



School Success Study

School:

Location:

School Leader:

BPL Staff:

Dates of Study:

Date Submitted:

Overview/Process:

The purpose of a Big Picture Learning School Success Study is to understand a school's current practices, strengths, and needs in order to determine how to adapt one or more of the BPL school design components, the [10 Distinguishers](#) (synthesized below in our Design Elements). Additionally, in pursuing this primary objective during Success Studies, we have discovered a second purpose: Assess the competence, capacity, and commitment of a school and its leadership to facilitate change and to implement practices that drive towards equity for students.

The Success Study is conducted by staff and/or consultants from Big Picture Learning with the support of a leader or key administrator at the school site. We recognize that every school is on its own unique journey to facilitating student-driven learning and authentic assessment, and as such, we rely on the school leader to help determine what materials, staff, and courses are most germane to the work at hand.

Summary of Findings: We have set up this report to have a brief summary of findings along the main BPL distinguishers, as well as some initial responses to the schools' identified purpose for the visit.

BPL Design Elements: (OARIA)

One Student at a Time System: We believe in cultivating the brilliance of every young person.

Celebrations •	Opportunities •
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Advisory System: We believe in small learning communities based on relationships, relevance and rigor.

Celebrations •	Opportunities •
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Real World Learning System: We believe that young people should be actively pursuing their passions in the real world, engaging in authentic work while being mentored by professional adults.

Celebrations •	Opportunities •
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Interest Driven Project Based Learning: We believe that young people should be designing/co-designing their learning opportunities.

Celebrations •	Opportunities •
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Authentic Assessments: We believe that young people should demonstrate or teach what they know.

Celebrations •	Opportunities •
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USE THIS SPACE FOR ANY ADDITIONAL DESIGN ELEMENTS

Celebrations •	Opportunities •
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What We Saw/What We Heard:

(Note: These themes should align with patterns and intended outcomes identified in the planning. The following are examples.)

On the Leadership Team:

On Projects:

On Student Identity and Belonging:

On Assessments:

SAMPLE QUESTIONS FOR STAFF FOCUS GROUP

District Name	
School Name	
Main Contact	
Date of Focus Group / Interview	
Type of meeting (circle one)	Focus Group Interview
Target Audience (circle one)	School Staff

INTROS: Please share your name, role, and how long you've been at SCHOOL

What are you most proud of at SCHOOL?

How would you describe SCHOOL's current assessment practices? WHAT are you measuring?
And HOW?

What structures exist to support teachers to to deeply know and advocate for individual students
(one student at a time)?

What are the primary learning goals that SCHOOL has for students?

Please describe what happens at SCHOOL when a new initiative or program is introduced.

Please describe the culture around professional development at SCHOOL.

How would you describe the culture (community, connections) at SCHOOL?

What kind of learning do students engage with outside of the classroom? Are there structures
that exist to document learning beyond school walls? Can you share a story of a student's
learning outside of school?

Anything else?