



**Welcome!**

**Check in:**

**What's an article/study/book  
you return to again and  
again?**

**Integrating the Measurement &  
Monitoring of Students'  
Perspectives in On-Track Work**  
October 26, 2022

# GRAD Partnership Organizing Partners



# GRAD Partnership Community Members

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*Who is here today?*

In the chat, share  
your name,  
organization and  
location



# A Small Win

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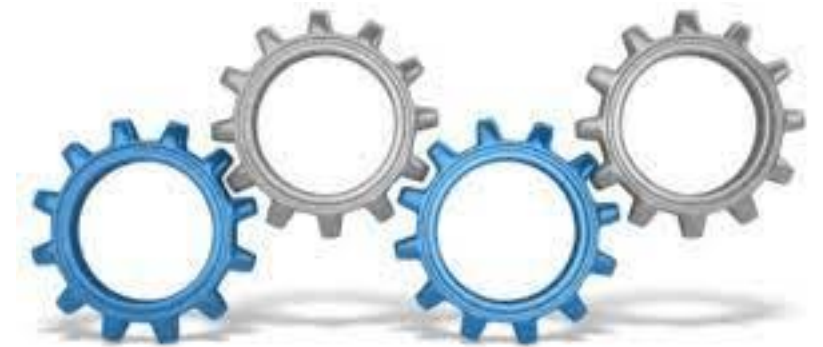
What's a recent small win you've had with on-track work?

# GRAD Partnership for Student Success

Partnering with communities to use **high-quality student success systems** so that schools are empowered to graduate all students ready for the future.

**High quality student success systems are transformative.** They focus on:

- Supportive relationships
- Holistic and timely data
- Improvement response systems
- Shared mindsets





# Our Community of Practice

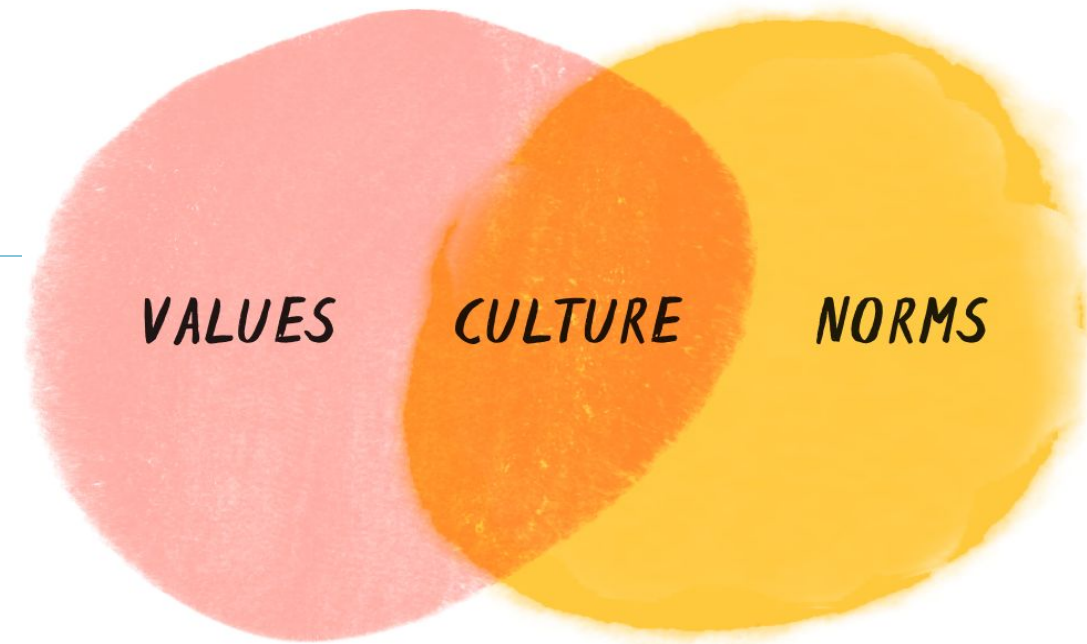
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- Connects people who want to implement, improve, and innovate Student Success Systems
- Enables shared learning
- Generates motivation and inspiration
- Defined by our mutual engagement

# Community Agreements

- **We, not me:** Share stories and air time
- Accept non-closure
- Chatham house rule: Use the ideas, keep details in the community
- Share to learn
- Make room for joy



**Values** are the beliefs, philosophies, and principles that drive a group.



**Norms** are the ground rules that dictate how people interact.



**Culture** is the interaction between the two; the beliefs and the behaviors of the group.

# The Elevate Platform for Improving Learning Experiences

Sarah Gripshover  
*Director of Research, PERTS*



# Measuring the causes of effective learning

- Decades of research shows that young people learn when their learning environments afford them certain experiences
- Schools currently pay lots of attention to the *results* of effective learning (e.g., high test scores), but not enough attention to the *causes* of effective learning (e.g., assignments that are relevant enough to motivate students)
- We should measure the upstream developmental experiences that shape learning outcomes

## Measure Learning Environments, Not Just Students, to Support Learning and Development

DAVID PAUNESKU  
Stanford University

CAMILLE A. FARRINGTON  
University of Chicago

**Background:** Young people are more likely to develop into effective learners, productive adults, and engaged citizens when their learning environments afford them certain kinds of experiences. For example, students are more likely to succeed when they experience a sense of belonging in school or experience schoolwork as personally relevant.

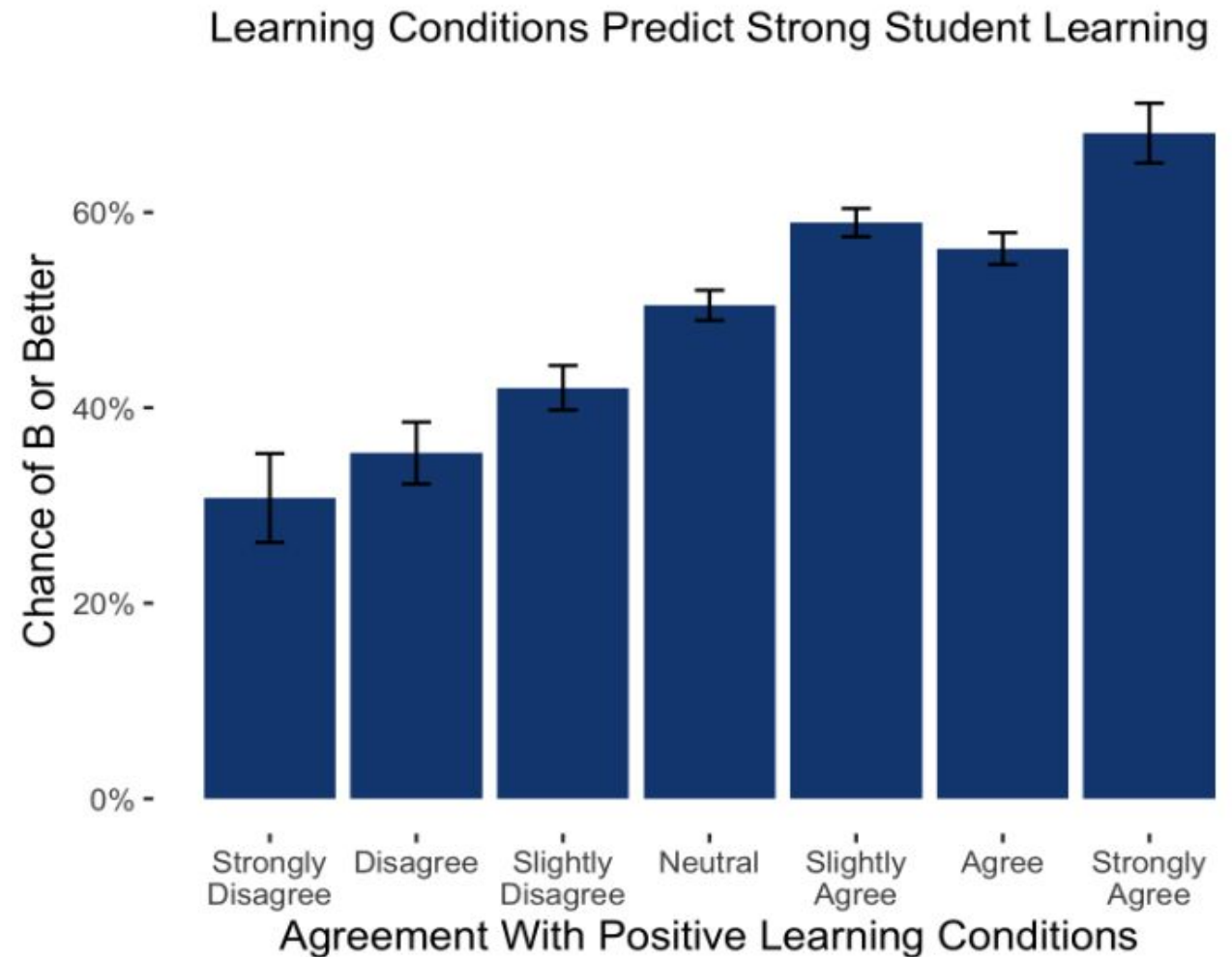
**Purpose:** How can schools systematically ensure they provide every one of their students with the important developmental experiences they need to succeed and thrive? To answer this question, we offer a conceptual framework that integrates insights from empirical literatures in education, psychology, and developmental science; innovations from early warning indicator methods; and our own experiences as researchers working in partnership with practitioners to build more equitable and developmentally supportive learning environments.

**Research Design:** Integrative Perspective

**Recommendations:** We posit that schools currently pay a great deal of attention to the results of effective learning (e.g., high test scores), but not nearly enough attention to the causes of effective learning (e.g., assignments that are relevant enough to motivate students). We propose that schools could foster learning and development more systematically and more equitably if they started to measure, not just downstream learning outcomes, but also the upstream developmental experiences that make those outcomes more likely to unfold.

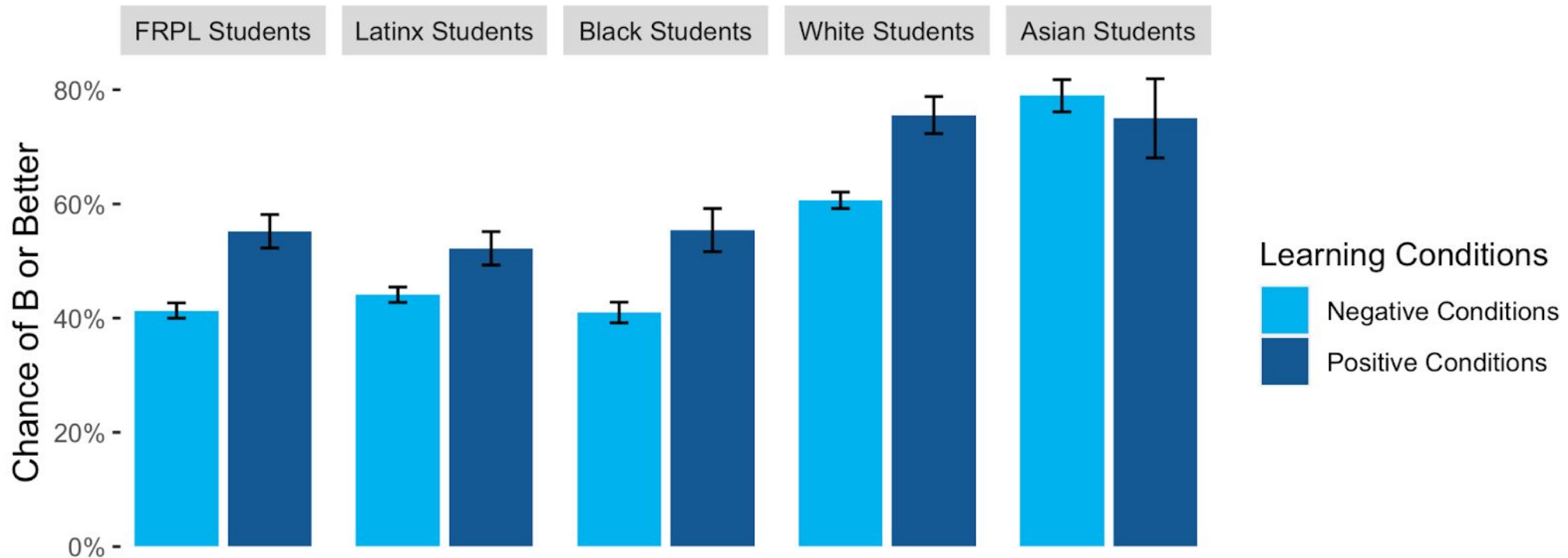
To read more: check out Paunesku & Farrington, 2020, *Teachers College Record*

Students were **>2x more likely to earn B or better** when they rated learning conditions most positively rather than most negatively.



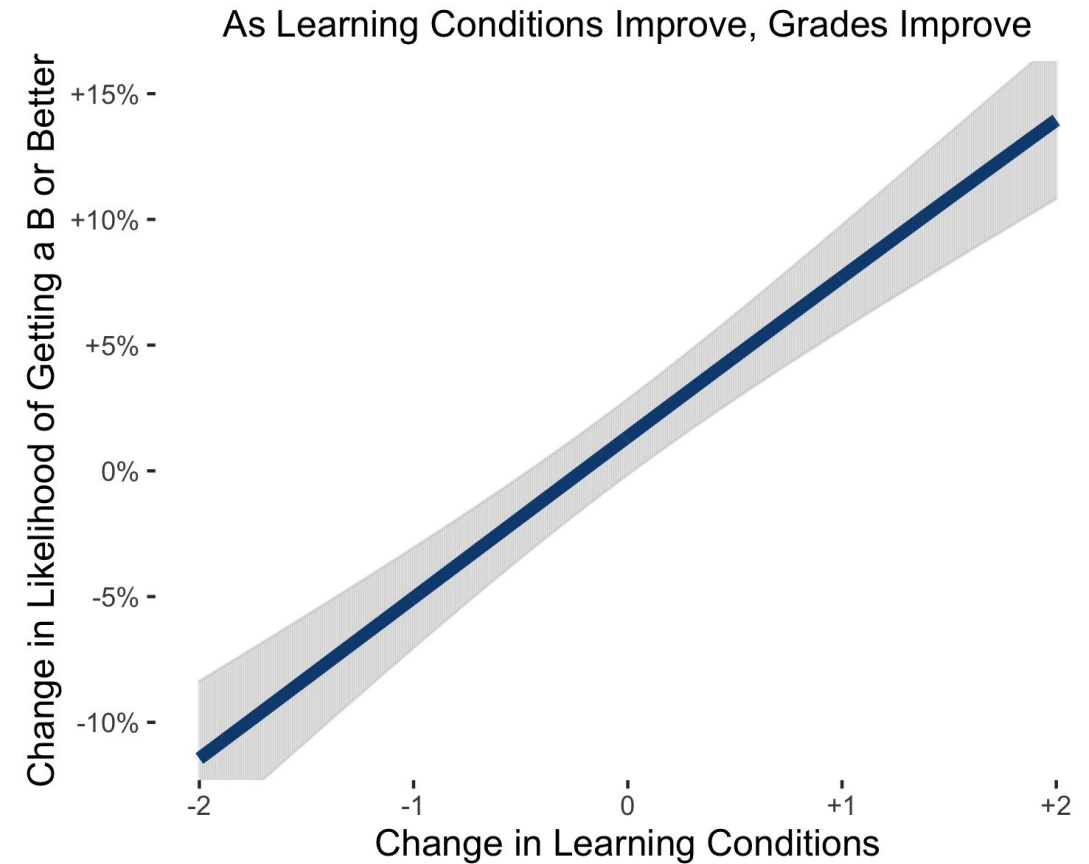
**Figure 1.** Percent of students earning an A or B in their math classes for different levels of agreement with statements about positive learning conditions. Each increment in the composite score is associated with 5% more students earning A's and B's, on average.

# Learning conditions matter for lots of different groups of students



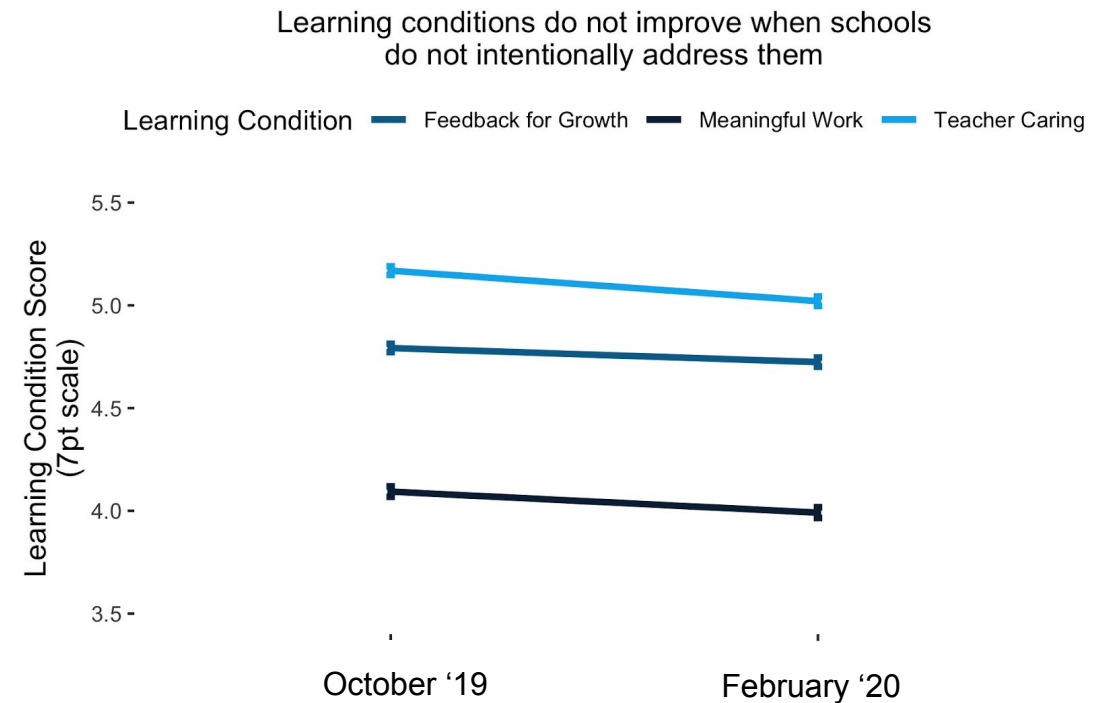
# As learning conditions improve, grades improve.

- Positive shifts in learning conditions from October to February predict increased likelihood of getting a B or better in March.
- Provides stronger indication that moving the needle on learning conditions is likely to impact learning outcomes within a single school year.



# Unfortunately, learning conditions tend to get *worse* over time, absent efforts to improve them

- All three learning conditions got slightly but significantly worse between October and February, paired  $t$ 's  $> 3$ ,  $p$ 's  $< .001$
- Pattern is consistent with research showing that engagement with school tends to decline steadily throughout the middle and high school years (Bridgeland, Dilulio & Morrison, 2006; Collie, Martin, Bobis, Way & Anderson, 2019)





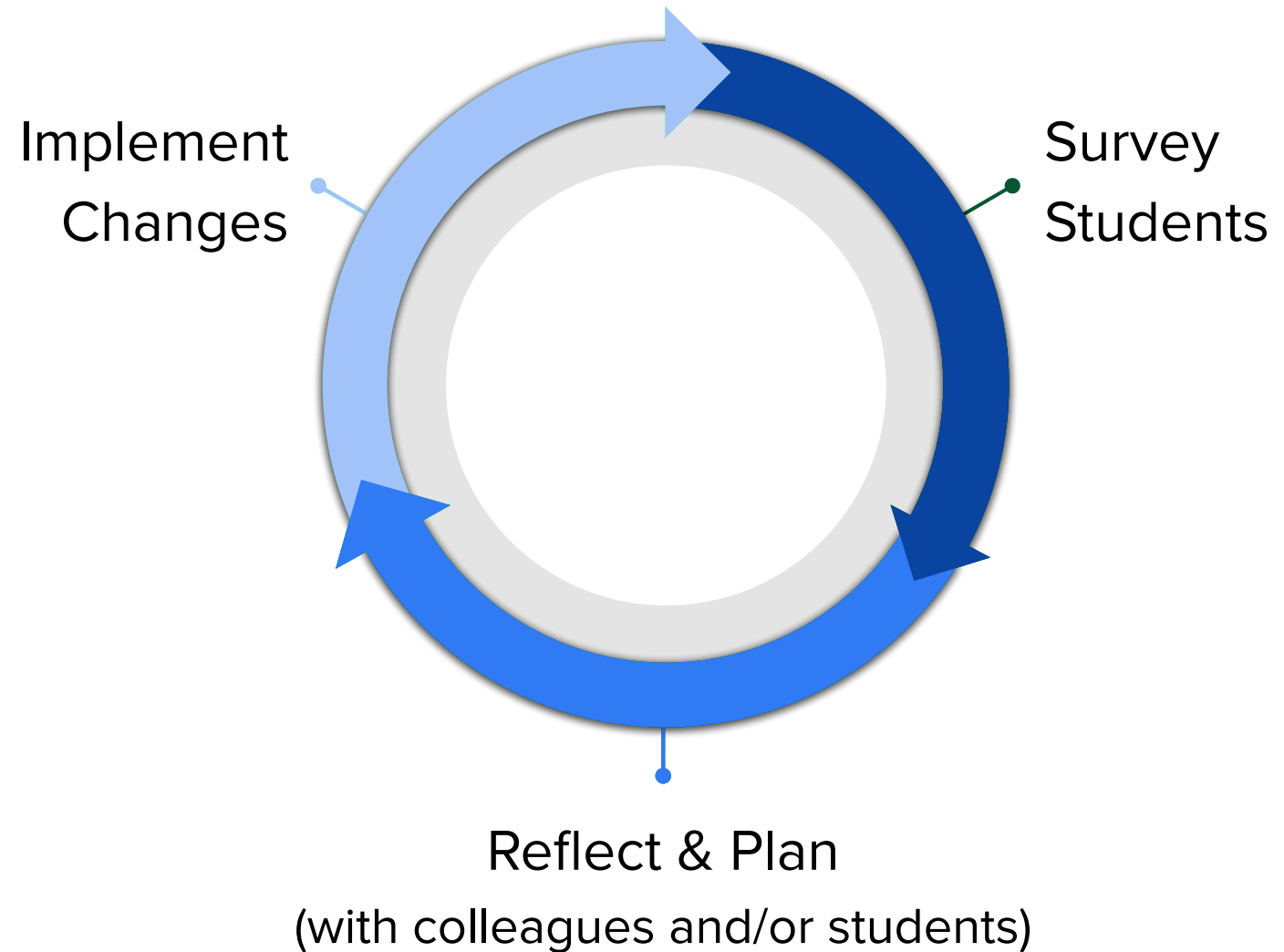
# How can educators can improve learning conditions?

- Controlled laboratory/field studies show that learning conditions can be improved, with attendant impacts on learning outcomes (Okonofua et al., 2016, 2022; Hulleman & Harackiewicz, 2009; Yeager et al., 2014; Paunesku et al., 2015)
- Networked improvement communities have made strides applying this research in non-laboratory settings (Carnegie SAIC network, Carnegie Math Pathways, Huang, 2018; Student Experience Project, 2022)
- Elevate is a software-enabled tool designed to dramatically reduce the cost of such efforts.

# What is Elevate?

A professional learning tool that helps teachers use feedback from students to create a classroom environment that fosters academic engagement, equity and success.

## The Elevate Cycle



# What is Elevate?

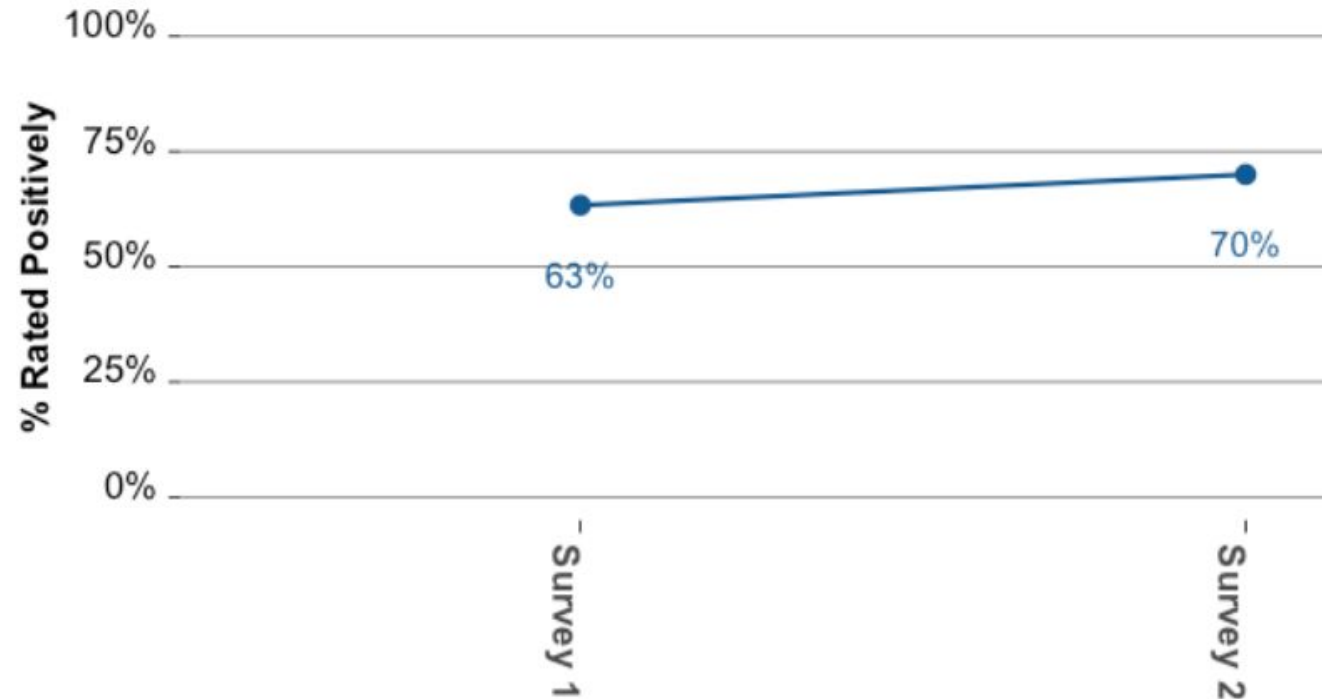
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## Example of an Elevate Graph



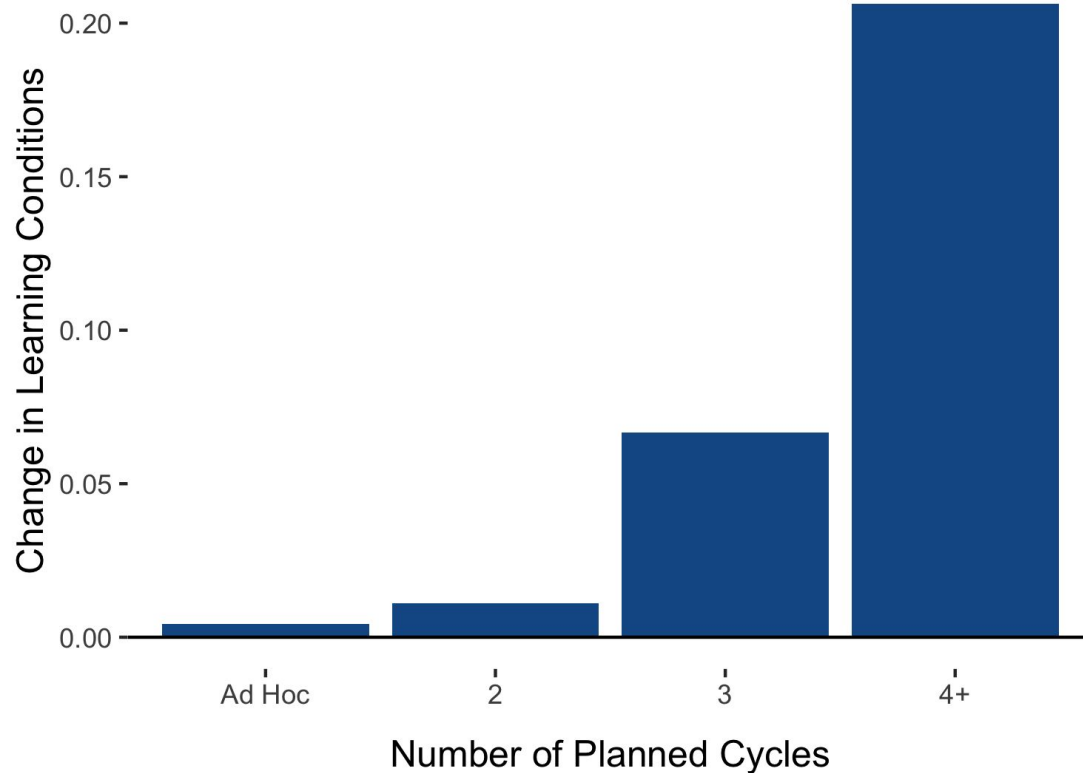
### Meaningful Work

"What we learn in this class is connected to real-life"



# Student experience improved when partners planned more cycles of continuous improvement

Improvements in 2021-22 Elevate users' data, by number of planned cycles



- 4+ cycles tends to require careful planning and support from administration
- Fewer than 3 cycles seems to make no difference at all (and is not really continuous improvement)
- Though as we've seen earlier, holding the line is likely still of great benefit to students!

# Network for College Success and Chicago Public Schools: A case study

- CPS and NCS have had enormous success moving the needle on graduation outcomes by focusing on early warning on-track indicators (e.g., Allensworth & Easton, 2005)
- Yet, student experience was still a top priority.

“It’s a predictor. And if you’re robbed of your personhood and your identity on your way to get that GPA ... we have seen huge increases in GPA, but not in young people persisting [in college], which is attributable, in part, to having little access to instruction that helps them practice seeing themselves for the brilliant people and academics that they are.”

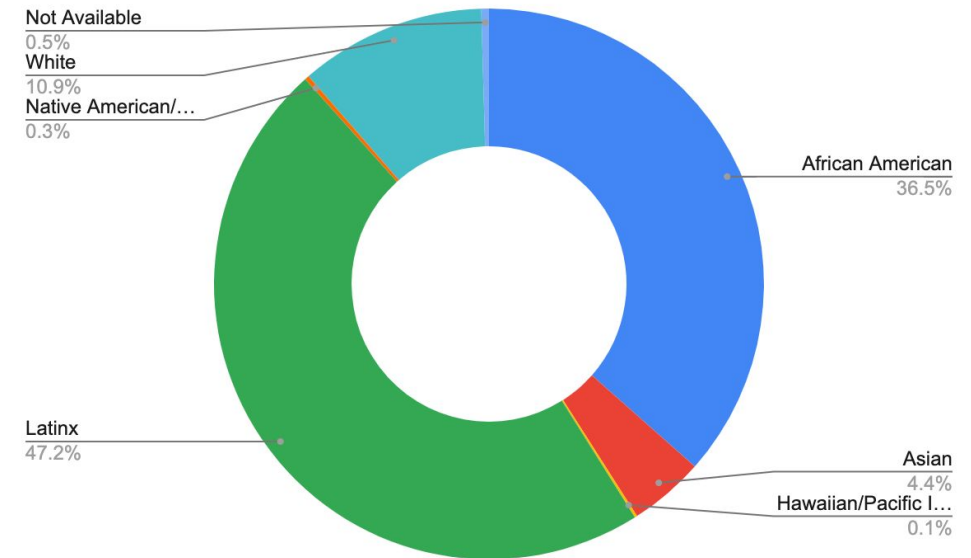
- NCS Instructional Coach



# Context: Chicago Public Schools

- NCS Coaching supports Chicago Public Schools (CPS)
- CPS serves > 330,000 students at >600 schools; ~76% FRPL across grades 6-12
- 1,461 students at 13 schools were surveyed with Elevate in 2021-22 (A challenging academic year for teachers, staff, and students!)

>330,000 students enrolled in CPS in 2021-22



Source: <https://www.cps.edu/about/district-data/demographics/>

# NCS Approach to Elevate

- Three years growing Elevate implementation
  - 2020-21: 4 teacher/coach pairs used Elevate
  - 2021-22: 80 teachers used Elevate, with one teacher at each school coached to lead a community of practice
  - 2022-23: 158 teachers have used Elevate so far
- Use of Elevate is voluntary
- Cultivate champions and scale the work organically



# Key to Success: Creating *sacred space*

Two key components:

1. *Physical* time and space to engage with and take action based on Elevate data.
  - a. Protected time to reflect and learn from Elevate data (biweekly coaching sessions, Elevate team meetings)
  - b. Clear alignment with school- and district- priorities
  - c. Streamlined processes/resources (to conserve teacher time and attention)

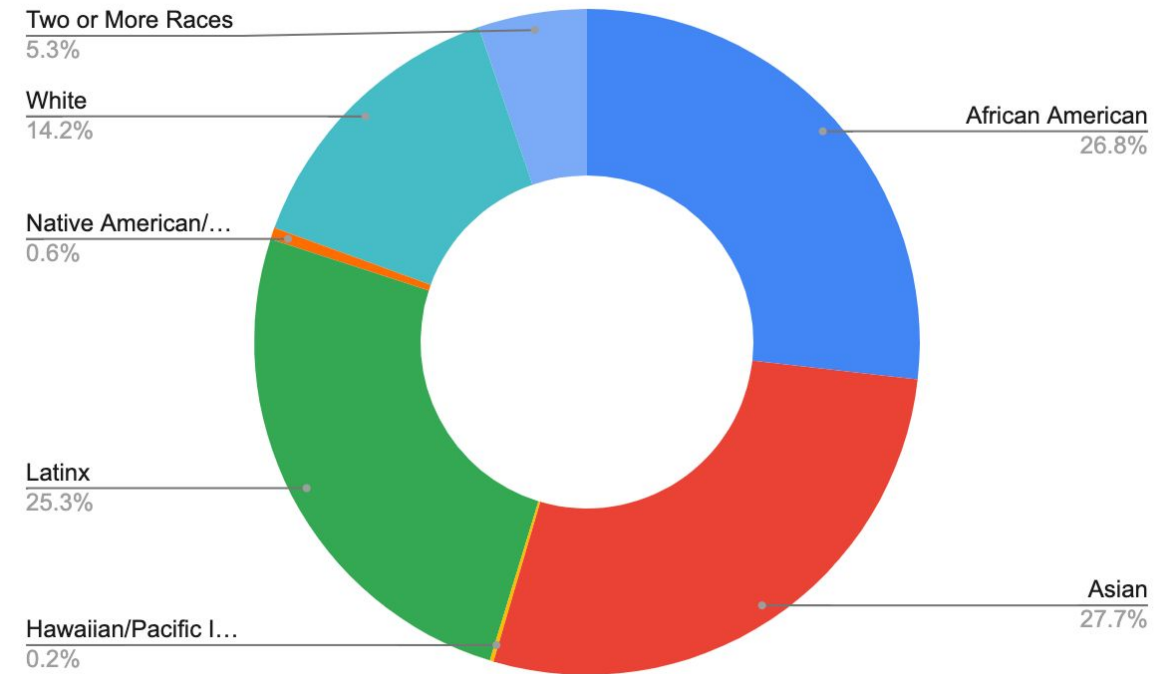
# Key to Success: Creating *sacred space*

Two key components:

2. *Emotional* space and support to sit with vulnerability, question beliefs/biases, and learn new ways of doing and being
  - a. Supporting teachers as whole people
  - b. Coaches modeling personal growth and self-development
  - c. Co-creating shared language around key beliefs

# Context: West Buffalo Charter School

- Charter School in Buffalo, NY
- Serves ~450 students, nearly 100% FRPL, across grades K-8
- 208 students across grades 5-8 were surveyed in each of their classes with Elevate in 2021-22



Source: NCES.ed.gov

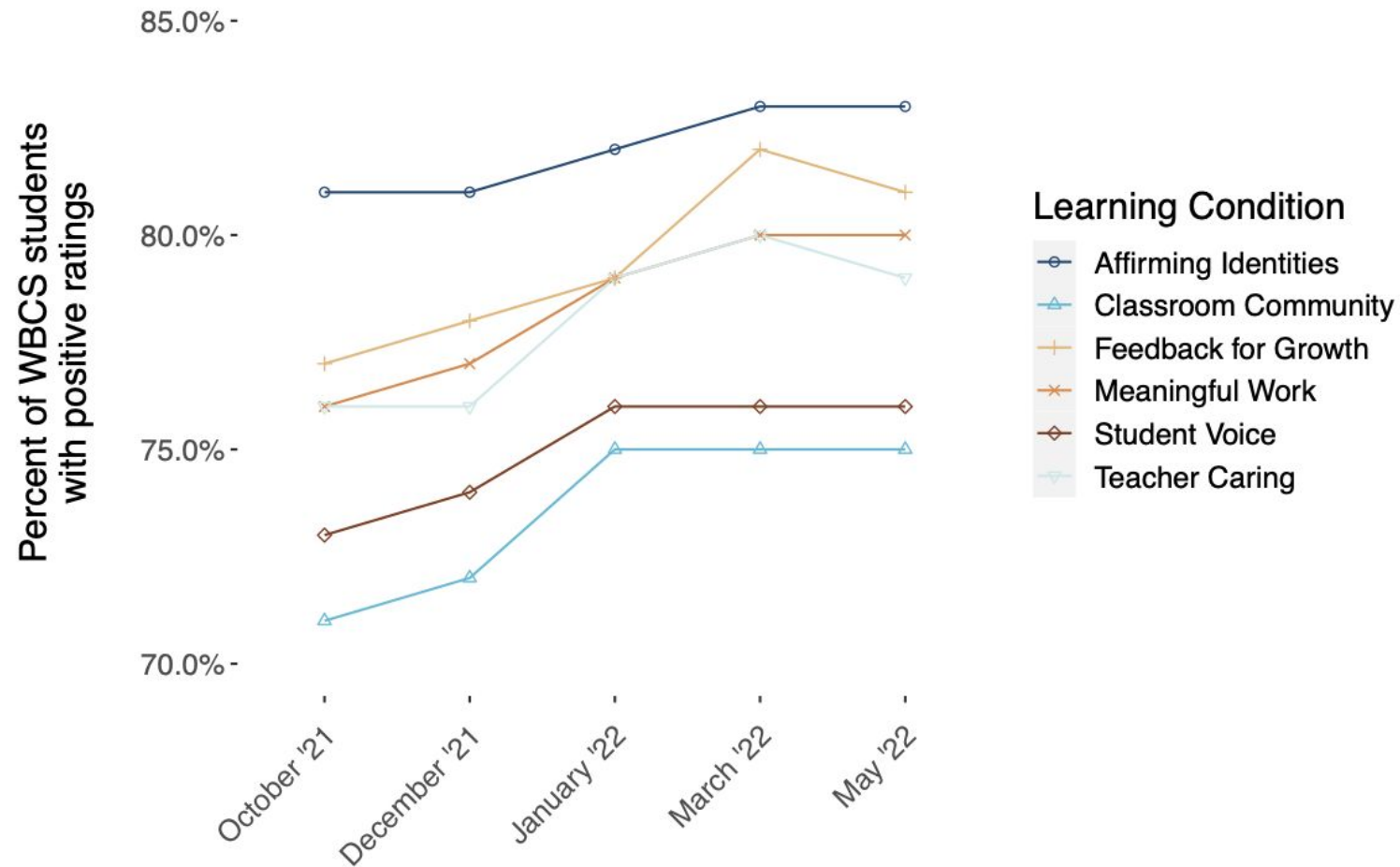


# West Buffalo Approach to Elevate

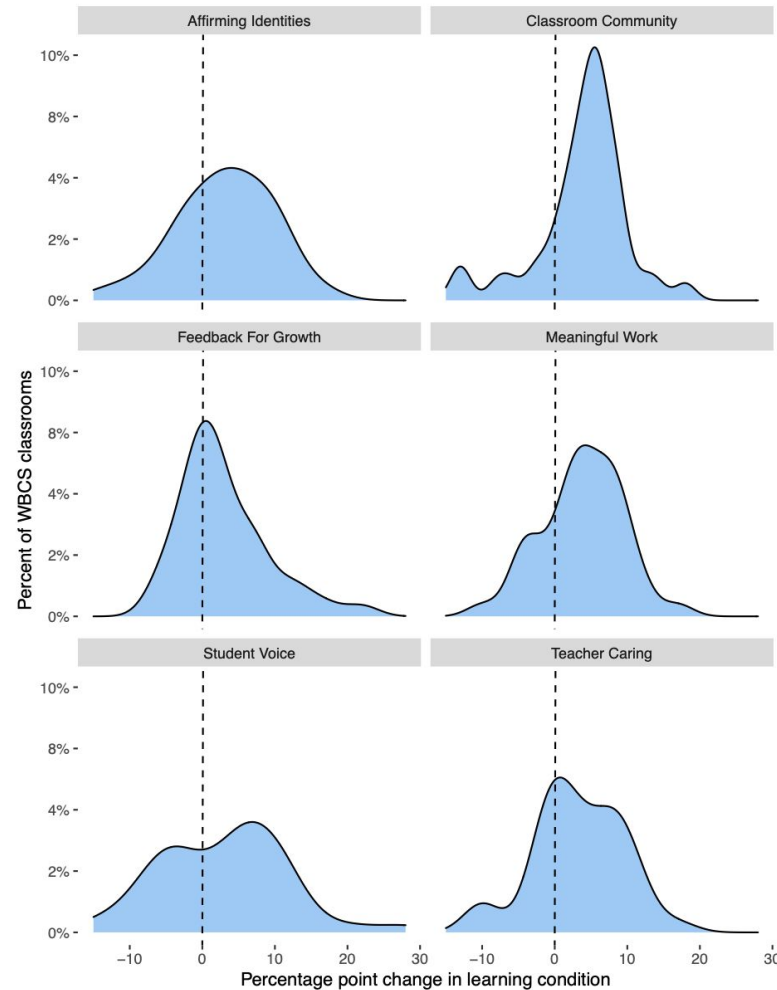
- All middle school teachers used Elevate in all subject areas (surveys folded into quarterly formative assessments)
- Elevate data supported other initiatives, including Expeditionary Learning and Culturally Responsive Pedagogy
- Students took the Elevate survey ~5x per quarter, in each class



# Growth in learning conditions, 2021-22



# And lots of variability...



# Key to Success: Weaving Elevate Into Existing Policies and Initiatives

- Elevate data helped teachers understand Culturally Responsive Pedagogy/ Expeditionary Learning initiatives, and the connections are clear to them.
- All adults and many students were using the Elevate data together.
  - Teacher team meetings
  - Social workers who lead SEL sessions
  - Conversations with students



# What can we learn from all this?

To support educators in systematically creating more of the key learning conditions, schools must:

1. Afford protected, paid or compensatory time for teachers to review and act upon data, alone and with teams/coaches
2. Clearly align the data with school and district priorities — transparency
3. Create a culture around data that is growth oriented and non-putative
4. Align the whole community around learning from the data, including students



# Breakouts

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- Introduce yourself to your new friends.  
Name, organization, role, what brought you to the meeting?
- Discuss...
  - a. What did you hear that resonated?
  - b. What are you wondering?
  - c. What might you try?
- As a **group**, decide what idea or question to bring back to the main room
- As an **individual**, decide what you will try based on the discussion.

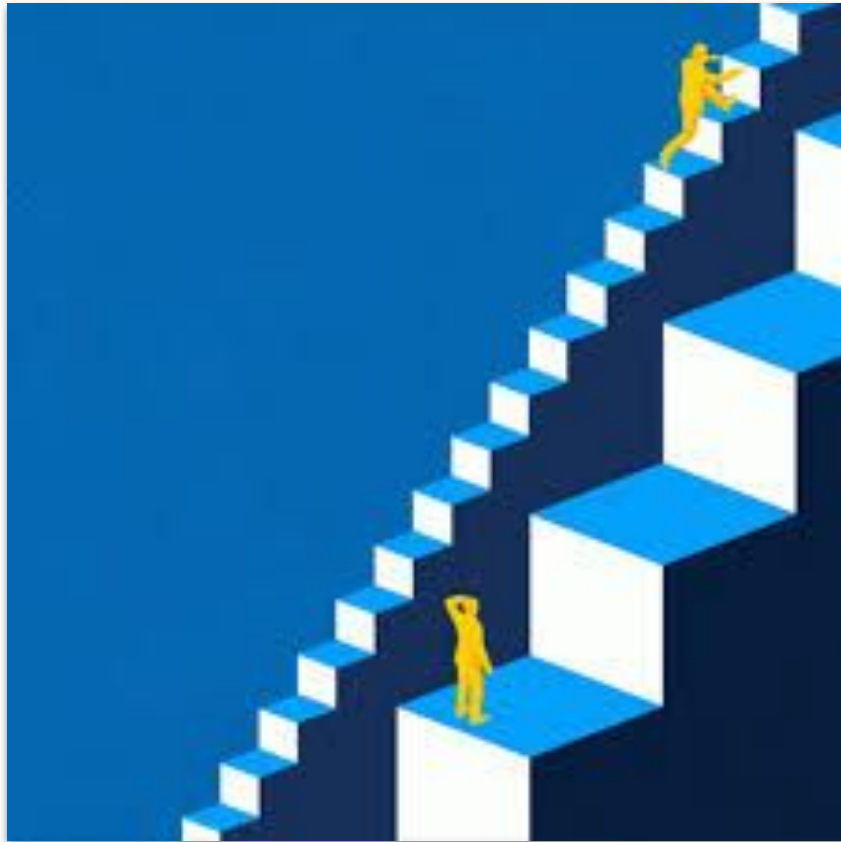
# Share Outs

*What are your questions or ideas?*



# Next Steps

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What is a step you  
can take next  
week?

# Looking forward...

Our next  
Community of Practice  
Meeting will be  
**Wed., Nov. 30, 2022**  
**2:00-3:00p ET**



# Shaping Our Community

We'd like your  
feedback and  
input.



## Grad Partnership Community of Practice

Thank you for being part of our community - and for offering honest feedback and input to help us shape our future meetings.



# Want to Learn More or Join Us?

# BE PART OF IT

Contact:

[info@gradpartnership.org](mailto:info@gradpartnership.org)

Visit the website:

[www.gradpartnership.org](http://www.gradpartnership.org)