

## Categorized Results, Root Causes, High Leverage Strategies & School Practices

### Results Discrepancy

Too many students not attaining learning expectations	<ol style="list-style-type: none"> <li>1. NAEP data show 20-30% of learners who are not proficient</li> <li>2. too large a % of students not proficient on state assessments</li> <li>3. dropping standardized test scores</li> <li>4. stratified results in elementary school continue throughout school years</li> </ol>
Too many students leave school before graduating	<ol style="list-style-type: none"> <li>5. graduation rate cohort shows 10% of cohort leaving without diploma</li> <li>6. too many students dropping out</li> <li>7. students dropping out of HS</li> <li>8. student dropouts too high</li> <li>9. dropout rate too high</li> </ol>
Too many students lack the depth of knowledge and skills they need to be fully prepared for 21 <sup>st</sup> century life demands after graduation (college, careers, citizenship)	<ol style="list-style-type: none"> <li>10. HS graduates not college ready (30% VSC students need remediation)</li> <li>11. students not prepared for 21<sup>st</sup> century challenges</li> <li>12. schools not cultivating next generation of engaged citizens</li> <li>13. view of school/student success too narrow and insufficient</li> <li>14. students not well prepared for success in employment and citizenship</li> </ol>
Too large a gap in student achievement between various student cohorts	<ol style="list-style-type: none"> <li>15. socioeconomic performance gaps at all levels</li> <li>16. low achievement for students in poverty</li> <li>17. low achievement for students in special education</li> <li>18. low achievement for students in ELL and with disabilities</li> <li>19. gender performance gaps between boys and girls</li> </ol>
Too many students not engaged in relevant learning experiences	<ol style="list-style-type: none"> <li>20. school not relevant; no connection to real world</li> <li>21. students not engaged with no ownership of learning</li> <li>22. kids are bored</li> <li>23. students disengaged at all levels</li> <li>24. lack of belonging and ownership in learning at secondary level</li> <li>25. HS students spend too much time learning irrelevant information &amp; too little time engaged in rigorous, relevant, applied learning</li> </ol>
Schools not responsive to student needs, interests and goals	<ol style="list-style-type: none"> <li>26. lack personalization of learning opportunities</li> <li>27. individual student needs/goals not addressed</li> <li>28. do not accommodate all types of learners; no multiple learning paths</li> <li>29. school don't enable students to find/develop their strengths not all students have opportunities to succeed</li> <li>30. kids left behind</li> <li>31. kids in learning situations they do not belong in</li> </ol>
Inappropriate Course of Study	<ol style="list-style-type: none"> <li>32. current curriculum too limiting on its focus on traditional academics</li> <li>33. schools are content centric; focus on information retention with limited application of skill as measure of attainment</li> </ol>
Miscellaneous	<ol style="list-style-type: none"> <li>34. weak middle school transitions</li> <li>35. limited use of technology</li> <li>36. cost containment drives education decisions</li> </ol>

	<ol style="list-style-type: none"><li>37. ineffective building administrators</li><li>38. schools not always providing safe spaces for learning</li><li>39. peer pressure</li><li>40. kids moving on before they are ready</li><li>41. results viewed at school level rather child by child</li><li>42. teachers disillusioned, frustrated, overwhelmed</li><li>43. schools are not accountable to parents for results</li><li>44. declining enrollment</li><li>45. lack of educator capacity and knowledge to deliver curriculum and pedagogy that will be part of secondary transformation</li></ol>
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**Root Causes:**

<p>Old Beliefs &amp; Mental Models</p>	<ol style="list-style-type: none"> <li>1. no new view of school success, collectively held</li> <li>2. mental models of teachers/administrators are deeply entrenched</li> <li>3. adult fear of change; fear that flexibility = chaos</li> <li>4. lack of trust that students can have responsibility for own learning</li> <li>5. adult need to control the system (regulation; structure; power over)</li> <li>6. definitions of schooling and teacher are too limiting</li> <li>7. traditionalism</li> </ol>
<p>Poorly Managed Transitions</p>	<ol style="list-style-type: none"> <li>8. PK-12/16 transitions</li> <li>9. too rigid transitions and walls at all levels</li> </ol>
<p>Current learning expectations lack emphasis on critical content and skills needed for the 21st century demands of college, careers, and citizenship</p>	<ol style="list-style-type: none"> <li>10. out of date views of what it means to be prepared for success in college, citizenship, and work life</li> <li>11. limited focus on 21<sup>st</sup> century themes – global awareness; economics; technology; innovation; self-directed learning in relation to a task to be completed; inquiry and information literacy; leadership &amp; collaboration; critical thinking &amp; analysis</li> <li>12. insufficient time dedicated to teaching what students really need to know and be able to do; no opportunity for deep understanding of “big ideas” and their application over time</li> </ol>
<p>No Common Understanding of or Expectation for College Readiness</p>	<ol style="list-style-type: none"> <li>13. lack alignment between secondary exit and PS entrance standards</li> <li>14. lack of common understanding on what “college ready” means</li> <li>15. lack of awareness &amp; belief that all students need to be college ready</li> </ol>
<p>Accepted Learning Inequities</p>	<ol style="list-style-type: none"> <li>16. A lack of high standards that are excused because of the subpopulation categorization. A belief that it is acceptable for some of these subpopulations to under achieve.</li> <li>17. inequities in expectations for different groups of students (tracking??); different expectations for different socio-economic groups</li> <li>18. A lack of cultural competence in our educational system.</li> <li>19. high density of low income students in some schools</li> <li>20. students who suffer in current system stay silent in the margins</li> <li>21. notion that diversity is not an issue for VT schools</li> <li>22. generational poverty</li> <li>23. An increased impact on the attention and engagement needs of boys from increased access to technology.</li> <li>24. Do we hold different standards for boys within our systems?</li> <li>25. inequities in access to high quality preschool experiences</li> <li>26. inadequate resources to address extenuating needs of many students</li> </ol>
<p>Old School Practices Obsolete in 21<sup>st</sup> Century</p>	<ol style="list-style-type: none"> <li>27. whole school system obsolete for 21<sup>st</sup> century challenges; out of date views on school success and pedagogical practices to be used</li> <li>28. old paradigm of school that no longer works (i.e. structure, curriculum, role of teachers/students, assessment, etc.)</li> <li>29. Current curriculum and school practices fragment learning, limit opportunity for in-depth intellectual student work over time, and give limited focus to essential 21st century knowledge, concepts, &amp; skills</li> <li>30. Disconnect from current culture, environment, and 21<sup>st</sup> century approaches that need to be a part of our system to engage students</li> </ol>

	<p>31. out dated systems and structures</p>
<p>Lack of incentives and accountability to transform</p>	<p>32. Trying to change and maintain the status quo at the same time          33. Institutionally ingrained disincentives for reform (bad practices masquerade as “tradition” – schools are often proud of the wrong things)          34. rules, regs, policies and law support status quo          35. no incentives for sustainable reform          36. schools have no incentives to improve their outcomes</p>
<p>Lack of focus on authentic applications of knowledge</p>	<p>37. Allowing the knowing and doing gap in school reform to continually grow and actually fueling it with mixed messages          38. overemphasizing the 3 R’s over cultivation of civic and social responsibility          39. not skill oriented curriculum or instruction or assessment          40. overly focus on “meeting standards” on tests rather than on student learning; no application – focus on head knowledge only          41. Education practice isolates “content” from real applications; limited focus on competency in use of knowledge in task situations          42. assessment system that does not focus on authentic assessment – what a student can do not just how he/she performs on standardized tests          43. no clear direction on career goals</p>
<p>Rigid school practices</p>	<p>44. Also the lack of inherent flexibility, choice, and creativity built into the system.          45. schools employ a 1 size fits all approach          46. concept of mainstreaming; one size fits all – is obstacle          47. lack opportunity to learn in different environments          48. no school choice unless parents can afford private school          49. lack of school competition; parents can’t choose the school that best meets needs of child          50. graded classrooms; age segregation          51. Low student engagement in their learning – “school” not relevant or meaningful; often students not well known and not supported to be an agent of own learning</p>
<p>Inadequately trained &amp; supported educators</p>	<p>52. teachers lack the “new skills” for 21<sup>st</sup> century (e.g. computers as learning tools)          53. lack of superior teachers; no incentive to improve teaching skills          54. limited teacher skills          55. lack of prepared and qualified pool of principals          56. extensive demands on principals’ time and areas of expertise          57. Lack of collective, school wide accountability and responsibility for student outcomes; teachers work in isolation; school practices make it difficult for teachers to know their students well and to have needed autonomy to adjust teaching and learning in response to student needs/interests          58. no statewide system of teacher professional development to provide rigorous ongoing PD to drive teacher change          59. 50% of educators do not graduate from a VT educator prep program          60. only 9% of teachers graduated from VT educator prep program in past 7 years          61. uninformed decision makers</p>

	62. restructure who makes what decisions (i.e. role and functions of Boards
Miscellaneous	63. Citizen school boards for every school district...they have to go.... 64. limit # and role of school boards 65. lack of technology infrastructure in schools to maximize technological learning 66. over emphasis on children “left behind” 67. funding system

## High Leverage Strategies & School Practices

<p>Personalized Learning</p>	<ol style="list-style-type: none"> <li>1. adults as mentors</li> <li>2. personalize relationship with a meaningful adult</li> <li>3. career guidance through a guidance/advisement system that involved parents, students, teachers, advisors</li> <li>4. personalize education; student driven curriculum; individual systems of learning</li> <li>5. provide personalized learning opportunities</li> <li>6. listen to marginalized students and their needs</li> <li>7. put students in control of their education and make teachers their guides</li> <li>8. schools are student centered; high level learners as challenged as their classmates</li> <li>9. Student ownership</li> <li>10. Development of belonging focused on boys</li> <li>11. Development of cultural competence</li> <li>12. empowerment of parents to move children out of a school that is not working for their child; parents as primary decision makers</li> <li>13. advisory systems</li> <li>14. extra help for students</li> <li>15. individual learning plans</li> <li>16. Find ways to build true urgency around these children.</li> <li>17. Ensure seamless learning opportunities and supports that are assessed and shown to be successful for individual students.</li> <li>18. This is really a huge cultural shift. It is about how teachers engage with children, respect, expectations.....</li> <li>19. Grouping/ grading level configurations...interest, readiness, and learning styles are not <i>always</i> governed by age chronology; there has to be some opportunity for some ungraded grouping</li> </ol>
<p>Lean &amp; focused learning expectations</p>	<ol style="list-style-type: none"> <li>20. revise VT Framework of Standards for lean, focused, realistic learning expectations</li> <li>21. redefine and change graduation requirements</li> <li>22. increase expectations with academic career concentration</li> <li>23. align HS and PS standards</li> <li>24. high expectations for all kids; college prep for all kids</li> <li>25. statewide definition of 21<sup>st</sup> century learning outcomes</li> <li>26. more learning emphasis on technology, social development and oral communication skills</li> <li>27. It is really about a shift in thinking and structures within our systems to ensure high standards.</li> <li>28. redesign curriculum (standards) to emphasize creativity, problem solving, inquiry and investigation</li> </ol>
<p>21<sup>st</sup> Century Teaching &amp; Learning Practices</p>	<ol style="list-style-type: none"> <li>29. Nothing will change without improving classroom instruction...we need to be able to stop making “suggestions” about improved practice and muster up the political will hold all educators accountable</li> <li>30. rethink Carnegie units</li> <li>31. change where learning happens</li> </ol>

	<ul style="list-style-type: none"> <li>32. create newly invented and organized learning environments with extensive choice to build engagement and relevance</li> <li>33. de-track curriculum; use differentiated instruction</li> <li>34. 21<sup>st</sup> century focus in curriculum, instruction, and assessment</li> <li>35. Student engagement</li> <li>36. Schools without walls</li> <li>37. Flexibility and choice within structures</li> <li>38. interdisciplinary and applied learning methods</li> <li>39. mandate that all schools enact a comprehensive civic engagement framework</li> <li>40. differentiated instruction</li> <li>41. experiential learning opportunities</li> <li>42. multiple pathways</li> <li>43. design school system to support students</li> <li>44. change school schedule and calendar</li> <li>45. create new menu of learning options</li> <li>46. create student activity centers in high schools; campuses that engage students</li> <li>47. expand service learning courses/projects</li> <li>48. diversity programs across state</li> <li>49. Dismantle practices that research shows increases gaps.</li> <li>50. Building student ownership in learning through choice and flexibility within our classrooms.</li> <li>51. Focus on 21<sup>st</sup> Century skills through high interest material</li> <li>52. more democratic school structure where parents/teachers/students create the education</li> <li>53. expand school choice</li> <li>54. Parent engagement</li> <li>55. It is about significant changes in the behaviors of adults around learning within our schools.</li> <li>56. offer educational opportunities in varied environments, in different time frames and with different goals from those that are currently in schools</li> </ul>
<p>Student Assessment Practices</p>	<ul style="list-style-type: none"> <li>57. measure student success by achievement of genuine learning, acquisition of skills – not passing grades, Carnegie units, or graduation rates</li> <li>58. make assessment system meaningful</li> <li>59. alignment of course grading and broader outcomes assessments</li> <li>60. align grading expectations &amp; external assessments</li> <li>61. expand use of performance based assessments &amp; rigorous capstone requirements</li> <li>62. emphasize demonstrated student competence through practicum/applied learning</li> <li>63. GRADING! It is morally, ethically wrong-headed and has very little relationship to learning...it is another way to institutionalize compliance</li> </ul>
<p>Early College Opportunities</p>	<ul style="list-style-type: none"> <li>64. affordability promise for PS</li> <li>65. statewide acceptance of dual enrollment credits for HS graduation requirements</li> <li>66. expand dual enrollment</li> </ul>

	<p>67. early college model 68. state level PK-16 partnership</p>
<p>Better Supports for teachers &amp; administrators through changing school structures</p>	<p>69. use salaries for teachers and administrators as tool to recruit and retain high quality teachers for transformed 21<sup>st</sup> century schools using new teaching and learning practices 70. redefine role of teacher 71. recruit, train, support and reward teachers for effective teaching 72. PD for staff 73. develop comprehensive plan for cultivating next generation of principals 74. Living organizations- schools need to function in this way. 75. build school networks so schools can support each other in reform efforts 76. Distributed leadership 77. Collaboration and teaming 78. Flexibility of the system 79. Flexibility and choice 80. Facilitated teaching/coaching 81. Effective leadership practices in all areas. 82. change structure and definitions of schooling to redefine role of teacher 83. extend school calendar to year round and 8 hour days 84. change school calendar 85. The school day and the school year are out of whack, period. High schoolers can learn in the evening (probably better); who says the length of our school day is the right length for the kind of learning we want to occur; bricks and mortar are unnecessary barriers to learning in the 21<sup>st</sup> century 86. Teacher contracts...unless you have adequate leverage all transformation will be framed to serve adult needs rather than the learners 87. design school system to support teachers 88. cultivate teacher leader initiatives 89. Quality first instruction focus with double dosing – RTI 90. Teacher training and readiness in the themes/principles of change. 91. change teacher prep, in-service, and recruiting that focus on individual student success 92. change teacher certification, continuing ed requirements, teacher collaboration, teacher pay 93. Develop a comprehensive statewide system of PD that involves higher education, ESA's, and VT HEC 94. school based mentoring programs 95. coaching programs for veteran teachers 96. make mentoring a condition of Level I license renewal or movement to Level II 97. create a Level III license for mentor teachers 98. teacher evaluation system that supports exceptional teaching</p>

<p>Accountability &amp; Incentive System</p>	<ul style="list-style-type: none"> <li>99. deregulate – improve accountability for results/outcomes; stop legislating piecemeal</li> <li>100. issue school report cards on their success against new education expectations</li> <li>101. Data driven decision making</li> <li>102. Right now, a school must literally fail before they can participate in “sanctioned” innovation. That’s just backwards. Think about what Robert Fritz says about the dynamic tension...what are the incentives that will leverage schools against the “unseen” forces of the “if it ain’t broke don’t fix it” crowd? What will the disincentives be for <i>not transforming</i>?</li> <li>103. Act 68 required action plans...what if we require transformation plans? What if the “comprehensive needs assessment” was replaced by a needs-based transformation plan for each SU/SD?</li> <li>104. allow each school to create their own charter</li> <li>105. school choice to create competition as incentive for best outcomes</li> <li>106. hold teachers accountable for teaching all students</li> <li>107. don’t dictate “best practices”; DOE provide info only</li> <li>108. build state accountability system on outcomes</li> <li>109. establish and maintain statistics of racial, gender, sexual orientation, harassment incidents</li> <li>110. more independent school structure with broad standards and accountability with flexibility for how to accomplish student outcomes</li> </ul>
<p>New Funding Mechanisms</p>	<ul style="list-style-type: none"> <li>111. change from a per pupil funding system</li> <li>112. put money behind the effort, not necessarily new money</li> <li>113. rethink how schools are funded</li> <li>114. funding for innovation in select areas</li> <li>115. increased utilization of school assets (buildings/classrooms/equipment)</li> <li>116. fund schools via state income taxes</li> <li>117. create funding mechanisms that drive high school and CTE integration</li> <li>118. vouchers, scholarship tax credit plans, education tax deductions</li> </ul>