

Hattie's Barometer of Influence

The work of John Hattie and his research on influences that yield the highest degree of impact on student achievement focuses on the measurement that they have on student learning. According to visiblelearning.org, Hattie ranked 252 influences that are related to learning outcomes from very positive effects to very negative effects. As practitioners, we must identify what works best within instruction, in order to implement the most effective strategies with high levels of fidelity.

Here is an illustration of Hattie's effect sizes on the barometer of influence, moving from left to right, with explanation for each colored segment of the barometer:

- **Red:** An effect size below zero represents strategies and actions that students may be exposed to that have reverse consequences on their learning.
- **Yellow:** An effect size between zero and .15 indicates progress that a student can make without proper strategy instruction and guidance, where students are learning on their own through natural inquisitiveness and could achieve without schooling.
- **Orange:** An effect size up to .40 represents a school year's growth over the course of one school year. Schools that use effect sizes to measure student progress can maximize their impact on student outcomes.
- **Blue:** An effect size of greater than .40 is the Zone of Desired Effects. Hattie's research shows that there are many influences, when done with fidelity, will give students an opportunity to grow and have one, two and sometimes three years of progress. Schools that use effect sizes to measure student progress can maximize their impact on student outcomes.

