



Navvy End of Year Readiness

May - Navvy Monthly Success Call

Agenda

1

Introductions and Navy
Overview

2

Reflections and Goal Setting

3

Navy for Summer School

4

Technical Considerations

5

Planning next year's
implementation

6

Questions and Next Steps

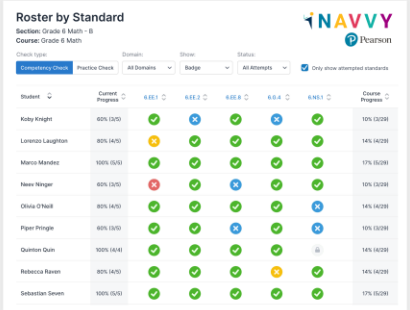

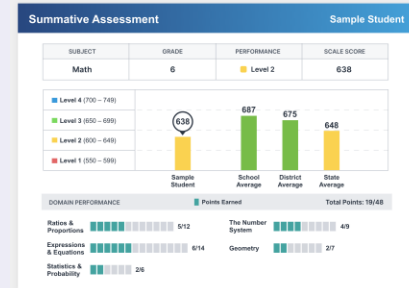
1

Navy Overview

Where does Navy fit in the Balanced Assessment System for BIE?

Balanced Assessment System for BIE

Unique Purposes and Design

	Navy	Interim	Summative																																																																																																		
Purpose	Provide teachers with timely data they can trust at a grain size they can use to inform instruction and support student learning	Provide a snapshot of student progress toward year-end expectations; predict summative performance	Measure course-level student proficiency; provide large-scale comparison																																																																																																		
Frequency	Teacher-driven; near instruction	2-3x / year	1x / year																																																																																																		
Data Reported	<ul style="list-style-type: none"> Standard-level competency Standard sub-part performance 	<ul style="list-style-type: none"> Overall subject score Domain-level reporting categories 	<ul style="list-style-type: none"> Overall course score Domain-level reporting categories 																																																																																																		
Sample Report	 <p>Roster by Standard</p> <p>Section: Grade 6 Math - 6 Course: Grade 6 Math</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Current Progress</th> <th>6.EE.1 C</th> <th>6.EE.2 C</th> <th>6.EE.3 C</th> <th>6.EE.4 C</th> <th>6.EE.5 C</th> <th>Course Progress</th> </tr> </thead> <tbody> <tr> <td>Koby Knight</td> <td>60% (3/5)</td> <td>✓</td> <td>✗</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>10% (2/20)</td> </tr> <tr> <td>Lorenzo Laughlin</td> <td>80% (4/5)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>14% (4/28)</td> </tr> <tr> <td>Marco Mander</td> <td>100% (5/5)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>17% (5/29)</td> </tr> <tr> <td>Haav Ninger</td> <td>60% (3/5)</td> <td>✗</td> <td>✓</td> <td>✗</td> <td>✓</td> <td>✓</td> <td>10% (2/20)</td> </tr> <tr> <td>Olivia O'Neil</td> <td>80% (4/5)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✗</td> <td>14% (4/28)</td> </tr> <tr> <td>Piper Pringle</td> <td>60% (3/5)</td> <td>✓</td> <td>✓</td> <td>✗</td> <td>✓</td> <td>✗</td> <td>10% (2/20)</td> </tr> <tr> <td>Quinn Quinn</td> <td>100% (5/5)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>14% (4/28)</td> </tr> <tr> <td>Rebecca Raven</td> <td>80% (4/5)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✗</td> <td>✓</td> <td>14% (4/28)</td> </tr> <tr> <td>Sebastian Seven</td> <td>100% (5/5)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>17% (5/29)</td> </tr> </tbody> </table>	Student	Current Progress	6.EE.1 C	6.EE.2 C	6.EE.3 C	6.EE.4 C	6.EE.5 C	Course Progress	Koby Knight	60% (3/5)	✓	✗	✓	✓	✓	10% (2/20)	Lorenzo Laughlin	80% (4/5)	✓	✓	✓	✓	✓	14% (4/28)	Marco Mander	100% (5/5)	✓	✓	✓	✓	✓	17% (5/29)	Haav Ninger	60% (3/5)	✗	✓	✗	✓	✓	10% (2/20)	Olivia O'Neil	80% (4/5)	✓	✓	✓	✓	✗	14% (4/28)	Piper Pringle	60% (3/5)	✓	✓	✗	✓	✗	10% (2/20)	Quinn Quinn	100% (5/5)	✓	✓	✓	✓	✓	14% (4/28)	Rebecca Raven	80% (4/5)	✓	✓	✓	✗	✓	14% (4/28)	Sebastian Seven	100% (5/5)	✓	✓	✓	✓	✓	17% (5/29)	 <p>Interim Assessment Sample Student</p> <table border="1"> <thead> <tr> <th>SUBJECT</th> <th>GRADE</th> <th>Score</th> <th>PERCENTILE LEVEL</th> <th>GROWTH</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>6</td> <td>398</td> <td>Level 2</td> <td>▲ 16</td> </tr> </tbody> </table> <p>Bar chart showing Student Score (382), District Average (398), and National Norm (391) for Fall, Winter, and Spring.</p>	SUBJECT	GRADE	Score	PERCENTILE LEVEL	GROWTH	Math	6	398	Level 2	▲ 16	 <p>Summative Assessment Sample Student</p> <table border="1"> <thead> <tr> <th>SUBJECT</th> <th>GRADE</th> <th>PERFORMANCE</th> <th>SCALE SCORE</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>6</td> <td>Level 2</td> <td>638</td> </tr> </tbody> </table> <p>Bar chart comparing Sample Student (638), School Average (687), District Average (675), and State Average (648).</p> <p>DOMAIN PERFORMANCE: Points Earned Total Points: 19/48</p> <ul style="list-style-type: none"> Ratios & Proportions: 5/12 The Number System: 4/9 Expressions & Equations: 4/14 Geometry: 2/7 Statistics & Probability: 2/6 	SUBJECT	GRADE	PERFORMANCE	SCALE SCORE	Math	6	Level 2	638
Student	Current Progress	6.EE.1 C	6.EE.2 C	6.EE.3 C	6.EE.4 C	6.EE.5 C	Course Progress																																																																																														
Koby Knight	60% (3/5)	✓	✗	✓	✓	✓	10% (2/20)																																																																																														
Lorenzo Laughlin	80% (4/5)	✓	✓	✓	✓	✓	14% (4/28)																																																																																														
Marco Mander	100% (5/5)	✓	✓	✓	✓	✓	17% (5/29)																																																																																														
Haav Ninger	60% (3/5)	✗	✓	✗	✓	✓	10% (2/20)																																																																																														
Olivia O'Neil	80% (4/5)	✓	✓	✓	✓	✗	14% (4/28)																																																																																														
Piper Pringle	60% (3/5)	✓	✓	✗	✓	✗	10% (2/20)																																																																																														
Quinn Quinn	100% (5/5)	✓	✓	✓	✓	✓	14% (4/28)																																																																																														
Rebecca Raven	80% (4/5)	✓	✓	✓	✗	✓	14% (4/28)																																																																																														
Sebastian Seven	100% (5/5)	✓	✓	✓	✓	✓	17% (5/29)																																																																																														
SUBJECT	GRADE	Score	PERCENTILE LEVEL	GROWTH																																																																																																	
Math	6	398	Level 2	▲ 16																																																																																																	
SUBJECT	GRADE	PERFORMANCE	SCALE SCORE																																																																																																		
Math	6	Level 2	638																																																																																																		

2

Reflections and Goal Setting

Accessing Reports

Reflect on student-learning evidence

Set Goals

Reflections and Goal Setting

ACCESS REPORTS

Review and access reports

School Admin Reports

- School Standards Report
- All Student Results Report

Teacher Reports

- Roster by Standard Report
- Student Progress Report
- All Student Results Report

FACILITATE PLCS

Reflect, analyze, set goals

- Use instructional coaching, PLCs, or grade-level teams to reflect on student-learning evidence in Navy this year.
- Discuss what the evidence suggests about your curriculum materials, instructional practices, and your Navy implementation approach.
- Set goals with your educators for Navy usage and student outcomes in the year ahead.

3

Navvy for Summer School

Navy for Summer School



Roster Data

To use Navy's Checks, there must be active academic sessions, courses, classes, and enrollments for Students and Teachers.

- Therefore, if Summer School programming can be delivered with the existing Class rosters, no change is needed on your end.
-



Alert Partner Success

Reach out to PartnerSuccess@pearson.com

- Include your school name
 - Indicate that you would like to use Navy for Summer School
-



LaunchPad and Navy Sync Pause

No new roster data from LaunchPad would come into Navy. We are considering May 15th or May 22nd.

- Are you planning to use Navy for Summer School?
 - When would your summer sessions start?
-

4

Technical Considerations

NASIS Roster Data
Authentication

Technical Considerations

NASIS ROSTER DATA

Rostering in LaunchPad

Course Structure

- For the optimal user experience in Navy, we recommend ensuring each Course in your data structure aligns to a single grade level and subject.

User Permissions

- District Admin can view all schools in District
- School Admin can view all courses in School
- Teacher can view their classes with active enrollment

Demographics

- Confirm which demographics or subgroups your local district or school leadership would like to see in Navy reports. (Sex, Race, Ethnicity, ELL Status, IEP, 504, Gifted and Talented). If you populate these fields in NASIS, they will show in Navy.

AUTHENTICATION

Logging into LaunchPad

Login to [Launchpad.pearson.com](https://launchpad.pearson.com)

- Under 'Select your Educational Agency or School District', search for Bureau of Indian Education
 - **Non-Student Users (Teachers, Site Admin, District Admin)**
 - Login with your username and password
 - First time logging in? Select First Time Sign In/Reset Password
 - **Student Users**
 - Login with QR Code OR
 - Credentials
 - District: BIE Navajo, BIEBOS, BIE TCS
 - School Name
 - Student ID
 - Last Name

5

Implementation Models

Who?

How?

What?

Implementation Models

SCHOOL

Pilot or Global?

Are you implementing Navvy with a pilot subset of grades in your school this year, or globally across all grades?

STUDENTS

Intervention or Universal?

Are you implementing Navvy with a targeted subgroup of students in your populations an intervention this year, or universally with all students in your population?

STANDARDS

Focused or Full?

Will you assess a subset of identified BIE priority standards in your implementation of Navvy this year, or assess the full academic standards in each course?

Jemez Day School – Navy Implementation

“As a school, it's impacted our teaching by keeping track of what standards the teachers have taught and also gauging through the Competency Checks and making sure that if a kid is not competent, then it it's also driving our intervention instruction, making small groups, utilizing the practice checks, doing mini lessons and then having them do the competency check again.”

"The kids, they've kind of just been checking off when they were competent with a particular standard. So they're gauging their own learning as well. I want us to create data folders for all our students, with all the ELA, with math, the writing, the language, so that kids can also share with their parents what they're learning, the standards they're learning. At a parent teacher conference, they can lead their parent teacher conference and show their parents what standards they are proficient in and what they're still working on."

- Third grade teacher, Jemez Day School

6

Questions and Next Steps

Questions and Next Steps

RESOURCES

Self-Service Resources

Navvy Website

- Navvy Support Hub
 - Must be logged into Navvy

Pearson Resources

- Email PartnerSuccess@pearson.com
- BIE Pearson Support Website
 - <https://bie.mypearsonsupport.com/navvy/>
 - [BIE Navvy FAQs](#)
- Customer Support
 - <https://bie.mypearsonsupport.com/support/>

NAVY CHAMPIONS

Apply to be a Navvy Champion

- Each school year, Navvy identifies 25 teachers from across the country to be our Navvy Champions! The ideal Champions are current Navvy users with a genuine enthusiasm for Navvy, eager to shape the future of Navvy.
- Navvy Champions agree to participate in *at least* four focus groups for feedback throughout the year, and in exchange, receive an exclusive Navvy swag item each quarter of the school year!
- Interested? [Apply here](#). Selections will be announced the week of August 1!

QUESTIONS

How can we help you be successful in wrapping up the school year and planning for next year?