Helping Students Develop Social Capital to Enhance Adult Success

Strategically Building Relationships between Adults and Students

Agenda

What is the Breakthrough Success Community, and why do we use the Developmental Relationships framework?

How do we measure relationships, and what does that look like?

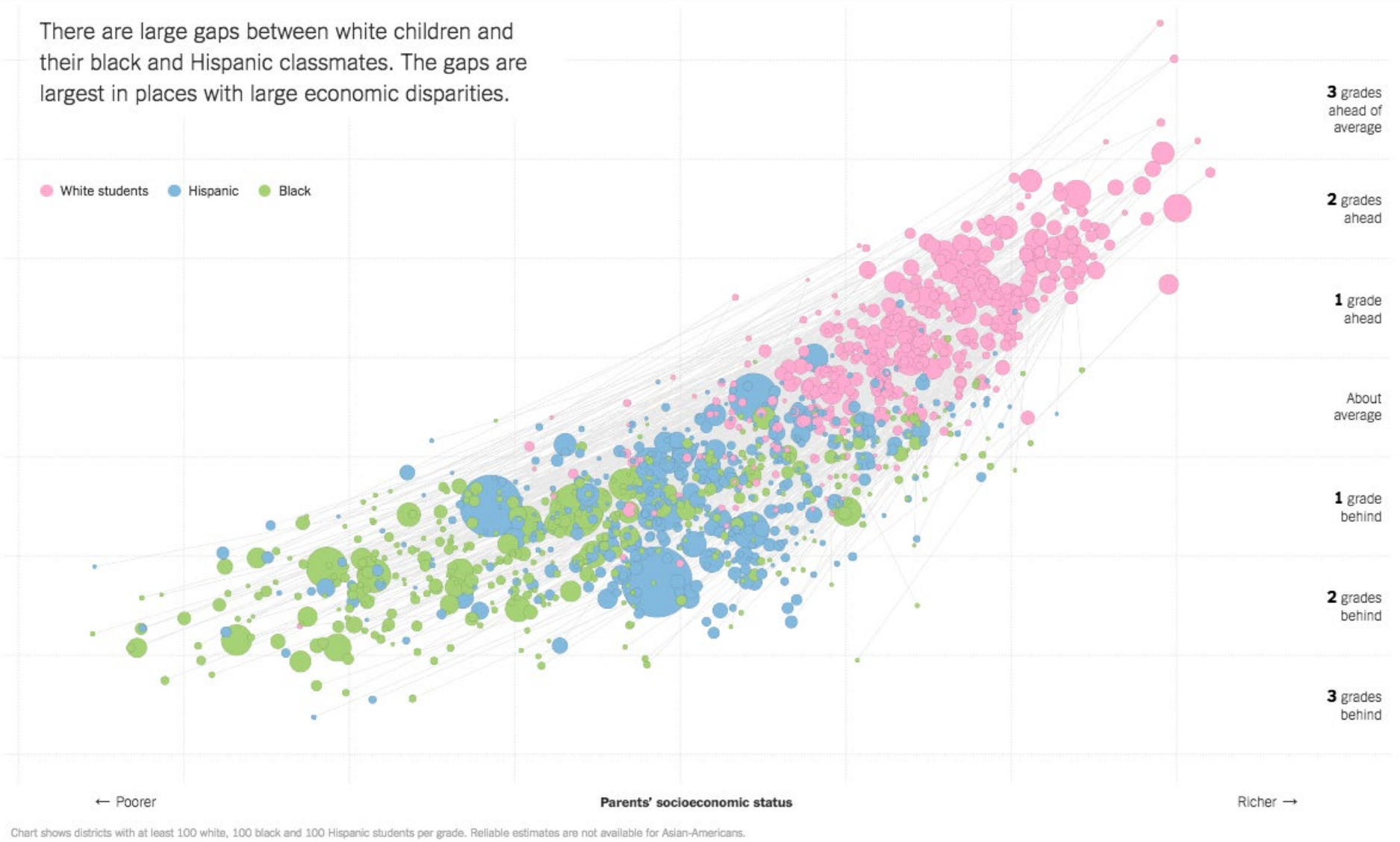
What is an example of how a school uses this information?

Follow Along (and Needed for our Activity!)

bit.ly/DR-SlideDeck

Every system is perfectly designed to get exactly the results that it gets.

The Results We Get



Graphic from *The New York Times*, The Upshot, April 29, 2016
Based on data from "The Geography of Racial/Ethnic Test Score Gaps", by Sean F. Reardon, Demetra Kalogrides and Kenneth Shores, Stanford University

BREAKTHROUGH SUCCESS COMMUNITY

We will produce **breakthrough improvement** in our **students' life trajectories** by **transforming the 9th grade experience**.

- Freshman Success Teaming
- Supportive 8th to 9th Grade Transition
- Strong Student-Adult Relationships
- Master Scheduling Practice
- Grading Practices

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Developmental Relationships:

Close connections through which young people **discover who they are**, gain abilities to **shape their own lives**, and learn how to interact with and **contribute to the world** around them.

Express Care

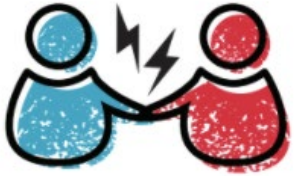
"Show me that I matter to you."

Challenge Growth

"Push me to keep getting better."

Provide Support

"Help me complete tasks and achieve goals."



Share Power

"Treat me with respect and give me a say.

Expand Possibilities

"Connect me with people that broaden my world."

Search INSTITUTE

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Reflection

Developmental relationships go beyond simply caring.

Developmental relationships are like **roots**, in that they provide young people with **nourishment**, **support**, and **stability**.

Think, Pair, Share:

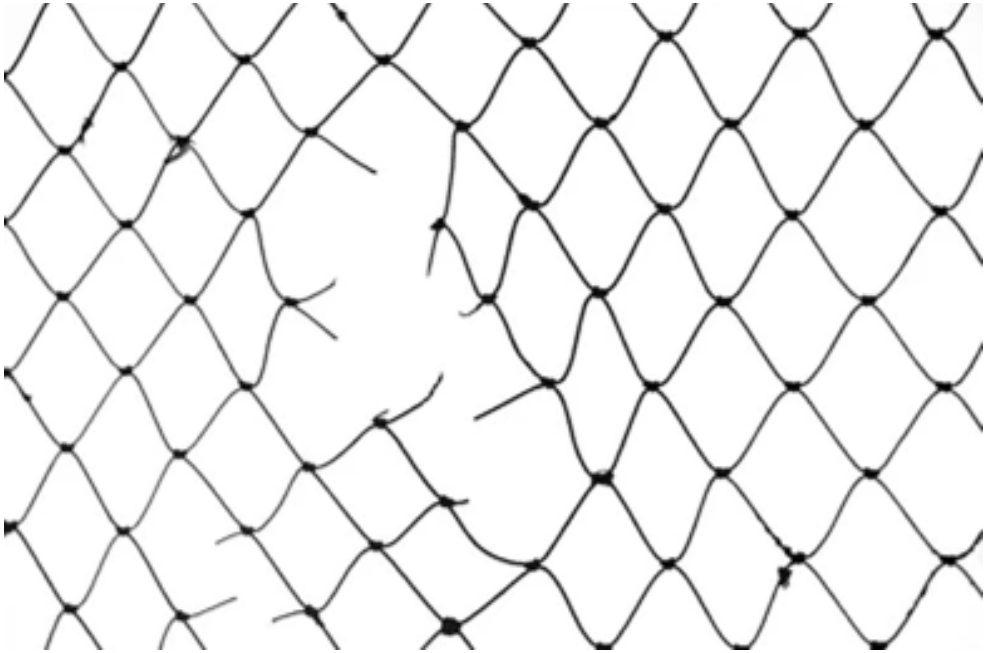
Think about a developmental relationship that you had in your own life growing up. Who was it with? How did that person provide you nourishment, support, and stability?

1 OUT OF 5 YOUTH REPORT HAVING **NO DEVELOPMENTAL RELATIONSHIPS**

Image created by David Courey from Noun Project

CHALLENGE: Our Net Has Holes.

Some of our students are not feeling seen and held.
They don’t know who go to for help.



There is work to do in order to build a reliable system that provides every student with connections to caring adults.

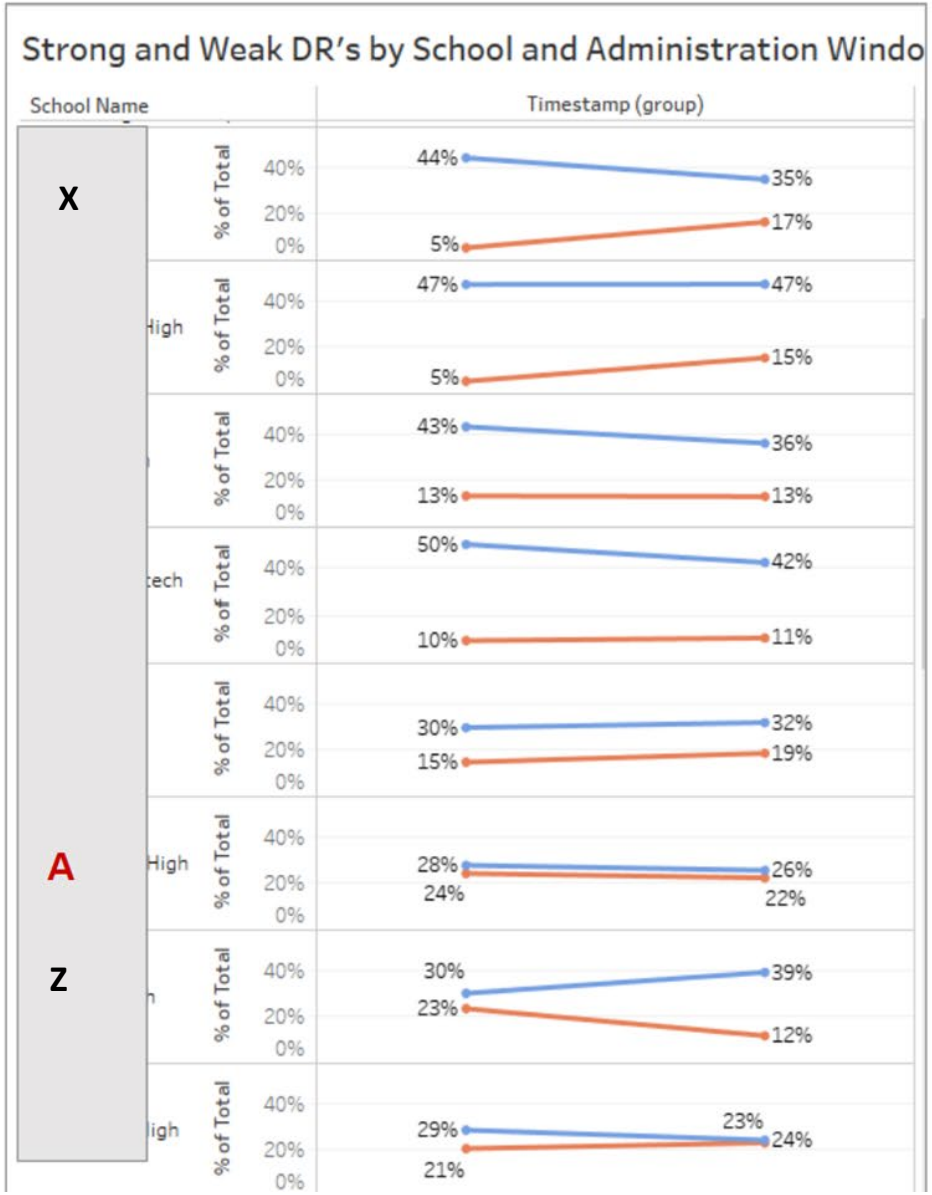
Our Students Have Spoken!

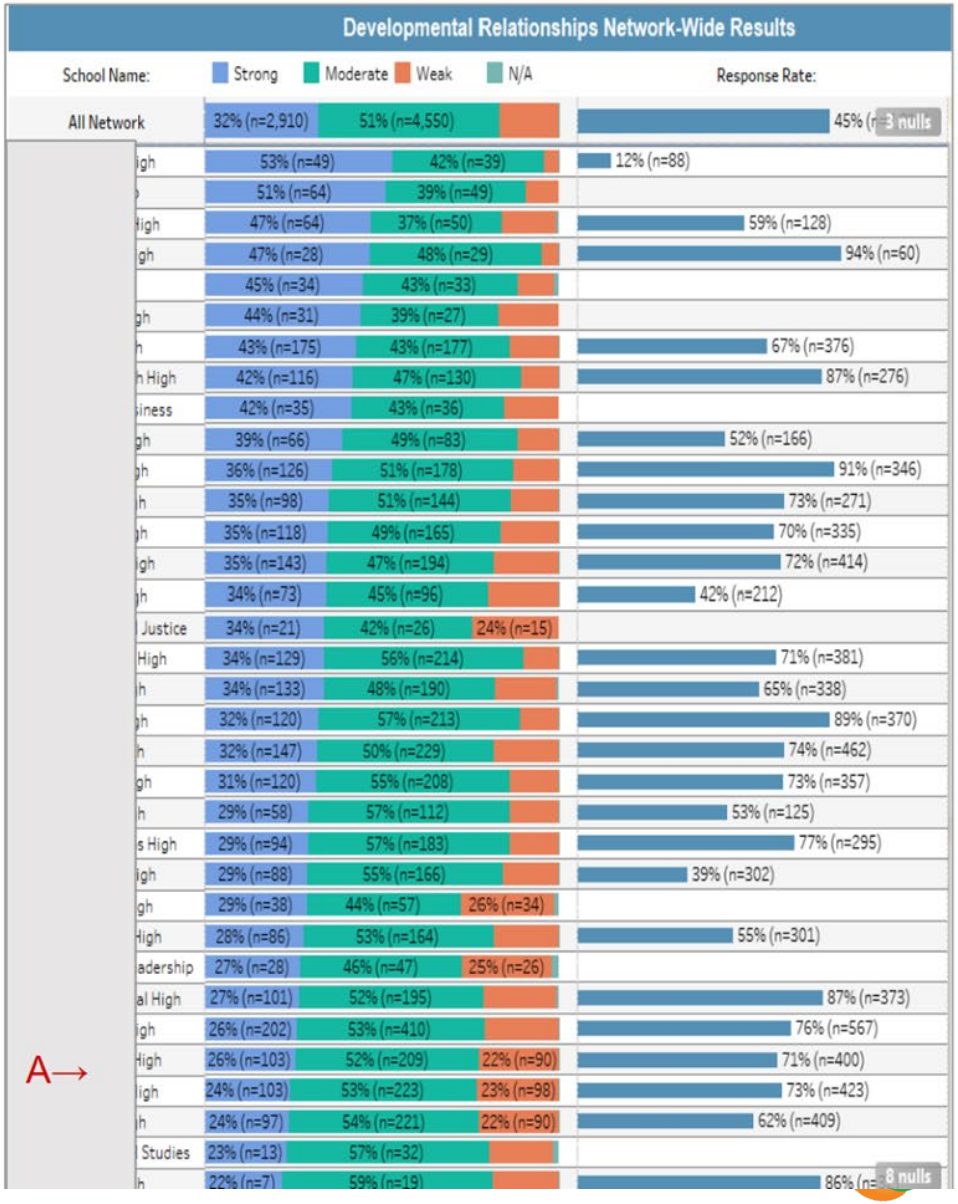
8,991

students completed the survey!

The majority of our students report experiencing a moderate or strong amount of developmental relationships! Many students have named specific adults they feel connected to. Their free responses are heart-felt and compelling!

Overall Summary





DR Survey Reporting: School A

CLICK HERE FOR REPORT GUIDE

Breakthrough Success Community

Developmental Relationships Overall Summary

BREAKTHROUGH SUCCESS COMMUNITY

Select Administration Window:	lect School:	Select Race/Ethnicity:	Select Gender:	Select Socioeconomic Status:	Select English Learner Status:
Fall 2021	Diamante High	All	All	All	All

Click on Percentages (%) to Drill

28% of students have **STRONG** developmental relationships 87 of 313 total students

48% of students have **MODERATE** developmental relationships 149 of 313 total students

24% of students have **WEAK** developmental relationships 76 of 313 total students

0% of students have **NA** developmental relationships 1 of 313 total students

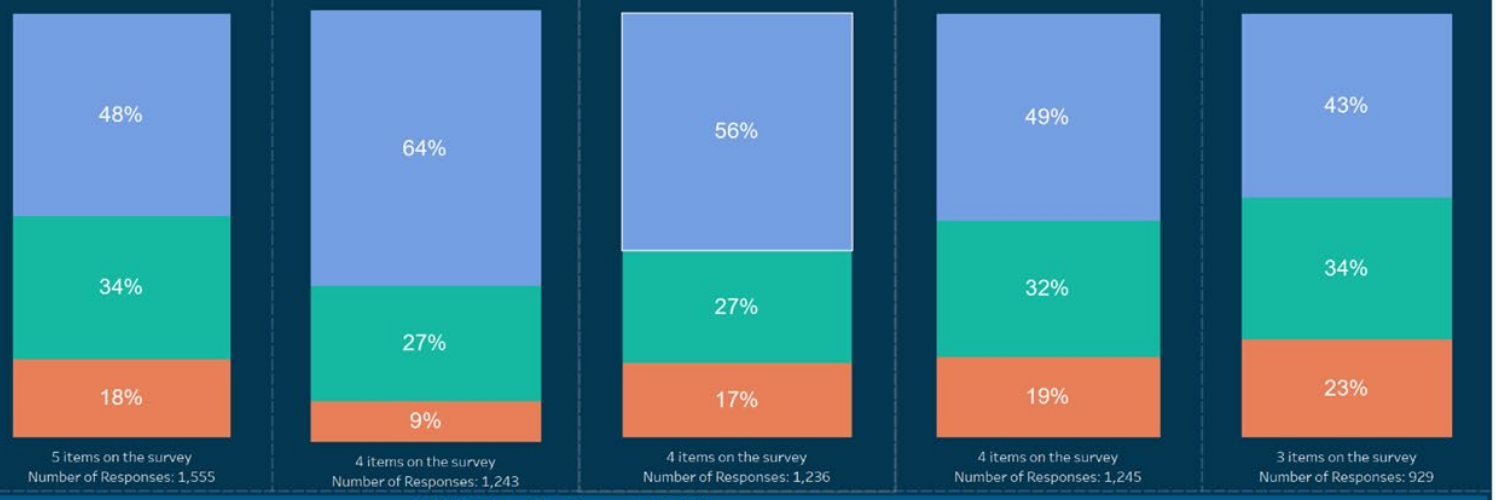
Total Number of Students: 313

Responses by Element

This section displays the distribution of responses across all items answered for each element. Responses are grouped into categories based on the strength of relationships they indicate.

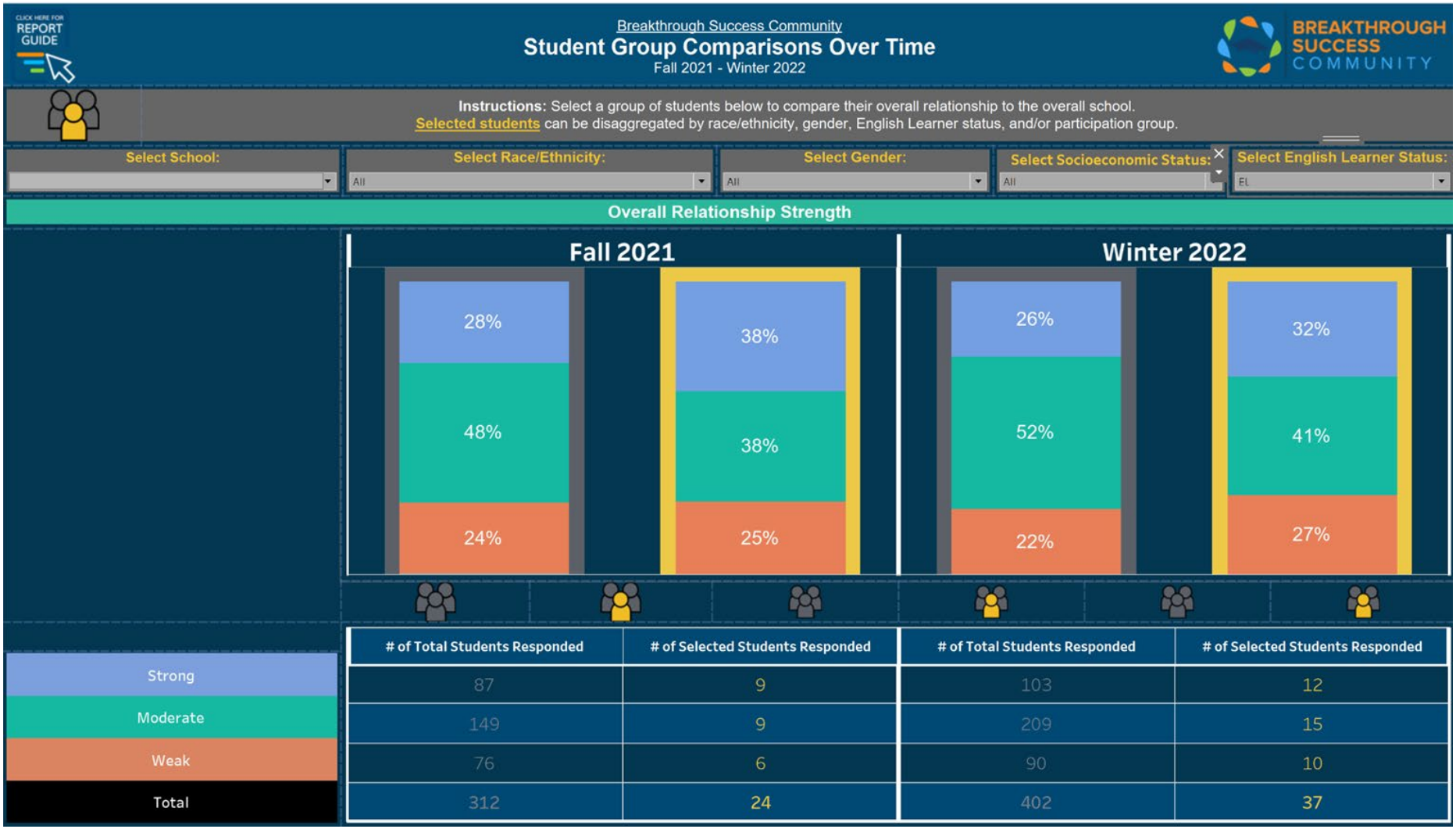
Strong: "Almost Always" or "Often"
Moderate: "Sometimes"
Weak: "Rarely" or "Never"

NOTE: Bars reflect percentage of total responses, not percentage of students. Because the number of survey items corresponding to each element varies, and items that students left blank are excluded from our analysis, the total number of responses received varies between elements.



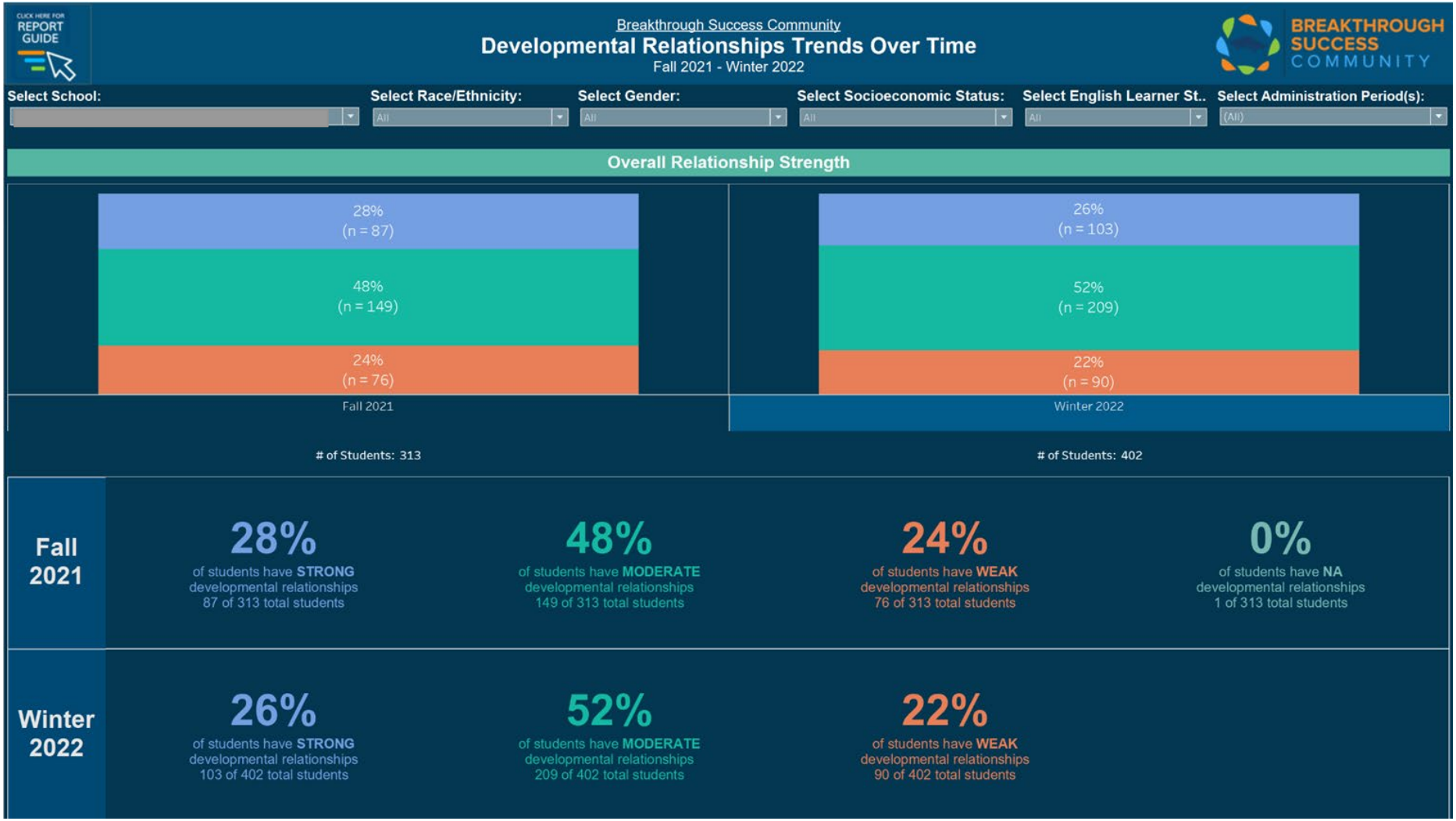
Click Here for Report Guide

Looking for Disproportionate Experiences



# of Total Students Responded	# of Selected Students Responded	# of Total Students Responded	# of Selected Students Responded
87	9	103	12
149	9	209	15
76	6	90	10
312	24	402	37

DR Survey Reporting



DR Survey Reporting

CLICK HERE FOR REPORT GUIDE

Breakthrough Success Community

Change in Relationship Strength

Fall 2021 - Winter 2022

BREAKTHROUGH SUCCESS COMMUNITY

FALL 2021	WINTER 2022: Weak	Moderate	Strong	No Data Available	Total
Strong	2	16	51	18	87
Moderate	13	81	17	38	149
Weak	31	23	2	20	76
No Data Available	44	88	32	0	164
Total	90	208	102	76	476

Select a cell above ↑ to filter the student list below ↓

Student Name	Race	Gender	English Learner Status	Low Socioeconomic Status	Fall '21 Relationship Strength	Winter '22 Relationship Strength	Difference in Score
Perez	Hispanic/Latinx	Male	NONE	missing	Weak	Strong	1.45
aesee	Asian	Female	RFEP	missing	Moderate	Strong	1.35
arez	Hispanic/Latinx	Female	NONE	missing	Weak	Strong	1.25
artinez	Hispanic/Latinx	Female	NONE	missing	Weak	Moderate	1.10
Mayo	Hispanic/Latinx	Female	NONE	missing	Weak	Weak	1.00
Bustamante	Hispanic/Latinx	Female	NONE	missing	Moderate	Strong	1.00
tez	Hispanic/Latinx	Female	NONE	missing	Moderate	Strong	0.95
eraz	Hispanic/Latinx	Male	NONE	missing	Moderate	Moderate	0.90
iguez	Hispanic/Latinx	Male	NONE	missing	Moderate	Moderate	0.90
stro	White	Male	RFEP	missing	Weak	Moderate	0.90
dler	Students of Multiple Races	Male	NONE	missing	Moderate	Strong	0.85
stai	Hispanic/Latinx	Female	NONE	missing	Weak	Moderate	0.85
ra	Hispanic/Latinx	Female	NONE	missing	Weak	Weak	0.80
ero	Hispanic/Latinx	Female	NONE	missing	Weak	Moderate	0.80
Romo	White	Female	RFEP	missing	[illegible]	[illegible]	[illegible]

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Network-Wide Findings

Breakthrough Success Community

Change in Relationship Strength

FALL 2021	WINTER 2022				
	Weak	Moderate	Strong	No Data Available	Total
Strong	2	16	51	18	87
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No Data Available	44	88	32	0	164
Total	90	208	102	76	476

Sentence Frame:

"For all the students whose responses indicated **MODERATE** relationship strength in Fall,

17 students indicate **STRONG** relationships now."

Network-Wide Findings

Breakthrough Success Community

Change in Relationship Strength

FALL 2021	WINTER 2022: Weak	Moderate	Strong	No Data Available	Total
Strong	2	16	51	18	87
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Sentence Frame:

"For all the students whose responses indicated _____ relationship strength in Fall

X students indicate _____ relationships now."

Open-Ended Responses

Open-Ended Questions

- ★ **Free Response 1 - Please name an adult at this school you could go to for support, help, or guidance.**
- ★ **Free Response 2 - What does this person do that makes you know you could go to them?**
- ★ **Free Response 3 - What are 1-2 things that your teachers have done to help you try even harder in class?**

Spreadsheet for Hearing Student Stories

hool	Na me	Overall Strength (Fall)	Overall Strength (Winter)	Free Response 1 - Please name an adult at this school you could go to for support, help, or guidance.	Free Response 2 - What does this person do that makes you know could go to them?	Free Response 3 - What are -2 things that your rs have done to help y even harder in class?	Winter Average Score (Out of 5)	Semester 1 OT La
e High	Carl	Weak	Moderate	I don't know	If their friendly and hel	If they would cheer me on	3.2	Highly Vulnerable
e High	Carl	NA	Weak	Rodriguez, Emerson , Garcia	they actually liste stuff	talk to me and gave me a pencil	2.45	Highly Vulnerable
e High	Ces	Weak	Weak	No one	Nothing	Help me with my work .	2.05	Vulnerable
e High	Cha	Strong	Strong	Mr.Ramos	he is	he encourages me	4	Post - Secondary Poten
e High	Che	Moderate	Weak	NA		NA	2.95	Vulnerable
e High	Chlo	NA	Strong	Mr. Fox	o the students making sure the	Change how the class is run to chall	4.15	Post - Secondary Poten
e High	Chri	Moderate	Moderate	no one		no one	3.05	Vulnerable
e High	Chri	NA	Moderate	Mrs. Polk	isten to what I have to say.	They encourage me to do my best. T	3.95	Post - Secondary Poten
e High	Chri	NA	Moderate	mis, garcia	hey help other students with problems	give me more work	3.6	Post - Secondary Poten
e High	Chri	Weak	Moderate	Learning Di	I haven't gone to her yet but she seems pretty h	Teachers haven't tried to make me tr	3.05	Post - Secondary Poten
e High	Chri	Strong	Moderate	any	they are a adult	remind me of homework	3.9	Post - Secondary Poten
e High	Chri	Moderate	Moderate		Mr. Clyburne is very attentive to what students	In Pe for weight lifting I was on my la	3.7	Post - Secondary Promi
e High	Cian	NA	Moderate		She is very kind and offers help	saying something to do with what we	3.35	Post - Secondary Poten
e High	Cian	Strong	Stro	homeroom teacher	They are very encouraging	My teacher has offered helped and a	4.29	Post - Secondary Poten
e High	Cital	Weak	Weak	arcia	She is the counselor and is very helpful, she is	They tell me to do my work	2.2	Post - Secondary Poten
e High	Clari	Moderate	Moderate	rs garcia	she talks to people and helps them	make sure im caught up and get goo	3.9	Highly Vulnerable
e High	Cole	Strong	Strong	Mr. Clyburne	Mr. Clyburne leaves his door open during lunch	They have shown who has the highe	4.95	Post - Secondary Comp
e High	Colir	NA	Weak	Mrs. Clevenger	help	make class fun	2.79	Post - Secondary Poten
e High	Colir	Strong	Moderate	Mr.Fox	He nice	Challenge me to do better. Make me	3.6	Post - Secondary Promi
e High	Colli	Moderate	Moderate	Mr. Rice, AP Human Geography	Whenever I am struggling in his class, he show	Giving me opportunities to get extra	3.55	Post - Secondary Poten
e High	Colt	NA	Moderate	Mr. Brown (Zachary)	He is my homeroom teacher and explains to us	They emphasize the importance of tr	3.79	Post - Secondary Comp
e High	Cora	Weak	Moderate	nicole jacobsma	has a plan for my future because she is an AVI	socratic seminar, and study groups.	3	Post - Secondary Poten
e High	Crist	Weak	Moderate	ms.jimenez	she helps me	I dont know	3.1	Highly Vulnerable

Let's be a School Team and Explore!!

BREAKTHROUGH SUCCESS COMMUNITY

Imagine that your table is the school Team at School A….

- Review and discuss the summary visuals from the slides using the url: bit.ly/DR-SlideDeck (5 minutes)
  - How is the school doing at nurturing strong relationships between school adults and students?

- Review and discuss the student free response spreadsheet here or use this url: bit.ly/DR-OpenEnded Consider which students are saying they have no-one to go to at their school…. (5 minutes)

  - What change idea might you try to increase the strength of relationships for these students?

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BREAKTHROUGH SUCCESS COMMUNITY

One Example…

Two Educators Stories

Shane Durkan
Alg Teacher x 9yrs
& 9th Grade Lead
@ Skyline High School, Oakland

Abrham Alem
Ethnic Studies, 10yrs &
Relationship Champ
@ Skyline High School, Oakland

Looking at the Developmental Relationship Survey during a team meeting

Oh … how about the 2x10, I heard someone talk about in a BTSC mtg

How about the 2 of you try it first? See how it goes, work out the kinks, write the playbook?
This girl, always with the “start smaller”...

Where did the Relationship Start?

Nervous + "She straight up does not like me. I have tried with her this year, but I'll try this"

1 - Alem **2 - Shane**

Not so Warm
Weak
Relationship

Very Warm
Strong
Relationship

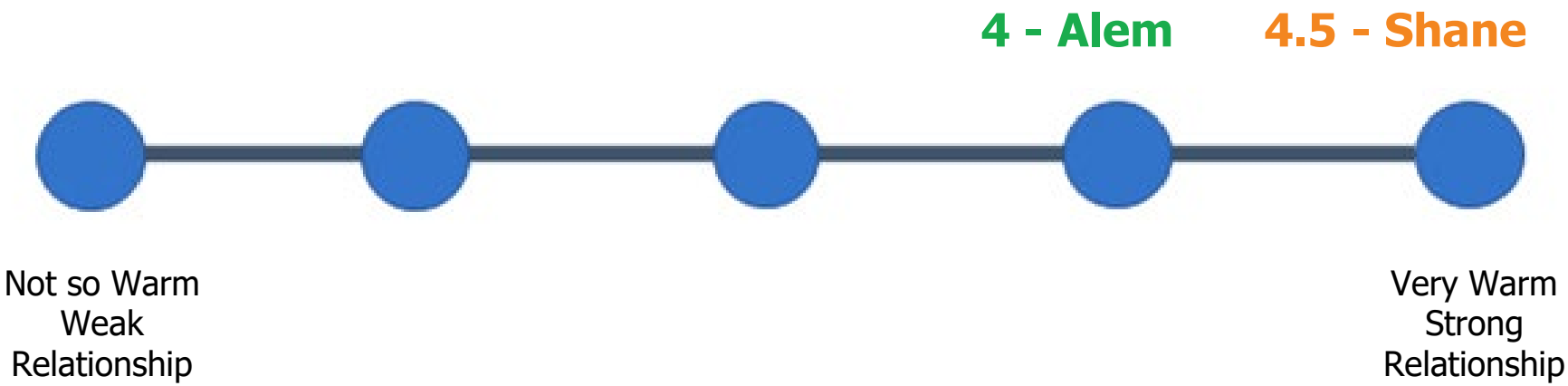
How will we know this was an improvement?

2 X 10

- **2 minutes** for **10 consecutive days**
- No **Academic** or **Behavior** talk
- Ideally, the **teacher reflects daily** on what they learned **about the student** AND **what they learned about themselves**

3	4 She does not like me. awkward	5 2 minutes is hard He likes video games	6 Not easy He likes video games	7 X	8 Im still trying Still Small talk, how do we talk about more	
10	11 She said hi to me!!! I think small talk is OK, we're having fun	12 We actually talked talked Feels more comfortable	13 I feel like there is a real rapport happening We are vibing, he's a sweet kid, I really feel like he is warming up to me, he is acting different, more engaged, talking to me more, asking for help	14 X	15 Learning so much about her - this girl is so cool, she says hi to me and jokes with me	
17	18	19	20	21	22	

Where did the Relationship Start?



How will we know this was an improvement?

"Wow, I was so wrong about her. I didn't even realize I had these assumptions about her."

"This makes you go beyond the usual things you ever talk about, you actually form a real relationship."

"I realized there's the relationship you think you have with a student, and then there's the actual relationship you have with a student."

Biggest Takeaways

- Most students have VERY few meaningful interactions with adults through-out the school day
- This is equal parts changing relationships with students AND changing ADULT mindsets about students
- The size of the relationship is the amount you can push the student academically
- The Developmental Relationships Survey data pushes teachers to examine what they think they know about students and the data is motivating

BREAKTHROUGH SUCCESS COMMUNITY

Questions???

Dave Calhoun dave.c@coredistricts.org

Juli Coleman
juli.c@coreidstricts.org

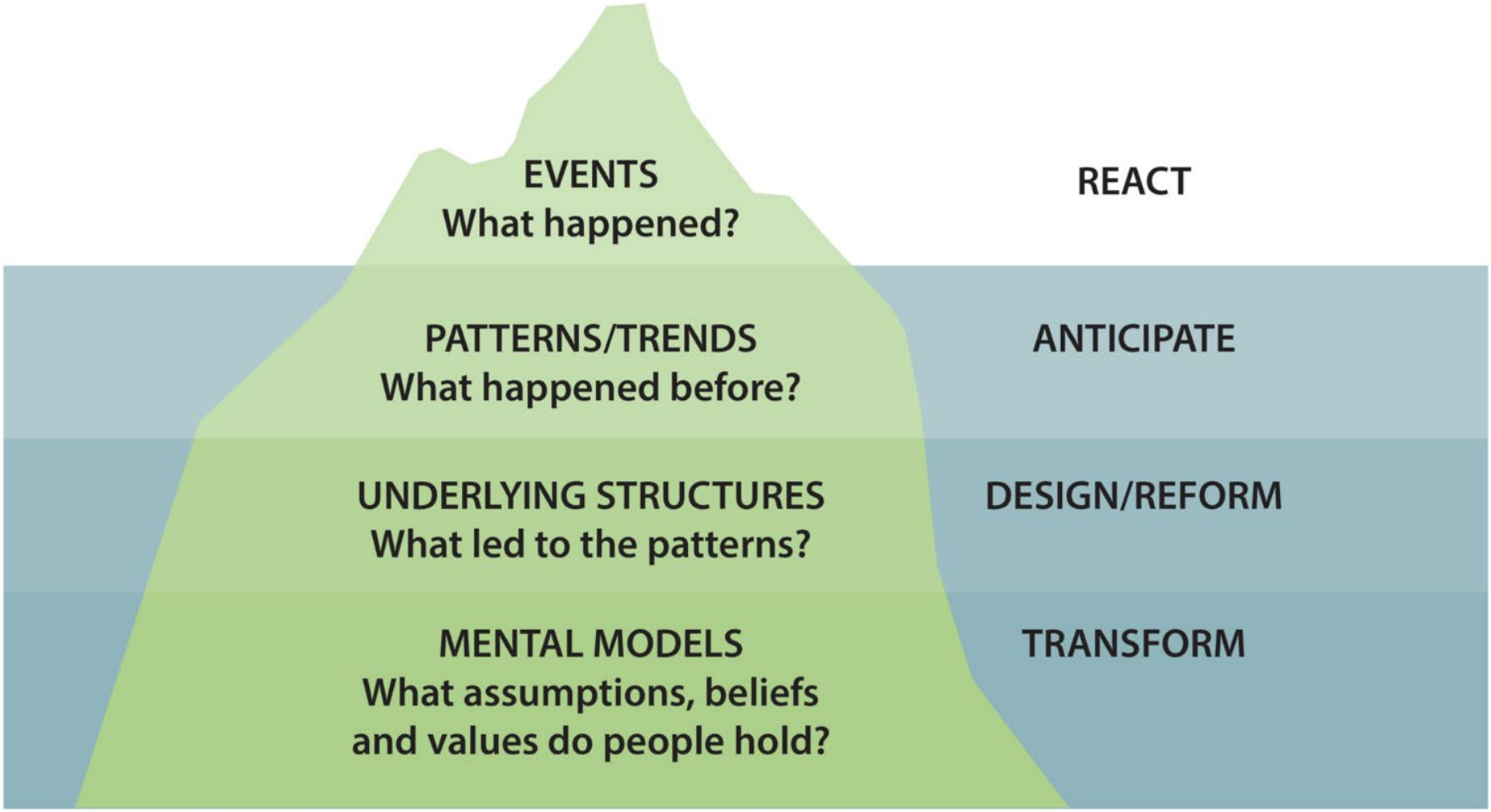
THANK YOU

EXTRA SLIDES BELOW

BREAKTHROUGH SUCCESS COMMUNITY

Systems

SYSTEMS THINKING MODEL
(GOODMAN, 2002)



“We can’t impose our will upon a system. We can **listen** to what the system tells us, and discover how its properties and our values can work together to bring forth something much better than could ever be produced by our will alone. We can’t control systems or figure them out. But we can **dance** with them!

I already knew that, in a way before I began to study systems. I had learned about **dancing with great powers** from whitewater kayaking, from gardening, from playing music, from skiing. All those endeavors require one to stay wide-awake, pay close attention, participate flat out, and respond to feedback. It had never occurred to me that those same requirements might apply to intellectual work, to management, to getting along with people.

Living successfully in a world of systems requires more of us than our ability to calculate. It requires **our full humanity**–our rationality, our ability to sort out truth from falsehood, our intuition, our compassion, our vision, and our morality.”

- Donella Meadows, Scholar & Teacher of Systems Thinking

Dancing With Systems

UNDERLYING STRUCTURES:

- Policies - Organizational rules, regulations, and priorities that guide actions.
- Practices - Procedures, guidelines, or informal shared habits that comprise the work.

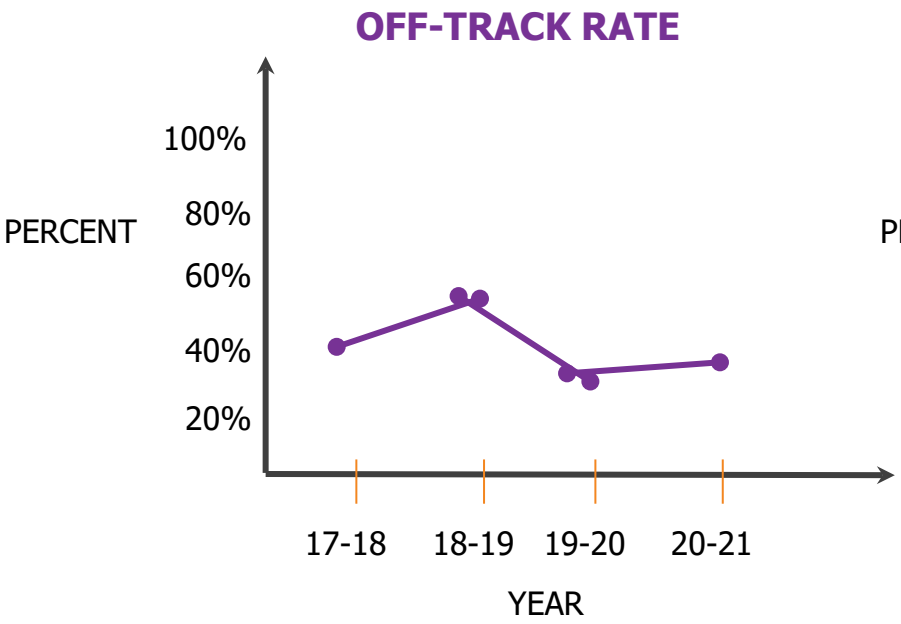
What are some of the underlying structures (policies, practices) that will need to be the focus of redesign & improvement in our driver area?

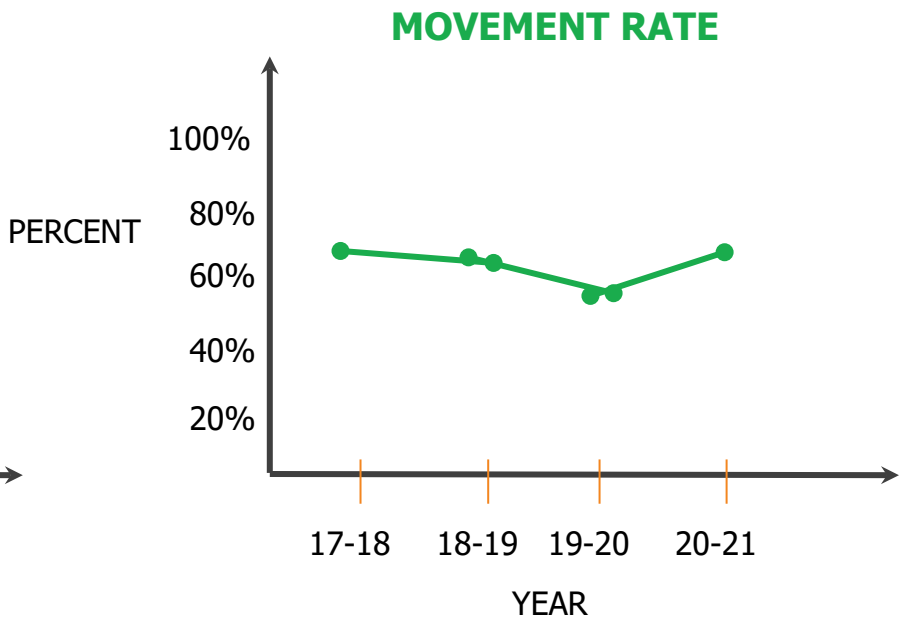
MENTAL MODELS: Habits of thought—deeply held beliefs and assumptions and taken-for-granted ways of operating that influence how we think, what we do, and how we talk.

Relating to our driver area specifically, what are some of the mental models that may be contributing to our current system?

Community-Wide Data

What do you **predict** your school's graphs will look like?





What do you **predict** other schools' graphs will look like?

“Data are not blunt instruments for imposing sanctions and offering rewards; they are resources used to deepen understanding of current operations and to generate insights about where to focus efforts to improve.”

Learning to Improve