Sustainable Systems for Student Centered Education

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Pssst…. Introduce yourselves!!!

Arpi Karapetyan
Latashia Furtado
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Boston Day and Evening Academy
We are:

Arpi Karapetyan
  Data and Accountability Manager
Latashia Furtado
  Community Field Coordinator
Brian Connor
  Lead Teacher/Coach
In this session, participants will:

- Consider their own school’s systems for communicating about social/emotional issues and interventions

- Examine BDEA’s data strategy for collecting and analyzing data to inform decision-making and reflect on our school’s practices
We are:

**Boston Day and Evening Academy** is a student-centered, competency based alternative high school, and uses neither Carnegie units (A, B, C, D, F) nor traditional grade levels (9th, 10th, 11th, 12th) to measure success.

Students progress based on what they learn, rather than seat time or age. We offer wrap-around services to support our students’ diverse needs.
Meet Your Neighbors

• Choose a partner
• Use the organizer on your tables to collect information about your partner
• You will introduce them to other at your table in a few minutes (but not yet!)
Meet Your Neighbors

• Introduce your partner. Include:
  • Their Name
  • Where are they from?
  • What is their role at their school?
  • Were their hobbies or interests in the arts? (Yes or no)
  • Something interesting or defining
Reflect on the tool you used

• How easily did you gather the information we asked for?

• Name some pros and cons
Reflect on the tool you used. How did this "experience" compare to data practices that happen in your school or district?
BDEA’s Systems

Goals:

• Be organized
• Hold ourselves accountable
• Work efficiently
• Maintain human interaction
• Learn from our data
BDEA’s Systems

Backwards Designed:

- What do we need to collect? For What?
- How will we use it?
- How much is too much?
- Does this support or impede human interaction?
- Regular re-evaluation*
BDEA’s Systems

Functions:

- Data system supports day-to-day work (i.e. is also a communication system)
- Simple Protocols and Automation prioritize interventions
- Data is categorized and connected to support meaningful analyses
BDEA’s Systems

Analysis:

• Gather Questions (Students/staff, state/district, grants, etc)
• Data team does initial analyses
• Significant, digestible data is presented to staff & decision making bodies
Collection of Data for Interventions
Intake:
Know the whole student

- Interview (Intake/SST)
- Orientation Week
- Documenting (SE/Academic)
- Read *Personal Journeys*
- Tracking
Intake Form (Part)
Attendance

- Advisors monitor
- Tracked every term
- SST requested as needed
  - Data collection is part of referral
  - Tiered Interventions
  - Weekly meetings
### Attendance Record

#### Attendance Detail

<table>
<thead>
<tr>
<th>Information</th>
<th>Term</th>
<th>T2 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED Status</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Interventions Suspended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance/Enrollment Last Updated</td>
<td></td>
<td>3/4/2016</td>
</tr>
</tbody>
</table>

#### Intervention Documentation - Advisor

- **Phone Call**: ✓
- **Personal Growth Plan**: □

**Conversation Log History**

- Spoke to student about his poor attendance—he is having housing issues. I asked him to check in with [redacted] if SST can check in with him that would be helpful. 1-22-2016
- I spoke to [redacted] mom. We discussed his need for housing, his need for math testing (he mentioned an historic IEP?) and his future plans. She is aware that he is still completing his MCAS and needs stability so he can get these tests finished. 2-26-2016

#### SST/Admin Response

- **Refer to SST/Admin**: ✓
- **SST/Admin Responder**: [redacted]
- **SST/Admin Notes History**
  - Checked in with [redacted] yesterday. He feels he has his situation under control although he is traveling to school from 3 different places as he does not have a stable place to stay. He is not interested in counseling at this moment but I am going to connect him with [redacted].
Logs/Risk Factors

• Day-to-day, intake, outside info, etc.
• Prioritized based on category
• Data system “connects” behavior and risk-factors
• Categorized automatically
# Behavior Log

## Log Detail

<table>
<thead>
<tr>
<th>Confidential?</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Person Name</th>
<th>Advisor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Log Origin</th>
<th>Teacher</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Closed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Priority</th>
<th>Normal</th>
</tr>
</thead>
</table>

## Description Information

### Subject
Behavior in class/behavioral contract

### Description

This situation has been ongoing throughout the trimester. hasn't been willing to follow the norms/expectations of my class. I recommend that SST meet with him to discuss his overall behavior this trimester ASAP

## SST Response

### (SST) Staff Name

### (SST) Response

I was informed of the circumstance. I informed him that I need to speak with him later today. I came to my office and informed me that he was ready to meet. I informed him that he doesn't tell me when he is ready, and that I will let him know when we can meet. The plan is to have a parent meeting and a contract to guide his behavior. I was in the hallway and over heard a student ask if he is going to class. He responded that he is not going to “that b*tch ass”
### Log Detail

**Log 00002936**

**Risk Factor Log**

<table>
<thead>
<tr>
<th>Person Name</th>
<th>Created By</th>
<th>Date/Time Opened</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor</td>
<td>2/3/2016</td>
<td>2:32 PM</td>
<td></td>
</tr>
</tbody>
</table>

**Log Origin**

<table>
<thead>
<tr>
<th>Reference Record Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Record</td>
</tr>
</tbody>
</table>

**Risk Factor Description**

<table>
<thead>
<tr>
<th>Risk Factor Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Needs Not Met</td>
<td>Based on self-report. Student has a mentally unstable parent who often gets angry and threatens to leave the home. Student is uncomfortable sharing this information and may not have anywhere to go if they leave.</td>
</tr>
</tbody>
</table>

**Risk Factor**

<table>
<thead>
<tr>
<th>Risk Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary Shelter/Homeless</td>
</tr>
</tbody>
</table>

**Source(s)**

| Observation (Staff), Student Self-Report |

**This section will auto-update**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Status</th>
<th>Confidential?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Needs Not Met</td>
<td>Closed</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Log Owner**

| Log Assign [Change] | |

**Edit Delete Close Log**
With someone at your table:

Consider your own school’s systems for communicating about social/emotional issues and interventions

• How well are they working?
• What changes might you consider?
Big Picture: Data Analysis
Data Analysis

• Collect ‘traditional’ data
  – Attendance
  – Rate of course completion
  – Graduation/Retention

• Also collect less ‘traditional’ data
  – Interventions
  – Risk Factors
  – Habits of Success
  – Historical data
  – Student surveys and focus groups
Data Analysis

• Used by
  – Institutional Leadership Team
  – Leadership Team
  – Teaching staff

• Used to
  – Examine the effectiveness of what we’re doing
  – Identify areas of need
  – Support grant requests
  – Predict risk of discharge
## Teachers have Customized Reports

<table>
<thead>
<tr>
<th>Block</th>
<th>Course</th>
<th>Instructor</th>
<th>% Attended</th>
<th>Mid-Term Progress Report</th>
<th>Mid-Term Progress Report Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: lastFirst:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Cell Biology</td>
<td>Jacob Cipro</td>
<td>26.79%</td>
<td>Not On-Track: Attendance</td>
<td>does pretty good work when in class. It looks like attendance is an area of focus for this student.</td>
</tr>
<tr>
<td>2</td>
<td>Algebra A</td>
<td>Christopher Johnson</td>
<td>50.00%</td>
<td>On-Track to Complete</td>
<td>has been working hard and is on track for the course.</td>
</tr>
<tr>
<td>3</td>
<td>Ecology</td>
<td>Aaron Stone</td>
<td>21.43%</td>
<td>Not On-Track: Attendance</td>
<td>Recently, the student has started arriving to class more consistently.</td>
</tr>
<tr>
<td>4</td>
<td>Genre Writing</td>
<td>Rachel Jean-Marie</td>
<td>12.96%</td>
<td>Not On-Track: Attendance</td>
<td>does not attend this class consistently.</td>
</tr>
<tr>
<td>Student: lastFirst:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F3</td>
<td>Art</td>
<td>Terrance Wong</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student: lastFirst:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Academic Support</td>
<td>Tina Pastrana</td>
<td>48.08%</td>
<td>On-Track to Complete</td>
<td>is focused, completing work, and part of a discussion about improving attendance.</td>
</tr>
<tr>
<td>4</td>
<td>Number Sense</td>
<td>Lawrence Hutcheson</td>
<td>44.83%</td>
<td>On-Track to Complete</td>
<td>can work on improving attendance and completion.</td>
</tr>
<tr>
<td>5</td>
<td>Ecology</td>
<td>Craig Ruiter</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Cell Biology</td>
<td>Sarah Houlihan</td>
<td>0.00%</td>
<td>Not On-Track: Attendance</td>
<td>I have not met this student.</td>
</tr>
<tr>
<td>Student: lastFirst:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Geometry 2</td>
<td>John Pike</td>
<td>13.16%</td>
<td>Not On-Track: Attendance</td>
<td>Has not attended the past 3 weeks!</td>
</tr>
<tr>
<td>4</td>
<td>Algebra B</td>
<td>Michelle Allman</td>
<td>34.00%</td>
<td>Not On-Track: Attendance</td>
<td>You have been absent nine times and late to class. Your math skills are since I haven't seen any attendance.</td>
</tr>
<tr>
<td>5</td>
<td>Ecology</td>
<td>Craig Ruiter</td>
<td>27.78%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Genre Writing</td>
<td>Amy Alvarez</td>
<td>7.41%</td>
<td>Not On-Track: Attendance</td>
<td>needs to wrap up some work from the last lesson.</td>
</tr>
</tbody>
</table>
Risk factor data is used to make decisions regarding resources.

Categorized risk factors into six categories:
- Mental Health Concern
- Resource Insecurity
- Recent Death or Sickness in the Family
- Exposure to Violence or Court Involvement
- Additional Responsibility
- Physical Injury
Data Analysis

Risk Factors Identified at Intake

- Mental Health Concern: 50%
- Resource Insecurity: 10%
- Recent Death or Sickness in the Family: 20%
- Exposure to Violence or Court Involvement: 10%
- Additional Responsibility: 10%
- Physical Injury: 30%
Data Analysis

Number of Risk Factor Categories Identified at Intake

- 0 Categories: 32%
- 1 Category: 30%
- 2 Categories: 18%
- 3 Categories: 7%
- 4 Categories: 2%
- 5+ Categories: 11%
With someone at your table
Consider your school’s strategy for collecting and analyzing data to inform decision-making
• How well are they working?
• What changes should you consider?
QUESTIONS + CLARIFICATION
Reflection

What new thinking has this generated?

What are your thoughts on the day?