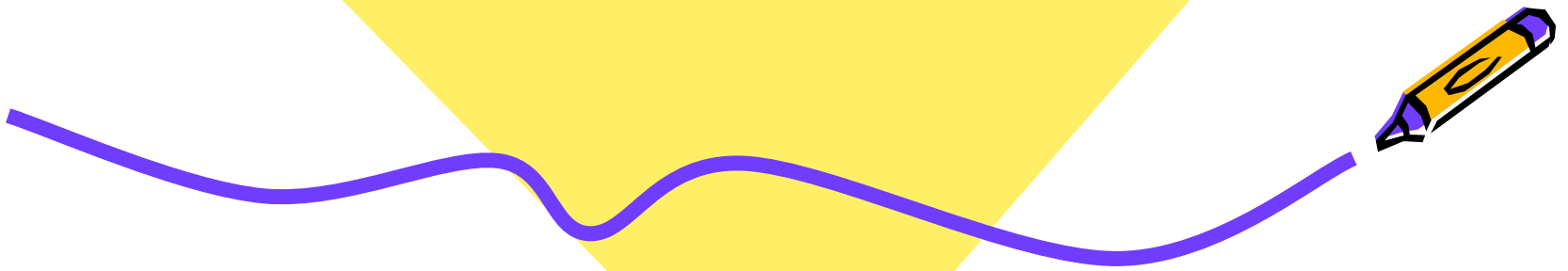




How Data Can Inform and Improve Student Success

TechBoston Academy



June 16, 2008

Who do we serve at TBA?

- 375 Students
- 65% Boys & 35% Girls
- 58% African American; 27% Latino; 8% White; 7% Asian
- 17% Special Education
- 7% FLEP/LEP (more realistically 10-15%)
- 75-85% Eligible for Free and Reduced Lunch
- 50% + from single parent home
- 10 % DYS/DSS involved
- Students 1-2 grade levels below in ELA/math with reading as low as 4th or 5th grade
- Staff to student ratio 1:16
- Staff 28% African American; 6% Latino; 66% White
- Leadership Team 29% African American; 29% Latino; 42 % White



Some interesting facts...



- 2005-2006

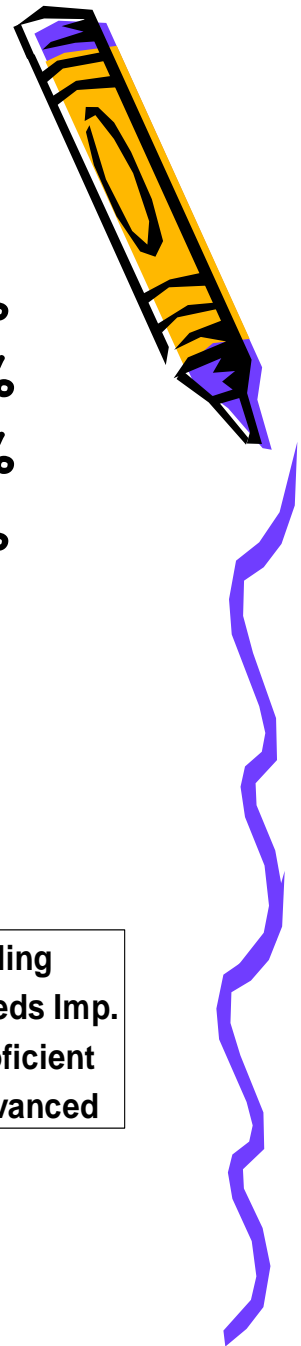
DAILY ATTENDANCE	93.3%
PROMOTION RATE	85.3%
STUDENT MOBILITY	15.4%
DROP OUT RATE	2.7%
COLLEGE ATTENDANCE	96%
HQ TEACHERS	90.5%
TEACHER DAILY ATTEND	97.9%

- 2006-2007

DAILY ATTENDANCE	92.8%
PROMOTION RATE	95.8%
STUDENT MOBILITY	10.6%
DROP OUT RATE	2.3%
COLLEGE ATTENDANCE	93%
HQ TEACHERS	90.5%
TEACHER DAILY ATTEND	97.5%



ELA MCAS DATA TRENDS



• ELA 2004-2005

- ADVANCED 4%
- PROFICIENT 42%
- NEEDS IMPROV. 53%
- FAILING 1%
- TESTED 77 STUDENTS
- 8% ON IEP

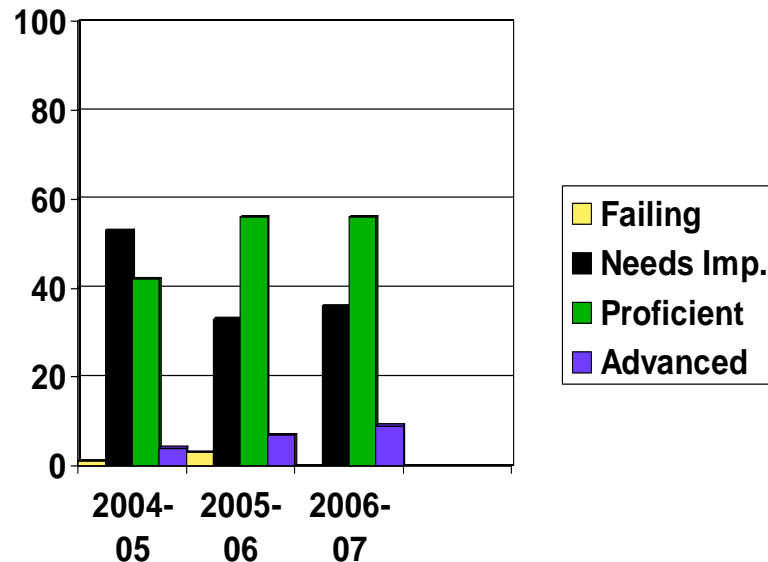
• ELA 2005-2006

- ADVANCED 7%
- PROFICIENT 56%
- NEEDS IMPROV. 33%
- FAILING 3%
- TESTED 89 STUDENTS
- 17% ON IEP

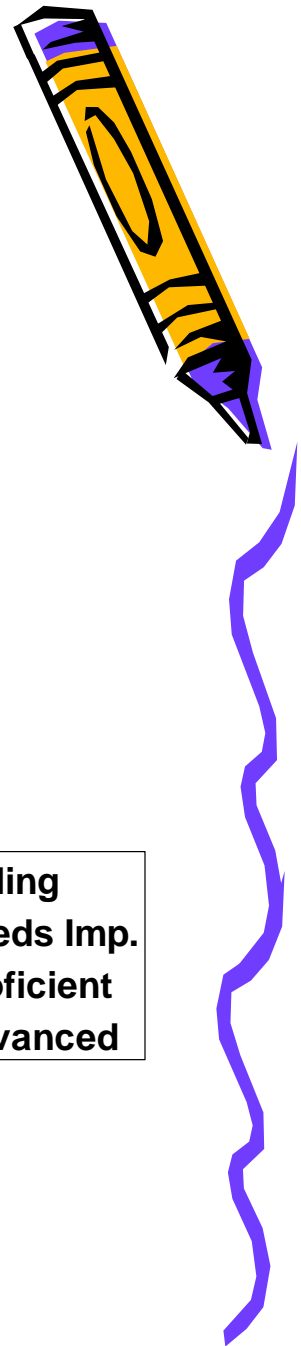
ELA 2006-2007

- ADVANCED 9%
- PROFICIENT 56%
- NEEDS IMPROVEMENT 36%
- FAILING 0%

TESTED 107 STUDENTS
18% ON IEP



MATH MCAS DATA TRENDS

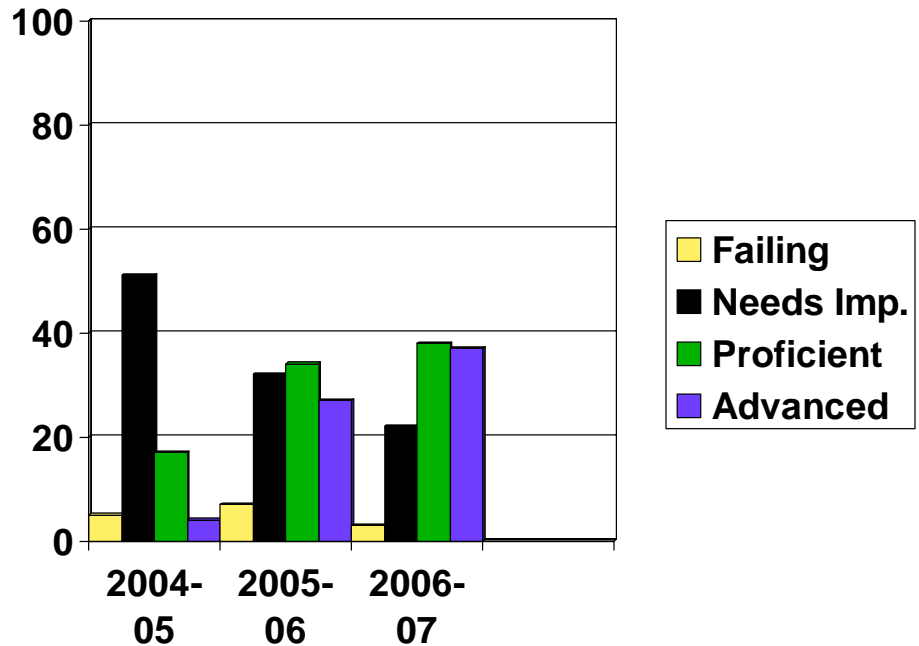


- **MATH 2004-2005**
- ADVANCED **5%**
- PROFICIENT **27%**
- NEEDS IMPROV. **51%**
- FAILING **17%**

- **MATH 2005-2006**
- ADVANCED **27%**
- PROFICIENT **34%**
- NEEDS IMPROV. **32%**
- FAILING **7%**

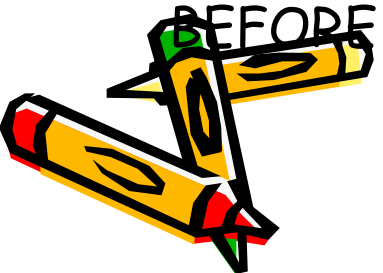
MATH 2006-2007

- ADVANCED **37%**
- PROFICIENT **38%**
- NEEDS IMPROVEMENT **22%**
- FAILING **3%**



9th Grade Risk Analysis Tool= Transition Report Card

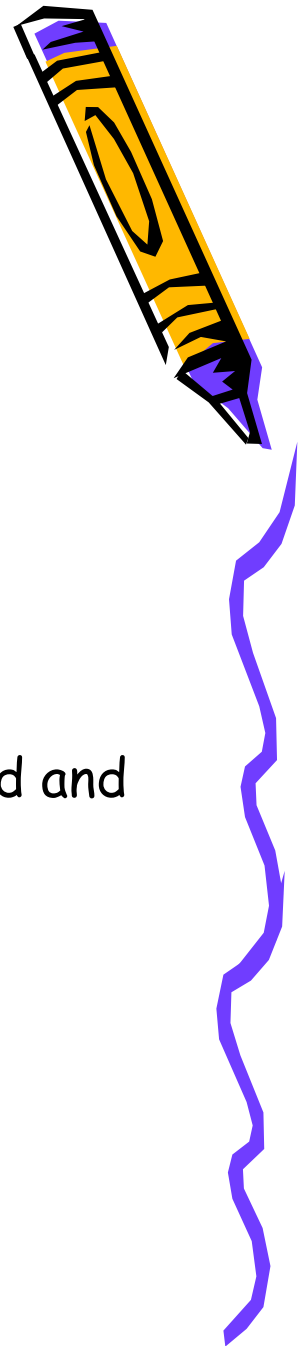
- Relies on a combination of LIZA; MyBPS; Interviews; Cumulative student records; SIMMS; DOE Portal
- Looks at 9-10 primary risk indicators for incoming 9th graders such as: middle school attendance; behavior; age; historical and current grades; standardized testing; special education and ELL status; school mobility; and retention
- Attempts to collect other data such as teacher reflections; DYS/DSS involvement and **student/parent** interview
- Assigns a risk category of 1-4 to students along with appropriate interventions
- Data allow schedule to be customized so that students' academic, social, and emotional needs can be addressed **BEFORE** starting school



9th Grade Risk Analysis Tool= Transition Report Card

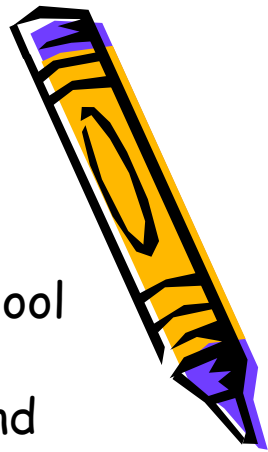
- **Interventions include:**

- attendance contracts;
- weekly to monthly progress reports;
- behavior observation and adaption plan;
- writing, reading, and math enrichment;
- learning centers in all subject-areas;
- small classes;
- Access to rigorous curricula that can be layered and adapted
- differentiated instruction and alternative assessment strategies;
- in school and out of school counseling; group counseling;
- mentoring;
- peer and adult tutoring;
- in extreme cases 5 year plans or alternative placement.



Challenges

- Data reside in a multiple systems and not readily accessible for school leaders and teachers
- Student assessment information is limited to standardized tests and do not include formative, summative, or alternative
- Exit narrative of student, parent, and teacher voice does not exist between transition grades
- IEP and ELL data are difficult to access and may be outdated
- End of year standardized testing and reporting mechanisms are out of synch with school scheduling
- Educators at all levels (paras, teachers, specialists, and leaders) are not trained to analyze data
- No consistent and coherent systems of analyzing data AND determining appropriate interventions available to educators
- Little or no training available for school leaders to learn how to effectively map student and staff needs with available resources



What does it take in the schools...

- Hard work, long hours, no excuses
- Autonomy at the school level to determine resource, curricula, and staffing to address the needs of the students
- Coherent systems and structures that allow educators to analyze key data points, identify student, teacher, and leader needs, and map resources appropriately
- Strong professional learning communities with adequate time for planning and reflecting
- Clear lines of accountability and strong assessment/evaluation systems
- All teachers cross trained in race/gender/cultural diversity, discipline framework, special education inclusion and ELL strategies
- Global Commitment to building relationships(students, teachers, parents, administrators)
- Curricula that is
 - rigorous and challenging
 - meaningful and accessible to ALL students
 - flexible and can be layered



What does it take in the schools...



- Instruction that ...
 - creates a 'readiness to learn' atmosphere
 - is differentiated to the needs of EVERY student
 - expects EVERY student to learn EVERY DAY
 - is collaborative, transparent, and student-centered
 - is not based merely on 'instinct' or anecdote but on 'educational research' AND professional development
 - is improved daily by the use of formative, summative, and standardized data
- Resources that...
 - are consistent year to year
 - are strategically mapped to student and staff needs in each school
 - include not only money and supplies, but also TIME



What does it take at the district level?

- Like businesses, schools need coherent systems and structures for analyzing and using data provided by the district
- School leaders and staff need on-going training using THEIR data to understand and address student needs
- Districts must be willing to provide both training and systems that allow educators and parents access to key information about the academic, social, and emotional health of the students in THEIR classes every day
- Most data warehouses both at the district and state levels are **INADEQUATE** to serve the needs of schools. They collect data only to report- not to inform and improve teaching and learning.
- Data analysis and resource mapping should be part of every teacher preparation and leadership development program
- Every school, with the help of the district and state, should work toward developing a real time comprehensive data system that allows for collecting and analyzing data and then sharing all relevant **INFORMATION** with **ALL** stakeholders- including students and parents.
- Districts should identify a steady and reliable funding stream for technology

