



Current Status of Assessments at Compass Charter Schools
September 25, 2021

a. Where we are with scholar assessment data/results

- Most scholars took the benchmarks (71% of scholars completed math, 66% of scholars completed reading)
- Results:
 - Early Literacy - 62% proficiency rate: 264/424 scholars scored at or above benchmark proficiency level
 - Reading 57% proficiency rate: 899/1576 scholars scored at or above benchmark proficiency level
 - Math - 54% proficiency rate: 923/1698 scholars scored at or above benchmark proficiency level
- CCS of Yolo is outperforming CCS of San Diego and CCS of Los Angeles; fewer scholars in Yolo, which can skew results
- This is all a baseline for this year; we cannot compare to prior years because it was a different assessment and was not an assessment on the state's approved list
- At this time, we cannot provide a breakdown by special populations; or demographics; our IT department is currently working with our Assessment and Data team on this

b. Where we want to be with our scholar assessment results

Baseline: SBAC ELA (3-8) 39% • SBAC ELA (11) 53% • SBAC Math (3-8) 18% • SBAC Math (11) 6%
Goal: SBAC ELA (3-8) 50% • SBAC ELA (11) 60% • SBAC Math (3-8) 30% • SBAC Math (11) 12%

- Because the STAR benchmark is indicative of how scholars will perform on their CAASPP assessment, we expect our scholars to increase in each grade span through the spring of 2024 to show scholars are working toward or are meeting grade-level standards. LCAP (goal #1)
- With a new system this year, we want to:
 - Get anecdotal/qualitative data from STs: Are the STAR results good indicators of scholar knowledge and proficiency?
 - This is just one measure of performance, so we want to be thorough with following up with STs, as they see the scholars holistically
 - Delve into how special populations are performing so we can determine targeted support for them
- We are not where we want to be yet, but we have initiatives in place to provide targeted support
 - Freckle, which is tailored to scholars' individual needs
 - Targeted tutoring for math and reading
 - Subscriptions to supplement core curriculum
- if we were to align our LCAP goals that were set for the CAASPP:



c. How we will meet those results

- We implemented new roles this year - instructional coaches - to support STs in their instructional practices, and how to target reading and math - our overall focus is to improve student achievement, especially in math
- We have ongoing professional learning to support our STs - we have offered 15 professional development sessions in just 7 weeks - 2 data digs (to help STs understand how to analyze data to make informed decisions, and see trends in to address within their own roster) STAR training, multiple instructional coaching sessions on Getting Started, and how to enhance live instruction to engage scholars with NearPod and Peardeck - these PDs are intentional and engaging, in order to help STs in their unique role and to move the needle (increase student achievement)
 - We are doing a data dig benchmark results PD next week with all STs whereby they are bringing 3 scholars on their caseload to analyze - high, mid, low - and have a discussion on next steps with their colleagues
- Review benchmark results with the LC and scholar during connection meetings to tailor supplemental resources to close skill gaps
- Lexia is a research-based data-driven ELD curriculum that will help us increase achievement for our English Learners
- Using several supplemental curricula for SPED: Learning Ally, Read Naturally, Ascend Math, and MaxScholar
- Increase in tutoring hours being offered and number of sessions available for tutoring.
- Specialized tutoring for ELs
- Using our MTSS framework and our SST process to facilitate intense support for scholars who are struggling
- Revamping and expanding our ASIT process (A School Intervention Team) where teachers bring "cases" of struggling scholars to a team where instructional and support strategies are discussed, then implemented; this can be done prior to an SST
- Training the SPED team, Academic Support team, and Staff Support team on Orton-Gillingham approach to teaching literacy
- Expanding the use of our AVID lesson library for synchronous instruction
- Focusing on specific standards/strategies during synchronous instruction
- Enhancing the learning that is going on at home via live interaction and synchronous instruction
- Proactively addressing SEL concerns via counseling small group sessions and counseling support, as well as future implementation of SEL curricula (1 self-paced [NOVA] and 1 [Panorama] that allows staff to survey the scholars to determine their SEL needs, then customize lessons based on the responses). SEL barriers can negatively impact academic performance
- Awaiting future analysis by Parsec (data consultant) to synthesize and then analyze data across multiple departments and platforms to find correlations between initiatives and academic outcomes, so we can better focus on the strategies supported by our data as effective
- Added another counselor (grant funded) with a background in mental health; with more counselors, the Counseling department can provide more proactive support and intense support
- Dedicated McKinney-Vento liaison at Compass to support our scholars who are experiencing homelessness, as well as our foster youth



d. Root causes of assessment results:

- Results can be skewed based on the number of scholars in a particular grade level.
- We are seeing major learning loss across the board in public schools and charters, due to the pandemic. In our STAR Renaissance chat group (for all districts who utilize STAR) there is a trend - chatter around how to support scholars to close the gaps, as they faced major learning loss over the last 18 months
- This year is a baseline year with a new assessment (STAR Renaissance)
- Even for the CAASPP, the state is having schools administer a modified, shortened version and has informed schools not to use it as a basis for comparison to prior years
- Scholars may have insufficient digital skills that affect computer test taking; many LCs are still paper-pen based in their home instruction
- Discrepancy between how scholars are learning in their curriculum and how questions are asked on an assessment create a gap between scholar knowledge/skills and results on a standardized assessment
- Learning loss due to COVID; COVID had effects (and continues to have an effect) on scholars that were enrolled in 2020-21 at Compass, even if there was little to no school interruption
- Social-emotional barriers; there has been notable increase in the number and severity of cases requiring intense counselor intervention/support/outside referrals; also happening with more of our younger scholars
- We have a larger number of scholars experiencing homelessness than in prior years; these scholars often lack access to reliable internet and in having their basic needs met.
- Huge variety of curricula offered to Options scholars and diverse homeschooling philosophies/methodologies play a role; we hope to enhance the home learning experience with our live instruction.
 - Different presentation of material, verbiage, and that can affect scholars' assessment taking skills and ability to interpret questions, etc. on the assessment. Ex: Waldorf typically doesn't focus on reading until grade 2
 - Some methodologies may involve addressing state standards in a different order, so some have not yet been mastered

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