Welcome!
What does student-centered action mean to you?
(Drop answer in the chat)

Designing Strategic Student-Centered Actions

Turn insights into manageable, impactful actions

GRAD Partnership Community of Practice
March 20, 2025

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

What You'll Gain

- Proven tools and strategies to foster data-driven decision-making.

- Insights on centering student experiences in your improvement work.

- Practical approaches to designing, testing, and refining solutions.

- A collaborative space to reflect, learn, and grow.

Facilitation Team

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Data Strategist

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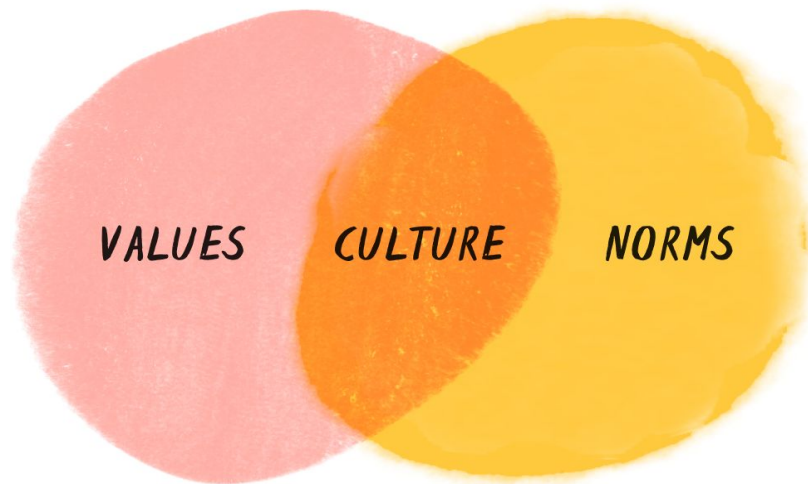
GRAD Partnership Community Members

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   CULTURE   NORMS

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.
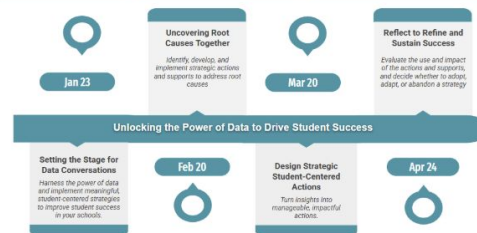
STUDENT SUCCESS TEAM REFLECTION AND ACTION PLANNING TOOL

THE GRAD PARTNERSHIP | Advancing Student Success Systems

March 20, 2025
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Community of Practice Learning Arc 2024 - 2025

Jan 23

Uncovering Root Causes Together
Identify, develop, and implement strategic actions and supports to address root causes

Mar 20

Reflect to Refine and Sustain Success
Evaluate the use and impact of the actions and supports, and decide whether to adapt, adapt, or abandon a strategy

Unlocking the Power of Data to Drive Student Success

Setting the Stage for Data Conversations
Harness the power of data and implement meaningful, student-centered strategies to improve student success in your schools.

Feb 20

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Apr 24

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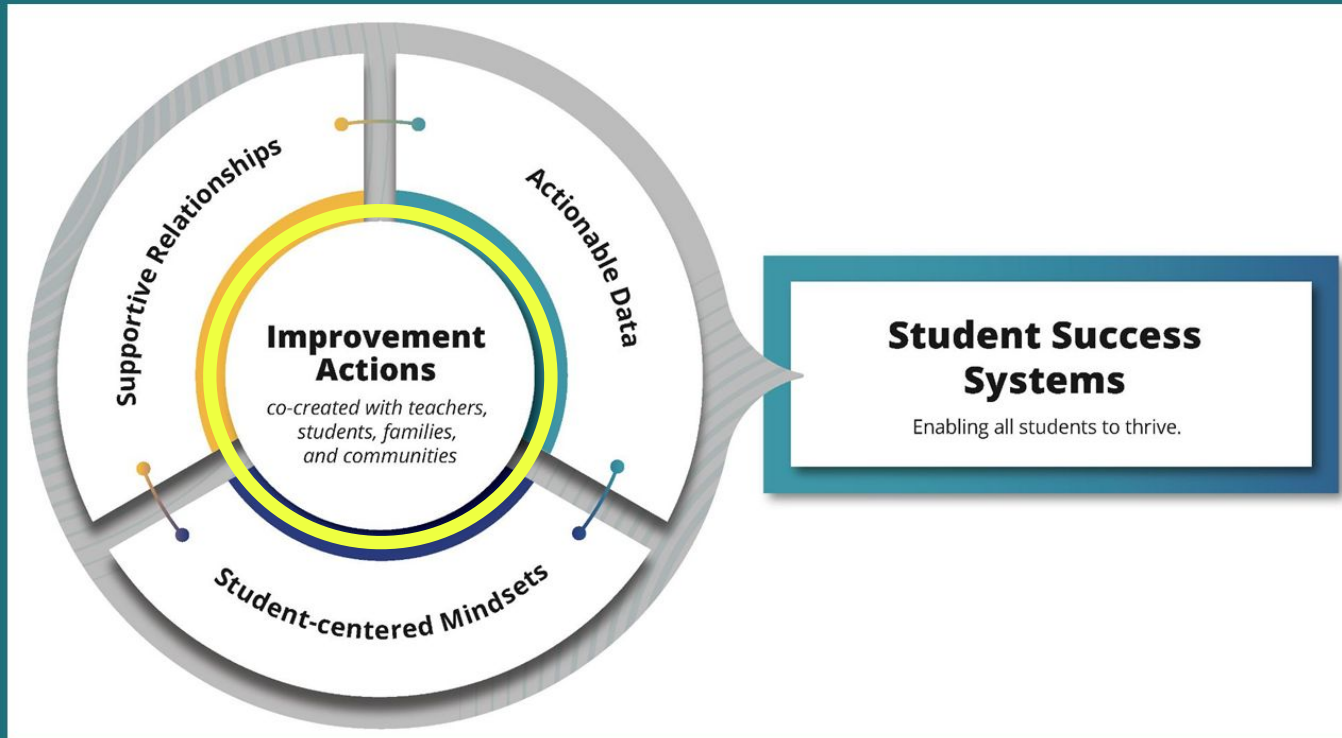
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Pair Conversation

What is an action/intervention you are currently trying OR THINKING about trying?

Designing Student-Centered Actions

- Real-time, evidence-based data

- Student-centered and not adults

- Locally adaptive

- Co-designed with students, teachers, and the community

Take a moment…How aligned is your action with these design elements

Mindsets of Student-Centered Actions

- Build on students' strengths and assets

- Acknowledge and accept that change in practice may mean letting old habits and mindsets go

- Honor communication with students & school community

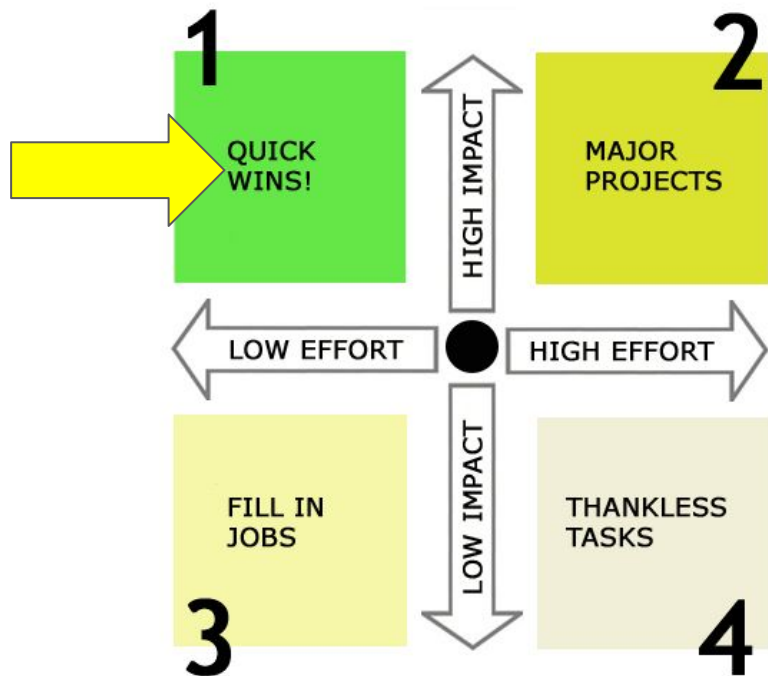**Take a moment…How aligned is your action with these adaptive elements?**

Designing Action

What: Prioritize actions/routines that are small and manageable

Why: It helps build knowledge about what works in your system, and why

Refine actions/routines

Build community by learning as a team

School Example

Describe your action/intervention How are students involved in the process?	How does the routine build on student's assets and strengths?	What do you predict will happen as a result of your action/intervention? Be specific.	What will success look like? What data will you collect to know it's working?	What do you hope to learn about your process? What do you hope to learn about your students and school context?
Reflective exit question: *What is an example of something you found valuable in today's lesson?* 1. Individually 2. Partner with a friend 3. Partner with someone new Switch subjects reflection is done in (ex. Week 1 - English, Week 2 - Math) It gives student's voice & feedback to teacher. Feedback should be incorporated into future lessons.	More of what students resonate with as learners will become part of the classroom culture. It makes classroom more inclusive.	Students will participate in class more, show up more often, complete projects and homework.	Students feel more of a sense of belonging in the class. Attendance & grades. Once a month short survey asking students about their sense of belonging in the class.	I hope to learn the different types of learning preferences I have in the classroom. I hope to become more agile in how I teach.

Practice Time!

Refine your plan for an action that could be done:

- **Easily** (keep it simple)
- **Adaptively** (in a variety of different class settings)
- **Routinely** (daily/weekly)
- **Authentically** (co-designed with students and builds on their assets)

Individually (5 min)

Describe your action/intervention How are students involved in the process?	How does the routine build on student's assets and strengths?	What do you predict will happen as a result of your action/intervention? Be specific.	What will success look like? What data will you collect to know it's working?	What do you hope to learn about your process? What do you hope to learn about your students and school context?

In Trios

Focus on two things,

- explaining your thinking
- identifying areas where you'd like feedback

Share in the chat or aloud…

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

HELPFUL TIPS

- Keep it **simple**

- Must have a **way to collect data**

- **Capture your learning** so you can scale successful practices

- **Reflection is key** to sustained success and long-term impact

Share Your Feedback!

https://bit.ly/GPCOP24-25

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 April 24 CoP:
Session 4: Reflect to Refine and Sustain Success

Subscribe to our newsletter for the latest CoP details!

Check us out on X
@GRADpartners

Thank you!

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What do Shared Student Centered Mindsets Look like?

Strength/asset-based language use when speaking about families and students	Safe practices for sharing information and ideas
Coherence between student and adult perspective of school connectedness for all	Educator and student input in idea formation, data review, and decision-making

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

04 SHARED SET OF STUDENT-CENTERED MINDSETS

Student Success systems work when the adults implementing them develop a shared understanding of their purpose including:
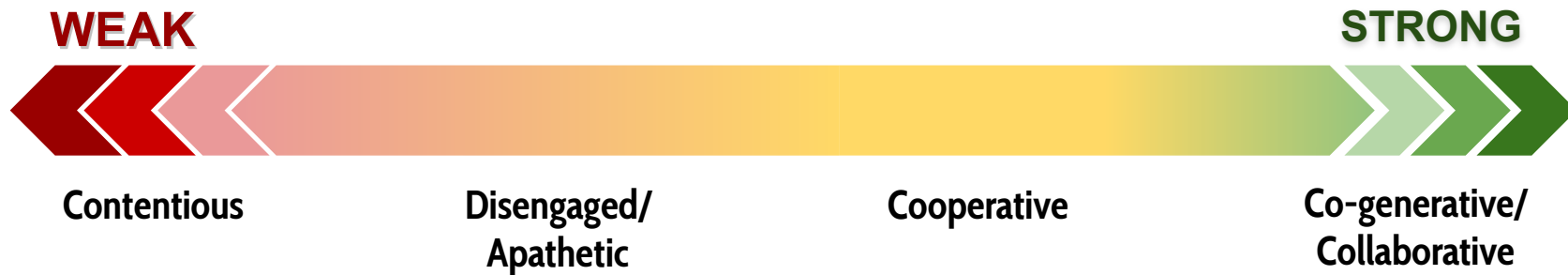
- Equity rather than injustice and unfairness

- 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

Quality Relationships Continuum

WEAK   **STRONG**

Contentious   **Disengaged/**   **Cooperative**   **Co-generative/**
                         Apathetic   **Collaborative**

Which of the four relationships in your community is the strongest?

What is contributing to that strength?

Shared Actions for Student Success

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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.

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.

- Information about student well-being, belonging, school connectedness, and experiences in their classrooms.

- Insights from teachers, school staff, students, and families/caregivers.

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.

Strong, Supportive Relationships

Considerations and Tips	Ask yourself...
Gather data to understand the relationship types and components that are contributing to strong, supportive relationships and use those data to make informed decisions	How do we know we have supportive relationships with each other, students, families, etc?
Reflect on whether some relationship types are stronger than others.	Which relationships are going well, which need attention?
Collaboratively identify and co-create tangible actions and behaviors intended to develop relationships.	How does our team develop supportive relationships, agency, trust, and well-being?

Student-centered Mindsets

Considerations and Tips	Ask yourself...
Create systems and protocols that focus on inclusion and empathy rather than stigmatize and separate students and adults	What ways do we seek to gain a holistic understanding of our indicator data, whose experiences/perspectives are considered?
Promote educator and student agency	What mechanisms do we have in place to hear from all stakeholders, especially students and teachers?
Take actions that are strength and asset based, proactive, and preventative	How are we learning from and working with students when data indicates they might need additional supports or improved learning environments?

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Real-time, Actionable, Holistic Data

Considerations and Tips	Ask yourself...
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.	In what ways are we gathering information about student well-being, belonging, and school connectedness?
Build in **continuous improvement cycle data** to check interventions.	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?
Reflect on the availability of opportunities to **invite students and families into conversations** that can include their experiences and insights.	In what ways do we seek families' voices and insights? How are we learning from and working with students when data indicates they might need additional supports or improved learning environments?

Strategic Improvement Actions

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?

In the chat,

Think about an action you/your team took to improve outcomes - How did your team decide what action to take?