



Date: January 31, 2020

To: Board of Directors

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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.

Quarter Two Update

The Vice Principals of Academics at all sites continued with a strong implementation of after-school interventions that led to the success in Unit 1. Daily walkthroughs continue to occur to ensure that students and staff are supported and that the intervention program continues to be effective.

New in Q2 was the increased support for Tier Three students. At all three sites, small group instruction began for our struggling readers during the school day. Students in grades K-2 who are significantly below grade level are now receiving additional reading support daily in low ratios of no more than three students. The interventions focus on systematic phonics instruction and listening comprehension, an important precursor to reading comprehension. This early age intervention aims to engage struggling readers in success so that students believe they are capable. While a small fraction of students have legitimate reading learning disabilities, the Tier Three reading interventions will help our lowest performing students achieve their potential. It is not a fast process and will require a relentless focus annually for this small group of students.

We also are beginning to plan for our extended school year. This intervention data allows us to identify effective programs and materials, appropriate levels of intensity of instruction (teacher ratio and time), and to personalize the summer instruction more effectively.

Staff looks forward to digging more deeply on intervention data with the Academic Success Committee.