i-Ready Diagnostic 2 Assessment Data
Board Summary Report - January 25, 2024

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

i-Ready diagnostics provide domain level and standards progress data that helps teachers and families better understand the strengths and focus areas for their students. This information is particularly important as teacher teams dig deeper into student data and develop instructional action plans as a part of the MTSS - Universal Data Cycles. i-Ready Diagnostic 2 data provides teacher teams with information on student progress since the beginning of the school year. In conjunction with other end of Trimester assessments such as Literably, curriculum based assessments, etc. the i-Ready Diagnostic 2 data is valuable as teachers reflect on Data Cycle action steps and develop revised action plans for student support as a part of the Universal Data Cycle 3. Teachers also used the i-Ready Diagnostic 2 student data reports to discuss with families at Parent -Teacher Conferences in December.

Families have access to detailed student data reports via the Powerschool Parent Portal. The For Families, Common Core State Standards (CCSS) Report, and Growth Report are provided to families that help them understand their child's strengths and areas of need within each of the reading and math domains. The Growth Report that is available after Diagnostic 2 provides information on student growth from Diagnostic 1 to Diagnostic 2. Principals shared their end of Trimester 1 and i-Ready Diagnostic 2 data along with their site specific next steps for Site Plans at the 1:1 Principal Data Meetings with Superintendent Rudolph and the Ed Services District Team in December 2023. End of year Principal Data Meetings are scheduled for June 2024.

Data Summary
Along with i-Ready Diagnostic data, we also reviewed Demographic data to get a better picture of understanding how student groups were impacted at the various school sites.

Reading:
- Reading proficiency data compared from the beginning of the school year (August to now) shows a 9 percentage point increase. When comparing this year's Diagnostic 2 with last year's Diagnostic 2 results, we see similar proficiency levels.

- Overall, Bubb, Imai Landels, Stevenson, Vargas have higher proficiency than the district average of 58%
- In comparison to December 2022 Diagnostic 2,
  - six schools - Castro, Landels, Mistral, Monta Loma, Vargas, and Graham - show increased proficiency levels this year
  - we see improved proficiency levels for Kindergartners, 3rd, 5th, and 6th graders while 7th and 8th graders maintained proficiency
  - more 6th graders were proficient this year on Diagnostic 2
  - all student groups improved proficiency compared to last year December 2022 except Students with Disabilities and White. We see a slight decline for both student groups.
  - more ELs, EOs, and RFEPs are proficient overall but Crittenden has no ELs that are proficient and Graham has 1% EL proficiency. ELs at the middle schools are Long Term English Learner (LTELs) students.
  - we see a decline in proficiency for RFEPs at Castro, Imai, and Vargas and a decline in proficiency for SWD at castro, Mistral, Monta Loma, Theuerkauf, Crittenden, and Graham
- Kindergartners at Vargas improved most from the beginning of the school year - 38 percentage point increase
- Looking at Annual Typical Growth data, more students made progress towards their Typical Growth targets overall, across grade levels, and across schools as compared to last year December 2022. Slight decline for Stevenson -1 percentage point.
- Overall, we have work to do in the domains of Comprehension - Informational Text for upper grades and reading foundations for lower grades.

Math:
- Similar to Reading, math proficiency data compared from the beginning of the school year (August to now) shows a 9 percentage point increase. As compared to last year's Diagnostic 2 results, we see similar proficiency levels but slight decline for Bubb, Castro, Imai, Monta Loma, and Crittenden
- Bubb, Imai, Landels, Steenson, vargas, and Graham have higher proficiency levels than the district average of 52%
- Most Kindergarteners are proficient at Imai and Theuerkauf - 71% and 67% and more 7.0 and 7.1 math pathway students are proficient at Crittenden
- In comparison to December 2022 Diagnostic 2,
  - we see lower proficiency for 6.1, 7.0, 8.0, and 8.1 pathways
  - We see similar proficiency levels overall for ELs, EOs, and White student groups and slight increase for Asian student subgroup
  - There is a slight decline for SWD, SED, RFEPs, and Hispanic/Latino student groups

- Looking at Annual Typical Growth data,
    - similar to Reading, more students made progress towards their Typical Growth targets overall, across student subgroups, and across schools as compared to last year December 2022. Castro and Theuerkauf had a slight decline of -1 percentage point.
    - more students met their Typical Growth target across grade levels except for 4th graders

In conclusion, we know gaps persist for our at-risk subgroups and we have continued work to do for our English Language Learners, Long Term ELs, Socio-Economically Disadvantaged, and Hispanic/Latino subgroups. We see more students made progress towards their Annual Typical Growth targets this year as compared to last year. We have continued work to do with our Newcomer students as they learn a new language and acclimatize to the new country and surroundings. Across schools, we need continued focus on Reading for Informational text and Reading foundations. For math, we need to continue our focus on Number and Operations, Algebra, and building math fluency for automaticity. At our middle schools, we need to focus on supporting students at our grade level .0 and .1 pathways.

Current work
- After completion of the Winter Universal Screening/Task Administration in December, data is being analyzed to identify reading difficulties and compare with the Fall universal Screening data to make adjustments as needed.
- Teacher teams are using the i-Ready Diagnostic 2 assessment data to design actions plans as a part of Universal Data Cycle 3 which started in early January (January 9th - March 15th)
- On-going professional development is being provided to staff, teachers, and site leaders on MTSS - UDC, COST, SST - in addition to having regular site check-ins.
- Mid-year Principal Data Meetings with Superintendent and Ed Services Team were completed in December and guidance was provided to site leaders on next steps. End of year Data Meetings are scheduled for June 2024.
- Elementary ELA Curriculum Adoption process is in progress and the PK/TK/K-5 pilot started January 9th 2024. The PK/TK team is piloting Creative Curriculum and the K-5 team is piloting Amplify CKLA.
- Newcomer teachers at Castro, Vargas, Theuerkauf, and Bubb are providing support to Newcomer students and Monday PD sessions are being offered to teachers for EL support strategies. Our Instructional Coaches led SIOP PD sessions for their site teachers in August and again in January at the PD day.
- After i-Ready Diagnostic 2 assessment, we are working with the middle school site administrators and math Instructional Coach to identify standards that students are struggling with for spiral review and developing a plan for priority standards focus for the remaining part of the school year.

Considerations

With the implementation of MTSS and its processes, we continue to consistently use student data across sites to inform intentional instructional action plans. Sites are refining their practices with using student data to guide instructional action steps using the Universal Data Protocol. We have on-going work with improving academic outcomes by balancing high quality, standards-based instruction and intervention.

The recently released California Dashboard shows improved chronic absenteeism rates but absenteeism is still higher than before the pandemic, which in turn has an impact on student learning and achievement. Additionally, even though we are seeing an upward trend with staffing overall, we are still seeing some staffing issues especially in Special Education.

Next Steps

We will continue to use student data with intentionality and fidelity to drive instructional decisions at the district and site level. The District MTSS team will continue to provide on-going professional development for site leaders and staff on MTSS and its processes, reading interventions, and Science of Reading. Principals are leading Universal Data Cycles development at sites and providing feedback to their teacher team on action planning. District leaders join Principal PLC team meetings to check-in and provide support/feedback on big district-wide initiatives such as MTSS, Behavior Response Standards, Early Literacy Support. Principal PLC Meetings are an opportunity for site principals to collaborate and share ideas on what's working at their sites and get ideas from peers for improved student achievement.

District Ed Services team is working with both elementary and middle school site administrators and instructional coaches for improved student achievement. This work involves instructional support, planning, and training for both reading and math. After getting the i-Ready Diagnostic 2 student data, site leaders are sharing their mid-year data with their school community and site parent leadership groups - SSC/PTA/ELAC.