



Student Engagement : A Way to Boost School-Wide School Improvement

**Reaching & Teaching
Struggling Learners Initiative-**
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Positive Post-Secondary Outcomes and Reducing Dropout Rates

Student Engagement describes -

1. Aspects of relationships at the secondary level,
2. Data sources through student records of attendance and surveys
3. Warning sign benchmarks for middle schools, high schools, and districts

Secondary Schools Focus in 2 Areas:

Bonding to School Requires Attention to both-

1. Warning Signs which alert adults about the level of strength of the bond the student has with their school and community
2. Protective Factors which help adults build interventions around this areas which might strengthen student bonds to school

Early Warning Signs-Fragile Bond

For any student-

- Below grade level proficiency in Reading and/or Math
- Number of retentions
- Absences in the first 30 days of 9th grade
- Number of failed courses in 1st Semester of 9th Grade

Early Warning Signs- A More Fragile Bond for SWDs

Similar warning signs to general education peers, though they-

1. May have a greater number of educational settings
2. May be more vulnerable to the number of caregivers at home
3. May indicate a greater number of grade retentions

Interventions, Based on Protective Factors, May Increase Bonding

- Mentoring- in school, peers, outside of school
- Academic Support- 9th grade academy, 8th grade summer boot camp in literacy, literacy supports
- Stretch Learning/Service Learning Outside the Classroom- increased access to caring adults-service learning opportunities

Interventions, Based on Protective Factors, May Increase Bonding

- Active Learning- Assessment for Learning, Technology, Quadrant D Instruction, progress monitoring
- School Redesign- Response to Intervention, Instructional Consultation Teams, Scheduling that allows increased instructional time in core areas
- Career & Technical Education – These supports add relevance to learning at the secondary level

What's AYP Got to Do with Student Engagement?

High number of H.S.s are not making AYP because of the SWD subgroup. These students need layers of relationships-

- with students who enjoy learning. These connections may be dependent on a student's access to general education curriculum .
- with staff who help students monitor their own progress, help them persist in the face of a challenge.
- with their families who sense whether the school is honoring it's commitment to success for each and every student.



How Do We Redesign Secondary Schools to Increase Student Engagement?

COLLABORATIVE
LEADERSHIP

CURRICULUM
INSTRUCTION
ASSESSMENT

PERSONALIZED
LEARNING &
ENVIRONMENTAL
REDESIGN

RELATIONSHIPS With Students

21st CENTURY
SKILLS-
Technology

COACHING &
MENTORING

ADVISING &
GUIDANCE

21st CENTURY
SKILLS-Career
Pathways

Schools Need to Build Systems Around Data Sets which Reflect the Whole Child

1. Stretch Learning Data
2. Core Academic Data
3. Personal and Social Skills Data
4. Student Engagement Data

-The 4 Learning Criteria is an International Center for Leadership in Education construct recommending integrating rather than isolating these data sets

Relationships with peers

Relationships with
Caregivers/caring adults

Students

Evidence of Core Academics Progress

Evidence of Stretch Learning

Evidence of Personal & Social Skills

Evidence of Student Engagement

Relationships with Staff

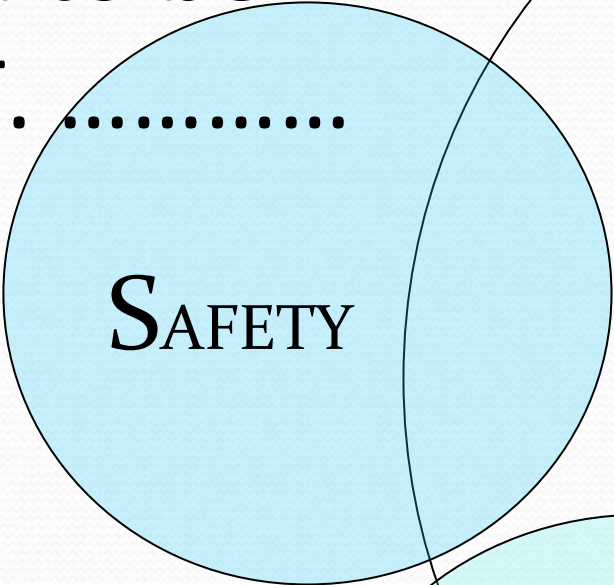
How Can We Coordinate Data and Interventions to Promote Redesign?

- Student Engagement Data- How does the building help student engagement data such as attendance, student perception of belonging, student perception of active learning become visible?
- Stretch Learning Data- How does the building assess learners' access to caring adults before, during and after school?

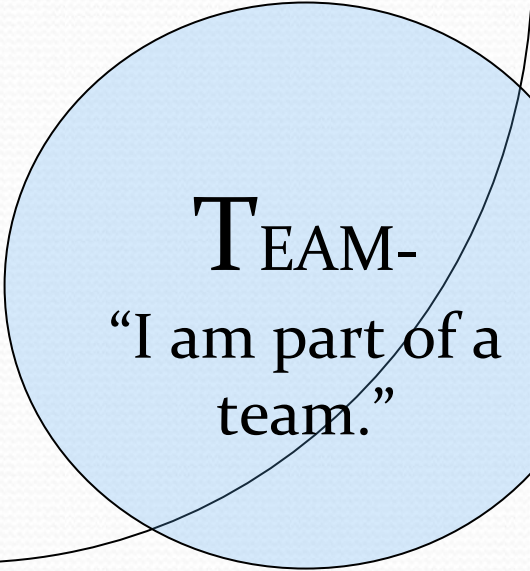
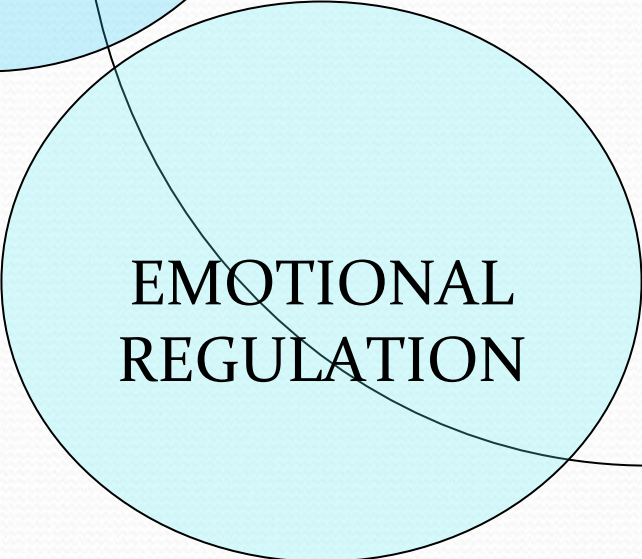
How Can We Coordinate Data and Interventions to Promote Redesign?

- Personal and Social Skill Attainment Data-
How does the building use a strength- based approach with students to measure whether they have built the skills to demonstrate workplace readiness, decision-making, goal setting and leadership?
- Core Academic Data- How does the building use formative assessments to partner with students so they progress in their core academics?

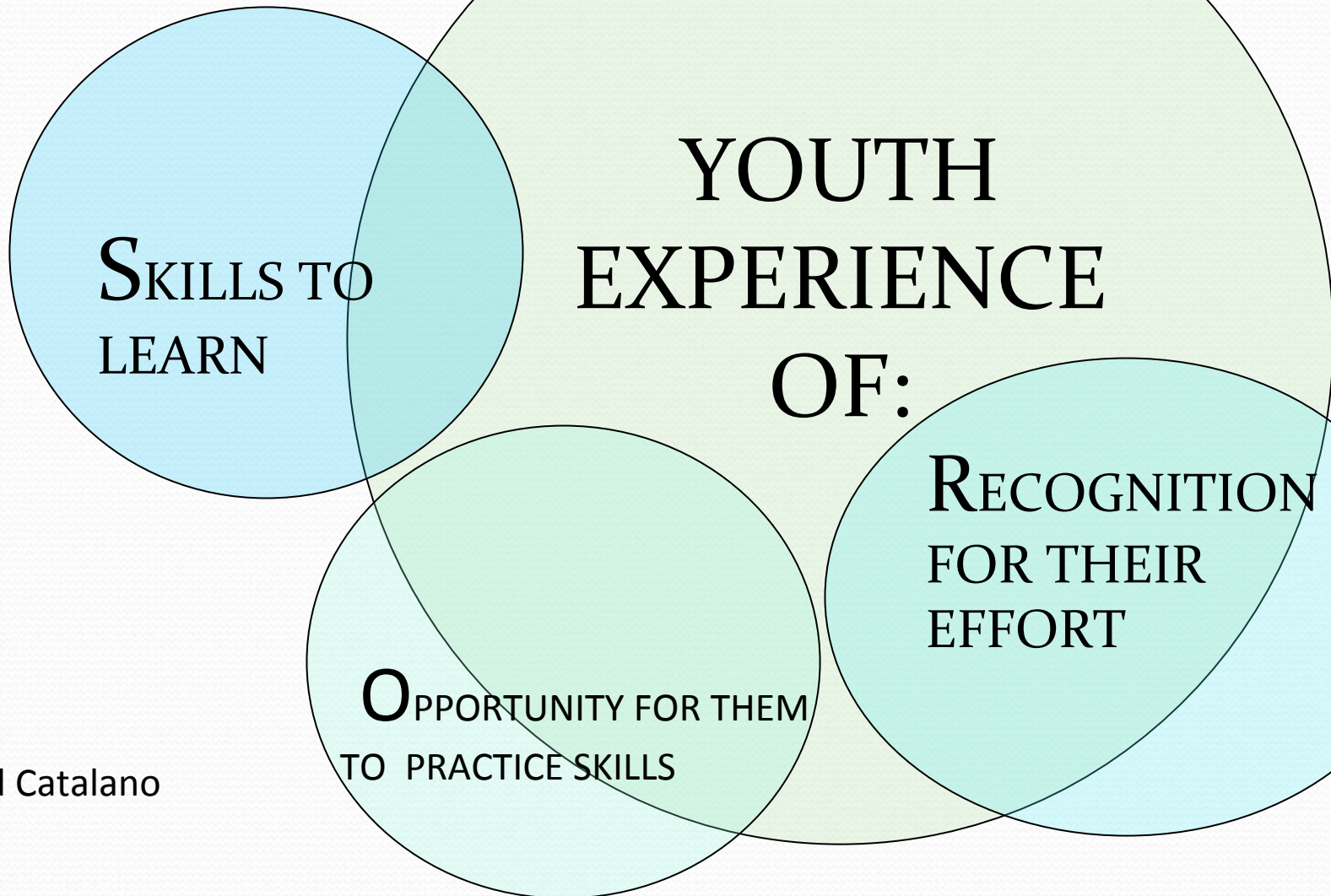
Children
need to be
S.E.T.



Youth Experience of :



Children need to be S.E.T.,
before they can S.O.R.



Where Do We Find Measures of Student Engagement?

- Formative Assessment Methods-
ticket to ride, portfolios, fist to five, self assessments, peer review, “I can” statements
- Perception Surveys-
belonging, safety, status-”I matter”, respect, sense of active learning, empowerment, trust, sense of caring relationships, ability to ask for help
- Exit Interviews , Data, and Surveys-
post-secondary outcome surveys, ex-student surveys, dropout rates

One School's Effort- Student Engagement Practices Boost Improvement

- 2007-2008-ELA teachers in M.S. offered Accelerated Reader for targeted number of students
- 2007-2008-half middle school students in the building were not reading at grade level
- Change in 2008-2009-All teachers teach Accelerated Reading class for 30 minutes each day.

Think of Ways that Student Engagement Might Help Increase Literacy Levels

- How might family relationships be considered?
- How might peer relationships with struggling learners be considered?
- How might struggling learners' engagement with the intervention be considered?

Benefits of Student Engagement Considerations-

- Families observed students engaged with their reading at football games, noticed students reporting new success, and heard their students to be appreciative of school efforts to help.
- Families raised money through bake sales and donations to buy AR quizzes to keep up with books read. New books received new quizzes. Students saw peers, family and teachers working together. (SET/SOR)
- Student choice increased- students selected their grades for Accelerated Reading class.

Benefits of Student Engagement Considerations-

- When asked to self-select for reading support, all ability group readers asked for help.
- Students began talking like “readers” to each other.
- Student choice to maintain support led to a win/win regarding support and progress.

Benefits of Student Engagement-

- In only 1 semester, 80 out of 120 students reading below grade level were reading at grade level.



Reflect on your agreement with the following statement-

“Student Achievement is dependent upon the staff getting along.”

-Harvard Principals Center

Another School's Experience – Value of Student Engagement

- 2007-2008-Principal realizes he may be the only one to notice how many students didn't graduate
- 2007-2008- Staff decide to redesign 9th grade
- 2007-2008- Staff decide to study 8th grade group of struggling learners
- 2007-2008- Staff have three teams-school improvement, Reaching & Teaching team, and 9th grade redesign team

Another School's Experience – Value of Student Engagement

- 2008-2009-Principal takes 4 Learning Criteria data sets and creates targets for each area and shares plan with the community
- 2008-2009- Staff integrate three groups into one group and redesign 9th grade to add Guided Academics Class
- Summer 2009- Staff invite parents to school to lay out Guided Academics Class Goals
- 2009-2010- Staff support 8th grade to 9th grade transition

Another School's Experience – Actual Benefits of Student Engagement

- Parents back up school request that students receive afterschool support to pass the first marking period of 9th grade.
- Students reveal not passing any of their core academic courses during middle school years .
20/27 students pass for the first marking period, first time in 4 years.
- All but one of students pass first semester. Several students write the teacher notes-'thanks for not giving up on me'.

On Relational Trust In Schools

“Trust is the connective tissue that holds improving schools together “

Trust in Schools: A Core Resource of Improvement, Anthony S. Bryk and Barbara Schneider, 2002

Assumed to be Within Professional Learning Communities is the Construct of Relational Trust:

- Is built through day-to-day social exchanges in a school community.
- Supports a moral imperative to take on the difficult work of school improvement.
- Facilitates accountability for shared standards while also allowing people to experience autonomy and mutual support for individual efforts.

Learning Communities & Relational Trust:

- Reduces the vulnerability that teachers feel when asked to take on tasks connected to reform.
- Facilitates the safety needed to experiment with new practices.

What is the Likelihood of Success...

- When staff, students and parents indicate low levels of trust with each other?
- When staff have collaborated and been successful with students in the bottom quartile?
- When students trust their teachers when they hear that they can learn to read?