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Desafío TEP - Positive School Trajectories: Iterative Improvement Cycles to Strengthen Public Education

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International Congress for School Effectiveness and Improvement
Vina del Mar, Chile
January 2023

Case context

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Alliance to follow the educational path and reduce school exclusion

All students are in the school system
All students continue their schooling

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2020

- 5 alliance
- professional
- 5 SLEP advisors
- 12 schools (50 MLT)
- 5.068 students

TEP Theory of action

If ***collaborative capacities*** are developed within and between schools, ***data-driven decision-making***, and ***leadership and management*** are developed with a focus on access and quality of learning, then ***strategies to promote trajectories*** will be implemented and will have an impact on indicators of ***student attendance, school engagement and dropout***

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Service of Public Education (SLEP) Andalién Sur

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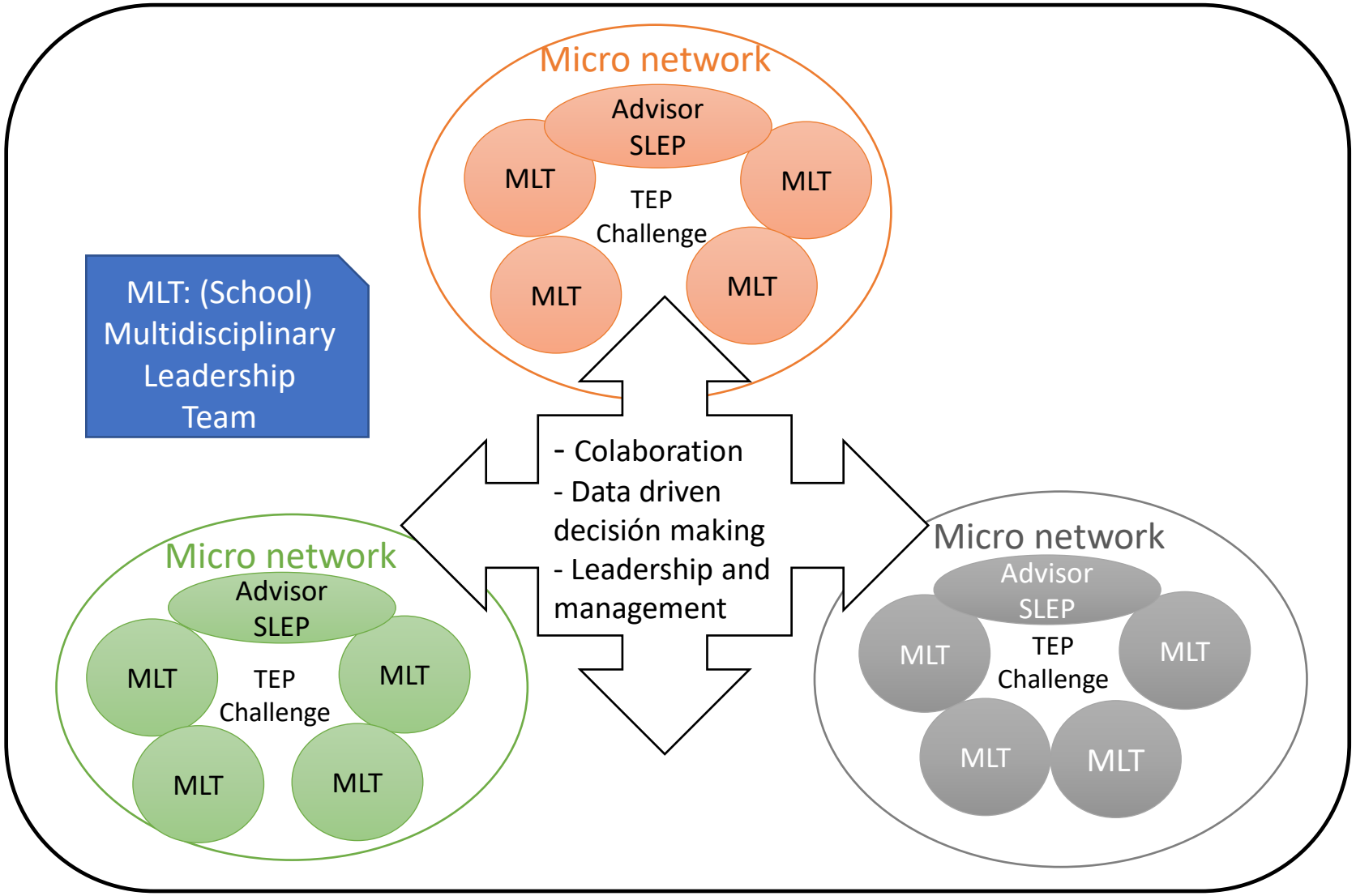

TEP Indicators

- Student attendance
- School engagement
- Dropout

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Iterative improvement cycles

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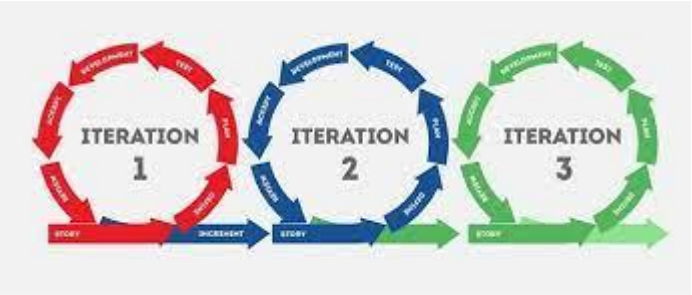
Improvement cycles is an approach to address specific problems through structured, collaborative and iterative cycles (Bush - Mecenas, 2022)



Recurrent of review and correction within a range of time in order to improve results.
It is based on experience, and on the agility to learn and improve incrementally.

Iterative improvement cycles (Covid context)

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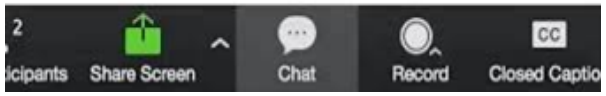
ZOOM BREAKOUT ROOMS

WhatsApp

Google FORMS



Challenge (urgent, relevant and within the scope of action) and theory of action

Data review (focus on at-risk students)

Implementation and adjustments

Learnings and improvement

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TEP Notebook
Infographics

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What are the differences between the improvement cycles developed?

What learning is identified?

What results are presented in school trajectory indicators?

Data sources

- TEP notebook (iterative improvement cycles)
- Individual interviews – focus group (MLT – SLEP advisors)
- Dropout rate 2020-2021 reported by the Ministry of Education.

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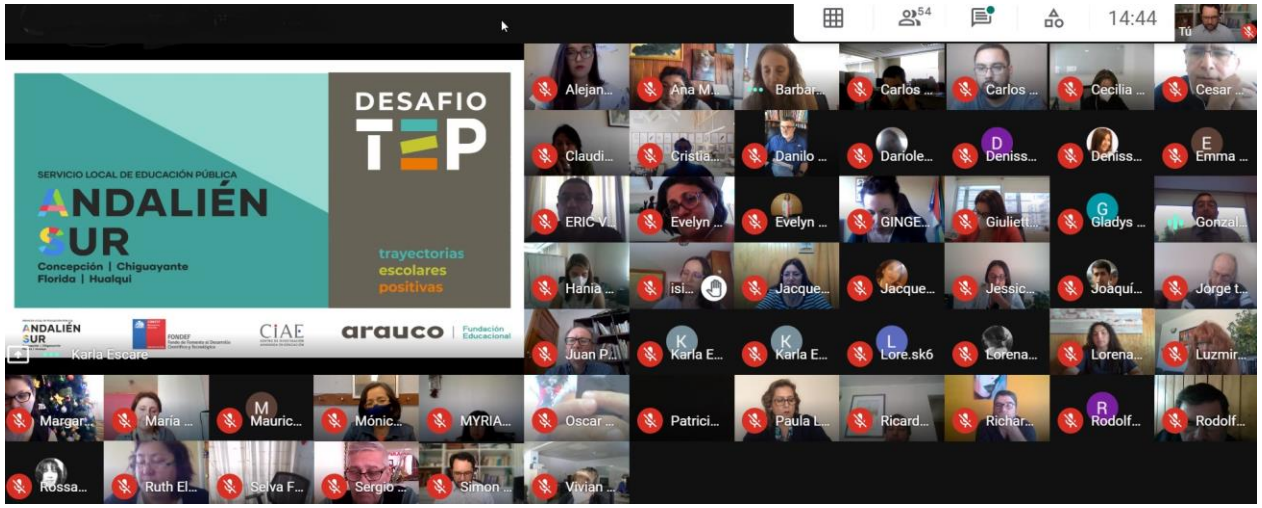
What are the differences between the improvement cycles developed in 2020?

9 of 12 (75%) maintained Theory of action. Objective is to keep students and families in school.

Cycle 1: Contact and bonding with students and families, with actions of socio emotional support.

Cycle 2: Accompanying and providing feedback to students and families, with actions to review students' work and contact analysis.



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What learnings are identified?

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Clear and structured methodology

Adjusting improvement theories

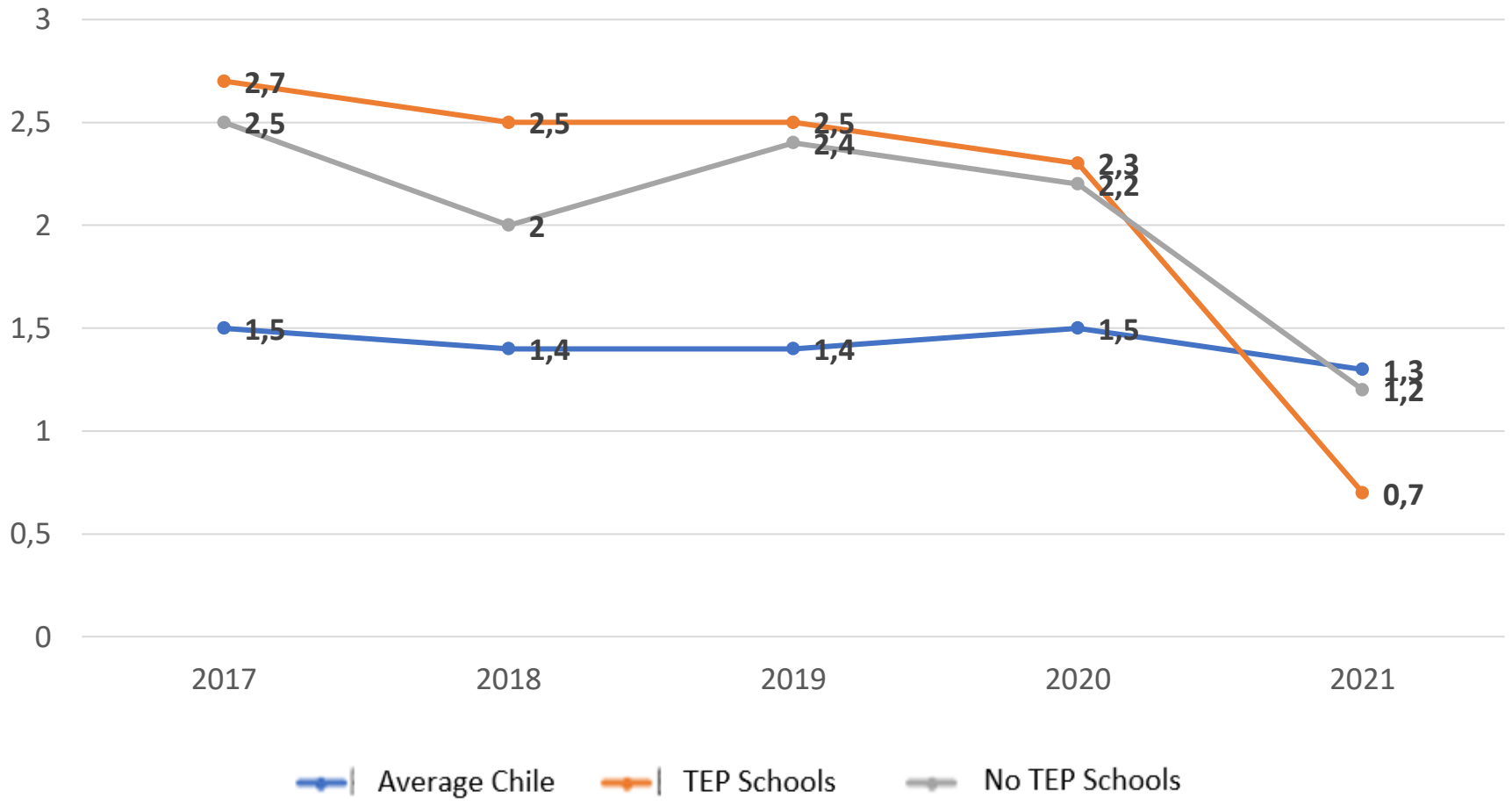
Collaborative and data-driven activity.

“The organisation and planning, the evaluation of what is being done, the raising of new challenges... I think this is extremely valuable as a technical working mechanism” (MLT)

"I think that one of the essential tools to be able to succeed in this is to have that openness to be able to work collaboratively“ (SLEP advisor)

What results are presented in school trajectory indicators?

SLEP Andalién Sur – Desafío TEP
Annual dropout incidence rate
(Source: Ministry of Education)



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Challenges for the Chilean public system context

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Coherence of tools

Learning agility involves using data

Interpersonal and organisational learning

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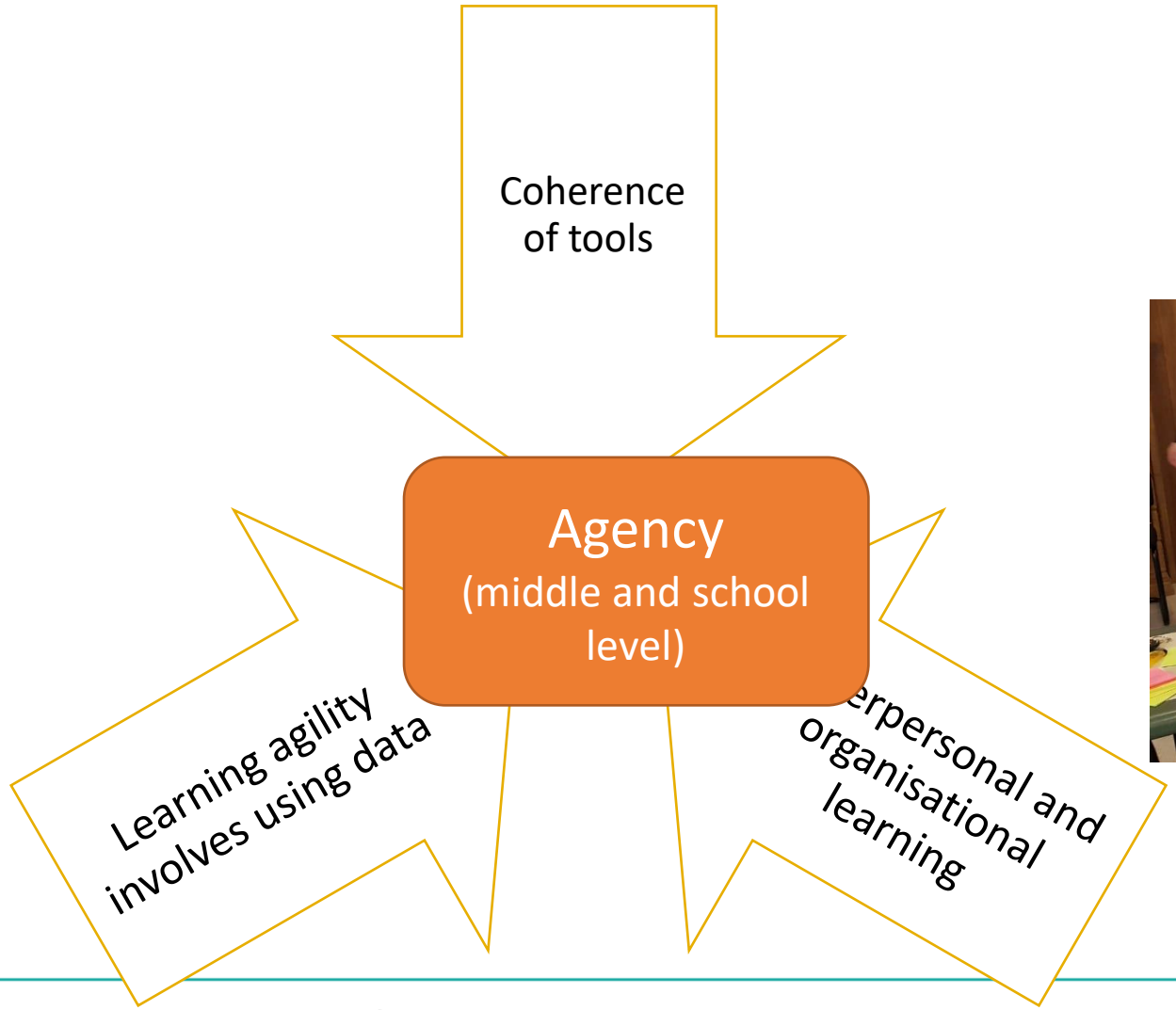

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