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 Doing  Image 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 Doing  Image 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 Doing  Image 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 |

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?

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