Systems Level Logic Model

**Creating a New Systems Paradigm**
Continuous cycles of revision and improvement; organizational and individual flexibility and adaptability; K-12 education is organized to minimize systemic barriers and enhance systemic catalysts (in policy, practice, and professional norms) to ensure that each student is ready for success in college, career, and civic life.

**Aligning and Interaction of Key Systems Components**
The alignment or interaction of policies and practices regarding human resources, assessment and accountability, finance, technology, and leadership supports broader goals for equity and student outcomes (skills, dispositions, and knowledge).

**Continuous Improvement, Cycles of Innovation and Experimentation, and a Culture of Sustainable Change**
At district, school, and classroom levels, educators seek to implement student-centered learning policies and practices, develop usable data, and assume a research mindset toward cycles of innovation.

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**Student-Centered Learning Logic Model**

**Initial Conditions**

Today’s innovation economy and diverse society require skills that are not covered by the traditional curriculum and top-down, “one-size-fits-all” approach. By some estimates less than 50% of high school learners are truly “ready” (defined as graduating high school and entering college without the need for remediation) for post-secondary success at a time when this level of achievement is essential for individual economic viability. Readiness levels are much worse for learners of color, low income learners, English Language learners, and other underserved learners.

This situation is unacceptable for practical and moral reasons. It is a practical matter because we must ensure that far more learners are truly college ready in order to move our society forward to a positive future. Predictions about employment needs indicate this, and the historical requirements necessary to be an active participant in a democracy demands it. It is a moral matter because a public system that demonstrates institutional and structural barriers to achievement connected to race, ethnicity, income, or English ability is unfair and unjust.

**Assumptions**

A growing body of research and practice in college and career readiness, cognitive science, education leadership, and school culture and climate provides some guidance for navigating the shift to a student-centered learning system. This new knowledge base about student learning creates a firm foundation for student-centered work.

“We know now that individuals are most likely to learn when they are positively disposed towards the learning task.

“They are most likely to attempt difficult tasks when they have developed a ‘growth mindset’ (the belief that intelligence is malleable, not fixed, and that effort makes a critical difference in achievement).

“And they are most likely to persist when learning tasks reflect and respond to their particular needs and interests and when they can employ effective learning strategies.

“Students are most likely to succeed when they experience a strong connection to others—whether in the classroom, at home, or in their communities.”

Building on this knowledge base, districts will be well-positioned to implement student-centered learning strategies inside and outside schools.

The challenge will be to create a rigorous and coherent set of learning opportunities that embraces best ideas and best practices about engaging young learners, creates the conditions for learning inside and outside of school, and ensures that all students have rich opportunities to attain and demonstrate proficiency.

**SCL Organizing Principles**

**Personalized Learning**

- Learning tasks start from where the student is, formatively assess existing skills and knowledge, and address the student’s needs and interests
- Learning is reinforced through collaborative group work
- Learning is deepened through authentic problems and projects

**Competency-Based Learning**

- Students move ahead based primarily on demonstrating key learning milestones along a path to mastery of core competencies
- A student assessment system provides frequent, fair, and rigorous assessment of student progress toward proficiency
- Each student is assured scaffolding and differentiated support needed to progress at a pace appropriate to reaching college, career, and civic outcomes

**Anytime, Anywhere Learning**

- Learning takes place within and beyond traditional school day, week, and year
- Learning takes place within and beyond the walls of the school (including ELOs, VLOs, and/or dual enrollment)
- Digital technologies play a central role in enhancing learning

**Student-Owned Learning**

- Students take increasing responsibility for their own learning
- Students rely on strategies for self regulation, self assessment, and self reflection to guide learning
- Students understand how to get “smarter” by applying effort strategically to learning tasks

**Outputs**

**Medium- and Long-Term Outcomes**

- Increase in students’ “deeper learning” knowledge and skills, including six competencies essential to prepare students to achieve at high levels:
  - Master core academic content
  - Think critically and solve complex problems
  - Work collaboratively
  - Communicate effectively
  - Learn how to learn
  - Develop academic mindsets

- Decrease in achievement gaps by race and class, as determined by multiple measures of student knowledge and skills

- Increase in post-secondary education enrollment without need for remediation

- Increase in post-secondary employment at a living wage or in career training

**Impact**

Each student completes secondary education having mastered the skills, dispositions, and knowledge to be ready to succeed in college, career, and civic life

All subgroups of students will reach 80% college and career readiness by 2030, with 100% the ultimate goal

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* "Putting Students at the Center: A Reference Guide," Nellie Mae Education Foundation