Purpose: To foster a culture of collaboration for supporting student success.

Outcome: To model the collaborative inquiry process for analyzing data warehouse data to inform recommendations for Spring 2018.

# Activating and Engaging:

What is your VISION for Whites Creek HS students?

* Ready/prepared
* Seeing education at the bridge to life
* Equipped for life and high paying jobs
* Self-regulatory skills (listen/focus)
* Self worth
* Global perspective
* Able to collaborate with diverse people
* Ownership for learning—life long learners

# Exploring and Discovering:

Data observations by groups of the following data sets:

* MNPS Date Warehouse Assessment Summary for MAP, ACT, and EOC
* MNPS Data Warehouse Attendance Dashboard for 2016-2017 and 2017-2018
* MNPS Data Warehouse Behavior Dashboard for 2016-2017 and 2017-2018

Observations:

* Achievement Data
	+ The 11th grade distribution for MAP different from 9th and 10th.
	+ Students scored lowest on Algebra and Chemistry EOC than Biology EOC.
	+ The lowest score on ACT is math.
* Attendance Data
	+ Overall % dropped this year
	+ The 11th grade cohort in 16-17 had the best attendance and as 12th graders have the best attendance rate this year.
	+ In both years, sophomores have the highest absent percentage.
	+ 38.7% of students are chronically absent.
* Behavior Data
	+ Reduction in the total no. of incidents this year. (4000 last year; 900 to date this year)
	+ SWD Data
		- Last year 34 students had 1-2 OSS. This year, it’s 14.
		- 10+ OSS last year was 8. Now only 1.
	+ The highest no. of incidents are by 10th grade males. Somewhat the same for both years.
	+ Severity distribution for OSS is 3, which is same as last year.

# Organizing and Integrating

Traffic Light Protocol for recommendations (highlight means multiple response)

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| Stop DoingImage result for red light | * Guessing and making excuses—(2)
* Having low expectations
* Allowing students to distract entire class (be able to get them out)
* Allowing students to linger in the halls—have a place for them to go when being ridiculously distracted
* 2nd lunch disrupts the flow of class
* Not following up grades/consequences/attendance, etc.
* Advancing to next class without passing first level
* What we have done, which is stop focusing so much on the dress code (i.e. hoodie)
* Allowing student to be removed or leave valuable instructional time
* Measuring by grades
* Writing referrals (e.g. talking in class…stop doing this)
 | * Spoon feeding
* Being passive
* Being slow to issue referral notices to students
* Stop coming to school without notebook/pencils
* Tolerated absences in all grades
* Classes without teachers (subs)
* PLT
* Truancy
* Letting tardies slide
* High turnover rate of teachers
* Highlighting deficits—they already know…now what?
* Culturally bias
* Negative phone calls
* Building parent relationships
 |
| Continue DoingImage result for yellow light | * SEL—(2)
* Provide PLT and intervention for students
* S & I meetings with all stakeholders
* Content/academy meetings
* Positive reinforcement
* Building relationships and recognizing successes and great students—(2)
* Conferencing students
* Restorative practices
* Expectations still high to overcome gaps—(2)
 | * Confronting situations as they occur with my own personal skill set
* Collaborative referral
* Parent communication
* Positive reinforcement—good behavior
* Counseling SEL sessions
* Tutoring after school—(2)
* Being patient
* Problem solving
* Small groups
 |
| Start DoingImage result for green light | * Discussion data collaboratively—(3)
* Help non-tested subjects with reinforcing non-mastered standards for tested subjects
* Collaborative inquiry cycle
* Demerits/detentions
* Systems—consequences for each principal—consistent discipline (every offense, every time across the board incremental consequences…don’t take as long to administer consequences
* Effective communication---MNPS provided alert system for both positive/challenging situation for teachers so they can have immediate data for students
* Incentives to come to tutoring
* Involving parents more in a positive way—(2)
* Rewarding positive behavior
* Positive call homes
* Restorative practices
 | * Documenting better—(2)
* Conflict resolution for fights
* Contracting parents of students which chronic absences
* Increased interventions
* In regards to develop a global perspective in our students, we need to provide experiences to develop knowledge of other cultures/language. I use Google Voice.
* We have to find out the relationship between family divorce & absenteeism. Collaborative communication for those parents which have difficulty raising kids.
* More literacy (writing), math, science focus
* Seeing each teachers’ class every day
* Consistent follow-up/feedback—(2)
* Devise alternate means of engagement
* Celebrating small victories—(2)
* Data board
* Building relationships with all students, particularly SWD—in return learning will take place
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Exit Ticket Reflections

What actions might you take as a result of our conversation today?

* Build parent relationships with phone calls not emails—(3)
* Use data warehouse! The time investment is worth it.
* Collaborate with math and English teachers to reinforce standards.
* Participate more in collaborative dialogue voicing my opinion not being passive
* Drill down into the data
* Have collaborative conversations around data, looking at data trends
* Be more consistent in enforcement of rules.—(2)
* Engage/activate more intentionally
* Use more positive reinforcement
* Speak with my principal
* Establish set policies within my classroom that I can maintain and uphold
* Utilize data to get a better understanding of my students—(4)
* Be more realistic
* Give them the best I have everyday
* Model the excellence I expect of them
* Have more engaging lessons so students want to be in my classroom—(3)
* Communicate/express concern about students with instructors before it becomes a problem
* Stop “babying” students
* Use data to help students improve
* One on one conferencing
* Collaborative referral
* This could work if we could get past the GIANT obstacle that is student buy-in
* Be more alert to student absences
* Work on by discipline
* Have a balanced work and home
* Spend more time developing relationships with students
* Collaborate with parents—(2)
* Open line of communication and relationships
* Encourage highly effective teachers to work at WCHS
* Make learning interesting and fun and also more rigor
* Celebrate small victories
* Break my class into collaborative learning process
* Have data conference with my students who are not doing well
* Give more consistent, real time feedback
* Develop better understanding of data and its meaning
* Build relationships
* Making observations of data
* Use data for positive data

# Meeting Feedback

How was the Meeting?

|  |  |
| --- | --- |
| **+** | **∆** |
| * Review of data observation
* Actual data in hand and not on screen—(2)
* Informative
* Engaging—(2)
* Linking attendance and behavior to test scores
* Having multiple years was nice—(3)
* I love the collaborative inquiry chart
* Comparing
* Time for group work/discussion
* Relevant data—(6)
* Feedback to give to admin
* Nice to see data
* Paced well—(2)
* Good intro to data
* Organized—(2)
* Data/resources prepared
* Nice delivery of material
* There were activities
* Learning was relevant for all teachers
* Understanding how to look at data with an open-mind
* Important info
* Started on time—(3)
* Ended on time—(2)
* Learned how to access the data warehouse
* Collaborative
* Traffic light protocol
* Thought provoking
* Respect for time
* Data in black and white
* Able to speak with colleagues about data and inferences or causes
* Learning more data
* Clear outcomes presented
* You did a nice job by being kind to us. We need it.
 | * Length of meeting
* More time
* Going deeper
* It was difficult to read the data charts without a little guidance—(3)
* No key for data—(2)
* We should see all data at once to compare/contrast—(3)
* No snacks
* What’s the why/main point of meeting—(3)
* What if you did teams and a scavenger hunt to find specific data sets among all of the data sheets provided…fastest team wins
* Teacher survey paired with behavior data
* What’s worked in past
* Meeting was spontaneously scheduled—(2)
* Go at a slightly slower pace when a question is asked to ensure all respondents can hear and reflect accurately
* Provide printed sheet with websites to search
* More solutions to problems
* Lack of info
* Actual walk through of mining data using our own laptops
* Ways to access this information
* Few opportunities for cross table collaborations
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