

Sage International School of Boise

Targeted Support and Improvement Plan

April 2019

(approved by Sage International School Board of Directors on April 22, 2019)

School-Level Data Analysis

2018 analysis of accountability indicators included nine indicators and looked for performance gaps between groups.

Sage was identified for Targeted Support and Improvement (TSI) in 2018 because the performance gap between Students with Disabilities and Students without Disabilities was 35 percentage points or higher for three consecutive years (2016/2017/2018) in ELA Proficiency and Math Proficiency.

Statewide, 391 schools were identified for TSI based on performance gaps between Students with Disabilities and Students without Disabilities on one or more indicators.

At the State Department of Education Assessment and Accountability Roadshow in Nampa on January 31, 2019, SDE staff announced that Idaho has proposed an amendment to the Idaho Consolidated State Plan under ESSA that would exclude from TSI identification those schools that are making interim progress based on the 2017-2021 interim targets and 2022 goals.

English Language Arts/Literacy

State Data: 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

Sage Data: 2016 baseline, 2017-2018 data

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022
State - All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%
State - Students with Disabilities	15.0%	19.7%	24.4%	29.3%	33.9%	38.6%	43.3%
Sage – Students without Disabilities	81.5%	71.9%	68.5%	-	-	-	-
Sage – Students with Disabilities	45.2%	33.3%	24.4%	-	-	-	-

Mathematics

State Data: 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

Sage Data: 2016 baseline, 2017-2018 data

Mathematics	2016	2017	2018	2019	2020	2021	2022
State - All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%
State - Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%
Sage – Students without Disabilities	67.8%	58.8%	53.7%	-	-	-	-
Sage – Students with Disabilities	32.3%	23.3%	15.4%	-	-	-	-

ELA and Math proficiency rates of Sage Students with and without Disabilities have declined from the 2016 baseline. As of 2018, proficiency rates in ELA and Math for Sage Students without Disabilities remained above the 2018 statewide interim goals in both subject areas. In 2016 and 2017 proficiency rates in ELA and Math for Sage Students with Disabilities were above those years’ statewide interim goals. In 2018 the ELA proficiency rate for Sage Students with Disabilities was equal to the 2018 statewide interim goal; the Math proficiency rate for the group was below the 2018 statewide interim goal.

This TSI plan is proposed to meet the criteria as outlined in Idaho’s ESSA plan. It is aligned to the long-term goals for the state, utilizes SMART goals, identifies evidence-based practices, and is written to improve student outcomes based on the indicators of ELA and Mathematics Proficiency for Students with Disabilities and relative to statewide interim goals for Students with Disabilities.

TSI Plan: ELA

Identified need and description

Improve outcomes for Students with Disabilities on ISAT ELA proficiency

SMART Goal

Maintain interim performance of Sage Students with Disabilities in line with the statewide ELA proficiency targets for Students with Disabilities for 2019-2022.

Table 1: ELA Interventions

Proposed ELA Intervention	How Intervention Meets Definition of “Evidence Based”	How Intervention Will Be Monitored for Effectiveness
Lindamood-Bell <i>Seeing Stars</i> (basic reading) and <i>Visualizing and Verbalizing</i> (reading comprehension)	Integrates process-based and content/standards-based instruction; instructional methodology based on theory of cognition related to symbol and concept imagery and phonemic awareness; differentiated instruction provided 1:1 or in small group setting	Progress monitoring within intervention program; universal use of easyCBM reading measures for grades 3-6; annual ISAT proficiency rate for targeted group
Pro-Ed <i>Reading Milestones</i> , Levels 1-6	Systematic direct instruction delivered sequentially and linked to general education curriculum; includes phonemic awareness, phonics, fluency, vocabulary, text comprehension	Progress monitoring within intervention program; universal use of easyCBM reading measures for grades 3-5; annual ISAT proficiency rate for targeted group

TSI Plan: Mathematics

Identified need and description

Improve outcomes for Students with Disabilities on ISAT Mathematics proficiency

SMART Goal

Increase interim performance of Sage Students with Disabilities in line with the statewide Mathematics proficiency targets for Students with Disabilities for 2019-2022.

Table 2: Mathematics Interventions

Proposed Mathematics Intervention	How Intervention Meets Definition of “Evidence Based”	How Intervention Will Be Monitored for Effectiveness
Lindamood-Bell <i>On Cloud Nine</i>	Integrates process-based and content/standards-based instruction; instructional methodology based on theory of cognition related to numeral imagery; differentiated instruction provided 1:1 or in small group setting	Progress monitoring within intervention program; universal use of easyCBM mathematics measures for grades 3-5; annual ISAT proficiency rate for targeted group
Moby Max	Placement test identifies missing skills; practice and review targets areas of need for specific student; delivered 1:1 via technology; mastery-based (student progresses once mastery of a skill is achieved); program teaches and provides feedback based on student responses	Progress monitoring within intervention program; annual ISAT proficiency rate for targeted group
Key Math-3 Essential Resources	Targeted intervention lessons in foundational math concepts, operational skills, and problem solving; aligned to National Council of Teachers of Mathematics <i>Principles and Standards for School Mathematics</i>	Review and mastery assessments as part of intervention program; universal use of easyCBM mathematics measures for grades 3-5; annual ISAT proficiency rate for targeted group

TSI Plan: Additional Practices

Additional practices implemented to provide equal access to assessments for Students with Disabilities

- Provide guidance for special education and 504 case managers on proposing and selecting appropriate testing supports and accommodations
- Individualized Education Plan (IEP) and 504 team involvement, including parents and administrators, in selecting appropriate testing supports and accommodations
- Implement and maintain processes for accurately entering student accommodations and designated supports in the student information system (Skyward) and test information system (TIDE) prior to the annual summative testing window
- Offer opportunities for all students to participate in interim testing within the ISAT system outside of the summative assessment window to provide for practice and familiarity with the software interface and any designated supports and/or accommodations