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

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| --- | --- | --- |
| **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?

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| --- |
| 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

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| --- | --- |
| **+** | **∆** |
| * 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 |