

Welcome!
**How do you like to express that you care
about others?**
(Drop answer in the in chat)

Building Relationship Rich Organizations

GRAD Partnership Community of Practice

May 10, 2023

**THE GRAD
PARTNERSHIP**

GRADPARTNERSHIP.ORG

Advancing Student
Success Systems



GRAD Partnership Organizing Members



GRAD Partnership Community Members

Welcome each other

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



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)

Power of predictive indicators

9th-grade on-track student achievement (i.e., earning enough credits to be promoted on time to sophomore year) is the single best predictor of whether a student will graduate from high school within four years—more so than test scores, family income, or race/ethnicity.

(Allensworth & Easton, 2005)

THE GRAD
PARTNERSHIP

GRADPARTNERSHIP.ORG

Advancing Student
Success Systems

Student Success Systems

Organizing a school community to better support the academic progress, high school graduation, post-secondary success rates, and well-being of all students.

Student Success Systems:

- combine a focus on building strong relationships
- with real-time, actionable, holistic data, and
- strategic improvement actions
- shaped by student-centered mindsets.

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.

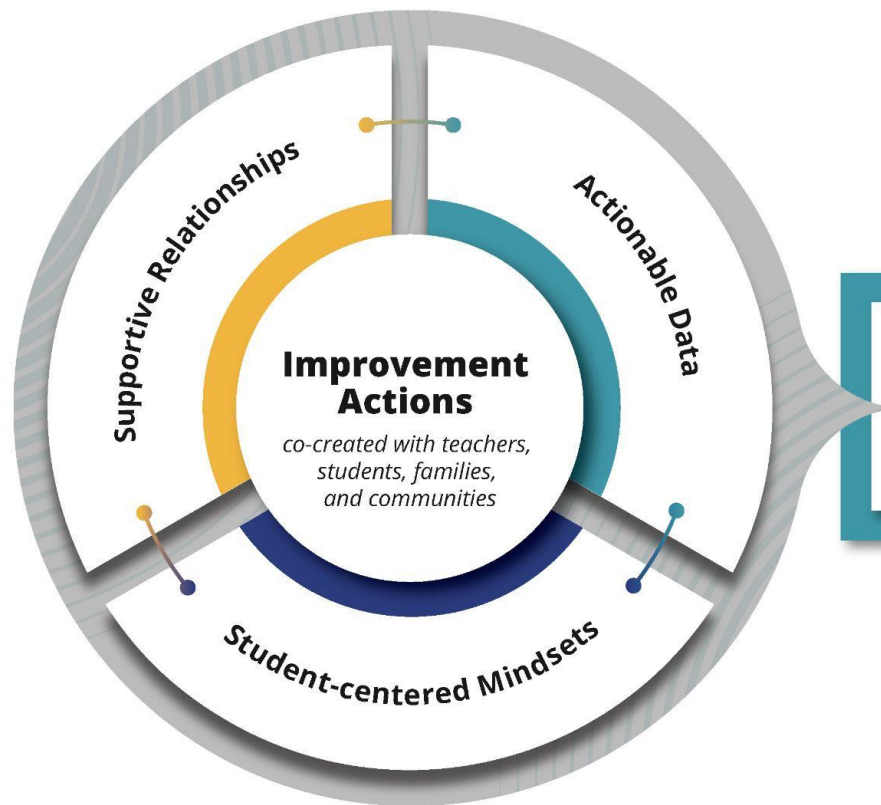
Actions and supports can be at the district, school, grade, classroom, student subgroup, or individual levels.

04 | A Shared Set of Mindsets



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



Student Success Systems
Enabling all students to thrive.

Why Student Success Systems Now?

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

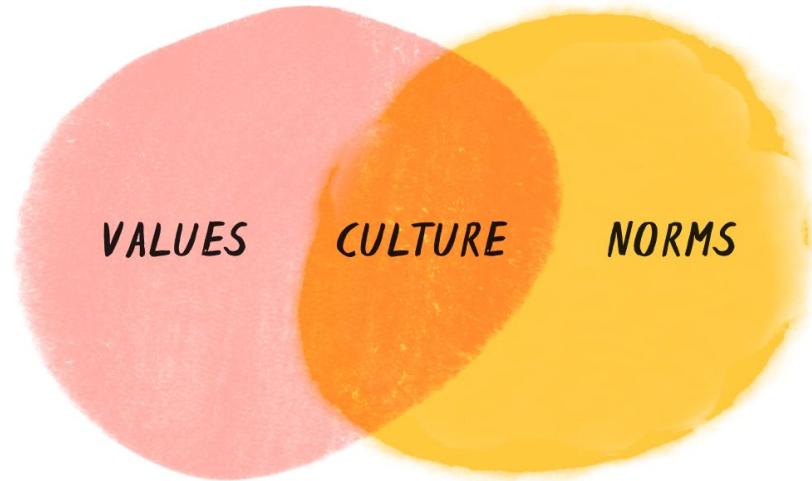
Our Community of Practice



- 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.

And introducing:

Erica Van Steenis, Co-Principal Investigator,
Katherine Ross, Co-Principal Investigator,
Mara Schanfield, Director of Design and Implementation

Search Institute

THE GRAD
PARTNERSHIP

Advancing Student
Success Systems

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

Search

INSTITUTE

Our mission is to conduct and apply research that promotes **positive youth development** and advances **equity**.

We help youth-serving organizations **use data to strengthen relationships**.

6M+

YOUTH SURVEYED

Measurement tools providing insights into what young people think and feel.

10,000+

ORGANIZATIONS SERVED

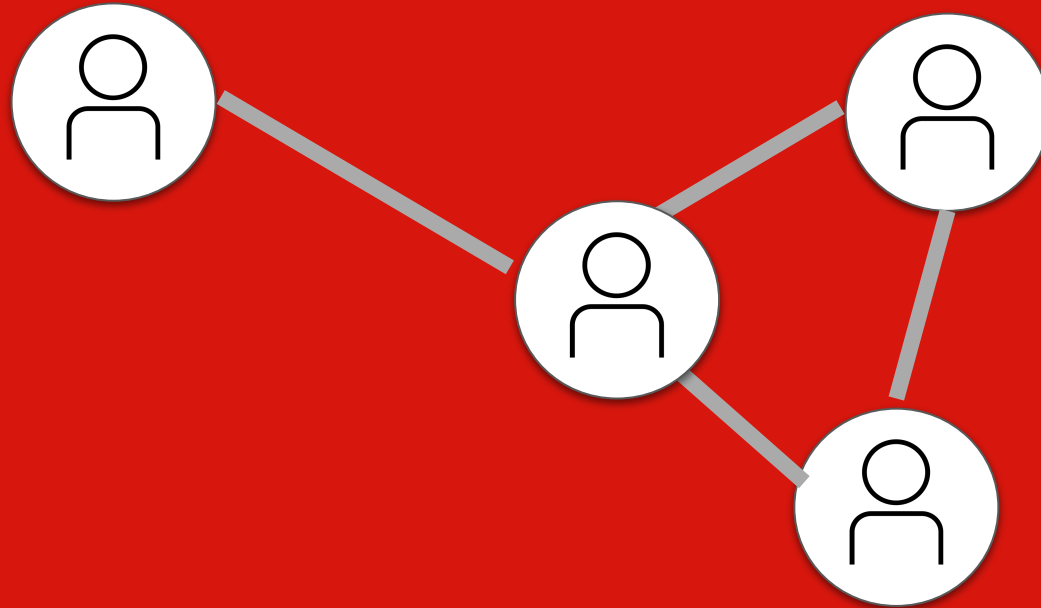
Schools, youth programs, family programs, and coalitions.

65,000+

PROFESSIONALS TRAINED

Open enrollment and direct service professional learning opportunities.

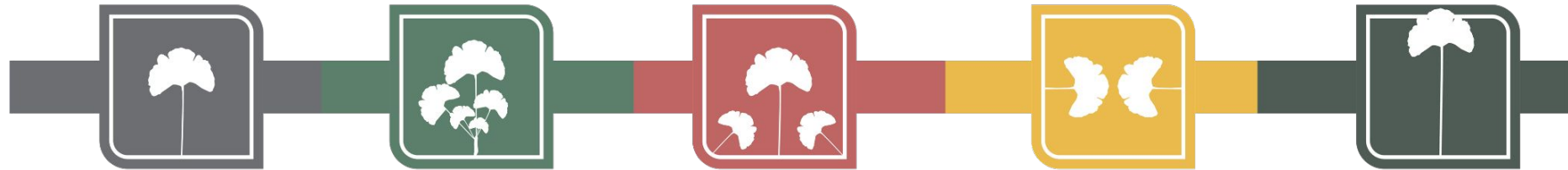
Nobody grows alone.



What are some indicators of strong relationships?

Developmental Relationships Build Assets

***Close connections** through which young people **discover** who they are, **gain abilities** to **shape their own lives**, and **learn** how to **interact** with and **contribute to the world** around them.*



**Express
Care**

**Challenge
Growth**

**Provide
Support**

**Share
Power**

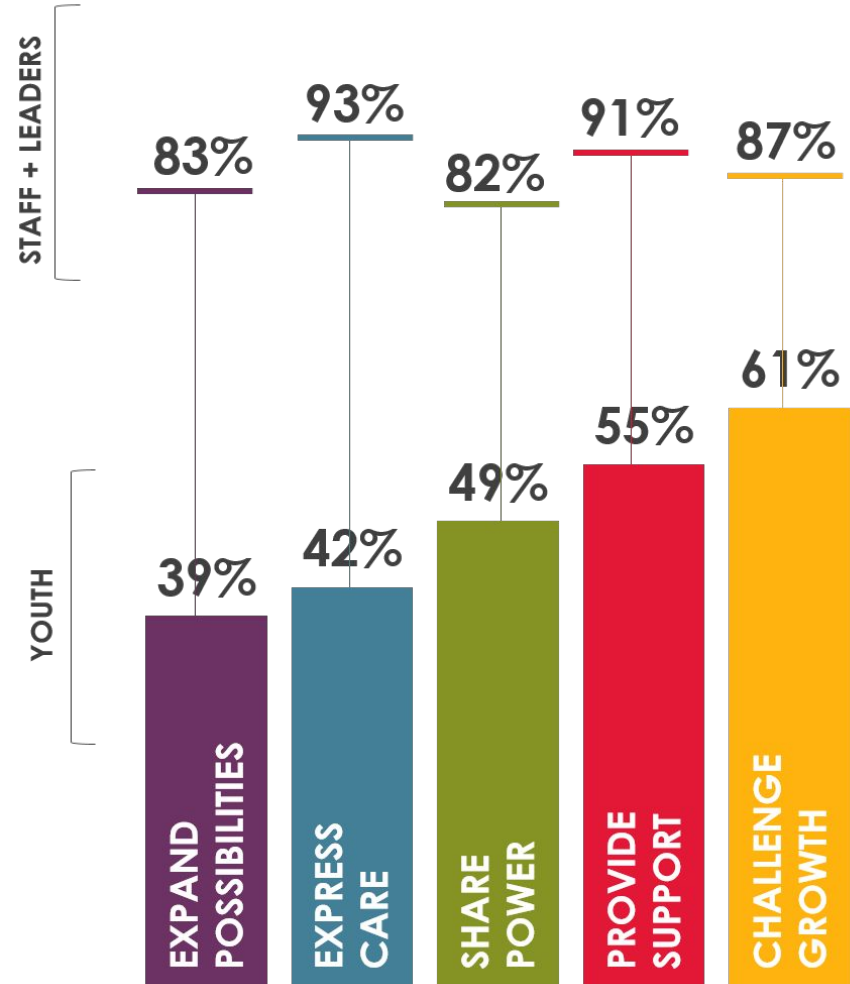
**Expand
Possibilities**

The Cultural Adaptation of Developmental Relationships (CADRE) Project

Search Institute has found that students who have **strong developmental relationships with educators** are more likely to show signs of positive development including:

- Increased **academic motivation and engagement**
- Greater sense of **school belonging**
- Increased **social-emotional growth and learning**

There is often a large **gap** between what **adults** report **doing** and **youth** report **experiencing**.



CADRE

Educators and schools that may have limited resources to support relationship-building across student and educators.

The CADRE implementation approach assists educators in building *intentional, inclusive, and equitable* educator-student relationships. The approach provides:

- Professional development on understanding and adapting the DR Framework to be responsive to student and community needs.
- Resources to aid implementation of the DR Framework, including relationship building practices and survey measures to gauge perceptions toward relationships.
- Tools to monitor and continuously improve implementation of the DR Framework in classrooms and schools.

CADRE Logic Model

Process

Prepare

- Resources & Capacity
- Information Collecting
- Formation of School Team

Plan

- School Teams Participate
- School Teams co-design Schoolwide Plan

Implement

- All teachers participate
- Integration of CADRE in School Practices
- Schoolwide Adoption and Implementation of the School Team Plan

Evaluation

Improved Developmental Relationships & Equitable Practices

Improved School Relational Climate

Improved Teacher and Student Success & Well-being

Input

Activities

Process Goals

Proximal Goals

Distal Goals

Resources and Capacity needed for CADRE

Data Collection

School Team is formed

School Teams participate in CADRE

Teachers participate in CADRE

integration of CADRE in school practices

Improved Knowledge & Skills related to DRs

Improved Knowledge & Skills related to equity

Schoolwide Adoption and Implementation of the School Team Plan

Improved DRs

Improved Practices related to equity

Satisfaction with CADRE

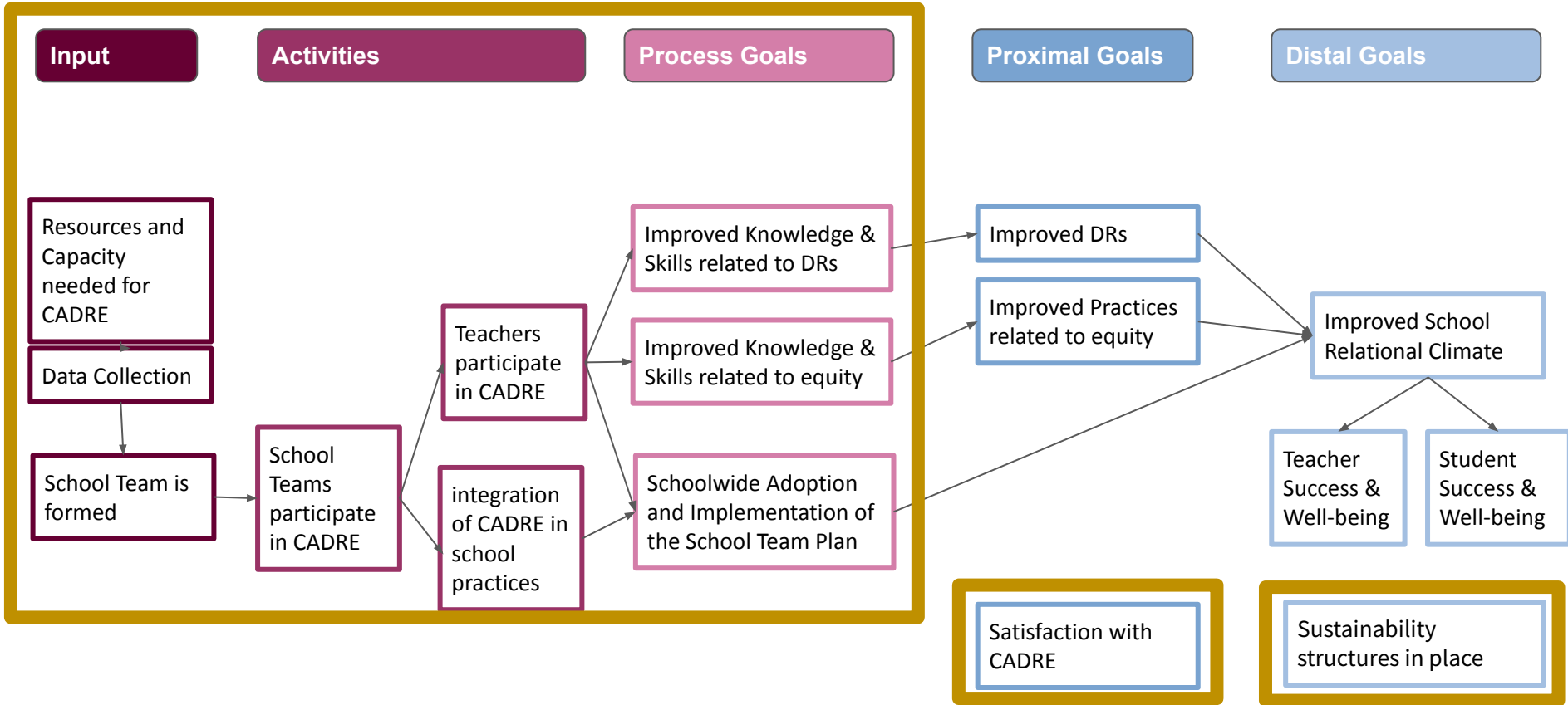
Improved School Relational Climate

Teacher Success & Well-being

Student Success & Well-being

Sustainability structures in place

PROCESS Study



Student Participation

826 Students

10-15 years old

6th-8th grade

Gender

Girl

401

Boy

402

Other

25

Race

Asian/Pacific Islander

198

Black

151

Hispanic/Latinx

87

Native American

3

White

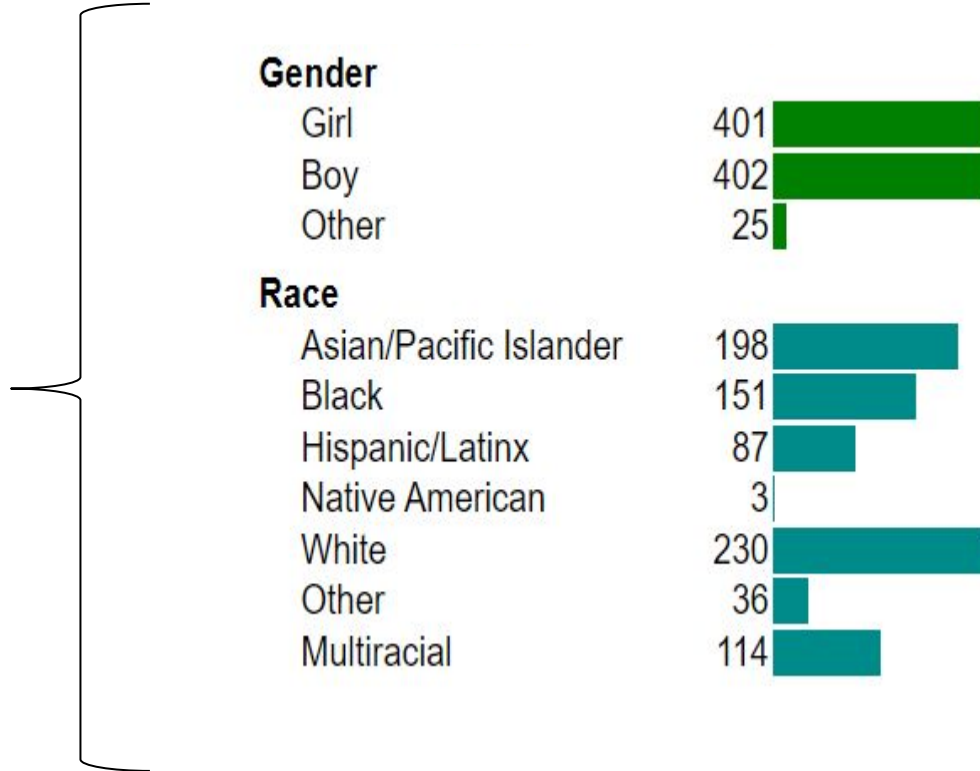
230

Other

36

Multiracial

114



Staff Participation

91 staff

57 teachers; 4 counselors and social workers; 2 principals; 15 support staff

Race

Asian/Pacific Islander

7

Black

0

Hispanic/Latinx

2

Native American

0

White

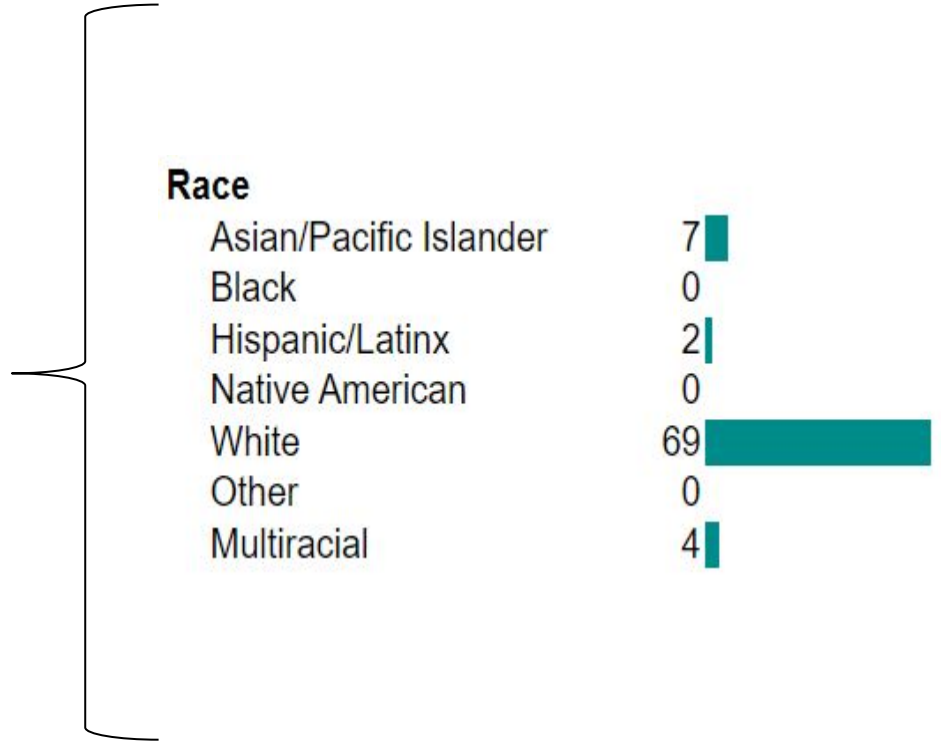
69

Other

0

Multiracial

4



Breakout Instructions:

Exploring Developmental Relationships Data

Break into 8 Groups

All groups will review the demographic data on pages 2-5. Then

- Groups 1 & 2: page 6
- Groups 3 & 4: page 7
- Groups 5 & 6: page 8
- Groups 7 & 8: page 9

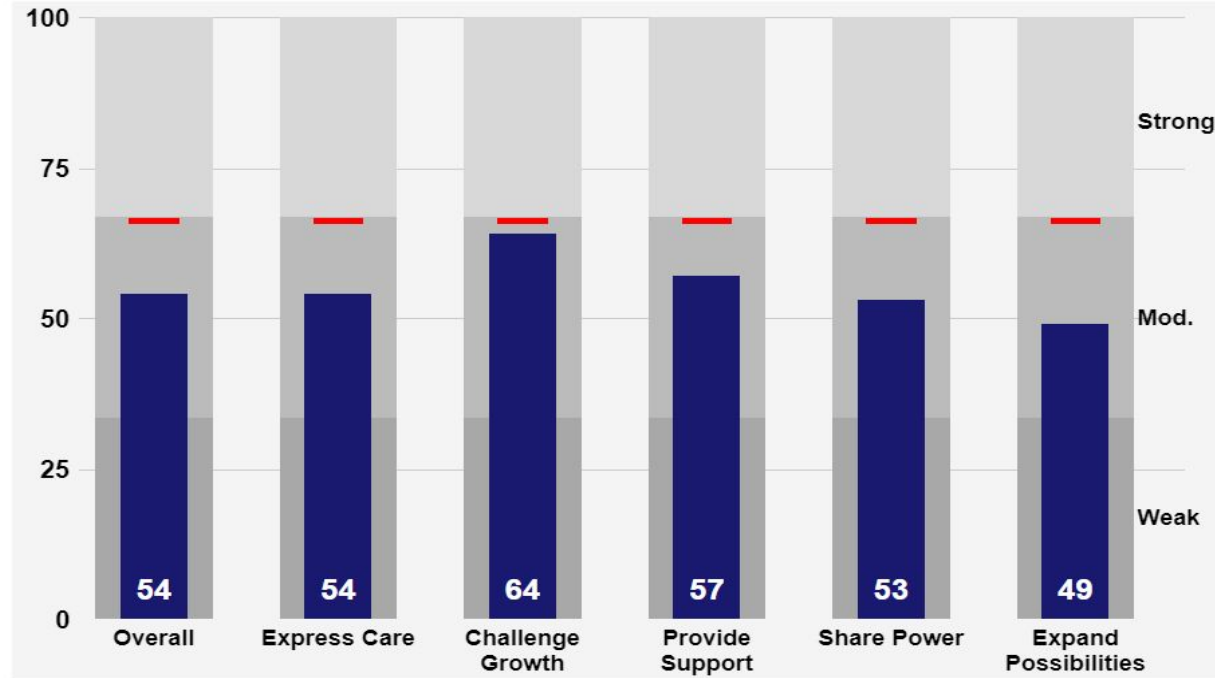
Each group will review the data on their assigned page and discuss. Prepare to share out.

Discussion Questions

1. **NOTICING:** As you look at the data, what jumps out to you and why? Does anything seem surprising? Does anything seem aligned with your experience?
2. **WONDERING:** What questions does the data raise for you? What other information might you need to answer these questions?

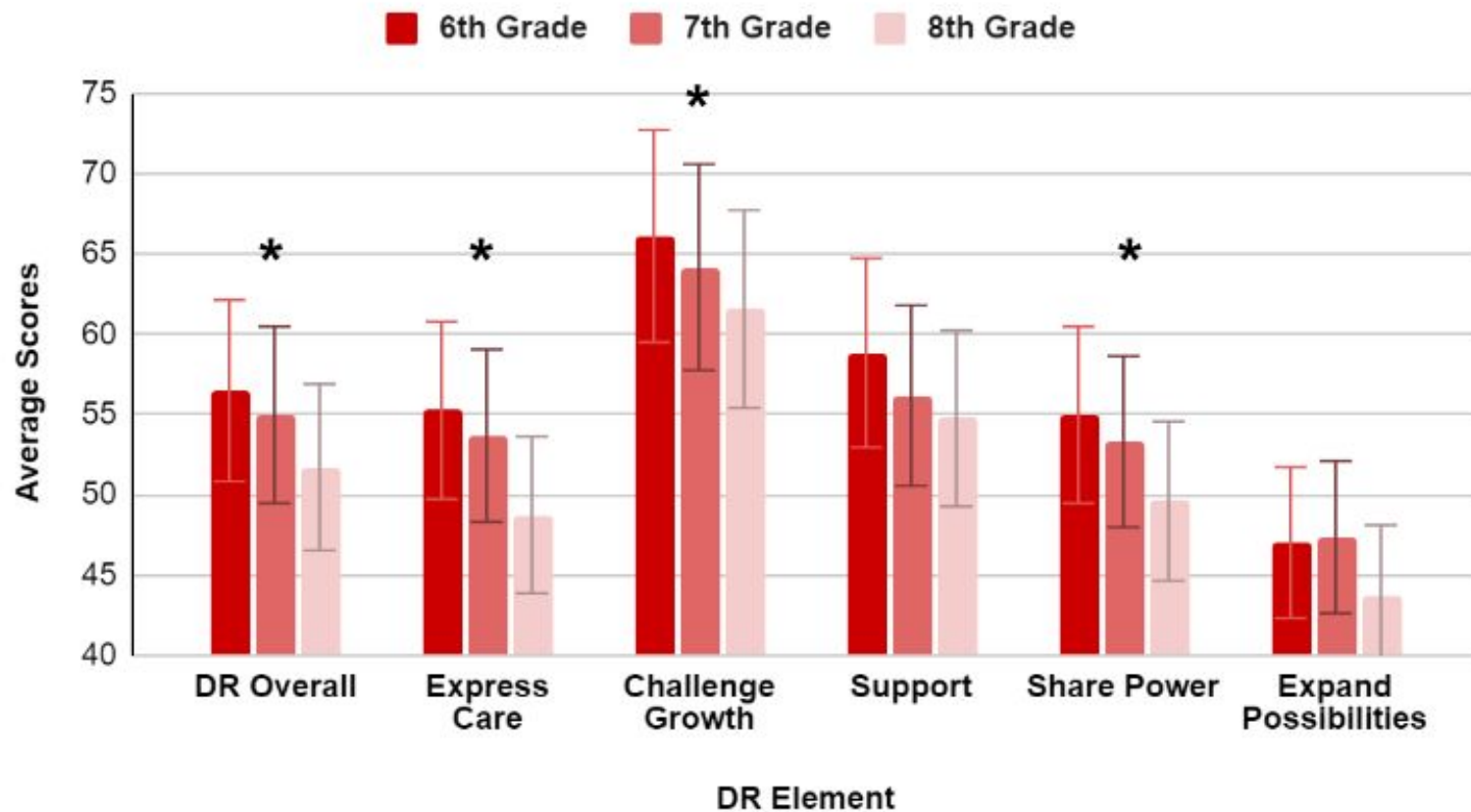
Developmental Relationships

Youth generally reported experiencing **moderate** developmental relationships overall.



Note: The red bar indicates the score from your previous administration of the survey. If this is your time 1 survey, then it will reflect the minimum benchmark for a "strong" score.

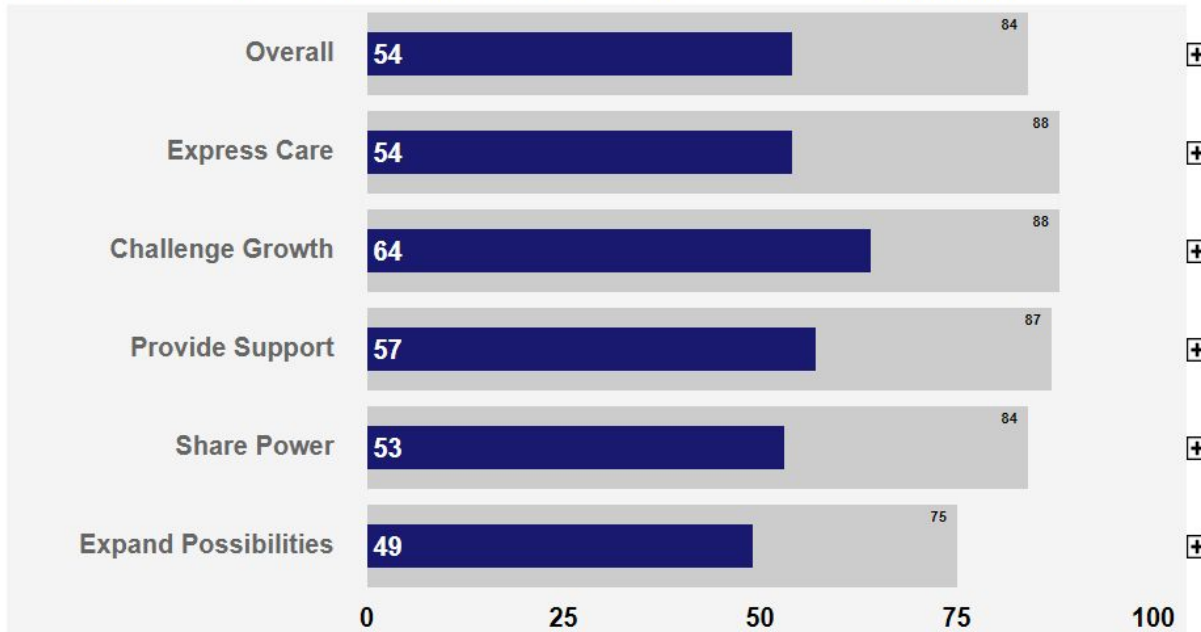
DRs Averages by Grade



Student – Adult Perception Gap

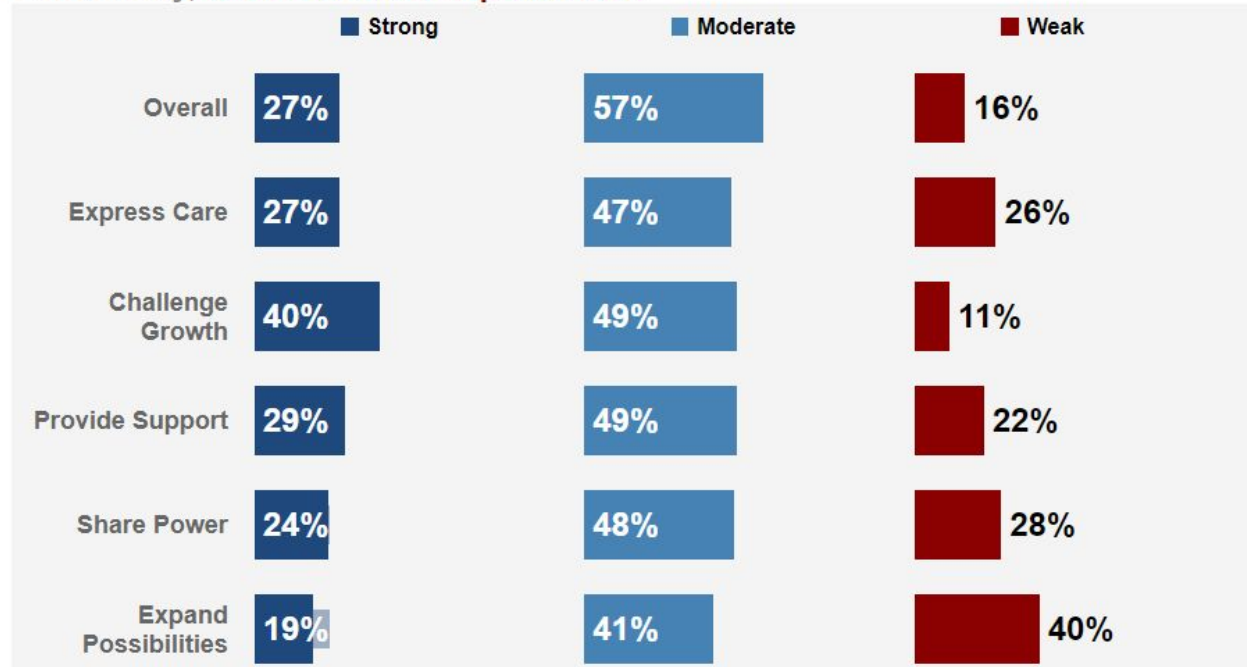
Youth reported a gap in their relational experiences versus how adults described their own relational actions.

■ Your Adults
■ Your Youth



Students Average Experience

Overall, 27% of youth had strong experiences of developmental relationships. Conversely, 16% had weak experiences.



Full Group Discussion

How might the data you looked at drive decision making?

If this data came from your context or setting, what would you want to do next?

Parting Gifts



[Along App](#) (free to anyone with a school district email address) facilitates relationship-building between educators & students.



[DR + Math Toolkit](#) provides free strategies and activities to build developmental and culturally responsive relationships with young people through math.

*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, June 21, 2023
3:00-4:00p ET

Speakers:
Kari Nelsestuen and Daniel Ramirez,
Community Design Partners



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
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

Other Opportunities

improvement
for equity *by Design*

Upcoming Events



IExD Continuous Improvement 101 May 2023

May 31, 2023 9:00 am -
June 1, 2023 12:30 pm

Develop the mindsets and practice using tools that will help your team reach their equity aims.

[LEARN MORE](#)



CoDesign with Students

June 26, 2023 10:00 am -
June 26, 2023 12:30 pm

Join student ambassadors Shreena & Eliana for a virtual event: learn 5 steps to successful student design collaboration!

[LEARN MORE](#)

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.

THE GRAD
PARTNERSHIP

Advancing Student
Success Systems

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

Please keep in touch!

Erica Van Steenis, ericavs@searchinstitute.org

Katherine Ross, katheriner@searchinsitute.org

Mara Schanfield, maras@searchinstitute.org

THE GRAD
PARTNERSHIP

Advancing Student
Success Systems

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