

Update on the 7th Year Report from Compton Unified School District

Overview of this Report

This item presents the 7th year report from Compton Unified School District describing its comprehensive unit assessment system.

Background to this Report

In spring 2014 Compton Unified School District (Compton) hosted an [accreditation site visit](#). The team determined that Compton met all the Commission's standards except for Common Standard 2 which was found to be **Met with Concerns**. The COA granted Compton Unified School District the status of **Accreditation** and required Compton to [submit a 7th year report describing its comprehensive unit assessment system](#).

Compton Unified School District's Unit Assessment System

At the Spring 2014 accreditation site visit, the team found that Compton collected data from many sources across the two years of the Induction program. However, the analysis of the data was not systematic and there was no conclusive evidence that the analysis of the data drove program modifications.

Staff worked with the leadership of the Compton Induction program to fully understand what Common Standard 2 requires each Commission-approved educator preparation entity to do as it implements its data collection, analysis, and continuous improvement system. Staff also shared some unit assessment system graphics and descriptions of other institutions' unit assessment systems with the leadership of the Compton General Education Induction program.

Compton's Induction Program Leadership completed a full review of the types of data that were being collected, when and from whom. They also examined what additional data should be collected. Then leadership of the Compton Induction program organized the information into a table that provides a comprehensive description of the Compton Unified School District unit and program assessment and evaluation system. The table documenting the data collection and analysis timelines is provided in Appendix A of this agenda item.

Staff Recommendation

That the COA accept the 7th year report from Compton Unified School District. No further action is needed.

Appendix A-Compton Unified School District Unit Assessment System

Data Source	Standards Addressed	Who provides the data?					When data are collected	Description of Data	Method of Analysis	Follow Up- How might collect more data	Frequency of Analysis	Decision Maker
		Year 1 PT	Year 2 PT	ECO PT	SP	SA					Who Analyzes	
											Sharing the Data/Analysis	
SP Self-Assessment	CS 2, 6 PS 3, 4, 5, & 6 Program Effectiveness				X		April-May	Baseline data serves as a needs assessment for SPs. The report disaggregates data by experience levels. Results are aligned to the data from PTs assessment of SP	Results used to make decisions regarding SP training needs. Results also supply evidence of reflective conversations between BTSA Staff and SPs that focus on SP skill development.	SP self-assessment will be revised to be more descriptive and should address existing challenges and a plan to resolve challenges if SP is planning to serve as a support provider the next school	June-July BTSA Specialist Program Leadership Support Providers Program Leadership	Program Leadership uses these results to make decisions regarding support provider training needs. Results also supply evidence for reflective conversations between program leadership and individual support providers that focus on support
PT Self-Assessment of CSTPS (Using the Continuum of Teaching Practice E-1)	CS 2, 9 PS 5 & 6 Program Effectiveness	X	X	X			December & April *Year One Following Assessment of Teaching & Learning *Year Two Following	Measurement of growth over time as demonstrated in the self-assessment of the CSTP.	Results used to inform the program as to areas of need where PTs may have benefitted from the increased support.	Measure growth over time in teaching practice in Self-Assessment of CSTP. Plan PD accordingly based on need.	January and June-July BTSA Specialist & Clerk Support Providers Participating Teachers Program Leadership Advisory Board	Program Leadership uses the results to measure PTs competence by growth over time as demonstrated in the Self-assessment of the CSTP. The results are used to inform the program as to areas of need where participating teachers may have benefitted from increased support.
Fall Local Survey	CS 2, 3,6, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness	X	X	X	X	X	November-December	Progress survey to see the working relation between the SP & PT, progress of completed work, and support provided at school sites	Program review for any trends and next steps	Discuss possible next steps with PTs and SPs during their designated meetings and during the Individual Site Administrator meeting with the site administrators	Analysis takes place in December –January BTSA Specialist Program Leadership Advisory Board Support Providers Participating Teachers	Program Leadership uses results to analyze for program strengths and needs for improvement over time, progress of PTs, support given at school site, and availability of SP, and concerns are identified during upcoming Pt and SP meetings. Future meetings are adjusted according to identified needs from survey.
Mid-Year Local Survey	CS 2, 3, 6, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness	X	X	X	X		January-February	Examines both program and SP effectiveness and supports identification of PT Professional Development needs. PT responses are compared to SP responses for similar questions in the past year.	Results are used to ensure effective program implementation and experiences between PT & SP	Talk to PT and SP about possible next steps	Analysis takes place in March BTSA Specialist Program Leadership Advisory Board Participating Teachers Support Providers	Program Leadership uses the results to determine needs and gaps in service and to ensure effective program implementation regarding the comparative experiences for participating teachers and support providers.

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End of Year Local Survey	CS 2, 3, 6, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness	X	X	X	X	X	April-May	Assessment of program at the conclusion of the year. Make recommendations for next year. PTs are provided the opportunity to request a SP change.	BTSA Specialist reviews and shares with Advisory Board and adjusts program as needed.	Open up new year meeting with a review	End of August BTSA Specialist BTSA Clerk Program Leadership Advisory Board Participating Teachers Support Providers	Program Leadership uses results to analyze for program strengths and needs for improvement over time, progress of PTs, support given at school site, and availability of SP, and concerns are identified during upcoming Pt and SP meetings. Future meetings are adjusted according to identified needs from survey.
IIP	CS 1, 2, 3, 6, 7, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness	X	X	X			December & April	Each PT submits an action proposal plan before beginning their inquiry with the four-5 steps completed with possible research activities listed to the BTSA office for approval.	The IIP identifies area of PT growth/improvement and need. IIP is based on Action research. Action research is done with the intent that the research will inform and change their practice in the future. BTSA Specialist and SPs review and make suggestions.	<ul style="list-style-type: none"> - IIP share around at end of the year or prior to starting the next Inquiry - Evidence pieces/resources used by PT 	January and June-July BTSA Specialist BTSA Clerk Advisory Board Support Provider Participating Teachers Program Leadership	Program Leadership uses results. Determine resources and plan future and/or research future PD that PTs can use in their own professional growth.
Collaborative Logs	CS 1, 2, 3, 6, 7, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness	X	X	X	X		Monthly	Informs the BTSA office which Modules/FACT documents SP & PT are currently working on and/or have completed outside of meeting times and after the work day.	Program reviews for amount of time and days SP and PT interact in gathering and analyzing evidence as they work on FACT.	<ul style="list-style-type: none"> - Identify SP effectiveness and determine SPs 	Monthly Basis BTSA Clerk BTSA Specialist Leadership Support Providers Participating Teachers	Program Leadership uses the results to determine the type of support SP is providing PTs in a timely manner and the type of on-going collaboration between the PT and SP. Further SP and PT meetings are able to be planned according to needs for program improvement.
Portfolio Review	CS 1, 2, 3, 4, 6, 7, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness	X	X	X			December-January & May-June	PTs completed and submitted portfolio for each year in the fall and spring.	Evidence of PTs implementation and demonstration of CSPTs placed in BTSA portfolio to support FACT.	<ul style="list-style-type: none"> o Develop future PD based on CSTPs need o Develop PD s based on portfolio review findings o Support provider effectiveness - Program effectiveness 	January-February & May-June BTSA Specialist BTSA Clerk Advisory Board Leadership Support Providers Participating Teacher	Program Leadership uses the results to further determine needed CSTEP trainings

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SP Training (FACT) Feedback	CS 1, 2, 3, 4, 6, 7, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness				X		July-May	Initial and ongoing training in FACT	Delivery of service is addressed and areas that need to be addressed In future meeting are identified.	<ul style="list-style-type: none"> - Future SP meetings topics are scheduled according to the need. 	On-going throughout the school year BTSA Specialist BTSA Clerk Support Providers Leadership Advisory Council	Program Leadership uses results to determine type of support/training needed to further assist SP to grow in their role as Support Providers.
Assessment of FACT	CS 1, 2, 3, 4, 6, 7, & 9 PS 1, 2, 3, 4, 5, & 6 Program Effectiveness				X		March	Baseline data collected served as a needs assessment for support providers. Results are also aligned to the data from.....	Results will provide Leadership with support provider effectiveness and future support provider assignments. Results addressed in future trainings.	<ul style="list-style-type: none"> - Support Provider knowledge of CSTPs and FACT. - SP who can assist with future BTSA PDs. 	March BTSA Specialist BTSA Clerk Support Providers Leadership Advisory Board	Program Leadership and Advisory Board uses results to determine type of support/training needed to further assist SP to grow in their role as Support Providers. Results are also used to determine future SP assignments.
Classroom Observation of PT	CS 1, 2, 3, 4, 6, 7, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness				X	X	January & May	Documentation of teacher practice evidence for FACT	Results will provide evidence of implementation and demonstration of appropriate Induction Standards, CSTPs, thoroughness and effectiveness of Support Provider's ability to objectively observe participating teacher, and PTs areas of weakness and strengths in teachers practice.	<ul style="list-style-type: none"> - CSTPs in which PTs need to improve. - Feedback to SP is needed to meet the PTs need. 	November-December & March-April BTSA Specialist BTSA Clerk Support Provider Leadership Advisory Board	Program Leadership uses results to provide evidence of implementation and demonstration of appropriate Induction Standards, CSTPs, thoroughness and effectiveness of Support Provider's ability to objectively observe participating teacher, and PTs areas of weakness and strengths in teachers practice.
Meeting Evaluations	CS 1, 2, 3, 4, 6, 7, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness	X	X	X	X		PTs-Quarterly SPs-Monthly	All participants complete a both a Likert scale as well as a written response about the strengths and challenges of the workshop.	Open up next meeting with discussing what occurred at the previous-find out what happened. Plan meetings with those concerns in mind	Look for patterns or needs to plan future meetings.	PTs-Quarterly SPs-Monthly BTSA Specialist BTSA Clerk Program Leadership Advisory Board	Program Leadership uses the results to analyze for ongoing program improvement. Results are used to make any necessary revisions and improvements to ensure program quality and effectiveness.

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Triad Meetings	CS 1, 2, 3, 4, 6, 7, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness	X	X	X	X		November-April (ongoing)	Check point to address questions, clarifications, and identify any red flags that interfere with PTs progress in the program. Next step are addressed if PT is on track.	Specialist takes notes. Individual support is offered to both PT and SP as needed. Before triad meetings attached work from collaborative logs are analyzed for PT progress in completing FACT, type of meetings between PT and SP, and amount time and days of meetings. From triad meeting questionnaire Concerns of future meetings are analyzed from triad meeting questionnaire.	<ul style="list-style-type: none"> - Support Provider availability - PT & SP Working Relationship - PT strengths, challenges, concerns, and progress of PT with completing FACT 	November, February, & Ongoing BTSA Specialist BTSA Clerk Program Leadership Participating Teachers Support Providers Advisory Board	Program Leadership uses results to identify collaboration issues between SP & PT and PT's status in the program. Triad meetings are used as needed or as a mid-point check to monitor the PTs progress in BTSA.
PT Assessment of SP	CS 1, 2, 3, 4, 6, 7, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness	X	X	X			April-May	PTs outline areas that they believe their SP are strong or might need additional training or support. This survey is aligned to SP self-assessment	Results assist program in making decisions about further support provider needs and areas where the program design or implementation might need to be improved. Results also provide program evidence for reflective conversations between program and SPs focus on SP skill development	<ul style="list-style-type: none"> o PT needs - Support Provider Effectiveness 	January and June-July BTSA Specialist BTSA Clerk Program Leadership Support Provider Participating Teachers Advisory Board	Program Leadership uses results to further assist in making decisions on support provider needs and area where the program design or implementation might need to be improved. Results also supply evidence for reflective conversations between program leadership and individual support providers focused on support provider skill development. m
Completer Survey	CS 1, 2, 3, 4, 6, 7, & 9 PS 1, 2, 3, 4, 5 & 6 Program Effectiveness		X	X			Year Two PTs May- June ECO PT- December of 2 nd year in program	When induction has been completed, graduates are asked to respond to an online survey regarding the impact that their BTSA Induction experience has had on their teaching competence. The survey is aligned to the CSTP	Program leadership uses these results to examine areas of the CSTP elements where the BTSA experience has most helped graduate competence. This provides direction as to where the program is generating the most perceived competence and where program improvements might be in order.	<ul style="list-style-type: none"> o SP Effectiveness - Program Effectiveness o Program improvement - PT Concerns 	January and June-July BTSA Specialist BTSA Clerk Program Leadership Advisory Board Support Provider Program Leadership	Program Leadership uses the results to examine areas of the CSTP elements where the BTSA experience has most helped graduate competence. This provides direction as to where the program is generating the most perceived competence and where program improvements might be in order.