

# Fortifying Student Success Team Processes

Student Success District Network

March 12, 2025

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

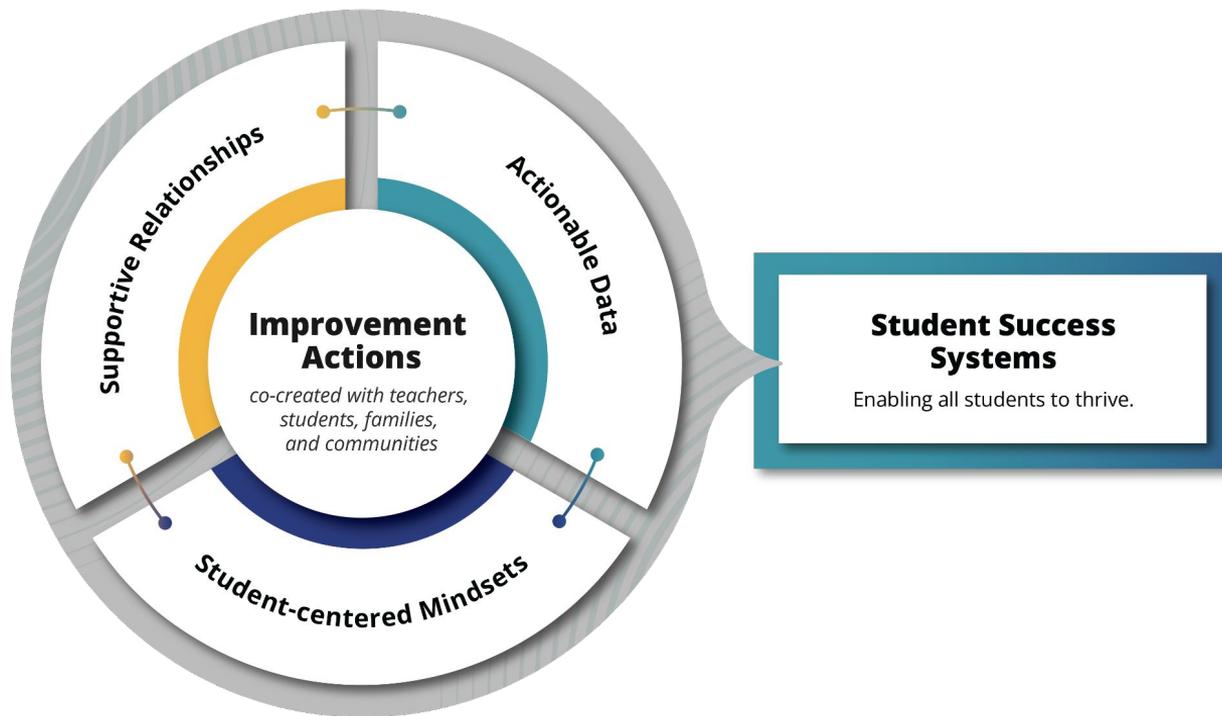


## 3 HOW

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

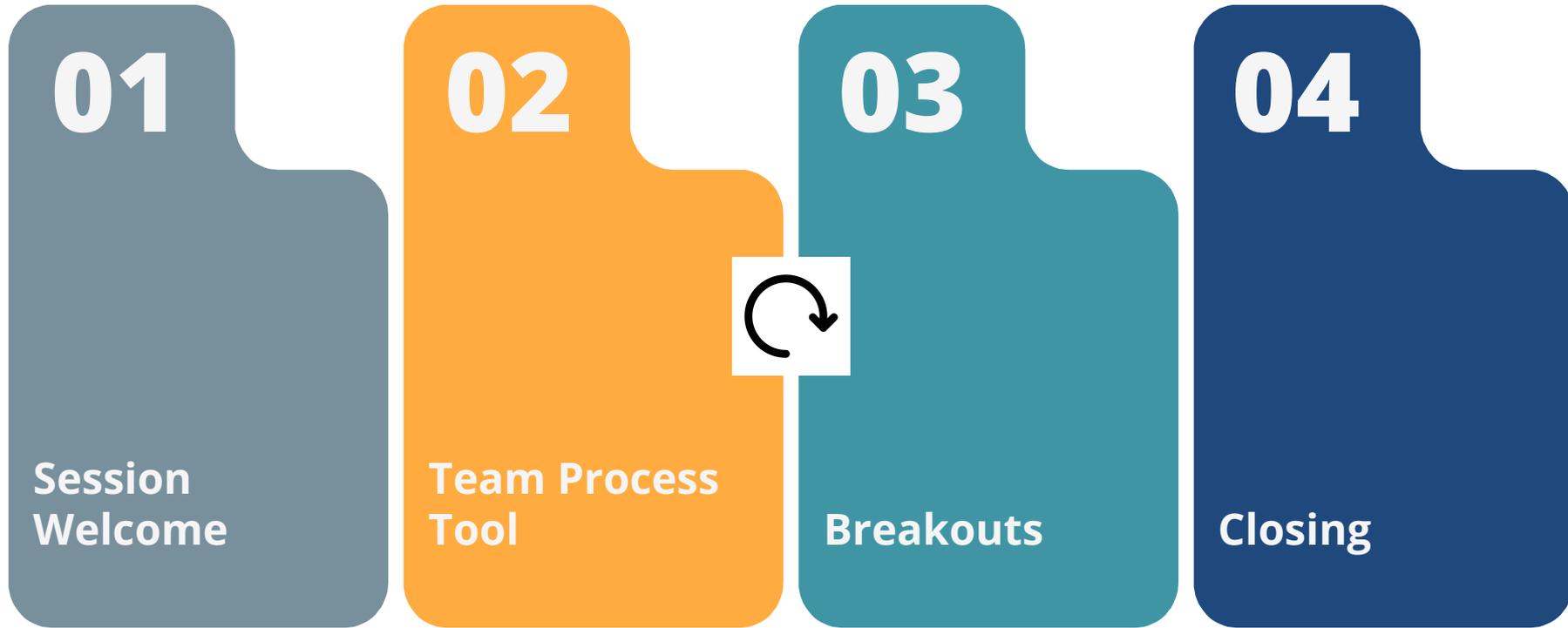


# Four Components of Student Success Systems





# Today's Session:



# Meet the Facilitators

---



**Sheena Lall**

Associate Director  
JHU School of Education

GRAD Partnership



**Marie Husby-Slater**

Student Success District  
Network Coordinator

GRAD Partnership

## Who we are

The GRAD Partnership is a first-of-its-kind, field-led collaboration of leading research, technical assistance and non-profit organizations. We partner with states, local Intermediaries, communities, and districts and schools to establish sustainable, high-quality student success systems across the nation.

# Community Norms

---

- **We, not me:** Share stories and airtime
- **Accept non-closure**
- **Use the ideas, keep details in the community**
- **Share to learn** (within the network and your team)
- **Professional over personal**
- **We are all learners**
- **There is more than one way to do this work**
- **Make room for joy**

# Setting the Stage

Important Contextual Information

THE GRAD  
**PARTNERSHIP**

Advancing Student  
Success Systems

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

# Setting the Stage

---

- District teams are already doing this work! Team process framework elevates efficiency and provides options for moving work forward.
- Consider how this approach fits with your current team structures and processes.
- Think through what is already in place and look for opportunities for improvement and alignment.

# The Process Tool

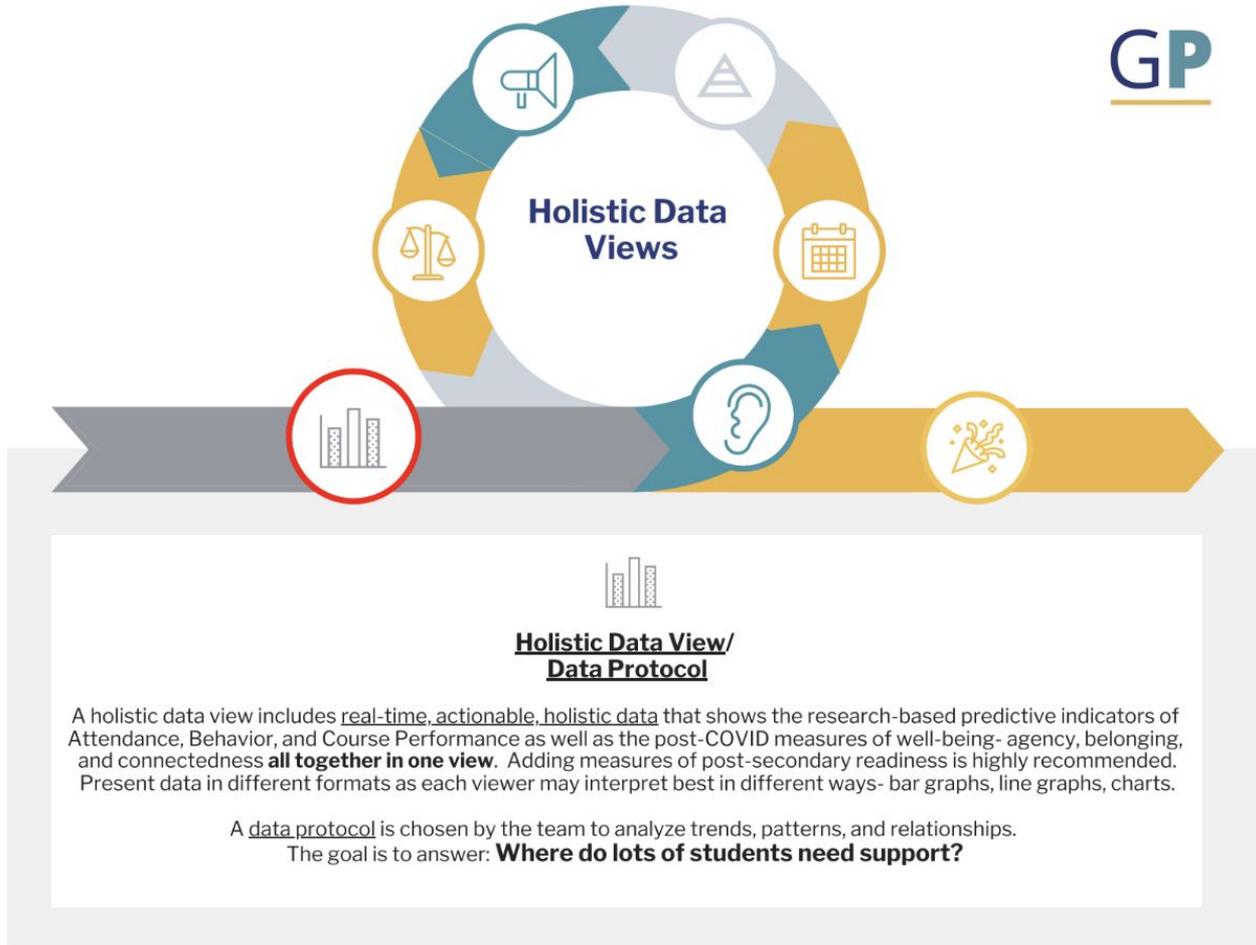
## Steps 1-3

THE GRAD  
**PARTNERSHIP**

GRADPARTNERSHIP.ORG

Advancing Student  
Success Systems





# Holistic Data Views - The Two ABC's

---

## Research-based Predictive Indicators:

- **Attendance**
- **Behavior**
- **Course Performance**

## Measures of Well-Being:

- **Agency**
- **Belonging**
- **Connectedness**

# Analyzing the Data

**Trends** - General direction of data over time; can be used to forecast future behavior

*Does attendance increase over time?  
Does sense of belonging?  
When do grades decrease?*

**Patterns** - Describe recurring sequences within the data

*How do attendance, achievement, and connectedness interact?  
Are there differences by grade level, gender, ethnicity, multilingual, special education status?*

**Relationships** - Show how changes in one variable are connected to another variable

*As connectedness increases, what happens to attendance?*

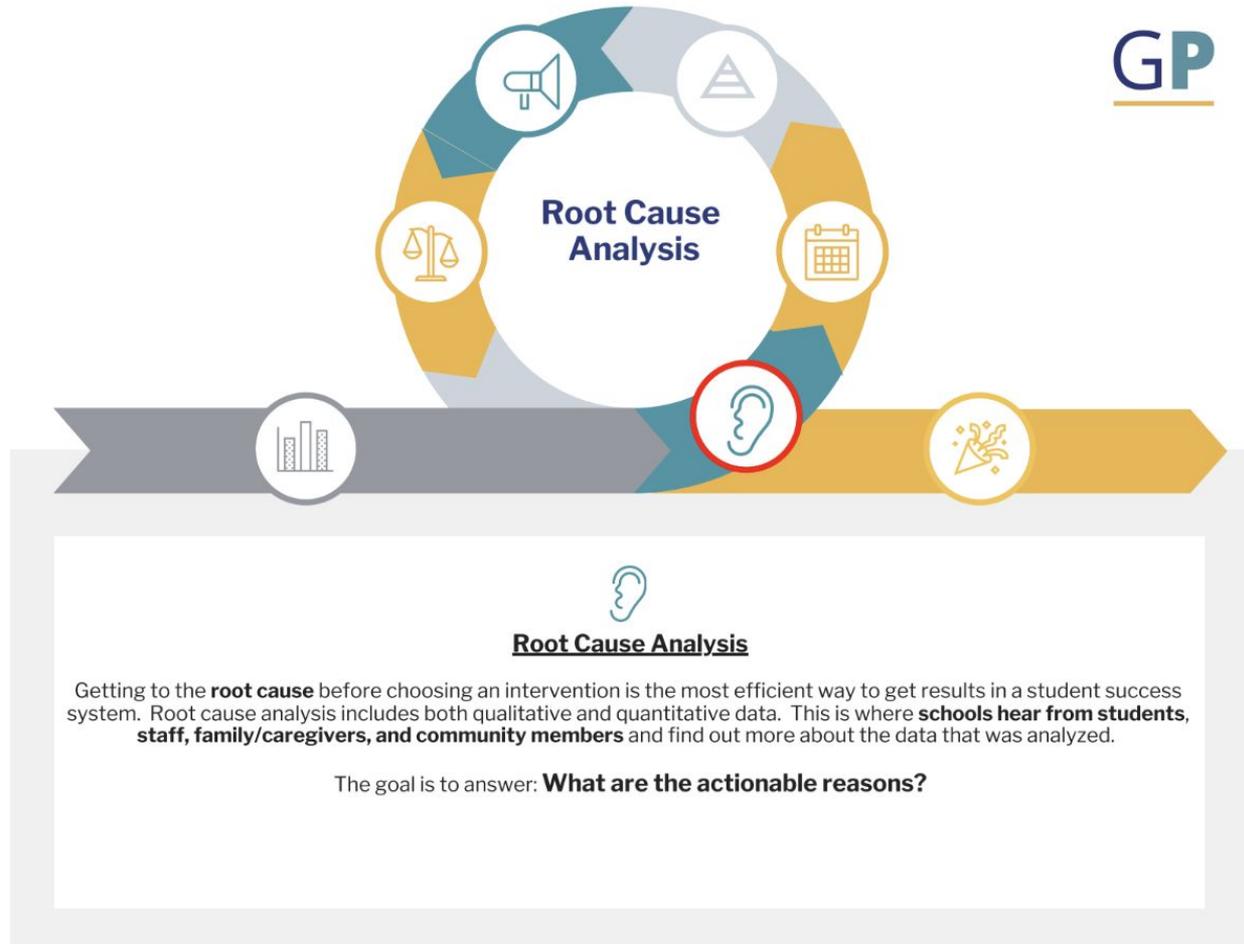
# Tips for the District Team



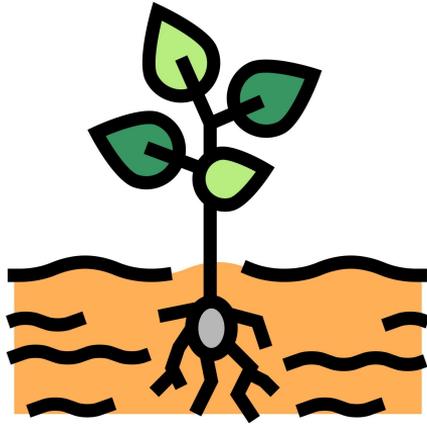
Consider a district-wide data analysis protocol so that all schools are speaking the same language



Consider ways you can integrate data systems to make this process easier



# The Root Cause Analysis



**Root Cause: The most basic, underlying, specific reason for the presence of an effect**

- ❖ They do not blame students, staff, parents, or any other factors.
- ❖ You must hear from the data-identified group to determine the root cause.
- ❖ You can address a root cause that is within your locus of control.

# Suggested Ways to Perform a Root Cause Analysis

Empathy  
Mapping/Interviews

Focus Groups

**Soliciting voice  
from students,  
staff,  
parents/caregivers,  
and the community**

Targeted Surveys

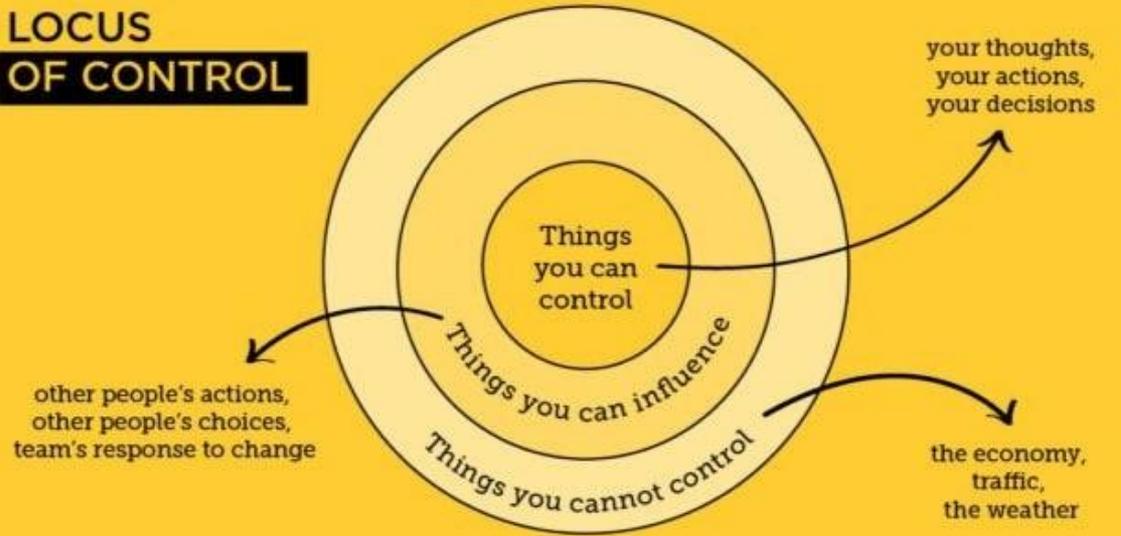
Shadow a Student

# Choosing a Root Cause to Address

## Consider important factors

- Timing
- Bandwidth
- Schedule
- Resources
- Level of impact

## LOCUS OF CONTROL



# Tips for the District Team



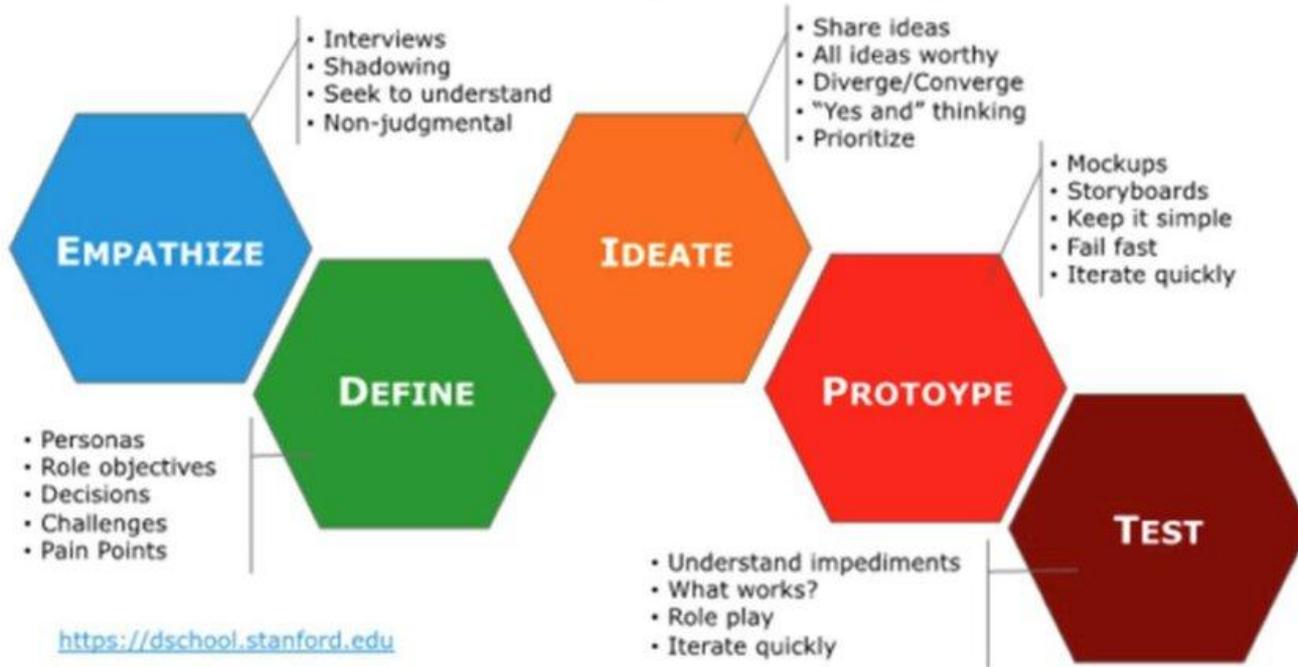
Consider a district-wide databank of potential root cause questions based on attendance, behavior, course performance and sense of belonging



Consider ways you can support schools with root cause analyses that involve family/ caregiver input



# The Design Thinking Process



# Evidence-Based Interventions

---



**MIDWEST**  
Comprehensive Center

at American Institutes for Research ■

National Center on  
**INTENSIVE INTERVENTION**

at the American Institutes for Research® ■

**Combining  
design thinking  
ideas and  
evidence based  
actions/  
interventions is  
key.**

**Your team can  
choose the order  
to do this.**

# Tips for the District Team



Consider training sessions and/or modeling design sessions for your schools



Consider resources and interventions that are already successfully established within the district

# Breakout Rooms

Steps 1-3

THE GRAD  
**PARTNERSHIP**

Advancing Student  
Success Systems

GRADPARTNERSHIP.ORG

# District Considerations

---

## Districts fulfill a dual role in student success team work

- Districts engage in holistic data processes, identify root causes, engage in design thinking for their own districtwide team processes
  - Districts influence school team processes; creating barriers to or opportunities for school success
- What can you celebrate in the process that is already in place?
- What could you change to improve the process in the future?

# Breakout Room Discussions

***In your breakout room*** - Each person chooses one step to discuss with the group:

- Data
- Root Cause Analysis
- Human-Centered Design/ Evidence-based actions/Interventions

➔ **How does district engage in this step?**

➔ **How does the district support school teams in this step?**



# The Process Tool

Steps 4-7

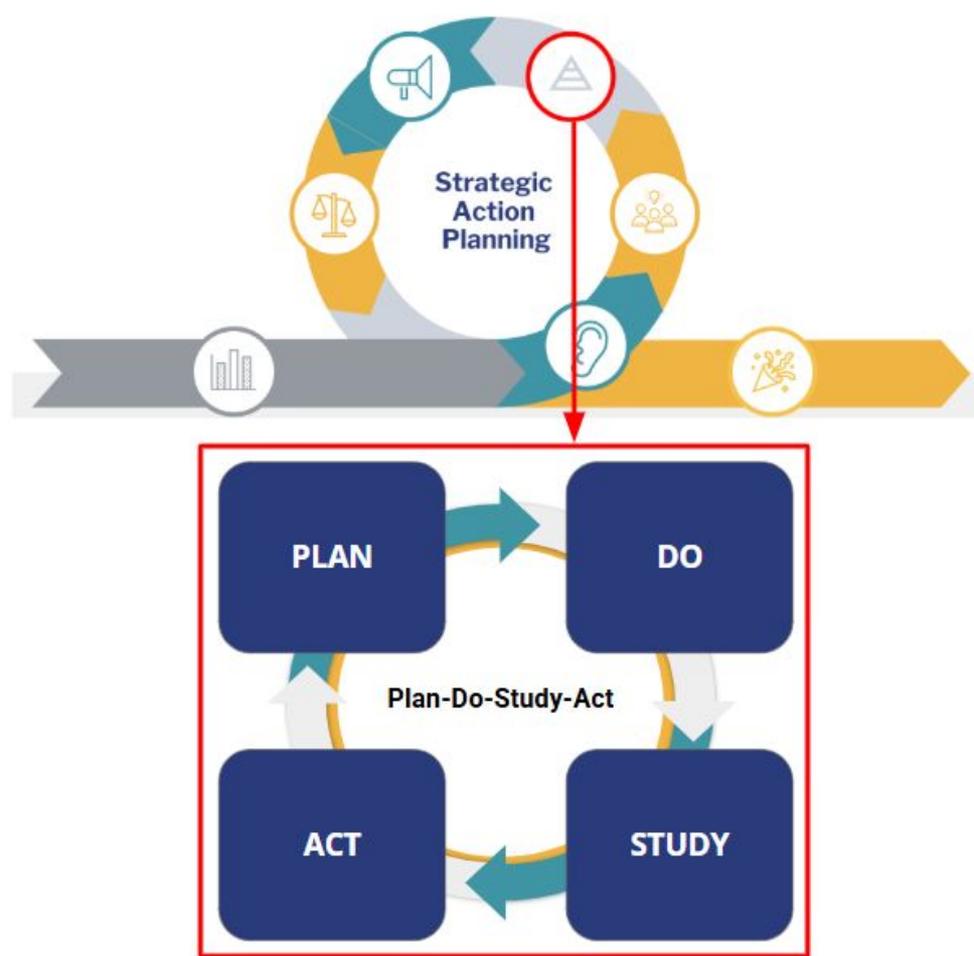
THE GRAD  
**PARTNERSHIP**

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

Advancing Student  
Success Systems



Once you've chosen your intervention, it is time to plan.



The final four steps use improvement science to help implement the intervention with fidelity and accountability, ensuring equity for all students.

# Planning the Intervention



Set a goal for your intervention - include realistic growth and a timeline



Determine how and when you will measure success - quantitative and qualitative measures can both work



Who-what-where-when-why-how?  
Who will do what when and how?

## Implementation Plan Template

- Action Steps
- Responsible
- Deadline
- Resources
- Potential Barrier
- Results

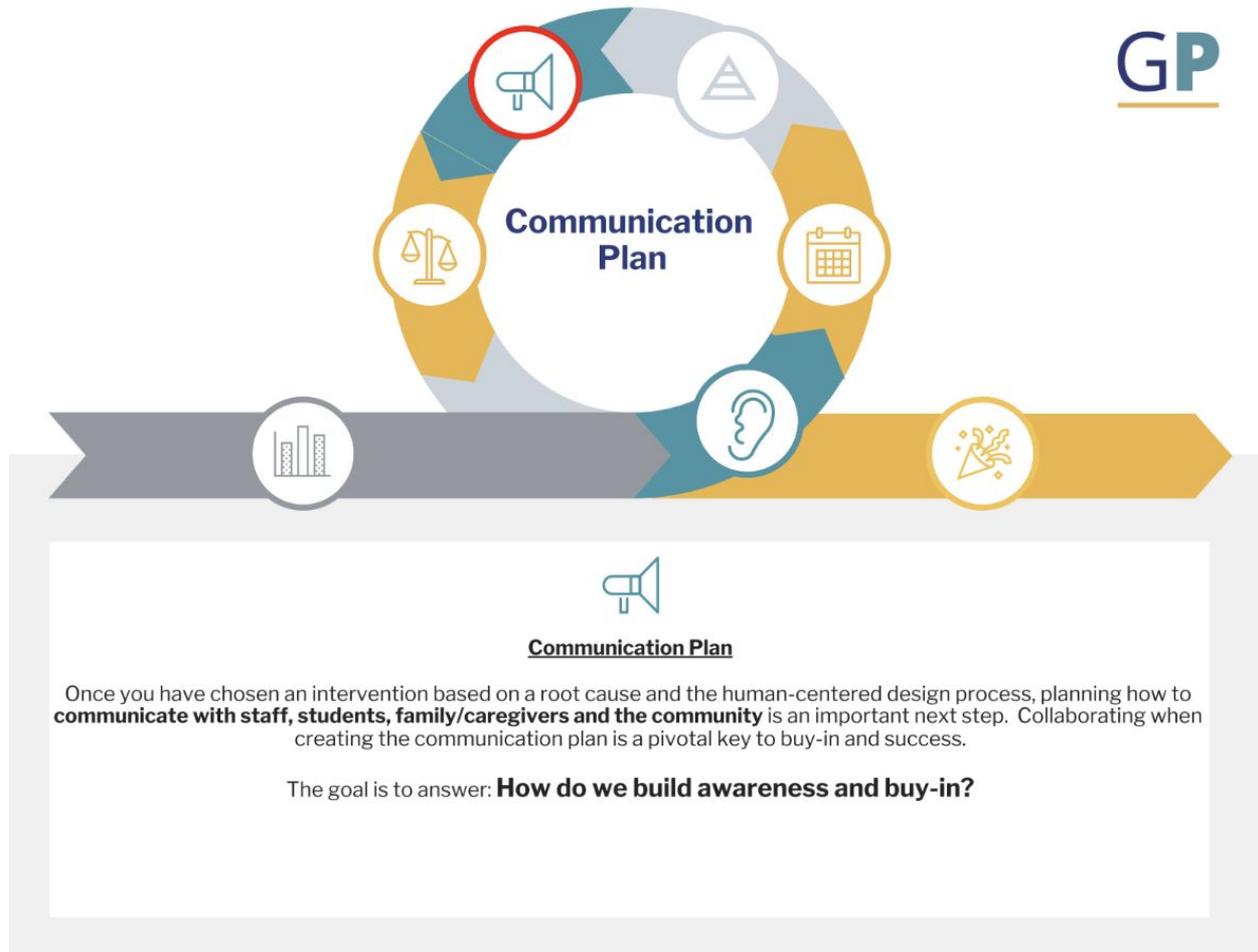
# Tips for the District



Consider creating a document for teams to use to plan and track their interventions



Consider how you can sit with teams to help them think through their intervention plans



# Communication Planning

---

Consider carefully with your team data-identified group:



1) Who needs to know about the intervention?



2) What do they need to know?



3) How will we communicate?



4) How often will we communicate?



5) Will we have data displays in the building?



6) Is there a system for feedback?

# Tips for the District Team



Consider district policies/sources for informing students, parents/caregivers, and the community of interventions



Consider how the district can make these plans transparent and accessible



# Check for Implementation Fidelity



Was the team able to do...  
...what they said they would do?  
...when they said they would do it?

Why or why not?

What supports need to be put into place to ensure implementation fidelity?

# Measuring and Monitoring

## START

What should we **START** doing?

- Things that are not being done that should be done
- Things to begin doing to get better results
- Things worth trying or experimenting with to get better results

## STOP

What should we **STOP** doing?

- Things that are not working/helping
- Things that impede or are not practical
- Not delivering desired results
- A group justifiably opposes it

## CONTINUE

What should we **continue** doing?

- Things that are working well
- Things that we want to keep
- Worth continuing to see if it works
- We like it or need it

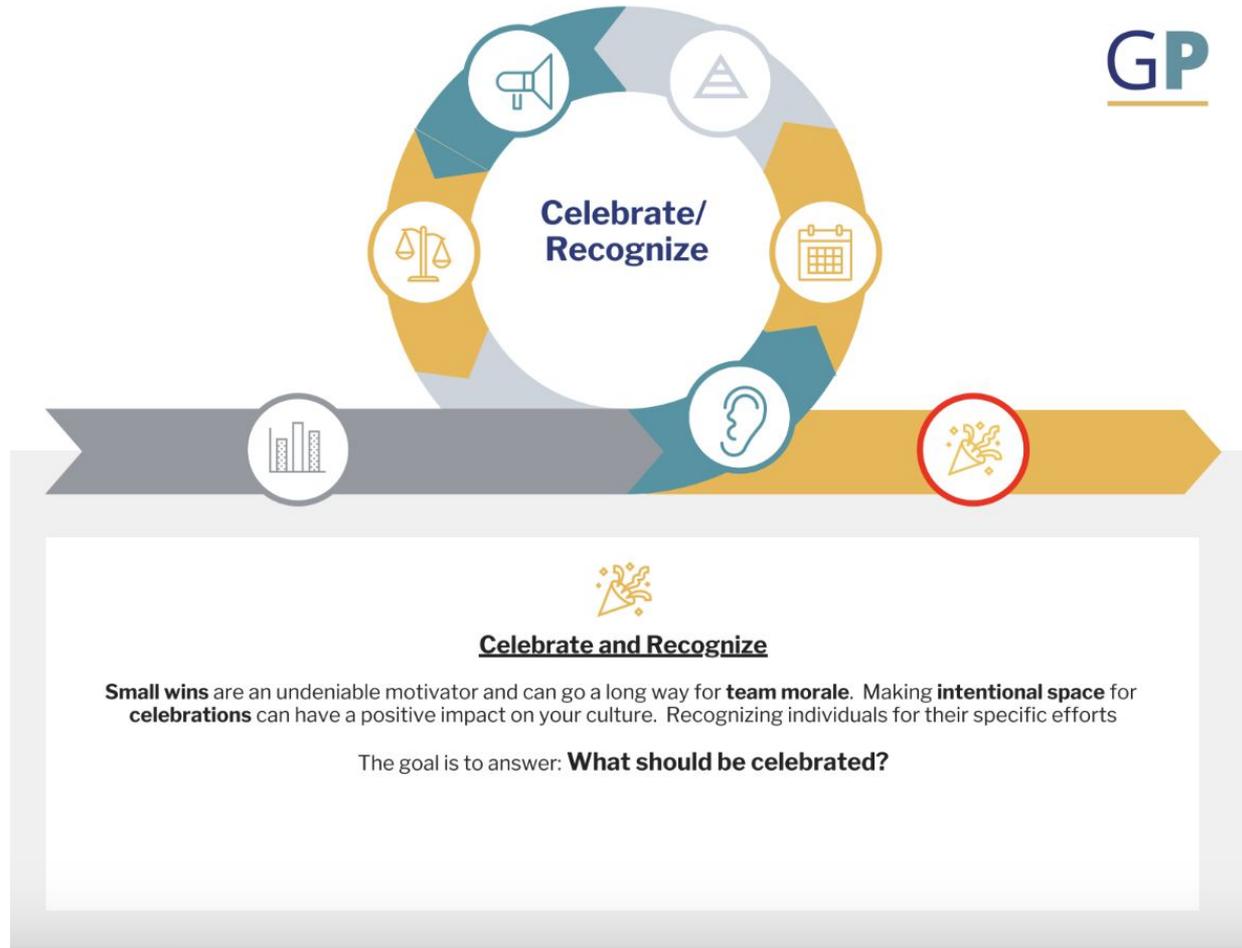
# Tips for the District Team



Consider scheduling time to support schools in measuring and monitoring follow-through



Consider how the district can make data accessible and easily presentable for schools



# Celebrate Small Wins



Each small win:

- creates a sense of progress
- generates positive energy
- propels the team towards larger goals
- allows team to reflect on their practice

# Recognize Effort

---



Regularly acknowledging team effort can shift team perspective towards a more optimistic mindset.

# Tips for the District Team



Consider ways the district can help provide time and resources for celebrating wins and recognizing efforts



Consider celebrating and recognizing teams in district spaces so others can feel motivated

# Breakout Rooms

Steps 4-7

THE GRAD  
**PARTNERSHIP**

Advancing Student  
Success Systems

GRADPARTNERSHIP.ORG

# District Considerations

---

## Districts fulfill a dual role in student success team work

- Districts conduct PDSA cycles, monitor implementation, and set an example celebrating progress for their own districtwide team processes
  - Districts influence school team processes; setting the tone and expectations for implementation and improvement practices
- What can you celebrate in the process that is already in place?
- What could you change to improve the process in the future?

# Breakout Room Discussions

***In your breakout room*** - Each person chooses one step to discuss with the group:

- Strategic Action Planning
- Communication Plan
- Measure and Monitor
- Celebrate Wins/Recognize efforts

➔ **How does district engage in this step?**

➔ **How does the district support school teams in this step?**



# Closing and Next Steps

THE GRAD  
**PARTNERSHIP**

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

Advancing Student  
Success Systems

# Keep the Conversation Going



## Snapshot

Summarizes the theme, next steps, and resources.



## Resources

Explore district team reflection and planning related to the Student Success Team Process.



## Next Steps

Reflect on current practices connected with the Student Success Team Process.

# Next Steps

- Snapshot, slides and recording posted on GRAD Partnership website and emailed to participants.
- Help grow the network!
  - Invite your teammates and neighbors to upcoming sessions.

## Upcoming Themes

**April 22 @ 2:30pm ET/11:30am PT**

*Integrating Supports for Post-High School Transitions into Student Success Work*

**May 14 @ 2pm ET**

*Data Visualization for Collaboration and Action*

**June 9 @ 1:30pm ET**

*Identifying and Communicating Successes*

# Thank You

THE GRAD  
**PARTNERSHIP**

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

Advancing Student  
Success Systems