



Strengthening Early Indicator and Intervention Systems (EIIS): **A Toolkit for Practitioners**



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!



Strengthening Early Indicator and Intervention Systems (EIIS): A Toolkit for Practitioners

Copyright © 2025. All rights reserved.

This publication was produced through a collaboration with the Oregon Department of Education, Education Northwest, and FHI 360.

Cover and interior design by Jen Kristen Taylor, FHI 360.

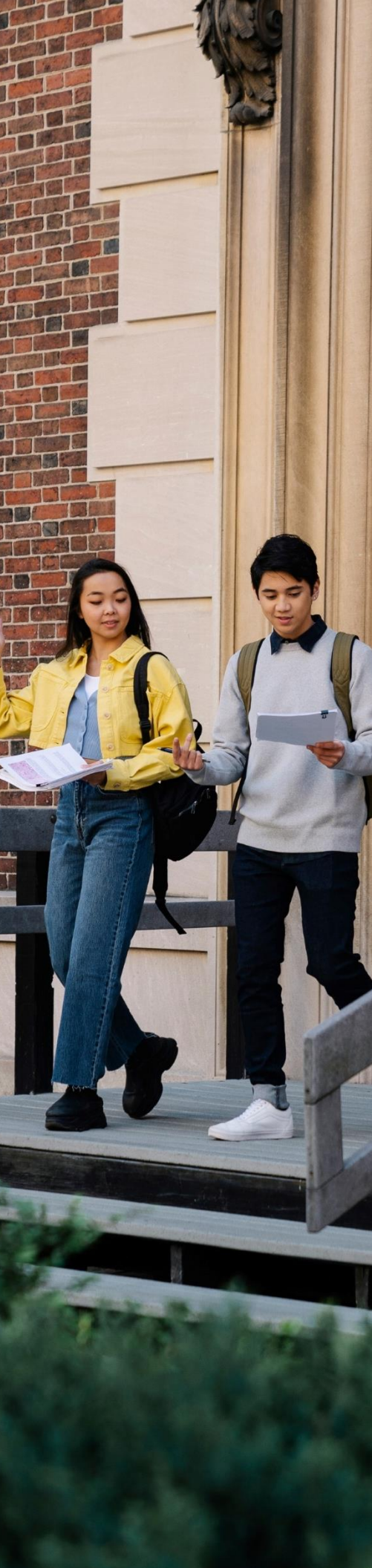
For information about this title, contact the Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310.

About Education Northwest: Education Northwest is a nonprofit, nonpartisan organization dedicated to helping all learners reach their full potential. We partner with public, private, and community-based organizations across the United States to conduct research and evaluations, build organizational capacity, provide professional development, and design learning experiences that promote better student outcomes.

About FHI 360: FHI 360 is a global nonprofit, nonpartisan organization. Our education team envisions a world where all young people can reach their highest potential through formal and informal education opportunities and supports. To achieve this, we work to improve education systems, strengthen teaching and learning, nurture student well-being, support family-school partnerships, and build college and career pathways for all youth.

Suggested Citation: *Oregon Department of Education, Education Northwest, and FHI 360 (2025). Strengthening Early Indicator and Intervention Systems (EIIS): A Toolkit for Practitioners. Salem, OR.*

Photo credits for cover, title, about, and section title pages: [Canva](#).



About Oregon's Focus on EIIS

Oregon's Early Indicator and Intervention System (EIIS) was established as part of the Student Success Act of 2019 to provide grant-in-aid and technical assistance to strengthen and enhance student success systems in Oregon schools. An EIIS is a set of structures and strategies for organizing data, aligning school practices, and engaging with students and families to help all students thrive.

An EIIS is a coherent system that uses predictive data review to identify students early in their school careers and coordinate systems of care to steward the student toward successful on-time graduation and transition into education and careers after high school. Additionally, EIIS promotes innovation and change to the overall school system to improve student opportunities for learning, engagement in school, and learning outcomes for student groups that have historically experienced academic disparities. An EIIS contributes to school improvement efforts across systems (including High School Success Ninth Grade on Track), supports student mental health, and addresses root causes of chronic absenteeism.

Advisory Board Acknowledgment

We deeply appreciate the invaluable insights and guidance provided by our expert advisory board, whose contributions have been instrumental in shaping this work.

- Brian Bain, director of research evaluation and assessment, Northwest Regional Educational Service District
- Trisha Evens, director of secondary education, Grants Pass School District
- Jennifer Franks, PowerSchool lead, Umatilla School District
- Sarah Frazelle, co-director of the National Student Attendance and Engagement Center and a senior researcher at American Institutes for Research
- Carla Gay, executive director of innovation and partnerships, Gresham-Barlow School District
- Daniel Gray, deputy chief for college and career, Uplift Education

Note: All materials included in this toolkit can also be accessed through [ODE's EIIS Master Course public-facing Canvas site](#).

Table of Contents

About Oregon’s Focus on EIS	3
Advisory Board Acknowledgment	3
Introduction	7
I. Oregon’s Early Indicator and Intervention Systems	8
What Are Early Indicator and Intervention Systems?	9
Understanding EIS Elements	10
How EIS Shows Whether Students Are Thriving	11
Student and Family Partnerships in EIS	12
II: Supporting Strong EIS Elements	13
Understanding and Reflecting on EIS	14
Strategic Planning Tools to Build Your EIS Understanding and Capacity	15
Develop Shared Mindsets	16
Create Systems and Structures	17
Collect Holistic Data	18
Design Student Supports	20
Monitor Progress	22
III. Tools and Resources	23
Understanding and Reflecting on EIS	24
Understanding EIS: Oregon's Student Success System (Handout)	24
Reflecting on Existing EIS Elements (Tool)	31
Strategic Planning Tools to Build Your EIS Understanding and Capacity	42
EIS Strategic Planning Tool	42

<u>Systems Mapping (Tool)</u>	<u>47</u>
<u>Iceberg and Theory of Action (Tool)</u>	<u>54</u>
<u>Logic Model Protocol (Tool)</u>	<u>58</u>
<u>Consultancy Protocol (Tool)</u>	<u>64</u>
<u>Develop Shared Mindsets</u>	<u>67</u>
<u>Developing Student-Centered Mindsets (Handout)</u>	<u>68</u>
<u>Shifting Mindsets (Handout)</u>	<u>70</u>
<u>Engaging Equity: Equitable Mindsets, Practices, and Systems (Self-paced online modules)</u>	<u>72</u>
<u>Create Systems and Structures</u>	<u>73</u>
<u>Structures for Meaningful EIS Meetings (Handout)</u>	<u>74</u>
<u>Sample EIS Team Meeting Protocols (Handout)</u>	<u>76</u>
<u>Reflecting on Student Success Planning Process (Tool)</u>	<u>87</u>
<u>Student Success Partner Scenarios (Handout)</u>	<u>91</u>
<u>Collect Holistic Data</u>	<u>95</u>
<u>EIS Data Audit (Tool)</u>	<u>96</u>
<u>The Importance of Street Level Data (Handout)</u>	<u>101</u>
<u>Data Scenario: Using Street Data (Handout)</u>	<u>104</u>
<u>Tips, Recommendations, and Resources for Street Data Collection (Handout)</u>	<u>111</u>
<u>Applying the Street Data Approach to Understand Your Students' Needs (Tool)</u>	<u>114</u>
<u>Design Student Supports</u>	<u>116</u>
<u>Amplify, Sunset, Investigate, or Create (Tool)</u>	<u>117</u>
<u>Integrating SEL Into Student Supports (Handout)</u>	<u>125</u>
<u>Identifying Universal and Small Group Supports (Tool)</u>	<u>129</u>
<u>Data-Driven Decision Making for Student Success (Handout)</u>	<u>133</u>

<u>Universal Supports and Strategies Brainstorming (Handout)</u>	<u>137</u>
<u>Monitor Progress</u>	<u>141</u>
<u>Progress Monitoring (Tool)</u>	<u>142</u>
<u>Look Back to Look Forward (Tool)</u>	<u>147</u>
<u>IV: Additional Resources</u>	<u>154</u>
<u>References</u>	<u>156</u>

Introduction

Strengthening Early Indicator and Intervention Systems (EIIS): A Toolkit for Practitioners is a resource for school and district teams to use when implementing or enhancing Early Indicator and Intervention Systems (which fall into the larger category of student success systems). The tools and resources in this toolkit were created as part of the Oregon Department of Education's (ODE's) EIIS professional learning series, and they incorporate evidence-based strategies to implement and sustain school and district-wide systems and strategies for nurturing K–12 students' academic growth and social-emotional well-being in ways that promote their healthy transition to adulthood. The individual tools and resources can be used as part of a larger professional development initiative, for school improvement planning and work, for continuous improvement efforts, or to support the work of a school-based team.

The tools and resources are organized into the five elements of an effective EIIS, as shown below.

Develop Shared Mindsets

Develop shared strengths-based mindsets and establish universal aspirational goals for all students. Focus on relationships and promote family and community engagement.

Create Systems and Structures

Assess and understand the structures that support or impede each group or community from achieving universal goals and train teachers to use data and EIIS systems. Analyze and update policies to promote a school culture that fosters student engagement.

Collect Holistic Data

Invest in holistic data collection tools and processes and provide administrators and educators with access to real-time disaggregated student data, including community, family, and student feedback and other street data.

Design Student Supports

Ensure all students have access to culturally responsive universal and targeted supports and processes to help each focal student group reach universal goals. Engage with families and community organizations to design and deliver supports.

Monitor Progress

Establish protocols and processes for evaluating supports and systems to understand trends, identify levers for change and shifts, and improve outcomes for students.

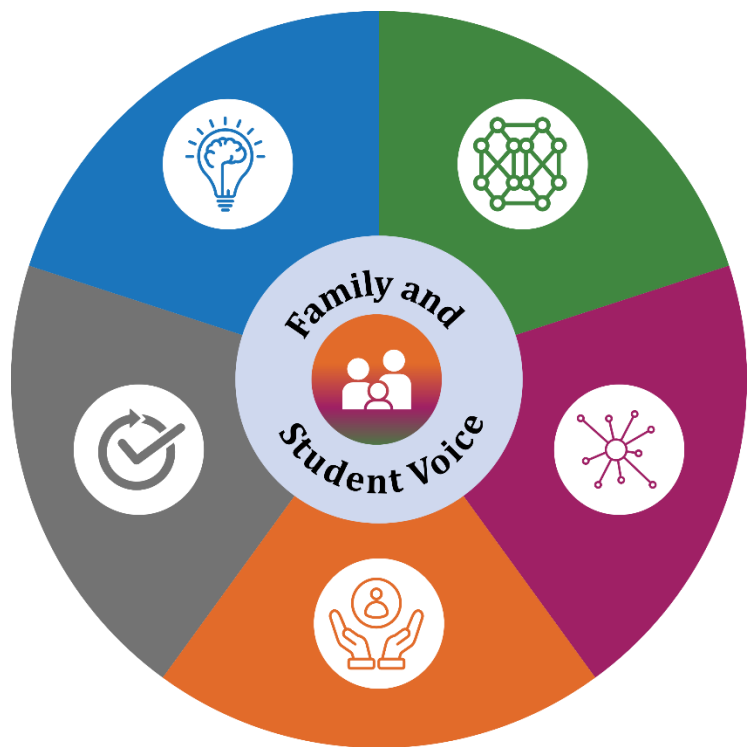


Figure 1: Essential elements of student success systems.



I. Oregon's Early Indicator and Intervention Systems

Oregon's Early Indicator and Intervention Systems

Oregon's EIS, ODE's model for student success systems, is a set of structures and strategies for organizing data, aligning school practices, and engaging with students and families to help all students thrive.

What Are Early Indicator and Intervention Systems?

While the term "EIS" may be new for most educators, it builds on familiar concepts of data-driven responsive systems such as Multi-Tiered Systems of Support (MTSS), Response to Intervention and Instruction (RTII), and Positive Behavioral Interventions and Supports (PBIS) frameworks ([Grad Partnership, 2023b](#)). We use **"student success system"** as an umbrella term for EIS since it encompasses student-centered and equitable processes districts use to address students' strengths and needs.



In the early 2000s, researchers at Johns Hopkins University introduced a set of evidence-based indicators —attendance, behavior, and class grades in reading and math — that could be used to predict which students were at risk of dropping out of school before high school graduation or graduating without the necessary skills, knowledge, habits, and mindsets to thrive in school, work, and life ([Neild et al., 2007](#)). Collectively, these indicators, which have come to be called on-track indicators, inform EIS. They can be used to both alert educators about students who need more support starting as early as 6th grade ([Neild et al., 2007](#)) and provide benchmarks to ensure students are progressing.

School systems' use of on-track indicators has become more common, yet graduation rates continue to show inequities across different student demographic groups ([Reeves & Kalkat, 2023](#)). In Oregon, four-year graduation rates in 2023–2024 were 82.6% for white students and 92.1% for Asian students, compared to 78.6% for Latinx students and 73.1% for Black/African American students ([ODE, 2024](#)). While these indicators were a first step in identifying students who were off track for high school graduation in the traditional four-year timeframe, ([Allensworth & Easton, 2007](#)) emphasize how these indicators provided insufficient information about who these students are, which makes it hard to provide targeted interventions to specific students. Additionally, on-track indicators provide limited information on students' strengths and aspirations, what might be underlying the obstacles they faced in school, and how schools could collaborate with students and families to co-develop effective supports. As a result, some early warning systems inadvertently fueled educators' biases, assumptions, and deficit mindsets about students ([McMahon & Sembiente, 2019](#)).

To learn from these challenges, ODE’s EIIS is designed around an asset-based approach to student success systems that centers students and families in the process. Embedding student-centered approaches and [transformative social-emotional learning \(SEL\)](#) or school climate data within the EIIS framework is a powerful first step toward determining the underlying reasons why a student is identified and ensuring that all K–12 students have the tools and support needed to succeed. ODE also has adopted a set of evidence-based expanded indicators that focus on agency, belonging, and connectedness, indicators that track student well-being. A focus on these positive youth development indicators requires a system that has equity at its core and uses data and decision-making processes that center students’ experiences, strengths, and needs.

Data points, no matter how powerful, do not mean anything in isolation. Thus, student success systems rely on strong relationships among adults at school, students, and families to work together to interpret the data, understand underlying needs, and identify supports. Research shows that positive relationships are important for ensuring young people are engaged and motivated in school ([Roorda et al., 2011](#); [Cornelius-White, 2007](#); [Engels et al., 2021](#); [Barile et al., 2012](#)).

While EIIS vary in their design and implementation, most contain common components. The Grad Partnership outlines four key aspects of these systems:

- Strong and supportive relationships between students and adults in their school
- Real-time, actionable data that are holistic and capture many aspects of students’ well-being
- Strategic improvement actions at the individual, classroom, school, and district levels
- Student-centered mindsets that are asset-based and equity-focused ([Grad Partnership, 2024a](#))

ODE’s EIIS builds upon these recommendations and organizes the system into five evidence-based elements, described below.

Understanding EIIS Elements

Student success systems vary in their design and implementation but should contain a set of essential elements. The following graphic illustrates and defines the five elements of Oregon’s EIIS. Family and student voice is central to this graphic because it should be embedded in the design and implementation of each element of an EIIS.

- **Develop Shared Mindsets**
Develop shared strengths-based mindsets and establish universal aspirational goals for all students. Focus on relationships and promote family and community engagement.
- **Create Systems and Structures**
Assess and understand the structures that support or impede each group or community from achieving universal goals and train teachers to use data and EIIS systems. Analyze and update policies to promote a school culture that fosters student engagement.

- **Collect Holistic Data**

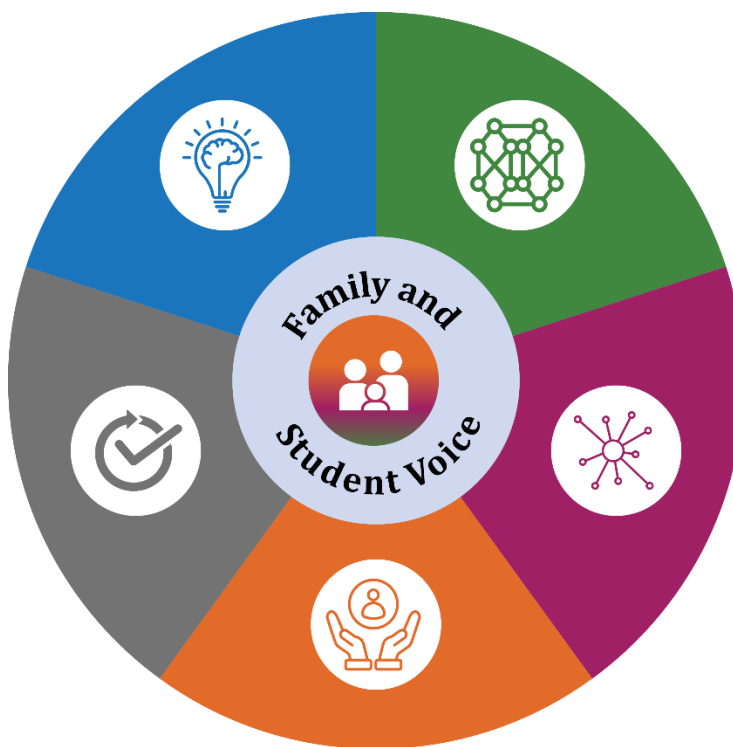
Invest in holistic data collection tools and processes and provide administrators and educators with access to real-time disaggregated student data, including community, family, and student feedback and other street data.

- **Design Student Supports**

Ensure all students have access to culturally responsive universal and targeted supports and processes to help each focal student group reach universal goals. Engage with families and community organizations to design and deliver supports.

- **Monitor Progress**

Establish protocols and processes for evaluating supports and systems to understand trends, identify levers for change and shifts, and improve outcomes for students.



How EIS Shows Whether Students Are Thriving

Each school district is encouraged to consider its local context as staff define their own goals and thresholds for each indicator ([Frazelle & Nagel, 2015](#)). Based on their definitions of success and other local factors, districts can create criteria to understand when students are thriving or experiencing challenges ([CCRS Center at AIR, 2017](#)). While the traditional indicators provide helpful insights about some aspects of student progress at school and serve as a predictor of high school graduation, the expanded indicators are needed to understand whether students are truly thriving ([REL Midwest, 2022](#)). Together, the traditional and expanded indicators can provide a holistic understanding of students' strengths and needs. For example, a student who is performing well academically may need support building a true sense of belonging at school; otherwise, the student may eventually disengage despite their apparent school success.

To determine their own thresholds for being on track for each indicator, it is helpful for districts to consider their student population and district goals along with the research. Educators can establish criteria in student data systems as well as "look fors" (observational elements) that align with the community's understanding of what it means to thrive in school. While being off track in one or more

indicators may serve as an alert that a student needs support, it does not guarantee the student cannot or will not be promoted to the next grade level, graduate, or eventually thrive. The indicators serve as a prompt to check in with a student, with other adults at school, and with a student's family and dig deeper to identify their needs, connect, collaborate, and help set them up for success.

Student and Family Partnerships in EIS

An equity-centered approach to looking at and learning from student data is an opportunity for educators to partner with students and families in authentic, meaningful, and ongoing ways. This is especially important since research affirms that student outcomes improve when schools engage families as valued partners ([Mapp & Kuttner, 2013](#); [Weiss et al., 2011](#)). Sharing data and co-designing a clear growth plan can increase student and family agency and build opportunities for authentic family collaboration ([Mapp & Bergman, 2021](#); [Henderson & Mapp, 2002](#)). When educators know their students' strengths and areas for growth, they can design meaningful and culturally responsive learning experiences and identify services and supports that meet students where they are ([Gay, 2002](#)). Cultivating trusting relationships among students, families, and educators is essential if there is to be transparent communication and true partnership ([Mapp & Kuttner, 2013](#)). Additionally, when students, families, and community partners are engaged in the collaborative review of data at a school or district level, they are more likely to identify trends and develop systemic structures and supports that are aligned to the needs of the community.



*Figure 2 Two high school students work on a lab assignment.
Photo by Jessica Scranton for FHI 360.*



II: Supporting Strong EIS Elements

Supporting Strong EIIS Elements

This section provides an overview of the tools and resources we created to help you strengthen your EIIS. They are organized into resources that help provide an understanding of EIIS generally, those that help with EIIS strategic planning, and those that support each of the five elements of an EIIS.

Understanding and Reflecting on EIIS

Understanding EIIS: Oregon's Student Success System (Handout)

This handout describes Oregon's EIIS, including the data indicators most often used to track student well-being and common approaches schools and districts take to provide supports for all students. This tool can help bring a team of educators in a school or district to a common vision and understanding of what an EIIS is and how it can be implemented at the local level to help create an enabling environment for all students to thrive.

- Time commitment: 20 minutes
- When to use the handout: Use as a shared reading or an introduction to help staff or team members come to a common understanding of EIIS
- Handout used in Learning Series 1

Reflecting on Existing EIIS Elements (Tool)

This tool guides educators and school teams in reflecting on the existing EIIS elements within their schools and districts. The goal is to assess the current status, identify strengths, and highlight areas for growth across five key elements: shared mindsets, systems and structures, holistic data, student supports, and progress monitoring. You can use the tool individually or in teams.

- Time commitment: 3+ hours (roughly 30 minutes per element plus reflection)
- When to use the tool: Use as a self-assessment to determine current strengths and areas for growth in a school or district's current EIIS
- Tool used in Learning Series 1

Strategic Planning Tools to Build Your EIS Understanding and Capacity

EIS Strategic Planning Tool

This tool helps ensure EIS teams consider all five elements of change during the action planning phase. In using this tool, teams will create SMARTIE goals (Bibbs, 2021) that include each element. They will complete the tool by developing an action plan that identifies clear action steps, responsibilities, timeline, resources, and status of implementation.

- Time commitment: 2 hours
- When to use the tool: Use once teams have analyzed and reflected on their data, and identified an area for change
- Tool used in Learning Series 1

Systems Mapping (Tool)

Mapping your EIS makes the system visible and is a good way to develop a deeper understanding of the forces and dynamics that impact student outcomes. Use this tool to create an actor map that visually represents the players and parts within a system that influence it and that can make it easier to foster collaboration across teams.

- Time commitment: 3+ hours (roughly 30 minutes per element plus reflection)
- When to use the tool: Use when you want to make the forces and dynamics that drive student learning visible to make changes to specific system components
- Tool used in Community of Practice

Iceberg and Theory of Action (Tool)

To design systems-level solutions for challenges hindering effective and sustainable positive student outcomes, you can't only focus on the symptoms of the problem. You must get to the underlying cause. This tool will help you investigate the root causes of the challenges or improvement areas you're focused on.

- Time commitment: 1.5 hours
- When to use the tool: To investigate the problem beneath the problem and identify the patterns/trends, structures, and mental models that may be influencing the outcomes you're observing
- Tool used in Community of Practice

Logic Model Protocol (Tool)

Use this tool to develop a logic model, which can help you visually represent how your program components fit together—from data and evidence to theory of action to resources (inputs), planned activities and deliverables (outputs), and ultimately, goals (outcomes).

- Time commitment: 3 hours, including feedback and refinement
- When to use the tool: To outline the activities you plan to implement in response to the challenges or improvement areas you have identified
- Tool used in Community of Practice

Consultancy Protocol (Tool)

The consultancy protocol has two main purposes: to strengthen teams' capacity to see and describe problems that impact their work and to help one another understand and deal with them. This handout will guide you through using the protocol during team meetings.

- Time commitment: 1 hour
- When to use the tool: When a team or member of a team encounter a challenge and need new perspectives from colleagues to deepen their understanding and problem solve
- Tool used in Community of Practice

Develop Shared Mindsets

Developing Student-Centered Mindsets (Handout)

This handout exposes teams to the various student-centered mindsets necessary to embrace within an EIIS: equity, collaboration, agency, empathy, and inclusion. You will have an opportunity to read various articles and reflect as an individual or with your team.

- Time commitment: 25+ minutes
- When to use the handout: When practitioners or teams determine they need to explore student-centered mindsets within their system
- Handout used in Learning Series 1

Shifting Mindsets (Handout)

This simple role-play handout helps teams practice using strategies to shift mindsets to be asset-based and affirming for all students and families. If you have a large team, this activity encourages you to break up into different groups to role-play a scenario where a given mindset is not being demonstrated well.

- Time commitment: 35 minutes
- When to use the handout: When school teams are working on shifting mindsets to be asset-based and affirming for all students and families
- Handout used in Learning Series 1

Engaging Equity: Equitable Mindsets, Practices, and Systems **(Self-paced online modules)**

This professional learning series equips educators to create positive connections and strengthen community and learning conditions to improve outcomes for each and every student, given Oregon’s changing demographics. The series is made up of four clusters with a total of 18 individual modules, each of which takes 60–90 minutes to complete. For more details, view [the full scope and sequence](#) for the series.

- Time commitment: 18+ hours
- When to use these modules: When school teams want to learn more about equity-centered mindsets

Create Systems and Structures

Structures for Meaningful EIS Meetings (Handout)

Two key EIS structures support students and families: team meetings and student success meetings. This handout lists the 5 Ws you need to plan these meetings effectively: who, what, why, when, and where.

- Time commitment: 10 minutes
- When to use the handout: When planning for successful EIS team meetings or student success meetings
- Handout used in Learning Series 1

Sample EIS Team Meeting Protocols (Handout)

This resource provides sample protocols for conducting EIS team meetings. The protocols have been adapted from meeting agendas schools in other states use as part of their student success systems. They have been updated to reflect Oregon Department of Education’s essential elements. The sample protocols include effective ways to share data on students to ensure all students are receiving the support they need and information on how to run a data-driven attendance meeting.

- Time commitment: 30 minutes

- When to use the handout: When designing EIS team meetings and deciding what protocols to use to be as effective as possible
- Handout used in Learning Series 1

Reflecting on Student Success Planning Process (Tool)

This tool provides EIS teams space to reflect on their current processes for creating student success plans and to consider how to make practices more effective in supporting students in holistic, asset-based ways, including how to center students and families in conversations about supports. It prompts team members to consider their data processes, their agendas, and how their current meetings progress with students and families. The tool aims to help teams identify improvements to current structures and how to monitor progress toward implementing them.

- Time commitment: 1 hour
- When to use this tool: Use when planning and conducting student success meetings to ensure productive, student-centered discussions
- Tool used in Learning Series 1

Student Success Partner Scenarios (Handout)

This resource offers scenarios where teams can explore ways a student success partner can foster student trust and agency during proactive and responsive student success meetings. The activity includes reading two real-world descriptions of student/student success partner interactions and then using discussion and reflection questions to understand and brainstorm ways to support and nurture student well-being and success.

- Time commitment: 30 minutes
- When to use the handout: Use when working to improve ways adults can serve as student success partners who use specific strategies to build strong relationships with students
- Handout used in Learning Series 2

Collect Holistic Data

EIS Data Audit (Tool)

Collecting, organizing, and analyzing student-level data can reveal important trends in student academic achievement and well-being, identify groups that are being underserved or struggling to thrive, and inform leaders about strengths and gaps of current systems and supports. This tool can help your team evaluate your district or school's EIS data sources.

- Time commitment: 2+ hours
- When to use the tool: To help your team evaluate your district or school's EIS data sources
- Tool used in Community of Practice

The Importance of Street Level Data (Handout)

This resource is a role-play activity where you can practice applying the data framework Shane Safir and Dr. Jamila Dugan describe in *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*. Their framework introduces three levels of data: satellite data (high level), map data (mid-level), and street data (ground level). The framework also promotes the integration of street data — “qualitative and experiential data” that educators can observe about students — with more traditional forms of data (e.g., attendance, test scores). By including street data, EIS teams can help establish strengths-based and culturally responsive methods of data collection and analysis.

- Time commitment: 30 minutes
- When to use the handout: When school-based teams plan how to collect and use data to inform planning and support (Note: You can use this resource as a precursor to the Data Scenario activity below)
- Handout used in Learning Series 2

Data Scenario: Using Street Data (Handout)

This resource provides another opportunity to practice using Safir and Dugan’s Street Data framework.

- Time commitment: 30 minutes
- When to use the handout: When school-based teams plan how to collect and use data to inform planning and supports (Note: This can be a follow-up activity to the Importance of Street Level above)
- Handout used in Learning Series 1

Tips, Recommendations, and Resources for Street Data Collection (Handout)

This tipsheet will help you define the purpose, collection methods, and protocols for your street data collection and analysis.

- Time commitment: 20+ minutes
- When to use the handout: When working as a team to define the purpose, methods, and protocols for collecting street data
- Handout used in Community of Practice

Applying the Street Data Approach to Understand Your Students' Needs (Tool)

This tool helps you analyze your current data collection practices. It gives you an easy process for determining where your strengths and gaps are in using data to understand student achievement, teacher quality, student performance by subject and strand, social-emotional well-being, classroom/school environment, and mindsets.

- Time commitment: 1.5 hours
- When to use the tool: Use this tool to evaluate the data your school or district uses to understand student needs, incorporate student and family voice, and assign the appropriate supports
- Tool used in Learning Series 2

Design Student Supports

Amplify, Sunset, Investigate, or Create (Tool)

This tool includes a link to the article, “Leading to Change: Pull the Weeds Before You Plant the Flowers,” by Douglas B. Reeves. This article examines a common practice in education of starting new initiatives on top of everything else that educators are already doing. It encourages educators to think more about which initiatives no longer serve their students. Read the article, then use this tool to review your student supports and determine which ones to continue or expand (amplify), discontinue (sunset), or examine further (investigate), or determine whether new supports are needed (create).

- Time commitment: 1.5 hours
- When to use the tool: to review your student supports and determine which ones to continue or expand (amplify), discontinue (sunset), or examine further (investigate), or determine whether new supports are needed (create)
- Tool used in Learning Series 1

Integrating SEL Into Student Supports (Handout)

This handout helps you discuss the recent findings from the SEED survey and identify additional ways to incorporate SEL standards into EIS and school structures that can impact students' sense of belonging and well-being.

- Time commitment: 35 minutes
- When to use the handout: When designing student supports that include SEL
- Handout used in Learning Series 2

Identifying Universal and Small Group Supports (Tool)

This tool will help your team identify universal supports (practices and strategies used proactively for all students) and supports for smaller groups of students who share common needs. It will help you practice designing supports for all students and one focal student group within your school/district. It helps you to think systemically and strategically and helps keep the focus on improving systems and not individual students. It also helps you identify which strategies will be effective for which student groups.

- Time commitment: 1.5 hours
- When to use the tool: When designing universal supports for all students and customized supports for focal student groups within your school/district
- Tool used in Learning Series 2

Data-Driven Decision Making for Student Success (Handout)

This simulation activity introduces strategies for using data to identify appropriate differentiated supports through reflection and collaboration. You can work in groups to analyze data, develop insights, and plan supportive interventions. There will be an opportunity to imagine how you might effectively and authentically engage and collaborate with students and families.

- Time commitment: 45 minutes
- When to use the handout: As you're preparing to integrate data-driven decision-making strategies into your team meetings
- Handout used in Learning Series 2

Universal Supports and Strategies Brainstorming (Handout)

This resource offers teams a structured activity for reflecting on data and using the data to identify universal supports for students to improve student outcomes. The activity helps teams practice using an equity-centered approach when analyzing data to identify trends and supports that are responsive to students.

- Time commitment: 30 minutes
- When to use the handout: Use when teams may be new to data-driven decision making or could use an opportunity to step back and think about their data in a new way
- Handout used in Learning Series 1

Monitor Progress

[Progress Monitoring \(Tool\)](#)

This tool helps your team collaboratively monitor the progress you are making toward the change goals you set in the beginning of your project. It is designed to help your team engage in a continuous improvement process.

- Time commitment: 1 hour
- When to use the tool: Use this as a note catcher during your EIS meetings to document strategies you've used and changes you've faced as you implement your EIS. This helps keep all team members on the same page and should happen regularly
- Tool used in Community of Practice

[Look Back to Look Forward \(Tool\)](#)

When implementing a project focused on systems change, it's important to pause and reflect on your progress along the way. This tool will help you identify areas of success, what contributed to your progress, and any challenges you may have experienced. These are valuable lessons you can use to plan for next steps.

- Time commitment: 1.5 hours
- When to use the tool: Use when you are in the middle of implementing a new initiative or at a natural progress monitoring point, and you can benefit from reflecting on what you've learned and what changes may be necessary to sustain or improve your efforts
- Tool used in Community of Practice



III. Tools and Resources

Tools and Resources

Understanding and Reflecting on EIS

Understanding EIS: Oregon's Student Success System (Handout)

This handout describes Oregon's EIS, including the data indicators most often used to track student well-being and common approaches schools and districts take to provide supports for all students. This tool can help bring a team of educators in a school or district to a common vision and understanding of what an EIS is and how it can be implemented at the local level to help create an enabling environment for all students to thrive.

- Time commitment: 20 minutes
- When to use the handout: Use as a shared reading or an introduction to help staff or team members come to a common understanding of EIS
- Handout used in Learning Series 1
- 6 pages

Understanding EIIS:

Oregon's Student Success Systems

Handout

Oregon's Early Indicator and Intervention System (EIIS), the state's student success system model, is a set of structures and strategies for organizing data, aligning school practices, and engaging with students and families to help all students thrive.

Student success systems vary in their design and implementation but should contain a set of essential elements. The graphic below illustrates and defines the five elements of Oregon's EIIS system.

Develop Shared Mindsets

Develop shared strengths-based mindsets and establish universal aspirational goals for all students. Focus on relationships and promote family and community engagement.

Create Systems and Structures

Assess and understand the structures that support or impede each group or community from achieving universal goals and train teachers to use data and EIIS systems. Analyze and update policies to promote a school culture that fosters student engagement.

Collect Holistic Data

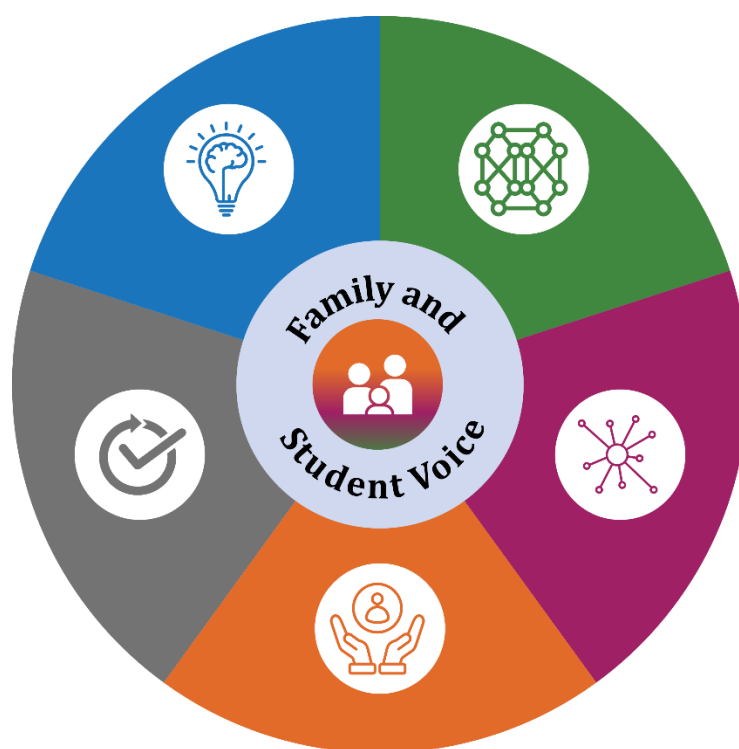
Invest in holistic data collection tools and processes and provide administrators and educators with access to real-time disaggregated student data, including community, family, and student feedback and other street data.

Design Student Supports

Ensure all students have access to culturally responsive universal and targeted supports and processes to help each focal student group reach universal goals. Engage with families and community organizations to design and deliver supports.

Monitor Progress

Establish protocols and processes for evaluating supports and systems to understand trends, identify levers for change and shifts, and improve outcomes for students.



The concept of a student success system will not be new for most districts. Rather, EIS builds upon districts' existing systems, such as Multi-Tiered Systems of Support (MTSS), Response to Intervention (RtI), and Positive Behavioral Interventions and Supports (PBIS) frameworks ([Grad Partnership, 2022](#)).

To emphasize supports that are student-centered and equitable, we use the term **student success system** to encompass all the processes districts use to meet students' needs. Data points, no matter how powerful, do not mean anything in isolation. Student success systems rely on a few key factors:

- Strong and supportive relationships among adults at school, students, and families to work together to interpret the data, understand underlying needs, and identify supports. Research shows that positive relationships are important for ensuring young people are engaged and motivated in school ([Roorda et al., 2011](#); [Cornelius-White, 2007](#)).
- Real-time, actionable data that are holistic, humanize students, and capture many aspects of students' well-being.
- Strategic improvement actions at the individual, classroom, school, and district levels.
- Student-centered mindsets that are asset-based and equity-focused ([Grad Partnership, 2023](#)).

What indicators do student success systems use to understand student well-being?

Data can be a helpful starting point in understanding student needs, but no single indicator can paint a whole picture. This is why data dashboard systems often aggregate and organize many different data points based on a range of indicators of student success. It is important to understand each indicator's strengths and limitations and to look across indicators to holistically understand each student. It is also critical to apply multiple lenses in understanding the data, including perspectives from school-based teams, families and caregivers, students, and communities. These indicators are interconnected in complex and varying ways for different students and can be used to describe both student strengths and potential areas of need. However, at their best, they serve as a basic signal and cannot provide a full understanding of the underlying factors that lead to a student's strengths or challenges.



Two elementary school students work on an assignment in class.
Jessica Scranton for FHI 360.

Traditional Indicators

Through decades of research, these indicators of student progress have been found to be predictive of students' high school completion. Students who are "off track" in these areas as early as middle school are more likely to not graduate from high school.

Indicator Focus Area	Definition	Strengths of Indicator	Limitations of Indicator
Attendance	% of school days attended	• Easy to track • Frequently updated • "Coming to school matters" is easy to message and explain	• Does not show why a student is absent or provide context • Excused vs. unexcused absences may not be accurately captured
Behavior	Observed and reported student behavior at school, sometimes in a variety of school settings	• Connects with PBIS • Infractions are tracked • Some districts give behavior grades	• Subjective, culturally specific • May reflect and exacerbate structural racism, ableism, sexism • May focus more on negative than positive behaviors
Course grades – English language arts	Academic performance in English language arts classes (especially core classes)	• Easy to track • Frequently updated • Many interim measures	• May not align with standardized test scores • Often excludes family insights • Often calculated differently depending on the teacher; can be subjective
Course grades – math	Academic performance in math classes (especially core classes)	• Easy to track • Frequently updated • Many interim measures	• May not align with standardized test scores • Often excludes family insights • Often calculated differently depending on the teacher; can be subjective

Expanded Indicators

These indicators provide additional context to understand students' assets and circumstances. Recent research continues to show the importance of these indicators in assessing student well-being and learning. More research is needed to understand the predictive power of these indicators, but research in the field of positive youth development indicates that these indicators point to crucial parts of students' experiences and should be used to inform student supports.

Indicator Focus Area	Definition	Strengths of Indicator	Limitations of Indicator
Agency	Students' ownership and active participation in their learning	Connected to student confidence, self-efficacy, and ability to take control of their own learning	- Often only collected through annual surveys - Infrequently updated - Challenging to track in many school data systems
Belonging	Feeling respected and accepted at school and having a sense that school is relevant to their lives	- Describes how students experience school - Correlated with positive student well-being	- Often only collected through annual surveys - Infrequently updated - Challenging to track in many school data systems
Connectedness	Strength of relationships with peers and adults at school	- Describes how students experience school - Correlated with positive student well-being	- Often only collected through annual surveys - Infrequently updated - Challenging to track in many school data systems
Social-emotional well-being	Students' skills in self-awareness, self-management, social awareness, relationships, and responsible decision-making	- Describes students' non-cognitive strengths and needs that impact their learning - Can include family insights	- Often only collected through annual surveys - Infrequently updated - Challenging to measure frequently (typically collected via annual or biannual survey)

How Student Success Systems Show Whether Students Are Thriving

Each school district is encouraged to consider its local context as they define their own goals and thresholds for each indicator. Based on their definitions of success and other local factors, districts can create criteria to understand when students are thriving or experiencing challenges. While the traditional indicators can provide helpful information about some aspects of student progress at school and serve as a predictor of high school graduation, they don't explain why that progress is happening or not happening. The expanded indicators are needed to understand whether students are truly thriving. Together, the traditional and expanded indicators can provide a holistic understanding of students' strengths and needs. For example, a student who is performing well academically may need support building a true sense of belonging at school; otherwise, the student may eventually disengage despite their apparent school success.

In addition, both traditional and expanded indicators can be examined at different levels of detail to understand how student needs are satisfied by the systems in place at school. Satellite data are high level, typically covering the whole district or whole school. Satellite data can be used to identify patterns of success and struggle across large numbers of students. Map data are for examining patterns within student groups, such as students who share a grade level, course, or teacher, or who belong to a demographic or other specific group. Map data help identify areas of deeper analysis and questioning. Street data are the data that can help us understand the “why” or what is happening for specific individuals and small groups in a way that casts light on why the patterns in the data look the way they do.

Patterns emerge in the data when thresholds are set to determine what “on track” looks like. To determine their thresholds for being on track for each indicator, it is helpful for districts to consider their student population and district goals as well as the research. Educators can establish criteria in student data systems as well as “look fors” (observational elements) that align with the community’s understanding of what it means to thrive in school. While being off track in one or more indicators may serve as an alert that a student needs support, it does not guarantee the student cannot or will not be promoted to the next grade level, graduate, or eventually thrive. The indicators serve as a prompt to check in with a student, with other adults at school, and with a student’s family and dig deeper to identify their needs, connect, collaborate, and help set them up for success.

Importance of Understanding Root Causes of Challenges



Data reports may highlight the symptom(s) of a student’s challenge or need, but additional information is often needed to get to the root cause(s). Student success teams can gather additional information to investigate how students are experiencing school (e.g., their connections and sense of belonging) and understand their family and community contexts (strengths, cultural capital, and needs). For example, family connections can support students’ well-being and motivation in school, while housing or food instability, community violence, and other life situations can contribute to school disengagement. Thus, when a student who regularly attended school begins to miss a lot of school, the adults at school need to share what they know about the student and dig beneath the surface so they can be better prepared to put the change in a larger context. Then, the student and their family can be engaged in dialogue and collaborative problem-solving to identify what support plan would be most helpful.

Designing Student Supports

Oregon’s EIS approach to designing student supports integrates the concept of **targeted universalism**, or the idea that schools can simultaneously aim for universal goals while addressing disparities in opportunities and outcomes among student groups. This is achieved in two ways: by changing the systems that create and perpetuate those disparities and by actively addressing the gaps and harm caused by them.

When educators use student data systems to identify students in need of support (as per the key indicators), the next step is to identify the supports that best meet each student’s needs. Most schools and districts organize these supports into three types, or tiers: universal, small group, or individual. This organization helps educators plan how they will design, resource, and deliver the supports. But it doesn’t always address root causes of student difficulty. Another important part of the work is improving our systems (instructional, organizational, disciplinary, etc.) to prevent student needs from going unmet in the first place.

What Types of Supports Can Schools Use?

- **Universal:** School-wide, whole grade, or whole class measures that proactively build strengths (e.g., growth mindsets, an openness to challenge and discovery, prosocial behaviors, hopeful purpose, social-emotional competence) and keep all students on track to success.
- **Small group:** Tailored activities to support small groups of students with similar needs.
- **Individual:** Intensive one-on-one supports customized to address specific root causes of students’ needs.

Reimagining Universal Supports

A student success system requires a mindset shift from seeking to fix students to fixing systems. So, when many students are off track in at least one indicator area, it is important to recognize that the current universal supports are not working. Additionally, school systems do not have the resources to provide a majority of students with small-group and one-on-one supports. As a result, it is ideal for school systems to focus on analyzing existing universal strategies to see which are effective at setting all students up for success and which are not.

Emerging research indicates that when universal supports embed a positive youth development method that takes a strengths-based approach to building students’ assets, agency, belonging, and connection, students are more likely to thrive in school and in life ([Shek and Chai, 2020](#)). This approach relies on developmental relationships—relationships that are deeply caring, challenge and push youth to be their best selves, and share power and decision-making. When these types of relationships are the norm, schools can provide a nourishing environment in which all students can belong and grow ([4-H, 2023](#)).

Tools and Resources

Understanding and Reflecting on EIS

Reflecting on Existing EIS Elements (Tool)

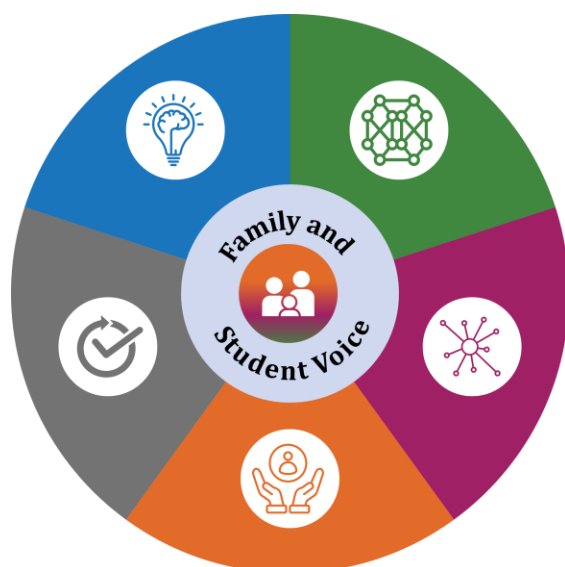
This tool guides educators and school teams in reflecting on the existing EIS elements within their schools and districts. The goal is to assess the current status, identify strengths, and highlight areas for growth across five key elements: shared mindsets, systems and structures, holistic data, student supports, and progress monitoring. You can use the tool individually or in teams.

- Time commitment: 3+ hours (roughly 30 minutes per element plus reflection)
- When to use the tool: Use as a self-assessment to determine current strengths and areas for growth in a school or district's current EIS
- Tool used in Learning Series 1
- 10 pages

Reflecting on Existing EIS Elements

Implementation Tool You Can Use

This tool will help you reflect on the EIS elements in your school or district. It is divided into four of the five key elements shown in the graphic, with the fifth element embedded in the others. You can work on it individually or in teams.



Develop Shared Mindsets

Develop shared strengths-based mindsets and establish universal, aspirational goals for all students. Focus on relationships and promote family and community engagement.

Create Systems and Structures

Assess and understand the structures that support or hinder each group or community from achieving universal goals and train teachers to use data and EIS systems. Analyze and update policies to promote a school culture that fosters student engagement.

Collect Holistic Data

Invest in holistic data collection tools and processes and provide administrators and educators with access to real-time disaggregated student data, including community, family, and student feedback and other street data.

Design Student Supports

Ensure all students have access to culturally responsive, universal, and targeted supports and processes to help each focal student group reach universal goals. Engage with families and community organizations to design and deliver supports.

Monitor Progress

Establish protocols and processes for evaluating supports and systems to understand trends, identify levers for change and shifts, and improve outcomes for students.

This tool is designed to guide educators and school teams in reflecting on the existing EIS elements within their schools and districts. The goal is to assess the current status, identify strengths, and highlight areas for growth across five key elements: Shared Mindsets, Systems and Structures, Holistic Data, Student Supports, and, within those four elements, Progress Monitoring.

Instructions

Below is guidance for engaging with each section of this tool. It will take about 60–75 minutes per section.

1. PREPARATION (10 minutes):

- a. Review each section of the tool individually or as a team to familiarize yourself with the five elements.
- b. Consider evidence of existing practices, focusing on the current state of implementation within your school or district.

2. RATING (15 minutes) – *For each EIS component, use the rating column to:*

- a. Indicate whether the component is a Strength (S), In Development (D), or Not Present (N).
- b. Reflect on examples and evidence to back up the rating. Include both quantitative data (e.g., attendance, behavior records) and qualitative insights (e.g., teacher or student feedback).

3. EVIDENCE COLLECTION (15 minutes) – *For each element, use the evidence column to:*

- a. Document how each component is being addressed.
- b. Consider how you know each component is effective or areas where you have questions about impact.

4. REFLECTION AND DISCUSSION (20–30 minutes) – *Use the reflection space below each section to:*

- a. Spark discussion among your team.
- b. Consider mindsets, barriers, and practices related to each component.
- c. Engage in open dialogue about what is working well and where additional support may be needed. Discuss any disparities you observe in access or outcomes and brainstorm potential root causes for these issues.

Develop Shared Mindsets

Component	Rating: Strength (S), In Development (D), or Not Present (N)	Evidence and Examples (How do you know?)
The school culture and climate demonstrate high regard for equity, inclusion, empathy, collaboration, and agency.		
Adults in the school community demonstrate equity, inclusion, empathy, collaboration, and agency through their teaching, teamwork, and leadership, and in their interactions with students, families, and the community.		
Adults in the school community agree that they are collectively responsible for the success of all students and that working collaboratively to identify and implement student supports and school improvement is a part of their role and responsibilities.		
Adults in the school community understand and see each student as a whole person with potential and capacity to learn. They agree that all students can succeed as learners and people when given the support and opportunity they need.		
Adults in the school are engaged in learning and coaching to reflect on assumptions and biases in order to develop shared, student-centered mindsets.		
Adults in the school are committed to improving systems to support student success in their classrooms and across the school.		
Staff establish authentic, positive relationships with students, caregivers, and families that foster trust and connection.		

Component	Rating: Strength (S), In Development (D), or Not Present (N)	Evidence and Examples (How do you know?)
Students and families are partners with the school and are engaged in each step of the student support and growth process.		
All school community members, including students, parents, and community, regularly work together to decide what positive behavior looks like in a variety of school settings.		
Progress Monitoring		
Staff have opportunities to reflect on their mindsets and set goals.		
Continuous improvement is central to school culture and student supports.		
Reflection		
For components that are in development or not present, reflect on where you are in the implementation process, what barriers may exist, and how you may approach overcoming the barriers. Do you need to collect more data to better understand any components? How could you approach that data collection to inform your practices? Are some EIIIS-shared mindsets embraced more than others, and if so, why? Who benefits from asset- and equity-based mindsets, and who may not? What could be the root causes of inequitable experiences?		

Create Systems and Structures

Component	Rating (S, D, N)	Evidence and Examples (How do you know?)
Teacher and school-wide teams hold regular meetings (weekly or biweekly) to review data, identify students who need support, monitor student progress, and gauge the effectiveness of supports.		
There is a clear system and structure to collect traditional (attendance, behavior, course grades, agency) and expanded (belonging, connectedness, social-emotional well-being, and SEL) indicator data.		
There is a clear process for using data to identify students who need support, as well as to implement support and monitor progress.		
Staff have access to a data management system and use the system with fidelity.		
Students and families are intentionally engaged in team meetings to co-develop plans for student support. Meeting schedules are considerate of family needs, supports are offered to ensure students and families can participate, data is shared in a manner that is accessible to all participants, and language and cultural considerations are taken into account during planning meetings.		
Time is intentionally held sacred for cross-department and grade-level reflection, learning, and collaboration. School and district leadership support and protect this time and expect all staff to be full participants.		
There are clear processes for identifying and integrating community-based organizations (partners), programs, and activities are aligned with school goals and student needs and reflect student and family voice.		
Social-emotional learning programs and strategies are embedded throughout the school day and across the school building.		

Component	Rating (S, D, N)	Evidence and Examples (How do you know?)
Progress Monitoring		
Teams review data trends and progress at the aggregate and individual levels.		
Every student has an adult advocate who monitors their progress and is accountable for their success.		
Feedback from families demonstrates positive experience, and suggestions and input are integrated into improvement efforts.		
Reflection		
For components that are in development or not present, reflect on where you are in implementation, what barriers may exist, and how you may approach overcoming the barriers. • What do you notice about the systems and structures that function well versus those that are in development? • How do you incorporate student and family voice and input in creating or modifying systems and structures? • How are you creating opportunities to interrogate the impact of bias within your policies? At the classroom and school-wide levels? • How are you maximizing professional development to build staff capacity? Around what priority areas? Is this driven by the school's needs or the district's?		

Collect Holistic Data

Component	Rating (S, D, N)	Evidence and Examples (How do you know?)
Staff can access and disaggregate demographic and academic data for their students.		
Teams use data systems and indicators to identify students who may need support (e.g., attendance, behavior, ELA and math grades, agency, belonging, connectedness).		
Staff review data analysis and respond by seeking to understand students' strengths, experiences, and needs.		
Staff regularly gather data from students and families (e.g., conversations, surveys, focus groups, and interviews) and use that data to inform policies and supports.		
Staff can access data for traditional indicators (attendance, behavior, and academics, including standardized assessments) and can disaggregate it by demographic and grade level or class.		
Staff can access data for expanded indicators (belonging, connectedness, agency, and SEL) and can disaggregate it by demographics and grade level or class.		
Student data is strengths-based and doesn't solely focus on deficits.		
Teachers use an electronic grade book that they update often and that can report on real-time academic performance.		
Staff share data and discuss with families in an accessible and inclusive manner to ensure that families can understand and act based on the data.		
Progress Monitoring		

Component	Rating (S, D, N)	Evidence and Examples (How do you know?)
Districts and schools can access, filter, and sort school- or district-level student data and track progress over time.		
Staff can access student data for all indicators and see how progress and status have changed over time.		
Review of holistic student and school data through the EIS process informs continuous school improvement efforts.		
Reflection		
For components that are in development or not present, reflect on where you are in implementation, what barriers may exist, and how you may approach overcoming the barriers. • Do you need to collect more data to better understand any of the outcomes you see? How could you approach that data collection to inform your practices? • How do you and your team practice awareness of a student- and equity-centered mindset tend to your mindsets when reviewing data? • How do you engage students and families to ensure they understand the data you collect? How do you engage students and families to learn root causes and experiences that contribute to outcomes, positive or negative? • Do you tend to collect and discuss data more at the school, classroom, or individual student level? Are the data from formal or informal sources or both? What are the strengths and limitations of the data you have?		

Design Student Supports

Component	Rating (S, D, N)	Evidence and Examples (How do you know?)
The school has developed universal supports for engagement and learning through foundational school-wide systems.		
The school has developed universal supports for positive behavior and social-emotional well-being, including belonging, agency, and connectedness.		
The school extends targeted supports to meet common needs among groups of students. These supports may be integrated into the universal supports.		
Teacher teams engage students and families to determine the root cause of students' data stories before designing supports.		
The school offers individual support to students and families when needs are identified.		
Teacher teams collaborate to understand the students' specific circumstances, interests, strengths, and concerns, which inform supports.		
The student and their family are an authentic part of the solution, helping to design, implement, and monitor progress of the support plan.		
Increasing levels of support are provided to students as needed.		
Progress Monitoring		
Faculty review data on the effectiveness of supports and make decisions accordingly.		
Teams track student progress and make changes to support(s) in collaboration with students and families.		

Component	Rating (S, D, N)	Evidence and Examples (How do you know?)
Accountability systems help keep track of which supports are working for which students.		
Review of universal, small group, and individual supports through the EIIS process informs continuous school improvement efforts.		
Reflection		
For components that are in development or not present, reflect on where you are in implementation, what barriers may exist, and how you may approach overcoming the barriers. • Do you have a clear process for deciding when a student needs a higher level of support? How do you communicate that across the school to ensure understanding and accountability? • How often do you assess supports or programs for effectiveness? Do you have a process for ending, amending, or adding supports? Does that include student and family voice? • How do you inform staff, students, and families about available supports? • How do supports also extend to staff well-being, mentorship, and capacity-building?		

Tools and Resources

Strategic Planning Tools to Build Your EIS Understanding and Capacity

EIS Strategic Planning Tool

This tool helps ensure EIS teams consider all five elements of change during the action planning phase. In using this tool, teams will create SMARTIE goals (Bibbs, 2021) that include each element. They will complete the tool by developing an action plan that identifies clear action steps, responsibilities, timeline, resources, and status of implementation.

- Time commitment: 2 hours
- When to use the tool: Use once teams have analyzed and reflected on their data, and identified an area for change
- Tool used in Learning Series 1
- 4 pages

EIIS Strategic Planning Tool

Implementation Tool You Can Use

Any improvement process requires changing the way things are done, and change can be difficult. Making sure you have [the five elements of the change process](#) in place—vision, skills, incentives, resources, and an action plan—can help support outcomes. Use this strategic planning tool to manage the change process related to strengthening your student success systems.

Using the EIIS Strategic Planning Tool

1. Reflect on the elements of change below, using the questions in each table. You'll reflect on the action plan element later in this process.
2. Choose an element of change to focus on and set a SMARTIE goal for that element.
3. Create an action plan to achieve that SMARTIE goal.

Note: While you'll focus on one element for this activity, you might decide you need to address more than one element. You can repeat this process to choose other elements and create SMARTIE goals to address them.

Reflecting on Elements of Change

Vision: The initiative has and communicates a clear vision or goal.

What is your district/school's vision for EIIS?	What might be missing from this vision?

Skills: Staff have the skills or capacity they need to implement steps toward the goal.

What skills or capacity do staff have to implement EIIS?	What skills or capacity might staff be missing to effectively implement EIIS?

Incentives: All people involved in the initiative (administrators, educators, families, students) have the desire or an incentive to make the change.

What incentives does each group (e.g., staff, families) have to implement an effective EIIS?	What incentives are missing? What groups are not getting incentives?

Resources: Leaders provide the support and resources needed to make the change.

What resources do you have to implement EIS?	What necessary resources are missing?

Setting a SMARTIE Goal

Select one element that needs improvement.

For the purposes of this activity, select one element of change that has the most need for growth. Which element feels most important to start with?

- Which element will you focus on? _____

Describe what needs to be strengthened about this element.

What could help this element support successful change more effectively?

Create a SMARTIE goal to improve this area, in support of sustainable change.

When planning and managing any organizational change, it is important to start with a clear SMARTIE goal. Create a SMARTIE goal around improving the element of change you chose to focus on. Use the SMARTIE prompts below to begin identifying the components of your goal.

- **Specific:** How might you define a goal for the element that you identified in clear, specific terms?
- **Measurable:** How will you measure progress toward this goal?
- **Achievable:** How do you know this goal is achievable, given current resources?
- **Relevant:** How does this goal relate to student well-being and success?
- **Time-bound:** By when does your team aim to achieve this goal?
- **Inclusive:** Does the goal reflect inclusive practices?
- **Equitable:** Does the goal align with your equity initiatives?

Your SMARTIE (specific, measurable, achievable, relevant, time-bound, inclusive, equitable) Goal

Restate your goal in one sentence:

Creating Your Action Plan

Use the questions below to create an action plan to reach your SMARTIE goal. As you track your action plan’s status here, make sure your progress is also reflected in your larger monitoring and continuous improvement processes.

Action Steps What will be done? How will this be communicated?	Responsibilities Who will do it? Who is involved?	Timeline By when? (Day/Month)	Resources Resources available Resources needed (financial, human, political, etc.)	Status What progress has been made?
			A.	
			B.	
			A.	
			B.	
			A.	
			B.	
			A.	
			B.	
			A.	
			B.	

Evidence of success

How will you determine that your goal has been reached? What are your benchmarks to determine progress?

Potential barriers

What might get in the way of your success? What challenges or problems might you need to address or remove?

Tools and Resources

Strategic Planning Tools to Build Your EIS Understanding and Capacity

Systems Mapping (Tool)

Mapping your EIS makes the system visible and is a good way to develop a deeper understanding of the forces and dynamics that impact student outcomes. Use this tool to create an actor map that visually represents the players and parts within a system that influence it and that can make it easier to foster collaboration across teams.

- Time commitment: 3+ hours (roughly 30 minutes per element plus reflection)
- When to use the tool: Use when you want to make the forces and dynamics that drive student learning visible to make changes to specific system components
- Tool used in Community of Practice
- 6 pages

Systems Mapping Tool

Implementation Tool You Can Use

“System behavior comes out of the system—its interrelationships, its goals—not...the actors in it. And that immediately has a profound effect on the way systems people talk because they rarely blame people for things. ... The question is what’s wrong with the system, not what’s wrong with the people in it.”

– Dana (Donella) Meadows,

[Lecture at the University of Michigan Ross School of Business](#)

Why We’re Starting with Systems Mapping

Every organization or team that is working on an EIS benefits from drafting and revisiting a systems map. You already have a host of systems, approaches, and routines for supporting students, working with families, and learning about their needs. But systems are often invisible or in the background. Mapping your EIS, so that the system becomes visible, is a good way to develop a deeper understanding of the forces and dynamics that impact student outcomes. When your team charts an EIS systems map, you are essentially looking at how all those current activities do—or do not yet—come together to create a coherent system.

Mapping a system visually serves several purposes that will be helpful to your EIS team:

1. It allows you to see a broader view of the landscape to think about what you’re experiencing in a larger, more holistic context and dig deeper into one or more subsystems or components at the same time.
2. You can take some time to see the value in what is already present in the system and what is already working effectively toward the goal of supporting all students.
3. Examining the current state, the history, and the behavior of your system “forces you to focus on facts, not theories. It keeps you from falling too quickly into your own beliefs or misconceptions, or those of others” and “discourages the common and distracting tendency we all have to define a problem not by the system’s actual behavior, but by the lack of our favorite solution.” – Donella Meadows, *Systems Thinking: A Primer*.
4. Mapping a system helps you find gaps, uncover insights about your work, and identify intervention points—or opportunities to redesign a part of the system. Recognizing that your system produces the outcomes it is currently designed to produce allows you to think beyond

who is to blame for a problem you're experiencing or avoid thinking that you're a part of a broken system that needs to be fixed but feels too large to change.

5. Looking at your system holistically can help you see the different influencing factors, understand how they are or should be connected, locate new areas for disruption or improvement, and identify new solutions.

Why We're Using Actor Maps

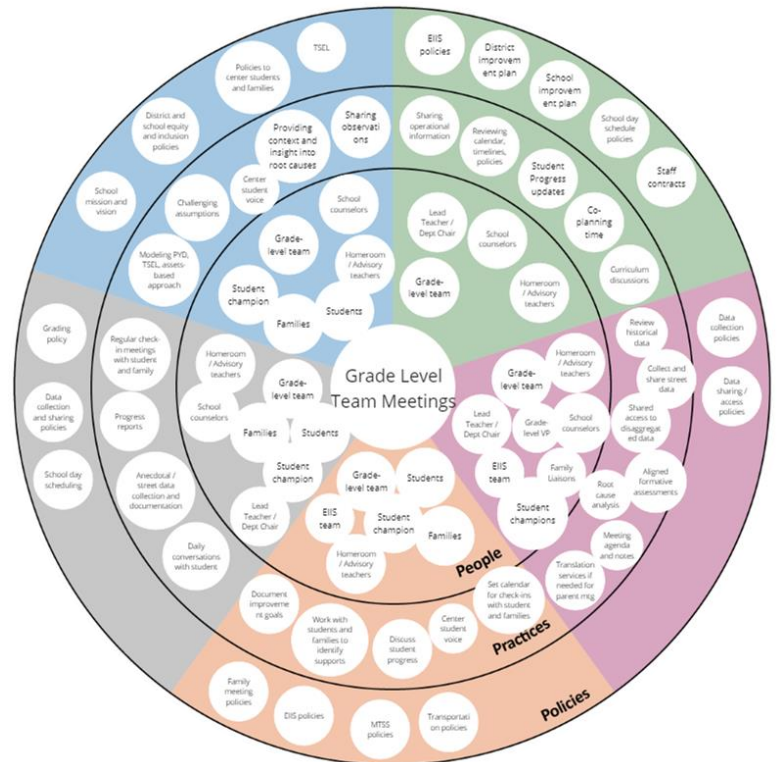
The approach to systems mapping we're taking here is called an actor map. Actor maps are intended to represent visually the players and parts within a system that influence it. Understanding the players in this way can make it easier to foster collaboration across teams.

- Actor maps (sometimes called an [ecosystem map](#)) help locate leverage points like weaknesses or gaps where a system can be improved.
- No two actor maps will be alike. Not only do the components of different systems vary, but teams often choose to highlight different parts of their systems, to examine their systems through different lenses, and/or to center their maps around different foci. We've provided [a few examples](#) to give you a sense of the possible ways you may approach mapping. But please do not feel like you have to replicate one of the example maps.
- Your map will also be messy and complex—don't worry about that as long as your team understands how you've represented your system and you can communicate it to others.

- Actor maps also rely on both data and the experiences of the players within the system, so we encourage you to share your systems maps with your community for additional perspectives.

There are many other ways to represent your systems visually, including mind/cluster/brain dump maps, causal loop diagrams, connected circles maps, graphs of behavior over time, and more. Each of these mapping tools allows you to examine your system or visualize a problem in a different way, and it's possible that another systems model may better fit your exploration of your system. If you find that the actor map isn't serving your needs, we encourage you to use your collaboration time with your facilitator to explore one of the other visual modeling options.

We have built the EIS actor map template using a Miro online whiteboard and have provided each team with a space to map virtually. However, if your team is working together in person and you have access to a physical whiteboard or a pad of large easel paper, you are also welcome to map your system by hand and use a photo to share it with the other groups.



These instructions are meant to serve as a guide for completing the EIS actor map in Miro (your facilitator will provide a link) or with a physical whiteboard/large paper and markers.

Guidance for Creating an EIS Actor Map

As you prepare to map your EIS using the EIS actor map template, consider the approach that will best suit your team. For example, your team may decide to:

- Map your EIS holistically.
- Create a map that explores an element of your EIS system in more depth.
- Map part of your system focusing on an indicator or growth target you want to use these months to improve.
- Choose a topic (like shared mindsets or student voice) that you want to understand more deeply in service of improving your EIS.

Or your team may choose to explore your system from another angle that better suits your needs.

Instructions

1. Start by identifying what you want to explore and write it in the center of the map. That's your focus.
 - a. Consider using something that came up in your data audit (e.g., an area of your student success system that could benefit from improvement or disruption, or an insight or theme you noticed).
2. Then, begin to map the people, practices, and policies that shape each of the EIS elements for your focus. Think about factors that contribute to challenges and get in the way of positive student outcomes.
 - a. The innermost ring will identify the people who directly or indirectly impact your area of focus (e.g., staff members, community-based partners, and teams).
 - b. The second ring should identify practices (e.g., activities, programs, and strategies people implement in support of your area of focus).
 - c. The outer ring should have policies (e.g., district-mandated professional development, statewide literacy/math assessments, and required data collection).
3. Repeat this process for each of the five EIS elements.
4. If it is hard to get started, have each team member tell their EIS story—their experiences, their successes, their concerns—while others listen for people, practices, and policies to include on the map.
5. Everything in a system is connected, but some people, policies, and practices will be more closely connected than others. Consider how you might represent those relationships visually in your map.
 - a. You can show cause/effect relationships with arrows. Or indicate different kinds of relationships between people with dotted lines or colors. You could use the color or shape of your component to represent similarities and differences. Or make components that have more impact on the system larger and those with less impact smaller. Or put more important players closer to the center of the map. Be creative and do what makes the most sense for your team and your EIS system or exploration topic.
 - b. If you're using the Miro board, experiment with the different connectors and arrows to represent relationships between parts of the system. See if they help you find insights from your map.
6. Don't worry if your systems map becomes messy and complex—it should be. Systems maps are tools to help you better understand your EIS and how it's currently working. As long as your team understands what you're representing and can communicate it to others when asked, your map is serving its purpose.
7. As you work on your map, you likely will have questions and ideas that you may want to capture for future discussion. We encourage you to use sticky notes to capture these thoughts and questions as you stay focused on the work of systems mapping.

Tips for Completing Your EIS Actor Map

Below are some guiding questions and prompts to help you complete your EIS actor map.

- Shared mindsets:
 - Who are the people that influence the mindsets held about your area of focus?
 - What practices create, reinforce, or shift the mindsets held about your area of focus? Consider how these mindsets manifest in actions toward students, families, and your colleagues. Are these mindsets grounded in equity, collaboration, and shared power?
 - What policies are in place to create, reinforce, or shift mindsets?
- Systems and structures
 - Who are the people (individuals, teams, or partners) that are responsible for outcomes related to your area of focus? What roles do they play? How do they take on these roles?
 - What do they do (practices) to manifest the desired outcomes? Consider whether there's a discrepancy between what they should do and what they actually do. This is not about blame or shame—it is about being grounded in reality to understand the true nature of the system.
 - What are the policies that govern the systems and structures?
 - Think about federal, state, district, and school-based policies, if possible. Seek other voices to inform blind spots.
- Holistic data collection:
 - Who are the people that collect data?
 - What (practices) do they do with the data? Do they disaggregate the information and use it in team meetings?
 - What policies determine what's collected and how it's used? These can be explicit or implicit.
- Student supports
 - Who are the people responsible for delivering supports related to your focal area?
 - What are the universal, targeted, and intensive supports (practices) that are offered?
 - Think about whether or not students have equal access to these supports and whether there's representative participation in supports that are offered.
 - What policies govern the supports offered?
 - Consider budgetary requirements if applicable.
- Progress monitoring

- Who are the people responsible for monitoring student, school, and district progress for your area of focus?
- How do they monitor progress? What practices do they implement to assess the impact of supports?
- What policies dictate how progress monitoring should take place?

Reflection: Using your systems map to understand the current state and identify opportunities for improvement

A systems map can be a strong visual aid to help you identify relationships, interactions, and other critical levers for change. After mapping your EIS ecosystem, engage in collective reflection and strategic thinking.

As a team, use the following reflection questions to begin to analyze and learn from the map.

1. What patterns do you notice? Are they positive or negative?
2. What's missing from your map? Are student and family voices present?
3. Do you notice alignment between each of the elements?
4. Who else does your team need to engage to fully understand this system? What additional data are necessary?

It can be incredibly helpful to share the map with a group of other staff, students, and families to get their input.

Tools and Resources

Strategic Planning Tools to Build Your EIS Understanding and Capacity

Iceberg and Theory of Action (Tool)

To design systems-level solutions for challenges hindering effective and sustainable positive student outcomes, you can't only focus on the symptoms of the problem. You must get to the underlying cause. This tool will help you investigate the root causes of the challenges or improvement areas you're focused on.

- Time commitment: 1.5 hours
- When to use the tool: To investigate the problem beneath the problem and identify the patterns/trends, structures, and mental models that may be influencing the outcomes you're observing
- Tool used in Community of Practice
- 3 pages

Iceberg and Theory of Action

Implementation Tool You Can Use

To design systems-level solutions for challenges getting in the way of effective and sustainable positive student outcomes, you can't only focus on the symptoms of the problem. You have to get to the underlying cause.

You did a data audit to identify potential challenges or parts of your system that you would like to work on improving. Then you mapped your system around that focus area to understand how the elements within your system connect to and influence the outcomes you are seeing. Rather than moving from your systems map straight to solutions planning, it can be helpful to investigate the problem beneath the problem and identify the patterns/trends, structures, and mental models that may be influencing the outcomes you're observing.

This tool will help you investigate the root causes of the challenges or improvement areas you identified.

Instructions

1. Use the questions on the next page to dive deeper into understanding the problem and explore the underlying, and often invisible, structures, processes, mindsets, and beliefs that are connected to the outcomes you would like to improve.
2. Once you've identified key levers and forces, consider what changes or interventions you will need to introduce to get the outcomes you desire.

Iceberg Model for Root Cause Analysis

Capture your team’s current description of the problem to solve or challenge to address.

WHAT IS VISIBLE ABOUT THE PROBLEM?
What information, indicator data, and observations have informed your choice of an area of your system that is not effectively supporting students? What’s the problem or challenge to solve?
WHAT IS BELOW THE SURFACE?
PATTERNS/TRENDS: What is happening—repeatedly and often predictably—in this part of your system to contribute to or create the challenge?
STRUCTURES: What is “holding the problem in place?” These structures might take the form of clearly explicit policies, practices, schedules, or financial and resource decisions. They might also be partly explicit, such as relationships, connections, or power dynamics that influence decision-making. Focus mostly on structures that can be changed through the actions of your team.
MENTAL MODELS: What are the assumptions, beliefs, emotions, and logic that justify, uphold, or avoid changing the structures that hold the problem in place?
REFLECT: Which of the structures or mental models are harder to move, and which might be more doable? When have you seen change initiatives improve these things? How did they do that?

Theory of Action

A systems map helps you understand the people, processes, and policies that are connected to the challenges you have identified and the change ideas you're focusing on. A root cause analysis, such as the iceberg process, can help you identify underlying reasons for the challenge and potential levers where interventions or shifts can lead to the desired changes.

Your next step is to capture the specific element of your system you need to change in order to bring about the outcomes you want. You will do this by creating a theory of action.

A theory of action is a simple conceptual framework for what specific changes or actions will lead to improved outcomes. It can be written as an if/then statement such as "IF we make this change, THEN we expect to see these behaviors AND achieve these outcomes."

Choose a key change lever (or levers) you identified in your systems map and iceberg, and put it in the "If" box below. Then, detail the kind of behavior you expect to see in the "Then" box. Finally, describe the improved outcome you hope to attain in the "And" box.

Write the draft of your statement below.

The diagram consists of three light blue rounded rectangular boxes arranged horizontally, connected by a large blue arrow pointing to the right. The first box is labeled "IF" and contains the text "[Type the desired change here]". The second box is labeled "THEN" and contains the text "[Type what behavior you expect to see here]". The third box is labeled "AND" and contains the text "[Type the outcome(s) you expect here]".

Tools and Resources

Strategic Planning Tools to Build Your EIS Understanding and Capacity

Logic Model Protocol (Tool)

Use this tool to develop a logic model, which can help you visually represent how your program components fit together—from data and evidence to theory of action to resources (inputs), planned activities and deliverables (outputs), and ultimately, goals (outcomes).

- Time commitment: 3 hours, including feedback and refinement
- When to use the tool: To outline the activities you plan to implement in response to the challenges or improvement areas you have identified
- Tool used in Community of Practice
- 5 pages

Logic Model Protocol

Implementation Tool You Can Use

Now that you have used the iceberg model to examine the root causes of the challenge you've identified and created a theory of action to work on improving that part of your system, the next step is to develop a logic model that outlines how you will make it all happen.

Instructions

1. Review the sample logic model on the last page to become familiar with each of the elements.
2. Review the questions below with your team.
3. Use the logic model template below or the online whiteboard version (your facilitator will provide you with a link) to enter your logic model content. Remember that this is a draft, and you're not expected to develop a fully complete logic model in one session.
4. Seek feedback on your logic model. Use the feedback to refine your logic model and begin to implement your activities.

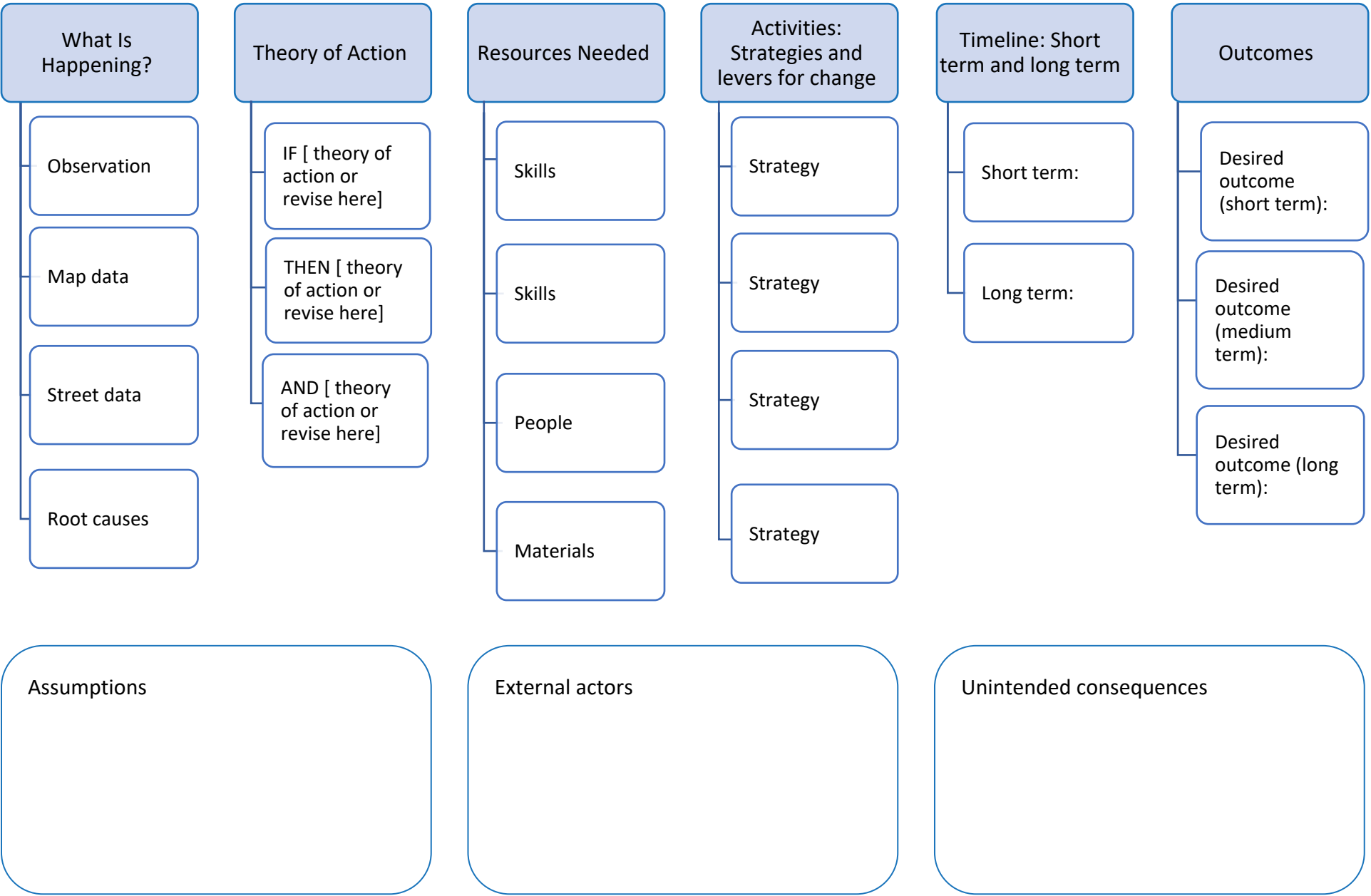
Questions

1. What is happening?
 - a. What have you observed that reveals areas where your system is not always benefiting all students?
 - b. What did the data audit tell you about areas that need improvement? Include multiple levels of data.
 - c. What possible root causes did you identify through the iceberg model and/or additional street data collection?
2. Theory of action: IF x, THEN y, AND z.
 - a. Enter your theory of action or use this opportunity to revise it.
3. Resources available: People, funding, skills, time and attention, etc.
 - a. What knowledge, skills, mindsets, materials, funding, etc., are available to your team and needed to improve this area?
4. Activities: Strategies and levers for change
 - a. What have you identified to be the key levers for change? What strategies might you want to consider to address this area for improvement?

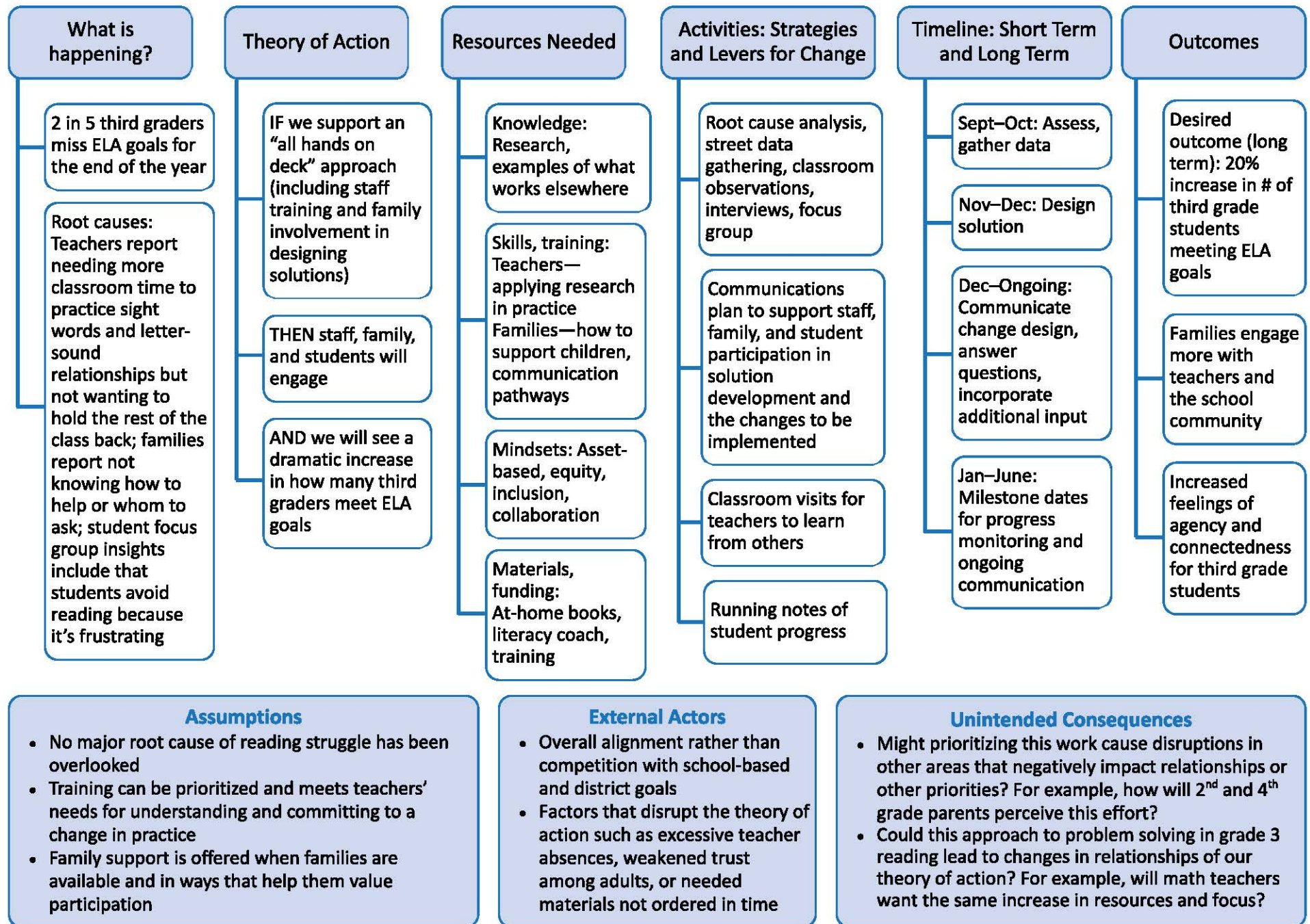
- i. Be as expansive as possible here—what are some strategies that you haven’t tried? How will you address the problem itself and the system structures that hold it in place?
 - b. Consider asking community members from other teams, posting in the forum for additional strategies, and using your consultation with your facilitator to help you identify strategies you may not have considered.
 - c. You can also collect some additional street data from your faculty and staff—who in your school or district is doing this work well? What’s working for them?
- 5. Timeline: Short term and long term
 - a. What can you do this week? This month? In three months?
 - b. You can also think of your timeline in terms of the strategies you’ve identified—what are the steps you need to take and in what order?
- 6. Intended outcomes: What do you hope to achieve in the short, medium, and long term?
 - a. Start with the outcomes you drafted with your theory of action—can you break those down to align with your timeline?
 - b. What impact do you hope to see in this area of improvement?
 - c. How will you know if you’ve succeeded?
- 7. Reflections:
 - a. Assumptions: What assumptions are you making as you begin this work? How can you test them?
 - i. What are you assuming about individuals and groups as you design the change you want to see in the system? What experiences inform those assumptions?
 - ii. What are you assuming about your timeline and communication steps? How realistic are they? Consider other successful changes to systems in your school/district; what timelines and communications supported those efforts?
 - iii. What are you assuming about the rate of adoption of your change? It’s common to have a mix of early adopters and reluctant individuals.
 - b. External factors: What could get in the way of implementation? Plan to overcome challenges.
 - i. Do your theory of action and logic model align with other school or district initiatives, priorities, and goals? Is there momentum to be gained by making explicit connections between your change and other changes that are in process?
 - ii. What else is happening during your timeline? How will those activities interact with your plan?
 - iii. Are there leaders whom you should build early understandings with? What could that look like? Consider district, school, teacher, and parent/family leaders, as well as imminent leadership changes.

- c. Unintended consequences: What positive or negative outcomes could arise?
 - i. What else could happen if your change work succeeds? Are you building an approach that could apply to other change efforts?
 - ii. What else could happen if your change work stalls or stops? Are your internal and external partners likely to be forgiving and flexible, or frustrated and then less open to the work? How does this influence your risk assessments? How might this work increase or inhibit the development of trust and relationship among those who are affected?

Logic Model



Sample Logic Model



Tools and Resources

Strategic Planning Tools to Build Your EIS Understanding and Capacity

Consultancy Protocol (Tool)

The consultancy protocol has two main purposes: to strengthen teams' capacity to see and describe problems that impact their work and to help one another understand and deal with them. This tool will guide you through using the protocol during team meetings.

- Time commitment: 1 hour
- When to use the tool: When a team or member of a team encounter a challenge and need new perspectives from colleagues to deepen their understanding and problem solve
- Tool used in Community of Practice
- 2 pages

Consultancy Protocol

Implementation Tool You Can Use

The National School Reform Faculty defines the consultancy protocol as a structured process for helping a person or a team think more expansively about a particular concrete dilemma (also called a problem of practice).

The consultancy protocol has two main purposes—to develop participants’ capacity to see and describe problems that impact their work and to help one another understand and deal with them. To learn more about the protocol, please see the [National School Reform Faculty’s Consultancy Protocol handout](#).

Time

50 minutes

Roles

- Presenter (whose work is being discussed by the group)
- Facilitator (who sometimes participates, depending on the size of the group)
- Timekeeper
- Consultants

Process

1. The **presenter** gives an overview of the problem they are struggling with and frames a question for the consultancy group to consider. The framing of this question, as well as the quality of the presenter’s reflection on the problem being discussed, are key features of this protocol. The focus of the group’s conversation is on the problem. (5 minutes)

Example:

Problem: My teaching team seems to love the idea of involving students in meaningful learning that connects students to real issues and an audience beyond school, but nothing seems to be happening in reality.

Question: What can I do to capitalize on my team’s interest, so we can translate theory into practice?

2. The **consultancy group** asks the presenter clarifying questions—that is, questions that have brief, factual answers. These questions are typically “yes or no” questions and help the presenter clarify their problem of practice. (5 minutes)
3. The **group** asks the presenter probing questions. These should be questions that help the presenter expand their thinking about the problem. They may ask about how equity impacts their dilemma or where student and family voices play a role. **The presenter may answer the questions but can choose to reflect on them instead.** (10 minutes)
4. The **presenter** shares reflections on the questions asked and new insights they’ve gained, then restates their dilemma. (4 minutes)
5. The **group** talks with one another about the problem. In this step, the group works to define the issues more thoroughly and objectively. Sometimes group members suggest actions the presenter might consider taking; if they do, these actions should be framed as “open suggestions.” The presenter doesn’t speak during this discussion but listens and takes notes. (16 minutes)
6. The presenter reflects on what they heard and on what they are now thinking, sharing with the group anything that particularly resonated for them during any part of the consultancy. (5 minutes)

Whole Group Debrief

7. The group debriefs the process. The presenter can share how this process went for them and what was challenging. The consultancy group can share how the process was for them and what they learned. (5 minutes)

Note Catcher:

Use the space below to capture what’s coming up for you, e.g., new ideas, strategies, resources, or questions you want to bring back to your team.



Develop Shared Mindsets

Tools and Resources

Develop Shared Mindsets

Developing Student-Centered Mindsets (Handout)

This handout exposes teams to the various student-centered mindsets necessary to embrace within an EIS: equity, collaboration, agency, empathy, and inclusion. You will have an opportunity to read various articles and reflect as an individual or with your team.

- Time commitment: 25+ minutes
- When to use the handout: When practitioners or teams determine they need to explore student-centered mindsets within their system
- Handout used in Learning Series 1
- 1 page



Developing Shared Mindsets

Handout

This jigsaw activity helps teams become familiar with various student-centered mindsets necessary to embrace within an EIS. Each team member will read an article, blog, or other source text and then share their thoughts with the team.

Instructions:

1. Read your resource and become familiar with the concepts (5 min).
2. Respond to these questions (20 mins):
 - a. Why is this mindset important when working with students and families?
 - b. What are one or two strategies that would build or strengthen this shared mindset for your team, school, or district?
 - c. What challenges might arise? How could teams resolve them?

Group	Mindset	Handout	Source
1	Equity	"We Used Your Insights to Update Our Graphic on Equity"	Robert Wood Johnson Foundation Blog, November 21, 2022 Source: We Used Your Insights to Update Our Graphic on Equity (rwjf.org)
2	Inclusion	"The Value of Inclusive Education"	Open Society Foundation Source: The Value of Inclusive Education
3	Empathy	"Empathy Interviews"	The Learning Professional, October 2020 Source: Empathy Interview Tool
4	Student Agency	"What Is Student Agency" (pages 1–2 of the report)	AIR Report, Student-Centered Learning Research Collaborative, October 2018 Source: Maximizing Student Agency

Tools and Resources

Develop Shared Mindsets

Shifting Mindsets (Handout)

This simple role-play activity helps teams practice using strategies to shift mindsets to be asset-based and affirming for all students and families. If you have a large team, this activity encourages you to break up into different groups to role-play a scenario where a given mindset is not being demonstrated well.

- Time commitment: 35 minutes
- When to use the handout: When school teams are working on shifting mindsets to be asset-based and affirming for all students and families
- Handout used in Learning Series 1
- 1 page



Shifting Mindsets

Handout

For this exercise, you'll be assigned to one group to role-play a scenario depicting a situation where the given mindset is not being demonstrated well. The goal is to practice a strategy to shift the mindset of someone who isn't embodying the intended mindset.

Directions:

1. Identify two actors, one recorder/reporter, and one timekeeper. (1 minute)
2. Read the scenario and give the actors 5 minutes to act it out. (6 minutes)
3. Answer the reflection questions below. (15 minutes)
 - a. For the actors, what was that experience like? Was it difficult to think of a strategy?
 - b. Have you seen something like this play out in your school community or district?
 - c. What strategies could you use within your context to address negative or deficit-based mindsets?
 - d. What barriers do you envision when trying to combat challenging mindsets, and how might you overcome them?

Here are a few sentence stems that you can use in your role-play:

Mindset	Sentence Stem 1	Sentence Stem 2
Equity	Is that true for all of your students?	What barriers might some people face that prevent them from fully benefiting from this effort?
Inclusion	Whose voices are we missing, and how can we ensure they're part of this conversation?	How might we adjust our approach to make sure everyone feels welcome and valued?
Empathy	What do you think they could be experiencing that's preventing their engagement?	How do you think others might feel in this situation, and what would their perspective add to our understanding?
Agency	Have you asked the student or family what they need?	How might taking responsibility in this area empower you or others to create change?
Collaboration	What could be the benefits of working together?	What strengths or ideas from others might help us reach our goals more effectively?

Tools and Resources

Develop Shared Mindsets

Engaging Equity: Equitable Mindsets, Practices, and Systems **(Self-paced online modules)**

This professional learning series equips educators to create positive connections and strengthen community and learning conditions to improve outcomes for each and every student, given Oregon’s changing demographics. The series is made up of four clusters with a total of 18 individual modules, each of which takes 60–90 minutes to complete. For more details, view [the full scope and sequence](#) for the series.

- Time commitment: 18+ hours
- When to use these modules: When school teams want to learn more about equity-centered mindsets
- Online modules, external link



Create Systems and Structures

Tools and Resources

Create Systems and Structures

Structures for Meaningful EIS Meetings (Handout)

Two key EIS structures support students and families: team meetings and student success meetings. This handout lists the 5 Ws you need to plan these meetings effectively: who, what, why, when, and where.

- Time commitment: 10 minutes
- When to use the handout: When planning for successful EIS team meetings or student success meetings
- Handout used in Learning Series 1
- 1 page



Structures for Meaningful EIS Meetings

Handout

Two key EIS structures support students and families: team meetings and student success meetings. Team meetings, which typically include staff who support a common group of students, focus on using data to plan supports. Student success meetings, which usually include a combination of staff, students and families, create an opportunity to reflect on data and collaboratively develop a support plan.

Team Meetings	The 5 Ws	Student Success Meetings
- Grade or team level - Cross-section across the building - Specialists, counselors, social workers, administrators - Community partner (as identified) - Family advocate (as identified)	Who	- Student - Family member - School staff person - Community partner (as identified) - Family advocate (as identified)
- Look at data for indicators of success and gaps - Identify and understand root causes and underlying circumstances - Decide how to adjust or disrupt the system to close known equity gaps and prevent new ones	Why	- Listen deeply and gather street and other data to understand root causes and underlying circumstances leading to a challenge - Understand how our system did or did not offer needed supports
- Discuss student-specific data and action plans - Plan for improvement both “upstream” and “downstream” from where the gaps occur for individuals and groups of students - Check for possible bias in our thinking, interpretation of data, and how we work with students	What	- Intentionally listen, learn, and check for biases and assumptions - Build shared understandings of a student’s strengths, needs, and desired supports - Make agreements and plans for proceeding together to meet shared goals
- Biweekly at minimum* - Timing: Before, during, or after school	When	- Multiple staff holding individual meetings - Biweekly* - Timing: Before, during, or after school
In-person or virtual	Where	In-person or virtual, with interpretation as needed

* This is the suggested frequency of regular team meetings. Please adjust to fit your teams’ context and schedule.

Tools and Resources

Create Systems and Structures

Sample EIS Team Meeting Protocols (Handout)

This resource provides sample protocols for conducting EIS team meetings. The protocols have been adapted from meeting agendas schools in other states use as part of their student success systems. They have been updated to reflect Oregon Department of Education's essential elements. The sample protocols include effective ways to share data on students to ensure all students are receiving the support they need and information on how to run a data-driven attendance meeting.

- Time commitment: 30 minutes
- When to use the handout: When designing EIS team meetings and deciding what protocols to use to be as effective as possible
- Handout used in Learning Series 1
- 10 pages



Sample EIS Meeting Protocols

Handout

The sample protocols below are adapted from meeting agendas currently in use at schools across the country as part of their student success systems. They have been updated to reflect Oregon Department of Education's essential elements below. A key feature of these protocols is the structured use of time. The protocols provide a guided process for working collaboratively to plan for the time needed to both analyze and use data to inform planning, instruction, and ongoing student supports.

As you review these agenda protocols, consider how they each address the following essential elements of EIS meetings:

- Start with strengths.
- Analyze data, looking for underlying circumstances and root causes of the system (avoid focusing only on the challenges of individual students).
- Value input and voices of all partners, especially students and families.
- Check biases and avoid assumptions.
- Be aware of your own mindsets.
- Ground the meeting in equity, inclusion, collaboration, and empathy.
- Consider how the meeting can help nurture and strengthen student agency, belonging, and connectedness.

Protocol 1 is an **attendance data protocol** used by a school EIS team to look for patterns and trends in a set of data. It can readily be adapted for other data types such as academic data, Positive Behavioral Interventions and Supports (PBIS) data, and others.

Protocol 2 is used by a school EIS team when they are briefly reviewing **student-by-student progress**, often several weeks after a round of student success meetings.

Protocol 3 is an example of a **student success meeting protocol**. This is used by staff and family working together with a single student to plan for supports in areas indicated by the data.

Protocol 4 is used by a school team when they have a problem or challenge in mind and want to collaborate on **mapping the features of the problem in their EIS** to consider a course of action.

Protocol 1: Attendance Data Team Meeting Protocol (45 minutes)

This is a sample protocol for a team meeting to review a sample of attendance data, such as a chronic absence report. Assume a 45-minute meeting, but this can be adjusted based on available time and student needs.

Adapted from [Attendance Works](#)

Meeting Norms	Objectives
- Start with strengths. - Analyze data for underlying circumstances and root causes of the system. - Check biases and avoid assumptions. - Be aware of your own mindsets. - Ground the meeting in equity, inclusion, collaboration, and empathy.	- Connection - Review data - Unpack patterns - Brainstorm supports (to discuss in student success meetings) - Next steps

Topic	Agenda Item	Notes
Objective 1 (3 minutes)	Connection Reflect on/lift up an example of progress in the areas of equity, inclusion, collaboration, empathy, and student agency.	
Objective 2 (6 minutes each; 12 minutes total)	Aggregate data trends - High-level picture of all students by attendance categories (satisfactory, at-risk, moderately chronically absent, severely chronically absent, extremely chronically absent). Is it getting better or worse? Disaggregate data trends - Are the trends true for all focal student groups (students of color, students experiencing homelessness, students receiving special education services, English language learners, etc.)?	

Topic	Agenda Item	Notes
Objective 3 (8 minutes)	Unpacking patterns - Identify any patterns or trends across groups of students. What insights does the team have about common barriers or what might be contributing to positive outliers? - Identify underlying causes (“upstream issues” that the team can learn about and address.)	
Objective 4 (15 minutes)	Universal system of support - Identify school-wide strategies for strengthening your targeted system of support (at the beginning of the year, you could look at the calendar to take a year-long approach). - Discuss possible solutions to the barriers students are experiencing and identify systemic interventions (e.g., walking “school bus”). Students needing targeted or intensive supports - As a team, review individual students; determine who follows up with individuals or groups of students and families. - Reach out to students and families to determine barriers/causes for absence; co-develop a support plan with students and families and offer appropriate resources.	
Objective 5 (5 minutes)	Making decisions and next steps - Summarize decisions and assign responsibility for next steps. - Include a way to get AND incorporate student and family feedback about supports.	

Protocol 2: Student-by-Student Team Meeting Protocol (45 minutes)

This is a sample protocol for a team meeting to review student progress data student by student in a structured efficient way. Assume a 45-minute meeting, but this can be adjusted based on available time and student needs. As a reminder, the student success partner is the staff member who is building a trusting relationship with the student and family and connecting them to support.

Adapted from [Pennsylvania Dept. of Education, Everyone Graduates, and Johns Hopkins](#)

Meeting Norms	Objectives
- Start with strengths. - Analyze data for underlying circumstances and root causes of the system. - Value input and voices of all. - Check biases and avoid assumptions. - Be aware of your own mindsets. - Ground the meeting in equity, inclusion, collaboration, and empathy. - Consider how the meeting is helping nurture and strengthen student agency, belonging, and connectedness.	- Connection - Share strengths - Identify needs - Collaborate and agree upon supports - Next steps

Topic	Agenda Item	Notes
Objective 1 (3 minutes)	Connection question Can be related to the meeting, season of the year, reflections, etc.	
Objectives 2, 4 (Five rounds, 6 minutes each; 30 minutes total)	Student success partner provides an update on student (1 minute) - Strengths and successes - Applicable data Student success partner shares information with team (2 minutes) - Succinctly share additional feedback on the student’s successes or persisting challenges with a solution-based focus. Include partners, students, and family voices.	

Topic	Agenda Item	Notes
	• What, if anything, can we learn from this student’s case to inform our upstream and downstream strategies for supporting students? Team members discuss support options (3 minutes) • Consider modifying supports, changing or adding. • Identify ways to incorporate student and family feedback and street data. • Determine and record a plan with clear roles, supports, and a timeline.	
Objective 3 (5 minutes each; 10 minutes total)	Identify two <i>new</i> students who may need a success partner by sharing the following: • Student strengths • Holistic data (attendance, behavior, SEL, academic, street, etc.) that demonstrate where they may need additional support • Potential success partner and supports • Next steps	
Objective 5 (2 minutes)	Next steps • May include scheduling student success meetings with students and families, doing outreach to bring in new partners or supports, etc.	

Protocol 3: Student Success Meetings (30 minutes)

This is a sample protocol for a success meeting between a student, their student success partner (or team), and their caregiver. The protocol includes sample guiding questions for each agenda item that can be adapted based on each student's needs. Remember to provide for simultaneous interpretation and additional time when required based on the student/family's home language. Assume a 30-minute meeting, but this can be adjusted based on available time and student needs.

Meeting Norms	Objectives
- Start with strengths. - Analyze data for underlying circumstances and root causes of the system. - Value input and voices of students and families. - Check biases and avoid assumptions. - Be aware of your own mindsets. - Ground the meeting in equity, inclusion, collaboration, and empathy. - Consider how the meeting is helping nurture and strengthen student agency, belonging, and connectedness.	1. Connection 2. Share strengths 3. Identify needs 4. Collaborate and agree upon supports 5. Next steps

Topic	Agenda Item	Notes
Objective 1 (6 minutes)	Connection - Reflect on/ lift up an example of progress in the areas of equity, inclusion, collaboration, empathy, and student agency. (3 minutes) Introductions and review meeting goals (3 minutes) - Give everyone a chance to introduce themselves. School staff should share their role or relationship to the student. - What are the goals of the meeting with the student and caregiver?	
Objective 2 (5 minutes)	Start by sharing the student's strengths - What is going well in each class? Outside of class? What are your strengths? [Student shares.] - Staff/family connects to and expands on positive perceptions of student strengths. [Staff and family share.] - What are the student's goals in this class? What other goals (outside of this class) is the student working toward? [Student shares.]	

Topic	Agenda Item	Notes
	What additional information about the student's strengths would the caregiver or team like to provide? [Caregiver and/or team share.]	
Objective 3 (8 minutes)	Discuss what the student needs to be successful - What do the data show about the student's needs? What has the team noted? - Why might this be an issue? What are current barriers to the student's success? [All discuss.] - Are there school policies or practices that are getting in the way of the student's success? [All discuss.] - What other factors might be contributing to the situation (e.g., experiences outside of class)? [Student and family discuss.]	
Objective 4 (8 minutes)	Plan for supports and shifts - What suggestions does the student have? Their family? - What suggestions can the student success partner (and other staff) share to support the student? - What will success look like? What indicators will the group look for to know that the support is working? - What does the student think of these ideas? Their family?	
Objective 5 (3 minutes)	Plan next steps - Student recaps their preferred next steps/recommendations from among those offered throughout the meeting (with support if needed). - Student success partner and student (and family when relevant) agree on a strategy for addressing the unmet needs. - Student success partner creates a timeline for next steps, including actions that each meeting participant will take. Copies are shared with student, family, and success partner. - Student success partner shares agreements, action steps, and timeline with other staff who interact with the student so that all are aware and can support. - Plan follow-up check-in meeting.	

Protocol 4: Mapping a System to Understand a Dilemma (36-40 minutes)

One common misconception is that systems are broken and that we need to fix them. In fact, systems are simply operating in the way they were designed to. Therefore, if we want a system to stop producing a particular negative outcome, we need to focus our attention on redesigning some of the dynamics in the system (the feedback loops that form it) that drive those outcomes. Systems maps help you see these dynamics and the consequences of a design decision in a system (see graphic on page 9).

Adapted from Donella (Dana) Meadows' book [Thinking in Systems: A Primer](#) and her [Sustainable Systems](#) lecture

Meeting Norms	Objectives
• Start with strengths. • Analyze relationships for underlying circumstances and root causes of the system. • Value input and voices of all. • Check biases and avoid assumptions. • Be aware of your own mindsets. • Ground the meeting in equity, inclusion, collaboration, and empathy. • Consider how the meeting's work is helping nurture and strengthen student agency, belonging, and connectedness.	1. Connection 2. Share strengths 3. Identify needs 4. Collaborate and agree upon supports 5. Next steps

Topic	Agenda Item	Notes
Objective 1 (3 minutes)	Connection question: What's working? • Share any aspect of student support work that's going well right now.	
Objective 2 (5–7 minutes)	What are the details of your dilemma? Using nonjudgmental language, describe the details of your dilemma. You can do this conversationally in groups of three or less. For larger groups, consider having each person share one relevant detail in a few words, going around until all have been shared. Consider the following:	

Topic	Agenda Item	Notes
	• Observable features (who, what, when, where, how much) • Relevant holistic data (attendance, behavior, SEL, academic, street, staff, etc.) • What details are unknown so far?	
Objective 3 (3–5 minutes)	Policies Using nonjudgmental language, identify policies that may be contributing to the current state. Consider formal policies as well as informal “de facto” policies that generate behaviors and results that occur predictably in the system.	
Objective 4 (up to 5 minutes)	Practices What are the practices (“the way we do things”) that may be reinforcing this dilemma?	
Objective 4 (up to 5 minutes)	People Whose mindsets may be contributing to the current state? Consider the students involved and their peers, as well as all the staff whose mindsets and interactions may shape the way the current system produces this dilemma.	
Objective 5 (15 minutes)	Potential • Where do you see potential for improvement? If a policy is beyond the EIIS team’s reach (e.g., federal policy), are there other ways to change the way the dilemma is held in place by the behavior of the system? • What could the beginning, middle, and end of that change process look like? What change might the team propose? How could they initiate and support that change by engaging with others? How can they sustain and measure that change?	

Sample System Map

Policies: What policies are contributing to the current state?	Practices: What practices are contributing to the current state?
Dilemma Details: Describe your dilemma. What are you observing that brings you to this discussion?	
People: Which people are involved in the current state? How are their mindsets showing up?	Potential: Where is there potential for change? What might that look like?

Tools and Resources

Create Systems and Structures

Reflecting on Student Success Planning Process (Tool)

This tool provides EIS teams space to reflect on their current processes for creating student success plans and to consider how to make practices more effective in supporting students in holistic, asset-based ways, including how to center students and families in conversations about supports. It prompts team members to consider their data processes, their agendas, and how their current meetings progress with students and families. The tool aims to help teams identify improvements to current structures and how to monitor progress toward implementing them.

- Time commitment: 1 hour
- When to use this tool: Use when planning and conducting student success meetings to ensure productive, student-centered discussions
- Tool used in Learning Series 1
- 3 pages



Reflecting on Student Success Planning Process

Systems and Structures Tool You Can Use

This tool is designed to give your EIS team space to reflect on its current processes for creating student success plans.

Goals

Reflect on your school or district's current EIS team practices. Discuss current strengths, challenges, and ways to make practices more effective in supporting students in holistic, asset-based ways.

Instructions

Think about the conversations started in the virtual workshop about bringing an equity mindset to EIS team meetings and how to center students and families in conversations about student supports. As you go through the elements of your team meeting and success plan processes, discuss current strengths, challenges, and ways to center students.

Gathering Data

How do EIS teams gather data for each student?	What is working well?	What challenges exist?	What improvements can you make to this step of the process?
Data sources:			
Who is involved and how:			

Holding EIS Team Meetings

How does each team meeting progress?	What is working well?	What challenges exist?	What improvements can you make to this step of the process?
Describe the agenda:			
Who is involved and their roles:			

Meeting with Families

How does each team meeting progress?	What is working well?	What challenges exist?	What improvements can you make to this step of the process?
Describe the agenda:			
Who is involved and their roles:			

Meeting with Students

How does each team meeting progress?	What is working well?	What challenges exist?	What improvements can you make to this step of the process?
Describe the agenda:			
Who is involved and their roles:			

Planning Next Steps

How does each team meeting progress?	What is working well?	What challenges exist?	What improvements can you make to this step of the process?
Describe the protocol or steps:			
Who is involved and their roles:			

Monitoring Progress

How does each team meeting progress?	What is working well?	What challenges exist?	What improvements can you make to this step of the process?
Describe the protocol or steps:			
Who is involved and their roles:			

Using these reflections, review and discuss the *Sample EIS Meeting Protocols* handout again with your team. Then, use these reflections and the sample protocols in that handout to draft a revised protocol for your team’s student success meetings.

Tools and Resources

Create Systems and Structures

Student Success Partner Scenarios (Handout)

This resource offers scenarios where teams can explore ways a student success partner can foster student trust and agency during proactive and responsive student success meetings. The activity includes reading two real-world descriptions of student/student success partner interactions and then using discussion and reflection questions to understand and brainstorm ways to support and nurture student well-being and success.

- Time commitment: 30 minutes
- When to use the handout: Use when working to improve ways adults can serve as student success partners who use specific strategies to build strong relationships with students
- Handout used in Learning Series 2
- 3 pages



Student Success Partner Scenarios

Handout

In this activity, you'll read scenarios that will help you explore ways a student success partner can foster student trust and agency during proactive and responsive student success meetings.

Group Exploration Instructions

1. Select a group member to read both scenarios and decide which to explore as a group. (2 minutes)
2. Answer the discussion questions as a group. (15 minutes)
3. Answer the reflection questions as a group. (8 minutes)
4. Choose a group member to report out to the whole group.

Participant details

- Student: Jordan, a 10th grade student
- Teacher: Ms. James, Jordan's math teacher
- Student success partner: Mr. Fernandez

Scenario 1: Proactive Student Success Meeting

Every year, after beginning-of-year (BOY) testing, students have a chance to reflect on their current testing scores, mid-term progress reports, strengths, and areas for growth. Students first meet with their student success partner to think about what they are proud of, where they would like to grow, and set goals for themselves. After this initial conversation, students are encouraged to invite a trusted adult, who can be a caregiver or parent, mentor, etc., to hear their reflections and identify ways they can support the student in achieving their goals.

Discussion questions for the student and their success partner

- What do the data currently say, and what additional context should be considered?
- What is the student proud of and what are their areas for growth? What SMART goals can they set?
- What supports (activities, programs, people, etc.) within and outside of school do they need to reach their goals?

- What are the timeline and measures of success? Who is responsible? How will you celebrate?

Reflection

Relational skills are essential to establish student success partnerships. Think about how the TSEL Standards contribute to the quality of student success partnerships, as well as how giving and receiving critical and constructive feedback are critical to any authentic relationship.

- How can we prepare students with SEL competencies to give and receive critical and constructive feedback?
- How can we prepare educators with SEL competencies to give and receive critical and constructive feedback?

Scenario 2: Responsive Student Success Meeting

Ms. James is a new 10th grade math teacher who has been experiencing challenges in her personal life; her partner is sick, so she's having to take on almost all parenting responsibilities and is spread thin. Jordan, one of her students, has been skipping class and is currently failing. When Ms. James tries to call home, it goes to voicemail. Last week Jordan walked into class 30 minutes late without a pass, and Ms. James kicked them out. Jordan went straight to their student success partner, Mr. Fernandez, who is a guidance counselor.

Discussion questions

- What questions should Mr. Fernandez ask Jordan about what happened with Ms. James?
- What initial data might Jordan and Mr. Fernandez explore together to ground their conversation in some shared perspectives?
- What questions would be helpful for Mr. Fernandez to ask Jordan to understand what they are experiencing right now in their life to better interpret the data points?

Mr. Fernandez and Jordan make a plan to schedule a follow-up meeting with Ms. James to gather and share information and perspectives.

Discussion questions

- How can Mr. Fernandez and Jordan create an agenda and protocol to make sure the meeting with Ms. James is a supportive space for everyone?
- What type of feedback could Jordan give Ms. James, and how might that be received in this student success meeting?
- What strategies could Mr. Fernandez use to facilitate a restorative meeting?
- What agreements should everyone leave the meeting with?

Reflection

Relational skills are essential to establish student success partnerships. Think about how the TSEL Standards contribute to the quality of student success partnerships, as well as how giving and receiving critical and constructive feedback are critical to any authentic relationship.

- How can we prepare students with SEL competencies to give and receive critical and constructive feedback?
- How can we prepare educators with SEL competencies to give and receive critical and constructive feedback?



Collect Holistic Data

Tools and Resources

Collect Holistic Data

EIS Data Audit (Tool)

Collecting, organizing, and analyzing student-level data can reveal important trends in student academic achievement and well-being, identify groups that are being underserved or struggling to thrive, and inform leaders about strengths and gaps of current systems and supports. This tool can help your team evaluate your district or school's EIS data sources.

- Time commitment: 2+ hours
- When to use the tool: To help your team evaluate your district or school's EIS data sources.
- Tool used in Community of Practice
- 4 pages



EIS Data Audit

Holistic Data Collection Tool You Can Use

Use this tool to help your team evaluate your district or school's EIS data sources. If there is a type of data your team does not use (e.g., Longitudinal Performance Growth Targets [LPGT] data may not be available at the school team level), skip that row.

Collecting, organizing, and analyzing student-level data can reveal important trends in student academic achievement and well-being, identify groups that are being underserved or struggling to thrive, and inform leaders about strengths and gaps of current systems and supports. Teams should have access to academic and social-emotional data organized around research-based, predictive indicators (such as attendance, course grades, and grade point average) that help provide a picture of students' progress and readiness. When these data are aggregated and viewed holistically, they tell us how well the school and the system are equitably serving students and setting them up for ongoing success.

For data to inform equitable student supports, it is important to think about the strengths and limitations of the data sources you are using and invest in a continuous improvement approach to your data systems. It is helpful to regularly investigate and explore your own data processes.

Instructions for Using the Tool

1. EIS should tie to your district's or school's strategic plan and growth targets.
 - a. District teams: Start by reviewing your district's student success [grant application](#) and [LPGTs^{\[1\]}](#) as a group.
 - b. ESDs: Review your partner districts' applications and LPGTs.
 - c. School-based teams: Review your school's improvement plan as a group.
 - d. What are your district's or school's improvement goals?
 - e. What information do you need to have and understand to make a path toward those goals?
 - f. Keep these in mind as you work through this tool.
2. Complete the chart below to evaluate the quality of your team's data, as well as your data collection and evaluation processes, in the context of your LPGTs and the traditional and expanded indicators of student success. For each row, use the questions across the top of the chart to guide your team's discussion of the data you currently collect and brainstorm some ways to improve your data processes. Think creatively about where your data come from, what methods you use to collect data, what trends you see in your data (what data are telling you), whose perspectives are included and heard while interpreting the data, and what may be missing.

^[1] Your district LPGTs may be found on your district website. If not available, please contact a district administrator.

EIIS Data Audit

Indicator	What data do we collect? How frequently? What type of data do we have? What <u>level(s) of data</u> (satellite, map, or street)? How often are data collected or updated?	What trends do we see in the data? What do the data tell us? How are the data reports helpful or important?	What are the strengths of our data and processes? How do we collect, disaggregate, and analyze the data to tell a story? Whose perspectives are included?	What are the limitations of the data and our processes? How might the data be misleading or incomplete? What do the data NOT tell us? Whose perspectives are not included?
Longitudinal Performance Growth Targets (LPGT)				
Four-Year Graduation What is the percentage of students earning a regular or modified diploma within four years of entering high school?				
Five-Year Completion What is the percentage of students earning a regular, modified, or adult high school diploma or a GED within five years of entering high school?				
Third Grade Reading What is the percentage of students who are proficient on statewide English Language Arts (ELA) assessments in 3 rd grade?				
Ninth Grade On-Track				

Indicator	What data do we collect? How frequently? What type of data do we have? What <u>level(s) of data</u> (satellite, map, or street)? How often are data collected or updated?	What trends do we see in the data? What do the data tell us? How are the data reports helpful or important?	What are the strengths of our data and processes? How do we collect, disaggregate, and analyze the data to tell a story? Whose perspectives are included?	What are the limitations of the data and our processes? How might the data be misleading or incomplete? What do the data NOT tell us? Whose perspectives are not included?
What is the percentage of students earning at least one-quarter of their graduation credits by the end of the summer after their 9 th grade year?				
Traditional Indicators				
Regular Attenders What percentage of students attend over 90% of school days? Which student groups are attending or missing school? What days of the week or months do students miss school? What are the reasons students miss school?				
Behavior What percentage of students show positive behaviors?				
ELA Grades What percentage of students are passing ELA?				

Indicator	What data do we collect? How frequently? What type of data do we have? What <u>level(s) of data</u> (satellite, map, or street)? How often are data collected or updated?	What trends do we see in the data? What do the data tell us? How are the data reports helpful or important?	What are the strengths of our data and processes? How do we collect, disaggregate, and analyze the data to tell a story? Whose perspectives are included?	What are the limitations of the data and our processes? How might the data be misleading or incomplete? What do the data NOT tell us? Whose perspectives are not included?
Math Grades What percentage of students are passing mathematics?				
Expanded Indicators				
Agency What percentage of students show ownership and active participation?				
Belonging What percentage of students feel school is relevant? That they are respected? Accepted?				
Connectedness What percentage of students have a strong relationship with peers and adults at school?				
Social-Emotional Well-Being What percentage of students show SEL competencies?				

Tools and Resources

Collect Holistic Data

The Importance of Street Level Data (Handout)

This resource is a role-play activity where you can practice applying the data framework Shane Safir and Dr. Jamila Dugan describe in *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*. Their framework introduces three levels of data: satellite data (high level), map data (mid-level), and street data (ground level). The framework also promotes the integration of street data — “qualitative and experiential data” that educators can observe about students — with more traditional forms of data (e.g., attendance, test scores). By including street data, EIS teams can help establish strengths-based and culturally responsive methods of data collection and analysis.

- Time commitment: 30 minutes
- When to use the handout: When school-based teams plan how to collect and use data to inform planning and support (Note: You can use this resource as a precursor to the Data Scenario activity below)
- Handout used in Learning Series 2
- 2 pages



The Importance of Street Level Data

Handout

This group exploration is adapted from the levels of data Shane Safir and Dr. Jamila Dugan conceptualize in *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*. This work encourages educators to integrate street data — “qualitative and experiential data” that educators can observe about students — as well as more traditional forms of data (e.g., attendance, test scores). Street data can help establish strengths-based and culturally responsive methods of data collection and analysis.

Group exploration instructions:

- In your group, review the sample data and chart below. **(1 minute)**
- Sort the data into the three types, or levels, using column 2. **(2 minutes)**
- Discuss the questions in columns 3 and 4:
 - What are the strengths of the data and how can you use the data to understand your students holistically? **(5 minutes)**
 - What additional data would be helpful to understand how existing school and community structures impact your students? What type(s) of data would be most useful for this, and what would the team need to do to collect that data? **(10 minutes)**
- Consider how using the street data concept might help your team focus on underlying circumstances/root causes in data analysis:
 - How might you use street-level data to better understand one of the EIS Indicators? **(10 minutes)**

Sample data:

- The graduation rate was 71% in the past school year.
- Students organized a town hall last month to discuss the district's dress code policies. Multiple students raised concerns that the current policies are not respectful of students' autonomy and preferences.
- Since the start of the year, there has been a 15% increase in lateness and a 10% increase in absences. The increase has been largest for juniors and seniors.
- A parent approached a track and field coach during a meet to share how much his child's confidence has improved since they joined the team.
- Teachers in the science department noticed almost 20% of students did not turn in permission slips for a field trip to a local museum, along with the \$15 fee to participate. This is higher than the share of students that did not attend the field trip last year.
- Ninth-grade math scores have increased for the past three years, with geometry scores showing the strongest growth.

Types of Data	What data are collected? What type of information do you have?	What are the strengths of the data? What do the data tell us? How can you use the data to understand your students holistically?	What additional data would be helpful to understand how existing school and community structures impact your students? What types of data would be most useful?
Satellite Data Show patterns of student achievement and teacher quality	(e.g., graduation rates)		
Map Data Show subject-level performance strengths and areas for growth (e.g., math, literacy)	(e.g., math test scores)		
Street Data Reveal individual experiences, mindsets, strengths, and needs	(e.g., student conversations)		

Tools and Resources

Collect Holistic Data

Data Scenario: Using Street Data (Handout)

This resource provides another opportunity to practice using Safir and Dugan’s Street Data framework.

- Time commitment: 30 minutes
- When to use the handout: When school-based teams plan how to collect and use data to inform planning and supports (Note: This can be a follow-up activity to the Importance of Street Level above)
- Handout used in Learning Series 1
- 6 pages



Data Scenario: Using Street Data

Handout

This scenario provides you an opportunity to apply the data framework Shane Safir and Dr. Jamila Dugan described in *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*. Their framework introduces three levels of data: satellite data (high level); map data (mid-level); and street data (ground level). The framework also promotes the integration of street data—“qualitative and experiential data” that educators can observe about students—with more traditional forms of data (e.g., attendance, test scores). By including street data, EIS teams can help establish strengths-based and culturally responsive methods of data collection and analysis.

Instructions

- Part 1: Notes from the First Meeting (8 min.)
 - Working in small groups, review the information in part 1 (on page two of this document). Record and share any clarifying questions you have about what you see.
 - Discuss the “notes from the team” (in the table below the data).
 - Question prompts: What other questions might you have? Did the team miss anything important?
- Part 2: Second Meeting (15 min.)
 - Now imagine the team is meeting for a second time to review additional data they gathered after their first meeting. Review the new data (3–5 min.)
 - This time, your group will create the “notes from the team” and chart some next steps. (8–10 min.)
- Part 3: Prepare for Debrief on Impact of Street Data (7 min.)
 - As a whole group, discuss and note responses to the questions about the impact of street data. It may help to take 1–2 minutes to consider your own responses.

Scenario Team Composition

The scenario features a seventh-grade team that meets Thursdays from 8–8:40 a.m. The team members are math teacher Ms. West, humanities teacher Mr. Yamada, arts teacher Mr. Zenser, and guidance counselor Ms. Xenophon.

Scenario Data Part 1: Notes from the First Meeting (8 min.)

It is early fall, and the 7th grade team at Caridad Middle School is beginning to meet weekly to review data and plan student supports. Last week, during this meeting, the team reviewed the following data for seven students. Based on satellite data from last year, these students have been flagged as likely to need support to succeed personally and academically this year.

Student Name	Grade	Gender ID	Race/ Ethnicity	Individualized Educational Plan (IEP)	English Learners (EL)	6th Grade Attendance %	6th Grade Behavior Flag	ELA Standard Met	Math Standard Met	Core Subjects GPA
Anita	7	F	Hispanic	N	Y	81	N	N	Y	80
Buxi	7	M	Asian	N	Y	80	N	N	N	70
Cara	7	F	White	Y	N	66	N	Y	N	55
Daanis	7	F	Native	N	N	77	N	Y	Y	65
Edward	7	M	Black	N	N	83	N	Y	Y	65
Francis	7	M	Black	Y	N	81	N	N	N	70
George	7	M	White	N	N	52	Y	Missing	Missing	Missing

Notes from the Team

What do the data tell us?	What do we still need to know?	What assumptions should we guard against?
- No student has attendance of 85% or higher. 5/7 students (excluding Cara and George) have passing GPAs of 65 or higher.	- What happened to George? - Four students didn't meet the ELA standard, but only two of them had GPAs below passing. Why is that? - Two students are learning English as a new language. What services should they be getting this year? Are they getting them?	Cara's attendance is very low. We should not assume her low GPA is due to her IEP status. We don't yet know what is driving the GPA.

Any clarifying questions? Any additional map or street data YOU want to see to better understand these students’ needs? Additional assumptions to avoid?

Scenario Data Part 2: Second Meeting (15 min.)

The team reviewed the chart above and made their notes. This week, they have additional data, including map and street level data.

- 1. Ms. West followed up about George. She learned that he actually had 92% attendance and strong grades until January, when he stopped attending school. When Ms. West spoke with George, he explained that the family had moved from the area and he had finished 6th grade in another school district. He says he doesn’t remember the name of the school. Ms. West was not able to reach George’s family. George says that they are all working and can’t use their cellphones at work. The office has no additional data, but they report he was never disenrolled from school last year.
- 2. Ms. Xenophon brought answers to some of the questions that the team raised. She’s not sure why, but she couldn’t get a McKenney-Vento report on the housing status for these students. The most recent information in the system is two years old.

Questions	Anita	Buxi	Cara	Daanis	Edward	Francis	George
Current academics?	Independent work complete on time; core grades 55–75	Independent work complete except math; low math quiz grades	Independent work complete but late; low quiz grades in core subjects	Some independent work missing in core subjects	Independent work complete on time; core grades 75–85	Some independent work missing; core grades 75–80	Independent work complete on time; all grades B or above.
Sept–Oct attendance?	17/20 days present	20/20 days present	15/20 days present	17/20 days present	19/20 days present	18/20 days present	20/20 days present
After-school activities?	Running attending	Robotics attending	Tutoring not attending	None	Tutoring attending	Tutoring attending	Tutoring not attending

Questions	Anita	Buxi	Cara	Daanis	Edward	Francis	George
Current housing status	??	??	??	??	??	??	??
Advisor concerns?	No concerns	None; Buxi appears to be doing well	Frequently out sick due to uncontrolled asthma	Often absent; appears withdrawn, sad	No concerns	No concerns; <i>COVID absence note</i>	G says tutoring is boring. Advisor says G is performing well.

Meeting One Recap: Notes from the Team

What do the data tell us?	What do we still need to know?	What assumptions should we guard against?
- No student has attendance of 85% or higher. 5/7 students (excluding Cara and George) have passing GPAs of 65 or higher.	- What happened to George? - Four students didn't meet the ELA standard, but only two of them had GPAs below passing. Why is that? - Two students are learning English as a new language. What services should they be getting this year? Are they getting them?	Cara's attendance is very low. We should not assume her low GPA is due to her IEP status. We don't yet know what is causing the GPA.

Meeting Two: Notes from the Team

Looking at all the data, what do we now know? What did we learn?	What do we still need to know? How can we learn more about students' agency, belonging, connectedness, and social-emotional well-being?	What assumptions should we guard against?
Please share ideas here	Please share ideas here	Please share ideas here

What 3–5 next steps should the team prioritize and why?

- _____ because _____.
- _____ because _____.
- _____ because _____.
- _____ because _____.
- _____ because _____.

Scenario Data Part 3: Debrief on Impact of Street Data (7 min.)

1. Based on this scenario and your discussions, how can the inclusion of street data change the work of the data team? Why does that matter?
2. What processes, structures, and systems do you use to capture and organize that data so the information can be used to support student learning and adjust systems to benefit all students?
3. How will you evaluate the efficacy of the current systems and processes you use to capture street data? What ideas do you have to build or improve those systems as new needs are discovered? *(Tools and resources with more suggestions will be shared at the end of the workshop.)*

Tools and Resources

Collect Holistic Data

Tips, Recommendations, and Resources for Street Data Collection (Handout)

This tipsheet will help you define the purpose, collection methods, and protocols for your street data collection and analysis.

- Time commitment: 20+ minutes
- When to use the handout: When working as a team to define the purpose, methods, and protocols for collecting street data
- Handout used in Community of Practice
- 2 pages



Tips, Recommendations, and Resources for Street Data Collection

Handout

1. **Define the purpose and scope** of the data collection.
 - a. What are the main questions or issues that you want to explore?
 - b. Who are the target participants and how will you recruit them?
 - c. How will you ensure that the data collection is ethical and respectful of the participants' rights and privacy?
 - d. How will you center students and families in your data collection process?
2. **Choose the most appropriate method** for your purpose, scope, and context. Methods include focus groups and ethnographic interviews (or listening campaigns), home visits, fishbowls, shadowing an involved party (a student, a teacher, or staff member), and student-led community walks.
 - a. For more methods, see:
 - i. Chapter 4: Pound the Pavement: Digging Into the Levels of Data from [Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation](#) by Shane Safir and Jamila Dugan
 - ii. This tipsheet from B.C. Council of Administrators of Inclusive Support In Education: [10 Tips to Collect Street Data](#)
 - iii. WestEd's [Speak Out, Listen Up! Tools for Using Student Perspectives and Local Data for School Improvement](#)
 - b. Use the systems mapping exercise from our community of practice with your students and families. Ask them to dotstorm (on paper or [online](#)) to mark the parts of the system where they feel that they're cared about and their voices and opinions matter the most. For more details on what this could look like, see "Mapping Youth Voice at School" on page 7 in the Midwest and Plains Equity Assistance Center's [An Equity Toolkit for Inclusive Schools: Centering Youth Voice in School Change](#).
 - c. How can you get students involved in the research, not just as participants but as assistants and research partners? See REL Pacific's [Including Youth Voice in Education: Partnering With Youth to Conduct Research](#) resource for guidance and ideas to build student agency within your data collection.
3. **Choose or develop a guide or protocol for your data collection.** Your guide should outline the main topics, questions, and prompts that you will use during your focus group, interview, or home visit sessions. It should be flexible and adaptable to the flow of conversation and the

responses of the participants but should also help to ensure that you gather the data that you need ethically and respectfully.

- a. [The Search Institute's Focus Group Guide](#)
 - b. REL Central's [Guidelines for Interviews and Focus Groups](#)
4. **Choose or develop an analysis protocol** that ensures your data will be useful to inform your improvement project.
- a. [Street Data Analysis Protocol](#) from [Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation](#) by Safir and Dugan

Additional resources that may help you think about how to approach increasing student and family voice in your data collection methods include:

- [“OK. So We Are Listening to Student Voices ... Now What? Inclusive Strategy for Educational Transformation,”](#) a blog post on Next Gen Learning by John Watkins highlighting initiatives in Kentucky ([United We Learn](#)) and Vermont ([Burlington School District, Inclusive Design](#)) using student, family, and community voices as data for decision-making
- [Culturally Responsive Practices to Collaborate with Families](#)

Tools and Resources

Collect Holistic Data

Applying the Street Data Approach to Understand Your Students' Needs (Tool)

This tool helps you analyze your current data collection practices. It gives you an easy process for determining where your strengths and gaps are in using data to understand student achievement, teacher quality, student performance by subject and strand, social-emotional well-being, classroom/school environment, and mindsets.

- Time commitment: 1.5 hours
- When to use the tool: Use this tool to evaluate the data your school or district uses to understand student needs, incorporate student and family voice, and assign the appropriate supports
- Tool used in Learning Series 2
- 1 page



Applying the Street Data Approach to Understand Your Students' Needs

Holistic Data Collection Tool You Can Use

This activity is adapted from the levels of data Shane Safir and Dr. Jamila Dugan conceptualize in [Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation](#)¹. This work encourages educators to integrate street data – “qualitative and experiential data” that educators can observe about students – as well as more traditional forms of data (e.g., attendance, test scores). Street data can help establish strengths-based and culturally responsive methods of data collection and analysis. To review the three levels of data, refer to [Figure 3.2](#) from the book. Use this tool to evaluate the data your school or district uses to understand student needs, incorporate student and family voice, and assign the appropriate supports.

Types of Data	What data are collected? What type of information do you have?	How often are the data collected and updated? (e.g., daily, annually, when needed)	What are the strengths of the data? What do the data tell us? How can you use the data to understand your students holistically?	What additional data would be helpful to understand how existing school and community structures impact your students? What types of data would be most useful?
Satellite Data Show patterns of student achievement and teacher quality	(e.g., graduation rates)			
Map Data Show subject-level performance strengths and areas for growth (e.g., math, literacy)	(e.g., math test scores)			
Street Data Reveal individual experiences, mindsets, strengths, and needs	(e.g., student conversations)			

¹ Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation by Shane Safir and Dr. Jamila Dugan (2021). For more information about this book, visit [this website](#). Specifically, this activity adapts descriptions for each data type from [Figure 3.2](#) of the book.



Design Student Supports

Tools and Resources

Design Student Supports

Amplify, Sunset, Investigate, or Create (Tool)

This tool includes the article, “Leading to Change: Pull the Weeds Before You Plant the Flowers,” by Douglas B. Reeves. This article examines a common practice in education of starting new initiatives on top of everything else that educators are already doing. It encourages educators to think more about which initiatives no longer serve their students. Read the article, then use this tool to review your student supports and determine which ones to continue or expand (amplify), discontinue (sunset), or examine further (investigate), or determine whether new supports are needed (create).

- Time commitment: 1.5 hours
- When to use the tool: to review your student supports and determine which ones to continue or expand (amplify), discontinue (sunset), or examine further (investigate), or determine whether new supports are needed (create)
- Tool used in Learning Series 1
- 7 pages



Amplify, Sunset, Investigate, or Create Tool

Student Support Design Tool You Can Use

Use this tool to reflect on the supports available in your district. You may not be able to include all supports, so brainstorm a few to use for this activity. Use this activity as a model of the process you can use to evaluate every support in the future.

Read the article, "[Leading to Change / Pull the Weeds Before You Plant the Flowers](#)," by Douglas B. Reeves from ASCD Vol. 64, No. 1 (2006). Use this perspective to examine your school or district's current supports to determine which should be amplified, sunsetted, investigated, or created.

Discuss each support as a group to determine:

- Which supports are working well for students and should be continued or expanded (**amplify**)
- Which supports are not working for students and should be discontinued (**sunset**)
- Which supports need to be examined to better understand their effectiveness (**investigate**)
- Whether there are gaps in current supports and whether new supports might be needed to fill these gaps (**create**)

In addition, consider the resources each support requires, how many students it serves, and its impact or effectiveness, based on data.

Indicator	Definition
Attendance	% of school days attended
Behavior	Observed and reported student behavior at school, sometimes in a variety of school settings
Course grades—English language arts (ELA)	Academic performance in English language arts classes (especially core classes). These data may look different for elementary years (e.g., meeting benchmarks) compared to middle and high school years (e.g., grades).
Course grades—Math	Academic performance in math classes (especially core classes). These data may look different for elementary years (e.g., meeting benchmarks) compared to middle and high school years (e.g., grades).
Agency	Students' ownership and active participation in their learning.
Belonging	Feeling respected and accepted at school and having a sense that school is relevant to their lives.
Connectedness	Strength of relationships with peers and adults at school
Social-emotional well-being (SEL)	Students' skills in self-awareness, self-management, social awareness, relationships, and responsible decision-making

Universal Supports: Strategies, Supports, and Programs

(Core Group Instruction)

Indicator (Check all that apply)	Required Resources (Staff, money, professional development, rooms, district supports/mandates, etc.)	Which/How Many Students Does It Serve?	Impact on Students (What data tell you this?)	Amplify, Sunset, Investigate, or Create? Why? (Does the support or strategy elevate student and family voices?)
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				

Indicator (Check all that apply)	Required Resources (Staff, money, professional development, rooms, district supports/mandates, etc.)	Which/How Many Students Does It Serve?	Impact on Students (What data tell you this?)	Amplify, Sunset, Investigate, or Create? Why? (Does the support or strategy elevate student and family voices?)
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				

Indicator (Check all that apply)	Required Resources (Staff, money, professional development, rooms, district supports/mandates, etc.)	Which/How Many Students Does It Serve?	Impact on Students (What data tell you this?)	Amplify, Sunset, Investigate, or Create? Why? (Does the support or strategy elevate student and family voices?)
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				

Small Group and Individualized Supports: Strategies, Supports, and Programs

(Core Group Instruction)

Indicator (Check all that apply)	Required Resources (Staff, money, professional development, rooms, district supports/mandates, etc.)	Which/How Many Students Does It Serve?	Impact on Students (What data tell you this?)	Amplify, Sunset, Investigate, or Create? Why? (Does the support or strategy elevate student and family voices?)
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				

Indicator (Check all that apply)	Required Resources (Staff, money, professional development, rooms, district supports/mandates, etc.)	Which/How Many Students Does It Serve?	Impact on Students (What data tell you this?)	Amplify, Sunset, Investigate, or Create? Why? (Does the support or strategy elevate student and family voices?)
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				

Indicator (Check all that apply)	Required Resources (Staff, money, professional development, rooms, district supports/mandates, etc.)	Which/How Many Students Does It Serve?	Impact on Students (What data tell you this?)	Amplify, Sunset, Investigate, or Create? Why? (Does the support or strategy elevate student and family voices?)
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				
Current support/strategy:				
☐ Attendance ☐ Behavior ☐ ELA ☐ Math ☐ Agency ☐ Belonging ☐ Connectedness ☐ SEL				

Tools and Resources

Design Student Supports

Integrating SEL Into Student Supports (Handout)

This handout helps you discuss the recent findings from the SEED survey and identify additional ways to incorporate SEL standards into EIS and school structures that can impact students' sense of belonging and well-being.

- Time commitment: 35 minutes
- When to use the handout: When designing student supports that include SEL
- Handout used in Learning Series 2
- 3 pages



Integrating SEL Into Student Supports

Handout

Reflect on some of the points below from analysis of the [SEED survey](#) ([SEED survey website](#)) and the quotes from Oregon students in the slide deck, connect them to your experiences with students, and brainstorm ways to support students' sense of belonging and well-being.

Group exploration instructions:

Discuss the recent findings from the SEED survey and identify additional ways to incorporate SEL standards into EIS and school structures that can impact students' sense of belonging and well-being.

1. Discuss what initially came up for you from the Oregon SEED survey data and Oregon student voices. What resonated with what you've heard before from students? (5 minutes)
2. Choose one of the five SEL standards.
 - Think about what universal and small group supports your school or district currently offers to foster that standard. (5 minutes)
 - Reflect on which supports are working and how you know. What do the data tell you about the effectiveness of current supports in this area? (5 minutes)
 - Think about which supports you need to: continue, modify, or stop and replace. (5 minutes)
 - Choose one that you need to modify or stop/replace, and brainstorm ways to do that. (10 minutes)

SEED Survey Findings Brief (2021–22)

(Additional findings in the full brief [here](#).)

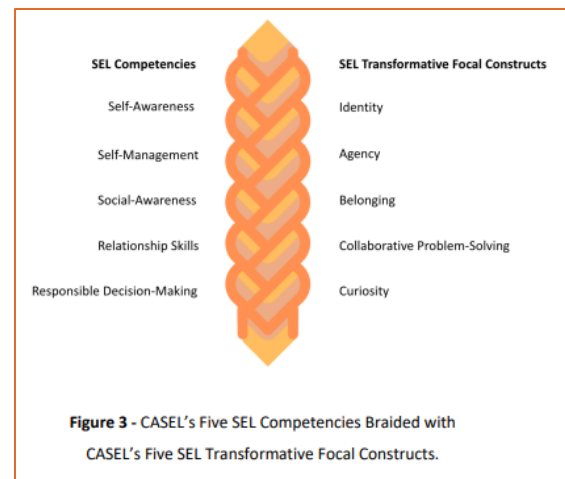
- Students' sense of belonging is consistently associated with higher attendance. Students who are regular attenders are more likely to strongly agree that they feel welcome, have friends and caring adults, and like going to school.
- Their sense of belonging is associated with being on track to graduate. Ninth grade students who report that they strongly agree that they feel welcome at school, have friends and caring adults, and like going to school are much more likely to be on track toward graduation by the end of their 9th grade year.

- Over time, as students enter higher grades, their sense of belonging and how much they like school trend downward.
- Students who agreed that students and staff at their school look like them and their family reported a higher sense of belonging. Race, class, interests, and or family structure would be part of their social identity, so it's unclear which element leads to this outcome. And students are more likely to agree with indicators of belonging, feeling welcome, and safety when they see people like themselves in instructional materials.
- Surprisingly, race and ethnicity were not strongly correlated with any of the sense of belonging items, with the exception of students who identify as Asian American, who were more likely to respond positively for most indicators.
- Male students were significantly more likely to indicate a positive sense of belonging than female students, with the exception of the indicators for "I have friends at school " and "There are adults at my school who care about me," which male and female students were equally likely to agree with.

Oregon's Transformative SEL Standards: Student Transformative SEL

Student Transformative SEL is intentionally nested within the other components of the framework because student success rests upon the local school's commitment to all four interconnected components. Student Transformative SEL relies upon learning environments that embody the guiding principles, cultivating Transformative SEL for adults, and creating equitable conditions for learning and thriving within classrooms, schools, and across the educational experience.

Oregon's Transformative SEL Standards support local schools in ensuring Student Transformative SEL. The five standards were developed by braiding CASEL's descriptors for each of the five standards (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) with the five transformative SEL focal constructs (identity, agency, belonging, collaborative problem-solving, and curiosity) as shown in Figure 3.



Excerpted from [Oregon's Transformative Social and Emotional Learning Framework and Standards](#) (pg. 19).

Connecting Supports to SEL Standards and Practices

The chart below provides some examples of universal and small group support strategies that connect to Oregon’s TSEL Standards and the expanded indicators.

Oregon’s TSEL Standards	Sample Universal and Small Group Supports	Expanded Indicators
Self-Awareness/Identity	Morning Meetings, Advisory, SEL Curriculum, Project-Based Learning, Culturally Responsive Practices, Daily Journaling, Self-Monitoring Mental Health Strategies, Affinity Groups/Clubs, Mirrors/Windows/Sliding Glass Doors Curriculum	Belonging, Connectedness
Self-Management/Agency	Restorative Practices, Bridge Programs, SEL Curriculum, Project-Based Learning, Daily Planner, Note-Taking Tools, Digital Resources, Universal Design for Learning , Wellness Groups (non-mandated), Goal Setting, Organizational Skills, Empowerment of Agency, Self-Management Mental Health and Behavior Strategies	Agency, Belonging, Connectedness
Social Awareness/Belonging	Restorative Practices, Advisory, SEL Curriculum, Project-Based Learning, Kagan Cooperative Learning Strategies, Non-Academic Mentoring, Cross-Age Tutoring, Enrichment Programs	Agency, Belonging, Connectedness
Relationship Skills/Collaborative Problem Solving	Peer Mentor Programs, SEL Curriculum, Project-Based Learning, Kagan Cooperative Learning Strategies, Affinity Groups/Clubs, Lunch Groups, Restorative Practices	Agency, Belonging, Connectedness
Responsible Decision-Making/Curiosity	Restorative Practices, Advisory, College and Career Exploration, Work-Based Learning, Kagan Cooperative Learning Strategies, Mentoring, Student Government, Student Leadership, Choices in and within Curriculum, Advisory Groups	Agency, Belonging, Connectedness

Tools and Resources

Design Student Supports

Identifying Universal and Small Group Supports (Tool)

This tool will help your team identify universal supports (practices and strategies used proactively for all students) and supports for smaller groups of students who share common needs. It will help you practice designing supports for all students and one focal student group within your school/district. It helps you to think systemically and strategically and helps keep the focus on improving systems and not individual students. It also helps you identify which strategies will be effective for which student groups.

- Time commitment: 1.5 hours
- When to use the tool: When designing universal supports for all students and customized supports for focal student groups within your school/district
- Tool used in Learning Series 2
- 3 pages



Identifying Universal and Small Group Supports

Student Support Design Tool You Can Use

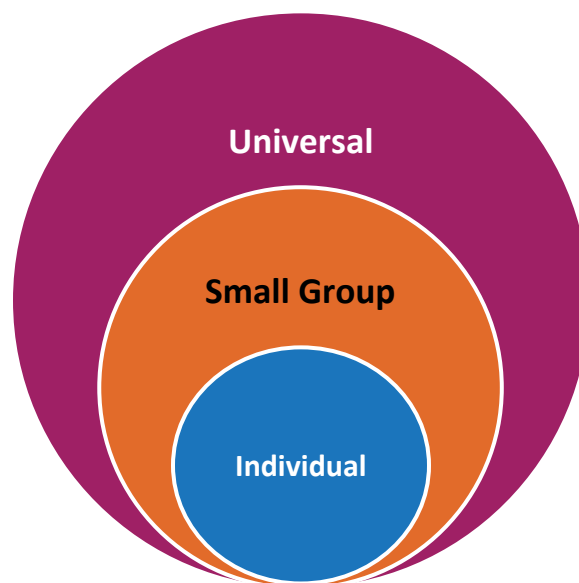
To embed SEL in schools, it can help to introduce universal supports that will effectively nurture SEL competencies and identify small group supports that can provide more strategic services for groups of students who share common needs.

Task

Practice designing supports for all students and one focal student group within your school/district.

Goals

- Practice brainstorming universal and small group supports and identifying how these supports can include SEL standards to positively impact EIS indicators.
- Explore how a strengths-based, holistic approach can inform student supports.
- Consider the role that students, families, and community partnerships can play in the design and implementation of supports.
- Use previous work in the Applying the Street Data Approach to Understand Your Students' Needs tool from module 2 to identify data measures to determine the impact of universal and small group supports.



Universal Supports

Universal Support	SEL Standards	EIS Indicators	Data Measures to Determine Impact
Example: Peer mentors	Relationship skills, collaborative problem-solving	Attendance, behavior, connectedness, belonging	

1. How might you engage with students and families in the design or implementation of these strategies?
2. How will you consider student groups with unique needs (e.g., multilingual learners, students navigating houselessness)? How will you consider their ability to access and experience these supports?
3. How might you work with community partners to provide these supports (e.g., to support incentives like field trips or sponsor events like a Parent Café)?

Small Group Supports

Cohorts: Brainstorm one focal student group in your school/district in need of additional supports (e.g., multilingual learners, students with low attendance, students with low math grades, students who need to build connectedness).

Focal student group: _____

Small Group Support	SEL Standards	EIIS Indicators	Data Measures to Determine Impact
Example: Affinity groups/ clubs	Self-awareness/identity, relationship skills	Attendance, behavior, connectedness	

1. How might you engage with students and families in the design or implementation of these strategies?

2. How will you consider student groups with unique needs (e.g., multilingual learners, students navigating houselessness)? How will you consider their ability to access and experience these supports?

3. How might you work with community partners to provide these supports (e.g., to support incentives like field trips or sponsor events like a Parent Café)?

Tools and Resources

Design Student Supports

Data-Driven Decision Making for Student Success (Handout)

This simulation activity introduces strategies for using data to identify appropriate differentiated supports through reflection and collaboration. You can work in groups to analyze data, develop insights, and plan supportive interventions. There will be an opportunity to imagine how you might effectively and authentically engage and collaborate with students and families.

- Time commitment: 45 minutes
- When to use the handout: As you're preparing to integrate data-driven decision-making strategies into your team meetings
- Handout used in Learning Series 1
- 3 pages



Data-Driven Decision Making for Student Success

Handout

This simulation activity introduces strategies for using data to identify appropriate differentiated supports through reflection and collaboration. Practicing data-driven decision making can help you successfully apply these strategies to your own work.

You can work in groups to analyze data, develop insights, and plan supportive interventions. There will be an opportunity to imagine how you might effectively and authentically engage and collaborate with students and families.

Instructions

Identify a timekeeper, facilitator, and notetaker(s) for your group. Briefly review the data in the two tables below, discuss the following questions, and take notes on your ideas. If you are attending a synchronous workshop, your group's slides in the shared deck will walk you through these questions; please record your notes on your group's slides of the shared deck. Otherwise, record your group's thoughts where you'll be able to refer to them later.

1. Discuss the trends and patterns you notice in the data. Are there common areas of challenge? (5 minutes)
2. What factors might be influencing these trends? Brainstorm external and systemic root causes and underlying challenges rather than what might be going on with individual students. (5 minutes)
3. Consider strengths and weaknesses of current practices and supports. Reflect on universal and differentiated strategies and interventions and their effectiveness. (10 minutes)
4. How can you engage students and families in identifying root issues and support? How can you get their feedback on what's currently offered as it relates to the following (10 minutes):
 - a. Universal supports: Describe universal supports that may benefit all students in this group (e.g., increased access to counseling services, regular check-ins).
 - b. Targeted supports: List specific, targeted supports (e.g., attendance monitoring, small group tutoring).
 - c. Individualized supports: Note intensive, individualized supports for students with significant needs (e.g., family engagement plan, mentoring).
5. Insights and Next Steps (5 minutes)
 - a. How can collaborating with students and families from the beginning serve as a mechanism to guard against bias and assumptions?

- b. What steps are necessary in the implementation phase to ensure students and families can access these supports?
 - c. How will you monitor progress?
- 6. Whole Group Share
 - a. Identify one insight or support recommendation to share with the larger group.

Student Name	Grade	Gender ID	Race/ Ethnicity	Individualized Educational Plan (IEP)	English Learners (EL)	6th Grade Attendance %	6th Grade Behavior Flag	ELA Standard Met	Math Standard Met	Core Subjects GPA
Anita	7	F	Hispanic	N	Y	81	N	N	Y	80
Buxi	7	M	Asian	N	Y	80	N	N	N	70
Cara	7	F	White	Y	N	66	N	Y	N	55
Daanis	7	F	Native	N	N	77	N	Y	Y	65
Edward	7	M	Black	N	N	83	N	Y	Y	65
Francis	7	M	Black	Y	N	81	N	N	N	70
George	7	M	White	N	N	52	Y	Missing	Missing	Missing

Questions	Anita	Buxi	Cara	Daanis	Edward	Francis	George
Current academics?	Independent work complete on time; core grades 55–75	Independent work complete except math; low math quiz grades	Independent work complete but late; low quiz grades in core subjects	Some independent work missing in core subjects	Independent work complete on time; core grades 75–85	Some independent work missing; core grades 75–80	Independent work complete on time; all grades B or above.
Sept–Oct attendance?	17/20 days present	20/20 days present	15/20 days present	17/20 days present	19/20 days present	18/20 days present	20/20 days present
After-school activities?	Running <i>attending</i>	Robotics <i>attending</i>	Tutoring <i>not attending</i>	None	Tutoring <i>attending</i>	Tutoring <i>attending</i>	Tutoring <i>not attending</i>
Current housing status	??	??	??	??	??	??	??
Advisor concerns?	No concerns	None; Buxi appears to be doing well	Frequently out sick due to uncontrolled asthma	Often absent; appears withdrawn, sad	No concerns	No concerns; <i>COVID absence note</i>	G says tutoring is boring. Advisor says G is performing well.

Tools and Resources

Design Student Supports

Universal Supports and Strategies Brainstorming (Handout)

This resource offers teams a structured activity for reflecting on data and using the data to identify universal supports for students to improve student outcomes. The activity helps teams practice using an equity-centered approach when analyzing data to identify trends and supports that are responsive to students.

- Time commitment: 30 minutes
- When to use the handout: Use when teams may be new to data-driven decision making or could use an opportunity to step back and think about their data in a new way
- Handout used in Learning Series 1
- 3 pages



Universal Supports and Strategies Brainstorming

Handout

An EIS uses team-, school-, and district-collected data to inform decision making. While data can't reveal everything going on that may impact student success, it can help us identify when supports are not serving all students.

Identifying trends across a school/district can enable administrators and educators to identify when the systems need to be adapted or reimagined to better meet students' needs. The challenge, however, is that data can feel overwhelming and depersonalized.

This activity is divided into two parts:

- In Part 1, you will practice reviewing attendance data with an equity lens.
- In Part 2, you will brainstorm universal attendance supports that can positively impact attendance for all students.

Allow yourself to focus on creative brainstorming on what may be possible and don't get distracted by potential complexities or barriers. You'll have a chance to reflect on challenges that could get in the way in the final question.

What you'll need for this activity:

Attendance data (% regular attenders and/or % chronically absent) broken down by:

- Grade level (for your school or district)
- Student characteristics (race, ELL status, navigating poverty, navigating houselessness, special education, etc.)

If you do not have easy access to your school/district's data, you may use the sample data in this handout.

Part 1. Reviewing Your Data with an Equity Lens

Review attendance data for your school/district by grade level and student characteristic (e.g., demographics). Discuss the questions below, adapted from the [Oregon Equity Lens](#):

- What trends do you notice in the data? Based on this limited snapshot of data, does it appear that universal supports are working?
- Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

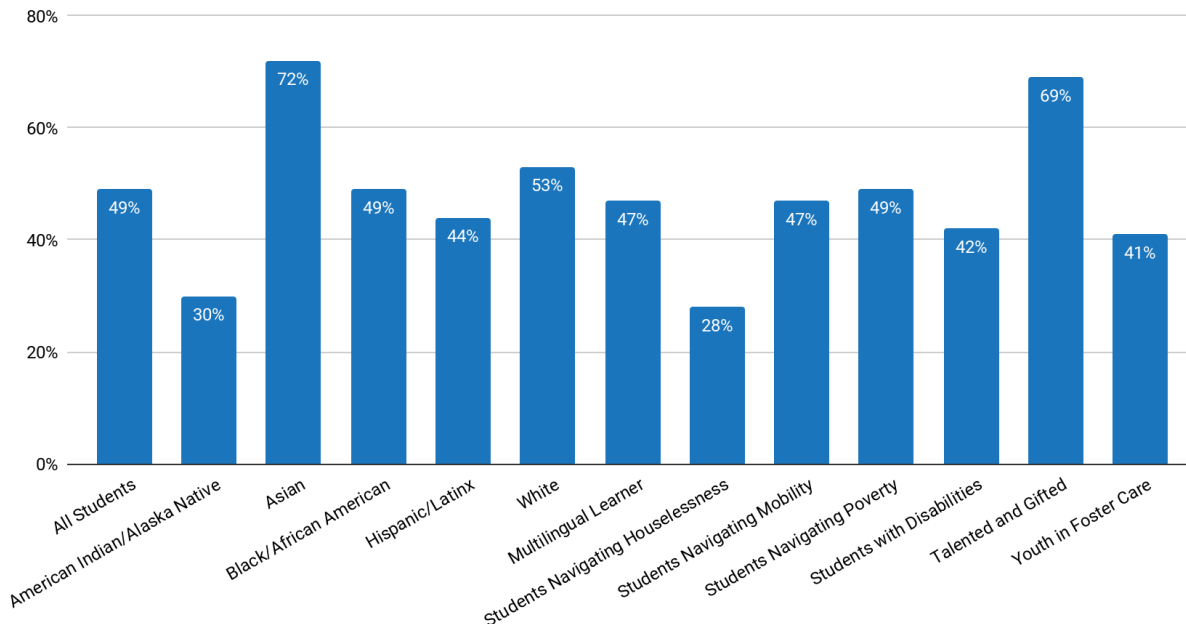
- What are the barriers to more equitable outcomes (e.g., mandated, political, emotional, financial, programmatic, or managerial)?

(Recommended time: 15 minutes)

Sample Data

Student Grade Level	% Regular Attenders (Attending at least 90%)	% Chronically Absent (Missing at least 10%)
Kindergarten	45%	55%
Grade 1	50%	50%
Grade 2	52%	48%
Grade 3	52%	48%
Grade 4	57%	43%
Grade 5	60%	40%
Grade 6	53%	47%
Grade 7	52%	48%
Grade 8	50%	50%
Grade 9	42%	58%
Grade 10	40%	60%
Grade 11	33%	67%
Grade 12	33%	67%

% Regular Attenders



Part 2. Brainstorming Universal Supports

2a. Brainstorm universal supports and strategies that can improve attendance and achieve the equity objectives below. Try to list at least three examples of universal attendance supports for each objective. If you need inspiration, check out the [Attendance Works website](#).

(Recommended time: 5 minutes)

- Create a positive climate.
- Get to know each and every child.
- Focus on making connections.

2b. As a group, discuss the following (adapted from the [Oregon Equity Lens](#)):

(Recommended time: 10 minutes)

- Which universal strategies or supports might be most successful at achieving the focus objectives and improving attendance?
- How could these supports advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
- How could you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
- What challenges might get in the way of implementation?



Monitor Progress

Tools and Resources

Monitor Progress

Progress Monitoring (Tool)

This tool helps your team collaboratively monitor the progress you are making toward the change goals you set in the beginning of your project. It is designed to help your team engage in a continuous improvement process.

- Time commitment: 1 hour
- When to use the tool: Use this as a note catcher during your EIS meetings to document strategies you've used and changes you've faced as you implement your EIS. This helps keep all team members on the same page and should happen regularly
- Tool used in Community of Practice
- 5 pages



Progress Monitoring

Tool You Can Use

The purpose of this tool is to help your team collaboratively monitor the progress you are making toward the change goals you specified in the beginning of your project. It is designed to help your team engage in a continuous improvement process.

Introduction

Use the tool as a note catcher during your EIS meetings to help keep all team members on the same page by documenting strategies you've implemented and challenges you've encountered as you implement your EIS projects. It can also help you to reflect on data and evidence, analyze progress, and plan next steps.

For progress monitoring to lead to continuous improvement, it should happen on a regular basis. Decide the cadence for change check-ins—every two weeks, every month, etc.—based on the needs and timeline of your project. If your team already has regularly scheduled meetings during which you can check in on your change progress, try using this template as a way to capture progress.

Using the Progress Monitoring Tool

1. Ask your EIS team to review the tool before your meeting so they are familiar with the format.
2. You can either decide who will be responsible for gathering evidence of progress to share (in different areas) or ask everyone to come with a response and compile the group's responses.
3. Before each change check-in, complete the "actions taken" column (on the left) so your team can focus their collaborative time on reflecting on what has happened and making meaning about outcomes and next steps.
4. During your meeting, review the activities and discuss the effects of your activities.
 - a. **Effects:** Document your reflections, perceived outputs, and outcomes in the column on the right. Make sure to base your notes on evidence.
 - b. **Questions/Challenges:** Once you've completed your reflections on impact, identify any questions your team has that need to be followed up on or challenges that are getting in the way of success.
 - c. **Next steps:** Note the key strategies and activities you should implement based on what you've done and what effects you're seeing.
 - d. **Reflections/Lessons Learned:** It's important to take the time to document learnings so you can be purposeful and intentional in designing your next steps.
5. Make a new copy of the tool for each meeting to reflect your discussions over time. It can work well to keep it all as one running document, with new copies of the template for each meeting.

Progress Monitoring Tool

Meeting Date/Time:

Intended Outcome(s)

Enter one or more of the intended outcomes from your logic model:

Outcome 1:

Outcome 2:

What actions have we taken to achieve the above outcome(s) and when did we take them?	What have the effects of those actions been? Based on what evidence or data?
Outcome 1	
Outcome 2	

Questions/Dilemmas
Next Steps
Reflections/Lessons Learned

Sample Progress Monitoring Notes

Intended Outcomes

Outcome 1: Increase the number of 3rd grade students demonstrating reading proficiency at the end of this school year by identifying students in need of support, understanding their specific reading needs, and making changes to instructional approaches and formative assessment practices to ensure that needs are met.

What actions have we taken to achieve the above outcome(s) and when did we take them?	What have the effects of those actions been? Based on what evidence or data?
Outcome 1 December 18th 20XX—Summary shared by Ms. Ashley 1. Worked with supervisors and 3rd grade teacher leaders to communicate the concerns about 3rd grade reading levels and to share the importance of taking action promptly to better support students. (What happens when students who aren't reading to learn get to 4th grade?) 2. Shared our analysis of the challenge—why might these 3rd graders not be progressing? Shared our data and asked for feedback on our logic. 3. Outlined our proposed plan to support 3rd grade teachers, students, and families with specific supports. Asked for feedback on our logic. December 10th—We also asked the district office to help us find parent leaders who could help us plan outreach; waiting to hear back from them in January.	The 3rd grade meeting on the 18th went well overall—we were right to invite a teacher to speak on how hard she finds it to try to support students when they have such different reading needs. Everyone agreed that teachers in this situation should have professional development, support, and coaching.

Questions/Dilemmas
(Ms. Kraus 12/19) One teacher at the meeting on the 18th pointed out that 2nd grade students and teachers would benefit from support as well; how should we respond to that? Are we going to gather more data on grade 2, even though that would take time away from moving forward with the 3rd grade families? Discuss at COP.

Next Steps

Based on the December 18th meeting going well overall, we want to move forward with the family communications as a next step:

- Be sure we can be included in the Parent Association's agenda for the meeting next month. (deadline, person responsible)
- Backpack 3rd grade letters letting families know that we're working on reading for their child's grade and that their feedback is valued—we want to hear what works for them. (deadline, person responsible)
- Ask 3rd grade teachers to personally invite at least 2 parents to the meeting and ask for their leadership and voice. (deadline, person responsible)

As we discussed, we need to communicate with the teacher group from the 18th about keeping the strategy work focused on grade 3 right now, and then use the lessons learned from this experience to inform further efforts—but we're going to invite interested 2nd grade teachers to pair up with colleagues in grade 3 to share about what's happening. They can also attend the PD sessions on teaching with instructional groups if they want to. We keep our focus, but don't exclude folks who want to learn more.

Reflections/Lessons Learned

We were surprised by how successful it was to share our analysis and ask for feedback BEFORE we described the solution we came up with. A lot of the ideas that people shared were aligned with ours anyway, but everyone seemed to appreciate being asked for their feedback based on their professional opinions and expertise.

The meeting feedback form showed that 90% of respondents felt that attending the meeting was a good use of their time. 100% of respondents said that the meeting was presented in a way that respected them professionally, and 2 out of 10 participants volunteered to help with the parent meeting! It feels important to follow up quickly so that we don't lose momentum.

Tools and Resources

Monitor Progress

Look Back to Look Forward (Tool)

When implementing a project focused on systems change, it's important to pause and reflect on your progress along the way. This tool will help you identify areas of success, what contributed to your progress, and any challenges you may have experienced. These are valuable lessons you can use to plan for next steps.

- Time commitment: 1.5 hours
- When to use the tool: Use when you are in the middle of implementing a new initiative or at a natural progress monitoring point, and you can benefit from reflecting on what you've learned and what changes may be necessary to sustain or improve your efforts
- Tool used in Community of Practice
- 6 pages



Look Back to Look Forward

Tool You Can Use

When implementing a project focused on systems change, it's important to pause and reflect on your progress along the way. This tool will help you identify areas of success and what made the successes possible, and it will help you recognize struggles and factors contributing to the challenges that get in the way of success. These are valuable lessons you can use to plan for next steps.

Instructions

To complete this tool, make sure you have the logic model you created early in this project and the Progress Monitoring Tool that you've been updating throughout implementation. You will need to refer to them while using this tool.

Use the tables and space provided in the tool to:

1. Describe and analyze your accomplishments and successes (see examples on the last page).
 - a. Review your logic model and Progress Monitoring Tool.
 - b. Then, in the left column (Describing), describe the goals and activities you were able to accomplish.
 - c. In the right column (Analyzing), list the key factors that you believe made the accomplishment possible.
 - d. Add rows as needed.
2. Describe and analyze your struggles and difficulties (see examples on the last page).
 - a. In the left column (Describing), describe the areas that were challenging.
 - b. In the right column (Analyzing), list the key factors and reasons behind the challenge.
 - c. Add rows as needed.
3. Discuss and respond to the reflection questions with your team to help you start thinking about opportunities to modify, sunset, or continue implementing change strategies.
4. Revise your theory of action to sustain change and reflect on why the new version is necessary and may be more effective.

5. Because systems change work is best done in ways that are manageable and incremental, taking a continuous improvement approach can be helpful. In this spirit, consider your current state, what you've learned, and the changes that may be necessary to sustain or improve your efforts.
 - a. Questions to help you think about your current state:
 - i. Where are you now and what has changed since your previous logic model?
 - ii. What new data have you gathered that weren't available before?
 - iii. What stories are the data telling you about current needs?
 - iv. What resources are currently available?
 - v. Where are you now in the academic calendar and how will that impact your timeline? Based on the intended outcomes and unintended consequences that came about during the previous round of implementation, how might you expand or narrow your focus for the next round?
6. Consider ways you might update your theory of action and logic model as needed based on your reflections about your current state and what you've learned.

Now that you have a revised theory of action and logic model, you can use the Progress Monitoring Tool as you implement your next round of systems change. Revisit this tool after a few months to reflect on what additional revisions need to be made to sustain the improvements.

Look Back to Look Forward Tool

Accomplishments and Successes

Describing Describe the goals and activities you were able to accomplish.	Analyzing List the key factors that you believe made the accomplishment possible.

Struggles and Difficulties

Describing Describe areas where your team struggled or faced barriers.	Analyzing List the key factors that contributed to these challenges and which factors are in your team’s locus of control.

Reflections That Inform Next Steps

Based on what worked well, what did not, and why, you can make an informed decision about next steps. Answer the questions below to determine how you want to move forward.

1. Are there parts of the logic model that are working well that should be systematized? If so, which ones?
2. Are there parts of the logic model that should be discontinued? If so, which ones and why?
3. What parts of the logic model should be modified?
4. What resources (e.g., capacity building, research, people) are needed to sustain and support progress toward the outcomes?

Sustain the Change

Current Theory of Action	Revised Theory of Action (if necessary)	Reflection (Why the new version is necessary and why it may be more effective)

Review your logic model. Based on your reflections, what, if any, elements do you want to revise for your next iteration of systems change?

Examples

Accomplishments and Successes

Describing Describe the goals and activities you were able to accomplish.	Analyzing List the key factors that you believe made the accomplishment possible.
Example: 3rd grade parent meeting went so well! We met with the two teacher reps and the parent engagement lead from the district to plan. We asked a parent for feedback on the meeting idea, and that parent asked if the local library could help, which we had overlooked. The guidance counselor suggested that the meeting invitation include a place for each child to illustrate something that they wanted to learn about from reading, so that the parents would be more likely to look at the invitation; turnout was better than expected. The local librarian did come to the meeting to sign people up for library cards and brought some copies of their most popular books for the students to look at. A teacher and student modeled a read-aloud with sounding out words. The feedback cards showed that parents who came enjoyed the meeting and knew how to help their children work on sight words and sounding words out.	Example: 1. Having the logic model written down was so helpful for getting different people to understand what we were doing and why. We think they were more willing to help as a result. 2. Actually asking a 3rd grade parent for feedback on our ideas was so helpful; the library idea that was added was really smart. 3. We “slowed down to speed up”—we started planning the meeting six weeks in advance, which we thought was a lot of time, but actually it was just barely enough. If we had worked faster, but with less involvement of others, we don’t think the parent meeting would have been so successful. 4. We think we met our goal for this activity, but we also think we advanced some bigger goals in developing trust and shared vision with families around the 3rd grade reading goal.

Struggles and Difficulties

Describing Describe areas where your team struggled or faced barriers.	Analyzing List the key factors that contributed to these challenges and which factors are in your team's locus of control.
Example: We found it incredibly hard to get teacher meeting time during the day. Even when it looked like it would work in the schedule, absences, needing to cover classes, and just having this be an extra professional responsibility made it hard to establish the professional conversations and collaboration needed to really help 3rd grade teachers make a change in their approach to grouping and teaching groups.	Example: • This became an extra responsibility – we didn't try take anything off of teachers' plates to make room for this priority. • Trying to meet with everyone all at once was maybe never going to work; maybe we should have started with half the group? Or a different professional learning model—one that was more classroom-based instead of meeting-based? • We didn't share our plans with any teachers to get feedback before we launched and we learned with the parents that this should probably always be our practice. If teachers had voiced their concern in advance, we could have heard them and responded better.



IV: Additional Resources

Additional Resources

- [Collaboration: Partnering with Colleagues, Families, and Caregivers to Promote Student Success](#) (DeHartchuck, 2021): This guide offers strategies for multi-directional partnerships to promote student success.
- [Dual Capacity-Building Framework for Family-School Partnerships](#) (Mapp & Bergman, 2019): This framework outlines the conditions and steps school/districts can take to collaborate with families authentically to support students' academic achievement.
- [Equity in Family Engagement Toolkit](#): This Family Learning Community Network toolkit offers educators tools and strategies that promote equity and inclusion and allow all students to be seen and valued in their classrooms and schools.
- Grad Partnership's [website](#) (Grad Partnership, 2024b) and [resource library](#) (Grad Partnership, 2023a) provide succinct and reader-friendly resources detailing decades of research about traditional early warning systems and new case studies that highlight how districts are using the expanded indicators.
- [Managing Change in Education: Practical Strategies to Improve Change Outcomes in K–12](#) (Edney & Baker, 2019): This guide addresses transformative change in schools and school systems and outlines specific types of changes and approaches aligned to each one. The guide also offers practical strategies for successful and sustainable change.
- [Oregon's Transformative SEL Framework](#) (ODE, 2023): This framework provides guidance on integrating SEL competencies and SEL focal constructs, summarizes recent research, and outlines specific standards for educators to embed in all aspects of student learning and family interactions.
- [Setting SMART Goals](#) (2 Minute Classroom): This video briefly describes the process for setting SMART goals. It's a quick resource to reference when thinking about the specific parts of the SMART formula.
- [SMARTIE Goals: How to Embed Inclusion and Equity in Your Goals](#) (Management Center, 2021). This article offers specific tips on how to intentionally keep equity and inclusion central to your goals.
- [Street Data: A New Grammar for Educational Equity](#) (Safir, 2019): This article defines the three levels of data and provides examples of how to gather street level data.
- [Student Success Systems: Building on MTSS and EWS to Create a Unified System](#) (Grad Partnership, 2023b) This Grad Partnership guide helps frame how existing MTSS and EWS structures can be integrated into holistic student success systems with student-centered mindsets.

References

- Allensworth, E. M., & Easton, J. Q. (2007). What matters for staying on-track and graduating in Chicago public high schools: A close look at course grades, failures, and attendance in the freshman year. In *ERIC*. Consortium on Chicago School Research. <https://eric.ed.gov/?id=ED498350>
- Barile, J. P., Donohue, D. K., Anthony, E. R., Baker, A. M., Weaver, S. R., & Henrich, C. C. (2012). Teacher–student relationship climate and school outcomes: Implications for educational policy initiatives. *Journal of Youth and Adolescence*, 41(3), 256–267. <https://doi.org/10.1007/s10964-011-9652-8>
- College and Career Readiness and Success Center at American Institutes for Research. (2017). Evidence-based practices to support college and career readiness in high school: Early warning indicators. In *ERIC*. <https://eric.ed.gov/?id=ED586415>
- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113–143. <https://doi.org/10.3102/003465430298563>
- DeHartchuck, L. (2021, August 3). *Collaboration: Partnering with colleagues, families, and caregivers to promote student success*. National Center for Learning Disabilities. <https://www.ncld.org/reports-studies/forward-together-2021/collaboration/>
- Edney, J., & Baker, L. M. (2019). *Managing change in education: Practical strategies to improve change outcomes in K–12*. RTI International. <https://www.rti.org/publication/managing-change-education-practical-strategies-improve-change-outcomes-k-12>
- Engels, M., Spilt, J., Denies, K., & Verschueren, K. (2021). The role of affective teacher-student relationships in adolescents’ school engagement and achievement trajectories. *Learning and Instruction*, 75, Article 101485. <https://doi.org/10.1016/j.learninstruc.2021.101485>
- Equity in family engagement toolkit*. (n.d.). National Center for Families Learning. <https://familieslearning.org/learning-material/equity-in-family-engagement-toolkit/>
- Frazelle, S., & Nagel, A. (2015). A practitioner’s guide to implementing early warning systems. *REL* 2015-056. In *ERIC*. <https://eric.ed.gov/?id=ED552306>
- Gay, Geneva. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106–116. <https://doi.org/10.1177/0022487102053002003>
- The Grad Partnership. (2023a). *Resources archive*. <https://www.gradpartnership.org/resources/>

- The Grad Partnership. (2023b, May 23). *Student success systems: Building on MTSS and EWS to create a unified system*. <https://www.gradpartnership.org/resources/building-on-mtss-and-ews-to-create-a-unified-system/>
- The Grad Partnership. (2024a, February 21). *Advancing student success*. <https://www.gradpartnership.org/student-success-systems/>
- The Grad Partnership. (2024b, July 25). <https://www.gradpartnership.org/>
- Henderson, A., & Mapp, K. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Annual synthesis, 2002. In *ERIC*. National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory. <https://eric.ed.gov/?id=ED474521>
- The Management Center (2021, May 3). *SMARTIE goals: How to drive equity, inclusion, results*. <https://www.managementcenter.org/resources/smart-to-smartie-embed-inclusion-equity-goals/>
- Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: <https://www.dualcapacity.org/>
- Mapp, K. L., & Bergman, E. (2021). *Embracing a new normal: Toward a more liberatory approach to family engagement*. Carnegie Corporation of New York. <https://www.carnegie.org/publications/embracing-new-normal-toward-more-liberatory-approach-family-engagement/>
- Mapp, K. L., & Kuttner, P. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. SEDL.org. <https://sedl.org/pubs/framework/>
- McMahon, B. M., & Sembiante, S. F. (2019). Re-envisioning the purpose of early warning systems: Shifting the mindset from student identification to meaningful prediction and intervention. *Review of Education*, 8(1), 266–301. <https://doi.org/10.1002/rev3.3183>
- Neild, R. C., Balfanz, R., & Herzog, L. (2007). An early warning system. *Educational Leadership*, Vol. 65(2), 28–33. https://new.every1graduates.org/wp-content/uploads/2012/03/Early_Warning_System_Neild_Balfanz_Herzog.pdf
- Oregon Department of Education. (2023). *Oregon’s transformative social and emotional learning framework & standards*. Oregon.gov. https://www.oregon.gov/ode/educator-resources/standards/SEL/Documents/ODE_Oregon%27s%20Transformative%20SEL%20Framework%20%20Standards_FINAL%20%282%29.pdf

- Oregon Department of Education. (2024, November 25). *Oregon statewide report card 2023–24*. Oregon.gov. <https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcd2024.pdf>
- Reeves, R. V., & Kalkat, S. (2023, April 18). *Racial disparities in the high school*. Brookings. <https://www.brookings.edu/articles/racial-disparities-in-the-high-school-graduation-gender-gap/>
- Regional Educational Laboratory Midwest. (2022). *The importance of student sense of belonging*. Institute of Education Sciences. <https://safesupportivelearning.ed.gov/sites/default/files/RELMW-6-2-3-4-StudBelong-508.pdf>
- Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students’ school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529. <https://doi.org/10.3102/0034654311421793>
- Safir, S. (2019, March 15). *Street data: A new grammar for educational equity*. Next Generation Learning Challenges. <https://www.nextgenlearning.org/articles/street-data-a-new-grammar-for-educational-equity>
- 2 Minute Classroom. [2MC]. (2020, December 31). *How to set SMART goals | Goal setting for students* [Video]. <https://www.youtube.com/watch?v=i0QfCZjASX8>
- Weiss, H., Lopez, M., & Stark, D. (2011, January). *Breaking new ground: Data systems transform family engagement in education*. Oregon.gov. <https://www.oregon.gov/ode/educator-resources/Documents/breaking-new-ground.pdf>