

GRADE PREDICTOR

HOW TO PROVIDE REALISTIC TARGETS APPROPRIATE TO YOUR STUDENTS AND SCHOOL

[each partner may wish to amend this statement based on what they are using the tool for]

STRATEGY PAPERS

**How to provide realistic targets appropriate to your students and school
Strategy Paper**

Product of The Erasmus+ project The School Improvement Partnership

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The School Improvement Partnership Project (SIPP)

The SIP Project, led by LPUK and involving partners from Ireland, Spain, Finland and The Czech Republic, has produced a Grade Predictor Tool which can be implemented in the partner countries through training teachers and other associated staff in its usage. The tool is then implemented with students who are making decisions about their future pathway choice or are at risk of drop out and need help/support in their current study or to be directed elsewhere. The Grade Predictor methodology is based on data from grades that students in the partner country have received. It is then used to predict students' performance in the future based on their achievement in the past.

LPUK has created a Grade Predictor tool for each partner which is customised to the educational system in their country, their qualifications and availability of data. The tool was trialled on students in all partner countries Ireland, Finland, Spain and Czech Republic to see were there any issues with the tool.

As part of SIPP, each partner also produced three Intervention videos which showcase the relevance of the Grade Predictor and other interventions. They outline the effectiveness of Grade Predictor in a teaching context particularly the guidance element accompanied with interventions in each partner country. Research tells us that short and simple videos are a very powerful way to put a message across to staff in schools who have limited time in a busy schedule. These videos are very effective in accompanying training and bringing the Grade Predictor tool into reality in the school situation. The videos aim to reflect issues of equality such as the under representation of young women in particular subjects and those with disability in particular careers. All videos are available on the SIP Project website, partner websites and through a YouTube channel created by the lead organisation for this task Xabec. The videos are a central resource for staff across partner countries.

Issue: Early School Leavers & Recognition of Youth Unemployment**Recommendation:**

Follow-up and pre-emptive programs can increase students 'motivation to complete their studies and employment. Constant dialogue between home and school.

Rationale:

There is a tool in Finland called Wilma. Wilma is the web interface for the student administration program Primus and for a program used in building timetables Kurre 7.

In Wilma a student can register for courses, check grades, read announcements and communicate with teachers.

In Wilma a teacher can grade students, register absences and update personal information. Teacher can also communicate with students and guardians.

Guardians can see and clear absences, communicate with teachers, and read announcements.

Wilma is also used by school personnel, administration and workplace instructors.

Grade Predictor is not ready to be implemented Finnish School system. We need to develop the tool further.

Issue: Identifying at risk students**Recommendation:**

Utilization of different statistics in study planning (For example absences, information from a previous school, assessments).

Rationale:

Appropriate support measures may be given to the student

Issue: Solid Use of Data Focus and the Impact on Early School Leaving**Recommendation:**

Teacher-student cooperation and good grouping of the whole study group

Rationale:

Students find that motivation is the most important factor in studying. In their opinion this tool has no effect on their studies.

Issue: Improve Student performance and strengthen teaching**Recommendation:**

The teacher and the student discuss the progress of their studies using the tool

Rationale:

The student may be underperforming and may not be noticed by the teacher without using the tool. Teachers can better pay attention to students who have the potential for good results.