



Assessing Success Team Progress

Freshman Success Inventory

A tool to collaboratively assess current practices across three main areas – the Success Team, the Team Lead, and the Administration – using four performance levels (Embedded, Practicing, Emerging, and Not Yet Practicing).

Freshman Success Inventory

Rating descriptions

- **Embedded-** This practice is so ingrained in our work that it is a distinguishing feature of the culture of freshman success in our school (way of being)
- **Practicing-** This is a regular practice in our school (way of doing)
- **Emerging-** This practice is in its beginning stages in our school
- **Not Yet Practicing-** We have not begun this practice/we are planning to implement this practice in our school

Rate your team's current implementation level for each of the indicators below.

Administration (Principal or Assistant Principal)	Embedded	Practicing	Emerging	Not Yet Practicing
SETTING CONDITIONS: Administration selects, programs, sets purpose, and provides foundational knowledge on freshman success work for core set of grade-level teachers				
Administration identifies team leadership (Team Lead, data technician, social-emotional learning specialist, etc.) and communicates expectations for their engagement with Success Team				
Administration sets goals for On-Track and student connection with the Success Team and team leadership				
Administration provides and protects team meeting calendar, with regular and sufficient time for 1) data analysis and 2) intervention development, monitoring, and adjustment				
Administration provides time for General Education and Special Education teachers, counselor(s), data technician, student advocate or dean, and/or other administrator(s) to attend regularly scheduled meetings				

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Administration (Principal or Assistant Principal) (cont.)	Embedded	Practicing	Emerging	Not Yet Practicing
IMPLEMENTATION: Administration provides timely access to freshman success-related data, such as point-in-time On-Track data				
Administration provides professional development and training opportunities on the transition to high school, data strategy, and social-emotional learning				
Administration reviews and interrogates interim freshman success-related data in light of Success Team goals, and strategizes with team leadership around next steps				
Administration holds teachers accountable for implementing equitable grading practices				
COMMUNICATION: Administration provides space for freshman success-related communication on a regular basis				
Administration explicitly supports Success Team efforts to communicate a culture of success for all				
INSTRUCTION: Administration communicates a clear vision for instruction				
Administration supports teacher development through proactive observation and constructive feedback around instructional practice				
Administration provides learning opportunities on classroom practices that support students' successful transition to high school				

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Success Team Lead	Embedded	Practicing	Emerging	Not Yet Practicing
SETTING CONDITIONS: I acquire foundational knowledge on the importance of freshman course performance as well as tools and strategies to lead the Success Team				
With principal and data technician, I establish Success Team meeting calendar that includes regular and sufficient time for 1) data analysis and 2) intervention development, monitoring, and adjustment				
With principal and Success Team, I set freshman success goals for On-Track and student connection, and develop benchmarks to monitor progress				
IMPLEMENTATION: I develop action-oriented meeting agendas that consistently address freshman success goals generally and intervention development, tracking, and evaluation specifically				
I establish team meeting conditions conducive to the successful execution of Success Team duties				
I work with the data technician to bring actionable student-level data at regular intervals				
COMMUNICATION: I regularly communicate strategies and progress toward freshman success goals to Success Team, administration, parents, and students				
I advocate for resources to support our freshman success efforts				
I coordinate freshman success assemblies, parent nights, and celebrations toward On-Track and student connection goals				

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Success Team Lead (cont.)	Embedded	Practicing	Emerging	Not Yet Practicing
INSTRUCTION: I seek out instructional and intervention resources, readings, and tools to improve teacher and Success Team practice				
I design and facilitate the Success Team discussion, problem solving, and sharing around grading and instructional strategies				

Success Team	Embedded	Practicing	Emerging	Not Yet Practicing
SETTING CONDITIONS: We develop effective meeting strategies, such as establishing a mission statement and clear purpose, and building norms and action-oriented agendas				
We share Success Team roles and responsibilities conducive to freshman success work				
With principal and Team Lead, we establish foundational knowledge, set purpose, and create freshman success goals for On-Track and student connection				
We engage in regular, calendared Success Team meetings to 1) analyze data and 2) develop, monitor, and adjust interventions				
Our Success Team includes General Education and Special Education teachers, counselor(s), data technician, student advocate or dean, and/or administration				

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Success Team (cont.)	Embedded	Practicing	Emerging	Not Yet Practicing
IMPLEMENTATION: We review incoming class performance data to develop early and targeted supports for students				
We develop, implement, track, and evaluate Tier 2 interventions, making adjustments when appropriate				
We refer students to the appropriate level of intervention				
We review actionable student-level data in order to provide appropriate support				
COMMUNICATING A CULTURE OF SUCCESS: We maintain strengths-based and action-oriented communication to support students				
We conduct joint parent/student conferences				
We celebrate student and adult successes around On-Track and student connection goals				
We engage faculty in frequent communication on student progress and successful strategies				

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Success Team (cont.)	Embedded	Practicing	Emerging	Not Yet Practicing
CLASSROOM-LEVEL STUDENT SUPPORT STRUCTURES: We create, implement, and evaluate instructional strategies around student engagement				
We provide multiple and varied opportunities for students to exhibit mastery or be assessed				
We utilize transparent and equitable grading practices that communicate grade-level expectations and student achievement				