

Welcome!

What is one thing that supports you to  
be successful in new situations?

(Drop answer in the chat)

## New Tool for District Leaders: Fostering Conditions for Student Success

GRAD Partnership Community of Practice

September 19, 2023

THE GRAD  
**PARTNERSHIP**

Advancing Student  
Success Systems

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# 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.

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# GRAD Partnership Organizing Members



# Facilitation Team



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# GRAD Partnership Community Members

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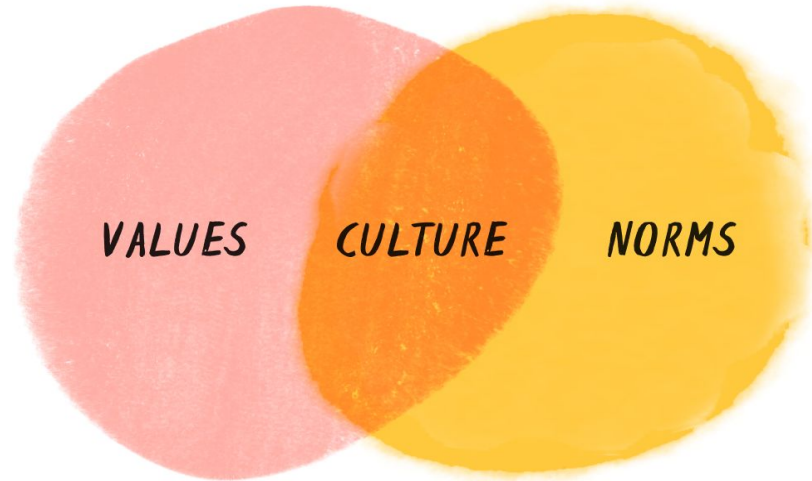
*Welcome!*

In the chat, please share your name, organization, and location.



# 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.

# District Reflection and Action Planning Tool

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High-quality student success systems operate within schools but are influenced and impacted by the enabling conditions present in a school district. School district leaders can foster these enabling conditions to allow for student success systems to develop, grow, and thrive. Although much of this work happens at the school level, district staff are uniquely qualified to look across schools to see patterns of student success and create enabling conditions.

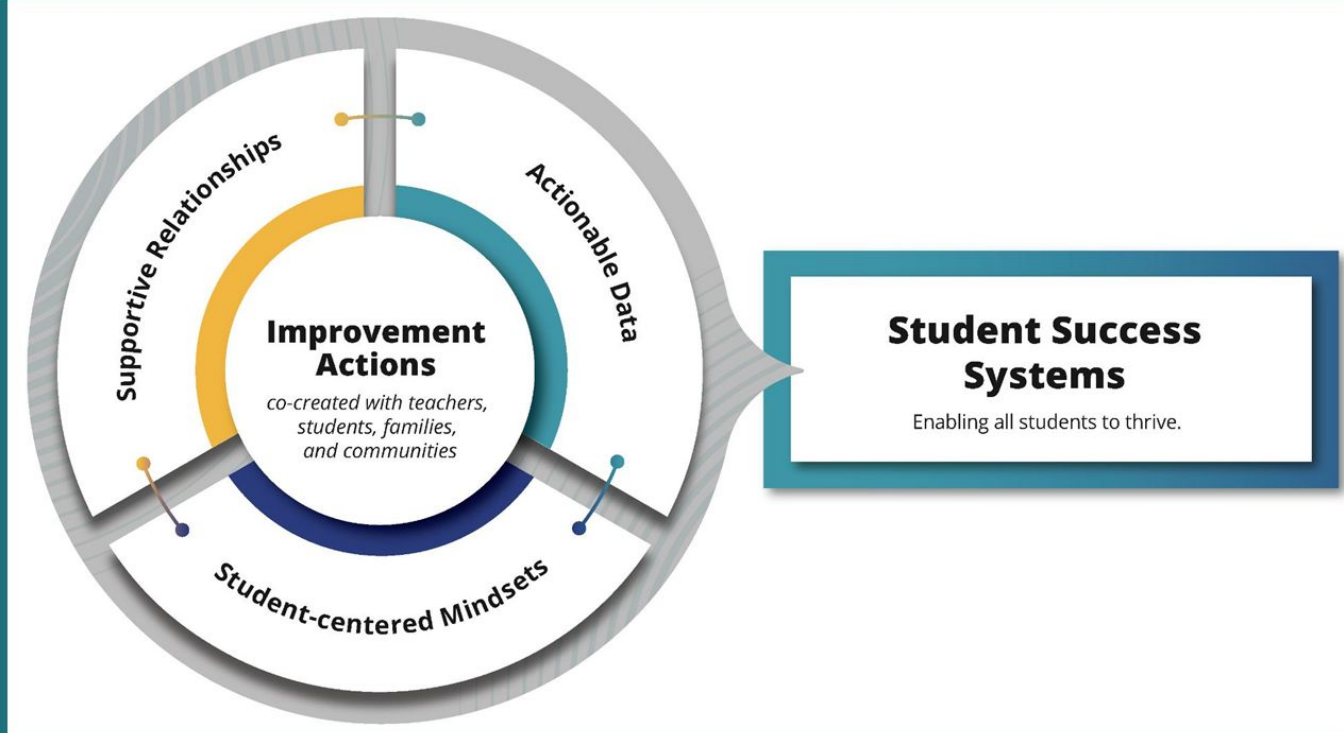
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## Enabling Conditions



# Guiding Questions

What are the actions that the district can take to embed student success systems within normal work streams (e.g., school improvement plans, student advisory boards)?

How does the central office receive feedback from school-based teams on central office efforts and approaches to support student success systems?

How is the district modeling asset-based adult mindsets?

How are teams given support to invest in this work (e.g., time, resources, focus), and what responsibilities/tasks are removed so that staff can focus on this work?

How does the central office set a cohesive vision with fewer connected initiatives to make room for student success system efforts?

How does the central office demonstrate a multiyear commitment to this work?

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Which central office departments have responsibilities for supporting these efforts and how do they work to coordinate within and across departments?

# Structure of the district reflection and action planning tool

High-quality student success systems build upon and strengthen supportive relationships. These relationships are dependent upon establishing a school culture of [belonging](#) where everyone feels validated, accepted, affirmed, and treated fairly.

Four types of supportive relationships—school adults to students, students to students, school adults to parents/caregivers and school adults to school adults —provide the foundation for student and school success. High-quality student success systems both build upon and strengthen these relationships.

Guiding Inquiry	Potential Data Sources	School-Based Team Look-Fors	District Leadership Team Reflection
<p>How does our team <a href="#">develop</a> supportive relationships, agency, trust, and well-being among ourselves and model those behaviors for the rest of the school?</p>	<ul style="list-style-type: none"> <li>● Participation of team members</li> <li>● Group <a href="#">norms</a></li> <li>● Calendar of activities</li> <li>● Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Celebrations</li> <li>● Gratitude</li> <li>● Honoring difference without comparing</li> <li>● Ask for what we need</li> <li>● We talk with people, not about people</li> <li>● We engage in activities that enhance our well-being and the well-being of all in our community</li> <li>● We have norms for collaboration and intentionally assess our group and individual processes routinely</li> <li>● Generative listening</li> <li>● A system is in place to engage with and collect input from the diverse perspectives of all in our community</li> <li>● Team participants use their agency to shift school practices and policies when needed</li> </ul>	<ul style="list-style-type: none"> <li>● District leaders can support school-based “look-fors” by giving time and space for community building and modeling/encouraging school leaders to consider their approaches for fostering community.</li> </ul>

# Exploring the resource

Breakout groups for each of the four components

- 5 minutes to review your component
- 10 minutes to discuss in your small group -we will capture your responses to this question:
  - **How would you describe the role of a district in developing student success systems?**
- Choose a speaker for your group

## SECTION 1. SUPPORTIVE COMMUNITY RELATIONSHIPS

<p>High-quality student success systems build upon and strengthen supportive relationships. These relationships are dependent upon establishing a school culture of <a href="#">belonging</a> where everyone feels validated, accepted, affirmed, and treated fairly.</p> <p>Four types of supportive relationships—school adults to students, students to students, school adults to parents/caregivers and school adults to school adults—provide the foundation for student and school success. High-quality student success systems both build upon and strengthen these relationships.</p>			
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<p>How do we know we have supportive relationships with our <a href="#">students</a>?</p>	<p>For all types of supportive relationships, we can use the following:</p> <ul style="list-style-type: none"> <li>● <a href="#">Surveys</a></li> <li>● Local culture and climate surveys</li> <li>● Empathy <a href="#">interviews</a></li> <li>● Focus groups</li> <li>● Relationship <a href="#">audits</a></li> <li>● Observation</li> <li>● User feedback</li> <li>● Student and adult shadowing</li> </ul>	<p><b>For all types of relationships:</b></p> <ul style="list-style-type: none"> <li>● A system in place that allows us to collect and examine input on students, faculty, and family sense of belonging on a regular basis</li> <li>● Data—collected through various means, such as surveys, interviews, and audits—provide insight into how many students and faculty report they have supportive relationships with each other and among themselves, and how this might vary across grades, subgroups, and others.</li> <li>● A school culture of belonging and strong relationships is stressed throughout the school day and school year</li> </ul> <p><b>For student-teacher relationships:</b></p> <ul style="list-style-type: none"> <li>● Structures that provide the time, place, and opportunities for students and teachers to form supportive relationships (e.g., advisories, houses,</li> </ul>	<ul style="list-style-type: none"> <li>● District leadership teams can consider what systems, tools, and resources are in place for schools to regularly collect and review data related to supportive relationships.</li> <li>● District leadership teams can identify schools with strengths in promoting student-teacher relationships and create opportunities for those schools to share their practices.</li> <li>● Districts include youth voice in decision-making structures (e.g., youth school board positions).</li> </ul>

# Discussion

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Groups report out (1 min each)

Discussion

- **What factors are in the sphere of influence of the school vs. the district?**
- **How could districts interact with schools to grow the practice of the school and the district in tandem?**

# Reflection

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**Bob Balfanz, PhD**  
**Johns Hopkins University School of Education**

**Director, Everyone Graduates Center**

# Our shared challenge...

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- A [recently released State of our Schools report](#) highlights the magnitude of student support challenges our middle and high schools face:
  - historical rates of chronic absenteeism
  - behavior challenges
  - instructional gaps
  - mental health needs
  - slowed momentum through high school to postsecondary schooling and/or training (e.g., high school graduation and college going rates)

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

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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



# Student Success Systems: Benefits

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**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.

# Looking forward...

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Be on the lookout for the GRAD Partnership's October 18th CoP - Subscribe to our newsletter for the latest CoP details!



# 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.

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