PERIOD 4 KEY SCHOOL METRICS 2022-2023

Pearson Virtual Schools (PVS) works with leadership teams, teachers, and other staff members of the schools it supports to continuously improve student achievement. The Customer Success Partner (CSP) team works to support schools through School Improvement Planning, Advisory Committees, Professional Learning Communities (PLCs), and weekly communication with each school's leader to support all stakeholders working through the daily challenges of successful school operations.

Common operational trends in these school-based efforts are monitored across all schools with priorities placed on the metrics summarized below. These metrics are timely, and align with both the school year cycle, and align to the Core Standards for Teaching and Learning, a guide of best practices and recommendations for a Connections Academy school. The Core Standards group teacher and school operational tasks into these more broadly defined categories:

- **Professional Responsibilities:** Second semester "final" core course passing rates (course completion) for all students and IEP only, and cohort results.
- **Instructional Expertise**: Summary of Connections-offered professional learning sessions.
- **Quality Instruction:** Student and Learning Coach contacts.
- **Student Engagement:** On time and completed Welcome Calls, student, completed end of year contacts, during school year withdrawals, and Curriculum Based Assessment (CBA) completion.
- **Data Driven Instruction**: completion of Math and ELA Post-Test benchmark assessments.
- **School Operations:** teacher and student intent to return.

Reporting Period 4 encompasses the time between March 31st, 2023, and June 30th, 2023. The metrics shown here are compared with a group of other Connections Academy schools – aggregated to give some context without sharing every school's data. There are not truly "comparable schools," but we have grouped them by student start date noted in the tables by "Group," and, also by size (small 0-799, medium 800-2999, large 3000-5499, x-large 5500+ students). Additionally, year over year comparison data is provided where available to highlight specific trends. Many other factors contribute to and should be considered when evaluating successful school operations (age of the school, its rate of growth, its funding per pupil, enrollment caps and/or other rules affecting student demographics, etc.); that information is not provided in this report.

Professional Responsibilities

	ELA Course Pass Rates			Math Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CALCA 2023	88%	87%	83%	86%	75%	87%
CALCA 2022	95%	76%	86%	93%	75%	79%
X-Large Avg.	93%	90%	86%	87%	78%	83%
Group 3 Avg.	93%	88%	83%	89%	79%	83%
Connections Avg.	94%	88%	86%	91%	81%	84%
	Science Course Pass Rates			Social Studies Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CALCA 2023	90%	85%	89%	89%	75%	88%
CALCA 2022	90%	83%	85%	88%	83%	83%
X-Large Avg.	95%	91%	89%	94%	88%	89%
Group 3 Avg.	94%	88%	87%	94%	87%	85%
Connections Avg.	95%	90%	88%	94%	88%	88%

- **Second semester "core" course passing rates for all students** - This shows the second semester "core" courses final pass rates, broken down by grade bands; K-5, 6-8 and 9-12. Course completion plays a key role in school graduation rates and reteach, relearn policies to help students demonstrate mastery of standards and are part of a successful school's core operating principles.

	IEP ELA Course Pass Rates			IEP Math Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CALCA 2022	83%	78%	70%	80%	70%	75%
CALCA 2023	81%	82%	64%	80%	70%	69%
X-Large Avg.	91%	88%	83%	85%	76%	82%
Group 3 Avg.	87%	84%	75%	80%	71%	74%
Connections Avg.	90%	86%	81%	86%	76%	80%
	IEP Science Course Pass Rates			IEP Social Studies Course Pass Rates		
	K-5	*6-8*	*9-12*	*K-5*	*6-8*	*9-12*
CALCA 2022	88%	75%	76%	84%	71%	82%
CALCA 2023	85%	77%	72%	83%	75%	71%

X-Large Avg.	94%	87%	88%	92%	85%	87%
Group 3 Avg.	87%	82%	83%	87%	80%	77%
Connections Avg.	91%	86%	85%	91%	84%	83%

- **Second semester "core" course passing rates for students with Individual Education Plans (IEP)** – This shows the second semester "core" courses final pass rates for students with an IEP, broken down by grade bands; K-5, 6-8 and 9-12. Course completion plays a key role in school graduation rates and reteach, relearn policies to help students demonstrate mastery of standards and are part of a successful school's core operating principles.

	4 HS Cohorts % On Track	2023	2024	2025	2026
CALCA 2023	61%	59%	55%	57%	75%
Connections Avg.	62%	66%	56%	59%	68%

- **Cohort Summary Report – HS Cohorts % On Track** – Average metrics of 4 active cohorts for the current school year. (Classes of 2023, 2024, 2025, and 2026). The graduation rate is the percentage of students in the cohort that are on track to graduate within the 4-year period, including the summer after senior year. For each cohort it's (# EOY Grad Status = Early or On Time) / (All Students Ever Enrolled in the Cohort and not Validated by State as Excluded from Denominator). This is now a standard key metric in addition to being a school focus goal.

Instructional Expertise

- **Professional Learning Sessions Offered** – Pearson Virtual Schools has offered an extensive professional learning program for the last several years. Last year, overviews shared with Boards demonstrated a commitment to flexibility and meeting the unique needs of individual teachers. The Professional Learning course features a calendar for teachers to choose sessions most relevant to their needs and level of experience in the virtual environment and Pearson Online Classroom.
  - *Professional Learning Opportunities offered for Teachers in Reporting Period 4*
    - *School Year Cycle – End of Year Tasks*
    - *The Science of Reading and Dyslexia*
    - *Instructional Fireside Chats*
    - *FERPA Training*
    - *Records Management Training*
    - *Best Practices in Creating Custom Assessments*
    - *Writing Development through the Year*

- ▪ *Power BI*
- o *Year-Long Opportunities*
  - ▪ *Communities of Practice – ELA, Math, Enrollment, State Reporting*
  - ▪ *Counseling and Social Workers*
  - ▪ *Special Education and 504 Coordinators*
  - ▪ *Boots on the Ground Sessions*

Quality Instruction

	Student Contacts Met	LC Contacts Met
CALCA 2023	99%	89%
CALCA 2022	100%	77%
X-Large Avg.	92%	82%
Group 3 Avg.	94%	80%
Connections Avg.	90%	79%

- **Student & LC Contacts Met** – Although much contact happens in other ways (webmail, LiveLesson recording, etc.), PVS recommends a targeted synchronous contact between teachers and students every 14 days. Additionally, an expectation of at least 3 annual contacts with the Learning Coach is considered a Core Standard. The metrics here are reporting the % of students with an individual synchronous contact within the last 14 days for the student and at least 3 phone contacts have occurred with the Learning Coach by the end of reporting period 4.

Student Engagement

	On Time Welcome Calls	Welcome Calls Complete	EOY Contacts-Met	DSY WD	CBA "Met" K-8	CBA "Met" 9-12
CALCA 2023	97%	99%	94%	16%	97%	52%
CALCA 2022	96%	100%	93%	14%	99%	62%
X-Large Avg.	92%	99%	96%	19%	79%	72%
Group 3 Avg.	89%	99%	84%	18%	71%	64%
Connections Avg.	91%	99%	91%	20%	76%	72%

- **Students receiving a Welcome Call on time, and total Welcome Calls complete** – Welcome Calls to students by teachers (or designated school staff members) have been shown to correlate strongly with prolonged student enrollment and parent satisfaction; a Welcome Call is "on time" if completed within 7 calendar days of enrollment. Even with a significant increase in overall

enrollment, schools worked hard to ensure that 94% of welcome calls were completed on time. The target for this metric is set to 95% because some students who enroll never engage but cannot be immediately withdrawn due to truancy and other non-compliance processes

- **End of Year Contacts Met** – As part of the school year cycle communication process at each school, teachers complete an End of Year call with all students prior to the last day of school. During this call, teachers discuss recommended placement, suggest ways to prevent summer learning loss, and attempt to help families finalize their plans for returning the next school year.
- **During School Year Withdrawals –** This shows % of students who enrolled, engaged for at least 5 school days, and subsequently withdrew this school year. Withdrawal rates are typically higher than in traditional brick and mortar schools, and differences between Connections Academy schools can be a result of several factors.
- **Students with CBAs Met** – Connections-supported schools use a minimum number of "curriculum-based assessments" (CBAs) as one way to ensure student learning is authentic. CBAs are usually 1:1 phone call and/or Livelessons, using webcams and microphone capabilities, during which a teacher probes the student's understanding of a specific part of the curriculum. This metric is the % of students at the school met these criteria by the end of reporting period 4.

Data Driven Instruction

	ELA Benchmark Post-Test	Math Benchmark Post-Test
CALCA 2023	K-8 91% 9-12 96.8%	K-8 90% 9-12 96.7%
CALCA 2022	97%	97%
X-Large Avg.	83%	56%
Group 3 Avg.	65%	47%
Connections Avg.	65%	59%

- **Benchmark Assessment Participation** - Connections supported schools administer benchmark assessments three times a year – at the beginning of the year (pre-test), middle of the year (mid-test), and end of the year (post-test). This metric is the % of students at the school that participated in the Post-Test benchmark assessments.

School Operations

	Teachers Returning	Eligible Students Returning
CALCA 2023	98%	88%
CALCA 2022	97%	88%
X-Large Avg.	97%	87%
Group 3 Avg.	97%	83%
Connections Avg.	96%	83%

- **Percentage of teachers planning to return as of 4/1** – Each spring, teachers are asked to indicate if they intend to return to their teaching position for the next school year. 96% of teachers said "Yes" across Connections-supported schools, consistent with prior year. More teachers do leave between 4/1 and the beginning of the school year, but this is a useful early indicator of teacher retention.

- **Percentage of students planning to return as of 6/30** – Each Spring, families are asked to indicate if they intend to return. 83% of students eligible to return (graduating seniors, for example, are not counted) replied "Yes". This represents a 4% increase of students indicating to return from the prior year.