

Welcome!

What change have you tried to make in your personal life and what was your feedback loop?

(Drop answer in the chat)

Data-Informed Reflection & Action in Student Success Systems: **Building Systems for Adaptive Analysis, Response and Improvement**

GRAD Partnership Community of Practice

March 13, 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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[GRADPARTNERSHIP.ORG](https://gradpartnership.org)

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
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Network for College Success

Executive Director

GRAD Partnership Community Members

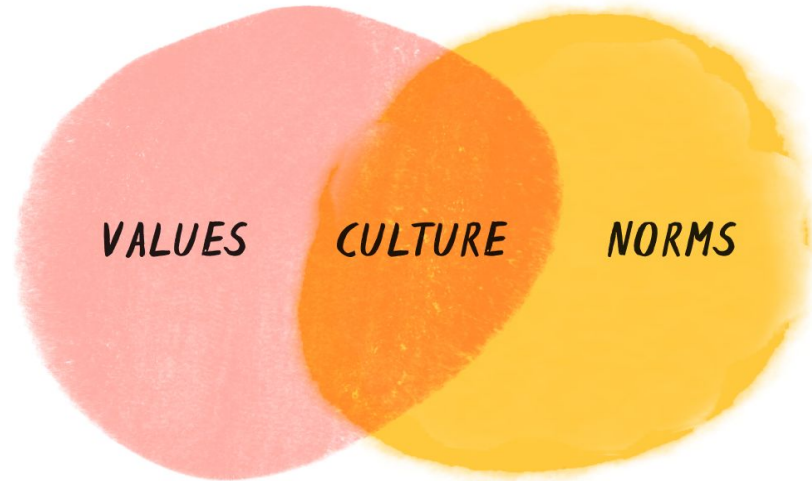
Welcome!

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

March 13, 2024

Data Informed Reflection and Action in Student Success Systems: Building Systems for Adaptive Analysis, Response and Improvement

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

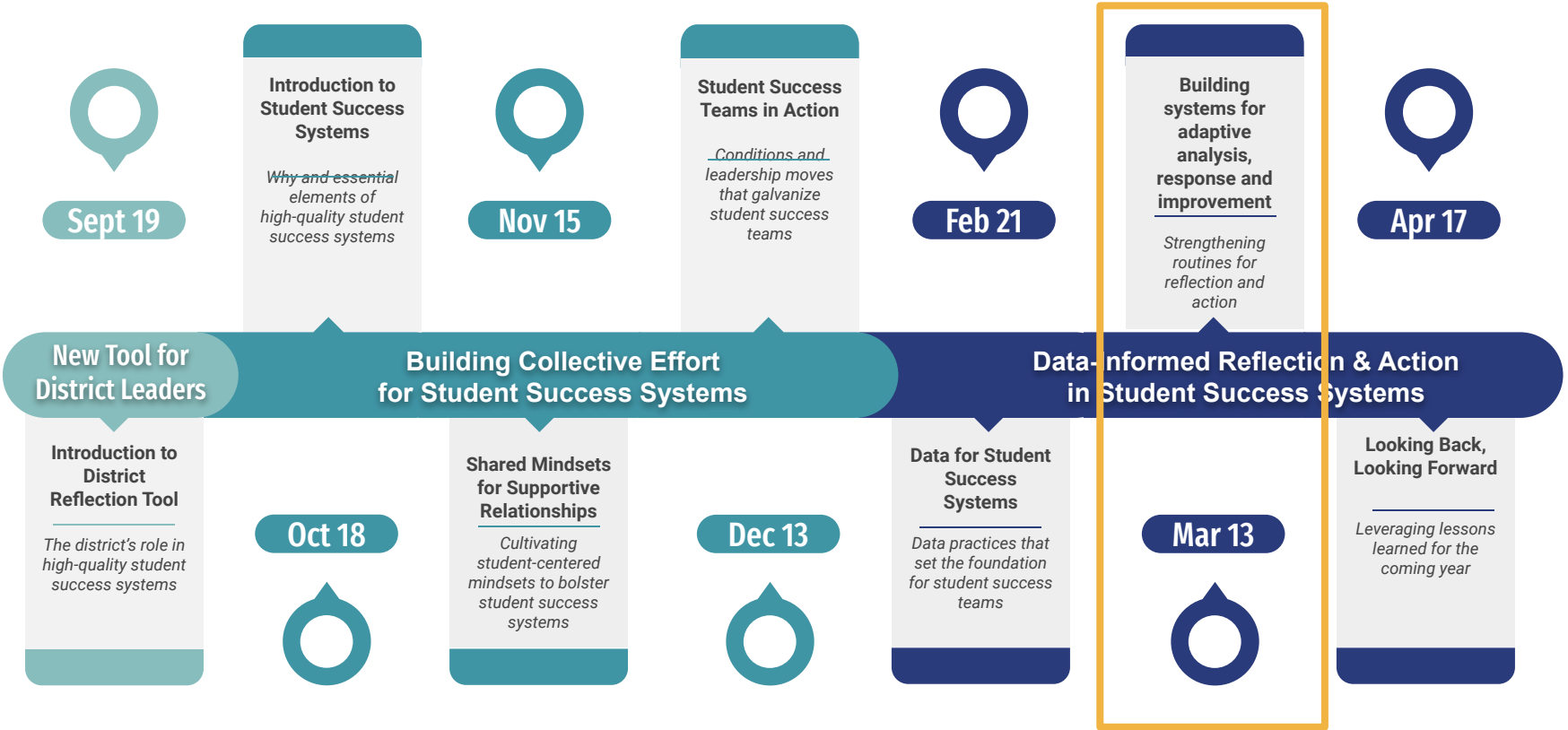
Community of Practice Learning Arc 2023 - 2024



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Community of Practice Learning Arc 2023 - 2024



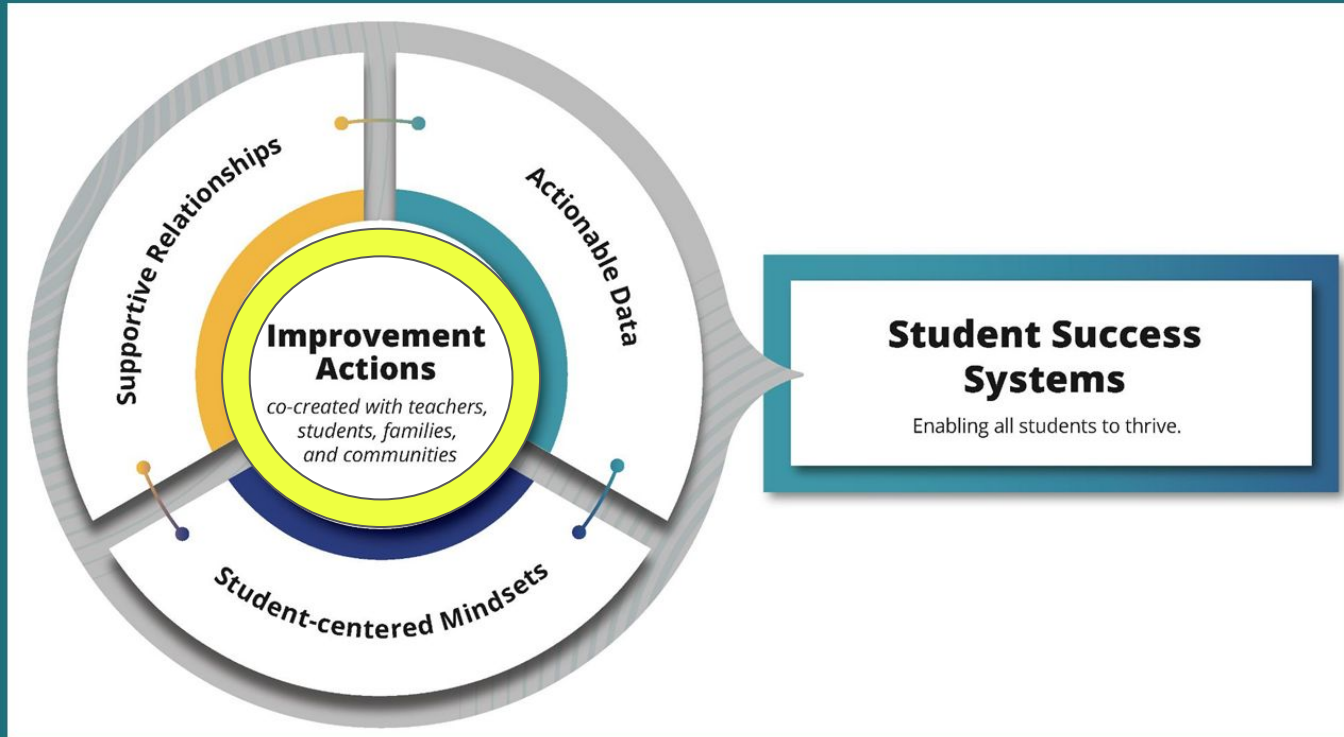
Building Systems for Adaptive Analysis, Response and Improvement

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Enabling Conditions



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.

Noel's Story



Noel Crum

Johnson County Schools (KY)

Assistant Superintendent

noel.crum@johnson.kyschools.us

- What leadership moves did Noel make in his improvement story?
- Which actions in element 3 of student success systems did you hear?



School Facts

Location: Paintsville,
KY

Enrollment (9-12): 950
students

% of FRPL: 60.7%

Johnson Central High School

Areas of Concern:

- High Freshman Course Failure Rate
- Minimal student curricular activity involvement
- Chronic absenteeism
- Graduation Rate

SOLUTION: BARR

TWO PILLARS

“Grades are a good indicator of how a student is doing, but if you just look at grades, you miss a lot of things: social changes, friends-group changes, attendance, health, all of a sudden a student is getting too skinny. It’s like a puzzle, and everybody holds a piece of the puzzle so when we are all together, we can see the whole kid.”

Janice Eldridge, BARR Consultant

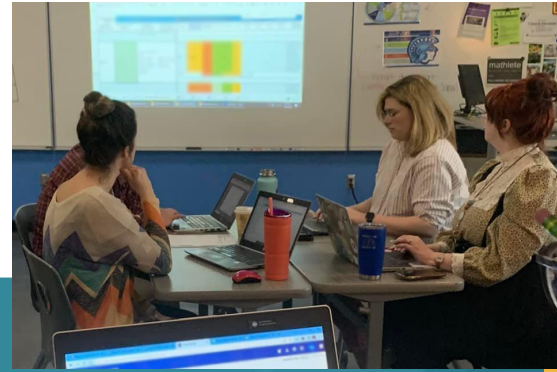
RELATIONSHIPS

- Staff to staff
- Student to student
- Staff to student



DATA

- Quantitative data
- Qualitative data



U-Time and I-Time Lessons




I-TIME

U-TIME

Weekly for students in the classroom

Builds relationships:
student-to-student and student-to-staff



Practice skills in a fun way: communication,
goal setting, conflict resolution, and more

- Connection to the 32 Career Pathways at JCHS

JCHS CAREER PATHWAYS

- Accounting
- Administrative Support
- Aerospace Engineering
- Agricultural Power, Structural, Technical Systems
- Allied Health
- Animal Science Systems
- Biomedical Science
- Cinematography and Video Production
- Civil Engineering
- Consumer and Family Services
- Computer Science
- Corrections
- Culinary and Food Services
- Drama/Theatre
- Early Childhood Education
- E-Commerce
- Electrical / Electronics Engineering
- Flight and Aeronautics
- Fundamentals of Teaching
- Graphic Design
- Horticulture and Plant Science Systems
- Information Support and Services
- Instrumental Music
- Management and Entrepreneurship
- Mechanical Engineering
- Medical Administrative Assisting
- Network Administration
- Pre-Nursing
- Residential Carpenter Assistant
- Vocal Music
- Web Development / Administration
- Welding



Structured Time to Discuss Students



Small Block Meeting

levels 0-1

Teacher team(s), BARR Coordinator



Big Block Meeting

level 2

Teacher teams, BARR Coordinator,
counselors, administrators



Community Connect

level 3

BARR Coordinator, counselors,
administrators, and community
partners

If you're just talking about kids in general, it doesn't give you the structure to have those really pointed conversations about what's working and what isn't working for the child. **BARR's meeting structure** really helps target, not only interventions, but thinking about student strengths.

BARR Impacts: Johnson Central High School

- **Student Involvement:** Significant increase in student co- and after- curricular activity involvement
- **Chronic Absenteeism:** Decreased JCHS's 9th grade chronic absenteeism rate by 18% from 2018-19 SY to under 2% in 2022-23 SY
- **Graduation Rate:** In 2016 (Pre-BARR), the high school graduation rate was 87.6%. For the 2022-23 SY, JCHS's graduation rate was 98%.
- **Course Failure Rate:** In 2017-18, JCHS freshman failure rate was 18%. For the 2022-23 SY, the failure rate was 1.9%.

Trio Breakouts

- What leadership moves did Noel make in his improvement story?
- Which actions in element 3 of student success systems did you hear?

Share in the chat...



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

Considerations and Tips

Ask yourself...

Routinely identify trends and patterns of student success indicators and use that analysis to inform actions.

How do our teams' actions build on students' strengths and assets, including students with unique needs?

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.

What is our team's process for deciding what actions to take at what level (i.e. school, grade, subject area, classroom, small group, individual), based on the data and insights gathered?

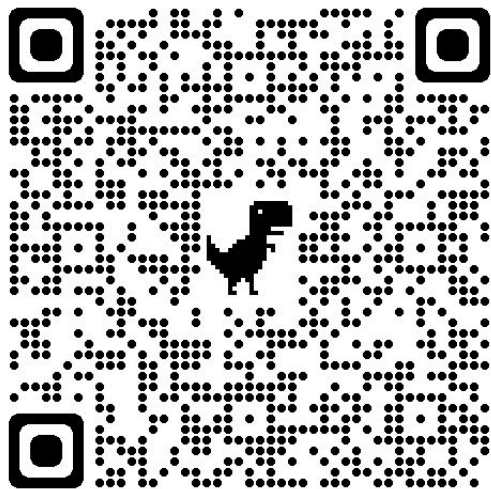
Acknowledge and accept that change in practice may mean letting go of old habits and practices.

How does our team regularly reflect on the impact of the team (actions taken, number of students positively impacted) to identify areas where the student success system could be improved)?

Engage the resources of the greater school community (i.e., students, parents, caregivers, community organizations) to understand needs and craft solutions

What is our team's process for regularly communicating its work with the larger school community?

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.

GRAD Partnership sessions at this year's Summit:

- Addressing Chronic Absenteeism Through Student Success Systems
- Building a National Movement to Scale Student Success Systems
- Mirror, Mirror on the Wall: Tools for Reflection and Improvement in Student Success

IMPROVEMENT IN EDUCATION

CARNEGIE

SAN DIEGO, CA | MARCH 24-27, 2024 | IN-PERSON & REMOTE

SUMMIT24

Looking forward...

Subscribe to our newsletter for the latest CoP details!

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Thank you!

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