
EBP PHASE 2 SUMMARY REPORT
2014-2015
(CENTRAL QUÉBEC SCHOOL BOARD)

**Note to reader: Modified version of report submitted by board. Financial information has been removed for sharing purposes.*

Project 1 (Support for School Data Teams- MEES/RRHS/RRES)

Goals

The Data Team at MEES has been functioning for three years now. The members of the team have met regularly and worked with the school principal to assist with strategic planning goals. The objective of this project was to provide release time for the team members to continue to meet and develop their capacity to make use of data in driving student success.

RRHS and RRES benefited from the Killingbeck Scholarship program to finance a visit to the Halifax Regional School Board to witness their CSI (Continuous School Improvement) model. Following that visit, the Evidence-Based Practice Project continued to support the project by providing release time to allow the school teams to plan the follow-up and a new plan moving into the 2015-16 school year.

Outcomes and Activities

MEES

- Met on October 29th, 2014; Dec. 1st, 2014; January 26th, 2015; March 10th, 2015
- Cloann Frechette (Data Person) for Data-Team released March 11th, 2015; March 18th, 2015 and April 10th, 2015
- Data Team met to analyze results and prepare to lead during staff meetings where the school staff worked by cycle to monitor student progress. The targets in the school MESA were monitored and adjusted as required.

5 teachers were released four half-day meetings for MEES. 1 teacher was released 2 days for data analysis and report production for MEES. 12 days

RRHS

- Met on Apr. 1, 2015 and April 15, 2015. Other meetings were held within staff meeting times or at lunch time.

RRES

- Met on Apr. 1, 2015, April 15, 2015, and June 10, 2015. Other meetings were held during lunch time.
- The data teams for the two schools met to do the follow-up to their PLC trip to the Halifax District School Board. At both schools planning is underway to implement PLC's in a more consistent fashion for the school year 2015-2016.

7 teachers were released over the three dates for a total of 4.6 days

Project 2 (Accompaniment of development of a data team at Québec High School to investigate perseverance of Cycle One At-Risk students.)

Goals

The original purpose of this project was to have one key teacher (Lucie Gingras) who was also involved with the Lead Data Team to lead an action research on the perseverance and success of the population of special needs students in Cycle One at Quebec High School. Encompassed in the original plan was the idea of a small group of teachers using first-term report cards to identify a target group of at-risk students in the first cycle and to collect data to provide interventions to improve student success. As the project began the lead-individuals realized that the teachers were not necessarily ready to have this conversation so the plan was revised. The emphasis now turned to finding a tool that would help the school identify potential drop-outs. The school team made the decision to move forward with a tool from GRICS and the tool has been administered to all students. The school team has received training in how to interpret the data from GRICS and CTREQ and will now move forward in 2015-16 to develop tools and strategies.

(See Report produced by the project leader.)

Outcomes and Activities

- Met on Sept. 29th, 2014, Jan. 16th, 2015, Mar. 25th, 2015, May 11th, 2015, June 23rd, 2015. The CQSB project also covered expenses for the project leader's participation on the lead data team on June 4th and 5th, 2015.

The project leader was released the equivalent of 6 days. A Meetings.n additional amount of release time was covered by the CQSB in order for Lucie Gingras to participate at Lead Data Team

The Evidence-Based practice project at the Board has paid for the purchase of the survey, training for the interpretation of the results as well as technical support from GRICS.

Project 3A (PLC Data Team Project: Killingbeck Scholarship/CQSB joint Venture)

Goals

This project brought two teams of teachers together from two neighboring schools (Elementary and Secondary) in Jonquière, along with a team of consultants from the Board Office to visit Halifax Regional School Board and see high performing PLC's in action. The ultimate goal was to enable the two schools to build PLC/Data teams and to re-tool the culture of the schools. These two schools are scheduled to merge in 2016-2017 and this project was to support the construction of a PLC. The Board consultants were to build expertise in order to better accompany the schools following the visit and following.

Outcomes and Activities

- Attendance at PLC Hybrid Conference in Montréal on September 24th to 26th, 2014
- Pre-visit and Post-Visit meetings to prepare and debrief.
- Visit of teams to Halifax
- Schools have set out schedule of implementation.
- Team members have been doing information sessions for their colleagues
- An amazing development of ownership in the project and use of data to drive student success

Project 3B (Common Formative Assessments-R & D plus pd materials)

Goals

This aspect of the CQSB plan was partially achieved. The Board team of consultants worked as a team to prepare the terrain for work on formative assessments.

Outcomes and Activities

- Attendance at Cassandra Erkens sessions in Montréal on Formative Assessments Sept. 28th to 30th, 2014
- Preliminary work in workshop preparation for formative assessment

Registration and Travel for 5 consultants

Registration and Travel and Release for 1 teacher

Project 3C (Tool to Track Drop-Outs using LUMIX)

Goals and Activities

This part of the CQSB plan did not take place in its totality. Some preliminary exploration took place, however time and resources did not permit the Board to make significant progress.

Outcomes

A preliminary dashboard was created, but needs further testing.

Hours of work done by technician on LUMIX dashboard

Overall reflection/observation

Overall the school board continues to make progress in its ability to collect, store and manage its data. The implementation of school teams (data/PLC/school improvement) is still on-going but there has been an increase in the interest and willingness to use evidence-based practice in the MESA goal-setting and monitoring.

A particularly exciting development this year was the marriage between the Killingbeck Initiative and EBP funding to do a long-term development of the culture of data use in two schools. The end result where PLC time is being built into the teachers' workload and working documents and tools are being developed means that the vision, and considerable investment of time and resources was more than worth it.

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