Date: December 2, 2019

To: Board of Directors

Submitted By: James Dent and Sharon Waller

Subject: Intervention Priority

Background
Navigator Schools has a multi-tiered system of supports (MTSS) framework that includes various levels and types of interventions that are implemented at the schools to ensure all students' educational needs are met. The goal of the intervention priority is stated as follows: *50% of students scoring "Standard Nearly Met " (2) or "Standard Not Met" (1) will increase to the next band of performance on the Smarter Balanced Assessment Consortium (SBAC).* This board memo will address the specific Tier Two interventions in reading and mathematics for students in grades two through eight that were identified in September and the Tier Three interventions for reading that were initiated in November.

Tier Two interventions were provided to students who were in need of support in reading fluency, reading comprehension, and mathematics. The programs used were research-based, and they were implemented after school within small, leveled groups that focused on skills. Progress monitoring occurred more frequently than it typically does for Tier One students. Tier Three interventions began in mid-October. The research-based interventions are provided to students who are significantly below the grade level expectations for reading. The interventions occur during the school day in groups of up to three students with one adult.

Fidelity of Implementation
At each of our three sites, the principal and/or vice principal of academics have conducted daily walkthroughs of our after school classrooms. Once a week, the Chief Academic Officer (CAO) participates in the daily walkthrough. These walkthroughs have led to daily coaching and development of our after school staff as well as a significant strengthening of our intervention program compared to prior years. The instructional strategies and programs are being implemented at very high levels and student behavior and engagement is at comparable levels to our normal day program. Average attendance has been high and site staff has actively engaged parents daily for absences of students who attended the regular school day.

Outcomes and Analysis

	Reading Fluency		Reading Comprehension		Math	
	# Qualified	# Met goal	# Qualified	# Met goal	# Qualified	# Met goal
GPS	22	17	18	4	34	13
HPS	21	6	28	3	31	18

Gilroy and Hollister had a slightly different strategy around reading interventions in Unit 1. Gilroy had enough staff to do both reading fluency and reading comprehension four days per week. Hollister chose to alternate between reading fluency and reading comprehension and did not show as much growth. This learning has led us to begin adjusting interventions scheduling at HPS.

GPS had a great level of success with reading fluency and not as much in reading comprehension. This is not surprising as comprehension development takes more time.

The math improvement has also been notably strong at both sites. If the rate of meeting goal continues, most students will exit by the end of the year. We anticipate that this will impact SBAC performance for our Tier Two students.

Next steps
We are currently implementing a new data system called Educlimber which will help us disaggregate data in a more automated way. Currently much of the data analysis is done by hand by our vice principals.