# Welcome!
## What word do you wish more people understood?
### (Drop answer in chat)

# Defining Student Success Systems

GRAD Partnership Community of Practice

December 14, 2022

## THE GRAD PARTNERSHIP

Advancing Student Success Systems

GRADPARTNERSHIP.ORG

# GRAD Partnership Organizing Members

# GRAD Partnership Community Members

*Who is here today?*

In the chat, share your name, location, organization

# Our Mission

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

## THE GRAD PARTNERSHIP

Advancing Student
Success Systems

# Our Community of Practice

- 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**

VALUES          CULTURE          NORMS
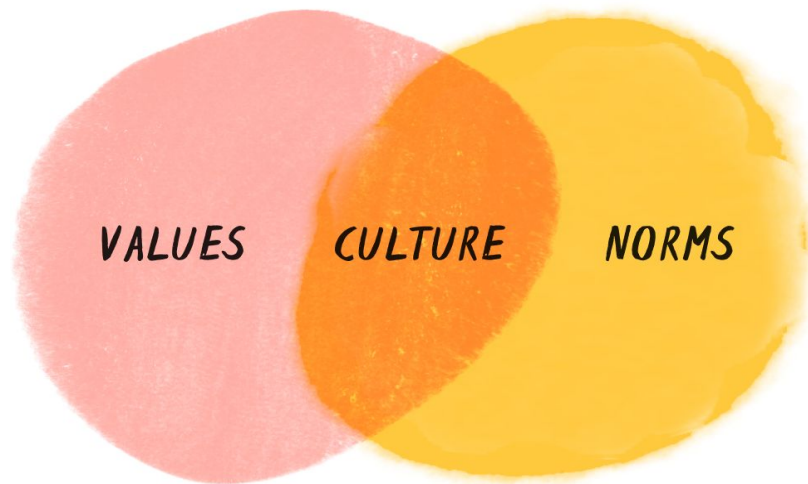
**Values** are the beliefs, philosophies, and principles that drive a group.

**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.

"**Few things are more important to learning than vocabulary.** To have a word for something allows you to conceive of it, to perceive it, and to grow your knowledge of it in discussion with others."

~ Doug Lemov, 2018

# Why Current Student Support Efforts are Not Sufficient for a Pandemic-Impacted World

# They Were Not Designed for Current Scale and Scope of Student Needs

As we emerge out of the Pandemic many schools are still facing historically high levels of:

- Chronic absenteeism
- Behavioral challenges
- Academic gaps and course failures
- Mental health needs
- Slowed momentum through high school to postsecondary schooling and/or training (e.g., high school graduation and college going rates)

# Secondary School Success and the Long Tail of the Pandemic

| Grade/Class of | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
|---|---|---|---|---|---|---|---|
| 2023 | | | | P1 | P2 | P3 | |
| 2024 | | | P1 | P2 | P3 | | |
| 2025 | | P1 | P2 | P3 | | | |
| 2026 | P1 | P2 | P3 | | | | |
| 2027 | P2 | P3 | | | | | |

P1 = 2019-20, P2 = 2020-21, P3 = 2021-22

# They are Often Fragmented, While Student Need is Usually Holistic

Many of our current student support systems arose in past 20 years in response to specific needs. Collectively they consume a lot of teacher and school staff time but still leave some students not well supported.

**Early Warning/On-Track Systems –** dropout prevention, graduation rates

**PBIS** – behavior challenges

**RTI/MTSS –** academic challenges

**Attendance Teams** – attendance challenges

**College Readiness/Counseling –** course taking, applications, financial aid

# Do Not Fully Incorporate Recent Learnings from Brain Science and Youth Development

For example, **School Connectedness –** we did not know how important this was until we lost it in the Pandemic.

It is as close as we have to an universal prevention action.

**When students are connected to school – they do better in school, have better mental and physical health, and engage in fewer risky behaviors.**

# School Connectedness

Students are connected to school when...

- They believe there is an adult who knows and cares about them as a person
- They have a supportive peer group
- They engage in activities they see as helping others
- They feel welcome in school for who they are

**All of this is measurable and actionable by schools but is currently not systematically collected or acted on in most schools.**

# How Do We Create Student Supports that Are Strong Enough for Pandemic-Impacted Times?

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# Nine Organizations Pooled Their Learnings and Experiences

# We Conducted Surveys and Focus Groups with Over 300 Educators

Including :

- Teachers
- Counselors
- Principals
- District Student Support Staff
- Superintendents
- School Board Members
- Community Partners (Non-Profits)

# We Sought Insight From…

- School Districts
- State Departments of Education
- Key Constituent Organizations

Building on Prior Work with Early Warning and On-Track Systems Led to the Development of Student Success Systems

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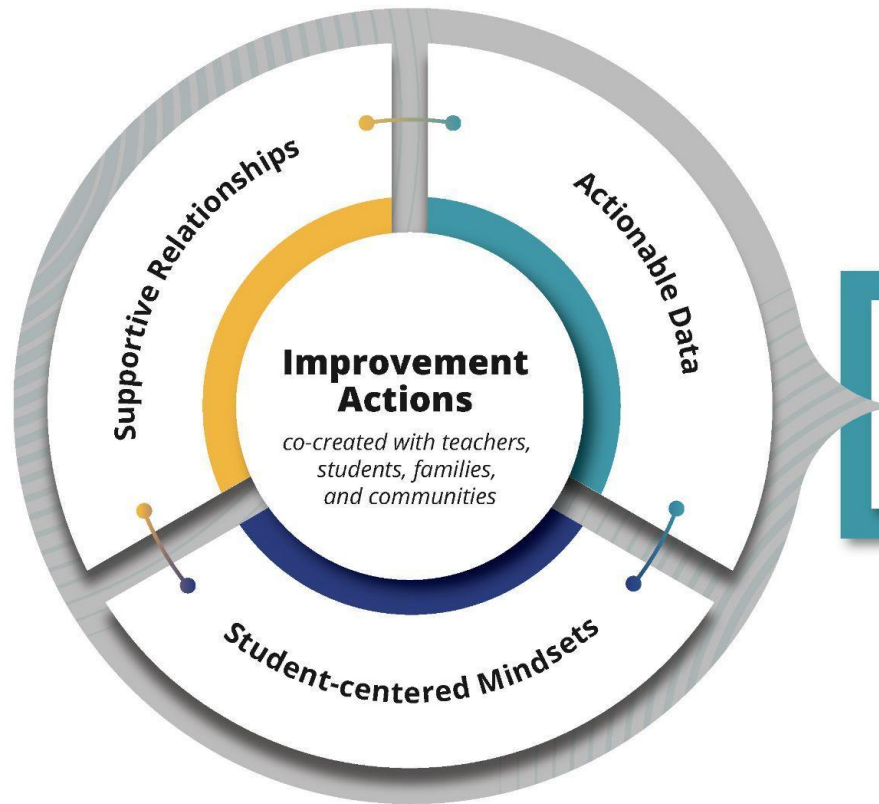
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# Student Success Systems

Student success systems are a way of organizing a school community to better support the academic progress and well-being of all students.

They

- **combine a focus on building strong relationships**
- **with real-time, actionable data,**
- **are guided by improvement science, and**
- **shaped by student-centered mindsets.**

By integrating these four elements they help educators address school-wide achievement patterns and school culture issues, increase school connectedness and a sense of belonging among students, and meet individual student needs.

Supportive Relationships

Actionable Data

Improvement Actions

*co-created with teachers, students, families, and communities*

Student-centered Mindsets

## Student Success Systems

Enabling all students to thrive.

# 01 | Supportive Community Relationships

Supportive relationships in all directions — school adults to students, students to students, staff to staff, school adults to parents/caregivers — provide the foundation for student and school success. High-quality student success systems both build upon and strengthen these relationships.



*Engaging and supporting all students so they can graduate on a pathway to postsecondary success*

## 02 | Holistic, Real Time, Actionable Data

**The data encompass:**

- Research-based indicators such as attendance, course grades, and grade point averages that can predict key student outcomes,

- Information about student well-being, belonging, school connectedness, and experiences in their classrooms.

- Insights from teachers, school staff, students, and families/caregivers.

# 03 | An Analysis, Response, and Improvement System

Student Success Teams:

- Progress monitor all students using predictive indicators of well-being (belonging and school connectedness) and academic success
- Identify underlying causes that school actions can address
- Develop, and implement strategic actions and supports to address those causes
- Evaluate the use and impact of the actions and supports, and
- Use continuous improvement approaches to modify or change them as needed until proven to work.

Actions and supports can be at the district, school, grade, classroom, student subgroup, or individual levels.
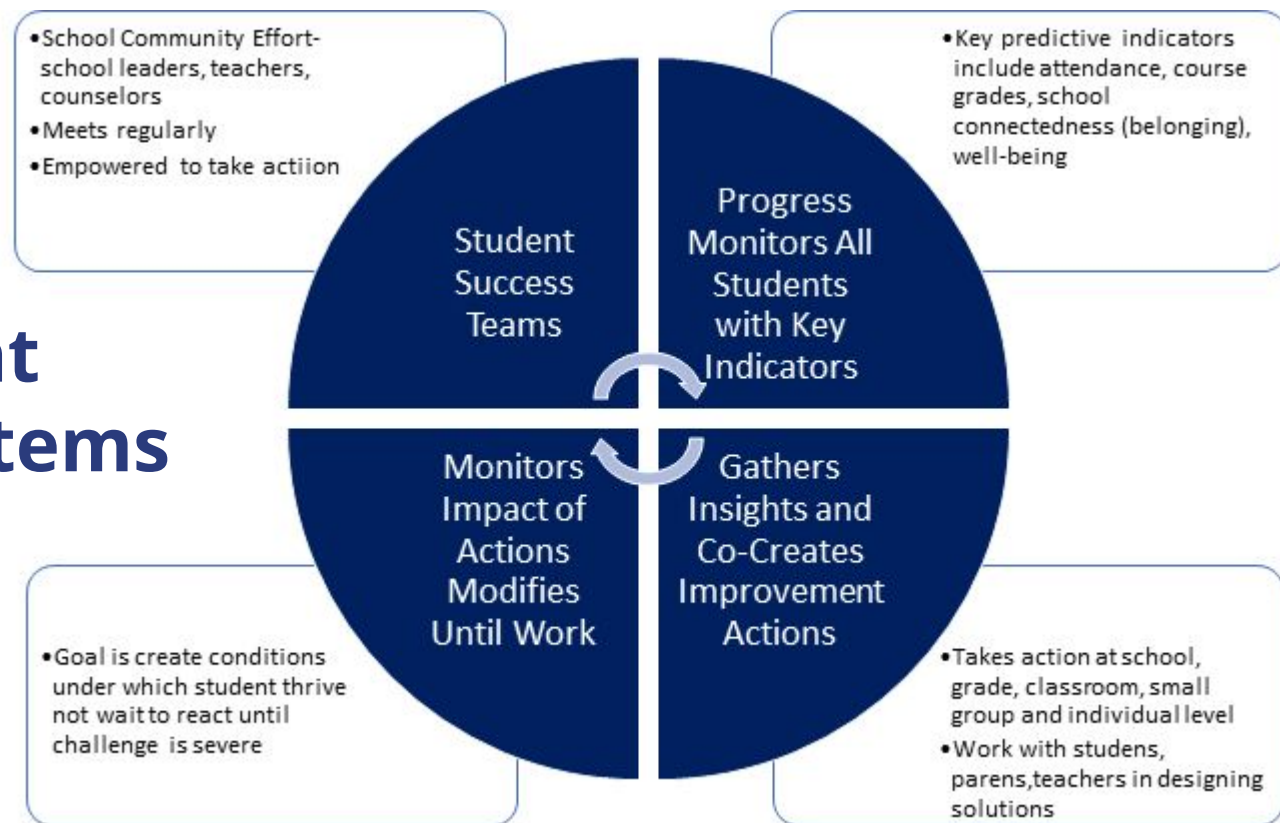
**Student Success Systems work best when the adults implementing them develop a shared understanding of their purpose including:**

- Equity rather than injustice and unfairness
- Inclusion rather than separating and stigmatizing
- Empathy rather than judging and blaming
- Strengths- and asset-based framing rather than deficit framing
- Proaction rather than remediation
- Belief in educator and student agency rather than thinking nothing can be done
- Improving with and together, rather than improving alone, for, or because
- Acting based on evidence and with shared understanding rather than compliance and custom

# How Student Success Systems Work

- School Community Effort- school leaders, teachers, counselors
- Meets regularly
- Empowered to take actiion

- Key predictive indicators include attendance, course grades, school connectedness (belonging), well-being

Student Success Teams

Progress Monitors All Students with Key Indicators

Monitors Impact of Actions Modifies Until Work

Gathers Insights and Co-Creates Improvement Actions

- Goal is create conditions under which student thrive not wait to react until challenge is severe

- Takes action at school, grade, classroom, small group and individual level
- Work with studens, parens,teachers in designing solutions

# Student Success Systems: Benefits

**Student Success Systems** provide schools with a unified system that integrates, extends, and increases the capacity of existing student support efforts, including early warning, on-track, and multi-tiered support systems.

Ultimately, Student Success Systems will lead to greater outcomes for current levels of adult effort.

As a result, schools are empowered to graduate **ALL** students on a pathway to higher education and job training that leads to adult success.

# Student Success Systems in Action



The BARR model brings together actionable data, supportive relationships, and evidence-based practices. A recently released [randomized control trial conducted by AIR](#) further confirms the impact of the BARR Model and the student success system within it.



Manzano High School, Alburquerque, NM, named **GRAD Partnership Spotlight School**
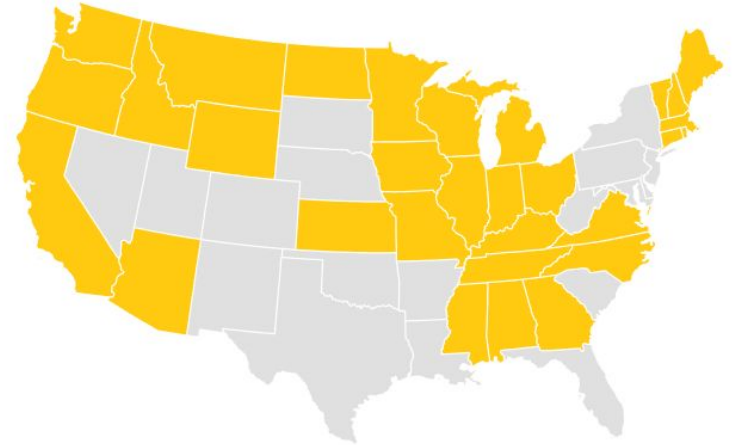
# Mission: Create sustainable rural communities through a keen focus on place, teachers, and philanthropy.

- 18 Regional Hub Partners serving 30 states:
  - Rural higher ed, community foundations, education nonprofits, school networks

- We bring people together, tell stories, share resources, build philanthropy, and collaborate on authentic, rural education initiatives.

- **Rural schools are the heart of their communities, and the key to rural vitality.**

## Regional Hubs

Working together to build strong and sustainable rural communities.

*Taylor McCabe-Juhnke,
RSC Executive Director*
*taylor@ruralschoolscollaborative.org*

# GRAD Partnership: Rural School Cohorts

**RURAL SCHOOLS COLLABORATIVE**

**RSC's Regional Hub Partners: Student Success Intermediaries**

**Regional Hubs**

Working together to build strong and sustainable rural communities.

**Far Northern California:**
10 schools
*Susan Schroth,
North State Together*

**Arizona:**
Coming soon!
*Melissa Sadorf,
Arizona Rural
Schools Assn*

**Black Belt: Alabama & Mississippi**
10 schools
*Annah Rogers,
The University of West Alabama*

# About North State Together & GRAD Partnership

- North State together covers 10 Rural Counties in Far Northern California
- Focuses on educational success from Cradle-to-Career
- Provides capacity building resources and data sharing agreements to partner with local schools
- 10 GRAD Partnership Schools in Far Northern California Cohort



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# Rural Deep Dive: Burney High School

**About:**

- Burney Jr.-Sr. High School in Shasta County, CA
  - Serves 240 students (7th-12th grade)
- Student Population: 66% Socio-Economically Disadvantaged, 6% English Learners
- Joined the GRAD Partnership to focus on attendance
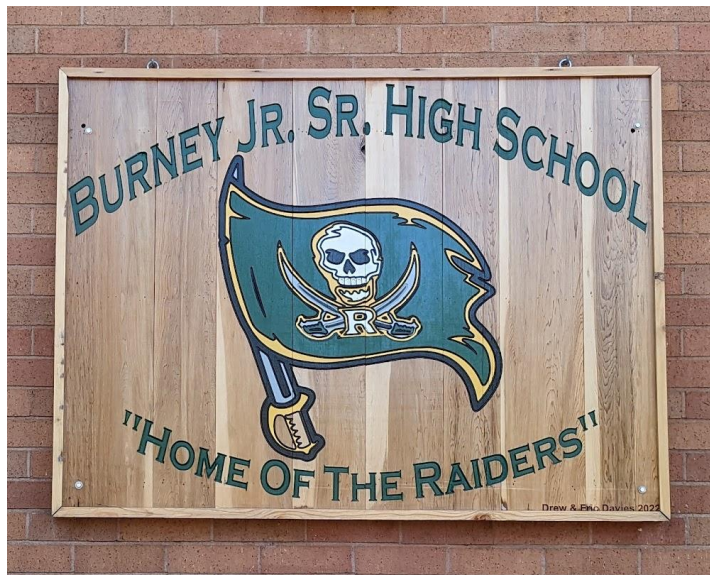
**Burney School Counselor, Janelle Howes**:

"The lasting effects of COVID have brought the issue of chronic absenteeism to the forefront, which makes the timing right for this initiative."

# Rural Deep Dive: Burney High School

*Student Success System Design - Definition in Action:*

Student-centered, positive mindsets:
- Hear directly from students on what is and isn't working via focus groups
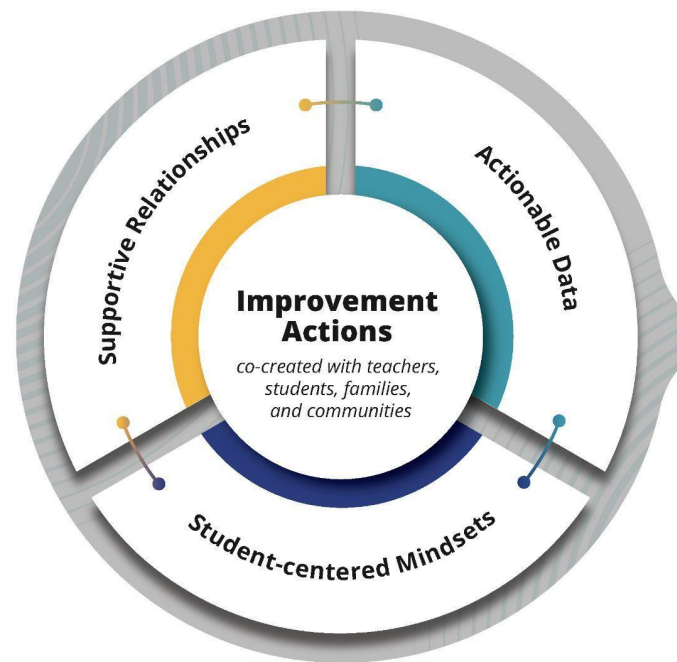
Actionable Data:
- Collect 9th grade student survey data on Behavior and Attendance

Supportive Relationships:
- Focus on positive reinforcement from staff to students vs. a punitive approach

Improvement Actions:
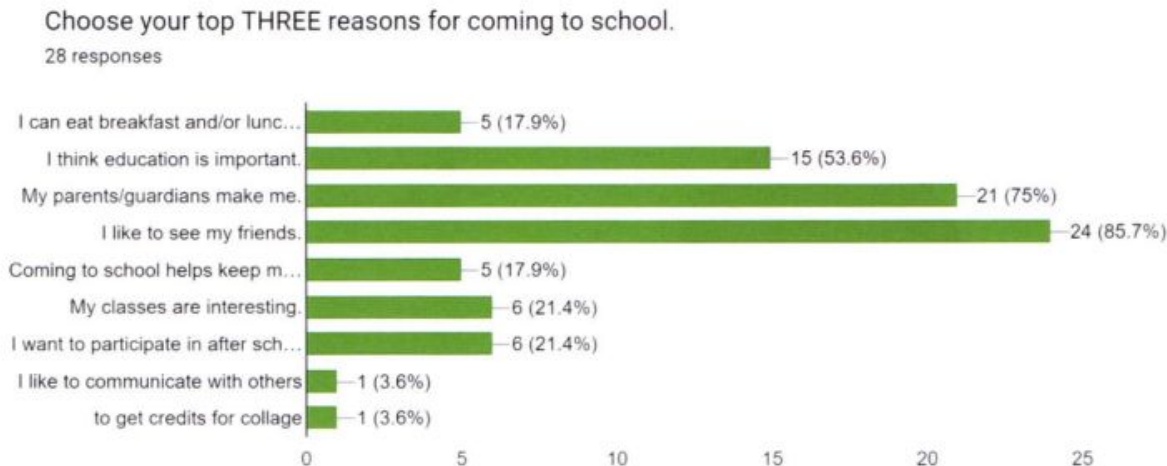- Create student-requested incentives/activities to reward attendance

# Rural Deep Dive: Burney High School

*Survey says...* The Burney team found that the top three reasons 9th graders come to school are:

1. I like to see my friends
2. My parents / guardians make me
3. I think education is important

So, they can celebrate that their students value education, and can now build their attendance incentives around student-to-student interactions and activities.

Choose your top THREE reasons for coming to school.
28 responses

| Reason | Count (%) |
|---|---|
| I can eat breakfast and/or lunc... | 5 (17.9%) |
| I think education is important. | 15 (53.6%) |
| My parents/guardians make me. | 21 (75%) |
| I like to see my friends. | 24 (85.7%) |
| Coming to school helps keep m... | 5 (17.9%) |
| My classes are interesting. | 6 (21.4%) |
| I want to participate in after sch... | 6 (21.4%) |
| I like to communicate with others | 1 (3.6%) |
| to get credits for collage | 1 (3.6%) |

# Rural Deep Dive: Burney High School
## Practitioner Quotes

"There's a number of students that come every day, or never been late, or never been sent out of class, and yet we don't really reward them. So that's the brainchild for this project. . . And we feel like if a kid attends or doesn't, then the next week they have an opportunity to try again."

**Burney Principal, Ray Guerrero**

# Rural Deep Dive: Burney High School

*Survey says...* The Burney team found that students also had a lot of agreement on what the positive reinforcements could be:

1. Out of school activities
2. Prizes / Rewards
3. Praise from teachers

**"What's interesting is there's not a lot of agreement in the survey about what types of punishments should happen, but when you look at the rewards, there's a lot of agreement. So that seems to be, in the students' minds, a more effective motivator."**

 - Janelle, Burney Counselor
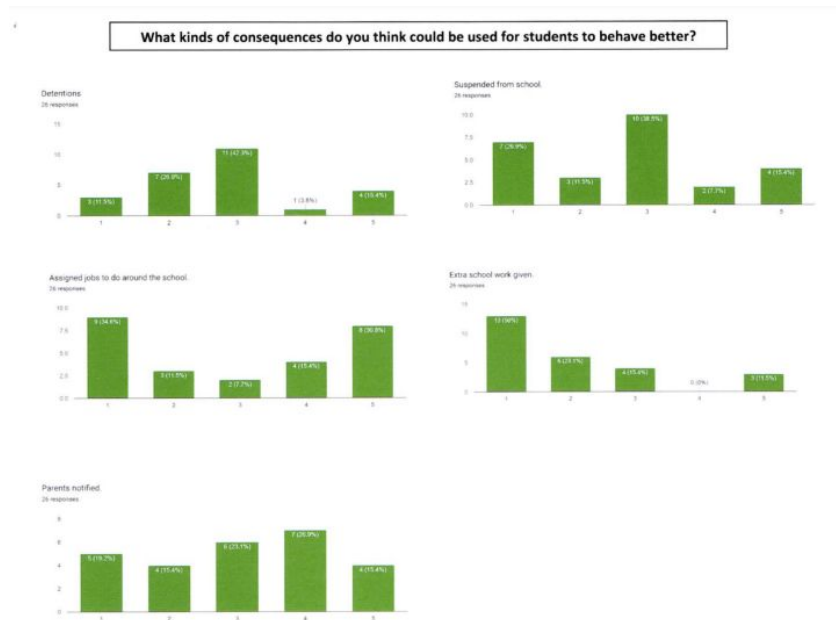
*As part of the project, 9th graders shared what they think is going well at school (celebration moments are so important along the way!):*



"Something I think Burney does really well for their school is the teachers really communicate with the students. I think that they listen and understand the students to where the students can feel free to ask questions."

"I really, really love the assemblies. How enthusiastic everyone is participating in everything... I just love it."

"One thing I like about this school is the electives. And I like how the teachers are communicating, too. I don't really know what I dislike about this school."

# Rural Deep Dive: Burney High School
## Practitioner Quotes

**Burney Dean of Students, Ed Romero:**

"When [our counselor] Janelle sent me this email about the GRAD Partnership opportunity, I'm like 'woohoo!' in my office, I was jumping up and down – this project is what I was really envisioning. There's a lot of good things going on at this school and they get overlooked - I want the good things to get recognized."

# Conclusion



*Starting the GRAD Partnership Student Success Work has:*

- Helped Burney learn their strengths and weaknesses
- Provided a research-based framework to create a positive culture
- Launched a cohort for continuous learning from peer schools
- Allowed Burney to utilize data to pilot attendance interventions
- Added student voice in the decision making process

Rurality remains a factor (ex. Transportation and Attendance), but...

*Big or small school, you can launch Student Success Systems!*

- On rural Supportive Relationships - "We are really good at community."
    - Patrick Mair - Tehama County Office of Ed  (TRIO at Red Bluff High School)

# Resources

Follow up resources:
- 19 more rural GRAD schools, and counting! Keep in touch for more stories and [subscribe to RSC's newsletter](#)
- [RSC's GRAD Partnership Spotlight Story: Burney High School](#)
- [Burney Example Attendance Survey](#)
- [Burney Example Behavior Survey](#)
- [Burney Jr.-Sr. High School Website](#)
- [Follow along for more rural school spotlights and resources on RSC's website](#)
- [North State Together website](#)
- For more information on rural Northern California Student Success Schools:
  - Contact Susan Schroth, North State Together, [sschroth@shastacollege.edu](mailto:sschroth@shastacollege.edu)

RURAL SCHOOLS
COLLABORATIVE

# Breakouts

- 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.

# What questions do you have?

# Looking forward...

Our next **Community of Practice** meeting will be Wednesday, **January 11, 2023** 2:00-3:00p ET
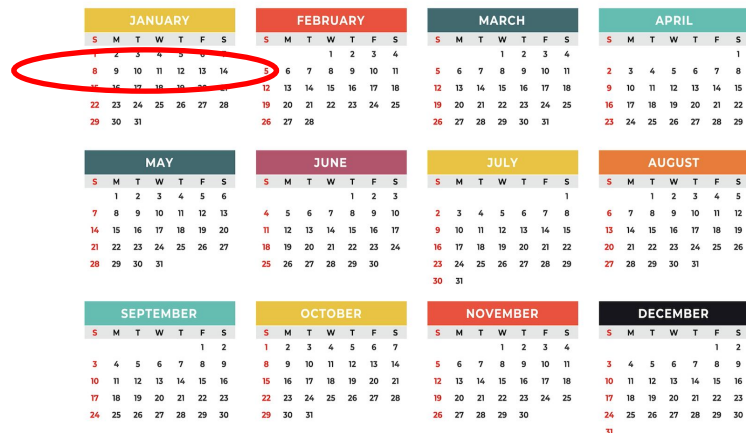
# Team Reflection Tool

This tool is designed to help schools …

- examine their existing student support systems to see where improvements will have the most impact
- in operating and continually improving their student success system
- spark courageous conversations
- adaptable to be unique to the contexts of school communities

THE GRAD PARTNERSHIP | Advancing Student Success Systems

## TEAM REFLECTION TOOL

THE GRAD PARTNERSHIP | Advancing Student Success Systems

Team Reflection Tool    1

# Seeking Participants

We are inviting schools to pilot the Team Reflection Tool:

- [Sign up here](#) if you are interested in piloting the Team-Reflection Tool or want to know more (link is also in the chat!)

# Shape Our Community

**Please share 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.

# Thank you.

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