

Impact of Navigation 101 on
Students of a Rural High School

A Special Project

Presented to

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FACULTY APPROVAL

Impact of Navigation 101 on
Students of a Rural High School

Approved for the Faculty

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ABSTRACT

The author researched the effect the Navigation 101 program had on graduation rates at a rural high school. The study compared the graduating class of 2009 to previous graduating classes to determine if Navigation 101 had any significant impact on the graduation rates of students. The author compared the overall graduation rates, as well as the graduation rates for the demographics: male, female, white, Hispanic, Special Education, students with limited English, and low-income students. The author found the school's graduation rates dropped every year since the school started using the Navigation 101 program.

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CHAPTER 1

Introduction

Background for the Project

In order to improve the educational experience for students, the high school in which this project took place began using the Navigation 101 program. The Navigation 101 program fulfilled the school district goal of increasing personalization efforts and the Washington State graduation requirement, a High School and Beyond plan. The Navigation 101 program consisted of three parts; Quest Advisories, Portfolio, and Student-Led Conferences (K. High Curriculum, 2008).

Quest Advisories were the classes the students took. Unlike regular classes, there were only 11 advisories a school year. Each class had 15 to 20 students from the same grade level. The students had the same teacher for advisory for all four years at the high school in order to form a connection. The teacher helped the class of students create the students' portfolios, design the students' class schedules, and prepare for the student-led conferences.

In order to fit the advisory classes into the school day, the schedule had to be changed. The teachers also needed to be trained for the advisory curriculum. The school decided to add more Wednesday early release days to the calendar. In order to get the extra early release days, the time for early release was moved from 11:50 a.m. to 1:00 p.m. On half of the early release days, teachers met with

the teachers from the same advisory grade level and received training for the following two advisory classes. Quest Advisories were held on Wednesdays. To make room for the 45 minute class, all other class times were shortened from the usual 54 minutes to 45 minutes.

The portfolio was a record of the student's school experience. The students were required to keep six pieces of exemplary work in the portfolio each school year. The work chosen was up to the individual student. The students were required to write a short reflection on the pieces chosen, discussing what the students learned from the work and why the work was chosen. Along with exemplary work, the students also used the portfolios to record grades and test results. Career related activities, such as college visits, career fairs, and job shadows, and community service hours were a required part of the portfolio. Students picked career-related activities based on the individual student's plan following graduation. Students thinking about attending college were encouraged to visit colleges in the state to get a better idea of the experience. Students more interested in entering the work force after high school were encouraged to go on job shadows in career fields that interested the students, in order to help the student make an educated decision about life after high school.

The supplies for the portfolio were provided for the students. The supplies included 3-ring binders for every student, dividers, and labels, as well as all the paper for the hand-outs and forms the students needed to complete.

Attendance rates at traditional parent-teacher conferences were very low. Student-Led Conferences were designed to get more parents involved. Students were required to have one student-led conference a school year in order to get credit in the advisory class. The student, a parent or guardian, and the advisory teacher met together and the student ran the conference. The student showed the parent and teacher the goals the student made at the beginning of the school year and what progress was made in achieving the student's goals. The student showed and explained the grades the student earned, where the student did well, and where the student still needed to improve. The nature of student-led conferences required the student to take control and responsibility for the student's education. Instead of the parent and teacher discussing the student's grades, improvements, and problem areas without the student present, the student led the discussion (Martin, 2009).

To encourage parents and guardians to attend the student-led conferences, the school needed to be flexible in the times available for conferences. The school was closed one full day of school and had an early release Wednesday for conferences. Parents, guardians, and students were able to attend the conferences during the day or in the evening depending on individual availability.

The Navigation 101 program was paid for by a Gates Foundation Grant. In 2005, the school district was given \$3 million for school improvement plans (Bill

& Melinda Gates Foundation, 2005). The school used this money to pay for teachers, training, and supplies for the Navigation 101 program.

Statement of the Problem

Student and teacher morale regarding the Navigation 101 program was low. Many students and teachers expressed concerns the program was a waste of time and money. The students were resentful of the extra work and graduation requirements. The teachers were resentful of the extra class the teachers needed to teach and the lost classroom time in the teachers' regular classes. The shortened classes on Quest Advisory Wednesdays and on the Navigation 101 training days meant less time for the regular classes.

Purpose of the Project

The purpose of the project was to determine if the Navigation 101 program was effective. Did students who participated in the program have higher graduation rates than students from the previous years?

Delimitations

The project studied a high school in rural Eastern Washington. The school district had 15,087 students (Washington State Report Card, 2008). The focus high school had 1,585 students. The ethnic make up of the school was 59.1% White, 34.6% Hispanic, 2.8% Black, 2.8% Asian/Pacific Islander, and 2.5% Asian. Thirty-one point three percent of the student body qualified for free or reduced lunch. Thirteen point nine percent of the student population was migrant,

and 8.9% were transitional bilingual. The school had 83 classroom teachers; 63.9% of those teachers had at least a master's degree (K. High School Washington State Report Card, 2008).

The author focused on the students from the graduating class of 2009. The students were sophomores the year the Navigation 101 program started. The author compared the graduating class of 2009 to previous graduating classes, years 2006, 2007, and 2008, to determine if Navigation 101 had any significant impact on the students.

Hypothesis

The students from the graduating class of 2009 who participated in Navigation 101 for three years had higher graduation rates than students who did not participate in Navigation 101 as measured by the comparison of graduation rates in the years 2006 through 2009.

Null Hypothesis

The students from the graduating class of 2009 who participated in Navigation 101 for three years did not have higher graduation rates than students who did not participate in Navigation 101 as measured by the comparison of graduation rates in the years 2006 through 2009.

Significance of the Project

The project was important to the school because of the immense cost of the program. The advisory classes and teacher training meant class time for required

classes was cut short. Teachers were required to do extra work in the form of teaching another class. Students were required to prepare a portfolio, complete community service hours, and do several career-related activities. The teachers were paid for the extra work and all of the student supplies were paid for by the school. If the program was successful in helping prepare students for life after high school, teachers and students needed to be shown the positive growth to improve morale regarding the program. If teachers, students, parents, and community members knew how effective the program was, teachers, students, parents, and community members would be more likely to support the program. If there were no significant differences between students who participated in the program and students who did not participate, then the school needed to re-evaluate whether the program was worth the cost. The school needed to examine the results to determine whether the program needed to be adjusted and adapted or if the program needed to be rejected for a more effective program.

Definition of Terms

Navigation 101. Navigation 101 was the program used to help students take control of the students' educational experience.

portfolio. The portfolio consisted of each student's compiled exemplary work, academic record, community service record, career-related experiences record, and student-led conference record.

Quest advisory. Quest advisory were the classes where the students met to work on the students' portfolios.

student-led conference. The student-led conference was the yearly meeting between the student, the student's parent or guardian, and the advisory teacher where the student shared the student's goals, accomplishments, and portfolio.

Acronyms

AYP. Annual Yearly Progress.

CSRS. Core Student Record System.

ELL. English Language Learner.

OSPI. Office of Superintendent of Public Instruction.

SAT. Scholastic Aptitude Test.

WASL. Washington Assessment of Student Learning.

CHAPTER 2

Review of Selected Literature

Introduction

In order to improve the educational experience for students, the high school in which this project took place began using the Navigation 101 program. The Navigation 101 program fulfilled the school district goal of increasing personalization efforts and the Washington State graduation requirement, a High School and Beyond plan. The Navigation 101 program consisted of three parts; Quest Advisories, Portfolio, and Student-Led Conferences (K. High Curriculum, 2008).

No Child Left Behind

As a way to create a more unified and successful educational experience for all students, the No Child Left Behind Act was signed in 2001. No Child Left Behind was designed to guarantee an equal education while still providing for the individual needs of every student. No Child Left Behind contained guidelines for staff requirements, student achievement goals, and the course of action for schools that failed to meet the requirements (No Child Left Behind Overview, 2004).

High School and Beyond

High School and Beyond was a requirement of the NCLB. Along with the general education requirements, such as English, mathematics, science, and

history, schools also had to prepare students for life beyond high school whether that was a 4-year college, a 2-year college, a technical school, or the work force.

The idea behind High School and Beyond was that students working toward a specific and personalized goal would be more successful in school and after graduation. With only a list of needed courses for graduation and state exams like the WASL, many students were disillusioned with the educational system. The generic one-size-fits-all system did not work for everyone. Without any plan or goal to aim for, many students either did not graduate at all or graduated and then floundered directionless. The High School and Beyond plan was designed to give each student an individual educational experience.

Students worked with counselors and teachers to determine each individual student's plan following high school. Every class taken by the student was chosen to help the student achieve the personalized plan. No longer would students sit bored and disengaged in a class that did not seem relevant to the student. The students knew exactly why every class was chosen. Student-created plans helped students to be successful because the students understood the purpose of every class taken.

The High School and Beyond plan required extra time and work. In order to meet with each individual student several times a year for personalized planning purposes, schools needed to either hire additional counseling staff or require teachers and other non-counselors to assist in the process. Navigation 101 was

determined by the selected school to be the way the selected school dealt with the requirements of NCLB and the High School and Beyond plan.

Navigation 101

Navigation 101 was a program piloted by the Franklin-Pierce School District. The purpose of the program was to “equalize opportunities, encourage student engagement, enhance student achievement, involve parents and guardians, and strengthen community” (K. High Curriculum, 2008, p. 1). The program required students to create portfolios, goal plans, complete several career related activities, and perform community service. The students also were required to attend advisory meetings and to lead four conferences.

Advisory

Through Navigation 101, as required by NCLB and the High School and Beyond plan, the students attended advisory meetings. Advisory was a class the students took eight to twelve times a year. Advisory was lead by teachers that were assigned 15-20 students. The teacher kept the same 15-20 students for all four years of high school. Having the consistency allowed the students to form bonds with each other and with the individual teacher. At each advisory meeting, the teacher led the students in precise lessons. The lessons focused on goal setting, after high school planning, and community involvement. In advisory, students were also given lessons on credit and money management, financial-aid

guidance, and employments skills, such as how to fill out an application, how to build a resume, and how to interview.

The teacher guided the students through the creation of individual portfolios. The portfolios were divided into several sections, including academics, career, community, and activities. In the academic section, the students kept exemplary work and personal reflections on the work. The students also kept a copy of the students' grades and grade reflections, along with the planned schedule of classes the students would take. In the career section, the students kept a practice job application, a copy of the students' resume, and any job shadow, college campus visits, or other career-related activities. The students were required to complete 12 hours of community service. The students kept the records of the community service hours completed in the community section. In the activity section, the students kept track of the students' yearly goals and students' plans to achieve the goals. The activity section also contained all of the students' team building activities completed in the advisory class to facilitate bonding between the teacher and students in the class. The students used the portfolios to perform the student-led conferences.

Student-Led Conferences

To keep parents informed about the child's progress, schools traditionally held parent-teacher conferences. The parent made an appointment with the teacher and the two met without the student to discuss the student's successes and failures.

The teacher explained to the parent what the student needed to do in order to be successful and the parent took that information home to the student. There was no way to determine whether the information was given to the student.

Traditional parent-teacher conferences were ineffective because the student was not part of the process and had no accountability for the student's growth. Without the student present to explain, the parents looked to the teachers to justify the student's grades. The focus was on the teacher. Teachers had to explain why the teacher gave a particular grade; student responsibility was not part of the conversation (Cromwell, 2009).

Traditional parent-teacher conferences were also unsuccessful because of lack of parent involvement by high school. While most parents attended conferences when the child was in elementary school, the opposite was true by the time the child reached high school. The selected school had a participation rate of 12% - 14% when the school used traditional parent-teacher conferences (Soderback, 2008).

Student-led conferences changed the focus from the teacher to the student. The student led the conference, sharing with the parent the goals, grades, and steps the student planned to take in order to either achieve the goals set or to improve the student's grade. Instead of the teacher explaining why the teacher gave a particular grade, the student explained why the student earned a particular grade and how the student felt about the result.

During the student-led conference, the student shared the student's portfolio with the parent or guardian. The student showed the parent the student's grades and reflections, the planned schedule, and the rationalization for how the schedule helped the student achieve the post high school goals.

The student was required to complete four student-led conferences as part of the graduation requirements for the selected school. Linking the student-led conferences to graduation caused the parental involvement of student conferences to sky-rocket from 12%-14% to 85%-90% (Soderback, 2008).

Graduation Rates

“To deter schools from discharging or ‘pushing out’ low performing students in order to achieve better test results, the federal NCLB requires the use of graduation rates when determining if a high school has made AYP” (Ireland, 2009, pp. 5-6). The graduation rate of the high school was at 64.7% for the graduating class of 2006. The high school implemented Navigation 101 in order to improve graduation rates and fulfill the High School and Beyond Plan.

“Relationships, relevance, and rigor are known as the new three R's of education reform” (Stanley, 2008, p. 2). The Navigation 101 program focused in these areas. The advisory program helped students form relationships with the school. The students had the same teacher and classmates throughout the program. The consistency of the class allowed students to bond with each other. During advisory, students worked with the individual teacher or counselor to plan the

students' schedule. The student-centered planning allowed students to see the relevance of every class the students took and to choose personalized plans with the correct amount of rigor.

CHAPTER 3

Methodology and Treatment of Data

Introduction

Student and teacher morale regarding the Navigation 101 program was low. Many students and teachers expressed concerns the program was a waste of time and money. The students were resentful of the extra work and graduation requirements. The teachers were resentful of the extra class the teachers needed to teach and the lost classroom time in the teachers' regular classes. The shortened classes on Quest Advisory Wednesdays and on the Navigation 101 training days meant less time for the regular classes.

The purpose of the project was to determine if the Navigation 101 program was effective. Did students who participated in the program have higher graduation rates than students from the previous years? The researcher looked at the graduating rates from before the school started using the Navigation 101 program, the class of 2006, and compared those rates to the graduating rates from classes after the school started using the Navigation 101 program, the classes of 2007, 2008, and 2009. The graduation rates were published by OSPI.

Methodology

The Office of Superintendent of Public Instruction generated the graduation rates of the schools in Washington from the OSPI's Core Student Record System (CSRS) (Ireland, 2009). Districts sent monthly reports with student data. The data

was compiled and analyzed for accuracy or anomalies. Schools were required to resubmit updated and corrected data. OSPI used the data provided to determine the number of students that started school four years previous, the number of students who transferred, moved, or passed away, the number of students that graduated in the standard four year time frame, the number of students continuing to attend school, and the number of students that dropped out, got a GED, and/or had an unknown status. The data was used to determine the graduation rate for each school, each year.

Participants

The project studied a high school in rural Eastern Washington. The school district had 15,087 students (Washington State Report Card, 2008). The focus high school had 1,585 students. The ethnic make up of the school was 59.1% White, 34.6% Hispanic, 2.8% Black, 2.8% Asian/Pacific Islander, and 2.5% Asian. Thirty-one point three percent of the student body qualified for free or reduced lunch. Thirteen point nine percent of the student population was migrant, and 8.9% were transitional bilingual. The school had 83 classroom teachers; 63.9% of those teachers had at least a master's degree (K. High School Washington State Report Card, 2008).

The author focused on the students from the graduating class of 2009. The students were sophomores the year the Navigation 101 program started. The author compared the graduating class of 2009 to previous graduating classes,

years 2006, 2007, and 2008, to determine if Navigation 101 had any significant impact on the students.

When comparing the overall graduation rates, the author also compared the graduation rates for several sub-groups. The researcher looked at the graduation rates for the demographic: male, female, white, Hispanic, Special Ed, students with limited English, and low-income students. The researcher looked for trends in the graduation rates.

Instruments

OSPI staff used the CSRS to generate the data to determine graduation rates. Individual schools sent monthly reports detailing the student records. The records reported data for nine groups of students: the five major racial/ethnic groups, students with disabilities, students with limited English proficiency, students from low-income families, and all students combined (Ireland, 2009). The information supplied was analyzed to find any irregularities that could indicate problems with the research. If any irregularities were found, the school with the problem was required to submit new data. The extra analysis allowed OSPI to ensure the validity of the research.

Design

To determine the effect of Navigation 101 on graduation rates, the author compared the graduating class of 2009 to previous graduating classes, years 2006, 2007, and 2008, to determine if Navigation 101 had any significant impact on the

graduation rates of students. The students from the graduating class of 2006 did not participate in Navigation 101. The school started using the program in the fall of 2006. The students from the graduating class of 2007 participated in the program for one year. The students from the graduating class of 2008 participated in the program for two years, and the students from the graduating class of 2009 participated in the program for three years. The author compared the overall graduation rates, as well as the graduation rates for the demographic: male, female, white, Hispanic, Special Education, students with limited English, and low-income students. The researcher looked for trends in the graduation rates.

Treatment of the Data

The data from CRSR was calculated at the state, district, and school level. The data was also compiled for the nine groups of students: the five major racial/ethnic groups, students with disabilities, students with limited English proficiency, students from low-income families, and all students combined, as well as for gender. The author used the t-test to compare the graduating class of 2009 to previous graduating classes, years 2006, 2007, and 2008, to determine if Navigation 101 had any significant impact on the graduation rates of students at the .05 significance level.

When comparing the overall graduation rates, the author also compared the graduation rates for several sub-groups. The researcher looked at the graduation rates for the demographic: male, female, white, Hispanic, Special Education,

students with limited English, and low-income students. The researcher looked for trends in the graduation rates.

Summary

The researcher investigated the graduating rates from before the school started using the Navigation 101 program, the class of 2006, and compared those rates to the graduating rates from classes after the school started using the Navigation 101 program, the classes of 2007, 2008, and 2009. The graduation rates were published by OSPI using CRSR to collect the data.

CHAPTER 4

Analysis of the Data

Introduction

The purpose of this study was to determine if the Navigation 101 program was effective. Did students who participated in the program have higher graduation rates than students from the previous years?

Description of the Environment

The researcher reviewed graduation rates before the school started using the Navigation 101 program, the class of 2006, and compared those rates to the graduation rates from classes after the school started using the Navigation 101 program, the classes of 2007, 2008, and 2009. The graduation rates were published by OSPI.

Hypothesis

The students from the graduating class of 2009 who participated in Navigation 101 for three years had higher graduation rates than students who did not participate in Navigation 101 as measured by the comparison of graduation rates in the years 2006 through 2009.

Null Hypothesis

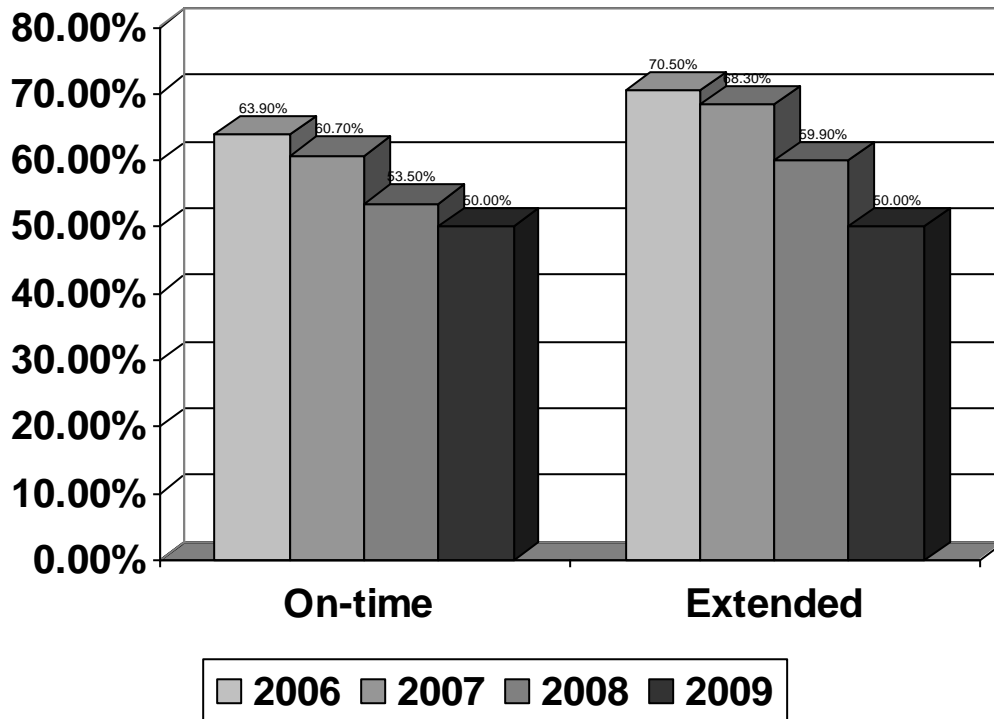
The students from the graduating class of 2009 who participated in Navigation 101 for three years did not have higher graduation rates than students who did not

participate in Navigation 101 as measured by the comparison of graduation rates in the years 2006 through 2009.

Results of the Study

The graduating class of 2006 did not participate in Navigation 101. The on-time graduation rate for the class of 2006 was 63.9%. The extended graduation rate for the class of 2006 was 70.5%. The graduating class of 2007 participated in Navigation 101 for one year. The on-time graduation rate for the class of 2007 was 60.7%, and the extended graduation rate was 68.3%. The graduating class of 2008 participated in Navigation 101 for two years. The on-time graduation rate for the class of 2008 was 53.5%, and the extended graduation rate was 59.9%. The graduating class of 2009 participated in Navigation 101 for three years. The on-time graduation rate for the class of 2009 was **N/A**, and the extended graduation rate was **N/A** (OSPI, 2009).

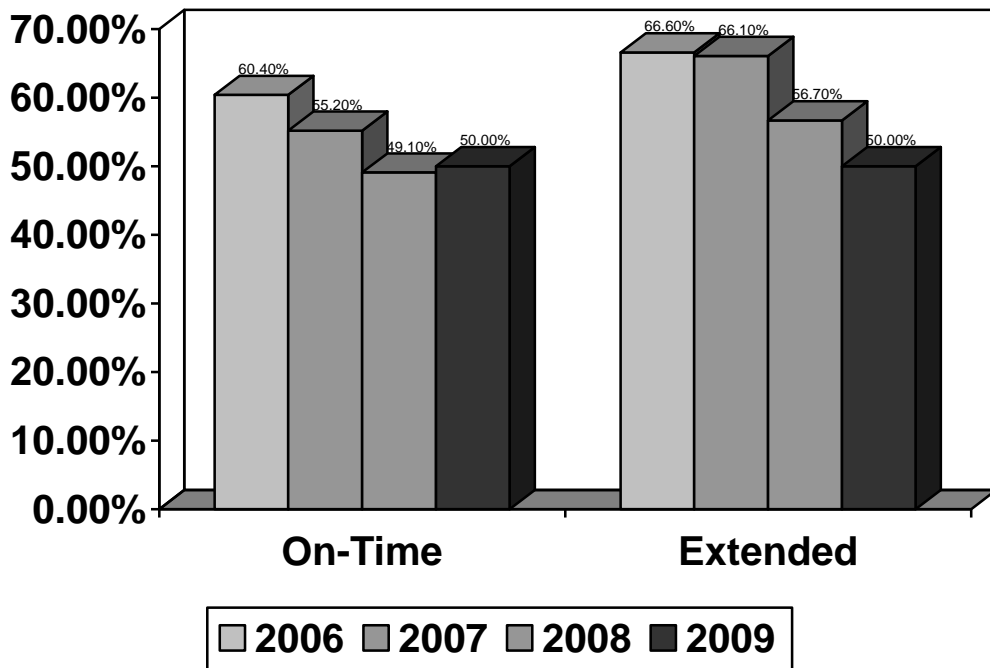
Chart 1: Overall Graduation Rate



The graduating class of 2006 did not participate in Navigation 101. The on-time graduation rate for the males in the class of 2006 was 60.4%. The extended graduation rate for the males in the class of 2006 was 66.6%. The graduating class of 2007 participated in Navigation 101 for one year. The on-time graduation rate for the males in the class of 2007 was 55.2%, and the extended graduation rate was 66.1%. The graduating class of 2008 participated in Navigation 101 for two years. The on-time graduation rate for the males of the class of 2008 was 49.1%, and the extended graduation rate was 56.7%. The graduating class of 2009

participated in Navigation 101 for three years. The on-time graduation rate for the males of the class of 2009 was N/A, and the extended graduation rate was N/A (OSPI, 2009).

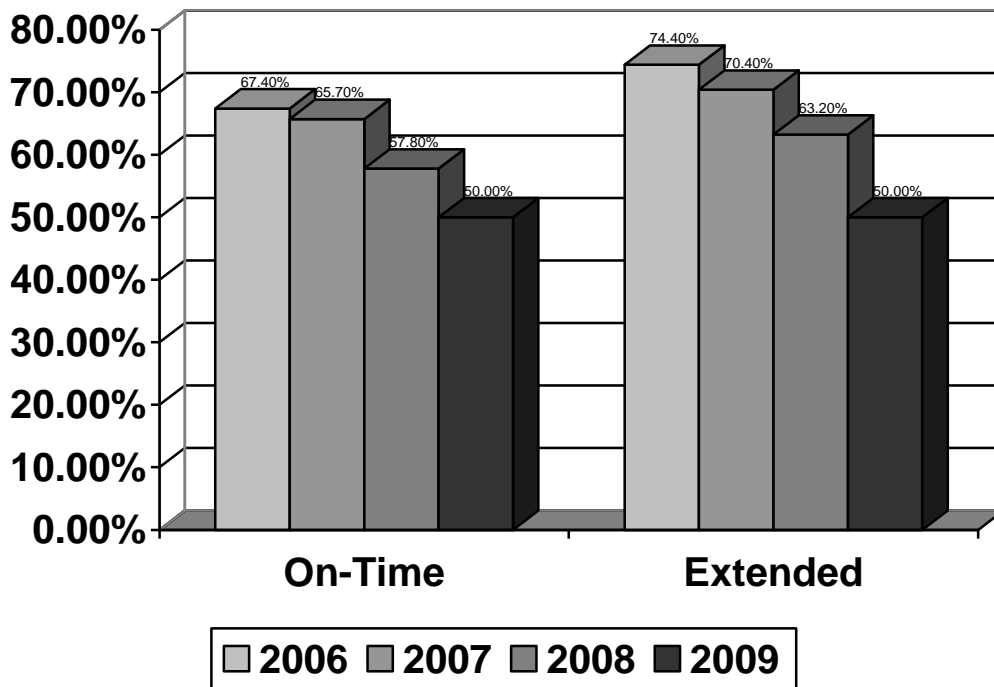
Chart 2: Male Graduation Rate



The graduating class of 2006 did not participate in Navigation 101. The on-time graduation rate for the females in the class of 2006 was 67.4%. The extended graduation rate for the females in the class of 2006 was 74.4%. The graduating class of 2007 participated in Navigation 101 for one year. The on-time graduation rate for the females in the class of 2007 was 65.7%, and the extended graduation rate was 70.4%. The graduating class of 2008 participated in Navigation 101 for

two years. The on-time graduation rate for the females of the class of 2008 was 57.8%, and the extended graduation rate was 63.2%. The graduating class of 2009 participated in Navigation 101 for three years. The on-time graduation rate for the females of the class of 2009 was N/A, and the extended graduation rate was N/A (OSPI, 2009).

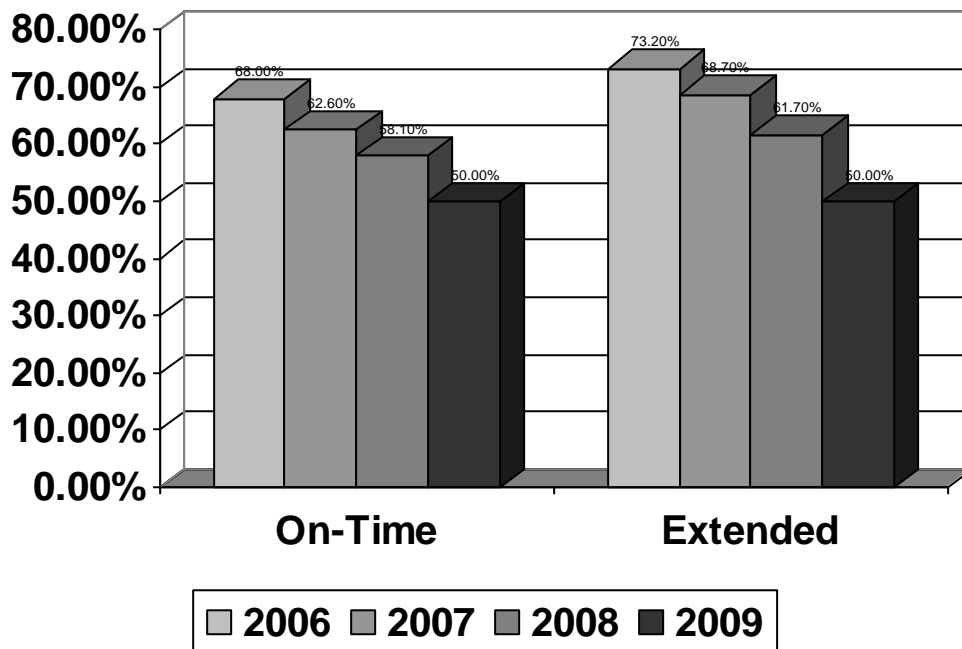
Chart 3: Female Graduation Rate



The graduating class of 2006 did not participate in Navigation 101. The on-time graduation rate for the white students in the class of 2006 was 68.0%. The

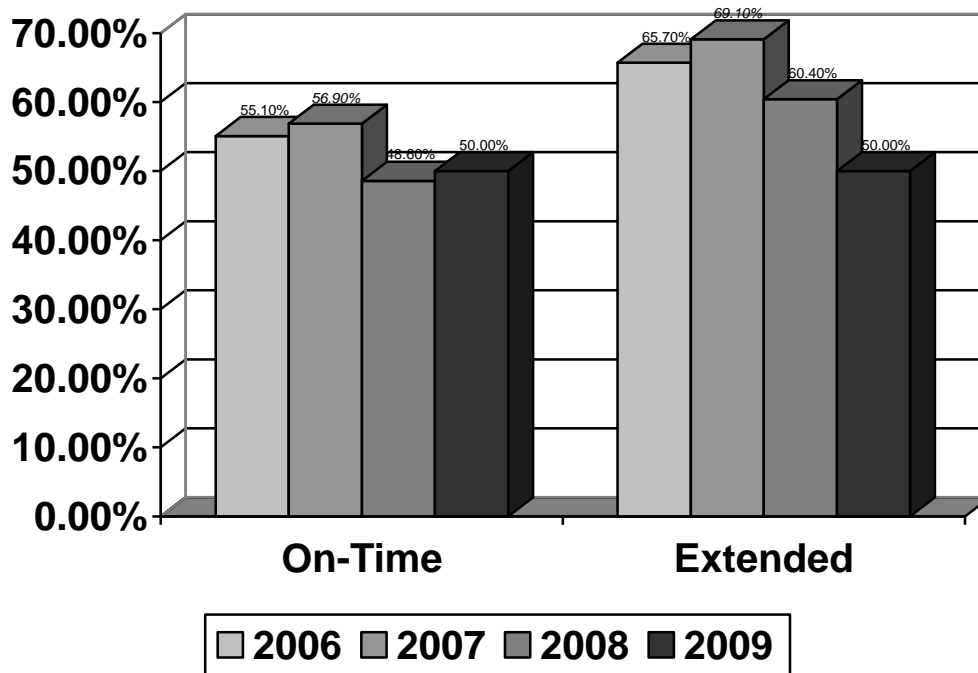
extended graduation rate for the white students in the class of 2006 was 73.2%. The graduating class of 2007 participated in Navigation 101 for one year. The on-time graduation rate for the white students in the class of 2007 was 62.6%, and the extended graduation rate was 68.7%. The graduating class of 2008 participated in Navigation 101 for two years. The on-time graduation rate for the white students of the class of 2008 was 58.1%, and the extended graduation rate was 61.7%. The graduating class of 2009 participated in Navigation 101 for three years. The on-time graduation rate for the white students of the class of 2009 was N/A, and the extended graduation rate was N/A (OSPI, 2009).

Chart 4: White Graduation Rate



The graduating class of 2006 did not participate in Navigation 101. The on-time graduation rate for the Hispanic students in the class of 2006 was 55.1%. The extended graduation rate for the Hispanic students in the class of 2006 was 65.7%. The graduating class of 2007 participated in Navigation 101 for one year. The on-time graduation rate for the Hispanic students in the class of 2007 was 56.9%, and the extended graduation rate was 69.1%. The graduating class of 2008 participated in Navigation 101 for two years. The on-time graduation rate for the Hispanic students of the class of 2008 was 48.6%, and the extended graduation rate was 60.4%. The graduating class of 2009 participated in Navigation 101 for three years. The on-time graduation rate for the Hispanic students of the class of 2009 was N/A, and the extended graduation rate was N/A (OSPI, 2009).

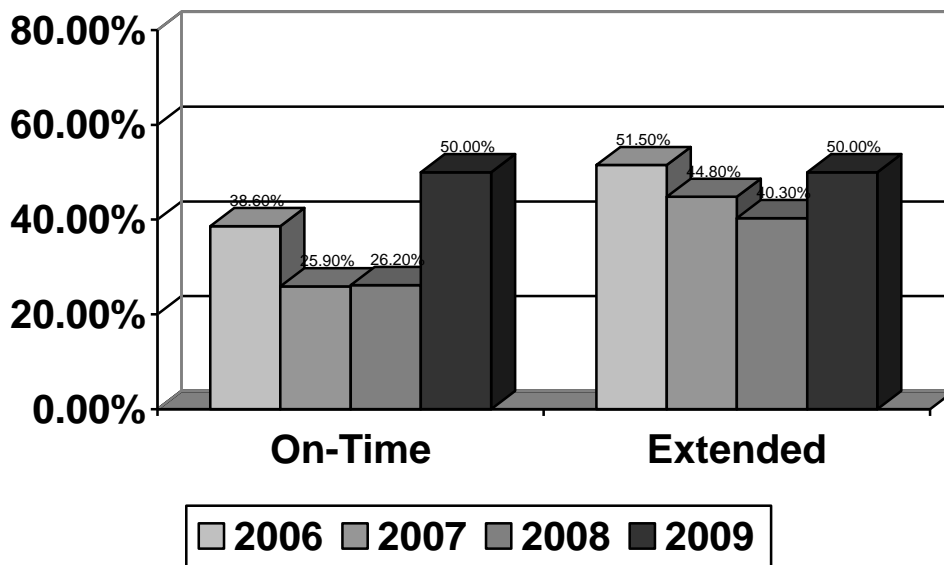
Chart 5: Hispanic Graduation Rate



The graduating class of 2006 did not participate in Navigation 101. The on-time graduation rate for the Special-Education students in the class of 2006 was 38.6%. The extended graduation rate for the Special-Education students in the class of 2006 was 51.5%. The graduating class of 2007 participated in Navigation 101 for one year. The on-time graduation rate for the Special-Education students in the class of 2007 was 25.9%, and the extended graduation rate was 44.8%. The graduating class of 2008 participated in Navigation 101 for two years. The on-time graduation rate for the Special-Education students of the class of 2008 was

26.2%, and the extended graduation rate was 40.3%. The graduating class of 2009 participated in Navigation 101 for three years. The on-time graduation rate for the Special-Education students of the class of 2009 was N/A, and the extended graduation rate was N/A (OSPI, 2009).

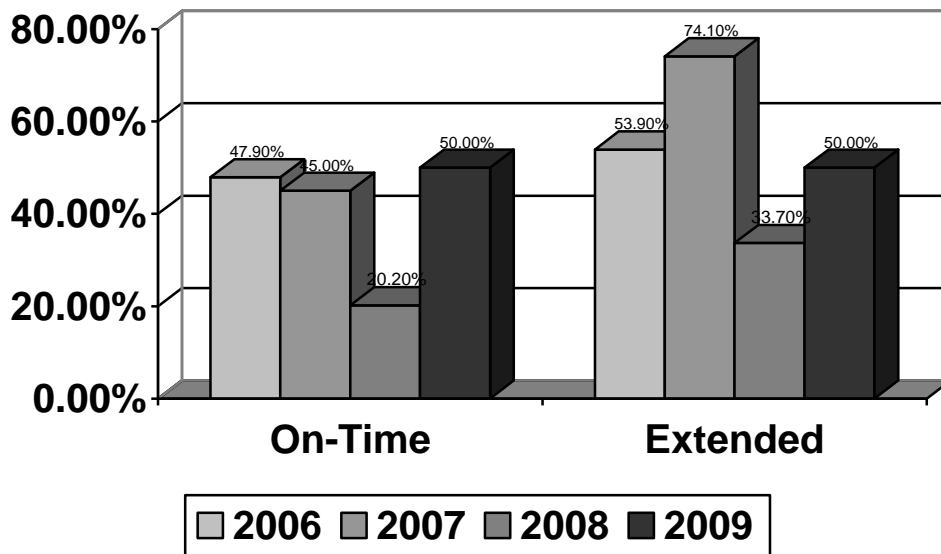
Chart 6: Special Education Graduation Rate



The graduating class of 2006 did not participate in Navigation 101. The on-time graduation rate for the Limited-English students in the class of 2006 was 47.9%. The extended graduation rate for the Limited-English students in the class of 2006 was 53.9%. The graduating class of 2007 participated in Navigation 101 for one year. The on-time graduation rate for the Limited-English students in the class of 2007 was 45.0%, and the extended graduation rate was 74.1%. The

graduating class of 2008 participated in Navigation 101 for two years. The on-time graduation rate for the Limited-English students of the class of 2008 was 20.2%, and the extended graduation rate was 33.7%. The graduating class of 2009 participated in Navigation 101 for three years. The on-time graduation rate for the Limited-English students of the class of 2009 was N/A, and the extended graduation rate was N/A (OSPI, 2009).

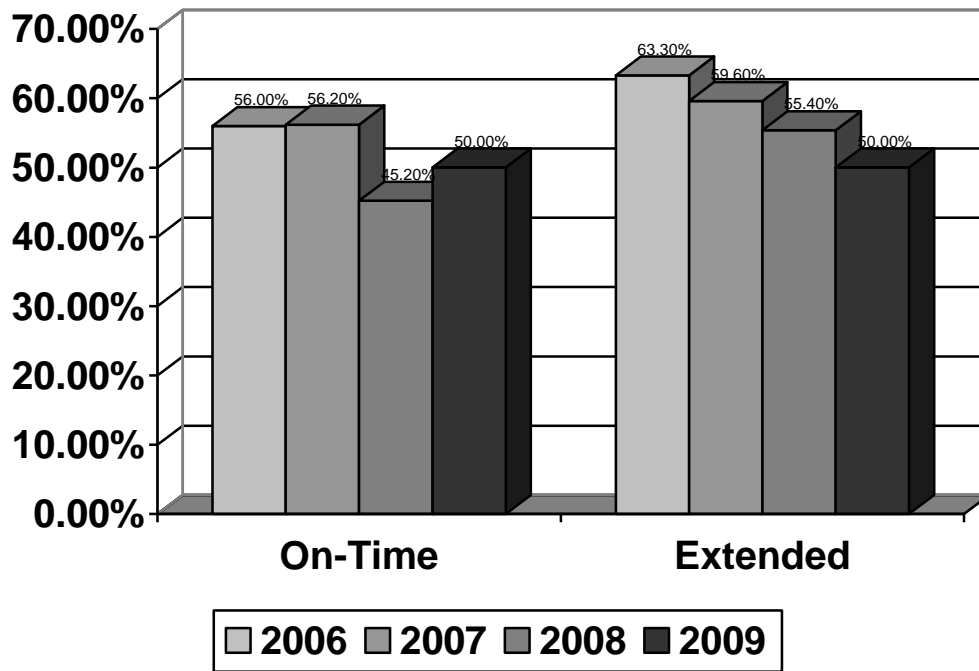
Chart 7: Limited English Graduation Rate



The graduating class of 2006 did not participate in Navigation 101. The on-time graduation rate for the Low-Income students in the class of 2006 was 56.0%. The extended graduation rate for the Low-Income students in the class of 2006

was 63.3%. The graduating class of 2007 participated in Navigation 101 for one year. The on-time graduation rate for the Low-Income students in the class of 2007 was 56.2%, and the extended graduation rate was 59.6%. The graduating class of 2008 participated in Navigation 101 for two years. The on-time graduation rate for the Low-Income students of the class of 2008 was 45.2%, and the extended graduation rate was 55.4%. The graduating class of 2009 participated in Navigation 101 for three years. The on-time graduation rate for the Low-Income students of the class of 2009 was **N/A**, and the extended graduation rate was **N/A** (OSPI, 2009).

Chart 8: Low-Income Graduation Rate



Findings

The data showed that Navigation 101 did not have a positive effect on the graduation rates. In all eight sub-categories: Overall, Male, Female, White, Hispanic, Special-Education, Limited-English, and Low-Income, the researcher observed a drop in graduation rates. The researcher found some insignificant positive gains. The graduation rates for Hispanic students rose only 1.8 percentage points, from 55.1% in 2006 to 56.9% in 2007. The graduation rates for Special-Education students rose only .3 percentage points, from 25.9% in 2007 to

26.2% in 2008. The research found one spike in graduation rates. The extended graduation rates for Limited-English students rose 20.2 percentage points, from 53.9% in 2006 to 74.1% in 2007. The following year, the extended graduation rate for Limited-English students dropped back down to 33.7%.

Discussion

The researcher expected to see a positive impact on graduation rates using Navigation 101. The school selected the Navigation 101 program because the research suggested the program would have a positive impact on graduation rates. The graduation rates were expected to rise as a result of the Navigation 101 program. Instead, the graduation rates dropped every year. The student-led conferences, student-created schedule and Advisory were all designed to help the individual students be successful in high school as evidenced by graduation. The graduation rates did not show that the program was successful.

Summary

In order to judge the effectiveness of the Navigation 101 program, the researcher looked at the graduation rates for the following classes: 2006, 2007, 2008, and 2009. The graduating class of 2006 did not participate in Navigation 101. The graduating class of 2007 participated in Navigation 101 for one year. The graduating class of 2008 participated in Navigation 101 for two years. The graduating class of 2009 participated in Navigation 101 for three years. The researcher's hypothesis was the students from the graduating class of 2009 who

participated in Navigation 101 had higher graduation rates than students who did not participate in Navigation 101 as measured by the comparison of graduation rates in the years 2006 through 2009. The researcher found that Navigation 101 did not have a positive impact on graduation rates. The graduation rates for the school had dropped every year since the school started using the program Navigation 101.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

In order to improve the educational experience for students, the high school in which this project took place began using the Navigation 101 program. The Navigation 101 program fulfilled the school district goal of increasing personalization efforts and the Washington State graduation requirement, a High School and Beyond plan. The Navigation 101 program consisted of three parts; Quest Advisories, Portfolio, and Student-Led Conferences (K. High Curriculum, 2008).

Student and teacher morale regarding the Navigation 101 program was low. Many students and teachers expressed concerns the program was a waste of time and money. The students were resentful of the extra work and graduation requirements. The teachers were resentful of the extra class the teachers needed to teach and the lost classroom time in the teachers' regular classes. The shortened classes on Quest Advisory Wednesdays and on the Navigation 101 training days meant less time for the regular classes.

The purpose of the project was to determine if the Navigation 101 program was effective. Did students who participated in the program have higher graduation rates than students from the previous years?

Summary

To determine the effect of Navigation 101 on graduation rates, the author compared the graduating class of 2009 to previous graduating classes, years 2006, 2007, and 2008, to determine if Navigation 101 had any significant impact on the graduation rates of students. The students from the graduating class of 2006 did not participate in Navigation 101. The school started using the program in the fall of 2006. The students from the graduating class of 2007 participated in the program for one year. The students from the graduating class of 2008 participated in the program for two years, and the students from the graduating class of 2009 participated in the program for three years. The author compared the overall graduation rates, as well as the graduation rates for the demographic: male, female, white, Hispanic, Special Education, students with limited English, and low-income students. The researcher looked for trends in the graduation rates.

Conclusions

The data showed that Navigation 101 did not have a positive effect on the graduation rates. In all eight sub-categories: Overall, Male, Female, White, Hispanic, Special Education, Limited-English, and Low-Income, the researcher observed a drop in graduation rates. The researcher found some insignificant positive gains. The graduation rates for Hispanic students rose only 1.8 percentage points, from 55.1% in 2006 to 56.9% in 2007. The graduation rates for Special-Education students rose only .3 percentage points, from 25.9% in 2007 to

26.2% in 2008. The research found one spike in graduation rates. The extended graduation rates for Limited-English students rose 20.2 percentage points, from 53.9% in 2006 to 74.1% in 2007. The following year, the extended graduation rate for Limited-English students dropped back down to 33.7%.

The researcher expected to see a positive impact on graduation rates using Navigation 101. The school selected the Navigation 101 program because the research suggested the program would have a positive impact on graduation rates. The graduation rates were expected to rise as a result of the Navigation 101 program. Instead, the graduation rates dropped every year. The student-led conferences, student-created schedule and Advisory were all designed to help the individual students be successful in high school as evidenced by graduation. The graduation rates did not show that the program was successful.

Recommendations

The research recommends the school continue to compile and analyze the graduation rates. While the Navigation 101 program did not have the intended effects on the graduation rates, it is premature to blame the failing graduation rates entirely on the new program. At the same time the school started to use the Navigation 101 program, Washington State began to require students to pass sections of the WASL in order to graduate. The WASL requirement could also be responsible for the failing graduation rates. The researcher recommends the school continue the Navigation 101 program for 5 years to get a more

comprehensive look at the program and its effectiveness. If the school finds that the graduation rates do not improve after a longer period of time, the researcher recommends the school either modify the program or find a different program to help with graduation rates.

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