Universal Data Cycle Form

Equity Scorecard

This protocol is intentionally designed to support teachers, teams of teachers, and school staff to analyze student data to inform and plan instruction and interventions. To best understand each part of this protocol, view the accompanying section in the MVWSD MTSS guide under Universal Data Cycle (UDC).

Getting Started- Set the Stage and Collect Data (5 minutes)

The Facilitator (administrator, teacher, coach, identified staff, and/or self):

- reminds the group of the norms,
- assigns roles,
- reviews the protocol,
- provides brief description of the data,
- sets the purpose/focus for the data analysis, and
- answers questions and/or provides clarity for the team.

The recorder is responsible for ensuring all observations, analyses, etc. are recorded on the form.

Norms (Consider adding norms specific to your group)

- We will analyze data and make plans based on data - not outside factors
- We will maintain a positive tone at our meetings.
- We will be thoughtful about the language we use to talk about students and their data, especially related to groupings of student data. We will strive to use person-first language when describing student groups (eg. use language such as "students who are Hispanic/Latino" or "students with disabilities", avoid language such as "Hispanic(s)/Latino(s)" or "disabled kids")
- We will be thoughtful about the effect of confirmation bias on our thought processes and make the effort to draw conclusions based on observed data trends, rather than preconceived notions.
- We will contribute equally to the workload of this team.
- We will listen respectfully and consider matters from another's perspective.
- We will begin and end our meetings on time and remain fully engaged.
- We will offer solutions to problems rather than complain about them.

Remember - Data is the centerpiece of the group discussion.

Grade Level Department (Middle School)	MVWSD (Whole District)
Team Members	
Facilitator	
Time Keeper	
Recorder	

___ **Classroom Level**   ___ **Grade/Department Level**   __ **School-Wide**

REFLECT

Reflect (10-15 minutes)

Monitor student progress and reflect on your implemented plan. Data team members revisit their action plans frequently. Team members regularly check in with one another to identify challenges, make adjustments as needed, and celebrate successes. Reflect on and document what you are going to keep and/or revise based on the results of the data you collected and monitored throughout this data cycle.

Reflect on the following and answer all questions thoughtfully:

Did all students achieve what was expected in the action plan? *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?*	**Academic Readiness:** Goal in LCAP: 100% will make one year's growth or more *(Goal Not Met)* Overall, % of students meeting ATG in Reading decreased from 62% in SY21-22 to 61% in SY22-23 and remained below 100%. Goal in LCAP: 100% will make one year's growth or more *(Goal Not Met)* Overall, % of students meeting ATG in Math decreased from 61% in SY21-22 to 59% in SY22-23. Goal in LCAP: 80% will meet or exceed standards in ELA *(Goal Not Met)* Overall, % of students meeting or exceeding standards in ELA decreased from 66% in SY21-22 to 64% in SY22-23. Goal in LCAP: 80% will meet or exceed standards in Math *(Goal Not Met)* Overall, % of students meeting or exceeding standards in Math decreased from 59% in SY21-22 to 58% in SY22-23. No goal stated - Baseline measurement Early Literacy scores decreased substantially from 78% 3rd graders proficient to 71% proficient in SY22-23. **Access:** Goal in LCAP: Risk Ratio for Hispanic/Students will be reduced to 3.0 *(Goal Not Met)* Though the SPED risk ratio improved from 4.18 to 3.54, we did not meet our goal of being under 3.0. No numerical goal stated - Baseline measurement The number of suspensions increased from last year. No goal stated - Baseline measurement The number of students participating in advanced courses of study (7.2 and 8.2) increased by 3 students from SY21-22. No (district-wide) goal stated, but individual sites have goals - Baseline measurement

	The chronic absenteeism rate decreased by 3% to 15% in SY22-23.
	Representation: No goal stated - Baseline measurement The diversity index between students and teachers increased by 8%. No goal stated - Baseline measurement The number of parents participating in our LCAP surveys increased by over 100 parents from SY21-22. **Wellness:** LCAP goal: 97% of students will agree or strongly agree that they feel safe at school *(Goal not met)* Overall feelings of safety decreased from 72% in SY22-23 to 61% in SY22-23 and remains under 97%. No goal stated - Baseline measurement Overall, feelings of belonging decreased from 62% in SY21-22 to 49% in SY22-23.
Were action plans implemented as written? Yes or no - why? *If not, were action plans adapted during the cycle? Did instruction change? How and why?*	*FIRST YEAR BENCHMARK*
Was the frequency of data collection on student progress (whole class, small group, individual students) adequate to inform instruction this cycle? Explain.	**Academic Readiness:** Currently, academic readiness data used on the Scorecard is captured 4 times per year. iReady assessments are taken once a trimester. The growth indicators are calculated once per year after D3 in the Spring. Students in grades 3-8 take the CAASPP once per year in the spring. The results aren't available until the fall. The assessment schedule lends itself best to using it as a reflection tool at the end of the year, planning for instructional shifts at the start of the next school year. **Access:** Risk ratios are released in the Spring each year through our SELPA and they represent the culmination of work done the previous year. Suspension and chronic absenteeism data are available year-round but only verified and reported to CalPADs twice during the school year (once in October and once in July). The most accurate data is pulled after the July date. This data capture window lends itself best to using it as a reflection

	tool at the end of the year, planning for instructional shifts at the start of the next school year.
	Representation: Based on the fact that data in the previous two categories is largely taken during the previous year's capture window, we also take a snapshot of student enrollment and teacher diversity at the end of the school year in July. That way, all data is taken during the same capture window.

Wellness: The wellness data is taken from student responses to the LCAP survey which students in grades 4-8 take in the Spring. Results are available right away. |

COLLECT

Collect Data (10 minutes)

Collect Data: Identify and list all of the data that will be used to help explore patterns and trends in meaningful ways.

Data sources available for the 2023-24 school year

Check *all* that apply:

Data Sources			
ELA - Teacher created assessments		**Math - Teacher created assessments**	
___ End of week/unit ___ Other	___ Standards/Skills based assessments	___ End of week/unit ___ Other	___ Standards/Skills based assessments
i-Ready Diagnostic:		x **Attendance**	
x Reading x Math	x Overall x Student Groups	x **Behavior Data**	
CAASPP:		___ **Kindergarten Entrance Profile**	
x Reading x Math	x Overall x Student Groups	___ **High Frequency Words, Letter Sounds, Phonemic Awareness**	
ELPAC:		**Middle School Students with an 'F':**	
___ Listening/Speaking ___ Reading/Writing	___ Overall ___ Student Groups	___ Overall	___ Student Groups
x LCAP Survey Data			
x **Other**: Risk Ratio, Teacher diversity			

ANALYZE

Analyze (20-30 minutes total)

This is a 3-part process where participants examine the data, noting patterns and trends as well as digging deeper into the 'why'.

Part 1 (5-7 minutes) - Examine and record your observations of the data, note patterns and trends. Look at the big picture. Ask yourself the following questions:

What do we see? Gather as much information as possible from the data - Just the facts. Avoid judgments or interpretations

What does the data say about my whole class?	**Academic Readiness:** *How is the district preparing all students to meet the demands of the future?* Overall, student achievement scores decreased from last school year. This likely means that learning loss due to school closures is still affecting student performance. Acceleration of learning has not adequately addressed the declines. **Access:** *To what extent do all students have access to academic and social schooling components that help students thrive?* Overall, more students are showing up to school than the previous year. Hispanic/Latino students are less likely to be identified as having SLD than the year before and more students are accessing our accelerated math pathways than the previous year. This means that Hispanic/Latino students are less likely to have access to accelerated math content and more likely to be diagnosed as having Specific Learning Disability and receiving services from our Special Education practitioners. **Representation:** *To what extent do all students have the opportunity to see themselves and their experiences represented as an important part of the schooling process?* Overall, MVWSD widened its gap between students representing a racial/ethnic category and teachers hired that also represent that category. For our Hispanic/Latino population, the ratio of students to teachers of that racial ethnic group went from 37 students per 18 adults (37:18) to 39 students per 16 teachers (39:16). This means that Hispanic/Latino students are less likely than any other major racial/ethnic group to have a teacher of the same race/ethnicity. **Wellness:** *To what extent do all students feel safe and supported in their learning environment?* Overall, students reported feeling less safe and reported fewer feelings of belonging/social cohesion than they did the previous year.

How does this year's data compare to my classroom from last year at the same time?	**Academic Readiness:** *Bright Spots:* In both proficiency and growth indicators in ELA and Math, the declines did not exceed 2% overall. Reading growth declined less steeply than Reading proficiency. Math proficiency declined less steeply than Math growth. *Areas of Improvement:* Declines in growth and proficiency were present in ELA and Math from SY21-22 to SY22-23. The most steep decline was in the Early Literacy indicator, which saw a decline from 78% in SY21-22 to 71% in SY22-23. **Access:** *Bright Spots:* Risk Ratio for Hispanic/Latino students in SLD decreased significantly and is closer to approaching the below 3 benchmark. Overall, more students took accelerated math than the year before. Chronic Absenteeism improved from SY21-22. *Areas of Improvement:* The number of suspensions increased from SY21-22. **Representation:** *Bright Spots:* Parent participation in the LCAP survey increased in SY22-23, especially amongst our SED families. *Areas of Improvement:* The diversity index between students and teachers widened in SY22-23 by 8%. **Wellness:** *Bright Spots:* Lack of disproportionality between student groups, especially notable for our target populations. *Areas of Improvement:* Feelings of belonging and Feelings of safety both decreased overall from the previous school year.

What patterns or trends emerge? Think of *Bright Spots* and *Areas of Improvement*.

Overall, we saw the most Bright Spots in the ACCESS category of the Equity Framework.
Across multiple indicators, students and families who are socioeconomically disadvantaged saw improvements in the data
- Suspension rate for SED students decreased by 4%,
- Math pathway participation of SED students increased in the .1 and .2 math courses, by 1% in each pathway
- Chronic absenteeism decreased for SED students by 4%
- More SED families participated in the LCAP survey, up by 9% from previous year
- Lack of disproportionality between subgroups in Wellness data.

Overall, we saw the most Areas of Improvement in the ACADEMIC READINESS category of the Equity Framework.
Across multiple indicators in academic readiness, declines were consistently observed. Our Hispanic/Latino students saw the greatest declines in Early Literacy (49% proficient in SY21-22 to 40% proficient in SY22-23), which looks at grade-level proficiency in Reading of our 3rd grade cohort. The

ANALYZE

results for our Non-SED students remained fairly consistent across all indicators, but our SED students saw declines in nearly every category, most crucially in the Early Literacy category (from 44% in SY21-22 to 33% in SY22-23).

Part - 2: Digging Deeper (8-10 minutes) - Look beyond general patterns and trends and more closely at the identified student groups.

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.
Review data for the following groups:

ELs Compare to non-ELs, consider-Newcomers, Level 4 , etc	**Academic Readiness:** *Bright Spots:* English Only and EL students performed fairly consistently from last school year to this school year, respectively. *Areas of Improvement:* The largest decline was for ELs in the Early Literacy indicator (drop of 14%). **Access:** *Bright Spots***:** Suspensions decreased for EL students by 11% from SY21-22 to SY22-23. Additionally, chronic absenteeism rates decreased for EL students by 3% from SY21-22 to SY22-23. *Areas of Improvement*: 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. **Representation:** N/A **Wellness:** N/A
EOs and RFEP Compare to EOs, consider - maintaining, progressing, regressing	**Academic Readiness:** *Bright Spots:* In the Early Literacy indicator our RFEP students were scoring above their English Only peers. *Areas of Improvement:* When comparing EO (English Only) students to RFEPs (Students who have participated in and have graduated from EL services), slight decreases from last year were noted across academic readiness indicators. The largest decline was for RFEP students in how much growth they made in math (met ATG). Overall, EOs are typically scoring higher than their RFEP peers across all indicators, except Early Literacy, which is measured using iReady data (% at grade-level or above) from 3rd graders ONLY.

	Access: *Bright Spots:* The gap between EO students and RFEP students maintained from year to year for suspension. *Areas of Improvement:* When comparing ELs to RFEPs and math pathways participation, there are almost double EO's over RFEP students in accelerated math pathways. **Representation:** N/A **Wellness:** N/A
SED Compare to non-SED, consider SED and ELs, H/L, etc	**Academic Readiness:** *Bright Spots:* For SED students, academic proficiency in math saw the smallest decrease of 1% from SY21-22 to SY22-23. *Areas of Improvement:* In all indicators for SED students decreases were seen from SY21-22 to SY22-23. All of these decreases were single digit decreases except for in the Early Literacy category which saw an 11% drop from 44% to 33%. **Access:** *Bright Spots:* The suspension rate for SED students decreased as well as the chronic absenteeism rate. Participation in accelerated courses of study slightly decreased for SED students overall in both the .1 and .2 math tracks. *Areas of Improvement:* The gaps between SED and Non-SED students in all ACCESS indicators remains large at 15% or more, particularly when looking at math pathway data. **Representation:** N/A **Wellness:** *Bright Spots:* Feelings of belonging for SED students increased by 20% from SY21-22 to SY22-23. *Areas of Improvement:* Feelings of safety decreased for both SED and Non-SED students by 6% from SY21-22 to SY22-23.
SWD Consider data by area of disability, students who are	**Academic Readiness:** N/A **Access:** *Bright Spots:* The Risk Ratio for Hispanic/Latino students classifying under SLD decreased from 4.18 in SY21-22 to 3.54 in SY22-23.

Hispanic/Latino and SLD, etc	*Areas of Improvement:* Any figure above 3.0 keep MVWSD in Significant Disproportionality with CDE. **Representation:** *Bright Spots:* The gap between parents with SWD and Non-SWD is relatively small at less than 5%. From year to year, the decreases in participation did not disproportionality affect one group more/less. *Areas of Improvement:* Overall, less parents of SWD participated in the LCAP survey from SY21-22 to SY22-23. **Wellness:** *Bright Spots:* Overall, students with disabilities report higher feelings of safety and belonging than their Non-SWD peers. *Areas of Improvement:* Student feelings of safety and belonging both decreased from SY21-22 to SY22-23. The largest decline was for Non-SWD who reported a decline of 12% for feelings of belonging.

Ethnicity Student Group Analysis & Comparison		
Asian	**White**	**Hispanic/Latino**
Academic Readiness: In reading, Asian students saw increases in Reading (growth) and stagnation in Reading (proficiency)--though it still remains the highest of all the subgroups. Slight declines in math were observed. **Access:** The Asian subgroup represents the largest racial/ethnic group in accelerated math pathways. Their chronic absenteeism is also the lowest of all subgroups and did not change from last year. **Representation:** Asian parent participation in the LCAP survey increased from SY21-22 to SY22-23.	**Academic Readiness:** In reading, performance of White students stayed the same from SY21-22 to SY22-23. There were slight declines in both math indicators (growth and proficiency). The White student subgroup also saw declines in the Early Literacy indicator. **Access:** White students represent almost half of all students in accelerated math pathways (.1 and .2). The chronic absenteeism rate for White students stayed the same from SY21-22 to SY22-23. White students have a risk ratio of .6. **Representation:** White students represent the racial/ethnic group that is most likely to be represented by the race/ethnicity of teachers at	**Academic Readiness:** The Hispanic/Latino racial subgroup declined from SY21-22 to SY22-23 in all academic readiness indicators. The slightest decline was in math proficiency and the steepest decline was in Early Literacy. **Access:** The risk ratio for Hispanic/Latino students is the largest of the racial/ethnic subgroups but did improve from SY21-22 to SY22-23. The suspension rate and chronic absenteeism rate for Hispanic/Latino students decreased. Participation for Hispanic/Latino students in .1 math classes increased but decreased in .2. **Representation:** Participation rate of Hispanic/Latino parents

	their school. White parents are the largest group of respondents on the LCAP survey and that number increased from SY21-22 to SY22-23.	increased from SY21-22 to SY22-23. Hispanic/Latino students represent the racial/ethnic group that is least likely to have a teacher of the same race/ethnicity out of all subgroups.

Focus Students Identify specific students who need deeper analysis based on their data and analyze data here	**Academic Readiness:** Hispanic/Latino Students (all areas) EL students (all areas) SED students (all areas) **Access:** Hispanic/Latino Students (All areas) EL students (all areas) RFEP students (math pathway participation) SED students (all areas) **Representation:** Hispanic/Latino students (teacher diversity) SED students (community voice) **Wellness:** Non-SED students (all areas)