



Date: August 13, 2019

To: NS Board of Trustees

From: James Dent and Sharon Waller

Subject: Smarter Balanced Assessment (SBA) and Interventions Priority Update

Overview

Gilroy Prep and Hollister Prep continue to provide an excellent, well-rounded education for their students. The 2019 SBA results demonstrate that our current fourth through eighth grade students continue to significantly outperform the academic achievement of students within authorizing districts and throughout California. Nonetheless, in the constant pursuit of improvement, Navigator staff has identified the need to improve the academic interventions for students not yet achieving standard on SBA.

In addition to the SBA data, which represents our current fourth through eighth graders' academic performance, we have also analyzed end of year benchmark data (STAR Reading and STAR Math assessments) for last year's first and second graders in order to identify students needing early academic intervention. Lastly, social emotional learning (SEL) student surveys and behavioral data from each school was reviewed. This overall analysis has led the Directors and Chiefs to adopt interventions targeting math, reading and student behavior as an organizational priority for the 2019/2020 school year.

Background

Navigator has adopted California's new nomenclature, Distance from Standard (DFS), for measuring student and school performance. DFS measures the distance each student is from the lowest possible scale score within the "Standard Met" performance band (Level 3) on the Smarter Balanced Assessment. The Smarter Balanced Assessment Consortium has identified Level 3 as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level (see Table 3 at the end of this memo for scaled score ranges).

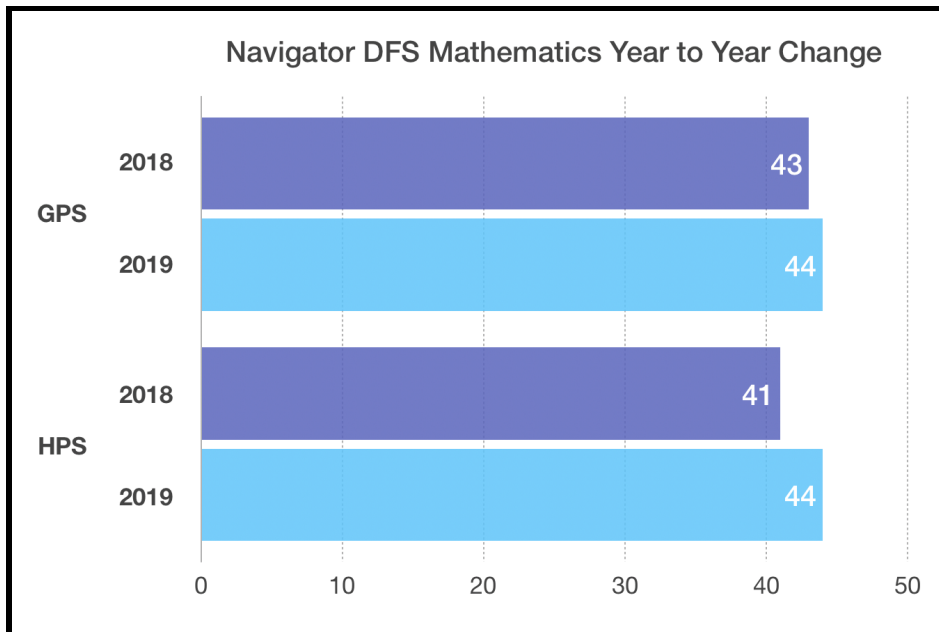
2018-19 SBA Outcomes

The 2019 SBA proficiency scores for English language arts and mathematics were analyzed and disaggregated using Distance From Standard (DFS) for the following criteria: schoolwide year to year change and significant subgroups including English learners (EL), socioeconomically disadvantaged students (SED), and Hispanic/Latino students.

Mathematics

Overall, math scores improved year to year with a one point gain at GPS and a three point gain at HPS (Figure 1). Our focus this year on the concrete to abstract continuum in mathematics has helped both teachers and students to truly understand the meaning behind the math.

Figure 1: Mathematics change in DFS YTY

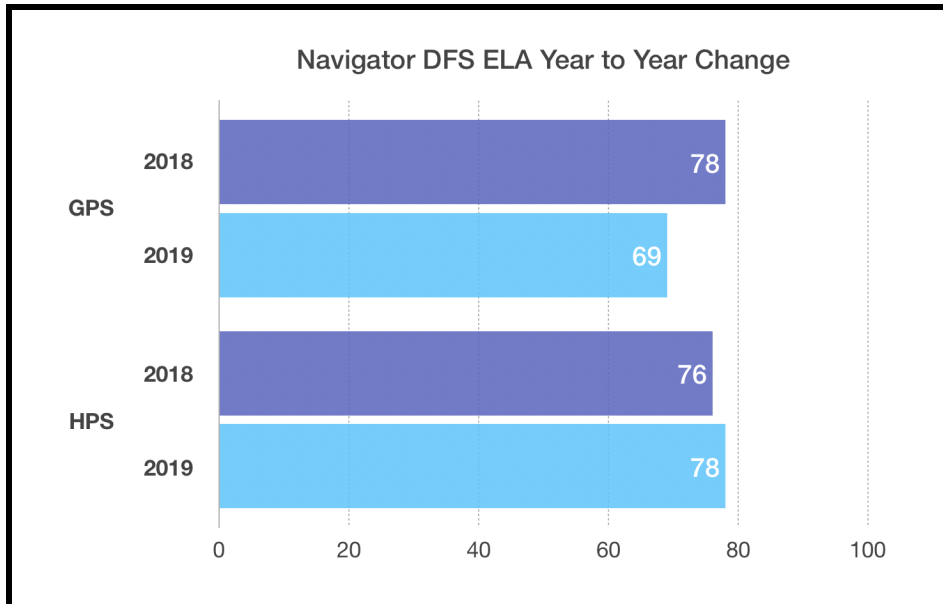


Of special note, the fifth grade math scores at both schools were significantly lower than other grades and we saw many students at both sites experience a drop in DFS. This large drop in student performance impacted the average. Site coaches and principals are aware of this trend at fifth grade and will be providing additional support to this subject and grade level including weekly curriculum and quiz data review with the teachers and small group instructors in these grades.

English Language Arts

In English language arts, GPS had an overall drop in DFS of nine points and HPS gained two points (Figure 2). Upon closer inspection at GPS, three groups of cohorts had gains in DFS and two cohorts had large drops which pulled the overall school average down in ELA. GPS leadership is aware and will be working alongside the new middle school subject area coaches to address the areas of need.

Figure 2: ELA change in DFS year to year



A complete review of DFS change by subgroup is included at the end of this memo.

Improvement and intervention plan for 2019-20

HPS and GPS have adopted the following academic goal for 2019-20: *50% of students scoring “Standard Nearly Met” (2) or “Standard Not Met” (1) will increase to the next band of performance on SBA.*

While Navigator has always had a strong intervention program, it has never risen to the level of an organizational priority. After several years of flat or slight drops in SBA performance, we are renewing our focus on interventions by making it an organizational priority.

At each site, there will be a hyper-focus on the students that did not achieve Level 3 on SBA last year. As such, each site will be implementing a comprehensive intervention program this year for all students in performance bands 1 and 2. Table 1 depicts the number of students needing intervention in grades 4-8.

Table 1: Current numbers of students scoring at 1 or 2 on SBA

			Standard Nearly Met (2)	Standard Not Met (1)	
GPS	Grade 4	ELA	9	1	
		Math	8	3	
	Grade 5	ELA	8	5	
		Math	15	2	
	Grade 6	ELA	7	7	
		Math	20	9	
	Grade 7	ELA	8	5	
		Math	16	6	
	Grade 8	ELA	4	3	
		Math	10	5	
			Total ELA	36	21
			Total Math	69	25
			Standard Nearly Met (2)	Standard Not Met (1)	
HPS	Grade 4	ELA	3	4	
		Math	11	3	
	Grade 5	ELA	6	2	
		Math	8	0	
	Grade 6	ELA	5	2	
		Math	25	5	
	Grade 7	ELA	5	5	
		Math	6	6	
	Grade 8	ELA	6	0	
		Math	13	5	
			Total ELA	25	13
			Total Math	63	19

The Tier 2 intervention plan (Table 2) was designed for 2019-20 as a key component of Navigator Schools overall multi-tiered systems of support (MTSS) framework. This framework, which is composed of three levels or tiers, was adopted by the California Department of Education to ensure all students can become college and career ready. Tier one is the rigorous educational model that includes social emotional learning and enrichment and is for all students. Tier two is additional intervention for students who are close to grade level standards in academics, social emotional skills and/or behavior. Tier three provides even greater levels of support for students who are further from proficiency and is a high intensity, targeted intervention. We are currently working to develop an in-school Tier 3 intervention plan.

Table 2: The NS Tier Two After School Intervention Plan

Subject Area	Target Group	Launch Date	Description
Reading Comprehension	<ul style="list-style-type: none"> - Level 2 SBA - 25th-50th% on the STAR Reading 	9-9-19	<ul style="list-style-type: none"> - 10:1 Ratio, 45 mins, 4x per week - Monthly progress monitoring assessment
Reading Fluency	-Reading fluency between 25-50th percentile		
Math	<ul style="list-style-type: none"> - Level 2 SBA - 25th-50th% on the STAR Math 		
Behavior	-Students who have at least three behavior referrals	11-1-19	<p>One or more of four key strategies will be implemented for a four to six week cycle. The strategies include:</p> <ul style="list-style-type: none"> -Strategy One Positive behavior plans created by the teacher, the student and the coach to implement daily for four weeks -Strategy Two Social skills groups of five to eight students taught by a trained adult for at least two days a week for four to six weeks, -Strategy Three Live coaching provided to the teacher two to three days a week, for four weeks to help support positive behavior and de-escalation strategies in the classroom -Strategy Four Individualized or group counseling for four to six weeks to address behavior

SBA Results by Subgroup

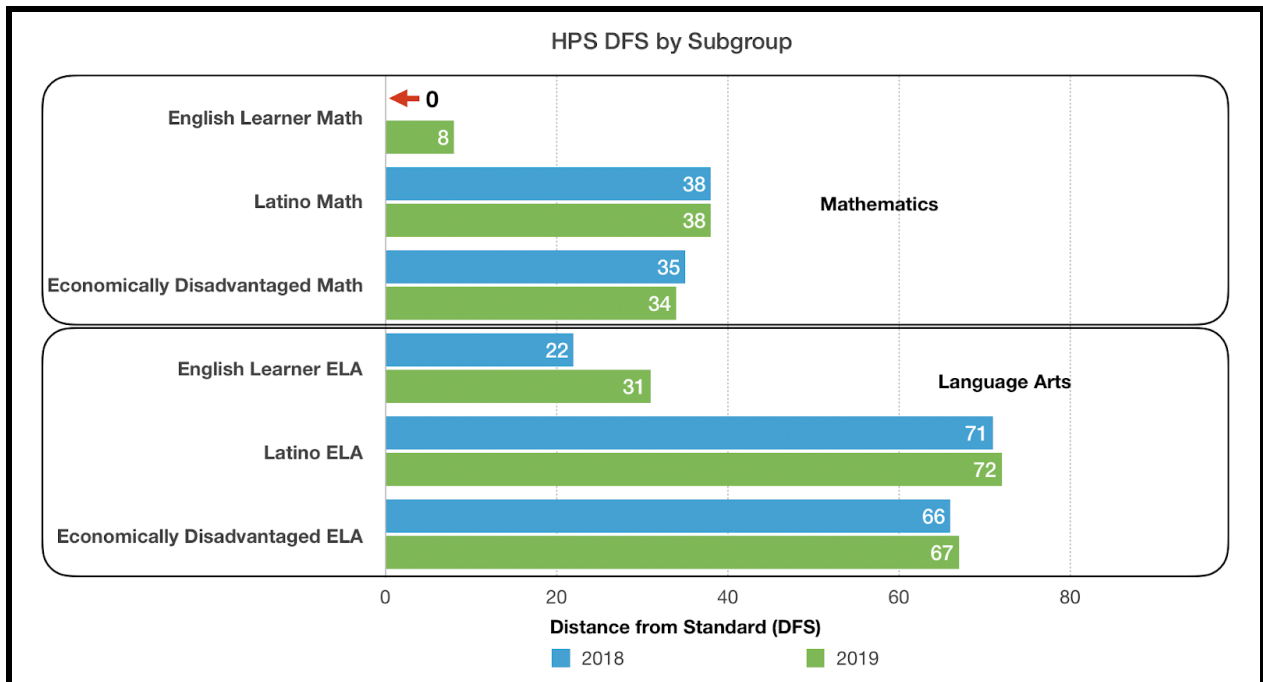
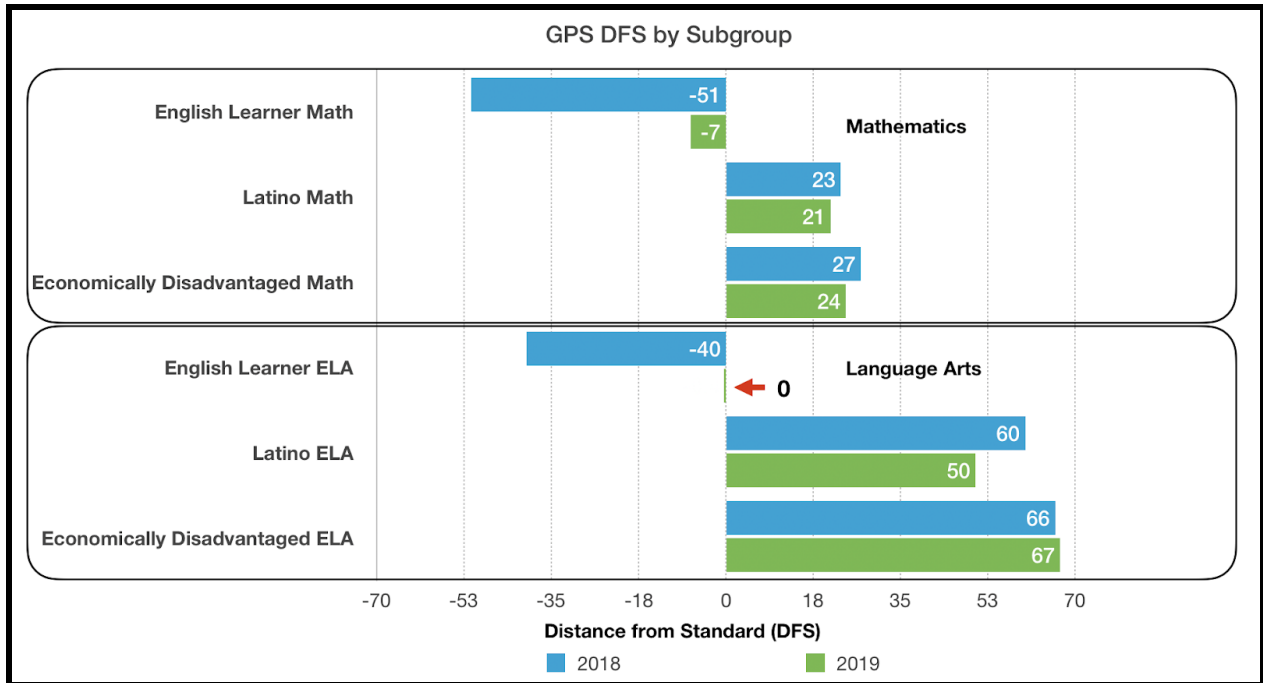


Table 3: Scale Score Ranges for ELA and Math

English Language Arts/Literacy Scale Score Ranges

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

Mathematics Scale Score Ranges

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862