

Capistrano Unified School District

*End of Year Academic Data:
Multi-tiered System of Support
2022-2023 School Year*



Wildly Important Goals (WIGs)



Teaching and Learning

Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students

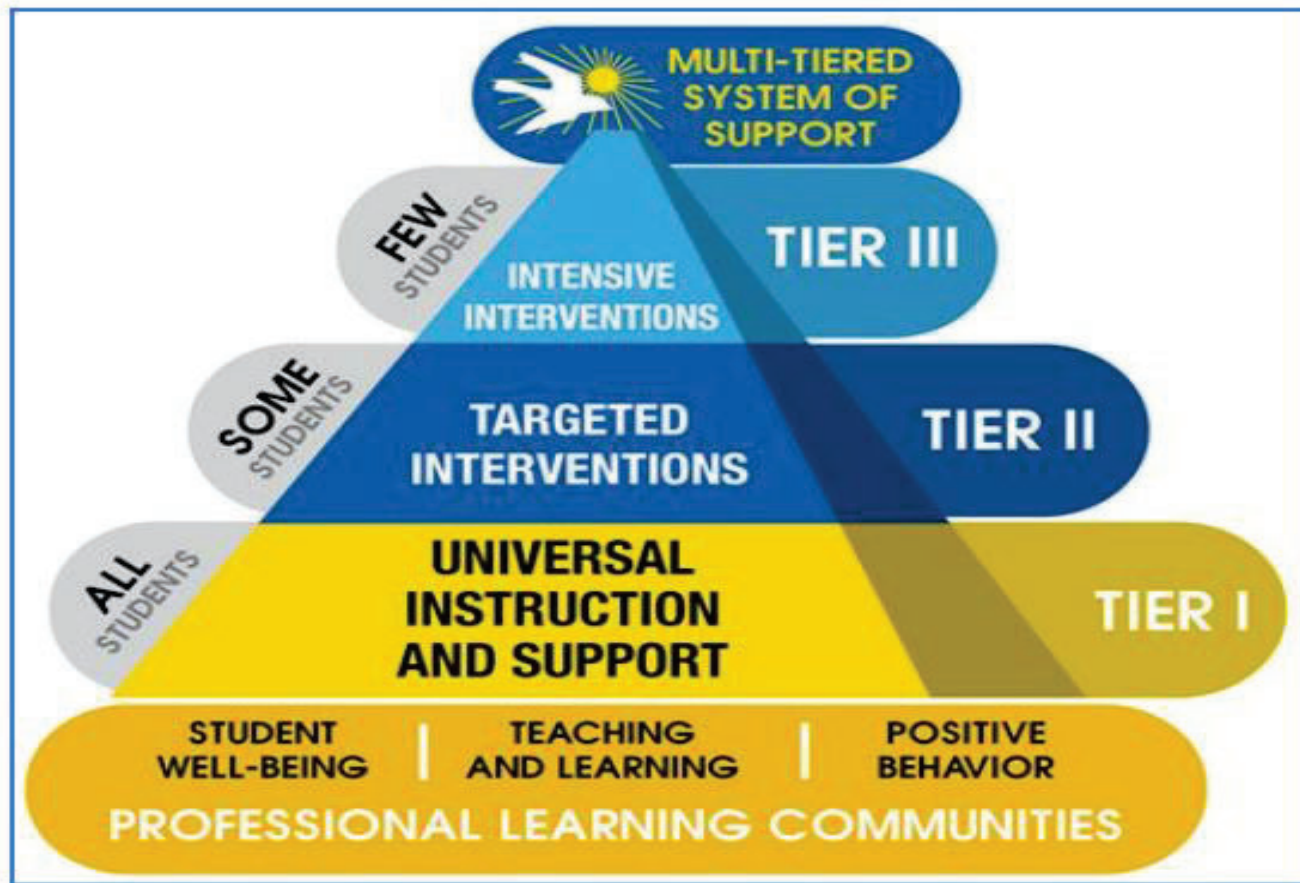
Communication

Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions

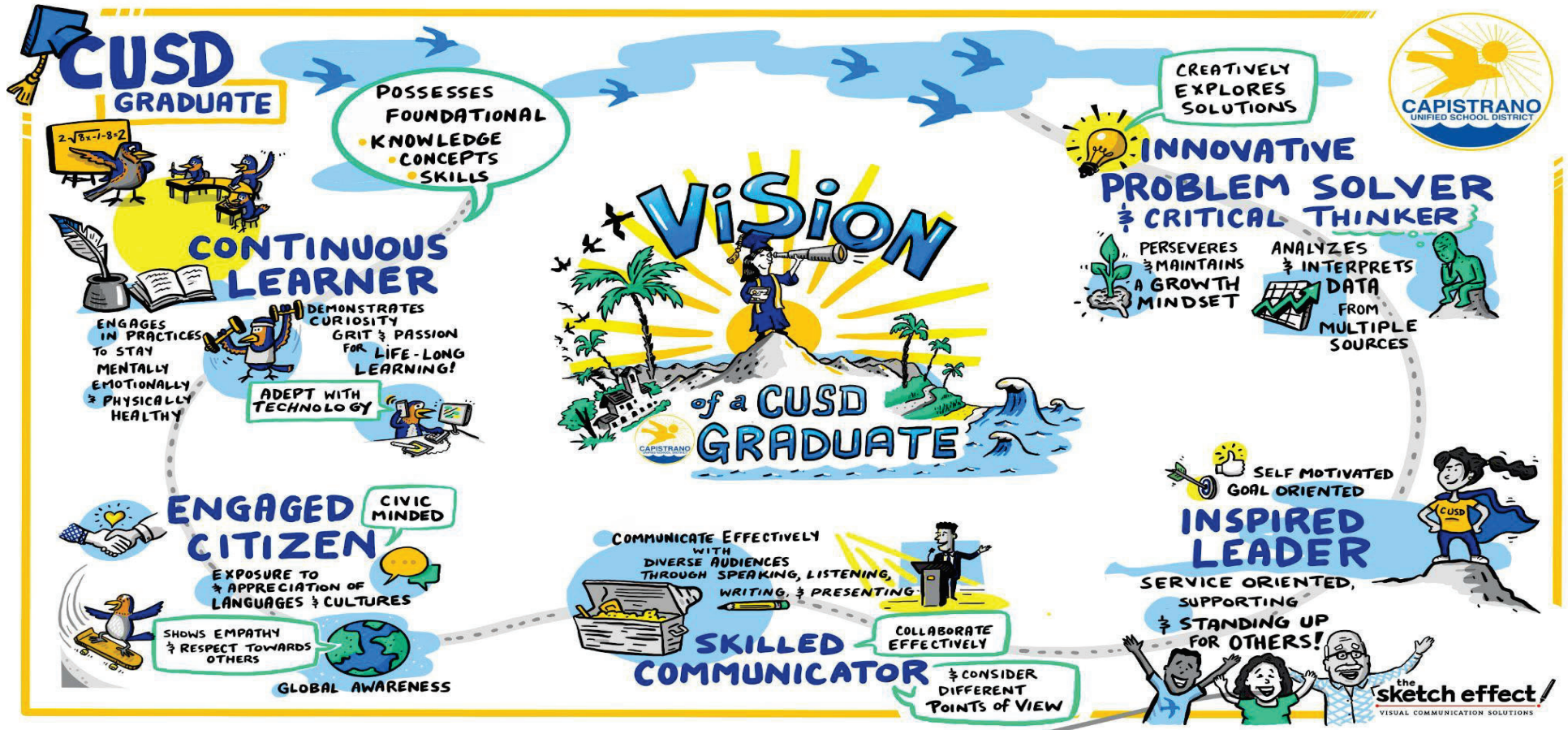
Facilities

Optimize facilities and learning environments for all students

Multi-tiered System of Support (MTSS)



Vision of a CUSD Graduate: 5 Key Competencies



MTSS: Leadership Development



The success of MTSS depends upon school principals supporting their teachers and staff to implement systems of academic support. Building capacity in school leaders at all levels through ongoing coaching and training has been a focus of Years 1 and 2 of MTSS:

- **Principals**
 - Individual coaching and support from Principal Supervisor
 - Leverage Learning training for elementary administrators and Leadership Teams
 - Solution Tree training for elementary and secondary administrators
 - Principal Professional Learning Community meetings once a month
- **Assistant Principals**
 - Monthly assistant principal meetings and training
- **Capistrano Management (CUMA)**
 - CUMA summer retreat and mid-year retreat

MTSS: Training and Systems



- MTSS implemented in all schools
- K-5 MTSS Specialists at all elementary schools and PLC Coaches at all secondary schools
- Elementary physical education program releases teachers weekly for Professional Learning Community collaboration and intervention planning
- Continued training for all elementary Instructional Leadership Teams (Solution Tree)
- MTSS Rubric developed and utilized for site self assessment to support continuous improvement of implementation
- Heggerty, Orton Gillingham, and Amplify training for elementary reading intervention programs
- All middle schools and high schools have a weekly late start to provide teachers time for PLC collaboration
- Reading and math intervention classes at all middle schools
- Middle and high school teachers released for two days of professional development focused on data analysis and PLC work for their content area
- Paper online tutoring program for all students in grades 3-12

MTSS: Partnership of Service with District

To measure leadership development, training, and systems, principals are surveyed twice per year to provide feedback. A partnership of service with District staff is essential to an effective MTSS:

From September 2021 to May of 2023, there has been a **21.1% increase** in the number of principals who agreed with the statement that the “relationship” was shifting to a partnership:

Survey Question	Sept 2021 (Total #: 45)	Dec 2022 (Total #: 49)	May 2023 (Total #: 50)	Change 9/21-5/23
The relationship between the central office and schools has shifted from primarily operations, compliance, and evaluation toward a partnership in service of principal, teacher, and student success.	A: 68.9% D: 31.1%	A: 83.7% D: 16.3%	A: 90% D: 10%	A: +21.1% D: -21.1%

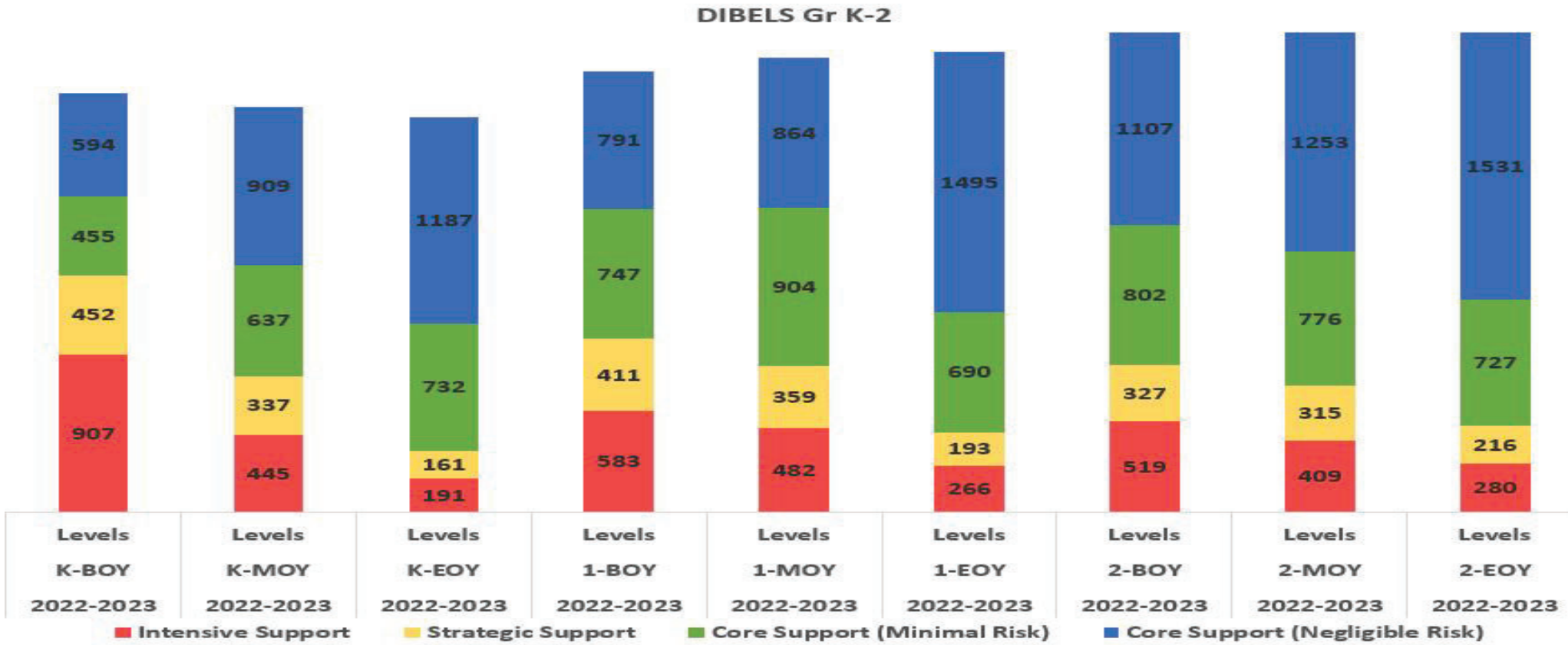
A = Agree; D = Disagree

2020-21, 2021-22 & 2022-23 DIBELS Comparison (Elementary)

2020-2023 DIBELS Composite Score Comparison Gr. K-5			
2020-2021 End of Year (EOY) % At or Above Benchmark *	2021-2022 End of Year (EOY) % At or Above Benchmark	2022-2023 End of Year (EOY) % At or Above Benchmark	Increase/Decrease from 2020-21 to 2022-23
All Students			
75.89%	79.82%	81.27%	5.35%
Special Education Students			
47.24%	48.10%	50.78%	3.54%
English Learners			
50.14%	50.00%	48.41%	-1.73%
Redesignated Students			
87.42%	90.68%	94.53%	7.11%
Socio-Economically Disadvantaged			
58.58%	63.35%	69.84%	11.26%

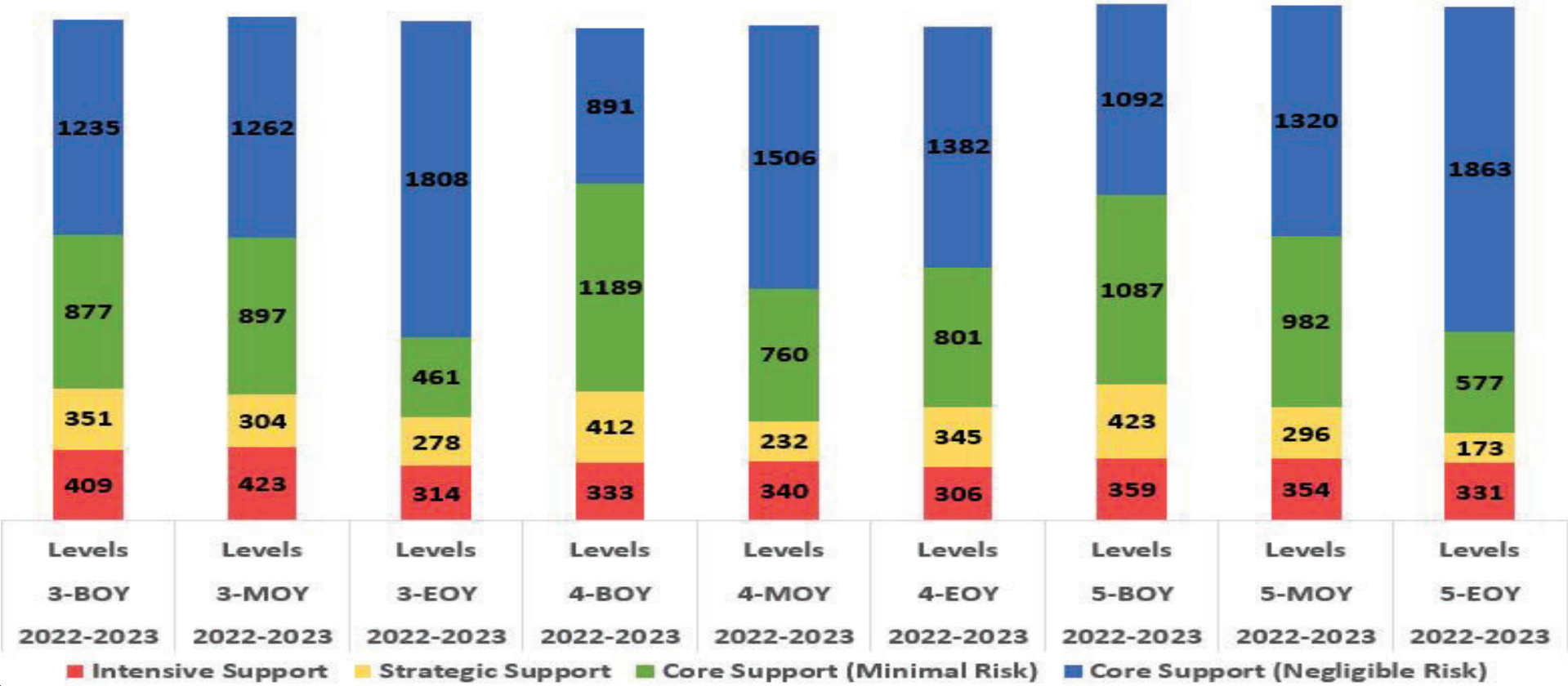
* Not All Students Tested

2022-2023 DIBELS Fall to Spring Comparison Elementary



2022-2023 DIBELS Fall to Spring Comparison

DIBELS Gr 3-5

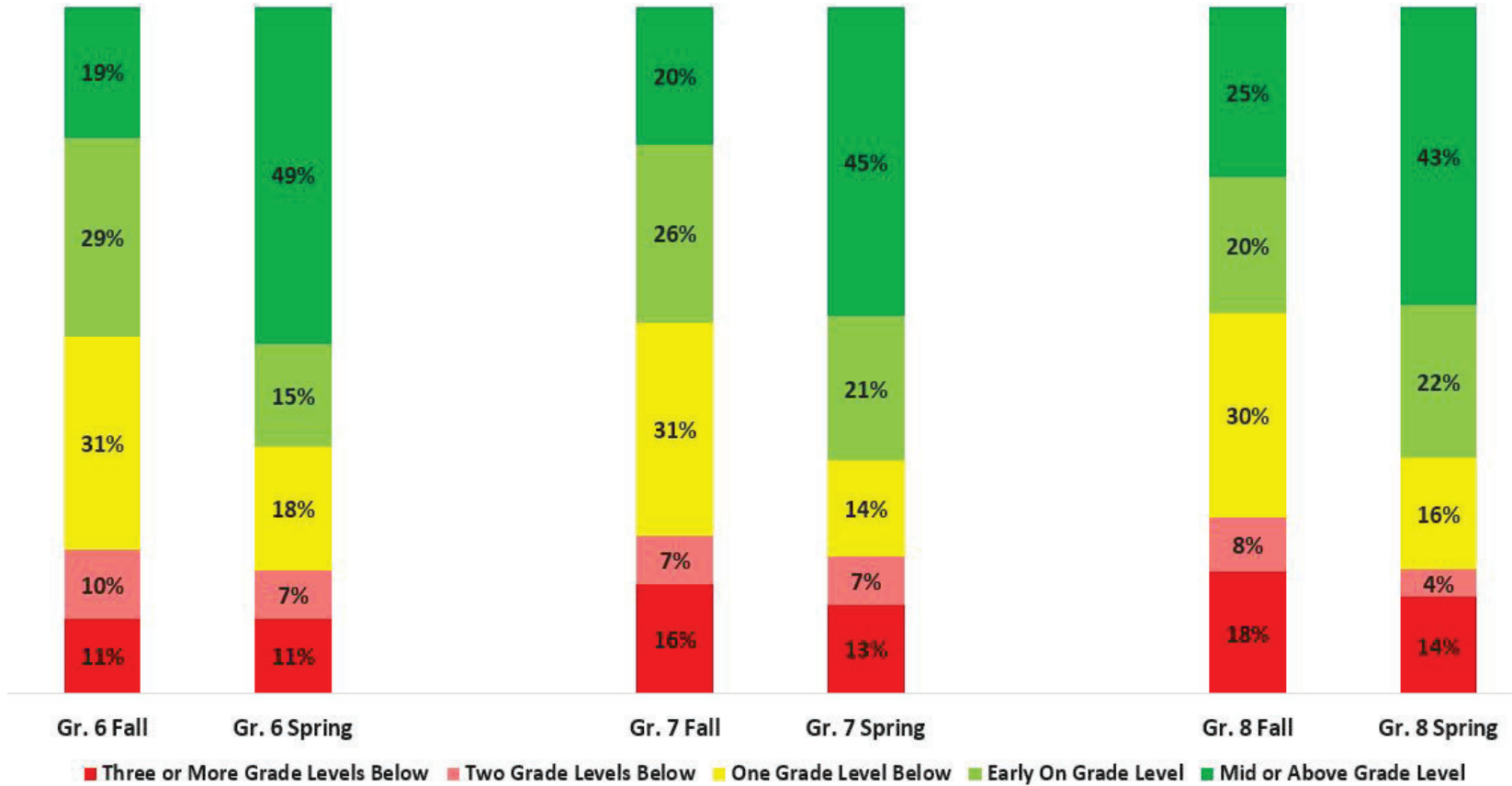


2021-22 & 2022-23 iReady Comparison (Grades 6-8 Reading)

2021-22 & 2022-23 i-Ready Comparison (Grades 6-8 Reading)		
2021-2022 End of Year (EOY) % Early, Mid or Above Grade Level	2022-2023 End of Year (EOY) % Early, Mid or Above Grade Level	Increase/Decrease from 2021-22 to 2022-23
All Students		
64.57%	65.42%	0.85%
Special Ed Students		
23.06%	22.87%	-0.19%
English Learners		
6.08%	5.16%	-0.93%
Redesignated Students		
57.36%	59.47%	2.12%
Socio-Economically Disadvantaged		
47.09%	47.58%	0.49%

2022-2023 Fall to Spring iReady Comparison

Grades 6-8 Reading

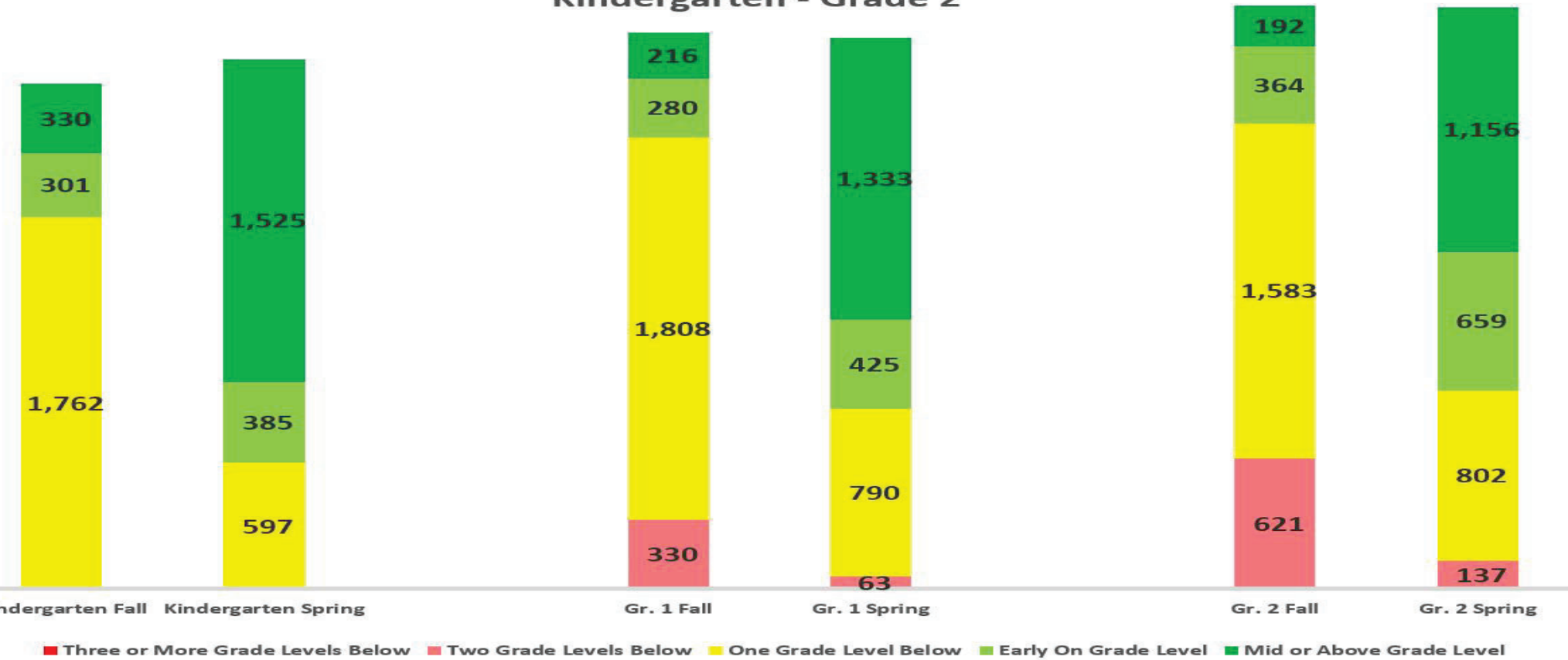


2021-22 & 2022-23 iReady Comparison (Grades K-5 Mathematics)

2021-22 & 2022-23 i-Ready Comparison (Grades K-5 Mathematics)		
2021-2022 End of Year (EOY) % Early, Mid or Above Grade Level	2022-2023 End of Year (EOY) % Early, Mid or Above Grade Level	Increase/Decrease from 2021-22 to 2022-23
All Students		
68.15%	70.26%	2.11%
Special Ed Students		
41.04%	43.18%	2.14%
English Learners		
27.69%	30.47%	2.78%
Redesignated Students		
79.73%	78.59%	-1.14%
Socio-Economically Disadvantaged		
44.38%	52.73%	8.35%

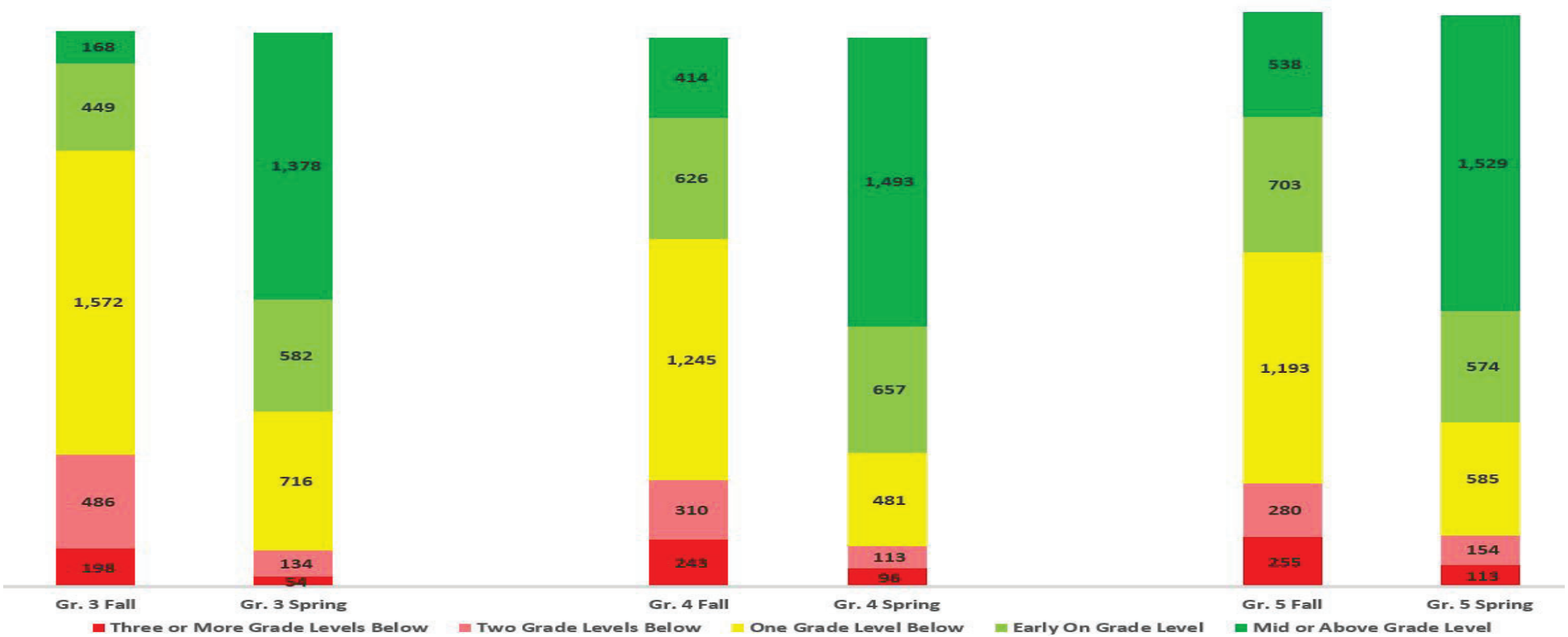
2022-2023 Fall to Spring iReady Comparison Grades K-5 Mathematics

Kindergarten - Grade 2



2022-2023 Fall to Spring iReady Comparison Grades K-5 Mathematics

Grades 3-5

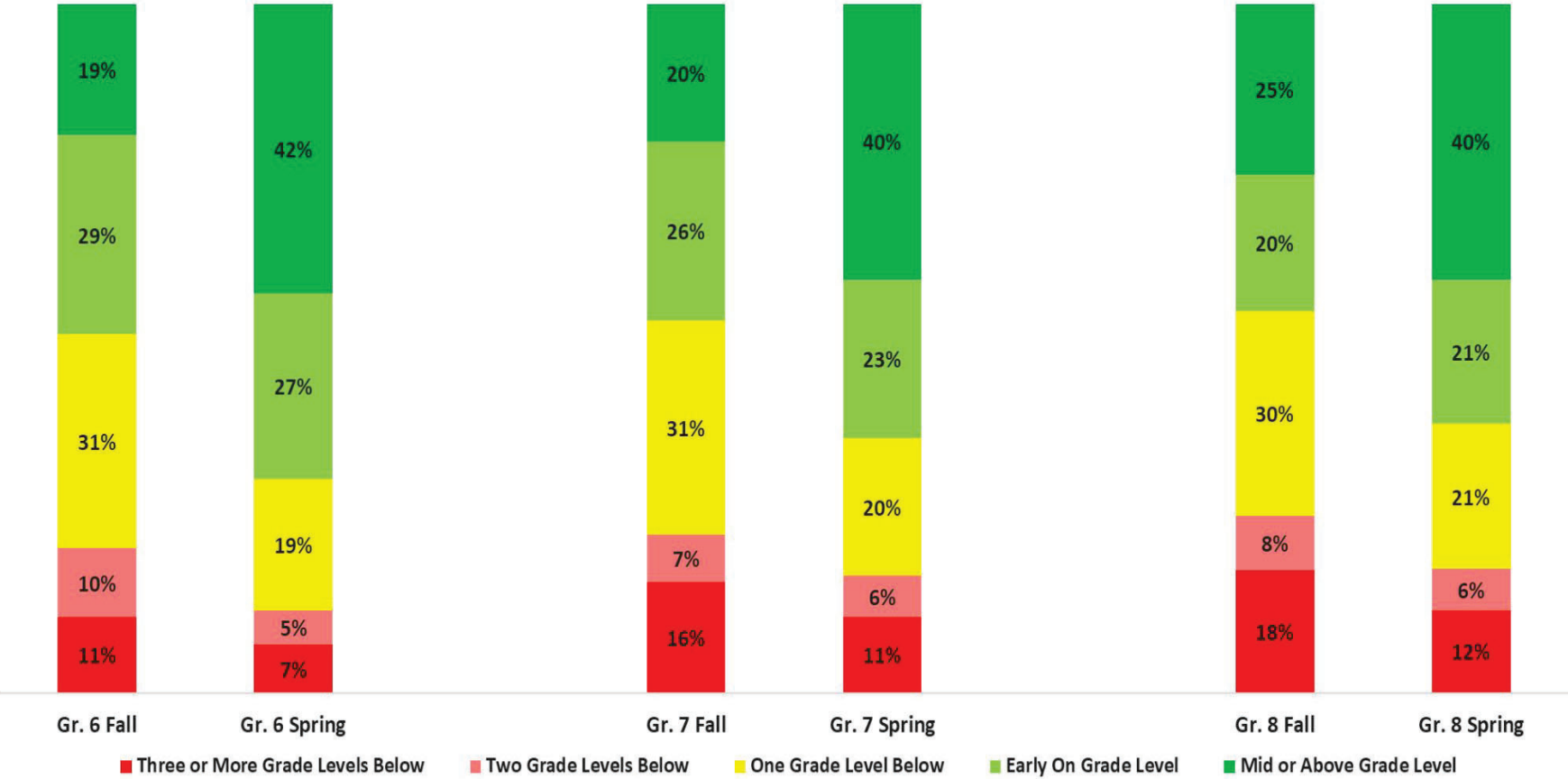


2021-22 & 2022-23 iReady Comparison (Grades 6-8 Mathematics)

2021-22 & 2022-23 i-Ready Comparison (Grades 6-8 Mathematics)		
2021-2022 End of Year (EOY) % Early, Mid or Above Grade Level	2022-2023 End of Year (EOY) % Early, Mid or Above Grade Level	Increase/Decrease from 2021-22 to 2022-23
All Students		
62.24%	64.23%	2.00%
Special Ed Students		
19.25%	20.32%	1.07%
English Learners		
9.59%	8.54%	-1.04%
Redesignated Students		
51.03%	55.29%	4.27%
Socio-Economically Disadvantaged		
35.33%	44.01%	8.67%

2022-2023 Fall to Spring iReady Comparison

Grades 6-8 Mathematics



Middle School D's and F's

Middle School--Fourth Quarter D/F %		
2021-2022 4th Quarter D or F	2022-2023 4th Quarter D or F	Decrease/Increase from 2021-22 to 2022-23
All Students		
7.57%	7.36%	-0.21%
Special Ed Students		
12.15%	12.96%	0.81%
English Learners		
18.21%	21.33%	3.12%
Redesignated Students		
8.91%	9.26%	0.35%
Socio-Economically Disadvantaged		
14.27%	12.90%	-1.37%

High School D's and F's

High School--Spring Semester D/F %		
2021-2022 Spring Semester D or F	2022-2023 Spring Semester D or F	Decrease/Increase from 2021-22 to 2022-23
All Students		
11.52%	10.53%	-0.99%
Special Ed Students		
22.58%	20.15%	-2.43%
English Learners		
34.47%	34.54%	0.07%
Redesignated Students		
18.83%	16.60%	-2.23%
Socio-Economically Disadvantaged		
21.96%	18.70%	-3.26%

Next Steps for MTSS in 2023-2024

To strengthen MTSS in 2023-2024, training and resources will be provided:

- **Training** in curriculum and instruction for teachers and administrators
- **Training and resources** for teachers and administrators to support English Learners and students in special education
- **Regular release time** for teachers to collaborate, review data, and hone instructional strategies within their PLCs will continue through release days for secondary teachers and the PE program for elementary teachers
- **Focus on key curriculum standards and refining formative assessments** to measure student progress throughout the year
- **Year 1 of Implementation of “CUSD Cares,”** the MTSS Well-being plan:
 - Mental health “tool kit” training for middle school teachers
 - Continued training for counselors
 - Piloting of “student well-being check-ins” and “mindfulness moments”
 - Summer training for all principals and District managers in mental health and well-being strategies for staff

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