Outcomes: use the collaborative inquiry process to analyze multiple sources of data and to develop recommended BHAG math goal(s).

# Activating and Engaging

What does this picture have to do with data?

Discussion Points:

* With some data, you have more questions about it.
* Sometimes data that is below the surface needs to be investigated further.
* The ocean represents the baseline. Some students are above it and some students are below it.
* There’s lots of data to take in at one time.

# Exploring and Discovering

Making Observations—Just the Facts

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| **FastBridge-Math** | **MAP-M** |
| * For the schoolwide data, a larger percentage of LEP, SWD, and Hispanic students scored in the high risk category than other subgroups. (4)
* For Kindergarten students, the percentage of students who scored at low risk decreased from Jan to May 2017.
* From May 2017 to Aug 2017, there was a 20% increase in percentage of Kindergarten students in the high risk category.
* For the 1st grade cohort, there was a 15% increase in the percentage of students scoring high risk from May 2017 as Kindergarteners to August 2017 as 1st graders. (2)
* The percentage of students scoring in the different categories in May 2017 similar to how they scored in 1st grade in August 2017.
* Asian/Pacific scored higher on the assessment than other subgroups.
* Schoolwide—48% of students scored in the high risk percentile (2)
* ED students and non-ED scored at similar proficiency levels.
* The subgroup with the smallest percentage of high risk to highest percentage of high risk goes from Asian, White, African America, and Hispanic.
* LEP students had more students scoring in high risk category (16%).
* Percentage of students in each normative category similar for K and 1.
* In 2017, 64% of students entering K scored at the high-risk category.
* Higher percentage of 1st grade students scored at high risk than K students.
* The subgroup of students scoring higher in the low risk category were white, non LEP, and Asian/Pacific.
* In Kindergarten, African American & White students had the highest percentage of low risk in Jan 2017. In May 2017, the percentage of AA students’ scores decreased from low risk to some risk. In May 2017, the percentage of white students’ scores decreased from low risk to high risk.
 | * Schoolwide all subgroups had about the same percentage of students in Quintile 1.
* 22% of the white students scored in Quintile 4 & 5.
* For 2nd grade, no African American students performed in Quintile 4 & 5.
* Similar performance between ED and non-ED students.
* The higher percentage of students scoring in Quintile one occurred in the order of SWD, LEP, and ED.
* 3rd graders had an increase in percentage of students scoring in Quintile 5.
* Asian/Pacific students scored higher across all grade levels than other subgroups.
* Caucasian and non-ED had more students in Quintile 4 or higher.
* 7% more 4th grade students (41%) scored in Quintile 1 than 3rd grade students (31%).
* In 3rd grade, 42% of white students scored in Q1, which is about 9% higher than LEP and Hispanic.
* Schoolwide 38% of all students scored in Q1. (2)
* 64% of students scored in Q1 & Q2.
* Largest gap in Q1 (52%)is SWD and non-SWD.
* Next largest gap (20%) in Q1 is LEP and non-LEP.
* In 3rd grade, there is a 20% gap in Q1 between ED and non-ED.
* More SWD students scored in Q1 than other subgroups. (2)
* Not many students scored in Q5 schoolwide.
* From grade 2 to grade 4, the percentage of students scoring in Q1 increased for all subgroups.
* More 3rd grade Asian/Pacific students scored in Q5 than other groups.
* No SWD students scored in Q5.
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# Organizing and Integrating

Develop a recommended BHAG math goal.

|  |  |  |  |
| --- | --- | --- | --- |
| * Decrease high risk percentage in the SWD subgroup by 50% by providing additional support throughout the year. (2)
* 50% of students will be at some risk or low risk level (to lower number of students in high risk) (3)
* 15% decrease in high risk students for MAP and FAST. (2)
* 30% decrease for some risk students
* We will lower the % of students in Q1 by a certain amount
* Decrease the percentage of students in high risk (Q1) by May 2018.
* LEP percentages in Q1 and 2 to be less than 40% on MAP-M by May.
* See less than a 10% increase of high risk in a cohort
 | * In one school year, 40% of our students will move from high risk to low risk.
* 40% of our students will test above the 30th percentile
* 30% increase for low risk level students for MAP and FAST
* 80% of students will score above the 20th percentile in FAST or MAP
* 60% of students will out of high risk
* Given a FastBridge Early Math assessment, 40% of students will score within the 21-30%ile during the winter assessment as measured by the winter assessment.
* 80% of students taking MAP-M to be scoring in the 25%ile or higher percentile by end of the school year.
* 100% of students will meet or exceed Q3.
* By the end of the school year, 25% of all students at or above the 4th quintile in MAP scores.
* 50% of students in Q4 and Q5
 | * We will achieve a 10% increase in Q2, Q3, and Q4 on MAP-M from BOY to EOY. (2)
* Increase MAP-M score by 10 points (2)
* Keep at 18 months growth—maybe use MAP-M (3)
* Students will achieve 70% growth in 17-18.
* Students will improve proficiency by 2 quintiles this school year.
 | * At EOY, 25% of students will be at or above grade level.
* 25% of students at or above benchmark in Math (MAP)
* 70% of students will be at or above benchmark by end of 17-18.
* 50% of students will be able to reach benchmark at grade level. (3 of x subtests in MAP)
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* All students that take MAP-M will meet or exceed their MAP-M goal.

# Reflection

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

* going to data warehouse and analyze data
* I will be more objective when looking at data.
* be more mindful and detailed when reading and interpreting data
* small group learning based on ability level
* breakdown step by step and allow time for students to process
* continue to be intentional on small group teaching in math to help close the gap
* use data to be aware of where my students stand now and how they are progressing to inform instruction
* unpack (continue) math standards, planning for math using results from CFAs
* diving deeper into class data to pinpoint specific students
* I need to check the math map scores of my students in order to see where my students are struggling
* be more intentional on setting math SMART goals within my classroom with students
* accept the scores without the BMW
* teach, teach, teach
* identify which quintile my students are in
* identify my super subgroup kids
* number talks is something new I’m trying…maybe this will improve scores
* print individual MAP scores and class to see how each student did
* find out how MAP makes the goals and what would an 18 month growth goal look like
* analyze my students MAP data and address deficiencies
* read more about MAP quintiles
* set individual goals with students regarding their MAP math data
* I can set individual BHAGs for my students
* I will dig deeper and analyze my students’ math MAP goals and areas of weakness.
* meet with EE teacher to better support EE math students in small group
* The majority of students are in the high risk category. More foundational skills need to be practiced.
* I did not realize Cole had such a large % of Q1 math scores across the board.
* Taking a more observant and reflective mindset when looking at data. Knowing that data is not the end-all, be-all.
* I will look at data and make observations rather than inferences.
* look at data very closely and make groups accordingly
* look at data and having more conversations with co-workers
* Where are the gaps? I will design lessons during guided reading that will target gap areas.
* observe data more to use it for best practice
* take more notice and use more intentionality when looking at students’ math data
* One reflection I would use as a take away would be to pay more attention to specific data.
* It was an excellent look at data from younger grades to see what the students need to work on once they get to upper grades.
* Look at strands on MAP test
* Who is in which subgroup?
* I thought it was vital and interesting to think about data without inferences.
* Look at the sections of MAP and see where the weaknesses and discrepancy lie.
* Data is important to use and understand for growth.
* Look at the EL students for 4th grade MAP and especially for my small groups.
* This meeting was able to show me a way of looking at data and use this data to create an achievable goal.
* To make a structured effort to reach African American children.
* We need to dig deeper into the data and see which areas were strengths and weaknesses from the assessment data.

# Meeting Feedback

How was Today’s Meeting?

|  |  |
| --- | --- |
| **+** | **∆** |
| * quick, to the point
* great info about data
* knowing and going over the data
* excellent knowledge on data
* get to see how students performed schoolwide (7)
* loved hearing about your kids
* looking at data was beneficial
* loved using post-it notes
* allowing partners
* lovely presenter
* gaining insight to data
* informative
* good meeting
* engaging, active
* very knowledgeable instructor
* loved having the data in front of us
* identifying trends in data
* collaborative inquiry ☺
* pacing and product
* liked the pictures in the PPT
* paced well
* I liked looking at the data and feel like it was helpful.
* review about observation vs inferences
* generated questions more than answers
* generated in-depth thinking
* use of visuals
* positive attitude
* BMW ban
* discussion oriented
* data driven
* thank you for leading great discussions
* loved looking at data in a new way. Thank you!
* well planned
* well prepared
* I love the attitude and the personality of the presenter. Thank you for being real with us.
* good presentation
* real stories help…keep sharing
* synectic activity
* inference vs. observation
* personal connection
* positive attitude toward us instead of tearing us down
* enjoyed presenter/presentation
* Data meeting was great. Appreciate that we were told we were the experts in our fields. Thank you. ☺
* I think it was important and great to get teacher input in setting schoolwide goals
* wonderful job being able to dive into data and discuss scores as a team
* Collaborative inquiry process seems like a valuable process for our team. Thanks!
* nice to see the data
* This is a start to discovery
* The activities using pictures were a good way to set up each section.
* discussion with team
* teaching how to use data
 | * more info about MAP data and what it represents (7)
* more time (4)
* what is psychological safety?
* feel like we can reduce the time it took
* have posted what ED, SWD means
* look at our grade level or class data (2)
* I don’t have a product to take back to use
* correlate data to whole school
* I don’t feel like I had enough information to make a BHAG goal. I wanted to understand the whole school picture more.
* more help writing BHAG
* I wish you’d talked about your family at the beginning. It would have helped me connect more with you initially. ☺
* separate goals as we take different tests
* Why does data need to be divided by race?
* need individual data and subtest strands
* yes, let us plan and work more minutes in the week
* but it was difficult to come up with a good SMART goal with limited information
* How could I use the data to know exactly what my students need to work on?
* explain more who is in which subgroup
* By breaking up the MAP and FAST data in groups, it was heard to understand what we were looking at and talking about.
* need subgroup data for specific math skills
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