



Students' Perspectives About the Transition to High School



An Overview of the Students' PATHS Study at Our School

Study Purpose

- Evaluate an online program to introduce Growth Mindset messaging to students:
 - Mind as a muscle
 - Effort and persistence
 - Use of additional strategies
 - Accept coaching and feedback
 - Mistakes as opportunities for improvement
- Help students develop positive responses (Growth Mindset) versus avoidance responses (Fixed Mindset) to challenges and opportunities
- Provide vetted program and reporting to schools



Study Background

- Freshmen completed, during 2015-2016, a treatment or control version of Students' PATHS program
- Schools and districts provided 8th and 9th grade data and 10th grade schedules to evaluate program impact
- Study was conducted through 'eyes only' approach to prevent biasing study results
- National representative sample of public high schools
 - 76 high schools
 - 27 states
 - 16,000+ students



Study Findings

- Significant decrease in the number of D's and F's for the treatment group, ~6%
- Significant increase in the number of challenging courses selected in 10th grade for the treatment group, i.e. Algebra II
- Strong correlation between teacher growth mindset practices and students reporting learning-focused classrooms
- 2016-2017 school report provided findings from survey responses
- Forthcoming *Nature* article will detail study findings



Next Steps

- Continued use of the Students' PATHS online growth mindset program, with automatic reporting
- Ongoing learning about schools and their context
 - 12th grade data for 4 year program impact
 - School contextual information (math curriculum, yearbook)
- Participation in the National Mindset Innovation Network (NMIN)
 - Partnership of the 76 study schools
 - Professional learning session from national experts
 - Participation in the Character Lab Educator Summit, July 2019
 - Ongoing reporting, sharing of resources, and networking opportunities

