

Welcome!

Share something your school/district
does to support student success.

(Drop answer in the chat)

Building Collective Effort for Student Success Systems: Intro to Student Success Systems

GRAD Partnership Community of Practice

October 18, 2023

THE GRAD
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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



GRAD Partnership CoP Objectives

- Increase awareness of and plan action for building effective student success systems
- Build community across schools and districts who are interested in enhancing their student success systems

Facilitation Team



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GRAD Partnership Community Members

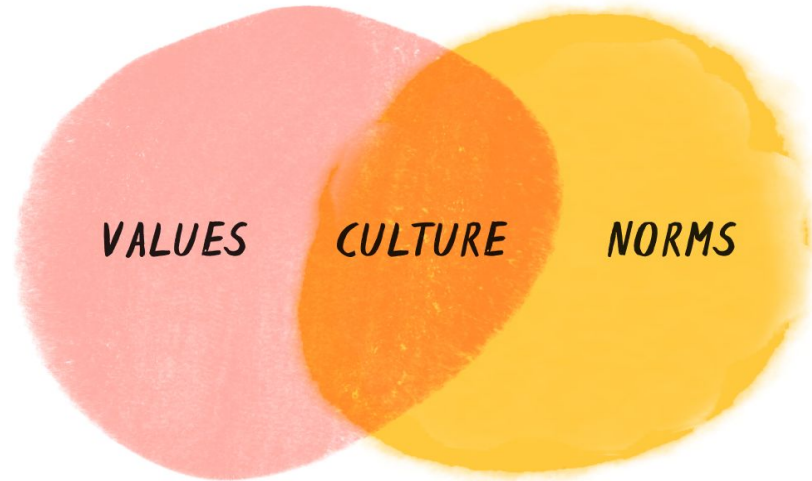
Welcome!

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.

STUDENT SUCCESS TEAM REFLECTION AND ACTION PLANNING TOOL

Objectives for this Community of Practice

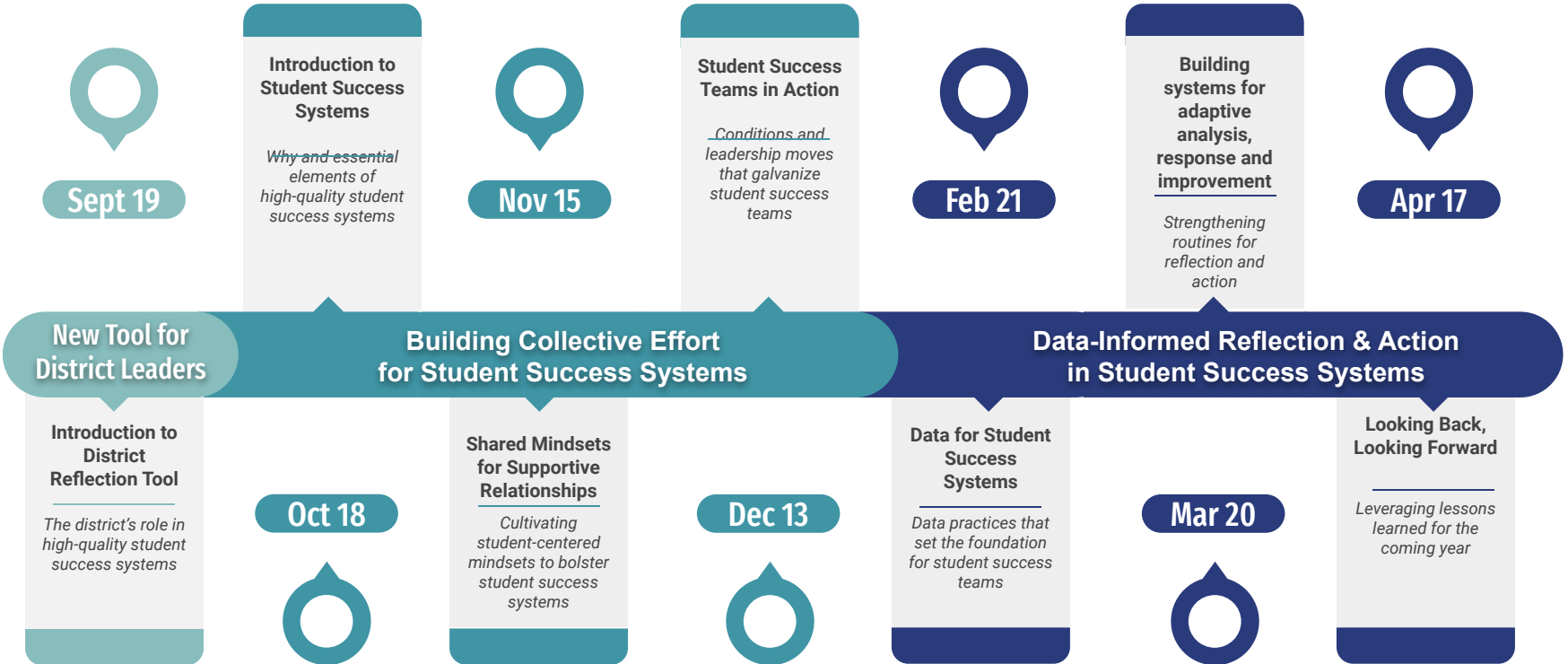
- Build community across schools and districts who are interested in enhancing their student success system
- Increase awareness of and plan action for building effective student success systems



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Community of Practice Learning Arc 2023 - 2024



Introduction to Student Success Systems

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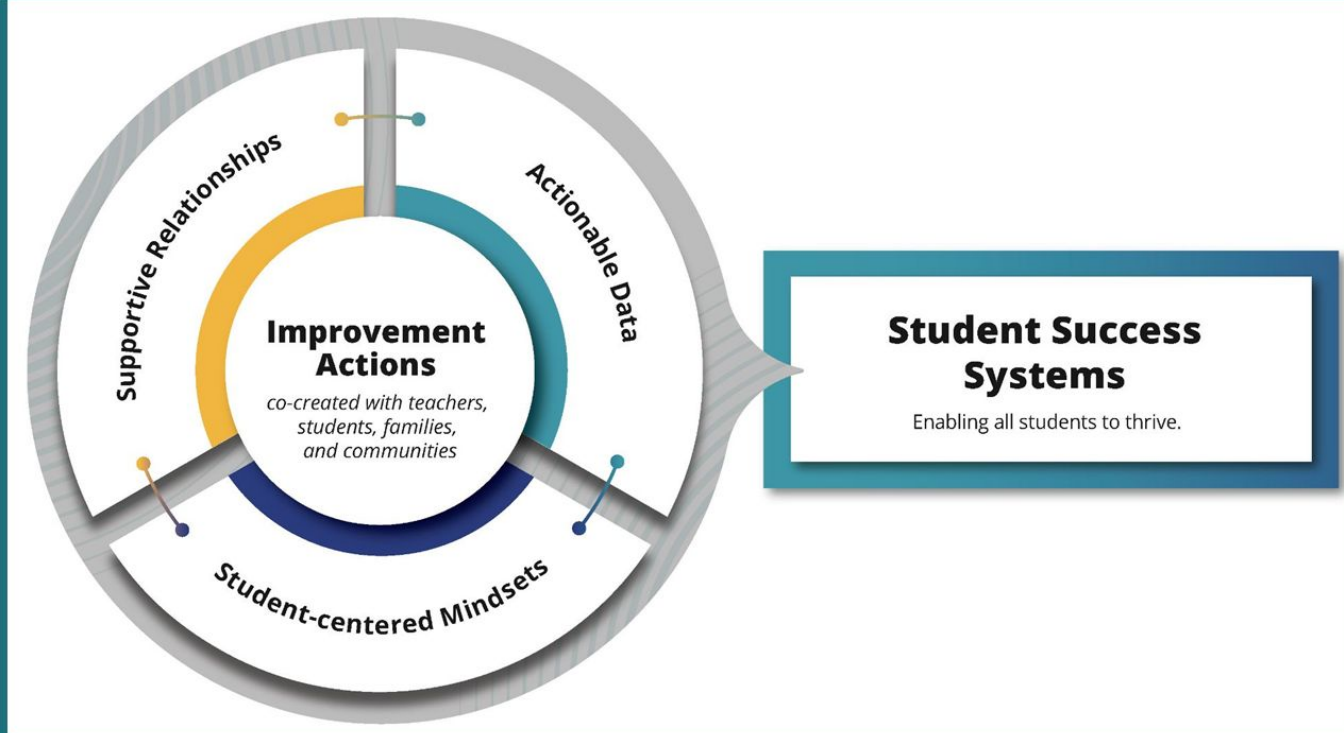
High-quality student success systems are transformative. They are inclusive, fueled by strong relationships, guided by improvement science, and shaped by student-centered mindsets. They enable school teams to integrate what is known about well-being, belonging, and connectedness with real time, research-based predictive indicators of academic success. This is combined with teacher, school staff, student, and family/caregiver insights to drive supportive actions and improvements, which propel student success. Student success systems provide schools with a unified system that integrates, extends, and increases the capacity of existing student support efforts, including early warning (Early Warning Systems [EWS] and Early Warning Indicators & Interventions [EWI &I]), on-track, and multi-tiered support systems (MTSS).

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Enabling Conditions



Student Success Systems are Next Generation Early Warning / On-Track Systems

01 STRONG SUPPORTIVE 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

Student Success Systems are Next Generation Early Warning / On-Track Systems



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

02 HOLISTIC, REAL TIME, ACTIONABLE DATA

This data encompass:

- Research-based indicators such as attendance, course grades, and grade point averages that can predict key secondary student outcomes, including on-time, earned grade promotion; high school graduation; and college and career readiness and attainment.
- Information about student well-being, belonging, school connectedness, and experiences in their classrooms.
- Insights from teachers, school staff, students, and families/caregivers.

These indicators are continually available throughout the school year in as real time as possible, are available at the student and teacher level, and are actionable by school- and district-level personnel.

Student Success Systems are Next Generation Early Warning / On-Track Systems



03 STRATEGIC IMPROVEMENT ACTIONS: AN ADAPTIVE ANALYSIS, RESPONSE, AND IMPROVEMENT SYSTEM

A school-based approach to analyzing and responding to holistic, real time, actionable information that is evidence-based; student centered; adaptive to local context; and involves students, teachers, and community members in the co-design of improvement efforts. It is supported by professional learning, frameworks, and/or protocols that enable teams of adults who know students well to work collectively on a frequent, planned cadence throughout the school year to:

- Progress monitor all students using predictive indicators of well-being (belonging and school connectedness) and academic success, identifying patterns and trends that can inform action
- Use additional, real-time, user-friendly quantitative and qualitative data (including social-emotional metrics; classroom experience data; and teacher, student, and parent insights) to identify underlying causes that school actions can address
- Identify, develop, and implement strategic and effective 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 are Next Generation Early Warning / On-Track Systems

04 SHARED SET OF STUDENT-CENTERED MINDSETS

Student Success systems work when the adults implementing them develop a shared understanding of their purpose including:

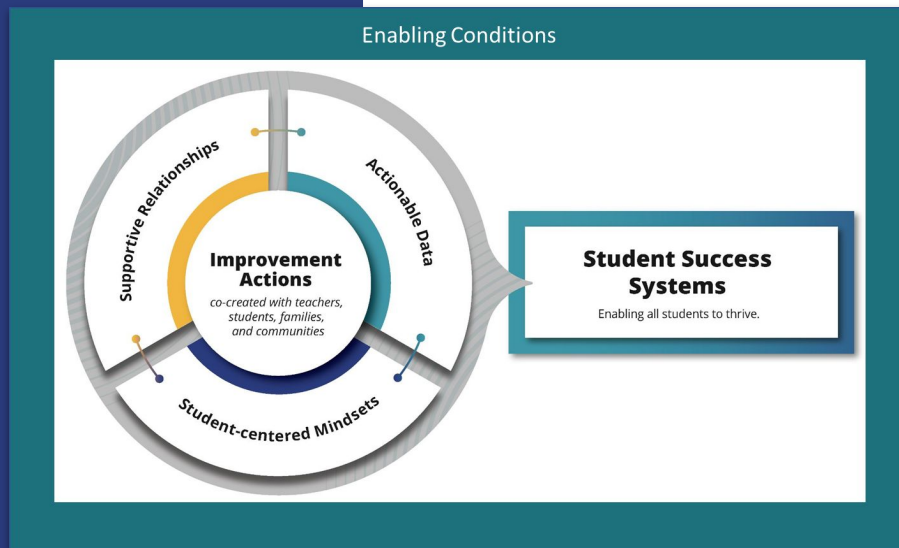
- Equity rather than injustice and unfairness
 - Inclusion rather than separating and stigmatizing
 - Empathy rather than judging and blaming
 - Strengths- and asset-based framing rather than deficit framing
 - Proaction rather than remediation
- Belief in educator and student agency rather than thinking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



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

Strengths

In what element is your school operating the strongest?



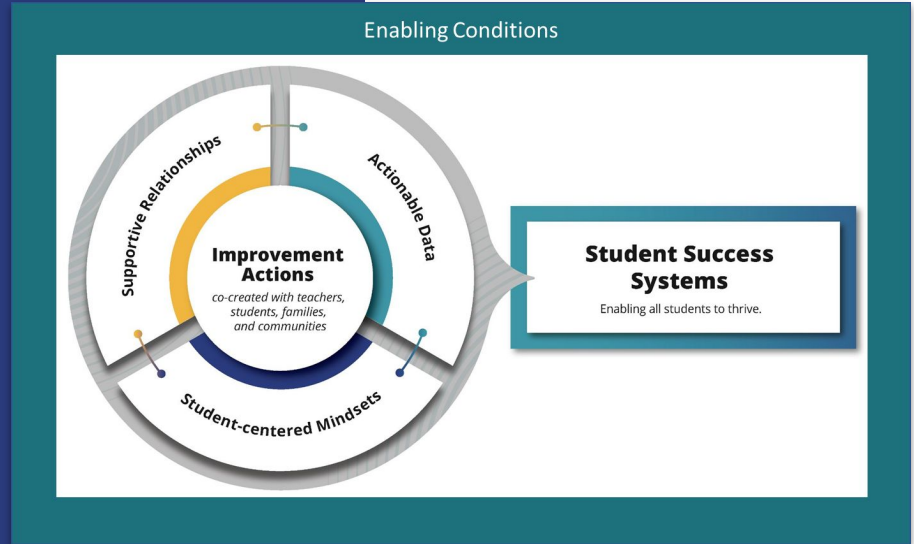
Strengths - Pair Share

What are you doing well in the element you identified?

How do you know it's working?

Edge of Growth

In what element do you need to develop most?



Edge of Growth - Pair Inquiry

What is your biggest challenge in the element you identified?

What have you tried?

What have you learned?

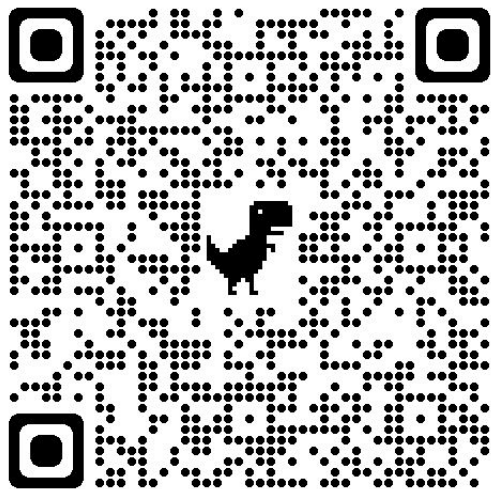
Reflection



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Johns Hopkins University School of
Education

Director, Everyone Graduates Center

Share Your Feedback!



<https://bit.ly/GPCoP10-23>



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.

Looking forward...

Register for Nov 15 CoP - *Shared Mindsets for Supportive Relationships*

Subscribe to our newsletter for the latest CoP details!



Thank you!

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