



Achievement First evaluates the Navigator Program based upon its ability to impact student learning first and foremost, but the Program tracks impact at all four levels:

a. Evidence of participant reactions or self-perceptions of skill (e.g. satisfaction surveys)

Before the COVID-19 crisis, student achievement gains on state assessments were our key metrics for measuring academic outcomes. In addition to collecting data from end-of-year state tests, Navigator monitors student achievement progress using our own interim assessments (IAs) and nationally normed data (if available). All Navigator partner schools are asked to administer our internal IAs four times per year. Wherever possible, IAs used by Navigator are also used by AF schools, so that we have data from AF schools to reference as a benchmark. Partners complete weekly assessments aligned to daily lesson plans and cumulative review materials to gauge progress toward mastery and we review weekly quiz data to intervene and support students.

While we do not have state test results to confirm end-of-year 2019-20 outcomes, Navigator also gathers a variety of qualitative data in order to assess partner satisfaction and gather feedback. We administer satisfaction surveys twice a year to program partners, and we have skip-level conversations between teachers and Navigator managers in the middle of the year. This allows us to collect detailed feedback directly from teachers and ensure that everyone at our partner schools is aligned on both program and implementation. Recent feedback from our program partners indicates a high level of satisfaction with our program:

- “This has been a life-changing experience as an educator. We are able to give our students higher quality teaching because of the support we have received from Navigator.”
- “I’ve now been a part of the Literacy and Math Navigator program. This is the best professional development I’ve ever received. In both programs, the clarity and support has been unreal.”
- “It was empowering and inspiring to discuss math as equity work, especially with so many others from so many different places. It made me even more enthusiastic about embarking on this work than I was prior to this session.”
- “It was so wonderful to be able to practice with my own team to see who has strengths where and how we can use our entire team to implement this curriculum in the most equitable way.”
- “My one on one work with my coach has been the most impactful part of Navigator for me. Whether it was analyzing teacher game tape together, reviewing a coaching meeting, planning a professional development, my coach thinking through how he would analyze an observation, or some other artifact, or co-planning a lesson, he pushes my thinking, validates my strengths, and gives me opportunities to develop as a leader.”
- “The work that I do with my coach is a constant reminder of connector to my WHY! She challenges me to push my personal practice. She is a great coach because she helps meet my needs, she helps me understand and use the tools that I need to be successful for the sake of educational excellence.”
- “We have been accomplishing a lot so far this year. Distance learning has enabled me to get into more classrooms and teachers are able to focus more on instruction. My coach and I have been able to really focus on our Win Plan goals each week. We are having more discussions about where teachers are and what teachers need more focused feedback. This is probably one of my strongest years with my coach and with my teaching team.”

In our most recent administration of the survey, 100% of participants either strongly agreed or agreed with the following statements:

- Navigator professional development is consistently high quality.
- Navigator professional development is welcoming, inclusive, and I feel intellectually safe to engage.
- Navigator professional development brings an equity lens to our work.
- My Navigator coach brings an equity lens to our work.
- The support I receive from Navigator is developing my ability to lead high quality practice-based professional development for my school team.
- The support I receive from Navigator is developing my ability to facilitate the implementation with fidelity to drive student achievement results.

b. Evidence of participants’ learning (e.g. demonstration of new skill)

Program implementation is divided into multiple phases over the year. Coaches and participant math leaders co-create goal plans for each phase and track progress weekly to ensure that leaders are progressing in their development and demonstration of instructional skills. As participant leaders and

their teachers are able to demonstrate their mastery and acquisition of new skills and abilities, they are able to progress through the program phases over the year.

c. Evidence of change in teacher practice (e.g. walkthrough data)

Teacher change and progression throughout the year is the focus of the work of the coach and school-based math leader. All teachers in participating grades receive weekly observation and feedback from their math leader who evaluates their lesson execution against a set rubric specific to the phase of implementation. The feedback they receive is specific and actionable, allowing them to focus on making steady improvements in practice throughout the year as they work towards mastery of each phase of implementation.

d. Evidence of impact on student learning (e.g. student assessment data)

For two years in a row, 75% of the partners we supported in adopting our math curriculum had at least 5% point growth on their state tests each year - and nearly a third had 10+% point growth.

While we do not have state test results to confirm end-of-year 19-20 outcomes, our analysis of interim assessments suggests partners are on an similarly strong growth trajectory this year as the past 2 years.