



Mountain View
Whisman
School District

Equity Framework and Scorecard: A Pilot

12/7/23





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Alignment to SP2027

Alignment to Strategic Plan 2027

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

1B. Ensure targeted instructional opportunities that maximize learning for students

Goal Area #2: Student Social-Emotional Health

2B. Ensure an integrated, consistent approach to social-emotional learning

Goal Area #3: Inclusive and Welcoming Culture

3B. Expand and enhance culturally-relevant approaches to student, parent and community engagement

Goal Area #4: Effective and Engaged Employees

4A. Attract and retain diverse, quality employees

Goal Area #5: Equitable Distribution of Resources that Support Student Success

5A. Ensure facilities and resources equitably serve all student

Today's Goals and Objectives

Today we will:

- ❑ Revisit the purpose and goals of the scorecard
- ❑ Explore the District Equity Scorecard Pilot by using the data it presents with our Universal Data Cycle Protocol
- ❑ Reflect on some key findings
- ❑ Align Equity Scorecard to other district measurement tools
- ❑ Outline next steps for Scorecard rollout

MVWSD Definition of Equity

Equity in MVWSD is more than an outcome, it is a **call to action** to work towards justice– the breaking down of systemic barriers by ensuring each member of our community regardless of any outside factors have the opportunities and resources they need to thrive academically, socially, and emotionally in our schools and beyond.

MVWSD Equity Statement

Equitable outcomes will not happen by accident, but rather, by intentional design and steadfast commitment. They can be achieved when the MVWSD community works collaboratively towards:

- A constant and honest evaluation of systems and supports for students and staff and a commitment to changing existing structures that lead to inequitable outcomes
- Challenging biases, building cross-cultural relationships, and creating meaningful real-world experiences for our students through the targeted use of culturally-responsive practices
- Evaluating student successes and struggles holistically and providing supports and opportunities to develop students' unique skills and strengths
- Eliminating disparities and disproportionalities that limit opportunities for students to maximize their academic and social-emotional potential

Purpose of Scorecard and Framework

An **Equity Scorecard** is a way to build accountability for district goals related to Equity across the organization. It is also a communication and progress monitoring tool. Over time, the district wants to examine growth in relation to its work around equity to isolate and replicate successful efforts that bring us towards more equitable outcomes.

An **Equity Framework** refers to the Scorecard (eg. 4 equity themes and metrics) along with the process for sites to use the information towards equitable outcomes.

Scorecard + How we use it = Framework

What *problem* are we solving?

There is an abundance of data in all aspects of schooling. The data sources we choose, how we disaggregate the data and what we center in our conversations about data affect the direction of our work, and thus, can change student **outcomes**.

How can we center *equity* in our data conversations? Why do we want to?



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Equity Scorecard Snapshot- District

Equity Pillar: Academic Readiness

Growth:
iReady Reading
and Math
(% met ATG)

Proficiency:
CAASPP ELA
and Math
(% Proficient)

Literacy:
iReady 3rd
Grade (% on
grade-level)



EQUITY SCORECARD DISTRICT OVERALL



ACADEMIC READINESS

Measure	Overall Findings	Subgroup Gap Race/Ethnicity		Subgroup Gap SES		Subgroup Gap EL	
		SY21-22	SY22-23	SY21-22	SY22-23	SY21-22	SY22-23
Academic Growth READING	Overall, % students meeting ATG decreased from 62% in SY21-22 to 61% in SY22-23.	Asian: 68% Hispanic/Latino: 54% White: 67%	Asian: 71% Hispanic/Latino: 50% White: 67%	SED: 51% Non-SED: 66%	SED: 49% Non-SED: 66%	EL: 51% EO: 66% RFEP: 59%	EL: 51% EO: 64% RFEP: 56%
Academic Proficiency READING	Overall, % students meeting proficiency decreased from 66% in SY21-22 to 64% in SY22-23.	Asian: 90% Hispanic/Latino: 38% White: 83%	Asian: 90% Hispanic/Latino: 33% White: 83%	SED: 34% Non-SED: 80%	SED: 31% Non-SED: 80%	EL: 13% EO: 78% RFEP: 66%	EL: 9% EO: 78% RFEP: 62%
Academic Growth MATH	Overall, % students meeting ATG decreased from 61% in SY21-22 to 59% in SY22-23.	Asian: 71% Hispanic/Latino: 50% White: 68%	Asian: 69% Hispanic/Latino: 47% White: 66%	SED: 49% Non-SED: 67%	SED: 47% Non-SED: 65%	EL: 51% EO: 64% RFEP*: 62%	EL: 49% EO: 63% RFEP*: 54%
Academic Proficiency MATH	Overall, % students meeting proficiency decreased slightly from 59% in SY21-22 to 58% in SY22-23.	Asian: 90% Hispanic/Latino: 25% White: 81%	Asian: 89% Hispanic/Latino: 24% White: 78%	SED: 24% Non-SED: 75%	SED: 23% Non-SED: 75%	EL: 12% EO: 71% RFEP: 54%	EL: 11% EO: 73% RFEP: 52%
Early Literacy	Overall, third graders proficient in reading decreased from 78% in SY21-22 to 71% in SY22-23.	Asian: 94% Hispanic/Latino: 49% White: 93%	Asian: 92% Hispanic/Latino: 40% White: 88%	SED: 44% Non-SED: 92%	SED: 33% Non-SED: 90%	EL: 29% EO: 91% RFEP*: 93%	EL: 15% EO: 89% RFEP: 97%

Equity Pillar: Access

Risk Ratio:
SELPA 1
Likelihood of
Placement
(Ratio– 1: X)

Suspensions:
CalPADS
(% of that group
making up total
suspensions)

Math Pathway:
PowerSchool
(% of that group
enrolled in pathway)

Chronic Absenteeism:
CalPADS
(% of that group which
is chronically absent)



ACCESS

Measure	Overall Findings	Subgroup Gap Race/Ethnicity		Subgroup Gap SES		Subgroup Gap EL	
		SY21-22	SY22-23	SY21-22	SY22-23	SY21-22	SY22-23
SPED Risk Ratio (SLD)	Overall, the Risk Ratio for Hisp/Latino students decreased from 4.18 in SY21-22 to 3.54 in SY22-23.	Asian: NC Hisp/Latino: 4.18 White: .6	Asian: NC Hisp/Latino: 3.54 White: .6				
Suspension Rate	Overall, the number of suspensions increased from 164 in SY21-22 to 284 in SY22-23.	Asian: 5% Hisp/Latino: 60% White: 15%	Asian: 6% Hisp/Latino: 58% White: 24%	SED: 64% Non-SED: 36%	SED: 60% Non-SED: 40%	EL: 49% EO: 32% RFEP: 13%	EL: 38% EO: 37% RFEP: 19%
Math Pathway Participation	Overall, the number of students participating in an advanced course of study in mathematics (7.2 and 8.2) increased from 243 in SY21-22 to 246 in SY22-23.	Asian (.0) 9% (.1) 30% (.2) 61% Hisp/Lat (.0) 70% (.1) 25% (.2) 5% White (.0) 13% (.1) 44% (.2) 38%	Asian (.0) 15% (.1) 25% (.2) 60% Hisp/Lat (.0) 72% (.1) 26% (.2) 3% White (.0) 19% (.1) 41% (.2) 41%	SED (.0) 75% (.1) 21% (.2) 4% N-SED(.0) 25% (.1) 36% (.2) 38%	SED (.0) 73% (.1) 22% (.2) 5% N-SED (.0) 27% (.1) 35% (.2) 38%	EL (.0) 96% (.1) 4% (.2) 0% EO (.0) 25% (.1) 39% (.2) 36% RFEP (.0) 55% (.1) 27% (.2) 19%	EL (.0) 98% (.1) 2% (.2) 0% EO (.0) 27% (.1) 38% (.2) 35% RFEP (.0) 53% (.1) 38% (.2) 18%
Chronic Absenteeism Rate	Overall, the Chronic Absenteeism rate decreased from 18% in SY21-22 to 15% in SY22-23.	Asian: 6% Hisp/Latino: 27% White: 12%	Asian: 6% Hisp/Latino: 24% White: 12%	SED: 29% Non-SED: 11%	SED: 25% Non-SED: 10%	EL: 27% EO: 14% RFEP: 14%	EL: 24% EO: 14% RFEP: 11%

Equity Pillar: Representation

Teacher Diversity:

Frontline
(% of students enrolled in subgroup: % teachers in same subgroup)

Community Voice:

LCAP Survey
(% of parent survey participants in subgroup)




REPRESENTATION

Measure	Overall Findings	Subgroup Gap Race/Ethnicity		Subgroup Gap SES		Subgroup Gap SWD	
		SY21-22	SY22-23	SY21-22	SY22-23	SY21-22	SY22-23
Teacher Diversity	Overall, the diversity index between student and teacher increased by 8% from SY21-22 to SY22-23.	Asian: 21:16 Hisp./Latino: 37:18 White: 25:57	Asian: 22:16 Hisp./Latino: 39:16 White: 23:58				
Community Voice	Overall, the number of parents participating in our LCAP surveys increased from 928 in SY21-22 to 1059 in SY22-23	Asian: 21% Hisp./Latino: 21% White: 29%	Asian: 29% Hisp./Latino: 22% White: 35%	SED: 21% Non-SED: 79%	SED: 30% Non-SED: 70%	SWD: 75% Non-SWD: 71%	SWD: 65% Non-SWD: 61%

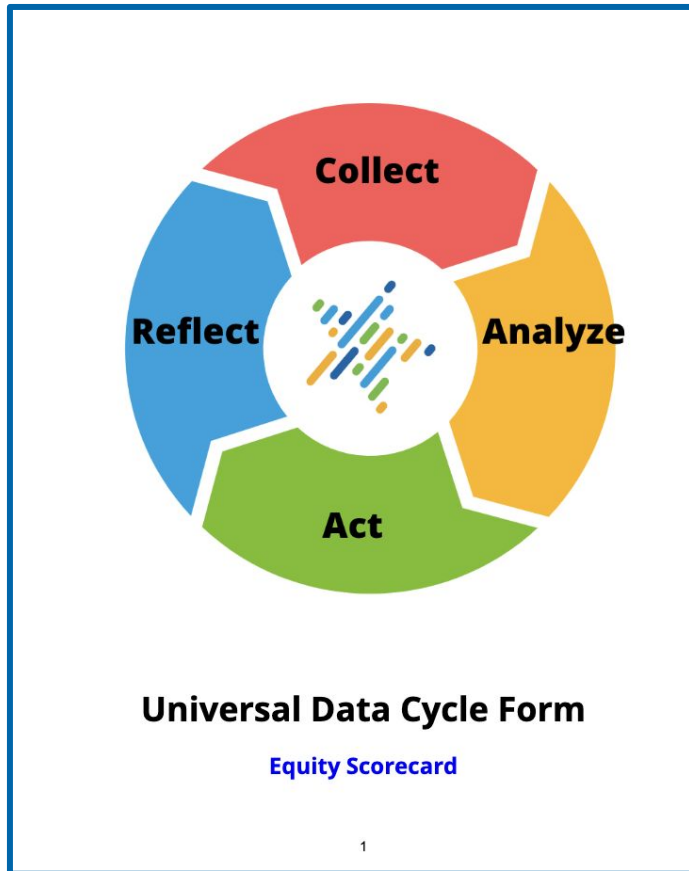
Equity Pillar: Wellness

Feelings of Safety:
LCAP Survey
(% ag. or st. agree)

Feelings of Belonging:
LCAP Survey
(% ag. or st. agree)

 WELLNESS							
Measure	Overall Findings	Subgroup Gap Race/Ethnicity		Subgroup Gap SES		Subgroup Gap SWD	
		SY21-22	SY22-23	SY21-22	SY22-23	SY21-22	SY22-23
Feelings of Safety	Overall, feelings of safety decreased from 72% in SY21-22 to 61% in SY22-23.	Asian: 72% Hispanic/Latino: 74% White: 73%	Asian: 65% Hispanic/Latino: 63% White: 62%	SED: 73% Non-SED: 69%	SED: 62% Non-SED: 59%		
Feelings of Belonging	Overall, feelings of belonging decreased from 62% in SY21-22 to 49% in SY22-23.	Asian: 65% Hispanic/Latino: 65% White: 61%	Asian: 52% Hispanic/Latino: 53% White: 45%	SED: 63% Non-SED: 61%	SED: 50% Non-SED: 47%		

Using the UDC with Scorecard



Using the UDC Form with Scorecard Data:

- Aligned with current practice of district across disciplines (teachers, site leaders, and district leaders)
- Modeled depth and breadth of UDC process
- Systematic, comprehensive protocol for analyzing data within a lens of continuous improvement

UDC Part I – Reflect

Form Questions [modified]:

- Did all students achieve what was expected in the stated goals?
 - If yes, what strategies led to this? Explain.
 - If not all students, who did not achieve expectations? How has their data changed after this cycle?
- Was the frequency of data collection on student progress adequate to inform changes made this cycle? Explain.

UDC Part II - Collect

Check *all* that apply:

Data Sources

ELA - Teacher created assessments

End of week/unit
 Other

Standards/Skills
 based assessments

i-Ready Diagnostic:

Reading
 Math

Overall
 Student Groups

CAASPP:

Reading
 Math

Overall
 Student Groups

ELPAC:

Listening/Speaking
 Reading/Writing

Overall
 Student Groups

LCAP Survey Data

Other: Risk Ratio,
 Teacher diversity

Math - Teacher created assessments

End of week/unit
 Other

Standards/Skills
 based assessments

Attendance

Behavior Data

Kindergarten Entrance Profile

**High Frequency Words, Letter Sounds,
 Phonemic Awareness**

Middle School Students with an 'F':

Overall Student Groups

UDC Part III - Analyze

Form Questions:

- What does the data say about my whole class?
- How does this year's data compare to my classroom from last year at the same time?
- What patterns or trends emerge? Think of *Bright Spots* and *Areas of Improvement*.
- What do you notice when you look at student group data? Think of *Bright Spots* and *Areas of Improvement* in terms of possible gaps between groups of students.
 - EL, EO and RFEP, SED, SWD, Race/Ethnicity [Asian, Hispanic/Latino, and White]

Key Findings

Academic Readiness:

- Declines from SY22-23 consistent with all other district presentations so far
- *Growth* declines in both ELA/Math do not exceed 2%
- In the Early Literacy indicator our RFEP students were scoring above their English Only peers
- Reveals opportunity to set and affirm site based goals embedded in LCAP and new Literacy Equity measure (% 3rd graders reading at grade-level by D3)

Key Findings

Access:

- Shows growth and attainment across almost all Access areas, which may be a positive sign for future achievement data (access a leading equity indicator)
- The number of EL students enrolled in accelerated math pathway (7.2 or 8.2) remains at 0%. Participation for EL in the .1 pathway decreased from SY21-22 to SY232-23.
- Shows large gaps in math pathway participation for SED, EL, and Hispanic/Latino populations
- Reveals opportunity to set and affirm goals for all sites (outgoing 6th for elem.) regarding math pathway data

Key Findings

Representation:

- Increased parent participation on LCAP surveys, especially for vulnerable populations, such as socioeconomically disadvantaged parents
- Reveals opportunity to set and affirm goals for district and the sites related to representation metrics

Key Findings

Wellness:

- Overall feelings of safety decreased from 72% in SY22-23 to 61% in SY22-23
- Overall, feelings of belonging decreased from 62% in SY21-22 to 49% in SY22-23.
- Reveals opportunity to better understand and measure belonging with student-centered site based surveys or activities



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Moving us to Act

UDC 4 PLC Questions

- (1) How will we know if student outcomes are increasing? How will we know that what we are doing/not doing is working?
- (2) What is needed to increase student outcomes in the four equity pillar areas?
- (3) What will we do if student outcomes are not improving? Who will do this?
- (4) What will we do if student outcomes do improve? Who will do this?

(1) How will we know?

- Equity scorecard monitoring once per year using Data Cycle process at district and site levels during LT
- Add or remove metrics, as needed
- Increase accuracy and consistency of data reporting mechanisms (eg. discipline data)
- Align Equity Scorecard metrics to other measurement processes (CCEIS, DA, etc.)

(2) What is needed?

- Continued interdepartmental collaboration will decrease redundancies in initiatives (CCEIS, ATSI, DA, etc.) and improve efficiency
- Alignment between Equity scorecard, LCAP in the next cycle, and even next Strategic Plan will strengthen collective action
- Continued push with district-wide literacy emphasis and long-term progress monitoring with Equity scorecard (next 3 years)
- Math Pathways analysis and paradigm shift

(3) What if it doesn't work?

- District-wide data cycles using data from the Equity scorecard and other sources will allow for timely, formative feedback
- Academic performance scores are a lagging indicator. Systemic change takes years to yield increased outcomes. During these first few years, sustained effort and fidelity is key.
- Small shifts and tweaks possible after each data cycle and/or Equity Scorecard

(4) What if it does?

- Replicate and broaden efforts that produce favorable outcomes
- Monitor shifts in Equity Scorecard data to continue to center equity in conversations around student data
- Continue to revise/refine Scorecard protocol and measures to maximize usefulness of Scorecard

Alignment with Other Metrics

- Possible alignment scenarios:
 - Alignment with SPSA development and goals (In progress, Expected for Fall 2024)
 - Alignment with LCAP progress monitoring (using data from the Scorecard to monitor progress on LCAP items)
 - Alignment with SP2027 progress on items related to equitable outcomes



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Next Steps

Site-Based Scorecard Pilot

- Site-Based Scorecard Analysis (Winter 2024):
 - Training with site leaders on how to read/interpret Equity Scorecard for their site
 - Guided walkthrough of using UDC with Equity Scorecard during LT
 - Co-Creation of norms and expectations around using Scorecard data and sharing it with the community, when appropriate

Equity Scorecard for SY23-24

- Released Summer/Fall 2024
 - Inform SPSA for SY23-24
 - Progress reported as an update to the Board of Trustees in Fall 2024

Board Feedback Requested

Are there any additional data visualization needs for the scorecard? (eg. graphs, arrows, colors)

Based on the district pilot, are there any additional considerations we should make as we explore site-based scorecards with principals?