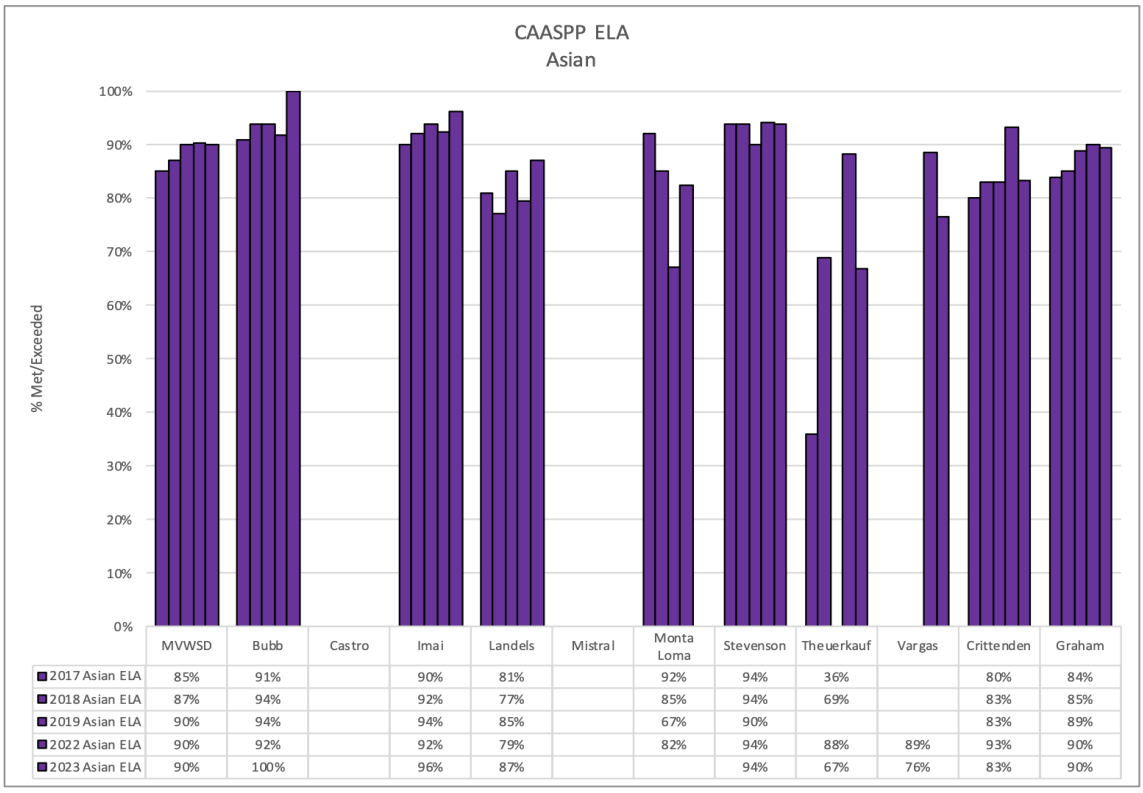
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 SED Math	31%	36%	35%	59%	21%	31%	19%	57%	23%		39%	27%
2018 SED Math	35%	39%	38%	52%	35%	43%	36%	60%	39%		33%	31%
2019 SED Math	32%	38%	29%	53%	30%	35%	24%	62%	47%		32%	25%
2022 SED Math	24%	44%	13%	33%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



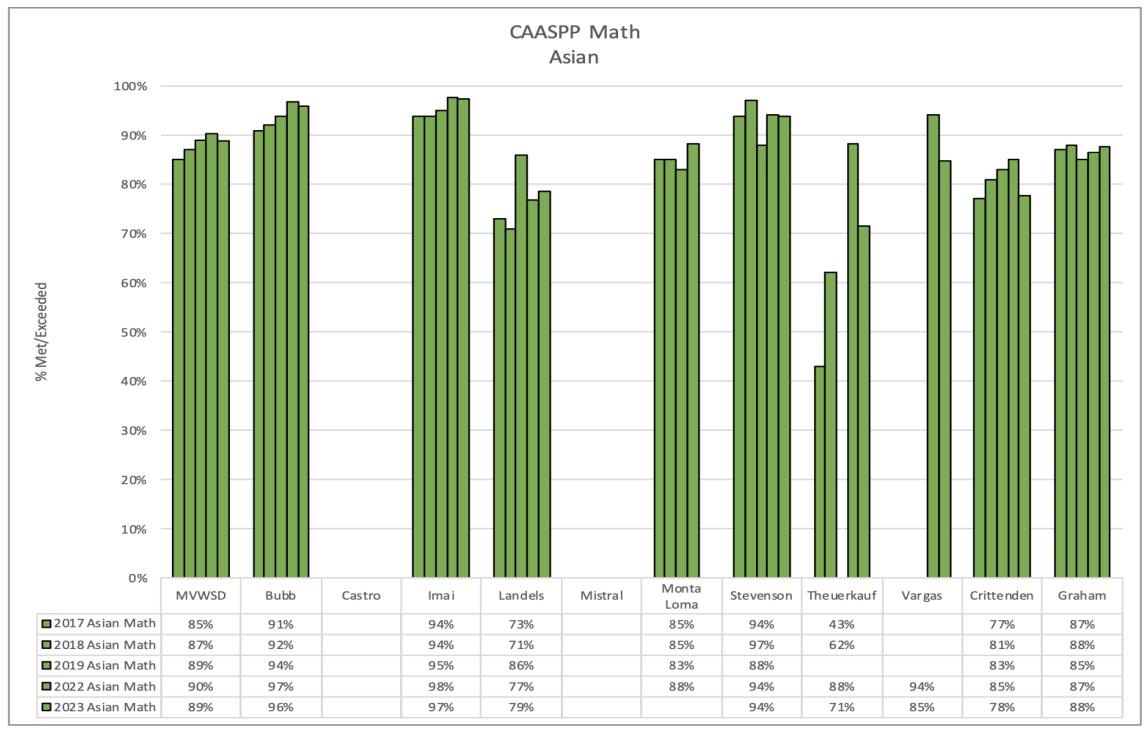
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 SWD ELA	20%	13%	36%	25%	35%		17%	25%	15%		20%	12%
2018 SWD ELA	22%	15%	15%	54%	37%		25%	62%	19%		22%	11%
2019 SWD ELA	25%	30%	17%	36%	40%	58%	32%	60%	30%		23%	7%
2022 SWD ELA	29%	36%	0%	70%	36%	43%	41%	47%	27%	19%	28%	18%
2023 SWD ELA	27%	21%	5%	58%	33%			67%	25%	11%	28%	19%



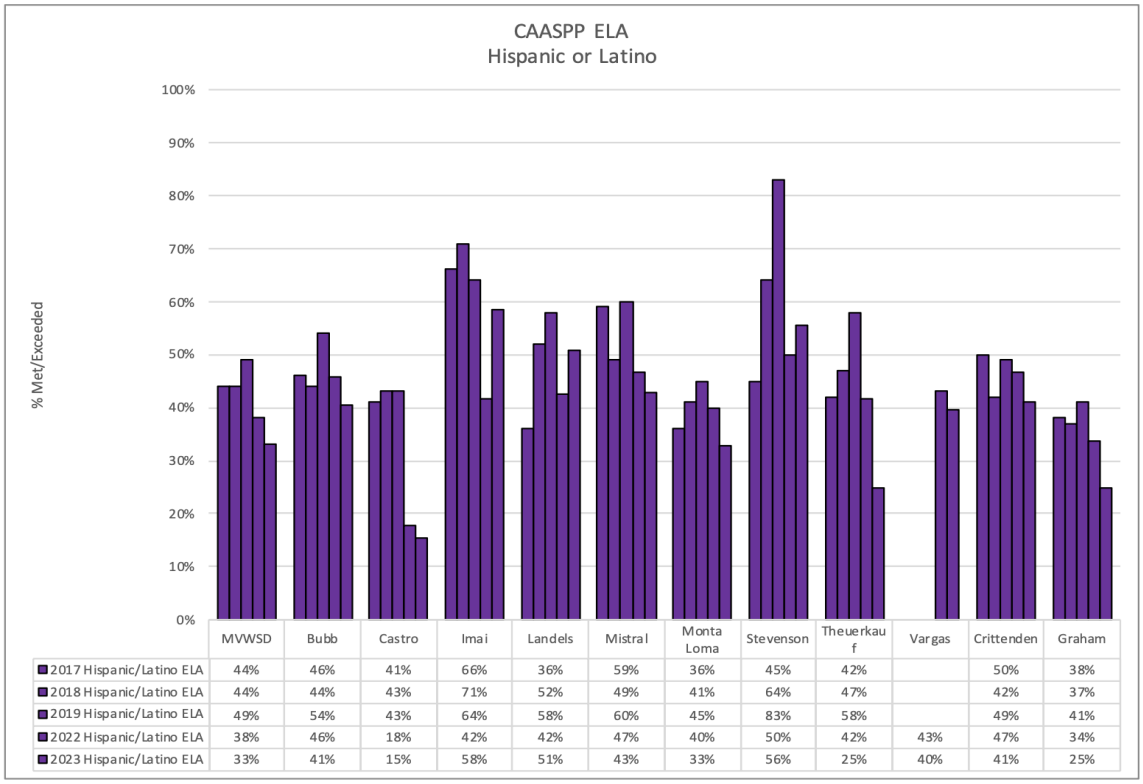
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 SWD Math	18%	16%	23%	33%	26%		13%	46%	11%		20%	11%
2018 SWD Math	22%	15%	20%	69%	33%		22%	62%	15%		18%	15%
2019 SWD Math	22%	20%	8%	46%	38%	50%	11%	73%	31%		18%	6%
2022 SWD Math	23%	25%	4%	65%	20%	29%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



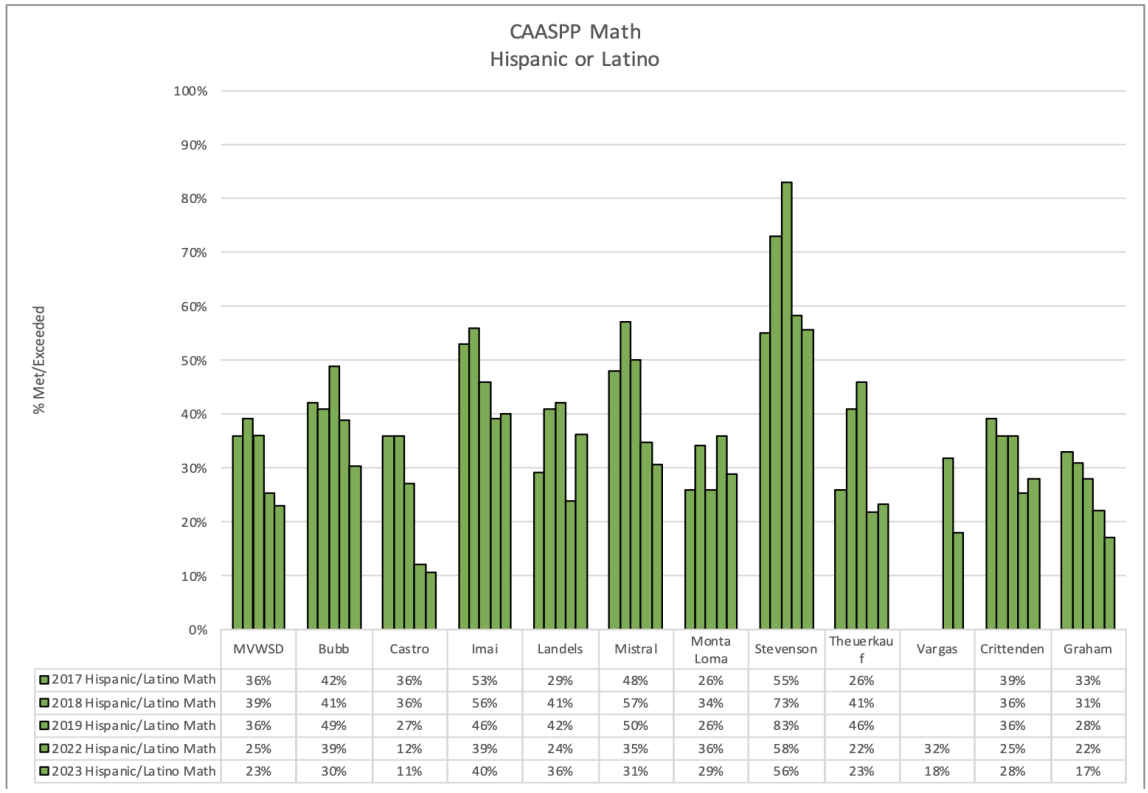
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 Asian ELA	85%	91%		90%	81%		92%	94%	36%		80%	84%
2018 Asian ELA	87%	94%		92%	77%		85%	94%	69%		83%	85%
2019 Asian ELA	90%	94%		94%	85%		67%	90%			83%	89%
2022 Asian ELA	90%	92%		92%	79%		82%	94%	88%	89%	93%	90%
2023 Asian ELA	90%	100%		96%	87%			94%	67%	76%	83%	90%



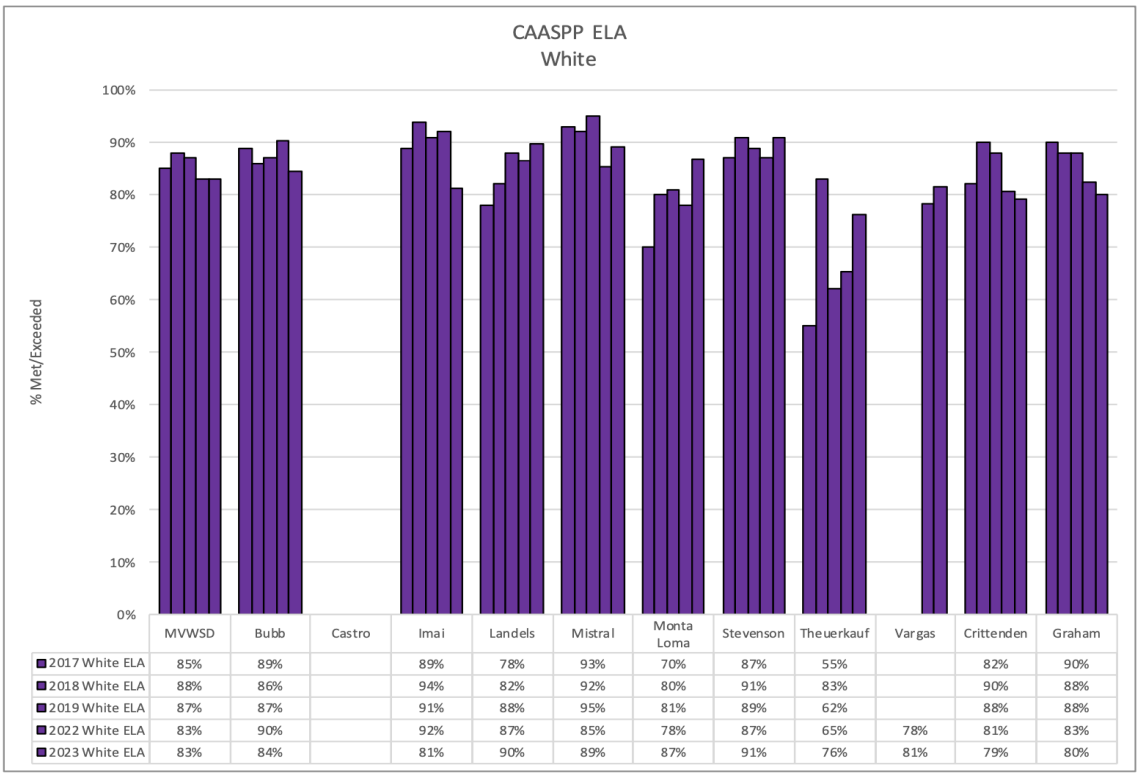
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 Asian Math	85%	91%		94%	73%		85%	94%	43%		77%	87%
2018 Asian Math	87%	92%		94%	71%		85%	97%	62%		81%	88%
2019 Asian Math	89%	94%		95%	86%		83%	88%			83%	85%
2022 Asian Math	90%	97%		98%	77%		88%	94%	88%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



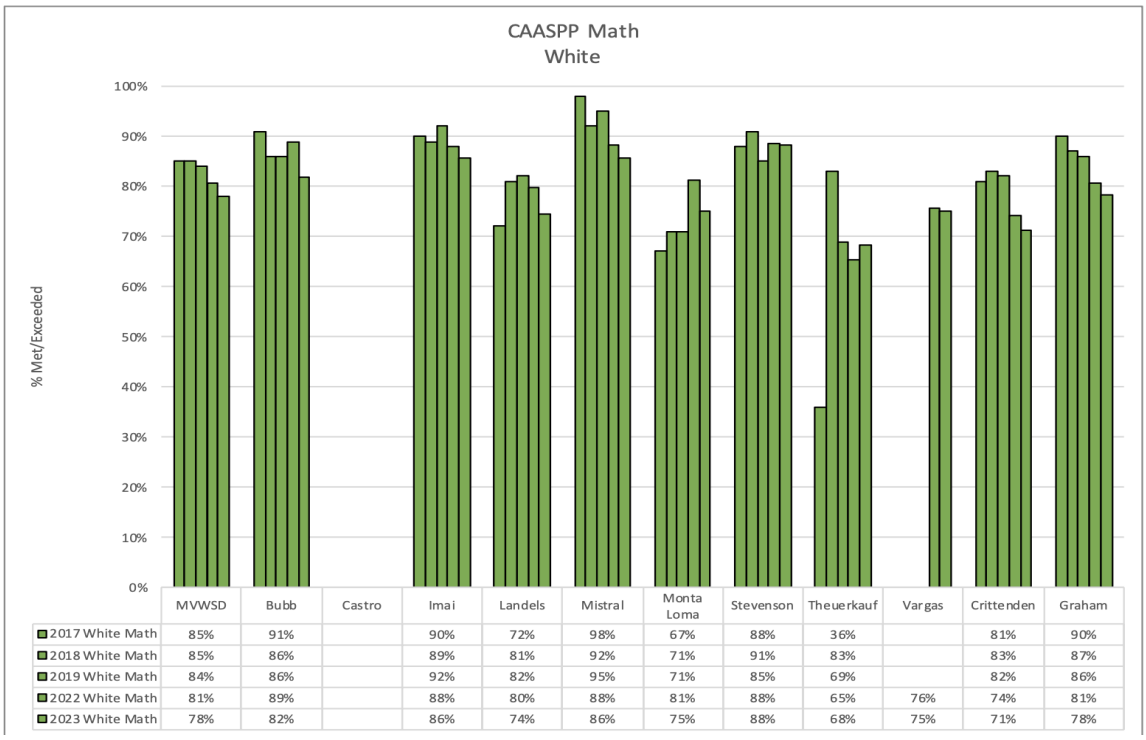
	MVWSD	Bubb	Castro	Imai	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Vargas	Crittenden	Graham
2017 Hispanic/Latino ELA	44%	46%	41%	66%	36%	59%	36%	45%	42%		50%	38%
2018 Hispanic/Latino ELA	44%	44%	43%	71%	52%	49%	41%	64%	47%		42%	37%
2019 Hispanic/Latino ELA	49%	54%	43%	64%	58%	60%	45%	83%	58%		49%	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%



	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%



	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%



	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%

Comparing the results of the 2022-23 SBAC English Language Arts assessment with the previous year, we see declines for student groups except English Only, Asian, and White

(no change for these student groups). We see larger declines for our at-risk student groups - Hispanic/Latino, English Learners (-5 and -4 percentage points, respectively). In comparison to last year, ELs at Bubb, Castro, and Landels show increases. We see a +14 percentage point increase for ELs at Bubb. In comparison, ELs at Mistral, Monta Loma, Theurkauf, Vargas, and Crittenden show declines. Larger declines at Mistral (-12 percentage points), Monta Loma (-11 percentage points), Theuerkauf (-11 percentage points). Stevenson and Graham maintained proficiency for ELs from last year. When comparing data with last year's results for SocioEconomically Disadvantaged student group across schools, Landels has the most improvement with a 12 percentage point gain. Stevenson (+7) and Vargas (+4) also had gains. In contrast, Bubb had the largest decline for SocioEconomically Disadvantaged students (-15). For the Hispanic/Latino student group, we see the most improvement at Imai with a 16 percentage point increase and the largest declines at Theuerkauf and Graham (-17 and -11 percentage points).

Similar to English Language Arts, for math when comparing data to last year, SocioEconomically Disadvantaged students improved at Imai, Landels, Stevenson, and Crittenden with +14, +5, +2, and +3 percentage point improvement respectively. Large declines are seen for Bubb (-25) and Mistral (-12). English Learners show growth at Imai and Theuerkauf with a 19 and 8 percentage point gain respectively. But, large declines are seen at Mistral with a 12 percentage point decrease from last year. Students with Disabilities improved at Stevenson (+30), Landels (+8), and Castro (+1). The largest decline for Students with Disabilities was at Mistral (-21) and at Vargas (-19). When looking at the student groups, it is important to keep in perspective the student numbers for various demographic groups.

Data Analysis

Student data tells us that gaps persist for our at-risk student groups for both English Language Arts and math. Mathematical skills and reading foundations gaps exacerbated over distance learning and we are seeing larger gaps in performance. We have continued work to do with all our students and need to focus on core, Tier 1 instruction in addition to small group instruction to fill gaps and extend learning. On-going, regular use of data including diagnostic and other formative assessments such as mid-module, end of unit weekly assessments, etc. is important to identify student supports and monitor progress.

Work So Far

As we support students' reading and math and make a shift towards using student data with intentionality, MVWSD has done a complete roll-out of our Multi Tiered System of Support (MTSS) - Universal Data Cycles (UDC), Coordination of Services Team (COST), and Student Study Team (SST). There is a focus on student data guiding instructional action steps along with providing tiered student support. Principals, Instructional Coaches are being provided on-going professional development on MTSS implementation and refinement and they, in turn, provide professional development and support for teacher teams. For the most recent October Professional Development Day, principals led their teacher teams through a guided practice of UDC steps and teacher

teams developed action plans for Universal Data Cycle 2 that runs from mid-October to Early January.

We have a fully staffed Early Literacy Team consisting of Reading Intervention Teachers and Instructional Assistants that support students in grades K-2 our highest needs schools - Castro, Mistral, Monta Loma, and Theuerkauf. The team just completed their first Reading Intervention Cycle and most students met their Cycle 1 goals and made progress. Additional support has also been provided for our Newcomer students at Castro, Vargas, Theuerkauf, and Bubb through Newcomer Teachers. Landels and Imai have site-based Newcomer support staff as well. Our English Language Development TOSA offers bi-monthy EL resources and strategies training for all teachers.

Professional development and training are at the core of successful instructional shifts. Aligned with our move towards structured literacy instruction and rooted in research on best practices to teach reading, Principals and Instructional Coaches are being provided training in science of reading and instructional shifts. In addition to Cabinet members doing site visits and providing feedback and coaching to principals, 1:1 data meetings are held with principals to review and refine MTSS implementation and instructional action plans at sites.

Considerations

As we look at the 2022- 23 SBAC data, it is clear that learning gaps have widened. The most severe impacts were with our at-risk student subgroups - English Learners Hispanic/Latino, SocioEconomically Disadvantaged students.

When analyzing SBAC data, the following factors must be taken into consideration:

- Gaps in reading have widened and this impacts other subject area performance as well
- School teams are refining their MTSS practices - UDC, COST, SST process
- In addition to SBAC scores, additional data points such as 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
- Academic gains are not an overnight fix and will take time to fill learning gaps for student groups

Nonetheless, CAASPP student performance data has provided information which in conjunction with other assessments can help guide next steps for making instructional decisions at the district and overall school level.

Next Steps

Results from the SBAC Assessments in English Language Arts and math revealed some areas of improvement and many opportunities for growth across the District. There are many factors that play into gains or declines in student achievement, which leads to the important work of analyzing data to get to the root cause to make adjustments.

Multi-Tiered System of Support (MTSS)
As a part of MVWSD Strategic plan 2027, we have fully implemented a Multi-Tiered System of Support districtwide. 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) in addition to small group instruction. Sites will continue to plan for targeted and intentional interventions as a part of tiered student support. 9-week Data Cycles ensure that students, specifically those most at-risk, are receiving the support and instruction needed. 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.

Professional Development
In the same vein for instructional shifts and targeted student support, we will continue to provide professional development on science of reading, MTSS, data analysis for Principals and Instructional Coaches. SIOP/EL strategies training series will continue to be offered weekly.

School Site Plans (SPSAs)
All sites have been developing school plans during the months of September and October. School plans are living documents that drive the instructional program at each site throughout the school year. Sites will use the results of SBAC and i-Ready as well as ELPAC, attendance data and LCAP survey data as they develop their plans. All plans will include SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals that call for a 10% decrease in the percentage of students who are not meeting standards in English Language Arts, mathematics, and English language acquisition. Goals are also included to support students' social emotional learning, progress in attaining proficiency in English, attendance, and chronic absenteeism. School Plans include goals to monitor student progress across subgroups. All goals within school plans will align with the Strategic Plan and the District LCAP. School Plans will be developed in collaboration with each school's staff, School Site Council, and English Learner Advisory Council and will include action steps that will support the school in achieving its goals. The plans will come for Board approval in December and will be revised as needed based on District data through the year. Explicit action steps have been outlined in School Plans to address

the needs of our at-risk student subgroups such as our English Learner students, Hispanic/Latino, or SocioEconomically Disadvantaged students.

English Language Arts Adoption - PK/TK and K-5
The current Elementary (K-5) ELA curriculum, Benchmark Advance, follows a Balanced literacy approach. This approach has been proven not effective for all students. Research has shown that a systematic and explicit approach, structured literacy, is effective in ensuring all students become skilled readers. MVWSD's ELA Adoption Committee is composed of 12 classroom teachers, the district ELD TOSA, a Reading Intervention Teacher, and two parents, along with district office leaders. The goal of the committee is to adopt an ELA curriculum built from the science of reading and follows a structured literacy approach. The Elementary ELA Adoption committee's work is broken into four phases: Phase 1 - Building Common Knowledge, Phase 2 - Preparation for Pilot, Phase 3- Pilots 1 & 2, and Phase 4 - Final Recommendations to the Board of Trustees.

MVWSD is also undergoing a process of curriculum review and pilot with the goal of adopting an integrated early childhoodPK/TK curriculum for the 2024-25 school year. The PK and TK adoption committee will utilize an adoption process that mirrors the K-5 ELA adoption process. The curriculum chosen will be built from the science of language and learning in early childhood, appropriate for 3 and 4 year old students, and will build a strong foundation for entering kindergarten.

Principal Data Meetings
1:1 Site principal data meetings are scheduled with the Superintendent and Ed Services team after i-Ready Diagnostic 2 in December and then, at the end of the year after Diagnostic 3 in May. At these meetings, principals bring their site data, their analysis, and action steps on how the site is supporting students based on the data.

Conclusion

The results from the CAASPP assessments have provided the District with valuable information, especially as we compare assessment results over the years. Since the CAASPP assessment results do not include performance area scores, an analysis of detailed i-Ready Diagnostic assessment data will provide school sites with important student performance data to make informed instructional decisions and will guide action steps for improved student achievement. While there are some strengths as we look at school level, grade level, or subgroup CAASPP data, there is much work to be done to ensure that all of our student needs are met and we are able to fill the learning gaps.