

EDUCATION SERVICES

DATA REVIEW

MATHEMATICS

LITERACY

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SCHOOL CLIMATE

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REVIEW OF DATA PRESENTATIONS

As a response to CCRSB's Strategic Plan 2013-2016 goals, a series of data presentations were held to communicate achievement, and to establish baselines used to assist in identifying regional patterns and trends in relation to each data focus. The five focus areas were selected based on the objectives outlined in the Strategic Plan. The focus areas are: Mathematics, Literacy, Early Development Instrument (EDI), School Climate, and Program Planning Process. Each focus area was presented to Program Coordinators, Senior Management, Education Services Committee and either the Committee-of-the-Whole, or the Public Board meetings.

Data was exported from PowerSchool, TIENET, EDI and Human Resources database for the purpose of generating the reports presented. Working in collaboration with the Program Coordinators, each report highlighted current CCRSB supports in place as well as recommendations for future actions.

This summary report identifies key observations that were made throughout each data review as well as future actions in meeting the goals identified in CCRSB's Strategic Plan 2013-2016.

MATHEMATICS

As per Goal One: 2016 Achievement Targets, the data that was presented focused on a regional view of the Nova Scotia Assessment and CCRSB Regional Examination results specific to the area of Mathematics. At this time CCRSB students are not yet meeting CCRSB Strategic Plan targets for all Nova Scotia Assessment M4, RWM6, RWM8. As well, CCRSB students are not yet meeting CCRSB Strategic Plan targets for Mathematics 10 and Mathematics 12. Although the RWM8 results are consistent with the provincial results, the percentage of students at a level 3, or above on the RWM8, are lower than both the M4 and RWM6. Also, there is a decline in the percentage of students, at or above, assessment expectations in all 3 cognitive levels for the RWM6 and RWM8 Mathematics results.

Currently, the focus in Mathematics is the three year implementation of the new Mathematics curriculum. With the new curriculum in place, the CCRSB Strategic Plan targets for Mathematics need to be re-visited. Further actions include, increase mentor support, an increase of upper elementary Mathematics specialists, development of a common grade 7 assessment, credit bridging for Mathematics 10 and a re-visit of Mathematics course recommendations for grade 9-12.

LITERACY

As per Goal One: 2016 Achievement Targets, the data that was presented focused on a regional view of the Nova Scotia Assessment and CCRSB Regional Examination results specific to the area of literacy. At this time CCRSB students are not yet meeting CCRSB Strategic Plan targets for all Nova Scotia Assessments RW3, RWM6 and RWM8. CCRSB literacy results mirror the downward trend provincially; however, remain at/above Provincial results in all assessments. In all literacy assessments, there are a greater percentage of females who are meeting assessment expectations compared to males.

Currently, there are many different professional learning opportunities for teachers, from online moodle sites, which include professional learning videos, to demonstration classrooms and comprehensive Early Literacy Support. Further actions to support literacy include reintroduction of Reading Recovery, a focus on Helping Boys Learn, systematic annual gathering of P-3 students reading levels and the RW3 Response initiative.

EARLY DEVELOPMENT INSTRUMENT

Data has been presented based on a regional review , as well as Family of Schools review for the results of the Early Development Instrument (EDI). Overall, CCRSB results are consistently below the Canadian Norm in the area of Language and Cognitive Development; however, children are arriving to Primary with a strong readiness to explore new things, which is a great match for the Outdoor Curriculum initiative. Nearly half of CCRSB students are vulnerable in the area of Physical Health and Well Being specifically in the sub-domain of Gross and Fine Motor Skills. Every Family of Schools in CCRSB has indicated vulnerability in Communication and General Knowledge at school entry which is important to consider as teachers approach the Primary curricula.

In moving forward, Primary teachers will participate in learning opportunities to support domain specific learning, as well data being shared with Community Partners who will continue to be included in learning opportunities with teachers.

SCHOOL CLIMATE

As per the achievement targets of goal 2 in CCRSB's Strategic Plan the focus of the School Climate data was to establish a baseline in reference to targets within the Strategic Plan. Overall there is a decline in the number of suspensions and extended suspensions for CCRSB schools. There is a greater number of students retained in Primary and the Junior School years. Due to inconsistencies at the High School regarding retention regulations, retention was not reviewed; however, pass rate was reviewed for grade level specific courses which demonstrated that approximately 90% or more of students enrolled are receiving a score of 50%, or higher in completion of the courses they are registered in. Students' and teachers' absences were also considered. Students' absences were reviewed, regardless of the reason, for courses which have a Nova Scotia Examination, or CCRSB Examination. The average student absences are greater in Mathematics at Work 10 and English/Communications 12. Teachers' absences were reviewed with the consideration of their absences being a disruption to the classroom, therefore; absences which had consistent substitutes over an extended period of time were removed. Currently, the greatest percentage of teachers has between 16-20 days absent regardless of the reason.

The Restorative Approach in Schools Project, which was initiated in 2012-2013, is continuing and adding a third cohort to the project. Restorative Approach Mentors are also being considered to work with all schools needing support in relational theory and in the classroom. CCRSB has partnered with Dr. John LeBlanc of Dalhousie University to create a common school climate assessment. It is expected that a full application will occur in 2015/2016. Additionally, the Middle Development Instrument is being considered.

PROGRAM PLANNING PROCESS

From a review of the previous data sets, it was evident that the Program Planning Process should be reviewed in isolation of the other topics. Data was gathered from TIENET and reviewed as a baseline of information. In comparison of Nova Scotian Provincial results, the percentage of CCRSB students on an Individual Program Plan is consistently below the provincial percentages, with the majority of the IPP's in a focus area of academics. At all grade levels there is a greater number of males with a documented adaptation and on an IPP compared to females.

Further actions include, a timeline for data entry and extraction from TIENET for consistency, as well as to plan and use an in-house review procedure designed to identify IPPs which need improvement.

ETHNICITY

As per the 2013-2014 Yearly Action Plan for Provincial, Regional and School based data as outlined in the Strategic Plan data on student ethnicity, specifically self-identified African Nova Scotian and self-identified First Nations students, has been reviewed throughout each component of the data series. For both, a focus in Mathematics and literacy, an achievement gap seems to exist for all assessments reviewed.

Currently, the percentage of self-identified African Nova Scotian and self-identified First Nations population of students on an Individual Program Plan is greater than the CCRSB percentage of approximately 5.3%.

In three schools there is targeted literacy intervention for African Nova Scotian students and at five schools, a literacy grant has been used to establish a Community Readers Program. Also, there are Student Support Workers on-site who support the needs of self-identified First Nations and African Nova Scotian students.

Further actions include an in-depth student by student analysis of where supports are needed as well as a review of the role of the Student Support Workers and potential collaboration between departments, such as Student Services and Cultural Services.