GREAT
SCHOOLS
PARTNERSHIP

Academic Supports: Interventions and Extensions
Design Guide

Core Element	Weaker Implementation	Stronger Implementation
Beliefs Staff, students, and families take responsibility for equitable outcomes for all students. Academic supports are viewed as integral to achieving equitable outcomes by staff, students and families.	Differing expectations for students is evident. Labels for classes and students (honors, struggling learners, etc) reflect a fixed mindset about student ability. When students don't meet expectations, it is sometimes attributed to their external circumstances or motivation. Teachers implement varied levels of academic support based on individual beliefs. Academic supports are perceived as add-ons.	Personalization is evident to help all students meet rigorous, common standards. Staff believe they are responsible for and able to positively impact student outcomes. The school has clearly defined beliefs about the roles of academic supports and practices are aligned with these beliefs. When students don't meet expectations, discussion focuses on what will help all students access learning.
Classroom Instruction Classroom instruction is accessible, engaging, responsive and rigorous for all students. Academic supports include interventions and extensions.	Learning outcomes may be clear or used by teachers; use by students is rare. Instructional strategies and/or tasks vary in terms of levels of engagement and appropriateness of rigor. Academic supports are focused exclusively on students who are struggling to meet standards. A limited range of strategies are used to meet student needs.	Learning outcomes are clearly defined and understood by teachers and students. Academic supports are integral to how classroom differentiation is defined and are consistently implemented. Instruction is continually adjusted to respond to the needs and interests of varied learners.

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Schoolwide Structures There are school-wide systems and structures that support interventions and extensions within and outside the classroom.	Academic supports are primarily offered outside of class or by supplemental or specialized staff. The timing, locations or accessibility of academic supports separate students based on performance or limit student access to other programs/resources. Access to academic support is largely up to individual teachers and/or students are expected to advocate for themselves.	School-wide academic supports complement classroom structures and practices. The timing, location and accessibility of academic supports promote integration of these programs and access for all students. There are clear, consistent procedures used to determine if and when a student needs academic supports.
Collaboration There are structures that support collaborative teacher work focused on academic support. Students and family members are engaged as partners in selecting and implementing academic supports.	There are few formal structures that promote teacher collaboration focused on academic support. Academic supports are largely separate from classroom learning, rarely sharing goals, assignments or data. Staff often make decisions about academic supports without student or family input.	Time is provided in the school schedule for teachers to work in teams to develop, implement and monitor academic supports. The school has identified common academic supports which teachers match strategically with students. Professional development time and resources develop teacher capacity to provide a range of academic supports. Students and their families participate in the process to identify appropriate academic supports and actively monitor progress.

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Data Data are analyzed and used for multiple purposes, including to identify student needs and to evaluate the system of academic supports. A range of formative and summative data sources are analyzed to inform student and programmatic assessment.	The use of data is limited to yearly reviews or a narrow type of measure. The use of data to identify students who need academic support varies by teacher or is completed in isolation. Few academic supports are evaluated for their impact on student outcomes.	Data is easily accessible, shared and regularly analyzed. A broad range of timely data is used to evaluate and assess student learning--for individuals and for demographic groups. Academic supports are evaluated based on student outcomes.