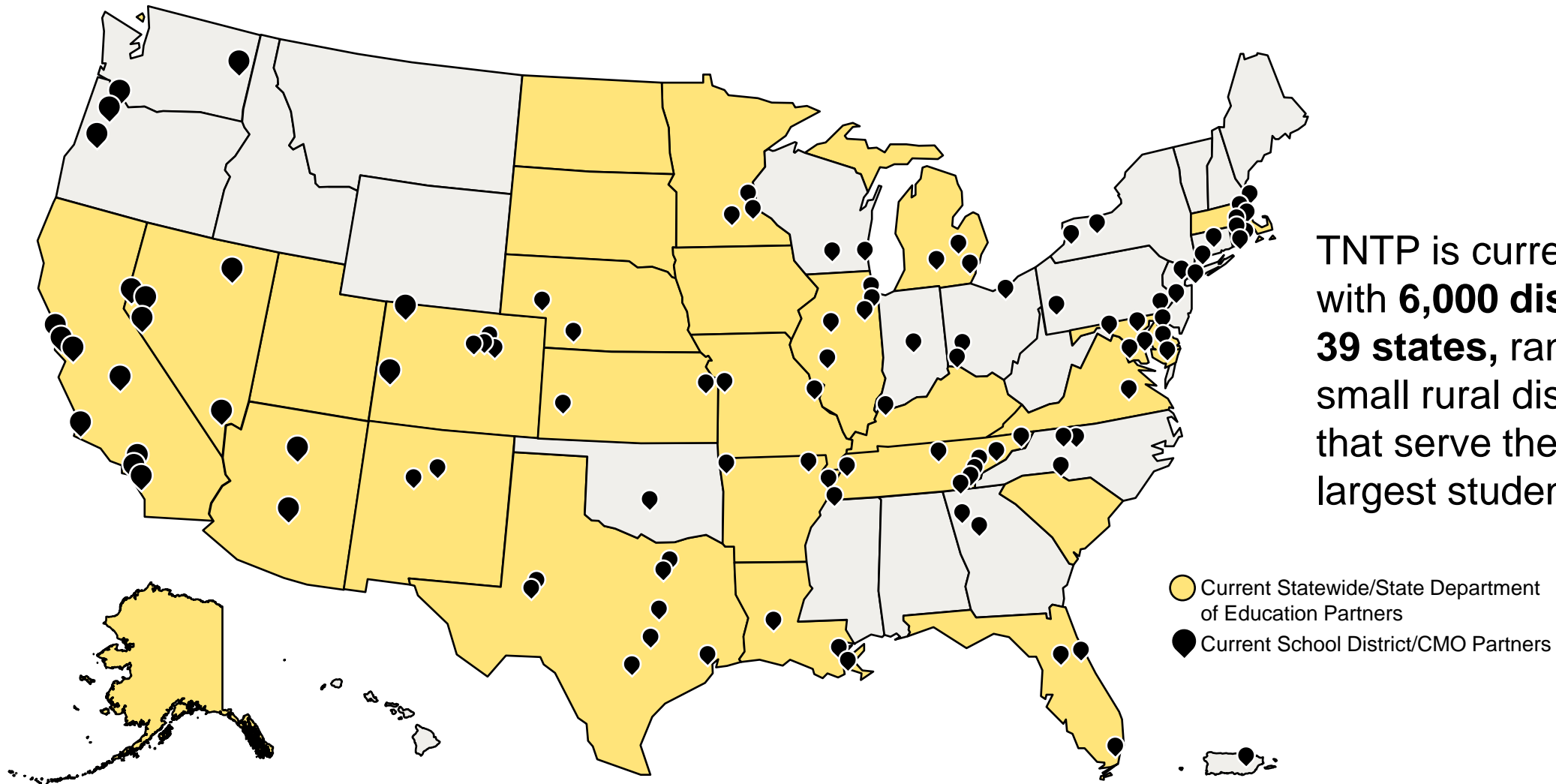


The Opportunity Makers

How a Diverse Group of Public Schools Helps Students Catch Up — and How Far More Can



Supporting PK-12 public education nationally

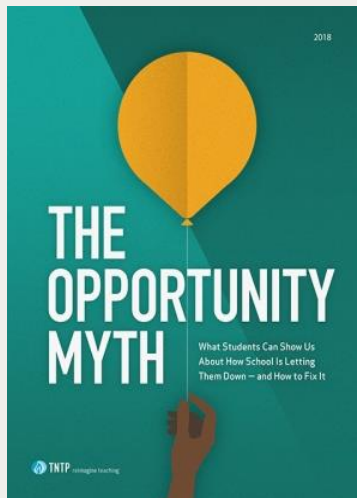


TNTP is currently partnering with **6,000 districts** across **39 states**, ranging from small rural districts to those that serve the nation's largest student populations.

OUR RESEARCH

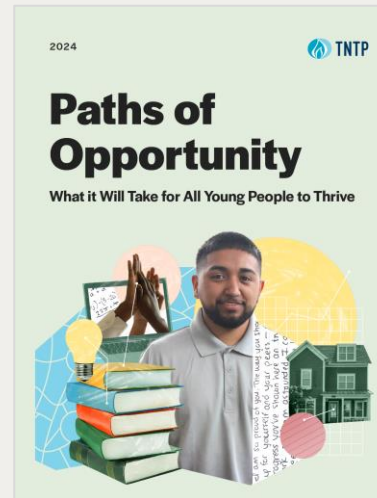
How do we create academic, economic, and social mobility at scale?

School is not preparing most young people for thriving lives



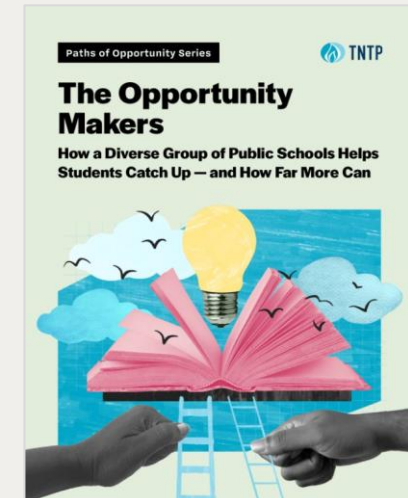
2018

For young people to thrive, they need access to the five factors of mobility



2024

How to build a strong academic foundation (the first mobility factor)

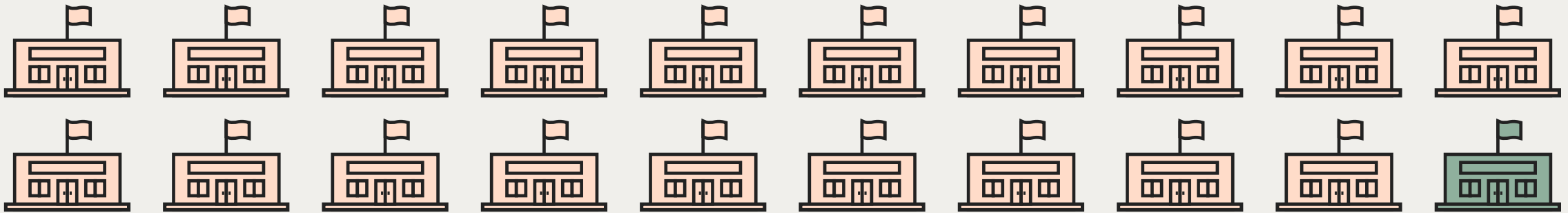


2024

**How can schools create
a strong academic foundation
for all young people?**

Most students who fall behind stay behind.

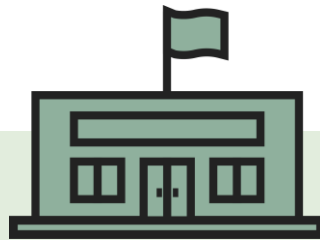
Of the **28,000** public elementary and middle schools where the average student was not yet on grade level...



■ More than 1.3 years of annual learning

...just 5% helped the average student catch back up.

**We can learn from the schools where
students consistently catch up.**

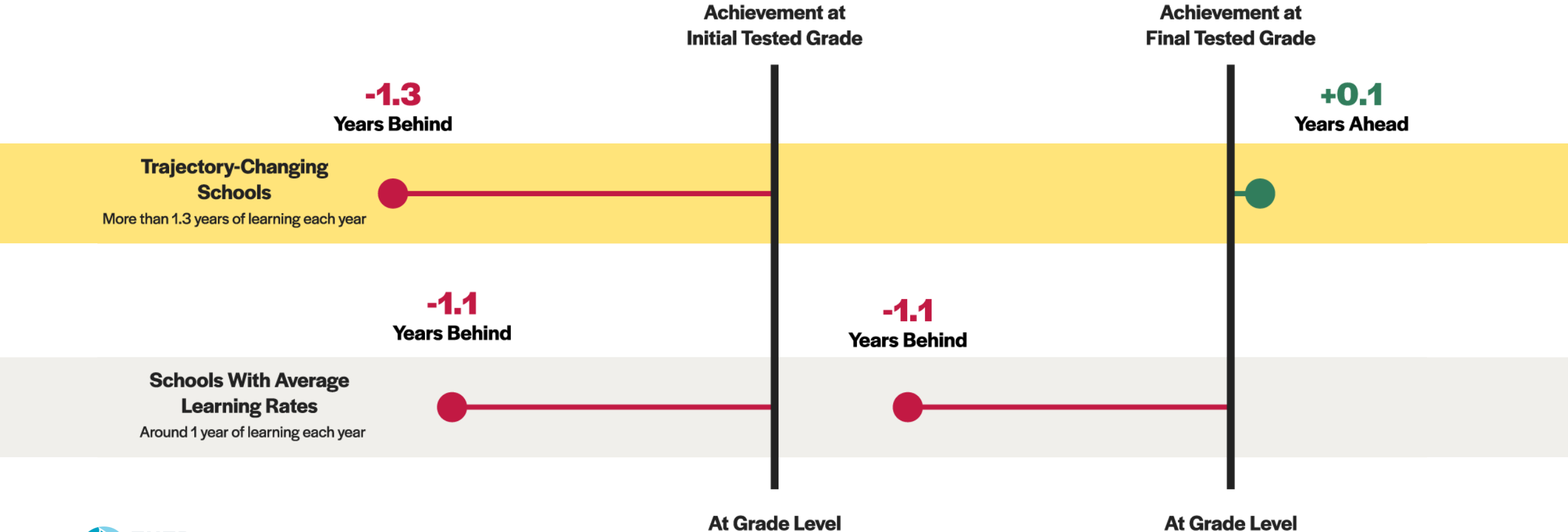


Trajectory-Changing Schools:

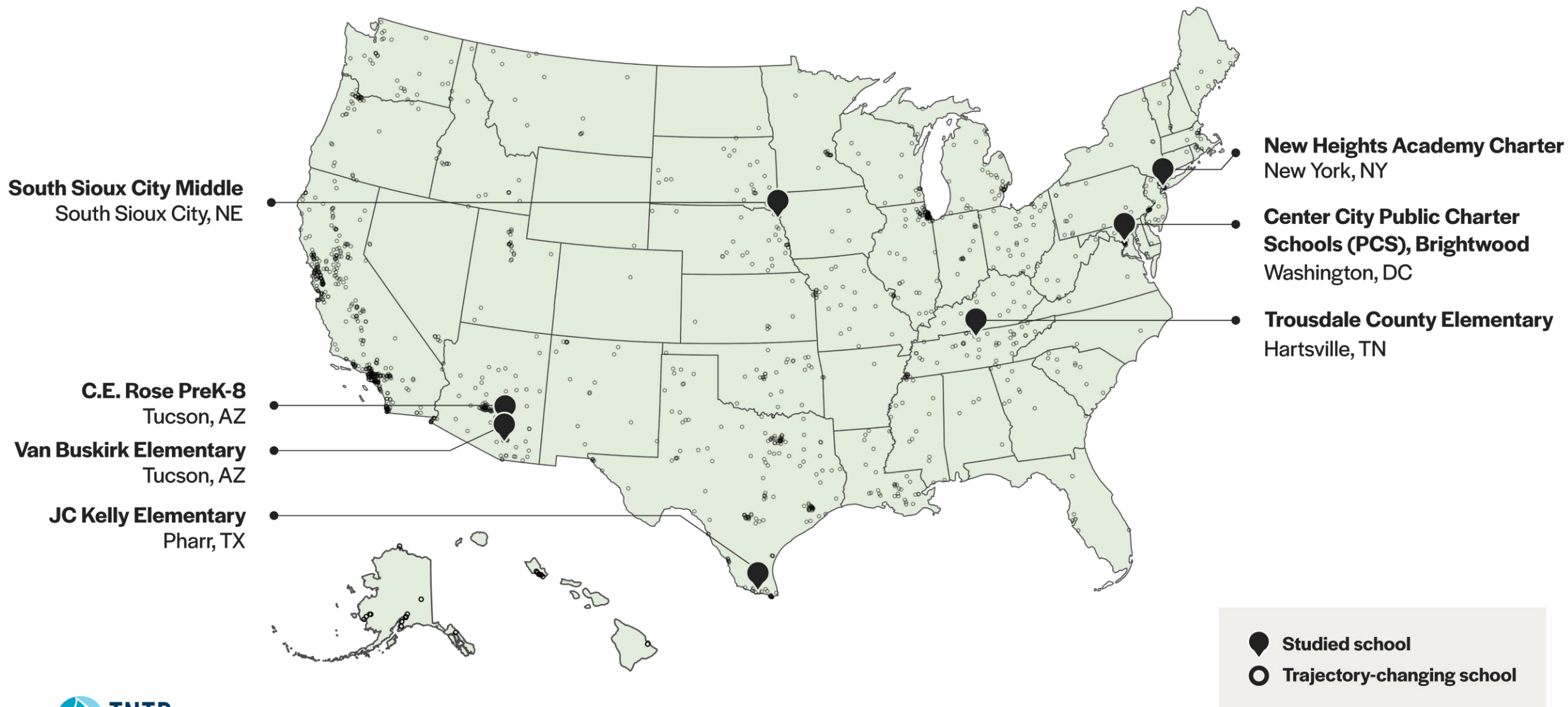
Schools where the average student was **not yet on grade level**
***and* grew more than 1.3 relative grade levels each year,**
based on the Stanford Education Data Archive (2008-09 to 2017-18).

In three years, students gain a full extra year of learning.

Student Achievement Over Time at Schools Where the Average Student Is Not Yet on Grade Level



We studied seven trajectory-changing schools in depth.

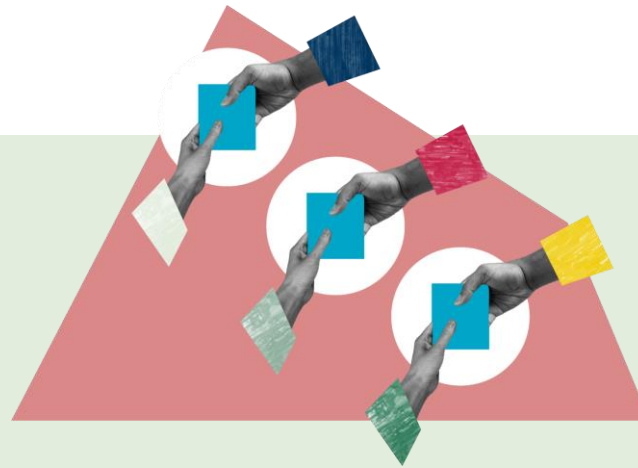


Trajectory-changing schools do three things well.



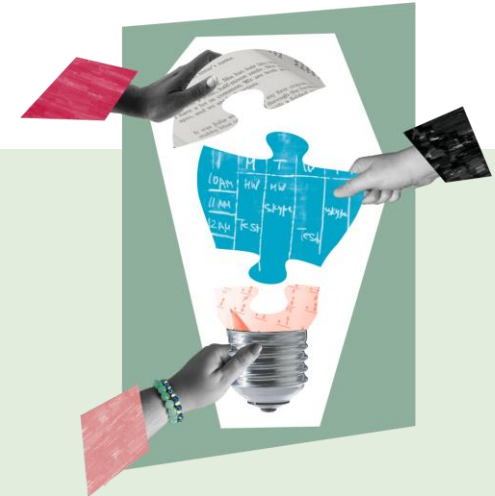
Belonging

Schools create an emotional climate for learning that activates students' ability to excel.



Consistency

Schools deliver consistently good teaching and grade-level content for all students.



Coherence

Schools build a unified instructional program and set priorities that are clear to all.

Belonging

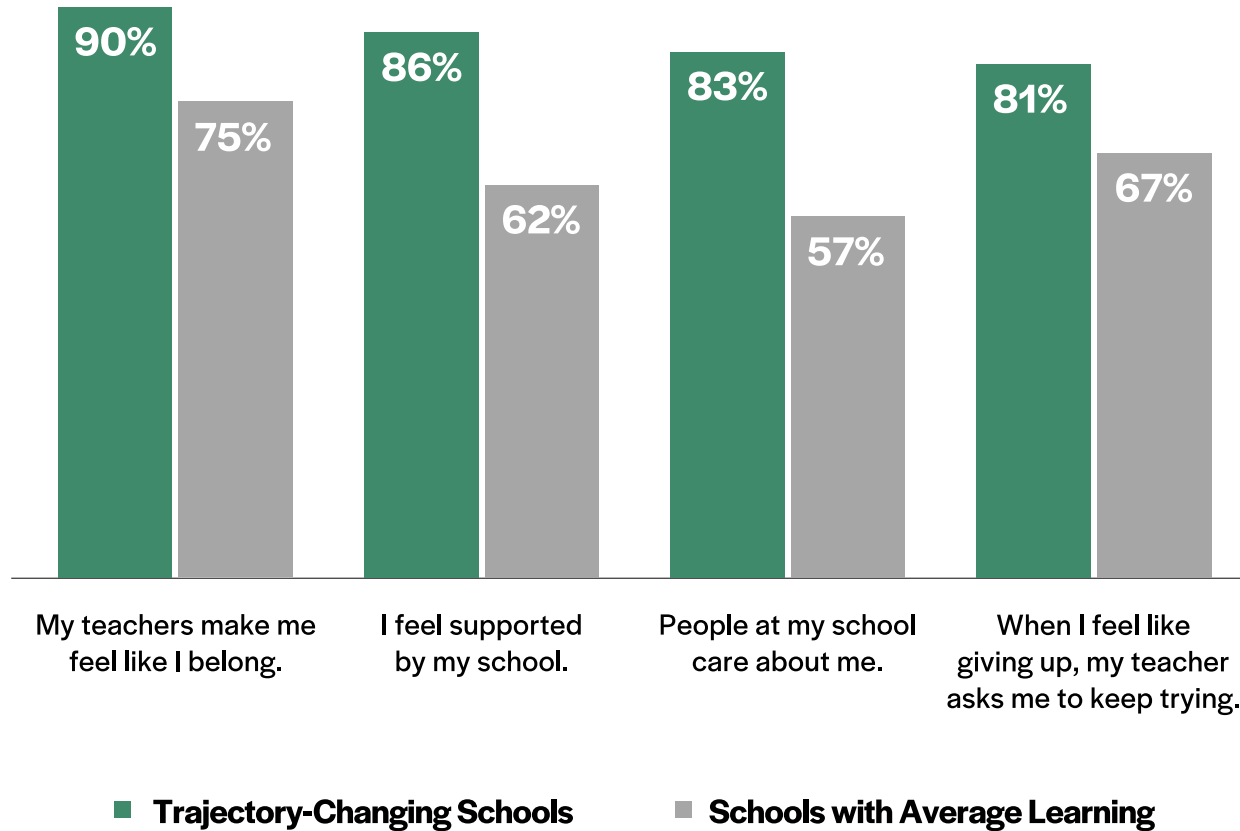
Young people say things like:

“I feel like they make every effort to know who I am as a student and as a person.”

Schools create an emotional climate for learning that activates students' ability to excel.

- **Individual Knowledge:** Every student is known well individual and a learner.
- **Individual Needs:** Educators work together to identify needs and provide personal support.
- **Individual Growth:** Educators focus on incremental growth for every student over time.

Student Agreement with Statements on Their School Experience



Belonging is built by school-wide structures and practices.

In trajectory-changing schools, students trust the school as a whole.

Schools create an emotional climate for learning that activates students' ability to excel.

Takeaways and Implications for school improvement.

- Belonging is a **pre-requisite** for and activates student learning.
- In trajectory-changing schools, students **trust the school** as whole.
- Belonging is supported by **school-wide structures** and practices to know students and understand specific needs.



Consistency

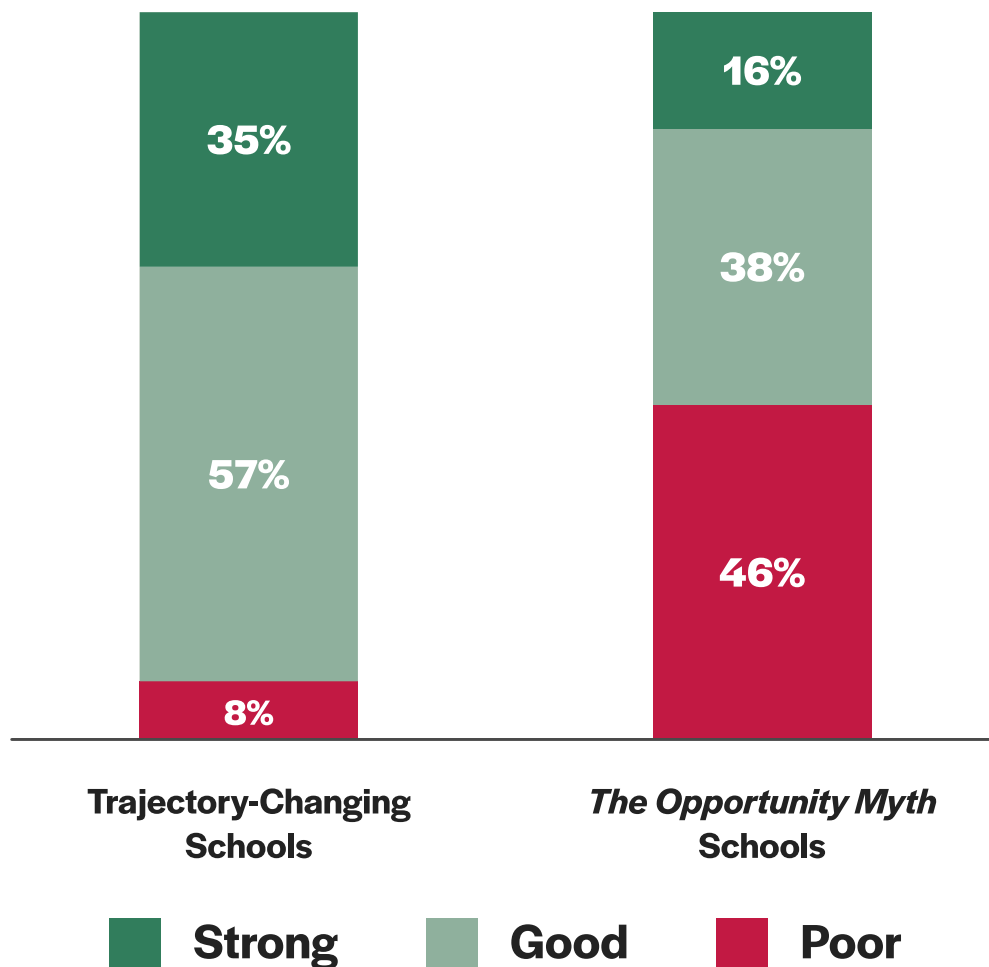
Young people say things like:

“We practice [writing] every day and I like that. Each lesson, each day, matters.”

Schools deliver consistently good teaching and grade-level content for all students.

- **Consistent Content:** All students do grade-level work with different supports.
- **Consistent Collaboration:** Teachers work in structured teams to improve instruction.
- **Consistent Reinforcement:** Instructional leaders maintain a simple, shared focus.

Quality of Average Lesson in Observed Classrooms



Trajectory-changing schools raise the bar for instruction.

The average lesson was good or strong in 9 out of 10 classrooms.

Consistency

Schools deliver consistently good teaching and grade-level content for all students.

Takeaways and Implications for school improvement.

- **Eliminate the “classroom lottery”:** Establish a grade-level baseline and reduce variation in the instructional experience.
- **Shared curriculum accelerates collective practice:** Create a baseline experience, accelerate support practices, and establish powerful PLCs.
- **All students accessed the same assignment:** Most consistent indicator across all schools. All students have grade-level expectations, with some differentiated supports.



Coherence

Schools build a unified instructional program and set priorities that are clear to all.

Schools build a unified instructional program and set priorities that are clear to all.

- **Coherence in Class:** Students start with Tier 1 content in both classwork and interventions.
- **Coherence at School:** Leaders clear space for teachers to focus.
- **Coherence at Home:** Caregivers know where students stand and how to help.

In Action

Instructional incoherence creates a disjointed and confusing experience for students.

- **In his fifth-grade math class (Tier 1),** Ethan adds and subtracts fractions with unlike denominators.
- **In his intervention block,** Ethan practices multiplying and dividing with factors of 6 and 9.
- **During after-school tutoring,** Ethan practices adding fractions using the “butterfly method trick.”
- **In extended time,** Ethan uses an adaptive digital program and solves word problems by subtracting within 1,000, a second-grade standard.

**Core/Tier 1
Instruction**

Interventions

**High-
Dosage
Tutoring**

**Extended
Time**

In Action

Trousdale County
Elementary
School

PK-5
Hartsville, TN

Instructional coherence feels logical, predictable, and unified for students.

- **In his fifth-grade math class (Tier 1),** Ethan adds and subtracts fractions with unlike denominators.
- **In his intervention block,** he practices adding fractions with common denominators, a fourth-grade concept critical to mastering this week's lesson.
- **During after-school tutoring,** Ethan practices tape diagrams using problem sets from the core curriculum.
- **In extended time,** Ethan completes fluency practice adding benchmark fractions.

**Core/Tier 1
Instruction**

Interventions

**High-Dosage
Tutoring**

Extended Time

For students, instructional coherence means that their daily experiences at school feel...

Logical

Students perceive a **sense of purposeful organization** in how things are done at their school.

Predictable

Students' daily routines within and across classrooms leave them **feeling secure**, with **clarity on the actions that lead to success**.

Unified

Students' experiences at school are **meaningful and connected** across days, weeks, and years.

In response to the pandemic, schools adopted new programs to provide the support students needed – and did it quickly.

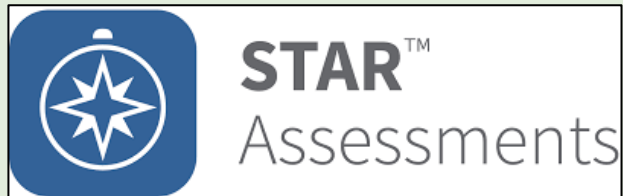
CORE/TIER 1 INSTRUCTION



SUPPORTS AND INTERVENTIONS



SCREENERS AND ASSESSMENTS



LEADERSHIP DECISION POINTS

nwea®

Coherence

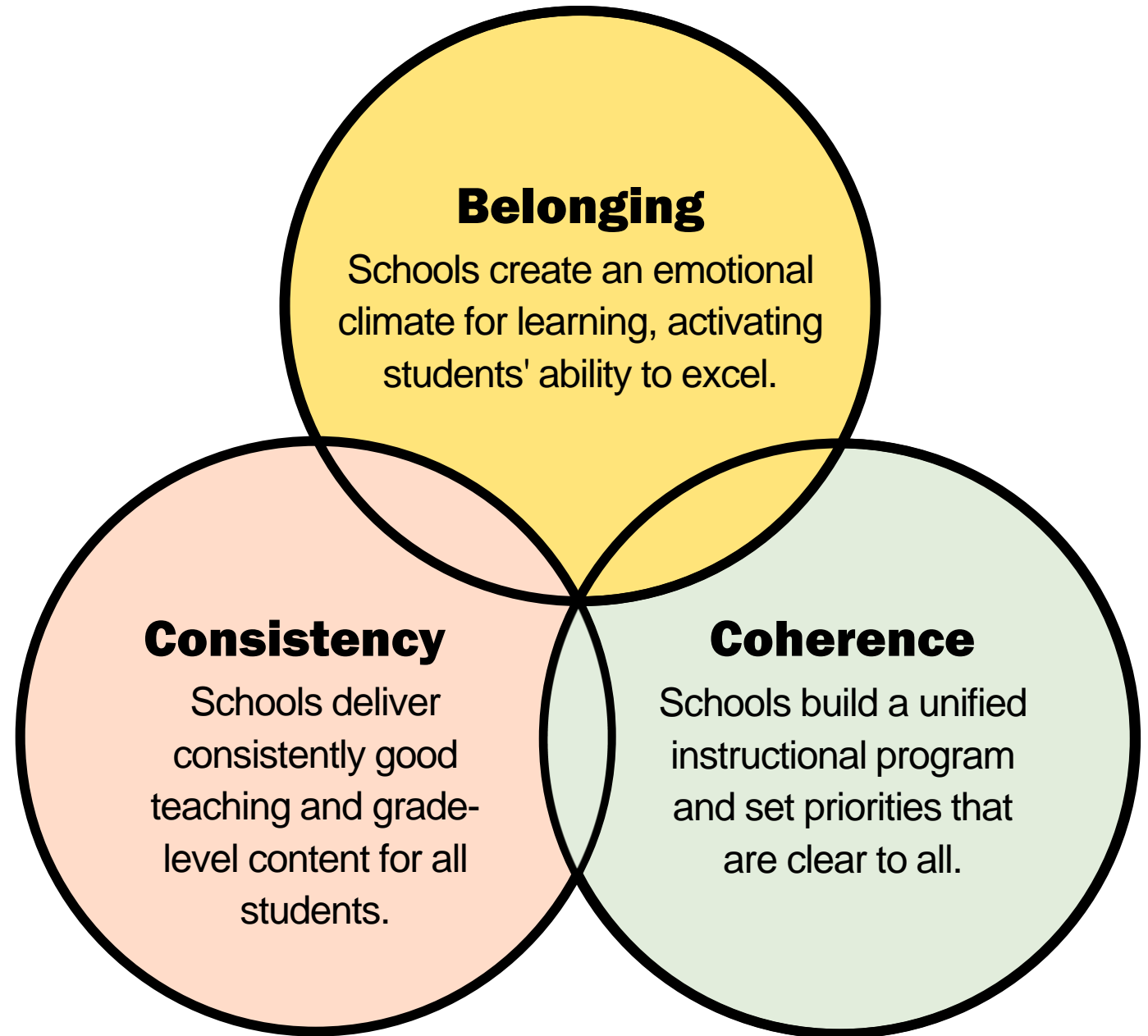
Schools build a unified instructional program and set priorities that are clear to all.

Takeaways and Implications for school improvement.

- **Coherent for students:** Daily experiences at school feel logical, predictable and unified.
- **Amplify caregiver impact:** coherent programs simplify and focus communication and impact.
- **“Marie Kondo” tools:** Districts and schools can clear the clutter for instructional clarity and alignment. Is the school focused on just one or two tools and practices to support coherence?



The three focus areas intersect and reinforce each other.



Every school can become a trajectory- changing school.

1

Create a supportive ecosystem. Align policies, priorities, and resources to support the focus areas.

2

Reorient to the student experience. Anchor all decisions in the student experience.

3

Choose a narrow entry point. Focus on belonging, consistency, or coherence for targeted practice.

4

Manage ongoing change. Catalyze and sustain change over multiple years.

Create a supportive ecosystem

“For us to really focus on what matters, we have to look at the big picture for our district. Then we ask ourselves, ‘Okay, what is the biggest bang for our buck?’”

Alma Carmona-Alday, Principal of CE Rose PK-8

System & School leaders can set focused goals and remove obstacles for schools.

Are leaders, teachers and students clear on their most important **goals**?

Where is your system **promoting or hindering coherence** and alignment to goals?

How can you **remove barriers** to consistency, coherence and belonging?

What **strategy will most improve** consistency, coherence or belonging?

Reflection and Discussion

How can we best support Tennessee schools to accelerate learning and improve student outcomes?

How can we support Tennessee schools in providing more consistent and coherent experiences?

To read the report and access the toolkit.



tntp.org/publication/the-opportunity-makers/

Questions? Michael.Franco@tntp.org