Mountain View Whisman School District

Agenda Item for Board Meeting of October 5, 2017

Agenda Category: Review and Discussion

Agenda Item Title: 2016-17 Assessment Report: California Assessment of Student Performance and Progress

Estimated Time: 45 minutes

Person Responsible: Tara Vikjord: Director of Curriculum, Instruction, and Assessment
Cathy Baur: Assistant Superintendent, Educational Services

Background:
The **CA**lifornia **A**ssessment of **S**tudent **P**erformance and **P**rogress (CAASPP) system replaced the STAR CST tests in English Language Arts and mathematics for grades 3-8 and high school beginning in the 2014-15 school year. These assessments measure critical thinking with questions that ask students to demonstrate their research, writing, and problem solving skills. With CAASPP, parents, teachers, and policymakers will have better tools and information to monitor student progress and help them succeed.

The CAASPP English Language Arts (ELA) and mathematics tests (developed by the Smarter Balanced Assessment Consortium - SBAC) assess California's state-adopted standards, which will help prepare students for college and a career in the 21st- century job market. The 2016-2017 administration of CAASPP marks the third year of student achievement results. This report shows student's achievement on these tests.

English Language Arts and Mathematics Computer Adaptive Tests (CAT)
The majority of the Smarter Balanced assessment is computer adaptive. A Computer Adaptive Test or CAT is based on a very large item bank covering all areas assessed and varying levels of difficulty. There is a recommended blueprint for the CAT that ensures that the structure of the test is similar for every student. The program selects precise questions based on the individual student responses to the previous questions. The blueprint ensures that test questions are administered in a logical way and keeps the student's experience controlled and appropriate for him or her. There is an algorithm or programming language, which is a step-by-step approach that tells the CAT what to do next based on the student's answers. Therefore, the test adapts as the student takes the test. There are rules that ensure each student's test contains grade-appropriate questions providing a balance of question types, reading passage lengths and difficulty.

English Language Arts and Mathematics Performance Task (PT)
The other portion of the Smarter Balanced assessment is the Performance Task, also known as the PT. Performance tasks measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. Performance tasks will be used to better measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items.

Final Scoring
The final score is based on pattern scoring. The pattern of responses is tracked and a revised estimate of the student's performance is calculated. Scores from the Computer Adaptive (CAT) portion of the test are based on the difficulty of the items that were right or wrong, not on the total number of correct answers. The test question bank for a particular grade level is designed to include an enhanced pool of test questions that are more or less difficult, but still match the test blueprint for that grade. Because the program knows which questions are harder and which are easier, several students may have answered a similar number of questions correctly, but the student who has answered the more challenging questions correctly will achieve a higher score.

The CAT and PT contain items that are machine scored and hand scored. After the responses requiring hand scoring are scored, they are merged with items that are machine scored. The number of items per CAT and PT by grade span have been defined by the test blueprint. Based on the test blueprint, the CAT section is emphasized because there are more CAT items/points than PT items/points. The test blueprint includes claims, which are broad, evidence-based statements about what students know and can do as demonstrated by their performance on the subsets of the assessments. Claims/areas are like reporting clusters. The claims with more items contribute more to the overall score. For example, in mathematics, Concepts and Procedures have more items than the other claims, and therefore, contribute more to the overall score for mathematics.

Since scores are based on pattern scoring, groups of items that are more difficult will have a larger contribution on the final score. After estimating the student's overall ability, it is mapped onto the reporting scale. Scores are on a vertical scale. This enables the district to measure student growth over time across grade levels. For each grade level and content area, there is a separate scale score range.
The scale score is a four-digit number and there is a minimum and maximum for each grade level and for each subject.

Students will receive one of four score levels.
- Exceeded the Standard
- Met the Standard
- Nearly Met the Standard
- Has Not Met the Standard

Scaled Score Ranges by Grade Level

English Language Arts/Literacy Scale Score Ranges

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

Mathematics Scale Score Ranges

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862

Individual Student Reports

In August, parents of students in grades 3–8 were mailed individual student score reports for the California Assessment of Student Performance and Progress (CAASPP). These reports included detailed information about their child's performance on computer-based tests in English Language Arts/literacy and mathematics. Reports for students in grades 5, 8 and 10 will also included an explanation of the field test of California Science Test (CAST). Since this was a field test, no scores were reported.

The CAASPP reports will also highlight students' strengths in claims for both English Language Arts and mathematics. ELA results will include information about the students' performance in the areas of reading, writing, listening, and research/inquiry. Reports of mathematics results will include information about student's performance in problem solving, using concepts and procedures, and in communicating mathematical reasoning.

The student's performance in these claims/areas for each subject will be reported using the following three indicators:

- Below standard
- At or near standard
- Above standard

An example of an individual student report can be found at the end of this report.

Results

The following charts display the results in English Language Arts and mathematics from the 2016-17 administration of the Smarter Balanced summative assessments compared to results from 2014-15 and 2015-16 that are part of the California Assessment of Student Performance and Progress.

Demographic Data

The following charts outline the District's demographic data. The first chart is the District as a whole and the second chart is for students in grades 3 - 8 who took the CAASPP assessments.

District Demographics			
	2014-2015	**2015-2016**	**2016-2017**
English Learners	**32%** (1626)	**29%** (1464)	**26%** (1313)
Reclassified Fluent English Proficient	**15%** (737)	**16%** (819)	**18%** (906)
SocioEconomically Disadvantaged	**39%** (1978)	**37%** (1860)	**35%** (1789)
Students with Disabilities	**10%** (485)	**9%** (477)	**9%** (484)
White	**29%** (1478)	**29%** (1470)	**30%** (1547)
Asian	**12%** (777)	**16%** (810)	**15%** (741)
Hispanic/Latino	**44%** (2203)	**42%** (2117)	**40%** (2041)
Total Enrollment	**5065**	**5084**	**5125**

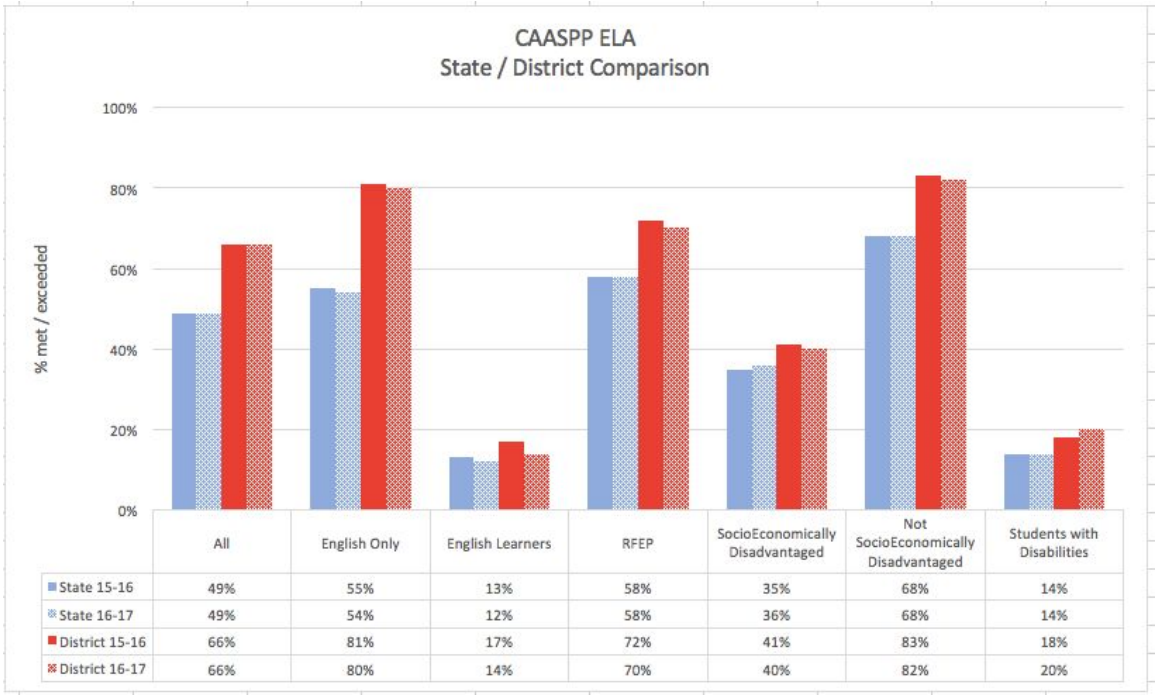
District Demographics (Testing grades only)			
	2014-2015	**2015-2016**	**2016-2017**
English Learners	**27%** (861)	**24%** (775)	**20%** (659)
Reclassified Fluent English Proficient	**23%** (725)	**24%** (769)	**26%** (835)
SocioEconomically Disadvantaged	**42%** (1339)	**40%** (1284)	**38%** (1233)
Students with Disabilities	**12%** (368)	**12%** (377)	**12%** (380)
White	**28%** (903)	**28%** (915)	**30%** (955)
Asian	**14%** (460)	**15%** (471)	**12%** (394)
Hispanic/Latino	**46%** (1477)	**44%** (1433)	**43% (**1376)
Total Enrollment	3185	3225	3223

Student demographics are changing in MVWSD. Some groups remain fairly constant, like students with disabilities, while other groups, like English Learners, are changing more rapidly. While this chart displays three years worth of demographic data, it is important to note that in 2011-12, English Learners made up 40% of our student population and socio-economically disadvantaged students made up 45% of our student population. Another consideration while reviewing the data is that our English Learner subgroup is ever changing. English Learners that meet or exceed standard on CAASPP (ELA) are reclassified and are then no longer part of the English Learner subgroup the following year. While these students successfully exit a new group is tested and enters the English Learner subgroup at all levels of English proficiency.

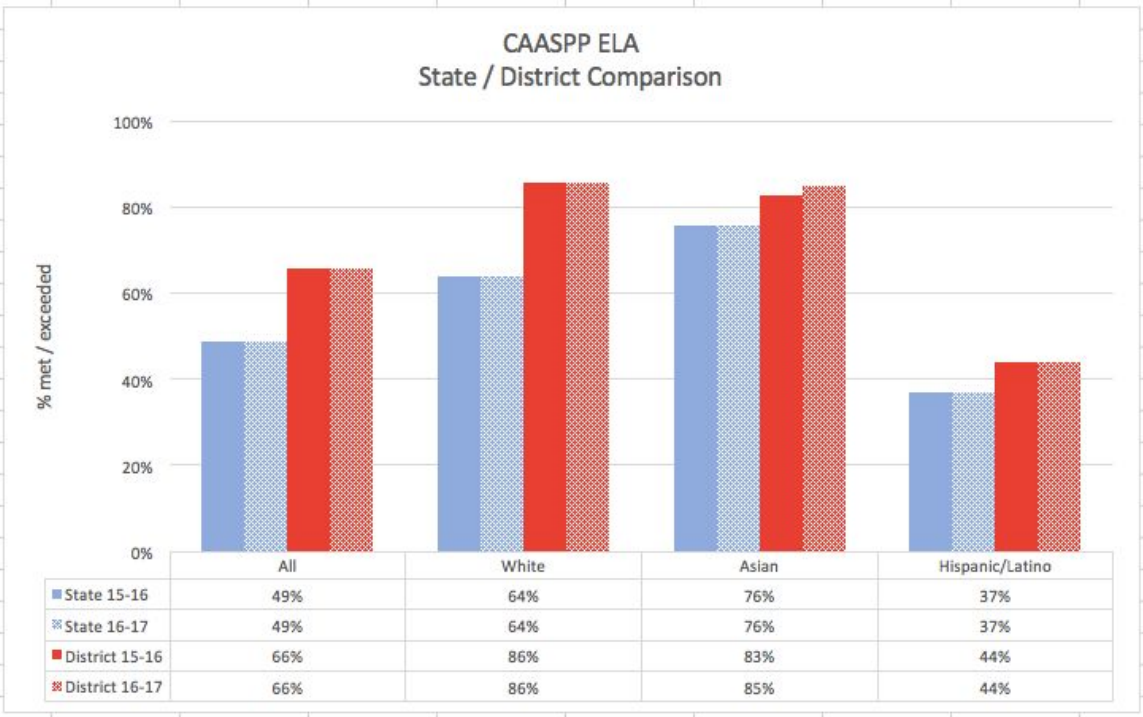
Results - State/District Comparison

The following charts display Statewide results compared to District results for both English Language Arts and mathematics both overall and by major subgroups. The major subgroups in MVWSD include students who are identified as English Language Learners (ELL), Socioeconomically Disadvantaged (SED), White, Asian, Hispanic/Latino, and

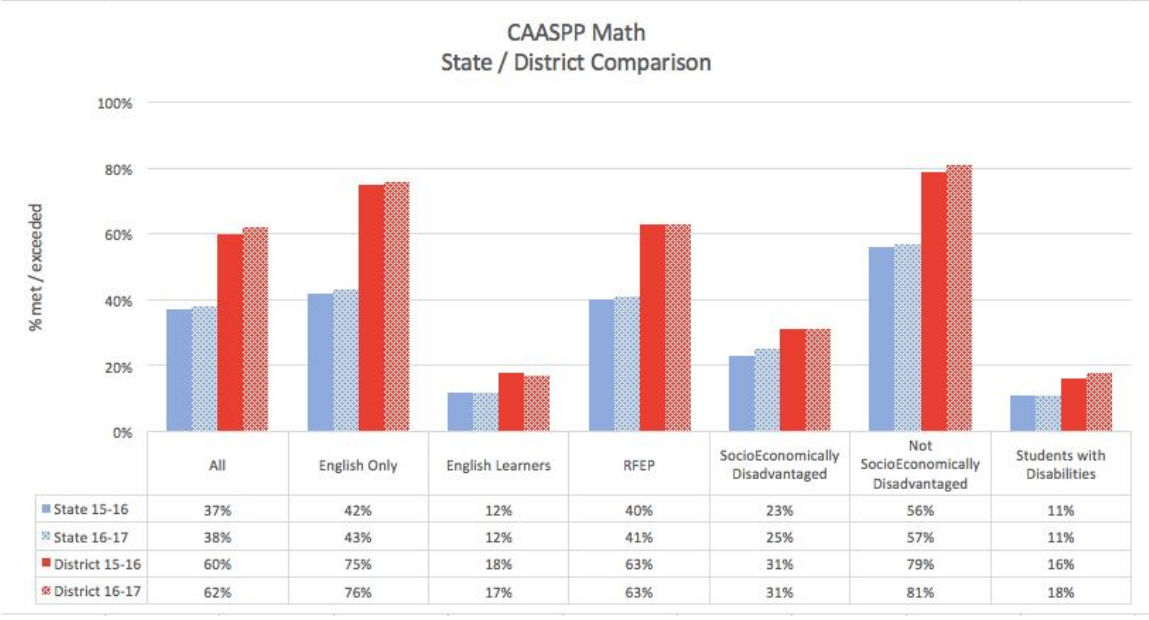
Students with Disabilities (SWD). Please note that the way the State calculates scores for English Language Learners has changed. In the past students who were reclassified as Fluent English Proficient (FEP) were in included in the totals for English Language Learners for three years. Now, the score for English Language Learners only reflects students who have not been reclassified.



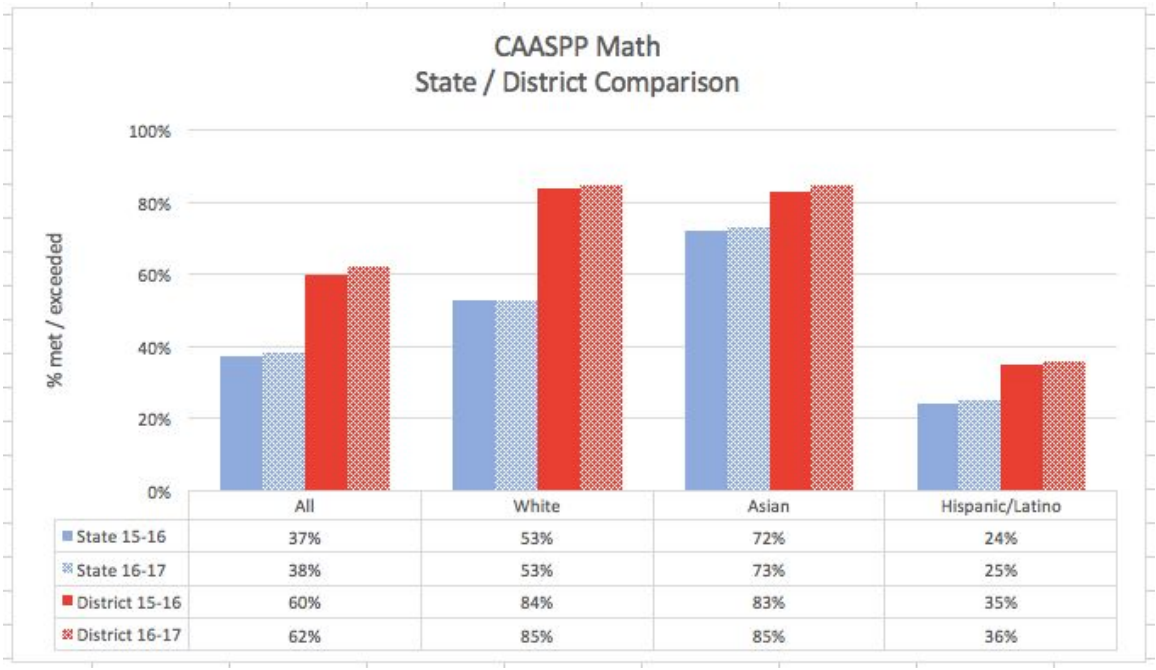
	All	English Only	English Learners	RFEP	SocioEconomically Disadvantaged	Not SocioEconomically Disadvantaged	Students with Disabilities
State 15-16	49%	55%	13%	58%	35%	68%	14%
State 16-17	49%	54%	12%	58%	36%	68%	14%
District 15-16	66%	81%	17%	72%	41%	83%	18%
District 16-17	66%	80%	14%	70%	40%	82%	20%



	All	White	Asian	Hispanic/Latino
State 15-16	49%	64%	76%	37%
State 16-17	49%	64%	76%	37%
District 15-16	66%	86%	83%	44%
District 16-17	66%	86%	85%	44%



	All	English Only	English Learners	RFEP	SocioEconomically Disadvantaged	Not SocioEconomically Disadvantaged	Students with Disabilities
State 15-16	37%	42%	12%	40%	23%	56%	11%
State 16-17	38%	43%	12%	41%	25%	57%	11%
District 15-16	60%	75%	18%	63%	31%	79%	16%
District 16-17	62%	76%	17%	63%	31%	81%	18%

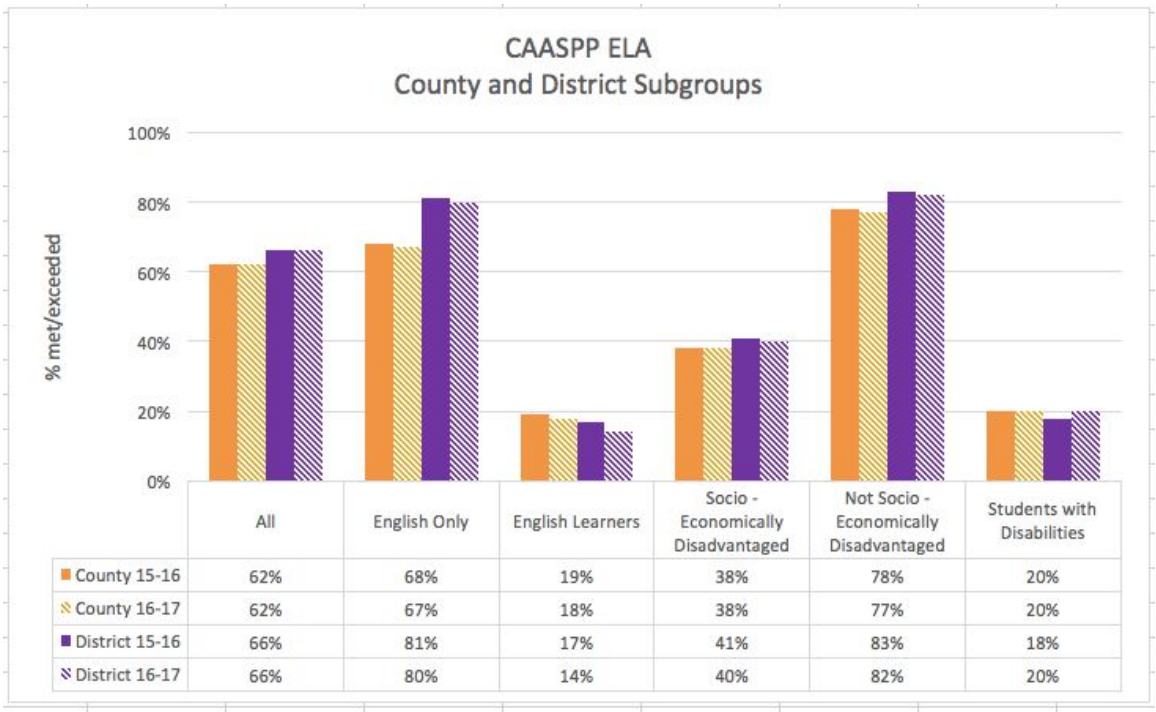


	All	White	Asian	Hispanic/Latino
State 15-16	37%	53%	72%	24%
State 16-17	38%	53%	73%	25%
District 15-16	60%	84%	83%	35%
District 16-17	62%	85%	85%	36%

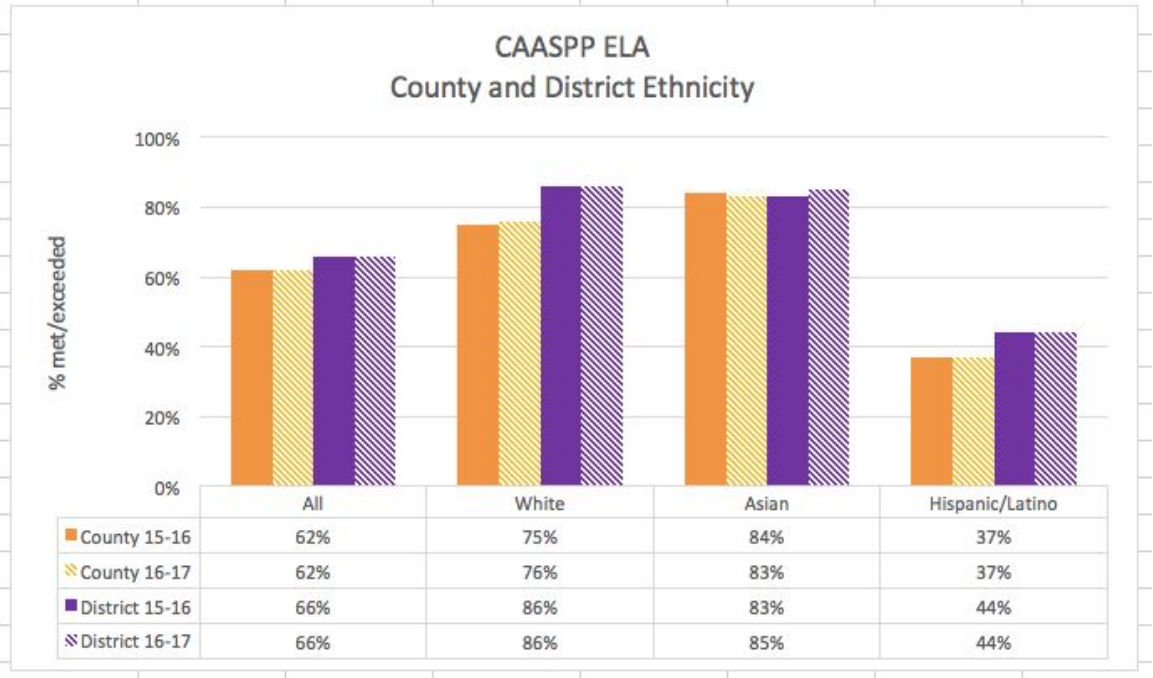
Overall, students in MVWSD continued to outperform students across the state in both English Language Arts and mathematics and in all subgroups. Similar to the state, MVWSD has a large achievement gap when comparing subgroups. The most significant gap is for our English Language Learners and Students with Disabilities. Please note that overall scores for State include results from students in 11th grade.

Results - Santa Clara County/District Comparison

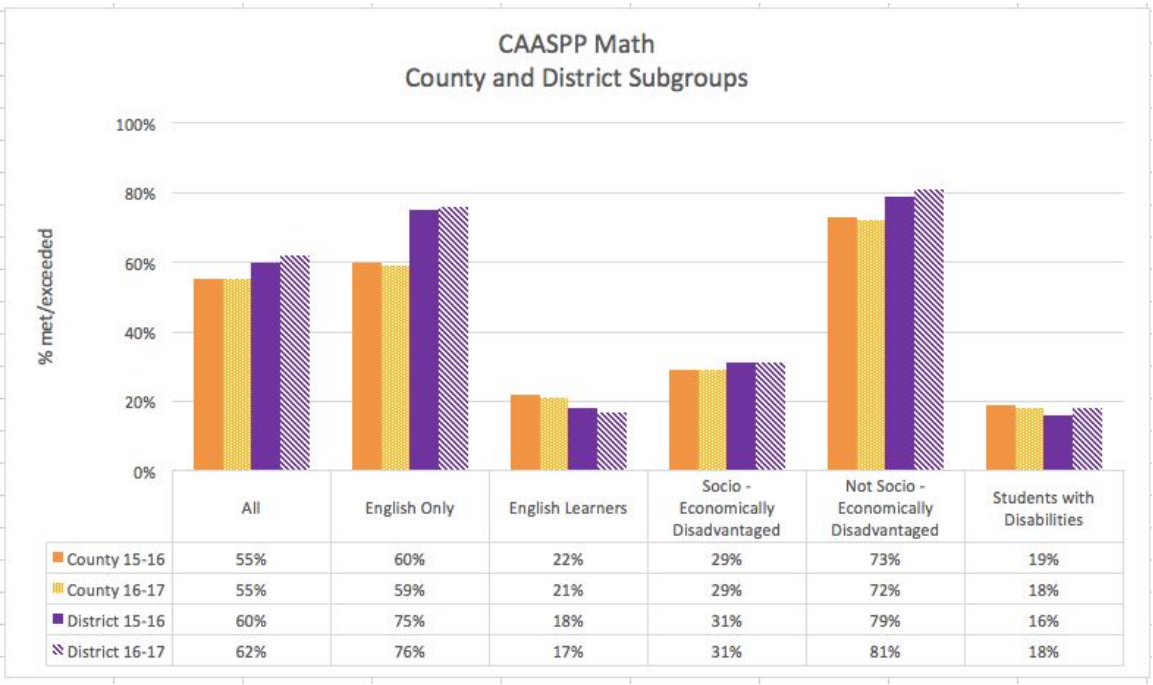
The following charts display results from Santa Clara County compared to results from MVWSD for both English Language Arts and mathematics both overall and by major subgroup. Please note that overall scores for Santa Clara County include results from students in 11th grade.



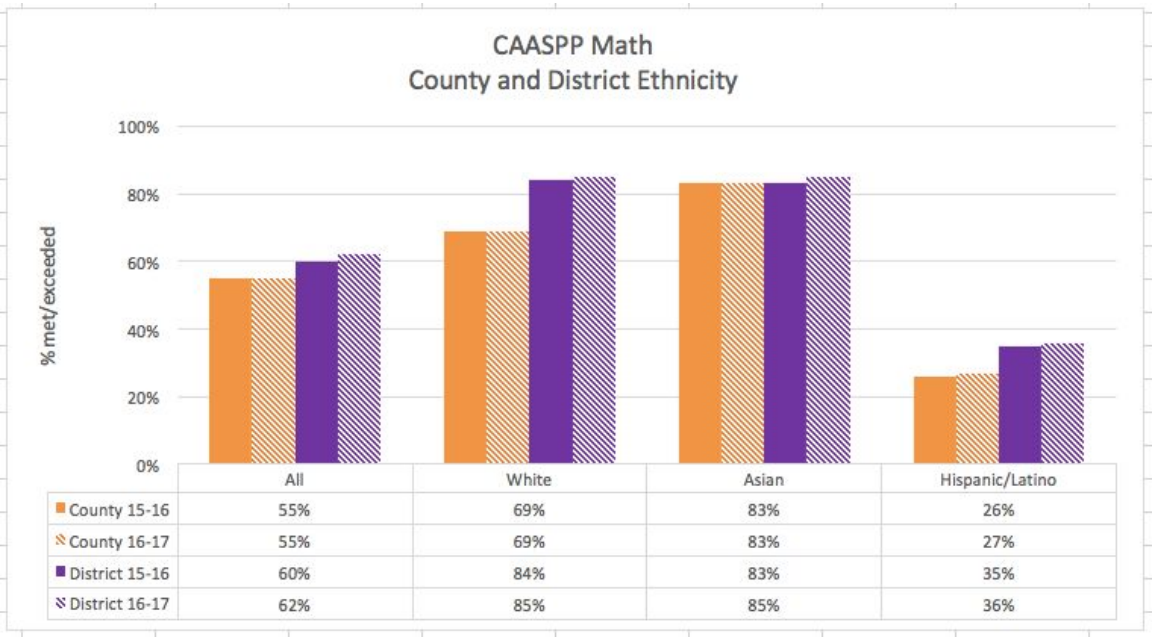
	All	English Only	English Learners	Socio - Economically Disadvantaged	Not Socio - Economically Disadvantaged	Students with Disabilities
County 15-16	62%	68%	19%	38%	78%	20%
County 16-17	62%	67%	18%	38%	77%	20%
District 15-16	66%	81%	17%	41%	83%	18%
District 16-17	66%	80%	14%	40%	82%	20%



	All	White	Asian	Hispanic/Latino
County 15-16	62%	75%	84%	37%
County 16-17	62%	76%	83%	37%
District 15-16	66%	86%	83%	44%
District 16-17	66%	86%	85%	44%



	All	English Only	English Learners	Socio - Economically Disadvantaged	Not Socio - Economically Disadvantaged	Students with Disabilities
County 15-16	55%	60%	22%	29%	73%	19%
County 16-17	55%	59%	21%	29%	72%	18%
District 15-16	60%	75%	18%	31%	79%	16%
District 16-17	62%	76%	17%	31%	81%	18%



	All	White	Asian	Hispanic/Latino
County 15-16	55%	69%	83%	26%
County 16-17	55%	69%	83%	27%
District 15-16	60%	84%	83%	35%
District 16-17	62%	85%	85%	36%

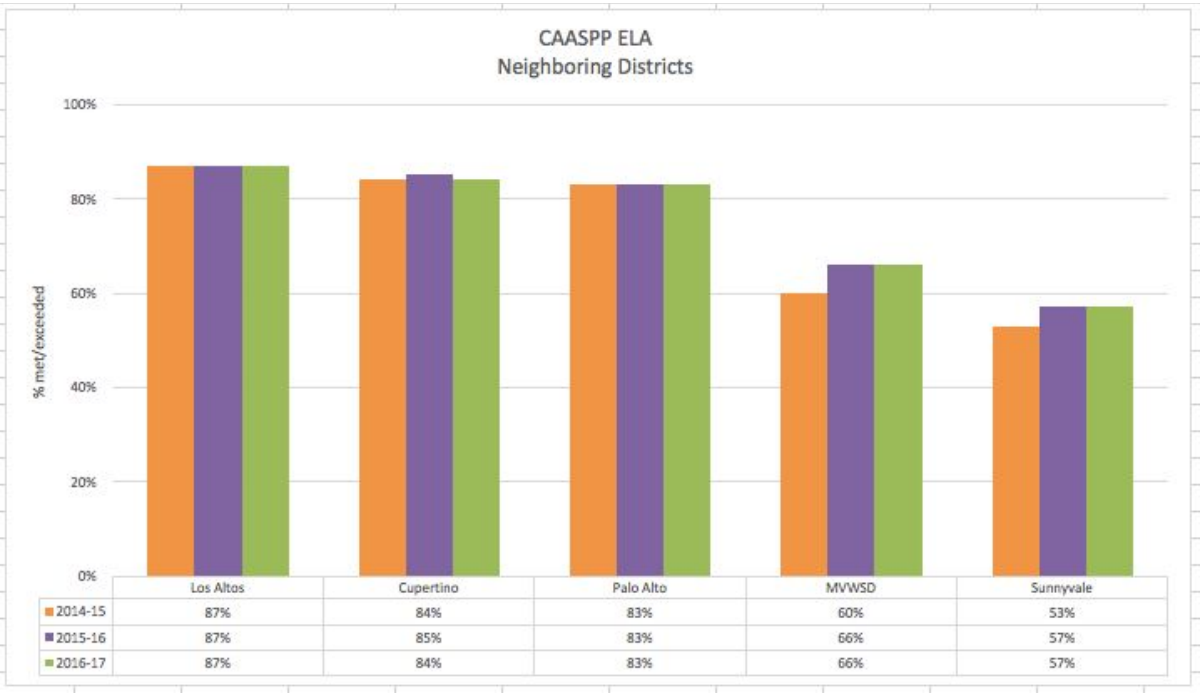
Overall, students in MVWSD continued to outperform students across Santa Clara County in English Language Arts with the exception of English Language Learners. Results for English Language Learners students were 4 percentage points lower than the same subgroup from Santa Clara County.

Results in mathematics were very similar to those in English Language Arts although MVWSD students outperformed students from across Santa Clara County in all major subgroups except English Language Learners and Students with Disabilities. English Language Learners were 4 percentage points lower than the same subgroup from Santa Clara County. Our Students with Disabilities performed at the same rate as those within Santa Clara County.

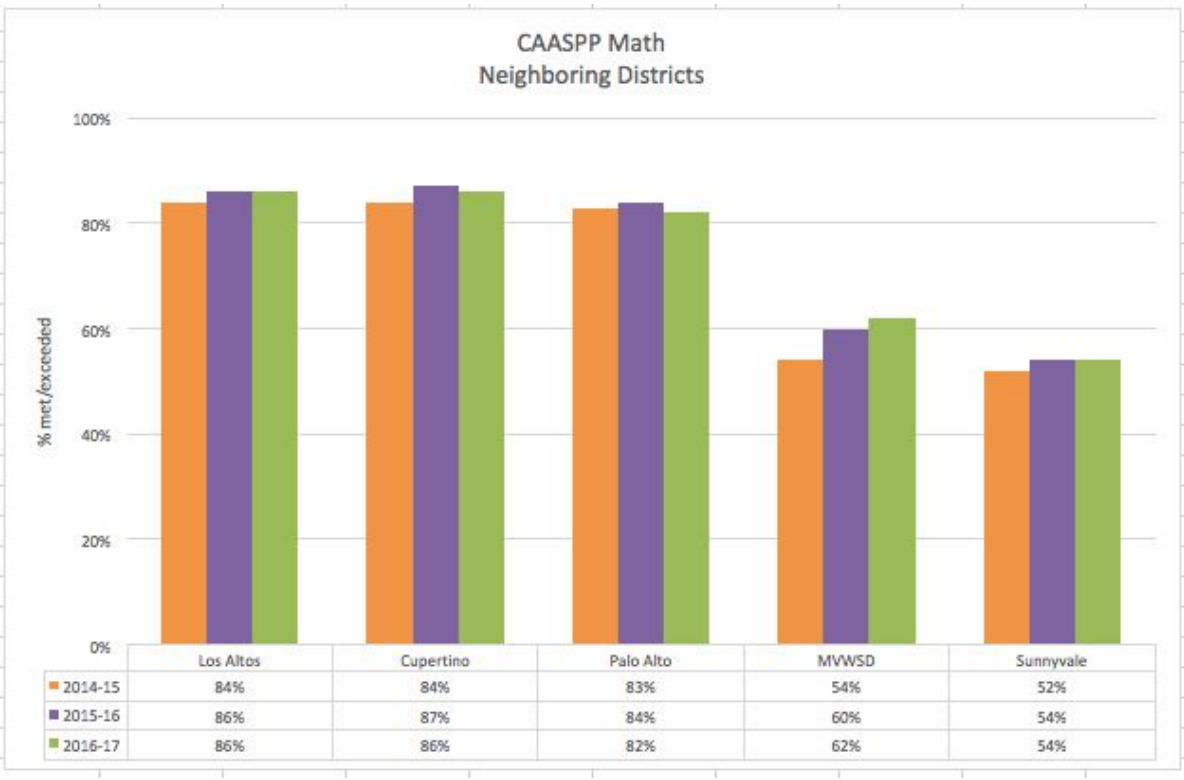
Things to consider when reviewing English Learner data: English Learner is a designation given to students for whom English is not their primary language. Once students demonstrate proficiency in English and mastery of grade level standards in English Language Arts and/or reading, their designation changes to RFEP (Reclassified Fluent English Proficiency.) Each year, the percentage of ELLs who meet or exceed standards on CAASPP resets because students who do meet or exceed standards are reclassified in the fall. In addition, each year as new students enter the District, they are assessed, if needed, based on their home language survey and classified as English Language Learners.

Results - Comparison of Neighboring Districts

The following charts compare results of neighboring districts including MVWSD in English Language Arts and mathematics. The only district in this group that has similar demographics and ethnicities to MVWSD is Sunnyvale. For example, in 2016-17, Los Altos has 13% of students identified as English Language Learners and 5% identified as Socioeconomically Disadvantaged in grades 3-8 as compared to MVWSD at 29% and 37% respectively.



	Los Altos	Cupertino	Palo Alto	MVWSD	Sunnyvale
2014-15	87%	84%	83%	60%	53%
2015-16	87%	85%	83%	66%	57%
2016-17	87%	84%	83%	66%	57%

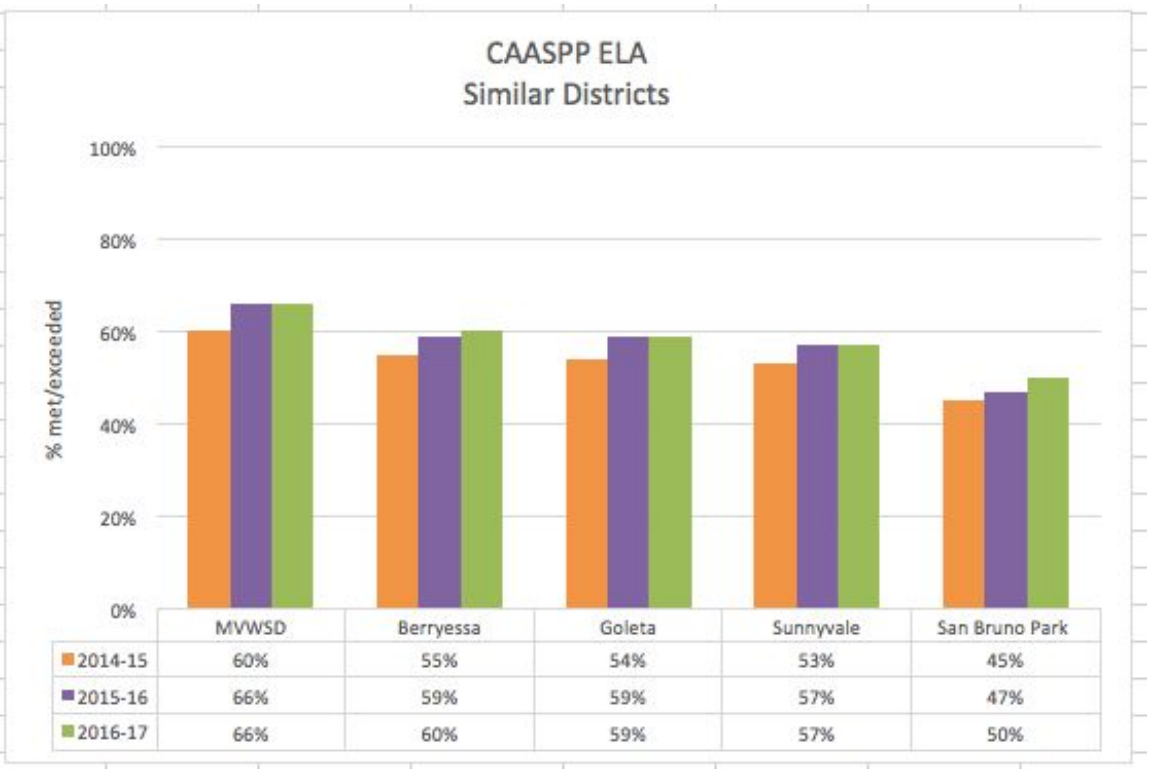


	Los Altos	Cupertino	Palo Alto	MVWSD	Sunnyvale
2014-15	84%	84%	83%	54%	52%
2015-16	86%	87%	84%	60%	54%
2016-17	86%	86%	82%	62%	54%

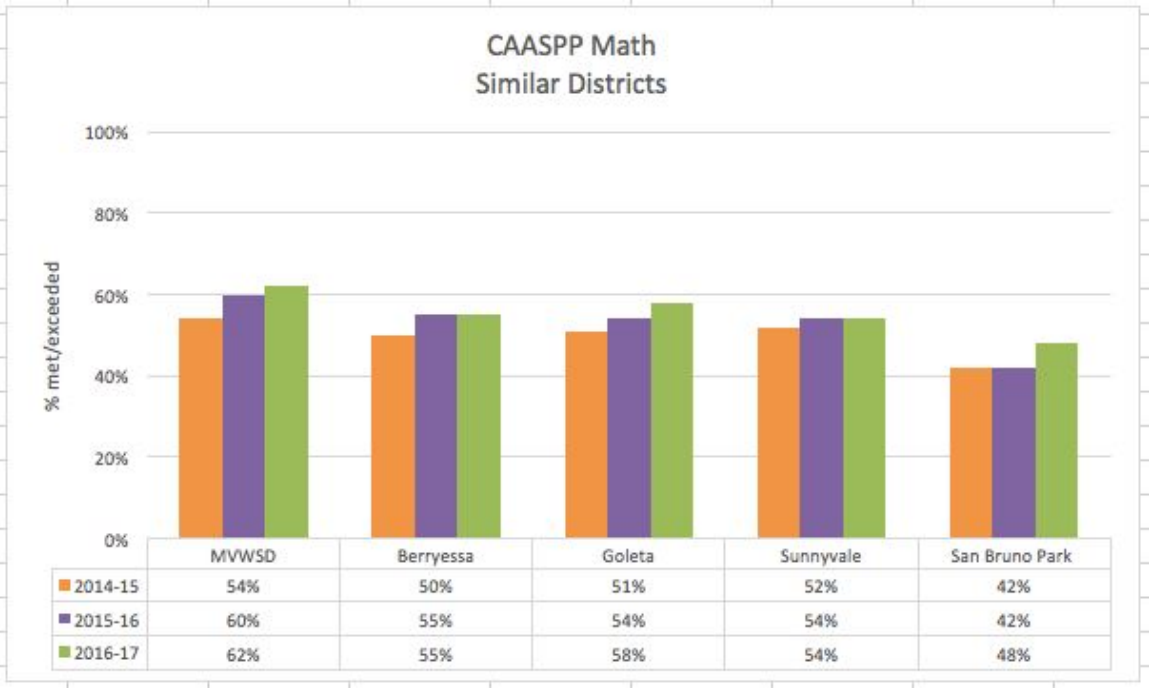
Students in MVWSD were outperformed by students in neighboring districts in English Language Arts and mathematics with the exception of Sunnyvale. All neighboring districts showed no gains in English Language Arts. MVWSD was the only district with gains in mathematics.

Results - Comparison of Similar Districts in California

The following charts compare MVWSD to Districts with similar enrollment, demographics, and ethnicities. This year we will be revisiting the group of similar schools and may make changes for the 2017-18 report due to the changing demographics in MVWSD. For example, in 2011-12 the District had 2,010 English Learners (40%) and in 2016-17 the District had 1,313 English Learners (26%). In 2011-12 the District had 2,253 SocioEconomically Disadvantaged students (45%) and in 2016-17 the District had 1,789 SocioEconomically Disadvantaged students (35%)



	MVWSD	Berryessa	Goleta	Sunnyvale	San Bruno Park
2014-15	60%	55%	54%	53%	45%
2015-16	66%	59%	59%	57%	47%
2016-17	66%	60%	59%	57%	50%

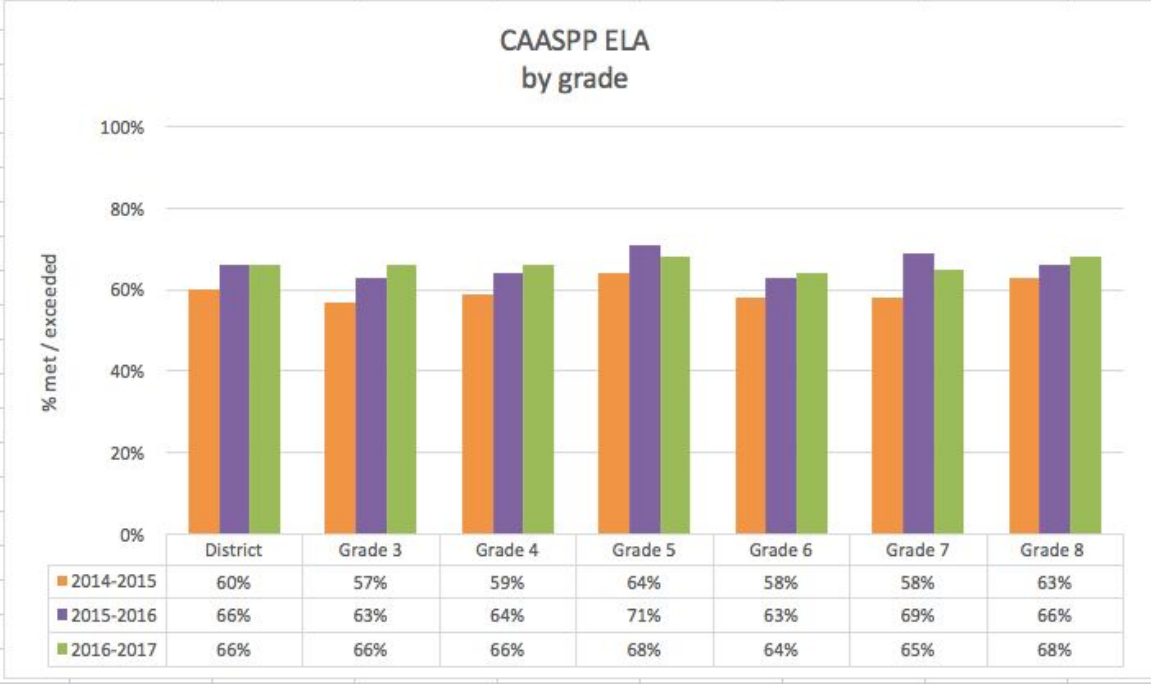


	MVWSD	Berryessa	Goleta	Sunnyvale	San Bruno Park
2014-15	54%	50%	51%	52%	42%
2015-16	60%	55%	54%	54%	42%
2016-17	62%	55%	58%	54%	48%

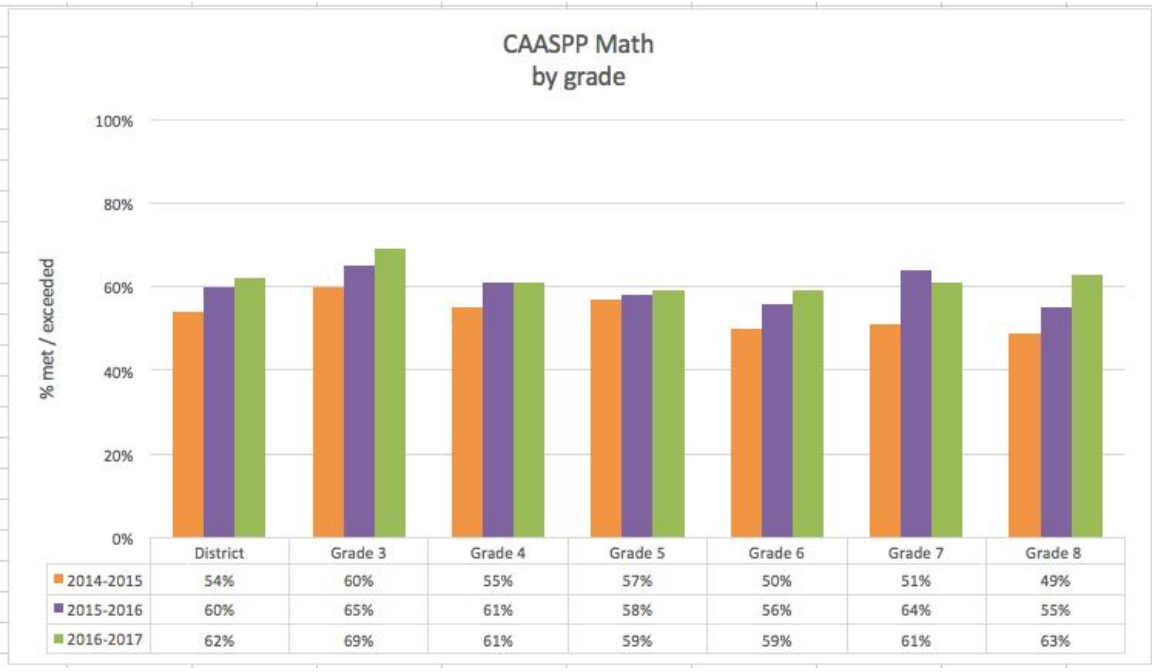
Students in MVWSD continued to outperform other districts in California with similar enrollment, demographics, and ethnicities.

Results - District and Grade Level

The following charts include overall District results by grade level and by subgroup as well as overall results for individual schools and by subgroup. Please note, if there are zero's instead of percentages for any subgroup at a particular school, it means there were not a significant number of students in that particular group and the state did not calculate scores (10 or fewer students per the State).



	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2014-2015	60%	57%	59%	64%	58%	58%	63%
2015-2016	66%	63%	64%	71%	63%	69%	66%
2016-2017	66%	66%	66%	68%	64%	65%	68%

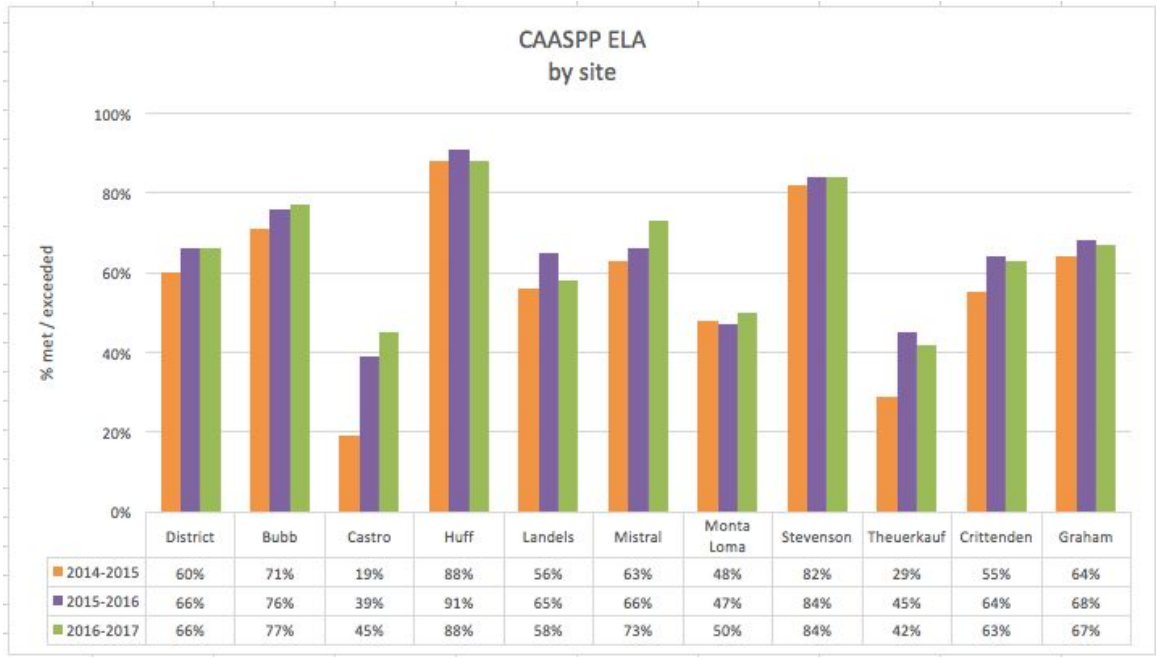


	District	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2014-2015	54%	60%	55%	57%	50%	51%	49%
2015-2016	60%	65%	61%	58%	56%	64%	55%
2016-2017	62%	69%	61%	59%	59%	61%	63%

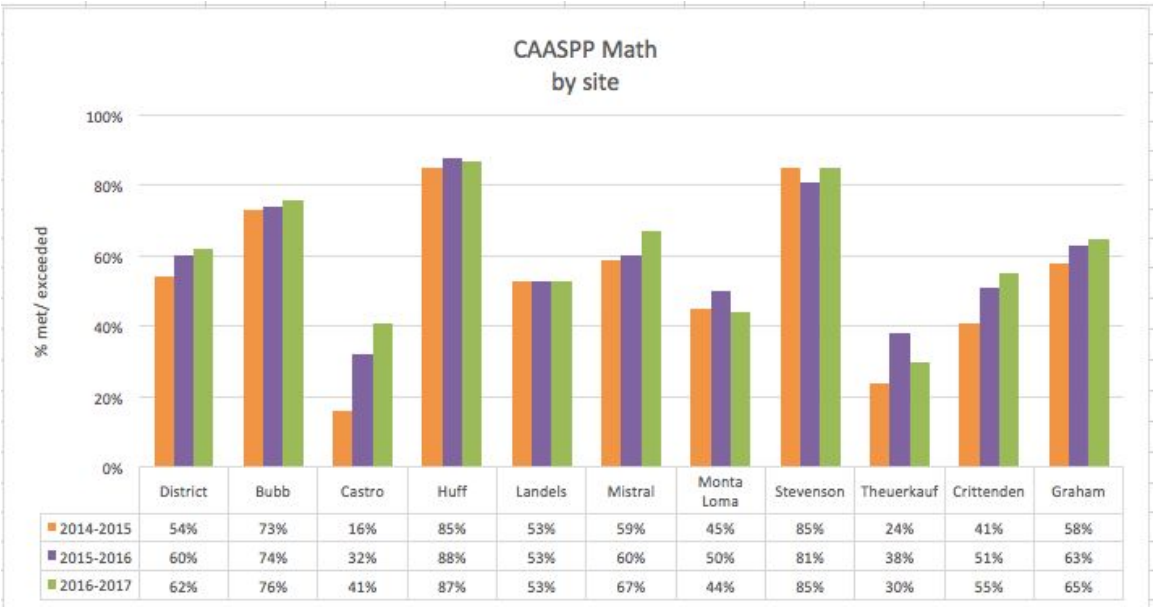
Overall, 66% of students in MVWSD met or exceeded standard in English Language Arts, which was the same as 2015-16. Students in grades five and eight had the highest levels of proficiency at 68%. Students in grade six had the largest percentage of students not meeting standard.

Overall, MVWSD saw a 2% gain in the percentage of students meeting or exceeding standard in math. Students in grade 8 had the highest increase in the percentage of students who met or exceeded standards in math with an 8% gain. Grades 3 and 6 also saw an increase of 3% of students meeting or exceeding standard. .

Results - District by School



	District	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Crittenden	Graham
2014-2015	60%	71%	19%	88%	56%	63%	48%	82%	29%	55%	64%
2015-2016	66%	76%	39%	91%	65%	66%	47%	84%	45%	64%	68%
2016-2017	66%	77%	45%	88%	58%	73%	50%	84%	42%	63%	67%

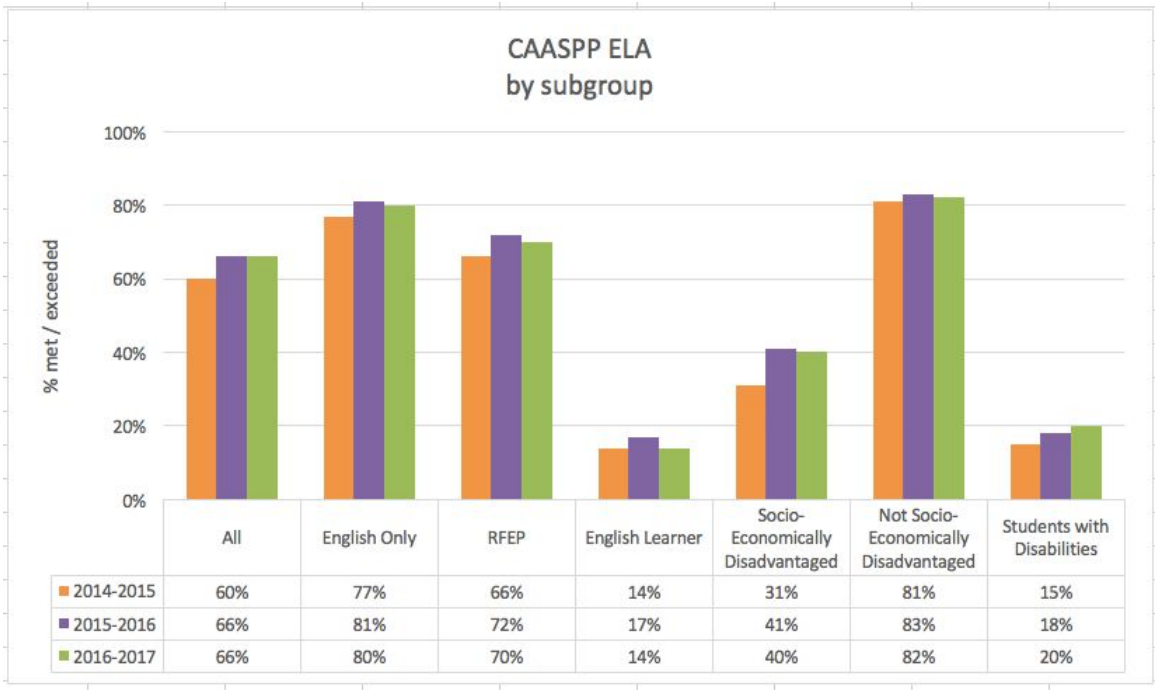


	District	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Crittenden	Graham
2014-2015	54%	73%	16%	85%	53%	59%	45%	85%	24%	41%	58%
2015-2016	60%	74%	32%	88%	53%	60%	50%	81%	38%	51%	63%
2016-2017	62%	76%	41%	87%	53%	67%	44%	85%	30%	55%	65%

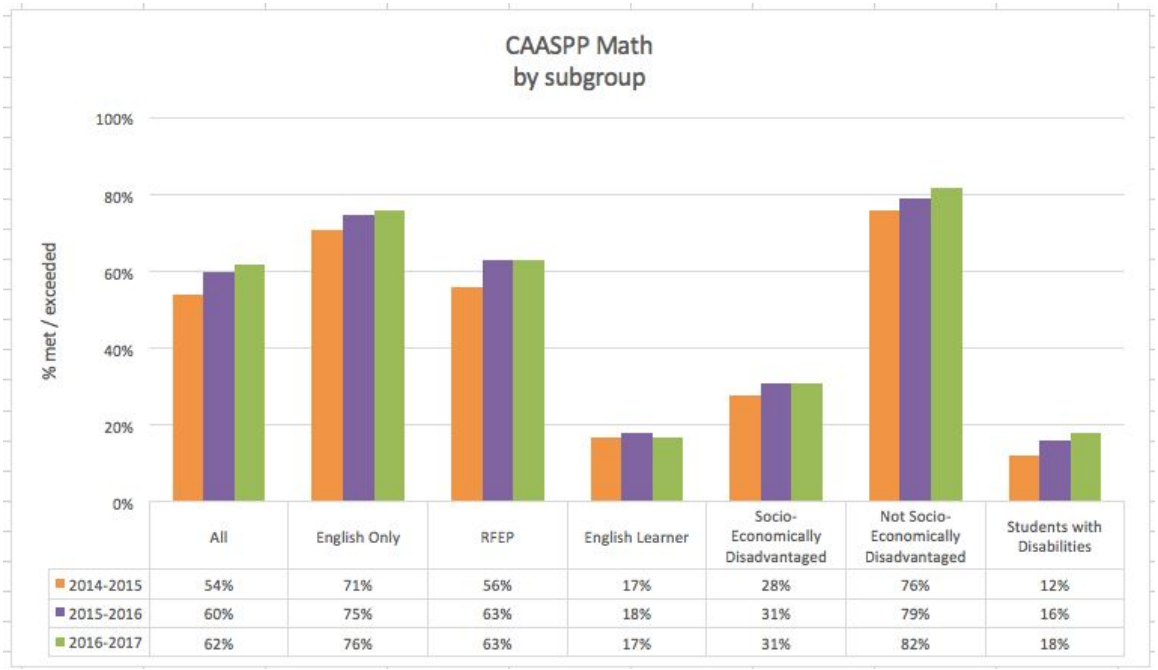
Percentages of students meeting or exceeding standards in English Language Arts varied greatly by school site across the District. Huff, Stevenson, and Bubb had the highest levels of proficiency in English Language Arts with 88%, 84%, and 77% of students meeting or exceeding standards. Both Castro and Mistral had significant gains in ELA with 6 percentage point and 7 percentage point gains respectively. Huff, Landels, Theuerkauf, and Graham had drops in scores ranging from 3 to 7 percentage points.

Again, percentages of students meeting or exceeding standards in mathematics varied greatly across the district. Huff and Stevenson had the highest overall proficiency percentages of 87 and 85. Similar to English Language Arts, Castro and Mistral had the

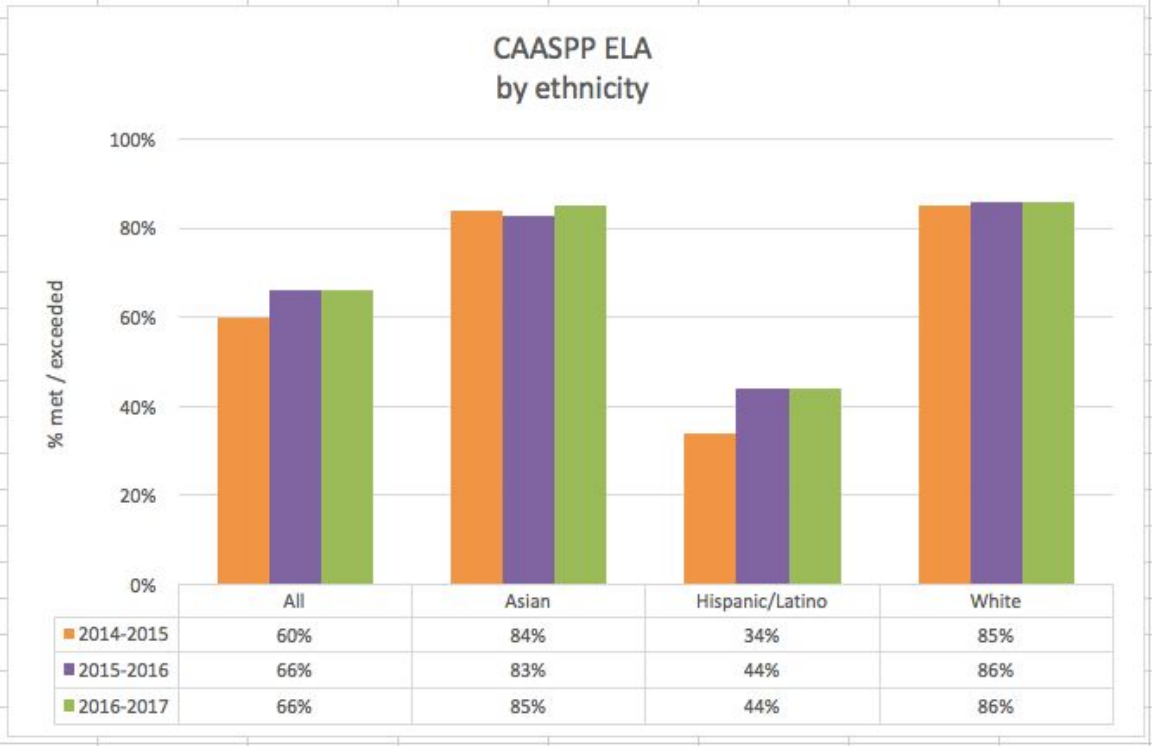
highest gains with 9 and 7 percentage points respectively. Monta Loma and Theuerkauf saw decreases of 6 and 8 percentage points. There were increases in math at both middle schools.



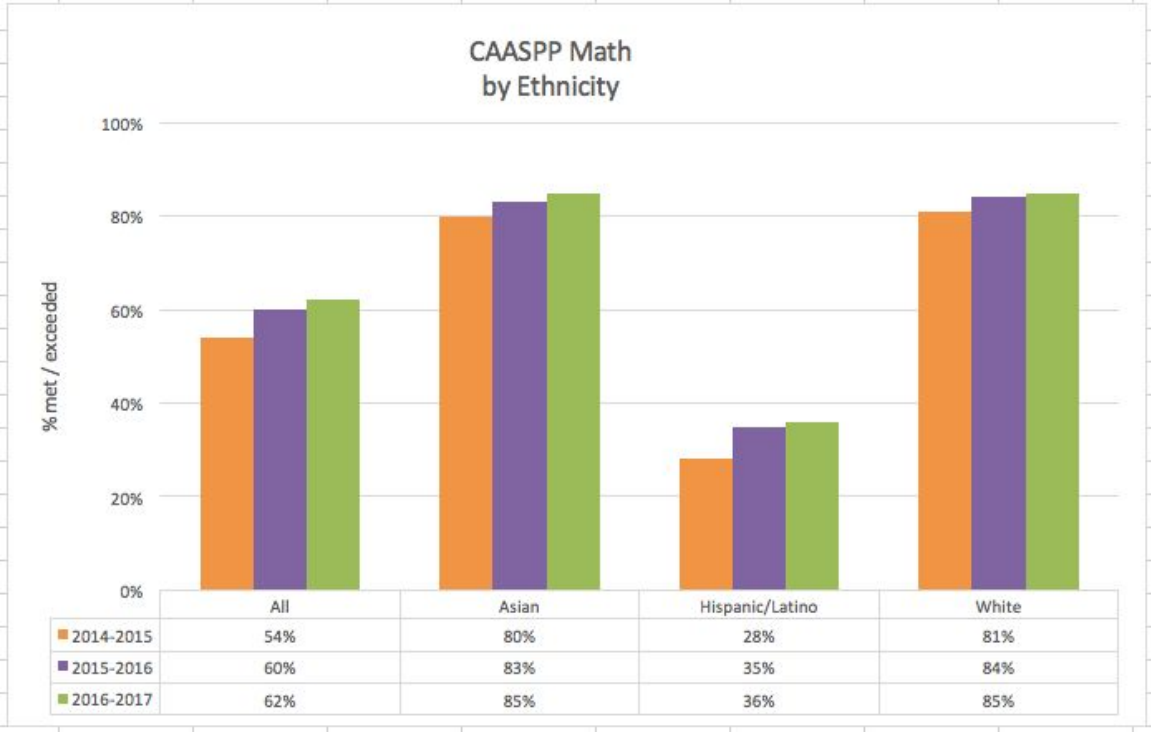
	All	English Only	RFEP	English Learner	Socio-Economically Disadvantaged	Not Socio-Economically Disadvantaged	Students with Disabilities
2014-2015	60%	77%	66%	14%	31%	81%	15%
2015-2016	66%	81%	72%	17%	41%	83%	18%
2016-2017	66%	80%	70%	14%	40%	82%	20%



	All	English Only	RFEP	English Learner	Socio-Economically Disadvantaged	Not Socio-Economically Disadvantaged	Students with Disabilities
2014-2015	54%	71%	56%	17%	28%	76%	12%
2015-2016	60%	75%	63%	18%	31%	79%	16%
2016-2017	62%	76%	63%	17%	31%	82%	18%

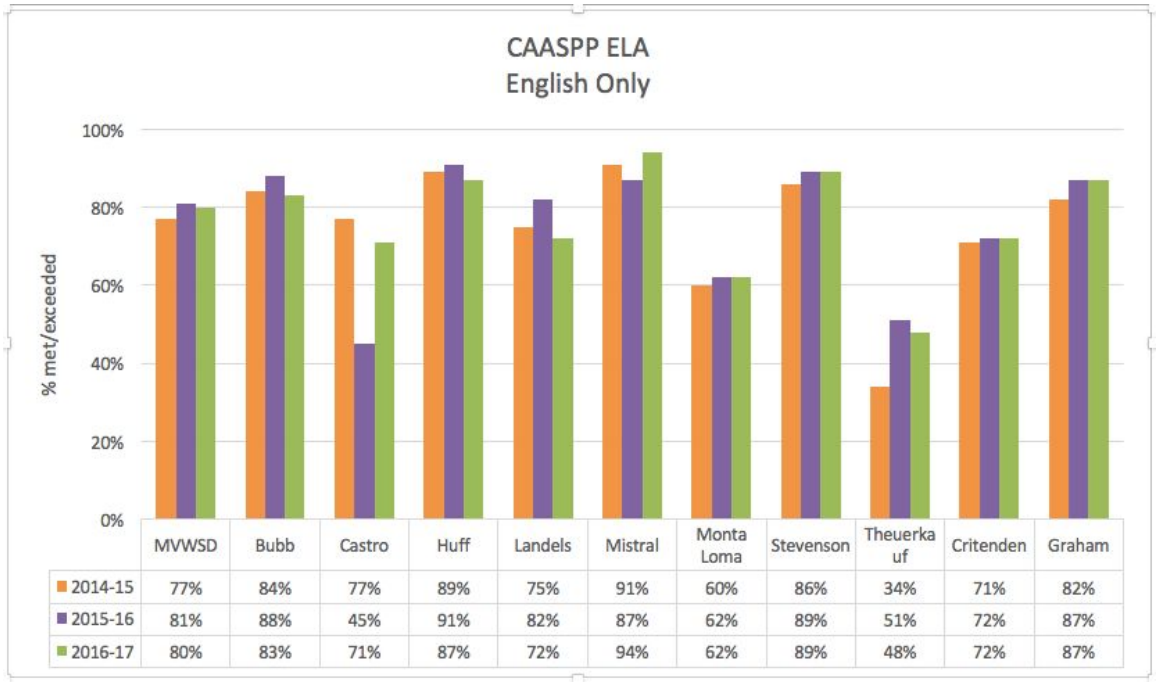


	All	Asian	Hispanic/Latino	White
2014-2015	60%	84%	34%	85%
2015-2016	66%	83%	44%	86%
2016-2017	66%	85%	44%	86%

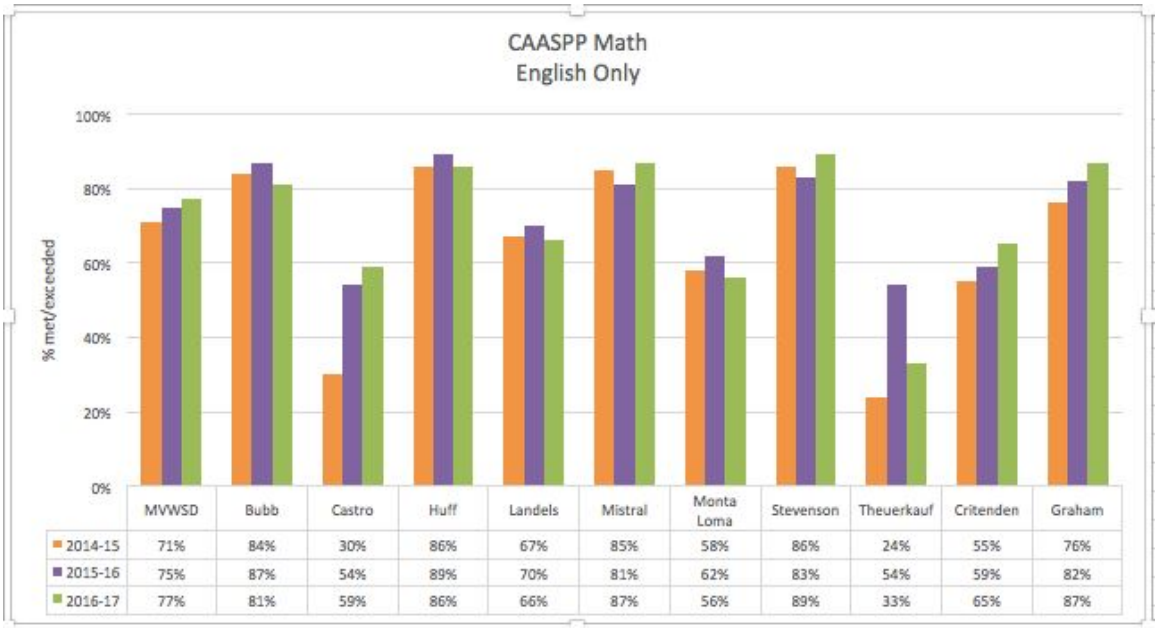


	All	Asian	Hispanic/Latino	White
2014-2015	54%	80%	28%	81%
2015-2016	60%	83%	35%	84%
2016-2017	62%	85%	36%	85%

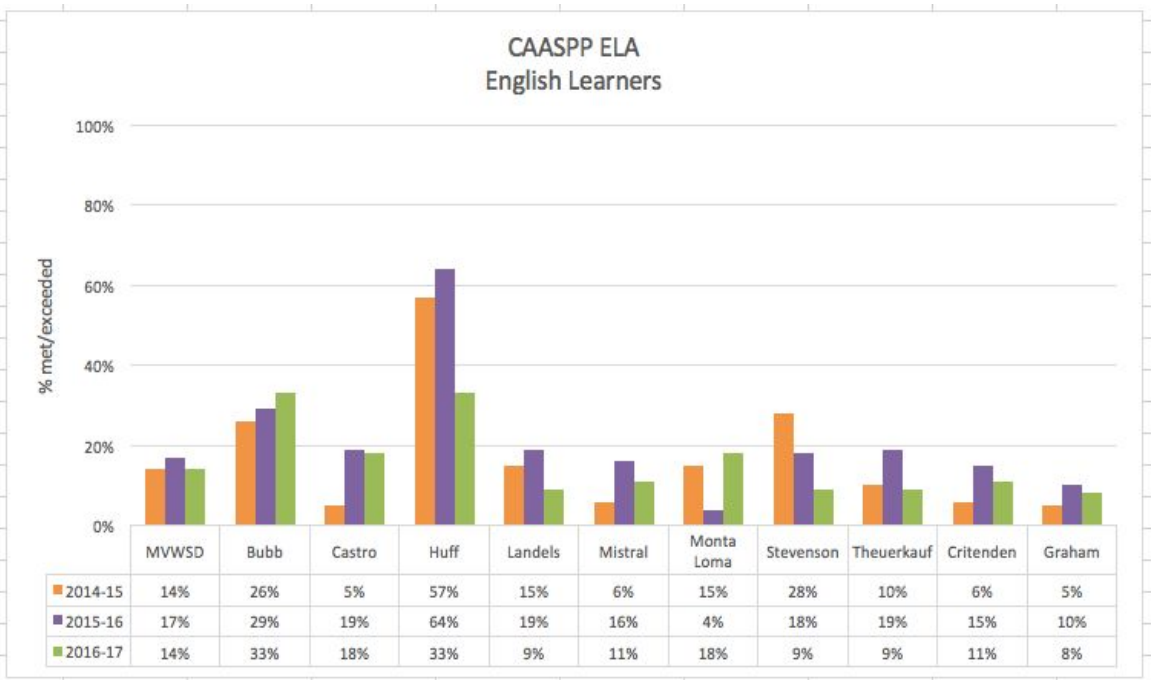
Results - Demographics by School



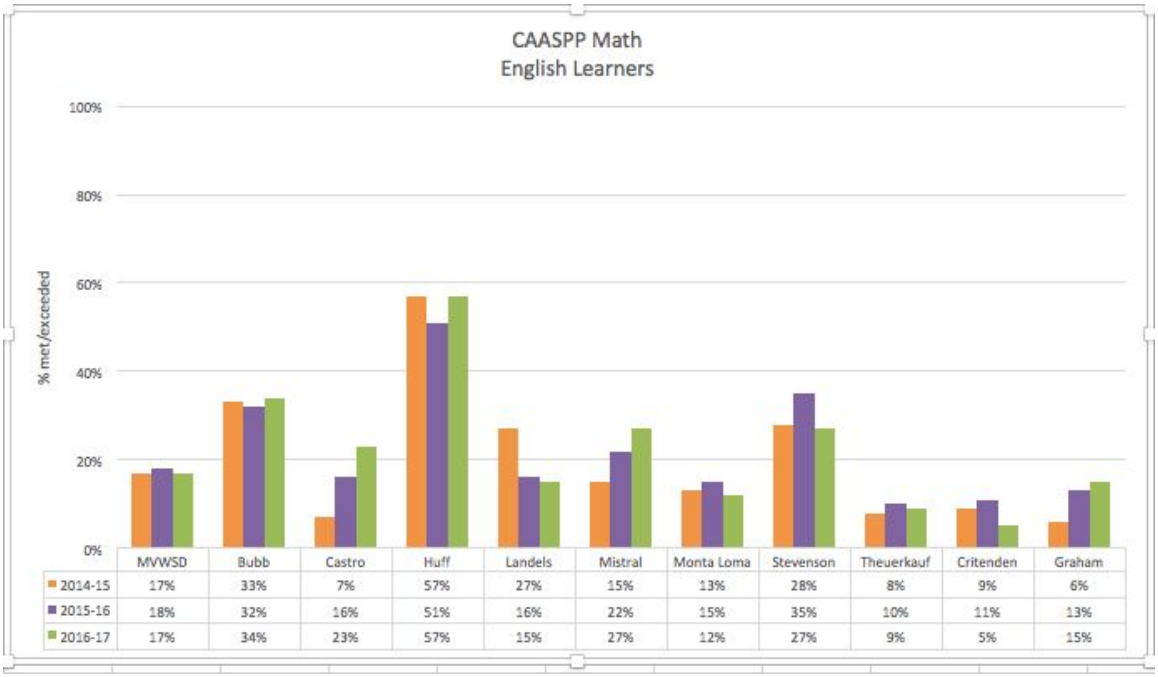
	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	77%	84%	77%	89%	75%	91%	60%	86%	34%	71%	82%
2015-16	81%	88%	45%	91%	82%	87%	62%	89%	51%	72%	87%
2016-17	80%	83%	71%	87%	72%	94%	62%	89%	48%	72%	87%



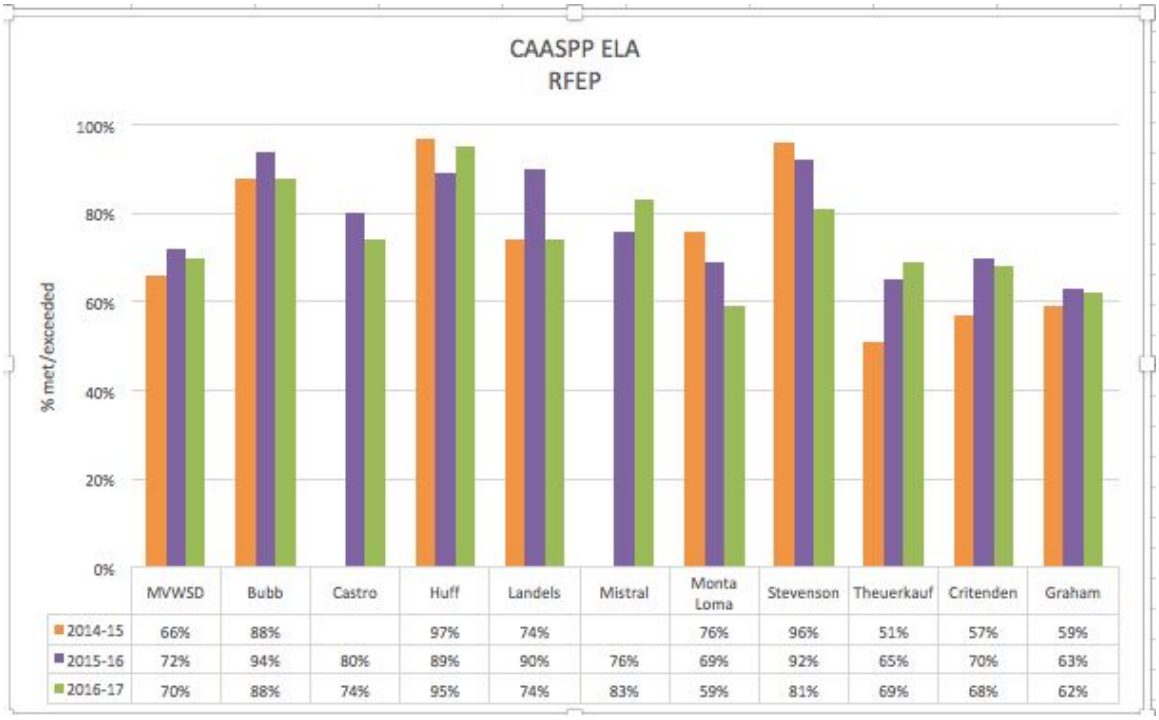
	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	71%	84%	30%	86%	67%	85%	58%	86%	24%	55%	76%
2015-16	75%	87%	54%	89%	70%	81%	62%	83%	54%	59%	82%
2016-17	77%	81%	59%	86%	66%	87%	56%	89%	33%	65%	87%



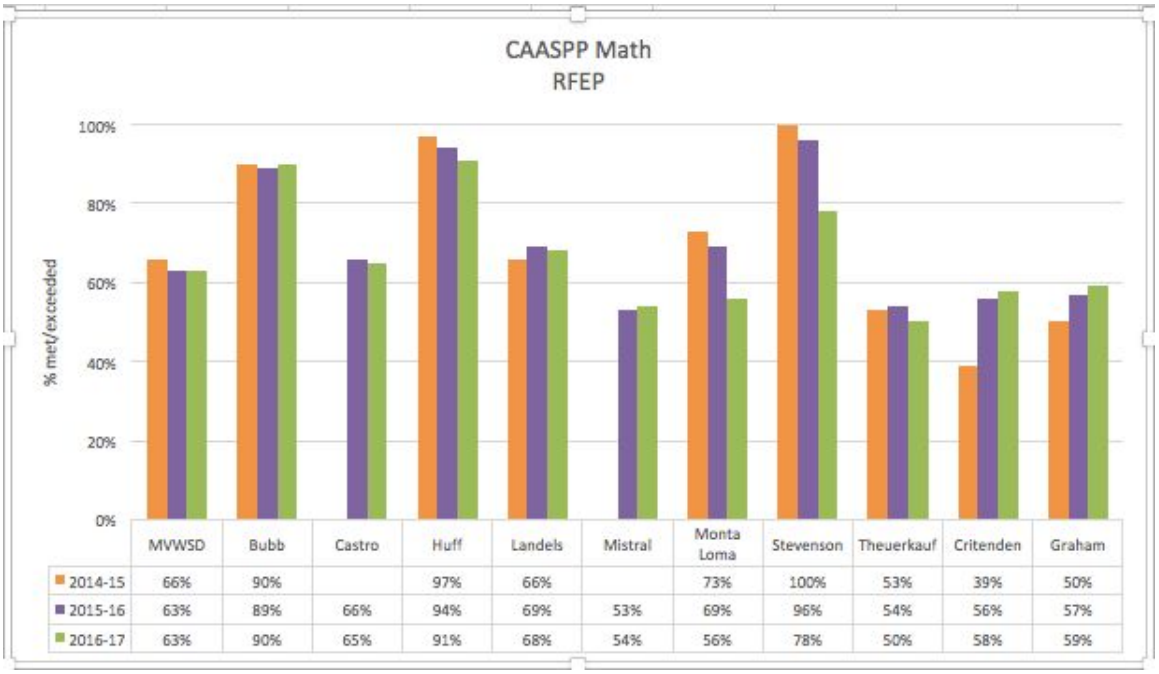
	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	14%	26%	5%	57%	15%	6%	15%	28%	10%	6%	5%
2015-16	17%	29%	19%	64%	19%	16%	4%	18%	19%	15%	10%
2016-17	14%	33%	18%	33%	9%	11%	18%	9%	9%	11%	8%



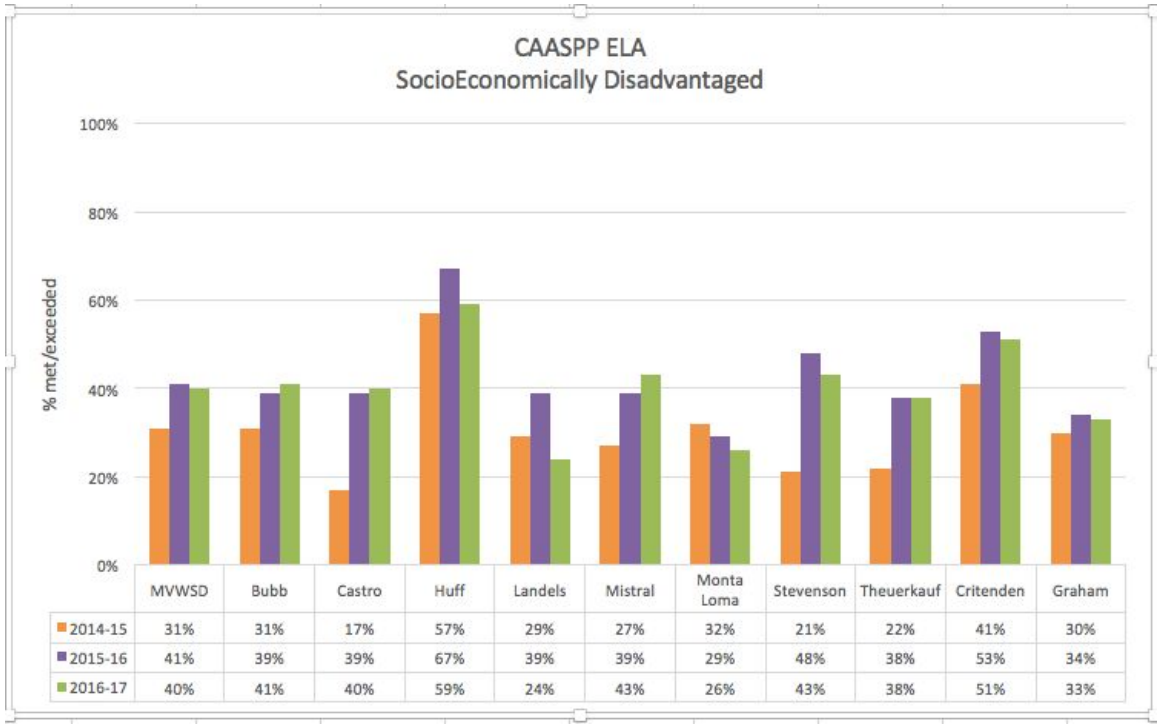
	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	17%	33%	7%	57%	27%	15%	13%	28%	8%	9%	6%
2015-16	18%	32%	16%	51%	16%	22%	15%	35%	10%	11%	13%
2016-17	17%	34%	23%	57%	15%	27%	12%	27%	9%	5%	15%



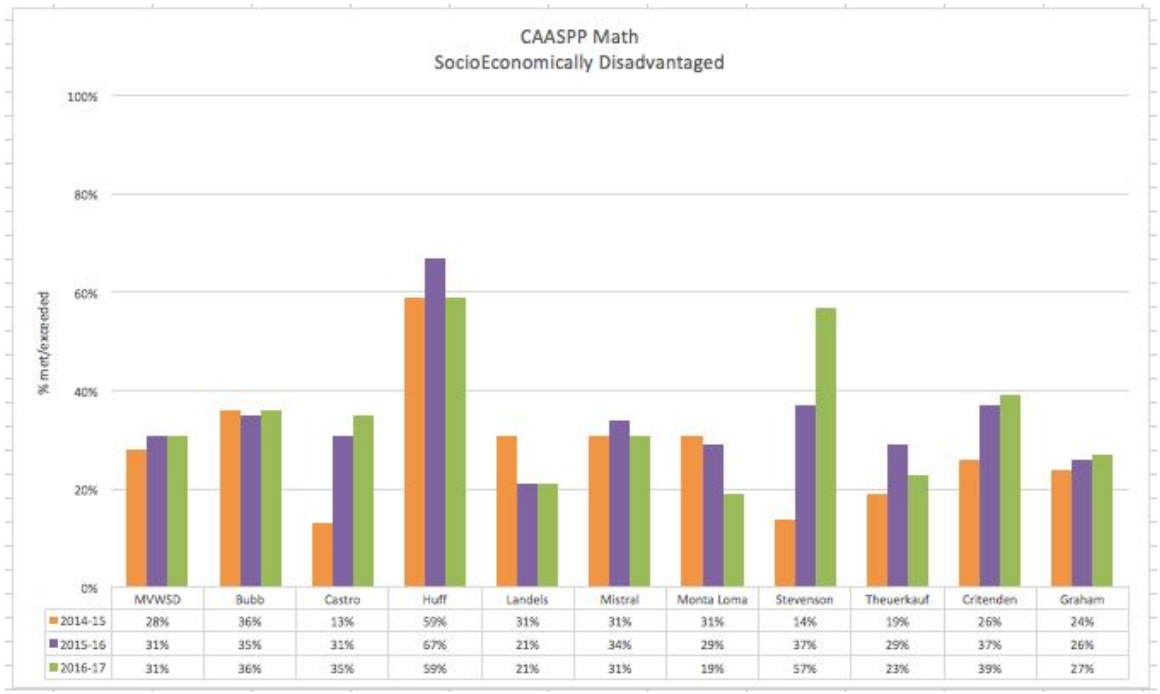
	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	66%	88%		97%	74%		76%	96%	51%	57%	59%
2015-16	72%	94%	80%	89%	90%	76%	69%	92%	65%	70%	63%
2016-17	70%	88%	74%	95%	74%	83%	59%	81%	69%	68%	62%



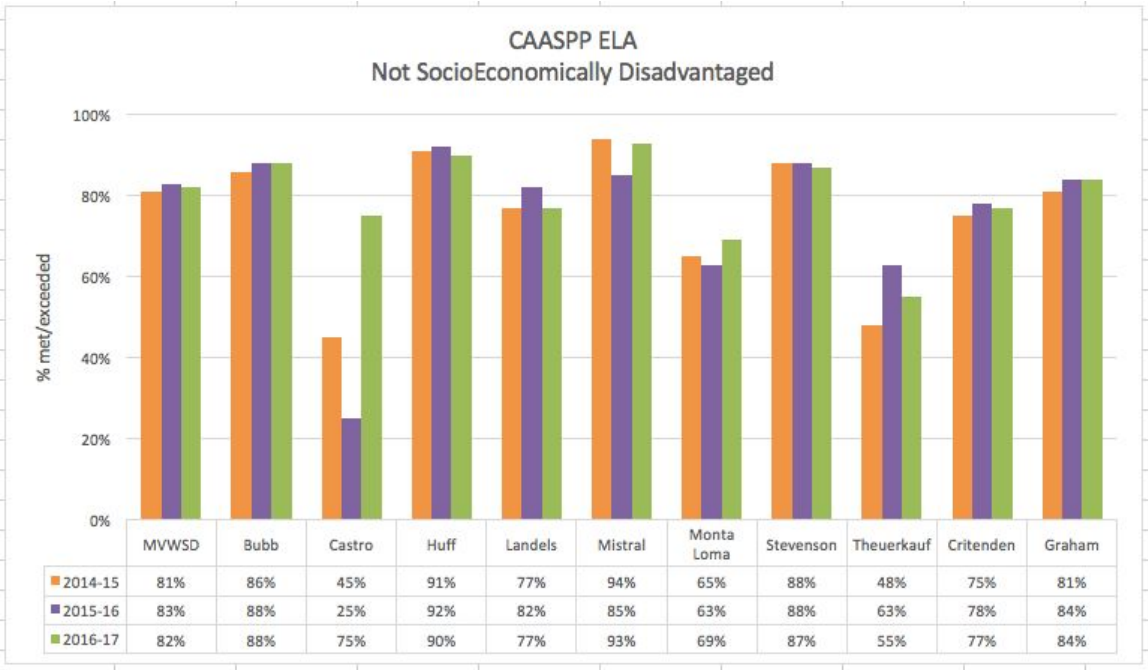
	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	66%	90%		97%	66%		73%	100%	53%	39%	50%
2015-16	63%	89%	66%	94%	69%	53%	69%	96%	54%	56%	57%
2016-17	63%	90%	65%	91%	68%	54%	56%	78%	50%	58%	59%



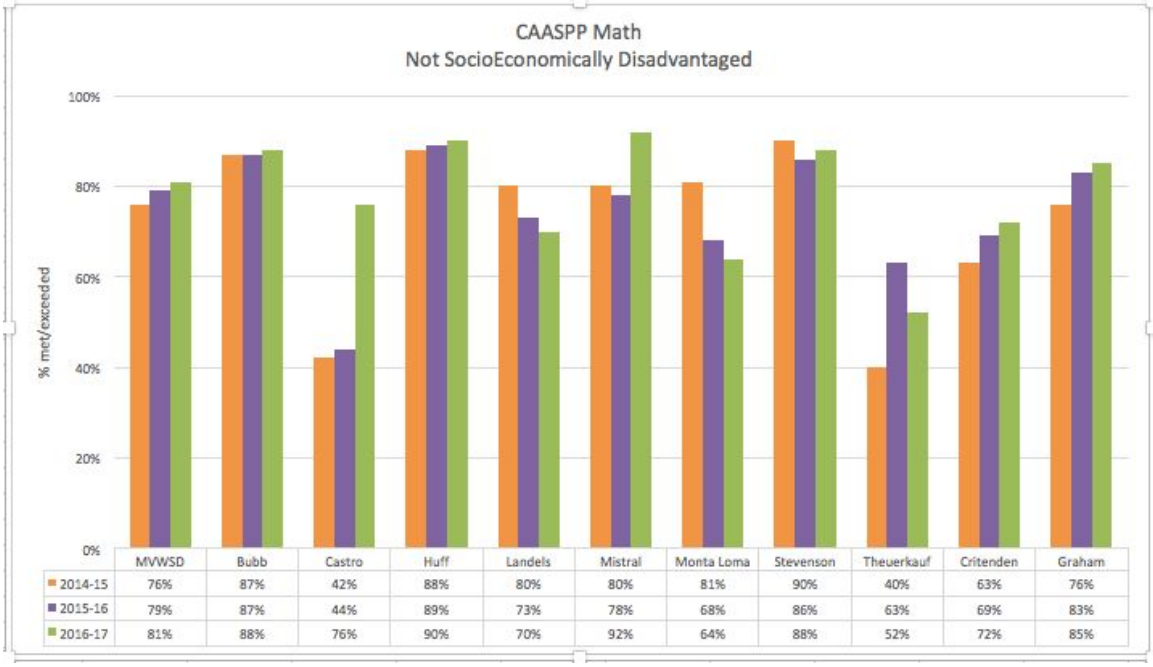
	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	31%	31%	17%	57%	29%	27%	32%	21%	22%	41%	30%
2015-16	41%	39%	39%	67%	39%	39%	29%	48%	38%	53%	34%
2016-17	40%	41%	40%	59%	24%	43%	26%	43%	38%	51%	33%



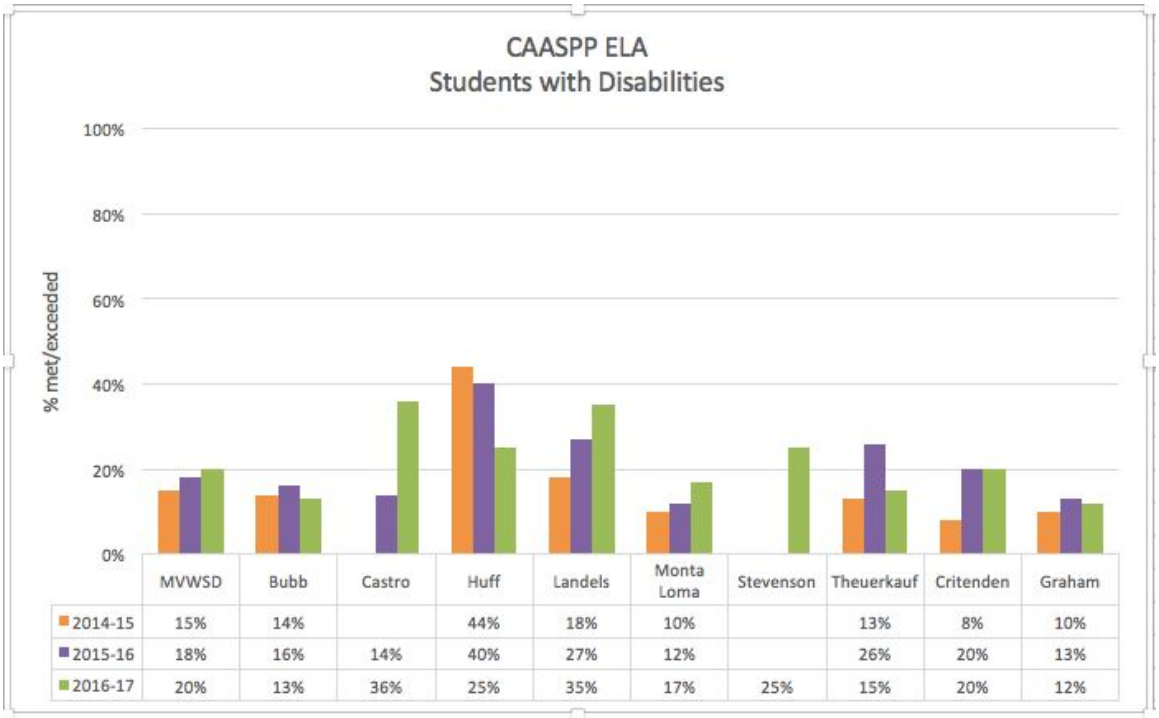
	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	28%	36%	13%	59%	31%	31%	31%	14%	19%	26%	24%
2015-16	31%	35%	31%	67%	21%	34%	29%	37%	29%	37%	26%
2016-17	31%	36%	35%	59%	21%	31%	19%	57%	23%	39%	27%



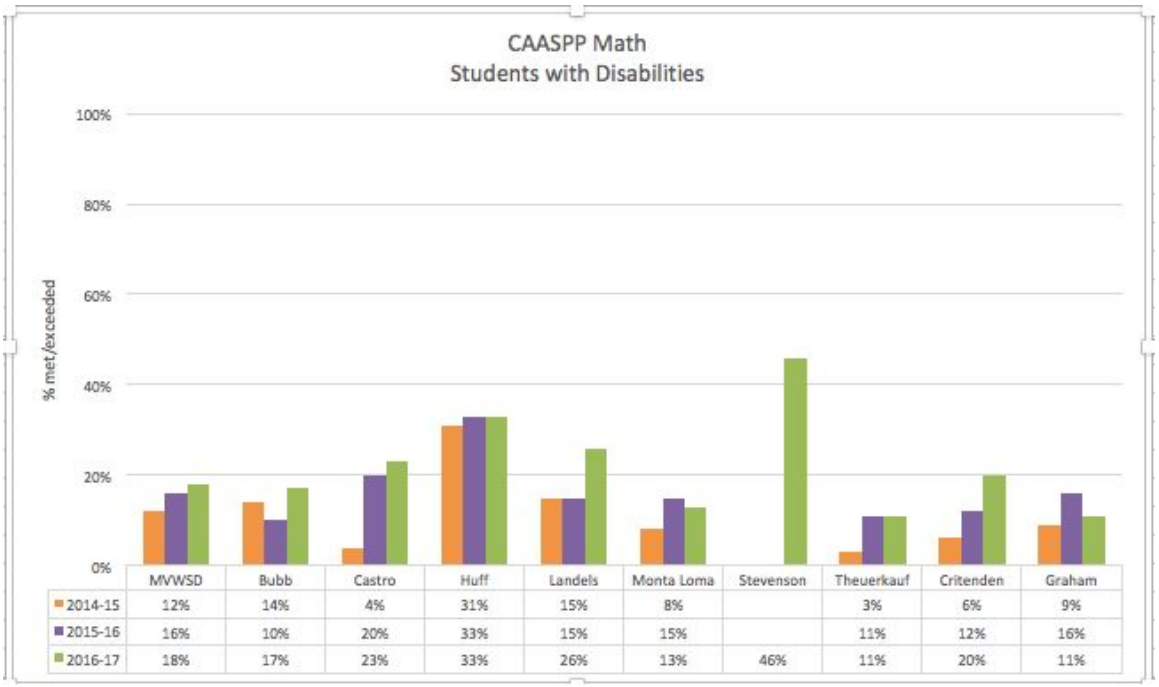
	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	81%	86%	45%	91%	77%	94%	65%	88%	48%	75%	81%
2015-16	83%	88%	25%	92%	82%	85%	63%	88%	63%	78%	84%
2016-17	82%	88%	75%	90%	77%	93%	69%	87%	55%	77%	84%



	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	76%	87%	42%	88%	80%	80%	81%	90%	40%	63%	76%
2015-16	79%	87%	44%	89%	73%	78%	68%	86%	63%	69%	83%
2016-17	81%	88%	76%	90%	70%	92%	64%	88%	52%	72%	85%

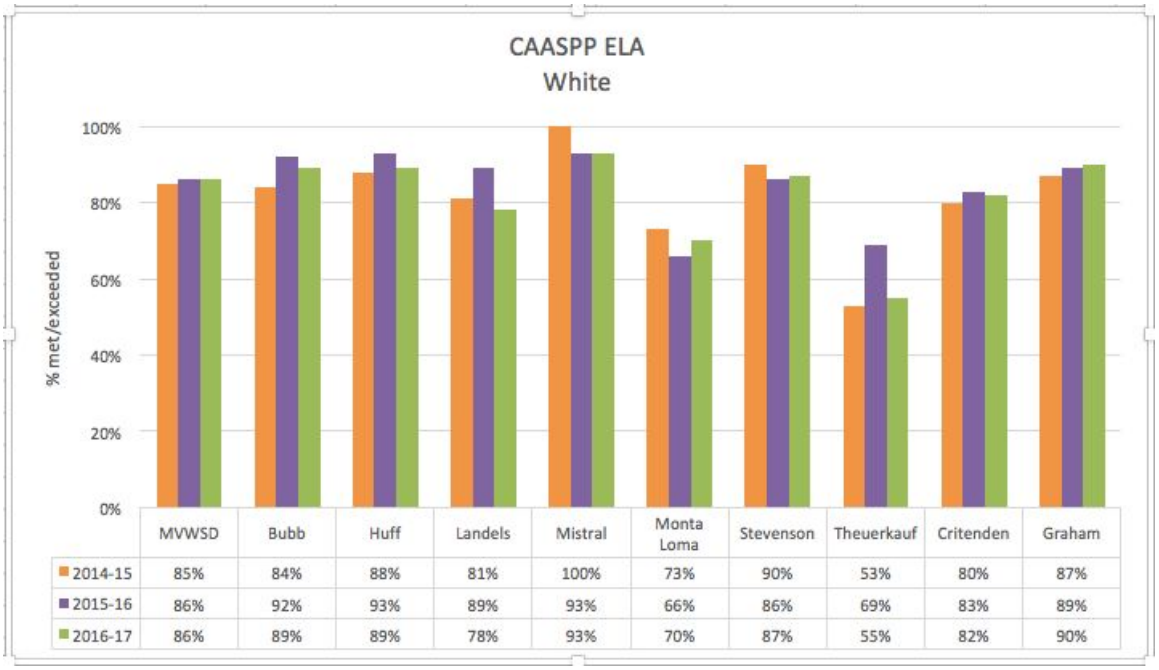


	MVWSD	Bubb	Castro	Huff	Landels	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	15%	14%		44%	18%	10%		13%	8%	10%
2015-16	18%	16%	14%	40%	27%	12%		26%	20%	13%
2016-17	20%	13%	36%	25%	35%	17%	25%	15%	20%	12%

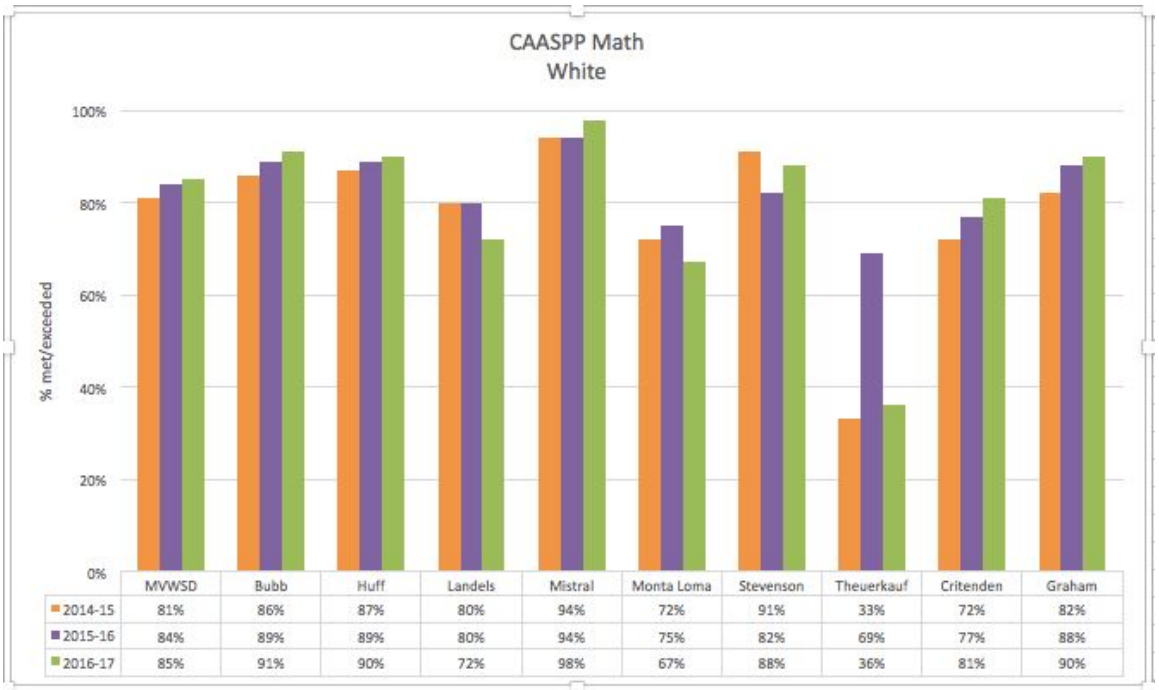


	MVWSD	Bubb	Castro	Huff	Landels	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	12%	14%	4%	31%	15%	8%		3%	6%	9%
2015-16	16%	10%	20%	33%	15%	15%		11%	12%	16%
2016-17	18%	17%	23%	33%	26%	13%	46%	11%	20%	11%

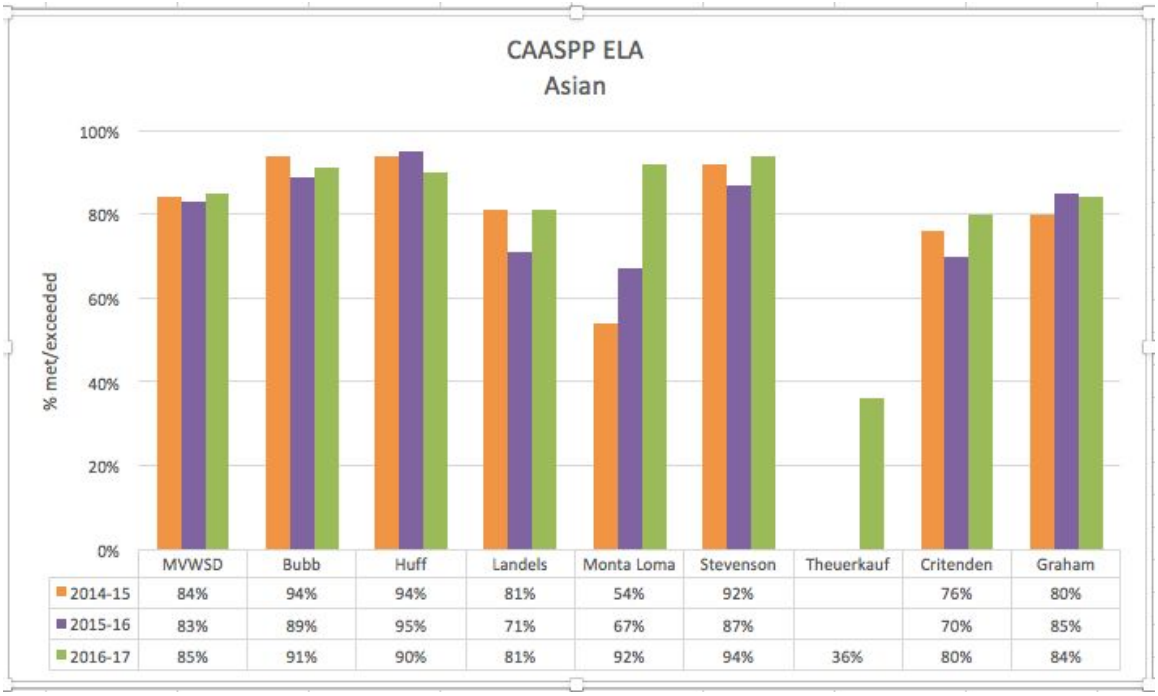
Overall, English Language Learners, Socioeconomically Disadvantaged, and Students with Disabilities had very low levels of achievement as compared to All, Not Socioeconomically Disadvantaged and English-Only speaking students. Our largest number of students not meeting standards in ELA and mathematics are English Language Learners and Students with Disabilities. These results hold true for both the District and schools. Huff had the best results for students who are English Language Learners and Socioeconomically Disadvantaged.



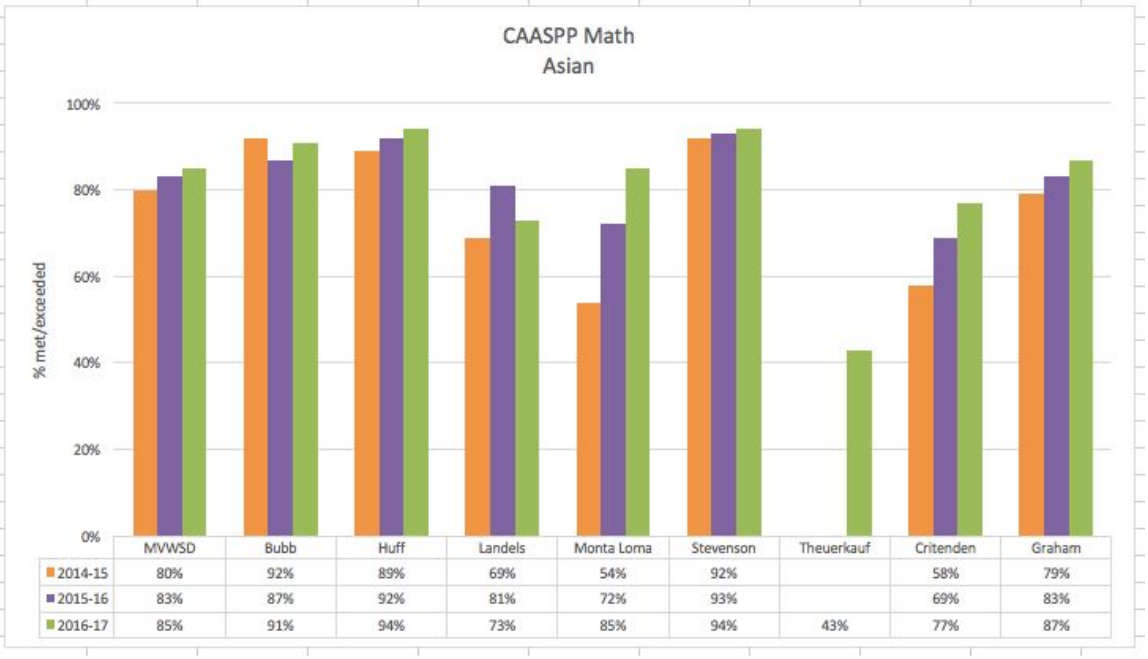
	MVWSD	Bubb	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	85%	84%	88%	81%	100%	73%	90%	53%	80%	87%
2015-16	86%	92%	93%	89%	93%	66%	86%	69%	83%	89%
2016-17	86%	89%	89%	78%	93%	70%	87%	55%	82%	90%



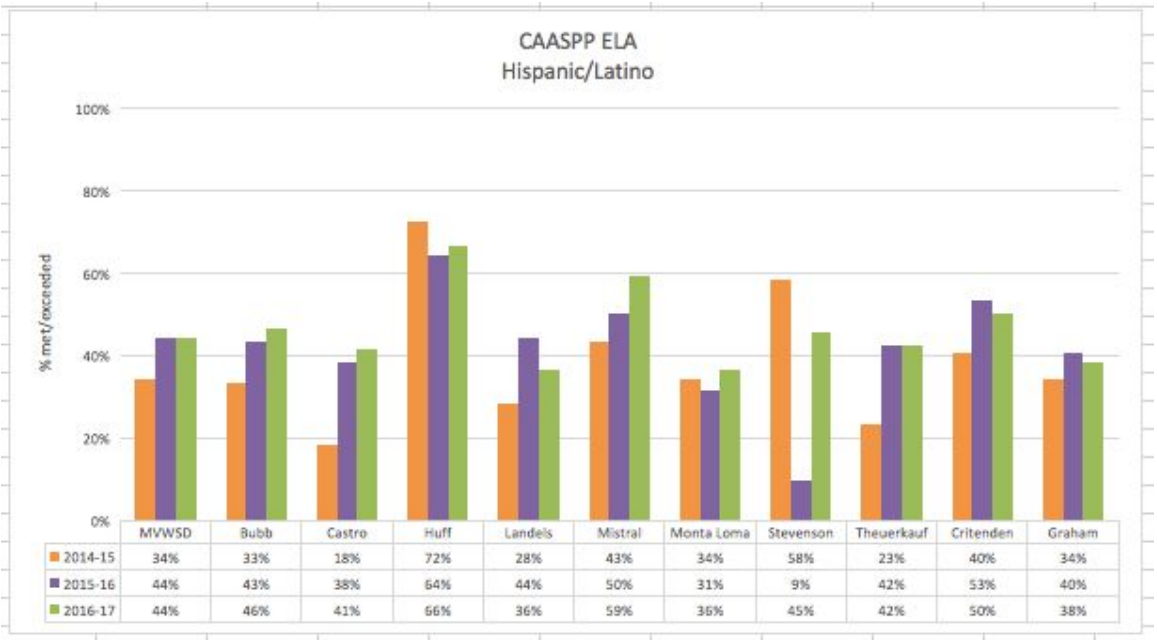
	MVWSD	Bubb	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	81%	86%	87%	80%	94%	72%	91%	33%	72%	82%
2015-16	84%	89%	89%	80%	94%	75%	82%	69%	77%	88%
2016-17	85%	91%	90%	72%	98%	67%	88%	36%	81%	90%



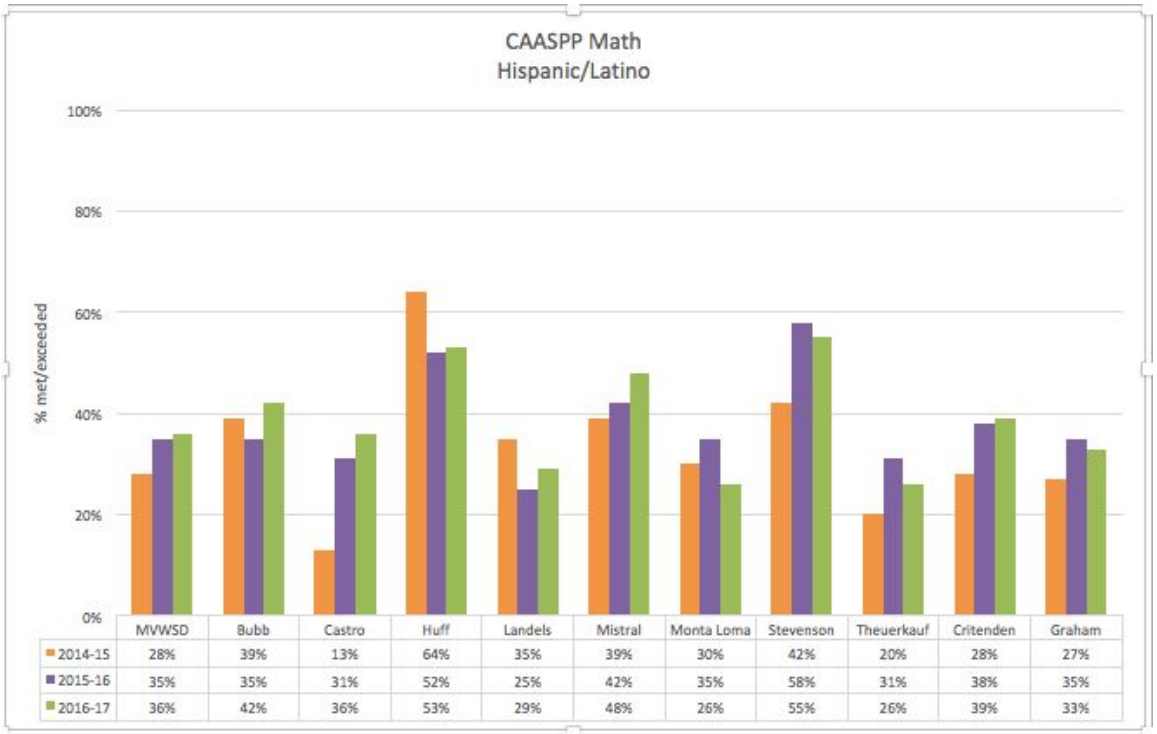
	MVWSD	Bubb	Huff	Landels	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	84%	94%	94%	81%	54%	92%		76%	80%
2015-16	83%	89%	95%	71%	67%	87%		70%	85%
2016-17	85%	91%	90%	81%	92%	94%	36%	80%	84%



	MVWSD	Bubb	Huff	Landels	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	80%	92%	89%	69%	54%	92%		58%	79%
2015-16	83%	87%	92%	81%	72%	93%		69%	83%
2016-17	85%	91%	94%	73%	85%	94%	43%	77%	87%



	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	34%	33%	18%	72%	28%	43%	34%	58%	23%	40%	34%
2015-16	44%	43%	38%	64%	44%	50%	31%	9%	42%	53%	40%
2016-17	44%	46%	41%	66%	36%	59%	36%	45%	42%	50%	38%



	MVWSD	Bubb	Castro	Huff	Landels	Mistral	Monta Loma	Stevenson	Theuerkauf	Critenden	Graham
2014-15	28%	39%	13%	64%	35%	39%	30%	42%	20%	28%	27%
2015-16	35%	35%	31%	52%	25%	42%	35%	58%	31%	38%	35%
2016-17	36%	42%	36%	53%	29%	48%	26%	55%	26%	39%	33%

Overall, approximately 80% of our White and Asian students met or exceeded standards in English Language Arts and mathematics. Our largest number of students not meeting standards in English Language Arts and mathematics are our Hispanic/Latino students.

These results hold true for both the District and schools. Huff, Mistral, and Stevenson had the highest results for the Hispanic/Latino subgroup.

Next Steps

Results from the CAASPP Assessments in English Language Arts/Literacy and mathematics revealed both strengths and areas of opportunity for growth across the District. There are many factors that play into gains or declines in student achievement, which leads to the important work of analyzing data to get to the root cause to make adjustments. As we move into the fall, the District and sites will be further analyzing results, sharing them with stakeholders, and developing plans to improve instruction and achievement.

Next Steps - Site Plans

All sites will be developing site plans during the months of September and October. The plans are living documents that will drive the instructional program at each site throughout the school year. All plans will include SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals that call for a 10% decrease in the percentage of students who are not meeting standard in English Language Arts and Mathematics as well as for decreasing the number of Long Term English Language Learners. Each school will also include a School Climate goal. All goals within school site plans will align to both the Strategic Plan and the District LCAP. Schools that had areas on the California Dashboard that were orange or red will include plans to improve in these areas in their site plan. All plans will be developed in collaboration with each school's teachers, School Site Councils, and English Learner Advisory Councils and will include specific, measurable action steps that will support the school in achieving its goals. The plans will come for Board approval at the end of October and will be revised based on District assessment data in December and then again in March.

Next Steps - District Benchmark Assessments

This summer, after reviewing feedback from teachers about district assessments, the assessment task force worked to refine our assessments in English Language Arts and Math to better measure student progress toward standards throughout the year. The new English Language Arts and mathematics benchmark assessments are designed to better mirror the types of questions students will see on CAASPP tests and support the level of rigor expected in the California Standards. All students will be taking English Language Arts and mathematics assessments through our assessment system, SchoolCity at least twice during the school year. Trimester writing assessments are designed to reflect the type of work students are asked to do in the performance tasks on the State test. Teachers and principals will have access to all of the assessments results in SchoolCity and will be

able to disaggregate the data and use the results to guide instruction and monitor progress toward site plan goals.

Next Steps - Curriculum / Pacing Guides

This year, all teachers in the district will continue to use the newly adopted English Language Arts / English Development programs, Benchmark Advance and Adelante at the elementary sites and StudySync at the middle schools. New pacing guides were developed in English Language Arts and existing pacing guides for math were updated. The pacing guides were shared with all elementary teachers, principals, and instructional coaches. Pacing guides are designed to be a roadmap for teachers to ensure that all standards are taught throughout the course of the school year. Additional training on using the pacing guides will be provided to principals and coaches so they can better support teachers.The District will continue to support the ELA adoption through coaching and professional learning. Teachers in grades TK-8 will continue to use Eureka Math.

Next Steps - Coaching

The District continues to have one instructional coach for each elementary school and 3 for the middle schools (literacy, science, math) to support teachers to implement instructional strategies like SIOP, improve practice, and increase student achievement. Also, based on English Language Arts data, the District has added an additional 0.5 FTE literacy coach for the middle schools. Her focus is to support middle school grade levels to align content and increase academic rigor to better prepare students for entry into high school (LCAP Goal 2 Action 20).

Next Steps - Focus

In order to continue to improve outcomes for our students, MVWSD will continue to concentrate on the needs of our students in significant subgroups with a specific focus on English Language Learners and Students with Disabilities.

Sheltered Instruction Observation Protocol (SIOP):

Sheltered Instructional Observation Protocol (SIOP) supports academic achievement in that it is a collection of effective and evidence based strategies that scaffold instruction and provides supports for English Learners; however, all students benefit from the enhanced instruction from the implementation of the SIOP framework. The SIOP strategies that will support students access to content and concepts are as follows: Interactions, lesson planning with language as a focus, building background, review and assessment of learning, comprehensible input, cognitive strategies, lesson delivery, and practice and application. Mountain View Whisman School District will implement the first two components; lesson planning with a focus on language objectives and building background this year to support students.

Specific Learner Task Force: The Specific Learner Needs Task Force met 10 times last year and maintained a participant group of 24 members that represented all schools and targeted the following subgroups--English Learner 25%, English Learner and Special needs 25%, and Special needs students 50%. The deliverables produced last year were reviewed by leadership members and plans for implementation are already underway this year. Next steps for this year include recruitment of members to align to MVWSD task force participant guidelines, continued focus on early learning language acquisition, inclusion and continued community support, and implementation of deliverables from 2016-17.

Middle School Schedule Task Force: The Middle School Task Force will be meeting twice a month this fall with the goal of recommending a new schedule for the middle schools that will allow all students to have an elective and also receive the support or enrichment they need to be successful. The recommendation will be made in December.

Professional Learning Community (PLC): In MVWSD, educators are working collaboratively to review data, plan instruction, support the needs of students, and engage in the continued process of improving learning for all. Teachers participate in grade level collaboration regularly. Instructional coaches are engaging in PLCs to support each other as they learn and grow in their practice. Principal PLC teams meet regularly to visit sites and share best practices as leaders. District administrators participate with the principals in their collaboration meetings. Together, educators in MVWSD are focused on identifying what we want students to learn, assessing what they are learning, and determining how to best respond to all student needs.

Response to Intervention (RTI): This year, in order to support the individual needs of all students, all elementary sites will implement an Response to Instruction (RTI) program that will provide dedicated time for all students to receive targeted instruction in Literacy, whether it be intensive intervention or extension and challenge work. Each site has developed a model that best supports the needs of its students. The district has funded additional teachers at each elementary school to support these important RTI programs and allow all students to receive the additional support they need to grow in their literacy skills.

Next Steps - Professional Development

Professional Development for Teachers: The District provided a variety of professional development in summer 2017. At the elementary level all teachers were offered the opportunity to participate in additional ELA/ELD training which focused on using the unit assessments from Benchmark Advance in and the ELA/ELD Framework to develop lesson plans to better meet student needs. All new teachers were invited to attend a two day training on how to use Eureka Math. Middle School teachers in math, science, English Language Arts and social studies worked in department teams with instructional coaches to create handbooks to guide instructional practices and pacing and

to align expectations. Professional learning will continue throughout the year based on teacher and site needs.

Professional Development for Principals: This year, the District will provide focused professional development for principals in three areas: Crucial Conversations, Monitoring Instruction, and Discipline. The professional development will happen at each Leadership Team meeting.

Conclusion

The results from the the CAASPP assessments have provided the District with a wealth of knowledge about each of our students. While there are some strength areas, there is much work to be done to ensure that all of our students leave 8th grade ready for the challenges of high school.