



The GRAD Partnership

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From PAS EWS 2.0 through a Pandemic to the GRAD Partnership



ADVANCING ALL STUDENTS: EWS 2.0 WORKGROUP RECOMMENDATIONS

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EARLY WARNING/ON-TRACK SYSTEMS 2.0

- PAS workgroups composed of experienced users of early warning and on-track systems from schools, districts, state departments of education, and non-profits proposed standards and common definitions for Early Warning/On-Track Systems 2.0
- For
 - Indicators
 - Analysis
 - Actions
- www.pathwaystoadultsuccess.org/ews-2-0

PAS WORKGROUP RECOMMENDATIONS

College Readiness and Persistence Indicators – Who is on and off track?

- Use a limited number of valid, powerful indicators
- Modify the ABC indicators of high school graduation – Attendance, Behavior, and Course Performance – so they predict on-track for college

PAS RECOMMENDATIONS FOR COLLEGE READINESS AND PERSISTENCE INDICATORS (CONT.)

- Add two additional types of indicators
- Checklist of key postsecondary preparation and application milestones (e.g. college visits, high school course selection aligned with postsecondary goals, college match guidance, complete applications, fill out FASA, etc.)
- Checklist or composite measure that captures intensity of postsecondary preparation (e.g. taking required courses for state university system, AP, IB, dual enrollment, CTE pathways, computer science, etc.)

PAS WORKGROUP RECOMMENDATIONS:

EWS 2.0 Analysis of Indicators –

Why are students off or on-track?

- Once a student or groups of students signal they are off-track consider root cause
- Is it the specific circumstances of an individual student or group of students?
- Is it driven by systematic issues at the grade, school, district or state level?

PAS RECOMMENDATIONS FOR ANALYSIS OF OFF AND ON TRACK INDICATORS (CONT.)

- Need to draw on a wide range of quantitative and qualitative data to identify root cause-the insights of adults who know the student(s) is key
- Need to focus on root causes that are actionable
- Often will need to provide supports at the individual and small group level to mediate impacts of structural challenges that take time to change

PAS WORKGROUP RECOMMENDATIONS:

EWS 2.0 Taking Action – Putting and keeping students on-track

- Look for the most strategic point to take action. This could be at the individual, school, community, district, or state level
- Actions and supports should be visible and measurable
- Conduct on-going evaluation to support continuous improvement
- Actions selected need to be changeable if they are not working as intended, or when intended actions produce unintended consequences.

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

The GRAD Partnership for Student Success

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
- Self-Reflection Tools and Guidance Materials
- Community of Practice and 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

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

- 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



Helping Us Chart a Course of Action

- Creating a Common Definition of Next Generation Early Warning/ On-Track Systems
- Coming up with a name for It
- Theory of Action to Support Spread and Adoption
- Identifying Problems of Practice for the Learning and Network Improvement Communities



Building a Shared Definition of Next Generation Early Warning/ On-Track/ Student Success Systems

Be an Editor for A Day



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

1

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

3

DEVELOP SHARED SET OF MINDSETS

(shifts in outlook and approach)

Aim to Be:

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

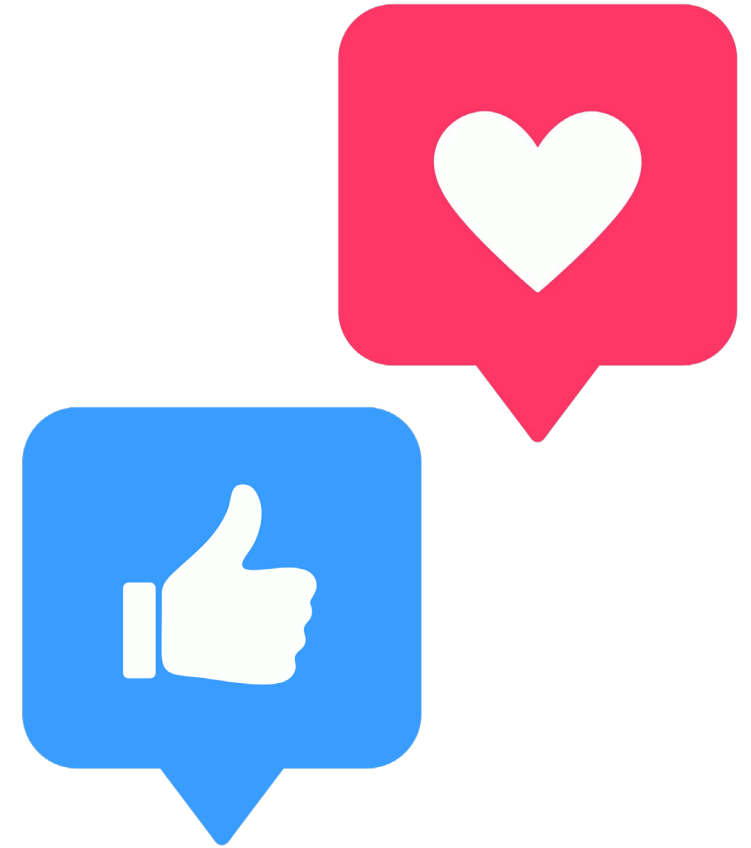
Commitment to:

- 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

What is in a Name? Vote for your Favorite

- Early Warning Systems
- Early Warning Indicator and Intervention Systems
- On-Track Systems
- EWS 2.0
- Next Generation Early Warning/On-Track Systems
- Student Success Systems
- Write in a better name



Testing our Theory of Action



How Will the GRAD Partnership Achieve Its Goals?

- **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

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
- Communications campaign

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

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 self-reflection tools, and guidance

Key Steps

- Develop shared field definition of high quality
- Create self reflection/self-assessments 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

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

Key Outcome

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

Key Steps

- Establish a community of practice and 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



For Discussion:

What is missing or unclear, or will be more difficult to achieve than we think?

What are some Problems of Practice for the GRAD Partnership to Work Together On



**Community
of
Practice**



**Networked
Improvement
Community**

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?

BE PART OF IT

Contact:

info@gradpartnership.org



Visit the Website:

www.gradpartnership.org