Improving Student Performance through Linked Learning and Classroom Data

9:45-11:00 am
Sunset IV
Today’s Timeline

• 9:45 – 11:00 am

• One Hour and Fifteen Minutes
Improving Student Performance through Linked Learning and Classroom Data

When it comes to improving instruction and learning, it’s not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009).
Your Expectations!!

• What are you expectations for this session?
  
  – On a sheet of paper write down three expectations you have for this session!

  – Also what big take away are you hoping for???
Today’s Key Points:

• The role of data in the Linked Learning classroom
• How can teachers use the data to improve their daily instruction.
• Ways to help teachers review and implement data as an instructional improvement tool.
• One Principals Perspective
The role of data in the Linked Learning classroom
Focus on Data

Available Data:
- Types of Data
- Data Sources

Building a Classroom Data System
- Collecting Data
- Creating a Course Data Set

Applying Data
- Using Data to Improve Direct Instruction
- Using Data to drive Pathway and Course Improvement

Marketing and Recruiting
- Using Data to market your pathway
One district discussion

• What do we want our students to learn?
• How will we know they have learned it?
• How will we respond when a student experiences difficulty?
• How will we respond when a student already knows it?
SNAPSHOT

• Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes.
We Collect Data, but are we applying to classroom instructional practices?
On the Handout on your table, answer the following:

• What type of data are you collecting?
• How are you applying this data to improving classroom instructional practices?
• Are teachers collecting data specific to their classrooms?
• Do they know and are receiving the data that is being produced by outside entities?
What goes in your columns?

<table>
<thead>
<tr>
<th>Student Names</th>
<th>End of Course</th>
<th>Culminating Project</th>
<th>Attendance</th>
<th>Scholarships</th>
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Available Data

- SRI
- Connect Ed
- NAF
- Internal Data
- Other External Sources
There is growing evidence that a Linked Learning approach will improve student outcomes.

Released in December 2015, SRI International’s sixth year evaluation of the Linked Learning District Initiative shows that, compared with their peers, students in certified pathways...
SRI Results

• With the six-year evaluation, we have clear evidence that Linked Learning is working—thanks to an evident commitment from initiative districts to sustain Linked Learning.

• Compared with peers, students participating in certified pathways:
  
  Describe themselves as more engaged and successful in school
  Completed more credits
  Are less likely to drop out and more likely to complete high school
SRI Results Continued

• Students tell us that they are learning skills they will need to succeed in college and in the workforce.

• Linked learning students report greater confidence than their peers in life and career skills integral to the Common Core State Standards.

• Linked Learning students are earning more credits than similar peers in traditional high schools, which is critical for on-time graduation.
SRI Results Continued

• Linked Learning is beginning to reach critical mass in some districts, which we believe will raise the quality of the approach even more, as support for it becomes the way of life for these districts.

• Data and reporting on Linked Learning has helped districts improve the day-to-day instruction of Linked Learning in classrooms. To continue sustaining and scaling Linked Learning in California, districts will continue hiring dedicated coaches to support teachers with curriculum, instruction and assessment. Pathway teachers are also getting more coaching and job-embedded support to help them transform teaching and learning.
Schools & Districts Resources

- **College & Career Academy Support Network**
  A network that supports the growth of small learning communities and career academies. CCASN collects and publishes data on how SLC’s and career academies are performing.

- **National Academy Foundation**
  An organization sustaining a national network of over 500 career academies organized as small learning communities.

- **California Partnership Academies**
  Over 300 career-themed high school academies in California that focus on integrating academic and career education by establishing business partnerships with the community.

Planning & Evaluation

- **College and Career Readiness Framework**
  ConnectEd’s College and Career Framework provides a clear summary and synthesis of over two decades of research into what students should know and be able to do upon graduation for post-secondary success. This Framework is intended for use by teachers, schools and districts, as well as researchers and policymakers, to help inform decisions around assessment, accountability, curriculum, instruction, professional development, program design and resource allocation. This Framework, while widely applicable, is especially important for those pursuing Linked Learning as a secondary reform strategy. The Framework’s primary author is Svetlana Darche of WestEd. For more information, please contact Brad Stam at bstamp@connectedcalifornia.org and Svetlana Darche at sdarche@wested.org. Download the Executive Summary [here](#).

- **Learning and Teaching Framework**
  This ConnectEd Framework defines key characteristics of student and adult learning and teaching practice within Linked Learning pathways and illustrates how these characteristics might be observed in the behaviors of teachers and learners, both inside and beyond the classroom.
NAF Student Outcomes

• More than 9 out of 10 NAF students go on to post-secondary education

• 52% of NAF graduates earn bachelor’s degrees in four years—compared with 32% nationally.

• Of those who go on to post-secondary education, more than 50% are the first in their families to go to college.

• 90% of students report that the academies helped them to develop career plans.

• 85% of 5 and 10 year alumni are working in a professional field.
National Data Cards 2015-2016

88,684 STUDENTS
+8% from last year

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>MALE</td>
<td>53%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>45%</td>
</tr>
<tr>
<td>Unreported</td>
<td>2%</td>
</tr>
</tbody>
</table>

38% Hispanic/Latino
27% Black/African American
21% White
7% Asian
3% Other/Multi-racial
2% Unreported
1% Native American/Alaska Native
1% Pacific Islander

69% low-income students based on eligibility for free & reduced price lunch
18% English Language Learners

716 ACADEMIES
36 STATES
Incl. DC and the US Virgin Islands

<table>
<thead>
<tr>
<th>Field</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Finance</td>
<td>29%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>18%</td>
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<tr>
<td>Engineering</td>
<td>17%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>13%</td>
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<tr>
<td>Hospitality &amp; Tourism</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
</tr>
</tbody>
</table>

482 SCHOOLS
187 DISTRICTS

5,843 ADVISORY BOARD MEMBERS

OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>98% of seniors graduated</td>
<td></td>
</tr>
<tr>
<td>92% college-bound graduates</td>
<td></td>
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<tr>
<td>7,053 internships completed</td>
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#LLCON2016
WHY LINKED LEARNING

BY 2018,

63 PERCENT

OF ALL U.S. JOBS WILL REQUIRE SOME EDUCATION BEYOND HIGH SCHOOL

FULFILLED REQUIRED COURSEWORK FOR ADMISSION TO UC OR CSU

36% State Average

57% Linked Learning CPA

Greater postsecondary enrollment

9% more
Linked Learning students attended four-year postsecondary education, compared to their peers.

Reduced barriers to success

72% of Linked Learning students agree:

“I know a lot about college and career planning.”

Increased income after high school

Male students participating in programs combining academics and career preparations earned

$10,000 MORE
in the four years following high school.

Higher high school graduation rates

95% of 12th-grade students in California Partnership Academies graduated

compared to 85% of 12th-grade students statewide.

LINKED LEARNING: A PROVEN APPROACH

Students are more likely to:

• Describe themselves as more engaged and successful in school

• Report greater confidence in life and career skills than peers in traditional schools

• Complete more credits than peers in traditional high schools, which is critical for on-time graduation

• Complete high school

Source: SRI International California Linked Learning District Initiative Evaluation, 2015; executive summary, full report
LINKED LEARNING: A PROVEN APPROACH

More than 800 Linked Learning schools

315,000 students in the District Initiative

95% high school graduation rates*
Ways to use data

• Focus on Daily Instructional Improvement
• Focus on Recruiting Students to your Pathway
• Focus on making district decisions
• Focus on sharing data with community/business leaders.
• Others.................................
Teachers have the power to analyze the impact of their classroom practices as it directly connects to the performance of their students.
Student Data Connected to Teaching Practices

- Narrow, targeted, and specific to qualify as deliberate practice
- Focused to isolate the impact of instruction directly on student learning
- Timely in reporting actionable data that lead to better instructional decisions
- Filtered data to support changes in teaching that can narrow the achievement gap between student subgroups
Student Data Connected to Teaching Practices

• Teachers tell their own stories through qualitative reflections on quantitative data
• Ease of use and interaction, making it easy to understand and complete
• Based on research methodologies, with all calculations automatically performed by the system
• Meets local requirements for connecting teacher effectiveness to student outcomes
Discussion Groups

• How would you roll out a data focus professional development session to your teachers?
• What data do you see as critical to improving daily instruction?
• How can we help teachers to find time to review their data and consider their daily instruction?
• How can we use the data to help recruit students to our pathways?
• How can we have students play a role in collecting and analyzing their data?
Expectations

• Did we hit the mark!!!
• Review of Expectation pages
Contact Information

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