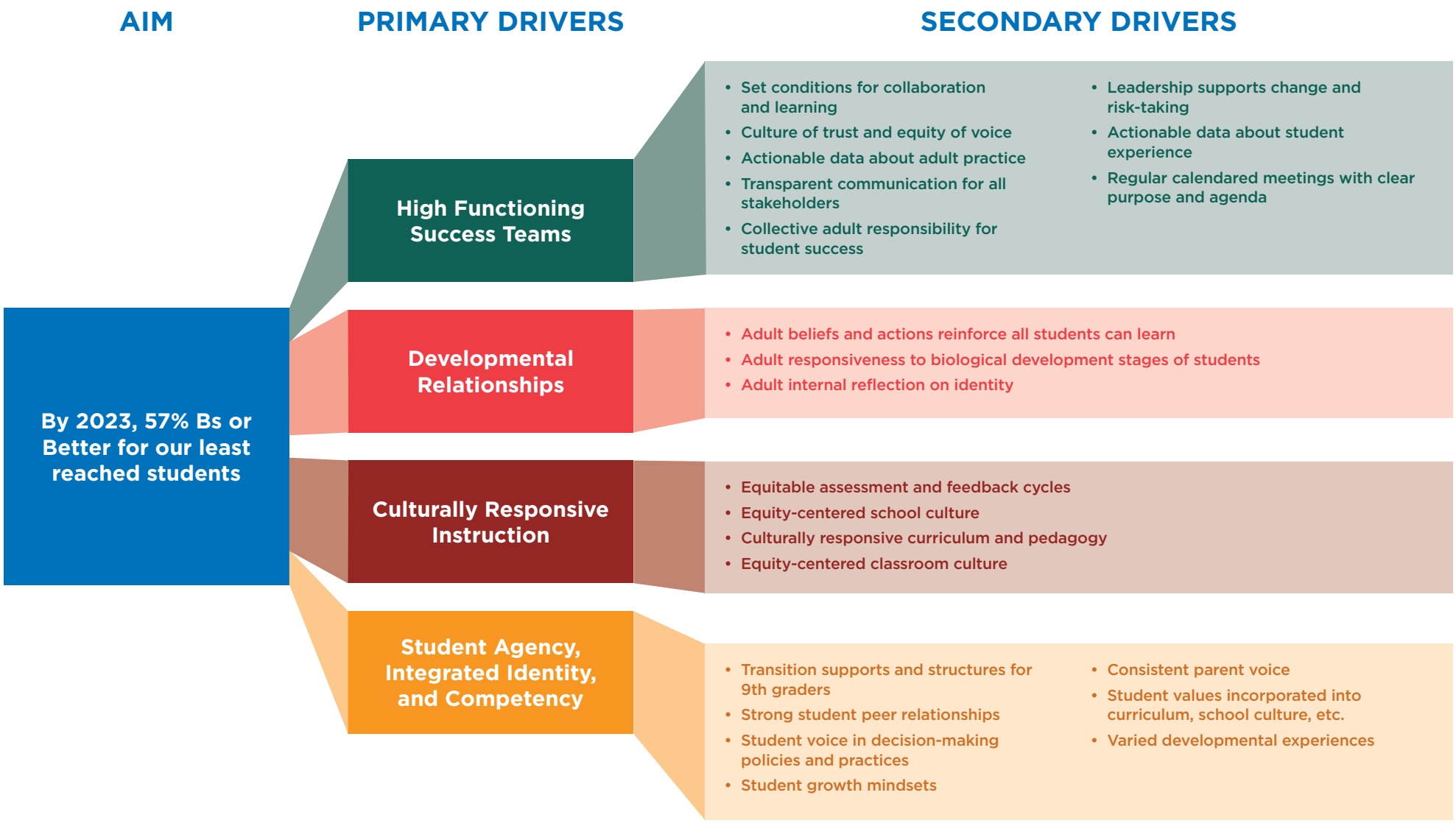
NCS FRESHMAN SUCCESS

# KEY DRIVER DIAGRAM




NETWORK FOR COLLEGE SUCCESS

THE UNIVERSITY OF CHICAGO
CROWN FAMILY SCHOOL OF SOCIAL WORK, POLICY, AND PRACTICE
Advancing a More Just and Humane Society

## NCS FRESHMAN SUCCESS

# KEY DRIVER DIAGRAM

## CHANGE IDEAS

### High Functioning Success Teams

- Access to and regular use of user friendly data (weekly)
- Team huddles (short standing meetings)
- Trauma-informed lens in curriculum
- Regularly make meaning of norms during team meeting time
- Team collaborates to create a purpose statement for team's work (Ground team in the "why" of what they do)
- Use NCS Freshman Success Inventory on a regular basis throughout the school year to monitor progress toward team goals
- Co-create a list of team norms, routinely return to norms to ensure they support team learning and work
- Construct team retreat time that focuses on building community and trust rather than the regular FS work
- Create specific roles for each team member, alternate roles and responsibilities
- Team members visit other school teams and report back key take-aways
- Structure the meeting room setting in ways that embody collaboration and community

### Developmental Relationships

- 3x3 Model
- Classroom assignments that include student self reflection w/ feedback
- Teacher processing student feedback with another person
- Teacher use of scripts: "I have expectations, I know you can meet my expectations, I will help you to be successful"
- Teachers ID other ways to interact with students (e.g. coaching, sponsor clubs, etc.)
- Teachers use classroom time to invite students lives into class on a regular basis, beyond a BOY interest survey
- Foreground relationship building over content for days/weeks
- Teachers ID ways to share power with students in daily lessons
- Teachers devote department/course team time to examine their own identity
- Teachers use exit slips to monitor how students are learning and what they are/are not connecting to in class

### Culturally Responsive Instruction

- Employ standard-based grading practices that include regularly occurring written/oral feedback to students
- Co-create a list of learning norms with students, routinely return to norms to ensure they support learning
- Regularly make meaning of norms during class
- Monitor the amount of teacher vs student talk time during class
- Begin class with activities that relate to student experience/life connections as an entry point for content/skills
- Teachers examine each other's grade books and reflect on how student may interpret different methods of teacher communication
- Teachers use exit slips to monitor how students are learning and what they are/are not connecting to in class
- Teachers ID ways to share power with students during class
- Teachers examine language used in class and explore how some frequently used words may or may not carry negative connotations for students

### Student Agency, Integrated Identity, and Competency

- Developmental experiences—student reflections in classes through time
- Student interest surveys via Google surveys (content, get to know you). Students felt heard and cared for when survey data is used or referenced. Easy to implement. Easy to read data. Positive student engagement.
- Mapping peer relationships: Identify students that are not connected to other students in school (Connect student with activities outside of class)
- Organize and regularly interact with student focus groups that reflect the diversity of the student population
- Build student capacity to lead (freshman connection, mentoring, classroom, etc.)

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## MEASURES

**High Functioning Success Teams**

- # of regular, calendared success team meetings per month (# of meetings held/# of meetings scheduled)
- # of meetings reviewing actionable data (# of meetings with data/# of meetings scheduled)
- Action Item follow-through (# of action items completed/# of action items)
- Meeting Efficacy (# of positive feedback/# of feedback)
- Tier 1 Action (# of tier 1 strategies implemented/suggested)

**Developmental Relationships**

- % of positive interactions between adults and students
- Students believing that adults Challenge their Growth—for least reached students
- Students believing that adults Provide Support—for least reached students
- Students believing that adults Share Power—for least reached students
- Students believing that adults Expand Possibilities—for least reached students

**Culturally Responsive Instruction**

- # of multiple opportunities for students to exhibit mastery or be assessed
- # of varied opportunities for students to exhibit mastery or be assessed
- % of opportunities that include student choice
- # of opportunities that include student choice
- % of teachers reporting every student has the same level of opportunity for choice
- # of opportunities for students to identify their learning targets

**Student Agency, Integrated Identity, and Competency**

- # of times an educator gives a student the opportunity to demonstrate agency
- # of times an educator gives a student the opportunity to learn about themselves
- # of times an educator gives a student the opportunity to demonstrate agency
- # of times an educator gives a student the opportunity to learn about themselves
- Students have a choice/ input in what and how they learn
- Students have a choice in how they demonstrate what they learned