



NEW PROGRAMS

Institute for Student Achievement



Our history of success defines who we are today. We serve as both critical friend and catalyst.

The Institute for Student Achievement (ISA), a division of ETS, collaborates with schools and districts to ensure all students, including those who are underserved and underperforming, graduate prepared for post-secondary success.

ISA's transformation of high schools began twenty years ago. Independent evaluations of our work resulted in ISA's proprietary model earning the US Department of Education's approval for evidence based, whole-school reform for high schools and entry into the federal What Works Clearinghouse.

Since its founding, ISA has supported students attending schools from large urban districts on the East Coast to tribal communities on the West Coast.

Today, our mission takes us beyond secondary education to address issues confronting students and their teachers, schools, and districts regardless of zip code.



No two learning contexts are the same so the paths to reaching all students require unique plans formed in partnership with the teachers, schools, districts and states we serve. ISA collaborates to create customized plans and implementation strategies designed to achieve and sustain success beyond our involvement.

Educational Equity

Educational equity is a required condition of justice, fairness and inclusion for all students. The pursuit of equity demands sensitivity beyond curricula. ISA's analysis and advancement of policies, practices, and procedures that impact hiring, funding, student assignment, and pedagogy – to name a few key district domains – fosters an intentional culture of equity in schools and districts.



Social, Emotional, and Academic Development (SEAD)

ISA promotes the integration of social and emotional learning along with meta-cognitive strategies into core academic instruction. Not a stand-alone program, ISA's SEAD builds the capacity of teachers to meet developmental needs of students through meaningful instructional practices. SEAD results in healthy classroom and school environments conducive to learning for all students and a district culture committed to their sustainability.



Content Coaching

Every teacher has his/her own style. While schools and districts may set clear parameters for teachers as to what is expected in the content and in the classroom, individual talent and style remain key factors in each teacher's willingness and ability to enact those parameters in ways that make sense to both teacher and student. ISA's coaching nurtures teacher talent within the classroom context to increase engagement and improve learning in all subject areas as well as with targeted populations, such as English Language Learners and students with special needs.



Leadership Coaching

Support for educators often decreases as they move away from the classroom and into school and district administration. Stakes are high for these leaders who often fear that requests for help are sure signs of weakness. ISA's leadership coaches have been there – from teacher leader to superintendent. In collaborative style, our coaches do not profess answers but instead provide processes for leaders to find their way and their voice, whether encountering a technical problem or philosophical dilemma.



We tailor our methods to meet your needs

ISA's approach is evidence-based, sustainable, and driven by founding principles derived from the research on effective schools. We work with schools and districts to determine delivery methods that best meet the unique needs of client and context. Our systems of support include:

Professional Development

Virtual Services

Hybrid/Digital Learning

Principal School Network

Keynote Addresses

Institute Design Team

Facilitation

Executive Support

Board of Education Retreats

Strategic Planning

Policy Development



Explore our work. Consider our support. Collaborate for a solution.



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Some photos in this document are by Allison Shelley for American Education: Images of Teachers and Students in Action

