Get Focused…Stay Focused!

Year 1 Evaluation

Russell Rumberger, Jay Plasman, Sami Alsalloom, Sabrina Liu
UC Santa Barbara

October 2017

Introduction

Get Focused…Stay Focused!™ is a high school program designed to develop the skills and knowledge that lead to high school graduation, college readiness and completion, and successful entry into the workforce. The program was developed through a public-private partnership between the publisher of the program curriculum and Santa Barbara City College (SBCC), winner of the 2013 Aspen Prize for Community College Excellence for its work developing dual enrollment programs with local high schools.

The program consists of three interrelated components:

1. All freshman students in a high school complete a semester or year-long, comprehensive guidance course that helps them identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career. Students can receive dual enrollment credit for completing the course from their local community college.
2. The freshman course culminates with the development of an online, skills-based, 10-year career and education plan that students update each year throughout high school and used by advisors for counseling and instructors for academic coaching.
3. During the 10th, 11th, and 12th grades, students take a series of follow-up instructional modules that helps them expand their career and education options and learn the process for selecting and applying to post-secondary education and identifying the skills needed in the workforce.

Researchers at UC Santa Barbara worked with the staff of GFSF to design an evaluation of the program. The evaluation employs random assignment at the school level and is thus known as a cluster randomized controlled trial. It meets the highest What Works Clearinghouse (WWC) rating of *Meets WWC Group Design Standards without Reservations* (U.S. Department of Education, 2014, p. 9). Twenty schools from throughout California were recruited to participate in the evaluation. Half of the schools were randomly assigned to treatment group that began the *GFSF* program in the fall of 2016 (Cohort 1) and the other half to a control group that will begin the program in the fall of 2017 (Cohort 2). The evaluation compares 9th grade students in the treatment schools who will receive the program during the 2016-17 school year with 9th grade students in the control schools who did not receive the program during the 2016-17 school year.

The evaluation was designed based on a logic model (see Appendix A) that identifies: (a) the program, school, and community resources used to implement the program, (b) the activities that those resources help provide, (c) the immediate outcomes that are supposed to resort from those activities, (d) the short-term (grades 9-12), (e) medium term (post-secondary), and (f) long-term (labor market) student outcomes that ultimately result from the program. The current evaluation focuses on the implementation and outputs of the program in the 9th grade for the 10 Cohort 1 schools and baseline data on the short-term outcomes.

A variety of data are being used to conduct the evaluation:

1. Surveys of course instructors and school staff at the end of their GFSF teaching assignment and the development of a fidelity of implementation scale based on those data;

2. Data collected from My10yearplan.com, that students use to record their work from the 9th grade GFSF course.
3. A student survey administered to all 9th grade students in the beginning of the school year;
4. Interviews with a random sample of students and their parents from each of the 20 schools at the beginning of 9th grade and the end of 9th grade;
5. Administrative data collected from all 20 schools via Cal-PASS, including information on attendance, courses completed and failed, GPA, and suspensions.

Over the past year, we have made substantial progress in collecting these data.

Student Surveys. Students from all but one school from Cohort 1 have taken the evaluation survey for the first semester. Additionally, three of the Cohort 1 schools had students taking the GFSF course in the second semester. These schools have had the second semester students complete the evaluation survey as well. Five of the Cohort 2 schools have had students complete the evaluation survey, with two others considering how best to conduct surveys. In total, we have collected over 2100 responses on this survey across the two cohorts.

Staff Surveys. To date, we have collected implementation surveys from nine of the Cohort 1 schools. However, there were number of schools that did not have representation from each of the surveyed groups (administrators, lead teachers, and course instructors), resulting in five schools with complete survey results.

Interviews. The goal of the interviews was to increase understanding of student and parent experiences of the GFSF program, school motivation and achievement, and short and long terms goals relating to high school, college, and career plans. A subset of ten students and their parents participated in short (5-10 minute) video interviews with a researcher from the UCSB evaluation team. These pairs were selected from a list of students who responded "yes" to a survey question asking if they would be interested in participating in a follow-up interview with their parents. Participants were selected to get a sample from varied sociodemographic backgrounds and types of schools. Once selected, participants were contacted through an email address or phone number that they provided on the survey. All student-parent interviews were conducted through Zoom, a secure online video call application. Students and parents completed the interview at a place and time that was convenient and comfortable for them.

Data from all these sources, except the interviews, were used to create a number of variables to evaluation the implications, outputs, and outcomes from the program. A complete list is provided in Appendix B.

The remainder of this report presents a variety of findings:

Part 1: Background Information on the 20 Evaluation Schools

Part 2: Program Implementation

Part 3: Baseline Data from Student and Parent Interviews

Part 4: Baseline Data from the Student Survey

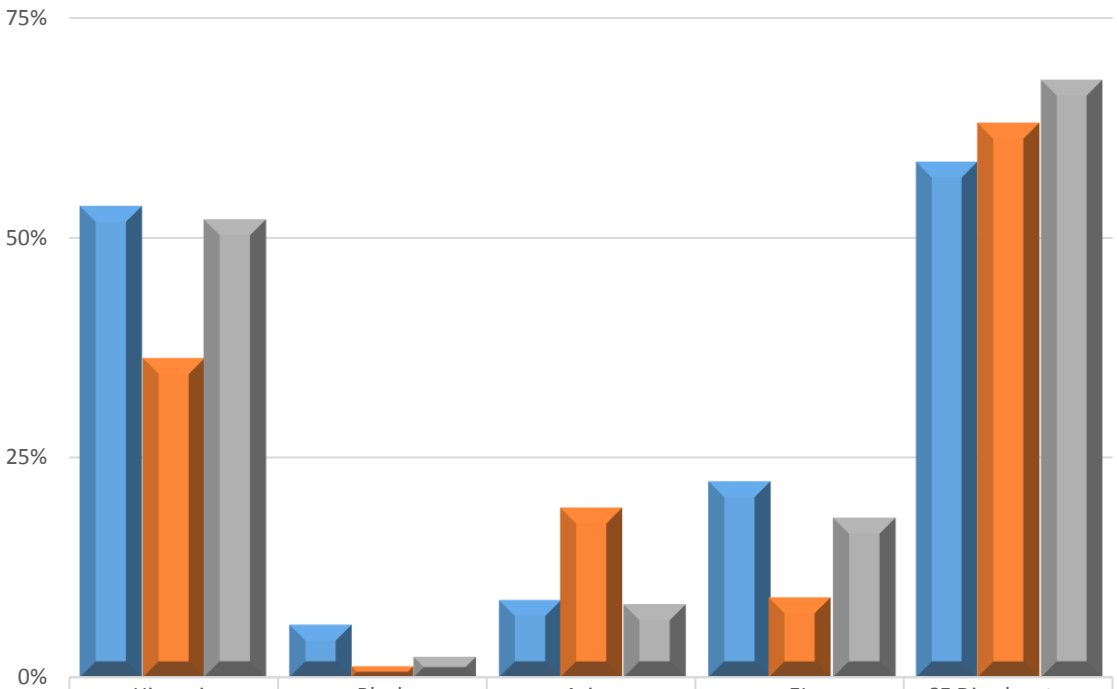
Part 5: Baseline Data from CALPASS

Part 1: Background Information on the 20 Evaluation Schools

The first part of the evaluation involved examining background information on the 20 evaluation schools, focusing on comparisons between Cohort 1 and Cohort 2 schools. Although schools were randomly assigned to the treatment or control group, the relatively small sample cannot insure that the two groups of schools are equivalent in terms of student demographics or school performance.

We investigated these differences based on administrative data retrieved from the California Department of Education (CDE) website. The data provides an opportunity to compare differences between Cohort 1 and Cohort 2 evaluation schools.

Figure 1: Student Demographics



	Hispanic	Black	Asian	EL	SE Disadvantage
State	53.60%	6.00%	8.80%	22.30%	58.60%
Cohort 1	36.34%	1.28%	19.37%	9.12%	63.01%
Cohort 2	52.03%	2.33%	8.31%	18.09%	67.90%

Figure 1 shows a comparison across various demographic variables between schools in Cohort 1, Cohort 2, and the state of California as a whole. These data were taken from the California Department of Education (CDE) and represent the populations of these three samples for the 2016-2017 school year. Key differences show that Cohort 1 schools tended to have lower Hispanic and English Learner populations than both Cohort 2 and the state. Cohort 1 had a much higher proportion of Asian students than either Cohort 2 or the state. Finally, both Cohorts 1 and 2 exhibited higher proportions of socio-economically disadvantaged students than at the state-level.

Figure 2: Cohort Graduation Rates - Actual and Predicted

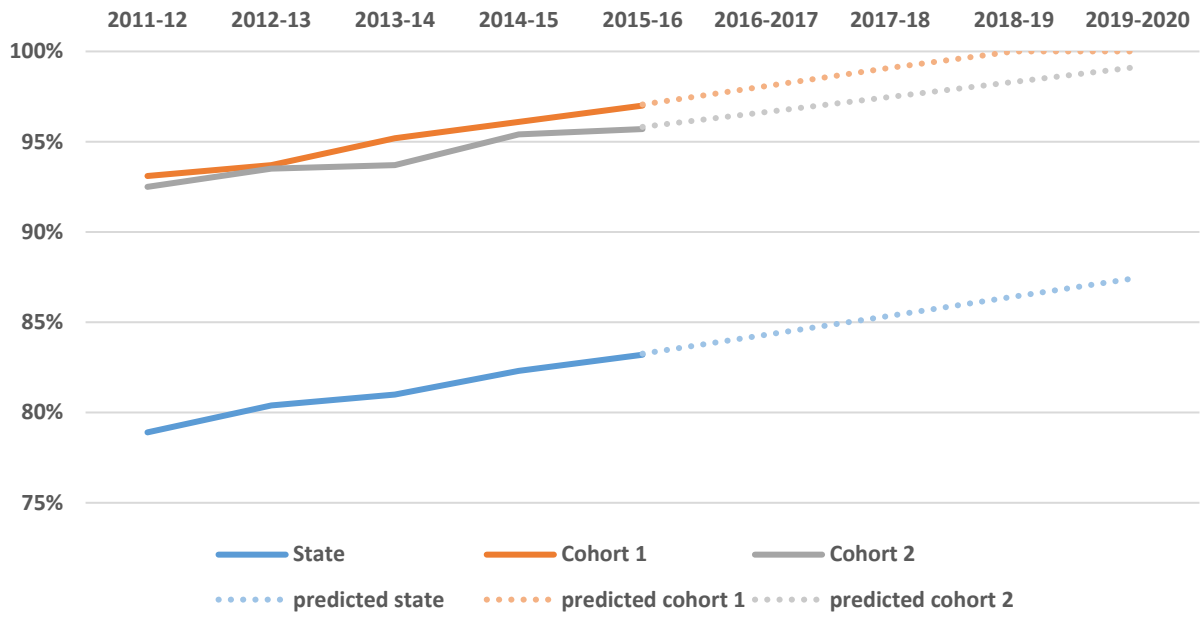
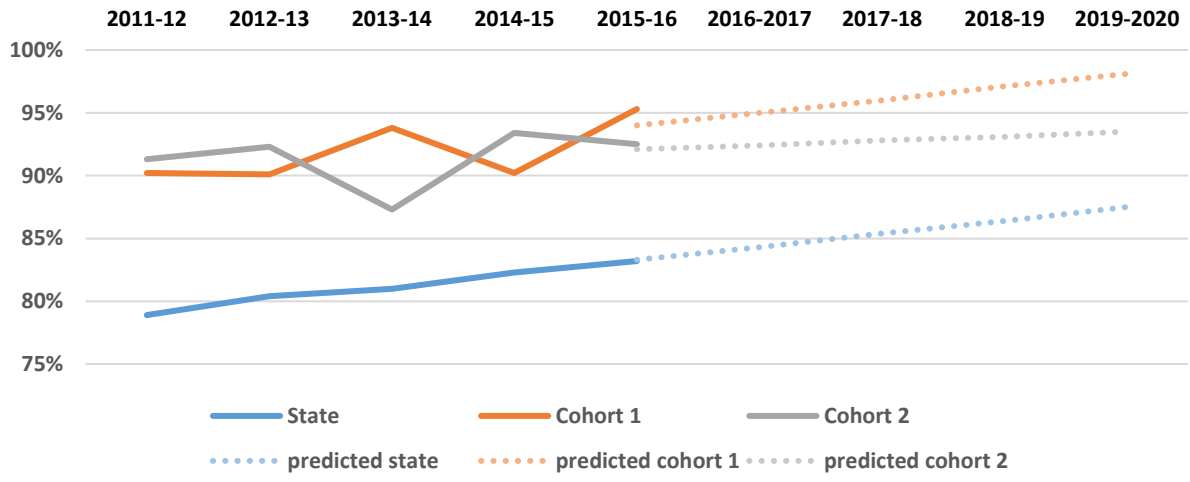


Figure 3: Cohort Graduation Rates Averaged at the School-level

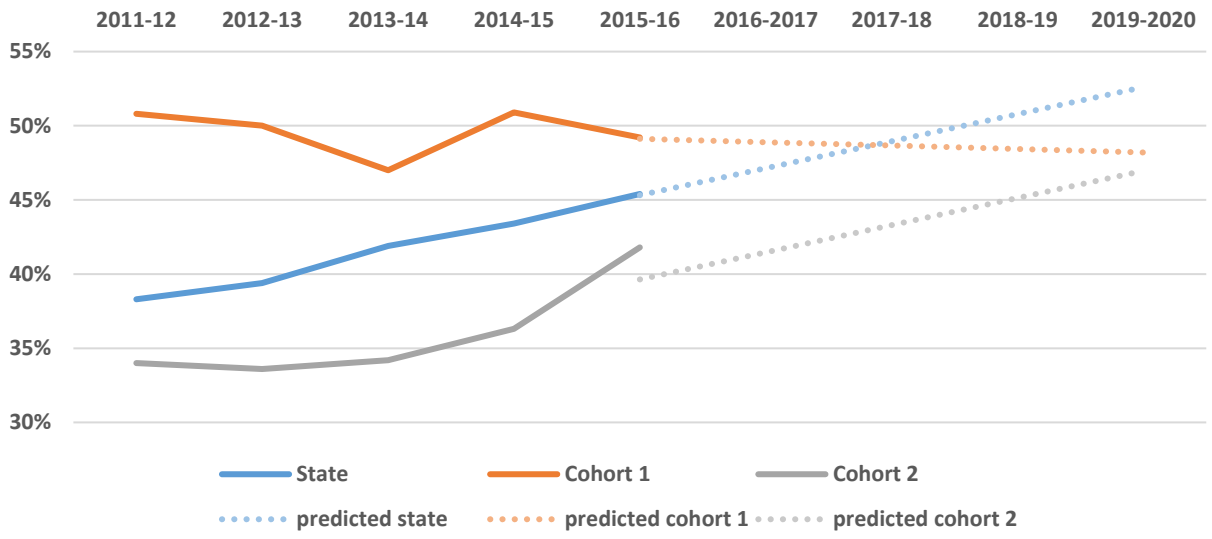


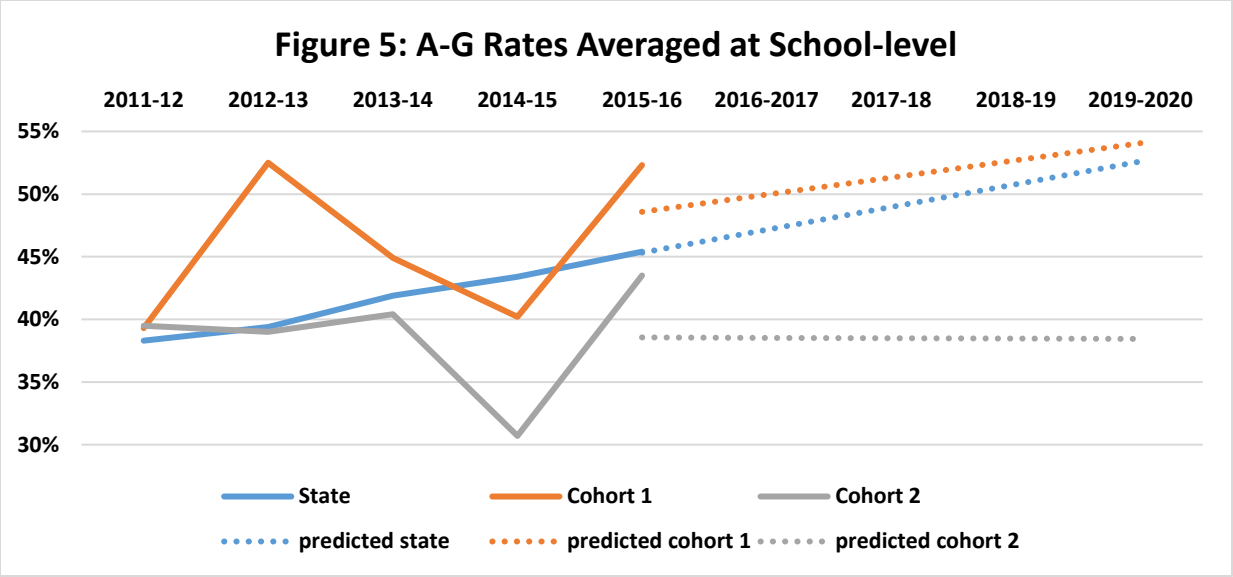
On-time graduation rates are a key measure of school performance. Using CDE data, observed graduation rates were found for the five-year period between 2011-12 and 2015-16. Using this information, graduation rates were projected for the subsequent four years, at which point students in the Cohort 1 and Cohort 2 schools should be graduating. Considering CDE data is only provided at the school-, district-, or state-level, rates for Cohort 1 and Cohort 2 schools were weighted based on the number of students in each school. The solid lines indicate observed graduation rates, while the dotted lines indicate what would be expected should the trend for each group continue as predicted.

As shown in the figures above, all groups exhibit increasing graduation rates over the past five years, and the growth is expected to continue. In looking at the cohort graduation rates in Figure 2, both Cohorts 1 and 2 had observed graduation rates higher than 95% in the 2015-16 school year, which is more than 10 percentage points higher than the state average. It is important to note that while Cohort 1 schools are predicted to reach 100% graduation by 2018-19 school year, this is a highly unlikely scenario. When examining the graduation rates at the school-level, a similar pattern emerges. Both Cohort 1 and Cohort 2 schools had graduation rates higher than the state average, and Cohort 1 schools exhibiting slightly higher rates than Cohort 2 schools.

Using this data, we will be able to determine whether participation in the Get Focused, Stay Focused program in high school is related to improved graduation rates over what would have been expected. It is important to keep in mind that there is very little possible growth for either Cohort 1 or Cohort 2 schools, and while cohort graduation rates can be very informative in relation to school success, there may be other, more meaningful measures in this instance.

Figure 4: A-G Rates - Actual and Predicted





One potential measure that has been gaining momentum in recent years is A-G credit completion. This variable is identified as the percent of graduating students who successfully meet A-G requirements. Completion of A-G credits is a necessary requirement for students in California wishing to attend either CSU or UC schools. Similar to graduation rates, we used observed A-G rates for the past five years to predict future performance. As can be seen in Figure 4, the A-G completion rates across all three groups are much more modest than graduation rates. Interestingly, Cohort 1 schools exhibit a slight downward trend when weighting based on school size, though the year-to-year differences are much more variable here than in reference to graduation rates. When strictly averaging at the school level, Cohort 1 schools appear to be trending upward, while Cohort 2 schools appear to remain stable. Regardless of how the data is averaged, Cohort 1 schools were above the state mean, and cohort 2 schools were below the state mean.

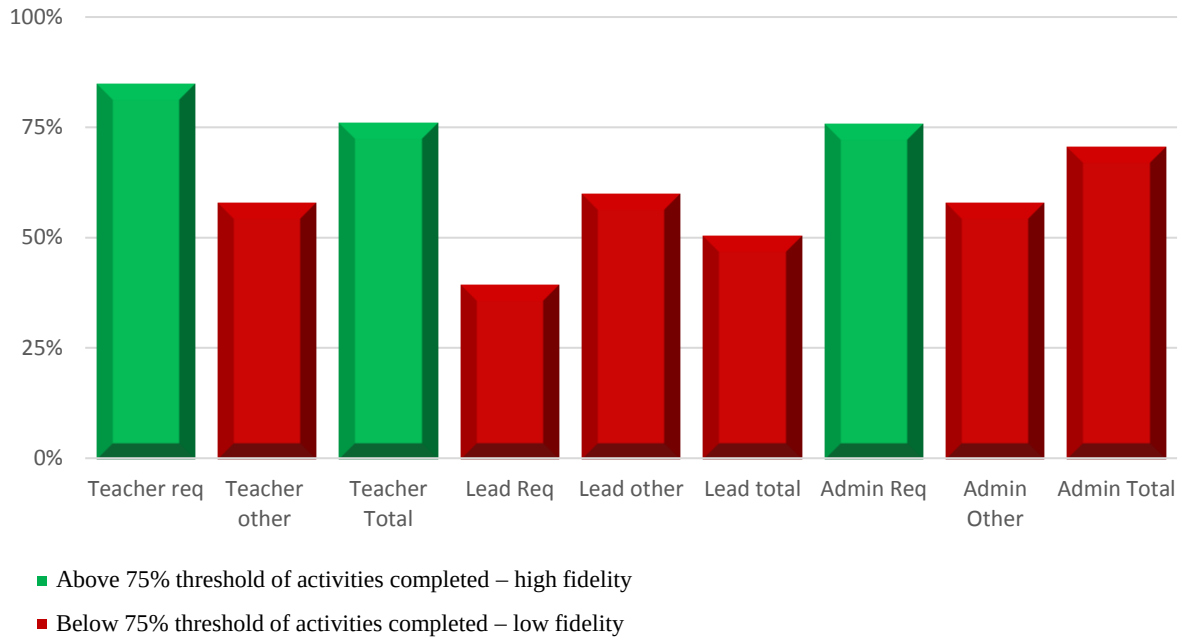
Once again, we will be able to track the students in Cohorts 1 and 2 and ultimately observe what impact participation in the Get Focused, Stay Focused program has on A-G completion rates at the end of high school. A noticeable increase above what was expected from Cohort 1 while taking into consideration what occurs in Cohort 2 would indicate a positive effect from participation in the program.

Part 2: Program Implementation

The next part of the evaluation focused on the implementation of the program in the 10 Cohort 1 schools. Implementation fidelity was calculated using two separate measures: a faculty and staff survey, and an examination of how many students successfully completed their online plan. Figures 6 and 7 show the results of the survey. The survey asked administrators, lead teachers, and course instructors to respond to various questions in an effort to understand how many of the required tasks they completed, and how many of the recommended tasks they completed. For administrators, there were four required tasks and five additional recommended tasks. Required tasks included such tasks as specifically choosing effective teachers, having an identified class, providing appropriate training, and staying involved and supportive. Lead teachers had two required tasks and seven additional recommended tasks. Lead teacher requirements included helping encourage appropriate professional development, and

encouraging the involvement of the administrator. Finally, course instructors had four required tasks and six additional recommended tasks. These required tasks included having students complete their ten-year plans, participating in professional development, identifying as an effective teacher, and using the appropriate course materials. Across the entirety of cohort 1 schools, there were 12 responses at the administrative level, 7 lead teachers, and 27 course instructors. The administrators represented eight of the ten schools, the lead teachers seven of the ten, and the course instructors also seven of the ten.

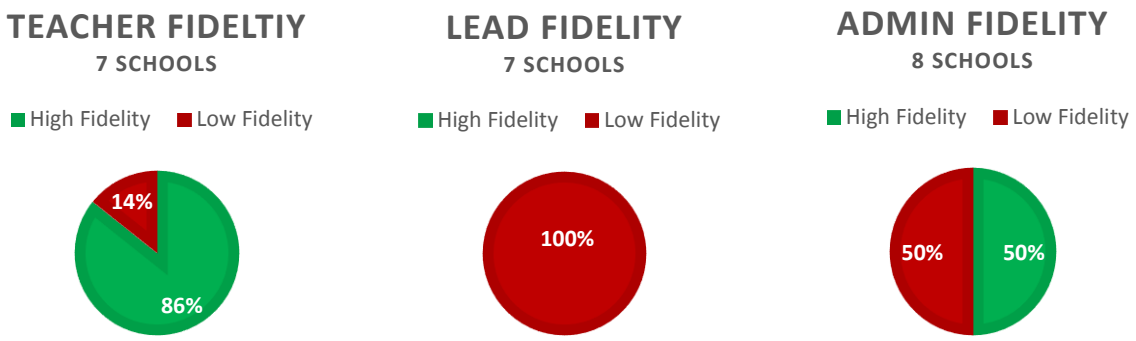
Figure 6:
Semester 1 Implementation Across Cohort 1 Schools



Creators of the course curriculum were instrumental in identifying these required and recommended tasks. In order to be deemed high fidelity in a given area, the average responses across a group of respondents (administrator, lead teacher, or course instructor) at a school needed to have completed a minimum of 75% of the tasks. Figure 6 shows the results across the full sample of cohort 1 schools. As shown, teachers and administrators attained high fidelity on the required tasks. Lead teachers on the other hand exhibited low levels of fidelity in the required category. Additionally, no group exhibited high fidelity on the recommended tasks, and only course instructors exhibited high fidelity when accounting for both required and recommended tasks. In calculation of the total score, required tasks were weighted more heavily, as the creators of the course curriculum deemed these tasks necessary for any measure of success to occur.

Figure 7 presents the proportion of schools that achieved high fidelity at each different level of evaluation. The results presented correspond to achieving the 75% threshold, as mentioned above, when accounting for both recommended and required tasks. Regarding administrative fidelity four of the eight responding schools (50%) achieved high fidelity. Zero of the seven represented schools achieved high fidelity at the lead teacher level. Finally, six out of seven (86%) of the represented schools achieved high fidelity at the teacher level.

Figure 7: Fidelity Across Three Levels of Implementation



Additional information from the implementation survey indicated that nearly every teacher did receive at least some form of professional development training prior to teaching the class (only one teacher reported receiving no form of training). A majority of the professional development was provided during a workshop either directly from Academic Innovations staff (19 of the 27 teachers), or through a school sponsored workshop training (9 or the 27 teachers). Additionally, 12 of the 27 teachers reported completing the online quick start guide in preparation for teaching the class.

MY10YEARPLAN.COM

The culminating project throughout the 9th grade Career Choices course is the completion of an online 10-year plan through the online program My10yearplan.com. This online plan is meant to be referenced and updated throughout high school and into postsecondary education. Considering the importance of this task, it is vital that students complete it. One question in the Implementation Fidelity Survey asked teachers whether they required students to complete the online plan in order to successfully pass the course. 22 of the 25 (88%) responding teachers responded that they did have this requirement.

Table 1 below presents data pulled from the My10yearplan.com website. It shows the number of students from each school who received an enrollment code for the program, the number who registered, the number who completed Chapter 1, the number who completed 80% of the work, and the number who successfully completed all activities of the online plan. Table 2 presents the same data, but provides percentages of students completing key tasks. It shows the percentage of students who completed 80% of the program as compared to who registered, the percentage who completed the full program as compared to who registered, the percentage who completed 80% as compared to who completed Chapter 1, and the percentage who completed the full program as compared to who completed Chapter 1.

Table 1.

Number of Students Participating in My10yearplan.com

	Enrollment	Registered	Complete Ch. 1	Complete 80%	Complete All
Alhambra	581	460	450	365	234
Dunsmuir	20	16	14	5	1
Elk Creek	5	5	5	0	0
Galt	249	251	243	181	90
Jurupa Hills	531	529	482	2	0
Loyalton	30	30	31	0	0
Mark Keppel	558	547	527	407	249
River City	552	533	454	256	87
Temple City	505	500	497	426	253
Tioga	13	42	41	36	23
TOTAL	3044	2913	2744	1678	937

Table 2.

Percent of Students Completing Key Online Plan Activities

	% of Registered – 80%	% of Registered – All	% of Ch 1 – 80%	% of Ch 1 – All
Alhambra	79%	51%	81%	52%
Dunsmuir	31%	6%	36%	7%
Elk Creek	0%	0%	0%	0%
Galt	72%	36%	74%	37%
Jurupa Hills	0%	0%	0%	0%
Loyalton	0%	0%	0%	0%
Mark Keppel	74%	46%	77%	47%
River City	48%	16%	56%	19%
Temple City	85%	51%	86%	51%
Tioga	86%	55%	88%	56%
TOTAL	58%	32%	61%	34%

Part 3: Baseline Data from Student and Parent Interviews

Interviews were conducted on a sample of students and parents. Table 3 below presents information about each of the students who participated in the interview process. Appendix C presents quotes from various students and parents organized by question.

Table 3.

Interview Participants

Gender	Ethnicity	Received GFSF?	School Size	Locale	Month completed
F	White	Y	L	Suburban	January
F	Latina	Y	L	Town: Fringe	January
M	White	N	S	Rural: Distant	December
F	Asian	Y	L	Suburban	January
M	Asian	Y	L	Suburban	February
F	Asian	Y	L	Suburban	February
F	Multiple Races	Y	L	Suburban	February
M	Asian	N	L	Suburban	March
M	American-Indian	N	S	Rural: Remote	March
M	Latino	N	S	Rural: Remote	May

The questions posed to the student and parent were drawn from the following list:

Student:

- Is school important to you? Why or why not?
- What kind of career do you want? Why?
- Where do you see yourself a year after High School? Five years after High School? Ten Years after High School?
- Are you planning to go to college? If so, vocational, two year, four year?
- Do you talk to people about your future goals and plans? Who?

Only for students from treatment schools:

- In what ways is/was the GFSF program helpful to you? Has it helped you better see a path to desired future?

Parent:

- What do you want your child to get out of their High School experience?
- Do you want your child to go to college? Why or why not?
- What kind of support do you think your child needs to get a successful career in their future? What barriers do they face?

- What advice would you want to give your child about their education and future career selection?

Only for parents from treatment schools:

- Does your child talk to you about this course? What changes have you seen in your child as a result of the course?

Several prominent themes stood out from the interviews. Doing well in school was important to everyone. Universally, there was an understanding that doing well in school allows one to go on to college, and going college opens up more opportunities to get a "good job." Although students recognized school was important in order to get into to college, they did not always see the "real world" value in class material, and desired more "practical" lessons, for example, how to pay taxes.

Although all students knew they wanted to go on to college or a trade school, they had varying levels of understanding of the logistics of such places (e.g., two-year schools versus four-year schools). Most students were able to identify role models who could help them with thinking about college and careers, for example, an older brother or cousin. Some students had very clear definitions of success and what they wanted to do as a future career (i.e. lawyer, marine biologist, doctor), while others were unsure.

In general, students who had taken the GFSF class appeared more knowledgeable about what physical steps (how many years of school, for example) were needed to achieve their goal career. However, for those students who didn't know what they wanted, they found the work assigned to them in their GFSF class, such as writing down their goals, to be stressful. One student described it as "scary" to think about the future. Another student found that workbook exercises in which they were asked to make decisions about someone else's life as less helpful. However, this student already had a strong understanding of what to do in the future. Students who may not know what they want to do might find it useful to practice these decisions on someone else rather than themselves. Several students found the GFSF education on expenses and budgeting, as well as the resources for further exploring career options, as invaluable,.

Parents also wanted their children to continue their schooling through college. Parents varied in their own levels of education, from completing less than college to graduate degrees. Several parents described their own experiences working in hard labor as a reason why they hoped their child could continue their education and eventually use knowledge over labor for their career.

In terms of barriers to future success, both students and parents primarily cited that students needed to work hard and apply themselves in school. Parents and students were also aware of the financial burden of further schooling. Many parents saw their students' ability to be organized as key to their success. Additionally, most parents recognized that they also played an important role in their children's education, in addition to the school. Some parents assigned more responsibility to the schools— for example, the need to have teachers who really care about students and "aren't just there for the paycheck." Conversely, other parents emphasized the need for their child to really take on the primary responsibility for doing well in school by focusing, concentrating, and working harder. One parent mentioned friendships as an important part of high school for their child, while another explained that friendships were a "blessing" but not a priority in school. Rather, education comes first. Overlapping themes for what parents wanted

their children to learn in school included: working hard, approaching and engaging with challenges, and independence.

Part 4: Baseline Data from the Student Survey

In addition to administrative data obtained from the state, we also administered a survey to students in both Cohort 1 and Cohort 2. The survey asked students to respond to questions focusing on many different aspects of their lives, both in relation to school and home. A number of these questions focused around identifying specific factors relating to student dispositions, engagement, and 21st Century Skills. Additionally, students were asked about their plans after high school. They were asked about highest education credential they expected to receive, as well as what type of job they expected to have ten years after completing high school.

Across our sample of surveyed students, we were able collect responses from nine of the ten Cohort 1 schools, and five of the ten Cohort 2 schools. In Cohort 1, there were a total of 1,380 sampled students. Of this group, 52.3% were female, 32.8% identified as Hispanic, 1.7% as Black, 38.5% as Asian, and 38.6% as English Learner. In Cohort 2, there were a total of 741 sampled students. Of this group, 48.4% were female, 34% identified as Hispanic, 2% as Black, 43.1% as Asian, and 54.7% as English Learner.

Figure 8: Cohort 1 v. Cohort 2 Dispositions, Skills, and Engagement Comparisons

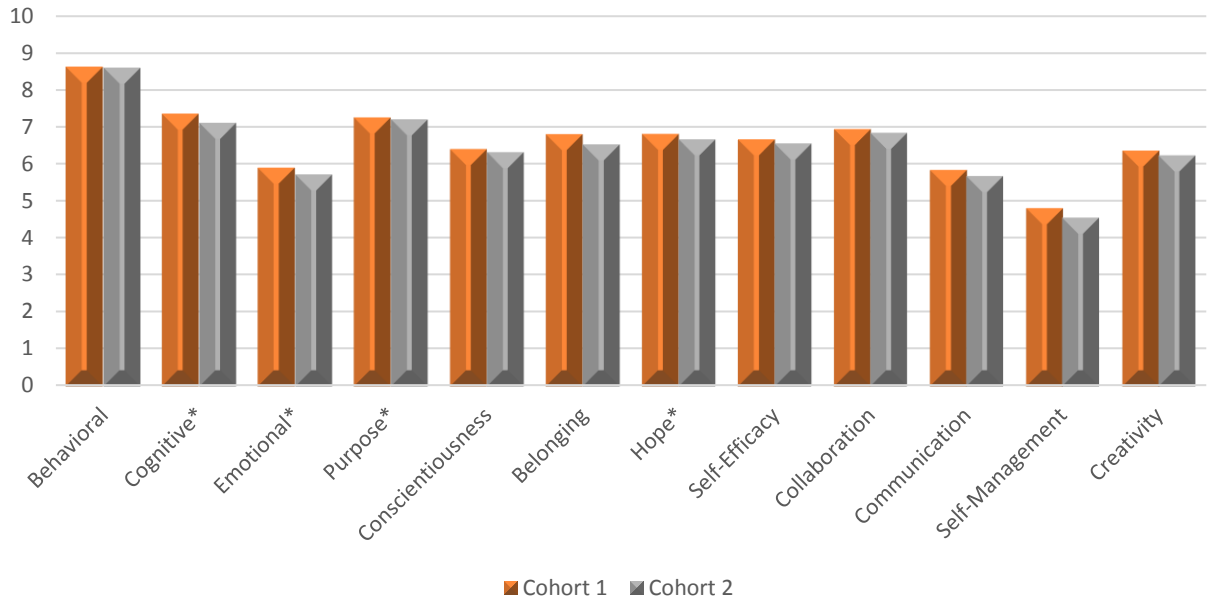
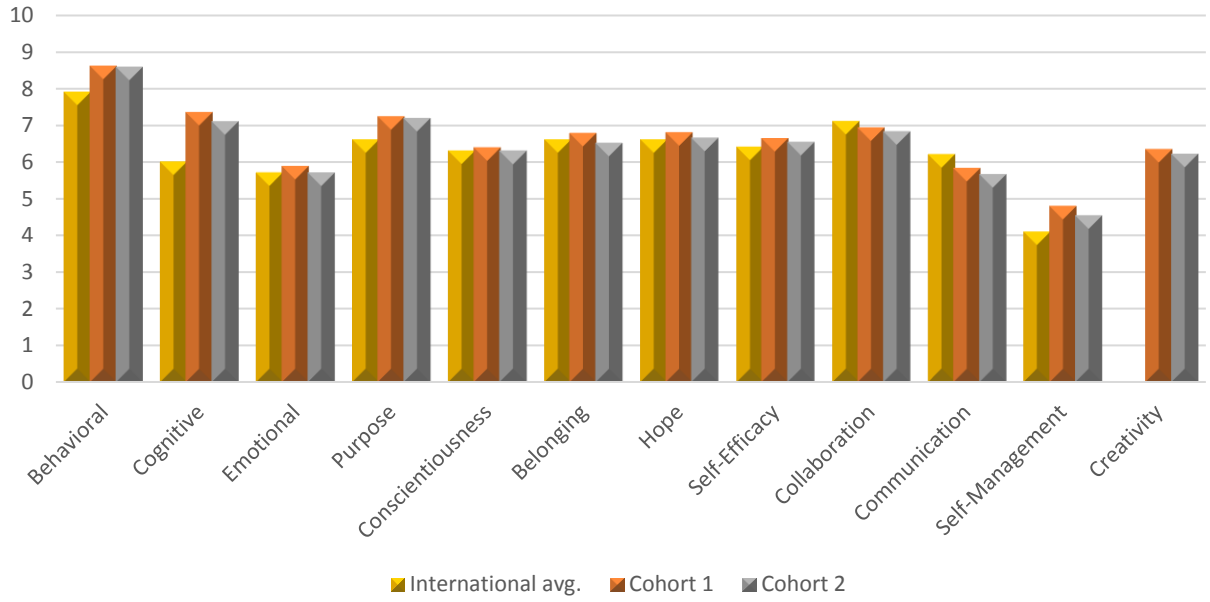


Figure 8 presents comparisons between students in the two cohorts in relation to Dispositions (Purpose, Hope, Self-Efficacy, and Belonging), Engagement (Behavioral, Cognitive, and Emotional), and 21st Century Skills (Conscientiousness, Collaboration, Communication, Creativity, and Self-Management). Each scale was created by identifying between three and five items relating to the factor, and then creating a composite that was placed on a ten-point scale (0 representing the lowest score, and 10 representing the highest). From the graph, Cohort 1 students appear to exhibit slightly higher values on each of the indicators. However, only those with an asterisk (Cognitive, Emotional, Purpose, and Hope) are significantly different.

In order to better interpret the scores on these indicators, Figure 5 places the Cohort 1 and Cohort 2 scores in reference to a sample of international students from thirteen cities around the world. Students in the two cohorts clearly have higher scores on Behavioral and Cognitive engagement factors, as well as on Purpose and Self-Management. Students from the international sample appear to have slightly higher levels of collaboration and communication. The remaining factors are all relatively similar, except for Creativity, which was not measured in the international sample.

Figure 9: Cohort 1, Cohort 2, and International Scales



In addition to asking students questions relating to various unobserved factors, they were also asked questions relating to their career and education expectations. Figure 10 presents student responses to a question asking them to identify the highest grade they expect to complete. The information is presented for the entire sample across both Cohort 1 and Cohort 2. As can be seen, a substantial majority of students (69.2%) do expect to complete at least some level of postsecondary education. Responses related to postsecondary expectations are those above the red line, and are identified as completion of a vocational/technical certification, an Associate's degree, a Bachelor's degree, a Master's degree, or a Doctoral/Professional (e.g., medical or law) degree. There was also large group of students who did not yet know how much education they wanted to pursue. Finally, there was only a very small proportion of students who identified that they did not plan on completing high school or any other credential whatsoever.

Figure 11 presents some final information from the student surveys regarding career expectations. Students were asked to identify in which of the 22 preselected career categories they expected to be employed ten years after high school. The figure shows the five categories students selected most often. Just over 20% of students identified art/design/media/sports as the category they expected to join. Typical jobs identified in this category included photographer, journalist, director, or athlete. This category represented more than double any other category except for 'Undecided' or 'Other.' The next highest choice was in the health professional category (9.5%), followed by architecture/engineering (7.7%) and computer/mathematics

professions (7.6%). The fifth category was broadly defined as sciences (5.7%), which included jobs in the physical, life, or social sciences.

Figure 10: Highest Credential

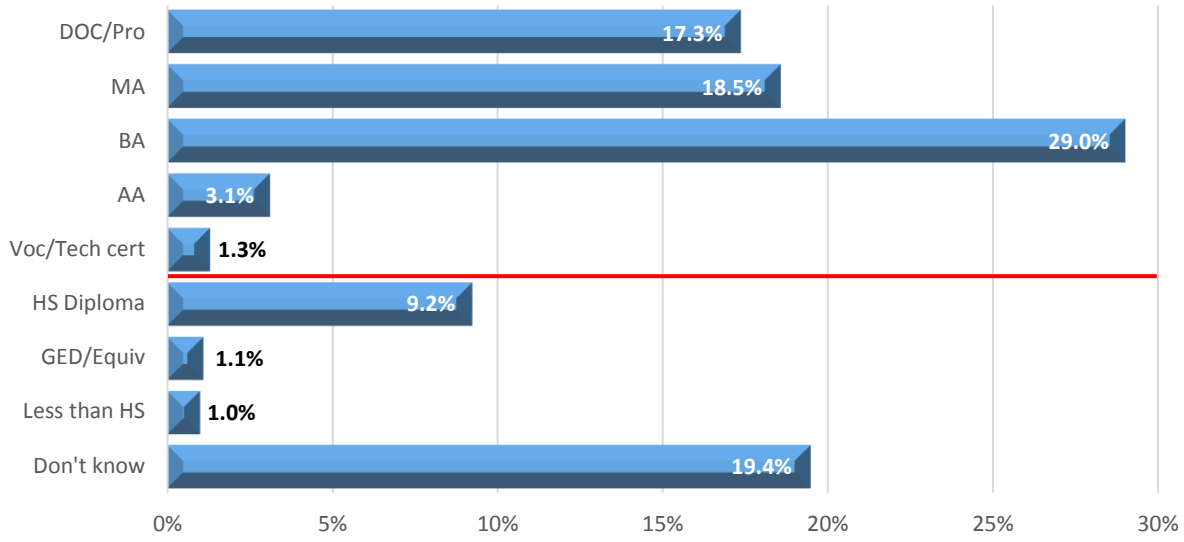
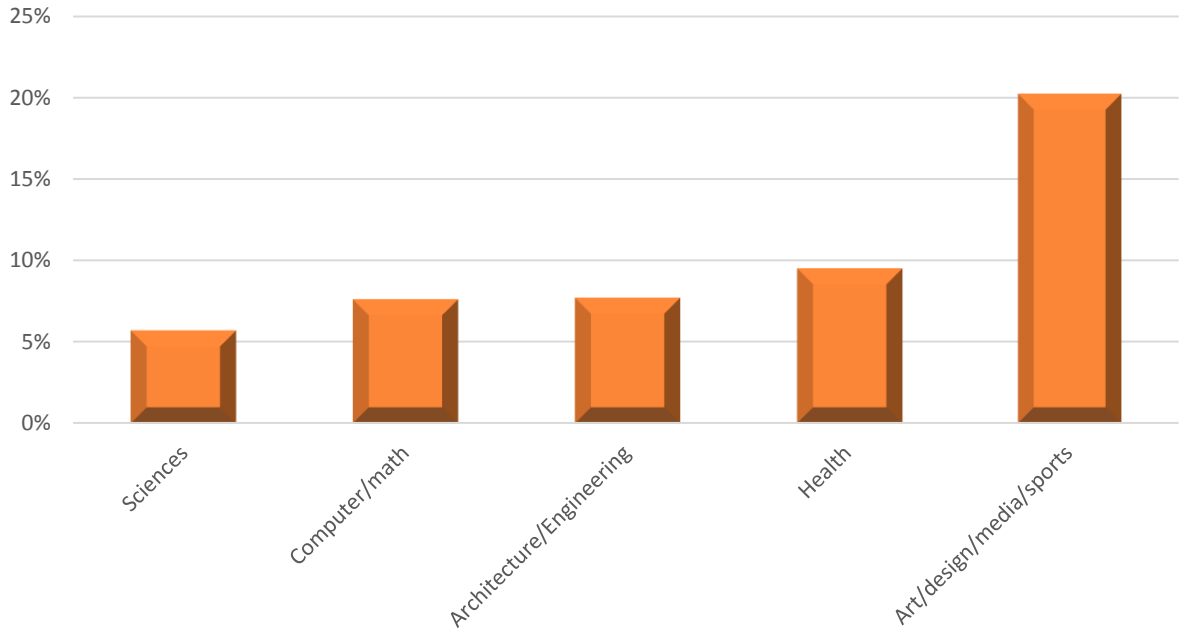


Figure 11: Top Five Occupation Categories



Part 5: Baseline Data from CALPASS

The final source of data was gathered from CalPASS. From these data, we focused on the following key areas: credit accumulation (total, A-G, and course failures), GPA (total and A-G), college readiness indicators (9th grade CSU on-track and 9th grade UC on-track), course failures,

and on-track graduation indicators (credits completed at the end of 9th grade and number of failed academic courses). The college readiness indicators were created by identifying the percentage of 9th grade students who had successfully received A-G credits in the recommended courses. At the end of 9th grade, this entails completion of 1 full credit in English, 1 credit of Algebra, and 1 elective credit. In order to be deemed on track for CSU, students needed to maintain a 2.0 GPA across the three courses, while UC readiness required a 3.0 GPA. Based on this data, we are able to observe differences in trends between Cohort 1 and Cohort 2 evaluation schools. It is important to note that the data presented here is from 12 of the total 20 schools – 5 schools have out-of-date MOUs with CalPASS, while an additional 3 schools have incomplete data. Table 4 below presents the key data for the schools that we were able to include.

Table 4.

Key CalPASS Data for Cohort 1 and Cohort 2 Schools

	2013-14		2014-15		2015-16	
	Coh. 1	**Coh. 2**	**Coh. 1**	**Coh. 2**	**Coh. 1**	**Coh. 2**
GPA	2.43	2.40	2.73	2.59	2.76	2.62
A-G GPA	2.23	2.13	2.51	2.41	2.55	2.41
Credits	58.41	52.40	56.77	51.95	56.41	50.21
A-G Credits CSU	28.21	23.80	30.13	27.87	30.56	27.72
A-G Credits UC	19.87	16.42	23.08	21.47	23.62	20.58
Course Fails	1.71	1.44	1.12	1.06	1.20	1.02
Academic Course Fails	1.14	1.35	0.83	0.96	0.80	0.73
On-track CSU	11.06%	14.83%	27.35%	26.56%	37.30%	35.48%
On-track UC	5.59%	7.13%	15.67%	15.58%	24.09%	20.36%
On-track Graduation	74.85%	70.57%	81.05%	73.80%	78.42%	71.04%

The above table shows there has been a slow, steady upward trend in GPA over the previous three years. This trend holds for both total GPA, as well as GPA for courses in A-G subjects only. One point of note is that overall GPA is consistently higher than A-G GPA in both Cohort 1 and Cohort 2 schools. Additionally, students in Cohort 1 schools received higher grades at each point in time, both overall and in A-G subjects, as compared to their Cohort 2 counterparts. Regarding A-G GPA, there was a relatively consistent gap ranging between one tenth of a point and .14 of a point between the cohorts.

A similar pattern can be seen in the on-track indicators relating to postsecondary education at a CSU or UC school. Figure 12 below presents this information visually for a clear understanding. It shows the percentage of 9th grade students who are deemed to be "on-track" to successfully meet the A-G requirements for the California State Universities and the Universities of California. To meet CSU requirements, a student must maintain a minimum of a 2.0 GPA across A-G courses (3.0 GPA to meet UC requirements), while successfully completing the

required 15 courses. During the freshman year, this entails completing Algebra 1 (or higher), an 9th grade English and at least one other A-G course in any area. In Figure 12 showing on-track for CSU and Figure 13 showing on-track for UC, similar to the GPA trend, there is a steady improvement in the percentage of students who, by the end of the 9th grade, are on-track to meet A-G requirements. As would be expected, a higher percentage of students appear to be meeting the CSU indicators. Students in Cohort 1, by the 2015-16 school year, exhibited slightly higher rates at both the CSU and UC level. In addition to the observed data from the previous three years, we also include a trend line indicating the path of growth that these schools would most likely follow, as well as a hypothesized increase in the 2016-17 school year for Cohort 1 students that would be attributable to participation in the GFSF program. The green dashed line exemplifies this hypothesized progress as double the normal trend.

Figure 12: On-Track CSU

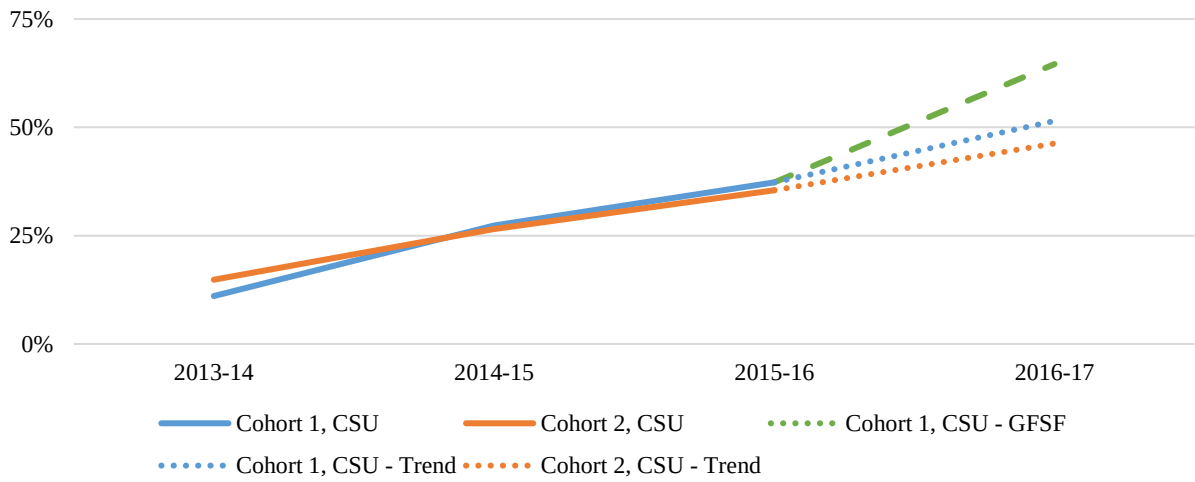
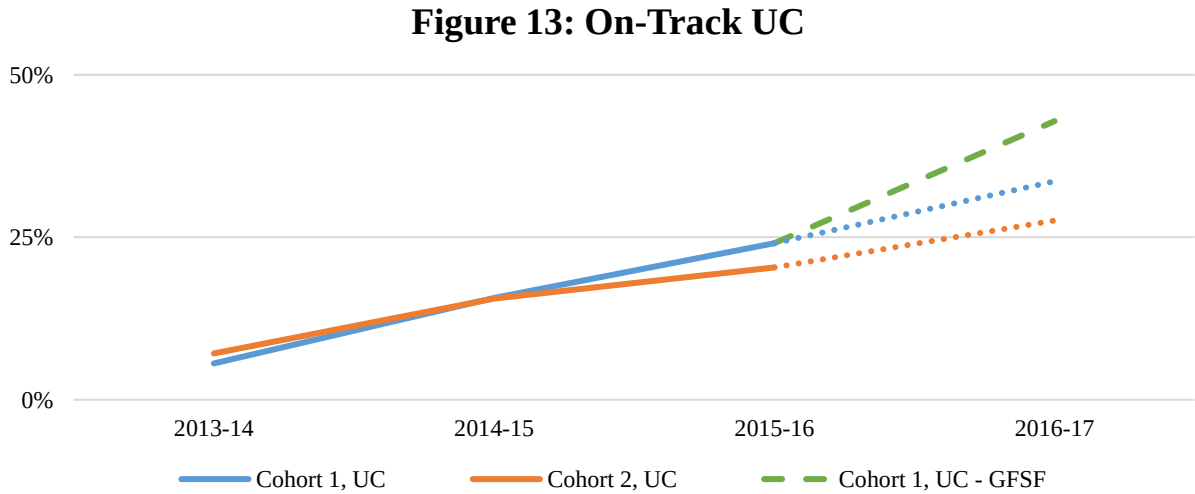
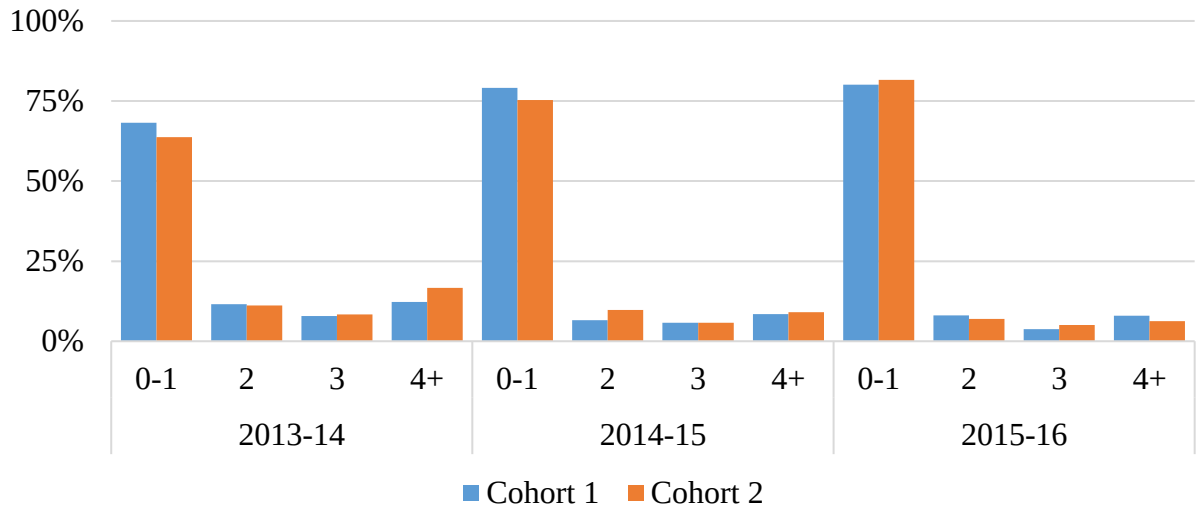


Figure 13: On-Track UC

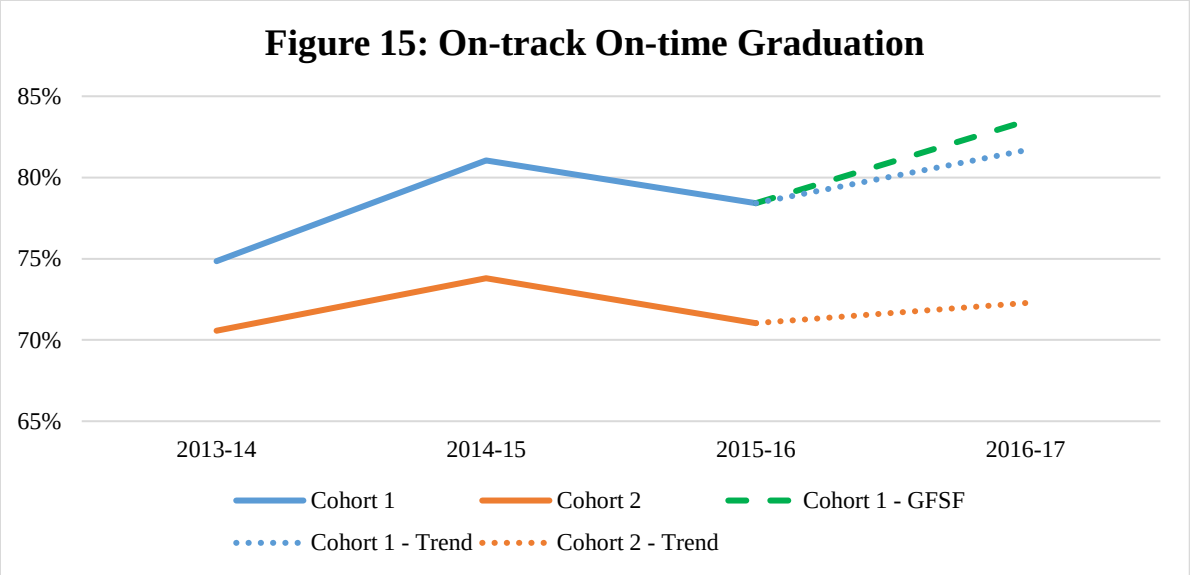


A final trend to highlight focuses on the indicator identifying whether a student is on-track to graduate on-time (i.e., within four years of starting high school). For a student to be considered on-track for an on-time graduation by the end of the 9th grade year, he/she needs to have completed 50 total credits (or 5 Carnegie Units), and failed no more than one semester of an academic course, where an academic course is defined as falling into one of the following categories: English, Math, Social Sciences, or Science. Figure 14 below shows a comparison of the number of academic courses failed by students in Cohort 1 and Cohort 2 schools. It is important to note that students who fail two or more academic classes during their freshman year are deemed to be off-track. There are only slight differences between the cohorts, and there appears to be a trend showing a lower number of failed courses overall across both cohorts.

Figure 14: Number of Failed Courses by Cohort



The data in the Table 4 shows that the on-track indicator has remained relatively stable over the past three years. Unlike the college readiness on-track indicators, there are clearer differences between Cohort 1 and Cohort 2 schools in the baseline data in reference to on-track on-time graduation. By the 2015-16 school year, Cohort 1 schools exhibited an on-track for on-time graduation rate that was nearly 7.3 percentage points higher than Cohort 2 schools. That being said, we would once again predict there to be an added benefit from participation in the GFSF program relating to this indicator. This hypothesized bump is again exemplified by the green dashed line in the figure below.



CONCLUSIONS

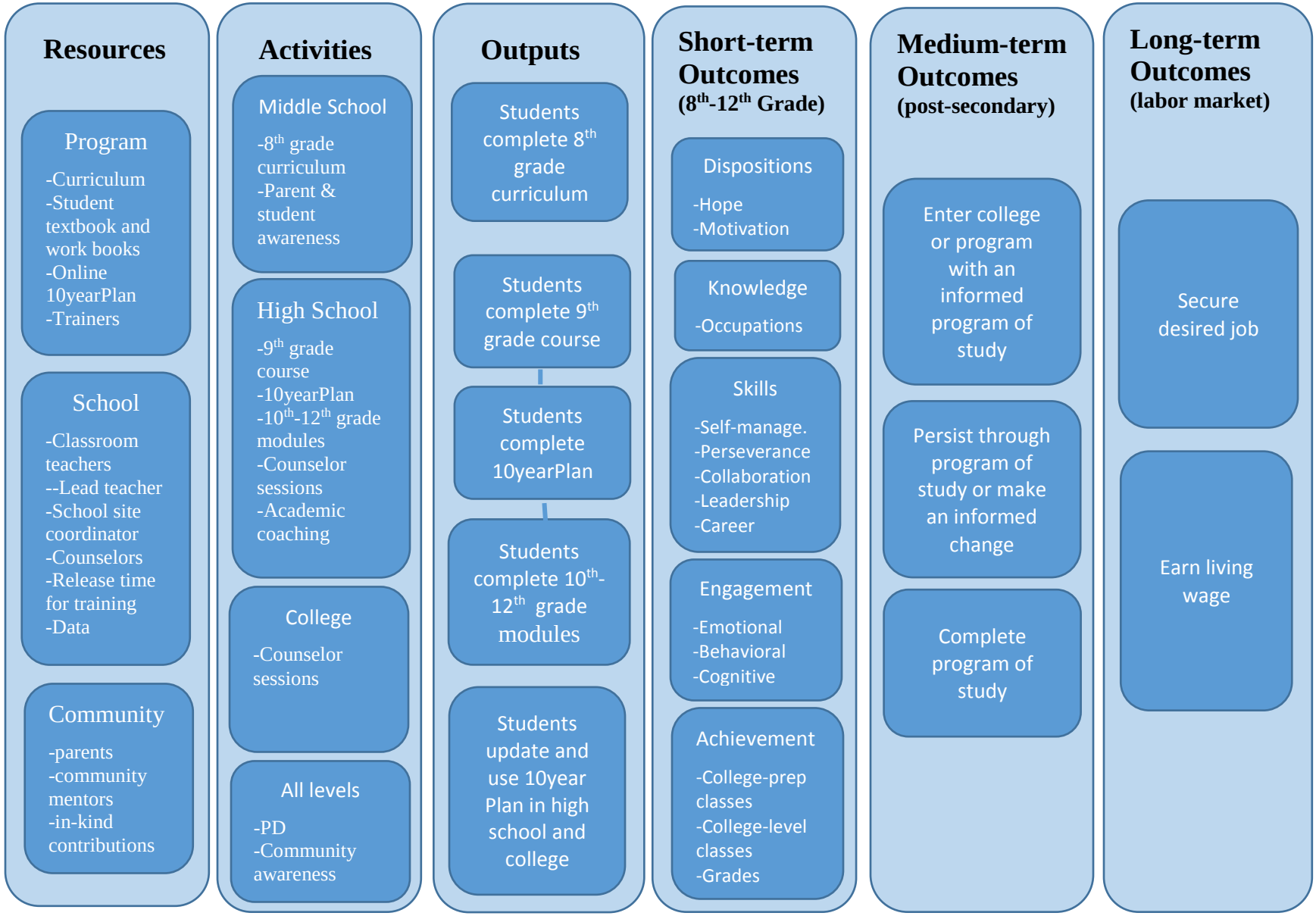
There are a number of takeaways from the report overall. First, it appears that the participating schools are fairly advantaged in regards to graduation rates as compared to the state as a whole. Second, Cohort 1 schools tend to exhibit slightly better results on a majority of our identified metrics in comparison to Cohort 2 schools. Finally, current A-G readiness measures indicate there is significant room for improvement across all schools.

While there were seemingly observable differences between the Cohort 1 and Cohort 2 schools on baseline measures, a majority of these measures were not statistically significant. Furthermore, we will utilize a statistical technique that takes into account performance prior to an intervention when making final conclusions. Under this difference-in-differences method, we will be able to determine both whether students in Cohort 1 experience growth on our identified measures compared to students in Cohort 2 as well as in comparison to how they would have been expected to perform without the intervention.

NEXT STEPS

Going forward, we plan on continuing to track students in both Cohort 1 and Cohort 2 schools as the progress through high school and into postsecondary options. Over the next two years of high school, we will continue to collect administrative data through the CalPASS system. We will also collect data on the implementation of the follow-up modules at the end of each school year. Another key During students' senior year in high school, in addition to administrative and module implementation data, we will also be conducting a follow-up student survey to identify students' plans for the future and re-examine any potential changes in the non-cognitive measures. One measure that was not included prior to the 2016-17 school is student behavior and attendance information. We will include this in our future analyses.

Appendix A: GFSF Logic Model



Appendix B: Variable descriptions

Variable Name	Variable Description	Source of Data	Years data collected	Range of values
Student-Level				
9th Grade On-Track for On-time Graduation	Ninth grade students who have completed 50 credits and have failed no more than 5 academic credits	CAL-PASS	2011-12 2012-13 2013-14 2014-15 2015-16	0,1
9th Grade On-Track for CSU	Ninth grade students who have completed three identified A-G credits (English, Algebra, elective) with at least a 2.0 GPA	CAL-PASS	2013-14 2014-15 2015-16	0,1
9th Grade On-Track for UC	Ninth grade students who have completed three identified A-G credits (English, Algebra, elective) with at least a 3.0 GPA	CAL-PASS	2013-14 2014-15 2015-16	0,1
Dispositions	Internationally validated scales identifying the following factors: purpose, hope, self-efficacy, and belonging	Student Survey	2016-17	0-10
Engagement	Internationally validated scales identifying the following factors of engagement: behavioral, cognitive, and emotional	Student Survey	2016-17	0-10
21st Century Skills	Internationally validated scales identifying the following 21st Century skill factors: conscientiousness, collaboration, communication, creativity, and self-management	Student Survey	2016-17	0-10
GPA (total, A-G)	Average grade received in high school coursework (A = 4, B = 3, C = 2, etc.). There are two GPA variables: across all high school courses, and across A-G courses only	CAL-PASS	2013-14 2014-15 2015-16	0-4
9th Grade Credits (total, A-G)	Number of credits a student earned. A one semester course is equivalent to 5 credits. There are two credit variables: across all high school courses, and across A-G courses only	CAL-PASS	2013-14 2014-15 2015-16	0-140
9th Grade Failed Courses (total, academic)	Number of courses a student failed. There are two fail variables: any course, and academic courses only – identified as math, science, social studies or English	CAL-PASS	2013-14 2014-15 2015-16	0-15

School-Level				
Instructor Implementation	Percent of instructors completing required and suggested areas of implementation	Implementation Survey	2016-17	0-100%
Lead Teacher Implementation	Percent of Lead Teachers completing required and suggested areas of implementation	Implementation Survey	2016-17	0-100%
Administrator Implementation	Percent of Administrators completing required and suggested areas of implementation	Implementation Survey	2016-17	0-100%
My10yearplan.com	Percentage of cohort 1 students who were registered, completed the first chapter, completed 80%, and completed the entire program	My10yearplan.com	2016-17	0-100%
HS Cohort Graduation	Percentage of cohort who earned a diploma	DataQuest	2011-12 2012-13 2013-14 2014-15 2015-16	0-100%
A-G Completion	Percentage of graduates who have completed A-G	DataQuest	2011-12 2012-13 2013-14 2014-15 2015-16	0-100%
Demographic data	Race/ethnicity, EL status, and socio-economic disadvantaged status by cohort	DataQuest	2016-17	0-100%

Appendix C: Interview Reponses

Question	Participant & Response
Is school important to you?	"[Yes] you can go so much further with an education…especially now, you can't really do anything without a college degree or at least a high school diploma. If I want to set an example for my kids I'm going to need an education" "Yes, it's important to me because it determines my future, what career I want. and what I'm going to do in life. It points me in the direction I want to go." "It's important to me because you learn from it, get a higher education, a good job. and money for your family" "Some of the subjects…I don't feel like I'll be using them." "It will prepare me for college and then after that the real world…Also, I'll learn social skills through the people at school."
What kind of career do you want?	"I've always leaned a lot towards lawyer…that's really what I'm pursuing. Family law has always been interesting to me." "I haven't really thought of what kind of job I want" "I wanted to be a doctor but then I began to change my mind as I saw different job opportunities…" "My big goal is to get my doctor's degree in marine biology…I've always loved the ocean and I find it so interesting."

	"I want to be a welder…I didn't know until this year when I took a class and was like 'I really like this, I want to do this for a living' " "I think I might tap into psychology because that's interesting to me" "I think I want to become a physical therapist but I'm not entirely sure…I know someone who is one and I look up to him." "I've thought about being a computer engineer or a doctor" "I was thinking..I don't know…a dancer…or maybe an editor or something."
Any family members, friends, role models who have influenced your choice?	"My cousin…he gives me advice about what I have to do so I can be a good student in college" "I talk about it a lot to my parents…it's nice to talk to people about it and they tell me what they think." "I know someone…I look up to him. He's really reliable and is a good role model." "My brother is a senior now and he helps me and gives me a lot of advice for colleges and stuff…he knows a lot. Whenever I ask him about colleges he tries to help me understand/"
Where do you see yourself a year after High School? Five years after High School? Ten Years after High School	"1 year, hopefully at a university… 5 years, probably still in the same university, doing the same thing…ten years, probably graduated and I don't really know how it works, but I think you're supposed to go to a different school that's on the major of Physical Therapy, and I also want to get internships."

	"College is like 8 years if I'm planning on going down this [doctor] path and after that there's residency and internships and stuff like that. so I feel I'll still be working to achieve my goal that time period." "1 year, probably try to apply for college. 5 years, stay in collge and learn more. Ten years, I might still learn more, or get a job for my career."
Are you planning to go to college? If so, vocational, two year, four year?	"I really want to go to university…my big goal is to get my doctor's degree." "Yeah I definitely want to go to college but I'm still not sure where or what major…my parents have always just said, "go to college"…if you have a degree it makes you seem more reliable." "I definitely want to but it's a blur to me, because sometimes I feel like I've just been told, like that's just expected of me, and I've never thought about 'if I didn't go to college, what would I do.'" "I'm going straight into four year, I'm definitely not going to take a gap year because I've thought about it and I've seen a lot of people who do it and they all say don't because it will just throw you off and I'm afraid of being thrown off"
In what ways is/was the GFSF program helpful to you? Has it helped you better see a path to desired future?	"I feel like its useful…for me I already had an idea of what I'm planning to do in the future, but I know there's a lot of kids who didn't and that was helpful for them. Others started choosing what courses to take based on what they wanted to do. The most helpful part was how we had to research our different careers and learn what it takes to take that path…the least helpful part? Some of the filler work. When its asking questions on how to decide about someone's else's life, I felt like that was unnecessary." "I thought it was just going to be dumb and why did it need to be mandatory, but I ended up really liking it because it does open your eyes a lot to

	adult things that you don't notice, like how much having a child is." "I've always really known what I wanted to do when it came to career and I thought I knew how to get there, but it really takes more understanding of college and how to get to college." "GFSF taught me that first of all, everyone has their own definition of success. GFSF class just emphasized that by showing us all these different ways that people can find happiness and I learned a lot from that. On the other hand, sometimes, because my GFSF class is in 6th period, I'm just too tired to think about my future. It can be scary sometimes. I guess that's just the invevitable con of this class is that it pushes you to think about your future, which can be pressurizing." "Its ok, but it just depends on how you want to take the class and what you what to learn from it." "We to learn all kinds of stuff that will help me. My sister, she's a junior and she found out I was taking the class and she was like 'I want to take that.'"
What do you want your child to get out of their High School experience?	"She really enjoys school and I want that to continue. She enjoys learning and I want that to continue to thrive in her, and to try out different fields and be open-minded, and ask for help." "To become well-rounded educationally. I really don't care what he chooses to do in life, I want him to be happy." "Excel and succeed in life. She does good but I expect the best of her. I want herto be independent, because I am independent, being a single Mom…its very hard." "Friendship, because high school friendships are likely to be lifelong friends. Critical thinking, how to think and how to solve problems. A desire to

	seek knowledge, to have interest, to broaden their interest."
Do you want your child to go to college? Why or why not?	"At least four years…it depends on her goals and on finances." "Of course. Right now for young people only education can make them move up and use their knowledge to work, not use their labor to work. Good education is the only way to survive..it's too competitive." "Yes, because both me and my husband received bachelor's degree and I have a master's degree. I think higher education does make a difference. You just have a different level of confidence….I think the world requires you have a bachelor's degree at least." "this summer we're hoping he gets into a program…they try to get them geared towards college. They keep them in classes all summer. There are a lot of welding schools…he seems interested in that so we've looked into it a little bit." "I do…I want her to be able to experience that college…to me its amazing, I wish I had that opportunity, but that wasn't in our culture of going to college. It was getting a job and being responsible. Now you have to have a college degree, not just high school."
What kind of support do you think your child needs to get a successful career in their future? What barriers do they face?	"From home, basically just helping her out in any way that we can…I try to teach her to organize..From school, hopefully surrounding her with adults…teachers, staff, that want them to succeed and they're not just there for the paycheck. They want to teach them something." "From school I think they need very caring and very good counselors..Some teachers, they aren't that good…counselors said they can't do anything

	about it, those teachers should have been fired a long time ago." "He has to do his part, that's the most important."
What advice would you want to give your child about their education and future career selection?	"Mind over matter…Make sure you're happy. Pray about your direction." "Anything that she wants to do for her, honestly will be doable, whether she wants to be a veterinarian or a marine biologist" "I would like her to follow through in whatever she does…I want her to experience college. I don't want her to take a break, if you take a break, you don't go back. If she wants an afterschool job that's fine but I won't let her stop her education because she wants the job" "Just picking something that is important to her and doing something that will add value to her life and where she's adding value to other people's lives to. In my experience, that's the way to find longevity in a career." "Study, be responsible in school, don't miss school, do your homework and respectful. It's nice to work outside in agriculture but it's really hard work and he knows that. " "Focus…concentrate. Don't let your mind wander around."
Does your child talk to you about this course? What changes have you seen in your child as a result of the course?	" Yes. What I really like about it is about her managing money, keeping the budget, which is very important to me. I'm really so glad she has this because its brought her a long way to understanding my situation, how we live…I don't want her to take things for granted." "She still has the same goal, but I think she got to explore a couple other paths with the seminar

	work. There were other things she felt were a waste of time" "At the beginning I was worried, I kind of wanted her to take something else. Basically, we were told it's a class teaching her about life and I felt confident we were already doing that"