Coronado Unified School District

CUSD Pandemic Response

Academic Achievement

April 26, 2022

Silver Strand
HALF MARATHON
ARATHON • 10 MILER • 5K RUN
HALF MARATHON • 10 MA
1772
862
650
636
448
1404
1992
1991
1990
CLUB POTROS

Academic Assessments

Response to Data

Individual Progress Monitoring

STATE & LOCAL ASSESSMENTS

Examples

Assessment	Grade(s)	State or Local	Approximate Time to Assess
Advanced Placement (AP)	9-12	State	Varies
California Assessment of Student Performance and Progress (CAASPP) California Alternative Assessment (CAA)	3-8 & 11	State	4-6 hours total (4 subtests ELA/Math)
California Healthy Kids Survey	5, 7, 9, & 11	State	60-120 min. 1x/every other year
California Physical Fitness Test (PFT)	5, 7, & 9	State	Varies; several subtests
California Science Test (CAST)	5, 8, & 11	State	120 min. 1x/year
English Language Proficiency Assessments of California (ELPAC) Initial	TK-12	State	60-120 min. 1x/year
English Language Proficiency Assessments of California (ELPAC) Summative	TK-12	State	80-240 min. 1x/year
ELA and Math Benchmark	K-5	Local	varies
CommonLit Assessment	9-12	Local	Varies - 2x/year
Mathematics Diagnostic Testing Project (MDTP)	9-11	Local	60-80 min. 1x/year
PSAT	9-11	Local	3.5 hours total 1x/year
TK/K Placement Battery	TK/K	Local	30-60 min. 1x/year
General Outcome Assessments	TK-12	Local	varies
All assessments are used to inform instruction, help with placements into intervention services, and gauge growth within a class, grade level, school, and district.			

CAASPP Results – Year to Year Analysis

Updated January 11, 2022

Grade	# Tested					ENGLISH LANGUAGE ARTS																	
	2015/16	2016/17	2017/18	2018/19	2020/21	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4	2020/21 Year 6	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4	2020/21 Year 6	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4	2020/21 Year 6
	ALL					ALL						VES						SSES					
3	182	176	148	188	128	68	65	72	67	74	71	68	67	72	66	73	72	71	59	73	69	78	68
4	183	203	183	171	148	71	66	59	73	69	77	74	65	60	73	72	77	65	71	57	76	63	78
5	196	195	215	217	160	69	80	71	70	79	76	67	83	69	69	76	77	75	72	76	73	86	74
6	225	214	212	233	161	77	72	80	84	73	72												
7	228	233	236	239	189	76	78	79	85	82	76												
8	251	230	241	237	184	77	79	86	83	80	75												
11	288	300	271	274	186	83	71	77	66	83	88												
CUSD	1553	1551	1506	1559	1156	74%	73%	76%	76%	78%	77%												

Decrease in number of students tested (overall and by grade level)

ELA Cohort Analysis

2019 Grade	2021 Grade	% Change
3rd	5th	+ 9%
4th	6th	+ 3%
5th	7th	- 3%
6th	8th	+ 2%
8th (2018)	11th	+ 5%

CAASPP Results – Year to Year Analysis

Updated January 11, 2022

Grade	# Tested					MATHEMATICS																	
	2015/16	2016/17	2017/18	2018/19	2020/21	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4	2020/21 Year 6	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4	2020/21 Year 6	2014/15 Baseline	2015/16 Year 1	2016/17 Year 2	2017/18 Year 3	2018/19 Year 4	2020/21 Year 6
	ALL					ALL						VES						SSES					
3	189	178	149	190	130	70	73	76	68	74	73	72	74	79	71	77	74	68	68	66	62	65	73
4	185	211	185	171	148	71	64	64	75	65	71	75	59	65	76	69	71	63	75	61	68	56	71
5	199	198	215	221	153	56	70	55	64	71	63	58	71	52	64	68	63	49	64	64	64	79	65
6	226	221	215	234	165	60	59	64	65	62	46												
7	229	235	237	241	187	64	73	71	70	71	56												
8	252	230	239	238	195	55	65	74	73	69	58												
11	286	301	264	270	184	50	55	60	56	61	66												
CUSD	1566	1574	1504	1565	1162	60%	65%	67%	67%	67%	62%												

Decrease in number of students tested (overall and by grade level)

Math Cohort Analysis

2019 Grade	2021 Grade	% Change
3rd	5th	- 11%
4th	6th	- 19%
5th	7th	- 15%
6th	8th	- 4%
8th (2018)	11th	- 7%

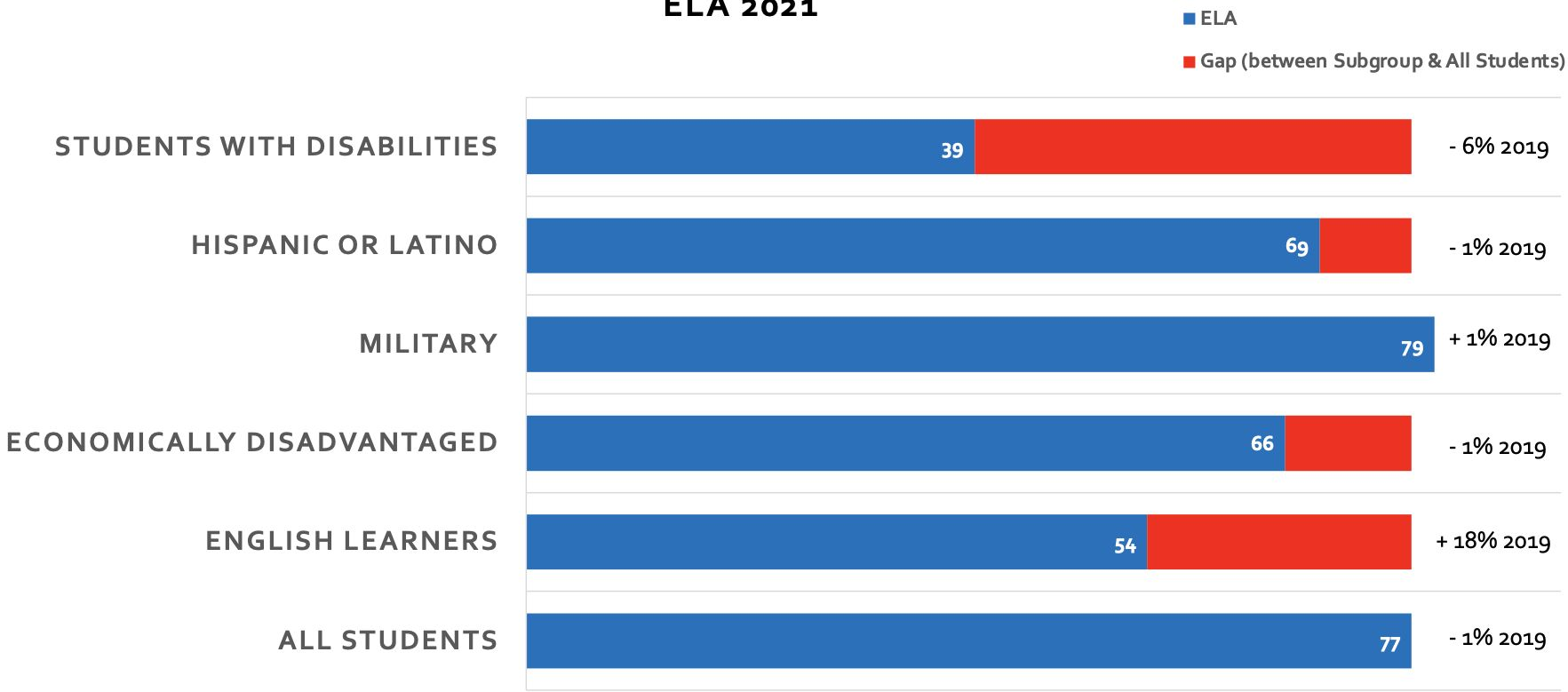
CAST Results – Year to Year Analysis

Updated January 11, 2022

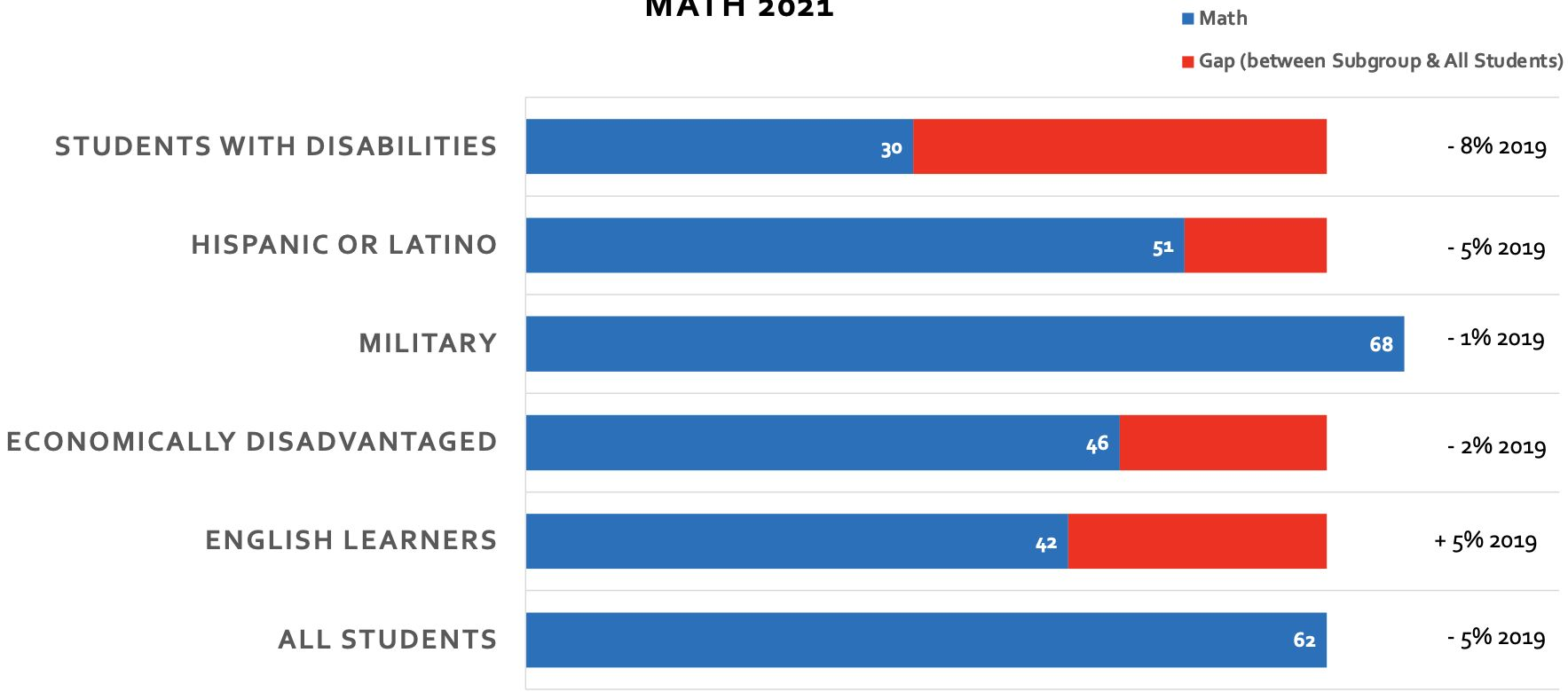
Grade	# Tested		California Science Test (CAST)						
	2018/19	2020/21	2018/19 Baseline	2020/21 Year 1		2018/19 Baseline	2020/21 Year 1	2018/19 Baseline	2020/21 Year 1
	ALL		ALL			VES		SSES	
5	221	N/A	66	N/A		64	N/A	71	N/A
8	239	150	61	54					
11	278	172	64	54					
12	274	N/A	50	N/A					
CUSD	1012	289	60%	54%					

Decrease in number of students tested (overall and by grade level)

CAASPP
PERCENT OF STUDENTS MEETING OR EXCEEDING STANDARDS
ELA 2021

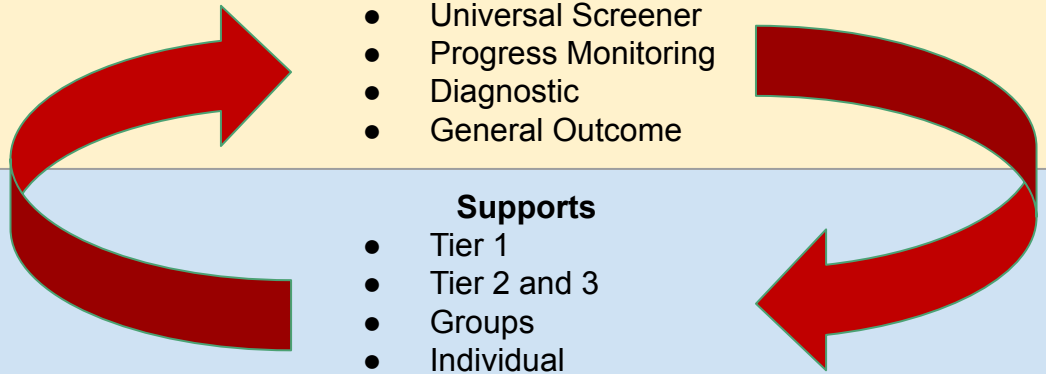


CAASPP
PERCENT OF STUDENTS MEETING OR EXCEEDING STANDARDS
MATH 2021



WHAT ARE WE DOING?

ELA	MATH	SCIENCE	HISTORY
New Curriculum • Amplify • Benchmark Advance	**New Curriculum** • CPM • Bridges in Mathematics	**New Curriculum** • NGSS FOSS • NGSS at CMS • NGSS at CHS • AP Science Courses • AP WL Courses	**New Curriculum** • Elementary (Pending -TCI) • Discovery Ed (CMS) • HSS at CHS • AP HSS Courses



Assessments
- Universal Screener
- Progress Monitoring
- Diagnostic
- General Outcome

Supports
- Tier 1
- Tier 2 and 3
- Groups
- Individual
- Support Courses

Professional Learning
- Instructional Strategies
- Curriculum
- State Standards and Framework
- Assessment
- Instructional Technology
- Data Analysis
- English Language Development
- Advanced Placement
- Co-Teaching
- MTSS

MTSS FLOWCHART FOR PreK-12

To meet the academic and behavioral needs of ALL students

Coronado Unified School District

TIER I

- ALL students receive high quality classroom instruction and supports
- Universal screener data should be used to guide instruction
- Provide evidence-based researched curriculum instruction that is aligned to California state standards
- Differentiated instruction to meet the diverse needs of all learners
- Utilize a decision making process that is based on multiple data points when determining the need for additional student supports

TIER II

- ALL students continue to receive Tier I high quality classroom instruction and supports
- Offer supplemental instruction that includes evidence-based, targeted, skill building interventions for identified skill deficit(s)
- Utilize progress monitoring that is aligned to the supplemental intervention and the student goals
- Provide individual or small group targeted instruction/intervention and supplemental supports to meet academic or behavioral needs
- Employ a decision making process that is based on multiple data points when determining the need for additional student supports or returning a student to Tier I, adjusting or changing Tier II intervention, or referral to the Student Support Team

TIER III

- ALL students continue to receive Tier I high quality classroom instruction and supports
- Offer intensive intervention that includes evidence-based, targeted, skill building interventions for the identified skill deficit(s)
- Interventions have increased intensity and frequency, including smaller group size
- Utilize progress monitoring that is aligned to the intensive intervention and the student goals
- Employ a decision making process that is based on multiple data points when determining the need for additional student supports. This may include: continuing Tier III with the same intervention, with an additional intervention attempted, or a change in intervention; returning to Tier II; returning to Tier I – OR – be referred to the school administration and student services team to determine the need for a comprehensive assessment through the child find process

CHILD FIND

- Students suspected of having a disability continue to receive high quality classroom instruction and supports
- Request for a comprehensive assessment for children suspected of having a disability immediately to CUSD staff
- Obtain written consent for the evaluation from the parent prior to the assessment
- Do NOT allow the MTSS process to delay nor deny the appropriate evaluation of a child suspected of having a disability
- Understand the MTSS process is not a prerequisite for a comprehensive assessment request
- Develop an Individualized Education Plan (IEP) for students eligible for special education services
- Determine if students not eligible for an IEP should return to the MTSS process or if they are eligible for a 504 plan

MTSS
Multi-Tiered System of Supports

Multi-Tiered Systems of Support

Academic

Behavior

Social-Emotional

Learning

Our Vision

We inspire, innovate, and create limitless opportunities to thrive.

Our Mission

Quality Education for Life! Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, career, society, and life with the confidence not only to dream, but to determine their futures.

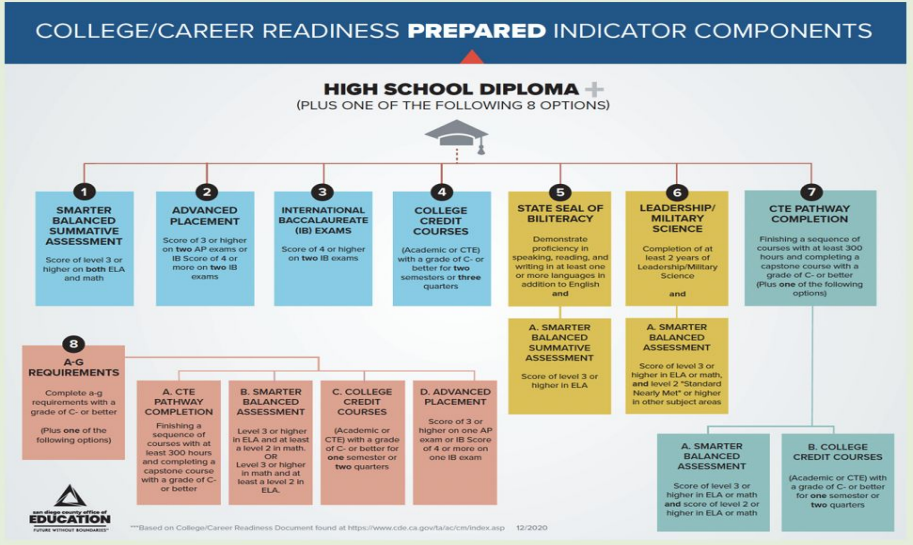
21st Century Outcomes

Critical Thinking	Communication	Collaboration	Creativity

College/Career Readiness

CCR Literacy Anchor Standards

READING	WRITING	SPEAKING AND LISTENING	LANGUAGE
Key Ideas and Details	**Text Types and Purposes****	**Comprehension and Collaboration**	**Conventions of Standard English**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Knowledge of Language**
Craft and Structure	**Production and Distribution of Writing**	**Presentation of Knowledge and Ideas**	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**Vocabulary Acquisition and Use**
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
6. Assess how point of view or purpose shapes the content and style of a text.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Integration of Knowledge and Ideas	**Research to Build and Present Knowledge**		6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Range of Reading and Level of Text Complexity	**Range of Writing**		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		



Instructional Focus

Speaking & Listening CCR Standards ~ Student Discourse!

Professional Learning & Resources

Question Stem Cards	Collaborative Conversation Strategies	Cognitive Rigor Matrix	Learning Walks	Data	DOK	Other

Questions from Educational Partners

What supports will be provided to underperforming students who are taking the CAASPP right now?

(Scot Youngblood)

CAASPP Score Reporting Timeline

- Student scores received in Summer 2022
- Student score reports available to families in August/September
- Educator Data Dive (August/September)
- CA public release in Fall 2022
- CA School Dashboard Fall 2022

Supports

- Summer 2022 Academic Opportunities
- Student Schedules (Tier 2 and 3)
- Educator Reports (CAASPP +++) (Tier 1)
- CUSD MTSS
- School Counseling Supports

SUMMER SCHOOL EXAMPLE

Elementary Summer School Recommendation List - Grade K

Prioritize:	
Red	Red: 1-2 grade levels below in ELA and/or Math
Orange	Orange: 0-1 grade level below in ELA and/or Math
Yellow	Yellow: If there is room, this student could benefit

Student Name	School	Teacher	Subject Area(s) of Concern: (Reading, Math or Both)	Letters:	Sounds:	Sight words:	Rote count:
	Silver Strand	[redacted]	Reading				
	Silver Strand `		Both				
	Silver Strand `		Both				
	Silver Strand `		Reading				
	Strand		Reading				
	Strand		Reading				
	Strand		Reading				
	Strand		Both				

What EXTRA academic resources and supports have been implemented to help students with literacy and math?
What is the process for identifying students for additional supports?
(Kevin Shaeffer)

- **Identification**: formative and summative data; educational partner input
- **Support**: type of support will match what the student needs (extra small group or individual support within or out of the classroom, support classes, etc.)
- **Counseling Supports**
- **Instructional Materials**

- **Tutoring**: NHS, middle school and elementary school
- **Summer School**
- **Additional supports** during and outside the school day

ACT/SAT/AP Pass Rate

School	Enrollment	ACT Composite	SAT Mean	AP Pass Rate (3,4,5)	Bell Schedule
National Avg		21	1068	58%	
State Average		23	1076	60%	
Top Performing San Diego High Schools (by alpha)					
Canyon Crest	2575	28	1395	91%	4x4
Carlsbad	2337	24	1196	83%	7 Periods
Coronado	1150	26	1212	84%	6 Periods
Del Norte	2168	27	1212	92%	Trimester
La Costa Canyon	1935	25	1213	69%	7 Periods
La Jolla	1350	27	1194	72%	6 Periods
Poway	2262	24	1206	83%	Trimester
Rancho Bernardo	2359	26	1209	85%	4x4
Sage Creek	1257	28	1235	86%	Trimester
Torry Pines	2418	28	1296	79%	7 Periods
Westview	2358	28	1277	93%	4x4

Grade Level	2018-19 Semester 1	2021-22 Term 1, Q1/ Semester 1	2018-19 Semester 1	2021-22 Term 1, Q1/ Semester 1	2018-19 Semester 1	2021-22 Term 1, Q1/ Semester 1
	Class Total	Class Total	# of Students with 1 or more D's	# of Students with 1 or more D's	# of Students with 1 or more F's	# of Students with 1 or more F's
9th Grade	289	257	59	37	27	25
10th Grade	277	252	48	28	22	15
11th Grade	287	271	52	30	16	9
12th Grade	284	273	38	15	16	6
Total # of Students	1137	1053	197	110	81	55

D/F List Data:

2021-22 Term 1, Quarter 1/Semester 1 was 9 weeks: August 26-October 29, 2021

2018-19 Semester 1 was 18 weeks: August 23, 2018-January 17, 2019

Number of students remediating Term 1 course in Term 2 (C or above required to remain on a-g track)

Math class=24

English class=12

Biology=1

Remediating a course in credit recovery class=20

Questions from Educational Partners