INSIGHTS

## Metro Opportunity @ Handley

From punitive to transformational: reimagining alternative education through partnership.

Launched in the 2021-22 school year, Metro Opportunity @ Handley is a collaboration between Fort Worth Independent School District (FWISD) and Big Thought to transform the district's middle and high school alternative education program. The partnership established four graduate aims for the student's attending:

- I Bring Value to a Team
- I Know Myself
- I Value Others
- I Am Future Focused
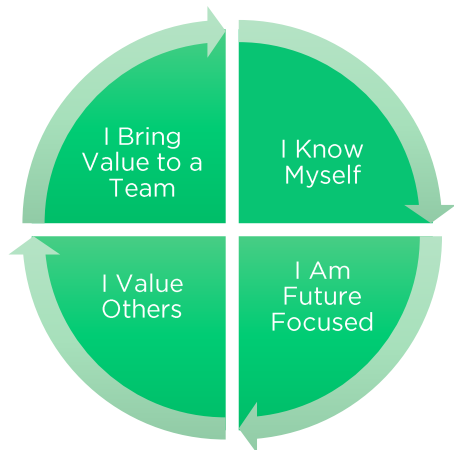
At its core, Opportunity is designed on the premise that students are assigned to AEP to build critical skills that they will need to be successful at their home school and beyond. As such, the model is grounded in two key priorities:

1 create a restorative and relationship-rich school community

2 provide a personalized learning environment that responds to students' individual academic and social emotional needs

BY THE NUMBERS
2021-22 & 2022-23 School Years

959
unique youth served in grades 6-12

62.7%
percentage of youth showing positive gains in social and emotional skill development
(n=402 youth)

62.6%
percentage of youth showing positive gains in creativity skill development
(n=405 youth)

65.9%
percentage of youth reporting they can better express their ideas and feelings
(n=786 youth; agree/strongly agree)

6.7%
Percentage of youth with recidivism to AEP within same school year (n=826 youth)

Data Sources: FWISD Focus, SSIS-SEL, BYAEP

> " *I hope that my attitude towards everyone back at school is overall better. As in maybe talking to people that I usually wouldn't talk to I would give a chance to. And I'm hoping to go back to school and not be afraid to ask for help from anybody.*"

> " *I want to stop getting into fights. I want to stay out of trouble*"

Metro Opportunity Youth responses to "Describe one way, you want your attitude, actions and/or relationship to improve this year."

The design of Opportunity focuses on five key STUDENT EXPERIENCES

1 A **transition in** that builds trust, gets to know students and their needs, and accelerates relationships

2 **Social emotional practices** that build community, provide opportunities for individual support and growth, and that supports ongoing relationships between all

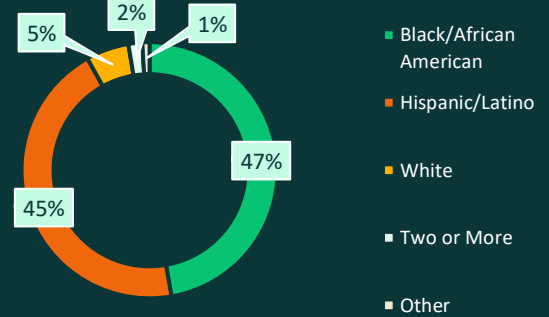**3** An **academic plan** that blends grade level instruction and personalized learning through adaptive technology

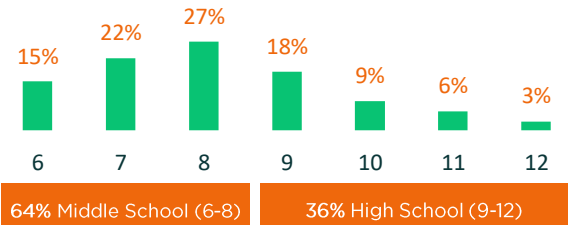**4** **Project based learning** through relevant, design thinking

5 A **transition out** that identifies critical supports students will continue to need upon their return to their home school, including consistent check ins from trusted adults

Enrollment: Racial Category
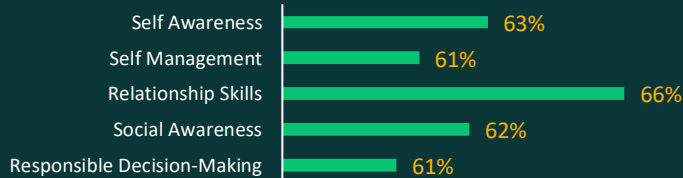2021-22 & 2022-23 School Years

- 2%
- 5%
- 1%
- 47%
- 45%

- ■ Black/African American
- ■ Hispanic/Latino
- ■ White
- ■ Two or More
- ■ Other

Enrollment: Grade Level
2021-22 & 2022-23 School Years

Grade	6	7	8	9	10	11	12
%	15%	22%	27%	18%	9%	6%	3%

64% Middle School (6-8) **36% High School (9-12)**

SEL Competency Growth
% Youth w/ Postive Gains
2021-22 & 2022-23 School Years

- Self Awareness — 63%
- Self Management — 61%
- Relationship Skills — 66%
- Social Awareness — 62%
- Responsible Decision-Making — 61%

Creativity Domain Growth
% Youth w/ Postive Gains
2021-22 & 2022-23 School Years

- I AM — 58%
- I CREATE — 61%
- WE CONNECT — 64%
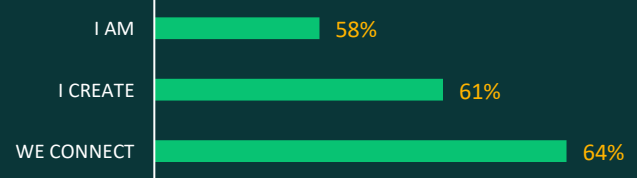
Top 5 SEL Growth Indicators (Post v Pre; n=393)

Indicator	Change
I smile or wave at people when I see them.	+23.2%
I tell others when I'm not treated well.	+17.8%
I stay calm when I am teased.	+16.7%
I ask to join others when they are doing things I like.	+14.4%
I stay calm when others bother me.	+13.9%

Change represents the percentage change in distribution of positive responses (Strongly Agree/Agree) comparing pre and post surveys

Top 5 Creativity Growth Indicators (Post v Pre; n=455)

Indicator	Change
I feel a sense of belonging in this program.	+18.9%
My successes are celebrated here.	+17.0%
I feel like I contribute positively to my community.	+14.8%
People describe me in a positive way.	+13.8%
I am connected to my community.	+13.8%

Change represents the percentage change in distribution of positive responses (Strongly Agree/Agree) comparing pre and post surveys

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Restorative Practices: Reset Room
a designated process and place to assist students who experience moments of dis-regulation during the school day and need support resetting

341
Resets Conducted
(2021-22 & 2022-23 School Year)

Top 5 Primary Emotions
Reported by youth as they enter reset room

- Mad — 153
- Frustrated — 133
- Sad — 46
- Anxious — 45
- Hurt — 34