Building Relationships and Student Success through Advisory

An Action Research Project

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A Master's Special Project

by

Kristin Soderback

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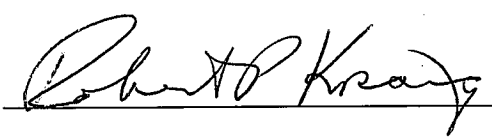 , Faculty Advisor

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ABSTRACT

Building Relationships and Student Success through Advisory

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In order to achieve greater academic, personal, and postsecondary goals, students needed to become connected to their high school experience by academic and personal means. Through the implementation of an advisory program, such as Navigation 101, students would ultimately build relationships with community, increase academic gains, and commit to greater postsecondary goals fine tuning student success. The research reflected students felt more confidence in their postsecondary choices having participated in advisory for four years and felt personally connected to the choices the students made throughout the student's high school career.

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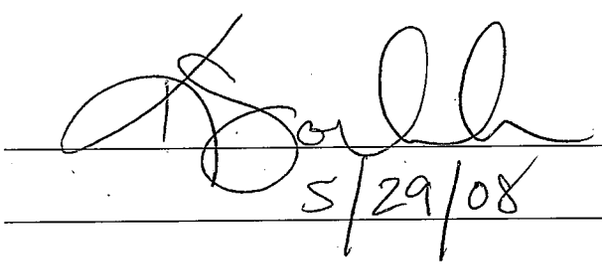

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CHAPTER 1

Introduction

Background on the Study

The high school experience has been based upon what had happened to the student in their education experiences in kindergarten though eighth grades and was connected to the next level of experiences during high school. Often students felt the high school experience was an ambiguous four year experience plugging away at sometimes vague, invalid assignments in sterile classrooms with cold lockers that house personal belongings and true feelings which were rarely unlocked and only unlocked for the purpose of shoving more things in and taking few personal experiences out. Students would partake in education as a requirement mandated by parents, educators, and state law.

In order to achieve greater academic, personal, and post-secondary goals, students needed to become connected to their high school experience by academic and personal means. (Makkonen, 2004) Educators have had greater pressure, and therefore focused on a student's academic achievement and meeting Washington Assessment of Student Learning (WASL) standards leading to educators lacking in personal investment and connections with students. Students also possessed a greater focus on what it was that the students were trying to achieve in every aspect of their high school experience. "Students often have had little direction

and connection on how to achieve their goals, personal and academic." (Gewertz, 2007)

As pressure increased to close achievement gaps and meet the No Child Left Behind Act (NCLB), educators scrambled to meet academic standards set by NCLB and the WASL as well as become proactive in building professional relationships with students and the community. (Smydo, 2006) Students frequently expressed their frustrations with trying to achieve multiple goals set forth for students by the state, their teachers and coaches, parents, and the community. The path that connected those goals and people was disjointed and confusing. An advisory program was a necessary approach which was revamped to make students' high school experience and pathway more functional and relevant to the post-secondary experience.

Advisory programs, specifically Navigation 101, implemented throughout high schools allowed students and educators to connect on a personal level, illustrated an academic investment, increased achievement, and created and validated post-secondary goals. In preparation for graduation and living independently in a democratic society, students had to be prepared to enter the world of work and become engaged in a career path. The high school years and the experience of advisory formed the connections for the next steps that students took when leaving public schools. Tenino High School (THS) adopted the Navigation 101 program set forth by the Office of Superintendent of Public

Instruction (OSPI) and piloted by Franklin-Pierce School District. Tenino High School attempted to meet the needs of the students and community.

Navigation 101 was a 9th through 12th grade four year advisory program aimed to empower students to make the education system work for students. The objective was for students to take charge of their own future and personalize the high school learning and social experience. (Manzano, 2006) The personalized learning plan helped students specifically navigate through high school, plan for life after high school, and graduate as productive, contributing members of society with positive social connections.

Statement of the Problem

Students at THS felt disconnected to their teachers and the learning environment. With the lack of interest and investment, students were unprepared to confidently pursue post-secondary goals set forth in academic and vocational plans. As a result of this disconnect, some students easily fell between the cracks resulting in poor academic achievement, a need for credit retrieval, and limited employment and academic opportunities after graduating high school.

Purpose of the Study

The purpose of this study was to determine whether or not an advisory program at high school grades 9-12 was an effective tool. Using an advisory program would ultimately build relationships with students, increase academic gains, and commit to greater post-secondary goals fine tuning student success.

Delimitations

This project was delimitated to 108 high school seniors enrolled in THS, graduating June 2008. These 108 students were the first high school students with four years of the Navigation 101 advisory program experience. Students began the advisory process upon entering high school their freshman year September 2004 and were on track to graduate in June 2008.

Assumptions

For the purpose of this study, the following assumptions were true:

1. All students revised and genuinely completed the required 13th Year Post-secondary Plan as set forth by Navigation 101 and TSD.
2. Every student participated in Navigation 101 for four years and the 2007-2008 was their final year.
3. Each student understood the expectations and goals of Navigation 101.
4. Students answered all Advisory Attitude Survey questions genuinely.
5. Advisors were competent in teaching the Navigation 101 lessons and had participated in the program as an advisor for four years.

Hypothesis

Students who have participated in Navigation 101 for a duration of four years chose higher post-secondary options than students who only participated in Navigation 101 for a duration of one year. The advisory program better prepared

students to be successful and better prepared students for post-secondary plans.

Null Hypothesis

There was no significant difference between students who had participated in Navigation 101 for four years than those students who had only participated in Navigation 101 for one year. The advisory program neither prepared nor hindered students' preparation for postsecondary goals. Significance was determined for $p \geq .05, .01, .001$.

Significance of the Study

The purpose of this project was to provide a factual base of information that reflected Navigation 101's success and determine the student's academic and post-secondary accomplishments in achieving post-secondary goals. In 2003, Tenino High School found through a student and parent survey that a majority of graduating students were not post-secondary ready to achieve their goal of entering a vocational/technical school, two or four year college, or seeking meaningful employment. Instead, students graduated and were stuck in what their next step would be after graduation and guidance in how to make that next step happen. Through the adoption of Navigation 101, student's post-secondary goals were achieved with supportive measures implemented by the advisory program.

Procedure

For the purpose of this project, the following procedures were implemented:

1. A review of selected literature was conducted at Tenino High School, OSPI, and articles collected through the use of internet search engines.
2. Permission to conduct research on students was received in August of 2007 from the Tenino High School principal, Jeff Johnson. (Appendix A)
3. A 13th Year Plan was created in August of 2004. (Appendix C)
4. A 13th Year Plan survey was administered in March of 2008 to 124 students currently enrolled as seniors in Tenino High School.
5. A Tenino High School Advisory Survey was created and administered in March of 2008 to 124 students currently enrolled as seniors in Tenino High School. (Appendix B)
6. Data in the 13th Year Plans from the 2005 graduate class and 2008 graduate class was compiled, analyzed, and evaluated with an Independent T-test used to process the information.
7. Summary, conclusions, and recommendations concluded the study.

Definition of Terms

For the purpose of this study, the following words were defined:

Advisory. Advisories were a primary vehicle for creating a more personalized learning environment where all students were well known by at least one adult. Advisory was conducted for 30 minutes biweekly to ensure that every student had

the opportunity to feel known, heard, and understood and gain key academic and social competencies that they needed to navigate the hurdles of high school and make a smooth transition to career or college.

Essential Academic Learning Requirements. The EALRs described the learning standards for grades K-10 at three benchmark levels; elementary, middle, and high school in the subjects of reading, mathematics, writing, science, communication, social studies, the arts, and health and fitness meeting grade level expectations (GLEs).

Navigation 101. Navigation 101 was a life skills and planning curriculum for students in grades 6 through 12. It aimed to help students make clear, careful, and creative plans for life beyond high school which included encouraged student engagement, enhanced student achievement, involved parents, and strengthened the community.

No Child Left Behind Act. The No Child Left Behind Act required that all children be assessed each year in order to show adequate yearly progress in reading and mathematics. Schools tested at least ninety-five percent of the various subgroups of children.

The Office of Superintendent of Public Instruction. OSPI was the primary agency charged with overseeing K-12 education in Washington State. OSPI worked with the state's 296 school districts and administered basic education programs and

implemented education reform on behalf of more than one million public school students.

Washington Assessment of Student Learning. The state-level WASL assessments required students to both select and create answers to demonstrate their knowledge, skills, and understanding in each of the Essential Academic Learning Requirements (EALRs)--from multiple-choice and short-answer questions to more extended responses, essays, and problem solving tasks.

Acronyms

ASCA. American School Counselor Association

AYP. Adequate Yearly Progress

GLES. Grade Level Expectations

EALRS. Essential Academic Learning Requirements

NCLB. No Child Left Behind Act

OSPI. Office of Superintendent of Public Instruction

RIF. Reduction in Force

SLC. Student Led Conference

TSD. Tenino School District

THS. Tenino High School

WASL. Washington Assessment of Student Learning

CHAPTER 2

Review of Selected Literature

Introduction

Local and state communities called for greater school achievement and students better prepared for life. An advisory program was developed to meet the achievement and social needs of all students with the expressed concern from politicians, educators, local and state community members, and students that addressed post-secondary success. This chapter has been organized around the following topics: (a) the high school experience, (b), advisory characteristics, (c) Navigation 101 (d) NCLB, and (f) summary.

The High School Experience

While academic expectations and standards may have changed over time, the schools structure and climate have relatively stayed the same over the last century, especially in high schools. (Capps, 2006) Core courses were isolated from interdisciplinary teaching techniques, and classrooms function most often in a self-contained format. The last significant change in education was the structure of the math and science curriculum when Sputnik was launched and the great space race was occurring. While the emphasis grew on the math and science curriculum, the high school's student population and class sizes also grew creating a greater stretch in reaching all students academically and socially.

In an effort to provide comprehensive course offerings across the curriculum, larger numbers of students were required to make the comprehensive curriculum a cost effective strategy. Comprehensive high schools benefited many students by providing curriculum choices and chances to pursue personal interests. (Christensen, 2003) This clearly did not work for all students as all students did not share the same interests, fit into the same learning model, or had common post-secondary goals.

The shortcomings from placing great emphasis on core classes and the focus on the majority of learners rather than all learners, required educators to rethink and restructure what worked for and reaches all students. In an effort to leave no child behind, educators insured that the high school experience denied no student the opportunity to learn and to receive a quality education. Clearly, many of the features of current comprehensive high schools did not meet these two tests (Christensen, 2003). By failing to reach academic standards and teach all students, education failed.

School climate contributed to the high school students' sense of engagement and success in school. (Capps, 2006)There were many factors that needed to fit harmoniously into the puzzle which made students succeed academically and socially. Teachers, administrators and counsellors were often considered too busy for personal, professional interaction between faculty and students. Teachers and adults who truly cared, acted fairly, and were active listeners and who provided

authentic instructional activities and curriculum that was relevant to current and future life engaged students and offered students opportunities to work in an area of interest and strength. This social support for learning promoted an important sense of belonging, interpersonal relationships with teachers and other adults in the school, and created a culture of acceptance for each and all students which sent the message that the student as an individual was important. (*Navigaton 101 Connections Program: Lighthouse*, 2007)

During non-instructional time, the high school students' sense of engagement in school was limited unless there was the opportunity, time, and space to socialize, debrief, and interact with the students' friends. Students who had their own small group of friends to go to reduced levels of anxiety when there was no sense of belonging and being lost in the high school experience. (Capps, 2006) The simple task of school personnel attending extracurricular activities also supported student relationships and fostered the needed sense of caring, belonging, and school community.

Advisory Characteristics

The advisory component was difficult to implement because advisory called for a different role. In schools that were fundamentally subject-centred, advisory was important to give students a time and a place when their non-academic needs could be met as well as provide support for their academic needs.

(Gewertz, 2007) Advisory was deemed instructional considering advisory instructed behaviors as well as supported the academic program.

Advisory was established at schools for several reasons. Some of the purposes intended were to help develop the mind, body and character of the school's students as students became contributing members of society, to foster continuous improvement of the school's educational program, "blend the values and perspectives of community, staff and students in school-wide decisions, and foster effective communications among all stakeholders in a school."(Kennewick SD, 2007) Additionally, an advisory's function provided an effective venue for creative school-wide planning and problem-solving. In this way students' affective needs were melded into the students' cognitive needs. The needed re-definition of the teacher's role solved the disconnected problem, but the teacher's role was difficult to counter a deep-seated, traditional concept of what teaching was. Implementing advisory was an arduous task that redefined and clarified roles within the school structure and the features of advisory were purposeful and specific.

According to Deborah L. Schussler and Angelo Collin's article, "An Empirical Exploration of the Who, What, and How of School Care," there were consistently several basic and vital features needed to frame advisory and make the high school experience more effective. The first was the focus of the high school experience must be on the academic curriculum that each student

experiences. While school was an important social environment that conveyed culture, the curriculum needed to be the main, foundational focus. Administrators, teachers, parents, and the community needed to focus on academic preparation that each student experiences.

Secondly, while courses were differentiated for a variety of learning styles and abilities, the student's four year educational career was founded on a common academic core which met basic skills.(Collins & Schussler, 2006) The basic four years, connected curriculum was centred around the core subjects including reading, writing, math, social studies, and science. In achieving effective and differentiated curriculum goals, opportunities were given to students to integrate the knowledge across curriculum disciplines. "When students demonstrated knowledge mastery, students were challenged and were given the opportunity to incorporate skills that were learned in previous years of learning."(OSPI, 2007) The students connected skills previously learned in the student's education, applied those skills to the current material being learned and formed connections needed for post-secondary skills and goals.

While students worked to make curriculum connections, schools also worked to make connections that were more personalized through social and extracurricular activities that networked caring adults and students.(Collins & Schussler, 2006) Schools developed ways to provide students opportunities to feel more engaged in, worthy and connected to learning and the student's

environment. "The extent to which students felt connected to their school, felt connected to their families, and felt connected to their communities, was the extent to which their achievement was predicted to be successful." (Christensen, 2003) Students without the advisory experience faced a void, and the connection students lacked made the high school experience isolated and meaningless. The link was provided between parents and school that promoted social exchange and peer recognition in a safe environment. Furthermore, advisory encouraged positive student-teacher relationships, self esteem, competence, and addressed academic and social concerns.(Gewertz, 2007) When the high school experience was personalized, students were not herded like cattle through the halls between bells and into classrooms being fattened with curriculum and graduated out to the pasture of life. Instead, schools that implemented an advisory program and provided students with an advisor who stayed with students for their four year academic career allowed caring, personal relationship to develop between adults and students successfully reached achievement gains.(Kester, 2007)

As educators looked for more ways to make the educational experience a well-rounded, eventful, and connected experience, the ultimate goal was to make sure that students were ready to make the transition to the student's post-secondary goals with continued learning and connections. Society was dependent upon a sound educational foundation and quality graduates that were prepared to be contributing members and citizens in society.

Navigation101

Navigation 101 originated in the Franklin Pierce School District and was developed successfully as a four-year, 6th through 12th grade advisory program. The program worked to help student improve the student's academic performance and plan for the students' future education and career choices. Ultimately, the advisory empowered students to take charge of the student's own future and students were better prepared for post-secondary goals which included a specifically developed plan for life after high school that involved college, vocational or technical school, military, industrial certification, or other options. Based upon the success of the program, in 2006 the State Legislature funded Navigation 101 which allowed districts the funds to replicate the advisory program and the program was put into practice in many school districts across Washington State.

Navigation 101 was structured with four basic philosophies. First, students were encouraged to be engaged through meaningful relationships built between each student and at least one adult at school, thereby students remained engaged and motivated and lessened the chance for students to drop out. Second, student achievement was enhanced by students who evaluated student's own skills, interests, and accomplishments.(*Navigation 101 Purpose-Rationale-Components,* 2007) The result was that students successfully made the transition between middle and high school, took more challenging courses, and understood the

relationship between school and life after graduation. "According to the State Board for Community and Technical Colleges, 52 percent of community and technical college students who graduated from high school in 2005 had to pay for at least one remedial course, which did not count toward their college degree." (OSPI, 2007) A key priority of Navigation 101 was to ensure that high school graduates were ready for college-level. Next, parents or guardians were involved by keeping parents engaged in students' decisions, aware about students' progress, and invited to an annual student-led conference. The last philosophy was strengthening the connection between the school and community in which the students live where students completed meaningful service-learning and leadership projects.(*Navigation 101 Purpose-Rationale-Components,* 2007) The personalization of the educational experience contributed to the student's success as a productive citizen and an understanding of navigating high school. "Schools who have implemented Navigation 101 have 85%-90% of their parents attend, compared to a previous 12%-14% rate, to hear their own child talk about their future and how high school is helping students prepare for the students' future."(Kennewick SD, 2007)

Navigation 101 was designed to be taught by a teacher, who was the student's designated advisor, in a small group format of 15-20 students in once-a-month, one hour long "advisory" session. The advisor stayed with the students for the students' four year educational path and helped students see the connections

between academic work and future plans and built long-term relationships motivating students to stay engaged and motivated at school. The lessons were directed, three-page plans with goals, needed materials, student activities, and reproducible student worksheets. The program was based on academic standards set forth by Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) of specificity and guidance standards set forth by American School Counselor Association (ASCA) National Model Standards in the areas of personal and social, career, and/or academic development. (OSPI, 2007) Navigation 101 was thematically based goal setting, academic improvement, exploring careers, using money, building community and planning for the future. Each theme asked essential questions such as how did the student get involved and what were the student's academic and financial goals?

The portfolio gave students the opportunity to exhibit how the high school experience was meaningful, practical and demonstrated the higher standards of learning set forth in Washington State House Bill 1209.(Bremerton SD, 2007) Students organized their ongoing personalized learning plans, accomplishments, and records in a portfolio. The sections were academic development, career development, and personal and social development which were based on the ASCA standards. The portfolio included samples of students' work, grades, test and assessment results, educational and career plans, community service records, honors or awards the student received, notes from the students' student-led

conferences(SLC), and reflections about the student samples.(OSPI, 2007) The portfolio helped to meet Washington State graduation requirements as the student's work was organized, saved, and recorded which met the High School and Beyond Plan and credit checks were regularly preformed as required by the Navigation 101 program that measured academic progress and kept students on track to graduate. Additionally, Navigation 101's annual Academic Improvement Plans aided students who needed help with the WASL by having received the necessary help to improve the student's academic performance. Students achieved a Certificate of Academic Achievement or the Certificate of Individual Achievement. The required culminating project was also met through Navigation 101 which helped students propose, develop, and present their final project.

Navigation 101 worked with success reported throughout the participating school districts. The program helped to increase the number of students who progress from grade to grade on time, increase parent-student-teacher communication through SLCs, and increase graduation rates. It was evident that students who participated in the Navigation 101 program matriculated from grade to grade more successfully. Franklin Pierce High Schools' matriculation rates from 9th to 10th grade increased from 73 percent in the 2002-03 school year to 84 percent in the 2004-05 school year. (Franklin Pierce SD, 2007) At Bremerton High School, parent attendance at school conferences increased 66 percent between traditional, teacher-led conferences in fall 2004 and the Navigation 101

student-led conferences in spring 2005. (Bremerton SD, 2007) Graduation rates were reported to increase between 2004 and 2005 at Bremerton, Grandview, and Hudson's Bay High Schools. "At each of these schools, the class of 2005 was the first graduating cohort with Navigation 101 experience, and at each of these schools the graduation rate increased that year." (OSPI, 2007) The mean increase between the three schools was 5 percent. Navigation 101 produced results at numerous schools that adopted the program curriculum.

No Child Left Behind Act

In an attempt to improve student's personal achievement and reduce the achievement gap among all students, No Child Left Behind Act (NCLB) was created to hold all schools accountable to high standards regardless of geographic location, socioeconomic status, gender, and race. "In the United States, 61% of African American fourth graders and 57% of Latino fourth graders did not even read at the basic level. Nationally, 54% of fourth grade students from poor families were below basic readers, compared to only 24% of fourth graders from more affluent families."(The Education Trust, 2003) NCLB used standards as a way to equalize educational opportunity. "To assist school improvement efforts, NCLB provides over 11 billion dollars to help schools that educate students from low-income families, and another $3 billion to help recruit and train teachers in these schools."(Capps, Fix, Murray, & Ost, 2006) The powerful tool advocated for education equity and strove to help schools how to teach more effectively.

Key criteria were defined to meet the NCLB standards set forth. The law identified the need to hire highly qualified teachers. NCLB defines a "highly qualified teacher" as "having a college degree, demonstrated content knowledge in the subjects he or she taught and satisfied state certification and licensure requirements." (Cochran-Smith, 2005) States added to this definition and further required proficiency on specified tests. Additionally, if low-income and students of color were assigned more than their fair share of inexperienced, unqualified, or out-of-field teachers, states must report the statistic and then had to comply with meeting standards set forth within a specified timeframe.

Another criterion was for states to meet Adequate Yearly Progress (AYP) which determined how much progress schools need to make each year. If schools do not make their AYP targets, states must provide help. After six years of no improvement, fundamental changes took place. The goal was for all students to meet the state definition of "proficient" in reading and math by 2014. Therefore, states adopted and defined challenging standards for what children should know and be able to do. "The plan should not only specify what educators would do, but included how parents and community agencies participated in developing and implementing the plan."(The Education Trust, 2003)

Parental involvement was a vital component as defined by NCLB. Detailed expectations were outlined to include that the school must set up programs and activities that increased parent involvement. If parents ask, the school must hold

regular meetings to discuss parent concerns. Parents must be consulted on the writing of a school district parent involvement plan. Once the plan is adopted, all parents must receive a copy of the school improvement plan, and this plan must contain specific plans for increasing parent involvement. NCLB gave parents a powerful new advocacy tool having made parents full partners in the school improvement process. Advisory, particularly Navigation 101, sought to meet the expectation set upon the state, educators, and students.

No Child Left Behind advocated character education with aspects such as citizenship, justice, respect, responsibility, trustworthiness, and giving taught in smaller learning communities that Navigation 101 provided. "Character education, especially when character education was integral to a school's curriculum and culture and involved collaboration among school staff, parents, and key members of the community, was effective in improving the school environment." (Paige, Hickok, & Neuman, 2002) The advisory program supported NCLB's theories and local efforts to create smaller learning communities within the high schools. Students were engaged through relationships built with the students' teacher advisors, mentoring, alternative scheduling, and other innovations designed to personalize high school and thereby, improve the student's personal achievements which closed the achievement gap among all students.

Summary

While academic expectations and standards may have changed over time, the school's structure and climate have relatively stayed the same contributing to the high school students' positive or negative engagement and success in school. Navigation 101 worked to help students improve the student's academic performance, planned for the students' future education and career choices, connected parents, students, teachers, and community members, and closed achievement gaps. NCLB sought to hold all schools accountable regardless of socioeconomic, race, and gender statuses. Navigation 101 supported the efforts of NCLB and produced desired results.

CHAPTER 3

Methodology and Treatment of the Data

Introduction

This chapter has been organized around the following topics: (a) Methodology, (b) Participants, (c) Instruments, (d) Design, (e) Procedure, (f) Treatment of Data, (g) Summary. In having conducted the project a variety of process and procedures were utilized. First, permission to conduct research on students at Tenino High School was authorized. Next, a thorough background of the problem was done in order to have a better knowledge background on the topic. Then, the timeline and assessment tool used for the research was determined along with what statistical treatment to use after having collected data on the sample population.

Methodology

During the course of the study, a review of selected literature was conducted at the THS Library, Timberland Library System, the University of Washington (Seattle) Library, and the Internet. Additional information was acquired from the counselling department at THS. The twelfth grade students of THS were given 13th year plans at the beginning of the 2007-2008 school year. The students set the goals in September and the student's plans were updated in April of the 2007-2008 school year. The 13th year plans collected in April from the 2008 graduating students were compared to the plans from Tenino High

School's graduated class of 2005. The class of 2008 was surveyed in April regarding the student's participation in advisory for four years and impact advisory had on the student's post-secondary plans.

Participants

The participants for this study were twelfth grade students from THS in the 2008 graduating class and from the 2005 graduating class. The school's population was approximately eighty-seven percent Caucasian, five percent Hispanic, around two percent Black, three percent Asian, and nearly three percent Native American. The number of students in twelfth grade participating in the study was one hundred and eight. Initially, there were 119 participants. Between the first and last 13th year plan assessments, eleven twelfth graders were removed from the data. Six students had transferred to an alternative placement school, two students changed to different school districts, and three students dropped out of school completely.

Instruments

Two instruments were used in the research. First, all students in the class of 2005 and the class of 2008 were administered a 13th year plan which clearly defined all post-secondary options available to students. This tool had been developed by the Navigation 101 team in 2003 when the advisory program was looked to be implemented. Secondly, an Advisory Attitude Survey was developed to evaluate student's attitudes toward advisory.

Design

The method of research used was largely based on action research methods. Each student was given a 13th year plan at the beginning of the year, to evaluate the student's post-secondary goals. Students updated the plan towards the end of the school year and were surveyed about the student's experience in advisory. Students, who chose different levels of post-secondary paths, were then ranked. Students who chose a four year college were assigned a value of four. Students who chose a two year college were assigned a value of three. Students who chose a vocational school or who entered the military were assigned a value of two. Students who chose to go straight to the workforce were assigned a value of one. Experimental research methods were also implemented to investigate the relationship between the gains in post secondary goals and gains of students in advisory for four years as compared to those who had participated in advisory for only one year.

Procedure

For the purpose of this project, the following procedures were implemented:

1. A review of selected literature was conducted at Tenino High School, Timberland Library, University of Washington (Seattle), and articles

collected through the use of internet search engines and provided by the THS counselor.

2. Permission to conduct research on students was received from the Tenino High School principal, Jeff Johnson. (See Appendix A)
3. The 97 student 13th year plans from the graduated class of 2005 were copied from the THS archives.
4. The 13th year plan was administered to all 2008 graduating students. (See Appendix C)
5. Each student was assigned a value based on the student's post secondary choice.
6. The data that was compiled and tabulated from the assessment was broken down into four numeric categories: four year college, two year college, vocational school/military, and workforce and was put into a spreadsheet format.
7. All data was subjected to standard statistical technique.
8. A survey was created to evaluate attitudes regarding advisory. (See Appendix B)
9. The Advisory Attitude Survey was administered to 108 students currently enrolled in THS. This survey was used to document each student's attitude toward participation in advisory and if the advisory program helped students choose higher post-secondary options.

10. Responses from the Advisory Attitude Survey were compiled into a spreadsheet. (See Appendix D)

Treatment of Data

The researcher analyzed data collected from the 13th year plans over the course of the 2007-2008 school year and compared to the data collected in March of 2003 using the same 13th year plan. A numerical rank was assigned to each post secondary option the participant chose. Using the program, Statpak, the statistical t -test was used to compare the change between advisory students having participated in one year of advisory compared to students who had participated in advisory four years. The results from the 13th year plans were evaluated, calculated, and recorded. The responses from the Advisory Attitude Survey were calculated, recorded, and evaluated.

Summary

This chapter was designed to review the methodology and treatment of data related to the 13th year plans of 2005 and 2008 Tenino High School graduates and the student's attitudes toward the Navigation 101 advisory program. The analysis of data and findings from this study are reported in Chapter 4.

CHAPTER 4

Analysis of the Data

Introduction

Tenino High School implemented the Navigation 101 advisory program with curriculum provided by the Office of Superintendent of Public Instruction in response to student achievement, community needs, and No Child Left Behind. The advisory program provided schools the opportunity to personalize learning and differentiated the needs of students. Advisory, when executed appropriately, has been proven through research to meet the needs of the students and allowed students to aspire to greater post-secondary opportunities.

Description of the Environment

Tenino High School (THS) in Tenino, Washington, is located in southeast Thurston County. THS had a population of 494 students in the 2007-2008 school year. The facility was set in a rural community and had one middle school that fed into it. The school district had experienced a declining student enrolment for the past four years and was expected to continue for another three years. The 2006 bond did not pass and at the end of the 2006-2007 school year, the Tenino School District (TSD) was forced into a reduction in force (RIF) and did not hire for any retiring positions and removed one teacher.

The ethnic make-up of the student body for the 2007-2008 school year consisted of Caucasian (86.5), Asian, Pacific Islander (3.0), Black (1.3), Hispanic (4.9), and American Indian or Alaskan Native (2.7). The percentage of students that received free or reduced lunch was 31.5%. Of the entire school population, 53.8 percent of the students were male, and 46.2 percent was female.

Hypothesis

Students who have participated in Navigation 101 for a duration of four years chose higher post-secondary options than students who only participated in Navigation 101 for a duration of one year. The advisory program better prepared students to be successful and better prepared students for post-secondary plans.

Null Hypothesis

There was no significant difference between students who had participated in Navigation 101 for four years than those students who had only participated in Navigation 101 for one year. The advisory program neither prepared nor hindered students' preparation for postsecondary goals. Significance was determined for $p \geq .05, .01, .001$.

Results of the Study

Tenino High School routinely administers a 13th year post-secondary plan to the graduating 12th grade students. To test this hypothesis, a 13th year post secondary plan was used and scored with results study tabulated for each student

from the Class of 2005 and Class of 2008. Students, who chose different levels of post-secondary paths, were then ranked. Students who chose a four year college were assigned a value of four. Students who chose a two year college were assigned a value of three. Students who chose a vocational school or who entered the military were assigned a value of two. Students who chose to go straight to the workforce were assigned a value of one. The student plans were collected and entered into the Excel database. (see Tables 1 and 2).

Table 1.

13th Year Plans From 2008 Graduated Students

13th Year Plans Student Numeric Values

Class of	2008	X20	3	X40	2	X60	3	X80	4	X100	3
X1	4	X21	1	X41	3	X61	3	X81	2	X101	4
X2	4	X22	3	X42	2	X62	1	X82	3	X102	2
X3	3	X23	3	X43	4	X63	3	X83	2	X103	3
X4	4	X24	4	X44	2	X64	1	X84	3	X104	4
X5	3	X25	3	X45	3	X65	2	X85	2	X105	3
X6	2	X26	2	X46	2	X66	1	X86	4	X106	2
X7	4	X27	1	X47	3	X67	3	X87	4	X107	3
X8	3	X28	3	X48	4	X68	1	X88	3	X108	4
X9	1	X29	2	X49	3	X69	4	X89	3		
X10	2	X30	4	X50	4	X70	2	X90	3		
X11	4	X31	2	X51	3	X71	4	X91	4		
X12	2	X32	3	X52	1	X72	2	X92	3		
X13	4	X33	1	X53	4	X73	3	X93	4		
X14	1	X34	4	X54	1	X74	2	X94	3		
X15	4	X35	3	X55	4	X75	4	X95	2		
X16	3	X36	2	X56	4	X76	3	X96	2		
X17	2	X37	4	X57	1	X77	2	X97	3		
X18	4	X38	2	X58	3	X78	3	X98	4		
X19	2	X39	3	X59	4	X79	3	X99	3		

Table 2.

13th Year Plans From 2005 Graduated Students

13th Year Plans Student Numeric Values

CLASS OF	2005	Y26	3	Y52	3	Y78	3
Y1	1	Y27	1	Y53	3	Y79	1
Y2	3	Y28	1	Y54	2	Y80	4
Y3	2	Y29	3	Y55	4	Y81	1
Y4	1	Y30	3	Y56	2	Y82	1
Y5	2	Y31	1	Y57	3	Y83	2
Y6	4	Y32	3	Y58	1	Y84	4
Y7	2	Y33	2	Y59	1	Y85	3
Y8	3	Y34	4	Y60	3	Y86	2
Y9	2	Y35	2	Y61	1	Y87	3
Y10	2	Y36	1	Y62	1	Y88	2
Y11	1	Y37	2	Y63	1	Y89	4
Y12	4	Y38	3	Y64	2	Y90	2
Y13	1	Y39	2	Y65	1	Y91	1
Y14	3	Y40	3	Y66	1	Y92	3
Y15	2	Y41	2	Y67	1	Y93	2
Y16	1	Y42	3	Y68	4	Y94	4
Y17	1	Y43	4	Y69	1	Y95	3
Y18	4	Y44	4	Y70	4	Y96	3
Y19	2	Y45	3	Y71	1	Y97	4
Y20	3	Y46	2	Y72	3		
Y21	4	Y47	4	Y73	1		
Y22	2	Y48	3	Y74	3		
Y23	3	Y49	1	Y75	1		
Y24	4	Y50	2	Y76	4		
Y25	1	Y51	4	Y77	1		

The data based on using the Tenino High School's 13th Year Post Secondary Plan that was collected by the researcher was tabulated and was entered into the statistical software application called Statpak where the t score was determined. The analysis revealed that the t score was 3.18 with 203 degrees of freedom based on the number of students that participated in the study. (see Figure 1).

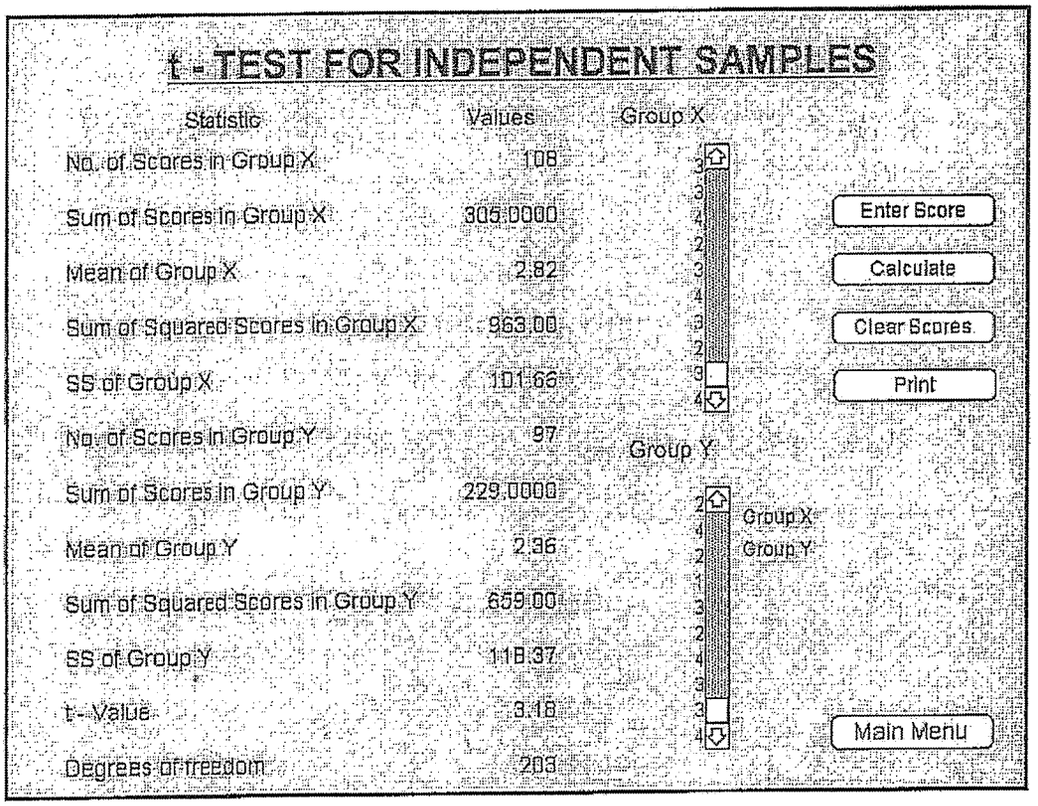

Figure 1: Results of t test for the 13th Year Post Secondary Plans

Based on the t-score of 3.18 and 203 degrees of freedom the level of significance for the research conducted on 2008 and 2005 graduated students for .01, .05, and .001 (see Table 3). Significance was shown in that the t- score for .01 was greater than 2.61 and for .05 the t-score was greater than 1.98 although there was no significance in the t score of .001 since the t score had to be greater than 3.37. As a result the null hypothesis was rejected and there was found to be support for the hypothesis at .01, .05, and .001 (see table 4).

Table 3: Distribution of t with 203 degrees of freedom showing for significance

df=203	.01	.05	.001
t			**3.18**
df= 203			**3.37**
		3.18	
df= 203		**1.98**	
	3.18		
df= 203	**2.61**		

Table 4: Rejection and support for the Null Hypothesis and Hypothesis

	.01	.05	.001
Null Hypothesis	**Reject**	**Reject**	**Reject**
Hypothesis	**Support**	**Support**	**Support**

Evidence showed support that the advisory program did work. Throughout the course of the students' four years, students were expected to attend advisory classes and build the student's personal portfolio. Students set goals annually and completed the student's 13th year plan to determine where the student would continue upon the graduating from high school. The class of 2005 student plans were compared to the plans of the class of 2008. The graduating class of 2008 was also surveyed to determine if the advisory program helped guide students throughout high school and helped students choose greater post-secondary opportunities.

At the end of the first year of advisory, the class of 2005 completed 13th year plans. From the 97 student plans, 18% committed to go to a four year

college, 27% to a two year college, 29% to a vocational school or the military, and 26% went straight to the workforce. (see Figure 2).

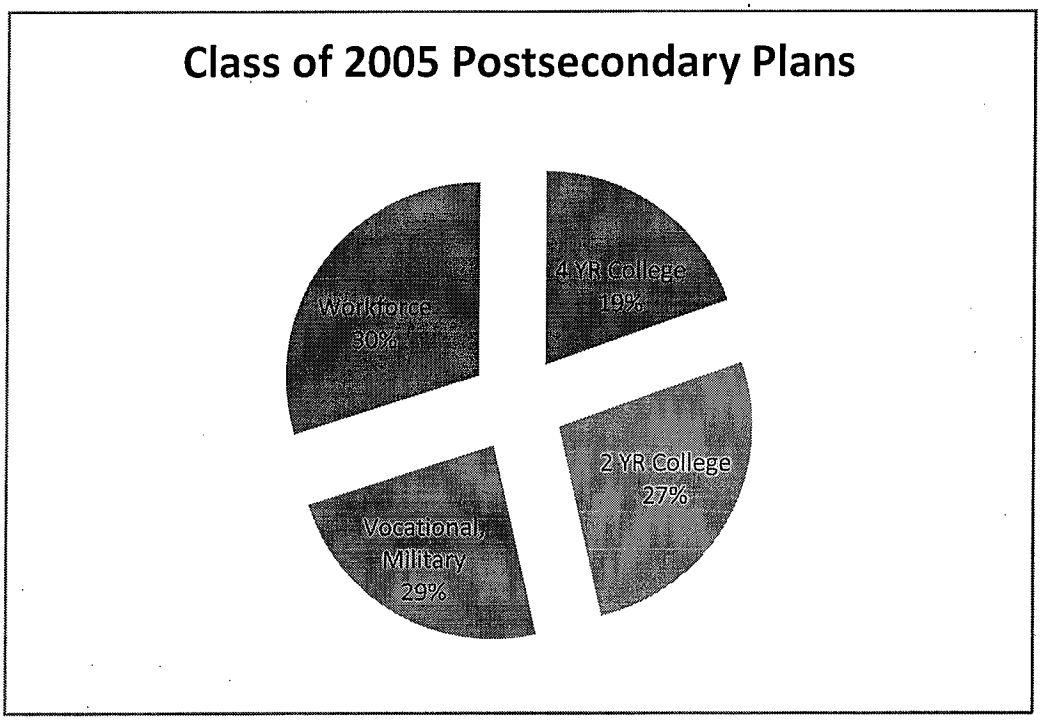

Figure 2: Class of 2005 Graduates Post-secondary Commitments

The class of 2008 completed four years of advisory and 13th year plans. From the 108 student plans, 30% committed to go to a four year college, 38% to a two year college, 21% to a vocational school or the military, and 11% went straight to the workforce. (see Figure 3).

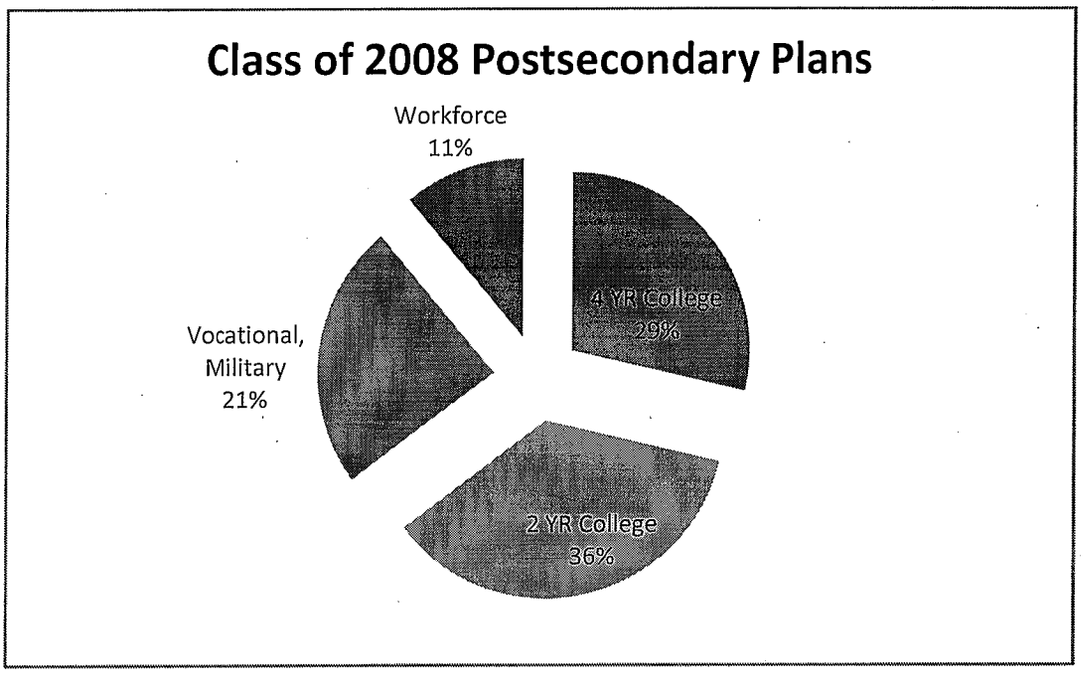

Figure 3: Class of 2008 Graduates Post-secondary Commitments

Comparing the class of 2005 and the class of 2008 in the post-secondary commitments, the data revealed that the class of 2008 committed 9.2% more to four year colleges, 9.3% more to two year colleges, 0.4% more to vocational schools and the military, and 18.9% less to going straight to the workforce than that of the class of 2005. (see Figure 4).

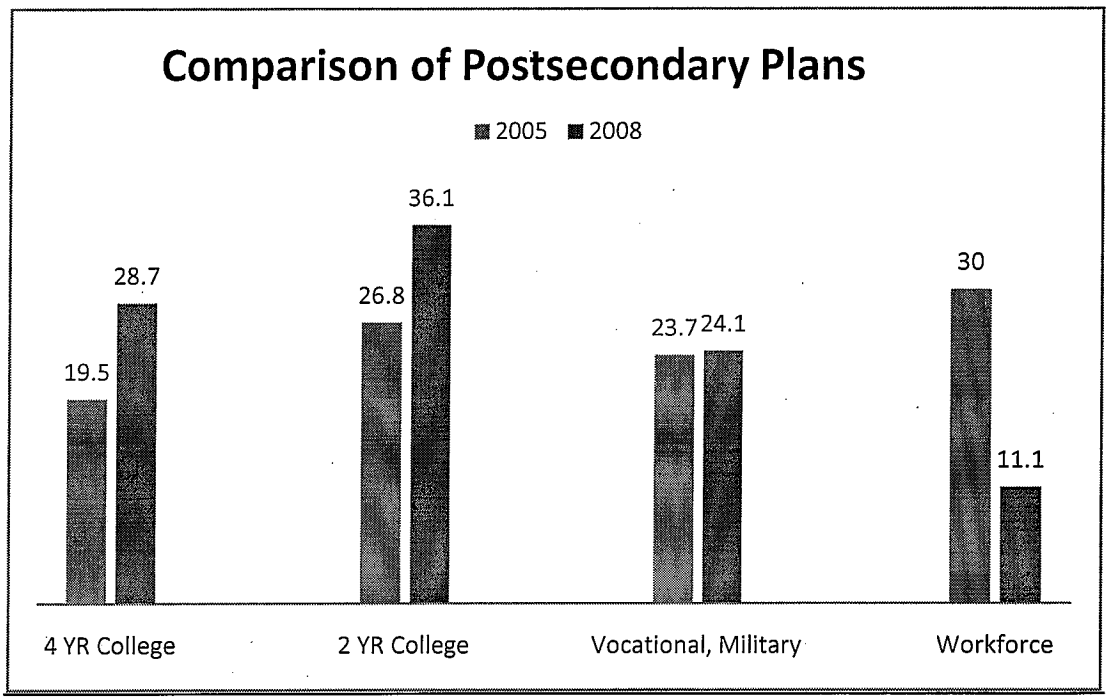

Figure 4: Comparison of Post-secondary Plans

Statement 2 in the survey asked if advisory showed more options than the student thought the student had after the student graduated. Of the 108 graduates, 18% of students strongly agreed, 69% of students agreed, 10% of students disagreed, and 3% of students strongly disagreed (see Figure 5).

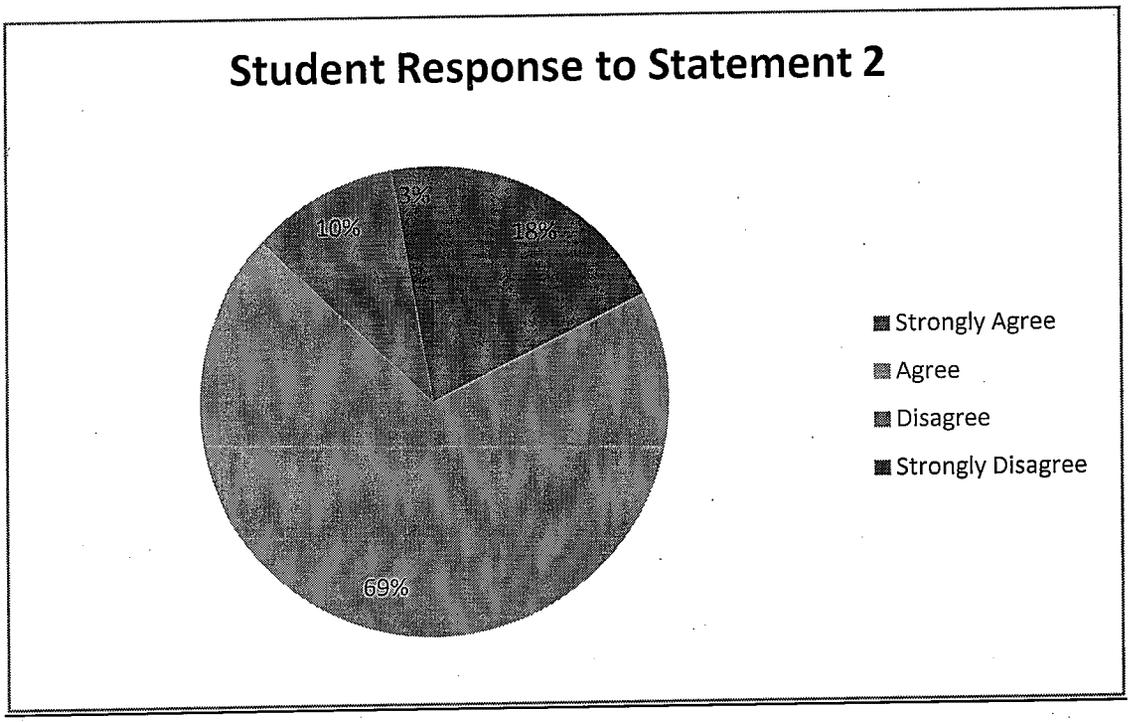

Figure 5: Student Response to Statement 2

Statement 4 in the survey asked if advisory helped prepare the student for life after high school. Of the 108 graduates, 9% of students strongly agreed, 52% of students agreed, 31% of students disagreed, and 8% of students strongly disagreed (see Figure 6).

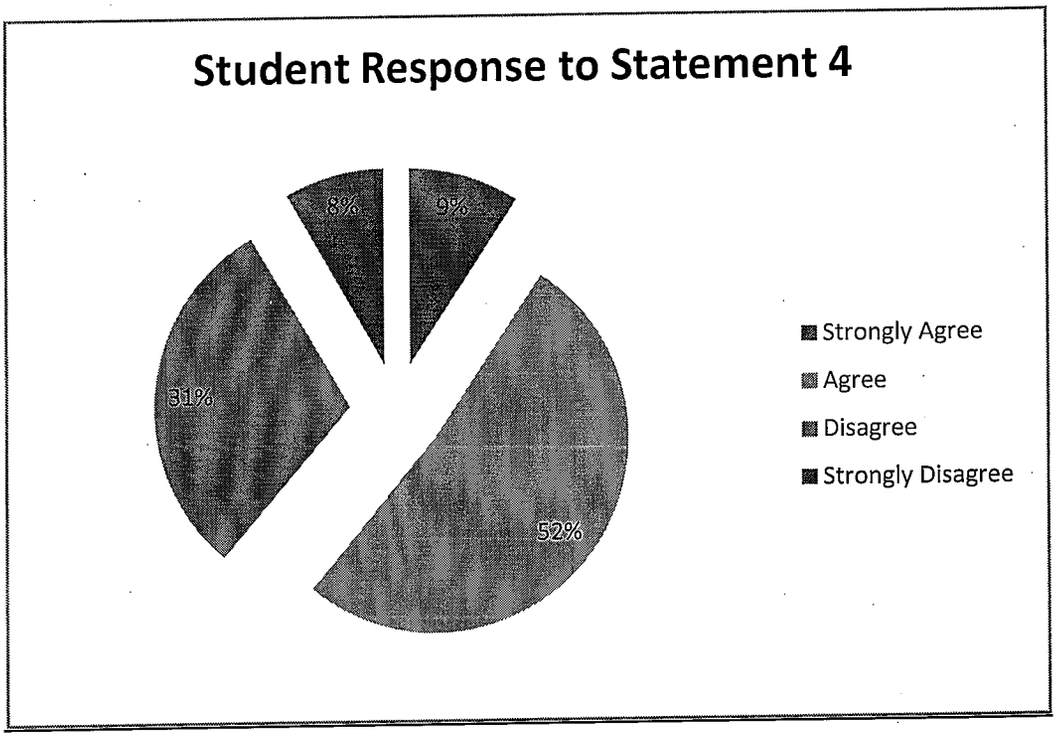

Figure 6: Student Response to Statement 4

Statement 7 in the survey asked if advisory helped students better understand the student's own academic expectations. Of the 108 graduates, 77% of students strongly agreed, 15% of students agreed, 5% of students disagreed, and 3% of students strongly disagreed (see Figure 7).

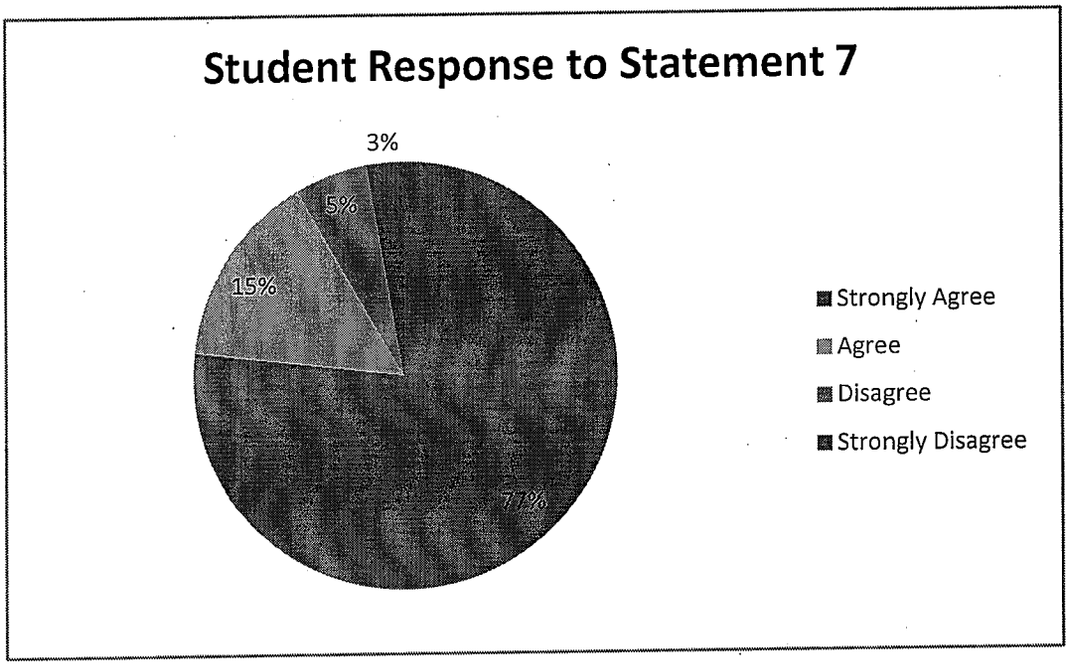

Figure 7: Student Response to Statement 7

Statement 8 in the survey asked if the student could connect the student's academic achievements to having participated in advisory. Of the 108 graduates, 25% of students strongly agreed, 41% of students agreed, 30% of students disagreed, and 4% of students strongly disagreed (see Figure 8).

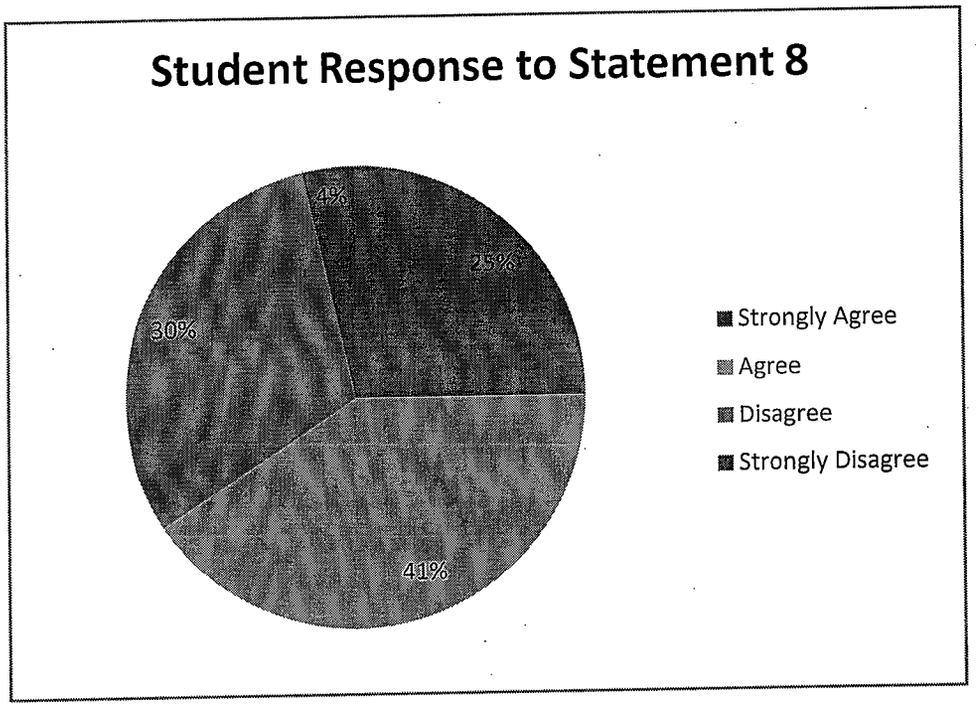

Figure 8: Student Response to Statement 8

Findings

Both count totals and the positive survey responses have shown growth over the course of the duration of the advisory program. The researcher has supported the hypothesis due to an increase in students' choices of higher post-secondary options and an overall decrease in the amount of students who have chosen to go straight to the workforce. The Navigation 101 program did influence and increase student choice in most cases of post-secondary options, which implied an increase in educational abilities beyond moving straight to the workforce.

Discussion

This study produced results that the researcher expected to find. The Navigation 101 advisory model has worked in many school districts across Washington State and has shown that Tenino High School students improved in this study.

Through the course of the year, the researcher discovered that some of the advisors instructing the students were not completely supportive of the advisory program and the advisors were verbally counselled by the administration. The problem was adjusted and still produced positive results. Had the advisors been more supportive of the students and the advisory objectives and process throughout the entirety of advisory, the researcher would have expected greater results.

Summary

Tenino High School researched the Navigation 101 advisory program prior to adopting and implementing the program. The researcher's hypothesis was supported due to the increase of student's commitment to greater post-secondary choices as demonstrated through the students' 13th year plans in the advisory program. Data conclusively held that fewer students committed to the workforce straight out of high compared to the students who had only participated in advisory for one year. Students surveyed found the Navigation 101 advisory

program to be beneficial having helped the student prepare for life after high school, connected the student's academic achievements to having participated in advisory, and showed more options post- high school.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

In order to achieve greater academic, personal, and post-secondary goals, students needed to become connected to their high school experience by academic and personal means. The Navigation 101 advisory program allowed students and educators to connect on a personal level, illustrated an academic investment and increased achievement, and created and validated post-secondary goals. Tenino High School adopted an advisory program to meet the needs of the students, community, and No Child Left Behind.

Summary

The purpose of this study was to determine whether or not an advisory program at Tenino High School was an effective tool at building relationships with students and helping students to commit to greater post-secondary goals. Tenino High School twelfth grade students participated in four years of the Navigation 101 advisory program worked with an assigned advisor assessing the student's individual needs in the areas of academic, social, extracurricular and post-secondary goals. Nearing the completion of the student's senior year, students completed 13th year post-secondary plans and participated in

a survey to determine attitudes regarding the advisory program. The data was compiled and evaluated to determine the success of the advisory program.

The researcher concluded that the study was successful and the advisory program did improve the student's high school experience. The researcher's hypothesis was supported as a result of the conclusive data presented. The student's post-secondary goals were higher than the post-secondary goals of the Tenino High School 2005 graduates with limited advisory experience. Students who chose higher post-secondary goals and had a positive high school experience with the implementation of advisory would be more successful in future goals supporting the continued curriculum of Navigation 101 in Tenino High School.

Conclusions

The researcher concluded that the Navigation 101 advisory model was an effective program, did work for students at Tenino High School, and supported the hypothesis. Compared to the graduating class of 2005, students who participated in advisory for a duration of four years committed to greater post-secondary goals than did students who participated in Navigation 101 for only a duration of one year. The survey reflected students felt more confidence in their post-secondary choices having participated in advisory for four years and felt personally connected to the choices the students made throughout the student's high school career.

Recommendations

In order to make sure that the high school experience is successful and inclusive of all students, an advisory program must be implemented. An advisory program offers students the opportunity to explore a wider variety of academic, career, and citizenship prospects while allowing students to take greater personal responsibility for their goals, learning achievements, and post-secondary goals.

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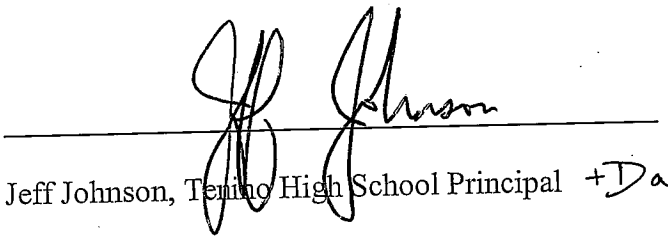
Appendix A

Permission to Conduct Research

Permission to Conduct Research

I, Jeff Johnson, give Kristin Soderback permission to conduct her research project for the Masters in Education Degree at Heritage University during the 2007 – 2008 academic school year at Tenino High School.



Jeff Johnson, Tenino High School Principal +Date

Appendix B

Student Survey

Tenino High School Advisory Survey

Using the choices Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) from the key below, respond to the following statements by circling the number which best represents how you feel.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

1. My 13th year plan best identifies my goals after I graduate. 4 3 2 1

2. Advisory showed me more options than I thought I had after I graduate.
   4 3 2 1

3. I feel I am prepared for life after high school. 4 3 2 1

4. Advisory helped prepare me for life after high school 4 3 2 1

5. My advisor helped guide me through high school. 4 3 2 1

6. Advisory helped me to connect to high school activities. 4 3 2 1

7. Advisory helped me better understand my own academic expectations.
   4 3 2 1

8. I connect my academic achievements to participating in advisory.
   4 3 2 1

Appendix C

Tenino High School

13th Year Plan

Tenino High School 13th Year Plan

Name _____

Date _____

I plan to pursue a career in the following pathway:

___ Arts
___ Business
___ Engineering
___ Social Services
___ Technology

Jobs in this career path that I am considering are:

_____

_____

My immediate plan after graduation is:

☐ Community College

Name/Location:

_____

Major: _____

Have you applied? _____ Have you been accepted? _____

Cost per year _____ How will you pay for it? _____

_____

List scholarships/grants that you have applied for _____

_____

_____

What high school courses have you taken to prepare you for this career?

_____

_____

_____

Have you taken the Asset test? _____ If not, when? _____ Cost _____

☐ Four-Year University

Name/Location: _____

Major: _____

Have you applied? _____ Have you been accepted? _____

Cost per year _____ How will you pay for it? _____

_____

List scholarships/grants that you have applied for _____

_____

_____

What high school courses have you taken to prepare you for this career? _____

_____

_____

_____

Have you taken the SAT/ACT? _____ If not, when? _____Cost_____

☐ Technical College

Name/Location: _____

What certificate program? _____

Have you applied? _____ Have you been accepted? _____

Cost _____ How will you pay for it? _____

List scholarships/grants that you have applied for _____

_____

_____

What high school courses have you taken to prepare you for this career? _____

_____

_____

_____

☐ Military Service

Branch _____ Academy or ROTC _____

Have you taken the ASVAB? _____ Have you talked to a recruiter? _____

☐ Apprenticeship

Which program? _____

What are the program requirements? _____

_____

What qualifications do you have for this?

_____

_____

☐ Employment: Full Time _____ Part Time while attending school _____

Business _____

Job Title _____ Have you secured this position? ____

What contacts have you made? _____

What training do you have for this job? _____

What qualifications/experience do you have? _____

_____

_____

In order to pursue my plans, in the next three months I will: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

In the next six months I will: _____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix D

Survey Spreadsheet Data

	2005	2008	2005	2008			2008		2005
4 YR College	19	31	19.5	28.7		4 YR College	31	4 YR College	19
	2005	2008				2 YR College	39	2 YR College	26
2 YR College	26	39	26.8	36.1		Voc, Mil	26	Voc, Mil	23
	2005	2008				Workforce	12	Workforce	29
Voc, Military	23	26	23.7	24.1			108		97
	2005	2008							
Workforce	29	12	30	11.1					
			100	100					
Questions	SA4	Agree 3	Disagree 2	SD 1	Total	SA	Agree	Disagree	SD
Q 1	77	28	3	0	108	0.712962963	0.259259259	0.027777778	0
Questions	SA	Agree	Disagree	SD	Total	SA	Agree	Disagree	SD
Q 2	19	75	11	3	108	0.175925926	0.694444444	0.101851852	0.027777778
stions	SA4	Agree 3	Disagree 2	SD 1	Total	SA	Agree	Disagree	SD
Q 3	75	23	9	1	108	0.694444444	0.212962963	0.083333333	0.009259259
Questions	SA	Agree	Disagree	SD	Total	SA	Agree	Disagree	SD
Q 4	10	56	33	9	108	0.092592593	0.518518519	0.305555556	0.083333333
Questions	SA4	Agree 3	Disagree 2	SD 1	Total	SA	Agree	Disagree	SD
Q 5	21	32	39	16	108	0.194444444	0.296296296	0.361111111	0.148148148
Questions	SA4	Agree 3	Disagree 2	SD 1	Total	SA	Agree	Disagree	SD
Q 6	31	46	18	13	108	0.287037037	0.425925926	0.166666667	0.12037037
Question	SA	Agree	Disagree	SD	Total	SA	Agree	Disagree	SD
Q 7	83	16	6	3	108	0.768518519	0.148148148	0.055555556	0.027777778
Question	SA	Agree	Disagree	SD	Total	SA	Agree	Disagree	SD
Q 8	27	44	33	4	108	0.25	0.407407407	0.305555556	0.037037037