



Navigator Schools

Academic Success Committee Meeting

Date and Time

Monday March 30, 2026 at 4:00 PM PDT

Location

Google Meet joining info

Video call link: <https://meet.google.com/rjr-zrod-mdj>

Or dial: (US) +1 910-434-5281 PIN: 118 688 222#

More phone numbers: <https://tel.meet/rjr-zrod-mdj?pin=2133561184634>

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
The committee Chair will call the meeting to order.			
B. Record Attendance and Guests	Vote	Claire Grissom	1 m

	Purpose	Presenter	Time
<p>Claire Grissom, committee Chair, will identify guests and hold a roll-call vote to take attendance.</p>			
C.	Approve Minutes from Prior Meeting	Claire Grissom	1 m
<p>Committee members will participate in a roll-call vote on the approval of prior minutes. Approve minutes for Academic Success Committee Meeting on February 9, 2026</p>			
D.	Public Comment	Claire Grissom	3 m
<p>The Committee Chair will listen to public comments, if any.</p>			
E.	Opening Comments from Committee Chair	Claire Grissom	3 m
<p>The Committee Chair will provide opening comments, if any.</p>			
F.	Opening Comments from Chief Academic Officer	Crystal O'Rourke	3 m
<p>Crystal O'Rourke, Chief Academic Officer, will deliver opening comments:</p>			

II. Academic Topics 4:12 PM

A.	STAR Unit 3 Data Review	Discuss	Andrea Hernandez	15 m
<p>Andrea Hernandez, Director of Schools, will review student performance trends and identify strengths, gaps, and instructional next steps.</p>				
B.	Instructional Staff PD Survey Data	Discuss	Crystal O'Rourke	15 m
<p>Crystal O'Rourke, Chief Academic Officer, will lead a discussion of instructional staff professional development survey data, accompanied by Celeste, Humanities TOSA (Teacher on Special Assignment) at Gilroy Prep, Navigator Schools.</p>				
C.	Leadership Framework	Discuss	Crystal O'Rourke	15 m
<p>Crystal O'Rourke, Chief Academic Officer, will present the Leadership Framework being developed in partnership with consultant Michael Moody, scheduled for rollout in the 2026–27 school year.</p>				

III. Closing Items 4:57 PM

A.	Adjourn Meeting	Vote	Claire Grissom	3 m
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Purpose

Presenter

Time

Committee members will discuss the date and time for the next Committee meeting and the Chair will adjourn the meeting.

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 Meeting on February 9, 2026

APPROVED



Navigator Schools

Minutes

Academic Success Committee Meeting

Date and Time

Monday February 9, 2026 at 4:00 PM

Location

Video call link: <https://meet.google.com/gaj-rdto-osu>

Or dial: (US) +1 802-449-6899 PIN: 509 442 815#

More phone numbers: <https://tel.meet/gaj-rdto-osu?pin=4060305604056>

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

Committee Members Present

Chuck Daggs (remote), Claire Grissom (remote), Margaret "Macke" Raymond (remote)

Committee Members Absent

None

Committee Members who arrived after the meeting opened

Chuck Daggs

Guests Present

Andrea Hernandez (remote), Caprice Young (remote), Crystal O'Rourke (remote), Justin Steiner (remote), Tina Hill (remote), Tom Peraic (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 Monday Feb 9, 2026 at 4:03 PM.

B. Record Attendance and Guests

C. Approve Minutes from Prior Meeting

Claire Grissom made a motion to approve the minutes from Academic Success Committee Meeting on 11-10-25.

Margaret "Macke" Raymond seconded the motion.

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

D. Public Comment

There was no public comment.

E. Opening Comments from Committee Chair

Claire Grissom, Committee Chair, shared the importance of the academic team's work.

F. Opening Comments from Chief Academic Officer

Crystal O'Rourke, Chief Academic Officer, delivered opening comments including professional development and academic coaching supporting our ELA priority.

II. Academic Topics

A. Unit 2 Academic and Coaching Data

Andrea Hernandez, Director of Schools, shared Unit 2 Academic and Coaching Data for Navigator Schools.

Chuck Daggs arrived at 4:16 PM.

B. Student Culture Data

Tina Hill, Director of Student Services, presented Student Culture Data, including the Midyear Panorama Survey results and recommended next steps.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:04 PM.

Respectfully Submitted,
Tom Peraic

Documents used during the meeting

- Opening Comments - Academic Success Committee 2-9-26.pdf
- Unit 2 Academic and Coaching Data - Academic Success Committee 2-9-26-2.pdf
- Student Culture Data - Academic Success Committee 2-9-26-3.pdf

Coversheet

Opening Comments from Chief Academic Officer

Section: I. Opening Items
Item: F. Opening Comments from Chief Academic Officer
Purpose: FYI
Submitted by:
Related Material: Academic Success Committee 3-30-26.pdf



Academic Success Committee

March 30, 2026

Agenda

- 1) Opening Comments (Crystal) - 15 min
 - All Means All, SBAC Pump Up
- 2) Unit 3 STAR Data
- 3) Instructional Staff Survey Data





Opening Comments

Navigator joins All Means All



Navigator joins All Means All

- Navigator has been selected to join the 2026–2027 All Means All Leader Fellowship
- This fellowship connects us with a national network of ~300 education leaders
- The focus is on reimagining schools to ensure access and opportunity for all students, especially students with disabilities and historically underserved populations
- Participation will allow our team to deepen leadership capacity and learn from peers across the country
- We will bring back innovative ideas and best practices to strengthen the Navigator community



SBAC Excitement... Our Academic Super Bowl!



SBAC Excitement... Our Academic Super Bowl!

Our WIG for Unit 4 is all about preparing students to thrive on their end of year assessment, the SBAC.

- Rigorous instruction and ongoing data analysis build toward SBAC as the key measure of achievement
- SBAC is a culminating moment to showcase student growth, discipline, and results
- A positive, unified school-wide mindset turns SBAC into an opportunity—our “Super Bowl”
- Intentional, standards-aligned review of priority skills directly increases proficiency (often creating key “aha” moments)
- Educators lead by building confidence, belief, and empowering scholars to rise to the moment





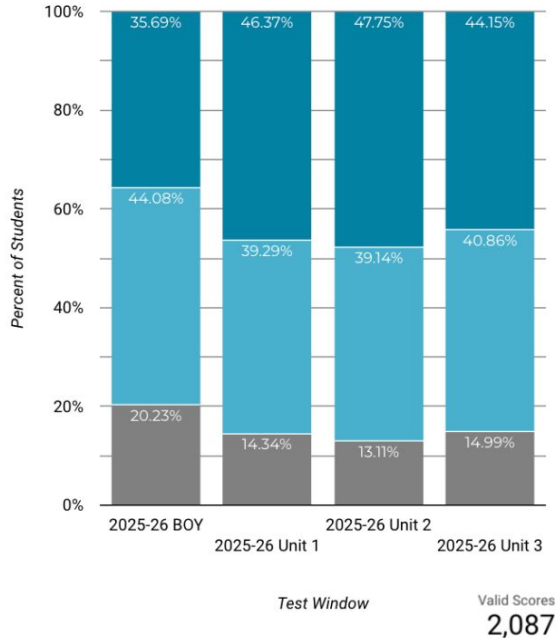
Unit 3 Data



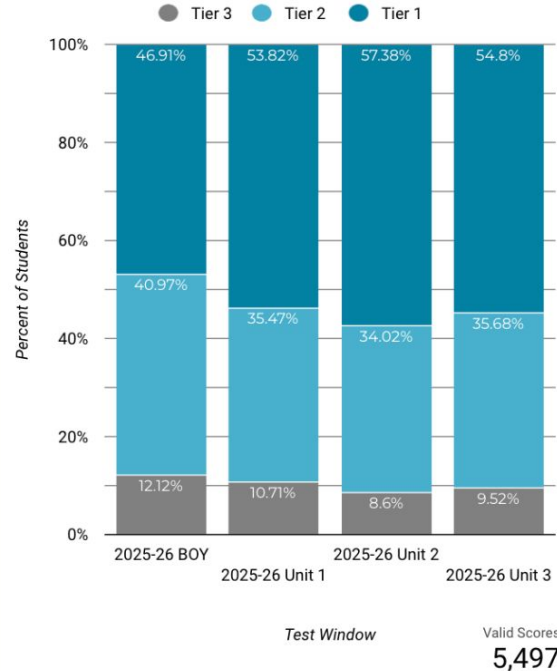
Overall Network Trends

Overall Network Trends K-8

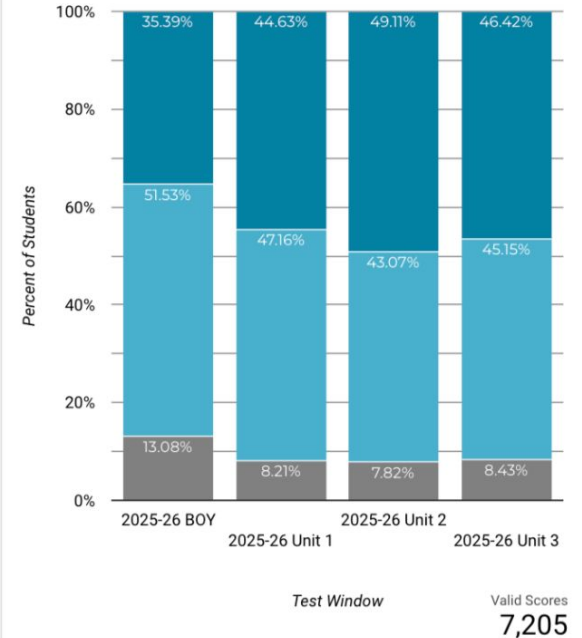
Early Literacy



Reading Results

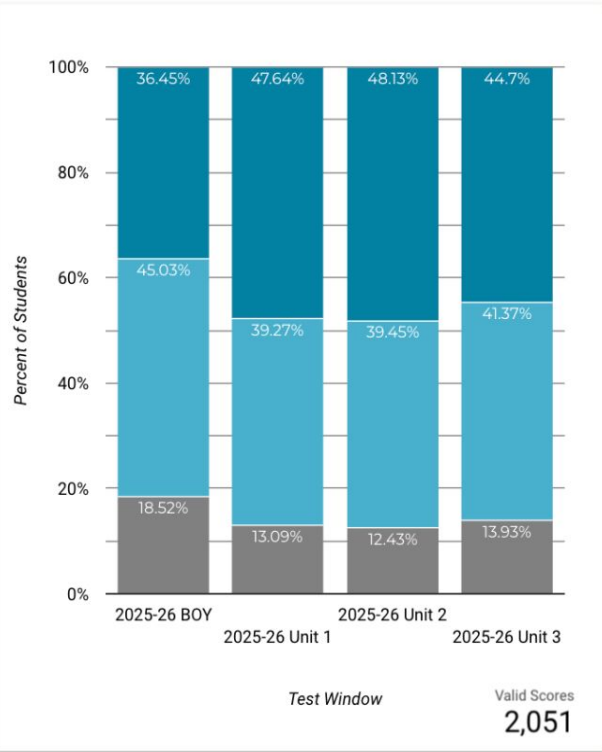


Math Results

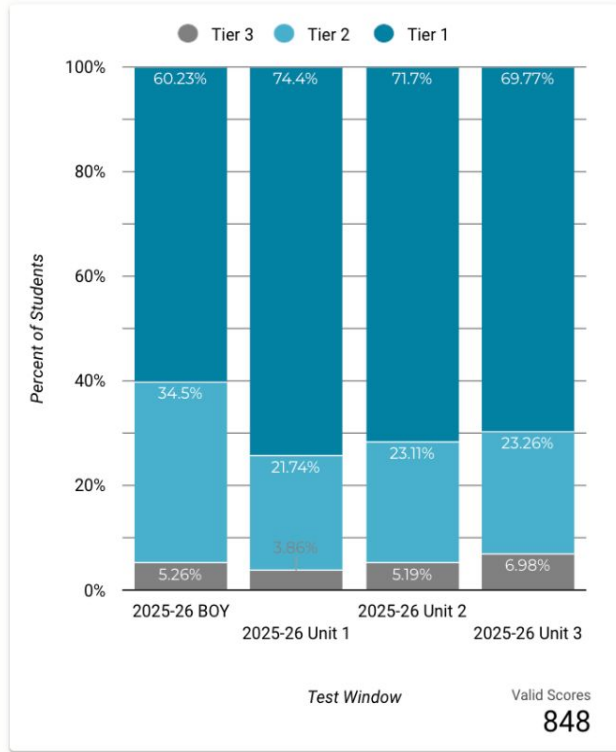


Network Star Data K-2

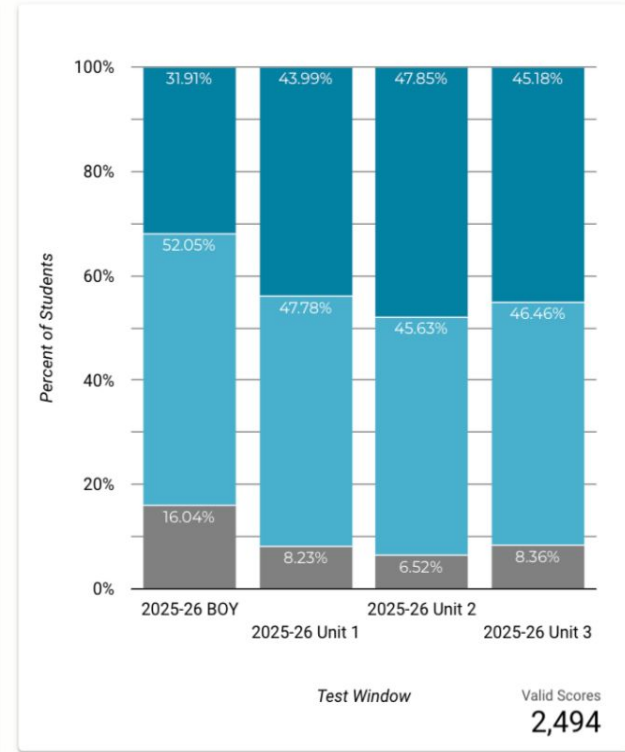
Early Literacy



Reading Results



Math Results



Overall Trends K-2

Early Literacy

- Overall improvement from BOY to Unit 2
- Slight dip in Unit 3, but still stronger performance than BOY
- Reduced the amount of students in Tier 3

Reading

- Gain from BOY to Unit 1 and then performance holds steady afterward
- Small Tier 3 with strong overall reading proficiency

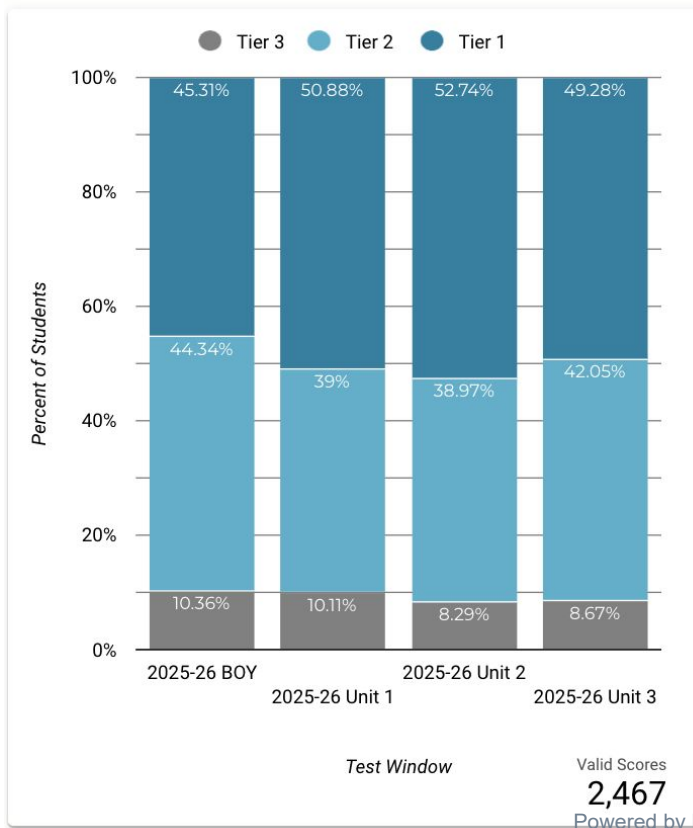
Math

- Strong growth through Unit 2
- Dip in Unit 3 (loss in Tier 1, slight increase in Tier 3)
- Still improved compared to BOY, but less stable than Reading

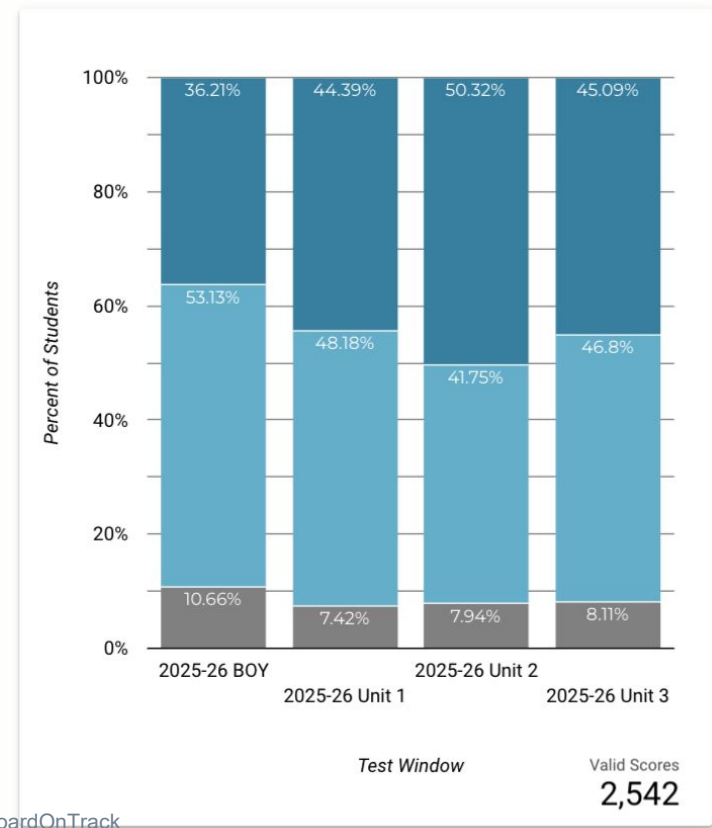


Network Star Data 3-5

Reading Results



Math Results



Overall Trends 3-5

Reading

- Movement from Tier 2 into Tier 1 through Unit 2, but some backsliding in Unit 3.

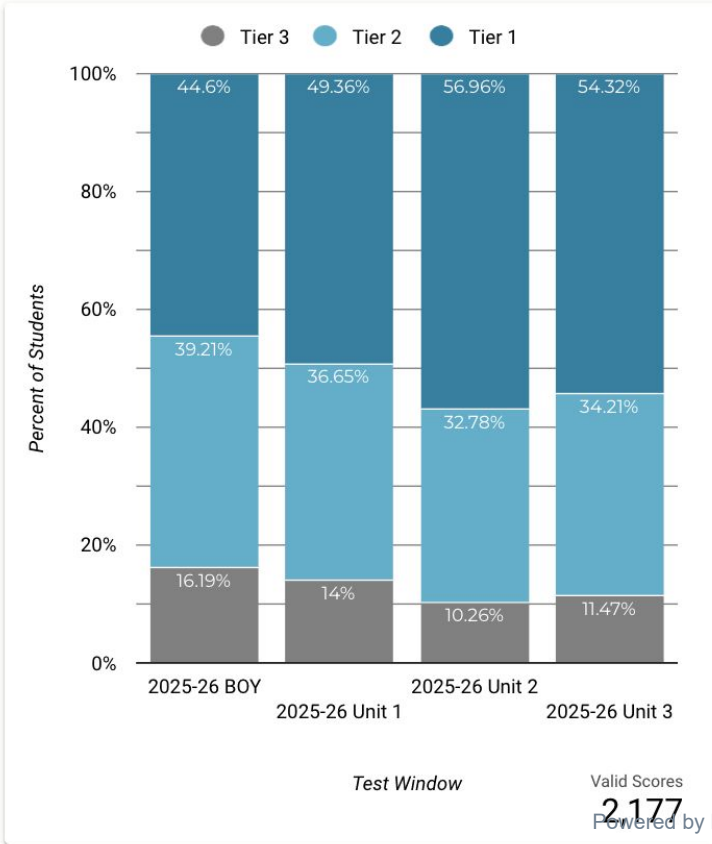
Math

- Stronger gains than Reading through Unit 2, but more noticeable dip in Unit 3.

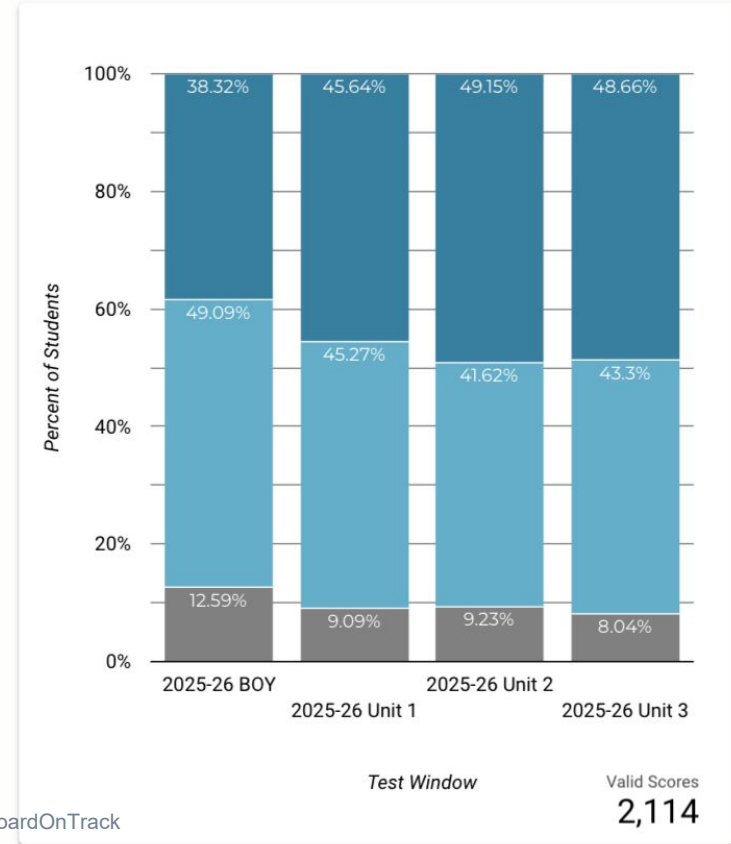


Network Star Data 6-8

Reading Results



Math Results



Overall Trends 6-8

Reading

- Steady increase from BOY → Unit 1 → peak at Unit 2, then a slight dip in Unit 3 .

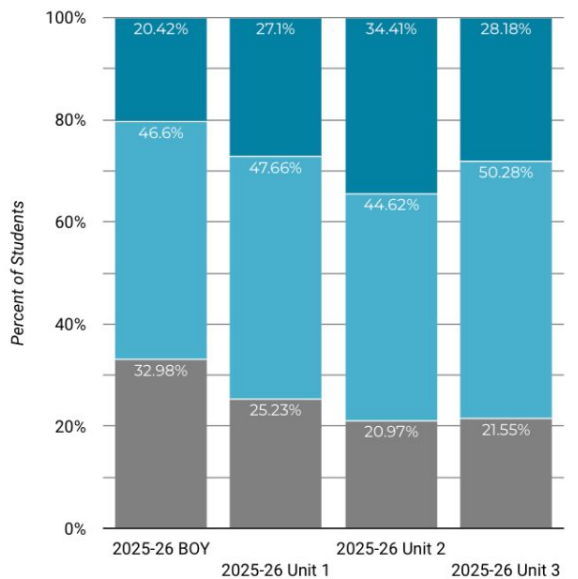
Math

- More stable than Reading — steady gains with no real backslide, especially in reducing Tier 3.



MLL Progress

Early Literacy

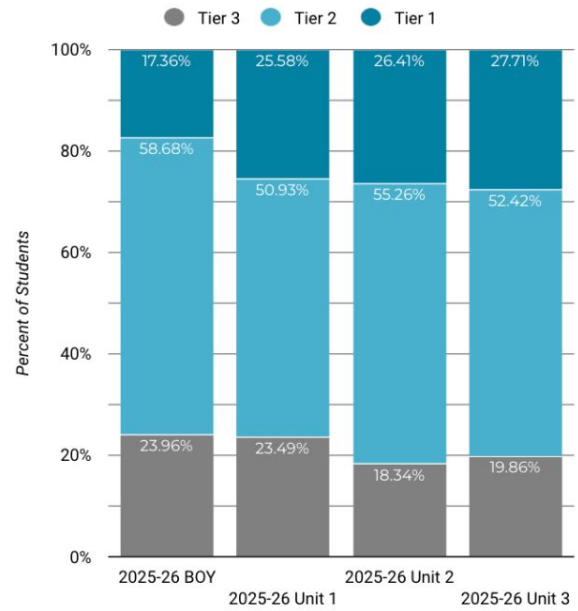


Test Window

Valid Scores

772

Reading Results



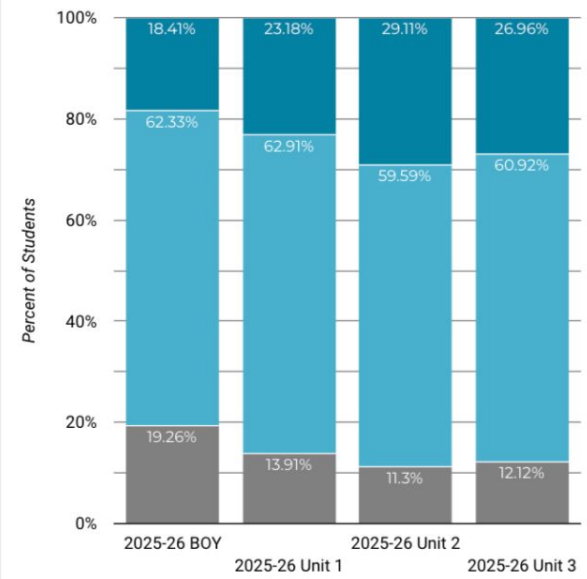
Test Window

Valid Scores

1,681

Powered by BoardOnTrack

Math Results



Test Window

Valid Scores

2,366

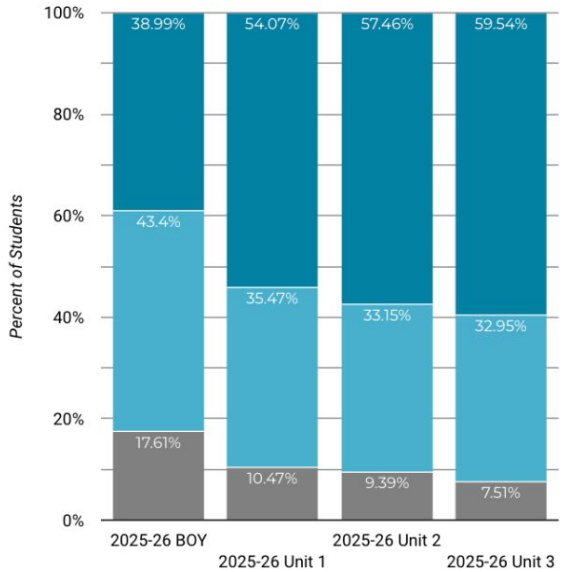
25 of 96



Site-Specific Trends

Gilroy Prep School: STAR Results

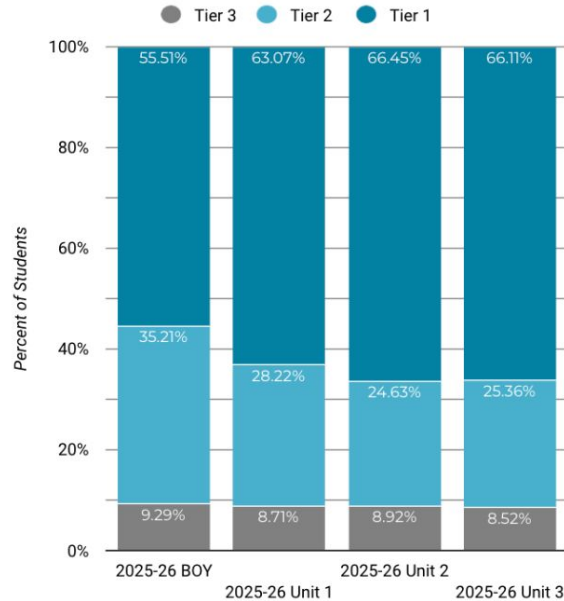
Early Literacy



Test Window

Valid Scores
685

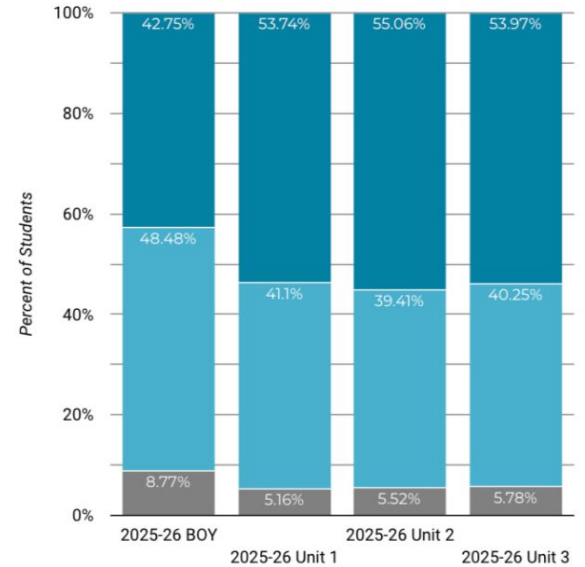
Reading Results



Test Window

Valid Scores
1,897

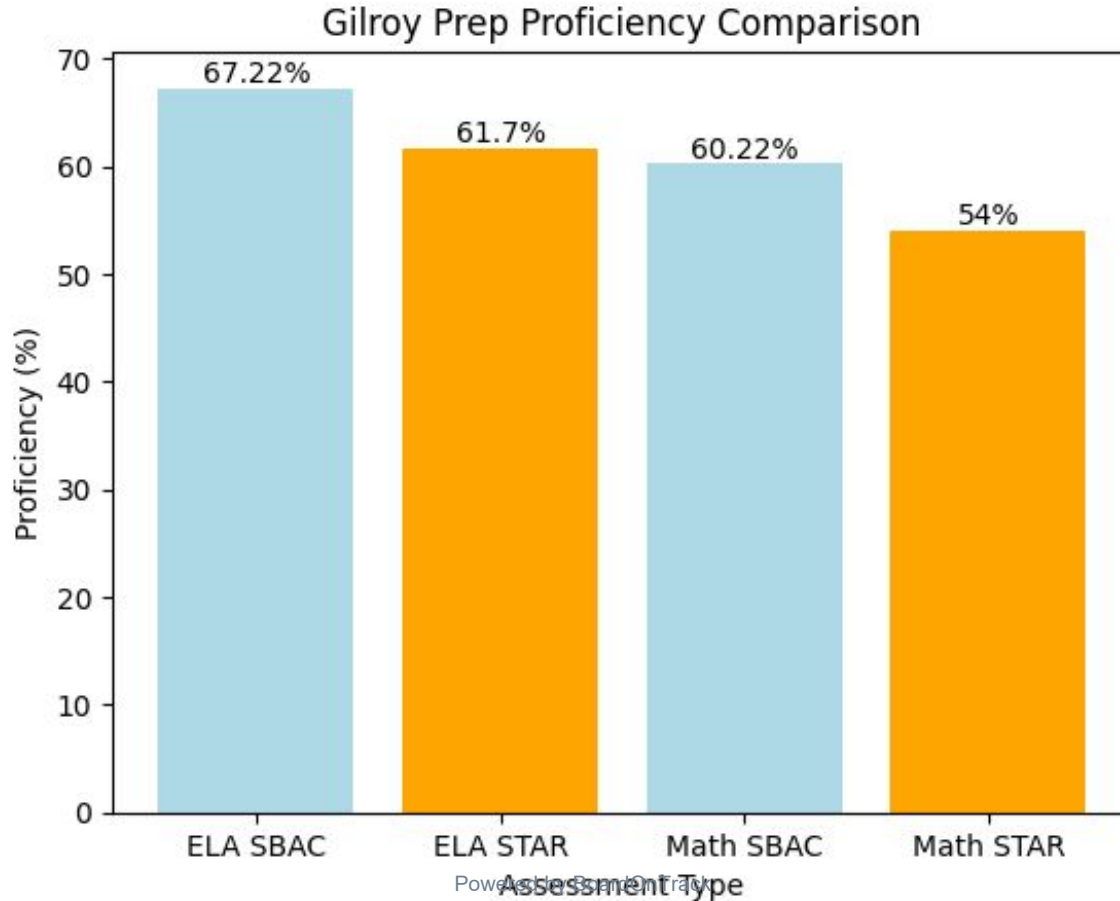
Math Results



Test Window

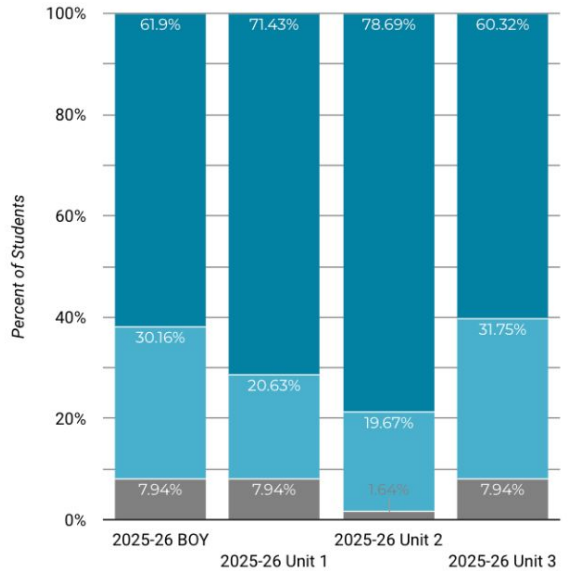
Valid Scores
2,218

Gilroy Prep School: STAR Predictor



Hayward Collegiate: STAR Results

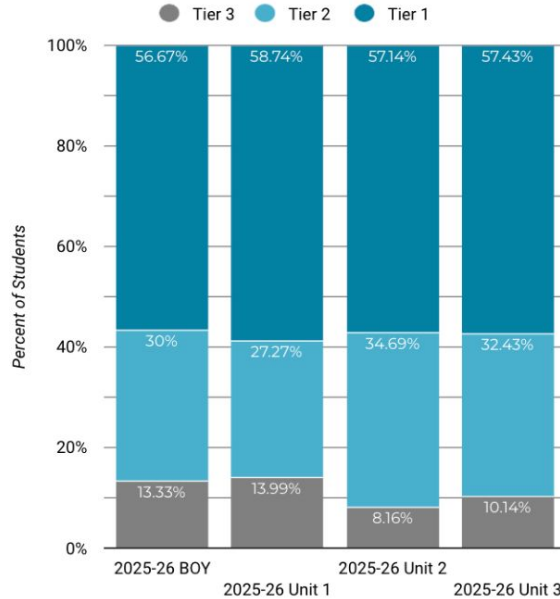
Early Literacy



Test Window

Valid Scores
250

Reading Results

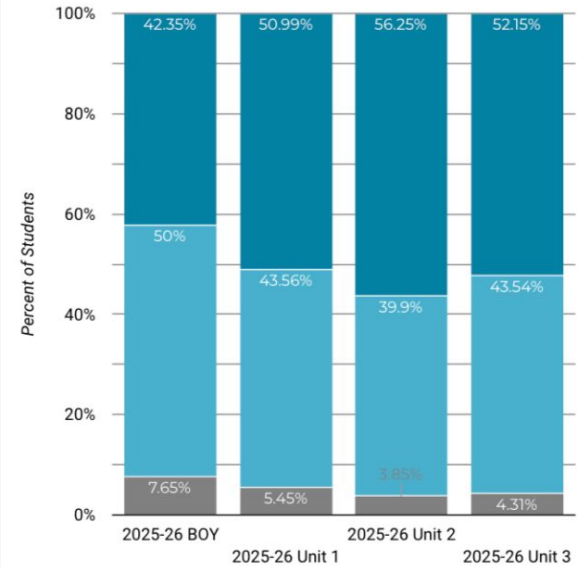


Test Window

Valid Scores
588

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Math Results

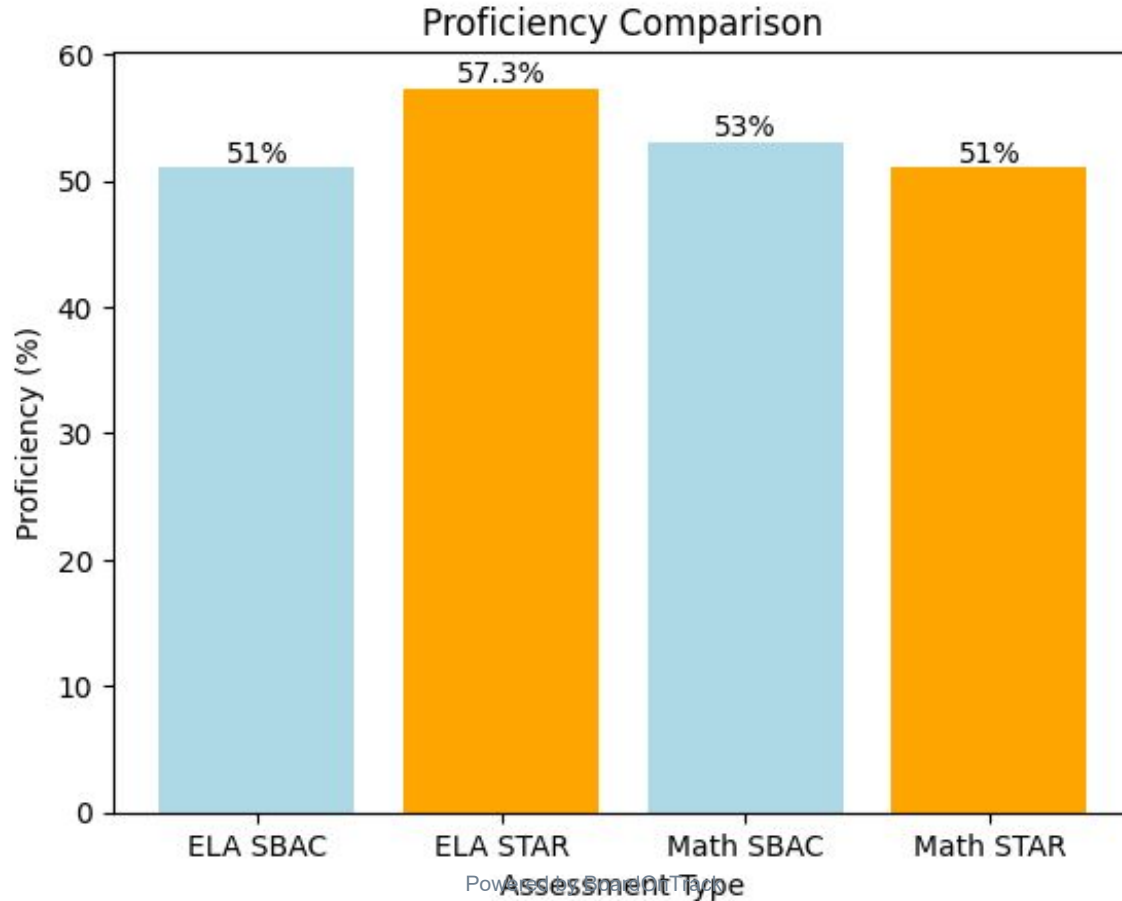


Test Window

Valid Scores
815

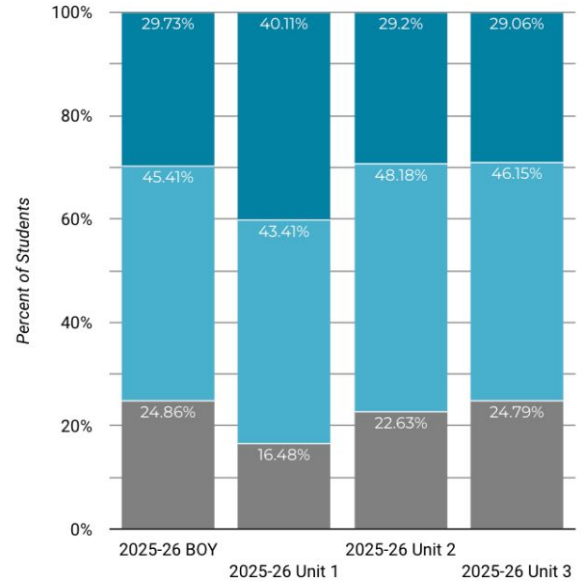
29 of 96

Hayward Collegiate: STAR Predictor



Hollister Prep School: STAR Results

Early Literacy

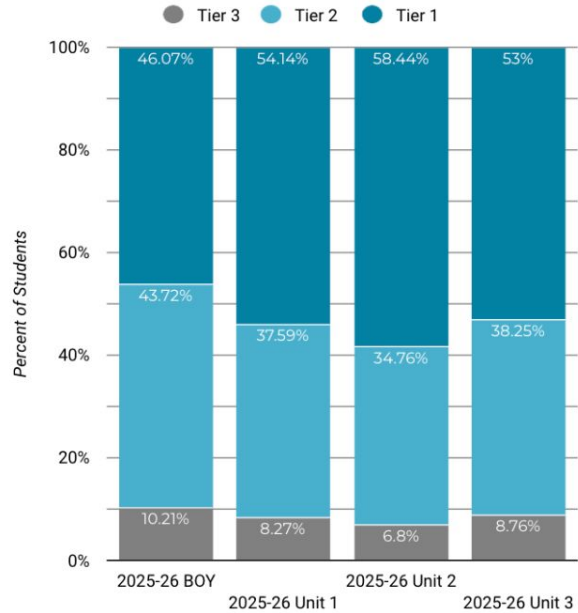


Test Window

Valid Scores

621

Reading Results



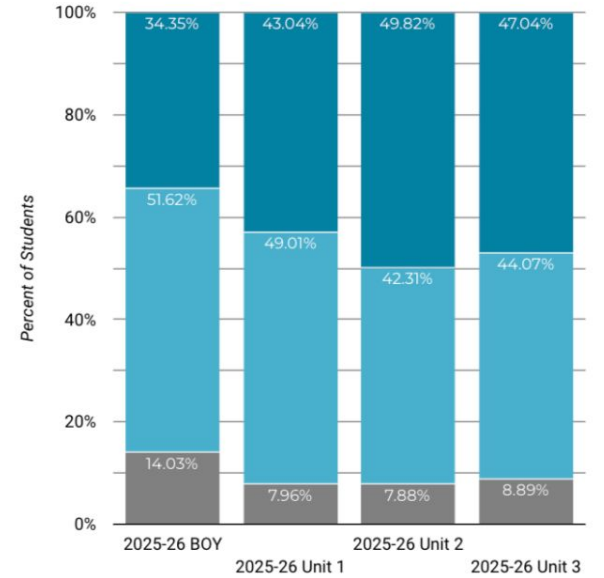
Test Window

Valid Scores

1,612

Powered by BoardOnTrack

Math Results



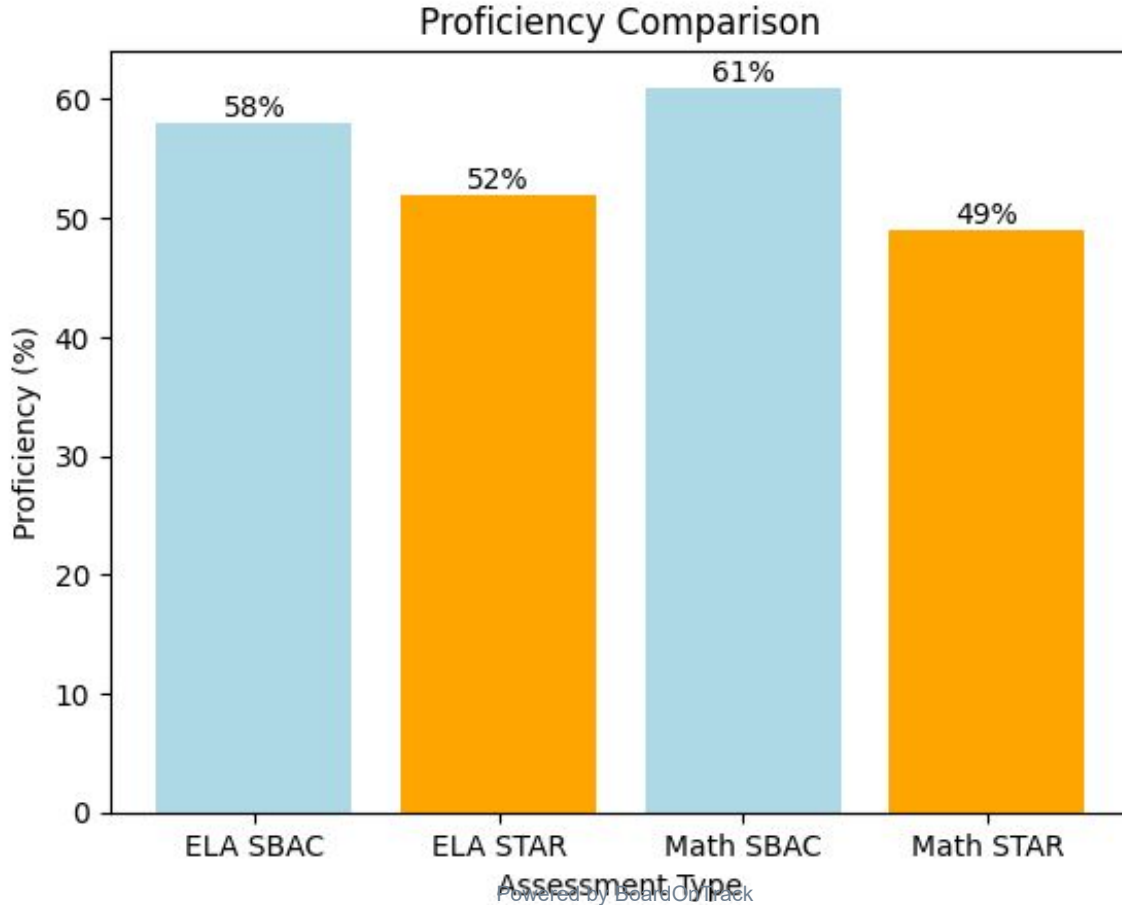
Test Window

Valid Scores

2,195

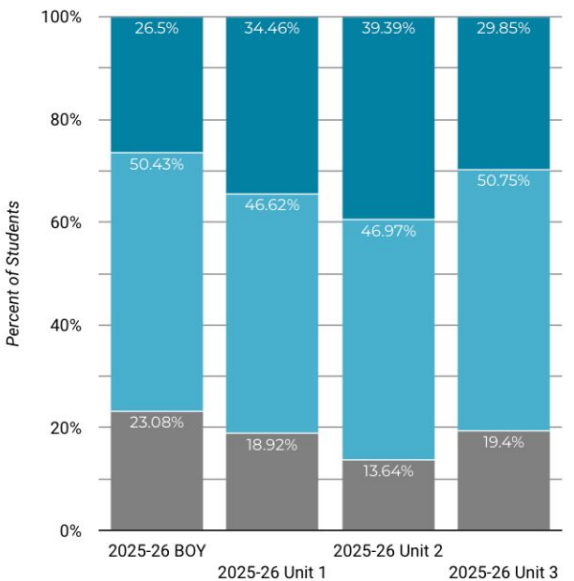
81 of 96

Hollister Prep School: STAR Predictor



Watsonville Prep School: STAR Results

Early Literacy

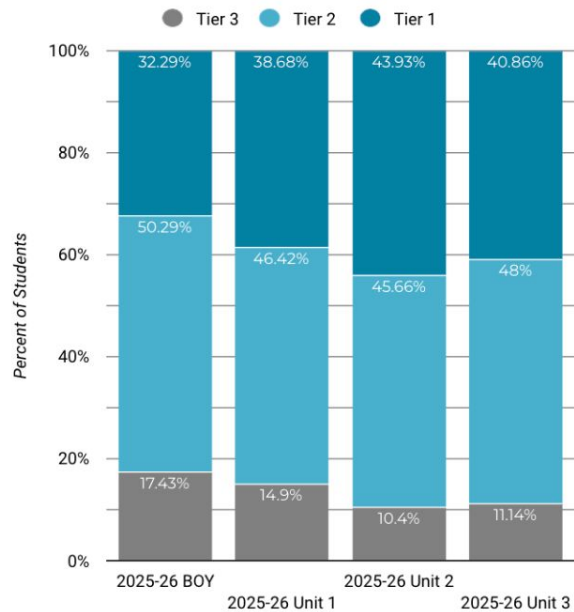


Test Window

Valid Scores

531

Reading Results



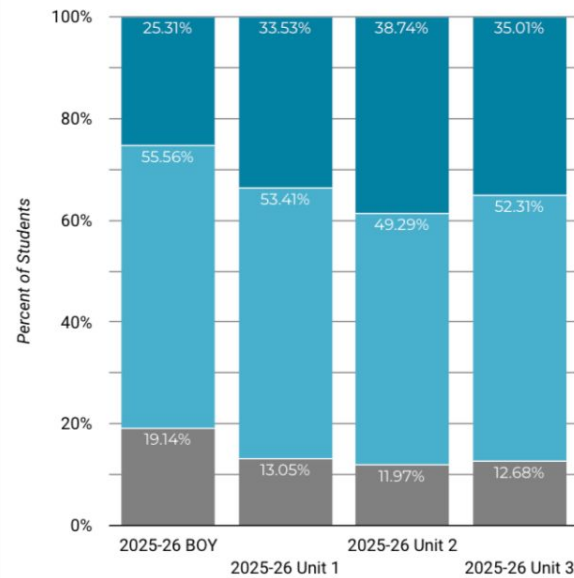
Test Window

Valid Scores

1,395

Powered by BoardOnTrack

Math Results



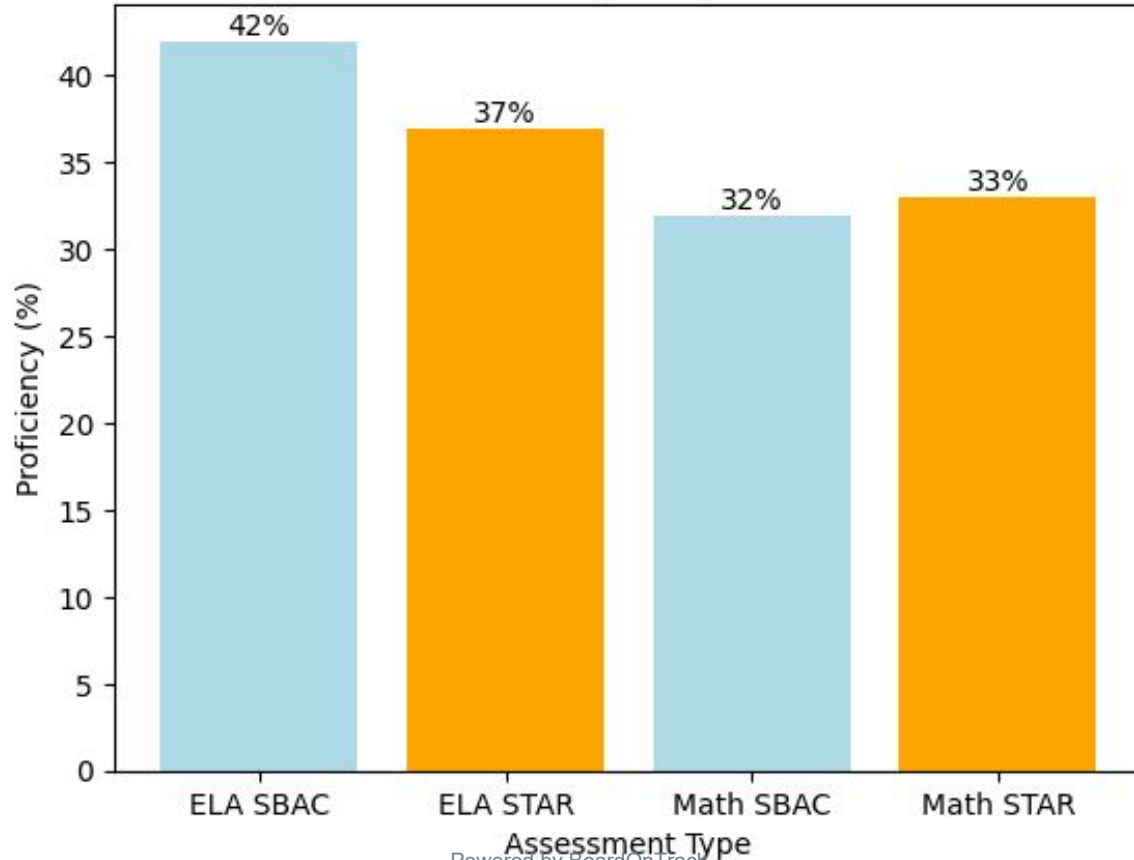
Test Window

Valid Scores

1,974

Watsonville Prep School: STAR Predictor

Proficiency Comparison



Site Trends

Bright Spots

- **Gilroy Prep** achieved the highest reading proficiency, with 66% of students meeting the goal.
- The network reduced the percentage of students in Tier 3 in reading, with **Gilroy Prep** and **Hayward Collegiate** showing the lowest Tier 3 rates.
- **Hayward Collegiate** demonstrates the strongest early literacy performance across the network.

Hot Spots

- Reading proficiency declined across the network from Unit 2 to Unit 3, indicating a need to analyze shifts in rigor, content, and/or instruction.
- Early literacy proficiency is significantly lower at **Hollister Prep** and **Watsonville Prep**, signaling a need for targeted foundational skills support.



Next Steps and Questions

1. Coaches lead strategic data meetings that result in clear reteach plans and improved student proficiency on follow-up CFUs.
2. Grades 3–8 classrooms consistently implement priority comprehension routines: Close Reading and Discussion.
3. Strengthen and refine supports for the K–2 Differentiated Instruction block to ensure effective foundational skills instruction.





Instructional Staff Survey Data

From Feedback to Impact



How We Use Instructional Survey Data to Drive Real Change



Use the data to see the system and drive the system

Everyone—from teacher to system leader—uses real-time data to guide instruction, coaching, and leadership moves so that every student receives the literacy instruction they need



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Implementation & Insights

Implementation requires:

- Clear instructional vision
- Consistent instructional practices
- System alignment

We needed a way to see the system

AmplifyELA has had a successful launch and teachers report strong **confidence** in instructional routines.

Teachers reported an average of **4.5 out of 5** confidence rating in teaching AmplifyELA routines.

There is a clear desire for **deeper intellectual prep** in order to pinpoint the essential learning of each lesson and strengthen **authentic student engagement**.

Teachers reported an average of **4.2 out of 5** confidence rating for their understanding of effectively planning for Bookworms and having strong routines for each of the blocks.

Timing and **pacing** are major **barriers** to teachers feeling **successful implementation** of the curriculum.

Although teachers reported an average of **4.1 out of 5** confidence rating for their ability to prepare and execute Bookworms lessons each week, qualitative data (open response questions) show a trend in teachers feeling constrained by pacing and time, which limits their ability to implement with confidence.

Our Vision for Data Use

Instructional survey data helps us:

- See patterns across classrooms
- Understand teacher experience
- Identify system-level gaps

From individual feedback → system insight

Cycle 1: Building habits that drive strong and cohesive coaching and instruction



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Cycle 2: Leveraging Data to Drive the System and Align Coaching at All Layers

Leaders and teacher use CEA data along with implementation data to analyze trends and drive instructional and coaching moves



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Cycle 3: Use Data to Refine Instructional Routines and Drive Instructional Action

Leaders and teachers will use CEA data and implementation evidence to adjust coaching and instruction so students get more meaningful practice.



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Clear vision. Cascading PD. Relentless follow-up.
This is how instructional change happens.



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Guskey's Framework



Level 1: Participant's Reaction

Gauge participant experience and satisfaction.



Level 2: Participant's Learning

Assess knowledge gain through various measures.



Level 3: Organizational Support & Change

Evaluate support structures and resources provided.



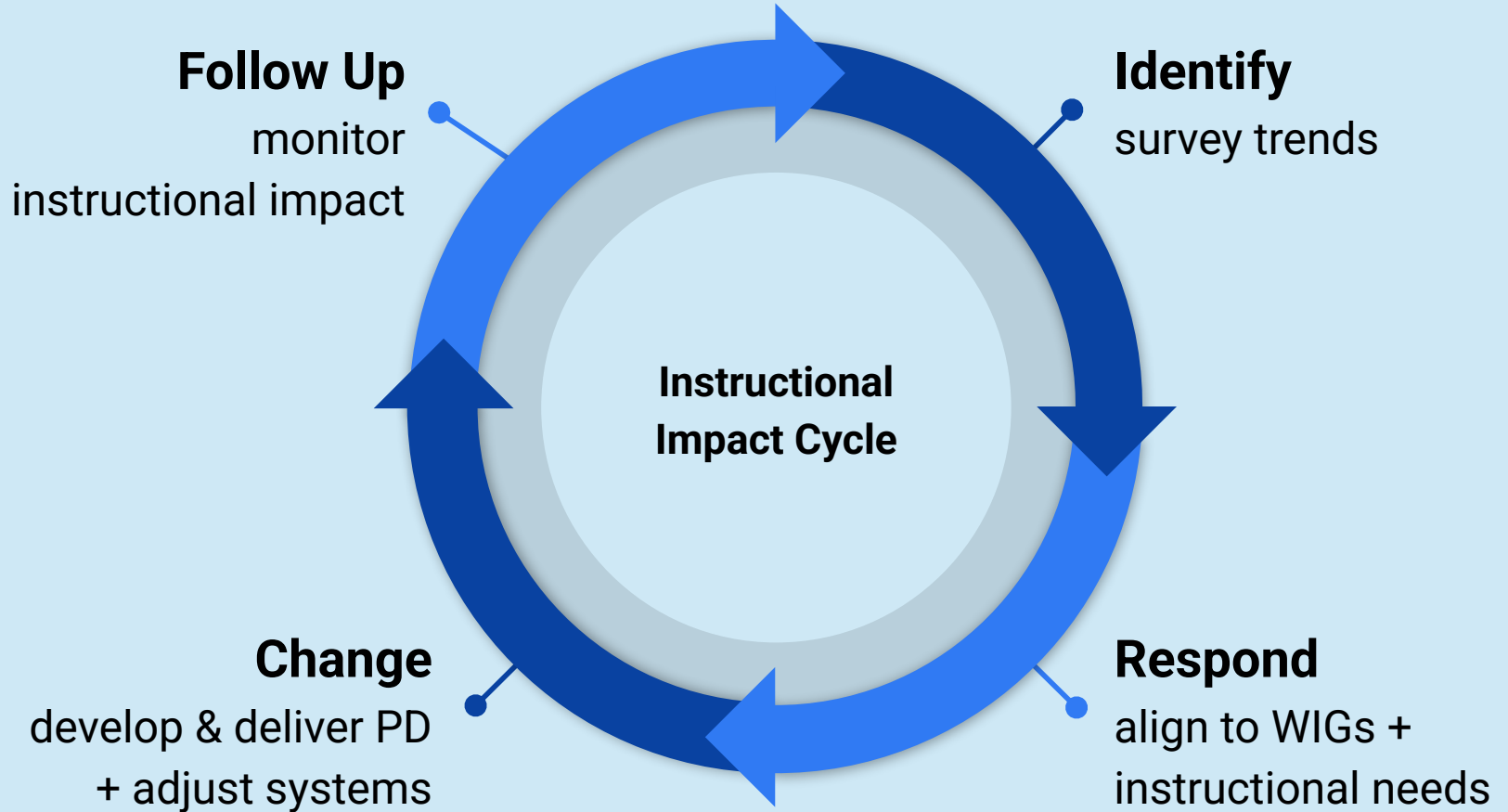
Level 4: Use of Knowledge & Skills

Determine implementation and adaptation in classrooms.



Level 5: Student Outcomes

Measure impact on students' learning and growth.





System Level Impact

Instructional Survey Nov. 2025

Identify → Respond → Change → Follow Up

January						
Week	Monday	Tuesday	Wednesday	Thursday	Friday	
				1 no school	2 no school	
18	5 staff dev. day	6 Finish Module 2	7 Finish Module 2	8 Finish Module 2	9 Finish Module 2	Week 18 Notes: *NOTE: due to the variance between site pacing, Module 2 is mapped the same as before with Week 18 as a flex week. Additional flex days have been embedded in Week 19 and 20 to ensure completion and pacing alignment for Module completions by SBAC/EOY testing windows
19	12 SR M3 L1 ELA M3 L1	13 SR M3 L2 ELA M3 L2	14 SR M3 L3 ELA flex	15 SR M3 L4 (flex) ELA M3 L3	16 SR M3 L5 ELA flex	Week 19 Notes: *NOTE: Module 3 SR: Tangerine has embedded flex days every 4th lesson. These have been called out in pacing. You may utilize these days for more in depth focus on the text or skip them and move into the next lesson
20	19 no school	20 SR M3 L6 SR M3 L7	21 SR M3 L8 SR M3 L9 (flex)	22 SR M3 L10 SR M3 L11	23 SR M3 L12 SR M3 L13	Week 20 Notes: *NOTE: Due to ICA next week, ELA lessons have been suspended until Week 22. Focus lessons on Module 3 SR: Tangerine
21	26 SBAC ICA CAT Portion Curriculum Lessons will resume next week DI Progress Monitoring	27 SBAC ICA CAT Portion Curriculum Lessons will resume next week DI Progress Monitoring	28 SBAC ICA CAT Portion Curriculum Lessons will resume next week DI Progress Monitoring	29 SBAC ICA PT Portion Curriculum Lessons will resume next week DI Progress Monitoring	30 SBAC ICA PT Portion Curriculum Lessons will resume next week DI Progress Monitoring	Week 21 Notes: SBAC ICA Testing Window ICA Notes: Use breakdowns as guidance; your goal is to complete all ICA portions by the end of the week to receive the most accurate data points DI Progress Monitoring Window: Consider using this week to track student progress (see DI SAS for Progress Monitoring Assessments)
February						
Week	Monday	Tuesday	Wednesday	Thursday	Friday	
22	2 SBAC ICA PT Portion Curriculum Lessons will resume after PT Reading Fluency Window	3 SBAC ICA PT Portion Curriculum Lessons will resume after PT Reading Fluency Window	4 SR M3 L13 ELA M3 L4 Reading Fluency Window	5 SR M3 L14 (flex) ELA M3 L5 Reading Fluency Window	6 SR M3 L15 ELA M3 L6 Reading Fluency Window	Week 22 Notes: SBAC ICA Testing Window ICA Notes: Use breakdowns as guidance; your goal is to complete all ICA portions by the end of the week to receive the most accurate data points Fluency Testing Window: Passage #6
23	9 SR M3 L16 ELA M3 L7	10 SR M3 L17 ELA M3 L8	11 SR M3 L18 ELA M3 L9	12 SR M3 L19 (flex) ELA M3 L10	13 SR M3 L20 ELA M3 L11	Week 23 Notes:
	16 no school	17 no school	18 no school	19 no school	20 no school	School Break: All Sites

- K-2nd
- 3rd-5th

Coaching Level Impact

Relentless Follow-Up

Identify → Respond → Change → **Follow Up**

Hi _____

🕒 ASSIGNED

Bookworms Data Meeting Preparation

What (Action Step):

_____ will prepare for a Bookworms data meeting with _____ to review the latest CEA data.

How (Break It Down):

1. Grade all M2 U2 L40 Response to Lit student work.
2. Enter all M2 U12 L40 Response to Lit scores into Illuminate.
3. Bring student work to data meeting on 2/10/26.

Best,

Classroom Level Impact

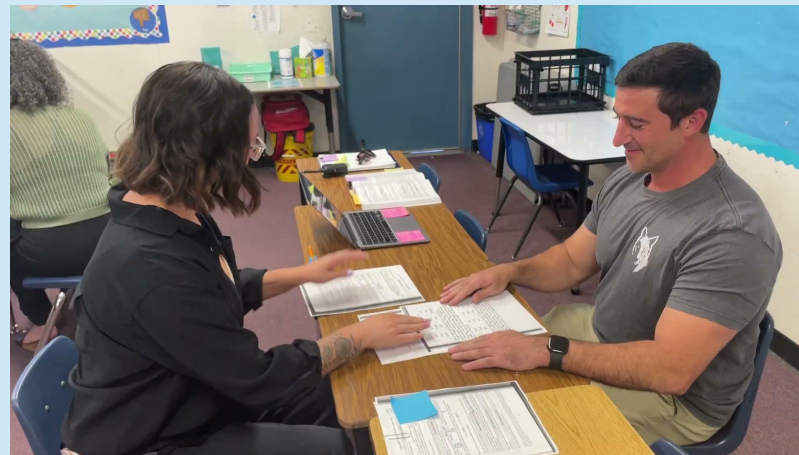
The Full Picture

Grade-Level Proficiency Target Lesson Type / Sequence	Bookworms DI Sequencing: How to Plan for Differentiated Instruction									
	Kindergarten				First Grade					
	Phonological Awareness and Word Recognition (PAWR)		Word Recognition and Fluency (WR&F)		Word Recognition and Fluency (WR&F)		Word Recognition and Fluency (WR&F)		Word Recognition and Fluency (WR&F)	
Basic Alphabet Knowledge (BAK)	Using Letter Sounds (ULS)	Using Letter Patterns (ULP)	Decoded Sentences (DS)	Blends and Digraphs (BD)	B-Controlled Vowels (BCV)	Word Consonant + (WC+)	Word Vowels (WV)			
Initial Screener & Diagnostic Assessments/Milestones	DI Assessment: Test of Letter-Sounds	DI Assessment: Test of Letter-Sounds	DI Assessment: Initial Decoding Inventory (IDI) Sub-Test 1: Short Vowels	---	DI Assessment: Initial Decoding Inventory (IDI) Subtests 2,3					
Program Monitoring Assessments	BAK PM Guidance	ULS PM Guidance	ULP PM Guidance	---	BD PM Guidance	BCV PM Guidance	WC+ PM Guidance	WV PM Guidance		
Program Monitoring: BAK (Lessons 11-20)	Progress Monitoring: BAK (Lessons 11-20)	Progress Monitoring: ULS	Progress Monitoring: ULP	no DS PM provided "Success"	Progress Monitoring: BD	Progress Monitoring: BCV	Progress Monitoring: WC+	Progress Monitoring: WV		
DI Score Equivalents	1								150	
Approximate Proficiency Rate									70-75-80%	
DI Manual Chapter Guidance	P								109	109-111
Sample Script	Script								yo-Yo	Sample Script: YI
Blank Lesson Script	II								161	VI Script
Student Materials	MI								165	VI Lessons
High-Frequency Words	High-Frequency								165 (First 175)	High-Frequency Words (First 200)
Materials Binder	BAK Materials	ULS Materials	ULP Materials	DS Materials	BD Materials	BCV Materials	WC+ Materials	WV Materials		
Order of Routines in Lesson Script	Alphabet Review Initial Sound Sorting Letter Names and Sounds High-Frequency Words Track Memorized Text	See It and Move It Sounding and Blending High-Frequency Words	Oral Segmenting and Blending Teaching Letter Patterns High-Frequency Words	Build Knowledge Co-Construct a Sentence Independent Writing	High-Frequency Words Sounding and Blending	High-Frequency Words Sounding and Blending Whisper Reading Partner Reading Choral Reading	Teaching Letter Patterns Decoding by Analogy	Decoding by Analogy		

Bookworms: DI Routines
(lowest confidence score: 3.7)

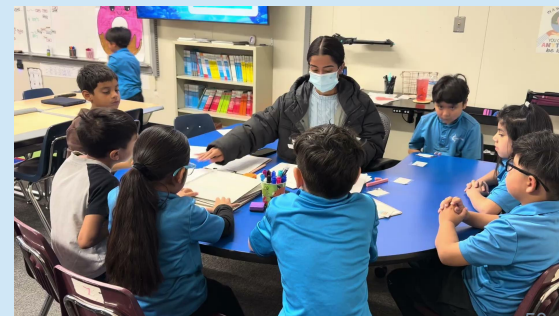
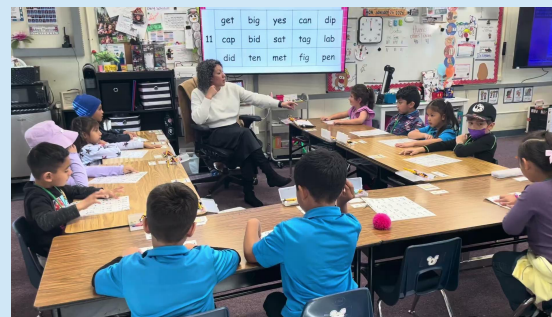
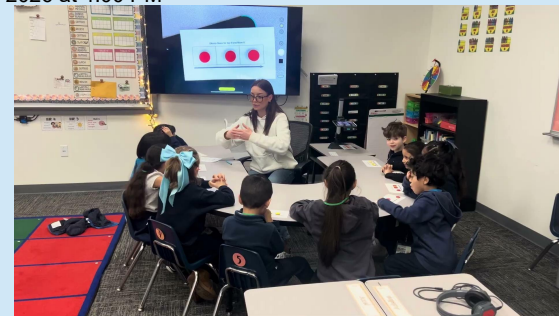
Classroom Level Impact

The Full Picture



Classroom Level Impact

The Full Picture



The value of instructional surveys isn't in what we collect— it's in how it changes instruction and improves student outcomes.



Leadership Framework

Navigator Leadership Framework

Why: Level up our collective impact by building a cohesive leadership framework that drives action and development, resulting in better supports for teachers and students.

What we've accomplished so far:

Draft 1 of leadership competencies and look fors (observable actions and artifacts)

Next steps:

- Gather board member feedback
- Rubric tied to evaluation and coaching
- Development plans tied to competencies

Link to [draft 1 of the framework](#)



Thank You!



Navigator Schools

Charting a new course in education

Coversheet

STAR Unit 3 Data Review

Section: II. Academic Topics
Item: A. STAR Unit 3 Data Review
Purpose: Discuss
Submitted by:
Related Material: Unit 3 Data - Academic Success Committee 3-30-26-2.pdf



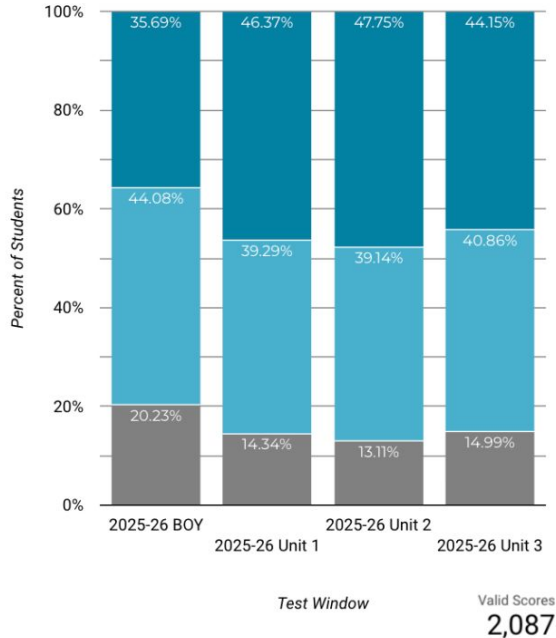
Unit 3 Data



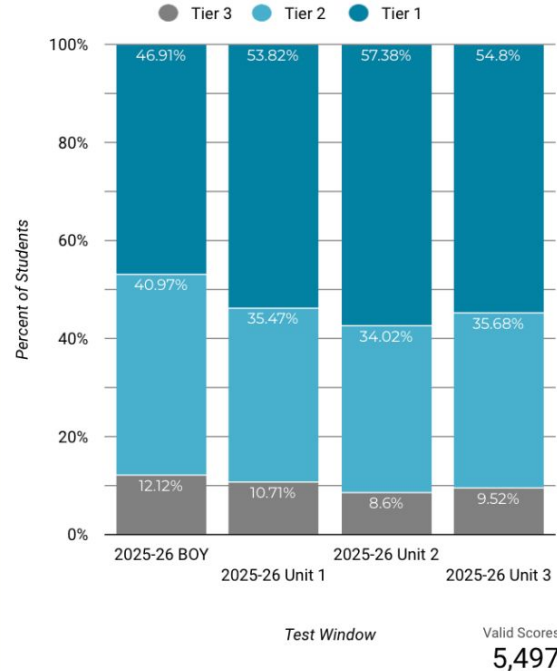
Overall Network Trends

Overall Network Trends K-8

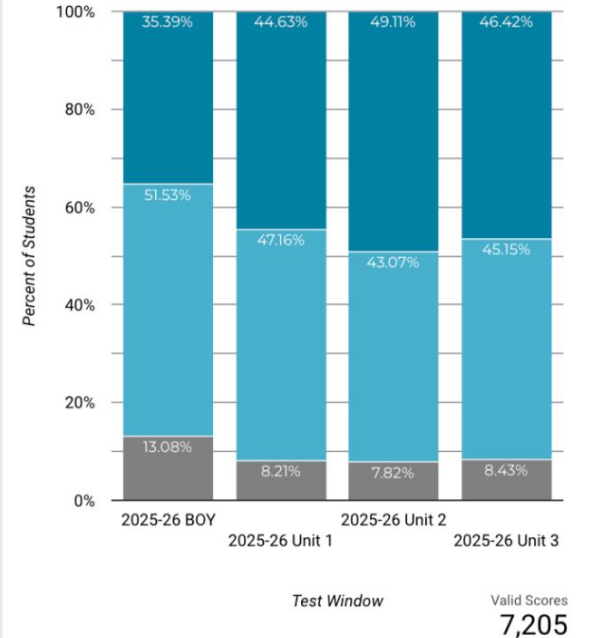
Early Literacy



Reading Results

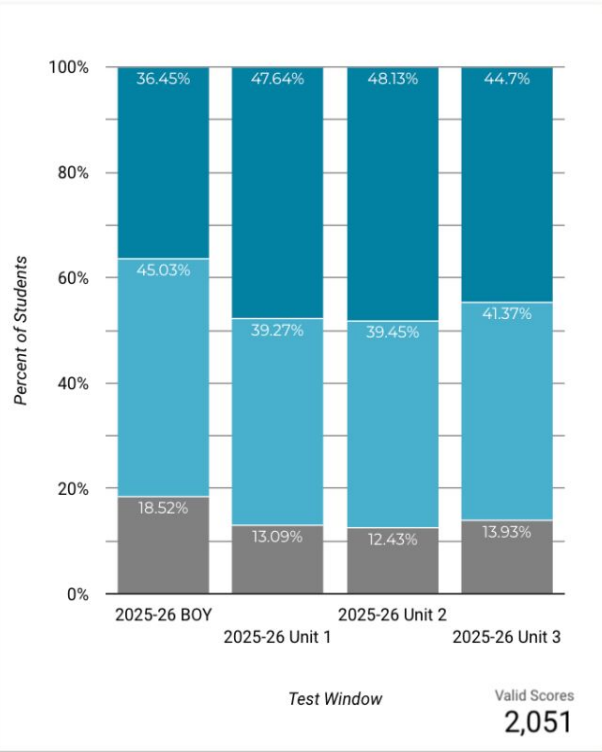


Math Results

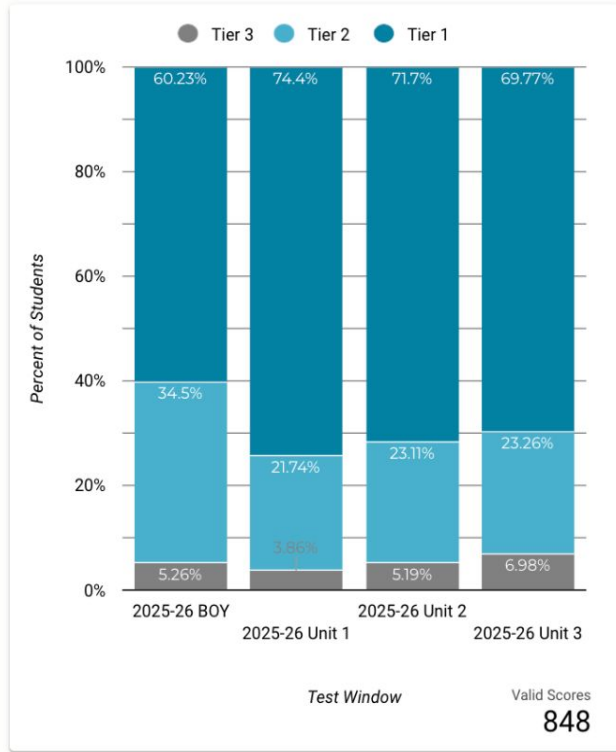


Network Star Data K-2

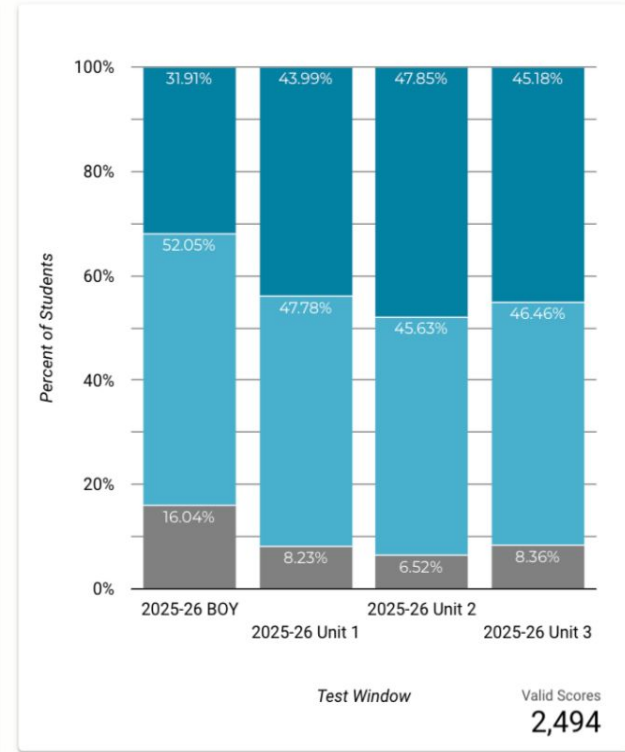
Early Literacy



Reading Results



Math Results



Overall Trends K-2

Early Literacy

- Overall improvement from BOY to Unit 2
- Slight dip in Unit 3, but still stronger performance than BOY
- Reduced the amount of students in Tier 3

Reading

- Gain from BOY to Unit 1 and then performance holds steady afterward
- Small Tier 3 with strong overall reading proficiency

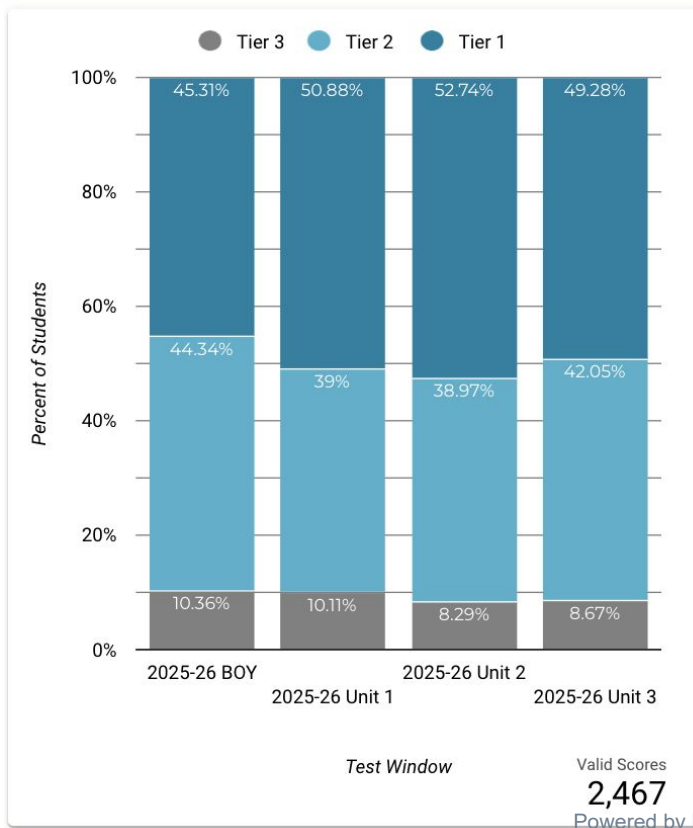
Math

- Strong growth through Unit 2
- Dip in Unit 3 (loss in Tier 1, slight increase in Tier 3)
- Still improved compared to BOY, but less stable than Reading

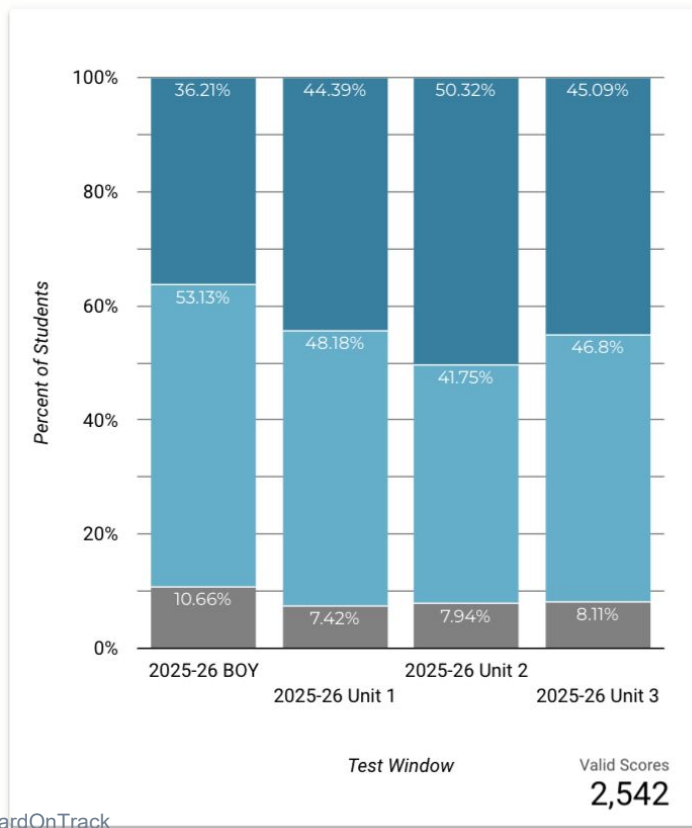


Network Star Data 3-5

Reading Results



Math Results



Overall Trends 3-5

Reading

- Movement from Tier 2 into Tier 1 through Unit 2, but some backsliding in Unit 3.

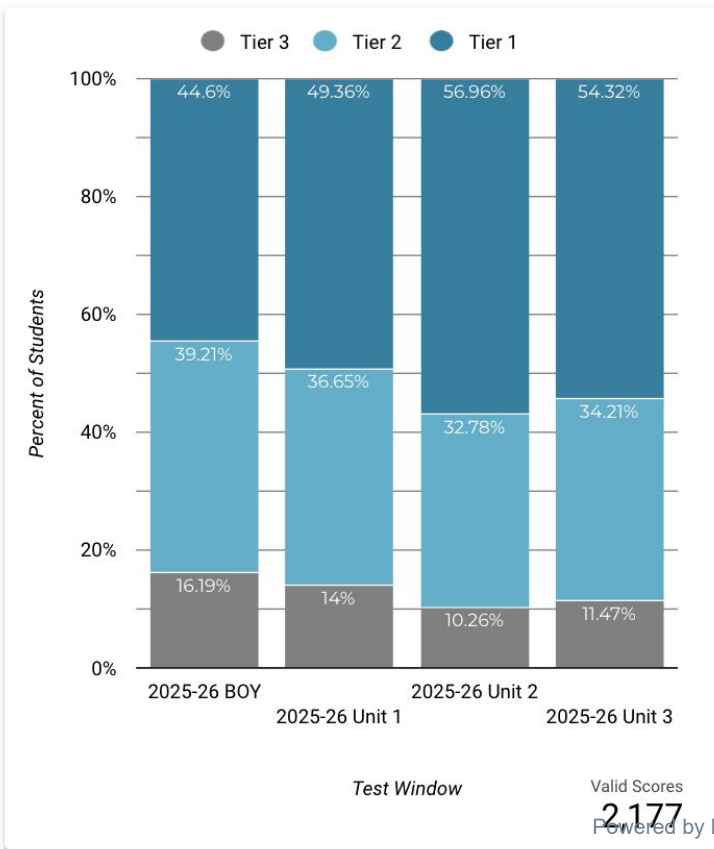
Math

- Stronger gains than Reading through Unit 2, but more noticeable dip in Unit 3.

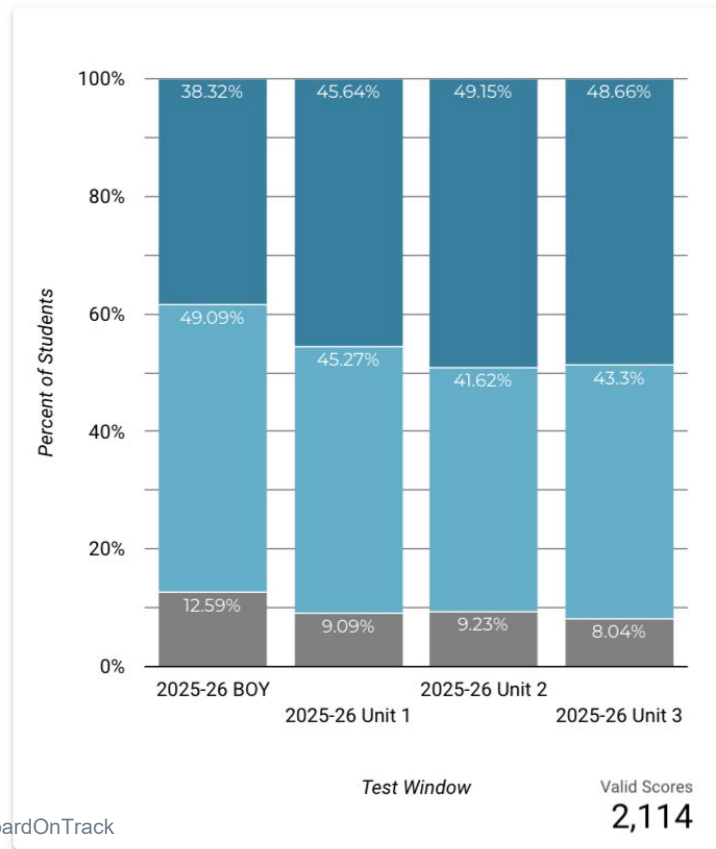


Network Star Data 6-8

Reading Results



Math Results



Overall Trends 6-8

Reading

- Steady increase from BOY → Unit 1 → peak at Unit 2, then a slight dip in Unit 3 .

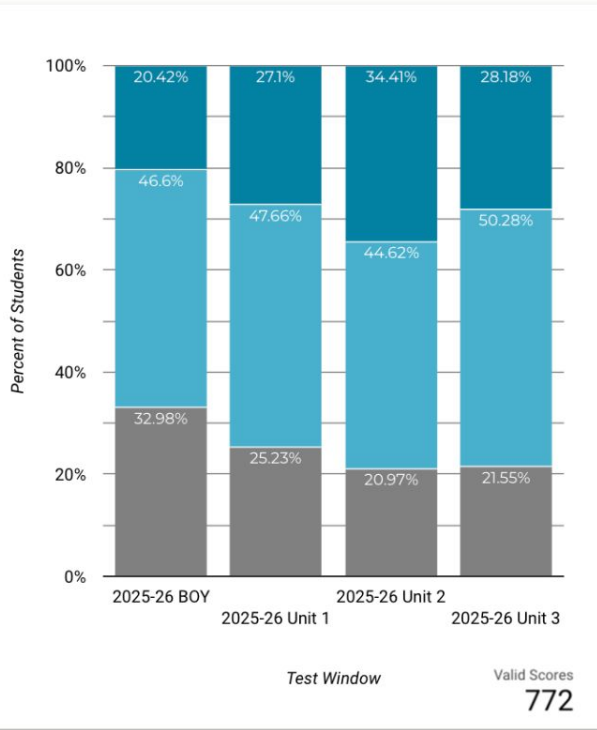
Math

- More stable than Reading — steady gains with no real backslide, especially in reducing Tier 3.

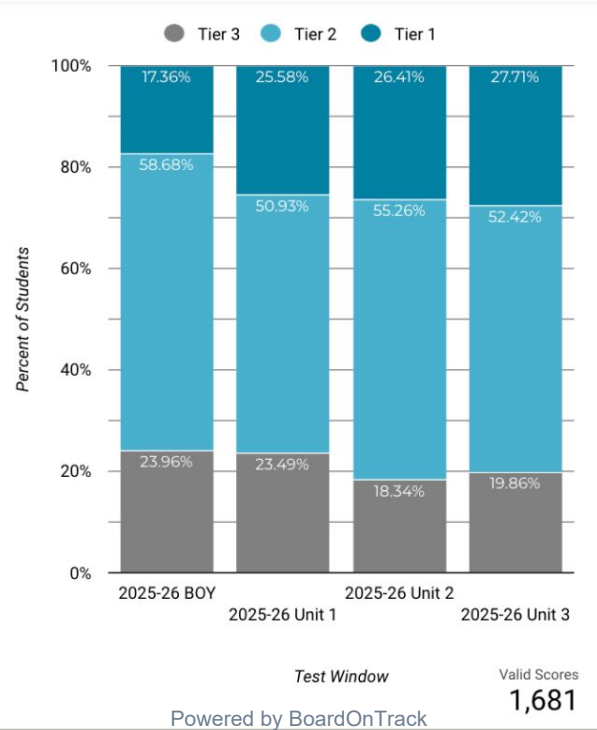


MLL Progress

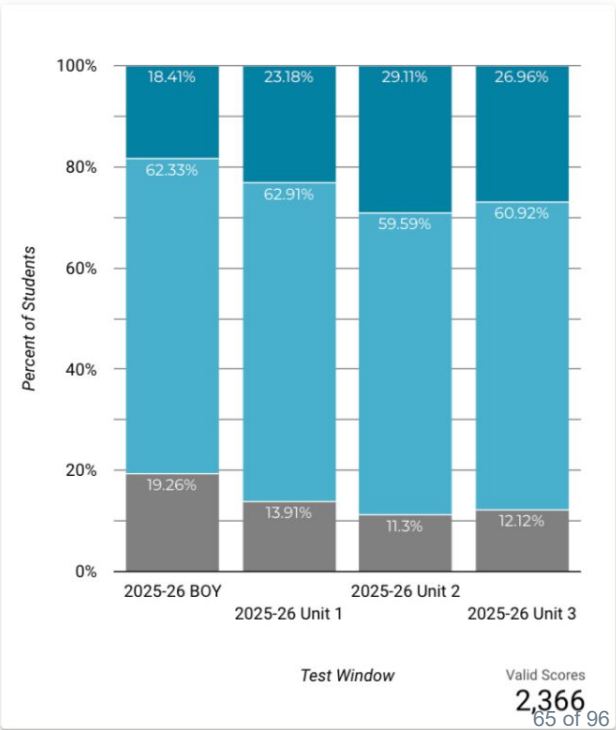
Early Literacy



Reading Results



Math Results

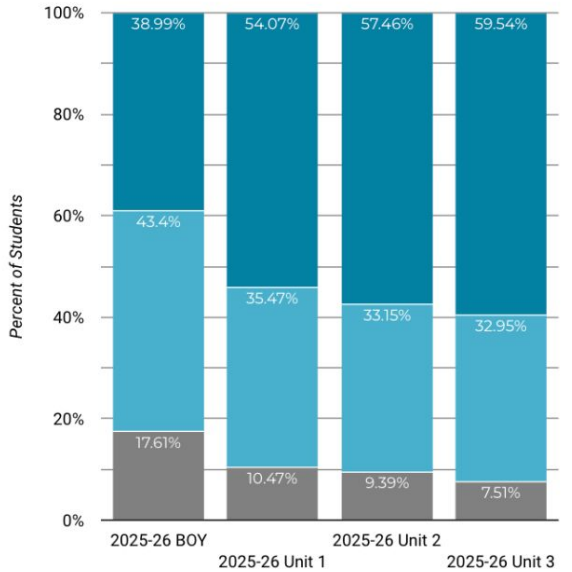




Site-Specific Trends

Gilroy Prep School: STAR Results

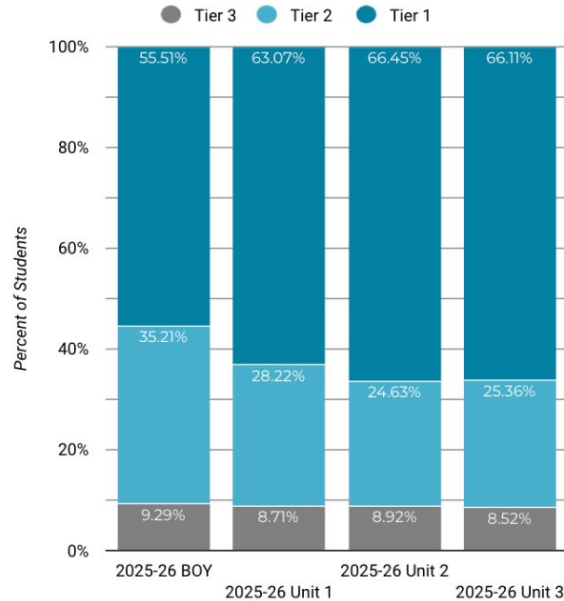
Early Literacy



Test Window

Valid Scores
685

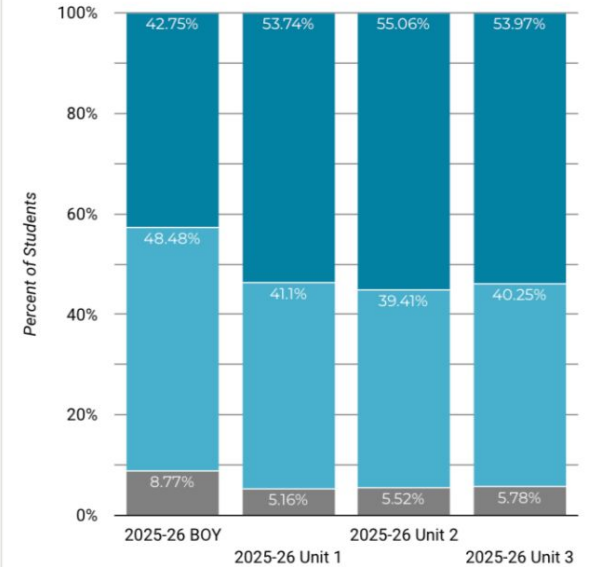
Reading Results



Test Window

Valid Scores
1,897

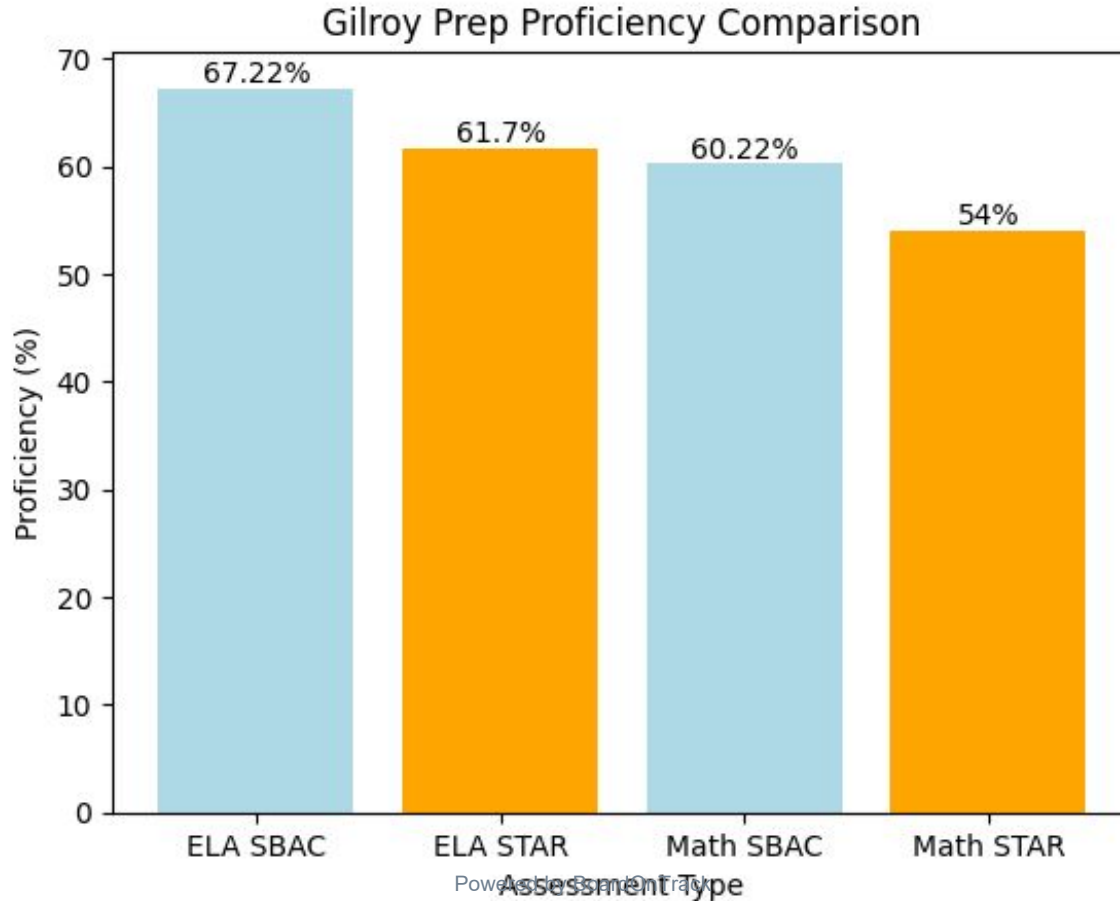
Math Results



Test Window

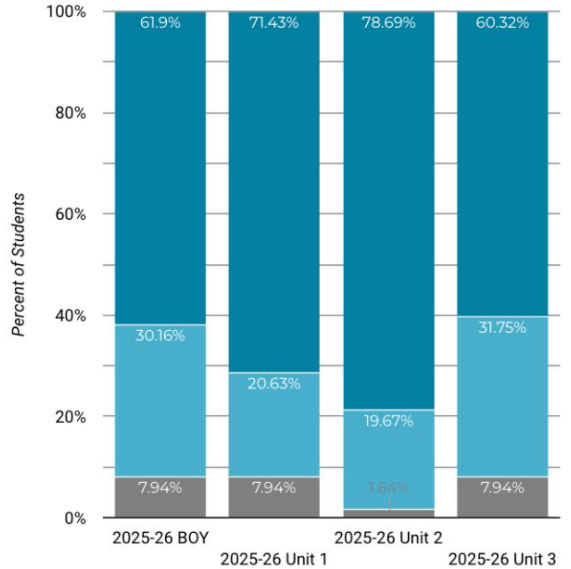
Valid Scores
2,218

Gilroy Prep School: STAR Predictor



Hayward Collegiate: STAR Results

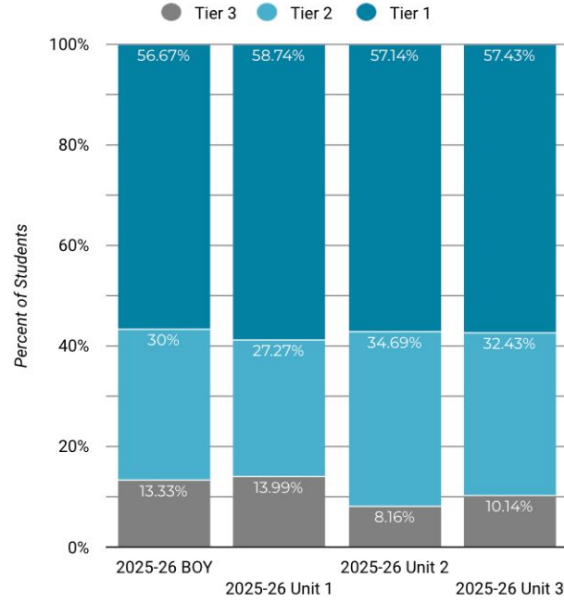
Early Literacy



Test Window

Valid Scores
250

Reading Results

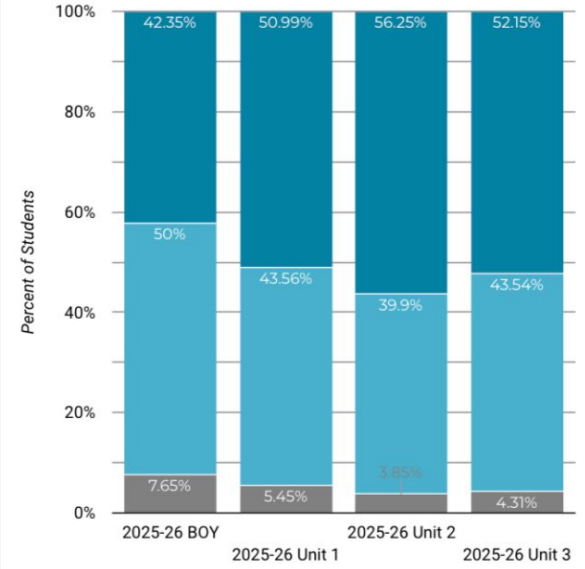


Test Window

Valid Scores
588

Powered by BoardOnTrack

Math Results

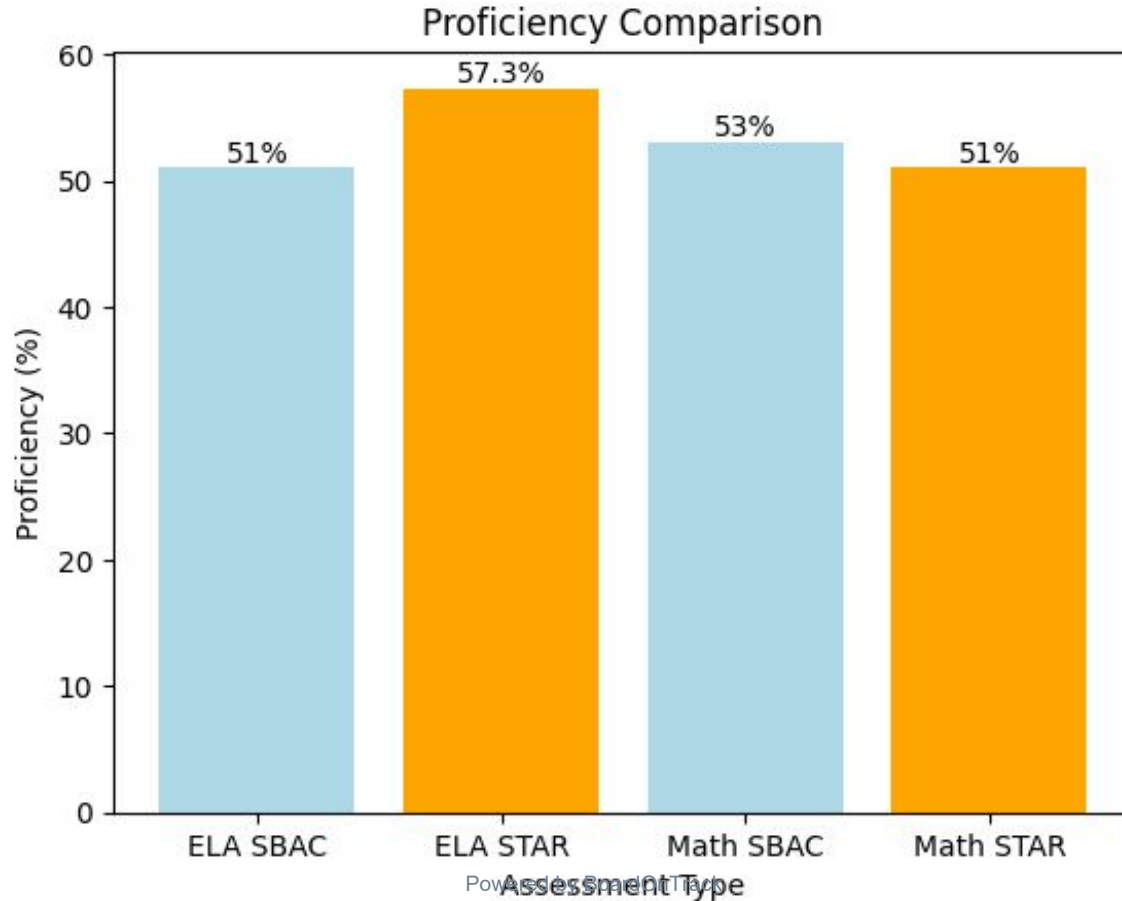


Test Window

Valid Scores
815

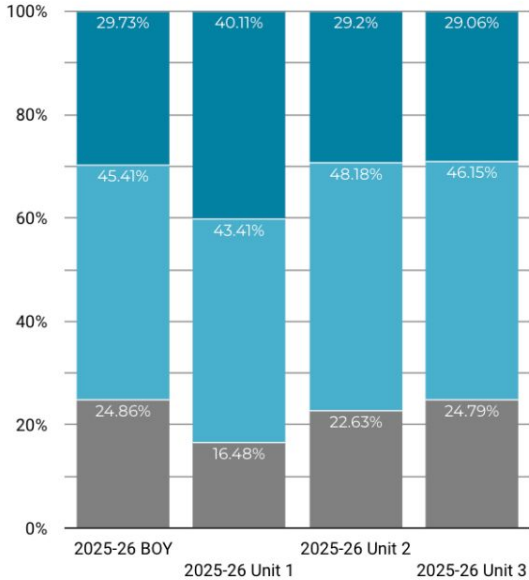
69 of 96

Hayward Collegiate: STAR Predictor



Hollister Prep School: STAR Results

Early Literacy

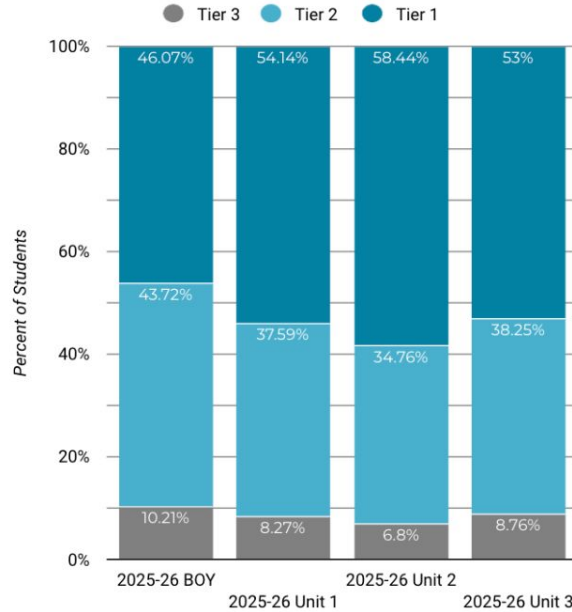


Test Window

Valid Scores

621

Reading Results



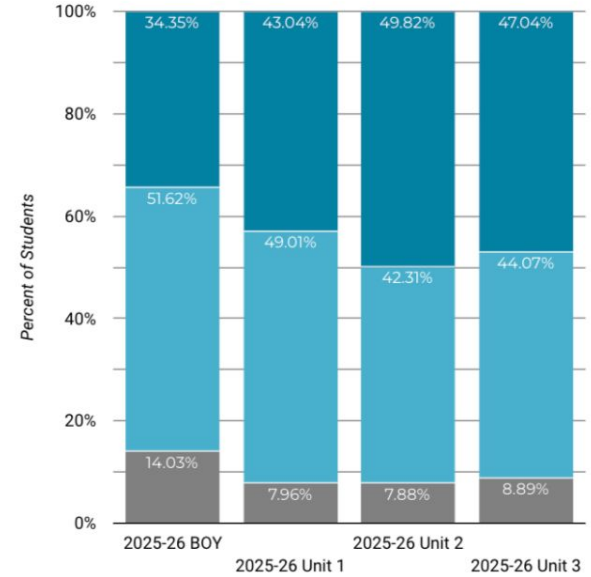
Test Window

Valid Scores

1,612

Powered by BoardOnTrack

Math Results



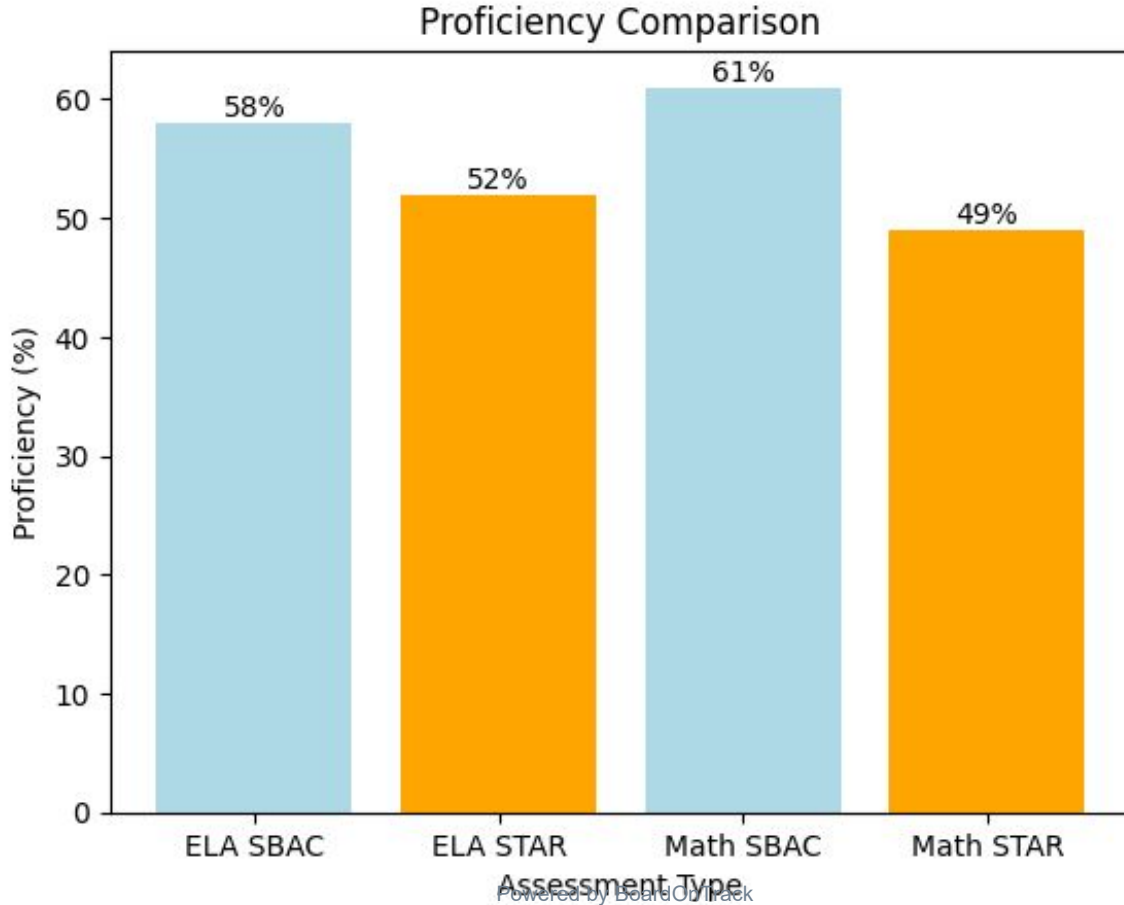
Test Window

Valid Scores

2,195

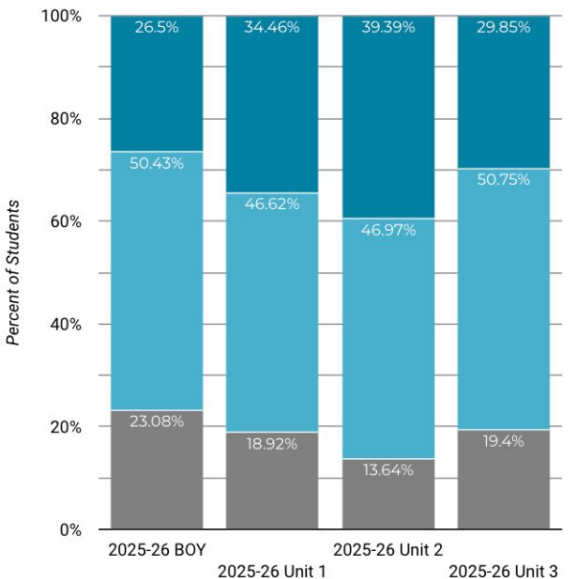
71,096

Hollister Prep School: STAR Predictor



Watsonville Prep School: STAR Results

Early Literacy

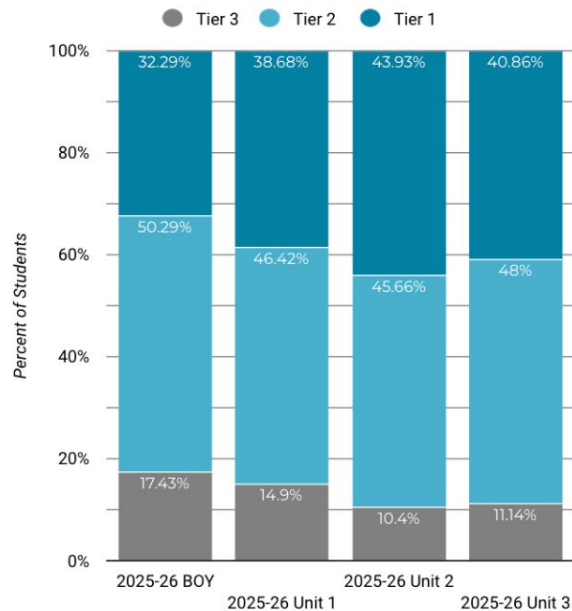


Test Window

Valid Scores

531

Reading Results



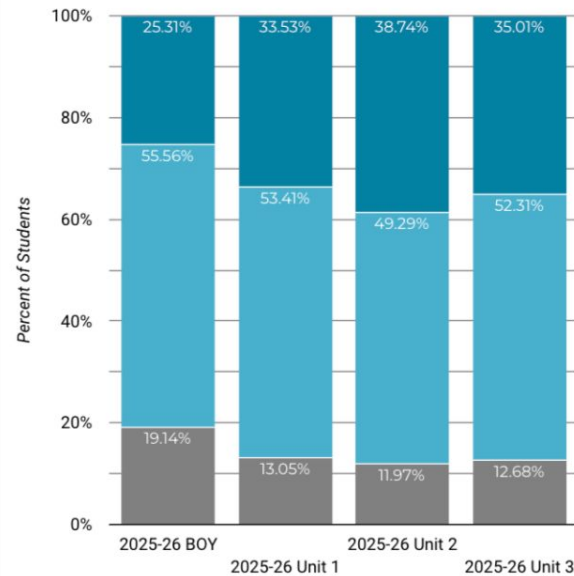
Test Window

Valid Scores

1,395

Powered by BoardOnTrack

Math Results



Test Window

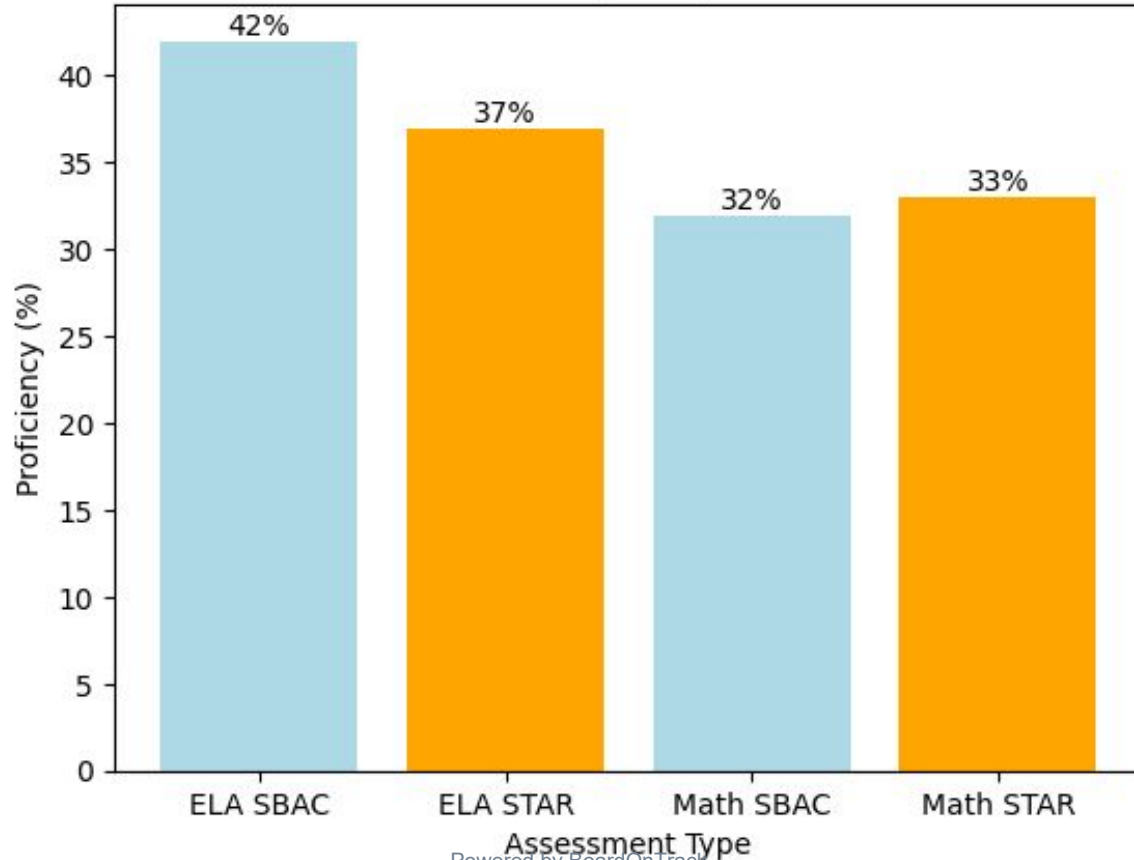
Valid Scores

1,974

73 of 96

Watsonville Prep School: STAR Predictor

Proficiency Comparison



Site Trends

Bright Spots

- **Gilroy Prep** achieved the highest reading proficiency, with 66% of students meeting the goal.
- The network reduced the percentage of students in Tier 3 in reading, with **Gilroy Prep** and **Hayward Collegiate** showing the lowest Tier 3 rates.
- **Hayward Collegiate** demonstrates the strongest early literacy performance across the network.

Hot Spots

- Reading proficiency declined across the network from Unit 2 to Unit 3, indicating a need to analyze shifts in rigor, content, and/or instruction.
- Early literacy proficiency is significantly lower at **Hollister Prep** and **Watsonville Prep**, signaling a need for targeted foundational skills support.



Next Steps and Questions

1. Coaches lead strategic data meetings that result in clear reteach plans and improved student proficiency on follow-up CFUs.
2. Grades 3–8 classrooms consistently implement priority comprehension routines: Close Reading and Discussion.
3. Strengthen and refine supports for the K–2 Differentiated Instruction block to ensure effective foundational skills instruction.



Coversheet

Instructional Staff PD Survey Data

Section: II. Academic Topics
Item: B. Instructional Staff PD Survey Data
Purpose: Discuss
Submitted by:
Related Material:
Instructional Staff Survey Data - Academic Success Committee 3-30-26-3.pdf



Instructional Staff Survey Data

From Feedback to Impact



How We Use Instructional Survey Data to Drive Real Change



Use the data to see the system and drive the system

Everyone—from teacher to system leader—uses real-time data to guide instruction, coaching, and leadership moves so that every student receives the literacy instruction they need



Because Reading is Believing.

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Implementation & Insights

Implementation requires:

- Clear instructional vision
- Consistent instructional practices
- System alignment

We needed a way to see the system

AmplifyELA has had a successful launch and teachers report strong **confidence** in instructional routines.

Teachers reported an average of **4.5 out of 5** confidence rating in teaching AmplifyELA routines.

There is a clear desire for **deeper intellectual prep** in order to pinpoint the essential learning of each lesson and strengthen **authentic student engagement**.

Teachers reported an average of **4.2 out of 5** confidence rating for their understanding of effectively planning for Bookworms and having strong routines for each of the blocks.

Timing and **pacing** are major **barriers** to teachers feeling **successful implementation** of the curriculum.

Although teachers reported an average of **4.1 out of 5** confidence rating for their ability to prepare and execute Bookworms lessons each week, qualitative data (open response questions) show a trend in teachers feeling constrained by pacing and time, which limits their ability to implement with confidence.

Our Vision for Data Use

Instructional survey data helps us:

- See patterns across classrooms
- Understand teacher experience
- Identify system-level gaps

From individual feedback → system insight

Cycle 1: Building habits that drive strong and cohesive coaching and instruction



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Cycle 2: Leveraging Data to Drive the System and Align Coaching at All Layers

Leaders and teacher use CEA data along with implementation data to analyze trends and drive instructional and coaching moves



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Cycle 3: Use Data to Refine Instructional Routines and Drive Instructional Action

Leaders and teachers will use CEA data and implementation evidence to adjust coaching and instruction so students get more meaningful practice.



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Clear vision. Cascading PD. Relentless follow-up.
This is how instructional change happens.



Because Reading is Believing.

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Guskey's Framework



Level 1: Participant's Reaction

Gauge participant experience and satisfaction.



Level 2: Participant's Learning

Assess knowledge gain through various measures.



Level 3: Organizational Support & Change

Evaluate support structures and resources provided.



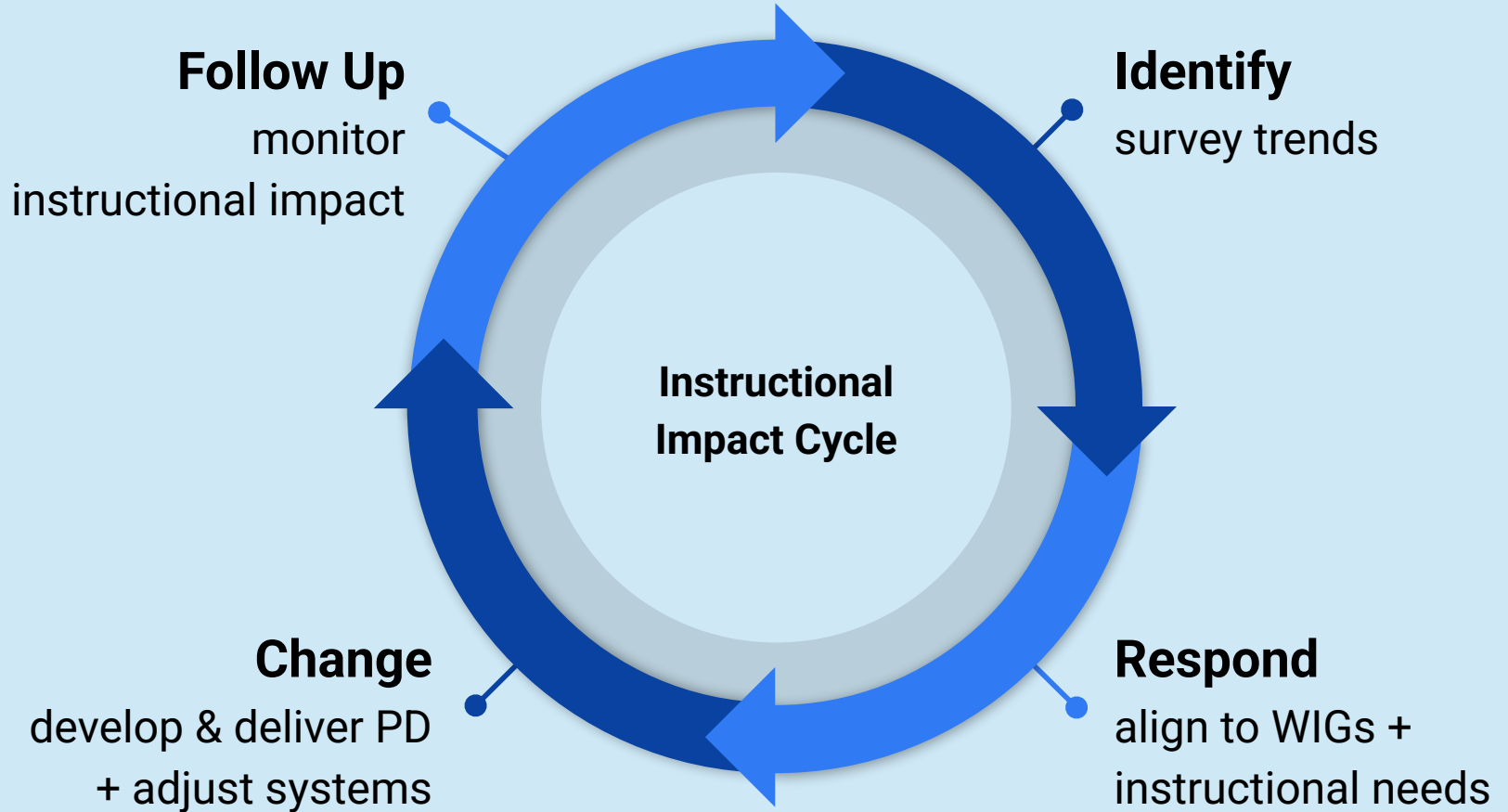
Level 4: Use of Knowledge & Skills

Determine implementation and adaptation in classrooms.



Level 5: Student Outcomes

Measure impact on students' learning and growth.





System Level Impact

Instructional Survey Nov. 2025

Identify → Respond → Change → Follow Up

January						
Week	Monday	Tuesday	Wednesday	Thursday	Friday	
				1 no school	2 no school	
18	5 staff dev. day	6 Finish Module 2	7 Finish Module 2	8 Finish Module 2	9 Finish Module 2	Week 18 Notes: *NOTE: due to the variance between site pacing, Module 2 is mapped the same as before with Week 18 as a flex week. Additional flex days have been embedded in Week 19 and 20 to ensure completion and pacing alignment for Module completions by SBAC/EOY testing windows
19	12 SR M3 L1 ELA M3 L1	13 SR M3 L2 ELA M3 L2	14 SR M3 L3 ELA flex	15 SR M3 L4 (flex) ELA M3 L3	16 SR M3 L5 ELA flex	Week 19 Notes: *NOTE: Module 3 SR: Tangerine has embedded flex days every 4th lesson. These have been called out in pacing. You may utilize these days for more in depth focus on the text or skip them and move into the next lesson
20	19 no school	20 SR M3 L6 SR M3 L7	21 SR M3 L8 SR M3 L9 (flex)	22 SR M3 L10 SR M3 L11	23 SR M3 L12 SR M3 L13	Week 20 Notes: *NOTE: Due to ICA next week, ELA lessons have been suspended until Week 22. Focus lessons on Module 3 SR: Tangerine
21	26 SBAC ICA CAT Portion Curriculum Lessons will resume next week DI Progress Monitoring	27 SBAC ICA CAT Portion Curriculum Lessons will resume next week DI Progress Monitoring	28 SBAC ICA CAT Portion Curriculum Lessons will resume next week DI Progress Monitoring	29 SBAC ICA PT Portion Curriculum Lessons will resume next week DI Progress Monitoring	30 SBAC ICA PT Portion Curriculum Lessons will resume next week DI Progress Monitoring	Week 21 Notes: SBAC ICA Testing Window ICA Notes: Use breakdowns as guidance; your goal is to complete all ICA portions by the end of the week to receive the most accurate data points DI Progress Monitoring Window: Consider using this week to track student progress (see DI SAS for Progress Monitoring Assessments)
February						
Week	Monday	Tuesday	Wednesday	Thursday	Friday	
22	2 SBAC ICA PT Portion Curriculum Lessons will resume after PT Reading Fluency Window	3 SBAC ICA PT Portion Curriculum Lessons will resume after PT Reading Fluency Window	4 SR M3 L13 ELA M3 L4 Reading Fluency Window	5 SR M3 L14 (flex) ELA M3 L5 Reading Fluency Window	6 SR M3 L15 ELA M3 L6 Reading Fluency Window	Week 22 Notes: SBAC ICA Testing Window ICA Notes: Use breakdowns as guidance; your goal is to complete all ICA portions by the end of the week to receive the most accurate data points Fluency Testing Window: Passage #6
23	9 SR M3 L16 ELA M3 L7	10 SR M3 L17 ELA M3 L8	11 SR M3 L18 ELA M3 L9	12 SR M3 L19 (flex) ELA M3 L10	13 SR M3 L20 ELA M3 L11	Week 23 Notes:
	16 no school	17 no school	18 no school	19 no school	20 no school	School Break: All Sites

- K-2nd
- 3rd-5th

Coaching Level Impact

Relentless Follow-Up

Identify → Respond → Change → **Follow Up**

Hi _____



ASSIGNED

Bookworms Data Meeting Preparation

What (Action Step):

_____ will prepare for a Bookworms data meeting with _____ to review the latest CEA data.

How (Break It Down):

1. Grade all M2 U2 L40 Response to Lit student work.
2. Enter all M2 U12 L40 Response to Lit scores into Illuminate.
3. Bring student work to data meeting on 2/10/26.

Best,

Classroom Level Impact

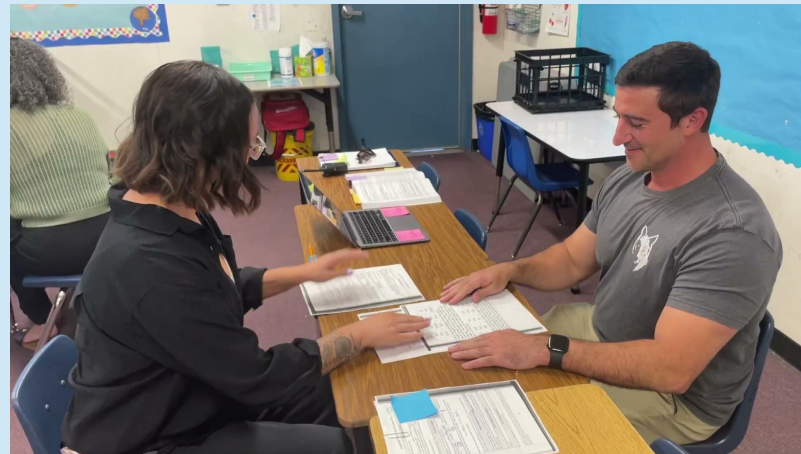
The Full Picture

Grade-Level Proficiency Target Lesson Type / Sequence	Bookworms DI Sequencing: How to Plan for Differentiated Instruction									
	Kindergarten				First Grade					
	Phonological Awareness and Word Recognition (PAWR)		Word Recognition and Fluency (WR&F)		Word Recognition and Fluency (WR&F)		Word Recognition and Fluency (WR&F)		Word Recognition and Fluency (WR&F)	
Basic Alphabet Knowledge (BAK)	Using Letter Sounds (ULS)	Using Letter Patterns (ULP)	Decoded Sentences (DS)	Blends and Digraphs (BD)	B-Controlled Vowels (BCV)	Word Consonant + (WC+)	Word Vowels (WV)			
Initial Screener & Diagnostic Assessments/Milestones	DI Assessment: Test of Letter-Sounds	DI Assessment: Test of Letter-Sounds	DI Assessment: Initial Decoding Inventory (IDI) Sub-Test 1: Short Vowels	---	DI Assessment: Initial Decoding Inventory (IDI) Subtests 2,3					
Program Monitoring Assessments	BAK PM Guidance	ULS PM Guidance	ULP PM Guidance	---	BD PM Guidance	BCV PM Guidance	WC+ PM Guidance	WV PM Guidance		
Program Monitoring: BAK (Lessons 1-14)	Progress Monitoring: BAK (Lessons 15-20)	Progress Monitoring: ULS	Progress Monitoring: ULP	no DS PM provided "Success"	Progress Monitoring: BD	Progress Monitoring: BCV	Progress Monitoring: WC+	Progress Monitoring: WV		
DI Score Equivalents	1								150	
Approximate Proficiency Rate									70-79	70-79
DI Manual Chapter Guidance	P								109	109-111
Sample Script	Script								yo-Yo	Sample Script: YI
Blank Lesson Script	II								set	YI Script
Student Materials	MI								was	YI Lessons
High-Frequency Words	High-Frequency								nds (First 175)	High-Frequency Words (First 200)
Materials Folder	BAK Materials	ULS Materials	ULP Materials	DS Materials	BD Materials	BCV Materials	WC+ Materials	WV Materials		
Order of Routines in Lesson Script	Alphabet Review Initial Sound Sorting Letter Names and Sounds High-Frequency Words Track Memorized Text	See It and Move It Sound and Blend High-Frequency Words	Oral Segmenting and Blending Teaching Letter Patterns High-Frequency Words	Build Knowledge Co-Construct a Sentence Independent Writing		High-Frequency Words Sound and Blend Whisper Reading Partner Reading Choral Reading				

Bookworms: DI Routines
(lowest confidence score: 3.7)

Classroom Level Impact

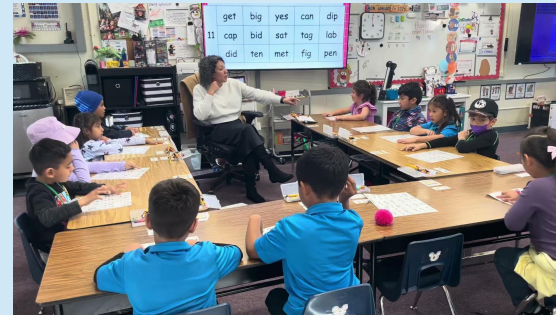
The Full Picture





Classroom Level Impact

The Full Picture



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Coversheet

Leadership Framework

Section: II. Academic Topics
Item: C. Leadership Framework
Purpose: Discuss
Submitted by:
Related Material: Leadership Framework - Academic Success Committee 3-30-26-4.pdf



Leadership Framework

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Link to [draft 1 of the framework](#)



Thank You!



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Charting a new course in education