



Date: April 25, 2019

To: Board Members

From: Kevin Sved

Re: Proposed Two-Year Pilot Dissemination Project

Overview

Implementing a two-year pilot dissemination project beginning in July 2019 is an important strategic opportunity that should be considered for many reasons, including:

1. The work will not negatively impact existing schools; instead it will strengthen curriculum and training materials to benefit GPS, HPS, WPS, as well as Schools 4 and 5.
2. Helping other schools become better is part of Navigator's mission, and the pilot allows us to support low-achieving schools with high percentages of low-income students, expanding Navigator's positive impact beyond students served directly by Navigator-operated schools.
3. We will be able to test the effectiveness of the design model and determine whether this is work that Navigator should do beyond the pilot period and to what scale.
4. The pilot provides exciting professional development opportunities for Navigator staff to enhance their skills and support our efforts to retain quality staff.
5. The pilot will provide new revenues that will support all costs associated with the pilot while also helping to cover general operating expenses.

Thanks to the Board's support and the learnings afforded by the pilot with Wonderful Prep, Navigator is positioned to be considered for support from the New Schools Venture Fund (NSVF) to launch a two-year dissemination pilot to serve as a model provider. As a model provider, Navigator would be supporting other public schools to implement the Navigator model. Even though we will likely not learn about the financial level of NSVF's support until the late May, as a result of thoughtful planning and the early success of the Wonderful Prep pilot in 2018-19, we have developed an Option B scenario for the dissemination project that can be funded in 2019-20 with partner fees alone. We are seeking the Board's support in moving forward with the Two-Year Pilot Dissemination Project during the April 29 meeting because of the need to secure commitments from partner schools soon, due to the fact that professional development schedules are often finalized in May. If we are to move forward with the Pilot in 2019-20, Staff would implement Option A with NSVF support and Option B without. Both of these options are detailed below.

The staff recommendation includes the following key elements:

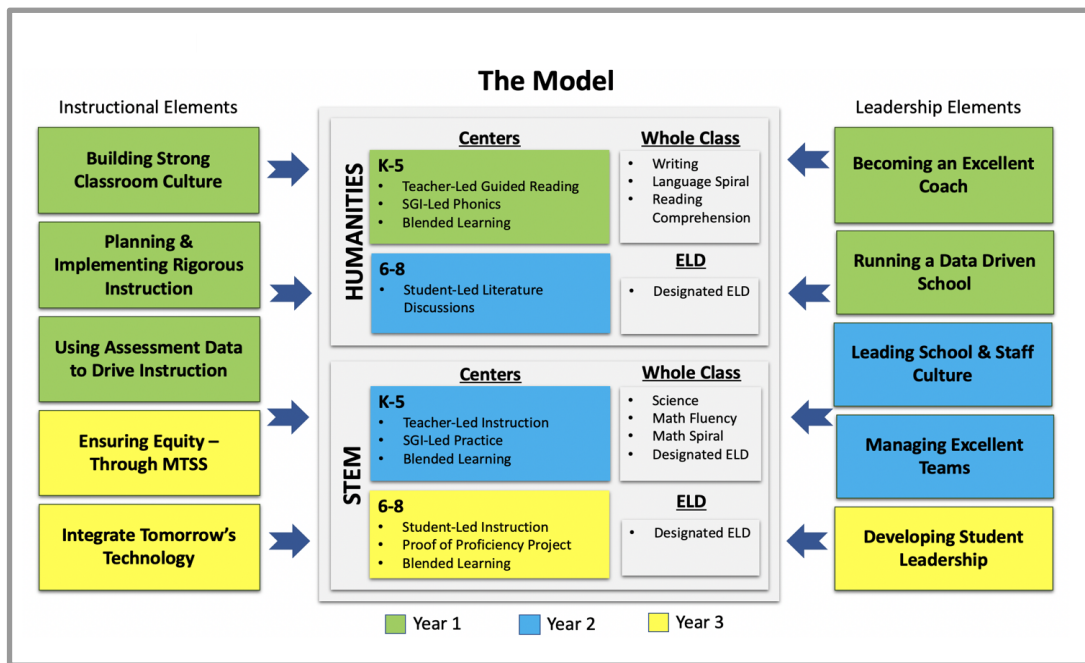
1. The dissemination effort will be led by Heather Parsons. It will be staffed by 2-4 associates depending on funding. It is projected that 75% of Heather's position will be focused on dissemination efforts, including strengthening Navigator training materials and curriculum codification. It is proposed that 75% of Heather's salary will be supported by NSVF and partner fees.
2. The Chief Academic Officer will be focused on supporting GPS, HPS, and WPS, with a maximum amount of 10% of his time allocated to support the dissemination project. It is proposed that 10% of James's salary will be supported by NSVF and partner fees.
3. The Board will receive regular reports on the status of the pilot.

- The two-year timeline for the NSVF pilot affords Navigator a natural decision point to expand, maintain, decrease or eliminate the scope of our dissemination work. If the board approves the two-year pilot dissemination project, December 2020 is a proposed timeframe for a decision around changing the scope of the work.

Model Design

Reimagining the Student Experience

Navigator’s founders spent years working in the traditional public school system knowing there must be a way to redesign the student experience and eliminate the achievement gap. We imagined schools where students would enter third grade reading at grade level and would continue to be proficient in math and English Language Arts through high school and into college. At the same time, the adoption of the Common Core made us realize that teachers needed to interact with students in new ways. We envisioned a small group setting where teachers and students could discuss, explain and defend their thinking. To achieve this, we visited dozens of successful schools across the United States and collaborated with teachers, students and parents to find the right combination of best practices. Our unique centers model and accompanying support system was born. Key components of the model are implemented across a two-year period for elementary schools and a three-year period for middle schools. Green elements occur in Year 1, followed by yellow and blue. Non-colored elements of the Navigator model are not currently slated to be part of model providing.



These two videos, [The Student Experience at Navigator](#) and [Teaching Roles at Navigator](#), created by the Christensen Institute illustrate the K-5 Navigator experience. As our students began to succeed academically, we identified the opportunity to add student agency and leadership into the model. Our students took ownership of their academic goals and eventually helped facilitate instruction in the upper grades. By middle school, students are deeply engaged in learning and truly working together as they would in a real-world work environment.

Core Model Elements

Meeting such high expectations of academics and leadership requires an ongoing investment in our instructors and leaders. We are creating a professional development and coaching program that is rigorous, supportive and comprehensive. Our learning platform, www.navilearning.org, houses the training sessions and curriculum we will use for model-providing. In Table 1, we describe what is currently built and what is in development. While we will not require partners to use Navigator curriculum, we intend to publish our core curricular units for internal and external use. This is not called out in our current pilot plan, though we intend to incorporate this into our strategic plan.

Table 1: Progress Toward Asset Completion

Core Model Elements	Objective(s)	Already Built	Need to be Built + Timeline
Teacher Development	Teachers will run a well-managed classroom and lead rigorous, data-driven instruction in centers.	<ul style="list-style-type: none"> ❖ Building a Strong Classroom Culture ❖ Planning and Implementing Rigorous Instruction ❖ Using Assessment Data to Drive Instruction 	<ul style="list-style-type: none"> ❖ Ensuring Equity Through MTSS <i>Estimated completion date 2020/21</i> ❖ Integrate Tomorrow's Technology <i>Estimated completion date 2020/21</i>
Leader Development	Leader will lead a school that meets learning objectives through data driven coaching and culture development.	<ul style="list-style-type: none"> ❖ Becoming an Excellent Coach (Year 1) ❖ Running a Data Driven School (Year 1) 	<ul style="list-style-type: none"> ❖ Leading Staff and School Culture <i>Estimated completion date 2019/20</i> ❖ Becoming an Excellent Coach <i>Estimated completion date July, 2019</i> ❖ Running a Data Driven School <i>Estimated completion date July, 2019</i> ❖ Developing Student Leadership <i>Estimated completion date 2020/21</i>
Model Development	Leaders will implement a centers model with a high level of coaching support.	<ul style="list-style-type: none"> ❖ K-5 Reading Centers 	<ul style="list-style-type: none"> ❖ K-5 Math Centers <i>Estimated completion date 2019/20</i> ❖ 6-8 Reading Centers <i>Estimated completion date 2020/21</i> ❖ 6-8 Math Centers <i>Estimated completion date 2020/21</i>

Design Details

Navigator identified support elements for Year 1 to provide the highest impact on student achievement. In 2018-19 we piloted with Wonderful College Prep Academy and revised our implementation plan based on these learnings:

- Schools need to have a short-cycle assessment plan
- Year 1 needs to focus on K-5 literacy
- Schools need a PD scope and sequence for teachers and leaders
- Site leaders need to be coached weekly to maintain momentum

Table 2 describes the activities that Navigator will be providing to its partners in the first year of the pilot. Year 2 support is developed collaboratively with the partner's leadership team in the spring of Year 1.

Table 2: Year 1 Support Approach

Activity	Timeframe	Outcome
Summer Leadership Training	3-days July / August	Leaders will be able to: <ul style="list-style-type: none"> ❖ Develop a calendar to manage time effectively ❖ Lead observation/feedback meetings ❖ Conduct effective walkthroughs ❖ Set expectations for and conduct live coaching ❖ Schedule and lead 3-way coaching sessions ❖ Lead pre-instruction analysis meetings with their staff
Summer Teacher Training	3-days August	Leaders will be able to: <ul style="list-style-type: none"> ❖ Observe Navigator staff delivering multiple PD sessions to teachers ❖ Practice delivery of PDs with Navigator staff ❖ Schedule & deliver additional Navigator PDs throughout the year Teachers will be able to: <ul style="list-style-type: none"> ❖ Launch classroom strong classroom culture ❖ Prepare rigorous instruction aligned to weekly standards-based assessment ❖ Implement homogenous small group instruction
Ongoing Site Visits	5 Days One day every other month	Leaders will be able to: <ul style="list-style-type: none"> ❖ Determine schoolwide action steps based on Navigator walkthroughs ❖ Improve feedback meeting effectiveness through coaching ❖ Improve PD delivery by practicing next session on Navi staff and receiving feedback for improvement
Weekly Leadership Team Zoom Coaching	One hour per site per week	Leadership team will: <ul style="list-style-type: none"> ❖ Participate in weekly collaborative coaching led by Navi coach. Week one is a video review of teacher, week two is a video review of the leader holding feedback meeting. ❖ Review schoolwide academic data with Navi coach and develop action steps for improvement
Weekly Principal Coaching Zoom	One hour per week	Principal will: <ul style="list-style-type: none"> ❖ Participate in weekly coaching/ collaboration with Navi coach to review progress toward goals in culture, centers model, DDI, and leadership development

Scope and Sequence

The core elements are rolled out as shown in Table 3. Differentiation of scope and sequence would be considered on a case-by-case basis.

Table 3: Years 1 and 2 Pilot Offerings and Potential Year 3 Offerings

Year	Instructors	Leaders
1	<ol style="list-style-type: none"> 1. Developing a Strong Classroom Culture 2. Planning and Implementing Rigorous Instruction 3. Using Data to Drive Instruction: Assessment Data 4. Implementing K-5 Reading Centers 	<ol style="list-style-type: none"> 1. Becoming an Excellent Coach 2. Running a Data-Driven School Pt 1
2	<ol style="list-style-type: none"> 1. Implementing K-5 Math Centers 2. Using Data to Drive Instruction: Student Work 3. Implementing 6-8 ELA Centers 	<ol style="list-style-type: none"> 1. Running a Data-Driven School Pt 2 2. Leading School and Staff Culture 3. Managing Excellent Teams
3	<ol style="list-style-type: none"> 1. Implement 6-8 Math Centers 2. Ensuring Equity Through Multi-Tiered Systems of Supports (MTSS) 3. Integrate Tomorrow's Technology 	<ol style="list-style-type: none"> 1. Developing Student Leadership

Future Partner Sites

Partner sites for the 2019-20 school year (Table 4) will be selected by the end of May 2019. Ideally, we will pilot with both charter and traditional public schools to learn about implementation in both settings. Currently there are more than five schools interested in a partnership, and we are deliberating internally which to choose based on readiness.

Table 4: Current Partner Options

Schools	Current Outreach Status
Wonderful Prep Academy (2 sites)	Currently in our pilot and requested to continue partnership support in 2019-20
Grimmway Academy (2 sites)	Grimmway requested model providing partnership for 2019-20
Hayward Collegiate	Hayward Collegiate requested model providing partnership for 2019-20
Promise Academy of San Jose	Promise Academy requested model providing partnership for 2019-20
Hollister School District	Navigator trained HSD some core elements in 2018-19. New mid-year superintendent and unsure regarding ongoing collaboration in 2019-20
Healdsburg Unified School District	Navigator trained and implemented many core elements in 2019-20 HUSD requested model providing options for 2019-20

Partner Readiness

To ensure the success of future partnerships, we are developing our [Navigator Schools Readiness Assessment](#). Working closely with other schools in the past led us to create a readiness process. In the summer of 2016, we started a strong partnership with a traditional public school, but a new principal and superintendent were seated that same year. Without the buy-in of the new leadership, the model was not sustained. Conversely, the buy-in we have

gained across all levels at Wonderful Prep has resulted in positive momentum around the improvement in student achievement. These experiences taught us that mindset and coaching commitments are non-negotiable.

Measurements of Success

Our pilot schools will use the same implementation and success measures that we use on every Navigator campus (Table 5). Classroom culture, rigorous instruction, and using data to drive instruction will be measured during regular walkthroughs and individual weekly coaching using our Observation Rubric. Leaders will be measured on how well they are leading and coaching each of these three components using a Leadership Rubric.

Table 5: Measurement of Implementation and Outcomes

Fidelity of Instructional Practices & Model Implementation	<p>By the end of year two, classrooms score >75% on the following measures:</p> <ul style="list-style-type: none"> ● Building a Strong Classroom Culture on Observation Rubric ● Planning and Implementing Rigorous Instruction on Observation Rubric ● Using Assessment Data to Drive Instruction on Observation Rubric ● Reading and Math Center Implementation on Centers Rubric
Student Outcomes	<ul style="list-style-type: none"> ● 5% increase on organization’s standards-based assessments from Year 1 to Year 2 ● Site proficiency increases 5% annually on SBAC ● DF3 will improve by five points annually for all subgroups
Leadership Outcomes	<p>By the end of Year 2:</p> <ul style="list-style-type: none"> ● Partner sites will have an assessment plan that measures student outcomes on a short and long data cycle ● Leaders will rate themselves as proficient with data-driven instruction coaching using the Leadership Rubric ● Leaders will hold the agreed-upon number of coaching sessions
Partner Satisfaction	<ul style="list-style-type: none"> ● Teachers will rate themselves as “more competent” in data-driven instruction and culture ● 80% of participants agree that professional development sessions are helpful ● Leaders will rate themselves more competent with implementing the Navi model

Scale

Demand

Navigator currently hosts 35-40 tours per year for interested educators seeking to make improvements in their schools. The demand for our resources has been extraordinarily high. Roughly 80% of tours are for charter schools, and the remaining 20% are districts or some other type of organization. In addition to the tours, Navigator has been asked to present professional development for charter and traditional public schools throughout California.

Future Scaling

Our leadership team is committed to impacting education in California and beyond. It is our mission. We originally envisioned actualizing this goal through opening our own schools and collaborating with our local districts. The shifting political tides have led us to understand the

need to be agile with our path to impact. We now believe that a combination of new school growth and model providing creates the potential to reach tens of thousands of students. To reach that scale, we need to:

- Develop our internal pipeline of future principal and teacher coaches
- Develop a sustainable financial model
- Professionalize our dissemination resources

Our intent has always been to help as many schools as our capacity can support. With the increased interest in model providing, our leadership team and board are creating a revised impact statement that is supported by a thoughtful strategic plan. A decision on scaling our model providing work would depend on the success of our pilot and the continued success at our existing schools.

Challenges

The biggest challenges we have found so far revolve around the element of coaching. Unlike Navigator's schools, most sites are not staffed with enough instructional leaders to feasibly schedule both a thirty-minute classroom observation and a thirty-minute feedback meeting weekly for every teacher. Additionally, traditional public school districts often associate coaching with evaluation which can cause resistance around the process or require negotiation around the language of coaching.

Another implementation challenge is student assessment. Most schools do not have a rigorous, standards-based assessment suite for gathering formative data. At best they use interim assessments two to three times per year which is not sufficient for true data-driven instruction. Partners who use the Illuminate DNA assessment tool can access Navigator assessments, but partners who do not have access would need to have a short-cycle assessment plan that meets the rigor of the Common Core.

Resources Needed

The backbone of our model-providing efforts is training principals to become extremely good at developing teachers. To do so requires a significant investment in time to train, coach, evaluate and iterate systems in schools to drive significantly improved student achievement. Currently, we believe that our dissemination team must be staffed with both excellent school leaders and excellent teacher leaders. Our Dissemination Lead position will directly support the development of partner principals and their managers while our Dissemination Coaches directly support partner teachers. A second critical role that coaches provide is the development of Navigator professional development assets for partner leaders. A third crucial role is that of the curriculum designer and publisher who finalizes publication of our assets and supporting classroom curriculum on www.navilearning.com. We believe that the appropriate staffing for this model is as follows:

Table 6: Resources Needed

Team Member	FTE	Model Providing Contribution	FTE	Navigator Support
Dissemination Lead	.75	<ul style="list-style-type: none"> Provide direct support to leadership Managing Dissemination Team 	.25	<ul style="list-style-type: none"> Coaching support for Navigator leaders
Dissemination Coach 1 and 2	.75	<ul style="list-style-type: none"> Provide direct support to partner sites Develop drafts of PD assets 	.25	<ul style="list-style-type: none"> Middle School codification and coaching
Dissemination Coach 2	.75	<ul style="list-style-type: none"> Provide direct support to partner sites Develop drafts of PD assets 	.25	<ul style="list-style-type: none"> Middle School codification and coaching
Curriculum Designer / Publisher	1.0	<ul style="list-style-type: none"> Publishing final PD assets Publishing Navigator curriculum 	N/A	

Other costs include oversight of the model-providing from Navigator’s Chief Academic Officer as well as administrative costs such as billing, HR support and information technology.

Summary

The two-year pilot dissemination project has been designed to strengthen schools operated by Navigator, while helping five partner schools improve educational outcomes for approximately 2,000 students, more than 75% of whom are low-income. This is a strategic opportunity that can also strengthen Navigator’s reputation in a challenging California charter school landscape. The two-year timeline for the NSVF pilot affords Navigator a natural decision point to expand, maintain, decrease or eliminate the scope of our dissemination work. December 2020 would be the timeframe for a decision around changing the scope of the dissemination efforts.

Attachments:

- Budget
- What is a model provider?
- Who are current model providers and what are they sharing?
- Who are current model providers and what are they sharing?
- Pilot Dissemination Staffing Model
- Risk Factors and Off-Ramps

Budget Options

	Option A		Option B	
REVENUES				
Grant Funds	NSVF	\$320,000	Donations	\$10,000
Partner Fees	5 schools	\$160,000	5 schools	\$160,000
Total		\$480,000		\$170,000
EXPENDITURES				
Salary & Benefits	FTE	Salary & Benefits	FTE	Salary & Benefits
Chief Academic Officer	0.1	\$21,060	0.1	\$21,060
Director of Curriculum, Instruction & Dissemination	0.75	\$91,125	0.6	\$72,900
Curriculum, MS Coaching, & Dissemination Associates	1.5	\$121,500	0.2	\$16,200
Innovation Fellow	1	\$101,250	0.4	\$40,500
Salary & Benefits Subtotal	3.35	\$334,935	1.3	\$150,660
Other Operating				
Support Office Fees	8% Revenues	\$38,400	6% Revenues	\$10,200
Communication		\$1,608		\$624
Legal		\$5,000		\$2,000
Technology		\$10,050		\$3,400
Website		\$25,000		\$3,000
Other Operating Subtotal		\$80,058		\$19,224
Total Expenditures		\$414,993		\$169,884

In Option B, Curriculum, Coaching, and Dissemination Associates supported by site budgets; Innovation Fellow is supported by SO with salary savings from CAO & DCI

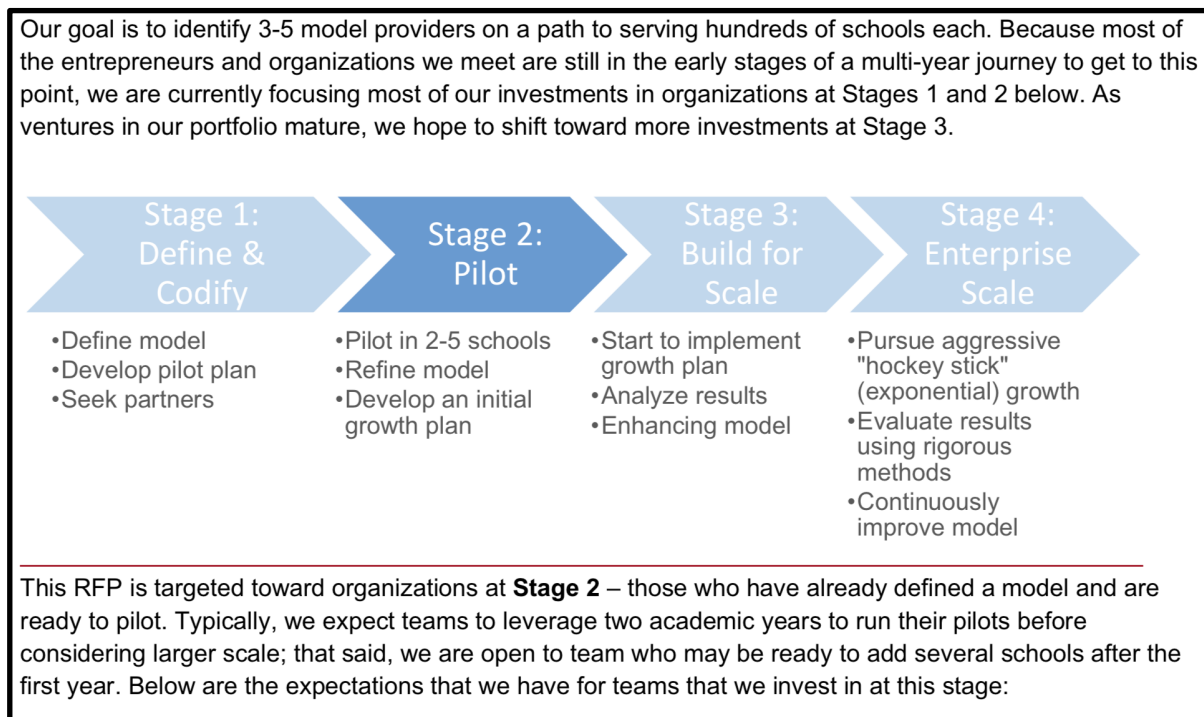
In Option A, NSVF funds covers 75% of 2 MS coaches/curriculum developers, and higher percentages of Innovation Fellow and Director of Curriculum & Dissemination, and provides for more resources and net income

What is a model provider?

Model-providing is the process of disseminating best practices to improve student outcomes at partner organizations. A key component of original charter school legislation was to provide an environment in which innovations could be discovered and then shared with the more traditional sectors of education. Through model-providing we learn how to apply our successes in new settings. We also work to dispel the myth that our success is only because of the conditions available in charter schools. Dissemination provides replicable models of student success for previously marginalized students across a variety of school settings.

As Navigator explores the world of dissemination, it is important for our own team to have clarity concerning where we currently are and where we may go. Figure 1 describes the initial thinking of NSVF concerning the development of a model-providing strategy. It is important to note we intend to stay in pilot mode for at least two more years as we refine our practices. The board would be asked to consider moving to the next stage of dissemination no sooner than December of 2020.

Excerpt from NSVF grant describing the two-year pilot



At its core, dissemination for Navigator is an attempt to spread best practices to other organizations in order to raise student achievement. Navigator founders and staff have spent years studying great schools across the country. We realized we could take some of the strategies those schools use and bring them back to Gilroy and Hollister. As our model evolved and our test scores steadily rose, the dissemination discussion was brought to our doorstep as a steady stream of other schools asked how to bring those successes to their students. We began to identify components that consistently provided very strong results for our students. While the model is complex in that it has many moving parts, each component in and of itself is not overly complicated. It is these individual pieces of the model, instructional coaching, small-group rotations, a thoughtful instructional cycle, to name a few, that we believe can be

replicated and implemented in every public school, traditional or charter.

Our early efforts to share our successes with other schools have shown us that model-providing is an art unto itself. It is a process to be refined through our repeated visits to multiple charter and district sites. In our early work with partners, we showed them every element of the model, with the naive belief if they could just see it, they could do it. We didn't take into account the long process we went through to get to where we are today. We learned from those early efforts with R.O. Hardin and others to narrow our scope and to provide ongoing support. Thus, our efforts at Wonderful Prep Elementary were more productive and have helped raise student achievement. After every visit, we discuss lessons learned and how to improve our process. This year's experience has proven that less is more, and depth over breadth has more transformative force. Teaching leaders how to implement a process well, data meetings for example, has a wide-ranging effect on all academic areas as the process transfers across subjects.

Who are current model providers and what are they sharing?

A few organizations have made a name for themselves in the model-providing market. Below is a list of some of those organizations and their areas of focus.

Summit Learning Program

Summit Learning uses personalized teaching and learning to empower students to harness their inner drive for success. Developed in partnership with nationally-acclaimed learning scientists and researchers, their instructional approach inspires children and prepares them for life after graduation. By concentrating on the personal needs and abilities of both individual students and whole communities, Summit has been able to create an environment that fosters success.

The Summit Learning Program is a free program that provides schools across the U.S. with the tools, resources, and training they need to implement the instructional approach in a way that meets each community's individual needs, values, and vision.

The Summit Learning Program started off as a small pilot at Summit Public Schools with only 19 schools in 2015. Today, it serves more than 380 schools, nearly 3,800 educators, and more than 72,000 students across the U.S. This community continues to grow as does the team working in support of it. The Program is ready to succeed as its own nonprofit organization, beginning in 2019-20 school year.

Envision

Envision Learning Partners was created in 2010 to bring Envision Schools' unique and effective approach to transforming student learning to schools and districts across the country. As the Envision Education consulting and training division, Envision Learning Partners works with a broad range of district and charter schools to increase the number of students that are truly prepared for success in college, career and life.

They offer training, tools and technology that make it possible to change schools' practices and results, and partner closely with school and district leaders to transform the culture and school systems that support a higher level of college and career readiness. By the end of this school year, they will have worked with more than 800 teachers and leaders in more than 20 school networks, impacting the learning of at least 82,500 students.

Achievement First

The Charter Network Accelerator is an intensive cohort-based training program for charter management organization (CMO) leaders that draws on the learning of high-performing CMOs. Our goal is to increase the number of top-quality charter school seats available to parents across the country who are seeking an excellent school for their children.

AF supports charter network leaders in building a strong organizational and instructional foundation that will enable them to grow with quality. In the Accelerator, charter network leaders are part of a cohort of like-minded educators from across the country—leaders who approach their work with a growth mindset and are willing to put in the hard work that it takes to create truly remarkable charter networks.

Valor Collegiate: Compass

Valor’s academic model is designed to engage scholars with rich, high-quality content and to develop the core knowledge, skills, and enduring understandings they need to be successful at Valor and beyond. Their academic model is also designed to leverage the powerful, mutually reinforcing relationship between academics and comprehensive human development. The resources below provide examples of two strategies Valor is using to integrate the Compass and academics:

Examples of Current Model Providers

	Summit	Envision	Achievement First	Valor Collegiate
Grade Level	4-12	6-12	K-8	5-12
Content / Focus	Math ELA Science History	High school exhibitions	K-8 Math MS Literature	Social/Emotional Learning
Year Started	2015	2010	2016	2017
# of Schools within Network	11	3	36	3
# of Partner Organizations	380 schools	800 classrooms	?	?
Region Served	Across the US	Primarily CA	Across the US	Across the US
Website	www.summitlearning.org	https://envisionschools.org/envision-learning-partners/	https://www.achievementfirst.org/how-we-work/afaccelerate/navigator/	https://valorcollegiate.org/compass/

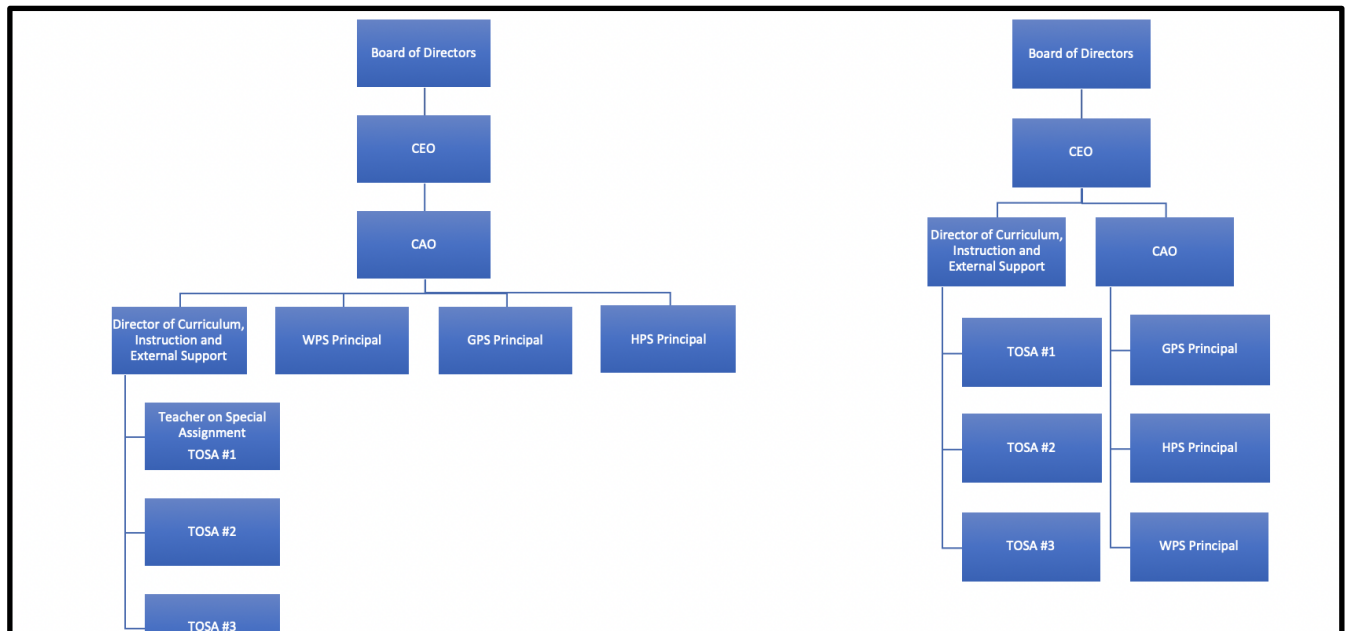
Dissemination Pilot Staffing Model

Navigator envisions four significant activities that will require Navigator teammates' presence throughout the school year for our network partners. Short descriptions are provided below.

Potential scenarios for staffing dissemination team

Scenario 1	Scenario 2
<p>Dissemination Lead Heather Parsons</p> <p>Reports to: James Dent</p> <p>On-site team Teacher on Special Assignment (TOSA) 1 TOSA 2 TOSA 3</p>	<p>Dissemination Lead Heather Parsons</p> <p>Reports to: Kevin Sved</p> <p>On-site team TOSA 1 TOSA 2 TOSA 3</p>

Potential Organizational Charts for Dissemination Team



Risk Factors and Off-Ramps

Taking on a new strategy like model providing is not without risk. Fortunately the timing of the New Schools Venture Fund grant provides us a longer, wider runway to evaluate the value of dissemination strategy. In evaluating our readiness for supporting partners in implementing our model, several key risk factors and mitigation strategies have been identified by the team and are outlined Table 11.

Risks and mitigation strategies for model provision

Risk	Mitigation
Focus on dissemination distracts from current school quality	Creation of a distinct dissemination team that does not provide direct daily support to current schools will ensure that the CAO is available to oversee the academic programs at our existing schools. We anticipate that many of the products prepared by the dissemination team will also be used to train new Navigator instructors and leaders.
Dissemination takes more time than expected for multi-funded positions	A large focus of our initial pilot is the codification of our professional development for leaders and teachers as well as certain aspects of our math and ELA curriculum. These products will greatly benefit existing sites. To create a balanced approach of supporting schools, we have created a draft staffing plan to demonstrate our capacity with additional staff helping with dissemination team.
Focus on dissemination distracts from growth of own schools	The Director of Engagement and Partnerships leads her own team in the area of growth of new Navigator schools. As needed, other team leads from the executive team lean in to support growth when asked, but it is not a significant amount of time for any one person. In addition, the ever changing political landscape lends itself to exploring the potential to actually increase growth through partner relations/dissemination.
We underperform as a model provider and therefore our reputation is damaged	To date, we have received very positive feedback from both partner leaders and teachers. Creation of formal feedback loops with partners will help identify and resolve any issues around quality of service. We have routinely solicited feedback from Wonderful Prep, often adjusting to their needs within 24 hours. The staff has expressed their thanks for how quickly we respond to their suggestions.
The creation of the Teachers on Special Assignment (TOSAs) removes some of our most effective teachers from the classrooms	Navigator has a strong track record of developing amazing teachers. While some great teachers would be hired as TOSAs, they could also directly coach the staff that replaces them.

<p>Our dissemination work doesn't drive student achievement improvement or systemic change</p>	<p>Early dissemination results from Rod Kelley and current work at Wonderful Prep indicate that we will have an impact on student achievement. The nature of this pilot is to try new strategies and the two-year effort will give us time to course correct mid-pilot.</p> <p>One of the main reasons student achievement is lower in our partner schools is the lack of best practices being implemented systematically the way Navigator does. We believe our intended model providing strategies will drive student achievement improvements.</p>
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The two-year timeline for the NSVF pilot affords Navigator a natural decision point to expand, maintain, decrease or eliminate the scope of our dissemination work. Staff currently believes December 2020 would be the timeframe for a decision around changing the scope of the work.

What are we aiming to learn?

These are examples of research questions to investigate as part of the pilot dissemination project:

- Does this work in every scenario? (traditional vs. charter)
- At what scale can this grow? And if it's successful, how aggressively can we scale?
- Is the roll out we selected the most viable? (reading, culture....)
- What is the best scope and sequence for leadership development?
- Does the market support this type of work?
- What is the optimal amount of support?
- What are the gaps in our Navi trainings that we need to tighten?
- What variations in implementation might be necessary to be successful in different environments, communities, demographics?
- How should we organize teams to be most effective?
- How should we strengthen coaching processes?
- What areas need to be improved in the K-5 model?
- We want to deepen our understanding of the essential components of our secret sauce.
- We want to learn from partner schools who have their own strengths.