



Welcome!

**In the chat, please share your:
name, organization, and
something you can hear right
now**

**The GRAD Partnership
Community of Practice
June 22, 2022**

Grad Partnership Organizing Members



Patricia Balana
Managing Director
Grad Partnership



Bob Balfanz
Research Professor Johns Hopkins
University, Director of
Everyone Graduates Center



Sarah Duncan
Co-Executive Director Network
for College Success



Angela Jerabek
Founder and Executive Director
BARR Center



Tara Madden
Chief Program Officer TDS



Kelly McMahon
Carnegie Foundation for the Advancement of Teaching



Jenny Scala
Principal Researcher and Program Director AIR

The GRAD Partnership for Student Success

We are partnering with communities to spread the use high-quality student success systems so that schools are empowered to graduate all students ready for the future.

WHAT

- Promote widespread adoption of next generation early warning/on-track systems
- Multiple types of technical assistance to schools, districts, and states
- Capacity-building supports for local intermediaries
- Self-Reflection Tools and Guidance Materials
- **Community of Practice** and National Improvement Network

WHO

- American Institutes for Research
- BARR Center
- Carnegie Foundation for Advancement of Teaching
- Everyone Graduates Center at Johns Hopkins University
- National Center for Learning Disabilities
- **Network for College Success at University of Chicago**
- Rural Schools Collaborative
- Schott Foundation
- **Talent Development Secondary**

Why Join The GRAD Partnership

- Access to high quality tools and resources
- **Join our Community of Practice**
- Access to Technical Assistance
- We have a deep shared commitment to equity and anti-racism and belief in student, educator, family, and community agency
- **We can do more together, with greater impact, than if we work alone**



Today

- Welcome & Introductions
- Context
- Stories about centering students in on-track
- Breakout discussions
- What's Next?
- Reflections & Closing



More 9th Graders Off-Track in 2021

More ninth graders fell off track to graduate in some states last year

In Illinois, a smaller share of freshmen were considered on track to graduate within four years after failing multiple classes. In Oregon and Nevada, a lower percent of ninth graders were on track to get the credits needed to earn a diploma.

Illinois



Nevada



Oregon



Notes

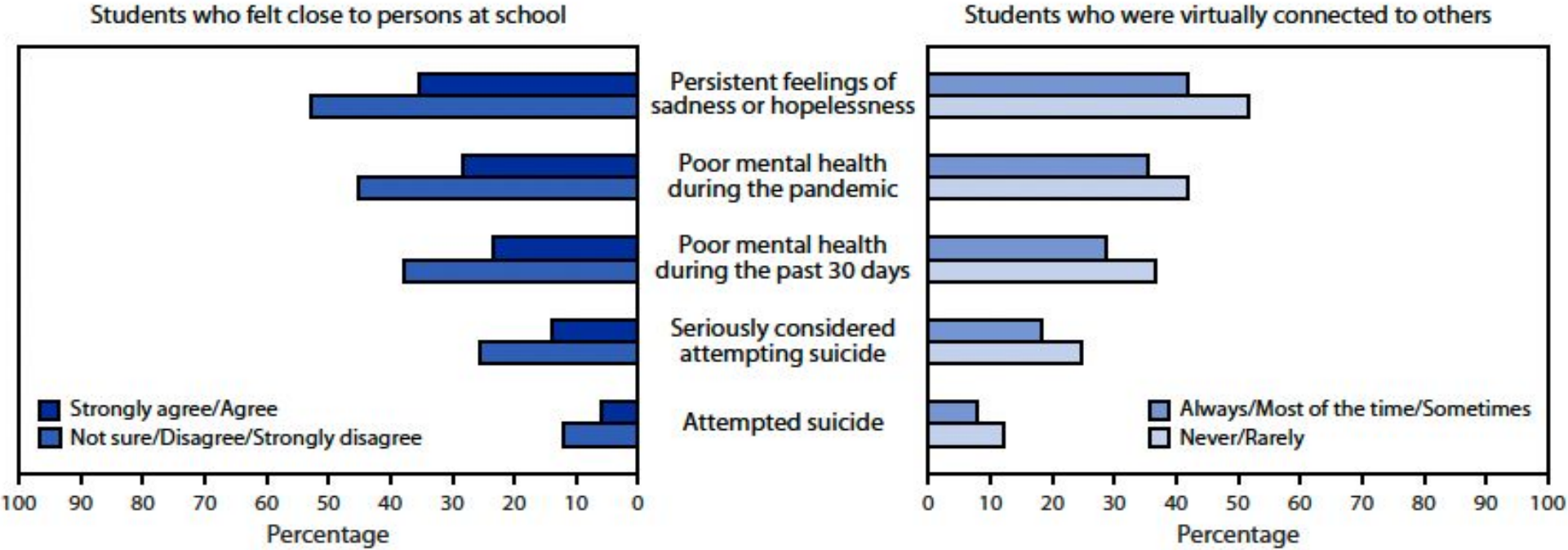
Years reflect when data was gathered in the spring, after the second semester of the school year.

Source: State Departments of Education

Credit: Kae Petrin & Cam Rodriguez

Feeling Connected Matters for Teens

FIGURE. Persistent feelings of sadness or hopelessness, perceptions of mental health, and suicidal thoughts and attempts among high school students during the COVID-19 pandemic, by feeling close to persons at school* and being virtually connected† — Adolescent Behaviors and Experiences Survey, United States, January–June 2021



Source: Jones, S.E., Etheir, K., et al (2022). Mental Health, Suicidality, and Connectedness Among High School Students During the Covid-19 Pandemic. MMWR. Vol. 71, no. 3. CDC

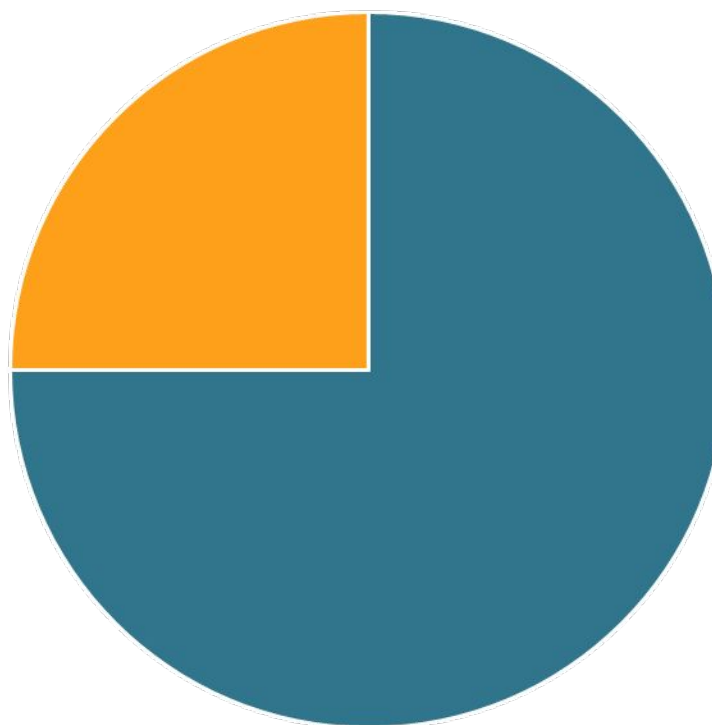
We Need New and Improved Student Support Systems and Structures to Enable All to Thrive in Pandemic-Impacted Times

- Staffing and substitute shortages result in fewer adults in schools, at the very time that more students need supportive adult relationships
- Pandemic impacts continue to be dynamic students who are doing ok at one moment may not be at the next
- Students whose prior experiences in school suggest they may not need enhanced or adaptive supports are showing a need for them
- Students furthest from opportunities pre-pandemic live in communities hardest hit by pandemics impacts
- Systems are needed to monitor school connectedness and bring more adults into schools
- Student supports and systems need to be adaptive
- Student support systems need to progress monitor all students

Next Generation Student Success Systems

Principals Report Status of On-Track Work

25% Not Doing
✓ Implementing



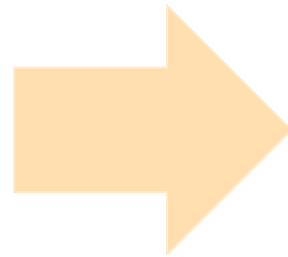
75% Doing
✓ Improving
✓ Innovating

■ Doing ■ Not Doing

Next Generation Early Warning / On-Track Systems

Move Focus from ...

- High School Graduation
- Progress monitoring only “at risk” youth
- Individual Level Interventions
- Technology Systems



To Focus On...

- HS Grad and Postsecondary Success
- Progress Monitoring All Students
- Prevention, intervention, and organizing school for improvement
- Enabling what we are for – belonging, connection, mastery, pathways to adult success
- Supportive mindsets
- Continuously improving

Next Generation Early Warning / On-Track Systems are Student Success Systems

1

USE RESEARCH-BASED, PREDICTIVE INDICATORS

(ex: attendance, course grades, and grade point average)

Of Key Student Outcomes:

on-time earned grade promotion
high school graduation
postsecondary readiness/attainment

Indicators are:

available to educators, for all their students, throughout school year
actionable by school-level personnel

2

DRIVEN BY SCHOOL-BASED ANALYSIS & ACTION

(teams of teachers, school staff who know students)

Adult teams work to:

progress monitor all students
use data (including social-emotional) and their knowledge of students to identify root causes
identify, develop & implement strategic actions and supports (i.e. at school, grade, classroom, small group level)
evaluate impact
adapt actions until they work

3

DEVELOP SHARED SET OF MINDSETS

(shifts in outlook and approach)

Aim to Be:

preventive not reactive
strength / asset-based
empathetic not stigmatizing

Commitment to:

educators' role as ensuring student success
belief in educator and student agency
data use
organizing school for improvement

Engaging and supporting all students so they can graduate ready to achieve postsecondary success

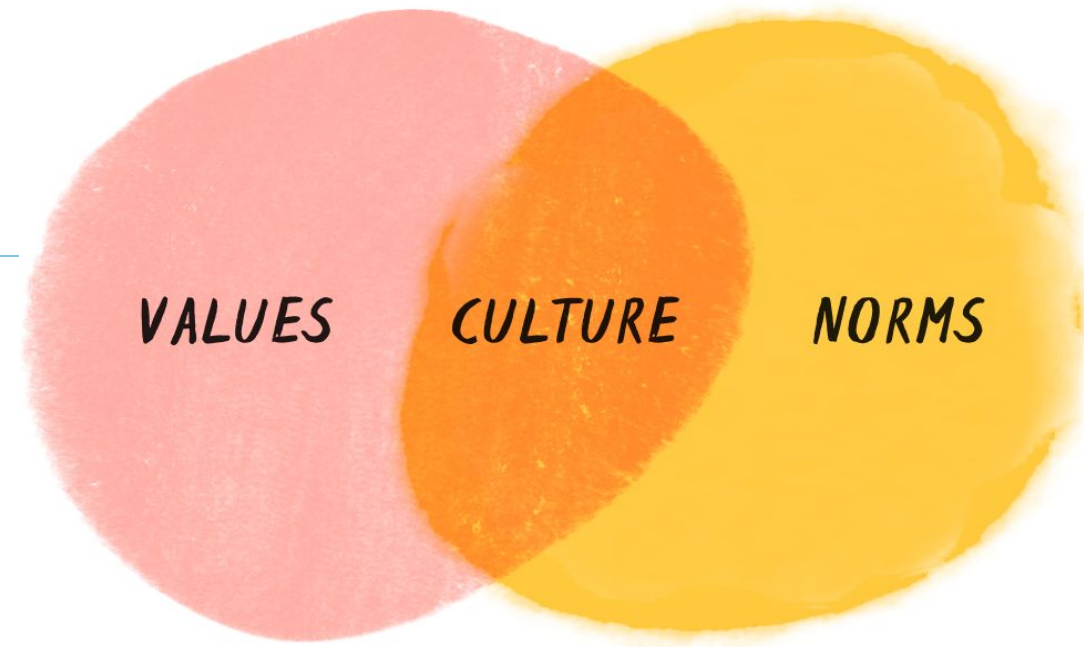
The purpose of this community is to...

- Motivate the movement for “next generation” early warning response systems
- Build shared knowledge and know-how for implementing, improving, and innovating early warning response systems
- Connect to learn together
- Leave with, at least, one next step that we can take by end of the week



Community Agreements

- We, not me: Share stories and air time
- Accept non-closure
- Chatham house rule: Use the ideas, keep details in the community
- Share to learn
- Make room for joy



Values are the beliefs, philosophies, and principles that drive a group.



Norms are the ground rules that dictate how people interact.



Culture is the interaction between the two; the beliefs and the behaviors of the group.

A Movement Based on Beliefs

“Politics, of course, breeds skepticism, even cynicism. And education, when done right, imbues students with healthy skepticism and the critical thinking skills to distinguish between what they believe to be true and what is verifiably true.

And yet, the movement that occurred in Chicago to support freshman hinged not on skepticism, but on belief. Data-based belief, but belief nonetheless. **Belief that the dropout crisis was something that could be solved.** Belief in the research that showed ninth grade was the make-or-break year for high school graduation... Belief that employing trust, collaboration, personalization – qualities that are tough to measure or quantify – could result in measurable, quantifiable change. Belief that schools could learn from one another. Belief that such a simple idea as supporting students in their transition to high school could spark such widespread system change... As Roderick pointed out, **Freshman OnTrack was about belief in kids: the belief that it was possible to keep most kids on-track for graduation and lives of opportunity.”**

- Emily Krone Phillips, *The Make or Break Year* (2019), pg. 301

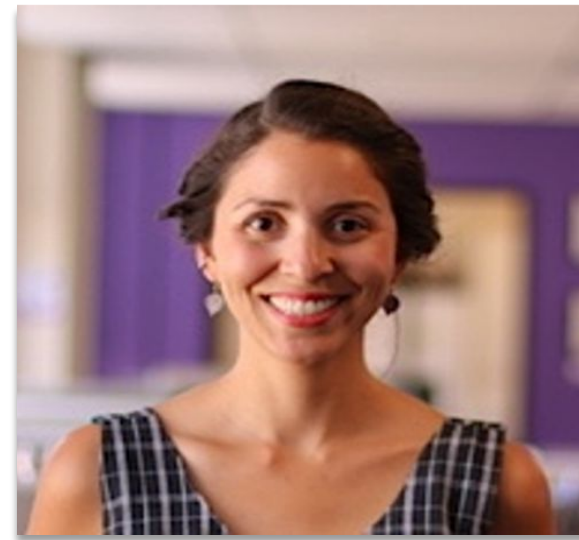
Learning From Our Experiences



Today's Speakers



Sarah Howard
Senior Director of the Partner
School Network with the
Network for College Success



Gina Pascual
Senior Improvement Coach
CORE Districts



BREAKTHROUGH
SUCCESS
COMMUNITY

Centering Student Needs

Agenda

Introduce myself

Introduce my organization. Who / where we are and our driver diagram

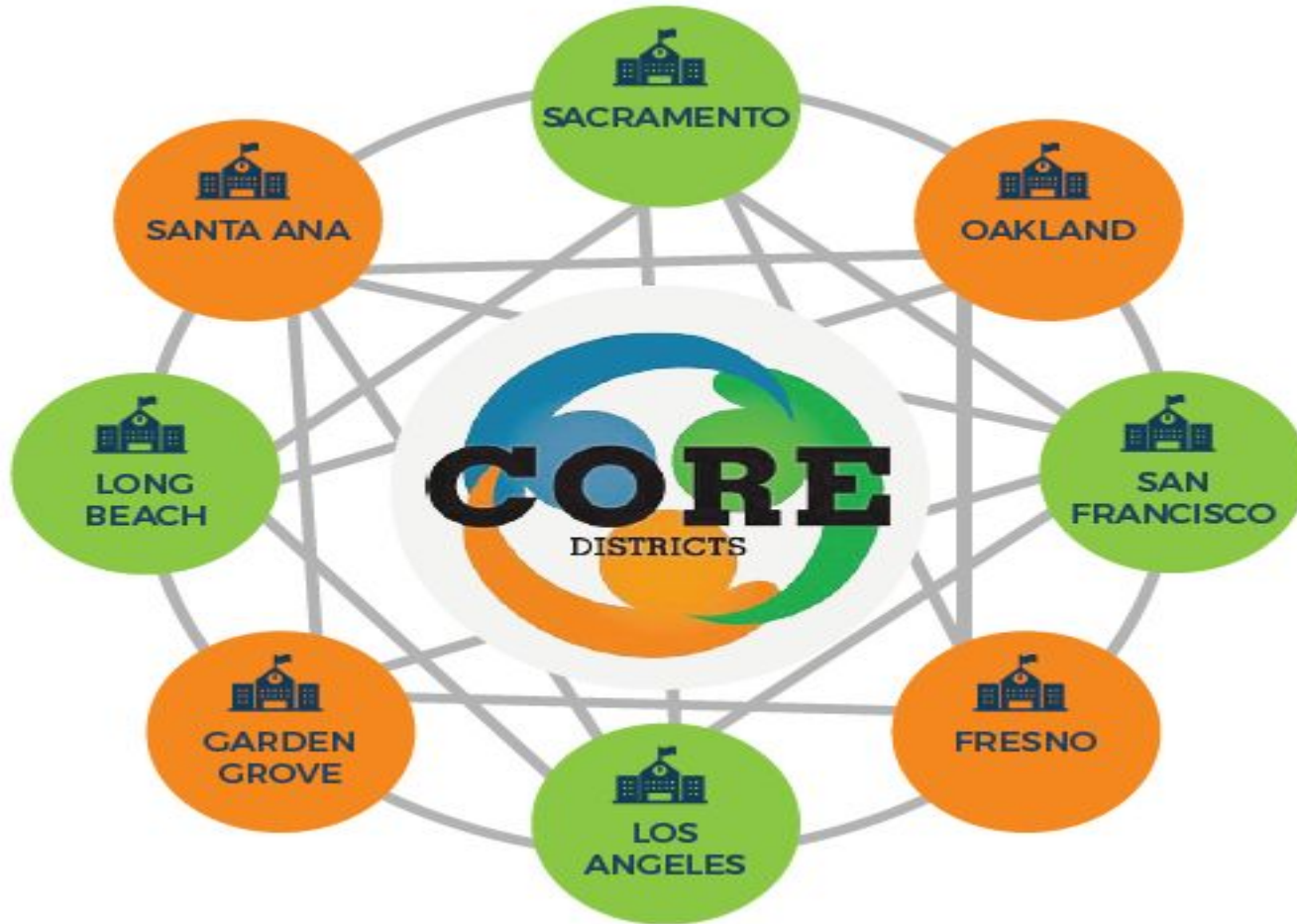
Deep dive into one driver: Strong Student Adult Relationship

Hello!



- Gina Pascual
- Senior Improvement Coach
- Based in Oakland, California
- Improvement Fanatic

CORE Districts



8 of California's largest districts

1 million students

56,000 educators

1,800 schools



**BREAKTHROUGH
SUCCESS
COMMUNITY**

We will produce **breakthrough improvement**
in our **students' life trajectories**
by **transforming the 9th grade experience.**



**Freshman
Success
Teaming**



**Supportive
8th to 9th Grade
Transition**



**Strong
Student-Adult
Relationships**



**Master
Scheduling
Practice**



**Grading
Practices**



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**BREAKTHROUGH
SUCCESS**
COMMUNITY



- Framework
- Tool: Developmental Relationship Survey

Developmental Relationships



Express Care

"Show me that I matter to you."



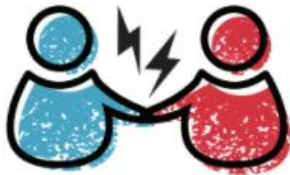
Challenge Growth

"Push me to keep getting better."



Provide Support

"Help me complete tasks and achieve goals."



Share Power

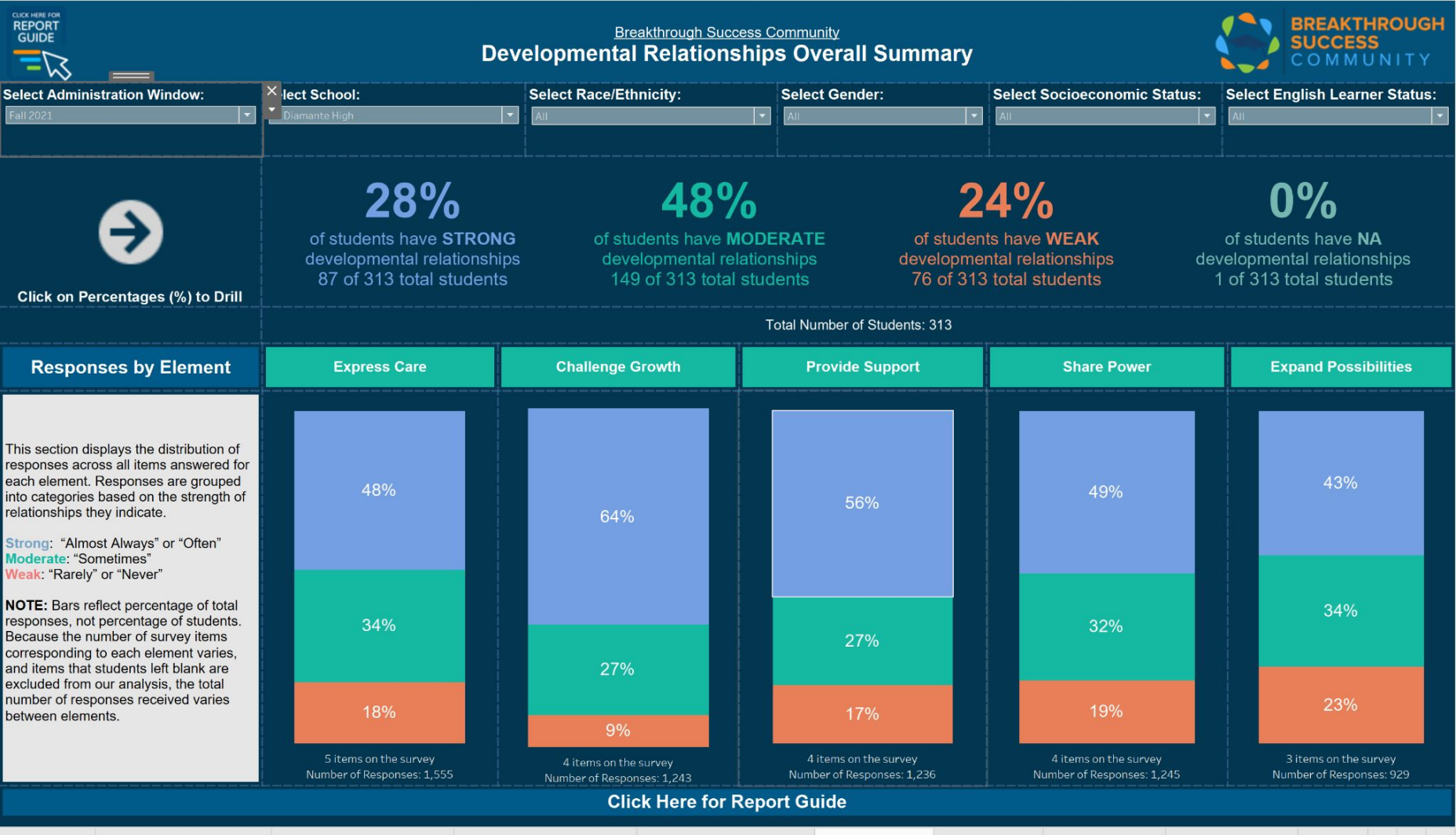
"Treat me with respect and give me a say."



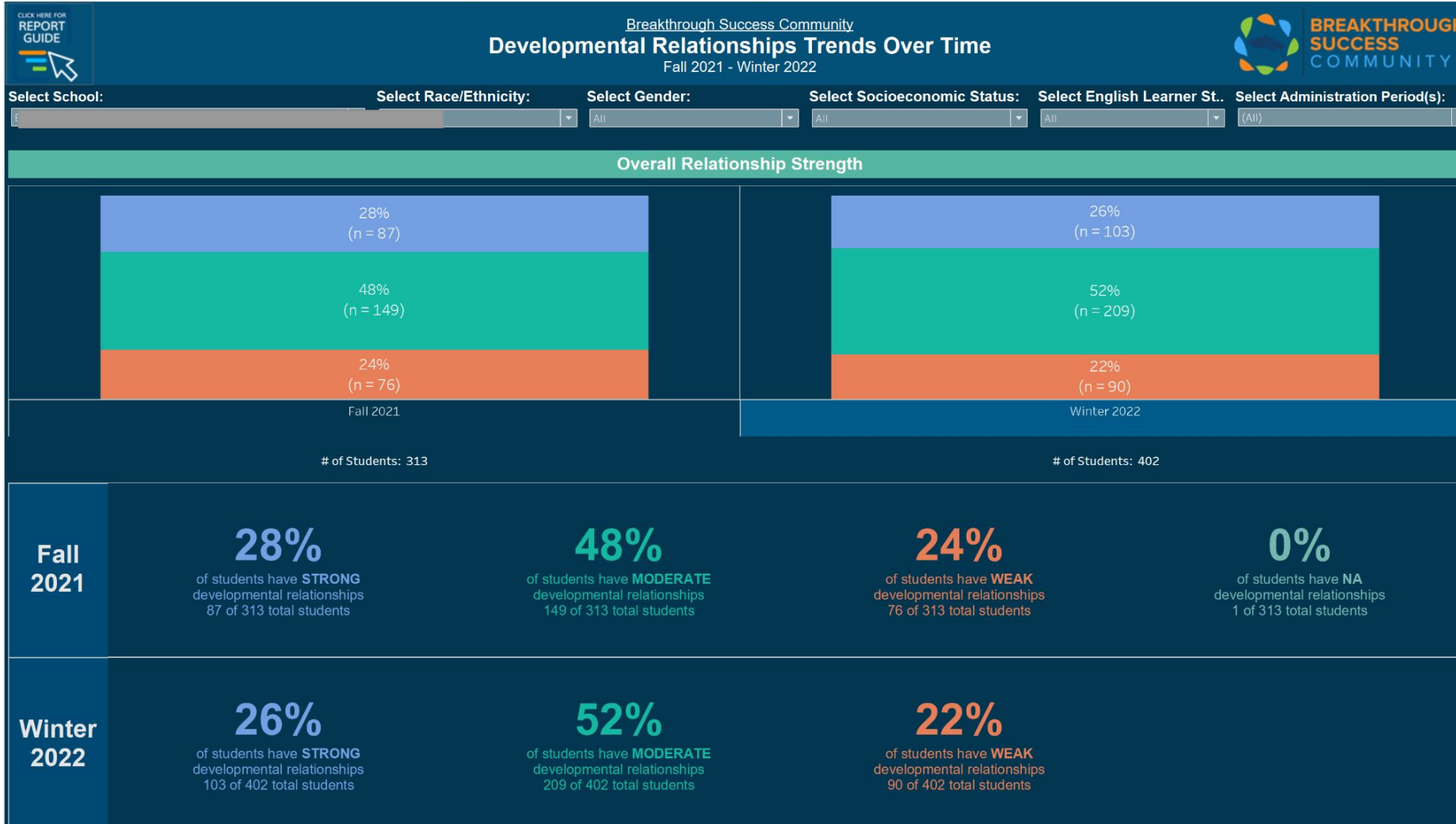
Expand Possibilities

"Connect me with people that broaden my world."

DR Survey Reporting: School A



DR Survey Reporting



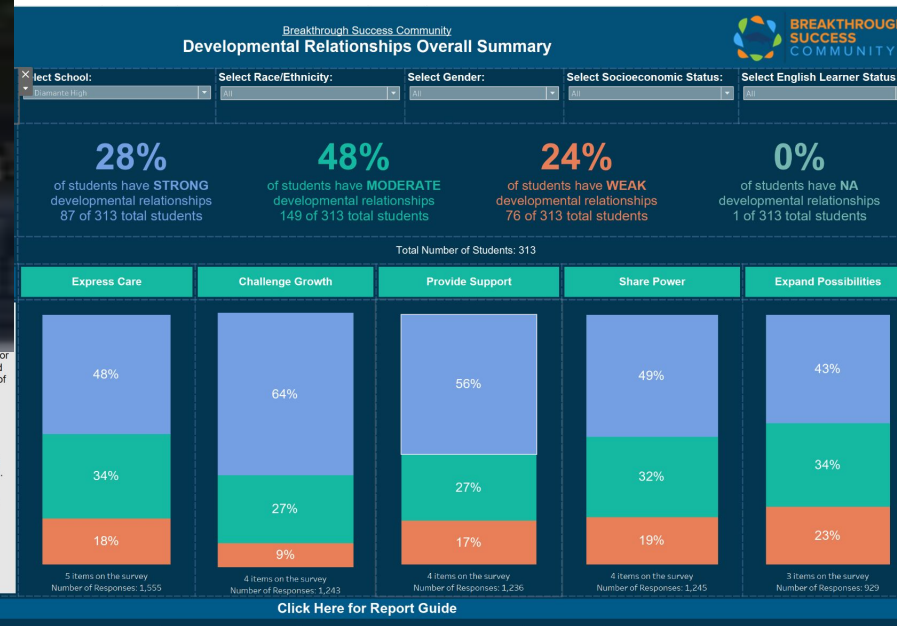
Meet a School I Work With



responses across all items answered for each element. Responses are grouped into categories based on the strength of relationships they indicate.

Strong: "Almost Always" or "Often"
Moderate: "Sometimes"
Weak: "Rarely" or "Never"

NOTE: Bars reflect percentage of total responses, not percentage of students. Because the number of survey items corresponding to each element varies, and items that students left blank are excluded from our analysis, the total number of responses received varies between elements.



2 of My Favorite People



Shane Durkan

Alg Teacher x 9yrs
& 9th Grade Lead

@ Skyline High School, Oakland

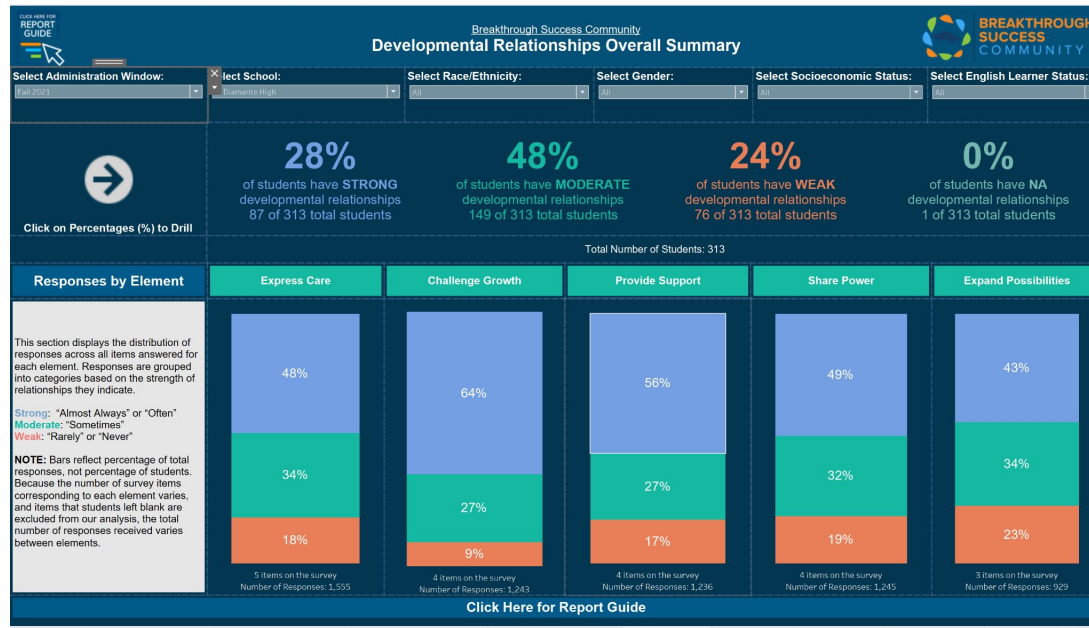


Abrham Alem

Ethnic Studies, 10yrs & Relationship Champ
@ Skyline High School, Oakland

School

- Decrease the % of Students who Score Weak
 - Systemic changes
 - And individual changes





REAKTHROUGH
ACCESS
COMMUNITY

DATA CONVERSATION PROTOCOL*

"Not everything that is faced can be changed, but nothing can be changed until it is faced."

~ James Baldwin

... if we have **met our aim** and **reflect on what we've learned** along the way
which **element(s) of the Developmental Relationships Framework** are most & least present in our students' current experience
which **students or groups of students** are well-served and least well-served by our current relationship-building practice
by **1-2 potential areas of focus** for improving relationships over the next few months

	Description	Name
Facilitator	Guides the group through the process and ensures that the protocol and norms are upheld.	
Notetaker	Captures notes from the discussion and is prepared to share out for the group.	Shane
Timekeeper	Responsible for making the team aware of time remaining in each section.	Carlisa

Norms: Conversations about data and equity issues can make people feel vulnerable. This is not a bad thing. A structured protocol helps maintain focus and constructive dialogue.

- **Share the air...** step up, step back, invite others in
- **Lean into discomfort...** we can't improve what we do not face
- **Own your Intent and Impact...** resist defensiveness/blaming/avoidance, and seek to understand
- **Stick to the Protocol...** it helps people be in their brave space and move forward

Protocol Contents:

[STEP 1: SET-UP \(3 min\)](#)

[STEP 2: ASSESSING PROGRESS TOWARDS OUR AIM \(10 min\)](#)

[STEP 3: DIGGING INTO JANUARY RESULTS \(15 min - 5 per round\)](#)

[STEP 4: HYPOTHESES FOR JANUARY RESULTS \(10 min\)](#)

I really want us to
leave this meeting
with an action step





Oh ... how about the 2x10,
I heard someone talk
about in a BTSC mtg

How about the 2 of you try it first? See how it goes, work out the kinks, write the playbook?

This girl, always with the “start smaller”...



Pre

Nervous + “She straight up does not like me. I have tried with her this year, but I’ll try this”

1 - Alem

2 - Shane



How will we know this was an improvement?

Where did the Relationship Start?

I know this kid is going through a lot right now, i would say i feel nothing in particular to him, nothing different than my other students.

1 - Alem

2 - Shane



How will we know this was an improvement?

2 X 10

- ❑ 2 minutes for 10 consecutive days
- ❑ No Academic or Behavior talk
- ❑ Ideally, the teacher reflects daily on what they learned about the student AND what they learned about themselves

3	4	5	6	7	8
	She does not like me.	2 minutes is hard	Not easy	X	
	awkward	He likes video games	He likes video games		
10	11	12	13	14	15
	She said hi to me!!!	We actually talked talked	I feel like there is a real rapport happening	X	
	I think small talk is OK, we're having fun	Feels more comfortable	We are vibing, he's a sweet kid, I really feel like he is warming up to me, he is acting different, more engaged, talking to me more, asking for help		
17	18	19	20	21	22

Im still trying

Still Small talk, how do we talk about more

Learning so much about her - this girl is so cool, she says hi to me and jokes with me

Post

1 - Alem

4 - Alem

2 - Shane

4 - Shane



Not so Warm
Weak Relationship

Very Warm
Strong Relationship

"Wow, I was so wrong about her. I didn't even realize I had these assumptions about her."



"This makes you go beyond the usual things you ever talk about, you actually form a real relationship."





"You can only push a student to the depth of a relationship you have with them"



"I realized there's the relationship you think you have with a student, and then there's the actual relationship you have with a student."



2x10 Biggies

- 2x10,
 - **not** 2x2, 2x5, 2x7. The power is in the dosage
- Support, follow-up is critical (throughout). New things are hard to do, people need support

2x10 Biggies

- 2x10,
 - **not** 2x2, 2x5, 2x7. The power is in the dosage
- Support, follow-up is critical (throughout). New things are hard to do, people need support
- Challenges: Spread! Is hard. We need to be more methodical, more intentional.

Resources

- [Core](#)
- [Search Institute](#)
- [2x10 Resources](#)



Questions??



Students will guide us

June 2, 2022

"As long as any adult thinks that he, like the parents and teachers of old, can become introspective, invoking his own youth to understand the youth before him, he is lost."

- Margaret Mead



THE UNIVERSITY OF
CHICAGO
SCHOOL OF SOCIAL SERVICE ADMINISTRATION

UChicago Network for College Success

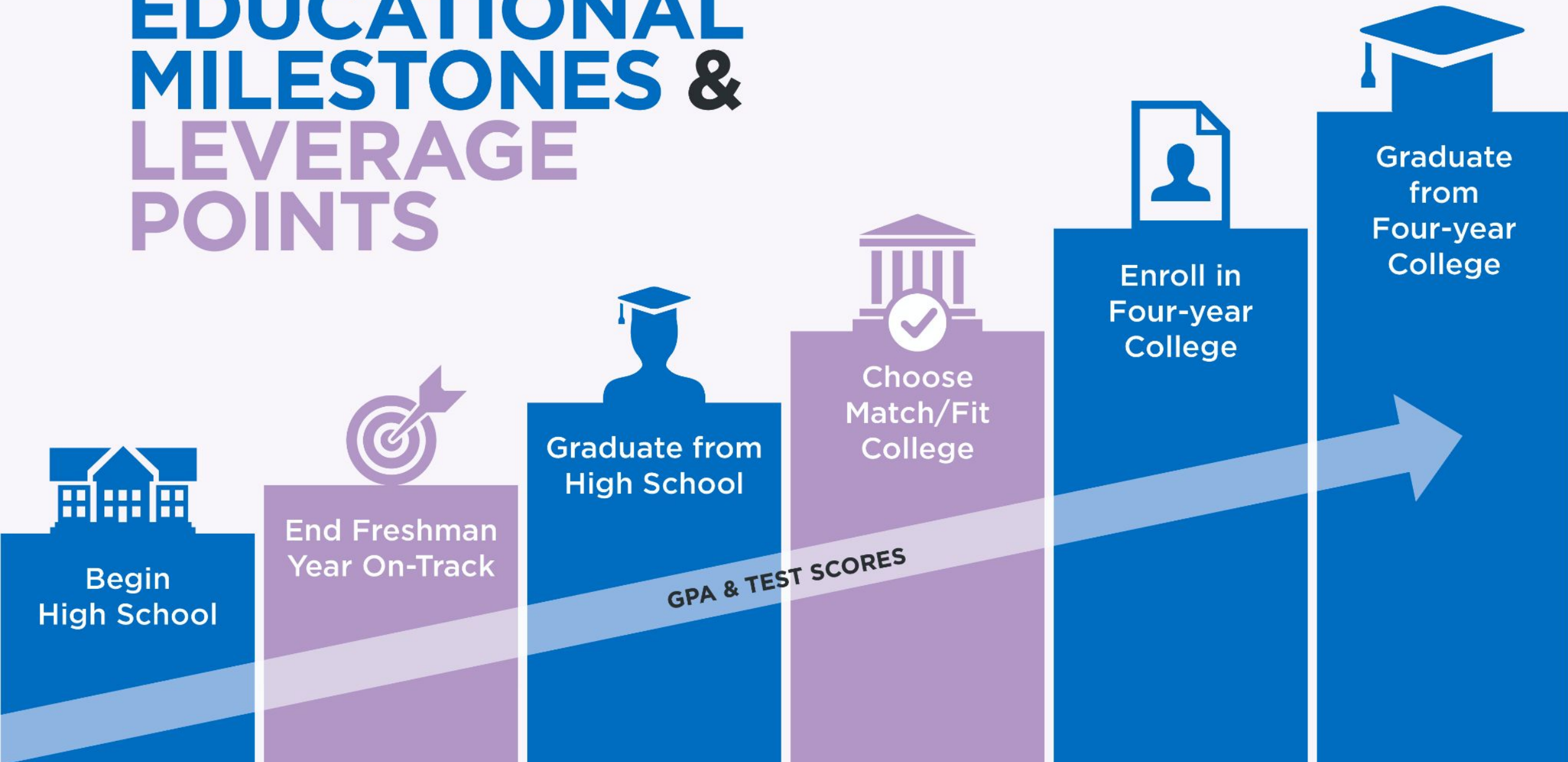
OUR VISION

The Network for College Success envisions the transformation of public high schools in the United States to communities of powerful learning for students and educators. We imagine schools in which all students excel academically and develop the agency, integrated identity, and competencies necessary to have successful lives as adults.

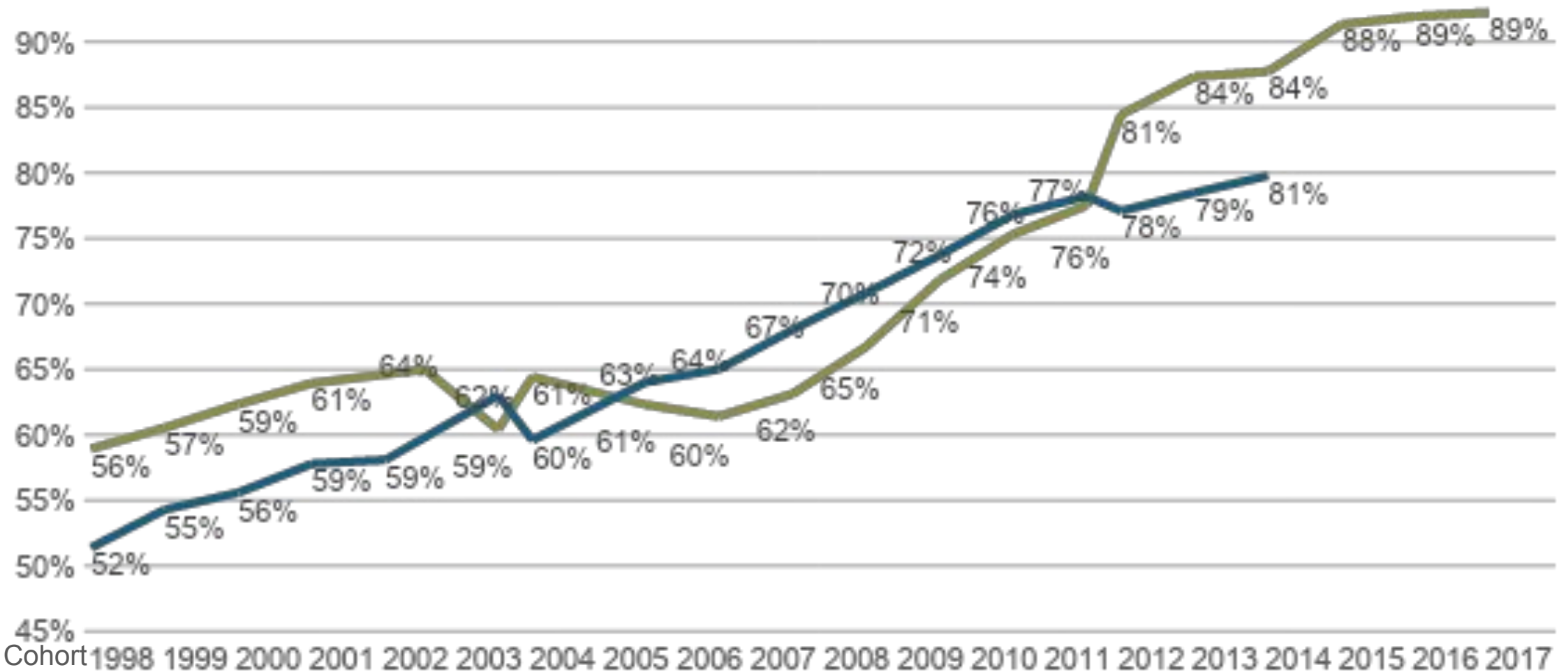
OUR MISSION

The Network for College Success works to cultivate postsecondary readiness and success for all students by translating research into practice and supporting high school leaders to organize their schools for improvement and innovation.

EDUCATIONAL MILESTONES & LEVERAGE POINTS

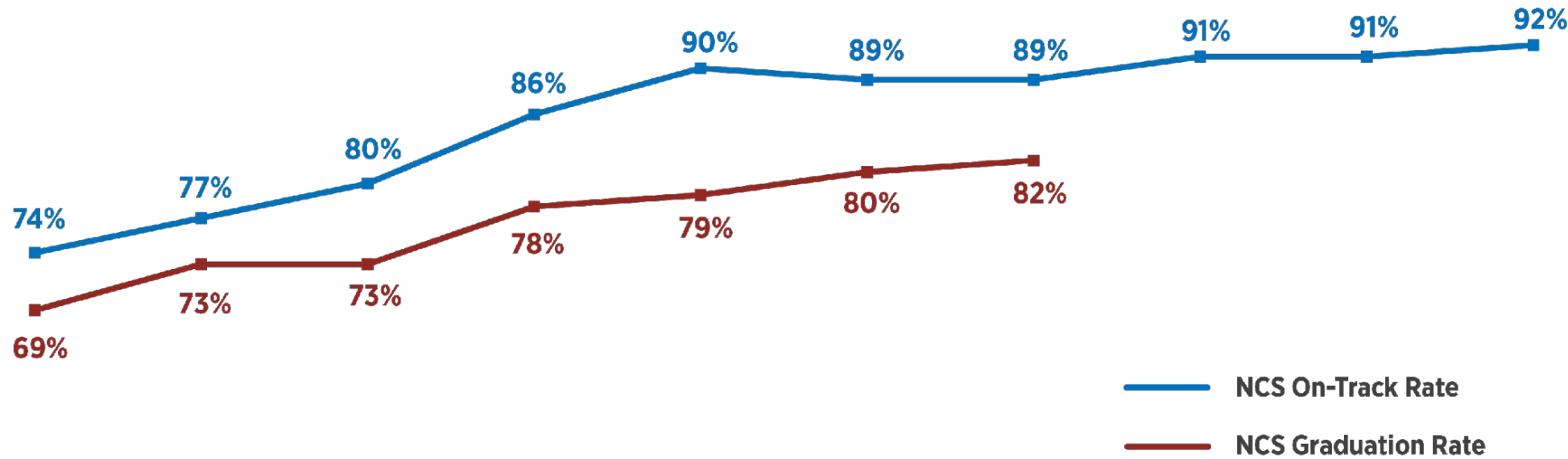


Graduation Rates Have Improved Dramatically



— Graduation Cohort — FOT N — Freshman OnTrack Rate — Graduation N — Reg. Graduation Rate — Graduation Rate

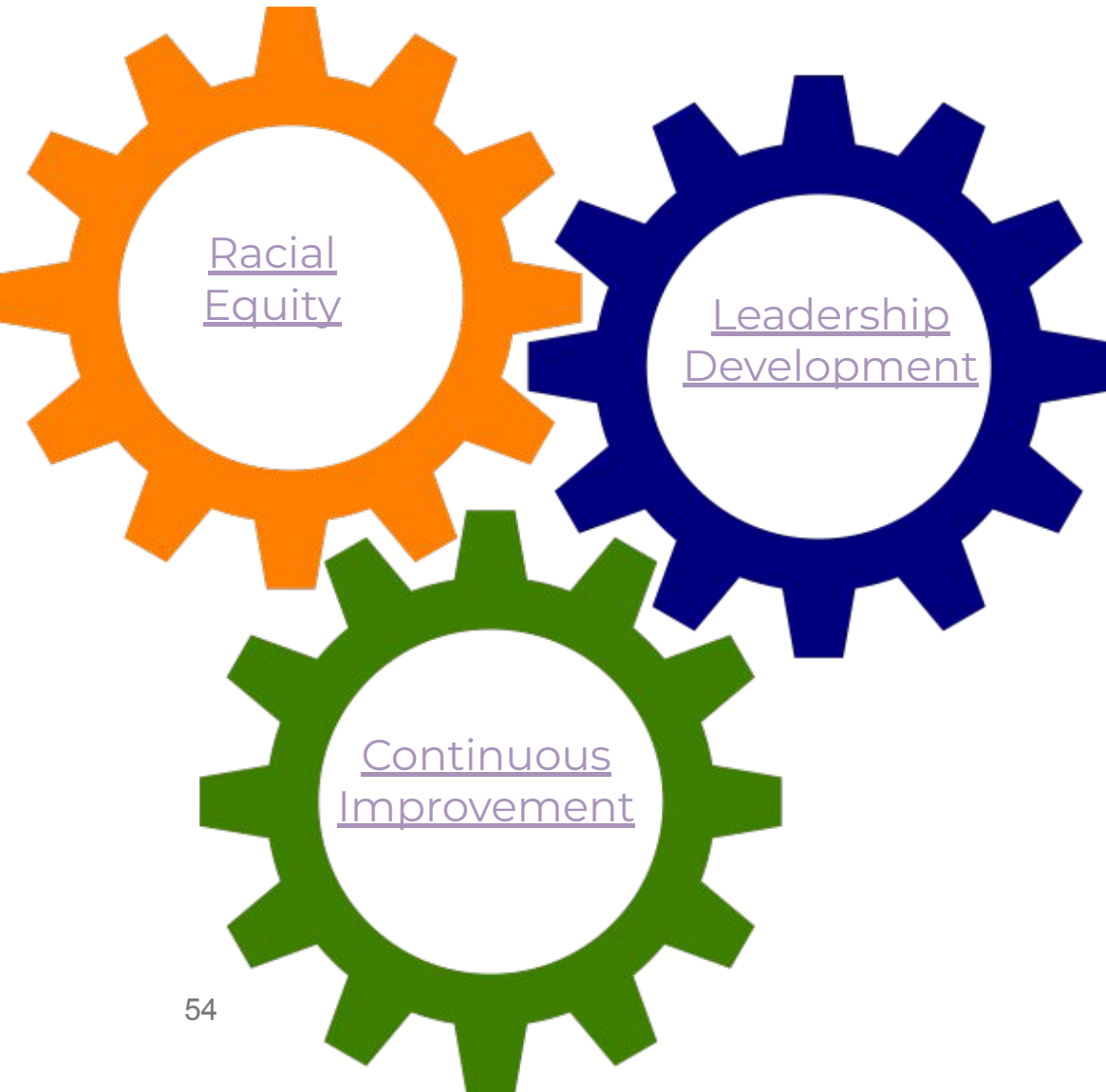
On-Track and Graduation Rates at NCS Schools



Data Source: Chicago Public Schools: <https://www.cps.edu/about/district-data/>



UChicago Network for College Success



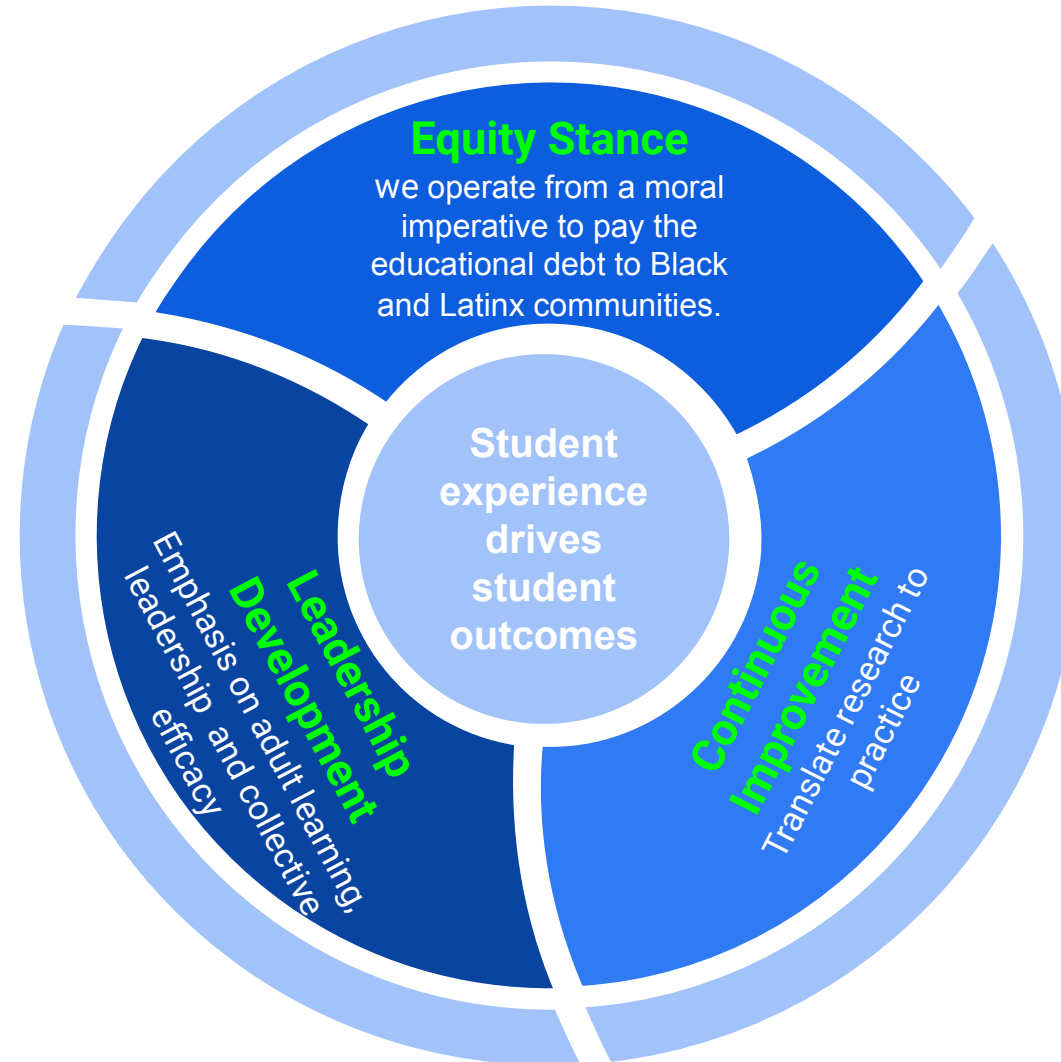
Freshman Success

Instruction

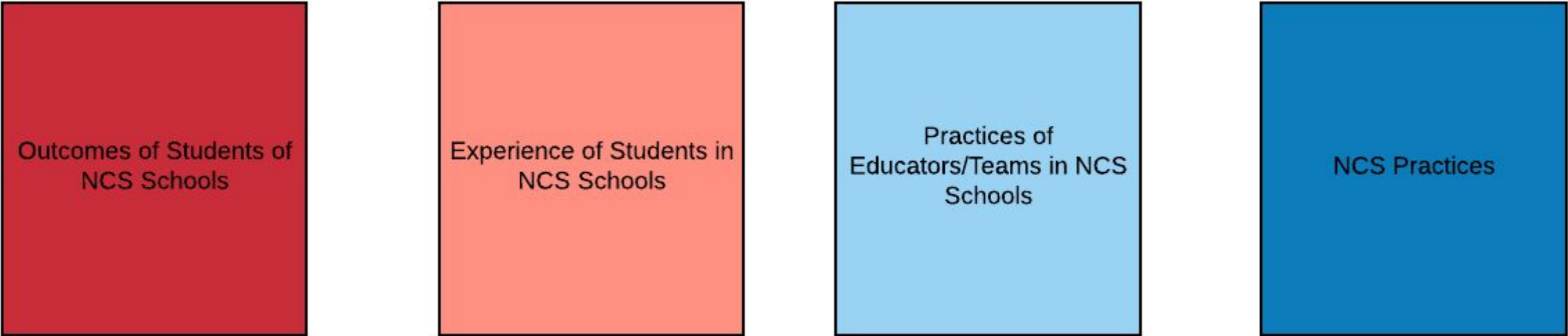
Postsecondary Counseling

Principal Leadership

Network for College Success



Our impact on adult practice in schools



Outcomes of Students of
NCS Schools

Experience of Students in
NCS Schools

Practices of
Educators/Teams in NCS
Schools

NCS Practices



Supportive Learning
Conditions

```
graph TD; A[Supportive Learning Conditions] -- red arrow --> B[Student Perceptions & Experience]; B -- blue arrow --> C[Student Behavior & Engagement]; C -- blue arrow --> D[Student Learning Outcomes];
```

Student Perceptions
& Experience

“What really shapes what happens are the conditions way upstream that shape the flow and volume and direction of the water that is coming downstream.”

- Dr. Camille Farrington

Student Behavior &
Engagement

Student Learning
Outcomes

Co-creating the school experience

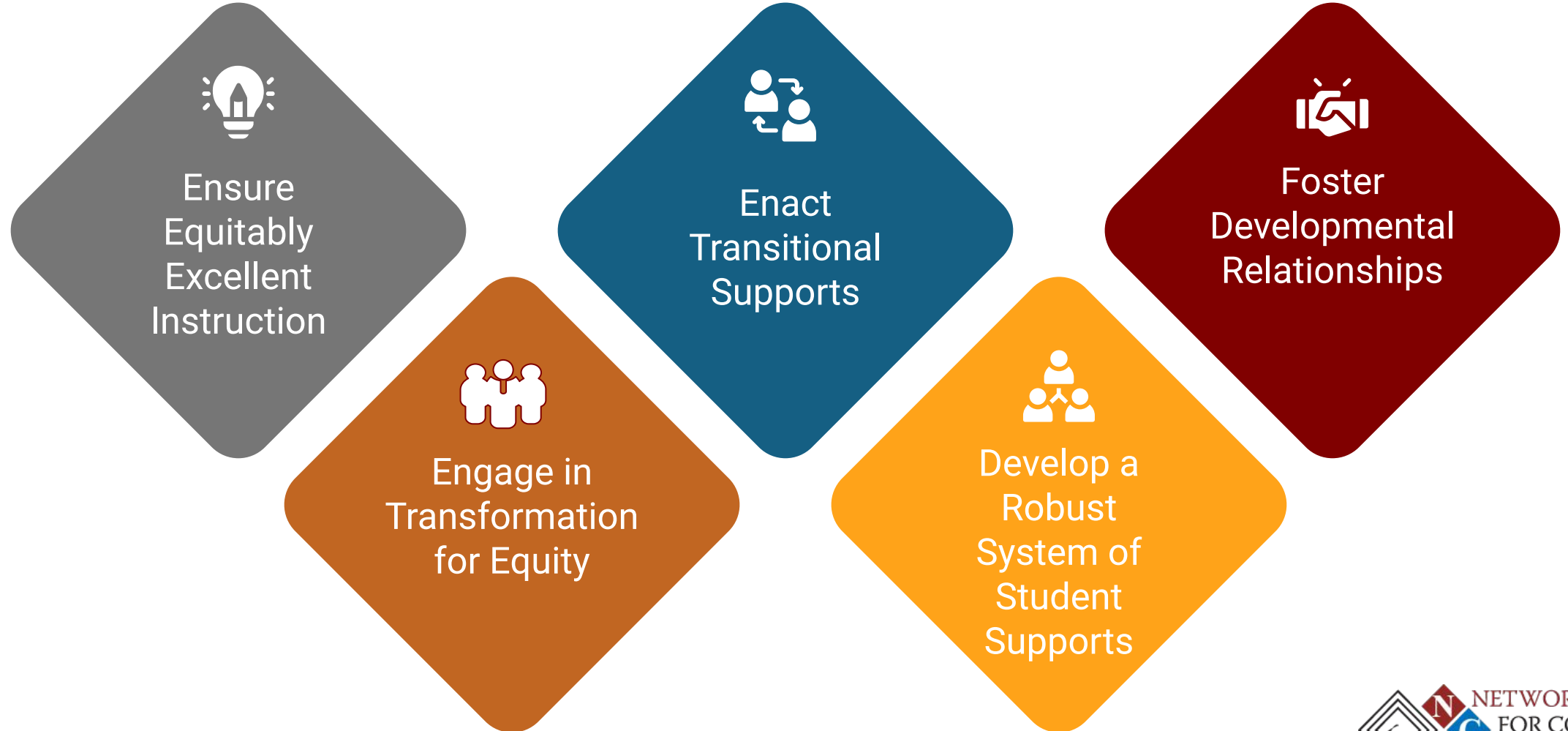
Build Trust: Young people need to experience strong developmental relationships with adults to feel comfortable sharing their experiences and knowledge.

Student Voice: Hearing young people's experiences, values, and feelings will teach us a lot about their needs.

Humanize Young People: Learning should center experiences and knowledge young people have gained.



NCS 9th Grade Success Team Key Driver Diagram



Postsecondary Success Starts in 9th Grade

If we ...

Empower educators to collect and analyze **student voice** data to identify how students are experiencing adult/student relationships

We will...

Support educators in utilizing the data to reflect on their practice and identify change ideas that will **strengthen developmental relationships** with their young people.

Which will Increase...

students' **sense of belonging, integrated identity** and likelihood of **graduating ready for college and career success**.



Habits of Successful 9th Grade Success Teams

- Plan to meet students where they are
- Anchor plans in what students say about how they experience school
- Use Developmental Relationships data as one way to welcome students into the planning process



The Secret Sauce: Elevating Student Voice

If... we elevate and center student voice and create space for adults to reflect on and improve their practice

Then... we will improve the learning conditions for young people and create classroom experiences that are more equitable

**10% is the
*Tipping Point***

Which will increase...

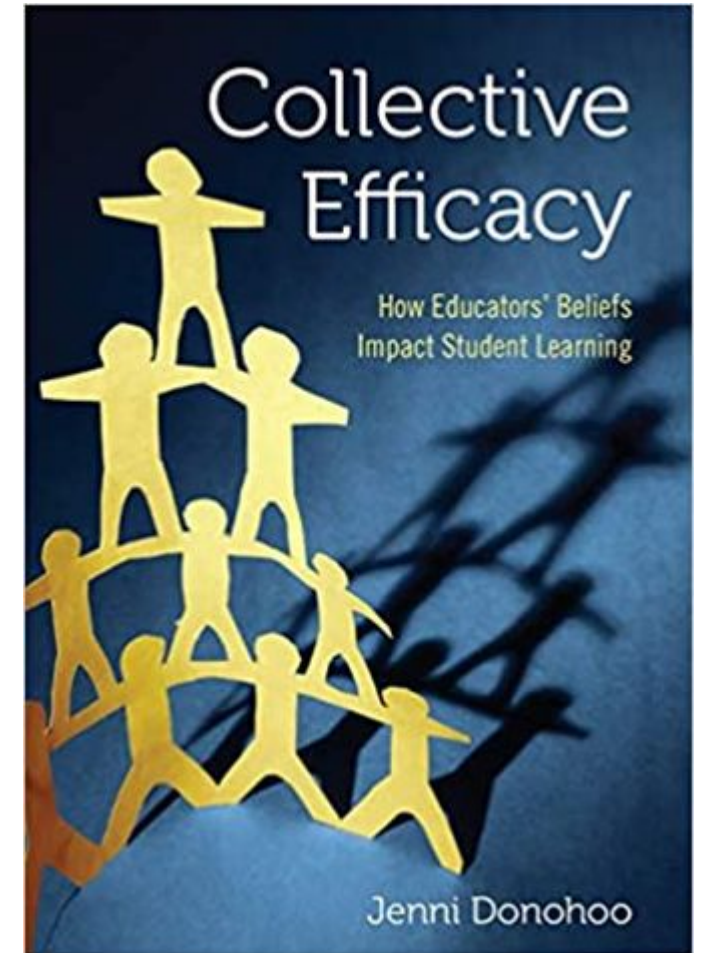
- Social and emotional outcomes (86% report feeling a higher sense of belonging)
- Student engagement (2x more likely to report having “tried their best”)
- Student outcomes (30% more likely to earn a A or B)
- Motivation and energy for teachers (self-reported)



Classrooms are a huge key lever; it's where all the magic happens!

Collective Efficacy

*“If educators’ realities are filtered through the belief that they can do very little to influence student achievement, then it is very likely these beliefs will be manifested in their practice. If, however, teachers share a sense of **collective efficacy**, research demonstrates it is the **greatest factor** that impacts student achievement.”*



Necessary Conditions



- **Teams are spaces for learning** where we build on what works
- Shift towards understanding student **outcome data as a lagging indicator** -- use **data for improvement not accountability**
- Center race -- **interrogate** our identities and **how we show up** for young people

Questions

Clarifying

- Simple questions of fact. They clarify the dilemma.

Some examples...

- *How much time does it take?*
- *How were students grouped?*
- *What resources did you use?*

Probing (Open)

- Prompts deep thought. Avoid recommendation or advice.

A good probing question...

- *Allows for multiple answers*
- *Encourages perspective taking*
- *Evokes more questions*

Breakouts

- Introduce yourself to your new friends.
Name, organization, role, what brought you to the meeting?
- Discuss centering students in student success systems:
 - a. What did you hear that resonated?
 - b. What are you wondering?
 - c. What might you try?
- As a group, decide what idea or question to bring back to the main room

Waterfall

Type your idea or
question and wait to
hit return



Looking forward

Our next
Community of Practice
Meeting will be
Wednesday, July 27, 2022
2:00-3:15p ET



Shaping our Community

**We'd like your
feedback and
input.**



Grad Partnership Community of Practice

Thank you for being part of our community - and for offering honest feedback and input to help us shape our future meetings.

Some Inspiration



“Hearing from students directly is the most important part of change.”

Stevie & Mia, New Tech Network

Next steps



**What is one step you
can take by next
Monday that helps
you center students in
your work?**

Want to Learn More or Join Us?

BE PART OF IT

Contact:

info@gradpartnership.org

Visit the website:

www.gradpartnership.org