Network for School Improvement

Change Package for School Improvement

Course Performance

Key Evidence-Based Changes for Course Performance

Data	Relationships	Mindsets	Skills	Practices
Real-time understanding of student progress and knowledge/skill development is central to effective prevention and intervention actions at both classroom and student level.	*Improved course performance and academic outcomes often require behavior change and mindset shifts, this seldom in sustained fashion outside the context of supportive relationships.*	*To increase learning and academic performance it is first necessary to believe that it is possible, that effort will bring success, and that new approaches may be necessary all of these may require mindset shifts.*	*There are a number of skills students and teachers can learn which the evidence base shows support good course performance and academic success.*	*There are a number of practices which the evidence base shows can support good course performance and academic success and maybe particularly needed in high needs schools.*
Student/Parent/Teacher Team Access to Grades in Progress – It is important that all of these groups have as close to real time understanding of current student success across all courses.	Use a **relationship driven approach to teacher improvement** centered on Peer Based Instructional Coaching and Professional Learning Communities-to reduce teacher isolation, encourage the use of more effective instructional techniques, and build collective efficacy.	**Active Learning** – build both teacher and student belief and competence in using active learning techniques-i.e. Socratic seminars, cooperative learning, project and problem-based learning etc.	**School Success Skills** – teach students the underlying skills needed to succeed in school e.g. study skills, time management, active listening, collaboration etc.	**Effective Classroom Management** –see Behavior Change Package for details.
Teacher Teams conduct **Group Analysis with Analytic Questions** – In order to understand why groups of students are not doing well in a course, teachers and adults who know the student should ask and answer four questions Do students: a) focus in class, b) comprehend material, c) complete assignments, d) show what know on assessments. Then use the answers to formulate and test hypothesis.	Support teachers in the development of Relationship driven classrooms with **challenging and caring learning environments**, by helping them identify and build the know how to do so	**Growth Mindset** – build both student and teacher belief that effort leads to success and that everyone can learn. Provide opportunities for students to develop success scripts i.e. experiences where they learn from mistakes and understand the amount of effort needed to succeed.	Build up teacher knowledge of the **Learning Sciences** and how to teach for long term recall and knowledge integration e.g. -engineering active recall, elaboration, gist etc.	**Report Card Conferences** – on a quarterly basis have students receive one on one conference on their report cards from caring adults who are not their primary teachers.

Partnering with

EVERYONE GRADUATES CENTER

Data	Relationships	Mindsets	Skills	Practices
Implement Data Driven Instruction – including use of Formative Assessments, Exit Tickets etc. and time built into school week to analyze, reflect and act on the data	Organize supportive **student study teams**	**Self-Advocacy** – build both student and teacher belief that it is important, acceptable, and encouraged to advocate for the supports and environments needed for a student to learn.	Support the development of **Metacognition** – the ability to be reflective on how learning occurs or learn how to learn.	Build **Academic Background Knowledge** – schools with high populations of diverse learners need to invest in building up the academic background knowledge of their students
	Leverage supportive relationships with students to encourage C students and below to put forth **full effort**			**Rapid Catch Up, Assignment Completion Opportunities** supported by adults – provide students with fair and reasonable means to make up missed assignments with adult support
				Tutors and Success Coaches - provide students who are struggling in a class with a Success Coach, or a tutor depending on if primary challenge is social-emotional or academic.

Change Idea Considerations

1) Data and Relationships come first because they are foundational to the other sets of actions
2) The Data column is organized from least to most complex actions
3) The Relationship column is organized to first focus on teacher level supports, followed by student level supports
4) The Mindset and Skills columns are not hierarchical all of the actions are important and of similar complexity.
5) The Practice Column is organized from universal to more targeted or situation specific action

Course Performance/Academics Sources:

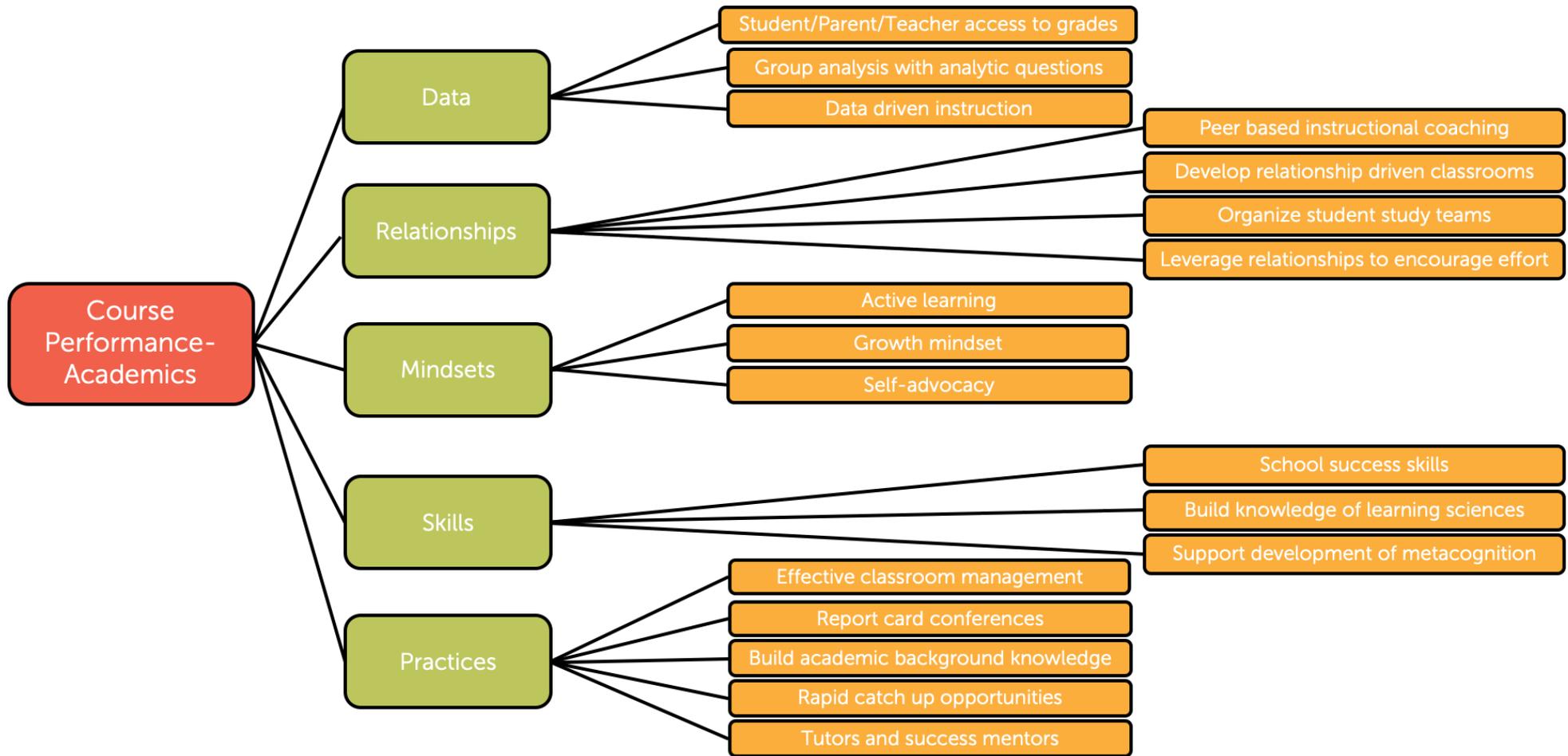How People Learn II-Learners, Context, and Culture National Academy of Sciences. Consensus Study Report. 2018.

National Commission on Social, Emotional and Academic Development: The Brain Basis for Integrated Social, Emotional, and Academic Development. https://www.aspeninstitute.org/publications/the-brain-basis-for-integrated-social-emotional-and-academic-development/

Updated January 2020

Partnering with

EVERYONE GRADUATES CENTER

The Evidence Base for How We Learn. www.aspeninstitute.org/publications/evidence-base-learn/

What Work's Clearinghouse Preventing Dropouts in Secondary School. https://ies.ed.gov/ncee/wwc/PracticeGuide/24

What the evidence says about Putting Students at the Center, Organizing Adults, and Teaching and Learning Everyone Graduates Center-High School Redesign Website. http://www.hsredesign.org/evidence-based-design/what-the-evidence-says/#CENTE

Partnering with

EVERYONE CENTER
GRADUATES

Primary and Secondary Drivers for Course Performance

Course Performance-Academics

- **Data**
  - Student/Parent/Teacher access to grades
  - Group analysis with analytic questions
  - Data driven instruction
- **Relationships**
  - Peer based instructional coaching
  - Develop relationship driven classrooms
  - Organize student study teams
  - Leverage relationships to encourage effort
- **Mindsets**
  - Active learning
  - Growth mindset
  - Self-advocacy
- **Skills**
  - School success skills
  - Build knowledge of learning sciences
  - Support development of metacognition
- **Practices**
  - Effective classroom management
  - Report card conferences
  - Build academic background knowledge
  - Rapid catch up opportunities
  - Tutors and success mentors

Partnering with

EVERYONE GRADUATES CENTER

Course Performance Improvement Inventory

Data

- ☐ Do Student/Parent/Teacher Team have access to Grades in Progress – It is important that all of these groups have as close to real time understanding of current student success across all courses.
- ☐ Have Teacher Teams conducted Group Analysis with Analytic Questions – In order to understand why groups of students are not doing well in a course, teachers and adults who know the student should ask and answer four questions
    - o Do students:
        - ▪ a) focus in class,
        - ▪ b) comprehend material,
        - ▪ c) complete assignments,
        - ▪ d) show what know on assessments. Then use the answers to formulate and test hypothesis.
- ☐ Have you Implemented Data Driven Instruction – including use of Formative Assessments, Exit Tickets etc. and time built into school week to analyze, reflect and act on the data

Relationships

- ☐ Have you used a relationship driven approach to teacher improvement centered on Peer Based Instructional Coaching and Professional Learning Communities-to reduce teacher isolation, encourage the use of more effective instructional techniques, and build collective efficacy.
- ☐ Have you supported teachers in the development of Relationship driven classrooms with challenging and caring learning environments, by helping them identify and build the know how to do so
- ☐ Have you organized supportive student study teams?
- ☐ Have you leveraged supportive relationships with students to encourage C students and below to put forth full effort?

Mindsets

- ☐ Have you built both teacher and student belief and competence in using active learning techniques-i.e. Socratic seminars, cooperative learning, project and problem-based learning etc.?
- ☐ Have you built both student and teacher belief that effort leads to success and that everyone can learn?
    - o Have you provided opportunities for students to develop success scripts i.e. experiences where they learn from mistakes and understand the amount of effort needed to succeed.
- ☐ Have you built both student and teacher belief that it is important, acceptable, and encouraged to advocate for the supports and environments needed for a student to learn.

Skills

- ☐ Have you taught students the underlying skills needed to succeed in school e.g. study skills, time management, active listening, collaboration etc.
- ☐ Have you built up teacher knowledge of the **Learning Sciences** and how to teach for long term recall and knowledge integration e.g. -engineering active recall, elaboration, gist etc.
- ☐ Have you supported the development of **Metacognition** – the ability to be reflective on how learning occurs or learn how to learn?

Practices

- ☐ Effective Classroom Management
- ☐ Have you on a quarterly basis had students receive one on one conference on their report cards from caring adults who are not their primary teachers?
- ☐ Have you built **Academic Background Knowledge** – schools with high populations of diverse learners need to invest in building up the academic background knowledge of their students
- ☐ **Have you implemented a Rapid Catch Up, Assignment Completion Opportunities** supported by adults – provide students with fair and reasonable means to make up missed assignments with adult support
- ☐ **Have you** provided students who are struggling in a class with a Success Coach, or a tutor depending on if primary challenge is social-emotional or academic?

Total___

Partnering with EVERYONE GRADUATES CENTER