Our outcomes today are to use the collaborative inquiry process for analyzing data, reflecting upon practices, and determining some next steps.

# Activating and Engaging

Living in poverty is like……. (picture of Walt Disney World) because…..

* Discussion points:
	+ feels overwhelming because so much going on at one time
	+ frustrated trying to figure out things
	+ like the characters, you feel like everyone is watching you

Discussed for us it was a simulation, for some it’s a reality.

* 42.75% of MNPS students and families are economically disadvantaged.
* That’s 37,365 students.

Discussed collaborative inquiry.

* Collaborative Inquiry is a data-based team process that consciously uses the collaborative learning cycle (activating and engaging, exploring and discovering, and organizing and integrating) and the qualities of effective groups (fostering a culture of trust, maintaining a clear focus, taking collective responsibility and data-informed decision-making). –MNPS Community of Practice

# Exploring and Discovering

* Calibrating Observations Activity
* Data Dive—make observations of following data warehouse reports:
	+ Assessment Data—MAP & ACT
	+ Attendance Dashboard—current and past 3 years
	+ Behavior Dashboard—current and past 3 years

|  |  |  |
| --- | --- | --- |
| **Assessment Observations** | **Attendance Observations** | **Behavior Observations** |
| * ACT
	+ 72% of students scored below benchmark (21) in reading
	+ 79% of student scored below benchmark in science
	+ 74% of SWD scored below benchmark in math
* MAP
	+ over 50% f student scored below benchmark
	+ math had higher no. of students in Q1 than reading
	+ literacy scores remain same as compared to last year
	+ math scores decreased this year compared to last year
	+ overall students scored lower on math assessment than others
 | * Increase in perfect attendance percentage so far in 17-18
* Increase in no. of students who are chronically absent in 17-18
* Students who are economically disadvantage has higher percentage of absences than other students
* No. of students who are chronically absent is highest in high schools
* high school students have highest no. of absences
 | * decrease in no. of OSS and ISS so far in 17-18
* at least a 1% increase in behavior incidents for Latino students over the past few years
* No. of behavior incidents for AA males has increased every year & usually the highest no. of behavior incidents of all groups
* most behavior incidents in high schools
* no. of enrollments has decreased
* no of students being expelled or remanded has decreased from 14-17
* no. of reported behavior incidents has decreased
 |



# Organizing and Integrating

Given what we have learned today, what are some practices you might stop doing, continue doing, and start doing?

|  |
| --- |
| STOP* filtering reactions/attitudes through just my experiences
* relying solely on one source of data
* stop using one measure for poverty
* using acronyms during IEP meetings
* teaching to the test
* making inferences before seeing what the data says-(5)
* assuming everything is okay if families will not say anything when something’s wrong
* changing assessments
* too many initiatives
* giving students a 50 without doing anything but just showing up-(2)
* test retakes
* focusing only on literacy
* suspending African American and Hispanic students
* assuming there are no gray areas in data collection
* including data from groups that are not prepared
* meeting to meet….teacher centered meetings
* making assumptions based on race or socioeconomic levels
* assuming all students are going to college and taking away skilled worker options, such as vocational training
* focusing on punishment
* relying solely on data—trust teacher truths/stories
* being so judgmental
 |
| CONTINUE* restorative practices—(3)
* recognizing that diversity is a strength
* looking more closely at data by subgroup and super subgroups
* assume all parents want what’s best for their child
* communicate with parents
* helping the parents/family above and beyond
* collecting data—(3)
* be in relationship—earning trust of kids
* assisting and advocating for those who cannot for themselves
* data warehouse
* assessments
* ACT prep in high schools
* listening
* providing feedback about findings
* evaluating student records
* building relationships with students and families
* looking at data objectively
* exploring the economic climate in Nashville—we are changing rapidly as a city—more homes being built for upper income 2 working parent families, but we are pushing out families who have roots there
* PD for teachers on implicit bias and cultural humility
* RTI
* learning about our students and how to better serve them
 |
| START* partnerships between Metro government and MNPS
* consistently use data for making informed decisions
* more culturally relevant training, particularly Latino
* self care/teacher care---work-life balance
* figure out how to keep all HS students in school—(2)
* be more empathetic to families in poverty—(2)
* focused RTI
* vocational education-(2)
* restorative practices system wide-(2)
* teaching children about impact/consequences of choices
* looking below surface presentation, such as life struggles
* conducting data meetings with students and parents within school building and the neighborhood (student led)
* tracking academic data
* analyzing and synthesizing non-academic data and its impact on academic behavior
* increase interventions that target populations
* analyzing data more regularly-(3)
* have action plan for findings
* positive attendance strategies/promotion/initiatives--(3)
* cultural humility trainings with teachers
* share this data with teachers and families—give context and talk about solutions with school community
* being open
* accept that someone can have different experiences
* making careful observations
* more homework in math/science that students are given grades for—If they aren’t given credit or held accountable, they will more than likely not do the work—(2)
* detention and make the kids have tasks (cleaning around the school) for punishment
* hold parents accountable at school level
* remember that “we are Metro” to everyone who comes to us for school information
* proactive and productive
* do more follow up on absences and behavior
* teach basic skills to help students succeed
* identifying areas of need for additional resources/support
* research further trends in the data
 |

# Exit Ticket Reflection

Given what we have discussed and learned today, what might be some actions you take?

* research restorative practices-(2)
* analyze pertinent data
* more empathy-(3)
* continue help others who can’t help themselves
* share with co-workers what we experienced today
* be more thoughtful to families
* be more thoughtful to students and how to help them
* continue using all types of data to make decisions-(2)
* advocate for cultural humility trainings, particularly school with high population of AA and Hispanic students
* give to food bank
* be more attentive to the students I come in contact with
* data is relevant along with anecdotal information
* be careful about making assumptions, i.e. race, socio-economics
* learn to step outside of myself
* collaborate more---colleagues are a great resource
* meeting with families in a site that is mutually agreeable (not in home, but a public building closer than school)
* increase awareness of best practice to sue with such a diverse population of students
* don’t assume—seek first to understand then be understood
* talk with teachers with empathy for our students/families
* conversations around school staff
* data analysis with schools with non-academic indicators impacting academic performance
* listen better to other voices and trust their stories

# How Was the Meeting? Feedback

|  |  |
| --- | --- |
| **+** | **∆** |
| * keep going
* the simulation itself was great-(2)
* pace was good
* great way to put the data in perspective after the poverty simulation
* enjoyed the exercises of the day
* interactive
* participation
* entertaining
* great communication
* excellent, realistic
* great feedback
* very well organized
* so glad we could debrief like this after the simulation and back it up with data-(3)
* great to collaborate with entire group
* role playing
* sharing
* traffic light activity
* information was very practical and will benefit me at work and also out in life
* openness
* activity to curb inferences
* importance of reframing data with multiple sources-(2)
* good mix of MNPS folks—nice to rub elbows with a variety
* excellent facilitation
* listen and learn to understand what people are going through
* powerful
 | * help those of us that are in special ed
* see actions being put in place
* more specific, open-ended questions about the data
* need more time-(4)—could be full day inservice
* handouts for everyone to take home
* less time on calibrating and more tie reflecting on data and stop light
* seemed like your rephrasing some people didn’t necessarily agreed, but complied
* too much data to process
* balance simulation time with afternoon to better engage participants
* fuller data for gathering personal stories
* less summarizing when writing down participant responses
* traffic light questions asked three times today---end of simulation, traffic light, reflection
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