

# Data Visualization and Collaboration for Action

Student Success District Network

May 14, 2026



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Advancing Student  
Success Systems

# The GRAD Partnership for Student Success

## 1 WHAT

Building student success ecosystems to ensure schools and communities are empowered to graduate students ready for the future and provide pathways to adult success

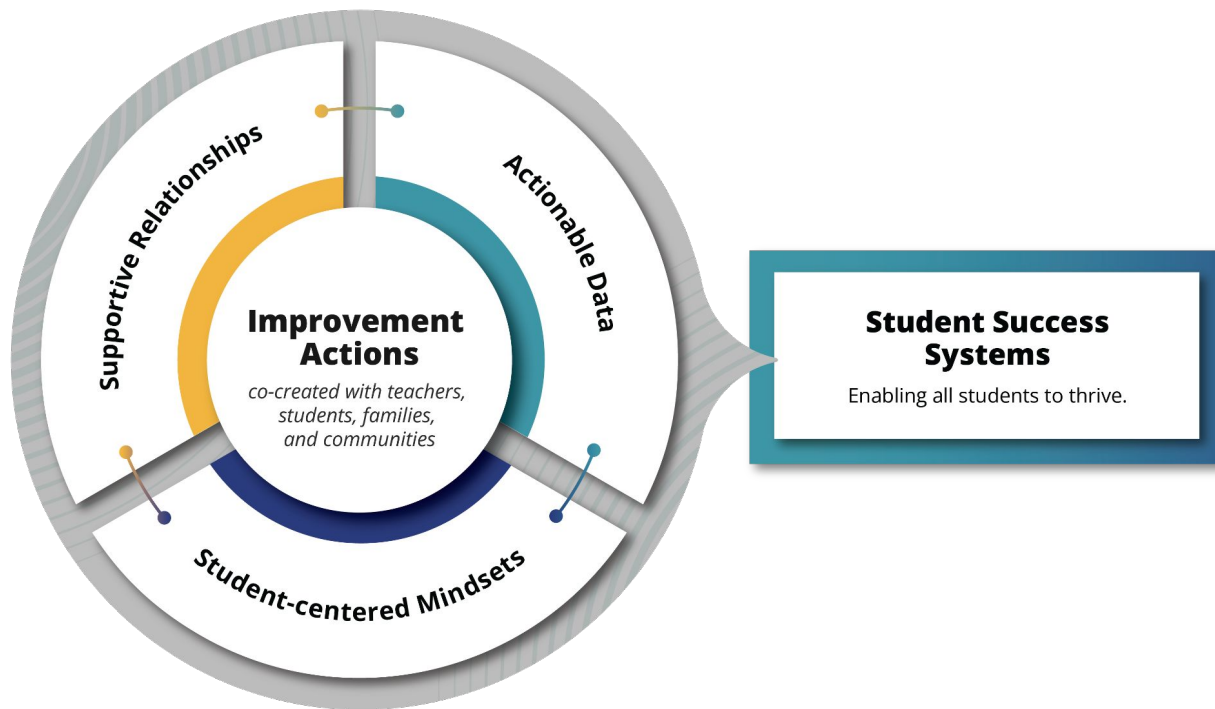
## 2 WHO



## 3 HOW

- Delivering multiple types of technical assistance to schools, districts, and states
- Certifying and building capacity of local implementing partners to support schools & districts
- Providing a national network
- Developing tools and resources

# Four Components of Student Success Systems





# Today's Session:

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**01**

**Session  
Welcome**

**02**

**Data for  
Collaboration  
and Action**

**03**

**Vertically  
Aligned  
Examples**

**04**

**Purposeful  
Visualization  
for your  
Context**

# Meet the Facilitators

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**Chris Lewine**

Chief of Data Strategy  
and Product Innovation

RISE Network



**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

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- **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**

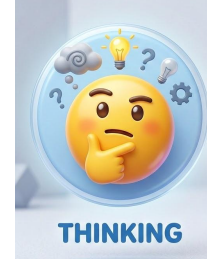
# Data for COLLABORATION and ACTION

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# “Collaboration” and “Action”



Share an example of when “**solo work**” or “**thinking**” wasn't enough to improve student outcomes.

# “Data Systems”

Early Warning Indicator Reports  
 Benchmark Assessments  
 Student Information System  
 Data protocol  
 Spreadsheets  
 Longitudinal  
 Interoperability  
 Dashboards  
 MTSS  
 Intervention  
 Metrics  
 Data Analyst  
 Data Model  
 Disaggregation

**Data for Improvement Maturity Framework**

Data is a widely acknowledged need for schools, districts, and networks to enable continuous improvement in a K-12 setting. This framework supports teams to assess the maturity of their data systems and to identify ways to strengthen those systems in pursuit of more effective continuous improvement.

Data Leadership & Culture		Never	Sometimes	Often	Always
1.1	Leaders believe in the <b>importance</b> of data for improvement.				
1.2	Leaders <b>invest</b> time, money, and people resources into data systems and capacity.				
1.3	Leaders understand and manage data as an <b>asset</b> .				
1.4	Leaders set <b>high expectations</b> and provide adequate support and training for all staff.				
1.5	Goals are associated with clearly defined <b>measures</b> of success and of progress.				
1.6	Adults believe that data helps us <b>continuously improve</b> our practices.				
1.7	Adults believe they have a role to support <b>all students</b> to reach their potential.				
1.8	Technology and instructional departments and staff <b>communicate collaboratively</b> .				
Data Tools & Technology		Never	Sometimes	Often	Always
2.1	Technology choices are <b>well-matched</b> to goals, scale, resources of the organization.				
2.2	Clear processes support consistent <b>collection</b> of data, including in new contexts.				
2.3	Data is <b>high quality</b> : complete, accurate, timely, valid, consistent, and unique.				
2.4	Data storage and automated access assures <b>privacy and security</b> of student data.				
2.5	Data is interoperable across systems or <b>integrated</b> in a central place.				
2.6	Data and tools are <b>well-documented</b> for technical and non-technical stakeholders.				
2.7	Data is visualized in an easily <b>digestible interface</b> .				
2.8	Data is available <b>disaggregated</b> at the student level when appropriate.				
2.9	All stakeholders have appropriate and timely <b>access</b> to data.				
Improvement Team Effectiveness		Never	Sometimes	Often	Always
3.1	Teams commit to continuous improvement using a <b>common model</b> and language.				
3.2	Teams define, schedule, and complete the right data activities at the <b>right time</b> .				
3.3	Data is <b>well-understood</b> , including its origin and what it does and doesn't represent.				
3.4	Data conversations lead to <b>actions</b> that address the prioritized goal and root cause.				
3.5	Teams <b>revisit</b> and learn from change ideas to see what worked and what didn't.				
3.6	Teams are <b>flexible</b> enough to notice and respond to unanticipated trends in data.				
3.7	Teams <b>reflect</b> on and improve their own processes over time.				

@ctrisonetwork | www.ctrise.org

# The RISE Data Hub

The RISE Data Hub is a secure and user-friendly data platform built by educators, for educators. The Hub supports educators with real-time data lists and visualizations, and tools to support personal and team decisions and workflow.

The screenshot displays the RISE Data Hub interface, which is organized into several key sections:

- Student List Table:** A table listing students with columns for 'This Quarter On-Track', 'Predicted EOY Credits', 'Grades', 'Pending Courses', 'ADA', 'Gender', and 'Race / Ethnicity'. Students are color-coded based on their on-track status (e.g., green for 'On-track', yellow for 'Almost On-track', red for 'Off-track').
- STUDENT DETAILS:** A summary card for a selected student (Clark, Brandon) showing 'CURRENT GRADE' (9), 'COHORT' (2025), 'GENDER' (Female), 'RACE / ETHNICITY' (Black), 'ENGLISH LEARNER' (Not ELL), and 'SPECIAL ED' (Sped).
- CURRENT YEAR SUMMARY:** A row of performance indicators including 'Q2 ON-TRACK' (On-track), 'GRADE RISK STATUS' (Vulnerable), 'Y1 ON-TRACK STATUS' (On-track), 'ADA' (97%), 'PREDICTED EOY CREDITS' (8), and 'GPA' (3.06).
- CURRENT YEAR COURSES:** A table listing courses by period, course title, and teacher.
- Summary Charts:** A visualization titled 'Grade 9 GPA and Gender' showing a stacked bar chart of student counts by GPA range and gender. The chart shows 7 female and 7 male students in the 2.0-3.0 range, 14 female and 13 male in the 3.0-3.5 range, and 4 female and 6 male in the 3.5-4.0 range.



**“They should be looking at the data.”**

**WHAT DATA???**

# Designing Purposeful Data Visualizations

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**WHY**

The motivating goal, the desired action

**WHO**

The team

**WHEN**

The cadence

**HOW**

The technology, the protocol

**WHAT**

The data, the visualization

# Designing Purposeful Data Visualizations

WHY	The motivating goal, the desired action
WHO	The team
WHEN	The cadence
HOW	The technology, the protocol
WHAT	The data, the visualization

## In the Chat:

**Who** are you most often designing data visualizations for/with?

*(classroom level, grade level, school level, district level)*

**How satisfied** are you with your ability to use the technology available to you to design purposeful visualizations?

# Designing purposeful data visualizations

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WHY	The motivating goal, the desired action
WHO	The team
WHEN	The cadence
<b>HOW</b>	The technology, the protocol
WHAT	The data, the visualization

## In the chat:

*1- very dissatisfied*  
*5- very satisfied*

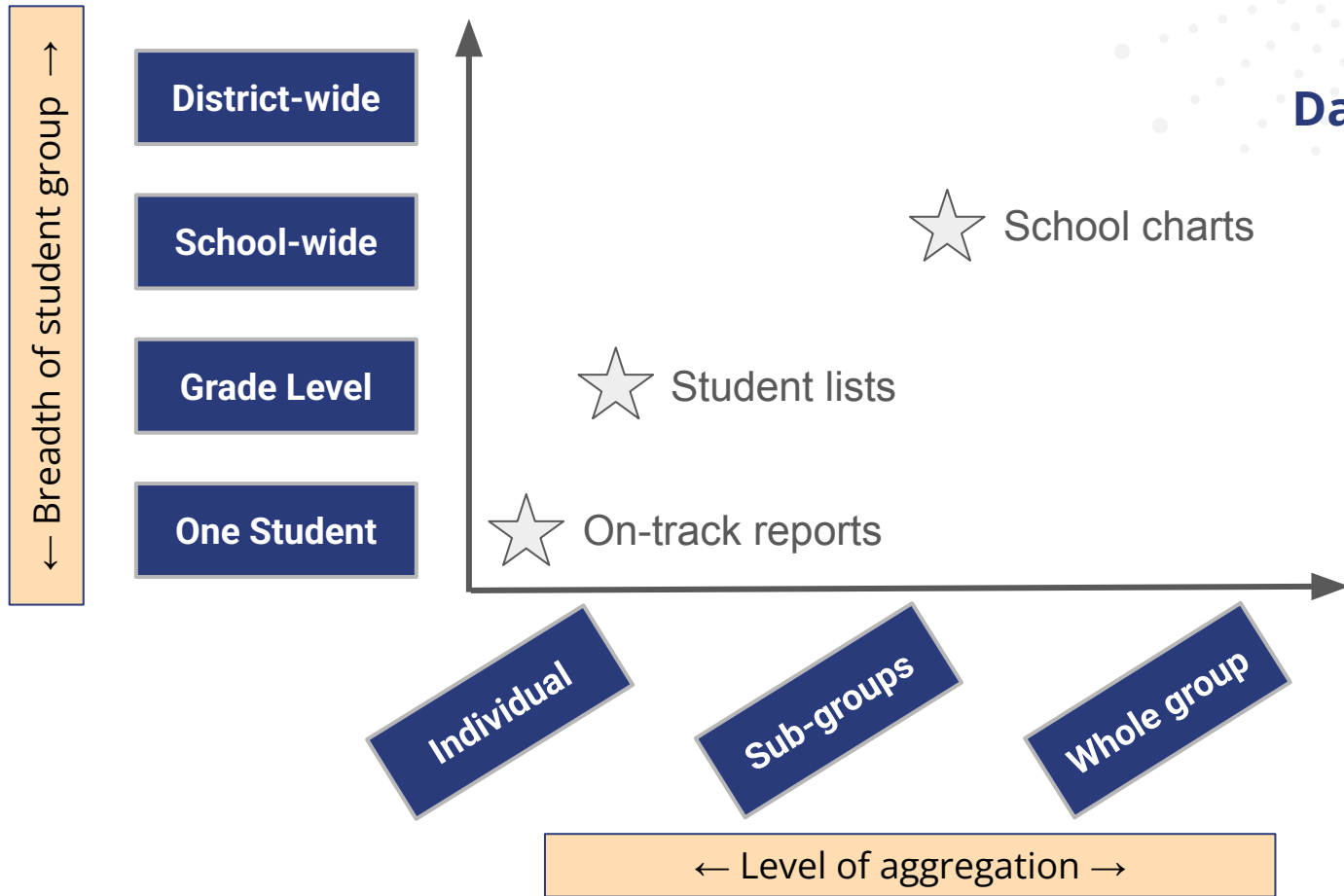
# Vertically Aligned Examples

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# Purposeful Data Visualization



**District Level**

**School Level**

**Grade Level**

**Student Level**

**Profiles**

**Lists/Tables**

**Charts/Graphs**

**Heat Maps**

**Dashboards**

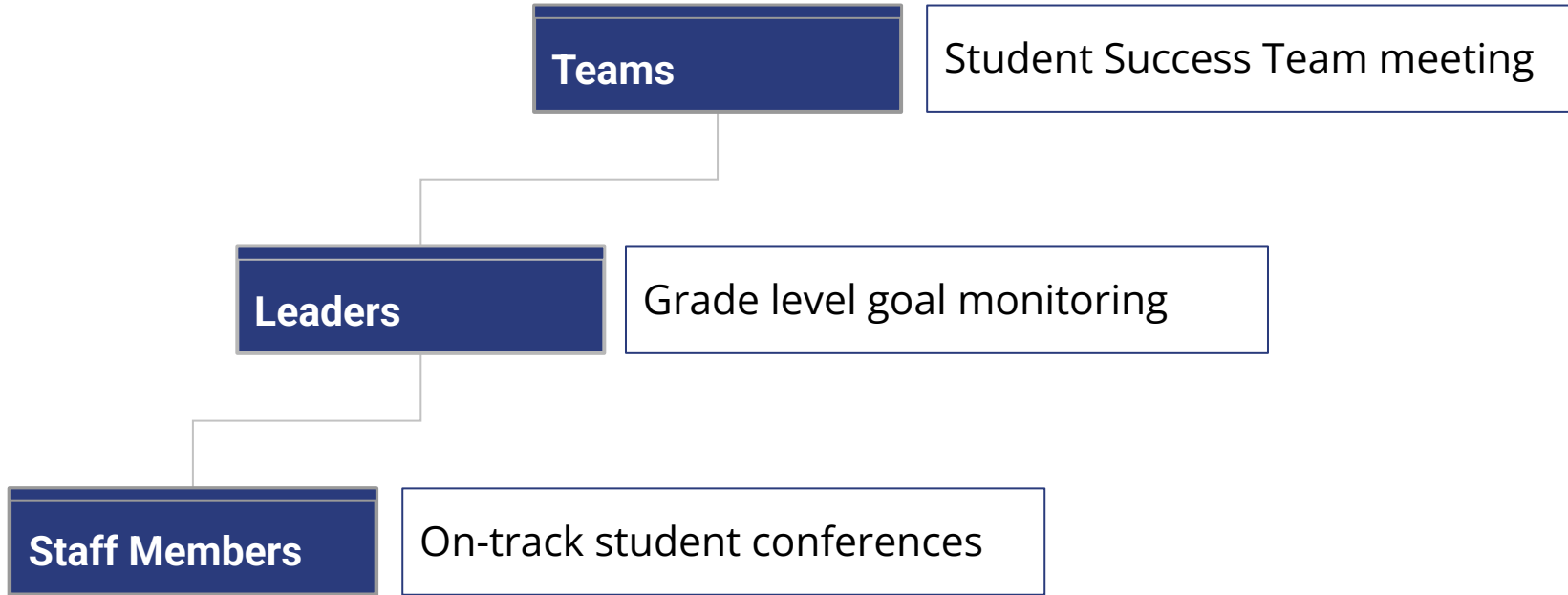
★ School charts

★ Student lists

★ On-track reports

# Data Visualization and Data Levels

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# On-track student conferences

## Example 1

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# On-track Student Conferences (Example 1)

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**WHY**

Get/keep students on-track to promote 9th grade  
Build self-awareness that motivates action

**WHO**

All staff, driven by core student success team

**WHEN**

Quarterly

**HOW**

The technology, the protocol

**WHAT**

The data, the visualization

**What technology, protocol, or visualization might you use?**

# On-track Student Conferences (Example 1)

---

## WHY

Get/keep students on-track to promote 9th grade  
Build self-awareness that motivates action

## WHO

All staff, driven by core student success team

## WHEN

Quarterly

## HOW


Bulk printed reports from Data Hub  
10-15 minute check-in protocol

## WHAT

On-track reports showing holistic measures

# On-track Student Conferences (Example 1)





## Diana England On-Track Report

2025-26 Success High School

Grade: 9  
Cohort: 2026  
Data From: April 16, 2026

Student ID: 1018057  
Counselor: Coronado  
Confenecer: \_\_\_\_\_

**Courses and Grades:** 🟢 On-track means passing the expected number of courses or credits.

Courses	Teacher	Credits	Q1	Q2	Q3	Q4	S1	S2	Y1	Abs	Tdy
<b>ON-TRACK STATUSES</b>											
Intensified Algebra ...	Beck	2	60	53	63	66	55	59	6	2	
Physical Education	Ward	0.5			93	92		93		0	0
World History	Sisneros	1	91	94	87	100	94		94	5	0
Honors Native Langua...	Johnston	1	87	89	91	69	89		85	3	0
Biology	Malloy-Sch...	1	79	62	88	72	74		77	5	0
Transition English	McMurry	1	88	86	84	67	86		82	4	0
EL Culture and Caree...	Tanis	0.5			98	97			97	5	0
Health Education 1	Zamora	0.5			97	81		89		0	0
Advisory 2026	McMurry	0								1	0

**Attendance: ON-TRACK** 🟢

On-track means having above 90% Average Daily Attendance.

Absences	1	6	0	0							
	Q1	Q2	Q3	Q4							Average
											95.5 %

**Behavior: ON-TRACK** 🟢

On-track means no suspensions in the current school year.

Suspensions	0	0	0	0							
	Q1	Q2	Q3	Q4							Total
											0

**Postsecondary Success**

	2.35	0
<b>Postsecondary Plan</b>	Cumulative Unofficial GPA	Applications Submitted
No Plan		No FAFSA Completed

**Intended Major**

No data

**Bs or Better: OFF-TRACK** 🟡

On-track means having a cumulative unofficial GPA of 3.0 or higher.

Goals

Next Steps

Note for Counselor

# Grade-wide goal monitoring

## Example 2

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# Grade-wide Goal Monitoring (Example 2)

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**WHY**

Get/keep students on-track to promote 9th grade  
Spot subgroup trends to inform grade-wide strategies

**WHO**

Team lead, like an assistant principal

**WHEN**

Weekly

**HOW**

The technology, the protocol

**WHAT**

The data, the visualization

**What technology, protocol, or  
visualization might you use?**

# Grade-wide Goal Monitoring (Example 2)

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## WHY

Get/keep students on-track to promote 9th grade  
Spot subgroup trends to inform grade-wide strategies

## WHO

Team lead (like an assistant principal)

## WHEN

Weekly

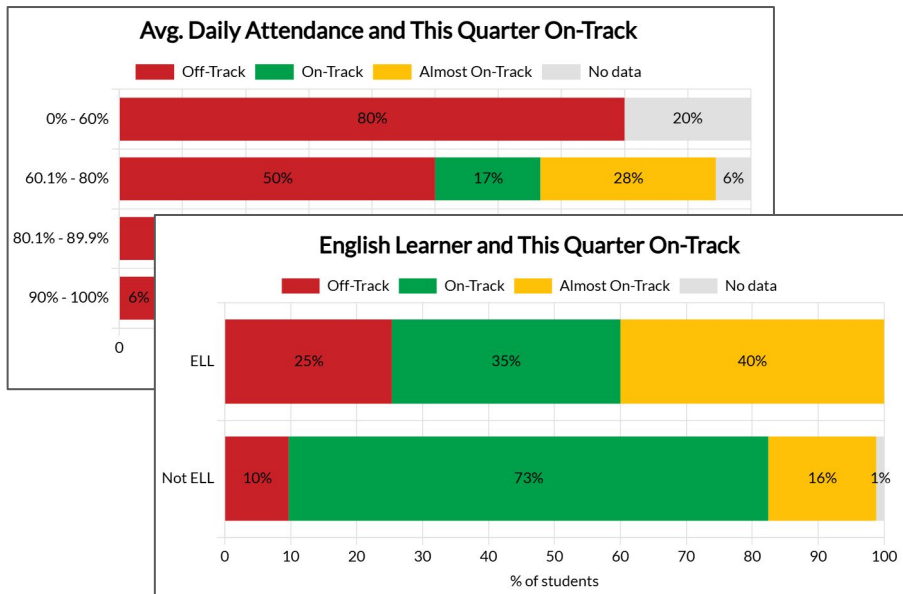
## HOW

Data Hub, subgroup disaggregations

## WHAT

Custom charts focused on on-track rates

# Grade-wide Goal Monitoring (Example 2)



# Student Success Team Meetings

## Example 3

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# Student Success Team Meetings (Example 3)

<b>WHY</b>	Get/keep students on-track to promote 9th grade Spot subgroup trends to inform grade-wide strategies	← Same
<b>WHO</b>	Student Success Team	← Different
<b>WHEN</b>	Weekly	← Same
<b>HOW</b>	The technology, the protocol	<b>What technology, protocol, or visualization might you use?</b>
<b>WHAT</b>	The data, the visualization	

# Student Success Team Meetings (Example 3)

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<b>WHY</b>	Get/keep students on-track to promote 9th grade Spot subgroup trends to inform grade-wide strategies
<b>WHO</b>	Student Success Team
<b>WHEN</b>	Weekly
<b>HOW</b>	Data Hub, on-the-cusp protocol
<b>WHAT</b>	Student lists, courses close to passing

# Student Success Team Meetings (Example 3)



Willoughby School Grade 9 Q4

**Views**

Standard [dropdown] [more]

[Choose Columns] [Save View]

**Downloads**

[List] [On-track Reports]

**Filters**

44 Students Filtered

Counselor: Banks [x]

[Add Filter] [Clear Filters]

**Key Insights**

This Quarter On-Track [dropdown]

[Progress Bar]

- On-Track: 66%
- Almost On-Track: 21%
- Off-Track: 13%

Ⓢ Student first and last name.

Student Name	This Quarter On-Track	Avg. Daily Attendance	Q4 Absences	Race / Ethnicity	English Learner	Special Ed
Smith, Kenneth	Off-Track	82.7%	8	White	Not ELL	Not Sped
West, Shekellyn Love	On-Track	95.5%	5	Black or Africa...	ELL	Sped
Brown, Quinten	Almost On-Track	89.7%	4	Hispanic or Lat...	Not ELL	Not Sped
Colorado, Stephanie	Almost On-Track	87.2%	4	Hispanic or Lat...	ELL	Not Sped
Swift, Sarah	On-Track	86.5%	4	Hispanic or Lat...	ELL	Sped
Harkins, Clyde	Off-Track	94.2%	3	Black or Africa...	Not ELL	Not Sped
Jamerson, Robert	On-Track	90.7%	3	White	Not ELL	Not Sped
Keene, Brea	Almost On-Track	90.4%	3	Hispanic or Lat...	Not ELL	Sped
Amos, Guled	On-Track	91%	2	Hispanic or Lat...	Not ELL	Not Sped
Barber, Ian	Almost On-Track	92.3%	2	Hispanic or Lat...	ELL	Not Sped
Fuentes-Pacheco, A...	On-Track	93.6%	2	Hispanic or Lat...	Not ELL	Not Sped
Hendrickson, Katy	On-Track	96.8%	2	Hispanic or Lat...	Not ELL	Not Sped
Morales, Lucas	On-Track	93.6%	2	White	Not ELL	Not Sped
Valenzuela, Lizbeth	Almost On-Track	94.2%	2	Hispanic or Lat...	ELL	Sped
Burrell, Terrance	On-Track	96.2%	1	Black or Africa...	Not ELL	Not Sped
Chase, Andrea	On-Track	91%	1	White	Not ELL	Not Sped
Gutierrez De Jesus,...	On-Track	96.2%	1	White	Not ELL	Not Sped
Kaempfen, Adam	On-Track	96.8%	1	Black or Africa...	Not ELL	Not Sped
Mares, David	On-Track	94.2%	1	White	Not ELL	Not Sped
Roper, David	On-Track	94.2%	1	Hispanic or Lat...	Not ELL	Not Sped

# Purposeful Visualizations in *Your* Context

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# Designing Purposeful Data Visualizations

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**WHY**

The motivating goal, the desired action

**WHO**

**WHEN**

**HOW**

**WHAT**

**What is your  
common aim?**

**What is your shared  
theory of  
improvement?**

# Designing Purposeful Data Visualizations

---

WHY

WHO

The team

WHEN

HOW

WHAT

**Which people are  
closest to the  
problem?**

**What is the  
opportunity to  
distribute  
leadership?**

# Designing Purposeful Data Visualizations

---

WHY

WHO

**WHEN**

The cadence

HOW

WHAT

**How quickly do you expect an action to have an effect?**

**How often are outcomes measured?**

# Designing Purposeful Data Visualizations

---

WHY

WHO

WHEN

**HOW**

The technology, the protocol

WHAT

**How can you spend less time wrangling and more time sense-making?**

**What support does the team need to work effectively?**

# Designing Purposeful Data Visualizations

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WHY

WHO

WHEN

HOW

**WHAT**

The data, the visualization

**How can you minimize noise and focus on what's most important?**

**What resources are available to support actions?**

# Breakout Discussion

---

**WHY**

The motivating goal, the desired action

**WHO**

The team

**WHEN**

The cadence

**HOW**

The technology, the protocol

**WHAT**

The data, the visualization

**Which component is most difficult, & why?**

**Walk through a tricky example relevant for your context.**

# Breakout Discussion

---

<b>WHY</b>	The motivating goal, the desired action	What is your shared aim or theory of improvement?
<b>WHO</b>	The team	Who is closest to the problem and how can they be engaged in leadership?
<b>WHEN</b>	The cadence	When do you see an effect and how often is that measured?
<b>HOW</b>	The technology, the protocol	How can you spend less time wrangling and more time sense-making?
<b>WHAT</b>	The data, the visualization	How can data help you focus on what matters most?

# Closing and Next Steps

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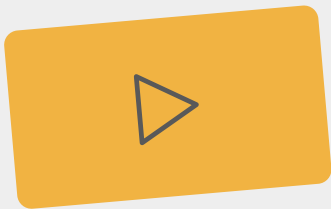
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# Keep the Conversation Going



## Snapshot

Summarizes the theme, next steps, and resources.



## Resources

Explore team-based data decision-making processes.



## Next Steps

Continue connecting data visualization planning process to work.

# Next Steps

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- 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

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

*Identifying and Communicating  
Successes*

# Thank You

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