



# Students Using Odyssey Improve MEAP Math, Reading, and ELA Performance



## Program Profile

- Implementation:** St. Charles Community Schools
- Evaluation Period:** Fall 2007–Fall 2008
- Target Population Highlighted in Report:** 4–8
- Curriculum:** CompassLearning Odyssey® Math and Reading/Language Arts

approximately 1,200 students, and the average student-to-teacher ratio is 25:1. Approximately 38% of students are eligible for the free or reduced-price lunch program, and less than 1% are English language learners.

### Ethnic Breakdown

Caucasian . . . . .	96%
African American . . . . .	>1%
American Indian . . . . .	>1%
Asian/Pacific Islander . . . . .	>1%
Hispanic . . . . .	>1%

## Executive Summary

St. Charles Community Schools uses CompassLearning Odyssey to help attain maximum student achievement, which is the primary aim of the school district.<sup>1</sup> The district reports that it has seen increased assessment scores and improved attitudes of at-risk students as a result of the Odyssey implementation. Michigan Educational Assessment Program (MEAP) scores for 2007 to 2008 indicate improvement for Odyssey users in grades 4–8 who were not proficient in 2007 in their prior grade level. In 2008, the percentage of these students who scored “advanced” or “proficient” increased in the MEAP subject areas of math, reading, and English language arts (ELA). Across grades 4 to 8 in all three MEAP subject areas, the percentage of students who scored “advanced” or “proficient” in 2008 was greater for students whose average Odyssey learning activity score was 75% or greater than for those whose average Odyssey learning activity score was less than 75%. This suggests the value of monitoring students’ learning activity scores.

## Program Summary and Implementation Goals

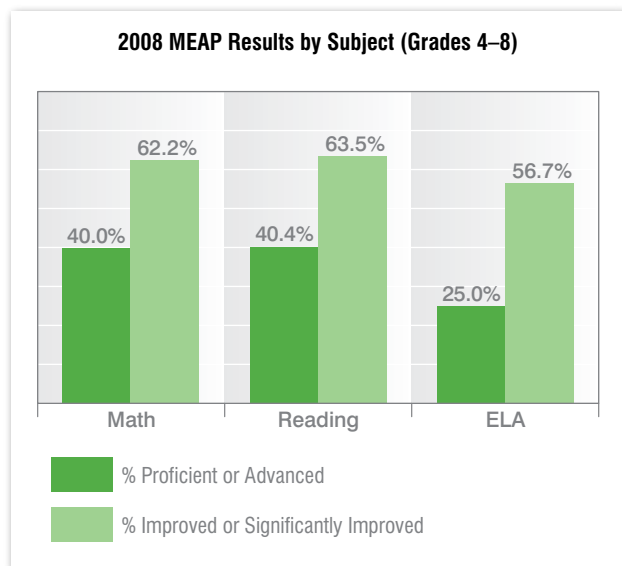
St. Charles Community Schools implemented Odyssey across the district to support its primary aim of maximizing student achievement by providing differentiated instruction designed to meet individual student needs. Odyssey functions as an extension of the classroom, providing reinforcement and supplemental content aligned to the curriculum. At the elementary and middle school levels, St. Charles Community Schools uses Odyssey as an assessment tool to prescribe personalized learning paths for each student, containing content that is aligned to classroom instruction and MEAP objectives. Teachers administer assessments quarterly and tailor them to mirror the material for the subsequent instructional period. Odyssey then prescribes a personalized learning path for each student based on his or her assessment results.

## School Demographics

St. Charles Community Schools is a public K–12 school district located in the rural community of St. Charles, Michigan. The district’s four schools include one elementary school, St. Charles Elementary School; one middle school, Anna M. Thurston Middle School; and two high schools, St. Charles High School and SCORE Alternative High School. District enrollment is

With teachers present to provide guidance and support, students work on Odyssey in the computer lab, on activities directly related to the classroom curriculum and instructional content. In addition, some teachers use Odyssey for whole-group instruction, selecting activities from Odyssey and using them to address the entire class. The flexibility of Odyssey enables teachers to use Odyssey in the classroom as an instructional resource and bring students to the lab at their convenience, while students can also access Odyssey from home.

<sup>1</sup> <http://www.stccs.org/education/components/scrapbook/default.php?sectiondetailid=200>



**Figure A.** 2008 MEAP Results by Subject for Odyssey Users Who Were Not Proficient in 2007

Grade	Average Odyssey Score		Difference
	≥ 75%	< 75%	
4	100%	89%	+11%
5	100%	67%	+33%
6	83%	82%	+2%
7	100%	80%	+20%
8	100%	52%	+48%

**Figure B.** The Percentage of Odyssey Users Who Scored “Advanced” or “Proficient” on the 2008 MEAP in Math by Average Odyssey Math Learning Activity Score<sup>3</sup>

## Professional Development

CompassLearning professional development supported the district’s implementation of Odyssey. Through coaching, mentoring, and modeling, teachers learned how to use Odyssey and how to integrate it into the curriculum. CompassLearning’s professional development team aligned Odyssey with St. Charles’s curriculum by incorporating its assessment items into Odyssey for the quarterly assessments used to create learning paths. The team consulted with teachers at each grade level to better understand considerations specific to that grade, making recommendations for Odyssey use and ongoing support. Teachers learned skills such as how to use the Odyssey Manager, customize quizzes and assignments to meet classroom needs, and locate and assign material outside of their grade level but aligned to their class work and appropriate for their students’ skills and capabilities. The CompassLearning team then followed up with teachers on the recommendations to consult and readjust strategies depending on results.

The superintendent and school principals were also involved, and the professional development team taught administrators how to run reports, interpret results, and understand the Odyssey curriculum. Going forward, professional development representatives will continue to act as a resource for St. Charles Community Schools. As part of a long-term strategy for engaging students in learning, professional development recently designed and created an end-of-year assessment that will be given to fifth- and eighth-graders. The assessments will be used to determine where students’ skill gaps are as they prepare to transition to middle school and high school. Students can then work on strategic learning paths over the summer, effectively preparing them for the transition.

## Results

Evaluation of the change from 2007 to 2008 in the percentage of Odyssey users in grades 4–8 who did not meet proficiency in 2007<sup>2</sup> suggests improvement in 2008. In 2008, the percentage of students who scored “proficient” or “advanced” improved by 25.0% in ELA, 40.0% in math, and 40.4% in reading. Further, the percentage of Odyssey users who achieved improvement or significant improvement on the MEAP from 2007 to 2008 ranged from 56.7% in ELA to 62.2% in math and 63.5% in reading, as shown in **Figure A**.

Across grades 4–8, a higher percentage of students with an average Odyssey Math learning activity score of 75% or greater scored “advanced” or “proficient” on the MEAP compared with students with an average of less than 75%, as shown in **Figure B**. Eighty-three percent of such students in 6th grade and 100% of such students in 4th, 5th, 7th, and 8th grades achieved “advanced” or “proficient” scores.

Similar results were evident for MEAP reading and ELA. The percentage of students who scored “advanced” or “proficient” on the 2008 MEAP in reading and ELA was greater for Odyssey users with an average Odyssey Reading/Language Arts learning activity score of 75% or greater than for those with an average of less than 75%. Across grades 4–8, students who had an average Odyssey Reading/Language Arts learning activity score of 75% or greater achieved “advanced” or “proficient” MEAP reading and ELA scores more consistently than students whose learning activity scores were lower than 75%, as shown in **Figures C** and **D**, respectively. These results suggest the importance of monitoring Odyssey learning activity scores.

<sup>2</sup> Total number of students: math (N=45), reading (N=52), ELA (N=60).

<sup>3</sup> Subtracting the scores may not result in difference reported due to rounding. This applies to all tables.

<b>2008 MEAP Reading Results:</b> Percent of Proficient or Advanced Students by Average Odyssey Reading/Language Arts Learning Activity Score			
Grade	Average Odyssey Score		Difference
	≥ 75%	< 75%	
4	100%	77%	+23%
5	100%	71%	+29%
6	100%	61%	+39%
7	83%	44%	+39%
8	93%	57%	+36%

**Figure C.** The Percentage of Odyssey Users Who Scored “Advanced” or “Proficient” on the 2008 MEAP in Reading by Average Odyssey Reading/Language Arts Learning Activity Score

<b>2008 MEAP ELA Results:</b> Percent of Proficient or Advanced Students by Average Odyssey Reading/Language Arts Learning Activity Score			
Grade	Average Odyssey Score		Difference
	≥ 75%	< 75%	
4	100%	65%	+35%
5	100%	62%	+38%
6	100%	56%	+44%
7	85%	39%	+46%
8	93%	60%	+33%

**Figure D.** The Percentage of Odyssey Users Who Scored “Advanced” or “Proficient” on the 2008 MEAP in ELA by Average Odyssey Reading/Language Arts Learning Activity Score

Grade	Math		Reading		ELA	
	Average Odyssey Score		Average Odyssey Score		Average Odyssey Score	
	≥ 75%	< 75%	≥ 75%	< 75%	≥ 75%	< 75%
4	16	64	20	52	20	52
5	17	46	19	34	19	34
6	24	38	15	33	15	32
7	19	20	54	18	54	18
8	20	21	44	21	44	20

**Figure E.** Number of Students by MEAP Subject and Average Odyssey Learning Activity Score

## Conclusion

St. Charles Community Schools purchased CompassLearning Odyssey to support its primary goal of maximum student achievement. CompassLearning's professional development team provided customized coaching, mentoring, and modeling designed to support the district's Odyssey implementation. Students worked on personalized learning paths assigned through assessments aligned to the instructional model and classroom curriculum. Overall, grades 4–8 saw improvement from 2007 to 2008 on the MEAP in all three subjects of math, reading, and English language arts.

## In their words. . .

“ We have been very pleased with CompassLearning Odyssey and what it does to help us facilitate improved instruction of the Michigan K–12 Curriculum. We look forward to expanding our usage of Odyssey and enhancing our classroom instruction as we further expand our knowledge of this incredible program. ”

— Michael Wallace  
Superintendent  
St. Charles Community Schools



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