Navigator Schools
Charting a new course in education

Academic Excellence Committee

9-18-23

Executive Summary - JD

Navigator Schools
Charting a new course in education

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)

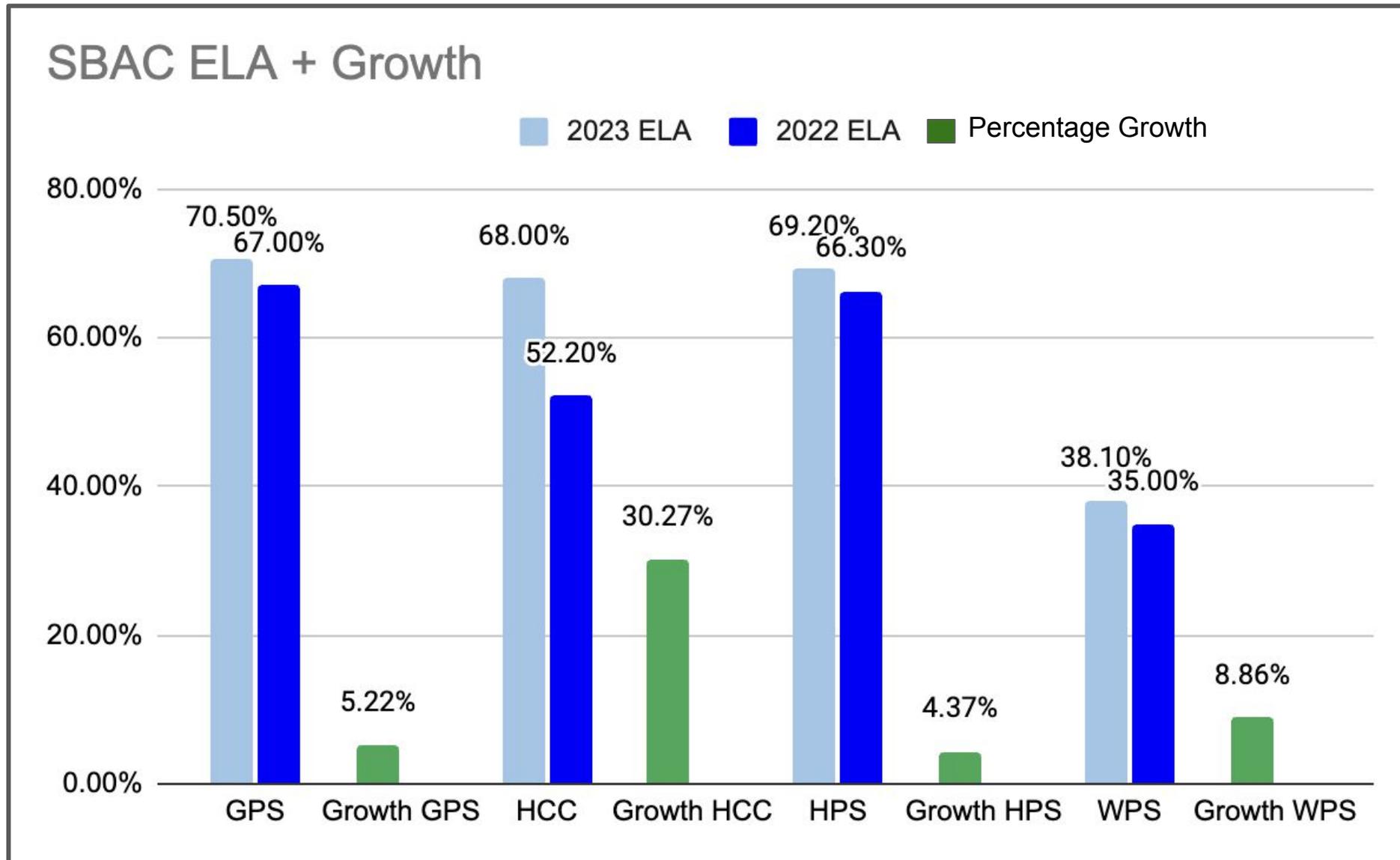4. Model Providing (Justin/Marlena)

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.


SBAC ELA + Growth

Legend: 2023 ELA | 2022 ELA | Percentage Growth

- GPS: 70.50% / 67.00%
- Growth GPS: 5.22%
- HCC: 68.00% / 52.20%
- Growth HCC: 30.27%
- HPS: 69.20% / 66.30%
- Growth HPS: 4.37%
- WPS: 38.10% / 35.00%
- Growth WPS: 8.86%

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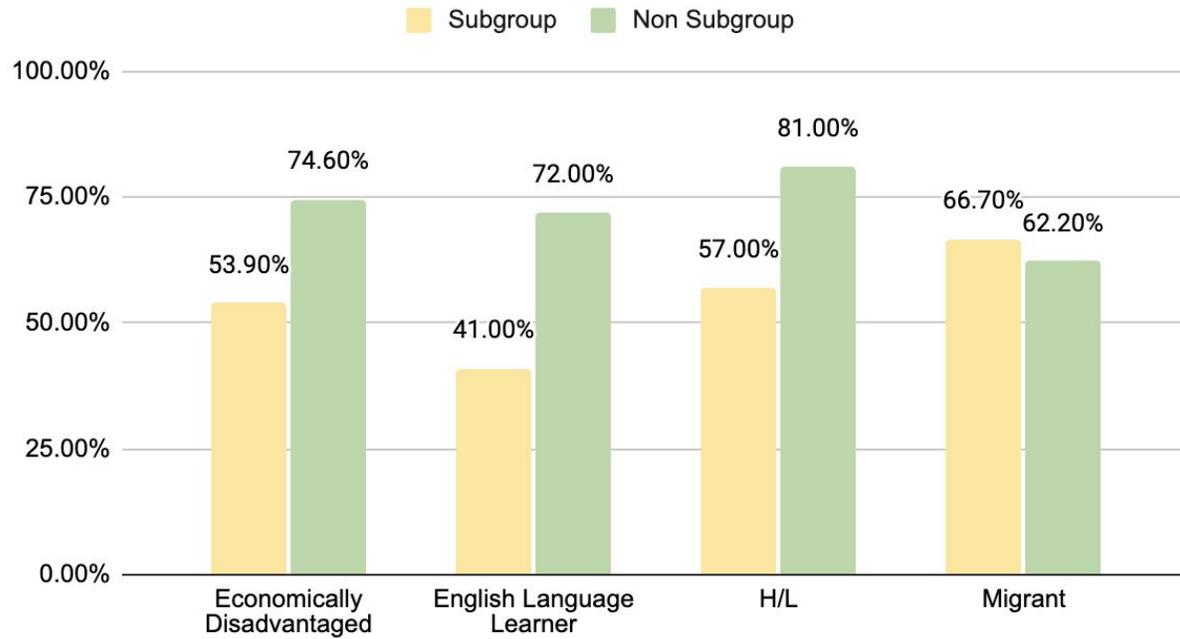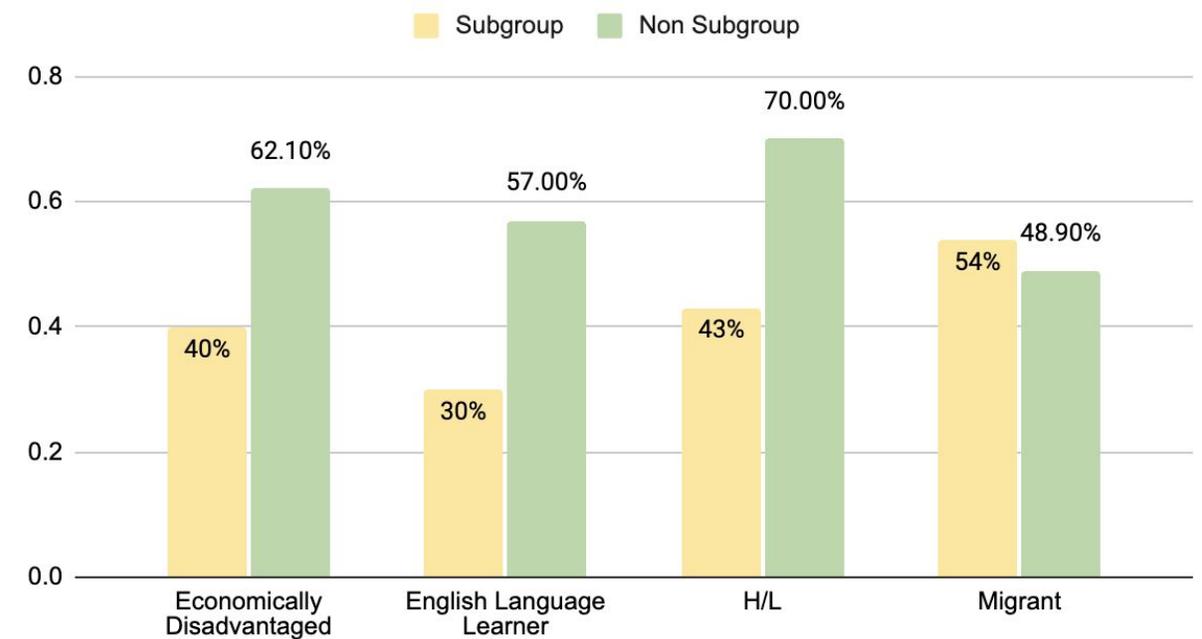
Math Growth
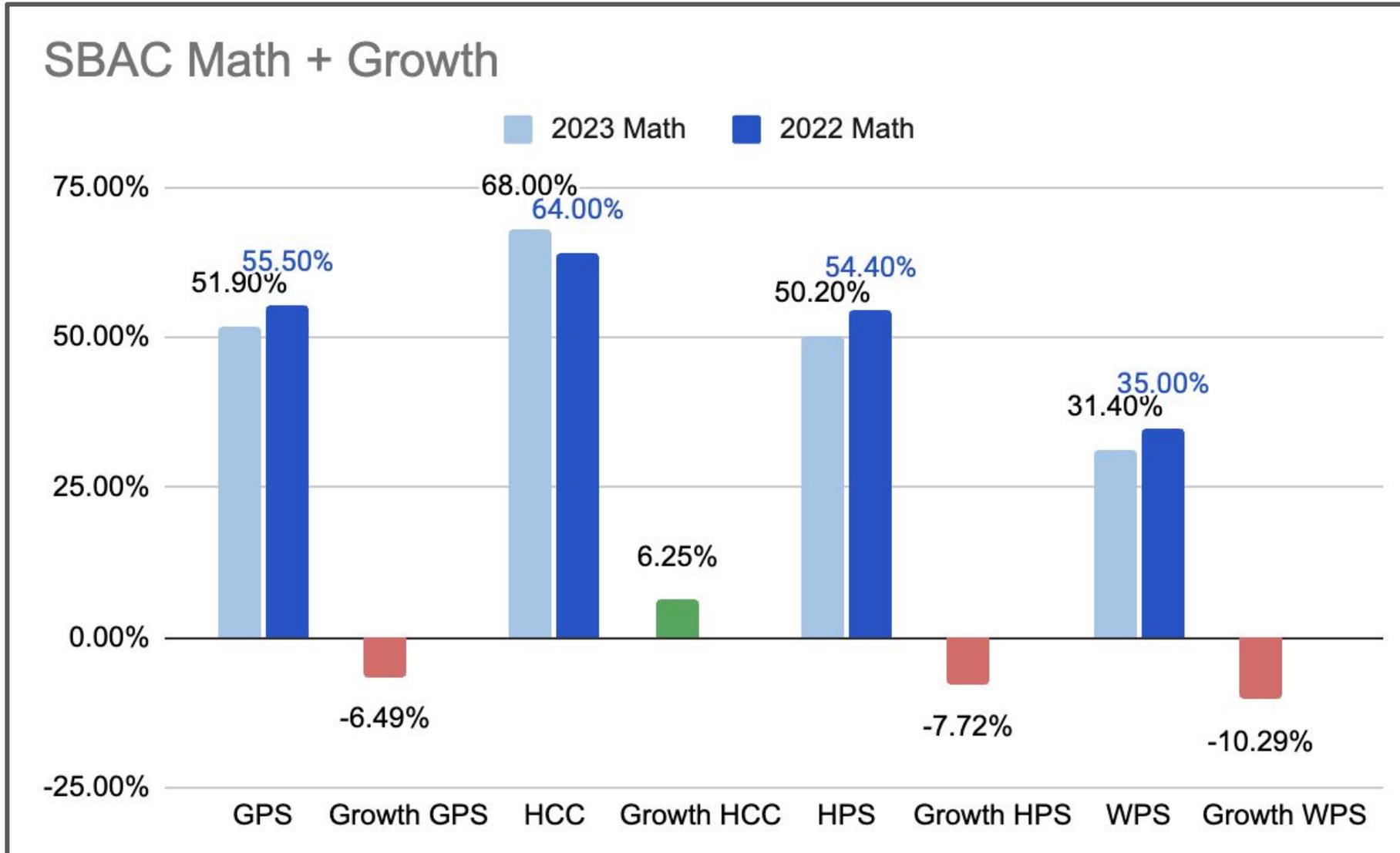
Topic 1: SBAC 2023 - Our non subgroup populations outperformed our subgroup populations in every category.

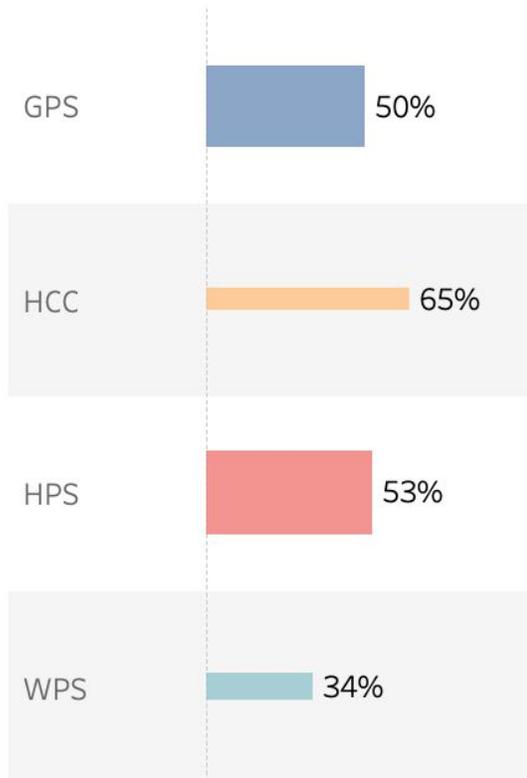*Overall Subgroup Data*

ELA: Subgroup vs Non Subgroup Comparison

Legend: Subgroup, Non Subgroup

	Subgroup	Non Subgroup
Economically Disadvantaged	53.90%	74.60%
English Language Learner	41.00%	72.00%
H/L	57.00%	81.00%
Migrant	66.70%	62.20%

Math: Subgroup vs Non Subgroup Comparison

Legend: Subgroup, Non Subgroup

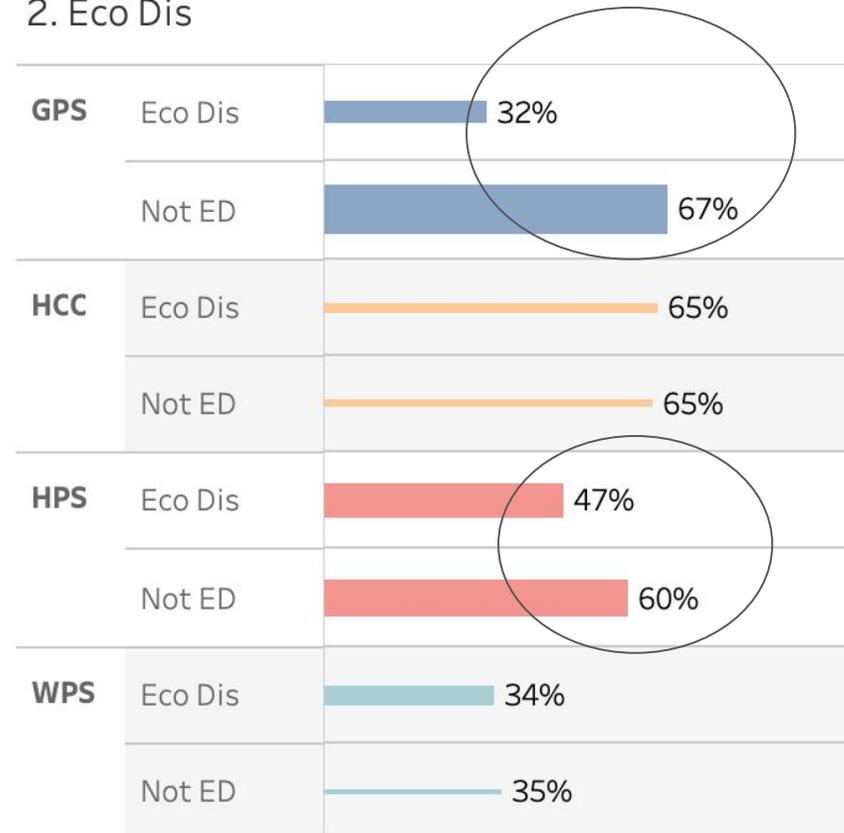|	Subgroup	Non Subgroup
Economically Disadvantaged	40%	62.10%
English Language Learner	30%	57.00%
H/L	43%	70.00%
Migrant	54%	48.90%

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

GPS	50%
HCC	65%
HPS	53%
WPS	34%

2. Eco Dis

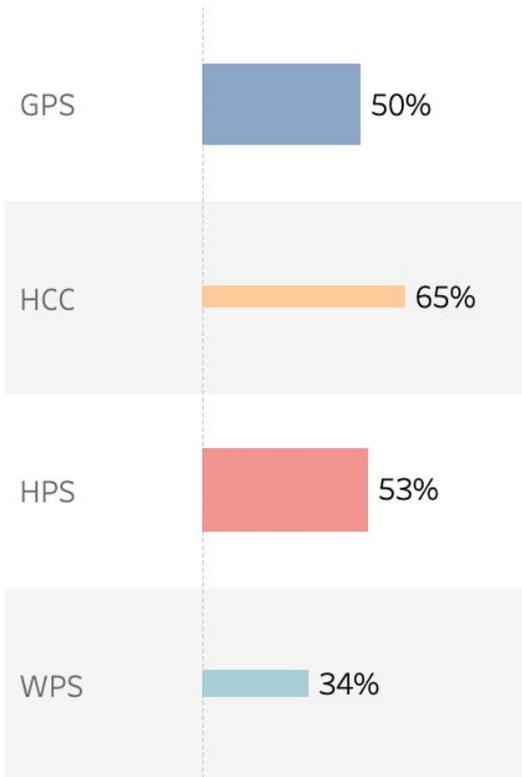|		
GPS	Eco Dis	32%
	Not ED	67%
HCC	Eco Dis	65%
	Not ED	65%
HPS	Eco Dis	47%
	Not ED	60%
WPS	Eco Dis	34%
	Not ED	35%

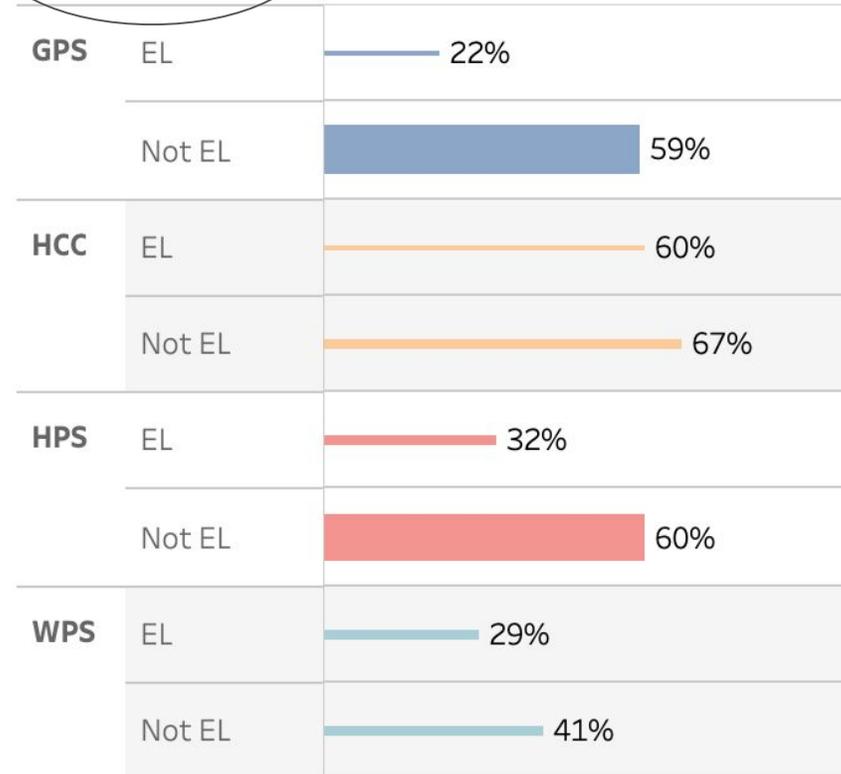Current School Eco Dis %
GPS: 36
HCC: 48
HPS: 36
WPS: 69

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

GPS	50%
HCC	65%
HPS	53%
WPS	34%

2. Eng Learner

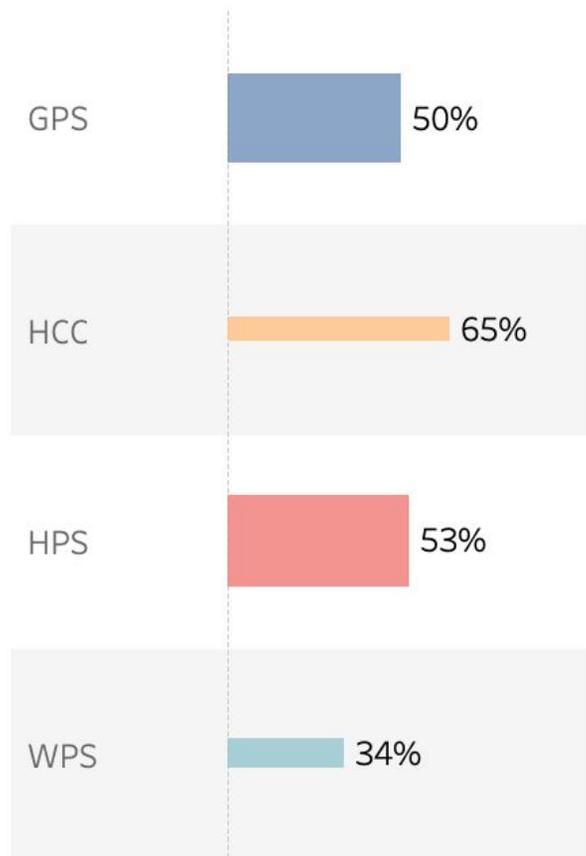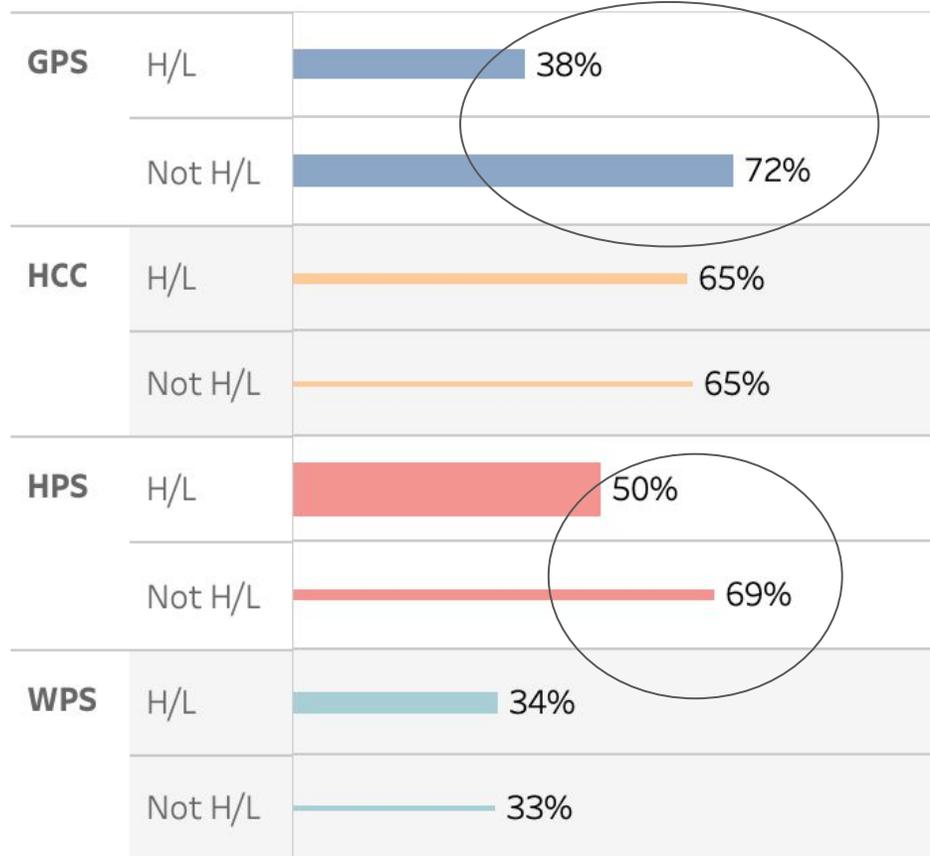|		
GPS	EL	22%
	Not EL	59%
HCC	EL	60%
	Not EL	67%
HPS	EL	32%
	Not EL	60%
WPS	EL	29%
	Not EL	41%

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

GPS	50%
HCC	65%
HPS	53%
WPS	34%

2. H/L

GPS	H/L	38%
	Not H/L	72%
HCC	H/L	65%
	Not H/L	65%
HPS	H/L	50%
	Not H/L	69%
WPS	H/L	34%
	Not H/L	33%

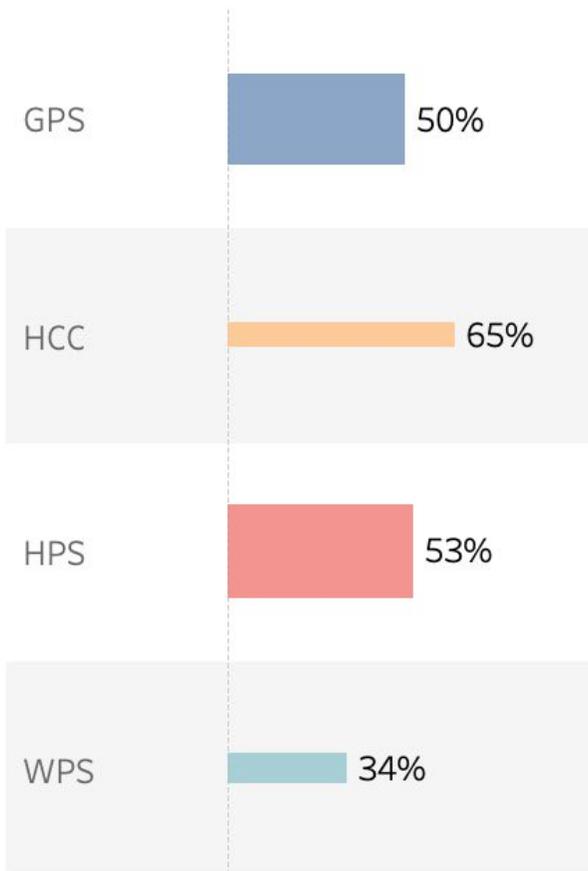*The non-group at WPS is very small.*

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

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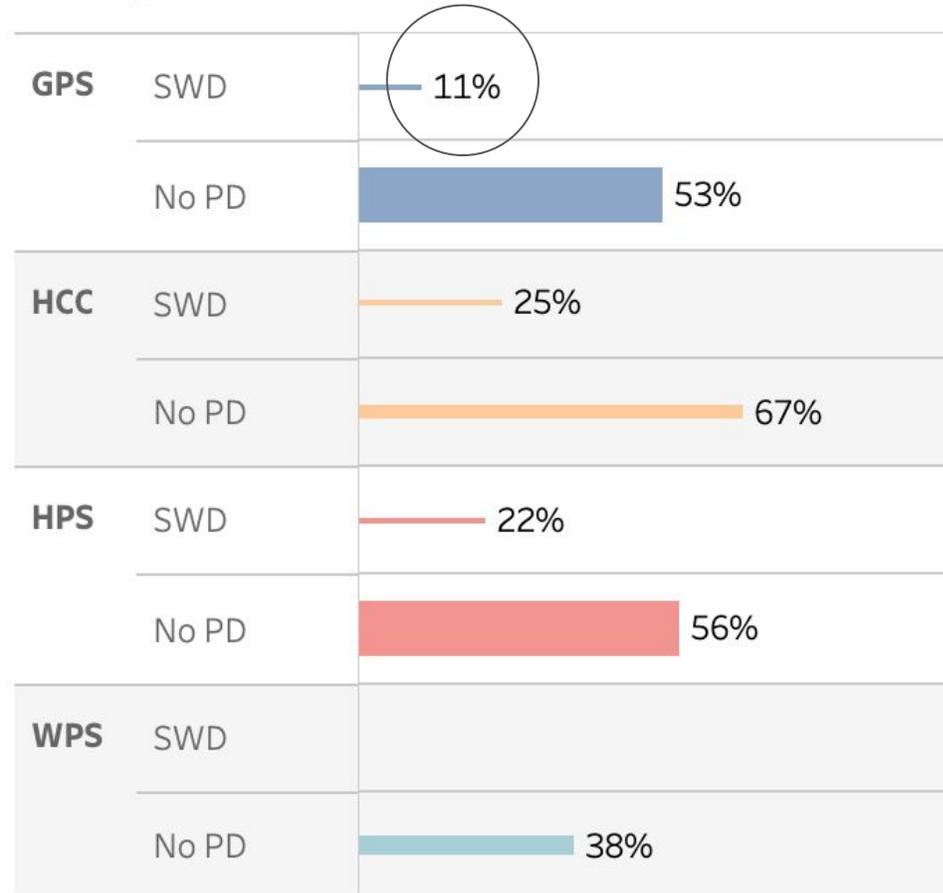GPS: 63
HCC: 70
HPS: 87
WPS: 97

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

GPS	50%
HCC	65%
HPS	53%
WPS	34%

2. S w/ Prim Disability

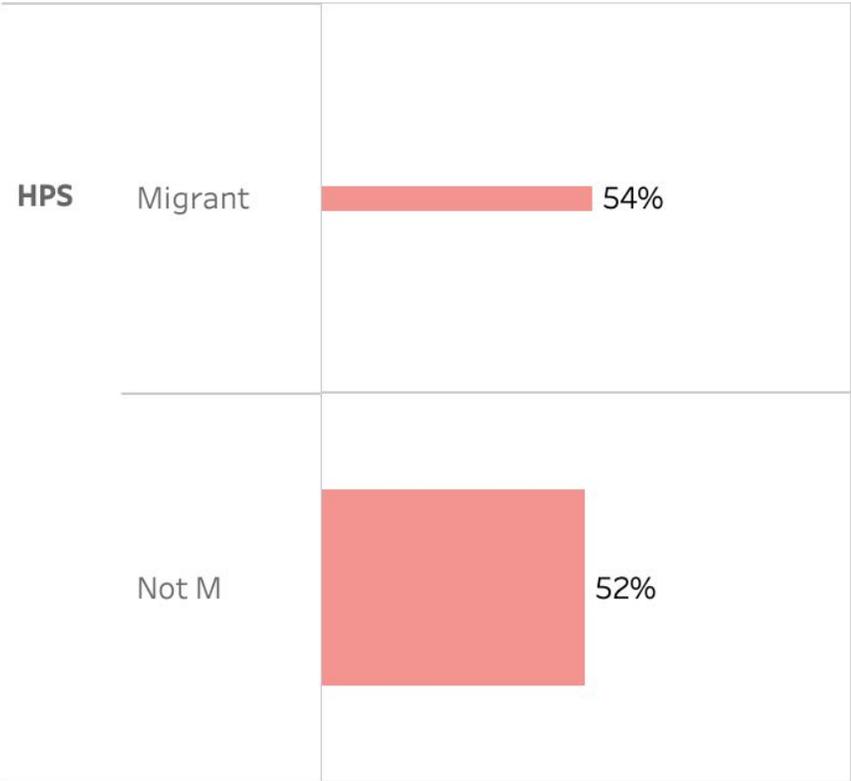|		
GPS	SWD	11%
	No PD	53%
HCC	SWD	25%
	No PD	67%
HPS	SWD	22%
	No PD	56%
WPS	SWD	
	No PD	38%

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

GPS	50%
HCC	65%
HPS	53%
WPS	34%

2. Migrant

HPS Migrant — 54%

Not M — 52%
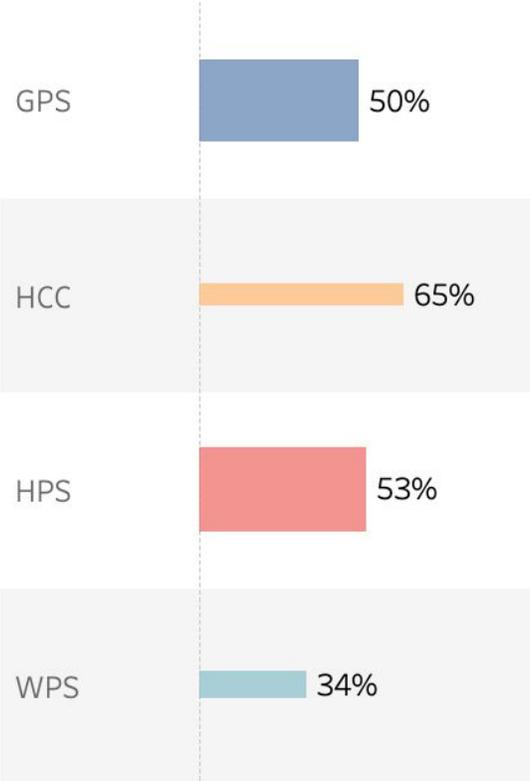
Average Achievement Level
Migrant: 2.6
Not M: 2.5

Median Achievement Level
Migrant: 3
Not M: 2

Topic 2: Priorities Update (Math)

3 out of our 4 sites experienced a widening achievement gap in mathematics last year.
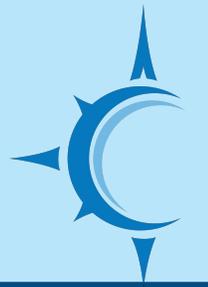
We adopted Illustrative Math and made strategic adjustments to the model in order to positively impact student learning and achievement at all four sites across all student demographics.

IM beliefs are based on research. Research shows that students who believe that hard work is more important than innate talent learn more mathematics.
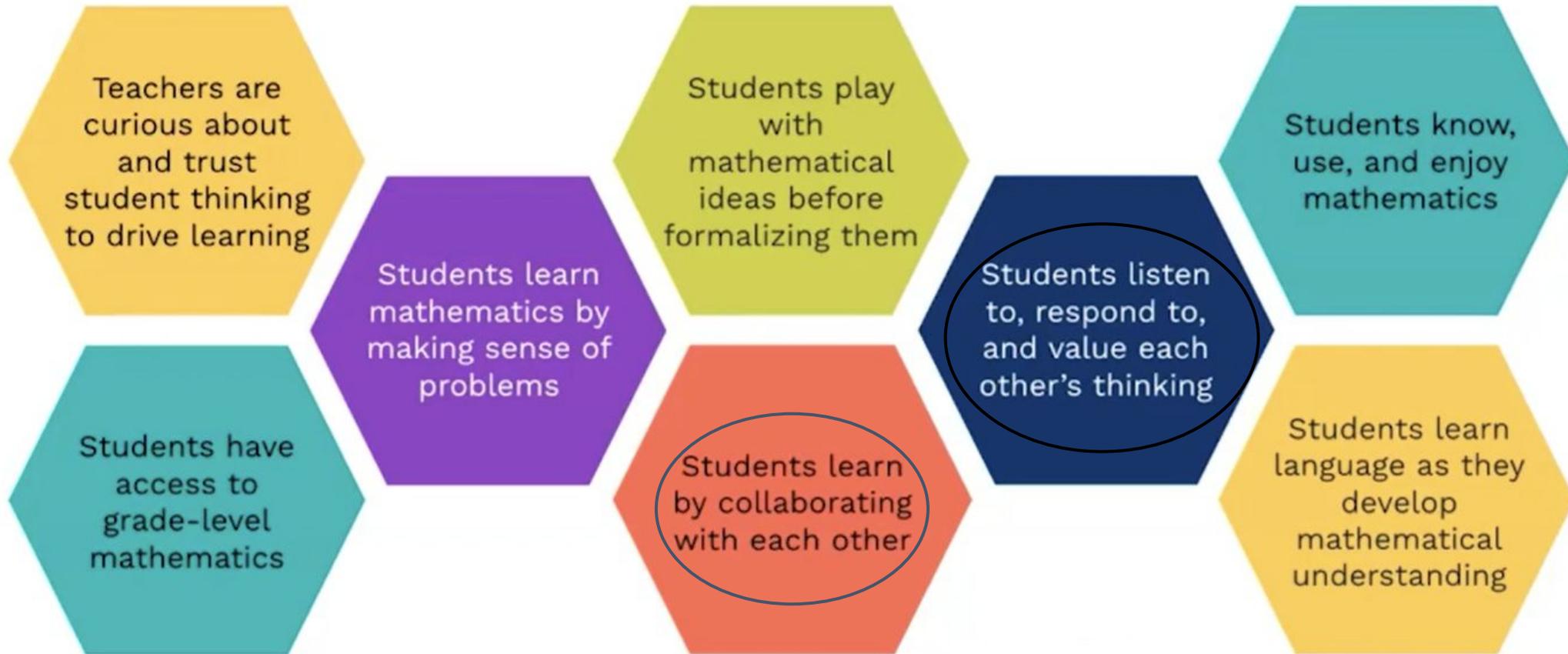
IM lessons are designed to follow a specific progression to enhance student conceptual understanding.

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
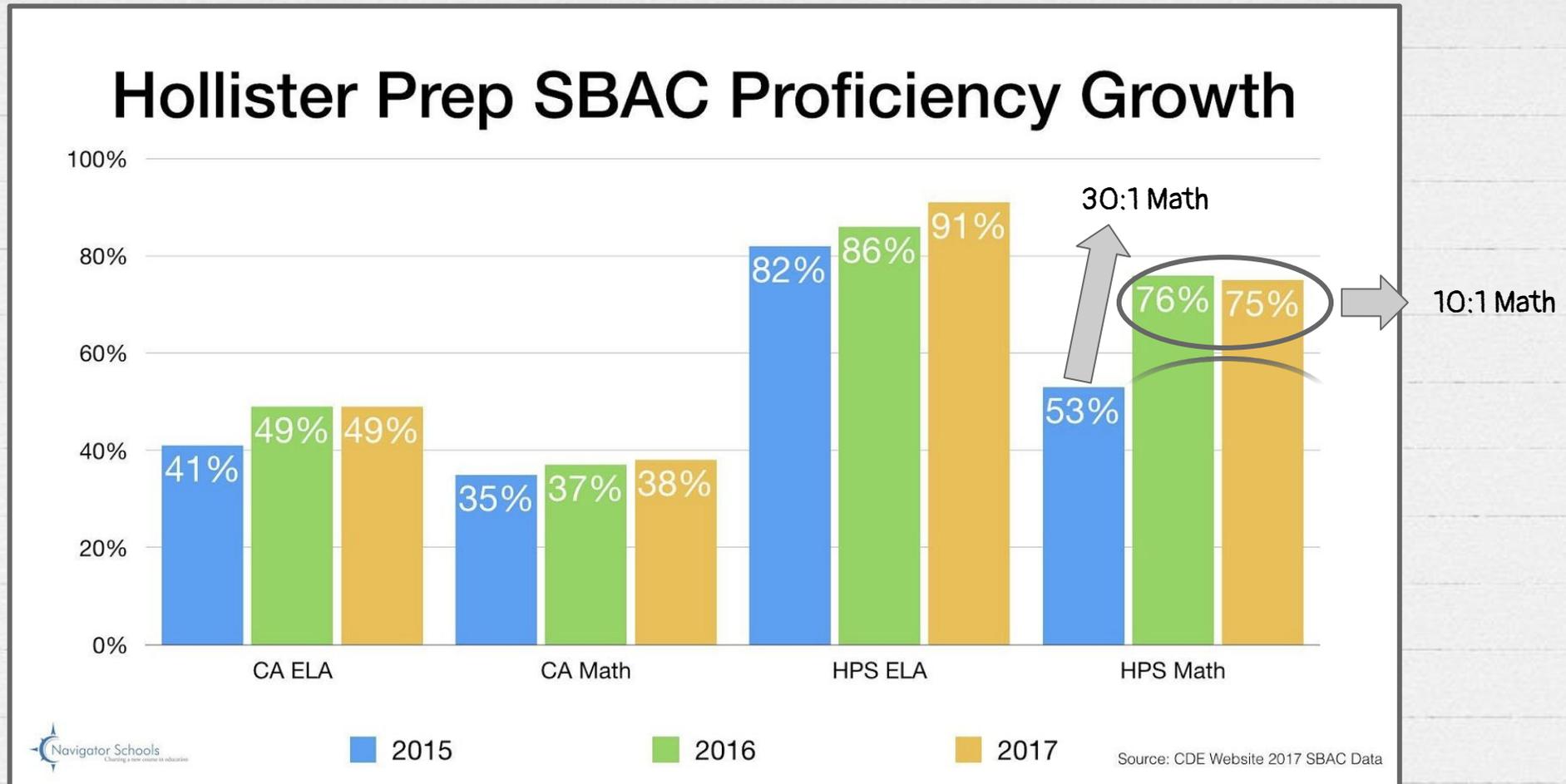- Practice problems are additional problems that can be used flexibly.

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

Hollister Prep SBAC Proficiency Growth

	CA ELA	CA Math	HPS ELA	HPS Math
2015	41%	35%	82%	53%
2016	49%	37%	86%	76%
2017	49%	38%	91%	75%

30:1 Math

10:1 Math

Legend: 2015, 2016, 2017

Source: CDE Website 2017 SBAC Data

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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	*Rotations* IM: Activity 2, Lesson Synthesis, & Cool Down (Teacher)	25 min [small groups]
	Rotations At Bats / CASE (SGI)	25 min [small groups]
	Rotations 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

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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/SGI 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
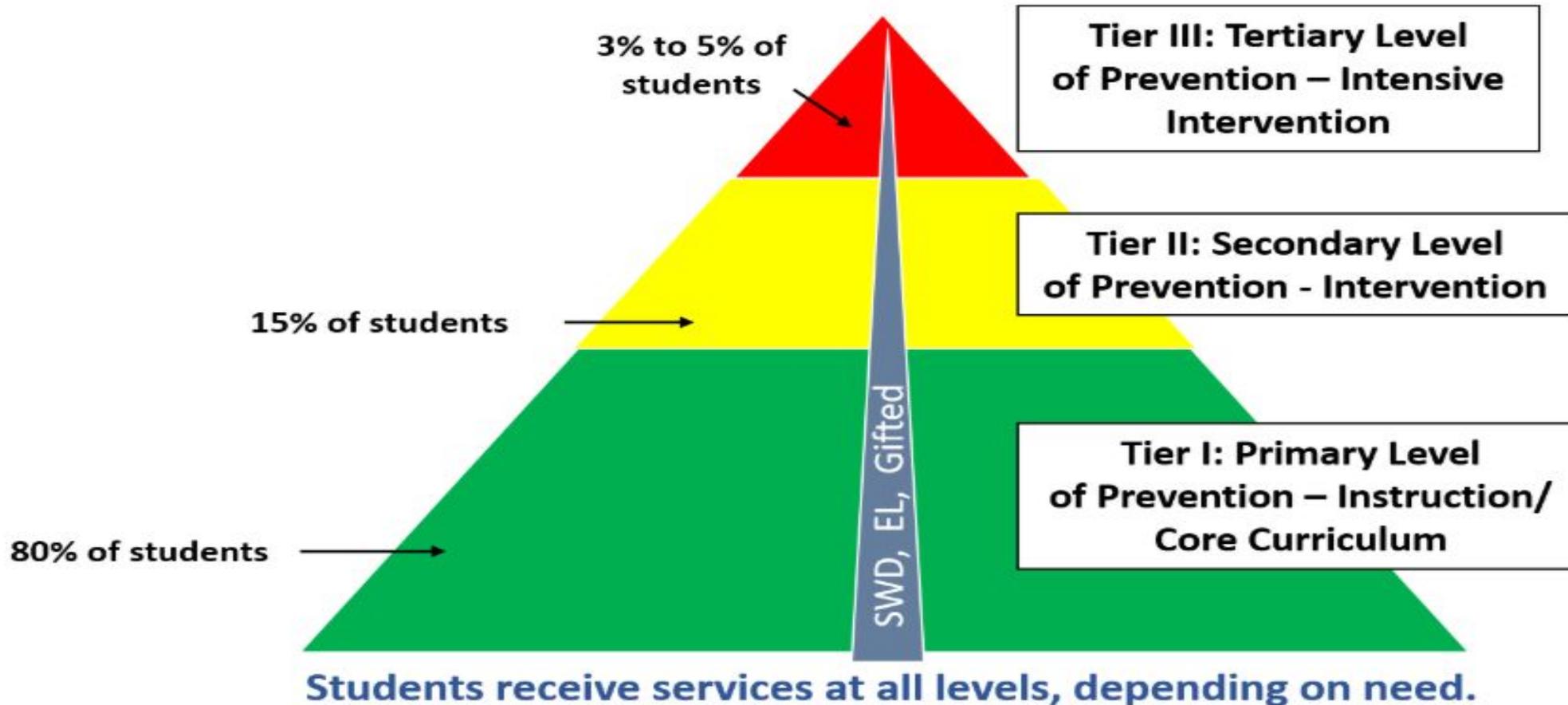
Topic 2: Priorities Update (Intervention)

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.

MTSS Tiers and Interventions

Essential Component: Multi-Level *Prevention* System

3% to 5% of students

Tier III: Tertiary Level of Prevention – Intensive Intervention

15% of students

Tier II: Secondary Level of Prevention - Intervention

80% of students

Tier I: Primary Level of Prevention – Instruction/ Core Curriculum

SWD, EL, Gifted

Students receive services at all levels, depending on need.

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.
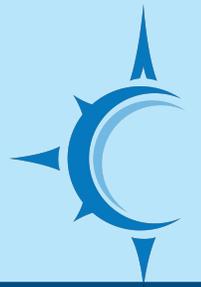
- GPS: 168
- HPS: 100
- WPS: 201
- HC: 11

Comprehension - 147 students
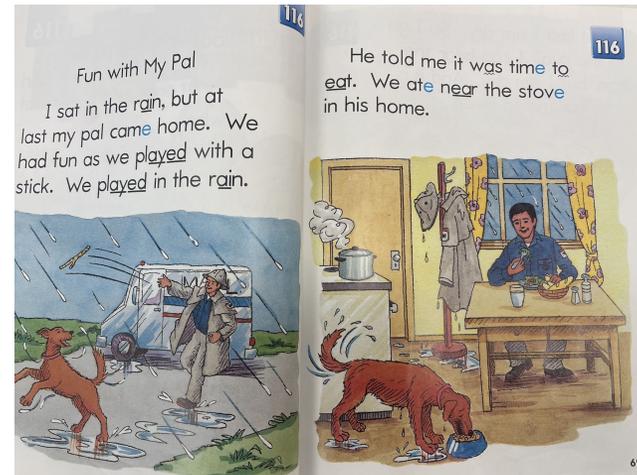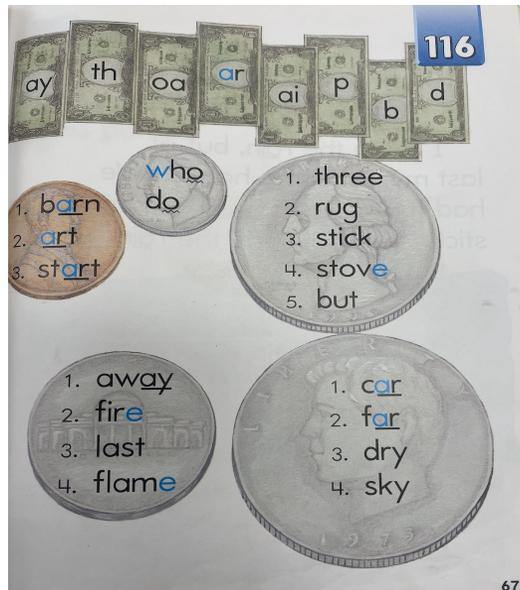
Reading Fluency - 86 students

Mathematics - 247 students

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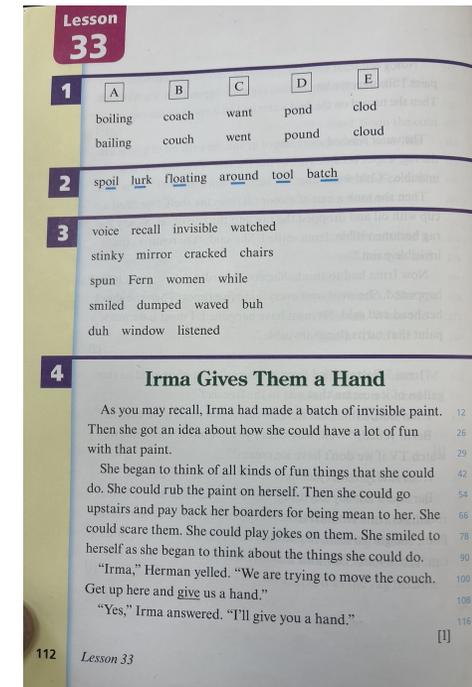
3. Habits/Competencies/Durable skills/Executive skills

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

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.

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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)

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%

"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

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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%	

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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

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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
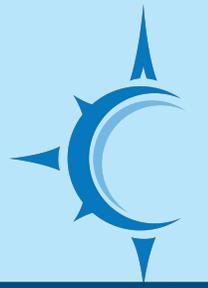
- RTAC Grant with the CDE

- Middle School Squads
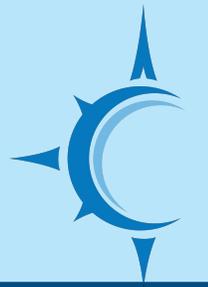
Navi IMPACT gives Navigator a nationwide reach in model providing and scaling our efforts
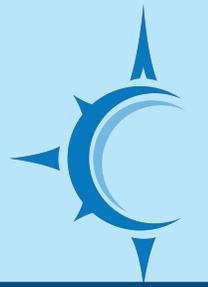
Update:

- 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!

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