

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 157
SEPTEMBER 22, 2011**

YOUTH UNEMPLOYMENT

Background:

At its May meeting this year, the Board established a Youth Unemployment Committee to further develop programs and policies to address the unemployment issue for youth and young adults. The Committee consists of Board members Mike Hudson, Beth Thew, Lutz Ziob, and Mark Mattke. David Stillman, and designee Lori Province (Washington State Labor Council) joined the Committee after the July retreat. In addition, designees Betty Klattenhoff, Office of Superintendent of Public Instruction (OSPI) and Peter Lahmann, Washington State Apprenticeship Coordinators Association are Committee members.

The Committee is very supportive of the need for a comprehensive system of career guidance, such as Navigation 101, as a foundation piece to help youth prepare adequately for employment and careers. Included in this tab is an update on the Navigation 101 program that has been supported by the Board and is being funded by the Legislature.

The Board reviewed and discussed programmatic options for addressing youth unemployment at the July retreat. The Committee met in August to consider the retreat discussion and develop a proposed programmatic initiative.

Attached is a proposed motion requesting the Association of Washington Business and the Washington State Labor Council partner with the Workforce Board in supporting a youth unemployment initiative as proposed by the Committee. Attachment A describes the components of the initiative. The staff of the Board is planning to prepare an application for a Workforce Innovation grant to support some of the components in the proposed initiative.

The Youth Unemployment Committee also sees a need to conduct a baseline survey of current business and labor involvement in work-based learning opportunities for individuals who are not employees, but has not identified resources as yet to do so.

Board Action Required: Adopt recommended motion.

Youth Unemployment Initiative Recommended Motion

Whereas, Young adults (18-24) in Washington experience the highest unemployment and the greatest difficulty of any age group in getting a job, and keeping it; and

Whereas, Since 2000, the national employment rate for 16-19 year olds has fallen from 51.4 percent to 25.6 percent; and

Whereas, The Washington State Legislature has called for the Workforce Board to examine programs to help young people be more successful in the workforce; and

Whereas, At its May meeting this year, the Board established a Youth Unemployment Committee to further develop programs and policies to address the unemployment issue for youth; and

Whereas, The Youth Unemployment Committee has developed a proposed programmatic initiative;

Therefore, Be It Resolved That, the Workforce Board requests the Association of Washington Business and the Washington State Labor Council to partner with the Workforce Board in support of a youth unemployment initiative as set forth in Attachment A.

ATTACHMENT A: Youth Unemployment Initiative Components

Business and labor partner with the Workforce Board in support of an initiative that provides work-based learning experiences, including internships, for in-school students and disconnected youth.

Components of the initiative would include:

- A staff review of existing information on employer involvement in work-based learning (WBL) in Washington (including extent of WBL opportunities, successes or best practices, barriers, and how L&I employment standards and liability issues are dealt with).
- Developing a template or a pamphlet for employers on how to provide meaningful work-based learning opportunities, based on best practices.
- Developing a template for schools and community-based organizations on how to engage business and labor partners in developing work-based learning opportunities, based on best practices.
- Conducting a marketing campaign to generate employer involvement.
- A website center of information on workplace learning, including best practices.
- Providing information about work-based learning opportunities as part of Navigation 101.
- Providing professional development/technical assistance to replicate best practices.

Navigation 101 Update

Navigation 101 is part of a comprehensive school guidance and counseling program that provides curriculum and advisory support to help students make clear, careful, and creative choices for college and career readiness. Support is provided in the areas of course selection, goal setting, career planning, and postsecondary options, including financial aid. It was started in the Franklin Pierce School District and supported for replication in 2004 and 2005 with Perkins funding from the Workforce Board as a promising practice in helping students become more engaged in planning for their future and reducing the dropout rate.

In 2006 the Legislature passed legislation (ESSB 6386) to encourage districts to implement a comprehensive guidance and counseling program and began funding Navigation 101 grants to enable school districts to implement the program. Funding has continued as a line item through the current biennium.

Objective 1-A. of *High Skills, High Wages, 2008-2018* supports a statewide system such as Navigation 101. The objective states: ***“Advocate for, facilitate and promote the full implementation of a K-12 comprehensive guidance and counseling system that provides students and their parents with a curriculum to individually plan their pathways and prepare them for future education and/or work after high school.”*** The key step in getting us to that objective is as follows: ***“No later than 2018 all middle and high schools in the state have in place all five elements of the K-12 Guidance and Counseling System that includes community, business and labor collaboration.”*** The five elements include advisories, portfolios, student-led conferences, student-driven scheduling, and evaluation.

The State Board of Education has also been a key player in developing this step forward. As part of their proposed new graduation requirements, they recommended a comprehensive guidance and counseling system built on the Navigation 101 model be in place statewide in both middle and high school to support students in developing their High School and Beyond Plan.

From 2006-2007 through the 2011-2012 school year, Navigation 101 grants have been provided to 354 schools in 158 districts throughout the state. This equates to 490,289 students being served in the program. Program evaluations show that Navigation 101 has a positive impact on graduation rates, student and family engagement, college-ready transcripts, College-Bound Scholarship signups, and “gatekeeper” course enrollments in most of these schools.

Attached is a December 2010 evaluation of the Navigation 101 program.



Office of Superintendent of Public Instruction's Navigation 101 Program Evaluation

YEAR ONE REPORT – PREPARED FOR
THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION AND
THE COLLEGE SPARK FOUNDATION

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Members of *The BERC Group* have K–20 experiences as teachers, counselors, psychologists, building administrators, district administrators, and college professors. The team is currently working on research and evaluation projects at the national, state, regional, district, school, classroom, and student levels in over 1000 schools in Washington State and nationally.



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Table of Contents

EXECUTIVE SUMMARY

INTRODUCTION.....	1
Current Research on College Readiness Programs	1
Background of Navigation 101	4
EVALUATION DESIGN	5
Evaluation Questions	5
Participants	5
Data Sources	7
EVALUATION FINDINGS	7
PROCESS STRAND: EVIDENCE OF IMPLEMENTATION.....	7
Evaluation Question #1: To what extent was the initiative implemented as intended?	7
Evaluation Question #2: Are there differences among schools related to implementation strategies?	9
Evaluation Question #3: What are the barriers/challenges to implementing the initiative?	14
Evaluation Question #4: What are the initiative’s strengths and weaknesses?	15
Evaluation Question #5: What support was provided to schools?	18
Evaluation Question #6: What factors, in combination with the grant, have contributed to the success of the project?	20
Evaluation Question #7: What organizational changes are required for, or correlate with, successful project implementation?	20
Evaluation Question #8: What role did leadership play in successful project implementation? ..	22
EVIDENCE OF IMPACT	22
Evaluation Question #9: To what extent did course-taking patterns change over time?	22
Evaluation Question #10: To what extent did student achievement change over time?	27
Evaluation Question #11: To what extent did college attendance and persistence change over time?	32
Evaluation Question #12: To what extent did other quantifiable measures change over time? ..	39
Evaluation Question #13: What were the key drivers of change for the schools?	48
Evaluation Question #14: What unintended outcomes, if any, have resulted from the Initiative?	49
EMERGING ISSUES	49
PROMISING PRACTICES	51

Table of Contents

CONCLUSION AND RECOMMENDATIONS	52
Increasing Positive Attitudes, Beliefs, and Expectations.....	53
Improving System-wide Support.....	54
Improving Curriculum-driven Student Advisories.....	54
Supporting Gatekeeper Courses	55
Building Communication Networks	55
Using Data Effectively.....	56
REFERENCES.....	57
APPENDIX A: NAVIGATION 101 ONLINE IMPLEMENTATION SURVEY	61
APPENDIX B: STUDENT PERSPECTIVES QUESTIONNAIRE.....	75
APPENDIX C: TEACHER PERSPECTIVES QUESTIONNAIRE	84

Executive Summary

The purpose of this report is to provide summative feedback to personnel at the Office of Superintendent of Public Instruction (OSPI) regarding evidence of implementation and impact of Navigation 101 in Washington State. The report, while addressing the effects of Navigation 101, is also designed to provide formative feedback to assist in ongoing program development. OSPI and the College Spark Foundation sponsored this project.

Overall evaluation findings support that Navigation 101 is a robust program that has the potential impact of preparing students to be college ready. School districts across the state have implemented the program to varying degrees, some successfully while others continue to struggle. Implementation around four of the five program elements (advisories, portfolios, student-led conferences, and student-driven scheduling) showed significant increases in implementation as length of time implementing the program increases. The fifth program element, evaluation, showed no significant change in implementation.

School personnel have been conscientious about what to emphasize and support according to their own understanding of the components of the program. For instance, they have recognized that learning is a relational event, and that genuine, collaborative relationships with their peers and teachers through advisories provide the format for this social practice to occur. Additionally, they understand the value of involving parents in their children's planning and goal setting. Finally, personnel at all schools noted the importance of a college-going culture and reported an increase in the awareness and expectations for all students to attend college. In spite of their efforts to implement the Navigation 101 program, grantees have encountered challenges to implementation such as insufficient technology resources, insufficient academic support, and insufficient accountability mechanisms.

Participants identified four strengths of Navigation 101. These included the opportunity for students to develop personalized relationships with staff, to build academic skills, to increase parent participation in their students' academic life, and to increase the number of students taking gatekeeper courses. Stakeholders also identified several weaknesses of the Navigation 101 initiative. These included lack of differentiated community resources, inadequately defined curriculum, lack of a systemic communication process, inconsistent quality of advisories, variable frequency of advisory, and lack of a broader perspective in student-led conferences.

Overall, staff members felt collaborative opportunities, change management support, and additional funding provided by the grant were responsible for the success of the program. The collaborative nature of the Navigation 101 program draws on whole-school participation and fosters a sense of ownership among the various constituents including coordinators, administrators, teachers, and school counselors. Nav Academies provided leaders opportunities to receive training and to network with other Navigation 101 schools. Grantees felt supported in their connections with Envictus and reported receiving valuable feedback and helpful solutions to curriculum lessons and online curriculum issues. Finally, access to grant money generates funding for necessary resources such as curriculum guides, binders, and field trips. These factors in combination with the grant have added support to the implementation effort.

Executive Summary

Several organizational factors were necessary for successful implementation to occur. Several factors that helped with implementation included developing a Navigation team, creating an advisory system, enhancing district collaboration, increasing staff member buy-in, and increasing professional development opportunities.

To assess evidence of impact, researchers analyzed transcripts; student assessment results; graduation rates; College Bound application rates; college attendance, persistence, and graduation data, pre-college course taking patterns; student and staff surveys, and student-led conference attendance and perception data. There were a number of positive trends in the data. A greater percentage of parents attend student-led conferences compared to traditional conferences, and perception data from parents, students and advisors were positive about the experience. In addition, there appears to be an increase in the number of students signing up for the College Bound scholarship at the middle school level. This suggests that students have an increased awareness about the opportunities available to them and an increased interest in signing up for these opportunities. There has also been an increase in the percentage of students meeting minimum course taking requirements to enter into a four-year college (transcript analysis) from 2008 to 2009, suggesting that students are taking more rigorous courses. Further analysis by year of implementation shows no significant trend, and this is likely because of missing data and small sample sizes. However, improvement in the percentage of students Meeting College Requirements is the highest for schools in Year 3 followed by schools in Year 4 or more. No improvement was evident in schools in Year 1 or Year 2, and the percentage of students Meeting College Requirements decreased.

Analyses of graduation data show an important trend; as the length of time implementing Navigation 101 increases, there tends to be a greater improvement in graduation rates, and this approached statistical significance. In addition, there was a statistical difference with schools implementing Navigation 101 for four or more years having a greater rate of increase in graduation rates compared to schools implementing the program for only one year. Additionally, the rate of improvement in graduation rates for schools implementing Navigation 101 for four years or more is three times as high as the state. Over a four year time period these schools average about a 3 percentage-point gain in graduation rates, while the state average for the same time period is about 1 percentage-point. This is significant considering that the grantee schools contain a higher percentage of students qualifying for free and/or reduced priced meals than schools making up the state average.

In general, analysis of achievement data and college attendance data suggest that Navigation 101 grantees appear to be following a similar pattern to the state. However, in reading achievement at the elementary level, the gap between Navigation 101 schools and the state appears to be closing. Additionally, the rate of improvement in college attendance over this time period for Navigation 101 schools is slightly higher than for the state. In both these areas there was no significant difference based on years of implementation. Perception data from students and teachers serve as baseline and suggest there is room for improvement in all areas assessed. These data will be analyzed for differences in the second year of the evaluation.

Executive Summary

There are also promising practices that should be celebrated. These practices highlight the potential catalyst needed as a foundation for developmental change in schools. These practices include raising college awareness for students and increasing student ownership and responsibility.

Overall, the qualitative and quantitative data show promise. To improve support to the schools, please refer to the *Envictus Corporation Change Management Report: Year 1 Evaluation* (Baker, Gratama, Bachman, Thompson, Brenner, Goetz, and Ulrich, 2010). In addition, we offer the following recommendations to expand and improve the Navigation 101 program: Increasing positive attitudes, beliefs, and expectations; improving system-wide support; improving curriculum-driving student advisories; supporting gatekeeper courses; building communication networks, and using data effectively.

Office of Superintendent of Public Instruction's Navigation 101 Program Evaluation

YEAR ONE REPORT

INTRODUCTION

The purpose of this report is to provide summative feedback to personnel at the Office of Superintendent of Public Instruction (OSPI) regarding evidence of implementation and impact of Navigation 101 in Washington State. The report, while addressing the effects of Navigation 101, is also designed to provide formative feedback to assist in ongoing program development. OSPI and the College Spark Foundation sponsored this project. The report begins by placing Navigation 101 into the national and state reform context. This introductory section is followed by a description of the evaluation design, evaluation findings, and discussion and conclusions.

Current Research on College Readiness Programs

A current focal point of education is to prepare all students to become college and career ready. With the current reauthorization of the Elementary and Secondary Education Act (ESEA), the national goal aims for the United States to “lead the world in college completion” by the year 2020 (Duncan, 2010). This goal has led states to adopt rigorous academic standards, increase graduation requirements, and improve access to advanced coursework (Adelman, 2010). It is a national priority to educate all students by equalizing opportunities and preparing them to succeed in college and career.

As part of the reform efforts, programs including Navigation 101, Bill & Melinda Gates Achievers Program, Upward Bound, Quantum Opportunity Program, Twenty-First Century Scholars Program, and the EXCEL Program are being implemented to help all students reach and succeed at the post-secondary level. Common components in each of these programs emphasize rigorous academic curriculum and provide opportunities to learn about future educational and vocational possibilities. In Plank and Jordan's (1997) study, students who complete rigorous academic curricula and receive opportunities to learn about financial aid, scholarships, and other college-related information are more likely to overcome socioeconomic disadvantages and minority group differences. Findings indicate students who prepare for college in high school are more likely to enroll in and complete college (Plank & Jordan, 1997).

Relationship between Rigorous Core Curriculum and College Readiness. A recent survey of high school graduation requirements across the United States reveals states are increasing the number of upper level courses required for a diploma (Achieve, 2009). This trend is based on a substantial body of research evidence, which indicates increasing the rigor of courses in high school improves the likelihood of college enrollment and completion (Adelman, 2006; Baker, Gratama,



Bachtler, & Stroh, 2007; Bangser, 2008; Stern & Pavelchek, 2006). In *The Toolbox Revisited*, Adelman (2006) analyzed over 12,000 student transcripts for the National Education Longitudinal Study of 1988 (NELS:88/2000). The study tracked students from high school into postsecondary education, using logistic regression analysis to determine what aspects of their education contribute to completing a bachelor's degree by their mid-20s. The study found the academic rigor of high school curricula is the most crucial factor in completing a bachelor's degree.

Adelman (2006) also found that not all high schools present adequate opportunity to learn, and some groups of students are excluded more than others. Students from the lowest socioeconomic status (SES) quintile attend high schools that are less likely to offer math above Algebra II than students in the upper SES quintiles. Latino students, for example, are far less likely to attend high schools offering trigonometry or calculus than White or Asian students. This statistic is particularly significant because the highest level of mathematics reached in high school continues to be a key marker in pre-collegiate potential. Adelman argues in order to close gaps in preparation—and ultimate degree attainment—challenging curricula must be provided for all students.

Relationship between Student Support Systems and College Readiness. A key factor for college readiness is the existence of student support systems in schools including family involvement, academic advising, mentoring, financial aid assistance, and postsecondary transitions.

Programs such as CollegeEd (a college awareness curriculum developed by the College Board) assist schools in providing a support system to their students through academic advising and mentoring. A causal comparative research study compared the course-taking patterns of 2006 graduates from middle schools with and without CollegeEd. Results revealed that both cohorts increased their college eligibility from 2005 to 2006; however, the cohort exposed to CollegeEd significantly increased their college eligibility by 12.1%, compared to the control group at .6% ($F = 39.4, p < .001$) (Baker & Gratama, 2007).

A cohesive student support system can increase students' access to college-related information and materials. Research suggests the more college-related information and guidance students receive, the greater the possibility there is to attend college (Plank & Jordan, 1997). Often, however, knowledge of college-related information is lacking, particularly for Latino and African-American students and parents (Farmer-Hinton, 2008; Horn et al., 2003; Perna & Titus, 2005; Trusty, 2002), and low-income families (De La Rosa, 2006). Parents who lack higher education often lack critical knowledge needed to help their children prepare for college. These families must rely on school-based support to gain information on financial aid and other pertinent college information. A study by Kim and Schneider (2005), suggests mutual parental and student goals increase students' chances of attending post secondary school the year after high school graduation. These findings indicate parents with lower educational attainment levels profited the most from active participation with school counselors and other school personnel about their children's college goals, which highlights the importance of fostering student support systems.

Relationship between a Comprehensive Guidance System and College Readiness. School counselors play a key role in benefiting all students by linking students to relevant resources and removing barriers for success. With the large student-to-counselor ratio in the majority of schools, however, school counselors alone are challenged to adequately provide these services. Shifting

focus from a reactive model of addressing the individual needs of a small percentage of students, to a focus on whole school and systemic support that benefits the school's mission of academic achievement is paramount (Gysbers & Henderson, 2006). These efforts call for shared responsibility on the part of families, communities, and schools through innovative approaches. Many schools are implementing a school-wide Comprehensive School Counseling Program (CSCP) to improve student achievement outcomes. By engaging in school restructuring and reform efforts through programs such as Navigation 101, educators are attempting to bring lasting change to the school environment.

Research shows a direct relationship between the implementation of CSCP and students' college readiness. Comprehensive career and college guidance systems such as Navigation 101 are organized around the American School Counselor Association's (ASCA, 2005) three domains of academic, career, and personal/social development. Navigation 101 provides structure and support for individual student planning and guidance (Office of the Superintendent of Public Instruction, Washington School Counselor Association, and Navigation101, 2008).

A statewide, stratified random sample study of 22,964 students from 236 Missouri high schools, found the implementation of CSCPs to be positively related to important student outcome variables such as student achievement, school climate, attitudes toward school, and perceptions of school safety (Lapan, Gysbers, & Petroski, 2001; Lapan, Gysbers, & Sun, 1997). Lapan, Gysbers, and Sun (1997) compared students who attended a school with more fully-implemented programs to other schools with less implementation and found students who attended the fully-implemented schools report more access to college and career information, and more positive school environments. More specifically, the findings revealed significant increases in student grades and a stronger belief that students' education prepared them for their future. In a Utah study, Nelson, Gardner, and Fox (1998) found students from fully-implemented programs report feeling more positive about peers and better prepared for the workforce and/or further education. In a survey by Lapan, Gysbers, and Petroski (2003), seventh graders exposed to a fully-implemented CSCP report feeling safer, earning higher grades, and being happier with the quality of their education. They also report stronger teacher relationships and feel their education is important to their future. Sink and Stroh (2003) investigated elementary schools with well established (at least five years) CSCPs compared to schools with no systemic guidance programs and found students who attended the schools with CSCPs had higher achievement scores than students who attended schools without CSCPs.

Summary. College readiness is a multifaceted issue, encompassing students' eligibility, awareness, and preparation for postsecondary success, all of which can and should be exercised at the individual student, school, and district levels (Baker, Clay, & Gratama, 2005). The three areas of increased course rigor, student support systems, and comprehensive college and career guidance described above have significant effects on students' eligibility for, and awareness of, college and career opportunities.

Research demonstrates students who take advanced courses are better prepared for college and career. They are more likely to enroll in college and to earn degrees, regardless of race or socioeconomic status. Thus, preparing students to succeed in advanced courses ultimately contributes to closing the achievement gap and ensures students graduate from high school with the



skills and knowledge to succeed in the 21st century. Additionally, research shows students with support systems providing college-related information on such factors as financial aid, applications, and scholarships, are more likely to enroll in college. CSCPs provide all students with equal access to mentoring, college-related information, and academic assistance. Navigation 101 encompasses these three areas in a concise framework to help all students plan for their future.

Background of Navigation 101

Navigation 101 originated in the Franklin Pierce School District, in Washington State. The purpose of the program was to prepare students from all income levels for college and career. It has evolved into a statewide life skill and future planning program for students in grades K through 12. Through five interconnected key elements, Navigation 101 aims to engage the entire school community to help students make clear, careful, and creative plans for life beyond high school (Office of the Superintendent of Public Instruction, Washington School Counselor Association, and Navigation101, 2008). The five key elements include:

- ***Personalizing*** the experience via curriculum-driven student advisories.
- ***Planning*** and reflection based on electronic or paper portfolios where students collect samples of work to track progress and create plans to improve.
- ***Demonstrating*** achievement, dreams, and plans via student-led conferences.
- ***Empowering*** students by encouraging advanced, dual credit, or Career & Technical Education (CTE) courses via student-driven scheduling.
- ***Evaluating*** via data analysis of indicators that measure student success including course tracking, graduation rates, and college bound data.

Navigation 101 curriculum is taught during bi-monthly (or more), 30-45 minute advisory sessions. The standard-based curriculum is part of a larger K-12 comprehensive guidance program based partially on the American School Counseling Association's National Model: A Framework for School Counseling Programs (ASCA, 2005). The curriculum provides 20 lesson plans for each grade level organized around three areas: academic development, career development, and personal and social development. Advisory sessions address goal setting, academic improvement, community building, planning for life after high school, career exploration, money management, and course planning. Navigation 101 places a focus on academics by implementing the use of a portfolio that creates a structure for student reflection, future planning, and tracking of Washington State graduation requirements. Advisors support career development by encouraging students to explore multiple career options, become familiar with career and technical education courses and programs, and participate in interest and skills assessments. Community building is a significant part of the Navigation 101 program and encourages students to become involved in the community via leadership activities, volunteerism, and sport and club involvement.

EVALUATION DESIGN

The evaluation utilized a multiple measures, mixed methodology approach. The collection of both quantitative and qualitative data adds scope and breadth to the study in addition to providing the ability to triangulate findings. A description of the evaluation questions, participants, and data sources is provided below.

Evaluation Questions

Evaluation activities followed the existing framework as stated in the original Request for Proposal (RFP). Specifically, eight questions related to the evaluation of implementation efforts and seven questions related to impact around Navigation 101 were posed:

Implementation Evaluation Questions.

1. To what extent was the initiative implemented as intended?
2. Are there differences among schools related to implementation strategies?
3. What are the barriers/challenges to implementing the initiative?
4. What are the initiative's strengths and weaknesses?
5. What support was provided to schools?
6. What factors, in combination with the grant, have contributed to the success of the project?
7. What organizational changes are required for, or correlate with, successful project implementation?
8. What role did leadership play in successful project implementation?

Impact/Outcome Evaluation Questions.

1. To what extent did course-taking patterns change over time?
2. To what extent did student achievement change over time?
3. To what extent did college attendance change over time?
4. To what extent did college persistence change over time?
5. To what extent did other quantifiable measures change over time?
6. What were the key drivers of change for the schools?
7. What unintended outcomes, if any, have resulted from the Initiative?

To answer these questions, researchers gathered a variety of qualitative and quantitative data. The following sections outline data sources and provide a description of data collection procedures.

Participants

Table 1 details the student demographics of all grantees receiving the Navigation 101 Grant compared to the Washington State student population. Comparing student demographics of these two groups reveals slight differences between them (see Table 1). Schools receiving the Navigation 101 Grant tend to have a larger mean enrollment compared to the Washington State population.



This, however, is likely due to a greater proportion of secondary schools receiving the grant, in comparison to the Washington State population, which has a greater proportion of elementary schools. Schools receiving the Navigation 101 grant tend to have less diversity compared to Washington State, but greater rates of students receiving free/reduced lunch.

Table 1.
Demographics of Schools in Sample

	Washington State Population	Navigation 101 Grantees
Enrollment	Mean = 478	Mean = 626
Free/Reduced Lunch	41.3%	47.2%
American Indian/Alaska Native	2.5%	4.5%
Asian	7.9%	4.2%
Pacific Islander	.9%	.9%
Black	5.6%	4.7%
Hispanic	15.9%	13.4%
White	63.9%	69.1%
Mixed/Other/Unknown	3.3%	3.2%

Figure 1 shows the percentage of grantees implementing Navigation 101 by year of implementation. The majority of grantees are in the second year of implementation.

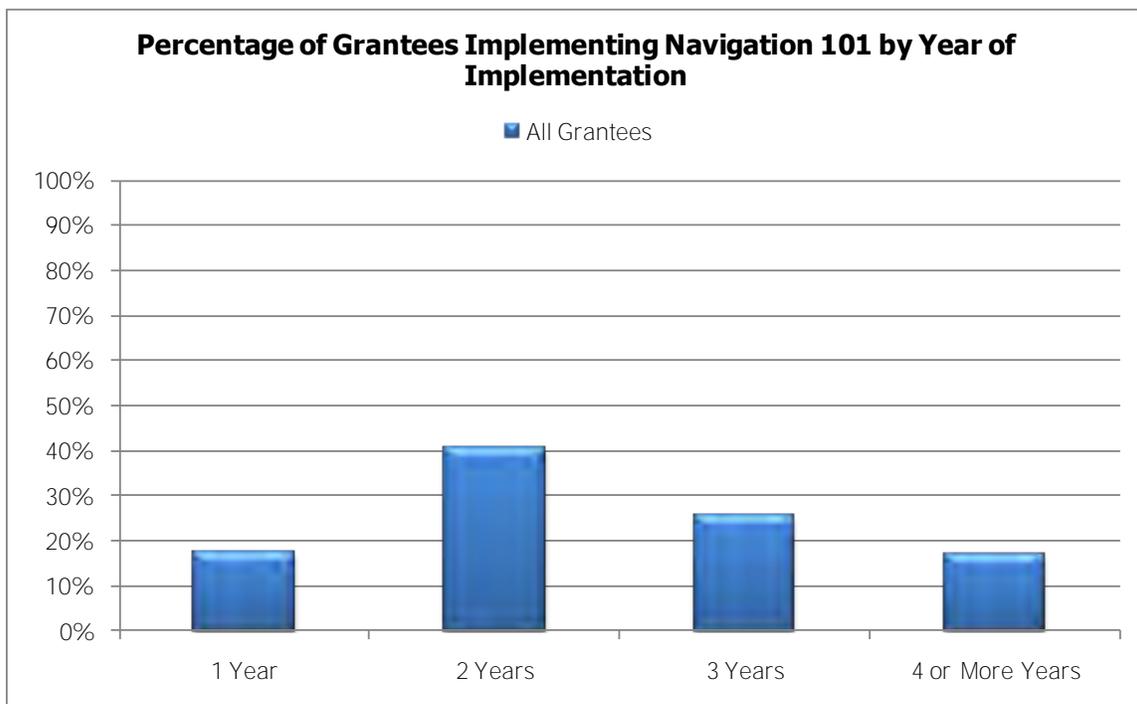


Figure 1. Percentage of Grantees Implementing Navigation 101 by Year of Implementation

Data Sources

To address the research questions, researchers gathered data from multiple sources for Year 1 of the evaluation. The BERC Group, Inc. has completed the following evaluation activities:

- Interviews and Focus Groups with five OSPI personnel, five Envictus personnel, and over 300 school and district personnel
- General Data Collection, including initiative documents, online implementation survey, teacher and students surveys, transcripts, college tracking data services, and additional data provided by OSPI and Envictus

EVALUATION FINDINGS

PROCESS STRAND: EVIDENCE OF IMPLEMENTATION

Evaluation Question #1: To what extent was the initiative implemented as intended?

The Navigation 101 initiative was implemented as a way for districts and schools to increase the number of career and college ready students upon graduation. As one interview participant shared, “We wanted a program that raised the standard for all students with greater engagement and personalization and finding a way to equip them to be better prepared for life and career.”

One hundred thirty grantees participated in an online implementation survey in which they rated their level of implementation of five components of Navigation 101: advisories, portfolios, student-led conferences, student-driven scheduling, and evaluation. Scores above 4.0 represent a high level of implementation. Generally, grantees rated high levels of implementation around advisories, portfolios, and student-led conferences, and lower levels of implementation around student-driven scheduling and evaluation (see Figure 2). The results from 2009 are very similar to 2010.

A one-way multivariate analysis of variance (MANOVA) was performed to determine differences in levels of implementation by year of the grant. The implementation ratings for the five components of Navigation 101 (advisories, portfolios, student-led conferences, student-driven scheduling, and evaluation) served as the dependent variables and length of implementation served as the independent variable.

The overall result for the MANOVA was statistically significant, $F = 3.41, p < .001$. Follow-up analyses indicate four of the components of Navigation 101 (advisories, portfolios, student-led conferences, and student-driven scheduling) showed significant increases in implementation as length of time implementing the program increased. The result for the evaluation component was not statistically significant, indicating that as grantees proceed with implementation, they continue to struggle in this area. As shown in Figure 3, by the fourth year of the grant, all grantees combined implementation scores were above a 4.0 in all areas except evaluation (see Figure 3). Individual item responses to the Online Implementation Survey are provided in Appendix A.

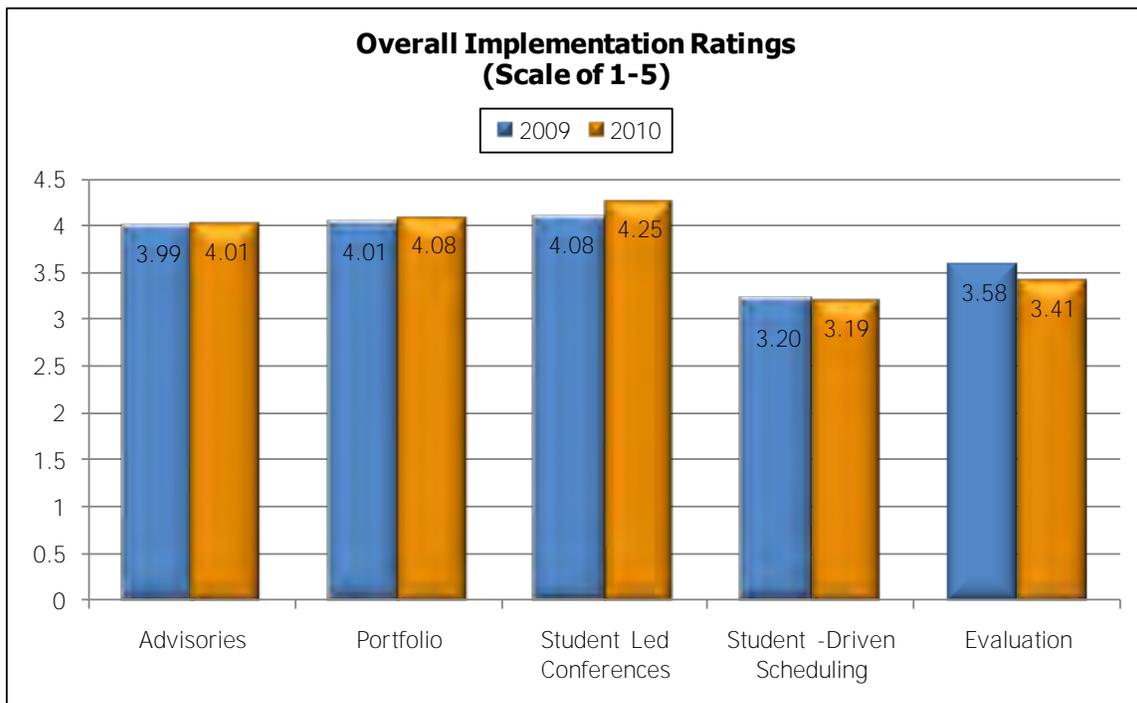


Figure 2. Online Implementation Results

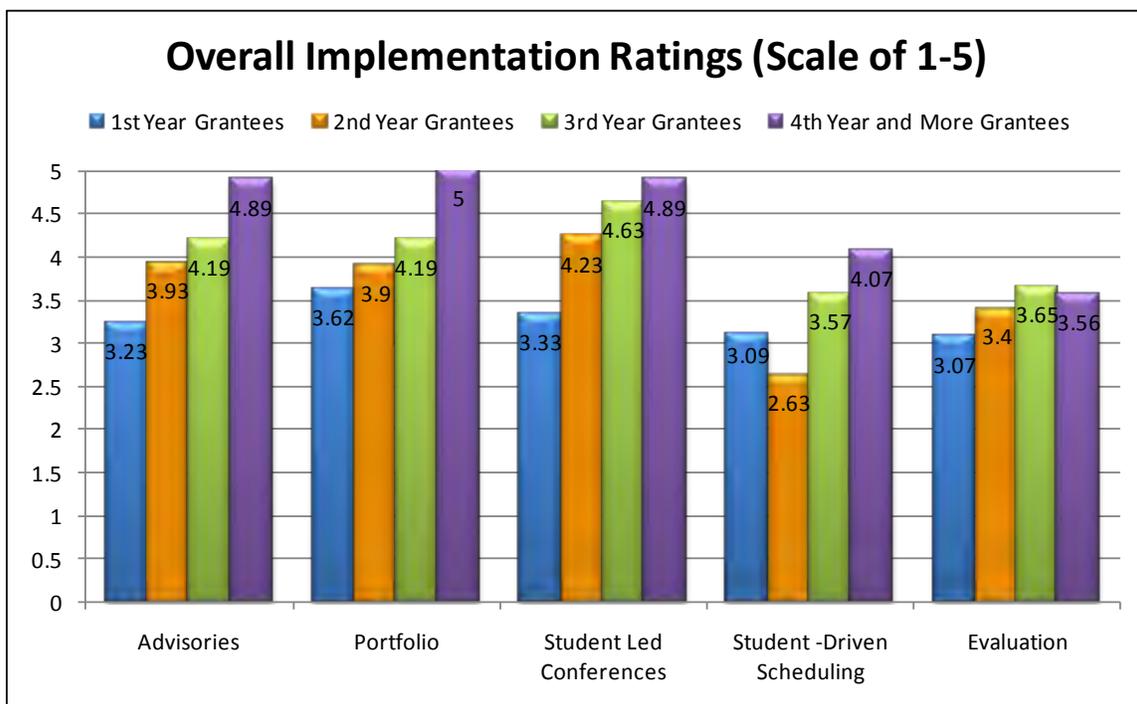


Figure 3. Online Implementation Results by Year of Implementation

Interview and focus group analyses revealed several commonalities between the schools. Structurally, a coordinator and management system is in place, although the individuals or teams vary by school. Personnel in 54% of the schools indicated they set up the advisory curriculum component in their schools and provided a designated advisor for each student at high levels. As part of the advisory, students engaged in gathering and collecting documents for a personal portfolio, which includes a high-school-and-beyond plan, work samples, financial aid information, individual planning using all three domains of social/personal, career, and academic development, and a self-assessment. Responses from the online survey showed the portfolios are used to guide conferences and senior presentations in 81% of the schools. Personnel at 78% of the schools reported implementing student-led conferences for all grade levels, which were highly attended by students' family members and caregivers. One participant exclaimed, "Attendance has been phenomenal." Overall, many participants were satisfied with the conferences, and 70% of respondents indicated that conferences were implemented at a high level.

Although the majority of schools implemented advisories, required students to create portfolios, and conducted student-led conferences, the quality of Navigation 101 implementation in the schools was inconsistent. In addition, many schools struggled with the student-driven scheduling and evaluation program elements. These issues are described in more detail in the sections below.

Evaluation Question #2: Are there differences among schools related to implementation strategies?

Since Navigation 101 is organized around several key elements, it is natural to find differences in the way these elements are implemented between schools. Some of the differences include advisory schedules, portfolios, student-led conferences, student-driven scheduling, and evaluation.

Curriculum-Driven Student Advisories. Navigation 101 is designed around curriculum-based advisory classes that cover goal-setting themes and include a scope and sequence for lessons. At some schools, teachers and students remain together throughout the students' school career, while at other schools student advisors change from year to year. In many schools, teachers lead advisory classes and each student has an advisor who monitors their progress in career and college readiness. In other schools, non-teaching staff participate in leading an advisory class. The advisory schedule varies from school to school, ranging from fifteen minutes a day, to once or twice a week, to once a month. According to the Online Implementation Survey, 50% of respondents stated advisories meet more than twice a month. Scheduling Navigation 101 advisories is a challenge for some schools because, according to some educators, advisory time takes away from standard curriculum teaching.

Navigation 101 advisory lessons are based on the Washington State Essential Academic Learning Requirements (EALRs) with Grade Level Expectation (GLE) specificity, and the ASCA National Model Standards in the areas of academic, personal/social, and career development. There are noticeable differences among schools related to the implementation of the curriculum lessons. Some schools use the lessons as provided, while others customize or supplement the lessons with outside resources.



Even in schools that modify and upgrade the lessons, staff members expressed concern about the Navigation 101 curriculum. Some staff members believe lessons are not pertinent to middle school students, but instead are tailored toward the needs of high school students. Furthermore, according to some advisors, lessons are not diversified enough to include English Language Learner (ELL) or Special Education populations, and do not differentiate enough between grade levels. Some staff members think lessons are too brief and reported that they do not last an entire thirty-minute advisory period, while others feel lessons are too long and cannot fit in a fifteen-minute advisory period. Participants reported lessons focus too much on “goal setting in a repetitive manner,” “are shallow,” and “lack depth and interest.” Students reported there are not many hands-on activities. Responding to the use of slides and paperwork, one student said, “Not this again, boring, we’ve already done this.”

Many staff members reported they lack training in curriculum strategies and knowledge of college requirements and felt inadequately prepared to lead advisory. Staff members felt they need professional development in this area so they can better address student concerns in the Navigation 101 curriculum and help guide students in their educational and career planning. Online Survey Implementation results reveal lower scores in advisory training, suggesting staff members perceive a lack of sufficient preparation for teaching advisory classes (Figure 4).

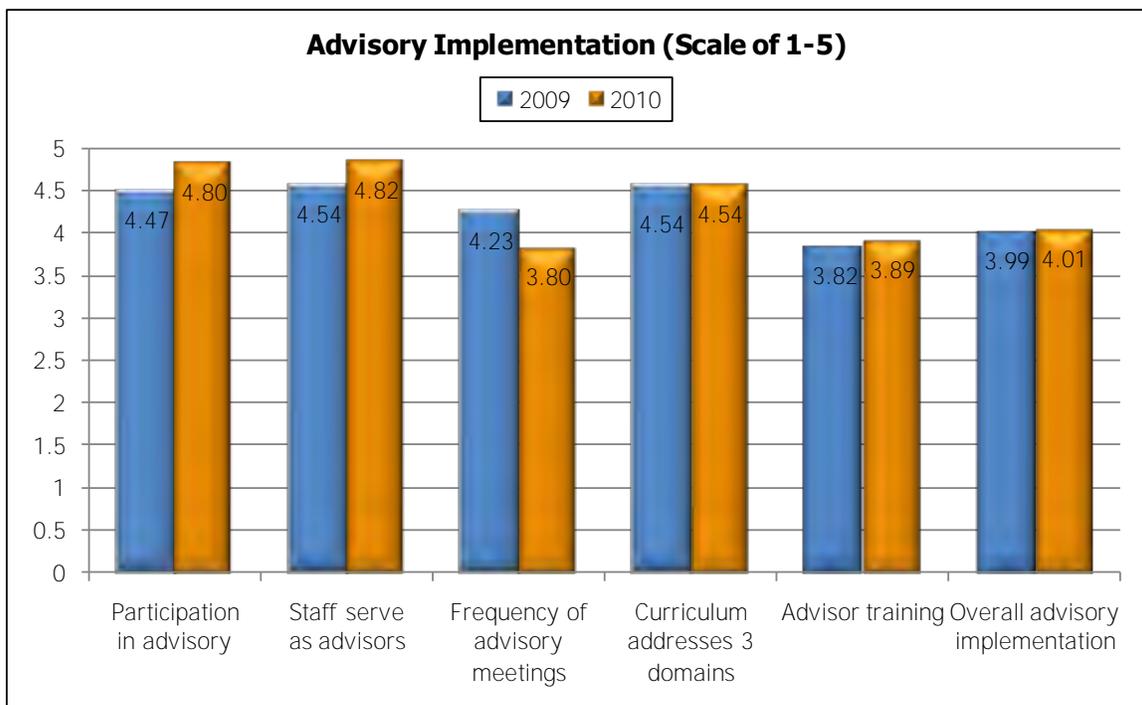


Figure 4. Online Implementation Survey Results: Advisory

Portfolios. A key element of Navigation 101 is the development and use of portfolios. Portfolio requirements consist of developing post high school plans, collecting exemplary high school work, tracking academic progress, and recording community service work. Some schools have students create e-portfolios; others have students keep binders of their accomplishments and other work. Schools differ in collection, storage, and access of portfolios from year to year. Some schools move

the portfolios from one school to another with the student, whereas other schools do not. As one staff member shared, “At the middle school, the portfolios from last year are just sitting in the office. [We] don’t know what to do with them, [how to] transition them [to] use them in high school.” Advisors and students felt expectations for portfolio use is inconsistent from year to year, with strong emphasis and accountability one year, and lacking the next year. Several staff members suggested using electronic portfolios that follow students as they move up. Another participant suggested schools should “do a better job connecting portfolios to the senior projects.” For 2010, Online Survey Implementation results show ratings above 4.0 in all areas related to the portfolio, suggesting, despite concerns in interviews and focus groups, a high level of implementation in the use of portfolios (see Figure 5).

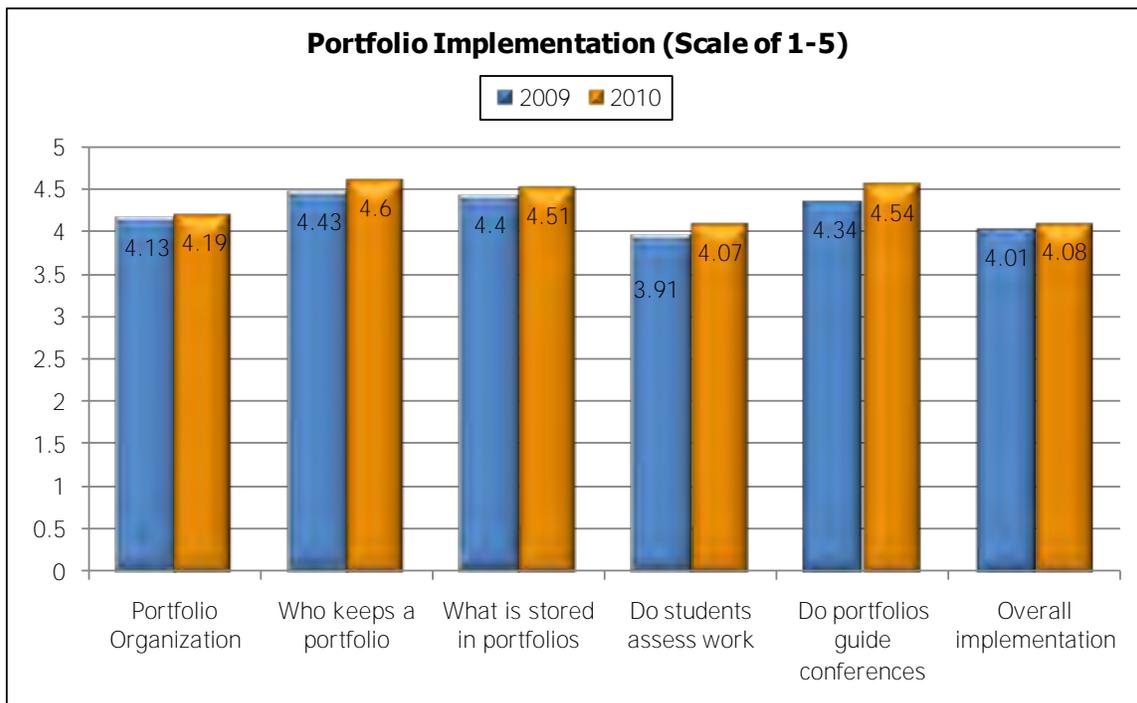


Figure 5. Online Implementation Survey Results: Portfolio

Student-Led Conferences. Lesson plans and handouts are geared toward helping students prepare and plan for student-led conferences. The majority of schools report implementing student-led conferences as part of their Navigation 101 practice, but the conference process is quite variable among schools. Differences include grade level participation, conference frequency, and scheduling. Student-led conference participants range from one grade level to the entire school. For many schools, student-led conferences were implemented at least once a year. Several schools reported they may increase the number of conferences to twice a year. Scheduling of student-led conferences may be done by the district or at the school level. Parents and caregivers commented that their children shared their achievements and plans for the future, but there were limited discussions on future course registration. Tying conferences to registration would more effectively involve parents in their children’s academic plans. Online Implementation Survey results show a high level of implementation of student-led conferences (see Figure 6). However, similar to findings in interviews and focus groups, registration is not always integrated with the conferences.

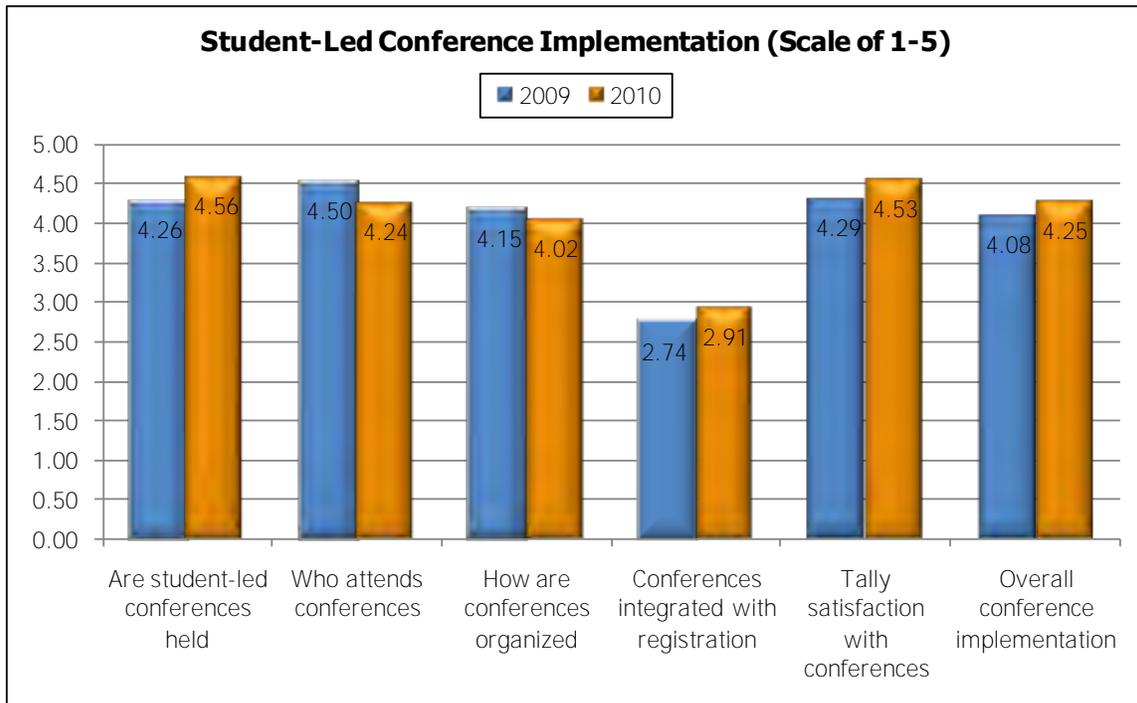


Figure 6. Online Implementation Survey Results: Student-Led Conferences

Student-Driven Scheduling. Even though student-driven scheduling is a goal for most schools, the level to which it has been implemented varies (see Figure 7). During interviews and focus groups, most participants had vague knowledge of student-driven scheduling and were unable to provide specific information about the scheduling process. Many students reported having little control over their schedule. Only 30% of survey respondents indicated students select courses using data from conferences and portfolios, and 40% of survey responses suggested their master schedule is built on student choices. According to school personnel, logistical considerations such as adequate classroom space, building resources, and teacher availability present additional challenges to student-driven scheduling. Implementation varies from middle school to high school due to the difference in course availability and offerings. “It is challenging in middle school. They don’t have the variety of courses compared to high schools,” said one interviewee.

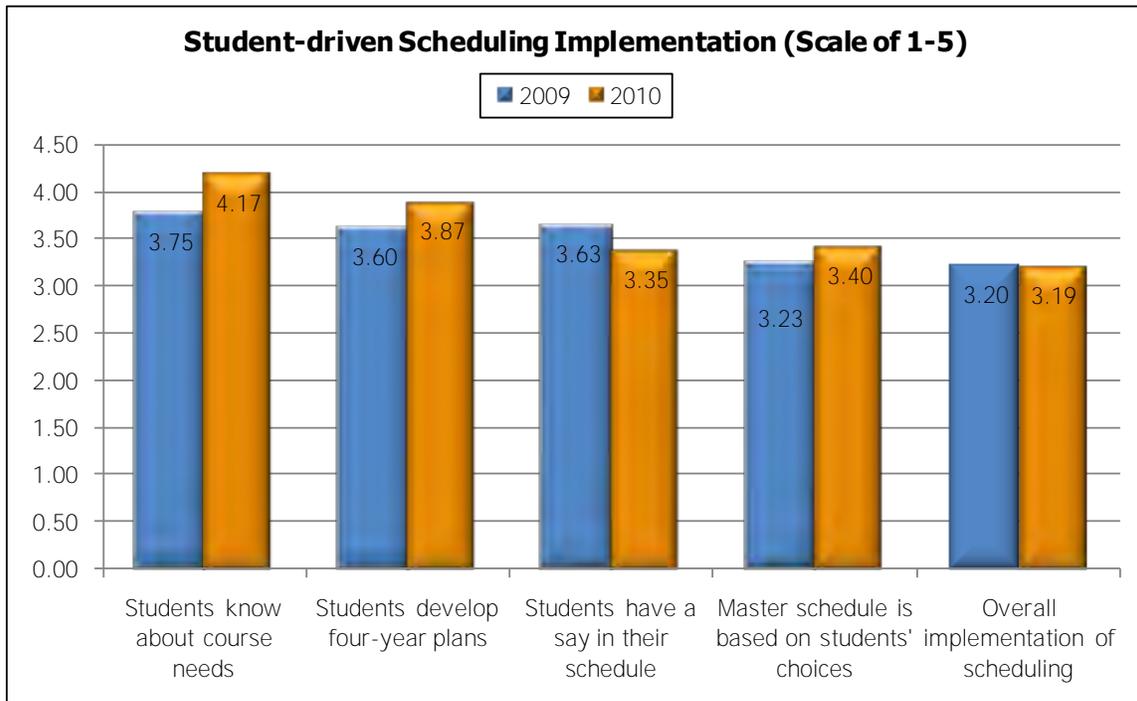


Figure 7. Online Implementation Survey Results: Student-Driven Scheduling

Evaluation. According to the online survey, 42.0% of respondents use state required and local data for continuous improvement. Some schools use surveys to “look at the positive and negative feedback and adapt [Navigation 101] to what students, staff, and parents are saying.” One staff member said, “[There is] still an open question as to whether this [Navigation 101] really helps our students to improve as learners.” Staff members perceive they have plenty of data; however, during interviews and focus groups, fewer report they use the data for program improvement. Staff members believed it was important to strengthen this aspect of the program and continually look at the attitudes and perceptions of parents, teachers, and students regarding program components. Some suggested this may help to build urgency among staff members who are reluctant to support the program and would help parents and the community better understand the program.

Online Implementation Survey results are consistent with interview and focus group responses. Figure 8 shows information regarding Navigation 101 is being collected, however, fewer schools share and use the data, giving this area a lower level of implementation.

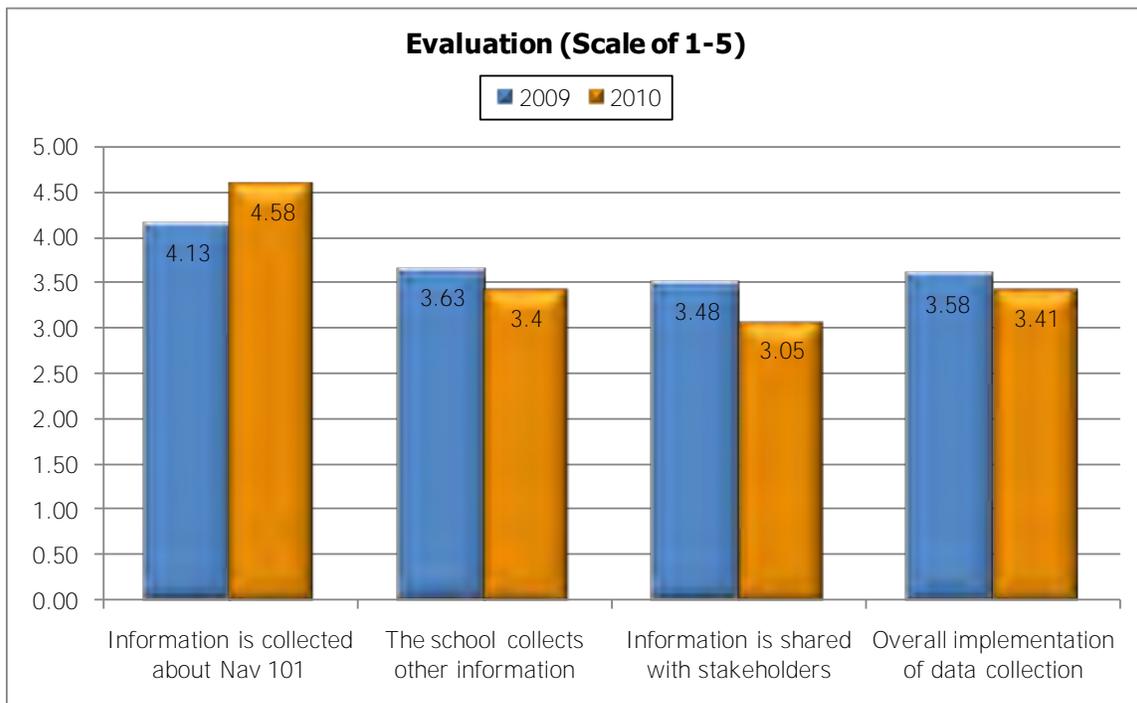


Figure 8. Online Implementation Survey Results: Evaluation

Evaluation Question #3: What are the barriers/challenges to implementing the initiative?

In spite of the many successes of the Navigation 101 program, grantees have encountered challenges such as insufficient technology resources, insufficient academic support, and insufficient accountability mechanisms.

Insufficient Technology Access and Assistance. The use of technology within advisory varies widely. According to Online Implementation Survey responses, school personnel use technology as a way for students to engage in online lessons primarily at the 9th grade level (48%), and the use of online-lessons gradually decreases to 25% at the 12th grade level. According to school personnel, a lack of computers and computer time are the biggest barriers to greater use of online lessons. Whereas several schools were able to adjust the advisory schedule to ensure all students receive computer time, other schools found this task more difficult. As one interviewee said, “The biggest challenge is transitioning to an electronic format across the board. We’re making progress, but access to computers hinders us from using e-portfolios and the electronic format.” In addition, teachers reported experiencing technical difficulties with the computers and the lack of skills necessary for technology management. Thus, integration of Navigation 101 online lessons presented obstacles in terms of the technology infrastructure, technical support, and receipt of formal training on technology use and implementation.

Insufficient Academic Support. As schools expand access to more rigorous college-preparatory courses and as students take more gatekeeper courses, they are likely to require greater academic support to succeed. According to the online survey, 43% of responses suggested students are encouraged to enroll in gatekeeper courses, and only 35% of responses indicated students receive

additional interventions and support to succeed in these courses. In other words, although students are encouraged to enroll in gatekeeper courses, the interventions, resources, and/or support provided to succeed in the courses are less forthcoming. Interview and focus group participants believed this is a barrier to implementation. Equity of educational opportunity for all students requires more than providing the course itself. In addition to inviting students to pursue more advanced courses, a wider range of academic supports need to be offered to students to ensure success.

Insufficient Accountability Mechanisms. School personnel identified insufficient student accountability standards as a challenge within the Navigation 101 program. For example, staff members expressed the opinion that students do not place a high priority on portfolio work until they reach their senior year. One student endorsed that perception, “I don’t put a lot of energy in it, but some assignments I try harder. Once we’re seniors we have to think about senior boards, we’ve got to have it right.” Lack of student buy-in, commitment, and motivation were reported as some of the reasons students have limited interest in attending advisory and collecting portfolios. Students discussed feeling forced to come up with a job before they were ready to do so. One student said, “Teachers assume you have a job in mind, but some kids don’t know what they want to do.” Accountability is also lax in the area of advisory attendance. According to the Online Implementation Survey, only 36% of high schools give students course credit for attending advisory. One staff member commented, “We need more accountability through a grade or credit so kids take it more seriously.” One student said, “A lot [of students] skip school on Navigation 101 day, because they are bored, don’t think they need it, don’t get graded for it--it’s another free day.”

Evaluation Question #4: What are the initiative’s strengths and weaknesses?

The sections below describe the initiatives strengths and weaknesses based upon interviews and focus groups.

Strengths

Participants identified four strengths of Navigation 101. These included the opportunity for students to develop personalized relationships with staff, to build academic skills, to increase parent participation in their students’ academic life, and to increase the number of students taking gatekeeper courses.

Opportunity for Personalized Relationships. One strong aspect of the program is the capacity of advisories to provide consistent and more personalized relationships for students. As one staff member shared, “I think that one of the main changes is that Navigation provides stability and support for kids; while the rest of their schedule changes, something is consistent. They’re learning about basic life skills in a more comfortable environment with someone who moves up [grade level] with them.” Advisories provide a relationship-building component between teachers and students and among peers.

Academic Skill-Building. Another positive aspect of Navigation 101 is an increase in academic skills. Advisories contribute to skill development by providing time for developing note-taking skills, planning and setting academic and personal goals, gathering information for postsecondary



educational and vocational options, and for investigating scholarship opportunities. One staff member shared, “Navigation 101 is a lot of extra work for teachers, but to see a kid who has had so many failures succeed in the end is pretty cool.”

Increased Parental Participation. Many interviewees reported student-led conferences increased parent participation as well as student accountability. One staff member commented, “Since we’ve started Navigation 101, the turnaround in parents coming to the school is through the roof.” Several parents discussed students being more empowered due to the process. They reported their children are honing interests and skills, thinking about careers, and planning for their post-secondary school education or careers. The portfolio is seen as a strong component of the program since it helps students organize plans, keep track of evidence, and build confidence. One parent said the strength of the portfolios are the “reference letters, resumes, and recommendations” since these are things that children “will use after high school.”

Increased Gatekeeper Courses. According to staff members, school personnel are increasing their offerings of Advanced Placement, honors, and higher-level classes (i.e., chemistry, Algebra II) at the request of students. As educators become more invested in fostering the college pathway, students see the value of excelling in more advanced courses, and embrace higher expectations for learning. One participant shared, “More kids are taking the advanced classes. Instructors have been able to press the kids. Before, they used to just sign up for classes; now parents and instructors press them to try harder classes.” Some school staff members commented that increasing the rigor of courses offered at their high school helped reduce student remediation rates at the college level.

Weaknesses

Stakeholders also identified several weaknesses of the Navigation 101 initiative. These include lack of differentiated community resources, inadequately defined curriculum, lack of a systemic communication process, inconsistent quality of advisories, variable frequency of advisory, and lack of a broader perspective in student-led conferences.

Lack of Differentiated Community Resources. Interviewees reported a lack of resources such as job shadows, internships, campus visits, on-site speakers, and community service work available to them to meet Navigation 101 objectives. One parent shared, “They need to do a better job with job shadowing. If it’s filled up, [students] don’t get the opportunity.” Participants viewed a need to develop community networks as a vital necessity for carrying out the program. One staff member commented, “There should be a district focus rather than a high school focus” and together there should be discussions about integrating more opportunities for real-world experiences. Teachers felt students try harder and learn more when they are engaged in work that matters to them personally and has real-world value and consequences.

Inadequately Defined Curriculum. Participants identified a lack of a well-defined curriculum for all grades as a weakness of the program. Students reported lessons are “a waste of time,” “not meaningful,” and “not taken seriously.” The quality of lessons was viewed as “extremely repetitious” with “not enough depth.” One senior summed it up by sharing, “I can do it all in one week.” According to several students, the online lessons lack substance. Students shared they do not need to read the questions to answer them, and they simply “click through it.” Another student said,

“Kids who are college-minded already will do it; those who aren’t will click through it; those without plans aren’t going to be serious about it.” Students reported the lack of credit for advisory also contributes to low motivation to complete advisory assignments. Teachers reported advisory lessons are confusing and are challenging to make relevant to students.

Teachers reported lessons lack differentiation and do not meet the needs of various grade levels, ELL students, and Special Education students. Furthermore, lesson instructions are sometimes vague or unclear. Many teachers reported they supplement the lessons to enhance them and to make them more student-centered, rather than using the worksheets that accompany the curriculum. Others were dissatisfied with the scope and sequence of the lessons but appreciated the autonomy afforded to create their own lessons. For instance, one interviewee shared the community lesson did not follow a good timeline for their school; it did not occur until November and the school wanted to have students involved with the school community earlier in the school year.

Lack of Systemic Communication. Many parents reported a lack of knowledge about Navigation 101 objectives and goals. Whereas many parents know their children attend advisory, they are unaware of what it entails. As one parent stated, “I think the only drawback is not fully understanding what is being offered to my children. And I’m a very proactive parent, but I’d want more information so I can help more.” Staff members concurred that schools have had limited communication with parents and community stakeholders.

Staff members also reported ineffective or incomplete communication within schools about the purpose and scope of Navigation 101 and staff members roles and responsibilities. One staff member said, “I think this is something we’re required to do, so I think there’s a lot of [staff] resistance. Our main goal is to help them [students] prep and plan for the future and impress upon them that they need some training beyond a high school diploma. I think everyone agrees with that, but they [staff] don’t see that as their responsibility or think every student is going to a four-year college.” Furthermore, students spoke about inconsistent practices within schools regarding the portfolio component of the program. One student shared, “Half the time I don’t know where my portfolio is; the school could have more communication with students about portfolios. Our freshman year our portfolio was graded, then sophomore year we didn’t even see our portfolios, then junior year it’s graded again, and senior year we have our big project. [They] should keep the consistency through all four years, especially with the portfolio.”

Finally, few schools distribute the Navigation 101 newsletter to stakeholders. According to the Online Implementation Survey Results, 4.8% of schools distributed the Navigator to parents, 5.6% to students, and 19.0% to staff members.

Inconsistent Quality and Variable Frequency of Advisories. Staff and student interviewees reported the quality of advisories varies widely, and this seems to be one determinant of how much effort students put into Navigation 101. One parent said, “There is not one approach, every teacher prepares the kids differently. Kids talk about one teacher prepares you better than another.” A student commented, “Some [students] take it seriously, some don’t. [It] depends on the advisor in the class. If the advisor takes it seriously, so will students.” Furthermore, students reported some



advisors failed to communicate important information, such as the Free Application for Federal Student Aid (FAFSA) as well as how to obtain applications for college and identify potential scholarships. Students felt they tended to have a general awareness of programs such as FAFSA, need-based grants, and scholarships but were unaware of the mechanics of applying for these forms of financial aid. One student shared, “There is no support in how to do FAFSA.” Students believe frequency of advisory is also an important determinant of its success. One student said advisory occurs infrequently and followed with, “If we do a worksheet and then come back to it two months later, it’s hard to get much out of it.”

Lack of a Broader Perspective in Student-Led Conferences. Although parents found value in the student-led conferences, several expressed concern about hearing only their student’s perspective of their performance and progress. One parent said, “We already have these same discussions at home.” Others wondered if they receive a one-sided view by not talking with the teachers directly. Another parent said, “The teacher might have a broader perspective, [yet] information is only according to the child. He may not look kindly on himself or look at himself with no problems. [We’re] looking at things from a 15-year-old’s perspective and it is limited.” Another parent shared, “We want to get information about what the kids won’t tell us. We used to get that from teachers during conferences in the past.” Parents felt they needed a more balanced viewpoint of where their child stands academically.

Evaluation Question #5: What support was provided to schools?

There are three levels of support provided to schools. Standard Grantees received a grant of \$5,000, with professional development and technical assistance provided by OSPI (based upon building request). OSPI staff surveys all Standard Grantees by telephone mid-year. The Navigation 101 Premiere software is not available to these grantees, and they do paper based lessons.

College Spark Grantees received a grant for approximately \$19,350, and Enhanced Grantees received a grant for \$10,000. Both of these grantee groups have access to professional development and technical assistance from the Envictus Corporation related to Change Management Services. Both the College Spark and Enhanced grantees receive the Navigation 101 Premiere software at no cost. For a full outline of the Change Management Services provided by Envictus, please see *Envictus Corporation Change Management Report: Year 1 Evaluation* (Baker, Gratama, Bachman, Thompson, Brenner, Goetz, and Ulrich, 2010). A brief synopsis of the support provided by Envictus Corporation is listed below.

Generally, Envictus offers support by means of a Change Management Team, Change Management Protocols, and Responsive Advisement. A leadership team is comprised of consultants, technology coordinators, and product developers who work to support schools and districts to ensure effective delivery of Navigation 101 within each building. The support model is organized around nine contact points designed to assist schools with program implementation and sustainability. These include staff training for online lessons, spring and fall NavAcademies for school program leaders and district executives, district/site-focused meetings, phone/web-based coaching and support sessions. Other responsive supports include program management consultation, staff training, web/phone training, data updates, and support materials.

Envictus Personnel Support. Although all schools generally appreciated the services they utilized from Envictus, the amount of contact between each school and Envictus varied considerably. Contact from Envictus ranged from a few visits to multiple in-person visits. Few school personnel were aware of all the intended contact points or the full array of support available from Envictus. Whereas some schools took the initiative in contacting Envictus, others took a more passive stance, waiting for Envictus to contact them. Phone contact, usually initiated by schools, occurred more commonly than in-person visits. Generally, schools proactive in increasing the online component of Navigation 101 had more interaction with Envictus through personal visits and phone calls than schools with limited online components.

Schools reported inconsistencies in exposure to Envictus support personnel. Some school leaders frequently interacted with the consultant and attended the NavAcademies, data review meetings, and planning meetings. Such opportunities were unavailable to other building-based stakeholders. The majority of staff members who lead advisories have few or no opportunities to interact with Envictus support staff, and staff did not always understand who to go to with questions about Navigation 101.

Responsive Advisement Support. Through responsive advisement, Envictus consultants provide expertise to school leaders in tailoring the implementation of Navigation 101 to their unique school culture. Many interviewees cited the consultants' expedient responsiveness to questions or problems as central to the support plan. This was particularly true for schools receiving regular and ongoing contact from their consultant. One interviewee shared, "They've been great at responding to our requests." However, not all schools reported strong support in the area of responsive advisement. Schools received different information about what Envictus consultants could provide and, although they may have received written information at some point in the implementation process, the resources available from Envictus were not forefront in some leaders' minds.

At the district level, Envictus coordinators assisted in planning schedules for student-led conferences, worked with the technology departments to plan for future online lesson provisions, and coordinated meetings around vertical alignment from middle school to high school.

Professional Development. Envictus offered fall and spring academies to assist in training school and district coordinators. Many staff members who attended the NavAcademies reported they appreciated the professional development and viewed it as a positive experience. One participant said, "They offer a bunch of different strands so I could pick and choose what would best serve my needs. I can always call our consultant with problems and ask for suggestions." Participants appreciated being able to collaborate with other schools to hear what was working or not working well. One person said, "The conferences have been great. They allow us to interact with peers across the state and figure out challenges." While the majority of staff members were positive about the NavAcademies, some participants reported the course was not appropriate or applicable to their particular situation, such as in middle schools, small schools, schools not yet implementing online lessons, and schools with a limited budget.



Curriculum Support. As part of the Navigation 101 program, participants received scoped and sequenced paper-based lessons and online lessons. As noted earlier, many people reported the curriculum could benefit from improvements. Interviewees commented on Envictus' open attitude to feedback about the curriculum, and several people participated in a workshop to address deficient areas in the curriculum. One participant shared, "They are devoting time to try to develop lessons that are fairly engaging." Continued support and direct assistance are needed as the development and implementation of electronic curriculum is more extensively provided to schools.

Data Support. Along with the support Envictus personnel provide, school personnel also have increased access to data, including curriculum implementation data, transcript analysis, and survey data. While school personnel appreciate the data, some do not believe it is in a format where they can effectively use the information. A district coordinator said an important area of support needed surrounds data management. This participant shared, "We really need support in being able to have data, not just Navigation 101 indicators, but some kind of data warehouse that is immediate. For us to have our stuff in binders and not be able to access it is ineffective. You may want to go into medical care and you may want to go into construction, and I have to go to notebooks to find out which students are which? We need more real time capacity." This outlook was common among stakeholders. The necessity of having a consistent plan of data delivery was commonly discussed in the interviews and focus groups. One interviewee said, "We talked about some sort of database where we can know who has taken the PSAT, who hasn't, who has filled out the FAFSA, who hasn't."

Evaluation Question #6: What factors, in combination with the grant, have contributed to the success of the project?

Overall, staff members felt collaborative opportunities, change management support, and additional funding provided by the grant were responsible for the success of the program. The collaborative nature of the Navigation 101 program draws on whole-school participation and fosters a sense of ownership among the various constituents including coordinators, administrators, teachers, and school counselors. NavAcademies provided leaders opportunities to receive training and network with other Navigation 101 schools. Grantees felt supported in their connections with Envictus and reported receiving valuable feedback and helpful solutions to curriculum lessons and online curriculum issues. Finally, access to grant money generates funding for necessary resources such as curriculum guides, binders, and field trips. As one participant shared, "[The grant money] creates a program that is more intentional. We could not do this [Navigation 101] without financial support." Another participant shared, "The grant helped us tremendously. It gave the funding needed to jump us to the next step." These factors in combination with the grant have added support to the implementation effort.

Evaluation Question #7: What organizational changes are required for, or correlate with, successful project implementation?

Several organizational factors were present for successful implementation to occur. While more work is clearly needed to explore additional organizational factors that contribute to successful execution of the program, particularly in the longer term, the initial evidence is encouraging.

Several factors that helped with implementation included developing a Navigation team, creating an advisory system, enhancing district collaboration, increasing staff member buy-in, and increasing professional development opportunities.

Developing a Navigation Team. During interviews and focus groups, Navigation 101 leadership teams were reported as an important contributory factor in successful program implementation. A leadership team, in contrast to a single program manager, creates capacity and distributes expertise within the school regarding the program. According to the survey, 58% of respondents said their school utilized an implementation team, whereas 36% of respondents indicated program management fell to a specific teacher, counselor, or administrator in their school. Teachers reported it was helpful to have a Navigation team to plan, educate, and implement the program. With the team structure, staff members felt better supported in lesson preparation, and fewer people reported issues of burnout. In addition, some school personnel thought it would not be feasible for one person to perform the complex tasks of implementing Navigation 101 and felt teamwork is critical to sustaining the program. As one participant shared, “It seems relying heavily on one teacher/coordinator [is ineffective] and I’m wondering if it would be more effective to get more people on board with a team approach so more people were really in the loop about what Navigation 101 is and how it works.”

Creating an Advisory System. Schools have developed advisories as a way to strengthen the infrastructure of Navigation 101 and affect systemic change. Several school personnel commented there is no way to perform the guidance tasks of Navigation 101 without distributing the responsibility among all staff members. Some schools allowed staff to loop with their advisory students from one year to the next, which staff regarded as a positive aspect of the program. Some interviewees noted that schools having more established and regular advisory periods tend to have more buy-in from teachers. When students receive credit for attending advisory, there is more accountability with regard to attendance and work completion.

Enhancing District-wide Collaboration. The Navigation 101 program allowed participants to be involved with a whole-school initiative and encouraged district-wide networking with other schools. While not all schools took advantage of this opportunity, many school personnel viewed this as a positive factor for success. Meeting with other district schools to share ideas provided an ethos of high expectations and challenge to improve as a whole district. As one staff member shared, it was an “amazing” experience being able to “swap PowerPoints and ideas.” Staff members said it was a benefit to be able to collaborate with other schools to hear about what was working and what was not, but there was not enough opportunity for this practice. One interviewee said, “I would like to see what other schools are doing, have round table discussions to share resources, not feel as if we need to recreate the wheel.”

Increasing Staff Member Buy-in. One aim of providing an advisor for each student in Navigation 101 is to create a personalized learning environment for each student that will contribute to greater student motivation and a higher level of achievement. To be successful, however, staff members must see value in the program and project that to their students. Many interviewees suggested that staff buy-in evolves as advisors work through the lessons and see the utility of the lessons.



It is important to note that concerns about staff resistance remain at many schools. Some participants reported advisories were “lost instructional time.” As one interviewee shared, “Some staff members either don’t get it or don’t buy into the social health of the building.” Additionally, some teachers felt that their workload has increased by the addition of an extra prep course, and several reported that providing a guidance curriculum is not in their job duties and should be the work of the counselor. One participant commented, “For some teachers it is one more thing to take away from teacher time” and “certain staff members look at it as extra stuff on their plate.” Furthermore, some teachers have a philosophy that not all students should go to college and therefore do not see Navigation 101 as a priority for all students. As one teacher commented, the “Why?” of the program’s importance should be understood and explained to gain support.”

Increasing Professional Development Opportunities. Professional development opportunities must support implementation of the Navigation 101 program. Although many teachers received at least some curricular training in Navigation 101, some reported the training insufficiently prepared them and lacked training in guidance and counseling principles. Staff members shared, “Parents think we know what we are saying, but we aren’t guidance counselors” and “We aren’t trained to do guidance.” Teachers reported they should be supported by high-quality, relevant professional development geared toward supporting students as they engage in college-career bound directions.

Evaluation Question #8: What role did leadership play in successful project implementation?

Districts, administrators, staff members, and other stakeholders play a valuable role in steering, supporting, and stimulating school improvement. Most staff members reported that it takes both administration and staff members to be on board for Navigation 101 to work. One participant shared, “Admin backs us 100% as far as getting us what we need. They’re approachable and fully supportive.” Another staff member pointed to whole-school ownership, stating the program works because “It is staff owned. There is a passion to support it.” Having clear sponsorship from the district and school administration, as well as a supportive team, is critical to the implementation of Navigation 101.

EVIDENCE OF IMPACT

To assess evidence of impact, researchers analyzed transcripts; student assessment results; graduation rates; College Bound application rates; college attendance, persistence, and graduation data, pre-college course taking patterns; student and staff surveys, and student-led conference attendance and perception data. This information is presented below.

Evaluation Question #9: To what extent did course-taking patterns change over time?

To assess changes in course-taking patterns, researchers collected transcripts for all graduating students in the 2008 and 2009 school years from all high schools, along with course catalogs describing the schools’ classes. A trained team of researchers, college admissions specialists, and school counselors analyzed a sample of transcripts each year ($n = 4895$) to determine if the courses

taken met the Washington State four-year college and university admission standards.¹ We also attempted to also analyze transcripts from 2010 graduates. However, this was the first year transcripts have been collected by OSPI electronically, and because of some errors in the data, we determined these results were not valid. In the Year 2 report, we will include findings from the 2010 and 2011 transcripts.

Although there was some variation among colleges, the general requirements include:

- 4 years of English, which must include three years of literature
- 3 years of mathematics, which must include an introduction to trigonometry
- 3 years of social studies
- 2 years of science, which must include at least one year of laboratory science
- 2 years of foreign language
- 1 year of fine arts (required by some colleges)

Of the 2008 and 2009 high school graduates, 44.4% and 46.5% of the graduates, respectively, took the requisite courses for admission to a Washington four-year college (see Figure 9). This represents a 2.1 percentage-point increase from 2008 to 2009. While there are some improvements, this shows that a majority of students graduating from these schools cannot be admitted to college because of course deficiencies. It also shows that the graduation requirements at these schools, while meeting the state's minimum requirements for a high school diploma, are not aligned with colleges' admission expectations.

¹ We analyzed all graduating transcripts in schools with fewer than 100 graduating students per cohort and a random sample of 100 transcripts in schools with greater than 100 graduating students per cohort.

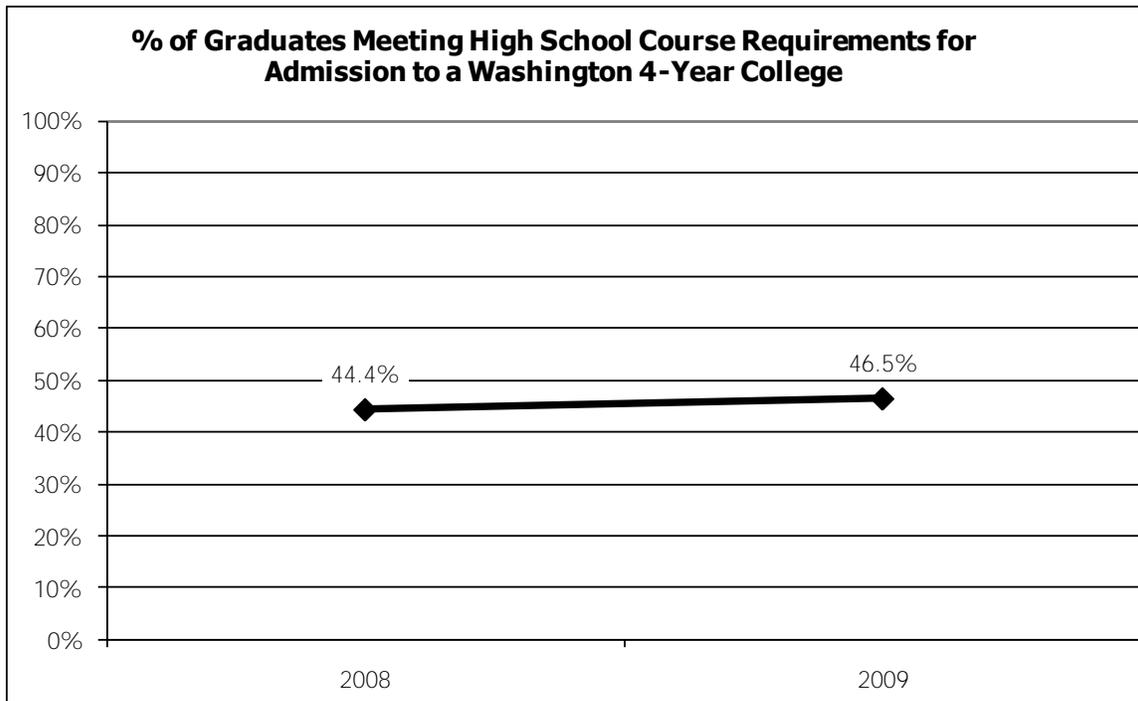


Figure 9. Percent of 2008 and 2009 Graduates Meeting High School Course Requirements for Admissions to a Washington four-year College

Researchers then combined data from each school to calculate the percentage of students meeting college admittance requirements at each school. Researchers used these data to calculate the rate of improvement in the percentage of students Meeting College Requirements. The equation for calculating rate of improvement is listed below (see Figure 10).

$$\frac{\% \text{ Meeting College Requirements Rate } 2009 - \% \text{ Meeting College Requirements Rate } 2008}{1}$$

Figure 10. Percent Meeting College Requirements Improvement Equation

Researchers used the same data to determine if differences in the percentage of students Meeting College Requirements occurred between Navigation 101 schools in different years of program implementation. Researchers used an ANOVA to perform this analysis. The dependent variable for this analysis was Meeting College Requirements improvement. The independent variable was year in program (1 year, 2 years, 3 years, or 4 years or more). The overall *F*-score for this analysis was 1.47, which was not statistically significant. The small sample size for each group may have reduced the ability to find statistically significant results for this analysis. In addition, missing transcripts for some of the schools in the *4 years or more* group may skew the findings. The rate of improvement by year of program implementation is displayed in Table 2. Improvement in the percentage of students Meeting College Requirements is the highest for schools in Year 3 followed by schools in Year 4 or more. No improvement was evident in schools in Year 1 or Year 2, and the percentage of students Meeting College Requirements decreased.

Table 2

Percentage of Students Meeting College Requirements Improvement by Year of Program Implementation

Year of Program Implementation	Meeting College Requirements Improvement
Year 1	-1.27
Year 2	-2.29
Year 3	4.09
Year 4 or more	.34

The data also show that a lower percentage of males than females met the course requirements for admission to college for all three initiatives (see Figure 11).² Asian and White students typically met college eligibility requirements at a greater rate than African American, Hispanic, and Native American students (see Figure 12). In 2009, there was an increase in the percentage of Asian (10.3 percentage-points) and African-American (8.1 percentage points) students who met the minimum four-year course-taking requirements. Finally, students at the Navigation 101 high schools who failed to meet college admission requirements were most likely to lack the advanced math and/or foreign language requisites (see Figure 13).

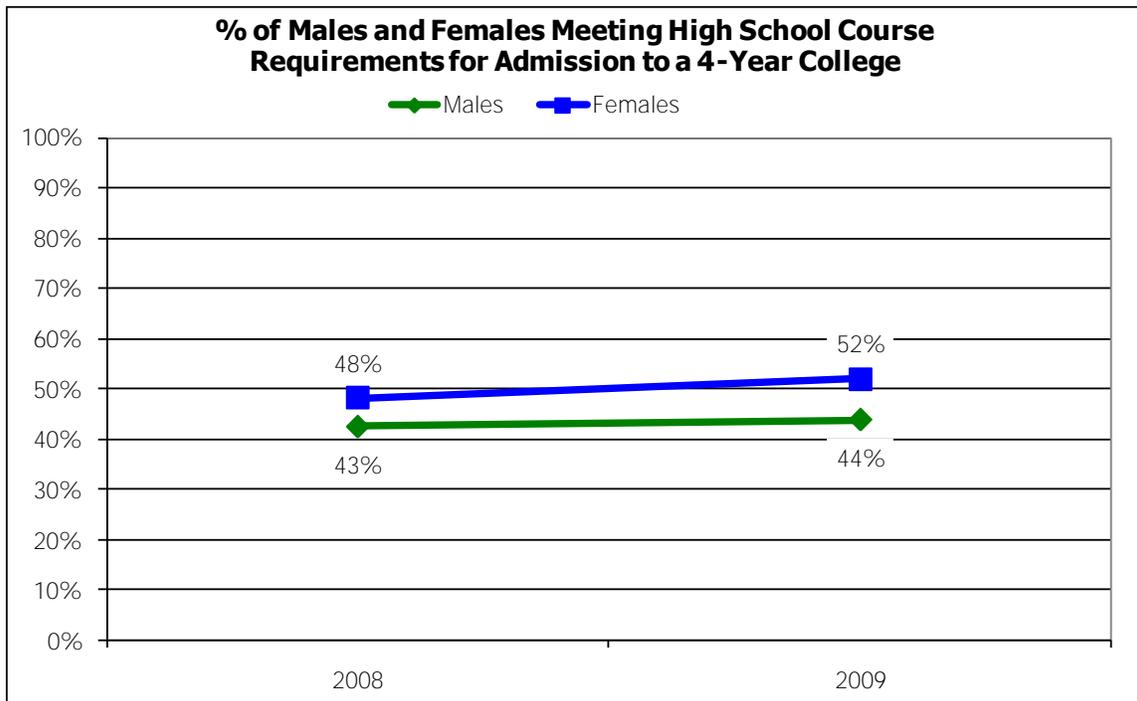


Figure 11. Percent of Males and Females Meeting Four-Year College Course Requirements

² Several schools did not provide gender and ethnicity data. The data for these years may not be accurate.

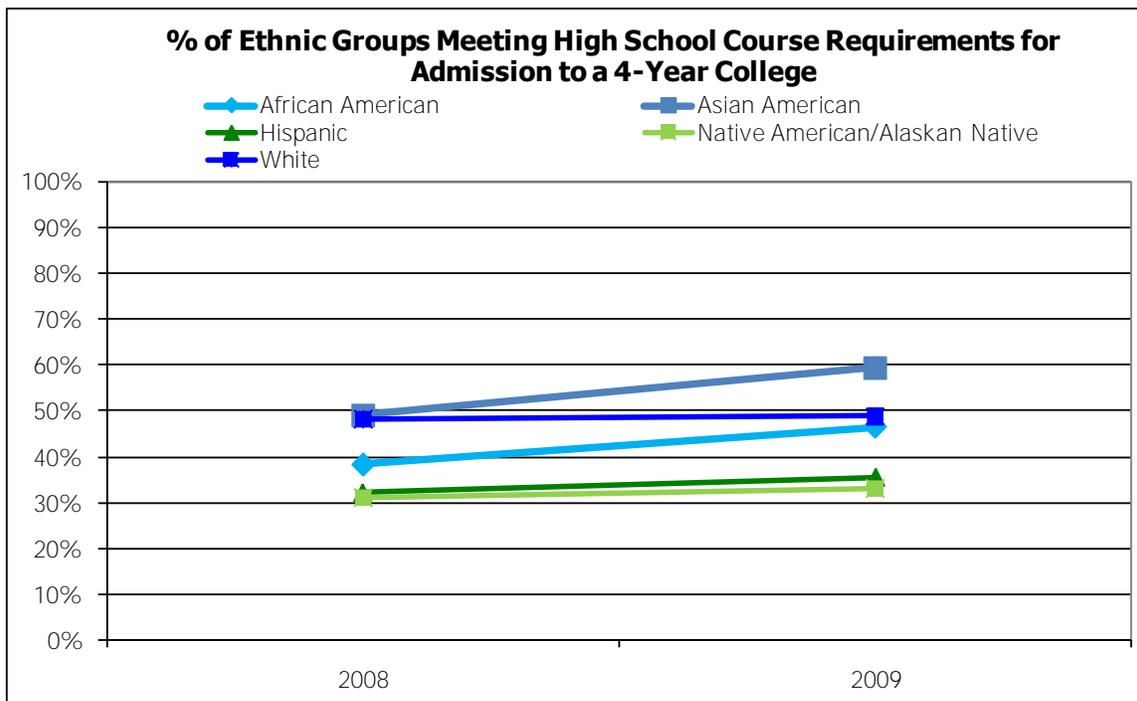


Figure 12. Percent Meeting Four-Year College Course Requirements by Ethnicity

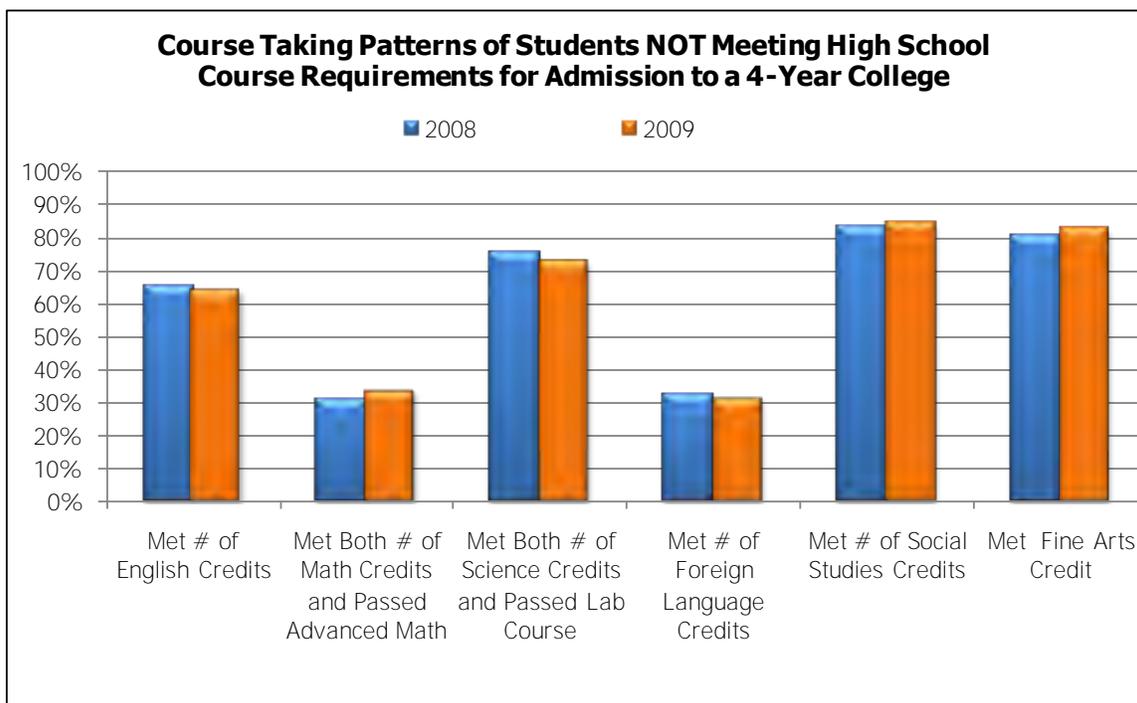


Figure 13. Course Taking Patterns of Students NOT Meeting Four-Year College Eligibility Requirements

Table 3 shows an analysis of students' participation in a number of "Gate Keeper" courses in math and science. The results show an increase in the percentage of students taking advanced math courses while in high school. In all other areas, there is no increase.

Table 3
Analysis of "Gate Keeper" Courses

Course	2008	2009
Took Algebra or Higher in MS	24.5%	24.1%
Took Advanced Math in HS	61.6%	64.5%
Took Chemistry in HS	44.0%	42.5%
Took Physics in HS	18.6%	17.7%

Evaluation Question #10: To what extent did student achievement change over time?

To determine changes in student achievement, researchers analyzed Washington Assessment of Student Learning (WASL), Measurement of Student Progress (MSP), and the High School Proficiency Exam (HSPE). In addition, researchers assessed changes in graduation rates. These results are presented below.

Academic Achievement Data. Researchers collected reading and math achievement data (% of students passing the WASL, MSP or HSPE) for each Navigation 101 school for the 2006, 2007, 2008, 2009, and 2010 school years from the OSPI Washington State Report Card website. For comparison, researchers also collected state data for the same time period. Achievement data for reading and math were combined for elementary school (3, 4, 5) and middle school (6, 7, 8) grade levels. Achievement data at the high school level represents 10th grade only. Figures 14 and 15 show the results for reading and math achievement. Generally, the Navigation 101 grantees perform below the state average. However, at the elementary level, the gap between Navigation 101 schools and the state appears to be closing in reading. The same pattern was evident in math, but in 2010, this gap increased.

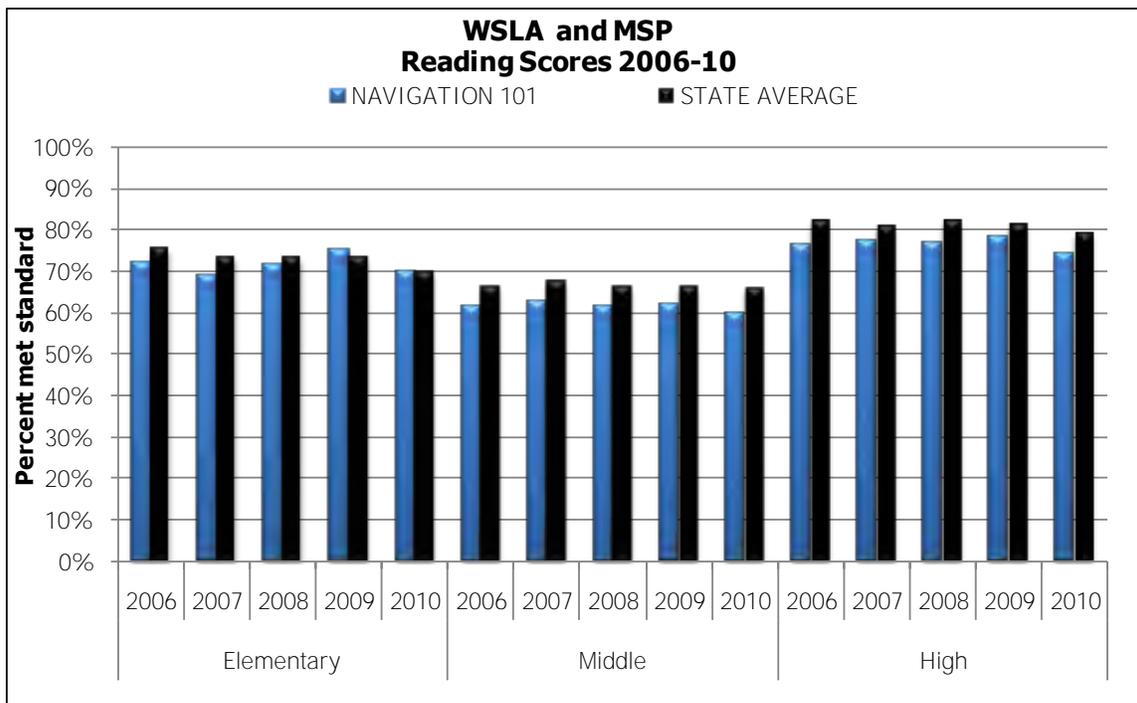


Figure 14. WASL, MSP, and HSPE Reading Results, 2006 to 2010

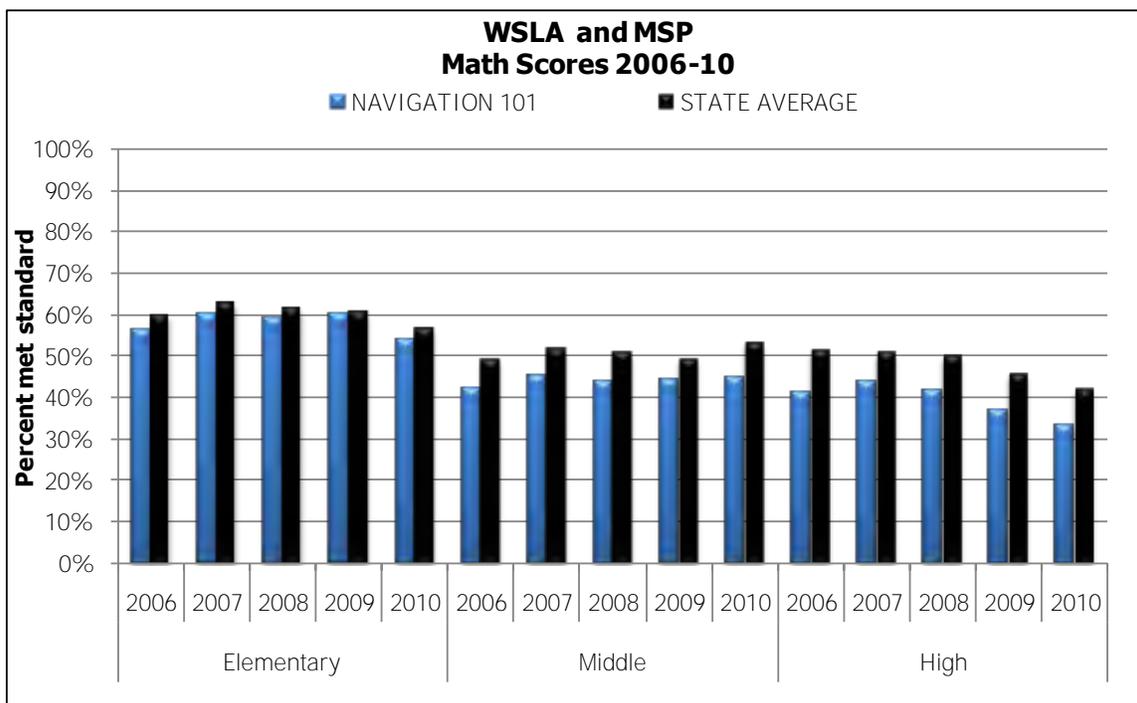


Figure 15. WASL, MSP, and HSPE Reading Results, 2006 to 2010

Researchers used these data to calculate rate of improvement in reading and math achievement for three grade levels (elementary, middle, and high school). The generic equation for calculating rate of improvement in achievement is listed below (see Figure 16). The rate of improvement over this

time period in reading was higher for Navigation 101 elementary schools (-.61) compared to the state (-1.43). The rate of improvement for high schools was similar for Navigation 101 high schools and the state (-.70 and -.78, respectively). The rate of improvement for middle schools was higher for the state (-.20) compared to Navigation 101 middle schools (-.64). In math, the rate of improvement for elementary schools and high schools was similar for Navigation 101 (-.69 and -2.32, respectively) and the state (-.80 and -2.33, respectively). The rate of improvement for middle schools was higher for the state (.98) compared to Navigation 101 middle schools (.38).

$$\frac{(Ach\ 2010-Ach\ 2009) + (Ach\ 2009-Ach\ 2008) + (Ach\ 2008-Ach\ 2007) + (Ach\ 2007-Ach\ 2006)}{4}$$

Figure 16. Achievement Improvement Equation

Researchers used the same data to determine if differences in achievement improvement occurred between Navigation 101 schools in different years of program implementation. Researchers used a series of ANCOVAs to perform this analysis. The dependent variable for this analysis was achievement improvement (Elementary: Reading or Math, Middle: Reading or Math, High Reading or Math). The independent variable was year in program (1 Year, 2 Years, 3 Years, or 4 Years or more) and the covariate was free/reduced lunch (FRL) status. None of these analyses yielded statistically significant differences in achievement improvement between the schools in different years of program implementation. The mean rate of achievement improvement by year of program implementation is displayed in Table 4. Data from this analysis should be interpreted cautiously due to small sample sizes in some of the groups.

**Table 4
Mean Rate of Achievement Improvement by Year of Program Implementation**

Grade Level	Year of Program Implementation	Achievement Improvement	
		Reading	Math
Elementary	Year 1	-1.81	-3.18
	Year 2	-1.65	-1.07
	Year 3	.33	.44
	Year 4 or more	.03	-.38
	Middle		
Middle	Year 1	-.78	-1.11
	Year 2	-.55	.56
	Year 3	-1.28	.70
	Year 4 or more	.54	.56
	High	Year 1	-.49
Year 2		-.84	-1.86
Year 3		-.81	-2.63
Year 4 or more		-.50	-2.34



Graduation Rates. Researchers collected on-time graduation rates for each Navigation 101 school for the 2006, 2007, 2008, and 2009 school years from the OSPI Washington State Report Card website. For comparison, researchers also collected state data for the same time period. Figure 17 shows the graduation rate data for the Navigation 101 grantees compared to Washington State. Overall, the results between the two groups are remarkably similar.

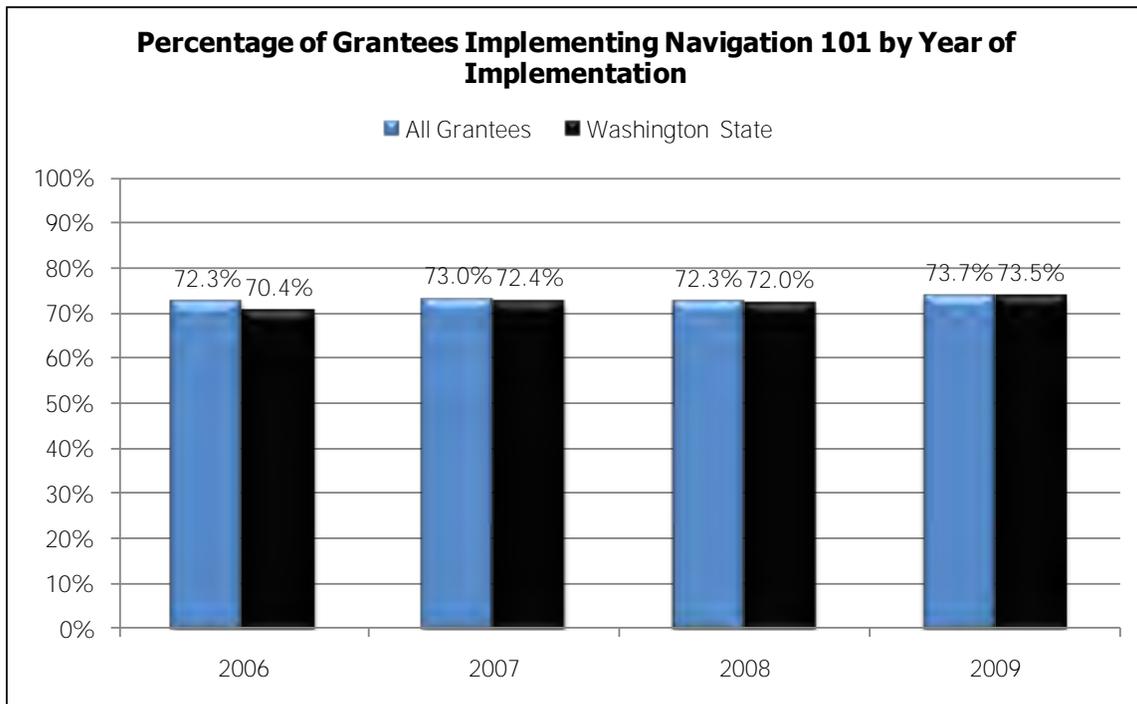


Figure 17. Graduation Rates, 2006 to 2009

Researchers used these data to calculate rate of improvement in graduation rate. The equation for calculating rate of improvement for graduation rate is listed below (see Figure 18). The rate of improvement over this time period for the state is higher at 1.03 than for Navigation 101 schools at .58. The biggest jump in graduation rate for the state occurred from 2006 to 2007 (up 2 percentage points), while for Navigation 101 schools, the biggest jump occurred from 2008 to 2009 (up 1.4 percentage points).

$$\frac{(\text{Grad Rate 2009} - \text{Grad Rate 2008}) + (\text{Grad Rate 2008} - \text{Grad Rate 2007}) + (\text{Grad Rate 2007} - \text{Grad Rate 2006})}{3}$$

Figure 18. Graduation Rate Improvement Equation

Researchers used the same data to determine if differences in graduation rate improvement occurred between Navigation 101 schools in different years of program implementation. Researchers used an ANCOVA to perform this analysis. The dependent variable for this analysis was graduation rate improvement. The independent variable was year in program (1 year, 2 years, 3 years, or 4 years or more) and the covariate was FRL status. The overall *F*-score for this analysis

was 2.48, which was not statistically significant, but a *p*-value of .07 suggested a trend towards statistical significance. The mean rate of improvement by year of program implementation is displayed in Table 5. Follow-up ANOVA's were performed to determine if any of the years were reliably different from one another. The only statistically significant finding in follow-up analyses was between schools in Year 4 or more of implementation compared to schools in Year 1 ($F = 5.08, p < .05$). Schools in Year 4 or more had a higher graduation rate improvement (3.23) than schools in Year 1 (-1.18). Figure 19 shows graduation rates for Navigation 101 schools by year of implementation and for the state.

Table 3
Mean Rate of Graduation Rate Improvement by Year of Program Implementation

Year of Program Implementation	Graduation Rate Improvement
Year 1	-1.18
Year 2	-.62
Year 3	1.37
Year 4 or more	3.23

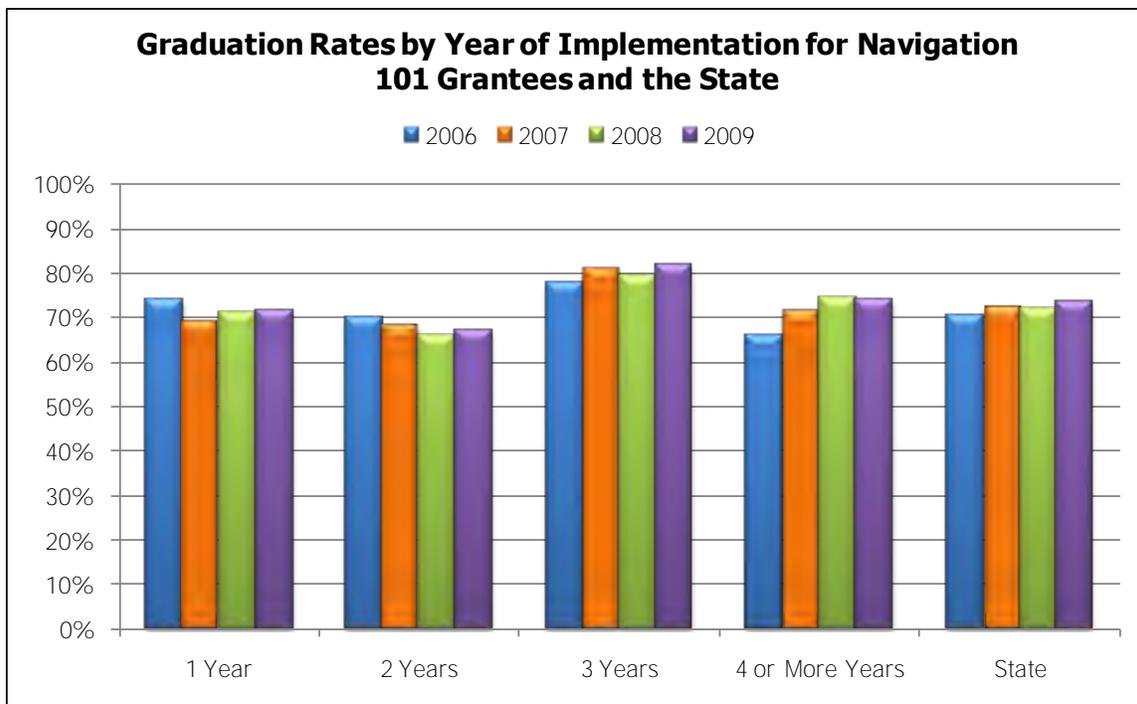


Figure 19. Graduation Rates by Year of Implementation for Navigation 101 Grantees and the State

Evaluation Question #11: To what extent did college attendance and persistence change over time?

Researchers assessed this question by analyzing three different sources of data: College Bound application rates; students' attendance, persistence, and college graduation rates; and remediation rates. The data are presented below.

College Bound Scholarship Sign Ups. To determine if there is increased interest in college, researchers collected information on the number of students signing up for the College Bound Scholarship from the Higher Education Coordinating Board (HEC Board). The results show there has been a general increase in the number of students signing up for the College Bound Scholarship since its inception in the 2007 – 2008 school year (see Figure 20). In interpreting the data, it is important to note that in the 2008 – 2009 school year, 9th grade students were allowed to sign up for the scholarship as well. Thus, the number of students signing up in this school year is likely inflated because the total number of students signing up in junior high schools includes 9th grade students. No additional analyses were completed, because we were not able to obtain information on the percentage of eligible students. Therefore, this information is for descriptive purposes only.

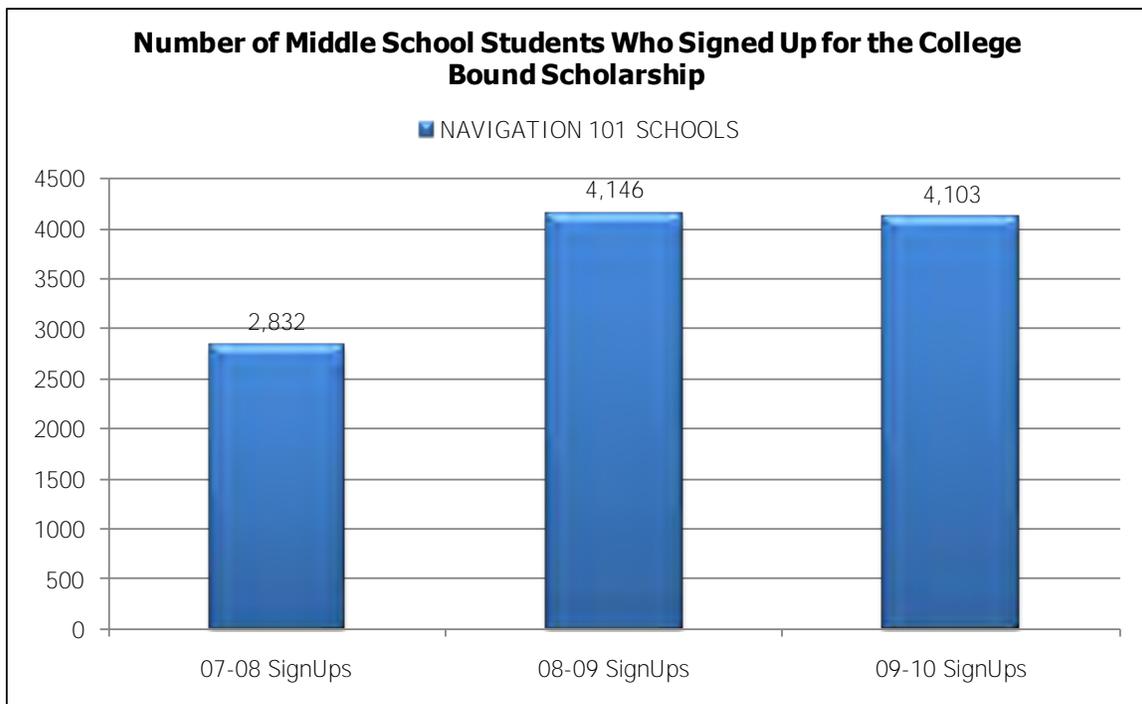


Figure 20. Number of Middle School Students Who Signed Up for the College Bound Scholarship

College Attendance, Persistence, and Graduation Rates. The National Student Clearinghouse (NSC) was established in 1993 by colleges and universities to serve as a national repository for comprehensive enrollment, degree, and certificate records. Since its beginnings, it has grown to contain more than 65 million student records from over 2,800 colleges and universities in the

United States. As of 2006, these institutions enrolled approximately 91% of the nation’s college students.

Researchers obtained college enrollment and persistence data from the National Student Clearinghouse for students attending Navigation 101 school and all of Washington State. Researchers collected information from the graduating classes of 2004, 2005, 2006, 2007, 2008, and 2009. Researchers submitted lists of the names, birth dates, and year of graduation, among other data, to NSC to be matched with the college reported enrollments from 2005, 2006, 2007, 2008, and 2009. We then compiled and analyzed these yearly enrollment records to determine college enrollment persistence and college graduation rates.

“College direct” students are defined as high school graduates who attended either a two- or four-year college any time in the academic year immediately following their high school graduation. The college direct rates for the high school graduates from Navigation 101 schools and Washington State for 2004 through 2009 are presented in Figure 21. The percentage of college direct students in the Navigation 101 schools and Washington State increased from 2004 to 2009 by 5.1 and 4.0 percentage points.

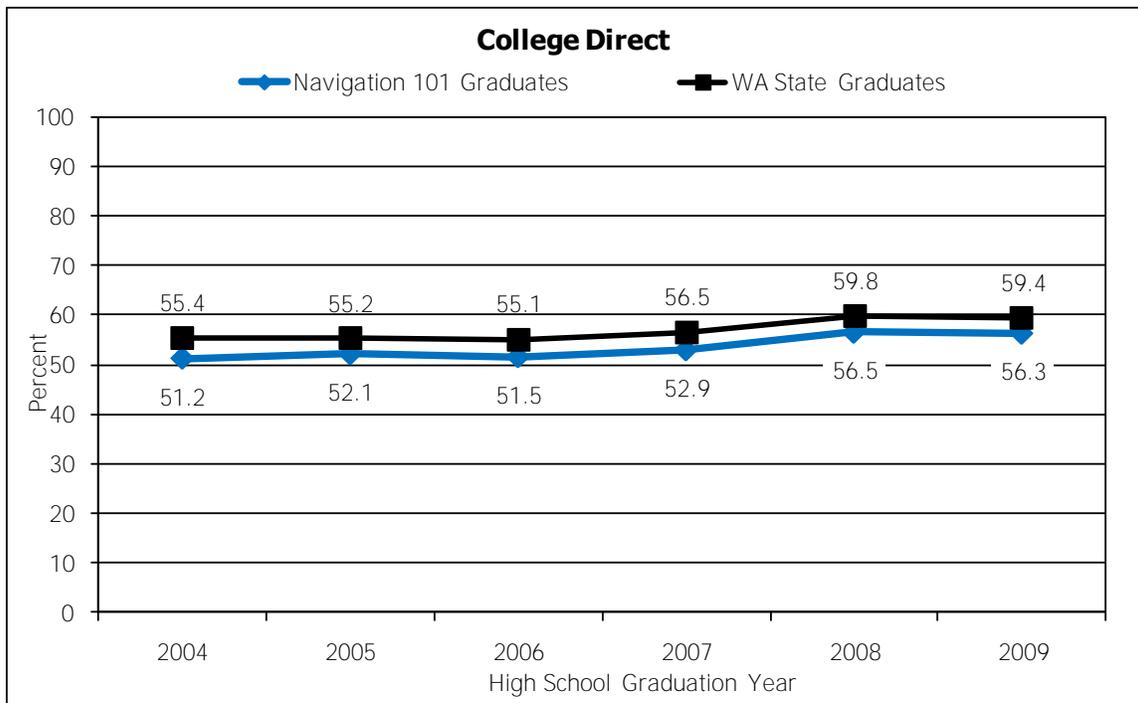


Figure 21. Percent “College Direct” – 2004-2009

Researchers further analyzed College Direct Rates (% of students enrolling in college the first year after graduating from high school) for each Navigation 101 high school for the 2006, 2007, 2008, and 2009 school years. For comparison, researchers also collected state data for the same time period. Researchers used this data to calculate rate of improvement in College Direct Rate. The equation for calculating rate of improvement in College Direct rate is listed below (see Figure 22). The rate of improvement over this time period for Navigation 101 schools is slightly higher at 1.60



than for the state at 1.43. The biggest jump in College Direct Rates for both the state and Navigation 101 schools occurred from 2007 to 2008 (up 3.2 and 3.6 percentage points, respectively).

$$\frac{(\text{CD Rate 2009}-\text{CD Rate 2008}) + (\text{CD Rate 2008}-\text{CD Rate 2007}) + (\text{CD Rate 2007}-\text{CD Rate 2006})}{3}$$

Figure 22. College Direct Rate Improvement Equation

Researchers used the same data to determine if differences in College Direct Rate improvement occurred between Navigation 101 schools in different years of program implementation. Researchers used an ANCOVA to perform this analysis. The dependent variable for this analysis was College Direct Rate improvement. The independent variable was year in program (1 Year, 2 Years, 3 Years, or 4 Years or more) and the covariate was FRL status. The overall *F*-score for this analysis was 1.59, which was not statistically significant. The mean rate of improvement by year of program implementation is displayed in Table 6.

**Table 6
Mean Rate of College Direct Rate Improvement by Year of Program Implementation**

Year of Program Implementation	College Direct Rate Improvement
Year 1	1.49
Year 2	-.17
Year 3	2.43
Year 4 or more	1.97

The 2004 through 2009 college direct rates disaggregated by gender, ethnicity, and free/reduced lunch for Navigation 101 grantees are presented in Figures 23 through 24. Across all years, more females attended college the year after graduating from high school compared to males (see Figure 23). Fewer Hispanic and Native American/Alaskan Native students enroll in college the year after graduating from high school compared to other ethnic groups (see Figure 24).

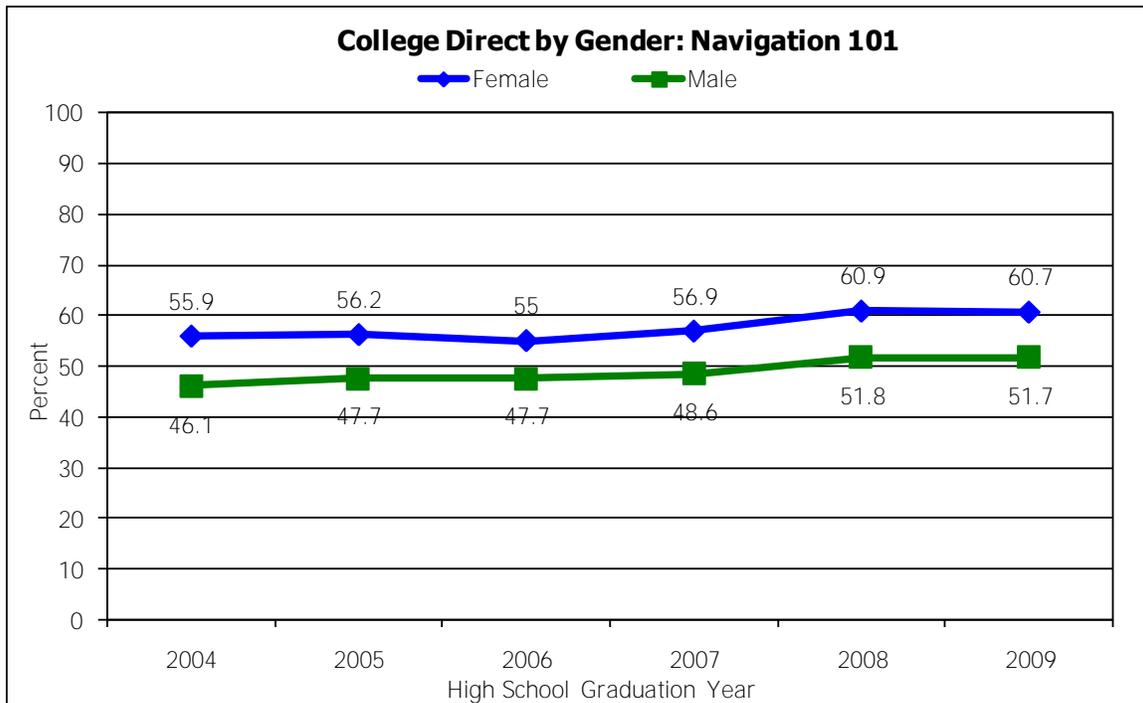


Figure 23. Percent “College Direct” by Gender – 2004-2009

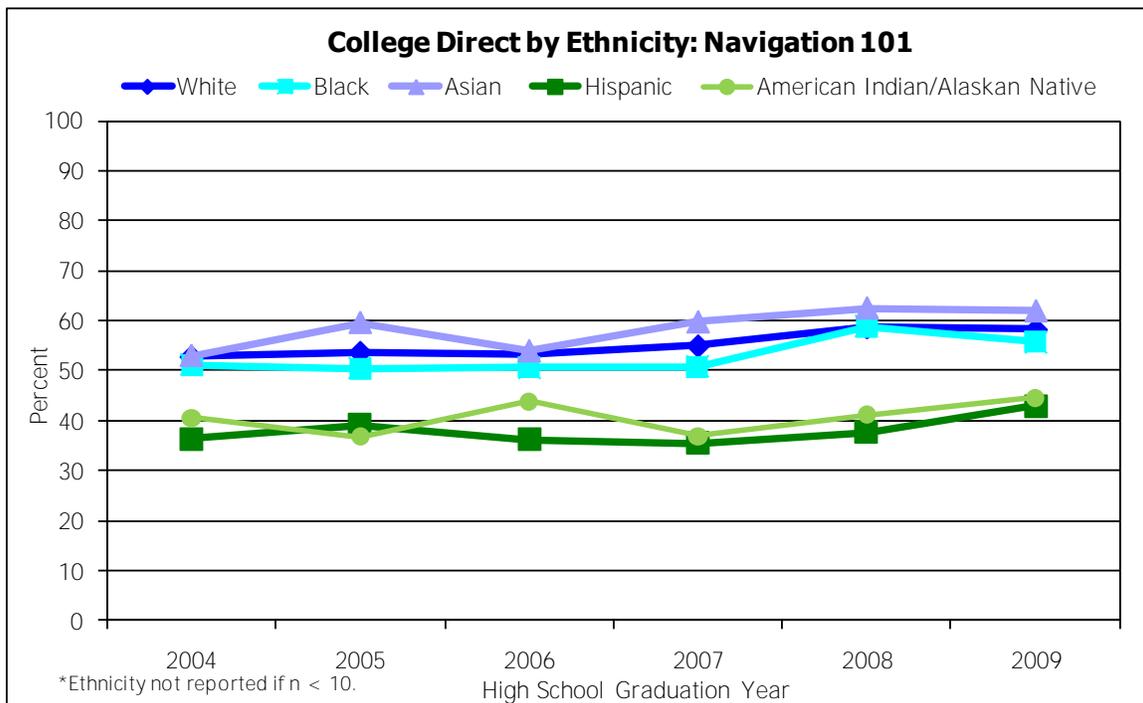


Figure 24. Percent “College Direct” by Ethnicity – 2004-2009



Figure 25 shows the percentages of graduates attending two- and four-year colleges the first year after graduating high school.³ These data indicate approximately an equal percentage of students attend two-year and four-year colleges.

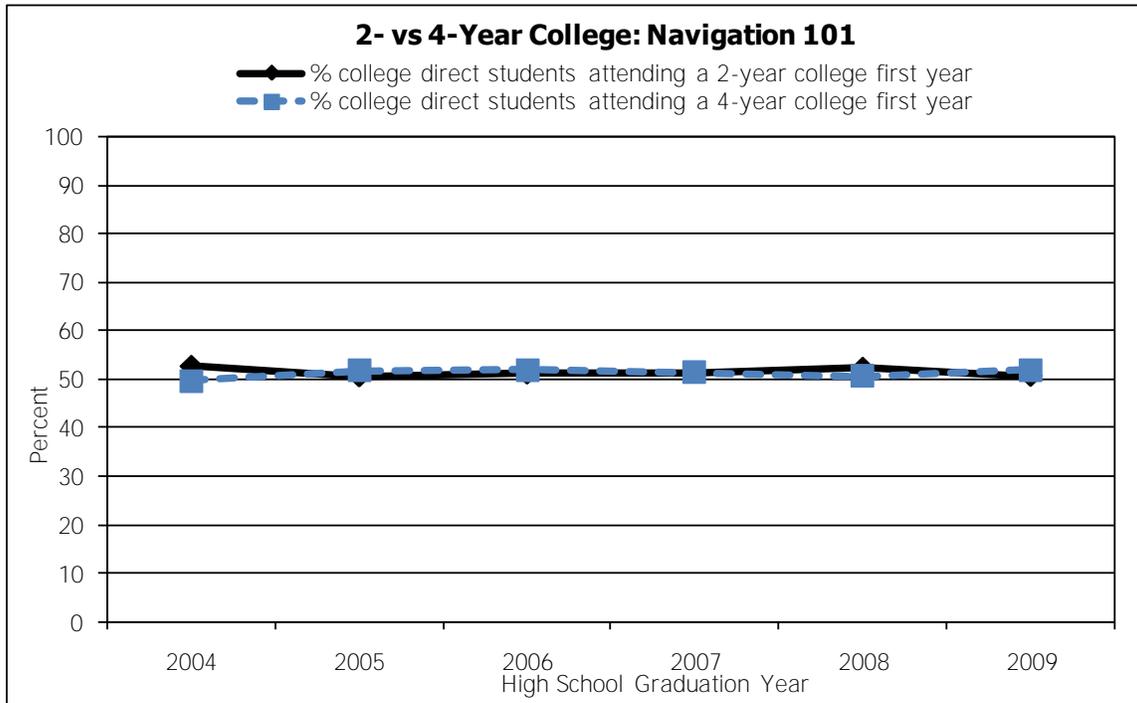


Figure 25. Percentage of “College Direct” Graduates Attending 2- vs. 4-year Colleges after Graduating High School – 2005-2009

The college persistence rate of college direct students from Navigation 101 grantees is presented in Figure 26. We defined “persisting in college” for college direct students as being enrolled anytime in a given year following high school graduation or having received a four-year college degree. Figure 26 illustrates the percent of 2004, 2005, 2006, 2007, and 2008 high school graduates that were college direct and persisting into a second, third, or fourth year of college.⁴ For example, for 2004 high school graduates, approximately 51% were enrolled in college during the 2004-2005 academic year, the first year after graduation. In the second year after graduation, approximately 41% of the high school graduates were still enrolled in college. By the fourth year after graduation, about 31% of the 2004 high school graduates had attended college the first year after graduating high school and were still enrolled in college or had received their degree. In general, the pattern for all graduates is a dip in college enrollment the first year after graduating from high school.

³ The percentages may total more than 100% due to dual enrollments of some students.

⁴ Our definition of “Persistence” also includes students who had graduated from a four-year college.

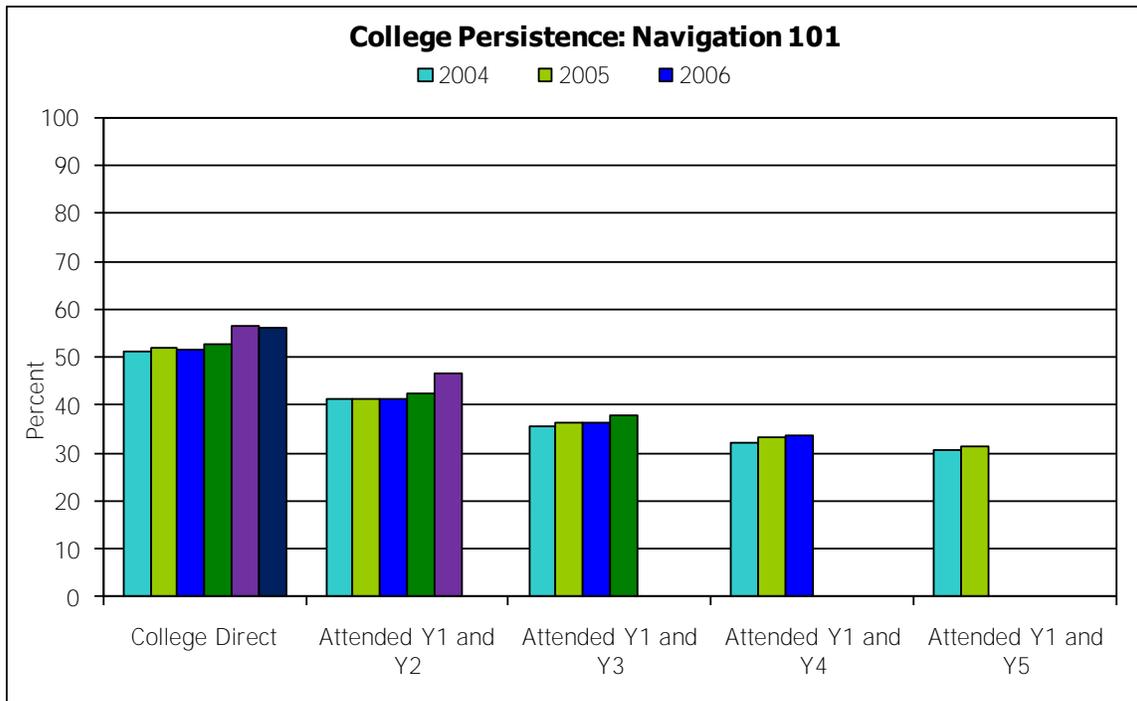


Figure 26. Percentage of “College Direct” Students Persisting in College

Note. “College Direct”=% of students enrolled first year after graduating high school.

“Attended Y1 and Y2”=% of students attending college first year and have graduated from a four-year college or are still attending college second year after graduating high school.

The percentage of students attending college anytime after graduating from high school is depicted in Figure 27. For example, within the 2004 graduating class, approximately 64% attended college within four years of graduating from high school. This is a 12 percentage-point increase from the college direct rates shown in Figure 16.

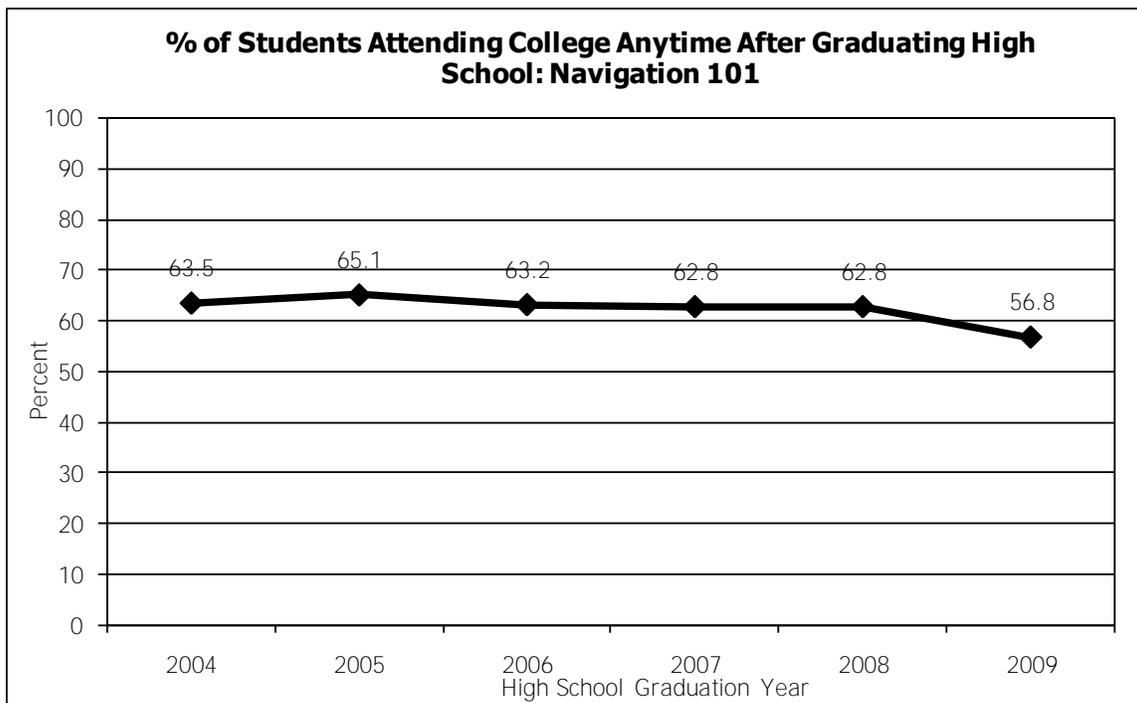


Figure 27. Percent of Students Who Attend College Anytime After Graduating from High School

Table 7 shows the two- and four-year college graduation rates. This details the percent of students from the class of 2004, 2005, and 2006 who received a college degree.

**Table 7
Percent of Students Receiving and Two or Four-Year Degree**

Graduating Class	% Receiving a Two – Year Degree	% Receiving a Four – Year Degree
2004	9.2%	17.3%
2005	8.7%	17.4%
2006	8.1%	10.1%

Remediation Rates. Finally, researchers analyzed the percentage of students within Navigation 101 grantees schools who took pre-college classes (math, writing, and reading) in college compared to Washington State averages. These data represent students who attended a technical or two-year community college in Washington State. Students who attended a four-year college or out-of-state college are not included in these analyses.

Figure 28 shows the percentage of students taking a pre-college course in college. More students take pre-college math compared to pre-college reading and writing. The pattern of students taking pre-college courses is similar for both Navigation 101 grantees and Washington State students. However, aside for math in 2007-2008, more Navigation 101 grantee students took pre-college courses compared to all students in Washington State.

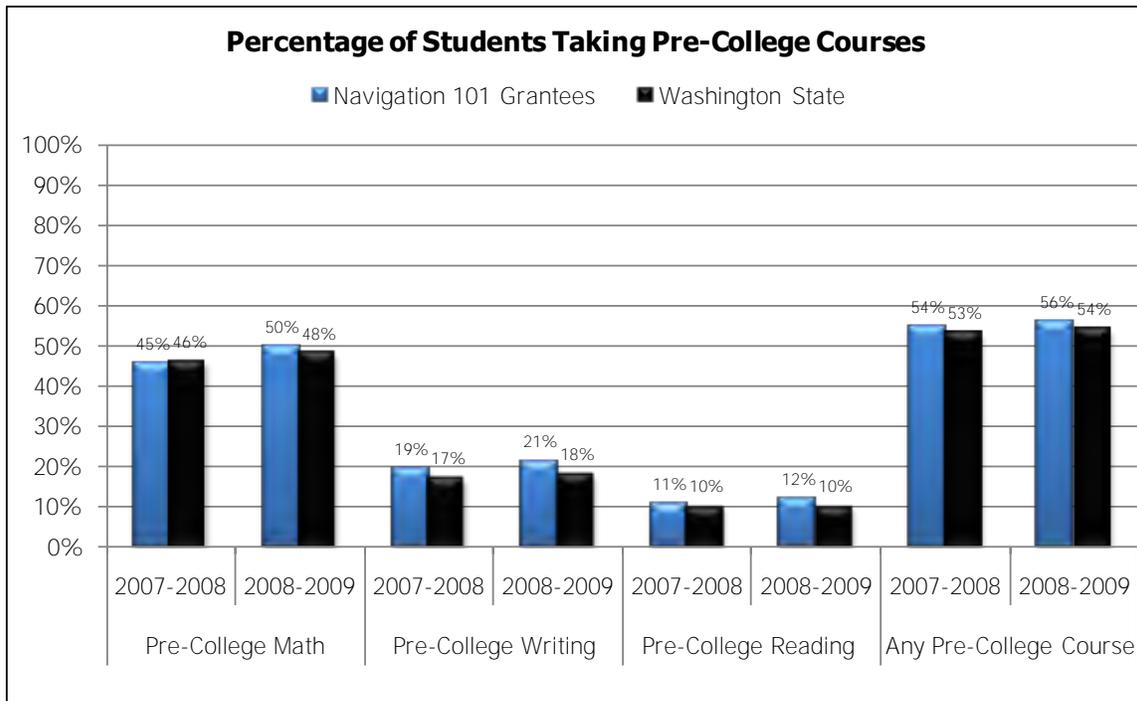


Figure 28. Percentage of Students Taking Pre-College Courses

Evaluation Question #12: To what extent did other quantifiable measures change over time?

In addition to the outcomes listed above, *researchers* also collected school-level and Navigation 101 perceptual through teacher and student surveys. In addition, we collected data about student-led conference participation rates and perceptions. These findings are described below.

Student Perceptual Data. Students ($n = 19,797$) in the 7th, 9th, and 11th grades from schools receiving a Navigation 101 grant completed a survey, which is organized around ten factors. Figure 29 shows the school factors: *Personalized*, *Future Focus*, and *Navigation 101 Beliefs*; Figure 30 shows the satisfaction factors: *Sense of Belonging*, *High Expectations*, *Satisfaction 1*, and *Satisfaction 2*; and Figure 31 shows the learning factors: *Active Inquiry*, *In-Depth Learning*, and *Performance Assessment*. Students responded to questions on a five point Likert scale. The results are organized around factors, and scores of 4.0 or above represent positive response on most factors. The exceptions are *Sense of Belonging* and *High Expectations* in which a score of 3.0 or above is a positive response, and *Satisfaction 1* and *Satisfaction 2* in which a score of 2.0 or above is a positive response.

Overall, students appear to be satisfied with their school, as these factors are above the cut-off value. However, the school and learning factors are below a 4.0, indicating these are areas of improvement in need of improvement. One interesting pattern emerges among the factors. While students have higher scores on *Future Focus*, they do not attribute this to Navigation 101. Figures 32 through 34 show survey results by the number of years the grantees have had the grant. The results are remarkably similar by year of grant, with no differences evidence. Because this was the first year of administering this survey, it is unknown if there were differences among grantees



perceptions in previous years. These represent baseline results, and the survey will be re-administered in the 2010 – 2011 school year to assess changes in student perceptions.

The individual items related to these factors reveal some interesting trends and yield more context to the findings. For example, 85% of students agree or strongly agree a college degree is important for a successful job; 82% understand the importance of how work and performance, effort, and decisions directly affect future career and educational opportunities; 81% have a good understanding of their personal interests and skills; and 76% report their future career depends upon college. While 75% of students reported know what classes they need to take to graduate from high school, only 59% reported they know what classes they need to prepare for college. Only 38% of students reported they had a plan to get into the post-secondary program of their dreams. Questions related specifically to Navigation 101 were much lower. On the survey, 38% reported involvement in the Navigation 101 program inspired them to set and achieve their future goals. Only 35% of students reported they were more likely to graduate and to do so on time because of the Navigation 101, and 34% reported they were more likely to attend a post-secondary program because of their involvement in Navigation 101. All of the individual survey items are located in Appendix B.

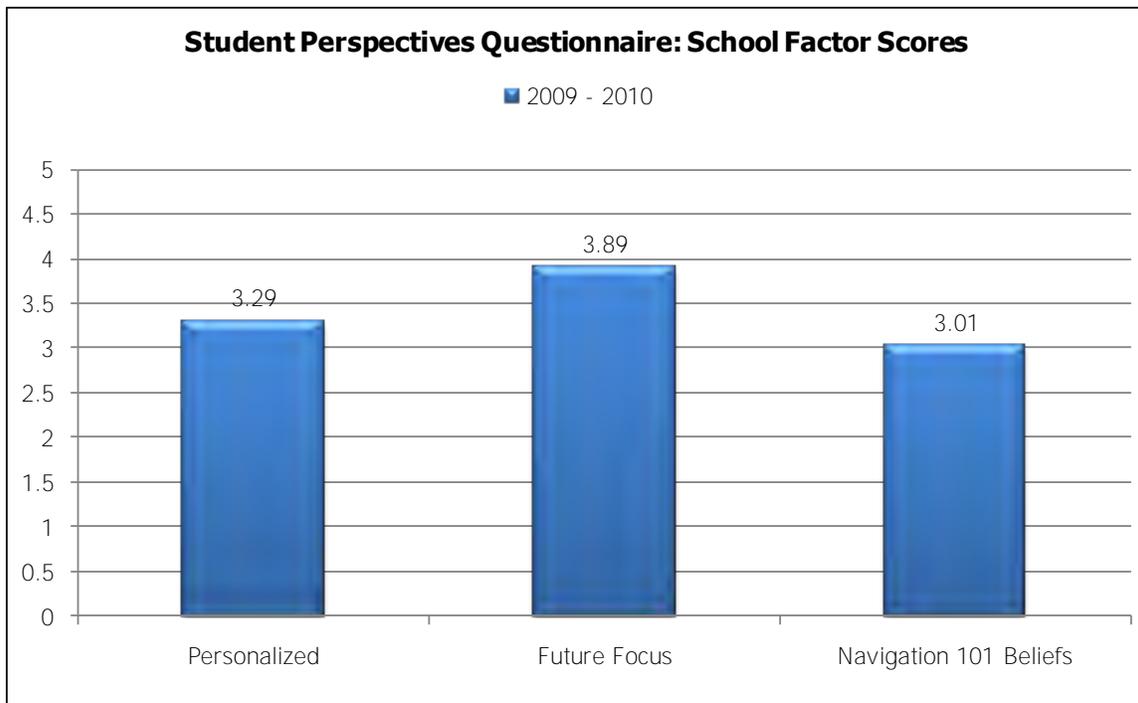


Figure 29. Student Perspectives Questionnaire: School Factor Scores



Figure 30. Student Perspectives Questionnaire: Satisfaction Factor Scores

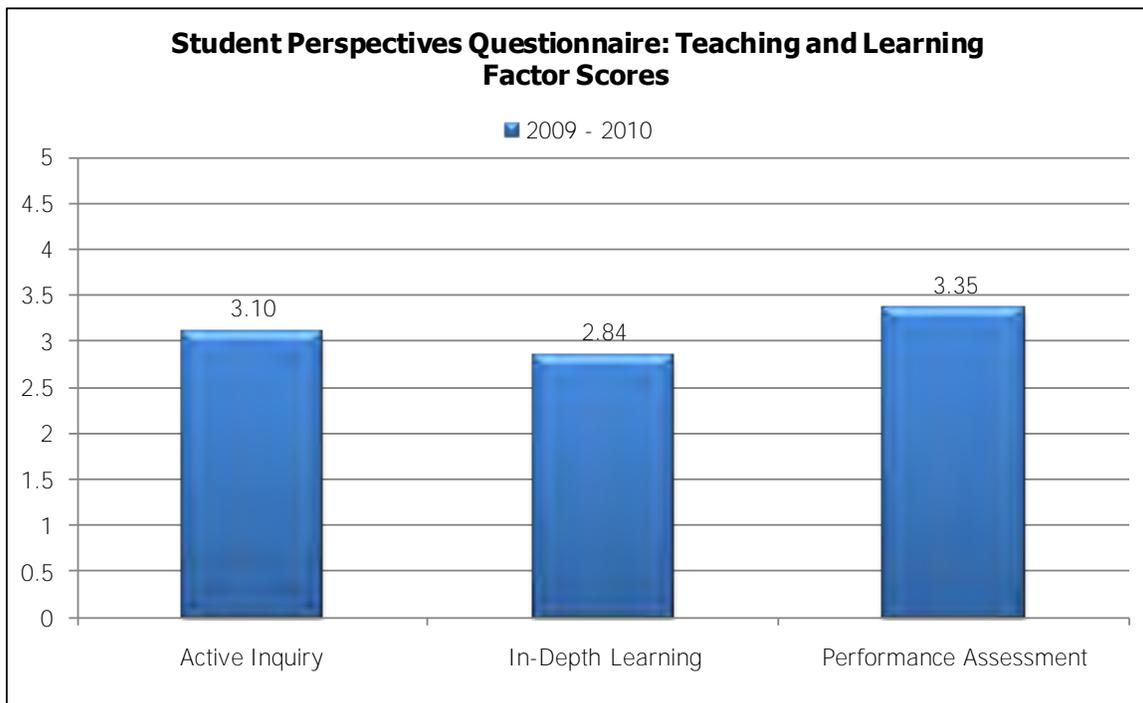


Figure 31. Student Perspectives Questionnaire: Teaching and Learning Factor Scores

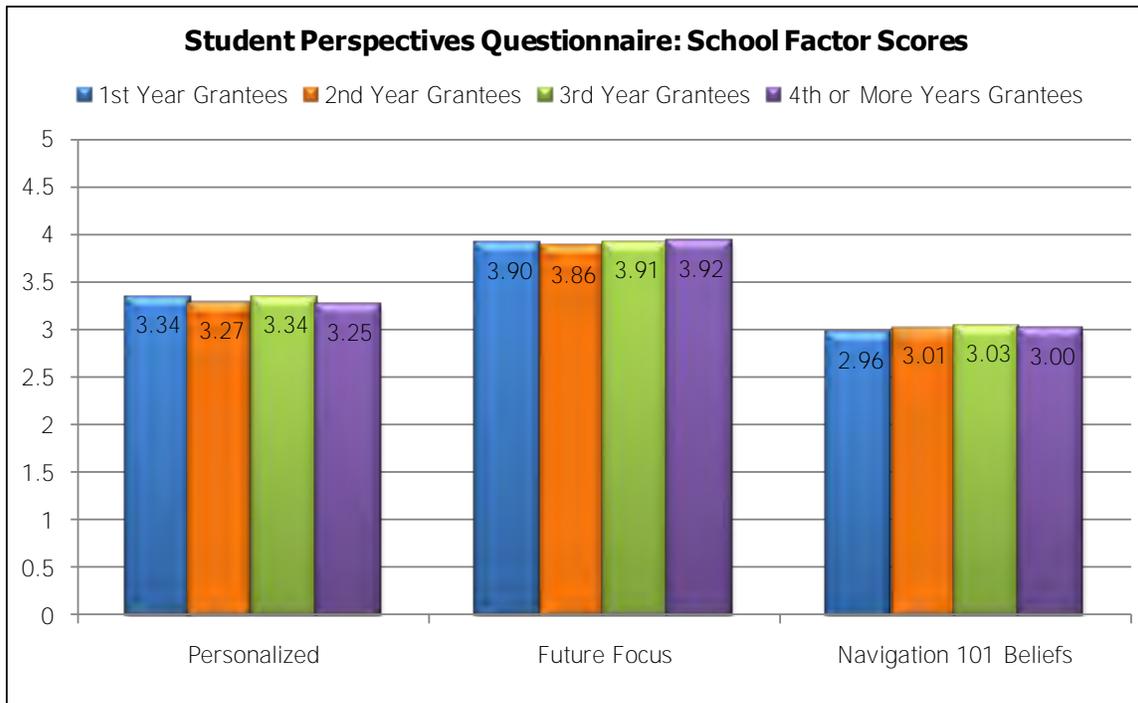


Figure 32. Student Perspectives Questionnaire: School Factor Scores by Year of Grant

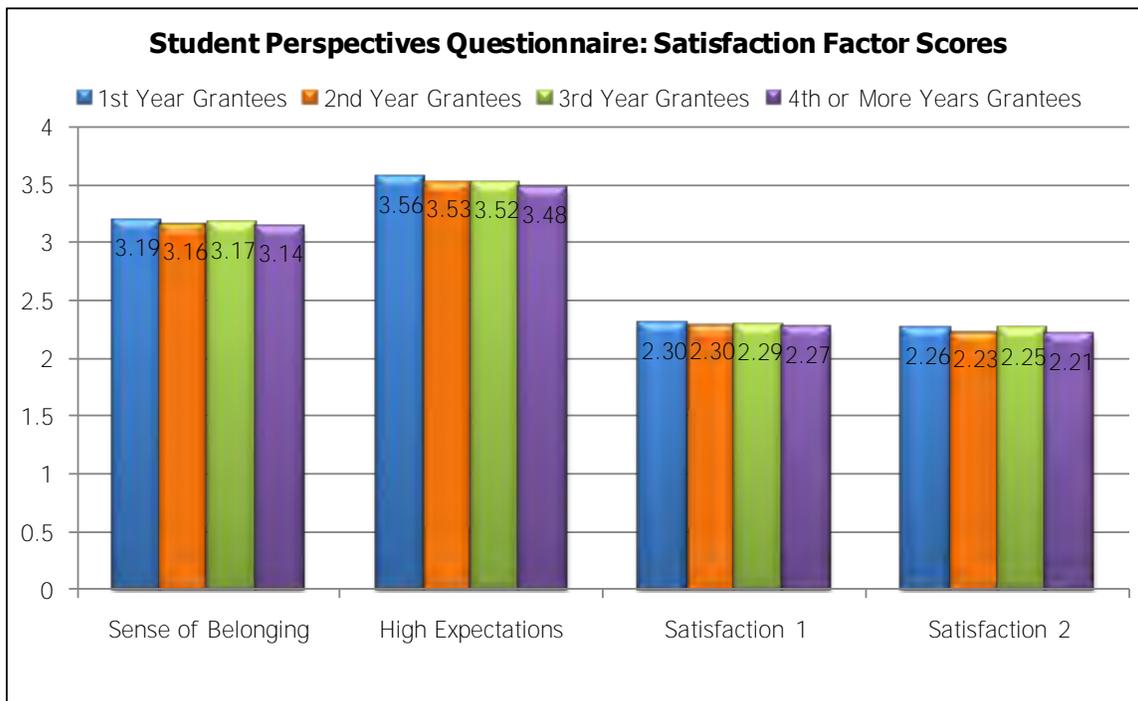


Figure 33. Student Perspectives Questionnaire: Satisfaction Factor Scores by Year of Grant

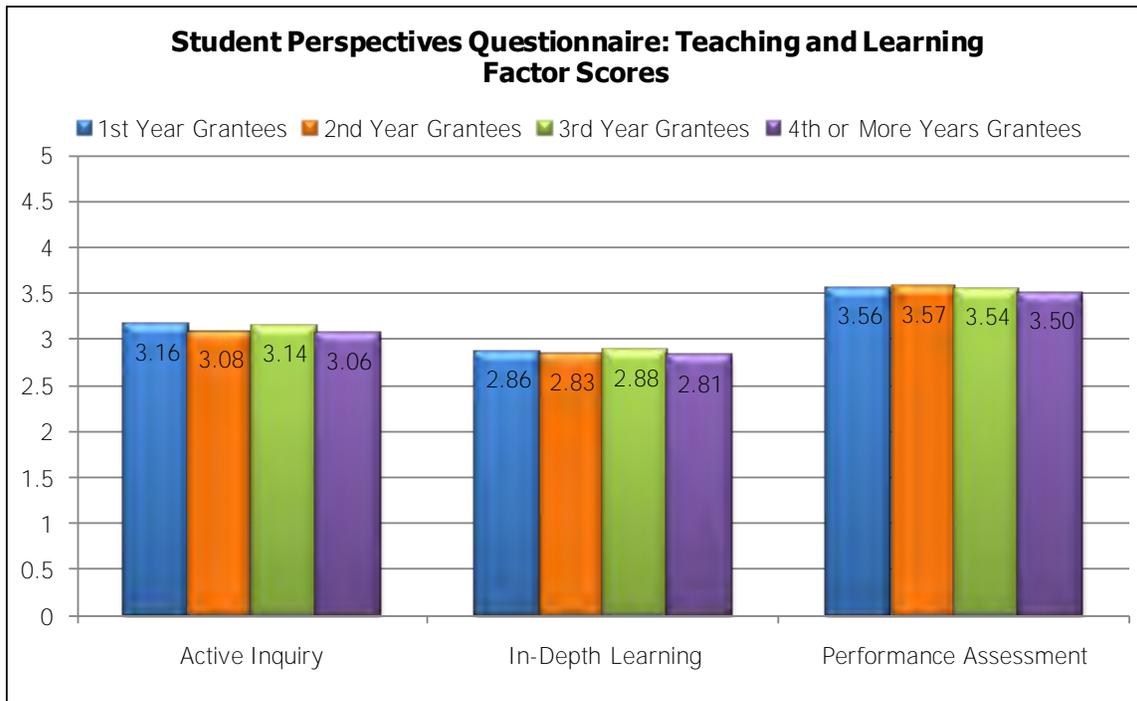


Figure 34. Student Perspectives Questionnaire: Teaching and Learning Factor Scores by Year of Grant

Teacher Perceptual Data. Teachers ($n = 1,842$) from schools receiving a Navigation 101 grant completed a survey, which is organized around nine factors: *Quality of Education, Partnerships, Standards-Based Teaching, Personalization, Constructivist Teaching, Environment, Technology, Future Focus, and Navigation 101*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a “4” or “5” response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response.

Results for all Navigation 101 grantees combined show that all scores are below a 4.0, with the *Technology* factor approaching 4.0. Scoring below 4.0 suggests that these factors do not exist to a high degree for any of the schools (see Figure 35). Looking at the results by Year of Grant, the results are similar (see Figure 36). However, the *Technology* factor score is above a 4.0 for the 1st year grantees, with scores generally decreasing by Year of Grant. This suggests that 1st Year Grantees have more access compared to other grantees. A number of the factors show a slight trend of improvement by Year of Grant, albeit the improvement is small. This trend is evident on the following factors: *Quality of Education, Partnerships, Standards-Based Teaching, Future Focus, and Navigation 101 Beliefs*. Many of these areas of improvement would be expected, given greater implementation of Navigation 101. However, since this is the first year the survey was administered, we are unable to determine if there were pre-existing differences. These results should be considered baseline.

Individual survey items, while still relatively low, show 59% of teachers report every students has an advisor who monitors and supports their college and career readiness, 58% report the school has



a clear vision that supports college and career readiness for all students; and 56% report district policies are supportive of the schools college and career readiness program. In addition, teachers hold more positive beliefs about Navigation 101 compared to students. For example, 70% of teachers agree the Navigation 101 helps students see a connection between their future goals and what they are doing in school today; 59% believe Navigation 101 helps students become more engaged in their learning; and 59% agree the Navigation 101 program has helped inspire students to set and achieve future goals. However, only 39% of teachers agree students are more likely to graduate on time as a result of Navigation 101, and 36% agree students are more likely to attend a post-secondary program because of their involvement in Navigation 101. These last findings are very similar to students' perspectives. See Appendix C for all individual survey items.

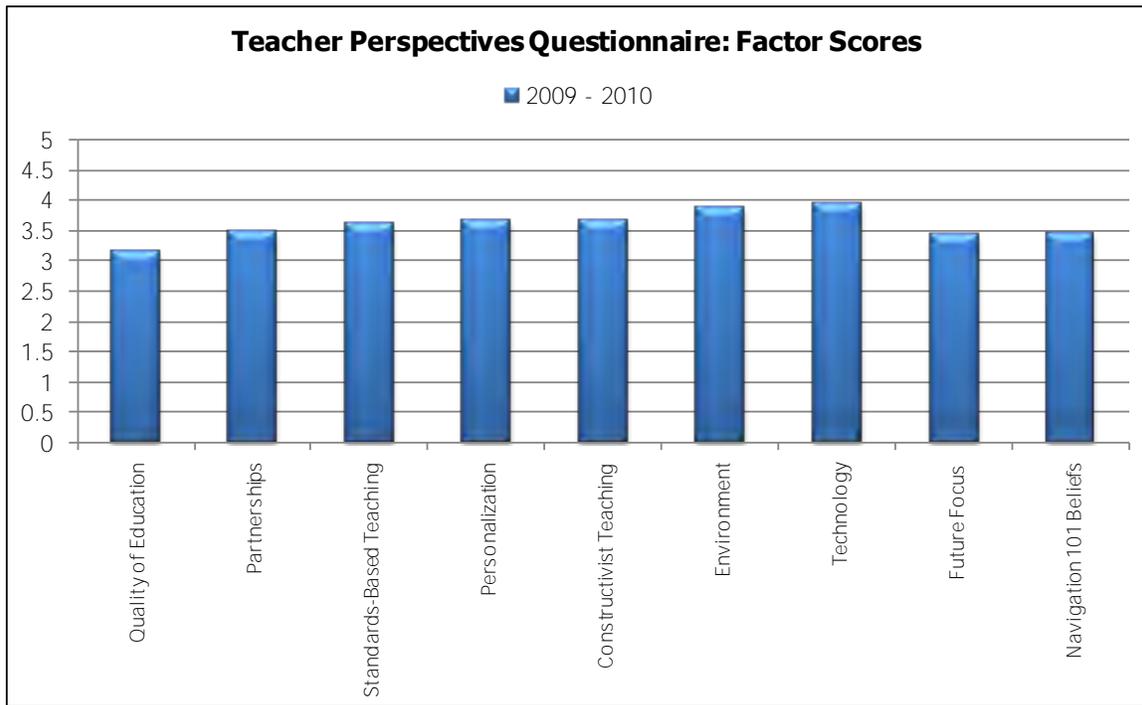


Figure 35. Teacher Perspectives Questionnaire: Factor Scores

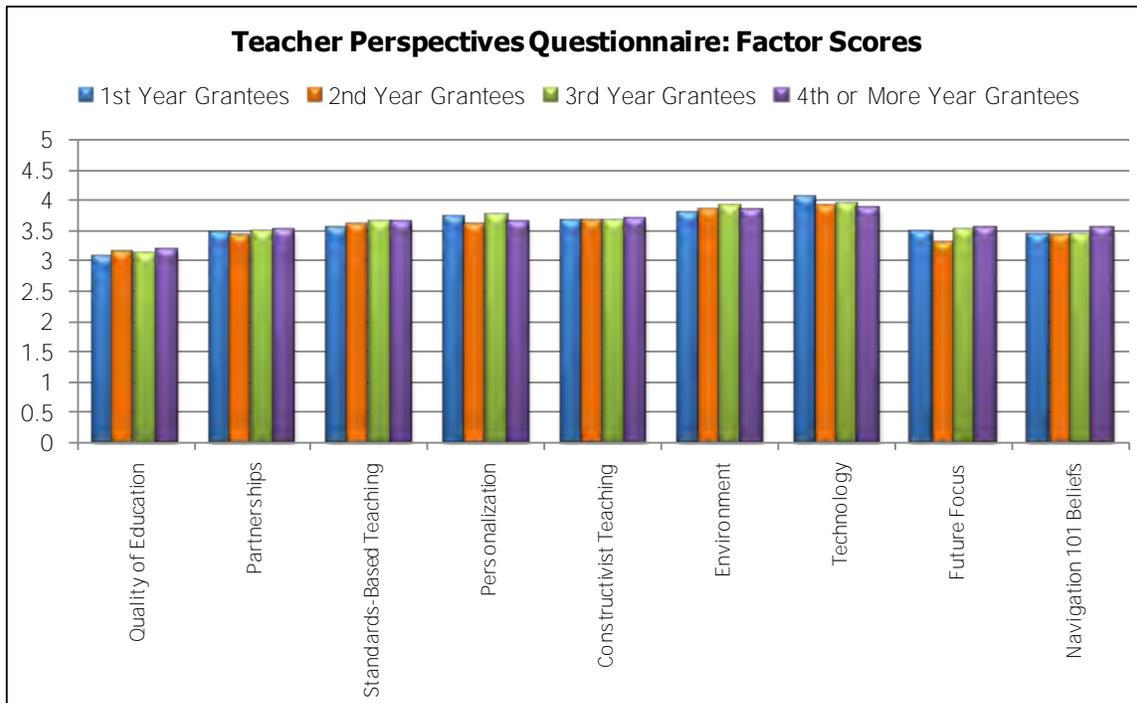


Figure 36. Teacher Perspectives Questionnaire: Factor Scores by Year of Grant

Student Led Conference Data. Figure 37 shows the percentage of parents attending conferences at the Navigation 101 schools since the 2006 – 2007 school year for both traditional and student led conferences combined and the percentage of parents attending student-led conferences in the 2008 – 2009 and 2009 – 2010 school years. The results show a greater percentage of parents are attending conferences at these schools in general. In addition, there has been an increase in the percentage of parents attending student lead conferences from the 2008 – 2009 school year to the 2009 – 2010 school year.

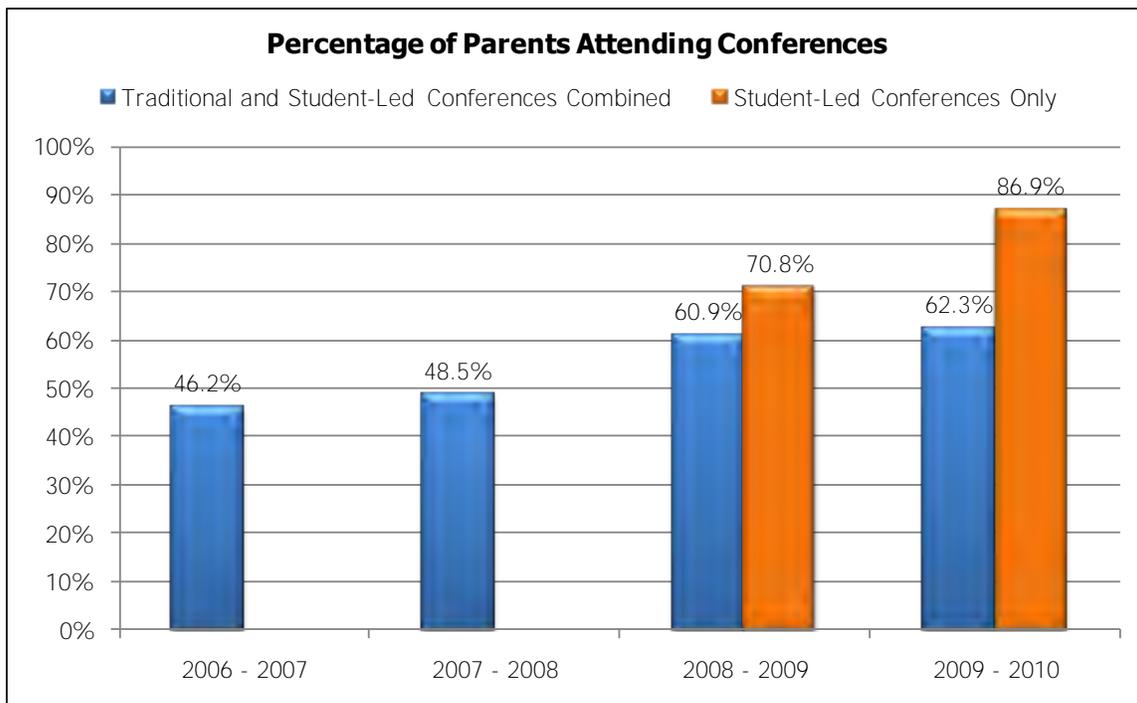


Figure 37. Percentage of Parents Attending Conferences

Perception data collected from during the student-led conferences show the majority of students, parents, and advisors agree the student-led conference was worthwhile (see Figure 38). An analysis of the comments for students, teachers, and advisors are detailed below.

The comments from the students show the majority appreciated talking with parents about their schoolwork, accomplishments, and future plans. One student commented, “I loved it so much! I really want to do it next year. I can’t wait to show my writing next year.” Another wrote,

“It was great. I got to explain to my parents what I was planning on doing after high school and beyond and the rest of my life. I got to show them my current grades and how I planned to achieve my goals in life and what classes I needed to take to make it to a college.”

When students responded negatively to the conferences, they typically referenced having these discussions already with parents. One student shared, “It was pointless. They already knew, and it was a waste of time.” Another reported, “I have already talked to my parents about these topics so it didn’t help me.” In addition, a subset of students described uncomfortable feelings and lack of preparation as reasons for not finding the conference worthwhile. A student commented, “It was embarrassing.” Another said, “I felt a little nervous. I wasn’t prepared.”

Parents’ comments were largely positive as well. Parents appreciated learning about their students’ plans, and they believe the conferences hold students accountable. One parent shared, “I loved seeing my child take responsibility and being held accountable. [It is] much easier than six separate

conferences.” Another parent wrote, “I really enjoyed how he improved, and it makes the children very proud of themselves on what they accomplished. I really enjoyed it.” Still another commented,

“It is wonderful to have her lead the conferences to prepare herself for speaking to others down the road (school, work, etc.). It also built up her confidence about herself, her grades, and how well she is doing in school. It also helped me to understand her goals as she gets older and for what she wants to do after she graduates.”

When parents wrote negative comments, many were concerned that they were not hearing all the necessary information from their student. Some parents wanted additional time alone with the teachers. One parent commented, “Probably holds the student accountable. However, I like hearing from the teachers directly regarding strengths and weaknesses.” Other shared, “Show more work not only best but also medium, along with problem spots;” and “I miss teacher comments to ease some of my questions and concerns.”

Advisors also believe the conferences are an important step in students taking responsibility for their future. One advisor shared, “Excellent event! Great organization! Wonderful opportunity for students to ‘show off’ and/or take responsibility for their own learning and grades. Year two was just as awesome as year one!” They also believe they help parents and students engage in an important conversation. One advisor commented, “Students have the chances to express their learning in a very authentic and meaningful situation. I am often surprised at the depth of understanding that emerges when conversation is the vehicle and not paper and pencil assessment.” Another shared,

“The conferences were a big step for all of us. As educators, we could see the improvements of the students throughout the year as well as enjoy the family interaction. It helps everyone to be able to see the parents take pride and interest in their own children and the students gain pride and confidence in themselves.”

Advisors negative comments generally centered on the time requirements and logistics of the conference. For example, some advisors shared, “[We need] smaller advisory groups, 25 is too many. I should get an extra day off;” and “Not worth the time.” Commenting on logistics, an advisor commented, “There needs to be five minutes between conferences for comments and different student to set up.”

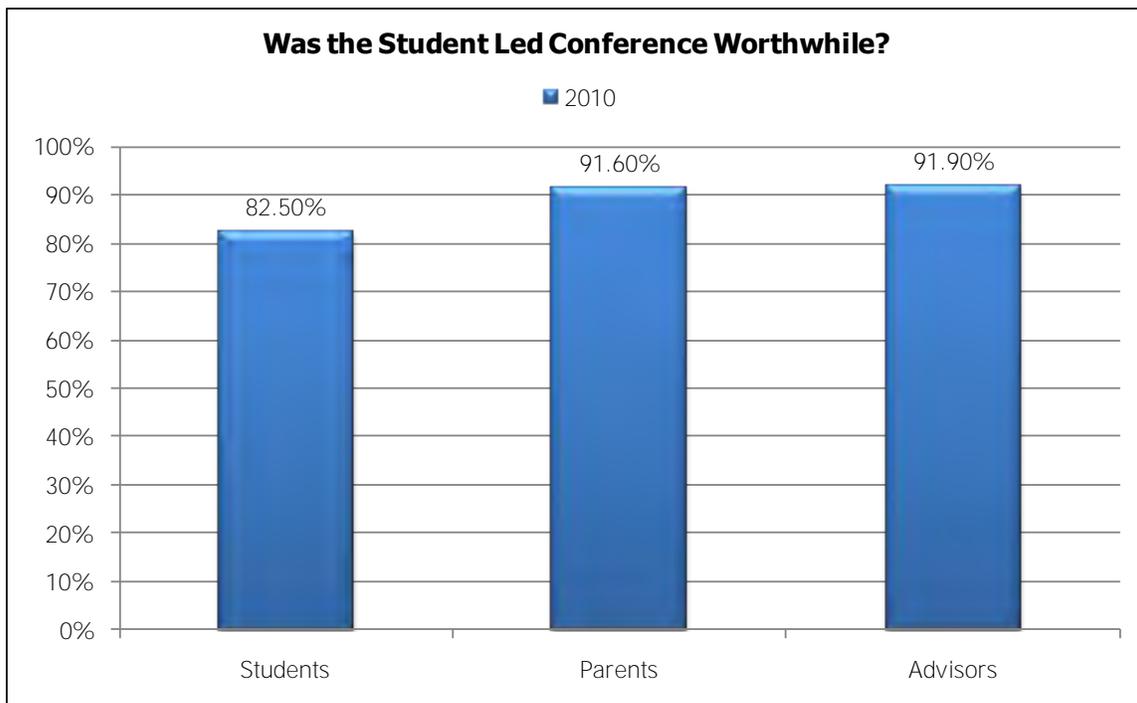


Figure 38. Percentage of Students, Parents, and Advisors Reporting the Student-Led Conference was Worthwhile

Evaluation Question #13: What were the key drivers of change for the schools?

A proactive, personalized climate established through collaborative partnerships between the school and students, and between the school and students' care providers provided the impetus for change in most schools. The quality of interactions within the school setting was integral to promoting positive development of Navigation 101.

Partnership Interaction with Students. One key driver of change across all schools was the strong staff-student relationships developed through the provision of advisory. Students benefit from both the personalized environment created by smaller class sizes for advisory as well as the continuity of having the same advisor throughout an entire school year or school career. As one participant shared, "It's really building relationships with those kids. They have someone they can go to, they have at least one person they can always go to who'll look out for what they're doing." Several students commented on feeling cared for, respected, and appreciated by their advisor. One teacher commented on how students come to her for help to learn. The teacher shared, "I have one student [in advisory] who has never been a student in any of my regular classes who comes to me on a regular basis for help with his English homework. We would have never had that connection without Navigation 101." Another shared, "One senior girl was concerned with graduation things. She needed clarification and felt comfortable coming to me when she wouldn't ask elsewhere." Still another said, "Almost every teacher could give you a story about somebody who is hanging out in their room because of their advisory relationship."

Students also profit from having a structured time and place during the school day in which to explore issues of college and career readiness, tasks that in the past had to occur outside the school day. Including this within the school day allows all students access to this information, rather than those students whom are the most motivated to seek it out. Other students commented on the value of peer connections and sharing. One said, “[It’s] inspiring to talk to classmates about what they want to do. It helps you to plan for what you want to do for college and beyond.”

Partnership Interaction with Parents. Forming alliances with parents is also a key driver of change and an avenue for fostering academic learning and success. Specifically, the use of student-led conferences to gain parents’ support and involvement in their children’s education was seen as helpful in augmenting and validating their children’s learning experiences. Parents reported feeling supported by the school and informed about their children’s progress when they are invited to see their student’s presentations. One parent discussed the value of the student-led conferences: “It makes us all as one team, committed to working together.” As families learn more about how Navigation 101 helps their student develop a college or career plan and evaluate their progress toward it, they are more inclined to work in conjunction with the school.

Evaluation Question #14: What unintended outcomes, if any, have resulted from the Initiative?

The Navigation 101 program’s intent is to foster the personal/social, academic, and career development of the child. Administrators and staff members reported that many aspects of the program have resulted in staff developing a deeper appreciation of what it means to educate the whole child.

Deeper Appreciation of Whole Child Education. The institution of advisory appears to be cultivating a more empathetic perception of students. Staff members learn personal information about students in advisory (e.g., interests, hobbies, talents, occupational goals, etc.) that may not arise during the course of regular classroom activities. They develop deeper and more personal relationships with their advisees and, reciprocally, students are experiencing new levels of caring and respect from teachers, which provides an atmosphere conducive to learning and achievement. As one teacher said, “If teachers are invested, it provides a stronger safety net.” Advocating for students through understanding various aspects of the whole child cannot be underscored enough for reinforcing a new repertoire of social and academic behaviors.

EMERGING ISSUES

The Navigation 101 program contains many strong areas for creating a customized education for all students by providing a college-ready environment. As administrators, teachers, students, and parents invest time and effort into making this initiative work, some issues have surfaced that will require further attention. These include facilitating positive attitudes regarding program implementation, providing system-wide support/professional development for advisory teachers, enhancing or supplementing the advisory curriculum, providing greater support for students completing gatekeeper courses, and developing broader communication networks.



Attitudes, Beliefs, and Expectations. Advisory teachers follow the same students throughout a school year or entire school experience. The advisor helps students with course selection (including enrolling in programs to earn post-secondary credits while in high school); provides information about post-secondary planning and goals; helps assess students' personal interests and aptitudes; helps students make connections to job shadows, internships, community service work, and other career-related experiences; and helps students develop portfolios and plan for student-led conferences. This consistent, long-term relationship is critical to the success of Navigation 101.

The level of teacher buy-in influences how well programs are received and implemented. Consistently across schools, administrators, teachers, parents, and students commented on the quality of advisors available in a given school. Responses showed the attitude, beliefs, and expectations of the teacher play a large role in whether the student accepts the legitimacy of the program, how hard they work at it, and what they get out of it. Attitudes are contagious in that students will display the same energy they perceive from others. When program perceptions are negative, the result will interfere with the quality and sincerity of student participation in class and lead to diminished performance.

System-wide Support. Fidelity of implementation of a new program depends largely on system-wide support and strong, effective leadership. As teachers take on a new role and are required to be on the frontline for guidance and counseling activities, training takes on paramount importance. For instance, teachers must acquire knowledge of college and university admission requirements in order to inform students of options and to help them select appropriate courses during the remainder of their secondary school career. They need to be resource-aware so they can direct students on how to research or obtain knowledge related to college and career readiness, information that even the teachers may not possess. During interviews and focus groups, staff members commented on the lack of training and the unease they felt in administering curriculum lessons. Several people identified professional development in Navigation 101 curriculum as a weakness in the schools. While many of the respondents received some training, others have not. Providing for staff needs and training to expand knowledge and skills in guidance and counseling principles and practices are areas staff members recognized as important to continued facilitation of this system-wide, comprehensive program.

Weak Advisory Curriculum. During interview and focus groups, participants' comments on curriculum lessons were an area of major concern. In the design of advisory classrooms, several teachers noted the inadequate timing in the scope and sequence of the curriculum. Additionally, several participants viewed the content of the curriculum as insufficient. To better fit the "scope and sequence" of their advisory plans, some schools either supplemented the curriculum with their own program such as the Community Builders program or use the Navigation 101 lessons as a "skeleton" and enhanced the lessons using a variety of outside resources (i.e., Bridges Career Program Curriculum). One school coordinator stated, "A strength of Navigation 101 is the fact that they offer the professional courtesy and freedom in the framework to [allow us to] adjust lessons to suit grade level needs." While the supplementation of the lessons seems to work well for some schools, it is questionable as to how many schools are aware they can adjust the lessons, or how much time school personnel dedicate to re-writing and enhancing lessons.

Gatekeeper Courses. Since one of the main goals of Navigation 101 is to increase the quantity and diversity of students who attend college and other postsecondary options, schools have begun increasing the number of gatekeeper courses (i.e., Chemistry, Algebra II) due to the increased request of students to enroll in these particular courses. As earlier noted, gatekeeper courses appear to correlate with college enrollment and completion rates. Simply recognizing courses are needed for a certain career, however, does not mean that students are prepared or equipped to take these courses successfully. During interviews and focus groups, participants expressed concern for students who experience new learning difficulties due to the challenging nature of these courses. In addition, many schools lack interventions and support needed to help students master these more challenging curriculum courses.

Communication Networks. Partnering with parents, neighboring schools and school districts, and local community organizations is important to develop a comprehensive support system. During interview and focus groups, all stakeholders expressed a lack of opportunities for job sharing, community service work, and internship experiences. Staff members recognized “communication confusion” within the school system and felt, “the communication in the school needs to be looked at.” Only with the enhancement of communication can networks be advanced. Parents commented on not being informed of and not being aware of what the program entailed. One participant shared, “We would like more information for parents on Navigation 101. There needs to be communication about it.” Providing stakeholders with important information regarding goals and objectives of the program is necessary to build community support. Strong personal and productive communication patterns with others are important for them to perceive a common agenda, shared responsibility, and mutual accountability. Along with this, time to communicate and collaborate was identified as an impediment to these broader network interactions. Stakeholders felt additional collaborative opportunities (i.e., with other schools and districts) have to occur to talk about problems, strategize solutions, and evaluate outcomes.

PROMISING PRACTICES

While there are emerging issues that require attention, there are also promising practices that should be celebrated. These practices highlight the potential catalyst needed as a foundation for developmental change in schools. These practices include raising college awareness for students and increasing student ownership and responsibility.

Raising College Awareness for Students. Personnel at all schools noted the importance of a college-going culture and reported an increase in the awareness and expectations for all students to attend college. Staff members are increasing awareness through a multifaceted approach, including providing college awareness information through advisory time, portfolios, and student-led conferences. Overall, students reported that staff expected them to go to college. Students also reported that they are more informed of courses to take to get ready for college and enter their particular field of interest, and more time is given to practice skills they need in college. Referring to financial information received, one student shared, “You don’t need to be rich to go to college.” This is a promising area of development in that it exemplifies the natural progression from informed students to good decision-making for their future.



Increasing Student Ownership and Responsibility. Staff members share a representative perspective on the key role of student empowerment. One staff member commented that Navigation 101 is putting “kids in the driver’s seat.” Another discussed the “shifting paradigm back to students being responsible for their learning.” Another staff member shared, “When students see themselves empowered, they learn better.” This ownership is evident particularly in the area of student-led conferences. One interviewee shared that although students “walk in nervous”, they leave “walking on a cloud.” A staff member reported that students come out of the conferences feeling good about themselves and the positive experience they had. Interviewees commented on the importance of students being “self-directed, self-motivated learners.” Several students viewed this time as a chance to talk about their goals and future aspirations. This is a promising area since it has shown that when students are given an opportunity to lead in their learning, a great deal can be achieved.

CONCLUSION AND RECOMMENDATIONS

Overall researcher findings support that Navigation 101 is a robust program that has the potential impact on preparing students to be college ready. School districts across the state have implemented the program to varying degrees, some successfully while others continue to struggle. School personnel have been conscientious about what to emphasize and support according to their own understanding of the components of the program. For instance, they have recognized that learning is a relational event, and the importance of genuine, collaborative relationships with peers and their teachers through advisories provide the format for this social practice to occur. Additionally, they understand the value of involving parents in their children’s planning and goal setting. Finally, personnel at all schools noted the importance of a college-going culture and reported an increase in the awareness and expectations for all students to attend college.

To assess evidence of impact, researchers analyzed implementation reports, transcripts; student assessment results; graduation rates; College Bound application rates; college attendance, persistence, and graduation data, pre-college course taking patterns; student and staff surveys, and student-led conference attendance and perception data. Analysis of the evaluation data suggests grantees in general have high levels of implementation around advisories, portfolios, and student-led conferences. Follow-up analyses indicate four of the components of Navigation 101 (advisories, portfolios, student-led conferences, and student-driven scheduling) showed significant increases in implementation as length of time implementing the program increased. The result for the evaluation component was not statistically significant, indicating that as grantees proceed with implementation, they continue to struggle in this area.

Additional outcome data showed some positive trends. A greater percentage of parents attend student-led conferences compared to traditional conferences, and perception data from parents, students and advisors were positive about the experience. In addition, there appears to be an increase in the number of students signing up for the College Bound scholarship at the middle school level. This suggests that students have an increased awareness about the opportunities available to them and an increased interest in signing up for these opportunities. There has also been an increase in the percentage of students meeting minimum course taking requirements to enter into a four-year college (transcript analysis) from 2008 to 2009, suggesting that students are

taking more rigorous courses. Further analysis by year of implementation shows no significant trend, and this is likely because of missing data and small sample sizes. However, improvement in the percentage of students Meeting College Requirements is the highest for schools in Year 3 followed by schools in Year 4 or more. No improvement was evident in schools in Year 1 or Year 2, and the percentage of students Meeting College Requirements decreased.

Analyses of graduation data show an important trend; as the length of time implementing Navigation 101 increases, there tends to be a greater improvement in graduation rates, and this approached statistical significance. In addition, there was a statistical difference with schools implementing Navigation 101 for four or more years having a greater rate of increase in graduation rates compared to schools implementing the program for only one year. Additionally, the rate of improvement in graduation rates for schools implementing Navigation 101 for four years or more is three times as high as the state. Over a four year time period these schools average about a 3 percentage-point gain in graduation rates, while the state average for the same time period is about 1 percentage-point. This is significant considering that the grantee schools contain a higher percentage of students qualifying for free and/or reduced priced meals than schools making up the state average.

In general, analysis of achievement data and college attendance data suggest that Navigation 101 grantees appear to be following a similar pattern to the state. However, in reading achievement at the elementary level, the gap between Navigation 101 schools and the state appears to be closing. Additionally, the rate of improvement in college attendance over this time period for Navigation 101 schools is slightly higher than for the state. In both these areas there was no significant difference based on years of implementation. Perception data from students and teachers serve as baseline and suggest there is room for improvement in all areas assessed. These data will be analyzed for differences in the second year of the evaluation.

Overall, the qualitative and quantitative data show promise. To improve support to the schools, please refer to the *Envictus Corporation Change Management Report: Year 1 Evaluation* (Baker, Gratama, Bachman, Thompson, Brenner, Goetz, and Ulrich, 2010). In addition, we offer the following recommendations to expand and improve the Navigation 101 program.

Increasing Positive Attitudes, Beliefs, and Expectations

The impact of teacher beliefs about individual and classroom level expectations for student learning cannot be underestimated. Research shows that students act in ways that are consistent with teachers' expectations of them (Rubie-Davies, 2006). School personnel may need to reevaluate the ramifications of their attitudes, beliefs, and expectations related to the Navigation 101 program and the benefits it provides for students in order for mutual, system-wide commitment to occur. Teachers who have high expectations for all students and who are more committed to making a difference tend to be more intentional, informative, and straightforward in the information given to students about college expectations. These teachers work to offer ample opportunities to engage in college preparation activities (i.e., providing financial aid and college application workshops) and other school-related activities that promote a college oriented culture.



We recommend pairing a more committed and motivated teacher with a resistant teacher to help increase the quality of information received by students, and in turn, this may indirectly address some of the philosophical beliefs held by resistant teachers. Teacher commitment to school reform is crucial in sustaining implementation. Teachers who feel threatened by change or who view the reform as a temporary initiative will be less likely to devote much energy to the reform. We recommend that clear and accurate information regarding program specifics be given to teachers regarding covert and overt messages that they send to students about their college readiness and abilities. Teachers should be assured that reform will provide an opportunity to develop professional growth opportunities. Administrators should ensure that staff members see how each component of the guidance program leads to students' higher performance and greater opportunities for post-secondary success.

Improving System-wide Support

Research in educational reform and improvement shows, without system-wide support for learning, innovations and improvements are generally not sustained. With the changes in roles for teachers, they are unlikely to implement a practice successfully if they have not had quality training in the area. Teacher anxiety regarding inability to teach a social curriculum or their feelings of inadequacy in the knowledge-base content may interfere to a large extent. All individuals struggle with change, especially if the program implemented has many tasks involved or many challenges to overcome. When barriers are removed, implementation becomes easier. We recommend increasing teacher, and subsequently student, satisfaction through quality implementation practices. Communication regarding the specifics of the program should be executed. Teachers cannot be expected to learn new practices if they are not provided with opportunities to watch qualified teachers or coaches demonstrate effective methods, experience job-embedded support, receive time for reflective exercises, and receive high-quality feedback (Knight, 2005).

Administrators should ensure that staff members receive the training and sufficient planning time needed to implement this program at a high level. Additionally, it is important to advance multicultural competence related to diverse students' learning experiences and college readiness. These professional development opportunities must be part of the culture of the school in order to integrate the components of Navigation 101 into their work. A plan should be developed to provide an ongoing program of professional development and training that prepares all educators for participation in the advisory program. School-wide change should encompass changes in policies and procedures related to enhancing professional development opportunities that empower staff members to adequately do their job.

Improving Curriculum-driven Student Advisories

The majority of those interviewed appreciated the value of the Navigation 101 message, but felt as if the curriculum needs attention. Staff members reported curriculum lessons are not geared towards middle school students and are not diverse enough to include ELL or Special Education populations. Lessons do not differentiate enough between grade levels. Students shared they were bored with the repetitive nature of the lessons and felt advisories lack hands-on activities. Teachers' recommendations include making lessons "more quality and less quantity," more interactive and

student-centered, less redundant, and include more writing for “true student reflection.” Several teachers commented that they are more likely to adopt new practices when quality teaching materials (i.e., lessons) are created for them.

Many suggested the development of an improved scope and sequence for the advisory program with the idea that these would evolve as students’ concerns and needs changed. We recommend that staff members work collaboratively to develop an adequate scope and sequence for the advisory period that considers the special challenges of ELL and Special Education populations as well as the differentiation between grade levels. The scope and sequence should also consider using teachers’ strengths and interests effectively. Lastly, staff members should consider each area of social, academic, and career topics without needless repetition. Lessons should contain age-appropriate guidance materials relevant to the daily experiences of students.

Supporting Gatekeeper Courses

As schools begin to emphasize the importance of providing a college ready culture and students are encouraged to seek out more challenging coursework for attaining their goals, attention is drawn to the supports available. Many schools reported they offer these challenging courses on a limited basis or do not have the necessary support needed for students to succeed in more challenging work. In developing policies that promote more rigorous coursework and higher graduation requirements, educators will need to ensure that students are prepared in middle and early high school for more advanced courses, and that students have the support they need to succeed in these courses. We recommend that schools allocate resources to support the interventions needed, which may include offering the courses more frequently; increasing the number of staff members teaching these subjects; and providing tutors and after school programs. Schools are encouraged to adjust to this new demand and create a supportive school environment for all students.

Building Communication Networks

Effective channels for change may include building communication with key stakeholders who are needed in the process. School districts and board members should continue to make efforts to build community support around this program. One concern mentioned by participants was the lack of opportunity to engage in job shadowing, internships, and community service work. Bottoms, Presson, & Han (2006) found that schools providing high quality guidance and advisement with students participating in work-based learning (e.g., internships, mentoring relationships) had more students reach proficiency levels on state assessments in reading, math, and science compared to schools which did not provide such experiences.

Building a network of local businesses and professionals necessary to provide career-related experiences is vital for students to explore their interests and options. The camaraderie of building these networks is also helpful in spawning ideas and seeing successful strategies and outcomes. To create an integrated, effective network of stakeholders, we recommend offering community workshops and forums to provide information about the guidance program. District and school personnel should share the goals and objectives of the program with community support systems and framed around student achievement by connecting it to the mission and vision of the school.



Additionally, supportive collaborative teams should be established to support this practice. Building in collaborative time to connect with other schools and districts and community agencies is important for sustainability. These cooperative ventures will be vital mechanisms for attaining input, receiving feedback, enhancing interventions and support, and offering an increased number of program activities that will ultimately impact school-focused goals surrounding Navigation 101.

Using Data Effectively

As school personnel gain more access to data, and data to inform important decisions and future planning, the need to meaningfully evaluate data becomes critical. By using data effectively, educators are able to understand the problems they face, and explore and obtain solutions. The consistent use of data promotes self-evaluation, helps allocate resources appropriately, and promotes high quality teaching and learning in the classroom. We recommend that schools gain access to the skills and knowledge needed to interpret data and develop better methods in utilizing the data in order to contribute toward a school's capacity to improve. Educators need to develop their skills in analysis and synthesis to validate and monitor the impact of program implementation such as Navigation 101. Furthermore, communicating these data to others becomes an important aspect of support. Sharing data with others helps them to understand the urgency that change is needed. In addition, sharing data with others fosters school and community ownership and buy-in. Effective data use provides a more complete picture of the reality of what is happening in a school by clearly indicating areas of development and areas of strength.

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APPENDIX A: NAVIGATION 101 ONLINE IMPLEMENTATION SURVEY



Table 1.
Online Implementation Survey Question 1

	Urban	Suburban	Rural	Other
Please indicate your school setting:	2%	21%	25%	52%

Table 2.
Online Implementation Survey Question 4

	Yes	No
Has your school formally established staff consensus to adopt the Navigation 101 program in your school?	90%	11%

Table 3.
Online Implementation Survey Question 5

	Very High (90%-100%)	High (80%-89%)	Moderate (70%-79%)	Moderately Low (50%-69%)	Low (<50%)
Please indicate your estimate of the level of positive staff support for the Navigation 101 initiative in your school:	32%	37%	28%	2%	1%

Table 4.
Online Implementation Survey Question 6

	Not Applicable*	Very High	High	Moderate	Moderately Low	Low
If you are currently in your 2nd year of grant funding, please indicate your level of confidence that Navigation 101 will be sustained in your school during 2010-11 without a state Navigation grant:	23%	36%	17%	13%	4%	7%

*Not Applicable (1st year Grantee)

Table 5.
Online Implementation Survey Question 7

	Administrator	Teacher	Counselor	Collaborative/ Shared	Other
Please indicate the program coordination structure that best describes your school:	17%	30%	32%	18%	4%

Table 6.
Online Implementation Survey Question 8

	Representative Implementation Team	Implementation Team	Teacher	Counselor	Administrator	Other
Please indicate the program management structure that best describes your school:	30%	28%	15%	11%	10%	6%

Table 7.
Online Implementation Survey Question 9

	Administrator	Teacher	Counselor	Parent/ Community Member
Who initiated the Navigation 101 effort in your school?	56%	15%	32%	1%

*The total does not equal 100% because some responders selected more than one answer.

Table 8.
Online Implementation Survey Question 10

	Yes	No
Does your school award credit for Navigation 101 advisories and or activities (high school only)?	36%	64%



Table 9.

Online Implementation Survey Question 11

	Email or copy to most/all staff	Email or copy to select staff	Not currently distributed
Please indicate the level of distribution of the Navigation News in your school:	21%	37%	42%

Table 10.

Online Implementation Survey Question 12

	Email or copy to most/all parents	Email or copy to most/all students	Email or copy to all Navigation advisors	Not currently distributed
Please indicate the level of distribution of the Navigation 101 Navigator in your school:	5%	6%	19%	74%

*The total does not equal 100% because respondents could select more than one answer.

Table 11.

Online Implementation Survey Question 13

	Yes	No	Don't Know
Is your school developing or implementing a comprehensive school guidance and counseling program based on the ASCA National Model?	57%	18%	25%

Table 12.

Online Implementation Survey Question 14

	Yes	No	Not Determined
Is your school's preferred future to embed Navigation 101 within a comprehensive school guidance and counseling program?	61%	5%	35%

Table 13.*Online Implementation Survey Question 15*

	One Grade	Some Grades	All Students, All Grades
Which grades participate in advisory?	2%	7%	92%

*One grade (low level of implementation), Some grades (moderate level of implementation), All students/all grades (high level of implementation)

Table 14.*Online Implementation Survey Question 16*

	Staff Volunteers	Some Certified Staff	Most Certified Staff
Which staff members function as advisors?	2%	6%	93%

*Staff volunteers (low level), Some certified staff (moderate level), Most certified staff (high level)

Table 15.*Online Implementation Survey Question 17*

	Less than once a month	Twice a month	More than twice a month
How often do advisories meet?	10%	40%	50%

Table 16.*Online Implementation Survey Question 18*

	Customized curriculum addressing 1 domain	Customized curriculum addressing 2 domains	Navigation/ state/customized curriculum addressing 3 domains
Does the curriculum address all 3 developmental domains (academic, personal/social, and career)?	2%	20%	79%

*Addressing 1 domain (low level), addressing 2 domains (moderate level), addressing 3 domains (high level)



Table 17.

Online Implementation Survey Question 19

	No organized training	At least once a year	At least one formal training a year plus regular briefings
Are advisors trained in the curriculum?	11%	33%	56%

*No organized training (low level), at least once a year (moderate level), at least one formal training plus briefings (high level)

Table 18.

Online Implementation Survey Question 20

	Low	Moderate	High
Indicate your school's overall level of implementation of Curriculum-Delivered Advisories	4%	42%	54%

Table 19.

Online Implementation Survey Question 22

	Not Organized	Nominal Organization	ASCA or other system addressing 3 domains
How are portfolios organized?	3%	36%	62%

*Not organized (low level), Nominal organization (moderate level), ASCA/other system (high level)

Table 20.

Online Implementation Survey Question 23

	Some Students	Most students	All students
Who keeps a portfolio?	6%	8%	86%

*Some students (low level), most students (moderate level), all students (high level)

Table 21.

Online Implementation Survey Question 24

	No articulated standards	State graduation requirement artifacts only	Work samples, academic inventories, financial, individual planning
What do students store in their portfolios?	8%	9%	83%

*No articulated standards (low level), state required artifacts (moderate level), work samples, etc. (high level)

Table 22.

Online Implementation Survey Question 25

	No	Minimal student self-assessment	Yes, students self-assess
Do students assess their own work?	3%	40%	57%

*No (low level), minimal (moderate level), yes (high level)

Table 23.

Online Implementation Survey Question 26

	No	Students may refer to portfolio during conference	Yes, portfolio evidence utilized during conference
Do portfolios guide conferences and senior presentations?	4%	15%	81%

*No (low level), students may refer (moderate level), yes (high level)

Table 24.

Online Implementation Survey Question 27

	Low	Moderate	High
Please indicate your school's overall level of implementation of Planning Portfolios:	4%	37%	59%



Table 25.
Online Implementation Survey Question 28

	Electronic	Paper	Combined
Please indicate your student planning portfolio format:	3%	73%	24%

Table 26.
Online Implementation Survey Question 30

	No student-led conferences	Some students have student-led conference once/year	All students have a student-led conference once/year
How many students conduct student-led conferences?	0%	22%	78%

*No (low level), some student (moderate level), all students (high levels)

Table 27.
Online Implementation Survey Question 31

	No attendance expectation for parents	Parents invited	Parents required
Who attends student-led conferences?	0%	38%	62%

*No attendance (low level), parents invited (moderate level), parents required (high level)

Table 28.
Online Implementation Survey Question 32

	No written conference standards	Written conference standards adopted, not enforced	Written conference standards enforced
How are conferences organized?	5%	39%	56%

*No standards (low level), standards adopted (moderate level), standards enforced (high level)

Table 29.

Online Implementation Survey Question 33

	No integration	Some integration, but not required	Registration is part of all student-led conferences
Are conferences integrated with course registration/selection?	35%	35%	30%

*No integration (low level), some integration (moderate level), registration a part of conference (high level)

Table 30.

Online Implementation Survey Question 34

	No	Yes	Yes, data informs future conference planning
Is satisfaction with conferences tallied?	3%	19%	79%

*No (low level), yes (moderate level), data informs future planning (high level)

Table 31.

Online Implementation Survey Question 35

	No	Yes, but not required	Yes, required by all students
Do students assess their student-led conference performance?	12%	44%	44%

*No (low level), yes, but not required (moderate), yes, required (high level)

Table 32.

Online Implementation Survey Question 36

	Low	Moderate	High
Indicate your school's overall level of implementation of student-led conferences	8%	22%	70%



Table 33.

Online Implementation Survey Question 38

	Printed credit checks only	Yes, based on graduation needs	Yes, based on graduation needs and chosen career path
Do students have information about their course needs?	7%	28%	65%

*Printed checks only (low level); yes, based on graduation needs (moderate level); yes, based on graduation needs and career path (high level)

Table 34.

Online Implementation Survey Question 39

	No requirement	Yes, one time activity	Yes, four year plan revisited and refined annually
Do students develop four-year course plans in high school?	17%	23%	60%

*No requirement (low level), yes, one time activity (moderate level), yes, four year plan revisited annually (high level)

Table 35.

Online Implementation Survey Question 40

	No, assigned by others	Yes, students select classes	Yes, students select class choices utilizing portfolio or conference data
Do students have a say in their schedule?	12%	58%	30%

*No (low level), yes, students select classes (moderate level), yes, students select class choices (high level)

Table 36.

Online Implementation Survey Question 41

	Master schedule based on graduation requirements	Master schedule based on student requests, not linked to course data	Yes, master schedule based on student data
Is the master schedule built based on students' choices?	20%	39%	40%

*Based on graduation requirements (low level), based on student requests (moderate level), based on student data (high level)

Table 37.

Online Implementation Survey Question 42

	No specific guidance provided	Yes, printed recommendations	Yes, and their importance is explained in advisory
Are students encouraged to enroll in gatekeeper courses?	22%	35%	43%

*No (low level); yes, printed recommendations (moderate level); yes, and importance is explained (high level)

Table 38.

Online Implementation Survey Question 43

	No additional interventions and support available	Yes, additional interventions and support for some gatekeeper courses	Yes, additional interventions and support for all gatekeeper courses
Do students receive additional interventions and support to succeed in these courses?	27%	39%	35%

* No (low level), yes, for some (moderate level), yes, for all (high level)



Table 39.

Online Implementation Survey Question 44

	Low	Moderate	High
Indicate your school's overall level of implementation of student-driven scheduling:	20%	50%	30%

Table 40.

Online Implementation Survey Question 46

	Some required data partially or not submitted to OSPI	Most required data completed and submitted	All required data completed and submitted
What information is collected?	2%	18%	81%

* Some (low level), most (moderate level), all (high level)

Table 41.

Online Implementation Survey Question 47

	Data is only collected to meet grant requirements	Data is collected beyond requirements to measure locally determined outcomes	State required and local data is used for improvement
What else does the school collect?	22%	36%	42%

* To meet grant requirements (low level), beyond requirements (moderate level), data is used for improvement (high level)

Table 42.

Online Implementation Survey Question 48

	Data shared within the program	Data shared district-wide	Data shared with all stakeholders
Is data shared with stakeholders?	30%	38%	32%

* Shared within the program (low level), shared district-wide (moderate level), shared with stakeholders (high level)

Table 43.

Online Implementation Survey Question 49

	Low	Moderate	High
Indicate your school's overall level of implementation of data collection	13%	53%	34%



APPENDIX B: STUDENT PERSPECTIVES QUESTIONNAIRE



Table 44.
Student Survey: Personalized

Personalized	No Adults	One Adult	2 or 3 Adults	4 or 5 Adults	6 or More Adults
How many adults in your school would be willing to give you extra help with your school work if you needed it?	4%	11%	33%	22%	29%
How many adults in your school would be willing to help you with a personal problem?	10%	20%	38%	16%	17%
How many adults in your school really care about how well you are doing in school?	7%	12%	28%	22%	30%
How many adults in your school have helped you think about whether you are meeting the requirements for graduation?	13%	19%	32%	19%	17%
How many adults in your school have helped you think about what you need to do to prepare for college or for a career?	12%	22%	33%	17%	17%



Table 45
Student Survey: Future Focus

Future Focus	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A college degree is important for me to obtain a successful job.	2%	3%	10%	30%	55%
My future career depends a lot on going to college.	3%	5%	17%	31%	45%
I think my high school has prepared me to succeed in college.	3%	6%	34%	41%	17%
I know what high school courses I need to prepare me for college.	3%	9%	30%	39%	20%
I have a good understanding of my personal interests and skills.	1%	3%	15%	41%	40%
I know what courses and requirements I must complete to graduate from high school.	2%	5%	18%	38%	37%
I know what courses and requirements I must complete in high school to pursue my post-secondary plan.	3%	10%	32%	37%	19%
I understand the importance of how work and performance, effort, and decisions directly affect future career and educational opportunities.	1%	2%	14%	40%	42%
I have a specific step-by-step plan for getting into the post-secondary program of my dreams.	6%	18%	38%	25%	13%

Table 46*Student Survey: Navigation 101 Beliefs*

Navigation 101 Beliefs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am more likely to graduate, and to do so on time, as a result of the Navigation 101 program.	17%	13%	36%	23%	12%
My involvement in the Navigation 101 program has inspired me to set and achieve my future goals.	15%	14%	33%	26%	12%
I am more likely to attend a postsecondary program because of my involvement in the Navigation 101 program.	17%	14%	35%	22%	12%

Table 47*Student Survey: Sense of Belonging*

Sense of Belonging	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel like I'm a real part of this school.	7%	27%	52%	14%
I don't fit in with most other students.	25%	50%	19%	7%
I participate in a lot of activities in this school.	13%	35%	37%	16%
People at this school are like family to me.	16%	33%	40%	11%
I feel like an outsider at this school.	38%	45%	12%	5%



Table 48
Student Survey: High Expectations

High Expectations	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers at school believe all students can do well.	7%	20%	49%	24%
Teachers at school have given up on some students.	16%	40%	36%	9%
Teachers at school care only about smart students.	26%	50%	18%	6%
Teachers at school expect very little from students.	31%	53%	12%	4%
Teachers at school make sure all students are learning.	5%	17%	50%	28%

Table 49
Student Survey: Satisfaction-1

Satisfaction-1	Poor Job	OK Job	Excellent Job
How well has your school taught you to be a good reader?	10%	51%	40%
How well has your school taught you to speak clearly and effectively?	11%	49%	40%
How well has your school taught you to write clearly and effectively?	11%	46%	43%
How well has your school taught you to analyze and solve math problems?	13%	42%	45%
How well has your school taught you to learn effectively on your own with little help from others?	12%	56%	33%

Table 50*Student Survey: Satisfaction-2*

Satisfaction-2	Poor Job	OK Job	Excellent Job
How well has your school taught you to be a responsible member of your community?	18%	50%	32%
How well has your school taught you to understand the rights and responsibilities of people living in the United States?	18%	50%	32%
How well has your school taught you to respect the opinions of people from different backgrounds?	11%	43%	46%
How well has your school taught you to prepare for the work world or attending college?	12%	49%	39%
How well has your school taught you to think critically about ideas, problems, and current events?	10%	52%	38%

Table 51*Student Survey: Active Inquiry*

Active Inquiry	Never	Once in a While	Half of the Time	Most of the Time	All of the Time
This school year my teachers have encouraged us to find multiple solutions to problems rather than just one.	6%	17%	26%	35%	17%
This school year my teachers have let students decide on the projects or research topics they will work on.	12%	30%	27%	24%	8%
This school year my teachers have let students decide how to work on their assignments or projects.	10%	25%	26%	27%	11%

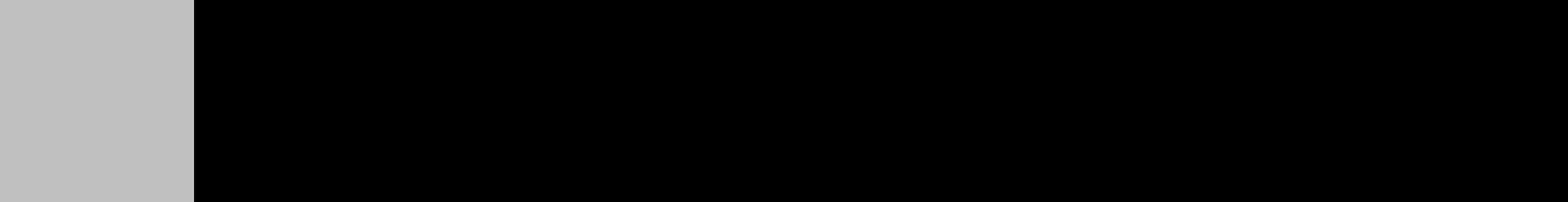


Table 52
Student Survey: In-Depth Learning

In-Depth Learning	Never	Once in a While	Half of the Time	Most of the Time	All of the Time
When I work on a topic at school, I am able to spend enough time on it to understand it really well.	4%	17%	29%	43%	8%
My teachers expect me to learn some topics well enough to be able to teach others about them.	6%	17%	25%	38%	14%
	Never	A Few Times This Year	Once or Twice a Month	Once or Twice a Week	Almost Every Day
This school year I have written a report of more than 5 pages about a topic I researched.	45%	39%	11%	3%	2%
This school year I have solved problems based on real life.	13%	31%	23%	20%	14%

Table 53
Student Survey: Performance Assessment

Performance Assessment	Never	Once in a While	Half of the Time	Most of the Time	All of the Time
This school year my teachers have shown students examples of student work that they consider to be good or poor.	7%	22%	24%	33%	14%
This school year my teachers have made clear to us what we should know and be able to do.	2%	9%	21%	43%	25%
This school year my teachers have assigned projects or presentations that let us show what we have learned.	3%	14%	23%	39%	21%





APPENDIX C: TEACHER PERSPECTIVES QUESTIONNAIRE



Table 54
Teacher Survey: Quality of Education

Quality of Education	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
All Students leave school prepared for success in work.	5%	26%	36%	30%	3%
All students leave school prepared for further education.	5%	27%	32%	32%	5%
The school is known for its academic excellence.	5%	19%	30%	34%	11%
All students are engaged in a rigorous course of study.	3%	24%	20%	44%	8%

Table 55
Teacher Survey: Partnerships

Partnerships	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parents have many opportunities to get involved with school programs.	1%	11%	25%	49%	14%
The school engages the community in discussion about continuous improvement.	3%	18%	33%	38%	8%
Parents are recognized as partners in education.	2%	11%	24%	52%	11%
The school makes learning results readily available to parents.	0%	5%	14%	56%	25%
Partnerships are developed with businesses in order to create work-based learning opportunities.	7%	24%	34%	29%	6%
Partnerships are developed with institutions of higher education to improve teacher preparation and instruction.	3%	21%	28%	40%	8%

Table 56***Teacher Survey: Standards-Based teaching***

Standards-Based Teaching	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The school has adopted a consistent research-based instructional approach based on shared beliefs about teaching and learning.	2%	11%	27%	50%	9%
The staff and students are focused on a few important goals.	1%	14%	26%	51%	7%
The use of time, tools, materials, and professional development activities are aligned with instruction.	2%	8%	19%	58%	13%
Data-driven decisions shape structure and schedule.	4%	13%	26%	47%	11%
Teachers design curricula linked to learning standards.	1%	2%	10%	61%	26%
Staff members are dedicated to helping every student achieve state and local standards.	1%	4%	10%	60%	26%



Table 57
Teacher Survey: Personalization

Personalization	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The school is designed so that every student has an adult advocate.	4%	16%	21%	43%	16%
The size of this school allows staff and students to work closely together.	4%	18%	15%	43%	20%
Students have a personal plan for progress.	2%	13%	23%	50%	12%
The school is designed to promote student relationships with adults.	1%	8%	20%	52%	19%

Table 58

Teacher Survey: Constructivist Teaching

Constructivist Teaching	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Student work shows evidence of understanding, not just recall.	1%	8%	20%	62%	9%
Assessment tasks allow students to exhibit higher-order thinking.	1%	6%	23%	60%	11%
Students apply knowledge in real world contexts.	1%	9%	27%	57%	7%
Students are engaged in activities to develop understanding.	1%	3%	15%	69%	12%
Teachers utilize the diverse experiences of students to build effective learning experiences.	1%	9%	30%	52%	9%
Students present to real audiences.	2%	15%	26%	45%	13%
The learning focus is competence, not coverage.	1%	11%	24%	52%	12%
Students are engaged in active participation, exploration, and research.	1%	11%	26%	54%	8%
Students produce quality work products.	1%	10%	27%	56%	7%
Teachers and students set learning goals and monitor progress.	1%	9%	22%	56%	12%
Clear expectations define what students should know and be able to do.	1%	7%	17%	62%	14%



Table 59
Teacher Survey: Environment

Environment	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The school is an ethical environment.	1%	6%	15%	55%	23%
The staff teachers, models, and expects responsible behavior.	1%	11%	24%	52%	12%
Relationships are based on mutual respect.	1%	7%	18%	57%	17%
The school is a safe environment.	1%	7%	11%	60%	22%
The school is a studious environment.	3%	15%	24%	49%	9%

Table 60
Teacher Survey: Technology

Technology	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Every staff member and student has access to computer hardware.	2%	8%	10%	51%	29%
Every staff member and student has access to basic software applications (i.e., word processing, databases).	2%	6%	8%	52%	31%
Every staff member and student has access to internet connection.	2%	5%	8%	53%	32%
Every staff member and student has access to technical support.	2%	8%	16%	56%	18%
Every staff member and student has access to training and instruction.	2%	9%	18%	56%	16%

Table 61***Teacher Survey: Future Focus***

Future Focus	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Every student has an advisor who monitors and supports their college and career readiness.	4%	16%	21%	40%	19%
A professional development process is in place for building the capacity of educators to provide college and career readiness guidance.	6%	21%	28%	37%	8%
Quality curricular tools/resources are provided to teachers for college and career readiness for all students.	4%	18%	30%	41%	7%
The school has a clear vision that supports college and career readiness for all students.	3%	14%	27%	47%	11%
Students have easy access to quality career and college information services.	3%	11%	24%	48%	14%
A diversity of remediation services are in place to put 'of-track' students back on track.	5%	18%	20%	44%	13%
Students regularly report to parents regarding their college and career readiness progress (e.g. through a student-led conference).	3%	18%	25%	40%	14%
District policies are supportive of the school's college and career readiness.	3%	9%	32%	46%	10%
Student and teacher resources for college and career readiness are continuously evaluated and improved.	3%	13%	43%	34%	7%



Table 62

Teacher Survey: Navigation 101 Beliefs

Navigation 101 Beliefs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe that Navigation 101 helps students become more engaged in their learning.	4%	13%	24%	43%	16%
The Navigation 101 program helps students see a connection between their future goals and what they are doing in school today.	3%	8%	20%	53%	17%
The Navigation 101 program has helped inspire students to set and achieve future goals.	4%	11%	27%	45%	14%
Students are more likely to attend a post-secondary program (4-year, 2-year, apprenticeship, etc.) because of their involvement in Navigation 101.	6%	14%	45%	28%	8%
Students are more likely to graduate on time as a result of Navigation 101.	5%	13%	43%	31%	8%

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