Welcome!
SEL is often referred to as "soft skills" and academics, "hard skills." What's another metaphor we might use?
(Drop answer in the in chat)

Investing in Adolescents: The Role of School Culture in Shaping Student Trajectories

GRAD Partnership Community of Practice

August 8, 2023

THE GRAD
PARTNERSHIP

Advancing Student
Success Systems

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GRAD Partnership Organizing Members

AIR® — Advancing Evidence. Improving Lives.

BARR

Carnegie Foundation for the Advancement of Teaching

EVERYONE GRADUATES CENTER
JOHNS HOPKINS UNIVERSITY

National Center for Learning Disabilities

NETWORK FOR COLLEGE SUCCESS

RURAL SCHOOLS COLLABORATIVE

SCHOTT FOUNDATION FOR PUBLIC EDUCATION

Talent Development SECONDARY

GRAD Partnership Community Members

In the chat, let us know who you are and where you're joining from (and any other intro info you want to share).

We're glad you're here

Our Mission

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

Power of predictive indicators

9th-grade on-track student achievement (i.e., earning enough credits to be promoted on time to sophomore year) is the single best predictor of whether a student will graduate from high school within four years—more so than test scores, family income, or race/ethnicity.

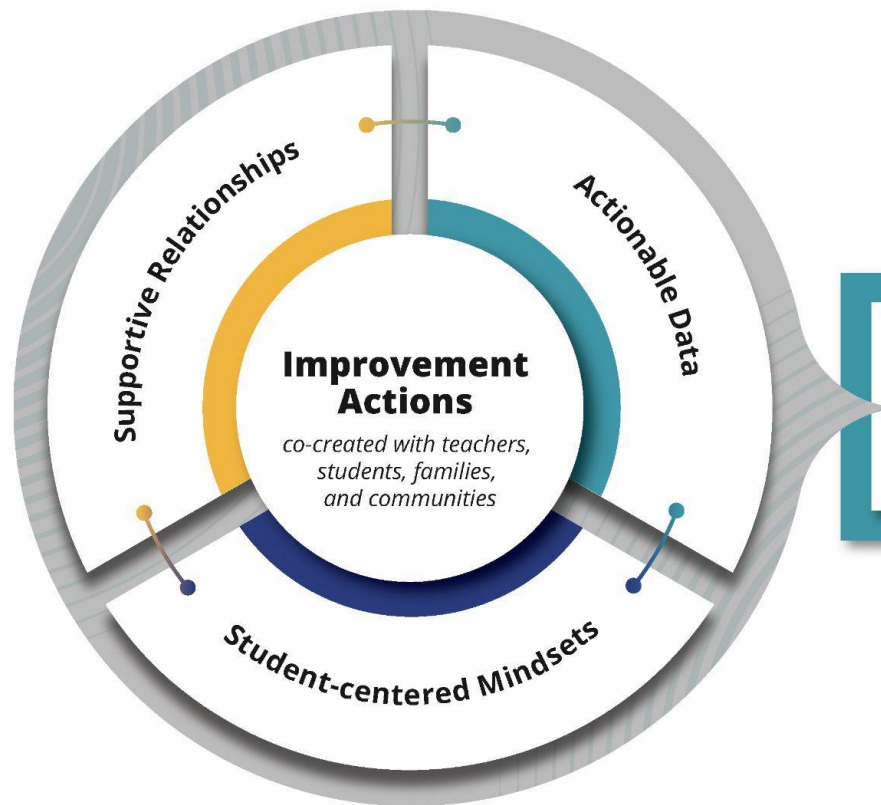(Allensworth & Easton, 2005)

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Student Success Systems

Organizing a school community to better support the academic progress, high school graduation, post-secondary success rates, and well-being of all students.

Student Success Systems:

- **combine a focus on building strong relationships**
- **with real-time, actionable, holistic data, and**
- **strategic improvement actions**
- **shaped by student-centered mindsets.**

Improvement Actions
co-created with teachers, students, families, and communities

Supportive Relationships

Actionable Data

Student-centered Mindsets

Student Success Systems
Enabling all students to thrive.

Why Student Success Systems Now?

Pandemic has shown us we need integrated systems that...

- ○ Focus on school connectedness and its importance for academic achievement
- ○ Show us leading indicators like student agency, belonging, and connectedness
- ○ Allow us to track academic gains in real time
- ○ Allow us to know if interventions are indeed improvements - and for whom under what conditions
- ○ Show students *and* teachers that schools, not just some individuals are working to make sure students succeed
- ○ Focus on post-secondary preparedness, not just graduation

Our Community of Practice

- 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   CULTURE   NORMS
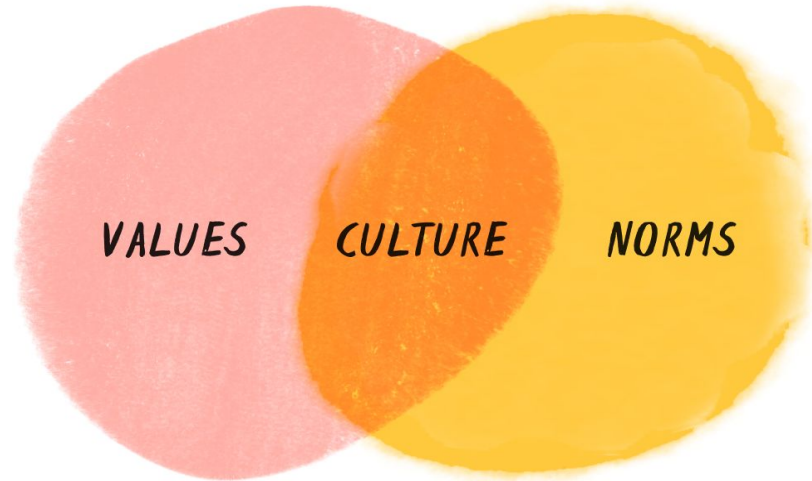
Values are the beliefs, philosophies, and principles that drive a group.

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.

Today's Learning Session

Shanette Porter, Co-Director of the Equitable Learning and Development Group and Senior Research Associate at the University of Chicago Consortium

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Advancing Student
Success Systems

Investing in Adolescents

The Role of School Culture in
Shaping Student Trajectories

UCHICAGO Consortium

Shanette Porter
In collaboration with C. Kirabo Jackson, Sebastián Kiguel,
& John Q. Easton

August 8, 2023

Previous research

- Research suggests that high schools matter for students' educational, social, and economic trajectories![1]

  - **BUT, usually small impacts of high schools**

  - *Most* **rigorous studies rely on small or special samples**, which may not be representative of many students' experiences

  - Also **tend to focus on the role of test scores** in shaping students' trajectories[2]

1   Philips (2019); Easton et al. (2017)
2   Booker et al. (2011); Lee & Burkam (2003); Neal (1997); Bloom, Unterman, & Reardon (2020); Deming et al. (2014); Rumberger & Lim (2008)

Our research differs from much of the earlier research

- Our large sample of all eighth- and ninth-graders represented all of Chicago Public Schools (CPS)

- We examined the role of schools' impacts on *multiple dimensions* of student growth in shaping trajectories: **Socioemotional development (SED) + Test scores + School behaviors (attendance, discipline)**

Developed a new way of measuring school effectiveness that captured schools' impact on all 3 dimensions

- Our study design and analysis used value added modeling: causal conclusions

Preview of key findings

- Effective schools – those that fostered multiple dimensions of student growth: socioemotional development, test scores, *and* attendance and discipline behaviors – <u>improved students' long-run trajectories</u>

- Schools that fostered <u>students' socioemotional development had the greatest impact</u> on students' long-run trajectories (greater than test scores)

- Effective high schools had supportive, collaborative, and academically rigorous climates/cultures

Study design

Study data & measures

- We used administrative data from **143 CPS schools** (charter, traditional) between 2011-12 and 2016-17 to estimate school value added on **first-time ninth-graders** (that capture development since eighth grade)
  - Thank you, CPS!

- Sample sizes range from
  - 160,148 for ninth-grade outcomes;
  - 82,146 for HS outcomes;
  - 55,564 for college-going outcomes

We created a new, unique definition of *School Effectiveness*

Using factor analysis, we combined four Value Added Measures (VAMs) from eighth to ninth grade

- **Test Scores** (math and ELA)

- **Behavior** (attendance, disciplinary infractions, and OSS)

- **Social Well Being** (emotional health and school connectedness)

- **Academic Effort and Work** (study habits, grit, academic engagement)

SED
Socioemotional development

Key Research Questions

1. What are the long-run effects of attending a high school that is 1 SD higher than average on school effectiveness (index)?
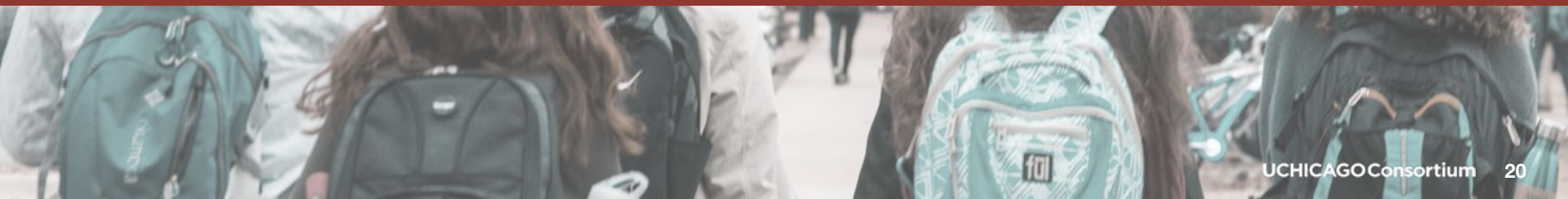
   Longer-run measures → high school graduation, college-going, and school-based arrests

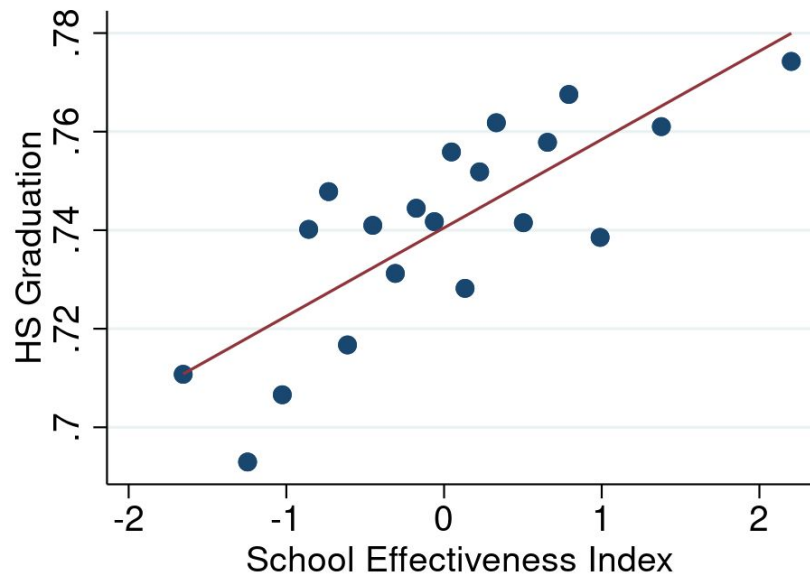2. How do the climates/cultures of more vs. less effective schools differ?

Study findings & takeaways

Effective high schools–those that fostered multiple dimensions of student growth–*positively* influenced students' trajectories

Effect of School Effectiveness on Educational Attainment

Effective high schools–those that fostered multiple dimensions of student growth– *positively* influenced students' trajectories

Effect of School Effectiveness on School-based Arrests
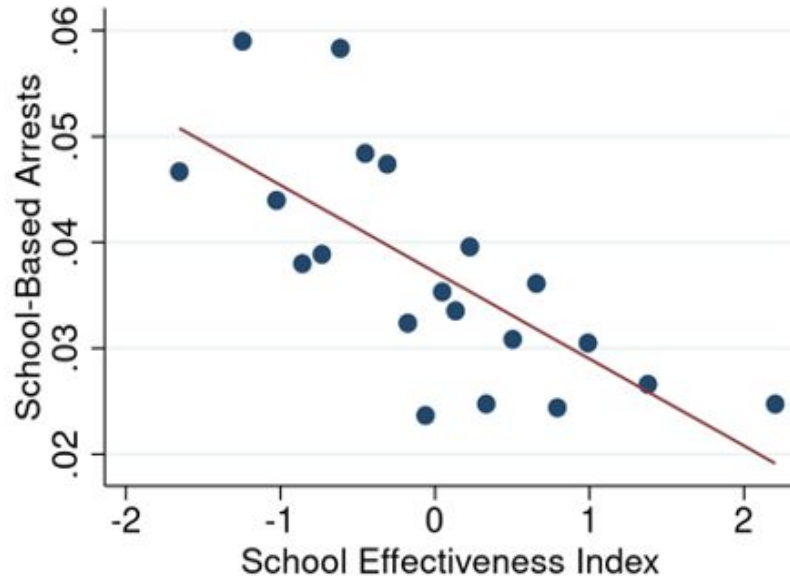
Arrest rates differ by race and gender in our sample (2012-14); minoritized male students are most likely to be arrested:
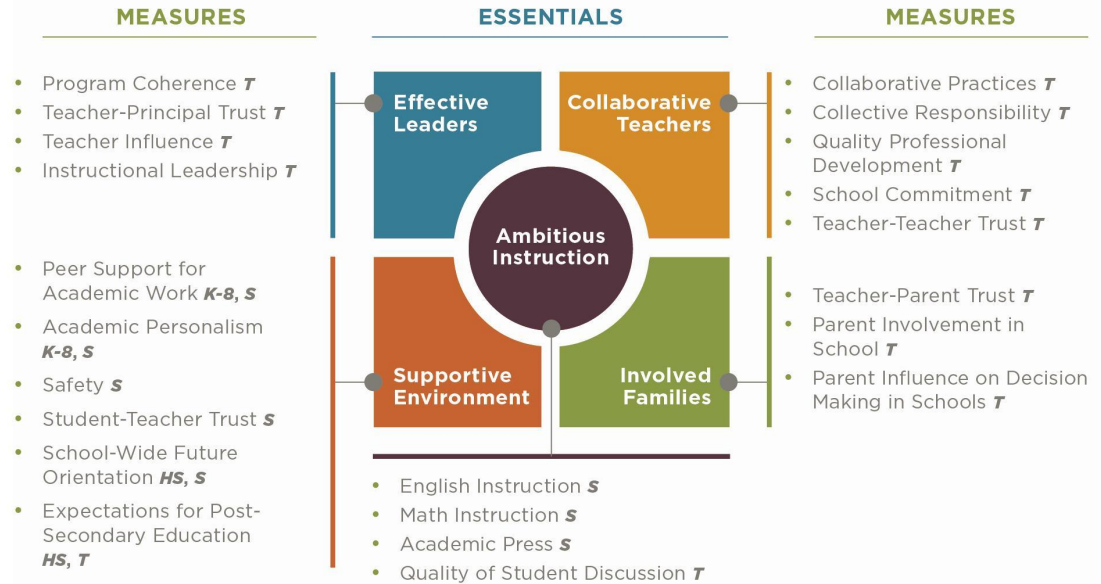
All: 4.4% | Males : 5.6% Females: 3.1%
White: 2%| Males: 2.9% Females: 1%
Black: 5.8%| Males: 7.2% Females: 4.5%
Latinx: 2.3%| Males: 3.4% Females: 1.2%

Fostering social-emotional development and behaviors in high school mattered most for students' longer-run trajectories

	School impacts on …		
	Socioemotional development	**Behaviors**	**Test scores**
High school graduation	Strongest Impact	Impact	Impact
Enrollment in any college within 2 years of high school graduation	Strongest Impact	Impact	Impact
School-based arrests	Impact	Strongest Impact	Impact

UChicago Consortium *5Essentials* Framework

## The Five Essential Supports are Formed by 20 Separate Measures on the *5Essentials* Survey

MEASURES

- Program Coherence *T*
- Teacher-Principal Trust *T*
- Teacher Influence *T*
- Instructional Leadership *T*

- Peer Support for Academic Work *K-8, S*
- Academic Personalism *K-8, S*
- Safety *S*
- Student-Teacher Trust *S*
- School-Wide Future Orientation *HS, S*
- Expectations for Post-Secondary Education *HS, T*

ESSENTIALS

Effective Leaders

Collaborative Teachers

Ambitious Instruction

Supportive Environment

Involved Families

- English Instruction *S*
- Math Instruction *S*
- Academic Press *S*
- Quality of Student Discussion *T*

MEASURES

- Collaborative Practices *T*
- Collective Responsibility *T*
- Quality Professional Development *T*
- School Commitment *T*
- Teacher-Teacher Trust *T*

- Teacher-Parent Trust *T*
- Parent Involvement in School *T*
- Parent Influence on Decision Making in Schools *T*

T Teacher Survey Measure   *S* Student Survey Measure   *K-8* K-8 Survey Measure Only   *HS* High School Survey Measure Only

Note: Measures that comprise the Supportive Environment essential are different for elementary schools (Safety; Student-Teacher Trust; Peer Support for Academic Work; Academic Personalism) and high schools (Safety; Student-Teacher Trust; School-Wide Future Orientation; Expectations for Post-Secondary Education). Thus, each *5Essentials* Survey includes 20 measures, but there are 22 unique measures.

Relationship between School Effectiveness and School Climate

School climate was positively related to school effectiveness
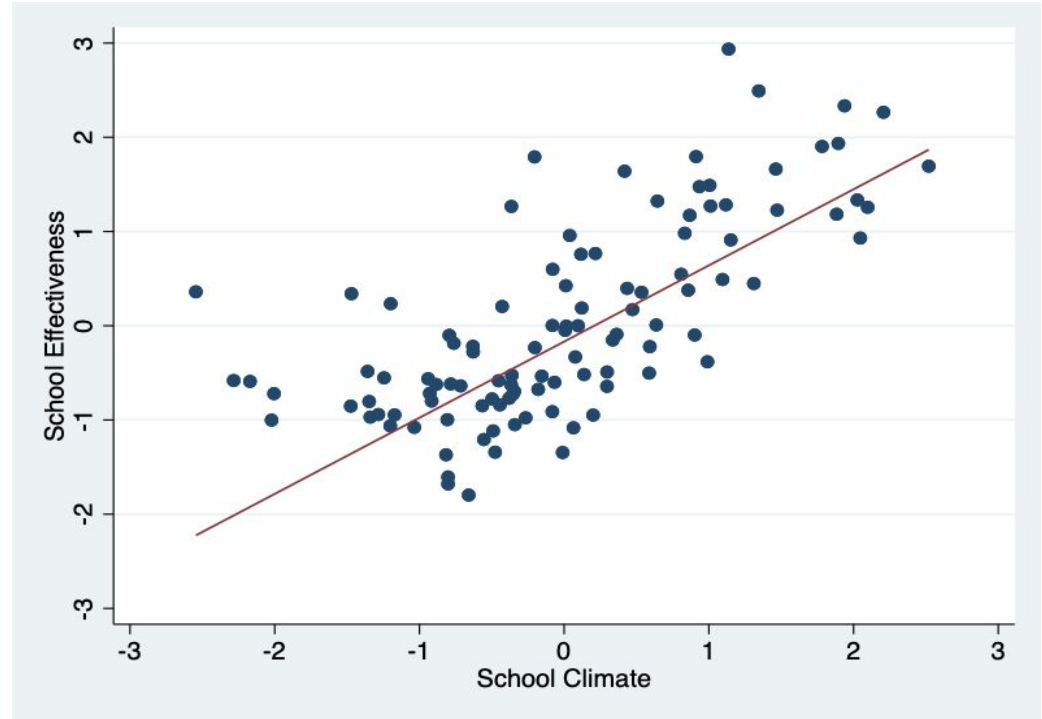
- School climate explained 75.9% of the variation in school effectiveness

Each of the Five Essential Supports Independently Predicted School Effectiveness

Variation in school effectiveness explained by each essential

Essentials	Coefficient	R Squared
Effective Leaders	0.535***	0.234
Collaborative Teachers	0.713***	[0.421]
Involved Families	0.623***	0.264
Supportive Environment	0.753***	[0.704]
Ambitious Instruction	0.799***	[0.670]
All *5Essentials* together		0.756

Key takeaways

1. High schools matter… and could matter even more!

2. When high schools foster SED, students are more likely to thrive in 9th -12th grade and beyond

3. School quality ratings that focus on test score growth miss the most important ways high schools foster student learning and thriving

4. Climate is an indicator of schools' abilities to facilitate positive long-run outcomes for their students

5. Adolescents and educators are reliable and valid informers on their experiences

Thank you!

shanette@uchicago.edu

Items on student self-report SED surveys

Social well-being	Academic effort and work
Emotional health I can always find a way to help people end arguments I listen carefully to what other people say to me I'm good at working with other students I'm good at helping other people.	*Study habits* I always study for tests I set aside time to do my homework and study I try to do well on my schoolwork even when it isn't interesting to me If I need to study, I don't go out with my friends.
School connectedness I feel like a real part of my school People here notice when I'm good at something Other students in my school take my opinions seriously People at this school are friendly to me I'm included in lots of activities at school	*Grit (perseverance facet)* (Duckworth et al., 2006) I finish whatever I begin I am a hard worker I continue steadily towards my goals I don't give up easily
	Academic engagement The topics we are studying are interesting and challenging I usually look forward to this class I work hard to do my best in this class Sometimes I get so interested in my work I don't want to stop

What's something you might try to do by next week?

Looking forward...

Our next
Community of Practice
meeting will be
Wednesday, September 19, 2023
3:30-4:30p ET

Speakers:
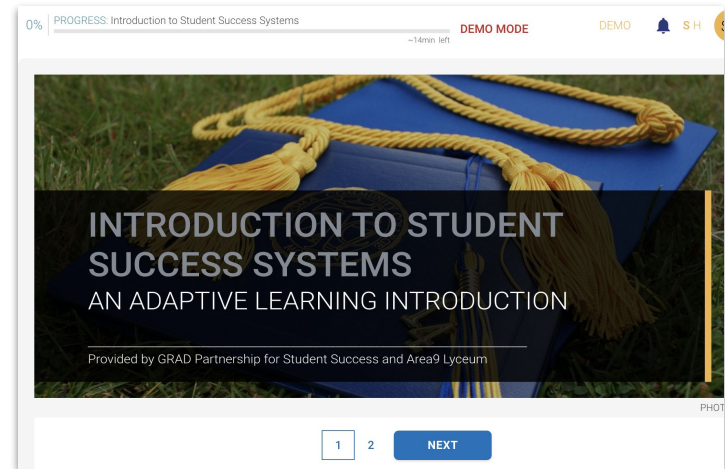Sarah Howard (NCS) and Jenny Scala and Kylie Klein (AIR)

Introduction to Student Success Systems - Online

Seeking testers for an online learning module!

-Voluntary
-~15 minutes
-Open to anyone interested!
-Share opportunity

SIGN UP TO TEST

Shape Our Community

Please share 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.

Thank you.

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