



Academic Excellence Committee
Navigator Board Update
February 8, 2022

Recommendation

Proposed Growth Greenlighting Measures

- a. STAR Reading
- b. STAR Math
- c. Self-efficacy

Rationale for STAR Math and Reading Metrics

What is STAR?

STAR Math and STAR Reading Assessments are short tests (approximately 30 minute each) that provide educators with learning data. STAR tests are computer adaptive, which means they adjust to each answer the student provides. We administer the tests five times annually.

Why did Navigator choose STAR as our primary metrics for greenlighting growth?

We chose to use STAR as our primary predictive measure for SBAC performance because studies show there is an 85% correlation between STAR proficiency and predicted SBAC proficiency.

Navigator's long-term goal is to return to and exceed our pre-Covid SBAC scores, which in the 2018-19 school year was 70% proficiency in math, and 80% in ELA. In order to do so, we acknowledge the need for consistent and incremental growth on our STAR assessments.

The following two slides are the recommended measures to consider our readiness to grow. You will also see our current growth year to date in slides six and seven.

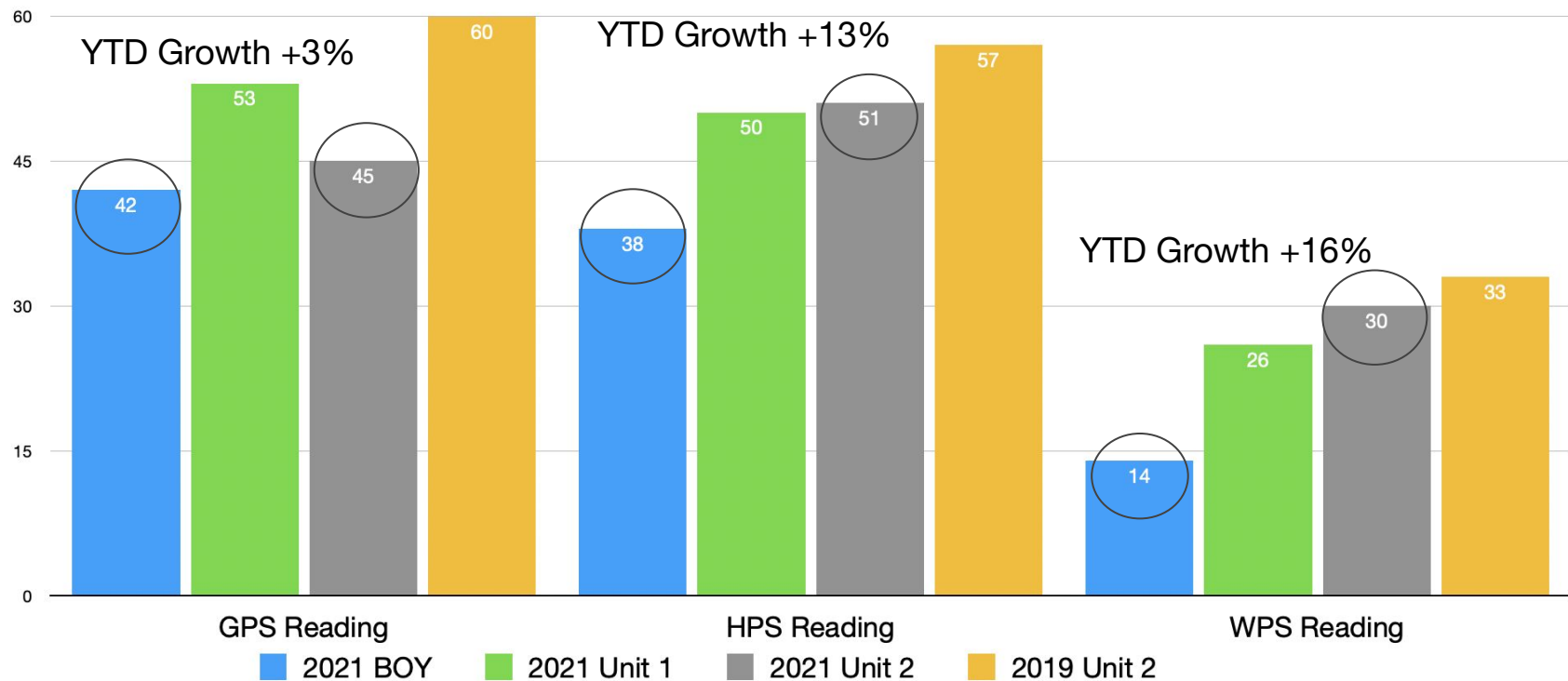
STAR Reading Growth Measures

Reading	Red (No Go)	Yellow (Discussion)	Green (Go!)
STAR Growth (Full Year)	< 5%	5%-10%	>10%
STAR Overall	<40%	40-60%	>61%

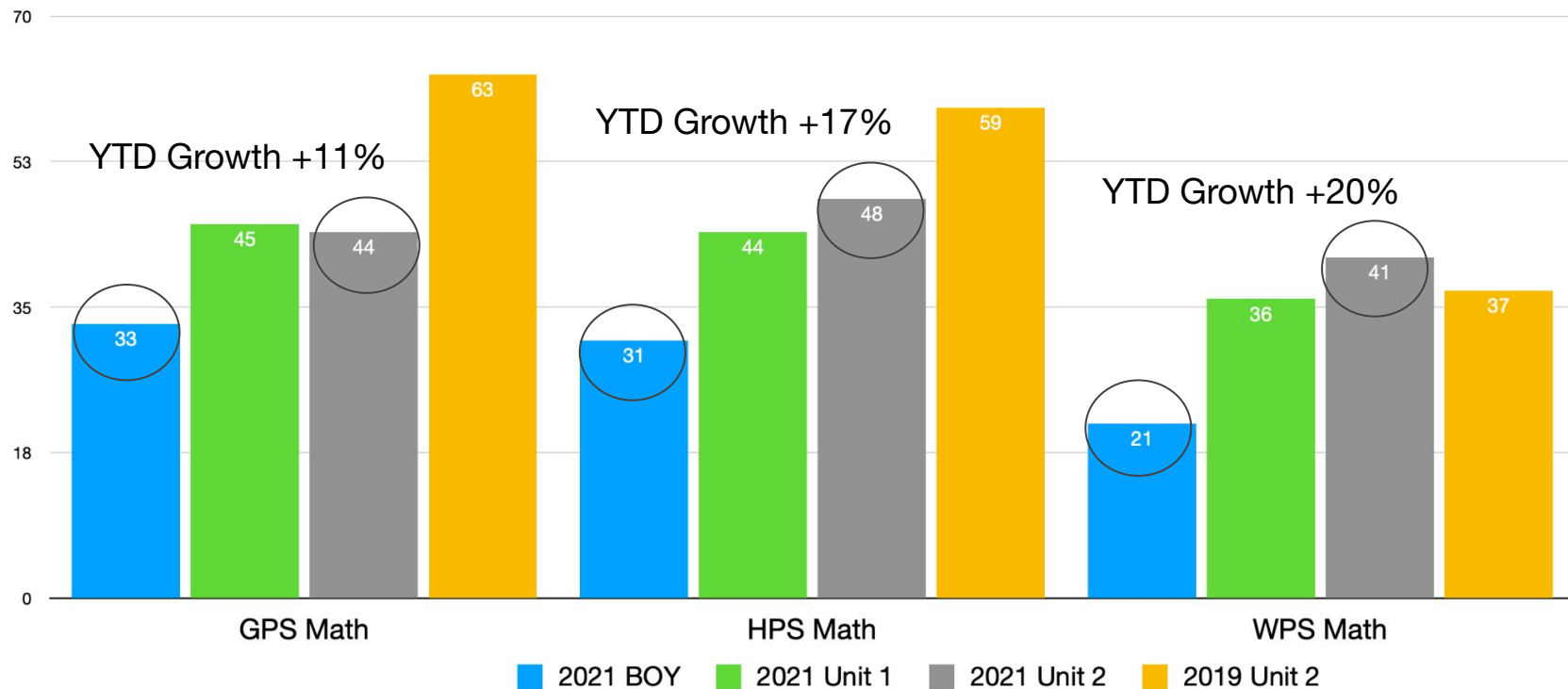
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STAR Reading Percent Proficient Unit 2 2021-22



STAR Math Percent Proficient Unit 2 2021-22



Proposed Student Self-Efficacy Growth Measures

Yearly goal: To increase self-efficacy scores from 30th percentile to 50th percentile by Spring of 2023

Self Efficacy	Red (no go)	Yellow (discussion)	Green (Go!)
Panorama yearly growth	< 5 percentile points growth	6-10 percentile points	>10 percentile points

Background of Social Emotional Learning (SEL): Why, how and what's next for the organization

What is SEL?

Social emotional learning is an education practice that integrates social and emotional skills into school curriculum.

There are five SEL competencies considered crucial life skills for all students...

1. **Self-awareness**
2. **self-management**
3. **Social awareness**
4. **Relationship skills**
5. **Responsible decision-making**

(Consortium for Academic and Social Emotional Learning, CASEL)

Why SEL at Navigator Schools?

Social emotional learning skills were introduced to Navigator Schools in 2018 by Wendy Barron, a consultant for the Consortium of Academic and Social Emotional Learning (CASEL) and a leader in the Santa Cruz New Teacher Project.

On a visit to GPS in 2018, she recognized the school's efforts to ensure an effective, balanced academic model while building a strong student and staff culture. She provided research from other schools that showed offering formal SEL instruction to students helped them become even better scholars.

How were SEL skills implemented?

In the Fall of 2018, all staff were provided professional learning in how to use newly adopted SEL curriculum, the school schedule was changed to allow for SEL lessons to be taught, and expectations were set that all students would receive weekly lessons on SEL.

To measure the growth of SEL skills, all schools administered a benchmark survey from Panorama three times a year for grades 3rd-8th.

The Panorama survey was chosen after key staff attended a presentation by the creators of the survey. The survey is used in thousands of schools in America, is aligned to the five CASEL SEL competencies, and includes many effective resources for teachers to use.

Over the past two years, Navigator used the survey to identify specific SEL areas that were felt to be more critical during the pandemic: **supportive relationships, self-efficacy and emotional regulation.**

Organizational SEL focus during COVID

Since COVID-19 and the ensuing school closure, site leaders felt that the SEL skill of supportive relationships was lacking, and that our students well-being was negatively affected by the pandemic. As expected, while students were at home, they were more isolated, and less connected to adults and to each other. The results of a Spring of 2020 Panorama survey showed that our students perceptions were well below the national average for this skill.

To increase our students perceptions of supportive relationships, the staff made an effort to increase the numbers of positive student contacts made daily. The counselors also implemented weekly SEL student surveys to provide them with information to help them know which students needed more immediate attention. The results of these efforts as demonstrated on the Fall of 2021 Panorama survey showed that **90% of our students** reported feeling they had a supportive relationship at school, which was well above the national average for this skill.

Next Steps: New Organizational SEL Focus as of January 2022

Research has shown that self-efficacy, which is the sense that one can accomplish hard things, is a predictor of academic achievement and strong social skills (Journal of Psychology, Volume 34, 2014)

To help students persevere through the challenges brought on by the school closures and the pandemic, which included significant learning loss, and increased reports of social and emotional distress and/or trauma, the skill self-efficacy is important.

Leadership teams agreed that building self-efficacy in our students would be an initiative worthy of a committed effort between the student services department and the academic teams.

Baseline results of the Fall 2021 Panorama survey showed that the skill of self-efficacy was also a need for our students in grades 3rd-8th. Our students scored at the 30th percentile, much lower than the national average of the 50th percentile.

How Will NS Increase Self-Efficacy in Students

Targeted Professional Learning: Professional learning on self-efficacy was provided to all staff on January 4th, 2022. The presentation highlighted the importance of self-efficacy and how to build the skills with students.

Increased Awareness and Integration into the Navigator Educational Model: Site leadership and coaches will highlight the importance of self-efficacy with their staffs during morning huddles and coaching sessions. Evidence of self-efficacy strategies will be collected and shared at staff meetings. The self-efficacy growth goal will also be shared with staff in February. The academic team will be provided support to integrate the skill of self-efficacy into their PDs and coaching. Parents will receive information about the initiative and will be provided with strategies they can use at home.

Use Survey Data to Inform Next Steps: Panorama survey results will be shared with staff and analyzed for growth at the site level.