



Academic Services Division Report
March 26, 2022

The members of the Academic Services Division continue to work hard to support scholars in having a successful school year. This report highlights several of the functional areas with updates for the Board of Directors:

- Our team is currently working on recommendations for the 2022-23 school year for anticipated staffing, resources, and expenditures to support scholar learning.
- The Leadership Mentoring program, which I lead, for the new coordinators, coaches, and administrators continued, along with additional coaching/goal-setting for coordinators being provided from the Learner-Centered Collaborative (through our board-approved Educator Effectiveness Grant Plan); we are honing in on best practices for providing support for staff to support scholars, as well as how to work synergistically with each other.
- Our Academic Support Team is working diligently to curate resources to support staff and scholars identified with potential indicators of dyslexia.
- Tiered re-engagement continues to reduce the truancy rate; the plan is regularly updated to streamline the process; while we are searching for our new Director of Options Learning, Janae Smith, our Director of Online Learning, has pitched in to support the Options coordinators with this process.
- Direct support session offerings for our English Learners (ELs) have increased.
 - ELs who attend tutoring for ELA outperform those who do not when it comes to assessments.
- Rates of ELs approaching proficiency have notably increased since last year and prior years.
- 504 scholars' benchmark assessment scores increased by 25% in early literacy, 8% in reading, and 14% in math between beginning of year and mid-year administrations.
- 67% of high school scholars are on track to graduate within their 4-year cohort; this number continues to rise.
- 28 scholars for Fall 2021 earned their high school diploma; 68% were within the 4-year cohort, with 43% being awarded a state seal of some type.
- Of those scholars participating in the Accelerated Course Options Program (ACOP) during Fall 2021, the course passing rate was 83%.
- Our new counselor position, funded through our Expanded Learning Opportunities Grant Plan, has worked with small groups in grades 4 to 8 with social-emotional supports and also facilitated short term individual counseling sessions with other scholars identified as high risk. Our Director of Counseling Services, Debra Stephan, is

currently working on an action plan to ensure that these mental health supports are expanded and in compliance with our board-approved plan.

- Graduation/Culmination: Virtual Kindergarten and 5-Grade Culminations have been scheduled for Friday, June 10; in-person 8th Grade Promotion and 12th Grade Graduation have been scheduled for June 14, 15, and 16.
- Average cumulative rating of engagement and satisfaction of Field Trips, Clubs, Virtual Scholar Workshops, and Learning Coach Academy remains high.
- The Online Learning Program has seen small increases across grade spans in scholars passing their courses, with 3% of scholars in K-8 earning a C or better, and a notable 5% increase in high schoolers who passed their courses
- The Options Learning Program has seen a continued positive shift in connection meetings to include more opportunities for showcasing scholar work, with 76% of families attending and participating in connection meetings in the first semester.
- The supervising teachers and Options scholars have anecdotally shared the positive impact that these sessions have on building relational capacity.
- As of March 16, Compass had 405 scholars with IEPs across all three schools.
- Our Curriculum Developer has compiled, modified, added standards to, and vertically aligned approximately 200 lessons in the lesson plan database.
- The Assessment Teachers on Special Assignment (ToSAs) hosted weekly scholar and learning coach CAASPP Workshops in February and March.
- The majority of grade level populations showed growth in reading and math in all three CCS schools. For grade levels that were flat, the academic teams are assessing the barriers, and putting additional supports into place.
- Small increases in achievement between Fall and Winter noted specifically for scholars with IEPs; further data analysis is required to determine barriers to more extensive growth and corresponding supports needed.

Extensive 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