

**Welcome!**

**As members of community, people don't  
just want to lay bricks, they want to  
build \_\_\_\_\_.**

**(Fill in the blank in chat)**

## **Learning from and with the RISE Network**

GRAD Partnership Community of Practice

**March 15, 2023**

**THE GRAD  
PARTNERSHIP**

Advancing Student  
Success Systems

**GRADPARTNERSHIP.ORG**



# GRAD Partnership Organizing Members



# GRAD Partnership Community Members

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*Welcome each other*

In the chat, send a private message to someone. Say hi!



# Spread & share

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- ★ Recordings
- ★ Blogs
- ★ Registration links
- ★ In the chat...





# 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

[GRADPARTNERSHIP.ORG](https://gradpartnership.org)

# Student Success Systems

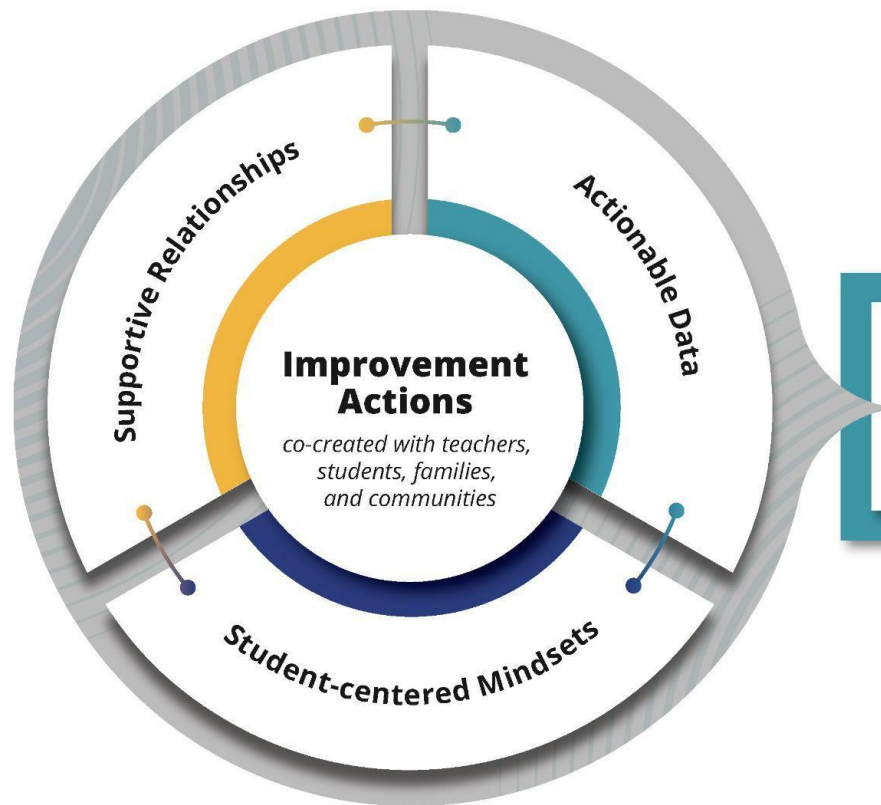
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Student success systems are a way of organizing a school community to better support the academic progress and well-being of all students.

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.



**Student Success Systems**  
Enabling all students to thrive.

# Why Student Success Systems Now?

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Pandemic has shown us we need integrated systems that...

- Focus on school connectedness and its importance for academic achievement
- Show us leading indicators like student agency, belonging, and connectedness
- Allow us to track academic gains in real time
- Allow us to know if interventions are indeed improvements - and for whom under what conditions
- Show students *and* teachers that schools, not just some individuals are working to make sure students succeed
- Focus on post-secondary preparedness, not just graduation

# Our Community of Practice

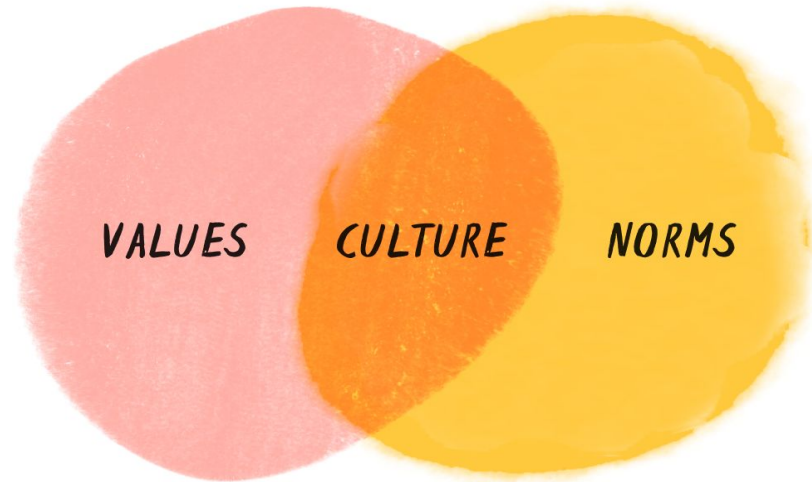
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- Connects people who want to implement, improve, and innovate Student Success Systems
- Enables shared learning
- Generates motivation and inspiration
- Defined by our mutual engagement

# 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**



**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.

# Foreshadowing

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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.

And introducing:

**Emily Pallin**, *Executive Director, RISE Network*

**Nichelle Woodson**, *Deputy Director, Freshman Success,  
RISE Network*

**Sherry McLaughlin**, *Deputy Director, Postsecondary  
Success, RISE Network*

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# *Student Success Systems in Practice*

March 15, 2023



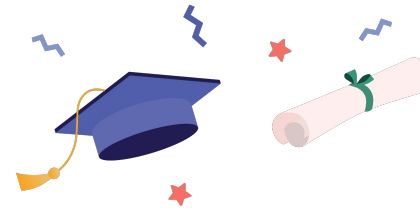
# Session Objectives and Agenda

## Objectives

- Provide an introduction to the RISE Network and how we think about student success systems.
- Describe success systems in action, unpacking RISE's work to advance on-track and postsecondary outcome goals.
- Offer resources and tools for teams looking to adopt or strengthen their success practices.

## Agenda

1. RISE overview and student success framework
2. On-track success systems
3. Postsecondary success systems
4. Breakout discussion and Q&A



# An Introduction to RISE

## Our Mission

To ensure all students graduate from high school with the skills and confidence to achieve college and career success.

We partner with public high schools to lead cross-district networks where school communities work together to use data to learn and improve.



## Our Core Network

**13,000+ Students | 1,000+ Educators | 9 Schools**

East Hartford, Hartford, Manchester, Meriden, Middletown, Naugatuck, Norwalk, Stamford

*Resources will be shared throughout the presentation.*



[Learn more!](#)

# An Improvement Journey



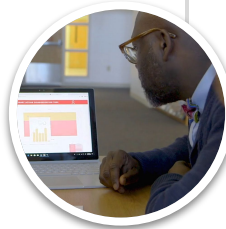
**2015:**  
Launched RISE  
with 5 schools,  
4 districts



**2019:**  
Expanded RISE  
to 9 schools  
across 8 districts



**2022:**  
Released the  
RISE Data  
Hub



**2017:**  
Created 30+  
interactive data  
dashboards



**2020:**  
Initiated consulting  
partnerships to scale  
our impact

# Investing in Success Systems

## Success (n.)

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the accomplishment of an aim or a purpose.

## System (n.)

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a set of things working together to accomplish something; an organized method.



# Success Systems Unpacked

## What it's NOT ..



Pursuing a lot of goals all at once

Making a few new hires

Making tweaks around the edges

Buying a new fancy data tool

Adopting misaligned new initiatives

## What it IS ...



Being very clear and intentional about the outcome goal

Building a diverse and cohesive team with shared mindsets

Reimagining systems and processes to work better for students, families, and educators

Investing in a system to centralize the right data to support educator workflow

Adopting intentional and evidence-based strategies to advance the goal

# Our Student Success Framework



**Purpose**



**People**



**Processes**







**Platform**



**Practices**

# Components Defined

	<b>Purpose</b> <i>(Why)</i>	A clear, compelling, and research-based north-star goal.
	<b>People</b> <i>(Who)</i>	A diverse team with shared mindsets working to advance a common goal.
	<b>Process</b> <i>(What)</i>	A proactive plan to use the right information at the right time to drive equity and action.
	<b>Platform</b> <i>(Where)</i>	Access to the right data with the ability to explore aggregate, disaggregated, and student-level information.
	<b>Practices</b> <i>(How)</i>	Intentional school-wide programs and targeted student interventions.



# Our Two Focus Areas



Gr. 9 on-time promotion

Gr. 10-12 on-track achievement

4-year graduation and postsecondary plan

Postsecondary access



On-Track Achievement



Postsecondary Success

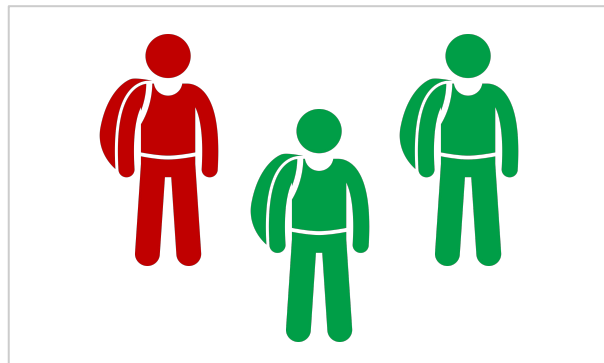
# Grade 9 On-Track Achievement



National research shows that **Grade 9 on-track status** (i.e., earning the credits required to promote on-time to sophomore year) is the single **best predictor** of on-time high school graduation -- better than assessments, race/ethnicity, family income, or any other factor.

When we started this work,  
**1 in 3 Grade 9 students** in RISE partner  
schools were off-track at the end of  
freshman year.

And **only 35%** of these students ultimately  
graduated within four years.



# Postsecondary Success

Nationally, those with college degrees make **\$1.2 million** more over their lifetimes, have 84% higher earnings, are half as likely to be unemployed, and experience a 3.5x lower poverty rate compared to those with only a high school diploma.

When we started this work,  
**1 in 5 graduates** in RISE partner schools completed a degree within four years of graduating from high school.

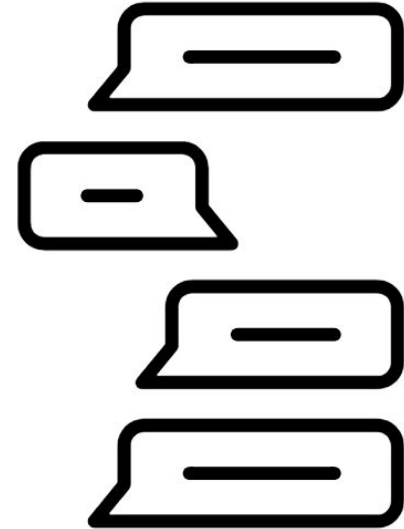
And **70%** of jobs in Connecticut require some form of higher education.



# Personal Reflections

**Using the chat feature:** What is your team's north-star goal?

- ❑ **Measurable:** Can you track the data in real time?
- ❑ **Equity-centered:** Can you disaggregate by subgroup and drill down to students?
- ❑ **Motivating:** Are stakeholders inspired by the goal?
- ❑ **Movable:** Can stakeholders take action to advance the goal?
- ❑ **Research-based:** Is the goal high-leverage?



# *On-Track Achievement*

# Freshman Success Teams

## It's about the people ...

- Dedicated Grade 9 administrator
- Diverse team with a shared student caseload, including core teachers, elective teachers, and support staff
- Students organized intentionally on teams
- Families and caregivers engaged as partners

## ... and the shared mindsets (just a few ...)

- All student can thrive and achieve at high levels when provided with the right resources and support.
- We must confront and disrupt systemic inequities.
- The team is accountable for student outcomes.
- We are on an improvement journey and must take risks and learn from successes and struggles.



# New Team Processes



**Grade 9 on-track data teams** meet weekly to review data, discuss adult practice, and organize Tier I and targeted support.

## Sample Data Protocol

**KidStat Data Protocol**

**Overview:** The KidStat Data Protocol is designed to facilitate team conversations about an individual student's on-track status and school experience. This strengths-based protocol asks team members to reflect on the student's strengths and positive connections to school prior to brainstorming and prioritizing growth areas. The protocol also requires team members to commit to actionable next steps to support and the student's success in school. Team members should plan to revisit the student within 2-6 weeks to review the implementation and outcomes of interventions developed by the team.

**Length:** 15 minutes per student.

**Pre-Work:**

- Identify a student for team review and collaboration.
- Generate an on-track progress report for the student.
- All team members to review data profiles for the students under review prior to the meeting.

**Recommended Roles:** Facilitator, time-keeper, note-taker, and student case manager.

**Recommended for:** Grade-level teams, behavior teams, and attendance teams. (15 minutes)

**Step 1: Personal Data Review**

- Shuffling facilitator reminds participants of the meeting format and norms.
- Facilitator distributes the student's on-track data report or asks the team to access the report online.
- Team members individually review the data report, noting student strengths, growth areas, and personal experiences working with this student. (4 minutes)

**Step 2: Strengths and Positive Connections to School**

- Team discusses the student's strengths.
- What are the student's strengths and positive connections to school?
- Where is the student experiencing success and/or improved performance?
- How does the student best learn in your classroom?
- What are the student's hobbies and interests? (4 minutes)

**Step 3: Growth Areas**

- Team discusses and prioritizes student challenges and growth areas.
- What are the student's challenges and prioritized growth areas?
- Why does the student experience difficulty in these areas?
- What are the root causes of the student's current achievement levels? (5 minutes)

**Step 4: Action Steps**

- Team develops an action plan to support student success.
- What are our next steps to support this student in reaching on-track/8% or better achievement?
- Who will serve as this student's case manager, coordinating next steps and reporting back to the student's progress?
- When will the team revisit this student to review action steps and student progress (2-6 weeks)?

\*Adapted from the iCIS/ISPE Network for College Success

**KidStat Notes**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Strengths and Positive Connections to School

Prioritized Growth Areas

Action Steps	Owner	Deadline

Case Manager: \_\_\_\_\_

Revisit student during \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ team meeting



# Sample Strategic Data Calendar

Focus	Key Actions	Q1	Q2	Q3	Q4						
<b>Grade 8 Risk &amp; Opportunity</b>	Develop Grade 9 teams and schedules; plan targeted supports; begin family welcome activities; target summer bridge enrollment.	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>On-the-Cusp and Bs or Better</b>	Identify students who are almost on-track or off-track; provide targeted EOQ supports and/or organize credit recovery.	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>On-Track Student Conferences</b>	Engage students in quarterly on-track conferences to review data, set goals, and gather feedback for educators.	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Pass Rates</b>	[Administrators] Review pass rates by content area, class, and educator; schedule observations and educators meetings.	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Quarterly Stepbacks</b>	Review end-of-quarter data; identify strengths and growth areas; form hypotheses and pursue change ideas.	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Sliders and Climbers</b>	Review students with growth and regression across quarters and semester; learn from successes and challenges; organize support.	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

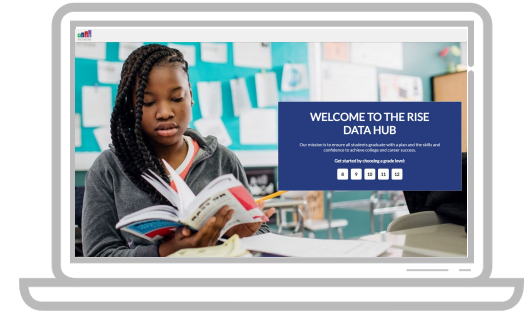


# RISE Data Hub



A **RISE Hub** is a secure and user-friendly data platform built by educators, for educators. The Hub supports personal and team decisions and workflow, and educators can:

- Access student-level lists to support specific planning conversations/activities
- View integrated data from the SIS, Naviance, College Board, student surveys, and more
- Build custom tables and charts
- Log interventions and postsecondary milestone completion
- Leverage downloadable student profiles for student-level conversations
- Access strategic data calendars





# Sample Hub Tools

Student Name	This Quarter On-Track	Predicted EOY Credits	Grades	Passing Courses	ADA	Gender	Race / Ethnicity	English Learner
Anderson, Katie	Almost On-Track	7		6	99	Female	White	Not ELL
Anderson, Legacy	On-Track	8		7	99	Female	Black	ELL
Anderson, Ariana	On-Track	9.5		7	99	Female	Black	Not ELL
Brown, Lucia	On-Track	6.5		8	87	Female	Black	ELL
Brown, Diego	On-Track	6		6	99			
Brown, Elliott	Almost On-Track	7.5		7	99			
Brown, Laila	On-Track	9		8	77			
Clark, Winter	On-Track	10		8	99			
Clark, Porter	On-Track	9.5		8	100			
Clark, Preston	Almost On-Track	7		7	100			
Clark, Ari	On-Track	12		8	91			
Davis, Alonzo	On-Track	6.5		7	84			
Davis, Melissa	On-Track	7		6	99			
Davis, Skye	On-Track	10		8	100			
Davis, Hayden	On-Track	8		7	95			
Davis, Jeremy		1		1	100			



Student profile and intervention tracker

### PRESTON CLARK

CURRENT GRADE  
9

COHORT  
2025

GENDER  
Male

RACE / ETHNICITY  
Asian

ENGLISH LEARNER  
ELL

SPECIAL  
Sped

Q2 ON-TRACK  
Almost On-Track

Y1 ON-TRACK STATUS  
On-Track

ADA  
100%

PREDICTED EOY CREDITS  
7

GPA  
2.16

CURRENT YEAR COURSES

PAST COURSES

CUMULATIVE SUMMARY

Period	Course title	Teacher	Absences	Tardies	Q1	Q2	S1	Q3	Q4	S2	Y1
1	English 9 Accelerated	Andrews	4	1	F (56)	B (83)	C (70)				C (70)
2	Algebra 1 Accelerated	Deras	4	4	A (93)	B+ (88)	A- (91)				A- (91)
3	Physical Education 9	Rockett	4	4	B+ (89)	F (50)	C (70)				
4	Health Education	Woldu	4	4	B (84)	D (65)	C (75)				
5	World History Accelerated	Godoy-Ferrales	4	4	C (71)	F (53)	D (62)				D (62)
6	Italian 1	Cook	4	1	A- (92)	B (85)	B+ (89)				B+ (89)
7	Integrated Phys Sci Academic	Lofton	4	4	B- (82)	D (63)	C (73)				C (73)

**Add Task**
✕

Task Title

Select student(s) \* \* \* \* \*

Preston Clark

Start typing student name...

Select categories

Due date

OK
Cancel

Downloadable student lists

\*Fictional or synthetic data for demonstration purposes.

# Sample Practices Inspired by Data



**On-track coaches** support targeted caseloads of Grade 9 students who would benefit from additional support.

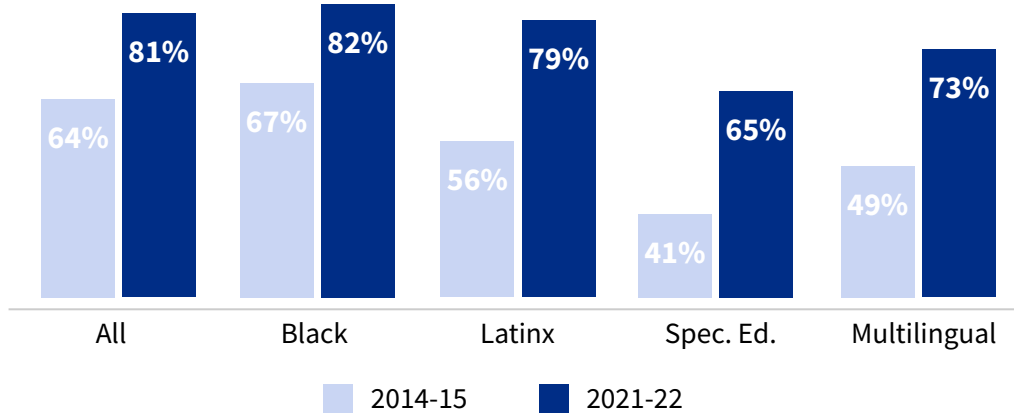


**On-track conferences** engage students in quarterly reflective and goal-setting conversations with a caring adult.

# RISE Network Results

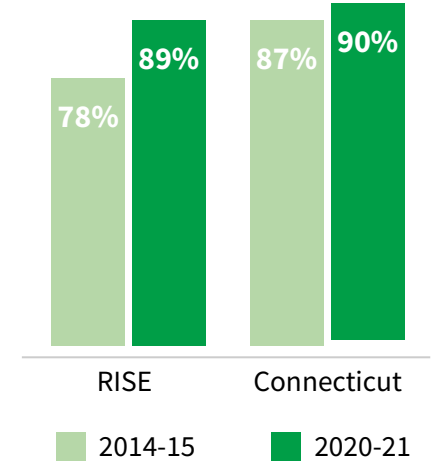
## Increases in Grade 9 On-Track Rates in RISE Schools

**+ 17 points**



## Improved 4-Yr. Graduation Rates

**+ 11 points**



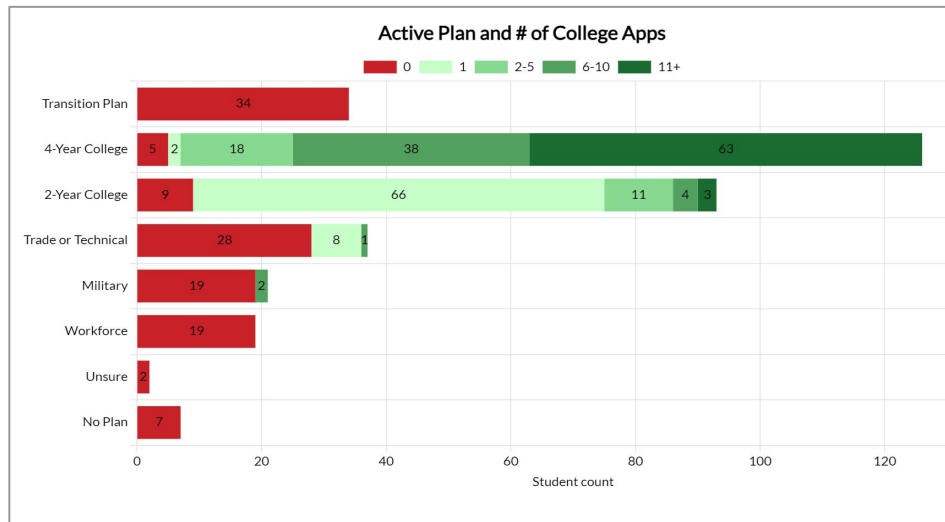
# *Postsecondary Success*

# Postsecondary Data Hub



Student Name	Counselor	GPA	ADA	Credits Earned	Graduation Concerns	Active Plan	First Generation	SAT EBRW
Anderson, Paislee	Tony Grey	2.72	93%	21	⚠	4-Year College	<input type="radio"/>	596
Anderson, Colt	James Brown	3.28	83%	25.5		2-Year College	<input type="radio"/>	366
Anderson, Aidan	Kiyona Green	3.78	99%	21.5	⚠	No Plan	<input type="radio"/>	329
Brown, Jolene	James Brown	2.01	91%	20	⚠	4-Year College	<input type="radio"/>	
Brown, Blakely	Abby Smith	3.72	100%	25		Unsure		
Brown, Elle	James Brown	4	88%	12	⚠	No Plan		
Brown, Bentley	Tony Grey	3.3	95%	21		Unsure		
Brown, Stella	Kiyona Green	2.77	87%	21.5		No Plan		
Brown, Celeste	Abby Smith	3.6	91%	23	⚠	Trade or Technical		
Clark, Armani	Kiyona Green	3.13	99%	17.5	⚠	2-Year College		
Clark, Talia	Abby Smith	1.63	100%	19.5		2-Year College		
Clark, Sara	Abby Smith	3.29	100%	24.5	⚠	Military		
Clark, Adeline	James Brown	3.68	97%	28.5	⚠	No Plan		
Clark, Summer	Tony Grey	3.34	95%	26		4-Year College		
Clark, Eduardo	Abby Smith	3.01	93%	20		2-Year College		
Davis, Avery	Marco Gonzalez	3.58	99%	24.5		No Plan		
Davis, Victoria	James Brown	1.69	88%	20	⚠	Workforce		

Customizable and interactive charts

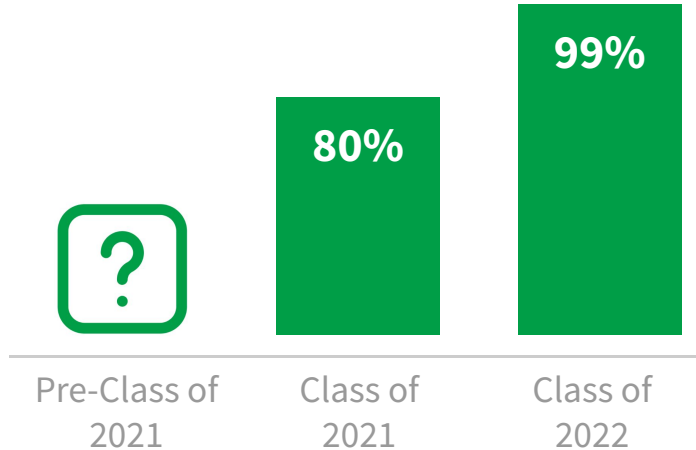


Downloadable student lists



# Data for Continuous Improvement

Schools partners use the Hub to support **continuous improvement**, and schools have seen great progress ensuring students graduate with a postsecondary plan.



However, schools also identified significant **gaps in FAFSA** completion.

Among the Class of 2021, **86%** of students shared the intention to pursue higher education in 2/4-year colleges and trade/technical schools.

But only **57%** of all seniors completed the FAFSA, leaving millions in aid unclaimed.

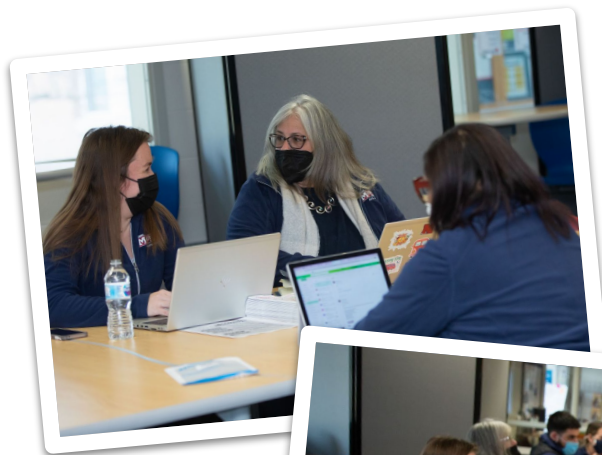
# Creation of FAFSA Task Forces

## Staff:

- Grade 12 administrator
- School counselors
- Teachers
- Bilingual staff

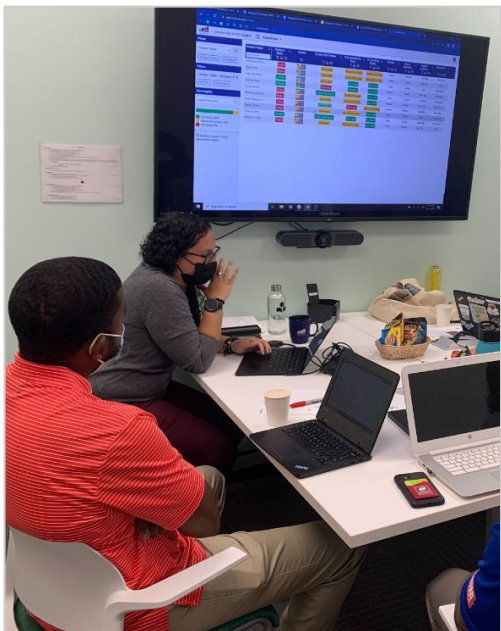
## Students:

- Small caseloads of students who have yet to complete the FAFSA assigned to each staff member





# New Team Processes



Team Data Reviews



Targeted Support

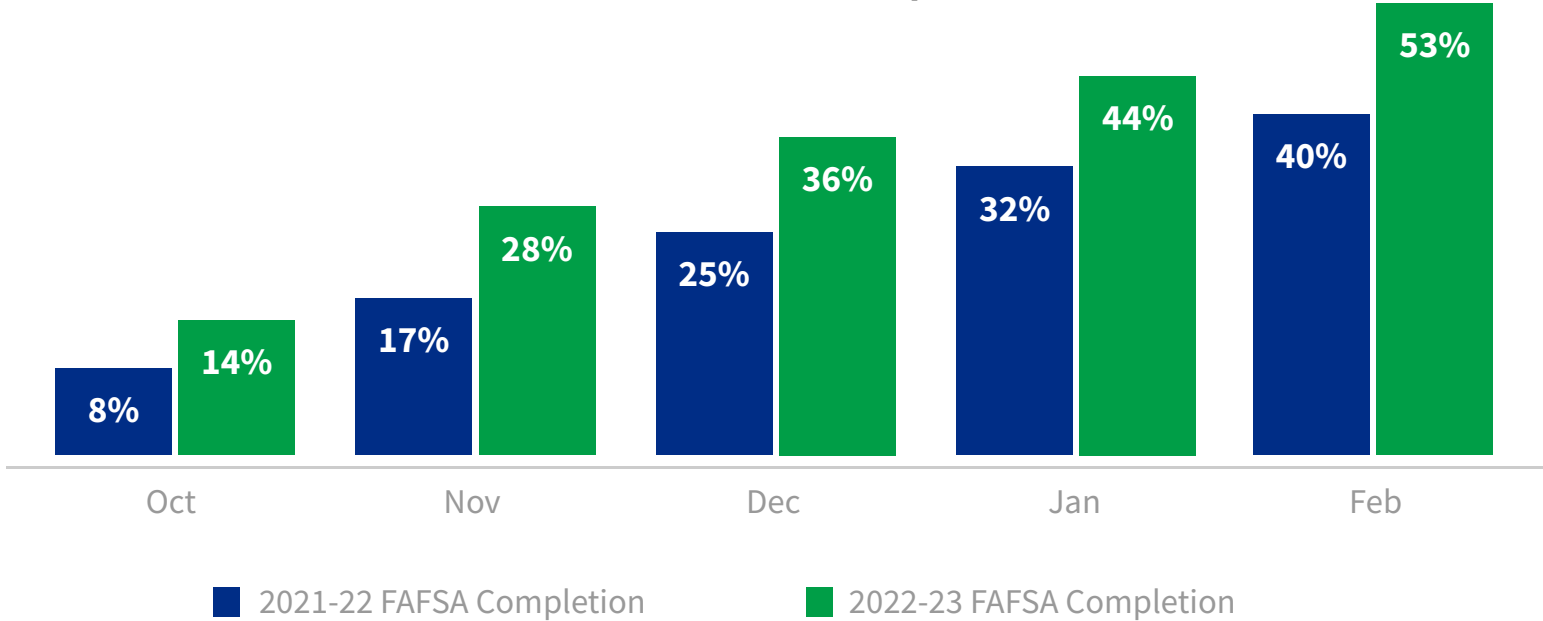


Community Celebrations

# Preliminary Results



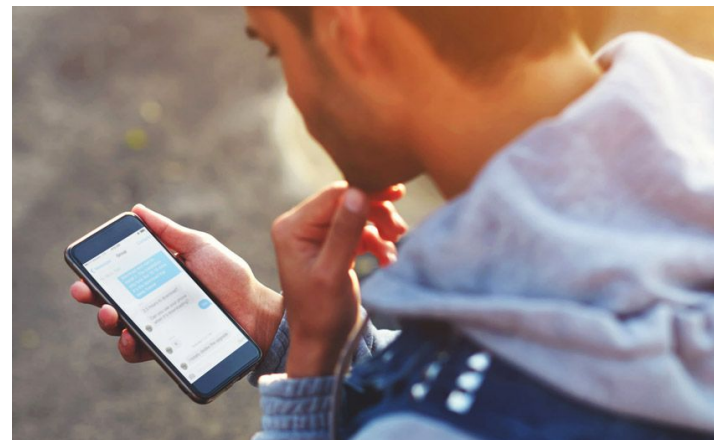
### RISE Network FAFSA Completion



# Additional Practices Inspired by Data








**Postsecondary campaigns** support and celebrate students as they pursue college and career goals.



**Summer melt texting** provides graduates with nudges and support as students pursue their plans.

# Small-Group Discussions

	<b>Purpose</b> <i>(Why)</i>	A clear, compelling, and research-based north-star goal.
	<b>People</b> <i>(Who)</i>	A diverse team with shared mindsets working to advance a common goal.
	<b>Platform</b> <i>(Where)</i>	Access to the right amount of data at the right time.
	<b>Process</b> <i>(What)</i>	A proactive plan to use the right data at the right time to drive equity and action.
	<b>Practices</b> <i>(How)</i>	Intentional school-wide programs and targeted student interventions.

Which of the areas represent a **strength** for your team? Feel free to share a link or an artifact with the group!

Which of these five focus areas do you want to **further strengthen** in the months and years ahead?

Did you hear an **idea** today that you want to adapt for your local context?

# Conclusion and Q&A

# Q&A Session



**Nichelle -**

[nwoodson@ctrise.org](mailto:nwoodson@ctrise.org)

**Sherry -**

[smclaughlin@ctrise.org](mailto:smclaughlin@ctrise.org)

**Emily -**

[epallin@ctrise.org](mailto:epallin@ctrise.org)

# Stay Connected with Us!



Website: [www.ctrise.org](http://www.ctrise.org)

100+ downloadable resources and an informational blog.

Social Media:

Twitter: @ctrisenetwork

Facebook: CT RISE Network



*What idea, tool, or resource do you want to share with others? And with whom?*





# Looking forward...

Our next Community of Practice meeting will be Wednesday, **April 12, 2023** 4:00-5:00p ET

Speakers:  
Alex Seeskin & Colleagues, To & Through



A 2023 calendar grid showing all twelve months. Each month is represented by a small table with days of the week (S, M, T, W, T, F, S) and dates. The month of April is highlighted with a red border, and the date April 12 is circled in red. The calendar is arranged in a 3x4 grid of monthly views.

JANUARY	FEBRUARY	MARCH	APRIL
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
MAY	JUNE	JULY	AUGUST
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

# Team Reflection Tool

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We are inviting schools to pilot the Team Reflection Tool and help us learn:

- [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

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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.

THE GRAD  
**PARTNERSHIP**

Advancing Student  
Success Systems

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