

Design Strategic Student-Centered Actions

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

Feb 19, 2026

Share in the chat

Which team's action planning are you thinking about today?

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.

2 WHO



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



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



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

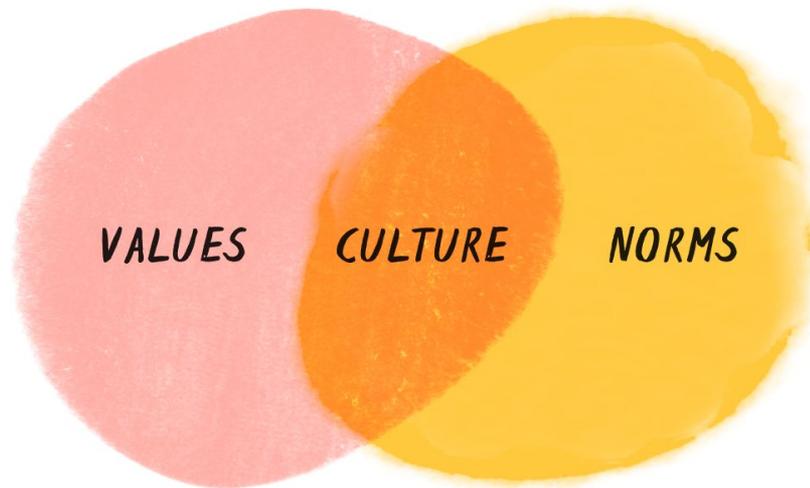
Welcome!

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

SO GLAD
YOU'RE
HERE!

Community Agreements

- **Share to learn:** Share stories and air time
- **Accept non-closure**
- **Use the ideas, keep details in the community**
- **Make room for joy**
- **Turn cameras on in small groups**



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

February 19, 2026

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Community Agreements

- We, not me: Share stories and air time
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- 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



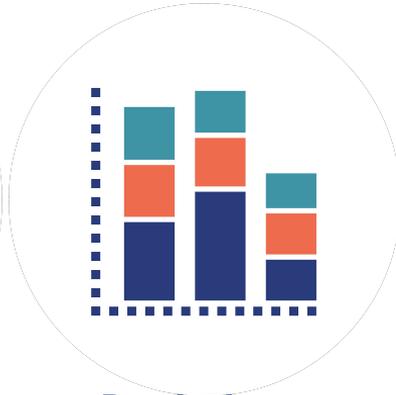
Student Success System

- 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**.

Four Components of Student Success Systems



Student-Centered Mindsets



Real-Time, Actionable, Holistic Data

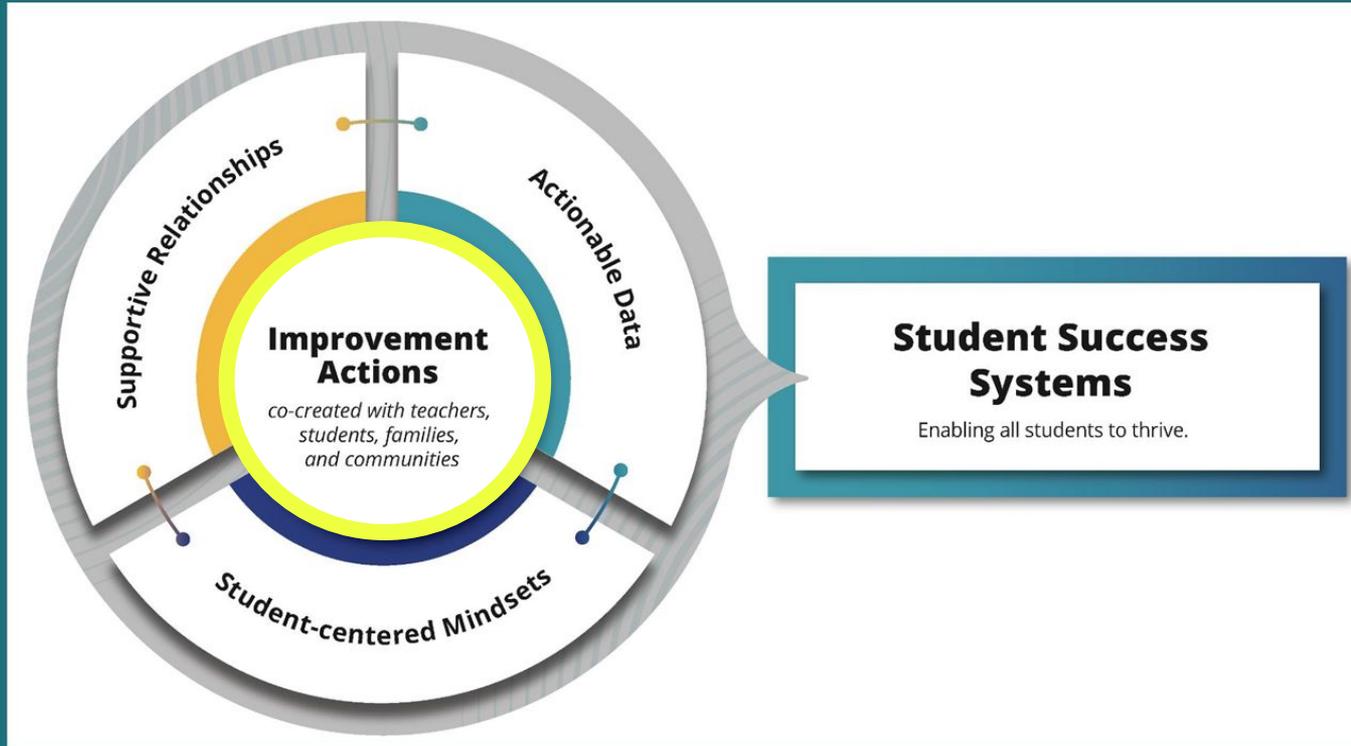


Strategic Improvement Actions



Strong, Supportive Relationships

Enabling Conditions



Centering Students

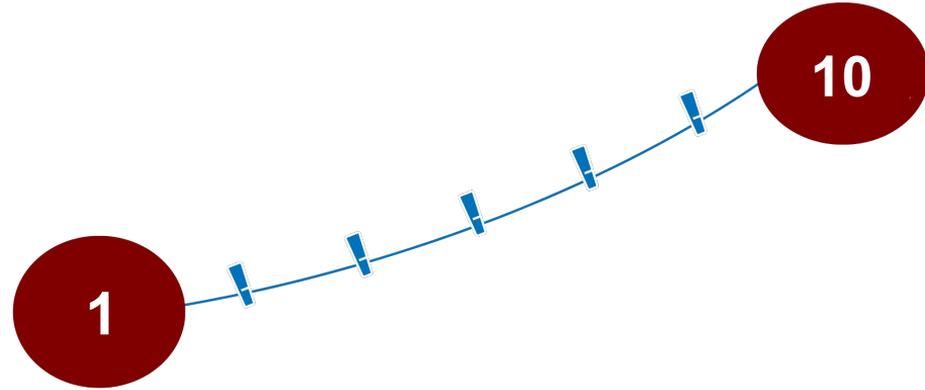
Key Actions for Sharing Power:

- **Respect Me:** Taking young people seriously and treating them fairly.
- **Include Me:** Involving them in decisions that affect their lives.
- **Collaborate:** Working together to solve problems and achieve goals.
- **Let Me Lead:** Creating opportunities for them to take action and lead.

Rating confidence scale 1-10

Amanda Baltikas's screen

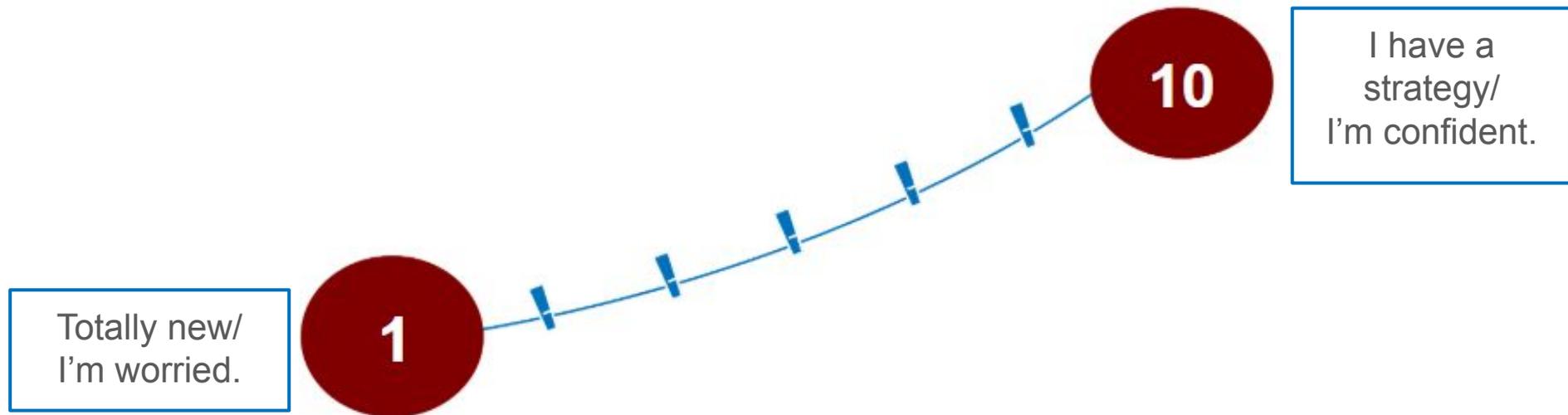
- ✓ Fit to window
- 50%
- 100%(Original size)
- 150%
- 200%
- 300%
- Request remote control
- Annotate
- Pop out



Toolbar icons: Mouse, Text, Draw, Stamp, Arrow, Eraser, Format, Undo, Redo, Clear, Save

Secondary toolbar icons: Arrow, Checkmark, X, Star, Heart, Question mark

How confident do you feel centering students in these ways?



Respect Me Include Me Collaborate Let Me Lead

Designing Student-Centered Actions

- Real-time, evidence-based data
- Centering student experience over adult convenience
- Address root causes, not symptoms
- Co-designed with students, teachers, and the community

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

Case Study: 9th Grade Level Team



Student
Outcome Data
+ ATLAS
Protocol



Student
Voice/User
Voice

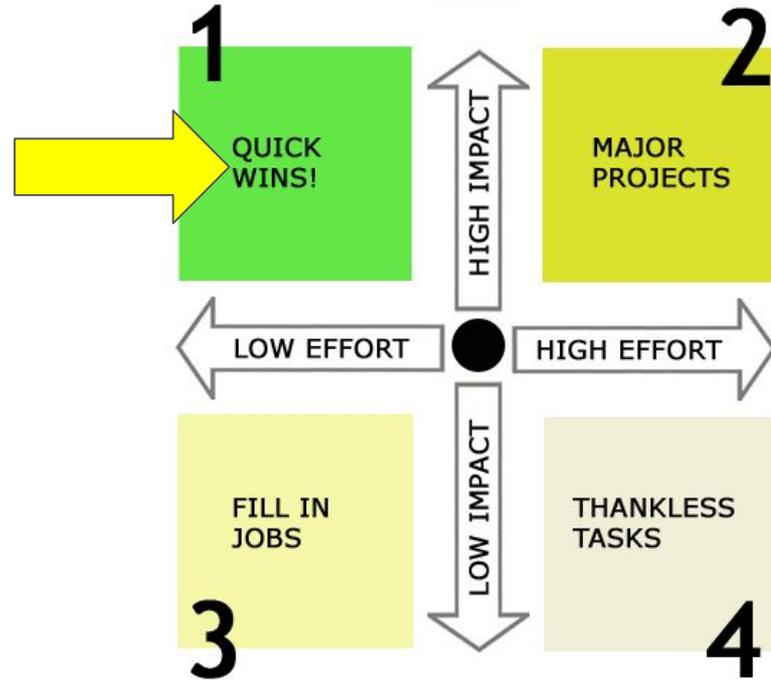


Potential
Actions

Designing Action

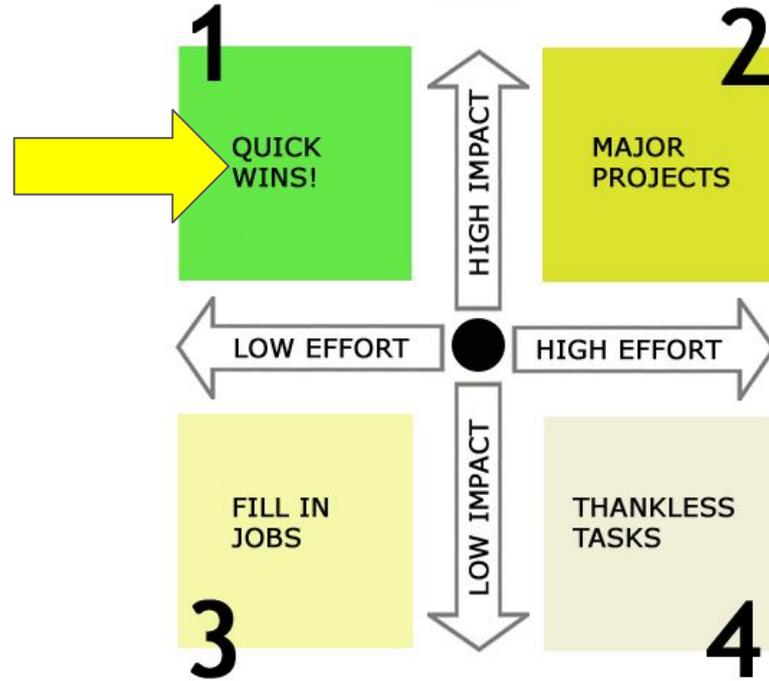
What: Prioritize actions/routines that are small and manageable

Why: It helps build knowledge about what works in your system, and why
Refine actions/routines
Build community by learning as a team



Designing Action Debrief

Drop your 1-2 Quick Wins into the chat and share WHY you prioritized these actions.



Practice Time!

Design 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)



School Example: Planning for Action

<p>Describe your action/intervention</p> <p>How are students involved in the process?</p>	<p>How does the routine build on student's assets and strengths?</p>	<p>What will success look like?</p> <p>What data will you collect to know it's working?</p>	<p>What do you predict will happen as a result of your action/intervention?</p> <p>Be specific.</p>	<p>What do you hope to learn about your process?</p> <p>What do you hope to learn about your students and school context?</p>
<p>Reflective daily exit question: <i>What is an example of something you found valuable in today's lesson?</i></p> <p>Round 1: Individually</p> <p>Round 2: Partner with a friend</p> <p>Round 3: Partner with someone new</p> <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 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>Students will participate in class more, show up more often, complete projects and homework.</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>

Small Groups

- Use one of the “Quick Wins” you identified
- Complete the chart in your breakouts
- Follow the questions to guide your planning



Debrief the process

What is one 'aha' or appreciation you have about planning this way?

Reflection Template: How do we know it's working?

<p>What did you notice about how students engaged with the routine/action?</p>	<p>What moments in the routine/action revealed students' assets—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, and what would you improve for next time?</p> <p>What do you hope to learn about your students and school context?</p>

Share in the chat...

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

Drop it into the chat!

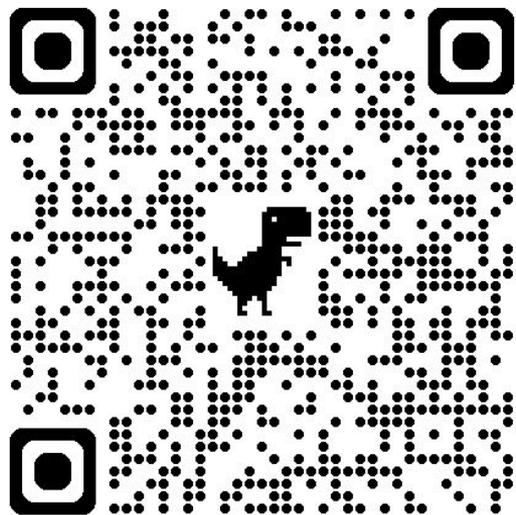
Closing Moves

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Success Systems

Share Your Feedback!



Grad Partnership Community of Practice (SY25-26)

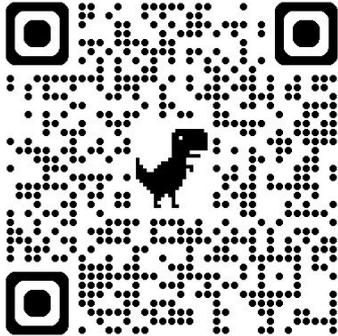
Thank you for being part of our community - and for offering honest feedback and input to create engaging community meetings.

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

Looking forward...

Register for Apr 23 CoP:

Session 4: Reflect to Refine and Sustain Success



Find us on:

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

Subscribe to our newsletter for the latest CoP details!



Thank You

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Advancing Student
Success Systems



Lowering Armors

*Dr Luke Wood —
We, Not They*



NCS Core Values of Practice Driven Data

Data strategy is a **social process** – the data is only as good as the **learning that supports it.**

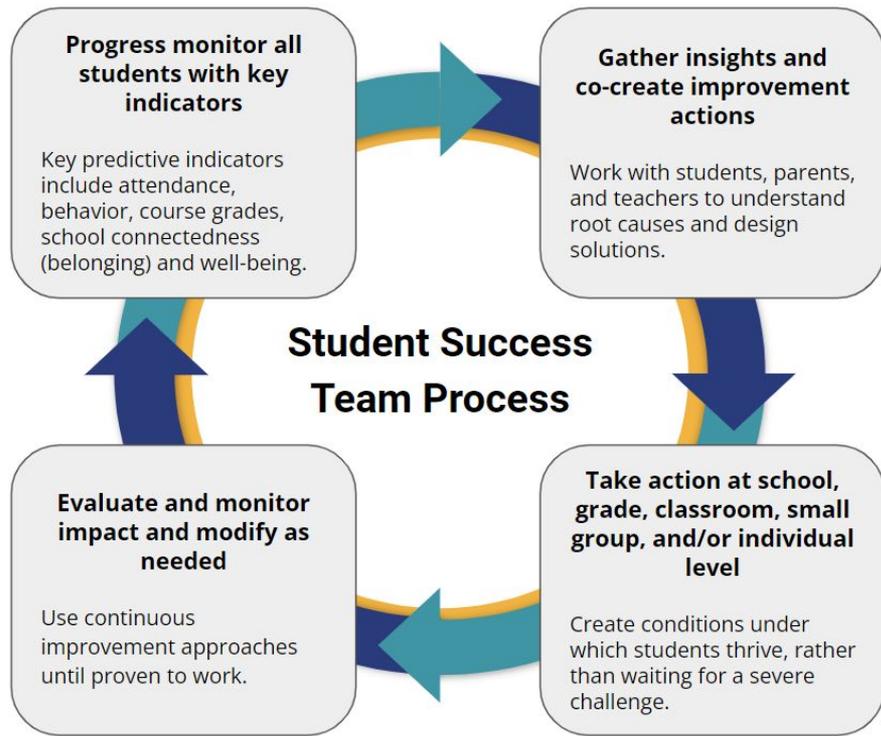
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Student Success Teams

- A group of adults who work together on a **regular basis** to implement, **continually improve** a student success system
- School community effort: school leaders, teachers, counselors



Student Success Teams

- Elements of successful teams:
 - Regularly scheduled time to work together during the school day on - minimum bi-weekly basis
 - Easy access to key, timely data
 - Clearly defined roles and responsibilities
 - Empowered to take action, advocate for changes to school practice and policy.
 - Shared set of norms that support continual reflection and improvement

Year One Impact

After one year 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

Year One Impact

- **Chronic absenteeism declined by an average of 5.4 percentage points** during the first year of student success system implementation.
 - 9th grade: 5.9 percentage point decline
 - One-quarter of grades had declines of at least 8 percentage points.
- **Course failure rate** (failing one or more courses) **declined by average of 5.0 percentage points**
 - 9th grade: 9.2 percentage point decline
 - 9th grade with solid implementation: 14.4 percentage point decline

Year Two Impact

- Schools working with the GRAD Partnership to implement student success systems are able to **meaningfully reduce their students' course failures and rates of chronic absenteeism.**

“

By combining predictive data with input from those who know students best, student success systems allow schools to strategically intervene and continuously improve. We're seeing real results because school teams are empowered to identify trends and act with a shared purpose that centers students.

—
Dr. Robert Balfanz

Director
Everyone Graduates Center, Johns Hopkins University



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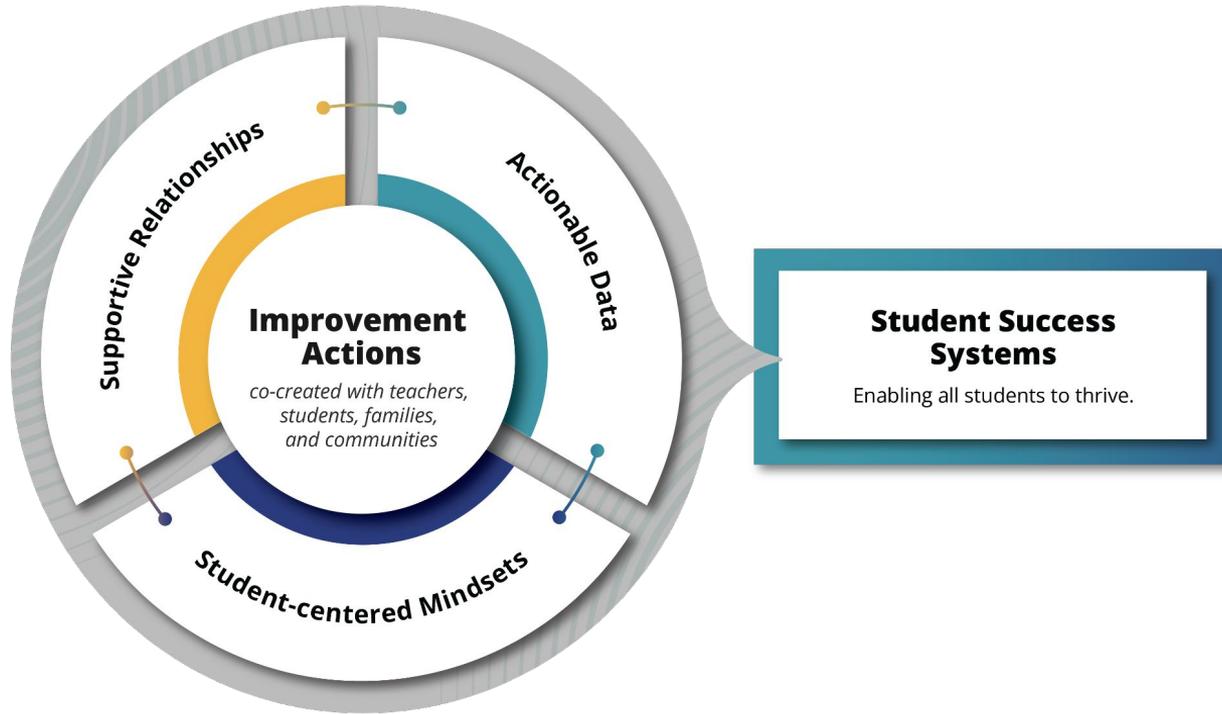
Year Two Impact

- **Chronic absenteeism declined by an average of 8 percentage points** after two years of implementing student success system.
 - 29% at baseline to 21% at end of year two (28% decline)
- **Course failure rate** (failing one or more courses) **declined by average of 11 percentage points**
 - 31% at baseline to 20% at end of year two (32% decline)
 - Similar improvement across high school, middle school and 9th grades

Organizations



Four Components of Student Success Systems



Student Success Systems are Next Generation Early Warning /On-Track Systems

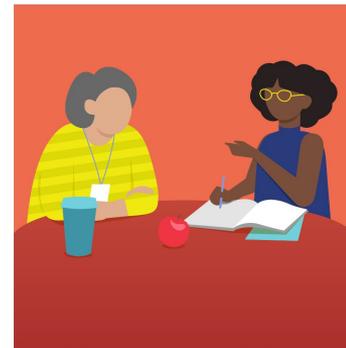
A unified system that integrates, extends, and increases the capacity of existing student support efforts, including early warning, on-track, and multi-tiered support systems.





| Strong, Supportive Relationships

- Supportive relationships in all directions:
 - School adults to students
 - Students to students
 - School adults to parents/caregivers
 - Staff to staff
- Reflected at every level of the school system, from individual relationships, to classrooms, grades and departments, schools, and across the school district





| Strategic Improvement Actions

- Use data & insights to **progress monitor all students** to identify:
 - **Patterns and trends** that can inform action
 - **Underlying (root) causes**
- Identify, develop, and implement **strategic and effective actions and supports** to address root causes.
- Evaluate the impact of the actions, and use **continuous improvement** approaches to modify or change them as needed.

*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*

Our Communicating Partners

 <p>AASA The School Superintendents Association</p>	 <p>Attendance Works</p>	 <p>Children Now</p>
 <p>CIVIC</p>	 <p>Coalition on Adult Basic Education</p>	 <p>Colorado Youth for a Change</p>
 <p>Data Quality Campaign</p>	 <p>Education Resource Strategies</p>	 <p>Education Strategy Group</p>
 <p>Florida Association of School Administrators</p>	 <p>National Association of State Boards of Education</p>	 <p>National Education Association</p>
 <p>National Education Equity Lab</p>	 <p>National Rural Education Association</p>	 <p>United Way of North Central New Mexico</p>

Our Advisory Council

Edward Anderson

Executive Director, OnTrack Greenville

Mark Dunetz

President, New Vision for Public Schools

Elizabeth Kirby

Superintendent, Cleveland Heights-University Heights City School District

Amy Szymanski

Secondary Transition and Workforce Development, Ohio Statewide Specialist, State Support Team #1

Kaaren Andrews

National Director, Center for High School Success

Zakiya Smith Ellis

Principal, Education Counsel, Nelson Mullins Riley & Scarborough

Risa Sackman

Director U.S. Education, FHI 360

Daniel Velasco

CEO, Ensemble Learning

Catalina Cifuentes

Executive Director, Riverside County Office of Education

Carla Gay

Executive Director, Innovation and Partnership, Gresham-Barlow School District

Candace Standberry-Robertson

Director of College and Career Strategy, Orleans Parish School Board

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Lorem Ipsum

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