

*Mountain View Whisman School District*

**Agenda Item for Board Meeting of September 19, 2024**

**Agenda Category:** Discussion Agenda

**Agenda Item Title:** i-Ready Diagnostic Assessment Data Overview

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

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 (December), 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 for 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 tiered support. In conjunction with end of year i-Ready Diagnostic 3 data, i-Ready Diagnostic 1 data available at the beginning of the year in August provides teacher teams with baseline data for start of the year instructional planning to establish student goals and targeted supports during whole group, small group, and 1:1 sessions. Families also have access to detailed student data reports via the Powerschool Parent Portal starting September 13th, 2024. The For Families and Common Core State Standards (CCSS) Report are provided to families after Diagnostic 1 that help them understand their child's strengths and areas of need within each of the reading and math domains. Having this detailed information for their child is empowering for families as they can celebrate successes and can support their child's learning at home as needed.

**Data Summary - i-Ready Diagnostic 3 Assessment**

*Reading:*

- Reading proficiency data compared over the last 2 years shows that the majority of our schools increased proficiency.
- We also see increases for ELs, Hispanic/Latino, SED, and McV students as compared to the Diagnostic 3 data from the previous year.

- More students met their Annual Typical Growth than previous years but we are still not at 100% of our students meeting their growth targets.

*Math:*

- Math proficiency data compared over the last 2 years shows varied proficiency levels
- When looking at Annual Typical Growth data over the two years, majority of the schools had more students meet their Annual Typical Growth but similar to Reading data, we are not at 100% of students meeting their growth target.

*Appendix A on the i-Ready presentation slides includes additional end of year Diagnostic 3 data charts.*

Before we move on to the Diagnostic 1 assessment data summary, we should keep the following considerations in mind:

- Results from the start of year Diagnostic in August indicate how many students are ready for grade level instruction
- End of year Diagnostic 3 and start of the year Diagnostic 1 cannot be compared as these are different cohorts of students
- For Diagnostic 1, students may test on standards and skills that have not been taught yet
- Additionally, Diagnostic 1 assessments are taken the second week of school

**Data Summary - i-Ready Diagnostic 1 Assessment**

*Reading:*

- Looking at the 2-year comparative, overall as a district, we maintained or increased proficiency at almost all of our schools
- Grade level proficiency data shows that the majority of the grade levels maintained or increased proficiency.

*Math:*

- Math proficiency data compared over the last 2 years shows most schools had increased proficiency
- Looking at grade level data, half of our grade levels show increased proficiency
- Additionally, most middle school Math pathways maintained or increased proficiency
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**Diagnostic 1 Results:**

The primary purpose of Diagnostic 1 results is to understand how many students are ready for grad level instruction. Students that are in Tier 1 at the beginning of the year are considered right where they need to be. Students that are in Tier 2 and Tier 3 need strong core instruction as well as intervention to fill their gaps. We have to keep in mind that the Diagnostic 1 results are not an

indicator or predictor of success over the year and we have to keep some considerations in mind.

*Appendix B on the i-Ready presentation slides includes additional start of the year Diagnostic 1 data.*

### **Things to consider**

- Focus on early literacy is yielding positive outcomes for students
  - Systematic, targeted, evidence based multimodal reading intervention are helping fill gaps for students in reading foundations
  - 83% of Castro Kindergarten students were proficient at the end of 2023-24 and even with small summer slide, our Beginning-of-Year View shows 80% of them are Tier 1 (green) at start of Grade 1
  - This implies that the work done in Kindergarten (with Reading Intervention and with focused classroom instruction) has prepared students for the learning the 1st grade standards
- As we continue to build foundational literacy skills , the positive impact will be seen across grade levels with improved outcomes in reading for all students
- Dedicated time and resources will be directed towards learning the newly adopted K-5 Amplify curriculum and solidifying Tier 1 instruction both at the elementary and middle school level

### **Next Steps**

- We will focus on solidifying core, Tier 1 first instruction across all sites. This is in alignment with the tiered support as a part of MTSS implementation.
- Focus on K-5 teacher teams collaborating, sharing implementation practices, and learning with each other through Literacy PLCs
  - Literacy PLCs led by a team of Instructional Coaches, RI teachers, and classroom teachers
- Support for all teachers through Site-based and Content Area Instructional Coaches
  - We have a fully staffed Instructional Coaching Team that support all teachers
    - Teachers in grade K-5 are learning the new structured literacy based ELA curriculum - CKLA Amplify
    - Teachers in grades 6-8 are focusing on creating/ curating content area assessments to monitor learning and guide instruction
- Frequent site visits/ walkthroughs are conducted by Superintendent, Trustees, and Cabinet Team
- Principal PLCs are focused on collaborating around Tier 1 instruction and addressing needs with attendance/behavior/ suspensions/ chronic absenteeism
- Coaches PLCs are focused on collaborating around implementing the newly adopted ELA Amplify curriculum and supporting Tier 1 instruction. This in turn helps all teachers across schools as Coaches support their teacher teams at their site.
- We will continue to build on the momentum of last school year.