



Navigator Schools

Academic Success Committee

Date and Time

Monday September 18, 2023 at 4:00 PM PDT

Location

Zoom

This meeting will be held in compliance with the Brown Act.

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:00 PM
Opening Items			
A.	Call the Meeting to Order	Claire Grissom	1 m
B.	Record Attendance and Guests	Claire Grissom	1 m
	The committee chair will identify guests and hold a roll-call vote to take attendance.		
C.	Approve Minutes from Prior Meeting	Approve Minutes Claire Grissom	1 m
	Committee members will participate in a roll-call vote on the approval of prior minutes. Approve minutes for Academic Success Committee on June 7, 2023		
II. Academic Topics			4:03 PM

	Purpose	Presenter	Time
<p>A. Review of SBAC Results</p> <p>Neena Goswamy will provide supplemental student group analysis of annual state testing results (SBAC) for 2023. The overall presentation (all topics) for the meeting is provided below.</p>	FYI	Neena Goswamy	10 m
<p>B. Academic Priorities Update</p> <p>Mariah Butron, Katie Giacolone, and Tina Hill will share an update on 2024 academic priorities, including Illustrative Math and Multi-Tiered System of Supports (MTSS).</p>	FYI	Mariah Butron	10 m
<p>C. Chronic Absenteeism</p> <p>Sean Martin will review official 2023 chronic absenteeism rates of Navigator Schools as reported in the California Longitudinal Pupil Achievement Data System (CALPADS), including reference to attendance patterns on minimum days.</p>	FYI	Sean Martin	10 m
<p>D. Model Providing Update</p> <p>Justin Steiner will review recent efforts to disseminate the Navigator Schools' model.</p>	FYI	Justin Steiner	10 m
III. Closing Items			4:43 PM
<p>A. Confirm Next Meeting</p> <p>The committee will confirm the date and time of its next meeting (Monday, October 16, 4:00 PM - 5:00 PM).</p>	Discuss	Claire Grissom	1 m
<p>B. Adjourn Meeting</p> <p>Committee members will participate in a roll-call vote to adjourn the meeting.</p>	Vote	Claire Grissom	1 m

Coversheet

Approve Minutes from Prior Meeting

Section: I. Opening Items
Item: C. Approve Minutes from Prior Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Academic Success Committee on June 7, 2023

APPROVED



Navigator Schools

Minutes

Academic Success Committee

Date and Time

Wednesday June 7, 2023 at 3:30 PM

Location

Zoom

This meeting will be held in compliance with the Brown Act.

Committee Members Present

Alfred Morikang (remote), Chuck Daggs (remote), Claire Grissom (remote), JP Anderson (remote)

Committee Members Absent

None

Guests Present

Crystal O'Rourke (remote), James Dent (remote), Justin Steiner (remote), Kirsten Carr (remote), Melissa Alatorre Alnas (remote), Sean Martin (remote), Sharon Waller (remote)

I. Opening Items

A. Call the Meeting to Order

Claire Grissom called a meeting of the Academic Success Committee of Navigator Schools to order on Wednesday Jun 7, 2023 at 3:38 PM.

B.

Record Attendance and Guests

C. Approve Minutes from Prior Meeting

JP Anderson made a motion to approve the minutes from Academic Success Committee on 01-25-23.

Claire Grissom seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

JP Anderson Aye

Claire Grissom Aye

Alfred Morikang Aye

Chuck Daggs Aye

II. Academic Topics

A. Quarter 3 Academic Updates

Sean Martin shared visualizations of Star results for reading and math from March, 2023. Metrics presented included participation rates by grade level, expected growth for all students and key student groups, Star Percentile Ranking, and Star Student Growth Percentile. He proposed next steps for systematizing committee review of interim Star results. Staff answered clarifying questions posed by board members.

B. Next Steps: CA School Dashboard

James Dent and Sean Martin provided a brief introduction to the CA School Dashboard and designated tracks for charter renewals as described by current legislation. The committee explored chronic absenteeism rates in depth, and members asked questions of staff pertaining to root causes and impacts. Sharon Waller highlighted strategies for increasing student attendance.

C. Expanded Learning Opportunities Program

Kirsten Carr provided an overview of current and future Extended Learning Opportunity Programs (ELOP) at Navigator Schools. She explained the unique details of ELOP implementation per school, related agreements, and the extensive training of ELOP staff.

D. Proposed Priorities and Goals for 2023-24

James Dent and Crystal Toriumi reviewed potential goals for the 2023-2024 school year. The set of goals focused on three main topics: high quality Tier 1 instruction; interventions for all students in need in English Language Arts and math; and effective implementation of social-emotional learning via student circles (to promote positive school culture). Members asked clarifying questions, focusing on program strengths and areas for growth; specificity and tracking of goals; and attendance.

E.

Model Providing Update

Justin Steiner provided a detailed review of the status of model providing efforts and projects. He focused on three main topics: Navigator Impact update; regional, state-funded grant work; and the dissemination of Navigator's innovative Middle School Squads model. The committee discussed marketing strategies; funding details and timelines; participation and outreach; and achievements.

F. September Visitation Plans for Board Members

James Dent elicited suggestions and insights from the committee regarding the expansion and planning of site visits for board members. The committee discussed dates and timelines; potential activities and categories of activities; potential donor participation; and processes for calendaring, scheduling, and ascertaining board member availability. Kirsten Carr volunteered to perform next steps pertaining to the development of this project.

III. Closing Items

A. Confirm Next Meeting

James Dent stated that he will team with the committee chair to develop a list of meeting dates for the 2023-24 board year.

B. Adjourn Meeting

JP Anderson made a motion to adjourn the meeting.

Chuck Daggs seconded the motion.

The committee **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:44 PM.

Respectfully Submitted,
Sean Martin

Coversheet

Review of SBAC Results

Section: II. Academic Topics
Item: A. Review of SBAC Results
Purpose: FYI
Submitted by:
Related Material: ASC Presentation All Topics.pdf



Academic Excellence Committee

9-18-23

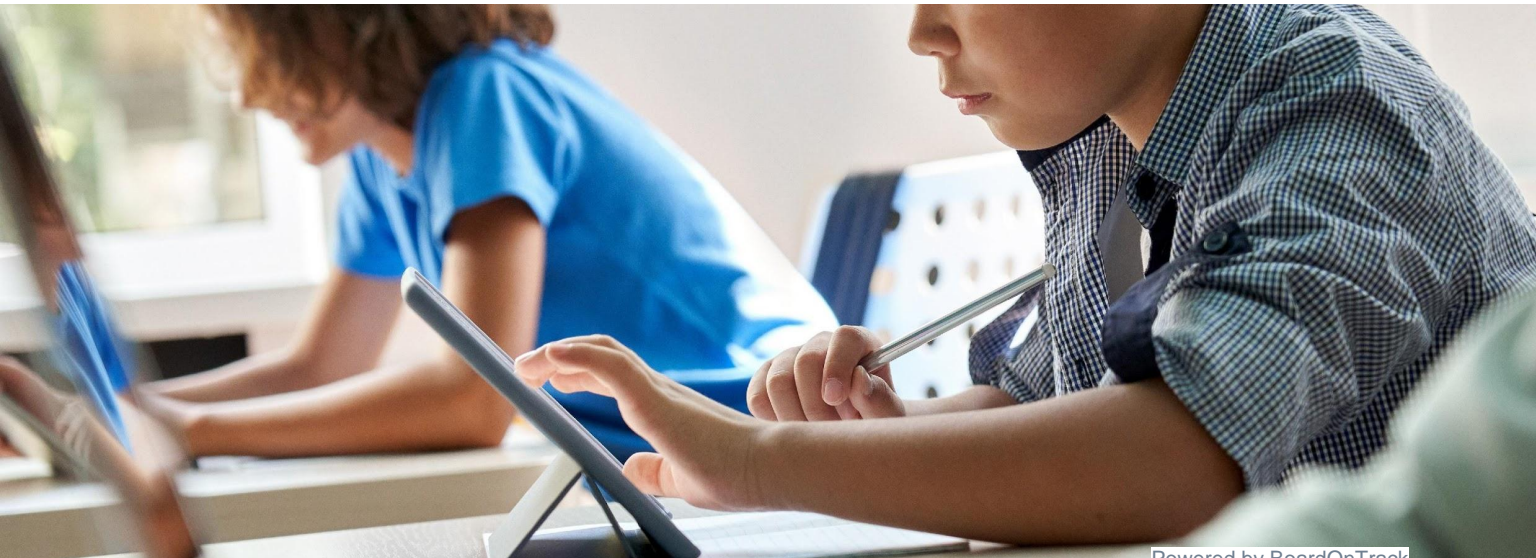


Executive Summary – JD

Four weeks into the school year finds our sites and support office teams working hard to launch our priorities work, including interventions across the four sites. As you review this deck, please consider which and when topics should be moved to the full board versus just staying here in the slide deck.

Today's Topics:

1. SBAC Subgroup data (Neena)
2. Priorities update
 - a. Illustrative Math (Mariah)
 - b. Intervention (Tina/Katie)
3. Chronic Absenteeism (Sean)
4. Model Providing (Justin/Marlana)





Topic 1: SBAC (Neena)

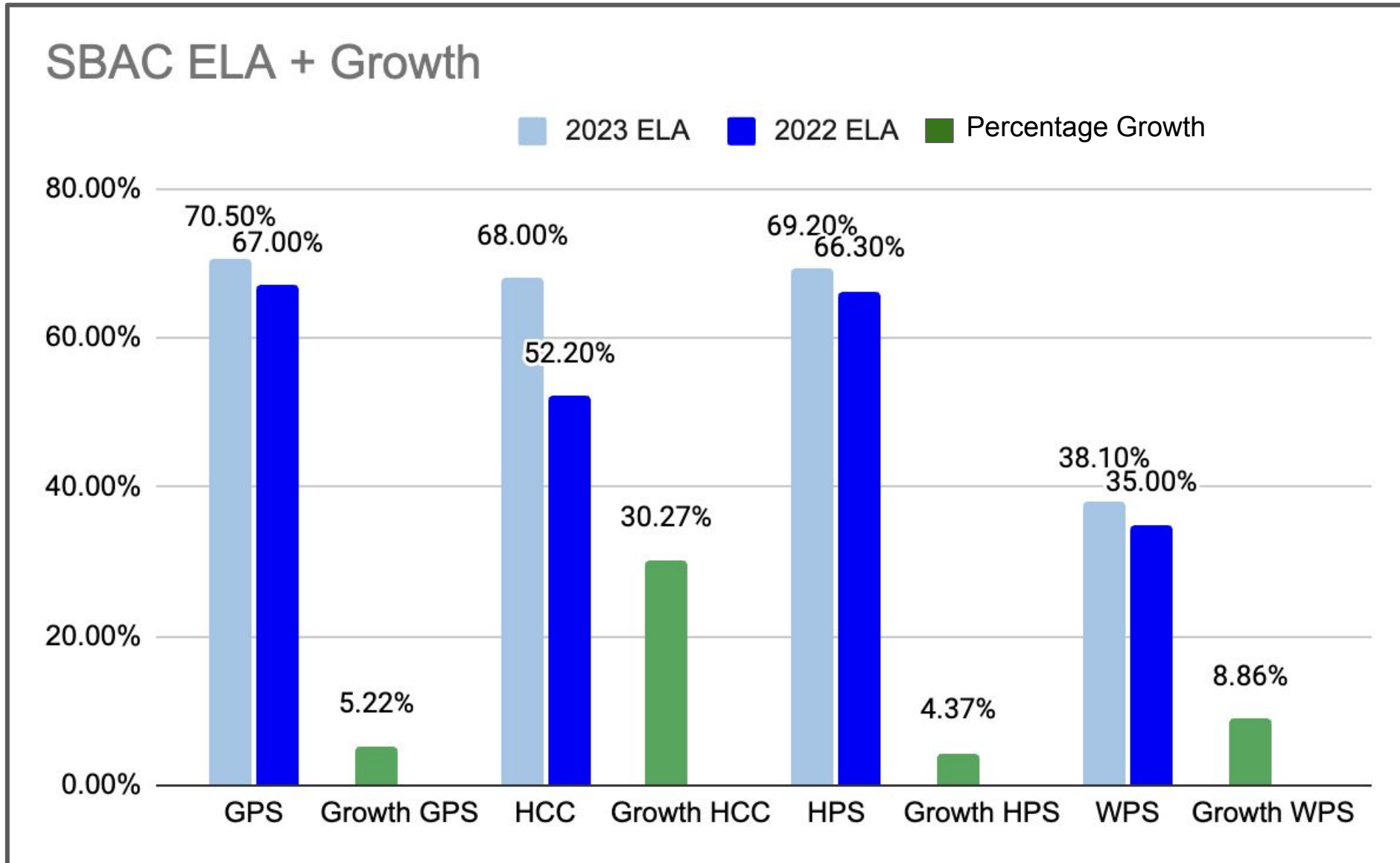
Overall, Navigator Schools achieved positive growth in ELA.

Raising achievement in math is an organizational priority for 2024 based on 2023 negative growth.

Filtering results by key student groups provides additional insight to guide math curriculum, instruction, and interventions.



Topic 1: SBAC 2023 - Scores have risen across the four sites in ELA and our ELA scores outperformed our math scores this year.

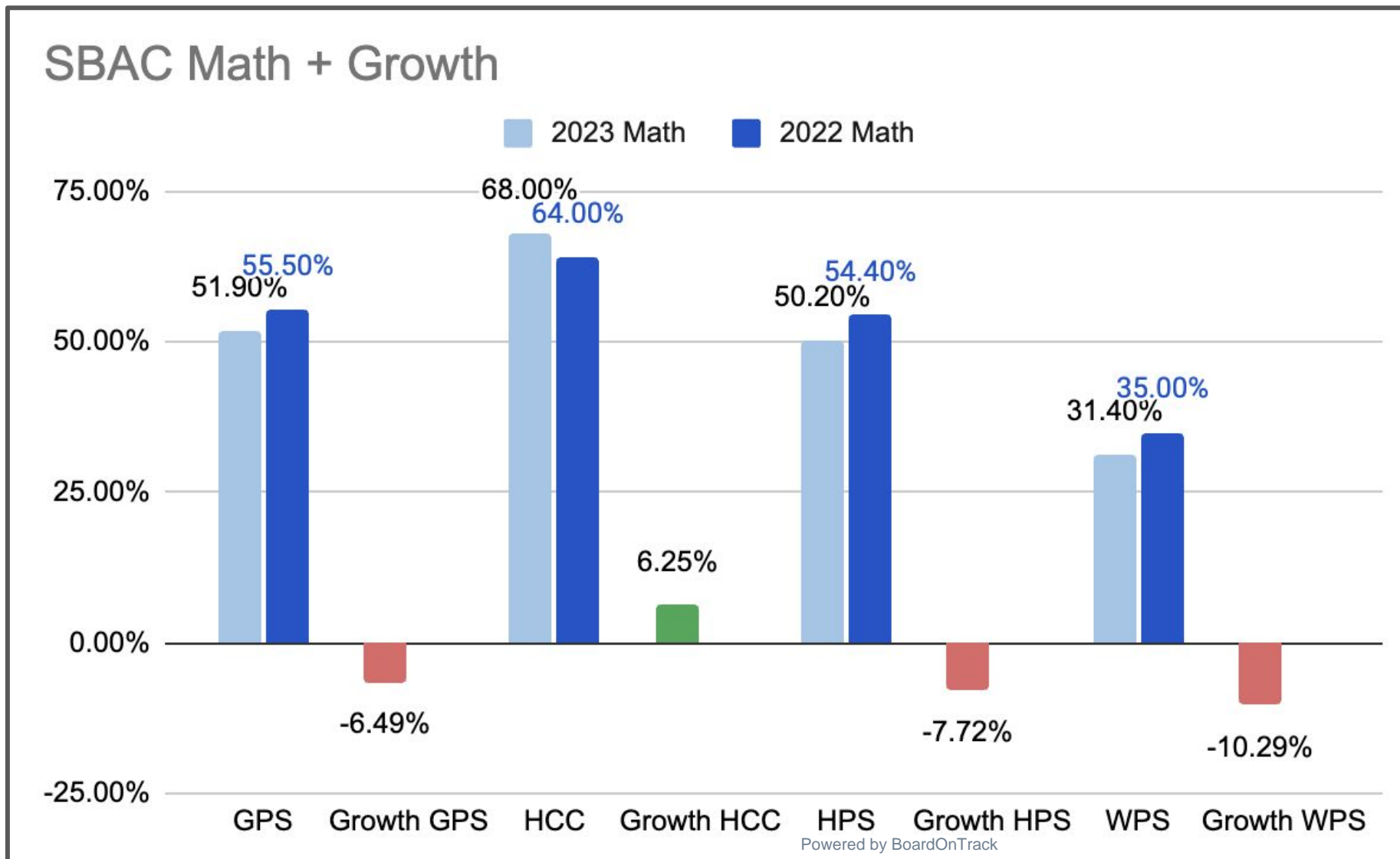


ELA Growth

Green represents growth as a percentage (as opposed to the difference in points between current and prior year).

Topic 1: SBAC 2023 - Scores have dropped in Math this year, making it our #1 Academic Priority for '23-24.

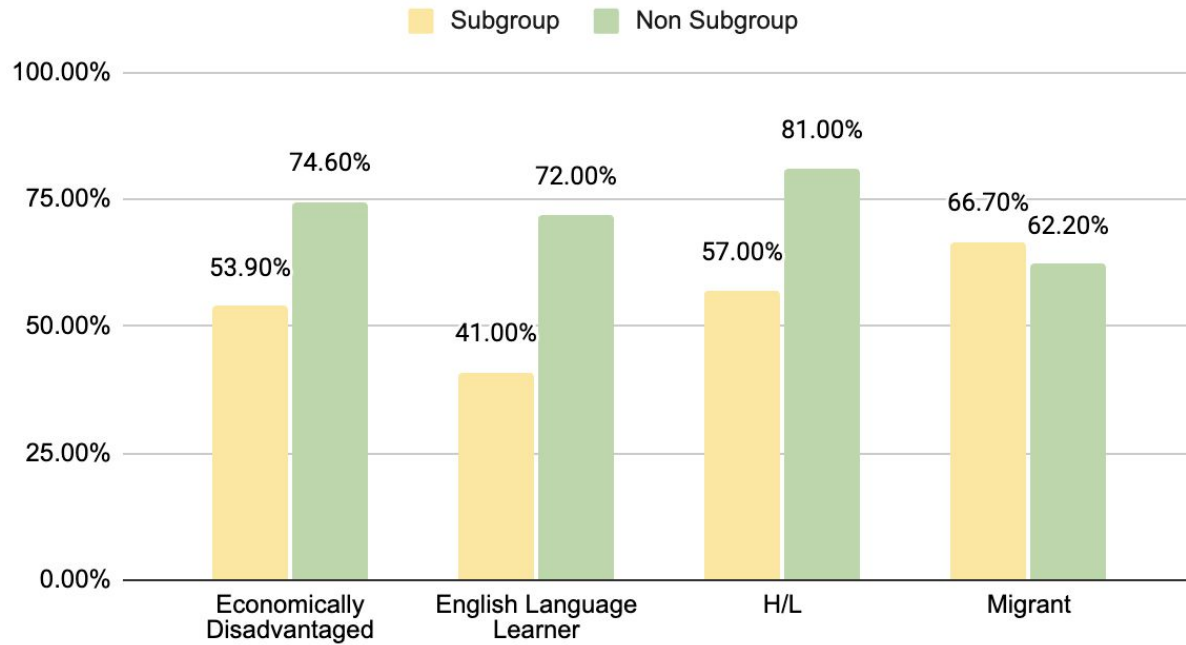
Math Growth



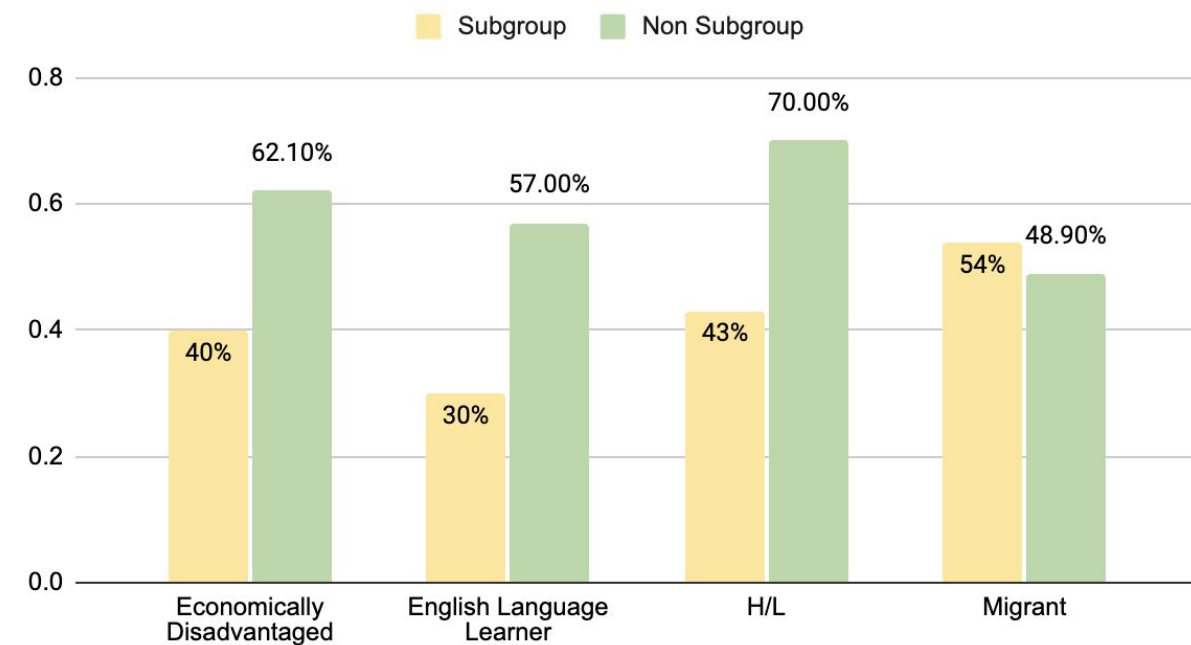
Topic 1: SBAC 2023 - Our non subgroup populations outperformed our subgroup populations in every category.

Overall Subgroup Data

ELA: Subgroup vs Non Subgroup Comparison



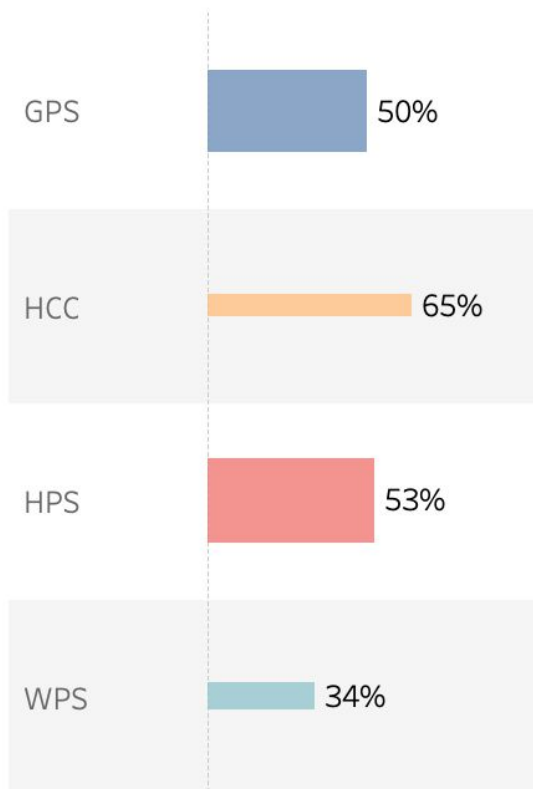
Math: Subgroup vs Non Subgroup Comparison



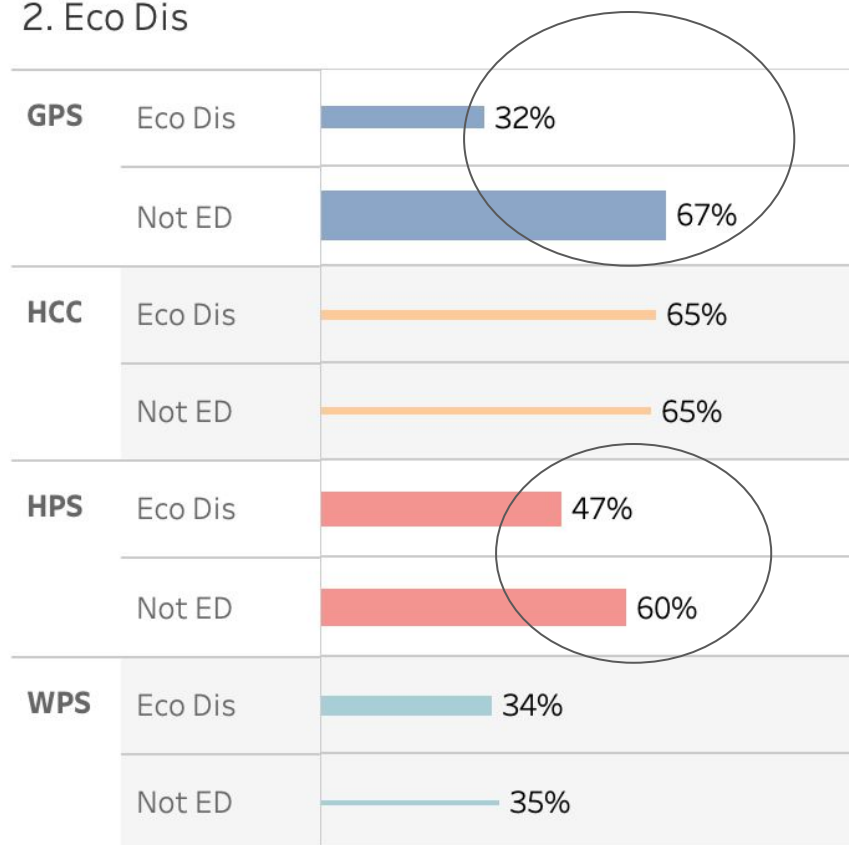
Topic 1: SBAC 2023 - Proficiency rates between group and non-group members vary by more than 10 percentage points at two schools.

Math: Economically Disadvantaged

1. All Students



2. Eco Dis

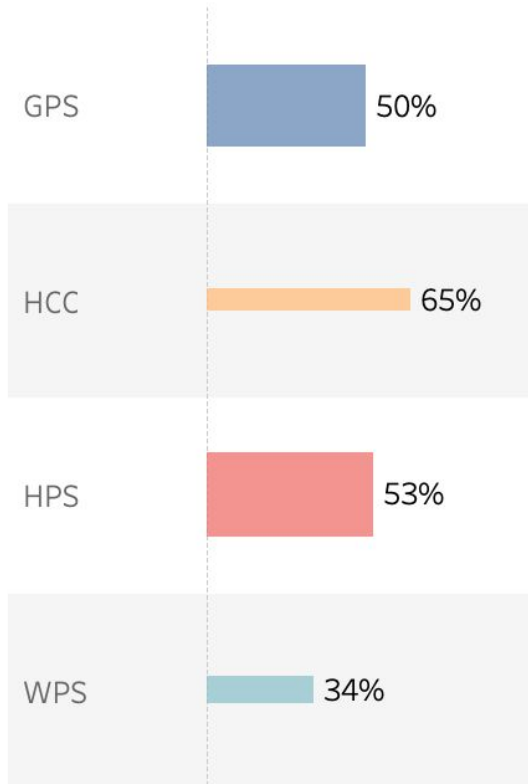


Current School Eco Dis %
 GPS: 36
 HCC: 48
 HPS: 36
 WPS: 69

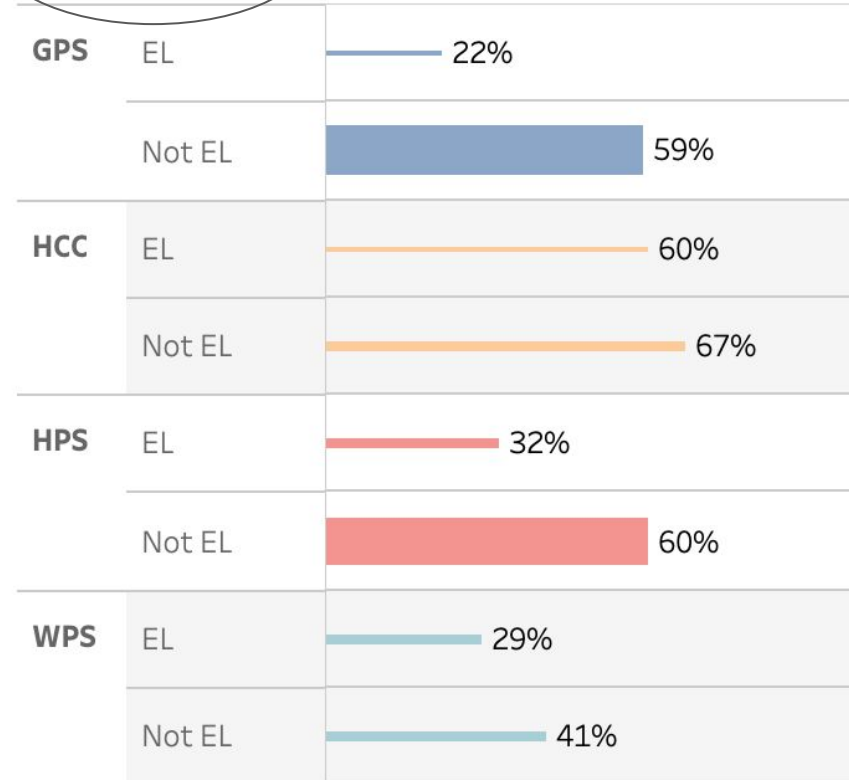
Topic 1: SBAC 2023 - Proficiency rates for EL students were lower than non-EL students at all schools, the largest gap being 37 percentage points at GPS.

Math: English Learner

1. All Students



2. Eng Learner

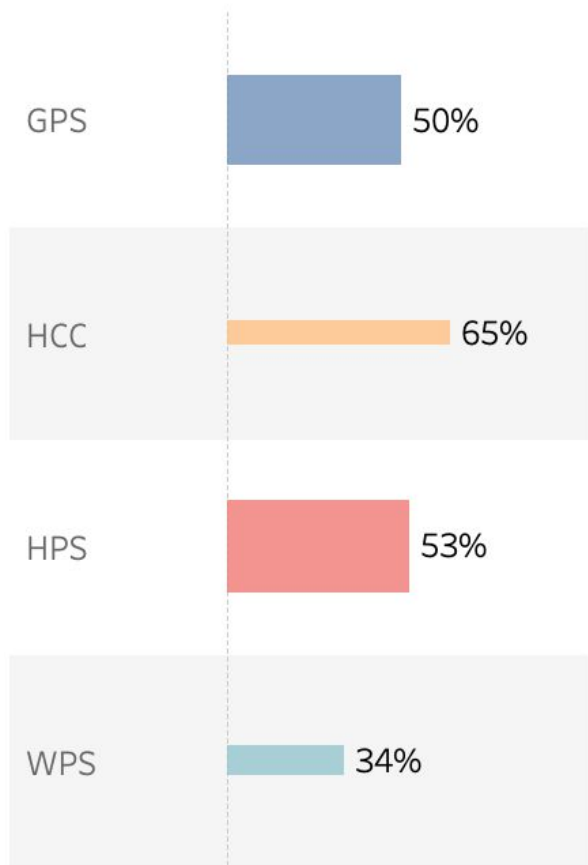


Current School EL %
 GPS: 27
 HCC: 27
 HPS: 30
 WPS: 52

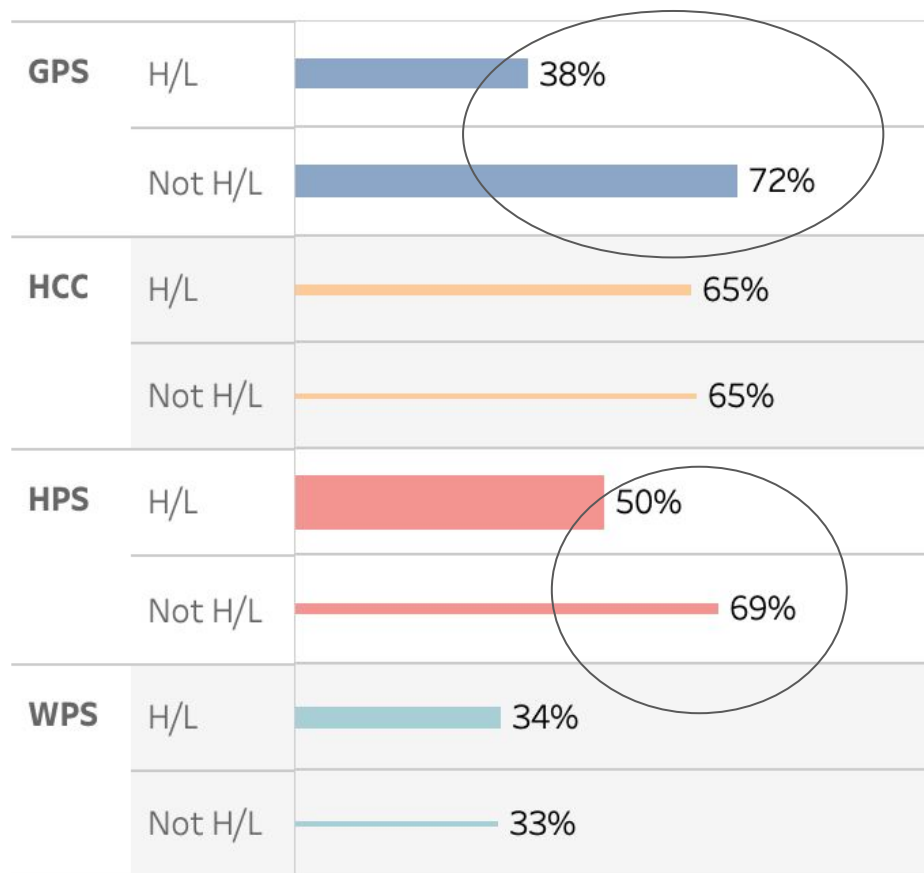
Topic 1: SBAC 2023 - Proficiency rates for group and non-group members are nearly equal at two schools, while much larger gaps exist at GPS and HPS.

Math: Hispanic/Latino

1. All Students



2. H/L



The non-group at WPS is very small.

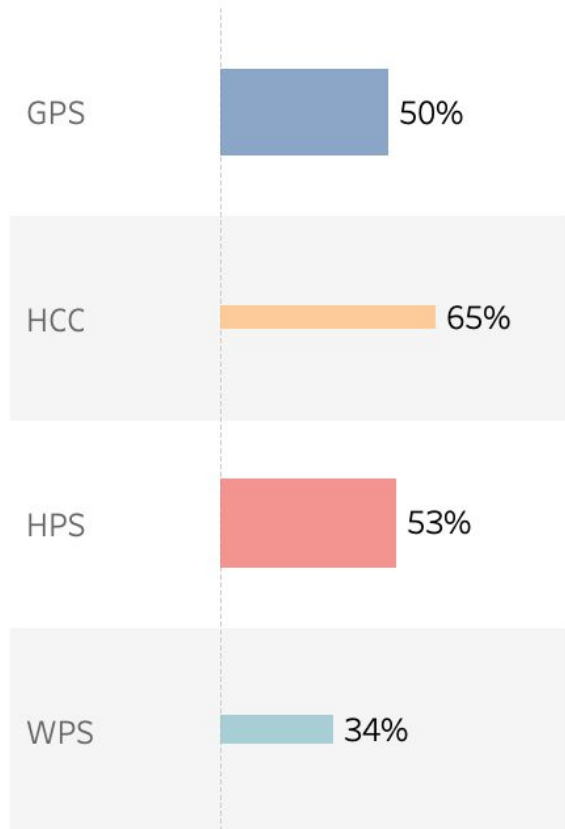
SBAC Count of Not H/L
WPS: <5 students

Current School H/L %
GPS: 63
HCC: 70
HPS: 87
WPS: 97

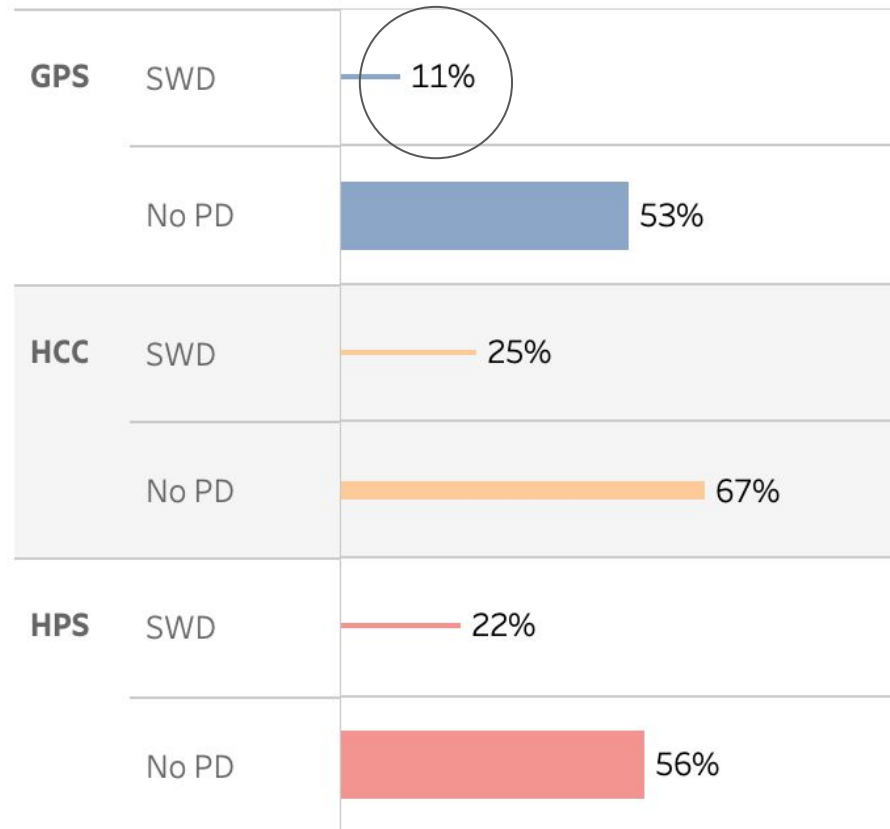
Topic 1: SBAC 2023 - For reference, 11% of students with disabilities met or exceeded standard across the state in 2021-22.

Math: Students with Disability

1. All Students



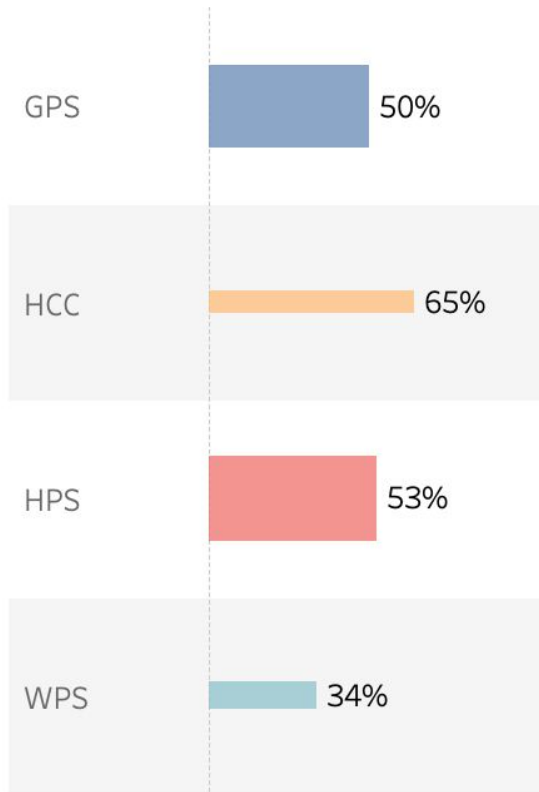
5. S w/ Prim Disability



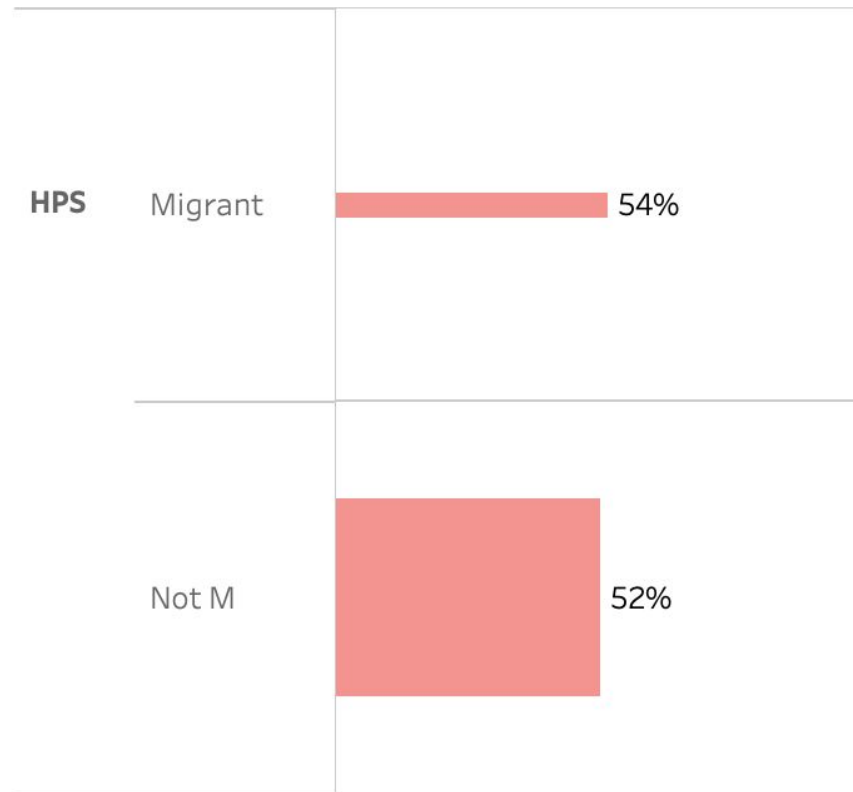
Topic 1: SBAC 2023 - The average math proficiency rate for the 39 members of the migrant student group exceeded the non-group rate.

Math: Migrant

1. All Students



2. Migrant



Average Achievement Level

Migrant: 2.6

Not M: 2.5

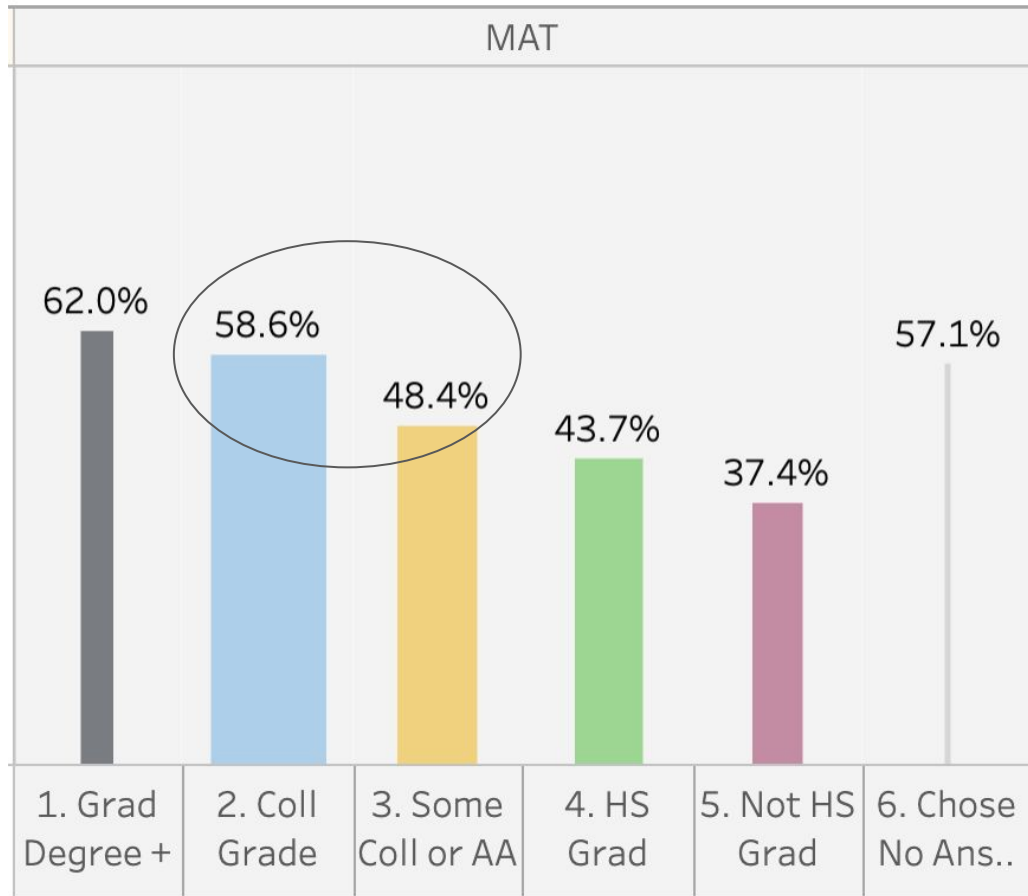
Median Achievement Level

Migrant: 3

Not M: 2

Topic 1: SBAC 2023

The largest proficiency rate increase occurs between the College Degree group and the Some College or AA group, highlighting the importance of the Navigator mission component dedicated to student success in college.



Math: Parent Education Level

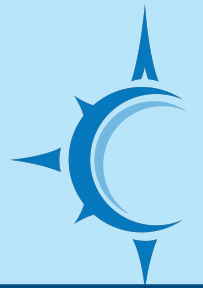


Topic 2: Priorities Update (Math)

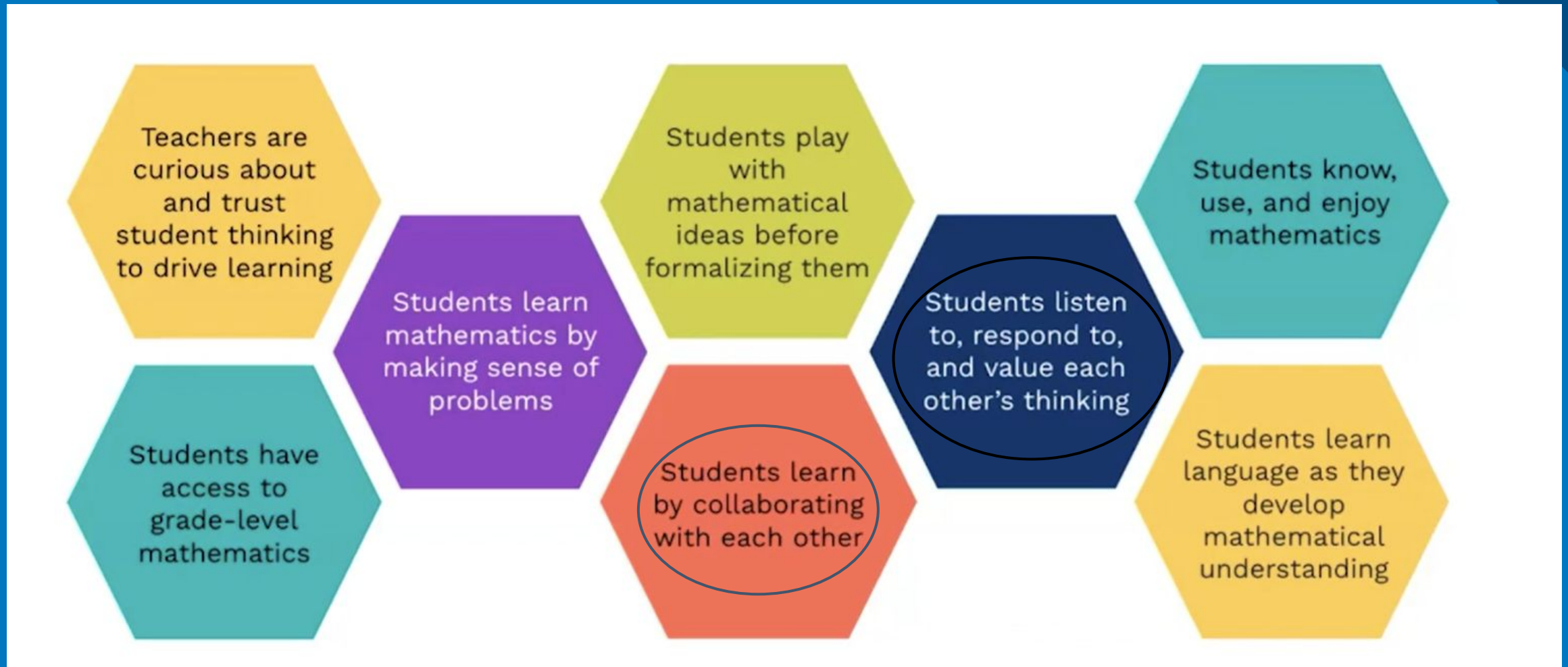
3 out of our 4 sites experienced a widening achievement gap in mathematics last year.

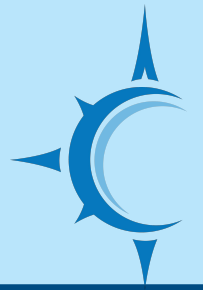
We adopted Illustrative Math and made strategic adjustments to the model in order to positively impact student learning and achievement at all four sites across all student demographics.





IM beliefs are based on research. Research shows that students who believe that hard work is more important than innate talent learn more mathematics.





IM lessons are designed to follow a specific progression to enhance student conceptual understanding.



Warm Up (5-10 minutes, whole class)

- Helps students get ready for the day OR gives students and opportunity to strengthen their number sense or procedural fluency.

Classroom Activities

- Lessons consist of a sequence of 1-3 activities.
- All activities have 3 phases:
 - Launch
 - Student work time
 - Activity synthesis
- Practice problems are additional problems that can be used flexibly.

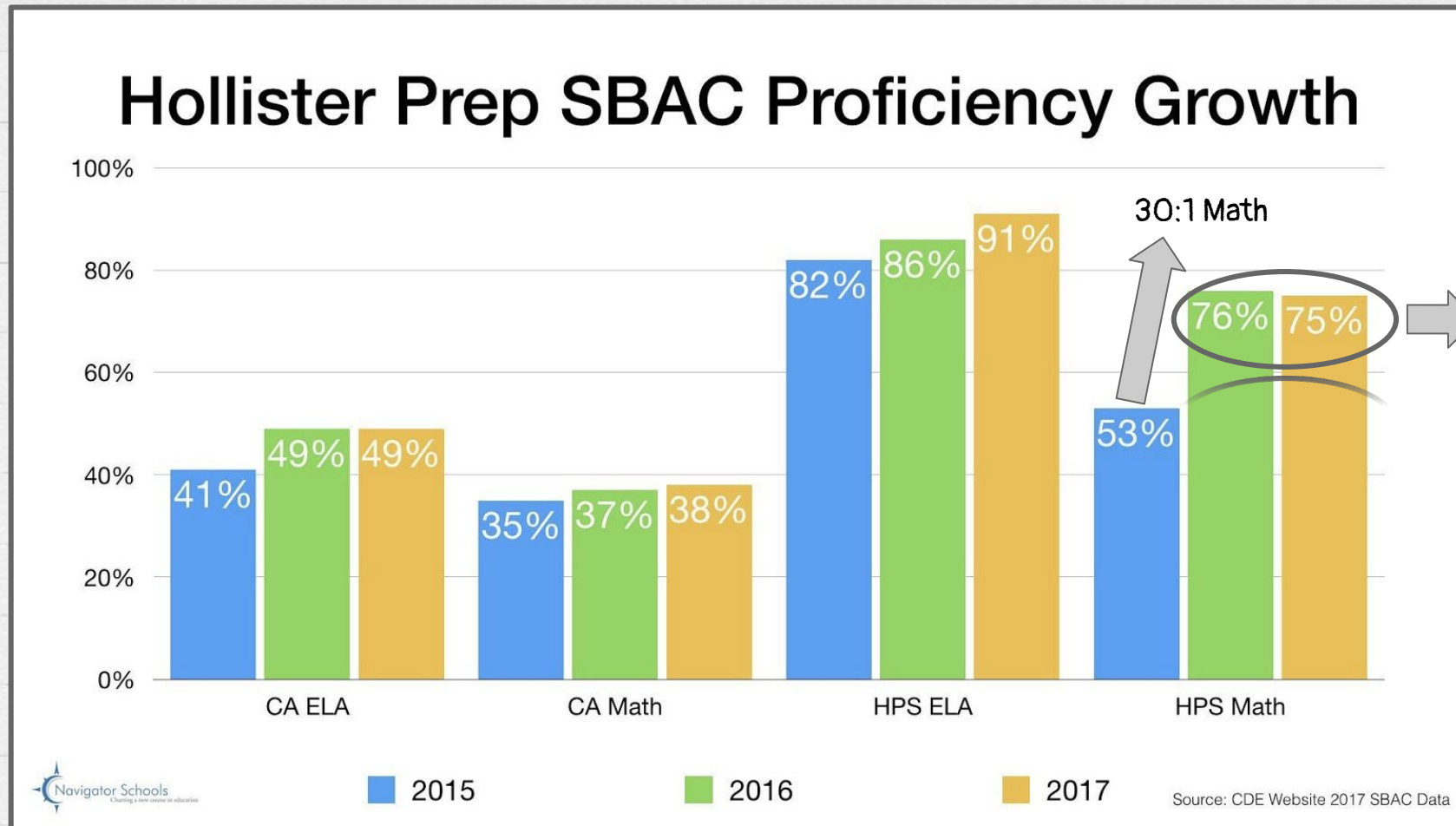
Lesson Synthesis (5-10 minutes)

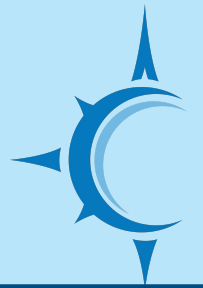
- Meant to serve as lesson closure

Cool-Down (5 minutes)

- Daily formative assessment, meant for students to complete independently.

Scores in Mathematics went up when student teacher ratios went down





Strategic Adjustments to the Model: whole group to centers will positively impact student results

Big Block	Component	Component Time
60 min	IM: Warm Up	7 min average (defined by amount of time needed for activity 1) [whole group]
	IM: Activity 1 (Priority)	20 min [whole group]
	Spiral and Fluency	30 min [whole group]
	Science	45 min x 2 per week [whole group]
90 min	<i>Rotations</i> IM: Activity 2, Lesson Synthesis, & Cool Down (Teacher)	25 min [small groups]
	<i>Rotations</i> At Bats / CASE (SGI)	25 min [small groups]
	<i>Rotations</i> Blended: ST Math	25 min [small groups]

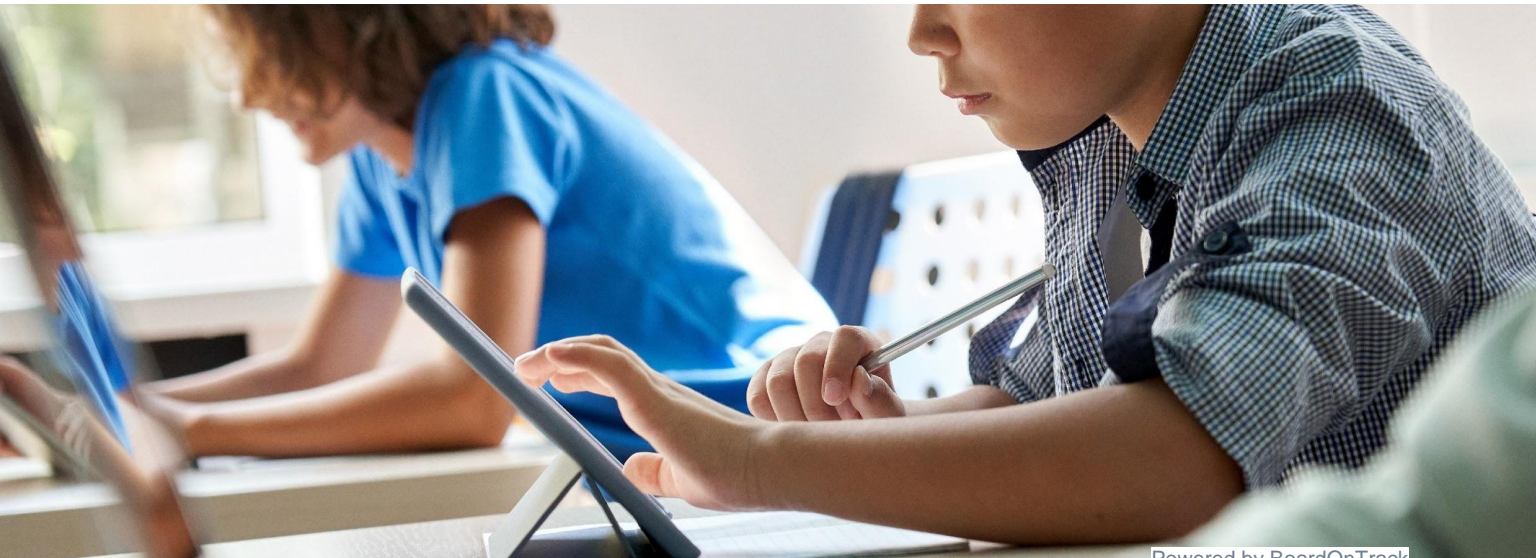
Though IM was designed to be delivered whole group, Navigator restructured the model to allow for a 3-center rotation.



IM Model Classrooms

Over the next 6–9 weeks, model classrooms will be developed in order to provide top tier see-its for teaching teams and coaches that will drive student success in Illustrative Math.

- SLT Identifies talented teacher/SGL teams who will receive additional resources and coaching to become model IM classrooms
- STEM Leads (K-8) capture progress through the Navi IM Scope and Sequence
- VPs Commit to 1 hour additional support per Model Classroom per week
- Once model classroom is established, Curriculum Coordinator schedules cross site visits for teachers and coaches





Topic 2: Priorities Update (Intervention)

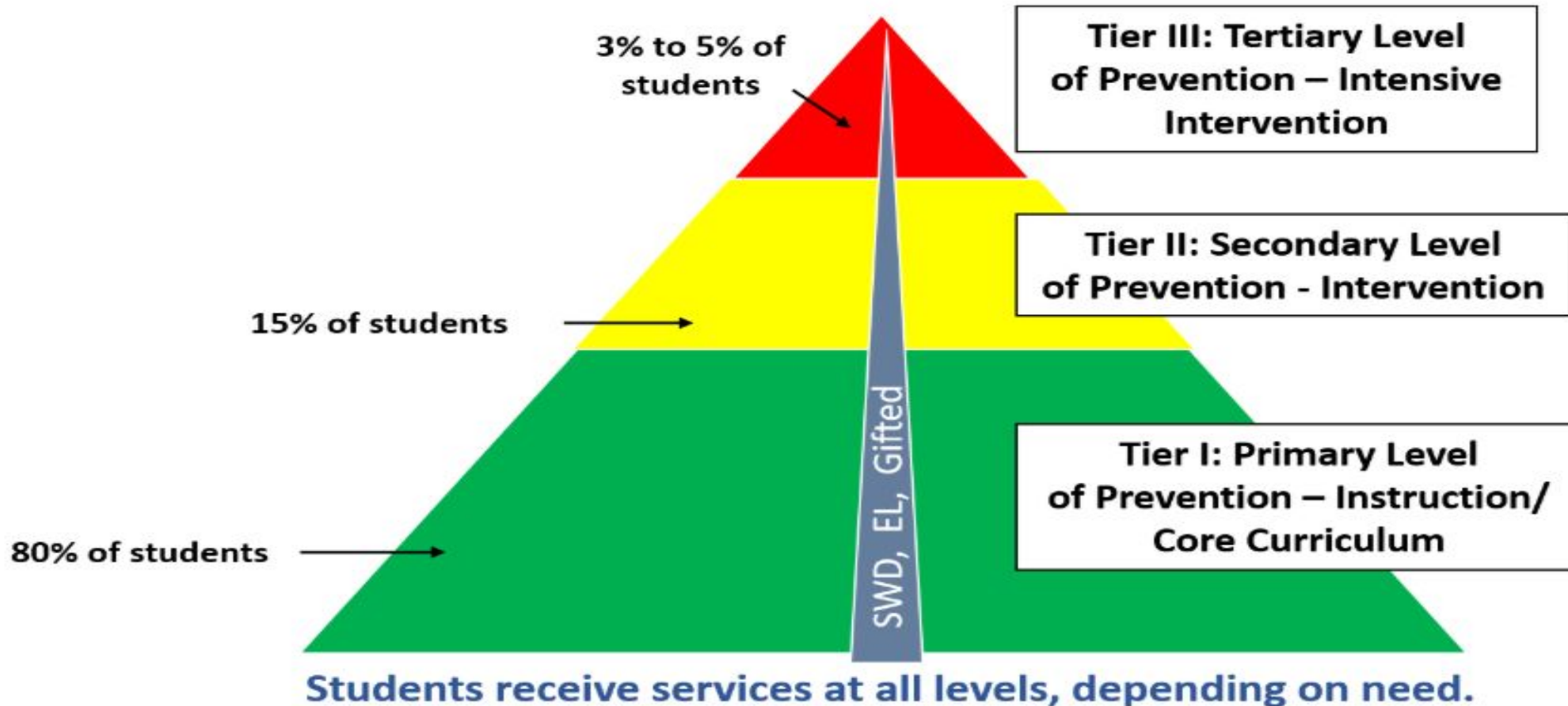
Since the pandemic the academic achievement gap at Navigator has widened. This has shown us there is a need to increase intervention supports within ELA and mathematics in order to close the achievement gap for ALL students.



Topic 2 - Intervention - Navigator schools uses MTSS framework to plan all interventions

MTSS Tiers and Interventions

Essential Component: Multi-Level Prevention System



Topic 2- Interventions: Students and interventions are determined quarterly based on Navigator Cut Points.

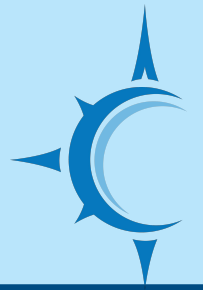
- **In order to identify the area of need for intervention, Navigator Schools looks at all 60 students data per grade span and what Tier they fall within.**
 - **Students within Tier 2/3 will receive intervention**
 - **last year SBAC scores, EOY STAR, and BPST are used to identify the area of need for either ELA or Mathematics.**
- **Each quarter the Leadership team will update intervention groups by pulling current STAR/BPST/Fluency scores for the students to see who has met the Tiered cut point goals and can be exited from the program or who needs to be added to the appropriate intervention.**





Topic 2- Interventions: At Navigator, the number of students receiving interventions is divided into multiple skilled interventions.

- GPS: 168
 - HPS: 100
 - WPS: 201
 - HC: 11
- Comprehension - 147 students
- Reading Fluency - 86 students
- Mathematics - 247 students



Topic 2 - Interventions:

Interventions are focused on researched based curriculum and practices in order to support student achievement of Common Core standards

1. **Skills Based (Think Conditioning Training for an Athlete)**
 - a. Reading Fluency
 - b. Reading Comprehension
 - c. Math skills and math facts
 - d. Takes place primarily before or after school

2. **Standards Based**
 - a. Focused on common core state standards
 - b. Teacher-led during school day during “prep” (up to 2x per week)

3. **Habits/Competencies/Durable skills/Executive skills**

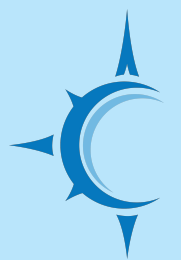
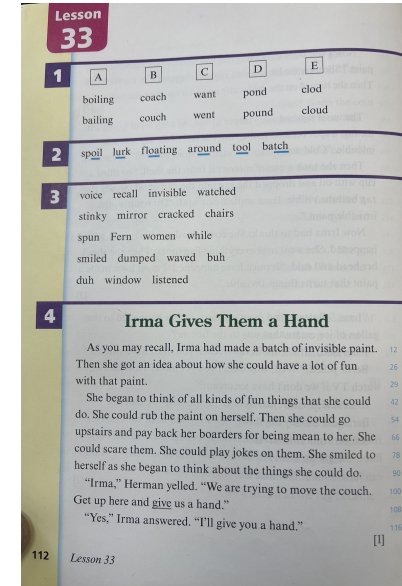
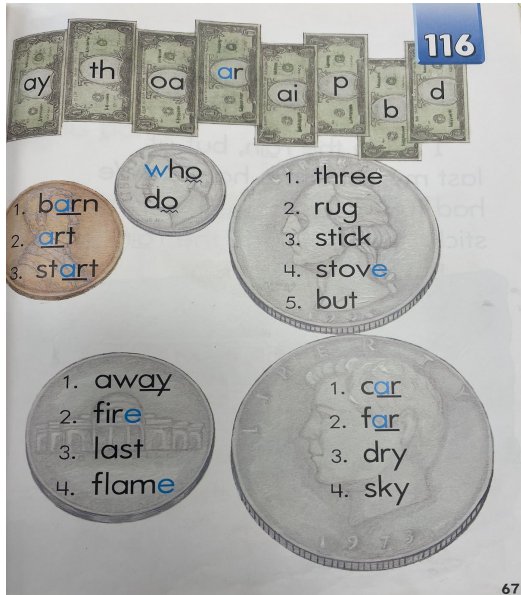


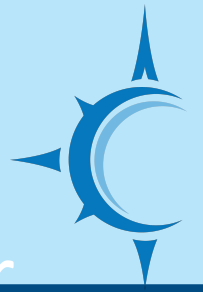
Topic 2 - Interventions: The goal of reading fluency intervention is to support ALL students in reaching grade level proficiency.

1. Systematic, Explicit Phonics Instruction (Science of Reading Based)

Horizons

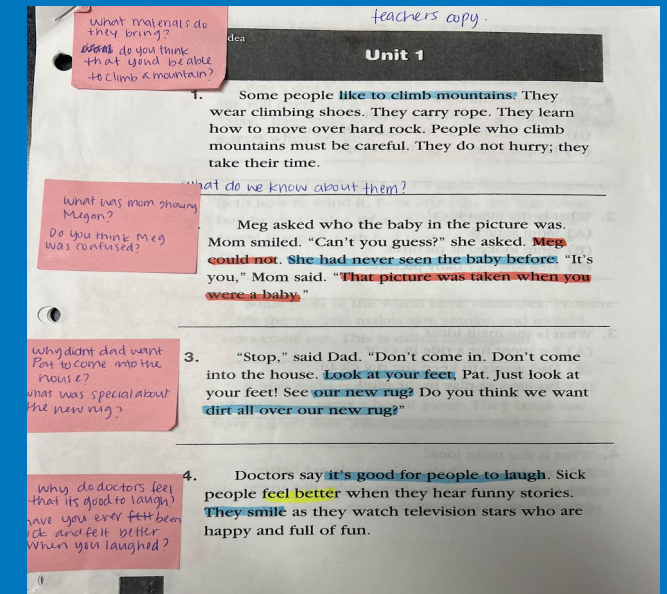
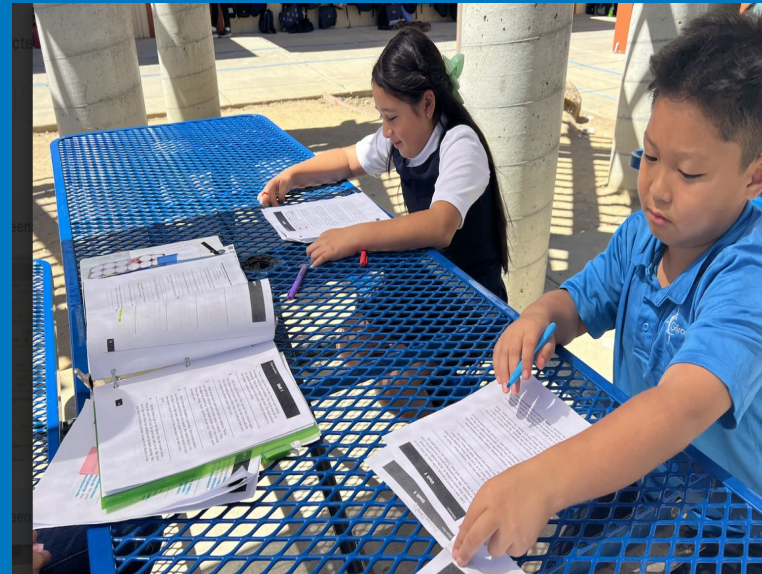
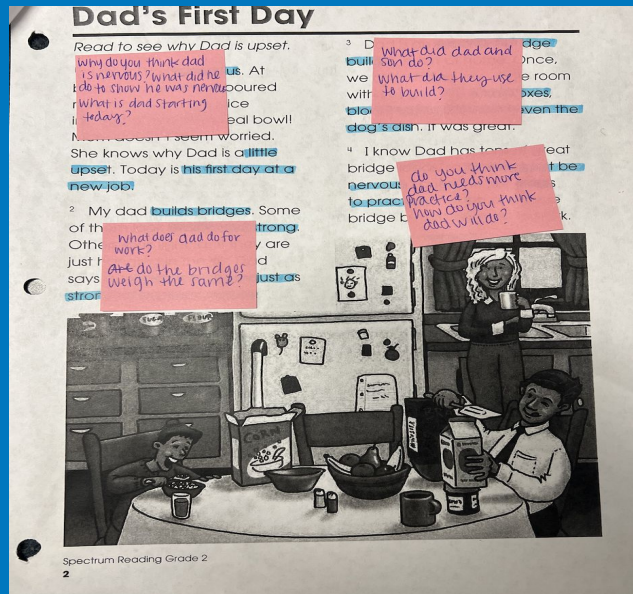
Corrective Reading





Topic 2 - Interventions: Students receiving comprehension interventions will increase their skills in order to improve their STAR scores.

Goal: Students will achieve the 55th percentile on STAR Reading.



Topic 2- Interventions: IXL interventions are in place in order to increase students achievement to the 65th percentile on STAR Math

4th grade

Skill plan for Illustrative Mathematics - 4th grade

IXL provides skill alignments with recommended IXL skills for each unit. Find the IXL skills that are right for you below!

Unit [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#)

[Print skill plan](#)

1

Unit 1

Factors and Multiples

Understand Factors and Multiples

Lesson 1: Multiples of a Number Lesson	<ol style="list-style-type: none"> 1. Create rectangles with a given area 2. Choose the multiples of a given number up to 10 <p><i>Also consider:</i></p> <ul style="list-style-type: none"> Multiply to find the area of a rectangle made of unit squares Make arrays to model multiplication
Lesson 2: Factor Pairs	<ol style="list-style-type: none"> 1. Find all the factor pairs of a number 2. Choose factors of a given number

Learning Assessment Analytics Takeoff Resources Account

Math Language arts Science Social studies Spanish Recommendations Skill plans Leaderboards

Illustrative Mathematics - 4th grade > HH.1 Create rectangles with a given area Share skill

Learn with an example or Watch a video

Shade in a **rectangle** with an area of 12 square units.

Submit

Questions answered

0

Time elapsed

00 | 00 | 08

HR | MIN | SEC

SmartScore out of 100

0

Teacher tools

Jump a level

<< >>

Teacher results not recorded

Powered by BoardOnTrack

33 of 65



Topic 3: Chronic Absenteeism

Chronic absenteeism is a key component of the CA School Dashboard and the charter renewal process.

Increased chronic absenteeism is a statewide crisis post COVID-19.

Navigator Schools will decrease chronic absenteeism rates (CAR) with robust student and family supports.





Topic 3: Chronic Absenteeism

1. Chronic absenteeism rates for 2023 are, on average, very high at Navigator Schools, but focused initiatives have had a powerful, positive impact as demonstrated by the success of WPS.

Table 1. 2023 Chronic Absenteeism Rates (Ranked)

Hayward Collegiate (HCC)	Hollister Prep School (HPS)	Gilroy Prep School (GPS)	Watsonville Prep School (WPS)
9.9% Medium [Yellow] (15)	21.0% Very High [Red] (115)	23.5% Very High [Red] (130)	24.3% Very High [Red] (102)

“A student is considered chronically absent when the student is absent for more than 10% of instructional days for which the student has been enrolled during the current school year.”

[2023 CALPADS Review: Chronic Absenteeism](#)

Table 2. 2023 Chronic Absenteeism Rate Growth (Ranked)

	WPS	HCC	GPS	HPS
2023	24.3%	9.9%	23.5%	21.0%
2022	30.6%	5.7%	19.2%	14.4%
Growth	-6.3%	+4.2%	+4.3%	+6.6%





Topic 3: Chronic Absenteeism

- 2. On an organizational level, variations in CAR for members of key student groups do not exceed 10% when compared to CAR for non-group members.

Table 3. Chronic Absenteeism Rates for Key Student Groups at Navigator Schools

	1. Eng Lang Prof		2. Gender		3. Hispanic/Latino		4. Socioeconomic Dis	
Group	EL	EO	Female	Male	HL	Not HL	SED	Not SED
CAR	21.9%	23.5%	21.9%	21.4%	23.6%	13.7%	24.9%	16.7%
Difference	1.6%		.5%		9.9%		8.2%	

There are only two instances at the school level in which variations between group and non-group members exceed 10% (Table 4).

Table 4. Chronic Absenteeism Rate Variations for Student Groups (>=10%) by School

	1. Socioeconomically Disadvantaged		2. Hispanic/Latino	
School	GPS		GPS	
Group	SED	Not SED	HL	Not HL
CAR	30.2% (85)	16.5% (45)	28.7% (102)	14.1% (28)
Difference	13.7%		14.6%	



Topic 3: Chronic Absenteeism

3. COVID-19 changed the attendance landscape in the state and the nation, and Navigator is prepared to meet this challenge in 2024, applying multiple strategies and increased resources to ensure that all students are present to learn and succeed in school, regardless of circumstances.

Table 5. Attendance Specialist Support Strategies

1	Tiered attendance monitoring and outreach for every single student on every campus
2	Daily call home to every absent student
3	Home visits to provide attendance supports and related resources to families
4	Build relationships through high visibility and participation in all school events
5	Coordinate attendance incentives, awards, and awareness campaigns
6	Manage truancy letters and related procedures
7	Connect families to health and community services, including the provision of transportation

“In 2021-22, 30% of students in California’s public schools were chronically absent, an all-time high and more than three times the pre-pandemic rate. Advocates fear that unless schools can reverse the trend, so many students will fall behind that they may never catch up.”

[Soaring Chronic Absenteeism in California Schools is at ‘Pivotal Moment’](#)



Topic 3: Chronic Absenteeism

4. The Navigator Schools Model features responsive school-day schedules to support attendance, academic, and social-emotional initiatives.

Table 6. NAV: Average % in Attendance Ranked by Weekday (Aug - May, 2023)

	Th	W	Tu	F	M
August	95.6	95.3	94.2	93.3	91.5
September	94.9	95.2	94.5	93.0	93.4
October	94.4	93.9	93.4	92.6	91.9
November	92.1	91.5	90.8	88.3	90.1
December	86.8	84.8	84.1	85.8	83.2
January	94.4	91.6	92.1	90.6	90.6
February	94.3	92.9	94.6	91.8	91.5
March	93.6	93.6	93.3	90.4	91.6
April	94.1	94.1	93.8	92.4	91.3
May	93.5	94.1	94.4	92.3	92.0
Total Avg	93.5	93.0	92.9	91.1	91.0

Minimum-day schedules, usually occurring on Wednesdays, are effective structures supporting the mission of Navigator Schools; minimum days do not negatively impact overall student attendance.

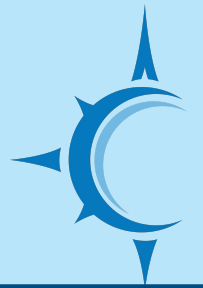
[The Impact of Minimum School Days on Student Attendance at Navigator Schools](#)



Topic 4: Model Providing

- Transform Model Providing
- RTAC Grant with the CDE
- Middle School Squads

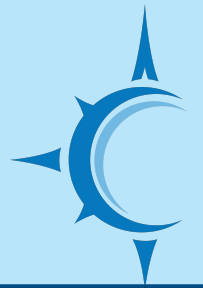




Navi IMPACT gives Navigator a nationwide reach in model providing and scaling our efforts

Update:

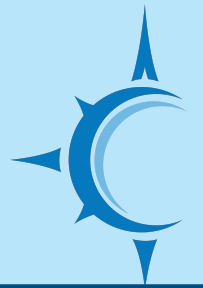
- Project SPARK grant - \$250k
- Hybrid approach to model providing
- Building courses on Teachable
- Bite-Sized Learning (modules: 20-30 minutes)
- Upgrading www.navilearning.org for internal / external use



Year 2 of the RTAC grant with the CDE allows Navi to provide support to schools & leaders across CA

Update:

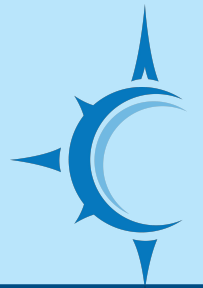
- Y2 of 2 of Regional Technical Assistance & Coaching grant (\$216k /yr)
- Critical Friends Groups: 1 meeting / month, charter school leaders, Justin/James CFG coaches
- Best Practices Workshops: 3 sessions / year, open to all CA educators, BPW1: Sept 28, 2023



Partnership with Transcend to accelerate codification of our Middle School Squads Model

Update:

- Partnership with Transcend to codify Squads model
- Phase 1: audit and recommendations
 - March-May 2023
- Phase 2: codification of Squads model, resources
 - May-December 2023



Year 2 of Middle School Squads at Catalyst Public Schools in Seattle, Washington

Update:

- Y2 of partnership with Catalyst for Squads model providing and coaching
- 5 weeklong in-person visits scheduled for 2023-24
- Visit 1: August 14-18, 2023

Thank You!



Navigator Schools

Charting a new course in education

Coversheet

Chronic Absenteeism

Section: II. Academic Topics
Item: C. Chronic Absenteeism
Purpose: FYI
Submitted by:
Related Material: 2023 CALPADS CAR Memo.pdf
Impact of Minimum School Days on Student Attendance.pdf



Date: August 9, 2023

To: Directors and Chiefs, Principals, and Family Resource Coordinator

From: Sean Martin

Subject: 2023 CALPADS Review: Chronic Absenteeism

Introduction

This memorandum is a concise summary of chronic absenteeism rates (CAR) as certified in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2022-23 school year. CALPADS is the official reporting platform of the California Department of Education (CDE), and it is from this platform that information is sent to the annual California School Dashboard (Dashboard). The Dashboard calculates performance results for a set of key indicators that are reported to the public and to charter authorizers. It also provides a path to a “fast track” (High Level) charter renewal process if certain conditions are met. The CDE website explains:

Pursuant to California Education Code (EC) Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school’s placement under the performance categories, which is based on the charter school's performance under the California School Dashboard (Dashboard).

Under this new criterion, a charter school is placed into one of the three performance level categories:

High: A charter school with Blue and Green across all Dashboard indicators demonstrating a strong performance and closing the achievement gap for historically disadvantaged subgroups has a presumptive renewal.

A charter school in this category is eligible for a five-, six-, or seven-year renewal term.

Middle: A charter school that meets neither the High nor Low performance levels is automatically placed in the Middle performance category.

A charter school in this category may be renewed for a five-year term.

Low: A charter school with Red and Orange across all Dashboard indicators has a presumptive non-renewal. It is presumed that a charter school in the Low performance category will not be renewed unless there is compelling evidence that the charter school is taking meaningful steps to address the underlying cause or causes of low performance.

A charter school in this category may be renewed for a two-year term if it meets the conditions under EC Section 47607.2(a)(4).

Chronic Absenteeism and CALPADS

A student is considered chronically absent when the student is absent for more than 10% of instructional days for which the student has been enrolled during the current school year. This designation applies to students in kindergarten through Grade 8. It does not apply to students in transitional kindergarten.

All Navigator schools submit end-of-year data to CALPADS for final certification. As a result, data reports extracted from CALPADS are comprehensive, accurate, and official. CALPADS reports provide opportunities for school leaders and the Academic Success Committee to review, celebrate, and reflect upon annual school performance and the effectiveness of continuous improvement strategies. Chronic absenteeism is an essential topic to explore, as it is one of five performance indicators included in the Dashboard (in addition to suspension rate, English learner progress, English Language Arts, and mathematics).

A unique strength of CALPADS chronic absenteeism reporting is that it employs the exact formula utilized by the Dashboard to determine performance. This formula differs somewhat from the formula utilized by DataQuest (another major reporting platform managed by the CDE).

Summary of Results

Per CALPADS 2023, the annual chronic absenteeism rate and status level for each school in the Navigator family is listed in Table 1. Additionally, sample indicator colors are provided (based on the 2022 Dashboard). The number of chronically absent students is listed in parentheses. Please note that the 2022 Dashboard was a special, abbreviated edition (it did not incorporate growth into its calculations) due to multiple impacts of the COVID-19 Pandemic.

Table 1. 2023 Chronic Absenteeism Rates (Ranked)

Hayward Collegiate (HCC)	Hollister Prep School (HPS)	Gilroy Prep School (GPS)	Watsonville Prep School (WPS)
9.9% Medium Yellow (15)	21.0% Very High Red (115)	23.5% Very High Red (130)	24.3% Very High Red (102)

Compared to 2022, Watsonville Prep School achieved the highest reduction in chronic absenteeism rates in 2023. Growth rates are featured in Table 2.

Table 2. 2023 Chronic Absenteeism Rate Growth (Ranked)

	WPS	HCC	GPS	HPS
2023	24.3%	9.9%	23.5%	21.0%
2022	30.6%	5.7%	19.2%	14.4%
Growth	-6.3%	+4.2%	+4.3%	+6.6%

When disaggregated by grade level, chronic absenteeism rates show variation on a broader scale. A summary of highest and lowest chronic absenteeism rates and associated grade levels is provided in Table 3.

Table 3. 2023 High and Low Grade Level Chronic Absenteeism Rates

	GPS	HCC	HPS	WPS
High (Grade)	30.2% (Grade 1)	25.0% (KN)	34.5% (Grade 8)	37.3% (KN)
Low (Grade)	16.4% (Grade 6)	0.0% (Grade 2)	13.1% (Grade 2)	15.6% (Grade 4)

Student Groups

Patterns and trends relating to chronic absenteeism rates among members of student groups may require filtering at the school level to reveal pronounced differences (if any). Chronic absenteeism rates at the organizational level for members of student groups are documented below.

Table 4. Chronic Absenteeism Rates for Key Student Groups at Navigator Schools

Group	1. Eng Lang Prof		2. Gender		3. Hispanic/Latino		4. Socioeconomic Dis	
	EL	EO	Female	Male	HL	Not HL	SED	Not SED
CAR	21.9%	23.5%	21.9%	21.4%	23.6%	13.7%	24.9%	16.7%
Difference	1.6%		.5%		9.9%		8.2%	

Student groups with chronic absenteeism rates exceeding rates of non-group members by 10% or more are listed in Table 5. This information is disaggregated by school and applies to groups of 10 students or more. The number of chronically absent students is listed in parentheses.

Table 5. Chronic Absenteeism Rate Variations for Student Groups (>=10%) by School

	1. Socioeconomically Disadvantaged		2. Hispanic/Latino	
School	GPS		GPS	
Group	SED	Not SED	HL	Not HL
CAR	30.2% (85)	16.5% (45)	28.7% (102)	14.1% (28)
Difference	13.7%		14.6%	

The chronic absenteeism rate for English learners at each Navigator school is listed in Table 6. The number of chronically absent students is listed in parentheses.

Table 6. 2023 English Learner Chronic Absenteeism Rates (Ranked)

HCC	HPS	WPS	GPS
11.8% (6)	15.8% (27)	23.6% (61)	29.3% (44)

The reduction of chronic absenteeism rates will contribute to the success of future charter renewals for Navigator Schools. Red and orange indicator colors assigned during the two-year period immediately prior to the renewal application process will disqualify Navigator Schools from the High Level performance category and its many advantages (including the possibility of 6- and 7-year charters). The official Dashboard colors for 2023 will be released in late fall when the CDE updates Dashboards for all schools. Additional research and analysis may reveal correlations between chronic absenteeism and academic achievement at Navigator Schools. With this in mind, chronic absenteeism indicator colors may impact academic performance indicator colors (in English Language Arts, mathematics, and English learner progress).



Date: September 1, 2023
 To: Navigator Schools Academic Success Committee
 From: Sean Martin, Board Secretary
 Subject: The Impact of Minimum School Days on Student Attendance at Navigator Schools

This analysis explores the impact of minimum school days on student attendance. The report focuses on the 2022-23 (2023) academic year at all Navigator Schools. Hayward Collegiate (HCC) is generally addressed first throughout the report, as the consistency of its minimum-day cycle during 2023 affords the most extensive scope of instructional days for immediate consideration. Analyses pertaining to Gilroy Prep School (GPS), Hollister Prep School (HPS), and Watsonville Prep School (WPS) share the same methodology, but applied to a specific range of months in which minimum days consistently occurred on the same day of the week (Wednesday).

Annual Instructional Days and Minutes in Context

Table 1 lists the total number of instructional days in 2023 and 2024 for each Navigator school. All Navigator Schools have the same number of instructional days in 2024.

Table 1. Number of Instructional Days

School	2023	2024
GPS	178	180
HCC	180	180
HPS	178	180
WPS	173	180
Average	177	180

Table 2 documents the total number of instructional minutes per day (for regular days and minimum days) in 2023 and 2024 at HCC by grade span. Grade-span configurations shifted in the student information system (SIS) from 2023 to 2024 due to the addition of new grade levels. Minimum-day instructional minutes increased in 2024 across all grade levels.

Table 2. HCC Instructional Minutes

	2023		2024	
Grade Span	Regular Day	Minimum Day	Regular Day	Minimum Day
KN	405	230	--	--
1-4	410	250	--	--
TK-5	--	--	410	260
Average	407.5	240	410	260

Table 3 features the total number of regular days (RD), minimum days (MD), all instructional days, and the percentage of days that were MD at each school.

Table 3. Days by Type per School Ranked by % MD (2023)

School	RD Days	MD Days	All Days	% MD
HPS	118	60	178	33.7
WPS	115	58	173	33.5
GPS	120	58	178	32.5
HCC	140	40	180	28.6

Cadence of Minimum Days

At HCC in 2023, minimum days occurred every Wednesday when school was in session, from August 17 to June 7. There was one additional minimum day on Friday, June 9 (the final day of school) at HCC.

At GPS, HPS, and WPS in 2023, minimum days occurred in a more varied fashion (falling on every Wednesday, some Fridays, four consecutive days in August, six consecutive days in October, and five consecutive days in June).

Comparing Attendance by Day

The online Navigator Schools Daily Percent in Attendance Dashboard was updated every school day, from August 16, 2022 to May 17, 2023. This Tableau workbook provides Support Office staff, school leaders, and Student Services staff with a timely overview of student attendance. It includes attendance averages by school, grade level, month, and weekday. The analysis in this report utilized this dashboard as its data source and employs its weekday-average capability to create an approximate comparison of student attendance on regular and minimum school days. A sample of the main dashboard page is included at the end of this report (Appendix A).

In the case of HCC, all months are included in the average attendance percentage, from August through mid-May. In the case of GPS, HPS, and WPS, the months of December through mid-May are included in the attendance average. This is due the fact that, during this six-month period, minimum days occurred weekly on Wednesday. In addition, minimum days sometimes occurred on Fridays during this period, but much less frequently. As an experiment, September (another month with minimum days occurring almost exclusively on Wednesday) was added to the averages for these three schools, but this additional data did not alter the ultimate rank of weekdays by average attendance.

Table 4 lists the number of minimum days that occurred on Wednesday and Friday during the two time periods described above.

Table 4. Count of Minimum Days per Weekday

Time Period	School	Wednesday	Friday	Monday	Total (W+F)
Aug - May	HCC	39	0	0	39
Dec - May	HCC	23	0	0	23
	GPS	20	5	1	26
	HPS	22	5	1	28
	WPS	21	4	1	26

Correlation Between Attendance and Minimum Days

The following tables list average student attendance by weekday for each school. Weekdays are ranked in descending order (the weekday with the highest average attendance is placed first).

The least attended day at HCC (Table 5) was Monday, followed by Friday. It is important to note that zero minimum days occurred on Monday or on Friday at HCC during the August-through-May time period.

Table 5. HCC: Average % in Attendance Ranked by Weekday (Aug - May)

	HCC				
	Th	Tu	W	F	M
August	97.8	93.6	94.5	95.5	90.9
September	94.2	95.7	97.2	91.2	95.5
October	94.4	94.5	94.0	93.6	90.9
November	92.7	91.4	91.7	87.4	89.1
December	83.5	80.9	77.6	81.8	76.7
January	95.2	94.9	91.4	94.4	92.6
February	96.1	95.9	93.9	94.7	92.5
March	95.7	95.5	96.9	93.4	94.2
April	95.5	94.1	93.3	91.6	92.3
May	93.6	97.3	95.1	94.2	94.8
Total Avg	94.0	94.0	93.4	91.6	91.4

Table 6. GPS: Average % in Attendance Ranked by Weekday (Dec - May)

	GPS				
	Th	W	Tu	M	F
December	88.0	85.4	84.5	84.8	87.0
January	94.4	92.2	90.6	90.3	90.0
February	94.5	93.6	95.1	93.4	92.5
March	93.5	94.3	93.6	93.6	90.1
April	93.8	93.9	93.6	92.1	91.3
May	94.0	94.1	92.8	92.0	91.6
Total Avg	93.1	92.8	92.0	91.4	90.3

At GPS (Table 6), the least attended day was Friday, followed by Monday. Wednesday was the second-most highly attended day. In the case of HPS (Table 7), Monday was the least attended day, followed by Friday. Wednesday was the second-most highly attended day at HPS.

Table 7. HPS: Average % in Attendance Ranked by Weekday (Dec - May)

	HPS				
	Th	W	Tu	F	M
December	86.9	85.6	84.4	88.5	83.0
January	94.9	91.6	91.8	92.1	90.3
February	94.2	92.6	93.9	91.3	92.0
March	93.3	93.1	92.6	91.4	91.5
April	94.4	95.3	94.1	94.0	90.2
May	93.5	93.3	94.2	92.5	91.7
Total Avg	93.0	92.3	92.2	91.6	90.2

Table 8. WPS: Average % in Attendance Ranked by Weekday (Dec - May)

	WPS				
	Tu	Th	W	M	F
December	86.0	88.0	89.1	87.1	84.4
January	92.1	92.9	91.0	89.4	84.5
February	93.4	91.9	91.2	87.4	90.0
March	91.2	92.4	90.5	86.4	87.2
April	93.5	93.1	93.4	91.0	92.5
May	94.1	93.0	94.1	90.0	91.2
Total Avg	92.0	91.9	91.5	88.6	88.0

The least attended weekday at WPS (Table 8) was Friday, followed by Monday.

Table 9 (following page) displays an average attendance percentage for all Navigator Schools combined (NAV) from August to mid-May. Monday and Friday were the least attended days while Thursday and Wednesday were the two most highly attended days.

Table 9. NAV: Average % in Attendance Ranked by Weekday (Aug - May)

	Th	W	Tu	F	M
August	95.6	95.3	94.2	93.3	91.5
September	94.9	95.2	94.5	93.0	93.4
October	94.4	93.9	93.4	92.6	91.9
November	92.1	91.5	90.8	88.3	90.1
December	86.8	84.8	84.1	85.8	83.2
January	94.4	91.6	92.1	90.6	90.6
February	94.3	92.9	94.6	91.8	91.5
March	93.6	93.6	93.3	90.4	91.6
April	94.1	94.1	93.8	92.4	91.3
May	93.5	94.1	94.4	92.3	92.0
Total Avg	93.5	93.0	92.9	91.1	91.0

Conclusion

Even though Wednesday is the most prevalent minimum day, it was not the least attended weekday on average at any school, during the time periods in question. The least attended weekday was either Monday or Friday. In the case of the overall average for Navigator Schools, Wednesday was the second-most highly attended weekday from August through mid-May during the 2023 school year.

Extending this analysis to include data through the end of school in June would make the data set more comprehensive, but due to the unique nature of the final week of school, this addition may not prove to be helpful. Adding the capability to filter by day type (RM and MD) to the attendance dashboard would empower viewers to explore potential correlations on-demand and with greater freedom and efficiency.

More powerful correlations may exist between student attendance and other influencing factors. These factors might include teacher attendance, the engaging properties of special events and celebrations, health alerts (formal and informal), weather, and local transportation conditions and schedules, including traffic and construction.

Navigator Schools designs and implements complex, customized schedules to support its unique educational model, including proactive intervention strategies, extended learning opportunities, transformational professional development, optimal assessment coordination, and unifying school traditions. Where there is innovation there is risk, and a high cadence of minimum days is a logical topic for careful consideration in light of its potential impact on attendance patterns

and levels of engagement on the part of students, parents, and staff. This analysis suggests that minimum-day schedules are effective structures supporting the mission of Navigator Schools, and there is no obvious correlation between minimum days and decreased student attendance.

Appendix A. Navigator Schools Daily Percent in Attendance Dashboard

A. Daily Attendance Overview | B. School Detail | C. Gr Level Sandbox (Wkly)

A. Average Daily Percent in Attendance

a. Time Period

August 16, 2022

May 17, 2023

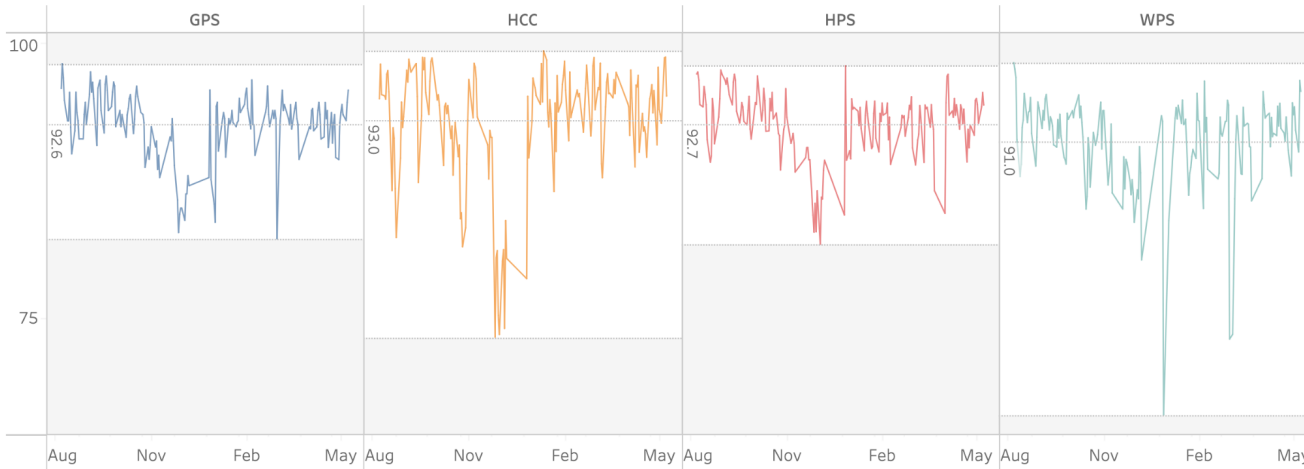


b. Grade Level

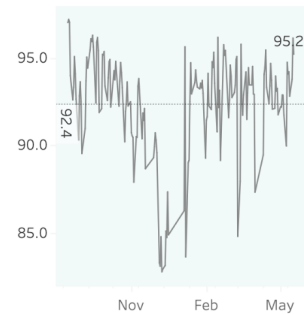
(All)



A1. AVG Daily Percent in Attendance: School



A2. AVG Daily % in Attendance: NAV



A3. Weekday AVG: School

	M	Tu	W	Th	F
GPS	91.7	92.8	93.4	93.6	91.2
HCC	91.4	94.0	93.4	94.0	91.6
HPS	91.2	93.0	93.4	93.7	91.9
WPS	89.3	91.8	91.8	92.6	89.4
All	91.0	92.9	93.0	93.5	91.1

89.3 94.0

A4. GL AVG: NAV

6	94.4
7	93.4
2	93.2
5	93.1
3	92.8
4	92.6
8	92.0
1	92.0
KN	90.7
TK	89.1

A5. Grade Level AVG: School

	TK	KN	1	2	3	4	5	6	7	8	All
GPS		91	92	93	92	92	93	94	93	93	93
HCC	91	91	93	94	94	94					93
HPS		91	92	93	93	92	93	95	94	91	93
WPS	87	89	91	93	92	92	93				91
All	89	91	92	93	93	93	93	94	93	92	92

87 95

Appendix A. Navigator Schools Daily Percent in Attendance Dashboard

A. Daily Attendance Overview | B. School Detail | C. Gr Level Sandbox (Wkly)

A. Average Daily Percent in Attendance

a. Time Period

August 16, 2022

May 17, 2023

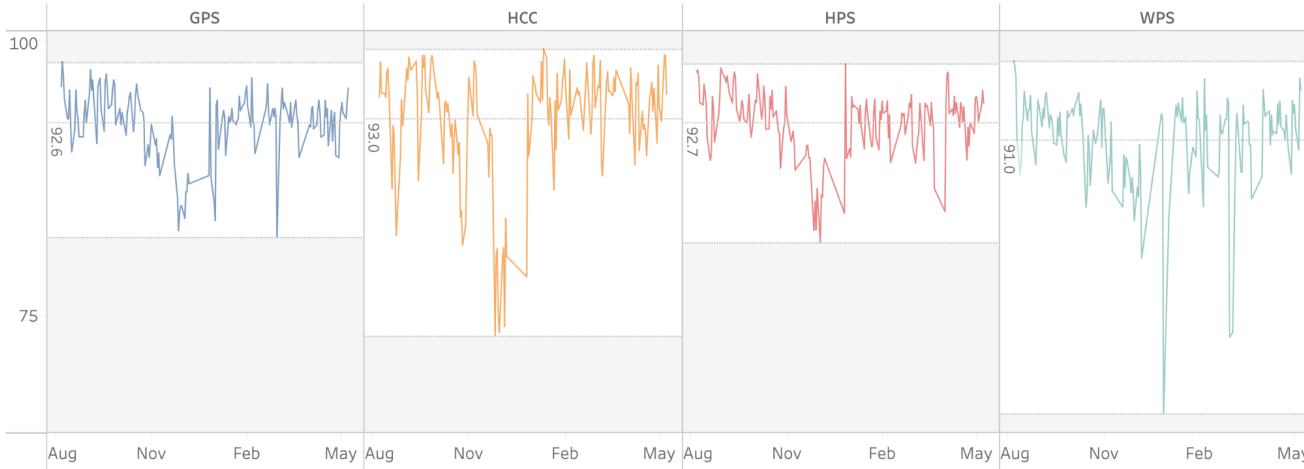


b. Grade Level

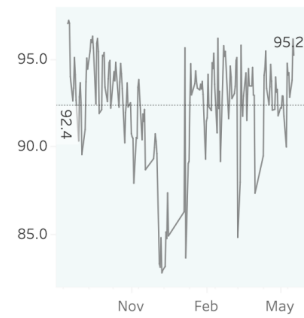
(All)



A1. AVG Daily Percent in Attendance: School



A2. AVG Daily % in Attendance: NAV



A3. Weekday AVG: School

	M	Tu	W	Th	F
GPS	91.7	92.8	93.4	93.6	91.2
HCC	91.4	94.0	93.4	94.0	91.6
HPS	91.2	93.0	93.4	93.7	91.9
WPS	89.3	91.8	91.8	92.6	89.4
All	91.0	92.9	93.0	93.5	91.1



A4. GL AVG: NAV

6	94.4
7	93.4
2	93.2
5	93.1
3	92.8
4	92.6
8	92.0
1	92.0
KN	90.7
TK	89.1

A5. Grade Level AVG: School

	TK	KN	1	2	3	4	5	6	7	8	All
GPS		91	92	93	92	92	93	94	93	93	93
HCC	91	91	93	94	94	94					93
HPS		91	92	93	93	92	93	95	94	91	93
WPS	87	89	91	93	92	92	93				91
All	89	91	92	93	93	93	93	94	93	92	92



