

## STUDENT SUCCESS SYSTEMS: HOLISTIC, REAL-TIME, ACTIONABLE DATA

### Definition

School teams need access to research-based, predictive indicators that are continually available at the student- and teacher-level throughout the year, in as real time as possible. Data should be actionable by school- and district-level personnel. Key indicators include:

- research-based, predictive indicators (such as, attendance, course grades, and grade point average) of key secondary and postsecondary student outcomes;
- information about student well-being, belonging, school connectedness and experiences in their classrooms, and;
- insights from teachers, school staff, students, and families/caregivers.

These indicators, assessed together as part of a regular data review, reveal the ability and capacity of the school to consistently provide relevant, meaningful experiences that interest, satisfy, and challenge our learners.

### HIGH-QUALITY STUDENT SUCCESS SYSTEMS ARE:

- transformative,
- inclusive,
- fueled by strong relationships,
- guided by improvement science, and
- shaped by student-centered mindsets

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.



# Reflecting on Holistic, Real-time, Actionable Data

Predictive indicators allow us to more effectively intervene when students first begin to experience difficulties in their academic journey. Providing proactive interventions and supports require real-time data that is accessible and easy for school staff members to interpret and use. Information about student well-being, belonging, and school connectedness tell us the health and well-being of our school community, which provides the foundation for school success. Information about student experiences of their classrooms serve as an indicator/"upstream measure" of the conditions that shape student engagement, performance, and educational attainment.


## Are we collecting data that helps us facilitate developing and implementing real-time, proactive interventions and supports?

Data elements that have historically been collected for accountability purposes can be useful, but a high-quality student success system requires teams to have access

to a broader set of data to be effective. Below are some examples of data that should be planned for and included.

## How are we partnering with students, families, and communities to gather experiential data?


Students, families, and communities are the experts in how well the school system is serving them. Historically, they have not been included in the co-creation of improvement strategies and redesign efforts. As our student support systems move to incorporate their experiences into holistic data systems, it is important that gathering these insights is approached as an ongoing communication process so that unintended harm is not created by gathering feedback through a transactional lens. Listening/feedback sessions and survey administration should be planned as part of ongoing, two-way communication approach that focuses on sharing and responding to data and partnering on systems change.



### Quantitative Data

Anything that can be counted, measured, or given a numerical value

- Attendance
- Grades
- Extracurricular participation
- Close-ended survey responses from school climate and social-emotional learning screeners



### Qualitative Data

Non-numerical data that reflects individuals' social reality, including their attitudes, beliefs, and motivation

- Themes from focus groups, listening sessions, and interviews with students, families, and communities
- Open-ended survey responses
- Pooling teacher's everyday knowledge of their students



## Moving Forward

Creating a student success system that enables your school to provide the learning environment, experiences, relationships, and supports all students need to thrive in school, and ultimately graduate ready for college and/or workplace training, is an on-going, adaptive process; especially since school and community capacities and student needs continually shift.

### Key considerations/tips for moving forward:

- 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.
- Reflect on the availability of opportunities to invite students and families into conversations that can include their experiences and insights.
- Assess the frequency of data access and reporting on student and grade level attendance data. Examine the reports to assess whether the data can be manipulated for different views (i.e., aggregated and disaggregated) to identify patterns and trends across grade levels and student groups.
- Assess if there is access to an organized system for learning and documenting what is heard from students, families, communities, and school staff members.
- Ensure data access to adults in the building and students and families and is communicated through non-transactional messaging.
- Ensure data is not fragmented across multiple systems.
- Create buy-in by creating a clear vision and inviting others' feedback.
- Build in continuous improvement cycle data to check interventions.
- Align data collection with strategic planning.

## Resources

Are you interested in doing a deeper dive into some of the aspects of real time holistic data? Check out some helpful resources below.

**5Essentials:** The 5Essentials, developed by UChicago Impact, is an improvement framework and diagnostic survey with research-tested scoring and interactive reporting that provides insights into schools' organizational strengths and areas of opportunity across the five essential factors for school improvement: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. The system also includes professional learning designed to help educators leverage 5Essentials data to inform improvement planning and drive improved school and student outcomes.

**Indicators and Interventions:** A Practical Manual for Early Warning Systems: A guidebook representing the collective wisdom of experienced facilitators from the Everyone Graduates Center who have worked with scores of schools to help them successfully implement, operate, and sustain early warning systems. It also captures the wisdom of the many educators in those schools and how they adapted early warning systems to different school environments.

**A Technical Guide to College Readiness Indicators:** This technical guide is designed to help districts select the indicators that have the highest leverage for improving students' college outcomes. It assists district leadership in understanding how practical considerations intersect with the technical issues that must be considered when evaluating the extent to which a set of indicators matters in improving students' later outcomes.

**How to Monitor Interventions:** This brief provides an overview of using timely data to monitor interventions.

**How to Use Root Cause Analysis with the EWS Indicators to Develop Appropriate Interventions:** This brief describes the role of multiple data sources to develop interventions for students based on their specific needs.

## References

Balfanz, R. (2023). Centering School Connectedness. NASBE's The State Education Standard, VOLUME 23(3). <https://www.nasbe.org/centering-school-connectedness/>.

Safir S. & Dugan J. (2021). Street data a next-generation model for equity pedagogy and school transformation. SAGE Publications. Retrieved October 27 2023 from <http://public.eblib.com/choice/PublicFullRecord.aspx?p=6453646>.



**GRAD Partnership** has developed a *District Leadership Team Reflection and Action Planning Tool* and a *School Team Reflection and Action Planning Tool* to help guide reflection and planning to integrate the components of a student success system within your current practices. Each of these tools has a section specific to adaptive analysis, response, and improvement systems.

**Download** your own copy of the tool.