

Build Shared Mindsets Through Data Conversations

Unlocking the Power of Data to Drive Student Success
GRAD Partnership Community of Practice

October 30, 2025

Name a feeling that surfaces when you
hear the word *data*?
(Drop answer in the chat)

THE GRAD
PARTNERSHIP

Advancing Student
Success Systems

The GRAD Partnership for Student Success

1 WHAT

Partnering with communities to use high-quality student success systems so that schools are empowered to graduate all students ready for the future.

3 HOW

- Providing multiple types of technical assistance to schools, districts, and states
- Building capacity of local Intermediaries to support schools/districts
- Developing tools and resources

2 WHO



Objectives

Participants will be able to:

- **Plan a team data conversation to mine for implications for adult practice.**
- Utilize student experience data to strengthen your understanding of the problem before identifying solutions.
- Design solutions and plan action-reflection cycles.
- Reflect on progress and refine actions for the future.

Our Team



Sarah Howard
Deputy Director



Lauren Musial
Senior Transformation
Coach

**UChicago
Network for
College
Success**

Proud
GRAD Partnership
Organization

GRAD Partnership Community Members

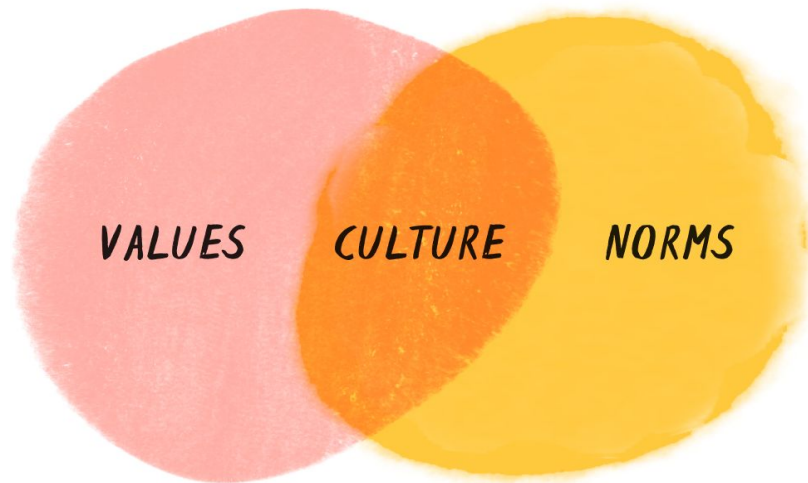
Welcome!

In the chat, please share
your name, organization,
and location.

SO GLAD
YOU'RE
HERE!

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.

Activity Guide

Link in chat

- Protocols
- Resources

October 30, 2025

Build Shared Mindsets Through Data Conversations

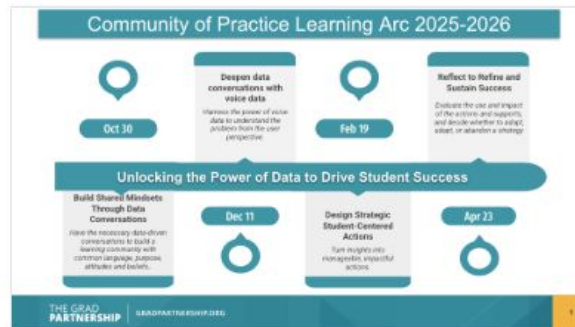
Objectives

Participants will be able to:

- Plan a team data conversation to mine for implications for adult practice.
- Utilize student experience data to strengthen your understanding of the problem before identifying solutions.
- Design solutions and plan action-reflection cycles.
- Reflect on progress and refine actions for the future.

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



Community of Practice Learning Arc 2025-2026



Oct 30

Deepen data conversations with voice data

Harness the power of voice data to understand the problem from the user perspective.



Feb 19

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

Build Shared Mindsets Through Data Conversations

Have the necessary data-driven conversations to build a learning community with common language, purpose, attitudes and beliefs..

Dec 11



Design Strategic Student-Centered Actions

Turn insights into manageable, impactful actions.

Apr 23



Student Success System

- A way to organize a school community to help address **school-wide** achievement patterns and school culture issues, increase school connectedness and a sense of belonging among students, and meet **individual** student needs.
- Combines a focus on building strong **relationships** with real-time, actionable, holistic **data**, result in strategic improvement **actions**, and are shaped by student-centered **mindsets**.

Impact

After 1-2 years of implementing student success systems, schools saw **reductions in chronic absenteeism** and **fewer course failures**



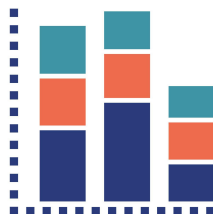
Data from the GRAD Partnership's first year show that implementing **student success systems** can help schools deliver supports that help meet the post-pandemic needs of all students, increase course performance & reduce chronic absenteeism.

#GRADPartnership | gradpartnership.org

Four Components of Student Success Systems



**Student-Centered
Mindsets**



**Real-Time,
Actionable,
Holistic Data**



**Strategic
Improvement
Actions**



**Strong,
Supportive
Relationships**

What makes a good data conversation?

THE GRAD
PARTNERSHIP

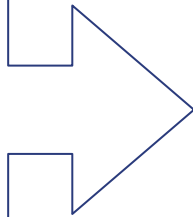
[GRADPARTNERSHIP.ORG](https://gradpartnership.org)

Advancing Student
Success Systems



| Holistic, Real-Time, Actionable Data

- Research-based predictive indicators
- Insights from teachers, school staff, students, and families/caregivers
- Information about student well-being, belonging, school connectedness, and experiences in their classrooms.



- Continually available throughout the school year in as real time as possible
- Available at the student and teacher level,
- Actionable by school- and district-level personnel.

What is data for?



Data for Accountability

- School ratings
- Educator Evaluations
- Common lens with which educators view data



Data for Improvement

- Student data that informs PLC practice
- Non-evaluative
- Shared



Data for Transformation

- Undergird both Accountability & Improvement data
- Least served students in every school (who are they & what are their experiences & outcomes)
- Varied data: Outcome, voice, street data



| Student-Centered Mindsets



- A collective understanding of purpose and commitment to centering students
- Adults work together with shared focus on, for example:
 - Equity
 - Inclusion
 - Empathy
 - Proactivity
 - Student agency

SELF-AWARENESS AND
SELF-LOVE MATTER.

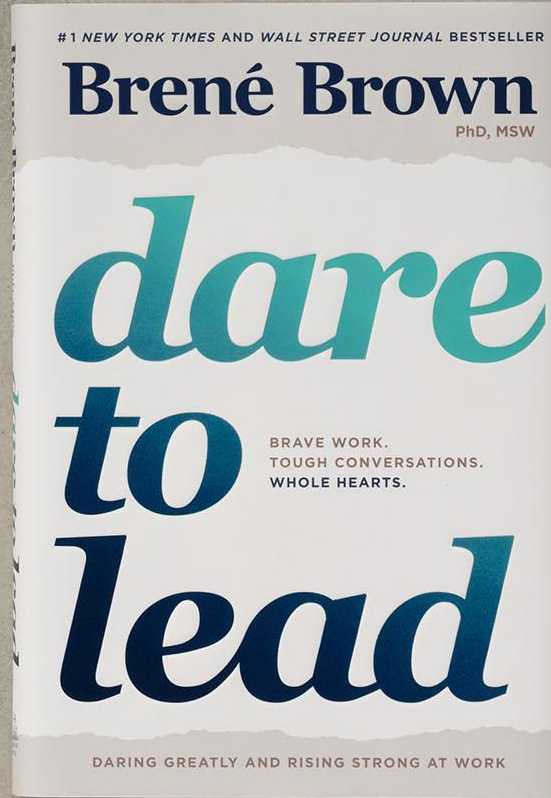
*Who we
are is
how we
lead.*



Brené Brown

Armoring Up - Individual Reflection

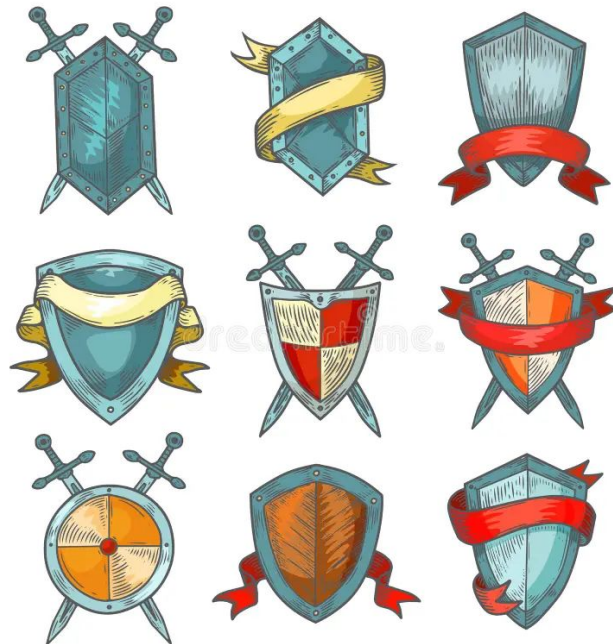
Read the excerpt and reflect silently in your activity guide.



Reflect and respond to the questions to prep for a partner share.

Armoring Up

- Fear of failure
- Perfectionism
- Withholding recognition
- Numbing or disassociation from feelings
- Over-explaining



Armoring Up – Pair Conversation

- In what ways do you armor up when you see data?
- What type of data makes you armor up more?
- How could you take that armor off to truly learn from the data?

Armoring Up - Plenary Debrief

What are you learning about your armor and its impact on your leadership?

How could you start supporting your team members to begin lowering their armors?

Armoring Up - Key Takeaways

- Armors vary based on our identities, and they act as a signal for us to process our emotions and choose to be vulnerable, courageous leaders.
- Armoring up may feel protective, but it ultimately hinders genuine connection, growth, and effective leadership.
- Courageous leadership is modeled by lowering our armor which also supports authentic connections.
- Leaders are responsible for creating spaces and conditions that support team members in lowering their armor and being vulnerable together, making them more likely to center students.

ATLAS Protocol

- Encourages openness and reflection
- Allows for observation before action
- Gives us the permission to be curious
- Helps us work through our assumptions
- Helps refine the actions we take

ATLAS Protocol

Process	Questions/Considerations	Example Statements
1. Silent, independent data review - 4 minutes	As you process, keep in mind our Mindsets: • Empathy rather than judgment. • Strength and asset-based thinking. • Belief in growth and agency. • Inclusion and respect for each person's whole experience.	<i>That is surprising or disappointing, but I am staying curious and want to know more.</i>
2. Describe the data (what do you see?) - 4 minutes	Look for patterns, trends, and facts for groups of students.	<i>I see that our latinx boys have an avg. 85% which is lower attendance than other student groups.</i>
3. Wonderings and assumptions (what does the data suggest?) - 6 minutes	Consider multiple perspectives: name supports that are working well or not as well; consider the impact on student experiences.	<i>I can interpret that our latinx boys may not be feeling as connected to school right now.</i>
4. Implications for our team (what does this mean for our work?) - 4 minutes	Name immediate and long term action steps to improve equitable outcomes and how you will track progress.	<i>Schedule focus group in the next 2 weeks with latinx boys who have low attendance. Discuss feedback at next grade level meeting.</i>

Sample Student Data

Linked in your
Activity Guide

GP CoP | Sample Data

File Edit View Insert Format Data Tools Extensions Help Ask Gemini

100% 123 Arial 10 B I A

J5 3.5+

	A	B	C	D	E	F	G	H	I	J		
	Table1											
#	Student ID	Student Name	Gender	Race	ELL	DL	Attendance Range	#	Current Avg GPA	# of Fs	GPA Range	9th Grade
2	95909243	Student A	F	Hispanic	Yes	No	75-89	1.57	1	0-2.0		1
3	93302641	Student B	M	Caucasian	No	Yes	75-89	1.86	2	0-2.0		2+
4	95964861	Student C	F	Hispanic	No	Yes	50-74	2.50	0	2.5-2.9		0
5	99562591	Student D	F	Asian	No	No	90-100	3.71	0	3.5+		3.0+
6	90871081	Student E	F	African-American	No	No	90-100	2.50	0	2.5-2.9		0
7	91239314	Student F	F	Caucasian	Yes	No	90-100	2.50	0	2.5-2.9		0
8	91432354	Student G	F	Caucasian	No	No	75-89	2.57	0	2.5-2.9		0
9	99155546	Student H	M	Asian	Yes	Yes	90-100	3.50	0	3.5+		3.0+
10	99546165	Student I	F	Hispanic	No	No	90-100	4.00	0	3.5+		3.0+
11	99814099	Student J	F	Hispanic	No	No	90-100	3.57	0	3.5+		3.0+
12	94038737	Student K	F	Hispanic	Yes	Yes	90-100	2.86	1	2.5-2.9		1
13	99462969	Student L	F	African-American	No	Yes	90-100	3.00	0	3.0-3.4		3.0+
14	91966873	Student M	F	Asian	No	Yes	75-89	1.86	3	0-2.0		2+
15	99550198	Student N	F	African-American	Yes	Yes	90-100	3.50	0	3.5+		3.0+
16	99004724	Student O	F	Asian	No	No	90-100	3.86	0	3.5+		3.0+
17	94698381	Student P	M	Hispanic	No	No	90-100	2.25	0	2.0-2.4		0
18	90403952	Student Q	F	African-American	Yes	No	50-74	0.29	6	0-2.0		2+

Sample Data Graphs

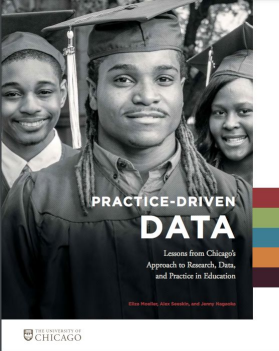
Debrief the process

How did you experience processing data in this way, paying attention to Shared Mindsets?

Share in the chat...



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



Data for Transformation

*“Efforts to use data for improvement begin to create a culture where educators take data for accountability as a given, but where **data for improvement becomes a core part of the culture** ... It is a mistake to focus solely on either function for data ... committing to using data for improvement requires committing to **openness, reflectiveness,** and some amount of **risk-taking** on the part of leaders who must be **willing to learn alongside** their systems and schools.”*

THE GRAD
PARTNERSHIP

GRADPARTNERSHIP.ORG

Advancing Student
Success Systems

“Practice-Driven Data: Lessons from Chicago's Approach to Research, Data, and Practice in Education”,

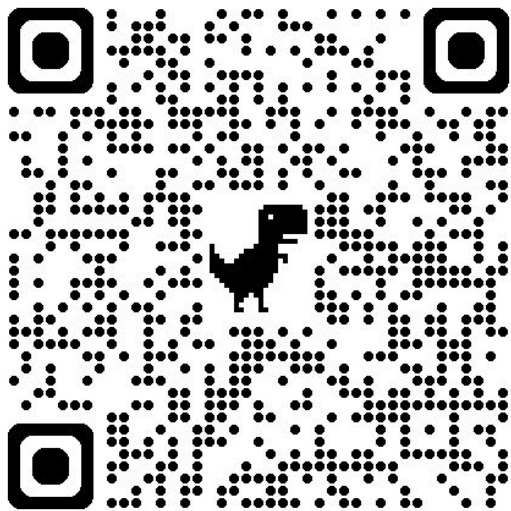
Closing Moves

THE GRAD
PARTNERSHIP

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

Advancing Student
Success Systems

Share Your Feedback!



<https://tinyurl.com/GPCOP25-26>



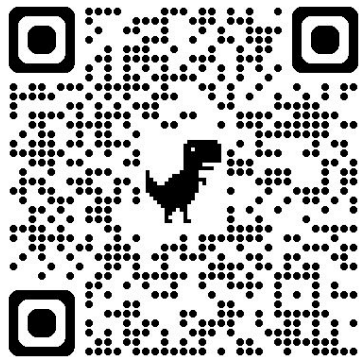
Grad Partnership Community of Practice (SY25-26)

Thank you for being part of our community - and for offering honest feedback and input to create engaging community meetings.

Looking forward...

Register for Dec 11 CoP:

Session 2: Deepen Data
Conversations with Voice Data



Find us on:

- LinkedIn (The GRAD Partnership)
- X (@GRADpartners)

Subscribe to our
newsletter for the
latest CoP details!



Thank You

THE GRAD
PARTNERSHIP

GRADPARTNERSHIP.ORG

Advancing Student
Success Systems