

# Progress On Student Achievement

CVUSD District Advisory Council  
March 22, 2022 (Part 2 of 2)

# Purpose

- Provide information on current approaches to supporting academic achievement and how to access these supports.
- Provide available academic achievement data TK-12 to examine potential impacts of COVID-19 pandemic on student achievement.
- Discuss and identify possible next steps to improve students academic achievement for all.

# Two Part Meeting

## February 8, 2022 DAC Meeting

Purpose

Overview and key background

Grade-span academic supports and available data

Share initial impressions

Submit questions/reflections

Things to consider



## March 22, 2022 DAC Meeting

Include representative principals

Breakout group discussion on successes and challenges, and how to address the academic achievement of students moving forward

Whole group reporting out

Overall next steps - students, teachers

# Some Key Considerations

- Everyone is working hard - including students, families, teachers, and staff.
- Disruptions in teaching, learning and assessment
- Many types of assessment
- We're writing the "pandemic playbook" - we're in a process of learning and making adjustments

What does the available information tell us about the academic progress of our students?

What future actions *tomorrow, next month, next year* might support the academic achievement of our students?

# Elementary Schools

**What does the available information tell us about the academic progress of our students?**

- Student work on computers continuing, typing, printing concerns - not based on data but on observation, spelling
- Concern of HW on computer vs hard copy
- Balance between written work and tech work
- Dip in 4th is historical - why?
- The presence of intervention and academic specialists and how effective those are
- Discussion on Unit 1 and Unit 2 in the data

**What future actions tomorrow, next month, next year might support the academic achievement of our students?**

- Need student data for sped not taking Wonders assessments
- Are there assessments that measure using Unique
- Teach students how yo use tech tools, and to type, haven't taught them how to sue them (typing club, Type to Learn, typing time in classroom),
- Desktops vs touch screens
- Stimulus dollars for intervention
- Addition of UDL/Intervention TOSA using

# Middle Schools

## What does the available information tell us about the academic progress of our students?

- What about when there is overlap between student groups? (SED, SWD). How are those students doing D/F percentage? Would like additional data
- There was an impact on students and their SEL and executive functioning skills
- Students can't thrive and learn unless they feel visible
- 

## What future actions tomorrow, next month, next year might support the academic achievement of our students?

- Are they back on track with the normal curriculum? Teachers collaborating and determine the essential standards and skills
- Balance between building executive functioning skills and the core curriculum
- Spiraling learning to support the remediation of skills within core Tier 1 curriculum
- Continued discussions and work at the site with teacher grading practices and district work on secondary grading policy
- Universal Design for learning
- Communicating to families about the supports and resources that are available to students.
- Building relationships between teachers and students and increasing the frequency of these conversations (relational piece)
- Making the invisible, visible- analyzing the data together with teachers. Helping teachers see the barriers that students are experiencing
- Seeing students through an unbiased lens. Combining DEI work with instruction, assessment

# High Schools

## What does the available information tell us about the academic progress of our students?

- Need for early identification of D/F students
- Canvas progress may not always be accurate and up to date.
- Focus on student groups

## What future actions tomorrow, next month, next year might support the academic achievement of our students?

- Identifying early drops. Students dropping classes and early intervention
- Teacher data re: D/F and drops. Identifying teachers and working with them on their D/F rates
- Parent/Teacher communication and teacher response (Partnering parents with teachers)
- Early identification systems - what does this look like? (example: A-G Coordinator)
- Updating and accuracy of current progress and grades - again...need for teacher/parent communication and feedback
- Frontloading information with parents. Especially with our freshman families.
- Building interventions and identification processes within the bell schedule and CPT time. Focus on the needs of kids

# Breakout Groups

# Elementary Schools

Dr. Dena Sellers, Director of Elementary Schools

# Elementary - Academic Supports Now

## Tier 1

### Pacing Guides

- Wonders Adoption
- ELA and Math pacing Guides
- Common Assessments

### Return to all standards taught and reported

- Final 2020 Report Card and 20-21 School Year Reporting was based on established essential standards
- 2021-22 Return to 2019-20 Report Card with changes to the language to be more family-friendly
- New assessments established using similar formats but modernized assessments endorsed or directly from Wonders
- Grades TK-2 Assessments and 1-3 reporting
- Grades 3-5 Unit Assessments in Wonders and Trimester Math Benchmarks
- Tier 1 Online platform applications

## Tier 2

### What's being provided/offered (site based decision):

- Target Time
- Grade Level Intervention Clusters
- Skill Level Interventions
- Push In and Pull Out
- After school programs

### How are students referred to these additional supports:

- Based on assessment data - report card assessments, benchmark assessments, Lexile
- Teacher recommendation
- Evaluated every 6-10 weeks
- Flexible groups - adjusting for needs and group dynamics

# Elementary - Kindergarten Progress Data

Kindergarten - ELA Trimester 1			
	2019-2020	2020-2021	2021-2022
Blends Sounds	80%	81%	86%
Fluently Names Letters	84%	87%	87%
HFW	64%	66%	58%
<b>Overall (All ELA)</b>	<b>76%</b>	<b>78%</b>	<b>77%</b>

Kindergarten - Math			
	2019-2020	2020-2021	2021-2022
Counts	82%	86%	82%
Counts 1:1 Correspondence	94%	96%	92%
Recognizes Numbers	88%	86%	87%
<b>Overall (All Math)</b>	<b>88%</b>	<b>89%</b>	<b>87%</b>

# Elementary - Grade 1 Progress Data

Grade 1 - ELA			
	2019-2020	2020-2021	2021-2022
Blend	87%		88%
Phonics	79%	76%	80%
HFW	72%	64%	60%
Fluency	N/A	N/A	N/A
<b>Overall (All ELA)</b>	<b>79%</b>	<b>70%</b>	<b>76%</b>

Grade 1 - Math			
	2019-2020	2020-2021	2021-2022
Add/Sub Accurately	88%	87%	87%
Counts, Reads, Writes	86%	82%	81%
Add/Sub Fluently	77%	74%	77%
Solves Word Problems	95%	92%	93%
<b>Overall (All Math)</b>	<b>87%</b>	<b>84%</b>	<b>84%</b>

# Elementary - Grade 2 Progress Data

Grade 2 - ELA			
	2019-2020	2020-2021	2021-2022
Phonics	72%		83%
Reads Accurately	73%	73%	78%
Reads Fluently	65%	66%	71%
HFW	85%	85%	89%
<b>Overall (All ELA)</b>	<b>74%</b>	<b>69%</b>	<b>80%</b>

Grade 2 - Math			
	2019-2020	2020-2021	2021-2022
Add/Sub Fluently	63%	74%	65%
Word Problems	69%	69%	74%
Understands Numbers to 1,000	88%	91%	86%
<b>Overall (All Math)</b>	<b>73%</b>	<b>78%</b>	<b>75%</b>

# Elementary - Progress Data

## ELA Benchmarks and Unit Assessments

	Tri 1 2018-19 December 2018	Tri 1 2019-20 December 2019	Tri 1 20-21 December 2020	Mid-Tri 1 Unit 1 21-22 October 2021	Tri 1 Unit 2 21-22 December 2021
Grade 3	61%	60%	60%	39%	70%
Grade 4	52%	55%	54%	38%	58%
Grade 5	65%	65%	63%	62%	75%

## Math Benchmarks

	Tri 1 2018-19	Tri 1 2019-20	Tri 1 20-21	Tri 1 21-22
Grade 3	78%	77%	73%	85%
Grade 4	79%	80%	76%	84%
Grade 5	65%	65%	63%	81%

# Elementary - Progress Data - Student Groups

## Grade 3 ELA Unit Tests

Student Group	Tri 1 Unit 1 21-22	All Students	Tri 1 Unit 2 21-22	All Students
SED	13%	39%	44%	70%
EL	16%		41%	
SWD	18%		51%	
Black/African American	14%		50%	
White	37%		67%	
Asian	51%		86%	
Hispanic	19%		47%	

# Elementary - Progress Data - Student Groups

## Grade 3 Math Benchmarks

Student Group	Tri 1 2019-20	All Students	Tri 1 21-22	All Students
SED	56%	77%	61%	85%
EL	52%		63%	
SWD	65%		74%	
Black/African American	70%		70%	
White	73%		82%	
Asian	90%		95%	
Hispanic	63%		70%	

# Elementary - Progress Data - Student Groups

## Grade 4 ELA Unit Tests

Student Group	Tri 1 Unit 1 21-22	All Students	Tri 1 Unit 2 21-22	All Students
SED	11%	38%	24%	58%
EL	10%		37%	
SWD	18%		29%	
Black/African American	30%		54%	
White	34%		58%	
Asian	73%		80%	
Hispanic	17%		34%	

# Elementary - Progress Data - Student Groups

## Grade 4 Math Benchmarks

Student Group	Tri 1 2019-20	All Students	Tri 1 21-22	All Students
SED	59%	80%	62%	84%
EL	56%		61%	
SWD	52%		59%	
Black/African American	76%		84%	
White	82%		83%	
Asian	92%		94%	
Hispanic	65%		67%	

# Elementary - Progress Data - Student Groups

## Grade 5 ELA Unit Tests

Student Group	Tri 1 Unit 1 21-22	All Students	Tri 1 Unit 2 21-22	All Students
SED	37%	62%	49%	75%
EL	19%		27%	
SWD	33%		45%	
Black/African American	55%		73%	
White	60%		73%	
Asian	86%		92%	
Hispanic	41%		56%	

# Elementary - Progress Data - Student Groups

## Grade 5 Math Benchmarks

Student Group	Tri 1 2019-20	All Students	Tri 1 21-22	All Students
SED	43%	65%	62%	81%
EL	38%		49%	
SWD	51%		59%	
Black/African American	61%		87%	
White	68%		79%	
Asian	84%		94%	
Hispanic	50%		65%	

# Elementary - Progress Data - Lexile (Based on SRI)

Percentage of Students in Proficient Range or Above

	Tri 1 2019-20	Tri 1 2021-22
Grade 3	44%	60%
Grade 4	55%	60%
Grade 5	68%	64%

\*\*Will have 20-21 Data for Tri 2 - all students did not take SRI in Tri 1 last year.

# Middle Schools

Dr. Sonia Wilson, Director of Middle Schools

# Middle - Current Academic Supports- Tier 2

## What's being provided/offered?

- Advisory/CREW/CORE/RTI classes targeting academic instruction- MTSS
- Guided Studies elective class that focus on executive functioning skills, tutoring, and study skills
- Academic support before during and after school
- Tutoring for English Learners
- Lunch tutoring in English/Language Arts & Math
- Online Tutoring Program

## How do students get into these additional supports?

- Based on student performance and teacher recommendation
  - Teacher assessments
  - SBAC assessments
  - Case conference or SST
- For MTSS, students are regrouped based on performance

# Middle - Academic Progress & Comparison

- SBAC/Alternative Assessment
- Ds, Fs
- Math Benchmark Assessments
- Number of students taking at least one honors course

# Middle School SBAC Data

<b>% Met or Exceeded Standard</b>	<b>SBAC 2017-18</b>	<b>SBAC 2018-19</b>	<b>Local Assessment 2020-21*</b>
<b>6th Grade ELA</b>	65%	65%	50%
<b>6th Grade Math</b>	58%	54%	48%
<b>7th Grade ELA</b>	65%	68%	65%
<b>7th Grade Math</b>	59%	58%	29%
<b>8th Grade ELA</b>	59%	63%	63%
<b>8th Grade Math</b>	60%	58%	44%

# Middle School SBAC Data by Student Group- 6th Grade

% Met or Exceeded Standard	SBAC 2017-18	SBAC 2018-19	Local Assessment 2020-21*
<b>ELA</b>			
<b>SED</b>	34%	37%	25%
<b>EL</b>	2%	8%	7%
<b>SWD</b>	17%	16%	8%
<b>Math</b>			
<b>SED</b>	27%	22%	18%
<b>EL</b>	6%	4%	9%
<b>SWD</b>	15%	9%	12%

# Middle School SBAC Data by Student Group- 7th Grade

% Met or Exceeded Standard	2017-18	2018-19	2020-21
<b>ELA</b>			
<b>SED</b>	36%	38%	40%
<b>EL</b>	0%	8%	17%
<b>SWD</b>	10%	17%	24%
<b>Math</b>			
<b>SED</b>	27%	25%	9%
<b>EL</b>	7%	6%	3%
<b>SWD</b>	5%	13%	7%

# Middle School SBAC Data by Student Group- 8th Grade

% Met or Exceeded Standard	SBAC 2017-18	SBAC 2018-19	Local Assessment 2020-21*
<b>ELA</b>			
<b>SED</b>	34%	37%	38%
<b>EL</b>	2%	5%	9%
<b>SWD</b>	12%	13%	24%
<b>Math</b>			
<b>SED</b>	32%	31%	20%
<b>EL</b>	4%	8%	8%
<b>SWD</b>	8%	4%	7%

# Middle School Trimester/Semester 1 D/F Data

	2019-20 (Tri 1)	2020-21 (Tri 1)	2021-22 (Semester 1)
<b>Percent of students with at least one D or F grade</b>	21.80%	35.0%	26.3%
<b>The percent of total grades given as D or F</b>	7.6%	19.7%	10%

# Middle School Trimester/Semester 1 D/F Data by Student Group

Percent of students in each student group with at least one D or F grade

Student Group	2019-20 (Tri 1)	2020-21 (Tri 1)	2021-22 (Semester 1)
EL	67.90%	84.1%	72.0%
SWD	43.50%	56.0%	42.6%
SED	49.50%	69.1%	56%

# Middle School Trimester/Semester 1 D/F Data by Ethnicity

Percent of students in each student group with at least one D or F grade

<b>Student Group</b>	<b>2019-20 (Tri 1)</b>	<b>2020-21 (Tri 1)</b>	<b>2021-22 (Semester 1)</b>
<b>American Indian or Alaska Native</b>	16.70%	33.3%	0.0%
<b>Asian</b>	8.90%	13.0%	5.6%
<b>Black or African American</b>	25.50%	48.1%	32.1%
<b>Hispanic or Latino of any race</b>	43.40%	60.9%	49.4%
<b>Native Hawaiian/Pacific Islander</b>	37.50%	44.4%	16.7%
<b>Two or more races</b>	10.90%	19.2%	15.0%
<b>White</b>	13.30%	24.2%	16.0%

# Middle School Math Benchmark Assessment

Grade Level Students	2020-21 (Trimester 1)	2021-22* (Semester 1)
Algebra 1 Honors	93%	90%
Algebra 1 CP	72%	82%
Math 8 CP	45%	66%
Math 7 A	76%	81%
Math 7 CP	41%	70%
Math 6 A	82%	84%
Math 6 CP	31%	64%

# Middle School Honors Courses

Grade Level Students	2019-20	2020-21	2021-22*
7th and 8th Grade	46%	45%	44%

# High Schools

Mr. Brian Mercer, Director of High Schools

# High - Academic Tier 2 Supports Now

## What's being provided/offered?

- Academic Support Centers at lunch
- After school tutoring programs
- Online Tutoring Program
- Additional classes - Oasis, Study Hall
- APEX & Cyber High opportunities
- Twilight sessions for AP/IB classes

## How do students get into these additional supports?

- Meeting with Counselor to enroll in classes/supports
- Sign-ups at lunch for support centers
- Drop in after school for tutoring programs
- Sign-ups via website for Online Tutoring Program

## Credit recovery

- APEX
- Cyber High
- Summer School

# High - Academic Progress & Comparison

- Graduation Rates
- Ds, Fs - Semester 1 grades
- SBAC
  - ELA
  - Math
- AP/IB
  - Enrollment (Tests Taken)
  - Passing rates

# High School Graduation Rates

2018-19	2019-20	2020-21
95.9%	95.5%	94.4%

# High School Graduation Rates

Student Group	2018-19	2019-20	2020-21
EL	64.8%	72.1%	65.7%
SWD	80.6%	87.6%	83.1%
SED	87.4%	90.8%	89.6%

# High School Semester 1 D/F Data

Percent of students receiving at least one D or F

Grade Level Students	2019-20 (S1)	2020-21 (S1)	2021-22 (S1)
9th	24.2%	28.6%	28.2%
10th	24.2%	26.5%	25.7%
11th	24.8%	23.6%	22.7%
12th	15.7%	17.7%	16.3%

# High School Semester 1 D/F Data

Percent of total grades given as D or F

Grade Level Students	2019-20 (S1)	2020-21 (S1)	2021-22 (S1)
9th	10.5%	15.2%	12%
10th	9.4%	13.4%	11%
11th	8.1%	9.7%	8%
12th	4.9%	7.1%	6.5%

# High School 2019-20 Semester 1 D/F Data by Student Groups

Percentage of students in each student group with at least 1 D or F grade

9-12 D/F	D/F	Enrollment	Percent
American Indian or Alaska Native	5	19	26.30%
Asian	69	733	9.40%
Black or African American	39	94	41.50%
Hispanic or Latino of any race	710	1827	38.90%
Native Hawaiian/Pacific Islander	8	27	29.60%
Two or more races	65	363	17.90%
White	666	3721	17.90%
<b>Grand Total</b>	<b>1562</b>	<b>6784</b>	<b>23.00%</b>

9-12 D/F	D/F	Enrollment	Percent
English Learner	143	225	63.60%
SPED	346	714	48.50%
SocioEcon Disadv	676	1574	42.90%
<b>Grand Total</b>	<b>1165</b>	<b>2513</b>	<b>46.3%</b>

# High School 2020-21 Semester 1 D/F Data by Student Groups

Percentage of students in each student group with at least 1 D or F grade

9-12 D/F	D/F	Enrollment	Percent
American Indian or Alaska Native	3	21	14.3%
Asian	56	727	7.7%
Black or African American	28	92	30.4%
Hispanic or Latino of any race	798	1801	44.3%
Native Hawaiian/Pacific Islander	7	27	25.9%
Two or more races	71	407	17.4%
White	635	3544	17.9%
<b>Grand Total</b>	<b>1598</b>	<b>6619</b>	<b>24.1%</b>

9-12 D/F	D/F	Enrollment	Percent
English Learner	172	238	72.3%
SPED	384	759	50.6%
SocioEcon Disadv	680	1427	47.7%
<b>Grand Total</b>	<b>1236</b>	<b>2424</b>	<b>50.9%</b>

# High School 2021-22 Semester 1 D/F Data by Student Groups

Percentage of students in each student group with at least 1 D or F grade

9-12 D/F	D/F	Enrollment	Percent
American Indian or Alaska Native	3	16	18.8%
Asian	60	700	8.6%
Black or African American	32	76	42.1%
Hispanic or Latino of any race	844	1893	44.6%
Native Hawaiian/Pacific Islander	4	17	23.5%
Two or more races	66	389	17.0%
White	708	3428	20.7%
<b>Grand Total</b>	<b>1717</b>	<b>6519</b>	<b>26.3%</b>

9-12 D/F	D/F	Enrollment	Percent
English Learner	219	334	65.6%
SPED	363	730	49.7%
SocioEcon Disadv	599	1204	49.8%
<b>Grand Total</b>	<b>1181</b>	<b>2268</b>	<b>52.1%</b>

# High School CAASPP Data by School

% Met or Exceeded Standard	2017-18	2018-19	2019-20	2020-21
CAS 11th Grade ELA	69%	59%	N/A	N/A
CAS 11th Grade Math	27%	40%	N/A	N/A
CVHS 11th Grade ELA	9%	21%	N/A	25%
CVHS 11th Grade Math	0%	0%	N/A	6%
NPHS 11th Grade ELA	65%	71%	N/A	76%
NPHS 11th Grade Math	50%	53%	N/A	60%
TOHS 11th Grade ELA	55%	70%	N/A	71%
TOHS 11th Grade Math	42%	46%	N/A	59%
WHS 11th Grade ELA	70%	67%	N/A	76%
WHS 11th Grade Math	54%	54%	N/A	58%

# Overall CAASPP Data (ELA)

% Met or Exceeded Standard	2017-18	2018-19	2019-20	2020-21
EL	N/A*	N/A*	N/A	N/A*
SWD	15%	13%	N/A	22%
Low-Income	35%	38%	N/A	51%
Black or African American	48%	39%	N/A	N/A*
Hispanic or Latino	34%	47%	N/A	57%

\* Fewer than 11 students were tested, therefore the data is not released

# Overall CAASPP Data (Math)

<b>% Met or Exceeded Standard</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
EL	N/A*	N/A*	N/A	N/A*
SWD	6%	6%	N/A	11%
Low-Income	20%	17%	N/A	29%
Black or African American	31%	18%	N/A	N/A
Hispanic or Latino	21%	25%	N/A	36%

\* Fewer than 11 students were tested, therefore the data is not released

# Advanced Placement (AP) & International Baccalaureate (IB)

	2018-19	2019-20	2020-21
<b>AP Tests</b>	4203	3910	3398
<b>AP Passing Rates (3 or better)</b>	78%	78%	70%
<b>IB Tests</b>	577	386	388
<b>IB Passing Rates</b>	95%	98%	98%