

Academic Success Committee Description

General Purpose

The Academic Success Committee analyzes the extent to which Navigator Schools achieves its mission-driven charge to deliver phenomenal outcomes for all students, regardless of their circumstances. These outcomes are defined in the mission, charter, LCAP, board priorities, and CEO priorities. In short, the committee focuses on outcomes to determine whether or not Navigator Schools is keeping its promise to the children, families, and communities it serves, specifically in relation to the academic, behavioral, social, and emotional success of its students.

The committee will generate regular, systematic reviews of school performance in key areas, including attendance, behavior, academic performance, and social-emotional learning (SEL). An essential element of all analysis, guided by the mission of Navigator Schools, includes research and reflection on the success of major subgroups, including gender, race, English language proficiency, students with disabilities, economically disadvantaged students, migrant students, foster students, and homeless students.

Duties

The Academic Success Committee measures organizational outcomes against stated goals for metrics such as

- Performance on annual standardized tests prescribed by the State of California (CAASPP)
- Performance on external, nationally-normed assessments in reading and math (NWEA MAP)
- Performance on internal assessments, including weekly assessments in English Language Arts (ELA) and mathematics
- Rates of attendance, suspension, and expulsion
- Student grades
- Resignation rates for English language learners
- Student and staff retention
- Surveys of family or staff satisfaction
- Surveys of student social-emotional learning and perceptions of school culture
- Percentage of students distributed across Multi-Tiered Systems of Student Support (MTSS)
- The degree to which the provision of external professional development services promotes student achievement at partner schools and contributes to the development and success of the academic model of Navigator Schools

Role

The overall role of the Academic Excellence Committee is to ensure that:

- The board and CEO have a clear and shared definition of “academic excellence” for the organization.

- The board and CEO have a clear and shared sense of how well the organization is currently performing in reaching that definition of excellence, as guided by data inventories, calendars, and key strategies for analysis.
- The board and CEO agree on what the next steps the organization will take in order to reach that goal of excellence.
- All trustees understand the promises in the charter and accountability plan and understand how well the organization is currently performing against those promises.
- All trustees understand what standardized assessments the school administers, what each one assesses, when each one is administered, and how the data from each is used to inform teaching and programmatic changes.
- The board and CEO have a clear and structured process for updating the board on the organization's performance on key academic outcomes on a regular basis (at least four times per year).
- Work with CEO to provide board training, as necessary, to understand how the organization is achieving the board approved goals.

Membership

The committee is composed of no less than three individuals. Committee membership includes at least one current board member. A current board member serves as committee chair. Committee membership may include board members, staff, and community members. The committee will meet approximately six times per year (once between each regular board meeting).