



Date: Revised on June 16, 2019

To: Navigator Schools Board of Directors

From: James Dent, CAO, and Heather Parsons, DCI

Re: Priority Update: Continue implementing strong instructional program for all students

Objective(s):

1. Provide board with preliminary SBAC results
2. Outline our plan to address data findings

Overview of Smarter Balanced Assessment Consortium (SBAC) Assessment

Smarter Balanced Assessment Consortium (SBAC) assessment is administered as part of California's state testing program. It assesses student mastery of the Common Core State Standards. Both the SBAC English Language Arts (ELA) and Math tests consist of the following two components:

1) Computer-adaptive questions:

A set of test questions in a variety of question types that adjust to each student based on the student's answers to previous questions. This section includes a range of item types, such as selecting several correct responses for one item, including typing out a response, completing short answers or filling in tables.

2) Performance tasks:

Collections of wider range of tasks tailored to more accurately measure a student's ability to apply knowledge and skills across multiple standards, under a single theme or scenario. These activities are meant to measure a student's depth of understanding, writing and research skills, and analysis and critical thinking skills. SBAC results provide one measure of student knowledge of the subject matter, critical thinking, analytical writing, and problem-solving skills needed to prepare for and succeed in today's world.

SBAC assessments are administered to students in grades 3–8 and grade 11. SBAC results give us a key measure of how well students are mastering California's challenging academic standards in English language arts/literacy and mathematics. The skills called for by these standards—the ability to write clearly, think critically, and solve problems—are critical to success in college and 21st-century careers.

No single assessment can provide teachers with all the feedback they need to tailor instruction to meet the needs of their students. These results should be considered along with other measures of learning and in consultation with a student's teachers. Because SBAC tests are given statewide, they provide an opportunity to measure the skills of all students against the same academic standards in the same way, and the results provide information schools can use to improve teaching and learning.

Navigator’s Preliminary 2019 SBAC Results

Preliminary results from 2019 Spring testing at Navigator Schools is charted below.

GPS

	ELA 2017 2018	ELA 2018 - 2019	Change This year	Math 2017-18	Math 2018-19	Change This Year
3rd	81%	83%	2%	75%	82%	7%
4th	80%	78%	-1%	73%	72%	-1%
5th	85%	77%	-8%	72%	52%	-20%
6th	83%	78%	-5%	65%	63%	-2%
7th	91%	88%	-3%	72%	75%	3%
8th	88%	79%	-10%	67%	74%	7%
School Wide	85%	81%	-4%	70%	69%	-1%

HPS

	ELA 2017-18	ELA 2018 - 2019	Change This year	Math 2017-18	Math 2018-19	Change This Year
3rd	88%	88%	0%	78%	76%	-2%
4th	93%	87%	-6%	85%	86%	2%
5th	85%	88%	3%	63%	48%	-15%
6th	85%	83%	-2%	75%	80%	5%
7th		90%	N/A		70%	N/A
School Wide	88%	87%	-1%	75%	72%	-3%

Next steps:

While scores are preliminary, there are declines of 1-4 percentage points in all school wide areas. Both schools performed an in-depth data analysis where we drilled down to each and every student that either did not make anticipated gains or dropped in their scale score. We have developed reports by cohort that include historical summative data and all subgroup indicators to help us determine the best course of action for the whole organization and these individual students. Through this intense strategic planning process, we came to several conclusions and developed a Tier I, Tier II and instructional coaching action plan (Table 1). In our Multi-tiered System of Support (MTSS), Tier I refers to all students — either schoolwide or at particular grade(s), Tier II supports target specific groups of students, and Tier III supports focus on individual students.

Table 1

Coaching Action Plan	
Action	Intended Impact
<ul style="list-style-type: none"> • Add coaching and curriculum support through assignment of two subject-specific middle school coaches 	<ul style="list-style-type: none"> • Coaches with middle school content expertise will be able to provide a higher level of intellectual preparation support • Adding temporary middle school coaches will allow existing coaches to focus on new staff during our expansion year
<ul style="list-style-type: none"> • Develop a databank of all students, by cohort, whose data met our criteria of concern 	<ul style="list-style-type: none"> • Custom reports generated from this databank will serve as our student watchlists for 2019-20 and inform coaching discussions
<ul style="list-style-type: none"> • Collect weekly student assessment samples from our watchlist and roll out a Looking at Student Work (LASW) protocol 	<ul style="list-style-type: none"> • By collecting weekly samples from our watchlist students, we will be better able to analyze their individual misconceptions and address them appropriately through reteaching and interventions
<ul style="list-style-type: none"> • Improve and develop Live Coaching protocols for classroom culture and management coaching, as well as coaching for academic rigor 	<ul style="list-style-type: none"> • 1:1 coaching sessions will be more focused on Intellectual Prep (IP) and Looking at Student Work (LASW)
<ul style="list-style-type: none"> • Provide additional Intellectual Prep (IP) time for all teachers and small-group instructors (SGIs) 	<ul style="list-style-type: none"> • With more time for IP, teachers and SGIs will have a deeper understanding of the standards as well as the needs of students on their watchlist

Tier I Instructional Action Steps	
Action	Intended Impact
<ul style="list-style-type: none"> • Increase professional development around both academic and domain-specific vocabulary 	<ul style="list-style-type: none"> • Teachers will be better prepared to teach vocabulary to all students, especially English learners

<ul style="list-style-type: none"> ● Pilot Amplify Core Knowledge and Language program in K-2 at Watsonville Prep 	<ul style="list-style-type: none"> ● Purchasing an English Language Development (ELD) program tied to a reading program will reduce the amount of time teachers need to design ELD lessons and introduce us to new ways to teach language
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Tier II Instructional Action Steps	
Action	Intended Impact
<ul style="list-style-type: none"> ● Budget additional funds for more experienced and credentialed teachers to provide after school intervention 	<ul style="list-style-type: none"> ● Navigator has had teachers-in-training provide the bulk of after school intervention; adding more experienced, credentialed teachers will result in a faster growth rate for students
<ul style="list-style-type: none"> ● Decrease size of after-school intervention groups to specifically target a common skill gap, as opposed to a general deficit 	<ul style="list-style-type: none"> ● Smaller groups focused on specific skills will provide a more impactful session
<ul style="list-style-type: none"> ● Select and implement after-school intervention materials based on the specific skill gaps 	<ul style="list-style-type: none"> ● Ensuring the right resources for the instruction of specific skill gaps will result in a faster growth rate

We will begin these action steps immediately and evaluate their impact throughout the year by closely monitoring our watchlist students, analyzing Navigator quiz data every week, and ensuring teachers and leaders are receiving the intellectual preparation needed to support our most vulnerable students. This ongoing evaluation will provide us with the insights we need to iterate on the program design and implementation or provide additional professional development as needed.