



Supporting Student Success Guide

R e f e r e n c e E d i t i o n

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I. Student Learning is the Highest Priority

A. Administrators take personal responsibility for student success.

- Administrators convey through their day-to-day operations the belief that schools will change in order to ensure that every student in every classroom is succeeding.
- Administrators facilitate school-wide agreement on improvement goals and distribute responsibility for reaching them across all teachers.
- Administrators provide the resources (e.g. space, time, staff, and money) and flexibility teachers need to increase knowledge, improve instruction, and enhance student learning.
- Administrators rework schedules so teachers can engage in professional discourse during work hours, rather than assuming they will “meet on their own.”
- Administrators ensure professional interactions and effective instruction are not compromised by unnecessary distractions such as announcements or non-critical interruptions.
- Administrators hold teachers accountable for using resources to achieve intended outcomes.

B. Teachers take personal responsibility for student success.

- Teachers believe that they are a key part of the solution for improving student learning in their school.
- Teachers actively engage in the school improvement process.
- Teachers share decision-making responsibility for school improvement and accountability for achieving results.
- Teachers use resources (e.g. time and money) effectively and efficiently to improve instruction and provide evidence of impact on school improvement and student outcomes.

II. Schools Attend to Individual Students

A. Teachers and Administrators build individual relationships with students.

- Each student knows how to approach adults in the school for assistance and support.
- Each student is academically motivated by relationships with adults in the school.
- Each student seeks and receives the personal attention and support needed to succeed.
- Teachers and Administrators make intentional choices to invest and engage with each student to maximize their success within the school.

B. Teachers and Administrators form professional relationships focused on student success.

- Formal and informal discourse is focused on individual students and customizing experiences to meet their specific needs.
- Professional relationships motivate and demand hard work focused on areas that are likely to result in long-term improvements for every student.
- Professional relationships foster increased professional knowledge, improved instructional practice, enhanced job satisfaction and sustain a culture of continuous improvement.

III. Schools Make Improvements Based on Data and Community Context

A. Teachers and Administrators acknowledge community context in their school improvement process.

- Time is used to create and support the shared vision of student success that acknowledges contextual factors, such as poverty, parent ambivalence, large class size, and high teacher turnover, but is not paralyzed by them.
- Resources from internal and external sources are accessed and applied to support school improvement and student success.
- Improvement is achieved through diligence, persistence, and focused hard work that allows sufficient time for results to be achieved.

B. Teachers and Administrators use data to identify problems and to inform decisions.

- Instructional and programmatic changes are made through a rigorous, collaborative, data-driven process and based on the school’s unique context.
- Data are continuously collected and analyzed to make sure that problems in student performance are quickly surfaced.
- Data are disaggregated to identify areas of weakness in individual students, to pinpoint deficiencies in the “inputs” (e.g. curriculum, instruction, etc.), and to inform effective actions.
- Changes in every classroom are monitored through ongoing data analysis.

IV. Schools Establish High Expectations for Every Student

A. Teachers and Administrators act to help every student succeed academically.

- Academic expectations for students in all content areas are based on standards and supported by research.
- Academic expectations are communicated frequently to students, families, and staff.
- Teachers use student-level performance data in their daily practice to identify struggling students and inform instructional changes to ensure each student is successful.
- Resources are identified for students that need additional support to meet academic expectations.

B. Teachers and Administrators support activities that will improve academic performance of students.

- Teachers and Administrators are provided with individual training at the time they need it to improve their practice.
- Teachers and Administrators who are improving the academic performance of students collaborate in making decisions about their own instructional practice and professional learning.
- Routine, daily practices in the school support, recognize, and reward Teachers and Administrators for their commitment to improving the academic performance of students.

About this Guide

The Supporting Student Success Guide describes how the school environment reflects a commitment to academic success for all students. The guide is based on research in schools where students are achieving in spite of contextual factors such as high poverty or large numbers of English language learners. Successful schools focus on actions, policies, and beliefs that make each student's learning the highest priority. This guide will help administrators and teachers think about how their own school environment can change to ensure that every student in their school has the opportunity and support to succeed.

Citations

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