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preschool - 8th grade

DATA-DRIVEN FAMILY ENGAGEMENT: Tracking Elementary Student Behavior to Promote Meaningful Parent Partnerships

ANGEL HENDRICKS

DC Data Summit • July 7, 2015



Workshop Overview

“Data-Driven Family Engagement: Tracking Elementary Student Behavior to Promote Meaningful Parent Partnerships”

- Introduction to DC Prep
- DC Prep’s Educational Model
- Tracking the Whole Child/Parent Engagement
- Interactive Workshop
- Lessons Learned
- Q&A

Hi, I'm Angel Hendricks!

- Founding Faculty Member at DC Prep's Edgewood Elementary Campus
- Joined DC Prep in 2007
- Current Dean of Student Support
- Former 1st Grade Literacy Teacher and GLL
- Leading Educator Cohort 2013 Alumni



OUR MISSION

To bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

Our Core Values

Results for students, first and foremost.

Every action and every decision is examined through this lens. If we follow this path, will it lead our students to a great destination? If we make this choice, will it give them a brighter future?

Good minds and good hearts — inextricably linked.

We believe that character counts. We teach it and we model it. We maintain integrity in all matters and are genuine in all interactions. We treat our students, their families, and each other with honesty, kindness, and respect.

Excellence, always.

We strive to do our very best, to give the most we can. We are committed to excellence in every task, no matter how large or small. We know that we will not always hit the mark, but we will always aim high. We hold ourselves accountable for our failures as well as our successes.

Reflection and refinement – every day.

We are continuous questioners, always seeking to improve. Is what we are doing working? Is there a better way? We never rest on our laurels.

Optimistic determination.

We know this is hard work, but we are confident that we can achieve the goals we have for our students and for our organization. We believe in persistence, daily effort, and strive to be purposeful and strategic. Every day we are inspired by our students, their potential, and our responsibility to them.

Generosity and humor.

We trust and support each other. We believe in having fun, celebrating often, and laughing a lot.





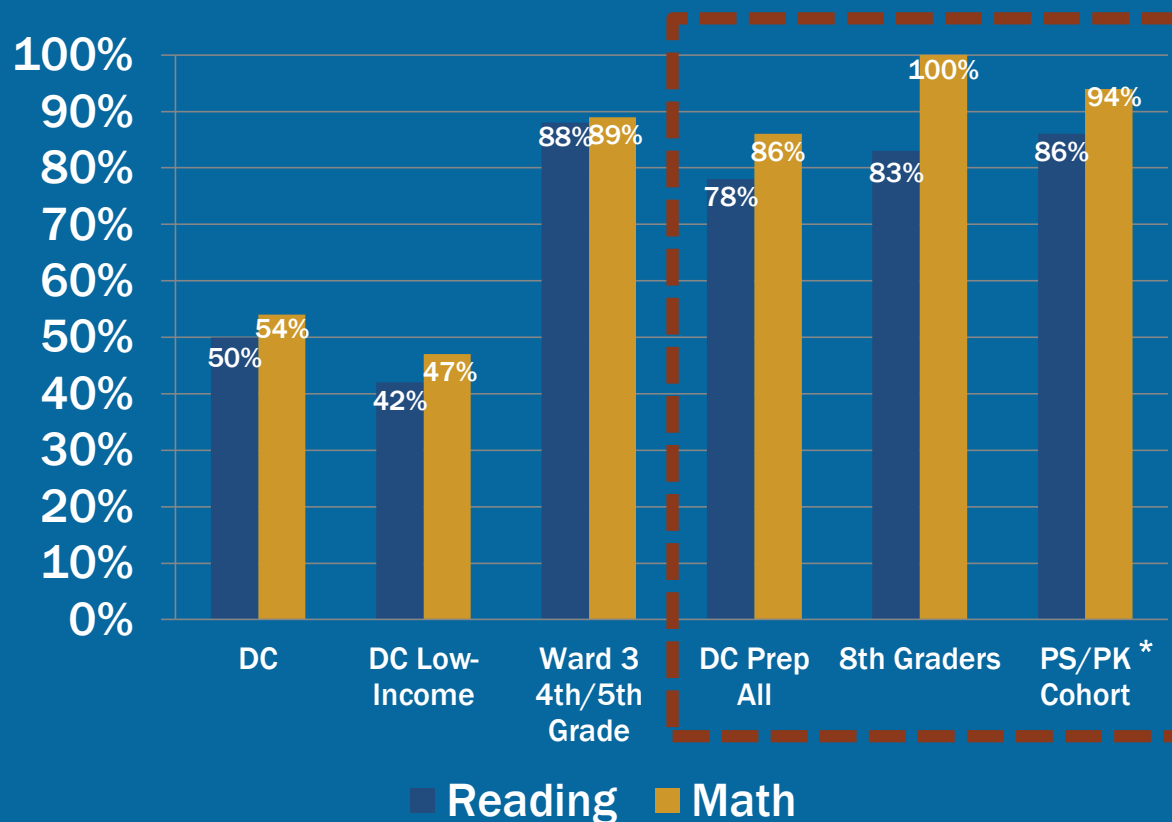
Our Schools

- Public and tuition-free
- Preschool through 8th Grade
- 5 Campuses
 - 3 Elementary
 - 2 Middle
- Over 1,300 students
 - 100% minority
 - Over 80% low-income
- #1 network of public schools in Washington, DC for three consecutive years

Our Results

2014 DC CAS Performance

Percent Proficient and Advanced



**Results for students who enrolled at DC Prep as 3- or 4-year olds and are now 4th or 5th graders rival or surpass those of their peers in Ward 3 schools – effectively closing the achievement gap before it even begins.*

Our Alumni

- 100% of DC Prep 8th grade graduates are accepted by college-prep high schools, with over 60% offered admission to selective independent day and boarding schools, as well as public magnet schools, earning \$6.9M in scholarship support.
- 95% of DC Prep's first four cohorts of graduates (Classes of 2007-10) have earned their high school diplomas and 80% have matriculated to college.





Our Model

- Unapologetic focus on academics
- Distinctive school culture –
We believe that character counts and teach it explicitly
- DC “Preppies” spend more time on task
- Departmentalized approach to instruction in 1st – 8th grade
- Elite talent with ample growth opportunities
- More than 300 hours of professional development for teachers annually
- Shared expectations and aspirations between home and school

Our Approach

- **EARLY CHILDHOOD:** Students develop the social, emotional, and cognitive competencies that lead to a love of school and learning.
- **ELEMENTARY YEARS:** Preppies master foundational Reading and Math skills, while developing the independence, curiosity, and focus to thrive in a college-prep environment.
- **MIDDLE SCHOOL YEARS:** Students dive into increasingly rigorous content, develop higher-order thinking skills, and internalize the personal attributes and study habits essential to success.

THE END RESULT:

100% acceptance at rigorous college-prep high schools.

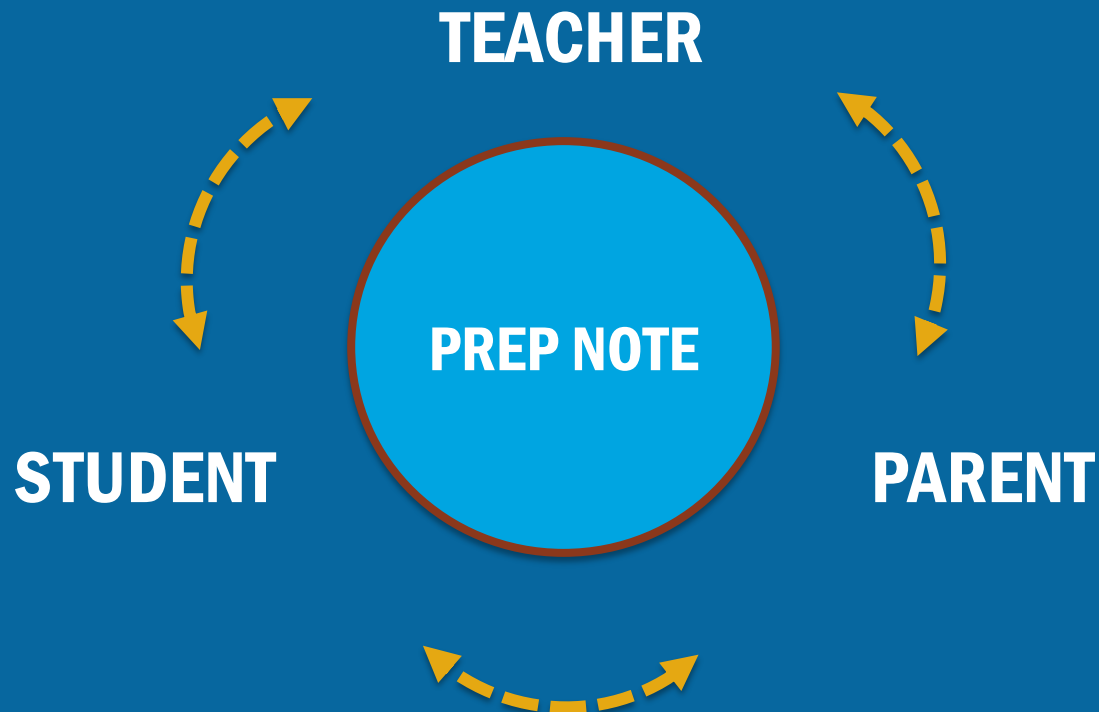


Parents = Partners

- At the heart of all we do is **student learning**
- Family engagement is a core piece this effort
- We explicitly lay out our purposeful academic and behavioral expectations and ask every parent/guardian to sign a “Parent Promise” at the outset of each school year – stating that he/she will be a partner with DC Prep in their child’s education
- In real-time, this takes the form of daily Prep Notes and routine calls to families from teachers/administrators




VIRTUOUS CYCLE OF COMMUNICATION



PREP NOTE

DC PREP
Learning has no limits.





Cornell PREP NOTE

Name: C. Tucker Date: 5/27

On Time ✓	Complete Uniform ✓	Complete Homework ✓	Signed Prep Note ✓	Total
\$2	\$2	\$4	\$2	<u>10</u> out of a PERFECT \$10.

My GOAL: is to accept feedback appropriately by saying "OK" do it right away, and move on.

Class	RIGHT Additions \$\$	RIGHT Deductions \$\$	TOTAL 	Reminders/ Family Communication 
Morning Meeting	RIHH RT +6	I -1	\$5	
Math	TR +2	HK -2	\$0	Great job accepting FB today... thanks for working it out w/ your friend.
Reading	TADHG +5	-0	\$5	
Writing	HTK +3	-0	\$3	
Lunch/Recess	IT +2	T -1	\$1	Good job using yesterday's feedback for today's lunch routine. -Dean Hendricks
Science	IH +2	T -2	\$0	
Prep Session	HTKH +4	I -1	\$3	
Specials	+0	-0	\$0	
Incentive:	SKY ZONE <small>Follow Try</small>		Total: \$17	Consequence Earned Today: None

PREP NOTE

Respectful We are kind to others and we treat others the way we would like to be treated.	Intelligent We are proud of the hard work we do at school and in using our brains to solve problems.	Genuine We are trustworthy and do the right thing even when no one else is looking.	Hard-Working We come to school each day. We try and try again, even when we don't feel like it.	Team-Oriented We think about how our actions affect those around us. We look out for one another.
<ul style="list-style-type: none"> Disagreeing Appropriately Asking Permission Showing Sensitivity to Others Using Appropriate Voice, Tone and Words 	<ul style="list-style-type: none"> Paying Attention Accepting No, Criticism or Consequence Following Instructions 	Communicating Honestly	Doing Good Quality Work	<ul style="list-style-type: none"> Getting Teacher's Attention Waiting Your Turn

HALLWAY PASSES

Time: 3:10 pm Destination: Dean Hendricks' office Teacher: Schaffer	Time: Destination: Teacher:	Time: Destination: Teacher:	Time: Destination: Teacher:
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Quarter 4: Academic Support Tips

Grade 3 Math Finish Lines

By the end of the 3rd grade year, all mathematicians should be able to do the following:

- Tell time accurately to the nearest minute.
- Calculate elapsed time by using a time line diagram to model their answer.
- Fluently multiply and divide the 0-12s facts.
- Add and subtract fluently within 10,000.



Good, Better, BEST!

- Accepting Feedback/Consequence – nod, record, and get Back to Brilliant!
- Showing sensitivity to others and being team oriented - Working appropriately with others – students are expected to work with their peers in a productive and kind manner.
- Doing good quality work – include a complete heading, meet all work expectations, complete all parts of classwork and homework.



The above listed items are our 3 major look fors in our 4th quarter. Preppies are expected to meet these expectations. Doing so shows that we do the RIGHT thing!

3rd Grade Reading Finish Lines

By the end of the 3rd grade year, all readers will:

- Grow at least 4 STEP levels
- Pass STEP 12 (Level P)
- Grow at least 13pts on the NWEA MAP test for reading
- Discriminate between multiple genres and identify the "Thinking Jobs" for each genre



Let's work HARD together to help our scholars achieve these goals so that their ELA futures are bright!

Parent Signature: _____

Date: 5/17

PREP NOTE

T as \$		SSS	Reminders/ Family Communication
TOTAL			
5	\$		Super Start Dior!
4	\$		Super Start Dior!
	\$		Great Independent Reading! So focused!
8	\$		Awesome writing block! So focused and respectful
	\$		
0	\$		Keep it up! Great focus in Social Studies today!
	\$		ANOTHER EXCELLENT BLOCK! -Mr. Mallone
	\$		

Student Behavior: Data-Driven Model

TIERS OF DATA-DRIVEN ENGAGEMENT

Daily Tracker/
RIGHT Log

I. TEACHERS

LUMOS

II. DEAN

Culture
“Report Card”






III. LEADERS



I. Teachers: Data Tracker/RIGHT Log

Key Questions:

1. Are there students earning more than 1 mid-day reflection or detention per week?
2. How can I support these students to be more successful?
3. Why are most students earning consequences?
4. What can I do to support these students?
5. What other people do I need to include in my action plan?

	RIGHT	RIGHT	RIGHT	Total
Morning Meeting	RIGHT	RIGHT	RIGHT	5
Math 	RIGHT	RIGHT	RIGHT	
Literacy 	RIGHT	RIGHT	RIGHT	
Social Studies 	RIGHT	RIGHT	RIGHT	
Specials 	RIGHT	RIGHT	RIGHT	
Prep Session 	RIGHT	RIGHT	RIGHT	
Incentive(s) Earned:				
STEPPING IT UP! I grew two STEP levels!!!!				17 TOTAL 9

Our College Is:

Student Name	Pace	HW	Prep Notes	Uniform	Literacy		Math		Prep Session & Lunch		Specials		Social Studies		Total
					RA \$	RD \$	RA \$	RD \$	RA \$	RD \$	RA \$	RD \$	RA \$	RD \$	
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
10.															
11.															
Total															
5															
RIGHT															
RIGHT															
RIGHT															
RIGHT															
RIGHT															
RIGHT															
RIGHT															
RIGHT															
RIGHT															
TOTAL \$															

SLIPPING IT UP!
grew two STEP levels!!!!

Whole Class

[illegible]

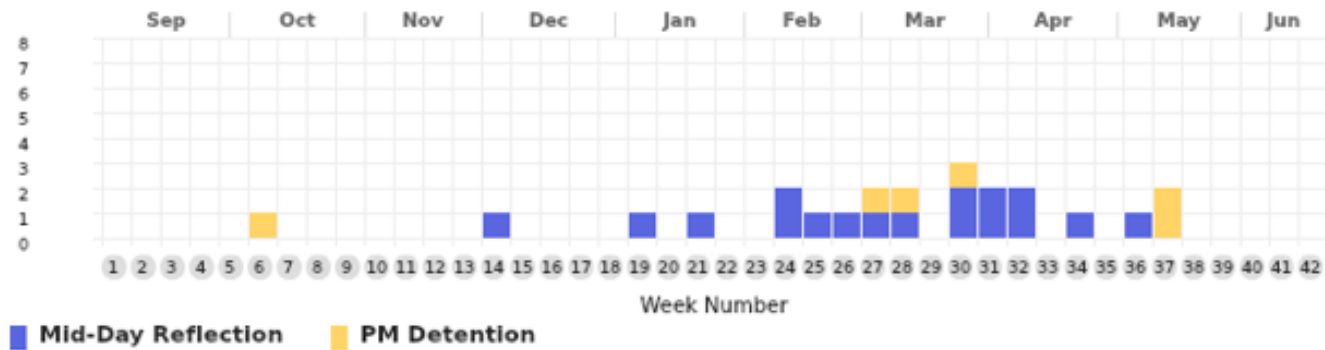
II. Dean: LUMOS

Key Questions:

- 1. How many students earned at least 4 detentions this month?**
- 2. What do I already know about these students?**
- 3. Are these students receiving support? How can I support them?**
- 4. How should I create a timeline and action plan to support these students?**
- 5. At what point should I contact families and ask to meet in person?**
- 6. How can I communicate updates with students, teachers, and other leaders in my building?**

LUMOS

Weekly Character Ed Trend



Character Ed

Unif	YTD: 96%	QTD: 93%	WTD: 100%
Homework	YTD: 77%	QTD: 79%	WTD: 100%
Detention & MPM	YTD: <input type="text"/>	QTD: <input type="text"/>	WTD: <input type="text"/>
Mid-Day Reflection	YTD: 17	QTD: 1	WTD: <input type="text"/>
OOS Suspension	YTD: <input type="text"/>	QTD: <input type="text"/>	WTD: <input type="text"/>
PM Detention	YTD: 6	QTD: 2	WTD: <input type="text"/>
Other	YTD: <input type="text"/>	QTD: <input type="text"/>	WTD: <input type="text"/>
Parent Contact	YTD: 23	QTD: 3	WTD: <input type="text"/>

III. Leaders: Culture Report Card

- **The final form of data-driven student support is the Culture Report Card**
- **We'll have an opportunity to dive into this as leaders together in the interactive workshop...**

Culture Report Card

Student Demographics							Culture			Academic Grades Current Quarter							Consequences						
Campus	Student	Grade	Class	Sped	Counseling	Retention	Attendance	Punctuality	Homework Red X < 85%	ELA Grade Yellow 70%-80% Red < 70%	Math Grade Yellow 70%-80% Red < 70%	SS or Sci Grade Yellow 70%-80% Red < 70%	Sci Grade Yellow 70%-80% Red < 70%	STEP/FP Cycle 1	NWEA Math ercnettle Cycle 1	NWEA Reading ercnettle Cycle 1	Suspensions Red = 1+ Suspension	ICS 10+ Red 4-9 Yellow 0-3 Green	Detention	Detention & MPM	Mid-Day Reflection	HB Reflection	S.C. Visit
EEC	Sample Student 1	2	Morehouse	N	N	N	100%	97%	97%	83	92			7			0	0	0	0	0	0	0
EEC	Sample Student 2	2	Morehouse	N	N	N	84%	81%	69%	77	65			7			0	0	2	0	6	0	0
EEC	Sample Student 3	2	Morehouse	N	N	N	94%	100%	89%	79	83			10			0	0	2	0	3	0	0
EEC	Sample Student 4	2	Morehouse	N	N	N	100%	100%	87%	78	73			7			0	0	7	1	11	0	0
EEC	Sample Student 5	2	Morehouse	N	N	Y	100%	100%	73%	71	78			3			0	0	1	0	1	0	0
EEC	Sample Student 6	2	Morehouse	N	N	N	84%	81%	73%	79	80			3			0	0	4	0	0	0	0
EEC	Sample Student 7	2	Morehouse	N	N	N	97%	100%	97%	87	88			7			0	0	0	0	0	0	0
EEC	Sample Student 8	2	Morehouse	N	N	N	98%	97%	100%	80	91			6			0	0	1	0	0	0	0
EEC	Sample Student 9	2	Morehouse	N	N	N	100%	100%	97%	90	79			6			0	0	5	1	10	0	0
EEC	Sample Student 10	2	Morehouse	N	N	N	100%	97%	90%	83	90			4			0	0	1	0	2	0	0
EEC	Sample Student 11	2	Morehouse	N	N	N	100%	97%	100%	96	93			9			0	0	0	0	0	0	0
EEC	Sample Student 12	2	Morehouse	N	N	N	97%	97%	76%	74	78			8			0	0	8	0	8	0	0
EEC	Sample Student 13	2	Morehouse	N	N	N	98%	87%	80%	55	79			7			0	0	2	0	8	0	0
EEC	Sample Student 14	2	Morehouse	N	N	N	100%	100%	100%	84	89			6			0	0	0	0	0	0	0
EEC	Sample Student 15	2	Morehouse	N	N	N	97%	100%	86%	76	67			4			0	0	1	0	3	0	0
EEC	Sample Student 16	2	Morehouse	N	N	N	100%	97%	97%	97	95			8			0	0	0	0	0	0	0
EEC	Sample Student 17	2	Spelman	N	N	N	97%	60%	97%	89	89			4			0	0	1	0	0	0	0
EEC	Sample Student 18	2	Spelman	N	N	N	100%	100%	93%	76	86			4			0	0	1	0	0	0	0



Unpacking the Culture Report Card

Real-Time Focus: 2nd Grade

- Each quarter the Academic Team creates a Culture Report Card, which are several documents that track student information in Excel (e.g., consequences, homework completion, test scores, SPED, uniform compliance, etc.)
- This data is analyzed and discussed by several school leaders, who focus on areas that can be addressed with short- and long-term action plans
- Recently, I looked at 2nd grade data and noticed that a particular homeroom (Morehouse) had the highest infractions and lowest academic progress; I analyzed the data and action-planned around how to better support this class...



Unpacking the Culture Report Card

Elements of an Action Plan

- ✓ Create an overall action plan timeline for homeroom support
- ✓ Classroom observations
- ✓ Daily 40m supports of the class, including co-teaching Morning Meeting to better model DC Prep's social skills
- ✓ Establish bi-weekly meeting with teacher to discuss progress
- ✓ Zoom in on Tier 2 students, focusing on showing sensitivity to others
- ✓ Put Tier 3 students on behavior support plans; including family meetings
- ✓ Create a system of check-ins with academic leaders to determine how culture will support students' academic progress



Interactive Workshop: Tier III

- Focus on 2nd Grade Classroom
- Break into 3 groups
- Grab your handouts and tracker
- Analyze and discuss trends
- Develop a coordinated action plan for students, families, faculty

LESSONS LEARNED

- ✓ **CONSISTENCY** with families regarding student progress is essential

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- ✓ **CHARACTER** and behavior tracking are inextricably linked with academic outcomes; data makes conversations specific, fact-based, and actionable

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- ✓ **FAMILY ENGAGEMENT** is a critical lever of success
- ✓ **CHARACTER** and behavior tracking are inextricably linked with academic outcomes; ; data makes conversations specific, fact-based, and actionable
- ✓ **OTHERS** that your workshop group found?

Q&A



Thank you. • ahendricks@dcprep.org