The outcomes for the meeting are to use the collaborative inquiry process to analyze data and to create theories of causation.

**Thinking back to the poverty simulation a few weeks ago, what are 2-3 takeaways you have from that experience?**

* how much the children of the families are responsible for
* how quickly a family can be homeless even though they are working as hard as they can
* how uninvolved the parents are in school work because of circumstances
* children taking care of house while parents work
* resources available
* life is hard
* sometimes people don’t know all their options
* language can be a barrier-use of physical language
* stress can dictate actions for better/worse
* frustration from lack of time to do things
* life is hard, no matter what side you sit on
* poverty is stressful—all about survival
* getting resources is a difficult and complicated process
* very stressful
* anxiety ridden
* felt strapped
* mental taxes
* money stretched
* getting resources complex
* may not get resources
* can fell very desperate very easily—see no way out
* many of the resources available to assist are not advertised and/or are not set up conveniently for people to access
* easy to understand poor choices made under stress
* It’s very tough and draining trying to make your money stretch
* government agencies are not very helpful or speedy
* scary
* hard work—mentally taxing
* good nutrition can affect a child’s ability to think clearly in the classroom
* how much lack o transportation can really impact a family
* how lack of a checking account can really make things difficult
* services being spread out all over town can impact ability to get them
* The process and acquisition of government assistance
* The stress that causes
* The time “run-around”
* As a working parent, I was frustrated that I could not get to my children’s school, so I felt disconnected
* I worked late and often could not get where I needed to go on time
* Transportation was an issue
* Schools must be aware of each child's circumstances at home
* Be thoughtful in planning events and addressing needs
* Transportation is a huge barrier even when people have basic needs

Data Dive:

* 45.1% of Hull Jackson Montessori students and families are economically disadvantaged.
* Assessment—
	+ 2016-2017—TLA Assessment
	+ Fall 2017—MAP Literacy
* Dashboard—Attendance (past 3 yrs)
* Poverty Simulation experiences

**Data Observations by Grade Level**

|  |  |
| --- | --- |
| Grade Level  | Data Observations |
| 1st/2nd Grade | * Attendance
	+ more boys are absent than girls
	+ 4th grade absent higher
	+ chronic absent rate increased 1% each year from 2014-2017
	+ 4 yr olds absent more than 3 yr olds
	+ Chronic abs rate better than district
	+ enrollment has decreased by approx.. 35 students since 2014
* Assessment
	+ 72% of 1st grade in Tier 1 according to FAST data
	+ phonics was weakest are for many students
	+ TLA improved throughout the year
	+ 1st graders scoring below benchmark on TLA went from 36 to 42 to 39
	+ 2nd graders scoring below benchmark on TLA went from 36 o 21 to 23
	+ 3rd graders scoring below benchmark on TLA went from 34 o 26 to 21
	+ 4th graders scoring below benchmark on TLA went from 11 o 8 to 16
	+ TLA gains in 2nd and 3rd; losses in K, 1, 4
	+ almost half of 2nd grade scored below avg on fall MAP testing (40% percentile or lower)
	+ Proficiency on TLA increased throughout school year
 |
| 3rd Grade  | * Attendance
	+ approx. 80% have satisfactory attendance
	+ Chronic abs increased 3% from 14/15 to 16/17
* Assessment
	+ 43% of students scored in lower percentile on MAP (21% or less)
 |
| 4th Grade | * Attendance
	+ chronic absent % increase each year
	+ chronic absent repeaters (cohort) decreases
	+ enrollment decreasing each year
* Assessment
	+ TLA below benchmark number decreased throughout year
	+ MAP Assessment
		- 47% of students scored in lower percentile on MAP
			* 18% scored at 21% percentile or less
			* 29% scored between 40% percentile & 22 percentile
		- 31% of students scored at 61 percentile or higher
		- Avg percentile was 22 on MAP
 |
| K | * Attendance
	+ PS/K higher % of chronic abs every year
	+ chronic abs % is increasing and perfect attendance decreasing
	+ 17-18 attendance for satisfactory and perfect attendance higher than previous years
* Assessment
	+ 40 K and 39 1st graders scored below benchmark on TLA
	+ TLA—above numbers remained about same; below numbers about the same
	+ TLA—no. of students scoring below benchmark increased 9 pts throughout last year (31 to 40)
 |

**Theories of Causation**

|  |  |
| --- | --- |
| Grade Level  | Data Observations |
| 1st/2nd Grade | * Infinite Campus was a new system with new training and new processes
* Students first experience with online computer testing with new teacher--1
* Systematic approach for attendance, including tardies and chronic abs.
* Build teacher capacity—3
* Does curriculum design meet our students’ needs?
* Higher academic expectations for student collaboration—build student-1
* Higher academic expectations for student collaboration—build student--Build teacher capacity around collaboration-1
 |
| 3rd Grade  | * build teacher capacity around trauma-informed practices-1
* school become the community hub for resources (community achieves)-2
* delivery of real-life, high quality, rigorous instruction-1
 |
| 4th Grade | * systematic strategy for chronic abs (i.e. attendance plan, positive incentives/celebrations)
* utilization of resource to extend learning outside school day-1
* instructional focus on “middle” students—not just enrichment and intervention-1
* build teacher capacity on using MAP for informing instruction--2
 |
| K | * Providing parental resource for supporting child-1
* building teacher capacity (Montessori, ACES, instructional practices)
* systematic approach for chronic abs
* providing additional support for teachers (support staff, mental health)-3
* misalignment between initiatives/expectations-7
 |

**Exit Ticket Reflection**

**What are 2-3 actions you plan to take as a result of our learning experience today?**

* prioritize what really matters
* be patient with families as they work through
* seek resources/training
* talk with parents about attendance beginning with PS
* show up to work and try to get everything done on time
* manage time better to get teaching time in for K to succeed
* in all due respect, I’m going back to my room and balance & juggle
* continue to seek help with juggling requirements, Montessori work
* be more sensitive to what’s going on at home
* scope and sequence
* scaffolding instruction
* small group instruction to help with lower student, student unable to focus in whole group, gifted enrichment
* take some time to see what the needs of our students are and help guide them to resources
* check past attendance of students performing low--notice/look for trends
* analyzing data to find observations for causation
* theories of causation help to gain perspective
* teachers knowledge of teaching/expectations of academic language and collaboration
* make anchor charts or include framing of words for academic discussion on collaboration
* focus on addressing needs of middle students
* access PD opportunities to improve my skill set
* tutoring geared toward middle
* begin more abreast to map testing and ways to support those skills
* making, monitoring “middle” kid achievement
* propose/research resources that are universal, affordable, and fun
* consistently seek methods to help families access resources
* teacher education Montessori
* more planning
* improve social emotional learning capacity
* I need to make sure that my students are equipped with the skills they need to be able to show us what they know when it’s time for assessments

**Meeting Feedback**

**How was the Meeting?**

|  |  |
| --- | --- |
| **+** | **∆** |
| * it was a good refresher to remind us about the impact of poverty on our kids
* I liked that we were asked to look beyond what we initially see
* good to compare data that I have not compared in the past
* thinking outside the box—challenged me to look at what I can do
* using framework for observations vs. inferences
* this meeting was informative
* theories of causation was a good perspective to see where we can help
* informative
* great insight
* I liked looking at the data
* calm demeanor
* meeting is effective
* use of time regarding data dissemination
* love the data breakdown for literacy & attendance, the 2 most important focuses in education
* information was good
* a different way to interpret
* good to revisit the poverty simulation
* good to look at data as a team without inference
* supportive
* thank you for letting us vent to you
* thank you for listening to our concerns today. We want our classes to succeed and thrive.
* information as to where Hull Jackson stands TLA & attendance
* seeing data
* well-organized, purposeful
* help me understand attendance effects on performance
 | * I would want to really come up with solutions to meeting the needs of our students and families
* have these meetings regularly so we can really track data as a team
* action steps
* more time for planning with my teams
* not having it on Monday
* data tells just a small part of the picture
* what does this data have to do with students in poverty? (discuss how to help them)
* more time
* more time to discuss ways to address theories of causation
* will this help us?
 |