

## District Data Team Minutes: April 6th 2010

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- Reviewed Agenda & handouts
- Need to focus more on whether or not we are closing the achievement gap...
- Discuss SRBI implications
- Spending too much time looking at results rather than looking at WHY we're getting the results we're getting...
- All new teachers for next year have been assigned a mentor (TEAM)
- Update training for BEST mentors to be TEAM trained was offered to DDT members
- Next DDT meeting is May 11<sup>th</sup>, we won't have end of the year data by then...
  - Central office members of the DDT will meet w/CSDE on June 16<sup>th</sup> to do the final monitoring visit...
  - Any other member of the DDT is welcome to attend (will take 2.5 hours approx)
- Reviewed the MPS Accomplishments as a result of CALI....
- Need to get better at building internal capacity to supply intervention level support in core classroom... (Differentiate?)
- Communications with parents on all our accomplishments could be improved...parent members?
- At our next DDT we can start discussing structure/schedule for DDT next year...
- Reviewed F&P data that was re-tested ...
  - We can make some educated assumptions based on this sampling of data
  - Should focus on what the data tells us...(correlations Vs causations)
  - What questions does this data bring to mind?
- Broke into small groups to review the data...
- Groups reported observations of the data they noticed (detailed on Agenda)
- Marzano vocab still not highly evident in SDT /IDT minutes....need to get better with this systematically...
- Anything we have in our SIPs that isn't actually measurable shouldn't be there. It's okay to still do that work, but from an action research prospective it isn't applicable if we can't track it.
- Need to hone our SIPs to focus more on the measureable, manageable components (fidelity of implementation) as it pertains to root-cause analysis (cause & effect)....
- Consistent interpretations of our objectives/actions at each school/grade level is important....
- How do we at some point get people to internalize all our work and truly buy-in to the work?
- It's hard in education to show causation. Correlations can be discerned through triangulating data points and observing trends, but pinpointing an actual cause is not always possible and the focus should be on the bigger picture....what are ALL the factors that influence the results we're getting...
- We're getting good at gathering data, but still have a disconnect between the data we collect & analyze and how tie that to instruction/instructional strategies. We're trying to fit the data team process into how we used to teach, rather than reinventing our craft or strategically teaching.

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- Part of the DT process is to “weed the garden” and stop doing things that do not provide us with the information we need to inform instruction....
- Minutes have been inconsistent with GLEs identified, strategies (strengths/weaknesses) to meet that GLE and how is what we’re doing going to be replicable between schools/grades/teachers?
- Strategies have to be tracked more specifically so we can discern which one(s) are working and which ones are ineffective....
- All the members of the DT need to be an effective team, if only certain people are taking on the majority of the work then the whole group suffers....more PD is probably needed on effective DTs
- In order for the DDT to help the IDT and SDT we need forms that are more specific/accountable so we can pinpoint areas of weakness/concern more effectively, as well as areas of celebration for possible replication...
- More coaching for DTs that are struggling w/DT process...
- Next year we may use the demonstration school \$ to go toward hiring a full time data coach that can help facilitate the teams.
- We’re trying to narrow the focus and make it easier for all the data teams....this is a dynamic process and when we make a suggestion to change something it’s to make it better/easier.
- LUNCH 12p-1p
- Reviewed Moody school Data Team Progress report...
  - Looked at fidelity of implementation...
- Keep the forms “as is” but cut down on the # of strategies to focus more on action research items...everything collected should be able to tell us whether or not it’s actually happening and how effective it is (fidelity of implementation)
  - Last column of template should say “Has the strategy been successful? Describe successes, challenges and next steps”...
  - Revising the form for use next year will be required (consistency for all)
- What is action research? Definition needs to be clarified for everyone so there aren’t misunderstandings...
- If a strategy is decided, the IDT or SDT needs to all implement to see where/if it actually works or not (i.e. were we right in thinking this strategy would impact student achievement?).
- Minutes need to be clearer/consistent enough to foster effective communications between each school and between levels (IDT→SDT→DDT)...the minutes aren’t adequately reflecting the work happening at the schools...[not giving the complete picture]...
  - The new ‘notes’ column in the template should reflect whether or not we accomplished the expected outcomes...
- We don’t have enough time to teach/train everything we need to for each other...however there is a lot of research/reading out there that all teachers could benefit from if we bought them copies...
- GLE or abbreviation thereof must be included on monitoring report....

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- There shouldn't be more than 2 strategies on the monitoring report....any more than that is difficult to track/monitor ...must be time-bound and replicable. Give enough details that someone else can understand what it is.
- Breaking the template down into Tiers (tier 2 , 3 etc) like Macdonough does is even more helpful...
- Agenda proposal for next meeting:
  - Part of the meeting spent on the Climate...
  - Part of the meeting spent w/the SRBI audit...
  - Discussion on Marzano...