

EBP PHASE 2 SUMMARY REPORT

2016-2017

RIVERSIDE SCHOOL BOARD

Project 1 Data and School Success Teams
Goals and Activities

The goal of the initiative was to enable multidisciplinary school teams to gather, consider and analyse a variety of relevant data pertaining to student learning demographics, school processes and perception, so that they could:

- o paint a clearer portrait of their school;
- o allow for relevant questions to emerge (regarding student success);
- o collaboratively identify areas to address or investigate towards the enhancement and support of student success;
- o collaboratively determine research-based strategies to implement
- o follow-up on the impact of the selected strategies.

The timeline for 2016-2017 in terms of formal meetings was as follows-

Fall, phase 1 - What is data: separating facts from impressions

School teams were led, by the Educational Services curriculum team, through the examination of the variety of data available and began constructing their school portrait. Focus was on differentiating between facts and intuition or impressions, in order that analysis and decisions be based on solid foundations.

•school level follow-up: School teams met to continue gathering any data they felt would be of use and to identify questions for which they needed answers in having a more complete school portrait.

Fall, phase 2 - Student Learning Data: contextualizing and zooming in

School teams were guided through an analysis process using the June 2016 results as a spring board. This process involved looking at the facts of student learning data, creating non-judgmental statements (addressing context as needed) and identifying possible areas of focus for further investigation. Attention was also given to research based practice.

"School-level follow-up: School teams met to continue their analysis and identification of areas of focus. Subcommittees were formed in some schools to further research particular areas, collecting information and reflection that may contribute to an action plan. Consultants met with teachers of particular subject areas to do item analyses and other work to better understand student learning data

Fall, phase 3 – Creating the Action Plan

School teams were supported by consultants from both Educational Services and Complementary Services, in creating an action plan, returning to previously identified areas of focus and any existing or proposed strategies aligned with areas of focus, as well as in establishing the ways in which they would follow up on the success of the action plan, keeping in mind that certain indicators (an increase in student performance overall, for example) may not be the best measurement of the success of the action plan short-term.

"School-level follow-up: School teams and subcommittees met to support the implementation of the action plan and discuss needs that arose for further research, etc.

Winter, phase 4 -Following Up on the Action Plan

The Educational Services team met to review all school action plans to identify key topics of focus. School teams were brought together to discuss the topics highlighted in action plans, further define these and generate a vision for 2017-2018.

"School-level follow-up: School teams continue to review their action plan and the concrete steps that have taken place, note any successes, obstacles or challenges, discuss arising information and needs etc., carrying this into plans for the 2017-2018 school year, with the support of the board and of Educational Services in particular.

Outcomes

In terms of formal meetings directly organized/supported by Educational Services, a total of 27 sessions took place throughout the school year, which included elementary and high school Success Teams (12 sessions for high schools and 15 sessions for elementary schools).

In terms of these formal sessions, Educational Services provided release for a maximum of:

- 4 teachers per elementary school (18 schools in total);
- 12 teachers for Centennial Regional High School;
- 12 teachers for Heritage Regional High School;
- 8 teachers for St Johns High School;
- 4 teachers for Saint-Lambert International High School (here, particular circumstances are such that the actual success team involves the entire staff, with only four teachers requiring release because of professional development afternoons imbedded in regular school schedule).

To this number, schools added staff members at their own expense.

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The following details the number of teachers and release days per meeting for the 27 Formal sessions:

| | Teachers | Time(days) | TOTAL |
|--|----------|------------|-------|
| | 4 | 0,5 | 2 |
| | 33 | 1 | 33 |
| | 22 | 1 | 22 |
| | 27 | 1 | 27 |
| | 9 | 1 | 9 |
| | 9 | 1 | 9 |
| | 15 | 1 | 15 |
| | 27 | 0,5 | 13,5 |
| | 25 | 0,5 | 12,5 |
| | 24 | 0,5 | 12 |
| | 9 | 0,5 | 4,5 |
| | 15 | 0,5 | 7,5 |
| | 9 | 0,5 | 4,5 |
| | 29 | 0,5 | 14,5 |
| | 30 | 0,5 | 15 |
| | 23 | 0,5 | 11,5 |
| | 3 | 0,5 | 1,5 |
| | 7 | 1 | 7 |
| | 6 | 1 | 6 |
| | 6 | 1 | 6 |
| | 2 | 1 | 2 |
| | 9 | 0,5 | 4,5 |
| | 2 | 0,5 | 1 |
| | 10 | 1 | 10 |
| | 3 | 0,5 | 1,5 |
| | 13 | 1 | 13 |
| | 5 | 1 | 5 |

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The School Success Teams were a success on many levels. They enabled professional collaboration, looking at different types of data that staff members had not necessarily considered before. Members began to see data as belonging to the schools rather than to the board, and to find relevance in considering the portrait of student learning to enhance student success. The process brought many questions to the surface, which school teams look forward to addressing in collaboration with Educational Services, other staff members, parents and the school community at large. It also brought to light the necessity of judiciously selecting members of the School Success Teams. Dates have already been set for on-going work with School Success Teams in the 2017-2018 school year. Educational Services continues to look for ways to accompany school teams effectively, with attention to focusing on essential targets. School teams are planning and implementing internal mechanisms to allow for on-going collaborative work.

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Comments

It should be noted that the release indicated in the above table does not include internal School Success Team meetings, which were organized at the school level and held throughout the year between and after formal meetings in different ways from school to school (therefore with varying costs).

Submitted by Jessica Saada, Assistant director of Educational Services

Date: June 9, 2017