



Quest Academy

October 1, 2021 Academic Update to the SPCSA Board

Background: In the fall of 2019, Quest Academy's Elementary School was issued an academic notice due to earning a star rating below 3-stars.

As part of ongoing monitoring and oversight, SPCSA staff want to ensure understanding of the current academic performance levels of our sponsored schools. This is particularly true for schools currently operating under an academic notice issued by the Authority.

For the October 1, 2021 SPCSA board meeting, please provide a 3-5 page written report that covers the following topics:

- **Academic Performance:** Summarize available data for your school, including academic performance and growth data based on state assessments, as well as graduation rate, if applicable. You may also choose to provide additional internal data such as iReady NWEA-MAP, etc.
- **Improvement Strategies:** Summarize plans and strategies for the current school year. Please keep in mind that the Authority's aim is for schools to achieve at least 3-Star performance.

Academic Performance

Quest has received informational scores from the Spring 2021 SBAC state assessment. Additionally, Quest has NWEA-MAP data from the Fall 2021. The data is summarized below:

Smarter Balanced Assessments: Spring 2021

Proficiency

Quest proficiency rates declined during the pandemic as compared with the previous levels from Spring 2019. For current elementary students this fall who tested last spring (currently 4th and 5th graders), approximately 50% scored a level 1 in ELA and 57% scored a level 1 in Math. The proficiency rates were low. A similar pattern can be seen with our current middle school students with proficiency rates dropping. For our current middle school students this fall that tested last spring (currently 6th, 7th, and 8th graders), 33% scored a Level 1 in ELA and 70% scored a Level 1 in Math.

SY2122 Current Elementary School Students-Spring 2021 SBAC Performance

SBAC Summary

2020-2021

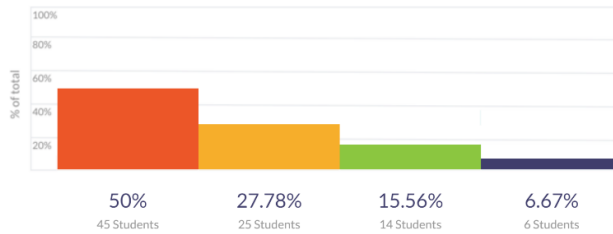
1 Level 1
 2 Level 2
 3 Level 3
 4 Level 4
 i

ELA

Student Count: 90

SBAC 2020-2021 District Mean

SBAC 2020-2021 Selected Students Mean

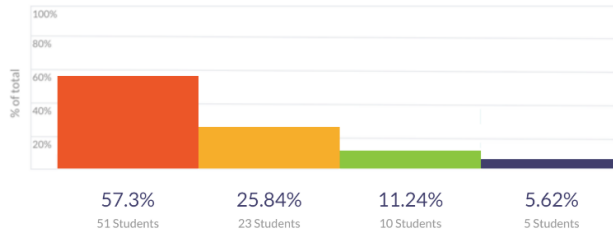


Math

Student Count: 89

SBAC 2020-2021 District Mean

SBAC 2020-2021 Selected Students Mean



SY2122 Current Middle School Students-Spring 2021 SBAC Performance

SBAC Summary

2020-2021

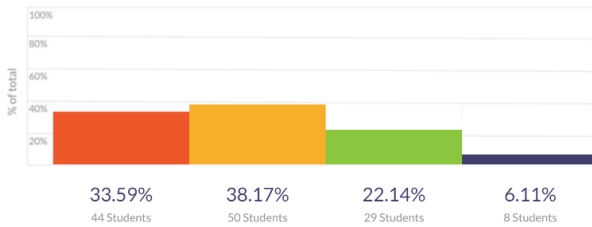
1 Level 1
 2 Level 2
 3 Level 3
 4 Level 4
 i

ELA

Student Count: 131

SBAC 2020-2021 District Mean

SBAC 2020-2021 Selected Students Mean

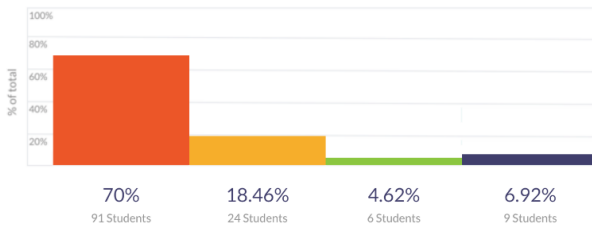


Math

Student Count: 130

SBAC 2020-2021 District Mean

SBAC 2020-2021 Selected Students Mean



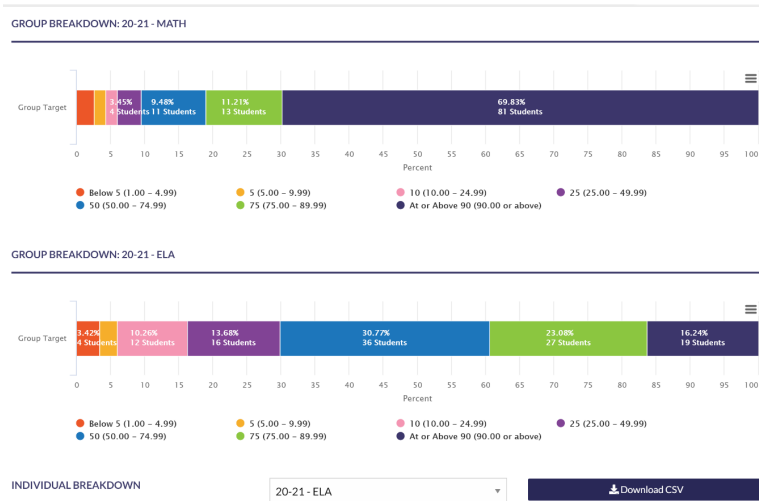
SBAC Breakdown

↓ Below Expectations
 ↔ Nearly Meets Expectations
 ↑ Meets or Exceeds Expectations

Growth

Growth scores were available for 5th through 8th graders in the school year 2020-2021. At the middle school level, 56.37% of scores met SGP. This is a positive indicator that over half of our middle school students grew at a faster rate compared to their peers. At the 5th grade level, 37.78% of scores met SGP. This is an area of concern and focus for the school year 2021-2022 for that cohort of students. 5th grade in the Spring of 2021 had less than 10% of students attend any class in person. Additional support will be needed for those students.

Quest Student Growth Percentile: 3 Year Current (2020-2021)



Quest Catch Up, Keep Up Status: 3 Year

CUSTOM GROWTH ASSESSMENT

Catch Up, Keep Up Status - 3... ▼ Statues ▼

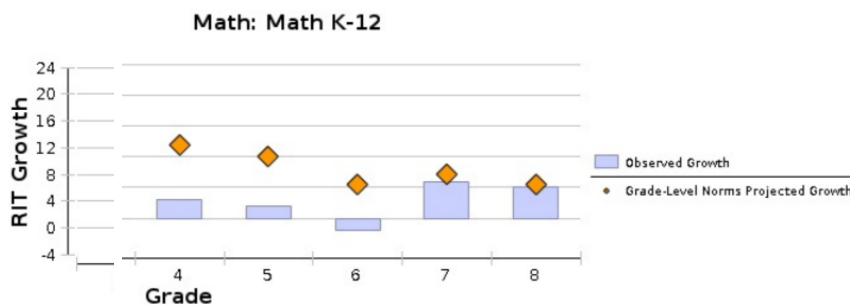
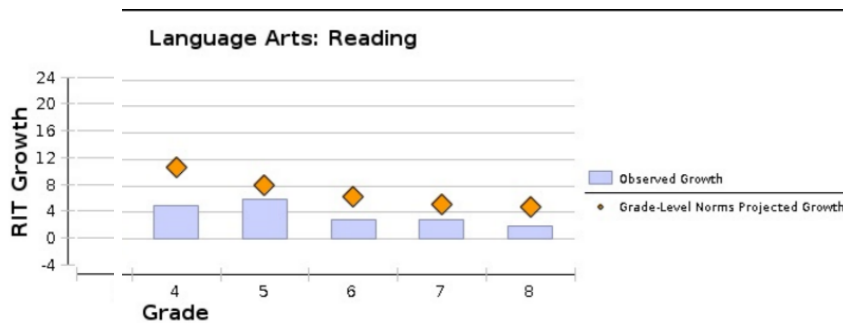
ATTEMPT AVERAGES



MAP Growth Fall '21 Proficiency Percentages

	ELA	Math	Science
K-2nd	32.63%	35.47%	
3rd-5th	38.17%	25.47%	47.07%
6th-8th	25.7%	14.9%	25%


Quest Student Growth Fall 2020-Fall 2021



Conclusions and Assessment of the Data:

After reviewing the MAP Growth Winter scores from Fall 2021, along with the SBAC scores, specific conclusions have been drawn:

- **Positives:** Quest ensured over 95% participation in state assessment testing which provided information to inform the current school year.
- 4th grade reading, now 5th graders are strong.


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- There is a large group of students in middle school with a 2 in ELA with the opportunity to move to level 3, Proficient, in the upcoming school year.
 - Challenges: Proficiency has declined from the last SBAC assessment. Growth is lagging in various groups and negative growth was seen in 6th grade math (5th graders from SY2021).
 - Math continues to fall below ELA in proficiency, especially in Middle School. This is a trend that continues from previous years. Therefore, our action plan will target math intervention as math builds upon itself and instruction must be ‘just in time.’
 - Learning loss remains a huge concern and Quest will be looking for ways to mitigate learning loss during this school year in addition to the current actions steps found below.
 - Important information about the results:
 - The 2021 Spring SBAC was taken in a traditional setting—the classroom, by approximately 50% of students who were hybrid or full-time in-person learners. The other 50% were distance learners all year and only came to school to take the test in person. The cohorts with the larger percentages of students attending classes hybrid or in-person full time obtained better test scores than those who were distance learners.
 - The 2021 Fall MAP was taken in a traditional setting.

Improvement Strategies:

To improve the school rating for our elementary school, Quest is focusing on 3 specific areas: Tier I instruction, professional development, and implementing ESSA Level 1 intervention programs.+

First, for Tier I instruction, we are continuing to build the capacity of Quest leadership and instructional staff to continue our upward trend. Continuous feedback is provided to instructors with the focus on research-based best practices and learning strategies. Assessment systems, including the use of NWEA MAP, to measure student progress, are implemented to identify student achievement and target deficiencies. Curricular unit plans and assessments in ELA, Math, and Science have been developed to align with student needs and state testing. Master schedules and instructional time have been revised to emphasize ELA instruction and provide dedicated time for reading intervention daily.

Second, we are focusing on professional development to improve instructional outcomes, specifically in English language arts and math. Areas of focus are: academic discourse and higher-level thinking questions. Our professional development sessions are cohesive, tied to data, and relevant. Our teacher professional development is provided to improve teacher content knowledge, pedagogy, and delivery. We have provided training in Kagan Cooperative Learning to improve student engagement. Kagan strategies are about engagement and designed to improve student discourse and discussion. According to Kagan, The primary benefits of cooperative learning, documented by about a thousand research studies, include increased academic achievement, improved social skills and social relations, improved thinking skills, reduced discipline problems, and a reduction of the gap between high and low achieving students — not by bringing the high achievers down, but by bringing the low achievers up. This implementation is monitored through weekly walkthrough data. Professional development is also focused on reciprocal reading and getting more time in text for our learners. For math, last year we adopted a standards-aligned, rigorous curriculum, Into Math, that received top



ratings by edreports.org. Professional development is ongoing with trainers throughout the year to provide support in successful implementation and student growth.

Finally, we are utilizing intervention programs that are proven to improve student outcomes. Our teachers have received training on the Achieve 3000 Reading Program. This program focuses on ELA and the accelerated growth our students need to close the achievement gaps in reading in the upper elementary levels. Achieve 3000 enables literacy instruction that empowers educators to bring their students equity, acceleration, flexibility, results, and depth. Their precisely differentiated content and scaffolds give ALL students access to the same standards-aligned information and ideas so EVERY reader, struggling or advanced, can progress toward college and career success. Our classroom teachers, interventionists, and student support team have received training and are actively monitoring student growth and achievement through progress monitoring and data meetings this year. This year we are also focused on prioritizing math growth. Teachers are also implementing Dreambox, a proven math intervention program used to target learning gaps.

Additional Action Steps:

There are many levers we are using in this ongoing work for improvement.

1. During the school day, our ELA and math time blocks are extended. In Middle School, the blocks are 70 minutes (versus 48 for other subjects). In Elementary School, the ELA block is 120 minutes and the math block is 90 minutes.
2. Daily intervention time is used to focus on targeted skills and standards in small groups. Our dedicated reading interventionist and instructional aides will work with small groups on specific learning goals.
3. Hiring of up to 8 additional instructional aides for targeted instruction and support.
4. Tutoring Program:
 - a. Beginning September 20th and running through the entire school year;
 - b. 3 times a week;
 - c. Offered to special populations and all students scoring in the bottom 25 percentile;
 - d. Currently, 108 students are signed up for tutoring: over 20% of our student population; and
 - e. Focus on both Math and ELA

Summary

In summary, Quest has seen proficiency levels trend downward during the pandemic. Cohorts with the best growth are the cohorts with the most in-person learning time this school year. Quest recognizes that the slow growth and proficiency results must continually be addressed. The goal for this year will be to work to synergize all the strategies to create conditions for academic success in achieving 3 stars for our elementary school. This will require intense, sustained effort throughout the academic school year. Learning loss must continue to be monitored and adjustments and pivots made quickly so no additional time is lost and students receive the education they deserve. Access to literature, support in the reading, math and socio-emotional areas will be critical in SY2122.