



# Assessing Success Team Progress

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## Purpose

Success Teams should regularly assess their progress to determine strengths and areas in need of growth. Assessment should not be limited to the performance of the team as a unit. It should include the performance of the Team Lead and administrators responsible for supporting the team.

## How & When to Use

Success Teams should build time into their routines for assessment, reflection, and action planning. The Network for College Success encourages quarterly informal assessments. This allows the team to pause and celebrate successes. Regular team assessment can also reveal areas of concern that may require the team to set additional goals or take a new approach to the work.

Success Teams should approach assessment as a collaborative process grounded in a clear set of criteria or expectations for team performance. The Freshman Success Inventory is based on the NCS Freshman Success Framework (see the Framework in the About section of this Toolkit). The Inventory allows each team member to reflect on and respond to the criteria, after which the results are compiled so the entire team can determine a final performance level. Based on the data, teams are encouraged to set quarterly goals and action plans.

The video on Hancock High School showcases a high-functioning Success Team engaging in a solutions-oriented conversation about their students.

# Connections to Framework

The [Freshman Success Framework](#) is the foundation for effective school practice on On-Track and student success. The Network for College Success has seen the greatest and most sustainable gains for freshmen when schools develop high-functioning educator professional learning communities, which we call Success Teams.

This Tool Set focuses on every behavior and action in the Framework. For more details on the Framework, please refer to the About section.

Freshman Success Team in Action: Ways of Doing					
Elements	Principal		Team Lead		Success Team
<b>Setting Conditions</b> 	<ul style="list-style-type: none"> <li>Selects, programs, sets purpose, and provides foundational knowledge on freshman success work for core set of grade-level teachers</li> <li>Identifies team leadership (Team Lead, data technician, social-emotional learning specialist, etc.) and communicates expectations for their engagement with Success Team</li> <li>Sets goals for On-Track and student connection with the Success Team and team leadership</li> </ul>		<ul style="list-style-type: none"> <li>Acquires foundational knowledge on the importance of freshman course performance as well as tools and strategies to lead the Success Team</li> <li>With principal and data technician, establishes Success Team meeting calendar that includes regular and sufficient time for 1) data analysis and 2) intervention development, monitoring, and adjustment</li> </ul>		<ul style="list-style-type: none"> <li>Develops effective meeting strategies, such as establishing a mission statement and clear purpose, and building norms and action-oriented agendas</li> <li>Engages in regular, calendared Success Team meetings to 1) analyze data and 2) develop, monitor, and adjust interventions</li> </ul>
<b>Implementation</b> 	<ul style="list-style-type: none"> <li>Provides access to freshman success-related data in a timely manner, such as point-in-time</li> <li>Provides training opportunities to high school teachers to hold teachers accountable for implementing equitable grading practices</li> </ul>		<ul style="list-style-type: none"> <li>Develops and implements meeting agendas that consistently address freshman success, generally and intervention-specific tracking and evaluation</li> <li>Coordinates with data technician to bring available student-level data at regular intervals</li> </ul>		<ul style="list-style-type: none"> <li>Reviews incoming performance data to develop targeted supports for students</li> <li>Develops, implements, and evaluates Tier 2 interventions to provide appropriate adjustments when needed</li> </ul>
<b>Communication</b> 	<ul style="list-style-type: none"> <li>Provides space for freshman success-related communication on a regular basis</li> <li>Explicitly supports Success Team efforts to communicate a culture of success for all</li> </ul>		<ul style="list-style-type: none"> <li>Regularly communicates progress toward freshman success goals to Success Team, administration, parents, and students</li> <li>Advocates for resources to support freshman success efforts</li> </ul>		<ul style="list-style-type: none"> <li>Maintains strengths-based and action-oriented communication to support students</li> <li>Conducts joint parent/student conferences</li> </ul>
<b>Instruction</b> 	<ul style="list-style-type: none"> <li>Communicates a clear vision for instruction</li> <li>Supports teacher development through proactive observation and constructive feedback around instructional practice</li> </ul>		<ul style="list-style-type: none"> <li>Seeks out instructional and intervention resources, readings, and tools to improve teacher and Success Team practice</li> </ul>		<ul style="list-style-type: none"> <li>Creates, implements, and evaluates instructional strategies around student engagement</li> <li>Provides multiple and varied opportunities for students to exhibit mastery or be assessed</li> </ul>



## Assessing Success Team Progress

# Freshman Success Inventory

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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				



## Freshman Success Inventory

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				



## Freshman Success Inventory

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				



## Freshman Success Inventory

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				



## Freshman Success Inventory

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				





## Freshman Success Inventory

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				





## Assessing Success Team Progress

# Success Analysis Protocol

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A protocol to analyze the development of a best practice so lessons can be applied to future work.



## Success Analysis Protocol For Leadership Teams

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*Developed in the field by educators.*

### **Roles**

A timekeeper/facilitator

The facilitator's role is to help the group to keep focused on how this practice is different from other team practices. The analysis of what makes this practice so successful is the purpose of the protocol.

"Best Practice" is defined as a process that proved to be highly effective in achieving the intended outcome.

1. Discuss as a team and then write a short description of the one "Best Practice" of your team this year. Note what it is about the practice that made it so successful. Be sure to answer the question, "What made this experience different from other team experiences?" Identify a person to report on the team's success and the analysis of what made it successful. (20 minutes)
2. The Reporter shares their team's "Best Practice" and why it was so successful. (3 minutes)
3. The other team asks clarifying questions about the details of the "best practice". (3 minutes)
4. The group does an analysis of what they heard about the presenter's success and offers additional insights about how this practice is different than other team practices. Probing questions are appropriate and the presenter's participation in the conversation is encouraged. (3-5 minutes)
5. The presenter responds to the group's analysis of what made this experience so successful. (1 minute)
6. The other team's Reporter shares their "Best Practice" and what made it so successful. Repeat steps 3-5. (10-12 minutes)
7. Debrief the protocol as a whole group. Possible questions: What worked well? How might we apply what we learned to other team work? How might students use this process to reflect on their work? What adaptations to this protocol might improve the process? (5 minutes)



## Facilitating Effective Adult Collaboration and Conversation

# Success Team in Action: Hancock High School Video

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A video that provides a snapshot of a Success Team successfully facilitating an accountable conversation about student outcomes.

[Click here to view >>](#)