



Academic Services Division Report
December 4, 2021

Great work is happening throughout the Academic Services Division. This report is meant to highlight several of the functional areas with updates for the Board of Directors:

- Awaiting semester grades and mid-year benchmark assessment results in order to start identifying correlations between initiatives and outcomes; insufficient data points at start of the year
 - New benchmark assessment, so no basis of comparison until mid-year assessment results are obtained; baselines established
 - Though we have a 100% rate of staff reporting on 504 supports, we are awaiting sufficient data points to determine impact on academic achievement of scholars with 504 plans.
 - Looking forward to checking for correlations to outcomes after using STAR results to identify skill gaps and using Freckle for tutoring
- A gap in preparedness for administrative positions was identified, mainly due to lack of prior exposure to certain experiences; I instituted and led a Leadership Mentoring program for the new coordinators, coaches, and administrators.
- Major efforts taking place to promote attendance at intervention tutoring for those who qualify. Preliminary raw data sets reflect that scholars who attend tutoring make greater gains in Freckle, a Math and ELA intervention platform
- 83% of ELs are making adequate progress in Lexia to increase English language proficiency
- We doubled our reclassification rate of English Learners to Redesignated Fluent English Proficient (RFEP) since last year after implementing Lexia as our designated ELD program across programs
- Piloting dyslexia screener through our Academic Support Department and Scholar Support Coordinator in anticipation of SB237 implementation next year
- Increase since last year in scholars on track for graduating in four years
- Decrease since last year in scholars at-risk for not graduating and credit deficient. Successes in the area of graduation and fewer credit deficient scholars attributed to organization-wide Wildly Important Goal (WIG), AB104, AB130/167, efforts of our Scholar Success team, and lower counselor to scholar ratios
- Starting Learning Coach Ambassador Program; applications being taken, now that the purpose and goal of the program have been fleshed out
- Constantly improving Learning Coach Academy, based on feedback from participants

- COVID-19 restrictions are impacting ability to plan more field trips and staff them; more time required for planning due to constantly changing guidelines and vendor requirements
- Interest in virtual scholar workshops (VSW) remains high
- Tiered Re-engagement is in full implementation resulting in low truancy rate
- Increased rate of scholar attendance at Online Learning Labs, but not as high for homeroom instruction for grades 4-12; investigating reasons
- Focus in Online Learning Program on identifying which instructional strategies are resulting in improved academic achievement
- New Interim Director and new Interim Coordinator in Options; managing staffing and roster changes; the director proactively mitigated the potential impact on families
- Only 3% of tier 1 re-engagement have progressed to tier 2
- Increased direct interactions between supervising teachers and scholars appears to be making a positive difference, but more data is needed to determine this; anecdotal evidence suggests a positive impact on scholar engagement and achievement
- As of November 17, 344 scholars with IEPs identified
- Shortage of qualified education specialists has resulted in difficulties in hiring enough staff for the department; we contracted with NPA providers for case management and services to ensure legal compliance
- Daily Dose of Math implemented (research-based) to increase exposure to math problem solving; will assess outcomes to see if this improves our math scores; instituting a similar program with ELA
- Initial Beginning of Year (BOY) benchmark assessments indicate over half of our scholars overall are performing at or above grade level in both reading and math; however, this varies when broken down by program and grade levels. In the younger grades, Options scholars seem to be performing better, but by middle and high school, Online scholars are outperforming them
- Staff continue to be trained on the use of data to drive instructional decisions, with guidance from our Staff Support Department
- AVID continues to be integrated into daily practice across programs and grade levels
- Awaiting rollout of new SEL programs second semester (NOVA - in development; Panorama integrated with School Pathways)
- Results of Academic Division staff survey regarding professional development needs shared with the Academic Division during a recorded Office Hour

A lot of hard work is taking place, thanks to our dedicated staff, to continue to improve the educational experience we provide our scholars. My thanks to our team for everything they do each and every day.

Respectfully Submitted,

Aviva Ebner, Ph.D.
Assistant Superintendent
& Chief Academic Officer