

Welcome!

Name a feeling that surfaces when you
hear the word *data*?

(Drop answer in the chat)

Data-Informed Reflection & Action in
Student Success Systems:
Data for Student Success Systems

GRAD Partnership Community of Practice

February 21, 2024

THE GRAD
PARTNERSHIP

Advancing Student
Success Systems

GRADPARTNERSHIP.ORG



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



**Sarah
Howard**

Network for College Success

*Director of Professional
Learning*



**Krys
Payne**

Network for College Success

Executive Director

GRAD Partnership Community Members

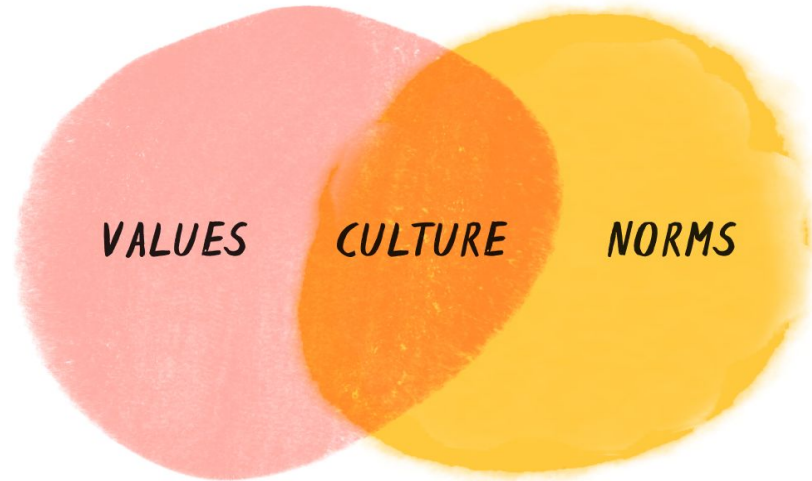
Welcome!

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

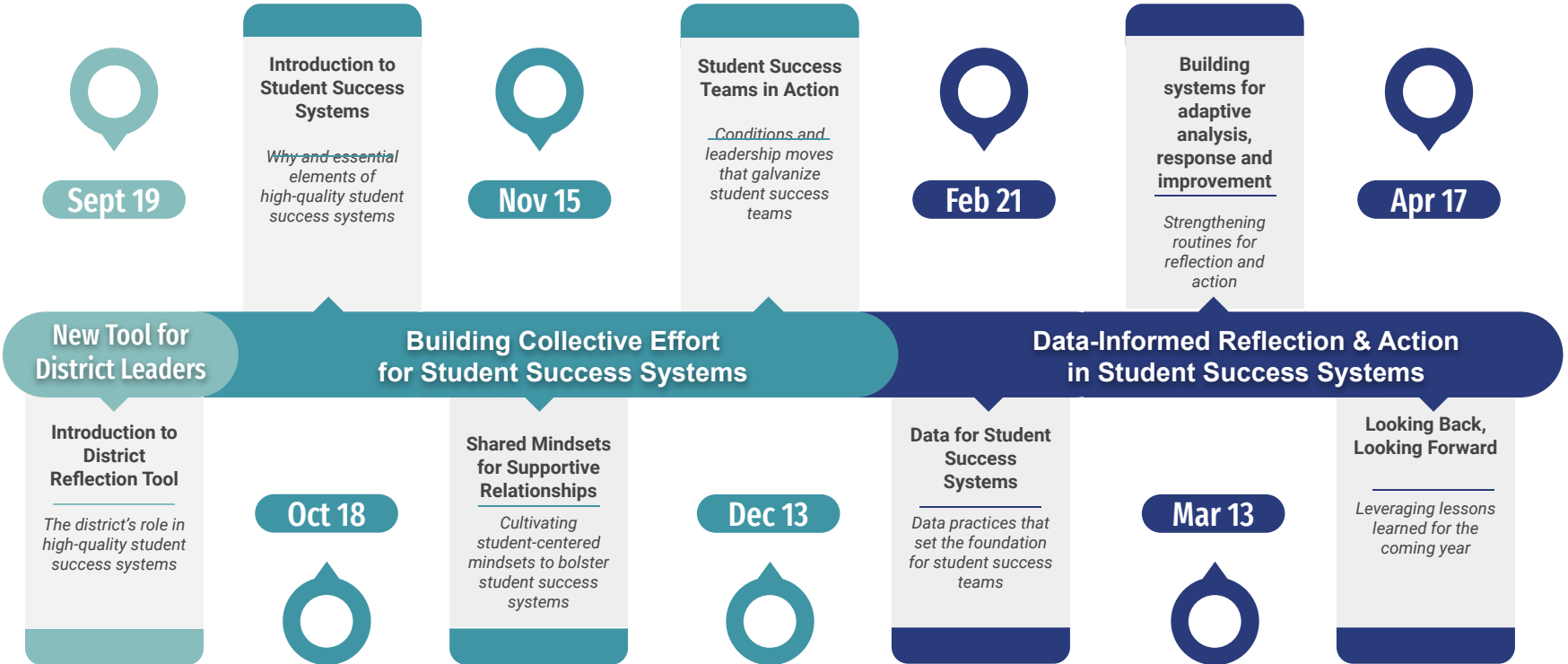
- Build community across schools and districts who are interested in enhancing their student success system
- Increase awareness of and plan action for building effective student success systems



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Community of Practice Learning Arc 2023 - 2024



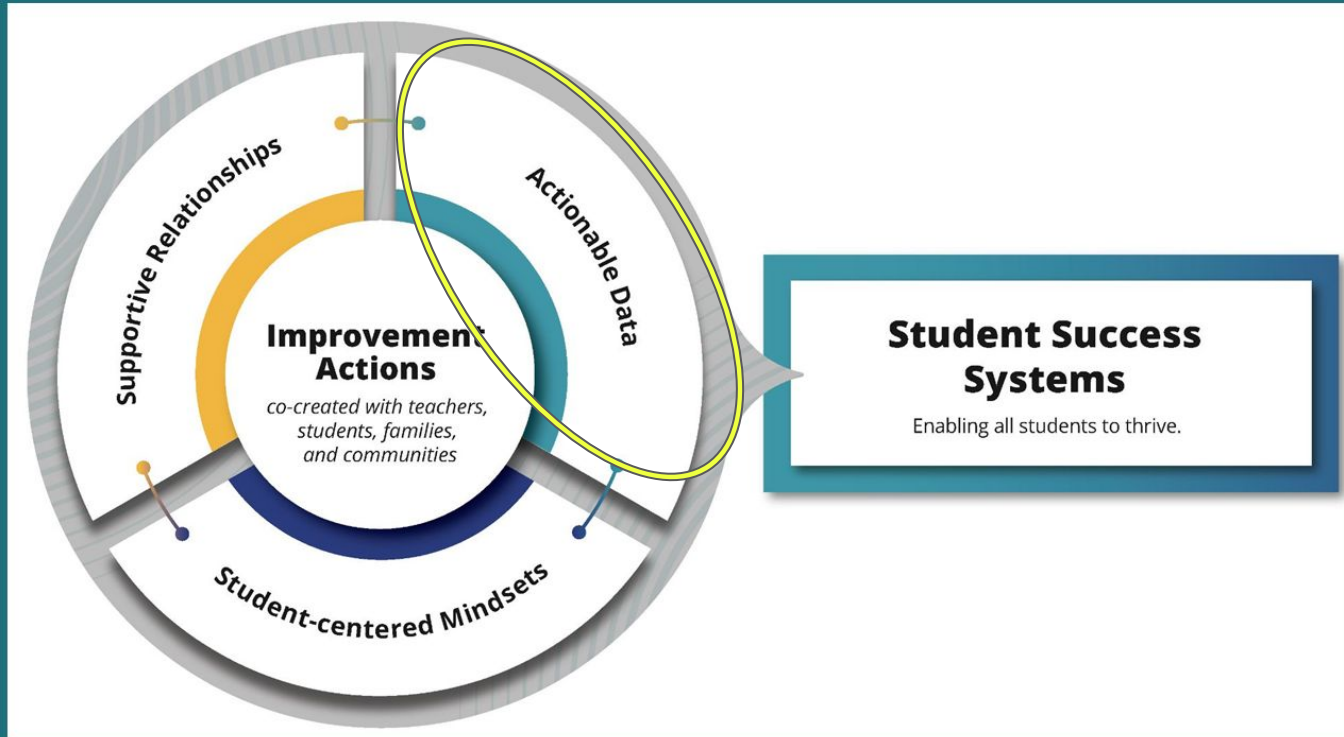
Data for Student Success Systems

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Enabling Conditions



Student Success Systems

Enabling all students to thrive.

Panelists



**Amanda
Baltikas**

Network for College Success

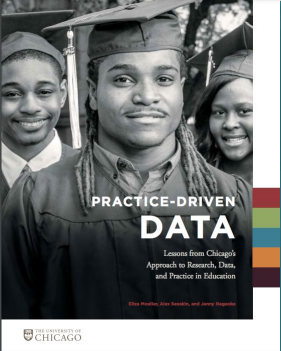
Data Strategist



**Jazmin
Fermin**

Network for College Success

Data Strategist



Data for Improvement, Data for Accountability

“Efforts to use data for improvement begin to create a culture where educators take data for accountability as a given, but where data for improvement becomes a core part of the culture ... It is a mistake to focus solely on either function for data ... committing to using data for improvement requires committing to openness, reflectiveness, and some amount of risk-taking on the part of leaders who must be willing to learn alongside their systems and schools.”

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“Practice-Driven Data: Lessons from Chicago's Approach to Research, Data, and Practice in Education”,

Turn & Talk

How would your teachers describe the data culture in your school/district?

What is Data for?



Data for Accountability

- School ratings
- Educator Evaluations
- Common lens with which educators view data
- Data for outcomes



Data for Improvement

- Student data that informs PLC practice
- Non-evaluative
- Shared
- Improvement of practice



Data for Transformation

- Undergird both Accountability & Improvement data
- Least served students in every school (who are they & what are their experiences & outcomes)
- Transformational of self, community, culture

Core Values of Practice Driven Data

- Data conversations are **most effective** when **focused on learning**, collaborating, and problem-solving rather than shaming, accusing, or strict accountability
- Data-driven practice should happen in **different ways at every level** of a school and school system
- Data strategy should start with **research-backed**, valid, **actionable**, meaningful indicators
- Data should first and always serve the **goal of increasing educational attainment**
- Data strategy is a **social process** – the data is only as good as the learning that supports it
- Data is an important tool, but it's not a universal tool. **Not everything that matters can be measured**
- **Make space for emotions** BUT don't let it stop you from engaging in the work

What is a Data Arc?

- A Data Arc articulates your data strategy over a period of time
- Allows the connection between team(s) meeting frequency and data strategy
- The “strategy” should move you towards your goals

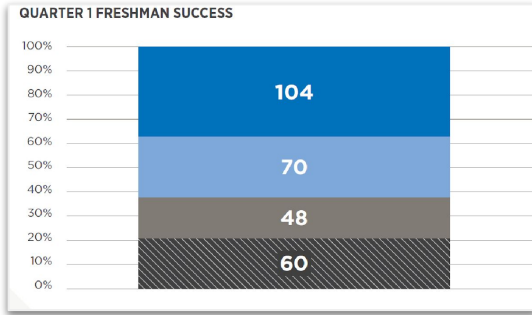
Figure 9: Yearly Arc of High-Priority Data for Senior Leadership Teams in NCS Partner High Schools

MONTH	DATA FOCI	RATIONALE
September	Who's in Our Building (demographics and prior achievement of students)	Schools need to start the year with an understanding of their population.
October	Whole School Attendance & Discipline (with a focus on freshmen)	Schools will want to catch attendance and discipline issues early before they become bigger climate/culture issues.
Early November (End of 1st Quarter)	Freshman Course Performance and Whole School End of Quarter GPAs	End of first quarter is the earliest possible time to estimate on-track rates; schools will want to identify off-track students early and provide support; schools will also want to start pushing for B-averages.
December	School- and/or teacher-generated common assessment data	By December, schools should have administered their own assessments of academic achievement.
January	College Application Data	Many application deadlines are in January/February; it's important for schools to check on college match.
February (End of 1st Semester)	Freshman OnTrack and End of Semester GPAs	It's important for schools to check the efficacy of interventions to keep freshmen on-track and to keep the rest of the school high-achieving.

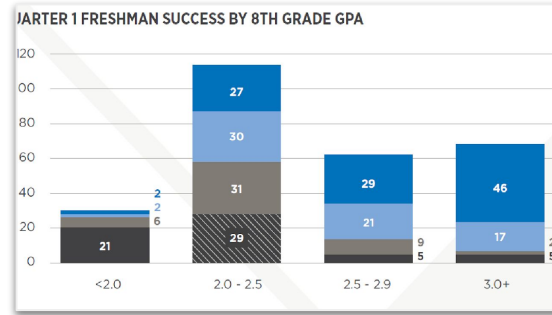
Network for College Success Sample Data Arc - Grade Level Team

MONTH	DATA FOCI TEAM <i>(Finer Grain)</i>	ADMIN DATA FOCI <i>(Larger Grain)</i>	RATIONALE
AUG	Prior Year Behavior/Attd/Grades/Demographic	Big Picture BAG for Incoming Students	Start the year with a baseline understanding of students that will inform preventative and early intervention strategies
SEPT	Weekly BAG / 1st Five Cycle Data	Gradebook Set Up Teacher/Course Grade Distribution	BAG should be evaluated weekly to track sudden shifts/ Student success teams must identify and provide support to students who are falling off track. Attendance is critical as they can lose credit quickly. Admin should address how grading is affecting student experience and trends.
OCT	Weekly BAG / 2nd Five Cycle Data Student Experience Data	Q1 Data Dive	Student success teams want to investigate and provide support to cultivate connectedness and belonging and mitigate challenges from becoming larger climate/culture barriers to student success
NOV	Weekly BAG /Intervention Progress Monitoring	Teacher/Course Grade Distribution	Student success teams must gauge the effectiveness of intervention implementation and response, with timely course correction as needed.
DEC	Weekly BAG /Student Experience Data	Review Trends in Student Experience Data Get Family/Educator Insights on 1st Semester	Push to find ways to target and intervene before the end of the semester. Decide on T1 and T2 interventions and incentives. Family and Educator insights can support iterations for S2.
JAN	Weekly BAG / 3rd Five Week Data / On-Track Create Target Groups based on S1	S1 Data Dive Teacher/Course Grade Distribution	Semester 1 is the high-water mark for 9th grade on-track.
FEB	Weekly BAG / 4th Five Week Cycle Data Student Experience Data around Bright Spots/Target Groups	Review Course Selection Data with an eye to access and barriers. Review transfer outs.	Course selection data and pathways to access to rigorous coursework. Review students who have transferred out to see if any trends show up as it might uncover a different story to student experience.
MAR	Weekly BAG	Q3 Data Dive	<i>See previous</i>
APR	Weekly BAG / 5th Five Week Cycle Data Student Experience Data	Teacher/Course Grade Distribution	<i>See previous</i>
MAY	Weekly BAG / 6th Five Week Cycle Data	Review Trends in Student Experience Data	<i>See previous</i>
JUN	Year in Review! Incoming Grade Level Data for new students	Q4 Data Dive Get Family/Educator Insights on 2nd Semester	Final on-track & B's or Better Data. Plan for connectedness for incoming students.

Right Data, Right People, Right Time



Admin



Team Lead

ROSTER OF OFF-TRACK STUDENTS WITH 8TH GRADE GPA OF 2.0-2.5

Name	Gender	Race	8th Grade GPA	#FS	Q1 Freshman Success	Current GPA	Attendance
Valerie	Female	Latinx	2.0-2.5	4	Off-Track	0.71	100%
Earl	Male	Asian	2.0-2.5	3	Off-Track	1.00	99%
Kika	Female	Latinx	2.0-2.5	2	Off-Track	1.29	97%
Gordon	Male	Multi	2.0-2.5	4	Off-Track	0.57	97%
Pali	Male	White	2.0-2.5	2	Off-Track	1.43	95%
Gert	Female	Latinx	2.0-2.5	2	Off-Track	1.57	95%
Shary	Female	Latinx	2.0-2.5	5	Off-Track	0.43	95%
Winnie	Female	White	2.0-2.5	4	Off-Track	0.86	94%
Iona	Female	Asian	2.0-2.5	3	Off-Track	1.43	94%
Xavier	Male	White	2.0-2.5	3	Off-Track	1.00	94%
Pama	Male	Asian	2.0-2.5	3	Off-Track	1.57	94%
William	Male	Latinx	2.0-2.5	3	Off-Track	1.29	94%
Iolana	Female	Latinx	2.0-2.5	4	Off-Track	0.71	92%
Don	Male	Latinx	2.0-2.5	4	Off-Track	0.86	91%

Teachers

Conditions for using holistic, real-time, actionable data



Data
Strategist



Access



Systems to
Transform



Time

Trio Discussion

What is coming up for you now about your data culture? What is an action you are considering taking?

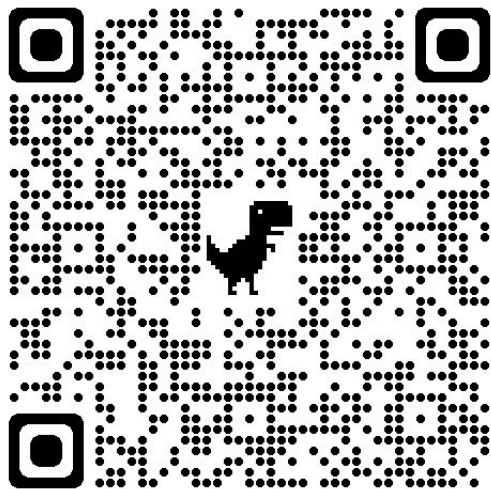
Share in the chat...



What is a main takeaway from today or possible next step you are considering?

Considerations and Tips	Ask yourself...
<p>Assess the data you have access to, particularly around elements that have not been historically collected such as information about student well-being, belonging, and school connectedness.</p>	<p>In what ways are we gathering information about student well-being, belonging, and school connectedness?</p>
<p>Build in continuous improvement cycle data to check interventions.</p>	<p>How frequently are we able to access and analyze student, classroom, subject-area, and grade level data on students' progress in their classes? Is it often enough for us to be proactive and influence report card outcomes?</p>
<p>Reflect on the availability of opportunities to invite students and families into conversations that can include their experiences and insights.</p>	<p>In what ways do we seek families' voices and insights?</p> <p>How are we learning from and working with students when data indicates they might need additional supports or improved learning environments?</p>

Share Your Feedback!



<https://bit.ly/GPCoP23-24>



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 March 13 CoP:
Session 2: Building Systems for Adaptive
Analysis, Response and Improvement

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CoP details!

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Thank you!

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