



The EdVisions Model Works!

Data collected over the past year shows conclusively that the EdVisions model of middle and high school works for pre-adolescents and adolescents. The EdVisions model is built around four major innovative elements: Self-directed Project-based Learning; Authentic Assessment; Full-time, Multi-Age Advisories; and Teacher Empowerment. Within each of those elements are a set of procedural processes we call the Design Essentials. The Design Essentials are based upon work done at the EdVisions' Network flagship school, the Minnesota New Country School in Henderson, MN.

A review of schools conducted this past year showed that schools that have received EdVisions grant funds and coaching are in a variety of places in respect to the Design Essentials. The review rated each school in regard to the implementation of the procedures. The schools that rated the highest have become Visionary Lab Schools and will function as repositories of best practices, dissemination points, and part-time coaching for start-ups and schools wishing to transition.

How do we know the model works? Because the schools that scored at the top of the Design Essentials rubric are the schools that have the highest numbers on the scales of the variables in a series of student perception surveys called the Hope Study. The Hope Study surveys students about how they perceive the school culture in levels of autonomy, teacher and peer support (belongingness), goal orientations (either mastery or performance), academic press, engagement (both emotionally and behaviorally), and hope (a disposition or attribute that contributes to one's feeling of capability for success in life). Engagement is affected positively by autonomy, belongingness, mastery goal orientations and academic press. Engagement has a powerful connection to hope (if engagement goes up rather than down, hope will be grown or built over time).

What we know after the 2008-09 data has been analyzed is that schools that rate highest in the Design Essentials have the highest levels of autonomy, teacher support (one of the measures of belongingness), mastery goal orientations, and academic press; and they are lowest in performance goal orientation. As a result, they are then highest in emotional engagement and even behavioral engagement. Consequently, those schools are able to grow hope in individual students over time. The schools that have five years of data show that the average student in those schools can grow hope **by six points over five years** on a 64 point scale. The top five or six schools on the Design Essentials rubric appear in the top-ten list for each variable in almost all categories. Those schools that do not register high on the Design Essentials usually do not have high numbers in the variables, and thus have lower engagement and do not raise hope.

After analysis of some achievement data (as measured by standardized tests), it has been shown that higher engagement and raising hope has a definite correlation to scoring higher on tests for reading and math. The basic hypothesis of the EdVisions model (that if you pay attention to the developmental needs of adolescents in schools, you will have happier and more productive students in the long run) has been proven beyond a doubt in our minds!

What does this mean for schools that a) did not score high on the Design Essentials rubric; and b) do not utilize the Design Essentials in their present school structure? Simply put, by paying attention to the EdVisions model and implementing MORE of the project-based, authentic assessment, and advisory methods, you can have a school that raises hope. The EdVisions team, by utilizing the series of surveys on autonomy, belongingness, goal orientation, engagement, and hope, can help benefit your students' future endeavors by helping you design a proper environment for adolescent achievement!

EdVisions Schools

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