



Our Compass True North:

Compass Academy exists to leverage the power of each person to actualize their unique potential as a Learner & Leader. This means:

- The school must be committed to developing the whole person
- All students must be positioned to drive their learning
- Education must be about an individual discovering consciousness, hope, & purpose



The Learning Points of Compass: Definition of Success

Compass Academy supports students in developing integrated academic and social-emotional Learner & Leader competencies that provide pathways from poverty to post-secondary success. Leveraging advances in learning sciences and youth development practices we enable students to realize their unique talents through a personalized learning environment that fosters deeper learning; challenge them to master the most critical cognitive skills necessary for college and career readiness; and support them in developing linguistic proficiency that prepares them to collaborate with diverse communities and enter the global market.



I SEEK EXCELLENCE: Academic Mastery for All

Student Definition: I commit to academic excellence. I know which strategies help me learn and I have the tools and skills to succeed in school and in the world.

Definition of Success:

At Compass Academy, learning builds academic mastery for all. Compass Academy students will master core academic skills, written and verbal communication, and demonstrate the yearly growth necessary for post-secondary success and their life’s work as Learners and Leaders.

To reach this growth and mastery students will learn how to learn, developing learning strategies and the critical cognitive skills and mindsets necessary for college and career readiness including goal setting, memory and study skills, reflection/metacognition, and exercising a growth mindset.

All of our students will meet these essential goals while exceeding expected growth regardless of their socioeconomic status, English Language Learner status, and special education status.

Focus	Metrics		
	Goal Statement	Multi-year	By Graduation
Academic growth and proficiency (NWEA MAP)	<p>Annually exceed expected normative growth on MAP</p> <p>All of our key subgroups exceed expected normative growth on MAP on an annual basis</p>	<p>College and Career Metric 6th-7th = 30% 8th-9th = 50% 10th-12th = 75%</p> <p>ELLs</p> <p>FRL</p>	75% of students meet the college ready metric



		IEP	
Academic growth and proficiency (CMAS and ACCESS)	Annual Green or blue status on CMAS academic measures on SPF All of our key subgroups exceed District performance on CMAS on an annual basis	<p>CMAS proficiency in reading and math</p> <p>6th-7th = 30%</p> <p>8th-9th = 50%</p> <p>10th-12th = 75%</p> <p>Top 5 for growth (MPG) and status for all high poverty (>90% FRL) schools in Denver</p> <p><u>ELL</u></p> <p>Level 1-2 =</p> <p>Level 3-4 =</p> <p>Level 5-6 =</p> <p><u>IEP</u></p> <p>6th-7th = focus group is within 5% from the state reference group</p> <p>8th-9th = there is no difference between the focus group and the state reference group</p> <p><u>FRL, SOC, ELL:</u></p> <p>6th-7th = focus group is within 10% from the school's reference group</p> <p>8th-9th = there is no difference</p>	<p>SAT scores (TBD)</p> <p>AP scores and credit – 3 or above</p> <p>100% of students meet or exceed national norms for their subgroup on SAT and AP scores</p> <p>75% of students meet threshold for acceptance to a state university or college</p> <p>100% of students gain university, college admission, or a valid post-secondary industry certificate</p>



	Annual ACCESS status indicator is On-Track and MGP is green or blue on the SPF	<p>between the focus group and the school's reference group OR the focus group has a 65 MGP</p> <p>ACCESS On-Track 6th-7th = 30% - 45% 8th-9th = 45%- 55% 10th-12th = 55% - 75%</p> <p>ACCESS MGP 6th-7th = 35% - 50% 8th-9th = 50%- 65% 10th-12th = 65% +</p>	
Written and verbal communication	Annually, meet grade level standards using standards based rubrics for writing and speaking	<p>Proficient on grade level rubrics for writing and speaking (WIDA) 6th-7th = 30% 8th-9th = 50% 10th-12th = 75%</p>	<p>Capstone project (application of rubric)</p> <p>Proficiency on SAT writing section</p>
High Quality, Authentic Work	Students make work of value...	Students have direct learning application in the community at least once a year (e.g. field work, working with experts...)	<p>50% of graduates have completed an internship</p> <p>25% of standards-based courses are offered in the community</p>
<p>Learning to Learn</p> <ul style="list-style-type: none"> ● Growth Mindset ● Reflection/Metacognition ● Make it Stick 	Students know how to learn and have the tools and skills to succeed in the world.	<ul style="list-style-type: none"> ● Growth mindset (HSA) ● Reflection (HSA Scale) ● Artifacts ● Student Reflection/Demonstration 	8th grade- 100% of students able to reflect on/demonstrate skills related to at least x competencies



<ul style="list-style-type: none"> ● Follow the Evidence/Goal Setting ● Creativity 		<p>Broad base improvement: 100% of ...students are...</p> <p>Triangulation: Artifacts Student self report Adult judgement</p>	<p>12th grade- 100% of students able to reflect on/demonstrate skills related to at least x competencies</p>
<p>(Academic) Excellence Badge supported by key Learner & Leader Competencies</p> <ul style="list-style-type: none"> ● Self-Agency ● Commitment to Quality/Content Expertise ● Communication ● Growth Mindset ● Reflection/Metacognition ● Make it Stick ● Follow the Evidence/Goal Setting ● Creativity 	<p>Students are able to set goals linked to academic growth or proficiency and reflect on their progress through the lense of Learner & Leader competencies.</p>	<ul style="list-style-type: none"> ● Student products against standards based rubric ● Artifacts ● Student Reflection/Demonstration ● Badge Requirements 	<p>8th grade- 100% of students able to reflect on/demonstrate skills related to at least x competencies</p> <p>12th grade- 100% of students able to reflect on/demonstrate skills related to at least x competencies</p>



I AM DETERMINED: Learning Propels Agency and Self-Awareness

Student Definition: I am resourceful and maximize my potential. I understand myself and where I want to go.

Definition of Success:

At Compass Academy, students build the internal engine that enables success in school, post-secondary education, careers, and their communities. Compass students learn about themselves– interests, strengths, and areas of growth– discovering and developing their goals and passions. With the help of Compass Academy’s Learner & Leader Competencies, students develop social-emotional skills including self-agency, self-management, and optimism as well as healthy mindsets to support their well-being. This, in turn, also fuels their academic success. When students leave Compass, they have the tools to navigate challenging situations and pursue their dreams.

Focus	Metrics (DESSA/HSA measures based on national norm from Aperture/PEAR)		
	Goal Statement	Multi-Year	Graduation
Self- Agency: Productive Persistence	Students take an active role in setting their pathway, keep trying when unsuccessful, are resourceful, learn from mistakes, demonstrate positive assertiveness, and optimism.	<ul style="list-style-type: none"> Take an active role in learning is measured as Typical or as a Strength (DESSA Item: Goal Directed Scale) Keep trying when unsuccessful is measured as Typical or as a Strength (DESSA Item: Goal Directed Scale) 	



		<ul style="list-style-type: none"> • Learn from Experience is measured as Typical or as a Strength (DESSA Item: Decision-Making Scale) • Demonstrate positive Assertiveness is measured as Typical or as a Strength (HSA Scale) • Demonstrate Optimism is measured as Typical or as a Strength (HSA Scale) 	
Relevance and Purpose	Students create personal pathways and experience learning through authentic experiences driven by their sense of curiosity.	<ul style="list-style-type: none"> • Students have direct learning application in the community at least once a year (e.g. field work, working with experts...) • Student surveys • Parent surveys • Advocate plans (L&L Plan) 	<p>50% of graduates have completed an internship</p> <p>25% of standards-based courses are offered in the community</p> <p>All students engage in presentations of learning.</p>
Self-Awareness/Well-Being			
Self-Management Skills	Students demonstrate emotional control, show good judgement, and accept responsibility.	<ul style="list-style-type: none"> • Demonstrate emotion Control is measured as Typical or as a Strength (HSA Scale) • Shows good judgement is measured as Typical or as a 	



		<p>Strength (DESSA Item: Decision-Making Scale)</p> <ul style="list-style-type: none"> ● Accept responsibility is measured as Typical or as a Strength (DESSA Item: Decision-Making Scale) 	
<p>Self-Driven Badge supported by key Learner & Leader Competencies</p> <ul style="list-style-type: none"> ● Reflection ● Growth Mindset ● Self-Agency ● Self-Management/Self-Awareness ● Flexibility/Resilience ● Responsible Decision making <p>Current “Power” Competencies (Core/Central)</p> <ul style="list-style-type: none"> ● Self-Agency ● Growth Mindset ● Reflection ● Positive Risk Taking ● Collaboration ● Communication 	<p>Students demonstrate a growth mindset and the ability to reflect</p>	<ul style="list-style-type: none"> ● Growth mindset (HSA) ● Reflection (HSA) 	<p>All core Mastery Badges achieved</p>



I AM INCLUSIVE: Learning Opens Worlds

Student Definition: I advocate for equity, value diversity in all its forms, and see biliteracy as an asset that will fuel my future success.

Definition of Success:

At Compass Academy, learning opens worlds. Compass Academy students develop multicultural competencies and linguistic proficiency, preparing them to collaborate with diverse communities and enter the global market while earning a high school diploma with a Seal of Biliteracy-- a unique advantage in the workforce. Students embrace diversity as an asset, actively seek diverse perspectives, and advocate to build inclusivity and equity throughout our society.

Focus	Metrics		
	Goal Statement	Multi-year	By Graduation
Spanish proficiency	Students demonstrate growth and proficiency on District Spanish Assessments.	Monitor against District Pathways	75% Pass AP Spanish or other requirement to receive the Seal of Biliteracy
ELL growth	Student's yearly ACCESS growth, and % on-track to proficiency, is green on SPF.	ACCESS MGP 6th-7th = 35% - 50% 8th-9th = 50%- 65% 10th-12th = 65% + ACCESS On-Track 6th-7th = 30% - 45% 8th-9th = 45%- 55% 10th-12th = 55% - 75%	75% Pass AP English or other requirement to receive the Seal of Biliteracy



Application of Languages	Students are using both Spanish and English throughout their day.	25% of students are taking one or more content courses in Spanish 60% of students perform their presentations of learning in two languages	50% of students can translate and interpret for an outside audience
Cultural Mindset	Mastery Credits earned demonstrate cultural values and mindsets.	Certificates of Completion <ul style="list-style-type: none"> • Cultural Competencies • Cross Cultural Understandings • Courageous Conversations 	Capstone projects that incorporate understandings
Diversity of Staff	Our staff reflects our student population and provides the needed perspectives.	CA staff reflects a multicultural and diverse community of learners and leaders (race, socioeconomic status, ethnicity, gender, sexuality, ability, age, and diversity of perspective)	NA
Multicultural Badge supported by key Learner & Leader Competencies <ul style="list-style-type: none"> • Respect • Collaboration • Communication • Inclusiveness • Positive Risk Taking • Reflection • Flexibility/Resilience 	Students demonstrate an openness to diverse points of view, inclusiveness, and flexibility of thinking.	<ul style="list-style-type: none"> • Empathy (HSA) • Perspective Taking (HSA) • Prosocial (HSA) • Positive relationships with peers and adults (HSA) 	All Core Mastery Badges achieved



I AM A CHANGE-MAKER: Learning Promotes the Greater Good

Student Definition: I lead with integrity and make the world a better place.

Definition of Success:

At Compass Academy, learning serves the greater good. Students have the opportunity to apply their learning to the real issues that matter most to them both in and out of school. These experiences provide opportunities for students to take advantage of the resources and assets in their communities to make a difference.

Focus	Metrics		
	Goal Statement	Multi-Year	Graduation
Citizenship	Our students exercise their rights as a citizen.	All eligible students register to vote Students are participating in projects that impact their community and are building the tools and skills for independent projects	Capstone Project
Leadership	Our students take on leadership roles both within the school and in their community.	Working Student Council in place Student Ambassador Program in place Student Leadership Programming in place	10% of students take on leadership roles (school-based opportunities, school board, community boards, etc.)
Community Engagement	Students take an active role in their community.	Completion of at least one Service Project per year	Certificates of completion meet Mastery Credit



			<p>75 Hours of Community Service grades 9-12</p> <p>Future: Alums who return to the Community</p>
<p>Leader Badge supported by key Learner & Leader Competencies</p> <ul style="list-style-type: none"> ● Communication ● Organizing for Action ● Positive Risk Taking ● Collaboration ● Self-Agency 	<p>Yearly mastery badges earned that align to the L&L competencies</p>	<p>On track to meet all core Mastery Badges</p>	<p>All Core Mastery Badges achieved</p>



I BELONG: Learning is Powered by Community

Student-Definition: I belong to my community, and I am responsible for its success.

Definition of Success: Compass Academy’s culture is defined by deep authentic relationships between the individual, family, and the broader community. Community is developed through structures and rituals that leverages the potential of our students to create a sense of belonging, commitment, academic success, and a shared belief in our school’s mission and vision.

Focus	Metrics		
	Goal Statement	Multi-Year	Graduation
Student and Family Satisfaction	Our students and families are satisfied with the learning experiences we are providing and feel a deep sense of belonging and community.	The positive response rate on the DPS Student Satisfaction survey and the Parent Satisfaction survey is 85% or higher	
Attending school on-time	Our students come to school every day.	At least 95% ADA for 50% of our students Less than 10% are chronically absent	50% of students graduate with 95% ADA
Student Demand	There is high demand for Compass Academy by the SW Denver community.	10% of total enrollment on Waitlist Hitting enrollment goals each year as stated in budget	



		<p>90% of siblings attend Compass Academy</p> <p>Future: 10% of students enroll from out of the zone or District</p>	
Student Retention	Students return year after year.	<p>% of students who complete their 6-12 education at Compass</p> <p>6-8 – 85%</p> <p>9-12 – 85%</p> <p>6-12 – 70%</p>	
Student Involvement	Our students engage in a variety of ways (sports, clubs, student ambassadors, service projects)		
Number of parents and community members involved in the school	We have strong and lasting community partnerships.	Annual report to the board and community on the success of our parent and community partnerships	
<p>Key Learner & Leader Competencies:</p> <ul style="list-style-type: none"> ● Self-Management ● Self-Awareness ● Flexibility ● Inclusiveness ● Positive Risk Taking ● Communication ● Collaboration ● Respect 			



<p>Current “Power” Competencies (Core/ Central)</p> <ul style="list-style-type: none">• Self-Agency• Growth Mindset• Reflection• Positive Risk Taking• Collaboration• Communication			
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Compass Points: How We Define Success at Compass Academy



Compass Point	Student Definition	Description
<p>I SEEK EXCELLENCE: Academic Mastery for All</p>	<p>I commit to academic excellence. I know which strategies help me learn and I have the tools and skills to succeed in school and in the world.</p>	<p>At Compass Academy, learning builds academic mastery for all. Compass Academy students will master core academic skills, written and verbal communication, and demonstrate the yearly growth necessary for post-secondary success and their life’s work as Learners and Leaders.</p> <p>To reach this growth and mastery students will learn how to learn, developing learning strategies and the critical cognitive skills and mindsets necessary for college and career readiness including goal setting, memory and study skills, reflection/metacognition, and exercising a growth mindset.</p> <p>All of our students will meet these essential goals while exceeding expected growth regardless of their socioeconomic status, English Language Learner status, and special education status.</p>



<p>I AM DETERMINED: Learning Propels Agency and Self-Awareness</p>	<p>I am resourceful and maximize my potential. I understand myself and where I want to go.</p>	<p>At Compass Academy, students build the internal engine that enables success in school, post-secondary education, careers, and their communities. Compass students learn about themselves– interests, strengths, and areas of growth– discovering and developing their goals and passions. With the help of Compass Academy’s Learner & Leader Competencies, students develop social-emotional skills including self-agency, self-management, and optimism as well as healthy mindsets to support their well-being. This, in turn, also fuels their academic success. When students leave Compass, they have the tools to navigate challenging situations and pursue their dreams.</p>
<p>I AM INCLUSIVE: Learning Opens Worlds</p>	<p>I advocate for equity, value diversity in all its forms, and see biliteracy as an asset that will fuel my future success.</p>	<p>At Compass Academy, learning opens worlds. Compass Academy students develop multicultural competencies and linguistic proficiency, preparing them to collaborate with diverse communities and enter the global market while earning a high school diploma with a Seal of Biliteracy-- a unique advantage in the workforce. Students embrace diversity as an asset, actively seek diverse perspectives, and advocate to build inclusivity and equity throughout our society.</p>
<p>I AM A CHANGE-MAKER: Learning Promotes the Greater Good</p>	<p>I lead with integrity and make the world a better place.</p>	<p>At Compass Academy, learning serves the greater good. Students have the opportunity to apply their learning to the real issues that matter most to them both in and out of school. These experiences provide opportunities for students to take advantage of the resources and assets in their communities to make a difference.</p>
<p>I BELONG: Learning is Powered by Community</p>	<p>I belong to my community, and I am responsible for its success.</p>	<p>Compass Academy’s culture is defined by deep authentic relationships between the individual, family, and the broader community. Community is developed through structures and rituals that leverages the potential of our students to create a sense of belonging, commitment, academic success, and a shared belief in our school’s mission and vision.</p>

Our Learning Questions: Why we collect data?

We want to know:

- Do we have the right metrics that align to a more robust and accurate Definition of Success at Compass Academy aligned to our mission and vision and to what students need to be successful in their future?
- Are we getting all students to proficiency at their grade level and at the right rate?
- Are we aligned between what we believe, what we do, and our outcomes?

What do we want to measure?		How will we measure it?	
What	Why This Matters in relationship to the Compass Point	Aspirational Metric	Strategic Priority Metric for FY20
Be Specific	Is it Relevant?	Is it Measurable, Achievable, and Timely?	Is it Measurable, Achievable, and Timely?
Academic growth	Demonstration of strong growth across multiple measures means students are closing academic gaps and are on the path to Academic Excellence and mastery.	<p>Annually exceed expected normative growth on interim assessments.</p> <p>All of our key subgroups exceed expected normative annual growth on interim assessments.</p> <p>Green on growth measures on the SPF.</p> <p>All of our key subgroups exceed District growth on CMAS on an annual basis</p> <p>Annual ACCESS status indicator is</p>	<p>See Strategic Priorities for specific details: STAR ELA/Math</p> <ul style="list-style-type: none"> ● All students make more than one year's growth ● % of all students move XY grade levels in order to move into the next band of proficiency (goals by band) ● % of SpEd/ELL kids who move XY grade levels (goals by band) <p>ACCESS ON TRACK</p> <ul style="list-style-type: none"> ● 30% to meet SPF <p>ACCESS MGP</p>



		On-Track and MGP is at least green on the SPF	<ul style="list-style-type: none"> ● 50 or higher CMAS MGP <ul style="list-style-type: none"> ● 50 for ELA and Math CMAS Catch-up <ul style="list-style-type: none"> ● ELA - 30% move a band ● Math - 25% move a band
Academic Proficiency	Demonstration of Mastery promotes college and career readiness for students. It is a key driver for future academic success.	Annual Yellow or better on CMAS academic status measures on SPF Students who are behind the grade level standards, and stay with Compass for more than 3 years, will close their academic gap.	CMAS Keep-up <ul style="list-style-type: none"> ● 75% maintain met or above proficiency in ELA ● 70% maintain met or above proficiency in Math All teachers are providing rigorous and engaging learning experiences that are aligned to the work of the grade and grade level content.
L&L Competency Development	There are key set of foundational academic, social, and emotional competencies that challenge our students to master the most critical cognitive skills necessary for college and career readiness. These competencies support all the Compass Points, by design.	All teachers integrate and reinforce the Compass Points and Foundational Competencies	Pack



<p>Bilingual Programming</p>	<p>Compass Academy students develop multicultural competencies and linguistic proficiency, preparing them to collaborate with diverse communities and enter the global market while earning a high school diploma with a Seal of Biliteracy-- a unique advantage in the workforce. Our students are bilingual, latinix, community demand, TNLI school, ...</p>		
<p>Multicultural Competency</p>	<p>Students embrace diversity as an asset, actively seek diverse perspectives, and advocate to build inclusivity and equity throughout our society.</p>		
<p>Student Satisfaction</p>			



Parent Satisfaction			
Attendance			
Student Demand/ Retention			
Community Connections			
Civic Engagement	At Compass Academy, learning serves the greater good. Students have the opportunity to apply their learning to the real issues that matter most to them both in and out of school.		
Network Mapping	Authentic and relevant experiences provide opportunities for students to take advantage of the resources and assets in their communities.		
Diversity of Staff and Board			