

Welcome!

If this school year had a 'highlight reel',
what's a standout moment you'd
feature?

(Drop answer in the chat)

Reflect to Refine and Sustain Success

Evaluate the use and impact of the actions and supports, and
decide whether to adopt, adapt, or abandon a strategy

GRAD Partnership Community of Practice

April 24, 2025

THE GRAD
PARTNERSHIP

GRADPARTNERSHIP.ORG

Advancing Student
Success Systems



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

This Series...

- 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.

This Session participants will...

- Understand the importance of reflection as a crucial step toward a learning culture
- Practice engaging in reflection using data to determine next steps
- Feel empowered in their role to support improvement through action-reflection cycles

Facilitation Team



Jazmin Fermin

Network for College Success

Data Strategist



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Network for College Success

Transformation Coach

GRAD Partnership Community Members

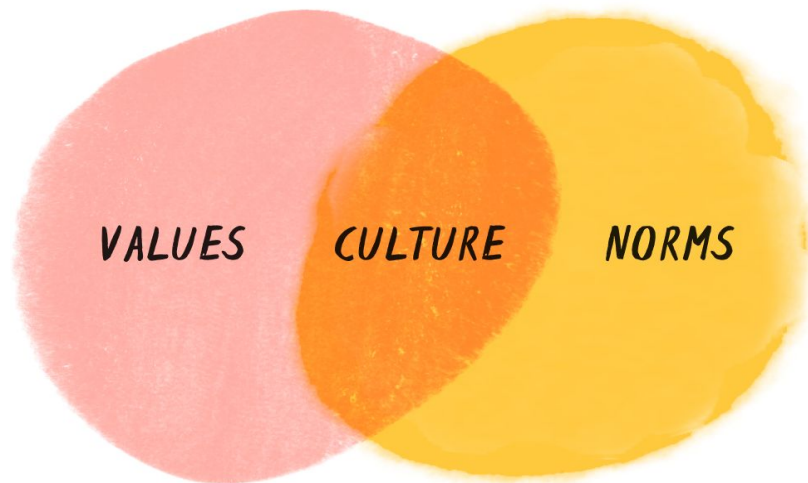
Welcome!

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.

Reflect to Refine and Sustain Success

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STUDENT SUCCESS TEAM REFLECTION AND ACTION PLANNING TOOL

April 24, 2025

Reflect to Refine and Sustain Success

Turn insights into manageable, impactful actions

Community of Practice Learning Arc 2024 - 2025



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Community of Practice Learning Arc 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 adopt, 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



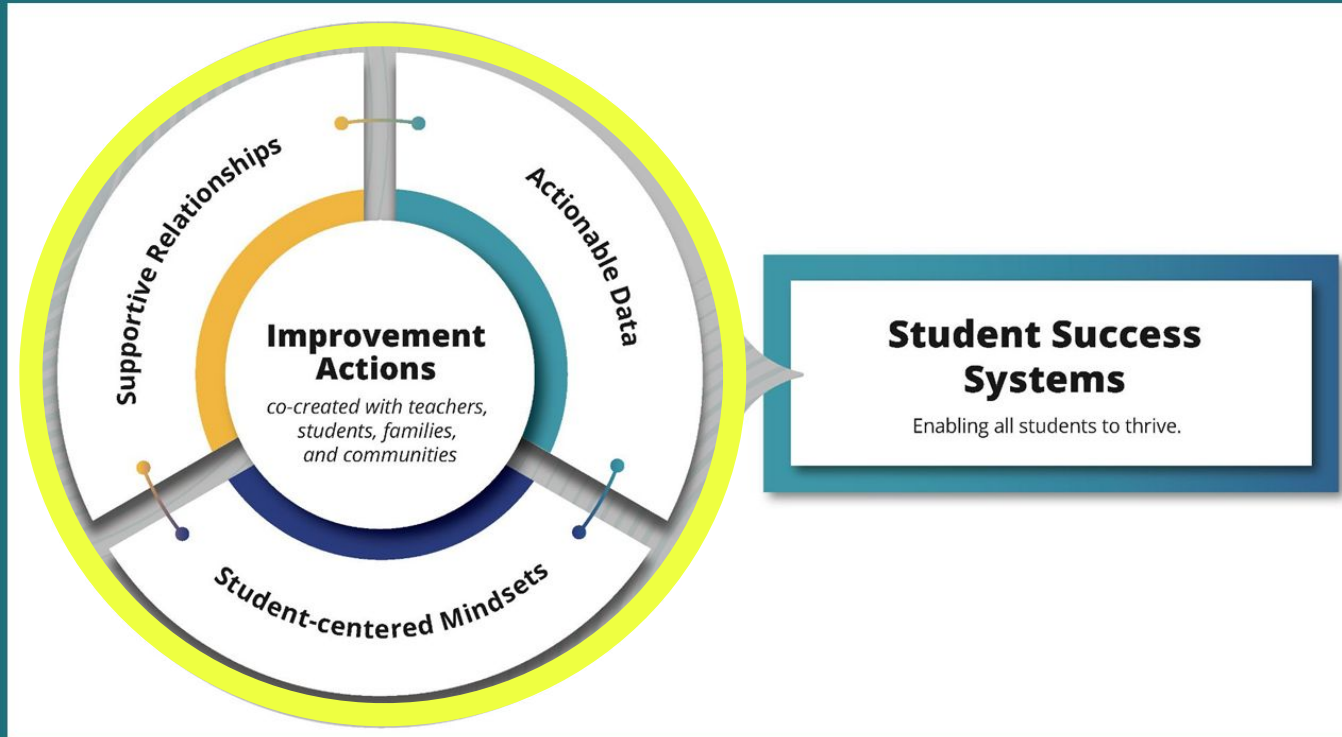
Design Strategic Student-Centered Actions

Turn insights into manageable, impactful actions.

Apr 24



Enabling Conditions



Defining Reflection

The intentional practice of pausing to think deeply about our experiences, beliefs, and actions in order to learn and grow

Why is Reflection Important?

- Interrupts the habit of moving from one action to the next without fully understanding what's working and why
- When we take time to reflect, we improve faster and more deeply than by simply doing more
- This is where the real learning happens!
- Allows us to lead with our whole selves

Behaviors & Attitude for Reflection

**Intentional
meeting
preparation**

**Use of Tools
& Protocols**

**Model
Vulnerability**

**Mistakes are
learning
opportunities**

**Curiosity,
humility, and
generosity
are valued**

**Embrace
slowing down**

In the chat...

Which behaviors and attitudes are already present or would be easy to integrate into your work?

Pair Convo: What Could Shift?

If reflection were a core part of your leadership & success team - not an add-on - what would you need to do differently?

Practice Time!

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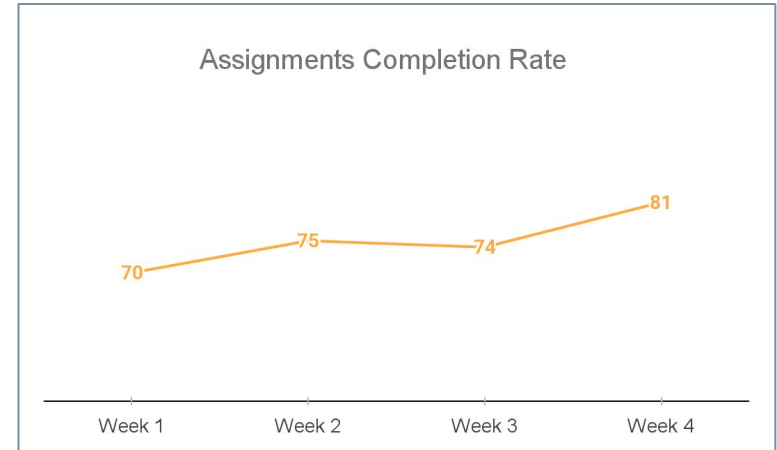
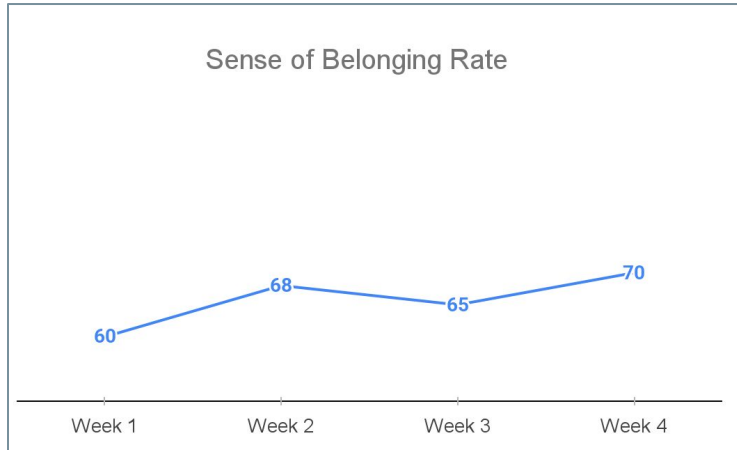
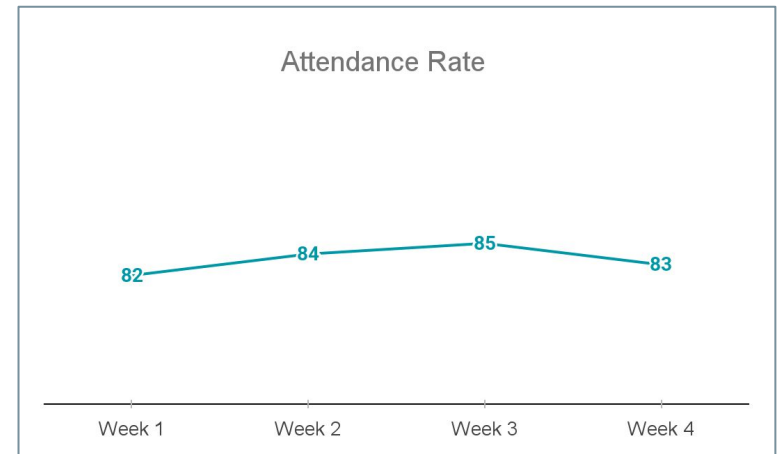
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Reflection Example

<p>What did you notice about how students engaged with the routine/action?</p> <p>What did you learn about your students?</p>	<p>What moments in the routine/action revealed students' assets & strengths—academic, cultural, social, or otherwise?</p>	<p>Did your prediction come true? Why or why not?</p>	<p>What signs or outcomes told you that you were seeing success?</p> <p>What does the data tell you about what's working?</p>	<p>What are you most proud of in your process?</p> <p>What are areas of growth?</p>
<p>Students engaged meaningfully. Many chose to discuss with a partner or a friend, which encouraged collaboration and deeper conversation. Some students who are usually quiet felt more comfortable sharing in this format, especially when paired with someone they trusted</p> <p>I learned that students value having a say in their learning and appreciate when their feedback is taken seriously. Their responses revealed a range of learning preferences, from hands-on activities to quiet reflection time.</p>	<p>When students shared reflections in pairs or small groups, their social-emotional strengths stood out. They listened to each other with empathy, and some even translated or rephrased ideas for peers who needed more support. I also noticed students drawing from their cultural experiences to explain what resonated with them in the lesson.</p>	<p>Yes, my prediction mostly came true. Students did show up more often, participated more, and complete more work. I believe this happened because they felt seen and heard, and the routine gave them a sense of ownership over the classroom environment.</p>	<p>I saw increased attendance and class participation. Students were more likely to raise their hands, contribute to discussions, and stay after class to clarify ideas. The monthly survey on belonging also showed an uptick in students saying they felt part of the classroom community.</p> <p>The survey results, combined with attendance and assignment completion rates, suggest that students feel more connected to the classroom environment. The qualitative data from their exit reflections gave insight into what teaching strategies were resonating most, helping me tailor instruction.</p>	<p>I'm proud that I created a space where student voice is not only heard but integrated into future lessons. It felt like a shift from teacher-led to co-constructed learning, and that empowered both me and my students.</p> <p>I need to build more consistency in incorporating feedback into lesson planning. I also want to ensure that all students, especially those less vocal, have equitable opportunities to share and influence classroom decisions. More intentional scaffolding and check-ins may help with this.</p>

Data collected



Adopt, Adapt, Abandon



We love it! The action worked well and can be scalable.



Results are not quite what we wanted – but could be tweaked.



We've tested several times – but it's just not working out.

Individual Reflection...



What might feel clear or challenging when considering what to adopt, adapt, or abandon?

Adopt, Adapt, Abandon - Your Turn in Trios!

Based on the team's reflection & data, decide if they should **Adopt, Adapt, or Abandon** the intervention.

What worked, for whom, and under what conditions? And how do you know?



What should the team do?

A Adopt

B Adapt

C Abandon

Share in the chat or aloud...

What felt clear or challenging as you considered what to adapt, adopt, or abandon?

How can you apply this process to your context?

How can you apply this process to your context?

- Facilitate conversations that encourage openness & curiosity, rather than defensiveness
- Model vulnerability
- Modeling listening strategies
- Building shared norms for how teams talk about data
- Creating space for reflection at the end of meetings



STUDENT SUCCESS SYSTEMS: STRONG SUPPORTIVE RELATIONSHIPS

Definition

High-quality student success systems build upon and strengthen supportive relationships. Four types of supportive relationships provide the foundation for student and school success—school adults and students, students and students, school adults and school adults, and school adults and parents/caregivers. These relationships depend on a school culture of belonging where everyone feels validated, accepted, affirmed, and treated fairly.

Reflect on Relationships

The relationships that support effective student success systems occur across district and school teams and structures. What these relationships look like are unique to the contexts of school communities. Putting relationships at the center prompts meeting students where they are, and opens doors for parents, caregivers, and families to become essential members of the school community. Connected relationships are multi-dimensional and grounded in four types of supportive relationships (school adults and students, students and students, school adults and school adults, and school adults and parents/caregivers).

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.

- Systems
- Data
- Adult Relationships
- Culture of Belonging



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Share Your Feedback!



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.

<https://bit.ly/GPCOP24-25>

Looking forward...

Subscribe to our newsletter for the latest CoP details!

Check us out on X
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Thank you!

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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?
<p>Reflective exit question: <i>What is an example of something you found valuable in today's lesson?</i></p> <ol style="list-style-type: none"> 1. Individually 2. Partner with a friend 3. Partner with someone new <p>Switch subjects reflection is done in (ex. Week 1 - English, Week 2 - Math)</p> <p>It gives student's voice & feedback to teacher. Feedback should be incorporated into future lessons.</p>	<p>More of what students resonate with as learners will become part of the classroom culture.</p> <p>It makes classroom more inclusive.</p>	<p>Students will participate in class more, show up more often, complete projects and homework.</p>	<p>Students feel more of a sense of belonging in the class.</p> <p>Attendance & grades.</p> <p>Once a month short survey asking students about their sense of belonging in the class.</p>	<p>I hope to learn the different types of learning preferences I have in the classroom.</p> <p>I hope to become more agile in how I teach.</p>

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

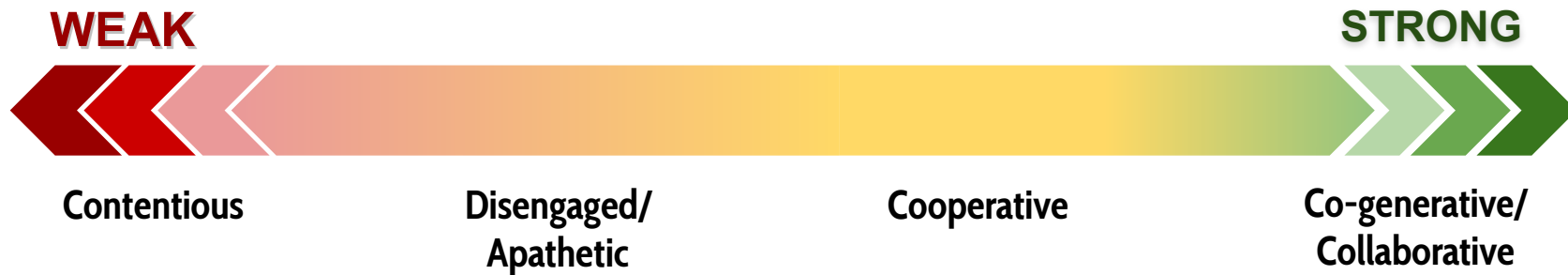
Student Success systems work when the adults implementing them develop a shared understanding of their purpose including:

- 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



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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Engaging and supporting all students so they can graduate on a pathway to postsecondary success

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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.

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?

Student-centered Mindsets

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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.	<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>

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?