

STUDENT SUCCESS SYSTEMS: ADAPTABLE ANALYSIS, RESPONSE, AND IMPROVEMENT SYSTEM

Definition

Student success systems use regular assessments of holistic data to develop strategic action that is student-centered, adapted to local context, and involves students, teachers, and community members. An adaptive analysis, response, and improvement system is supported by professional learning, frameworks and/or protocols that enable teams of adults who are connected with students to work collectively and regularly to co-design improvement efforts. Actions and supports can be at the district, school, grade, classroom, student sub-group, or individual level.

Response and Improvement Systems in Action

Response and improvement systems provide a school-based approach to analyzing and responding to holistic, real-time, actionable information that is student-centered, adaptive to local context, and provides for co-design of responses with students, teachers, and community members. 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.

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.



Response and Improvement Systems in Action

How do we know we're responding to the right student need?

The squeaky mouse gets the cheese is not an adage that applies to an effective response and improvement system. Data drives decisions. *Holistic, actionable, real-time data* include predictive well-being and academic indicators to identify patterns and trends in student data that can inform action and progress monitor all students. Those foundational data need additional context and support to identify underlying causes of student need that school actions can address and are used together to develop a full picture. Schools use additional real-time user-friendly quantitative and qualitative data, including social-emotional and classroom experience data, and teacher, student, and parent insights. The response and improvement system uses these data and insights to consider the needs of groups of students and individual students *and* make adjustments to the system and adult behaviors that will reduce need for students in the future.

How do we engage and co-design with students and adults who are impacted by the system?

Teams work to identify, develop, and implement strategic and effective actions and supports to address root causes. Throughout each step of the analysis, response, and improvement system, be intentional about engaging with the adults in the building, and students and their families

to understand their role in and relationship to data, goals, response actions, and monitoring progress. Use **real-time data that are: quantitative, qualitative, and user-friendly**. These data include social-emotional and classroom experience data, and teacher, student, and parent insights to identify underlying causes that school actions can address. Real-time, actionable data are used to co-design goals and actions *with* students, teachers, and families. Data and actions focus on student strengths and use asset-based language. Students have a voice in the data and choice in resulting interventions and supports. Goals for student growth and feedback on progress are recorded and used, becoming new data on intervention use and impact.

How do we know it's working?

Once actions are implemented within the system, revisit data and insights to understand if those actions are having their intended impact:

- Actions and supports are carried out at the district, school, grade, classroom, student sub-group, or individual level (according to the data)
- Evaluate the use and impact of the actions and supports (including progress toward student goals), and
- Use continuous improvement approaches to modify or change actions and supports as needed until proven to work.

Student Voice and Co-design

Use strengths and/or asset-based language



Students provide voice and choice

Student goals and feedback are used





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:

- Routinely identify trends and patterns of student success indicators and use that analysis to inform actions.
- Build clarity and consensus on the process you will use, there is no “one size fits all” approach.
- Identify actionable root causes based on trends and patterns, and use them to craft solutions.
- Build on students’ strengths and assets, including students with unique needs.
- Engage the resources of the greater school community (i.e., parents, caregivers, community organizations) in understanding needs and crafting solutions.
- Acknowledge and accept that change in practice may mean letting old habits and practices go.
- Have a process to record what action is going to be taken, follow up on the proposed action, review the impact of the action, and modify or change, if needed.
- Regularly communicate with and gather feedback from schools and the larger school community.
- Reflect on the impact of the team (i.e., looking at actions taken, and the number of students positively impacted vs. the total number who could benefit, to identify areas where the student success system could be improved).

Resources

Are you interested in doing a deeper dive into some of the aspects of response and intervention systems? Check out some helpful resources below.

Center on MTSS, has several resources on implementing MTSS in secondary schools. <https://mtss4success.org/special-topics/secondary-schools>

Data Quality Campaign put out a blog series on asset framing and its impact on student success.

- [Asset Framing: Students Aren't an Empty Cup.](#)
- [Asset Framing: Putting Data Disaggregation in Context.](#)
- [Asset Framing: The Harder \(Data\) Work.](#)

If you are trying to be more intentional about continuous improvement within your team. Check out [What Are Your Best Methods for Continuous Improvement in Your Team.](#)

[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

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Davis, Marcia & Iver, Martha & Balfanz, Robert & Stein, Marc & Fox, Joanna. (2018). Implementation of an early warning indicator and intervention system. Preventing School Failure: Alternative Education for Children and Youth. 63. 1-12. 10.1080/1045988X.2018.1506977.

McMahon, B.M., & Sembiante, S.F. Re-envisioning the purpose of early warning systems: Shifting the mindset from student identification to meaningful prediction and intervention. Rev. Educ. 2020, 8, 266–301.



[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.