Evidence-Based Whole-School Reform for High Schools:

THE TRUTH IS OUT THERE!

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Entry Activity

Using the post cards on the table:

• Why are you here?
• What is one question you hope we will answer today?
Mission

The Institute for Student Achievement (ISA) partners with schools and districts to transform high schools so that students who are traditionally underserved and underperforming graduate prepared for success in college and careers.
A History of Success

Founded by Lilo & Gerard Leeds
Provided wrap-around services for students in 8-10 schools

Became a School Design & Reform Organization
Dr. Gerry House became president and the partnership with Teachers College was established.

Became a Division of ETS
Brought a track record of proven success with over 70,000 in 70 schools across 9 states.
Are H.S. Graduates Ready for College and Careers?

• Nearly 80 percent of college instructors and 60 percent of employers indicate that public high schools fall short in preparing students for postsecondary education.

• Four out of five employers report that recent public high school graduates have at least some gaps in preparation for the average job and for job advancement.

Engagement decreases steadily from the fifth grade through junior high and high school.

ISA’S MODEL AND PARTNERS
ISA has over two decades of experience and success partnering with over 80 public high schools ...

**Founded in 1990**

**Impacted over 4,000 teachers, counselors, and school leaders**

**Successful track record of having served over 70,000 students**
Overview of ISA Schools

- Students of Color: 95%
- Free and Reduced Lunch Eligible: 75%
- Begin 9th Grade with Math and Reading Deficits: 66%
- Scored Proficient in Math on 8th Grade Tests: 36%
- Scored Proficient in Reading on 8th Grade Tests: 31%
Overview of ISA

ISA works only with high schools. This is where we have developed our knowledge, experience and expertise in what works to graduate all students prepared for success in post-secondary education and careers.

The School is the unit of change in order to provide all students in the school access to an excellent and equitable education.

ISA's approach supports school leaders in creating schools aligned with what research indicates are the attributes of high performing schools.

ISA's works in partnership with schools and districts, helping schools reclaim their sense of agency and develop their capacity to achieve the student and school outcomes.

ISA customizes its solutions to respond to the individual needs and local context of each district and school and to develop stakeholders' ownership of the process and the resulting changes.
ISA’s Seven Principles: Synergy for Improvement

- College Preparatory Instructional Program
- Extended School Day and School Year
- Continuous Professional Development

- Distributed Counseling
- Dedicated Team of Teachers and Counselors
- Parent Involvement

- Continuous Organizational Improvement

College Preparatory Teaching & Learning

Continuous Improvement

Building Relationships & Personalization
Schools as the Unit of Change
Schools as the Unit of Change

Science of Learning and Development Convening

San Francisco, CA
EVIDENCE-BASED HIGH SCHOOL REFORM
Section 8101(21)(A) of the ESEA defines an evidence-based intervention as being supported by *strong evidence, moderate evidence, promising evidence,* or evidence that *demonstrates a rationale.*

The ISA Model has been selected by the United States Department of Education as an approved, evidence-based whole school reform model. ISA’s evaluation study has been accepted into the What Works Clearinghouse, and is approved for School Improvement Grant (SIG) funding.
Research shows ISA has positive and statistically significant impacts on students’ high school and postsecondary outcomes.

...more likely to **move to the next grade level** and **accumulate more credits** after four years.

...more likely than comparison peers to **graduate from high school in four years**.

...considerably less likely to drop out from high school.

African American male students had **higher student outcomes** in all achievement areas...

...graduates **enroll and persist in college at higher rates** than students nationwide, despite representing a much larger population of low-income and minority urban youth.

The majority of ISA college students **continue their enrollment in, or graduate from college after four years**.

[http://www.studentachievement.org/results/research/](http://www.studentachievement.org/results/research/)
College Enrollment

Graduating Class of 2011: 28% (4 Year College), 72% (2 Year College)
Graduating Class of 2012: 37% (4 Year College), 63% (2 Year College)
National: 43% (4 Year College), 57% (2 Year College)

College Persistence (fall of first year to fall of second year)

Graduating Class of 2011: 89%
Graduating Class of 2012: 88%
National: 77%

College Success

Graduating Class of 2011: 19% (Graduated or still enrolled), 81% (No longer enrolled)
Graduating Class of 2012: 20% (Graduated or still enrolled), 80% (No longer enrolled)
The goal is NOT to make persistently low-performing high schools less low performing. The goal is to turn them into high-performing schools that prepare students for success in college and careers.
For More Information:
Contact ISA

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