



**Welcome!**  
**Check in:**

**What data can't you live  
without?**

**The GRAD Partnership  
Community of Practice  
Aug. 31, 2022**

# GRAD Partnership Organizing Partners



# Grad Partnership Community Members

*Who is here today?*

- First name
- Role
- Location
- Feeling in a word



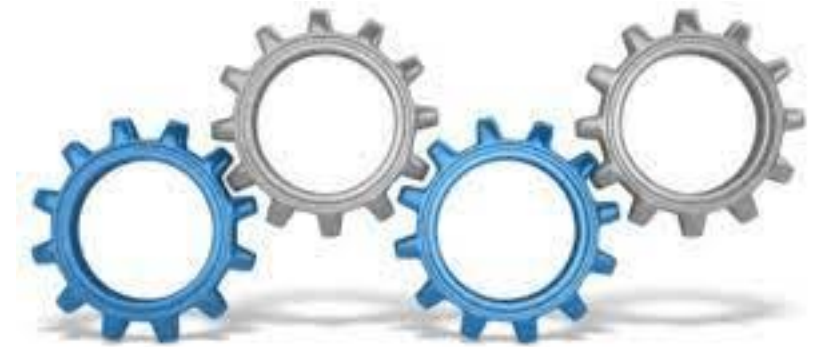
# GRAD Partnership for Student Success

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

**High quality student success systems are transformative.** They focus on:

- Supportive relationships
- Holistic and timely data
- Improvement response systems
- Shared mindsets





# Our Community of Practice

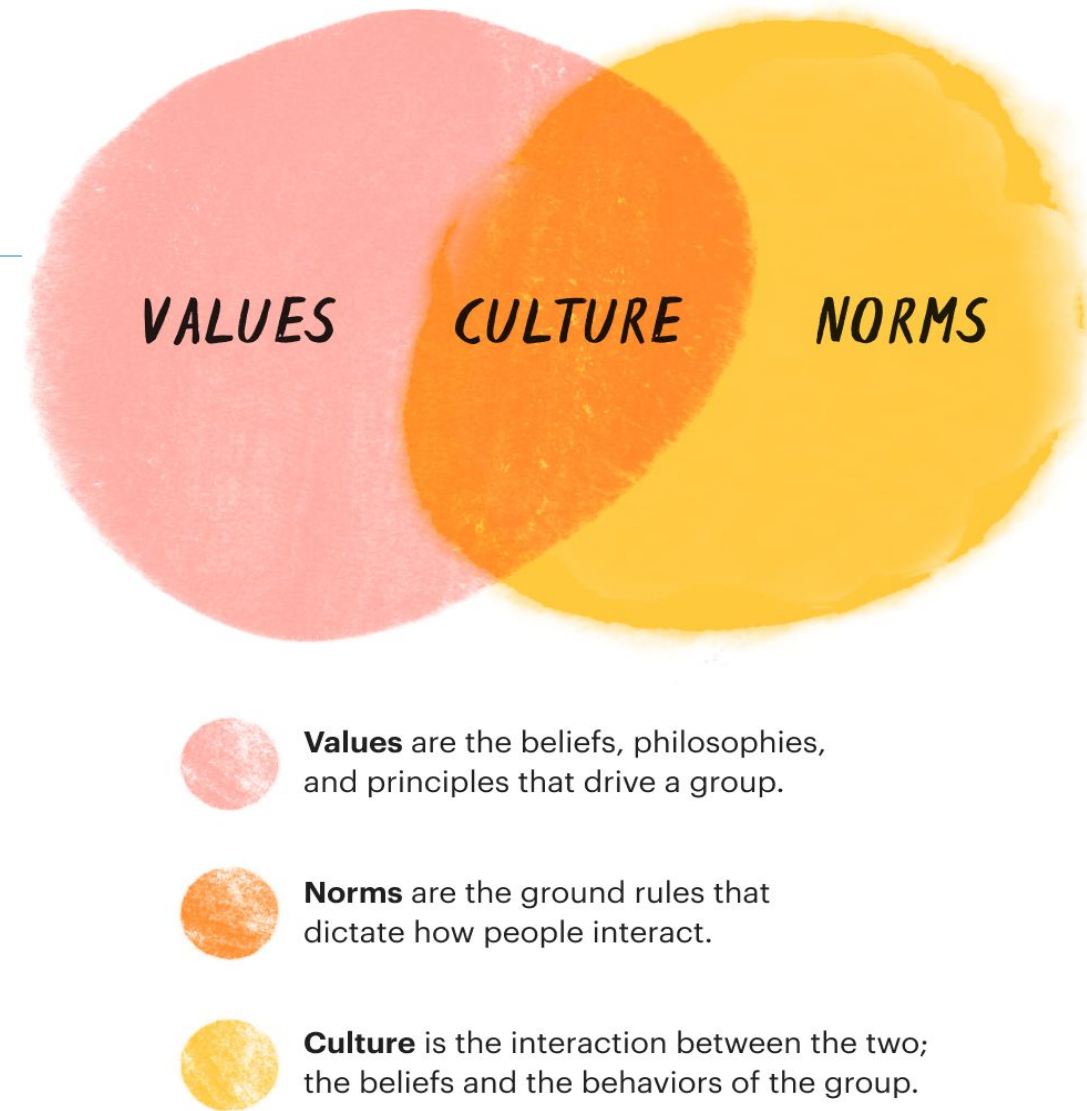
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- Connects people who want to implement, improve, and innovate Student Success Systems
- Enables shared learning
- Generates motivation and inspiration
- Defined by our mutual engagement

# 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



# Street data: Measure what we value

“Even as the system seems to fall apart around us, street level data are ubiquitous, offering deep insights into student and educator experiences...Street data is the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to see to discern it...these data fill our hearts and keep us up at night as we witness children’s resilience *and* struggle to stay engaged, socially connected and emotionally well.”

-Safir & Dugan (2021), *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*, pg. 2

# The Grad Partnership Community of Practice

## Seeing and Understanding Students with Data

**Elizabeth A. Kirby, Superintendent  
Cleveland Heights-University Heights School District**

**August 31, 2022**





# Expected Outcomes

- ❑ Share background on work in supporting 9th grade success.
- ❑ Share processes for supporting student success in high school.
- ❑ Identify lessons learned to inform districts along this journey.

**Key question – How do we use student data to address outcomes?**



# Presenter's Background



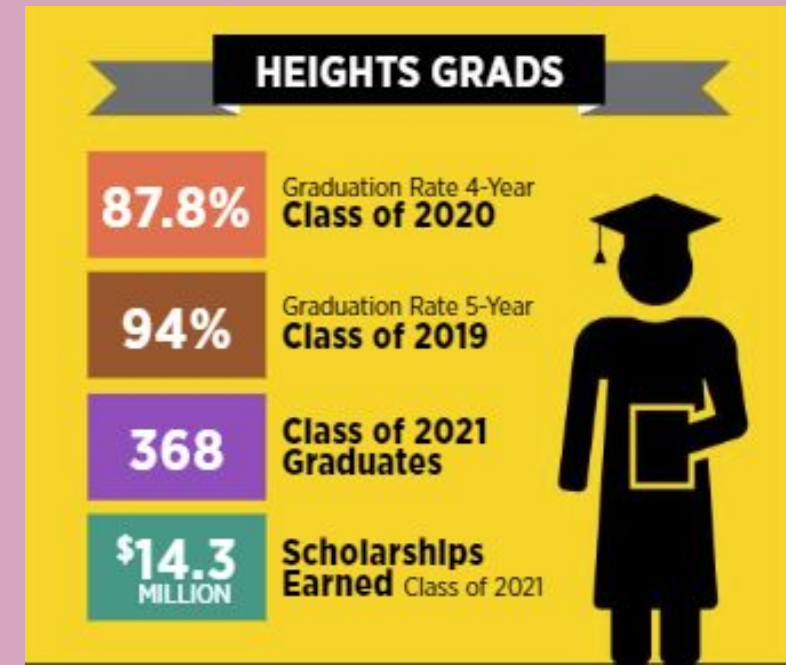
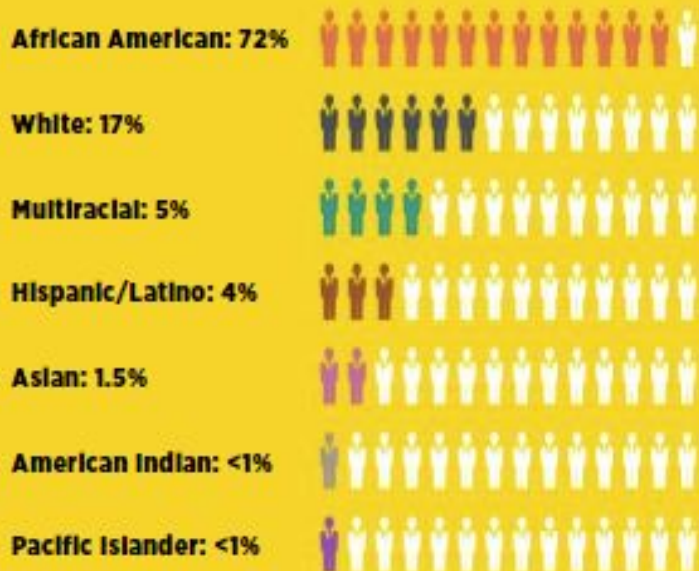
- ❑ Daughter of 2 educators
- ❑ Product of belief
- ❑ 28 year educator
  - ❑ 23 in Chicago Public Schools as teacher, principal, Network Chief, Central Office Cabinet member
  - ❑ Superintendent of Cleveland Heights–University Heights School District
- ❑ Core belief

Post-secondary education is the path to freedom, especially for African-American students and Hispanic-American students.

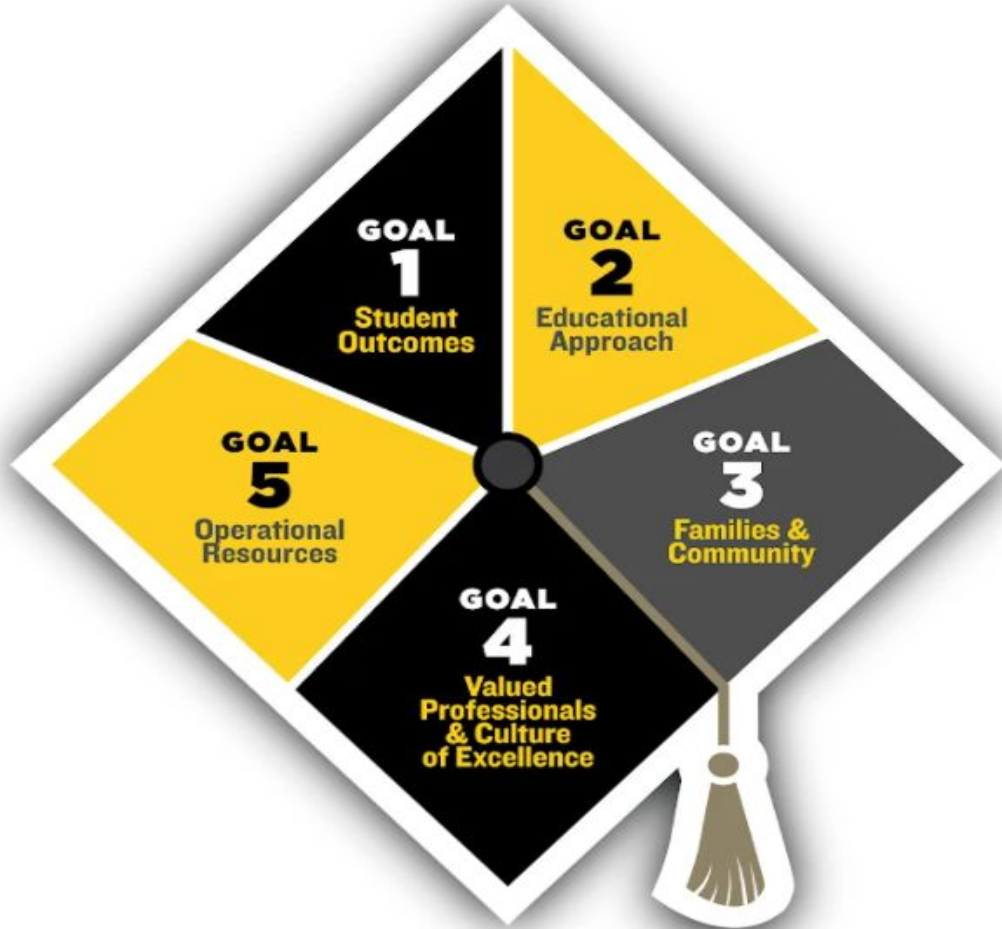


# Cleveland Heights–University Heights School District

The [Cleveland Heights–University Heights City School District](#) is located east of Cleveland in a suburban geographic areas referred to as the inner ring. The district serves the communities of Cleveland Heights, University Heights as well as a portion of South Euclid. Its nearly 900 employees provide education and support services for approximately 500 students across 12 campuses.



# 2026 Cleveland Heights–University Heights Strategic Plan



**100%** of 3rd Graders Reading at/above identified grade level

**80%** of students will show proficiency on state assessments

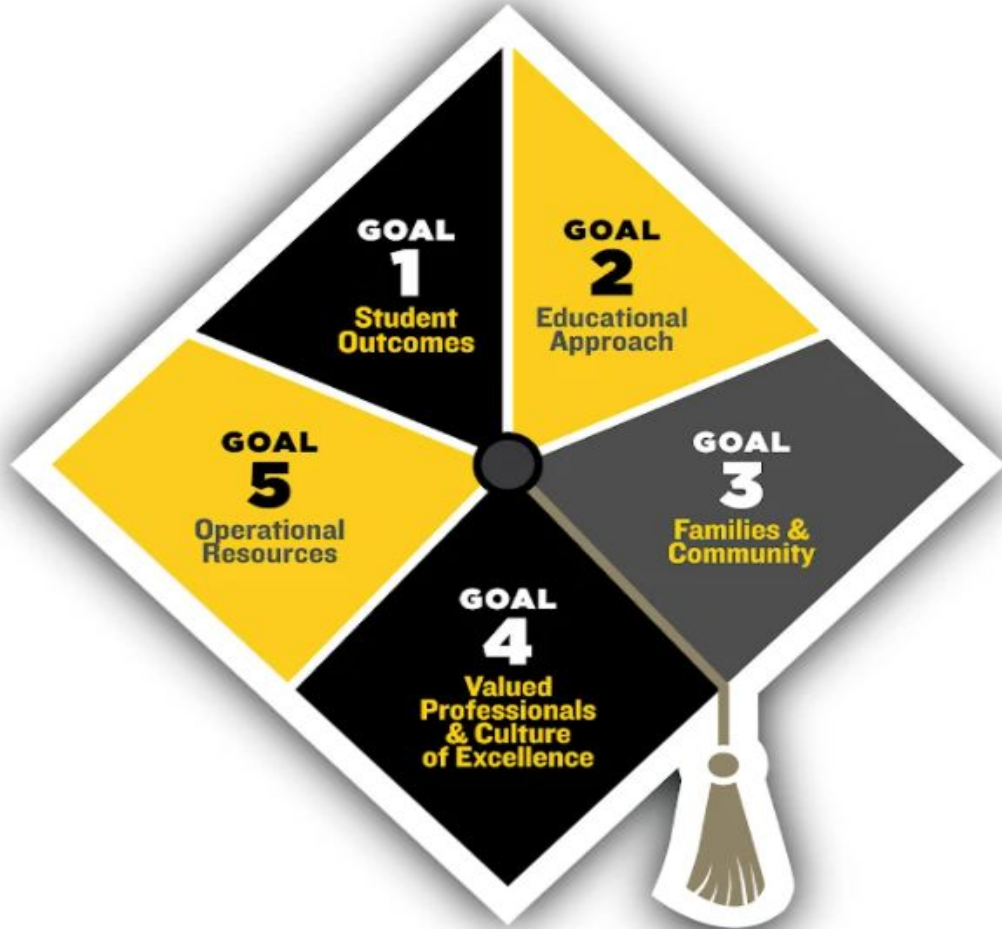
**90%** of 9th grade students will have course success in Algebra

**95%** of students will graduate in 4 years

**90%** of students will pursue college or a viable career pathway



# 2026 CH-UH Strategic Plan KPI's



**95% of students have success in high school at the following grade bands:**

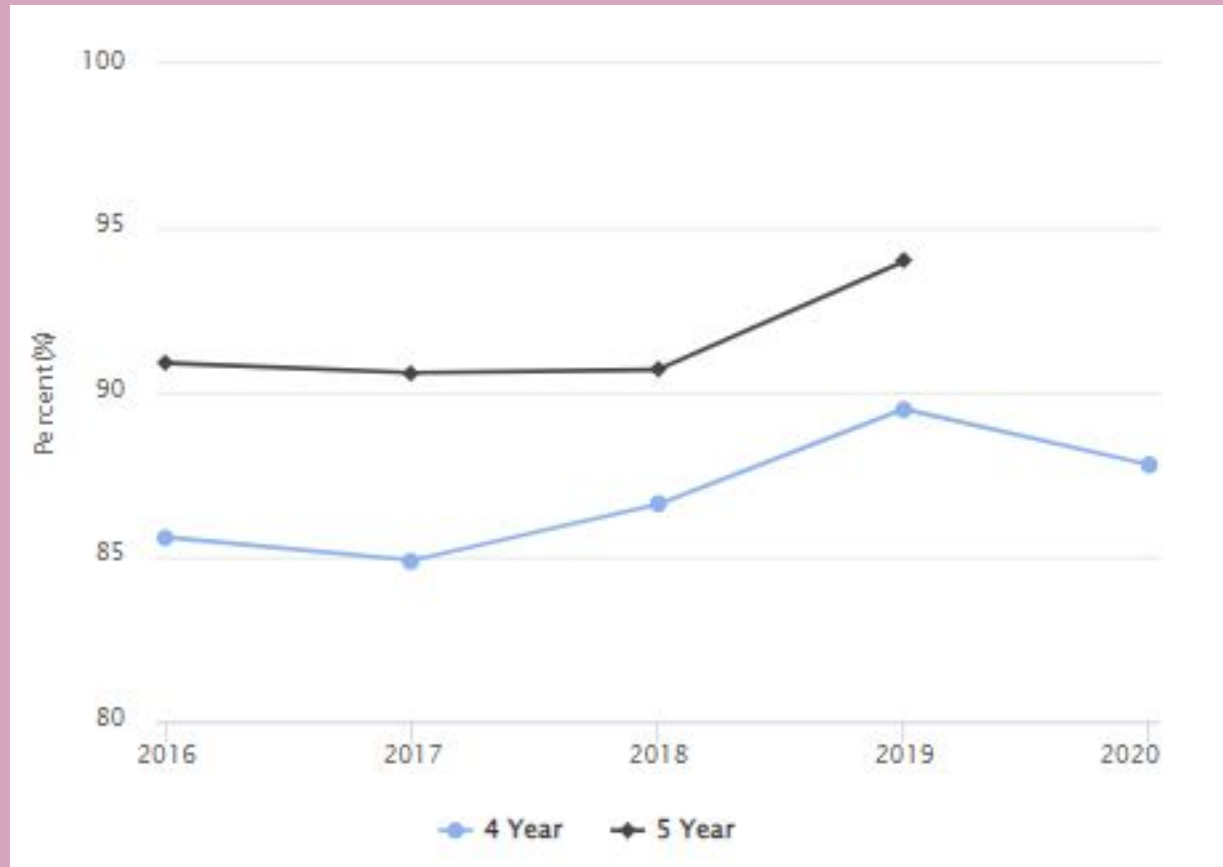
**9th Grade - 5 credits**

**10th Grade - 10 credits**

**11th Grade - 15 credits**

**12th Grade - 20 credits**

# Cleveland Heights–University Heights Grad Rate



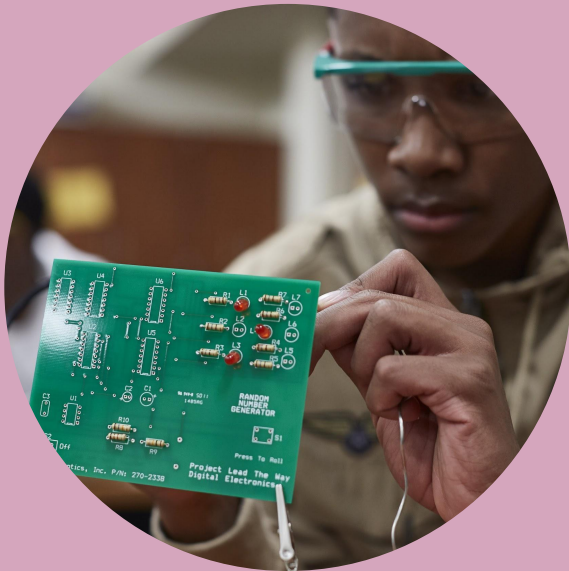
4 and 5 year Graduation rate overtime, Source: Ohio Department of Education



# Seeing and Understanding Students with Data

**What key structures have we employed to understand the needs of our students?**

- ❑ **Quarterly cohort graduation meetings: credits, attendance, behavior, in-progress grades, academic metrics, GPA, PBIS.**
- ❑ **In progress grades**
- ❑ **Student Assistance Teams**
- ❑ **November Goal-Setting Day**
- ❑ **Department Performance Management Sessions**



# Seeing and Understanding Students with Data

**What are our next steps in supporting students towards graduation?**

- ☐ Attendance supports
- ☐ Gear-Up Programming
- ☐ Mentorship
- ☐ 9th/10th Seminar Class
- ☐ AVID
- ☐ Expanding summer orientation
- ☐ Department Performance Management Sessions



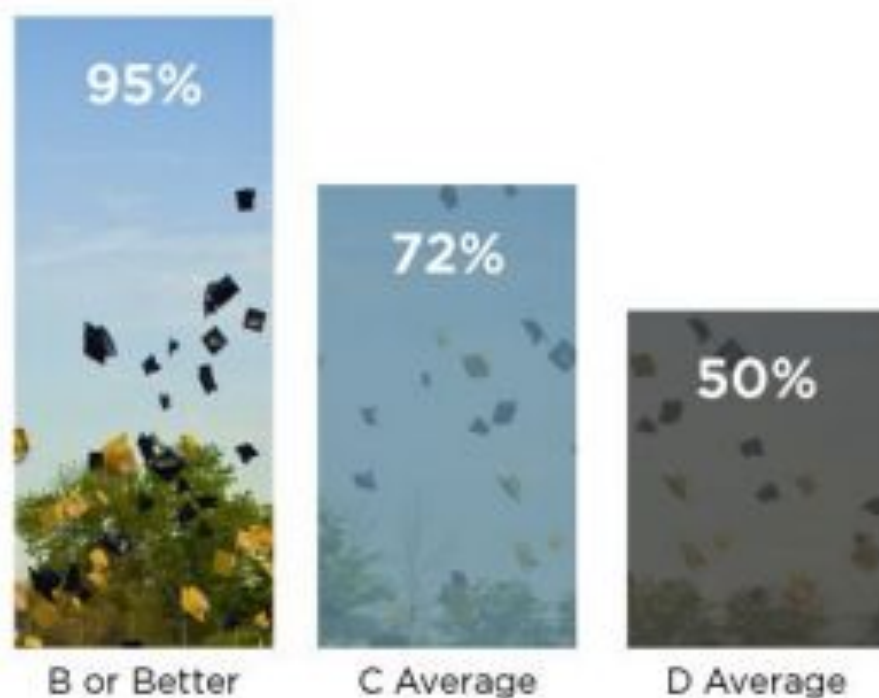


# Lessons Learned Big District vs. Small District

- ❑ Expectations Matter
- ❑ Structures Matter
- ❑ Relationships Matter
- ❑ Parents Matter
- ❑ Culture Matters
- ❑ Vision Matters
- ❑ Data Matter
- ❑ Research Matters



## Earning A's and B's Matters for Success in Both High School and College



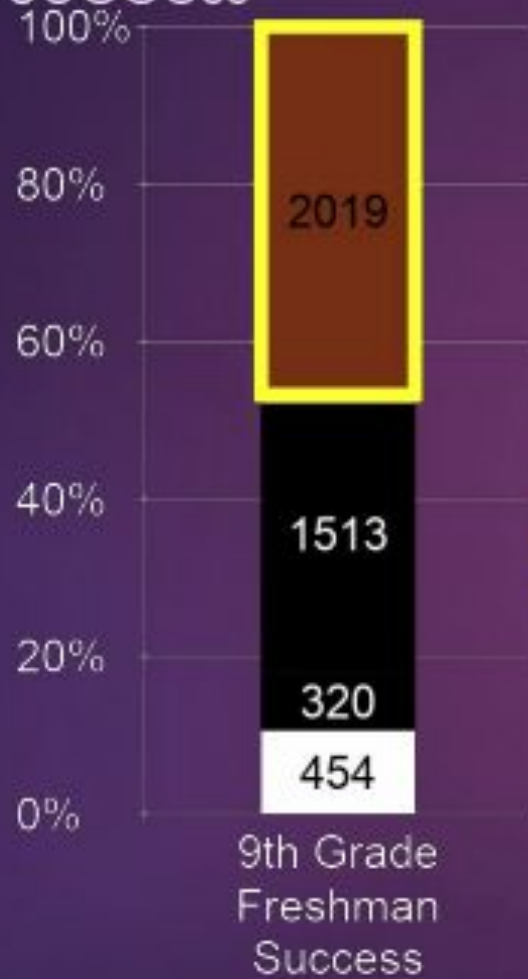
High School Graduation by Average Grade in Freshman Year

Only students entering college with a B or better average have a

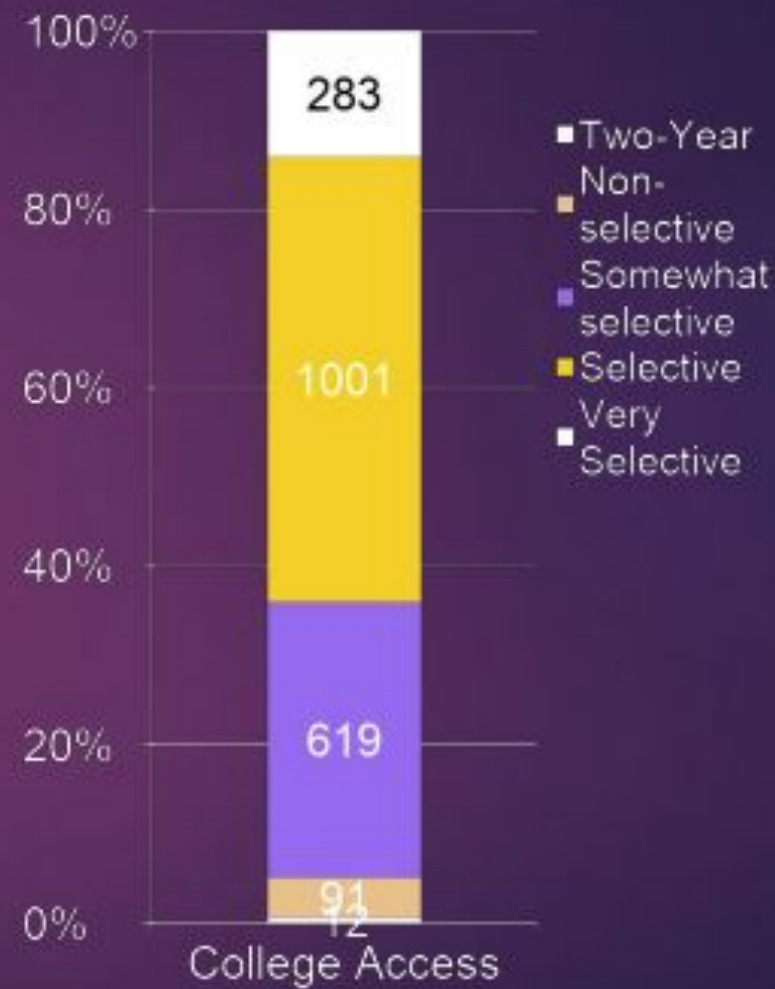
50%+

chance of earning a 4-year degree within 6 years of graduating from high school

## Backwards Mapping: College Access to Freshman Success

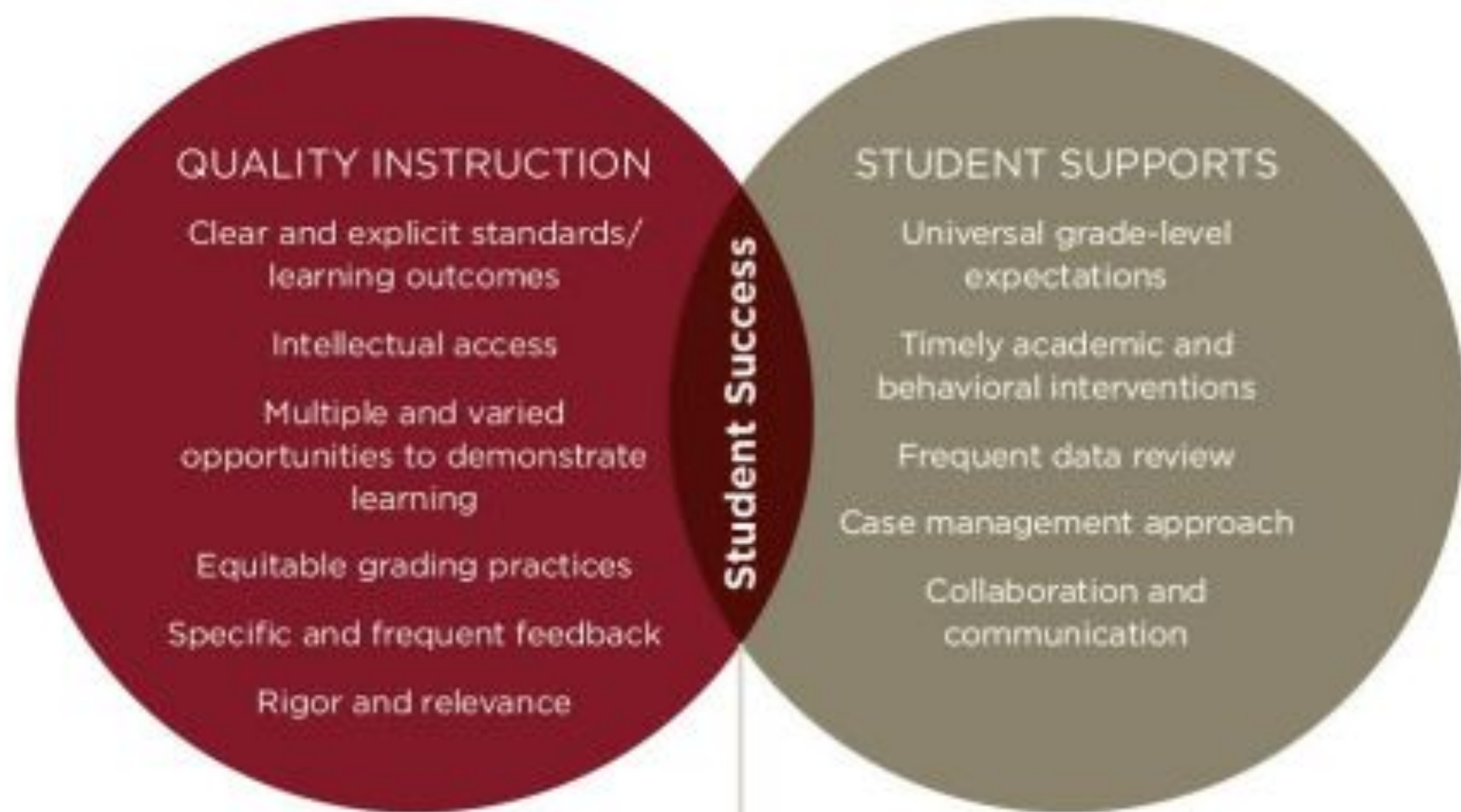


- Off-Track
- Some Fs
- On-Track
- 3.0+



- Two-Year
- Non-selective
- Somewhat selective
- Selective
- Very Selective

# Freshman Success Framework: Satellite View





# Create a Sense of Urgency

## Actions

- ❑ Share data on student on-track progress.
- ❑ Assess current state to gather more data.
- ❑ Share data on student interest and aspirations.
- ❑ Share disaggregated data.



## Lessons learned

- ❑ Urgency is different and accountability matters.
- ❑ In Ohio, there is a focus on graduation as opposed to 9th grade success.
- ❑ Communicate high expectations for all students.
- ❑ Just because you have the data tools and the programs does not mean you will be successful.
- ❑ People want to do this work! They need the data and the systems.



# Build a Guiding Coalition

## Actions

- ❑ Developed a freshman success team.
- ❑ Developed a post-secondary leadership team.
- ❑ Enlisted outside expertise.



## Lessons learned

- ❑ Educate the coalition.
- ❑ Confront bias.
- ❑ Acknowledge and build on internal expertise.
- ❑ Understand the history and the context of the District.
- ❑ Hold partners accountable and have frequent check-ins.
- ❑ Guide.



# Form a Strategic Vision and Initiatives

## Actions

- ❑ Build out the building improvement plan.
- ❑ Align to the district strategic plan.
- ❑ Identify high impact initiatives.



## Lessons learned

- ❑ It's not your vision – It's the district's vision
- ❑ Root cause analysis is key. Spend some time with that process.
- ❑ Make yourself /your team accountable to the vision and initiatives.



# Enable Action by Removing Barriers

## Actions

- ❑ Funded the work (**National Freshman Success Institute**)
- ❑ Found time for the work.
- ❑ Identified a point person for the work (**Administrator**)
- ❑ Ensured there were systems in place to support the work (**Cohort Meetings**)

## Lessons learned

- ❑ Look for hidden barriers.
- ❑ Understand the context of the District
- ❑ Build culture among students and staffs to address the barriers, obvious and hidden
- ❑ Success breeds success – Celebrate it.





# Generate Short Term Wins

## Actions

- ❑ Magnify the wins.
- ❑ Magnify the work .
- ❑ Celebrate, celebrate, celebrate

## Lessons Learned

- ❑ Acknowledgement matters.
- ❑ Acknowledge losses too.



# More on Short Term Wins\*

## Characteristics of a short-term Wins

- ❑ Visible
- ❑ Unambiguous
- ❑ Related to the change effort

## Role of Short Term Wins

- ❑ Provide evidence that sacrifices are worth it
- ❑ Reward change agents with a pat on the back
- ❑ Help fine-tune vision and strategies
- ❑ Undermine cynics and self-serving resisters
- ❑ Keep bosses on board
- ❑ Build momentum

- “Leading Change” by John P. Kotter, p. 127, HBS Press, 2012.



# Sustain Acceleration

## Actions

- ❑ Incorporate into the strategic plan.
- ❑ Align to goals of leaders.
- ❑ Continue to magnify the work and look for opportunities for convergence across the District.
- ❑ Promote with new leaders and engage as a talking point.
- ❑ Tell the story.

## Lessons learned

- ❑ Begin the work in elementary school.
- ❑ Engage in start, stop, stay to move towards goals.
- ❑ Review district/school structures and roles.



# Institute Change\*

## Key concepts

Culture changes usually comes last  
Culture change depends on results  
Culture change requires a lot of communication  
Culture change could lead to turnover  
Culture change makes succession planning important

## Actions

- ❑ Made it a measure that matters (**1 of 5 key metrics in strategic plan**)
- ❑ Put it in the budget (**positions and resources**)
- ❑ Make it a part of your brand identity.

## Lessons learned

- ❑ COVID has been a challenge.
- ❑ Keep going.



# Biggest Takeaways

- ❑ The work is different when you are not in a big district.
- ❑ You have to set the accountability bar if the state does not.
- ❑ This will get people excited.
- ❑ Tell your story, both internally and externally.
- ❑ Work on belief/equity.
- ❑ Monitor, Monitor, monitor.
- ❑ Listen to students.
- ❑ Continue to learn.
- ❑ Lean on the research.
- ❑ [Network for College Success | The University of Chicago](#)





# THANK YOU!!!



Questions/Follow-up: [e\\_kirby@chuh.org](mailto:e_kirby@chuh.org)



# Breakouts

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- Introduce yourself to your new friends.  
Name, organization, role, what brought you to the meeting?
- Discuss...
  - 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
- As an **individual**, decide what you will try based on the discussion.

# Waterfall

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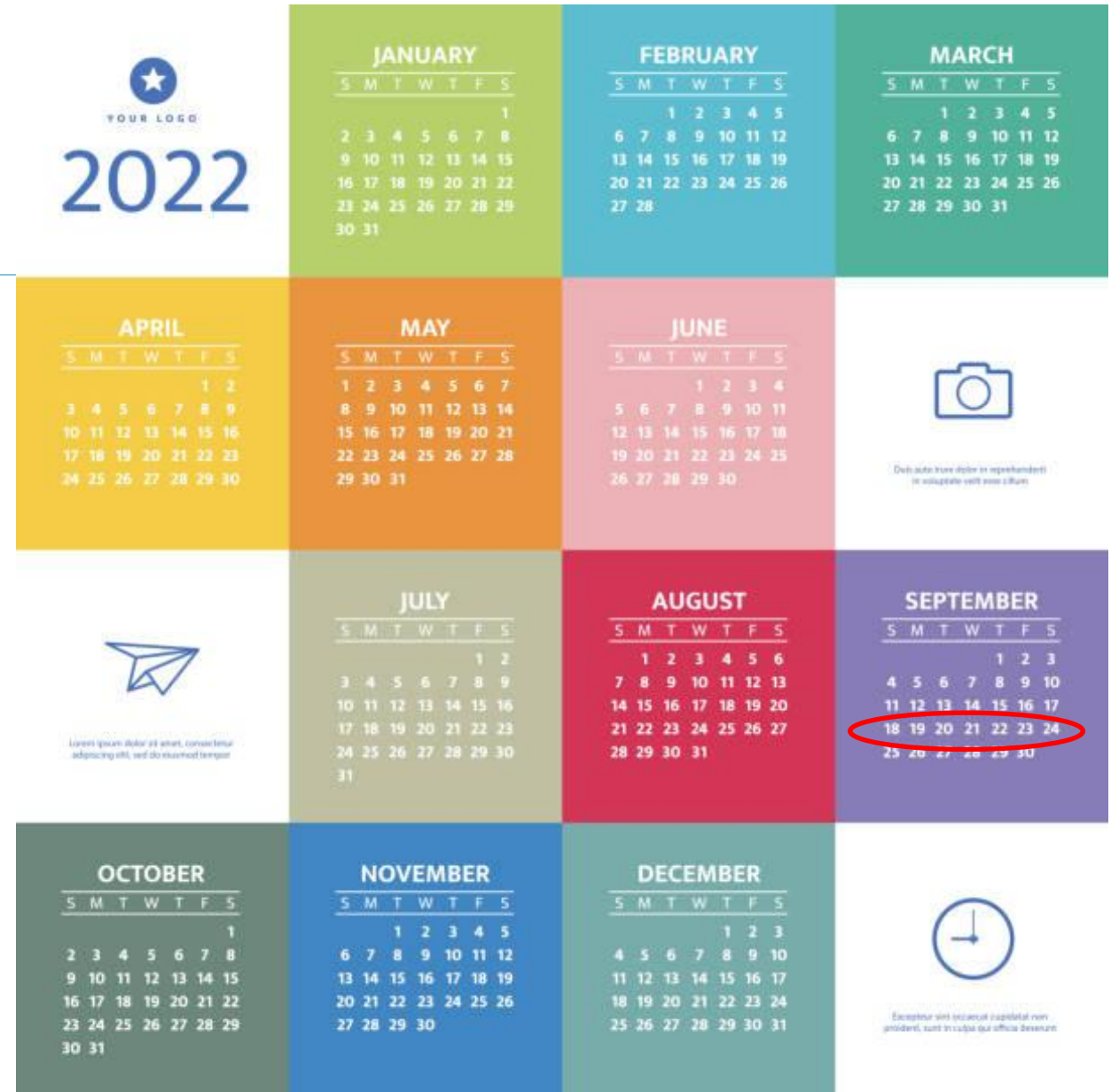
Type your idea or  
question and wait to  
hit return





# Looking forward...

Our next  
**Community of Practice**  
Meeting will be  
**Wed., Sept. 21, 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.



# Next steps

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What is one step  
you will take **next**  
**week?**



# Want to Learn More or Join Us?

# BE PART OF IT

Contact:

[info@gradpartnership.org](mailto:info@gradpartnership.org)

Visit the website:

[www.gradpartnership.org](http://www.gradpartnership.org)