CroCooS final conference - Policy recommendation

21 April, 2017
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What have we learned from the policy experimentation of CroCooS?
CroCooS final conference - Policy recommendation

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Tempus Public Foundation

What have we learned from the policy experimentation of CroCooS?
• What is a policy experimentation about?
• Why early school leaving is such an important issue in the EU?
• Key intervention points in the pilot countries: what do we have to change?
• How did we plan the CroCooS pilots (early warning system)?
• The development story (opportunities and barriers)
• Policy recommendation
• Key messages
• What is a policy experimentation about?
• Why early school leaving is such an important issue in the EU?
• Key intervention points in the pilot countries: what do we have to change?
• How did we plan the CroCooS pilots (early warning system)?
• The development story (opportunities and barriers)
• Policy recommendation
• Key messages
**Policy context**

**Policy experimentation**

**A European policy issue**

**Definition**

ESL rate: percentage of 18-24 year-olds with only lower secondary education or less, and no longer in education or training

*focus on labour market needs > certificated education*
Policy experimentation

Jørn Skovsgaard, Danish education counsellor

"In God we trust; all others must bring data."
W. Edwards Deming

Approaches to Education
- Please keep in mind!

Curriculum: VS Didactics:
Hard facts are needed to identify your problem but -
What you measure is what you get – So you should be careful to measure what you want!
Soft facts are needed to find the solution but -
Without data you’re just a person with another opinion!

Randomized controlled trial

Experimental Design (Gold Standard)
Treatment + Exposure to Charter School Model/Strategies

Charter/Treatment
District/Other/Control
Population
1. Treatment Assignment RANDOM
2. Setting, Peers, Facility, Location, etc. (non-treatment features) IDENTICAL
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focus on labour market needs > certificated education
A European policy issue

early school leaving, a social indicator

poverty and social exclusion

GDP and rate of ESL

policy design >

results and effectiveness

dropout
dropout
What do we have to change?

System level, governance - national context

Success of any development process largely depends on the policy and regulatory context

- Under-funded systems
- Lack of framework (funding for ID and for special education teachers and allied staff)
- Social workers, school psychologists
- Accessibility issues and lack of responsibility cultures
- Pressure: external and internal issues

Working systems on national level

- Data gathering and analyzing system
- The correct national education
- Although the laws are specific, there is no distribution of common data

Ensuring that each student has an equal chance

Teachers - level of professionalization

- Views and attitudes
- Pedagogical knowledge
- Knowledge about student's needs
- Skills (procedural knowledge)
- Processes and protocols
- Communication
- Knowledge about the responsibility limits and other professions

Schools and other services - local and institutional context

- Whole school approach, school community, strong cooperation with external stakeholders
- Inclusion of all students in school cooperation

Leadership

- Effective leadership and governance is essential
- Collaborative culture of teachers
- Positive school culture, teamwork and collaborative practice

Inclusive education

- CPD - Continuous professional development
- Teachers and other professionals
- Communication

Responsibility shift

Key professionals

- Less culture of cross-sectional cooperation
- Case manager is a question
- Career guidance (SCG)
- School psychologists (SRP)
- Form teacher (THU)
System level, governance - national context

Success of any development process largely depends on the policy and regulatory context.

Under-funded systems
- lack of normative financing for SENs and for special education teachers and other non-teacher staff, e.g. social workers, school psychologists

Accountability system and/or responsibility culture
- dropout is not necessarily an issue
- external and internal (e.g. self-evaluation) assessment is rare, evaluation culture is weak

Warning systems on national level
- data gathering and monitoring - system
- no cross-sectoral database
- although law allows it for specific purposes, no practice to use common data
- use and sensitivity of data (fear and resistance, strong data protection)
- data collection rather serves reporting goals than providing information, especially for teachers (they know and collect the distress signals, but don’t use them)
Success of any development depends on the policy area.

Under-funded systems

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Signals, but its nature is weak...
What do we have to change?

System level, governance - national context
Success of any development process largely depends on the policy and regulatory context

Schools and other services - local and institutional context
- leadership
  - effective leadership and governance is essential
- collaborative culture of teachers
  - positive school cultures, teamwork and collaborative practice

Teachers - level of professionalization
- views and attitudes
- pedagogical knowledge
- knowledge about students, needs
- skills (procedural knowledge)
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- knowledge about the responsibility limits and other professions
Schools and other services - local and institutional context

**whole school approach**: school community strong cooperation with external stakeholders

tradition of a system-wide cross-sectoral cooperation

**inclusive education**

ensuring that each student has an equal chance

**leadership**

effective leadership and governance is essential

**collaborative culture of teachers**

positive school culture, teamwork and collaborative practices

**Key professionals**

- less culture of cross-sectoral cooperation
- case manager is a question
  - career guidance (SLO)
  - school psychologist (SR)
  - form teacher (HU)

**CPD**

investment for continuous professional development of school leaders, teachers and other school staff

**Responsibility shift**

![Graph illustrating responsibility shift]
Schools and other sector local and institutional

whole school approach: school community strong cooperation with external stakeholders

tradition of a system-wide cross-sectoral cooperation

diverse education

ensuring that each student has an equal chance

CPD

investment for continuous professional development

effective leadership

collaboration

positive school culture

Key professionals

• less culture

•
leadership

effective leadership and governance is essential

collaborative culture of teachers

positive school culture, teamwork and collaborative practice

Key professionals

• less culture of cross-
Making that each student has an equal chance

**CPD**
investment for continuous professional development of school leaders, teachers and other school staff

Responsibility
Key professionals

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Responsibility shift
Level of responsibility on a 1-11 scale, by country, %
**What do we have to change?**

**System level, governance - national context**

Success of any development process largely depends on the policy and regulatory context.

- Under-funded systems
- Insufficient teacher training for special education teachers and ELT specialists
- Teacher staff: special education, school psychologists
- Access to all
- Teacher/staff-time: time for planning, physical and emotional aspects

**Schools and other services - local and institutional context**

- Whole school approach: school community, strong cooperation with external stakeholders
- Effective leadership and governance is essential

**Teaching level - level of professionalization**

- Teachers and staff
- Knowledge about students' needs
- Professional development
- Training, seminars, workshops, coaching, mentors

**Inclusive education**

- Ensuring every student has an equal chance

领导

- Effective leadership and governance is essential

合作文化

- Positive school culture, teamwork, and collaboration practices

教师专业发展

- Less culture of cross-sectoral cooperation
- Career guidance (SLG)
- School psychologists (SR)
- Form teacher (HU)
Teachers - level of professionalization

- views and attitudes
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Early warning system in CroCooS

From theory to practice

Focus on teachers

- responsibility shift: first step is to make them problem sensitive (students won’t change)
- reduce the sense of powerlessness (week pedagogical knowledge in the field of instructions and evaluation as well as in supporting communication with students)

5 most important distress signs by T/AK: Reports and CroCooS research team

1. absenteeism (e.g., for a test, all the tests)
2. informal rating achievement
3. grade repetition
4. behaviour varied
5. being isolated in school
6. drastic behaviour changes
<table>
<thead>
<tr>
<th>Type of Intervention</th>
<th>Attendance</th>
<th>Behavior</th>
<th>Course Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School-wide</strong></td>
<td>Every absence brings a response</td>
<td>Teach, model, and expect good behavior</td>
<td>Research-based instructional programs</td>
</tr>
<tr>
<td>(all students)</td>
<td>Create a culture that says attending every day matters</td>
<td>Positive social incentives and recognition for good behavior</td>
<td>In-classroom support to enable active and engaging pedagogies</td>
</tr>
<tr>
<td></td>
<td>Positive social incentives for good attendance</td>
<td>Advisory</td>
<td>Data tracking by teacher teams</td>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>Targeted</strong></td>
<td>Two or more unexcused absences in a month brings brief daily check by an adult</td>
<td>Two or more office referrals brings involvement of behavior team</td>
<td>Elective extra-help courses—tightly linked to core curriculum—preview upcoming lessons and fill in knowledge gaps</td>
</tr>
<tr>
<td>(15 to 20 percent of students)</td>
<td>Attendance team (teacher, counselor, administrator, parent) investigates and problem solves (why isn’t student attending?)</td>
<td>Simple behavior checklist students bring from class to class, checked each day by an adult</td>
<td>Targeted, reduced class size for students whose failure is rooted in social-emotional issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor assigned</td>
<td></td>
</tr>
<tr>
<td><strong>Intensive</strong></td>
<td>Sustained one-on-one attention and problem solving</td>
<td>In-depth behavioral assessment (why is student misbehaving?)</td>
<td>One-on-one tutoring</td>
</tr>
<tr>
<td>(5 to 10 percent of students)</td>
<td>Appropriate social service or community supports</td>
<td>Behavior contracts with family involvement</td>
<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>
Personal development

Targeted interventions for groups of students at risk

Comprehensive school reforms (prevent/reduce behavioural problems and learning difficulties)

Early warning system (signs and support)
The most important early distress signals, following the HUN answers order, %

- Absenteeism
- Difficulty to fit in
- Weak reading skill
- Student works beside school
- Uninterested parents
- Agression
- Unemployed parent
- Low educated parent
- Ethnic background
- Deteriorating achievement
- SEN
- Boredom
- Weak Maths skills
- One parent family
- Chronic illness
- Raised by grandparents
- Disabled student
- Migrant student
- 2 or more siblings

Legend:
- HUN
- SLO
- SER
6 most important distress signals by TWG Report and CROCOOS research team

*official standards*
1. absenteeism (unjustified, all the word)
2. deteriorating achievement
3. grade repetition

*behaviour-related*
4. being bored in school
5. being bullied/bullying
6. drastic behaviour changes
Focus on teachers

- responsibility shift > first step is to make them problem sensitive (students won't change)
- reduce the sense of powerlessness (weak pedagogical knowledge in the field of instructions and evaluation as well as in supporting communication with students)
Development story

2nd PM meeting

Conclusions for development projects:
- **DESIGN**: differences in the beliefs, values and approaches among developers.
- **IMPLEMENTATION**: the intervention level interprets and redesigns the goals and the provided know-how.
- **ACTORS**: the project organization structure should be clear enough (different understanding of roles and responsibilities).
- **FRAMEWORK**: bad socialization for project achievements.
- **CHALLENGE**: external new programs not necessarily meet the original or actual goals of the schools.
- **COMMUNICATION**: flow of information, trust culture (clear of control).
- **TIME AND MONEY**: always less than necessary.

4. Building on the most
5. Building on the already
6. Popular starting activities extracurricular activities
   (short time achievement)
7. Reducing bad school education in curriculum
8. Whole school a partner is a very
   and readiness)
**Preparatory Phase**

1. **Selection Criteria**
   - MENTORS (profile)
   - SCHOOLS (commitment criteria)

2. **Selection Process**

3. **Development Toolkits**
   - Questionnaire, data analysis, specific case, discussion, staff meetings

**Pilot**

1. **Training for Mentors**
   - Supervision?
2. **Communication with Schools**
   - Marketing, information
3. **2-Stage Implementation**
   - School capacity (before-after)
   - Students (mentors, teachers, students, costs, evaluation)
   - Different EWS and aim in each school

**Evaluation**

1. **Control Group**
   - Selection/invite/comparability

**Future Prospects**

**PM Game**

1. **Know**
   - Don't know
   - Know difficult
   - Debate

**WHAT IS IN THE PROJECT**

- Scope of national guidance?
- Contribution to the project development?
- Output vs outcome
- Overview on European level

**Prezi**
1.3. Expected results of using the CroCooS projects EWS building methodology at institutional level

In line with the above described principles and taking into consideration the length of the pilot period within the project (18 months) the following expectations have been formulated towards the schools by the partners of the project.

I. The school has a solid and sustainable EWS/ESL prevention strategy.

   a) The school maps out external partners and resources and is able to mobilize them if any of the students is in need of help.

   b) The school operates and institutional tracking/monitoring system.

   c) The school identifies its capacity building needs in relation to instruction and pedagogical evaluation.

II. The activities of the school in relation to EWS have an impact on the relationship of the school community including the internal and external partners (e.g. student-teacher, teacher-teacher, student-school, school-family and school-local actors and stakeholders relationships).

III. School operates a system of individual supplementary support for the students.

IV. The school actively strives to solve students’ problems.

V. Teachers teaching the same students actively cooperate to solve the problem of the students.

VI. Risen awareness of drop-out among teachers, school leaders, students.
**TOP DOWN**

WHY - ideas and principles

HOW - processes, protocols

implementation gap

WHAT - school level: THEY WILL DO something...

**BOTTOM UP?**
Conclusions for development projects

- DESIGN: differences in the beliefs, values and approaches among developers
- IMPLEMENTATION: the intervention level interprets and redesigns the goals and the provided know-how
- ACTORS: the project organization structure should be clear enough (different understanding of roles and responsibilities)
- FRAMEWORK: bad socialization for project achievements
- CHALLENGE: external new programmes not necessarily meet the original or actual goals of the schools
- COMMUNICATION: flow of information, trust culture (fear of control)
- TIME AND MONEY: always less than necessary
Policy recommendation

1. clear expectation towards schools is crucial
2. project logic vs policy goals and sustainable development
3. capacity building
   - First: institutionalize responsibility culture > empowerment of schools
   - Second: engage school leader who has a crucial role in changes
   - Third: equip the actors with expertise (professionalization: skills, structure and processes, professional protocols)
4. building on the most important actors and compensating them
5. building on the already existing systems in schools (e.g. self-evaluation)
6. popular starting activities in schools: community spaces, extracurricular activities, individual and small group development (short time achievement vs deep learning)
7. reducing bad school choices (guidance services, career education in curriculum, flexible learning pathways)
8. whole school approach and cooperation with external partners is a very important challenge (lack of openness and readiness)
9. policy learning
   - necessary time
   - structural changes don’t necessarily lead to quality improvement
   - evaluate and monitor the new measurements
1. Gaining trust and discipline
2. Development of new learning spaces
3. Embedding of deep learning
4. Lead school choices (guidance services, career curriculum, flexible learning pathways)
5. School approach and cooperation with external agents is a very important challenge (lack of openness)

9. Policy learning
   - Necessary time
   - Structural changes don't necessarily lead to quality improvement
   - Evaluate and monitor the new measurements
Key messages

- Collaborative methods
- Good teacher-student relationship
- Life curriculum
- Clear and relevant expectations
- Culture of trust and respect in schools
- Professionalization
- Policy learning

TIME

Communication with and among all actors

Policy recommendation

1. Clear expectation towards schools is crucial
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