



Mountain View
Whisman
School District

Appendix - Demographic Data

School Demographics (K-8)

School	ELs		RFEPs		EOs		SED		SWD		Total Enrollment
Bubb	21%	66	5%	17	60%	188	18%	57	21%	64	312
Castro	74%	165	8%	18	13%	29	87%	194	17%	38	224
Crittenden	14%	84	23%	140	49%	302	28%	174	14%	85	616
Graham	18%	152	26%	224	45%	385	30%	261	12%	103	860
Imai	21%	71	9%	32	46%	159	13%	43	8%	28	344
Landels	21%	85	9%	37	55%	218	23%	92	9%	37	399
Mistral	48%	164	7%	23	30%	102	54%	185	12%	40	343
Monta Loma	28%	62	9%	19	54%	119	37%	83	14%	31	222
Stevenson	13%	59	11%	52	53%	246	13%	62	11%	51	461
Theuerkauf	30%	79	8%	21	50%	133	42%	111	10%	26	264
Vargas	26%	96	14%	52	44%	162	25%	91	7%	25	368
Total	25%	1083	14%	635	46%	2043	31%	1353	12%	528	4413

School Demographics (K-8)

School	Asian		Hispanic/Latino		White		Total Enrollment
Bubb	31%	98	21%	67	29%	89	312
Castro	2%	5	92%	207	4%	8	224
Crittenden	17%	105	39%	243	25%	156	616
Graham	23%	194	39%	338	24%	203	860
Imai	45%	155	14%	48	25%	86	344
Landels	25%	99	33%	131	28%	112	399
Mistral	3%	11	77%	264	14%	47	343
Monta Loma	8%	17	48%	107	26%	58	222
Stevenson	38%	177	15%	67	25%	115	461
Theuerkauf	13%	35	48%	127	19%	51	264
Vargas	27%	101	30%	109	23%	84	368
Total	23%	997	39%	1708	23%	1009	4413

School Demographics (K-5)

School	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
Bubb	46	55	41	55	64	51	312
Castro	37	32	35	40	44	36	224
Imai	62	42	49	69	59	63	344
Landels	68	60	63	80	72	55	398
Mistral	64	64	60	60	46	49	343
Monta Loma	45	33	33	38	35	38	222
Stevenson	72	72	72	72	90	83	461
Theuerkauf	50	49	40	43	51	31	264
Vargas	50	64	74	53	67	60	368
Total	494	471	467	511	531	469	2943

School Demographics (6-8)

School	Grade 6	Grade 7	Grade 8	Total Enrollment
Crittenden	197	212	207	616
Graham	288	268	304	860



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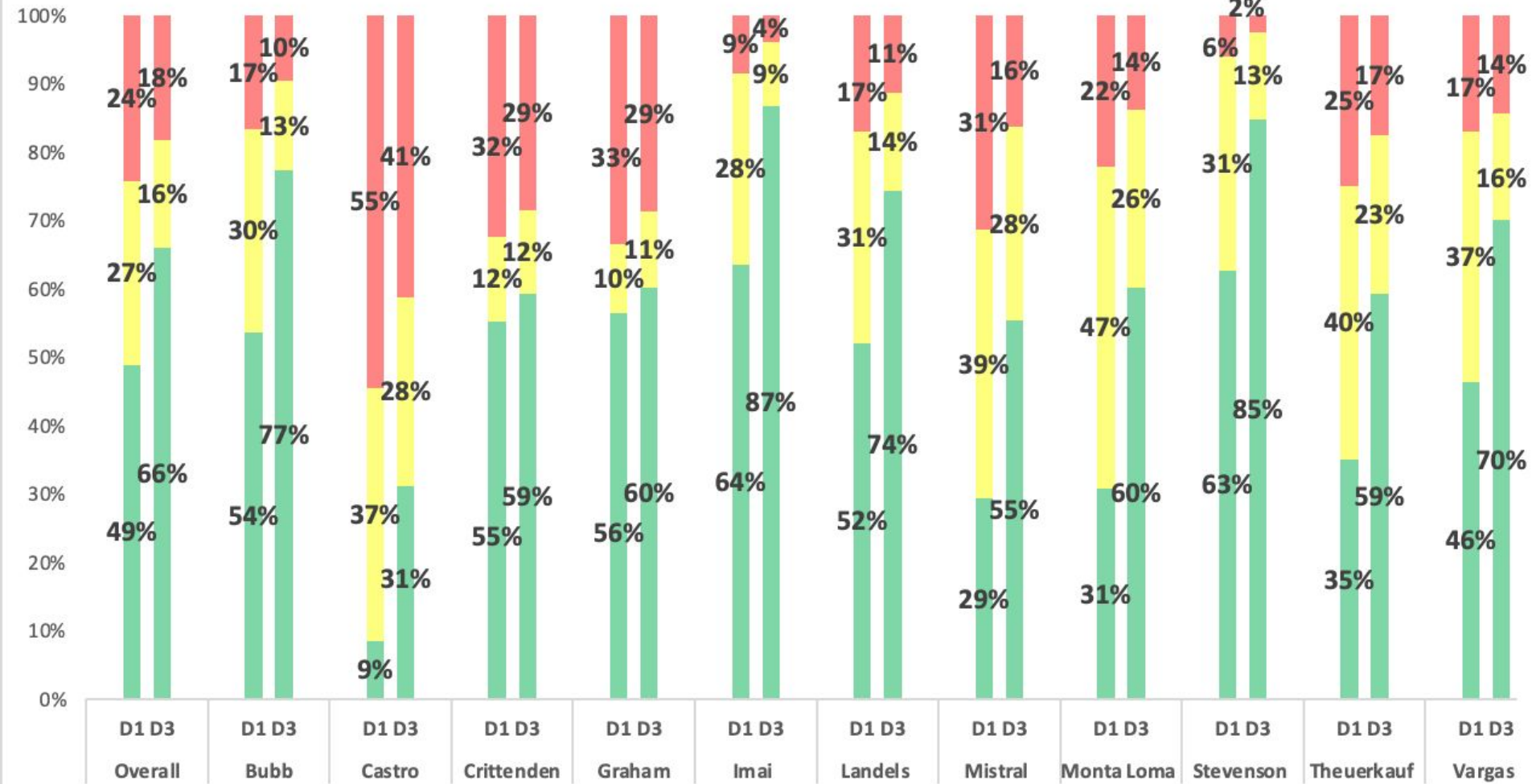
Appendix - Reading Data

2024-25 D1 to D3 Graphs

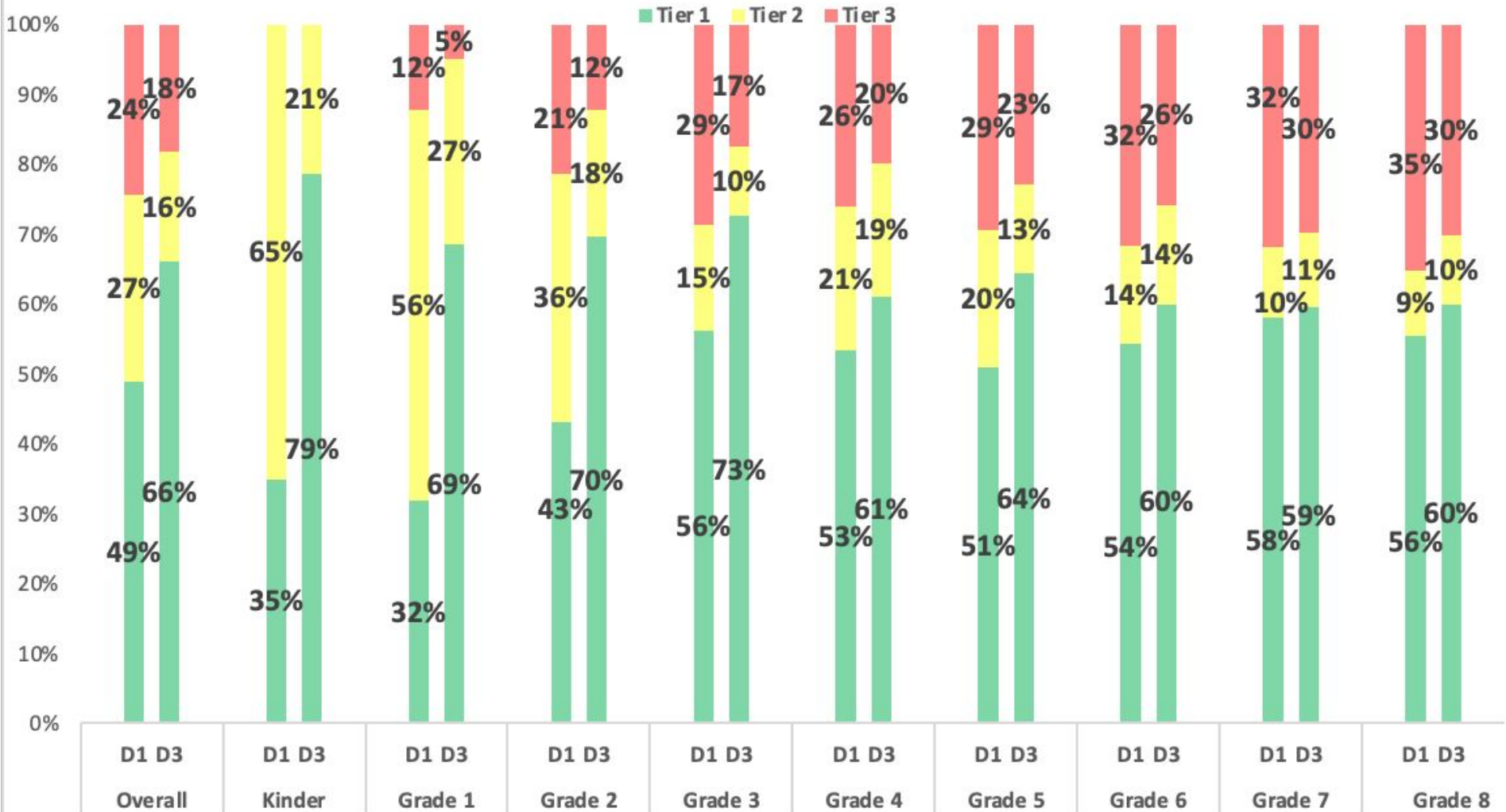
- These graphs show beginning of year to end of year growth. Note:
 - Growth in the green (students beginning and ending the year meeting grade level standards)
 - Reduction of students in the red (students beginning and end the year 2 or more years below grade level)
- These scores include all students who completed the tests during the D1 and D3 windows

i-Ready Reading by Site (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3

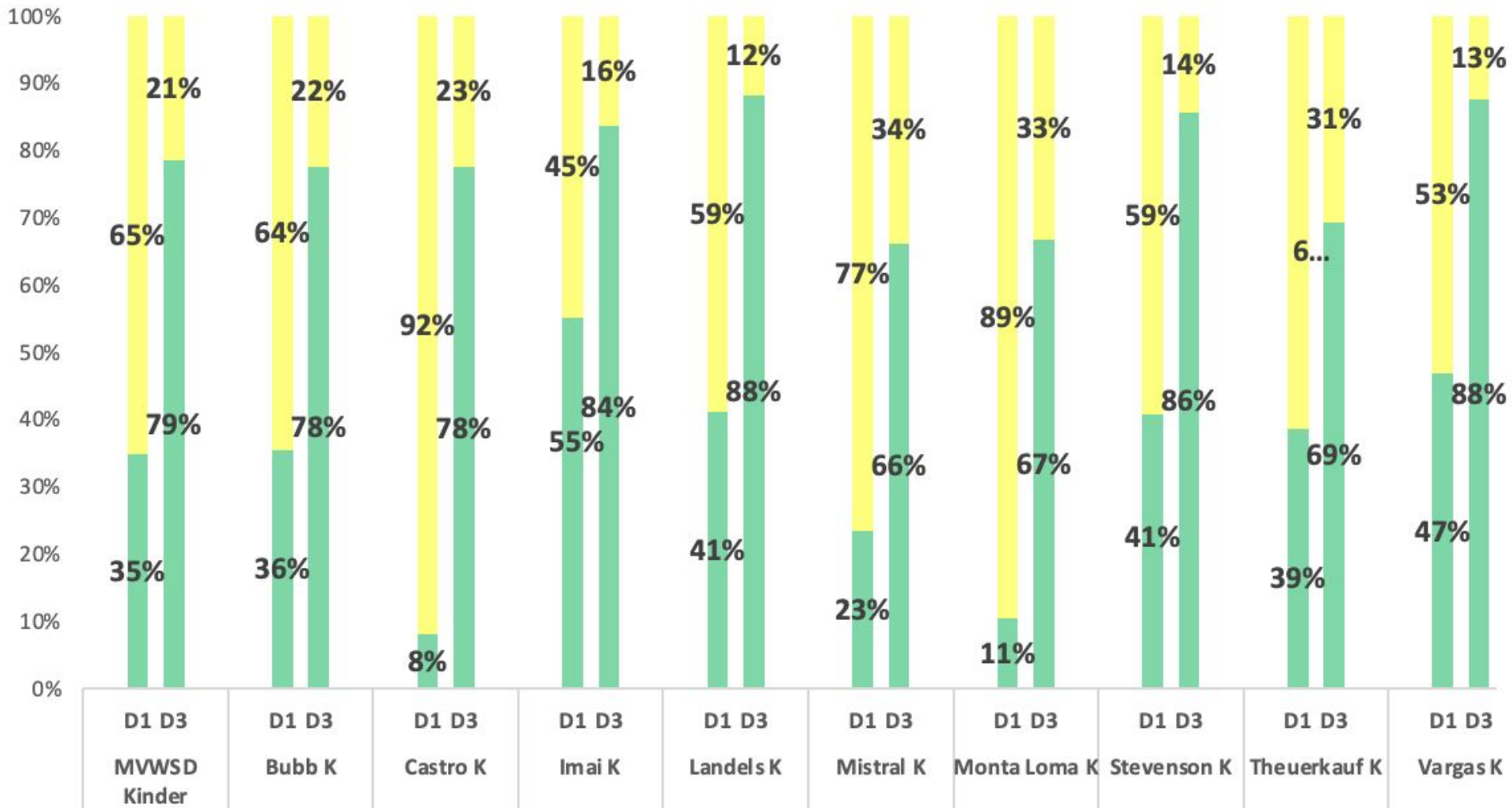


i-Ready Reading by Grade Level (2024-25 D1 to D3)



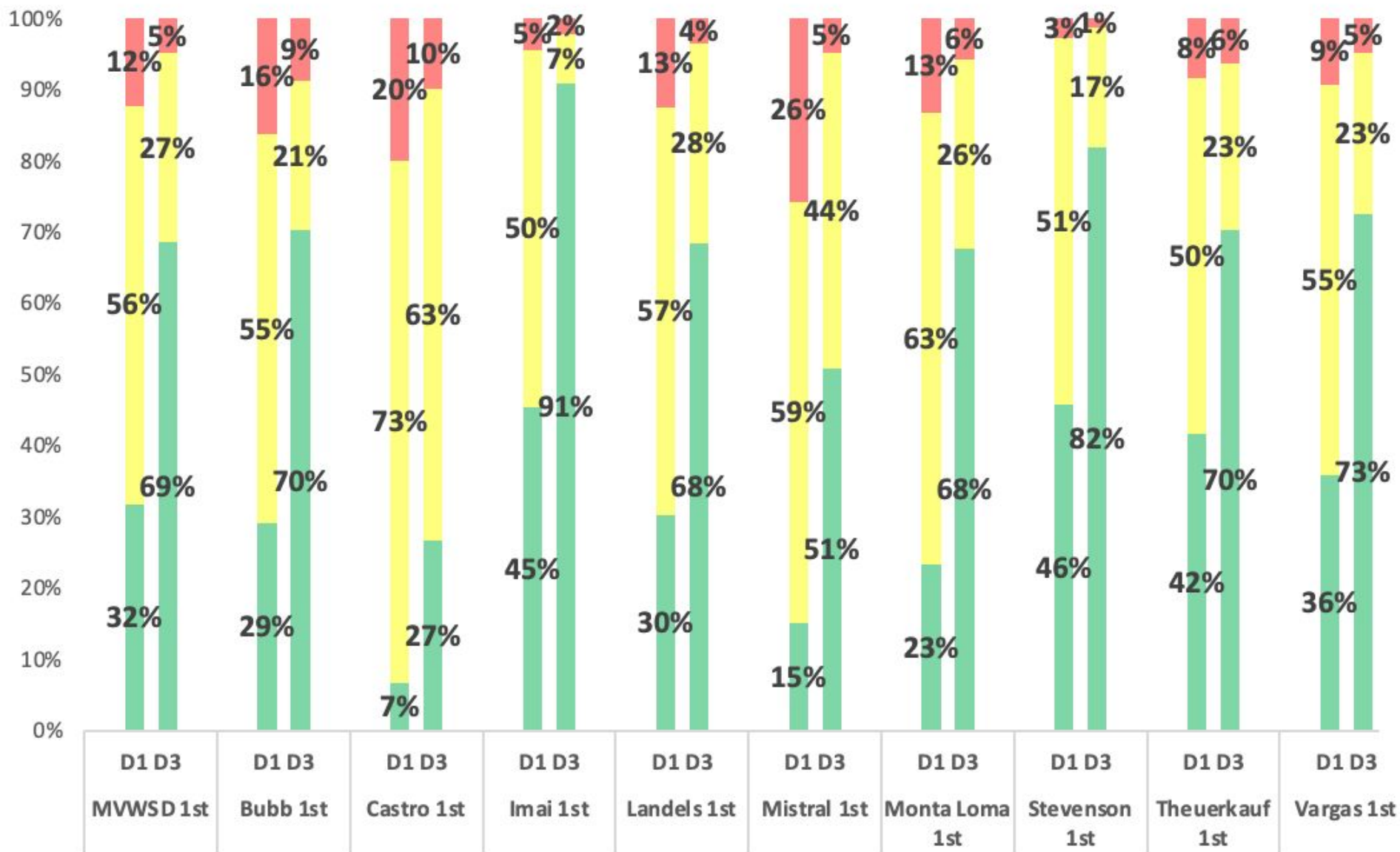
i-Ready Reading Kinder (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



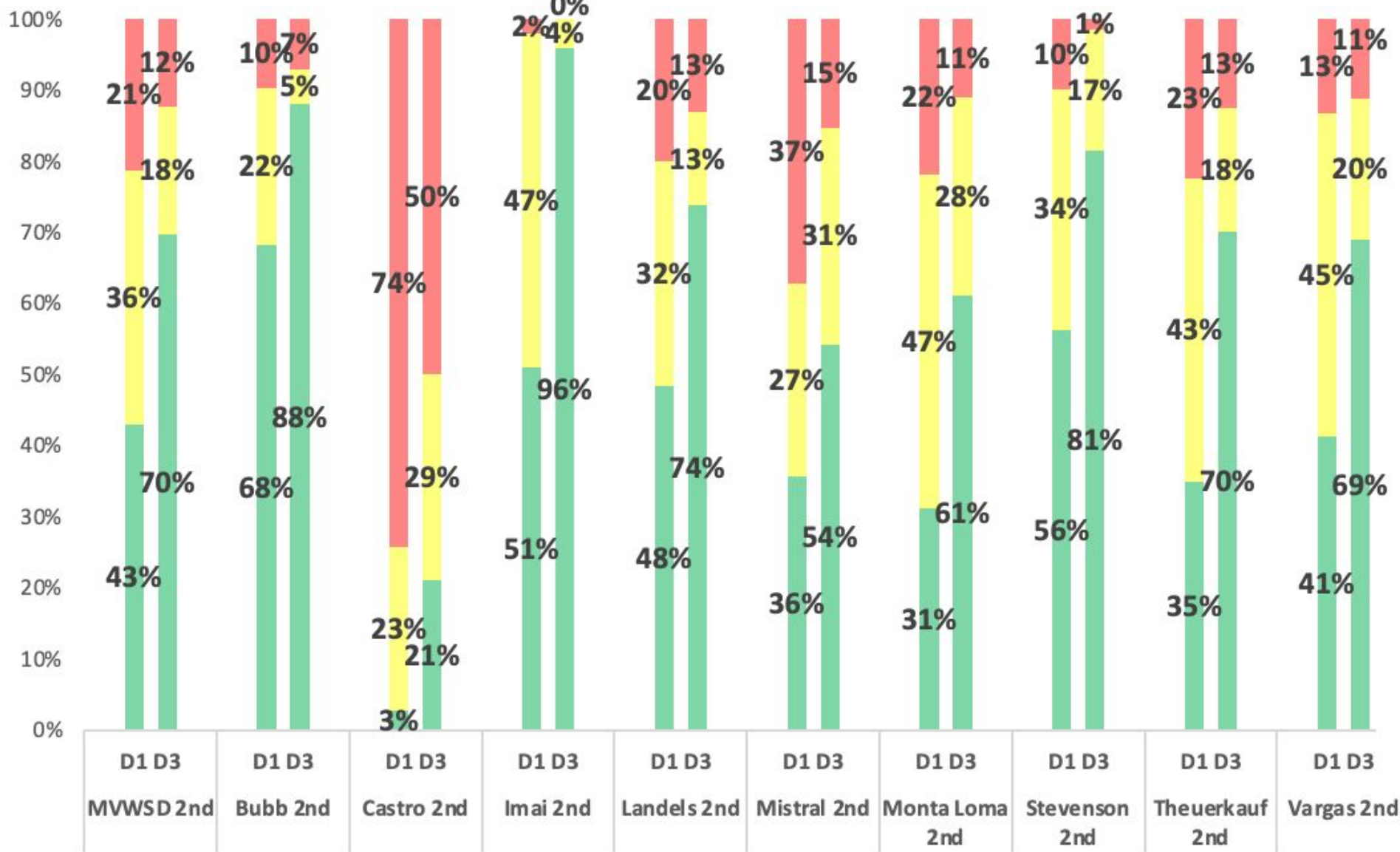
i-Ready Reading 1st (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



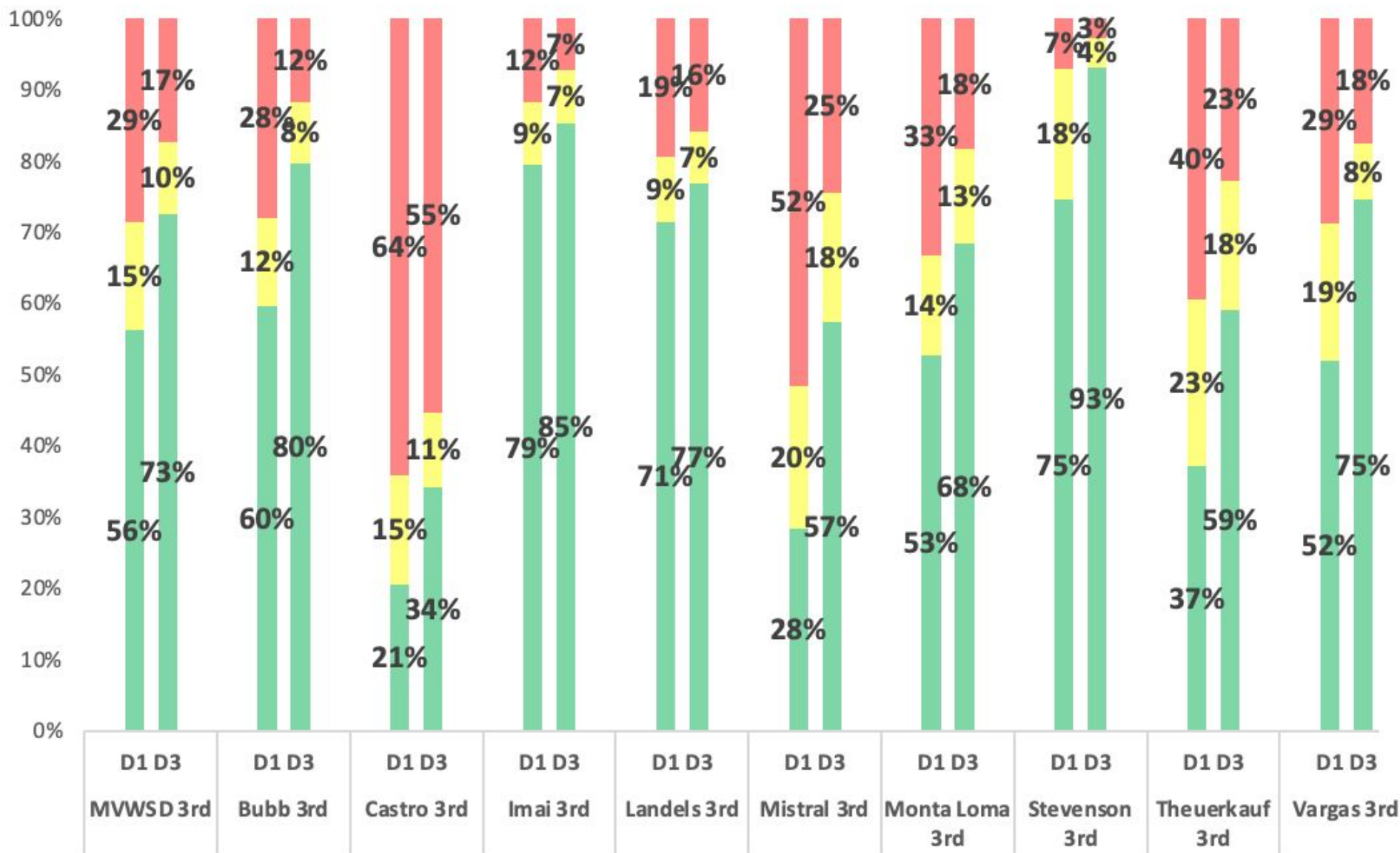
i-Ready Reading 2nd (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



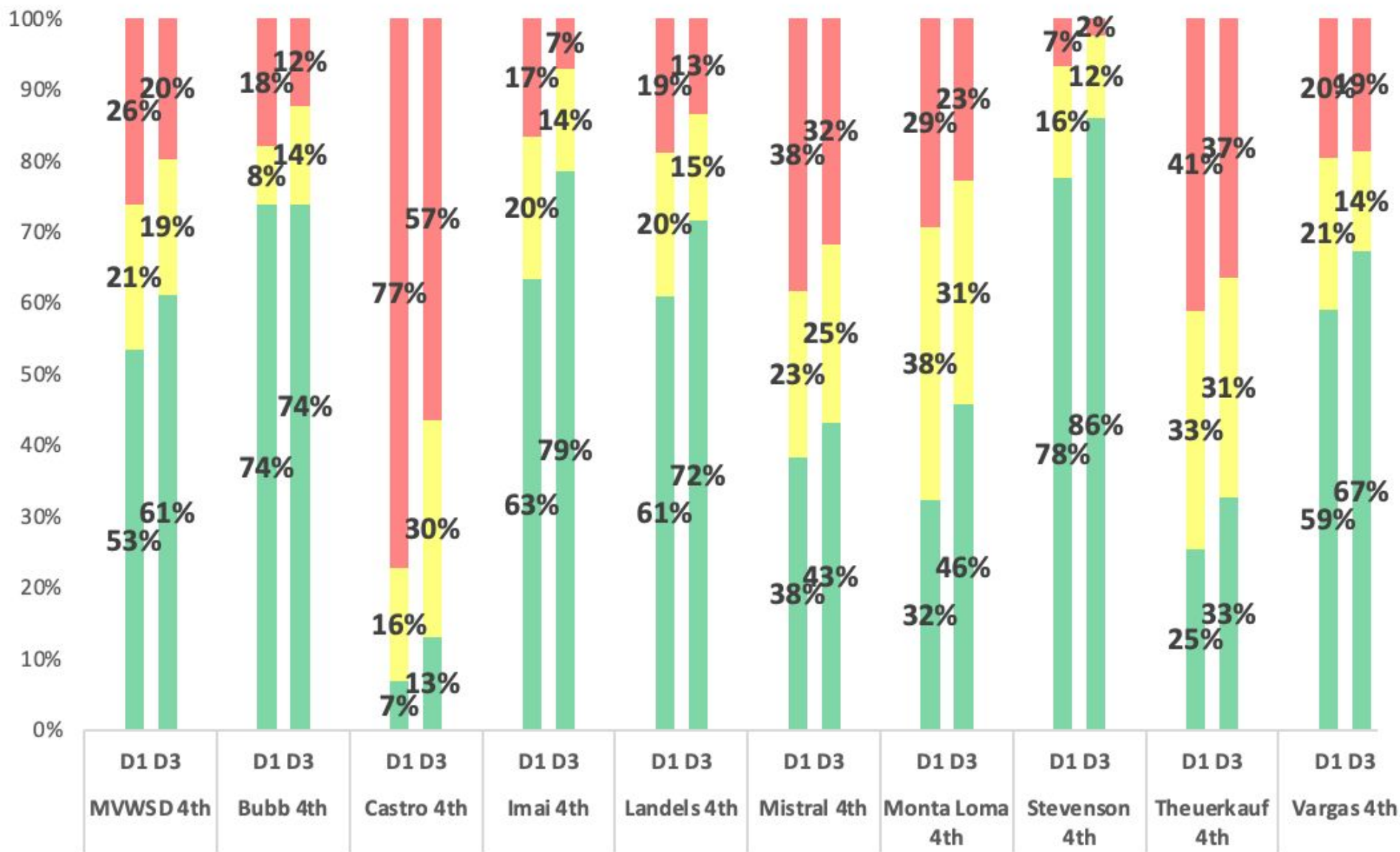
i-Ready Reading 3rd (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



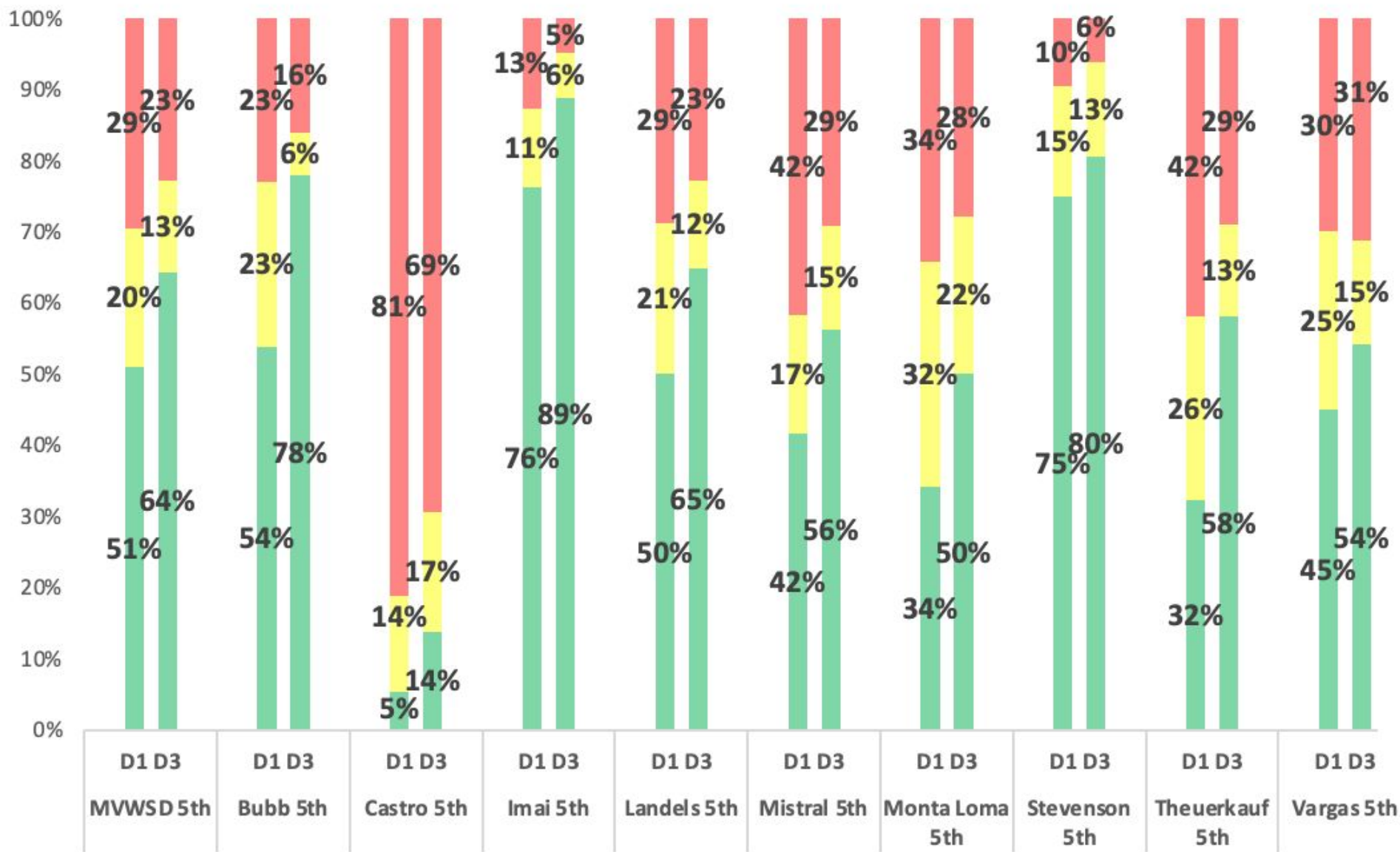
i-Ready Reading 4th (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



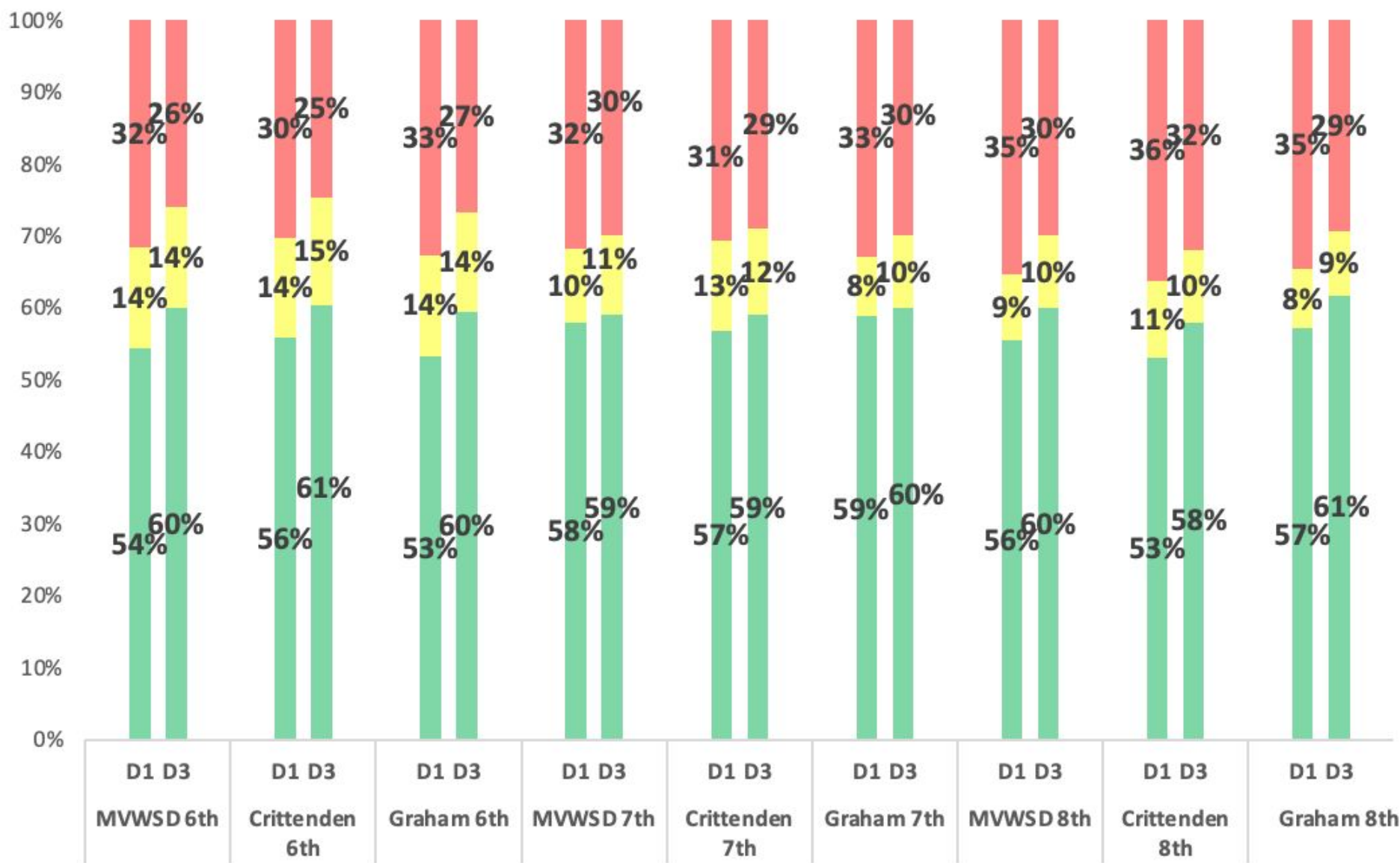
i-Ready Reading 5th (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



i-Ready Reading 6th-8th (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3

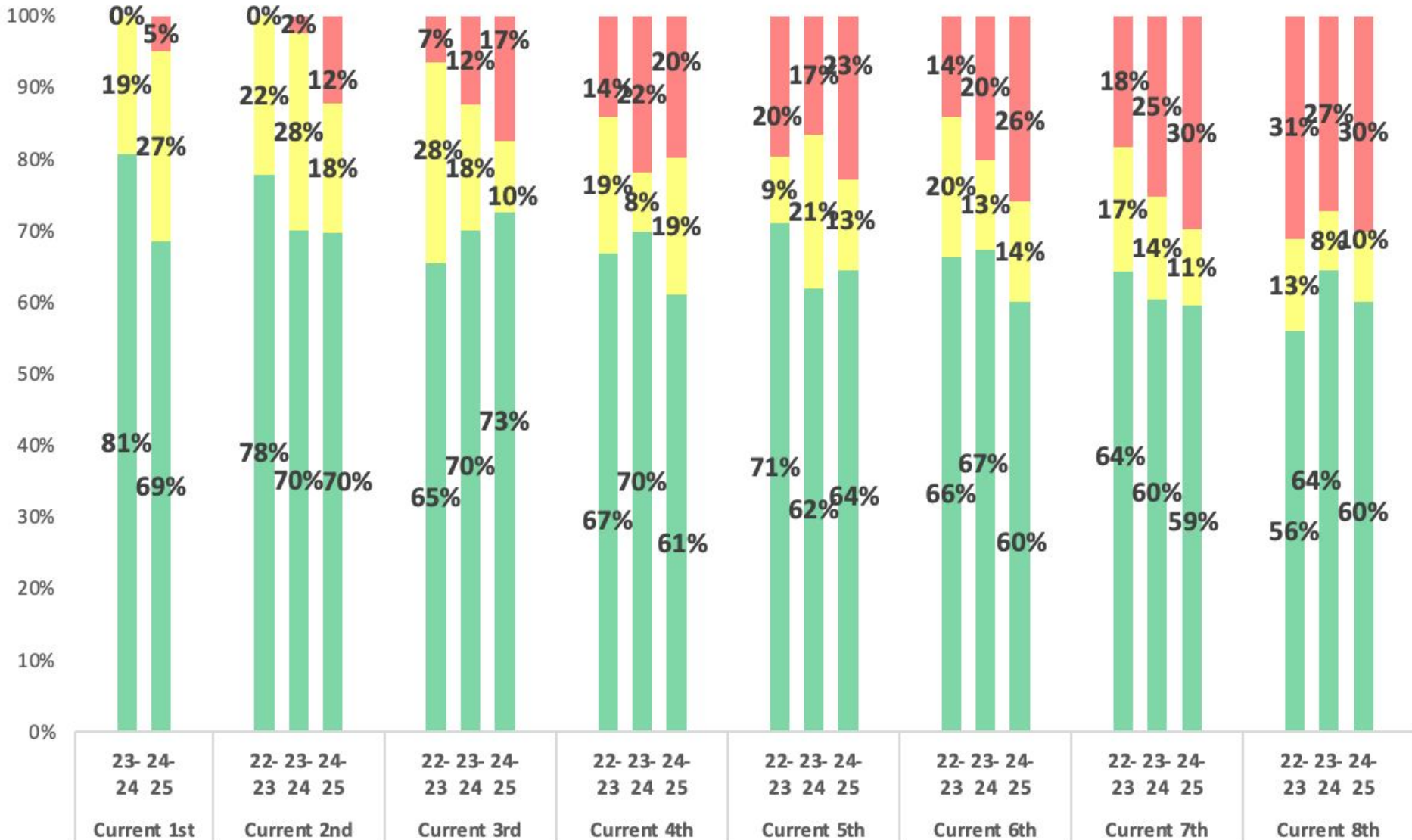


2024-25 D3 Cohort Comparison

- These graphs show D3 to D3 growth for cohorts of students.
- Note that the data includes all students who completed D3 in each of the years. In other words, the cohorts are not exact matches--they do not account for students who have moved in or out of MVWSD

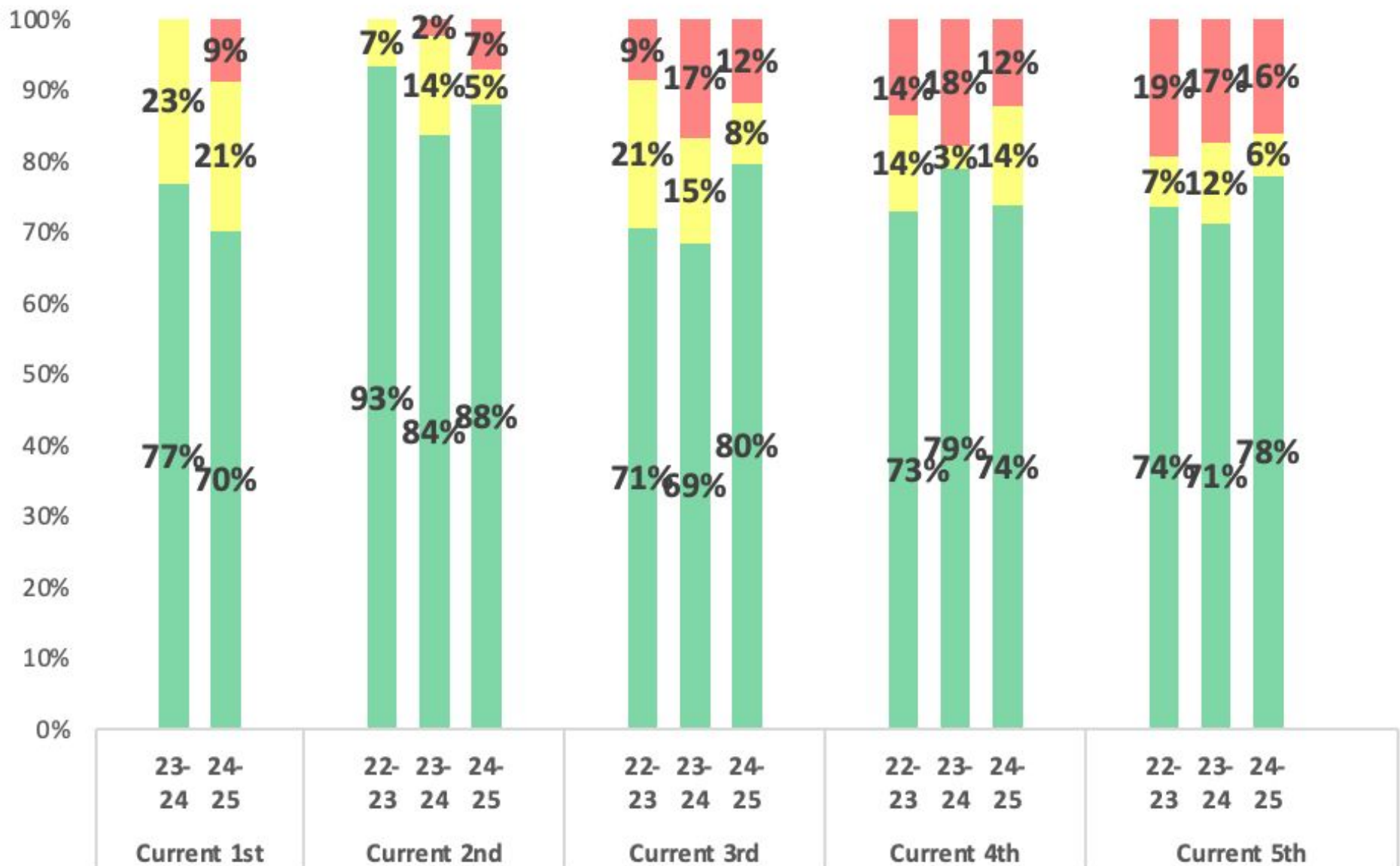
i-Ready Reading--MVWSD (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



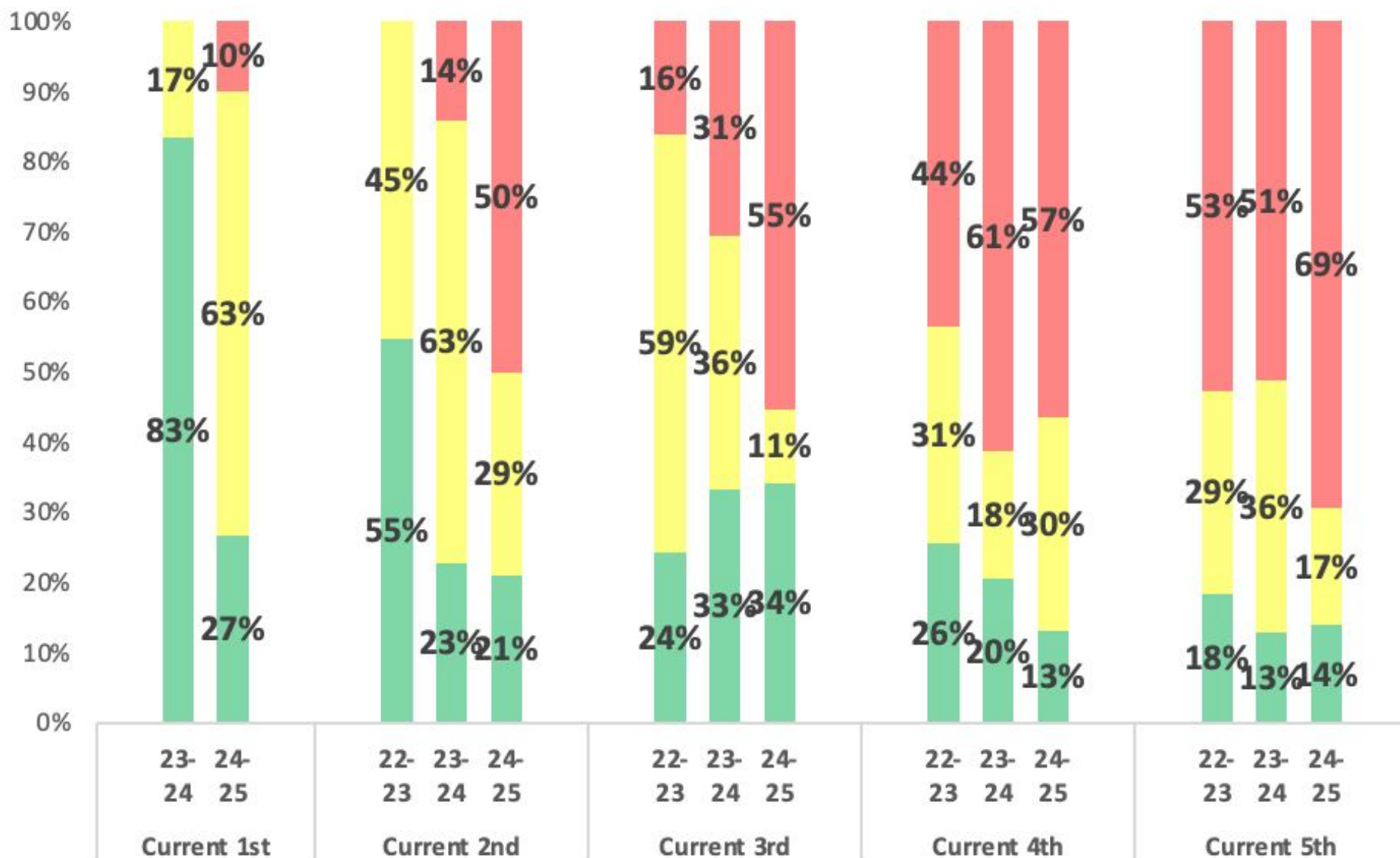
i-Ready Reading--Bubb (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



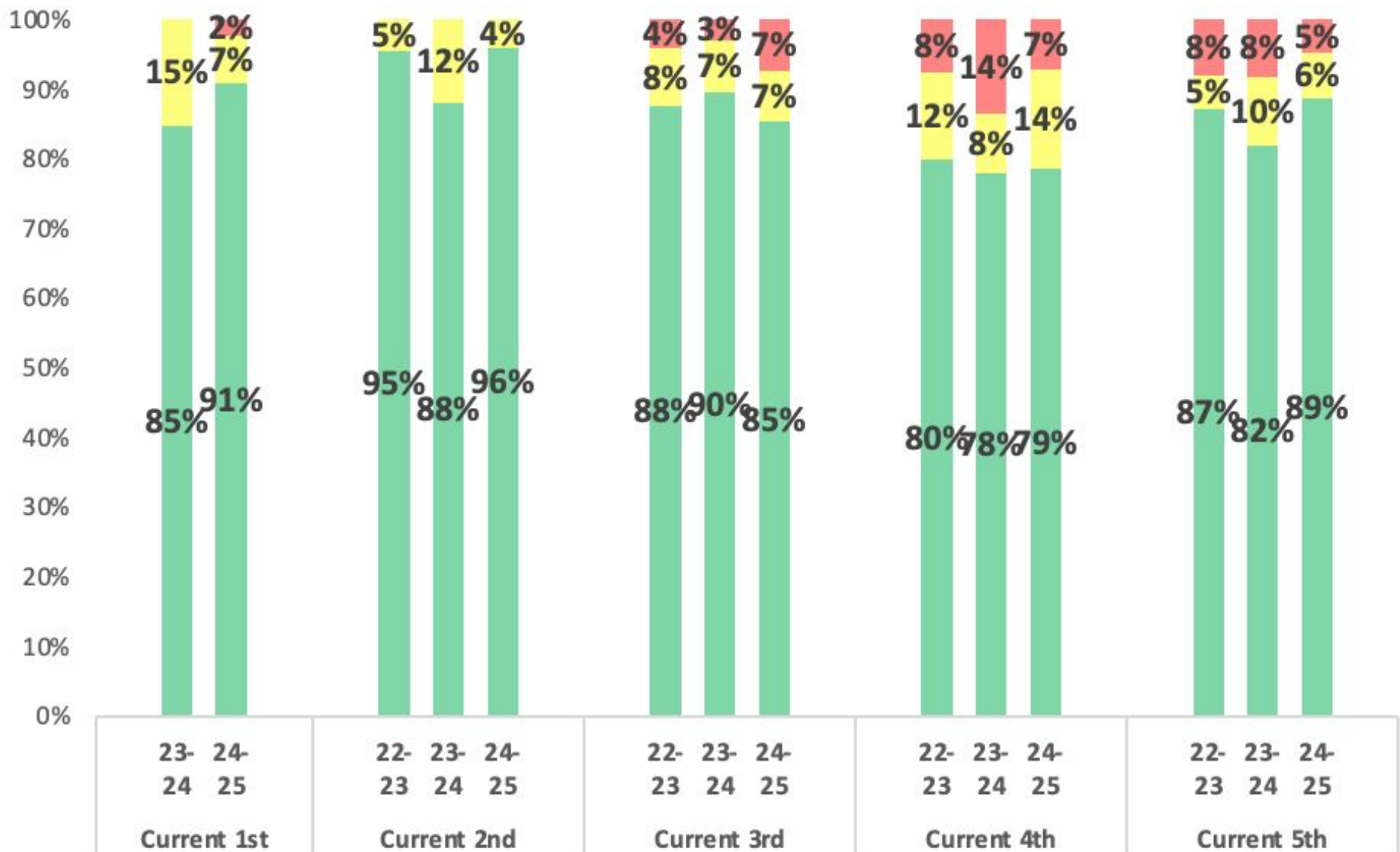
i-Ready Reading--Castro (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



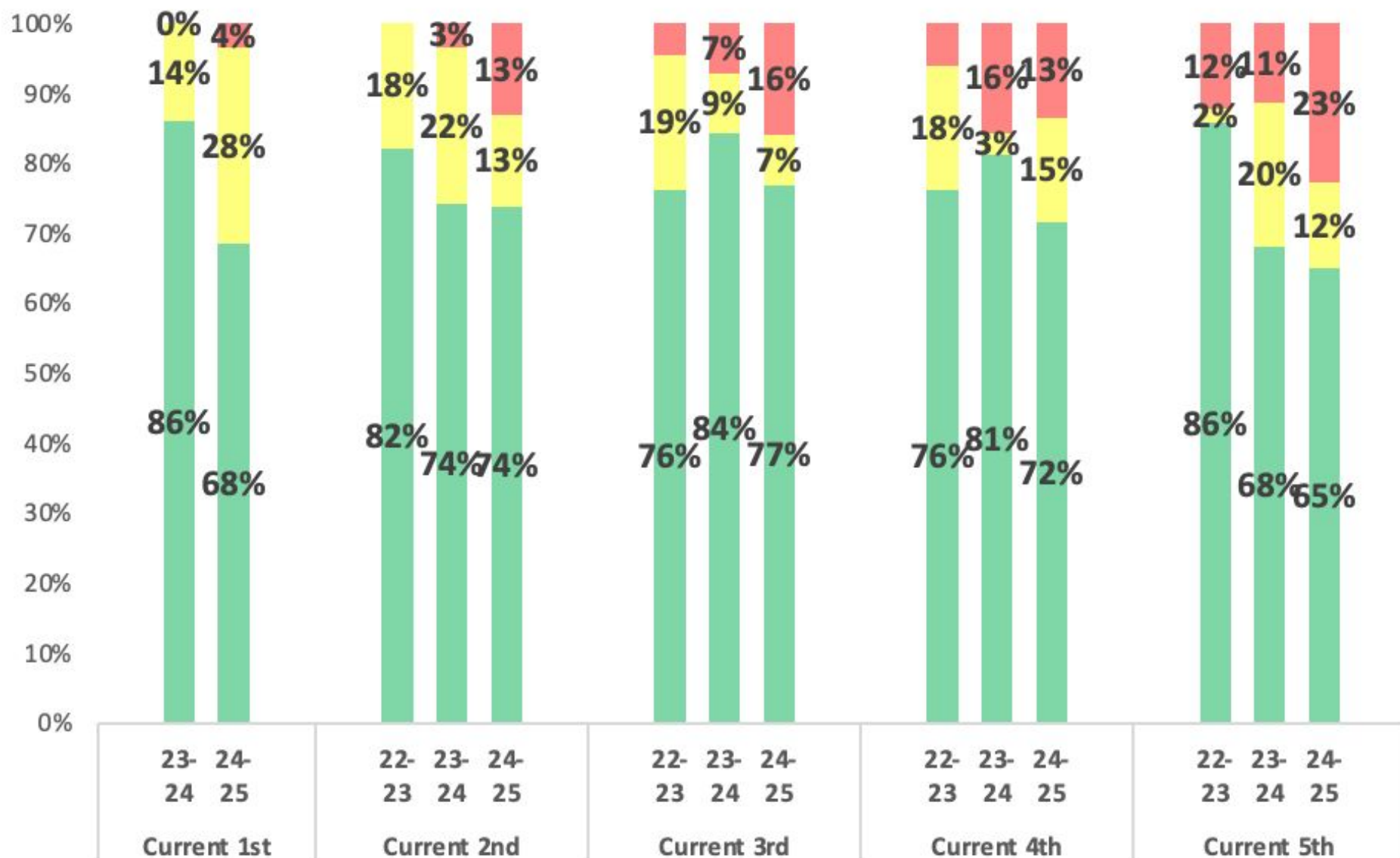
i-Ready Reading--Imai (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



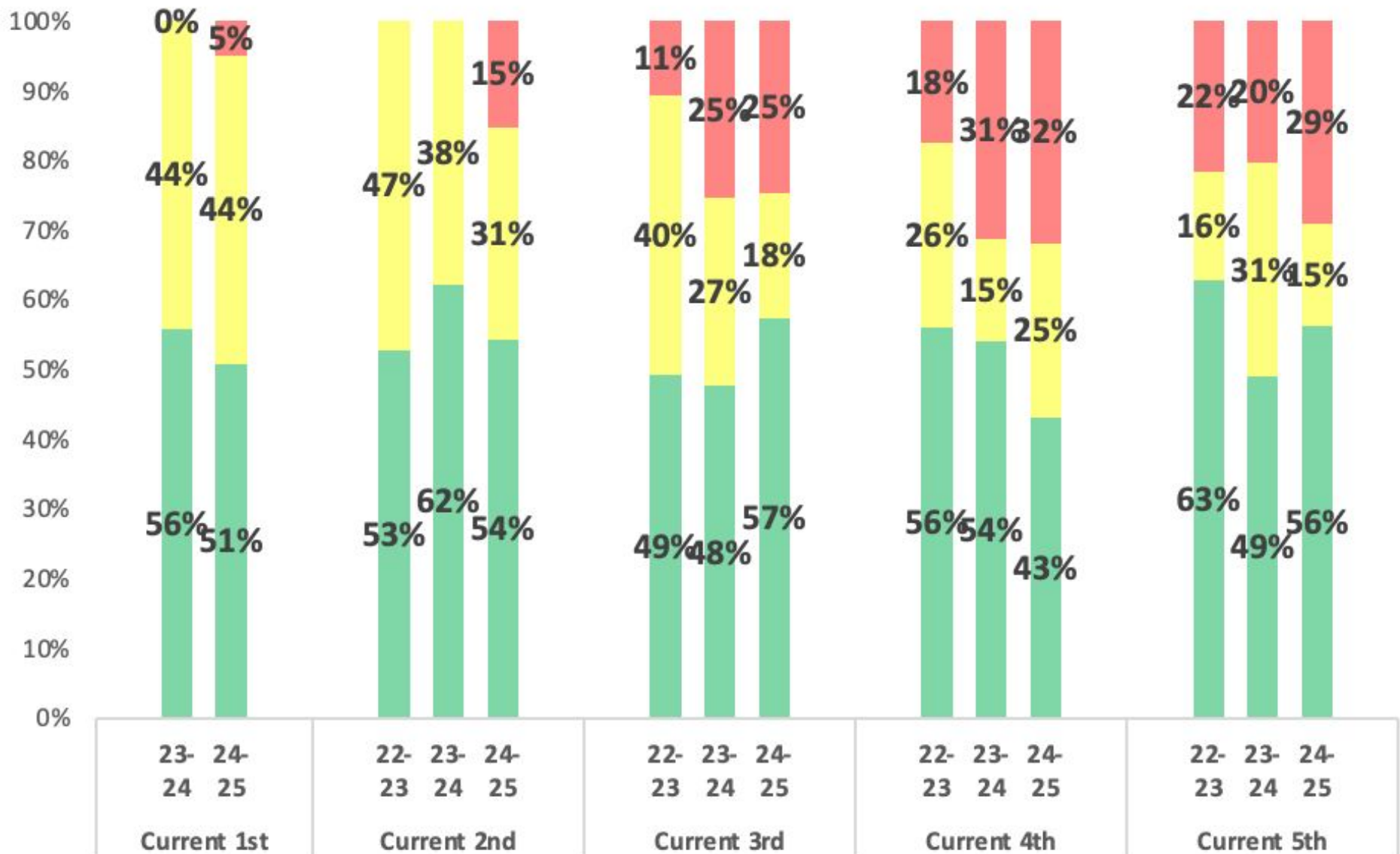
i-Ready Reading--Landels (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



i-Ready Reading--Mistral (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



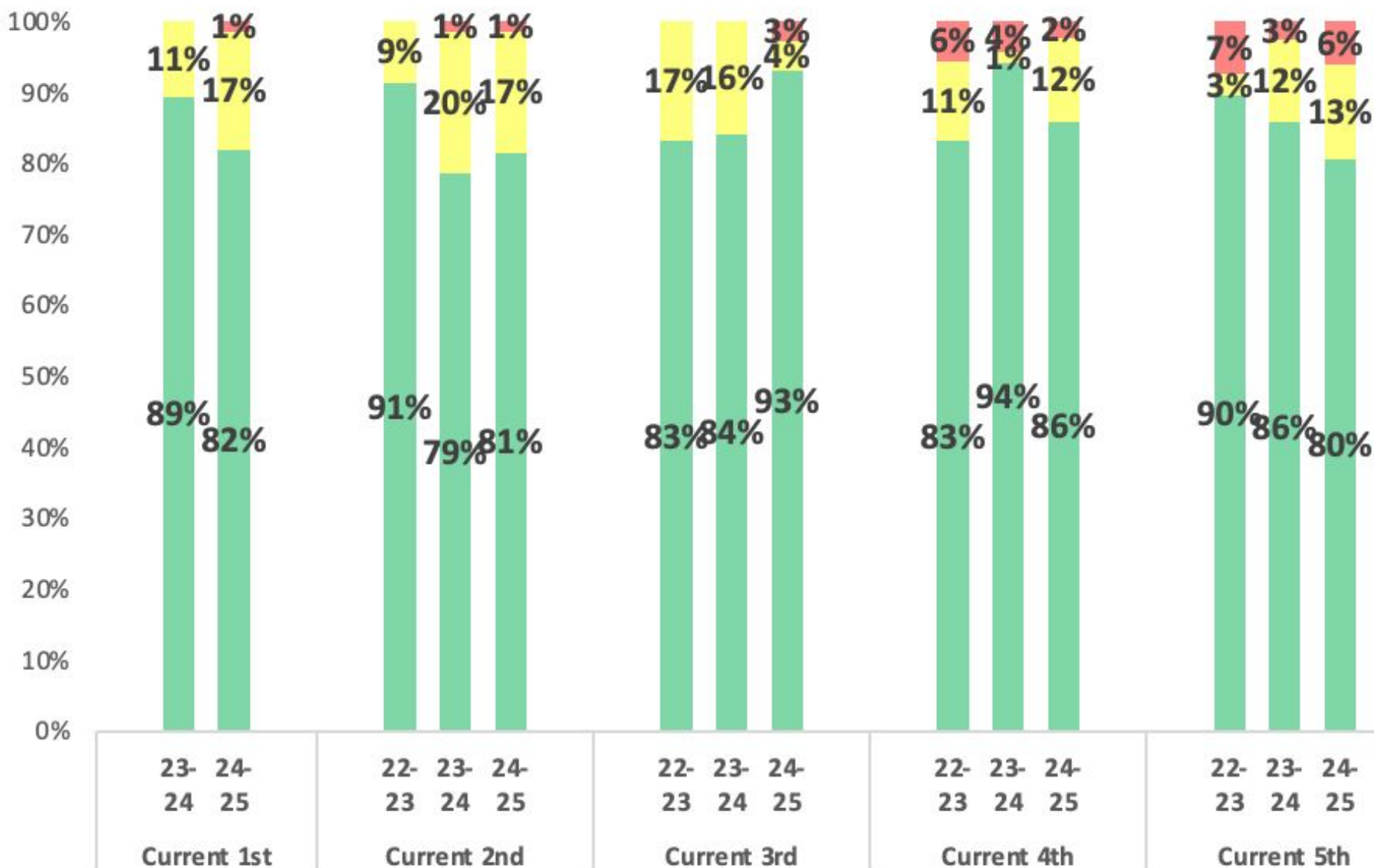
i-Ready Reading--Monta Loma (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



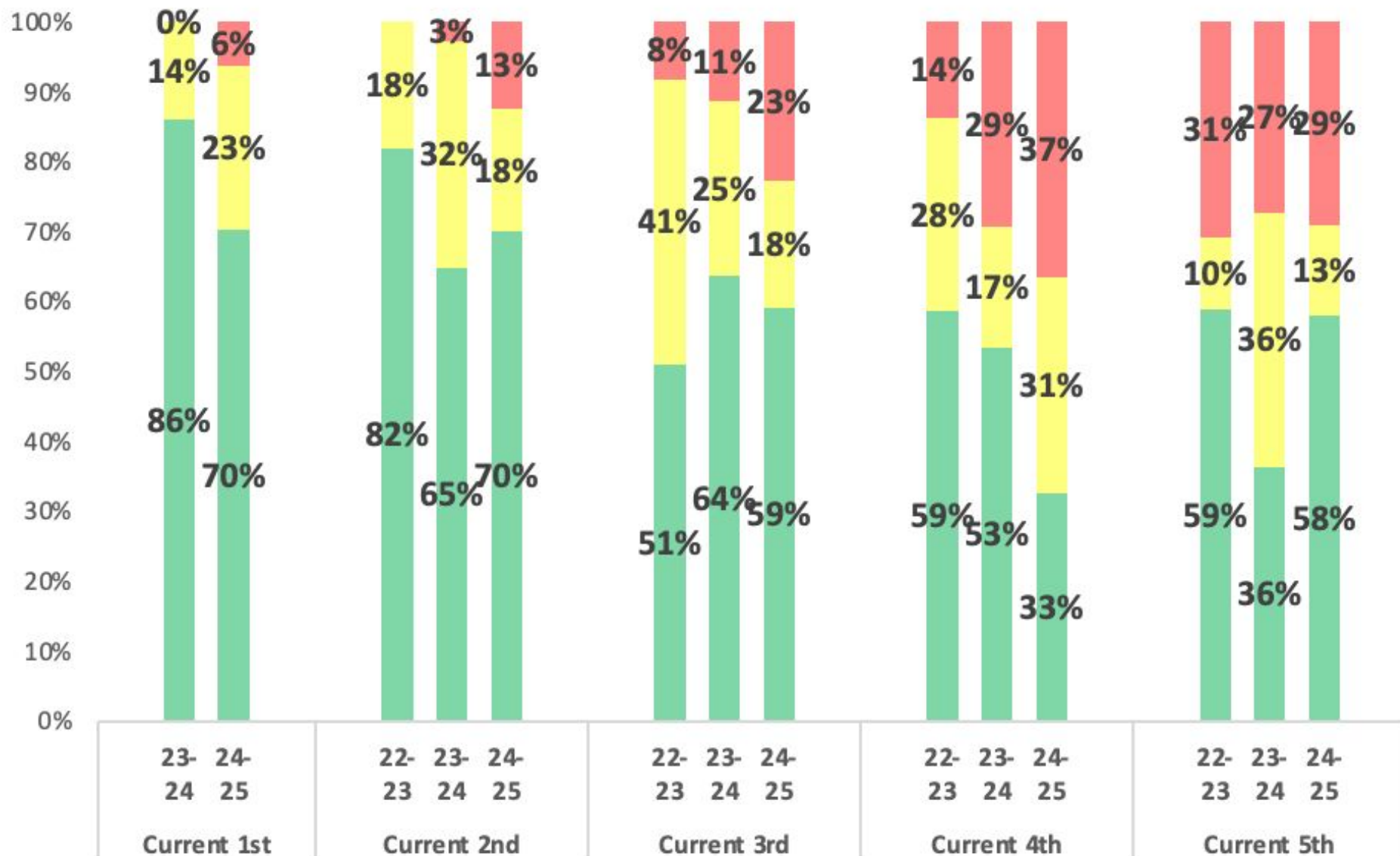
i-Ready Reading--Stevenson (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



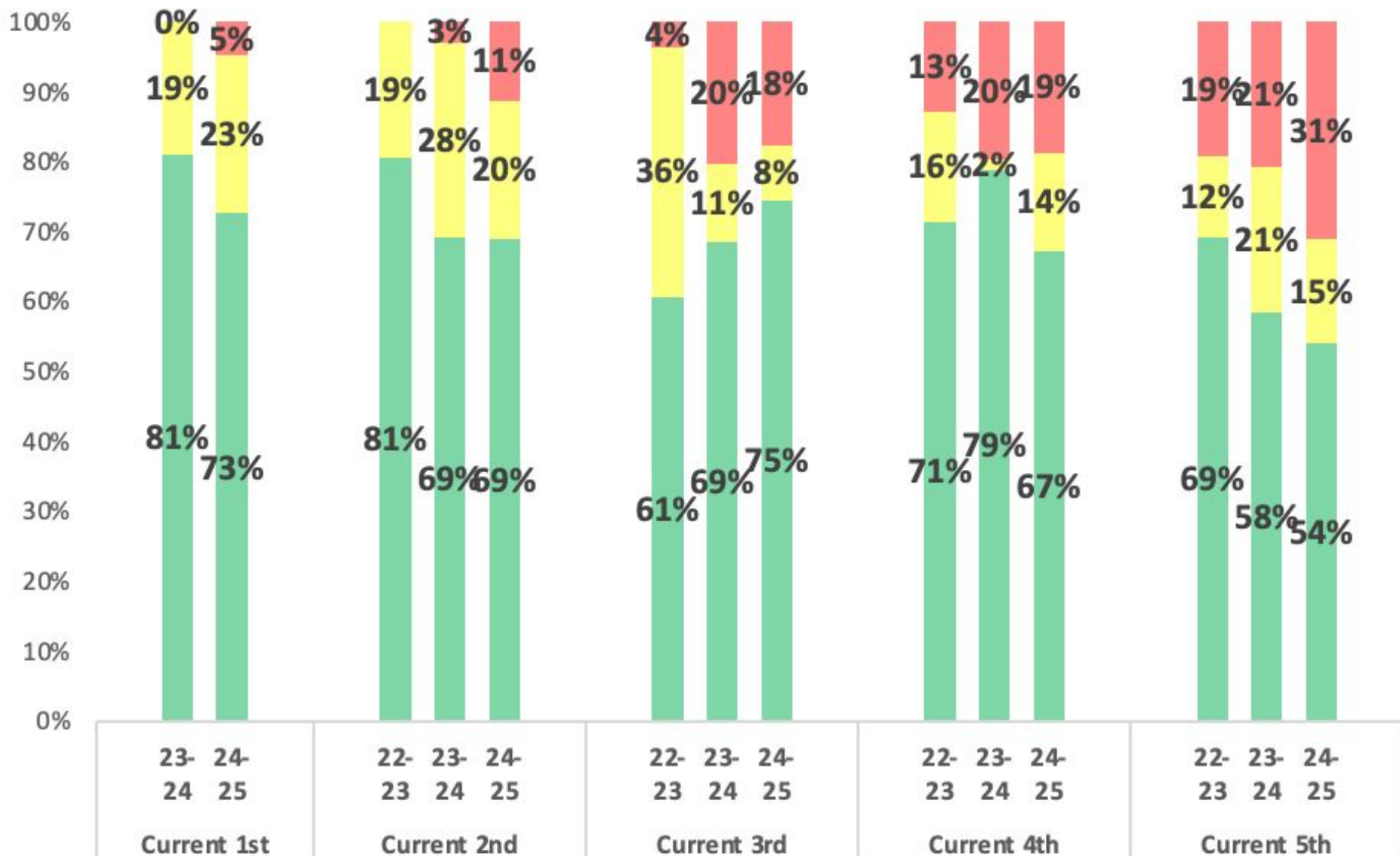
i-Ready Reading--Theuerkauf (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3

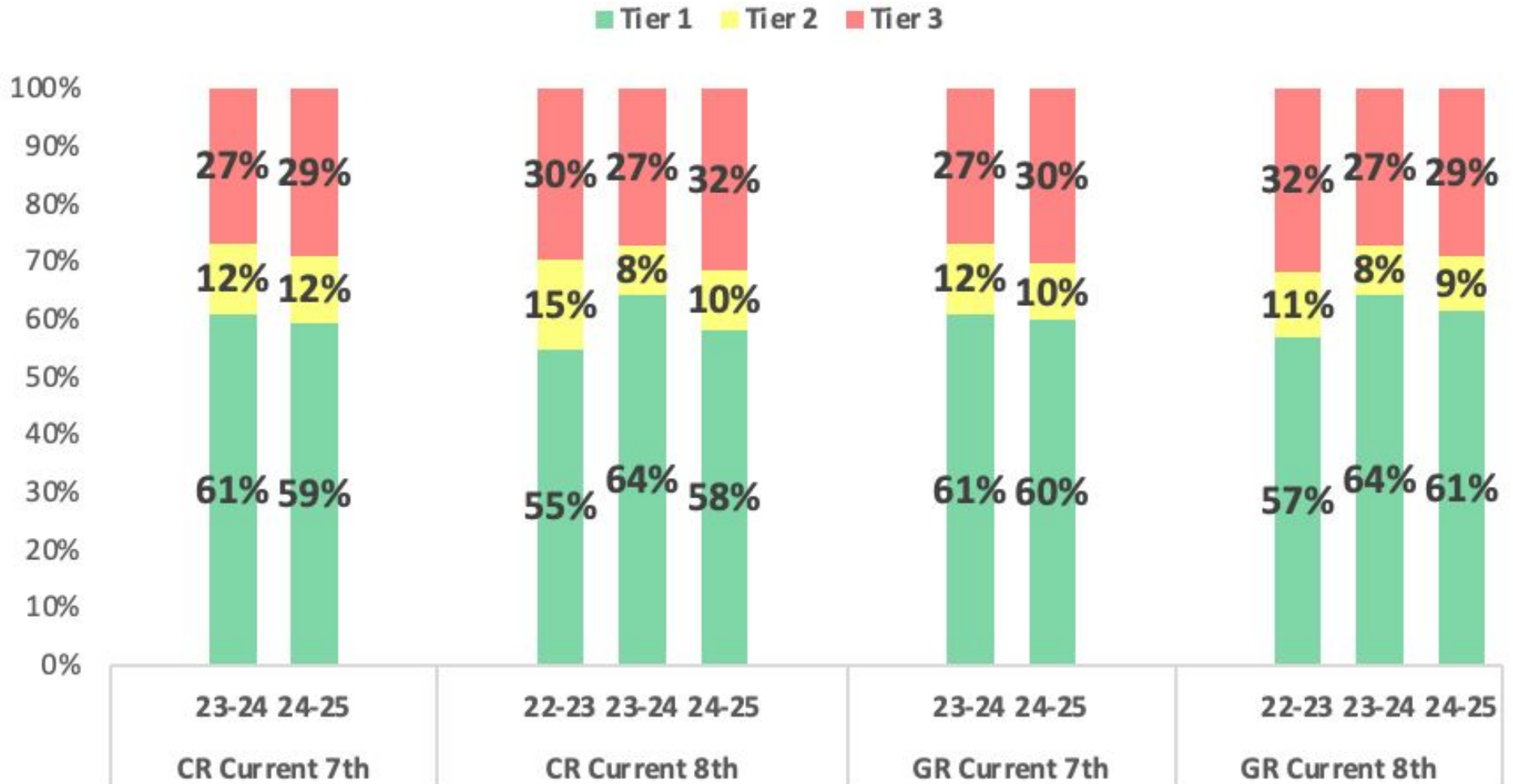


i-Ready Reading--Vargas (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



i-Ready Reading--Middle School (D3 Cohort Comparison)

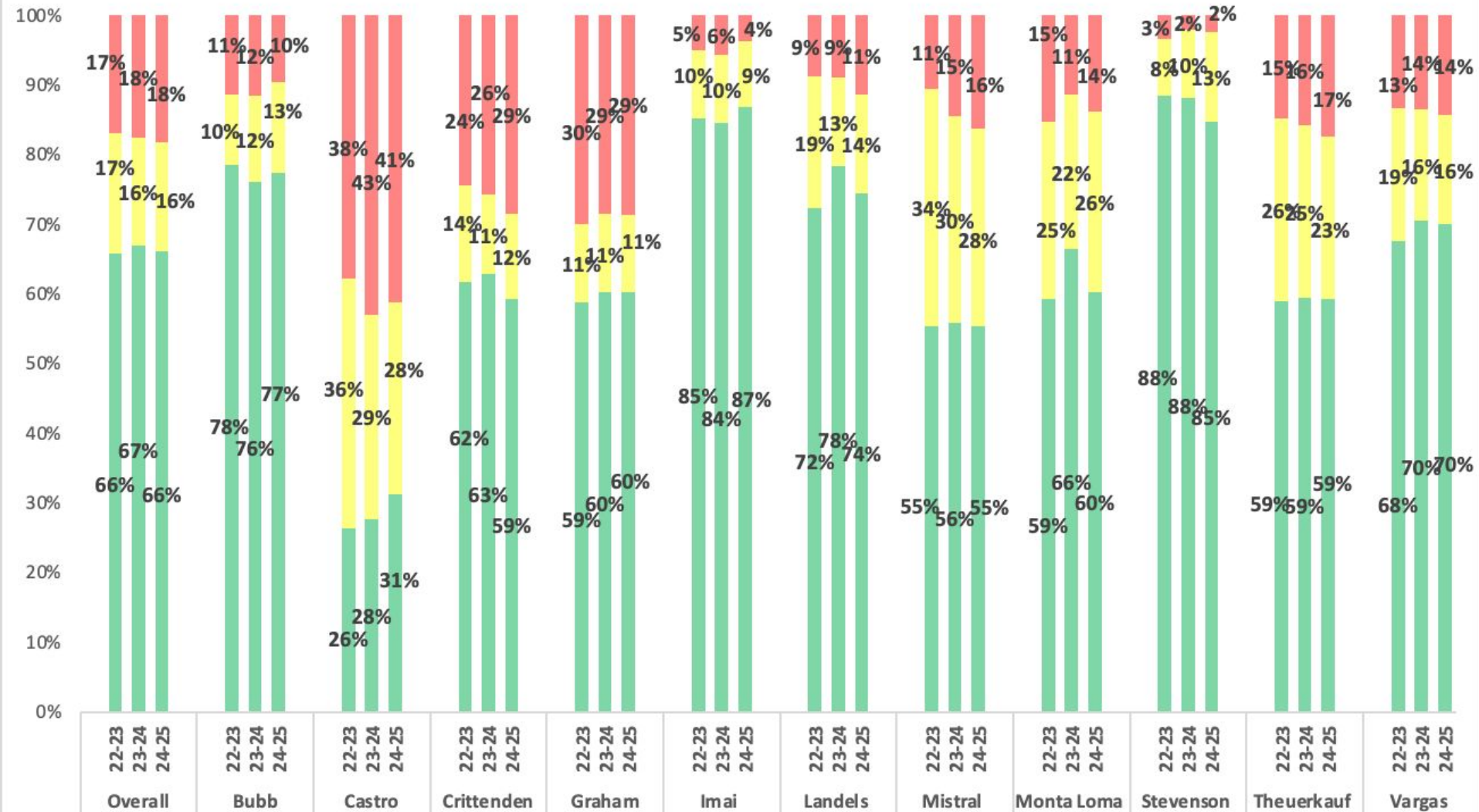


D3 Year to Year Comparison

- These graphs show End of Year proficiency levels for the last 3 school years
- Although these year to year comparisons do not compare student cohort to cohort, this is how state assessment scores are reported

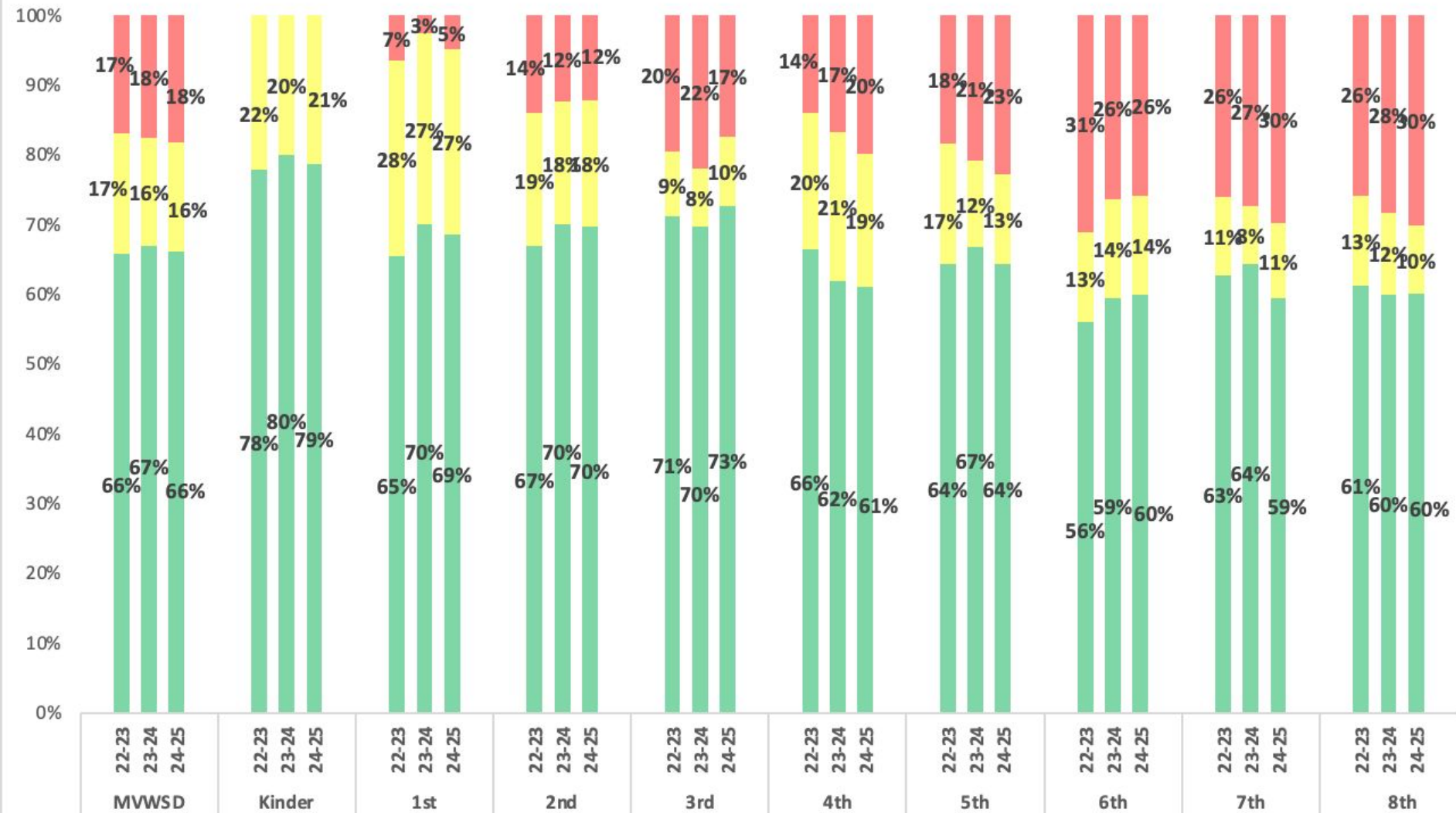
i-Ready Reading by Site (D3 Year to Year)

Tier 1 Tier 2 Tier 3



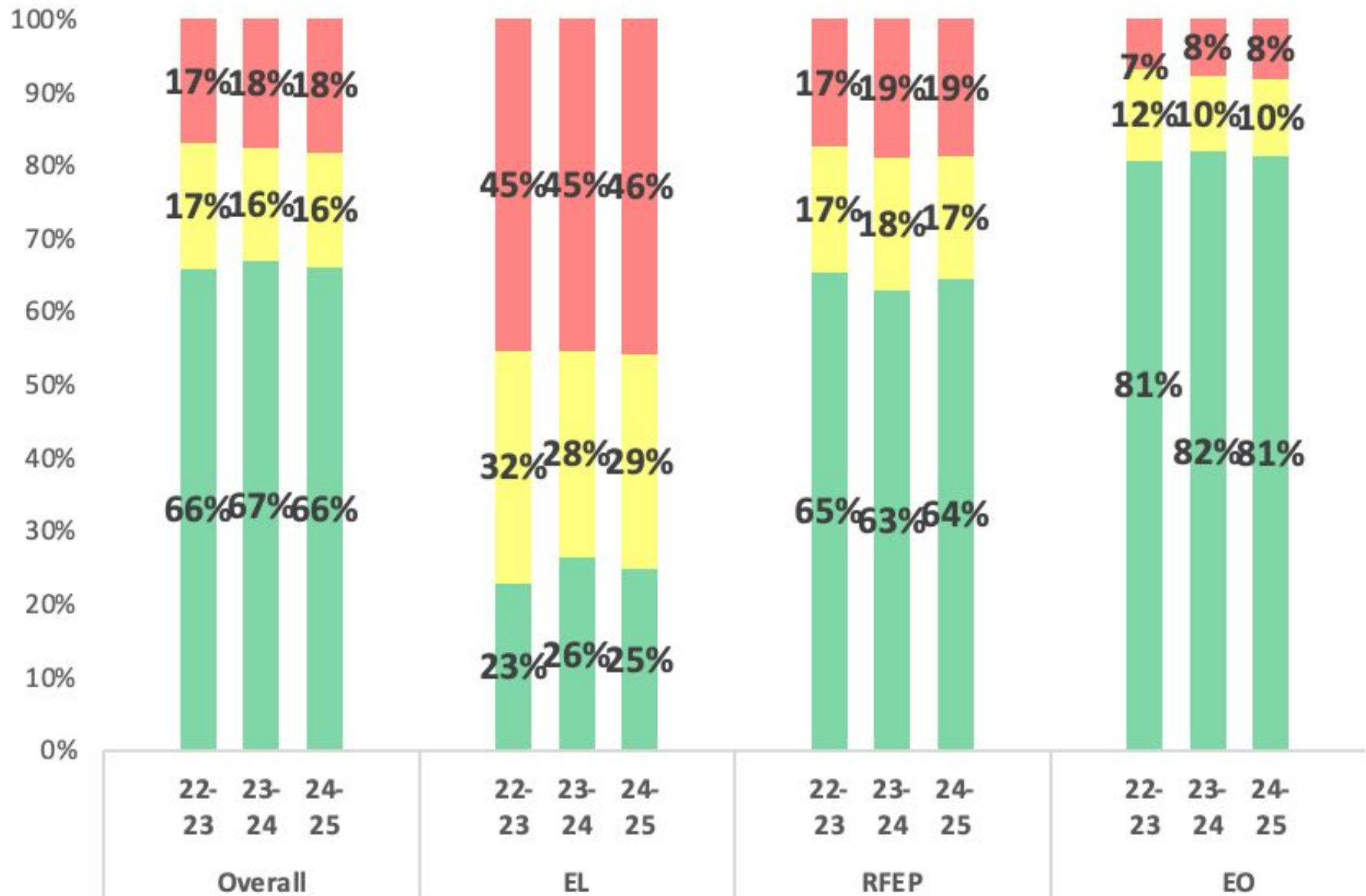
i-Ready Reading by Grade Level (D3 Year to Year)

Tier 1 Tier 2 Tier 3



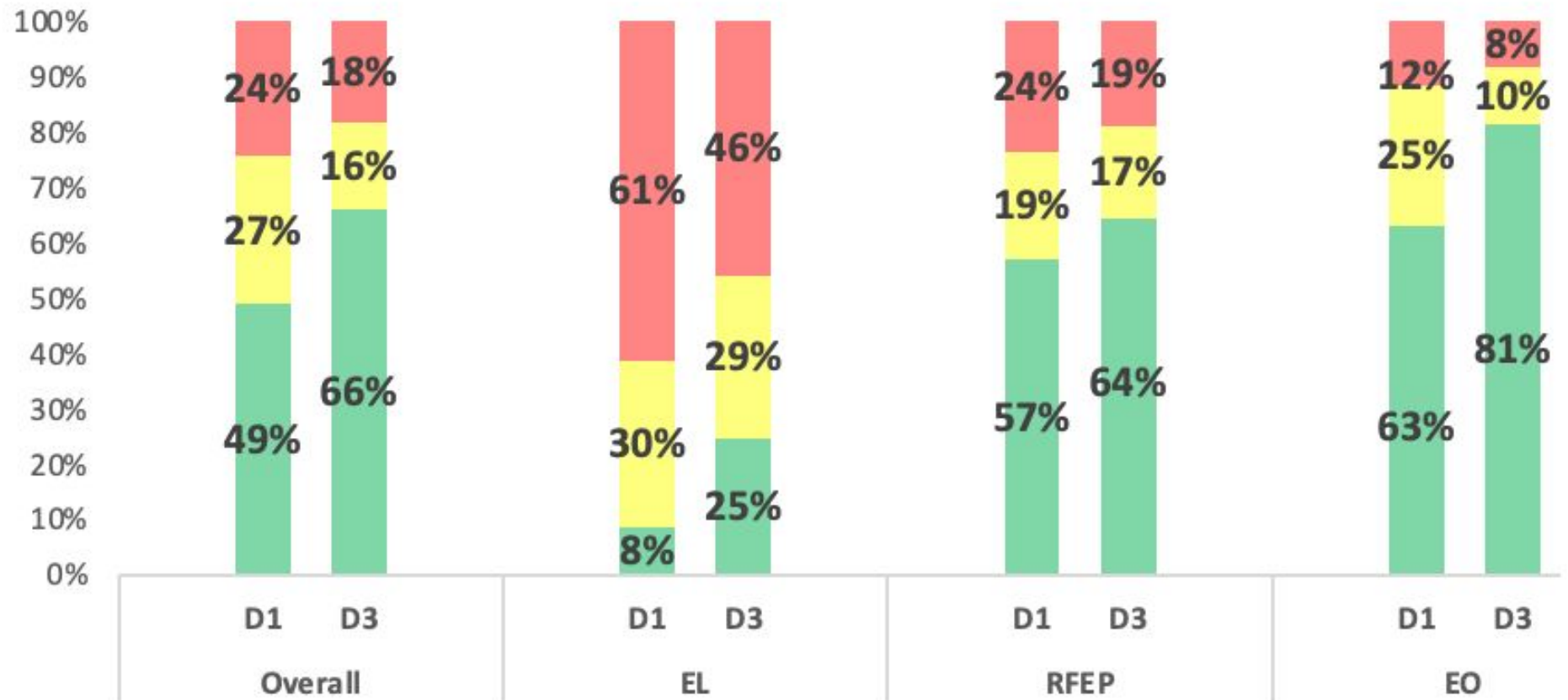
i-Ready Reading by EL Status (Year to Year)

Tier 1 Tier 2 Tier 3

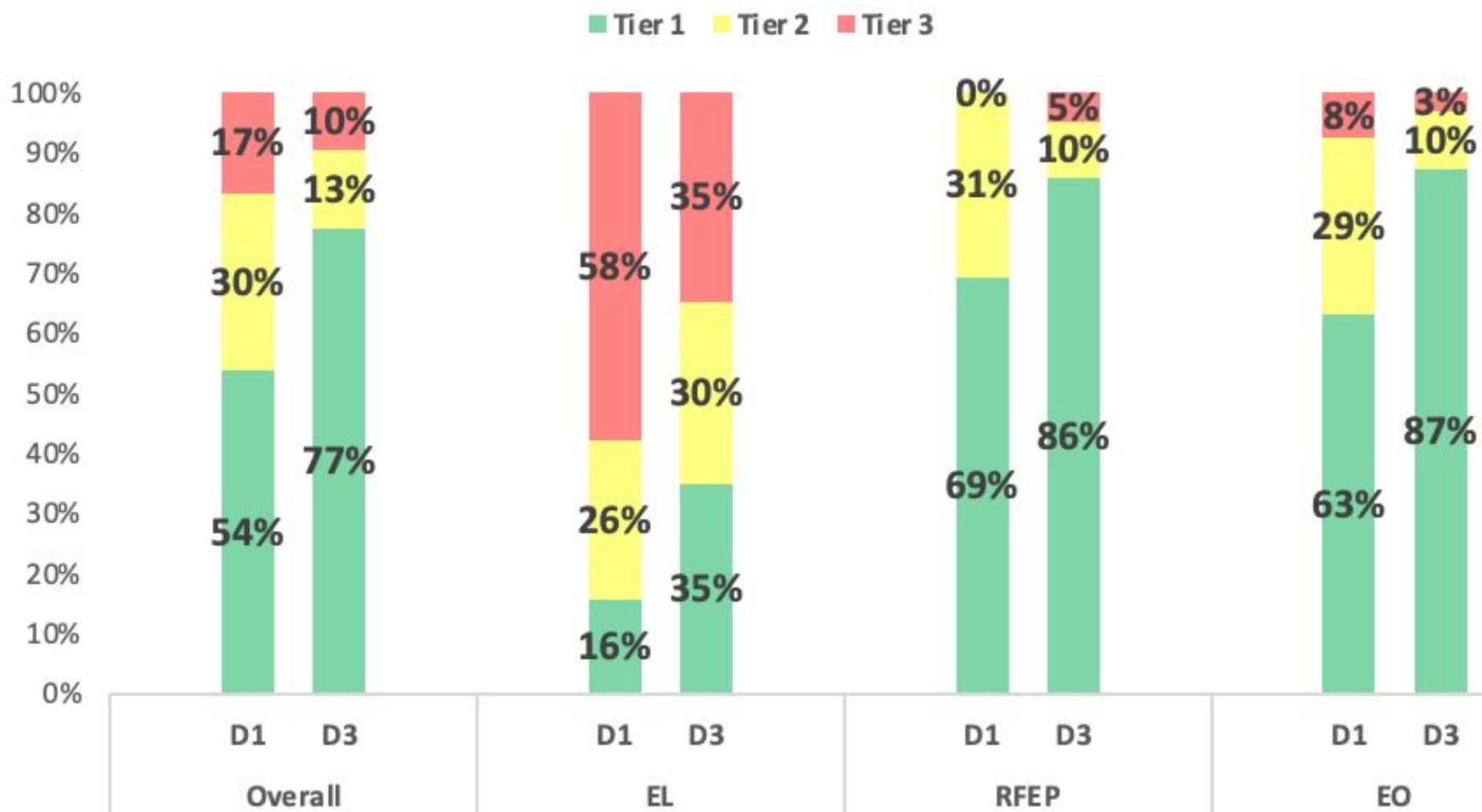


i-Ready Reading by EL Status (D1 to D3)

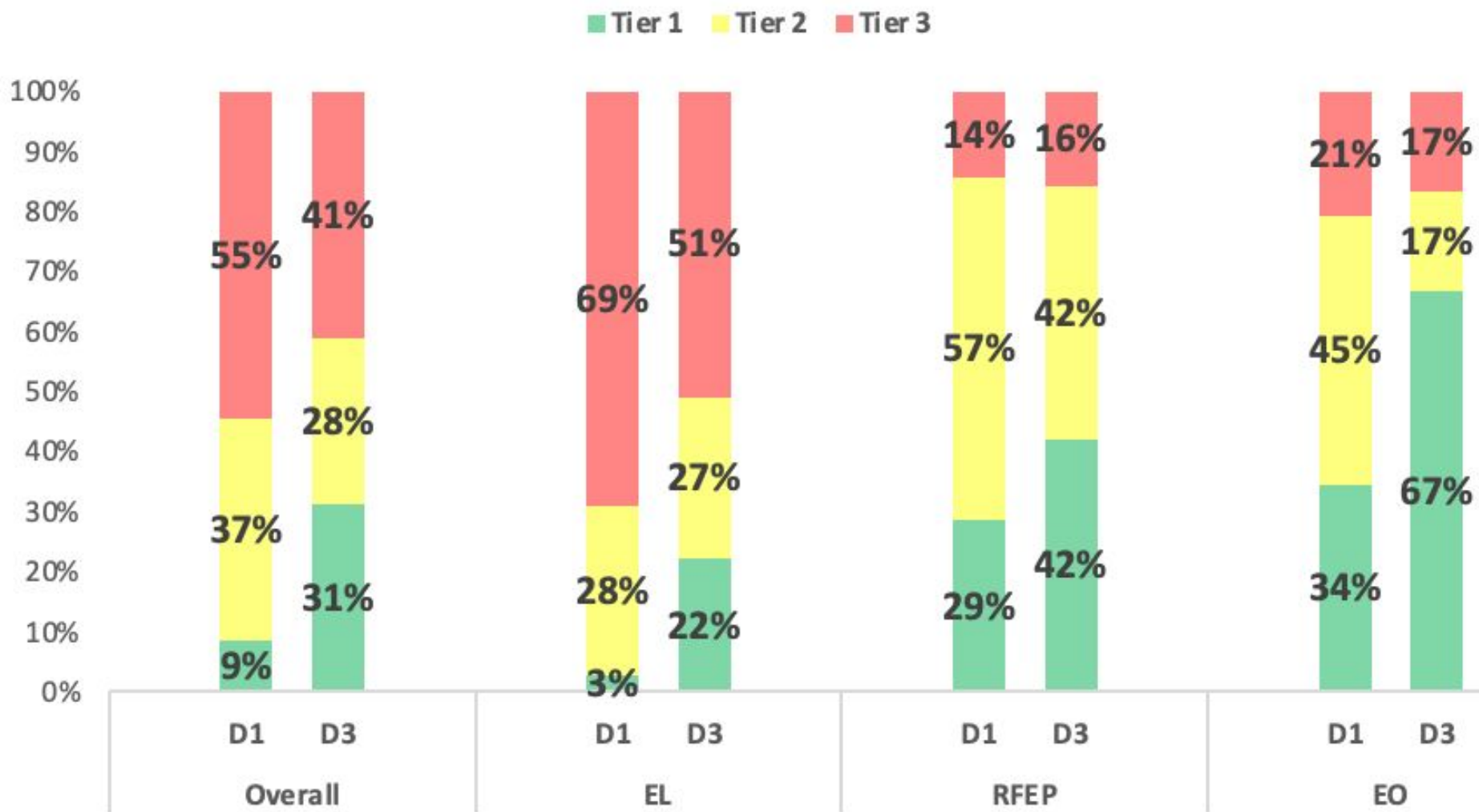
Tier 1 Tier 2 Tier 3



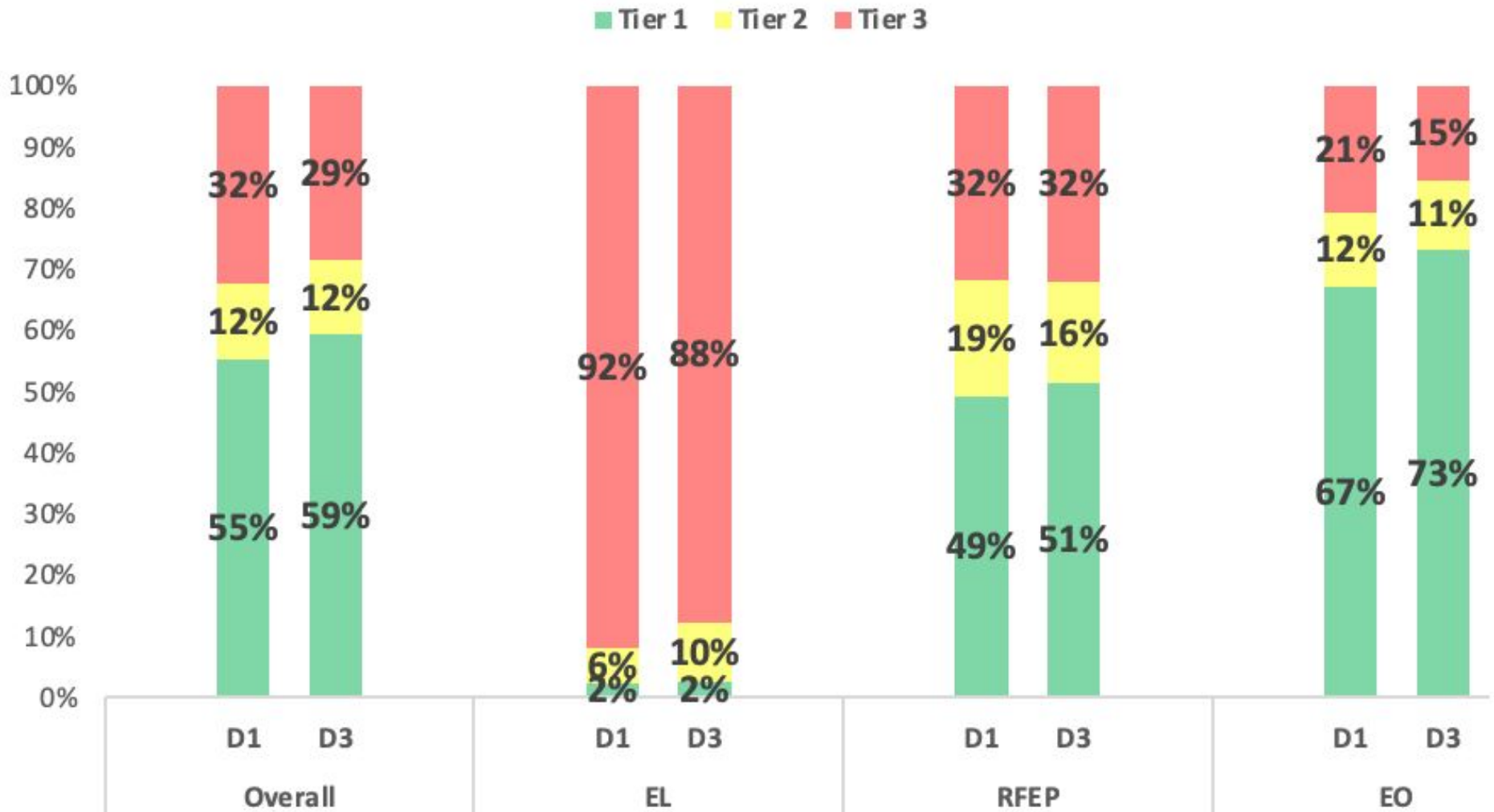
i-Ready Reading by EL Status--Bubb (D1 to D3)



i-Ready Reading by EL Status--Castro (D1 to D3)

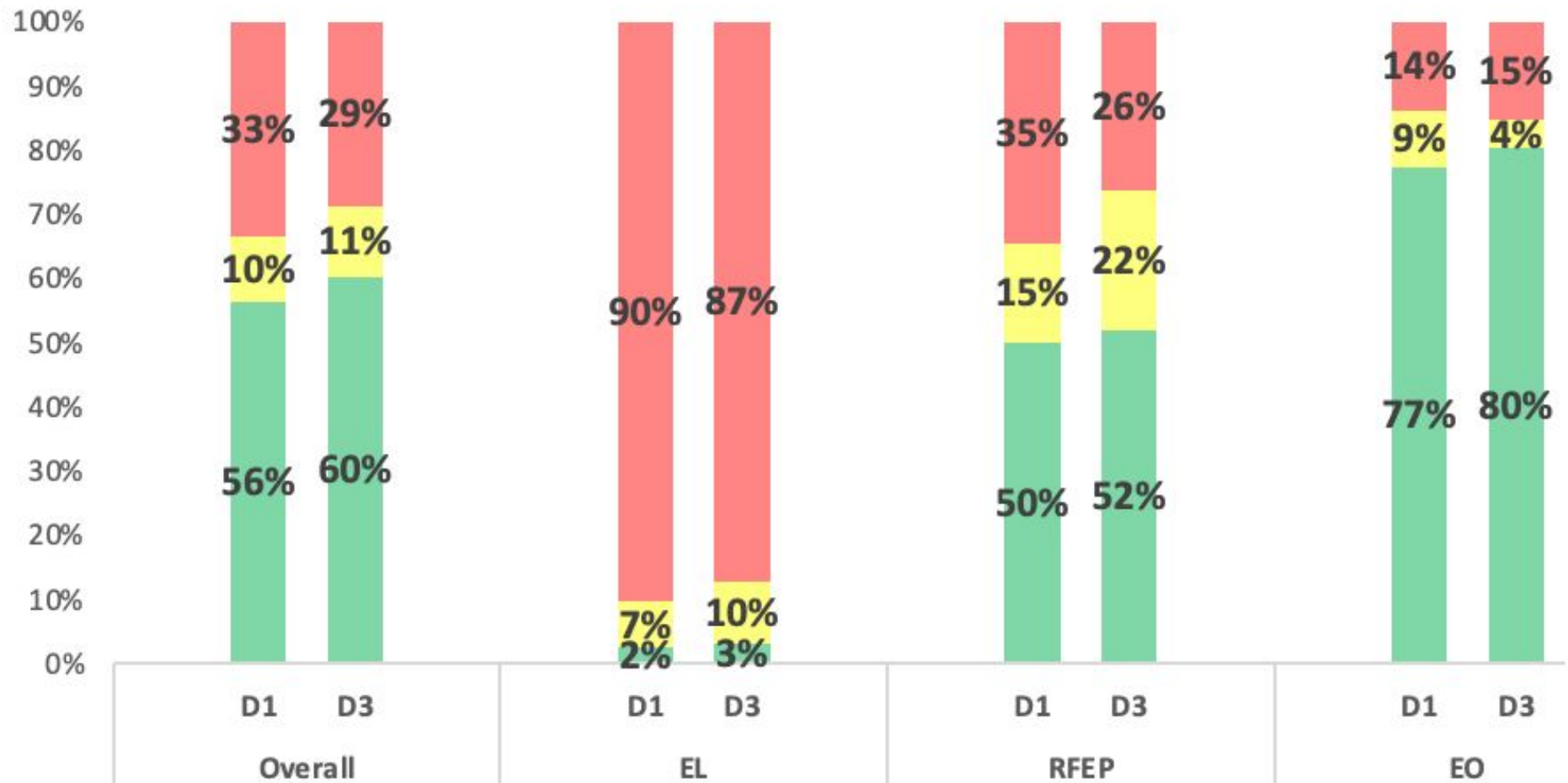


i-Ready Reading by EL Status--Crittenden (D1 to D3)

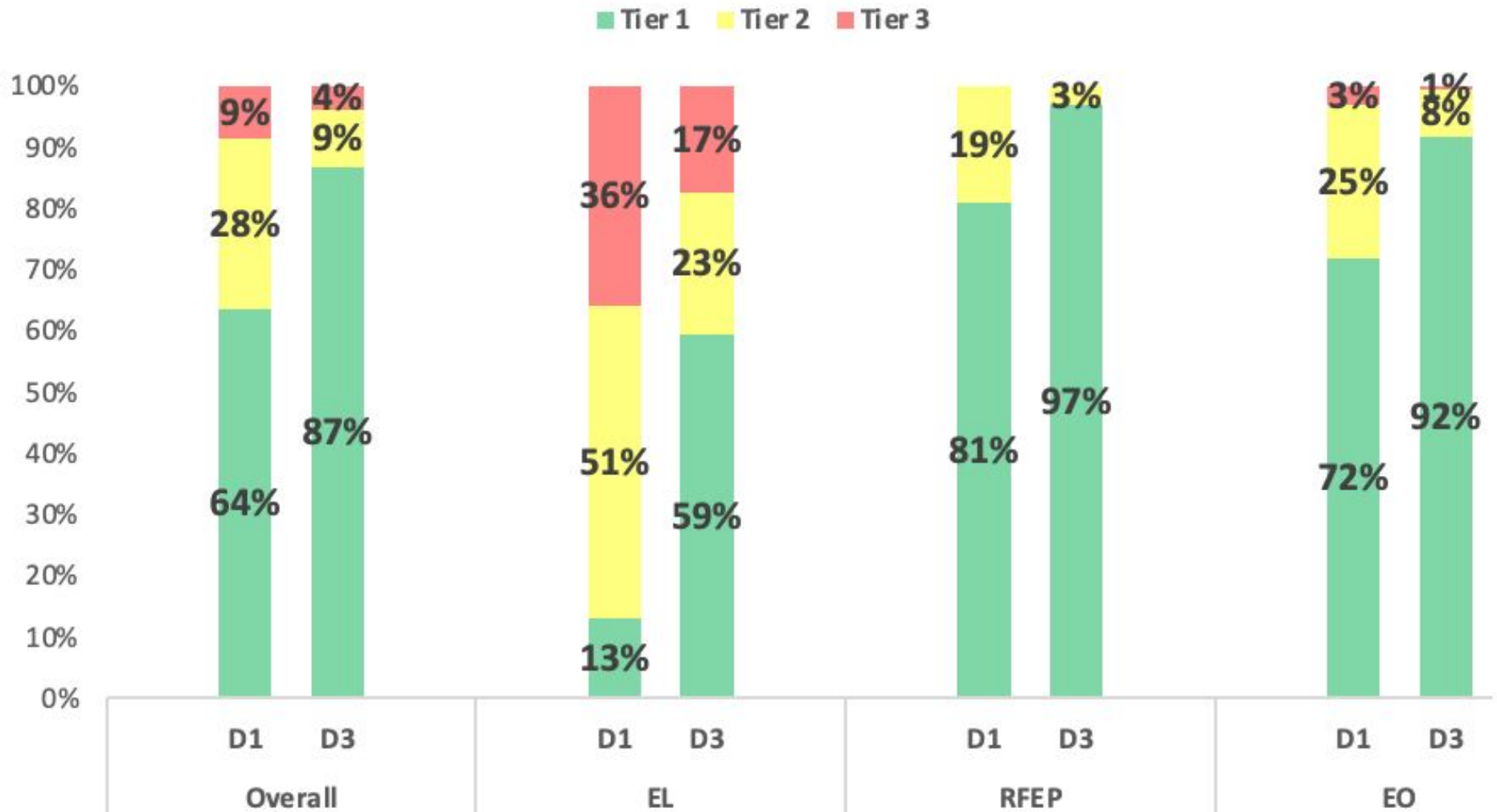


i-Ready Reading by EL Status--Graham (D1 to D3)

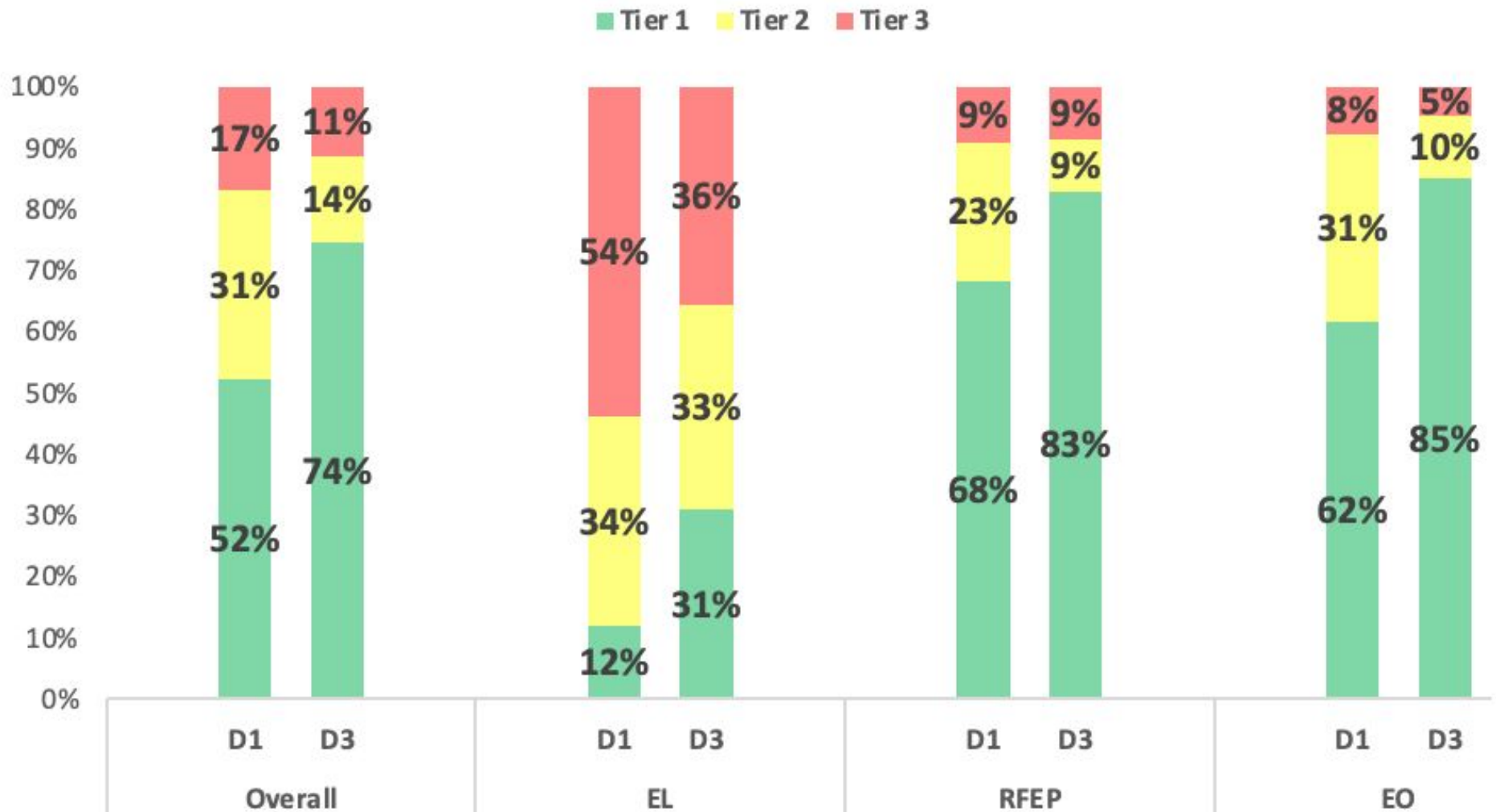
Tier 1 Tier 2 Tier 3



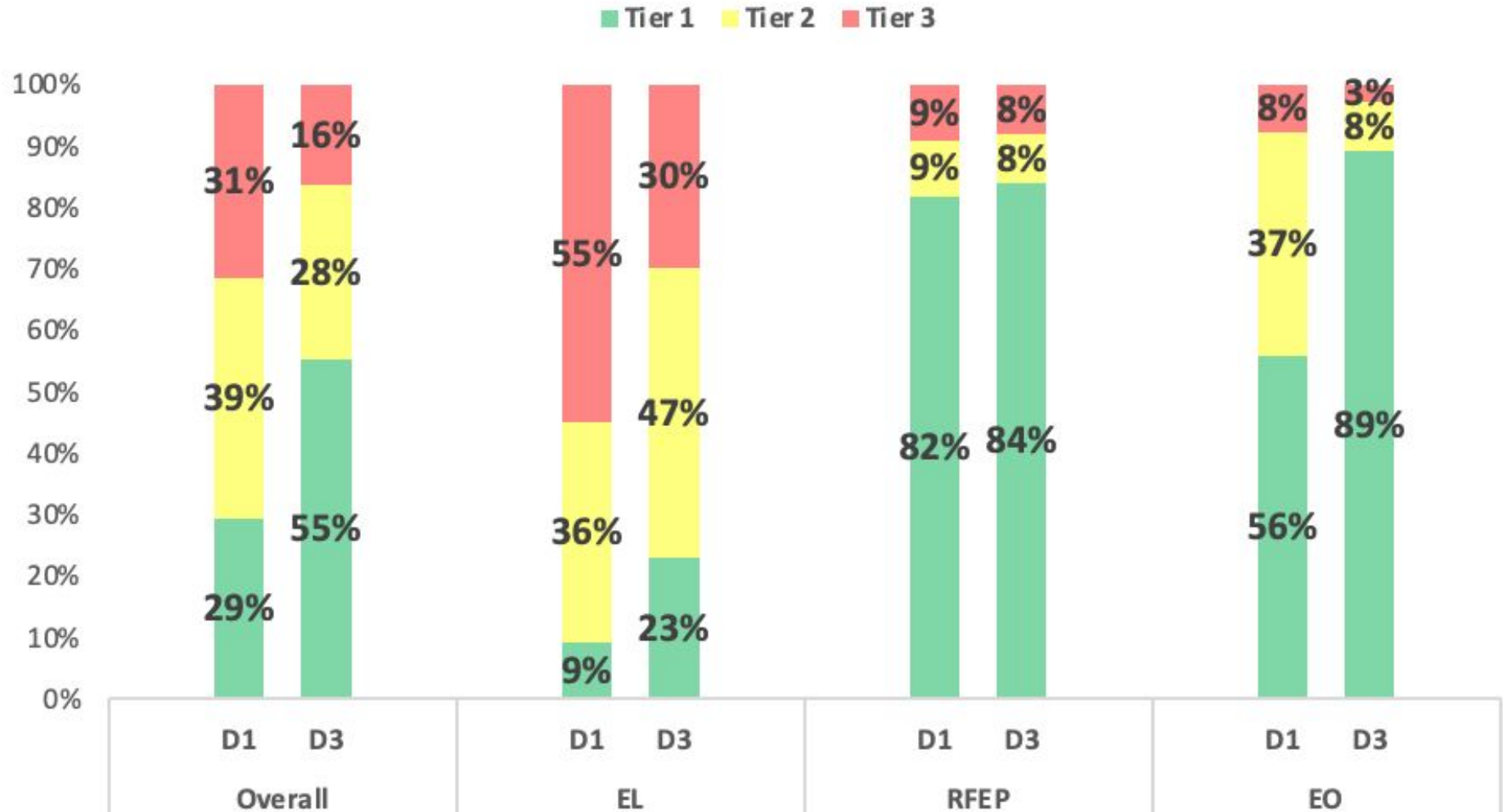
i-Ready Reading by EL Status--Imai (D1 to D3)



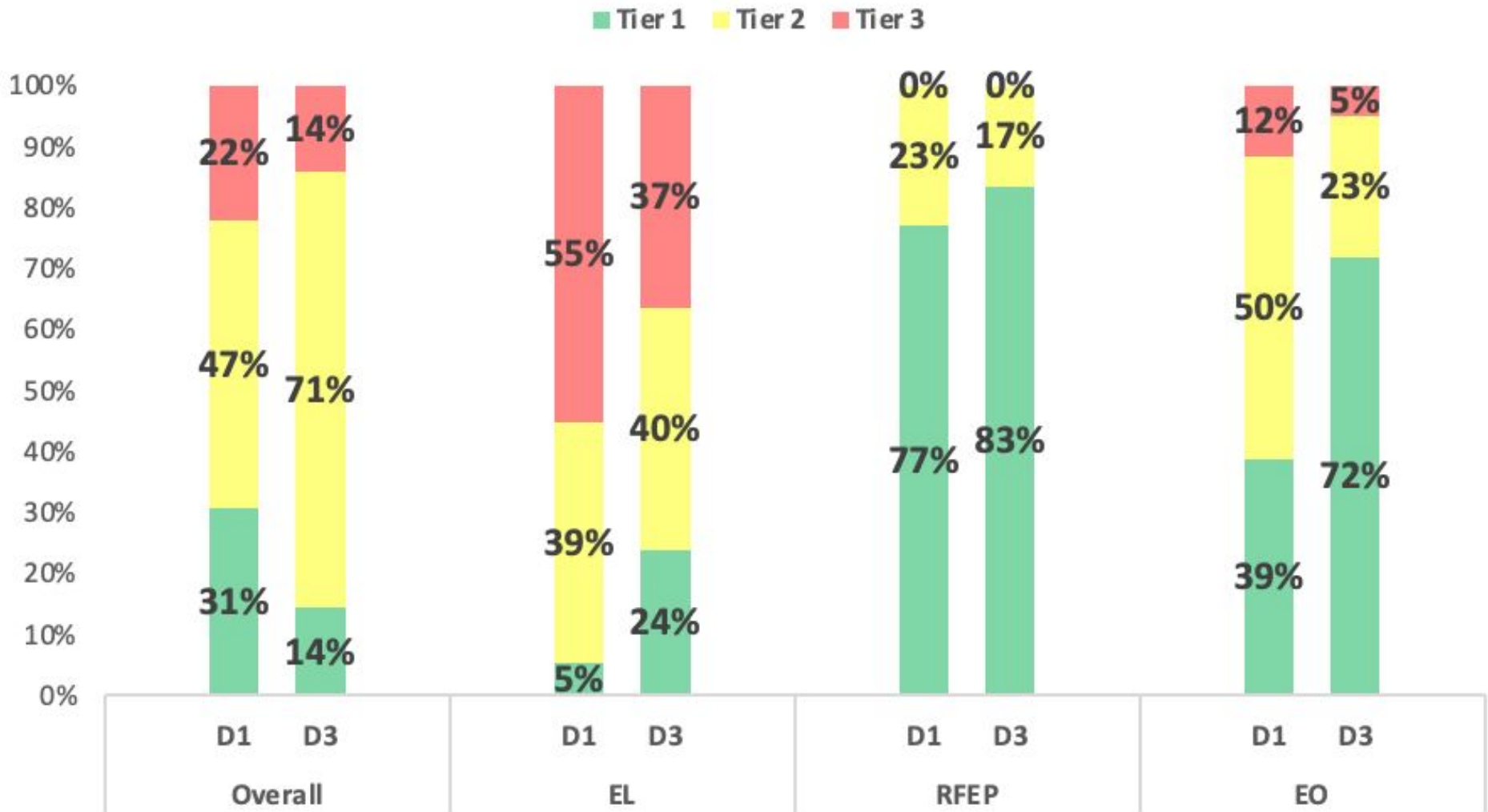
i-Ready Reading by EL Status--Landels (D1 to D3)



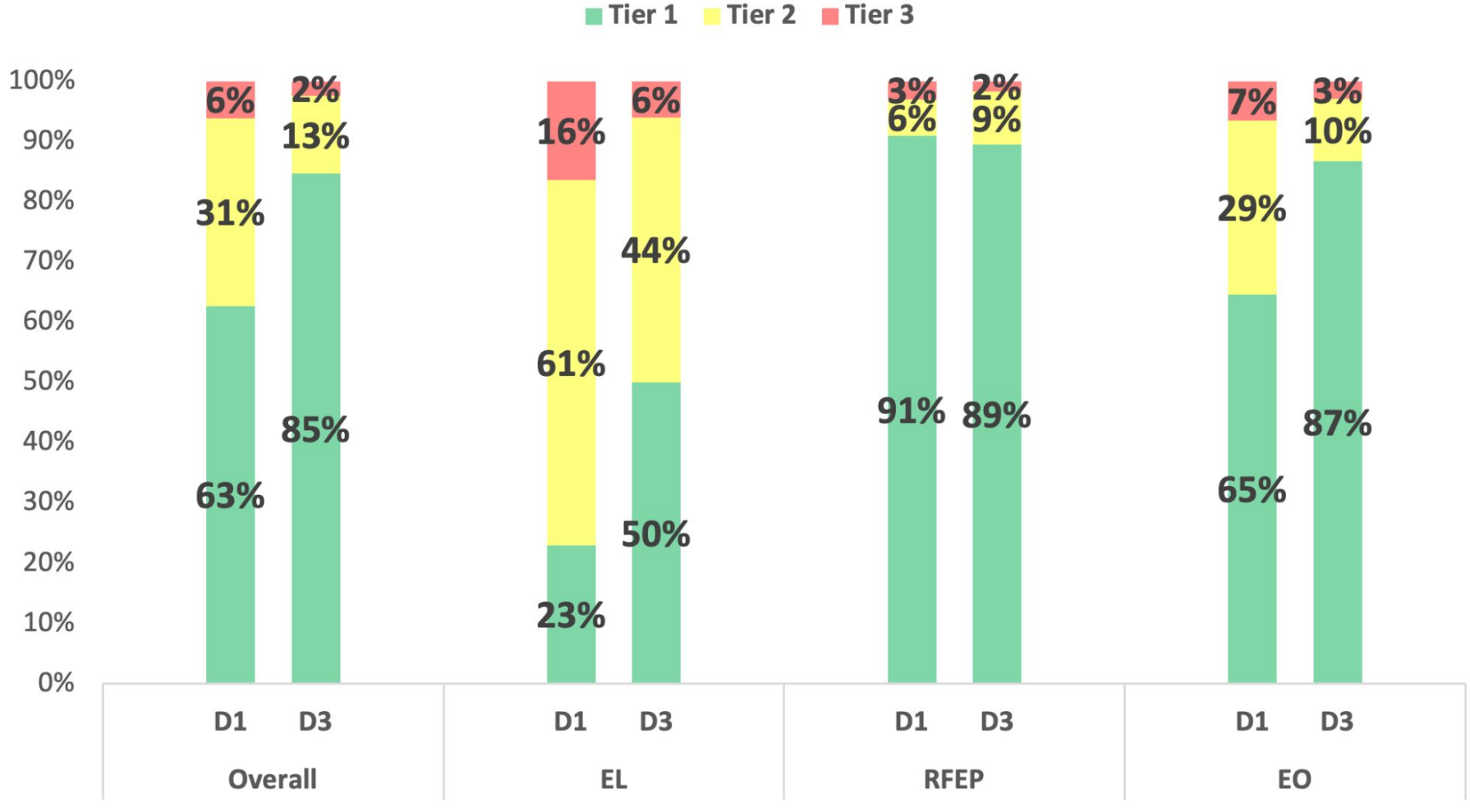
i-Ready Reading by EL Status--Mistral (D1 to D3)



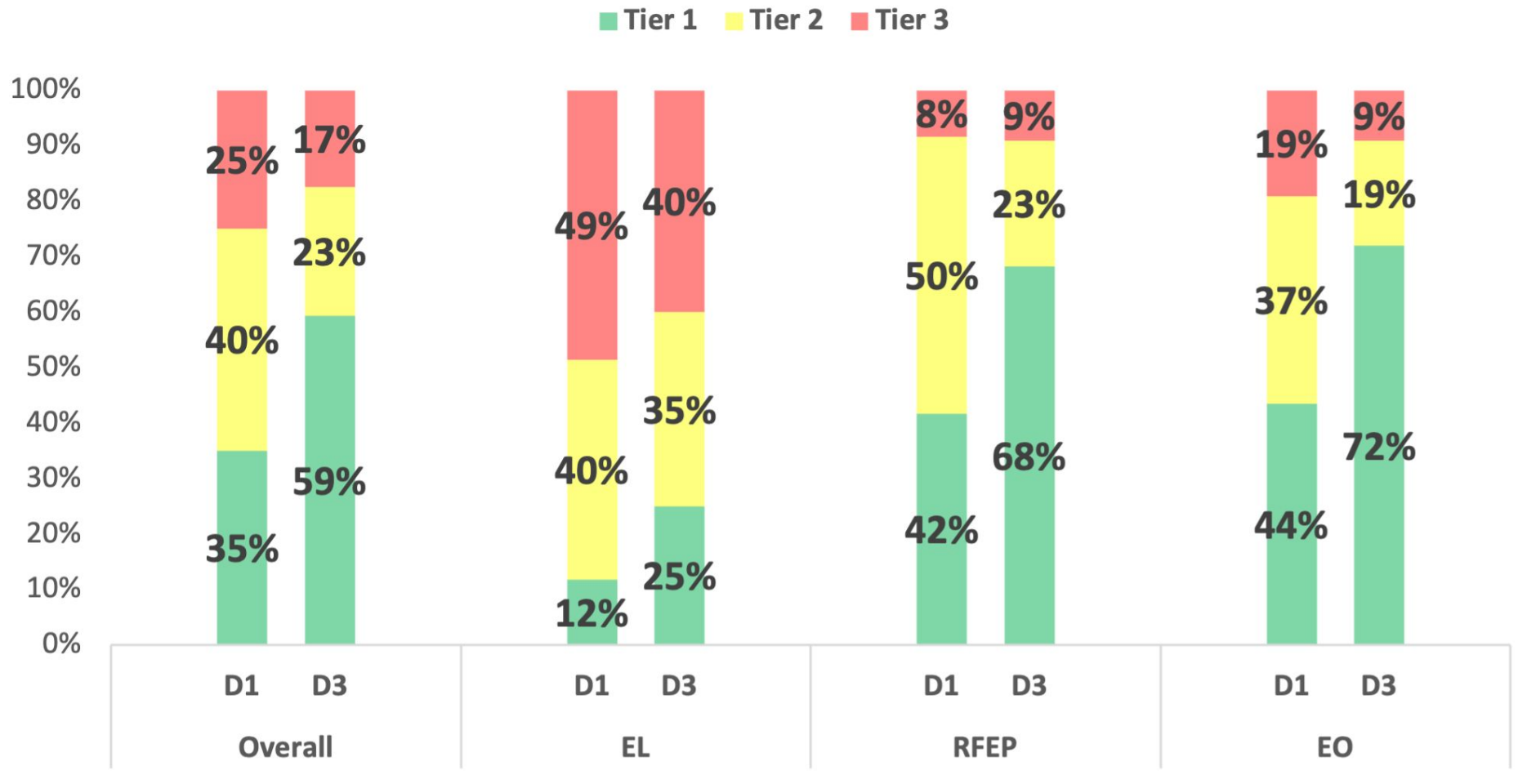
i-Ready Reading by EL Status--Monta Loma (D1 to D3)



i-Ready Reading by EL Status--Stevenson (D1 to D3)

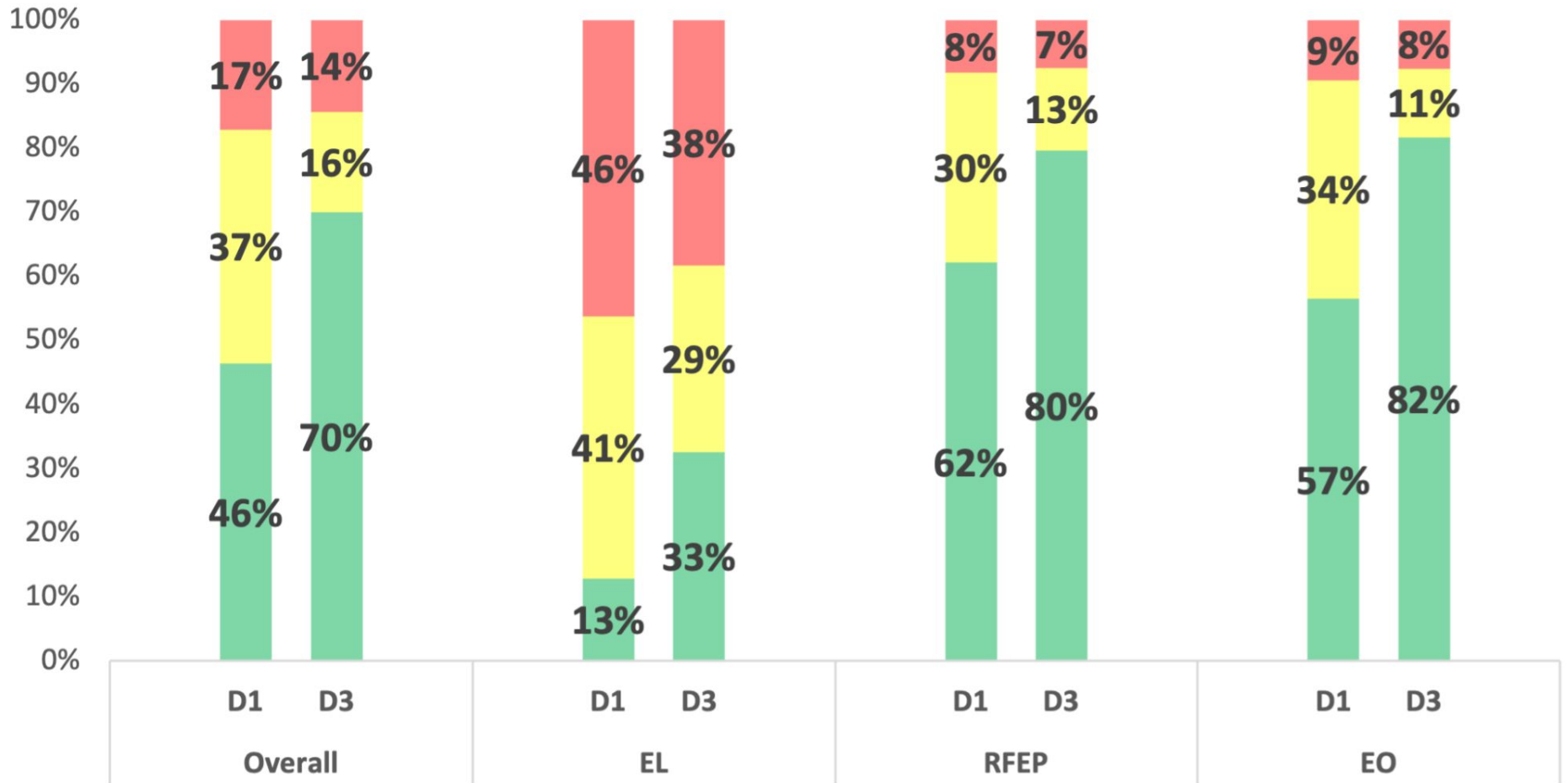


i-Ready Reading by EL Status--Theuerkauf (D1 to D3)



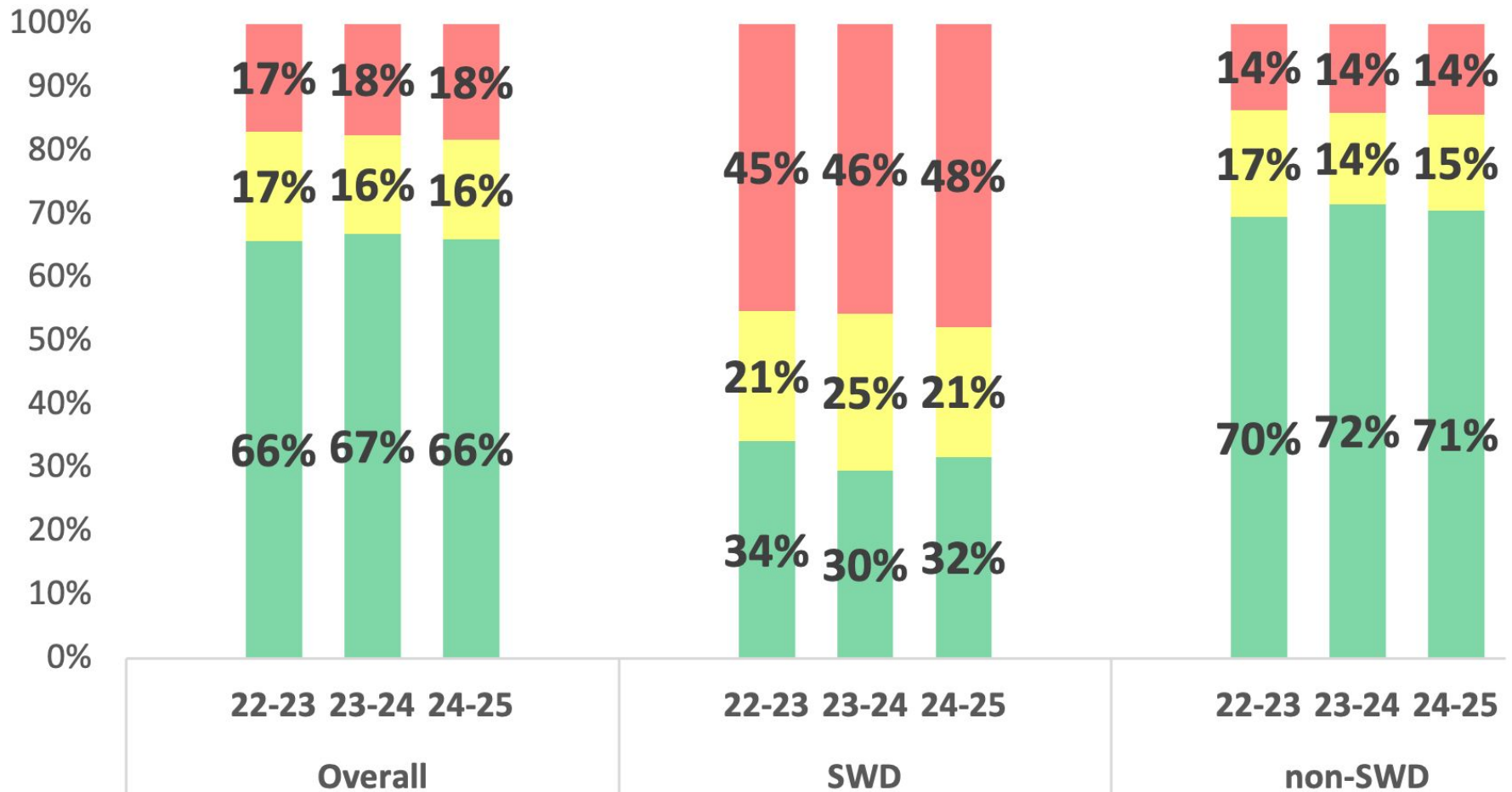
i-Ready Reading by EL Status--Vargas (D1 to D3)

Tier 1 Tier 2 Tier 3



i-Ready Reading by Disability Status (Year to Year)

Tier 1 Tier 2 Tier 3



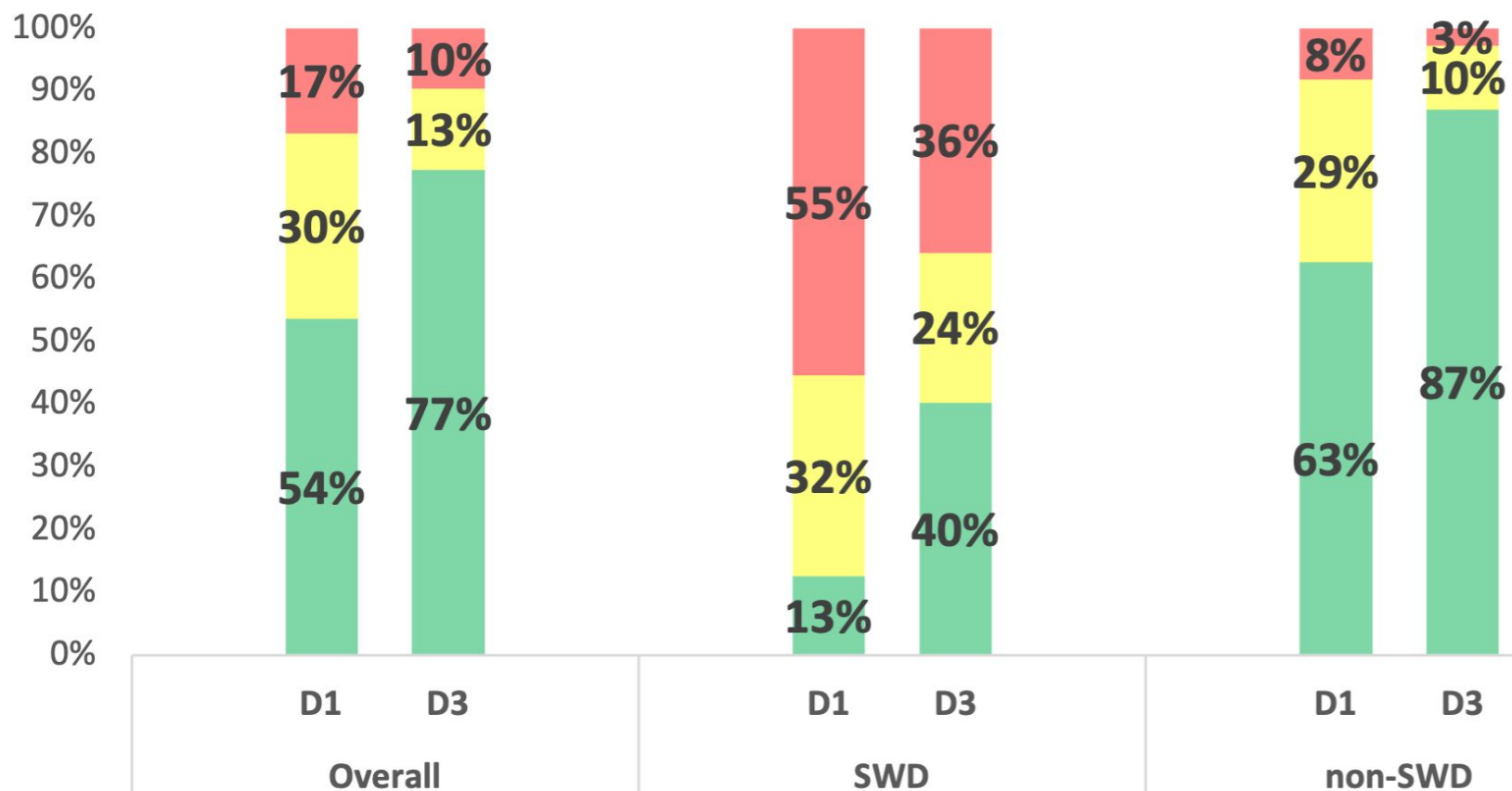
i-Ready Reading by Disability Status (D1 to D3)

■ Tier 1 ■ Tier 2 ■ Tier 3



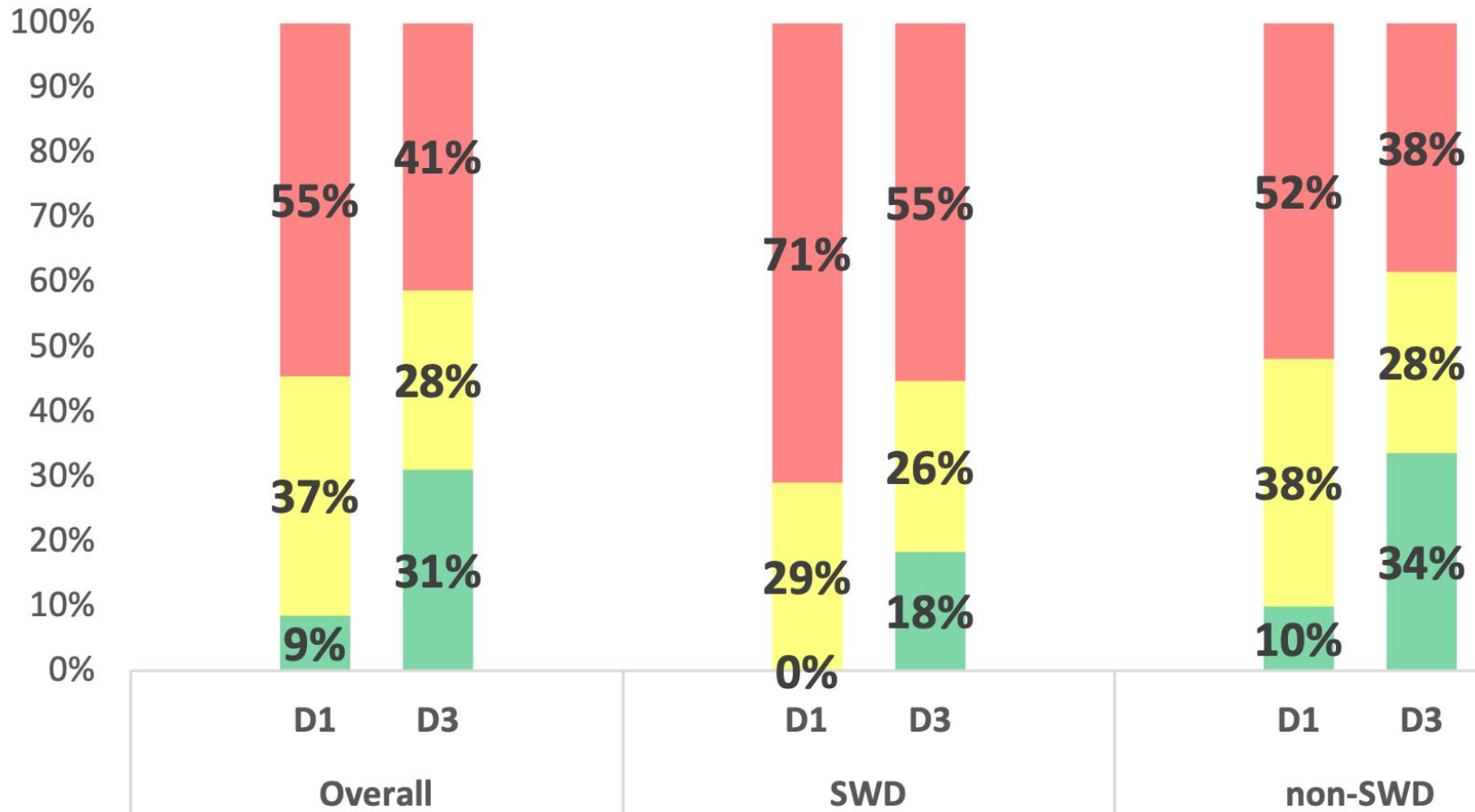
i-Ready Reading by Disability Status--Bubb (D1 to D3)

■ Tier 1 ■ Tier 2 ■ Tier 3

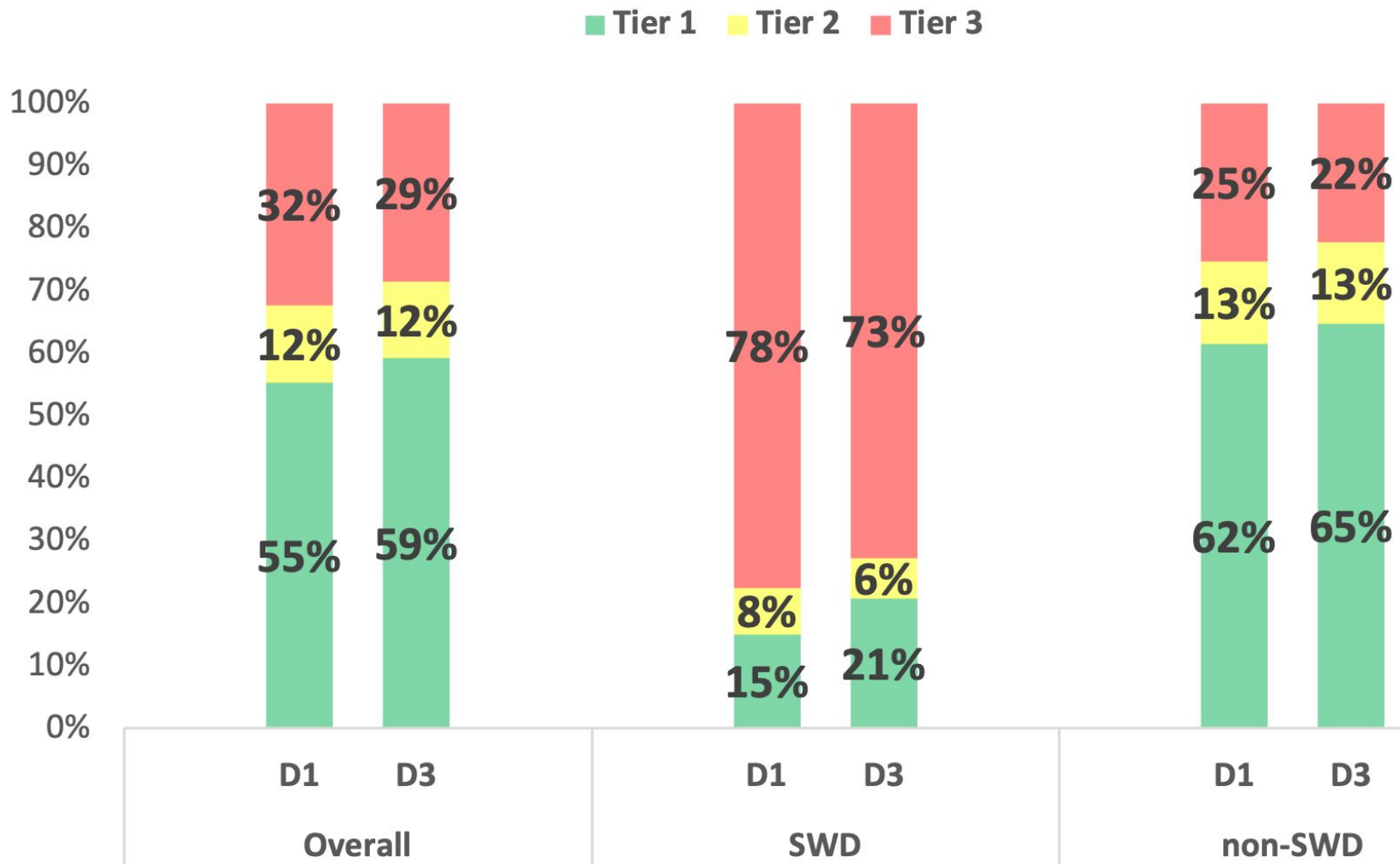


i-Ready Reading by SWD Status--Castro (D1 to D3)

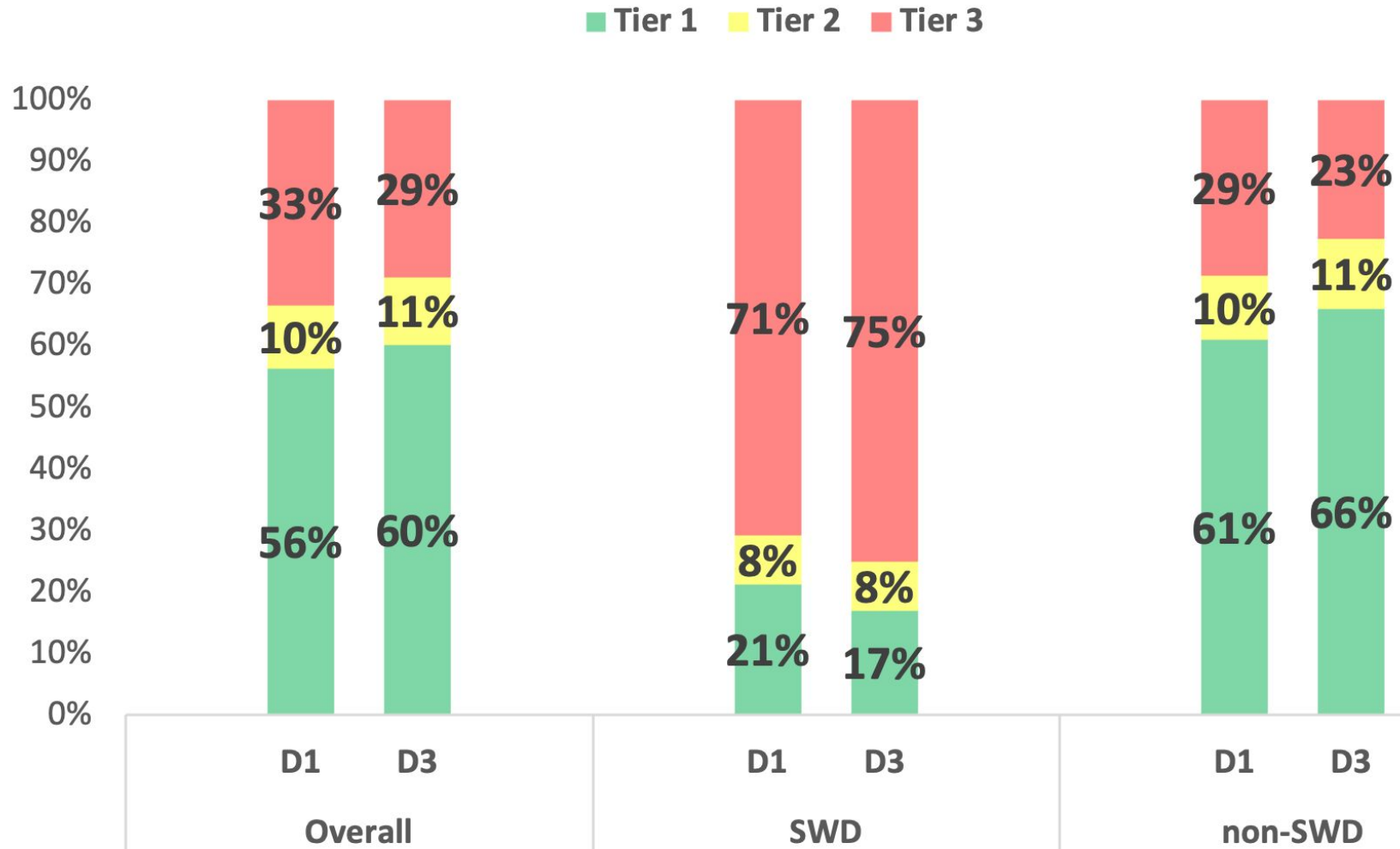
■ Tier 1 ■ Tier 2 ■ Tier 3



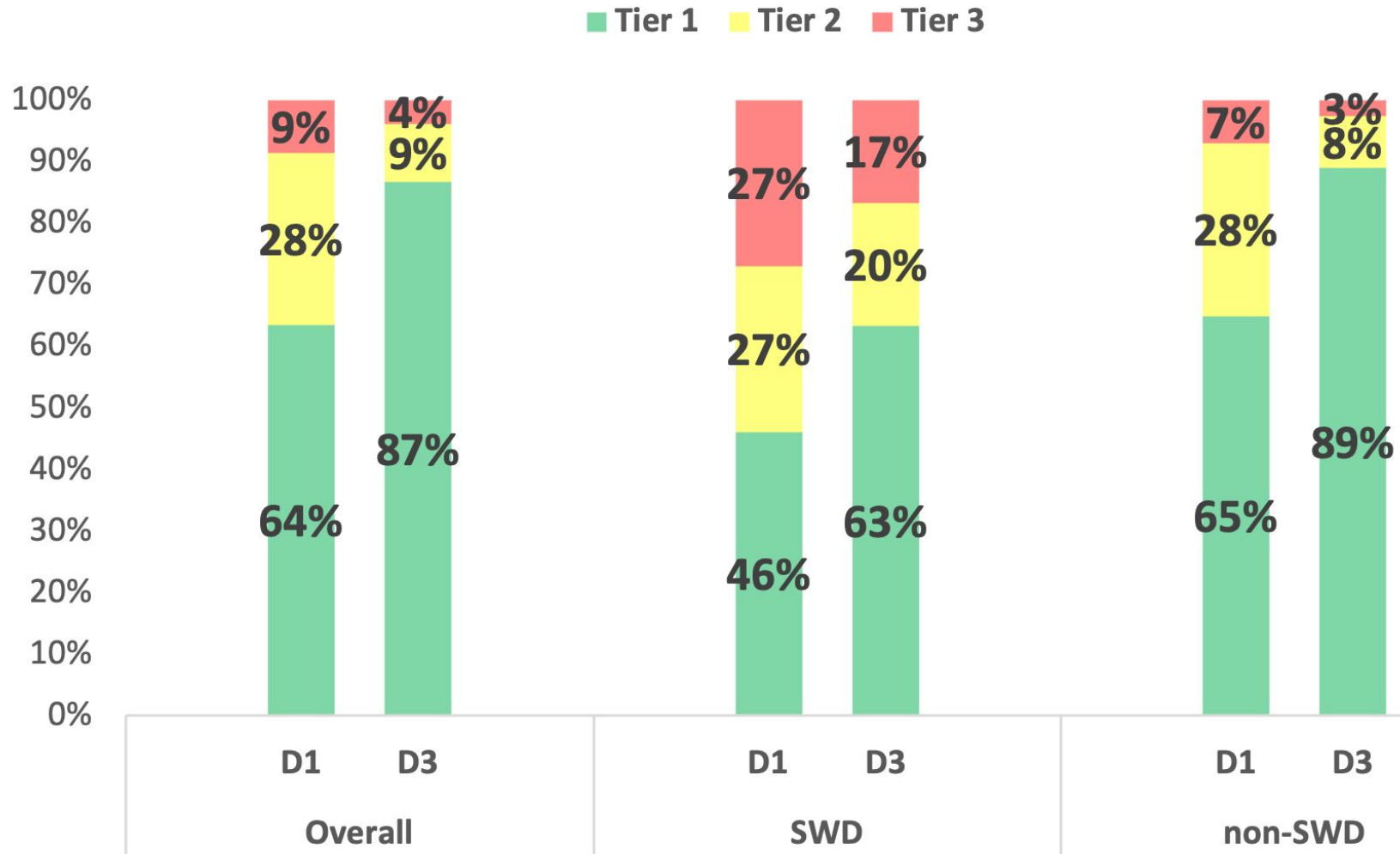
i-Ready Reading by SWD Status--Crittenden (D1 to D3)



i-Ready Reading by SWD Status--Graham (D1 to D3)



i-Ready Reading by SWD Status--Imai (D1 to D3)



i-Ready Reading by SWD Status--Landels (D1 to D3)

■ Tier 1 ■ Tier 2 ■ Tier 3

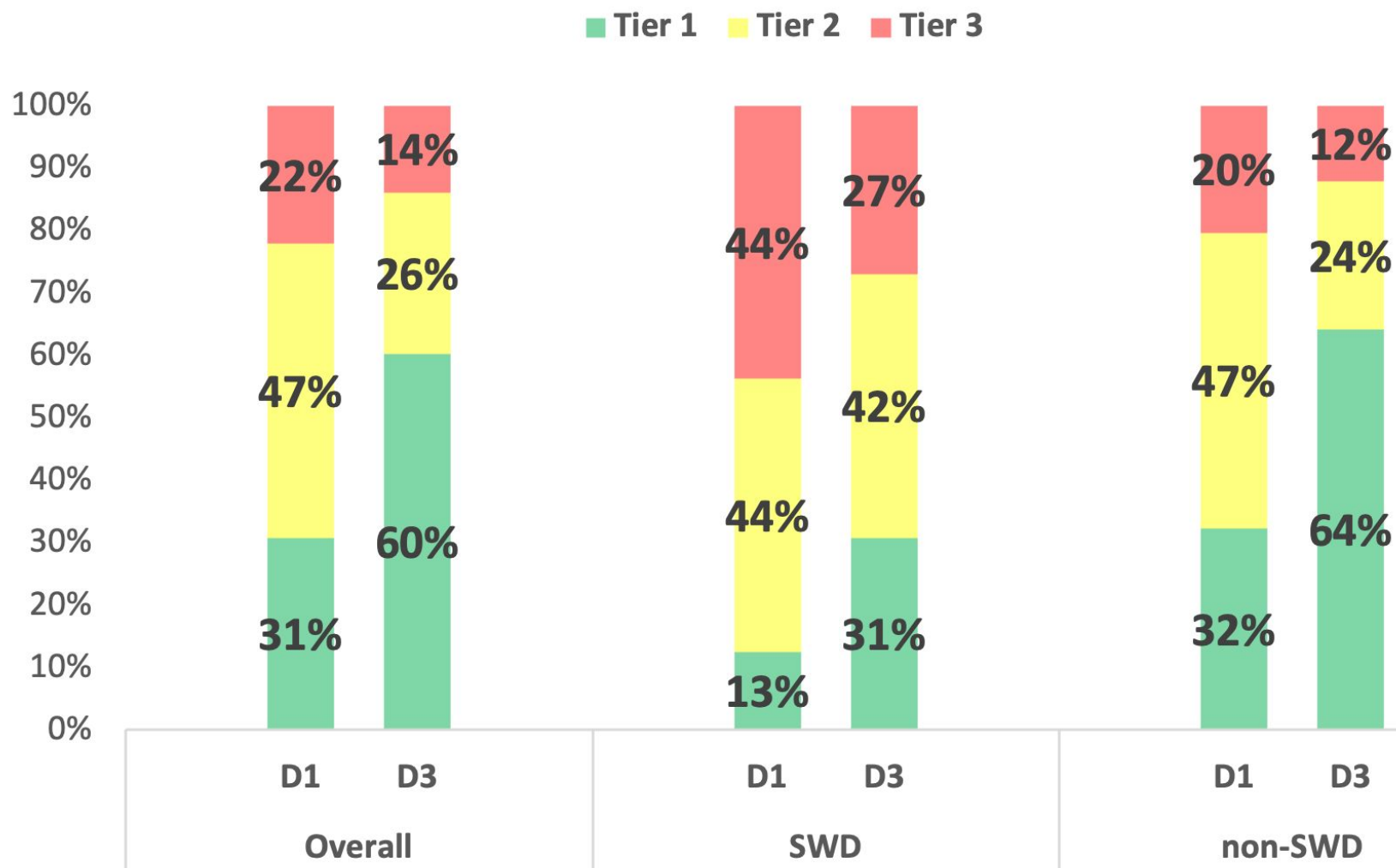


i-Ready Reading by SWD Status--Mistral (D1 to D3)

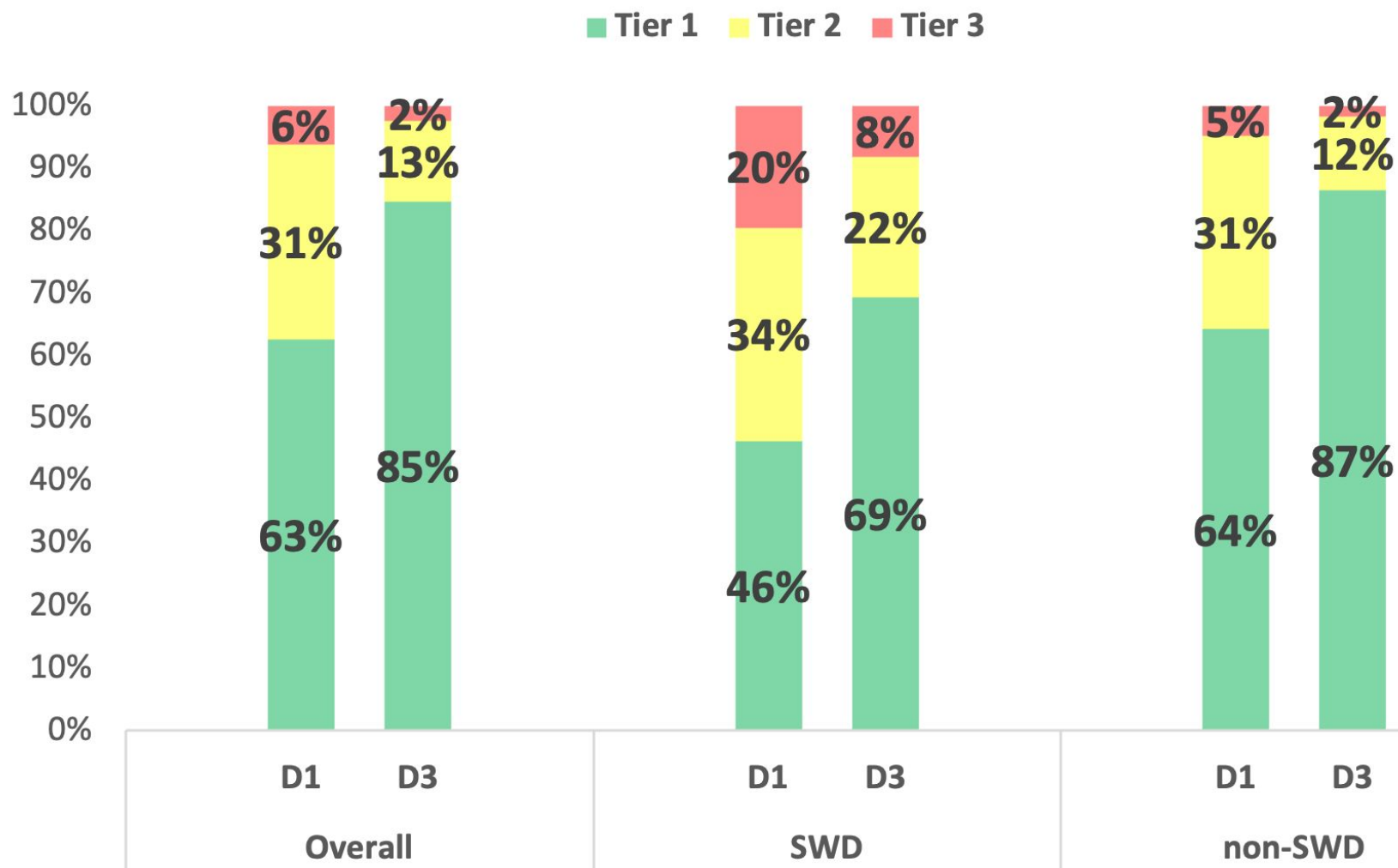
■ Tier 1 ■ Tier 2 ■ Tier 3



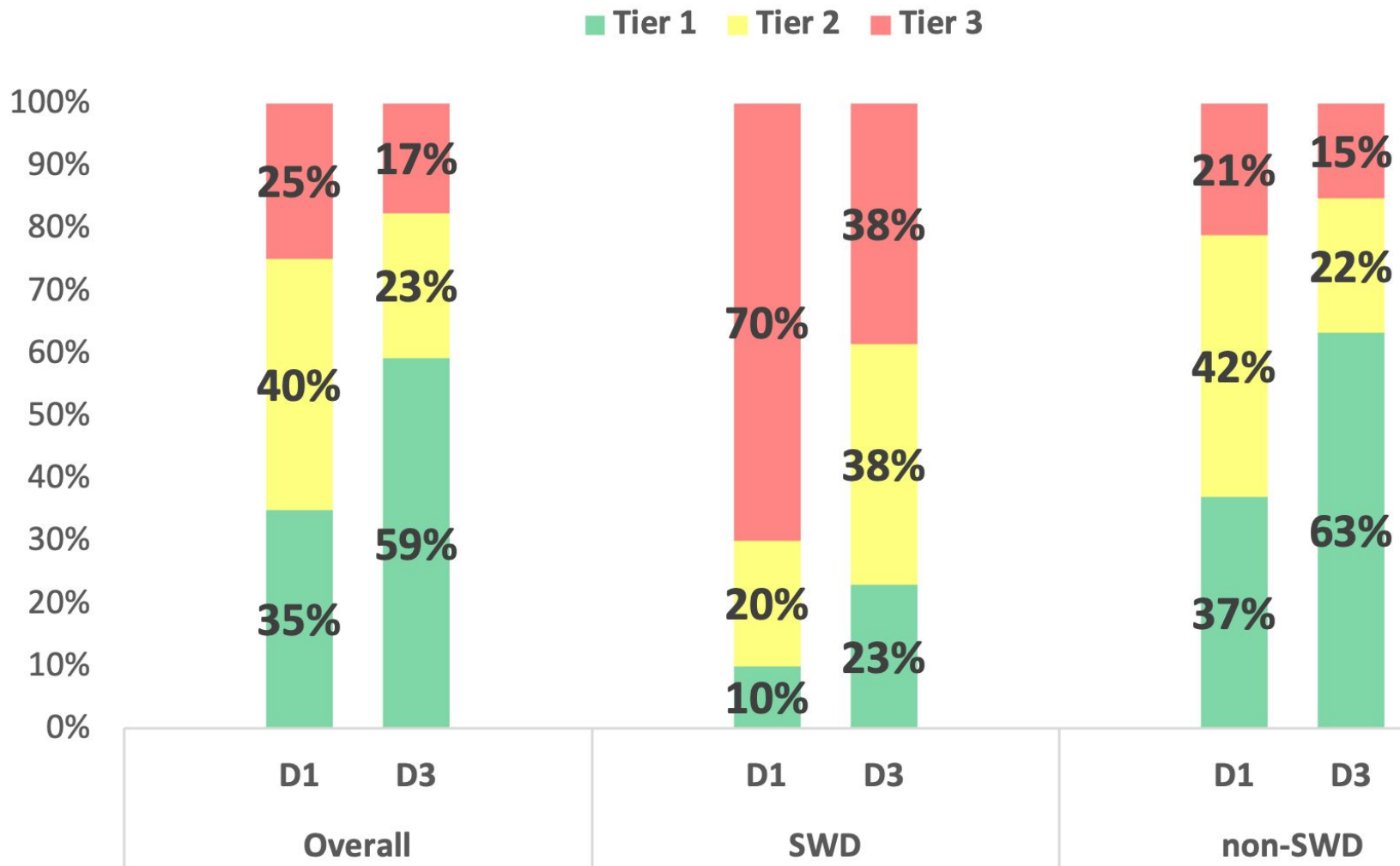
i-Ready Reading by SWD Status--Monta Loma (D1 to D3)



i-Ready Reading by SWD Status--Stevenson (D1 to D3)



i-Ready Reading by SWD Status--Theuerkauf (D1 to D3)



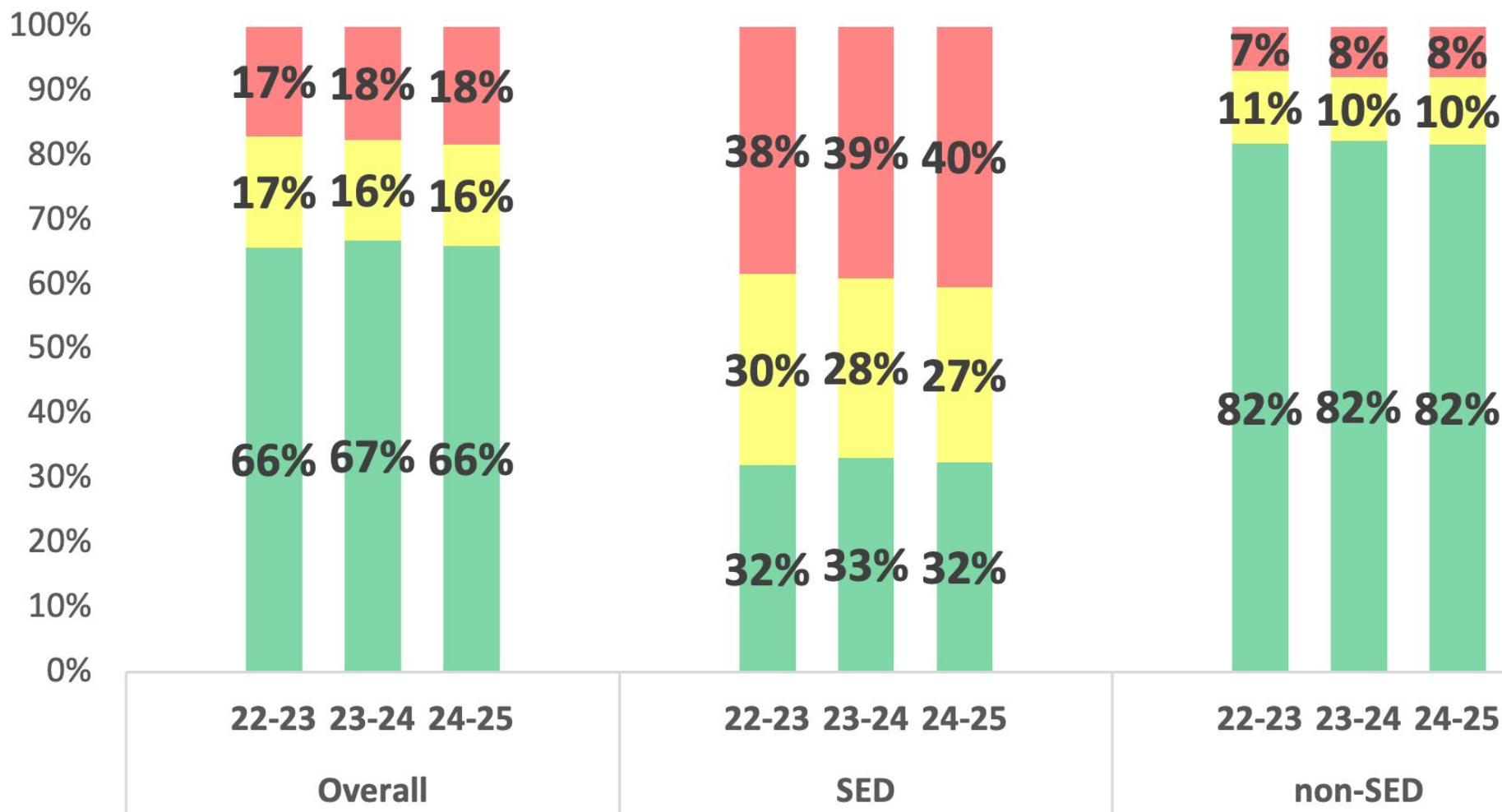
i-Ready Reading by SWD Status--Vargas (D1 to D3)

■ Tier 1 ■ Tier 2 ■ Tier 3

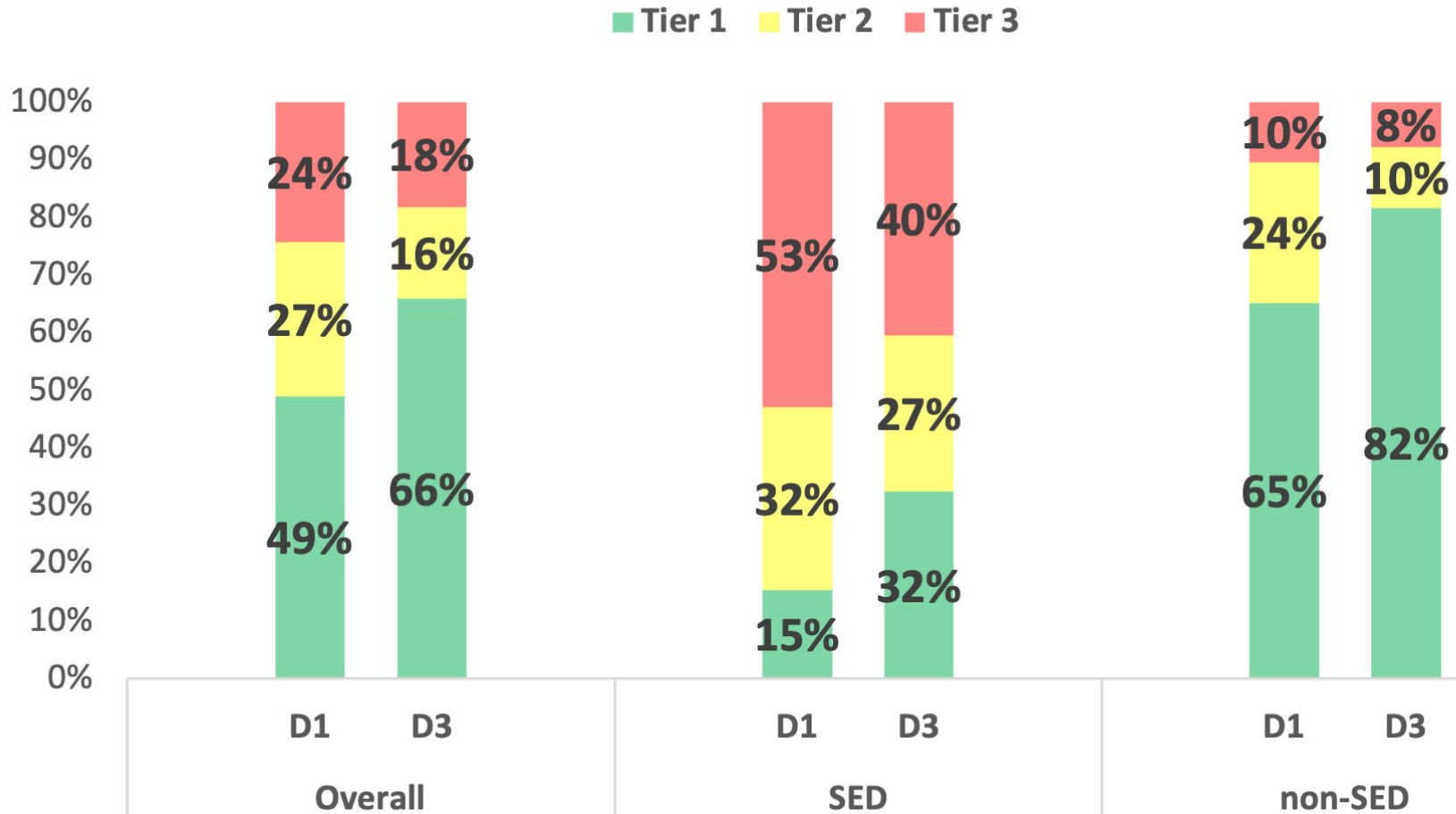


i-Ready Reading by Socioeconomic Status (Year to Year)

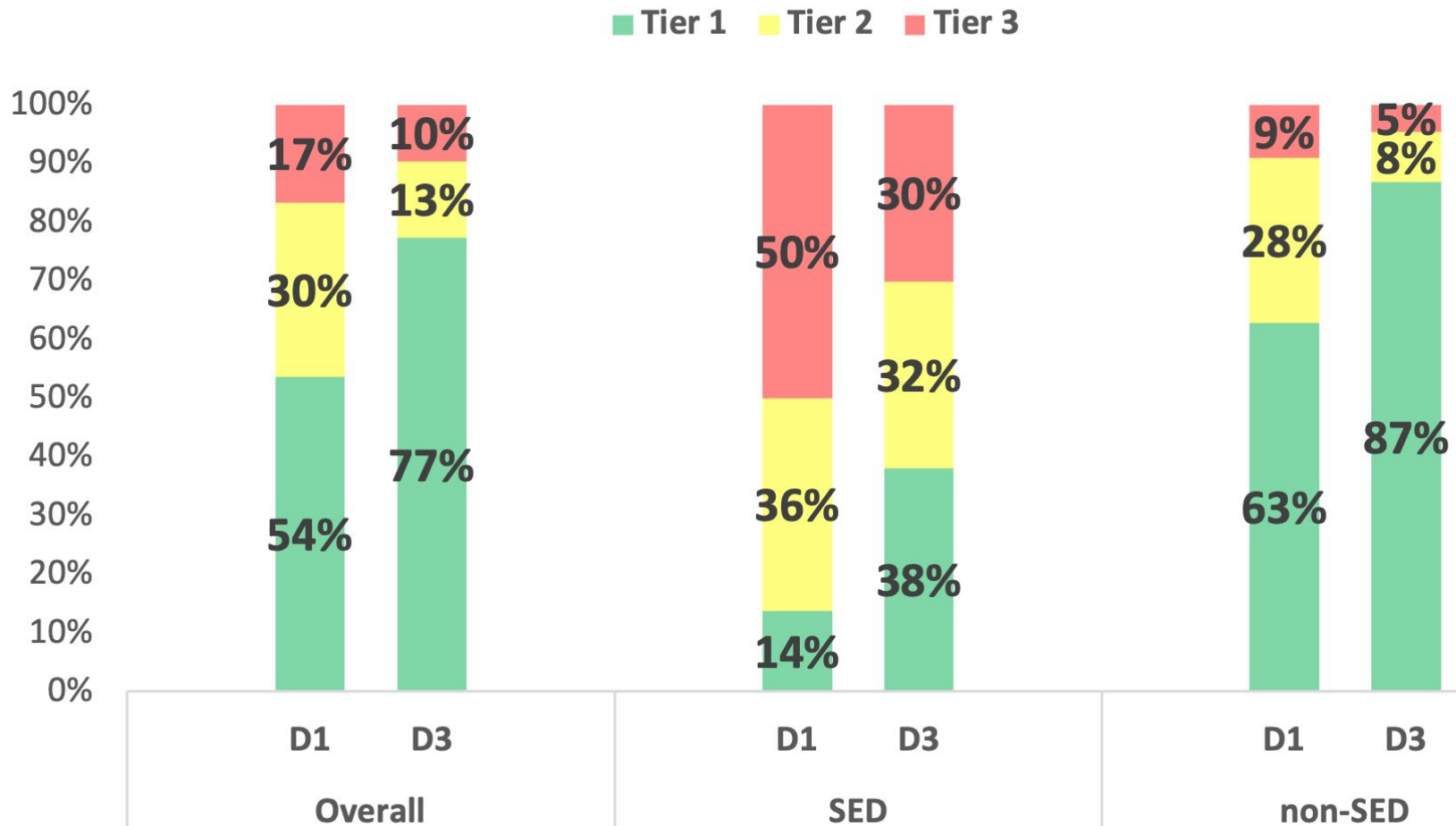
Tier 1 Tier 2 Tier 3



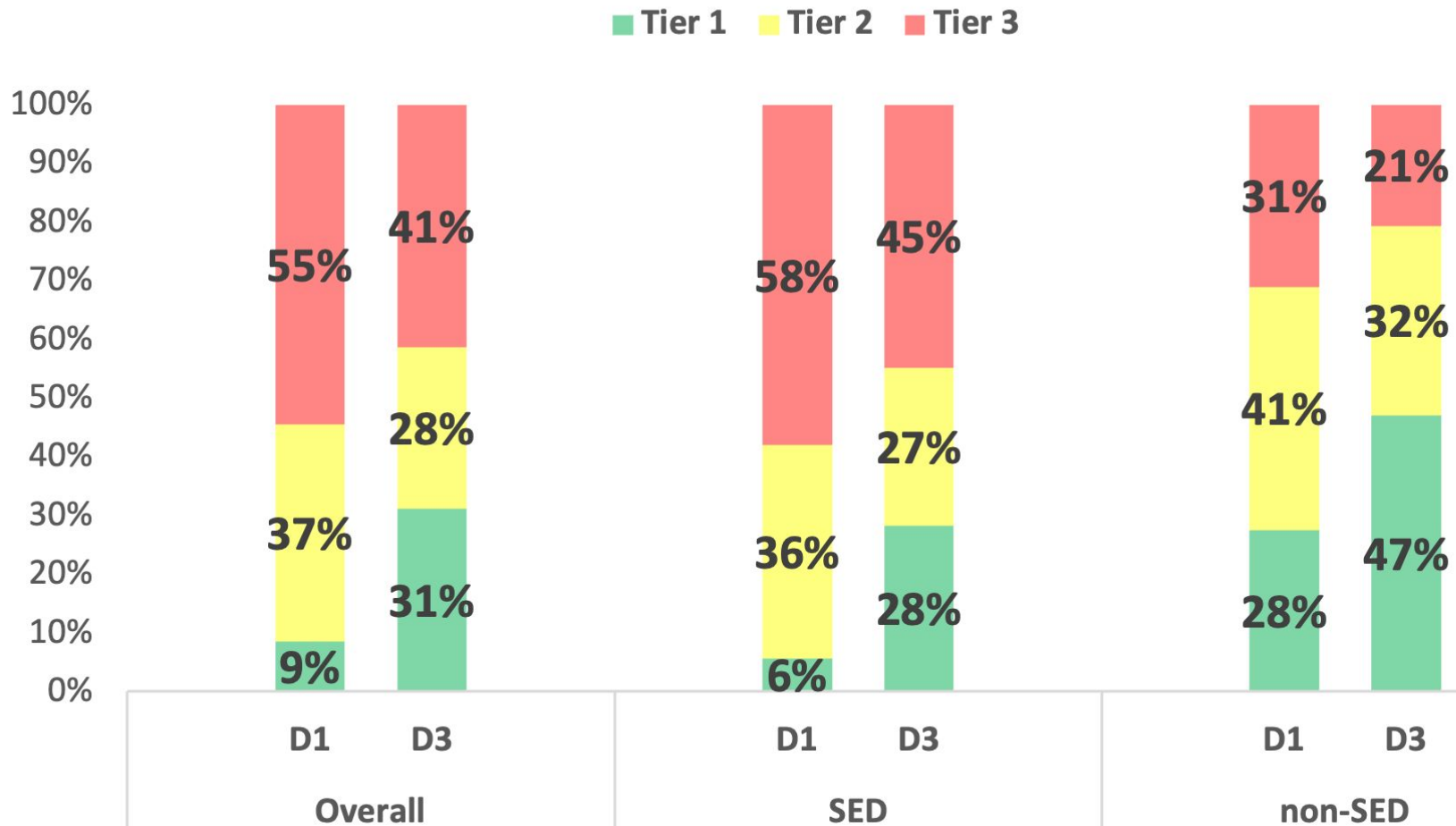
i-Ready Reading by Socioeconomic Status (D1 to D3)



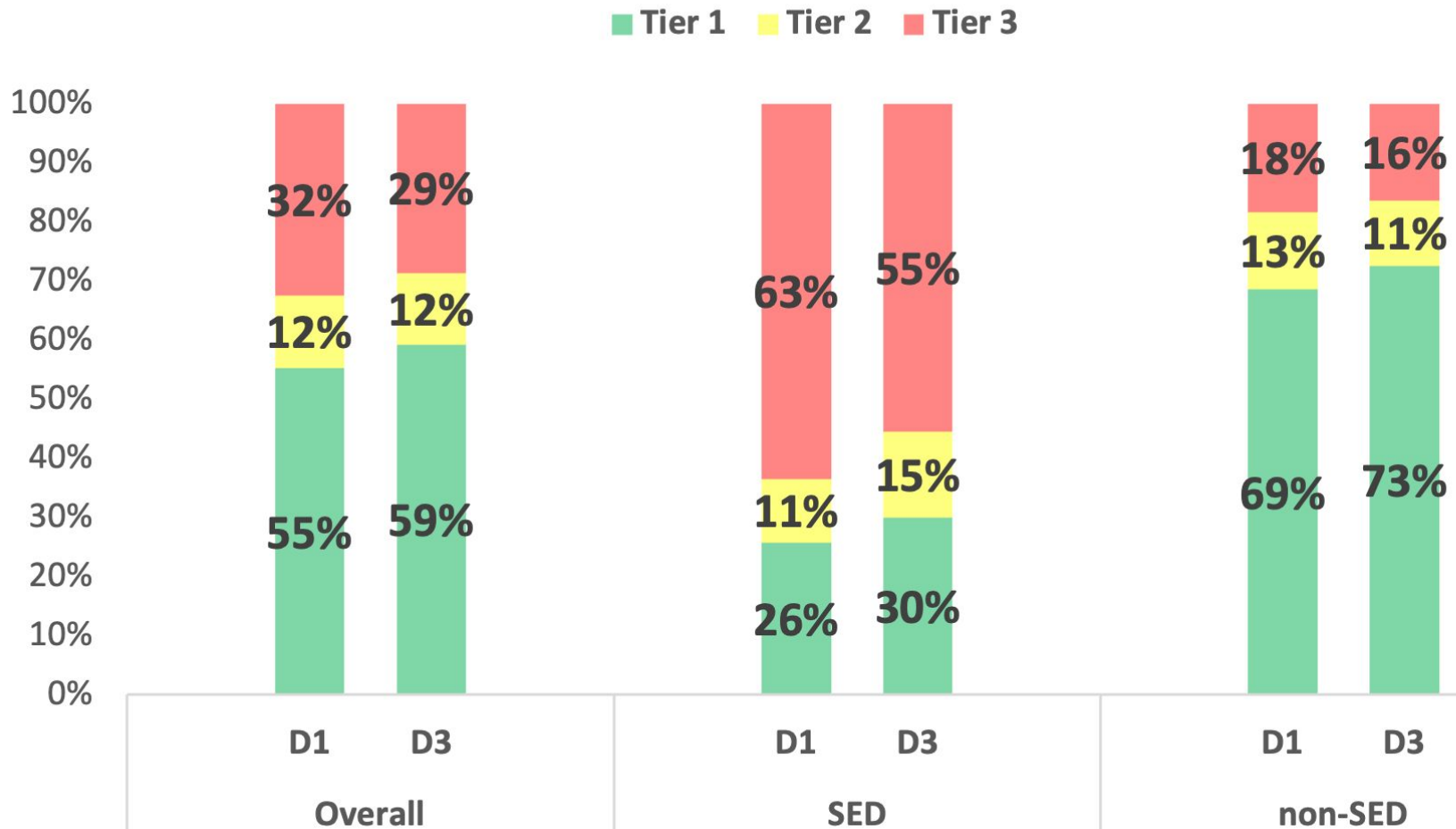
i-Ready Reading by Socioeconomic Status--Bubb (D1 to D3)



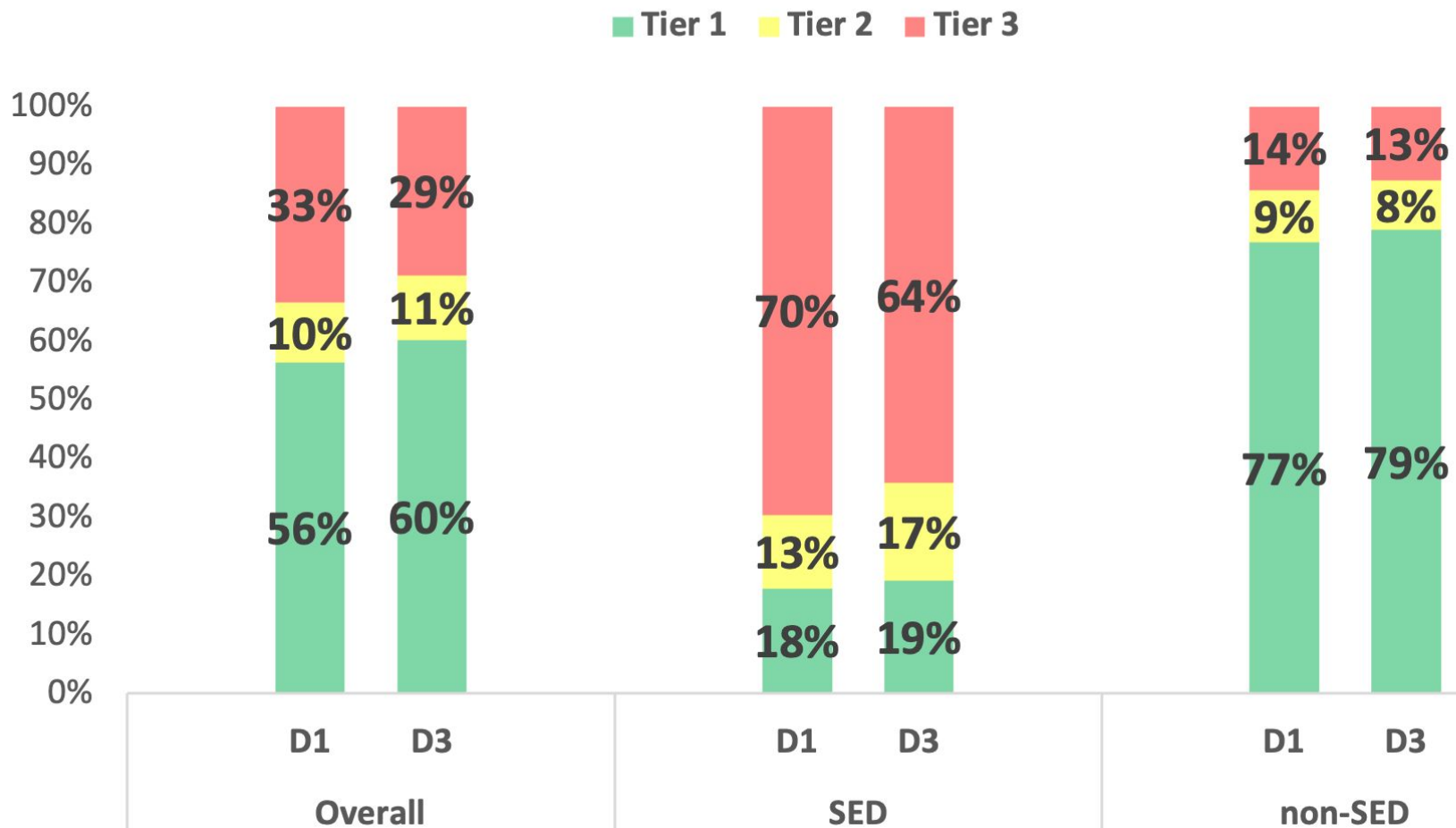
i-Ready Reading by Socioeconomic Status--Castro (D1 to D3)



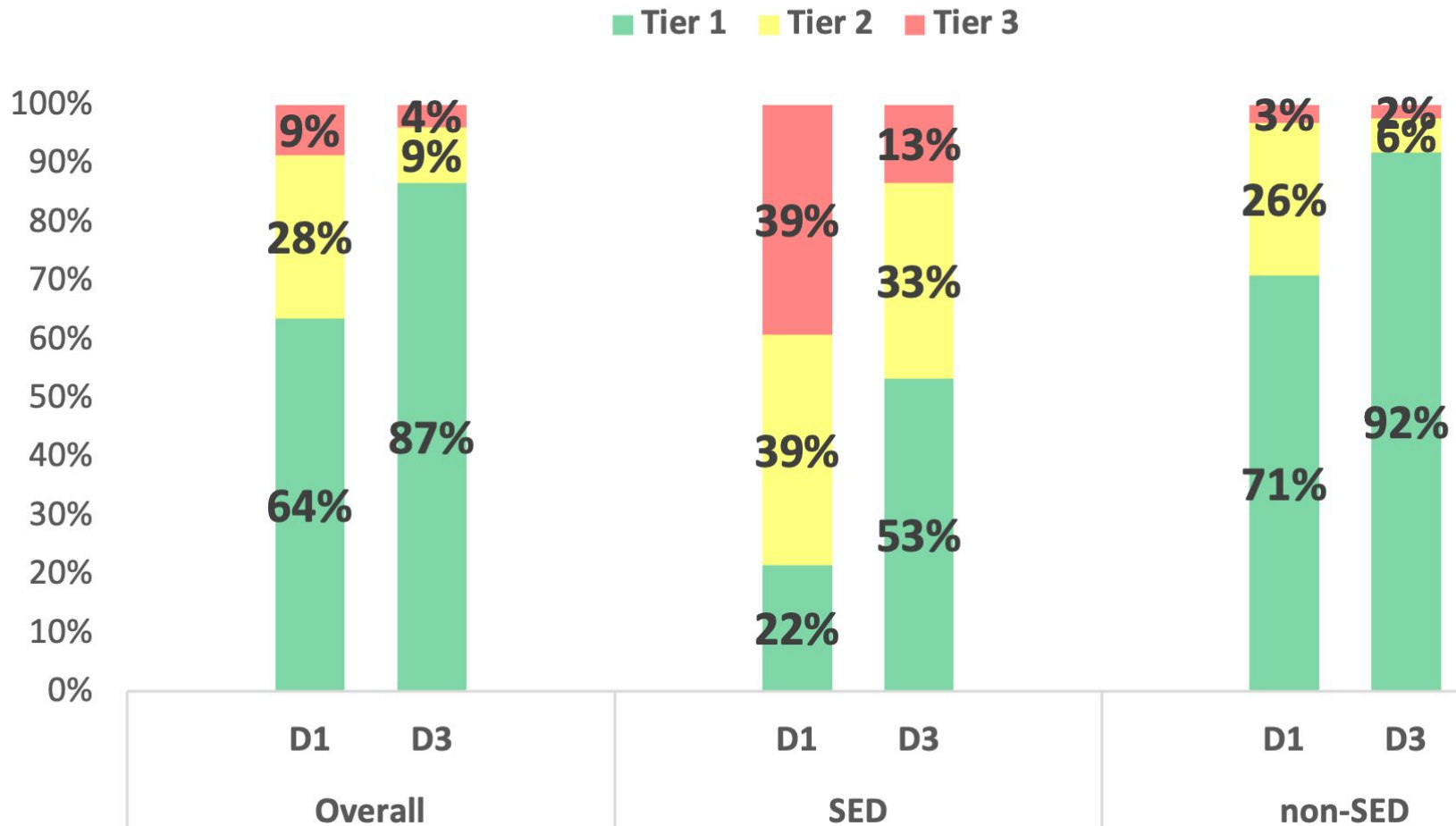
i-Ready Reading by Socioeconomic Status--Crittenden (D1 to D3)



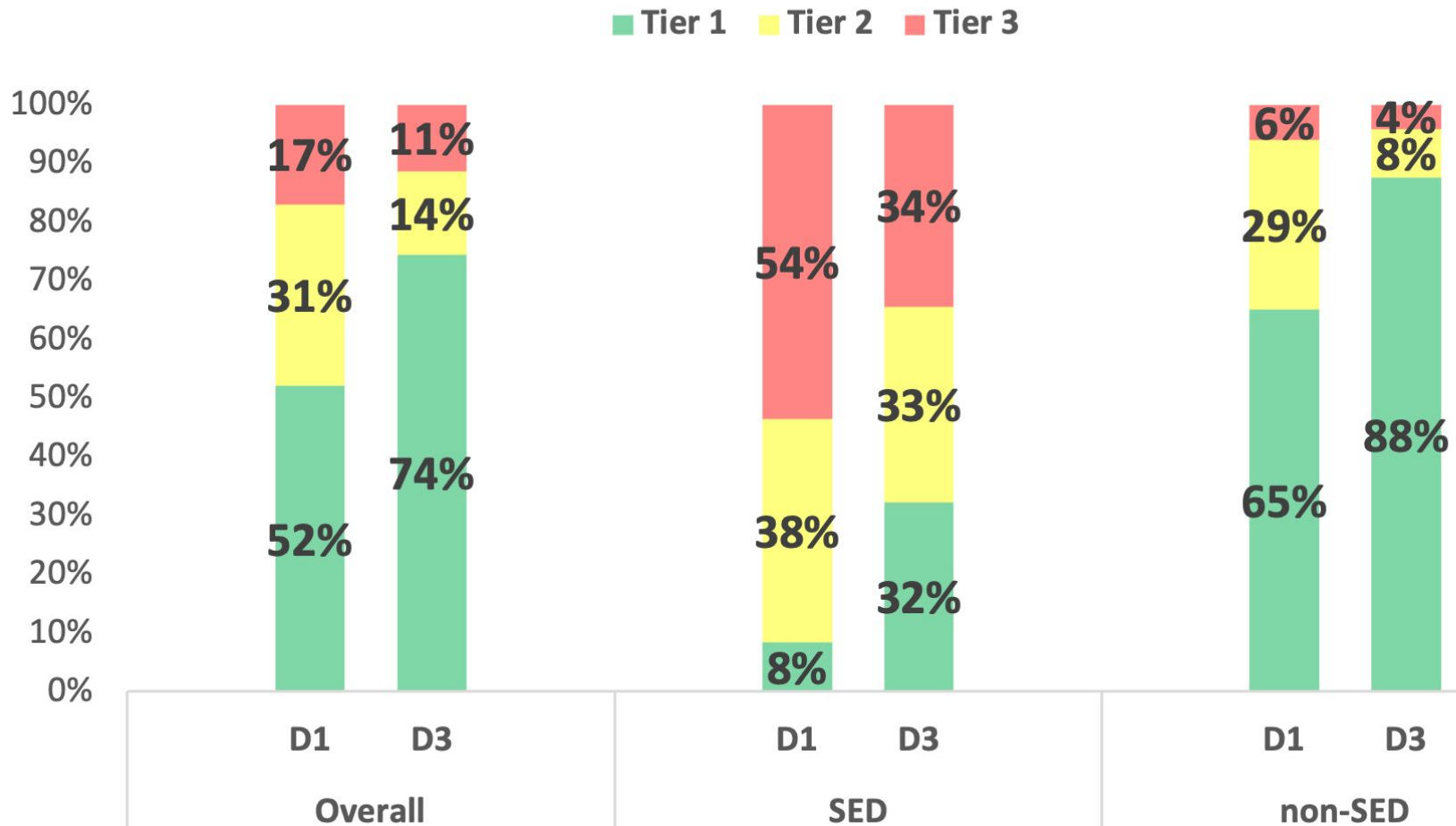
i-Ready Reading by Socioeconomic Status--Graham (D1 to D3)



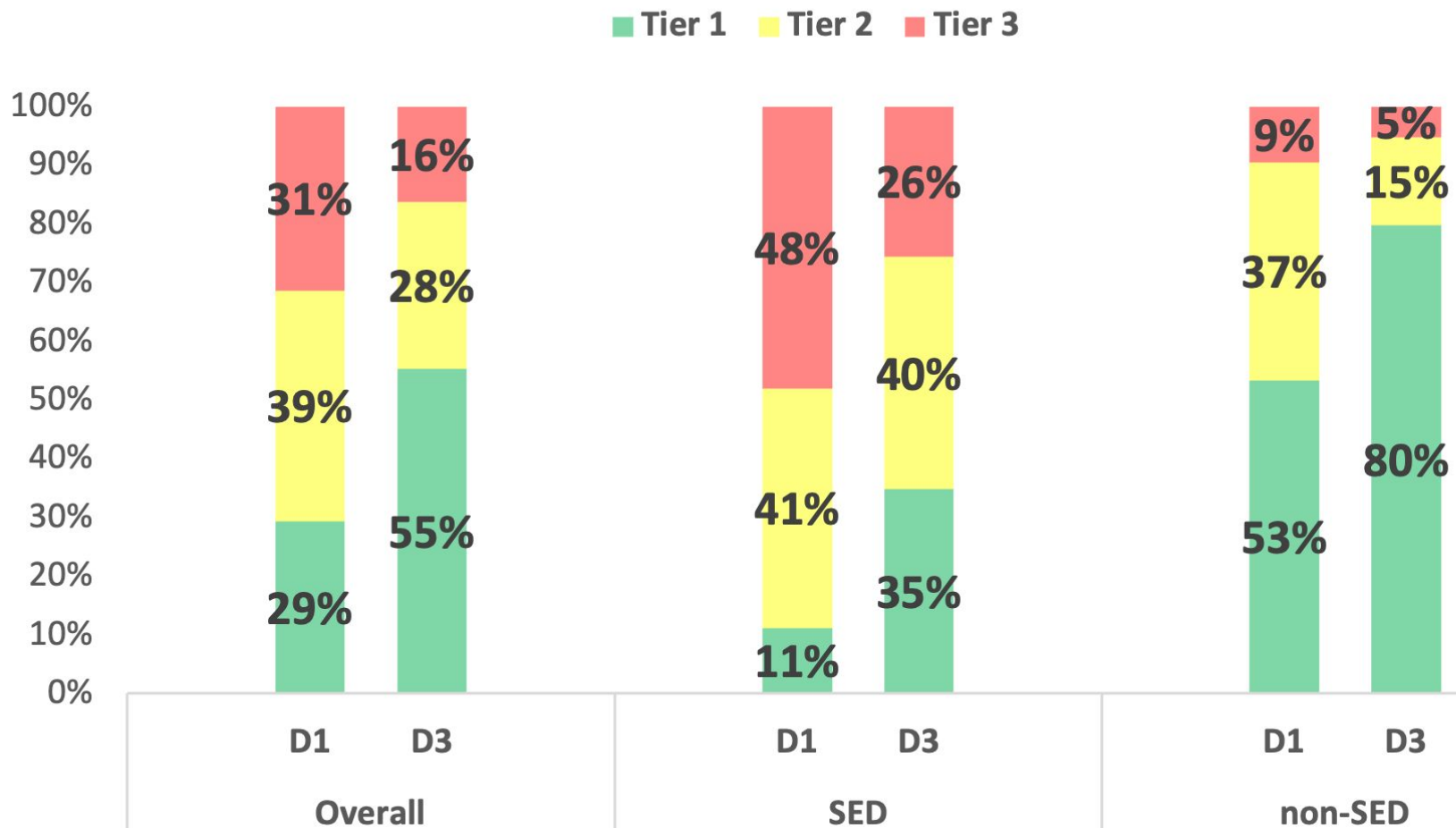
i-Ready Reading by Socioeconomic Status--Imai (D1 to D3)



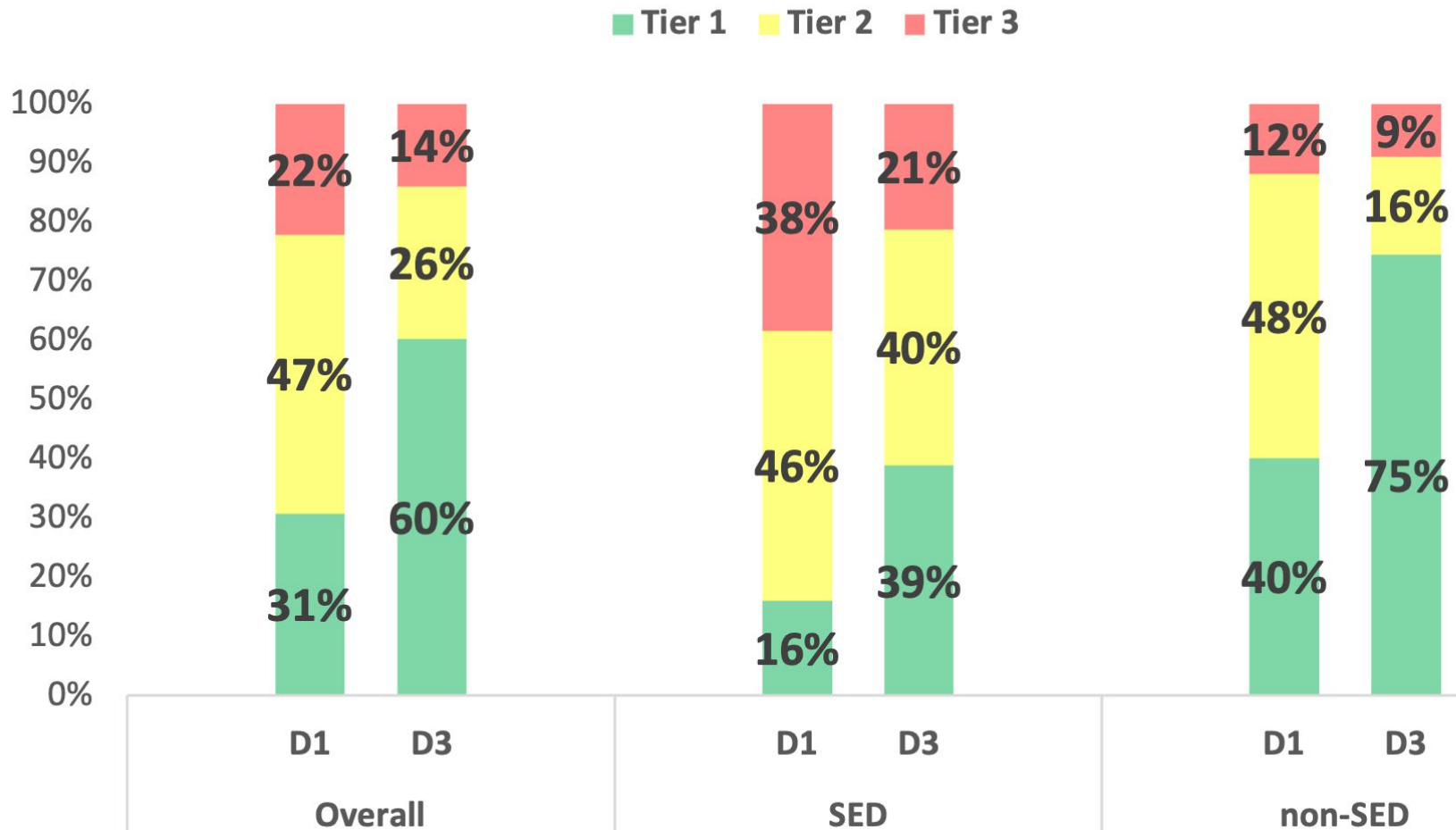
i-Ready Reading by Socioeconomic Status--Landels (D1 to D3)



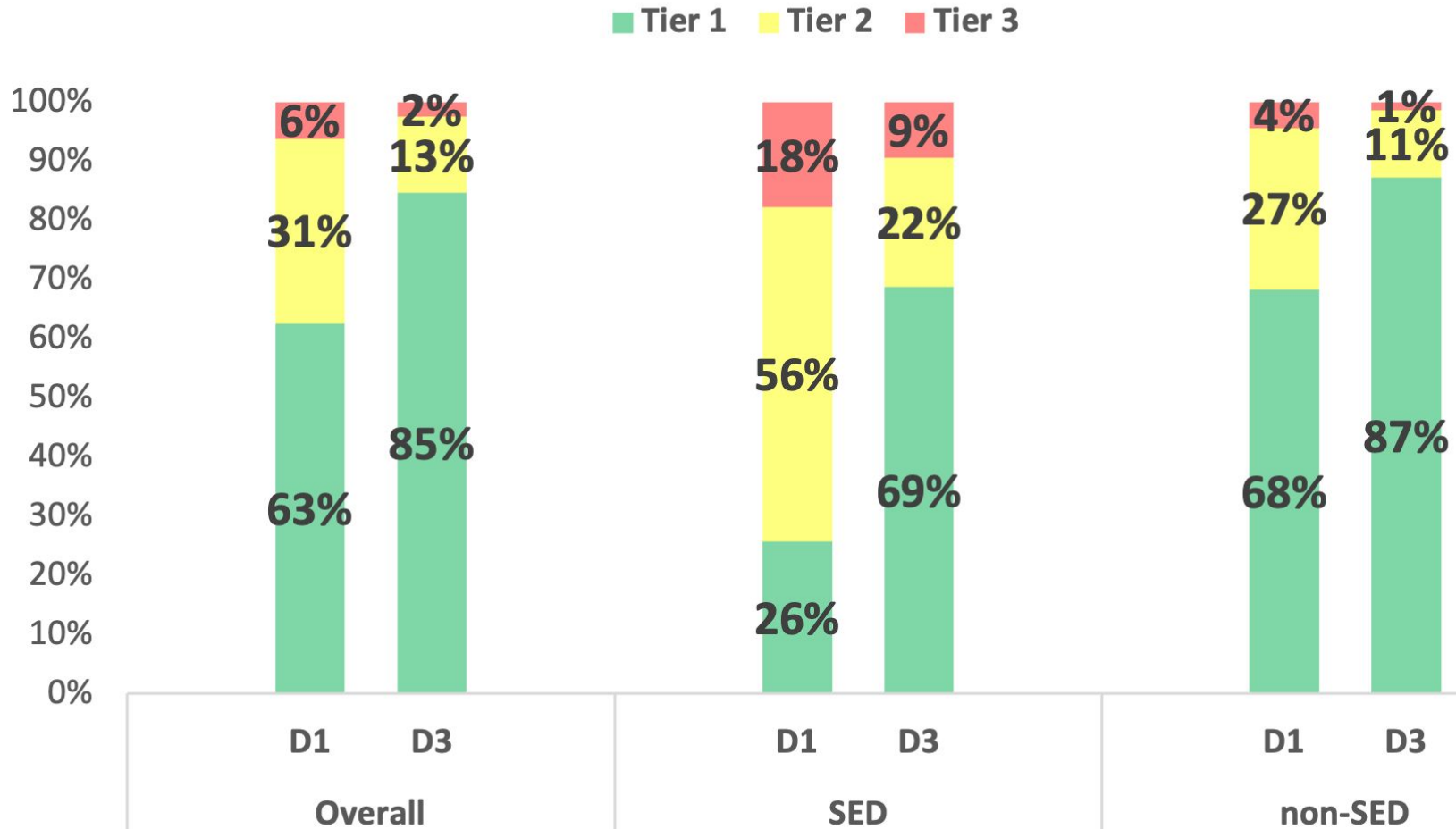
i-Ready Reading by Socioeconomic Status--Mistral (D1 to D3)



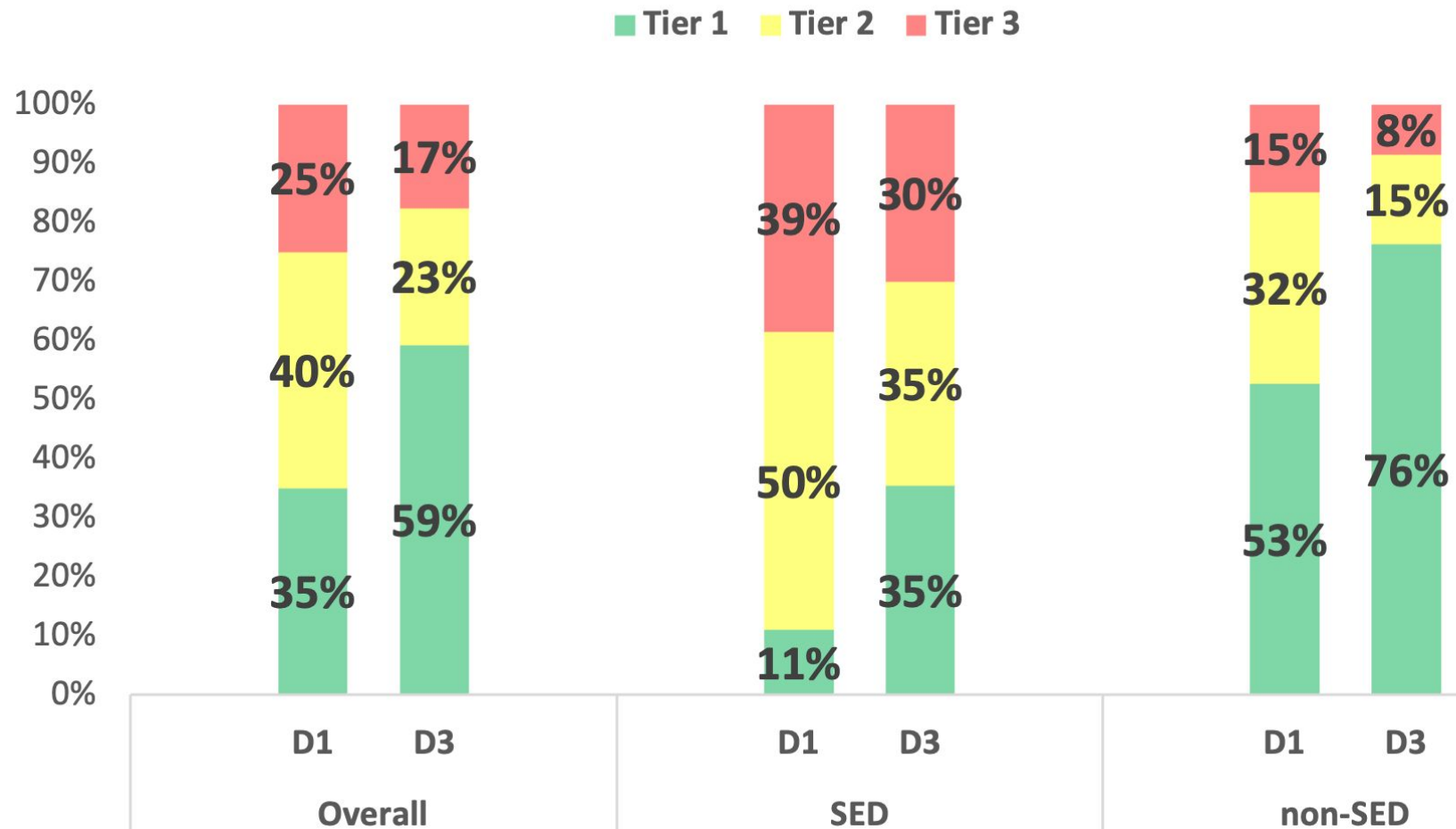
i-Ready Reading by Socioeconomic Status--Monta Loma (D1 to D3)



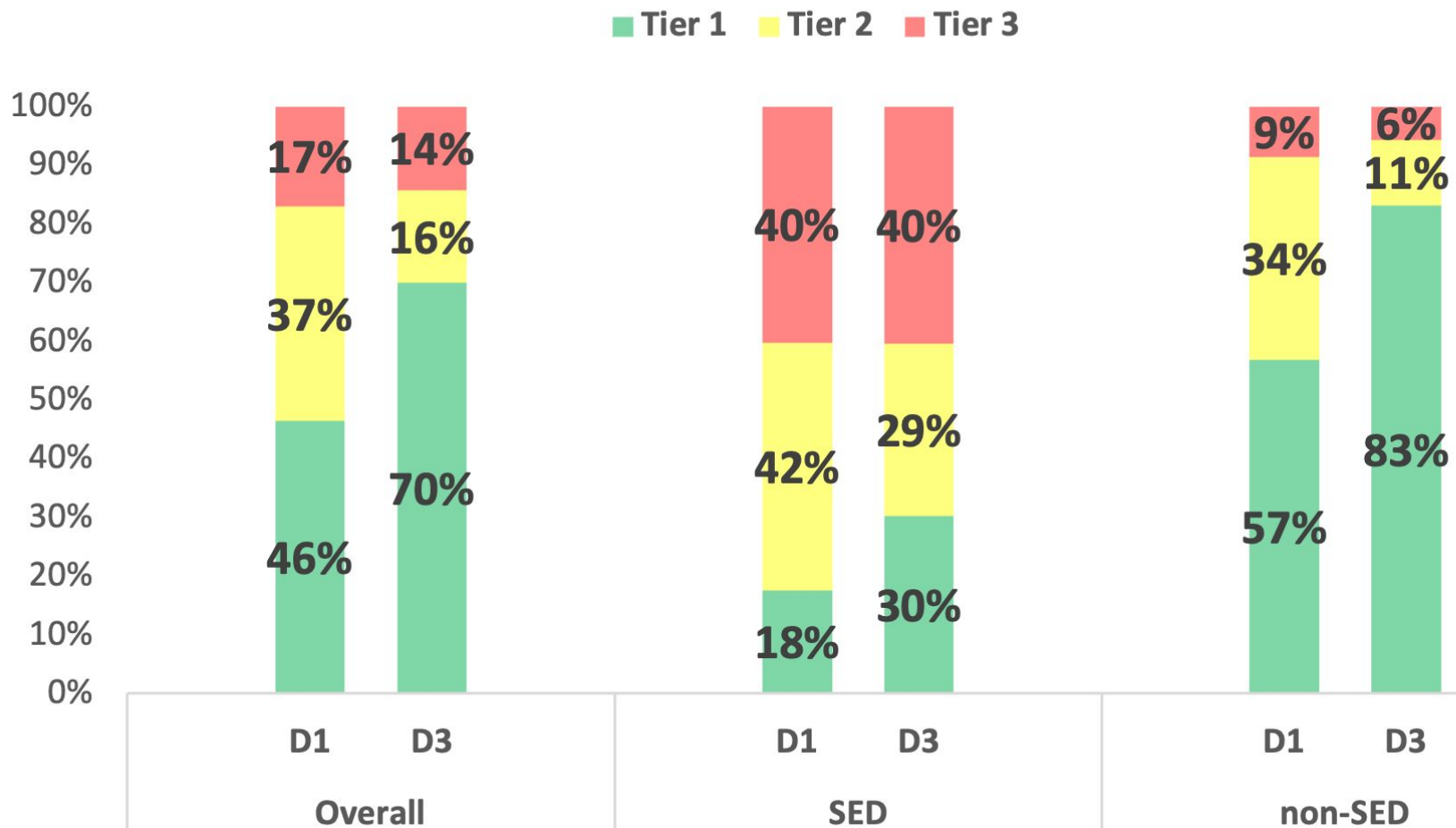
i-Ready Reading by Socioeconomic Status--Stevenson (D1 to D3)



i-Ready Reading by Socioeconomic Status--Theuerkauf (D1 to D3)

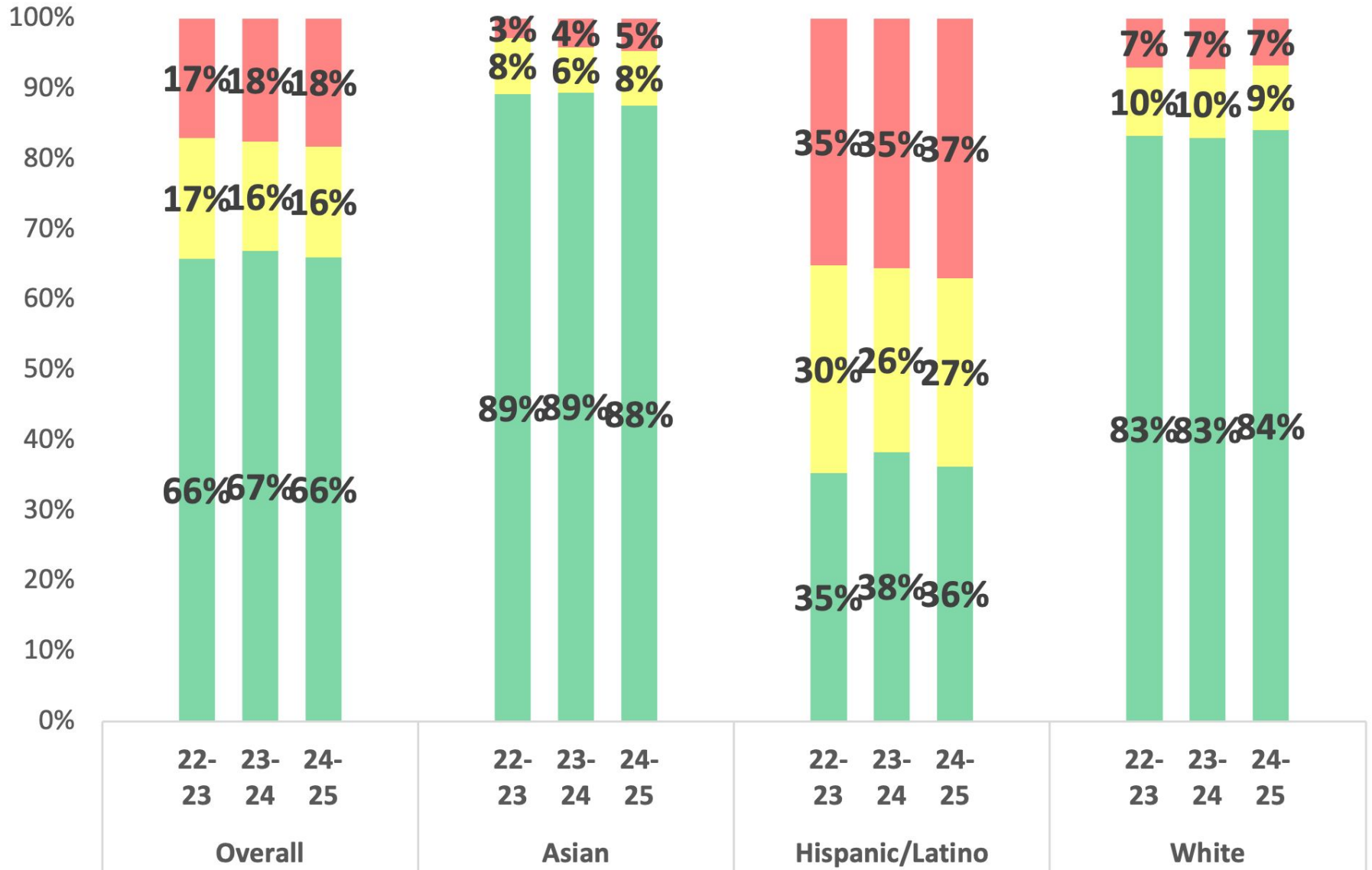


i-Ready Reading by Socioeconomic Status--Vargas (D1 to D3)



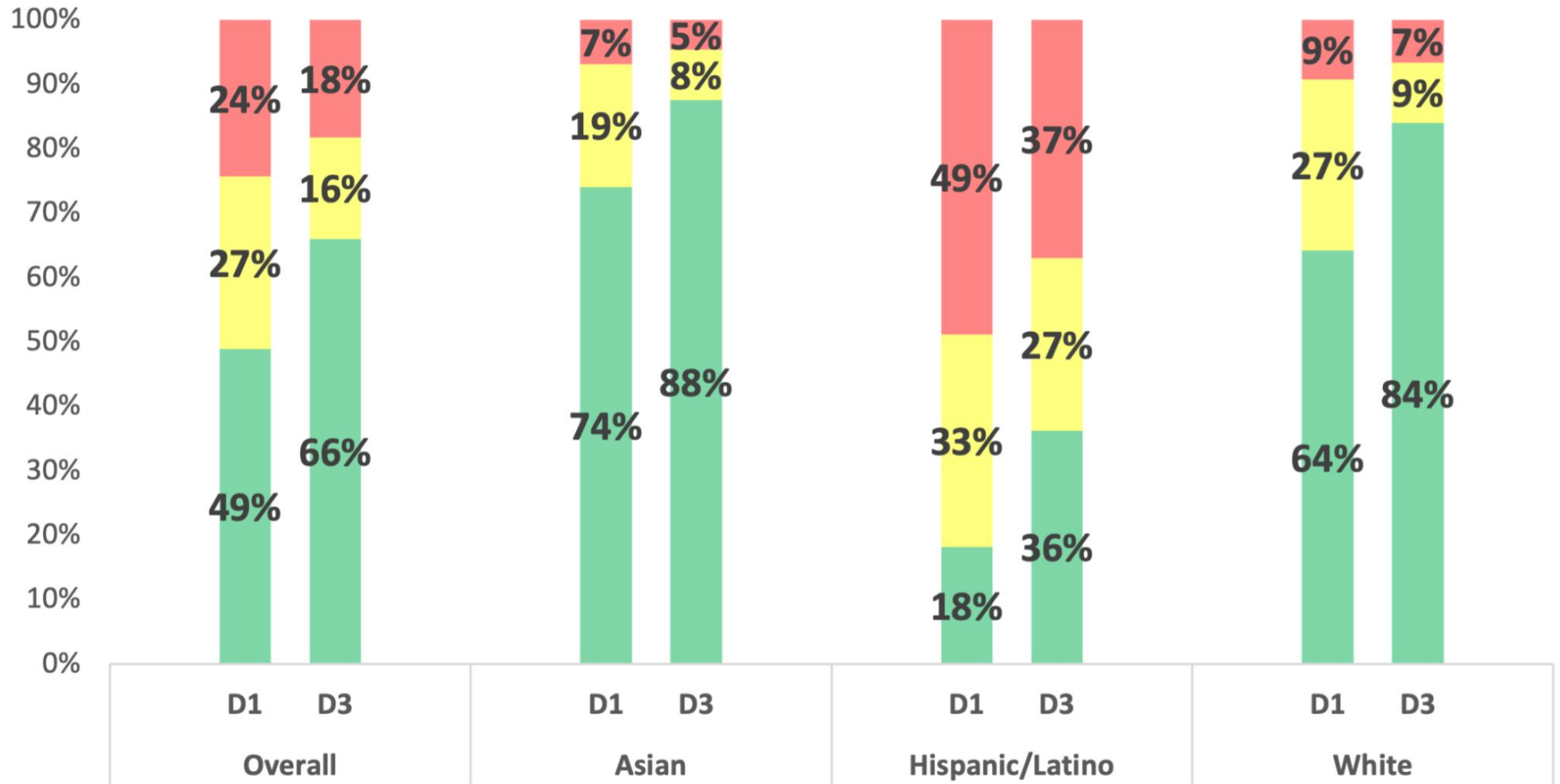
i-Ready Reading by Site (Year to Year)

Tier 1 Tier 2 Tier 3



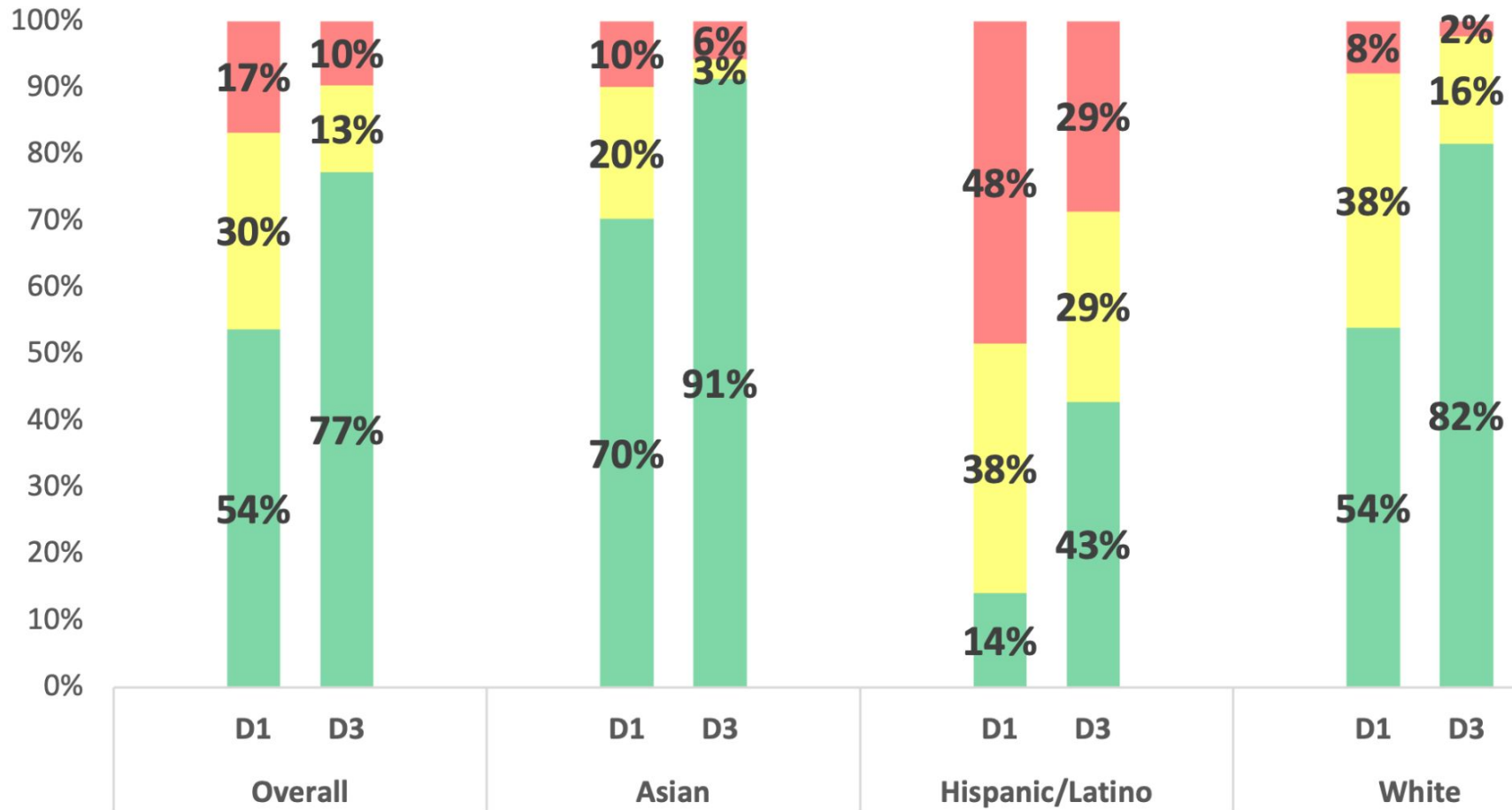
i-Ready Reading by Ethnicity (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



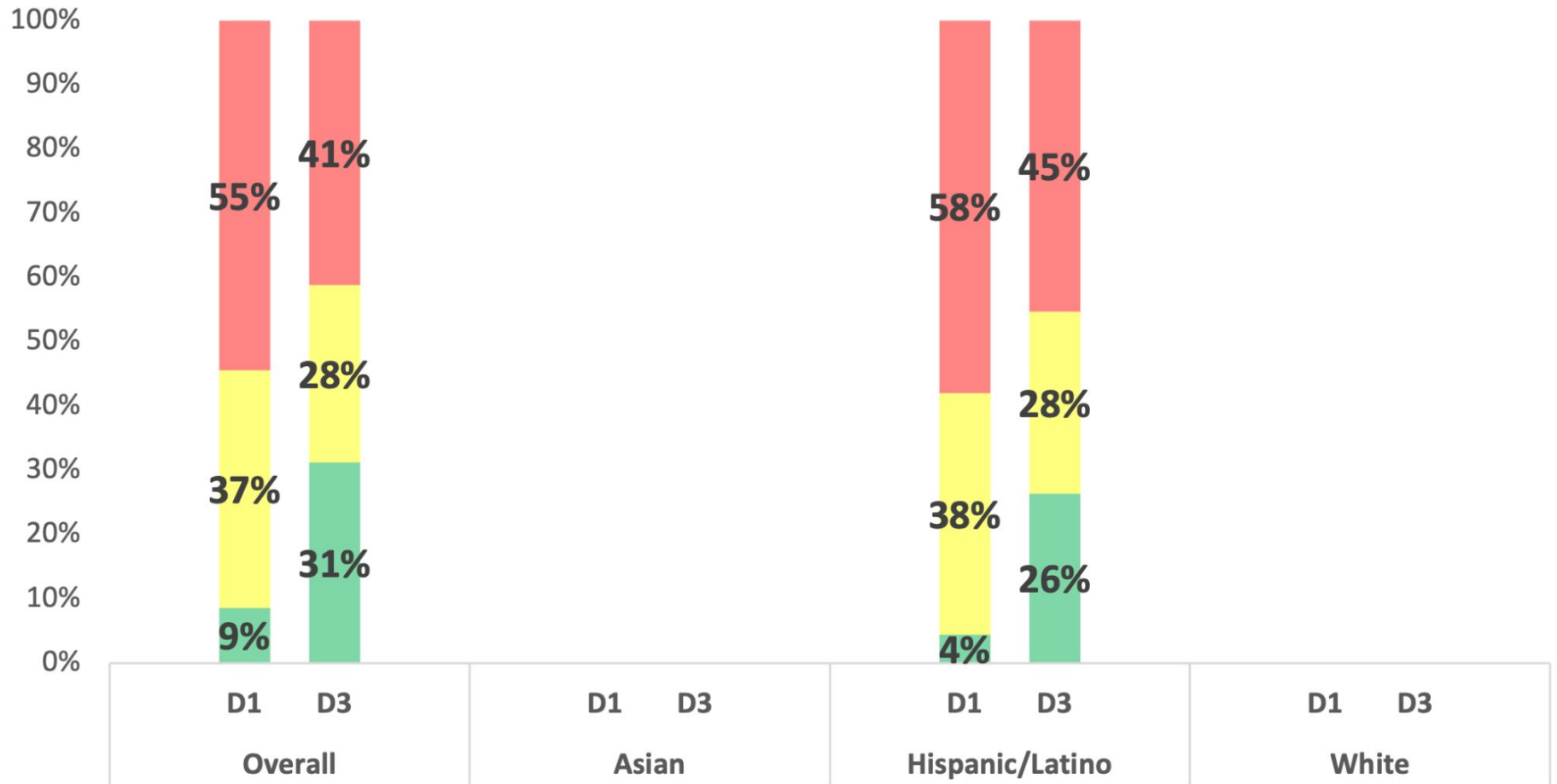
i-Ready Reading by Ethnicity--Bubb (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



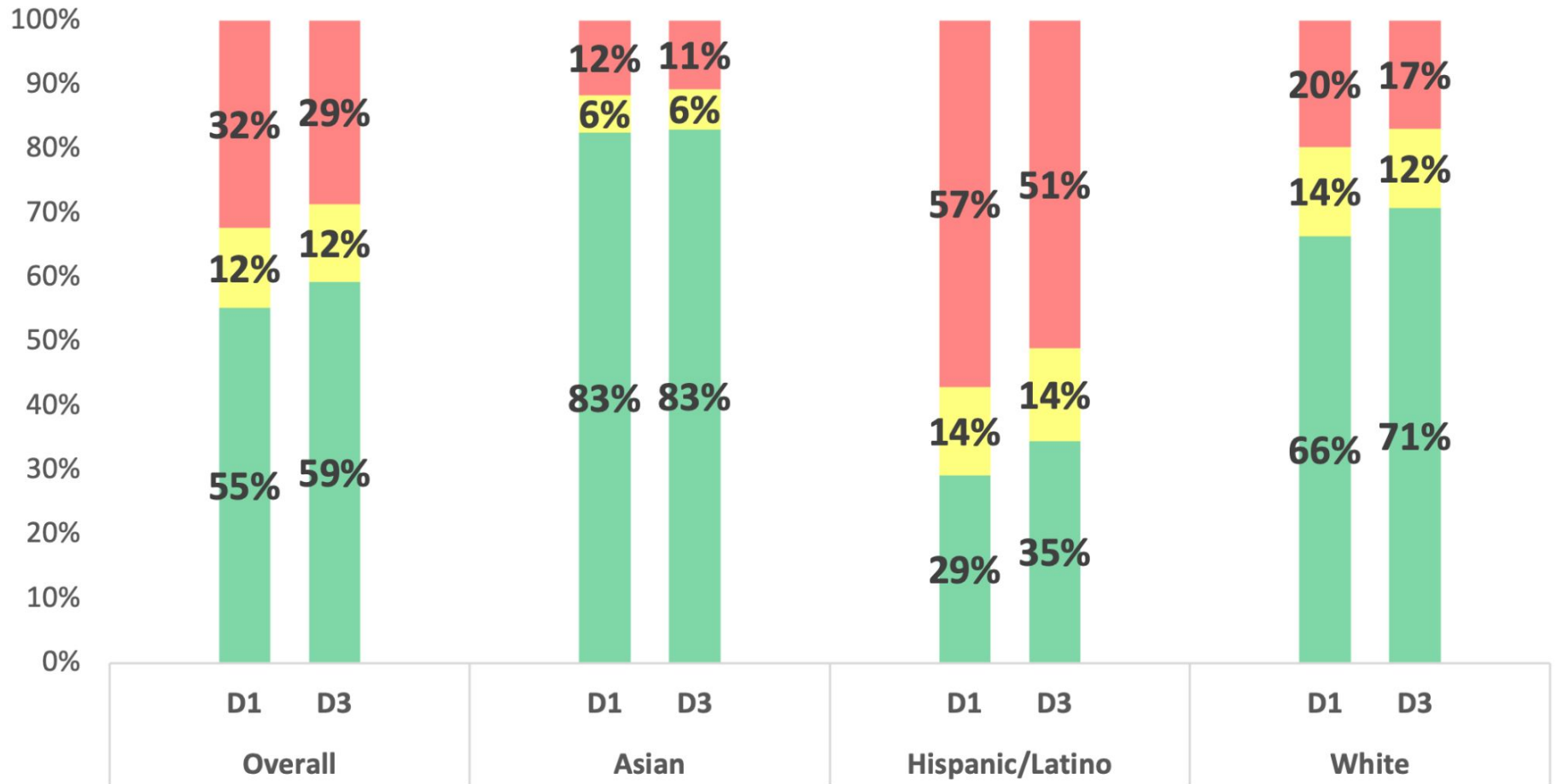
i-Ready Reading by Ethnicity--Castro (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



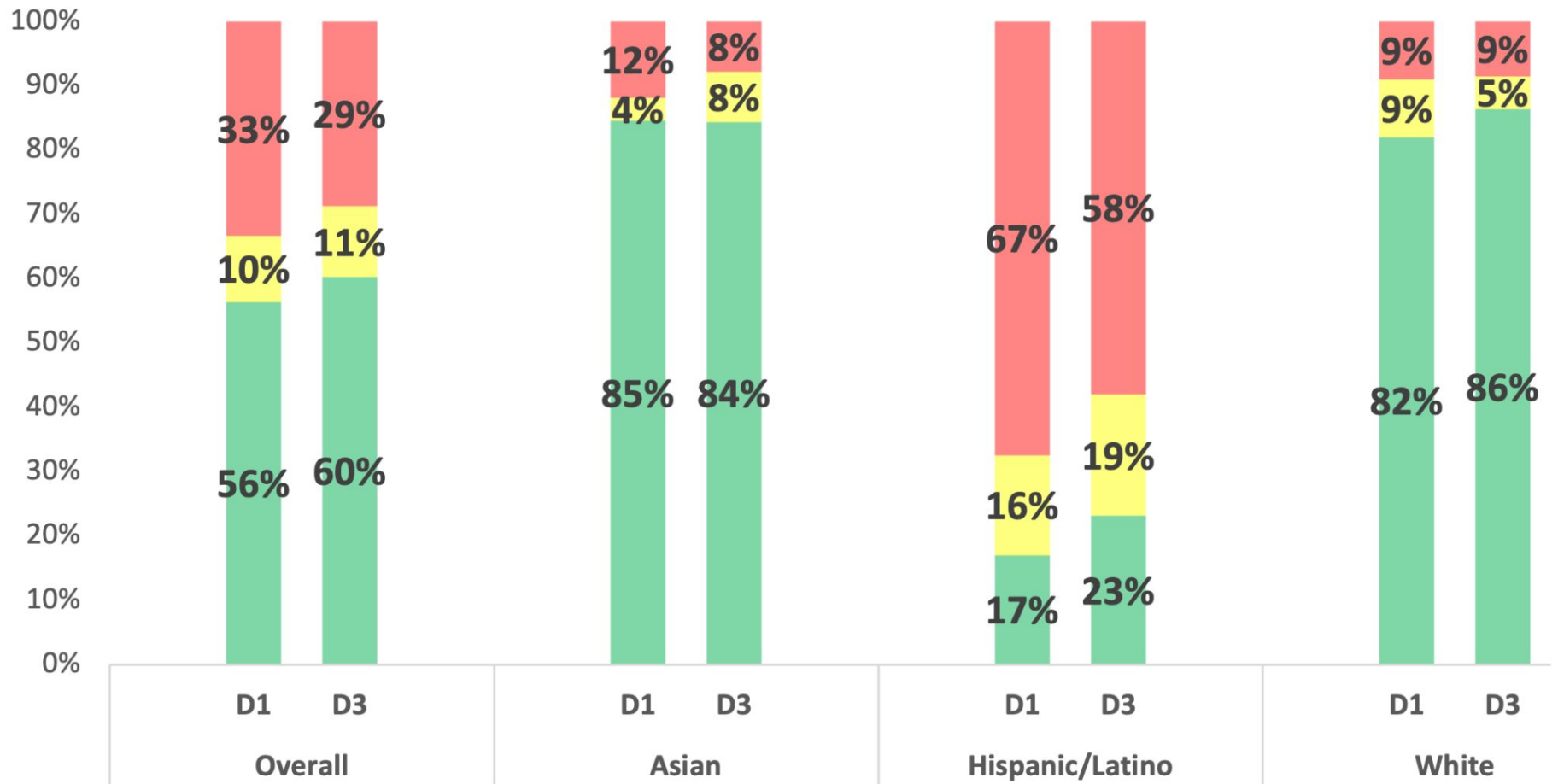
i-Ready Reading by Ethnicity--Crittenden (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



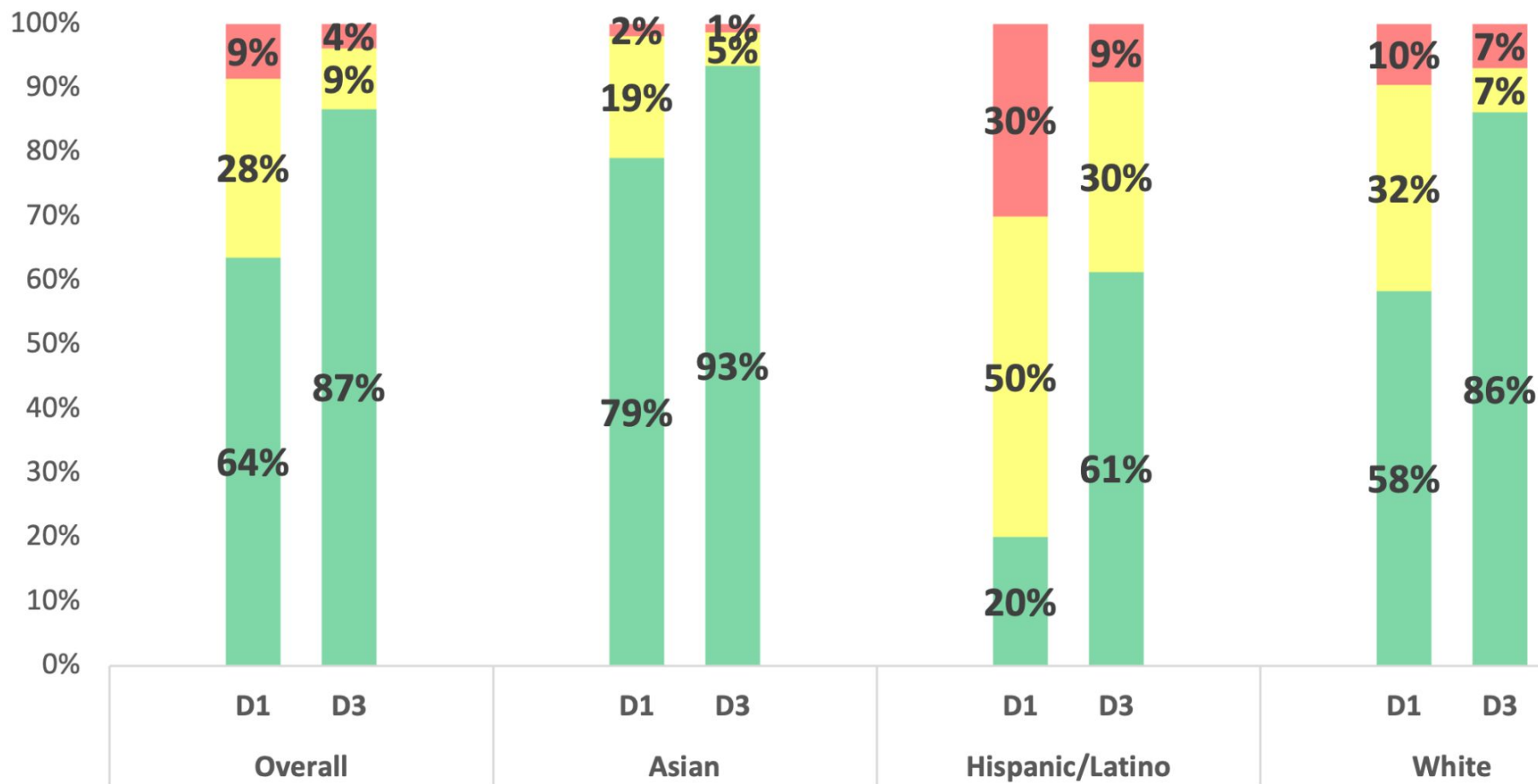
i-Ready Reading by Ethnicity--Graham (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



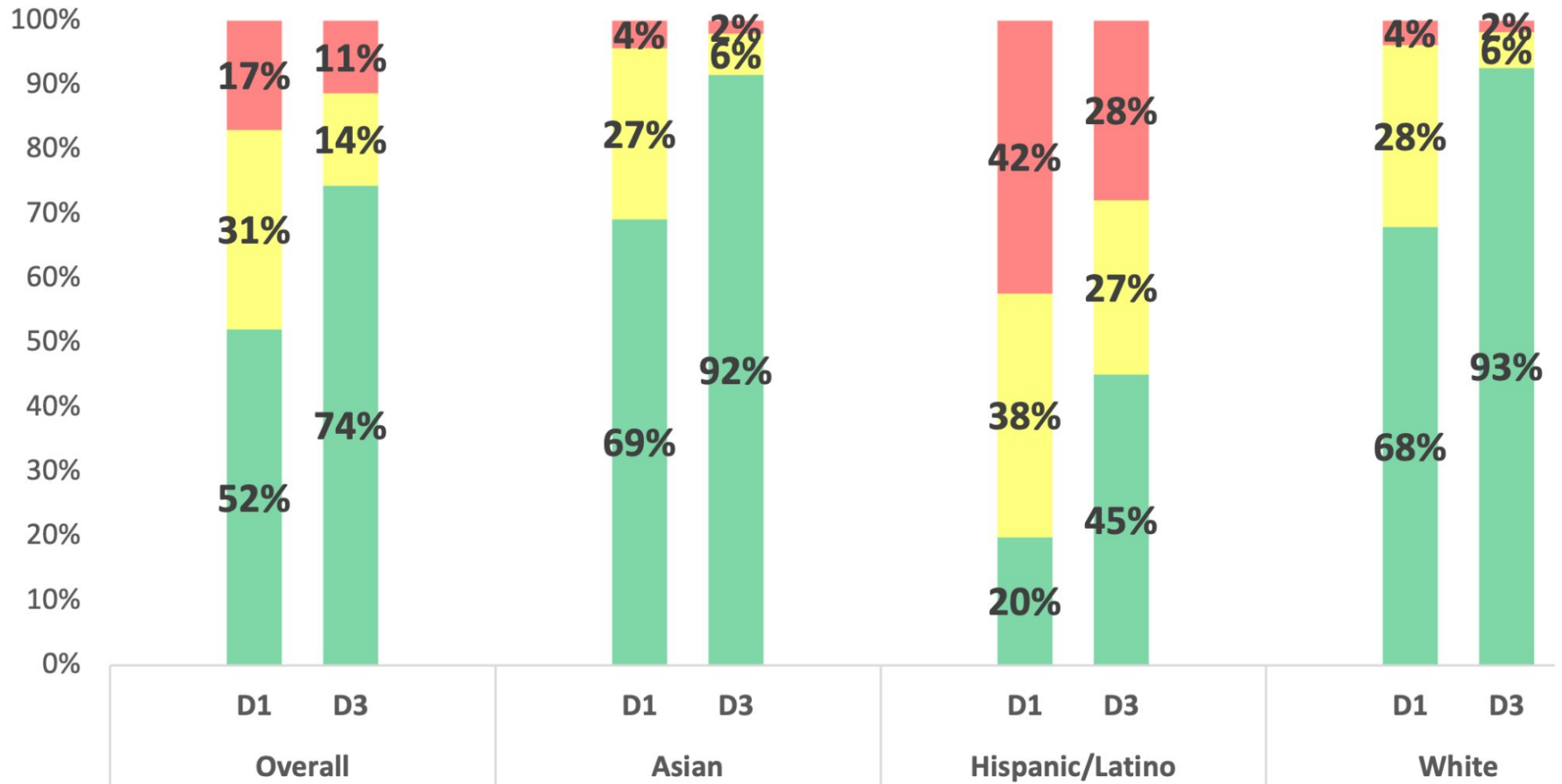
i-Ready Reading by Ethnicity--Imai (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



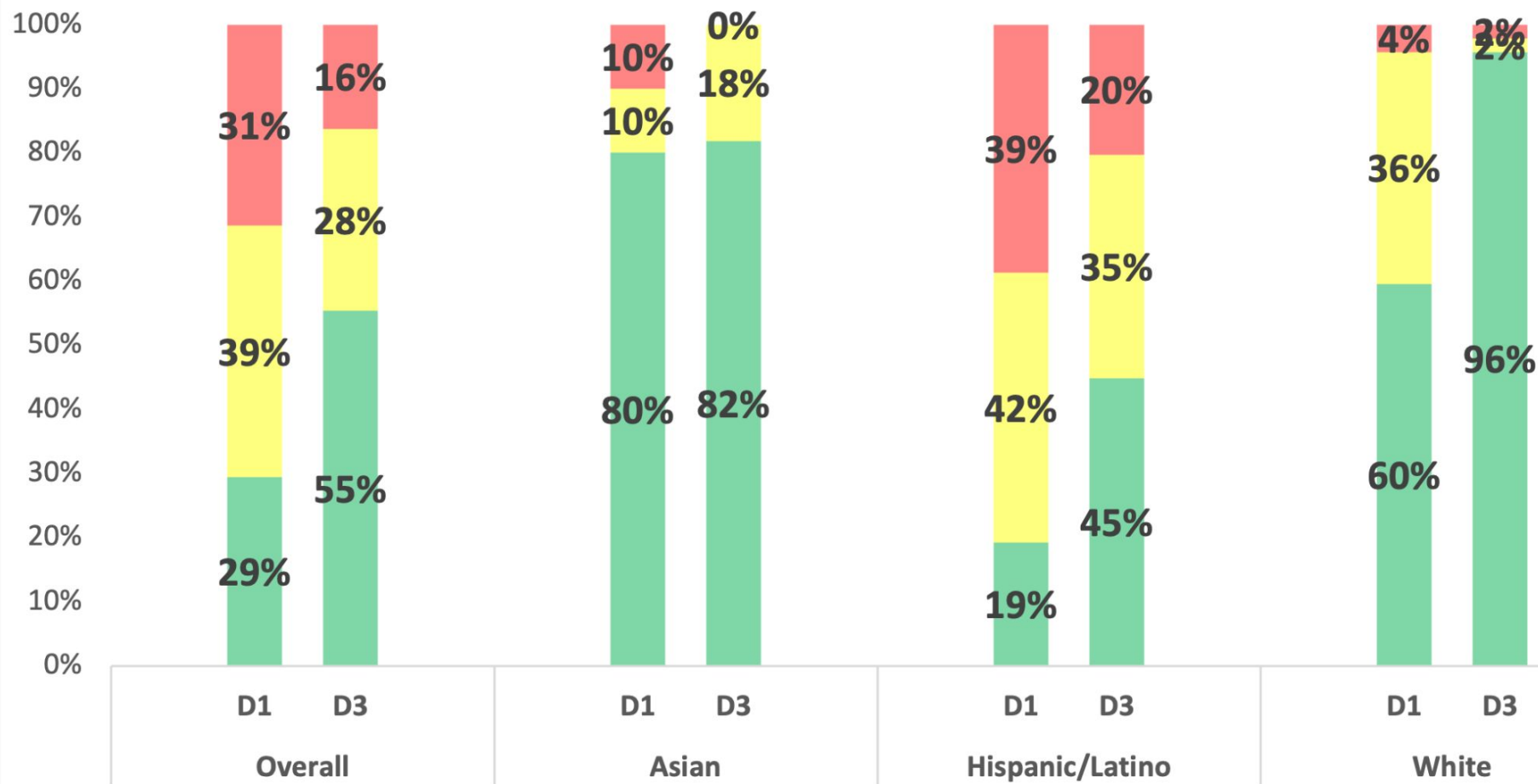
i-Ready Reading by Ethnicity--Landels (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



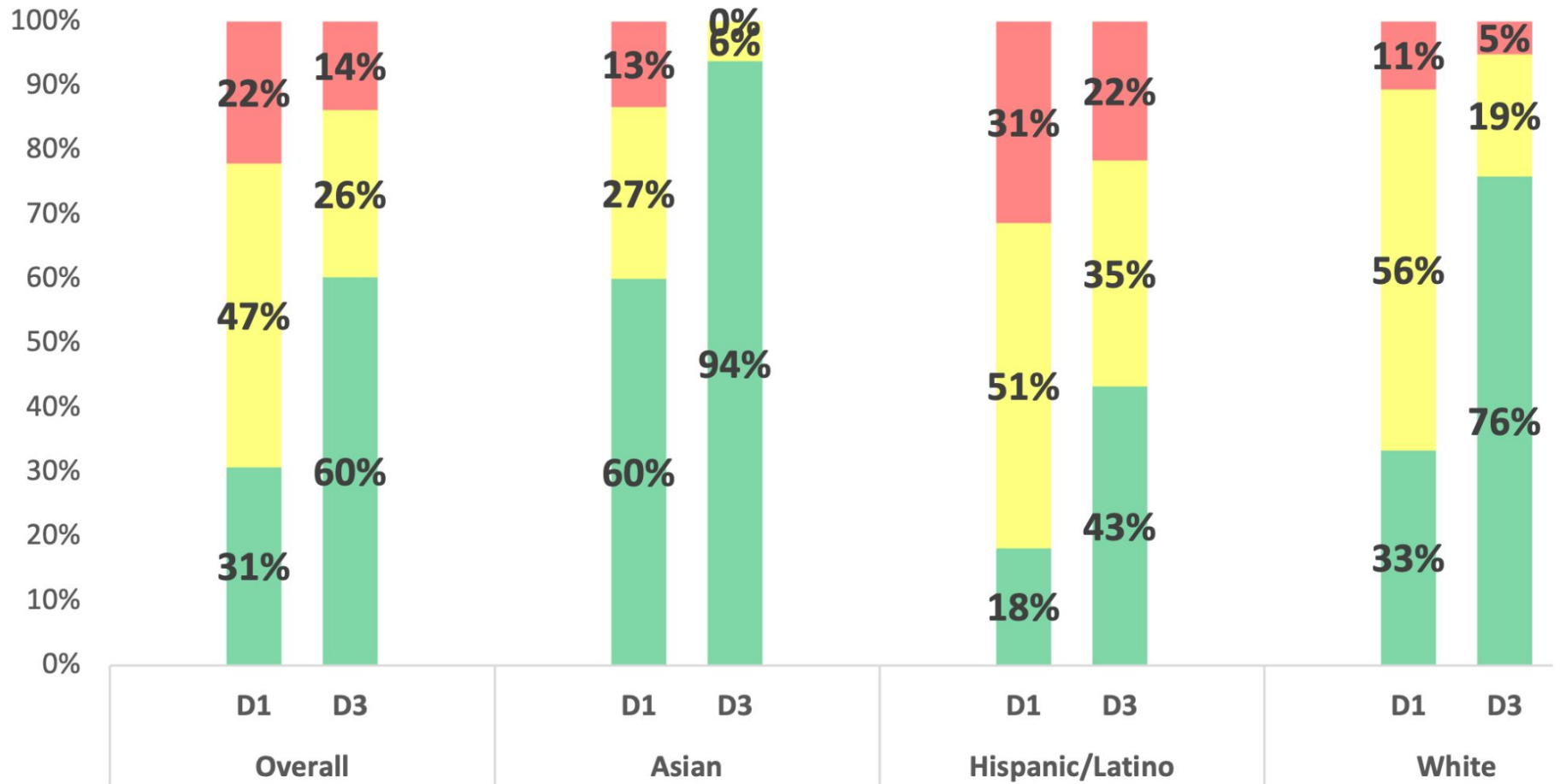
i-Ready Reading by Ethnicity--Mistral (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



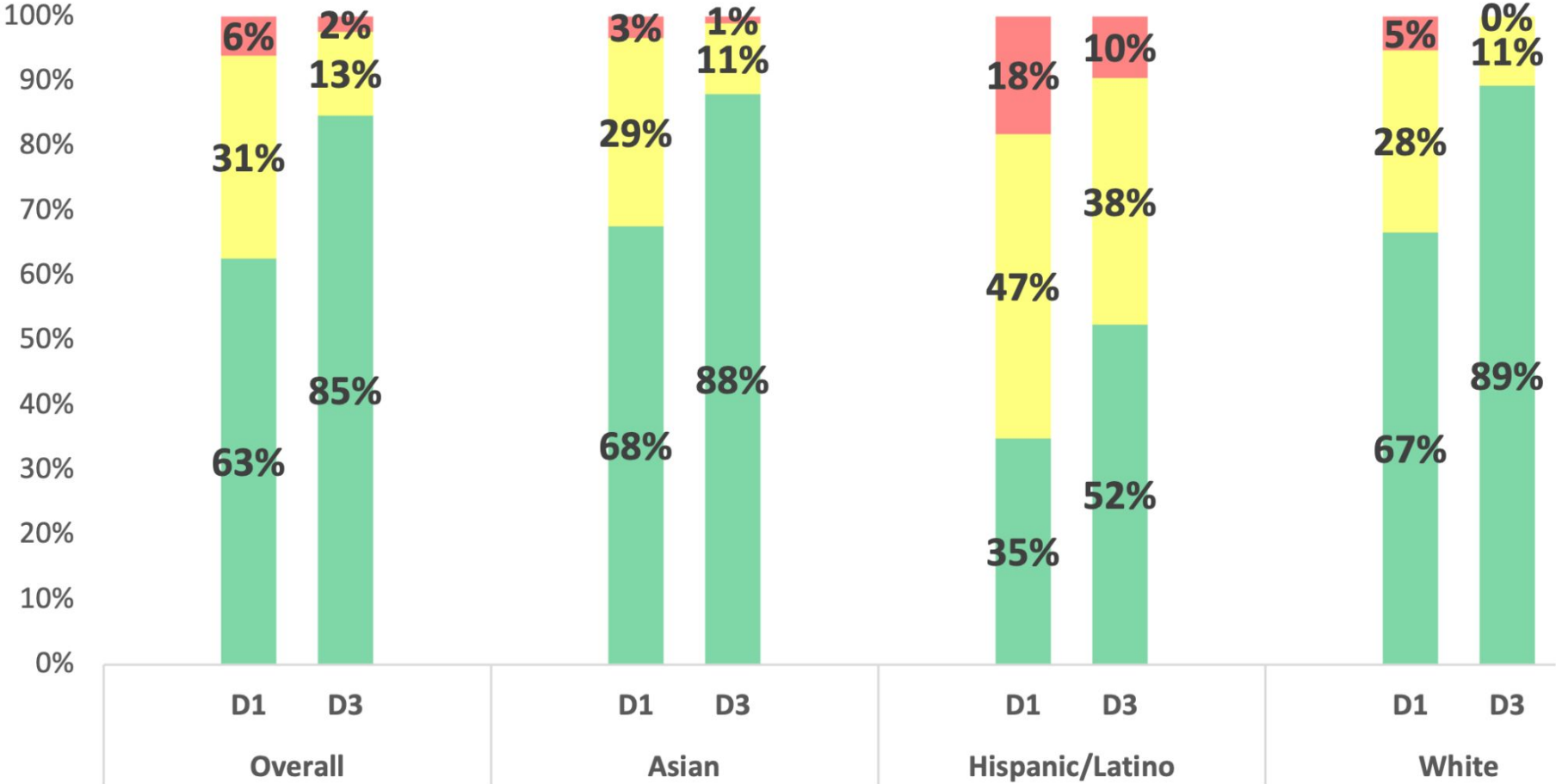
i-Ready Reading by Ethnicity--Monta Loma (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



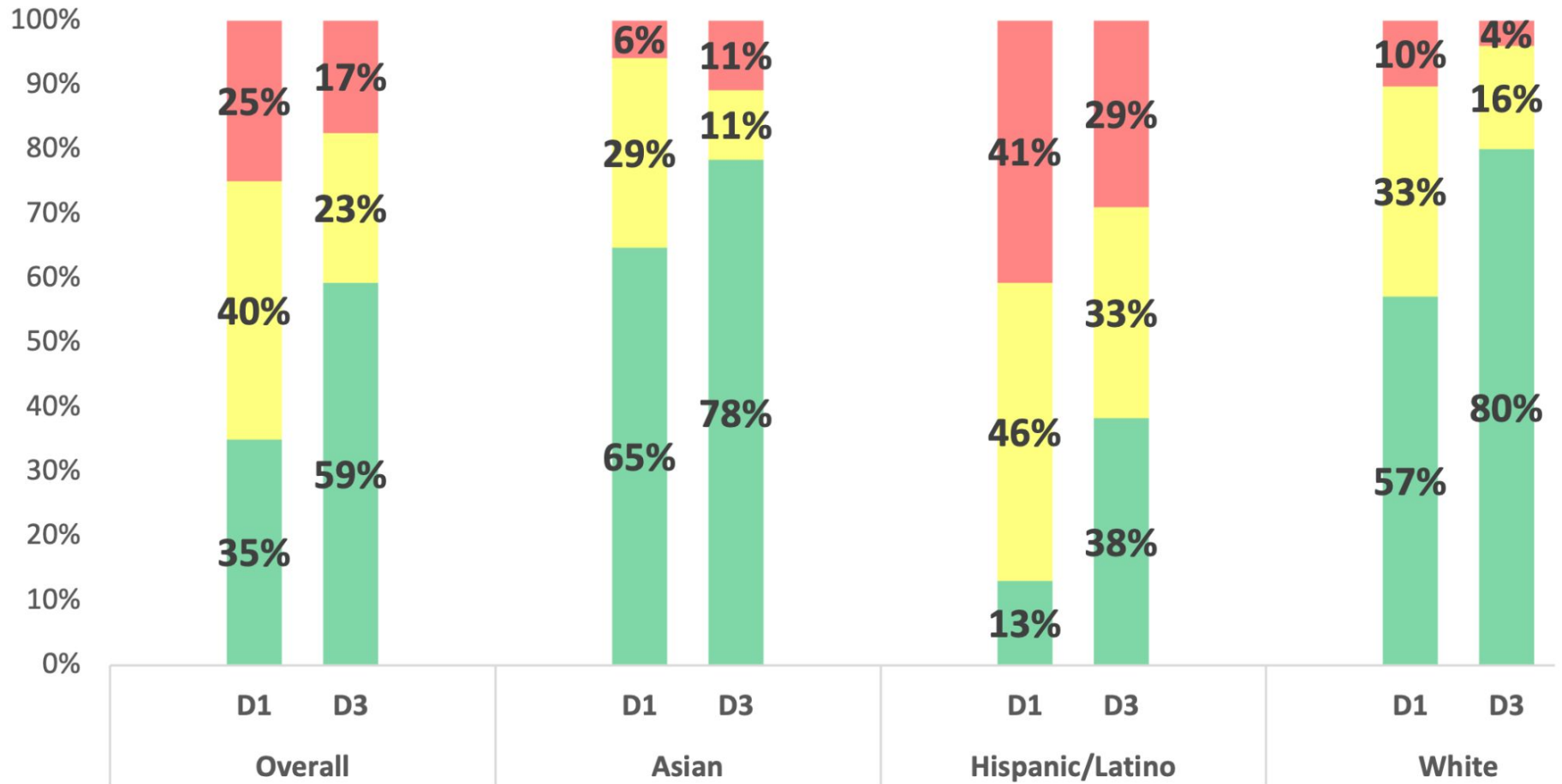
i-Ready Reading by Ethnicity--Stevenson (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



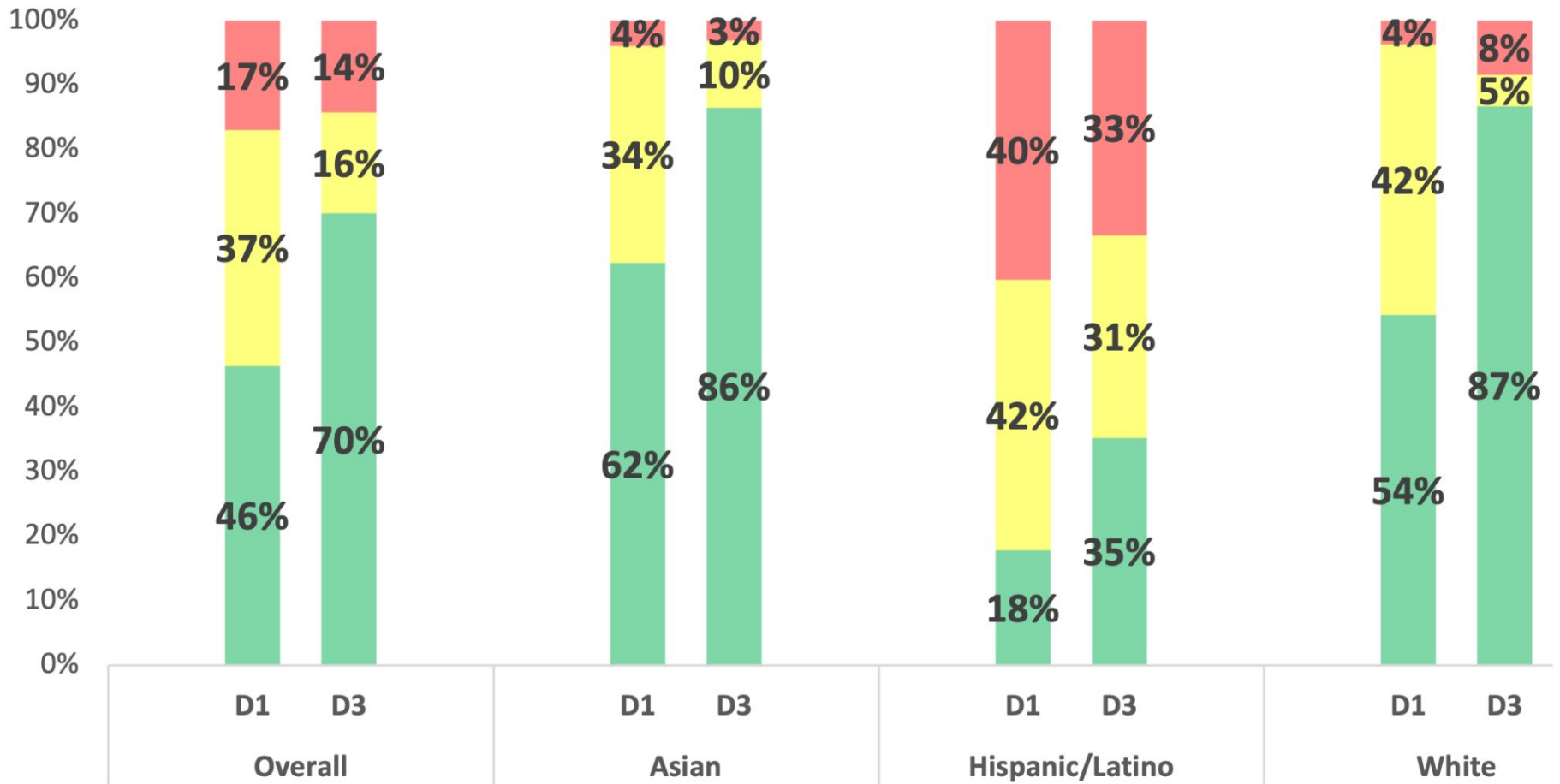
i-Ready Reading by Ethnicity--Theuerkauf (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



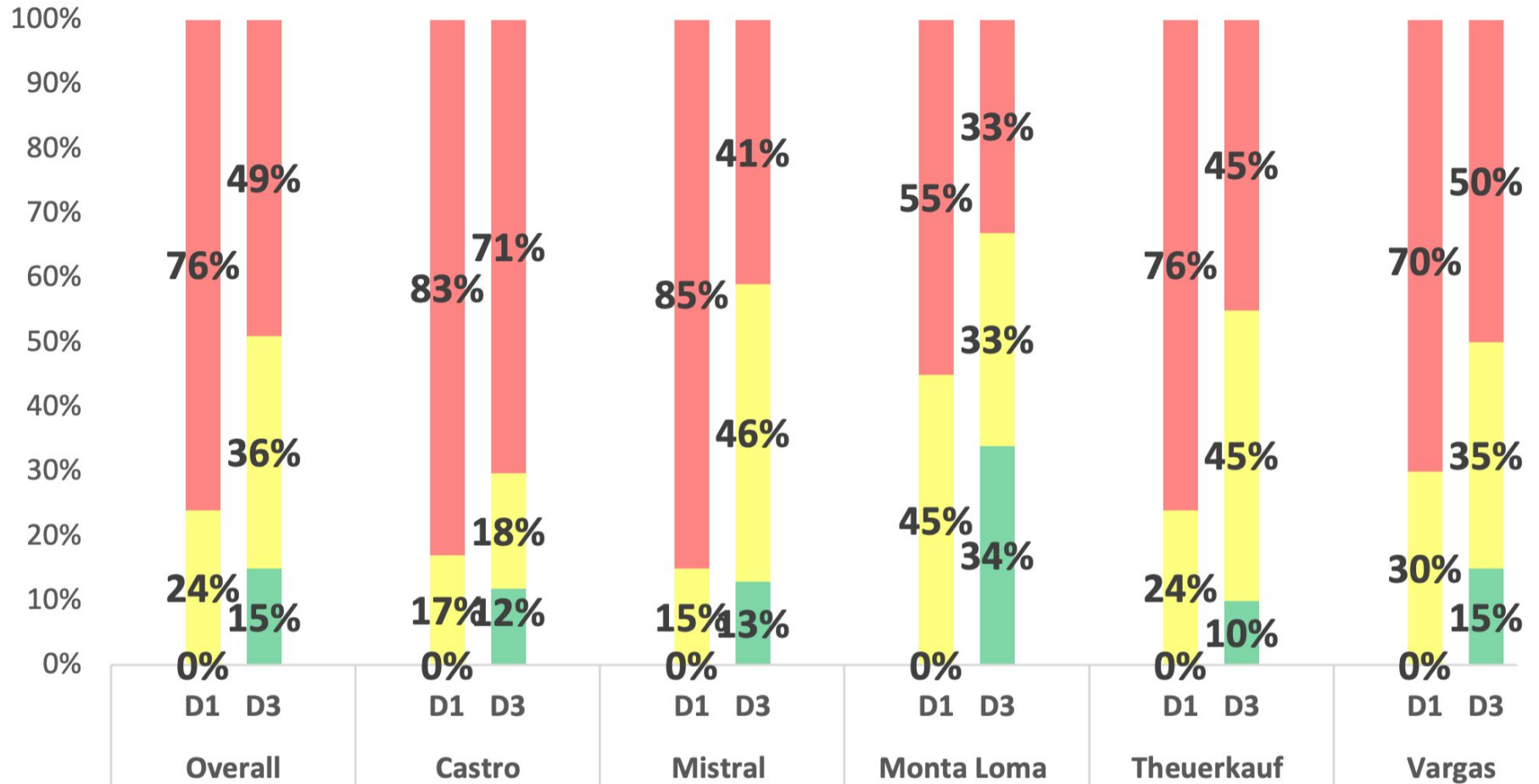
i-Ready Reading by Ethnicity--Vargas (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3

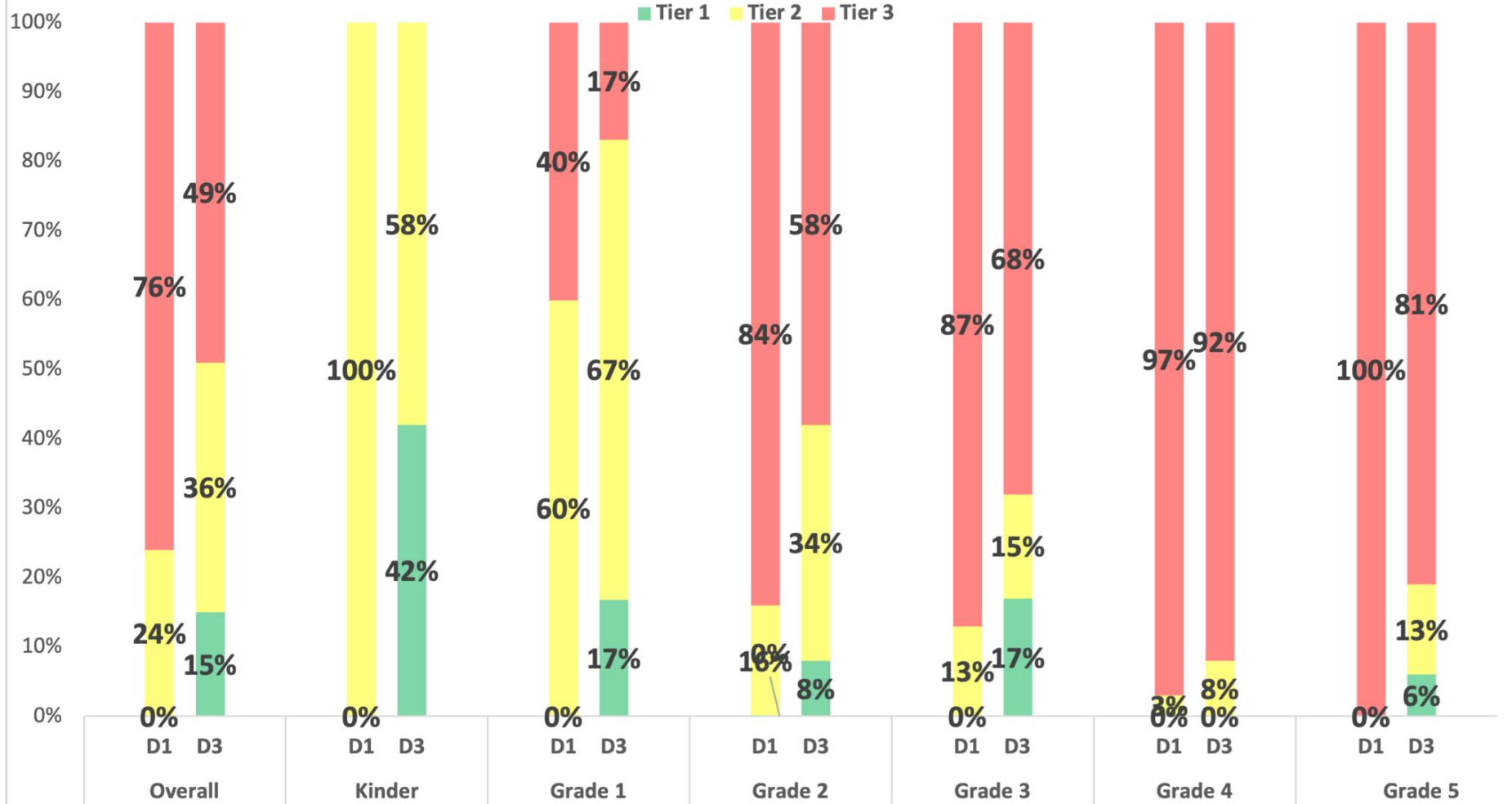


i-Ready Reading--Reading Intervention (2024-25 D1 to D3)

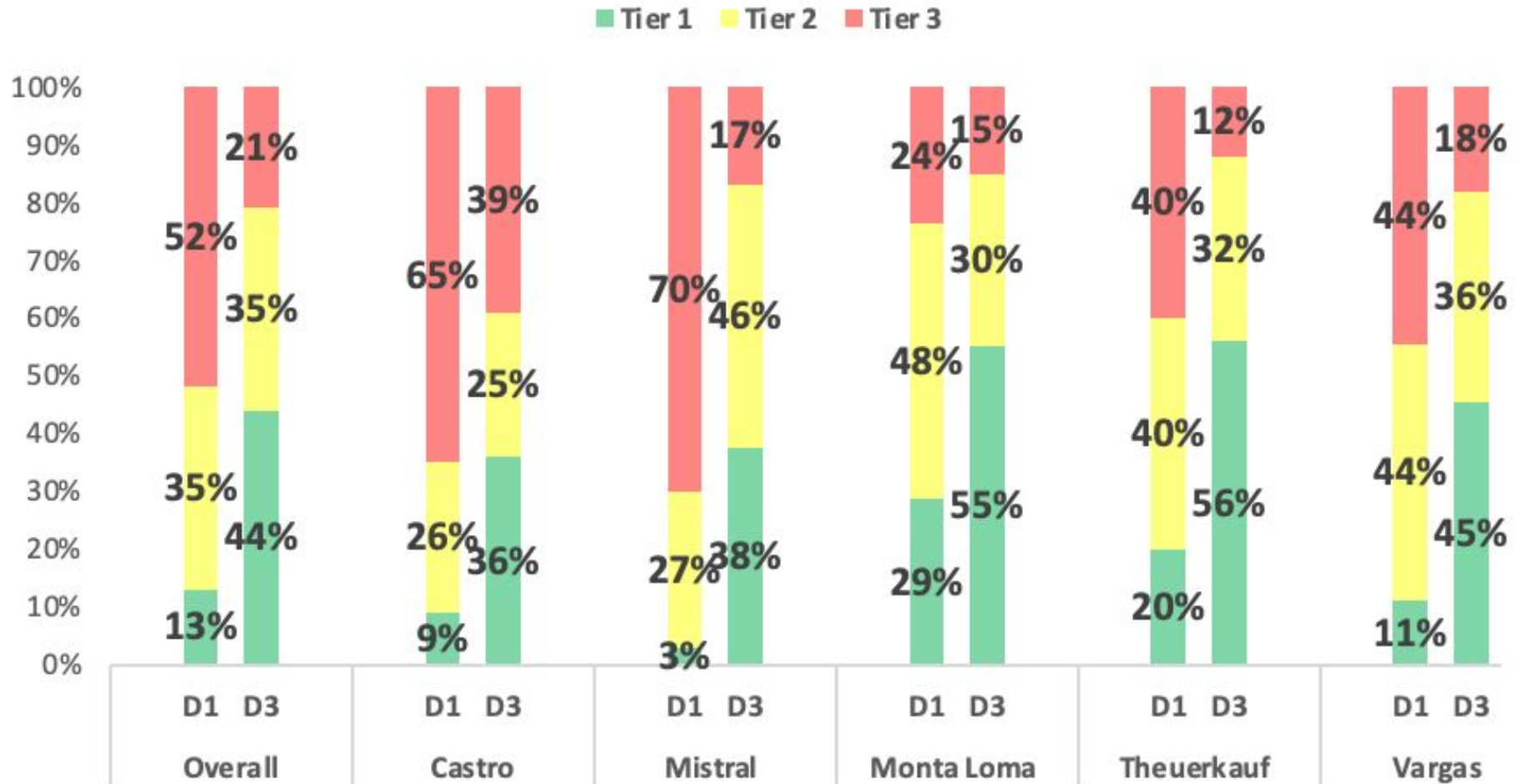
Tier 1 Tier 2 Tier 3



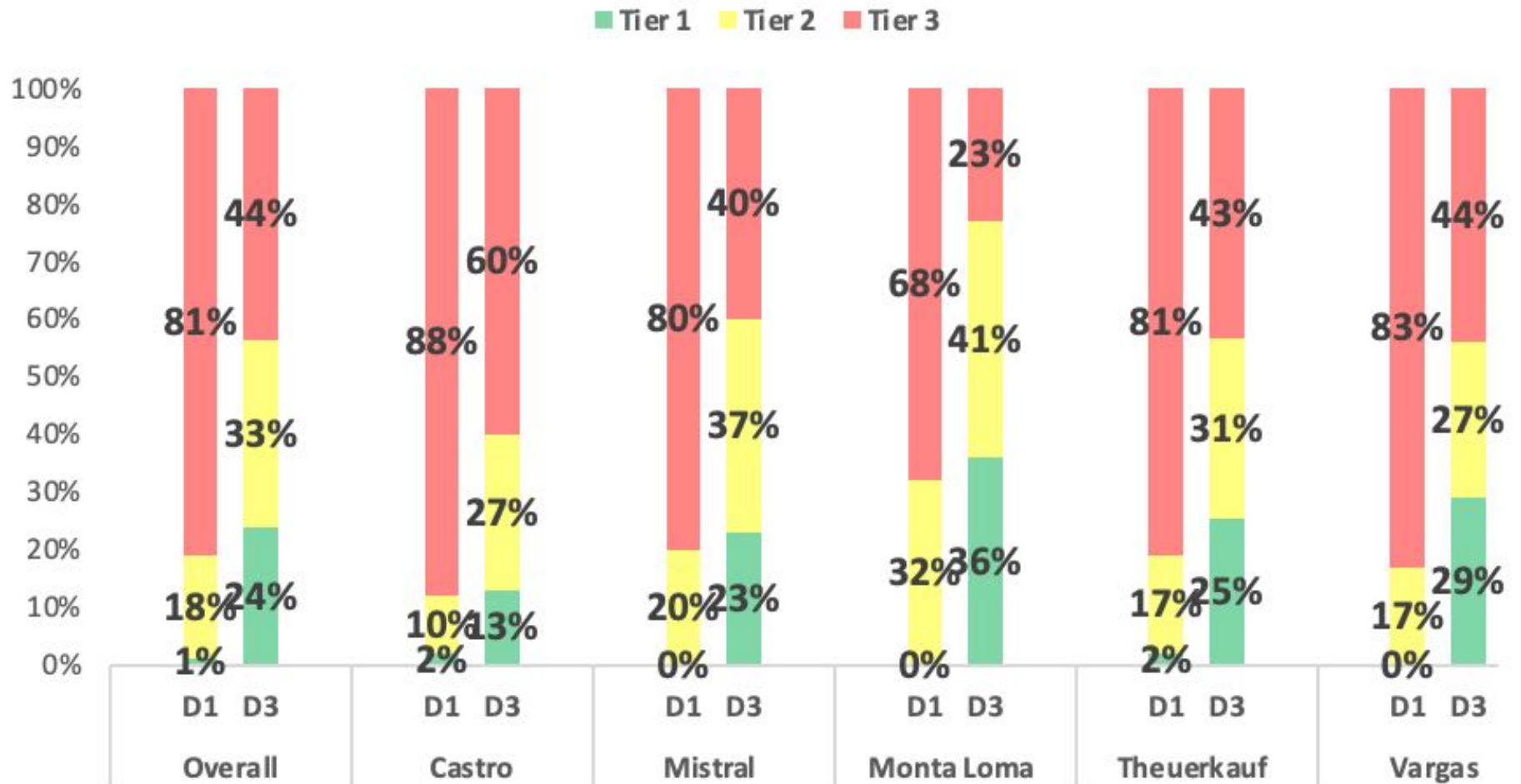
i-Ready Reading by Grade Level--Reading Intervention (2024-25 D1 to D3)



i-Ready Reading: Phonological Awareness-- Reading Intervention (2024-25 D1 to D3)



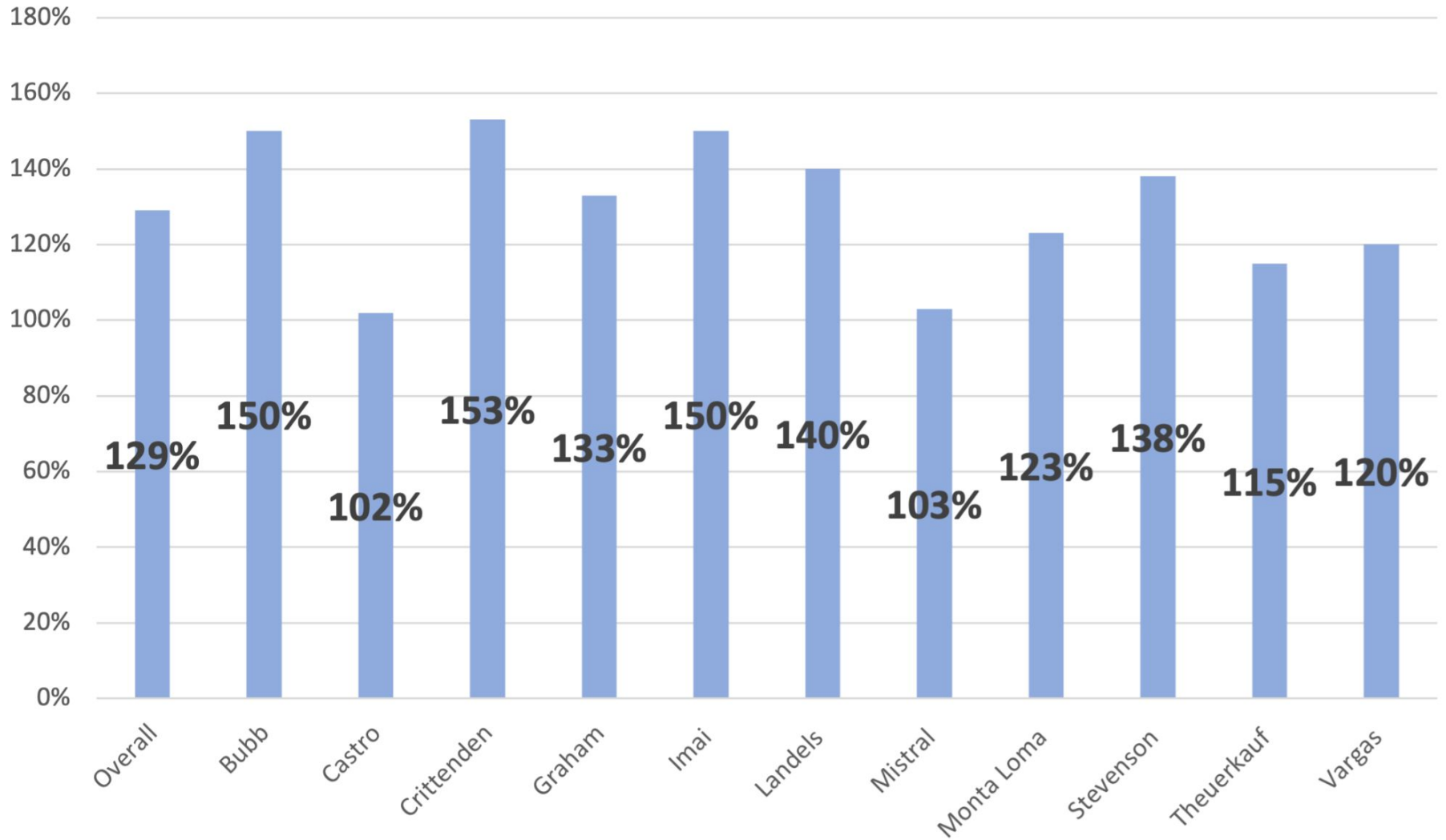
i-Ready Reading: Phonics-- Reading Intervention (2024-25 D1 to D3)



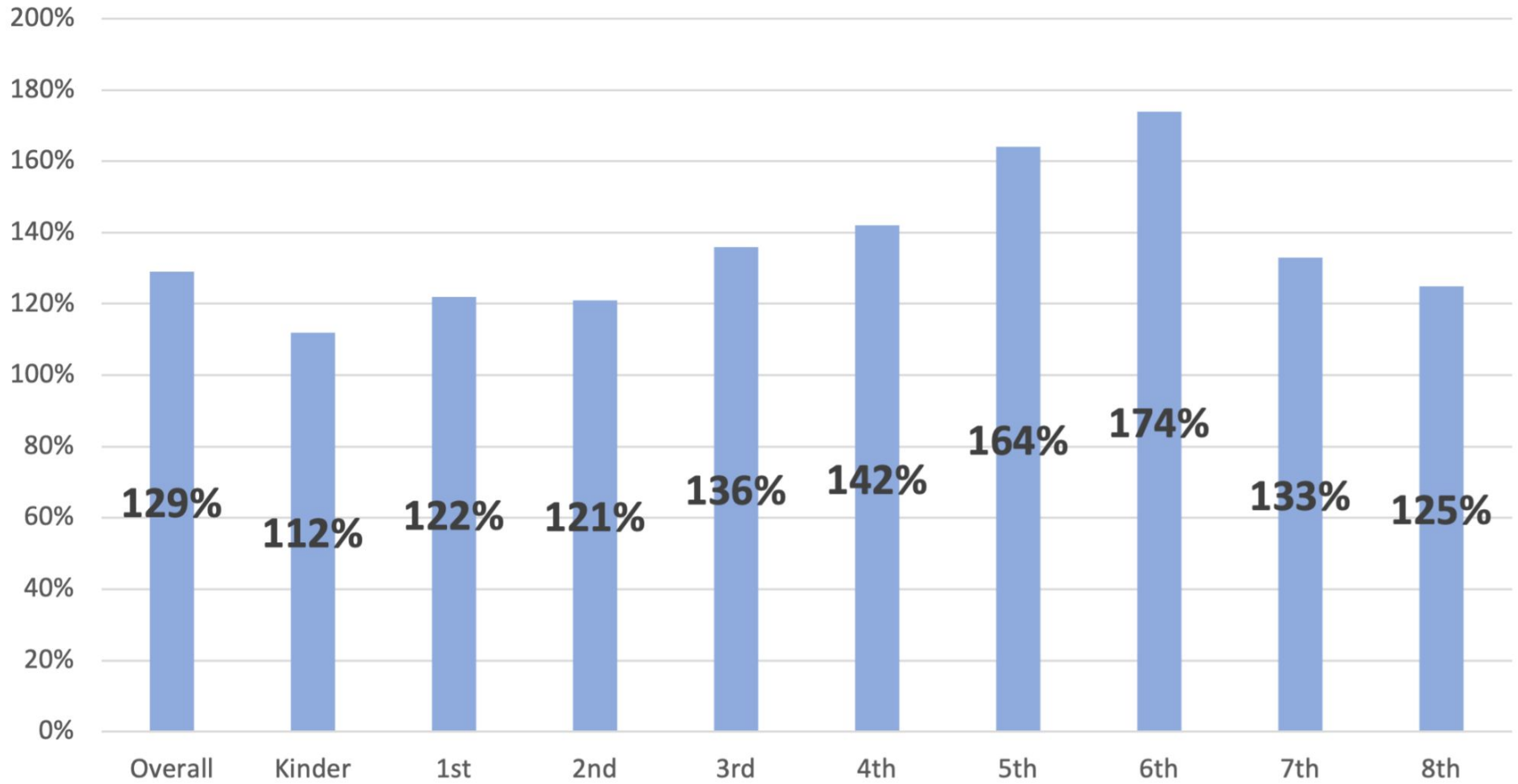
Progress to Annual Typical Growth (Median)

- These graphs show the median, meaning the annual typical growth that the median student has made from D1 to D3.
 - 100% means that the median student has met their Annual Typical Growth target
- These scores include all students who completed the tests during the D1 and D3 windows

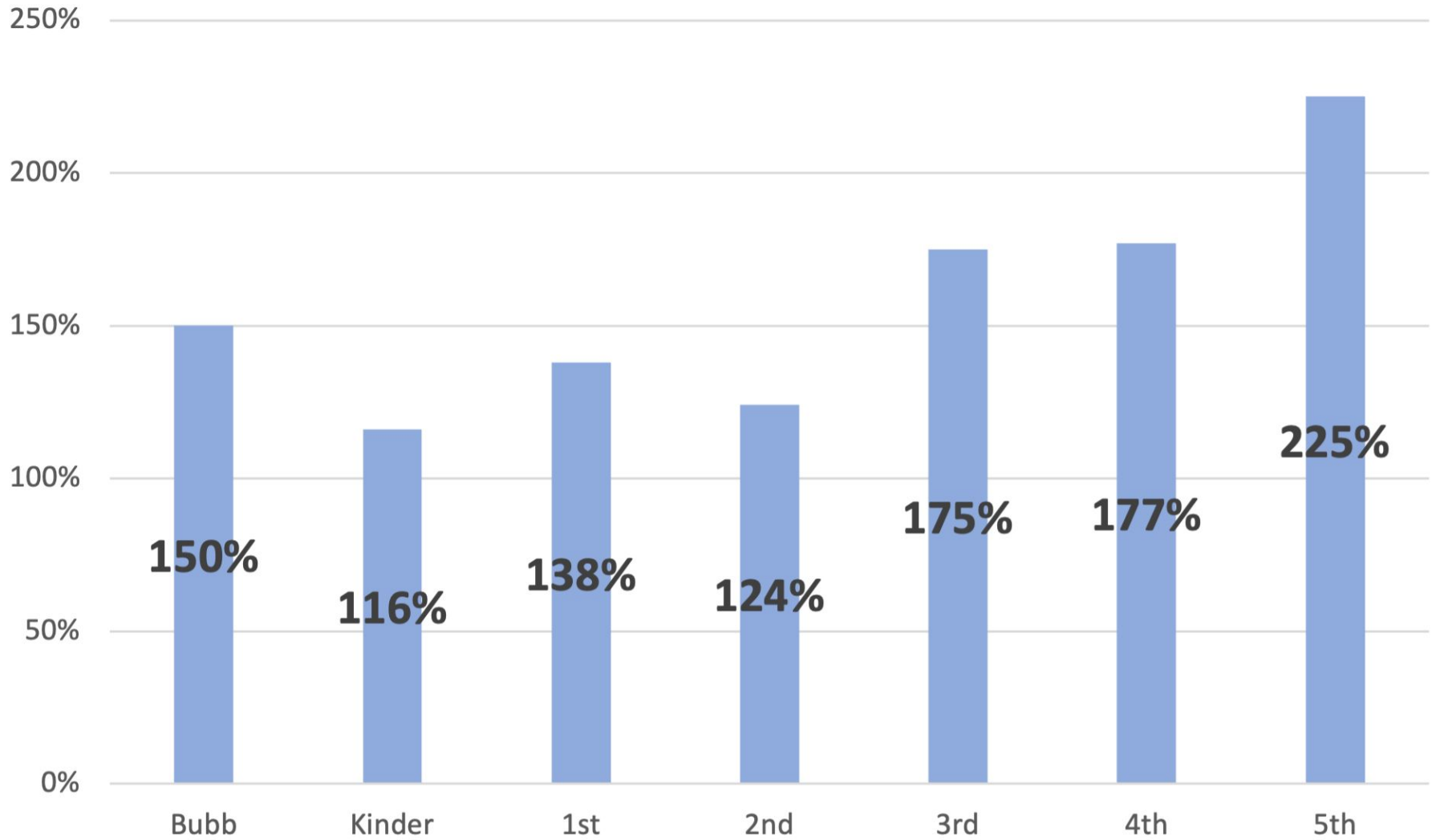
Reading Progress to Annual Typical Growth (Median)



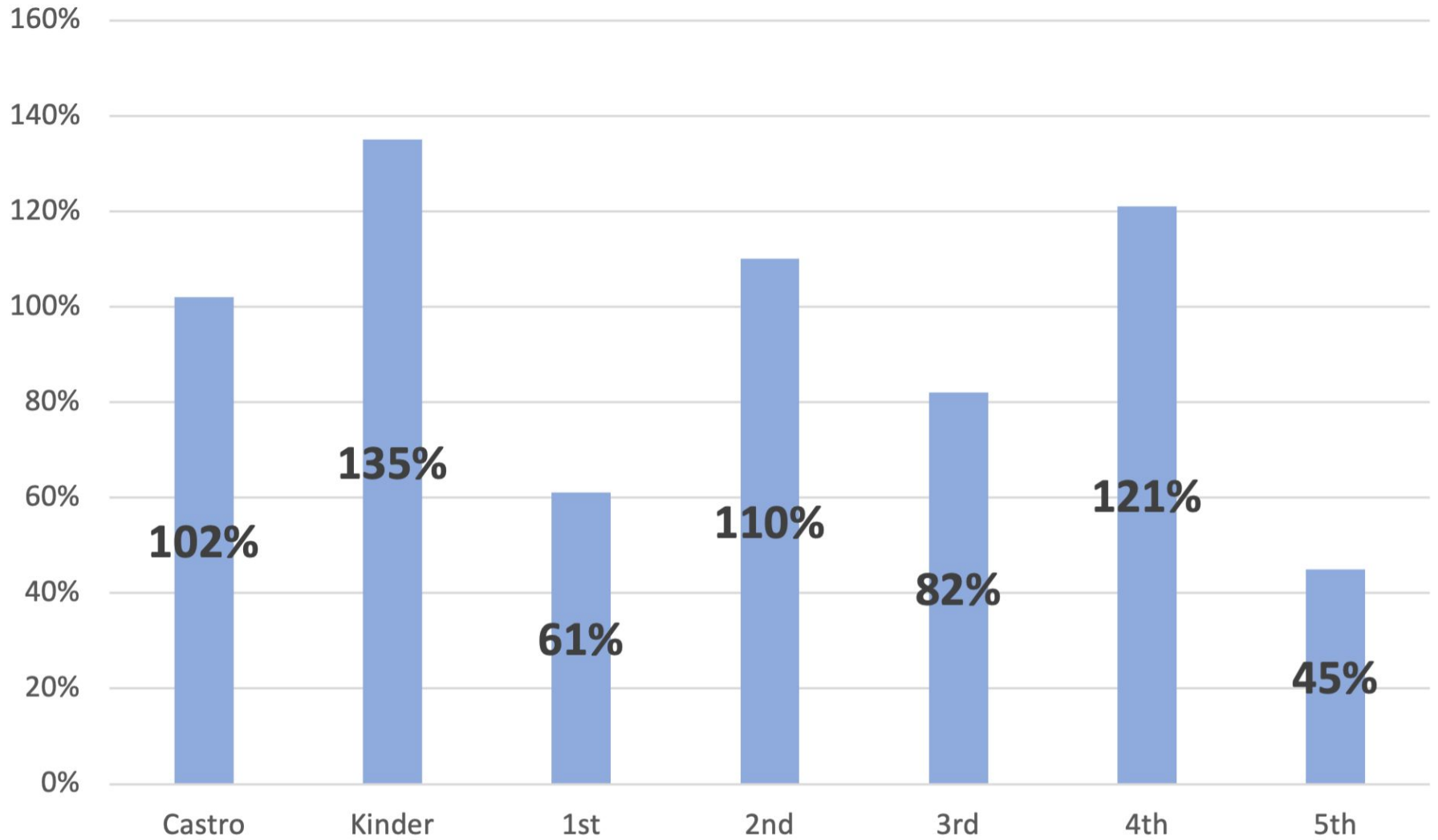
Reading Progress to Annual Typical Growth (Median)



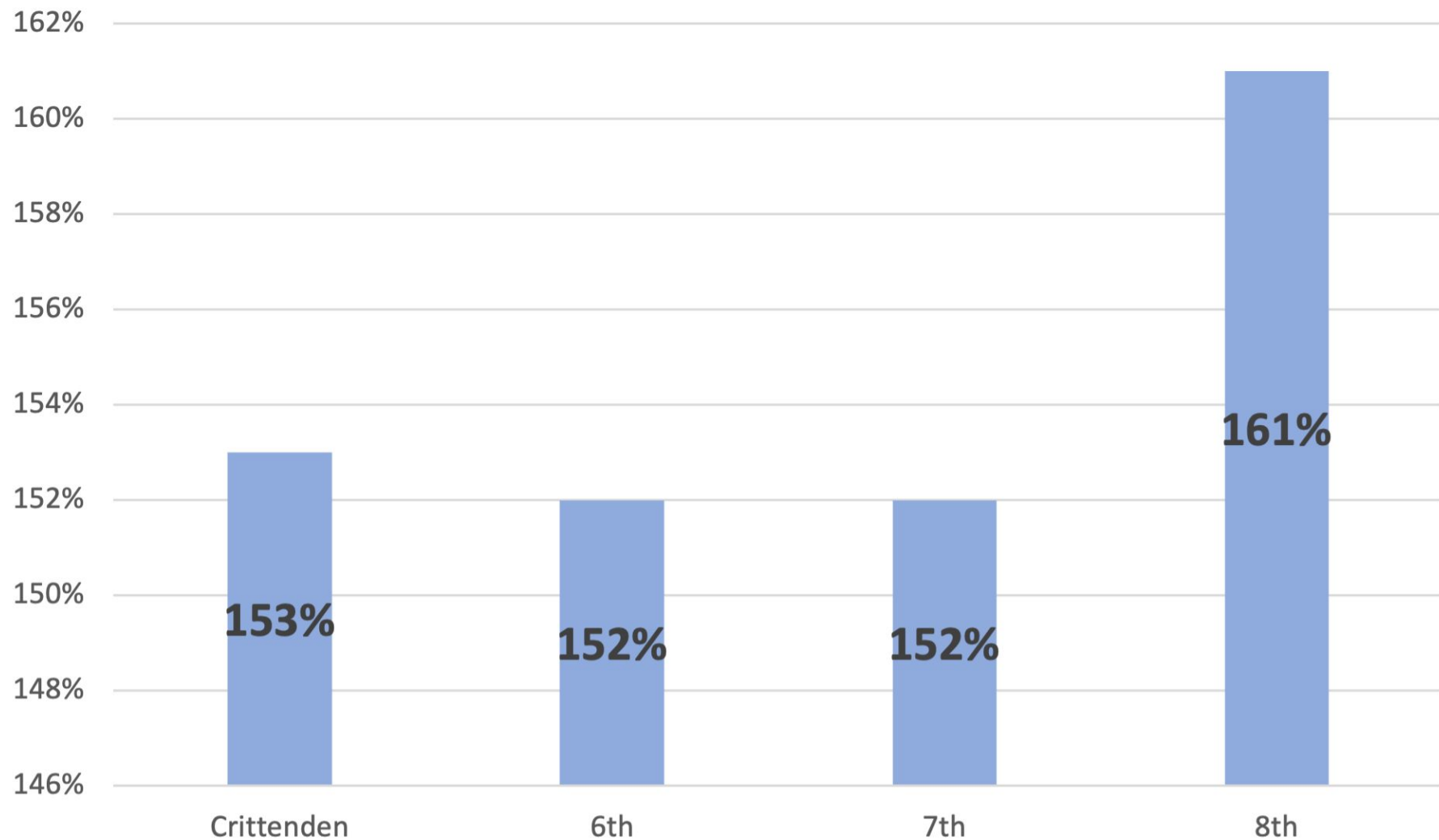
Reading Progress to Annual Typical Growth--Bubb (Median)



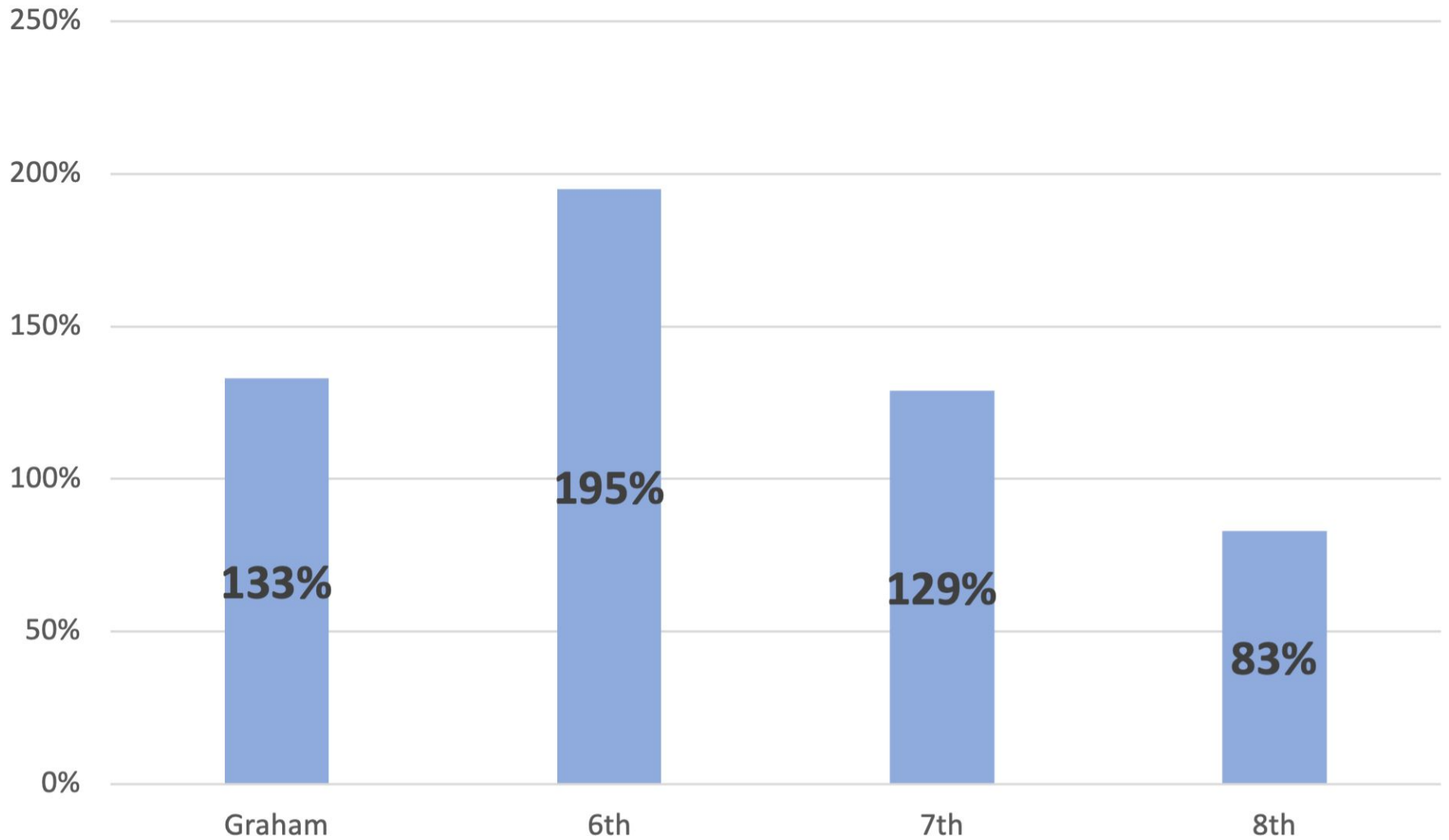
Reading Progress to Annual Typical Growth--Castro (Median)



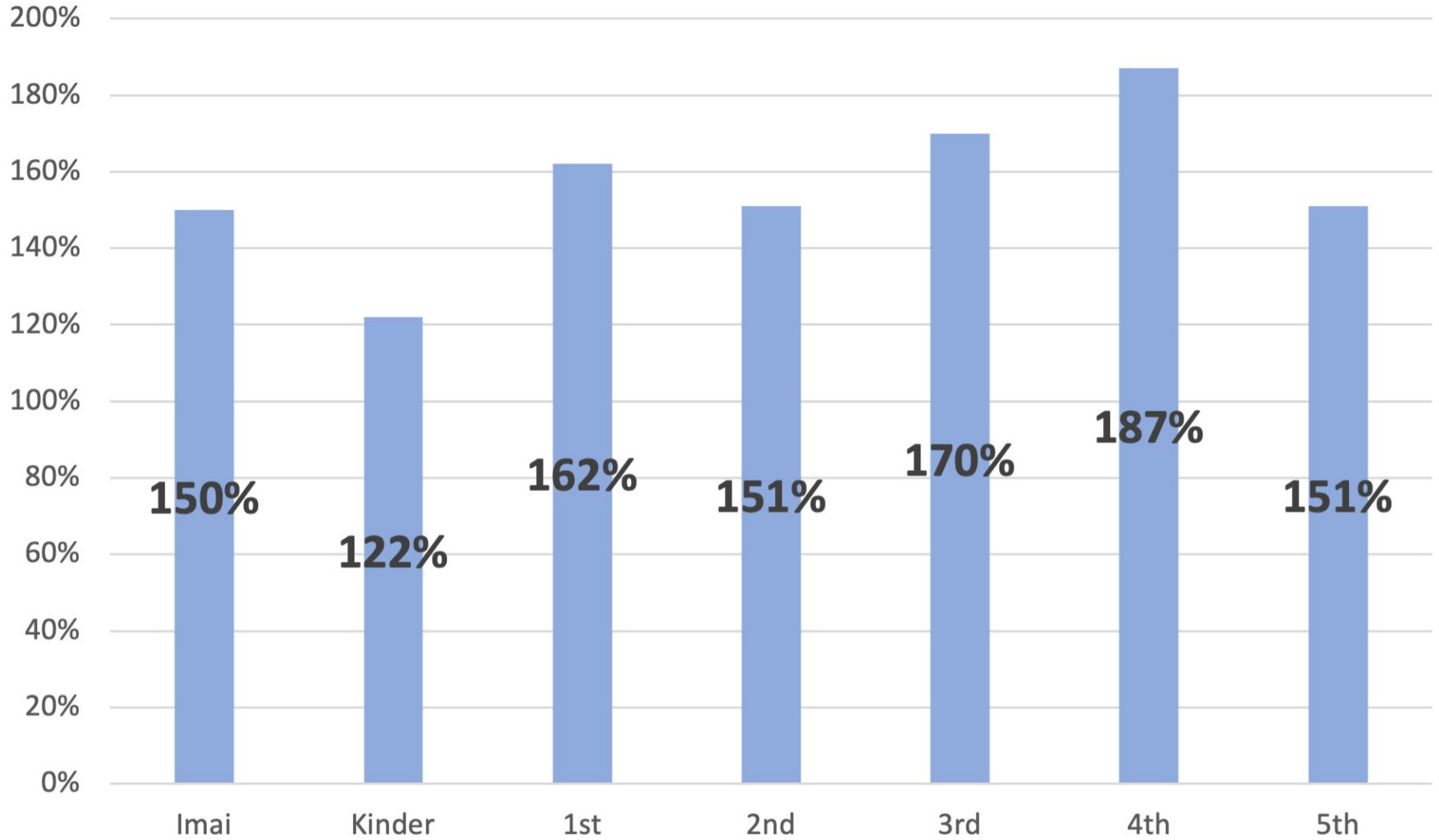
Reading Progress to Annual Typical Growth--Crittenden (Median)



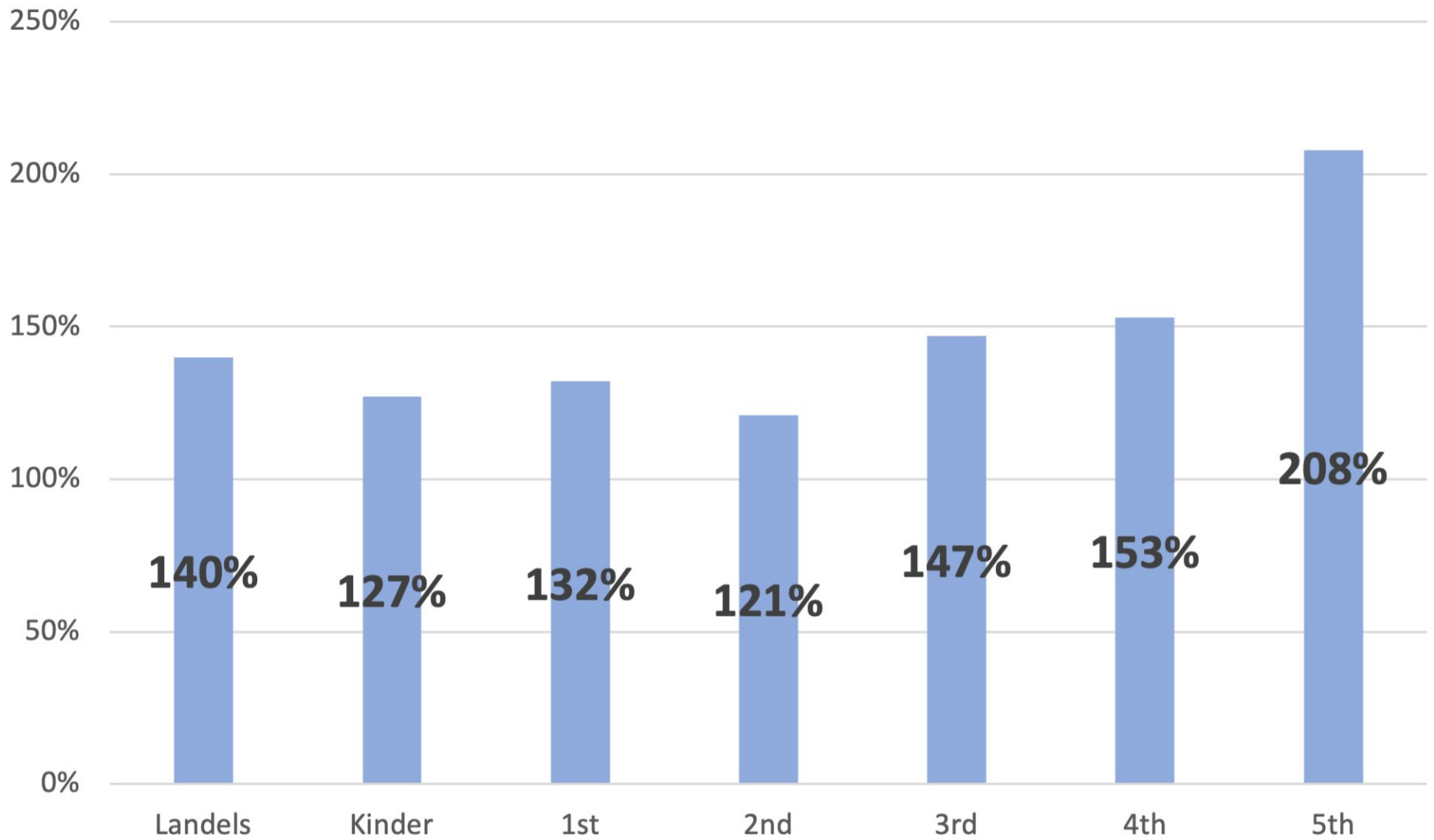
Reading Progress to Annual Typical Growth--Graham (Median)



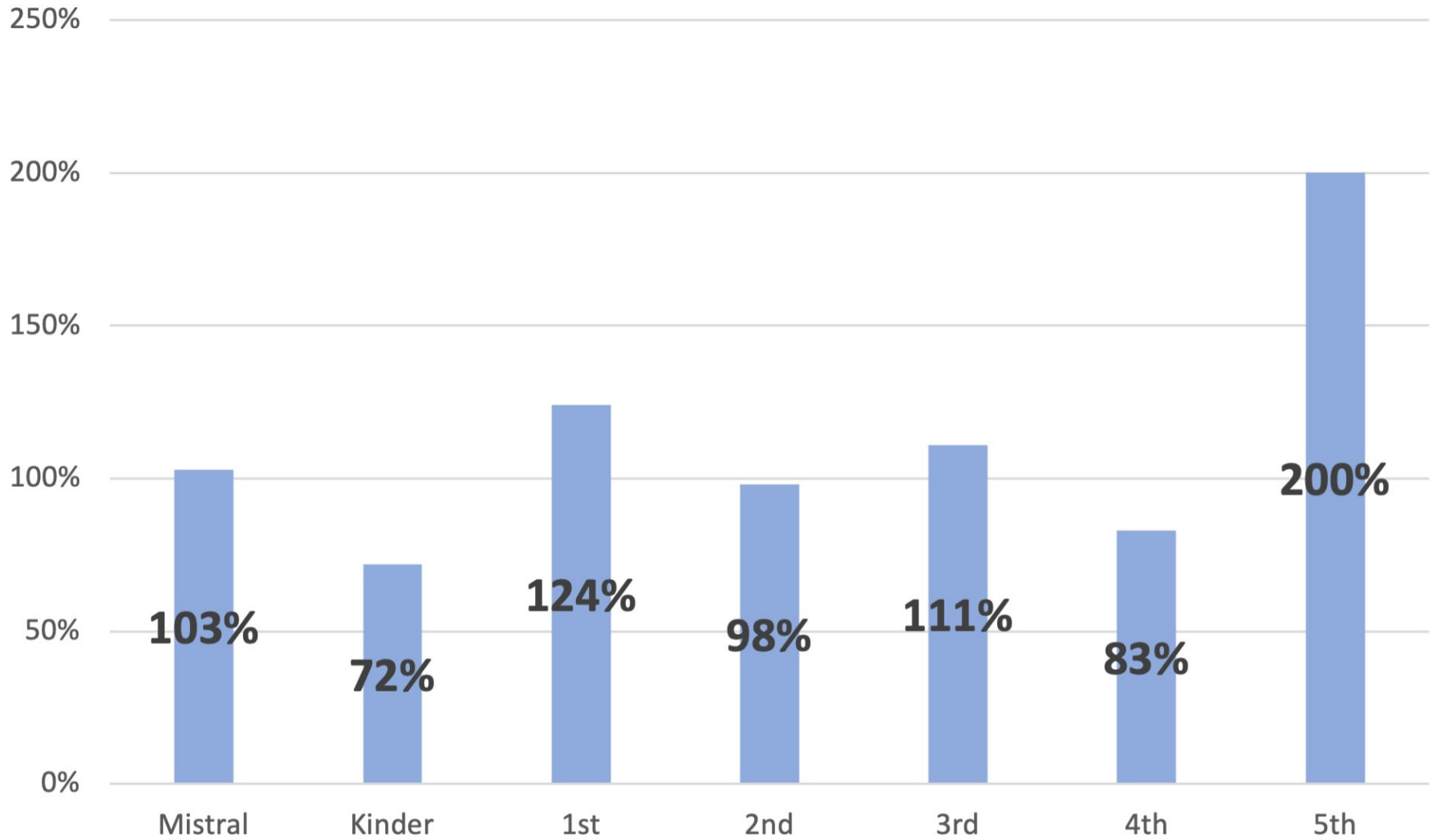
Reading Progress to Annual Typical Growth--Imai (Median)



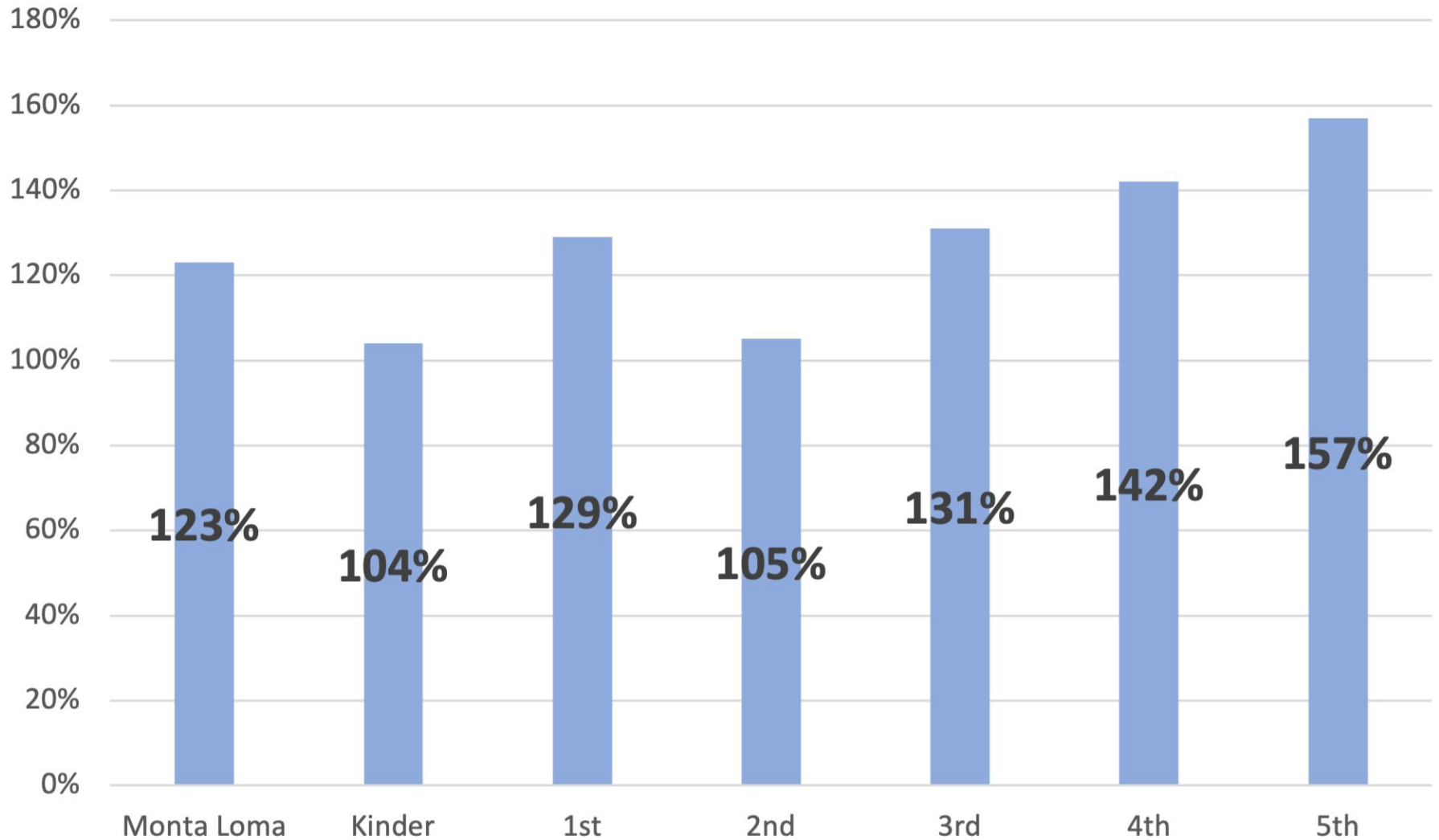
Reading Progress to Annual Typical Growth--Landels (Median)



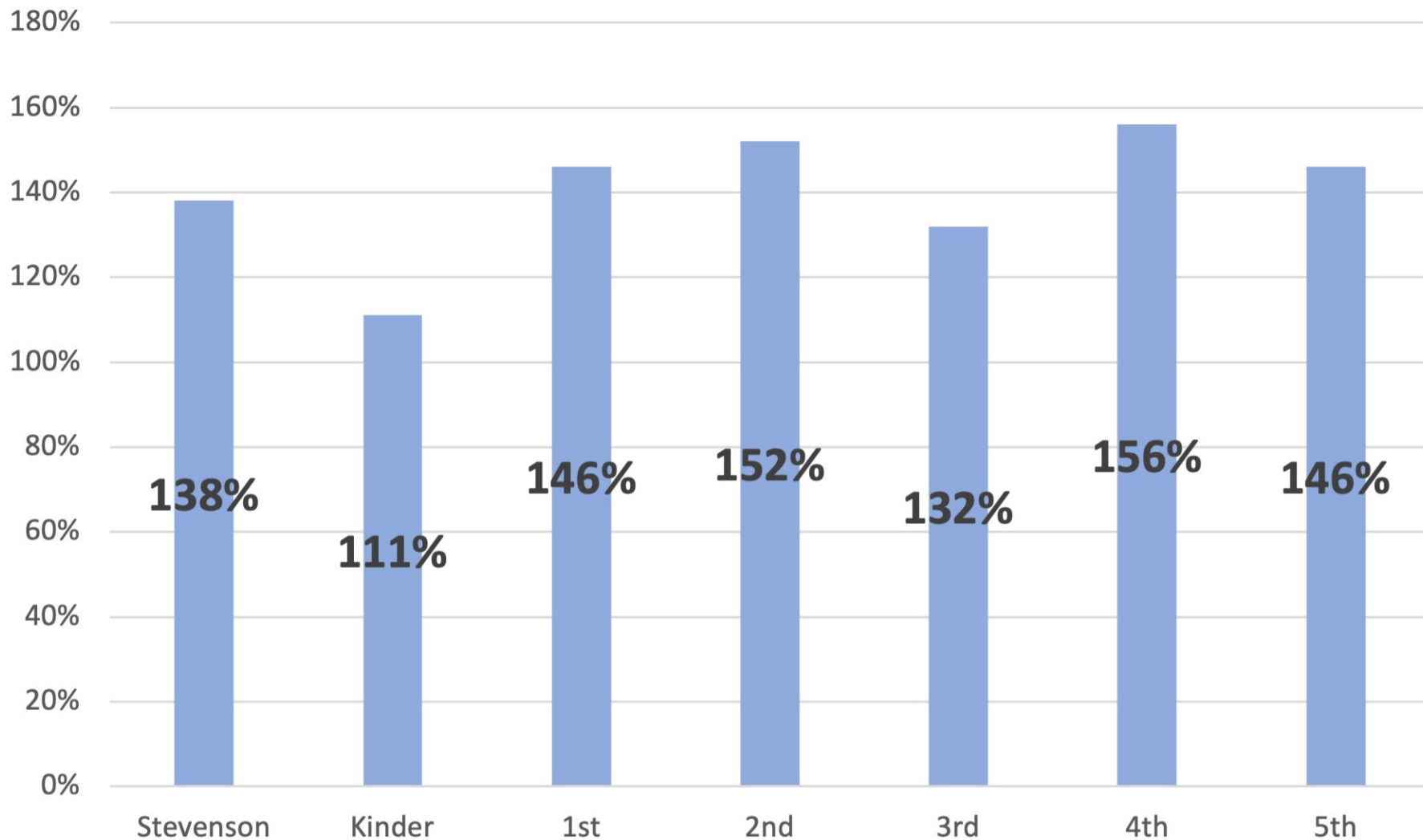
Reading Progress to Annual Typical Growth--Mistral (Median)



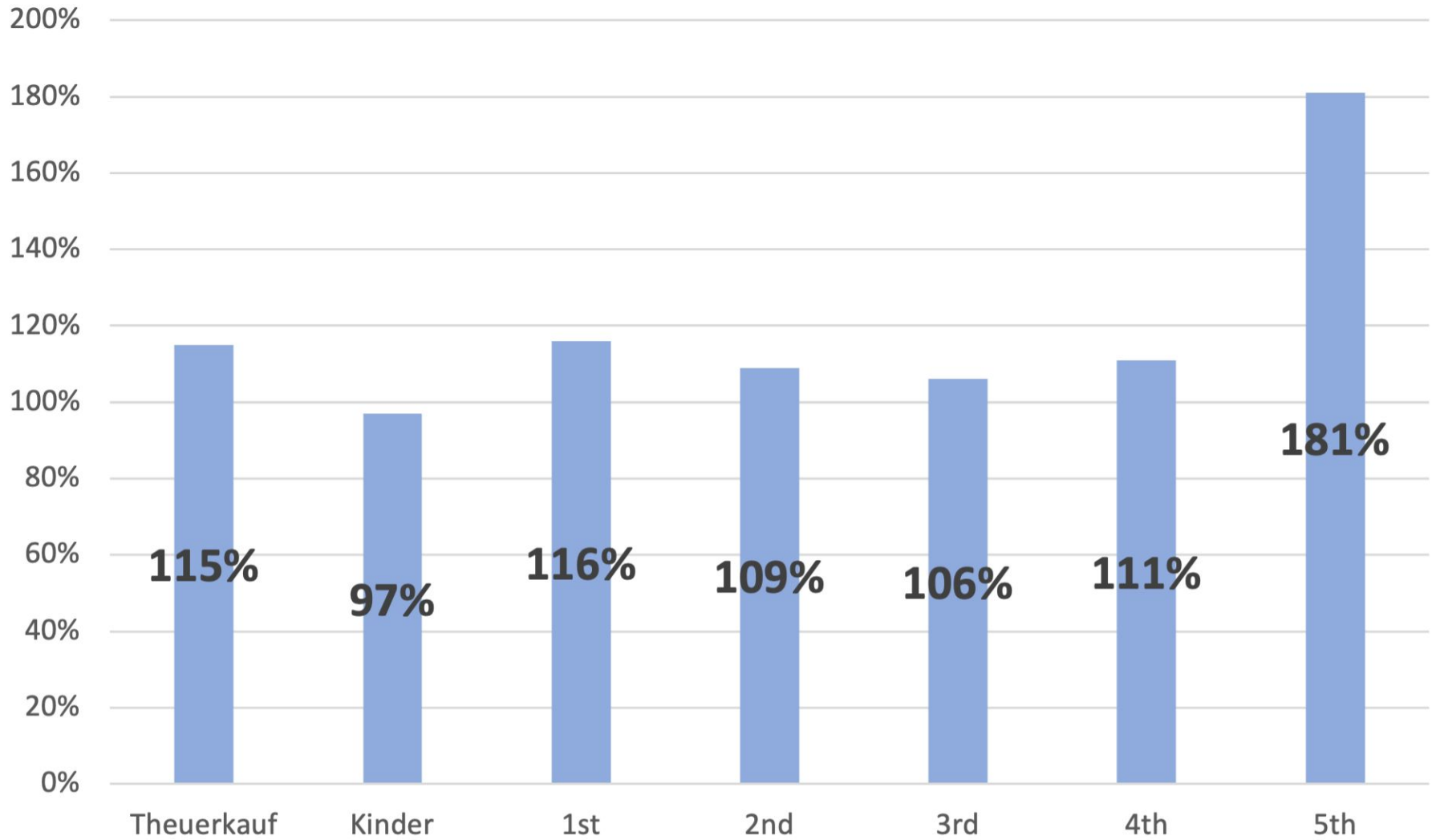
Reading Progress to Annual Typical Growth--Monta Loma (Median)



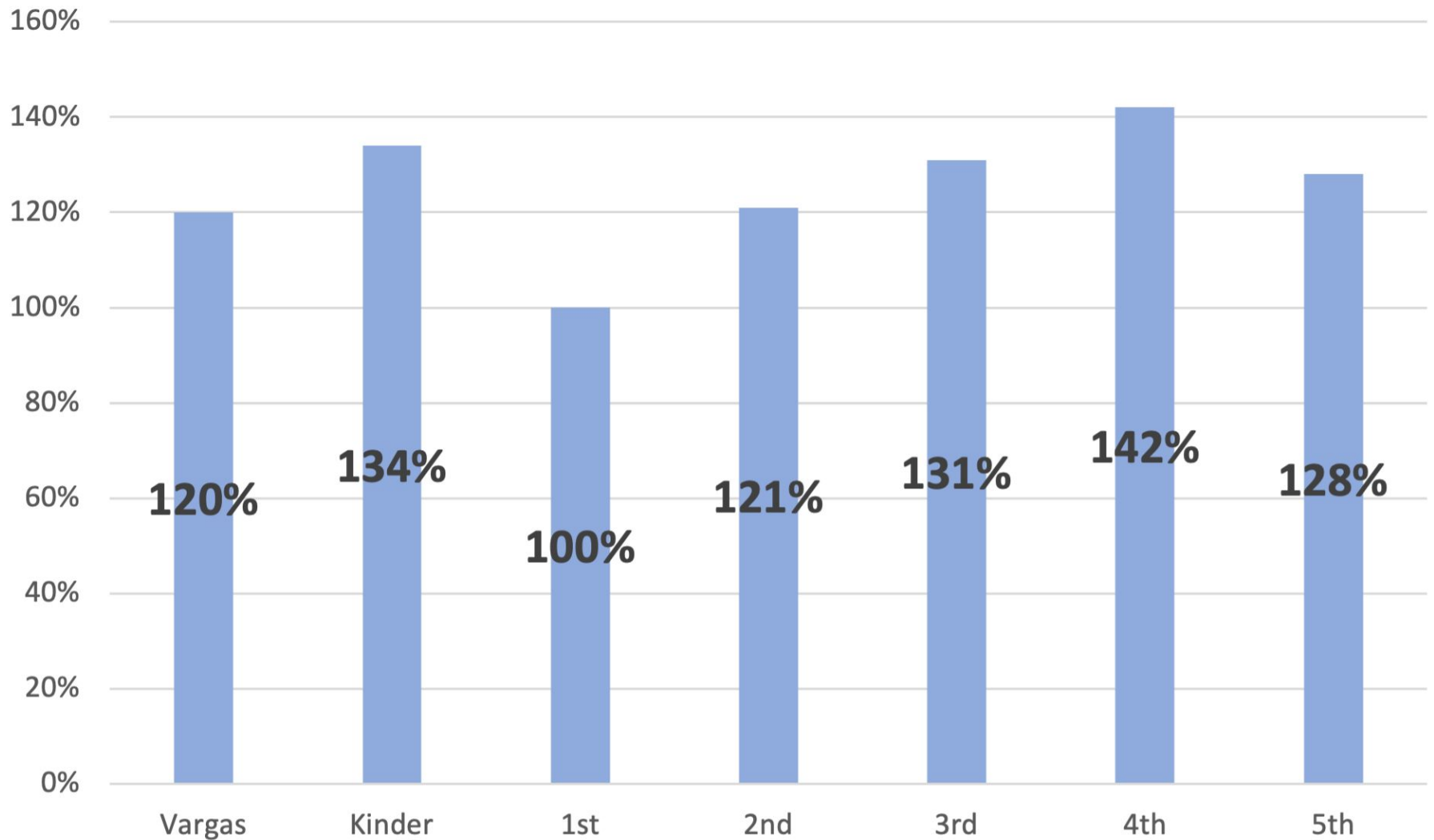
Reading Progress to Annual Typical Growth--Stevenson (Median)



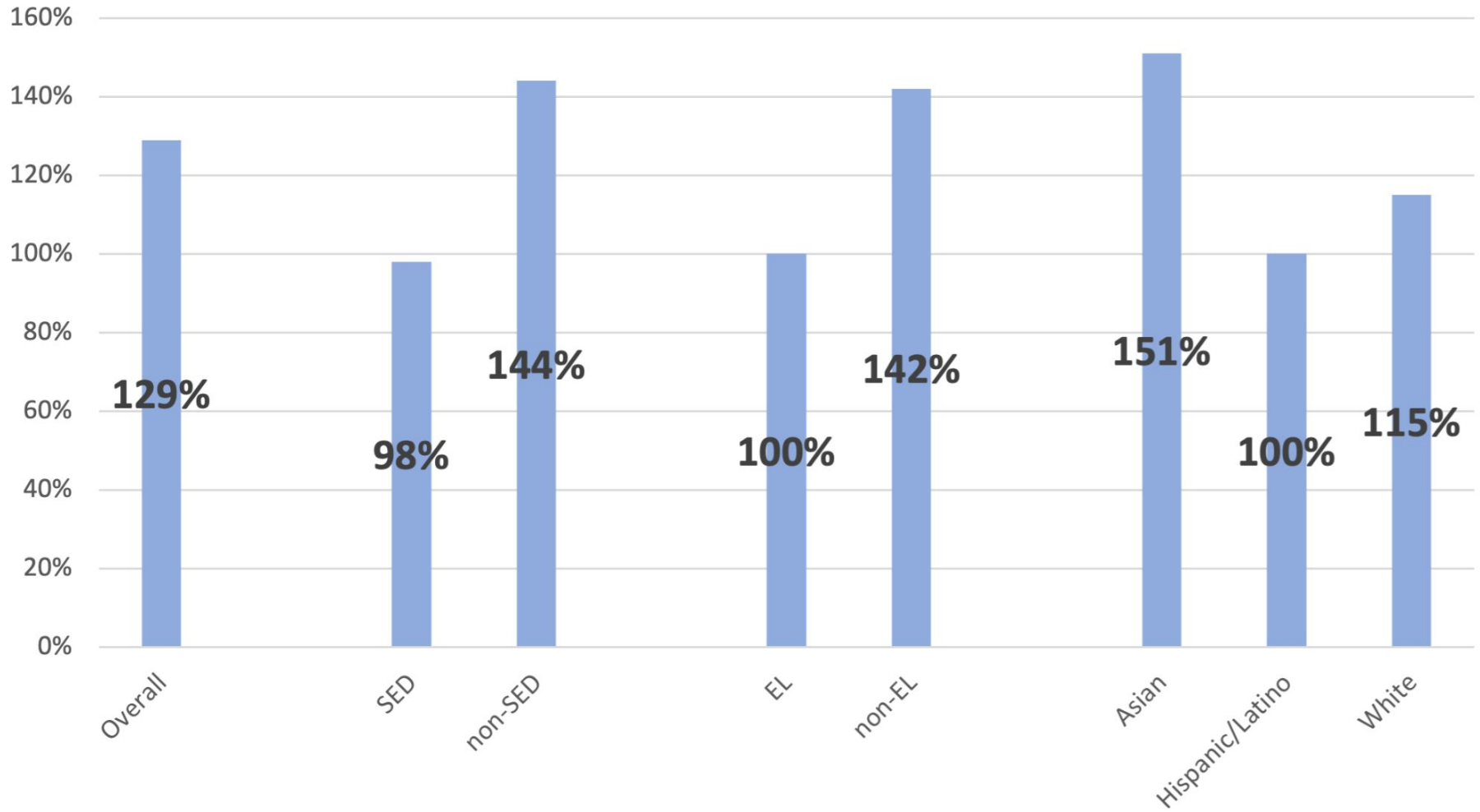
Reading Progress to Annual Typical Growth--Theuerkauf (Median)



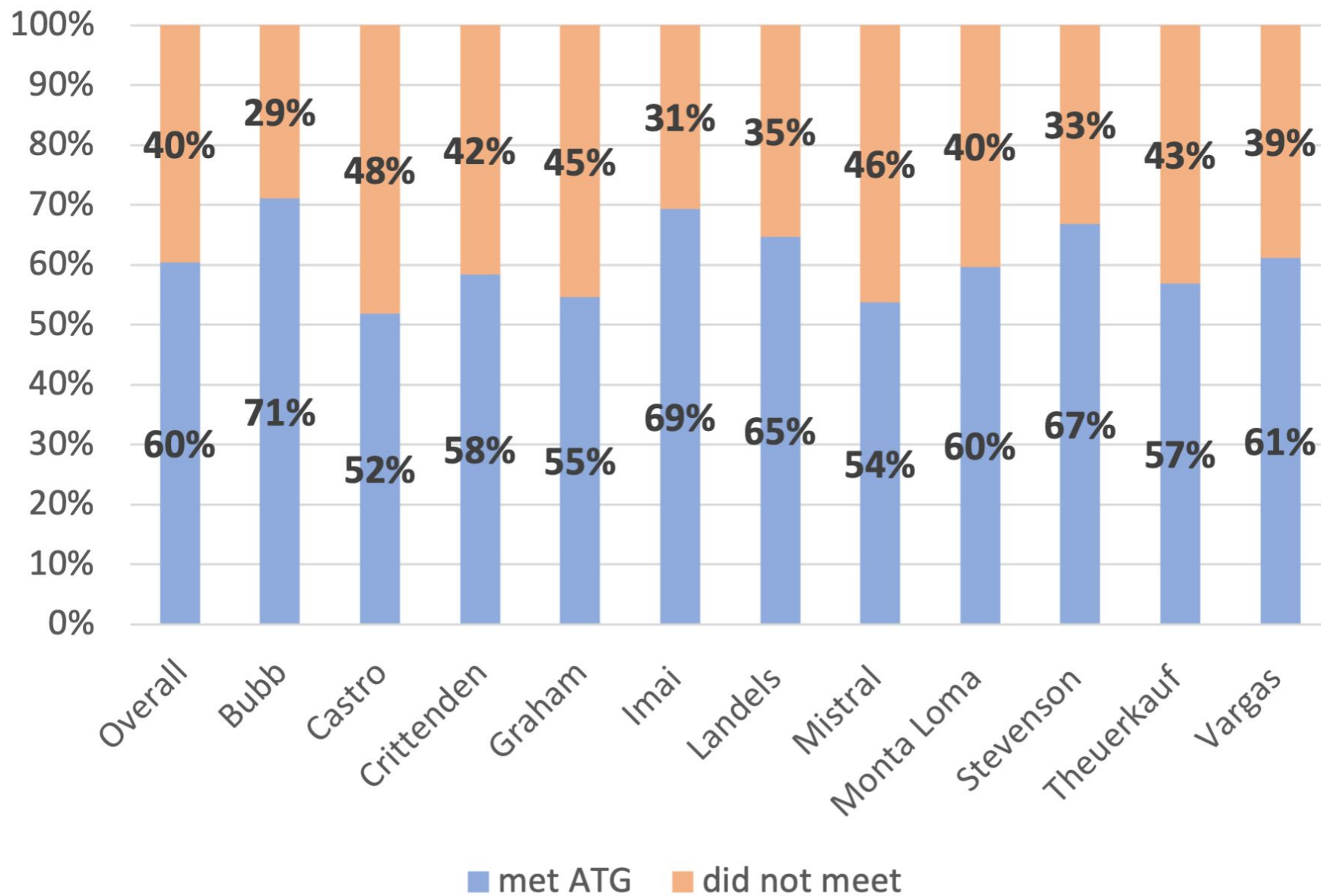
Reading Progress to Annual Typical Growth--Vargas (Median)



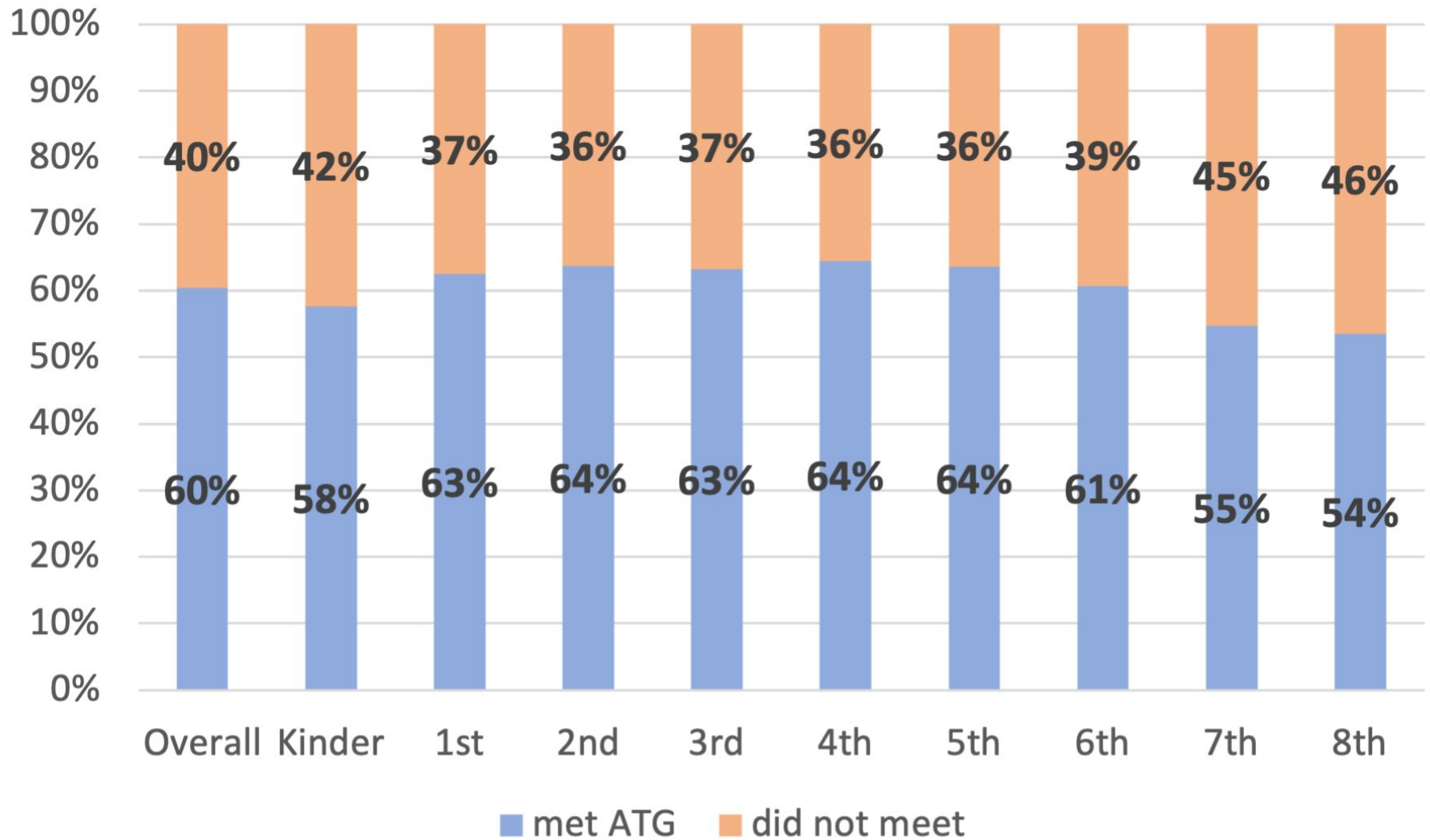
Reading Progress to Annual Typical Growth (Median)



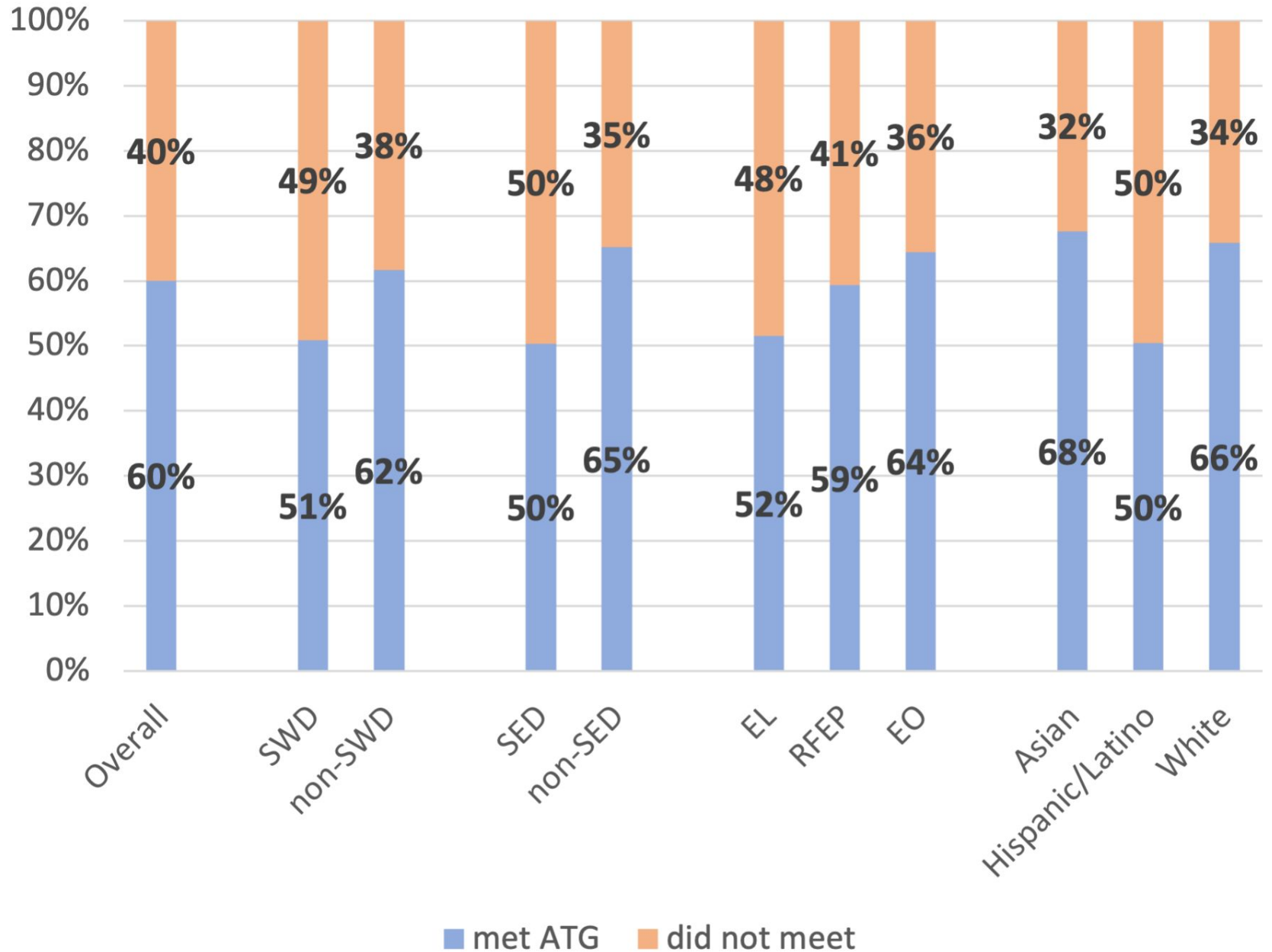
i-Ready Reading Annual Typical Growth



i-Ready Reading Annual Typical Growth



i-Ready Reading Annual Typical Growth

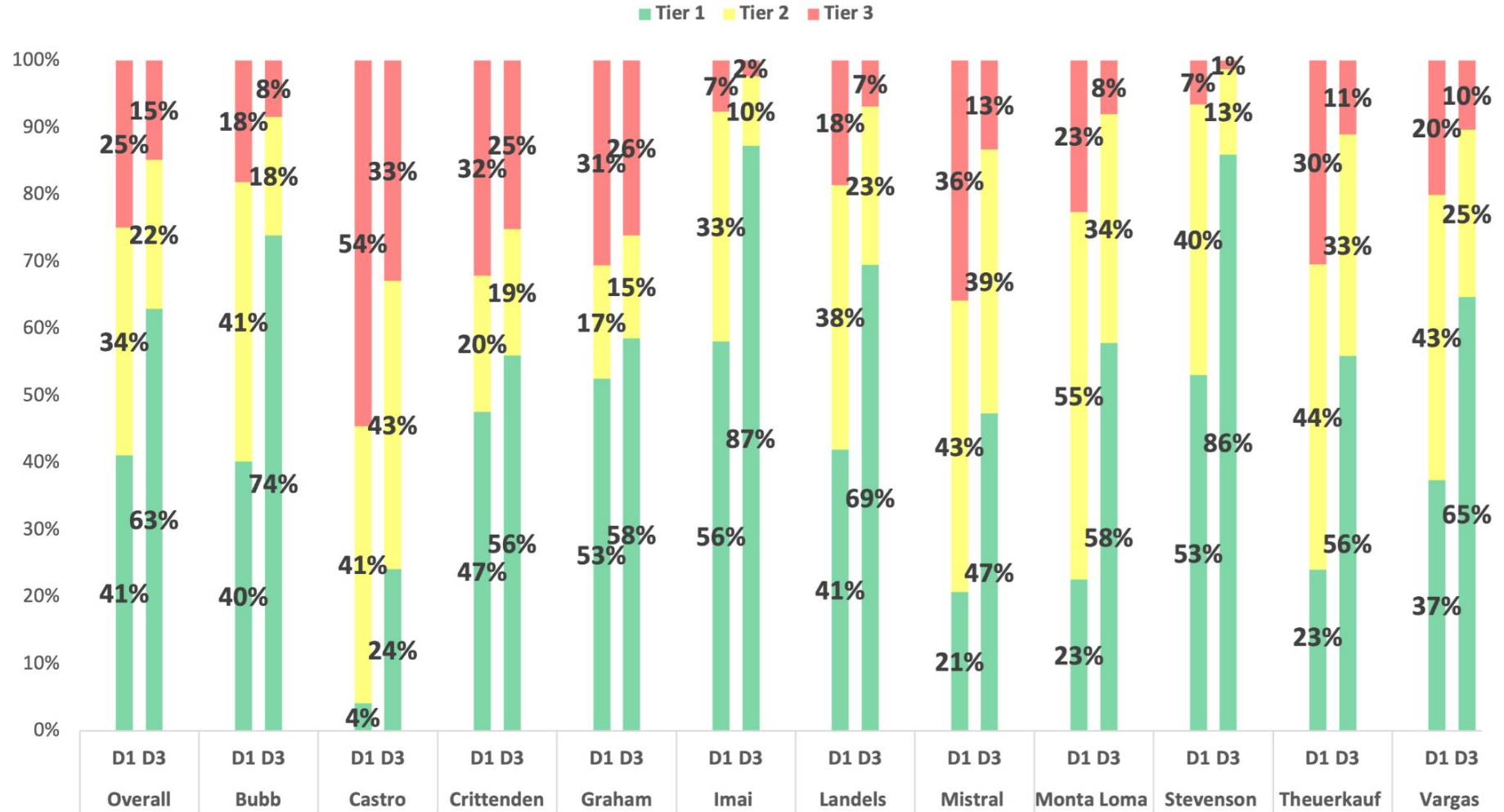




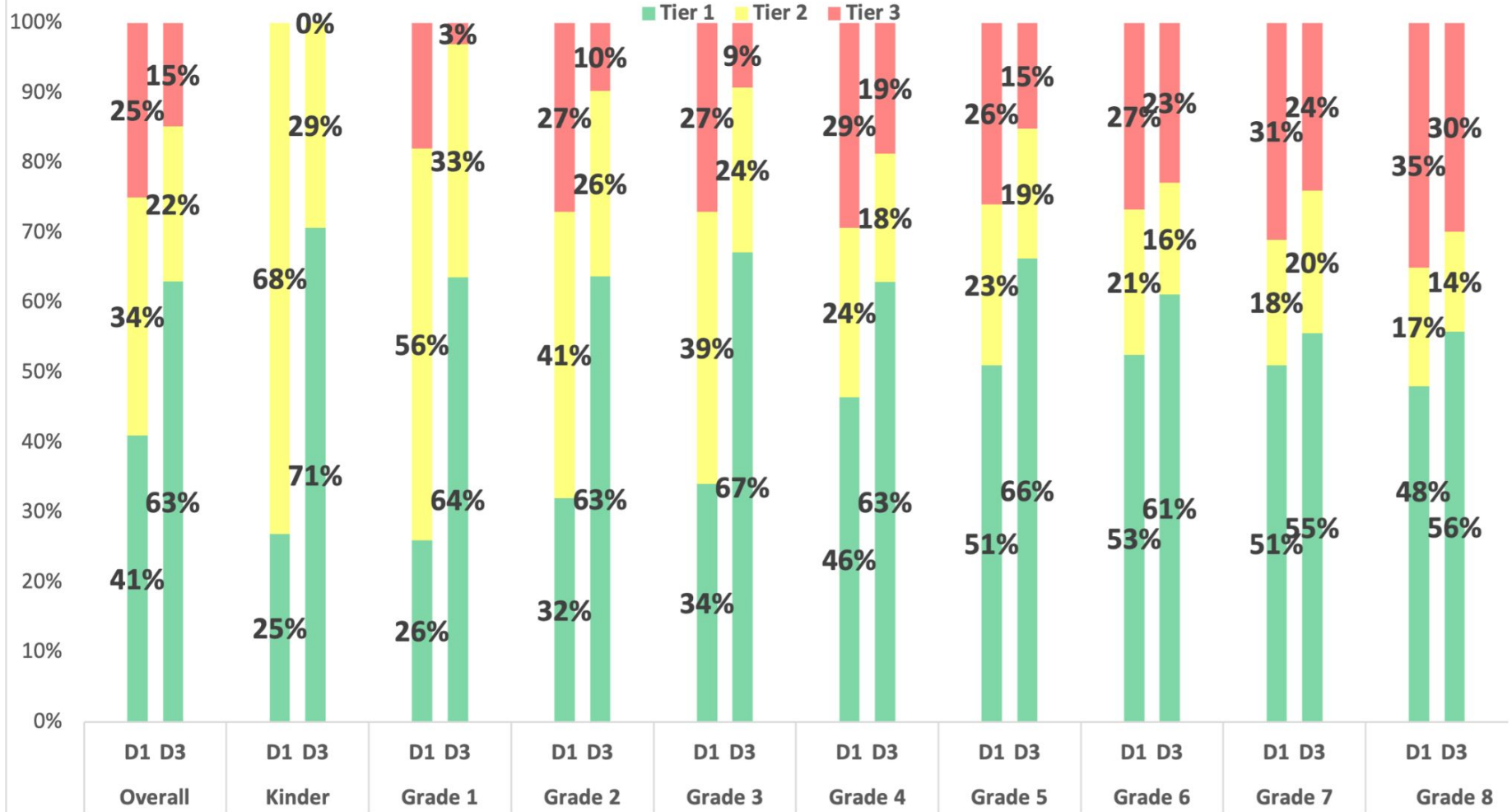
Mountain View
Whisman
School District

Appendix - Additional Math Data

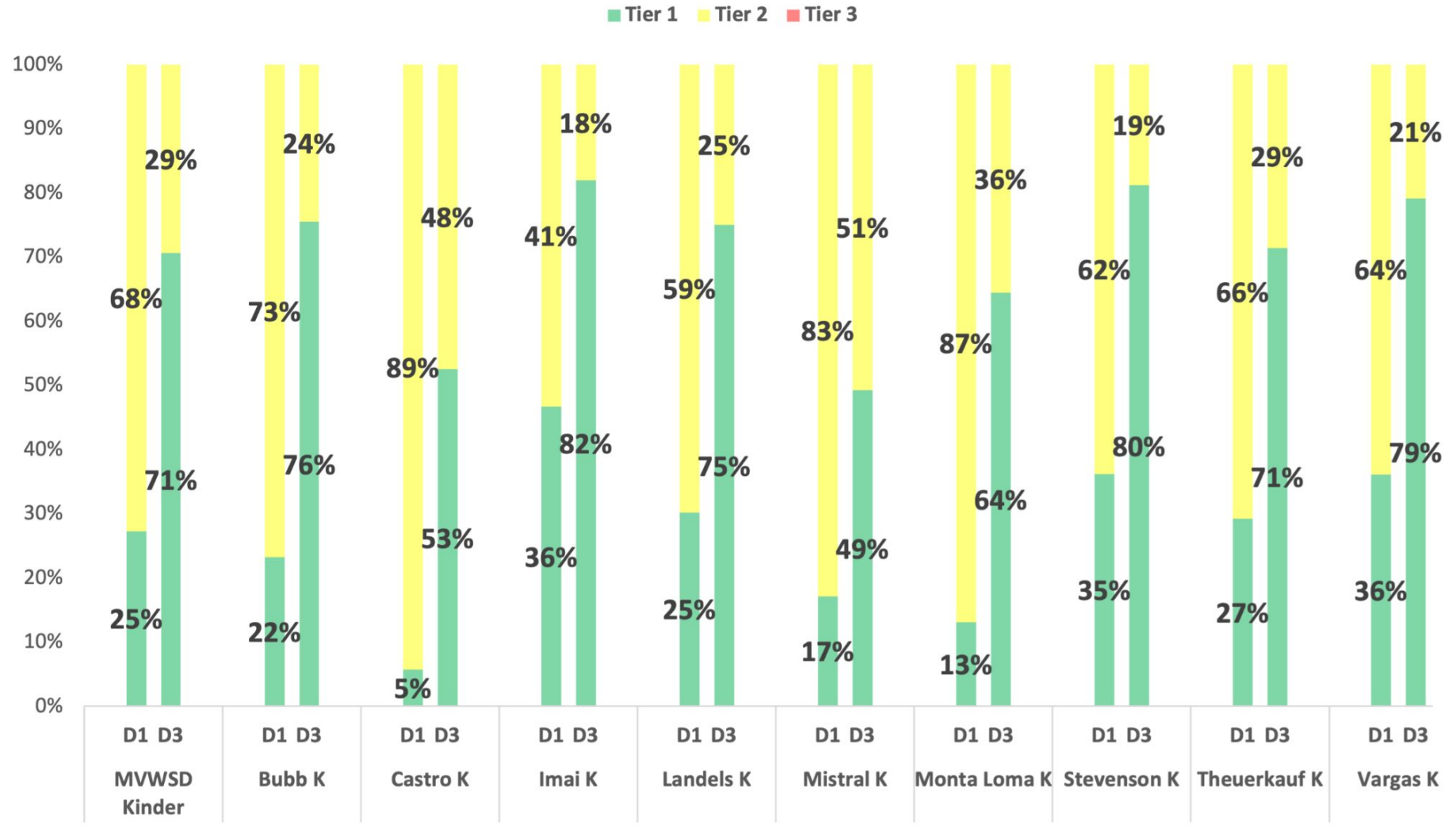
i-Ready Math by Site (2024-25 D1 to D3)



i-Ready Math by Grade Level (2024-25 D1 to D3)

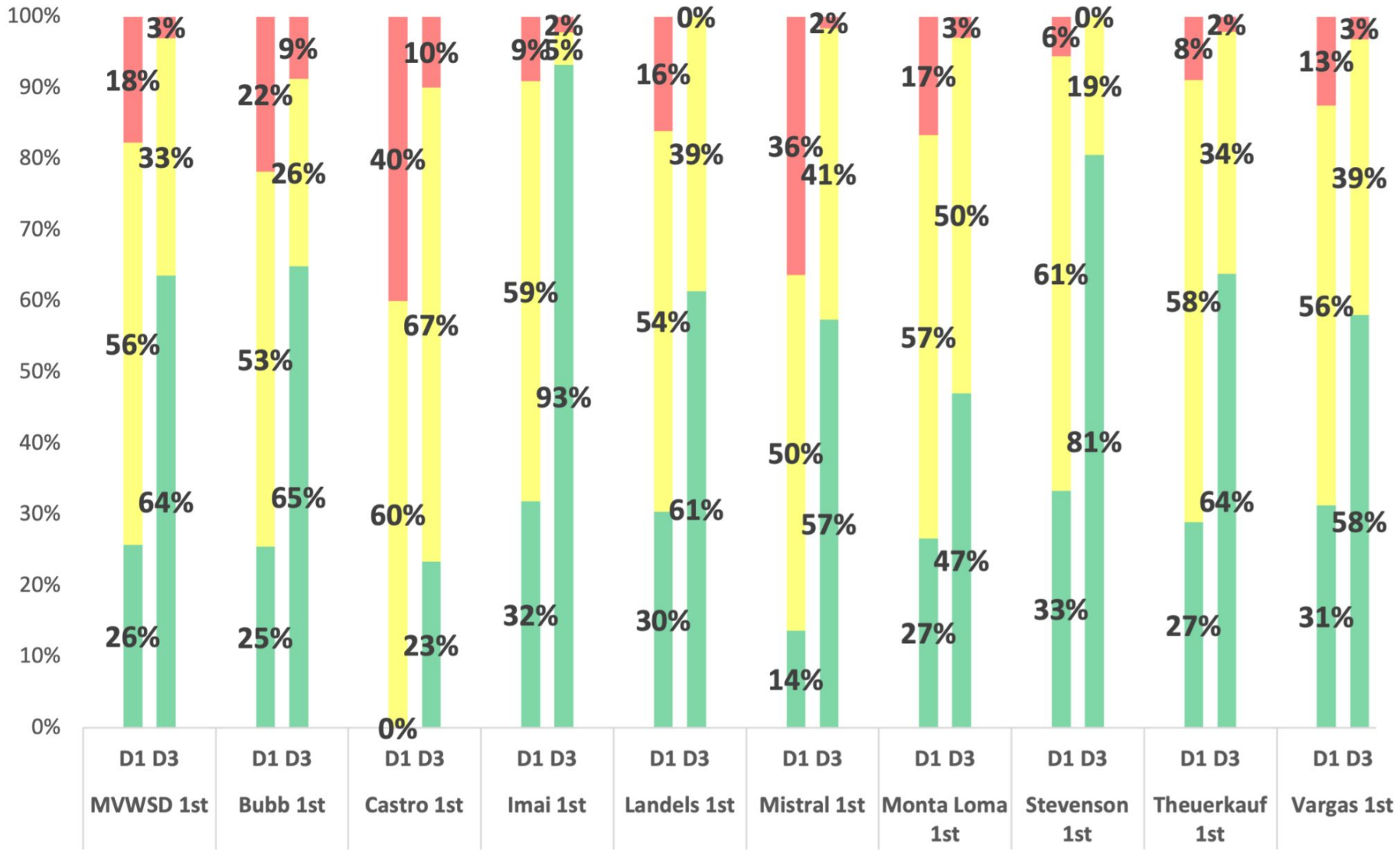


i-Ready Math Kinder (2024-25 D1 to D3)

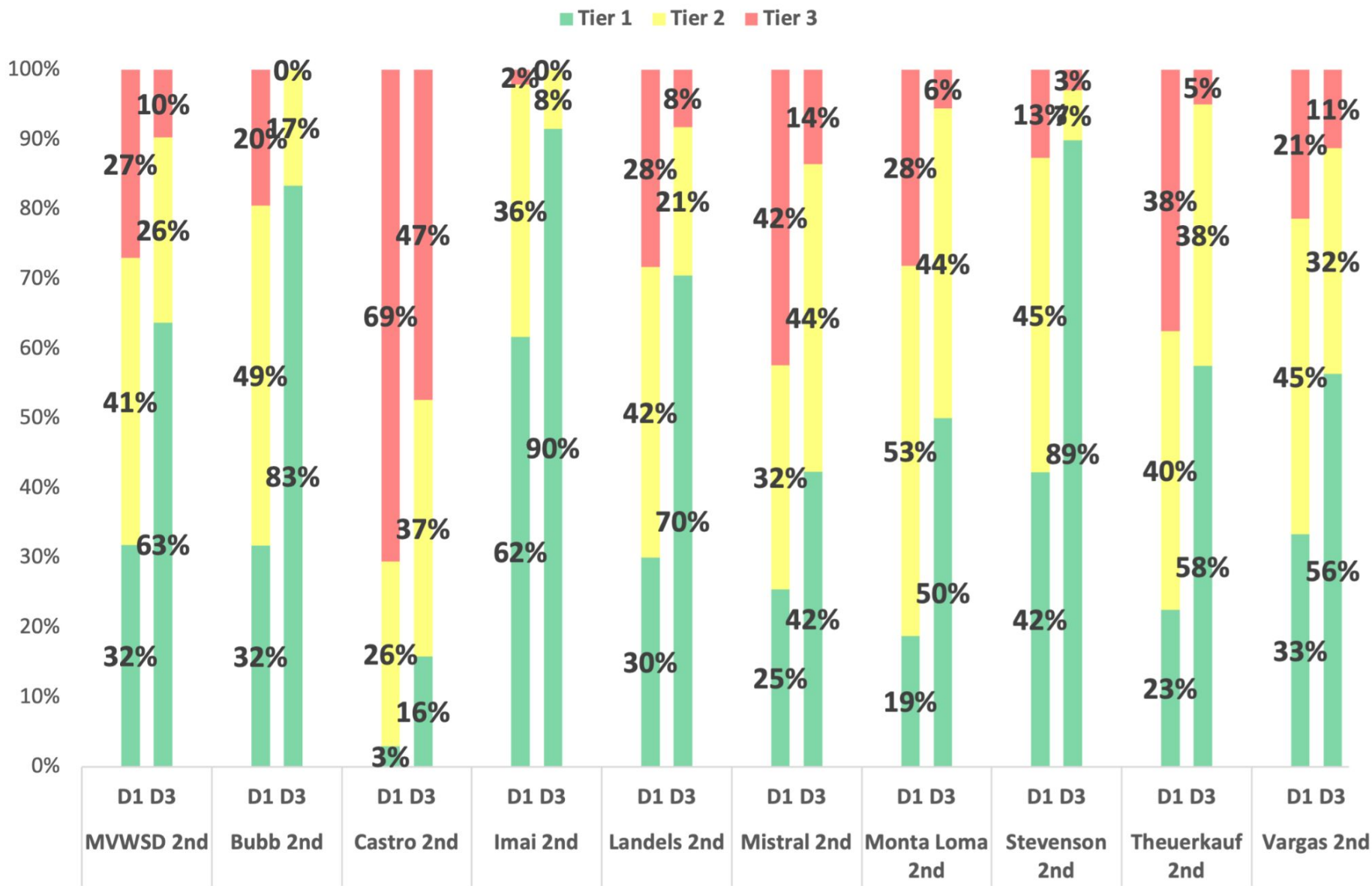


i-Ready Math 1st (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3

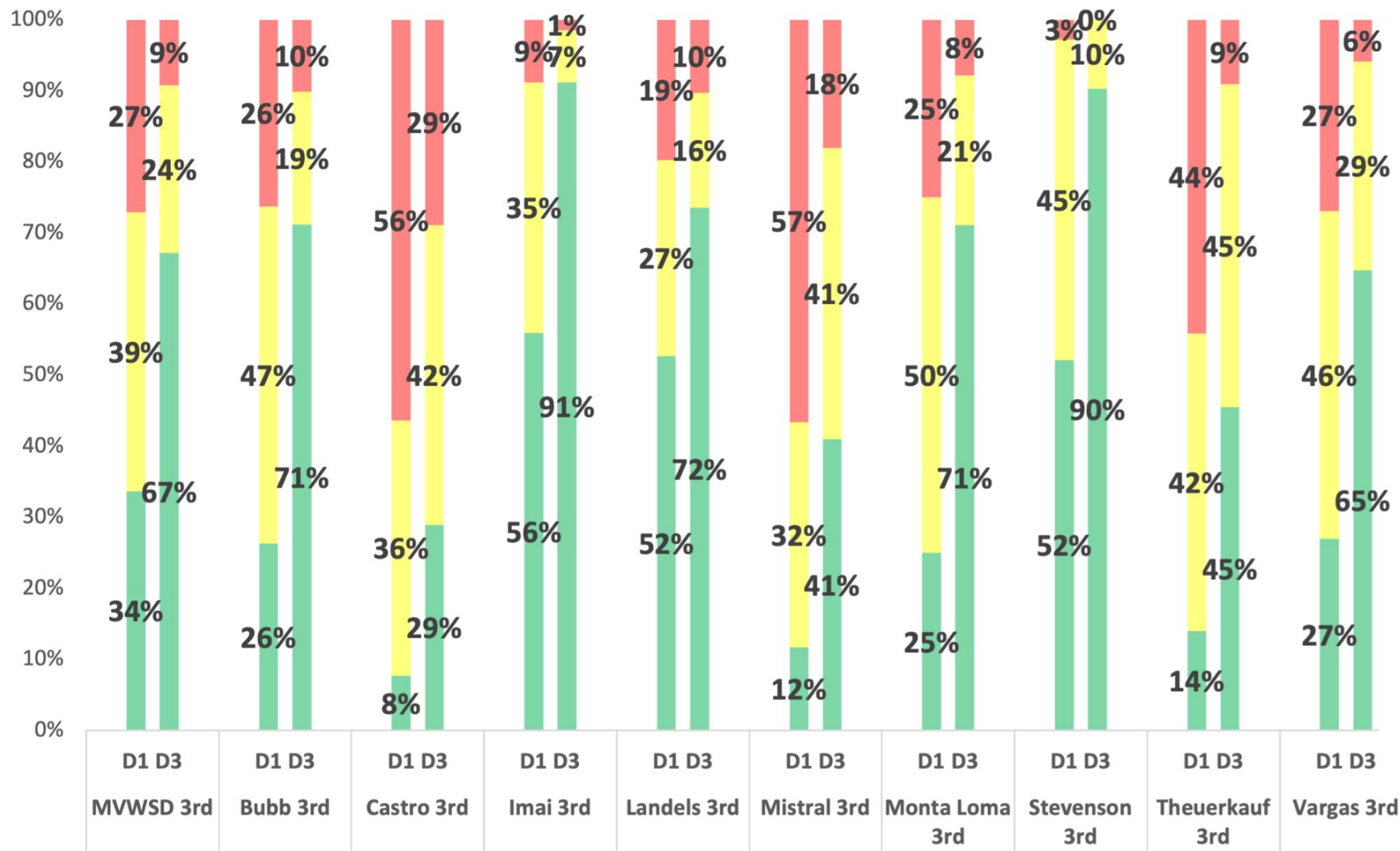


i-Ready Math 2nd (2024-25 D1 to D3)



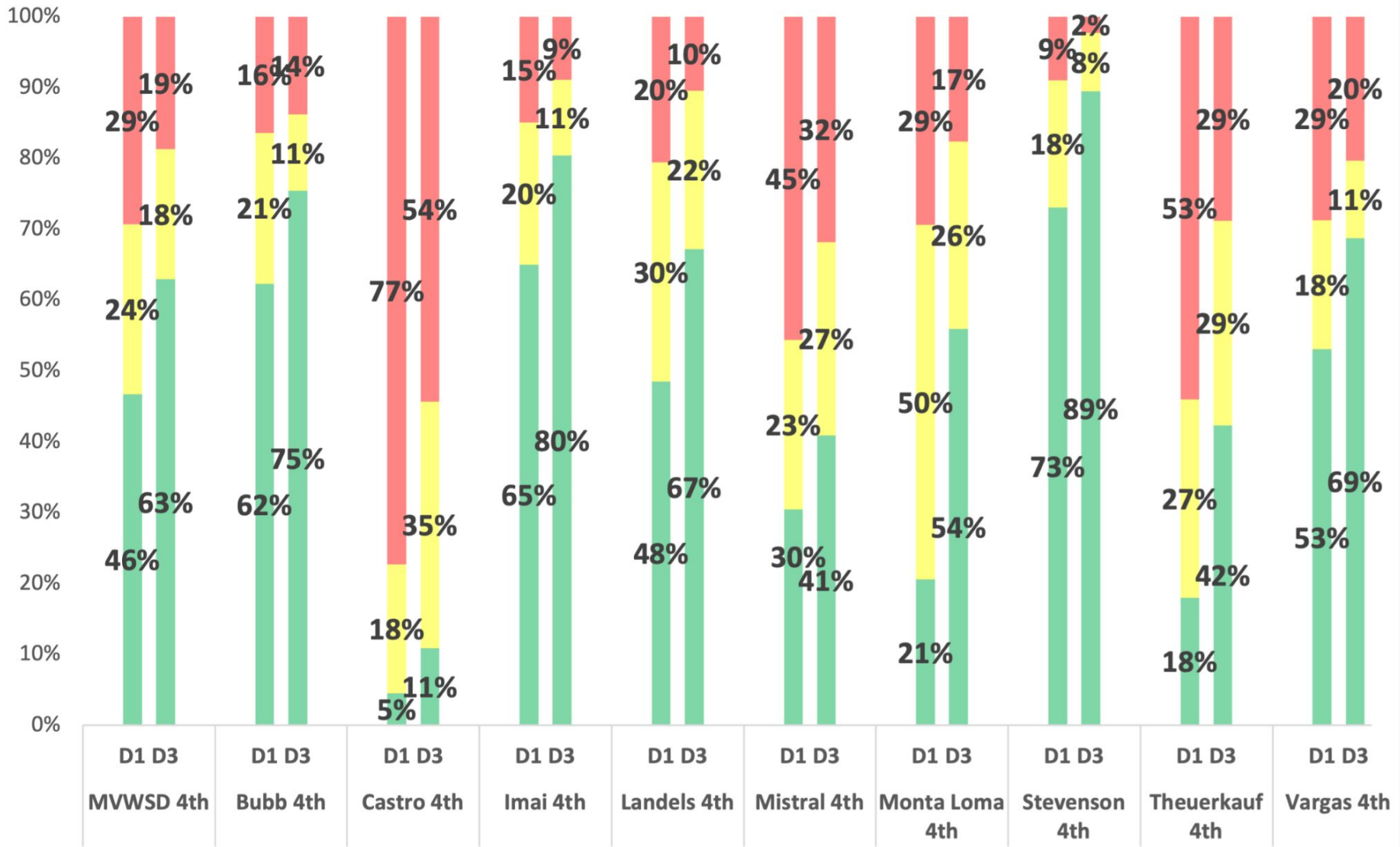
i-Ready Math 3rd (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



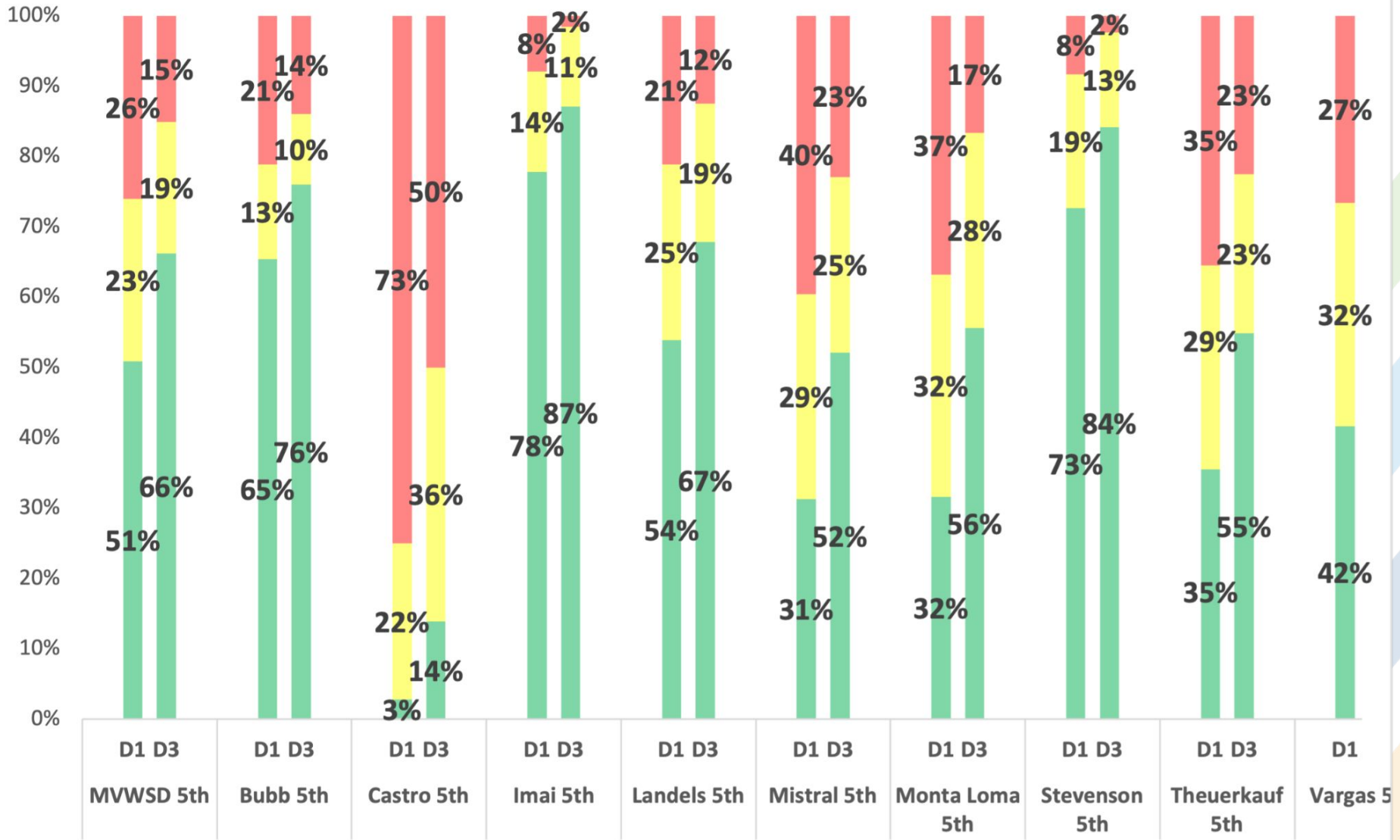
i-Ready Math 4th (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3

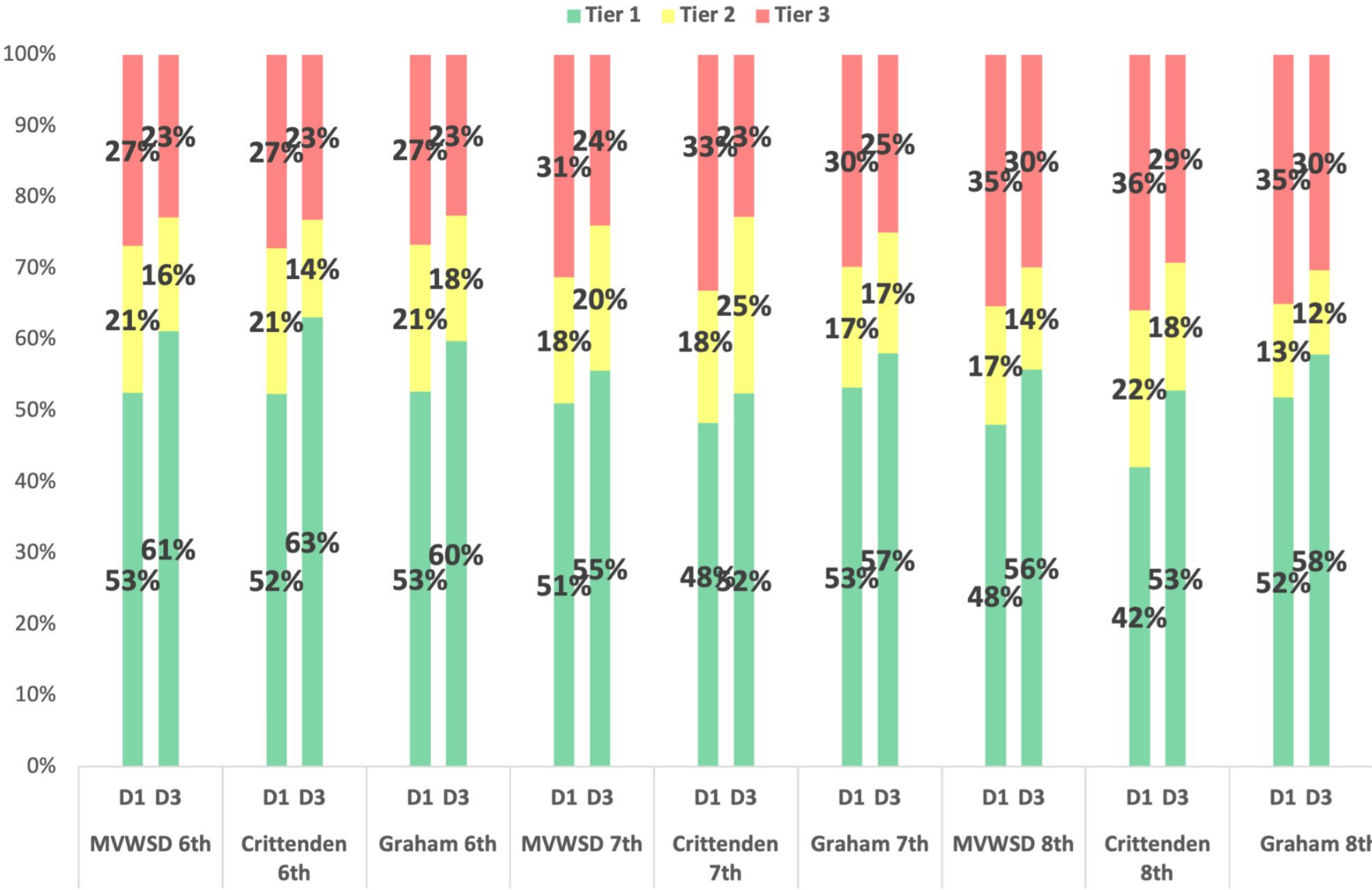


i-Ready Math 5th (2024-25 D1 to D3)

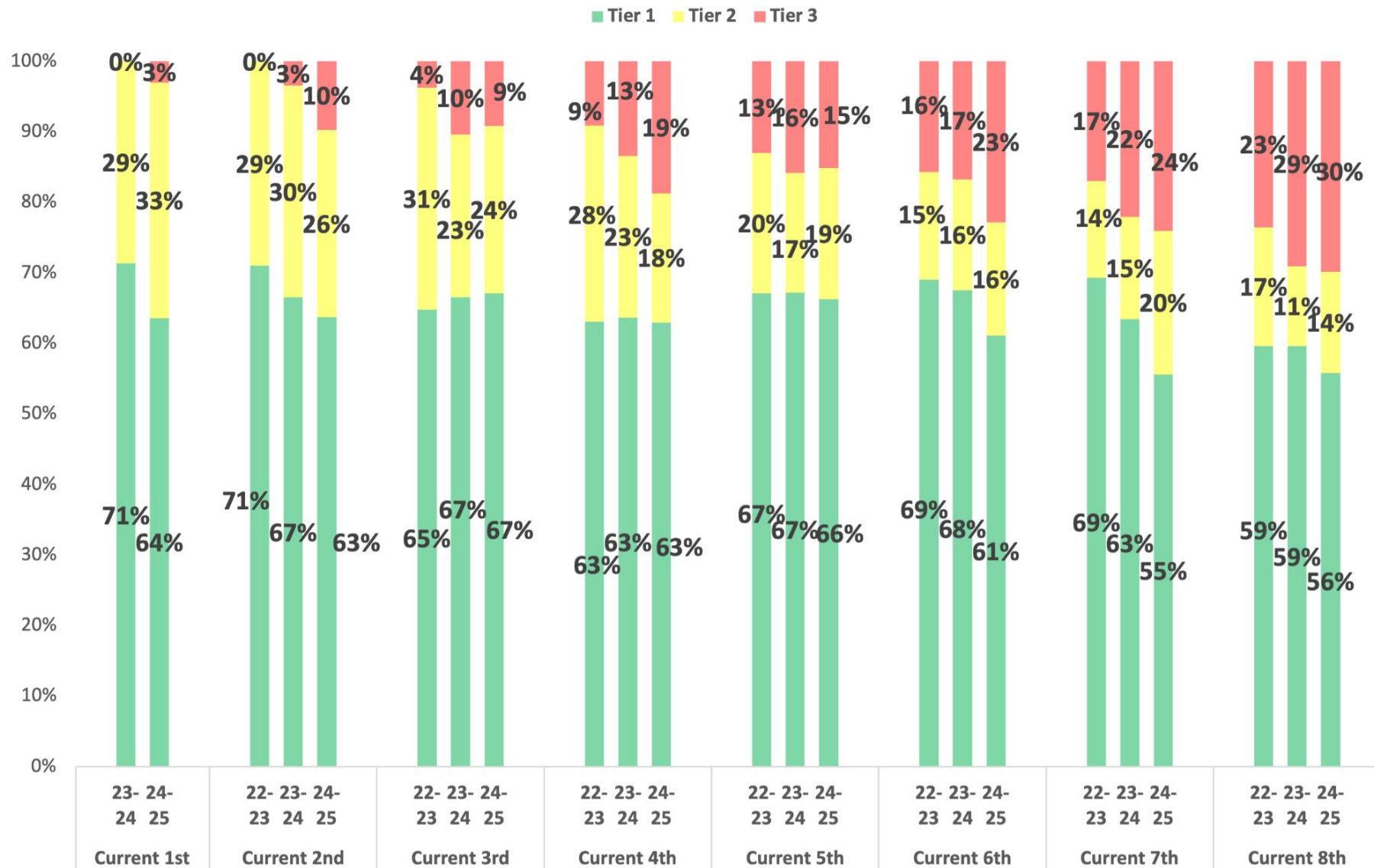
Tier 1 Tier 2 Tier 3



i-Ready Math 6th-8th (2024-25 D1 to D3)

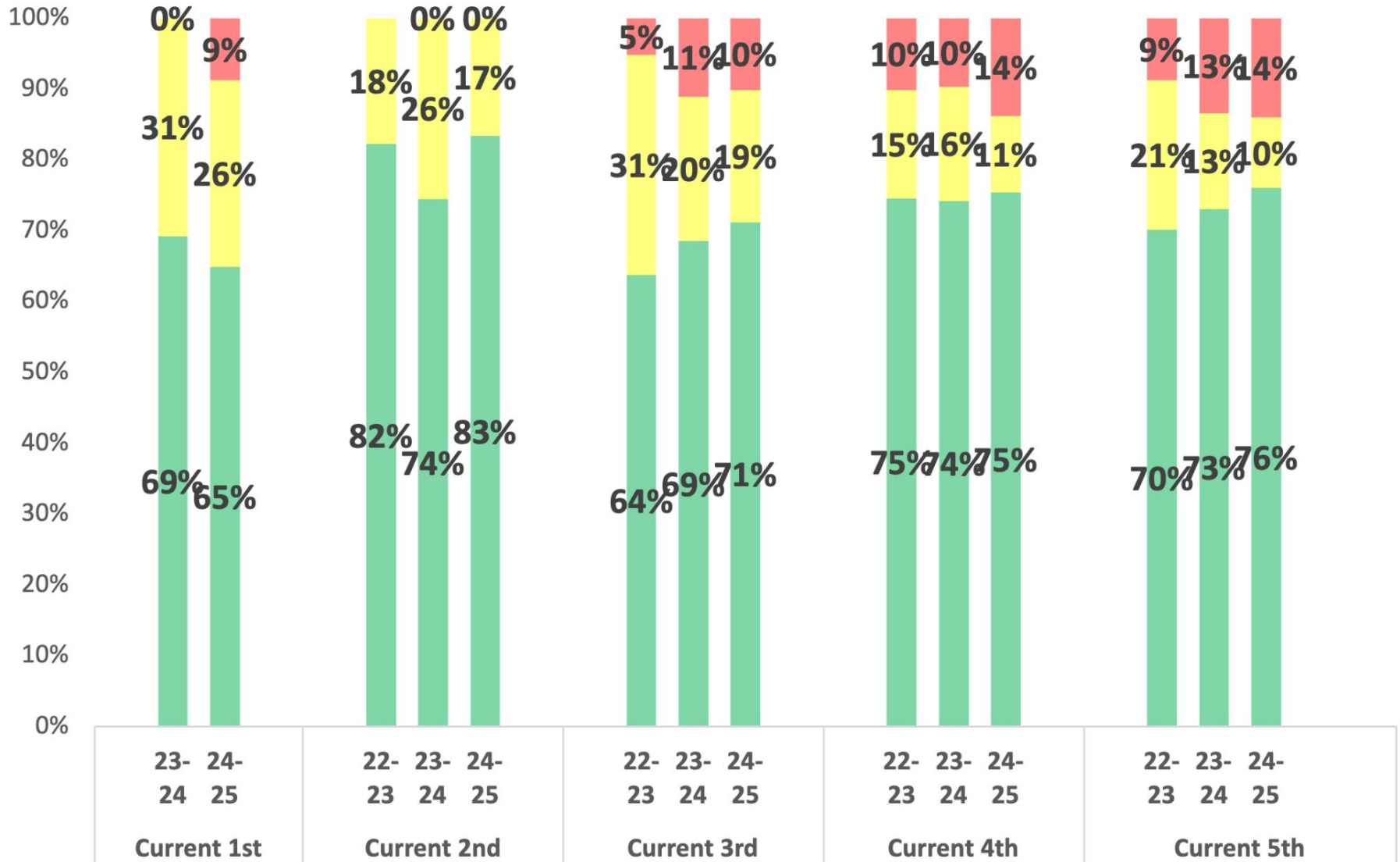


i-Ready Math-MVWSD (D3 Cohort Comparison)



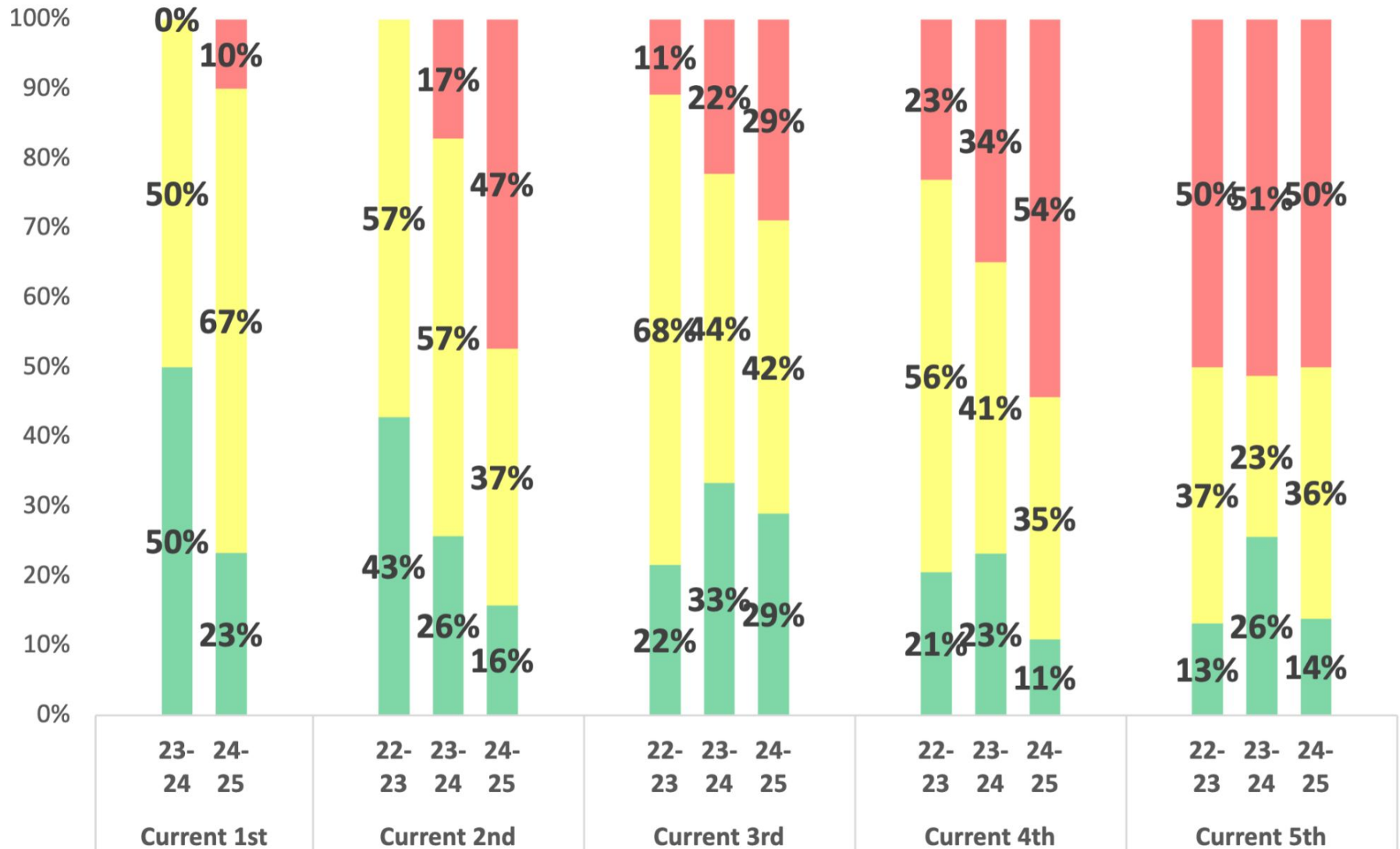
i-Ready Math--Bubb (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



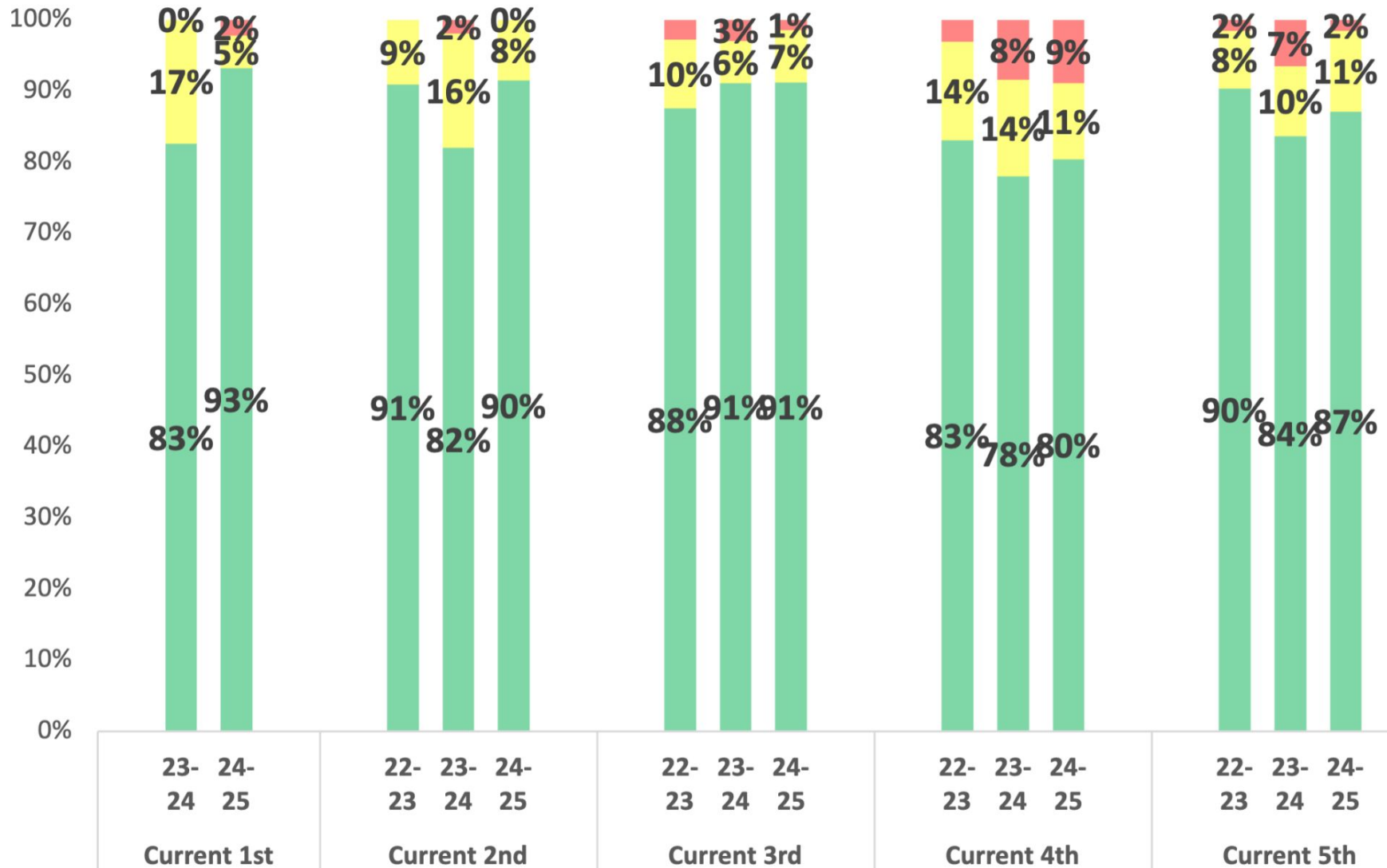
i-Ready Math-Castro (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



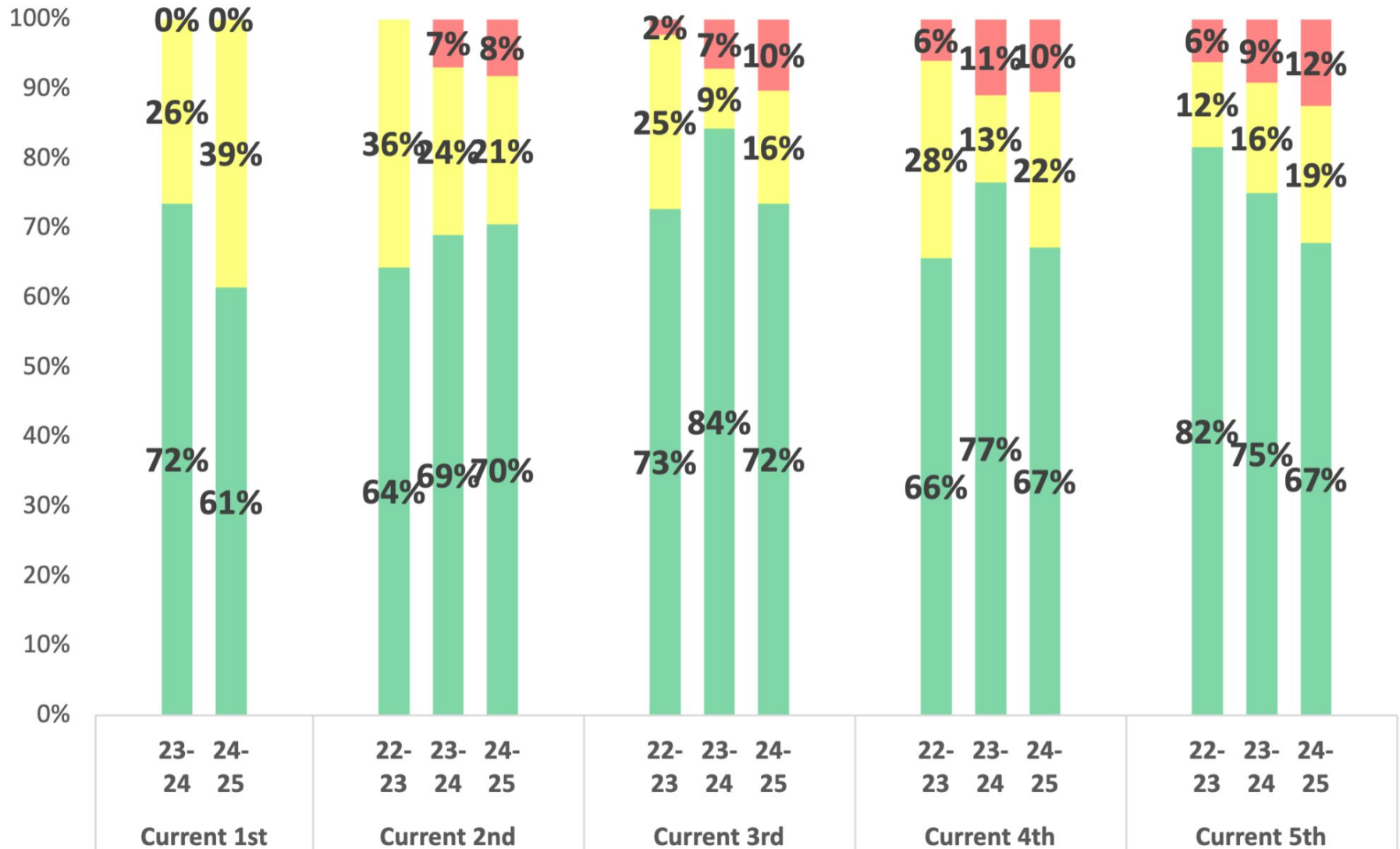
i-Ready Math--Imai (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



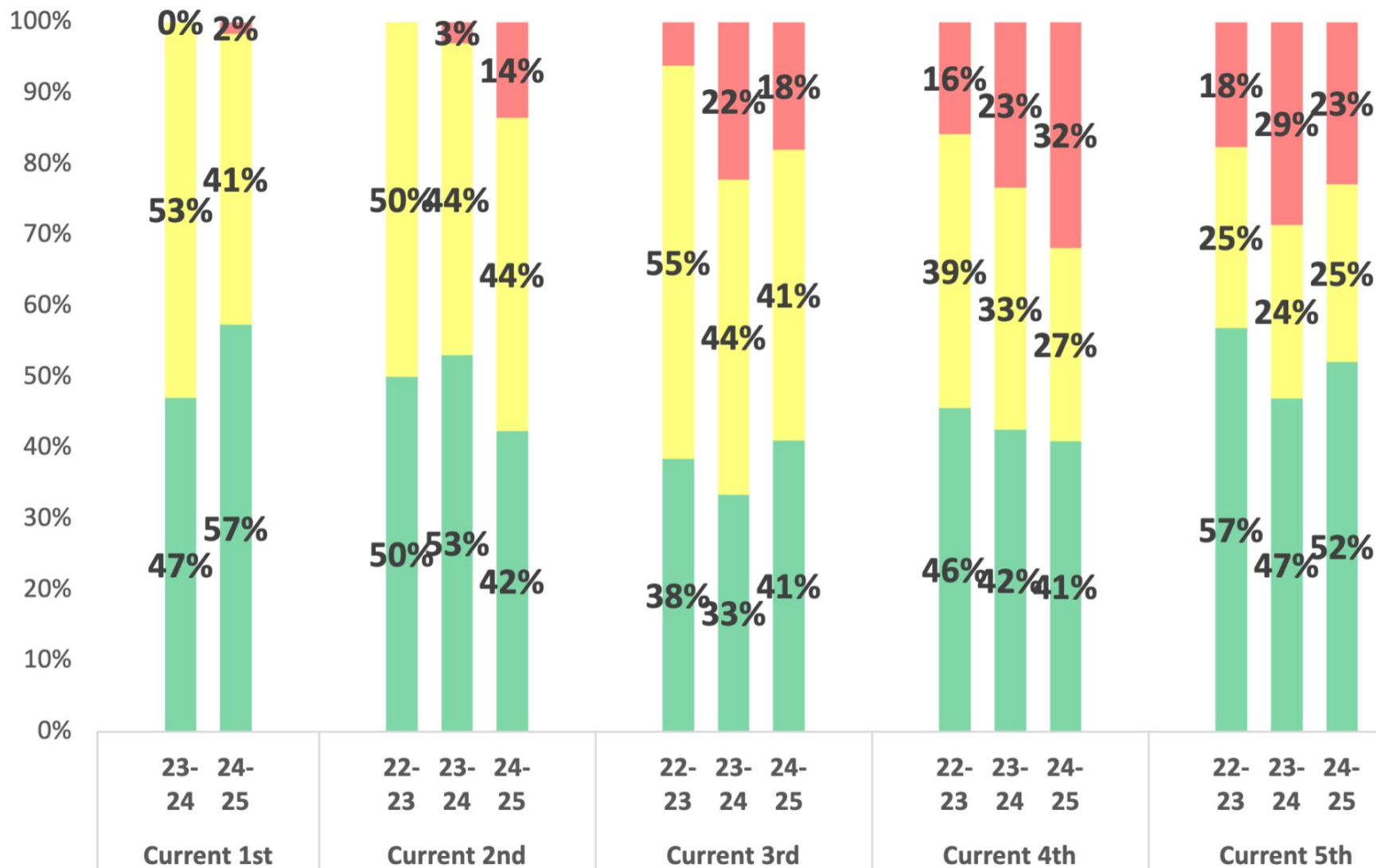
i-Ready Math--Landels (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



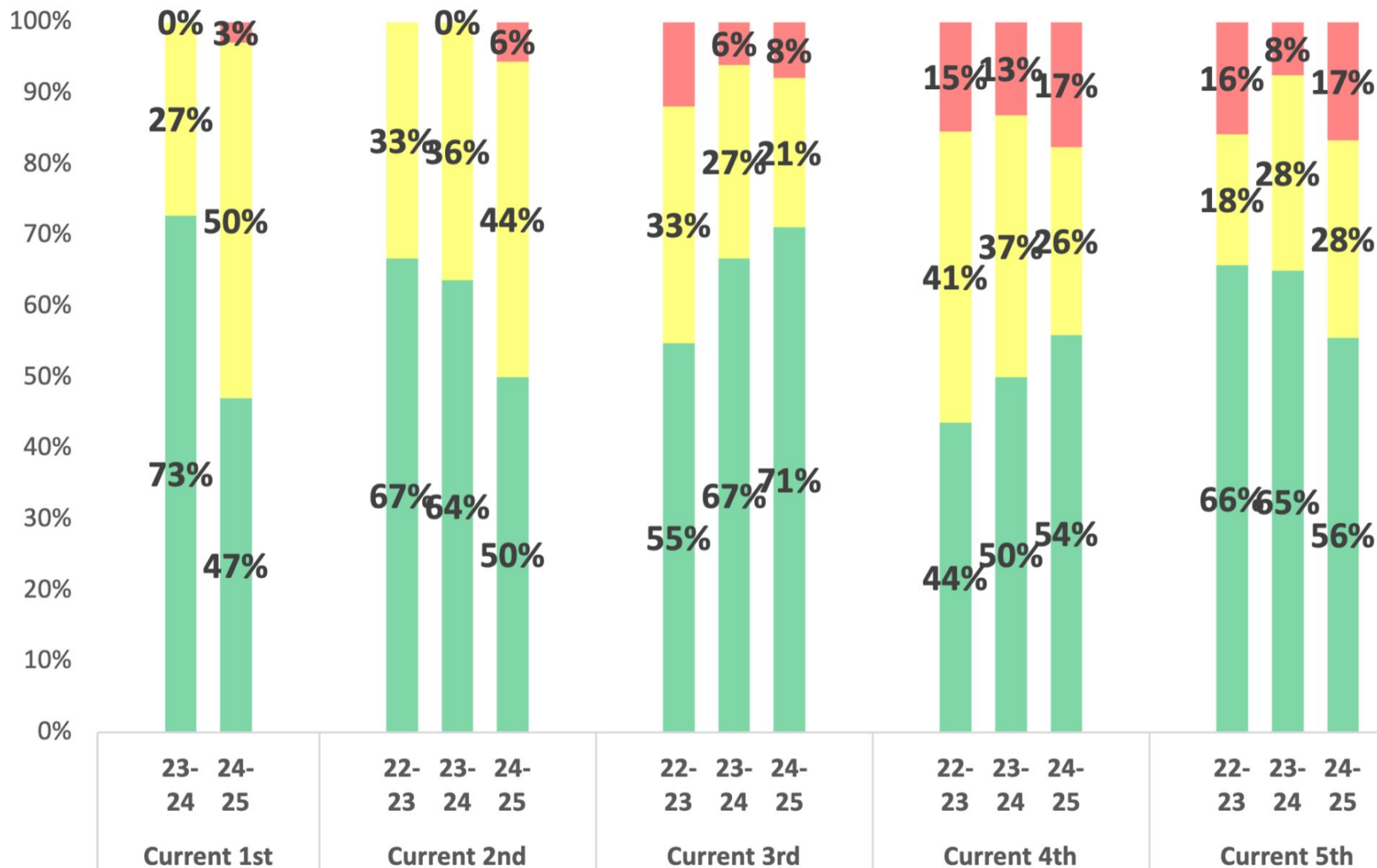
i-Ready Math--Mistral (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



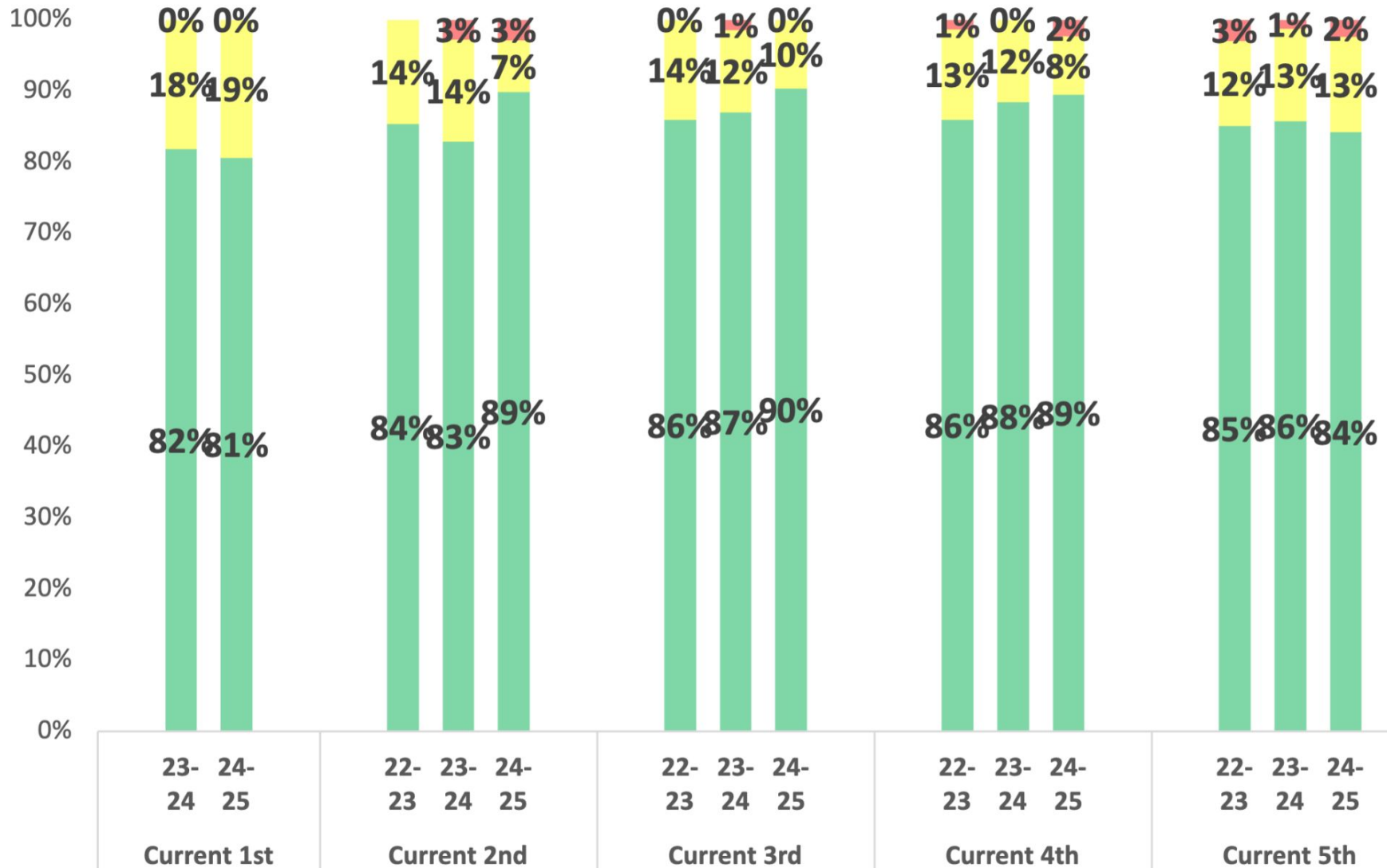
i-Ready Math--Monta Loma (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



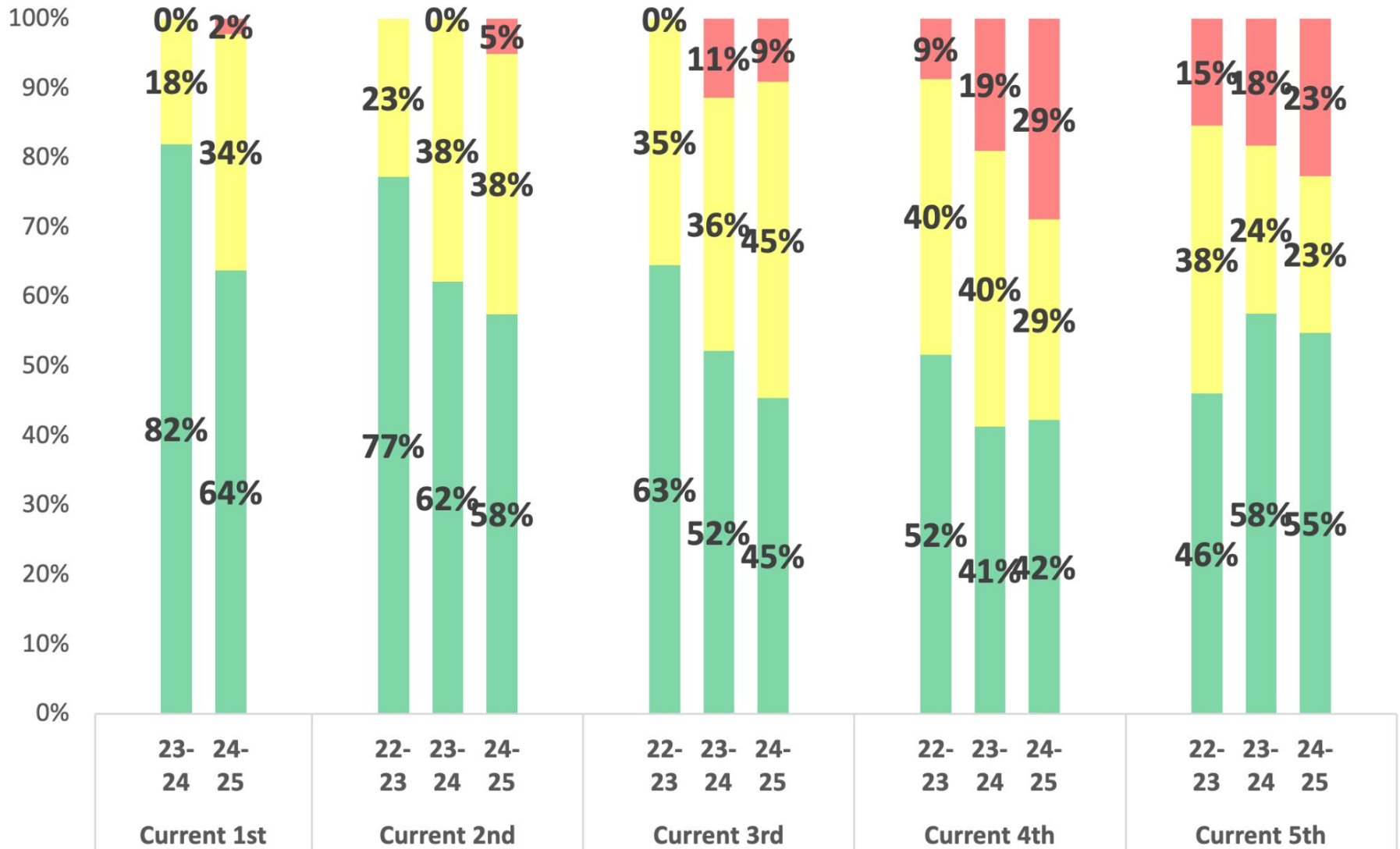
i-Ready Math--Stevenson (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3



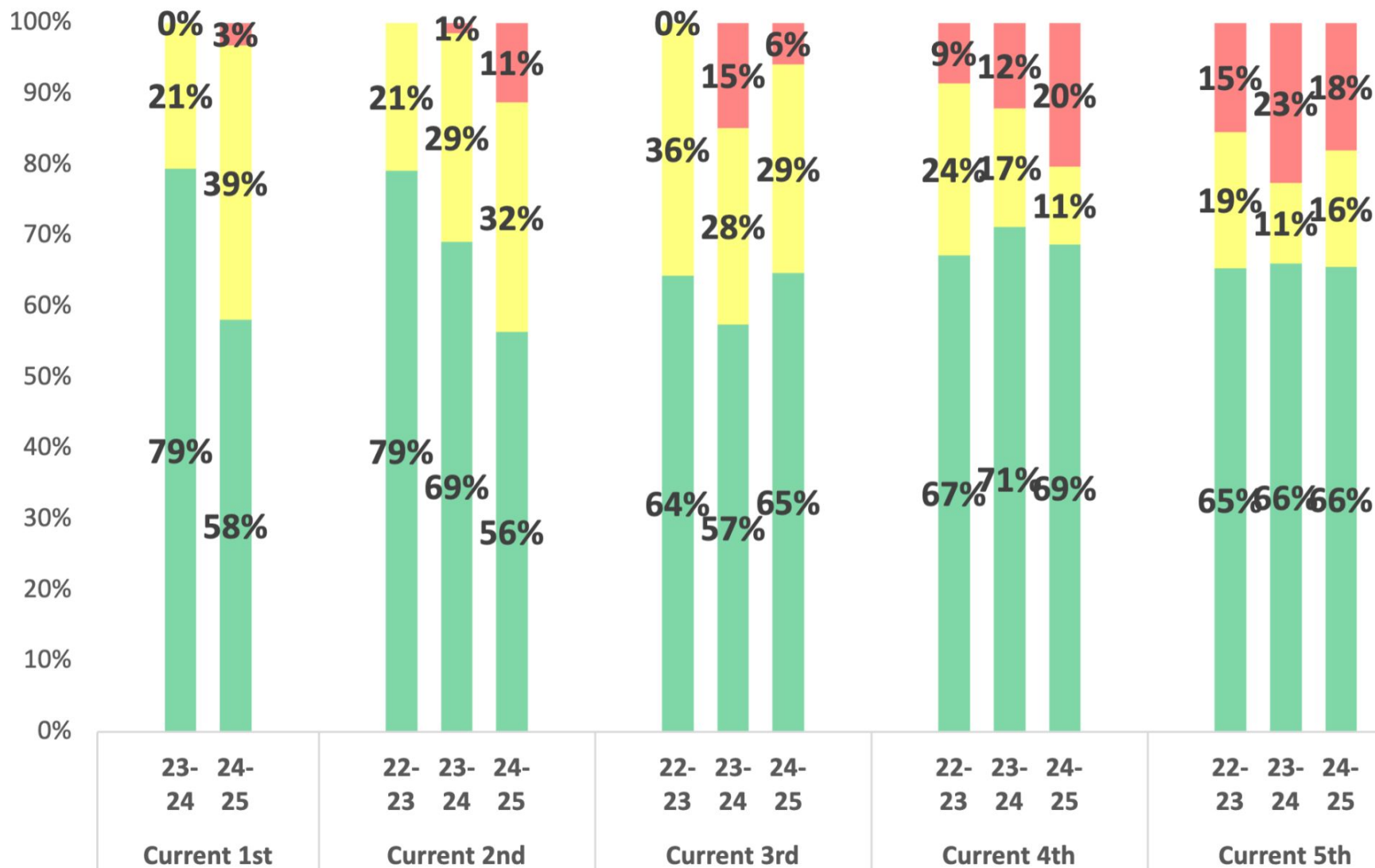
i-Ready Math--Theuerkauf (D3 Cohort Comparison)

Tier 1 Tier 2 Tier 3

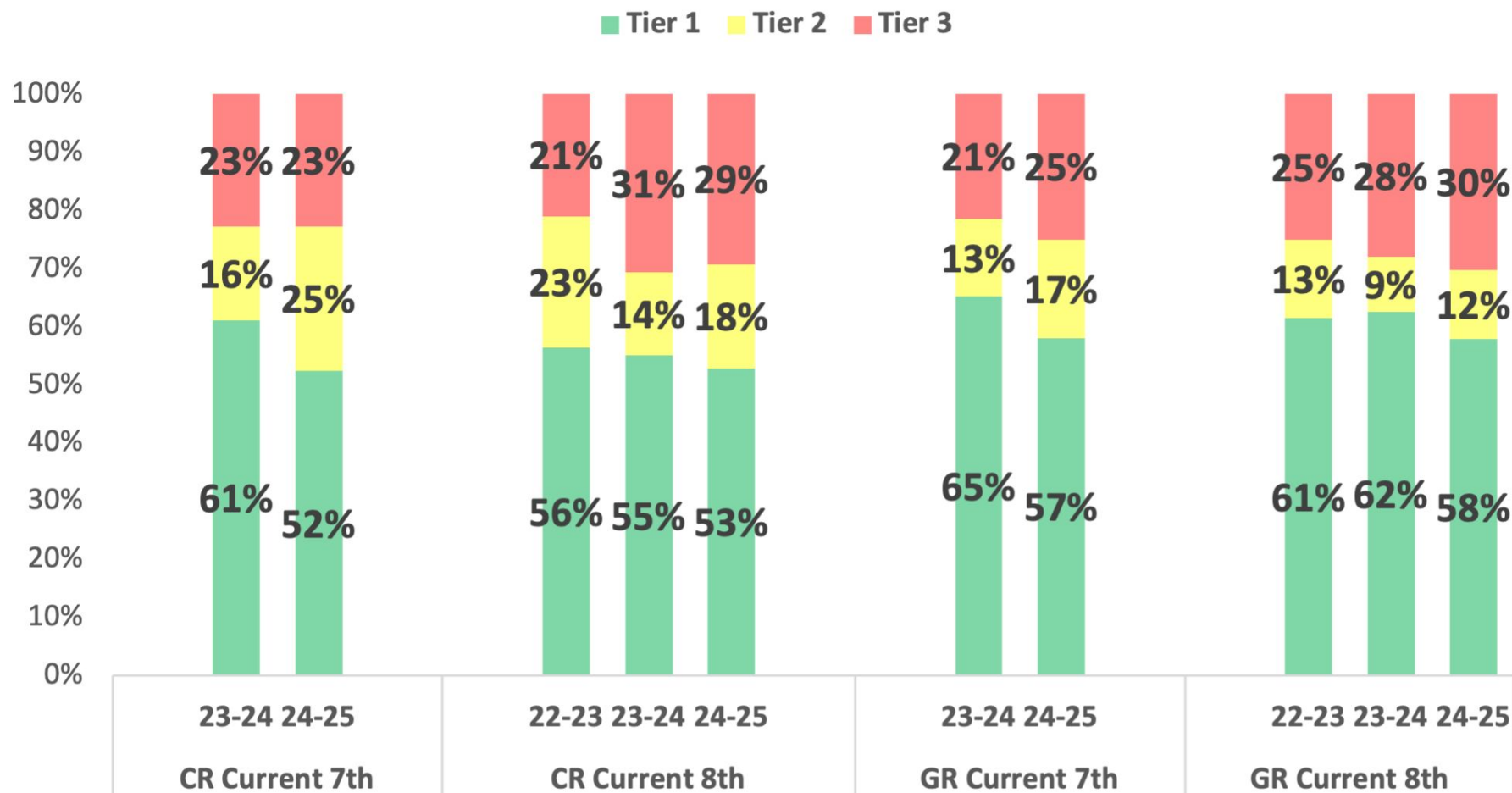


i-Ready Math--Vargas (D3 Cohort Comparison)

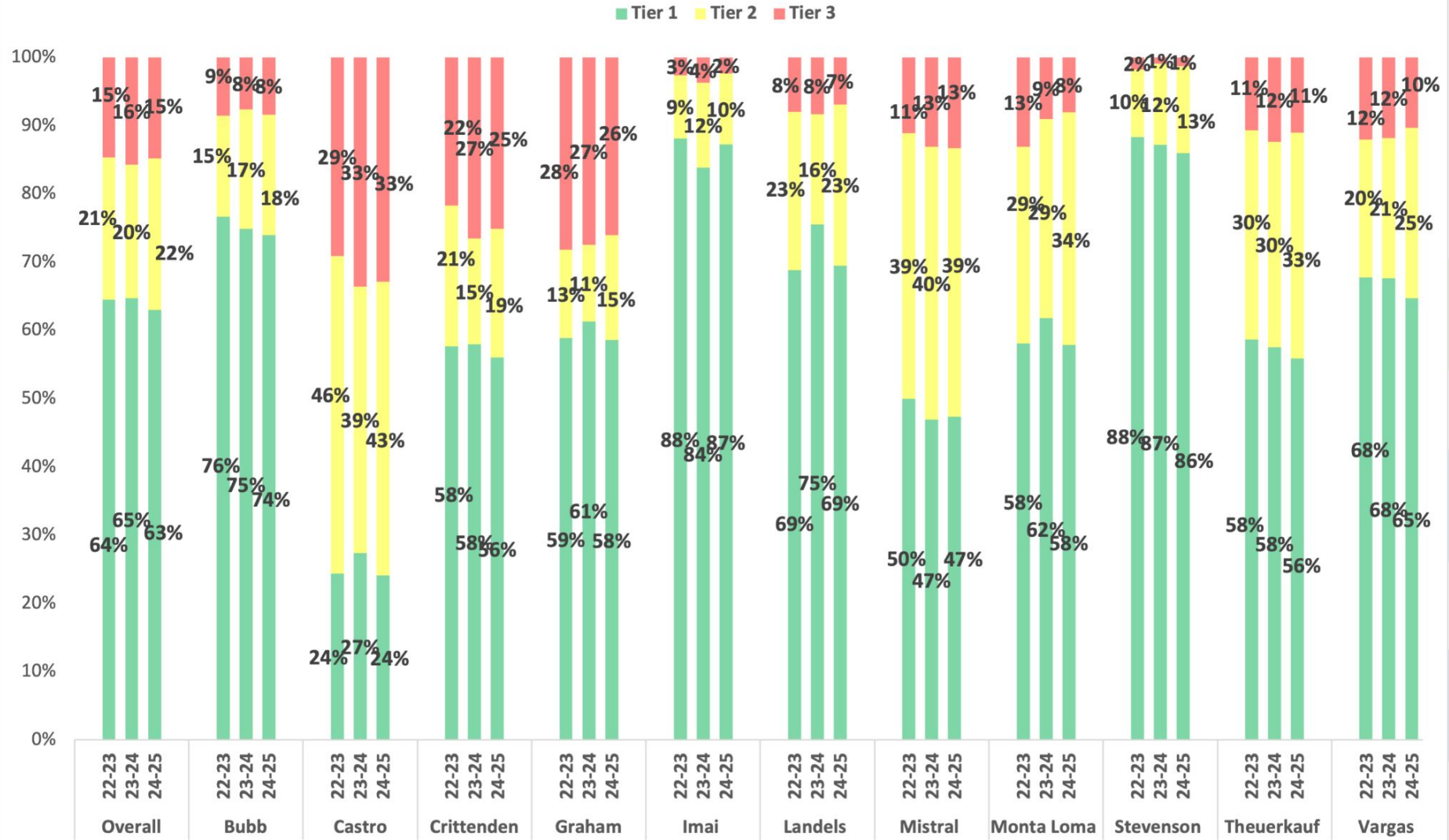
Tier 1 Tier 2 Tier 3



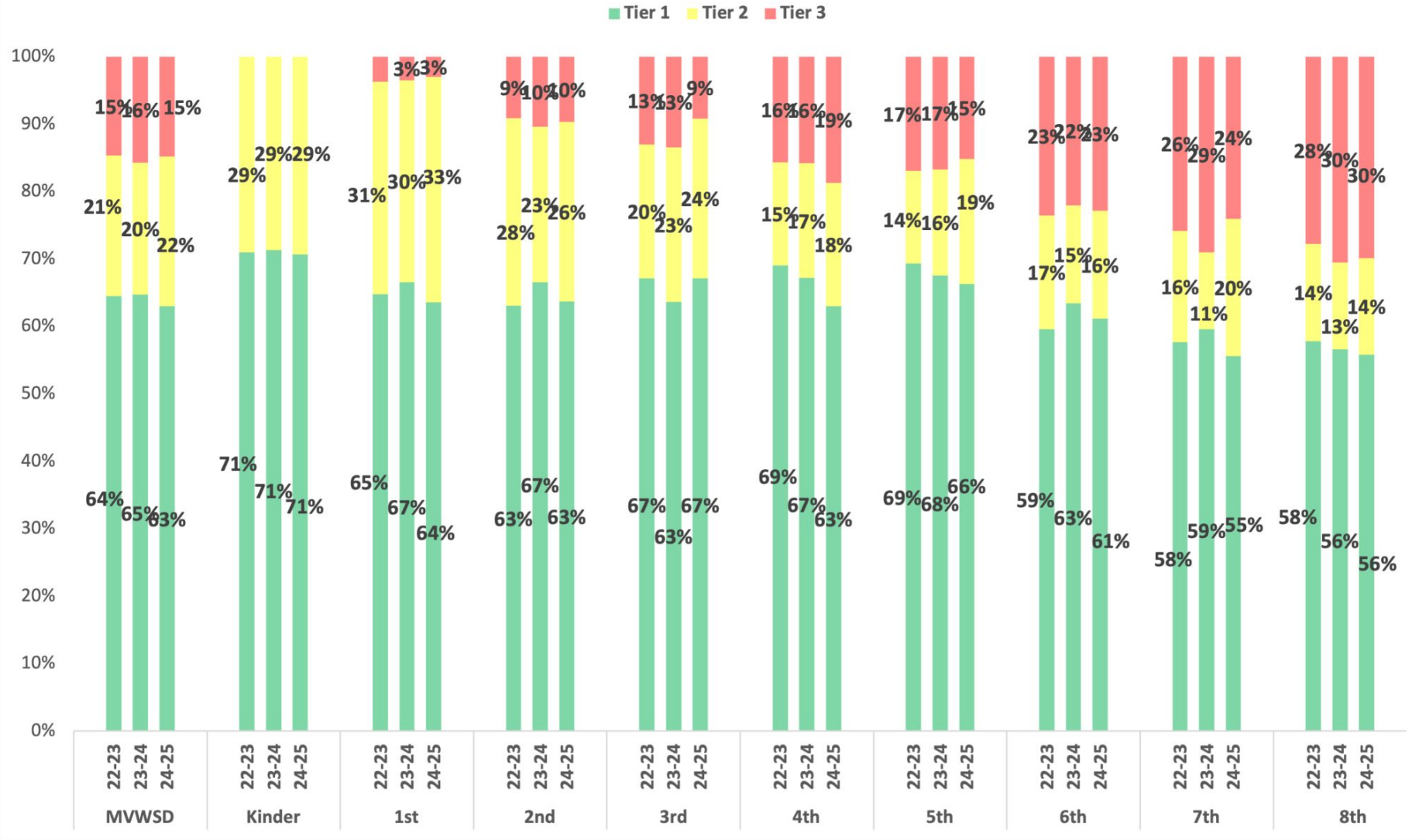
i-Ready Math-Middle School (D3 Cohort Comparison)



i-Ready Math by Site (D3 Year to Year)

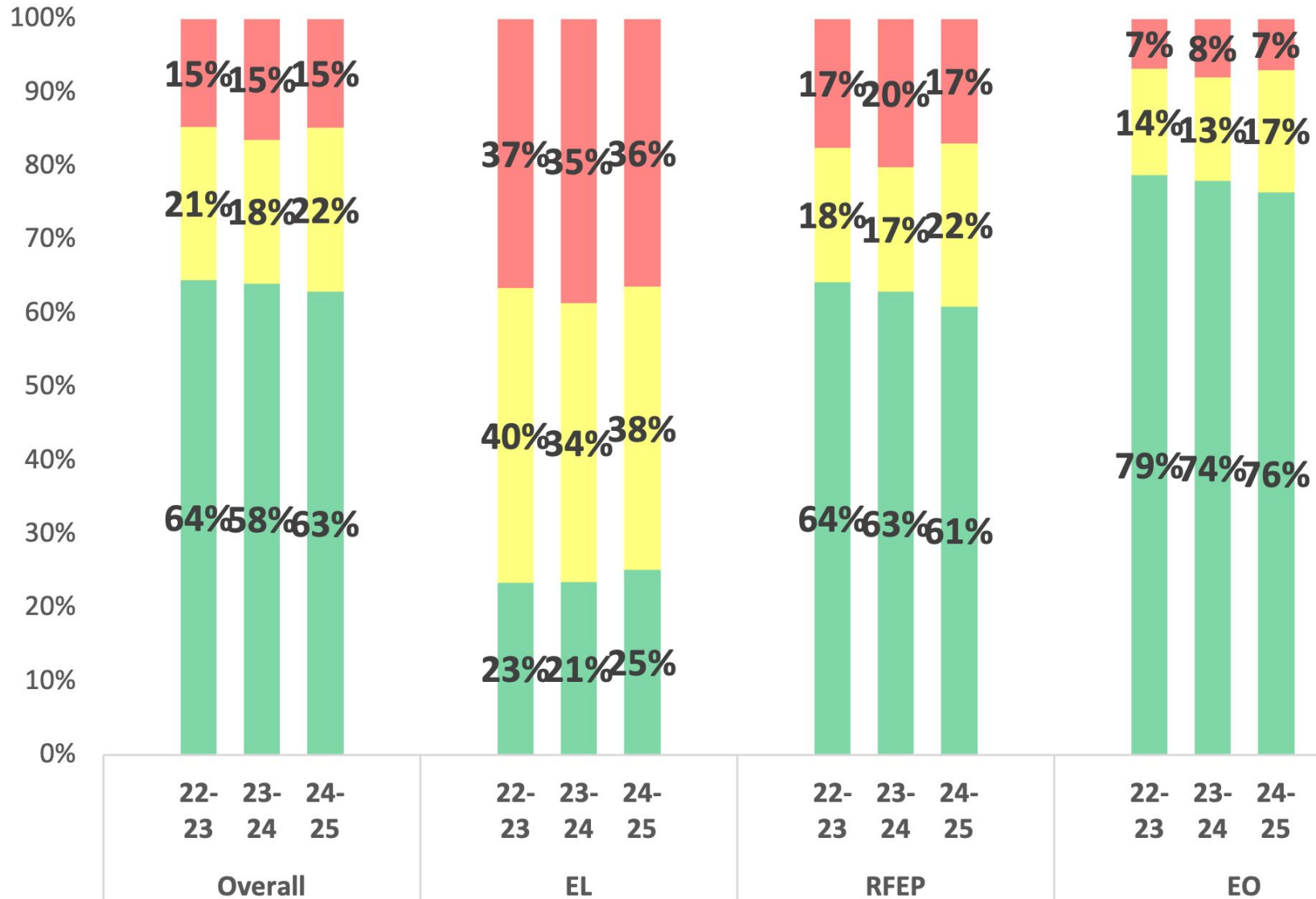


i-Ready Math by Grade Level (D3 Year to Year)

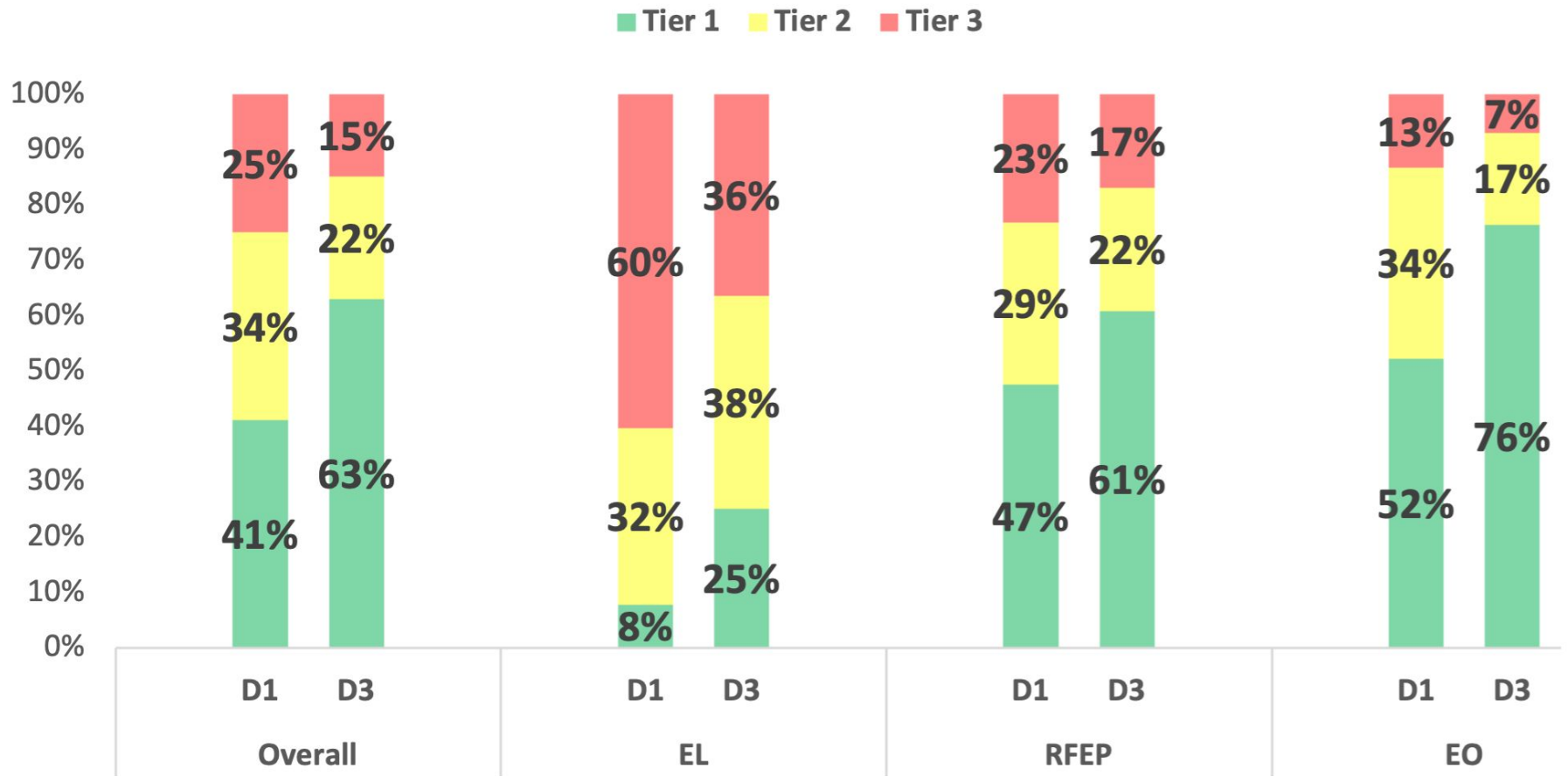


i-Ready Math by EL Status (Year to Year)

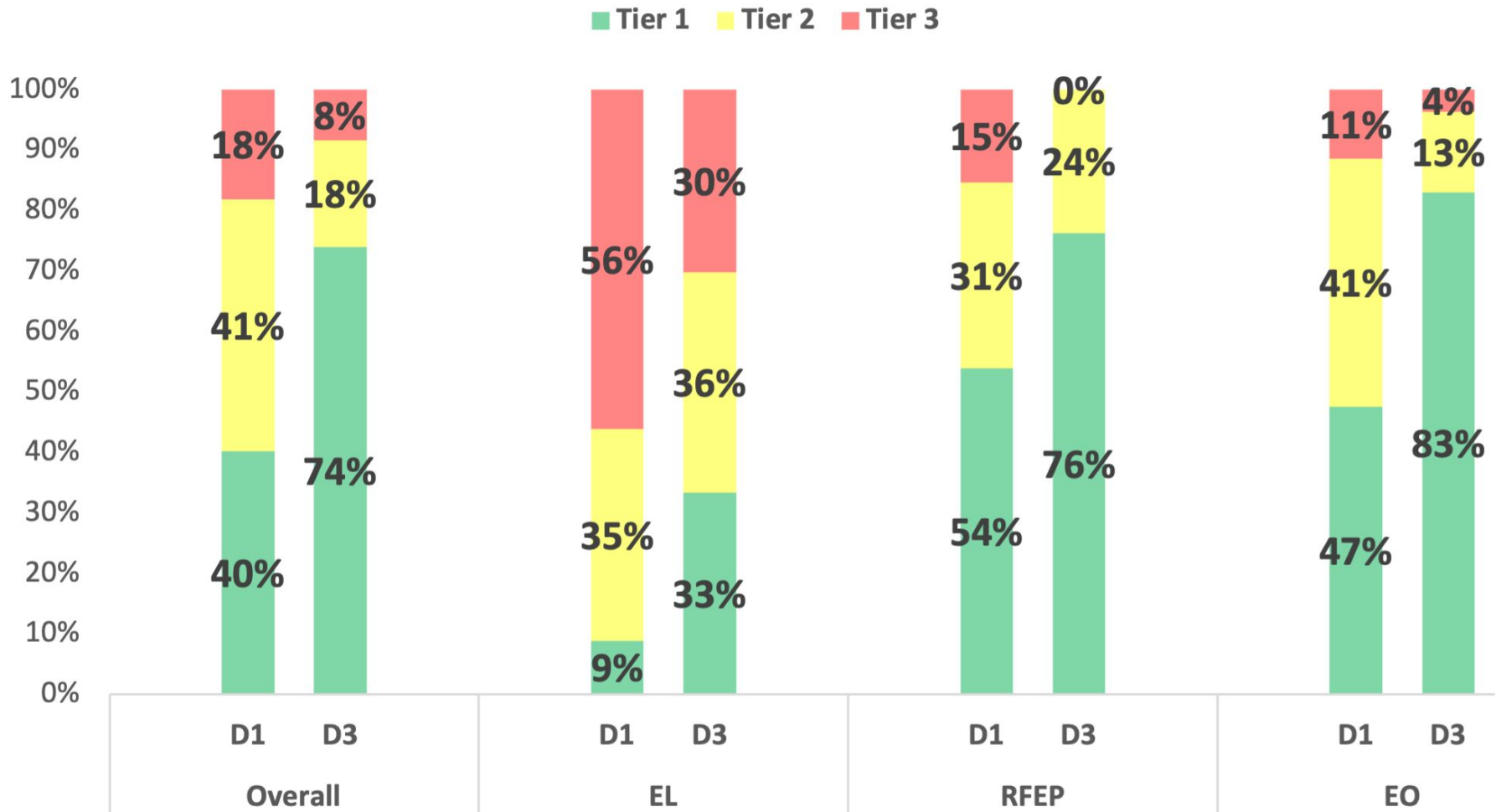
Tier 1 Tier 2 Tier 3



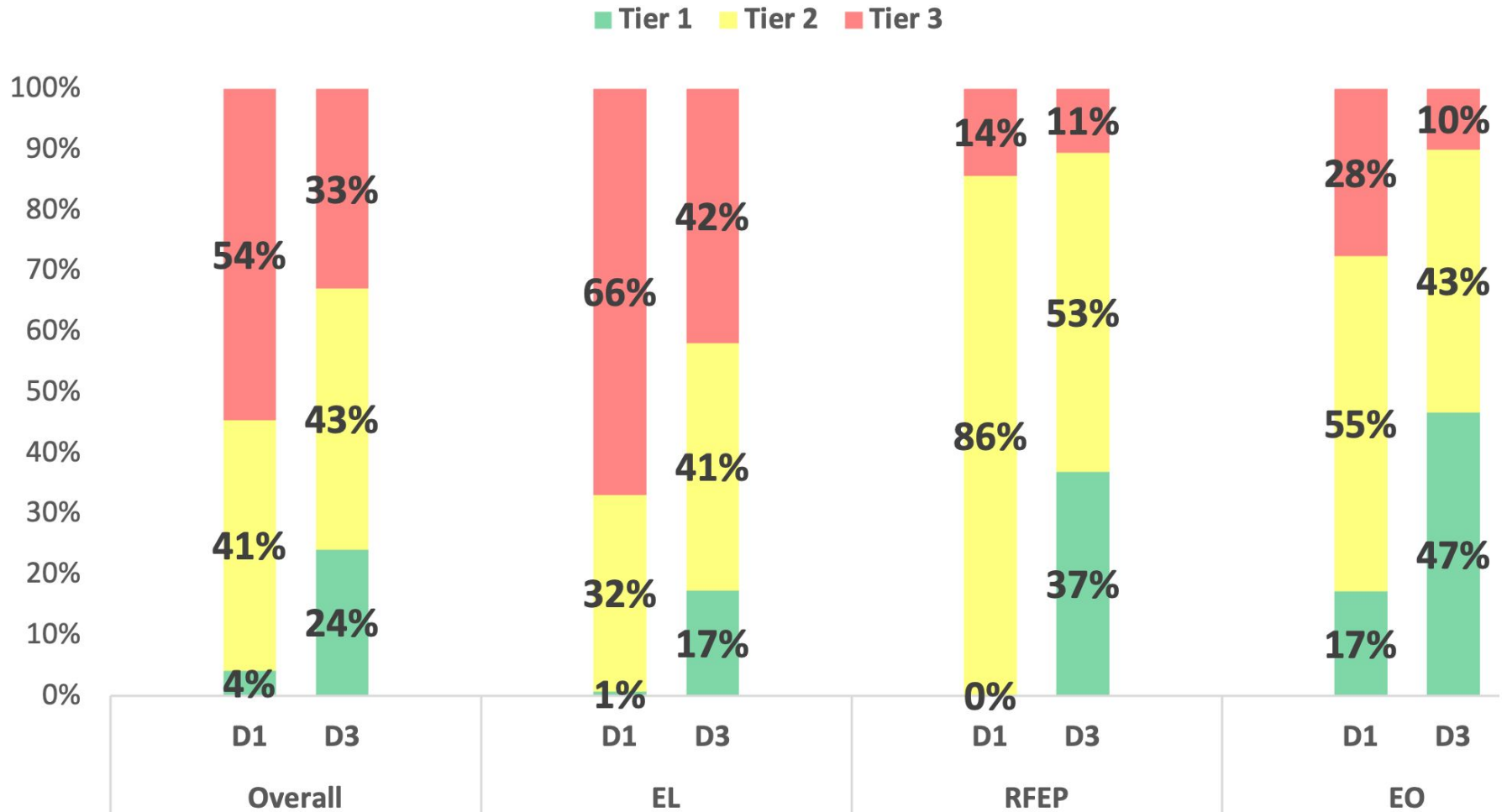
i-Ready Math by EL Status (D1 to D3)



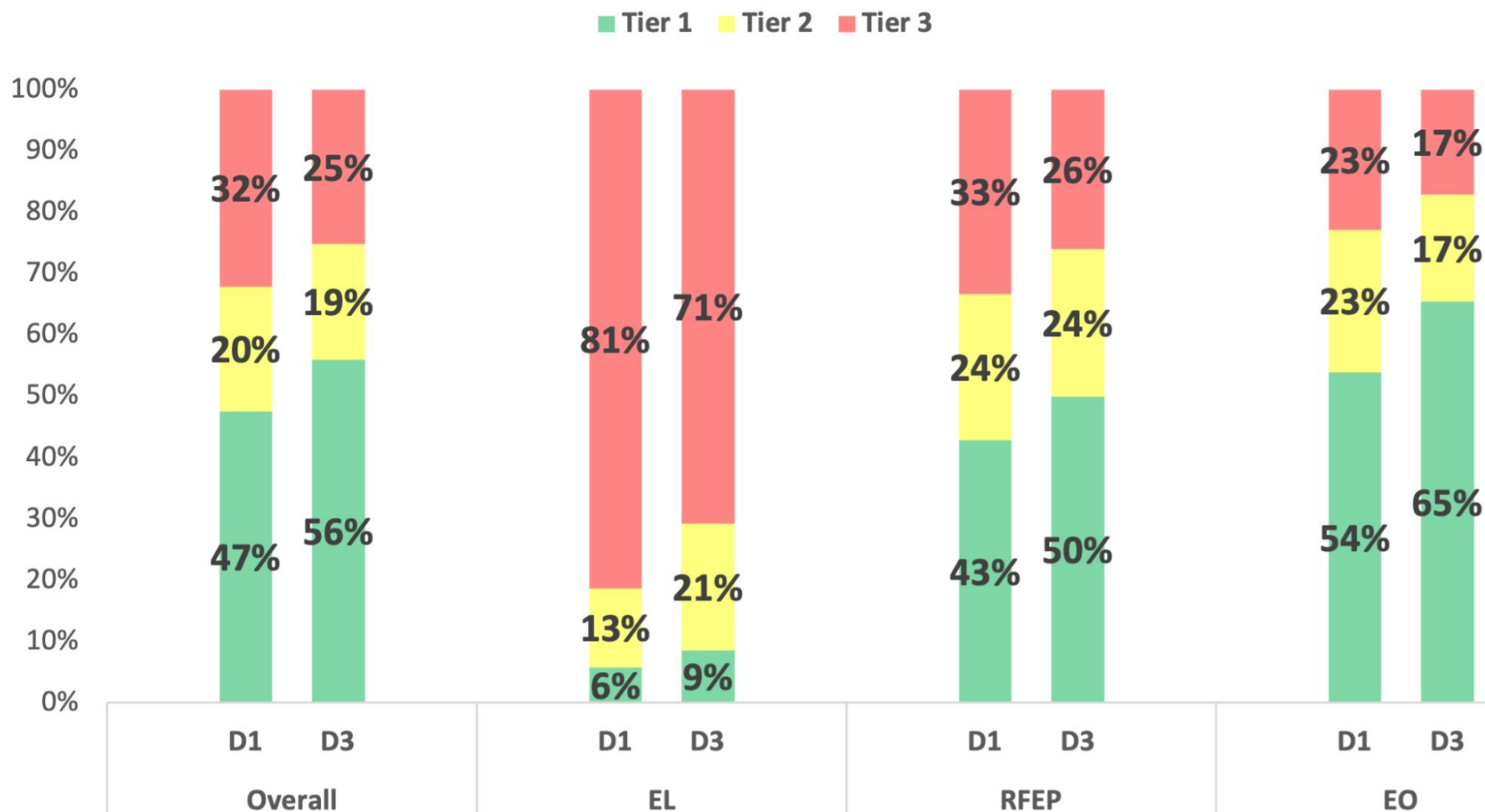
i-Ready Math by EL Status--Bubb (D1 to D3)



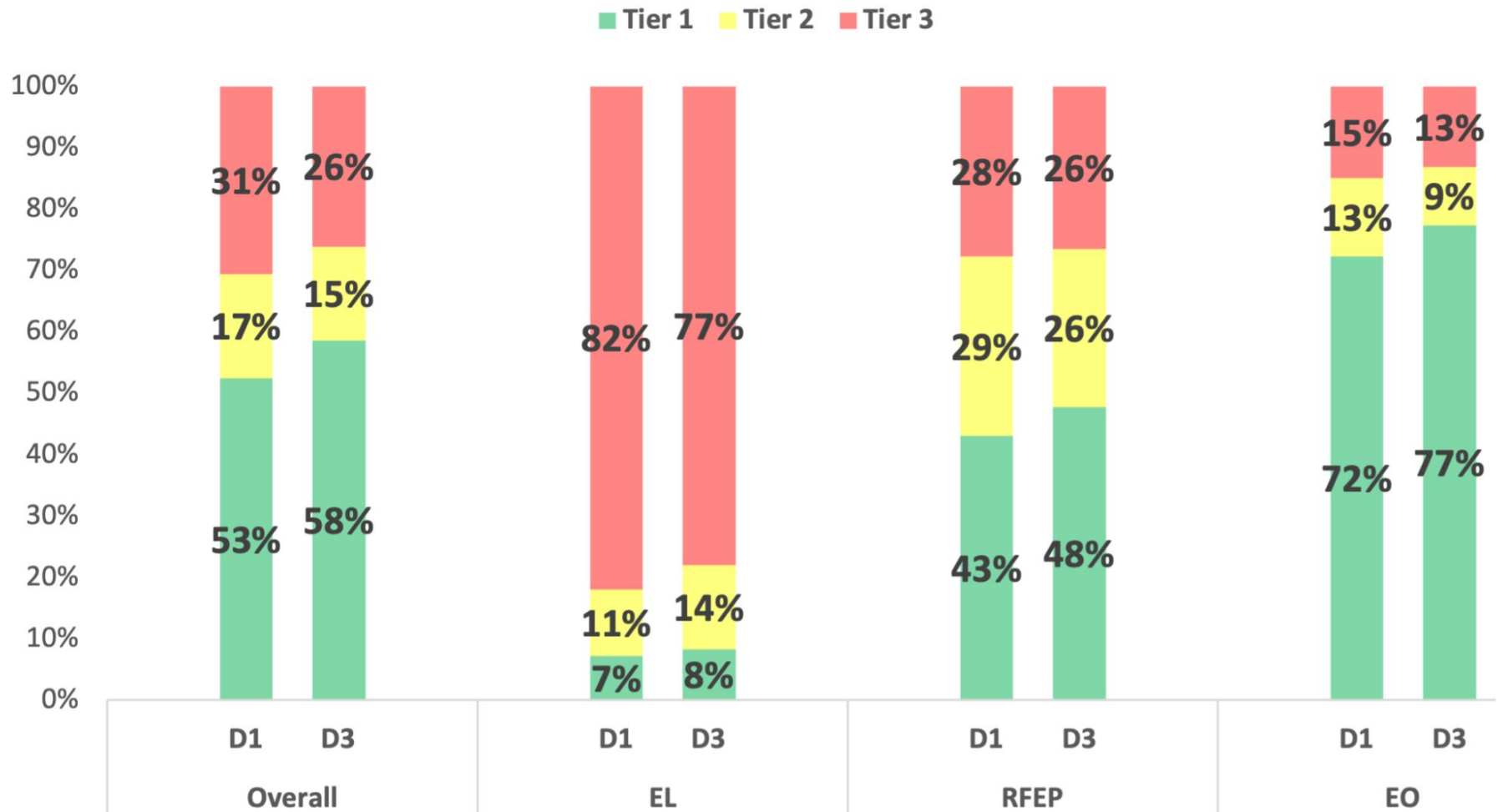
i-Ready Math by EL Status--Castro (D1 to D3)



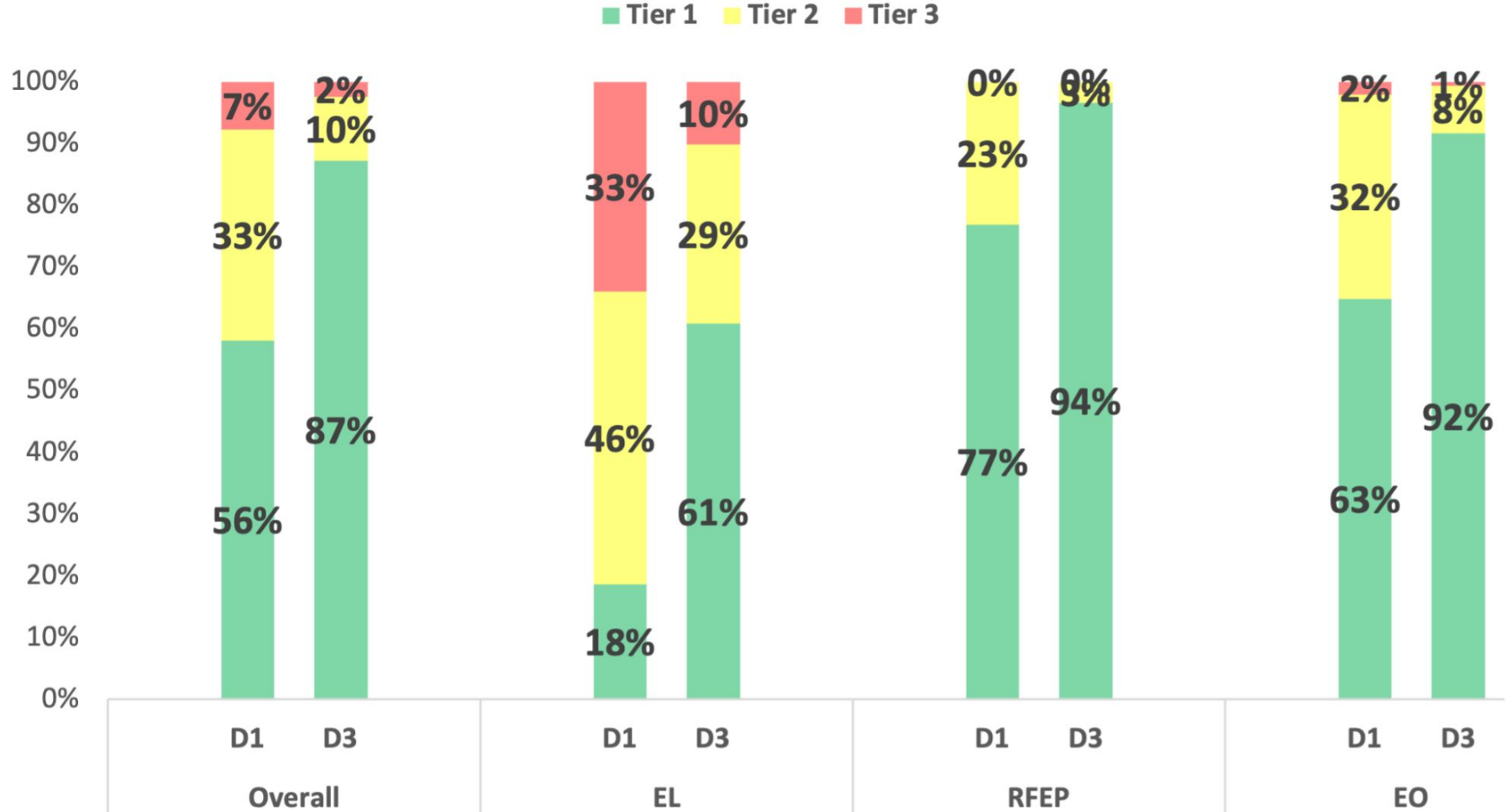
i-Ready Math by EL Status--Crittenden (D1 to D3)



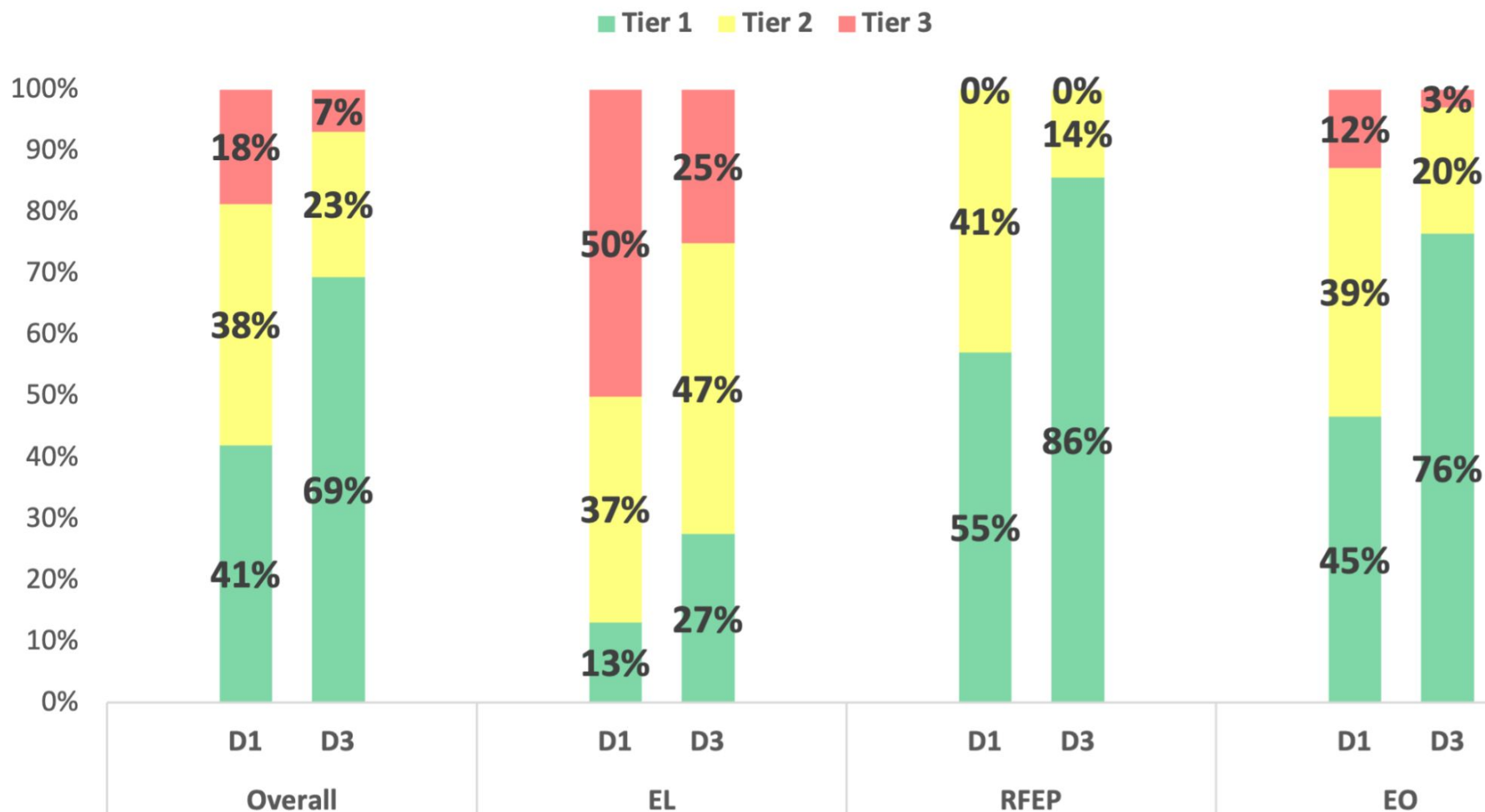
i-Ready Math by EL Status--Graham (D1 to D3)



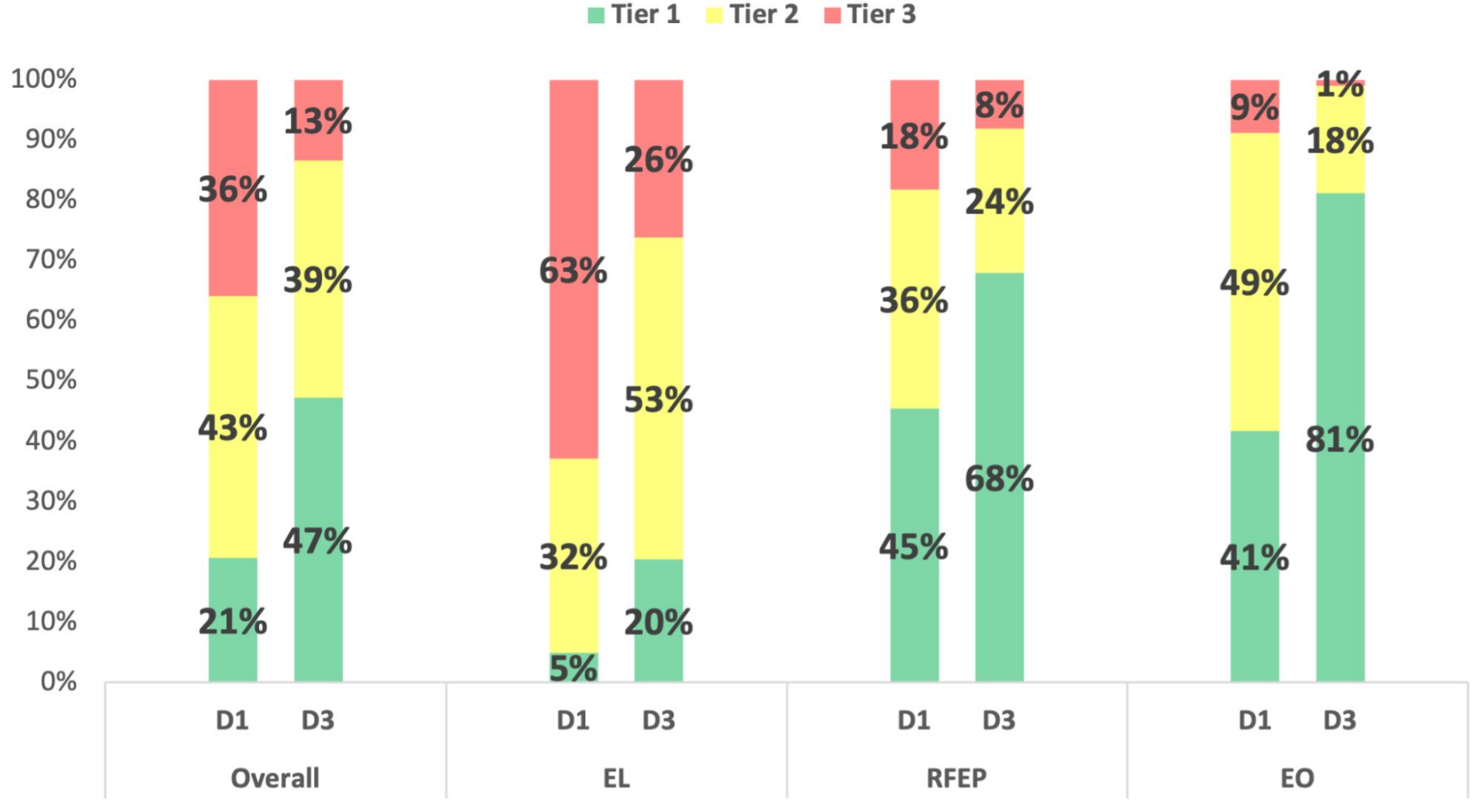
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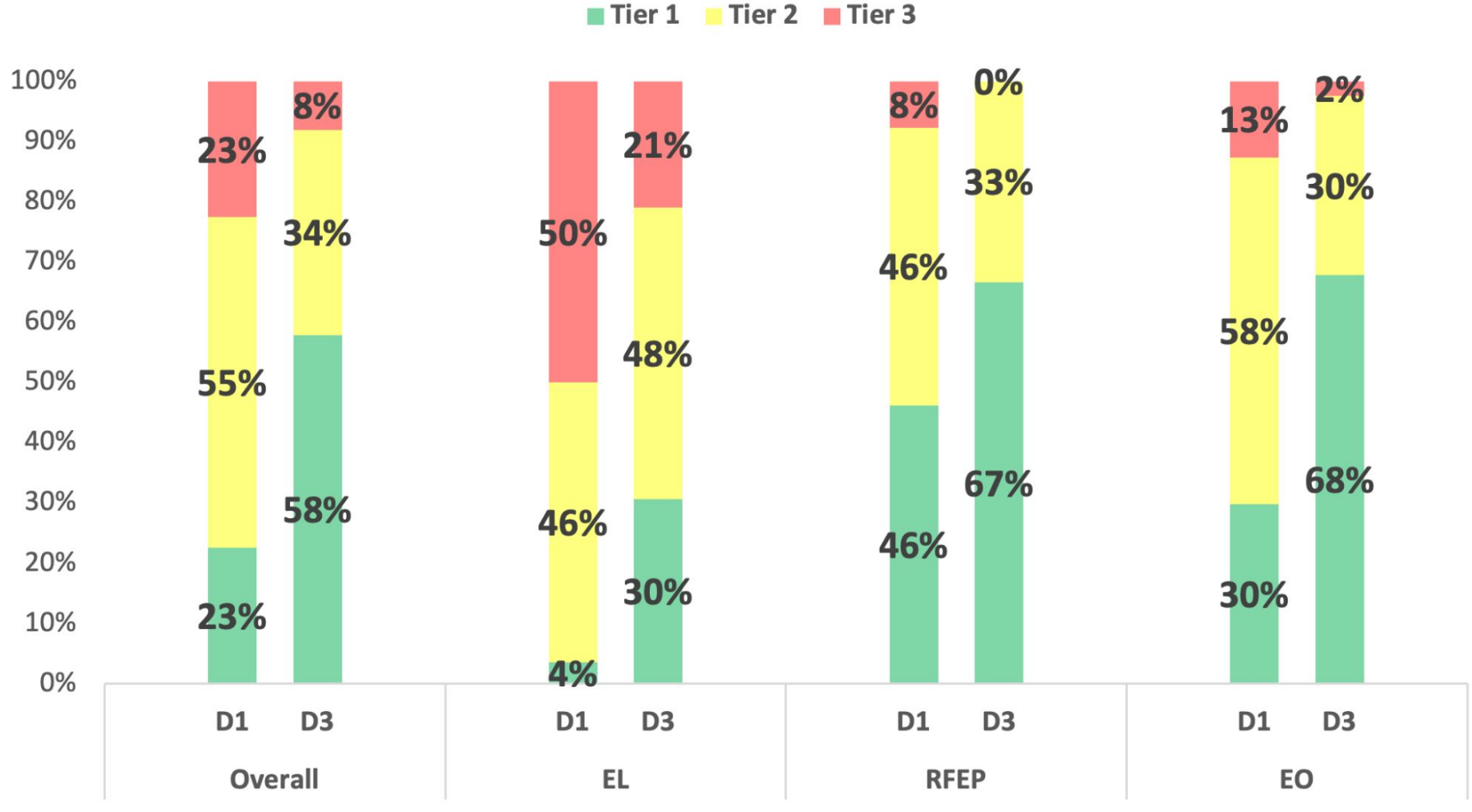
i-Ready Math by EL Status--Landels (D1 to D3)



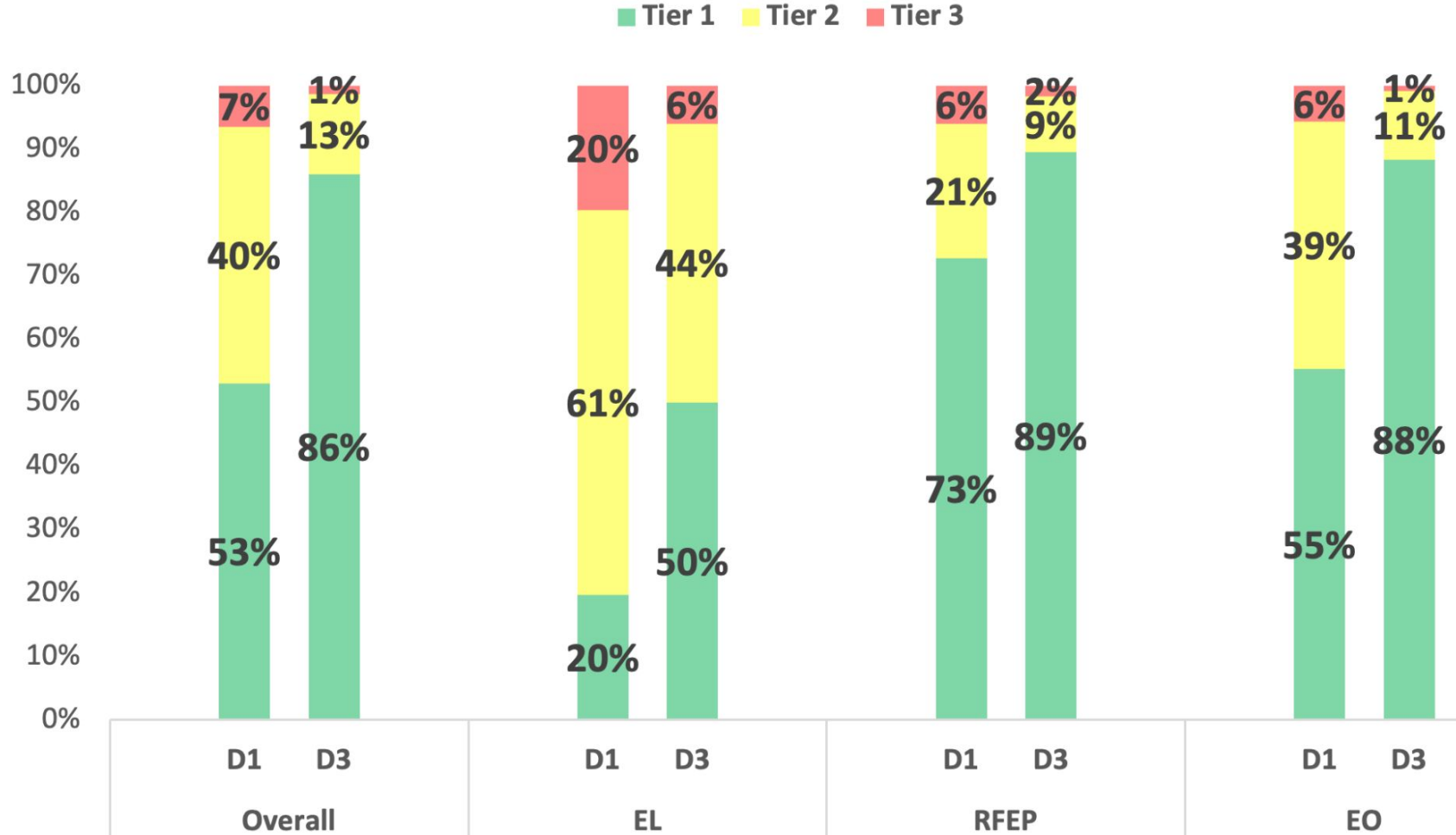
i-Ready Math by EL Status--Mistral (D1 to D3)



i-Ready Math by EL Status--Monta Loma (D1 to D3)

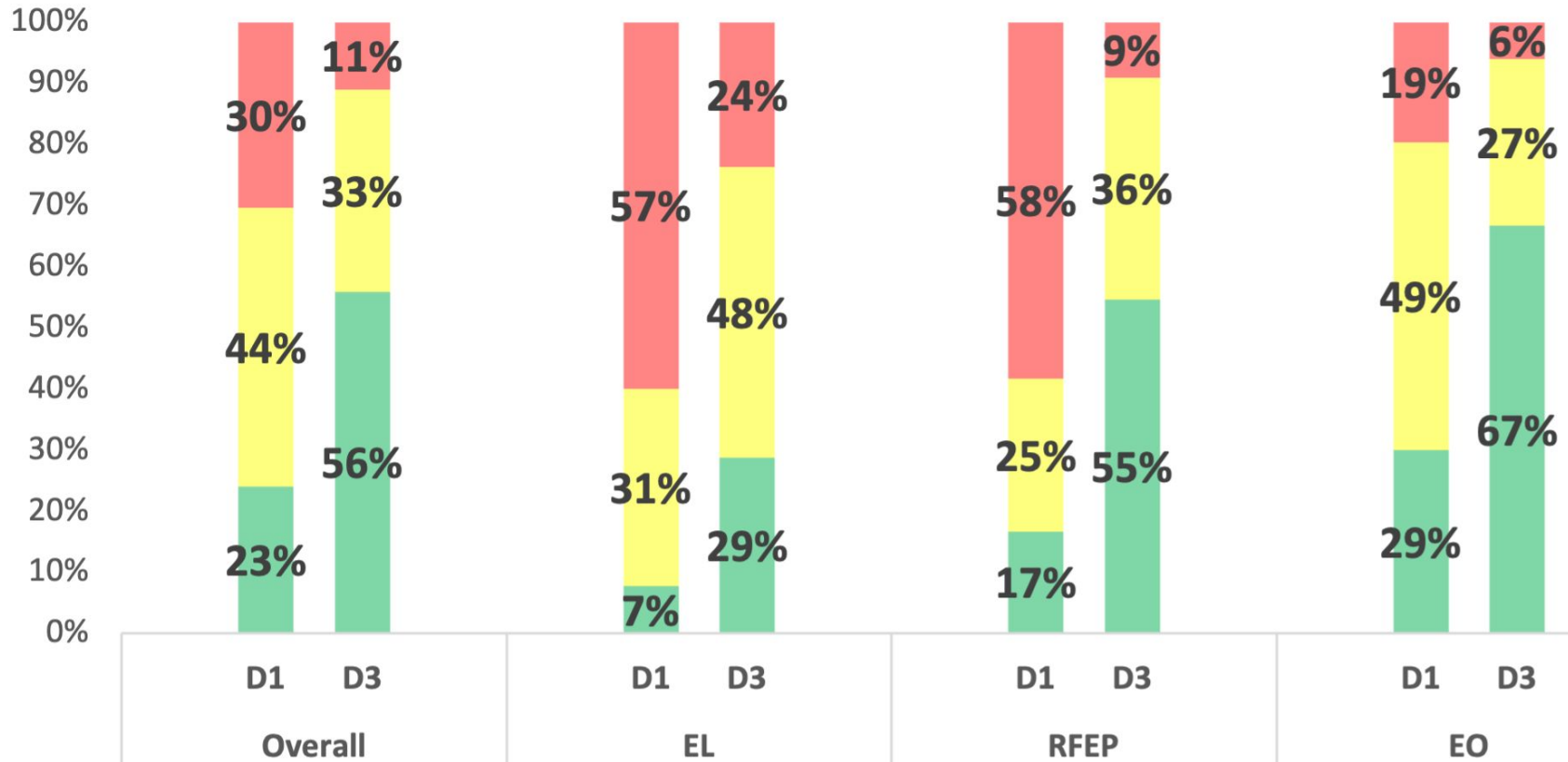


i-Ready Math by EL Status--Stevenson (D1 to D3)

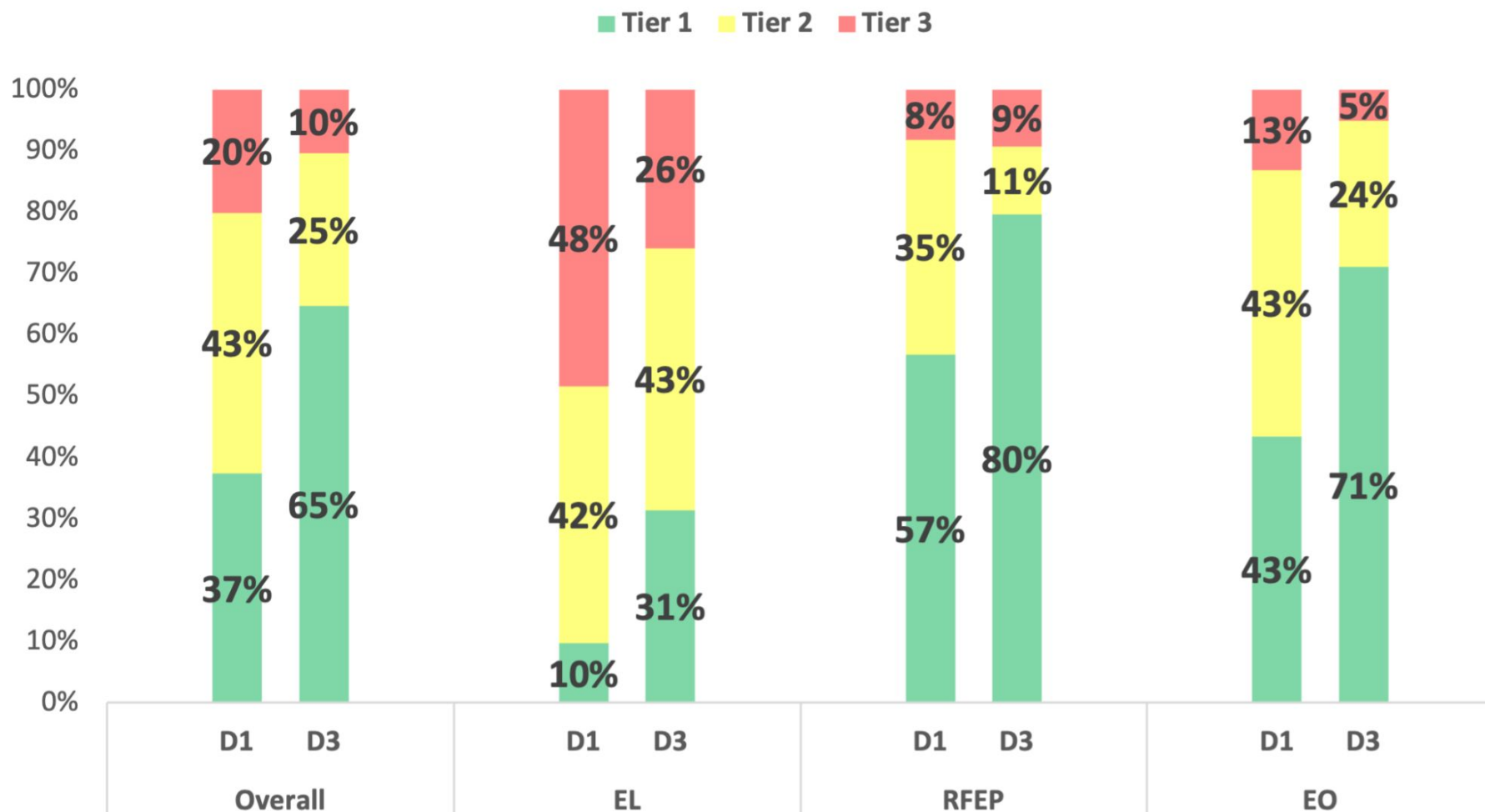


i-Ready Math by EL Status--Theuerkauf (D1 to D3)

Tier 1 Tier 2 Tier 3

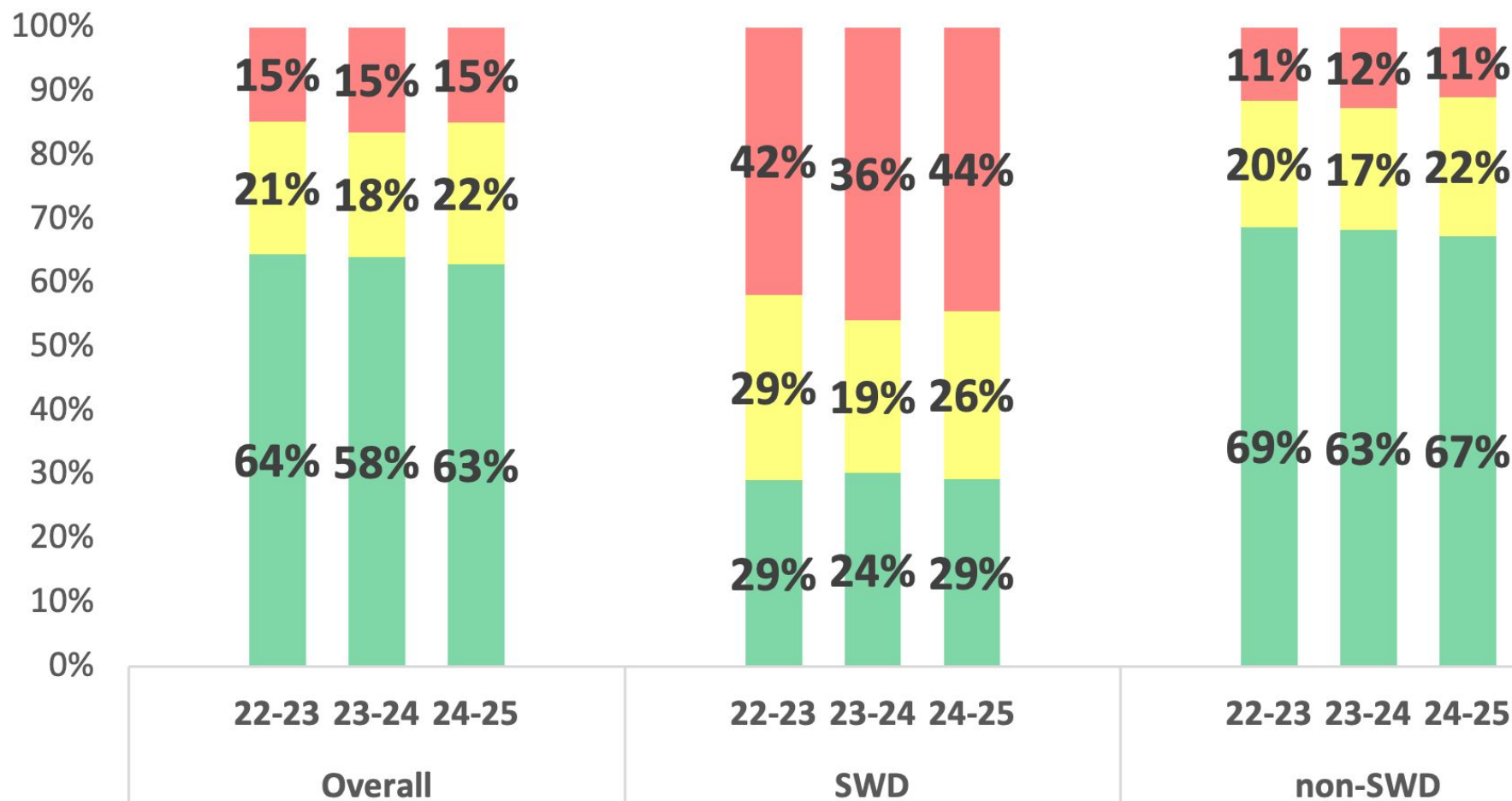


i-Ready Math by EL Status--Vargas (D1 to D3)



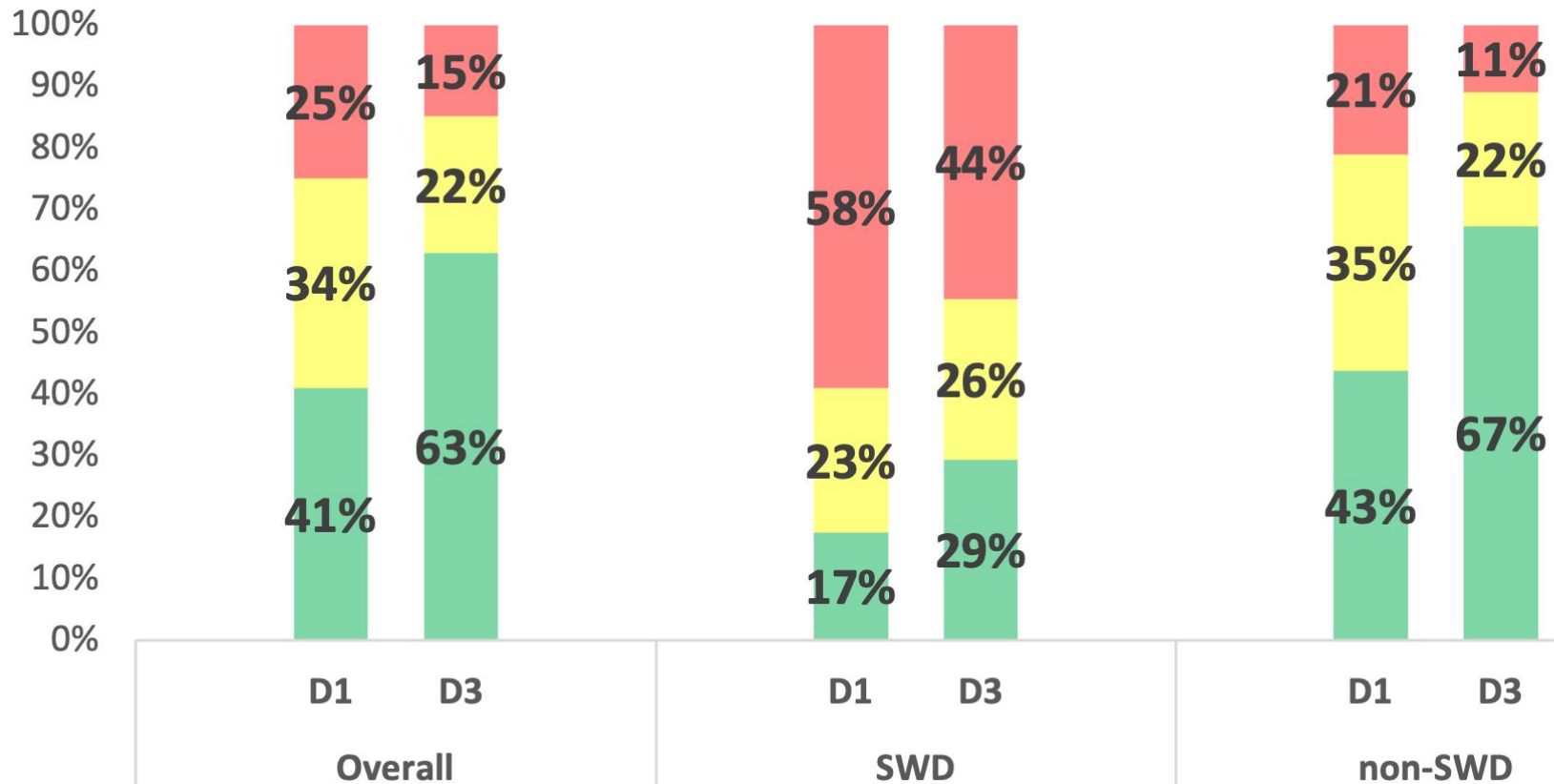
i-Ready Math by Disability Status (Year to Year)

Tier 1 Tier 2 Tier 3



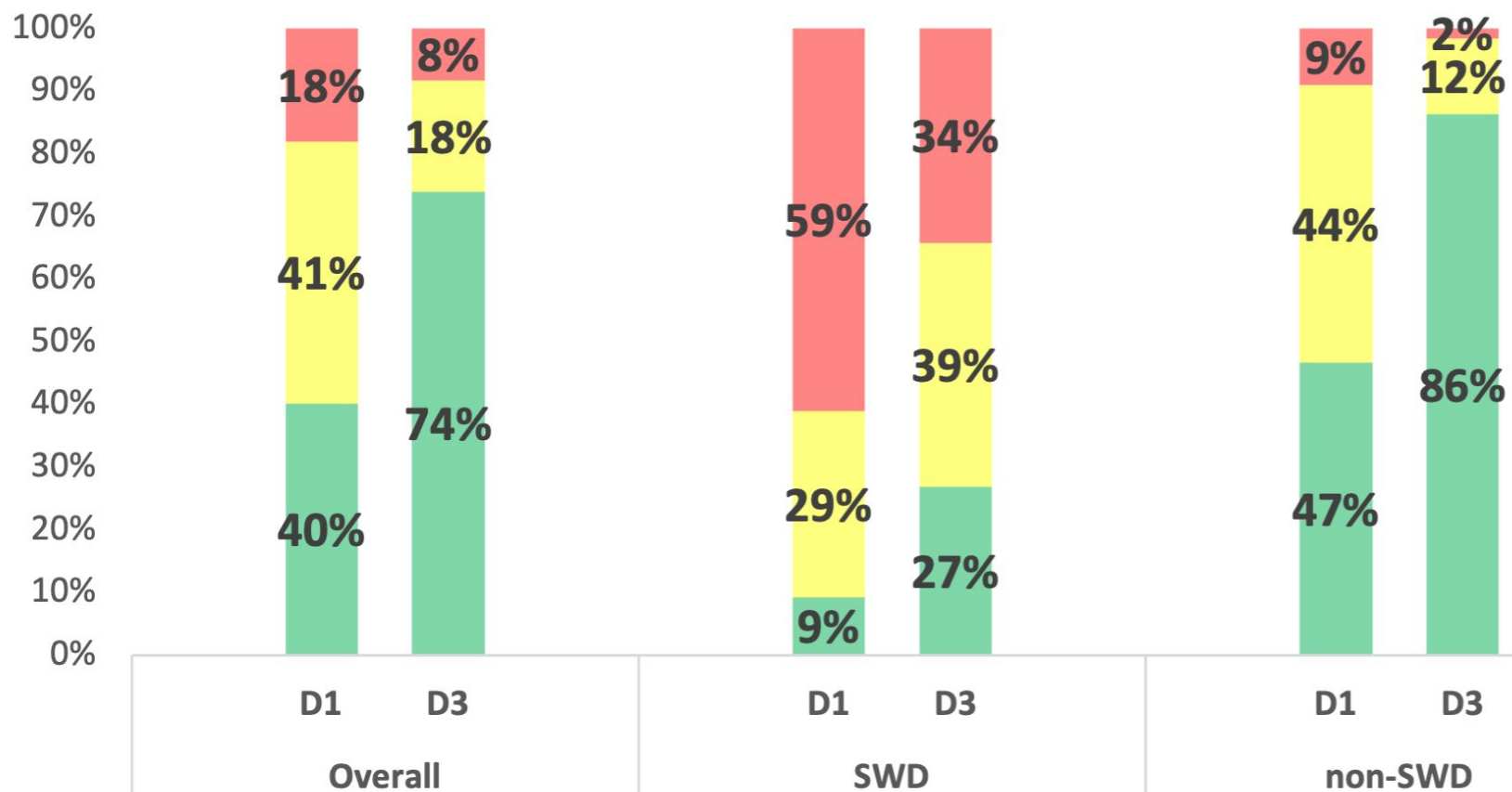
i-Ready Math by Disability Status (D1 to D3)

■ Tier 1 ■ Tier 2 ■ Tier 3



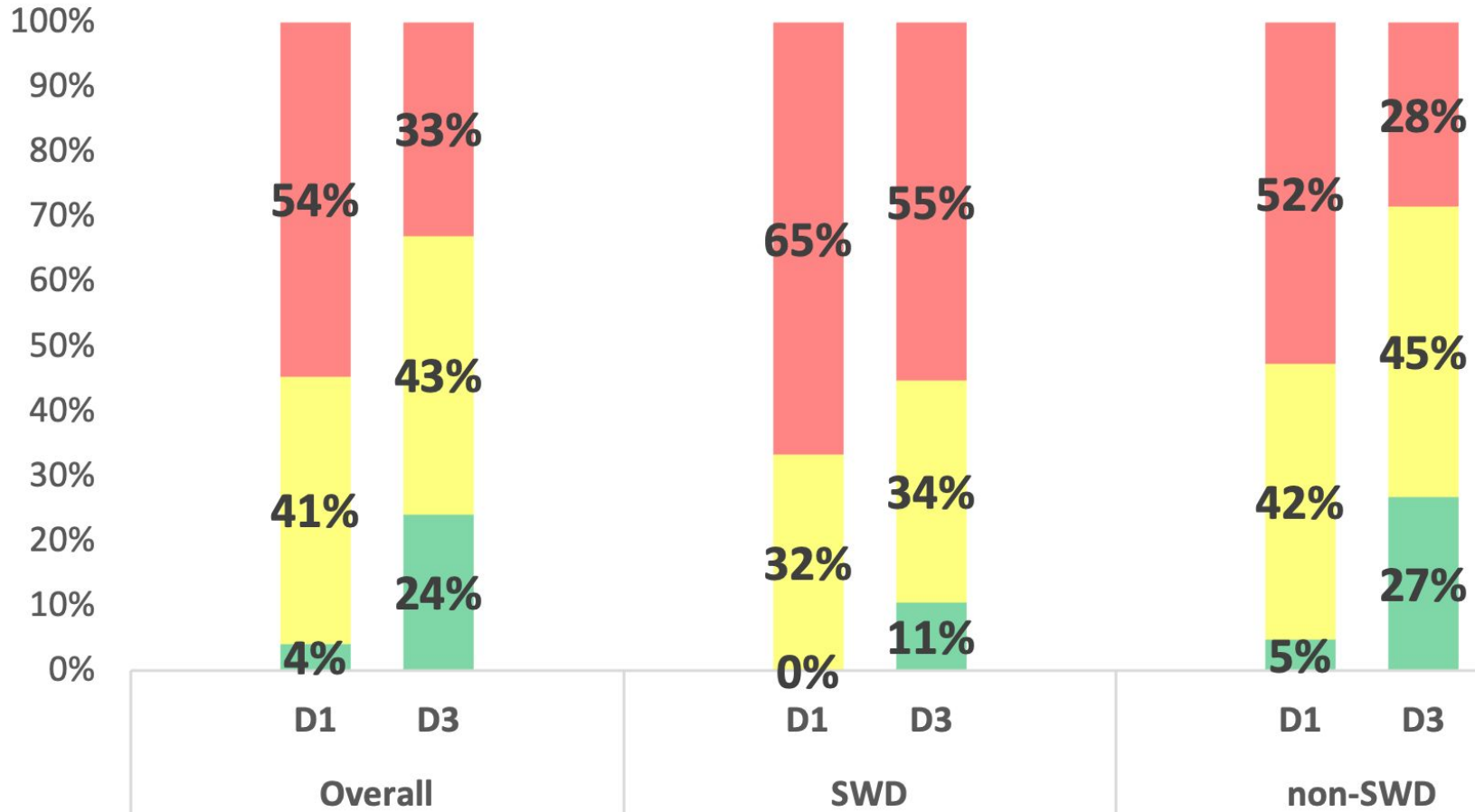
i-Ready Math by Disability Status--Bubb (D1 to D3)

■ Tier 1 ■ Tier 2 ■ Tier 3



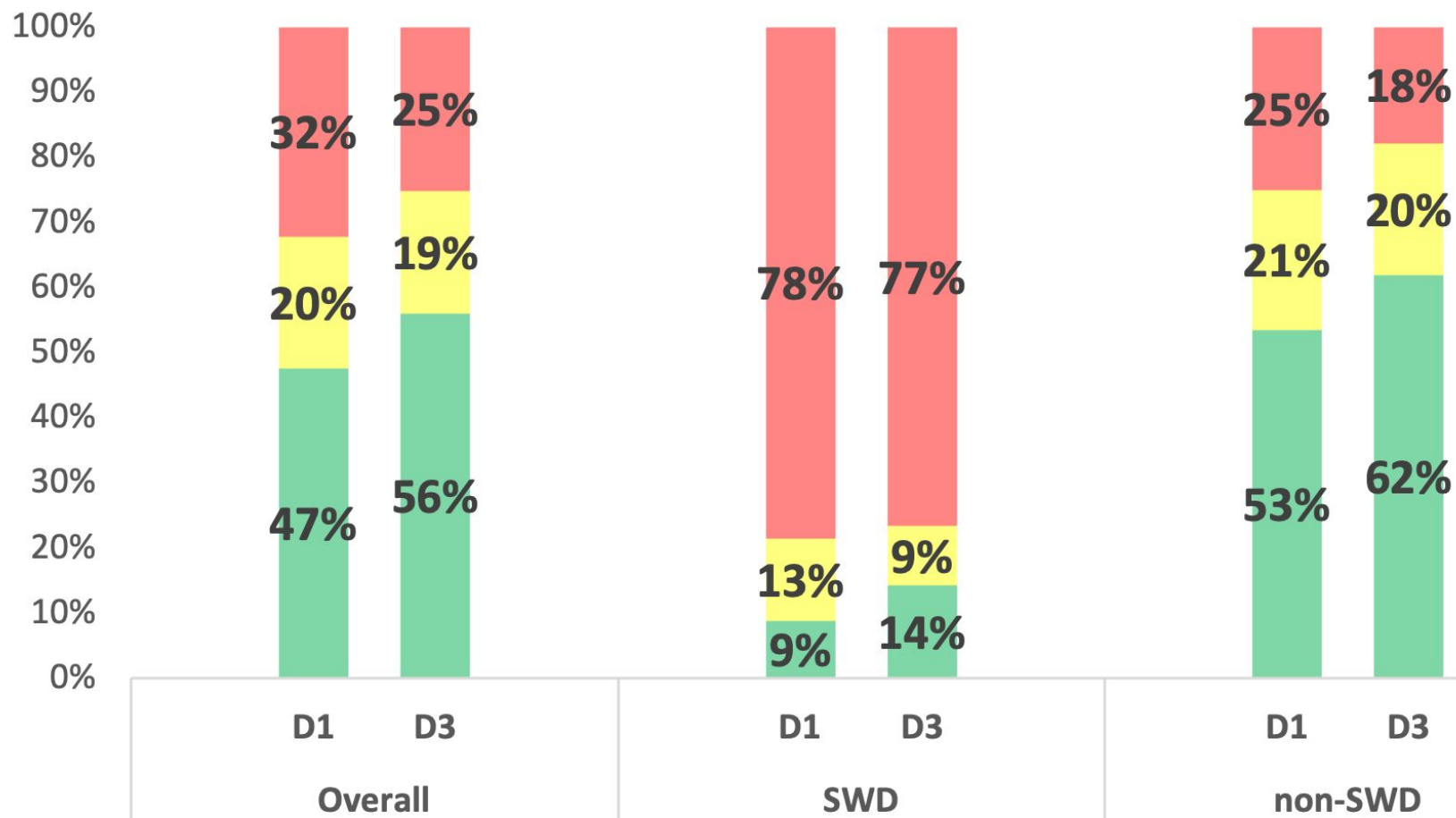
i-Ready Math by SWD Status--Castro (D1 to D3)

■ Tier 1 ■ Tier 2 ■ Tier 3

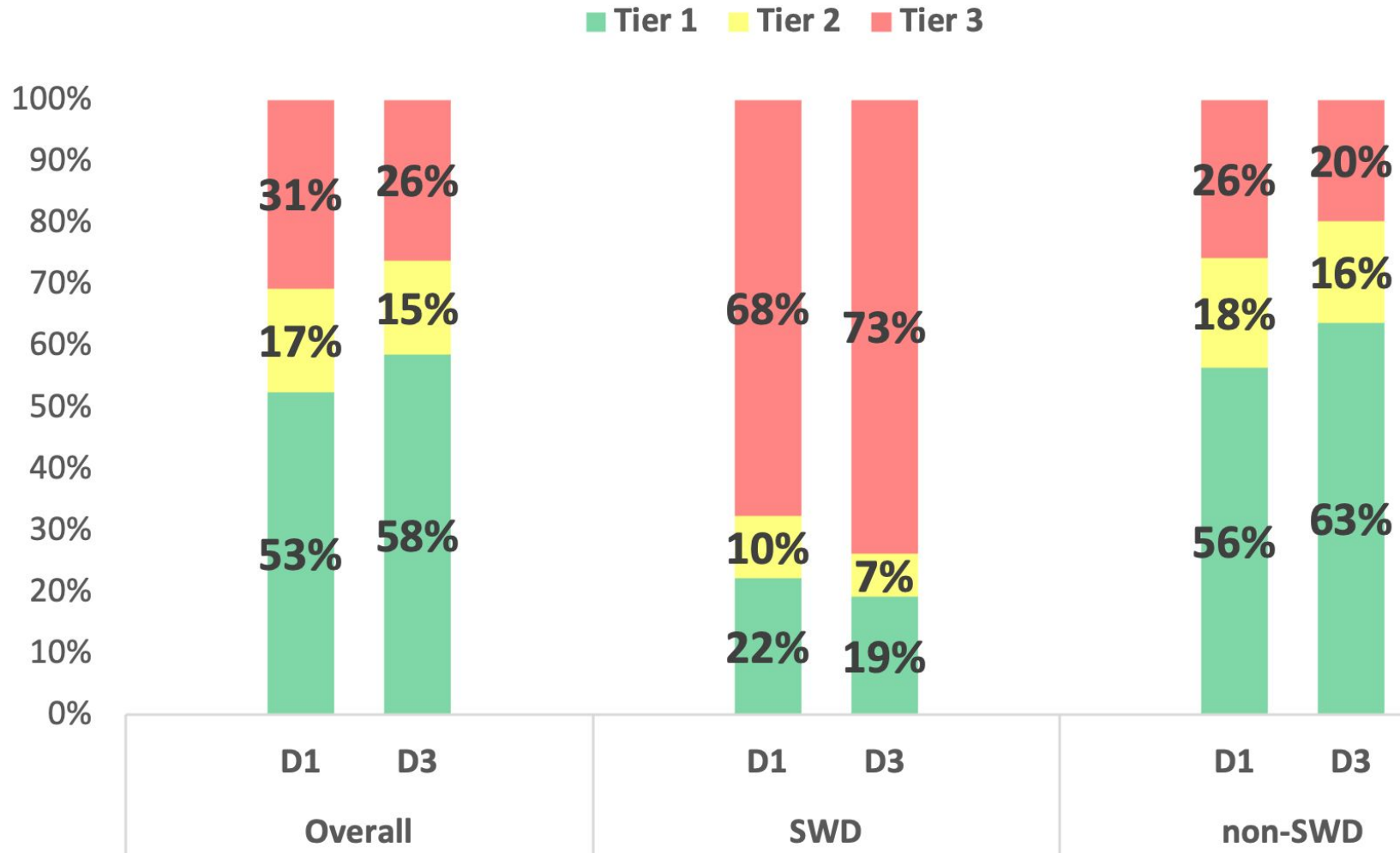


i-Ready Math by SWD Status--Crittenden (D1 to D3)

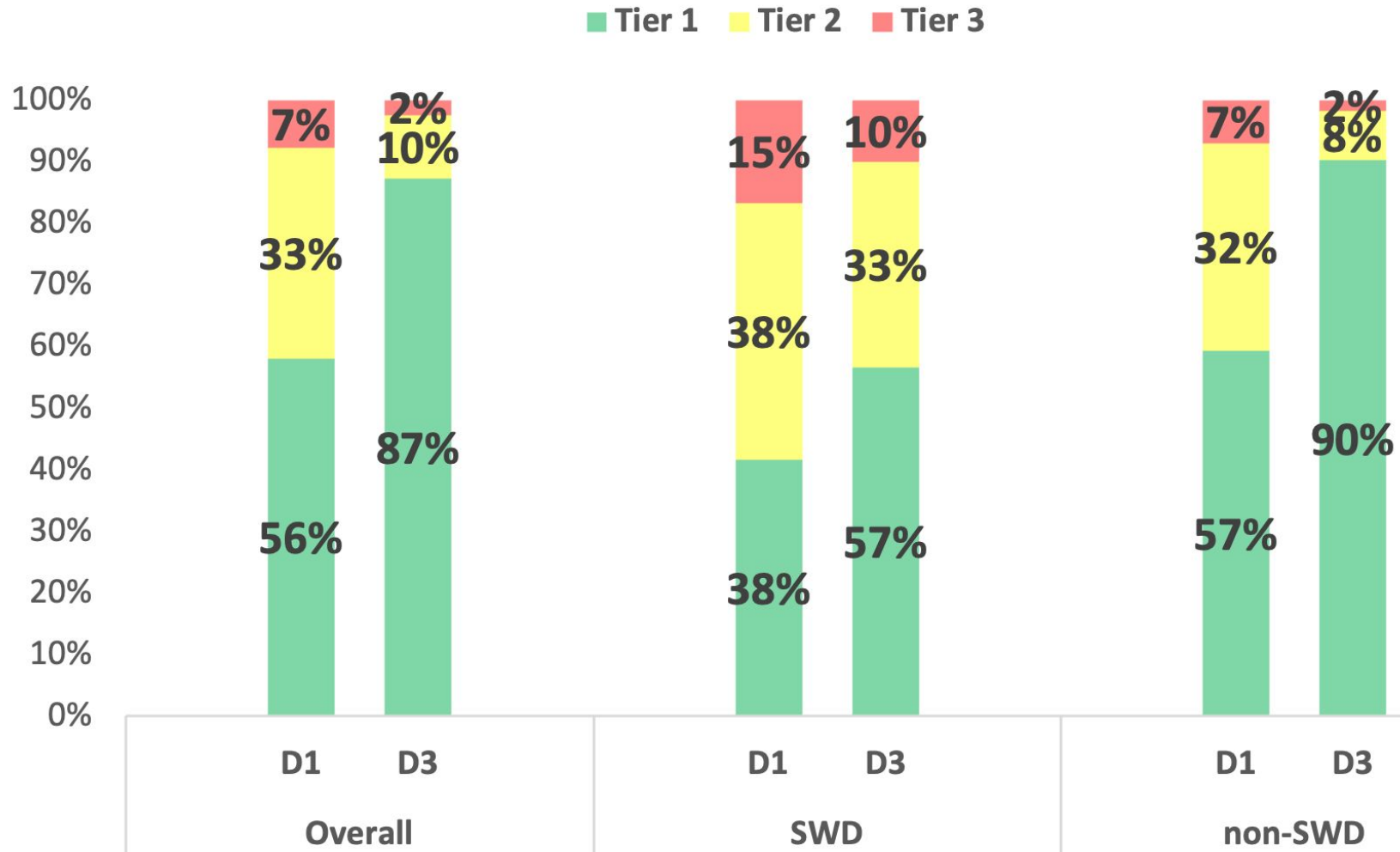
■ Tier 1 ■ Tier 2 ■ Tier 3



i-Ready Math by SWD Status--Graham (D1 to D3)

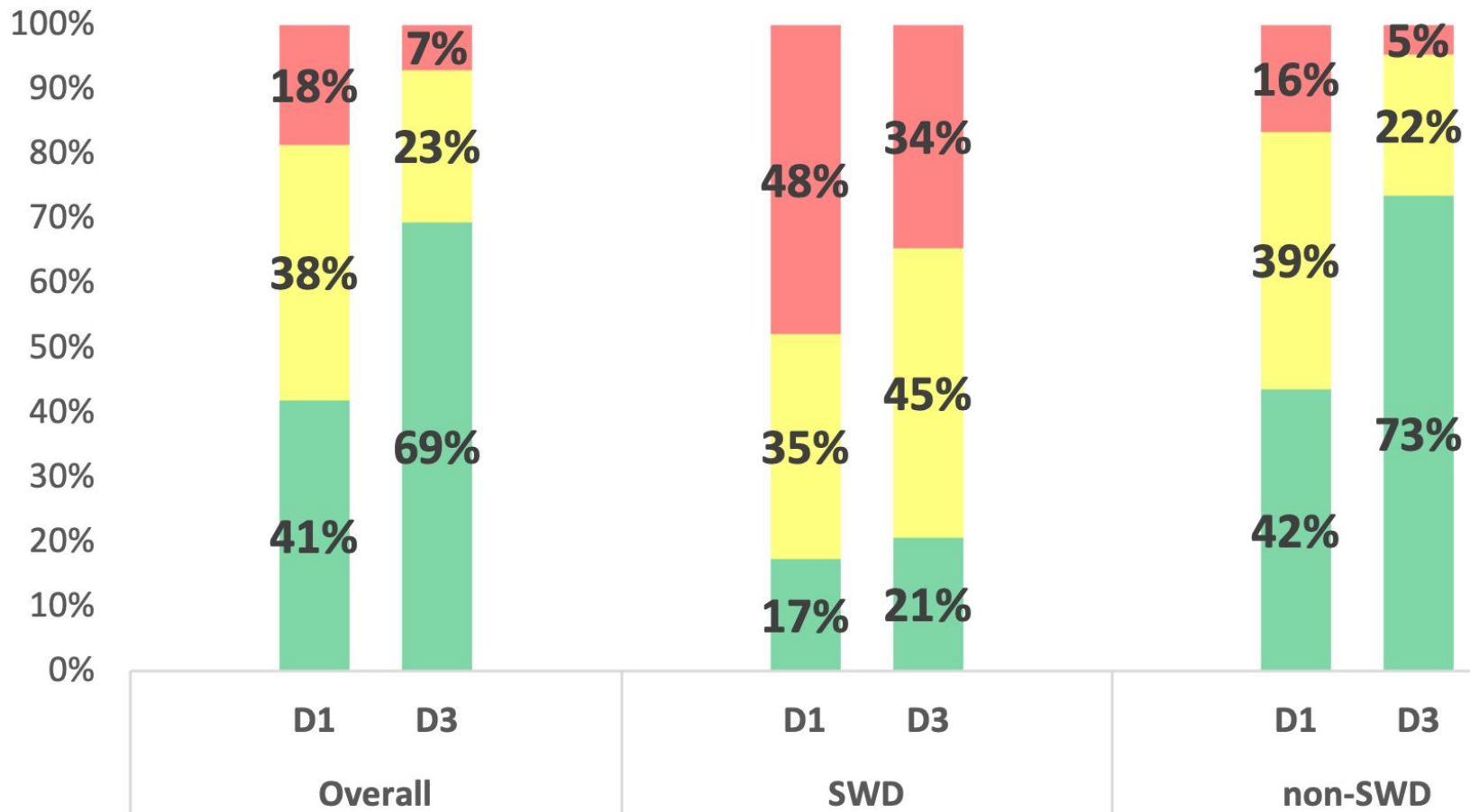


i-Ready Math by SWD Status--Imai (D1 to D3)

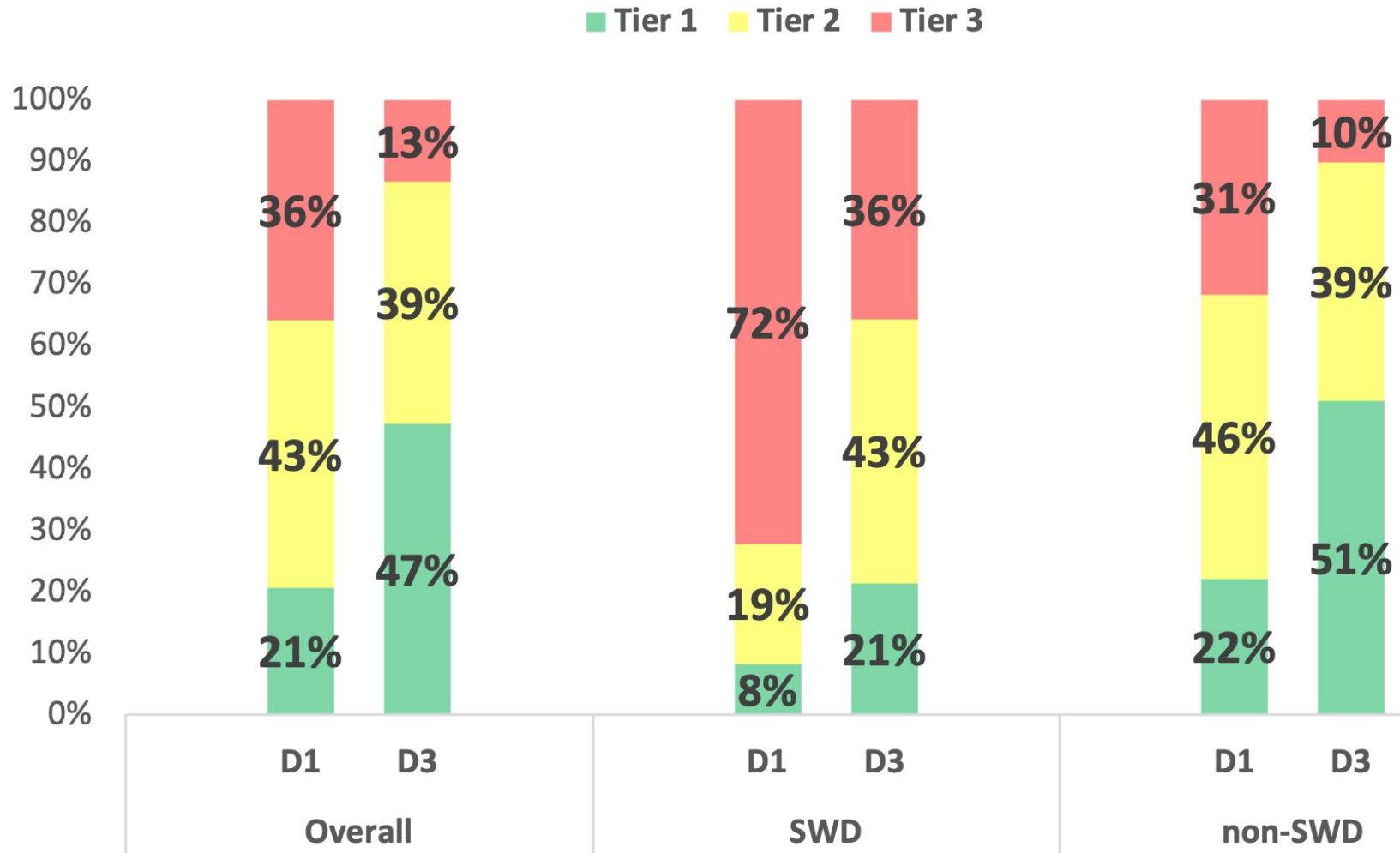


i-Ready Math by SWD Status--Landels (D1 to D3)

■ Tier 1 ■ Tier 2 ■ Tier 3

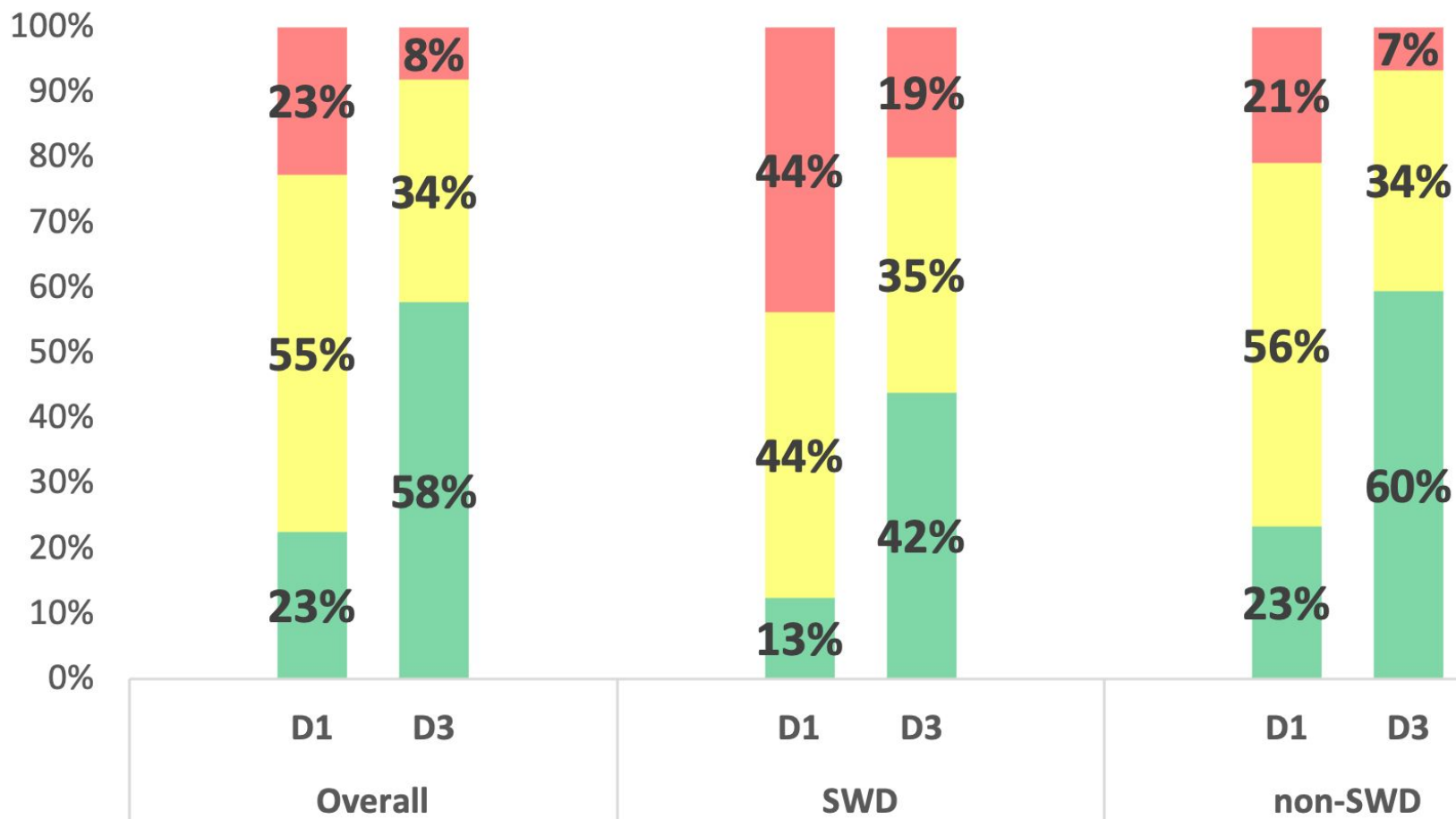


i-Ready Math by SWD Status--Mistral (D1 to D3)

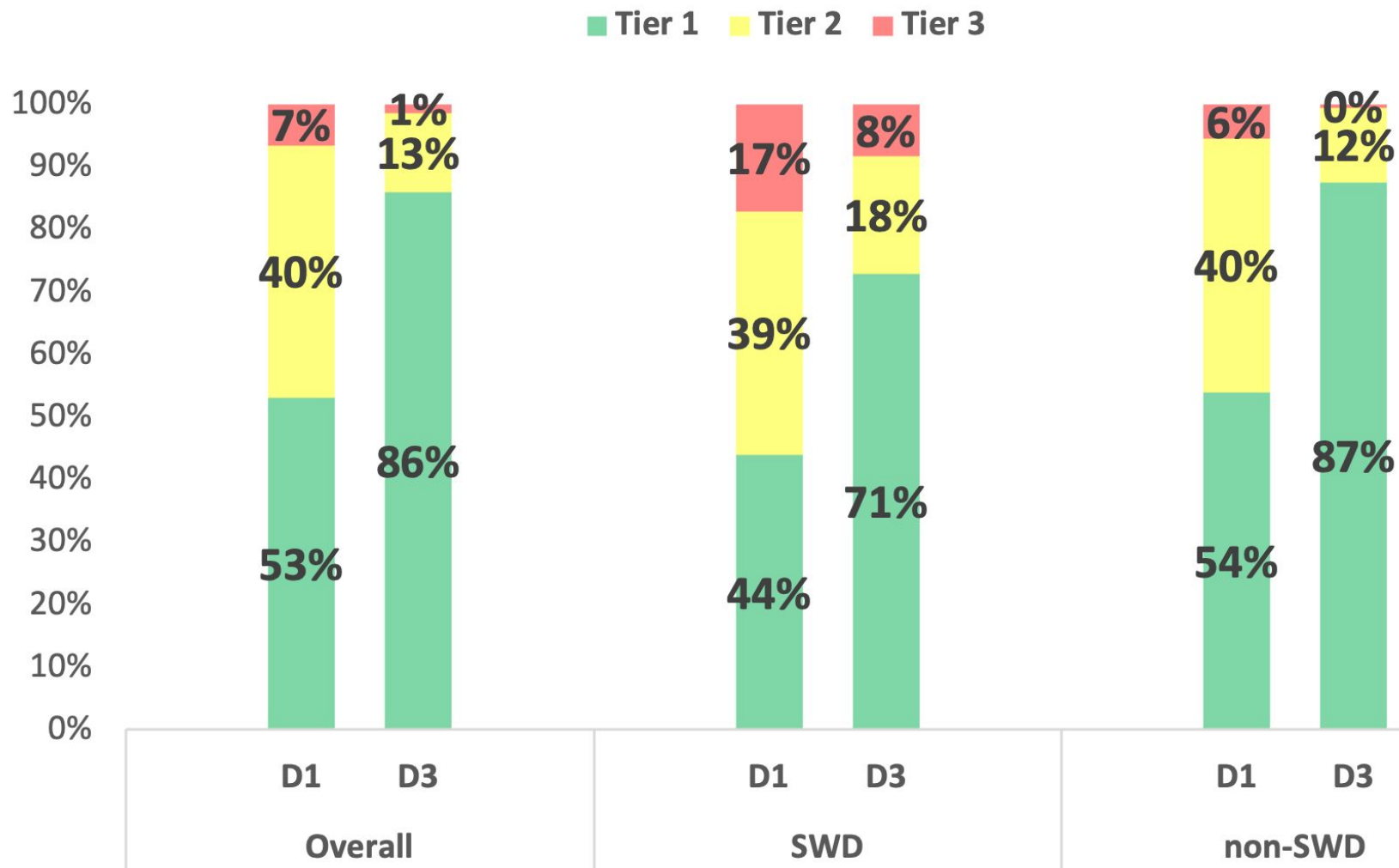


i-Ready Math by SWD Status--Monta Loma (D1 to D3)

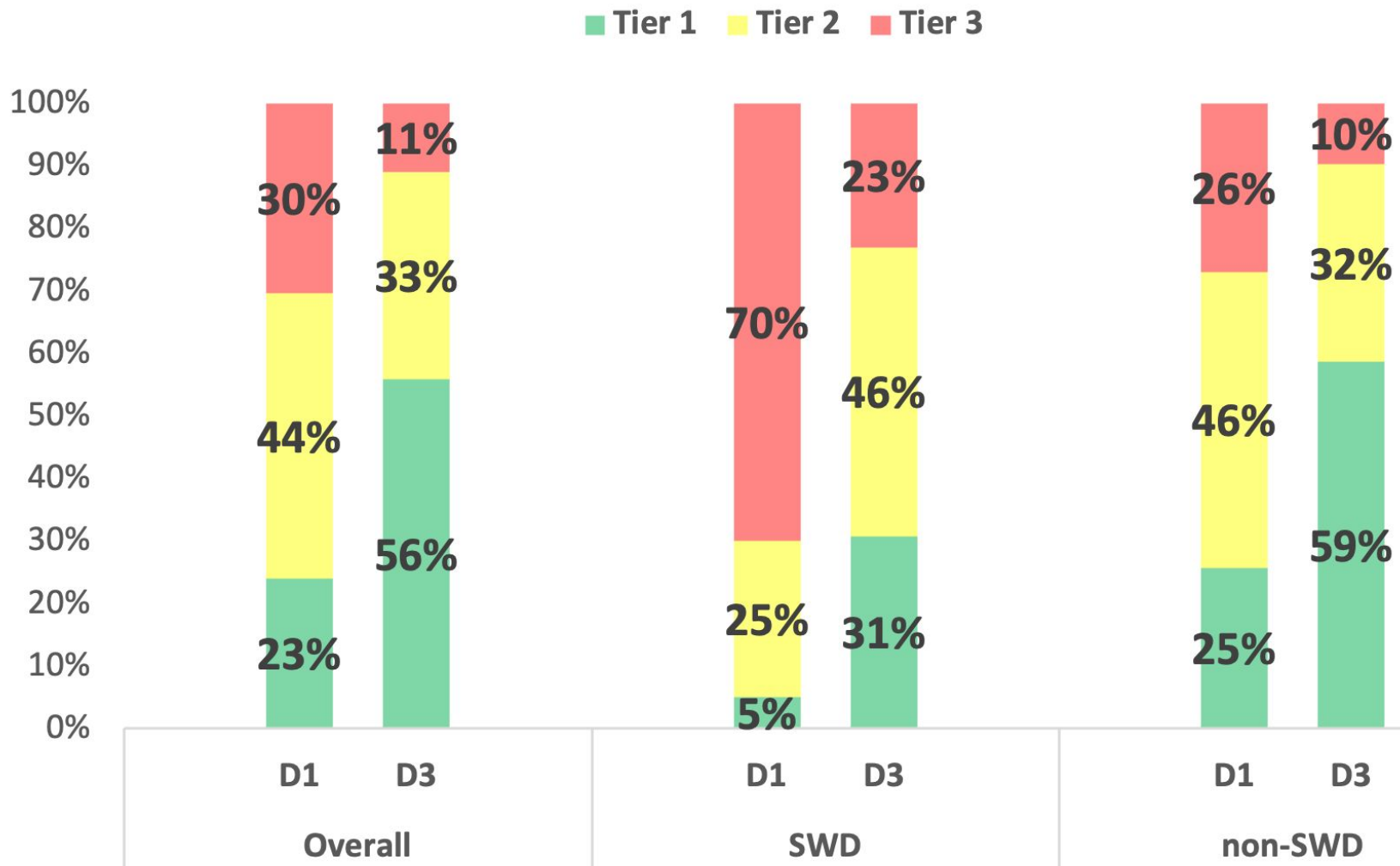
Tier 1 Tier 2 Tier 3



i-Ready Math by SWD Status--Stevenson (D1 to D3)



i-Ready Math by SWD Status--Theuerkauf (D1 to D3)



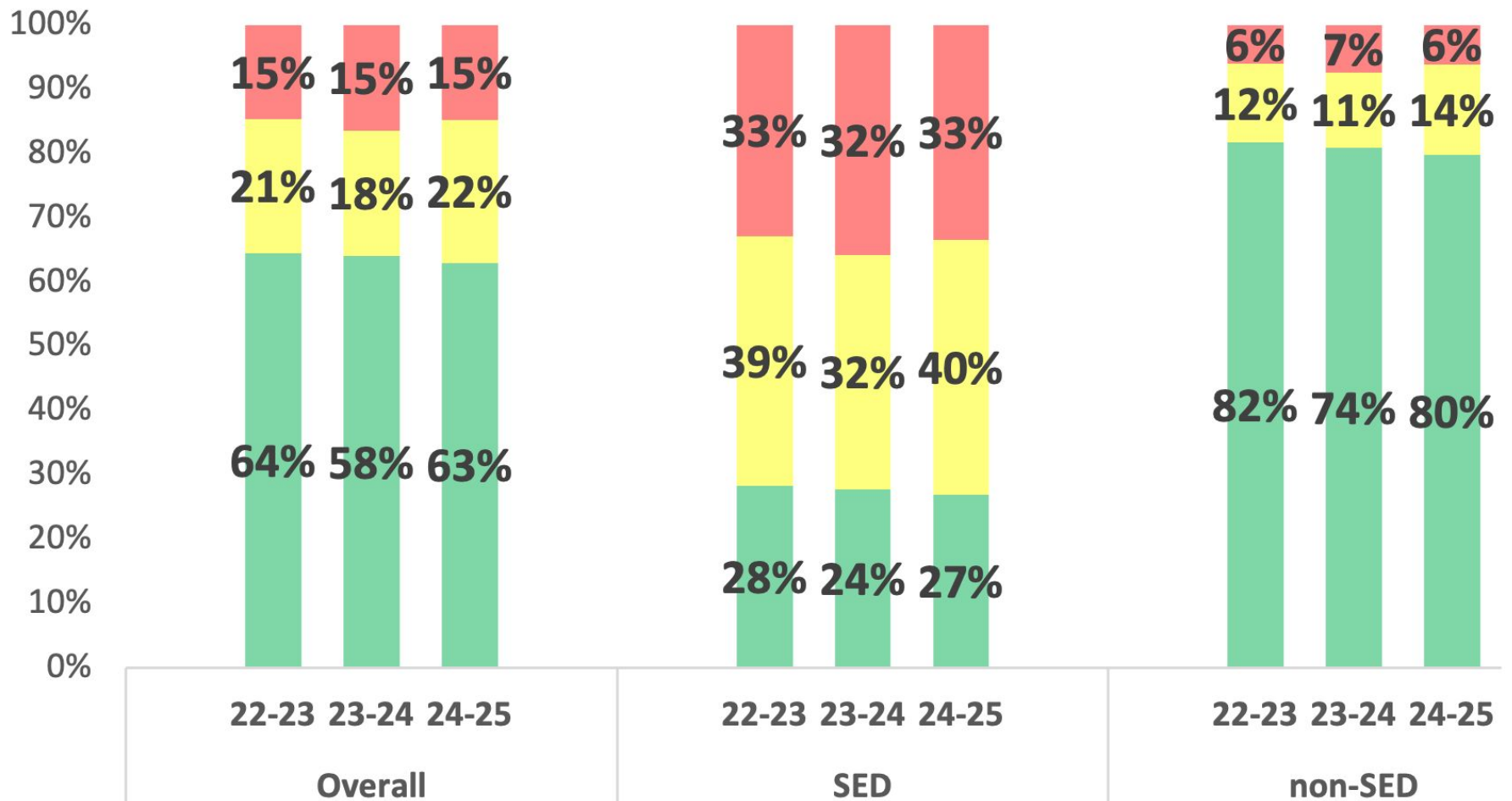
i-Ready Math by SWD Status--Vargas (D1 to D3)

Tier 1 Tier 2 Tier 3

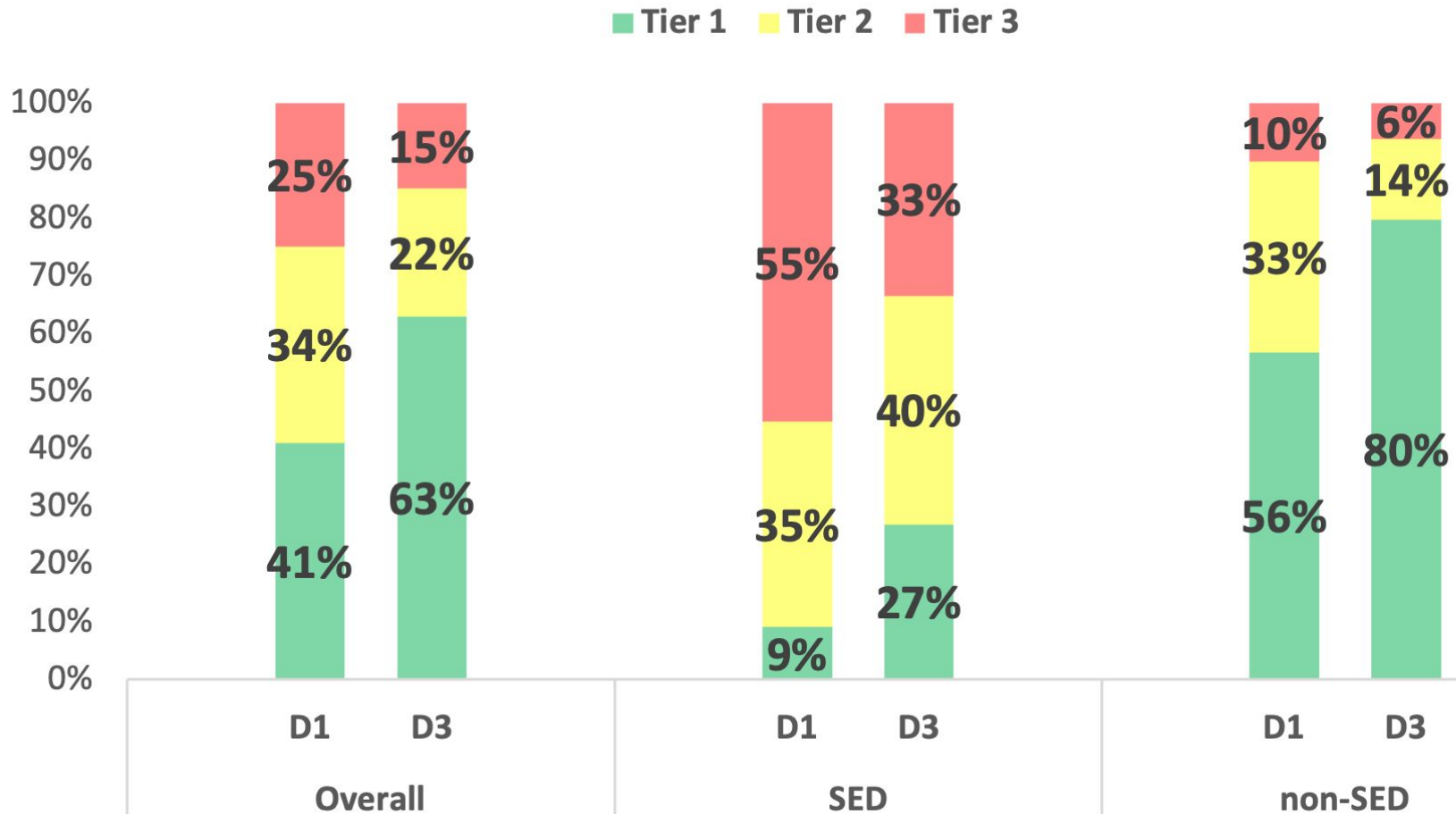


i-Ready Math by Socioeconomic Status (Year to Year)

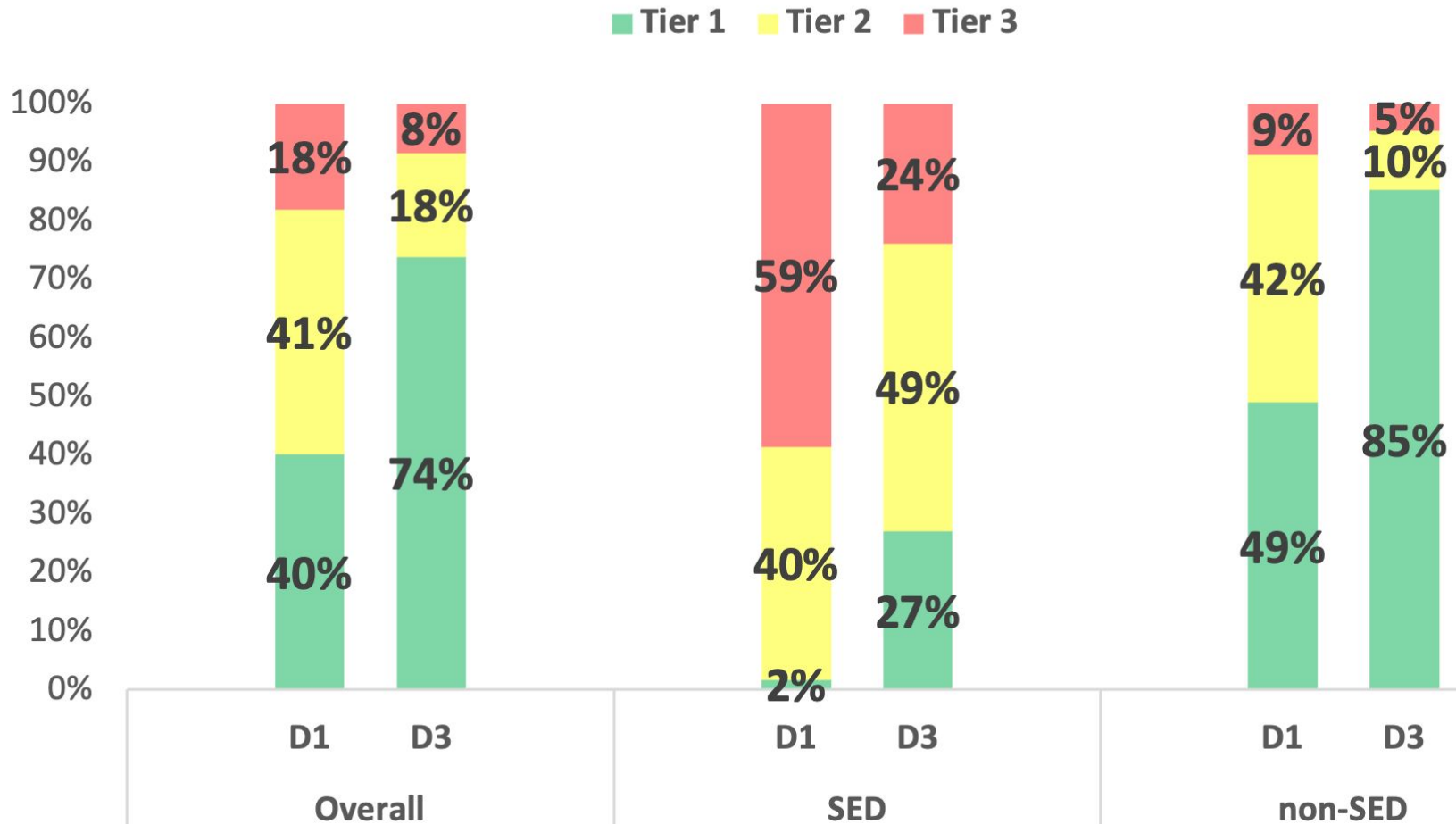
■ Tier 1 ■ Tier 2 ■ Tier 3



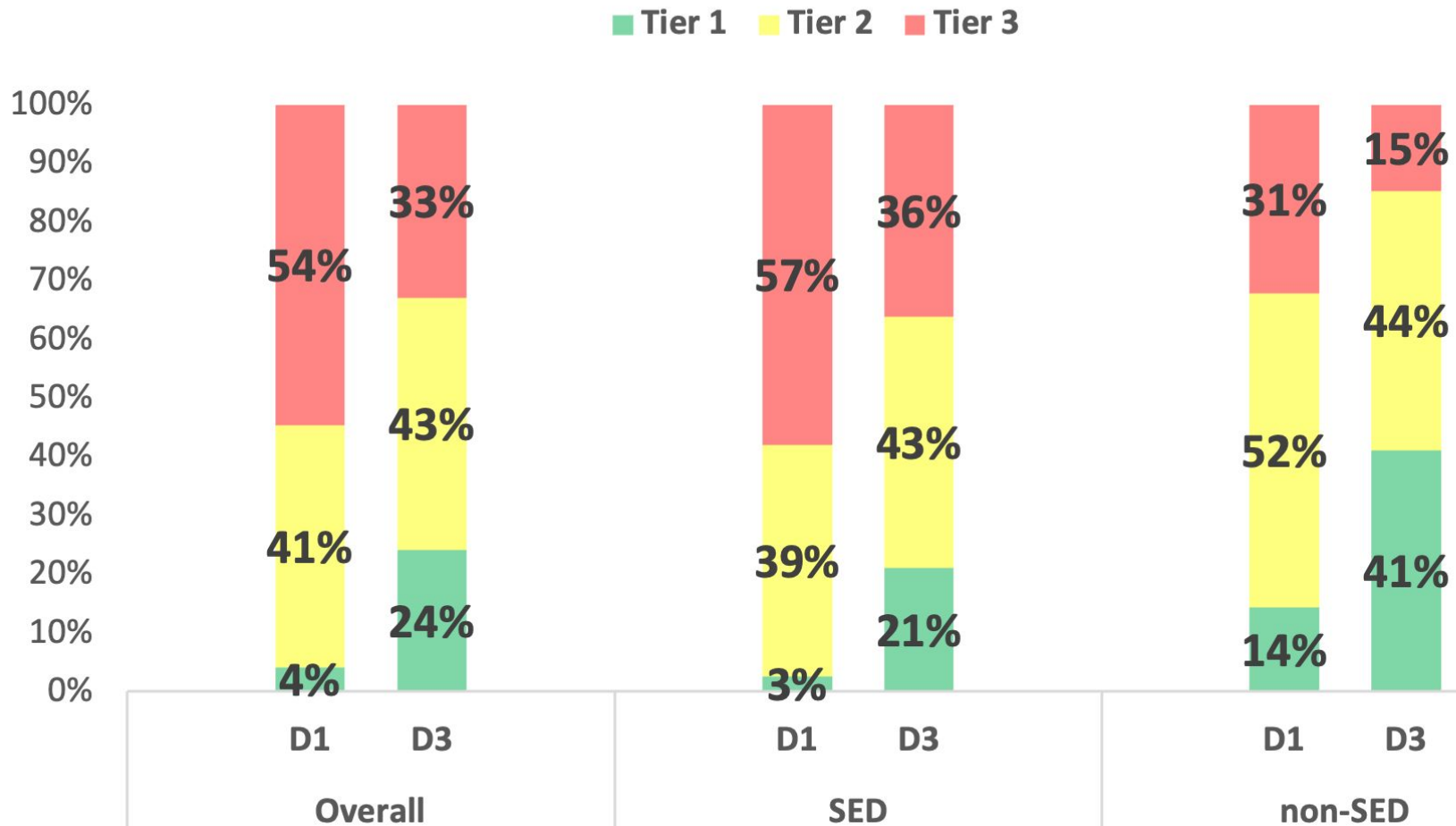
i-Ready Math by Socioeconomic Status (D1 to D3)



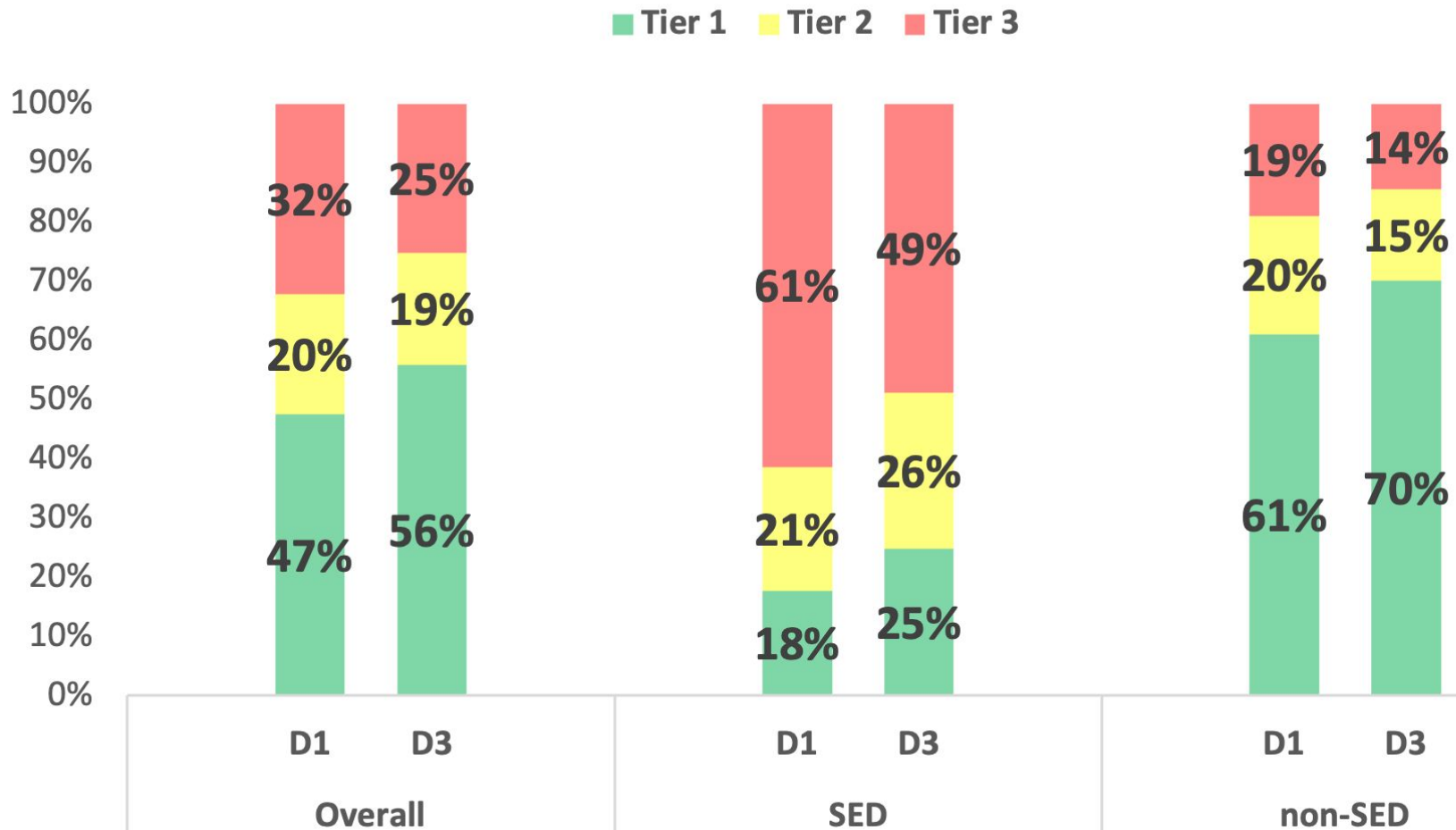
i-Ready Math by Socioeconomic Status--Bubb (D1 to D3)



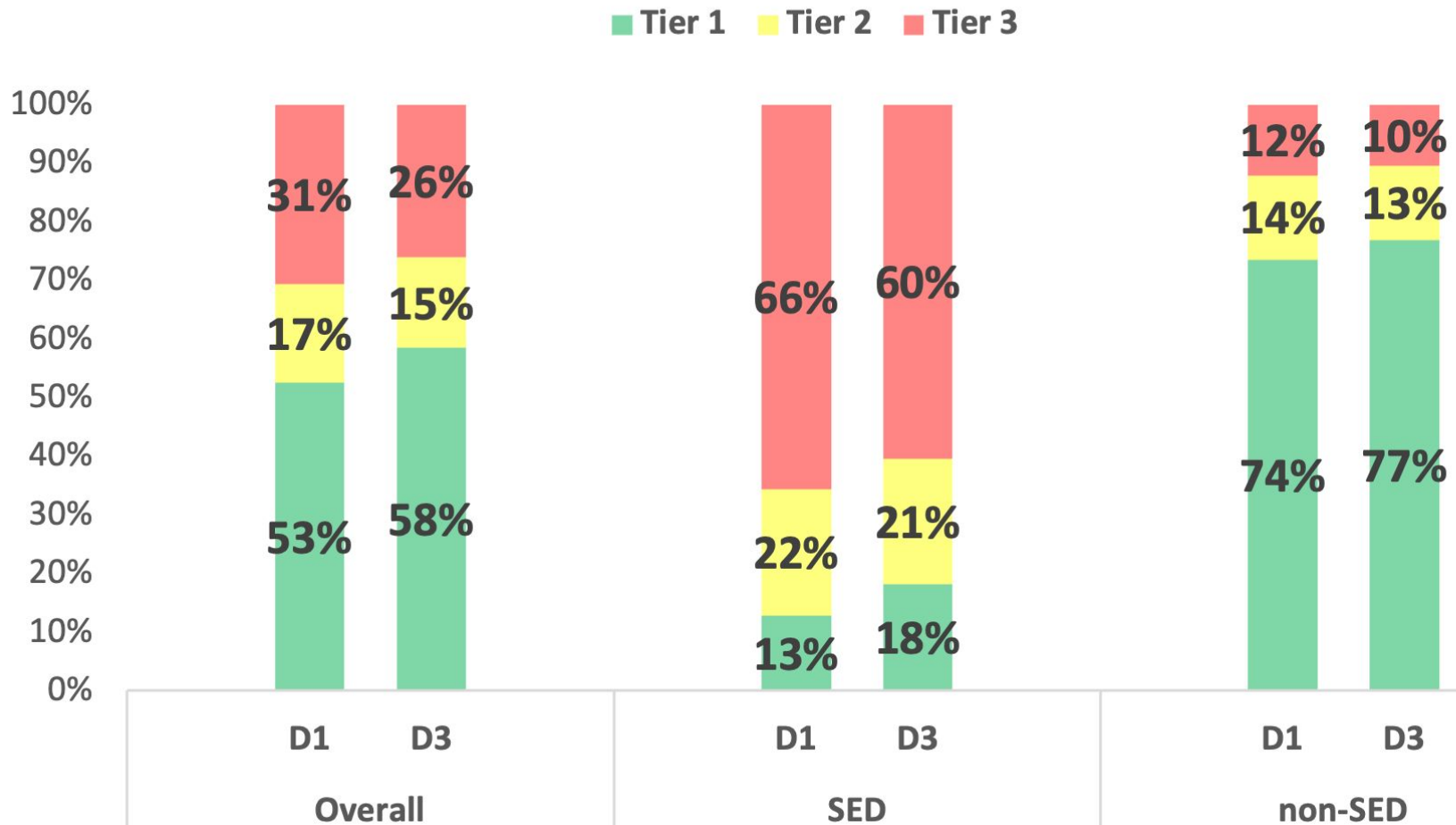
i-Ready Math by Socioeconomic Status--Castro (D1 to D3)



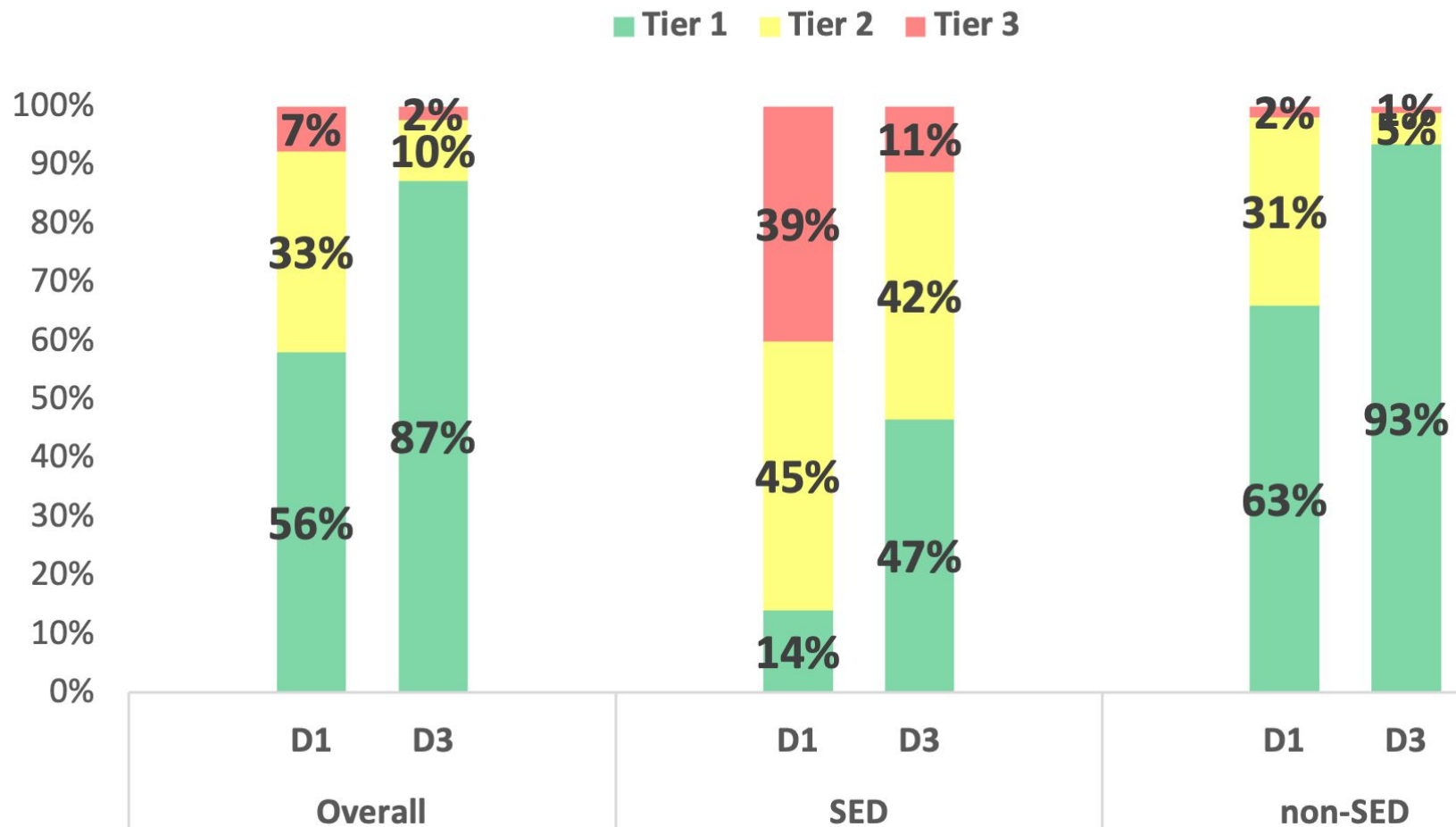
i-Ready Math by Socioeconomic Status--Crittenden (D1 to D3)



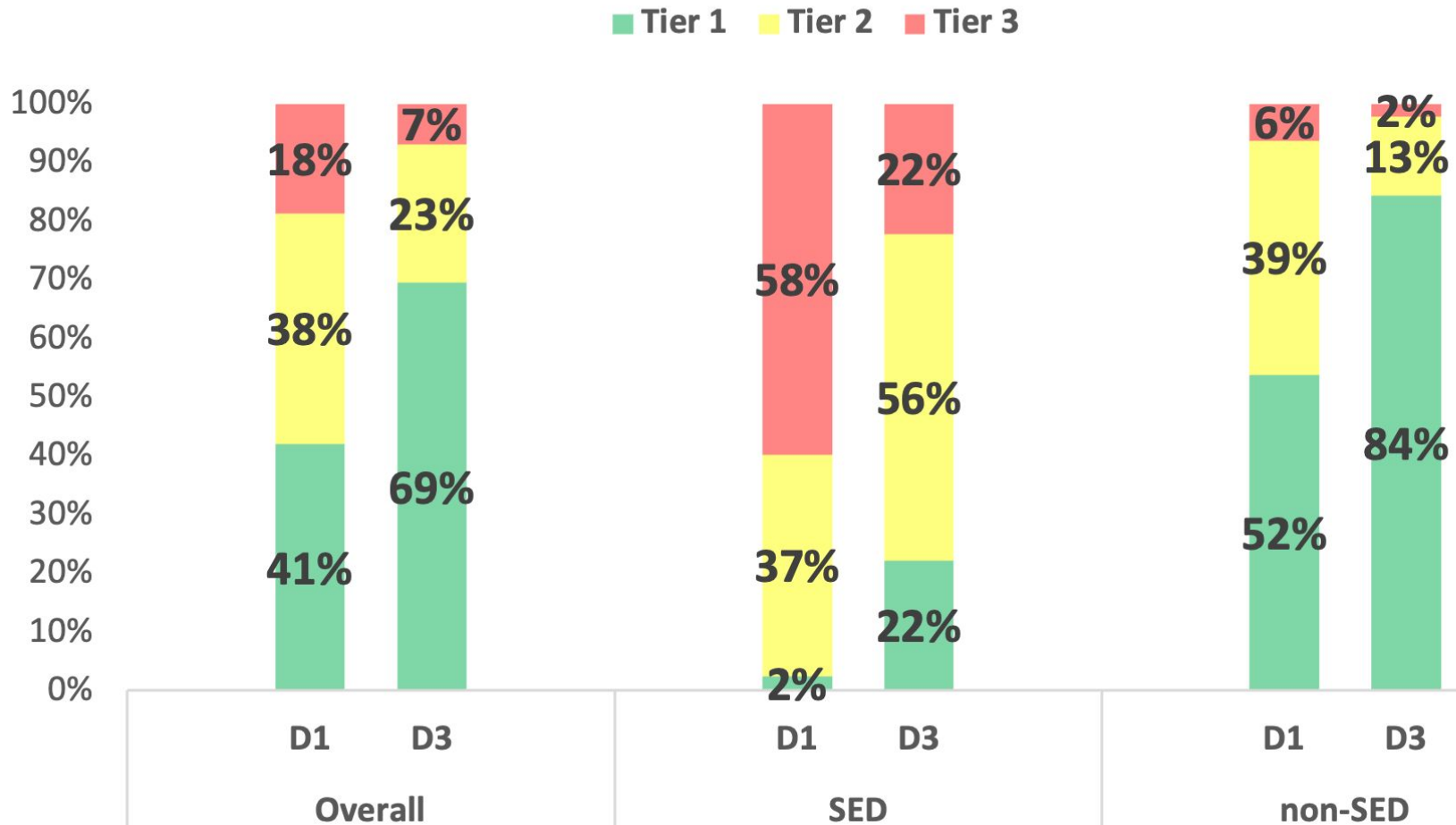
i-Ready Math by Socioeconomic Status--Graham (D1 to D3)



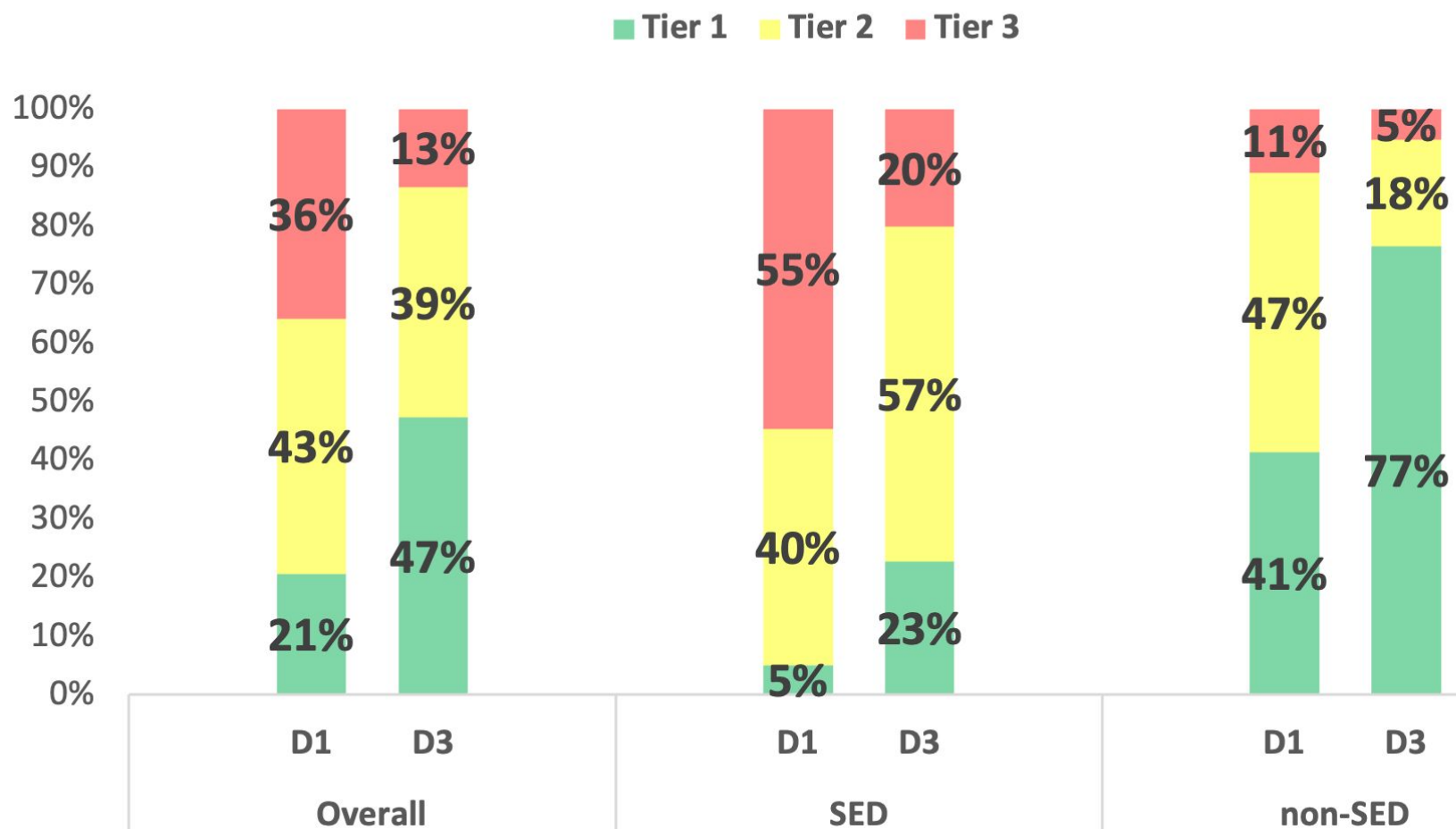
i-Ready Math by Socioeconomic Status--Imai (D1 to D3)



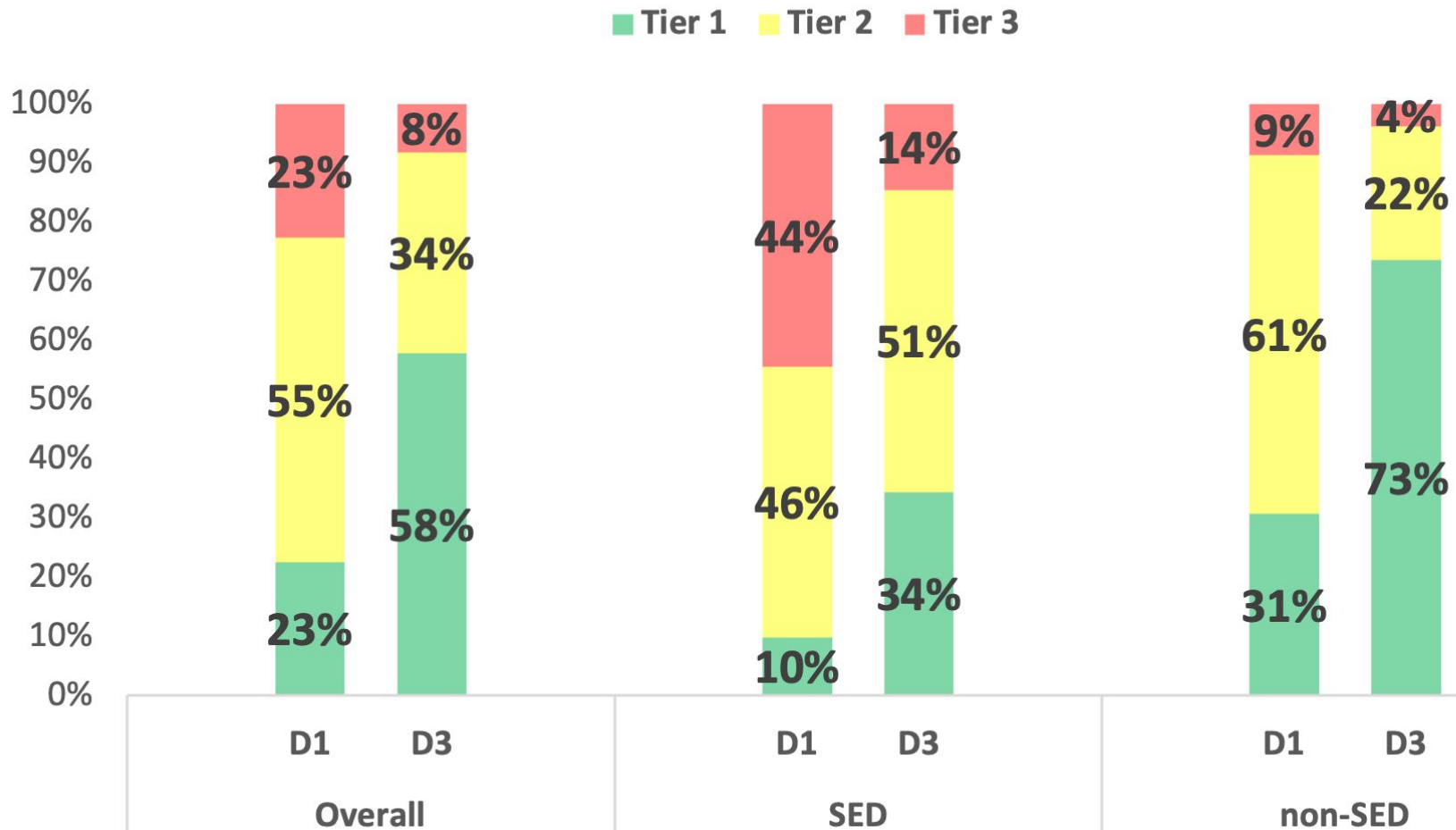
i-Ready Math by Socioeconomic Status--Landels (D1 to D3)



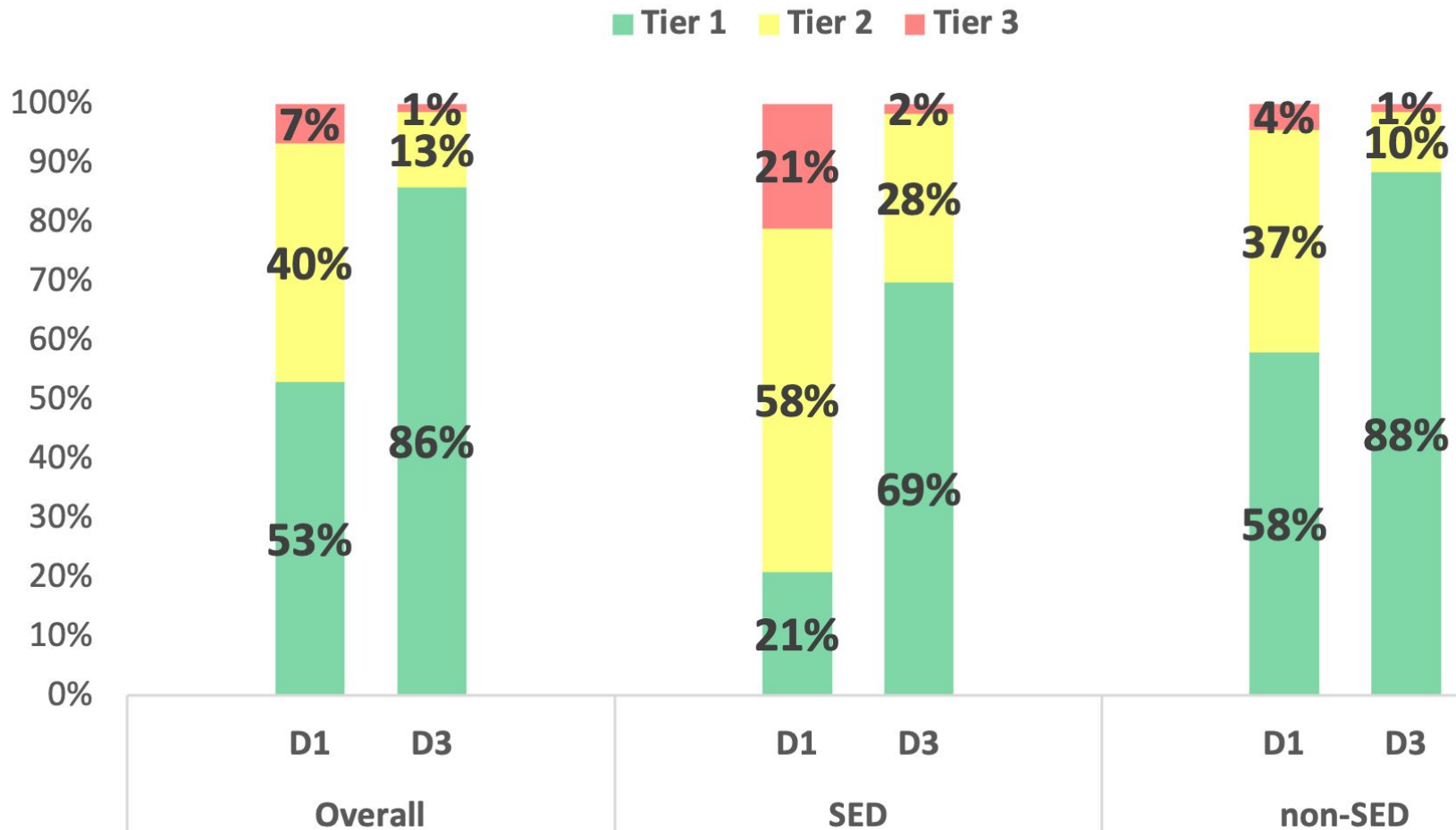
i-Ready Math by Socioeconomic Status--Mistral (D1 to D3)



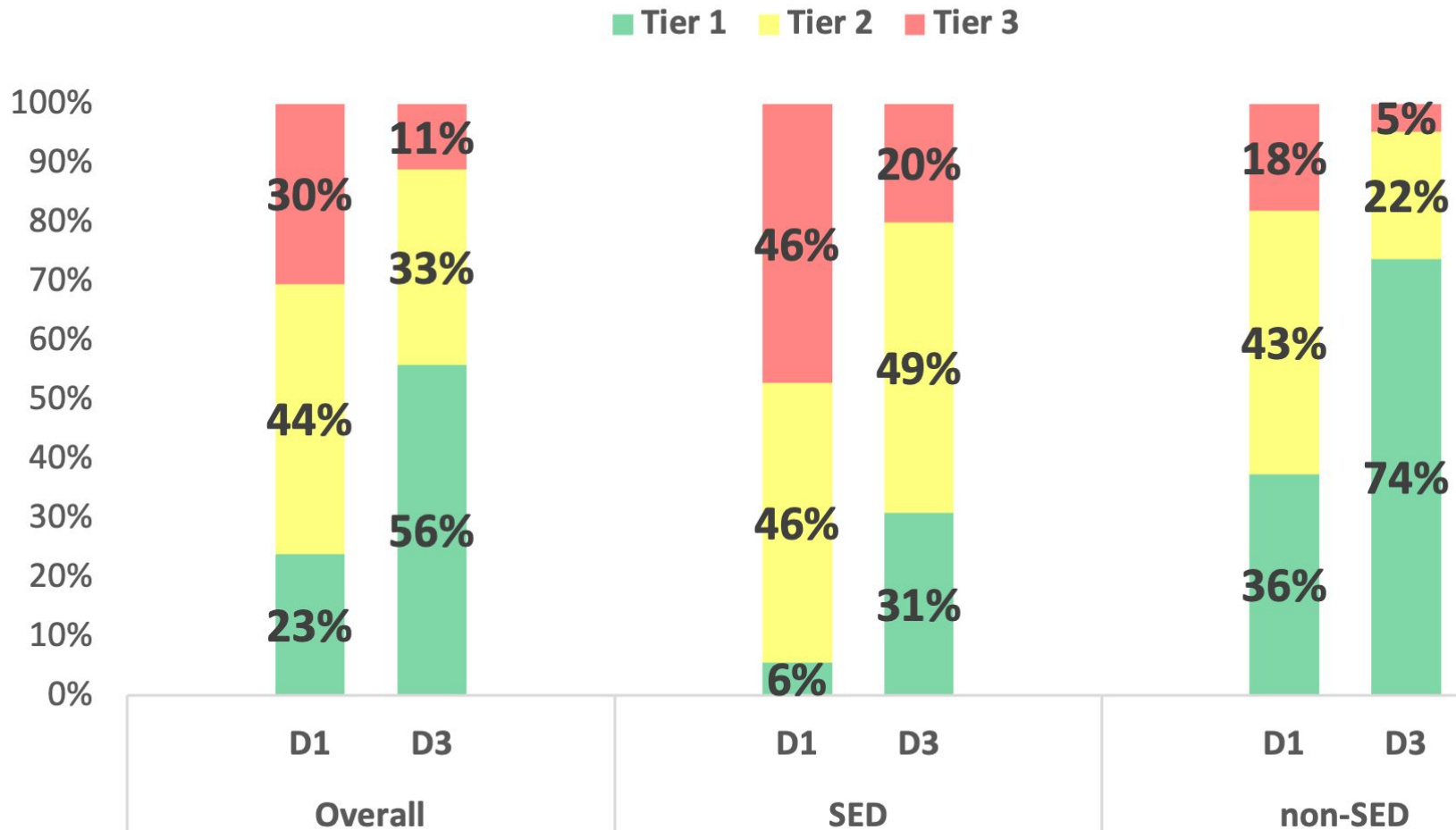
i-Ready Math by Socioeconomic Status--Monta Loma (D1 to D3)



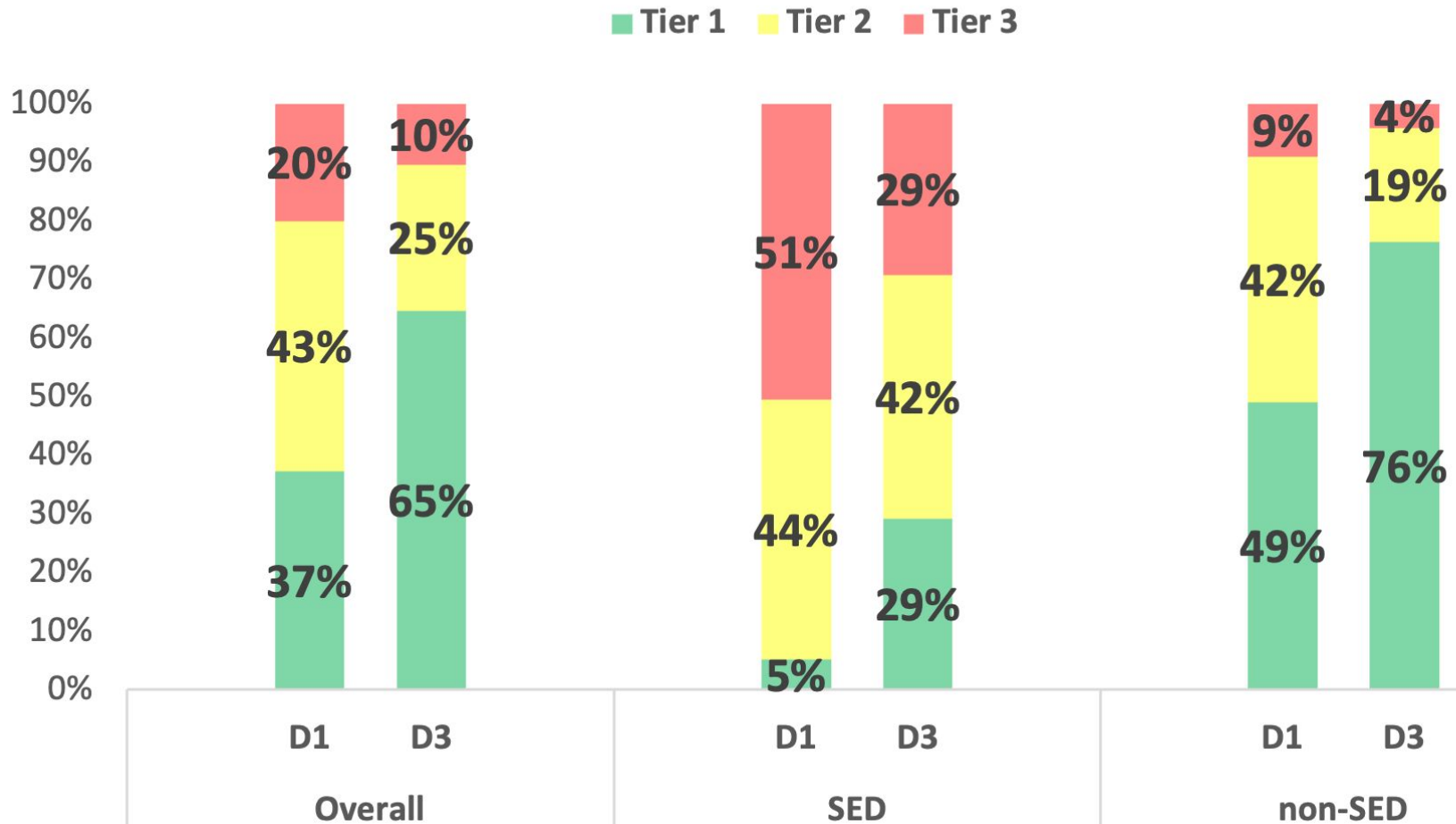
i-Ready Math by Socioeconomic Status--Stevenson (D1 to D3)



i-Ready Math by Socioeconomic Status--Theuerkauf (D1 to D3)

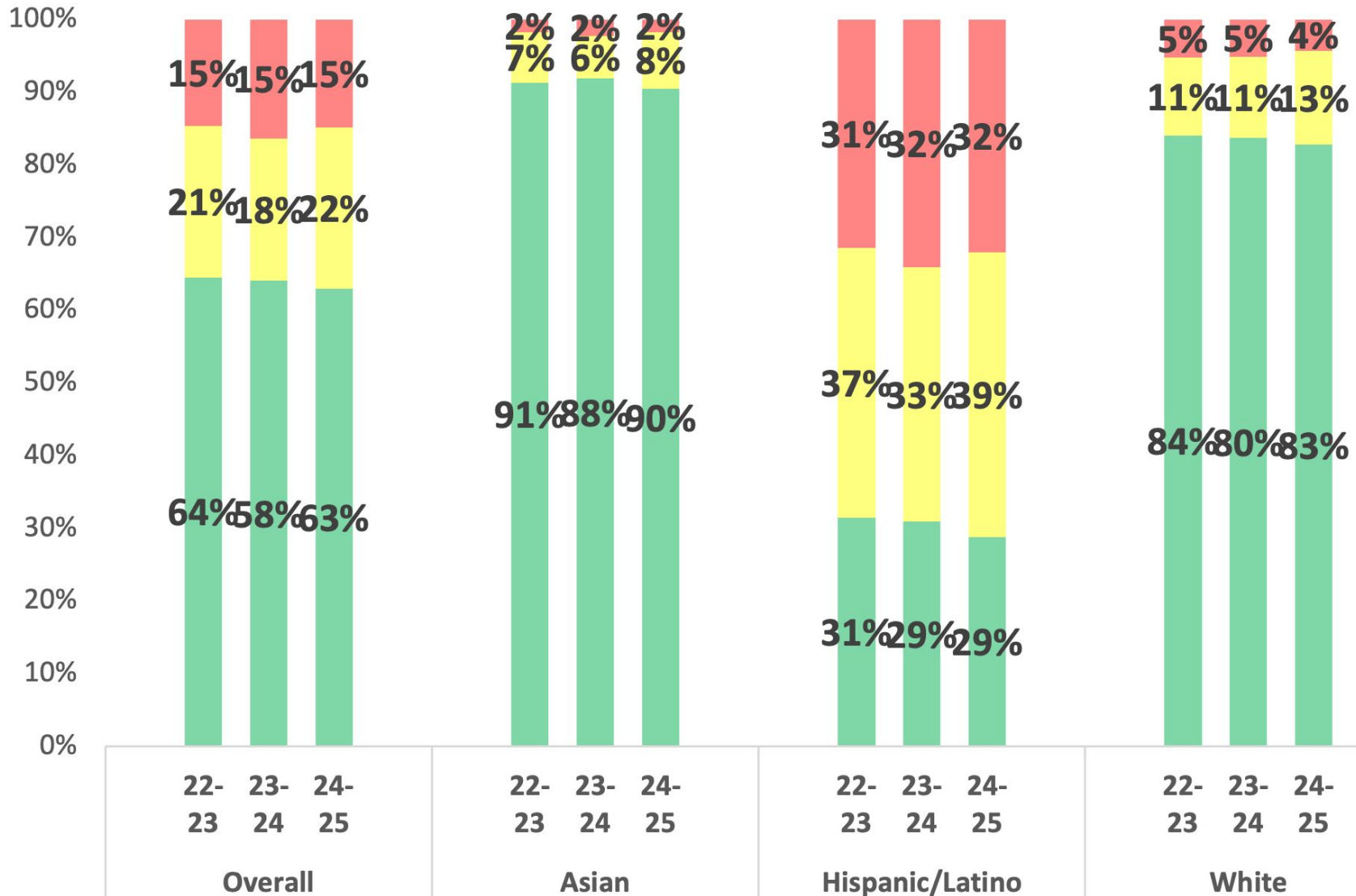


i-Ready Math by Socioeconomic Status--Vargas (D1 to D3)



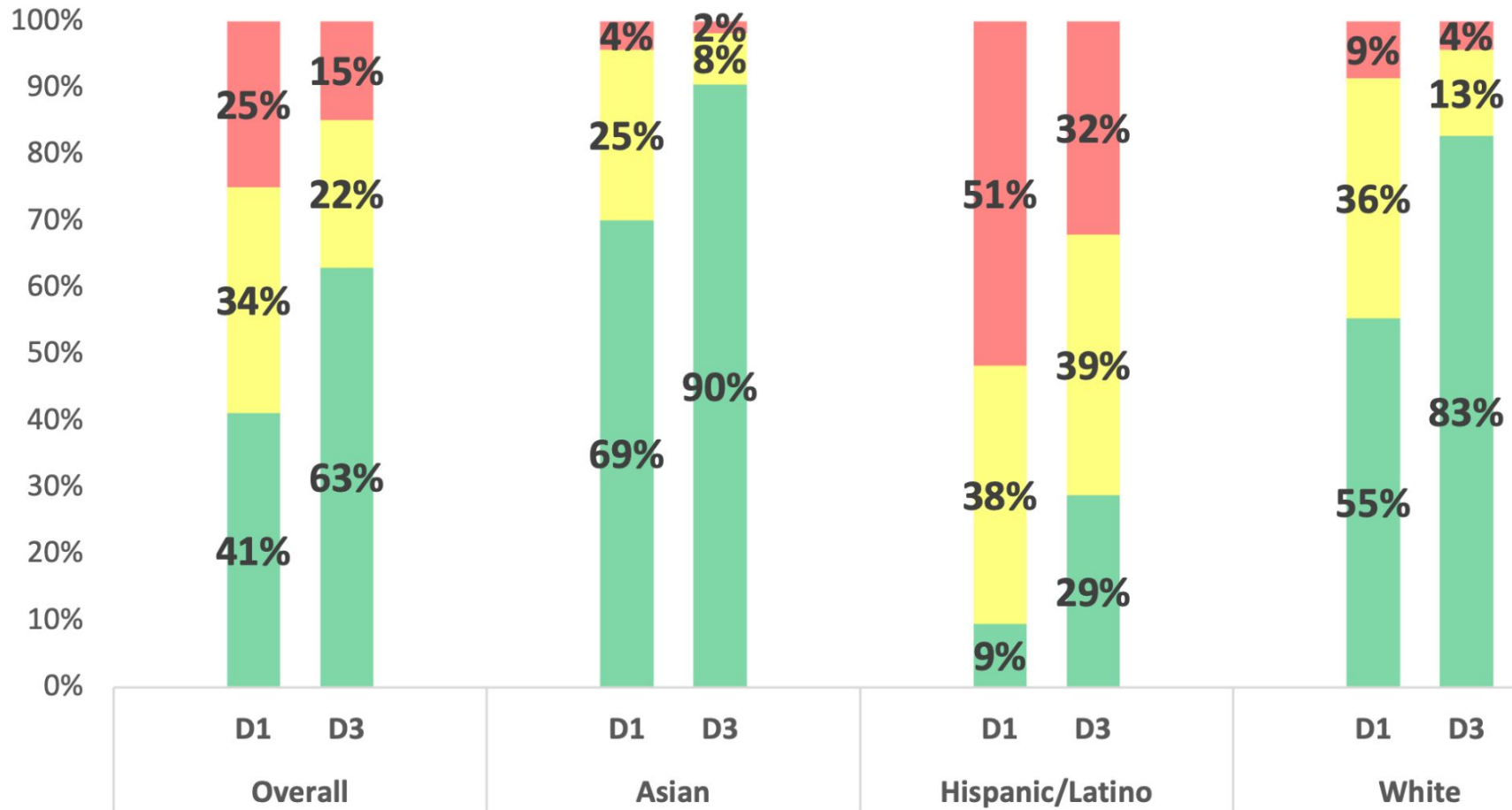
i-Ready Math by Site (D3 Year to Year)

Tier 1 Tier 2 Tier 3



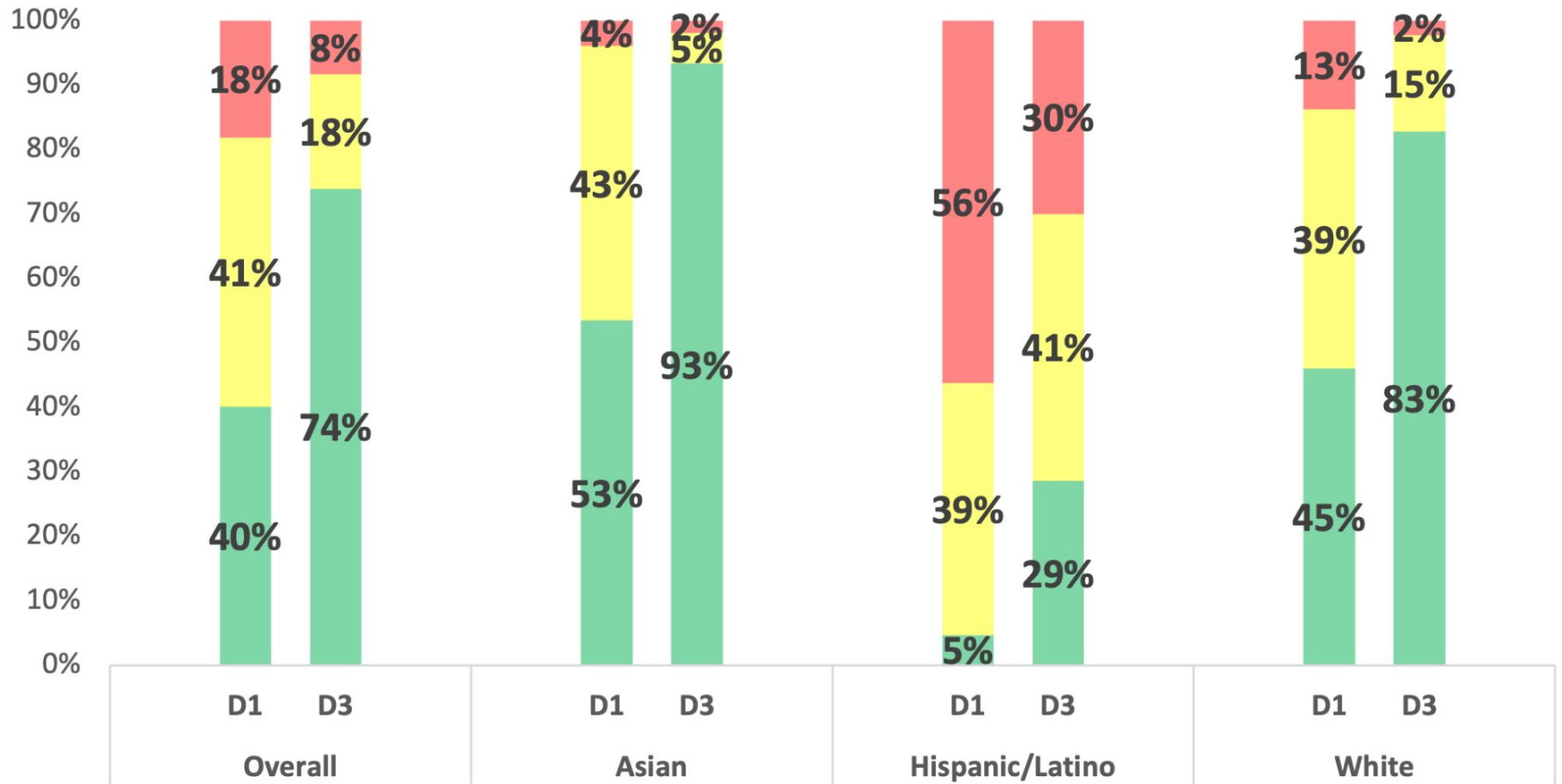
i-Ready Math by Ethnicity (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



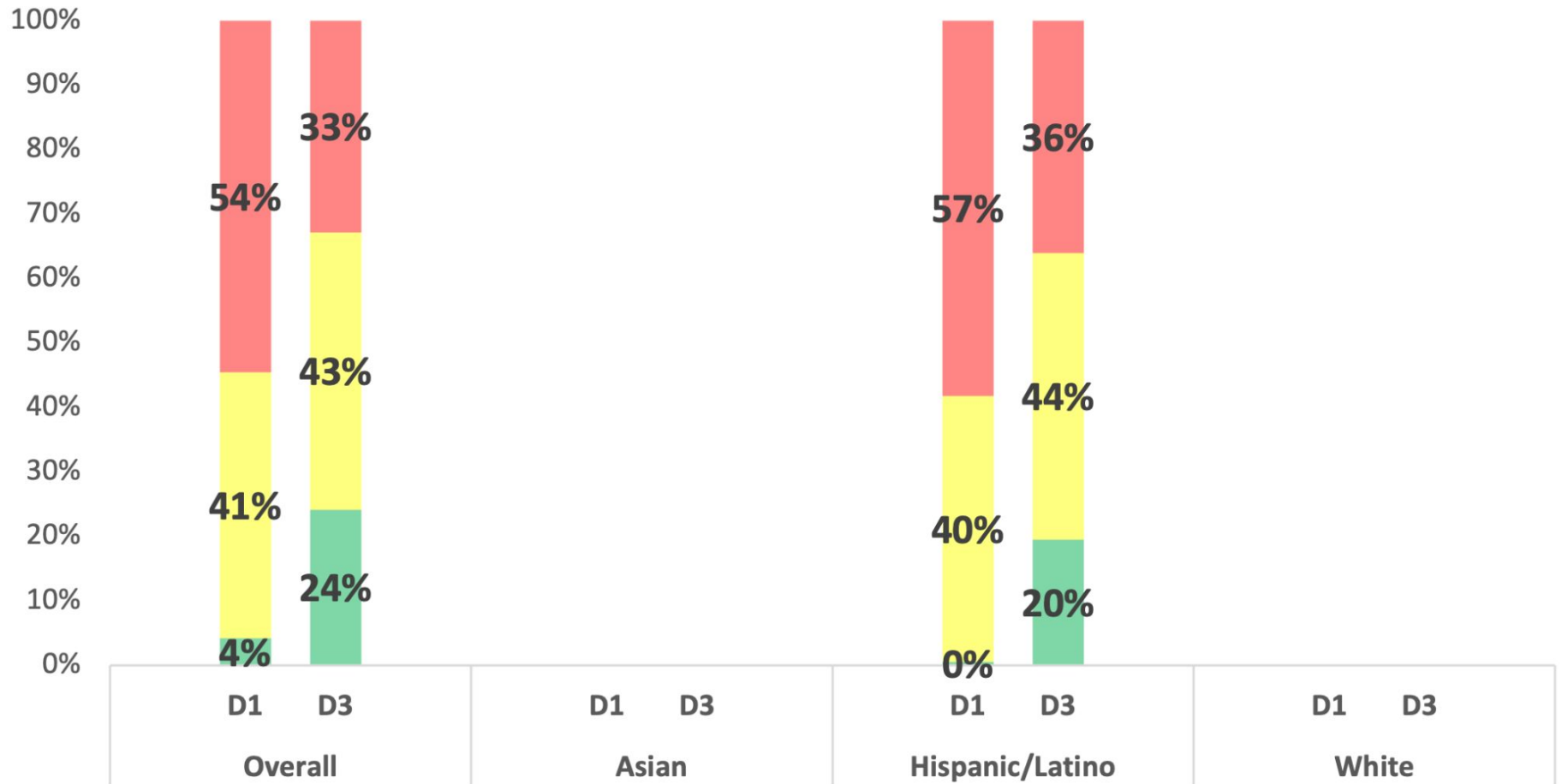
i-Ready Math by Ethnicity--Bubb (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



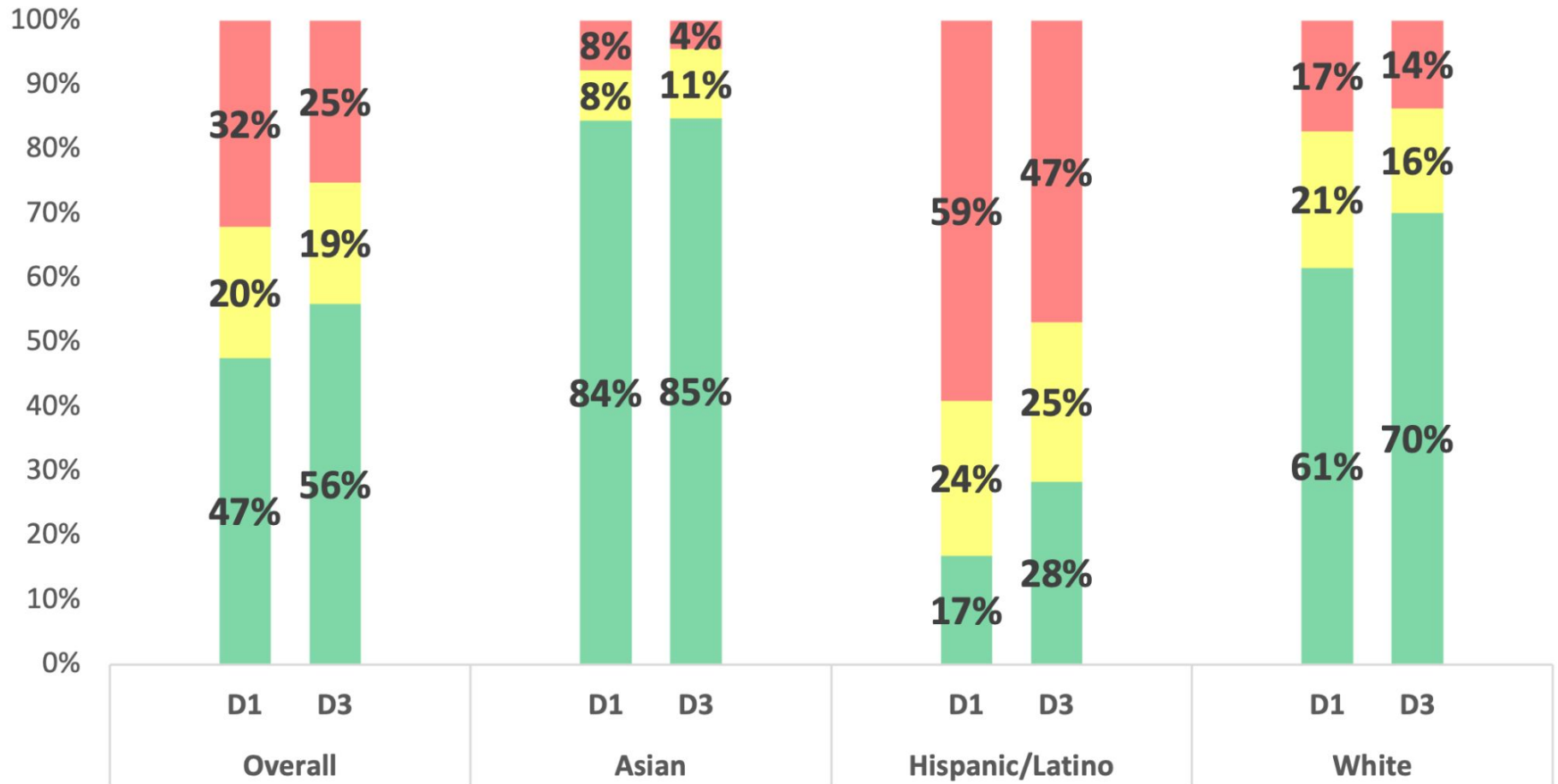
i-Ready Math by Ethnicity--Castro (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



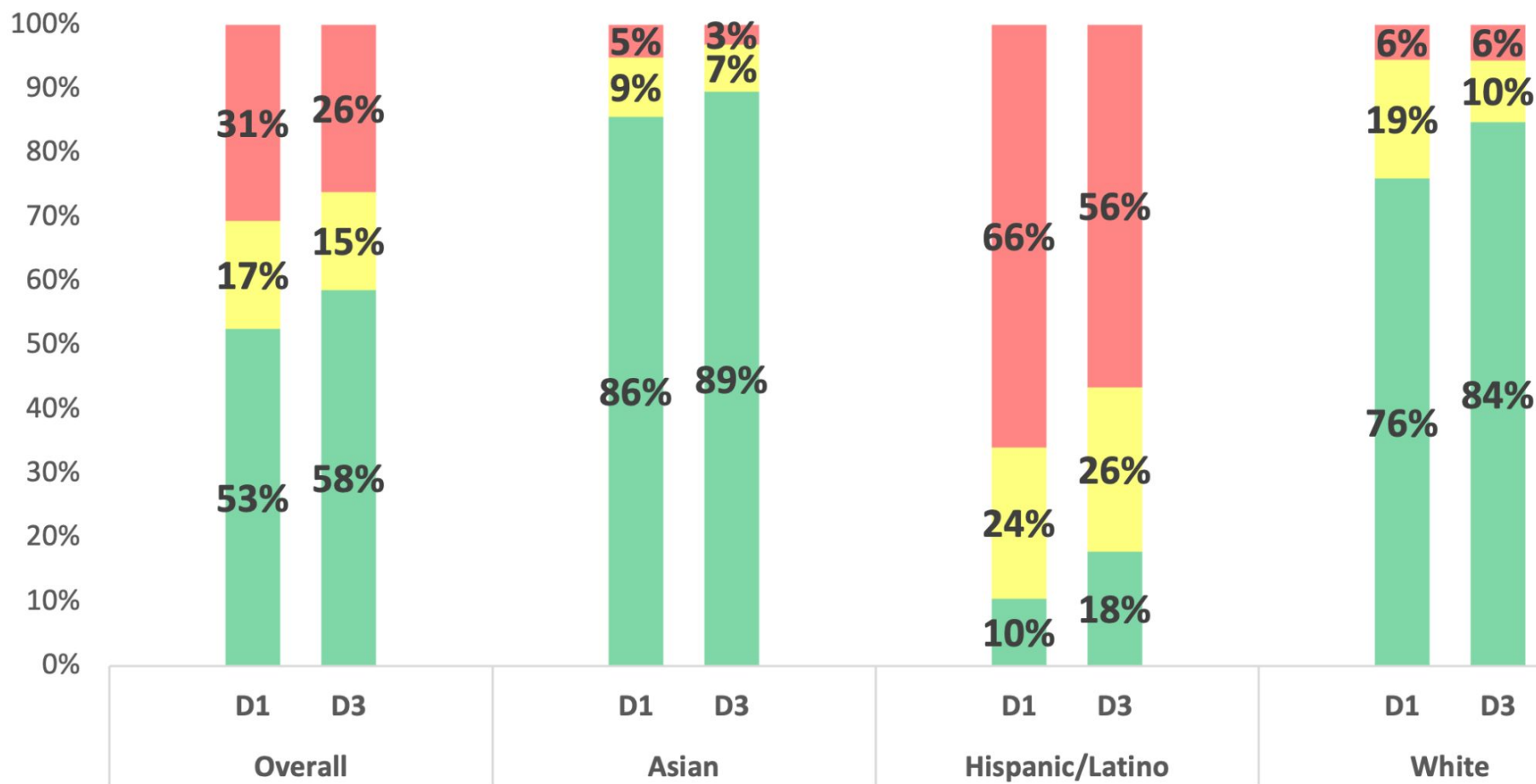
i-Ready Math by Ethnicity--Crittenden (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



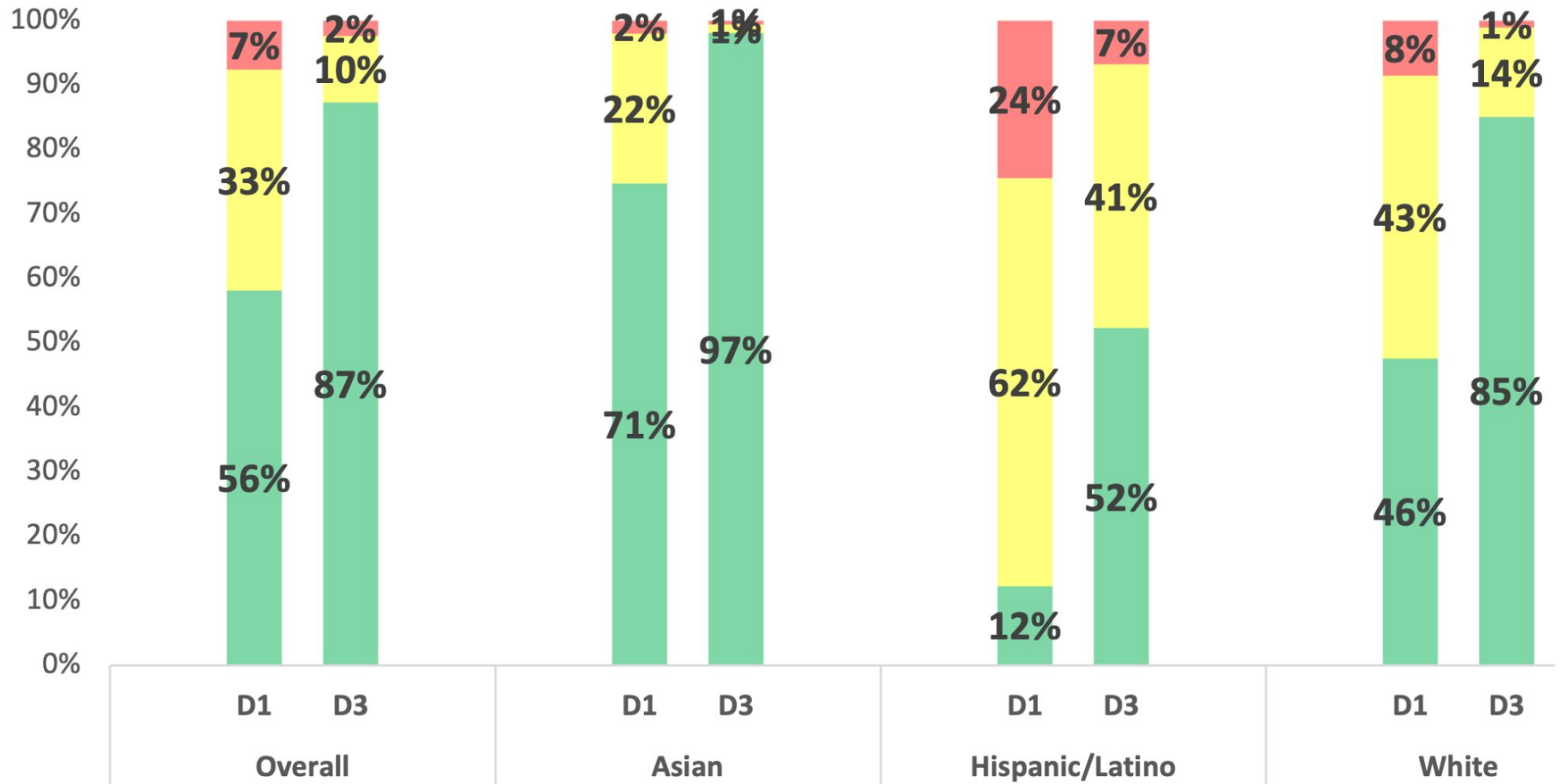
i-Ready Math by Ethnicity--Graham (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



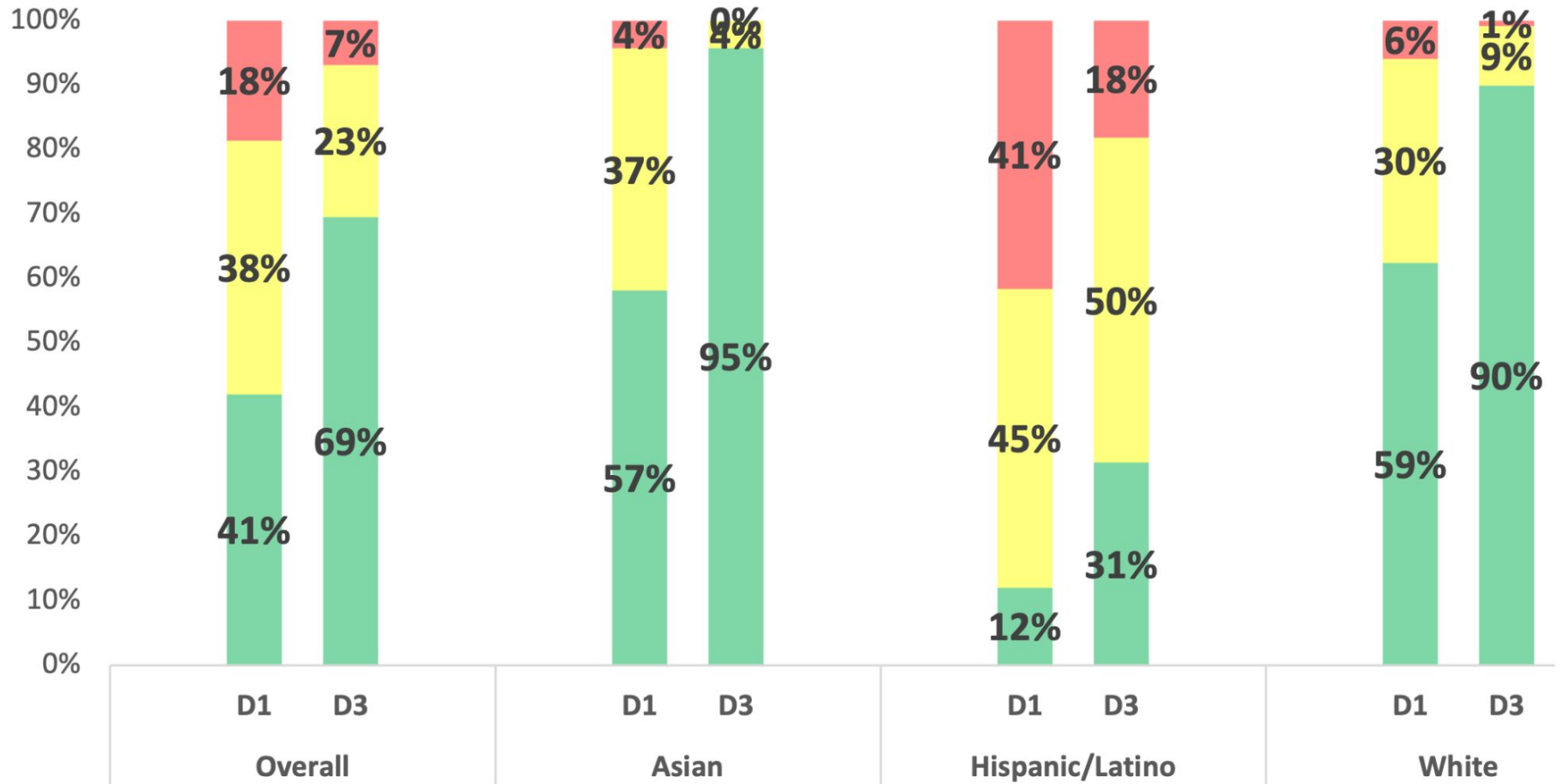
i-Ready Math by Ethnicity--Imai (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



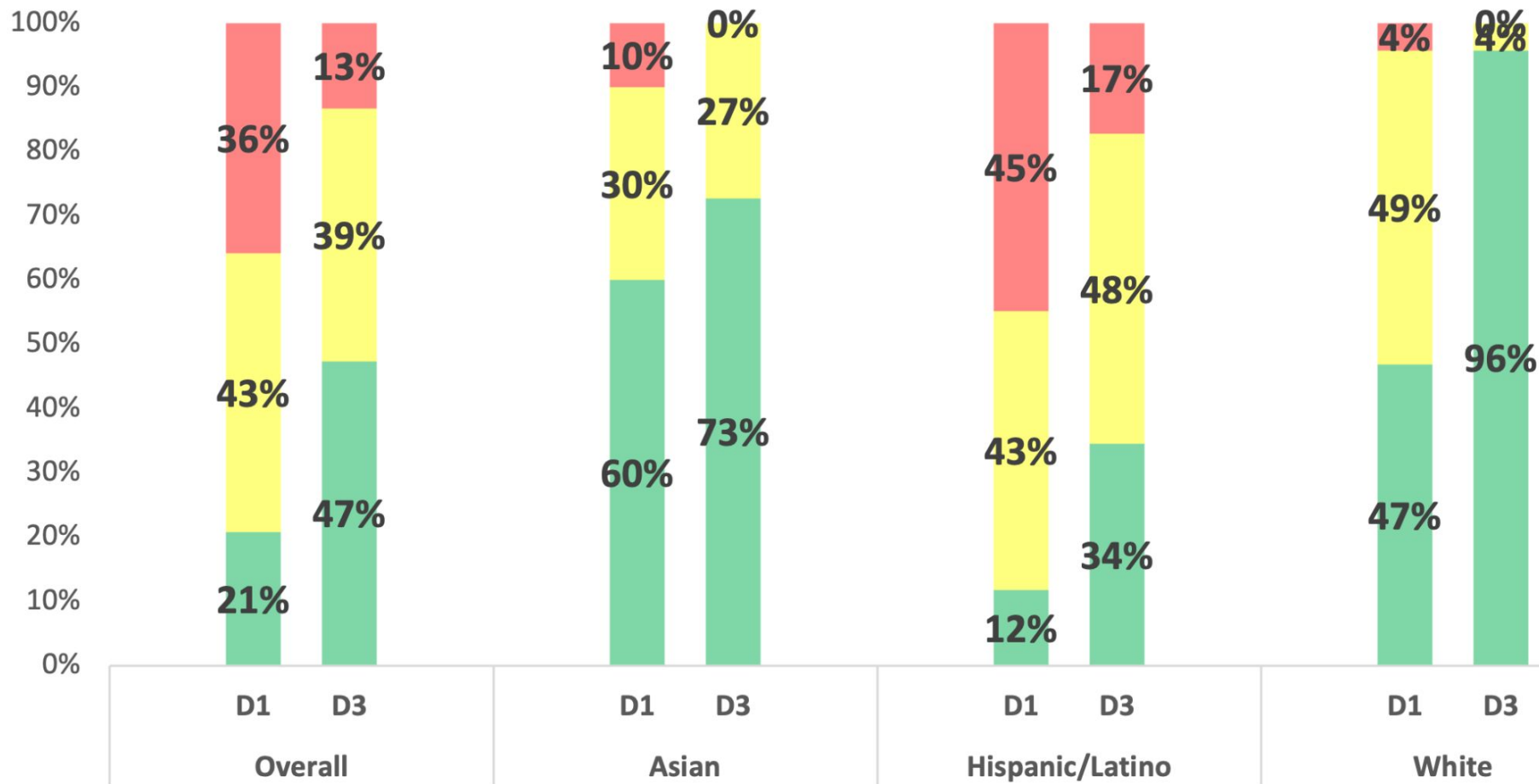
i-Ready Math by Ethnicity--Landels (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



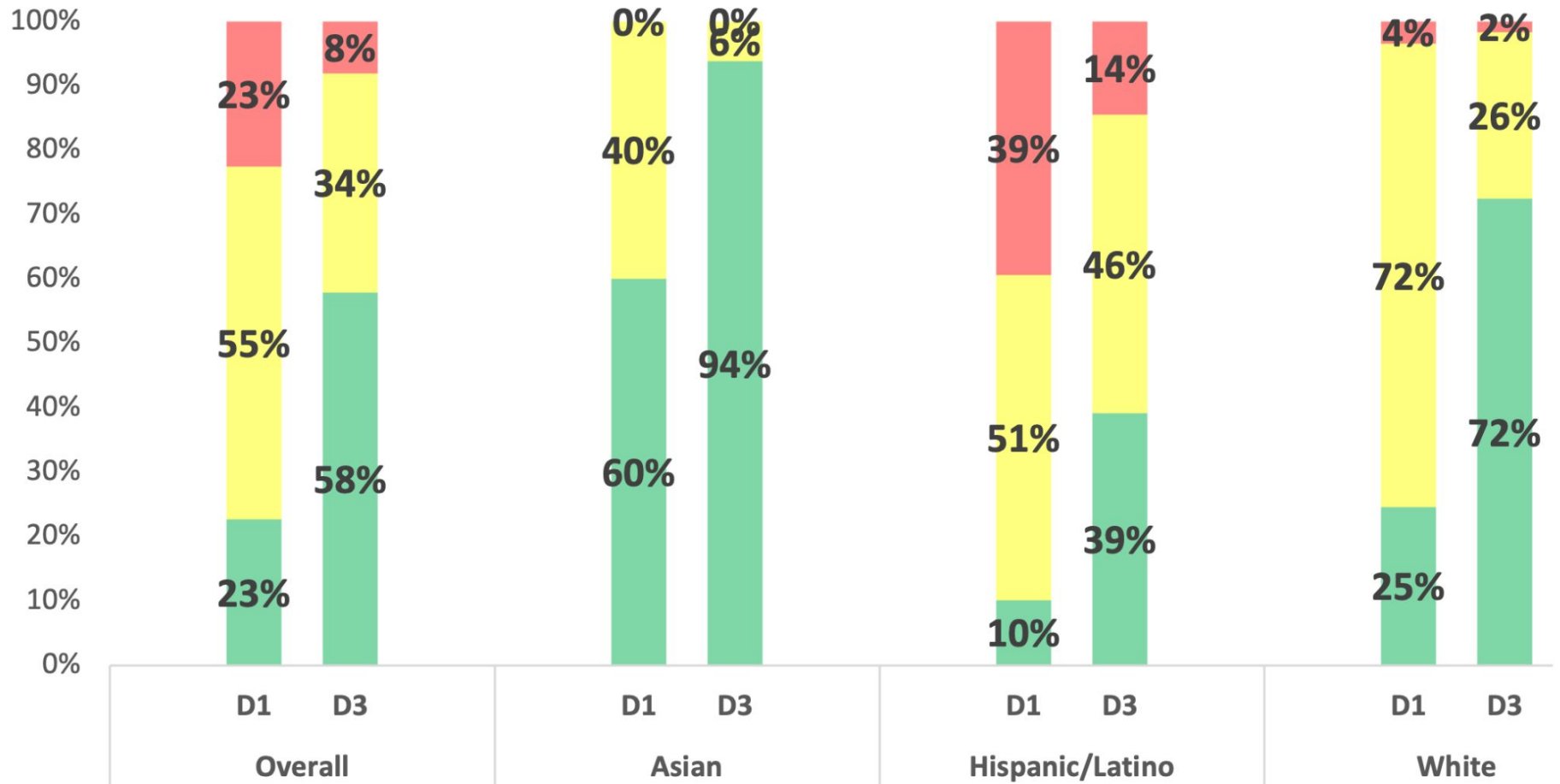
i-Ready Math by Ethnicity--Mistral (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



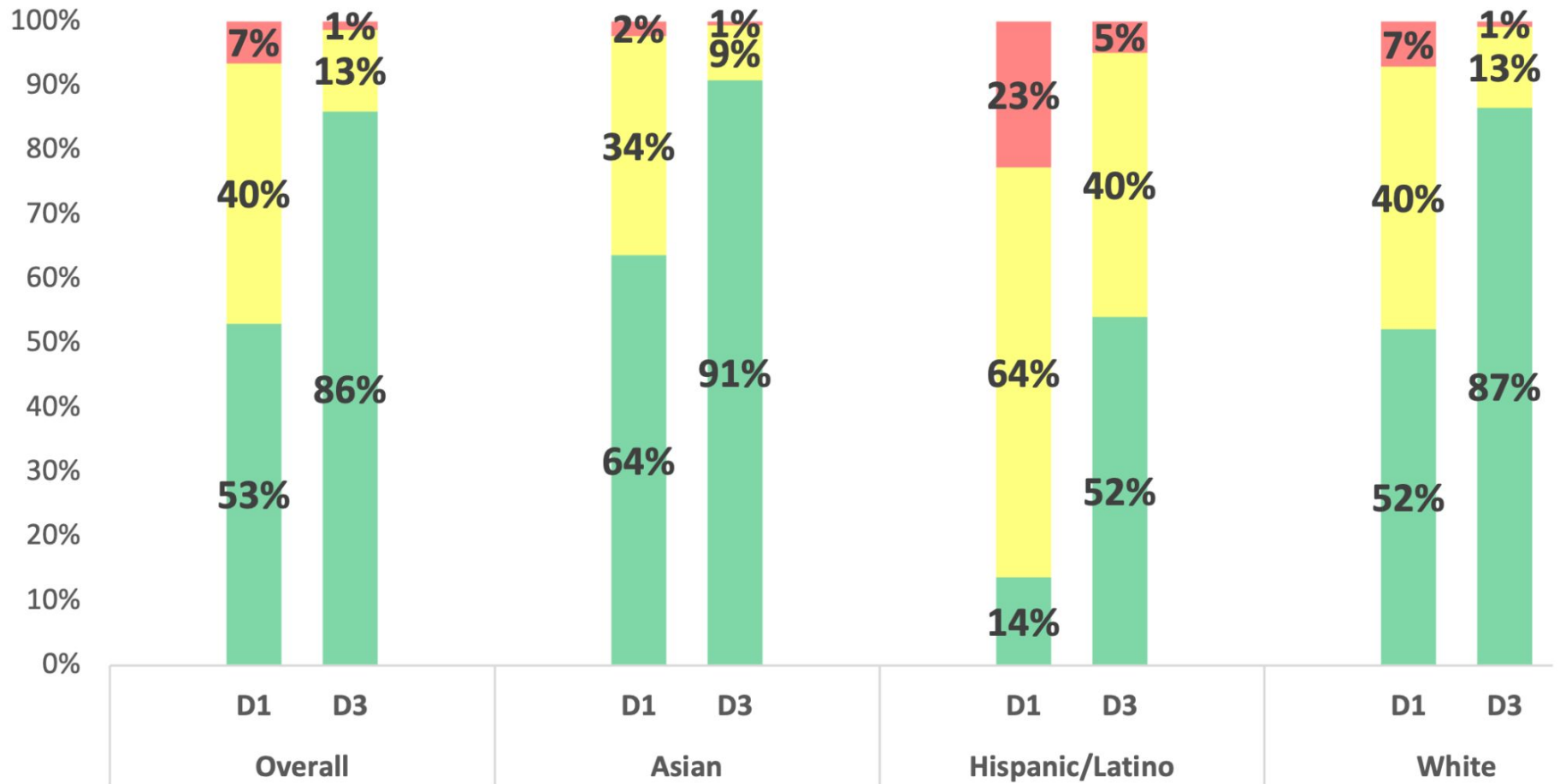
i-Ready Math by Ethnicity--Monta Loma (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



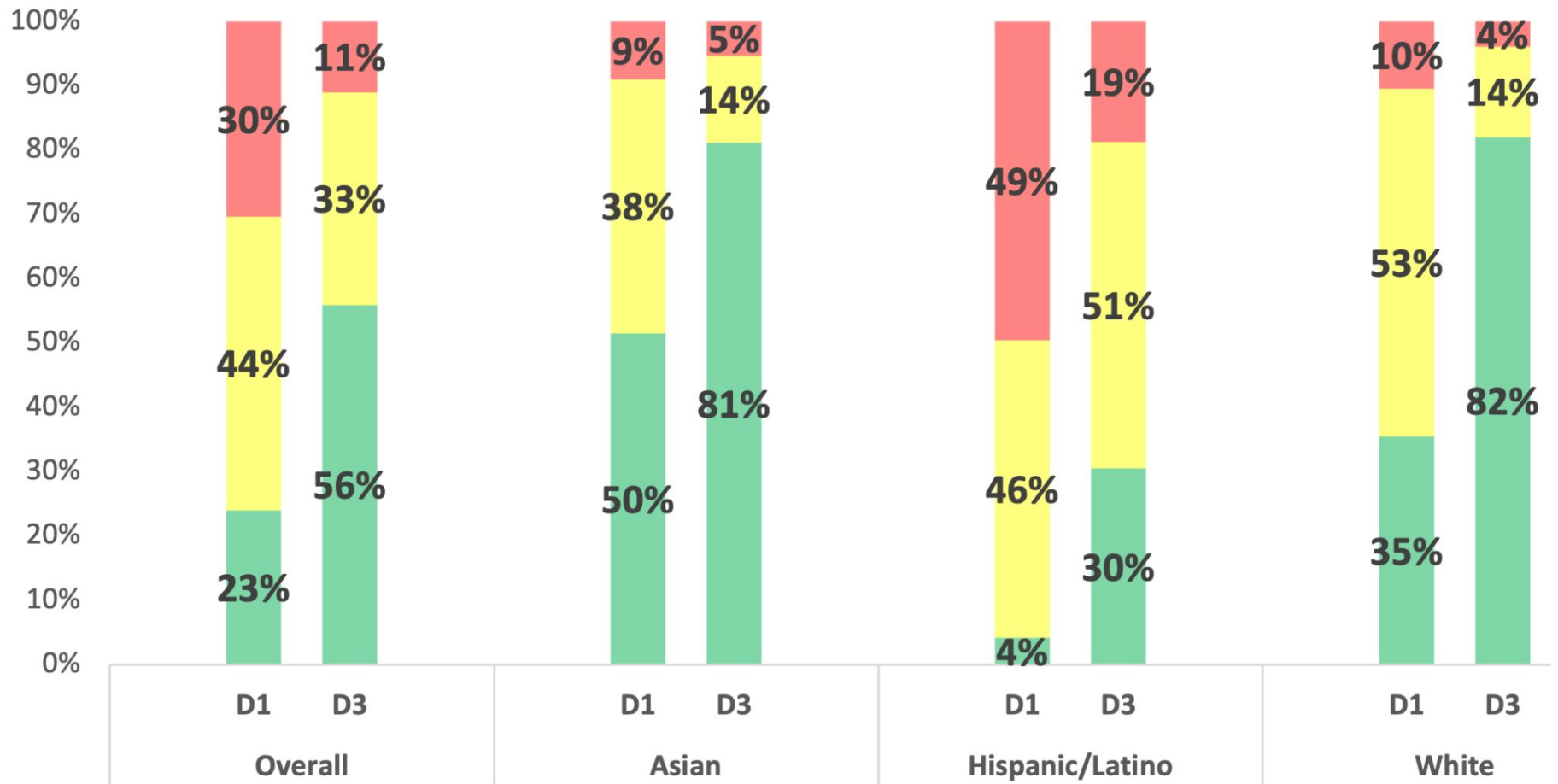
i-Ready Math by Ethnicity--Stevenson (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3



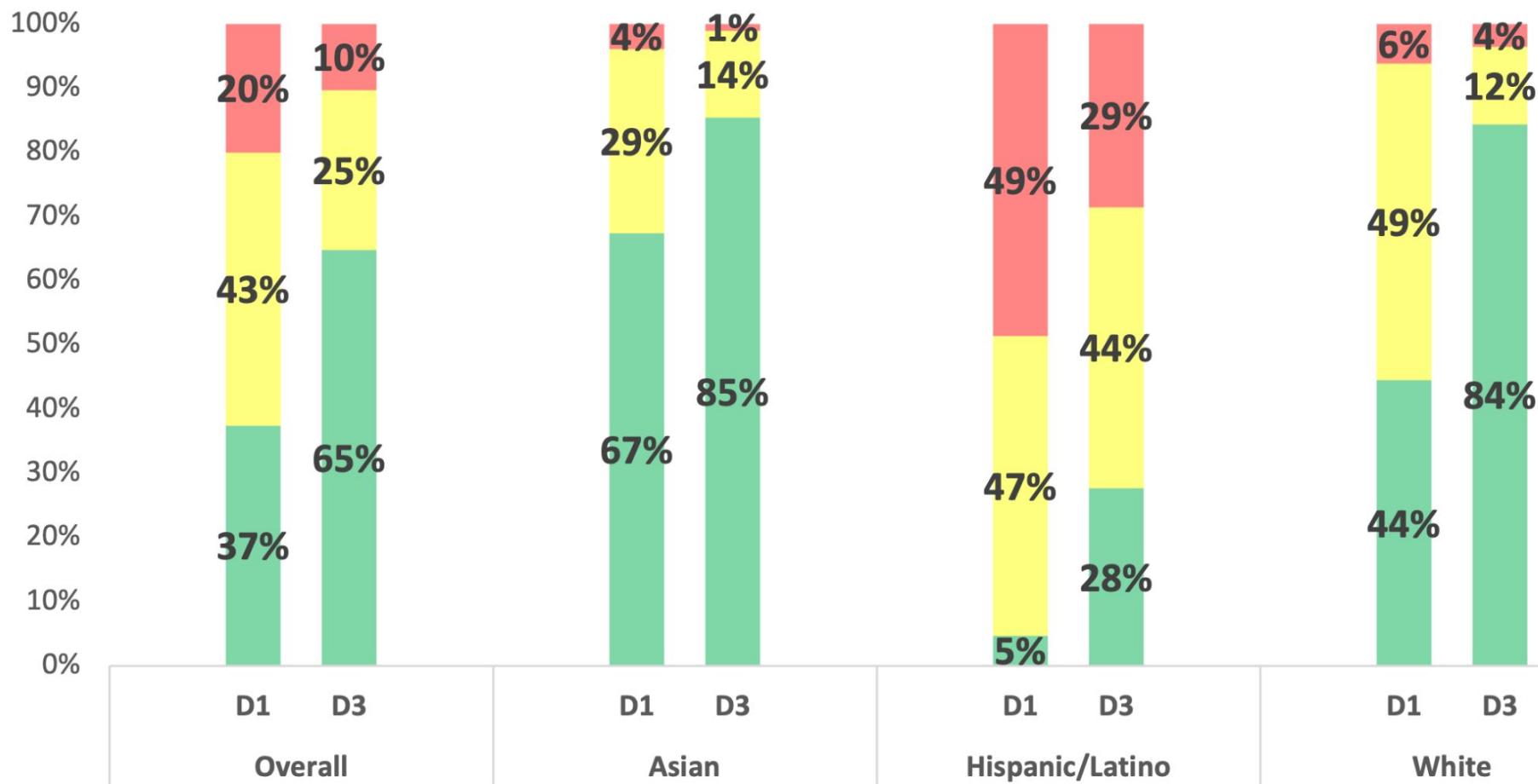
i-Ready Math by Ethnicity--Theuerkauf (2024-25 D1 to D3)

Tier 1 Tier 2 Tier 3

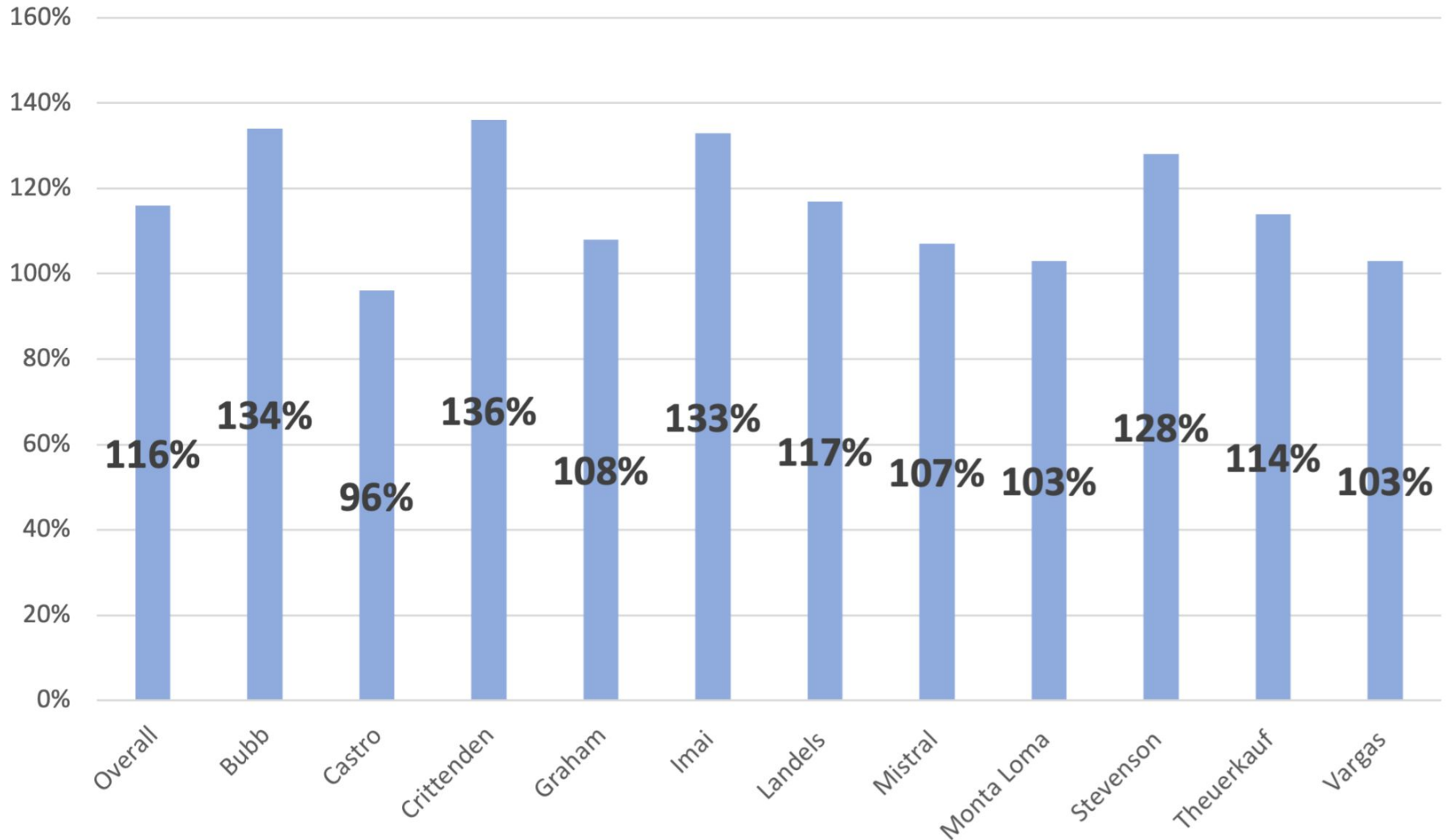


i-Ready Math by Ethnicity--Vargas (2024-25 D1 to D3)

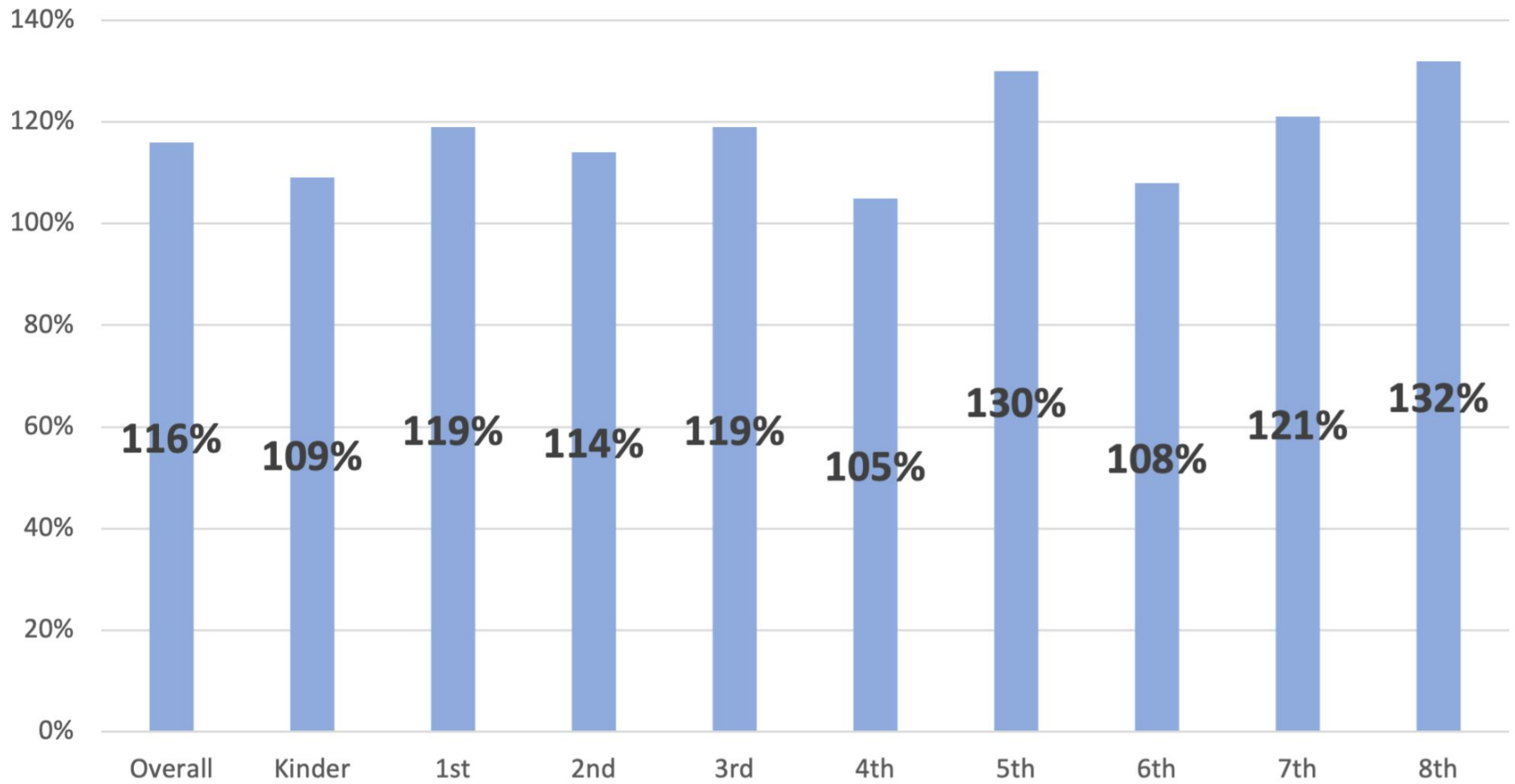
Tier 1 Tier 2 Tier 3



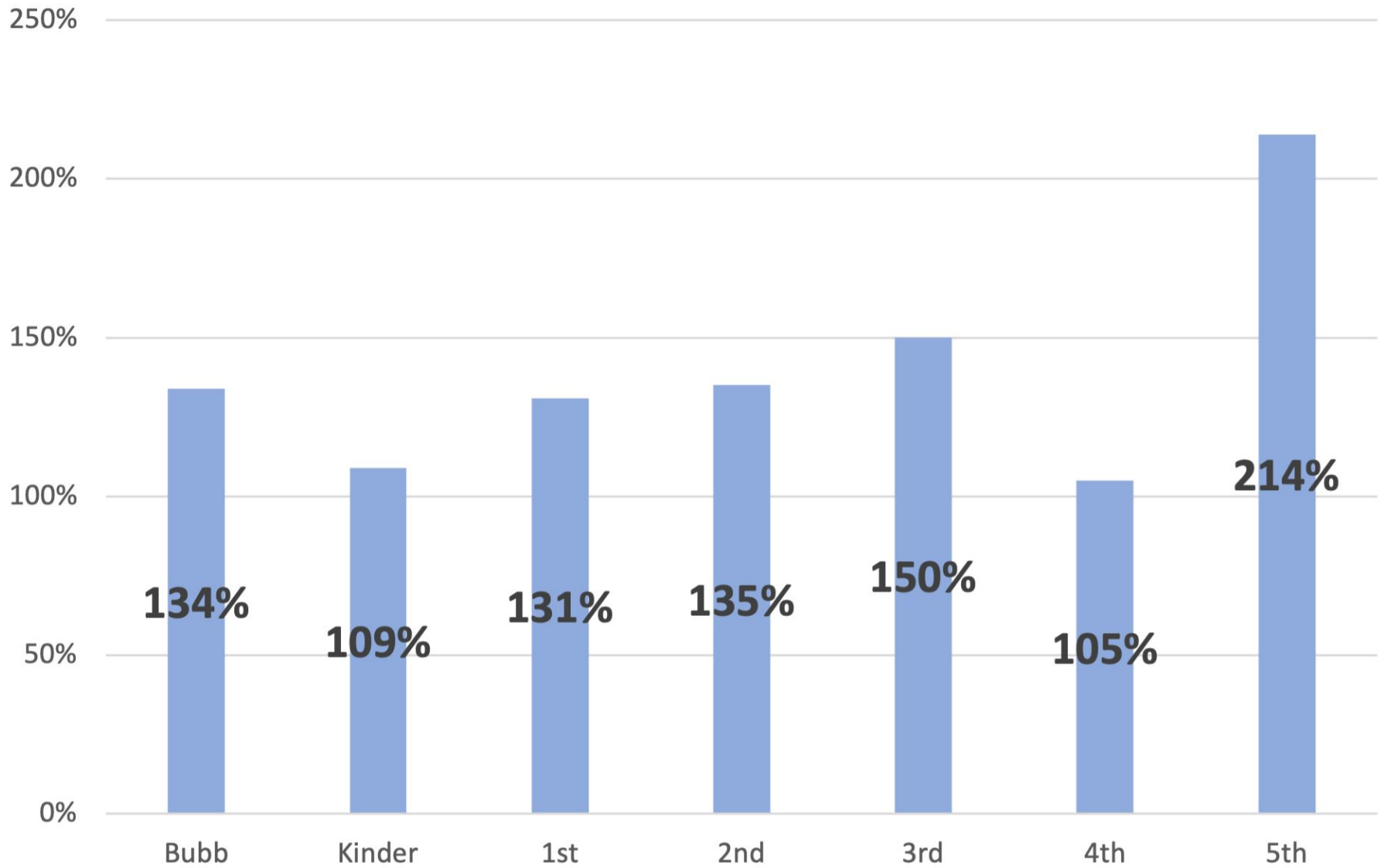
Math Progress to Annual Typical Growth (Median)



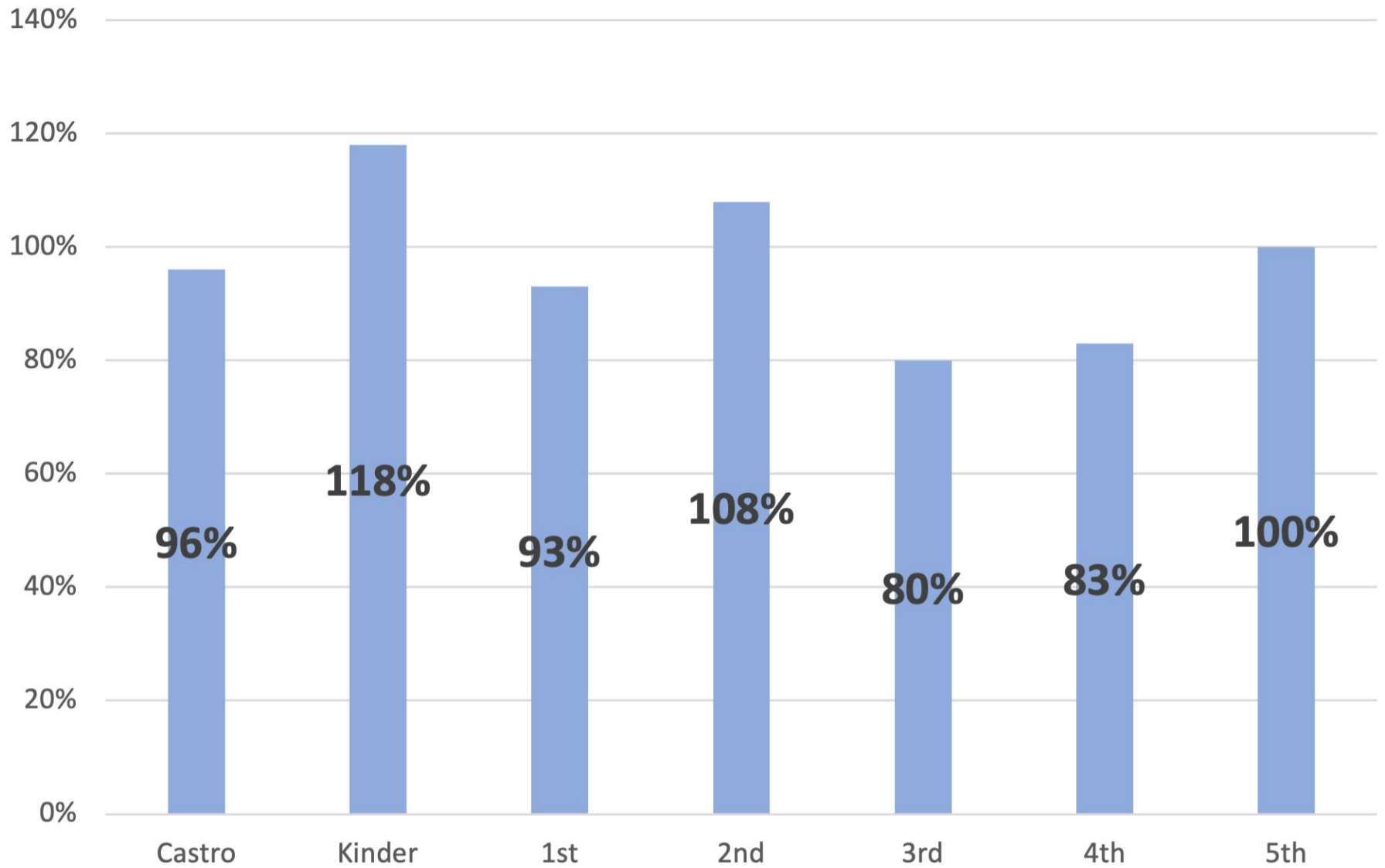
Math Progress to Annual Typical Growth (Median)



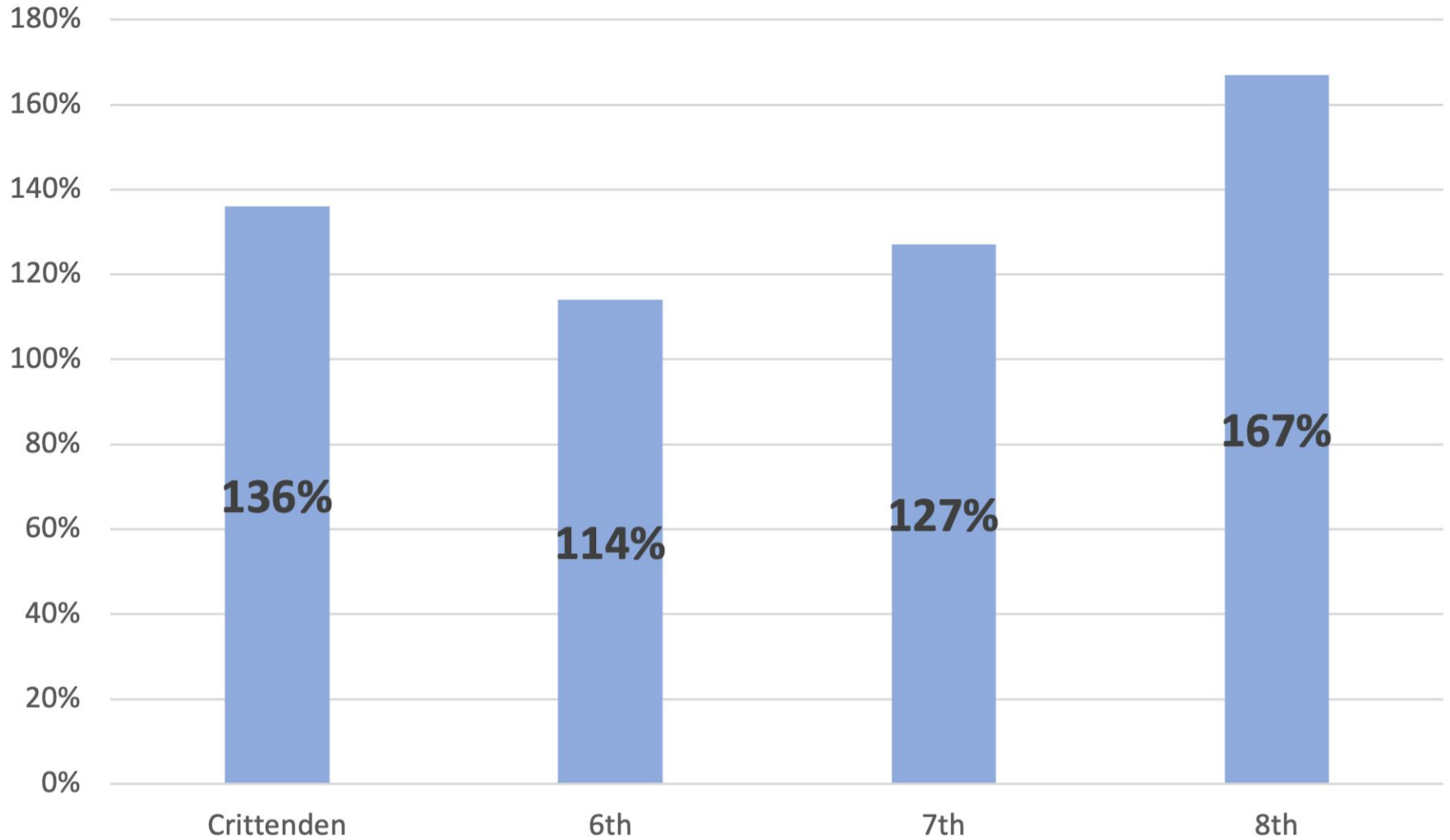
Math Progress to Annual Typical Growth--Bubb (Median)



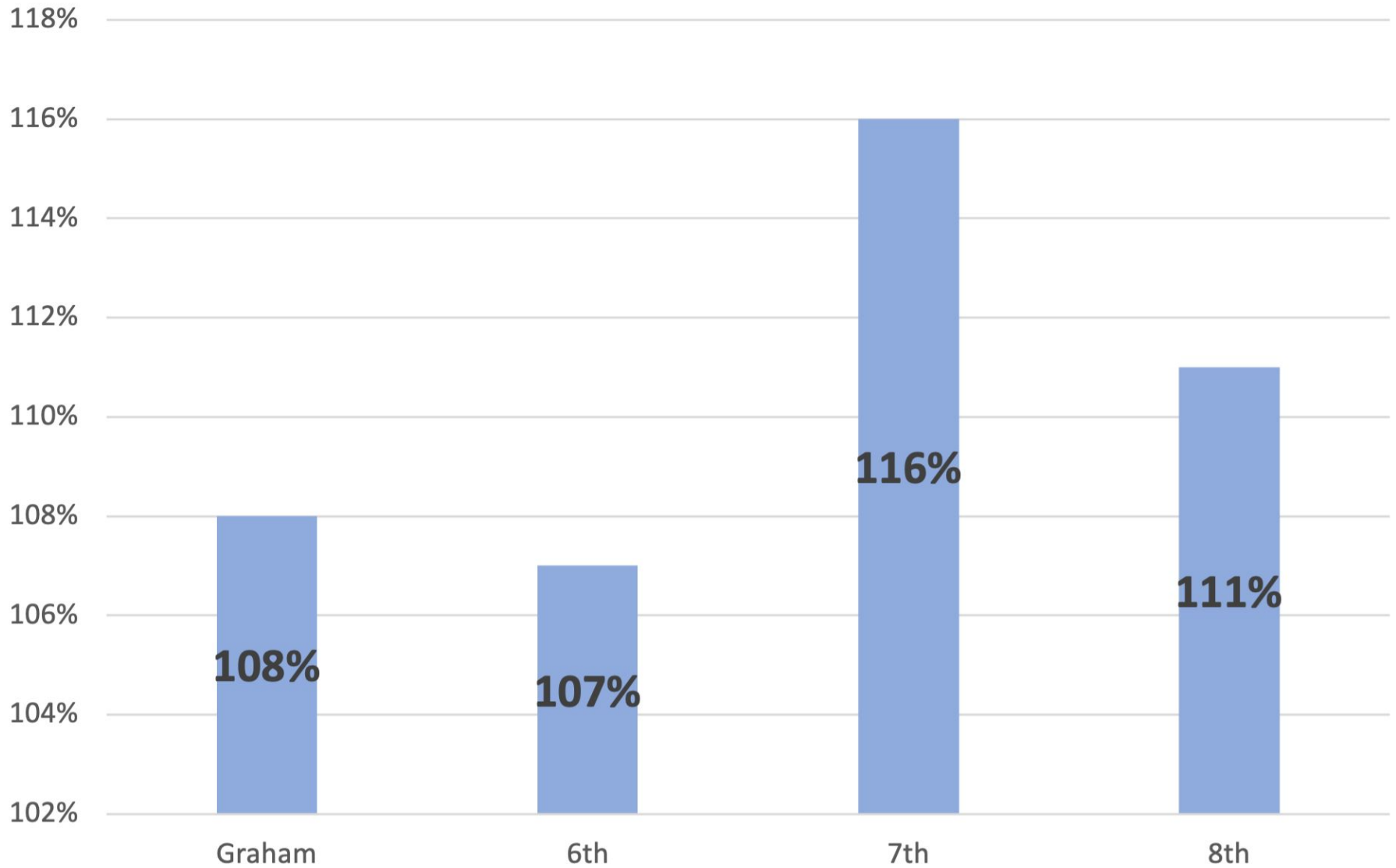
Math Progress to Annual Typical Growth--Castro (Median)



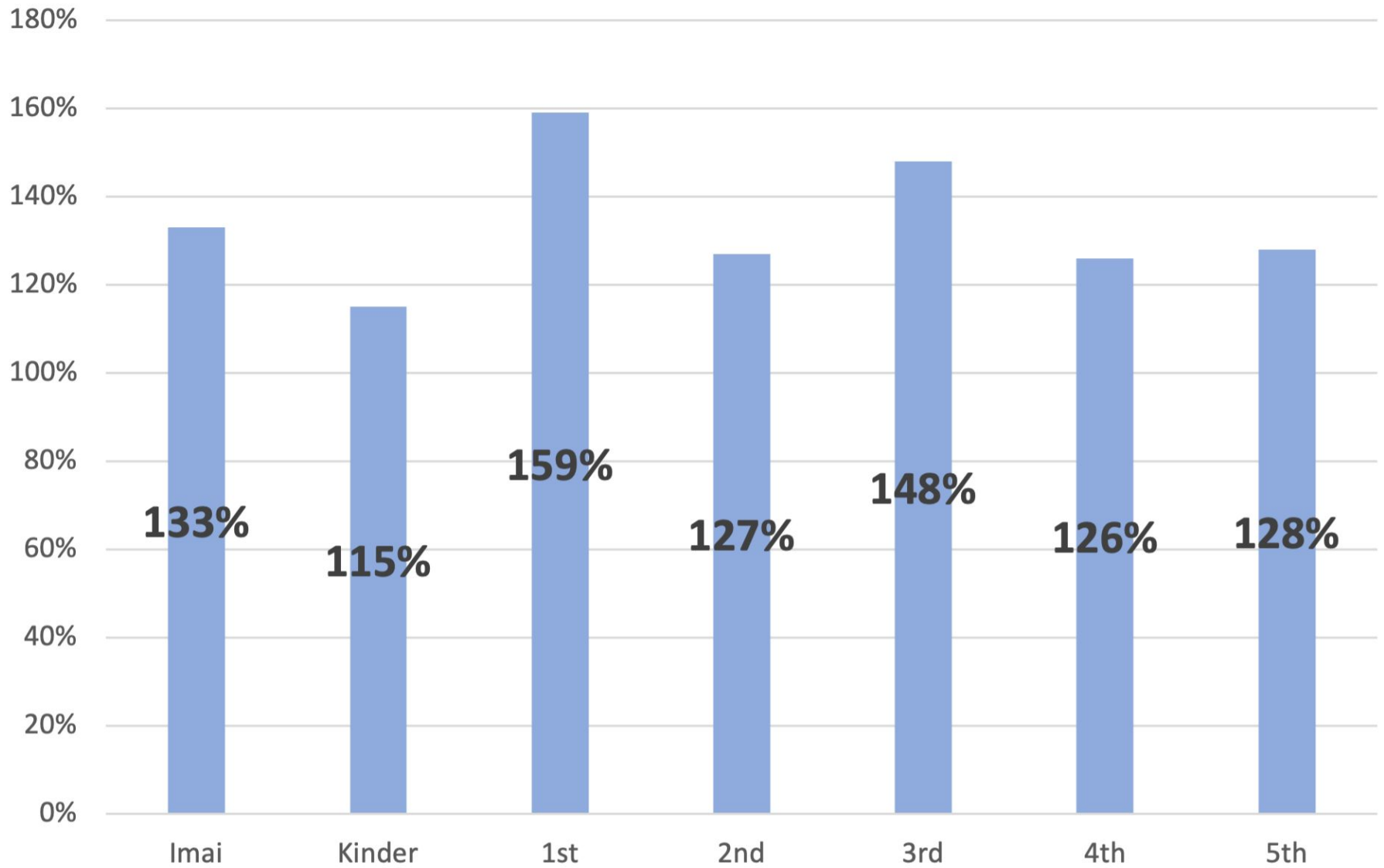
Math Progress to Annual Typical Growth--Crittenden (Median)



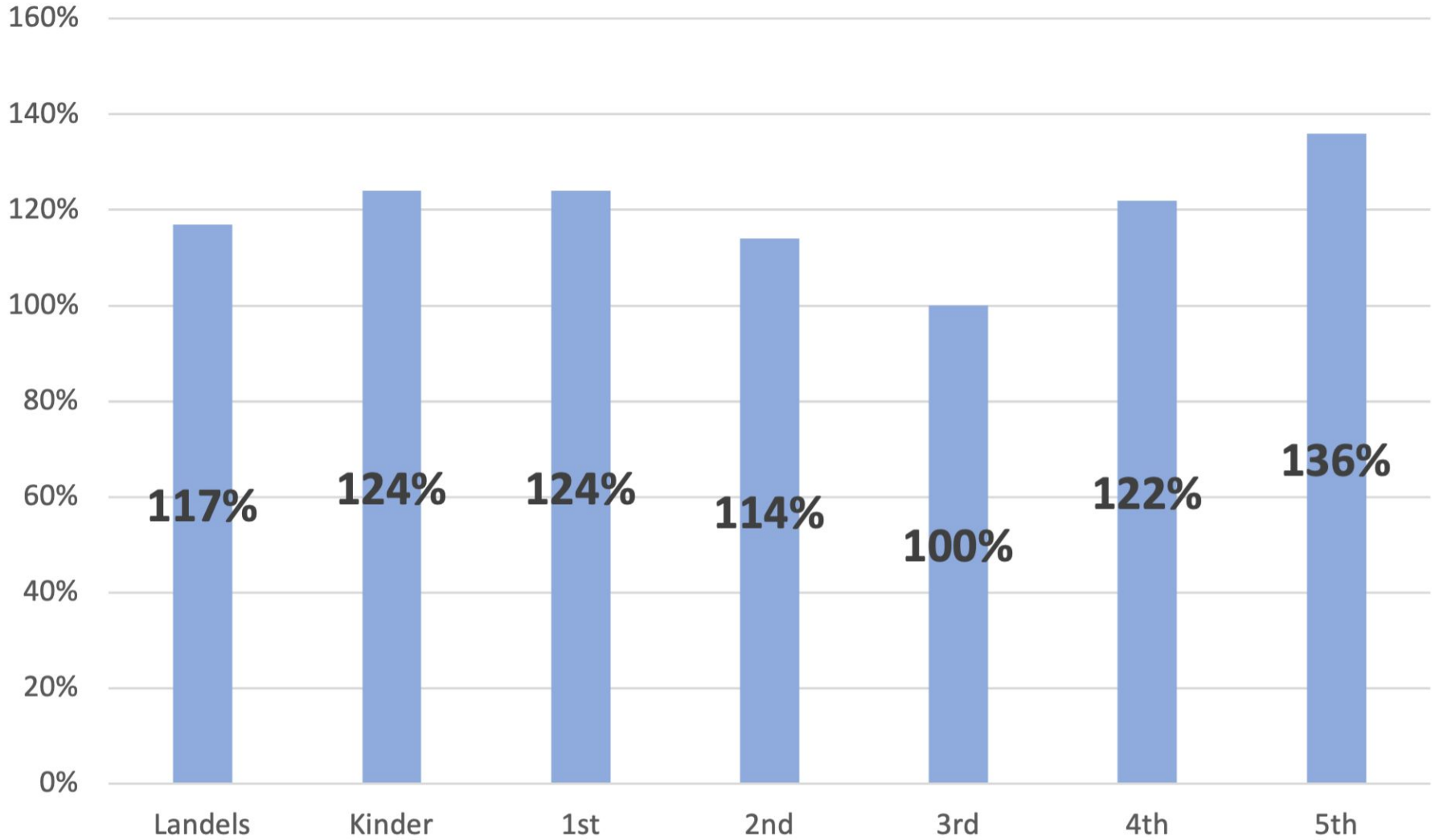
Progress to Annual Typical Growth--Graham (Median)



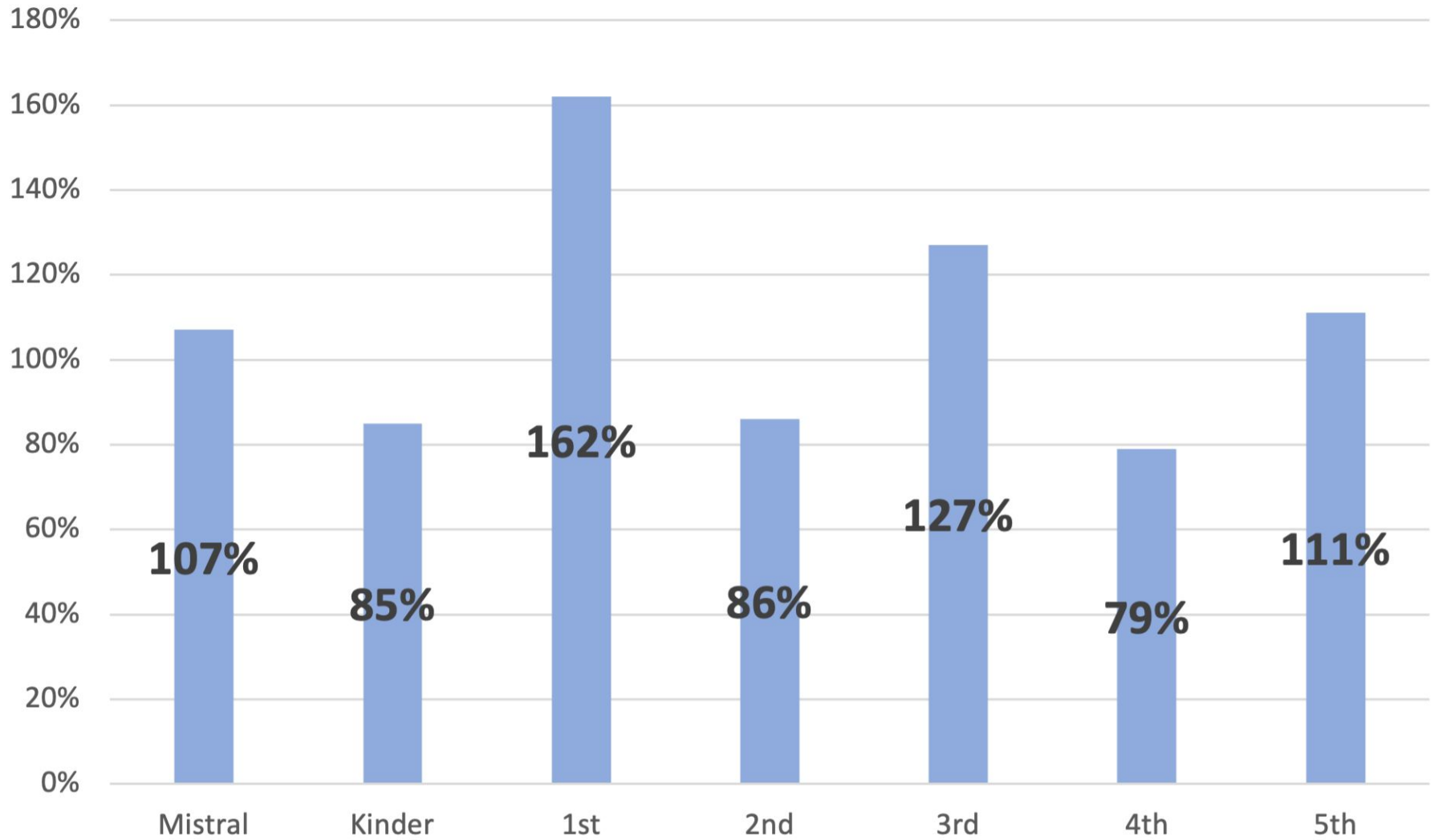
Math Progress to Annual Typical Growth--Imai (Median)



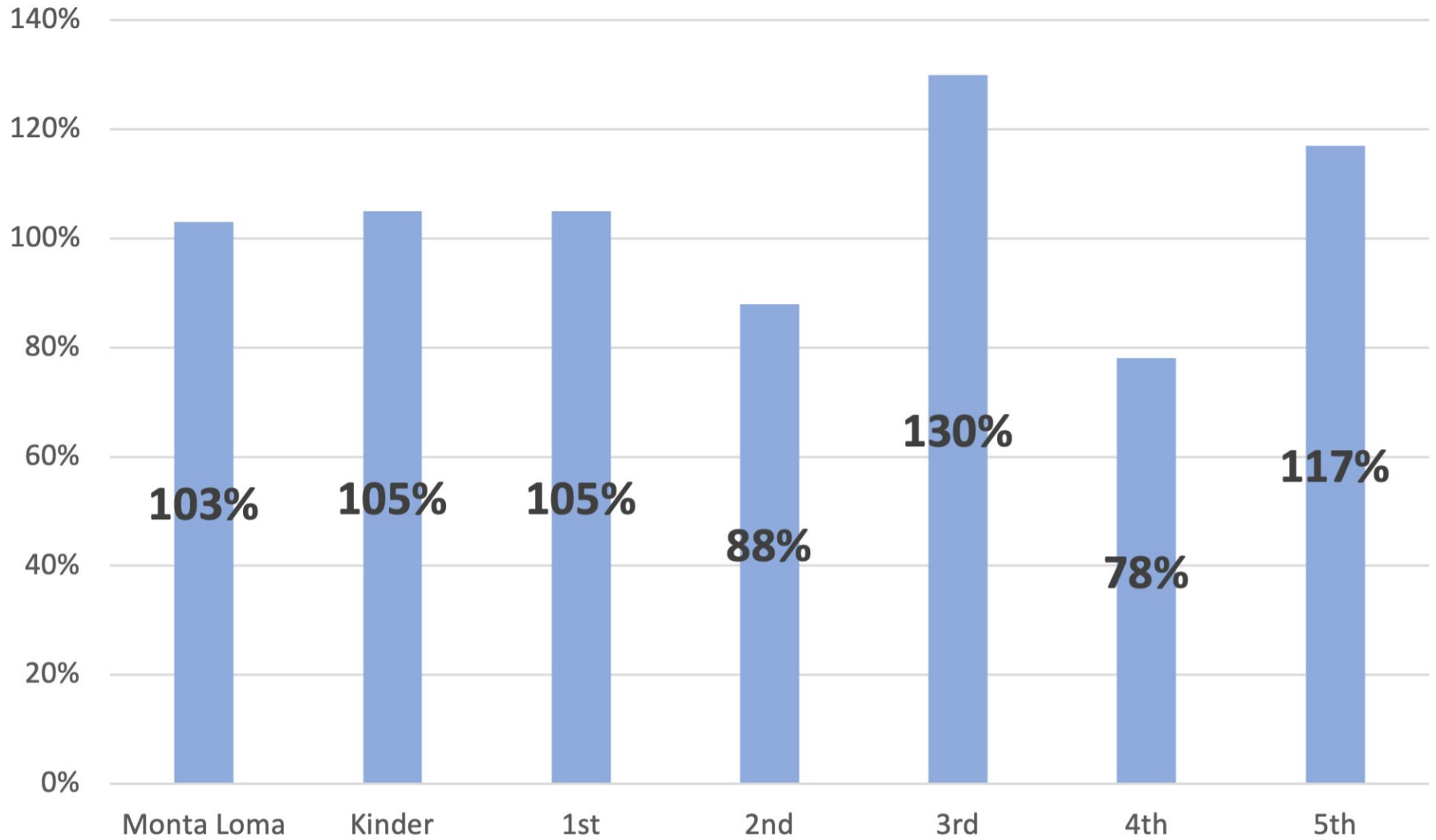
Landels Progress to Annual Typical Growth--Landels (Median)



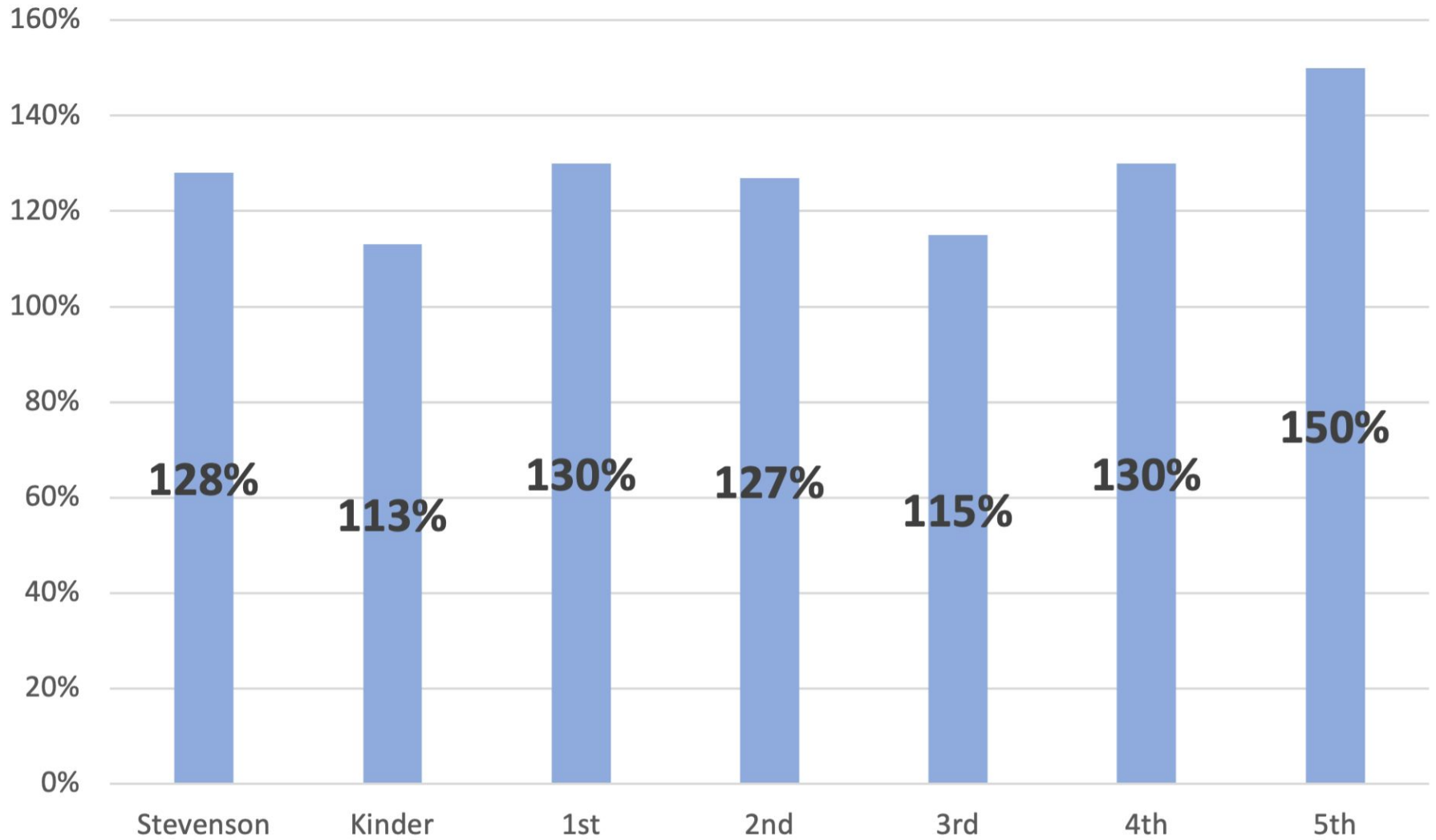
Math Progress to Annual Typical Growth--Mistral (Median)



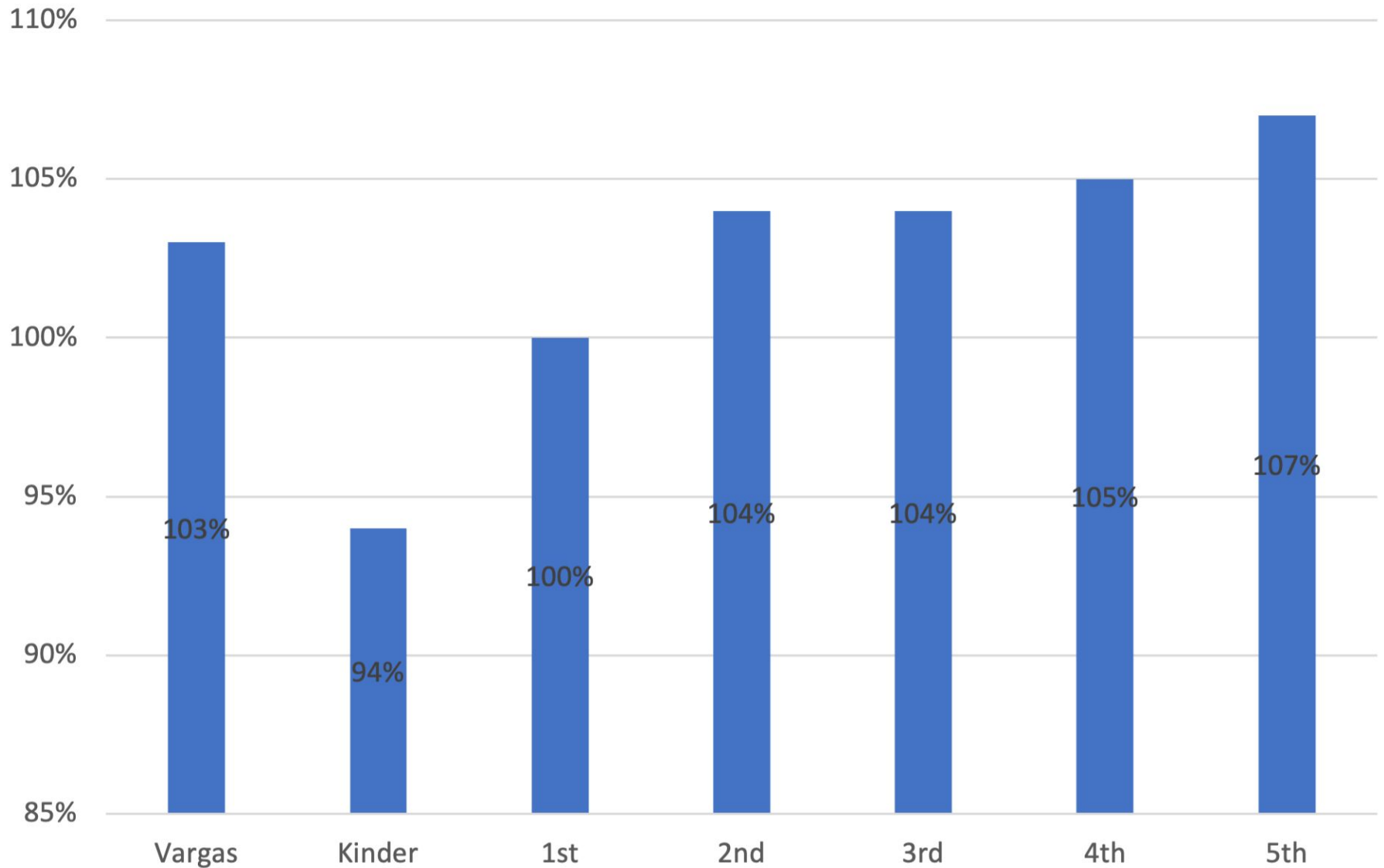
Math Progress to Annual Typical Growth--Monta Loma (Median)



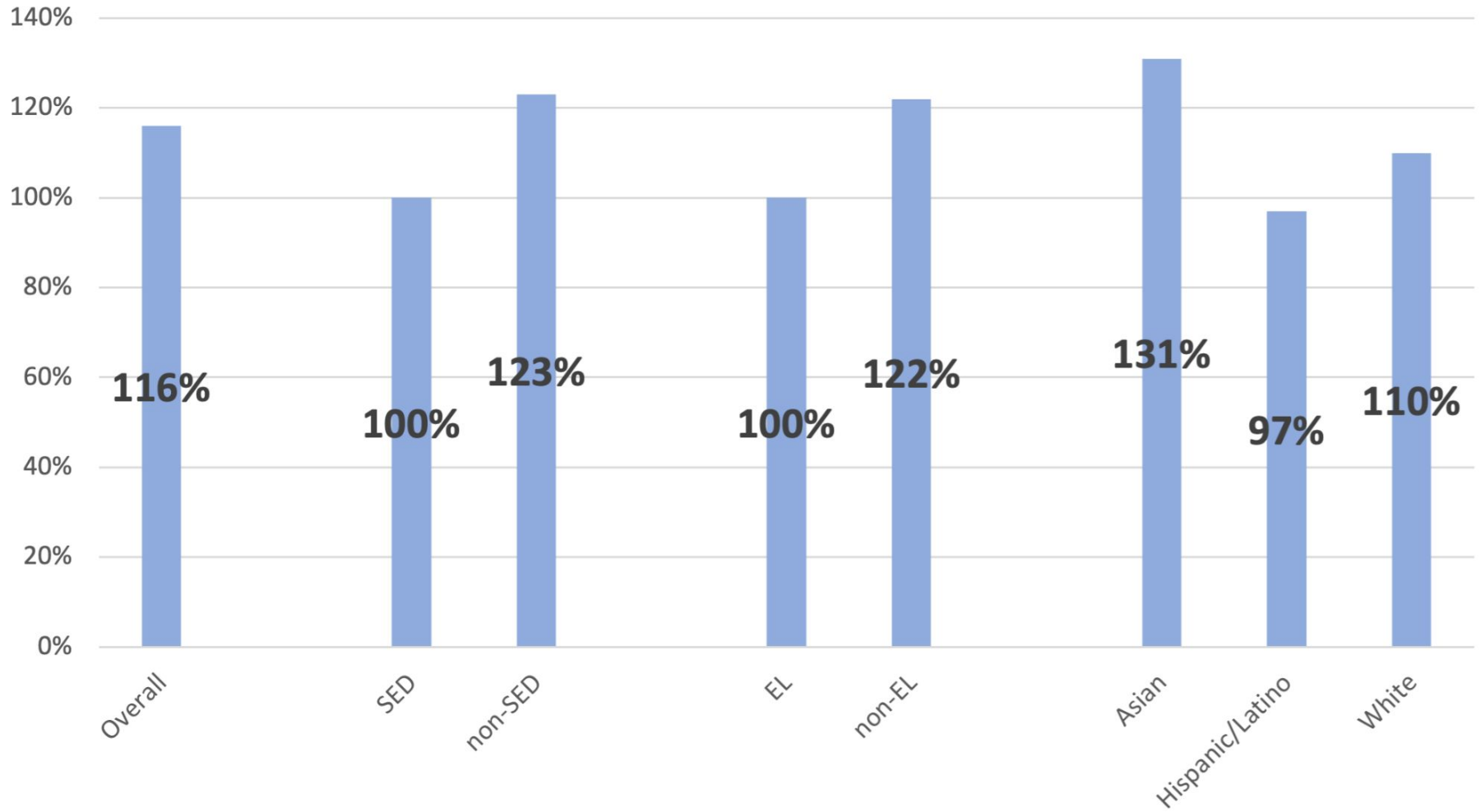
Math Progress to Annual Typical Growth--Stevenson (Median)



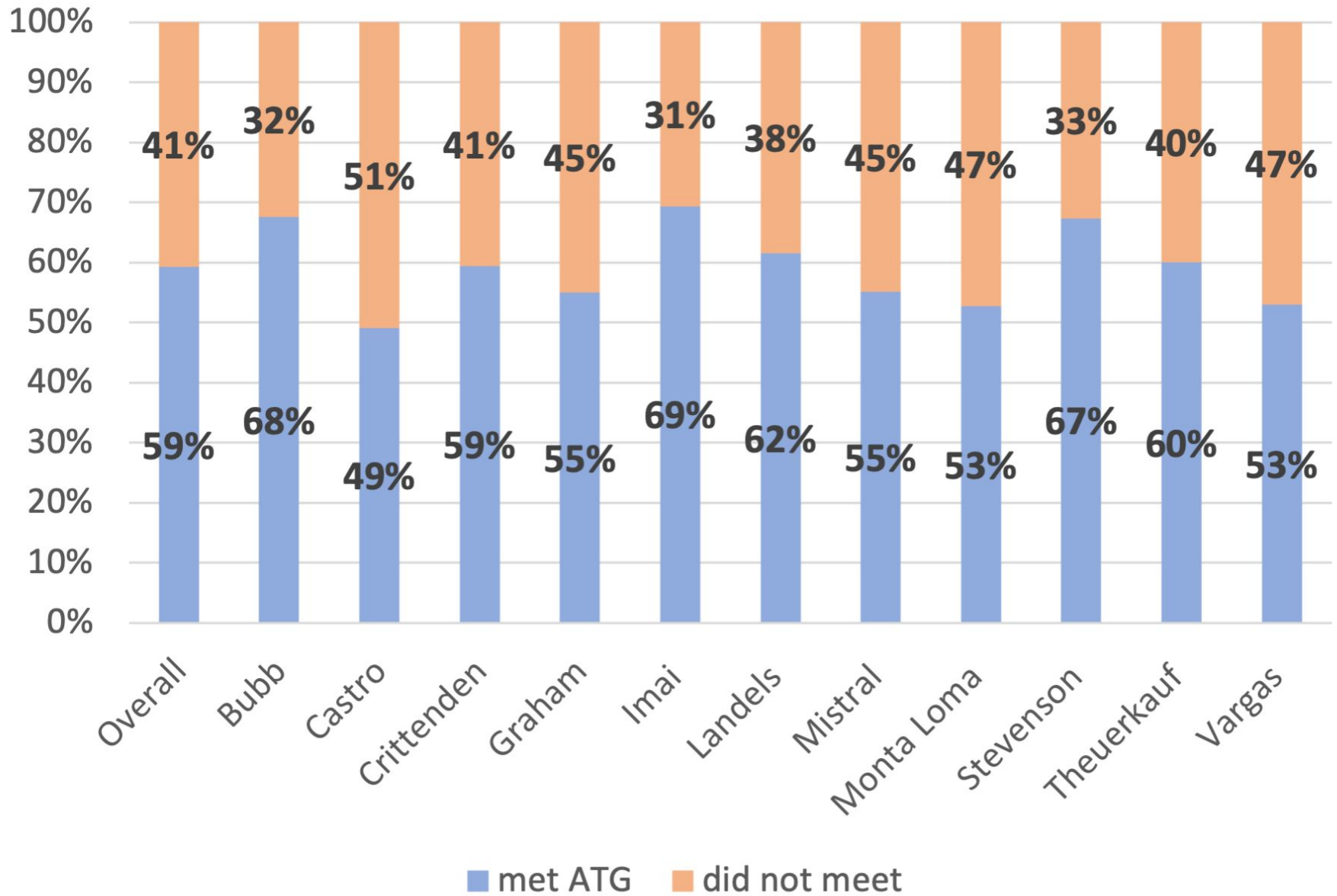
Math Progress to Annual Typical Growth--Vargas (Median)



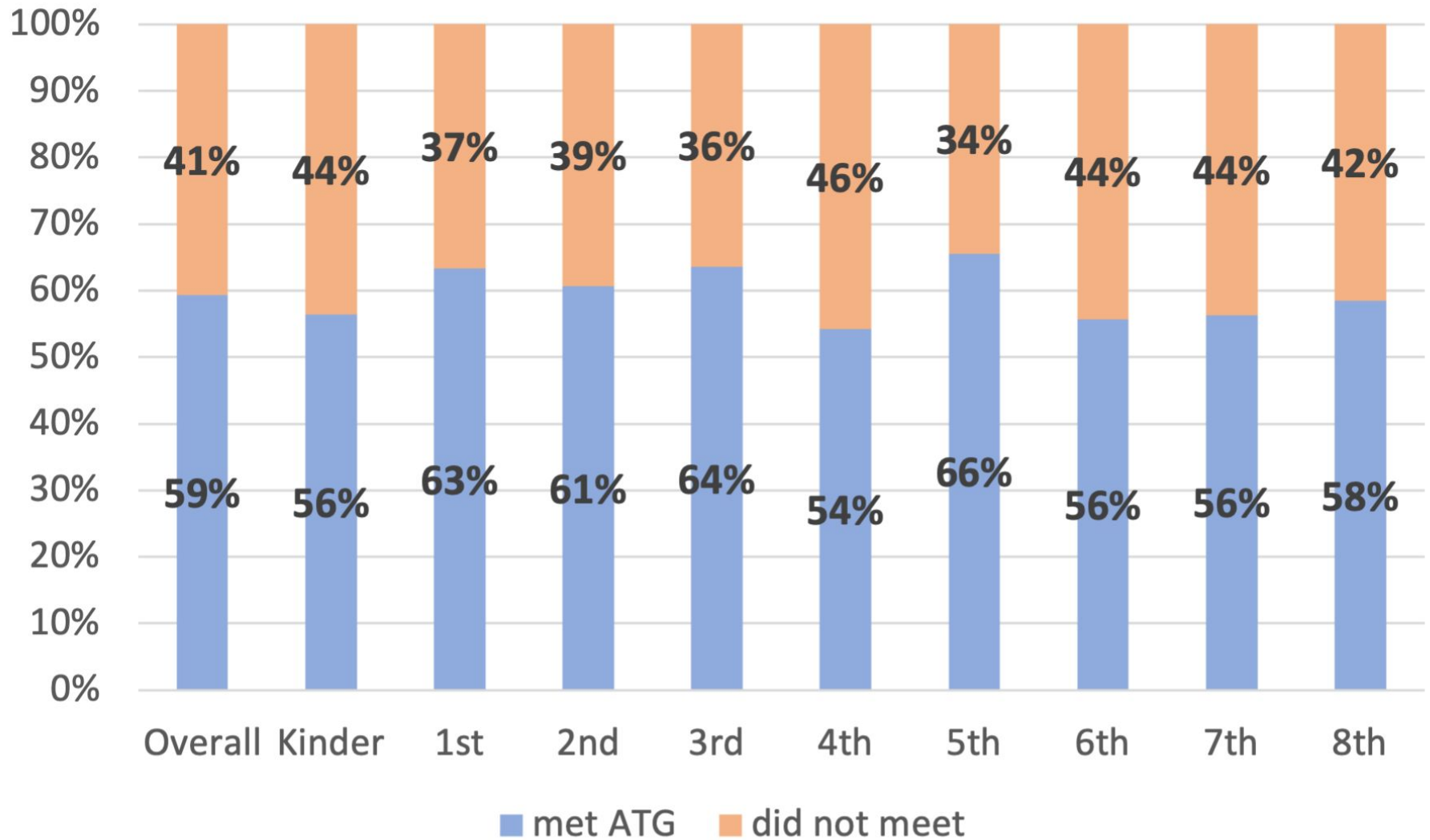
Math Progress to Annual Typical Growth (Median)



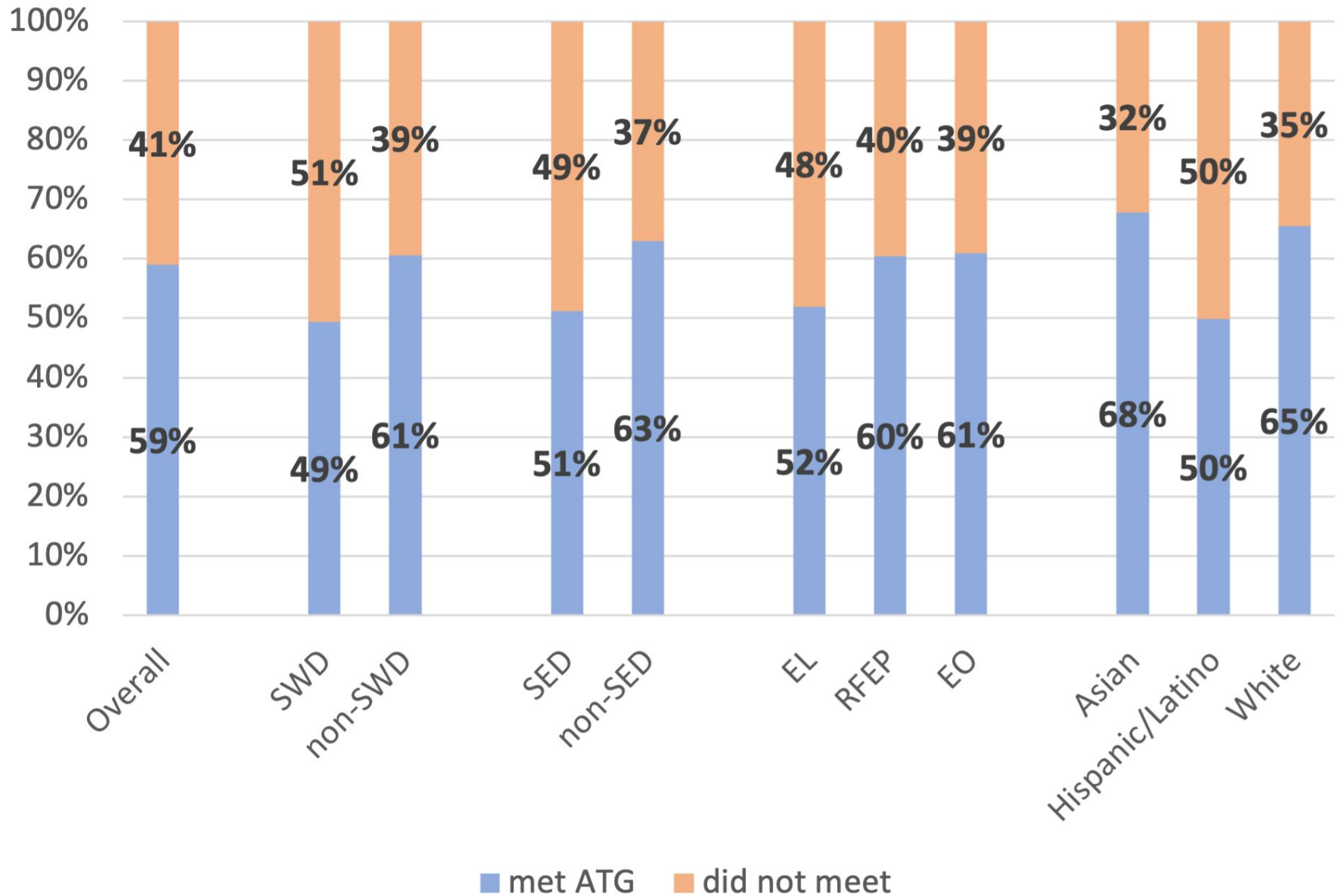
i-Ready Math Annual Typical Growth



i-Ready Math Annual Typical Growth



i-Ready Math Annual Typical Growth





Mountain View
Whisman
School District

Appendix - Understanding i-Ready

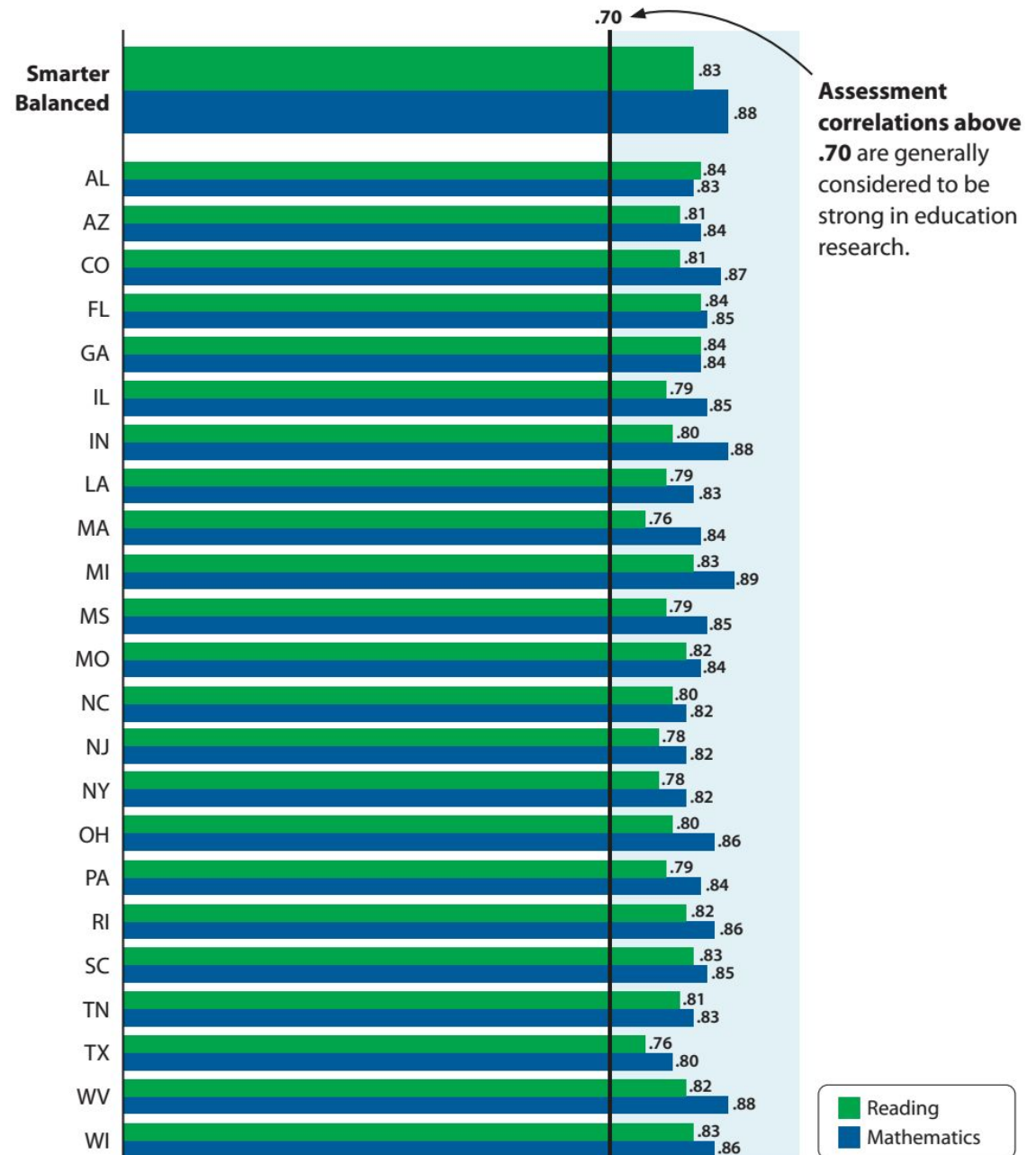
What is i-Ready?

- Research-based assessment for students in Grades K-12
- Computer-adaptive assessment in Reading and Mathematics
- Aligned to California State Standards
- Strongly correlated to performance on CAASPP (SBAC)
 - Similar computer-based format

i-Ready is
predictive of
performance
on CAASPP
(Smarter
Balanced)

Mountain View Whisman School District

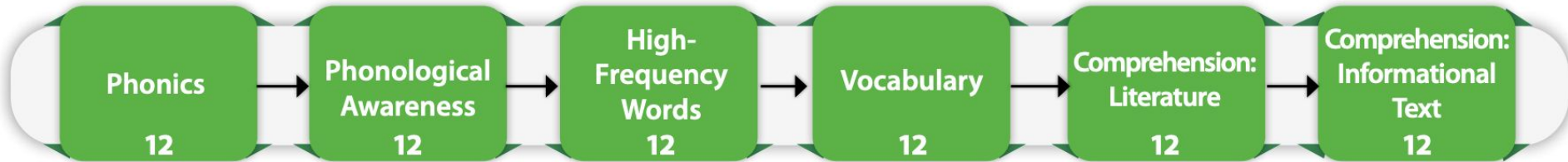
Correlations between *i-Ready Diagnostic* and Consortium
and State Summative Assessments



Reading Domains

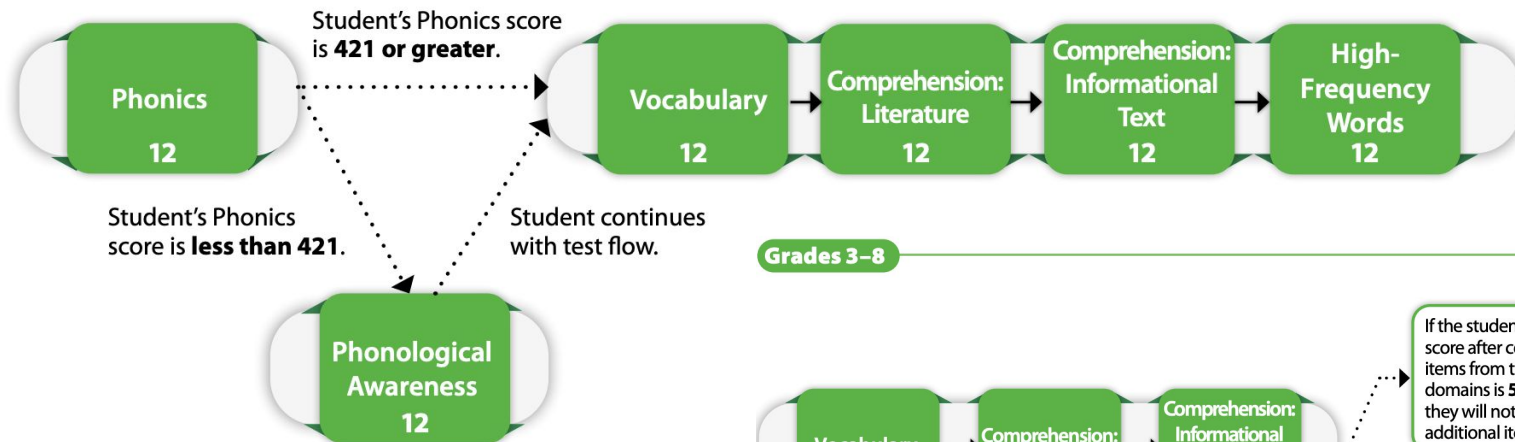
Grades K–1

Students who are in chronological Grades K–1 will receive items in all six Reading domains. The test flow and number of items in each domain is as follows:

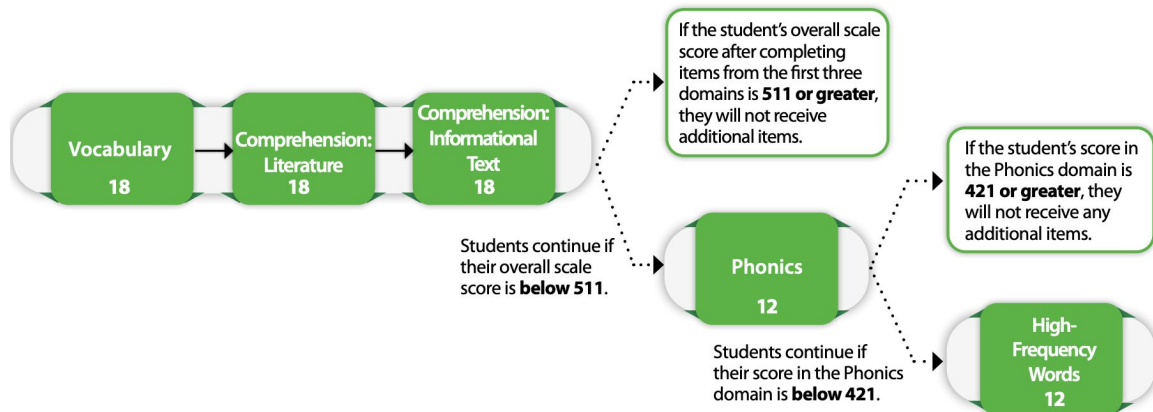


Grade 2

Students who are in chronological Grade 2 are first assessed in the Phonics domain. The student's overall scale score after completing Phonics items determines the rest of their test flow.



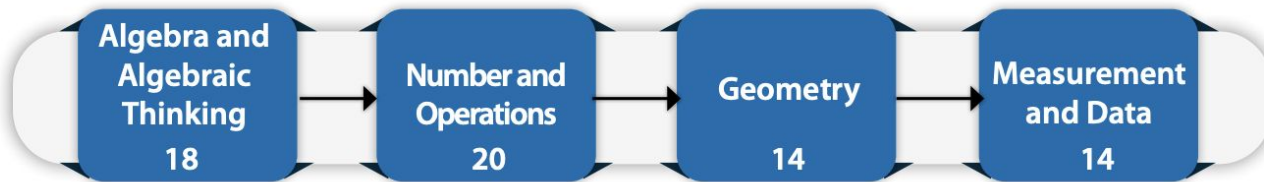
Grades 3–8



Math Domains

Grades K–8

Students who are in chronological Grades K–8 will be assessed in all four Mathematics domains in the following order:



Students in Grades K–8 will see 66 total items across the four Mathematics domains.

Different Ways to View i-Ready Data

	Proficiency Placements
Definition	Student's performance relative to their grade level Criterion-referenced
Purpose and Use	To understand at which grade level a student is performing in comparison to their chronological grade level
Levels	● At or Above Grade Level: Students at this level continue to benefit from grade level instruction (Tier 1) ● One Grade Level Below: Students at this level will benefit from grade-level instruction with targeted support (Tier 2) ● Two or More Grade Levels Below: Students at this level will likely need instruction focused on prerequisite skills to be successful in grade-level instruction (Tier 3)

Different Ways to View i-Ready Data (cont.)

	Growth Measures
Definition	Differentiated goals based on student's baseline performance each year Reset every year
Purpose and Use	To understand how much each student needs to grow to reach proficiency (below grade level baseline), or maintain/improve proficiency (at or above grade level baseline)
Levels	Median: The middle value when student growth data is arranged from lowest to highest. Typical Growth: The average annual growth of students at each grade and placement level. Derived using the median. Shows how a student is growing compared to average student growth at the same grade and baseline placement level Stretch Growth: The growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Shows growth path of similar students who have reached proficiency over several years time.

Understanding Proficiency Placement Definitions

Example

Fourth grader Michael gets a scale score of 470 on the second Diagnostic for Mathematics. This places him Early On Grade Level in his current grade. If his teacher runs her reports using:

View	Two Grades Previous	Previous Grade	Current Grade		
Beginning-of-Year			Early	Mid	Late
Standard			Early	Mid	Late
End-of-Year			Early	Mid	Late

- **Beginning-of-Year or Standard View:**

Michael will be considered ready for grade-level instruction and his score will be shaded green (●).

- **End-of-Year View:** Because Michael's score places him Early On Grade Level, it will be shaded yellow (●).

 **Michael**
2nd Diagnostic
Scale Score: 470

- Public reports (Board, SSC, etc.): Use End of Year View to show growth over time
 - Would expect typically progressing student to begin the year in yellow and end in green
- Site- and District-Based Decision Making: Use BOY and Standard View depending on time of year to plan instruction and student groupings

Understanding Growth Measures

Growth measures offer benchmarks for understanding how students are growing

- Typical Growth values were derived using the median, or 50th percentile, of student growth at each grade and placement level
- Stretch Growth is an aspirational, but attainable, goal. Between 25-35% of students nationally meet Stretch Growth measures. Students would need to meet stretch growth over multiple consecutive years to meet grade level proficiency



Mountain View
Whisman
School District

i-Ready Assessment Data in MVWSD

Different Assessments for Different Purposes

Question	Type	Who	When	Assessment Tool
Who needs assistance? What is the instructional and intervention plan?	Universal Screening	All	once a year	mCLASS DIBELS i-Ready Diagnostic 1
What general areas do students need support in?	Skill Screening	Students at risk	3 times a year As needed	i-Ready Domain Analysis mCLASS DIBELS Phonics Screeners Curriculum assessments
Are the instructional and intervention plans working?	Progress Monitoring	Students at risk	2-4 times a month	mCLASS DIBELS Curriculum assessments
	Benchmark	All	3 times a year	mCLASS DIBELS i-Ready Diagnostics
Did the students learn the grade level curriculum?	Outcome	All	1x a year	i-Ready Diagnostic 3 CAASPP (SBAC, CAST, CAA)

MVWSD Current SPSA Goals

	Proficiency Placements
Current Goals	● 10% reduction in students not meeting proficiency (overall and by student groups) ● i-Ready goal for 70% overall proficiency in LCAP
Intent	● i-Ready proficiency scores are publicly reported to the Board at mid and end of year as a benchmark predictor for CAASPP proficiency goals in grades 3-8 ● i-Ready as an outcome measure encompasses grades K-8
Considerations	Year to year proficiency goals compare different cohorts of students. Because we have relatively small sample sizes, differences in student population year to year can lead to significant variances in scores. The number of students within student reporting groups (ELs, SWDs, etc.) can also vary dramatically from year to year. Additionally, the EL sample size is continually changing--when students reach reading and language proficiency, they are considered for reclassification and no longer part of the EL reporting group.

MVWSD Current SPSA Goals (cont.)

	Growth Measures
Current Goals	100% of students will meet or exceed their Annual Typical Growth Target
Intent	To account for different student baselines and to maintain high expectations for all students
Considerations	Because ATG values were derived using the median, or 50th percentile, of student growth at each grade and placement level, it is not realistic for 100% of students to meet their ATG

How should I use Typical Growth and Stretch Growth to set goals?

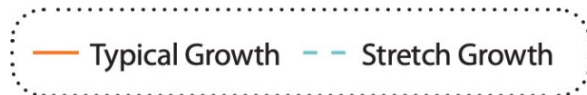
While the specific goals you set for student growth should be based on your school's and district's objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting.

We recommend that by the end of the academic year:

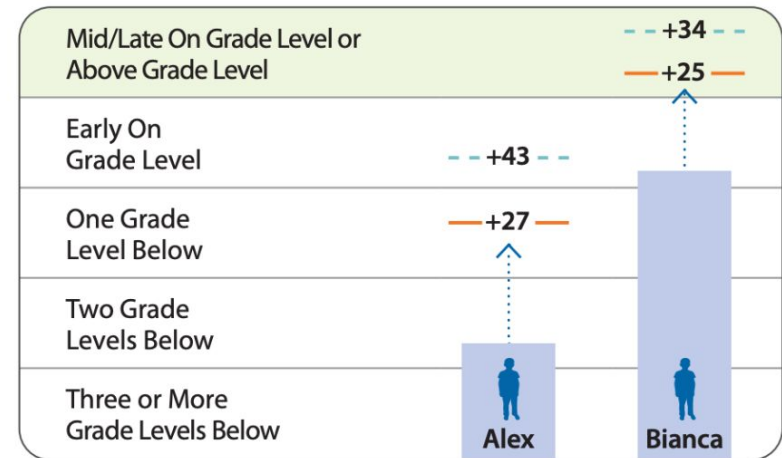
	Individual Students	Groups of Students
Typical Growth	Aim to exceed 100%* of their Typical Growth measure	Aim to exceed 100% median progress toward Typical Growth
Stretch Growth	Aim to meet their Stretch Growth measure. Nationally, between 25%–35%* of students achieve these aspirational measures.	Aim for as many students as possible reaching Stretch Growth. <i>Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.</i>

Growth Model Example

Two Grade 3 Students. Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.



**i-Ready growth measures assume 30 weeks of instruction between a student's first and last Diagnostic. Progress to growth measures may vary if actual weeks of instruction differ.*



****** Median progress toward Typical Growth means the percentage toward meeting TG for the median(middle) student in the district/school/class/grade level/demographic group/etc.

Sample i-Ready Goal Frames

	Frame	Example
Placement Levels	% of students [grade/grade band] placing at Mid or Above grade level will increase by % % of students [grade/grade band] placing at 3+ below grade levels will decrease by %	On the spring 2025 iReady assessment, the percent of students in 3rd grade placing at 3+ Grade Levels Below will decrease by 12% (24 students).
Growth Target: % of Students	% of students [grade/grade band] [Fall 24 baseline placement] will meet typical growth targets. % of students [grade/grade band] [Fall 24 baseline placement] will meet stretch growth targets.	On the spring 2025 iReady assessment, 60% of 5th graders with a fall 2024 baseline placement of 3+ Grade Levels Below will meet typical growth targets.
Growth Target: Median % Progress	median % progress to typical growth for students [grade/grade band] [Fall 24 baseline placement] will be %. median % progress to stretch growth for students [grade/grade band] [Fall 24 baseline placement] will be %.	On the spring 2025 iReady assessment, the median % progress to typical growth for students in the 6th grade with a fall baseline placement of 1 Grade Level Below will be 100%.

References

- [Deep Dive: i-Ready Diagnostic](#)
- [i-Reading Diagnostic Deep Dive: How It Works](#)
- [FAQ: Where can I find criterion- and normative-referenced data in my i-Ready reports, and how can I use it?](#)
- [i-Ready Diagnostic Grades K-12 Placement Tables](#)
- [Deep Dive: Using i-Ready as a Student Growth Measure](#)
- [FAQ: Using Growth & Proficiency Data](#)
- [FAQ: How are a student's growth measures set?](#)