



## **SCHOOL BOARD ACTION REPORT**

**DATE:** September 15, 2020  
**FROM:** Denise Juneau, Superintendent  
**LEAD STAFF:** Dr. Diane DeBacker, Chief Academic Officer,  
[dmdebacker@seattleschools.org](mailto:dmdebacker@seattleschools.org); Dr. Caleb Perkins, Executive Director of  
Career and College Readiness, [cbperkins@seattleschools.org](mailto:cbperkins@seattleschools.org)

**For Introduction:** September 23, 2020  
**For Action:** October 7, 2020

### **1. TITLE**

Renew three-year contract with Hobson's Naviance for College and Career Readiness software services and support.

### **2. PURPOSE**

This Board Action Report details the purchase agreements to renew the three-year contract with Hobson's Naviance to provide college and career readiness planning tools to students in grades 6-12, their school counselors/educators, their parents/caregivers, and administration/office staff.

### **3. RECOMMENDED MOTION**

I move that the School Board authorize the Superintendent to execute a contract renewal with Hobson's Naviance in an amount not to exceed \$655,000.00, for the College and Career Readiness software tool in the form of the sales order form and terms of service dated July 8, 2020 and attached to the School Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.

### **4. BACKGROUND INFORMATION**

#### **a. Background**

In 2018 after reviewing the recommendations of the 24-Credit Task Force and listening to feedback from school counselors and parents, the College and Career Ready (CCR) team moved forward with the purchase of a college and career digital tool. Community input gathered by the 24-Credit Task Force highlighted that high school counselor caseloads were impacting the ability to deliver a high quality and meaningful high school and beyond plan (HSBP) process for students. After receiving Board approval, the CCR team initiated a contract with Hobson's Naviance in February 2018 after a thorough Request for Proposal (RFP) process. The City of Seattle Buildings, Technology and Academics IV (BTA IV) Capital Levy provided \$475.3 million in funding for capital improvements. Included in this levy was \$104.7 million allocated toward improvements in technology. CCR software was one of the systems allocated for levy funds. The Naviance tool aligned with the district's 2013-2018 strategic plan to improve the district's capability to meet students' needs and strengthen school, family and community

engagement. This work also supports goals 4 and 5 in the current strategic plan, Seattle Excellence, which supports on-time graduation and CCR graduation goals.

SPS had three main goals during initial implementation of the software. The first was to deliver a comprehensive HSBP solution to all SPS students and families. More specifically, SPS wanted to ensure students of color furthest from educational justice (SoCFFEJ) had access to the most current HSBP tool. With respect to this goal, SPS was able to launch and implement Naviance in 100% of middle and high schools. The second goal was to develop and deliver scope and sequence lessons for grades 6-12 that aligned to the state HSBP requirements and district goals. This goal was met with all middle and high schools delivering scope and sequence lessons to their students. The third goal was to implement HSBP monthly reporting in all the middle and high schools. This goal was accomplished during year one, with schools prioritizing outreach to SoCFFEJ based on monthly reports received from the SPS Naviance team.

Moving forward there will be extensive opportunities to grow and improve use of Naviance to better support SoCFFEJ. Listed below are next year's focus goals:

- Support student development of their 4-year course plans that are aligned to their post-secondary goals by fully implementing Naviance Course Planner lessons in grades 8-11.
- Increase family usage of Naviance with targeted outreach to families of SoCFFEJ by hosting information sessions and awareness campaigns.
- Increase Naviance usage with SoCFFEJ.
- Increase school-based users' knowledge and usage of Naviance reports to identify opportunity areas and develop targeted interventions to support SoCFFEJ.

In addition to the goals stated above, protecting student privacy was of great importance. SPS took several steps to ensure this goal was met, including:

- Thoroughly vetting Naviance's policies and practices with respect to preserving data security and student privacy. Per their privacy policy, Naviance may not sell or use student data for commercial purposes.
- Creating a comprehensive Data Sharing Agreement (DSA) to further ensure Naviance abides by the data security and privacy requirements outlined in the contract for the tool.
- Creating a Naviance FAQ page with detailed information on Naviance's commitment to data security and student privacy and the steps SPS took to ensure data security.
- Creating an annual opt out process for families who were not ready to use the tool.

## **b. Alternatives**

Interim Online Washington School Information Processing Cooperative (WSIPC) HSBP Authoring Tool

- Process mirrors a paper worksheet.
- Does not provide reporting features, or career, personal or learning inventories.
- Is not ADA compliant.

Return to Manual College and Career Counseling

- Does not allow school counselors or staff to collect or analyze data.
- Does not allow district staff access to school-level or aggregate data.
- Would require school staff to build a database and enter information manually.

#### Utilize Various Free Online Resources

- Free online tools such as Big College, ACT, SAT or other sources would require significant district resources allocated to staff training.
- School and district staff would have limited access to data.
- SPS cannot control how third-party online tools use data or sell data to others.

#### Switch to Another Paid Software Vendor

- Would require RFP and Board approval process.
- Would require resource support for systems integration from DoTS.
- Would require re-training district staff on new tool.
- Would potentially result in a disruption in data collection due to the inability to migrate data collected in Naviance to a new system.

### **c. Research**

This section contains data related to the three initial implementation goals, next year's focus goals, and the data security goal stated above.

Deliver a comprehensive HSBP solution to all SPS students and families.

- There was a 134% increase in total logins for 2019-20 academic year compared to the 2018-19 academic year.
- 83% of all seniors in the class of 2020 documented their post-secondary plan in Naviance by completing the SPS graduation survey.

Develop and deliver scope and sequence lessons for grades 6-12.

- There was a 67% increase in resume lesson completion from the 2018-19 school year to 2019-20 school year.
- 85% of African American males (AAM) at Cleveland high school completed the SPS graduation survey which was a required scope and sequence activity during the 2019-20 school year.

Increase Naviance usage with SoCFFEJ.

- 67% of 9<sup>th</sup> graders overall and 62% of AAM completed the Strengths Explorer Assessment in the 2019-20 school year.
- College Bound scholars (students who qualify and signed up for the state College Bound Scholarship) averaged 3.6 Naviance logins for the entire 2019-20 school year compared to the overall student population that had an average login of 2.7 per student.

Implement HSBP monthly reporting in all K-8, middle and high schools.

- Process was created to distribute monthly reports that were sent to school principals highlighting overall progress and AAM lesson completion rates at their school.

Support student development of 4-year course plans that are aligned to their post-secondary goals.

- 67% of seniors reported in Naviance that they have applied to at least one college in the 2019-20 school year.

Increase family usage of Naviance with targeted outreach to families of SoCFFEJ by hosting information sessions and awareness campaigns.

- Delivered Naviance information to all middle and high school students via “First Day Packets”, translated in the top 6 SPS languages. (Spanish, Somali, Tagalog, Amharic, Simplified Chinese, Vietnamese).
- Naviance parent accounts were turned on in December and over 1,800 parents have Naviance accounts to date. There was a 30% increase in parent accounts since release of the spring survey.

Increase school-based users’ knowledge and usage of Naviance reports.

- Naviance leads, from each school, received three professional development sessions focused on data and how to use data to improve task completion during the 2019-20 school year.
- Naviance Asynchronous Course Modules were developed. The first module was released on September 2.

Ensure student and family data is secure.

- To protect student privacy the DoTS team used proxy ID in place of actual student ID numbers in the Naviance rostering system.
- Implemented a data security agreement with Naviance that certified student data would be secure from third-party vendors. SPS created an opt out process for students and families who were not ready to use the tool.
  - <1% of SPS families opted out of Naviance during the 2019-20 school year.
  - The opt out window is currently open for the 2020-21 school year.

## 5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be an amount not to exceed \$655,000.00.

The revenue source for this motion is BEX V.

Expenditure: ☐ One-time ☐ Annual ☒ Multi-Year ☐ N/A

Revenue: ☐ One-time ☐ Annual ☐ Multi-Year ☒ N/A

## 6. **COMMUNITY ENGAGEMENT**

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

☐ Not applicable

☐ Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

A districtwide survey was distributed to collect feedback from families, students, and staff on Naviance usage and HSBP needs. There were 209 respondents to the survey. The Department of Racial Equity and Advancement (DREA) was consulted to provide feedback on the survey questions and outreach strategies. The survey was translated in the top 6 languages and was shared on the district website and included in weekly communication e-mails sent to families and staff in June. Targeted e-mail invitations were sent to school-based psychologists, Family University participants, Career Technical Education staff, career connected learning coordinators, ELL staff, special education staff, school counselors, career center specialists, and special education PTSA. Additionally, focus groups were conducted with school and district counselors, and special education and ELL staff to learn how to improve Naviance implementation strategies and lessons to better serve SPS students. Finally, the College & Career Ready staff met with a focus group of 36 incoming Franklin High School 9<sup>th</sup> grade students to gather feedback on their experience using the tool.

## **7. EQUITY ANALYSIS**

Students need a comprehensive HSBP that can be tracked and updated annually. Findings from the Road Map Project 2019, "[Let Us Succeed Report](#)", confirm that students of color and first-generation students rely on school staff for college and career knowledge and supports. SPS will only be able to provide more equitable access to college and career options for SoCFFEJ by providing a comprehensive approach to supporting the HSBP work.

As noted in the Research section above, using Naviance over the past three years has enabled schools and staff to make some progress in improving the High School and Beyond Planning process and access to college and career exploration resources for SoCFFEJ. For example, 67% of 9<sup>th</sup> graders overall and 62% of AAM completed the Strengths Explorer Assessment in the 2019-20 school year.

At the same time, there is much more work to be done to promote increased equity in this area. With this in mind, SPS created a short-term goal of increasing program usage among SoCFFEJ during the 2020-21 school year. The strategy for meeting this goal is to use a tiered approach that includes data tracking and review to identify program usage and deliver targeted interventions and outreach. This will include small group lessons and individualized supports as needed, to ensure SoCFFEJ are accessing the supports available in Naviance to develop comprehensive

HSBPs. In turn, this should have a positive impact on the long-term goal to increase year over year post-secondary enrollment and completion of advanced coursework for SoCFFEJ.

Several data sources informed the targeted strategy and decision-making, including National Student Clearing House (NSC) reporting data; Naviance system reports; the district survey administered to students, staff, and families; focus group information collected from students and staff; and feedback sessions with DREA.

Based on this data, specifically Naviance system reporting, SPS was able to identify usage rate information disaggregated by ethnicity, grade (6-12), and service groups (ELL, Special education). Data revealed that out of the 7 ethnic groups identified in the report, African American high and middle school students ranked 6<sup>th</sup> in Naviance login average. Usage rates were also tracked by group including College Bound scholars, Running Start, ELL, and special education. Average login rates were highest with College Bound scholars. The College Bound Scholarship program is an early commitment of state financial aid to students who meet one of three required criteria in the 7<sup>th</sup> or 8<sup>th</sup> grade including household income less than the earning threshold, foster care status, and or family receives state basic need support. Naviance survey results and focus groups also provided information related to student motivation and usage rates. One of the themes that stood out in the survey data was that students stated they needed more training and felt the tool was complicated. The need for additional training was also expressed by other stakeholder groups. One theme identified by the Naviance student focus group was that students enjoyed logging in and using the “Skills and Strengths” Inventories. Students felt like the inventories provided them with new and meaningful insights about themselves. One participant claimed, “I learned stuff I didn't know about myself.”

To address the needs identified in the data and ensure SoCFFEJ complete the required components for graduation, Naviance student training will be a focus during the 2020-21 school year. Naviance central staff will use a train-the-trainer model, working with building-based Naviance leads to build capacity and implement goal level strategies. Building staff will then support and track task completion through the HSBP lesson scope and sequence activities. Completion data will be used as an initial indicator to identify students who need additional interventions. School staff will engage in targeted outreach through in-person support, additional online resources and working with community partners to implement interventions.

In relation to the long-term goal of increasing post-secondary enrollment for SoCFFEJ, findings in existing data from NSC reports and student college and career climate surveys indicate a gap in students' desire to go to college and actual enrollment rates. 63% of African American (AA) students and 60% of Latinx students in the class of 2018 enrolled in college while the results from the College and Career Climate survey for students at Cleveland, Franklin, and Rainier Beach indicated that over 94% want to go to college. Student focus group data indicated that one in three students felt that career exploration was the most helpful aspect of Naviance. One student said, “After using Naviance it helped me understand that there are a lot of careers that suit my interests.” Another finding was that students think teachers should use the inventory assessments to better meet individual student needs. This is embodied in one student's words, “I

think Naviance can be helpful for teachers, so they know what environment students learn best in. And it's helpful for students knowing what their skills/interests are and how to develop them."

SPS will utilize a tiered approach with targeted interventions and supports to ensure that Black and Brown students are able to utilize Naviance to create comprehensive HSBP that result in a successful transition to the post-secondary program that aligns with their interests, skills, and goals. All schools will continue to deliver the Naviance grade level scope and sequence lessons to students annually. Monthly reports with disaggregated Naviance task completion rates for AA males will be shared with schools and analyzed by school teams. Schools will be supported with disaggregating this data further by ethnicity, gender, ELL, special education, Running Start and College Bound Scholarship status to identify and prioritize the needs of SoCFFEJ. School counselor resources will be placed in each high school building in support of the strategy and overarching goal. Capacity building will be supported with the tool via professional development. SPS will reach out to parents in an effort to increase awareness and provide knowledge and training regarding the resource. Additionally, ongoing engagement and feedback from stakeholders will be prioritized to ensure implemented strategies and lessons are meeting students' needs. Long-term planning and partnership with content area managers will take place to explore and create new avenues to further embed Naviance college and career planning lessons into core content. This will increase the frequency and consistency of tier one lessons and reduce the number of students that require additional tier two and three supports.

Expected benefits of this work include:

- More equitable access to college and career planning for SoCFFEJ.
- Increased enrollment of SoCFFEJ in advanced coursework or CTE Program Area pathway completion.
- Increased program usage among SoCFFEJ.
- Increased college enrollment rates for SoCFFEJ.

This action will provide all secondary school students with continued access to a robust online CCR planning tool. From interest and skills assessments, related career opportunities, education paths and post-secondary opportunities, students will connect how the work they do in school leads to achieving their college and career goals. Students will learn to plan their high school and post-secondary education and track progress, make adjustments along the way, to achieve their initial career plan, and use those tools as they move into adulthood to adjust their career choices long after they have left Seattle Public Schools.

## **8. STUDENT BENEFIT**

Success will be measured by tracking disaggregated data related to user logins, HSBP scope and sequence activity completion, and post-secondary enrollment data. Specifically, activity completion reporting aims to show that SoCFFEJ are completing activities at equal or higher levels than other students. Staff will support activity completion by engaging in targeted outreach

through in-person support, by giving additional online resources, and by working with community partners. SPS will also engage key stakeholders including students, staff, and families throughout the year. Feedback received will be used to help inform tool implementation, future configuration changes, and user supports. As mentioned above, reports will be sent out monthly to Naviance leads and principals to highlight task completion data.

**9. WHY BOARD ACTION IS NECESSARY**

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No.\_\_\_\_\_, [TITLE], provides the Board shall approve this item

Other: \_\_\_\_\_

**10. POLICY IMPLICATION**

Per Policy No. 6220, Procurement, any contract over \$250,000 must be brought to the Board for approval.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum, Instruction, and Assessment Committee meeting on September 15, 2020. The Committee reviewed the motion and Director Rivera-Smith made a motion to move this item forward to the full Board with a recommendation for approval.



## **12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the contract renewal will go into effect with the following ongoing implementation tasks and timeline:

### **September 2020 – June 2021:**

- Deliver college planning workshops which include HSBP information, in order to meet the goal of “Increasing Family Usage of Naviance”.
- Provide ongoing user training including monthly training with Naviance Leads, in order to meet the goal of “Increasing School-Based Users’ Knowledge and Usage of Naviance Reports”.
- Fully Implement Naviance Course Planner, grades 8-11 in order to meet the goal of “Supporting Student Development of Plans of Study that are Aligned to their Post-Secondary Goals”.
- Send quarterly task completion reports to principals and Naviance Leads in order to meet the goal of “Increasing school-based users’ knowledge and usage of Naviance reports”.
- Develop and deliver HSBP content/activities to be accessed throughout grades 6-12 in order to meet the goal “Supporting Student Development of Plans of Study that are Aligned to their Post-Secondary Goals”.

## **13. ATTACHMENTS**

- Attachment A: Data Sharing Agreement Addendum (for reference)
- Attachment B: Hobsons’ Naviance Sales Order Form and Terms and Conditions (for reference)
- [Attachment C: High School and Beyond Plan Additional Data and Summary \(for reference\)](#)

**ADDENDUM NO. 2**  
TO  
DATA SHARING AGREEMENT  
BETWEEN  
SEATTLE SCHOOL DISTRICT NO. 1  
AND  
NAVIANCE, INC.  
ADDENDUM NO. 1

THIS ADDENDUM is in reference to a Data Sharing Agreement (hereinafter “DSA” or “Contract”) between Seattle School District No. 1 (hereinafter “District”) and Naviance, Inc. (hereinafter “Naviance”), dated 9/24/2018 for the purpose of authorizing Naviance to have access to data as detailed below.

BE IT KNOWN that the undersigned parties, for good consideration, agree to make changes and/or additions outlined below. These additions shall be valid as if part of the original Contract.

ADDITIONS TO DSA -- Naviance is authorized to access additional (to previously approved) data elements, as detailed below, for the purpose of providing the student services detailed in the agreements between each of the respective parties. The additional data elements that may be shared between the District and Naviance are as follows:

DATA

Student School E-mail

Student’s SPS email address (available for use by SPS staff only)

Graduation Date

Student’s high school graduation date

No other terms or conditions of the DSA are negated or changed as a result of this Addendum.

THIS ADDENDUM SHALL BECOME EFFECTIVE AS OF THE LAST DAY OF SIGNATURE. BY SIGNING BELOW, EACH SIGNATORY REPRESENTS THAT IT HAS THE AUTHORITY TO EXECUTE THIS ADDENDUM.

SEATTLE SCHOOL DISTRICT NO. 1

NAVIANCE, INC.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

400 E Business Way  
Suite 400  
Cincinnati, OH 45241  
[www.hobsons.com](http://www.hobsons.com)

**Sold To:** Seattle School Dist 1  
**Name:** Dawn Seymour  
**Address:** 2445 3rd Ave S, Seattle, WA 98134-1923  
**Email:** [deseymour@seattleschools.org](mailto:deseymour@seattleschools.org)  
**Phone:** (206) 252-0359  
**Naviance ID:** 5307710dus

**Hobsons Contact:**  
**Name:** Pete Curtis  
**Email:** [pete.curtis@hobsons.com](mailto:pete.curtis@hobsons.com)  
**Phone:**

**Order Date:** July 8, 2020

**Valid Until:** 1/29/2021  
**Quote Number:** : Q380292  
**Contract Start Date:** 2/1/2021  
**Contract End Date:** 1/31/2024  
**Contract Term (in months):** 36  
**Currency:** USD

**Purchase Order:**  
**Payment Term:** Net 30

Subscription	Quantity	Start Date	Term	Description
Naviance Solution	19,199	2/1/2021	36	The Naviance CCLR Solution comprehensively supports the six competencies identified by the CCLR Framework that enable institutions to provide students with a toolkit for mastering the competencies. The Naviance CCLR Solution includes enhanced tools that enable administrators to evaluate the effectiveness of their CCLR initiatives. Features include: AchieveWorks, Career Key, Naviance Insights Premium, Naviance Course Planner, Naviance Curriculum, Naviance eDocs, and Naviance Alumni Tracker.
Consulting Hours (Naviance)	100	2/1/2021	12	Naviance Consultants partner with schools and districts providing a customized implementation plan aligned to our CCLR Framework and implementation methodology. Consultants deliver services onsite and remotely to ensure a successful Naviance implementation for students and staff.
Consulting Hours (Naviance)	100	2/1/2022	12	Naviance Consultants partner with schools and districts providing a customized implementation plan aligned to our CCLR Framework and implementation methodology. Consultants deliver services onsite and remotely to ensure a successful Naviance implementation for students and staff.
Consulting Hours (Naviance)	100	2/1/2022	12	Naviance Consultants partner with schools and districts providing a customized implementation plan aligned to our CCLR Framework and implementation methodology. Consultants deliver services onsite and remotely to ensure a successful Naviance implementation for students and staff.

Total Price:	650,970.01
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<b>Notes: (if applicable)</b>	Professional Services must be utilized within twelve (12) months from date of purchase. If the term is longer than twelve (12) months and Professional Services are purchased for additional term years, Professional Services must be used within the term defined. Client is responsible for travel expenses associated with onsite consulting.
<b>Comments:</b>	Invoice Schedule: 2/1/2021: 216,990.00 2/1/2022: 216,990.00 2/1/2023: 216,990.00

Please complete or update the following information:

Account Contacts	Name	Email Address
Primary	Dawn Seymour	deseymour@seattleschools.org
Billing	Dawn Seymour	deseymour@seattleschools.org
<b>Payment Method:</b>	<div> <div>Purchase Order #</div> <div>Check</div> <div>Wire Transfer #</div> </div> <div> <b>Paying by credit or debit card?</b>            Credit Card #            Card Holder Name:            Expiration Date (MM/YY):            Billing Zip Code:            Security Code:            Country:         </div>	
<b>CEEB Code:</b>		

Unless separate invoice and payment terms are specified, Hobsons will issue invoices once per year, with the first taking place upon execution of the order form and then annually thereafter throughout the term of the contract.

The services are delivered in accordance with applicable terms that can be found at <https://static.naviance.com/html/policies/tos.html>. By signing below, you agree to be bound by such terms and that such terms are made a part of this contract.

Please complete the contact and payment information as indicated, then sign below to indicate your acceptance. By signing this contract, you are stating that you are authorized by your institution to make this purchase. If a Purchase Order is required for payment to be issued, please indicate below. If you have selected professional services, travel expenses for on-site professional services will be billed separately following your session(s).

\_\_\_\_\_ Yes, a Purchase Order is required. It will be sent to Hobsons by \_\_\_\_\_.

Upon execution by Authorized Signatory, Client hereby agrees to the Terms of Service which will become effective together with this Order Form as of the Signature Date below.

**HOBSONS, INC.**

**CUSTOMER**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Address: 400 E-Business Way, Ste. 400

Address:\_\_\_\_\_

Cincinnati, OH 45241 USA

**Purchase Order & Order Forms:**

Naviance, Inc.  
400 E. Business Way, Suite 400  
Cincinnati, OH 45241

**Remit To:**

Naviance, Inc.  
P.O. Box 504571  
St. Louis, MO 63150-4571

**IF YOU CHOOSE TO FAX, THEN PLEASE CLICK ON THE 'SIGN ON PAPER' BUTTON FOLLOWED BY 'PRINT AND FAX' BUTTON AND FAX YOUR SIGNED ORDER FORM TO THE NUMBER PROVIDED ON THE COVERPAGE OF THE DOWNLOADED DOCUMENT**

## **StudentTracker for High Schools/Districts**

### **Terms of Service for Naviance Participating High Schools**

For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the National Student Clearinghouse ("Clearinghouse"), a not-for-profit corporation organized under the laws of the Commonwealth of Virginia, and the undersigned high school or high school district ("School") agree as follows:

1. The Clearinghouse provides a nationwide, central repository of information on student enrollment, degrees, diplomas, certificates and other educational achievements.
2. The School wants to obtain information on the attendance of its former students in postsecondary institutions. The School wishes to use the services of the Clearinghouse to assist in the functions as described below and designates the Clearinghouse as its authorized representative for this purpose.
3. The School will transmit to Naviance lists of its graduates ("Graduates"). Initially, it will transmit a list of Graduates dating back up to eight (8) years and, thereafter, will submit lists of new graduates each year after conferral of diplomas. The School agrees that it will submit its Graduates files electronically and that they will contain the data elements and configuration reasonably required by the Clearinghouse. Naviance, acting on behalf of School as a school official, will conform the data to Clearinghouse standards and submit the data to the Clearinghouse.
4. Upon request, the Clearinghouse will compare the School's Graduates with its database and provide the School with data on the subsequent enrollment and educational achievements of its students at postsecondary institutions. In addition to the Graduates file, the School may also submit through Naviance lists of graduates and other former students in a format reasonably required by the Clearinghouse ("StudentTracker Request Files"), and the Clearinghouse will provide data to the School via Naviance on the subsequent enrollment and educational achievements of these students at postsecondary institutions. The Clearinghouse reserves the right to reasonably limit the number of Request Files submitted by the School per calendar year.

5. The services provided by the Clearinghouse under this Agreement will be paid for by the School through Naviance, which will be responsible for forwarding payment to the Clearinghouse.
6. The Clearinghouse uses its best efforts to review, interpret, and follow publicly disseminated guidance on FERPA in the development and operation of its services and provides for the release of only unblocked directory information unless FERPA authorizes release without consent. The School is solely responsible for its compliance with FERPA, and the Clearinghouse is not liable for any errors or omissions by the School that may give rise to FERPA violations. Both the Clearinghouse and the School agree to comply with all applicable Federal, State, and local statutes, regulations, and other requirements pertaining to the security, confidentiality, and privacy of information exchanged with and maintained by the Clearinghouse.
7. The School agrees that it may only disclose the data provided by the Clearinghouse to other educators, school boards, and school officials whom it has determined to have legitimate educational interests. The School agrees that it will not release data provided by the Clearinghouse to any other individuals, institutions, or organizations, other than those identified above, either in student or postsecondary institution identifiable form, without the Clearinghouse's express written permission and payment of any additional fees that may be required.
8. In the event the School is required to disclose any data provided hereunder (specifically including, but not limited to, information which could potentially identify individuals or specific postsecondary institutions) pursuant to any applicable statute, law, rule or regulation of any governmental authority or pursuant to any order of any court of competent jurisdiction, the School must provide the Clearinghouse prompt notice of such request for disclosure and reasonably cooperate with the Clearinghouse's efforts to obtain a protective order. The parties further agree that any exclusion effected pursuant to this provision is authorized only to the minimum extent necessary to allow the School to comply with a legal rule or order compelling the disclosure of information and shall not constitute a general waiver of the obligations of confidentiality under this Agreement.
9. The School will institute and maintain reasonable controls to ensure that the information it provides to the Clearinghouse under this Agreement is complete and accurate. The School agrees that the Clearinghouse will not be responsible for actions, errors or omissions of the School.
10. The Clearinghouse will institute and maintain reasonable controls to ensure the integrity and security of its database and data transmission systems so that it releases information solely to authorized Requestors in accordance with the terms of this Agreement and applicable law.
11. The Clearinghouse acts as agent for the School in the verification and release of information from education records under this Agreement. The Clearinghouse will not retain or release personally identifiable information provided by the School except as specifically authorized under this Agreement. The Clearinghouse may retain or release information received from the School under this Agreement that is in aggregate or statistical form and does not contain Social Security numbers or other personally identifiable information. The School retains full ownership rights to the information in the education records it provides to the Clearinghouse. Upon termination of this agreement, the Clearinghouse will immediately discontinue use of any information that has been provided to it by the School. The Clearinghouse will destroy all information provided under this Agreement after all retention requirements for federal, state and local audits have expired but in no event later than six months after termination of the Agreement.
12. The School agrees to acknowledge in all internal and external reports, presentations, publications, press releases, and/or research announcements that utilize StudentTracker data that the source of the data is the StudentTracker service from the National Student Clearinghouse.
13. The School agrees to provide all notices to the Clearinghouse under this Agreement to:

National Student Clearinghouse  
2300 Dulles Station Blvd., Suite 300  
Herndon, VA 20171  
Attn: Vickie Graham, Contract Admin.  
Electronically: [graham@studentclearinghouse.org](mailto:graham@studentclearinghouse.org)  
Fax: 703-742-4234
14. The Clearinghouse agrees to provide all notices under this Agreement to the School to the signatory and address on Page 1 of this Agreement unless otherwise instructed in writing by the School. The Clearinghouse considers the signatory to this Agreement as its primary contact for all operational and systems issues unless otherwise instructed in writing by the School.

15. This Agreement commences on the date that School access to the StudentTracker service is first enabled ("Effective Date") and shall continue until the earlier of: (a) termination by either party by providing sixty (60) days notice to the other party, or (b) termination of the School's relationship with Naviance. In the event of termination under (b) above, the School may enter into a direct contract with the Clearinghouse. The parties agree that any subsequent modifications to this Agreement will be made only in writing.
16. All representations, warranties, disclaimers of liabilities, indemnifications, and covenants between the parties will survive the termination of this Agreement for any reason and in any manner and will remain in full force and effect between the parties.

Signature

Printed Name and Position

Signature Date

## Attachment C: Additional Data and Summary on High School and Beyond Plan and Naviance Usage

The High School and Beyond Plan (HSBP) is a state requirement that asks all students to identify career goals aided by a skills and interest assessment, develop a personalized plan for meeting graduation requirements and postsecondary goals, complete a resume or activity log, and be informed of financial aid programs. The following is a summary of two years of data on how SPS students used Naviance to complete steps of the High School and Beyond Plan. It was developed in response to a request for additional information from the School Board during the introduction of this Board Action Report on September 23<sup>rd</sup>.

In sum, the data reveals that SPS has made great progress in its implementation of this new tool in its first two years:

- Nearly all SPS students in grades 6-12 have Naviance accounts.
- Middle school students averaged 1.2 logins per student and high school students averaged 2.7 logins per student in 2019-20. Seniors averaged 3.4 logins per student. The typical login averages for comparable Naviance user districts in year two of implementation is 1 login per student across all grade levels (Source: Hobsons' Naviance staff).
- There was a 134% increase in total Naviance logins from 2018-19 to 2019-20 school year.
- Prior to Naviance, paper lessons were utilized. We did not have baseline data that could be tracked centrally.
- There is more information on Naviance usage in the BAR including strategies for supporting SPS Students of Color Furthest from Educational Justice (SoCFFEJ) in their HSBP and their use of this tool.

### Chart 1: High School and Beyond Plan Grade Level Lessons

The following provides an overview of the grade level scope and sequence for High School and Beyond Plan lessons and the activity in Naviance. The official HSBP begins in 8<sup>th</sup> grade with the Learning Styles Inventory lesson and an introduction to the Naviance Course Planner. The plan is revisited each year with the delivery of the lessons outlined in the chart below and is finalized with the completion of the HSBP Graduation Survey in the spring of 12<sup>th</sup> grade. The state requirements are tracked and documented at the school level utilizing the guidelines outlined below:

- The bolded lessons help students meet required components of the HSBP. The Do What You Are Assessment can be substituted for any of the other inventories taken in 8<sup>th</sup>-12<sup>th</sup> grade.
- The completion of HSBP Graduation Survey is tracked and used to document students' final plans. Some students in the class of 2019 and 2020 completed the HSBP requirements during the 9<sup>th</sup> or 10<sup>th</sup> grade using the paper process in place prior to Naviance. "HSBP Complete" was documented on their transcript at the time of completion. These students still participated in the grade level Naviance lessons and were asked to complete the HSBP Graduation Survey. However, not completing the Naviance requirements did not prevent them from graduating since the HSBP requirement was already documented on their transcript. This contributed to lower 12<sup>th</sup> grade graduation survey completion rates.
- During the school closure in the spring of 2020, students were permitted to use paper surveys as needed.

<u>Grade</u>	<u>Naviance Lesson/Task</u>
<u>6<sup>th</sup> Grade</u>	<u>• Career Exploration: RoadTrip Nation Reflection Survey</u>
<u>7<sup>th</sup> Grade</u>	<u>• Career Interest: Career Key Assessment</u>
<u>8<sup>th</sup> Grade</u>	<u>• Learning Styles Inventory</u> <u>• Course Planner Introductory Lesson</u>
<u>9<sup>th</sup> Grade</u>	<u>• Strengths Explorer Assessment</u> <u>• <b>Course Planner Lesson</b></u> <u>• Start Resume</u>
<u>10<sup>th</sup> Grade</u>	<u>• <b>Do What You Are Assessment</b></u> <u>• Update Course Plan</u> <u>• Update Resume</u>
<u>11<sup>th</sup> Grade</u>	<u>• SuperMatch College Search</u> <u>• Financial Aid CCLR Lessons</u> <u>• Update Course Plan</u> <u>• Update Resume</u>



12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• <u>HSBP Senior Graduation Survey</u></li> <li>• <u>Finalize Resume</u></li> <li>• <u>After High School Plan</u></li> </ul>
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**Chart 2: Lesson Completion in Naviance for 2019-2020 (Implementation Year 2)**

- This chart provides the lesson completion rates for year two of implementation broken down by race/ethnicity.
- Many schools relied on paper forms to support students without internet or computer access during the school closure in the spring. Paper forms could not be tracked in Naviance and this impacted the end of year completion rates.

<u>Task</u>	<u>2019-2020</u>	<u>White</u>	<u>Black</u>	<u>Hispanic/Latinx</u>	<u>Asian</u>	<u>American Indian</u>	<u>Pacific Islander</u>
<u>12<sup>th</sup> Grade Senior Survey</u>	<u>87%</u>	<u>85%</u>	<u>74%</u>	<u>83%</u>	<u>86%</u>	<u>71%</u>	<u>59%</u>
<u>11<sup>th</sup> Grade Supermatch College Search</u>	<u>50%*</u>	<u>53%</u>	<u>32%</u>	<u>37%</u>	<u>56%</u>	<u>54%</u>	<u>33%</u>
<u>10<sup>th</sup> Grade Do What You Are Inventory</u>	<u>62%</u>	<u>73%</u>	<u>44%</u>	<u>47%</u>	<u>63%</u>	<u>55%</u>	<u>50%</u>
<u>9<sup>th</sup> Grade Strengths Explorer Inventory</u>	<u>66%</u>	<u>66%</u>	<u>63%</u>	<u>55%</u>	<u>75%</u>	<u>80%</u>	<u>84%</u>
<u>8<sup>th</sup> Grade Learning Styles Inventory</u>	<u>67%</u>	<u>77%</u>	<u>43%</u>	<u>62%</u>	<u>61%</u>	<u>n &lt; 10</u>	<u>n &lt; 10</u>

\*School staff reported that students often overlooked the step required to trigger completion for this 11<sup>th</sup> grade Supermatch task. Lesson improvements will be implemented for the 20-21 school year to address this.

**Chart 3: Lesson Completion prior to COVID in Naviance for 2019-2020 (Implementation Year 2)**

- This chart provides lesson completion rates with data only for *schools that were able to deliver grade level HSBP lessons prior to COVID*. These rates are significantly higher and demonstrate the impact the transition to remote learning had on lesson delivery.

<u>Task</u>	<u>2019-2020</u> <i>(specific schools)</i>	<u>White</u>	<u>Black</u>	<u>Hispanic/Latinx</u>	<u>Asian</u>	<u>American Indian</u>	<u>Pacific Islander</u>
<u>12<sup>th</sup> Grade Senior Survey</u>	The senior survey lesson is delivered in June so no data prior to COVID is available.						
<u>11<sup>th</sup> Grade Supermatch College Search</u>	<u>53%*</u>	<u>55%</u>	<u>43%</u>	<u>47%</u>	<u>59%</u>	<u>n &lt; 10</u>	<u>n &lt; 10</u>
<u>10<sup>th</sup> Grade Do What You Are Inventory</u>	<u>77%</u>	<u>85%</u>	<u>70%</u>	<u>69%</u>	<u>88%</u>	<u>100%</u>	<u>n &lt; 10</u>
<u>9<sup>th</sup> Grade Strengths Explorer Inventory</u>	<u>86%</u>	<u>86%</u>	<u>80%</u>	<u>76%</u>	<u>96%</u>	<u>n &lt; 10</u>	<u>n &lt; 10</u>
<u>8<sup>th</sup> Grade Learning Styles Inventory</u>	<u>87%</u>	<u>90%</u>	<u>78%</u>	<u>84%</u>	<u>89%</u>	<u>n &lt; 10</u>	<u>n &lt; 10</u>

\*School staff reported that students often overlooked the step required to trigger completion for this 11<sup>th</sup> grade Supermatch task. This caused task completion rates to appear lower. Lesson improvements will be implemented for the 20-21 school year to address this.

**Chart 4: Lesson Completion in Naviance for 2018-2019 (Implementation Year 1)**

- This chart provides the lesson completion rates for year one broken down by race/ethnicity.
- Due to system constraints, 8<sup>th</sup> and 11<sup>th</sup> grade lesson completion rates broken down by race/ethnicity could not be run retrospectively.

<b>Task</b>	<b>2018-2019</b>	<b>White</b>	<b>Black</b>	<b>Hispanic/ Latinx</b>	<b>Asian</b>	<b>American Indian</b>	<b>Pacific Islander</b>
<u>12<sup>th</sup> Grade Senior Survey</u>	<u>55%</u>	<u>55%</u>	<u>67%</u>	<u>58%</u>	<u>54%</u>	<u>52%</u>	<u>n &lt; 10</u>
<u>11<sup>th</sup> Grade Supermatch College Search</u>	<u>64%**</u>	<u>* —</u>	<u>* —</u>	<u>* —</u>	<u>* —</u>	<u>* —</u>	<u>* —</u>
<u>10<sup>th</sup> Grade Do What You Are Inventory</u>	<u>71%</u>	<u>73%</u>	<u>53%</u>	<u>55%</u>	<u>71%</u>	<u>65%</u>	<u>61%</u>
<u>9<sup>th</sup> Grade Strengths Explorer Inventory</u>	<u>78%</u>	<u>80%</u>	<u>66%</u>	<u>64%</u>	<u>80%</u>	<u>64%</u>	<u>87%</u>
<u>8<sup>th</sup> Grade Learning Styles Inventory</u>	<u>74%</u>	<u>* —</u>	<u>* —</u>	<u>* —</u>	<u>* —</u>	<u>* —</u>	<u>* —</u>

\*Due to system configuration this task cannot be broken down by race/ethnicity retrospectively.

\*\*School staff reported that students often missed the step required to trigger completion for this task.

Lesson improvements will be implemented for the 20-21 school year to address this.

**Other Notes:**

- Students who opt out of Naviance receive the same lessons in class with all students, they complete alternative activities not in Naviance. Students can opt-in at the beginning of every year if they wish to access electronic documents.
- Naviance task completion reports were shared regularly principals at LLD sessions and in the School Leader Communicator. Data updates were also reported in memos shared with the C&I Policy Committee meeting in 2018-19.

