

Learning Sciences International Technical Assistance Partner Profile

Indiana Department of Education School Improvement Summit, March 10, 2020

Background

- About LSI** Learning Sciences International (LSI, to learn more, visit: <https://www.learningsciences.com/rigor>)
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LSI's Mission

LSI's mission is to empower schools and districts through transformative core instruction and leadership practices, rapidly increasing student learning. LSI's social mission is to help schools reimagine classrooms where every student thrives as they develop cognitive, social, emotional, and new economy skills. We believe that learning in high-functioning Academic Teams creates the highest equity and access to a world-class education.

LSI Supports All Areas of Focus

Effective Leaders, Ambitious Instruction, Collaborative Teachers, Supportive Environment, and Involved Families

Approach

Our School Improvement Services

LSI is deeply committed to helping school leaders shift teaching practices that ensure equitable access to rigorous, standards-based core instruction while nurturing teachers' and students' overall well-being.

We know that principals and teachers can transform underperforming schools through rigorous, standards-based core instruction supported by LSI's *Schools for Rigor*[®] model of school improvement, *Academic Teaming*[®] model of instruction, and sustained through *Metric-Based Solutions*. Teachers and students are empowered, and students develop both the academic and social skills they will need to be successful in the new economy and in future careers.

LSI diagnoses root causes creating achievement gaps, overlays proven metric instruments to establish baseline conditions, and monitors growth of teaching and learning to magnify and ensure implementation effects. We then use an Agile Action Planning Process to drive quick improvements. School leaders support teachers as they plan and deliver engaging, standards-based lessons that allow each student to achieve the intent and rigor of the standards. They use action boards to track weekly progress and move the school forward to attain specific 30-45 day goals.

LSI's Schools for Rigor model meets ESSA requirements for evidence-based interventions.

Differentiated Solutions to Meet the Your Unique Needs

Schools for Rigor solutions vary in intensity based on a school's need. Supports are designed to elevate the quality of instructional leadership and teaching, rapidly enhance core instruction, and increase student achievement. Schools evolve into high-performing, scalable models of rigorous instruction and student engagement through creation of student-led academic teams in the classroom.

LSI's *Academic Teaming* PD solution provides ready-to-use classroom materials for teachers and students that ensure next day impact with students. This resource-driven approach to planning, delivery, reflection, and adjustment to impact student learning helps teachers and leaders implement rigorous teaching practices. Working at increasing levels of autonomy, students will begin to own their learning and take responsibility for their progress. Social, emotional, and cognitive learning (SECL) skills are embedded within the progression. Students learn and practice SECL skills and are expected to implement SECL skills as an integral part of classroom life.

As the performance of schools rises, we often receive requests for supports to ensure schools sustain an upward trajectory of academic achievement. LSI offers robust coaching and diagnostics in our *Metric-Based Solutions*. These services offer tailored treatments, flexibly designed to meet district timelines and budgets, and focus on improving designated metrics while deepening leaders' capacity to make effective decisions based on data.

Attributes of Ideal, Successful Partnerships: LSI takes our responsibility to your students, teachers, and leaders very seriously. To ensure a successful partnership, district leadership and schools must give this work top priority. All partners must maintain a positive, growth mindset; collegial, collaborative, and continuous professional learning to build internal capacity for instructional leadership; willingness to collect, share, and carefully analyze data to make informed decisions; and commitment to monitor progress, accept responsibility for outcomes, and immediately take corrective actions.

Impact

LSI's Track Record of Improving Schools and Systems and Increasing Outcomes for Targeted Student Subgroups

Results of LSI's Schools for Rigor partnerships in Florida are shown below ("N/S" indicates no service provided by LSI):

District	School	% of Minority Students	% of Economically Disadvantaged Students	2015	2016	2017	2018	2019	Change
Osceola	Central Avenue ES	92.6	100	N/S	N/S	N/S	C	C	→
Osceola	Deerwood ES	90.5	100	N/S	N/S	N/S	D	C	↑
Osceola	Flora Ridge ES	88.7	100	N/S	N/S	N/S	D	C	↑
Osceola	Thacker Avenue ES	87.5	100	N/S	N/S	N/S	C	C	→
Palm Beach	Belle Glade ES	96.2	96.4	F	C	N/S	D	C	↑
Palm Beach	Canal Point ES	96.0	98.9	F	C	N/S	N/S	B	↑
Palm Beach	Glade View ES	99.7	97.2	D	C	N/S	F	C	↑↑
Palm Beach	Glades Central HS	98.2	94.6	C	C	N/S	N/S	C	→
Palm Beach	Gove ES	96.4	97.2	D	D	N/S	N/S	C	→
Palm Beach	Lake Shore MS	99.2	96.6	F	C	N/S	D	C	↑
Palm Beach	Pahokee ES	97.6	97.2	D	C	N/S	N/S	C	↑
Palm Beach	Pahokee MS/HS	98.7	95.2	C	C	N/S	N/S	C	→
Palm Beach	Pioneer Park ES	99.4	99.7	D	C	N/S	N/S	B	↑
Palm Beach	Rolling Green ES	98.2	99.2	N/S	N/S	N/S	D	C	↑
Palm Beach	Rosenwald ES	99.0	98.6	D	B	N/S	N/S	C	↓
Pasco	Gulfside ES	41.9	87.7	N/S	D	C	N/S	C	→
Pinellas	Bear Creek ES	61.2	100	D	C	A	C	C	→
Pinellas	Azalea MS	68.2	100	N/S	N/S	N/S	C	D	↓
Pinellas	Lakewood ES	93.3	100	N/S	N/S	N/S	F	F	→
Polk	Kathleen Senior HS	89.4	100	N/S	N/S	N/S	C	C	→
Putnam	George C. Miller MS	61.8	80.8	N/S	N/S	N/S	D	C	↑
Putnam	William Moseley ES	71.0	100	N/S	N/S	F	D	C	↑
Seminole	Idyllwilde ES	81.9	100	N/S	D	D	N/S	C	↑
Seminole	Midway ES	81.7	83.9	N/S	D	C	C	C	→
Seminole	Pine Crest ES	84.2	84.8	N/S	F	D	D	C	↑
Seminole	Spring Lake ES	72.0	92.4	N/S	N/S	C	C	C	→

As shown in the table above, the grades in the 2019 column show the ongoing sustainability of our work. All but one of our former partner schools increased a letter grade or stayed the same since the conclusion of our work together.

In 2015, Des Moines Public Schools partnered with LSI at 22 schools. A recent study of the Des Moines implementation identified these key findings:

- Students in Year 1 schools improved by 7% in reading and 3% in math
- Students in Year 2 schools improved by 15% in reading and 6% in math
- All high school students in partner schools improved by 37% in reading and 26% in math
- Partner schools reduced achievement gaps by 4-7% over one school year

School improvement is hard work, but it is the right work.

Our partner districts and schools are unique in many ways, but what they have in common is their unshakable belief that all students can learn at high levels of rigor. They have seized the opportunity to unlock the power of leaders, teachers, and students to achieve their highest potential. **Now we look forward to partnering with you.**