

# ENGINEERING STUDENT SUCCESS IN PANDEMIC-IMPACTED TIMES

Pathways to Adult Success Solution Forum  
Everyone Graduates Center, Johns Hopkins University School of Education  
January 25, 2022

# Welcome and Agenda

- **Why we need new and improved student support systems**
  - *Robert Balfanz, EGC*
- **Student Success Systems:**
  - *Jenny Scala, Principal Researcher and Practice Area Director, AIR*
  - *Angela Jerabek, Founder and Executive Director, BARR Center*
  - *Kelly McMahon, Evidence & Analytics Associate, Carnegie Foundation for the Advancement of Teaching*
  - *Tara Madden, Chief Program Officer, Talent Development Secondary*
- **Student Success Coaches:**
  - *Jonathan Mathis, Senior Vice President, Education Policy and Systems Change, City Year*
- Open Discussion and Resource Sharing
- Upcoming Events

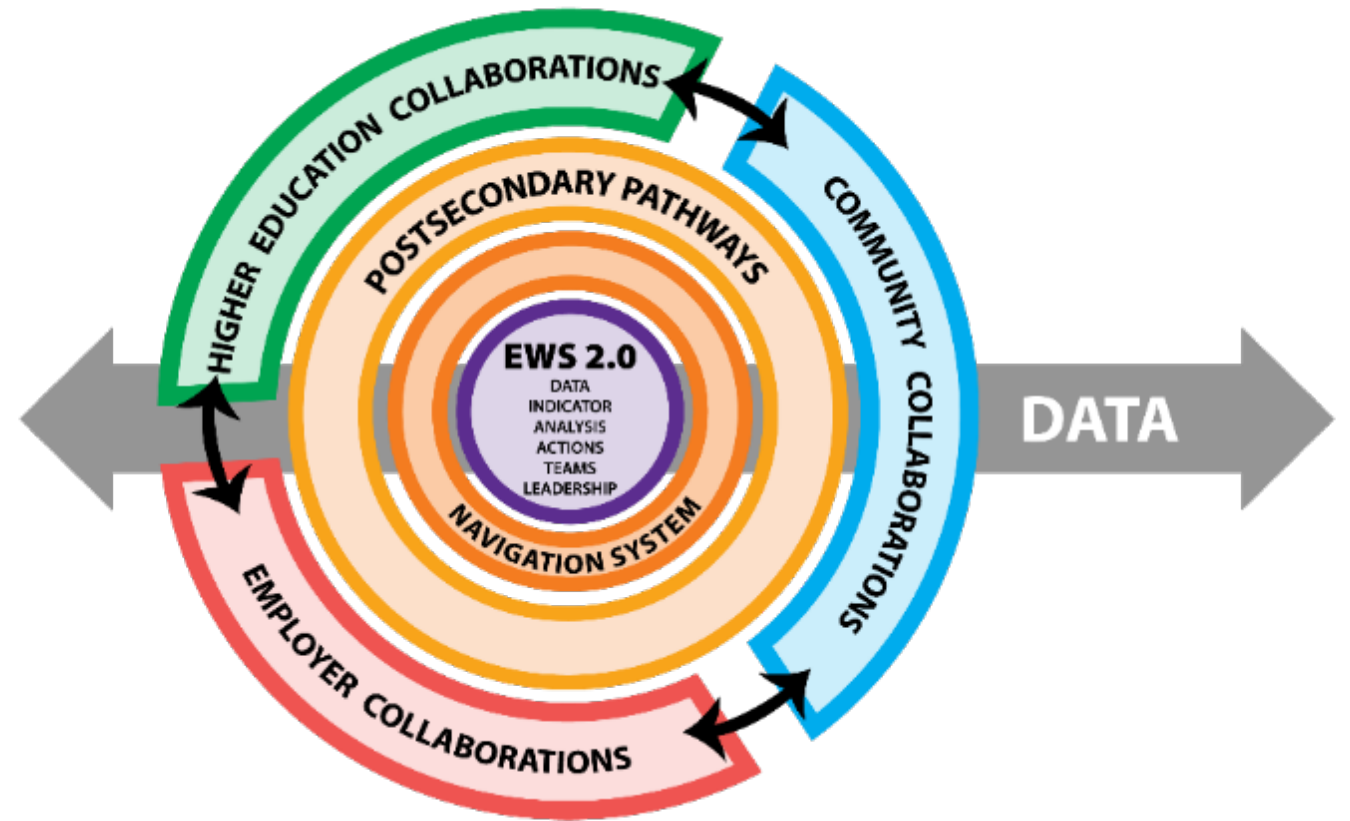
# Organizing Our Discussion

- We have a large and diverse group of people and organizations participating in today's session (K-12, Higher Ed, Non-Profits, State Depts. of Ed.).
- Please share ideas, resources, and ask questions via the chat function.
- One of the moderators will read each question or comment out loud, and then ask for responses via the chat function.
- The moderator may ask the participant to respond verbally for elaboration or clarification.
- After the session, we will send out all resources shared and add to the Solutions Forum webpage on the PAS website.



# Building Pathways to Adult Success for and with all students has never been so crucial

- The pandemic has disrupted existing student support and guidance systems.
- Uncertainty is the norm.
- Momentum to and through postsecondary is being impacted.



# **We Need New and Improved Student Support Systems and Structures to Enable All to Thrive in Pandemic Impacted Times**

- Staffing and substitute shortages result in fewer adults in schools, at the very time that more students need supportive adult relationships
- Pandemic impacts continue to be dynamic students who are doing ok at one moment may not be at the next
- Students whose prior experiences in school suggest they may not need enhanced or adaptive supports are showing a need for them
- Students furthest from opportunities pre-pandemic live in communities hardest hit by pandemics impacts
- Systems are needed to monitor school connectedness and bring more adults into schools
- Student supports and systems need to be adaptive
- Student support systems need to progress monitor all students
- Need a targeted universalism approach to scaling new systems and structures

# GRAD Partnership for Student Success

Jenny Scala, *Principal Researcher, AIR*

Angela Jerabek, *Founder and Executive Director, BARR Center*

Kelly McMahon, *Evidence & Analytics Associate, Carnegie Foundation  
for the Advancement of Teaching*

Tara Madden, *Chief Program Officer, Talent Development Secondary*

# The GRAD Partnership for Student Success

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

## HOW

- Working to support widespread adoption of next generation early warning/on-track systems
- Multiple types of technical assistance to schools, districts, and states
- Capacity-building supports for local intermediaries
- Rubrics and Self-Assessments
- National Improvement Network

## WHO

- American Institutes for Research
- BARR Center
- Carnegie Foundation for Advancement of Teaching
- Everyone Graduates Center at Johns Hopkins University
- National Center for Learning Disabilities
- Network for College Success at University of Chicago
- Rural Schools Collaborative
- Schott Foundation
- Talent Development Secondary

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

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## USE RESEARCH-BASED, PREDICTIVE INDICATORS

(ex: attendance, course grades, and grade point average)

### Of Key Student Outcomes:

- on-time earned grade promotion
- high school graduation
- postsecondary readiness/attainment

### Indicators are:

- available to educators, for all their students, throughout school year
- actionable by school-level personnel

2

## DRIVEN BY SCHOOL-BASED ANALYSIS & ACTION

(teams of teachers, school staff who know students)

### Adult teams work to:

- progress monitor all students
- use data (including social-emotional) and their knowledge of students to identify root causes
- identify, develop & implement strategic actions and supports (i.e. at school, grade, classroom, small group level)
- evaluate impact
- adapt actions until they work

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## DEVELOP SHARED SET OF MINDSETS

(shifts in outlook and approach)

### Aim to Be:

- preventive not reactive
- strength / asset-based
- empathetic not stigmatizing

### Commitment to:

- educators' role as ensuring student success
- belief in educator and student agency
- data use
- organizing school for improvement

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

# GRAD Partnership Goals

Strengthen Existing Student Support Systems



Launch New Student Support Systems



# Why Now Is the Time to Scale High-Quality Student Success (On-Track) Systems

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- Now more than ever, there is a great need for effective student support systems
- A set of proven practices for early warning/ on-track systems has emerged and been successfully employed by a wide range of schools
- If we organize schools so they routinely use, adapt, and continually improve student success (on-track) systems they will increase their capacity to graduate all students ready for the future and be better able to respond to the impacts of the pandemic

# Why Our Organizations Came Together to Create the GRAD Partnership and Want Others to Join

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- We can do more together, with greater impact, than if we work alone
- Pooling our experiences and learnings, as well as creating a shared definition of high quality and some common tools, builds all our capacities
- We have a shared aim to move high quality student success (on-track) systems from a relatively new to routine school practice—this requires a team effort
- We have a shared deep commitment to equity and anti-racism and belief in student, educator, family and community agency

# How Will the GRAD Partnership Achieve Its Goals?

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- **Driver 1:** Awareness and Advocacy for High Quality Student Success (On-Track) Systems
- **Driver 2:** Creation of Tools for High Quality Student Support (On-Track) Systems
- **Driver 3:** Scale High Quality Student Success (On-Track) Systems in Key Districts
- **Driver 4:** Infrastructure for Improvement and Sustainability of High-Quality Student Success (On-Track) Systems

# Driver 1: Build Stakeholder Awareness, Understanding, and Advocacy

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## Key Outcome

- Key stakeholders are aware of and understand the value of high-quality student success (on-track) systems, leading to increased advocacy for their use

## Key Steps

- Building a network of community organization advocates
- Video examples of high-quality student success systems in diverse schools with diverse populations
- Communication campaign

# Driver 2: Create Tools to Support High Quality Student Support (On-Track) Systems

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## Key Outcome

- School and systems leaders can benchmark existing and new efforts to implement student success (on-track/early warning) systems against shared field definition of high quality and have access to rubrics, self-assessments, and guidance to help achieve it.

## Key Steps

- Develop shared field definition of high quality
- Create rubrics and self-assessment for schools, districts and intermediaries
- Create guidance materials for key challenges
- Establish/curate website of existing early warning/on-track materials (e.g., guidebooks, training videos) aligned with high-quality student success systems

# Driver 3: Scale Student Success (On-Track) Systems in Key Districts

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## Key Outcomes

- **Direct Scale** – Extend existing capacity of experienced TA providers, enabling 30-50 key school districts to move towards HQ on-track systems as part of pandemic recovery work
- **Build Capacity** - 30-50 local intermediaries (districts, non-profits, community organizations) in key districts are identified, trained and supported to support school level implementation of HQ on-track systems

## Key Steps

- Partner with 30-50 key districts to implement HQ student success systems with technical assistance provided by one of the GRAD Partnership organizations
- Create resources and use them to build the capacity of 30-50 local intermediaries to support implementation of HQ student success systems in their communities

# Driver 4: Infrastructure for Improvement and Sustainability

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## Key Outcome

- Infrastructure is built to systematically scale, sustain, and continuously improve HQ Student Success (On-Track) Systems

## Key Steps

- Establish a national improvement network
- Develop a digital learning platform to enable widespread training and learning
- Create an improvement data set to identify and learn from success
- Enable certification and credentialing of key roles in student success (on-track) systems

# How to Participate in the GRAD Partnership

## DISTRICTS & SCHOOLS

- Partner with us to plan, implement, and sustain high-quality student success systems so that middle and high schools are empowered to graduate all students ready for the future.
- Multiple types of technical assistance and training are available that can be tailored to your needs.

## INTERMEDIARIES & COMMUNITY ORGANIZATIONS

- Partner with us to increase your capacity to support school level implementation of student success systems in local schools.
- Work with us to advocate for the widespread use of next generation early warning/on-track systems.

## ADVISING & COMMUNICATING PARTNERS

- Advising Partners: give us feedback on rubrics, guidance, and self-assessments; nominate schools already implementing high quality student success systems to showcase; join the national improvement network.
- Communicating Partners: spread the word in your networks on the value of high-quality student success systems.

# Want to Learn More or Join Us?

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Contact:

[info@gradpartnership.org](mailto:info@gradpartnership.org)





Coming Soon:

[www.gradpartnership.org](http://www.gradpartnership.org)

# Want to Learn More or Join Us?

**Why Attend Summit?**

**CARNEGIE FOUNDATION SUMMIT**  
*on*  
**IMPROVEMENT IN EDUCATION** **2022**  
MARCH 27-29, 2022  
SAN DIEGO

-  Create a tailored learning experience, choosing from 65+ sessions
-  Discover new ways of thinking through conversation with peers
-  Reconnect with colleagues and build new relationships in the improvement community
-  Engage with 40+ promising improvement innovators providing poster presentations

[carnegiefoundation.org/2022Summit](https://carnegiefoundation.org/2022Summit)

# Questions?

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# Student Success Coaches as Critical Human Capital Capacity for Schools

*Jonathan Mathis, Senior Vice President, Education Policy and Systems  
Change, City Year*



# THE GAP

between what schools are designed to provide **AND** what students need to succeed.

## ADVERSITY

Students in systemically under-resourced communities are more likely to face adversity that interferes with their readiness to learn.

## RELATIONSHIPS & SUPPORTS

Students need additional supports, grounded in developmental relationships, to thrive.



# Urgency and opportunity of today continues to surface intensified needs around academic attrition, attendance, and SEL

## Underscoring Data on Attendance Across Contexts\*

### Detroit, MI

Chronic absenteeism increased **from 45% to 59%**

### Oakland, CA

**One third** of students are on track to be chronically absent, an **increase of 17%** from two years ago

### Portland, ME

**Chronic absenteeism is 20.4%**, in comparison to the 2019-20 school year 13.4%

### California School Districts

Three-year comparison for chronic absenteeism rates:

**October 2021: 27.4%**

**October 2020: 18%**

**October 2019: 11.2%**

Office of Civil Rights (OCR) released ***Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students*** (June 2021):

- A study conducted by McKinsey & Company showed that during fall of 2020 students **learned only 67 percent of the required math content and 87 percent of the reading** that grade-level peers would typically have learned. This translates into a three-month loss in math learning, and one-and-a half months in reading.
- These losses were especially acute, however, in schools predominantly serving students of color, where the data shows that **students of color lost three to five months of learning in math** by the fall of 2020, while white students lost just one to three months.
- According to the latest National Assessment of Educational Progress (NAEP), **Black and Latinx students nationwide continued to trail their white peers on the eighth grade math assessment**—by 32 points (on a 500- point scale) in the case of Black students (260 to 292) and 24 points for Latinx students (268 to 292).

\*Chalkbeat (2021). *Schools are back in person, but quarantines, health concerns have students missing more class*, December 1, 2021.

# Urgency and opportunity of today continues to surface intensified needs around academic attrition, attendance, and SEL

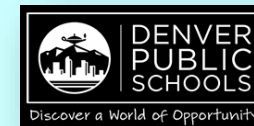
According to the US Surgeon General Vivek Murthy, **one in three high school students reported persistent feelings of sadness or hopelessness**, a 40% increase from 2009 to 2019. **Suicide rates went up during that time by 57%** among youth ages 10 to 24. **During the pandemic, rates of anxiety and depression have increased.**



In a May 2020 Gallup poll, **nearly three in ten parents surveyed said their child was experiencing harm to their emotional or mental health**, with **45%** citing the **separation from teachers and classmates as a major challenge.**

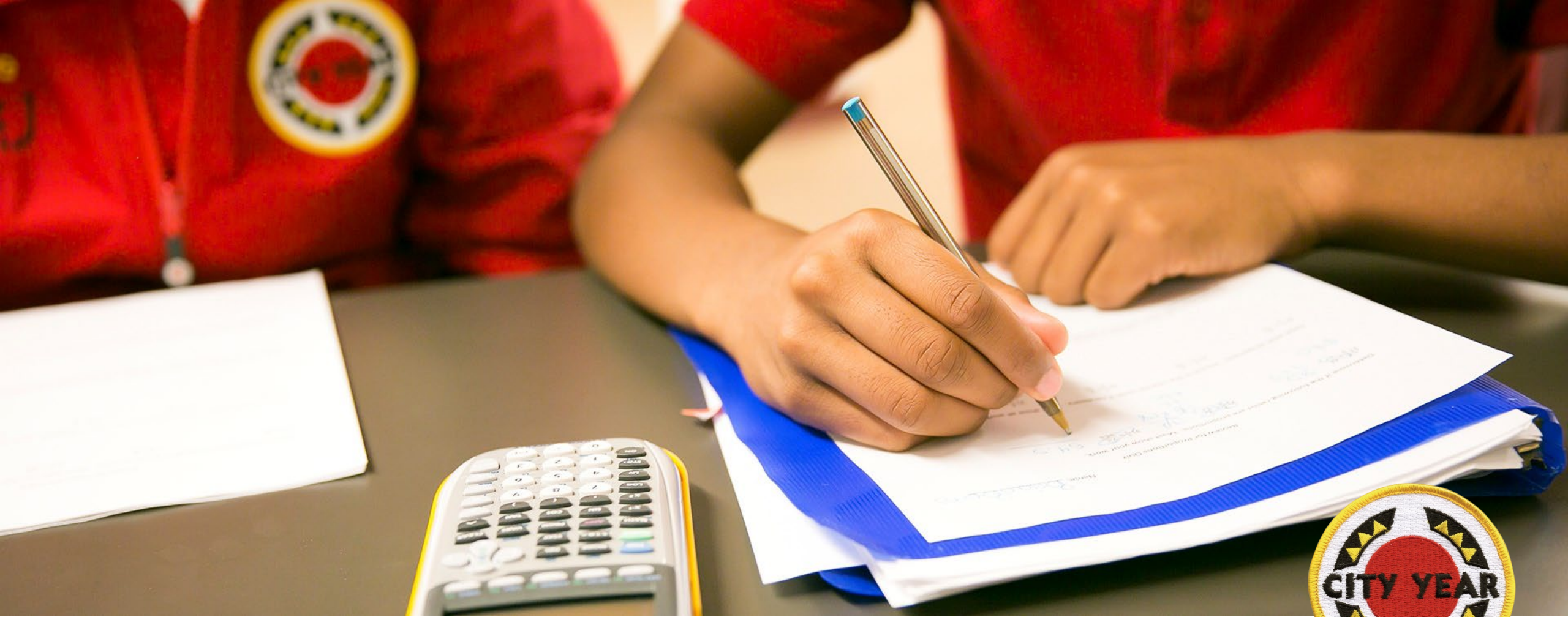


According to public data from this fall shared by Denver Public School officials, **districts have reported that student engagement in negative behavior such as physical altercations have increased to 21% from the pre-pandemic rates.**



According to the National Association of Elementary School Principals, **nearly 70% of school principals who participated in a survey conducted early in 2021 said they could not meet their students' mental health needs with the staff they had.**





# Defining the Student Success Coach (SSC) Framework

PRACTICE, IMPACT INDICATORS, AND LONG-TERM VISION

# Student success coaches (SSC) can provide adaptable, integrated capacity required to enhance educational equity

## Student Success Coaches are...

Young people—often AmeriCorps members—who serve full time on diverse teams in systemically under-resourced schools, forming developmental relationships and partnering with educators to provide near-peer, evidence-based social, emotional and academic supports to students and supplemental capacity in classrooms to personalize learning and create positive learning communities.



## What it looks like in practice:

### Whole school support

- Offer whole school activities to help create welcoming environments, build belonging and engage families
- Support extended day activities including afterschool programming, homework assistance and enrichment projects

### Classroom support

- Support classroom routines and build community
- Provide additional flexible capacity to teachers to enable greater personalization of instruction

### Individual student support

- Provide 1:1 and small group instruction that weaves together academic tutoring and skill building with social and emotional skill development
- Support student attendance and engagement by using strategies that honor student identities, voices, and cultures

Focus on **relationships** and **data-driven support** across all levels

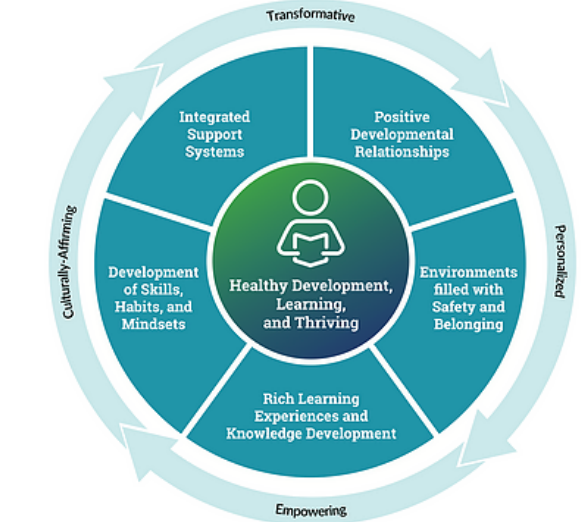
# Student Success Coaches can help create the conditions for equitable, personalized, holistic student development

## Student Success Coaches

serve full time on diverse teams integrated into systemically under-resourced schools to support...

- **Positive developmental relationships:** Unique role as near-peers enable SSCs to form positive developmental relationships with students
- **Environments *that foster feelings of safety and belonging*:** SSCs connect with families and create connective tissue between students' lives and school experience
- **Rich learning experiences and knowledge development:** Use asset-based, collaborative, and culturally affirming approaches that can support and enable students' identity development and agency
- **Development of skills, habits, and mindsets:** SSCs provide integrated, evidence-based academic, social and emotional supports
- **Integrated support systems:** SSCs use holistic data to inform supports, elevate student voice, and provide critical, adaptable capacity

### Essential Guiding Principles for Equitable Whole-Child Design



Derived from SoLD Practice Principles: Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., and Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 2.

# Student Success Coaches' whole-child focus enables positive outcomes in systemically under-resourced schools

## Academic Achievement

Studies show that schools that partner with Student Success Coaches (SSCs) are up **to two to three times more likely** to improve in English and math assessments.

## Holistic Growth

The **more time students spend with SSCs, the better students' social, emotional, academic and attendance outcomes**, with students who are furthest behind benefitting most; greatest gains occur when social-emotional skill building is combined with an academic activity.

## On-Track Indicators

Evidence indicates that SSCs, in partnership with other multi-tiered support providers, have an impact on **reducing the number of students who are off track to high school graduation**.

## Educator Support

**95%** of partner principals and partner teachers say SSCs have **supported the engagement and participation of students in school** during the pandemic and **help students feel a sense of belonging**

## Student Voice

A 2021 student survey found that **84% of students feel that their SSC teaches them how to self-advocate** and ask for help when they need it, which are critical skills for life and workforce success.

## Cost Effectiveness

A 2017 analysis by Deloitte showed partnering with teams of SSCs is **78% more cost effective** than contracting with individual providers to deliver the same set of services.

# SSC Target Program Profile identifies 6 required drivers to support effective student success coaching programs



## Authentic coach/student relationship

- Near-peer
- Genuine care
- Student voice/agency
- Trust and belonging



## Data-informed programming

- Data-informed partnerships
- Continuous program improvement
- Progress monitoring for student supports
- Identifying students who might benefit from supports



## Diverse group of skilled coaches

- Recruitment process
- Diverse corps
- Dedicated Student Success Coaches (SSCs)
- Career trajectory opportunities



## Ongoing learning and development

- Investment in L&D throughout the year
- Year-long scope and sequence of professional learning
- Coaching and performance feedback
- Mental and emotional health support



## Intentional school integration and holistic supports

- Full faculty integration
- School climate support
- Close teacher collaboration
- School-based staff member
- Frequent student contact
- Integrated SEL/academics
- Attendance coaching
- SEL skill development
- Coursework and academic coaching



## Supportive program structure

- Adaptable model
- Program-wide positive youth development model
- SSC-focused support staff
- Full-time AmeriCorps members
- Cohort model
- Sustainable funding

# Student success coaches can be a critical resource for creating more equitable, personalized, and engaging learning environments

## Long-term vision: One day...

- Student Success Coaches will be a recognized, critical capacity for creating equitable learning environments in our most systemically under-resourced schools, while enhancing and diversifying the pipeline of future educators
- Student success coach models will be in high demand and additional funding—both public and private—will be available to support SSC models
- Student success coach programs and organizations will have access to training, technical assistance, learning, and communities of practices to continuously enhance the impact and learning from the approach
- High quality student success coach approaches will be available for schools, districts, and communities that seek to leverage them in creating more equitable educational opportunities for all students

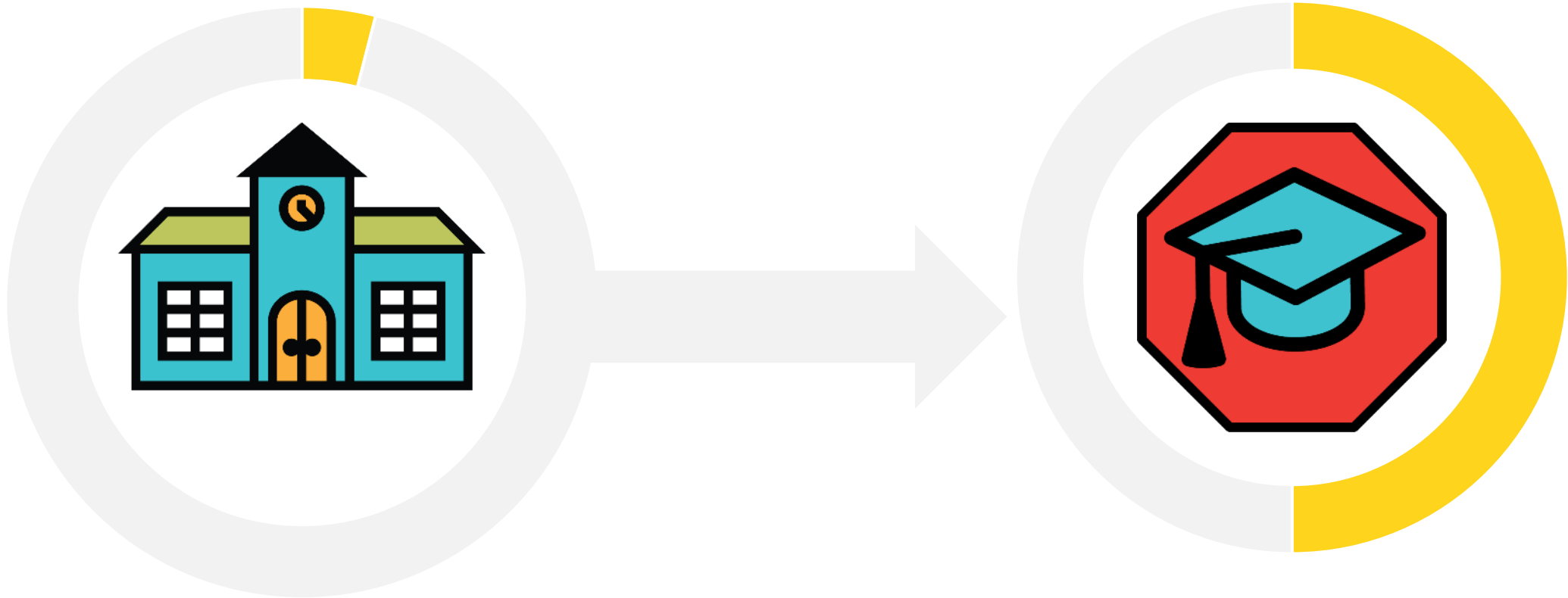


Conditions needed for scaling SSC:

GEOGRAPHIC, POLICY, AND PROGRAM LANDSCAPE ANALYSES

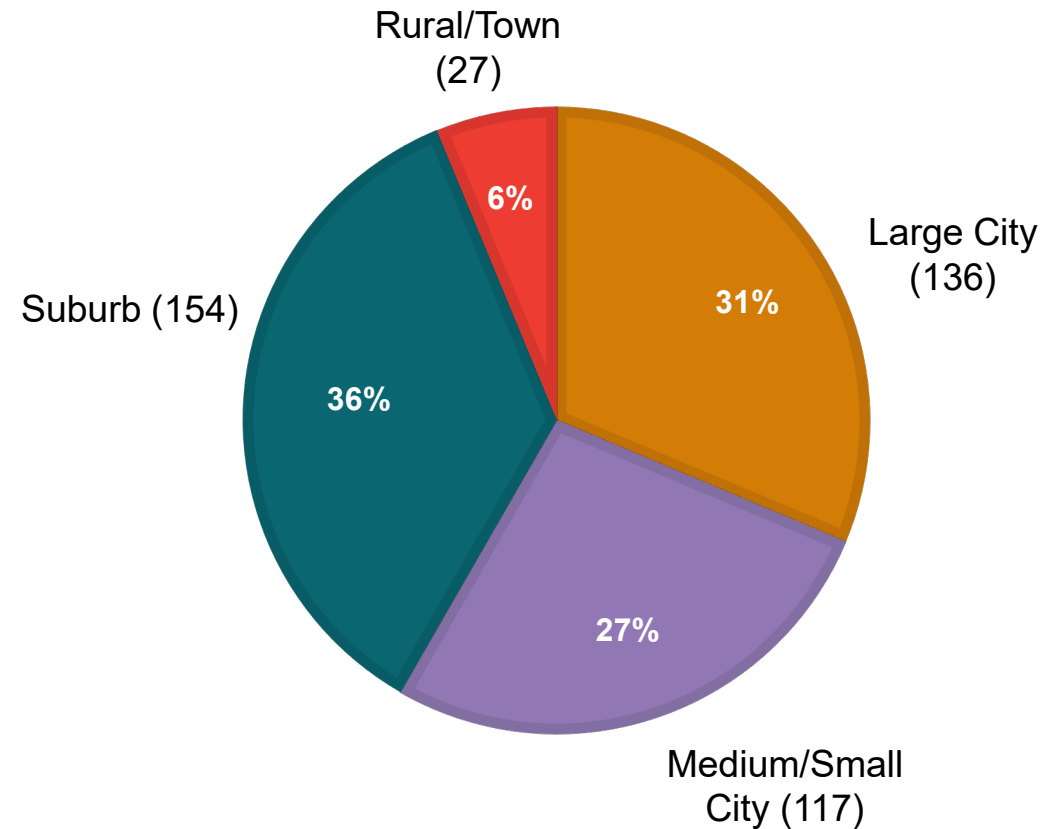
# Educational inequity is geographically concentrated

Just 4% of school districts contain over 50% of HS nongraduates including 60% of Black and Latinx nongraduates



**Concentration of non-graduates in relatively few districts presents opportunity to focus efforts and maximize ROI of student success coaching approaches**

# Geographic concentration of 4% of districts with 50% of non-graduates is spread across urban, suburban and rural communities



**To add student success coach capacity across the 4% of districts, focus on developing solutions to adapt to the varying resources and contexts of differing locales**

Aligned state policies exist in most states to advance SSC models, but resources are needed to build necessary relationships and advocacy for additional SSC people-power

### Key State Policy Criteria

#### Mentoring and Tutoring

- Does the state fund or encourage mentoring or tutoring programs or initiatives?

#### Whole Child Approaches

- Does the state fund or encourage SEL programs or initiatives?

#### Support for AmeriCorps

- Does the state provide funding or other incentives to AmeriCorps? Is the State Service Commission robust and/or connected to the SEA?

#### Teacher Pathways






- What is the level of teacher union influence? Does the state have educator diversity programs and/or useful alternate routes?

### Leveraging Relationships and State Analysis



	AZ	CO	CT	FL	GA	IA	...
Mentoring							
Tutoring							
Whole Child Approaches (SEL)							
Whole Child Approaches (Community Schools)							
Support for AmeriCorps							
Teacher Pathways							

# Student Success Coach programs exist across the country that provide rich opportunity for collaborative learning and improvement

Illustrative Program	Program Description
<b>Brooklyn Labs Fellows (NY, Urban)</b> 	Team of 30-40 Fellows in MS and HS provide a combination of tutoring and success coaching—integrating into advisory, coaching a focus list of students, and providing dedicated tutoring during separate class time.
<b>Berea College Partners for Education PartnerCorps (KY, Rural)</b> 	80 AmeriCorps members spread across 4 HS focused on relationships, mentoring, tutoring, and supporting social-emotional learning and academic skills for HS students.
<b>VFF Youthpower 365 Peak Pathfinders (CO, Rural)</b> 	Community development center launching new program to provide wrap-around supports, mentoring and tutoring with 10 AmeriCorps members in 4-5 schools focused on engagement, academics, family connection and social emotional learning
<b>Minnesota Alliance with Youth Promise Fellows (MN, Rural)</b> 	~130 AmeriCorps Fellows spread throughout MN in schools and community organizations serve as part of a Youth Success Team and implement a prevention-oriented approach to addressing student dropout by targeting students in grades 6-12 who show the early warning signs of school disengagement.
<b>Peer Power Foundation (TN, Urban)</b> 	College students from the University of Memphis serve as student success coaches, providing at least 12 hours per week partnering alongside teachers and 2-3 other coaches to support MS and HS student holistic success.

## Potential Areas for Collaborative Learning

### Operations

- Recruitment of participants
- Quality data infrastructure
- Use of data to inform student supports
- Partnerships with communities, schools, and other program partners
- Sustainable funding models

### Program and Practice

- Training and development in core competencies
- Strategies and approaches to build student identity and agency
- Strategies and approaches for integrated social, emotional, and academic development
- Supporting participants career trajectories
- Creating pipelines into teaching and other education and youth development roles

Geographic, policy, and program analysis show that, with the right resourcing, opportunities exist to expand high-quality SSC approaches

## **Key Implications to Scale High-Quality SSC Approaches**

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- Focus on the concentration of districts serving the majority of non-graduates to achieve greatest ROI
- Codify and support program models across urban, suburban, and rural districts
- Leverage relationships to capitalize on and advance policies aligned to SSC approach
- Build community and advance learning and coalition among existing SSC programs
- Develop and offer training, and technical assistance to support organizations and districts interested in implementing their own SSC program

# Thank you!

**Jonathan D. Mathis, PhD**, Senior Vice President, Education Policy & Systems Change;  
jmathis2@cityyear.org



# Open Discussion and Resource Sharing



# Announcements

- Upcoming PAS Solutions Forum Dates:
  - Feb. 22, 2022, 2:00pm ET
  - Mar. 31, 2022, 2:00pm ET
  - Apr. 26, 2022, 2:00pm ET





# Thank You, Be Well, & Onward!

We will follow up with a recording of the session, slides, and a list of references and materials shared today.