



COMPASS
CHARTER SCHOOLS



Academic Services Division
June Update
June 2022

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Agenda

- Mission and Vision
- Values
- Academic Support
- Counseling Services



Agenda, continued

- Engagement
- Online Learning
- Options Learning
- Special Education
- Staff Support
- Q & A



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



Our Values

COMPASS CHARTERS

- A**chievement: Engage in and take charge of your learning.
- R**espect: Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.
- T**eamwork: Work cooperatively with all persons involved in your education. *Teamwork makes the Dreamwork*
- I**ntegrity: Behave following strong ethical principles, values, and academic honesty.
- C**ommunication: Frequently and proactively communicate with all persons involved in your education.



Academic Support Highlights

English Language Learners

- With support from the English Learner (EL) Committee, an EL curriculum guide was developed this year to help support STs with vetted curricular choices and resources for integrated ELD.
- As of June 15, 2022, we have a reclassification (RFEP) rate of 14.7%, up from 4.7% from last year in 2020/21. This number will continue to climb (our K-2 ELPAC scores are still outstanding and will be calculated). Final RFEP data will be presented in the fall.
- 35% of EL scholars went up at least one English Learner Progress Indicator (ELPI) (awaiting more scores from K-2).



Academic Support Highlights

English Language Learners

- 70% of all scholars that met usage targets, advanced one or more grade levels this school year.
- 53 scholars started the year working on below grade level material. With consistent usage of Lexia Core5, these scholars made substantial literacy gains. Since the beginning of the school year:
 - 51% of these scholars advanced at least 1 grade level of skills
 - 23% caught up to grade-level or above



Academic Support

English Language Learners

- Our 6th -12th graders had a marked improvement in their (English Language Development) ELD courses via Lexia PowerUp with an improvement of 3% increasing our overall combined passing rate to 94%.
- 36% of ELs were attending at least 25% or more of their live sessions up from 30% from Semester 1. The increase in attendance may have impacted the increase of the ELD passing rates; we are analyzing for correlations.
- At the start of the year, 48% of scholars were working on some Foundational Zone (K-2) skills in at least one strand.
- By the end of the year, 31% of scholars are still working on some Foundational Zone (K-2) skills in at least one strand.
- 30% of all scholars moved up at least two zones from BOY to EOY.
- 45% of scholars that met the minimum usage moved up at least two zones from BOY to EOY.



Academic Support Highlights

Scholar Success

- Of the scholars who attended both intervention tutoring and resource groups, 46.6% of reading and 48.5% of scholars tested out of tiered intervention
- Overall, 27% tested out of tutoring (no longer needed it)
- 34% of scholars working in Freckle Math and 23% of scholars working in Freckle Reading tested out of tiered intervention.
- 39% of math scholars and 24% of reading scholars who attended 6 or more tutoring/resource sessions tested out of tiered intervention.



Academic Support Highlights

Scholar Support

- The number of 504 scholars increased this year from **72** in 2020-21 to **114** in 2021-22.
- **110** 504 meetings were held this year (compared to **90** from 20/21).
- **36** new 504 referrals this year (compared to **25** from 20/21).
- Some potential explanations for an increase in 504 plan referrals:
 - Collaboration between the Scholar Support Coordinator and the SPED Coordinators to develop a tracking system and plan of action for scholars who did not qualify for IEPs, but still required supports for disabilities has contributed to the increase of scholars with 504 plans.
 - Scholars with possible disabilities (not all qualify for an IEP) who are struggling to access the general education curriculum are referred by Counseling and other departments for consideration of a Section 504 plan.



Academic Support Highlights

Scholar Support

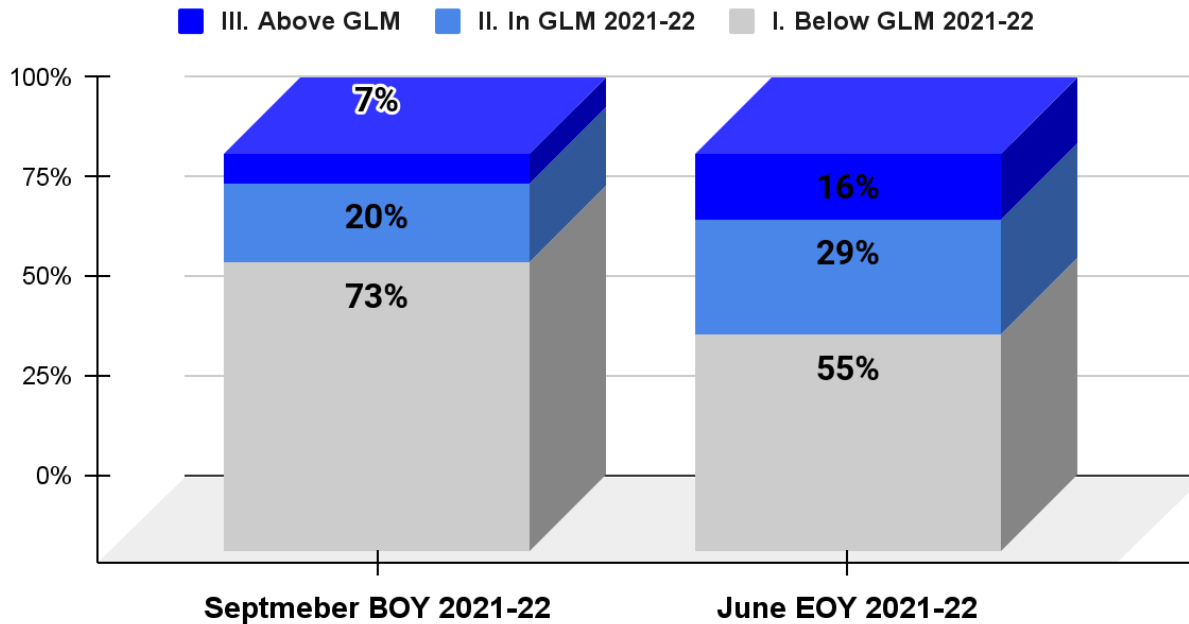
- **31** referrals for dyslexia screening in 2021-22 compared to **13** from 2020-21
- **12** scholars actively participated in the DRIP (Dyslexia Reading Intervention Program), completing a total of **2,758** minutes of intervention via Nessy, MaxScholar, or Lalilo.
 - **93%** of the participants improved their benchmark scores from BOY to EOY
- We have used this to process to help with planning for the implementation of SB 237 coming this Fall.
- A Dyslexia Friendly Curriculum Guide was created in collaboration with the Staff Support Department.



Academic Support

EL Support

TK-5 Total Progress in Lexia Core5 from BOY to EOY



Total CCS Charters TK-5

KEY:

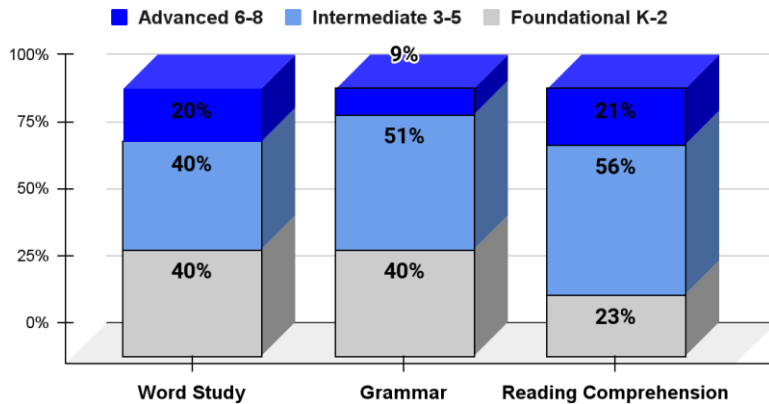
- I. Below Grade Level of Material (GLM)
- II. Working In GLM
- III. Working Above GLM



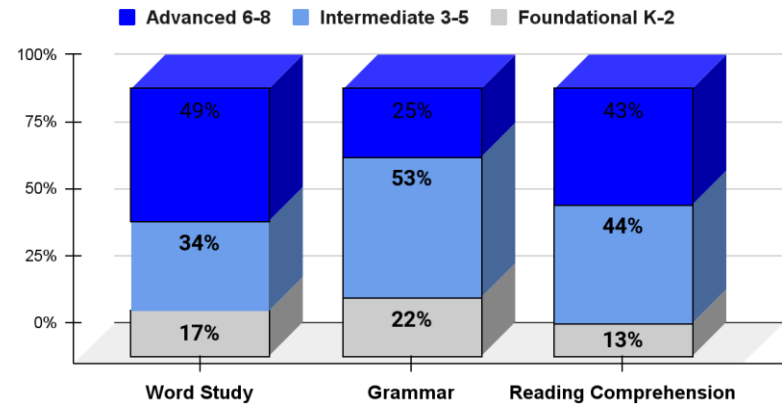
Academic Support

EL Support

6-12th Progress in Lexia PowerUp from BOY to EOY



Total CCS- September 2021



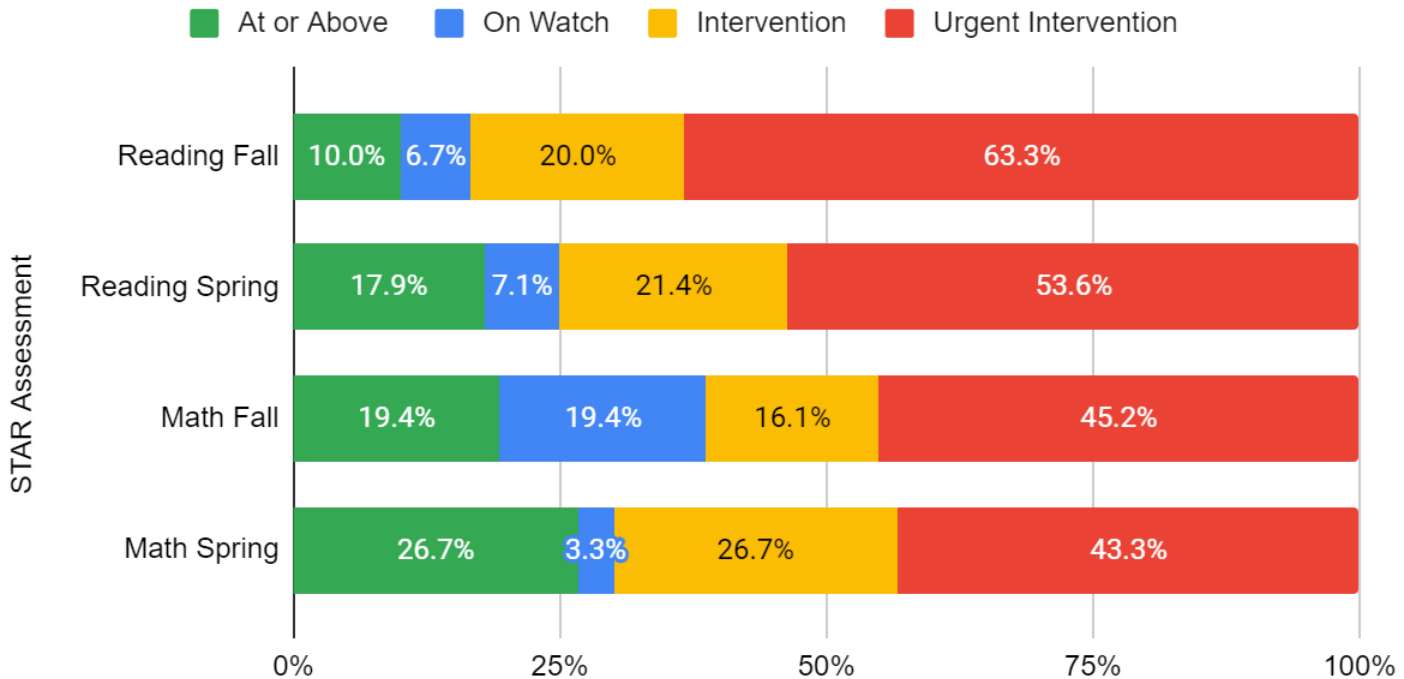
Total CCS- June 2022



Comparison Fall v. Spring

English Learner Scholar Proficiency

Compass Charter Schools of Los Angeles

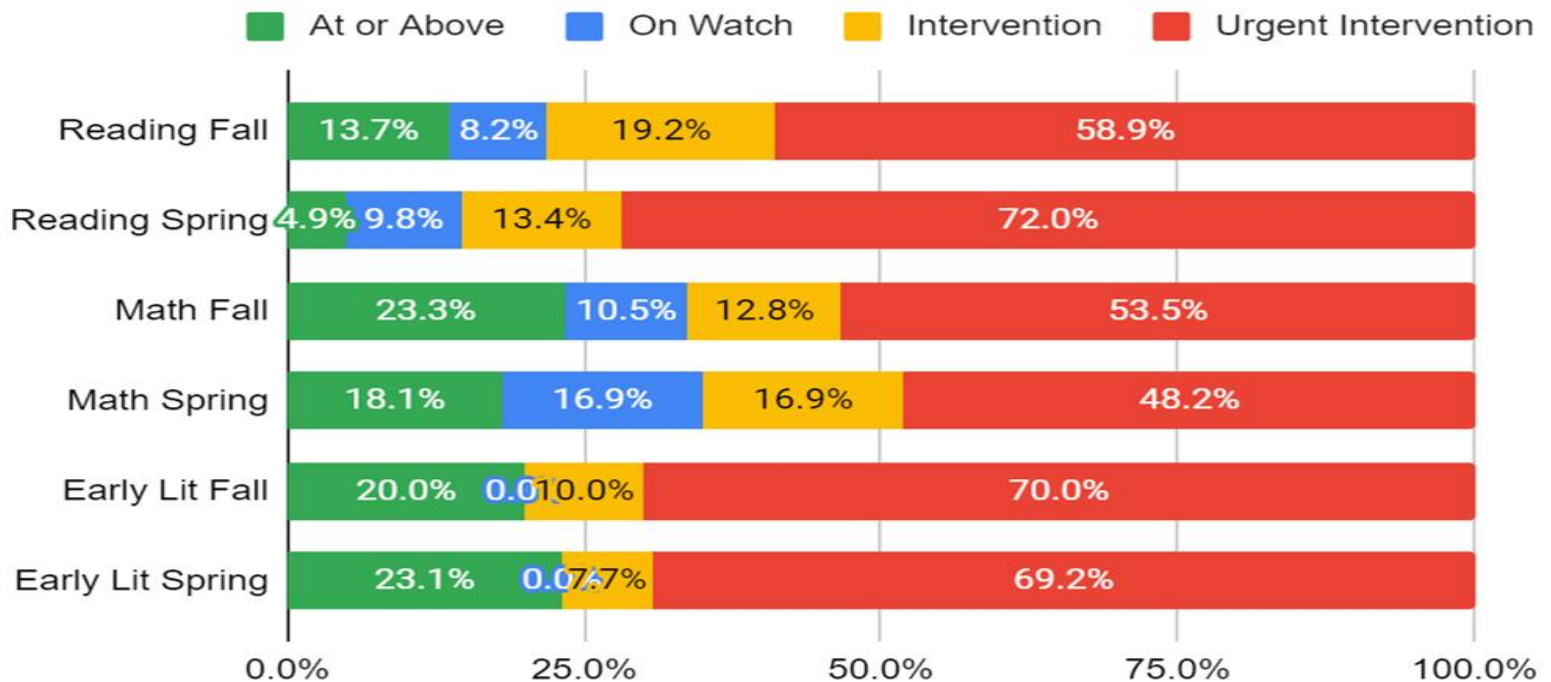




Comparison Fall v. Spring

English Learner Scholar Proficiency

Compass Charter Schools of San Diego

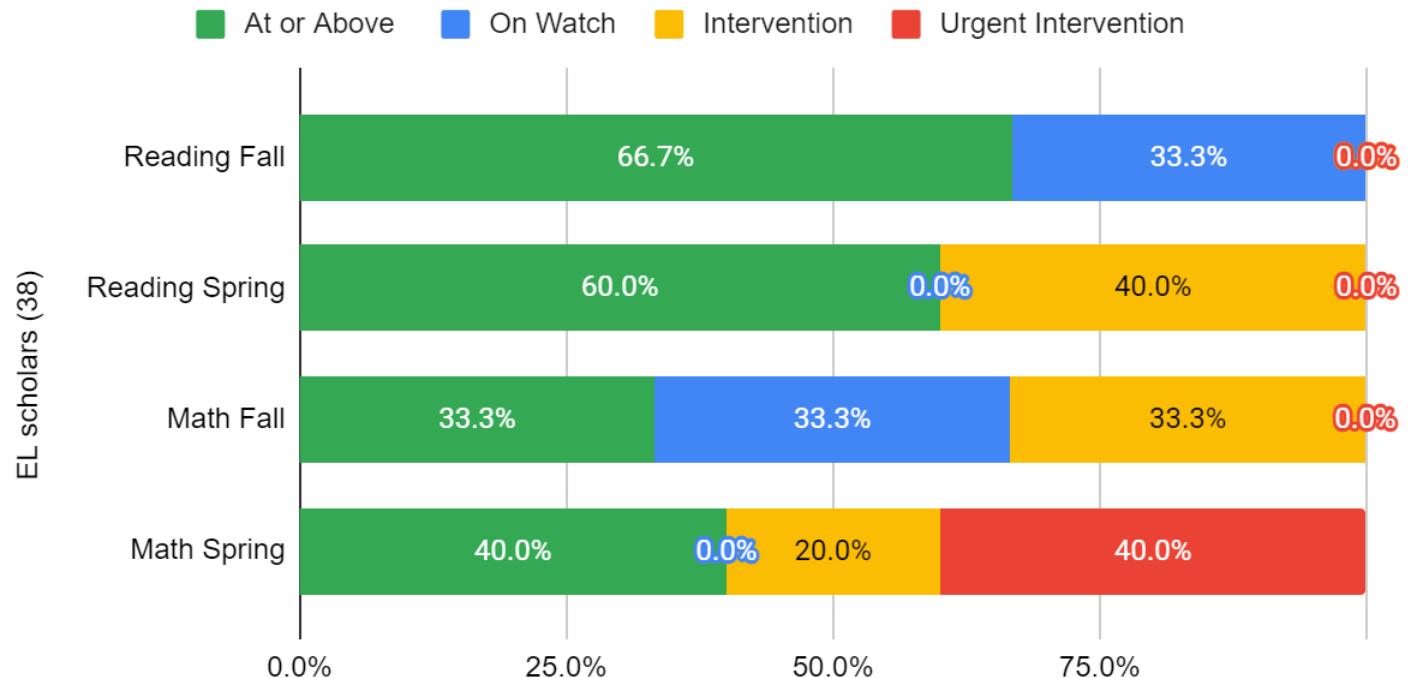




Comparison Fall v. Spring

English Learner Scholar Proficiency

Compass Charter Schools of Yolo





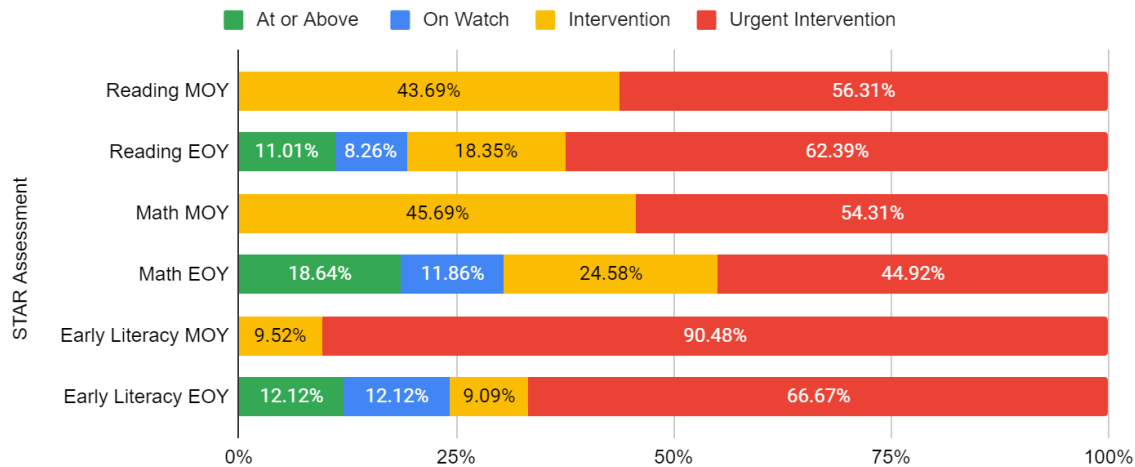
Academic Support

Scholar Success

STAR Benchmark: Comparison MOY to EOY

Tutored Scholars MOY vs EOY Proficiency

Compass Charter Schools



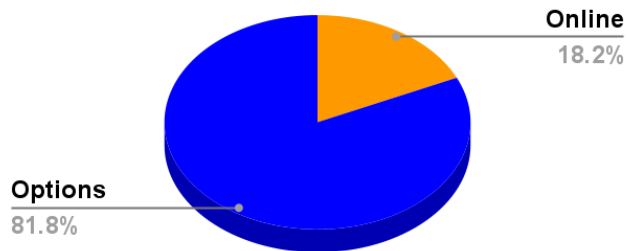


Academic Support

Scholar Support

Current Total of SST Referrals

SST Referrals: Count by Program

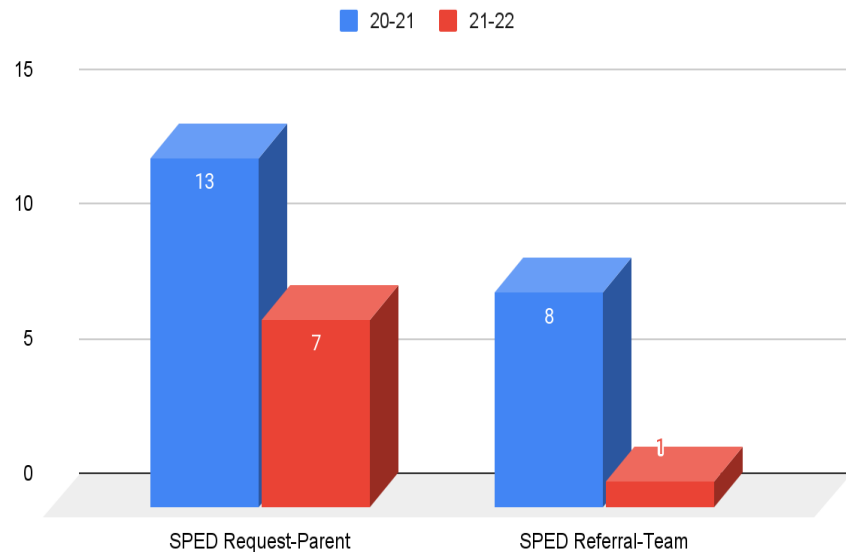


Total SST Referrals: 55

Online: 10 Options: 45

Total SST Meetings: 52

SST Referrals



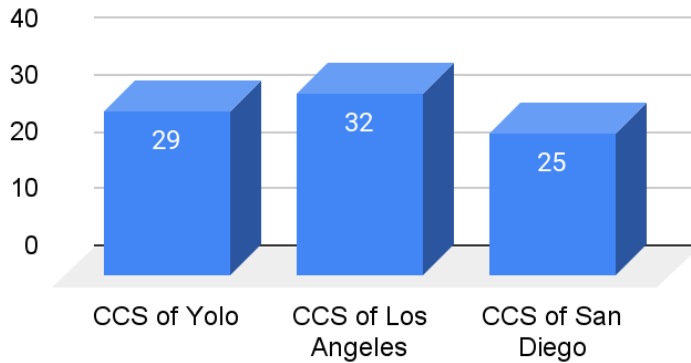


Academic Support

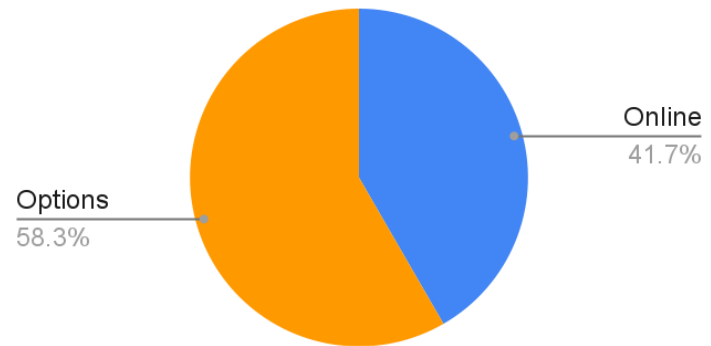
Scholar Support

Current Total of 504 Plans by Charter

504 Plan: Count by CCS School



504 Referrals by Program



Current Total 504 Plans: 86

Online: 43 Options: 43

Total 504 Meetings: 110

Source of Referrals:

IEP DNQ: 12

SST: 4

UDS: 2

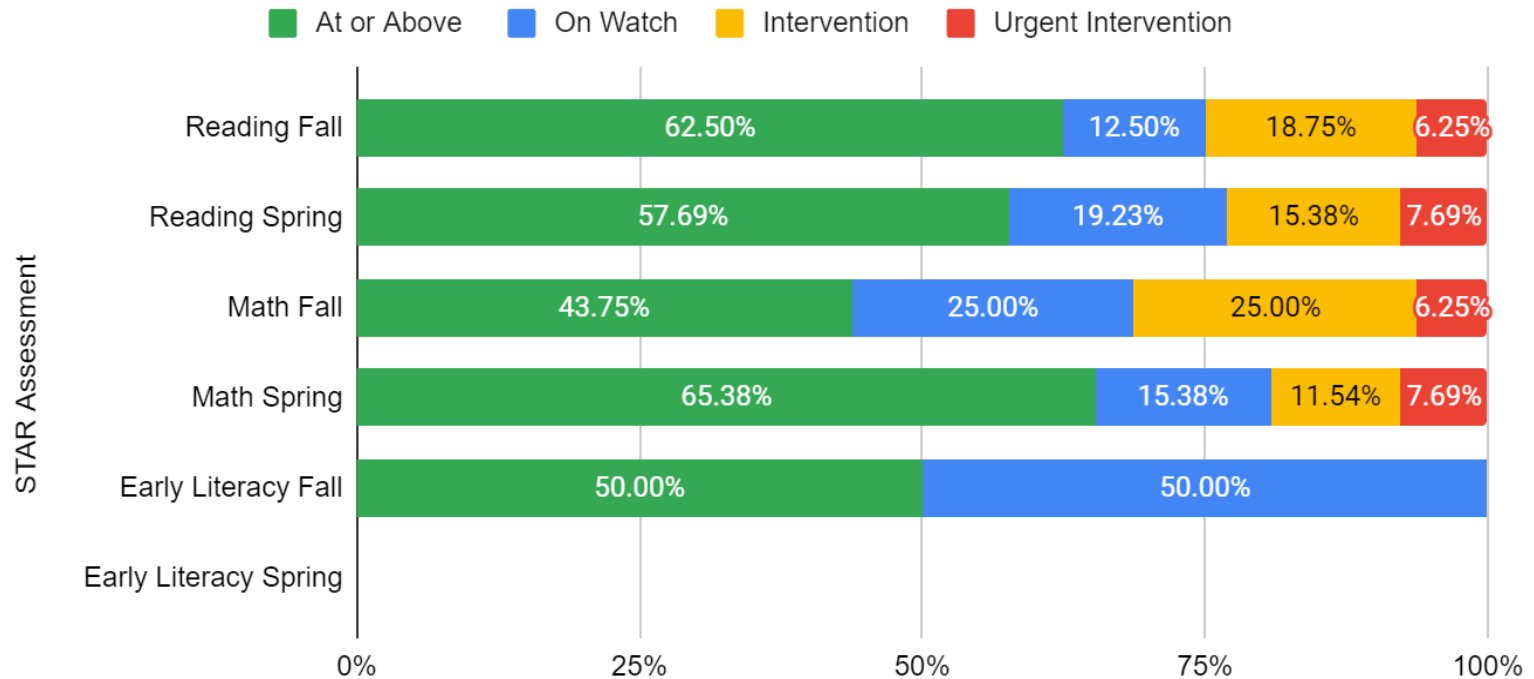
Other: 18



Comparison Fall v. Spring

504 Scholar Proficiency

Compass Charter Schools of Los Angeles

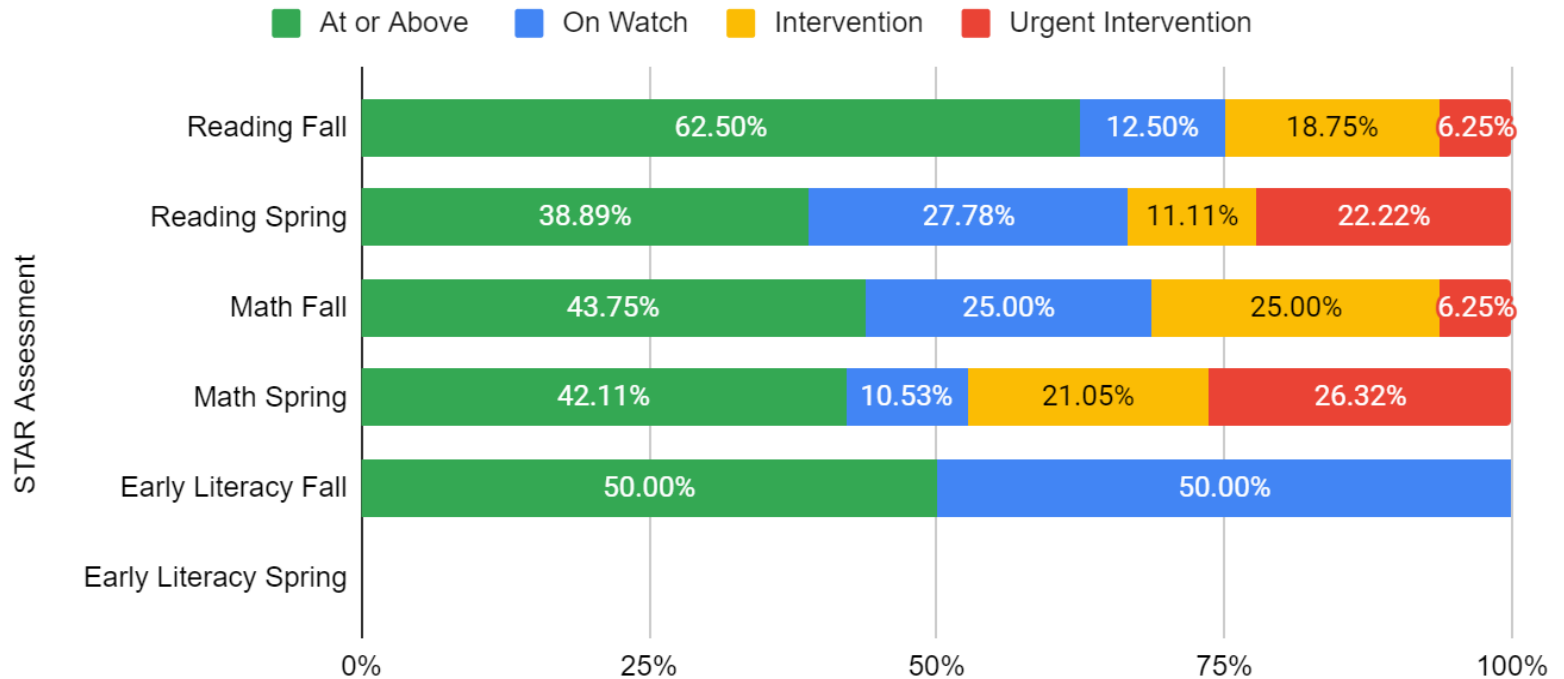




Comparison Fall v. Spring

504 Scholar Proficiency

Compass Charter Schools of San Diego

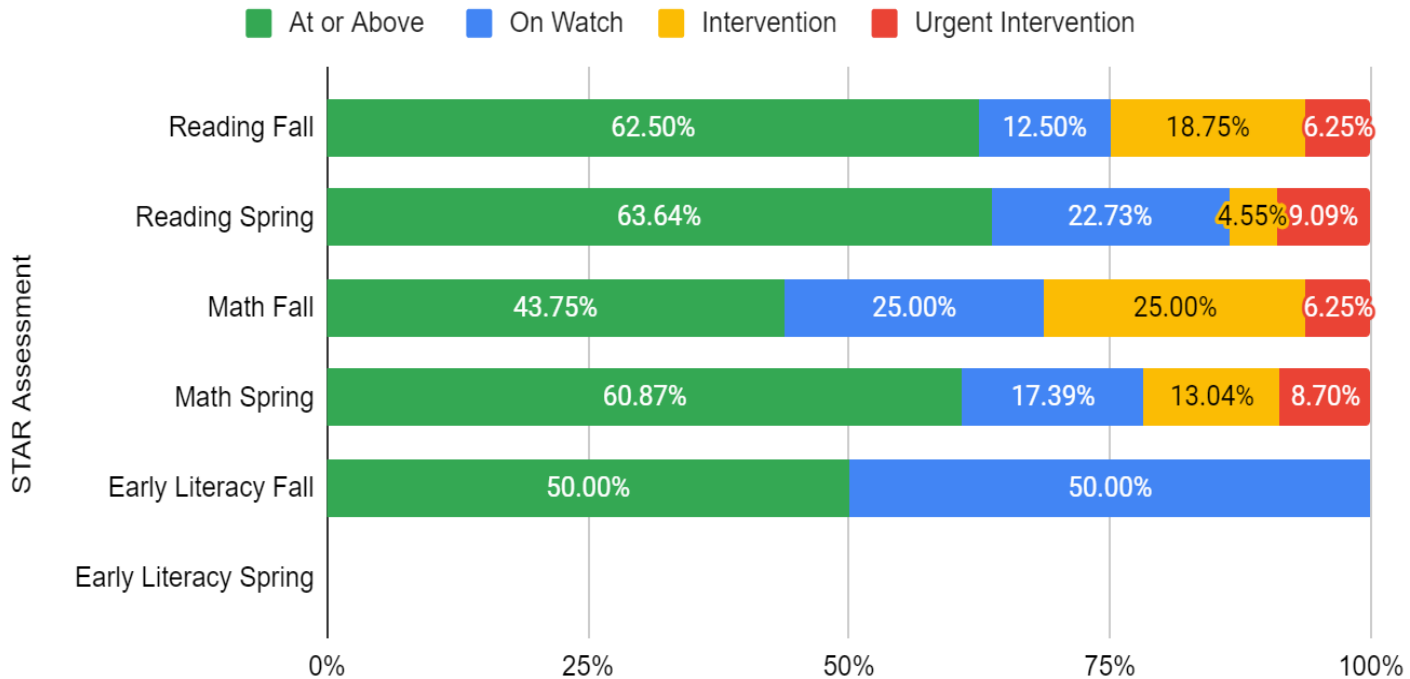




Comparison Fall v. Spring

504 Scholar Proficiency

Compass Charter Schools of Yolo





Counseling Services Highlights

- Based on the current year (2021-22) and prior year data (2020-21), the graduation rate *increased* overall from 73% to 86% (+13%).
 - CCS of Los Angeles reflected a 17% increase in graduation rates from 62% (2020-21) to 79% (2021-22).
 - CCS of San Diego reflected a 10% increase in graduation rates from 82% (2020-21) to 92% (2021-22).
 - CCS of Yolo reflected no change in graduation rate from current to prior year and remained at 88%.



Counseling Services Highlights

- Based on the current year (2021-22) and prior year data (2020-21), the performance level for college career readiness for senior scholars *increased* in the “Approaching Prepared” and “Prepared” categories.
 - CCS of Los Angeles reflected a 12% increase in the “Prepared” category from 5% (2020-21) to 17% (2021-22).
 - CCS of San Diego reflected a 9% increase in the “Prepared” category from 7% (2020-21) to 16% (2021-22) and a 15% increase in the “Approaching Prepared” category from 13% (2020-21) to 28% (2021-22).
 - CCS of Yolo reflected a 10% increase in the “Prepared” category from 21% to 31% and a 18% increase in the “Approaching Prepared” category from 7% to 25% (2021-22).



Counseling Services Highlights

- Based on the current year (2021-22) and prior year data (2020-21), the percentage of high school scholars has *increased* in meeting A-G subject requirements to enroll in a UC or CSU university.
- Based on the current year (2021-22) and prior year data (2020-21), the percentage of high school scholars in grades 10th-12th who participated in concurrent enrollment *increased* in CCS of Los Angeles.



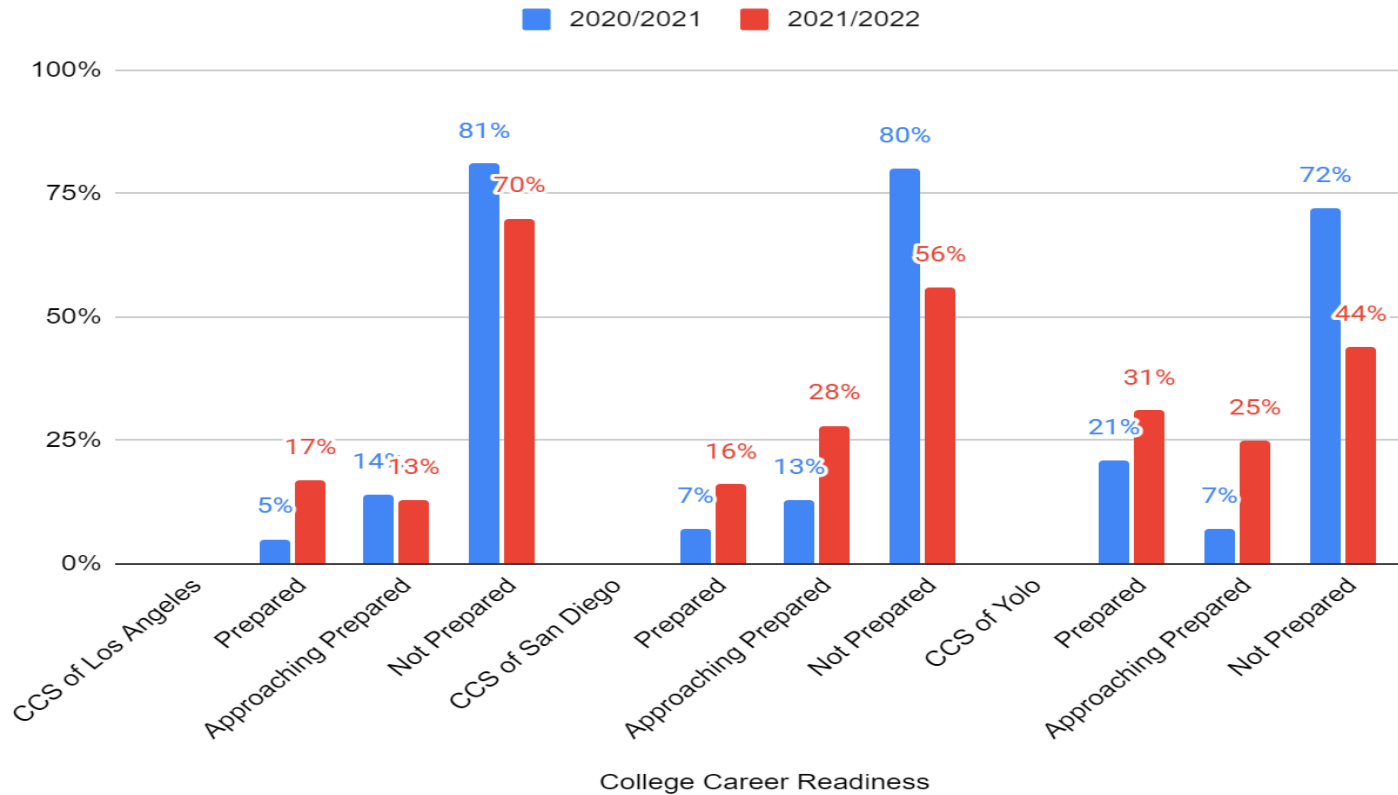
Counseling Services

Graduation Data 2021/2022

CCS of Los Angeles	CCS of San Diego	CCS of Yolo	Compass Charter Schools
2021/2022 Grad Rate	2021/2022 Grad Rate	2021/2022 Grad Rate	2021/2022 Grad Rate
79%	92%	88%	86%
3-Yr Cohort	3-Yr Cohort	3-Yr Cohort	3-Yr Cohort
7%	0%	13%	4%
4-Yr Cohort	4-Yr Cohort	4-Yr Cohort	4-Yr Cohort
76%	93%	80%	85%
5-Yr Cohort	5-Yr Cohort	5-Yr Cohort	5-Yr Cohort
13%	7%	7%	9%
6-Yr Cohort	6-Yr Cohort	6-Yr Cohort	6-Yr Cohort
4%	0%	0%	2%
HiSET/Certificate of Completion	HiSET/Certificate of Completion	HiSET/Certificate of Completion	HiSET/Certificate of Completion
2%	0%	0	2%
AB 104 (minimum graduation requirements)	AB 104 (minimum graduation requirements)	AB 104 (minimum graduation requirements)	AB 104 (minimum graduation requirements)
39%	20%	13%	27%
Non Grad Rate	Non Grad Rate	Non Grad Rate	Non Grad Rate
21%	8%	12%	14%



Counseling Services





Counseling Services

College Career Readiness - Graph Explanation

Current graduates classified as “Prepared” showed an increase in college career readiness by either:

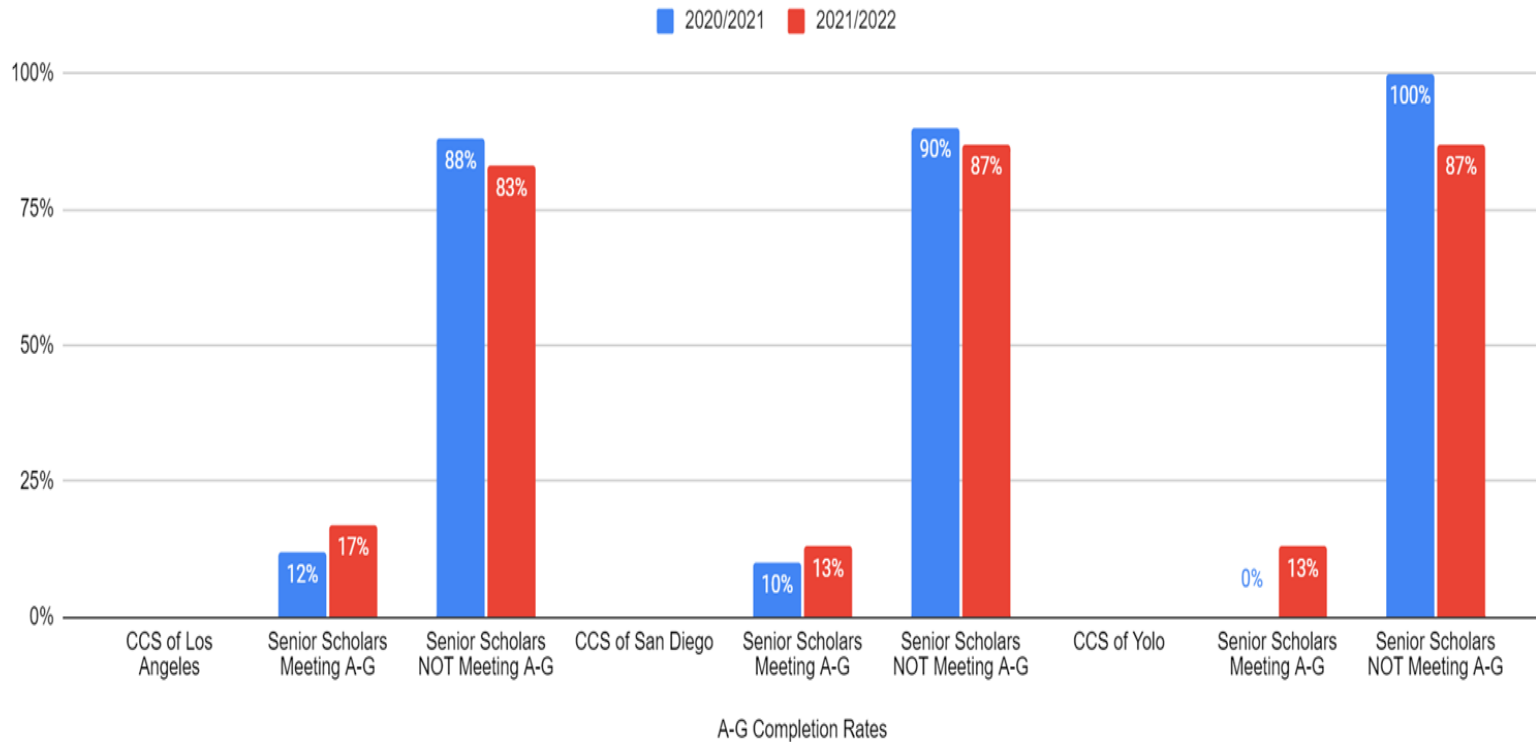
1. Smarter Balanced Summative Assessments Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics
2. Two semesters of College Credit Courses with a grade of C- or better where college credits were awarded

Current graduates classified as “Approaching Prepared” showed an increase in college career readiness by either:

1. Smarter Balanced Summative Assessments Score of Level 2 “Standard Nearly Met” on both English language arts/ literacy (ELA) and mathematics
2. One semester, two quarters, or two trimesters of college coursework with a grade of C- or better where college credits were awarded
3. Completed a–g course requirements with a grade of C- or better.



Counseling Services





Counseling Services

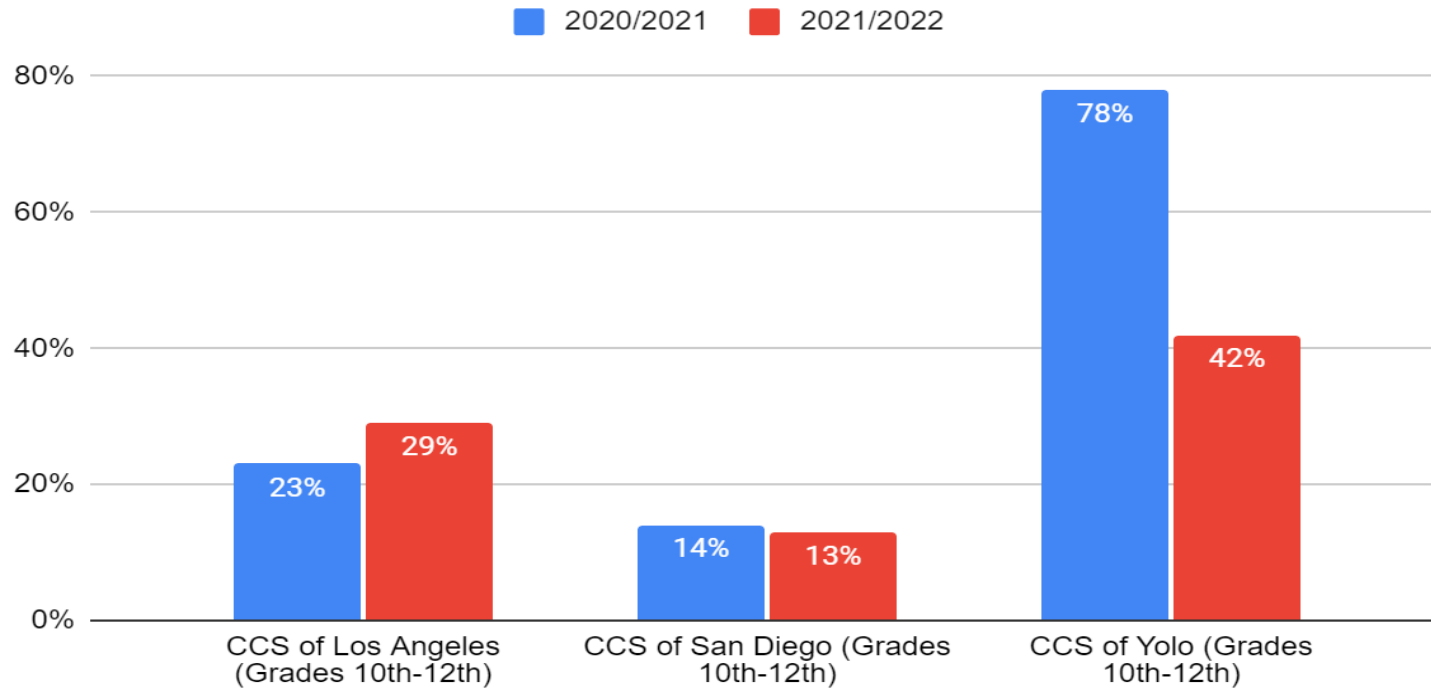
A-G Completion Rates - Graph Explanation

A strong commitment to A-G sequencing and credit recovery have elevated our A-G rates over the past year.

- CCS of Los Angeles reflected a 5% increase in graduating scholars meeting A-G requirements from 12% (2020-21) to 17% (2021-22).
- CCS of San Diego reflected a 3% increase in graduating scholars meeting A-G requirements from 10% (2020-21) to 13% (2021-22).
- CCS of Yolo reflected a 13% increase in graduating scholars meeting A-G requirements from 0% (2020-21) to 13% (2021-22).



Counseling Services



Concurrent Enrollment Participation Rates



Counseling Services

Concurrent Enrollment Participation Rates - Graph Explanation

- CCS of Los Angeles reflected a 6% ***increase*** in high school scholars in grades 10th-12th participating in concurrent enrollment within the California Community College system from 23% (2020-21) to 29% (2021/22).
- CCS of San Diego reflected a 1% ***decrease*** in high school scholars in grades 10th-12th participating in concurrent enrollment within the California Community College system from 14% (2020-21) to 13% (2021-22). This is not a significant change.
- CCS of Yolo reflected a 36% ***decrease*** in high school scholars in grades 10th-12th participating in concurrent enrollment within the California Community College system from 78% (2020-21) to 42% (2021-22). (**significant decrease in the senior population enrolling in concurrent enrollment during 2021-22; will examine this*).



Engagement Highlights

- Learning Coach Initiatives
 - LCA - 26 LCA sessions held this school year
- Virtual Awards Ceremonies
 - 4 ceremonies held via Zoom
 - Online Elem, Online MS/HS, Options Elem, and Options MS/HS
 - 1,124 scholar recipients across all ceremonies
- Kindergarten and 5-Grade Culmination
 - Held via Zoom on Friday, June 10
 - 445 scholars celebrated across both ceremonies



Engagement Highlights

- 8th Grade Promotion and 12th Grade Graduation
 - 6 ceremonies held from June 14 -16
 - 127 scholars invited to participate in Class of 2022 celebration (12th grade Graduation)
 - 224 scholars invited to participate in Class of 2026 celebration (8th grade Promotion)
- Scholar Clubs
 - 257 scholar club meetings held during the 2021-22 SY
- Field Trips
 - 52 field trips held during the 2021-22 SY



Engagement Highlights

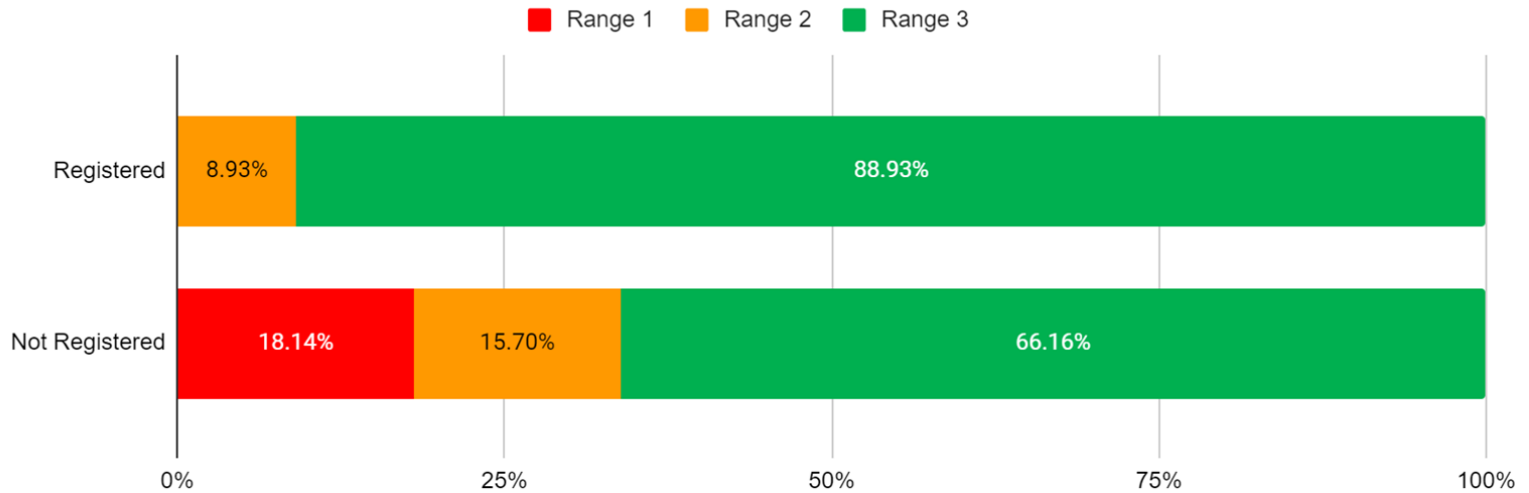
- Scholars who registered for Engagement events tended to have higher GPAs overall than those who did not.
 - Will explore correlations, if possible
- Virtual Scholar Workshops
 - 48 virtual scholar workshops held during the 2021-22 SY
- Scoreboard Highlights
 - Averaged “green” (met goal) for the school year
 - Engagement rating = 100% green
 - Satisfaction rating = 100% green



Engagement

GPA Comparison: Scholars Registered VS Not Registered for Engagement Offerings

Compass Charter Schools of Los Angeles

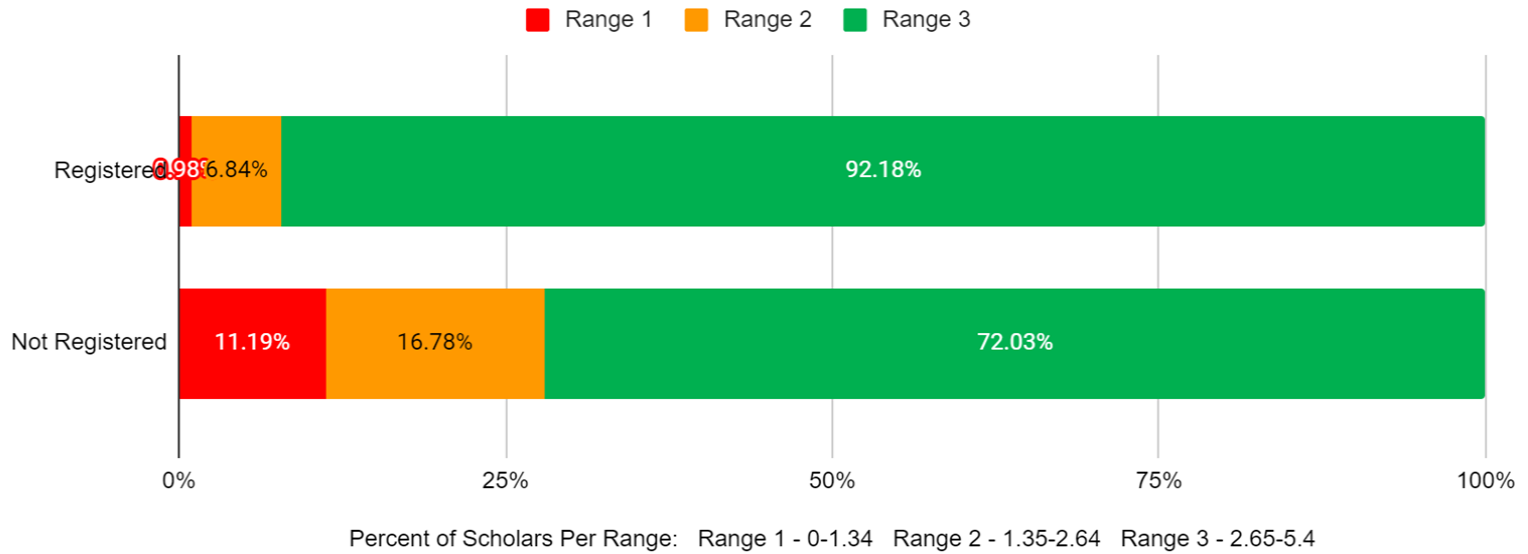


Percent of Scholars Per Range: Range 1 - 0-1.34 Range 2 - 1.35-2.64 Range 3 - 2.65-5.4



Engagement

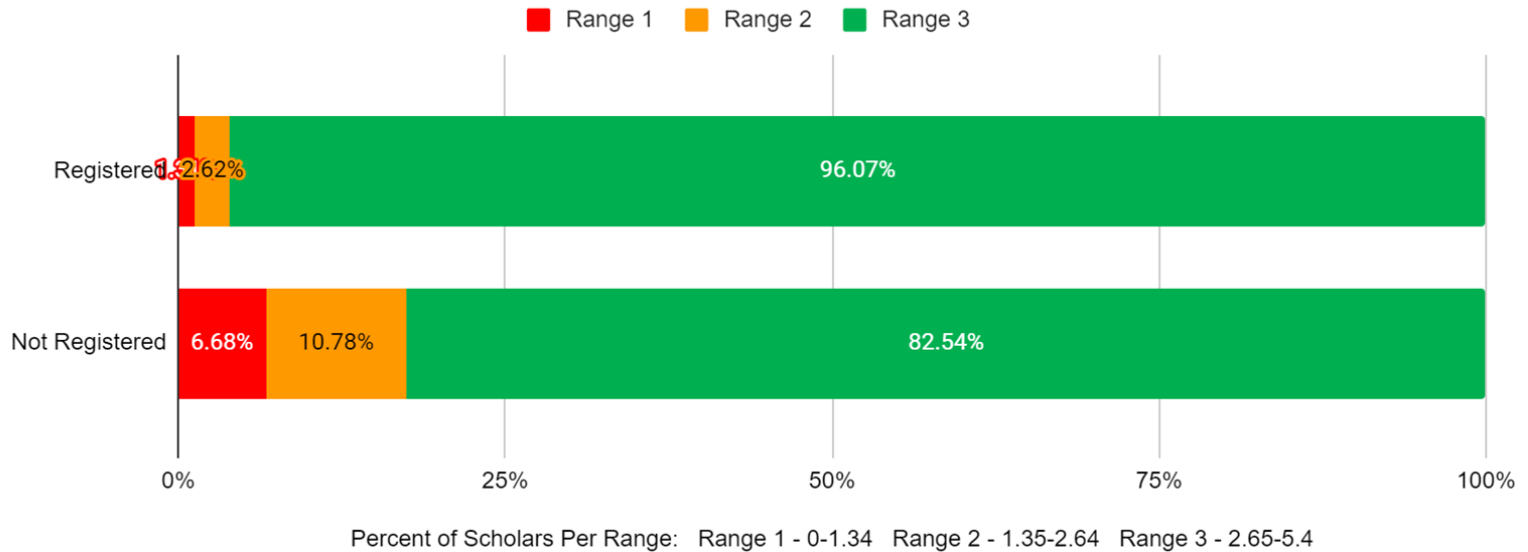
GPA Comparison: Scholars Registered VS Not Registered for Engagement Offerings
Compass Charter Schools of San Diego





Engagement

GPA Comparison: Scholars Registered VS Not Registered for Engagement Offerings
Compass Charter Schools of Yolo





Online Learning Highlights

- Proud to continue using the personalized learning lens and supporting scholars through re-engagement efforts.
 - Tier 2 meetings and holistic, personalized action plans were effective; they provided additional support for families and built relational capacity with scholars and learning coaches.
 - Collaborative process across Online Learning, Academic Support, and Counseling departments
 - Scholars who were considered disengaged and truant in early Spring not only passed their classes, but many earned high marks



Online Learning Semester 2 Data

- Tiered Re-engagement:
 - The tiered re-engagement process continues to provide engagement support for scholars.
 - Although the percentage of Tiered re-engagement is similar to semester 1, the process provided consistency regarding scholar expectations
 - This Spring, there appears to be a direct correlation between the scholars who were provided a tiered re-engagement plan and increased passing rates



Online Learning Semester 2 Data

- Of the Online scholars who met with the Director of Online Learning and were provided a Tiered re-engagement plan (as a Tier 2 intervention):
 - 61% of scholars passed 4 or more courses
 - Of those scholars, 42% passed all of their courses.
 - 14% of the scholars who passed all of their courses were seniors who then graduated with the class of 2022!



Online Learning Highlights

- WIG Scoreboard
 - Implementing tools during Pick your Pathway (instructional strategies shared via professional learning) to leverage tier 1 interventions
 - There has been an increase in engagement and higher rate of scholars passing courses with a C/3 or higher.
 - By focusing on having a C/3 or higher, this percentage of scholars is better prepared for the next grade level due to meeting or exceeding grade level standards.



Online Learning Semester 2 Data

- Scholars identified as an “At-Risk Concern”:
 - The action plans created for each scholar helped target scholar needs and increased learning engagement.
 - Further, the support of multiple departments helped motivate scholars to continue working.
 - Teachers provided additional one on one support towards the end of the year which greatly increased the final percentage of scholars passing courses.
 - The overall awareness and communication with families regarding concerns each learning period helped increase scholar and learning coach engagement.



Online Learning Semester 2 Data

- Semester 2 Final grades: Passing rates D/2 or higher
 - This is the highest percentage of Online CCS scholars to date passing their courses with a D/2 in the Online Learning Department.
 - Comparing semester 2 to semester 1, there is an 18% increase in passing percentage
 - This increase is attributed to the tiered re-engagement efforts and action plans created during cross-departmental collaboration (including supports providing by Academic Support and Counseling Services).



Online Learning Semester 2 Data

- Semester 2 Final grades: Passing rates C/3 or higher
 - This is the highest percentage of scholars passing their courses with a C/3 in the Online Learning Department.
 - Comparing semester 2 to semester 1, there is a 22% increase in this percentage
 - This increase appears to correlate with teachers purposefully utilizing technology tools to implement tier 1 strategies during all instruction; additional analysis is necessary.



Online Learning Semester 2 Data

- Synchronous Instruction
 - This inaugural year of Synchronous Instruction (Homeroom), in addition to content-focused learning labs, has provided more opportunities to review skills, technology best-practices, and AVID strategies to target scholar learning needs.
 - This additional “face” time helped increase scholar engagement and scholars expressed looking forward to attending these sessions, where they had additional opportunities to interact with their peers and teachers.



Online Learning Semester 2 Data

- Connection Meetings
 - During the Spring semester, the Online Learning Department saw a slight decline in connection meeting attendance.
 - This slight decrease was due to a variety of reasons that included CAASPP testing and Spring Break.
 - These Online connection meetings appear to have contributed to the increased percentages in scholars academic achievement; scholars could showcase their learning and were able to receive frequent feedback on their academic progress, allowing for improving their work.
 - This also provided an opportunity to coordinate additional efforts for scholars to resubmit assignments to show mastery of the standards.



Online Learning WIG Scoreboard

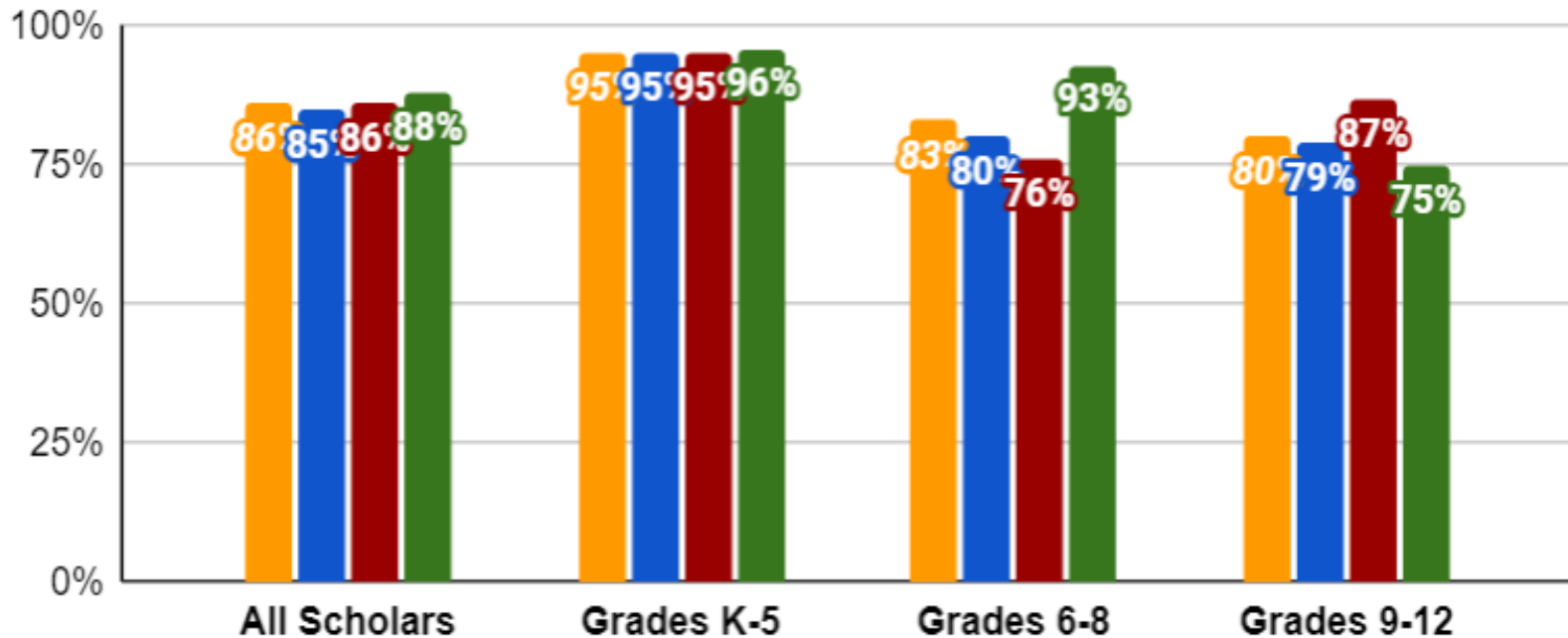
Great Place to Learn	Great Place to Work	Great Systems for Efficiency & Effectiveness	Scoring	Scoring January	Scoring May
85% of Teachers will self report monthly on the positive impact of instructional strategies and tools that are developed and shared from Staff Support and/or Directors during team meeting time.			Nov: 82%		90%
85% of scholars identified as "at risk" at the beginning of the learning period, will attend their connection meeting and receive notices during the learning period			LP 3: 78%	76% Barrier to moving to green: What does it mean to be an "at risk" concern online? What supports will target and support scholars most? Revising "At Risk" concern indicators based on Online Advisor discussion for semester 2 Revising support monitoring to include scholar collaboration next step plans, connection meetings, and academic supports	85%



Online Learning

2021-22 Semester 2 Online Passing Rates D/2 or higher

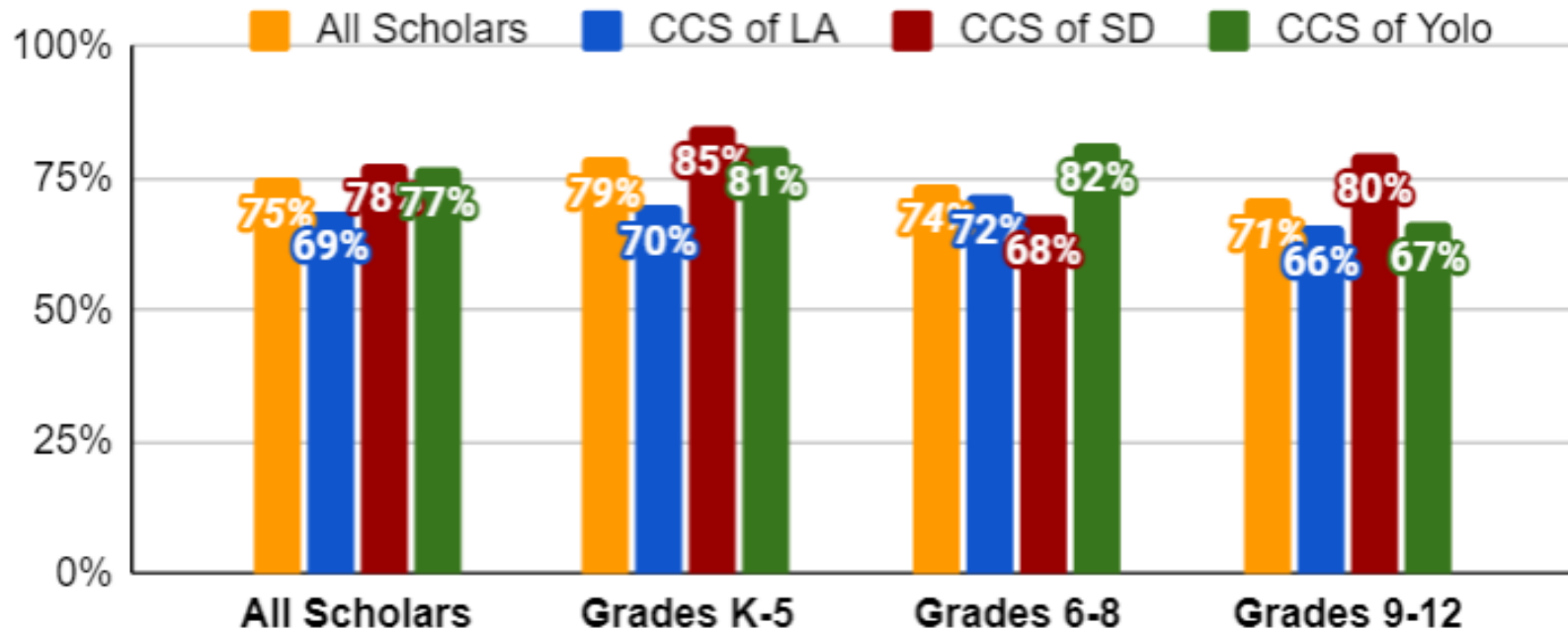
■ All Scholars ■ CCS of LA ■ CCS of SD ■ CCS of Yolo





Online Learning

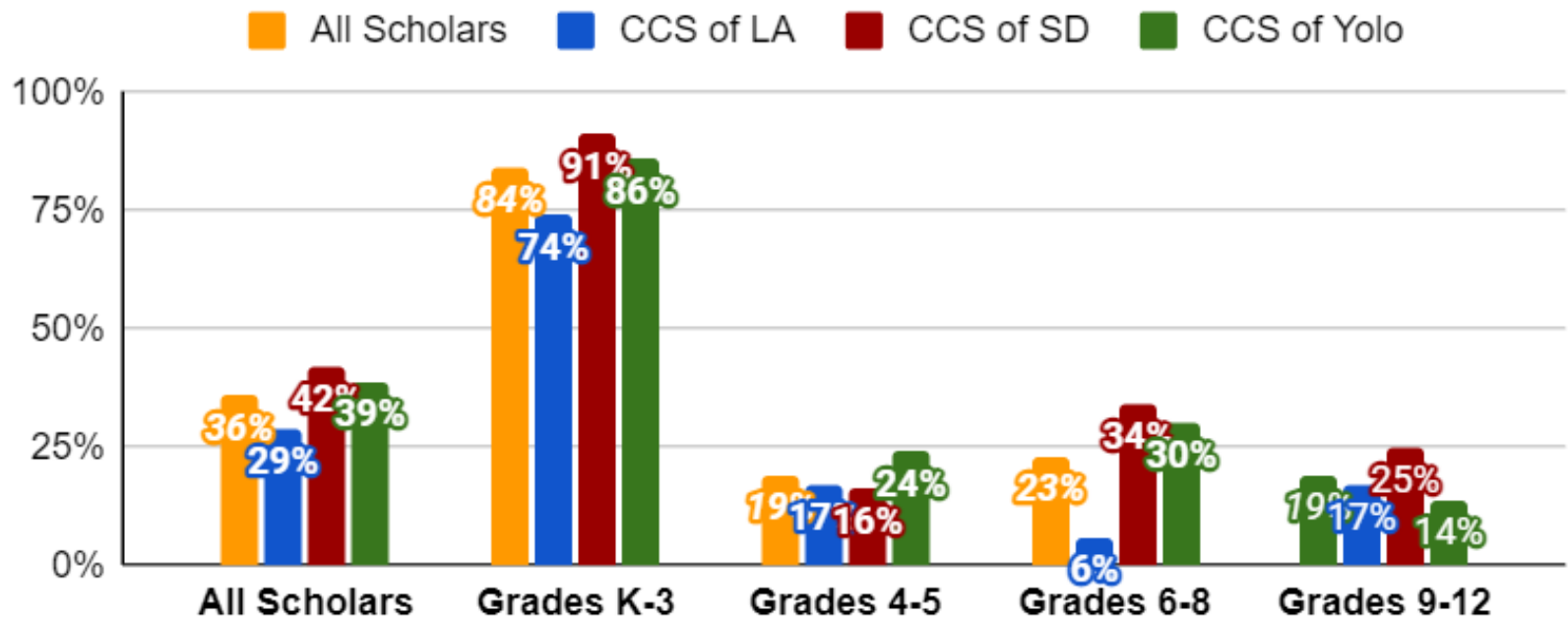
2021-22 Semester 2 Online passing rate C/3 or higher





Online Learning

2021-22 Semester 2 Online Scholars who participated in 30% or more of their synchronous instruction

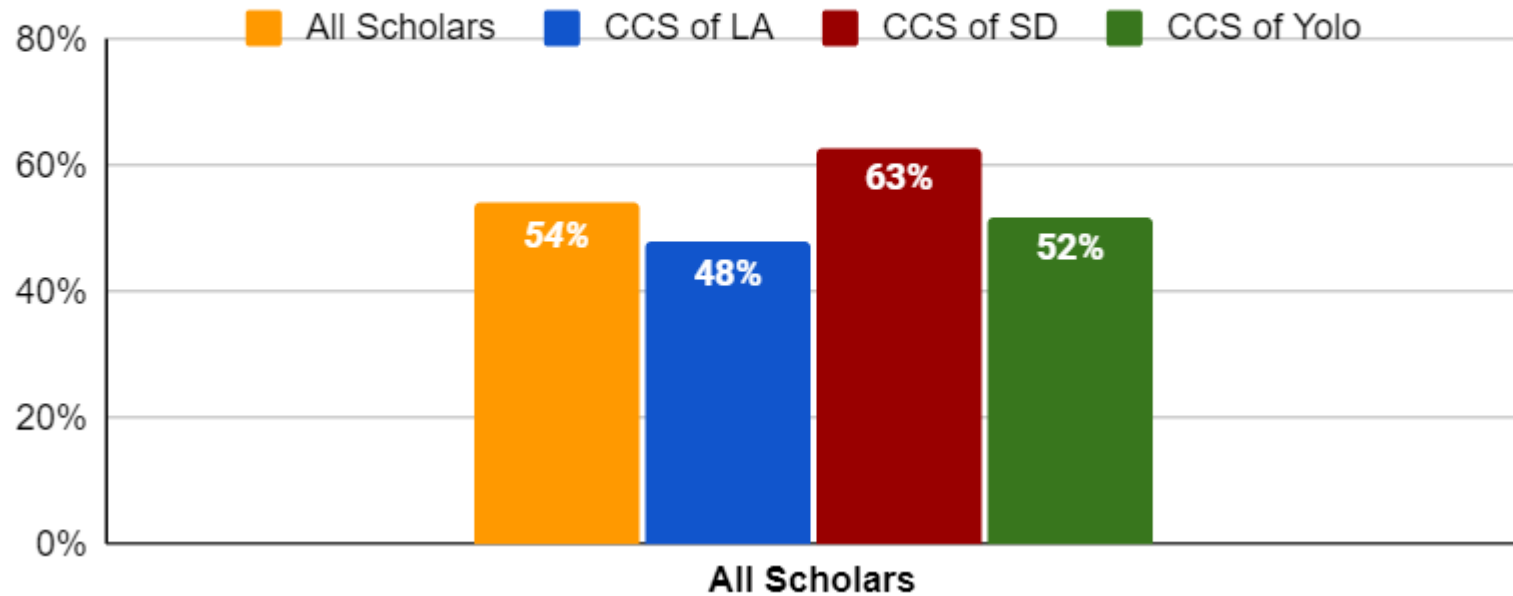


**This participation is in addition to Online learning labs



Online Learning

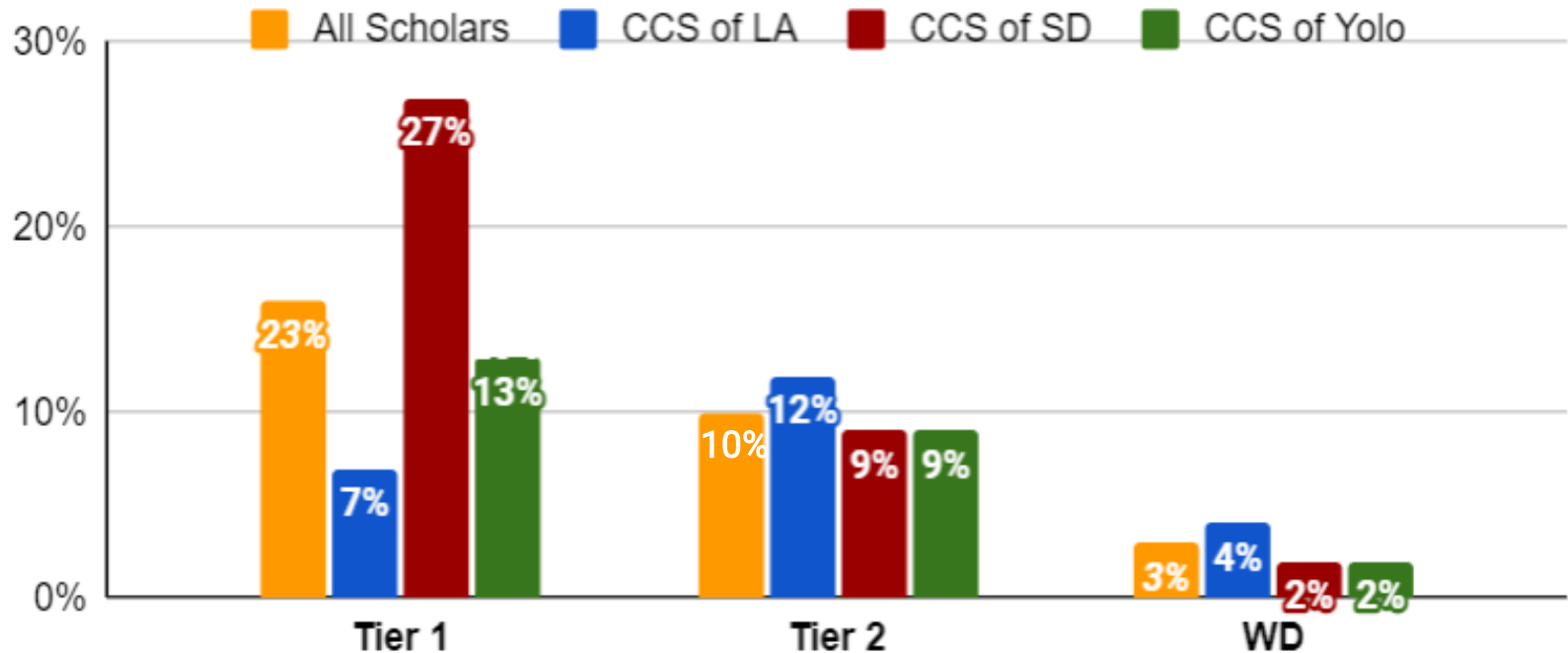
2021-22 Semester 2 Online Connection Meetings





Online Learning

2021-22 Semester 2 Online Tiered Re-engagement





Options Learning Highlights

- Growth seen in leadership and administrative skills of our Options coordinators via the Leadership Mentoring program, led by Dr. Aviva Ebner
 - By the end of the program 100% of participants found the sessions helpful and were able to highlight their biggest gain
- Between Fall and Spring semester
 - Passing with a C or higher: 5% increase
 - 14% increase in scholars attending connection meetings
- Tiered re-engagement interventions were highly successful in preventing withdrawals and increasing scholar engagement with learning.



Options Learning

- Tiered re-engagement success
 - More than 50% decrease in tier 1 re-engagement
 - 3% or less or tiered re-engagement ended in a withdrawal
 - Collaboration across departments was a contributing factor, specifically with Academic Support and Counseling Services
- New PLP created with dropdowns of grade level standards and designated spaces for quarterly progress reports, for implementation in 2022-23
- Decrease in Connection meetings at very end of the school year attributed to the shorter learning period.



Options Learning

- Smooth collaboration between Options Advisory and Options Leadership, allowing for highly productive outcomes
- Feedback from Options staff and Options Advisory is being integrated into processes and procedures for the new school year



Options Learning WIG Scoreboard

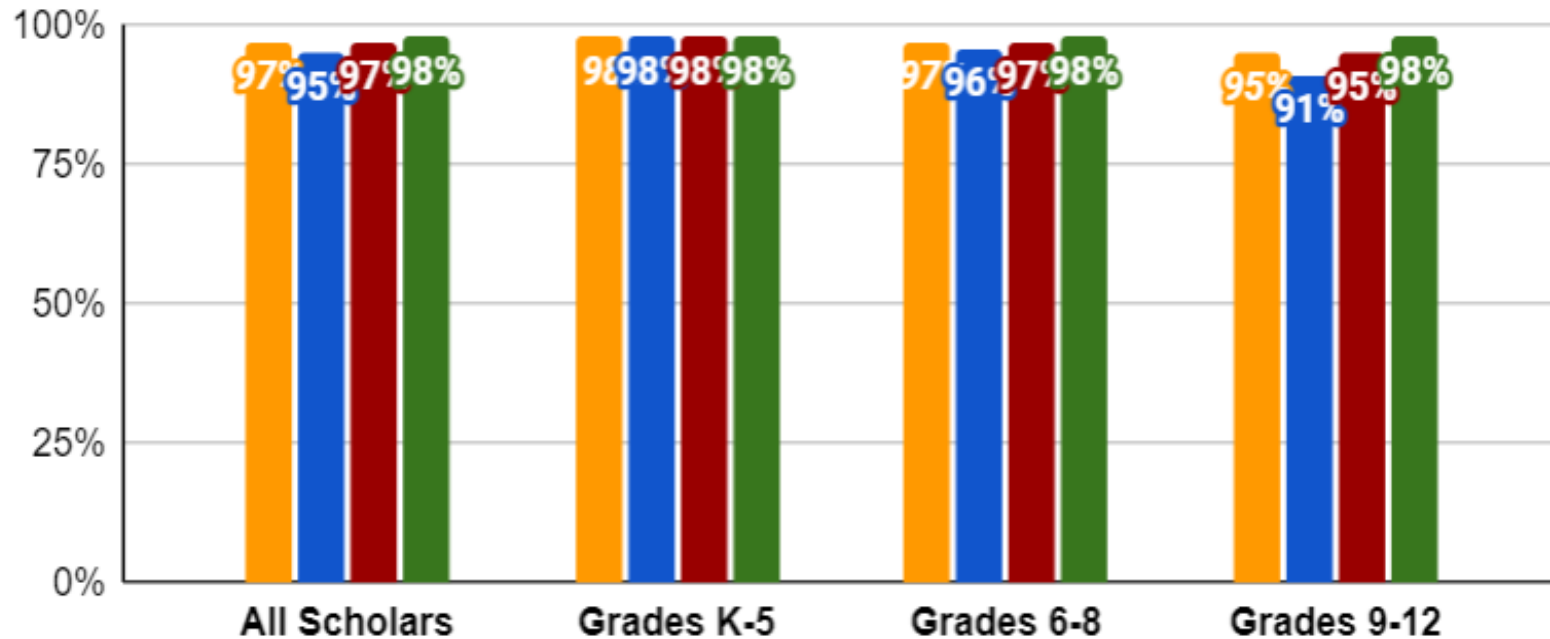
	Great Place to Learn	Great Place to Work	Great Systems for Efficiency & Effectiveness	LP 8-9	Report LP 8 (May 2022)	Report LP 7 (April 2022)
85%+ is green 70-84 is orange 50-69 is yellow 49 and below is blue	85% of Options scholars identified as 'on-watch' will work in Freckle 3 days a week / 1 hour a week (i.e. 20 min MWF) to increase their STAR benchmark			25%	Percent of identified scholars working in all 3 Freckle areas 10mins or more during the LP: 22%	Percent of identified scholars working in all 3 Freckle areas 10mins or more during the LP: 25%
85%+ is green 70-84 is orange 50-69 is yellow 49 and below is blue	85% of Options Learning Coaches will attend their monthly connection meeting to discuss scholar progress towards grade level standards.			85%	Connection meetings held, all scopes 75%	Connection meetings held, all scopes 63%



Options Learning

2021-22 Semester 2 Options Passing Rates D/2 or higher

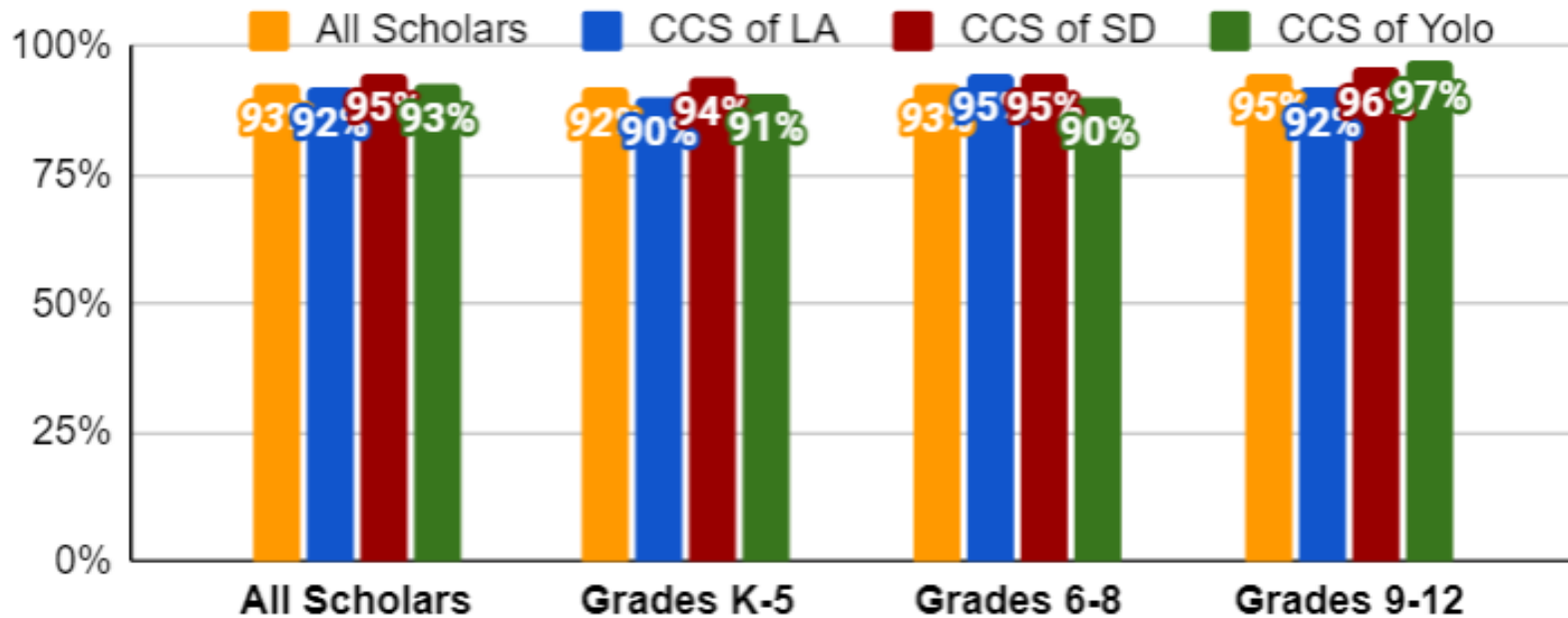
■ All Scholars ■ CCS of LA ■ CCS of SD ■ CCS of Yolo





Options Learning

2021-22 Semester 2 Options passing rate C/3 or higher

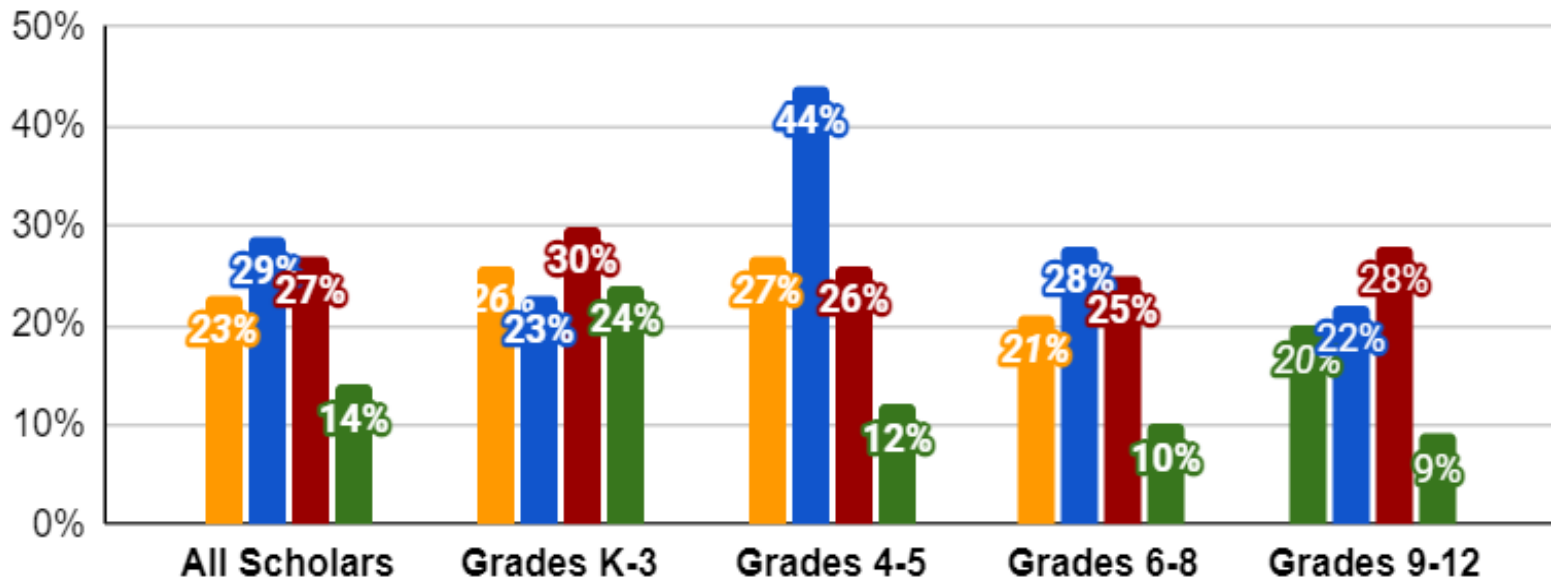




Options Learning

2021-22 Semester 2 Options Scholars who participated in 30% or more of their synchronous instruction

■ All Scholars ■ CCS of LA ■ CCS of SD ■ CCS of Yolo

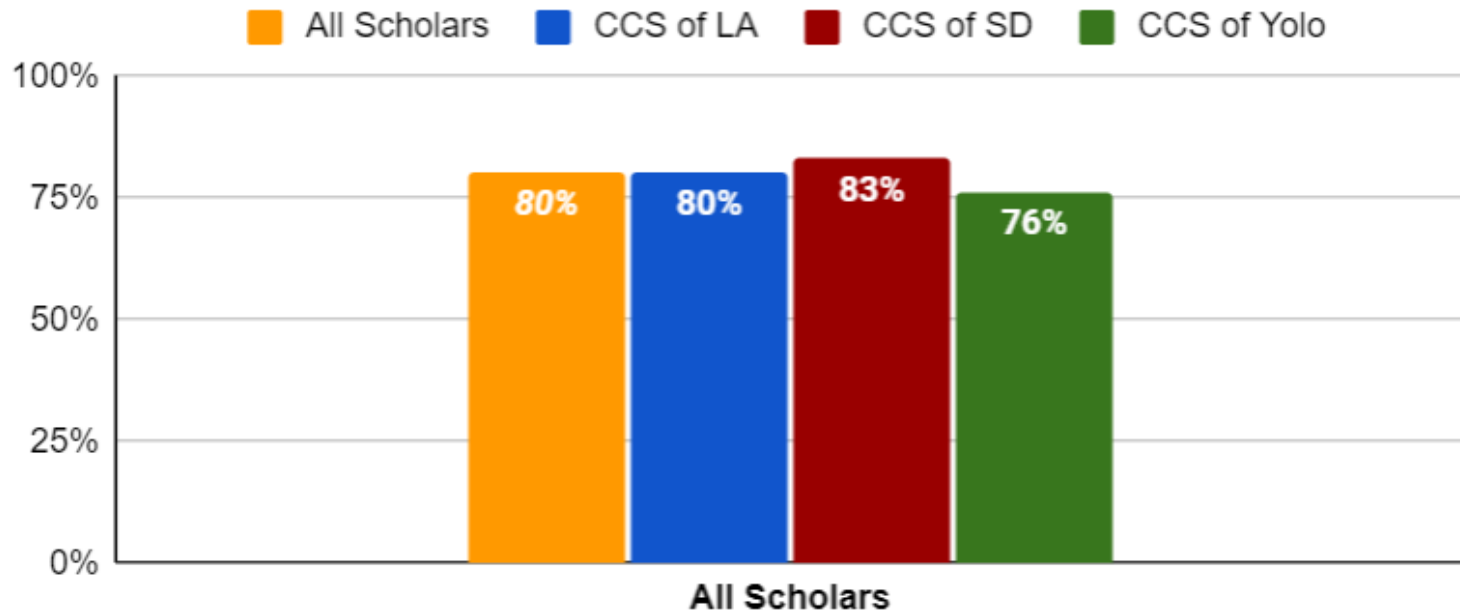




Options Learning

Connection Meetings Held Semester 2

2021-22 Semester 2 Options Connection Meetings

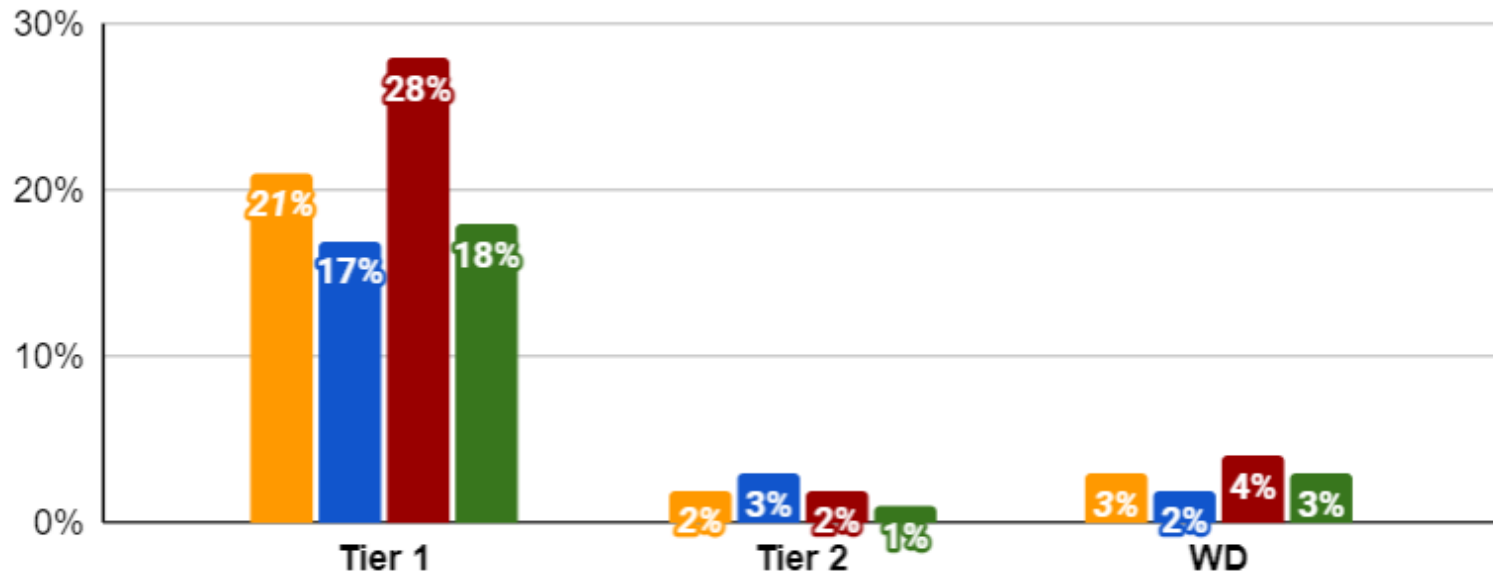




Options Learning

2021-22 Semester 2 Options Tiered Re-engagement

■ All Scholars ■ CCS of LA ■ CCS of SD ■ CCS of Yolo





Special Education Highlights

- Highest percentage of services across schools continues to be Specialized Academic Instruction (SAI), followed by Speech-Language Therapy
- SAI is being tracked as live interaction, in compliance with AB 130.
- Supplemental curricula targeting math and reading that were used during SAI, specific to scholars with IEPs include Learning Ally, Read Naturally, Ascend Math, and MaxScholar. We look forward to analyzing the impact of these on overall scholar achievement.
- Compensatory minutes owed were reduced due to SPED instructional aides supporting SAI time in addition to SAI held by education specialists.



Special Education Highlights

- As of June 10, 2022, Compass had 427 scholars with IEPs across all three schools.
- Most prevalent eligibility category continues to be Specific Learning Disability, followed by Autism and Speech-Language Impairment.
- The average caseload for our Education Specialists is 27 scholars, though providers have carried additional scholar caseloads; our goal is to staff for 2022-23 so that all Compass scholars have Compass education specialists.
- Of the multiple NPAs with which we contract to provide related services for our scholars, Oxford and Presence Learning serve the most scholars.



Special Education

- From BOY to EOY:
- In CCS of Los Angeles, the percent of scholars with IEPs scoring at or above grade levels on benchmark **increased** by 11.4% in Reading, 6.6% in Math, and **decreased** 18.8% in Early Literacy from Fall to Spring; some scholars did not retest in Early Literacy and, instead, took the Reading assessment, contributing to this change.
- In CCS of San Diego, the percent of scholars with IEPs scoring at or above grade level **decreased** by 6.9% in Reading, by 2.4% in Math, and by 2.2% in Early Literacy from Fall to Spring. We will research the causes.
- In CCS of Yolo, the percent of scholars with IEPs scoring at or above grade level **increased** by 0.2% in Reading and 7.6% in Math, but **decreased** by 8.3% in Early Literacy from Fall to Spring (same reason as noted for CCS of Los Angeles).



Special Education

- In CCS of Los Angeles, scholars with IEPs scored 24.3% lower in Reading, 24.6% lower in Math, and 18.1% lower in Early Literacy than other scholars.
- In CCS of San Diego, scholars with IEPs scored 11.8% lower in Reading, 20% lower in Math, and 23.4% lower in Early Literacy than other scholars.
- In CCS of Yolo, scholars with IEPs scored 28.1% lower in Reading, 42% lower in Math, and 25% lower in Early Literacy than other scholars.
 - These differences in performance are expected due to the nature of the scholars' disabilities and their qualification for an IEP.



Special Education

- In CCS of Los Angeles, scholars with IEPs had a **2% greater gain in reading from fall to spring compared to the entire population**; scores decreased by 19% in early literacy. Math gains were about the same.
- In CCS of San Diego, scholars with IEPs had a 4% decrease in reading from fall to spring when compared to the entire scholar population, and 2% decrease in both math and early literacy. However, in comparison with our entire scholar population, our scholars with IEPs had a 2% gain in early literacy.



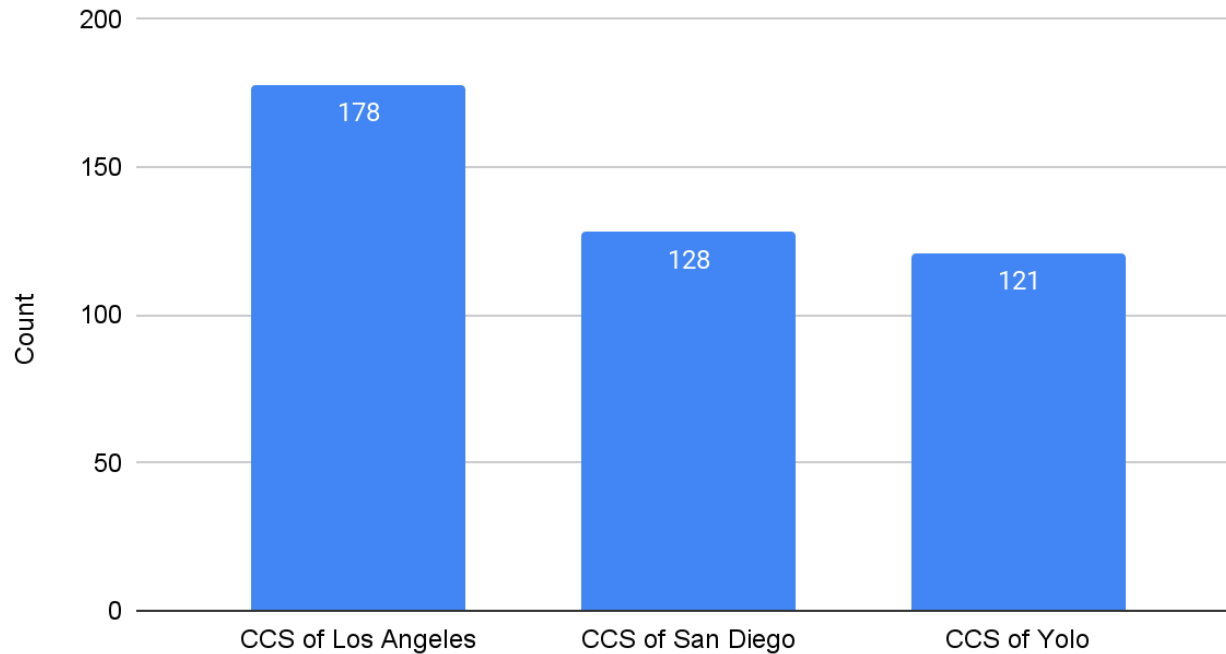
Special Education

- In CCS of Yolo, scholars with IEPs had no significant gains in reading from fall to spring compared to the entire scholar population. In math, they had a **4% gain compared to the entire scholar population**. In early literacy, similar to the entire scholar population, scholars with IEPs had no significant gains in early literacy.
 - We are delving into the data to determine influencing factors for improvement



Special Education

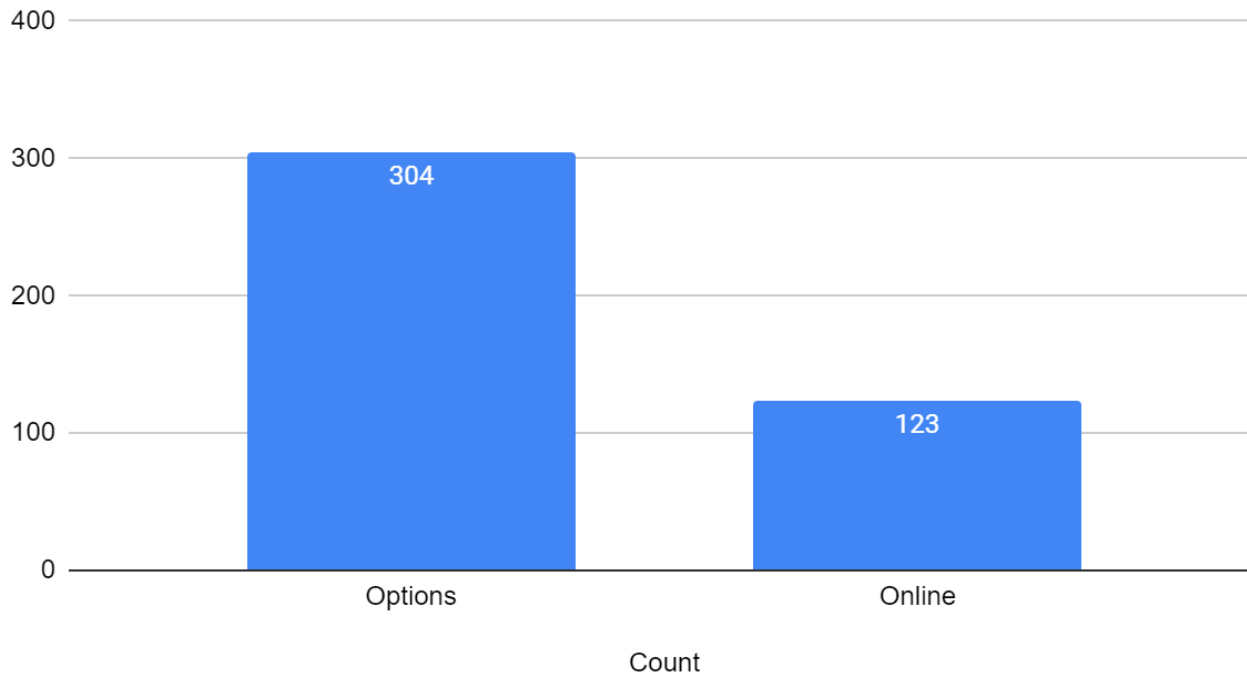
Scholars in Special Education Count by Campus





Special Education

Count by Program

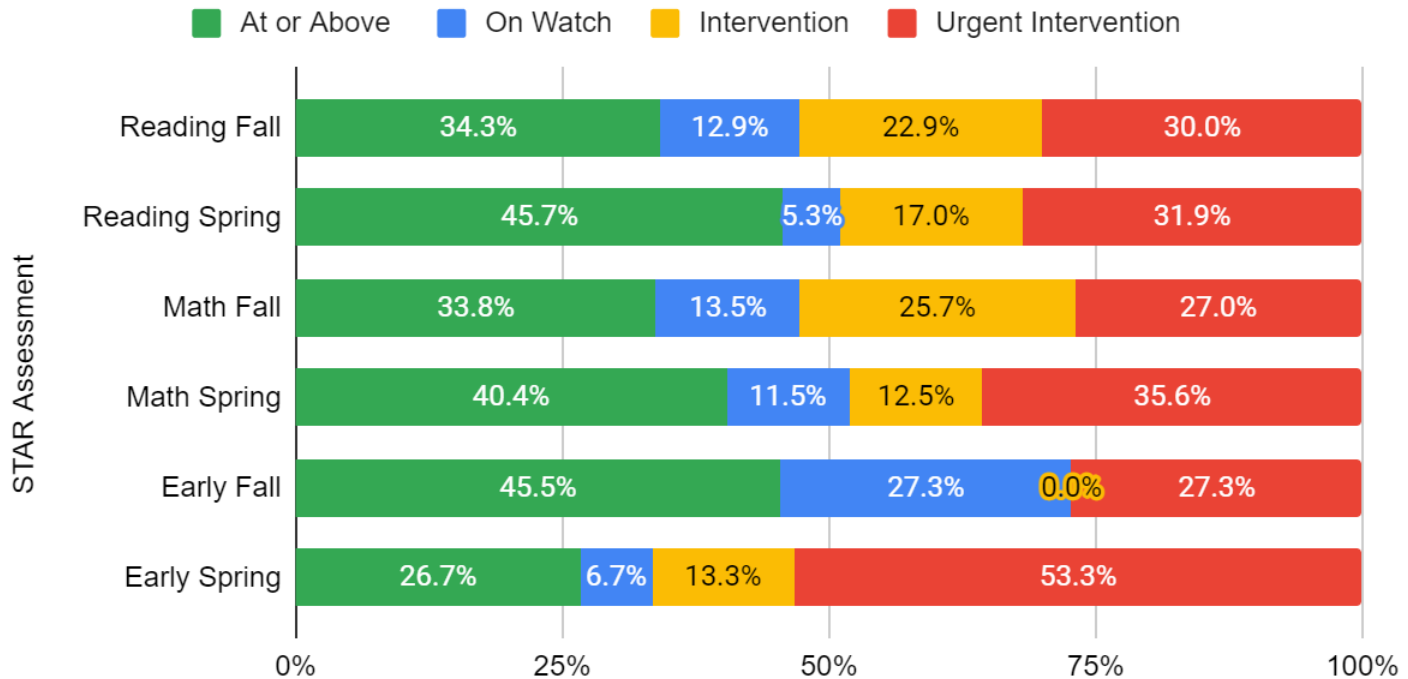




Special Education

Special Education Scholar Proficiency

Compass Charter Schools of Los Angeles

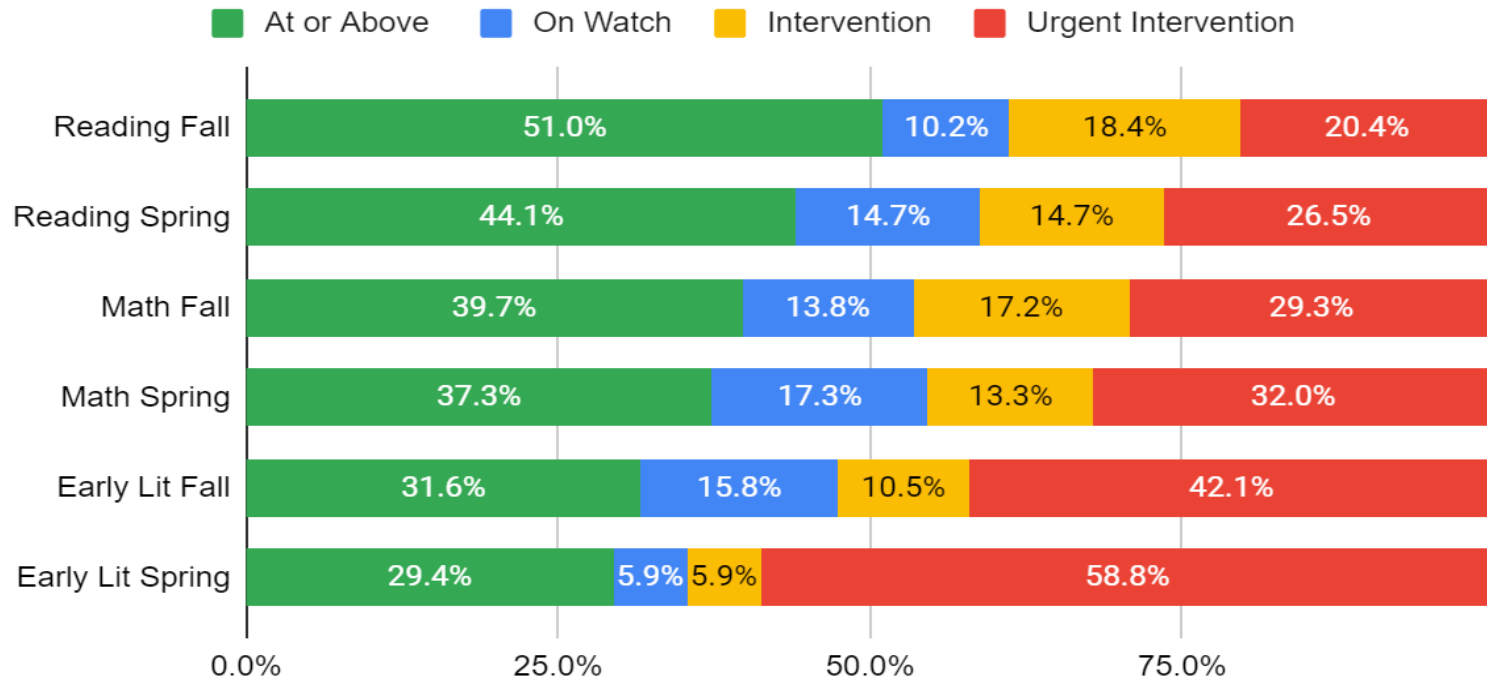




Special Education

Special Education Scholar Proficiency

Compass Charter Schools of San Diego

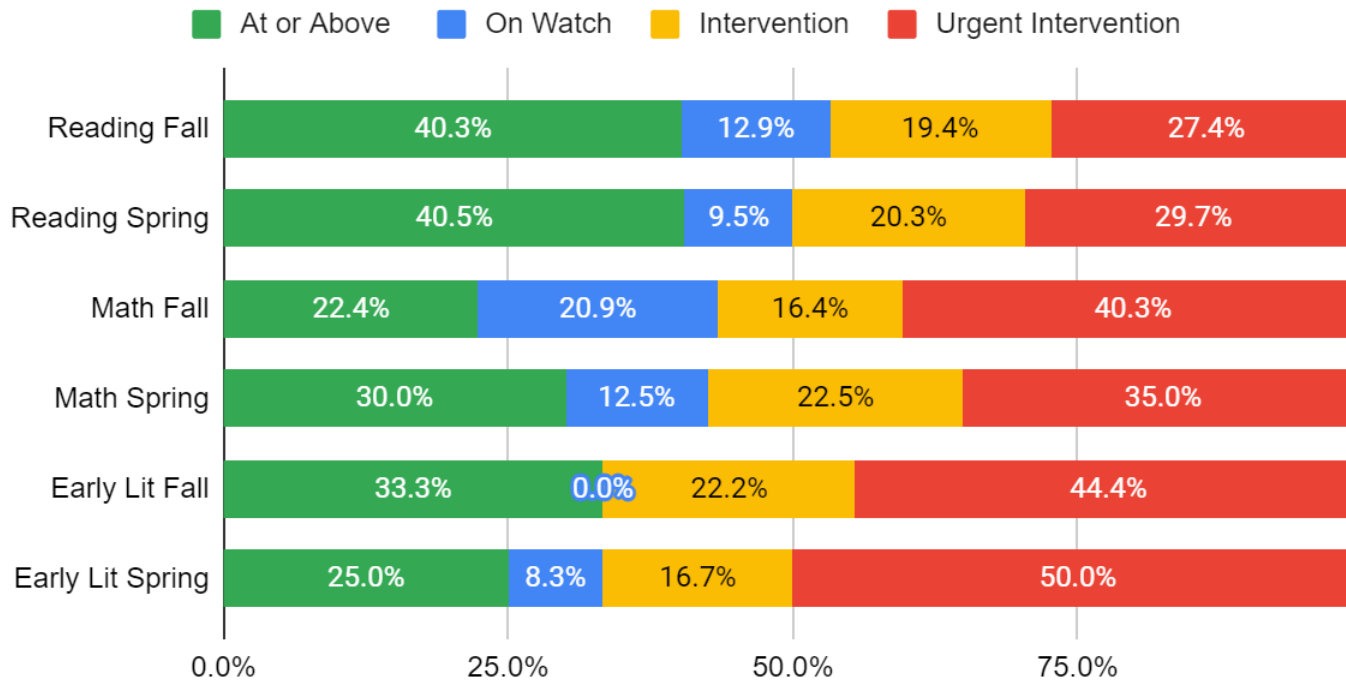




Special Education

Special Education Scholar Proficiency

Compass Charter Schools of Yolo

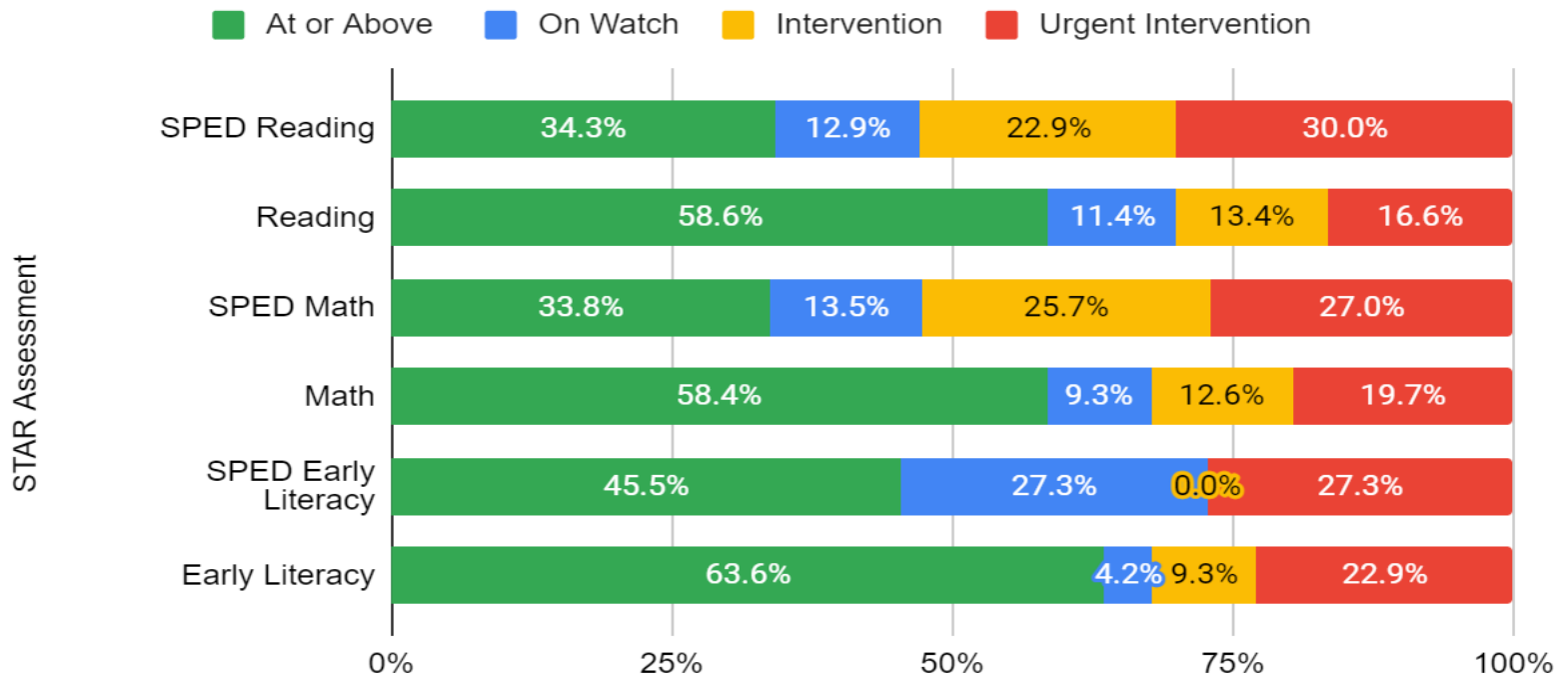




Special Education

School Proficiency SPED VS Total Scholars

Compass Charter Schools of Los Angeles

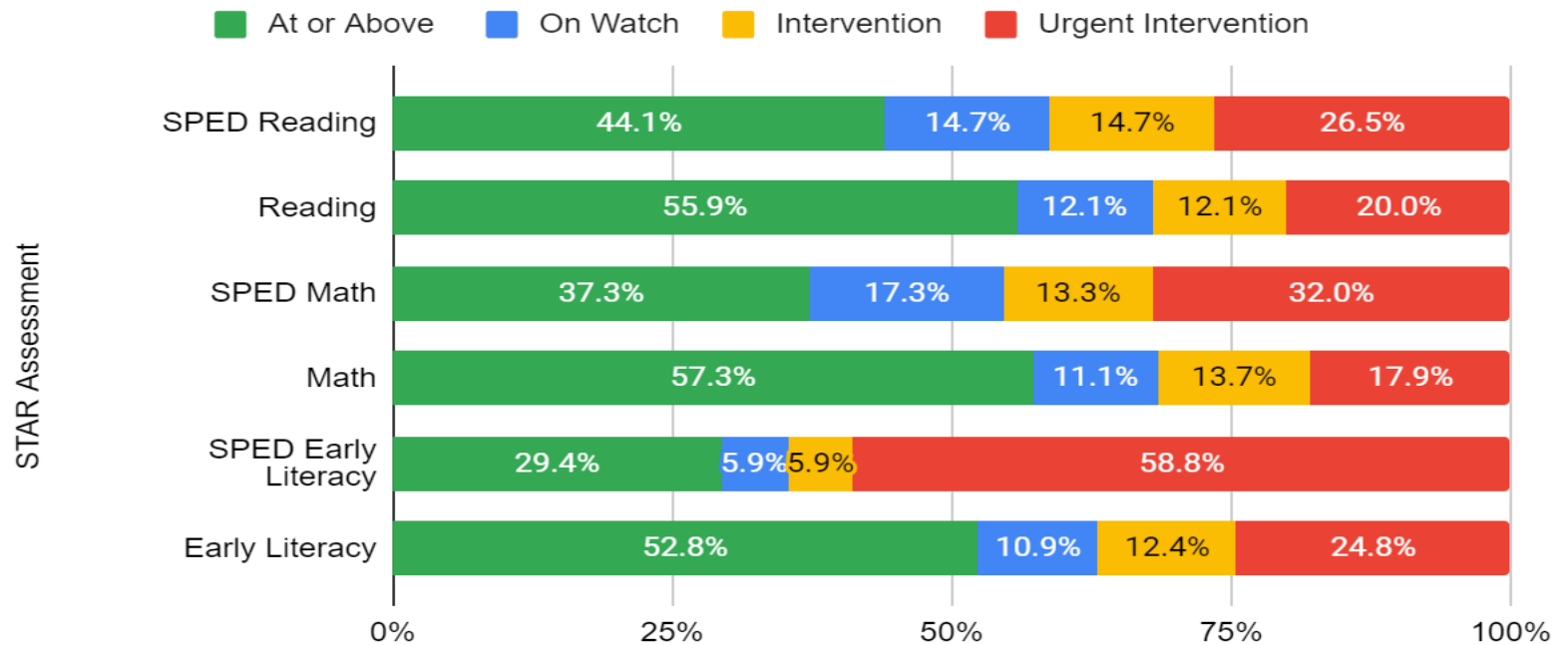




Special Education

School Proficiency SPED VS Total Scholars

Compass Charter Schools of San Diego

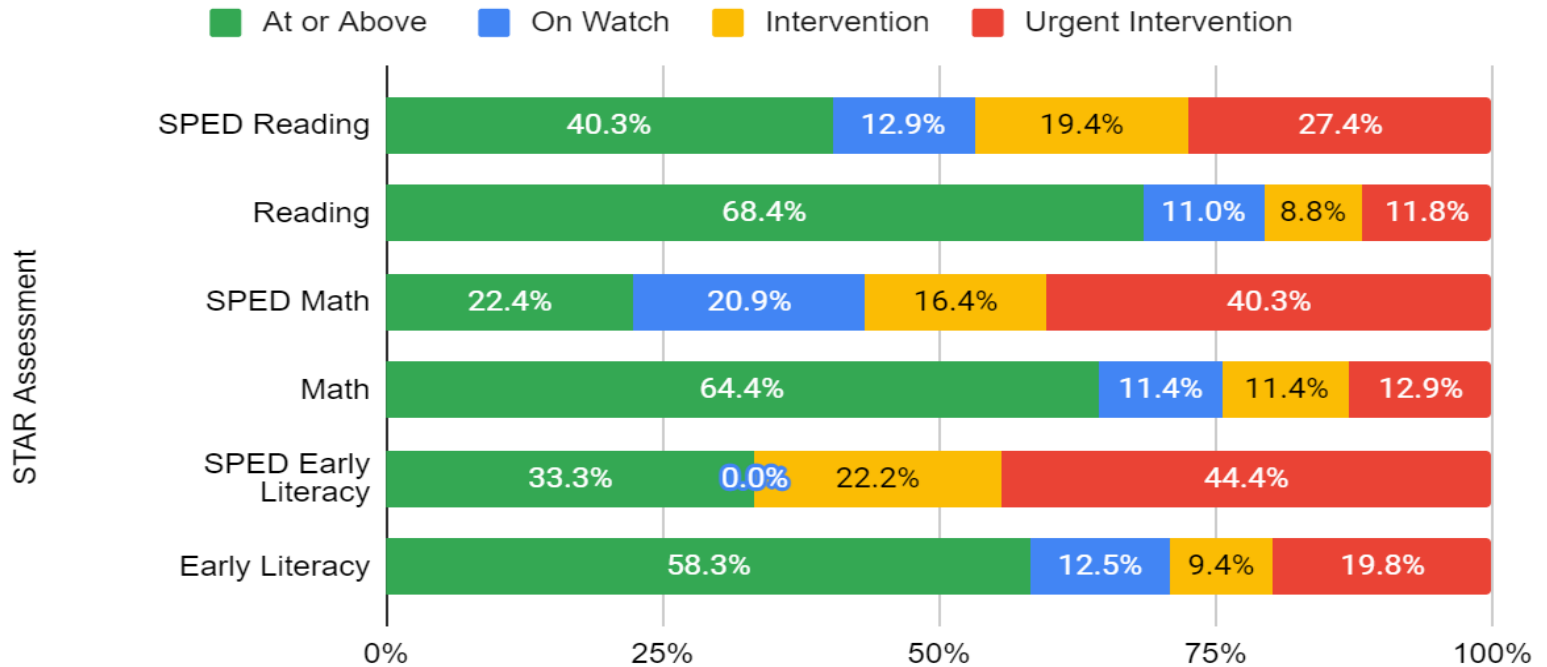




Special Education

School Proficiency SPED VS Total Scholars

Compass Charter Schools of Yolo





Staff Support Highlights

- Our Instructional Coaches supported 15 STs this year to complete their first Instructional Coaching cycle. They worked 1:1 to enhance teaching practices and impact scholar achievement. The coaches received positive feedback from the coachees, indicating the direct impact on scholars, and increase in meaningfulness of professional learning because ‘they know what we [STs] do. The support is direct and encouraging.’
- Our Curriculum Developer completed edits of project-based mental health units for Options for both middle and high school to support compliance with SB224, as well as conducted an A-G Google Classroom audit. She provided curriculum recommendations to support scholars with dyslexia, which were used to create a resource document for STs. She also completed micro-credentials/certification in UDL and Curriculum Development.



Staff Support Highlights

- Our AVID and Training and Development ToSAs supported our ‘Pick Your Pathway’ sessions by facilitating AVID breakout sessions, showing teachers how to create engaging lessons using Peardeck and Nearpod using the 5Es model
- Our Assessment ToSAs scheduled 20 CAASPP make-up test sessions after Spring break, and sent personalized emails to Learning Coaches explaining the testing impact. This increased participation from 66% to 94% for eligible scholars for all 3 schools as of mid-May.
- CAASPP 2020-21 to 2021-22
 - 38% decrease in opt outs
 - 9% increase in overall participation
 - 42% decrease in number of scholars not tested (not including opt outs) - this helps our standing on the CA Dashboard



Staff Support Highlights

- Freckle - STAR Growth
 - About 83% of our active Freckle scholars are growing in math, and have grown by 1.1 grade levels. About 48% of our active Freckle scholars are growing in reading, and have grown by .77 grade levels.
 - Online: 4% increase in minutes from April to May; 1,529 to 1,586
 - Options: 21% increase in minutes from April to May; 39,443 to 48,826
 - Decrease in the total number of 'on watch' scholars in reading
 - April: 95 scholars 'on watch'
 - June: 73 scholars 'on watch' (23% decrease)
 - 28% of scholars who were identified as 'on watch,' were accessing Freckle. 70% of those scholars are no longer identified as 'on watch,' per the EOY benchmark



Staff Support - Correlational Data

- The Staff Support Team worked with our data analytics consultant, Parsec Education, to conduct a correlational analysis study to determine if various efforts and initiatives directly impacted scholar achievement on our mid-year benchmarks (end of year data is not yet analyzed, as it has just been collected). Our sample size was too small to determine a direct, strong correlation between specific supports with academic achievement on the benchmark assessments.
 - We look forward to continuing to analyze the data and hold for different variables to determine which subgroups are benefitting from various supports.



Staff Support - Correlational Data

- We did note a very slight positive correlation between implementation of all accommodations for 504 scholars (tracked via STs adding updates to the 504 Headquarters) and growth in the mid-year reading benchmark.
 - The most notable correlation was .01 (weak correlation) for our 504 scholars having regular check-ins, compared to an increase in their mid year benchmark.
- We will be able to better analyze this trend for a stronger correlations when we review disaggregated EOY data over the summer.



Staff Support - Correlational Data

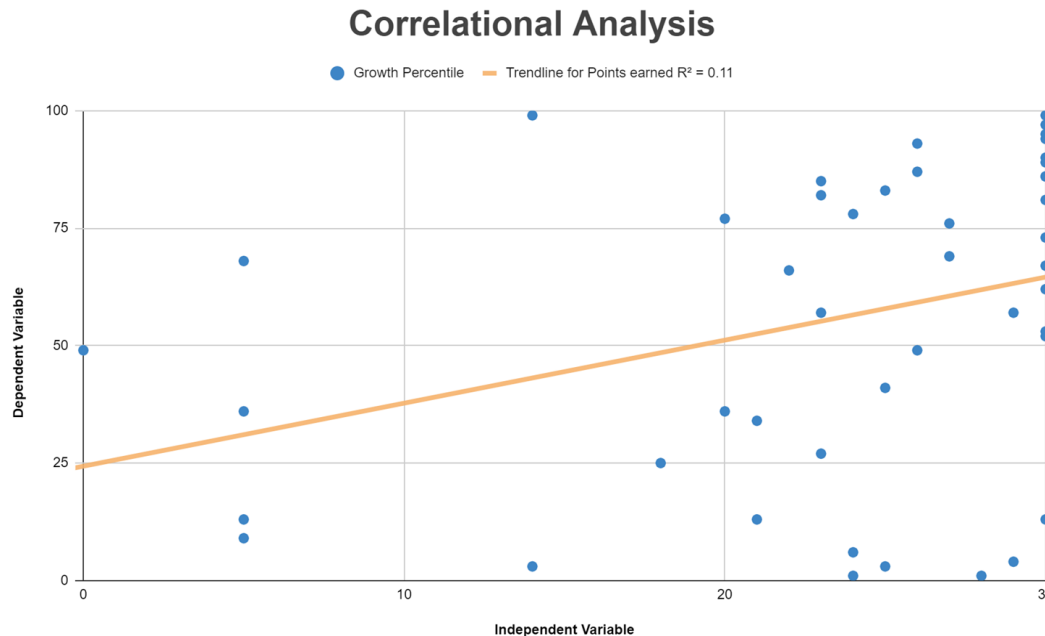
Correlation Coefficient (r)	Description (Rough Guideline)
+1.0	Perfect positive + association
+0.8 to 1.0	Very strong + association
+0.6 to 0.8	Strong + association
+0.4 to 0.6	Moderate + association
+0.2 to 0.4	Weak + association
0.0 to +0.2	Very weak + or no association
0.0 to -0.2	Very weak - or no association
-0.2 to - 0.4	Weak - association
-0.4 to -0.6	Moderate - association
-0.6 to -0.8	Strong - association
-0.8 to -1.0	Very strong - association
-1.0	Perfect negative association



Staff Support - Correlational Data

Scholars with 504s - Reading Benchmark Correlation

- Independent Variable (check-in) Dependent Variable (Growth Percentile)

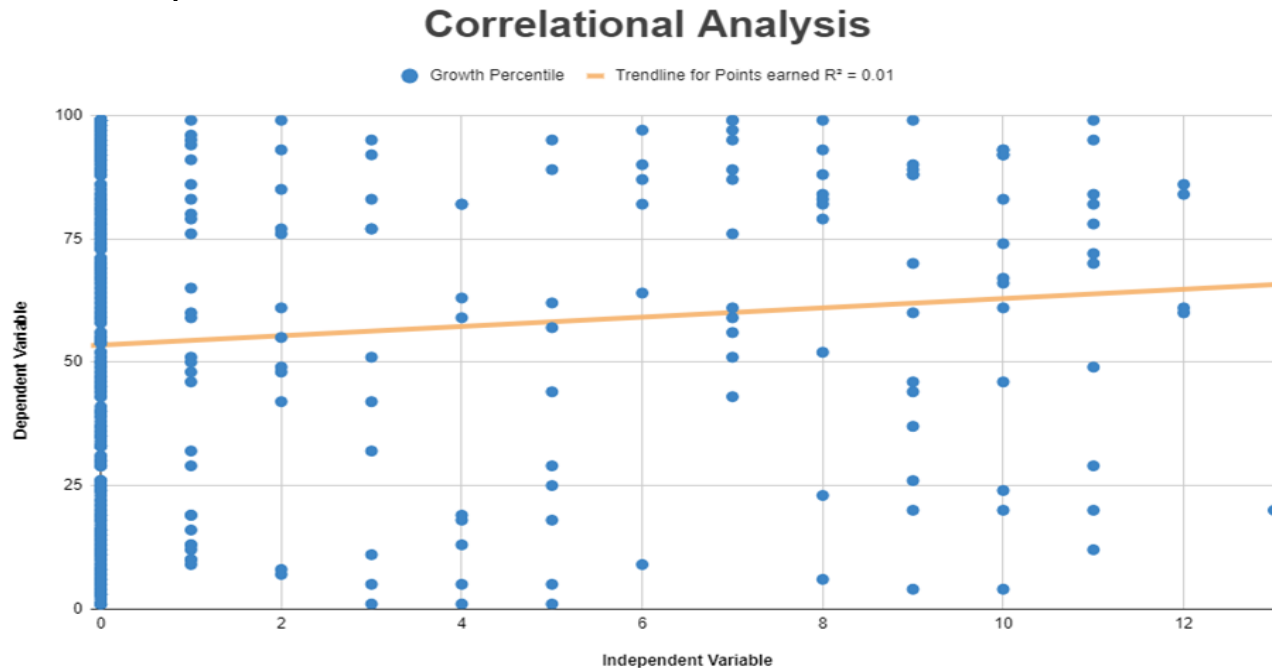




Staff Support - Correlational Data

Scholars Attending Reading Tutoring - Reading Benchmark Correlation

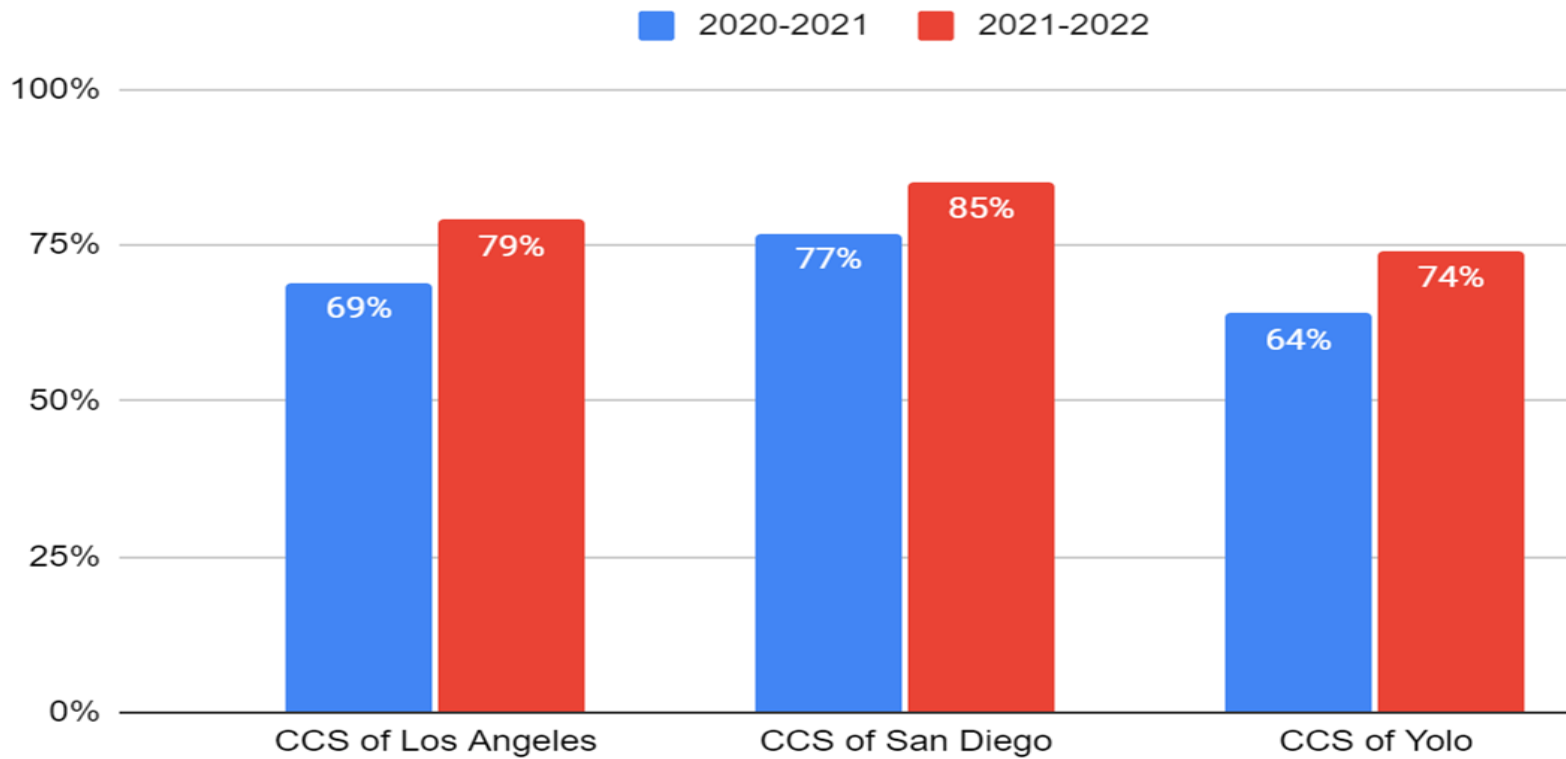
- Independent Variable (attendance) Dependent Variable (Growth Percentile)





Staff Support

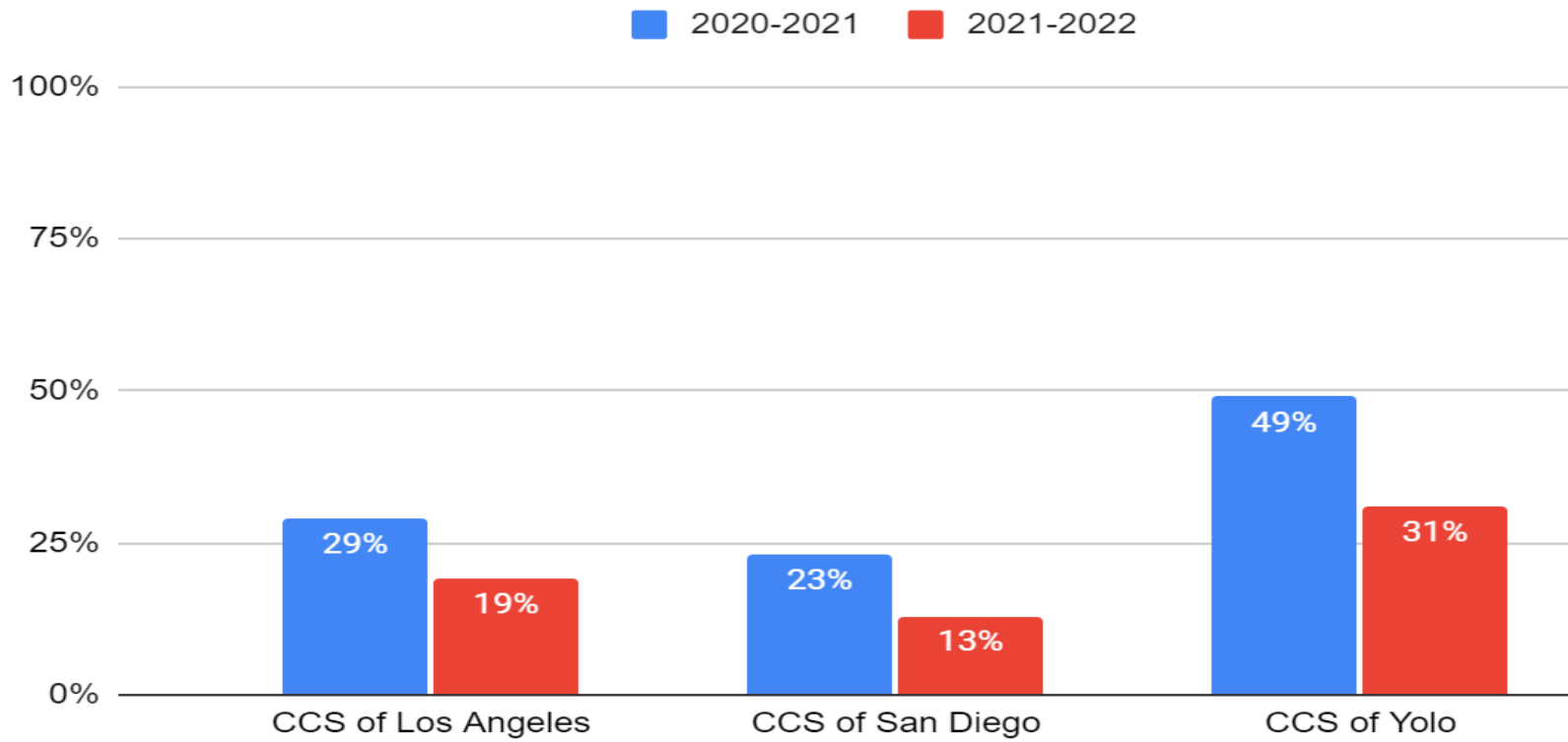
CAASPP Participation Growth





Staff Support

CAASPP Opt Outs

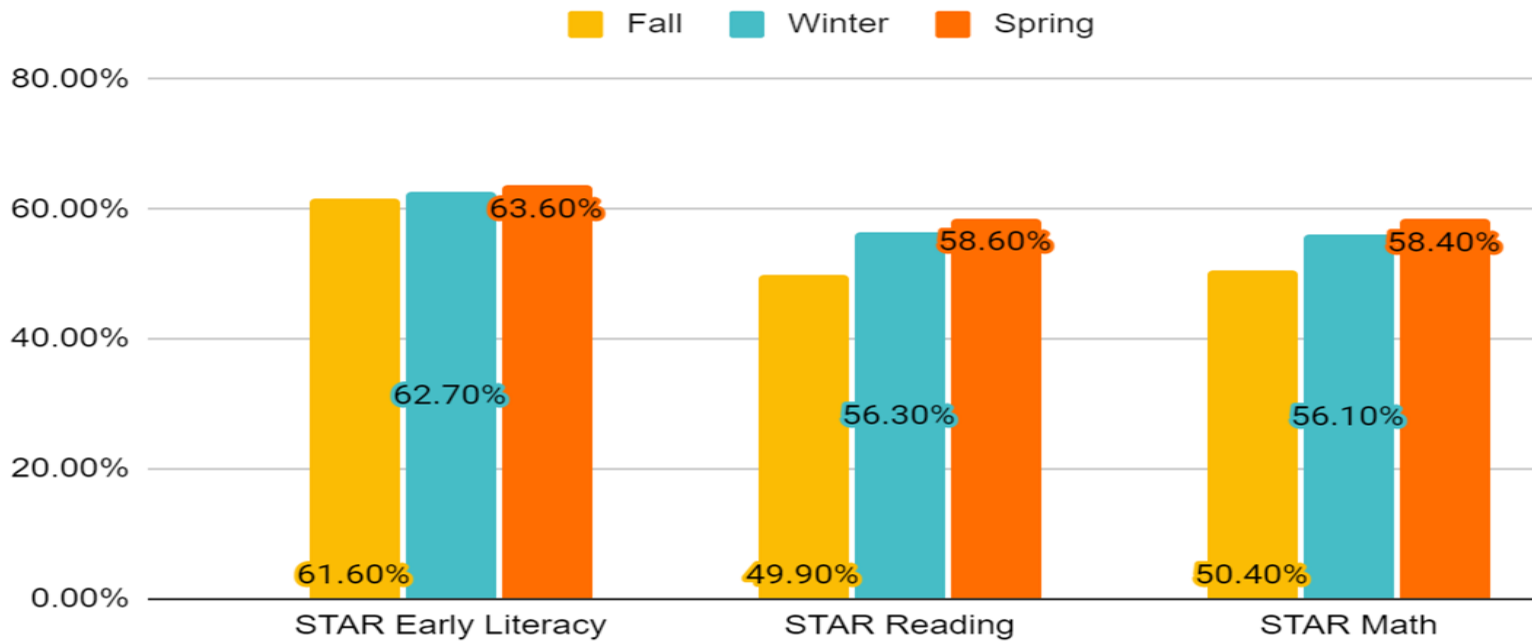




Staff Support Benchmark Growth

Percent of Proficiency

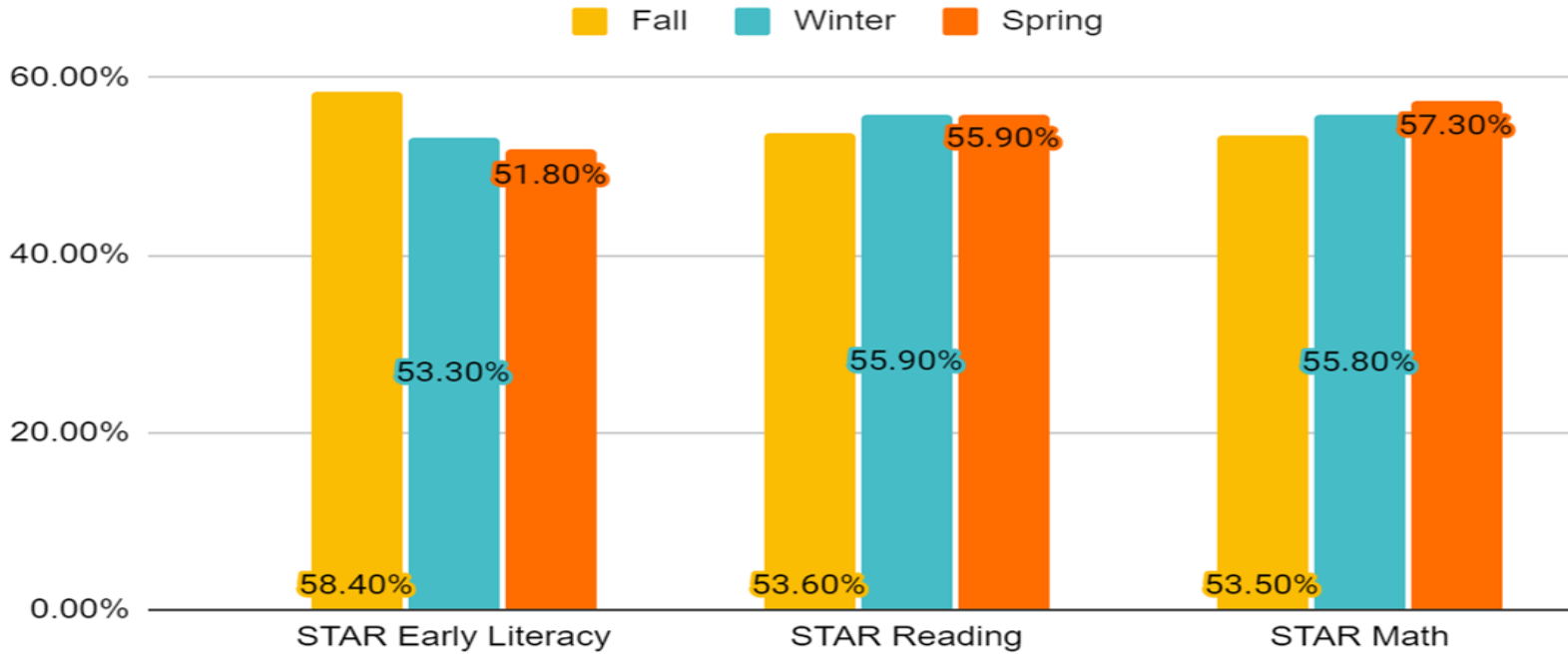
Compass Charter Schools of Los Angeles





Staff Support Benchmark Growth

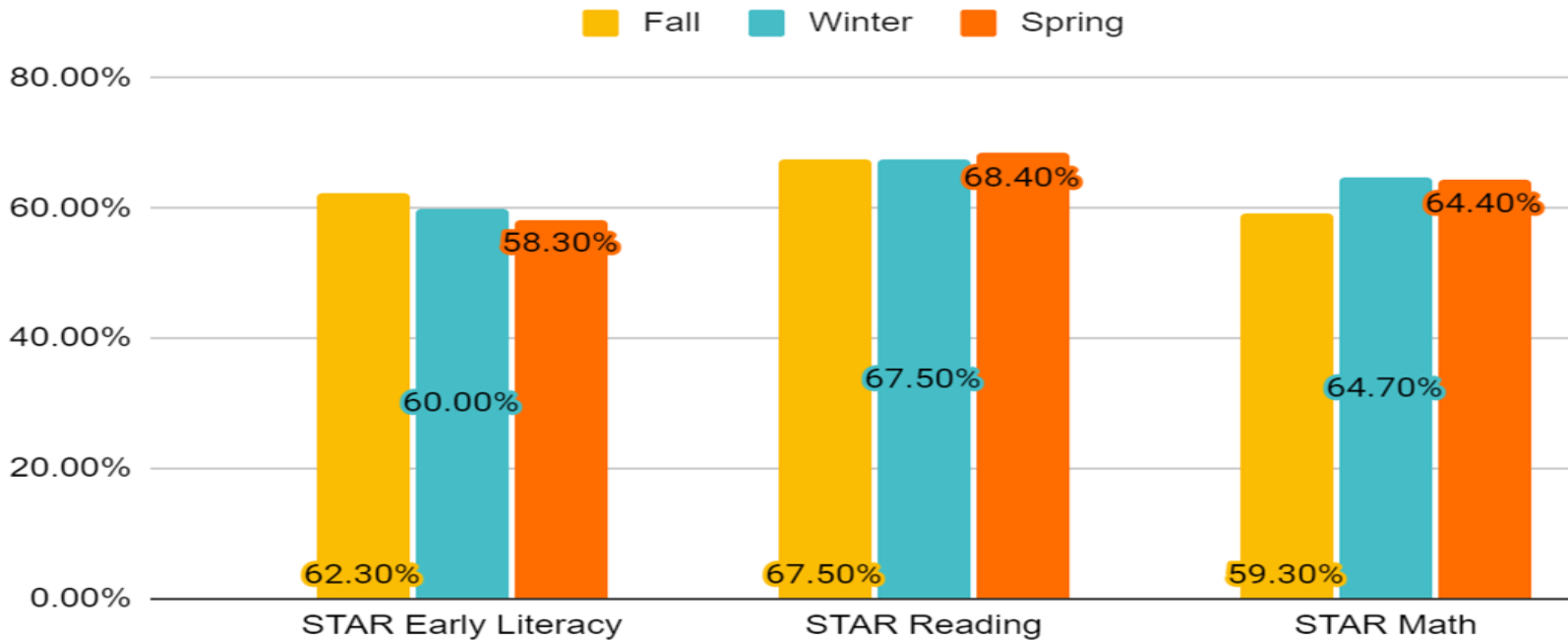
Percent of Proficiency
Compass Charter Schools of San Diego





Staff Support Benchmark Growth

Percent of Proficiency
Compass Charter Schools of Yolo





Questions?



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