



RESEARCH REPORT

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# College Readiness Initiative: AVID and Navigation 101

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INTERIM REPORT: SY 2013-2014 THROUGH SY 2014-2015  
PREPARED FOR COLLEGE SPARK WASHINGTON

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# Executive Summary

The purpose of this report is to provide summative feedback to personnel at the Office of Superintendent of Public Instruction (OSPI) and at the College Spark Washington regarding evidence of implementation and impact of the Advancement via Individual Determination (AVID) and Navigation 101 programs in schools funded by the College Readiness Initiative (CRI) in Washington State. The report, while addressing the effects of both programs, is also designed to provide formative feedback to assist in ongoing program development.

The AVID program focuses on creating a school-wide college readiness culture through increased learning and performance. Its mission is to “close the achievement gap by preparing all students for college readiness and success in a global society” (AVID, 2013a). AVID embraces an instructional methodology based on the WICR strategy: **W**riting as a tool for learning, emphasis on **I**nquiry, **C**ollaborative approach, and **R**eading to learn. Based on the philosophy that, with proper academic and social support, even struggling students can be held accountable to the highest standards and succeed, the AVID elective focuses on reaching the least-served students identified as part of the academic middle. Although only some students at a school take part in the AVID elective, the strategies are to be used school wide in all classrooms, preparing all students with the academic skills required to succeed in a post-secondary academic environment.

Navigation 101, in contrast, is a post-secondary planning program, in which all students at a school participate and focus on both college and career. The program consists of five elements, the foundational one being advisory, a class in which a guiding curriculum and activities aid each student in creating a post-secondary plan. Navigation 101 provides every student with an educator-advisor within their school and operates on the premise that “every student deserves help and attention, not just those who are high risk or high achieving” (OSPI, 2013a). Navigation 101 lessons specifically cover goal setting, academic improvement, community involvement, money management, and the development of a post-secondary plan. The program can help students meet the Washington State graduation requirements and includes the development of a High School & Beyond Plan (OSPI, 2013b).

## Evidence of Implementation

**AVID.** The AVID program has a system for ensuring program quality and implementation fidelity (AVID, 2013c). The Eleven Essentials and Certification Self-Study (CSS) were developed to assist AVID schools in the implementation of AVID and to provide the AVID Center with information necessary to monitor the quality, consistency, and implementation fidelity of AVID programs. As a result, AVID schools must employ the 11 AVID Essentials (AVID, 2013c). One important element spelled out in the AVID 11 Essentials is that the school and/or district must identify resources for program costs, agree to implement all AVID essentials, and participate in AVID certification. Two other essential elements of the AVID program are that both students and staff must choose to participate in the program, and that the school must commit to full implementation. At the schools in this study, many teachers have attended various types of professional development and/or a Summer Institute. Over the past few years, momentum has increased at AVID schools, with more schools working to implement the WICR strategies school-wide.

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While most feedback from staff members involved with the AVID program remains positive, some staff members noted a few barriers in the way of effective implementation. As in previous year findings, staff members at rural schools frequently said the remoteness of their community brought about some unique challenges when implementing AVID. Despite efforts to increase accessibility to AVID tutors by the use of virtual tutors and the recruitment of junior and senior level students in college level courses to act as tutors, some stakeholders suggested that finding tutors remains a challenge. The provision of gate keeper courses was also identified as a challenge due to the small size of the schools and the limited number of certified staff. Furthermore, staff members reported challenges associated with the cost of the program such as funding training, field trips, consumables, and translators to aid in increasing parent engagement. Another challenge to successful implementation of AVID is finding time to fully implement AVID with fidelity in the midst of implementing other initiatives. Finally, staff members also reported some struggles with training logistics and issues that arise with staff turnover.

Stakeholders identified many strengths of the AVID program. Similar to previous findings, educators find AVID to be effective at improving student success, building personal relationships between staff and students, and generating a college and career readiness culture. They also reported that it encourages students to take more rigorous classes. Many teachers, administrators, and students praised strategies such as Socratic Seminars, Cornell notes, and Costa's levels of inquiry as contributors to students' increased success and self-esteem. Stakeholders shared that the implementation of the AVID program in their schools has generated a college-bound and career readiness culture. Parents who attended the focus groups also spoke positively about the effects of AVID, addressing the program's impact on their children.

Stakeholders identified a few weaknesses, as well. While the expectation to help prepare students for college is predominate, some interviewees voiced the need for a broader focus to prepare them for other areas of life outside of high school. Stakeholders voiced the desire to see cultural issues addressed, and for more hands on and "real world" learning opportunities. While countless stakeholders praised the level of support and trainings offered by the AVID organization, some interviewees commented on how the AVID website was hard to utilize.

CRI grantees believe that grant support is crucial to effective implementation of AVID. Specific grant amounts vary based on the degree to which a district is currently implementing AVID. Many educators report very positive experiences with training opportunities provided by grant funds. However, stakeholders raised concern about the capacity to sustain the program and the training when grant funding ends.

**Navigation 101.** The intent of the Navigation 101 initiative is to provide schools and districts with a means to increase the number of college and career ready students graduating from high school. In addition to advisory, there are four other elements of the program. Portfolios helps students reflect on their progress and make plans to improve their academic achievements. Student-led conferences (SLCs) occur at least once a year and are a time for students to share their achievements and goals with their advisor and families at a conference led by the students. Student-informed scheduling encourages students to take advanced, dual credit, or Career & Technical

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Education (CTE) courses in high school. Finally, data collection helps schools to reflect on a number of different indicators to measure student success.

To determine the level of implementation, grantees representing each of the 19 Navigation 101 CRI-funded schools participated in an online implementation survey in which they rated their level of implementation of the five elements of Navigation 101. Navigation 101 CRI grantees rated high levels of implementation around advisories, portfolios, and student-led conferences, moderately high levels of implementation around data collection, and moderate levels of implementation around student-driven scheduling. Results have improved in student led conferences, student-driven scheduling, and data collection since Year 1. Results are the same in advisories and portfolios from Year 1 to Year 6, but these areas continue to score in the high range.

Researchers identified barriers and challenges to implementing Navigation 101. As with all programs in a school, a lack of resources such as time and money can prove to be barriers and both of these things are affecting the success of the program. Other barriers that continue to affect implementation include staff and student buy-in and communication with parents. An additional barrier not identified previously is meeting the specific needs of student populations.

Throughout focus groups, participants identified strengths of the Navigation 101 program that were present throughout most schools. SLCs continue to be effective and well received. SLCs help to develop relationships between school staff members, students, and caregivers while providing the opportunity for students to discuss their own goals and academic achievements. Focus group members continue to identify the program's positive effect on relationships and students' plans for the future as strengths of the program. The program is successfully helping to provide students with a relationship with someone at the school invested in their future. Researchers found the Navigation 101 program provides schools with structures to provide guidance about future decisions and next steps after high school. Interview participants also noted an increase in student capabilities due to the implementation of Navigation 101.

Researchers found the weaknesses of the Navigation 101 program to be generally consistent with previous findings. The curriculum continues to be an issue. Focus group participants reported that the curriculum was redundant, impersonal, and mismatched to the needs of students. Many focus group members found that the budgeting piece of the curriculum was inadequate and suggested adding more "real world" application opportunities that would allow students to focus on financial planning as well as job and scholarship opportunities. Other suggestions included the need to differentiate the material, such as adding videos or activities. Over the course of the grant, however, staff members at OSPI intentionally worked to update lessons to address curriculum concerns and made modifications to coincide with the changing graduation requirements. The state developed the Career Guidance Washington curriculum to replace the Navigation 101 curriculum. This curriculum is based on past Navigation 101 lessons and addresses the issues of redundancy by developing a broader focus. While schools have access to this curriculum, it seems not all schools have adopted the new curriculum and continue to use their own hybrid program.

Researchers found that the support provided by OSPI was often one of the most positive aspects revealed during a school visit. Many school coordinators, counselors, and administrators reported

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they felt supported by webinars and regional meetings through OSPI. While some focus group members voiced concerns about funding the program in the future, many school representatives suggested they have embedded Navigation 101 into their school program and have developed means to sustain their efforts. Results from the implementation survey support this finding; in Year 6, 90% of grantees believe they can sustain Navigation 101 after grant funding ends, whereas 63% believed it was sustainable in Year 1.

## **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. When available, researchers compared findings to a Comparison Group for both the AVID CRI and Navigation 101 CRI schools. This helps to determine program impact by comparing similar groups of schools. However, it is possible that the Comparison Schools also are implementing programs with similar goals and intent as AVID and Navigation 101, and this should be taken into consideration.

Overall, there were some positive trends in the data, with most scores increasing from Year 1. However, there was also a trend of AVID CRI and Navigation 101 CRI schools decreasing slightly in Year 6. During focus groups, participants acknowledged that other initiatives, such as the implementation of Common Core State Standards, the Smarter Balanced Assessment, and the Teacher/Principal Evaluation Program, diverted their focus somewhat.

Results show a greater percentage of parents attending 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 for both programs. This suggests that students have an increased awareness about the opportunities available to them and an increased interest in signing up for these opportunities.

The results of a transcript analysis show that the percentage of students meeting minimum course taking requirement for a four-year college has increased steadily each year for AVID CRI and Navigation 101 CRI grantees. Furthermore, the percentage of students taking algebra in middle school, advanced math in high school, chemistry, and physics in high school within the AVID CRI and Navigation 101 CRI schools increased substantially.

In general, analysis of achievement data and college attendance data suggest AVID CRI and Navigation 101 CRI grantees appear to be following a similar pattern as the Comparison Schools. While there were some small differences by year, they were not consistent across years.

Analyses of graduation data show AVID CRI and Navigation 101 CRI schools graduation rates are consistent with their Comparison Schools. However, the difference between the Navigation 101 CRI schools and the Comparison Schools is substantial, and this is an important finding. The small sample size of each of the groups may have limited the ability to find statistically significant results for this analysis.



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Analysis of college direct rates show that there is no differences between AVID CRI and Navigation 101 CRI schools and the respective Comparison Schools. However, when analyzing persistence results for students entering high school as a freshmen and persisting through college, there are differences between the Navigation 101 CRI schools and the Comparison Schools. More students persist through their fourth year of college at the Navigation 101 CRI schools, and this is because of the higher graduation rates.

Perception data from students and teachers suggest there is room for improvement in most areas assessed. On the student survey, for both programs, the results have improved since 2010; however, the improvements are not statistically different between groups or over time. The teacher survey demonstrates some small increases over time as well. When comparing outcome measures between the AVID CRI and Navigation 101 CRI schools, there are no significant differences in outcomes, when controlling for free and reduced lunch. Therefore, the results do not favor one program over the other.

To learn more about the impact of the AVID elective on students, we analyzed student survey results comparing students who are taking the AVID elective to students who are not taking the AVID elective. In all cases, the factor mean scores for AVID participants were higher than for non-participants, indicating that AVID participants have more positive perceptions regarding their schools than non-participants. Follow-up analyses showed statistically significant differences on every survey factor. In addition, the *Future Focus*, *High Expectations*, *Satisfaction 1* and *Satisfaction 2* factors were in the high range, suggesting students who take the AVID elective believe the school has a college going focus, are satisfied with their education, and believe teacher have high expectations. Preliminary analyses of middle school transcripts show a greater percentage of students who took the AVID elective in their seventh and eighth grade year enrolled in algebra or above in eighth grade, compared to students who did not take the AVID elective or students who only took the elective for one year. We will continue to track this group of students through high school. Collectively, these results suggest that students who take the AVID elective tend to perceive their school more positively and take more rigorous courses.

Finally, researchers conducted classroom observation studies at AVID schools visited. The goal of this data collection was to determine the extent to which general instructional practices throughout AVID schools align with Powerful Teaching and Learning™. One goal of AVID program implementation is to incorporate AVID strategies school-wide, which would presumably make a positive impact on teaching and learning. Analysis of STAR classroom observation data show improvement in Powerful Teaching and Learning from Year 1 to Year 6 Overall, Powerful Teaching and Learning was observed in 50% of AVID CRI School's classrooms in Year 6, an increase of 4 percentage points from baseline. Additional analyses showed that a higher percentage of AVID classrooms align with Powerful Teaching and Learning. Depending on year, alignment to Powerful Teaching and Learning ranged from 60% to 77%. Furthermore, teachers who received AVID training had greater alignment to Powerful Teaching and Learning compared to teachers who did not receive AVID training. Follow-up tests showed that the AVID Trainees had significantly higher scores on the Overall Score and on the *Thinking* and *Relationships* Components compared to Non-Trainees.

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Overall, the qualitative and quantitative data show promise. Over the course of the evaluation, some best practices, or lessons learned emerged. A major common theme observed over the course of the grant includes the creation of a college and career culture in implementing schools. One best practice observed is the use of collaborative teaming approach to plan, delegate tasks, create common expectations, and hold each other accountable to program goals. Implementing schools seem to be more comfortable and proficient with using student and program data to drive decision making, and some schools/districts have altered the way they interview and hire school staff to cut back on staff turnover.

To further improve implementation, we offer the following recommendations to expand and develop the programs. For AVID, stakeholders may benefit from increased school-wide and district wide communication of the goals, vision, and purpose of AVID; increased local training opportunities; support of tutor recruitment, training, and retention; and intentional focus on scheduling issues and limitations. For Navigation 101, implementation could be improved by analyzing the time frame and structure of the advisory program, clarifying student-informed scheduling requirements, differentiating and encouraging school leaders to utilize the updated and revamped curriculum in Career Guidance Washington, and communicating program expectations to parents. Both programs may benefit from the alignment of goals with other school initiatives and through the integration of all college and career readiness programs together, and through continued work on sustaining program momentum and success.

# The College Spark Washington College Readiness Initiative Program Evaluation

INTERIM REPORT: Year 1 to Year 6

## INTRODUCTION

The purpose of this report is to provide summative feedback to personnel at the College Spark Washington regarding evidence of implementation and impact for the College Readiness Initiative (CRI) in Washington State. The report, while addressing the effects of both the Advancement Via Individual Determination (AVID) and Navigation 101 programs, is also designed to provide formative feedback to assist in ongoing program development. This report covers Years 1 to 6 of the initiative, and the next report will cover Years 1 to 8. The report includes a description of the evaluation design, evaluation findings, conclusions, and recommendations.

## LITERATURE REVIEW

### Current Research on College and Career Readiness

*No Child Left Behind and ESEA Waivers.* College and career readiness has been a political focus and priority in education for a number of years now. Educators, academics, and policy makers agree that the importance of a college degree is increasing due to a heightened expectation of the skills required for the American workforce (Achieve, 2013; Blandford, 2012; Conley, 2012; Gooden, 2013; McGaughy, 2012; U.S. Department of Education, 2013). During the Bush administration, Congress amended the Elementary and Secondary Education Act (ESEA) and reauthorized it as No Child Left Behind Act (NCLB), changing the landscape for schools across the country (Barnes and Slate, 2013) by introducing new federal requirements for schools intended to “close the achievement gap” (U.S. Department of Education, 2013). President Obama remains focused on raising expectations for career and college readiness and changes to accountability systems (Klein, 2012). He addressed college and career readiness in his state of the union speech in 2009, saying, “By 2020, America will once again have the highest proportion of college graduates in the world” (The White House, 2009). The Obama administration continues to seek an effective solution to NCLB and implement innovative programs and strategies to help students succeed in college and careers.

Currently stalled in Congress, the NCLB Act is awaiting reauthorization. As of July 2015, the “Every Child Achieves Act,” which seeks to reauthorize ESEA and give more flexibility and responsibility to states in determining how to use test scores and evaluate teachers, passed the Senate but has yet to be voted on in the House. The U.S. Department of Education has invited states to apply for extensions of their ESEA flexibility waivers, first granted in 2011, which allow states an exemption from some of the requirements of NCLB, such as the 2013-14 deadlines for



100% proficiency on state tests and teacher quality requirements (Center on Education Policy, 2015; McNeil, 2013). The Department of Education explains the situation as the policy evolves:

But until a new law is in place, the law continues to stand. This means states need a new round of waivers that provide flexibility from top-down, prescriptive provisions of the law so that they can continue implementing innovative changes that ensure all children receive a high-quality education. These four-year renewals provide states with stability as they continue to work on preparing all students for success in college, careers, and life.

In exchange for the waiver, the U.S. Department of Education requires “rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction” (U.S. Department of Education, 2013). As of September 2015, 41 states have been granted renewals of their waivers, plus six CORE districts in California (Center on Education Policy, 2015). Forty-three states previously had ESEA flexibility through 2014-2015 (U.S. Department of Education, 2013) but Washington’s waiver was revoked because their teacher evaluation policy was not approved. Emphasizing again the importance of college and career readiness, in order to receive the waiver, each State Education Agency (SEA) must demonstrate that it has college and career ready expectations for all students in the state by adopting college and career ready standards (US Department of Education, 2013). Adoption of the Common Core State Standards (CCSS) and one of the federally funded consortia devising Common-Core-aligned tests is considered by most states to be the most direct route for meeting this requirement, and 46 States have adopted Common Core. If a state wants to change its plans, it must go through a federal amendment process (McNeil, 2013).

***The drive behind College and Career Readiness.*** As stated previously, President Obama has set a goal to have the highest proportion of college graduates in the world by 2020 (The White House, 2009). Wyatt, Smith, and Postler (2014) support this goal and suggest that there is more work to be done in order to help our graduates to become college and career ready. As stated:

The ability of the United States to remain competitive in the expanding global economy will require a more knowledgeable and skilled workforce than ever before. Most of the jobs in the fastest growing industries will require individuals with some postsecondary education. As such, there is a need to engage students in an effective college and career-preparation process early to increase their likelihood of readiness and success in college and careers.

Mishkind (2014) argues “although preparing students for post-graduation opportunities has long been a priority for states, districts, and schools, a burgeoning global economy and ongoing labor market shifts calls for renewed attention to the readiness requirements for student success in this changing postsecondary landscape.” While most states now have college and career readiness standards in place for secondary students, many students still fail in college because they are “ill-prepared and require remedial coursework” (ACT, 2013). Researchers agree on many factors for success, including implementing Common Core State Standards, helping students understand how their K-12 years are critical to accomplishing their future goals, and providing useful information

and resources about admissions processes and financial aid to students, especially to low income, underrepresented or first generation college families (ACT, 2013; McGriff, 2012).

Colleges, universities, and employers want students to be able to conduct research and apply that research to solve problems, identify areas of research, apply skills and knowledge across the content areas, and model real world situations (Achieve, 2013). In order to be college and career ready, students require new “instructional rigor” (Gooden, 2013). The recently implemented CCSS expect students to demonstrate proficiency in being able to read and analyze a wide variety of informational and literary texts and to be able to not only use high level mathematical skills but to be able to apply those skills to solving problems in the real world. Researchers suggest the new standards should be embraced as an exciting shift towards ensuring that American students are held to the same expectations in mathematics and literacy as their global peers, “regardless of state or zip code” (Achieve, 2013). Researchers also suggest the expectations of students who want to be prepared for college are changing and the rigor of Common Core will help to meet those expectations. “[Students] do not want to sit in classrooms where rigor is minimal, engagement is limited, and nothing of substance is discussed or learned. They have a vested interest in the rigor associated with secondary education” (Brunner, 2013). College eligible does not equal college ready (Achieve, 2013) and introduction of the CCSS are moving schools in the direction towards graduating students that will succeed in a college environment.

With the introduction of the CCSS, academics are heavily emphasized, but vocational skills are not to be overlooked. In addition to academics, students need to develop a work ethic, communication skills, and the ability to work on a team. This is especially important for students not intending to go on to college (Adams, 2013). Furthermore, as STEM (science, technology, engineering, and mathematics) subjects “permeate the modern world,” (Olson and Labov, 2014), students will need to graduate from high school with the “knowledge and capacities they will need to pursue STEM careers or understand STEM-related issues in the workforce or in their roles as citizens” (Olson and Labov, 2014).

According to Southern Regional Education Board’s (SREB) Senior Vice President, Gene Bottoms (2015), schools need to offer “career pathways that blend college-readiness academics with challenging technical studies” as the “key to transforming school cultures and helping more young people.” As stated:

Our nation’s high schools-especially those with persistently low graduation rates-must focus on more than just academics if they are to prepare more students for success in higher education and the workplace. Too often, strategies to reform low-performing schools focus on English and math instead of emphasizing the mastery of college- and career-readiness standards across the entire school curriculum (Bottoms, 2015).

The demands for students to graduate career and college ready are increasing, with about “two-thirds of all jobs in the United States” requiring some form of postsecondary education, meaning a certificate, credential or degree at the associate level or higher” by 2020 (Bottoms, 2015b).

***Navigation 101, AVID, and what research supports.*** Reportedly, for students to thrive in the workplace of the future, they will need to be “lifelong learners who possess the foundational



literacy, math, and science knowledge needed to adapt to a changing workplace” (Bottoms, 2015b). The question remains if high schools are able to adequately prepare students to become the lifelong learners needed to succeed in the workplace. Accordingly, “although 80 percent of students graduate on time from high school, not enough are graduating ready for postsecondary education and the workplace” (Bottoms, 2015b). Among a variety of recommendations, members from the SREB and Commission on Career and Technical Education Board suggest schools should create career pathways, “educate students and parents about the value of career pathways,” and “offer assessments that enable students to identify their aptitudes and interests and explore how these connect to potential career fields and avenues for postsecondary study” (Bottoms, 2015b). Practices of both Navigation 101 and AVID programs seem to be on par with these recommendations, as both programs help students to research and assess their career interests and identify a potential pathway.

Stakeholders identified a myriad of strengths and some weaknesses associated with the AVID and Navigation 101 programs. For instance, staff and students alike praised each program for promoting positive relationships between students and advisors/AVID teachers and classmates. In their article, *The Complexity of Care*, Collins and Ting (2014), discuss how the “profession of teaching is unique because of the extent to which a teacher becomes involved with the lives of their ‘clients’,” detailing how “the level of care required to support students well can be intense, confusing, and overwhelming.” While strong rapport building is a definite identified strength of the program, this strength is one that not all advisors and staff always comfortably agreed with. Over the course of the six year evaluation, researchers talked with Navigation 101 advisors who identified that they were not completely comfortable in their role as ‘caregivers’ and were internally struggling to relate to their students outside of what their content area subject usually promotes. During the last year of the evaluation, researchers heard less and less of this concern, making it seem as if the expectation for staff members to ‘advise’ became more of the cultural norm in implementing schools. This transition seems important to point out, as research demonstrates that school relationships “co-evolve within an ever-changing process and care is considered an essential aspect of complex relationships between students and teachers” (Collins and Ting, 2014). Furthermore, strong student and teacher relationships not only help students and teachers to feel more connected, but they may actually help students to be more academically motivated. Kiefer et al (2014) suggest teacher-student relationships, teacher expectations, and instructional practices responsive to students’ basic and developmental needs may support student academic motivation. Their article, *The Role of Responsive Teacher Practices in Supporting Academic Motivation at the Middle Level*, states, “The potential for educators to meet students’ needs and support their motivation may be maximized when such expectations and instructional practices are implemented within the context of high-quality teacher-student relationships.”

A common goal of schools implementing the Navigation 101 and AVID programs is to have *all* students prepared for college and careers. One challenge stakeholders identified with the curriculum is the need to diversify lessons and to differentiate activities so that students with disabilities or English Language Learners can easily access the content. Rowe, et al, (2015), support the idea that “college and career readiness for all students includes supporting the needs of students with disabilities,” saying, “ensuring students with disabilities are college and career ready goes beyond academics and must include self-determination skill development.” Due to the “family like” atmosphere created in AVID and advisory classes, it seems these atmospheres may lend themselves

to opportunities where teachers can integrate skill instruction that is aligned with CCSS and supportive of students with disabilities or with language learning needs.

In many cases, parents and caregivers were largely unaware of the goals of the Navigation 101 and AVID programs. However, school members claim increasing parent attendance at student led conferences has helped to bridge the disconnect between what the student is doing in school, what goals the student makes for themselves, and what caregivers are aware of. “Parents have the power to make a tremendous difference in their child’s success by staying informed and involved” (National Math and Science Initiative, 2012). As in previous years, researchers recommend for Navigation 101 and AVID school members to continue to strengthen their connection with parents and to broadly share the college and career readiness mission and vision with caregivers. The importance of developing partnerships between parents/families and school counselors is key to increasing the number of students who are college ready, particularly in high-poverty and high-minority schools (Holcomb-McCoy, 2010).

Another challenge identified through the course of the grant is how to integrate the work needed to successfully implement Navigation 101 and/or AVID while also focusing on implementing multiple initiatives at the same time. Hayes and Lillenstien (2015) detail the challenges schools have with aligning multiple initiatives, specifically Multi-tiered Systems of Support (MTSS) with college and career readiness standards. As stated:

When aligned and coherently implemented with other key education reforms, such as college and career readiness standards and education effectiveness systems, Multi-tiered systems of support have the potential to create lasting and meaningful changes to instruction and to provide support for at-risk learners. Unfortunately, these three critical instructional reforms initiatives often are implemented in isolation from each other.

Their framework suggests for school members to create a shared focus, to create better instructional supports for students that “creates opportunities for students to access college and career readiness instruction through tiers of services and supports that vary in intensity,” and to create professional development support for teachers (Hayes and Lillenstien, 2015). These recommendations align with the work done at Navigation 101 and AVID schools and support efforts of stakeholders. With time and continued attention to their efforts, it seems implementing schools may not feel as if their efforts are as isolated or segmented, but instead, will embrace college and career readiness as the overarching goal for implementing all initiatives.

## **Background of AVID and Navigation 101 Programs**

Brief descriptions of the AVID and Navigation 101 programs are included below.

**AVID.** The AVID program was initiated by Mary Catherine Swanson, who was head of the English department, at Sand Diego’s Clairmont High School in 1980. At that time, the federal courts had ordered desegregation of the San Diego schools, bringing inner city students to suburban schools. Swanson was concerned about the success of some of these students at the academically rigorous Clairmont High School. The creation of AVID was a means of support for students who might have difficulty. The AVID philosophy is driven by the belief that, with proper academic and social



support, even struggling students can be held accountable to the highest standards and succeed (2013a). AVID aims to serve all students, with a specific focus on the least-served students in the academic middle. The methodology of AVID is based on the WICR instructional strategy: **Writing** as a tool for learning, emphasis on **Inquiry**, **Collaborative** approach, and **Reading** to learn. Within these four areas are several strategies, including Socratic seminars, Costa's levels of inquiry, group tutorials, KWL (what I know, what I want to learn, what I learned), and Cornell notes (AVID, 2013b).

In addition to the AVID elective, other key program components include professional development for educators, a library of resource materials, leadership training, and a certification system. As AVID grew, it became increasingly clear that a system for ensuring program quality and implementation fidelity was needed. The Eleven Essentials and Certification Self-Study (CSS) were developed to assist AVID schools in the implementation of AVID and to provide the AVID Center with information necessary to monitor the quality, consistency, and implementation fidelity of AVID programs. (AVID, 2013c) As a result, AVID schools must employ the following 11 AVID Essentials:

1. AVID student selection must focus on students in the middle with academic potential.
2. AVID program participants (students and staff) must choose to participate in AVID.
3. The school must be committed to full implementation of the AVID program, with students enrolled in the AVID year-long elective classes offered within the regular school day.
4. AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.
5. A strong, relevant writing and reading curriculum provide a basis for instruction.
6. Inquiry is used as a basis for instruction in the AVID classroom to promote critical thinking.
7. Collaboration is used as a basis for instruction in the AVID classroom.
8. A sufficient number of tutors must be available in the AVID elective class. Tutors should be students from colleges and universities and be trained to implement AVID methodologies.
9. AVID program implementation and student progress must be monitored through the AVID Center Data System and results must be analyzed to ensure success.
10. The school or district has identified resources for program costs, has agreed to participate in AVID Certification, and has committed to ongoing participation in AVID staff development.
11. An active interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory courses.

Since its beginning, the program has expanded to nearly every state in the country. Policymakers and school administrators consider it an essential strategy for closing the achievement gap and making college accessible to all students (AVID, 2013a).

**Navigation 101.** Navigation 101 originated in the Franklin Pierce School District in Washington State. Due to its success in the district, hundreds of schools around Washington State have adopted



it, and the Washington State Legislature has supported funding. Navigation 101 is a statewide guidance and life-planning program, generally for students in grades 6 through 12; however, some elementary schools have also adapted Navigation 101. The program is designed to help students develop post-secondary plans and to learn what they need to accomplish, while still in school, to reach their goals. Navigation 101 provides every student with an educator-advisor within their school and operates on the premise that “every student deserves help and attention, not just those who are high risk or high achieving.” 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 (State of Washington Office of the Superintendent of Public Instruction, 2013a). The five key elements include:

- ***Student Advisory*** is a time where students in grades 6-12 meet together with an educator-advisor to cover curriculum developed by OSPI as well as school-developed lessons in some cases. OSPI had a contract partnership with the Envictus Corporation and some schools supplement the curriculum with their lessons.
- ***Student Portfolios*** are designed to help students reflect on their progress and make plans to improve. The Student Portfolio is part of their High School and Beyond Plan.
- ***Student-Led Conferences (SLCs)*** occur at least once a year and are a time for students to share their achievements and goals with their advisor and families at a conference led by the students. SLCs are tied to course registration, involving families in students’ academic plans.
- ***Student-Informed Scheduling*** encourages students to take advanced, dual credit, or Career & Technical Education (CTE) courses in high school. The process of student-informed scheduling encourages schools to accommodate the provision of these and other gatekeeper courses to facilitate students graduating college ready.
- ***Data Collection*** helps schools to reflect on a number of different indicators to measure student success. Early results show that Navigation students take more advanced courses, graduate at higher rates, and are more likely to pursue a college degree or industry certification (OSPI, 2013).

The Navigation 101 curriculum, revamped and renamed in 2014 to Career Guidance Washington, is based on both academic and guidance standards. Lesson plans are based on Washington State Essential Academic Learning Requirements (EALRs), American School Counselor Association (ASCA) National Model Standards in the areas of personal and social, career, and/or academic development, and Common Core State Standards for career and college readiness. The program helps students meet the Washington State graduation requirements for graduation and includes the development of a High School & Beyond Plan (HSBP) (OSPI, 2013b). This plan is a Washington State requirement to graduate from high school.

Navigation 101 lessons specifically cover goal setting, academic improvement, community involvement, money management, and the development of a post-secondary plan. The program also includes a career element, which helps students set up job shadows or learn about Career and Technical Education (CTE) courses and programs available at their school or within their district. OSPI added additional curriculum to the career element during the 2014 – 2015 school year, Career Guidance Washington, specifically designed to address resources for educational and career



planning. -It is important to note that over the past six years there has been a metamorphosis of the program, specifically with the curriculum. The transformation of lessons from Navigation 101 to Career Guidance Washington is intended to add more emphasis on the program foundations, structures for vertical teaming, the full development of each student's High School & Beyond Plan, and the connection of student-informed scheduling to the student-led conferences.

## **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. Researchers also plan to use interrupted time-series analysis to assess the impact of the grant. This can be done by analyzing data prior to the grant and then comparing results after the grant. Finally, we will also use an outcomes-based case study approach to identify best practices from high performing districts and schools. 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, five questions related to the evaluation of implementation efforts and five questions related to impact around the CRI initiative were posed:

#### *Implementation Evaluation Questions.*

1. To what extent was AVID implemented as intended?
2. To what extent was Navigation 101 implemented as intended?
3. What are the barriers/challenges to implementing the programs?
4. What are the strengths and weaknesses of the programs?
5. What is the perceived impact of technical assistance?

#### *Impact / Outcome Evaluation Questions.*

6. To what extent did course-taking patterns change over time?
7. To what extent did student achievement change over time?
8. To what extent did college attendance and college persistence change over time?
9. To what extent did other quantifiable measures change over time?
10. What is the impact of the AVID elective upon students who have participated in AVID for at least three of the six initiative years?

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 schools receiving the AVID College Readiness Initiative Grants and schools receiving the Navigation101 College Readiness Initiative Grants. Some schools received both the

AVID CRI and Navigation 101 CRI Grant; some schools received an AVID CRI grant and an OSPI funded Navigation 101 grant; and some schools implemented AVID or Navigation 101 separately from College Spark or OSPI Funding. Only three districts did not have both both programs. Because most schools implemented both programs, it is difficult to isolate the unique contribution of each program. For the purposes of this evaluation, we will analyze the results from the AVID CRI Grantees and Navigation 101 CRI Grantees separately. Please note: Ferndale School District discontinued participation in the last year of the grant (2014-2015).

**Table 1.**  
*AVID CRI and Navigation 101 Grantees*

AVID CRI Grantees		Navigation 101 CRI Grantees	
District	School	District	Schools
Aberdeen SD	Miller JH**	Bremerton SD	Mountain View MS
	Weatherwax HS**		Bremerton HS
Bridgeport SD	Bridgeport MS**	Franklin-Pierce SD	Keithley MS
	Bridgeport HS**		Washington HS
Burlington-Edison SD	Lucille Umbarger K-8	Grandview SD	Grandview MS*
	Burlington-Edison HS		Compass HS*
Curlew SD	Curlew ES/HS**		Grandview HS*
Cusick SD	Cusick Jr./Sr. HS	Spokane SD	Garry MS*
Evergreen SD	Covington MS		Shaw MS
	Frontier MS		Rogers HS*
	Heritage HS	Tacoma SD	First Creek MS
Ferndale SD	Vista MS		Angelo Giandrone MS
	Ferndale HS		Stewart MS*
Grandview SD	Grandview MS*		Lincoln HS*
	Compass HS*	Toppenish SD	Toppenish MS
	Grandview HS*		Eagle ES
Inchelium SD	Inchelium MS		Toppenish HS
	Inchelium HS	Tukwila SD	Showalter MS
Mary Walker SD	Springdale MS		Foster HS
	Mary Walker HS**		
Mount Vernon SD	La Venture MS		
	Mount Baker MS**		
	Mount Vernon HS**		
Republic SD	Republic JHS**		
	Republic HS**		
Spokane SD	Garry MS*		
	Rogers HS*		
Tacoma SD	Jason Lee MS		
	Stewart MS*		
	Foss HS		
	Lincoln HS*		
Wellpinit SD	Wellpinit MS		



	Wellpinit HS		
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\*These schools received both the AVID CRI Grant and the Navigation 101 CRI Grant.

\*\*These schools received an OSPI Funded Grant at some point through the grant.

Table 2 details the demographics of all schools receiving the AVID CRI and Navigation 101 CRI grants compared to the Washington State public school population. Comparing student demographics from the 2012 – 2013 school year of these two groups compared to the Washington State population reveals substantial differences. Schools receiving the CRI grants tend to have a larger mean enrollment compared to the Washington State population. This, however, is likely because secondary schools receive the grant, in comparison to the Washington State population, which includes elementary schools. CRI grantees tend to have greater diversity compared to Washington State and greater rates of students receiving free/reduced lunch (FRL).

**Table 2.**

*Demographics of Schools in Sample*

	<b>Washington State Population</b>	<b>AVID CRI Grantees</b>	<b>Navigation 101 CRI Grantees</b>
Enrollment	Mean =403	Mean = 646	Mean = 785
Free/Reduced Lunch	46.1%	69.9%	80.5%
American Indian/Alaska Native	1.6%	10.1%	3.4%
Asian	7.1%	3.1%	7.8%
Pacific Islander	.9%	1.0%	2.8%
Black	4.6%	4.6%	10.7%
Hispanic	20.4%	29.6%	39.8%
White	59.1%	47.1%	29.9%
Two or More Races	6.3%	4.5%	5.5%

Because the demographics of the CRI schools differ greatly from the state, researchers created two comparison groups for this study: one for AVID-CRI schools (n = 33) and one for Navigation 101-CRI schools (n = 19). Researchers selected schools for the comparison groups by matching as closely as possible the student enrollment range, the percent of students qualifying for free and/or reduced-price meals (FRL), the percent of non-white students, and the percent of female students. Additionally, the school level (ex. K-12, K-8, 6-8, 9-12, etc.) was matched as closely as possible in the comparison databases. Finally, researchers removed all schools that had received a grant from the College Spark Washington or OSPI. Table 3 displays the demographic comparison between the schools receiving treatment and the schools making up the comparison groups. These demographics differ from Table 1 because the Comparison Schools were selected in Year 1 of the CRI grant from OSPI’s 2009-2010 demographic database. Tables 4 and 5 list the schools in each of the comparison groups.

**Table 3.*****Treatment School and Comparison School Demographics***

	AVID	
	Treatment Schools (n = 33)	Comparison Schools (n = 41)
Enrollment Range	55 - 2116	51 - 2082
% Students Qualifying for FRL	61%	57%
% Non-White Students	50%	48%
% Female Students	48%	48%
	NAVIGATION 101	
	Treatment Schools (n = 19)	Comparison Schools (n = 39)
Enrollment Range	104 - 1709	131 - 1401
% Students Qualifying for FRL	75%	71%
% Non-White Students	65%	61%
% Female Students	47%	49%

**Table 4.*****AVID-CRI Comparison Schools***

<b>District Name</b>	<b>School Name</b>
Auburn School District	Auburn Senior High School
Brewster School District	Brewster High School
Cape Flattery School District	Clallam Bay High & Elementary
Centralia School District	Centralia High School
Clover Park School District	Huddtloff Middle School
College Place School District	John Sager Middle School
Dayton School District	Dayton Middle School
Easton School District	Easton School
Endicott School District	Endicott/St John Elem and Middle
Evergreen School District (Clark)	Evergreen High School
Federal Way School District	Nautilus Elementary School
Ferndale School District	Horizon Middle School
Highline School District	Academy of Citizenship and Empowerment
Highline School District	Health Sciences & Human Services
Hoquiam School District	Hoquiam High School
Hoquiam School District	Hoquiam Middle School
Kent School District	Kent-Meridian High School
Kent School District	Mill Creek Middle School
Klickitat School District	Klickitat Elem & High
Lind School District	Lind Jr Sr High
Marysville School District	Heritage School
Mukilteo School District	Mariner High School
North Beach School District	North Beach Senior High School
North Thurston Public Schools	Chinook Middle School



Okanogan School District	Okanogan Middle School
Pasco School District	Pasco Senior High School
Port Angeles School District	Stevens Middle School
Quillayute Valley School District	Forks High School
Rainier School District	Rainier Senior High School
Renton School District	Renton Senior High School
Royal School District	Royal High School
Seattle Public Schools	Cleveland High School
Seattle Public Schools	Ingraham High School
Seattle Public Schools	Middle College High School
Spokane School District	Salk Middle School
Stevenson-Carson School District	Wind River Middle School
Tacoma School District	Mt. Tahoma
Taholah School District	Taholah High School
Toutle Lake School District	Toutle Lake High School
Waterville School District	Waterville High School
Wilson Creek School District	Wilson Creek High

**Table 5.**  
*NAV-CRI Comparison Schools*

<b>District Name</b>	<b>School Name</b>
Aberdeen School District	Harbor High School
Auburn School District	Olympic Middle School
Central Valley School District	North Pines Middle School
Clover Park School District	Clover Park High School
Clover Park School District	Huddtloff Middle School
Clover Park School District	Lochburn Middle School
East Valley School District (Spokane)	East Valley Middle School
Evergreen School District (Clark)	Cascade Middle School
Federal Way School District	Totem Middle School
Finley School District	River View High School
Highline School District	Chinook Middle School
Hoquiam School District	Hoquiam Middle School
Kennewick School District	Highlands Middle School
Kennewick School District	Park Middle School
Kent School District	Mill Creek Middle School
Longview School District	Monticello Middle School
Moses Lake School District	Frontier Middle School
Mukilteo School District	ACES High School
Mukilteo School District	Voyager Middle School
Othello School District	McFarland Middle School
Pasco School District	Ellen Ochoa Middle School
Prosser School District	Housel Middle School
Quincy School District	Quincy Junior High

Seattle Public Schools	Aki Kurose Middle School
Seattle Public Schools	Cleveland High School
Seattle Public Schools	Franklin High School
Seattle Public Schools	Interagency Programs
Seattle Public Schools	Mercer Middle School
Sunnyside School District	Harrison Middle School
Tacoma School District	Baker
Vancouver School District	Discovery Middle School
Vancouver School District	Fort Vancouver High School
Vancouver School District	Mcloughlin Middle School
Wapato School District	Wapato High School
Wenatchee School District	Orchard Middle School
Wenatchee School District	Westside High School
Yakima School District	Franklin Middle School
Yakima School District	Stanton Alternative School
Yakima School District	Wilson Middle School

## Data Sources

To address the research questions, researchers gathered data from multiple sources for each year of the evaluation. The BERC Group, Inc. has completed the following evaluation activities in Year 5 and Year 6:

- Interviews and Focus Groups with College Spark and OSPI personnel and over 600 school and district personnel in Year 5 and Year 6
- General Data Collection, including initiative documents, online implementation survey, teacher and students surveys, transcripts, college tracking data, and additional data provided by OSPI, State Board of Community and Technical Colleges (SBCTC), and the Washington Student Achievement Council (WSAC)
- STAR Classroom Observations in CRI schools



## EVALUATION FINDINGS

### PROCESS STRAND: EVIDENCE OF IMPLEMENTATION

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

AVID is a postsecondary college readiness system designed to increase school-wide learning and performance by accelerating student learning using research-based methods of instruction and providing meaningful and motivational professional development to educators. Students in the academic middle are meant to be the focus of AVID, though the program intends to serve all students. Evaluators collected quantitative data in the form of classroom observations to assess the extent to which Powerful Teaching and Learning occurs within the classroom. In this section, evaluators combine qualitative data with the results of classroom observations.

*Qualitative findings.* When asked about the goals of AVID, the majority of focus group participants discussed the college and career readiness aspect of the program. One administrator said, “AVID is primarily used to get every teacher more focused on college and career. There is some work with electives, but the benefit has been in training, instructional skills, and focus.” While discussing the main goals of AVID on their campus, another administrator mentioned how AVID fits into their overall vision and mission of the school and has helped them to shift their focus:

[The goal of AVID is to] improve the number of students going on to college and career, for them to have a meaningful career. For us, that’s always been the same goal and AVID fits into it well. The original focus on four year universities has morphed into a college and career focus.

Though the majority of stakeholders agreed that the focus of AVID was to prepare students for post-secondary life, when asked if the goals of AVID were being achieved, stakeholders gave mixed responses. Some interviewees responded affirmatively. For example, one administrator said,

Yes. The mission and goals of AVID, having students be college and career ready, are 100% met here, and we are working to refine it and get better. We have built a system where we have different levels with the rigor and basic strategies, like Costa’s questioning and Cornell notes... basic strategies all teachers could use to up the rigor.

Other stakeholders were not as confident in their response, citing organizational and leadership issues standing in the way of successful implementation of the program. One interviewee stated,

No...when leadership isn’t on board, [effective implementation] doesn’t happen. I was thinking about discontinuing AVID in one of our buildings, because leadership had a bad year. If I believe the new leader is able to take on AVID with fidelity, we will continue...I’m a firm believer that if leaders aren’t part of the decision, it won’t work. It’s a recipe for disaster.



Some stakeholders discussed how initiatives, such as Common Core State Standards, Smarter Balanced Assessment Consortium, and Teacher Principal Evaluation Project, have made AVID less of a priority, while others suggested that it is challenging to support AVID when there is a high level of turnover with staff. Buy-in levels and basic knowledge of the program are directly impacted when changes in staff occur.

If AVID teachers are not invested in the program, relationships between instructors and students are impacted. The majority of focus group participants, however, reported that strong relationship building between AVID teachers and students remains a key component to successful implementation of the program. Many students commented on the positive classroom environment, with one student sharing, “[My AVID teacher] is good with activities of topics like being trustworthy and teambuilding.” Other students described their AVID class as “one big family,” sharing that everyone “has each other’s backs” and is supportive of each other.

To improve implementation of the AVID program at those schools that are struggling, some stakeholders discussed the need to align the AVID program throughout the school levels. One focus group participant explained,

I think the next step for the district is to provide looping between the middle school and high school. The 9<sup>th</sup> grade shock persists and the data hasn’t been encouraging. We have promoted AVID for middle school on down, but there are no strong high school programs.

As in previous findings, schools that distribute responsibilities among staff are more successful with implementation. A collaborative team approach reportedly results in the creation of common expectations and accountability to program goals. One interviewee explained the importance of collaboration:

I feel like when it’s supported school wide, it works. When it’s not supported school wide, it does not work. You become an island. For buildings where they are technically AVID schools and it’s not working, there needs to be more help. I don’t know what that would look like. When I see people on board in being an AVID school, I think it’s brilliant, but you can’t just be on your own.

Focus group participants reported accessing and using more student data than in previous years. Program participants reportedly create their own data to monitor program elements or have become knowledgeable in using program data to direct decision making. Additionally, some schools report that the use of data has become widespread across school departments, with teachers, counselors, and administrators using a variety of data to track student success.

When asked if AVID strategies are being implemented building wide, the majority of stakeholders answered in the affirmative, specifically mentioning Cornell note taking, Costa’s levels of inquiry, and tutorial strategies being used. One focus group participant shared, “Yes. That’s the majority of the change I’ve seen in our non-AVID classes. There are more AVID strategies in the past five years [being implemented]. There is definitely an increase in how teachers design lessons.”



Administrators and teachers discussed the benefits of adopting AVID strategies school wide. One administrator shared, “[AVID] builds a sense of system with the best practice strategies that can be implemented across the board. Without AVID, we wouldn’t have a streamlined system. We wouldn’t build that structure where everyone knows what it looks like.” Another administrator added, “Students go from one subject to another knowing what all the strategies look like. We can just get down to the content for the students.”

Many teachers have attended various types of professional development and/or a Summer Institute. Some stakeholders said the Summer Institute helped promote the use of AVID strategies building-wide, with one administrator sharing, “[As a] result of training, more teachers are implementing strategies building wide, primarily with critical reading skills, higher level questioning strategies, Cornell note taking, and the implementation of a common language among teaching staff.” Another added, “Almost every one of our staff has been to the Summer Institute and came back loving it. You can see changes in classes based on [that] training.”

When asked to identify what changes have resulted from the implementation of AVID on their campus, staff members identified students who have “more awareness of skills needed to be successful in college,” higher levels of rigor in classrooms, and the universal implementation of AVID strategies school wide. One focus group participant shared, “There are more instructional skills, more rigor in the classrooms, and more conversations between staff and students about college/career/goal planning.” Likewise, when asked if they believe students are more college-ready due to the AVID program, focus group members responded positively. Many focus group participants commented on how the students are “taking charge of their own learning” and gaining confidence. One stakeholder said, “At the high school, there is an overall awareness that kids realize that not just high IQ kids can go to college. I see more confidence in about half of seniors. They are confident that they can meet their goal.” Middle school staff members implementing AVID noticed a change in their students too. One staff member said, “The college awareness is really cool. To have an 11 year old know a little about colleges. They see the colleges on field trips. They know what student loans are.”

***Classroom observation study.*** The goal of this data collection is to determine the extent to which general instructional practices throughout AVID schools align with Powerful Teaching and Learning™. These findings highlight STAR classroom observation results in comparison to the STAR average. Researchers conducted 361 classroom observations in 2009-10, 392 in 2010-11, 328 in 2011-12, 515 in 2012-13, 287 in 2013-2014, and 193 in 2014-2015 spanning 28 CRI schools. Researchers observed teachers in both core and AVID classrooms.

One goal of AVID program implementation is to incorporate AVID strategies school-wide, which would presumably make a positive impact on teaching and learning. Analysis of STAR classroom observation data show improvement in Powerful Teaching and Learning from Year 1 to Year 6 (See Figure 1). Overall, Powerful Teaching and Learning was observed in 50% of AVID CRI School’s classrooms in Year 6 (see Figure 1). Results have fluctuated over the years, with an overall increase of 4 percentage points from baseline results. Results peaked in Year 3 at 52% of classrooms aligned with Powerful Teaching and Learning. Figures 2 through 6 display results for each of the Essential Components of the STAR Protocol. On the Essential Components, AVID CRI schools

demonstrated strengths in the areas of *Skills* and *Relationships*, and this holds true throughout the six grant years. Table 6 details the results by Indicator for the 2015 observations.

Researchers utilized a MANOVA to investigate differences between classroom observation results over time for AVID schools. The dependent variables for this analysis were the five essential component scores and the overall STAR score. The independent variable was school year (2010, 2011, 2012, 2013, 2014, 2015). The results of the overall MANOVA were statistically significant,  $F = 2.82, p < .001$ . Follow-up tests revealed a significant difference between school years for all of the essential components and for the overall STAR score. Generally, mean scores show a trend of improvement over time. For *Skills* and *Knowledge*, schools had the highest mean scores in 2012 and 2015. *Thinking* and *Application* mean scores were higher in 2015 compared to any previous year. The *Relationships* component scored the highest in 2012, while the Overall STAR score improved over time with a spike in 2012 and the highest mean score occurring in 2015. These results should be interpreted cautiously due to the large sample size each year; the overall effect size for the analysis is considered small.

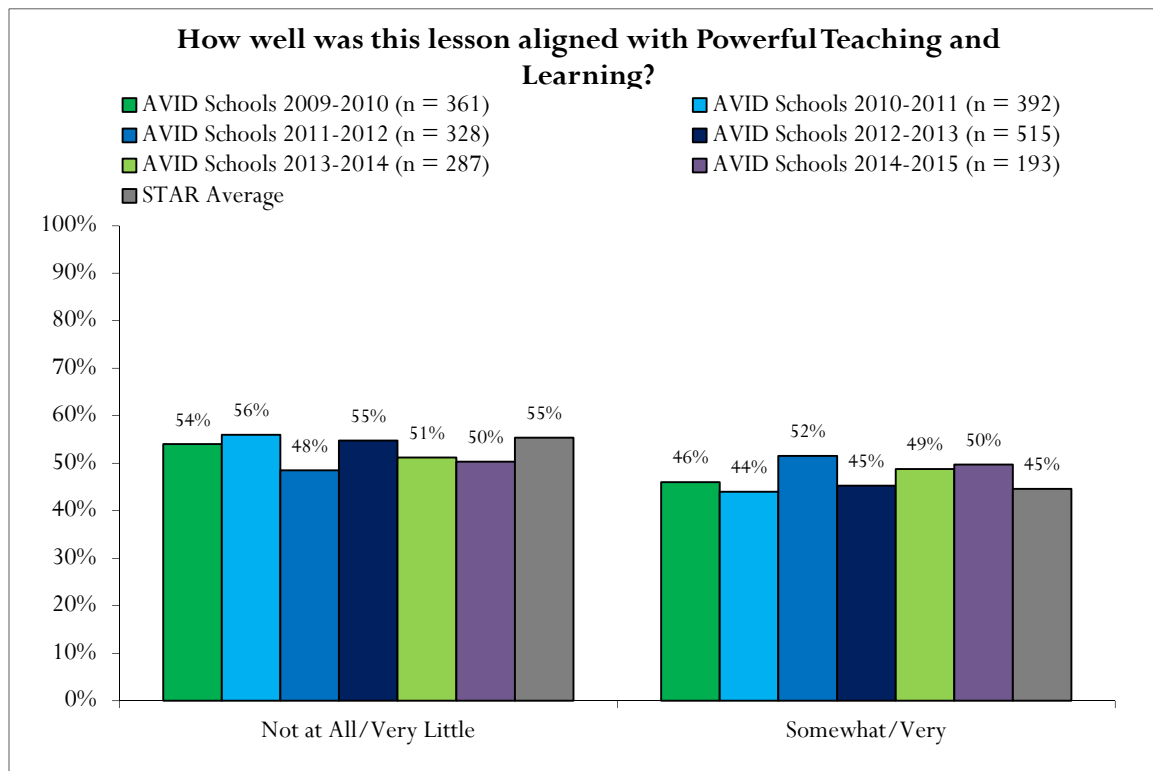
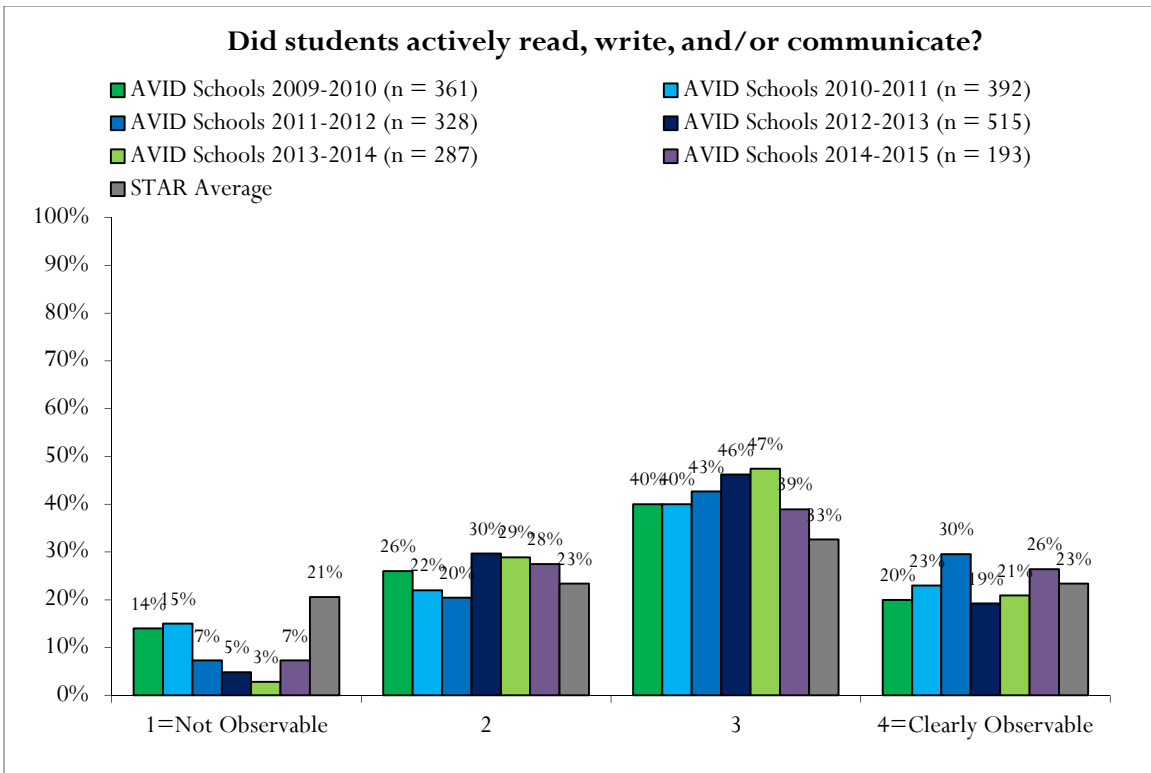
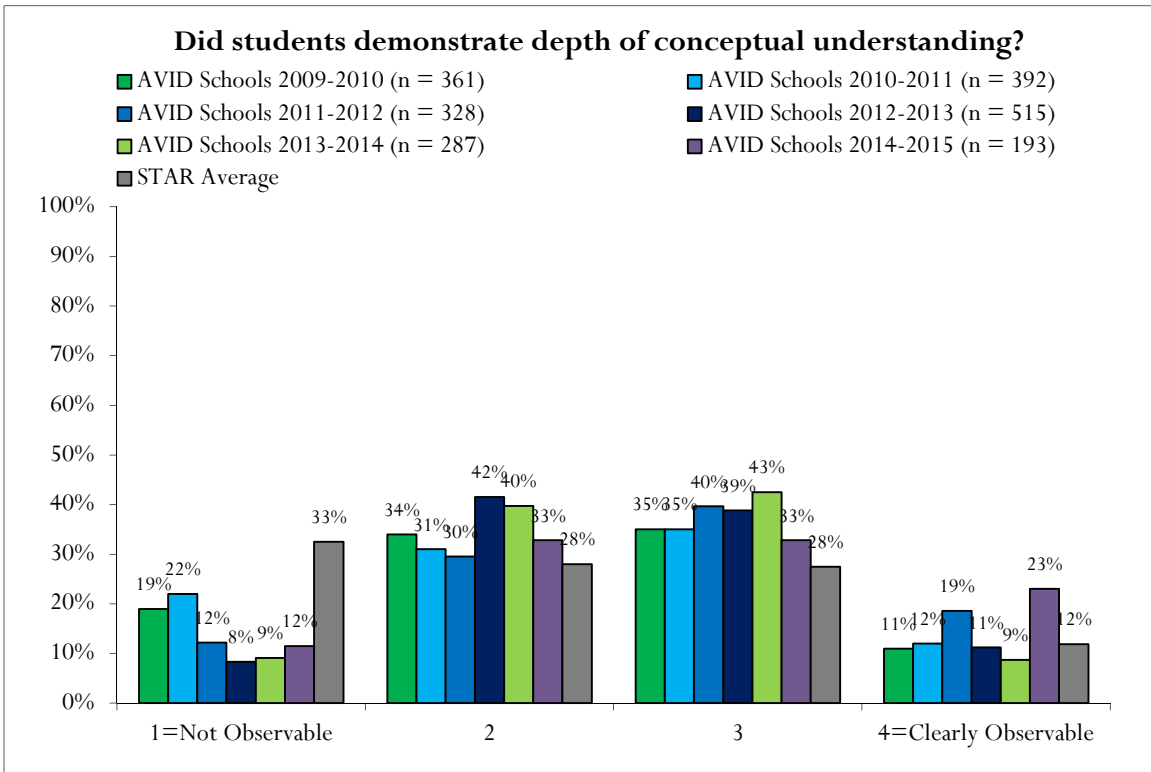


Figure 1. Overall Results



**Figure 2. Skills: Essential Component Results**



**Figure 3. Knowledge: Essential Component Results**

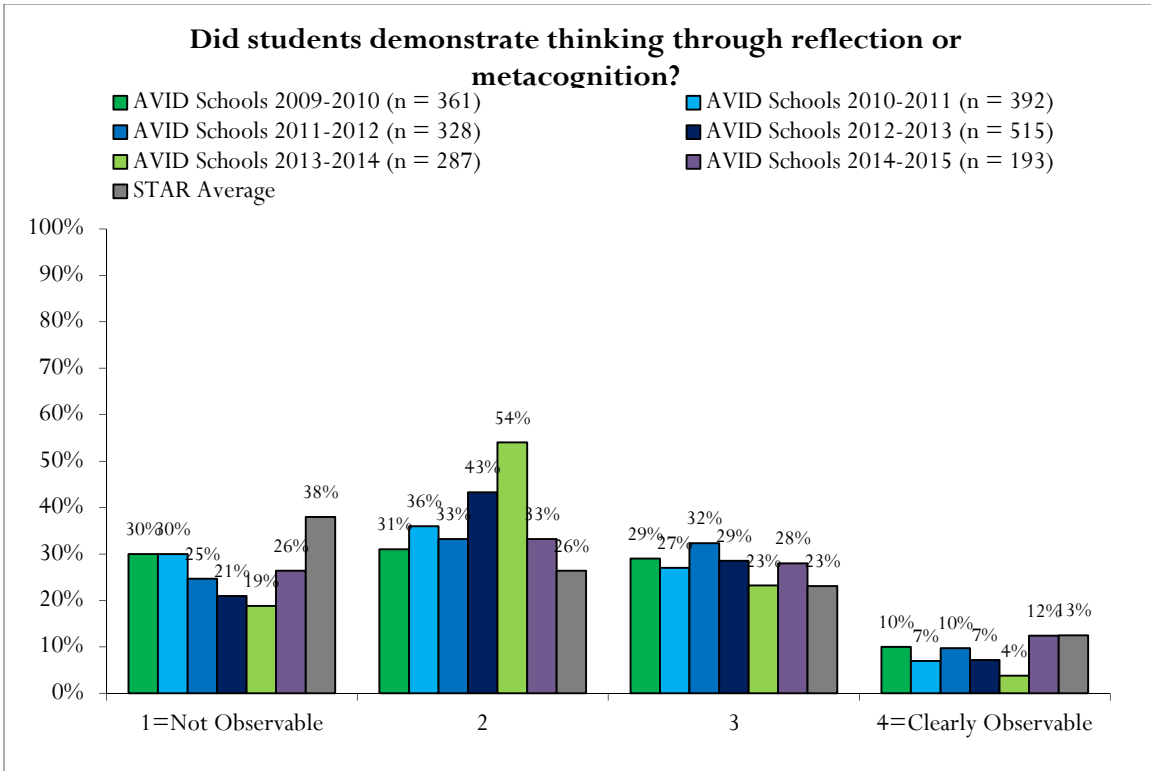


Figure 4. Thinking: Essential Component Results

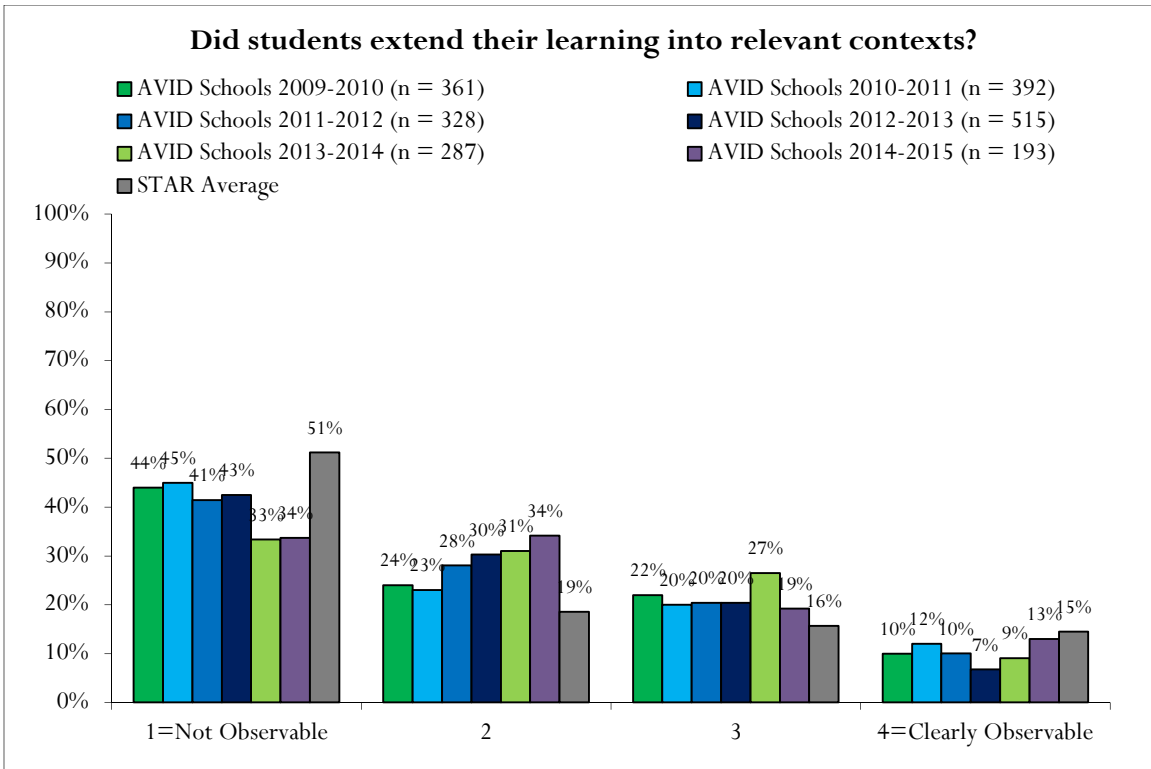


Figure 5. Application: Essential Component Results

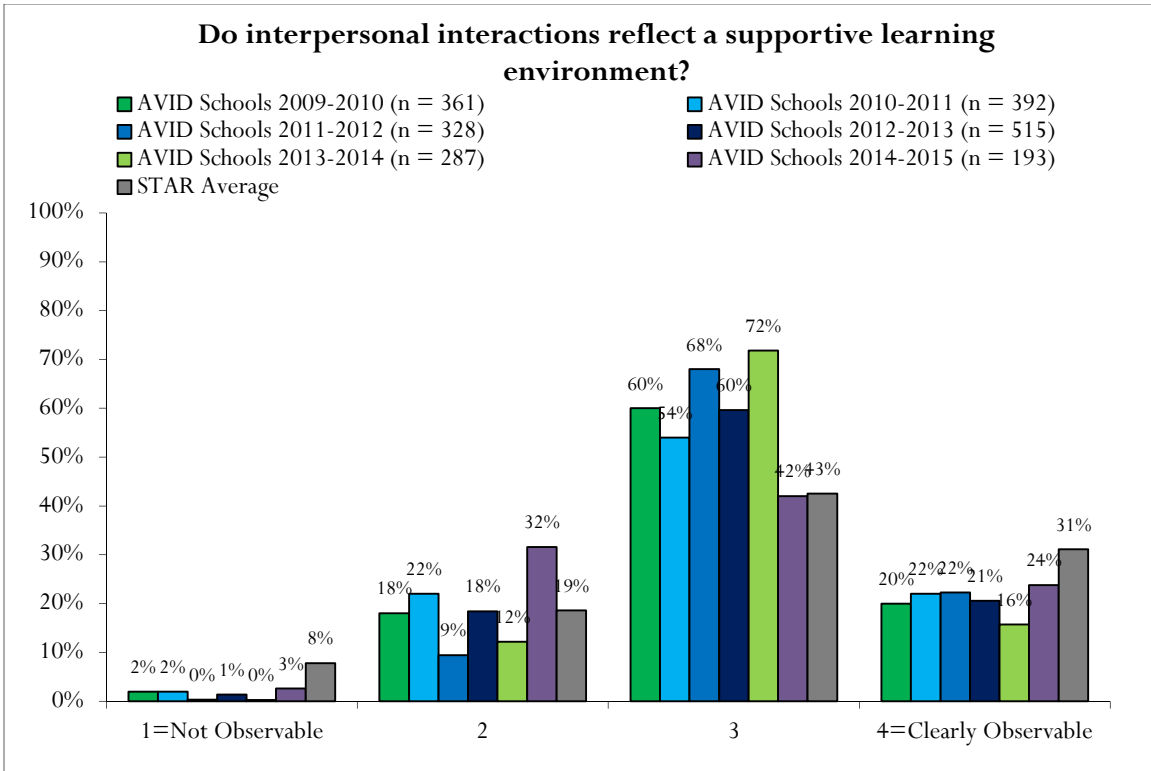


Figure 6. Relationships: Essential Component Results

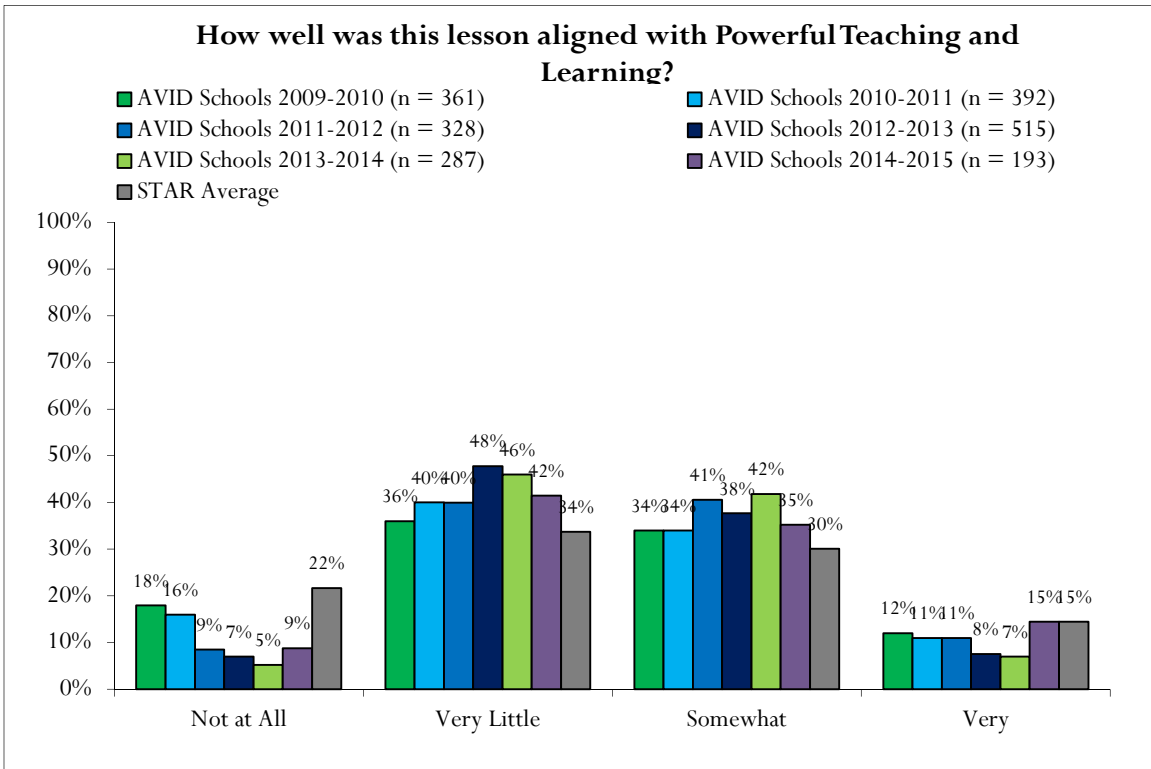


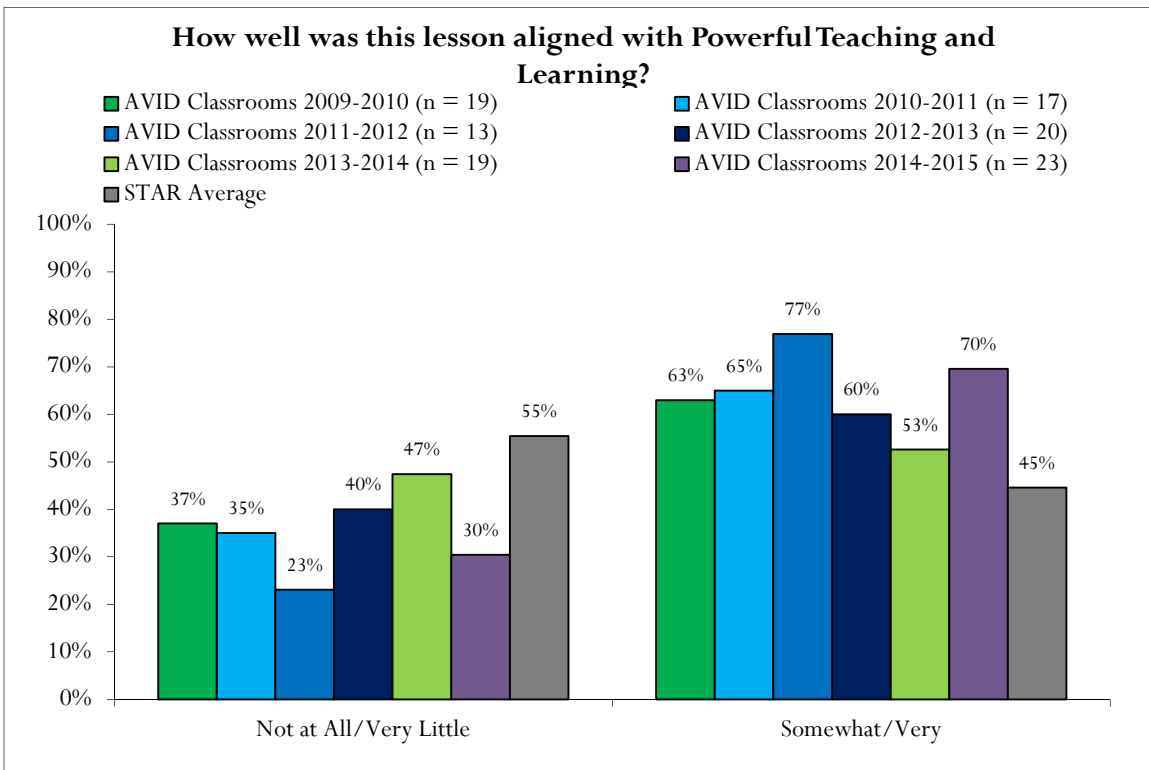
Figure 7. Overall (scales 1-4)

**Table 6.**  
**STAR Indicators from 2015 Observations**

<i>Skills Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	4%	21%	44%	32%
			76%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	9%	30%	37%	24%
			61%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	11%	27%	36%	26%
			62%	
<i>Knowledge Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose.	10%	26%	32%	32%
			64%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	11%	34%	31%	24%
			55%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	16%	30%	32%	22%
			54%	
<i>Thinking Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	33%	35%	22%	10%
			32%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	23%	31%	33%	13%
			46%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	33%	29%	25%	12%
			38%	
<i>Application Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	25%	41%	24%	9%
			33%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	38%	31%	20%	11%
			31%	
12. Students produce a product and/or performance for an audience beyond the class.	80%	9%	7%	4%
			11%	
<i>Relationships Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	1%	12%	55%	32%
			87%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	39%	26%	15%	20%
			35%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	13%	31%	36%	20%
			56%	

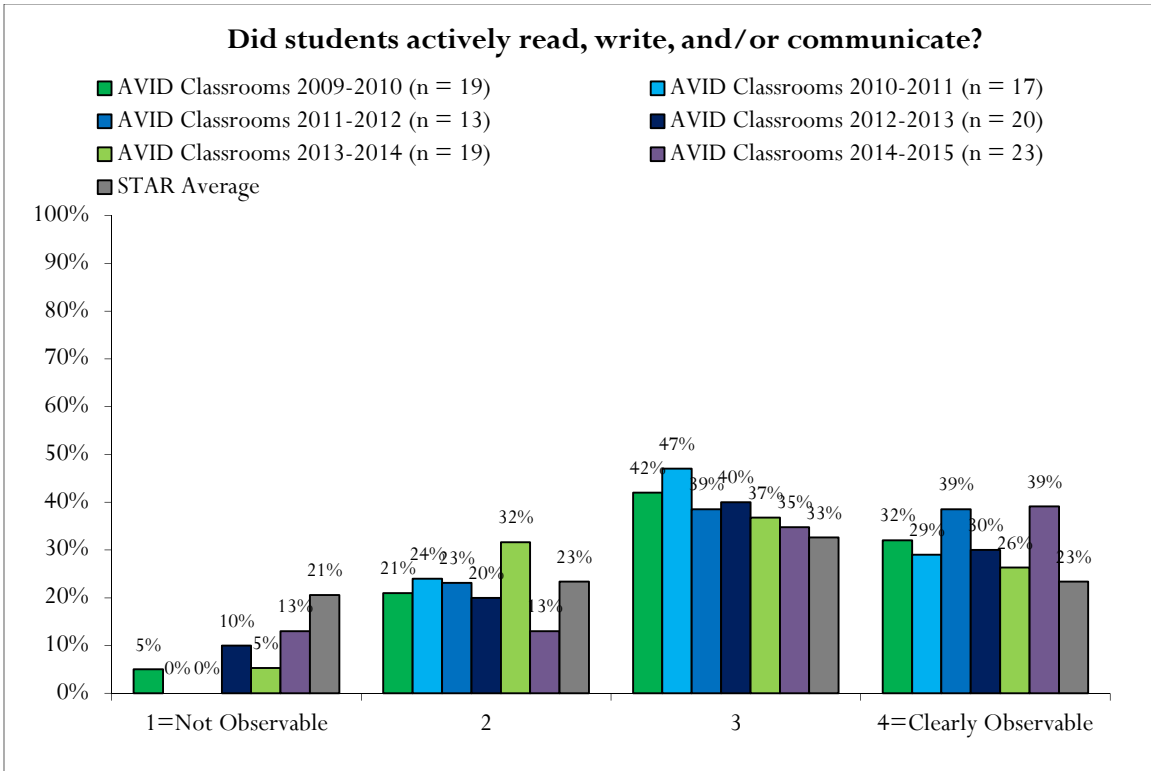


Researchers disaggregated the results to look specifically at AVID classrooms (see Figures 8 through 14). While school-wide results were similar to the STAR Average, the results of observations conducted in the AVID classrooms show that a higher percentage of AVID classrooms align with Powerful Teaching and Learning. Overall, Powerful Teaching and Learning was observed in 53% to 77% of AVID classrooms in Years 1 through 6, with the highest alignment in Year 3 (77%) and Year 6 (70%) (see Figure 8). In addition, all Essential Components scored in the moderate to high level of implementation. Results for the Essential Components are displayed in Figures 9 through 13. The difference in n-sizes between the different years should be taken into consideration when interpreting the results, as larger fluctuations are expected with small sample sizes. Further statistical analyses were not conducted due to small and inconsistent sample sizes from year to year.

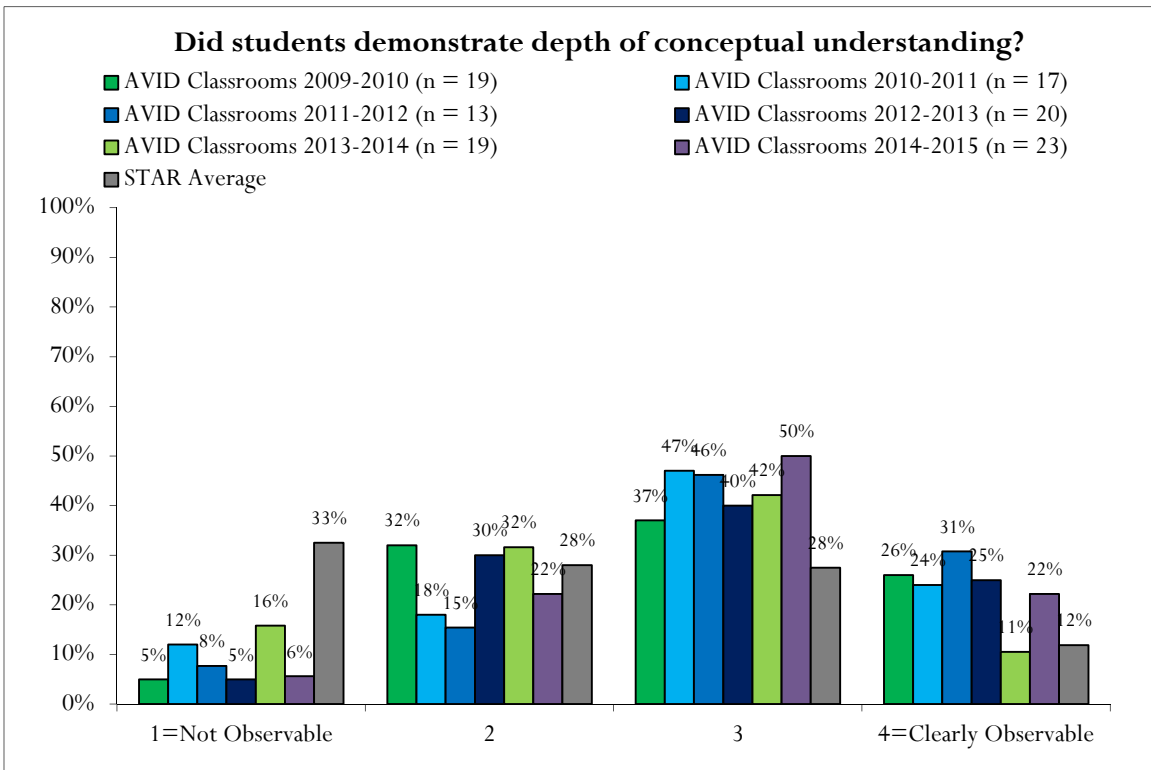


**Figure 8. Overall Results**





**Figure 9. Skills: Essential Component Results**



**Figure 10. Knowledge: Essential Component Results**

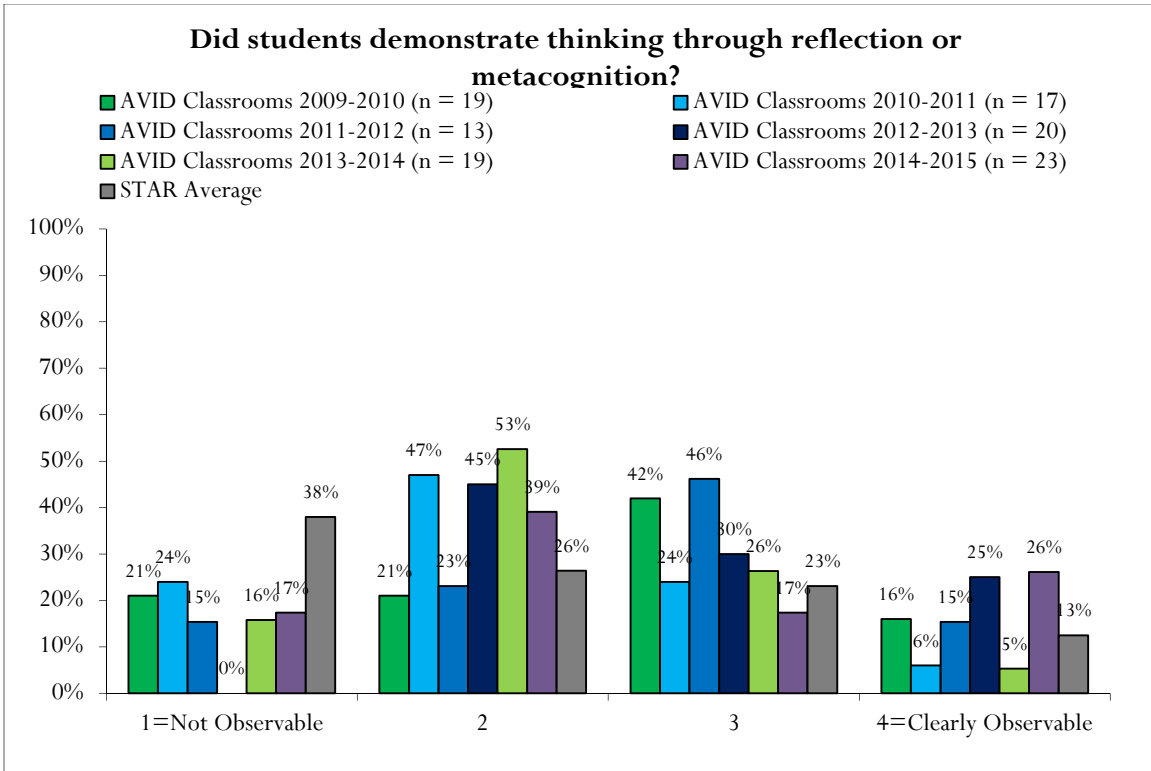


Figure 11. Thinking: Essential Component Results

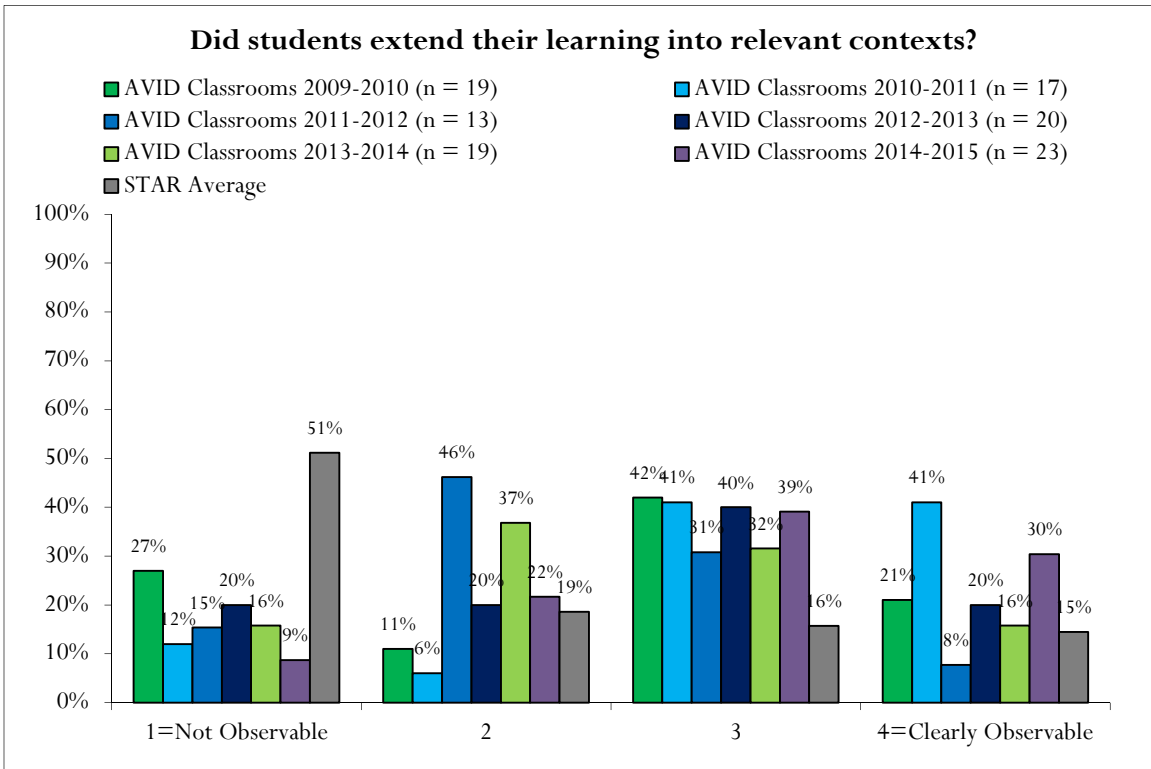


Figure 12. Application: Essential Component Results

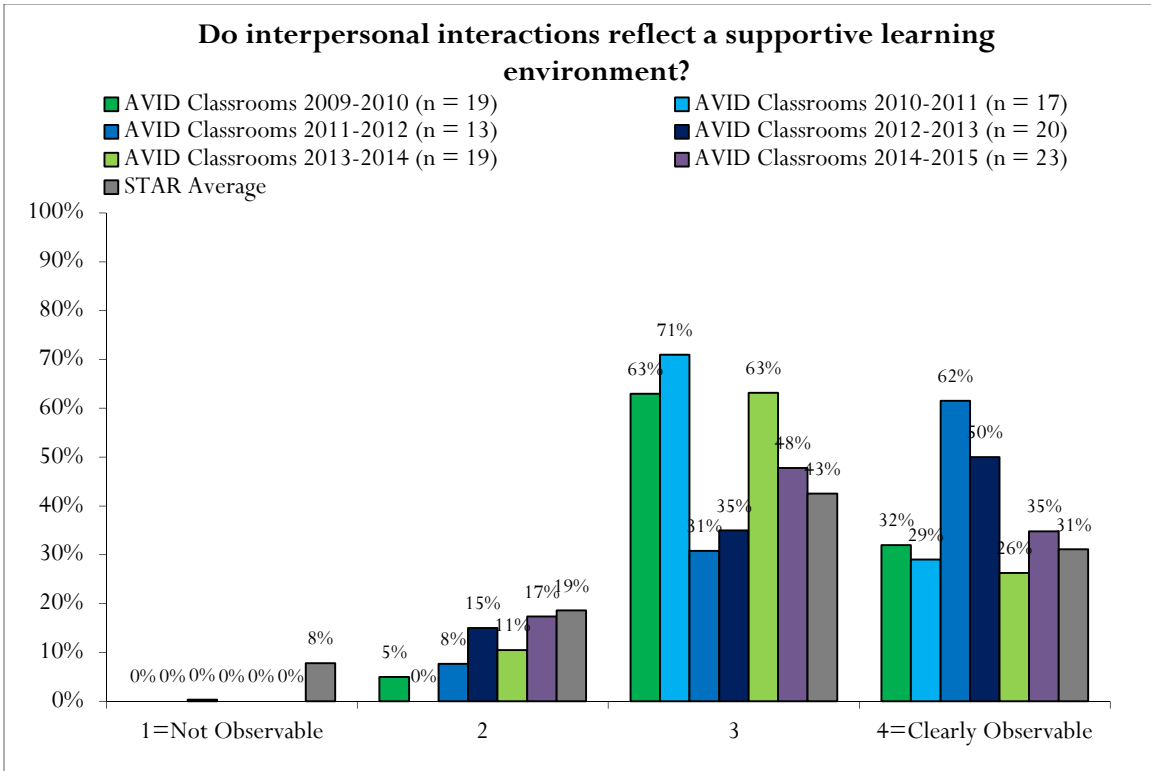


Figure 13. Relationships: Essential Component Results

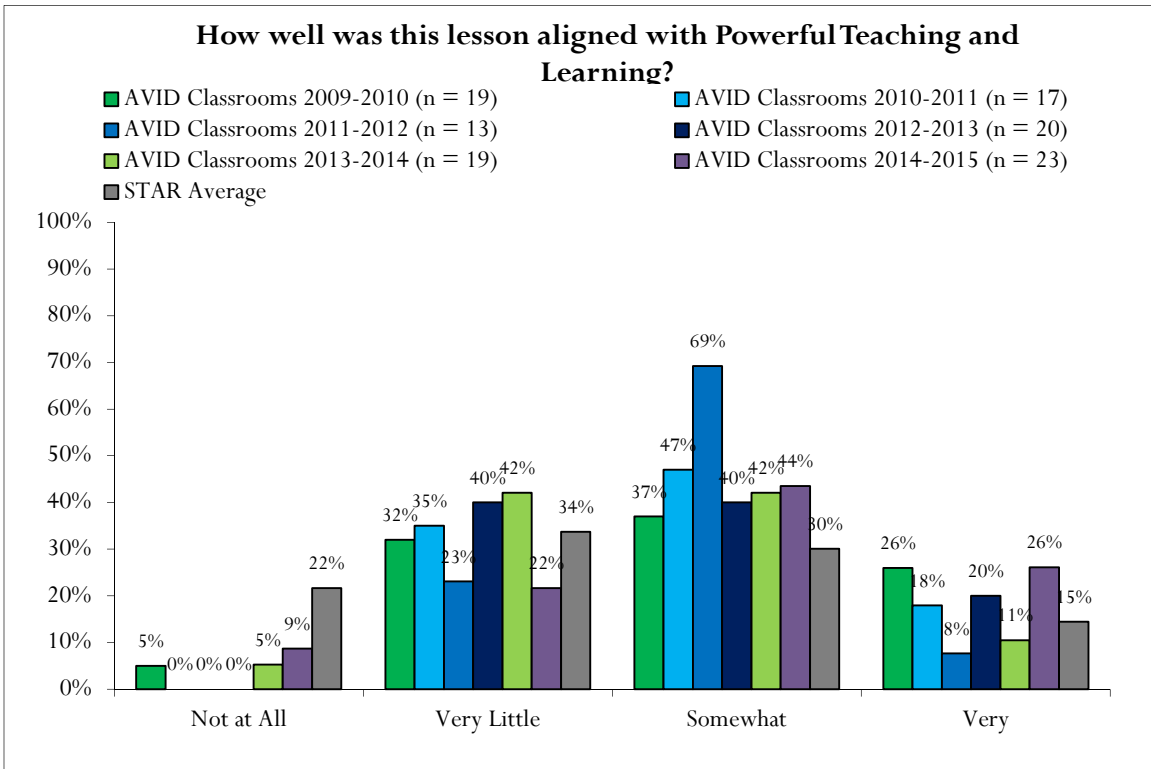


Figure 14. Overall (scales 1-4)



Researchers further analyzed the data to determine if there are differences in classroom observation results among AVID Trainees and Non-Trainees. For these analyses, we combined data from six school years (2009-10, 2010-11, 2011-12, 2012-13, 2013-14, and 2014-15), and we designated teachers as receiving training if they had the training anytime during the six-year period. The results show greater alignment of Powerful Teaching and Learning in classrooms of AVID Trainees (52% *Somewhat / Very*) compared to classrooms of non-Trainees (45% *Somewhat / Very*) (see Figure 1). Results from the Essential Component show teachers who participated in the AVID training scored higher on all of the Essential Components, except *Skills* and *Application*, compared to teachers who did not participate in AVID training and compared to the STAR average. The *Skills* and *Application* Components are similar across groups (see Figures 15 through 21).

Researchers further analyzed overall Powerful Teaching and Learning results for AVID Trainees and for Non-Trainees. Researchers performed a MANOVA to determine if differences exist between groups (AVID Trainees and Non-Trainees) across the Overall score and each of the Essential Components. The MANOVA results revealed a statistically significant difference between groups ( $F = 3.20, p < .01$ ). Follow-up tests showed that the AVID Trainees had significantly higher scores on the Overall score, and on the *Thinking* and *Relationships* Components compared to Non-Trainees.

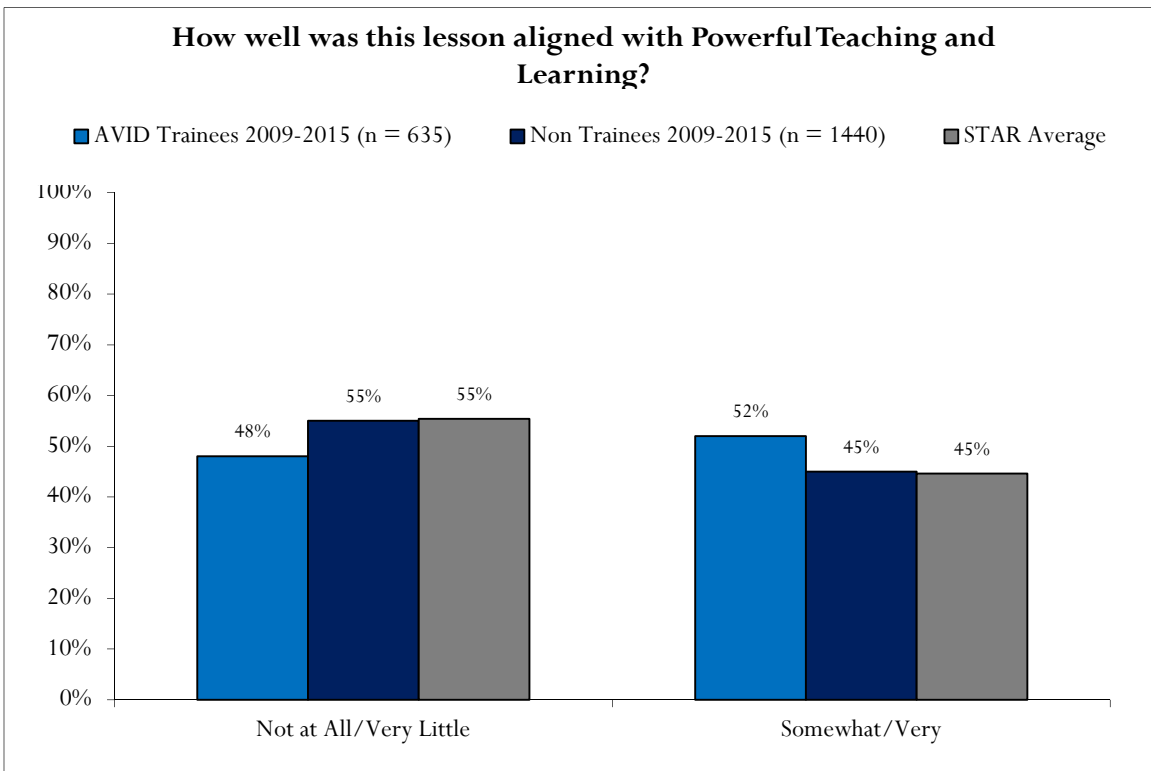
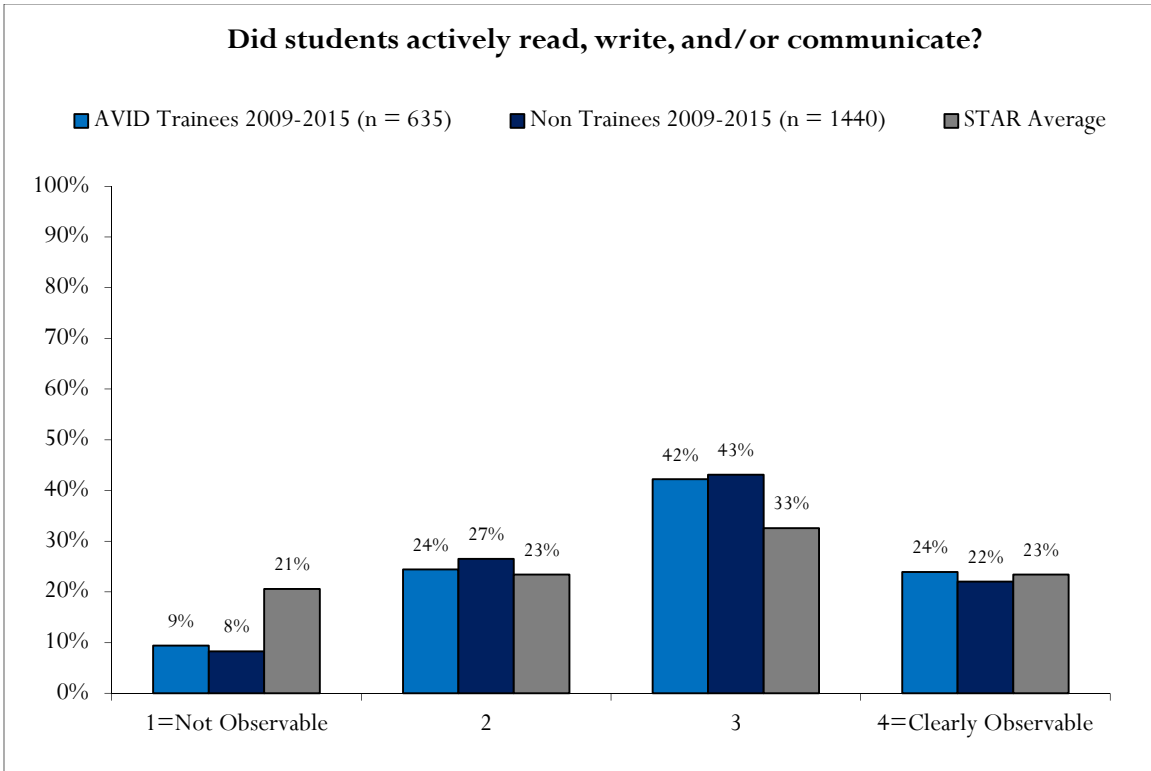
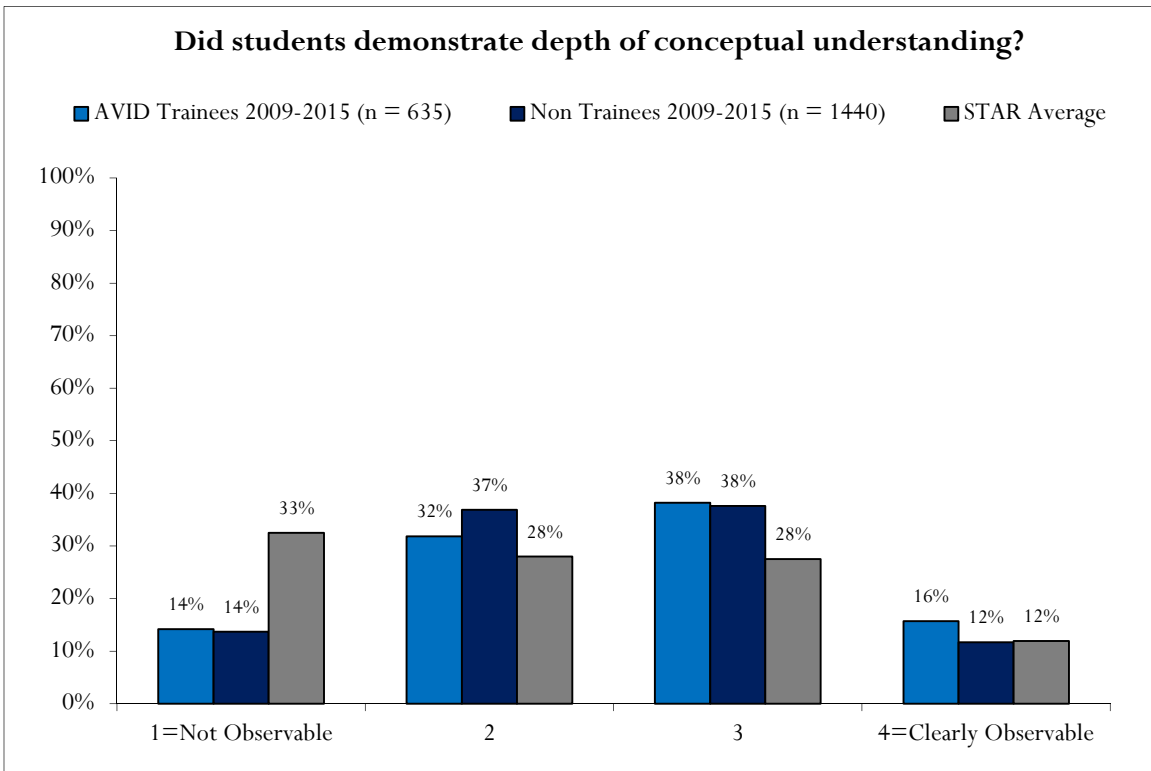


Figure 15. Overall Results



**Figure 16. Skills: Essential Component Results**



**Figure 17. Knowledge: Essential Component Results**

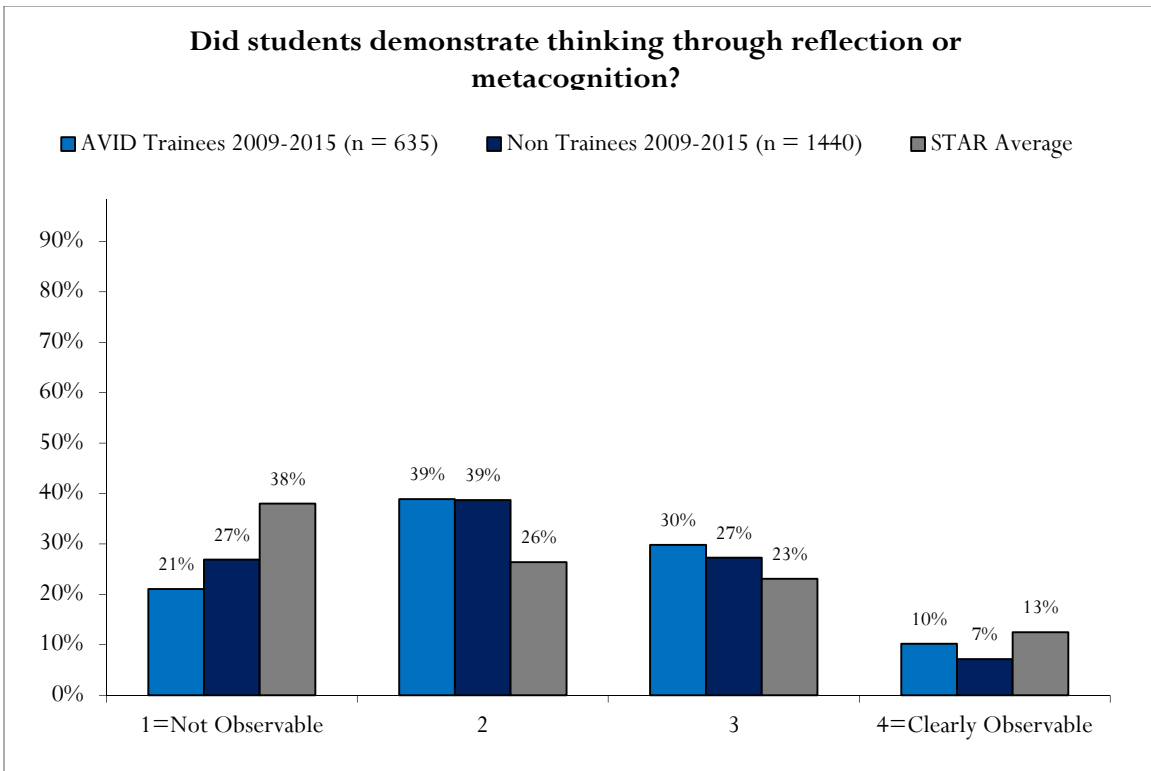


Figure 18. Thinking: Essential Component Results

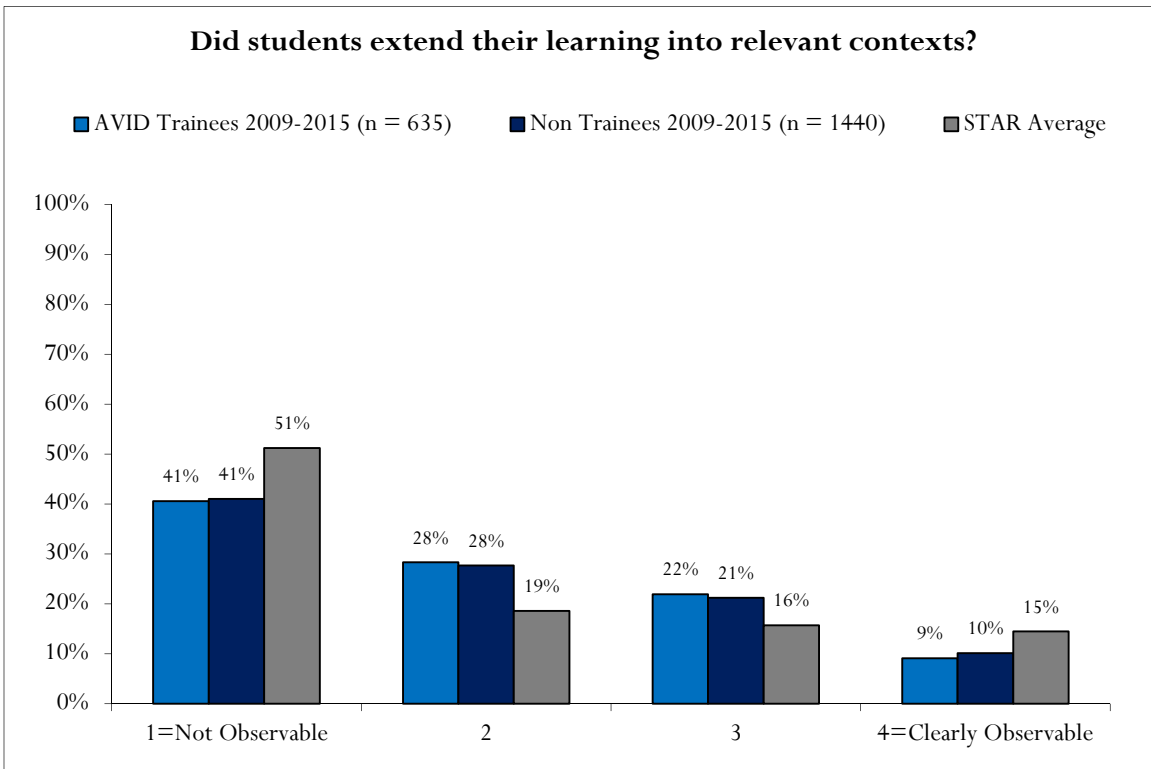


Figure 19. Application: Essential Component Results

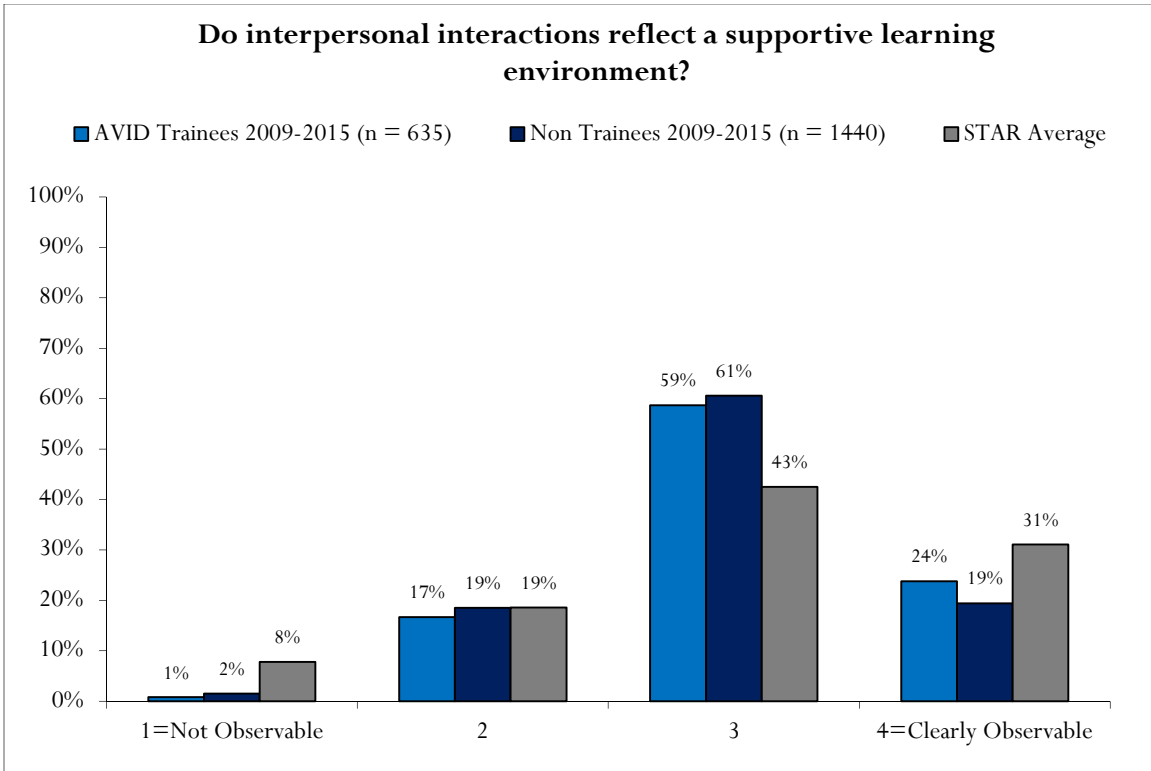


Figure 20. Relationships: Essential Component Results

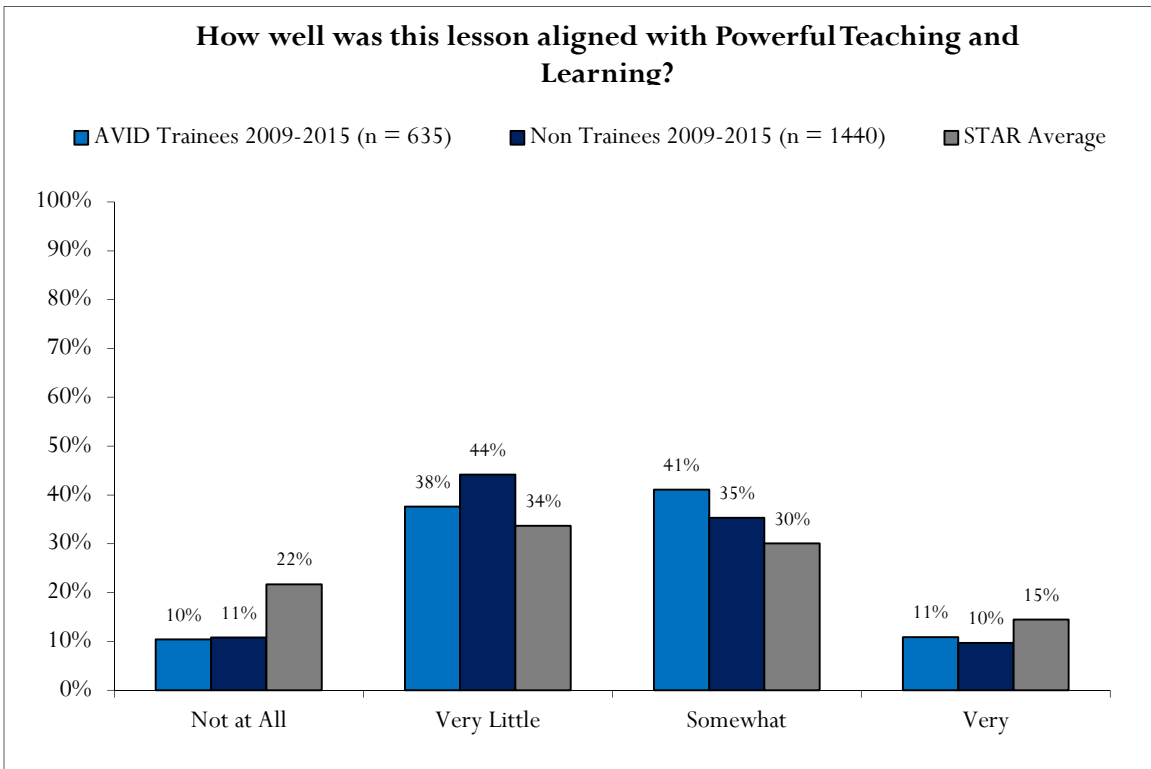


Figure 21. Overall (scales 1-4)



## Evaluation Question #2: To what extent was Navigation 101 implemented as intended?

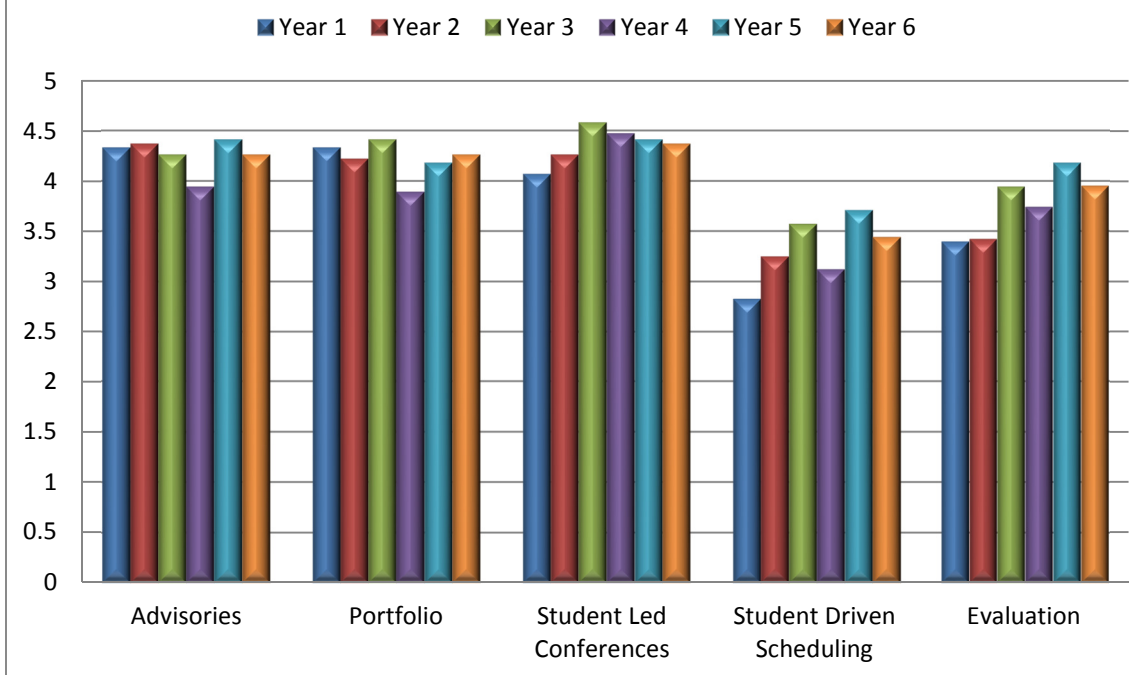
The intent of the Navigation 101 CRI is to provide schools and districts with a means to increase the number of college and career ready students graduating from high school. According to OSPI (2013a), “Navigation 101 is part of a comprehensive school guidance and counseling program in Washington State that helps students make clear, careful, and creative choices for college and career readiness in the areas of course selection, goal setting, career planning, and postsecondary options, including financial aid.” Navigation 101 consists of different elements designed to work together to engage students in preparing for life after high school. These elements are student advisory, student portfolio, student-led conferences, student-informed scheduling, and data collection.

To determine the level of implementation, grantees representing each of the 19 Navigation 101 CRI funded schools participated in an online implementation survey in which they rated their level of implementation of the five elements of Navigation 101. Scores above 4.0 represent a high level of implementation, while scores below 3.0 represent a low level of implementation. Navigation 101 CRI grantees rated high levels of implementation around advisories, portfolios, and student-led conferences, moderately high levels of implementation around data collection, and moderate levels of implementation around student-driven scheduling (see Figure 22). Results have improved in student led conferences, student-driven scheduling, and data collection since Year 1. Results are the same in advisories and portfolios from Year 1 to Year 6, but these areas continue to score in the high range.

An analysis of individual items on the Online Implementation Survey (see Appendix A) indicated changes between 2010 and 2015 implementation practices in a few specific areas. For example, in Year 6, 65% of participants reported awarding credit for Navigation 101 advisories and/or activities, compared to only 42% in 2010. The number of respondents reporting that parents are required to attend student-led conferences increased from 40% in Year 1 to 74% in Year 6. Similarly, in Year 1, only 46% of respondents agreed students had information about course needs, and in Year 6, 68% of respondents agreed students had this information. In addition, in Year 6, 90% of grantees believe they can sustain Navigation 101 after grant funding ends, whereas 63% believed it was sustainable in Year 1. Buy-in has also increased with 68% of school staffs supporting Navigation 101 at high levels in Year 1, moving to 79% in Year 6. Despite these improvements, communication continues to be an issue. In Year 1, 62% reported distributing Navigation News to staff members; in Year 6 this has dropped to 47%. All individual item responses to the Online Implementation Survey are provided in Appendix A.



## CRI Schools: Navigation 101 Implementation Self-Report Ratings



**Figure 22. CRI Schools: Implementation Self-Report Ratings**

To quantify the extent to which each element is being implemented as intended, researchers analyzed implementation survey data for each subcomponent. Individual item responses to the Online Implementation Survey are provided in Appendix A.

**Advisory implementation.** Student advisories refer to a group of students who regularly meet with an educator-advisor to work on curriculum designed to help them prepare for college or career. During site visitations to the schools, researchers observed that advisory session schedules varied from once a month to every day, lasting anywhere from 20 minutes to one hour. Implementation survey results reported in Table 15 (Appendix A) show that the most common schedule for advisory includes more than two meetings per month.

Similar to previous years, focus group participants described a variety of ways in which the advisory sessions were implemented. Some interviewees reported that their schools loop the advisory classes from year to year, so that the advisor remains with the same group of students for multiple years. When asked to describe the strengths of the Navigation 101 program, focus group members discussed how looping helps facilitate long-term connections between the advisor and the students. One person shared,

There was no advisory program at the middle school six years ago, and now there is a really strong program. Prior to the program, kids may have made a connection to an adult as a sixth grader coming in, but as they went to seventh or eighth grade they wouldn't have that



teacher again. Now they have an adult connection for the next three years. It is one constant adult in contact [with the students] for three years.

Other participants described changes in the content and focus of the advisory sessions. For example, some schools have altered how they use the advisory period, incorporating more grade and homework checks. One participant shared,

We used to use the Nav curriculum, but now we do more study skills, study hall, and grade checks. We have become more focused. In some years, we had so many things we were trying to hit that I don't think we did service to the things we were [only] talking about. We had lots of other things going on in that block of time.

Some schools have changed the length of the advisory period, with varying degrees of satisfaction. Some focus group participants report that advisories are now every day for 25 minutes. Student interviewees suggested this format is not beneficial, with one student sharing, "I think that it's important that advisory is not every day. Maybe [it would be helpful to have advisory] twice a week for longer periods of time so I can get more done at that time." Another student shared similar thoughts, saying, "I feel like [advisory] needs to be longer. When we are trying to plan ideas for ASB, it's not enough time."

Finally, other schools changed how the advisories were organized, choosing to organize them into different tracks depending on the students' goals after high school. Some schools have created four pathways: one for students choosing to go to technical school, a second for students interested in the military, another for those aiming to go to two-year college, and, finally, another for students interested in attending a four-year university. Some focus group participants deemed this strategy a success, as one teacher shared, "I think it's been successful because we have been able to have conversations with [the students] and walk them through the process. If you have lots of kids on different tracks, you can't be as focused. One student mirrored this idea:

I think it helps because you'll be around people who are interested in the same thing. The lesson plan would be more structured to you. If you didn't have that, there would be a lot of different things the teacher would have to teach.

Though some focus group participants considered the pathways as beneficial, others shared a different viewpoint. For example, one advisor said,

In the two year college track, my students aren't really on track. There are a lot of kids who don't really know where they're going. A lot of the lessons are all over the place. If we are going to continue on this path, I would love to streamline to give kids more information about the two year process and the community/technical schools.

To quantify the extent to which each element is being implemented as intended, researchers also analyzed survey data for each subcomponent. The five subcomponents of the advisory element include participation in advisory, staff members serve as advisors, frequency of advisory meetings, curriculum addresses three domains, and advisor training . Figure 23 displays advisory

implementation levels of CRI schools from Year 1 to Year 6. Year 6 results indicate all areas are implemented to a high degree (above a 4 rating), and all schools rated participation in an advisory, staff serving as an advisor, and frequency of advisory meetings at the highest level. Advisor training, while at a level 4, remains the lowest area of implementation. Results show some fluctuation each year, but scores have generally increased. Each year, staff members at different schools cited they were making changes to the program, which likely caused some fluctuations.

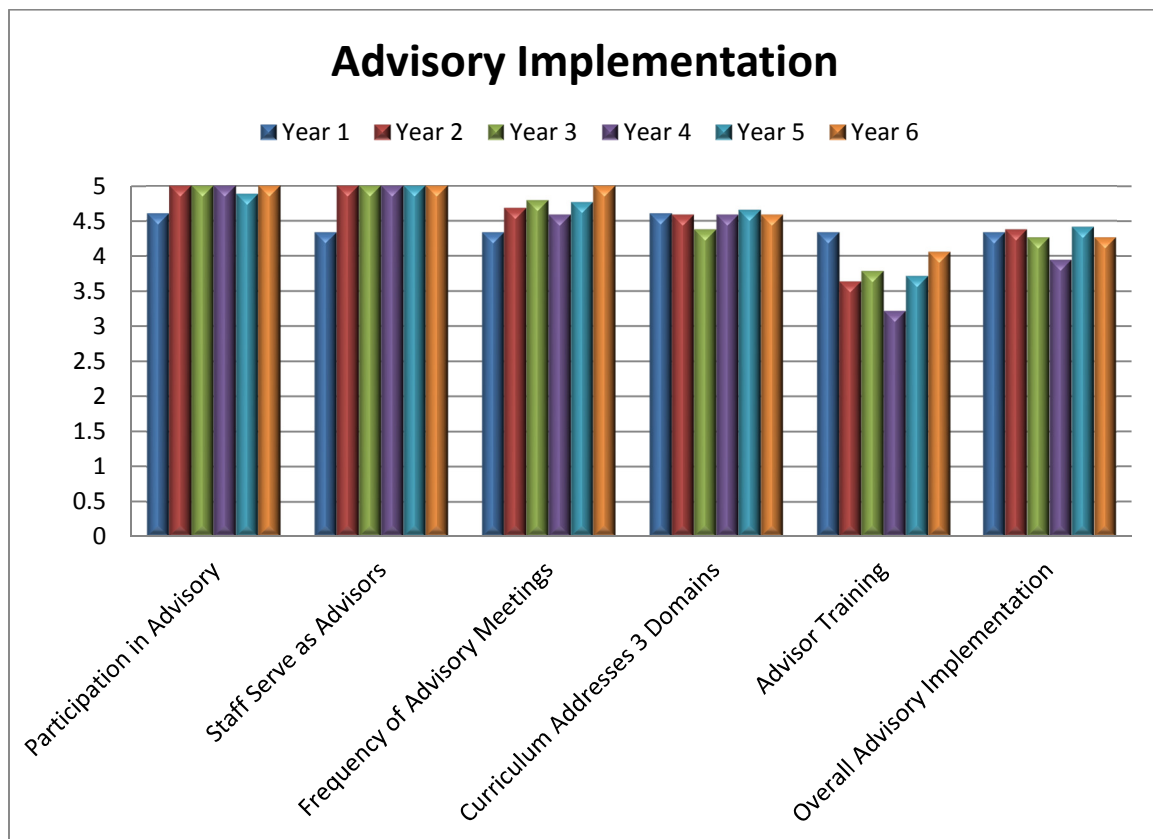


Figure 23. CRI School Survey Results of Advisory Implementation

**Student Portfolios.** Student portfolios offer students an opportunity to organize examples of their schoolwork and information for their career or college plans after high school. One caregiver described the portfolio: “Their book, their story. It tells their story from freshmen year to senior year and where they want to go and how to get there.” Although, portfolios can be electronic or paper-based, researchers observed that most schools have paper-based portfolios. Navigation 101 provides portfolio guidelines, but school members reportedly like having some flexibility to customize the content, the pacing, or the physical look of the binder based on their school’s needs. Similar to previous findings, the formatting of the portfolios varied from school to school. Most schools used binders categorized into several sections, such as personal, academic, conferences, and other. The work that goes into each section varied from best examples of student work to every project completed.

Overall, interviewees liked that the portfolio helped students organize their work and prepared them for life after high school. One stakeholder shared, “[Students] are able to find their



information when they need it. It's organized. [It] teaches them life-long skills when we do essay writing and job applications so they are more familiar with the process." Another focus group member added, "Even if [the students] didn't have a solid plan by the time they were done [with school], they at least have awareness. For the kids that have college plans, this is just busy work for them, but this process helps them focus their plans." Other interviewees discussed the evolution they saw from first implementing student portfolios to the present. One administrator said, "The kids take it seriously, are proud of what they accomplish. That has been a pleasant thing. It has evolved to that."

Some interviewees shared challenges associated with using paper-based portfolios, especially with students who transfer from another school. One advisor shared,

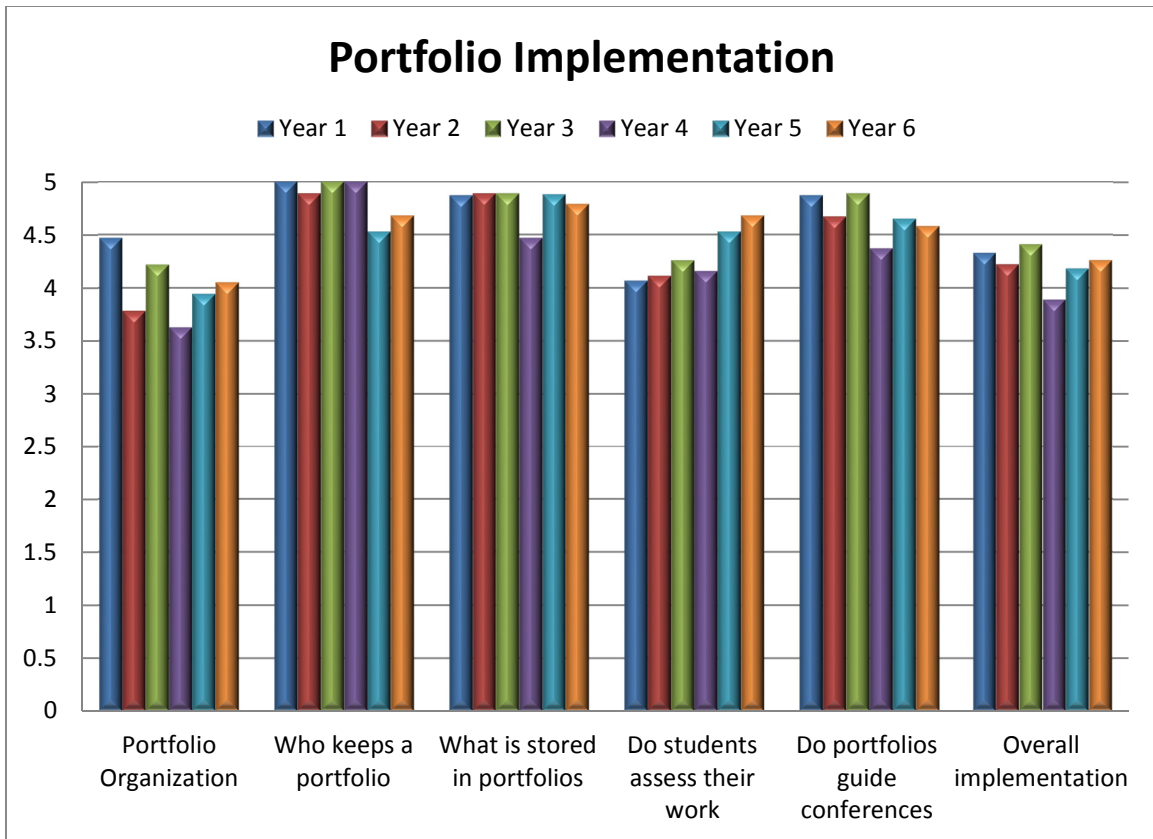
We are lucky, if [the students who] transfer to us, if they have a portfolio with them. We have had several problems overall – [students] losing binders, [binders] taken apart, etc. It seems like the students that come to us have to start over in a lot of respects, but we try to get them where they need to be.

Other focus group participants noted that some students wait until their senior year to work on the portfolios when they should start working on it in 9<sup>th</sup> grade. One advisor said, "There are pieces that are supposed to be in there from 9<sup>th</sup> grade to 12<sup>th</sup> grade, but some of it doesn't get done until senior year. I don't know how to make it function better." Staff members reported revising the portfolio several times to address the challenges associated with completion of the portfolios. One teacher said, "Getting stuff done as a junior that you're not going to present until senior year is a struggle for the students."

Caregivers had mixed reviews about the student portfolios. Most interview participants liked seeing the array of work their children had accomplished, but others commented that the amount of paperwork their students accumulated was excessive. One parent explained, "There is a lot in their portfolios that probably isn't really advantageous to the [student led] presentation. It's nice to have the things in [the portfolio] to back up, but [my student] has stuff so thick in his portfolio that you never see."

Like advisory findings above, researchers analyzed survey data for each subcomponent of portfolios to help quantify levels of implementation (see Appendix A for individual item responses). The five subcomponents of the portfolio element are Portfolio Organization, Who Keeps a Portfolio, What is Stored in Portfolios, Do Students Assess Work, and Do Portfolios Guide Conferences.

All indicators of portfolio implementation are reported to a high degree (see Figure 24). Some areas have improved steadily over the years, including students assessing their work. However, in Year 6, results decreased in Portfolio Organization and Portfolios Guiding Conferences. On the survey, personnel at two schools reported that they are moving away from the use of portfolios, which likely contributed to the decrease.



**Figure 24. CRI School Survey Results of Portfolio Implementation**

**Student-Led Conferences.** SLCs culminate in an oral presentation led by each student in which the student reflects on the work they accomplished and explains their future plans with their family and advisor. This element achieves the goal of including families in their students’ academic plans. Researchers found that SLCs took place either once or twice a year. Similar to previous findings, almost all stakeholders stated they liked SLCs, but for various reasons. Students reported enjoying the autonomy of presenting their progress and future plans to their parents, while caregivers enjoyed hearing from their children. Administrators appreciated the level of participation from families and teachers enjoy the fact that students are required to focus on their academic goals. One administrator explained the benefits of the SLC process saying,

Having students talk about what they want to do with their lives, I don’t think that’s something they do very often. That’s a success, getting them to talk to their parents about that. They are admitting they want to do something great with their lives. It’s cool to see them talk about what they want to do with their lives.

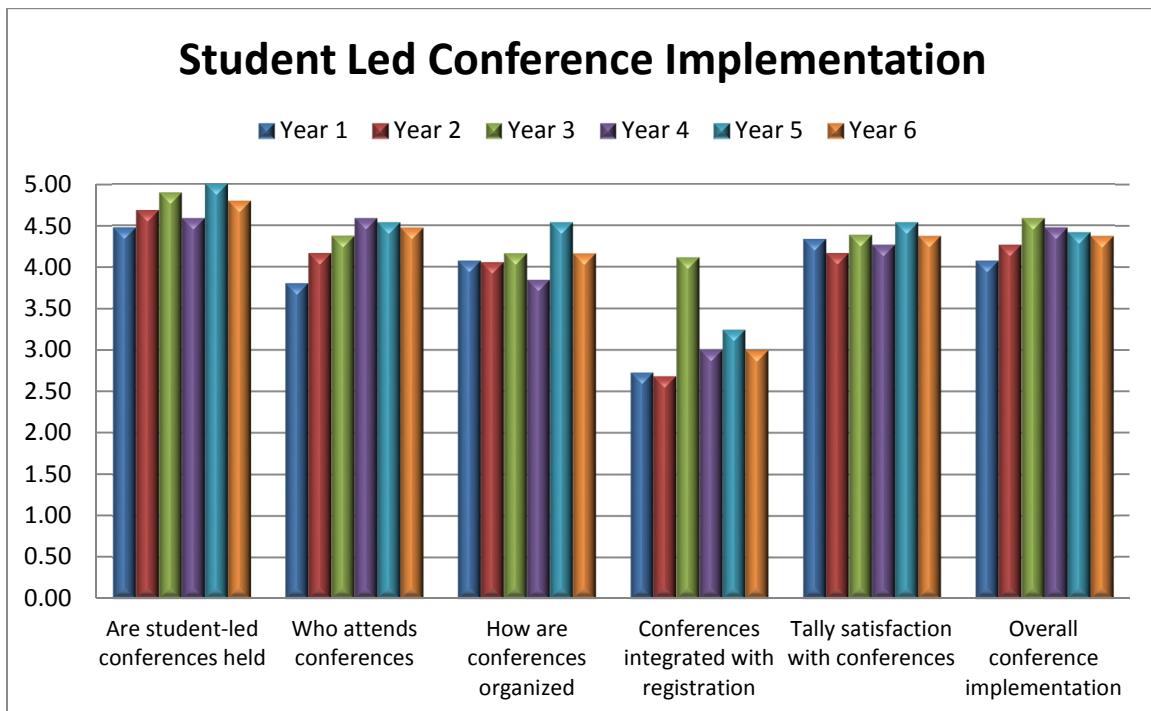
Overall, participants found these conferences were beneficial and well attended. As one administrator reported, “We have over 90% of our students complete SLCs in the fall and spring, hugely by the efforts of the advisors.”



While the overall impression of the SLCs was positive, there were some schools where interviewees said their SLCs “end up being more about grades and students talking with their teachers, rather than students talking about their goals.” One focus group member said, “I blame that on the district; they haven’t trained us on SLCs. We don’t do anything based on student work.” Others reported that the students “looked uninterested” when presenting their work.

Researchers analyzed survey data for each subcomponent of SLCs to help quantify levels of implementation (see Appendix A for individual item responses). The five subcomponents of the SLC element include Are Student-Led Conferences Held, Who Attends Conferences, How Conferences are Organized, Conferences Integrated with Registration, and Tally Satisfaction with Conferences.

Schools held and implemented SLCs to a high degree in all years (see Figure 25). Across all years, there has been a steady increase in SLC attendance. One person shared, “There is a high level of support for this aspect of Navigation.” However, except for Year 3, participants have rated conferences integrated with registration in the moderate range, and participants continue to identify a need to link conference activities with student-driven scheduling. In addition, staff members at some schools explained that students did not have choice in scheduling. One person wrote, “This is an alternative high school. All students are behind in credits, and their needs drive the scheduling, not student desires.”



**Figure 25. CRI School Survey Results of Student-Led Conference Implementation**  
*Student-Informed Scheduling.* Navigation 101 encourages students to take challenging courses they need for their postsecondary plans and offers the resources to help them succeed. The program ensures that students receive the education they need to pursue their post-high school goals and that schools are aware of the courses they need to offer their students. Student-informed

scheduling helps schools anticipate the courses that students will require for the following school year. The student-informed scheduling element is implemented in conjunction with SLCs, which requires coordination and resources.

Some school personnel reported that student-informed scheduling was a success. When asked about scheduling, one staff member said, “It is student centered. [The students] put in requests and we build the schedule based on those requests.” Another interviewee reported,

We still have student-centered scheduling at the high school. Kids are involved in that process, but it’s really analyzing the credits they need and getting them in those classes. That’s where advisory comes in.

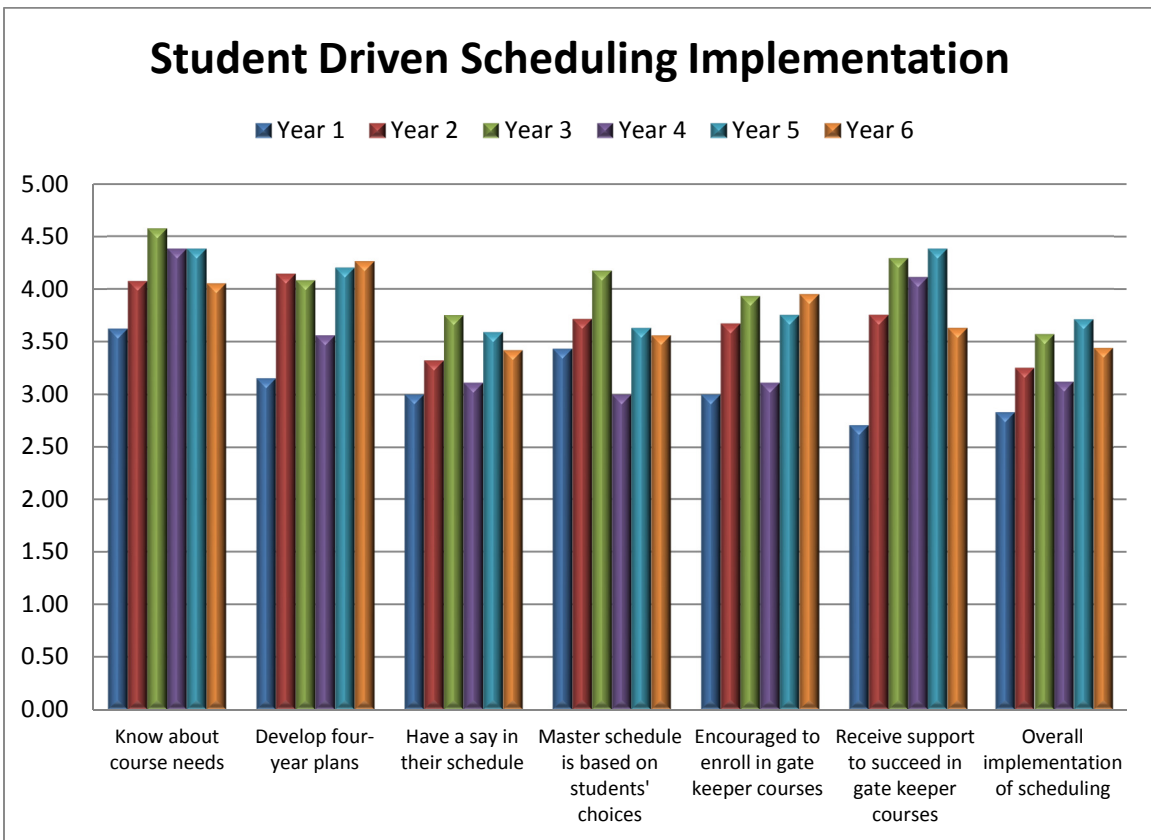
Other focus group participants were unsure of how Navigation 101 played a part in scheduling. “I don’t know if advisory plays a part in the recruitment of higher level courses. It has improved over the last ten years, but probably not because of advisory,” said one staff member.

At schools where student-informed scheduling was a challenge, school personnel reported that certain factors, such as being an IB (International Baccalaureate) Middle Years Program the amount of students in interventions limited the extent to which they attend to this component. When asked how the school was working to increase the number of students accessing more advanced classes, one school staff member said, “Slowly. We have a hindrance being an IB school. They have 8 subjects, so [student] options are tapered a bit. They have to take music or art, so [scheduling] usually becomes student driven around arts and foreign language.” Another staff member explained,

In theory, most of the scheduling is supposed to be based on the students and what they want to take. In reality, we have so many students in interventions that we’ve had to pull back on a ton of elective opportunities for them. Once they get into junior and senior year, they have more input, but there is limited time in their day.

Researchers analyzed survey data for each subcomponent of SLCs to help quantify levels of implementation (see Appendix A for individual item responses). The subcomponents of the student-informed scheduling element include Students Know about Course Needs, Students Develop Four-Year Plan, Students Have a Say in their Schedule, Master Schedule is Based on Students’ Choices, Students are Encouraged to Enroll In Gate Keeper Courses, and Students Receive Support in Gate Keeper Courses.

Navigation 101 CRI grantees demonstrated increases on implementation of student-driven scheduling from Year 1 to Year 6 (see Figure 26). While students knowing about course needs and students developing four-year plans scored in the high range, the other areas fell in the moderate range. School personnel reported that special programs, such as the IB Program, the designation of being an alternative school, or being a middle school limited the extent to which they attend to this component. Others reported that school size made it difficult to have flexibility in course offerings. One person shared, “We are a two year middle school. Our student schedule is driving by student academic need and intervention needs.” Another said, “Since we are an IB Middle Years Program, there are certain classes students have to take.”



**Figure 26. CRI School Survey Results of Student Informed Scheduling Implementation**

**Data Collection.** Navigation 101 schools collect data to measure student success. Fully participating in Navigation 101 data collection requirements and using the results to strengthen implementation are essential to inform program success and plans for improvement and growth. Best Practice for data collection is that all schools have identified a point person, such as a data coordinator, who is in charge of organizing and analyzing data.

Researchers observed that schools are using various means of data collection, if they are collecting data, with various degrees of effectiveness. Some school personnel reported that due to their increased use of data, they are seeing more college-ready transcripts and are working with students to increase areas that need improvement. As one interviewee shared,

We know that at the high school level, the college-ready transcript data is excellent. We have more and more kids meeting the four year graduation requirements. We know there is a hole in foreign language, so we try to get kids, when they are doing their scheduling, to really meet their foreign language requirement.

Other school personal reported that there was a team designated to collect data. However, it is unclear how these teams are communicating data collection or its impact on the Navigation 101 program to the rest of the staff. One staff member shared, “Our team doesn’t use [data] a lot. That



is passed onto our counseling team. It’s more informal data we are collecting weekly from our advisors, like what activities are working or what they need more or less of.”

Some schools have reportedly adopted other means of cultivating, using, and monitoring data. The creation of customized surveys to gain teacher feedback, for instance, is an example of how school personnel have started to use data to improve their efforts. One staff member explained:

We haven’t been good about using BERC data, but we have used our own data. At the end of last year, the past Navigation 101 academy, I was inspired, used it as a transition year to make it a “sustainable” program. Our team put together surveys. Based on that feedback, we have tried to design an advisory that is more preferable to students and staff and meets their needs better. We have definitely used that data to inform the program.

Researchers analyzed survey data for each subcomponent of data collection to help quantify levels of implementation. The three subcomponents of data collection are Information is Collected about Navigation 101, School Collects other Information, and Information is Shared with Stakeholders.

Survey results indicate stakeholders are implementing the collection of Navigation 101 information to a moderately high degree, with improvements evident since Year 1 (see Figure 27). Staff members report they collect information about Navigation 101 at high levels; however, fewer collect other data or share this data with stakeholders.

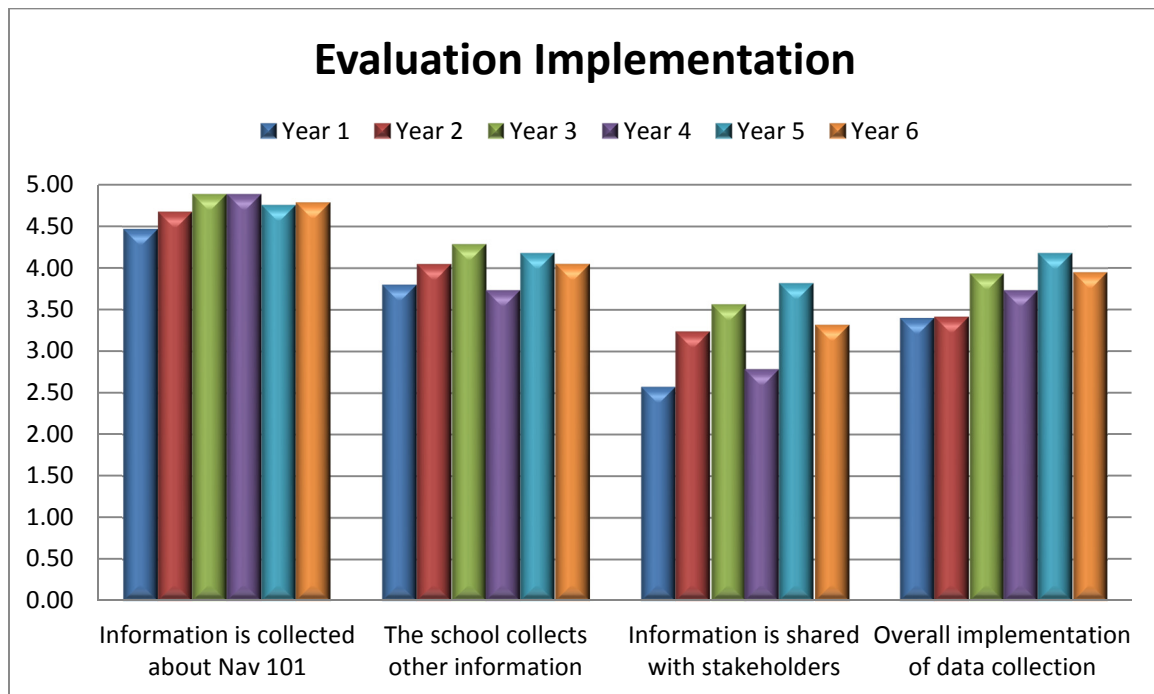


Figure 27. CRI School Survey Results of Data Collection Implementation

**Evaluation Question #3: What are the barriers/challenges to implementing these programs?**

*Barriers to AVID Implementation*



While most feedback from stakeholders involved with the AVID program was predominately positive, some staff members noted a few barriers in the way of effective implementation. These barriers are further explored below.

**Tutors.** Finding tutors continues to be an issue for some schools. One site team member said, “The tutorial process is fabulous, but getting tutors is the single most difficult thing for folks to do.” Reasons for this hardship include not having the time to devote to finding tutors or a lack of proximity to a university or college in which to amass the tutors. One interviewee said, “AVID at the state and national level could support the directors in that process [finding tutors]. It becomes 50% to 60% of our job...that’s not a useful thing for us to do. To have to find 80 tutors, it’s another job.” Another stakeholder asked, “One of the schools I support is in a rural community [with] no colleges [around], so how do they find tutors? We have to find another way to support that.” Another issue stakeholders reported was finding tutors who could dedicate the necessary amount of time at the school. “You need someone who will be here all year, every Tuesday and Thursday. They need to commit,” explained one focus group participant. Efforts have been made to support schools who struggle to recruit tutors. Schools, especially those in the rural areas, who virtually connected with tutors with reported success. Other schools recruited students in the college level classes to tutor students at the middle and high school levels.

**Expenses.** Many focus group participants commented on the cost of the program. “Everything is very expensive. We have the most vulnerable students being served, but it’s very expensive,” said one participant. The cost of field trips, consumables, and sending teachers to trainings were some of the expenses focus group members reported as challenges. “It’s always going to come down to money. Some of the trainings aren’t local. To go to Tukwila for a training it’s \$300 a pop,” explained one administrator. Another administrator added,

Finding teachers to volunteer to teach AVID is difficult. We are going to have to strategize to have funding that will follow AVID. The \$4,000 a year for the license is small in comparison to what it costs to send so many staff to training.

Other staff members commented on how they would like to increase parent involvement but the cost of translators is an issue. One staff member explained,

For our school, two things I’d love to see improved is parent involvement and field trips. I’m working hard to get students to the University of Washington. What is challenging is money. [It] has to be a bilingual situation as well- we would need translators. We want to talk to parents about scholarships and college acceptance information. When students share, there is some disconnect, or the parents are not asking questions like they want. If students and parents knew they were going to college campus, there would be more support.

**Staff turnover.** As in previous year’s findings, school members suggest that it is challenging to support AVID when there is a high level of turnover with staff. Buy-in levels and basic knowledge

of the program are directly impacted. Staff members discussed how staff turnover has impacted the goals of the program on their campus, with one stakeholder sharing,

Having a director who is not with us anymore and faced with staff turnover... it's tough to find that champion. Also, we've gone from Summer-Institute-with-our-principal model to one person doing it. It hurt a lot of programs.

Some focus group participants also commented on the effect the staff turnover rate has had on Summer Institute attendance. When asked about challenges facing implementation, one staff member said,

Turnover rate in staff has been a huge challenge every year. Not knowing if we will have the same FTE (Full Time Employee), sending someone to Summer Institute and then they leave...when we pay to send people to SI, it's an investment. Having enough FTEs and training to cover everyone...only a certain amount of people can go.

**Time.** Finding the time to focus on AVID has become a challenge to those implementing the program. "You can only do two or three things well. AVID has fallen off that top two or three, and not by choice," said one staff member. Another school representative discussed how their momentum to implement AVID has slowed down, taking a back seat to other initiatives. One participant mentioned the challenges they face in supporting the goals of AVID in their building, saying,

No, [the goals of AVID are not being adequately supported here]. Not to the extent we want to, support wise definitely not. With TPEP, Common Core, SBAC, a lot of the work has fallen by the wayside. We had training on Marzano, which is similar to AVID. When talking to staff, the term AVID has not been used as much in the last two years.

Other staff members commented on how implementing AVID with fidelity is a challenge when other classes take priority. "Being able to function as a real AVID class or school is our largest drawback. We all teach seven classes, so trying to specialize and become a better teacher in AVID is impossible to do. We're more "general," explained one interviewee.

**Course offering conflicts and compromises.** Scheduling continues to be a challenge. Students still report scheduling conflicts with other electives. One student commented,

I have all the elective credits I need, but can't get PE (physical education) credits. AVID makes up for it. If you didn't set up your schedule right in 8<sup>th</sup> grade, you are scrambling for credits you need to graduate. Because I'm in AVID, I don't have an extra slot – I had to choose between the class I want and AVID. I chose AVID because I know it will help me in the long run.

Another student commented about the consequences of having to pick between other electives and AVID, saying, "I know people who have dropped AVID to go to the Skills Center. If I played sports, I'm not sure if I could be in AVID next year because of that."



To address the course offering conflict, some school personnel discussed switching to a block scheduling system. One staff member shared, “At the high school, they are looking at a block schedule, but my kids have to make a decision between AVID and arts. It’s a disservice.

Another participant added, “Unless we change to a block schedule, our kids are tracked too [like at the high school]. Kids cannot take a dual language class and AVID. AVID kids can’t take leadership and health.” Other schools may offer AVID before first period, but students voiced concerns about this. “I know they talked about making AVID a zero period, but some people don’t want to wake up early,” shared one student.

### ***Barriers to Navigation 101 Implementation***

Comparing the identified barriers and challenges from the previous report, researchers noted some changes. A few previously identified barriers were not reported as current issues. These include inconsistencies from one advisory to another within the same school, a lack of resources, and a lack of strong leadership in combination with a lack of accountability. Some barriers that continue to affect implementation include time, staff and student buy-in, and communication with parents. An additional barrier not identified previously is meeting the specific needs of student populations. These current barriers and challenges are explored below.

***Time.*** There are several ways in which interviewees identified time as a proven challenge for Navigation 101, the first of which is the amount of time it takes to effectively implement an additional set of lessons in a teacher’s schedule. “My biggest complaint is it’s another class to teach...I have to take attendance, I have to grade the students. I believe we should be paid for teaching another class,” shared one teacher. Another teacher conveyed similar frustrations, stating “It is a huge time commitment. It’s so much time. I’m just resentful of it. It’s always a last minute afterthought. I’m sending out lessons the night before.” Several teachers said there should be a designated Navigation 101 teacher and/or coordinator who could devote all of their time to planning and teaching the Navigation 101 lessons, instead of relying on a teacher to add it to their current responsibilities.

Similar to previous years, teachers discussed the challenge of not having enough prep time to prepare for the advisory course, negatively impacting the content of the class. “It’s a lot of work to go through the lessons,” shared one interviewee. This year, focus group participants specifically identified that several other district initiatives were competing with Navigation 101 for a teacher’s time. “It’s a time commitment. It’s another thing we’re adding to our plate,” shared one interviewee. “With all the requirements placed on us: graduation requirements and the huge push in our district for literacy and math improvement from the district and the state... Where do you give up something to get something?” expressed another staff member.

In addition to a lack of time to plan for and implement the class, was a concern that, in some cases, the advisory class was not long enough to effectively teach the content of the lessons. At some of the schools with shorter advisory periods, both teachers and students expressed frustration in terms

of fitting things into each class period. “Last year, I got back to twelve minute advisory lessons at the end of year, which was nothing—it was babysitting,” voiced one interviewee.

Finally, other focus group participants reported that the additional mandatory aspects of Navigation 101, such as attending the trainings and collecting and recording data, were also time consuming. One person said,

It will probably change next year, but some of the requirements that Navigation 101 has is a challenge. I get it, it’s a grant, they need data, training, things done with fidelity, but I think that has the potential to decrease value with a school that is running and doing things well.

**Staff and student buy-in.** Some participants noticed an increase in staff buy-in from previous years. “Looking at perception data for staff, we have more and more that believe in the importance of advisory. That percentage has grown every year. The staff sees it as valuable. Making that connection for kids is important,” explained one administrator. In areas where there were more professional development opportunities supported by the district, staff buy-in seemed to be stronger. “I think everybody buys in pretty well. We do spend time in professional development. Between the district, high school, and middle school, I think there is a comradery and a self-supporting system here. We want to spark achievement,” explained another administrator.

Although buy-in seemed to be increasing in some districts the majority of interview and focus group participants across the study indicated that teacher buy-in remains a challenge for most schools, and it is affecting the implementation of the Navigation 101 lessons. Teachers report feeling overworked or doubt the benefits of Navigation 101. One administrator explained,

I have had conflicts...conversations butting heads with a few teachers. I think some teachers are a lot like our students—some are engaged and compliant, and some don’t like a lot of things. Some teachers have a problem with advisory because of the relevancy piece, the busy work piece. It’s a spectrum. In the conversations I’ve had, I think some teachers have felt it’s a little too much to have it [multiple times] a week. It’s another class they have to teach stuff without a planning period. It’s an add on. There is a little resentment and that translates into how they are conducting advisories.

Another administrator described their thoughts on staff buy-in, sharing,

I thought of this analogy. Advisory is like broccoli. So you put a lot of time into growing it, but no one really wants to eat it...some people eat it because they know it’s good for them, but others want the [store bought] cake instead. Ever since I’ve been here, I feel like staff is divided on it. Some people see advisory as beneficial, others as an extra prep...they don’t put effort into it.

Lack of buy-in from the teachers affects the quality of the class and therefore the skills and knowledge of the students. One interviewee explained,



With students that have not had an advisory or didn't have an advisor that was invested in Navigation or any of the resources for advisory, you could tell right away they don't have the wherewithal to make a plan. They don't have the foundation for it.

Student buy-in also remains a challenge. Many interviewees shared the belief that the lessons need to be made relevant to the students in order to increase student buy-in. As one interviewee reflected:

Navigation 101 is not being relevant for all students...or students are not seeing the relevance of it. We are getting it to where we can get student buy in earlier. I really think that they just see it as something they can put it off until the end. They pass it, but it doesn't matter. It's the kids who are articulate and can step into a room and say what needs to be said...but for the kids who can't really do that, but who spent four years working on it but goes into presentation and bombs...there are those kinds of things. How do we make it more meaningful where kids see the value of it early on?

Some focus group participants reportedly believe they could improve student buy-in by increasing the amount of graded coursework. One interviewee explained,

Students take a lot of pride in the things they do right. It makes kids more accountable [for] what they are going to be doing in school. Throwing the grade on it makes it even more important to some kids. It's their buy in.

Another teacher shared how they use grades to increase buy-in, saying,

We implemented a character report card that is part of a grade. It's half of their grade and focuses on grit, being principled, and being a communicator...It's another way to have students reflect on how their behavior impacts their academic achievement. They first evaluate themselves on those things for all their classes and talk with their teachers.

Although buy-in was described as a barrier to implementation in a majority of schools, most administrators were aware that staff and student buy-in to the Navigation 101 curriculum is an area to be improved, and they remain optimistic. One administrator shared,

It's been a challenge getting schools to understand and be willing to be open to making changes. The middle schools still need some work to be on the same page. They are very far apart. It's not necessarily a bad thing, but there are some elements they both need to be doing. We also need to be making sure the elements feed from the elementary school to the middle school to the high school. It's challenging when there are so many options, so many backgrounds, and teachers have so much to do. But the district is very supportive and it's not something that will go away, so people need to embrace it.

Another administrator mirrored this sentiment sharing,

I look to the future of advisory here and next year, we will hit the ground running. Any

new staff will have the support and expectations that we are all on the same page. It's very close to being a well-oiled machine.

*Meeting specific needs of student populations.* Many teacher participants commented on how challenging it is to differentiate advisory classes to meet the diverse needs of the student populations. Specifically, teachers reportedly struggled with how to make lessons relevant for students who may not be on the track for college or who are in special education. One staff member pondered,

How do we make [Navigation 101] really relevant for every kid? A lot of it is relevant for kids going to four year college, but not for the ones who aren't. They aren't going to college, so why do they have to do a college application? How do we make it relevant for all students so they see the value in it?

Another teacher discussed how the personal challenges students face may interfere with focus on Navigation 101 lessons:

[Navigation 101] is not relevant to all students right now. It's not relevant if the students are thinking they need to go to work to pay the bills. They can't concentrate on being neat and clean because they have this other thing going on. So how can it help them right now?

Some schools have altered their curriculum to address the challenge of relevance. One teacher described how Navigation 101 can be altered for struggling students:

I think there needs to be an alternative, differentiated piece. Having it fragmented into alternatives for students on the negative end of the spectrum [would help]. A segment of our population, they don't even want to go to advisory because it has nothing to do with what they are going through right now. Now we're focusing on conflict resolution, coping skills, anger management, et cetera.

Some special education teachers also faced challenges in differentiating the Navigation 101 lessons to meet the needs of their students. One special education teacher explained,

It's tough to do my lessons with the special education kids. I have to pick and choose my lessons. If there is a lesson on something, I have to break it down completely, several levels to make it succinct for my kids. Sometimes they get it, sometimes they don't.

Another instructor shared their thoughts on the Navigation 101 program, saying, "I would like to see more applicable things to my type of [special education] classroom- more for self-contained kids. They have dreams too, they might go to college, or they might not. Where is the vocational technical pathway?"

Other focus group participants said there was a need for more differentiation with options pertaining to future planning. One caregiver voiced their concerns saying,



That portfolio and all that has taught [my child] to be responsible, but a lot of kids don't want to go to college. To me it doesn't make sense. Not every kid wants to go to college after high school. A lot want to take over the family farm. My [child], I will support him in anything he does.

To add differentiation to the Navigation 101 program some schools have focused on incorporating lessons on character skills or literacy as well as academics to meet the needs of their students. "[The curriculum] teaches all advisors a reading strategy, so they can go back into their classes and use it all the time... It's a variety of levels, articles, some from AVID, some from *Newsela*, whatever the team feels is pertinent," explained one staff member.

In an attempt to honor differentiation, one school reported changing their philosophy from "every student is going to college" to the broader approach of "let students choose their path." One administrator explained the evolution at their school, saying "We changed from focusing on the four-year college track to working with students on different pathways, figuring out if it's tech, military, two year, or four year [college]." Participants who incorporated these multiple tracks said that the career component was weaker than the college component, and others said they did not have time to delve into specific details of each track. One teacher shared,

I love the paths, but I think there's a lot we can do within the paths that are specific to get kids different information. There is information that is left out with the number of weeks and requirements we have. Every lesson is around a requirement rather than something that could be a really good conversation. Students start asking questions about credit cards, but it's not part of the lesson. We talk about the financial system in college, but [we do] not take an in depth look. There isn't time to explain the nuances. We're missing some of the practical pieces. They don't understand the financial offers.

***Communication with caregivers.*** Caregivers at several schools were unfamiliar with all components of Navigation 101. One parent admitted, "I'm not really sure what my child's experience in advisory is like. He doesn't really talk about it at home." Many caregivers who were interviewed expressed interest in receiving more communication about all of Navigation 101 components. One interviewee said,

I don't think that the goals of Navigation 101 are communicated well. I think it could be communicated better. [Caregivers] need to see what the purpose or focus is. Parents don't know why [students] are spending time in advisory. [My] suggestion? [At the] beginning of the year, you need to send out more specific fliers as to what is going on in the advisory class.

Although caregivers may not know what occurs during an advisory period, they were usually aware that their student had an advisory period, and almost all of the parents interviewed had taken part in their students SLC. "Most communication is around the SLCs. Aside from grade reports, they don't send info home... during SLCs they talk about what [my student] is doing well in, what he needs to do more of, and how he's doing in school," shared one caregiver. This conclusion is similar to previous findings. One administrator offered a reason for the lack of continued communication



with parents regarding Navigation 101 program elements, saying, “I think because [advisory] is so routine here, it’s so aligned, the goals of the school are the goals of the Navigation program, it doesn’t need explanation anymore.”

Some schools provide caregivers with access to their student’s grade in advisory as a way of communication. However, administrators admitted that there is no accountability that teachers upload these grades to the school’s student information system (SIS). One administrator explained,

Advisors have a grade book that can be uploaded and parents can follow along. We hope they do that, but there’s not a way for us to track how many teachers are making that available to parents so that they can be aware of where their student is at.

#### **Evaluation Question #4: What are the strengths and weaknesses of the programs?**

The following sections describe the strengths and weaknesses of the AVID and Navigation 101 initiatives based upon participant interviews and focus groups.

##### ***Strengths of the AVID Program***

Focus groups participants continued to praise the AVID program and its components. Similar to previous years, educators find AVID to be effective at improving student success, building personal relationships between staff and students, and generating a college and career readiness culture. They also reported that it encourages students to take more rigorous classes.

***Encouragement of rigorous course-taking.*** Many stakeholders discussed how participating in AVID has encouraged students to take higher-level courses that they did not initially intend on taking, such as AP (Advanced Placement) or IB courses. One interview participant shared,

You talk to students who have gone through five years...I think they would say AVID is the reason they have been able to take AP and be successful in other classes. They are a family. They are there for each other. They don’t always understand what AVID is, but they are starting to see what a difference it can make. Once they hit high school, they see they can be successful in more rigorous classes.

When asked if AVID is challenging their children, most caregivers agreed. One participant shared a change she saw in her child as a result of the AVID program:

I do, and definitely. With my 6<sup>th</sup> grader, [AVID] provides him with opportunities to work on things like the Internet and challenges him to read outside the classroom. It is holding [students] accountable, and that is the biggest thing for me, knowing that there’s going to be that follow through. [My child] started out a little below grade-level and has made awesome progress. He is going to get his first college credits.

Overall, the AVID program seems to encourage students to work hard and builds confidence, resulting in students who select a more rigorous course load. One student explained,



AVID isn't for highly capable or SPED [students] ... it's for the middle kids. It boosts them up so much for where they need to be successful in high school and college. It makes them better learners and makes them want to work hard.

Another student simply said, "I feel encouraged to take more challenging classes."

**AVID strategies.** Many teachers, administrators, and students continue to praise the WICR strategies such as Socratic Seminars, Cornell notes, and the tutorials as contributors to students' increased success and self-esteem. One interviewee shared,

The tutorial model, when implemented properly, if you have the right tutors, I think is the greatest strength of AVID. It's such a powerful model. It's 40% of what happens in AVID. It's a powerful way to do all of the things. You have to be reading, communicate, and take notes...all of the WICR stuff happens in tutorial.

When asked what AVID strategies help them in other classes, students in focus groups identified the ways certain strategies help them be more organized, prepare them for public speaking, and help them identify the important pieces in a text. One student shared, "The philosophical chairs help in other classes. It taught me how to be organized." Another student said, "We started tutorials last week, and it helped me... I had a question from the last math pretest, and I asked it in tutorials, and it gave me a bigger advantage on the assessment." When asked if they would recommend the AVID program to other students, one student said, "Yes! If someone doesn't know how to take notes, this helps them get better at it."

Caregivers also noted the benefits of the AVID strategies, describing changes they see in their children. One caregiver described,

With my daughter going into 9<sup>th</sup> grade, I was worried. The study skills she learned in AVID, she uses there. She's at a 3.7 in the 9<sup>th</sup> grade, and a lot of it has to do [to] her Cornell notes. She uses index cards and looks at them to help her study. She got a lot of her study skills and note taking from AVID that she wouldn't have gotten in another class.

Another parent described her thoughts on the tutorials, sharing, "When I came to family night and [the students] did an example tutorial, I was amazed. It was really challenging and teaches them to be leaders."

**Strong personal connections.** The AVID class continues to foster an environment that promotes strong personal relationships. Students continue to identify this as a strength of the program, sharing that the looping of students from year to year influences the learning environment. "The longer you're in AVID, the more you open up, because you loop with the teacher," explained one student. Another student said, "I act different in Language Arts class than with AVID. I have a better relationship with my AVID teacher."

When asked to describe their relationship with their AVID teacher, many students responded positively. One student said,

[My AVID teacher] helps us. We spend a lot of time with him, and it's easier to ask him questions [than other teachers]. We're pretty comfortable around him. He knows how to help us learn. He knows who we are and knows in different ways how each student learns.

Many students commented that their AVID teachers "have a good vibe" and are easy to talk to. Other words students used to describe their AVID teacher included "fun," "honest," "encouraging," and "trusting." One student said, "You really connect with your teacher. I feel like I could talk to her about anything." Another said, "[The AVID teacher] is kind of like our mom. She really cares, not like other teachers. She doesn't pick favorites. We actually matter to her." Some students said they act different in the AVID class than in their other classes, crediting their relationship with the AVID teacher as the cause. "I have noticed I act different in other classes. I can be myself in AVID. It's just different. AVID period is an opportunity for everyone to succeed in life," explained one student.

***College and career readiness culture creation.*** Stakeholders continue to comment on how the implementation of the AVID program in their schools has generated a college-bound and career readiness culture that is being recognized throughout their communities. One administrator said,

We've had AVID long enough that we had kids that were AVID students in high school that have come back to be AVID college tutors, and we have a couple that want to get into education. We've having students that want to get into the AVID program because their older brother or sister [was] in AVID, and they say that's what you need to get into college.

Another stakeholder described how the AVID program has become part of the culture at her school:

The principal and I go in and talk about AVID strategies at the beginning of the year. We are constantly looking at data, telling the kids what they need for college prep. It's never too early to talk about college readiness. It warms my heart to know the kids won't be lost when they get to college.

When asked how students have responded to the AVID program, staff members indicated that the class can be challenging, especially at first, but after students "get the hang of it," they tend to buy into the "AVID way." As shared by one staff member,

I think it keeps growing. The percentage of 6<sup>th</sup> grade students interested is larger than it used to be. One of the reasons is it is getting known throughout the district even in the elementary schools. The principals at the elementary schools are interested in supporting the AVID principles for students as they go into 7<sup>th</sup> and 8<sup>th</sup> grade.

Students who participated in the focus groups also said they were more college-ready. "Yes! I didn't even know what college I wanted to get into until I joined AVID," explained one student. "Before AVID, I thought college would be pretty boring. When I came into AVID, [the teacher] said it could be fun if I go to the right college and choose the right major." A third student replied, "At beginning, it seemed like college was far away, hard to reach, but now it seems easier."



Parents who attended the focus groups spoke positively about the effects of the AVID program, addressing the program's impact on their children's future. One parent shared,

I think [AVID] has affected their plans. For the most part, when we moved here [my child] was a sophomore. I watched his organizational skills [improve] and manage his time more effectively. [He does] classroom and out of class tasks more effectively. He went from struggling to being on the honor role.

Another said, "The AVID program has shown them there's more to life than this capsulated amount of time and area."

### ***Weaknesses of the AVID Program***

While some schools have school related challenges with implementing the AVID program at their site, some interviewees suggested there are areas the program as a whole could be improved upon. A few other areas of improvement are mentioned below.

***The need for more diversification and cultural awareness.*** It is evident the purpose of the AVID program is to help prepare students for college. While this expectation is predominate, some interviewees voiced the need for a broader focus to prepare them for other areas of life outside of high school. For instance, some students commented on how the college-centered focus of AVID overlooks other forms of success. As one student said,

It makes you think the only success there is in life is to go to college. College is important, but I would like to think that there are other things [that are also important] like building healthy stable relationships. There are all types of success. We started doing activities, like looking at family, hobbies, community service, and careers and education. We do have different types of success. It's good to know that there is more than just college and career. AVID was like that for a while, but they made it about more than that.

Other stakeholders wanted to see more intentionality in addressing cultural issues, such as how to prepare students to adapt to a predominately white, middle class college culture. One staff member explained,

We need more intentional conversation about social capital and culture. How do we prepare students to transition to predominantly white college setting? With high school kids, they don't know how to go to a formal dinner... those are things I think white middle class people don't think about. Those are the things that cause kids to leave campus. I don't think AVID has addressed it yet, but it's an opportunity. It's something that I do with my AVID folks, but I think it should be a more intentional piece for high school. Whether kids are white or black, they are going to institutions that are mostly middle class, white. Those are conversations that need to happen before they get to campus.

Some staff members reportedly believe that AVID provides the ideal opportunity to address issues of "code switching," privilege, and culture. One staff member further explained:

If we don't have those conversations in AVID, a lot of parents don't know that they need to coach kids through the things that will be expected of them. How do we prep our black and Latino boys for the reality that they will be stopped by police, even on campus? I think AVID could really be part of the solution. There needs to be a place to talk about it, they are definitely going to have to deal with it in college. How do we make that part of the model?

**Website navigation.** While countless stakeholders praised the level of support and trainings offered by the AVID organization, some interviewees commented on how the AVID website was hard to utilize. One teacher shared:

The data system is hard to navigate. When you go to look for different strategies, it's hard to get through there. The file sharing is hard. You have to be very specific with what you're looking for. There are things that people have uploaded, but sometimes they are hard to find.

### ***Strengths of the Navigation 101 Program***

Throughout focus groups, participants identified a few strengths of the Navigation 101 program that were present throughout most schools. SLCs continue to be effective and well received. Focus group members continue to identify the program's positive effect on relationships and students' plans for the future as strengths of the program. Interview participants also noted an increase in student capabilities due to the implementation of Navigation 101.

**SLCs.** Similar to previous findings, the most positive and consistent feedback researchers heard from focus group members was regarding SLCs. Attendance from caregivers and students is high, for the most part, as one staff member described, "Our SLC attendance has always been a positive. It has continually been a positive number considering the effort we put into that." The SLC process also reportedly encourages student reflection and direction. One administrator explained,

After the kids are here for the first year and have filled out the first conference, they don't take it very seriously. In the springtime, [the students are asked about] what they did in the first conference that they can improve on, and they are more serious that way. That's the growth I see in my guys. If they didn't answer the [SLC] questions, they wouldn't reflect on it or think of it at all.

School members also liked the opportunity to get to know caregivers as a result of the SLC meetings. One administrator shared, "I like to get to know the parents. Where the parents are coming from often explains a lot about where the kid is coming from." For many advisors, SLCs are utilized as the main mode of communication with caregivers.

The majority of caregivers interviewed also reportedly enjoyed the SLCs. Caregivers said they liked hearing about what their children have been working on. When asked about strengths of the Navigation 101 program, one caregiver identified the SLCs. He described his experience, saying, "I think the conferences [are a strength] because my son wrote a poem about how he perceived



himself once he came here, and it's amazing because he read it at his last [SLC]. It had me in tears.” Though a few caregivers found that students seemed uninterested during the SLCS (as previously mentioned), other parent focus group members discussed the impact the SLCs has made on their children. One parent described her experience:

When he was at the high school, freshman year, it was pretty much a teacher-led conference. I think I get more out of him talking and telling me what it is he is doing, what he is not doing, what he knows he has to do. It puts more pressure on him to do better next time, and he has. I didn't realize the impact this program has, but it has.

Other interviewees also reflected on the changes they saw in the students. As one interviewee said,

Sometimes I think it's hard to see the strengths until the end when you see a presentation, hear a student talk about how they didn't see the value in it, but now that they are a senior, they see it. Now they have a plan they can articulate. They know what they need to do to make it happen or they are comfortable saying, 'I still can't figure it out.' There is a lot of value in that, especially for students who don't have families that will have those conversations with them.

Overall, SLCs seem to be well received by most stakeholders and a positive attribute of the program. SLCs reportedly provide students the opportunity to reflect on their progress, to share their goals with family members, and help to increase communication between school and family members.

**Relationships.** When asked about the strengths of the Navigation 101 program, multiple respondents commented on how the program helps build relationships between staff and students. The program is successfully helping to provide students with a relationship with someone at the school invested in their future. It was a theme in focus groups with teachers, administration, and district representatives that this aspect of Navigation 101 is a primary goal. Likewise, the developing of strong rapport between students and staff and strengthening peer relationships seems to be a goal for schools. Schools participating in Navigation 101 seem to also include relationship building in their missions. “As we have evolved, the Nav committee has tried to come up with different strategies to find that focus and make it a more positive experience for the kids,” explained one administrator.

Strong relationships between staff and students have reportedly resulted in improvements in student behavior. One interviewee shared, “When teachers have a good thing going, it's a positive atmosphere. They enjoy each other's company and get some support.” The looping of advisors from year to year with the same cohort of students has reportedly been valuable in nurturing these relationships. One student shared their experience saying:

I think [advisory] is important because our advisor loops with us all four years. They are an advocate for us, [they] can guide us, can advise what careers or options might be available or interesting for us. They might get on us about our grades, help keep us on track.

Another student said, “[Our advisors] are with us for all four years, so even though our class teachers change, we have a relationship, and they know us better, so it’s easier when we go to them for opinions, they have better advice.”

Other interview participants credit the one-on-one work with students for building rapport. One administrator shared, “Working one-on-one with students, that helps out as well [with building relationships]. That’s a strength...sitting down and figuring out that next step, what life is going to bring.”

Student interviewees shared their thoughts on their relationship with the advisors. One student said, “My advisory teacher makes sure everyone in our class treats each other with respect, like family. We are really close. Most of us have nicknames.” Reflecting on their advisory class, another student shared, “It’s sort of like a second home for students who have problems at home. They rely on their advisory teacher for advice. No one else is going to do that for them.”

Staff members reported that some relationships are so strong, once students graduate, they still seek support from their advisors or counselors. One interviewee described:

Every year, we see at least 10 to 20 students from the previous year who come back and ask questions. The relationship that is built with advisors or counselors is strong for them to be able to continue giving advice and support.

Relationships between students are also cultivated. “I think the kids support each other too,” shared one interviewee, “It’s interesting to see the seniors come in, they work with each other. We have some stragglers who have not completed their presentations. They get on other students’ backs.”

**Student capabilities.** Though student buy-in has been a challenge for most schools, some interview participants noted that Navigation 101 has resulted in various improvements in student skills and capabilities. One interviewee reported, “From what I hear from students, they feel a sense of empowerment and pride of being in Nav.” Some participants noted seeing an increase in student confidence. As one caregiver shared,

Motivation for [my son] has been the teachers here. They have really motivated him into coming out of his shell. He’s a real leader now, he’s not a follower. I’ve had teachers send me postcards where [they praise him]. A lot kids here don’t really care. [My child] stood up in class and told them all that the teacher is trying to teach and they need to have respect. The kids that are being disruptive have stopped when he’s in their class.

Other school personnel report an increase in the student’s academic skills, specifically related to organizational skills:

For me, as a classroom teacher, I am seeing a wide majority of my students are a lot more organized. I am seeing correlation between that and students doing well in the classroom. For me, I see a lot more organization, which was one of our goals.

**Future plans.** Many staff members in focus groups agreed one of Navigation 101’s strengths was preparing students for college and career readiness. When asked about the main goals and purposes



of the program, many interview participants noted how it provides opportunities for students to explore their options after high school. One staff member shared their perspective of their role:

From my standpoint, being a senior advisor, it was to get the kids where they need to go, about getting them to explore careers then making them kind of hone in on an area or career and do more research. They had to present to us. We get them college ready. Getting them to take the ACTs or SATs and getting the financial aid [is part of the role]. Even kids that didn't think they would do something do it because you never know what's going to happen. We are trying to show them to grow up a little bit and teach them the skills they need.

Many focus group members commented on how Navigation 101 helps students focus on building a plan for the future. One administrator explained, "Not every kid is a four-year college kid. And we're not saying you have to be. But you have to find your niche. [We are] not telling them what their plan has to be, but that they have to plan." Another interviewee added, "It asks them to think about things they haven't thought about. It makes them think of the different aspects of their life: They become responsible for when they graduate or what they should be responsible for now that they don't know." Still another staff member discussed how the Navigation 101 program creates awareness of the future sharing, "I think [Navigation 101 is] bringing the understanding to teachers and students that college isn't that far away. It is giving the awareness to kids that college is soon and everything matters. That conversation isn't happening at home for a lot of students."

Some participants commented on how the program has created a "college-going" school climate:

I think it's contributed to an atmosphere on campus that some sort of college is attainable. I think so many students come from homes where post-secondary (college) is not the key. Having a lot of students say they don't want to take out loans...we can talk to them about our experiences. You're not going to get the life you want without finding some way to get some sort of post-secondary training. Being able to say to a kid, 'You want to go to an auto program? Great! Let's follow through on it.'

Caregivers also shared positive comments about how Navigation 101 prepares students for life after college. A parent focus group participant reflected on a personal experience sharing, "Some kids that I knew growing up didn't want to go to college, now they want to go to college. They thought none of [the components] made sense, but now that they are working, they see the point of it. I think it's a good program."

Another caregiver discussed a shift in his child's motivation saying, "[My student] never cared about high school, let alone college. For him now to be getting letters from recruiters and different colleges, I just sit back. It's overwhelming. He's realized that his life does make sense now."

Reflecting on observable results of Navigation 101, one administrator shared, "Students' success with knowledge of post-secondary [opportunities] is very high." A staff member added,

I think our college going rate, rate of students going into some other type of training has increased. Even if they don't do it the year they leave high school, they have the



knowledge, and they come back even years out for transcripts, and they decide they are going back to school. We are giving them the knowledge eventually they are able to use.

While discussing changes they anticipate from the implementation of the Navigation 101 program on their campus, one administrator shared,

We do have kids going on to training or college. We're happy to get them in trade schools or gainfully employed. We have our success stories where kids are getting off to college. The idea is all kids can achieve and go to college, but for some kids college isn't the panacea everyone thinks it is.

When asked to describe how Navigation 101 helps them to prepare for life after high school, students shared some examples, with one student saying; "[Learning about] financial aid is really helpful because it helps you see how much they can give you. It was really helpful in that." Another student agreed, adding, "Knowing our learning styles tell you if it matches up with the career you want and how it helps you in that certain career." A third student described an activity that motivated him: "[We did] a book [study] about people in the past and what they did and what they did to be successful. It helps me build up my character. If I'm failing in school, I need to do better. I look forward to being successful."

### *Weaknesses of the Navigation 101 Program*

Researchers found the curriculum continues to be weaknesses of the program. Focus group participants reported that the original curriculum was redundant and impersonal and could benefit from more attention to differentiated, relevant, and hands on materials. Although a new curriculum was revamped and renamed to Career Guidance Washington in 2014, it is questionable if all school leaders are utilizing the new curriculum during advisory periods and therefore continue to struggle with curriculum related challenges.

**Curriculum.** The original Navigation 101 curriculum continues to be identified as the most common weakness. Many students continue to find the lessons redundant and impersonal. One student said, "Some of the packets I don't think are useful. Some questions you have to answer to the point, and you're unsure of what you're going to do. Most of them are about the same thing." At least one staff member acknowledged the students' reaction to the curriculum, saying, "I know kids got tired of the redundancies." When asked what students needed to help prepare them for life after high school, student focus group members identified more access to scholarships and college requirement information, apprenticeship opportunities, and help during advisories with keeping track of credits. As stated by one student, "I feel advisory should have been more helpful for students that are missing credits right now that if they had known before the teachers checkup. They don't check up as often as they I think they should." Another student shared, "Some [lessons] are useful, some are not necessary. The lessons should be more hands on and keeping us prepared for high school or with helping us find colleges and scholarships."

Many focus group members found that the budgeting piece of the curriculum was inadequate. One person explained, "One of the weaknesses [of Navigation 101] is not covering the financial piece of



what happens when [the students] leave [high school] as thoroughly as we could.” Another participant added, “They are mostly focusing on jobs and how to get them, but [information about] after high school life, like finances, are missing.” In general, students agreed that learning about budgeting would be beneficial, with one student sharing, “Budgeting is useful. Budgeting helps you prepare what you’re going to have to face when you go to college. It makes it more realistic. It actually makes you think of what things are going to cost when you’re living by yourself.”

Another student shared,

We did one [lesson] about a single mom with her children, and she wouldn’t spend time with them because she was working all time. That was useful. It was trying to explain the future so you can set yourself ahead to find a good job. It made you want to go to college and be able to spend time with your family.

Participants also continue to comment on the impersonal nature of the curriculum. One interviewee reflected:

I’m thinking back to last year. In terms of Nav 101, from my own experience as an advisory teacher, it seemed like it was a lot of superfluous. [There was] a lot of stuff that wasn’t necessarily relevant to the students in that moment or even in the context of the semester.

Some reported that the amount of paperwork accumulated by the students in advisory was overwhelming and created a disconnect with the students. One staff member shared,

I think it’s the paperwork [that is a challenge]. As an advisory, the sheer volume of lessons and papers sometimes feel like they’re not connected to the process. I think kids get overwhelmed by that and get disconnected from the portfolio process. When they get to senior year and see the 24 things they need in their portfolio, they have a path, but as a 14 year old, they aren’t ready to look that far ahead.

To personalize the curriculum, some suggested narrowing the focus and using individual goal-setting as a means to increase relevance. One advisor described,

The portfolio process would be a lot more effective with fewer papers, and more connection to a goal. Freshman year should focus on study skills, organization, things that transfer into regular classroom. Sophomore year [should focus on] finding a place in the community and focusing on what your role is and getting connected, getting community service done. Junior year the students should do job shadows, focus on where you want to end up. That’s how you figure out what college track you’re on. You know your end goal by the time senior year comes around, so you can focus on your plan. If we made our focus smaller, there would be a lot more buy in, and it would be authentic for the kids. Kids wait until senior year when they are stressed and overwhelmed. It’s a hoop jump, but if done the right way, it could be so meaningful.

Many suggested that the lessons be rewritten. One reason for this is to meet the expectations of the new assessments students have to take. Others suggested the lessons should be rewritten because teachers are spending more time explaining the vocabulary than on the actual concept in the lesson. Mainly, participants said the lessons need to be rewritten to be more applicable to the students:

I think the lessons are out of context for many of [the students]. Our students don't get out and go anywhere, so when you talk about budgeting, they don't really understand, and they don't have a context for it. I think it would be great to have lessons and activities to put that into context for them.

A teacher added,

I think a lot of the things [the students] are asked to do, like going and seeing a museum – we really need to find ways to make it relevant to the kids. The lesson on budgeting – I would like to see it in a meaningful context for my students. Like, for a month, they can keep track of the stock market or mutual funds and see what the options are. They need hands on learning experiences; a simulation type of activity to put that information in a context for them and something they will use as an adult.

Focus group members offered other suggestions about ways to improve the program:

Students like to watch videos. I think a video library, like the Teaching Channel (website with lots of videos) would be helpful. A website or something where the curriculum is mapped out, even just supplements...The materials are good, but our students, that's not their learning style or it's not going to grab their attention.

It is important to note that steps have been made by OSPI to revamp and update the curriculum. Career Guidance Washington was created in 2014 with updated lessons. Communication and professional development was provided to school leaders about the rewritten lessons and included information about the changes in state assessments and graduation requirements. While many of the revised lessons include the recommended changes suggested above, such as the inclusion of videos and websites as resources and a curriculum map that maps out the lessons for each grade level, it seems some schools chose not to implement Career Guidance Washington and may still experience curriculum challenges associated with the original curriculum.

## **Evaluation Question #5: What is the perceived impact of technical assistance?**

### **Support provided to AVID schools**

AVID grant funding ranges from \$12,000 to \$35,000 per year and is almost exclusively used to cover AVID membership and professional development fees. Specific grant amounts vary based on the degree to which a district is currently implementing AVID. For example, some districts have AVID in middle school, but not in high school. Other districts are implementing new AVID programs in both middle and high schools, or expanding AVID sections at schools that already have a limited number of AVID electives, which comes at a lower cost.



One of the key program elements of AVID is professional development for educators. The opportunities for professional development include but are not limited to (AVID, 2011b):

- **Summer Institute** is an intensive, multi-day program that trains AVID elective teachers, content area teachers, counselors, and administrators in how to implement AVID and apply methodologies in content areas and with specific populations. The school site team also works to develop annual strategic AVID implementation plans and to build leadership capacity, as well as to set quantifiable goals for school improvement based on school data.
- **AVID Path Training** focuses on how to use AVID WICR strategies school-wide and in content areas, including improving the college readiness of English Language Learners and on culturally relevant teaching. This training can be contracted for a specific school or district and is also offered by AVID on a regular schedule in cities throughout the country.
- **Data Analysis Training** focuses on the interpretation and use of data to inform instruction and program improvement practices and to shape school culture.
- **AVID National Conference** includes dialogue, presentations, and sessions from practitioners currently engaged in college and career-readiness efforts.
- **Web-based seminars and online training** offered as part of membership providing information and resources on AVID principles and implementation.
- **Regular site team meetings** reinforce AVID training and develop the team's learning community.

In addition, AVID supports educators by providing specific leadership training for district-level leaders, college readiness administrators, and principals, as well as hosting the AVID National Conference which helps educators create a plan to close the achievement gap.

***Role of the grant, professional development opportunities, and perceptions of AVID***

***technical support.*** As in previous years, many educators report positive experiences with training opportunities provided by grant funds. As stated previously, staff members at many schools report the benefits of going to trainings to learn strategies such as Cornell notes, philosophical chairs, inquiry process, tutorials, and binder checks. Interviewees praised the trainings, with one focus group member identifying the professional development offered as one of the strengths of the program:

The professional development ... Summer Institute is so powerful, and the trainings done locally are great. It (the material) becomes school wide and common vocabulary. You want to change your practice. [Our school] is seeing some positive successes because of the buy in and trainings. We don't want to be in the bottom 5%. In education, we don't have a ton of professional development that we come away with having so many great ideas to go implement [unlike AVID trainings]. They motivate you and give you strategies to continue to grow.

Staff members were concerned about on-going support for the program now that grant funding has come to an end. Some schools do not receive support from their district for AVID and are

dependent on grant money. Furthermore, at many schools, the expense of traveling across the state and beyond to attend trainings would be cost prohibitive without grant funds, and will become more difficult as increasing budget cuts meet with dwindling grant money. This issue is exacerbated in schools with high teacher turnover because resources are spent on training teachers who do not stay and there is not a quick and easy way of bringing new teachers up to speed. In short, most educators are very satisfied with the level of support they receive from AVID and are concerned about the impact it will have if taken away.

### **Support provided to Navigation 101 schools**

The following section addresses the support and resources provided to Navigation 101 schools.

**OSPI.** Staff members from OSPI continued to offer support in the forms of school visits, webinars, and regional workshops. Interviewees spoke positively about the level of support received and praised OSPI representatives for their quick responses to questions and for their continued availability.

**Trainings.** Many school coordinators, counselors, and administrators reportedly felt supported by webinars and regional meetings through OSPI. One staff member said, “I think we’re provided with ample training.” Many school personnel enjoyed the opportunity to discuss and share best practices with one another at regional meetings.

When asked what additional support they need to improve implementation, multiple staff members suggested they would benefit from opportunities to observe someone who models lessons. One school staff member shared, “It would be nice to have somebody model [the material]. Even if it’s just the person comes in and does it to the teachers so we know what we’re shooting for or looking for.”

Many interviewees reflected on the previous opportunities for professional development. One staff member said, “This is the last year of the grant. It’s sad to see it go. We’ll miss the data, the one-on-one support from OSPI, and the annual meetings as a consortium. It’s useful to see what’s going on with the other districts.

**Grant funding.** The monetary support from College Spark played a role in the success of the program at schools. One administrator explained, “Grants have gone a long way to provide that [needed] support. It also helps push the work. The data requirements are there, so are the funds to support the after-school meetings and for the supplies and materials.” Looking toward the future, another administrator shared, “There is legislation out there about four components. We’d like to see continued support at the state level for guidance and career counseling at the state level. We think it’s a good model, particularly for [our district].”

**Sustainability of the program.** Over the course of focus groups, participants reflected on the sustainability of the program without support from OSPI. One staff member shared,

I can see, when the money goes away, some of the things we do [will be effected]... I



worry about those things we have done, like a parent night that we have used Nav funds for and binders. I'm a little nervous moving forward. Getting supplies and resources are a challenge when the money isn't there, those things are consumable.

Others were more hopeful. One interview participant said,

Once [the Navigation 101 program] is engrained, it's more sustainable. This is how we do it. The parameters are in place. It's engrained in the culture of [our school]. The teams expect this lesson to be taught, and it helps with fidelity.

Another staff member shared, "With growth and flexibility, as we have tried different things, we have landed on a model that is sustainable and accepted."

## EVIDENCE OF IMPACT

To assess evidence of impact, researchers analyzed transcripts; student assessment results; graduation rates; college attendance, persistence, and graduation data; pre-college course taking patterns; student and staff surveys, and student-led conference attendance and perception data. Where available, researchers compared outcomes from the grantees to a Comparison Group with similar demographics. Please note that in many areas, the assessments changed (e.g. WASL to MSP/HSPE to SBA) or the college admission requirements changed (e.g. Washington Student Achievement Council (WSAC) requirements). These changes must be taking into consideration while analyzing the data. This information is presented below.

### Evaluation Question #6: To what extent did course-taking patterns change over time?

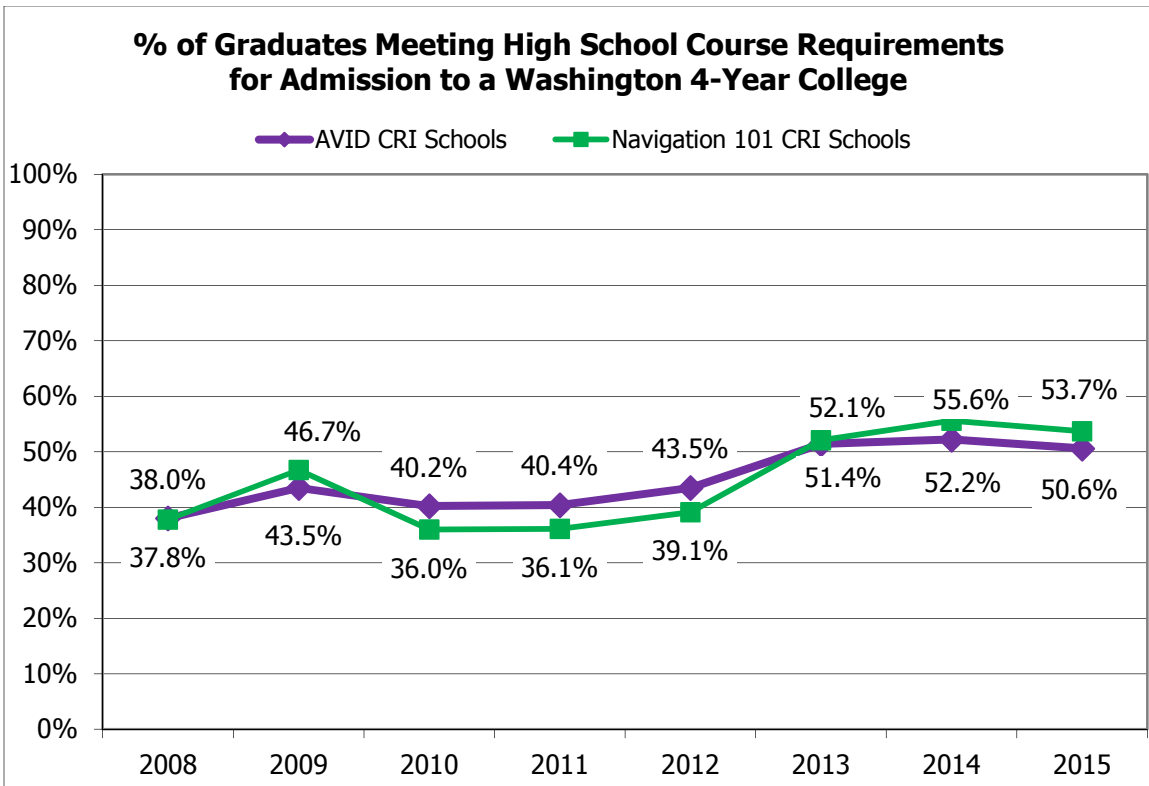
To assess changes in course-taking patterns, researchers collected transcripts for all graduating students in the 2008 through 2015 school years from all high schools, along with course catalogs describing the schools' classes. A trained team of researchers, college admissions specialists, and school counselors analyzed a sample of transcripts each year ( $n = 1407$  to  $1530$ ) to determine if the courses taken met the Washington State four-year college and university admission standards identified by the Washington Student Achievement Council (WSAC).

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 (2008-2009). In 2010, requirements increased to include one algebra-based science (biology, chemistry, or physics) in addition to a second laboratory science.
- 2 years of foreign language
- 1 year of fine arts (required by some colleges)

The percentage of AVID CRI and Navigation 101 CRI graduates meeting WSAC requirements increased from 2008 to 2009, decreased in 2010, and then have increased substantially through 2015 (see Figure 28). The decrease between the graduating classes of 2009 and 2010 likely occurred because WSAC minimum requirements increased in the area of science. In 2015, both the AVID CRI and Navigation 101 CRI schools had greater than 50% of students meeting minimum WSAC requirements. However, these results still show that many 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. In addition, it appears schools did not make the necessarily advising adjustments when requirements changed, suggesting a need for preplanning when requirements are changing.

Researchers analyzed college eligibility results for Navigation 101 CRI schools and for AVID CRI schools for eight school years: 2008 through 2015. Researchers performed a mixed between-within subjects ANOVA to analyze this data. The between subjects variable for this analysis is treatment group (NAV 101 versus AVID) and the within subjects variable is year (2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015). This analysis allows researchers to determine if significant differences exist between treatment groups, between the years, and whether the change in college eligibility results over the years is different between the two groups. The ANOVA results revealed a statistically significant difference for year ( $F = 7.52, p < .01$ ), but no significant difference was found between the groups or between the groups over time. With the exception of a spike in 2009, results show a steady increase in the mean percentage of students who were college eligible from 2008 to 2015.



**Figure 28. Percent of 2008 through 2011 CRI Graduates Meeting High School Course Requirements for Admissions to a Washington Four-Year College**

The data also show that a lower percentage of males than females met the course requirements for admission to college for all for the AVID CRI and Navigation 101 CRI schools (see Figures 29 and 30).<sup>1</sup> Asian and White students typically met college eligibility requirements at a greater rate than African American, Hispanic, and Native American students (see Figures 31 and 32). Finally, students at both the AVID CRI and the Navigation 101 CRI high schools who failed to meet college admission requirements were most likely to lack the advanced math and/or foreign language requisites (see Figures 33 and 34). However, there has been an increase in the percentage of students meeting math requirements over time. Figure 34 also shows the large decrease in the percentage of students meeting science requirements from 2009 to 2010. However, this has since returned to rates prior to the requirement change.

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<sup>1</sup> Several schools did not provide gender and ethnicity data in 2010 and 2011. The data for these years may not be accurate.



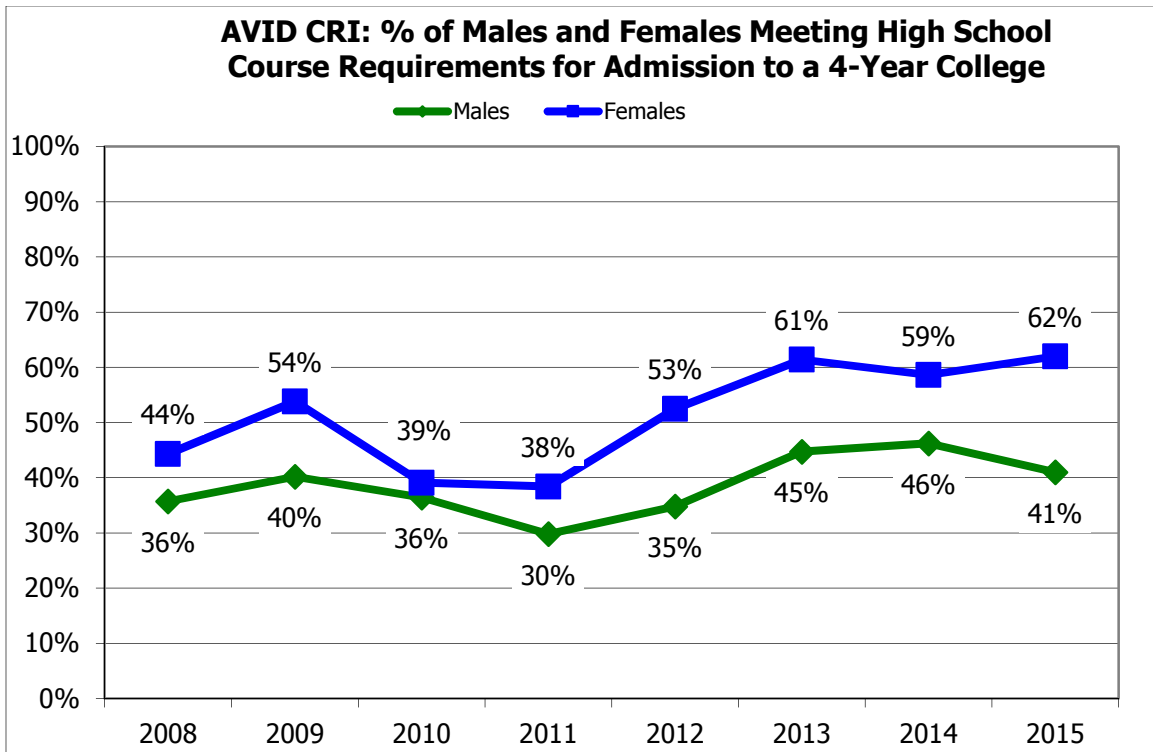


Figure 29. AVID CRI Percent of Males and Females Meeting Four-Year College Course Requirements

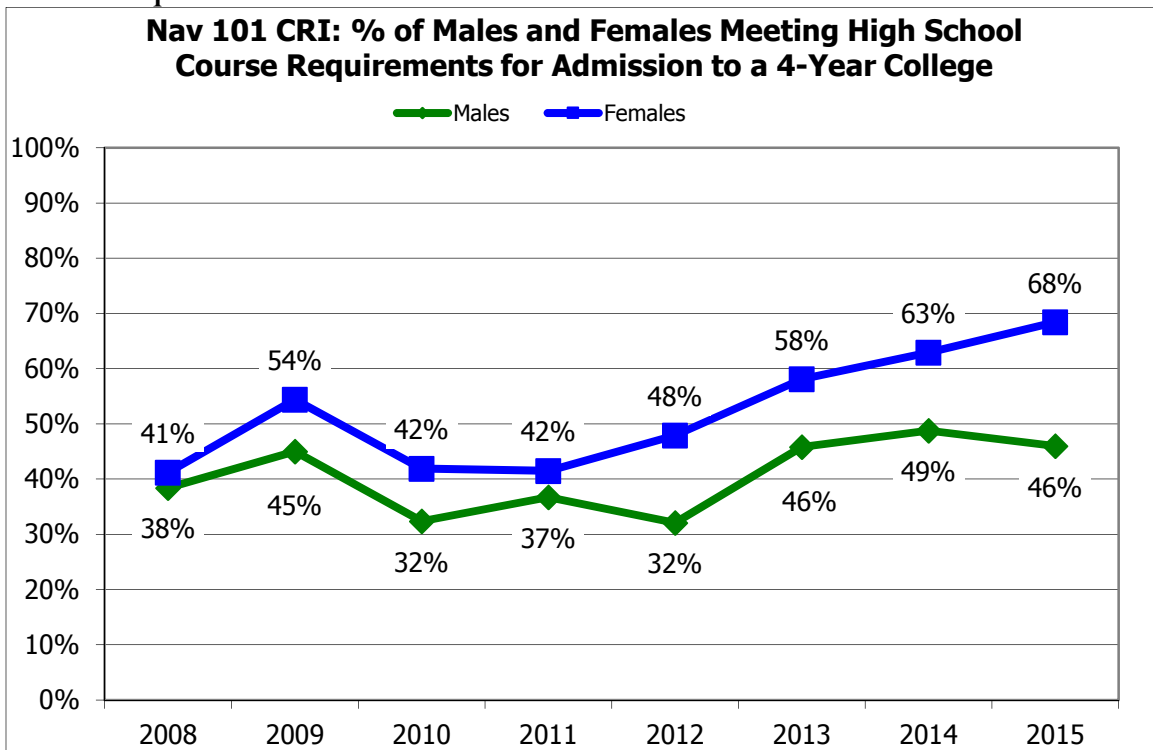


Figure 30. Navigation 101 CRI Percent of Males and Females Meeting Four-Year College Course Requirements

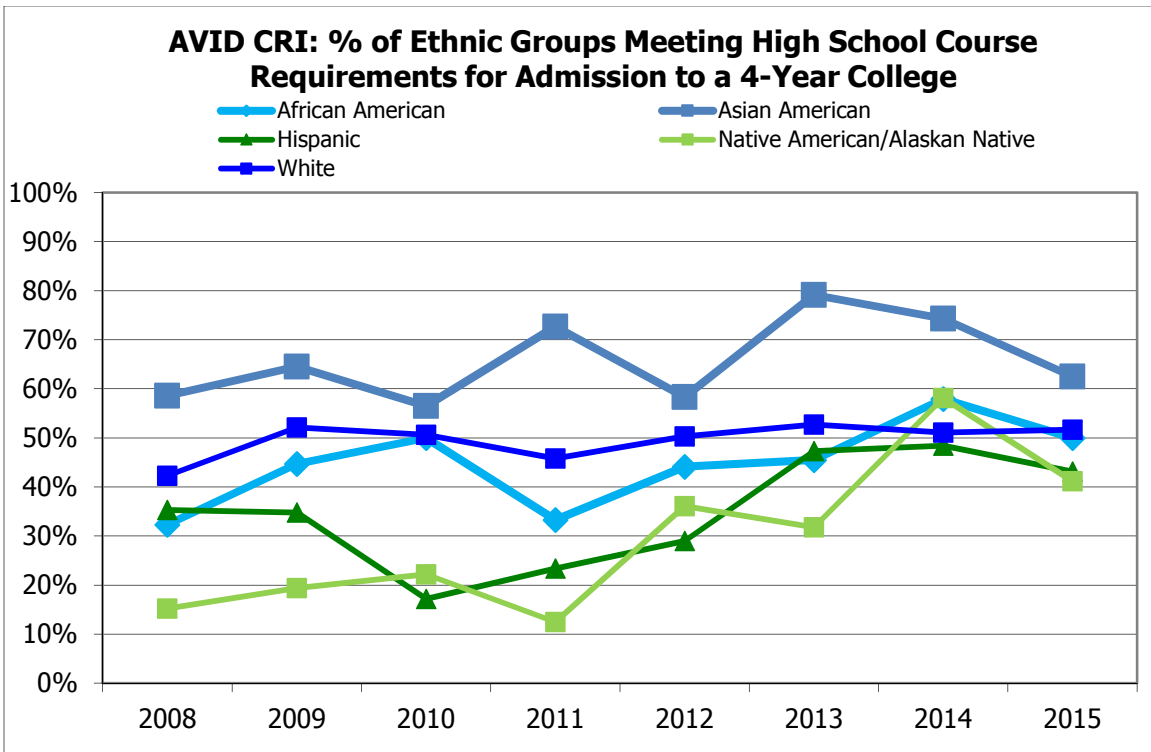


Figure 31. AVID CRI Percent Meeting Four-Year College Course Requirements by Ethnicity

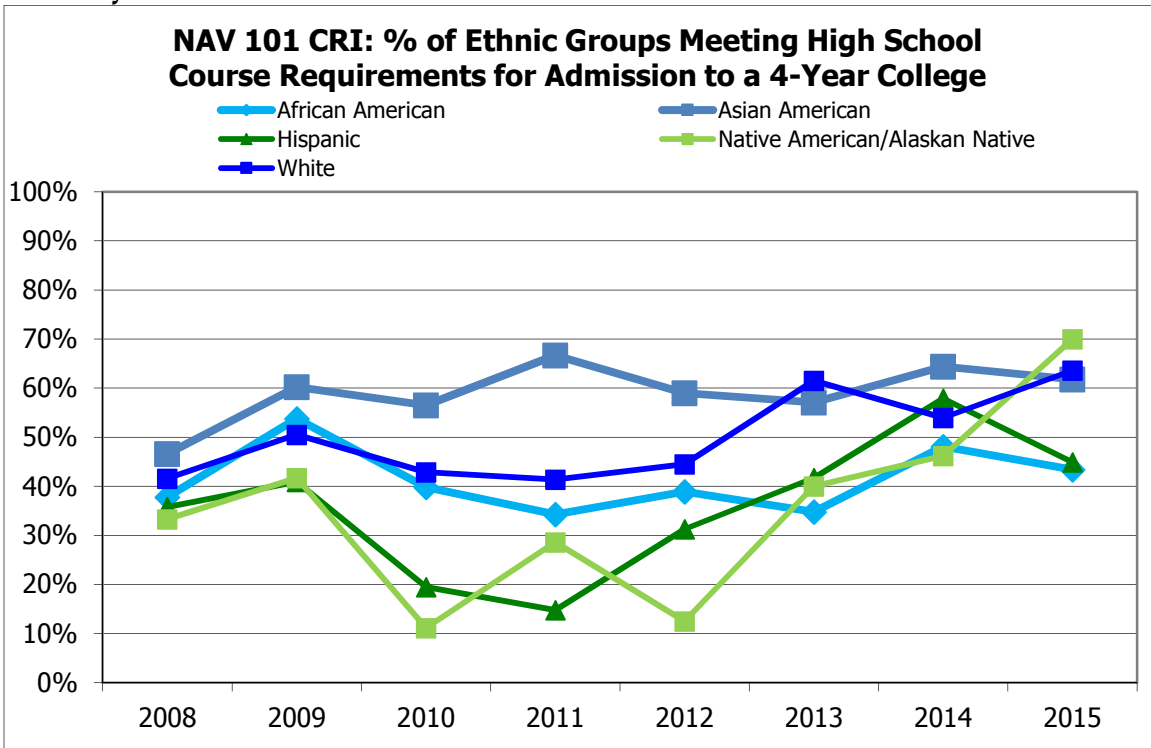


Figure 32. Nav 101 CRI Percent Meeting Four-Year College Course Requirements by Ethnicity

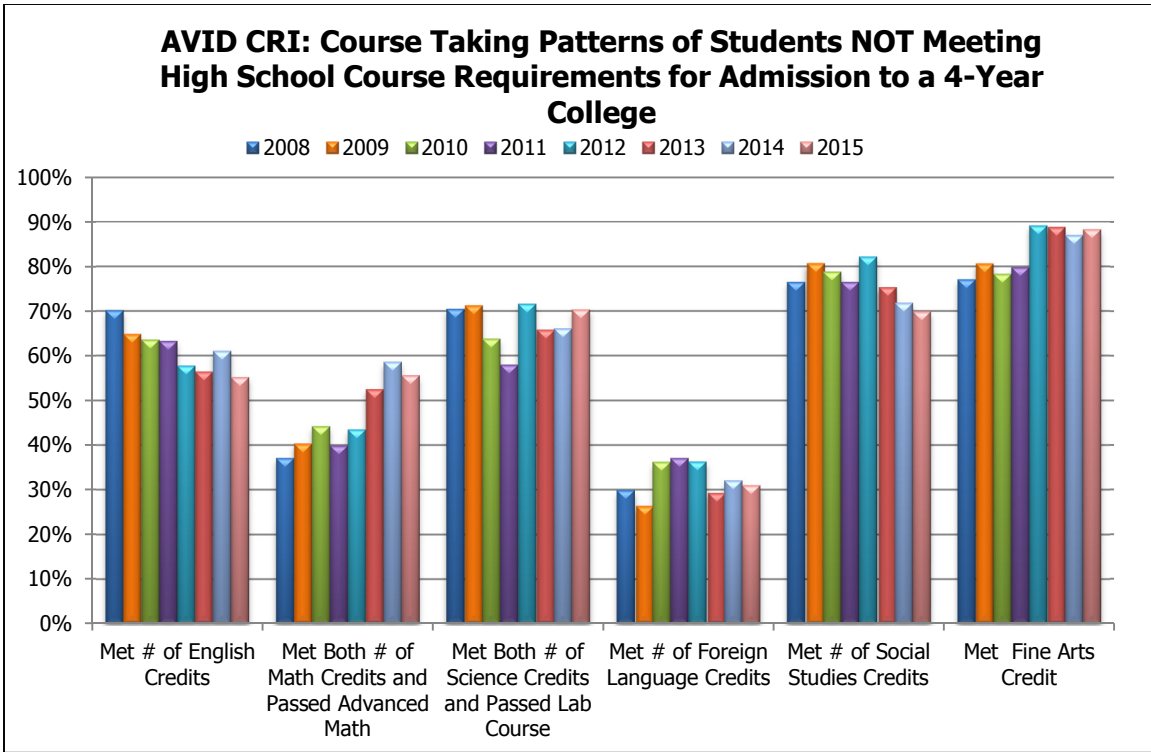


Figure 33. AVID CRI Course Taking Patterns of Students NOT Meeting Four-Year College Eligibility Requirements

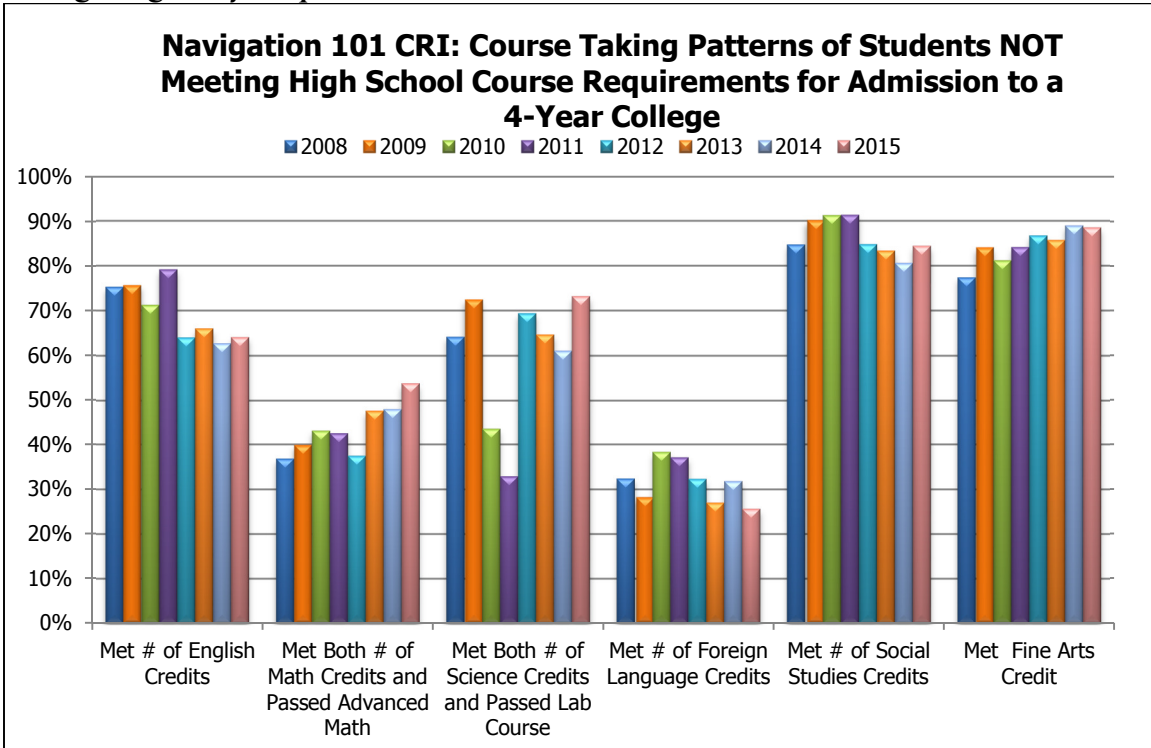


Figure 34. Navigation 101 CRI Course Taking Patterns of Students NOT Meeting Four-Year College Eligibility Requirements



Table 8 shows an analysis of students' participation in a number of Gatekeeper courses in math and science for AVID CRI and Navigation 101 CRI Schools. Overall, the results show mild fluctuations year by year. However, there are some interesting patterns. Within the AVID CRI schools, the percentage of students taking algebra in middle school and advanced math in high school has increased by 20.1 percentage points and 17.1 percentage points, respectively. The increase in the percentage of students taking Chemistry and Physics was more modest at 6.9 percentage points and 4.2 percentage points, respectively. Within the Navigation 101 CRI schools, there has also been an increase in students taking math and science. The percentage of students taking algebra or beyond in middle school increased by 4.0 percentage points, taking advanced math increased by 17.9 percentage points, taking Chemistry increased by 24.2 percentage points, and taking Physics increased by 5.8 percentage points. The gains are substantial. It is notable that the 2013 graduates are the first Cohort of students who have been in the high school all four years of the grant.

**Table 8.**  
*Analysis of Gatekeeper Courses*

Course	2008	2009	2010	2011	2012	2013	2014	2015
<b>AVID CRI Schools</b>								
Took Algebra or Higher in MS	18.0%	19.7%	24.2%	26.0%	27.1%	32.1%	34.3%	38.1%
Took Advanced Math in HS	61.0%	66.4%	66.6%	64.2%	68.1%	77.0%	80.2%	78.1%
Took Chemistry in HS	44.9%	41.9%	52.9%	52.2%	45.8%	60%	61.4%	51.8%
Took Physics in HS	23.8%	22.1%	20.7%	21.2%	27.4%	22.1%	28.8%	28%
<b>Navigation CRI Schools</b>								
Took Algebra or Higher in MS	22.1%	24.1%	20.3%	20.5%	19.8%	26.9%	22.2%	26.1%
Took Advanced Math in HS	60.7%	68.0%	63.5%	63.3%	61.9%	74.9%	77.0%	78.6%
Took Chemistry in HS	32.8%	36.9%	40.8%	44.5%	40.6%	57.8%	62.3%	57%
Took Physics in HS	10.8%	10.7%	13.4%	17.0%	20.2%	17.6%	23.6%	16.6%

Figure 35 details the mean grade point average (GPA) of high school graduates from the AVID CRI and Navigation 101 CRI schools. Overall, there is very little difference between the two groups and very little difference over time.

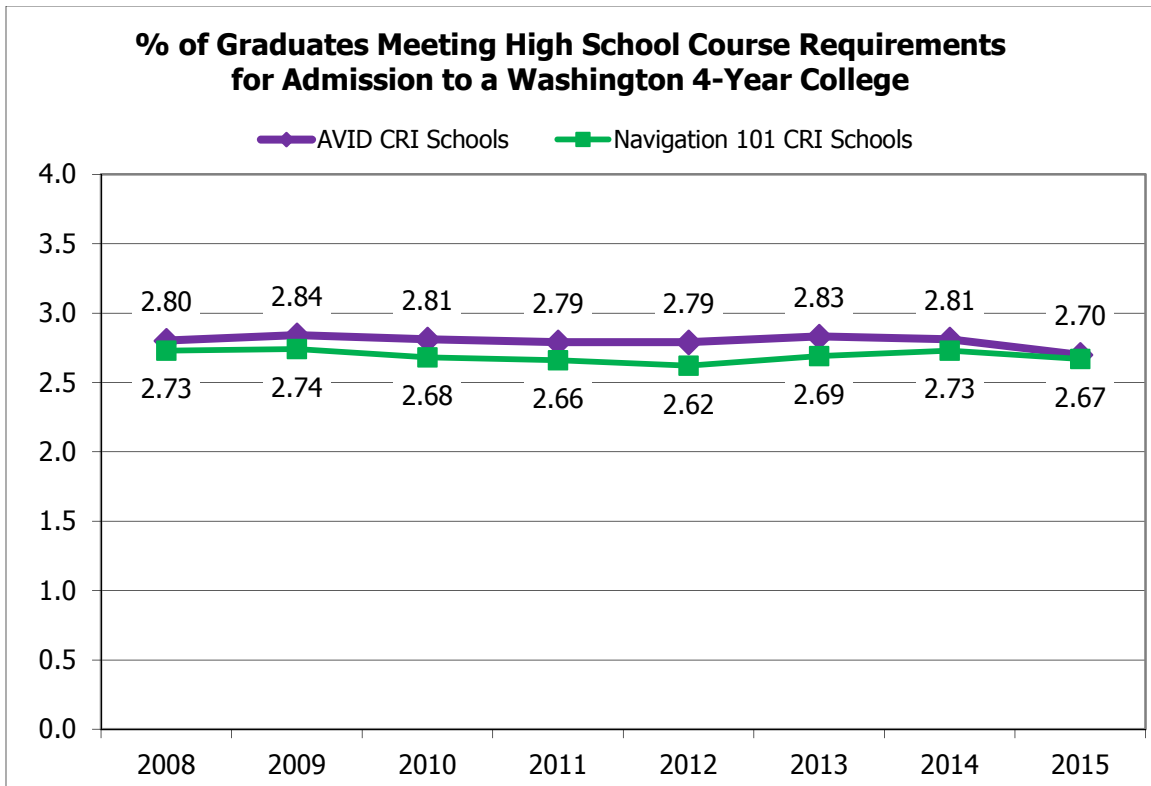


Figure 35. Mean GPA of High School Graduates

We also wanted to assess course-taking patterns of graduating students who completed at least one AVID course during their high school career. Table 9 shows the total number of students who completed an AVID as well as the percentage of met all WSAC requirements. Since 2008, the number of students who took at AVID class and the percentage of those students who met all requirements have increased substantially.

Table 9.

Number of Students Completing an AVID Class and Percentage Meeting WSAC Requirements

	2008	2009	2010	2011	2012	2013	2014	2015
Number of Students Taking an AVID Class	16	70	94	162	301	367	191	220
% Meeting College Eligibility Requirements	25.0%	54.3%	35.1%	41.4%	40.2%	54.8%	62.3%	62.3%

Finally, we wanted to assess the enrollment levels and number of students participating in dual enrollment classes. OSPI only reports the number of enrollments and number of students enrolled rather than percentages, and therefore the differences between the AVID and Navigation 101 schools cannot be interpreted due to the differences in the number of schools participating in the initiative and enrollments. In addition, increases in 2010-2012 to 2011-2012 should be interpreted cautiously, as OSPI did not report enrollments in the International Baccalaureate program or

Cambridge program in 2010-2011. Furthermore, a number of small schools were not included in the first year of reporting.

Overall, results show an increase in enrollments and the number of students in dual credit courses over time. Results also show that a greater proportion of students take Tech Prep, followed by Advance Placement dual credit programs compared to other programs (see Table 10). The number of students taking International Baccalaureate and College in High School should be interpreted cautiously, as very few schools offer these programs. For example, for College in High School, over 90% of the enrollments are attributed to one high school in the first three years, then no enrollments were reported in 2013-2014. Similarly, only one initiative school offers International Baccalaureate courses.

**Table 10.**  
**Number of Course Enrollments and Students in Dual Credits**

Year	Dual Credit	AVID - CRI		Navigation 101 - CRI	
		Total Course Enrollments	Total Students	Total Course Enrollments	Total Students
2010-11	All Dual Credits	14290	6775	6192	2877
2010-11	Advanced Placement	5201	2202	2131	791
2010-11	International Baccalaureate	Not Reported		Not Reported	
2010-11	Running Start	2108	512	754	180
2010-11	College in High School	856	289	898	324
2010-11	Tech Prep	7548	4728	3297	2128
<b>2011-12</b>					
2011-12	All Dual Credits	17146	7111	6438	2956
2011-12	Advanced Placement	4978	2058	2463	961
2011-12	International Baccalaureate	1173	283	58	30
2011-12	Running Start	2407	585	764	184
2011-12	College in High School	952	332	929	331
2011-12	Tech Prep	8444	4942	2688	1710
<b>2012-13</b>					
2012-13	All Dual Credits	19,903	7,320	8,339	3,324
2012-13	Advanced Placement	4,804	2,008	2456	964
2012-13	International Baccalaureate	1,156	259	0	0
2012-13	Running Start	3,888	580	1085	190
2012-13	College in High School	1,441	560	1,124	414
2012-13	Tech Prep	8,653	4,891	3,685	2,099
<b>2013-14</b>					
2013-14	All Dual Credits	21,668	7,639	11,141	3,772
2013-14	Advanced Placement	7,302	2,793	4,666	1,685
2013-14	International Baccalaureate	1,302	257	0	0
2013-14	Running Start	4,491	662	1647	261
2013-14	College in High School	482	243	360	177
2013-14	Tech Prep	8,448	5,049	4,956	2,388

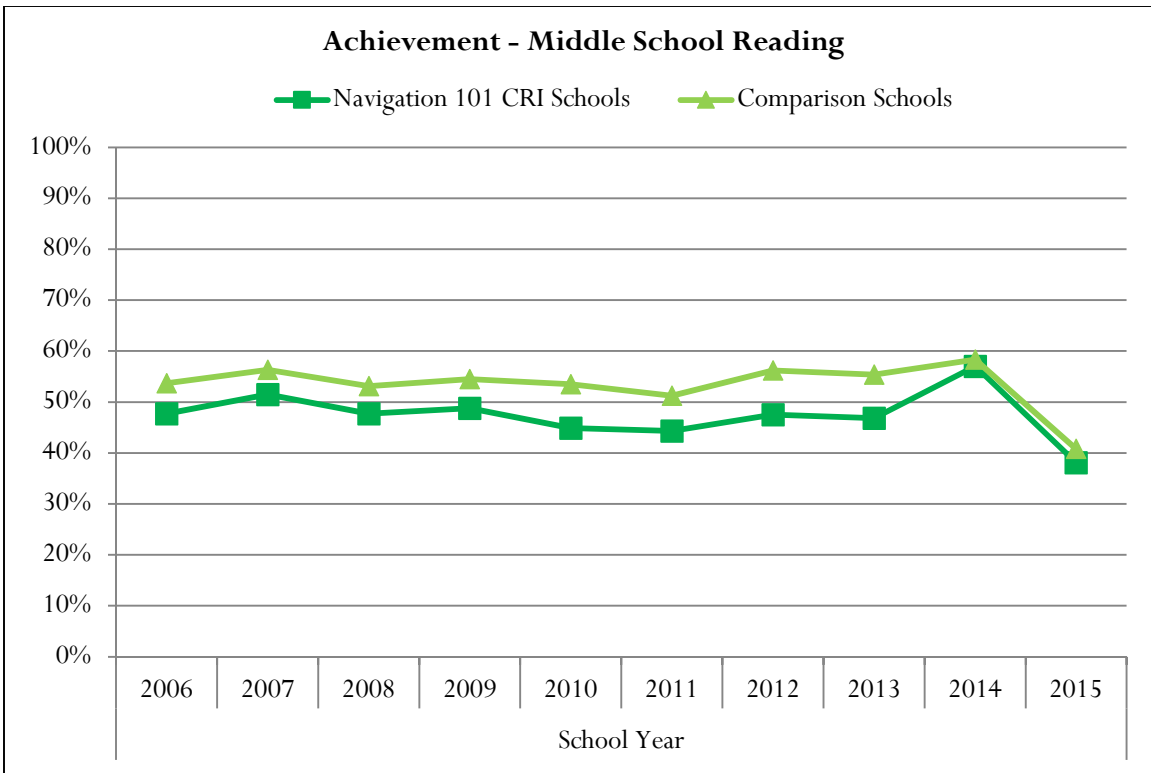
**Evaluation Question #7: To what extent did student achievement change over time?**

The Washington State assessment system changed from Measurements of Student Progress (MSP) and the High School Proficiency Exam (HSPE) to the Smarter Balanced Assessment (SBA) in 2015, which explains the sharp dip in achievement for all groups from 2014 to 2015 at both the middle and high school level for reading and math. Additionally, schools throughout the state volunteered to pilot test the SBA in 2014, so some of the schools did not have achievement data for that year. Finally, in 2014 the Office of Superintendent of Public Instruction “developed enhanced suppression rules for the public reporting of aggregate student data.” Suppression rules vary based on the type of outcome information being reported, but some of the Navigation 101 and AVID CRI schools and their comparison group schools did not have reportable data due to the new suppression rules.

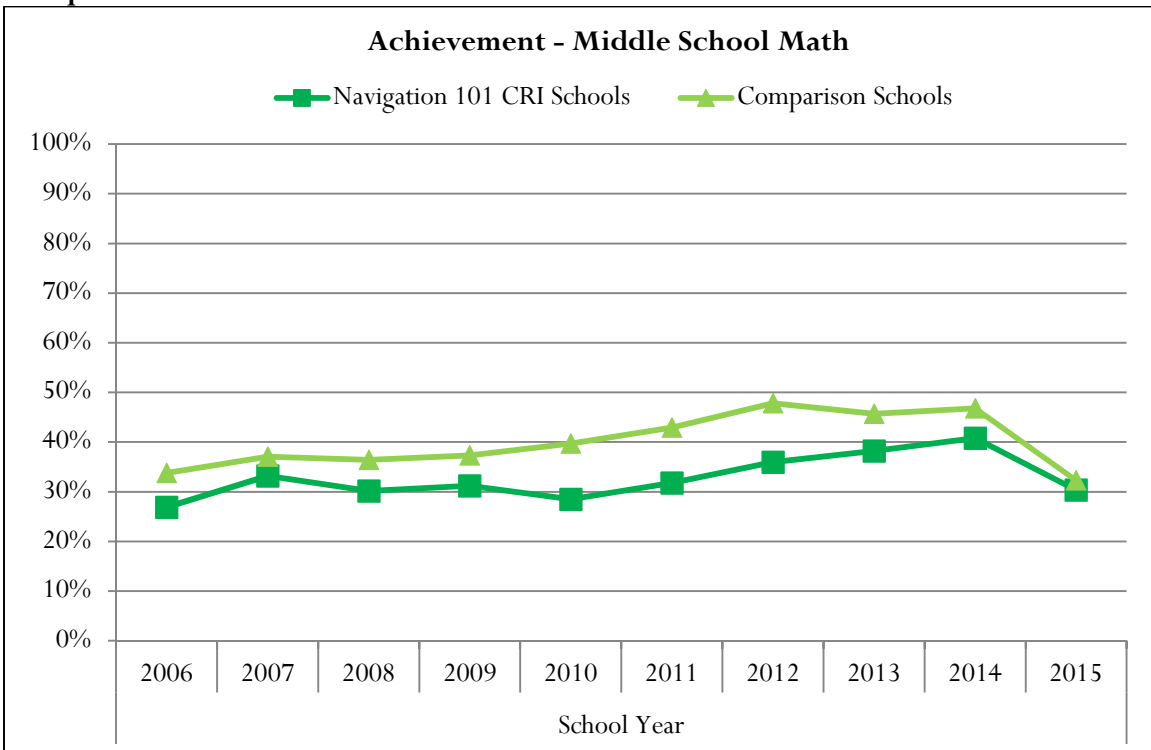
### **Middle School Achievement**

***Treatment Groups (Navigation 101 CRI and AVID CRI) Compared to Comparison Groups in Middle School Achievement.*** Researchers analyzed middle school achievement scores for reading and math for Navigation 101 CRI schools and their comparison schools, and AVID CRI schools and their comparison schools for ten school years from 2006 to 2015. Since multiple grade levels take the achievement test each year researchers took the average of the scores. Researchers performed a mixed between-within subjects ANOVA to analyze this data. The between subjects variable for this analysis is group (treatment versus comparison) and the within subjects variable is year (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015). Free and Reduced-Price Meals (FRL) was used as a covariate in this analysis. This analysis allows researchers to determine if significant differences exist between groups, between the years, and whether the change in achievement scores over the years is different between the two groups all while controlling for FRL.

The ANOVA results for Navigation 101 versus their comparison group revealed no significant difference between the two groups in reading or math achievement and no difference between the two groups in the change in either reading or math achievement over time (see Figures 36 and 37). The ANOVA results for AVID versus their comparison group revealed a significant difference between the two groups on reading achievement ( $F = 10.84, p < .01$ ) and math achievement ( $F = 6.55, p < .05$ ), with the comparison group outperforming the AVID group in both subjects (see Figures 38 and 39).

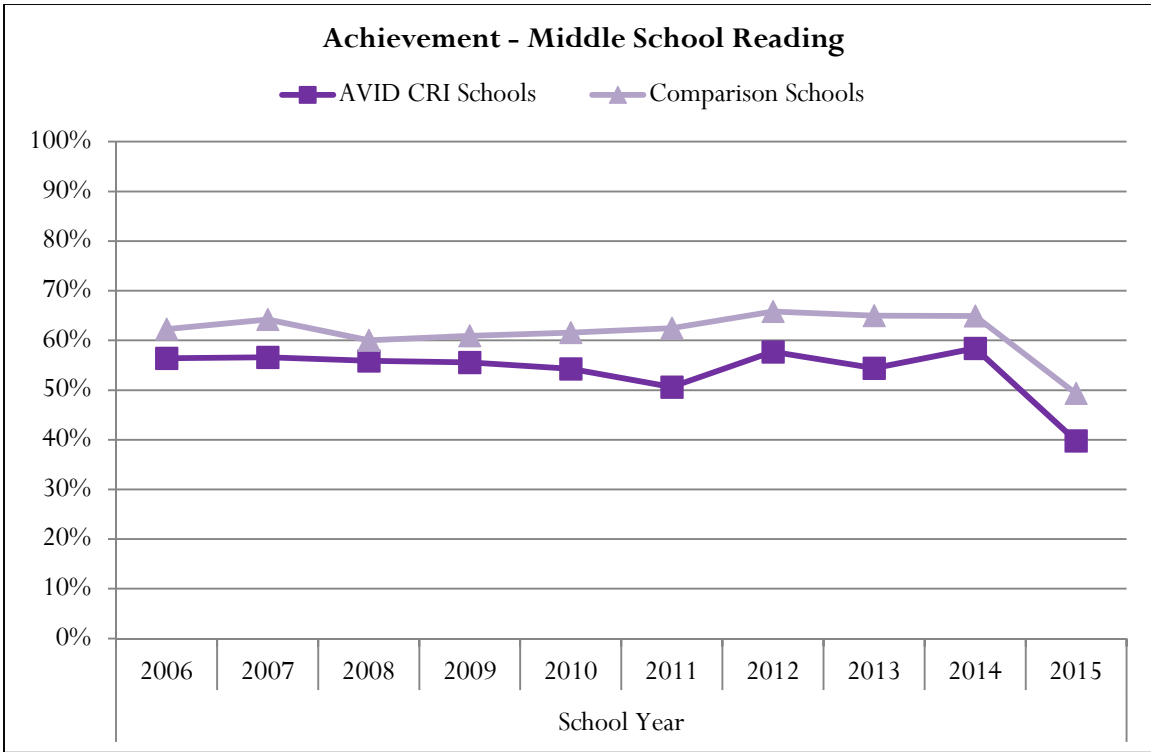


**Figure 36. Middle School Reading – Navigation 101 CRI Schools Compared to Comparison Schools**

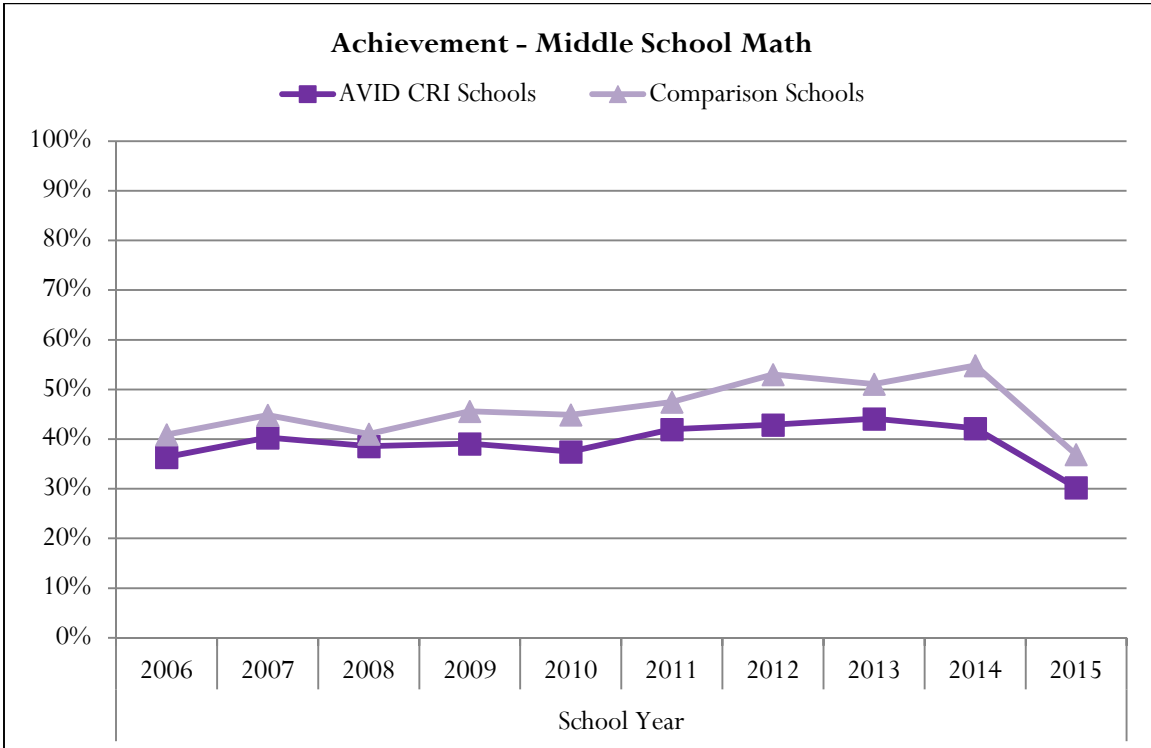


**Figure 37. Middle School Math – Navigation 101 CRI Schools Compared to Comparison Schools**





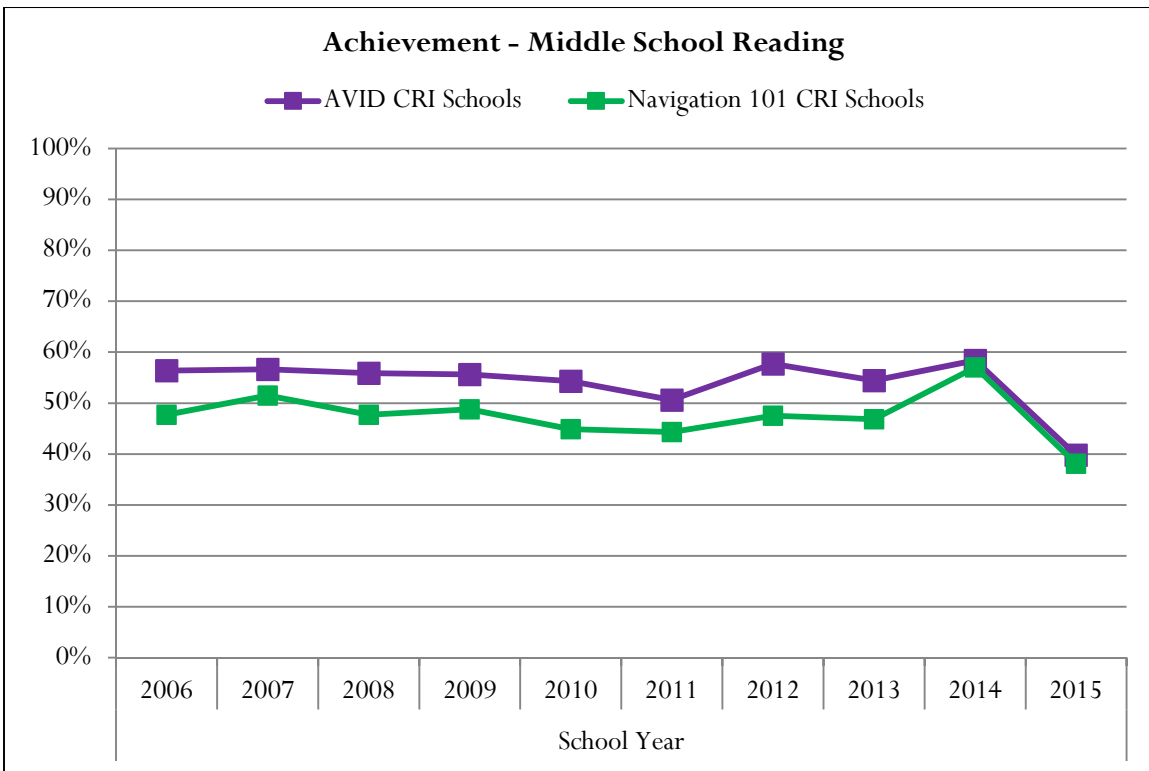
**Figure 38. Middle School Reading – AVID CRI Schools Compared to Comparison Schools**



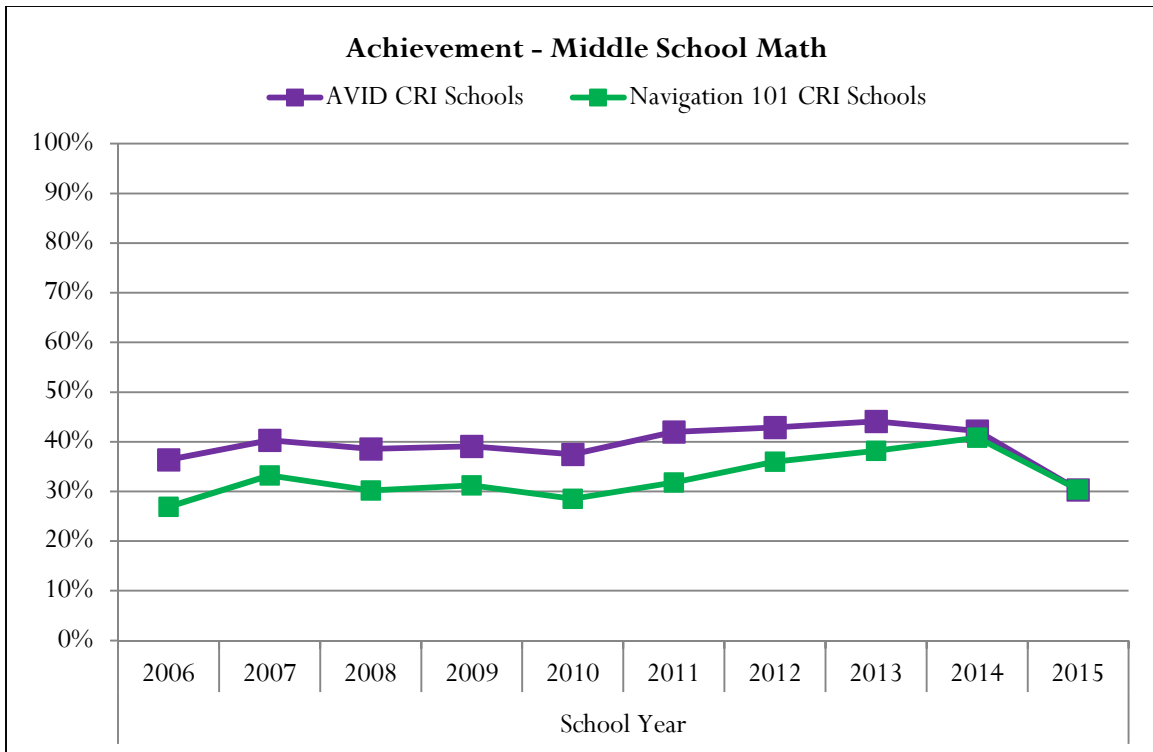
**Figure 39. Middle School Math – AVID CRI Schools Compared to Comparison Schools**



**Navigation 101 CRI Compared to AVID CRI in Middle School Achievement.** Researchers analyzed middle school achievement scores for reading and math for Navigation 101 CRI schools and for AVID CRI schools for ten school years from 2006 to 2015. Since multiple grade levels take the achievement test each year researchers took the average of the scores. Researchers performed a mixed between-within subjects ANOVA to analyze these data. The between subjects variable for this analysis is treatment group (NAV 101 versus AVID) and the within subjects variable is year (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015). Free and Reduced-Price Meals (FRL) was used as a covariate in this analysis. This analysis allows researchers to determine if significant differences exist between treatment groups, between the years, and whether the change in achievement over the years is different between the two groups all while controlling for FRL. The ANOVA results for AVID versus Navigation 101 revealed no significant difference between the two groups and no difference between the two groups in the change in achievement scores over time (see Figures 40 and 41).



**Figure 40. Middle School Reading – AVID CRI Schools Compared to Navigation 101 CRI Schools**

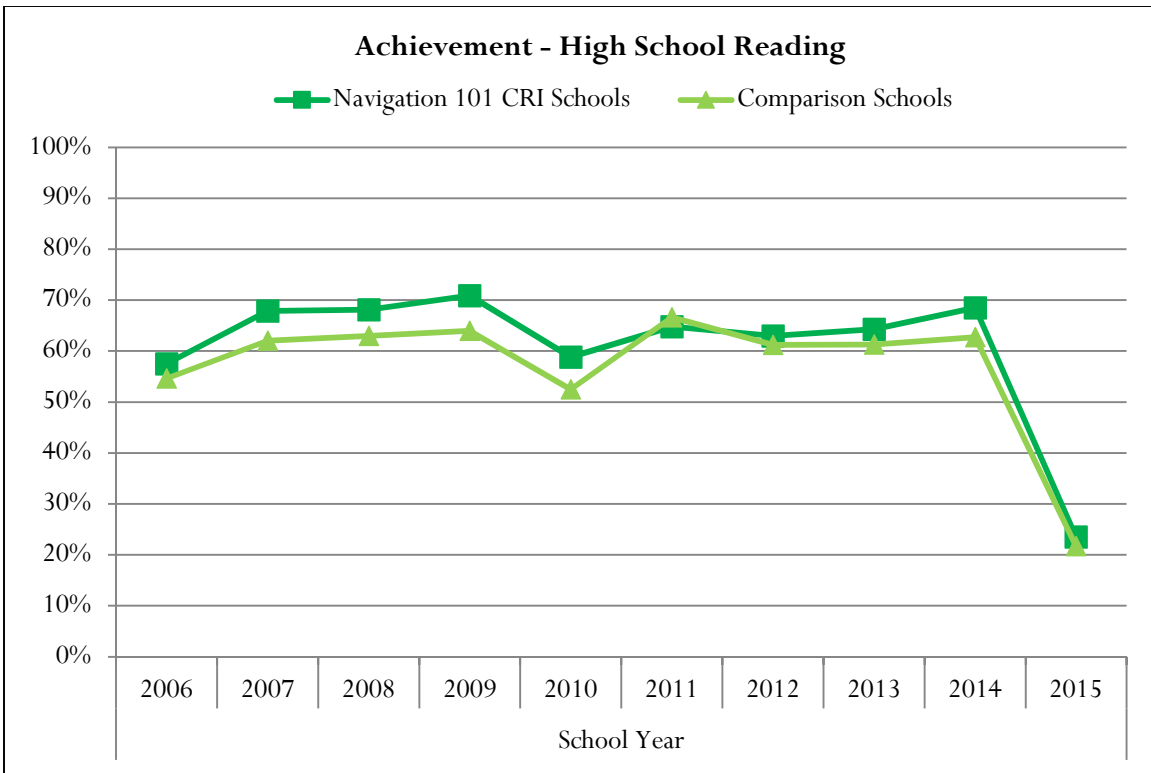


**Figure 41. Middle School Math – AVID CRI Schools Compared to Navigation 101 CRI Schools**

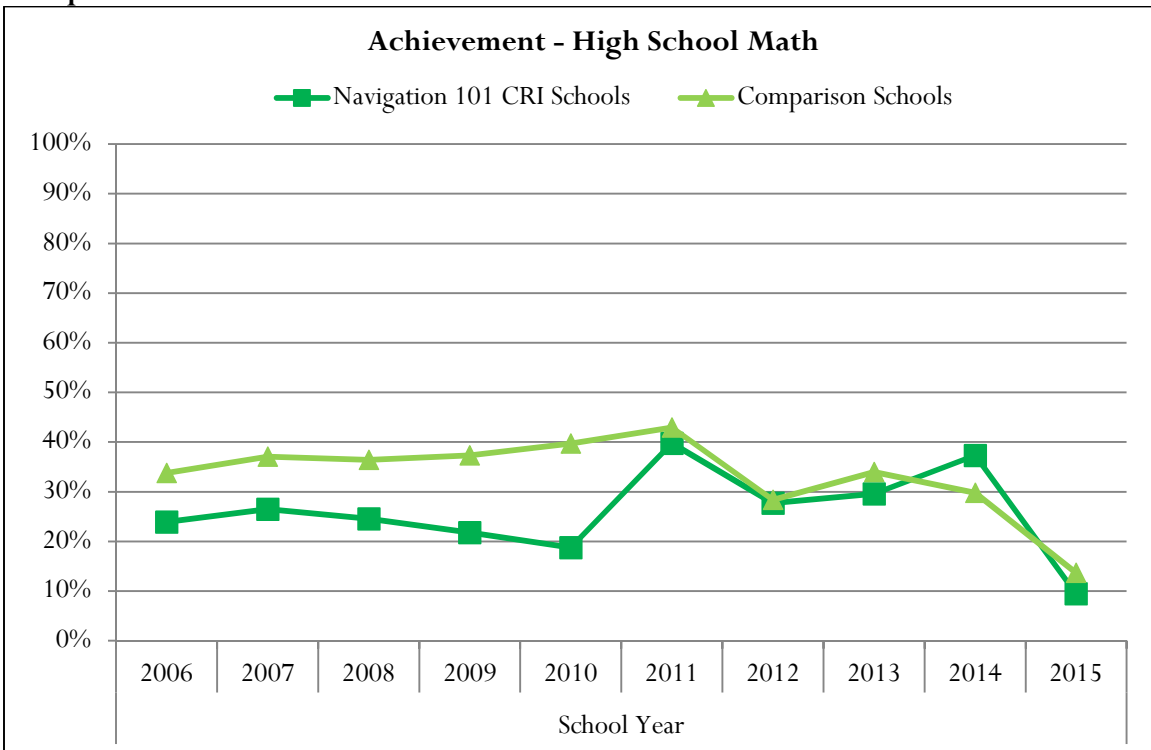
### High School Achievement

**Treatment Groups (Navigation 101 CRI and AVID CRI) Compared to Comparison Groups in High School Achievement.** Researchers analyzed high school achievement scores for reading and math for Navigation 101 CRI schools and their comparison schools, and AVID CRI schools and their comparison schools for ten school years from 2006 to 2015. Researchers performed a mixed between-within subjects ANOVA to analyze this data. The between subjects variable for this analysis is group (treatment versus comparison) and the within subjects variable is year (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015). Free and Reduced-Price Meals (FRL) was used as a covariate in this analysis. This analysis allows researchers to determine if significant differences exist between groups, between the years, and whether the change in achievement scores over the years is different between the two groups all while controlling for FRL.

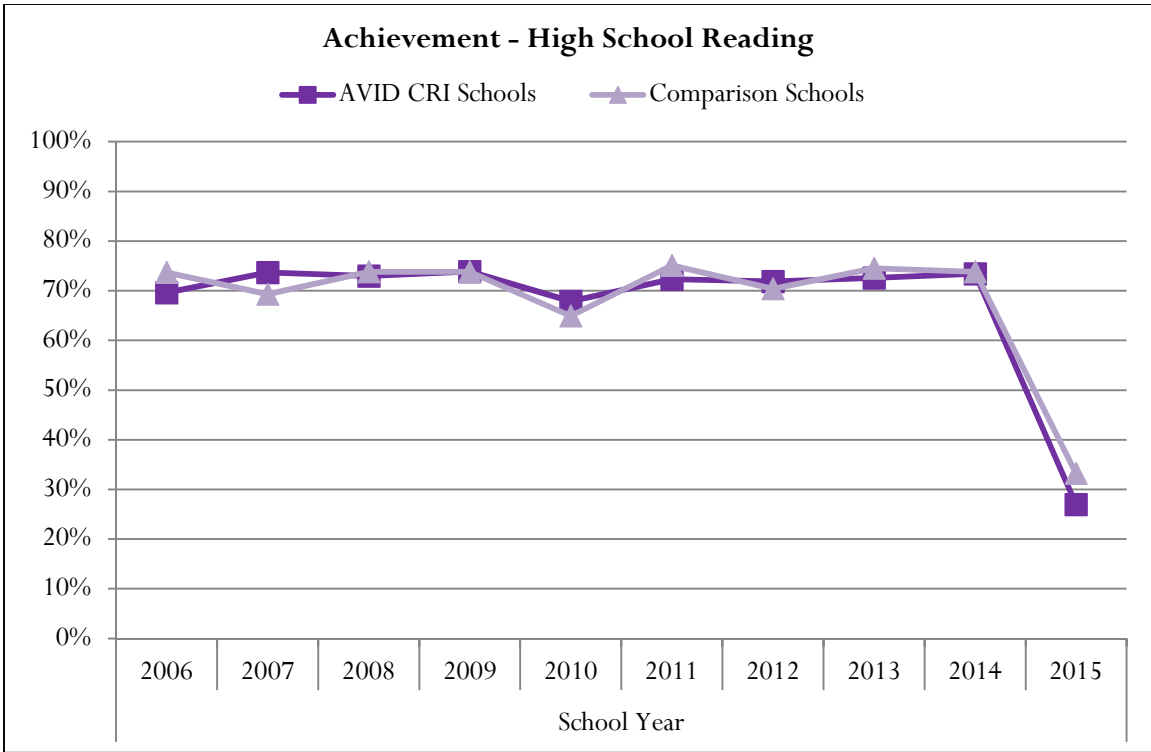
The ANOVA results for Navigation 101 versus their comparison group revealed no significant difference between the two groups in reading or math achievement and no difference between the two groups in the change in either reading or math achievement over time (see Figures 42 and 43). Similarly, the ANOVA results for AVID versus their comparison group revealed no significant difference between the two groups and no difference between the two groups in the change in either reading or math over time (see Figures 44 and 45).



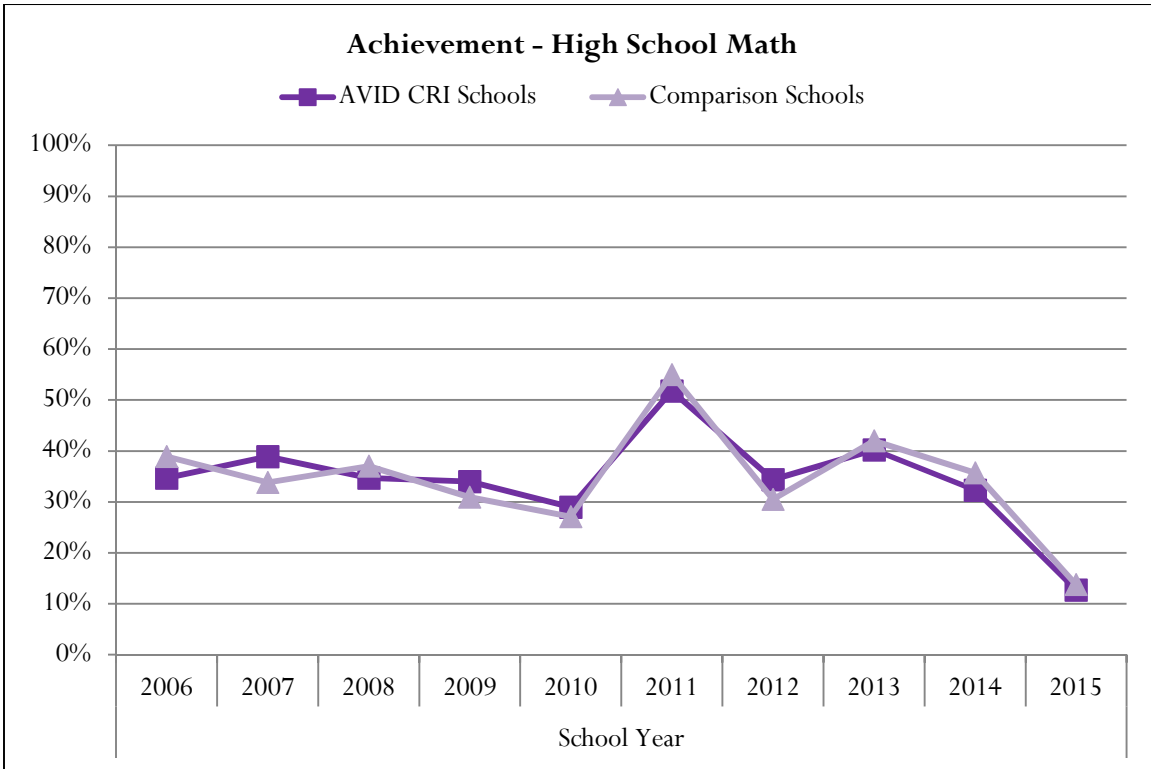
**Figure 42. High School Reading – Navigation 101 CRI Schools Compared to Comparison Schools**



**Figure 43. High School Math – Navigation 101 CRI Schools Compared to Comparison Schools**



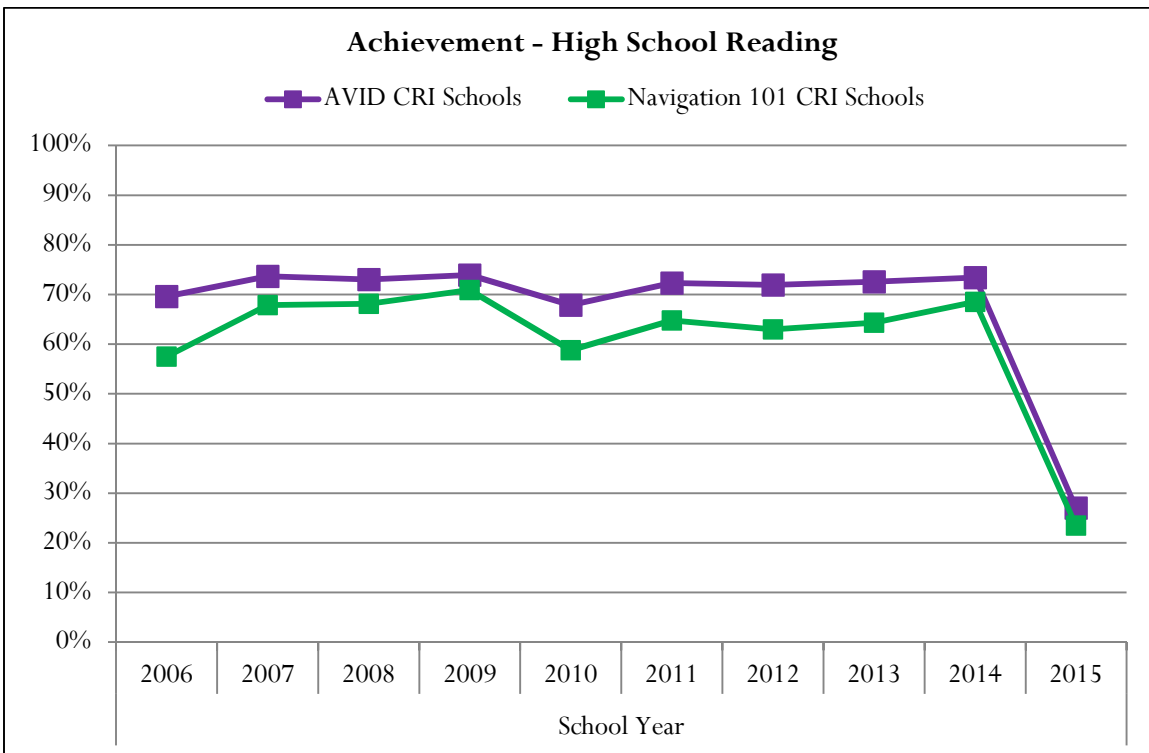
**Figure 44. High School Reading – AVID CRI Schools Compared to Comparison Schools**



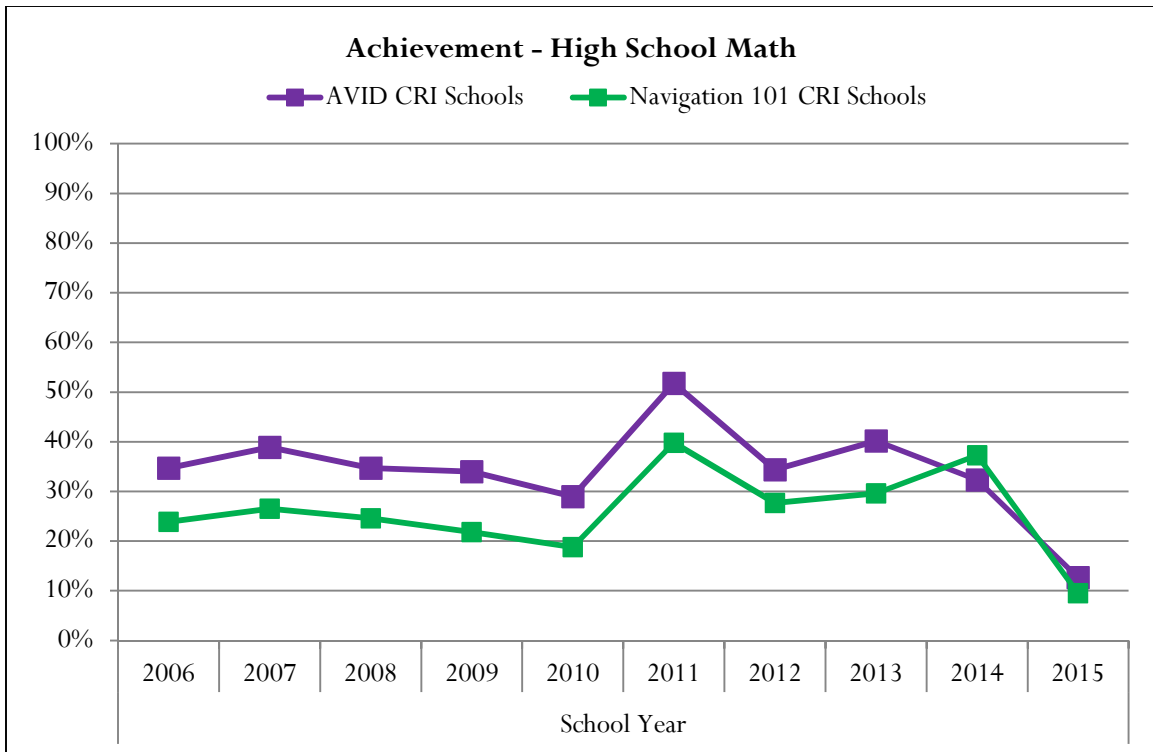
**Figure 45. High School Math – AVID CRI Schools Compared to Comparison Schools**



**Navigation 101 CRI Compared to AVID CRI in High School Achievement.** Researchers analyzed high school achievement scores for reading and math for Navigation 101 CRI schools and for AVID CRI schools for ten school years from 2006 to 2015. Researchers performed a mixed between-within subjects ANOVA to analyze this data. The between subjects variable for this analysis is treatment group (NAV 101 versus AVID) and the within subjects variable is year (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015). Free and Reduced-Price Meals (FRL) was used as a covariate in this analysis. This analysis allows researchers to determine if significant differences exist between treatment groups, between the years, and whether the change in achievement over the years is different between the two groups all while controlling for FRL. The ANOVA results for AVID versus Navigation 101 revealed no significant difference between the two groups and no difference between the two groups in the change in achievement scores over time (see Figures 46 and 47).



**Figure 46. High School Reading – AVID CRI Schools Compared to Navigation 101 CRI Schools**

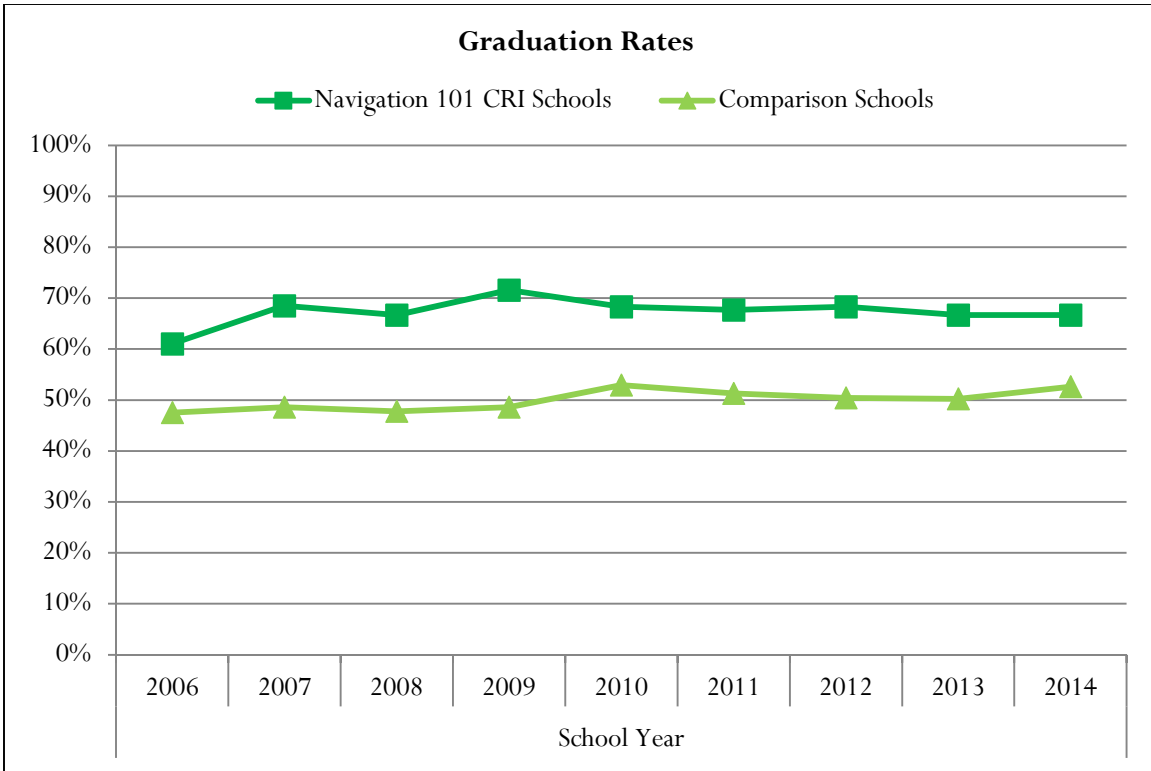


**Figure 47. High School Math – AVID CRI Schools Compared to Navigation 101 CRI Schools**

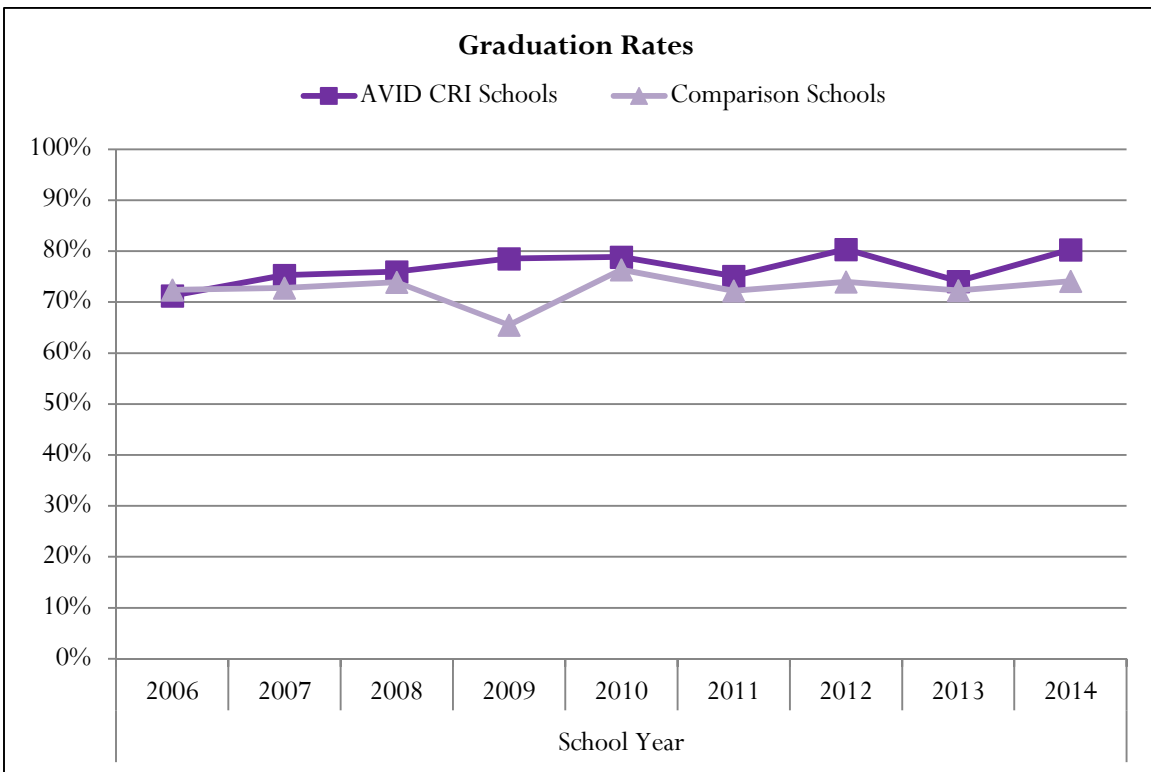
### Graduation Rates

**Treatment Groups (Navigation 101 CRI and AVID CRI) Compared to Comparison Groups in Graduation Rates.** Researchers analyzed graduation rates for Navigation 101 CRI schools and their comparison schools, and AVID CRI schools and their comparison schools for nine school years from 2006 to 2014. Researchers performed a mixed between-within subjects ANOVA to analyze this data. The between subjects variable for this analysis is group (treatment versus comparison) and the within subjects variable is year (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014). Free and Reduced-Price Meals (FRL) was used as a covariate in this analysis. This analysis allows researchers to determine if significant differences exist between groups, between the years, and whether the change in graduation rates over the years is different between the two groups all while controlling for FRL.

The ANOVA results for Navigation 101 versus their comparison group revealed no significant difference between the two groups and no difference between the two groups in the change in graduation rates over time. However, as can be seen in Figure 48, the difference between the Navigation 101 CRI schools and the comparison schools appears substantial. The small sample size of each of the groups may have limited the ability to find statistically significant results for this analysis. The ANOVA results for AVID versus their comparison group revealed no significant difference between the two groups and no difference between the two groups in the change in graduation rates over time (see Figure 49).



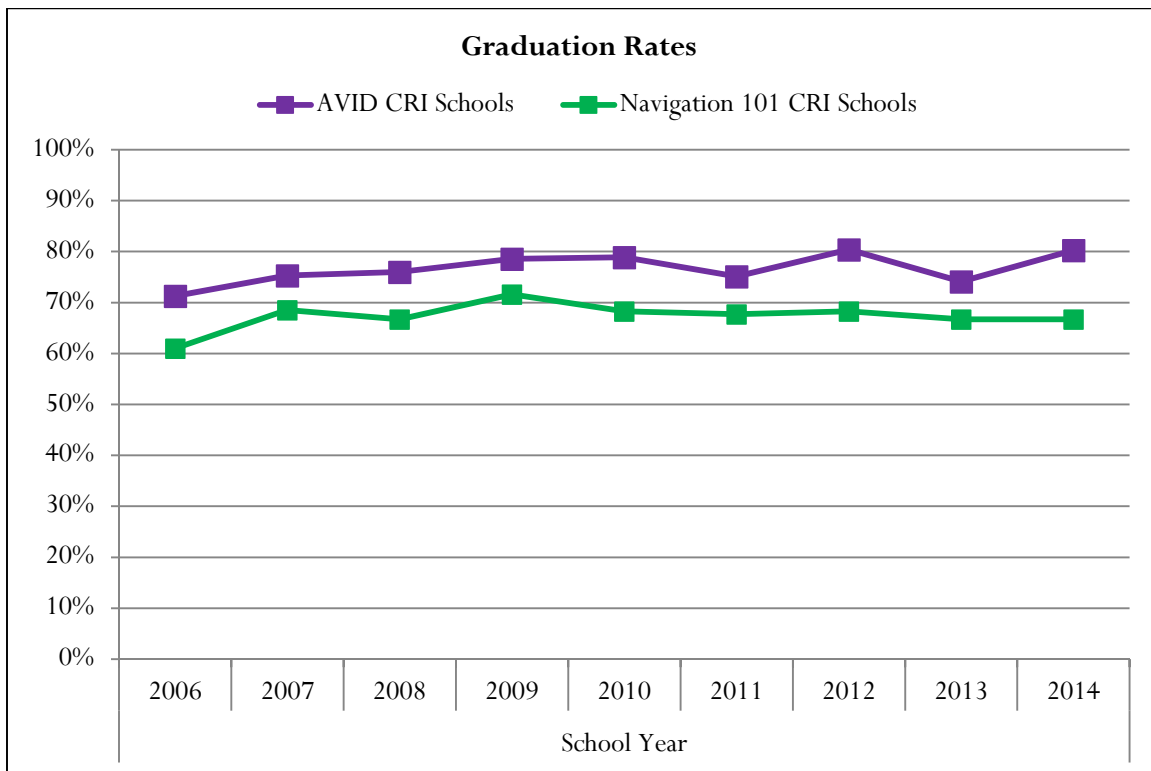
**Figure 48. Graduation Rates – Navigation 101 CRI Schools Compared to Comparison Schools**





**Figure 49. Graduation Rates – AVID CRI Schools Compared to Comparison Schools**

*Navigation 101 CRI Compared to AVID CRI in Graduation Rates.* Researchers analyzed graduation rates for Navigation 101 CRI schools and for AVID CRI schools for nine school years from 2006 to 2014. Researchers performed a mixed between-within subjects ANOVA to analyze this data. The between subjects variable for this analysis is treatment group (NAV 101 versus AVID) and the within subjects variable is year (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014). Free and Reduced-Price Meals (FRL) was used as a covariate in this analysis. This analysis allows researchers to determine if significant differences exist between treatment groups, between the years, and whether the change in graduation rates over the years is different between the two groups all while controlling for FRL. The ANOVA results for AVID versus Navigation 101 revealed no significant difference between the two groups and no difference between the two groups in the change in graduation rates over time (see Figure 50).



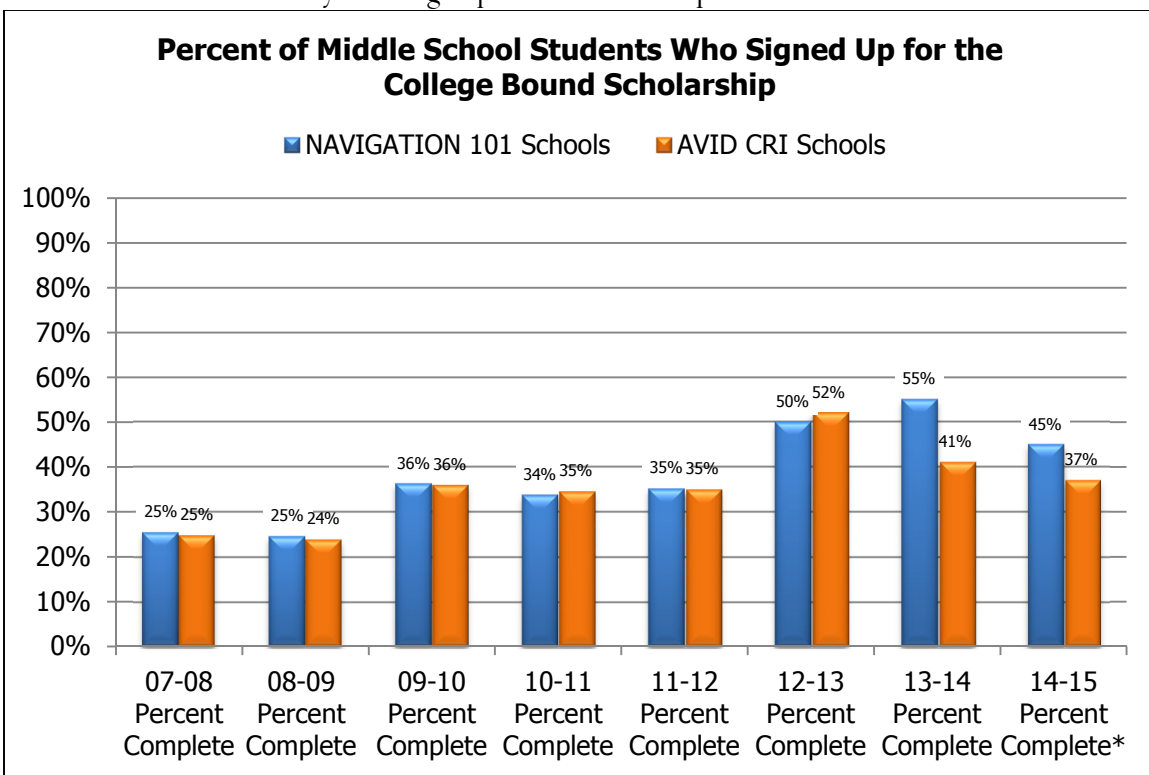
**Figure 50. Graduation Rates – AVID CRI Schools Compared to Navigation 101 CRI Schools**

**Evaluation Question #8: 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 Washington Student Achievement Council. The results show there has been an increase in the number of students signing up for the College Bound Scholarship since its inception in the 2007 – 2008 school year for both the AVID CRI and Navigation 101 CRI grantees (see Figure 51). The percentage of students signing up for the College Bound Scholarship by student cohort increased by 16 percentage points for the AVID CRI Schools and by 30 percentage points for the Navigation 101 CRI Schools through the 2013-2014 school year. The Navigation 101 schools have increased every year, while the AVID schools substantially decreased the percentage of students signing up for the College Bound Scholarship in the 2013-2014 school year. The 2014-2015 results are depicted on the graph, but are not included in the analyses above because students in this cohort still have one year to sign up for the scholarship.



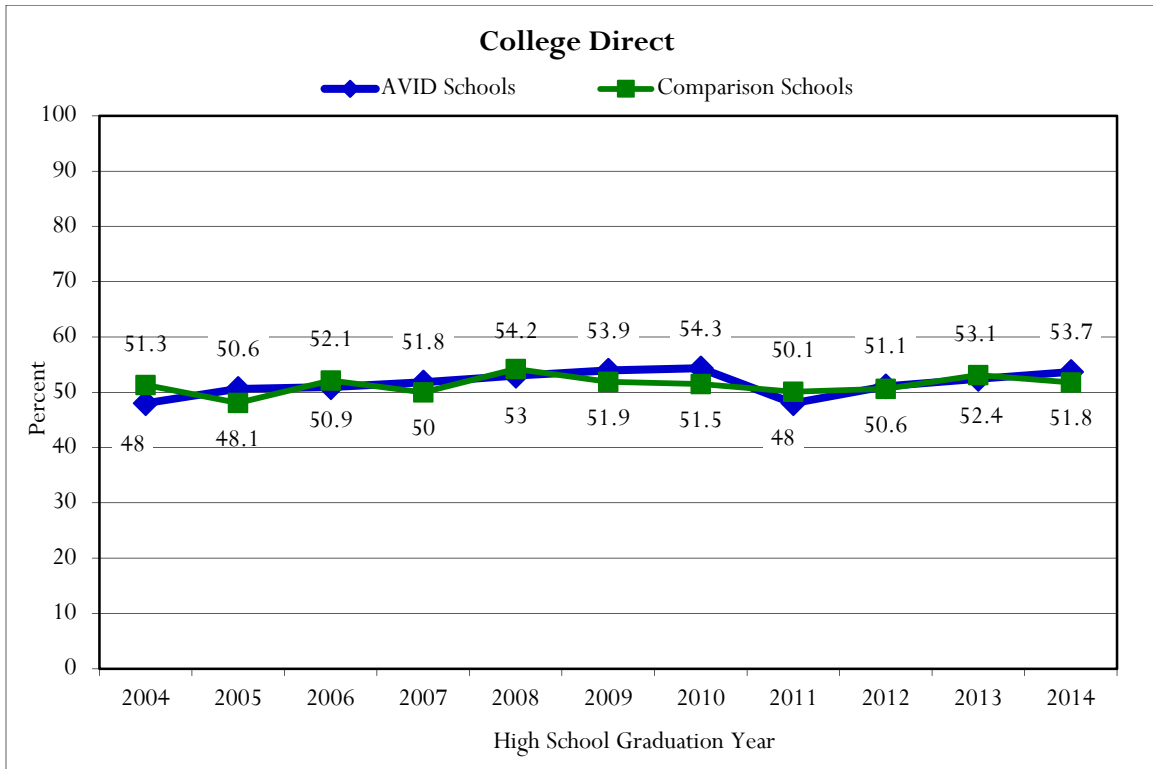
**Figure 51. Percentage of Middle School Students Who Signed Up for the College Bound Scholarship**

\*This represents incomplete data, as students in this cohort still have one more year to sign up for the scholarship.

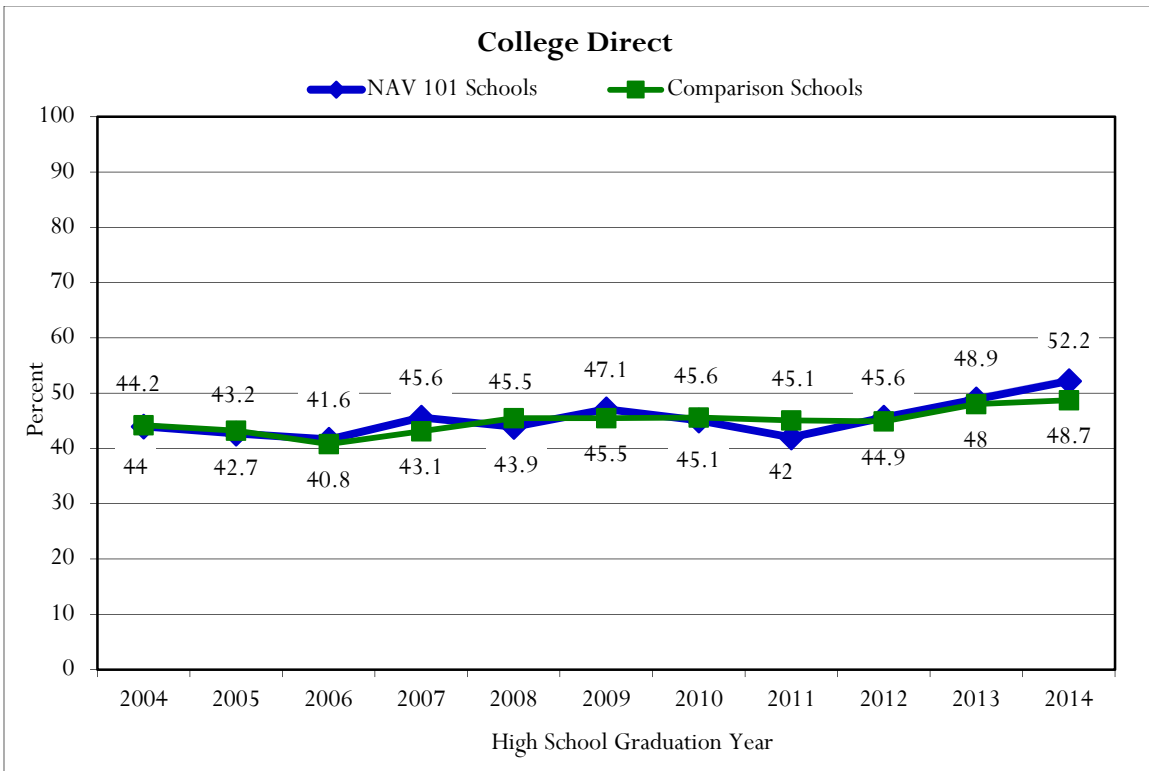
**College Attendance, Persistence, and Graduation Rates.** The National Student Clearinghouse (NSC) was established in 1993 by colleges and universities to serve as a national repository for comprehensive enrollment, degree, and certificate records. Since its beginnings, it has grown to contain more than 65 million student records from over 2,800 colleges and universities in the United States. As of 2011, these institutions enrolled approximately 93% of the nation’s college students.

Researchers obtained college enrollment and persistence data from the National Student Clearinghouse for students attending AVID CRI or Navigation 101 funded schools and the comparison schools. Researchers collected information from the graduating classes of 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014. 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 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014. 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 AVID CRI and Navigation 101 CRI schools and the comparison schools for 2004 through 2014 are presented in Figures 52 and 53, respectively. The percentage of college direct students in the AVID CRI schools and the comparison schools increased from 2004 to 2014 by 5.7 and .5 percentage points, respectively. The percentage of college direct students in the Navigation 101 CRI schools and the comparison schools increased from 2004 to 2014 by 8.2 and 4.5 percentage points, respectively.



**Figure 52. AVID-CRI: Percent “College Direct” – 2004–2014**



**Figure 53. Navigation 101-CRI: Percent “College Direct” – 2004-2014**

Researchers further analyzed College Direct rates for AVID CRI schools and their comparison schools and for Navigation 101 CRI schools and their comparison schools for eleven school years from 2004 to 2014. Researchers performed a mixed between-within subjects ANOVA to analyze this data. The between subjects variable for this analysis is group (treatment versus comparison) and the within subjects variable is year. This analysis allows researchers to determine if significant differences exist between groups and between the years and whether the change in College Direct rates over the years is different between the two groups. The ANOVA results for AVID versus their comparison group revealed no significant difference between the two groups and no difference between the two groups in the change in College Direct rates over time. Similarly, the ANOVA results for Navigation 101 versus their comparison group revealed no significant difference between the two groups and no difference between the two groups in the change in College Direct rates over time.

In addition, researchers analyzed College Directs rates for AVID CRI schools and for Navigation 101 CRI schools for eleven school years from 2004 to 2014. Researchers performed a mixed between-within subjects ANOVA to analyze this data. The between subjects variable for this analysis is treatment group (NAV 101 versus AVID) and the within subjects variable is year. Free and Reduced-Price Meals (FRL) was used as a covariate in this analysis. This analysis allows researchers to determine if significant differences exist between treatment groups, between the years, and whether the change in College Direct rates over the years is different between the two groups all while controlling for FRL. These mean differences appear to be substantial, however, after controlling for FRL the ANOVA results revealed no significant difference between the two

groups and no difference between the two groups in the change in College Direct rates over time. These results should be interpreted cautiously due to the small sample size of the groups.

The 2004 through 2014 college direct rates disaggregated by gender AVID CRI and Navigation 101 CRI grantees and the comparison schools are presented in Figures 54 through 57. The results between AVID CRI and the Comparison Schools and Navigation 101 CRI and the Comparison Schools are remarkably similar with the exception of the Navigation 101 CRI schools and the Comparison Schools for females, where females at Navigation 101 CRI schools were about 6 percentage-points higher. Across all years, more females attended college the year after graduating from high school compared to males.

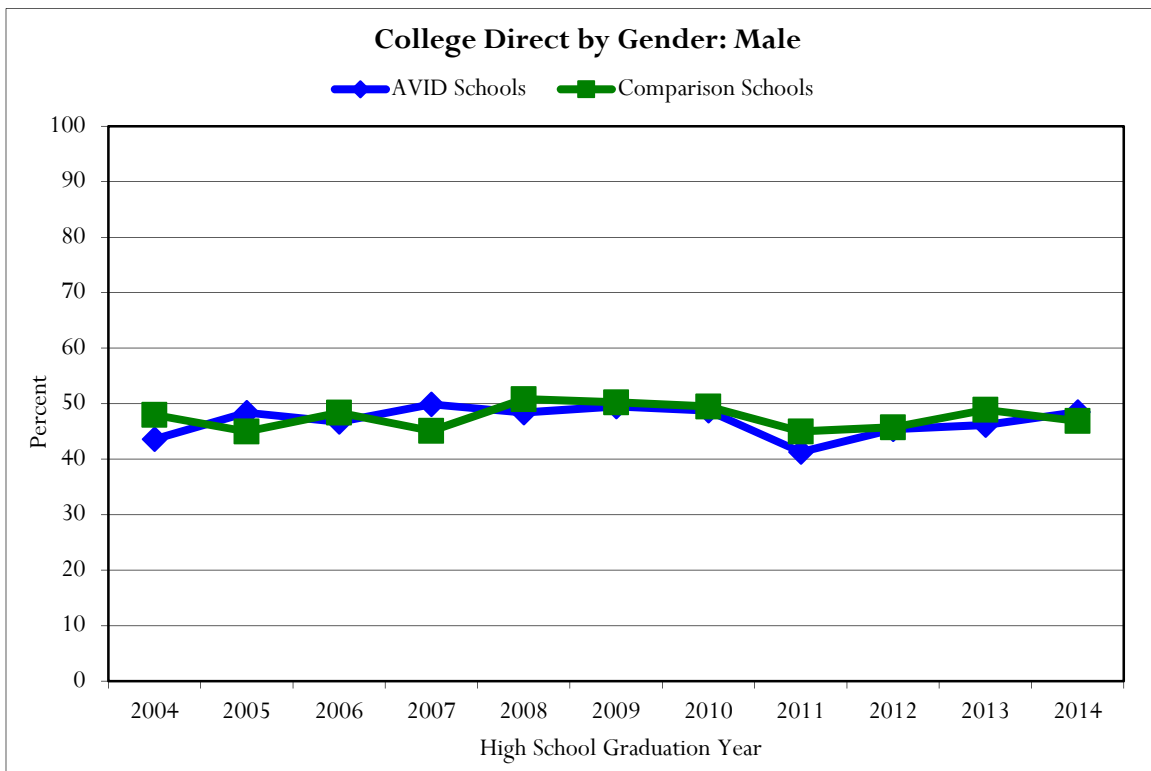


Figure 54. AVID CRI Grantees Percent “College Direct” for Males – 2004-2014

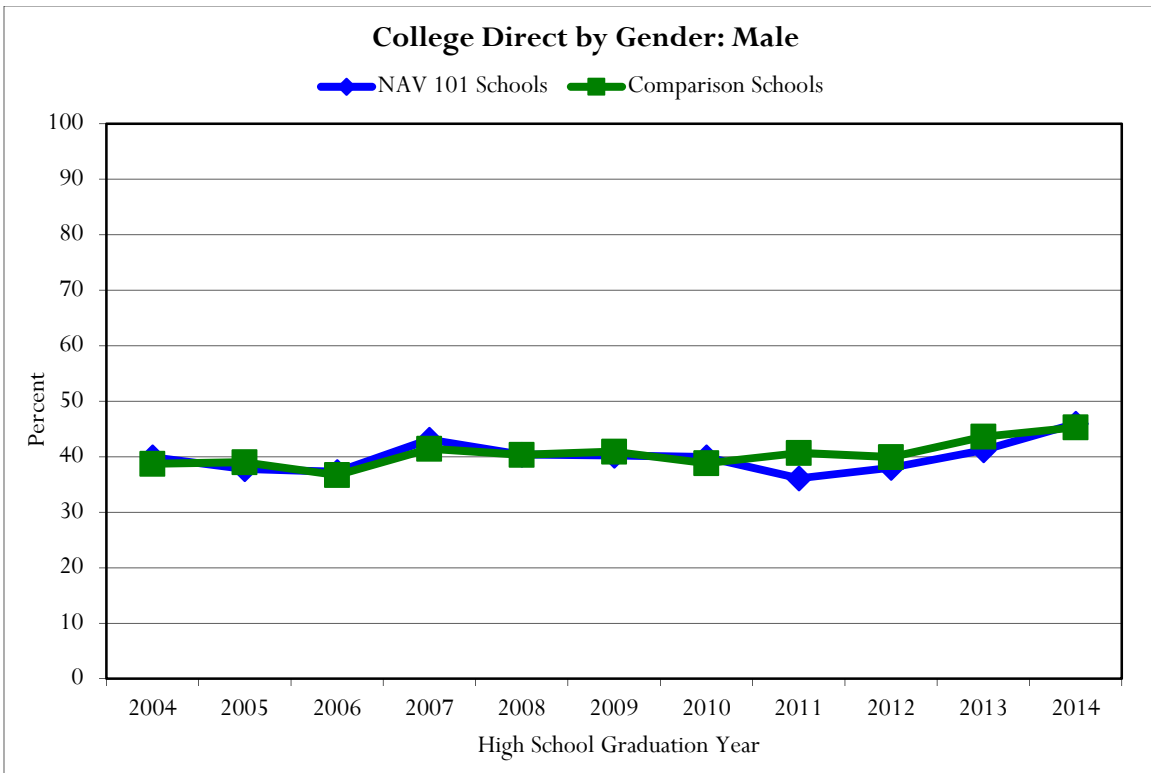


Figure 55. Navigation 101 CRI Grantees Percent “College Direct” for Males – 2004-2014

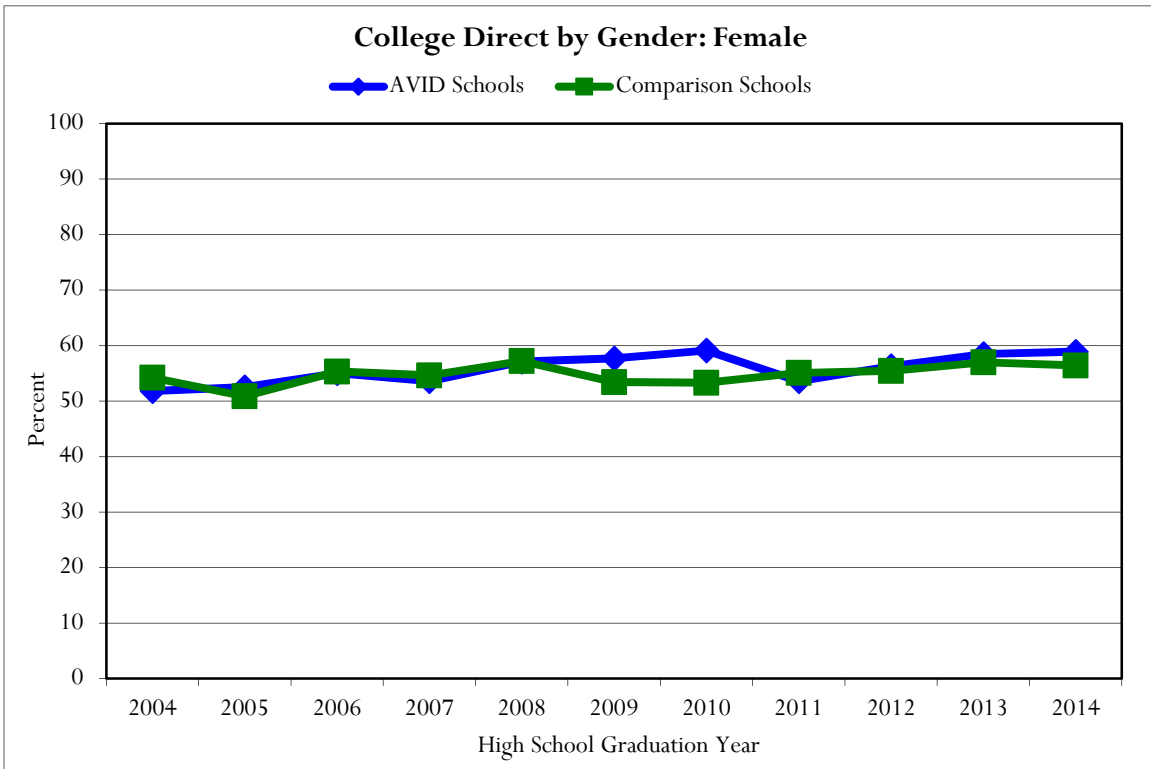
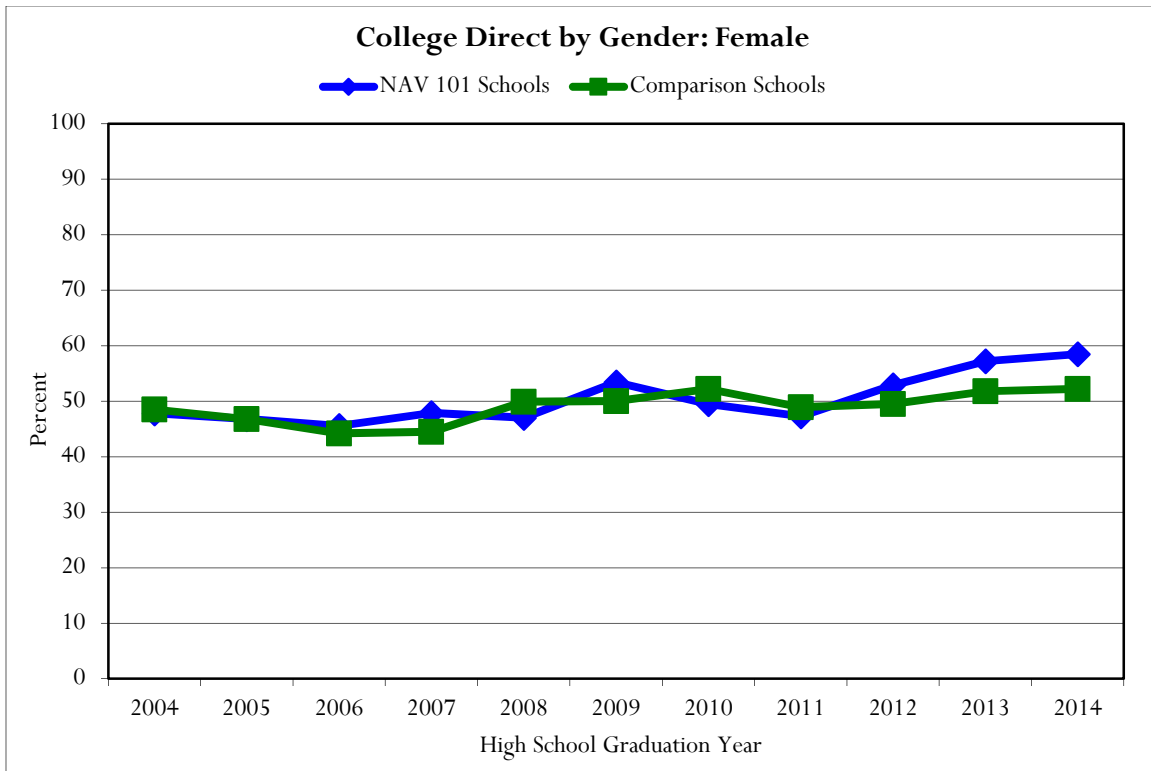


Figure 56. AVID CRI Grantees Percent “College Direct” for Females – 2004-2014



**Figure 57. Navigation 101 CRI Grantees Percent “College Direct” for Females – 2004-2014**

The 2004 through 2014 college direct rates disaggregated by ethnicity for AVID CRI and Navigation 101 CRI grantees and the comparison schools are presented in Figures 58 through 67. Similar to the gender results, the results between AVID CRI and the Comparison Schools and Navigation 101 CRI and the Comparison Schools follow a similar pattern with small fluctuations year to year. Two exceptions for this are between the Navigation 101 CRI Schools and Comparison Schools for American Indian/Alaskan Native students and white students, where the rates for Navigation 101 CRI Schools were higher. Across all years, fewer Hispanic and American Indian American/Alaskan Native students enroll in college the year after graduating from high school compared to other ethnic groups.

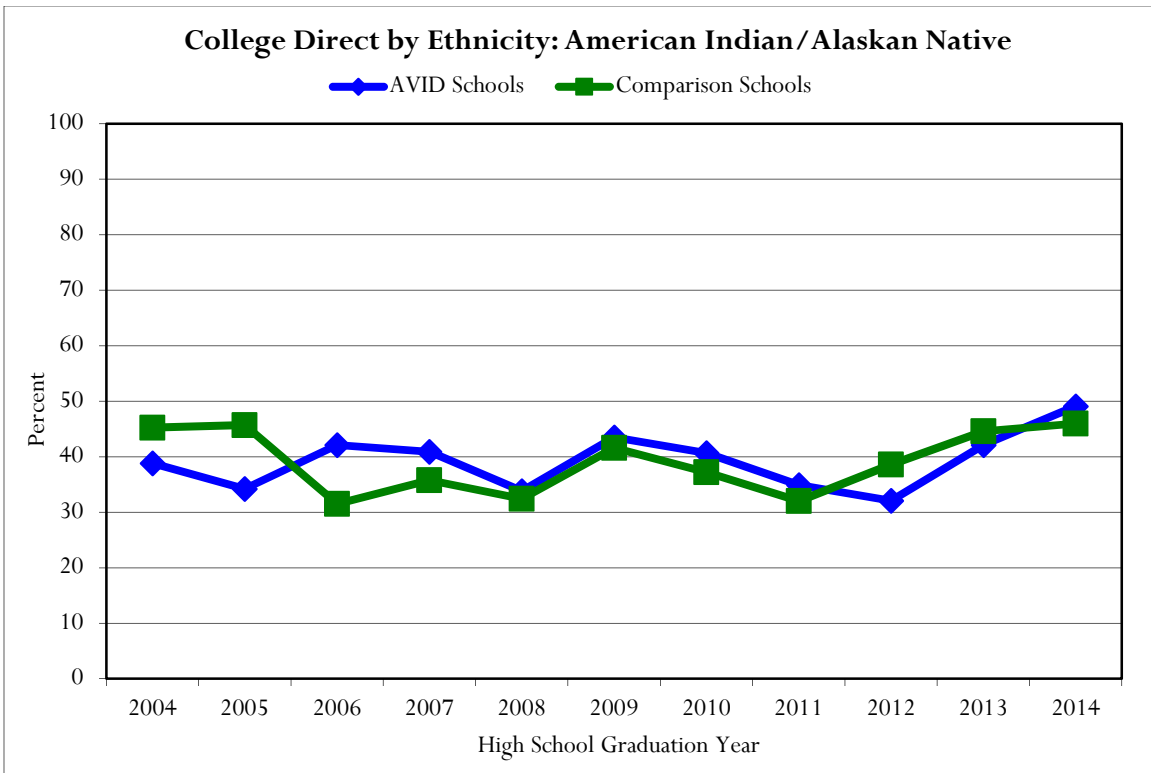


Figure 58. AVID CRI Percent “College Direct” for American Indian/Alaskan Native – 2004–2014



Figure 59. AVID CRI Percent “College Direct” for American Indian/Alaskan Native – 2004–2014



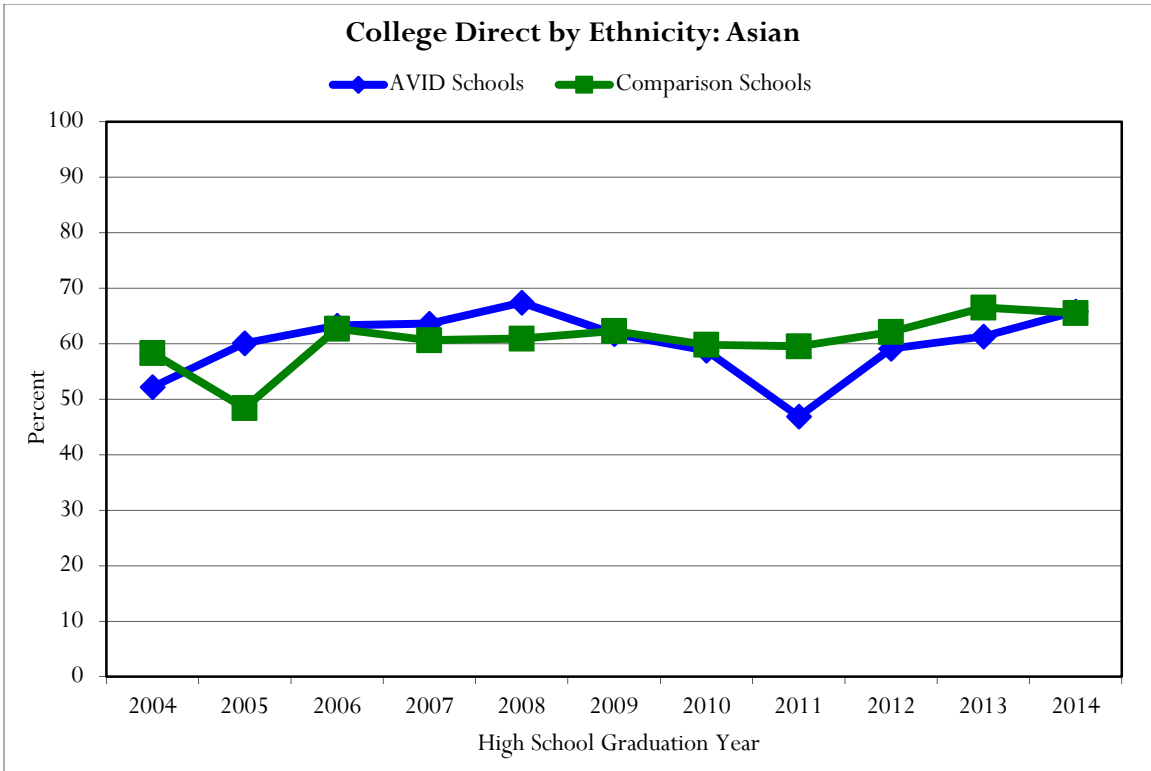


Figure 60. AVID CRI Percent “College Direct” for Asian – 2004-2014

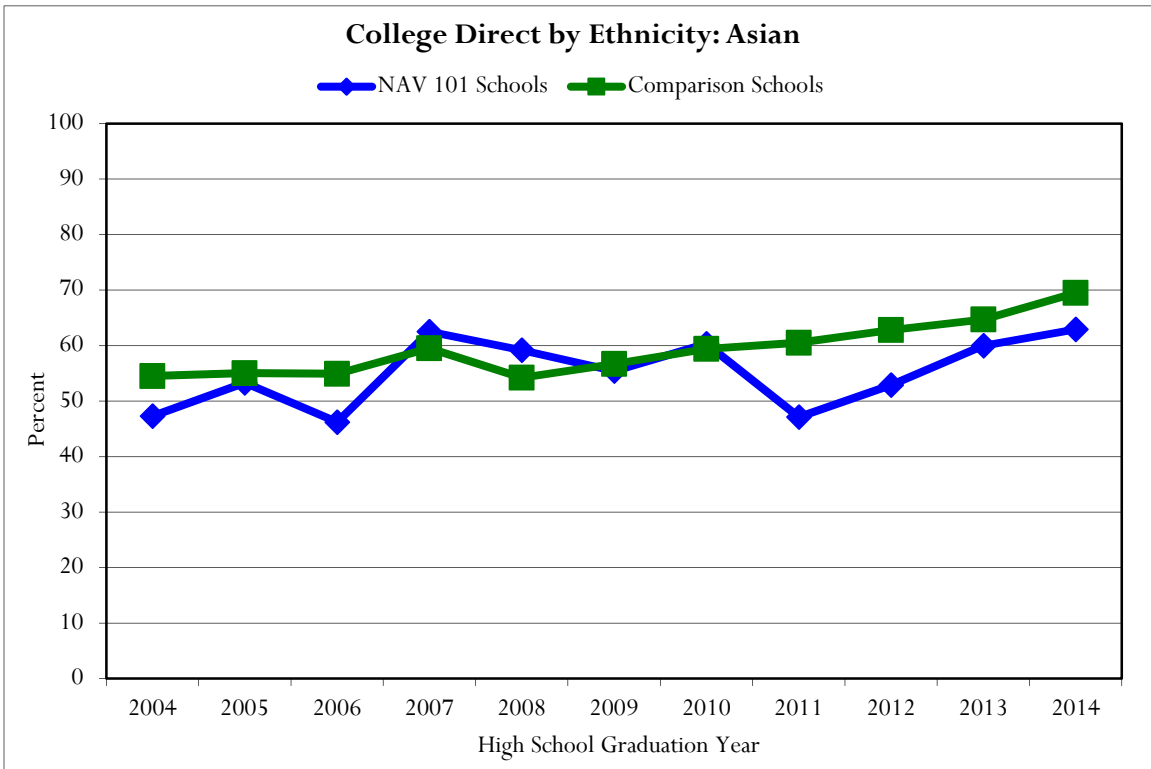


Figure 61. Navigation 101 CRI Percent “College Direct” for Asian – 2004-2014

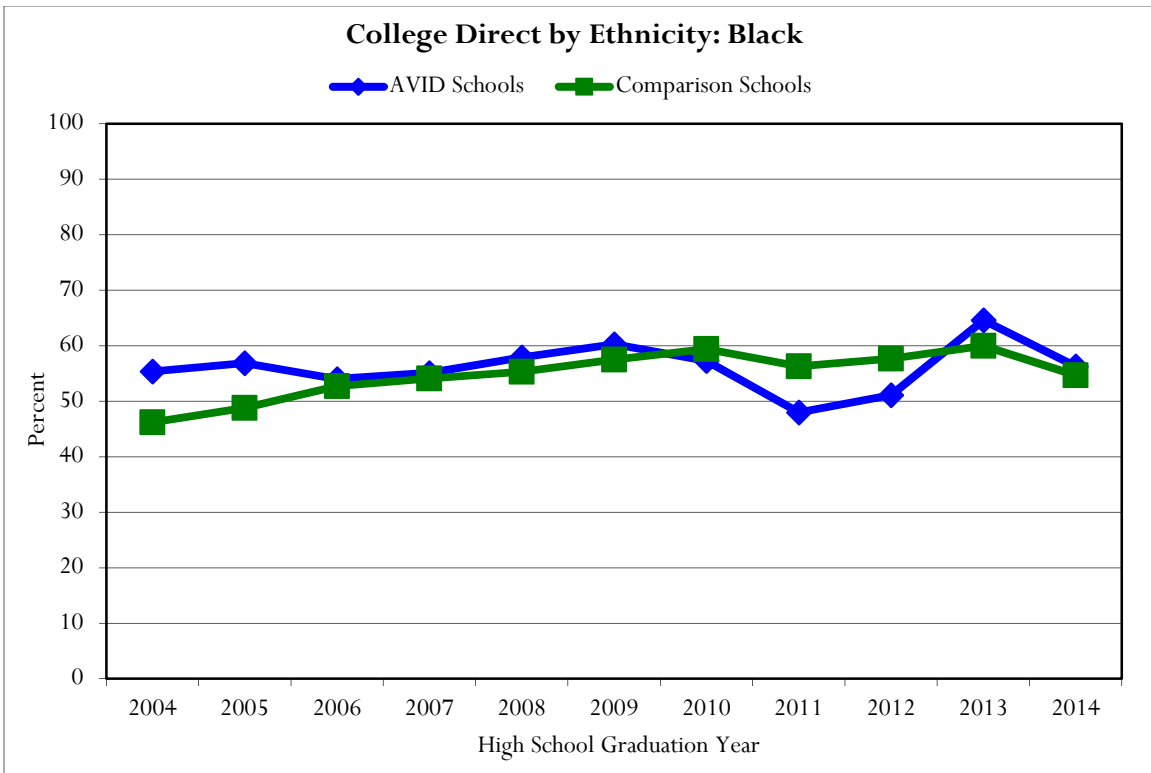


Figure 62. AVID CRI Percent “College Direct” for Black – 2004-2014

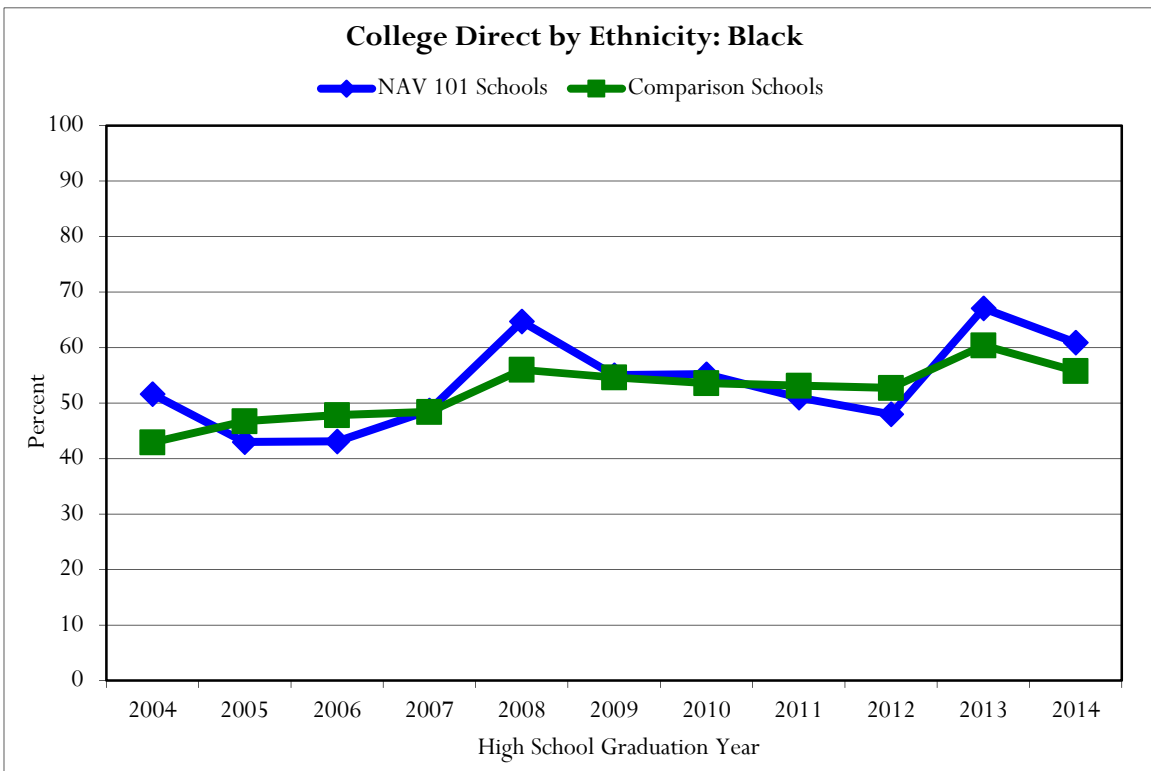


Figure 63. Navigation 101 CRI Percent “College Direct” for Black – 2004-2014

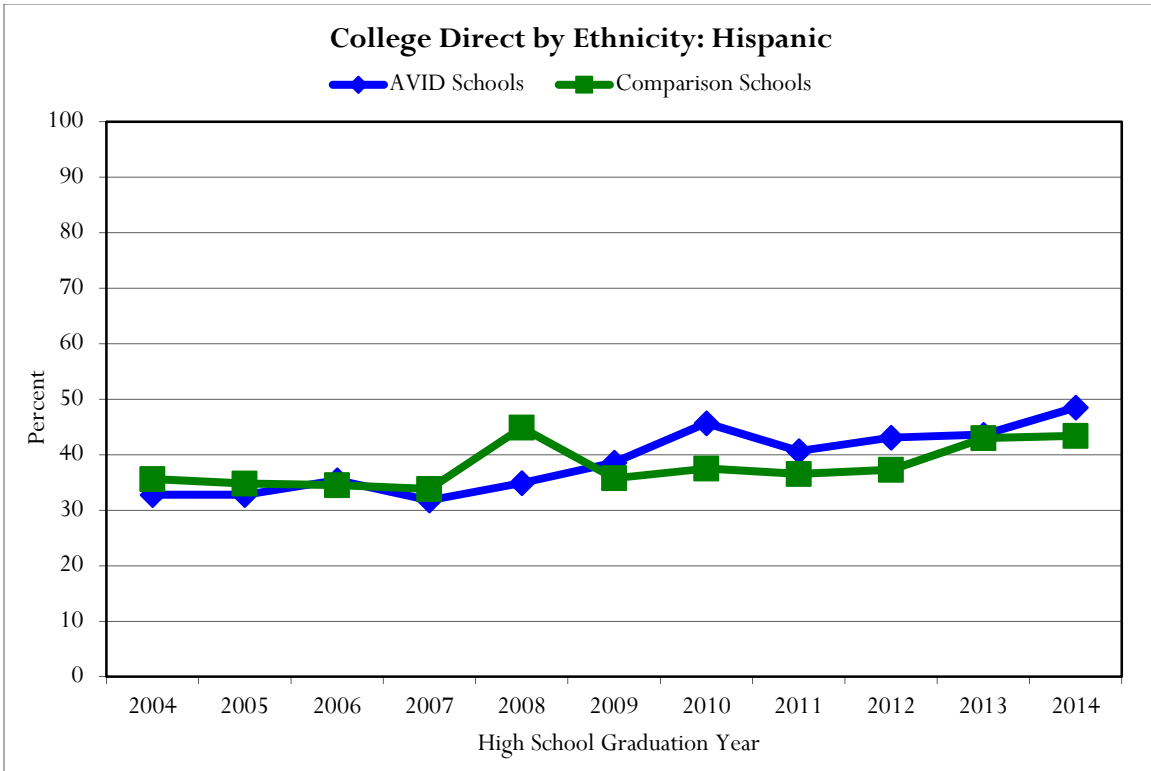


Figure 64. AVID CRI Percent “College Direct” for Hispanic – 2004-2014

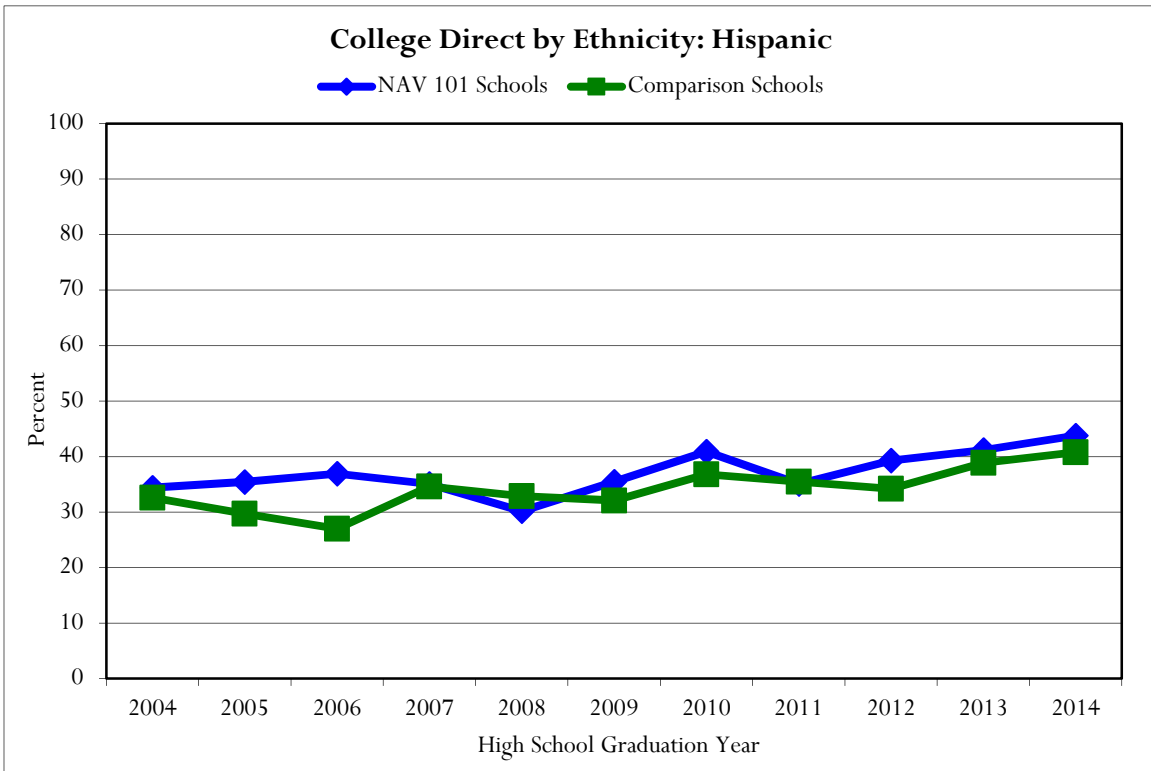


Figure 65. Navigation 101 CRI Percent “College Direct” for Hispanic – 2004-2014

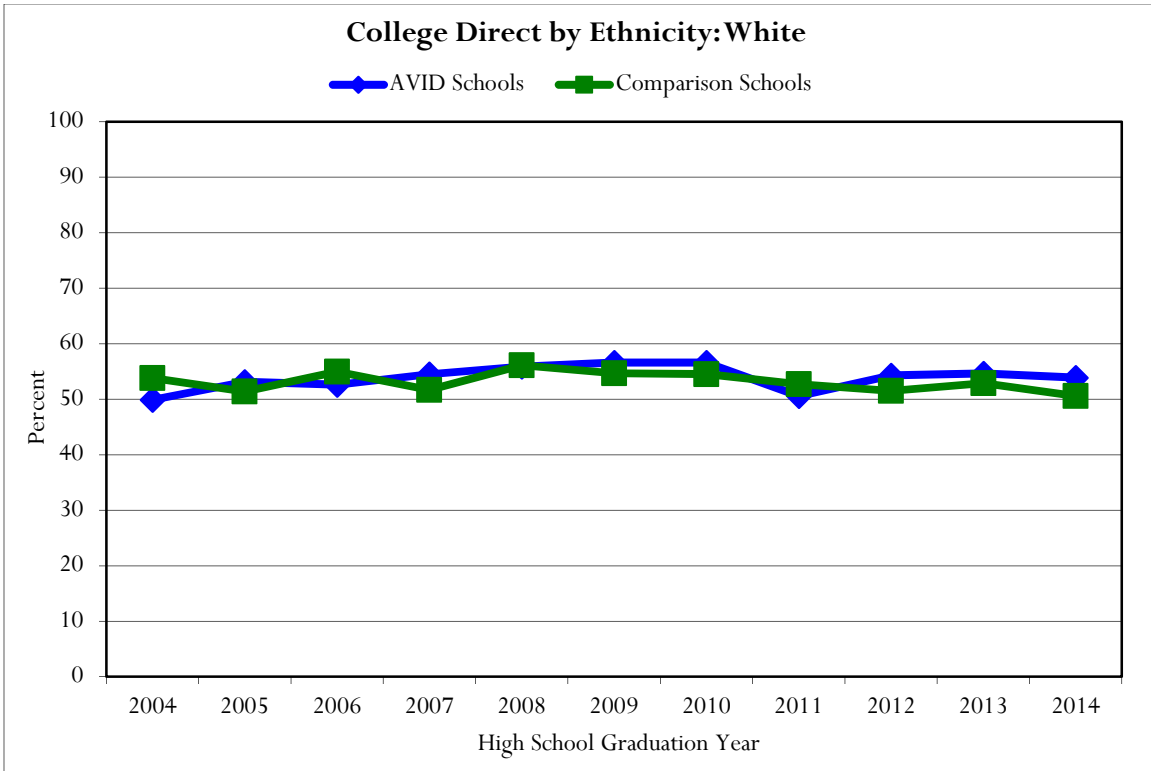


Figure 66. AVID CRI Percent “College Direct” for White – 2004-2014

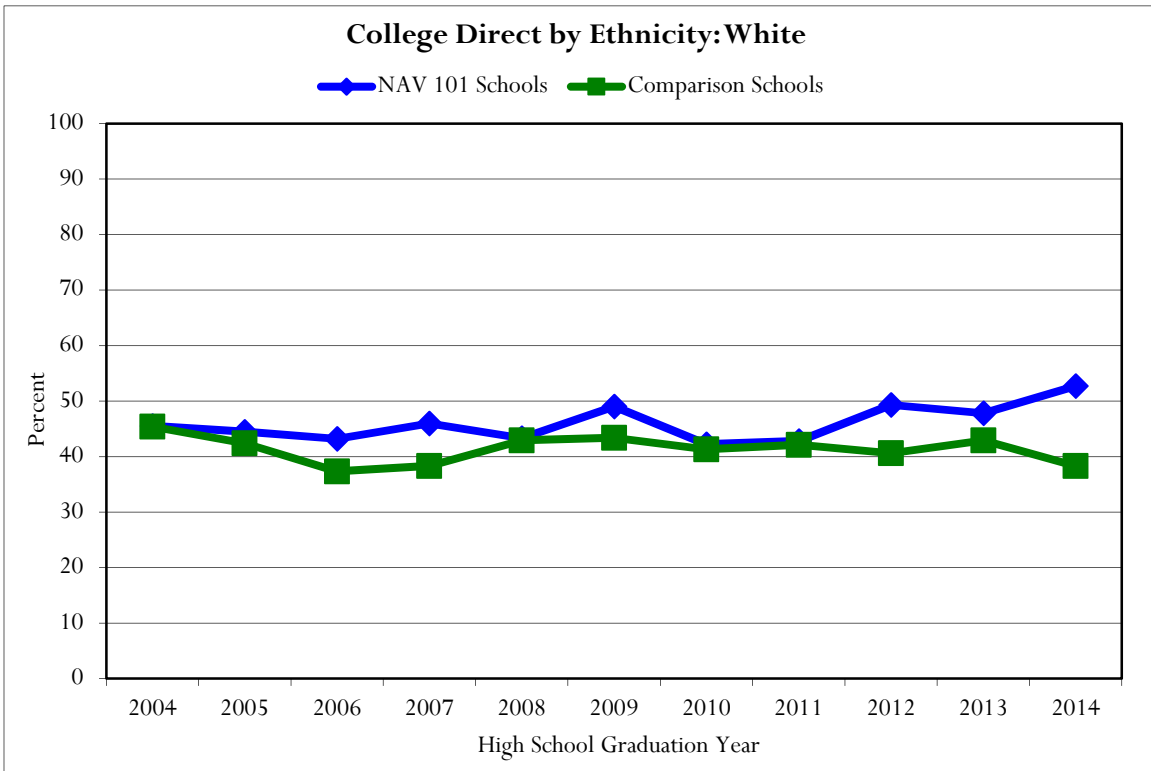
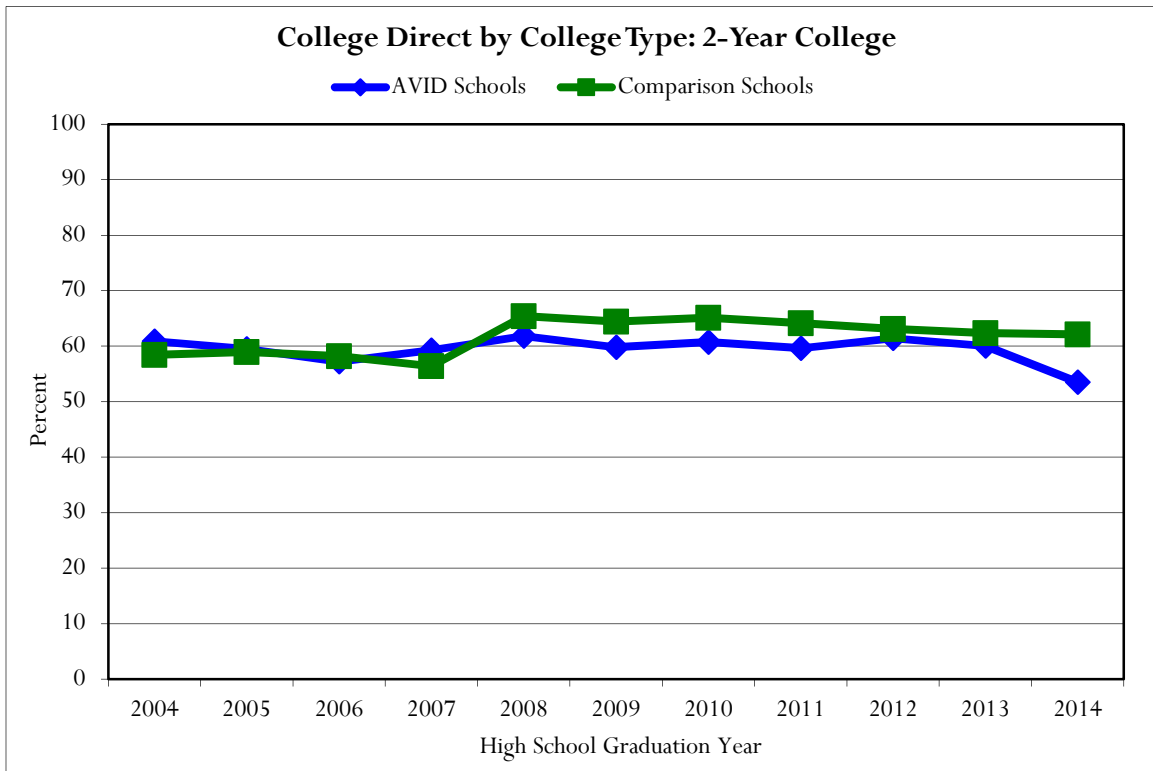
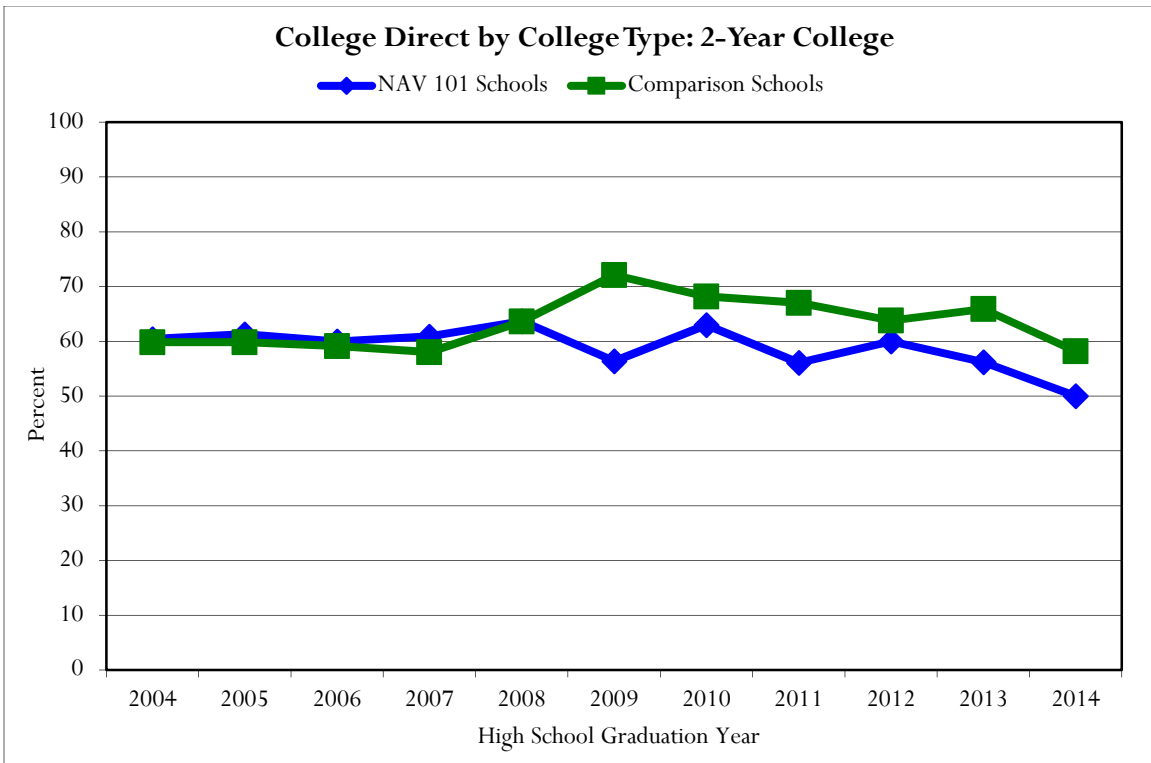


Figure 67. Navigation 101 CRI Percent “College Direct” for White – 2004-2014

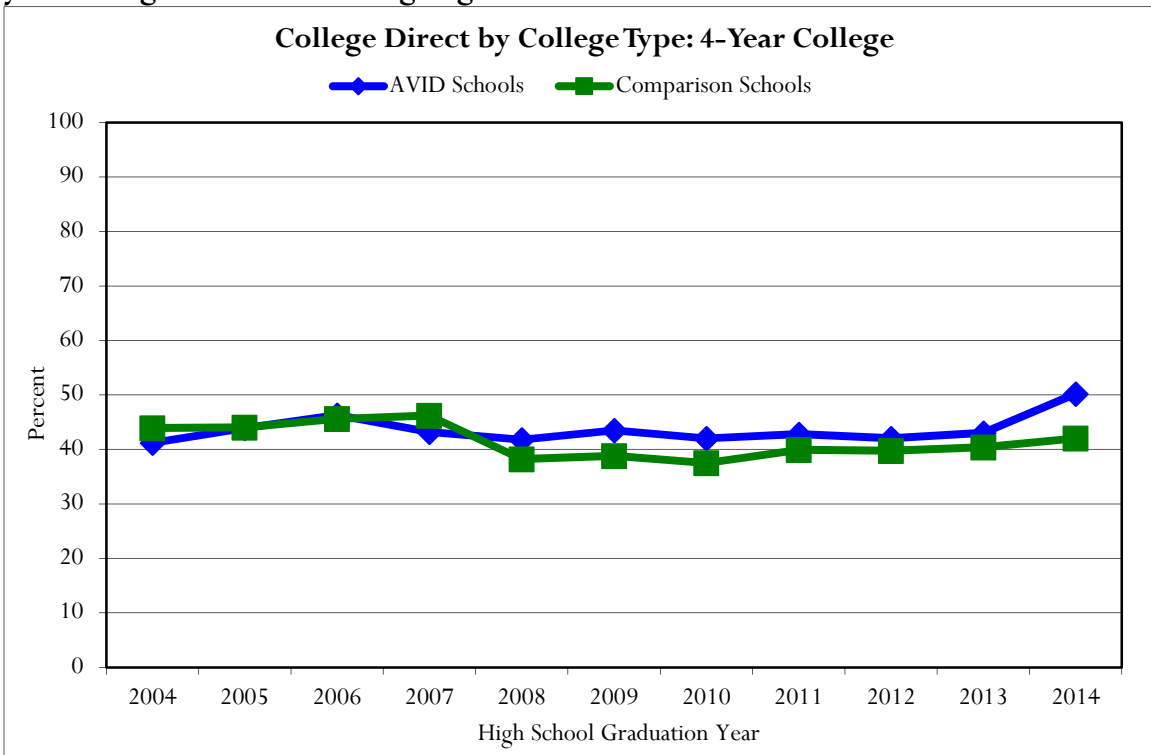
Figures 68 through 71 show the percentages of graduates attending two- and four-year colleges the first year after graduating high school for AVID CRI and Navigation 101 CRI schools and their Comparison Schools. Generally, these data indicate a higher percentage of students attend two-year colleges compared to four-year colleges; however, in 2014 a higher percentage of students from Navigation 101 CRI Schools attended a 4-year college rather than a 2-year college. From 2013 to 2014, the percentage of students at AVID CRI Schools and Navigation 101 CRI Schools attending 2-year colleges decreased with a concomitant increase in the percentage of students enrolling in 4-year colleges. This pattern was also true for the Navigation 101 CRI Comparison Schools. In 2014, a higher percentage of students from the AVID CRI and Navigation 101 CRI schools attended a four-year college compared to students from the Comparison Schools.



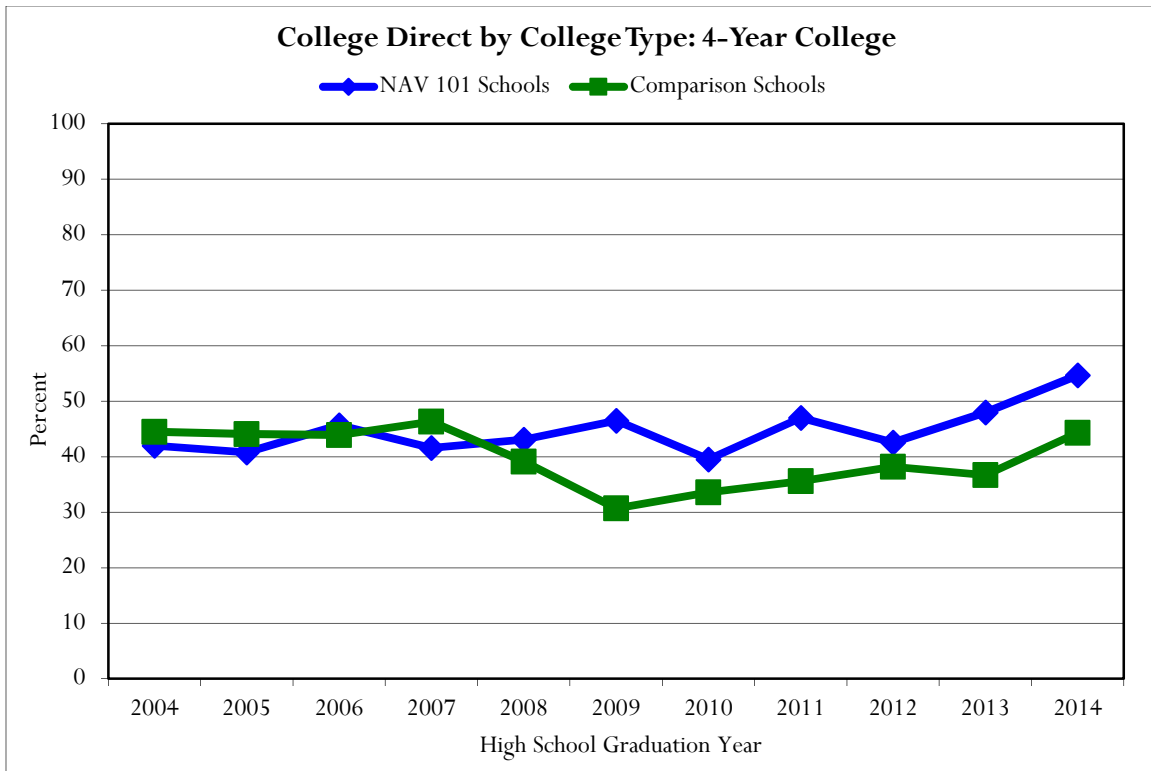
**Figure 68. AVID CRI Percentage of “College Direct” Graduates Attending 2-year Colleges after Graduating High School – 2004-2014**



**Figure 69.** Navigation 101 CRI Percentage of “College Direct” Graduates Attending 2-year Colleges after Graduating High School – 2004-2014



**Figure 70.** AVID CRI Percentage of “College Direct” Graduates Attending 4-year Colleges after Graduating High School – 2004-2014



**Figure 71. Navigation 101 CRI Percentage of “College Direct” Graduates Attending 4-year Colleges after Graduating High School – 2004-2014**

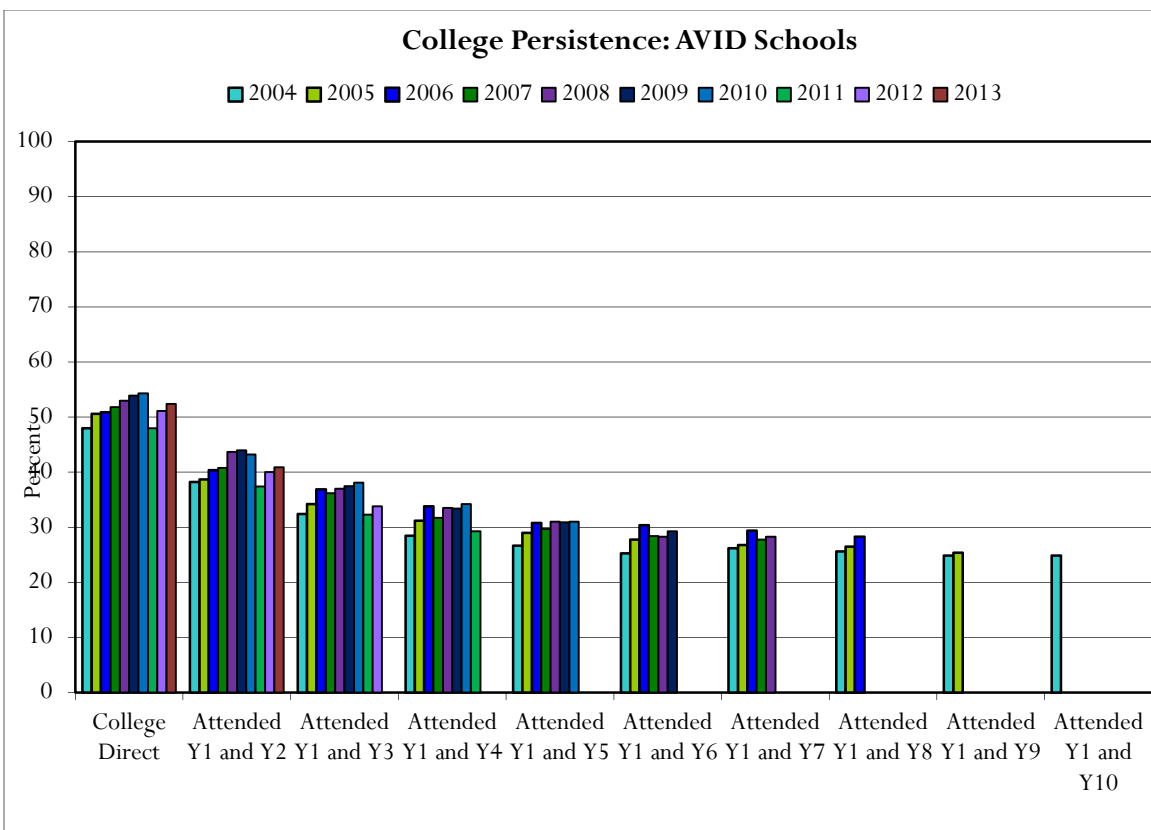
The college persistence rate of college direct students from AVID CRI and Navigation 101 CRI grantees are presented in Figures 72 and 73. We defined “persisting in college” for college direct students as being enrolled anytime in a given year following high school graduation or having received a four-year college degree. Figures 72 and 73 illustrate the percent of 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, and 2013 high school graduates that were college direct and persisting into a subsequent year or years of college (second through tenth years are shown) for both sets of grantees.<sup>2</sup> For 2004 high school graduates from AVID CRI grantees, approximately 48% were enrolled in college during the 2004-2005 academic year, the first year after graduation. In the second year after graduation, approximately 38% of the high school graduates were still enrolled in college. By the tenth year after graduation, about 25% 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. For 2004 high school graduates from Navigation CRI grantees, approximately 44% were enrolled in college during the 2004-2005 academic year, the first year after graduation. In the second year after graduation, approximately 34% of the high school graduates were still enrolled in college. By the tenth year after graduation, about 21% 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.

<sup>2</sup> Our definition of “Persistence” also includes students who had graduated from a four-year college.



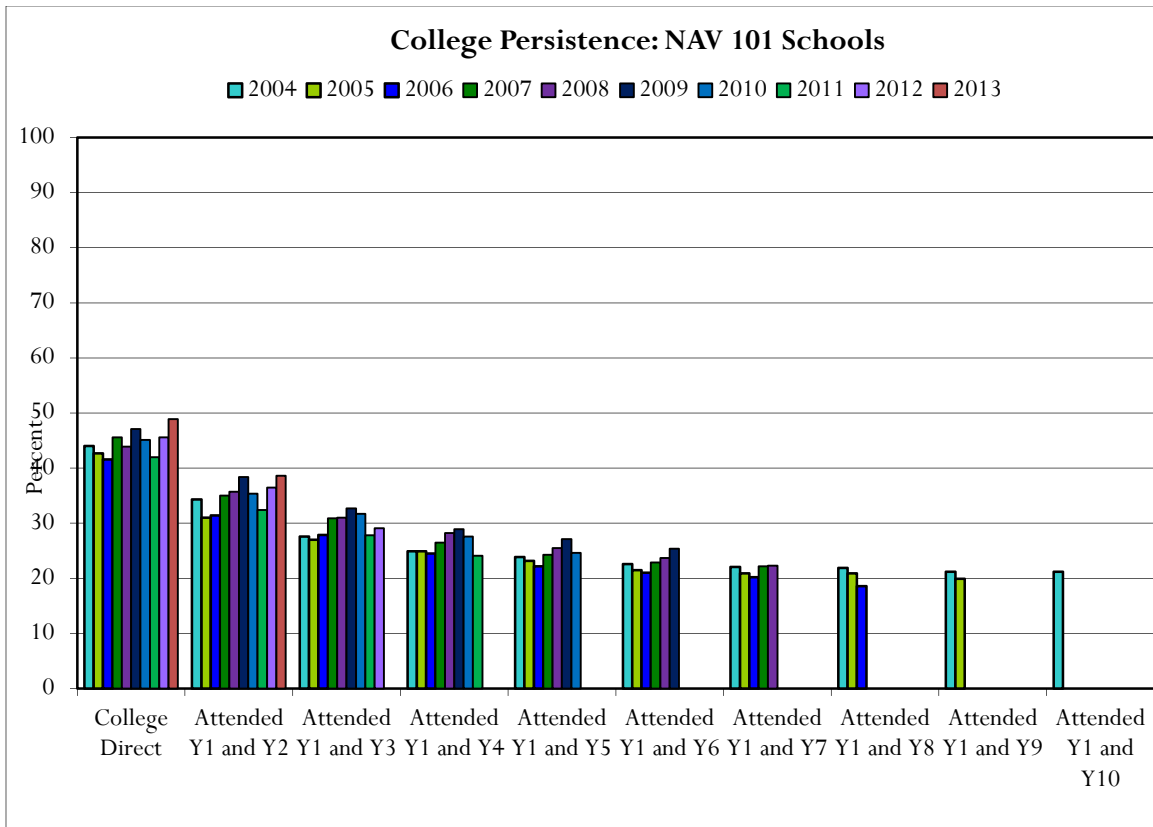
Once again, persistence rates for the Comparison Schools are very similar to persistence rates for AVID CRI and Navigation 101 CRI grantees. AVID CRI grantees persistence rates decrease by a mean of 10.7 percentage points from Year 1 to Year 2, and the Comparison Schools decrease by a mean of 10.2 percentage points from Year 1 to Year 2. Similarly, Navigation 101 CRI grantees persistence rates decrease by a mean of 9.8 percentage points, while the Comparison Schools decrease by a mean of 9.7 percentage points.

Stakeholders discussed the importance of seeing the persistence rates of their graduates, saying, “The other one for me is the persistence data. Our job was really to get kids a HS diploma and get them into college. Now we can see they can stay a second year in college. We’re seeing more of that persistence data into the second year.”



**Figure 72. AVID CRI 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.





**Figure 73. Navigation 101 CRI 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.

Figures 74 and 75 show a theoretical model that depicts the percentage of the students who enter high school as a freshmen in high school, graduate from high school, and enroll and persist into the second and fourth years of college for the AVID CRI and Navigation 101 CRI schools. For example, out of 100 entering freshmen in the AVID CRI schools for the class of 2006, approximately, 71 graduated from high school, 36 attended college the first year after graduating from high school, 29 persisted into a second year of college or received a four-year degree, and 24 persisted into a fourth year of college or received a four-year degree. These results are very similar for the comparison schools as well, in which 72 graduated from high school, 38 attended college the first year after graduating from high school, 30 persisted into a second year of college or received a four-year degree, and 23 persisted into a fourth year of college or received a four-year degree (see Figure 74).

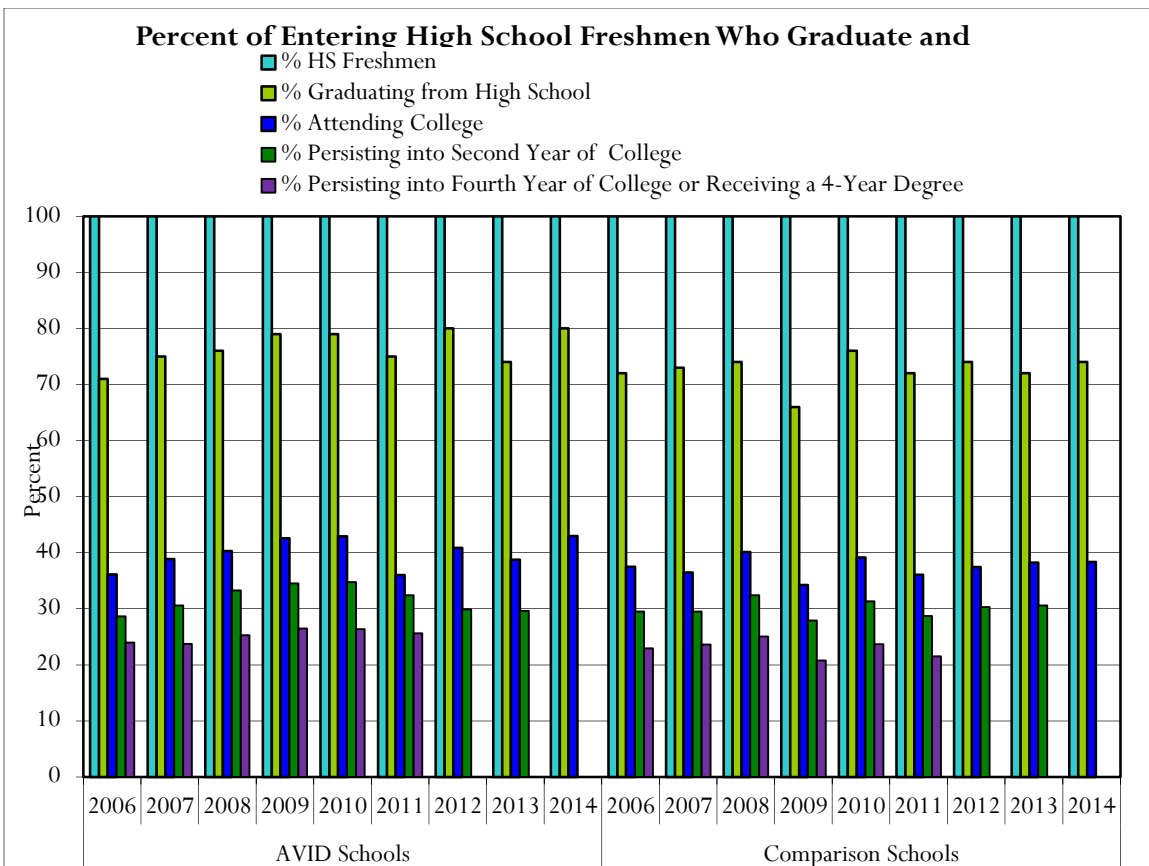
For the Navigation 101 CRI Schools, there are some differences between the Navigation 101 CRI Schools and the Comparison Schools. For example, out of 100 entering freshmen in the Navigation 101 CRI schools for the class of 2006, approximately, 71 graduated from high school, 30 attended college the first year after graduating from high school, 22 persisted into a second year of college or received a four-year degree, and 17 persisted into a fourth year of college or received a four-year



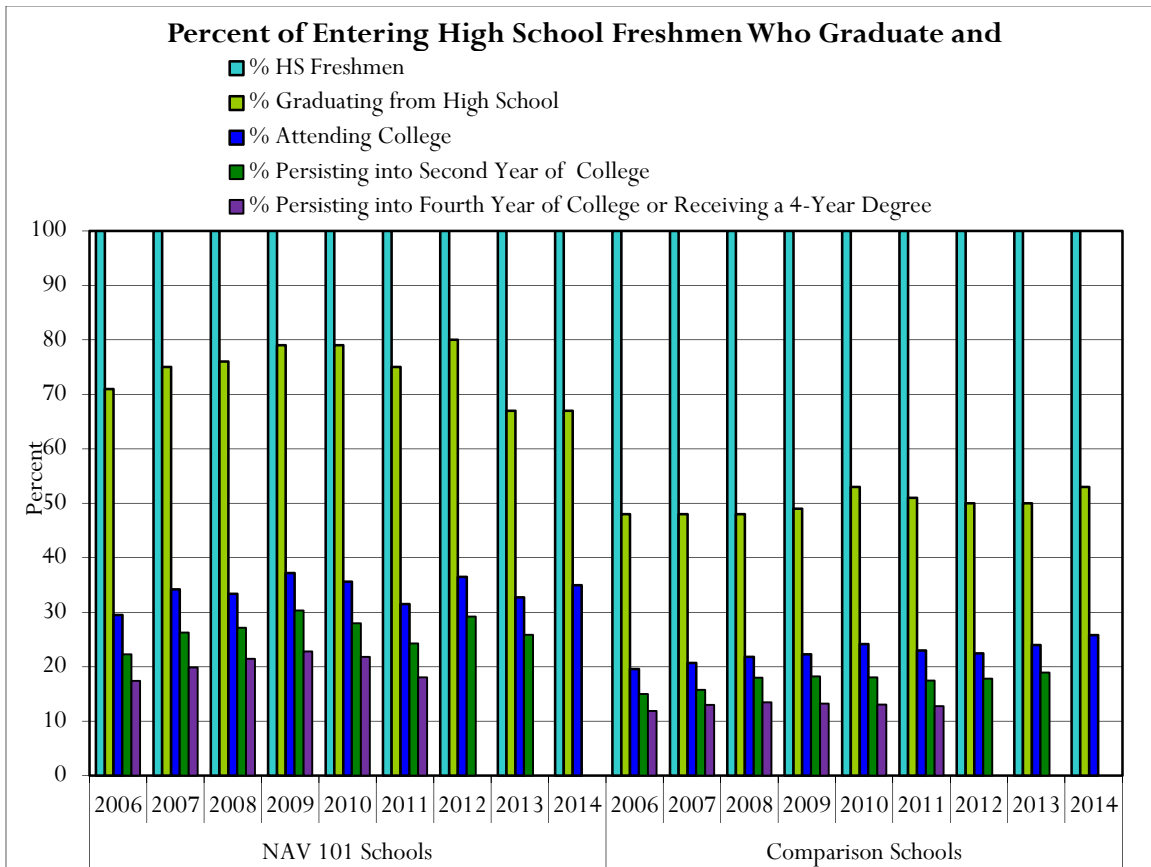
degree. These results are very similar for the Comparison Schools as well, in which 48 graduated from high school, 20 attended college the first year after graduating from high school, 15 persisted into a second year of college or received a four-year degree, and 12 persisted into a fourth year of college or received a four-year degree. The differences in these results are because of the increased high school graduation rates at the Navigation 101 CRI Schools (see Figure 75).

During interviews, stakeholders discussed the importance of seeing the persistence rates of their graduates, saying,

The other one [important data piece] for me is the persistence data. Our job was really to get kids a high school diploma and get them into college. Now we can see they can stay a second year in college. We're seeing more of that persistence data into the second year.

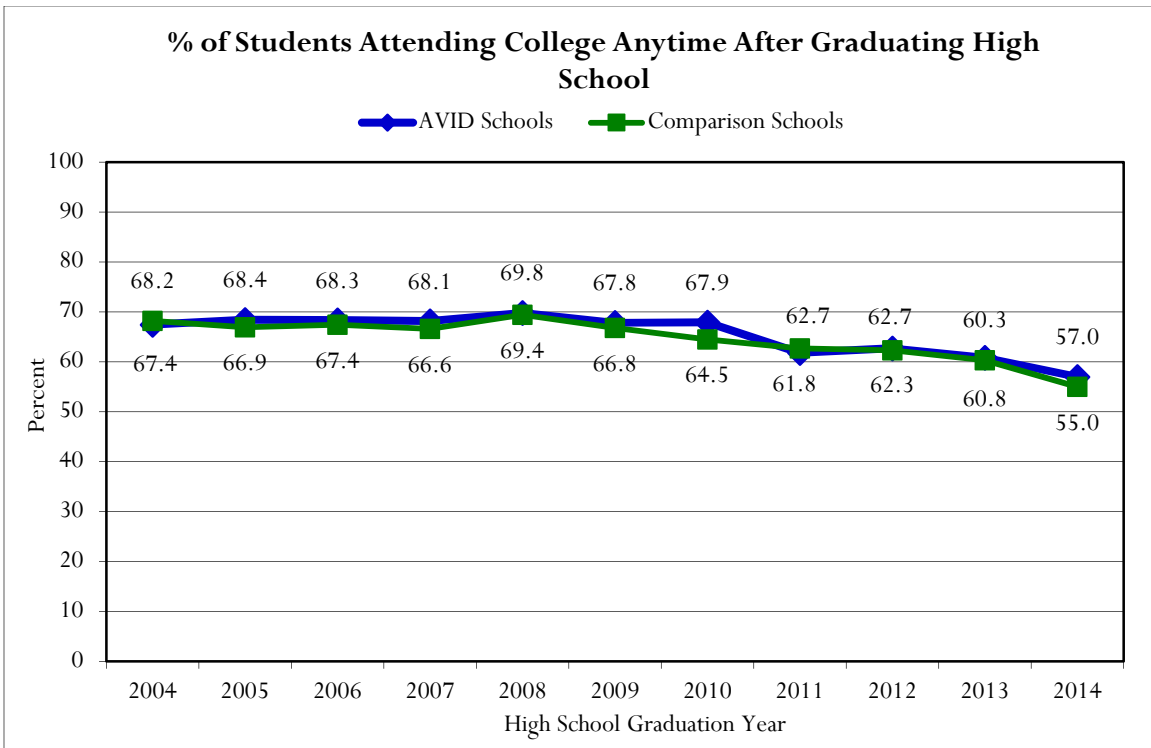


**Figure 74. AVID CRI Percentage of High School Freshmen Students Persisting in College**

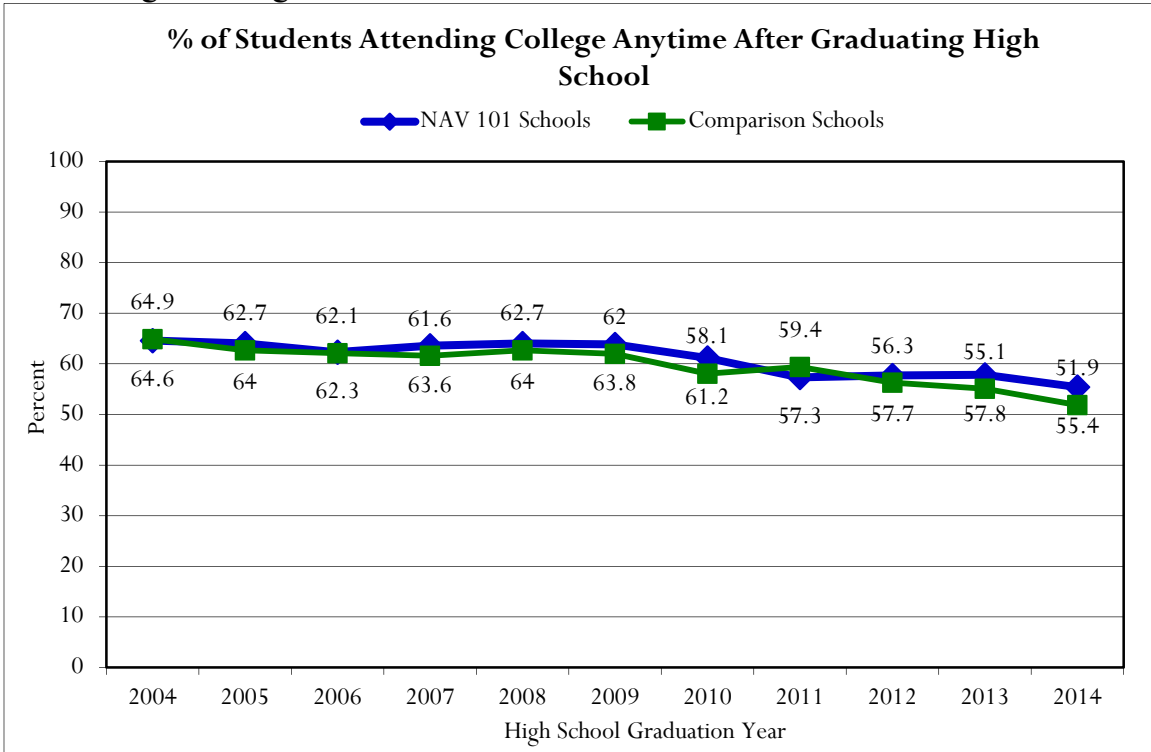


**Figure 75. Navigation 101 CRI Percentage of High School Freshmen Students Persisting in College**

The percentage of students attending college anytime after graduating from high school is depicted in Figures 76 and 77 for the AVID CRI and Navigation 101 CRI grantees and their Comparison Schools. Within the AVID CRI grantees' 2004 graduating class, approximately 67% attended college at some point after graduating from high school. This is a 19 percentage-point increase from the college direct rates shown in Figure 52. For Navigation 101 CRI grantees' 2004 graduating class, 66% attended college any time after graduating from high school, representing a 22 percentage-point increase from the college direct rates shown in Figure 53. The results for the Comparison Schools are very similar to the AVID CRI and Navigation 101 CRI grantees.



**Figure 76. AVID CRI Percent of Students Who Attend College Anytime After Graduating from High School**



**Figure 77. Navigation 101 CRI Percent of Students Who Attend College Anytime After Graduating from High School**

Tables 11 and 12 show the two- and four-year college graduation rates for AVID CRI and Navigation 101 CRI grantees and the comparison schools. This details the percent of students from the class of 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, and 2012 who received a college degree.

**Table 11.**  
*Percent of AVID CRI Students Receiving a Two or Four-Year Degree*

<b>Graduating Class</b>	<b>Group</b>	<b>% Receiving a Two – Year Degree</b>	<b>% Receiving a Four – Year Degree</b>
2004	AVID CRI	14.5%	20.7%
	Comparison Schools	16.4%	20.5%
2005	AVID CRI	14.9%	20.5%
	Comparison Schools	14.5%	19.5%
2006	AVID CRI	12.2%	20.0%
	Comparison Schools	13.1%	17.6%
2007	AVID CRI	13.0%	16.4%
	Comparison Schools	12.3%	15.6%
2008	AVID CRI	16.8%	20.0%
	Comparison Schools	15.2%	20.3%
2009	AVID CRI	14.4%	18.6%
	Comparison Schools	13.4%	17.6%
2010	AVID CRI	13.5%	14.8%
	Comparison Schools	12.1%	13.1%
2011	AVID CRI	11.0%	
	Comparison Schools	11.4%	
2012	AVID CRI	8.8%	
	Comparison Schools	9.9%	



**Table 12.**

*Percent of Navigation 101 CRI Students Receiving a Two or Four-Year Degree*

<b>Graduating Class</b>	<b>Group</b>	<b>% Receiving a Two – Year Degree</b>	<b>% Receiving a Four – Year Degree</b>
2004	Navigation 101 CRI	13.7%	17.5%
	Comparison Schools	13.3%	16.8%
2005	Navigation 101 CRI	13.9%	14.2%
	Comparison Schools	12.5%	15.8%
2006	Navigation 101 CRI	12.2%	12.6%
	Comparison Schools	8.7%	11.7%
2007	Navigation 101 CRI	11.7%	12.4%
	Comparison Schools	9.4%	11.2%
2008	Navigation 101 CRI	14.8%	15.9%
	Comparison Schools	12.3%	16.0%
2009	Navigation 101 CRI	13.3%	13.5%
	Comparison Schools	12.0%	10.8%
2010	Navigation 101 CRI	12.2%	10.2%
	Comparison Schools	9.5%	9.2%
2011	Navigation 101 CRI	8.6%	
	Comparison Schools	8.7%	
2012	Navigation 101 CRI	7.1%	
	Comparison Schools	7.2%	

**Remediation Rates.** Finally, researchers analyzed the percentage of students within AVID CRI and Navigation 101 CRI schools who took pre-college classes (math, English, math and English, and any pre-college) 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. The calculations for remediation rates have changed in Washington State. The pre-college math and any pre-college results represent actual figures for the 2007-2008 to 2009-2010 school years. In 2010-2011, ranges were provided, and we choose to use the mid-point of those ranges. For small schools, the ranges were 20 percentage points. The pre-college English definition change substantially making it impossible to compare previous data. Therefore, we reanalyzed all this data using the new methodology with the ranges and mid-points. Beginning in the 2011-2012 school year, data for smaller schools were no longer reported. Thus, these results should be interpreted very cautiously.

Figure 78 shows the percentage of students taking a pre-college course in college. More students take pre-college math compared to pre-college English. The pattern of students taking pre-college courses is similar for both AVID CRI and Navigation 101 CRI grantees compared to Washington State students. Across all years and subjects, AVID CRI and Navigation 101 CRI students take more pre-college classes compared to the Washington State mean. This is expected given the differences in demographics across these groups.

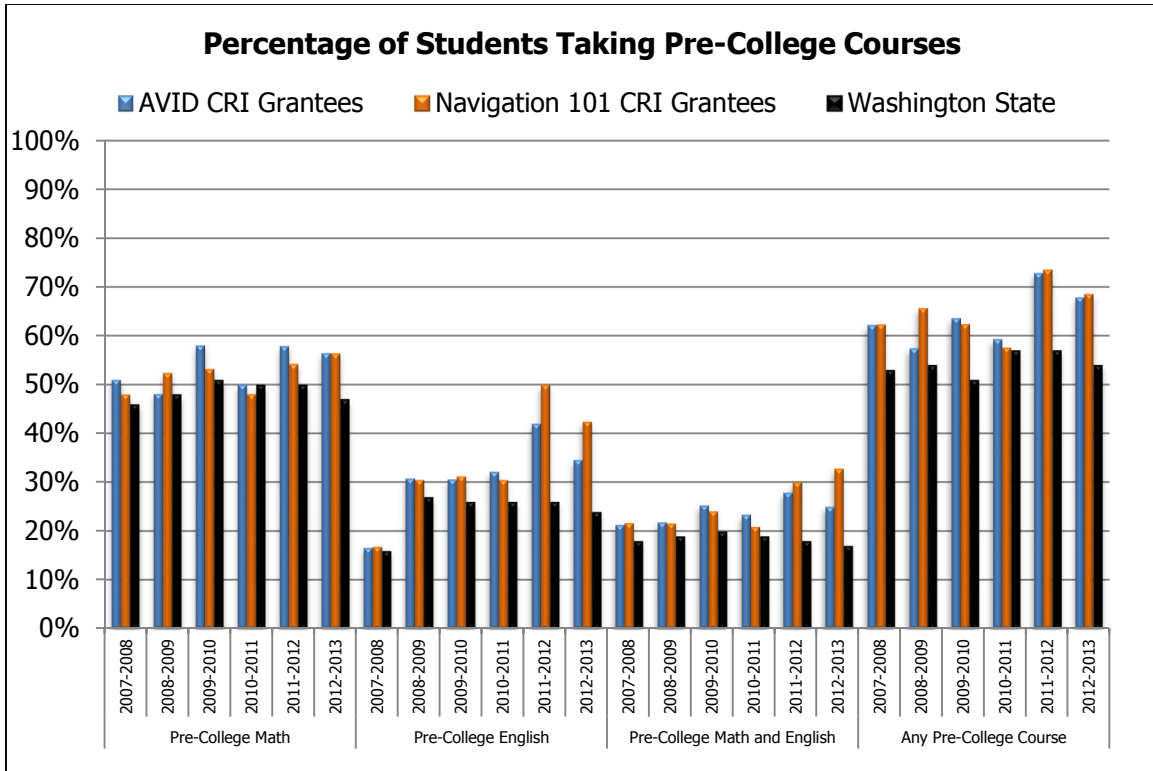


Figure 78. Percentage of Students Taking Pre-College Courses



### Evaluation Question #9: To what extent did other quantifiable measures change over time?

In addition to the outcomes listed above, researchers also collected perceptual data through teacher and student surveys for both the AVID CRI and Navigation 101 CRI grantees. In addition, we collected data about student-led conference participation rates and perceptions for the Navigation 101 CRI program only. These findings are described below.

**Student Perceptual Data.** Students in the 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grades from schools receiving an AVID CRI or Navigation 101 CRI grant completed a survey in 2010 ( $n = 6,621$ ), 2011 ( $n = 6,330$ ), 2012 (7,090), 2013 (7,742), 2014 (6,782) and 2015 (6,613). The survey is organized around ten factors. Figures 79 and 82 show the school factors: *Personalized*, *Future Focus*, and *Navigation 101 Beliefs*; Figures 80 and 83 show the satisfaction factors: *Sense of Belonging*, *High Expectations*, *Satisfaction 1*, and *Satisfaction 2*; and Figures 81 and 84 show 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.

The school, satisfaction, and learning factors for the AVID CRI (see Figures 79 through 81) and the Navigation 101 CRI (see Figures 82 through 84) schools are shown below. For both programs, students appear to be satisfied with their school, as these factors (*High Expectations*, *Satisfaction 1*, and *Satisfaction 2*) are at or 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. It is notable that the Navigation 101 CRI schools have improved on the Navigation 101 Beliefs factor score.

Researchers analyzed student survey results for Navigation 101 CRI schools and for AVID CRI schools for six school years: 2010, 2011, 2012, 2013, 2014, and 2015. Researchers performed a mixed between-within subjects MANOVA to analyze this data. The between subjects variable for this analysis is treatment group (NAV 101 versus AVID) and the within subjects variable is year (2010, 2011, 2012, 2013, 2014, 2015). The dependent variables for this analysis are the 10 different survey factors. This analysis allows researchers to determine if significant differences exist between treatment groups, between the years, and whether the change in survey results over the years is different between the two groups. The MANOVA results revealed a statistically significant difference for year ( $F = 2.47$ ,  $p < .001$ ), but no significant difference was found between the groups or between the groups over time. Follow-up tests showed the significant difference for year occurred specifically on the *Personalized*, *Performance Assessment*, *Sense of Belonging*, and *Future Focus* factors. Students rated these factors significantly more negative in 2015 compared to many of the other years. Generally, student ratings were the highest for these factors in 2011 (the *Performance Assessment* factor was rated highly by students in 2013 as well).



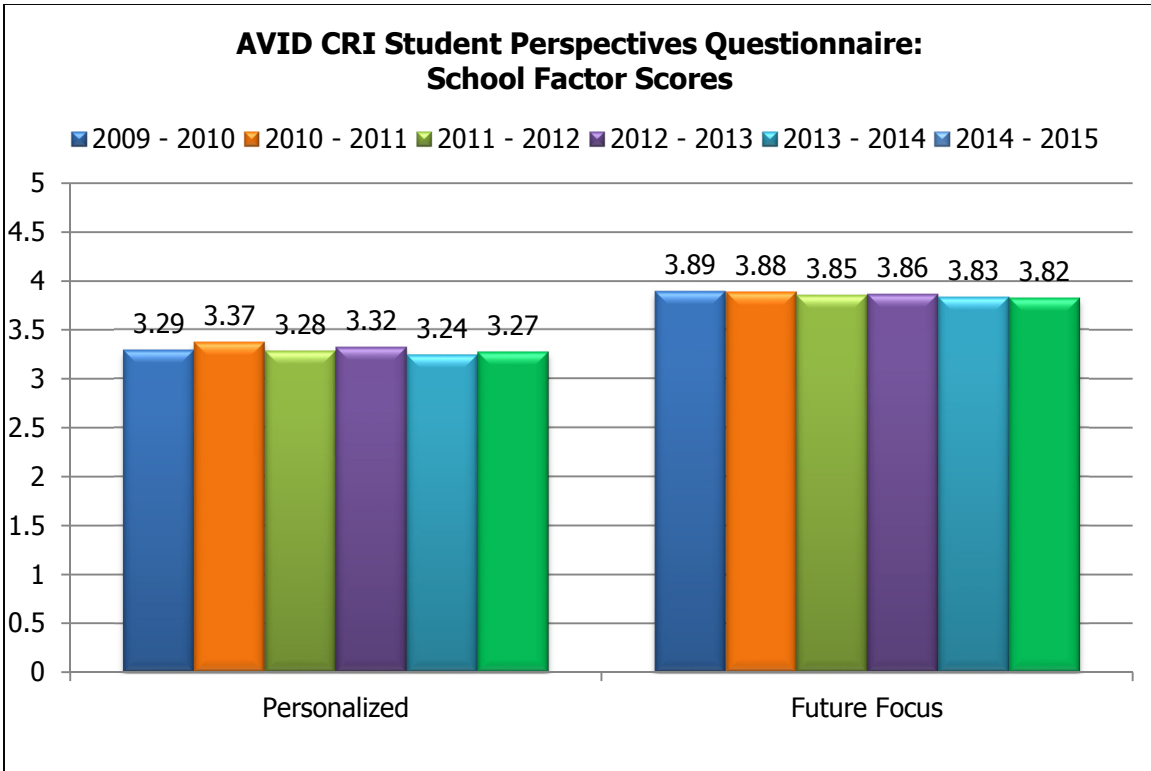


Figure 79. AVID CRI Student Perspectives Questionnaire: School Factor Scores

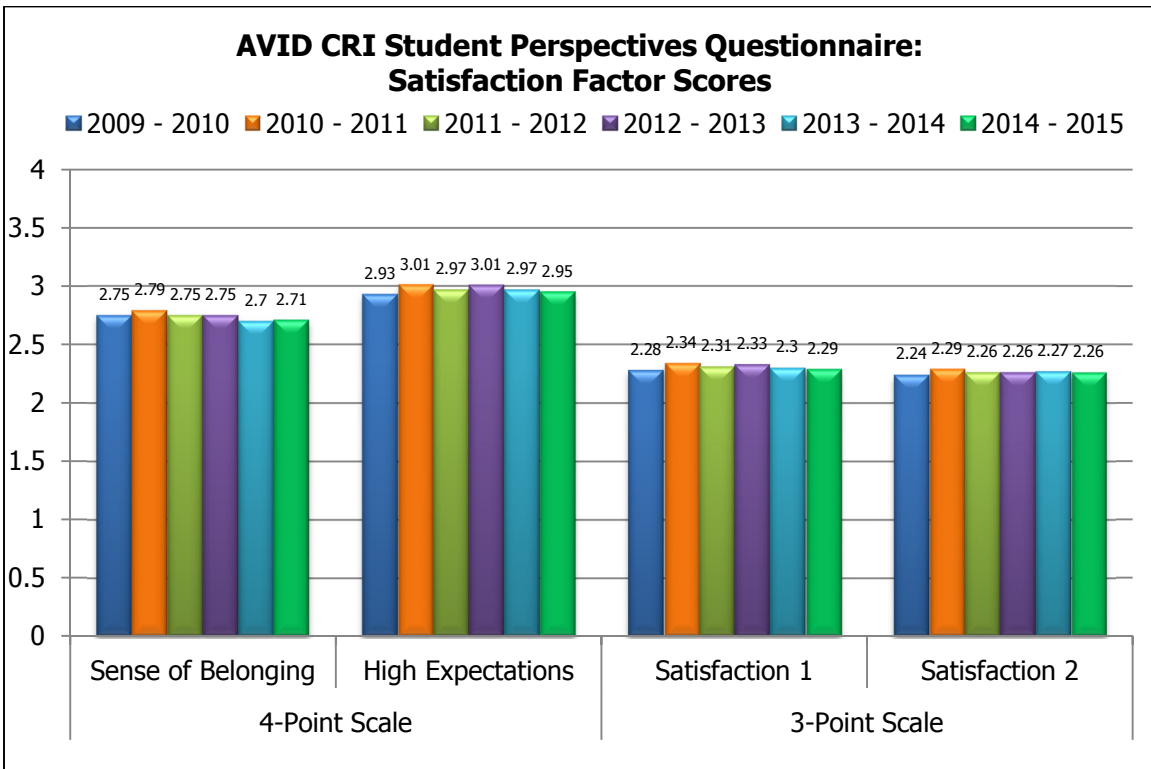


Figure 80. AVID CRI Student Perspectives Questionnaire: Satisfaction Factor Scores

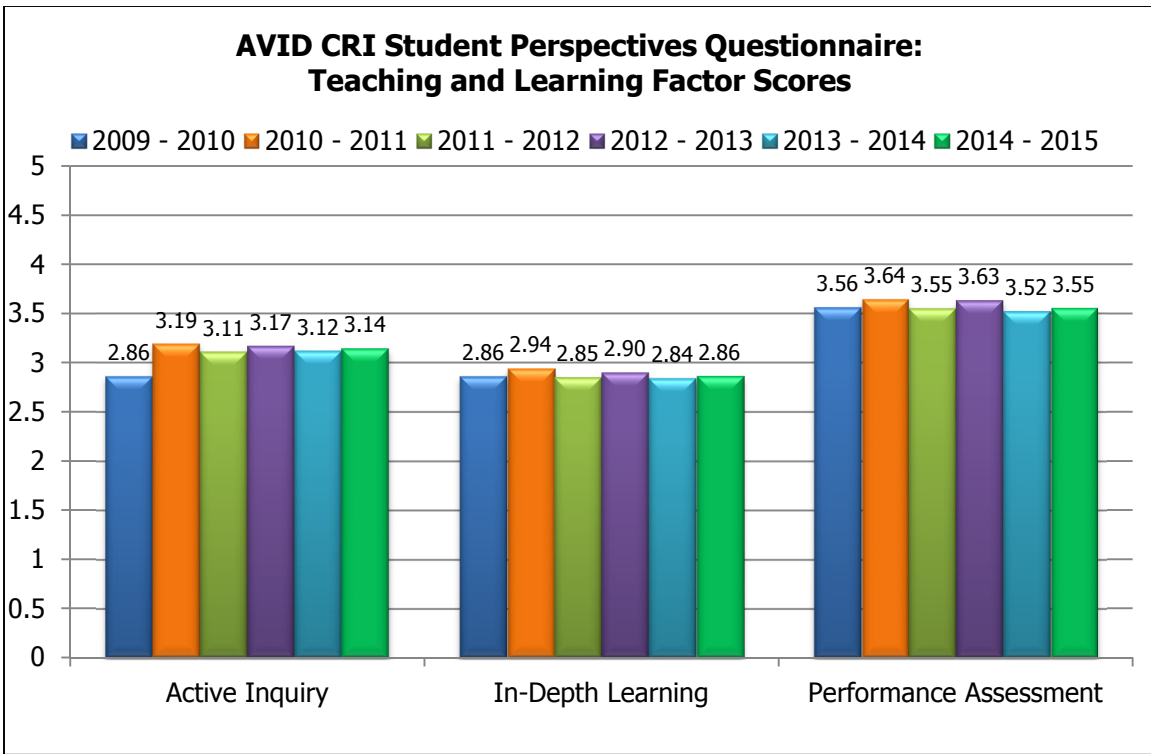


Figure 81. AVID CRI Student Perspectives Questionnaire: Teaching and Learning Factor Scores

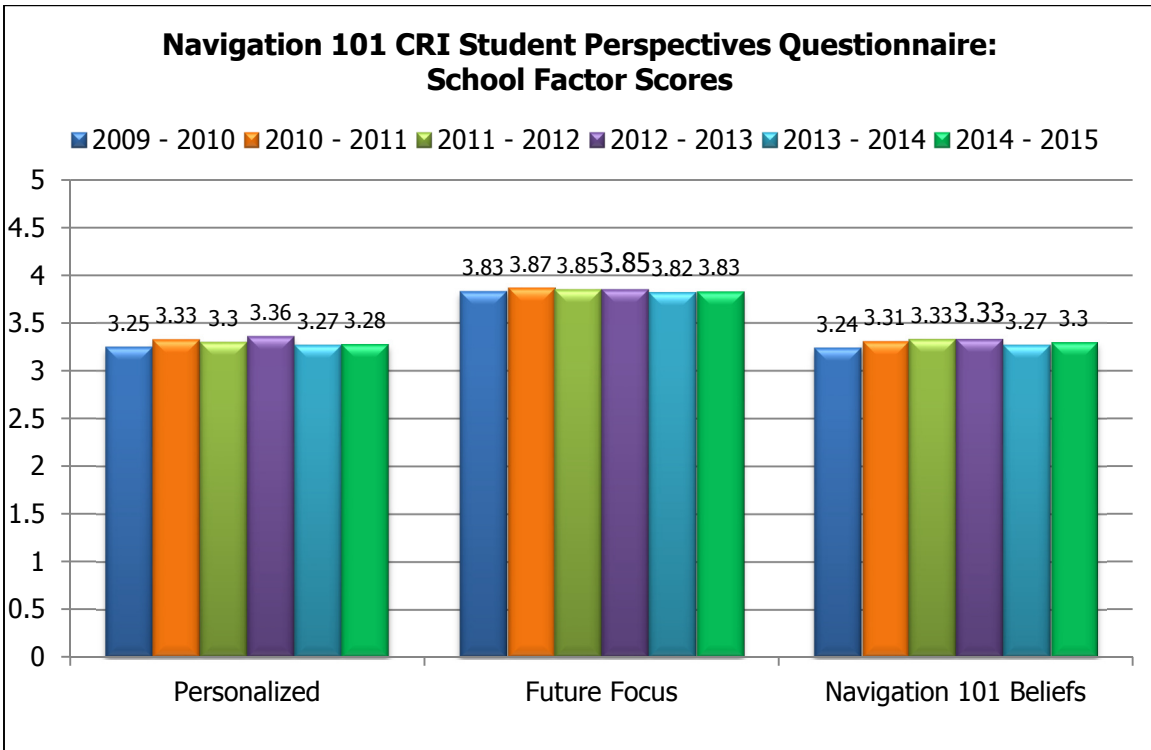


Figure 82. Navigation 101 CRI Student Perspectives Questionnaire: School Factor Scores

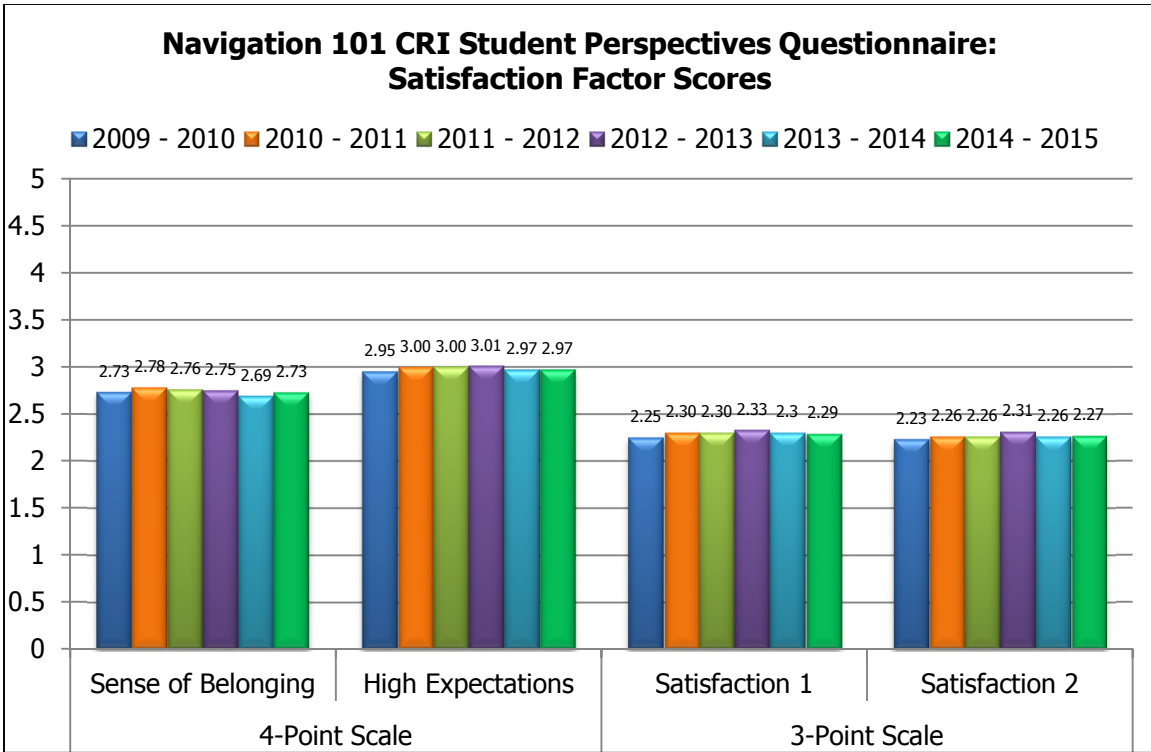


Figure 83. Navigation 101 CRI Student Perspectives Questionnaire: Satisfaction Factor Scores

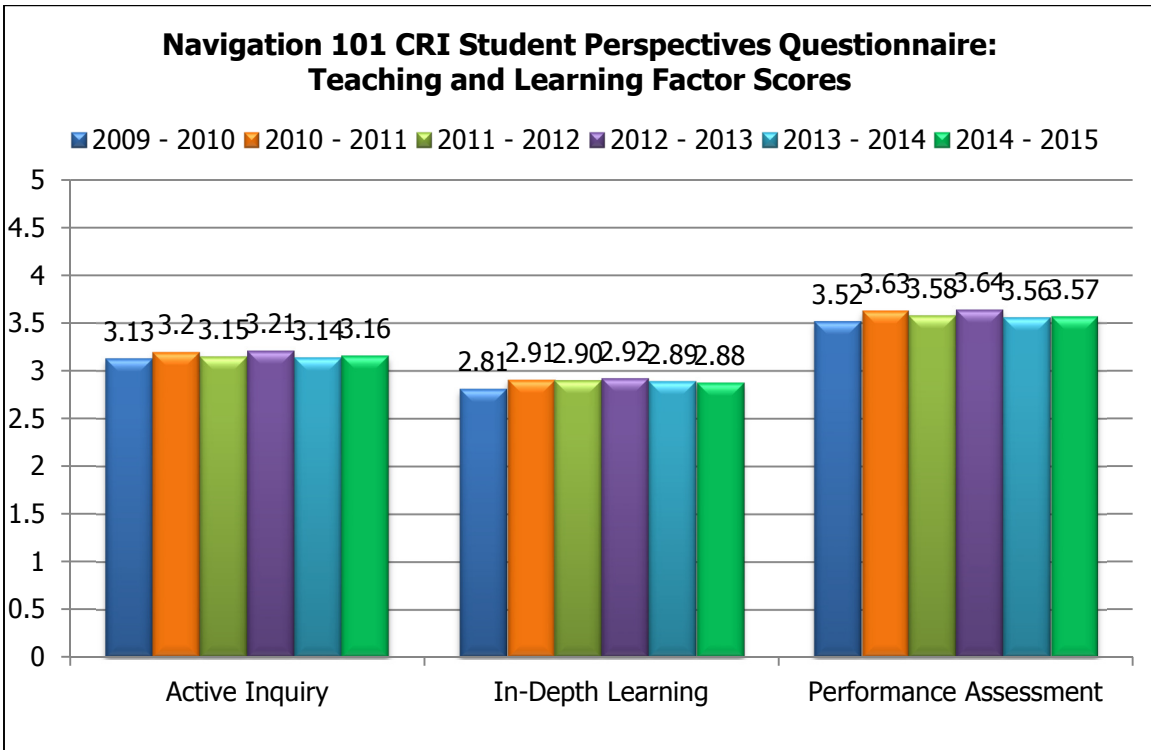


Figure 84. Navigation 101 CRI Student Perspectives Questionnaire: Teaching and Learning Factor Scores



The individual items related to these factors reveal some interesting trends and yield more context to the findings. As shown in Figures 85 and 87, in both the AVID CRI and Navigation 101 CRI schools, the majority of students plan to attend a two- or four-year college, and they understand the importance of college. However, fewer students believe their high school has prepared them for college or that they know the necessary courses required for college. Students report that the most helpful way they learn about college is through their teachers, followed by parent (see Figures 86 and 88). This pattern of results has been consistent since 2010. However, this pattern differs from the Navigation 101 statewide grantee schools. In those school parents play a bigger role in providing students information about college. This suggests that in the CRI schools, teachers provide students more college information. For additional items, please see Appendix B and C.

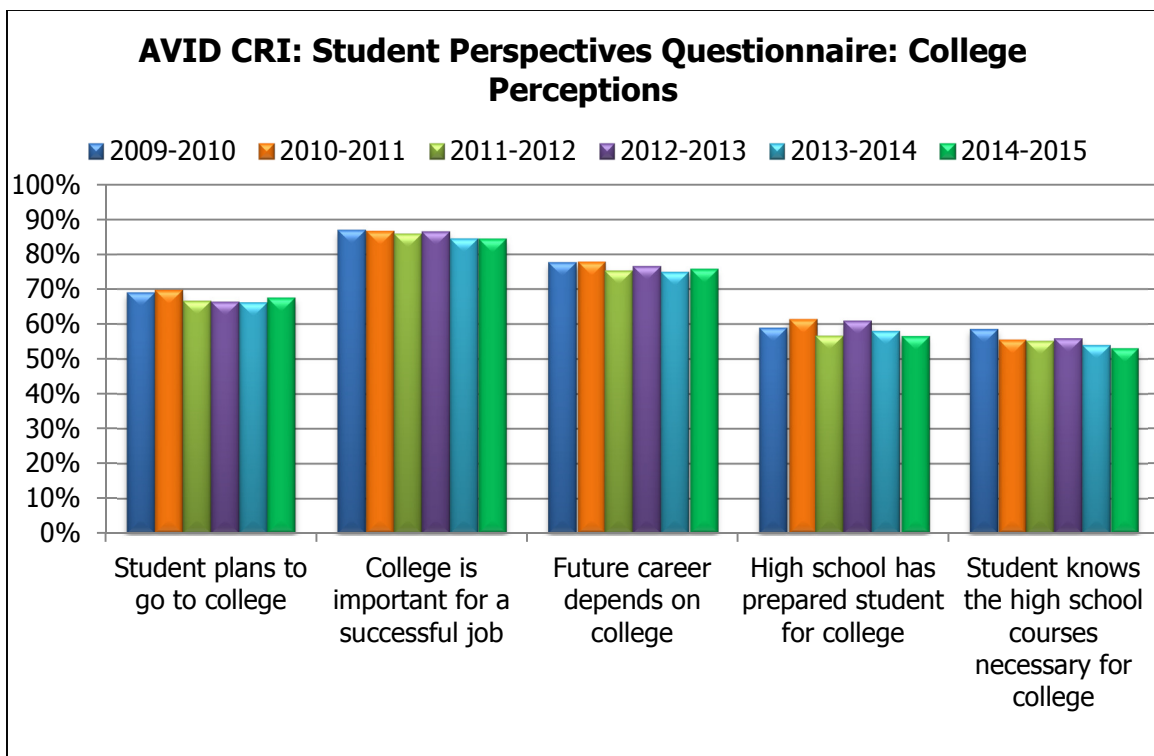


Figure 85. AVID CRI Student Perspectives Questionnaire: College Perceptions

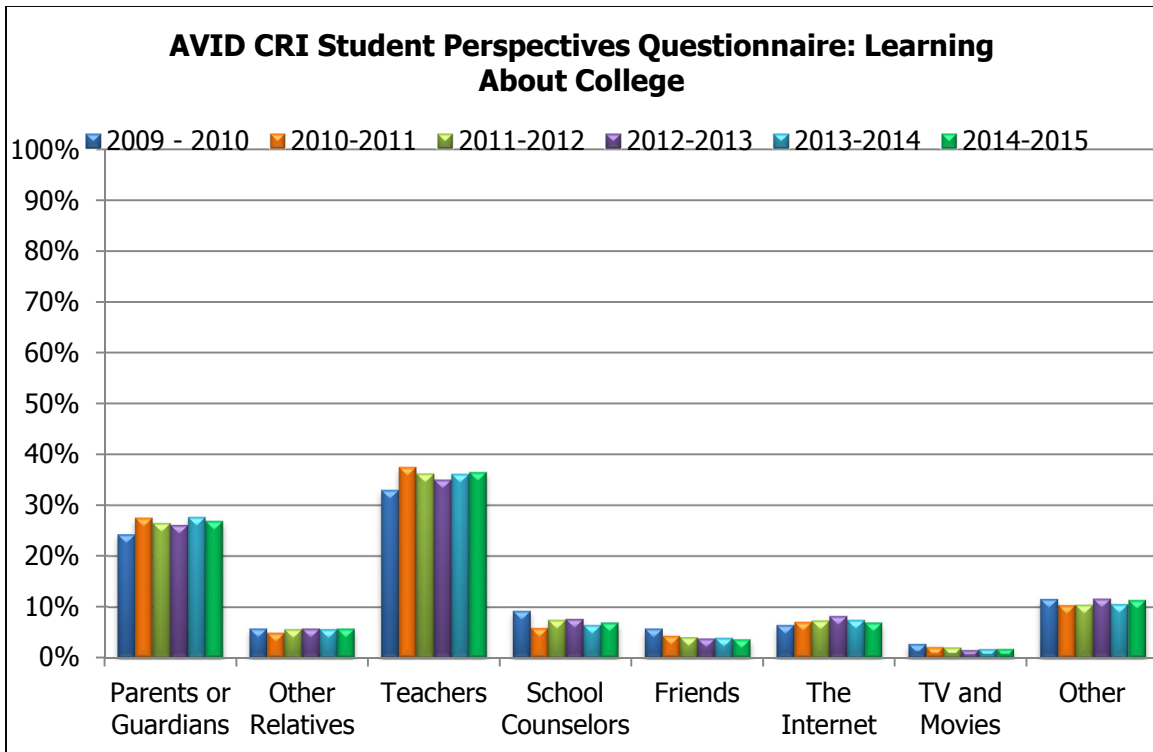


Figure 86. AVID CRI Student Perspectives Questionnaire: Learning About College

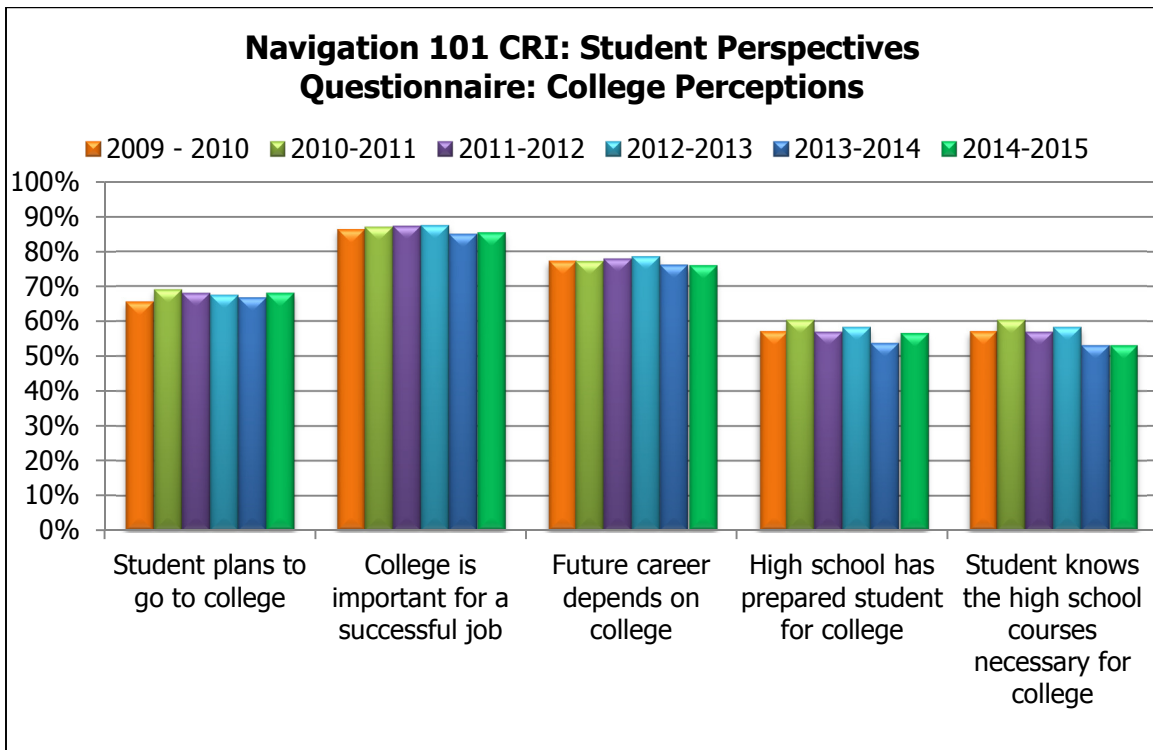
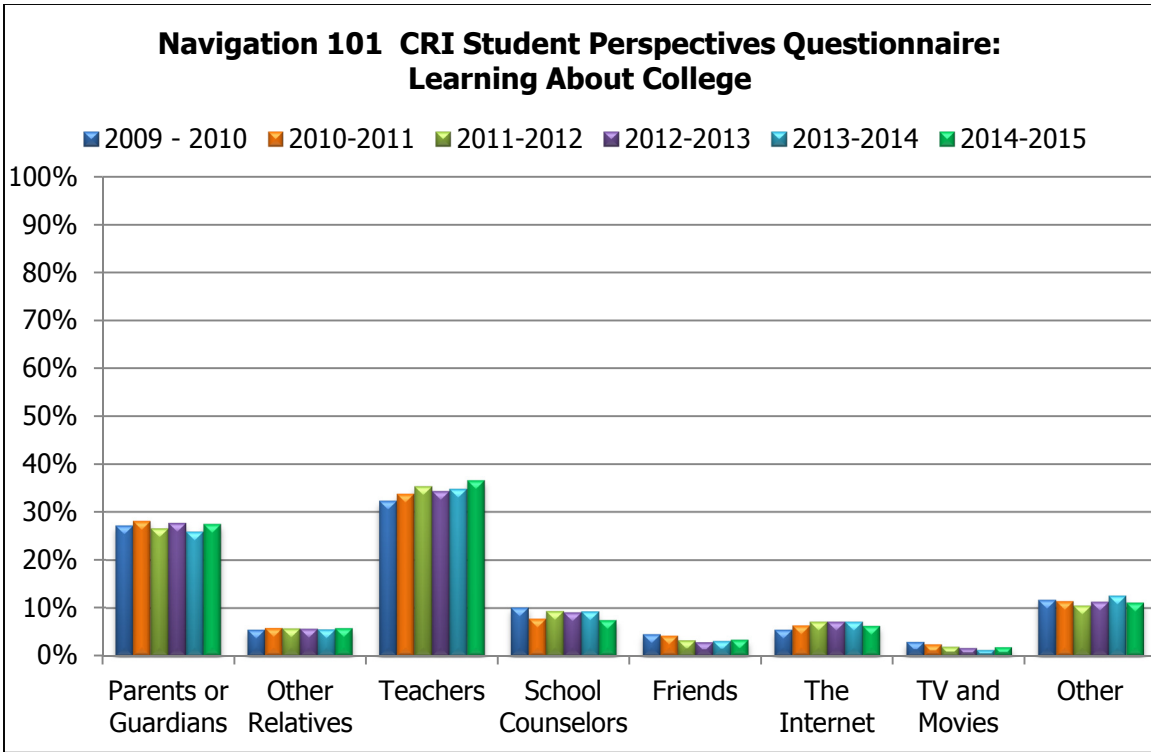


Figure 87. Navigation 101 CRI Student Perspectives Questionnaire: College Perceptions



**Figure 88. Navigation 101 CRI Student Perspectives Questionnaire: Learning About College**

**Teacher Perceptual Data.** Teachers in 2010 ( $n = 641$ ), 2011 ( $n = 1,032$ ), 2012 ( $n = 997$ ), 2013 ( $n = 771$ ), 2014 ( $n = 890$ ), and 2015 ( $n = 881$ ) from schools receiving an AVID CRI or Navigation 101 CRI 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 AVID CRI (see Figure 89) and Navigation 101 CRI (see Figure 90) grantees combined show that all scores are below a 4.0, with one exception. For the AVID and Navigation 101 CRI grantees the *Technology* factor is approaching a 4.0, this indicates a high level of implementation. All other factors continue to school below 4.0, suggesting that these factors do not exist to a high degree. For both groups, the results have improved on each factor, with one exception. However, for the Navigation 101 schools, scores in 2015 decreased slightly from 2014.

Researchers analyzed teacher survey results for Navigation 101 CRI schools and for AVID CRI schools for four school years: 2010, 2011, 2012, 2013, 2014, and 2015. Researchers performed a mixed between-within subjects MANOVA to analyze this data. The between subjects variable for this analysis is treatment group (NAV 101 versus AVID) and the within subjects variable is year (2010, 2011, 2012, 2013, 2014, 2015). The dependent variables for this analysis are the nine different survey factors. This analysis allows researchers to determine if significant differences exist

between treatment groups, between the years, and whether the change in survey results over the years is different between the two groups. The MANOVA results revealed no statistically significant difference for year or between the groups or between the groups over time; however, for most years the mean for the AVID group was higher than the NAV group. The small sample size of each group may have limited the ability to find statistical significance for this analysis

Individual item results provide some context for the findings. See Appendices D and E for all individual survey items.

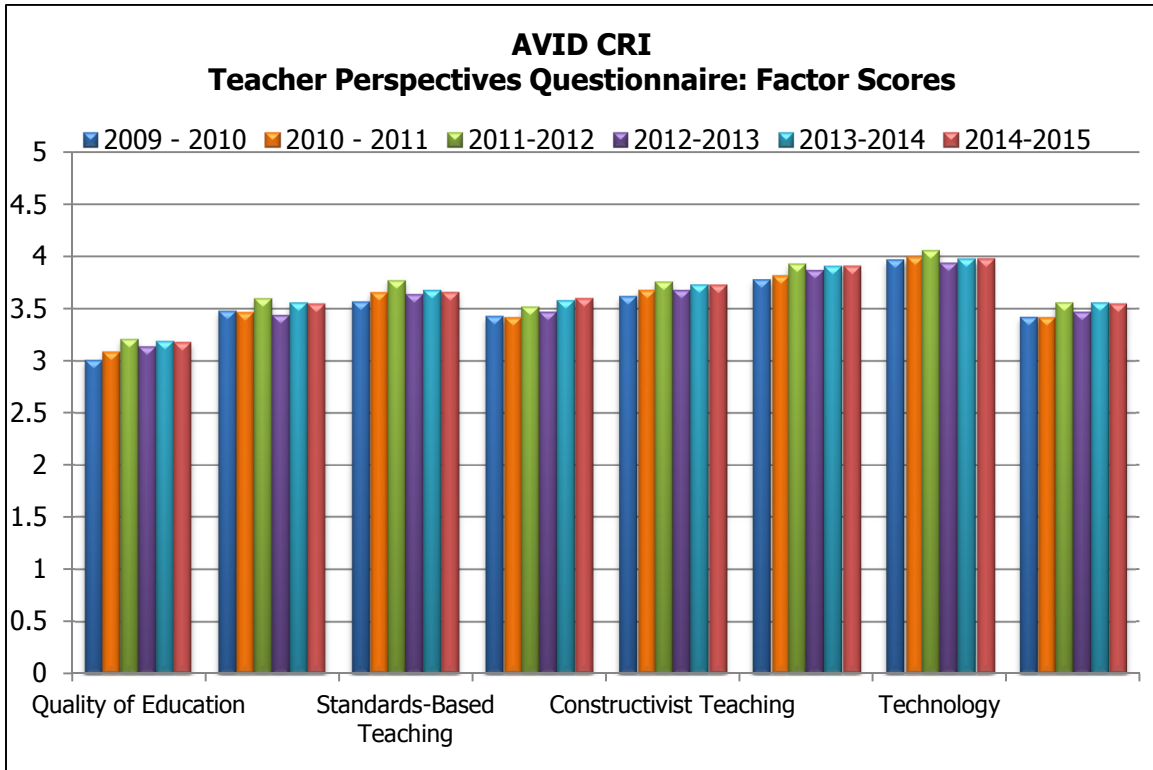
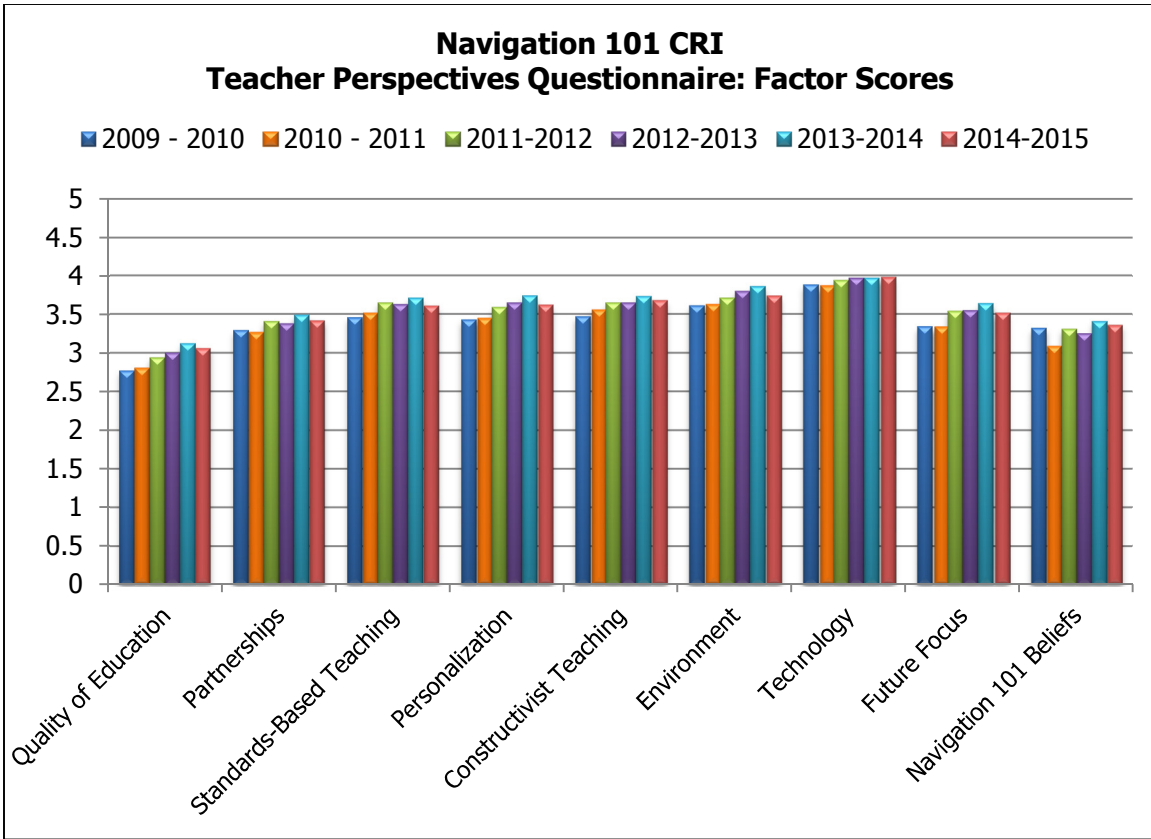


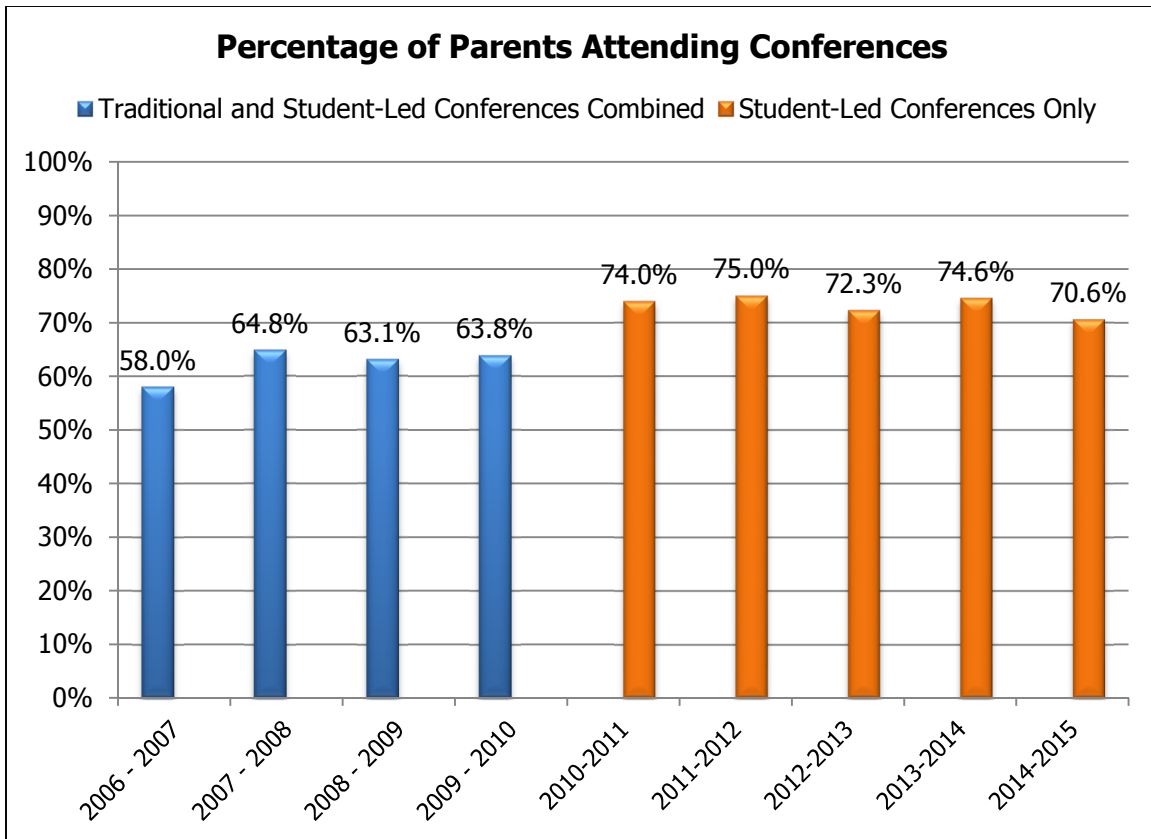
Figure 89. AVID CRI Teacher Perspectives Questionnaire: Factor Scores



**Figure 90. Navigation 101 Teacher Perspectives Questionnaire: Factor Scores**

**Student-Led Conference Data.** Figure 91 shows the percentage of parents attending conferences at the Navigation 101 CRI schools since the 2006-2007 school year. Data from 2006-2007 to 2009-2010 is for traditional and student-led conferences combined. Since the 2010-2011 school year, nearly all Navigation 101 CRI schools have shifted to only having student-led conferences. The results show a greater percentage of parents are attending student-led conferences in comparison to the traditional and student-led conference. Results from 2014-2015 are slightly below the previous years.





**Figure 91. Percentage of Parents Attending Conferences**

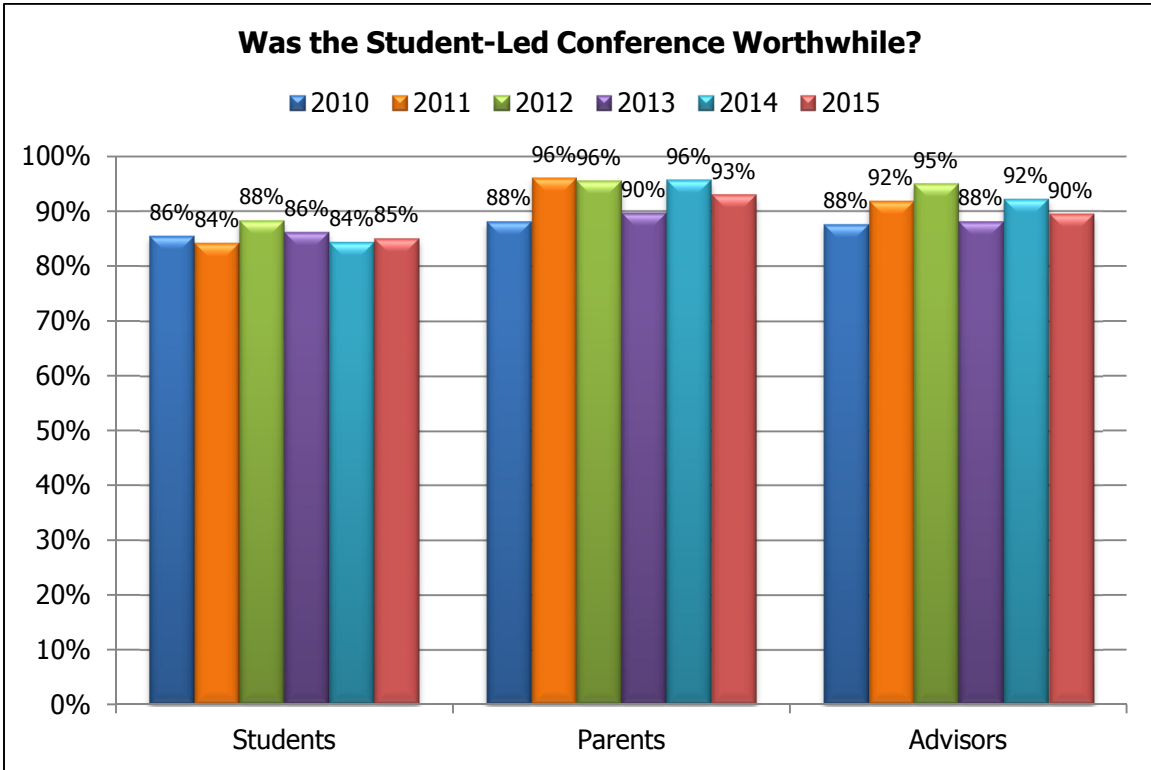
Perception data collected during the student-led conferences show the majority of students, parents, and advisors agree the student-led conference was worthwhile (see Figure 92). Responses from parents and advisors increased from the 2009-2010 to 2014-2015 school years, while student responses are approximately the same. There have been minor fluctuations in the data each year.. Detailed below is an analysis of the comments from students, teachers, and advisors.

Overall, students, parents, and advisors reported that student-led conferences are informative and benefit students. Many stated that the conferences help students take ownership for their progress and learning and develop leadership and public speaking skills. Feedback on the Student-Led Conference student surveys were mainly positive, with many students agreeing the conference was worthwhile and agreeing that the school should hold SLCs the following year. Comments on the forms indicate students enjoyed the chance to “lead and talk about my flaws and achievements,” and helped students to gain a “clear understanding of what I need to do better at and what is going well.” Many students indicated they were “happy for the chance for my parents to meet the teachers,” and that their caregivers were “proud” of them following the meeting. One student shared, “My conference helped me say things I couldn’t say in my own time.” Another student explained their conference experience, saying:

The SLC was helpful. It allowed me to see my strengths and weaknesses and from there, I could process the steps/actions I need to take or alter in order to maintain the good work



or create new habits. After the SLC, I know what I need to do to finish my junior year strong.



**Figure 92. Percentage of Students, Parents, and Advisors Reporting the Student-Led Conference was Worthwhile**

### Attendance

We collected attendance data for the individual schools for the 2009-2010, 2010-2011, 2011-2012, and 2012-2013 school years. Data for 2013-2014 and 2014-2015 are not available. Attendance data were collected from records from OSPI to ensure more consistency across reports. Previously, we reported self-report data, which included various definitions. This analysis includes only unexcused absence rates.

Table 13 shows the results for both AVID CRI and Navigation 101 CRI schools. AVID 101 CRI schools have greater unexcused absence rates compared to Navigation 101 CRI schools. Unexcused absence rates have slightly increased. These data will continue to be collected for future years.

**Table 13.**

#### Attendance Data

Group	2009-2010	2010-2011	2011-2012	2012-2013
AVID CRI	2.72%	2.53%	3.12%	3.30%
Navigation 101 CRI	1.95%	1.92%	2.41%	2.62%

## Evaluation Question #10: What is the impact of the AVID elective upon students who have participated in AVID for at least three of the six initiative years?

To answer this question, researchers are tracking students who have been in the AVID elective, starting with the 7<sup>th</sup> grade cohort (Class of 2015). The data for this focused cohort will be available in the final report, when all high school course taking results are available and when college attendance and persistence results are available.

To understand the more immediate impact, we have analyzed student surveys, comparing perceptions of students participating in the AVID elective. These students are not part of the focused cohort, but all students were participating in the AVID elective at the time of taking the survey.

Researchers analyzed student surveys for the AVID CRI schools, disaggregating the results by students who participate in the AVID elective and students who do not (see Figures 93 through 95). Overall, results are higher for AVID participants. Similar to the program results, both AVID participants and AVID non-participants rated most satisfaction factors (*High Expectations*, *Satisfaction 1*, and *Satisfaction 2*) above the cut-off values, suggesting they are satisfied with their school. In addition, AVID participants rated the *Future Focus* factor at or above a 4.0, indicating that students perceive they are being prepared for college and career. This finding is unique to students participating in the AVID elective.

Researchers utilized a MANOVA to investigate the difference between AVID participants compared to non-participants on the 2015 student survey data. The dependent variables for this analysis were the 10 survey factors and the independent variable was group (AVID participant or non-participant). The results of the overall MANOVA were statistically significant,  $F = 4.87$ ,  $p < .001$ . Follow-up tests revealed that the groups differed on all survey factors except for *Active Inquiry* and *Performance Assessment* (a trend toward significance was found for this factor). On all survey factors, the mean scores for AVID participants were higher than non-participants, indicating that AVID participants have more positive perceptions regarding their schools than non-participants.

Individual items for AVID students provide more context and are located in Appendix B. The item results show a greater proportion of AVID students report that they plan to attend college in their future compared to other students. Furthermore, while 51% wanted to attend a four-year college in 2010, by 2015, 67% planned to attend a four-year college.

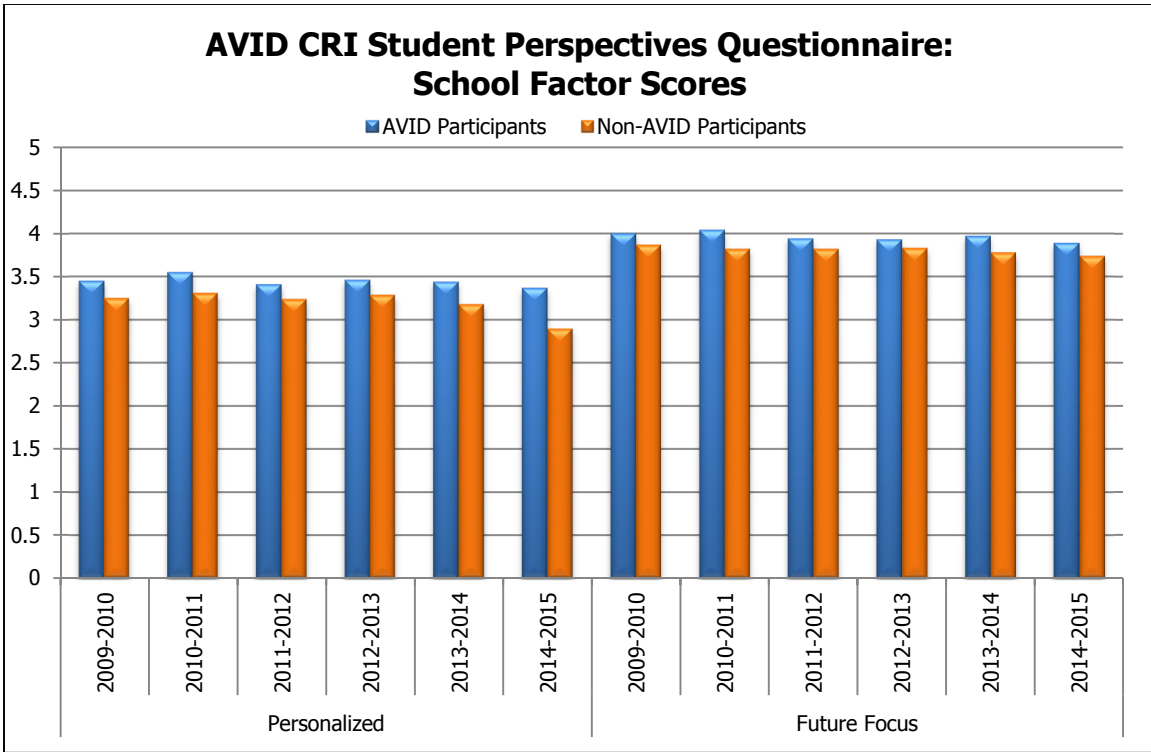


Figure 93. AVID CRI (Participants and Non-Participants) Student Perspectives Questionnaire: School Factor Scores

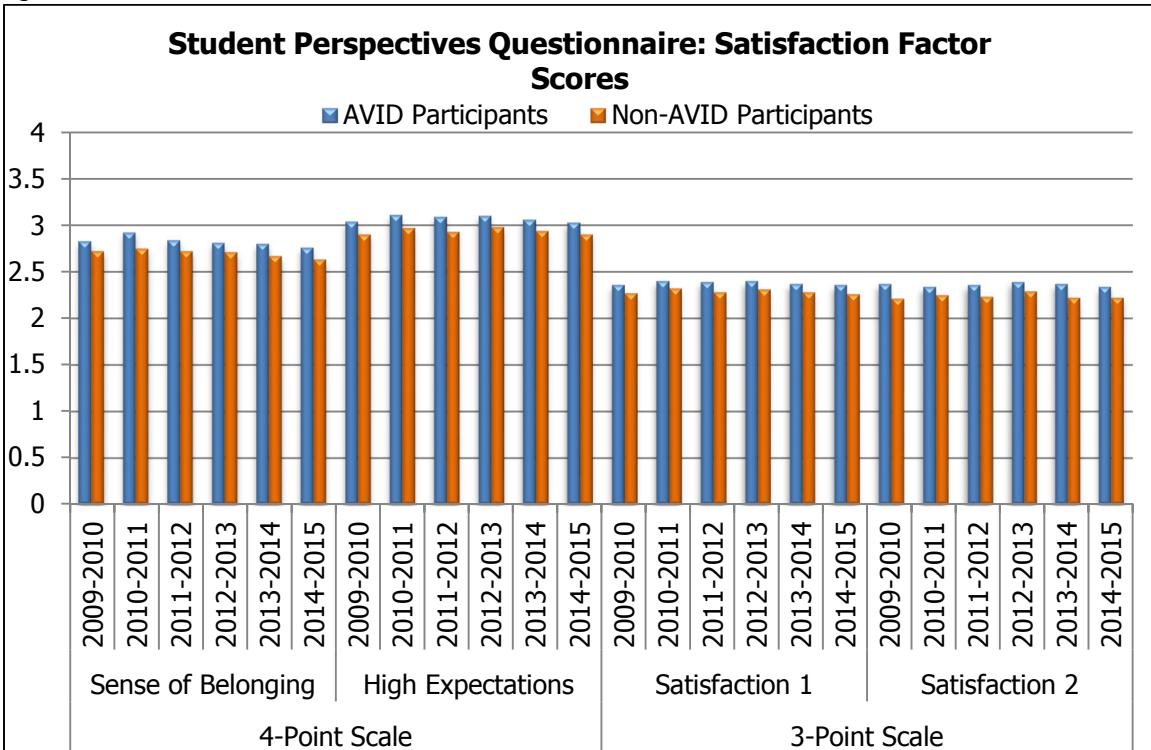
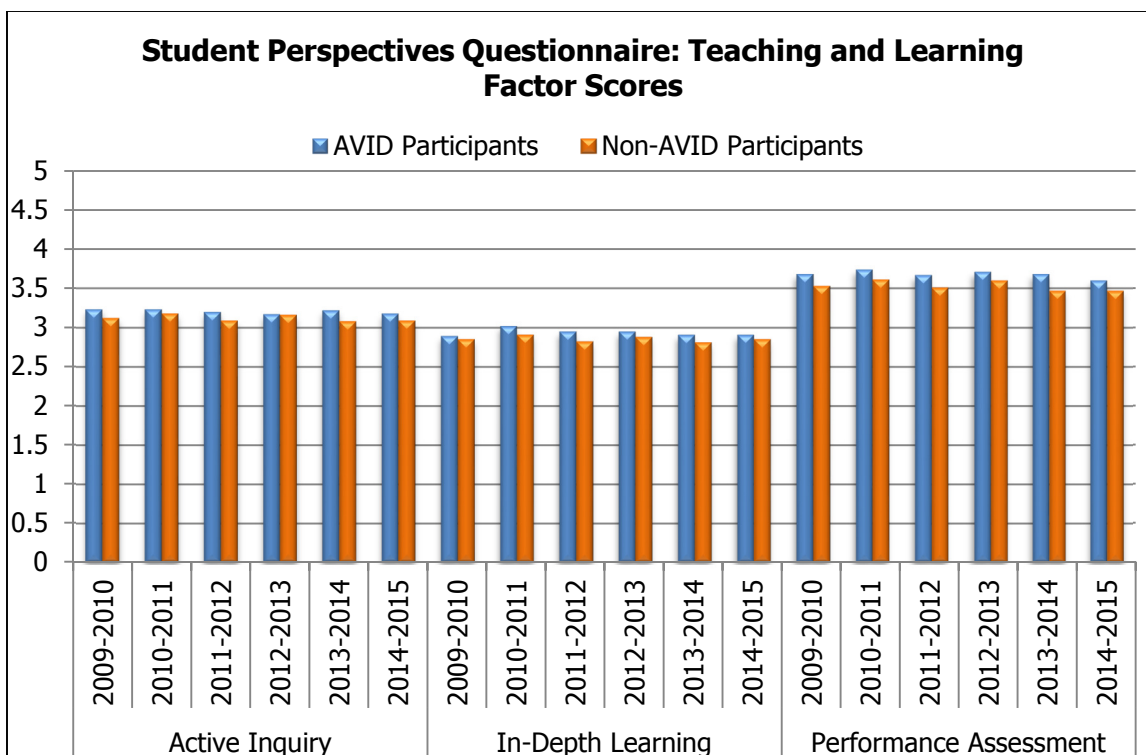


Figure 94. AVID CRI (Participants and Non-Participants) Student Perspectives Questionnaire: Satisfaction Factor Scores

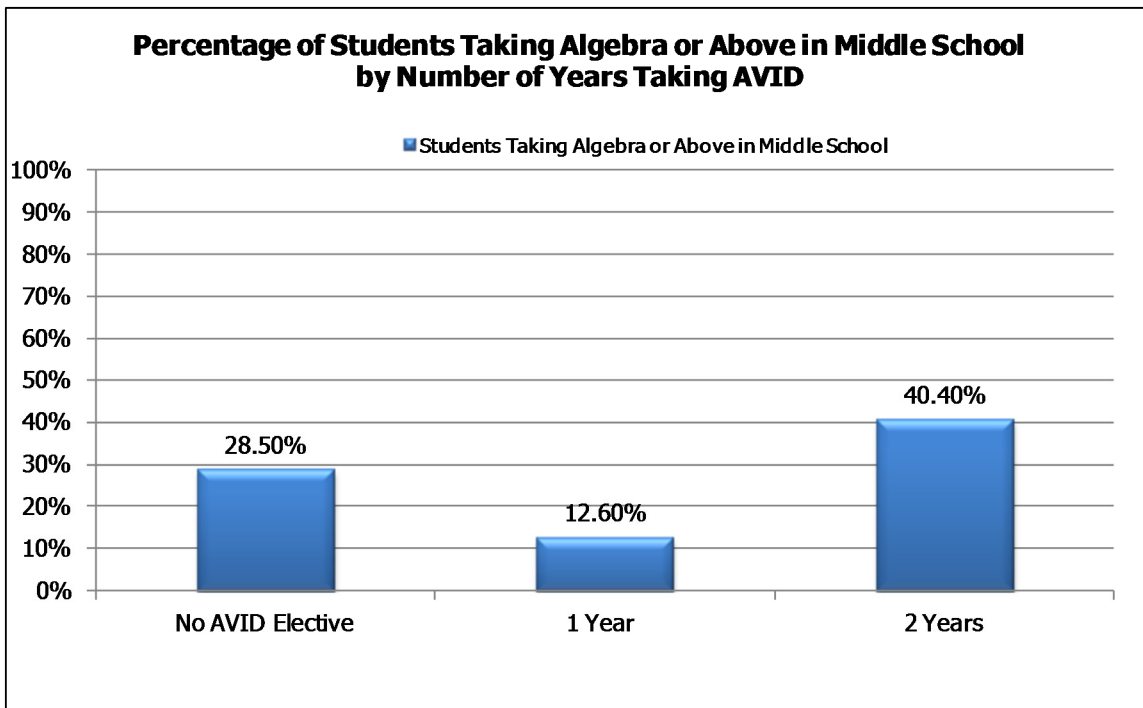


**Figure 95. AVID CRI (Participants and Non-Participants) Student Perspectives Questionnaire: Teaching and Learning Factor Scores**

To understand the differences in course taking patterns among students who take the AVID elective and students who did not, researchers analyzed middle school transcripts from the seventh grade cohort (Class of 2015) in Year 1 (2009-2010) and their eighth grade transcripts in Year 2 (2010-2011). We placed students in to three groups, including students who did not take an AVID elective, students who took the elective for one year, and students who took the elective for two years (see Figure 96). The results show students who took the AVID elective for two years had a greater percentage of students also enrolling in algebra or above in the eighth grade compared to students who did not take the AVID elective or students who took only one year.

Researchers have continued to collect transcripts and assessment results from OSPI for this cohort of students. We will also collect college attendance and persistence rates. This data set is not complete, as we are waiting for final course records, and because some students in this cohort have not graduated yet. This full analysis will be reported in the final report.

As presented earlier in the report, students who have graduated and have taken even one AVID elective did take more rigorous courses compared to other students within the same schools.



**Figure 90. Percentage of Students Talking Algebra or Above in Middle School by Number of Years Taking AVID**

### LESSONS LEARNED

Listed below are some ‘best practices’ or lessons learned over the course of the grant thus far. While these lessons may vary in practice from school to school, many of the participating schools tend to experience one or all of these elements in one form or another.

*AVID and Navigation 101 Programs support college and career going cultures alone, together, and in conjunction with similar programs.* AVID and Navigation 101 programs help to create a college and career going culture in schools. These programs, although different from each other in execution, share the same objectives and the common goal to prepare students for post-secondary life. Similarly, while each program has individual elements of success, they also reportedly work well symbiotically. As grant years progressed, participating schools have revamped their school improvement plans to include college and career readiness goals, which include Navigation 101, AVID, and other college and career readiness programs such as GEAR UP.

*Collaborative Teaming.* Successfully shared responsibility and partnership are essential parts of the success of both programs. A collaborative team approach reportedly helps site coordinators with planning and managing program efforts. Site teams may be comprised of members representing different departments including administration, counseling, teaching, and other specialized departments. In most cases, collaborative planning results in team members who work together to delegate tasks, to create common expectations, and to hold each other accountable to program goals.

**Data rich.** Schools involved with the Navigation 101 and AVID programs report they have adopted more of a data driven culture over the course of the grant. In many cases, program participants create their own data (i.e.: surveys) to monitor program elements or have become savvy in using program data to drive decision making. Furthermore, the use of data has reportedly become widespread across school departments, with teachers, counselors, and administrators alike using a variety of data to track student success. Unlike pre-grant practices, more and more students are also encouraged to monitor their own data and to make adjustments based on data driven outcomes.

**Plan with Intentionality.** Some schools experience a higher level of administrator, Navigation 101 advisor, and AVID teacher turnover than other schools, leading to a disruption in programming. Over the course of the evaluation, stakeholders have identified the challenges associated with low staff buy in to each of the programs. On the other hand, more recently, interviewees have discussed merits associated with being intentional while choosing teachers, advisors, administrators, and site coordinators who show commitment to the program. In addition, school members are seeing a stronger level of commitment from program staff with the provision of continuous training, collaborative teaming, and common goal setting.

## **SUMMARY AND RECOMMENDATIONS:**

### **AVID Program Summary and Recommendations**

As in previous years, focus groups participants continued to praise the AVID program and its components. Educators find AVID to be effective at improving student success, building personal relationships between staff and students, and generating a college and career readiness culture. While discussing the main goals of AVID on their campus, interviewees mentioned how AVID fits into their overall vision and mission of the school and has helped them to shift their focus to one that promotes a college and career ready campus. The majority of focus group participants reported that strong relationship building between AVID teachers and students remains a key component to successful implementation of the program. When asked if AVID strategies are being implemented building wide, the majority of stakeholders answered in the affirmative, specifically mentioning Cornell note taking, Costa's levels of inquiry, and tutorial strategies being used. Many teachers have attended various types of professional development and/or a Summer Institute and suggest these trainings are beneficial, with some stakeholders specifically mentioning that the Summer Institute helped promote the use of AVID strategies building-wide. When asked to identify what changes have resulted from the implementation of AVID on their campus, staff members identified students who have "more awareness of skills needed to be successful in college," higher levels of rigor in classrooms, and the universal implementation of AVID strategies school wide. Barriers to implementation include challenges associated with the need to retain consistent volunteers to host valuable tutoring sessions, program expenses, finding time to focus on AVID implementation in the face of so many other initiatives, course scheduling conflicts, and issues related to staff turnover. Weaknesses of the AVID program were identified by stakeholders and include the need for more diversification and cultural awareness with program components and challenges associated with navigating the website. Some of the recommendations listed below are similar to previous year recommendations while some are new:



***Increase training opportunities for AVID educators, administrators, and all staff.*** Focus group findings indicate staff members would benefit from increased professional development opportunities beyond the Summer Institute. There is typically a learning curve associated with the implementation of a program building wide, leading to the need for a robust training program that is comprehensive, accessible, and includes follow up. It may behoove administrators to work with staff to determine professional development needs related to AVID and to specifically focus on the training needs of new staff members or those unfamiliar with AVID strategies. Providing local professional development opportunities during the school year could increase teacher confidence and lead to consistent implementation of AVID strategies building wide. Inadequately trained teachers can result in poorly implemented strategies and frustrated educators, which can impede on the outcomes of the AVID program and lead to a lack of conviction in the program itself. School staff may benefit from support by means of webcasts, meetings among AVID site teams from neighboring districts, or by other means for AVID instructors to learn from each other. Those in rural schools could benefit from access to training videos or by partnering with nearby districts to develop training opportunities that are close by if travel is a challenge. Stakeholders could also use training videos or PowerPoints to prepare teachers assigned to an AVID class midyear. These teachers can also observe other AVID classrooms to learn AVID expectations and strategies that can help them teach in an effective, unified manner until they are able to attend the AVID-based workshops.

Finally, the entire school staff may benefit from additional professional development around how to implement AVID strategies in every classroom, which can promote buy-in into the program. Because challenges related to high staff turn-over were identified as a barrier to successful program implementation, it seems that with increased training opportunities, staff members might understand the program and the outcomes better, therefore creating a stronger connection to the goals and expectations. Buy-in levels and basic knowledge of each program are directly impacted when changes in staff occur. When staff members feel comfortable with programming, it is possible they might be more bought into the vision and mission of the program and less likely to leave.

***Support of tutor recruitment, retention, and training.*** Similar to findings in the last report, a barrier to successful implementation is the school's ability to recruit and to retain active and consistent tutors. While some schools collaborate with local colleges and universities to aid in recruitment efforts, other schools may rely on community organizations to obtain AVID volunteers. However, for AVID schools in smaller communities, such resources may not be as readily available. One way schools in these types of communities solved this issue was by training upper classmen in college-level courses such as College in the High School and Running Start to tutor younger AVID students. Large school districts may benefit from having a Tutor Coordinator, as they would be responsible for recruiting and training new tutors for multiple schools within one district. Similarly, smaller districts could benefit from identifying a regional Volunteer Coordinator who recruits and trains new tutors for schools in multiple districts to share. Furthermore, creating a database of local and neighboring tutors can allow school staff members to have an increased pool of volunteers from which to choose. Finally, increased communication efforts from the school to the community (i.e.: newsletters, website postings, sporting event announcements) paired with a



visitation of AVID students to various community organizations (including, but not limited to churches, senior centers, work out facilities, and clubs) may aid in tutor recruitment.

Since all districts are unable to offer financial compensation to their tutors, retention efforts may take some creativity. Some ways schools can show appreciation to their volunteers may include tutor appreciation luncheons, the writing of recommendation letters by AVID teachers, and student thank you cards. These small, but meaningful acts may help with the retention of tutors. While researchers were unclear on the level of training tutors currently receive, they noted that adequately trained, confident tutors who are comfortable with program expectations can help to make stronger commitments. We recommend for OSPI and College Spark to collaborate with AVID to increase tutor training opportunities and retention efforts.

***Scheduling sense and sensitivity.*** Stakeholders continue to mention comments from students about the downside of having to give up an elective or having to choose between a rigorous core course and the AVID elective itself. We recommend stakeholders cater to students' "stuck" feeling by conscientiously creating the master schedule and offering supplemental elective activities. Specifically, schools should ensure the master schedule avoids conflicts between the AVID elective and any single section courses such as higher-level, AP, or other gatekeeper courses students need to achieve college-ready status. Some schools have addressed the loss of a fine art or CTE-type "fun" elective by switching their six period school days to seven or offering after school versions of these classes so students do not feel they are missing out on these opportunities. To address the course offering conflict, some school personnel discussed switching to a block scheduling system or offering AVID before first period as a zero period before school. Furthermore, providing transportation to before or after school electives may lessen the burden on families and provide students with a comprehensive educational experience. By taking away the feeling of compromise in order to participate in AVID, schools and program supporters can increase student buy in, which may help promote the longevity of the program and increase the retention of AVID students between grade levels.

***Focus on school wide implementation and district wide articulation.*** By implementing AVID strategies school wide, schools are helping all students to succeed in life beyond middle and high school levels. When the program is adopted building wide, a common language is created for staff and for students and strategies become the norm in each classroom, allowing students to work within a seamless, streamlined system. Without the full commitment by the teaching staff, administrators, and parents, the power of the program is diluted and becomes ineffective. We recommend that all staff members receive continuous training in AVID strategies and that leadership team members work on ways to sustain momentum and to focus on successful implementation efforts. Further, we recommend that parents be invited to attend trainings to better inform of ways to support their students at home.

To improve implementation of the AVID program at struggling schools, some stakeholders discussed the need to align the AVID program throughout the school levels within the district (looping between middle and high schools). For instance, if the high school program is not strong, it will not support all of the success gained at the middle school level. A collaborative team approach helps in the creation of common expectations and accountability to program goals. By



using program data, teams are able to actively monitor goals, to create future plans, and direct decision making. Additionally, some schools report that the use of data has become widespread across school departments, with teachers, counselors, and administrators using a variety of data to track student success.

## **Navigation 101 Program Summary and Recommendations**

Fully implemented, the elements of Navigation 101 provide a comprehensive foundation to aid all students in the exploration of postsecondary options and graduate with a focused plan for the future. Throughout focus groups, participants identified a few strengths of the Navigation 101 program that were present throughout most schools. SLCs continue to be effective and well received and the program's positive effect on relationships and students' plans for the future are perceived strengths of the program. Interview participants also noted an increase in student capabilities due to the implementation of Navigation 101. Comparing the identified barriers and challenges from the previous report, researchers noted some changes. A few previously identified barriers were not reported as current issues. These include inconsistencies from one advisory to another within the same school, a lack of resources, and a lack of strong leadership in combination with a lack of accountability. Some barriers that continue to affect implementation include time, staff and student buy-in, and communication with parents. An additional barrier not identified previously is meeting the specific needs of student populations. As in previous years, researchers found the original Navigation 101 curriculum to be weaknesses of their college and career readiness advisory program. Focus group participants reported that the curriculum was redundant and impersonal and could benefit from more attention to differentiated, relevant, and hands on materials. This report has addressed barriers and challenges that hinder the success of some of these elements and researchers recommend that the following issues are a focus for the future:

***Analyze the time frame and structure of the advisory program.*** A perk of the Navigation 101 program is the fact that schools can customize it to meet their individual needs. While this factor may be a strength, it seems schools could benefit from some direction around how to schedule and plan their advisory periods, as advisories seem to be implemented in a variety of ways with varying degrees of satisfaction. Some schools scheduled the period every day, some once a month, with classes lasting anywhere from 20 minutes to an hour. While timing of the advisory period is one issue voiced year after year, questions about the advisory structure itself is another conundrum schools seem to grapple with. Loop advisors or not loop? Plan lessons as a team or leave planning to individual teachers? Cover one lesson per session or more? Offer a grade/credit for advisory or not? It seems the issue of advisory planning is a critical component of the program to address, as both student and staff buy in levels may be impacted. It may behoove staff members and leadership teams to gather insight from advisors, students, and impacted stakeholders around advisory planning. A survey, student panel, or by appointing "Advisory Leaders" to discuss advisory related topics might help school leaders to glean pertinent information that may aid in the advisory planning and decision making process.

***Clarification of student-informed scheduling.*** Throughout focus groups, and similar to previous findings, staff members agreed the implementation of student-driven scheduling can be a difficult component of the program. Some schools report they have improved their scheduling practices and

have made them more student-centered and the driver of the master schedule. Other schools still reportedly struggle with this component due to various factors including the size of the school, the availability of certain classes, other programs in the school and the amount of students in need of intervention courses. As previously stated, this element relies on significant structural change within the school, as student-informed scheduling should involve schools actively encouraging students to enroll in *rigorous classes* such as gatekeeper courses as well as AP and higher-level math and science lab courses that are relevant to their postsecondary plan. An important aspect of this is for schools to accommodate the provision of these classes. Conversations with school members suggest that some schools did not feel it had the resources to provide all of the courses that their students required. We recommend for school members to reassess their master planning, to use data (i.e.: transcript reports) to assess gaps in course offerings, and to work with organizations such as OSPI and local community colleges and universities to brainstorm ways to provide classes beyond the means of the school.

***Differentiate and continue to update the Navigation 101 Curriculum.*** Many teacher participants commented on how challenging it is to differentiate advisory classes to meet the diverse needs of the student population. Specifically, teachers reportedly struggled with how to make lessons relevant for students who may not be on the track for college or who are in special education. Some schools have altered their curriculum to address the challenge of relevance. Other focus group participants said there was a need for more differentiation with options pertaining to future planning. To add differentiation to the Navigation 101 program some schools have focused on incorporating lessons on character skills or literacy as well as academics to meet the needs of their students. Participants who incorporated these multiple tracks said that the career component was weaker than the college component, and others said they did not have time to delve into specific details of each track.

Reportedly, many students continue to find the lessons redundant and impersonal. To personalize the curriculum, some suggested narrowing the focus and using individual goal-setting as a means to increase relevance. Some schools changed how the advisories were organized, choosing to organize them into different tracks depending on the students' goals after high school, creating four pathways: one for students choosing to go to technical school, a second for students interested in military school, another for those aiming to go to two-year college, and, finally, another for students interested in attending a four-year university. As voiced in previous years, students and staff alike discussed the need for more "real world" and "hands on" lessons that include budgeting, credit cards, and other related financial topics. OSPI is aware of the challenges surrounding the curriculum and continues to revamp and revise lesson contents. Based on feedback from school leaders and past program evaluation reports, OSPI revamped and revised all Navigation 101 lesson content in the new 2014 Career Guidance Washington curriculum. This resource is posted on the OSPI website for all schools to utilize. Due to attention needed by other initiatives such as the implementation of Common Core State Standards, the Smarter Balanced Assessment, the Teacher/Principal Evaluation Program and meeting the social and emotional needs of all students, school leaders may have re-directed their focus away from Navigation 101 and the changes made in the program.



***Continue to communicate program expectations to parents.*** Multiple focus groups with parents indicated that parents were mainly unaware of the goals and mission of the Navigation 101 program, or of what their children accomplished during advisory periods. Although caregivers may not know what occurs during an advisory period, they were usually aware that their student had an advisory period, and almost all of the parents interviewed had taken part in their students SLC. Reportedly, SLCs are highly attended by parents and family members and seem to be the best way to share information with parents about the Navigation 101 program. It may behoove school members to invite parents to a “parent advisory lesson” on the night of the SLC so that parents can gain an understanding of what an advisory period looks like or what kind of discussions take place. We also recommend for school members to increase their communication with caregivers about their efforts to create college and career ready cultures and to offer practical suggestions around ways parents can be supportive.

### **Program Recommendations for both programs**

While both programs are implemented differently, they both share similar goals, similar successes, and a few shared challenges. The challenge to successfully implement each program in the face of other educational initiatives and overcoming barriers associated with sustaining their efforts after the grant sunsets are issues identified by stakeholders. We recommend:

***Align goals with other school initiatives and integrate all college and career readiness initiatives together.*** School representatives discussed how their momentum to implement programs like AVID and Navigation 101 has become less of a priority, especially in light of new educational initiatives. Finding the time to focus on AVID and Navigation 101 implementation can be a challenge when school members are focusing on other initiatives such as Common Core State Standards, Smarter Balanced Assessment Consortium, and the Teacher Principal Evaluation Project. In many cases, the goals of AVID and Navigation 101 align with other educational initiatives and with school improvement plan goals. Instead of seeing AVID and Navigation 101 as “one more thing to implement” school leaders may want to include these programs as a way to support other initiatives and as means to create their college and career ready culture. Without a clear and common focus in place, staff members’ efforts will be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for program implementation and strategies to align program goals with other initiative goals. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.

Furthermore, many schools tend to implement other college and career ready programs (i.e.: GEAR UP) and may benefit from integrating all of their college and career readiness initiatives together so to streamline their work and to strengthen their college and career ready mission. By showing the connection between AVID, Navigation 101 and other school initiative goals, staff members may begin to understand how the programs align with each other, making each program seem less like an “add on” and more like “this is what we do!”

*Determine ways to sustain momentum and prolong success.* Staff members have worked hard to implement each/both program(s) over the course of the past six years. This hard work has paid off in a variety of ways, leading to many academic, social, and community successes. It will behoove staff members to continue to intentionally plan for future years when there will be a change in the availability of resources. Staff members seem dedicated to upholding high expectations for their students and could benefit from a plan detailing what changes to expect, what support they will receive, and ways they can continue to experience success.



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## **APPENDIX A: CRI SCHOOL NAVIGATION 101 IMPLEMENTATION SURVEY**

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**Table 1.**

*Online Implementation Survey Question 1*

<b>Please indicate your school setting:</b>	<b>Urban</b>	<b>Suburban</b>	<b>Rural</b>	<b>Other</b>
2010	56%	13%	31%	0%
2011	53%	16%	31%	0%
2012	58%	11%	32%	0%
2013	58%	11%	32%	0%
2014	59%	0%	41%	0%
2015	53%	16%	32%	0%

**Table 2.**

*Online Implementation Survey Question 4*

<b>Has your school formally established staff consensus to adopt the Navigation 101 program in your school?</b>	<b>Yes</b>	<b>No</b>
2010	88%	12%
2011	90%	10%
2012	95%	5%
2013	95%	5%
2014	77%	23%
2015	100%	0%



**Table 3.**  
*Online Implementation Survey Question 5*

<b>Please indicate your estimate of the level of positive staff support for the Navigation 101 initiative in your school:</b>	<b>Very High (90%-100%)</b>	<b>High (80%-89%)</b>	<b>Moderate (70%-79%)</b>	<b>Moderately Low (50%-69%)</b>	<b>Low (&lt;50%)</b>
2010	31%	37%	25%	0%	6%
2011	21%	37%	32%	10%	0%
2012	16%	37%	32%	16%	0%
2013	26%	32%	32%	10%	0%
2014	6%	41%	47%	6%	0%
2015	26%	53%	16%	5%	0%

**Table 4.**  
*Online Implementation Survey Question 6*

<b>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:</b>	<b>Not Applicable*</b>	<b>Very High</b>	<b>High</b>	<b>Moderate</b>	<b>Moderately Low</b>	<b>Low</b>
2010	25%	38%	25%	6%	0%	6%
2011	0%	32%	37%	26%	0%	5%
2012	0%	47%	42%	5%	5%	0%
2013	0%	53%	26%	11%	11%	0%
2014	0%	53%	12%	24%	12%	0%
2015	0%	68%	21%	5%	5%	0%

\*Not Applicable (1<sup>st</sup> year Grantee)

**Table 5.**

*Online Implementation Survey Question 7*

<b>Please indicate the program coordination structure that best describes your school:</b>	<b>Administrator</b>	<b>Teacher</b>	<b>Counselor</b>	<b>Collaborative/ Shared</b>	<b>Other</b>
2010	6%	31%	44%	13%	6%
2011	0%	26%	47%	16%	11%
2012	5%	32%	47%	16%	0%
2013	5%	21%	42%	21%	11%
2014	24%	12%	53%	6%	6%
2015	21%	11%	42%	16%	11%

**Table 6.**

*Online Implementation Survey Question 8*

<b>Please indicate the program management structure that best describes your school:</b>	<b>Representative Implementation Team</b>	<b>Implementation Team</b>	<b>Teacher</b>	<b>Counselor</b>	<b>Administrator</b>	<b>Other</b>
2010	44%	44%	6%	0%	0%	6%
2011	32%	58%	5%	5%	0%	0%
2012	37%	32%	16%	5%	11%	0%
2013	16%	42%	5%	21%	11%	5%
2014	41%	35%	6%	6%	6%	6%
2015	21%	37%	5%	21%	16%	0%



**Table 7.**  
*Online Implementation Survey Question 9*

<b>Who initiated the Navigation 101 effort in your school?</b>	<b>Administrator</b>	<b>Teacher</b>	<b>Counselor</b>	<b>Parent/ Community Member</b>	<b>Other</b>
2010	50%	13%	25%	0%	12%
2011	42%	11%	16%	0%	31%
2012	55%	21%	21%	0%	21%
2013	63%	26%	21%	0%	12%
2014	35%	12%	24%	0%	35%
2015	42%	21%	16%	0%	21%

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

**Table 8.**  
*Online Implementation Survey Question 10*

<b>Does your school award credit for Navigation 101 advisories and or activities (high school only)?</b>	<b>Yes</b>	<b>No</b>
2010	42%	58%
2011	50%	50%
2012	50%	50%
2013	57%	43%
2014	54%	46%
2015	64%	36%



**Table 9.***Online Implementation Survey Question 11*

<b>Please indicate the level of distribution of the Navigation News in your school:</b>	<b>Email or copy to most/all staff</b>	<b>Email or copy to select staff</b>	<b>Not currently distributed</b>
2010	25%	37%	38%
2011	32%	21%	47%
2012	21%	26%	53%
2013	16%	32%	53%
2014	12%	47%	42%
2015	16%	58%	26%

**Table 10.***Online Implementation Survey Question 12*

<b>Please indicate the level of distribution of the Navigation 101 Navigator in your school:</b>	<b>Email or copy to most/all parents</b>	<b>Email or copy to most/all students</b>	<b>Email or copy to all Navigation advisors</b>	<b>Not currently distributed</b>
2010	--	--	12%	88%
2011*	11%	11%	32%	58%
2012*	5%	11%	37%	53%
2013	0%	0%	10%	90%
2014	6%	12%	24%	71%
2015	0%	5%	47%	58%

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



**Table 11.**

*Online Implementation Survey Question 13*

Is your school developing or implementing a comprehensive school guidance and counseling program based on the ASCA National Model?	Yes	No	Don't Know
2010	56%	13%	31%
2011	58%	26%	16%
2012	58%	11%	32%
2013	63%	21%	16%
2014	77%	6%	18%
2015	79%	5%	16%

**Table 12.**

*Online Implementation Survey Question 14*

Is your school's preferred future to embed Navigation 101 within a comprehensive school guidance and counseling program?	Yes	No	Not Determined
2010	44%	6%	50%
2011	68%	5%	26%
2012	57%	0%	43%
2013	63%	11%	26%
2014	82%	6%	12%
2015	79%	5%	16%

**Table 13.**

*Online Implementation Survey Question 15*

<b>Which grades participate in advisory?</b>	<b>One Grade</b>	<b>Some Grades</b>	<b>All Students, All Grades</b>
2010	0%	20%	80%
2011	0%	0%	100%
2012	0%	0%	100%
2013	0%	0%	100%
2014	0%	6%	94%
2015	0%	0%	100%

\*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*

<b>Which staff members function as advisors?</b>	<b>Staff Volunteers</b>	<b>Some Certified Staff</b>	<b>Most Certified Staff</b>
2010	13%	7%	80%
2011	0%	0%	100%
2012	0%	0%	100%
2013	0%	0%	100%
2014	0%	0%	100%
2015	0%	0%	100%

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



**Table 15.**  
*Online Implementation Survey Question 17*

<b>How often do advisories meet?</b>	<b>Less than once a month</b>	<b>Twice a month</b>	<b>More than twice a month</b>
2010	6%	21%	73%
2011	0%	16%	84%
2012	0%	10%	90%
2013	0%	21%	79%
2014	0%	12%	88%
2015	0%	0%	100%

**Table 16.**  
*Online Implementation Survey Question 18*

<b>Does the curriculum address all 3 developmental domains (academic, personal/social, and career)?</b>	<b>Customized curriculum addressing 1 domain</b>	<b>Customized curriculum addressing 2 domains</b>	<b>Navigation/ state/customized curriculum addressing 3 domains</b>
2010	0%	20%	80%
2011	5%	11%	84%
2012	0%	32%	68%
2013	5%	11%	84%
2014	0%	18%	82%
2015			

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

**Table 17.**

*Online Implementation Survey Question 19*

Are advisors trained in the curriculum?	No organized training	At least once a year	At least one formal training a year plus regular briefings
2010	13%	7%	80%
2011	5%	58%	37%
2012	0%	61%	39%
2013	21%	47%	32%
2014	6%	53%	41%
2015	5%	37%	58%

\*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*

Indicate your school's overall level of implementation of Curriculum-Delivered Advisories	Low	Moderate	High
2010	7%	20%	73%
2011	0%	32%	68%
2012	0%	37%	63%
2013	11%	36%	53%
2014	0%	29%	71%
2015	0%	37%	63%



**Table 19.**

*Online Implementation Survey Question 22*

How are portfolios organized?	Not Organized	Nominal Organization	ASCA or other system addressing 3 domains
2010	7%	13%	80%
2011	0%	61%	39%
2012	0%	39%	61%
2013	5%	58%	37%
2014	0%	53%	47%
2015	0%	47%	53%

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

**Table 20.**

*Online Implementation Survey Question 23*

Who keeps a portfolio?	Some Students	Most students	All students
2010	0%	0%	100%
2011	0%	6%	94%
2012	0%	0%	100%
2013	0%	0%	100%
2014	0%	24%	77%
2015	0%	16%	84%

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

**Table 21.***Online Implementation Survey Question 24*

<b>What do students store in their portfolios?</b>	<b>No articulated standards</b>	<b>State graduation requirement artifacts only</b>	<b>Work samples, academic inventories, financial, individual planning</b>
2010	0%	7%	93%
2011	0%	6%	94%
2012	0%	6%	94%
2013	11%	5%	84%
2014	0%	6%	94%
2015	0%	11%	90%

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

**Table 22.***Online Implementation Survey Question 25*

<b>Do students assess their own work?</b>	<b>No</b>	<b>Minimal student self-assessment</b>	<b>Yes, students self-assess</b>
2010	7%	33%	60%
2011	6%	33%	61%
2012	0%	37%	63%
2013	5%	32%	63%
2014	0%	24%	76%
2015	0%	16%	84%

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



**Table 23.**

*Online Implementation Survey Question 26*

<b>Do portfolios guide conferences and senior presentations?</b>	<b>No</b>	<b>Students may refer to portfolio during conference</b>	<b>Yes, portfolio evidence utilized during conference</b>
2010	0%	7%	93%
2011	0%	17%	83%
2012	0%	6%	94%
2013	5%	21%	74%
2014	6%	6%	88%
2015	0%	21%	79%

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

**Table 24.**

*Online Implementation Survey Question 27*

<b>Please indicate your school's overall level of implementation of Planning Portfolios:</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
2010	0%	33%	67%
2011	0%	39%	61%
2012	0%	29%	71%
2013	6%	44%	50%
2014	0%	41%	59%
2015	0%	37%	63%



**Table 25.***Online Implementation Survey Question 28*

<b>Please indicate your student planning portfolio format:</b>	<b>Electronic</b>	<b>Paper</b>	<b>Combined</b>
2010	0%	93%	7%
2011	0%	84%	16%
2012	0%	63%	37%
2013	5%	79%	16%
2014	6%	53%	41%
2015	0%	37%	63%

**Table 26.***Online Implementation Survey Question 30*

<b>How many students conduct student-led conferences?</b>	<b>No student-led conferences</b>	<b>Some students have student-led conference once/year</b>	<b>All students have a student-led conference once/year</b>
2010	0%	27%	73%
2011	0%	16%	84%
2012	0%	5%	95%
2013	0%	21%	79%
2014	0%	0%	100%
2015	0%	11%	90%

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



**Table 27.**  
*Online Implementation Survey Question 31*

Who attends student-led conferences?	No attendance expectation for parents	Parents invited	Parents required
2010	0%	60%	40%
2011	0%	42%	58%
2012	0%	32%	68%
2013	0%	21%	79%
2014	0%	24%	76%
2015	0%	26%	74%

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

**Table 28.**  
*Online Implementation Survey Question 32*

How are conferences organized?	No written conference standards	Written conference standards adopted, not enforced	Written conference standards enforced
2010	0%	47%	53%
2011	0%	47%	53%
2012	0%	42%	58%
2013	5%	47%	47%
2014	0%	24%	76%
2015	5%	32%	63%

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

**Table 29.**

*Online Implementation Survey Question 33*

Are conferences integrated with course registration/selection?	No integration	Some integration, but not required	Registration is part of all student-led conferences
2010	33%	47%	20%
2011	37%	42%	21%
2012	0%	44%	56%
2013	32%	37%	32%
2014	18%	53%	30%
2015	37%	26%	37%

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

**Table 30.**

*Online Implementation Survey Question 34*

Is satisfaction with conferences tallied?	No	Yes	Yes, data informs future conference planning
2010	7%	20%	73%
2011	5%	32%	63%
2012	0%	31%	69%
2013	5%	26%	68%
2014	0%	24%	76%
2015	0%	32%	68%

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



**Table 31.**

*Online Implementation Survey Question 35*

<b>Do students assess their student-led conference performance?</b>	<b>No</b>	<b>Yes, but not required</b>	<b>Yes, required by all students</b>
2010	7%	60%	33%
2011	16%	47%	37%
2012	0%	72%	28%
2013	11%	47%	42%
2014	12%	47%	41%
2015	5%	37%	41%

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

**Table 32.**

*Online Implementation Survey Question 36*

<b>Indicate your school's overall level of implementation of student-led conferences</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
2010	13%	20%	67%
2011	0%	37%	63%
2012	0%	21%	79%
2013	0%	26%	74%
2014	0%	29%	71%
2015	0%	32%	68%

**Table 33.***Online Implementation Survey Question 38*

<b>Do students have information about their course needs?</b>	<b>Printed credit checks only</b>	<b>Yes, based on graduation needs</b>	<b>Yes, based on graduation needs and chosen career path</b>
2010	15%	39%	46%
2011	0%	47%	53%
2012	0%	21%	79%
2013	6%	19%	75%
2014	6%	19%	75%
2015	11%	21%	68%

\*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*

<b>Do students develop four-year course plans in high school?</b>	<b>No requirement</b>	<b>Yes, one time activity</b>	<b>Yes, four year plan revisited and refined annually</b>
2010	31%	31%	38%
2011	7%	29%	64%
2012	0%	46%	54%
2013	28%	17%	56%
2014	6%	27%	67%
2015	0%	37%	63%

\*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*

<b>Do students have a say in their schedule?</b>	<b>No, assigned by others</b>	<b>Yes, students select classes</b>	<b>Yes, students select class choices utilizing portfolio or conference data</b>
2010	20%	60%	20%
2011	15%	53%	32%
2012	0%	62%	38%
2013	21%	53%	26%
2014	0%	71%	29%
2015	16%	47%	37%

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

**Table 36.**

*Online Implementation Survey Question 41*

<b>Is the master schedule built based on students' choices?</b>	<b>Master schedule based on graduation requirements</b>	<b>Master schedule based on student requests, not linked to course data</b>	<b>Yes, master schedule based on student data</b>
2010	21%	36%	43%
2011	12%	41%	47%
2012	0%	42%	58%
2013	28%	44%	28%
2014	19%	31%	50%
2015	22%	28%	50%

\*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*

<b>Are students encouraged to enroll in gatekeeper courses?</b>	<b>No specific guidance provided</b>	<b>Yes, printed recommendations</b>	<b>Yes, and their importance is explained in advisory</b>
2010	39%	23%	38%
2011	7%	53%	40%
2012	0%	53%	47%
2013	28%	39%	33%
2014	6%	50%	44%
2015	11%	32%	58%

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

**Table 38.**

*Online Implementation Survey Question 43*

<b>Do students receive additional interventions and support to succeed in these courses?</b>	<b>No additional interventions and support available</b>	<b>Yes, additional interventions and support for some gatekeeper courses</b>	<b>Yes, additional interventions and support for all gatekeeper courses</b>
2010	36%	43%	21%
2011	6%	50%	44%
2012	0%	35%	65%
2013	0%	44%	56%
2014	0%	31%	69%
2015	11%	47%	42%

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



**Table 39.**

*Online Implementation Survey Question 44*

<b>Indicate your school's overall level of implementation of student-driven scheduling:</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
2010	25%	58%	17%
2011	12%	63%	25%
2012	0%	71%	29%
2013	24%	47%	29%
2014	12%	41%	47%
2015	17%	44%	39%

**Table 40.**

*Online Implementation Survey Question 46*

<b>What information is collected?</b>	<b>Some required data partially or not submitted to OSPI</b>	<b>Most required data completed and submitted</b>	<b>All required data completed and submitted</b>
2010	0%	27%	73%
2011	0%	16%	84%
2012	0%	6%	94%
2013	0%	5%	95%
2014	0%	6%	94%
2015	0%	10%	90%

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



**Table 41.**

*Online Implementation Survey Question 47*

<b>What else does the school collect?</b>	<b>Data is only collected to meet grant requirements</b>	<b>Data is collected beyond requirements to measure locally determined outcomes</b>	<b>State required and local data is used for improvement</b>
2010	20%	20%	60%
2011	5%	37%	58%
2012	0%	35%	65%
2013	21%	21%	58%
2014	0%	41%	59%
2015	5%	37%	58%

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

**Table 42.**

*Online Implementation Survey Question 48*

<b>Is data shared with stakeholders?</b>	<b>Data shared within the program</b>	<b>Data shared district-wide</b>	<b>Data shared with all stakeholders</b>
2010	36%	50%	14%
2011	18%	53%	29%
2012	0%	71%	29%
2013	37%	37%	26%
2014	0%	59%	41%
2015	21%	42%	37%

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



**Table 43.**

*Online Implementation Survey Question 49*

<b>Indicate your school's overall level of implementation of data collection</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
2010	0%	80%	20%
2011	10%	58%	32%
2012	0%	53%	47%
2013	0%	63%	37%
2014	0%	41%	59%
2015	0%	53%	47%

**APPENDIX B: AVID STUDENT PERSPECTIVES QUESTIONNAIRE**

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**Table 44.**  
*Student Survey: Personalized*

<b>Personalized</b>	<b>Year</b>	<b>No Adults</b>	<b>One Adult</b>	<b>2 or 3 Adults</b>	<b>4 or 5 Adults</b>	<b>6 or More Adults</b>
How many adults in your school would be willing to give you extra help with your school work if you needed it?	2010	5%	11%	33%	22%	29%
	2011	4%	11%	32%	22%	31%
	2012	4%	12%	34%	21%	29%
	2013	4%	11%	33%	22%	30%
	2014	4%	13%	34%	21%	28%
	2015	4%	13%	35%	22%	26%
How many adults in your school would be willing to help you with a personal problem?	2010	10%	19%	39%	15%	17%
	2011	10%	20%	37%	16%	17%
	2012	10%	23%	36%	15%	16%
	2013	10%	20%	37%	16%	17%
	2014	10%	22%	37%	16%	16^
	2015	10%	22%	38%	15%	15%
How many adults in your school really care about how well you are doing in school?	2010	7%	12%	29%	22%	30%
	2011	6%	11%	27%	21%	35%
	2012	6%	14%	29%	20%	30%
	2013	6%	13%	28%	22%	31%
	2014	7%	12%	32%	20%	29%
	2015	7%	14%	31%	21%	27%

How many adults in your school have helped you think about whether you are meeting the requirements for graduation?	2010	13%	18%	33%	19%	17%
	2011	11%	18%	31%	20%	20%
	2012	11%	21%	30%	20%	18%
	2013	11%	19%	32%	19%	18%
	2014	13%	20%	33%	19%	17%
	2015	13%	21%	32%	18%	16%
How many adults in your school have helped you think about what you need to do to prepare for college or for a career?	2010	13%	19%	32%	18%	18%
	2011	11%	19%	31%	19%	20%
	2012	11%	21%	33%	18%	17%
	2013	11%	20%	34%	18%	18%
	2014	13%	21%	33%	17%	16%
	2015	13%	22%	34%	17%	16%



**Table 45**  
*Student Survey: Future Focus*

Future Focus	Year	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A college degree is important for me to obtain a successful job.	2010	2%	2%	9%	30%	57%
	2011	2%	2%	9%	31%	56%
	2012	2%	3%	10%	31%	56%
	2013	2%	2%	10%	33%	54%
	2014	2%	3%	11%	32%	53%
	2015	2%	3%	13%	32%	50%
My future career depends a lot on going to college.	2010	2%	5%	16%	31%	46%
	2011	2%	4%	16%	33%	45%
	2012	2%	4%	17%	33%	44%
	2013	1%	4%	17%	33%	44%
	2014	2%	5%	18%	32%	43%
	2015	3%	6%	19%	33%	41%
I think my high school has prepared me to succeed in college.	2010	3%	5%	34%	41%	18%
	2011	3%	4%	32%	43%	18%
	2012	3%	5%	35%	42%	15%
	2013	2%	5%	31%	43%	17%
	2014	3%	6%	35%	42%	16%
	2015	4%	7%	35%	41%	15%

I know what high school courses I need to prepare me for college.	2010	3%	10%	29%	39%	20%
	2011	3%	10%	31%	38%	18%
	2012	3%	10%	31%	38%	17%
	2013	3%	10%	31%	39%	17%
	2014	3%	10%	33%	37%	17%
	2015	3%	11%	35%	36%	15%
I have a good understanding of my personal interests and skills.	2010	1%	3%	15%	43%	38%
	2011	1%	3%	17%	43%	36%
	2012	2%	3%	15%	43%	37%
	2013	1%	3%	16%	44%	36%
	2014	2%	3%	18%	44%	34%
	2015	2%	3%	20%	43%	32%
I know what courses and requirements I must complete to graduate from high school.	2010	1%	5%	17%	40%	37%
	2011	2%	6%	20%	40%	32%
	2012	2%	6%	19%	39%	34%
	2013	2%	6%	21%	40%	32%
	2014	2%	5%	23%	40%	30%
	2015	2%	6%	22%	40%	31%



I know what courses and requirements I must complete in high school to pursue my post-secondary plan.	2010	2%	10%	32%	38%	18%
	2011	3%	10%	34%	36%	17%
	2012	3%	10%	35%	36%	17%
	2013	3%	10%	36%	37%	15%
	2014	3%	11%	36%	36%	15%
	2015	3%	12%	37%	34%	15%
I understand the importance of how work and performance, effort, and decisions directly affect future career and educational opportunities.	2010	1%	2%	15%	42%	40%
	2011	1%	2%	15%	42%	40%
	2012	2%	2%	15%	41%	40%
	2013	1%	2%	15%	42%	40%
	2014	1%	3%	17%	41%	39%
	2015	1%	2%	17%	42%	37%
I have a specific step-by-step plan for getting into the post-secondary program of my dreams.	2010	6%	18%	38%	25%	13%
	2011	6%	17%	38%	27%	12%
	2012	6%	17%	39%	26%	13%
	2013	5%	17%	40%	26%	12%
	2014	6%	17%	39%	26%	13%
	2015	6%	18%	41%	24%	11%



**Table 46**

*Student Survey: College Aspirations (AVID STUDENTS ONLY)*

<b>College Aspirations</b>	<b>Year</b>	<b>Yes</b>			<b>No</b>	
Have you thought about education beyond high school?	2010	93%			7%	
	2011	95%			5%	
	2012	96%			4%	
	2013	96%			4%	
	2014	97%			3%	
	2015	97%			3%	
	<b>Year</b>	<b>High School Only</b>	<b>Technical School Certificate</b>	<b>Associates Degree</b>	<b>Bachelor's Degree</b>	<b>Graduate or professional school</b>
How much education do you want to get?	2010	7%	5%	14%	54%	20%
	2011	3%	3%	13%	57%	24%
	2012	3%	3%	13%	59%	22%
	2013	3%	2%	10%	64%	22%
	2014	2%	3%	8%	65%	22%
	2015	3%	2%	11%	66%	19%



	Year	High School Only	Technical School Certificate	Associates Degree	Bachelor's Degree	Graduate or professional school
As things stand now (realistically), how much education do you think you will get?	2010	12%	8%	27%	45%	9%
	2011	7%	5%	24%	52%	12%
	2012	6%	6%	31%	48%	9%
	2013	6%	4%	27%	54%	10%
	2014	6%	5%	24%	56%	10%
	2015	6%	3%	28%	53%	9%
What is the minimum level of education with which you would be satisfied?	2010	10%	9%	39%	35%	7%
	2011	8%	8%	38%	40%	6%
	2012	7%	8%	39%	39%	8%
	2013	7%	7%	40%	41%	5%
	2014	5%	6%	42%	42%	6%
	2015	6%	5%	42%	41%	5%

	<b>Year</b>	<b>I don't know</b>	<b>Working</b>	<b>Both college and work</b>	<b>College</b>
What activity most likely will take the largest share of your time in the year after you leave high school?	2010	9%	11%	62%	18%
	2011	6%	8%	66%	20%
	2012	7%	6%	69%	19%
	2013	5%	6%	68%	21%
	2014	6%	7%	70%	18%
	2015	6%	7%	70%	16%
	<b>Year</b>	<b>No</b>	<b>I don't know</b>	<b>Yes, but after a delay of time</b>	<b>Yes, immediately after high school</b>
Do you plan to go to college at some time in the future?	2010	4%	10%	26%	60%
	2011	1%	6%	25%	68%
	2012	1%	4%	28%	67%
	2013	1%	7%	24%	68%
	2014	1%	6%	24%	69%
	2015	1%	6%	28%	64%



	Year	2-year college		4-year college	
If yes, to what college do you intend to apply?	2010	28%		72%	
	2011	23%		77%	
	2012	24%		76%	
	2013	17%		83%	
	2014	15%		85%	
	2015	19%		81%	
	Year	Definitely won't	Probably won't	Probably will	Definitely will
How sure are you that you will graduate from college?	2010	2%	6%	50%	42%
	2011	1%	3%	45%	51%
	2012	1%	3%	53%	43%
	2013	1%	3%	50%	45%
	2014	2%	4%	48%	46%
	2015	1%	4%	52%	43%
	Year	Yes		No	
Will you be disappointed if you don't graduate from college?	2010	88%		12%	
	2011	92%		8%	
	2012	93%		7%	
	2013	93%		7%	
	2014	93%		7%	
	2015	93%		7%	

	Year	Get a job	Attend a 2-year college	Attend a 4-year college	Career/ Tech Ed	Enlist in the Military	Other/ Don't Know
What do you plan to do the year after you graduate from high school?	2010	11%	18%	51%	3%	6%	11%
	2011	9%	17%	53%	3%	7%	11%
	2012	5%	13%	65%	4%	5%	8%
	2013	6%	12%	67%	2%	4%	10%
	2014	6%	12%	68%	2%	5%	7%
	2015	6%	13%	67%	2%	2%	10%
What do you think most of your teachers expect you to do in the year after you graduate from high school?	2010	6%	17%	58%	2%	2%	15%
	2011	6%	18%	60%	2%	1%	12%
	2012	5%	14%	68%	1%	1%	8%
	2013	4%	14%	69%	2%	2%	10%
	2014	4%	14%	70%	3%	1%	9%
	2015	4%	14%	72%	1%	1%	9%



	Year	Parent/ Guardian	Other Relatives	School Counselor	Teachers	Friends	Internet	TV/ Movies	Other/ Don't Know
What has been the most helpful in learning about college?	2010	25%	6%	9%	33%	6%	7%	3%	11%
	2011	28%	5%	6%	38%	4%	7%	2%	10%
	2012	21%	4%	5%	55%	2%	5%	1%	7%
	2013	19%	4%	5%	54%	3%	7%	1%	9%
	2014	18%	4%	4%	57%	2%	5%	1%	8%
	2015	19%	4%	6%	55%	3%	6%	1%	8%

**Table 47**

*Student Survey: Sense of Belonging*

Sense of Belonging	Year	Strongly Disagree	Disagree	Agree	Strongly Agree
Many students in this school don't respect one another.	2010	4%	29%	49%	18%
	2011	4%	31%	48%	17%
	2012	4%	31%	47%	18%
	2013	5%	32%	47%	17%
	2014	5%	32%	47%	17%
	2015	5%	33%	46%	17%
There are groups of students in this school who don't get along.	2010	2%	10%	57%	31%
	2011	2%	9%	61%	28%
	2012	2%	11%	58%	29%
	2013	2%	12%	60%	27%
	2014	2%	15%	58%	26%
	2015	3%	14%	58%	25%
I feel like I'm a real part of this school.	2010	7%	27%	53%	13%
	2011	6%	24%	56%	14%
	2012	7%	27%	54%	13%
	2013	6%	27%	54%	13%
	2014	7%	28%	53%	12%
	2015	7%	30%	52%	11%



I don't fit in with most other students.	2010	23%	50%	20%	7%
	2011	24%	51%	19%	6%
	2012	22%	50%	22%	7%
	2013	19%	52%	22%	7%
	2014	18%	49%	25%	9%
	2015	16%	50%	26%	8%
I participate in a lot of activities in this school.	2010	13%	37%	35%	15%
	2011	12%	37%	35%	16%
	2012	12%	38%	37%	14%
	2013	13%	39%	35%	13%
	2014	11%	38%	36%	14%
	2015	12%	40%	36%	13%
People at this school are like family to me.	2010	15%	33%	42%	10%
	2011	13%	32%	42%	13%
	2012	13%	32%	43%	12%
	2013	12%	33%	43%	13%
	2014	14%	31%	43%	12%
	2015	14%	34%	40%	11%
I feel like an outsider at this school.	2010	36%	45%	13%	6%
	2011	37%	45%	13%	5%
	2012	34%	47%	14%	5%
	2013	32%	47%	16%	5%
	2014	14%	31%	43%	12%
	2015	14%	34%	40%	11%



**Table 48**

*Student Survey: High Expectations*

<b>High Expectations</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Teachers at school believe all students can do well.	2010	6%	20%	49%	25%
	2011	5%	17%	49%	29%
	2012	5%	18%	50%	28%
	2013	5%	16%	51%	28%
	2014	5%	16%	52%	27%
	2015	5%	17%	51%	26%
Teachers at school have given up on some students.	2010	15%	41%	36%	8%
	2011	18%	42%	32%	8%
	2012	17%	42%	33%	8%
	2013	19%	44%	31%	6%
	2014	18%	43%	32%	8%
	2015	16%	43%	34%	8%
Teachers at school care only about smart students.	2010	25%	51%	18%	6%
	2011	28%	50%	16%	6%
	2012	26%	50%	18%	6%
	2013	28%	50%	17%	6%
	2014	27%	48%	18%	8%
	2015	24%	52%	18%	7%



Teachers at school expect very little from students.	2010	30%	53%	13%	4%
	2011	35%	51%	10%	4%
	2012	33%	51%	13%	4%
	2013	33%	52%	12%	4%
	2014	31%	50%	14%	4%
	2015	28%	54%	14%	4%
Teachers at school make sure all students are learning.	2010	5%	17%	49%	29%
	2011	4%	13%	50%	33%
	2012	5%	15%	48%	32%
	2013	4%	14%	50%	33%
	2014	4%	14%	50%	32%
	2015	5%	16%	50%	29%

**Table 49**  
*Student Survey: Satisfaction-1*

Satisfaction-1	Year	Poor Job	OK Job	Excellent Job
How well has your school taught you to be a good reader?	2010	10%	52%	38%
	2011	8%	49%	43%
	2012	8%	52%	40%
	2013	7%	52%	41%
	2014	8%	53%	39%
	2015	8%	54%	38%
How well has your school taught you to speak clearly and effectively?	2010	10%	51%	39%
	2011	8%	48%	44%
	2012	9%	50%	41%
	2013	8%	49%	42%
	2014	9%	52%	39%
	2015	9%	51%	40%
How well has your school taught you to write clearly and effectively?	2010	10%	48%	42%
	2011	12%	44%	44%
	2012	10%	49%	41%
	2013	9%	48%	44%
	2014	9%	49%	42%
	2015	10%	50%	41%
How well has your school taught you to analyze and solve math problems?	2010	12%	45%	43%
	2011	9%	39%	52%
	2012	10%	45%	45%
	2013	9%	44%	46%
	2014	11%	46%	44%
	2015	11%	46%	44%



How well has your school taught you to learn effectively on your own with little help from others?	2010	12%	56%	32%
	2011	12%	52%	36%
	2012	11%	56%	34%
	2013	9%	57%	34%
	2014	11%	55%	34%
	2015	11%	57%	32%

**Table 50**

*Student Survey: Satisfaction-2*

Satisfaction-2	Year	Poor Job	OK Job	Excellent Job
How well has your school taught you to be a responsible member of your community?	2010	18%	51%	31%
	2011	18%	45%	37%
	2012	15%	51%	34%
	2013	14%	50%	36%
	2014	15%	49%	36%
	2015	15%	51%	35%
How well has your school taught you to understand the rights and responsibilities of people living in the United States?	2010	17%	51%	32%
	2011	17%	45%	38%
	2012	15%	50%	35%
	2013	14%	50%	36%
	2014	16%	50%	34%
	2015	17%	49%	34%
How well has your school taught you to respect the opinions of people from different backgrounds?	2010	10%	44%	45%
	2011	10%	38%	52%
	2012	10%	45%	46%
	2013	7%	41%	52%
	2014	9%	42%	48%
	2015	9%	43%	48%
How well has your school taught you to prepare for the work world or attending college?	2010	11%	49%	40%
	2011	13%	44%	43%
	2012	11%	49%	40%
	2013	10%	47%	43%
	2014	14%	46%	41%
	2015	13%	48%	38%



How well has your school taught you to think critically about ideas, problems, and current events?	2010	10%	53%	37%
	2011	11%	47%	42%
	2012	9%	56%	36%
	2013	8%	52%	40%
	2014	10%	53%	37%
	2015	10%	53%	37%

**Table 51**  
*Student Survey: Active Inquiry*

Active Inquiry	Year	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.	2010	5%	17%	26%	34%	18%
	2011	4%	15%	25%	36%	20%
	2012	4%	16%	25%	36%	18%
	2013	4%	15%	26%	36%	20%
	2014	5%	15%	25%	37%	19%
	2015	4%	15%	26%	37%	19%
This school year my teachers have let students decide on the projects or research topics they will work on.	2010	10%	28%	28%	25%	9%
	2011	12%	30%	27%	23%	8%
	2012	12%	30%	27%	23%	8%
	2013	10%	29%	28%	25%	8%
	2014	12%	30%	27%	23%	8%
	2015	11%	29%	30%	23%	7%
This school year my teachers have let students decide how to work on their assignments or projects.	2010	10%	25%	27%	27%	11%
	2011	9%	25%	27%	28%	11%
	2012	12%	30%	27%	23%	8%
	2013	10%	29%	28%	25%	8%
	2014	10%	26%	28%	25%	11%
	2015	10%	27%	28%	27%	9%



**Table 52**  
*Student Survey: In-Depth Learning*

<b>In-Depth Learning</b>	<b>Year</b>	<b>Never</b>	<b>Once in a While</b>	<b>Half of the Time</b>	<b>Most of the Time</b>	<b>All of the Time</b>
When I work on a topic at school, I am able to spend enough time on it to understand it really well.	2010	4%	17%	28%	42%	8%
	2011	3%	15%	28%	45%	9%
	2012	4%	17%	28%	44%	7%
	2013	3%	16%	30%	44%	8%
	2014	4%	18%	31%	41%	7%
	2015	4%	18%	30%	41%	7%
My teachers expect me to learn some topics well enough to be able to teach others about them.	2010	6%	16%	24%	39%	15%
	2011	5%	14%	22%	40%	19%
	2012	5%	15%	24%	40%	17%
	2013	5%	14%	22%	42%	18%
	2014	4%	14%	23%	40%	20%
	2015	4%	13%	23%	42%	18%
	<b>Year</b>	<b>Never</b>	<b>A Few Times This Year</b>	<b>Once or Twice a Month</b>	<b>Once or Twice a Week</b>	<b>Almost Every Day</b>
This school year I have written a report of more than 5 pages about a topic I researched.	2010	41%	42%	12%	3%	2%
	2011	41%	41%	12%	4%	2%
	2012	47%	37%	11%	4%	2%
	2013	47%	36%	12%	4%	1%
	2014	51%	33%	12%	3%	1%
	2015	47%	35%	13%	4%	1%



This school year I have solved problems based on real life.	2010	12%	32%	24%	18%	14%
	2011	11%	30%	24%	20%	15%
	2012	14%	32%	23%	20%	11%
	2013	13%	30%	24%	21%	13%
	2014	15%	32%	24%	18%	11%
	2015	14%	30%	23%	20%	13%
This school year I have written an essay.	2010	3%	29%	40%	20%	8%
	2011	3%	30%	40%	20%	7%
	2012	5%	32%	40%	17%	6%
	2013	5%	33%	38%	18%	6%
	2014	5%	31%	39%	20%	6%
	2015	4%	31%	40%	19%	7%



**Table 53**  
*Student Survey: Performance Assessment*

<b>Performance Assessment</b>	<b>Year</b>	<b>Never</b>	<b>Once in a While</b>	<b>Half of the Time</b>	<b>Most of the Time</b>	<b>All of the Time</b>
This school year my teachers have shown students examples of student work that they consider to be good or poor.	2010	6%	22%	25%	33%	14%
	2011	5%	20%	25%	34%	16%
	2012	6%	22%	26%	32%	14%
	2013	5%	21%	26%	32%	16%
	2014	7%	22%	27%	31%	13%
	2015	7%	24%	27%	30%	12%
This school year my teachers have made clear to us what we should know and be able to do.	2010	2%	10%	21%	43%	24%
	2011	2%	7%	19%	42%	30%
	2012	2%	8%	20%	43%	27%
	2013	2%	8%	18%	43%	29%
	2014	2%	9%	22%	42%	25%
	2015	2%	8%	22%	44%	24%
This school year my teachers have assigned projects or presentations that let us show what we have learned.	2010	4%	13%	21%	40%	22%
	2011	3%	12%	23%	40%	22%
	2012	3%	15%	24%	38%	20%
	2013	2%	13%	23%	41%	21%
	2014	3%	16%	23%	38%	20%
	2015	3%	15%	24%	38%	20%

**APPENDIX C: NAVIGATION 101 STUDENT PERSPECTIVES QUESTIONNAIRE**

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**Table 54.**  
*Student Survey: Personalized*

<b>Personalized</b>	<b>Year</b>	<b>No Adults</b>	<b>One Adult</b>	<b>2 or 3 Adults</b>	<b>4 or 5 Adults</b>	<b>6 or More Adults</b>
How many adults in your school would be willing to give you extra help with your school work if you needed it?	2010	8%	13%	28%	21%	30%
	2011	6%	12%	29%	20%	33%
	2012	4%	13%	35%	20%	27%
	2013	3%	12%	34%	21%	29%
	2014	5%	13%	37%	20%	25%
	2015	4%	15%	37%	21%	24%
How many adults in your school would be willing to help you with a personal problem?	2010	12%	23%	37%	14%	15%
	2011	11%	22%	36%	16%	14%
	2012	10%	24%	35%	16%	15%
	2013	9%	22%	37%	16%	16%
	2014	11%	22%	37%	15%	16%
	2015	10%	25%	37%	14%	15%
How many adults in your school really care about how well you are doing in school?	2010	8%	13%	28%	21%	30%
	2011	6%	12%	30%	20%	32%
	2012	6%	13%	29%	21%	30%
	2013	5%	13%	29%	21%	32%
	2014	7%	13%	31%	20%	29%
	2015	7%	15%	28%	21%	30%

How many adults in your school have helped you think about whether you are meeting the requirements for graduation?	2010	13%	18%	32%	19%	18%
	2011	10%	19%	31%	20%	20%
	2012	10%	20%	30%	21%	19%
	2013	9%	18%	32%	21%	19%
	2014	12%	21%	31%	19%	18%
	2015	11%	21%	31%	19%	18%
How many adults in your school have helped you think about what you need to do to prepare for college or for a career?	2010	11%	21%	32%	18%	18%
	2011	9%	20%	32%	18%	21%
	2012	9%	20%	33%	19%	19%
	2013	8%	20%	33%	19%	20%
	2014	10%	20%	33%	18%	20%
	2015	11%	21%	32%	18%	19%



**Table 55**  
*Student Survey: Future Focus*

Future Focus	Year	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A college degree is important for me to obtain a successful job.	2010	2%	2%	9%	31%	56%
	2011	2%	2%	9%	31%	56%
	2012	2%	3%	9%	31%	56%
	2013	1%	2%	9%	32%	55%
	2014	2%	3%	10%	31%	54%
	2015	2%	3%	12%	31%	53%
My future career depends a lot on going to college.	2010	2%	5%	16%	33%	44%
	2011	2%	5%	16%	32%	45%
	2012	2%	5%	16%	37%	44%
	2013	2%	4%	16%	35%	44%
	2014	2%	4%	18%	34%	43%
	2015	2%	5%	19%	33%	42%
I think my high school has prepared me to succeed in college.	2010	3%	6%	35%	38%	18%
	2011	3%	5%	32%	42%	18%
	2012	3%	5%	36%	40%	17%
	2013	2%	4%	35%	41%	17%
	2014	3%	6%	37%	37%	16%
	2015	3%	5%	36%	39%	17%

I know what high school courses I need to prepare me for college.	2010	3%	12%	31%	36%	18%
	2011	3%	10%	31%	39%	17%
	2012	3%	9%	32%	38%	17%
	2013	3%	10%	34%	36%	16%
	2014	3%	10%	34%	36%	17%
	2015	3%	11%	35%	34%	17%
I have a good understanding of my personal interests and skills.	2010	2%	3%	18%	42%	36%
	2011	1%	3%	16%	44%	36%
	2012	1%	3%	18%	43%	35%
	2013	1%	3%	17%	45%	35%
	2014	2%	3%	19%	43%	33%
	2015	2%	3%	20%	42%	33%
I know what courses and requirements I must complete to graduate from high school.	2010	2%	7%	22%	38%	30%
	2011	2%	6%	21%	40%	31%
	2012	2%	6%	22%	41%	29%
	2013	2%	7%	23%	39%	28%
	2014	2%	6%	25%	39%	29%
	2015	2%	6%	24%	39%	28%



I know what courses and requirements I must complete in high school to pursue my post-secondary plan.	2010	3%	11%	35%	35%	16%
	2011	3%	9%	33%	38%	17%
	2012	3%	10%	35%	35%	17%
	2013	3%	10%	37%	34%	16%
	2014	3%	11%	36%	35%	16%
	2015	3%	11%	36%	34%	16%
I understand the importance of how work and performance, effort, and decisions directly affect future career and educational opportunities.	2010	2%	4%	17%	42%	35%
	2011	1%	3%	17%	43%	36%
	2012	1%	3%	17%	43%	36%
	2013	1%	2%	18%	43%	36%
	2014	1%	3%	19%	40%	37%
	2015	2%	3%	17%	42%	37%
I have a specific step-by-step plan for getting into the post-secondary program of my dreams.	2010	7%	17%	39%	25%	12%
	2011	5%	15%	38%	29%	13%
	2012	5%	16%	39%	26%	15%
	2013	4%	15%	40%	28%	13%
	2014	5%	17%	38%	27%	14%
	2015	5%	16%	39%	26%	14%



**Table 56**

*Student Survey: Navigation 101 Beliefs*

<b>Navigation 101 Beliefs</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
I am more likely to graduate, and to do so on time, as a result of the Navigation 101 program.	2010	11%	11%	39%	27%	12%
	2011	10%	10%	37%	29%	14%
	2012	10%	10%	37%	29%	15%
	2013	10%	9%	37%	30%	15%
	2014	10%	10%	38%	29%	14%
	2015	7%	8%	41%	28%	15%
My involvement in the Navigation 101 program has inspired me to set and achieve my future goals.	2010	8%	11%	37%	30%	14%
	2011	9%	10%	34%	32%	15%
	2012	8%	11%	32%	33%	16%
	2013	8%	10%	32%	35%	15%
	2014	9%	11%	35%	32%	13%
	2015	7%	10%	37%	31%	15%
I am more likely to attend a postsecondary program because of my involvement in the Navigation 101 program.	2010	10%	12%	39%	26%	14%
	2011	10%	11%	36%	27%	10%
	2012	9%	11%	37%	27%	17%
	2013	10%	10%	37%	27%	16%
	2014	8%	10%	41%	26%	15%
	2015	8%	10%	41%	26%	15%



**Table 57**  
*Student Survey: Sense of Belonging*

Sense of Belonging	Year	Strongly Disagree	Disagree	Agree	Strongly Agree
Many students in this school don't respect one another.	2010	4%	26%	49%	21%
	2011	4%	28%	49%	19%
	2012	4%	28%	49%	20%
	2013	4%	28%	49%	20%
	2014	4%	28%	50%	18%
	2015	4%	28%	50%	18%
There are groups of students in this school who don't get along.	2010	3%	10%	54%	33%
	2011	2%	10%	59%	28%
	2012	2%	18%	57%	29%
	2013	2%	12%	57%	28%
	2014	2%	14%	57%	27%
	2015	2%	13%	57%	27%
I feel like I'm a real part of this school.	2010	7%	27%	53%	13%
	2011	6%	26%	55%	13%
	2012	6%	26%	53%	15%
	2013	6%	26%	54%	14%
	2014	8%	27%	53%	13%
	2015	7%	26%	53%	14%

I don't fit in with most other students.	2010	22%	50%	20%	8%
	2011	21%	51%	21%	7%
	2012	22%	49%	22%	8%
	2013	18%	50%	24%	8%
	2014	17%	47%	27%	9%
	2015	18%	47%	27%	9%
I participate in a lot of activities in this school.	2010	14%	37%	35%	14%
	2011	13%	38%	36%	13%
	2012	13%	39%	35%	13%
	2013	11%	39%	37%	13%
	2014	12%	39%	36%	13%
	2015	12%	39%	36%	13%
People at this school are like family to me.	2010	15%	31%	42%	12%
	2011	13%	31%	45%	14%
	2012	13%	29%	44%	15%
	2013	12%	31%	45%	13%
	2014	13%	30%	44%	13%
	2015	12%	31%	43%	14%
I feel like an outsider at this school.	2010	38%	45%	12%	5%
	2011	34%	46%	13%	7%
	2012	13%	29%	44%	15%
	2013	12%	31%	45%	13%
	2014	28%	48%	18%	7%
	2015	27%	48%	17%	7%



**Table 58**  
*Student Survey: High Expectations*

High Expectations	Year	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers at school believe all students can do well.	2010	6%	18%	49%	27%
	2011	4%	16%	52%	28%
	2012	4%	16%	52%	28%
	2013	5%	15%	51%	29%
	2014	5%	15%	52%	29%
	2015	4%	16%	49%	30%
Teachers at school have given up on some students.	2010	17%	41%	34%	8%
	2011	17%	43%	33%	7%
	2012	19%	43%	31%	7%
	2013	18%	45%	30%	7%
	2014	18%	43%	32%	7%
	2015	18%	42%	32%	8%
Teachers at school care only about smart students.	2010	27%	48%	19%	6%
	2011	27%	50%	17%	6%
	2012	28%	48%	18%	7%
	2013	28%	50%	18%	7%
	2014	27%	48%	18%	7%
	2015	29%	47%	18%	6%

Teachers at school expect very little from students.	2010	30%	50%	15%	5%
	2011	32%	50%	14%	4%
	2012	33%	50%	13%	4%
	2013	32%	51%	13%	4%
	2014	30%	49%	16%	5%
	2015	31%	50%	14%	5%
Teachers at school make sure all students are learning.	2010	5%	16%	48%	31%
	2011	4%	14%	50%	32%
	2012	5%	14%	48%	34%
	2013	4%	12%	49%	35%
	2014	5%	14%	48%	33%
	2015	4%	14%	47%	35%



**Table 59**  
*Student Survey: Satisfaction-1*

Satisfaction-1	Year	Poor Job	OK Job	Excellent Job
How well has your school taught you to be a good reader?	2010	10%	55%	35%
	2011	8%	52%	40%
	2012	7%	55%	38%
	2013	7%	54%	39%
	2014	8%	55%	40%
	2015	7%	54%	37%
How well has your school taught you to speak clearly and effectively?	2010	11%	51%	38%
	2011	9%	50%	41%
	2012	9%	50%	41%
	2013	8%	49%	43%
	2014	9%	51%	40%
	2015	9%	51%	40%
How well has your school taught you to write clearly and effectively?	2010	11%	52%	37%
	2011	10%	43%	47%
	2012	11%	50%	39%
	2013	9%	48%	43%
	2014	9%	50%	41%
	2015	11%	50%	40%
How well has your school taught you to analyze and solve math problems?	2010	12%	46%	42%
	2011	10%	43%	47%
	2012	9%	45%	46%
	2013	9%	45%	47%
	2014	9%	46%	45%
	2015	10%	45%	45%

How well has your school taught you to learn effectively on your own with little help from others?	2010	13%	58%	29%
	2011	12%	55%	33%
	2012	11%	57%	32%
	2013	9%	57%	35%
	2014	11%	57%	33%
	2015	10%	58%	32%



**Table 60**  
*Student Survey: Satisfaction-2*

Satisfaction-2	Year	Poor Job	OK Job	Excellent Job
How well has your school taught you to be a responsible member of your community?	2010	18%	52%	30%
	2011	18%	49%	33%
	2012	15%	52%	33%
	2013	13%	51%	36%
	2014	15%	52%	33%
	2015	14%	51%	33%
How well has your school taught you to understand the rights and responsibilities of people living in the United States?	2010	17%	51%	32%
	2011	16%	47%	37%
	2012	16%	51%	33%
	2013	14%	49%	37%
	2014	17%	49%	34%
	2015	17%	49%	34%
How well has your school taught you to respect the opinions of people from different backgrounds?	2010	11%	47%	42%
	2011	10%	43%	47%
	2012	9%	44%	47%
	2013	7%	43%	50%
	2014	10%	45%	46%
	2015	9%	44%	47%
How well has your school taught you to prepare for the work world or attending college?	2010	11%	50%	39%
	2011	12%	46%	39%
	2012	10%	49%	41%
	2013	9%	48%	43%
	2014	11%	47%	42%
	2015	12%	47%	41%



How well has your school taught you to think critically about ideas, problems, and current events?	2010	10%	54%	36%
	2011	10%	52%	38%
	2012	9%	53%	39%
	2013	8%	53%	39%
	2014	9%	53%	38%
	2015	9%	53%	38%



**Table 61**  
*Student Survey: Active Inquiry*

<b>Active Inquiry</b>	<b>Year</b>	<b>Never</b>	<b>Once in a While</b>	<b>Half of the Time</b>	<b>Most of the Time</b>	<b>All of the Time</b>
This school year my teachers have encouraged us to find multiple solutions to problems rather than just one.	2010	5%	16%	25%	34%	20%
	2011	4%	13%	25%	37%	21%
	2012	4%	14%	25%	37%	20%
	2013	4%	12%	26%	36%	22%
	2014	4%	14%	25%	36%	21%
	2015	4%	13%	24%	37%	21%
This school year my teachers have let students decide on the projects or research topics they will work on.	2010	13%	29%	25%	24%	9%
	2011	12%	27%	28%	25%	8%
	2012	13%	29%	28%	23%	8%
	2013	11%	27%	28%	26%	8%
	2014	13%	28%	28%	23%	8%
	2015	11%	27%	30%	24%	9%
This school year my teachers have let students decide how to work on their assignments or projects.	2010	10%	25%	26%	27%	11%
	2011	9%	24%	27%	27%	13%
	2012	11%	24%	27%	26%	12%
	2013	9%	23%	28%	28%	12%
	2014	11%	24%	28%	25%	11%
	2015	11%	24%	28%	26%	12%

**Table 62**

*Student Survey: In-Depth Learning*

<b>In-Depth Learning</b>	<b>Year</b>	<b>Never</b>	<b>Once in a While</b>	<b>Half of the Time</b>	<b>Most of the Time</b>	<b>All of the Time</b>
When I work on a topic at school, I am able to spend enough time on it to understand it really well.	2010	5%	19%	31%	38%	7%
	2011	4%	15%	31%	42%	8%
	2012	4%	16%	30%	42%	8%
	2013	3%	16%	32%	43%	8%
	2014	4%	17%	31%	41%	8%
	2015	4%	16%	32%	40%	8%
My teachers expect me to learn some topics well enough to be able to teach others about them.	2010	6%	17%	25%	36%	16%
	2011	5%	15%	23%	38%	19%
	2012	4%	13%	24%	39%	19%
	2013	4%	13%	24%	41%	18%
	2014	4%	13%	23%	41%	19%
	2015	4%	11%	24%	43%	19%



	Year	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.	2010	47%	34%	11%	4%	2%
	2011	46%	34%	13%	5%	2%
	2012	50%	31%	12%	5%	2%
	2013	47%	33%	13%	5%	2%
	2014	50%	31%	13%	5%	2%
	2015	49%	30%	14%	5%	1%
This school year I have solved problems based on real life.	2010	14%	32%	23%	17%	14%
	2011	12%	29%	23%	21%	15%
	2012	13%	31%	22%	20%	14%
	2013	12%	29%	23%	21%	14%
	2014	14%	30%	22%	20%	14%
	2015	12%	29%	23%	21%	14%

**Table 63**

*Student Survey: Performance Assessment*

<b>Performance Assessment</b>	<b>Year</b>	<b>Never</b>	<b>Once in a While</b>	<b>Half of the Time</b>	<b>Most of the Time</b>	<b>All of the Time</b>
This school year my teachers have shown students examples of student work that they consider to be good or poor.	2010	7%	22%	24%	33%	14%
	2011	6%	19%	25%	34%	16%
	2012	7%	21%	26%	32%	15%
	2013	6%	19%	27%	33%	16%
	2014	6%	19%	28%	33%	14%
	2015	7%	21%	27%	30%	15%
This school year my teachers have made clear to us what we should know and be able to do.	2010	3%	10%	22%	40%	26%
	2011	2%	8%	20%	44%	26%
	2012	2%	8%	21%	41%	29%
	2013	2%	8%	20%	43%	28%
	2014	2%	9%	23%	41%	26%
	2015	2%	8%	21%	42%	26%
This school year my teachers have assigned projects or presentations that let us show what we have learned.	2010	4%	15%	23%	37%	21%
	2011	3%	12%	22%	40%	23%
	2012	3%	15%	23%	38%	21%
	2013	3%	12%	23%	40%	22%
	2014	4%	15%	25%	37%	21%
	2015	4%	14%	24%	37%	21%



## APPENDIX D: AVID TEACHER PERSPECTIVES QUESTIONNAIRE

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**Table 64**  
*Teacher Survey: Quality of Education*

Quality of Education	Year	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
All Students leave school prepared for success in work.	2010	4%	30%	33%	30%	3%
	2011	5%	27%	34%	30%	4%
	2012	2%	23%	36%	34%	4%
	2013	3%	26%	36%	31%	4%
	2014	5%	23%	35%	33%	4%
	2015	5%	19%	38%	34%	4%
All students leave school prepared for further education.	2010	4%	32%	30%	31%	3%
	2011	5%	31%	32%	28%	4%
	2012	3%	25%	34%	35%	3%
	2013	3%	29%	35%	30%	3%
	2014	4%	25%	32%	35%	4%
	2015	5%	25%	38%	29%	4%
The school is known for its academic excellence.	2010	7%	26%	30%	30%	7%
	2011	7%	22%	33%	30%	8%
	2012	4%	22%	34%	33%	7%
	2013	6%	27%	28%	30%	9%
	2014	%	22%	31%	33%	9%
	2015	3%	23%	39%	28%	7%



All students are engaged in a rigorous course of study.	2010	3%	30%	22%	41%	5%
	2011	2%	21%	25%	44%	8%
	2012	2%	19%	19%	53%	8%
	2013	2%	21%	19%	52%	6%
	2014	1%	18%	25%	50%	6%
	2015	2%	17%	24%	49%	8%



**Table 65**  
**Teacher Survey: Partnerships**

<b>Partnerships</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Parents have many opportunities to get involved with school programs.	2010	1%	10%	30%	48%	11%
	2011	1%	11%	26%	48%	14%
	2012	1%	8%	24%	52%	15%
	2013	3%	13%	21%	50%	14%
	2014	2%	9%	24%	50%	15%
	2015	2%	10%	27%	49%	12%
The school engages the community in discussion about continuous improvement.	2010	3%	16%	34%	40%	7%
	2011	3%	17%	29%	44%	7%
	2012	2%	15%	34%	39%	10%
	2013	5%	20%	31%	36%	8%
	2014	3%	16%	29%	43%	9%
	2015	3%	14%	35%	41%	8%
Parents are recognized as partners in education.	2010	2%	15%	28%	49%	6%
	2011	1%	12%	23%	54%	10%
	2012	1%	9%	23%	56%	11%
	2013	2%	11%	24%	55%	8%
	2014	2%	8%	24%	55%	11%
	2015	3%	8%	30%	50%	10%



The school makes learning results readily available to parents.	2010	0%	5%	17%	57%	21%
	2011	0%	4%	17%	56%	22%
	2012	0%	4%	10%	61%	25%
	2013	0%	4%	17%	58%	21%
	2014	1%	3%	17%	56%	23%
	2015	1%	4%	19%	54%	22%

Partnerships are developed with businesses in order to create work-based learning opportunities.	2010	4%	21%	32%	38%	5%
	2011	7%	27%	34%	28%	4%
	2012	5%	18%	36%	32%	9%
	2013	9%	26%	34%	25%	6%
	2014	7%	22%	29%	34%	7%
	2015	6%	21%	31%	35%	7%
Partnerships are developed with institutions of higher education to improve teacher preparation and instruction.	2010	1%	17%	26%	51%	6%
	2011	1%	16%	29%	43%	10%
	2012	1%	14%	27%	47%	11%
	2013	3%	15%	26%	47%	9%
	2014	1%	14%	23%	48%	14%
	2015	2%	13%	25%	48%	13%



**Table 66**  
*Teacher Survey: Standards-Based teaching*

<b>Standards-Based Teaching</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The school has adopted a consistent research-based instructional approach based on shared beliefs about teaching and learning.	2010	1%	11%	28%	53%	7%
	2011	1%	9%	25%	54%	11%
	2012	1%	9%	22%	55%	14%
	2013	1%	10%	25%	51%	13%
	2014	2%	13%	24%	50%	12%
	2015	1%	10%	26%	52%	10%
The staff and students are focused on a few important goals.	2010	1%	13%	29%	52%	5%
	2011	2%	13%	31%	48%	5%
	2012	2%	10%	23%	55%	10%
	2013	2%	14%	27%	51%	7%
	2014	2%	11%	27%	54%	7%
	2015	2%	10%	32%	49%	7%

The use of time, tools, materials, and professional development activities are aligned with instruction.	2010	1%	7%	21%	62%	10%
	2011	1%	6%	18%	64%	11%
	2012	1%	4%	16%	63%	16%
	2013	1%	7%	17%	61%	14%
	2014	1%	7%	17%	59%	17%
	2015	1%	7%	18%	59%	15%
Data-driven decisions shape structure and schedule.	2010	4%	14%	30%	45%	7%
	2011	2%	10%	27%	49%	12%
	2012	3%	9%	25%	49%	15%
	2013	4%	16%	26%	45%	10%
	2014	4%	11%	24%	51%	11%
	2015	3%	11%	27%	48%	12%
Teachers design curricula linked to learning standards.	2010	1%	2%	10%	64%	23%
	2011	1%	1%	9%	63%	26%
	2012	1%	2%	7%	60%	31%
	2013	0%	1%	8%	62%	29%
	2014	1%	3%	7%	61%	30%
	2015	1%	2%	7%	62%	29%



Staff members are dedicated to helping every student achieve state and local standards.	2010	1%	3%	11%	63%	22%
	2011	1%	4%	9%	61%	25%
	2012	0%	2%	8%	61%	28%
	2013	1%	3%	8%	60%	28%
	2014	0%	3%	8%	62%	28%
	2015	1%	3%	11%	62%	23%

**Table 67**

*Teacher Survey: Personalization*

<b>Personalization</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The school is designed so that every student has an adult advocate.	2010	6%	22%	22%	40%	10%
	2011	6%	23%	22%	36%	13%
	2012	6%	18%	22%	39%	15%
	2013	7%	21%	24%	36%	12%
	2014	3%	16%	21%	44%	16%
	2015	5%	12%	21%	45%	17%
The size of this school allows staff and students to work closely together.	2010	4%	26%	17%	35%	18%
	2011	3%	22%	22%	39%	14%
	2012	3%	21%	20%	42%	14%
	2013	4%	16%	21%	41%	18%
	2014	3%	18%	20%	45%	14%
	2015	3%	18%	23%	41%	14%
Students have a personal plan for progress.	2010	3%	19%	27%	44%	7%
	2011	3%	17%	31%	41%	8%
	2012	2%	16%	30%	43%	10%
	2013	3%	20%	28%	43%	6%
	2014	2%	16%	26%	46%	10%
	2015	2%	14%	29%	46%	10%



The school is designed to promote student relationships with adults.	2010	1%	9%	21%	55%	14%
	2011	1%	8%	26%	51%	14%
	2012	1%	8%	22%	52%	17%
	2013	1%	8%	21%	52%	19%
	2014	1%	5%	21%	55%	18%
	2015	1%	7%	17%	56%	20%



**Table 68**

*Teacher Survey: Constructivist Teaching*

<b>Constructivist Teaching</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Student work shows evidence of understanding, not just recall.	2010	1%	10%	25%	57%	7%
	2011	1%	8%	20%	65%	6%
	2012	1%	6%	22%	65%	7%
	2013	0%	6%	22%	65%	7%
	2014	1%	6%	22%	63%	8%
	2015	1%	7%	20%	64%	8%
Assessment tasks allow students to exhibit higher-order thinking.	2010	1%	5%	24%	61%	9%
	2011	1%	5%	21%	63%	10%
	2012	0%	4%	18%	64%	13%
	2013	1%	5%	20%	63%	11%
	2014	1%	3%	23%	62%	12%
	2015	1%	4%	21%	62%	12%
Students apply knowledge in real world contexts.	2010	1%	9%	26%	58%	6%
	2011	1%	8%	30%	55%	6%
	2012	0%	7%	26%	58%	8%
	2013	0%	9%	28%	57%	5%
	2014	0%	9%	26%	57%	7%
	2015	1%	7%	26%	59%	7%



Students are engaged in activities to develop understanding.	2010	0%	4%	15%	73%	8%
	2011	1%	3%	13%	71%	12%
	2012	0%	1%	10%	74%	15%
	2013	1%	3%	12%	73%	12%
	2014	0%	3%	15%	70%	12%
	2015	0%	3%	13%	72%	12%
Teachers utilize the diverse experiences of students to build effective learning experiences.	2010	1%	6%	30%	56%	7%
	2011	1%	5%	27%	59%	8%
	2012	0%	5%	27%	56%	12%
	2013	1%	7%	28%	56%	9%
	2014	1%	8%	25%	57%	10%
	2015	0%	6%	27%	58%	9%
Students present to real audiences.	2010	2%	17%	29%	45%	7%
	2011	2%	17%	27%	45%	9%
	2012	1%	18%	26%	43%	12%
	2013	2%	18%	33%	38%	9%
	2014	2%	14%	26%	47%	12%
	2015	1%	15%	30%	42%	12%
The learning focus is competence, not coverage.	2010	1%	11%	30%	49%	9%
	2011	2%	10%	22%	55%	11%
	2012	0%	10%	21%	57%	11%
	2013	2%	10%	25%	53%	11%
	0%	0%	9%	26%	53%	12%
	2015	1%	10%	20%	57%	12%

Students are engaged in active participation, exploration, and research.	2010	1%	10%	30%	54%	5%
	2011	2%	11%	25%	55%	7%
	2012	0%	7%	25%	58%	10%
	2013	1%	8%	27%	58%	6%
	2014	0%	3%	15%	70%	12%
	2015	0%	3%	13%	72%	12%
Students produce quality work products.	2010	1%	10%	30%	55%	4%
	2011	1%	8%	29%	56%	6%
	2012	1%	7%	27%	57%	8%
	2013	0%	6%	34%	54%	5%
	2014	1%	7%	27%	58%	7%
	2015	1%	8%	30%	53%	7%
Teachers and students set learning goals and monitor progress.	2010	0%	11%	28%	52%	9%
	2011	1%	7%	20%	60%	12%
	2012	0%	6%	21%	59%	14%
	2013	0%	7%	24%	56%	13%
	2014	0%	8%	19%	63%	10%
	2015	0%	5%	21%	62%	12%
Clear expectations define what students should know and be able to do.	2010	1%	7%	19%	63%	10%
	2011	1%	5%	17%	63%	14%
	2012	0%	3%	15%	65%	17%
	2013	0%	4%	17%	62%	16%
	2014	1%	5%	16%	62%	16%
	2015	1%	3%	18%	65%	13%



**Table 69**  
*Teacher Survey: Environment*

<b>Environment</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The school is an ethical environment.	2010	2%	6%	17%	54%	21%
	2011	1%	5%	16%	55%	23%
	2012	1%	4%	16%	56%	22%
	2013	1%	5%	14%	57%	24%
	2014	1%	6%	12%	57%	25%
	2015	1%	4%	14%	56%	26%
The staff teachers, models, and expects responsible behavior.	2010	1%	5%	10%	60%	24%
	2011	1%	5%	8%	57%	29%
	2012	0%	3%	6%	57%	34%
	2013	0%	3%	8%	57%	32%
	2014	1%	3%	11%	58%	27%
	2015	1%	4%	9%	57%	29%
Relationships are based on mutual respect.	2010	1%	7%	17%	61%	14%
	2011	1%	8%	17%	58%	16%
	2012	1%	6%	15%	60%	18%
	2013	1%	6%	20%	53%	20%
	2014	1%	6%	16%	58%	20%
	2015	1%	6%	15%	60%	19%

The school is a safe environment.	2010	1%	7%	12%	63%	17%
	2011	1%	7%	15%	59%	18%
	2012	1%	4%	12%	60%	24%
	2013	1%	6%	12%	62%	19%
	2014	1%	5%	10%	65%	19%
	2015	1%	3%	15%	61%	21%
The school is a studios environment.	2010	2%	19%	27%	46%	6%
	2011	3%	15%	25%	50%	7%
	2012	1%	11%	23%	56%	9%
	2013	2%	12%	28%	51%	8%
	2014	1%	12%	26%	53%	9%
	2015	2%	10%	28%	52%	9%



**Table 70**  
*Teacher Survey: Technology*

Technology	Year	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Every staff member and student has access to computer hardware.	2010	1%	7%	10%	53%	29%
	2011	2%	6%	7%	55%	30%
	2012	2%	6%	8%	50%	35%
	2013	1%	8%	11%	56%	25%
	2014	2%	11%	10%	47%	30%
	2015	3%	9%	12%	47%	32%
Every staff member and student has access to basic software applications (i.e., word processing, databases).	2010	1%	6%	7%	55%	31%
	2011	1%	5%	7%	55%	32%
	2012	2%	4%	8%	51%	36%
	2013	1%	5%	10%	57%	28%
	2014	1%	8%	9%	49%	33%
	2015	3%	6%	11%	49%	32%
Every staff member and student has access to internet connection.	2010	1%	4%	7%	56%	31%
	2011	1%	5%	5%	54%	35%
	2012	2%	4%	6%	50%	38%
	2013	0%	7%	7%	57%	29%
	2014	1%	6%	9%	50%	35%
	2015	3%	5%	8%	50%	34%

Every staff member and student has access to technical support.	2010	1%	6%	16%	60%	17%
	2011	2%	8%	16%	57%	17%
	2012	1%	6%	12%	59%	22%
	2013	2%	10%	14%	58%	18%
	2014	1%	8%	15%	55%	22%
	2015	2%	8%	12%	57%	21%
Every staff member and student has access to training and instruction.	2010	1%	9%	19%	58%	13%
	2011	1%	9%	17%	54%	19%
	2012	1%	6%	15%	58%	20%
	2013	1%	7%	16%	60%	17%
	2014	1%	8%	13%	59%	19%
	2015	1%	5%	14%	60%	21%



**Table 71**  
*Teacher Survey: Future Focus*

<b>Future Focus</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Every student has an advisor who monitors and supports their college and career readiness.	2010	7%	18%	19%	40%	16%
	2011	6%	21%	20%	37%	16%
	2012	6%	17%	18%	41%	19%
	2013	8%	18%	20%	38%	17%
	2014	4%	15%	20%	43%	19%
	2015	4%	9%	17%	48%	21%
A professional development process is in place for building the capacity of educators to provide college and career readiness guidance.	2010	3%	17%	26%	47%	7%
	2011	3%	19%	28%	41%	9%
	2012	3%	15%	26%	44%	12%
	2013	3%	17%	27%	43%	10%
	2014	2%	21%	25%	42%	11%
	2015	3%	17%	28%	39%	13%
Quality curricular tools/resources are provided to teachers for college and career readiness for all students.	2010	3%	17%	29%	44%	7%
	2011	3%	20%	28%	42%	7%
	2012	2%	15%	28%	46%	10%
	2013	3%	18%	26%	42%	10%
	2014	4%	18%	30%	39%	11%
	2015	5%	17%	29%	41%	8%



The school has a clear vision that supports college and career readiness for all students.	2010	1%	15%	25%	49%	10%
	2011	2%	14%	25%	48%	11%
	2012	1%	9%	25%	48%	17%
	2013	2%	13%	21%	51%	13%
	2014	1%	10%	24%	49%	15%
	2015	1%	9%	24%	51%	15%
Students have easy access to quality career and college information services.	2010	1%	10%	18%	54%	17%
	2011	1%	12%	22%	50%	15%
	2012	1%	9%	20%	49%	22%
	2013	2%	11%	22%	46%	20%
	2014	1%	8%	18%	51%	22%
	2015	1%	8%	22%	51%	19%
A diversity of remediation services are in place to put 'of-track' students back on track.	2010	4%	16%	18%	51%	11%
	2011	4%	14%	19%	48%	15%
	2012	4%	11%	20%	44%	14%
	2013	5%	17%	20%	44%	15%
	2014	3%	14%	18%	51%	15%
	2015	5%	16%	21%	42%	16%



Students regularly report to parents regarding their college and career readiness progress (e.g. through a student-led conference).	2010	5%	27%	29%	31%	8%
	2011	6%	21%	26%	36%	11%
	2012	6%	21%	29%	32%	13%
	2013	4%	21%	28%	34%	13%
	2014	5%	19%	26%	38%	12%
	2015	6%	17%	31%	37%	10%
District policies are supportive of the school's college and career readiness vision.	2010	2%	11%	29%	48%	10%
	2011	3%	9%	30%	49%	9%
	2012	2%	7%	25%	52%	14%
	2013	3%	11%	27%	47%	13%
	2014	2%	7%	25%	53%	13%
	2015	2%	7%	25%	51%	14%
Student and teacher resources for college and career readiness are continuously evaluated and improved.	2010	2%	11%	41%	40%	6%
	2011	2%	15%	43%	35%	5%
	2012	2%	11%	37%	43%	8%
	2013	2%	12%	39%	39%	9%
	2014	2%	12%	35%	41%	11%
	2015	3%	10%	36%	42%	8%

**APPENDIX E: NAVIGATION 101 TEACHER PERSPECTIVES QUESTIONNAIRE**

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**Table 72**  
**Teacher Survey: Quality of Education**

Quality of Education	Year	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
All Students leave school prepared for success in work.	2010	11%	30%	31%	25%	3%
	2011	8%	31%	38%	21%	2%
	2012	7%	29%	35%	27%	3%
	2013	5%	27%	38%	26%	4%
	2014	6%	22%	36%	34%	2%
	2015	6%	26%	37%	29%	3%
All students leave school prepared for further education.	2010	8%	37%	33%	21%	1%
	2011	7%	35%	37%	19%	2%
	2012	5%	30%	34%	29%	2%
	2013	3%	32%	35%	27%	3%
	2014	4%	29%	31%	33%	3%
	2015	4%	28%	38%	28%	3%
The school is known for its academic excellence.	2010	16%	38%	31%	14%	2%
	2011	16%	39%	32%	11%	2%
	2012	13%	35%	33%	17%	3%
	2013	12%	33%	34%	19%	3%
	2014	9%	26%	30%	27%	9%
	2015	9%	28%	33%	24%	5%

All students are engaged in a rigorous course of study.	2010	3%	29%	25%	37%	6%
	2011	3%	26%	31%	42%	6%
	2012	4%	21%	20%	48%	6%
	2013	3%	21%	21%	49%	6%
	2014	2%	17%	25%	49%	7%
	2015	3%	16%	22%	52%	7%



**Table 73**  
*Teacher Survey: Partnerships*

Partnerships	Year	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parents have many opportunities to get involved with school programs.	2010	2%	16%	25%	48%	9%
	2011	3%	15%	25%	46%	11%
	2012	2%	11%	24%	49%	14%
	2013	3%	13%	27%	49%	9%
	2014	1%	10%	28%	48%	13%
	2015	2%	12%	30%	44%	12%
The school engages the community in discussion about continuous improvement.	2010	6%	24%	35%	31%	4%
	2011	6%	22%	31%	35%	6%
	2012	4%	17%	36%	37%	6%
	2013	3%	21%	33%	34%	9%
	2014	3%	19%	33%	38%	7%
	2015	3%	15%	39%	36%	7%
Parents are recognized as partners in education.	2010	5%	17%	26%	46%	6%
	2011	5%	16%	25%	46%	8%
	2012	3%	13%	22%	52%	10%
	2013	4%	11%	25%	51%	9%
	2014	2%	10%	26%	51%	11%
	2015	4%	12%	28%	46%	9%
The school makes learning results readily available to parents.	2010	1%	7%	16%	58%	18%
	2011	1%	9%	19%	54%	17%
	2012	1%	7%	17%	56%	20%
	2013	1%	9%	17%	53%	20%
	2014	1%	5%	17%	56%	22%
	2015	1%	5%	22%	52%	20%

Partnerships are developed with businesses in order to create work-based learning opportunities.	2010	11%	30%	33%	23%	3%
	2011	12%	36%	32%	19%	1%
	2012	8%	29%	34%	25%	5%
	2013	9%	31%	35%	20%	5%
	2014	8%	27%	34%	27%	5%
	2015	8%	30%	31%	25%	5%
Partnerships are developed with institutions of higher education to improve teacher preparation and instruction.	2010	2%	19%	28%	45%	6%
	2011	4%	21%	29%	39%	7%
	2012	3%	17%	32%	41%	7%
	2013	3%	20%	22%	47%	9%
	2014	1%	13%	24%	51%	12%
	2015	2%	17%	27%	43%	12%



**Table 74**

*Teacher Survey: Standards-Based teaching*

<b>Standards-Based Teaching</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The school has adopted a consistent research-based instructional approach based on shared beliefs about teaching and learning.	2010	3%	12%	30%	50%	5%
	2011	4%	11%	23%	52%	10%
	2012	2%	8%	23%	55%	11%
	2013	3%	12%	20%	51%	15%
	2014	1%	10%	21%	51%	17%
	2015	2%	10%	24%	52%	13%
The staff and students are focused on a few important goals.	2010	3%	15%	30%	48%	4%
	2011	4%	19%	27%	45%	5%
	2012	4%	15%	27%	49%	7%
	2013	3%	20%	23%	47%	8%
	2014	2%	14%	26%	51%	7%
	2015	2%	16%	27%	50%	5%
The use of time, tools, materials, and professional development activities are aligned with instruction.	2010	2%	8%	22%	58%	10%
	2011	2%	10%	20%	58%	10%
	2012	1%	7%	18%	59%	14%
	2013	2%	7%	17%	61%	13%
	2014	1%	7%	19%	56%	18%
	2015	1%	9%	18%	57%	14%



Data-driven decisions shape structure and schedule.	2010	6%	14%	24%	47%	9%
	2011	3%	13%	25%	48%	11%
	2012	4%	9%	22%	51%	14%
	2013	4%	14%	21%	47%	14%
	2014	3%	10%	19%	50%	18%
	2015	2%	11%	26%	47%	14%
Teachers design curricula linked to learning standards.	2010	2%	2%	12%	61%	23%
	2011	1%	3%	10%	60%	26%
	2012	1%	2%	5%	61%	31%
	2013	0%	2%	6%	60%	32%
	2014	1%	3%	7%	55%	35%
	2015	0%	3%	8%	59%	30%
Staff members are dedicated to helping every student achieve state and local standards.	2010	2%	6%	11%	63%	19%
	2011	1%	4%	11%	60%	24%
	2012	0%	2%	8%	66%	23%
	2013	1%	2%	6%	63%	29%
	2014	0%	3%	10%	58%	29%
	2015	1%	3%	12%	58%	25%



**Table 75**  
**Teacher Survey: Personalization**

Personalization	Year	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The school is designed so that every student has an adult advocate.	2010	5%	17%	18%	46%	14%
	2011	5%	16%	20%	44%	15%
	2012	4%	10%	17%	52%	18%
	2013	2%	9%	21%	50%	19%
	2014	2%	7%	17%	54%	19%
	2015	3%	8%	17%	55%	17%
The size of this school allows staff and students to work closely together.	2010	6%	24%	22%	37%	11%
	2011	6%	19%	21%	44%	10%
	2012	4%	21%	20%	46%	10%
	2013	2%	16%	19%	50%	13%
	2014	2%	13%	20%	50%	15%
	2015	3%	17%	20%	48%	13%
Students have a personal plan for progress.	2010	4%	16%	25%	48%	7%
	2011	3%	18%	27%	45%	7%
	2012	1%	13%	28%	47%	11%
	2013	2%	13%	29%	47%	11%
	2014	1%	12%	27%	49%	11%
	2015	2%	14%	30%	47%	8%

The school is designed to promote student relationships with adults.	2010	1%	12%	25%	50%	12%
	2011	1%	10%	27%	48%	14%
	2012	2%	9%	21%	51%	17%
	2013	0%	9%	16%	55%	20%
	2014	0%	5%	19%	55%	22%
	2015	1%	8%	19%	56%	16%



**Table 76**  
**Teacher Survey: Constructivist Teaching**

<b>Constructivist Teaching</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Student work shows evidence of understanding, not just recall.	2010	1%	12%	26%	55%	6%
	2011	1%	11%	25%	58%	5%
	2012	1%	8%	24%	62%	6%
	2013	1%	8%	21%	64%	6%
	2014	1%	9%	20%	60%	11%
	2015	0%	8%	25%	60%	7%
Assessment tasks allow students to exhibit higher-order thinking.	2010	1%	8%	22%	60%	9%
	2011	1%	5%	24%	62%	8%
	2012	1%	4%	21%	60%	13%
	2013	1%	5%	20%	65%	9%
	2014	0%	5%	16%	67%	9%
	2015	1%	4%	16%	65%	14%
Students apply knowledge in real world contexts.	2010	1%	17%	32%	47%	3%
	2011	1%	11%	33%	52%	3%
	2012	1%	8%	32%	53%	6%
	2013	0%	9%	31%	55%	4%
	2014	0%	9%	27%	57%	7%
	2015	1%	9%	30%	55%	5%

Students are engaged in activities to develop understanding.	2010	2%	5%	21%	67%	5%
	2011	2%	4%	14%	69%	11%
	2012	1%	2%	16%	69%	13%
	2013	0%	3%	13%	74%	11%
	2014	0%	5%	15%	65%	14%
	2015	0%	4%	16%	71%	10%
Teachers utilize the diverse experiences of students to build effective learning experiences.	2010	1%	9%	34%	50%	6%
	2011	1%	10%	38%	55%	6%
	2012	1%	6%	28%	58%	7%
	2013	0%	8%	23%	60%	10%
	2014	1%	8%	24%	57%	10%
	2015	0%	8%	28%	54%	10%
Students present to real audiences.	2010	5%	23%	33%	35%	4%
	2011	4%	22%	33%	44%	7%
	2012	4%	20%	26%	42%	9%
	2013	4%	21%	29%	38%	8%
	2014	2%	17%	29%	40%	11%
	2015	2%	21%	31%	35%	11%
The learning focus is competence, not coverage.	2010	4%	14%	28%	46%	8%
	2011	3%	14%	24%	50%	9%
	2012	2%	11%	25%	55%	9%
	2013	2%	11%	26%	51%	10%
	2014	1%	8%	21%	56%	13%
	2015	1%	13%	22%	51%	12%



Students are engaged in active participation, exploration, and research.	2010	3%	17%	31%	45%	4%
	2011	2%	15%	30%	47%	6%
	2012	2%	12%	26%	54%	7%
	2013	1%	11%	30%	52%	6%
	2014	1%	12%	23%	57%	7%
	2015	1%	8%	28%	56%	7%
Students produce quality work products.	2010	2%	19%	33%	44%	2%
	2011	3%	14%	35%	45%	3%
	2012	2%	11%	36%	48%	4%
	2013	1%	11%	34%	48%	5%
	2014	1%	9%	30%	55%	6%
	2015	1%	10%	32%	52%	4%
Teachers and students set learning goals and monitor progress.	2010	1%	10%	27%	52%	10%
	2011	1%	8%	22%	56%	13%
	2012	0%	6%	22%	62%	11%
	2013	0%	5%	22%	58%	14%
	2014	0%	7%	19%	62%	11%
	2015	0%	5%	18%	63%	13%
Clear expectations define what students should know and be able to do.	2010	2%	7%	15%	64%	12%
	2011	1%	7%	17%	60%	15%
	2012	1%	5%	14%	64%	16%
	2013	1%	6%	12%	65%	16%
	2014	1%	6%	13%	60%	20%
	2015	2%	5%	17%	61%	16%

**Table 77**  
**Teacher Survey: Environment**

<b>Environment</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The school is an ethical environment.	2010	2%	8%	20%	55%	15%
	2011	2%	6%	18%	57%	17%
	2012	2%	6%	17%	59%	15%
	2013	1%	6%	12%	62%	19%
	2014	1%	6%	14%	55%	25%
	2015	1%	7%	17%	58%	18%
The staff teachers, models, and expects responsible behavior.	2010	2%	5%	13%	61%	20%
	2011	1%	7%	13%	59%	20%
	2012	1%	5%	10%	59%	26%
	2013	0%	6%	8%	59%	26%
	2014	1%	3%	13%	57%	26%
	2015	2%	4%	11%	62%	21%
Relationships are based on mutual respect.	2010	2%	12%	20%	54%	12%
	2011	2%	10%	22%	55%	11%
	2012	1%	9%	21%	56%	14%
	2013	2%	9%	18%	54%	17%
	2014	1%	6%	15%	60%	18%
	2015	1%	9%	20%	57%	13%



The school is a safe environment.	2010	2%	12%	16%	60%	10%
	2011	2%	11%	19%	59%	9%
	2012	5%	7%	17%	57%	14%
	2013	2%	8%	12%	61%	17%
	2014	1%	7%	13%	65%	16%
	2015	2%	7%	20%	60%	12%
The school is a studios environment.	2010	4%	24%	28%	41%	3%
	2011	4%	22%	29%	40%	5%
	2012	5%	18%	26%	45%	7%
	2013	3%	15%	27%	47%	7%
	2014	3%	14%	25%	49%	10%
	2015	3%	14%	28%	47%	7%



**Table 78**

*Teacher Survey: Technology*

Technology	Year	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Every staff member and student has access to computer hardware.	2010	2%	8%	12%	52%	26%
	2011	4%	7%	8%	55%	26%
	2012	2%	7%	8%	56%	27%
	2013	1%	7%	12%	53%	27%
	2014	2%	11%	9%	48%	30%
	2015	1%	8%	12%	52%	28%
Every staff member and student has access to basic software applications (i.e., word processing, databases).	2010	2%	5%	11%	55%	27%
	2011	3%	7%	8%	56%	26%
	2012	2%	6%	7%	56%	29%
	2013	1%	4%	11%	55%	30%
	2014	2%	9%	8%	48%	33%
	2015	1%	7%	10%	53%	30%
Every staff member and student has access to internet connection.	2010	3%	4%	10%	57%	26%
	2011	2%	5%	6%	58%	29%
	2012	2%	7%	6%	55%	30%
	2013	1%	5%	10%	54%	30%
	2014	1%	9%	6%	51%	33%
	2015	2%	5%	10%	55%	30%



Every staff member and student has access to technical support.	2010	2%	8%	15%	58%	17%
	2011	2%	9%	14%	60%	15%
	2012	2%	8%	13%	58%	19%
	2013	1%	7%	17%	58%	17%
	2014	1%	9%	12%	59%	20%
	2015	1%	6%	16%	58%	19%
Every staff member and student has access to training and instruction.	2010	2%	7%	21%	58%	12%
	2011	2%	11%	17%	57%	13%
	2012	2%	8%	15%	59%	16%
	2013	2%	7%	14%	62%	15%
	2014	2%	6%	14%	56%	22%
	2015	1%	5%	12%	62%	20%

**Table 79**

*Teacher Survey: Future Focus*

<b>Future Focus</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Every student has an advisor who monitors and supports their college and career readiness.	2010	4%	10%	20%	49%	17%
	2011	4%	13%	18%	47%	18%
	2012	2%	10%	16%	52%	20%
	2013	2%	10%	18%	47%	23%
	2014	1%	10%	13%	50%	26%
	2015	1%	10%	16%	50%	23%
A professional development process is in place for building the capacity of educators to provide college and career readiness guidance.	2010	5%	17%	28%	44%	6%
	2011	5%	19%	30%	37%	9%
	2012	4%	16%	26%	45%	8%
	2013	4%	20%	23%	42%	12%
	2014	2%	16%	22%	48%	12%
	2015	3%	20%	28%	41%	9%
Quality curricular tools/resources are provided to teachers for college and career readiness for all students.	2010	4%	18%	33%	39%	6%
	2011	5%	20%	26%	42%	7%
	2012	2%	16%	26%	49%	7%
	2013	2%	17%	28%	44%	9%
	2014	3%	17%	31%	40%	10%
	2015	2%	18%	31%	42%	8%



The school has a clear vision that supports college and career readiness for all students.	2010	4%	15%	26%	49%	6%
	2011	4%	17%	27%	44%	8%
	2012	3%	11%	23%	50%	12%
	2013	2%	13%	24%	49%	13%
	2014	2%	12%	20%	50%	17%
	2015	2%	12%	26%	46%	15%
Students have easy access to quality career and college information services.	2010	4%	14%	26%	47%	9%
	2011	3%	17%	27%	44%	9%
	2012	2%	13%	23%	48%	15%
	2013	2%	13%	23%	46%	17%
	2014	1%	10%	19%	52%	18%
	2015	1%	13%	25%	48%	12%
A diversity of remediation services are in place to put 'of-track' students back on track.	2010	7%	22%	16%	46%	9%
	2011	6%	20%	20%	40%	14%
	2012	5%	14%	18%	43%	20%
	2013	4%	15%	17%	45%	18%
	2014	5%	11%	18%	47%	19%
	2015	6%	15%	24%	39%	17%
Students regularly report to parents regarding their college and career readiness progress (e.g. through a student-led conference).	2010	3%	9%	32%	46%	11%
	2011	3%	15%	25%	46%	11%
	2012	3%	13%	21%	47%	16%
	2013	3%	13%	23%	46%	15%
	2014	2%	10%	24%	49%	16%
	2015	3%	15%	26%	43%	14%

District policies are supportive of the school's college and career readiness vision.	2010	5%	11%	35%	43%	6%
	2011	5%	15%	30%	45%	5%
	2012	5%	9%	31%	48%	9%
	2013	2%	10%	28%	47%	13%
	2014	1%	7%	26%	53%	12%
	2015	3%	8%	30%	50%	10%
Student and teacher resources for college and career readiness are continuously evaluated and improved.	2010	4%	14%	42%	34%	6%
	2011	4%	19%	42%	30%	5%
	2012	3%	14%	38%	40%	6%
	2013	1%	15%	38%	37%	10%
	2014	2%	13%	31%	45%	9%
	2015	2%	13%	39%	39%	7%



**Table 80**

*Teacher Survey: Navigation 101 Beliefs*

<b>Navigation 101 Beliefs</b>	<b>Year</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
I believe that Navigation 101 helps students become more engaged in their learning.	2010	6%	17%	28%	38%	11%
	2011	11%	21%	28%	33%	7%
	2012	8%	16%	29%	39%	8%
	2013	7%	21%	28%	35%	9%
	2014	6%	15%	28%	40%	9%
	2015	6%	18%	31%	36%	10%
The Navigation 101 program helps students see a connection between their future goals and what they are doing in school today.	2010	4%	12%	22%	52%	10%
	2011	7%	15%	23%	46%	9%
	2012	5%	10%	23%	51%	11%
	2013	5%	14%	22%	49%	11%
	2014	4%	11%	21%	49%	15%
	2015	3%	13%	24%	48%	13%
The Navigation 101 program has helped inspire students to set and achieve future goals.	2010	5%	11%	27%	49%	9%
	2011	10%	16%	30%	37%	7%
	2012	5%	12%	27%	46%	9%
	2013	6%	15%	27%	44%	9%
	2014	4%	10%	28%	44%	13%
	2015	3%	13%	29%	43%	12%

Students are more likely to attend a post-secondary program (4-year, 2-year, apprenticeship, etc.) because of their involvement in Navigation 101.	2010	6%	13%	44%	30%	7%
	2011	10%	20%	38%	26%	5%
	2012	7%	14%	38%	35%	6%
	2013	7%	16%	41%	28%	8%
	2014	5%	14%	37%	35%	9%
	2015	4%	17%	36%	33%	10%
Students are more likely to graduate on time as a result of Navigation 101.	2010	7%	16%	41%	31%	5%
	2011	10%	18%	41%	27%	4%
	2012	7%	15%	36%	36%	6%
	2013	8%	18%	37%	32%	6%
	2014	5%	16%	33%	36%	10%
	2015	5%	15%	38%	33%	10%



## **APPENDIX F: POWERFUL TEACHING AND LEARNING™**

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The Essential Components of Powerful Teaching and Learning™, adapted from *How People Learn: Brain, Mind, Experience, and School* (National Research Council, 1999a) and *How People Learn: Bridging Research and Practice* (National Research Council, 1999b), reflect an approach to learning that has been given considerable attention in the last decade (Baker, 1998; Marzano, Pickering & Pollack, 2001; Newman & Wehlage, 1993; Simpson 2001). Reference to Powerful Teaching and Learning intends to describe what many refer to as student-centered teaching and constructivist learning. It is also known as reform-like teaching. Powerful Teaching and Learning has a sound base in instructional and learning theory, and research in Washington State supports the development of such teaching practice (Abbott & Fouts, 2003).

## **Instructional Theory**

It is a commonly held belief that the quality of teacher instruction is subject to the use of performance-based, authentic tasks (Marzano, Pickering & McTighe, 1993; McTighe & Ferrara, 1995; Shepard, 1995; Stiggins, 1988, 1992, 1995, 1996; Wiggins, 1990, 1993). The nature of this contemporary instruction is aligned with post-modern and constructivist philosophies.

Performance-based, authentic learning holds as a presupposition that the classroom is a learner-centered environment where the teacher is aware of the individual developmental needs of students (Sutherland, 1992). The emphasis is on student engagement and teacher support. The teacher exposes students to authentic problems, and students learn through hands-on involvement and through real-life situations. Hyerle (1996) discussed the fundamental change that has taken place regarding theories of cognition. Hyerle called this change a “cognitive revolution” (p. 13). He claimed that we began a slow institutional transformation away from rote behaviorism, and closed definitions of intelligence and the static structure of knowledge earlier in the 20th century. The guiding term for this cognitive revolution is constructivism. These precepts are fundamentally post-modern in nature and lead to a cognitivist view of education.

Elkind (1997) described modernity as possessing the values of “progress, universality, and regularity” (p. 27). By contrast, Elkind described post-modernity as possessing the qualities of difference, particularity, and irregularity. Using these as guidelines, alternative assessments are, indeed, fundamentally post-modern in their nature. In the post-modern world of education, teachers and students approach knowledge from an *active inquiry* point of view rather than from a *learning for the sake of learning* point of view. Utilitarian education dominates the classroom as students seek to construct knowledge and show evidence of learning through an array of alternative assessment options.

Clark and Clark (1997) recognized this shift in the view of knowledge. They encouraged educators to consider three fundamental issues around assessment and instruction. First, the adoption of authentic assessment reflects a significant shift in what schools value and carries with it far-reaching implications for content organization and classroom instruction. Second, authentic assessment involves teachers and administrators at virtually every stage of the process. Third, authentic assessment legitimizes the widespread custom of teaching to the test.

Newmann and Wehlage (1993) provided five standards of authentic instruction, including (1) higher-order thinking; (2) depth of knowledge; (3) connectedness to the world; (4) substantive



conversation; and (5) social support for student achievement. All of these require the use of alternative assessments and require a fundamentally different approach to instruction in the classroom. For example, the teaching methods related to cognitivism include the use of manipulatives and real-life learning opportunities relevant to students' prior experiences. Thus, students construct meaningful knowledge through experience and interaction. The goal of such an education is developing thinking skills for lifelong self-directed learning.

For Hyerle (1996), brainstorming webs are a primary vehicle for encouraging and developing meta-cognitive skills. Brainstorming webs allow students to visually display their thinking patterns using circles and connected lines. This in turn allows them to discuss, change, correct, and reflect upon their own thinking. Hyerle suggested the use of pre- and post-instruction brainstorm mapping to allow students to reflect upon and assess their own thinking processes related to the authentic learning task.

## **Learning Theory**

The theories of learning that surround Powerful Teaching and Learning are very often those that are cognitive in nature (Lu & Suen, 1995; Rudner & Boston, 1994). Cognitive researchers suggest meaningful learning is reflective, constructive, and self-regulated (Bransford & Vye, 1989; Davis & Maher, 1990; Marzano, et al, 1988). Studies in cognitive psychology have suggested that students learn better from hands-on, holistic learning experiences (Dietel, Herman, & Knuth, 1991). Structured drills are not effective if the goal is to move the students toward higher, analytic ways of thinking. Researchers also suggest that “to know” something does not simply mean a student receives the knowledge; it means the student is able to interpret it and relate it to other knowledge. With these developments in cognitive theory, the use of hands-on, performance, authentic, constructivist testing flourished in the early 1990s (Peterson & Knapp, 1993). The WASL is one example. Although, assessment modalities changed, instructional practice aligned with the assessment did not necessarily change (Baker, Gratama & Bachtler, 2002; Baker, Gratama & Bachtler, 2003).

Although Jean Piaget initiated the work of cognitive development, other contributors to the field included L.S. Vygotsky, J.P. Gilford, Benjamin Bloom, and Hilda Taba. The developments of these researchers led to the “thinking skills” movement that has taken place over the last two decades. This movement was led by the likes of Arthur Costa, David Perkins, Edward de Bono, Matthew Lipton, Richard Paul, and others (Hyerle, 1996).

Our understanding of Powerful Teaching and Learning has been guided by the research of cognitive science (Gardner, 1985). Neuro-psychological research has largely established and confirmed that multiple, complex, and concrete experiences are essential for meaningful learning and teaching (Caine & Caine, 1991). This element of multiplicity of learning style led to the consideration of multiplicity in the types of learners that exist in schools. Mamchur (1996) went as far as to point out eight distinctly different types of learners.

In their book, *Making Connections: Teaching the Human Brain*, Caine and Caine (1991) went into detail as to how the brain learns. One of the important points made in their book has to do with processing of information. To learn, they suggest, the brain must be involved with “active

processing” (p. 147). They describe active processing as “the consolidation and internalization of information, by the learner, in a way that is both personally meaningful and conceptually coherent. It is the path to understanding, rather than to simple memory” (p. 147). Active processing assumes a person asks reflective questions about a learning experience: “What did I do? Why did I do it? or What did I learn?”

Shepard (1989) summarized this shift in cognitive theory:

The notion that learning comes about by the accretion of little bits is outmoded learning theory. Current models of learning based on cognitive psychology contend that learners gain understanding when they construct their own knowledge and develop their own cognitive maps of the interactions among facts and concepts.... Real learning cannot be spoon-fed one skill at a time. (p. 5)

Put simply, Shepard argues the point that if we want students to be able to solve open-ended problems and work cooperatively in groups, we should probably allow students to experience these as part of routine instruction. According to Michaels (1988) “The clear message of second-wave reform<sup>3</sup> is that we need to examine our basic philosophical beliefs about teaching, learning, the nature of human beings, and the kinds of environments that maximize growth for teachers and students alike” (p. 3).

Although Newmann and Wehlage (1993) developed their five standards of authentic instruction, they also pointed out that research at the time was not definitive about whether or not authentic instruction improves student learning more than do traditional forms of instruction. They, however, did encourage the continued exploration into whether authentic instruction produces notable performance effects. Three studies in Washington State did just that and have indeed found the links to academic achievement hypothesized by Newmann and Wehlage a decade earlier (Fouts et al. 2002; Abbott & Fouts, 2003; Brown & Fouts, 2003).

In Washington State, several studies (Fouts et al., 2002; Abbott & Fouts, 2003; Brown & Fouts, 2003) have revealed strong correlations between student achievement and the presence of Powerful Teaching and Learning in schools. These studies involved more than 1400 classroom observations over a two-year period. Although Powerful Teaching and Learning was observed in schools only 12-17% of the time (Fouts et al., 2002), there was a strong positive correlation between Powerful Teaching and Learning and student achievement on the WASL. In addition, students of poverty appeared to benefit most from Powerful Teaching and Learning as described in the observation protocol (Abbott & Fouts, 2003). Details of the studies and the development of the Teaching Attributes Observation Protocol (TAOP) are available on the Bill & Melinda Gates Foundation website.<sup>4</sup> The type of teaching identified as Powerful Teaching and Learning, and

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<sup>3</sup> See Baker (1998) *The Implementation of Alternative Assessment Procedures and Washington State Educational Reform*

<sup>4</sup> Fouts, J.T., Brown, C., & Thieman, G.Y. (2002). *Classroom instruction in Gates grantee schools: A baseline report*. Seattle, WA: Fouts & Associates.  
<http://www.gatesfoundation.org/Education/ResearchandEvaluation/>



correlated with student achievement in the state of Washington, was observed in approximately 17% of the lessons in the original Gates foundation and BERC Group STAR observation studies.

The presence of some aspects of Powerful Teaching and Learning observed within the MSP is a positive finding, given that this is a baseline report. If aligned, instructional practices should possess elements of cognitive and constructivist teaching and learning theories described earlier in this report and represented in the STAR. These positive findings are often not the case around the state. Other studies have shown similar findings.<sup>5</sup> Fouts (Abbott & Fouts 2003) asserts:

Critics of American education have claimed that children living in poverty often receive an inferior educational experience. Unfortunately, at least in this sample of schools, the relatively strong negative correlation between school-level student family income and constructivist teaching shows that students in schools with lower levels of student family income receive less intellectually demanding instruction and less instruction of the type that is a predictor of academic success than do students in schools with higher levels of family income. This finding should be a concern to all of us as we work to improve education in this state.

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<sup>5</sup> Between 2002 and 2004, members of The BERC Group conducted three separate studies around Powerful Teaching and Learning, two involved the TAOP and the third involved the STAR. In 2004, The BERC Group developed the STAR Classroom Observation Protocol and conducted 189 classroom observations around the state. In that study Powerful Teaching and Learning was observed 17% of the time.

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