



# Data Review of the Program Planning Process – Highlighting Adaptations and Individual Program Plans (IPP)

The purpose of this report is to establish a baseline to assist in identifying regional patterns and trends in relation to the Program Planning Process.

The conclusions drawn from this data will inform teacher practice, professional learning plans and targeted resource allocation.



# Strategic Plan

## 2013-2016

Strengthening Our Learning Community

### Provincial, Regional and School-Based Data

The use of data from a variety of sources sorted in meaningful ways informs the continuous improvement of curriculum, instruction and assessment, and student engagement.

#### 2014-2015 Yearly Action Plan

- *Data on student ethnicity and gender will be analyzed, tracked and a response to areas requiring increased attention will be implemented.*

#### 2013-2014 Yearly Action Plan

- *Data on the ethnicity and gender of students will be sorted to provide focused information on specific grades, classes or groups of students. (Accomplished, On-going)*
- *The Early Development Instrument (EDI) will be administered in elementary schools across the board. The resulting data will be used to inform school intake procedures, transition experiences and programming for our early learners. (Accomplished, On-going)*
- *A baseline on program support services and student intervention resources will be established. (Accomplished, On-going)*

## Overview of Presentation:

- Section 1: Background Information
- Section 2: Review of Students with a Documented Adaptation
- Section 3: Review of the Percentage of Adaptations by Ancestry
- Section 4: Review of Students on an Individual Program Plan
- Section 5: Types of Individual Program Plans
- Section 6: Review of the Percentage of IPPs by Ancestry
- Section 7: Review of Current Supports and Actions

Background Information

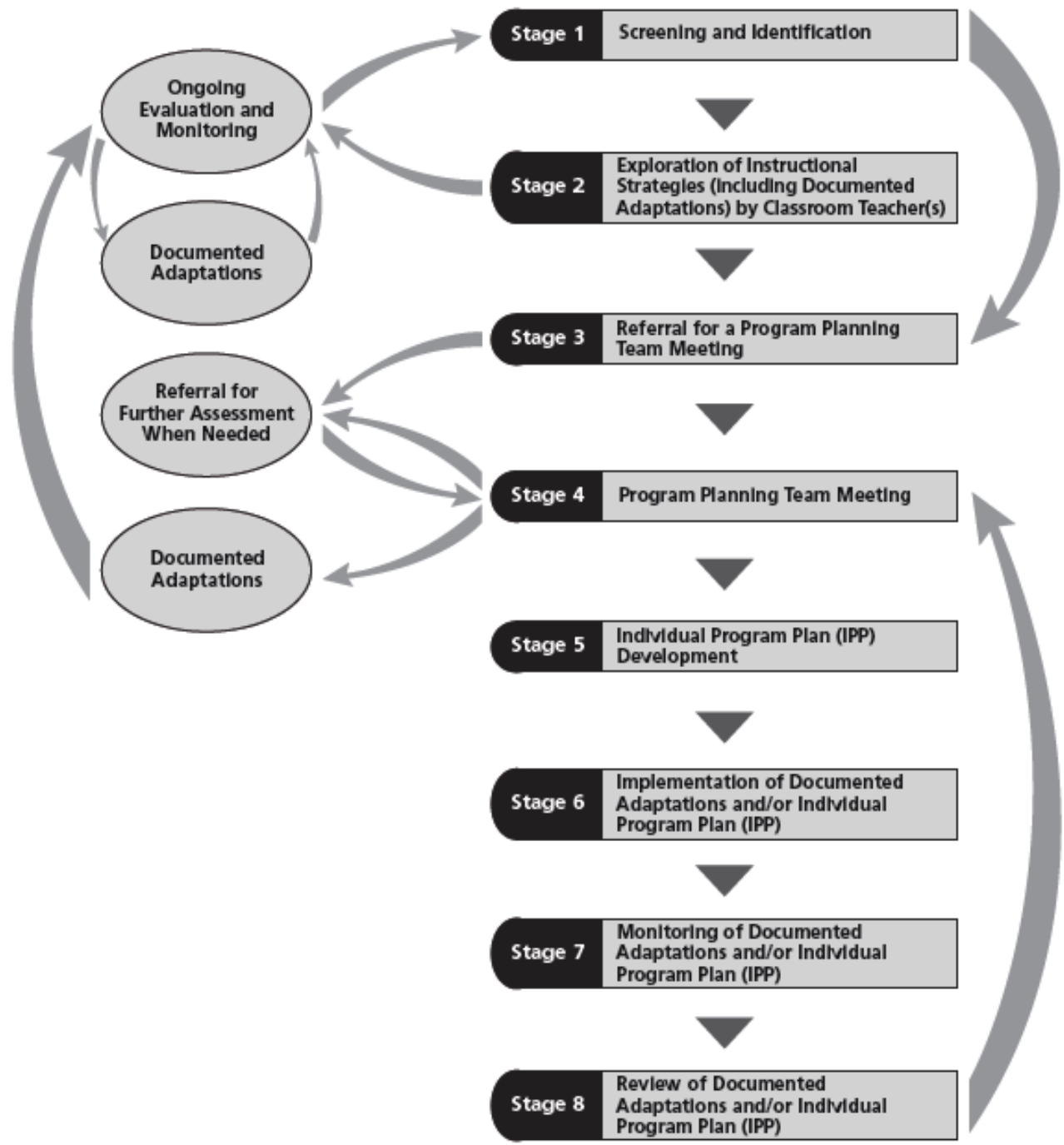
# **SECTION 1**

When reviewing data of different sample sizes it is important to keep the following in mind:

| <b>Size of Sample</b> | <b>Difference necessary to be usually significant</b> |
|-----------------------|---|
| 10 students           | 40% or more   |
| 20 Students           | 25% or more   |
| 50 Students           | 20% or more   |
| 100-200 Students      | 10% or more   |
| 300+ Students         | 5% or more  |

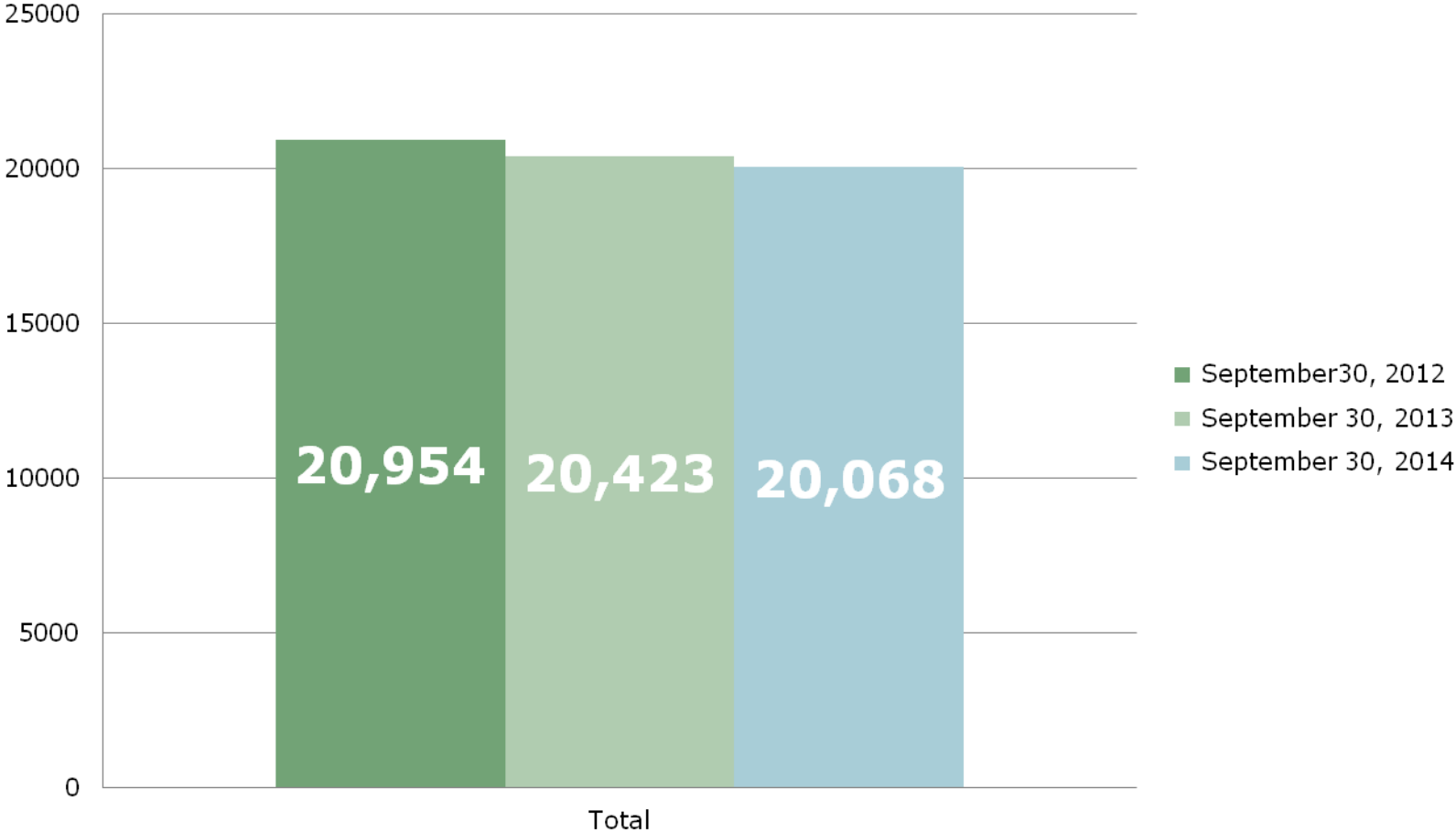
DEECD, Evaluation Services, November 2014

**Eight Stages of the Provincial Program Planning Process (Special Education Policy, 2008) through the Technology for Improving Education NETwork (TIENET) database System**



# Number of Students Reviewed

## Review of Total CCRSB Student Enrolment





# Adaptations

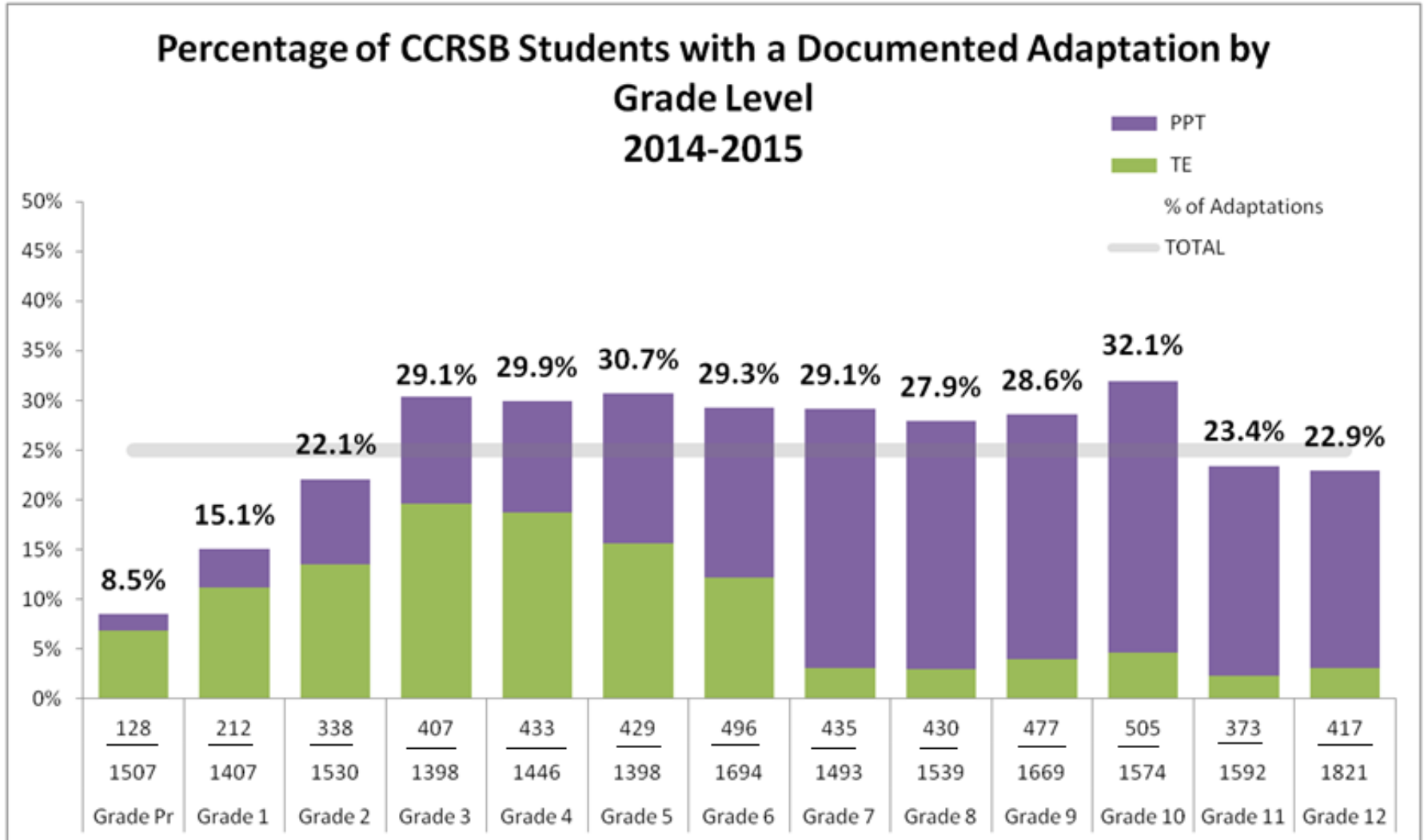
Data presented from 2014-2015

## **SECTION 2**

Approximately **25%** of CCRSB students have a documented adaptation. (Grey line)

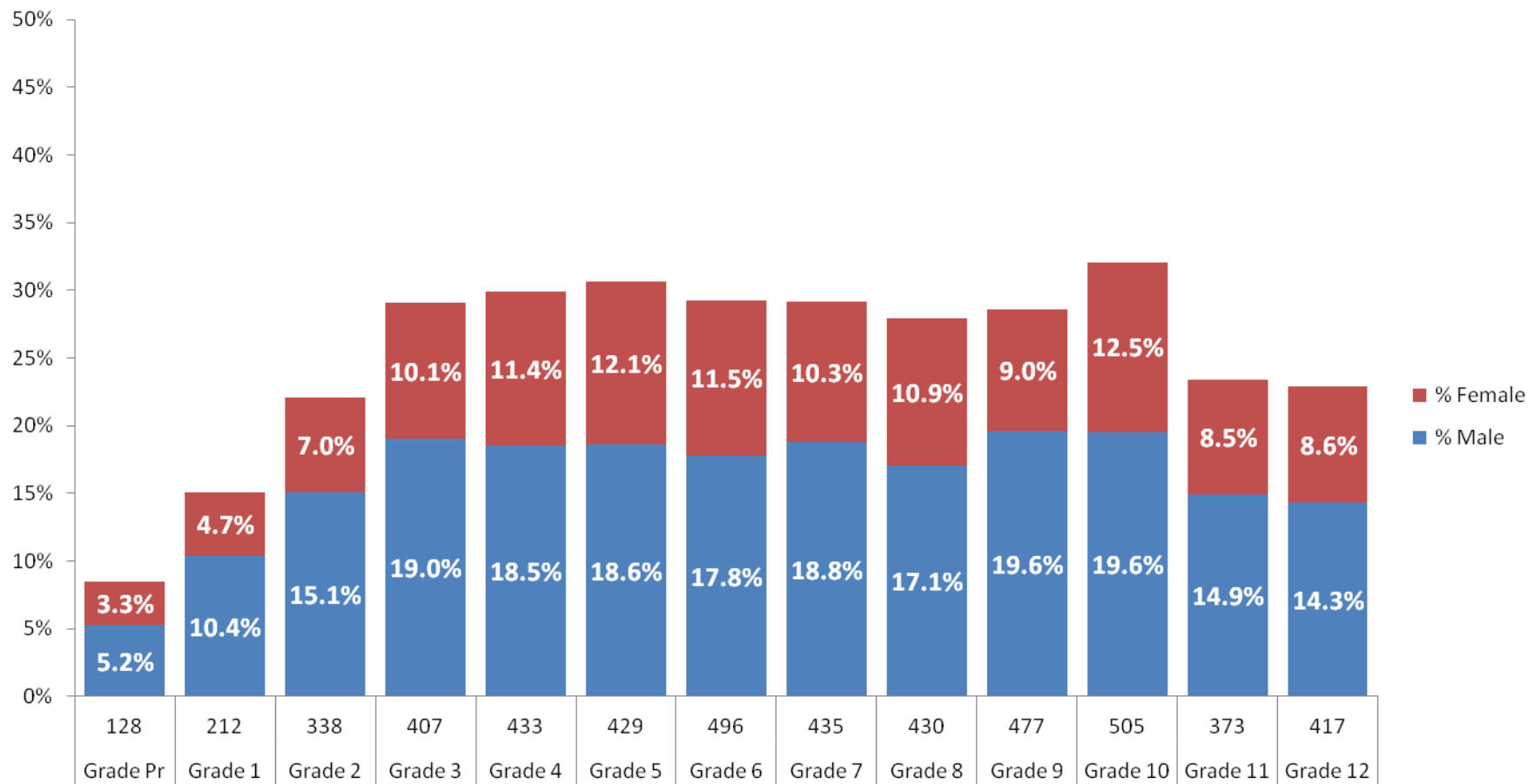
Two types of Adaptations reviewed are Teacher Exploration (TE) and Program Planning Team (PPT). Greatest percentage of students with a documented adaptation is in grade 10.

A student may have multiple adaptations for multiple courses, in this data set they are only included once.



There is a greater percentage of males per grade level with a documented adaptation compared to females.

**Percentage of Students with a Documented Adaptation by Gender and Grade Level  
2014-2015**



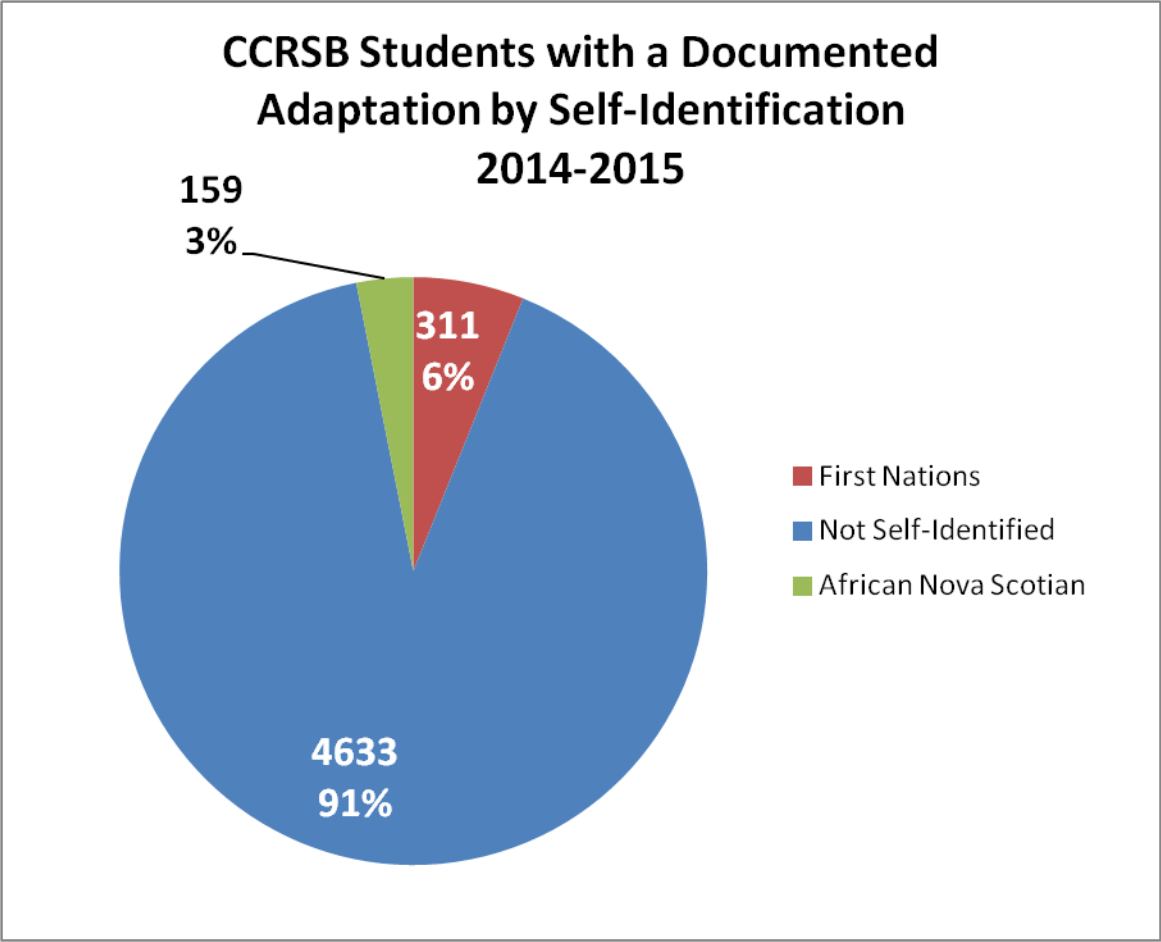
# Review of the Percentage of Adaptations by Ancestry

Data presented from 2014-2015

## **SECTION 3**

The following is a graphic of the percentage of students with a documented adaptation who have not self-identified, or have self-identified as either African Nova Scotian or First Nations.

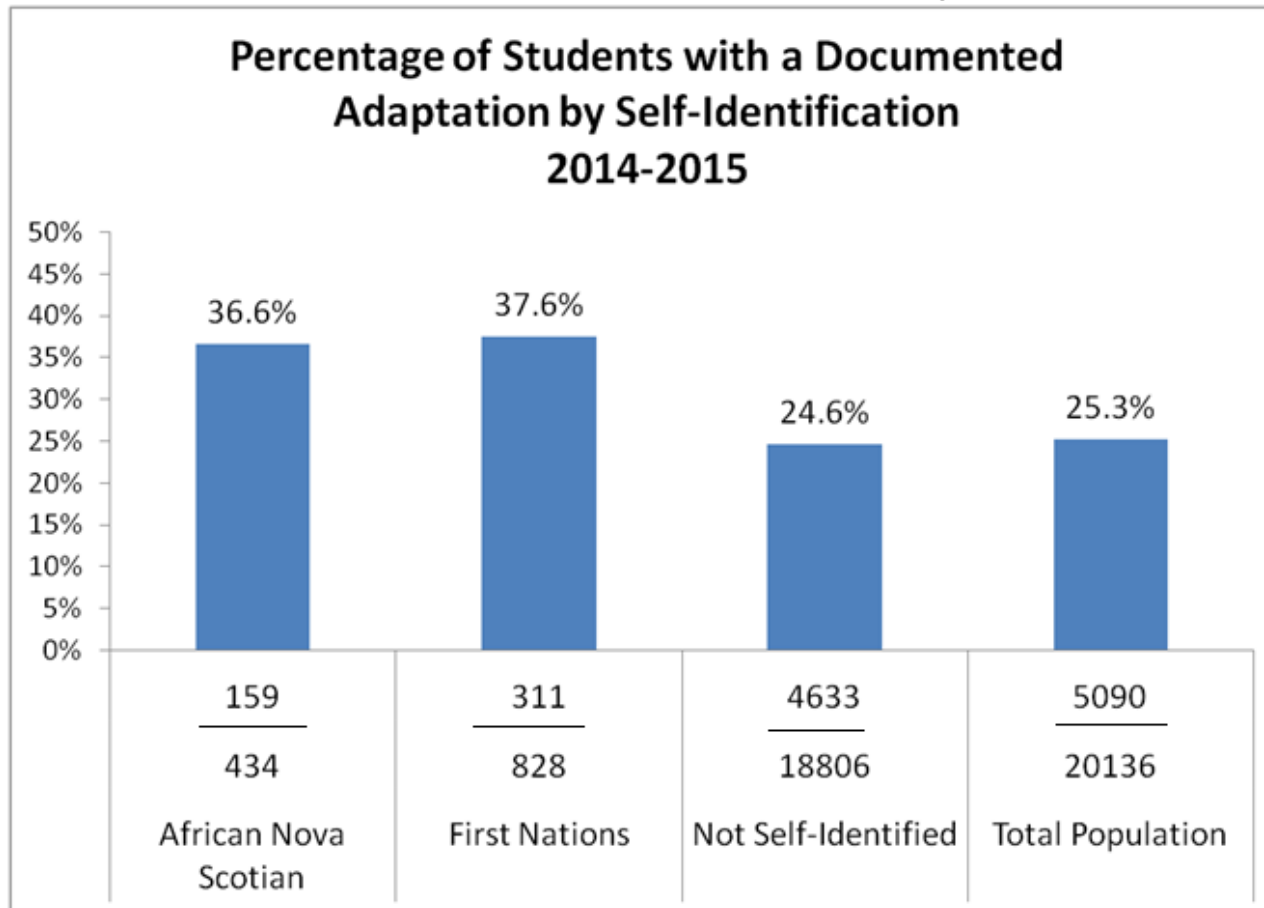
Note: There are 13 students who have self-identified as both African Nova Scotian and First Nations.



Based on population size there is a greater percentage of Self-Identified African Nova Scotian and First Nations students with documented adaptations compared to students who have not self-identified.

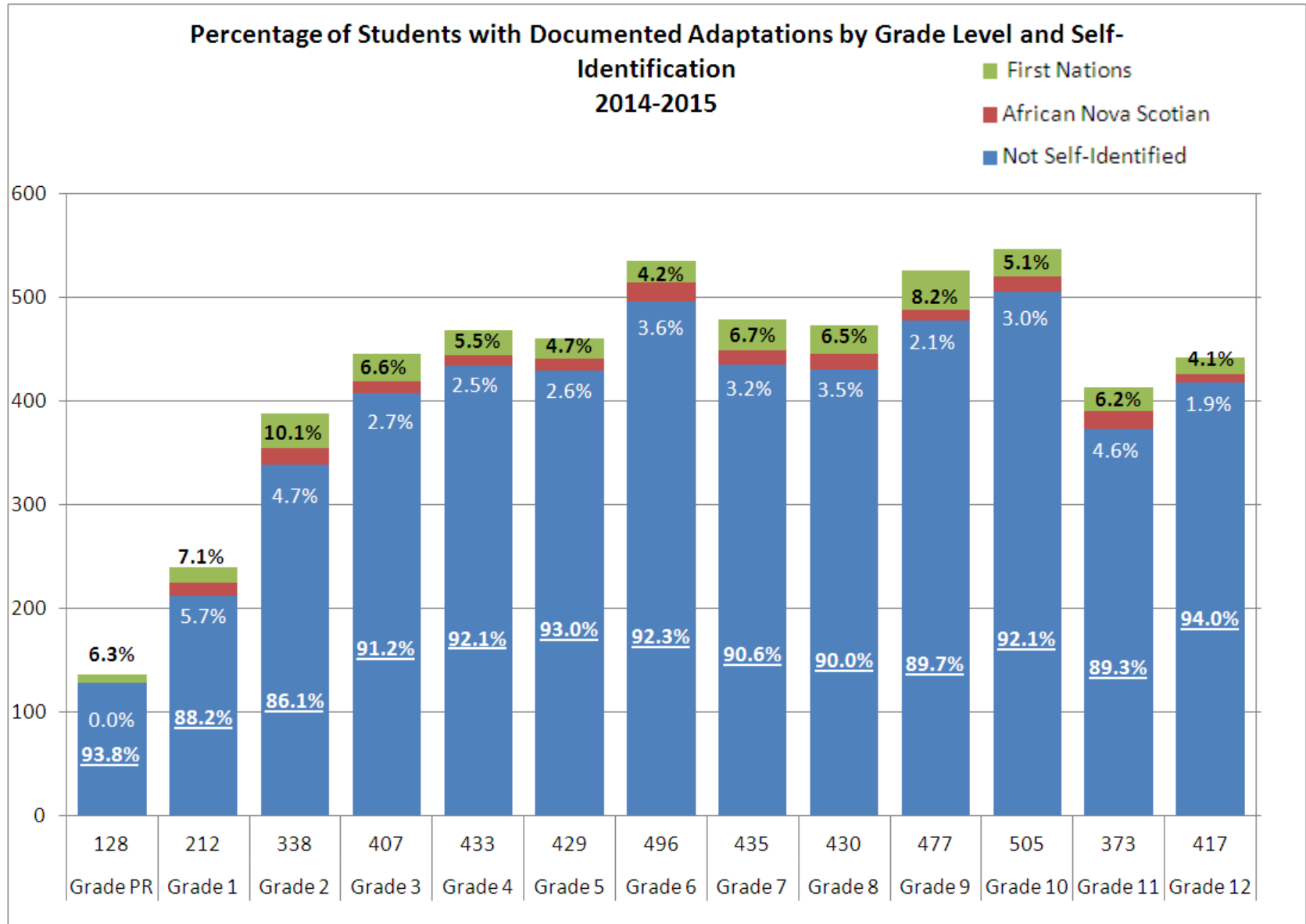
At the bottom of the chart is a representation of the number of students who have a documented adaptation over the whole sub population

NOTE: There are 13 students who have self-identified as both African Nova Scotian and First Nations Students and total population includes 68 Returning Graduates



Note: There are 13 students who have self-identified as both African Nova Scotian and First Nations

At the bottom of the chart is the total number of students at each grade level with a documented adaptation.



# Review of Students on an Individual Program Plan

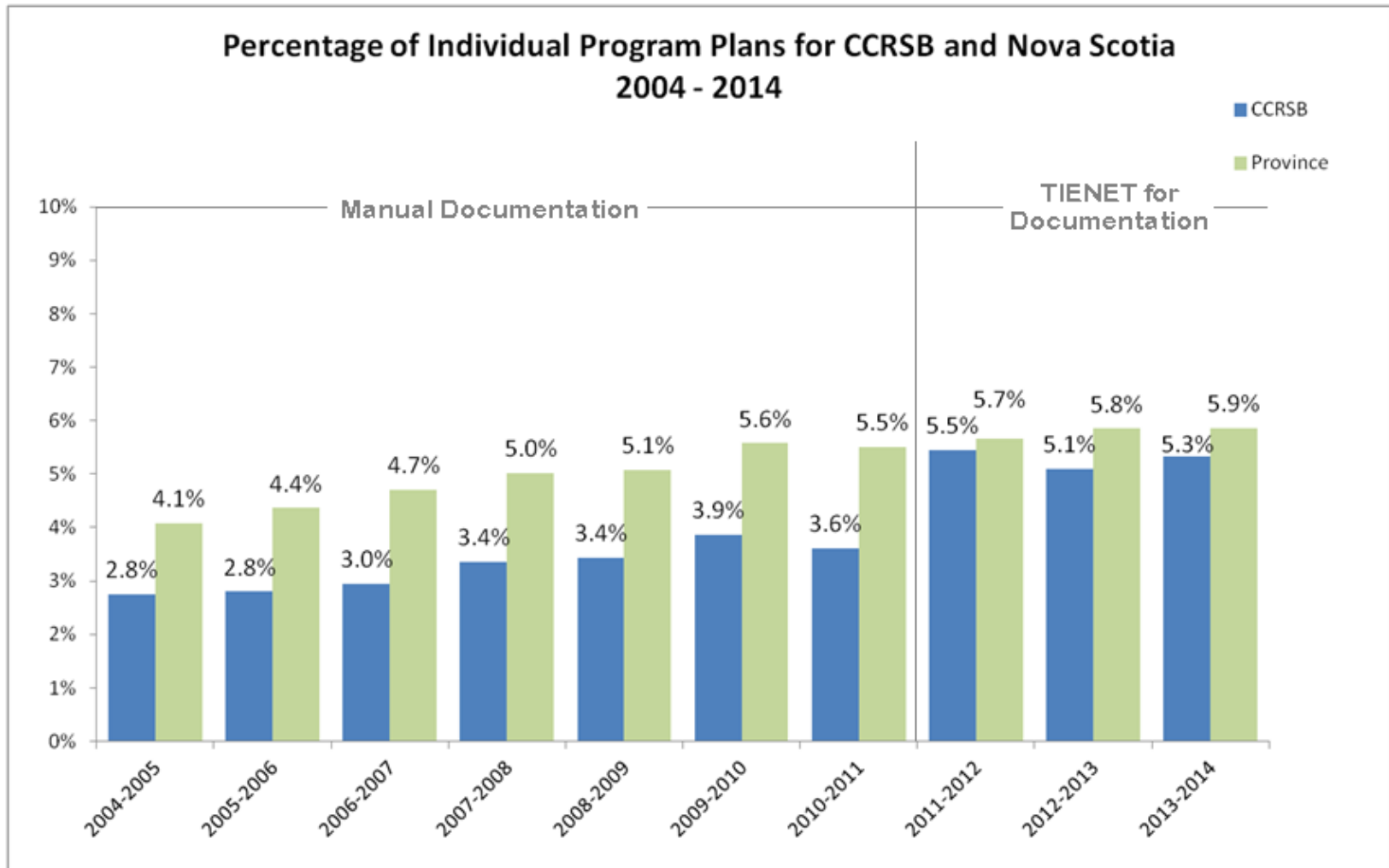
Data presented from 2004-2005 to 2013-2014

## **SECTION 4**

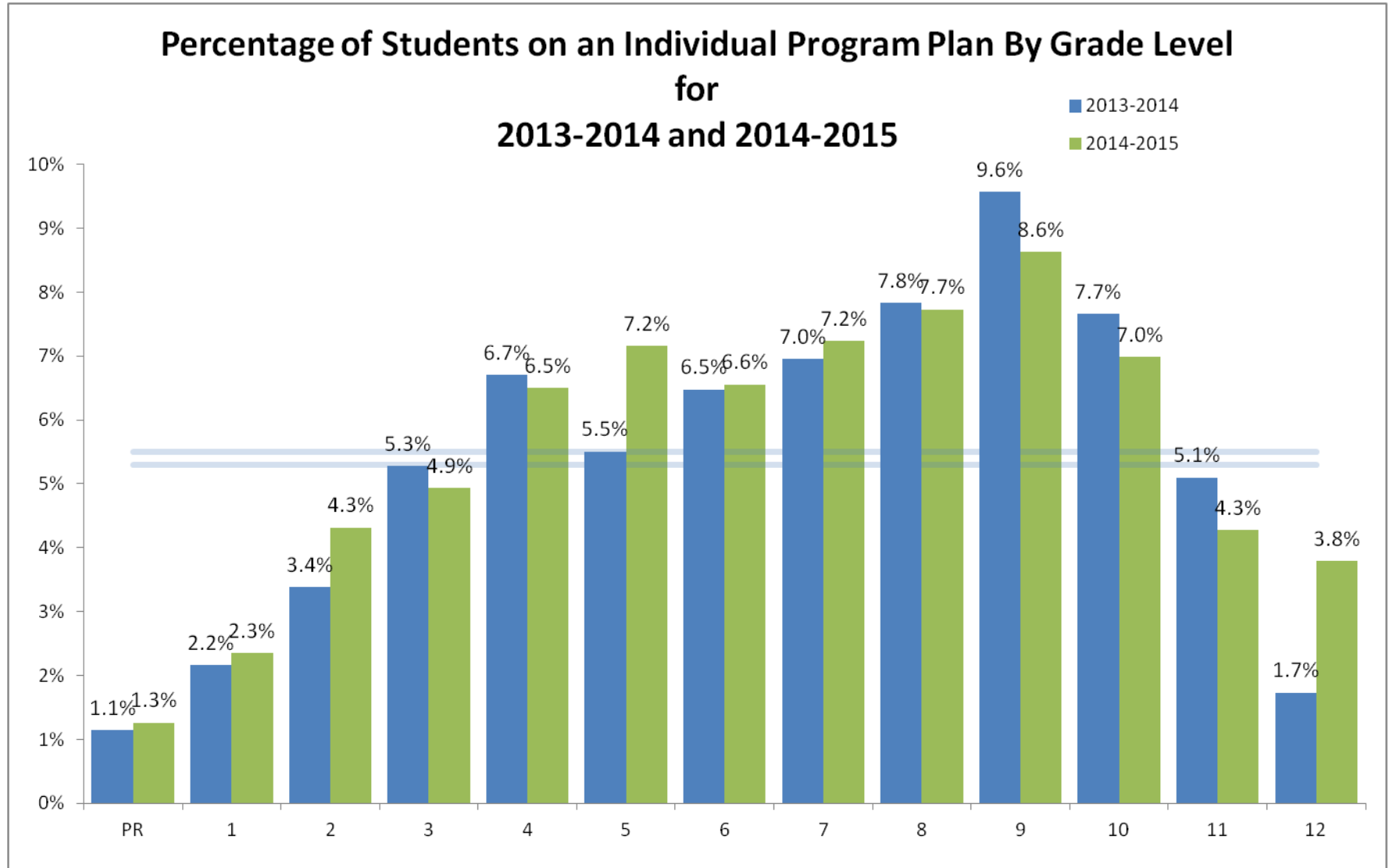


# Percentage of Individual Program Plans Reviewed

The percentage of CCRSB students on an Individual Program Plan (IPP) is consistently below the provincial percentages.

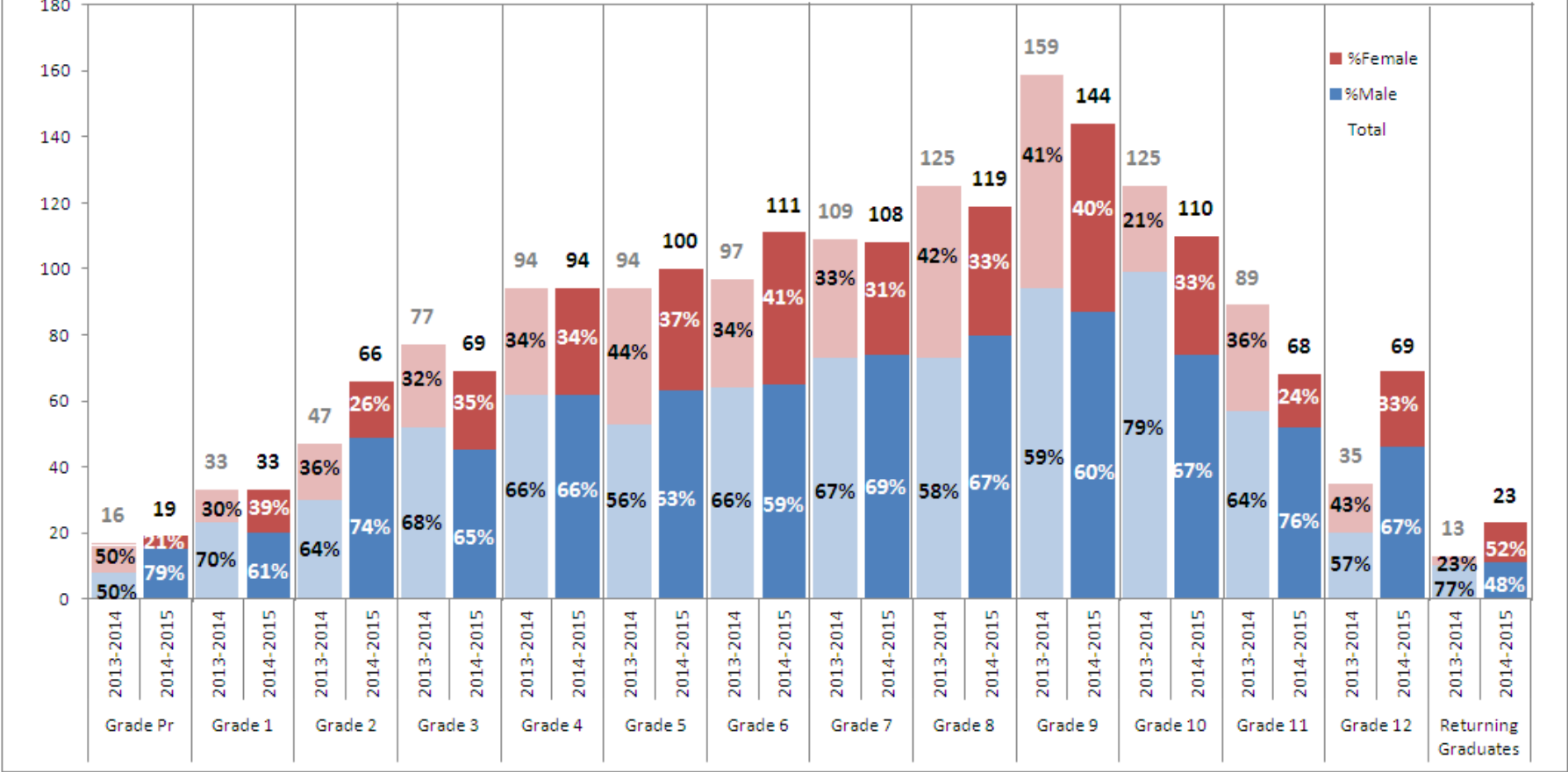


The blue lines highlight the average percentage of CCRSB students on an IPP (5.3% for 2013-2014 and 5.6% for 2014-2015). There is a higher percentage of students with an IPP in Grade 9.



| Year Reviewed | Number of IPPS Reviewed |
|---------------|-------------------------|
| 2013-2014     | 1113                    |
| 2014-2015     | 1133                    |

**Percentage of Individual Program Plans for CCRSB by Grade Level and Gender  
2013-2014 and 2014-2015**



# Types of Adaptations and Individual Program Plans

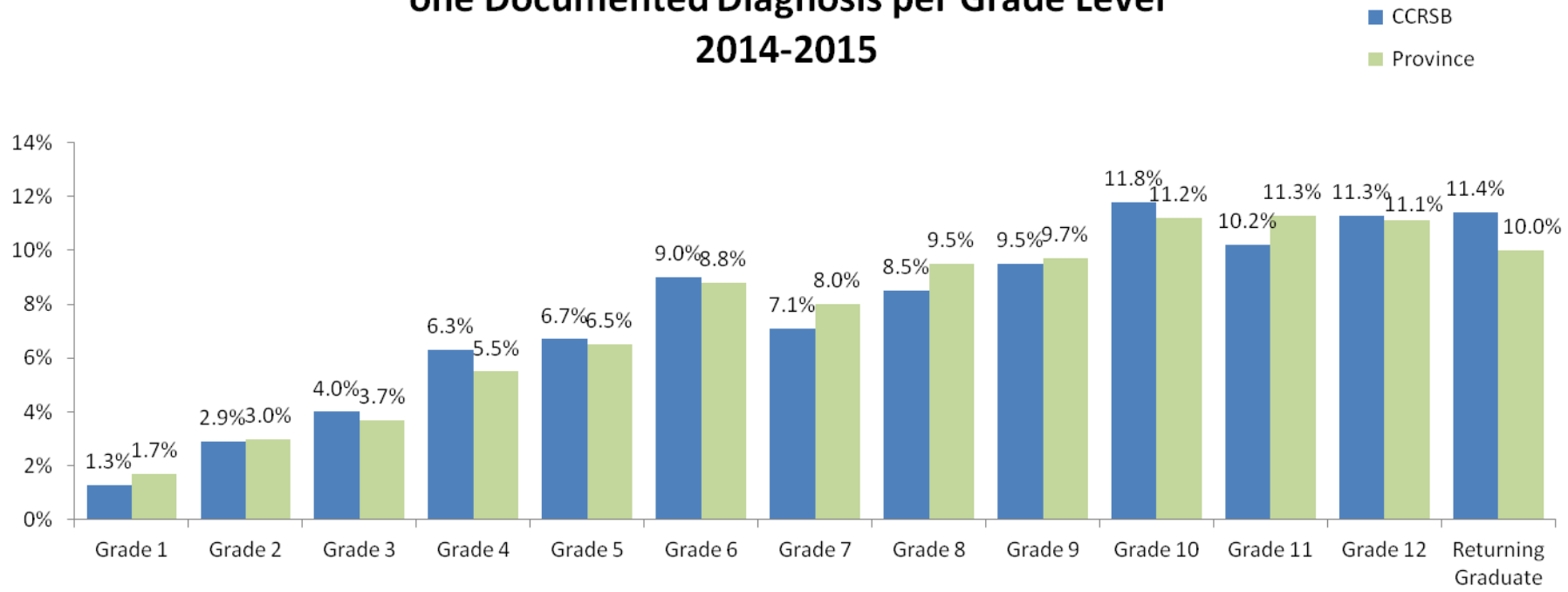
Data presented from 2014-2015

## **SECTION 5**

# The percentage of students with at least one diagnosis is on par or above Provincial Percentages.

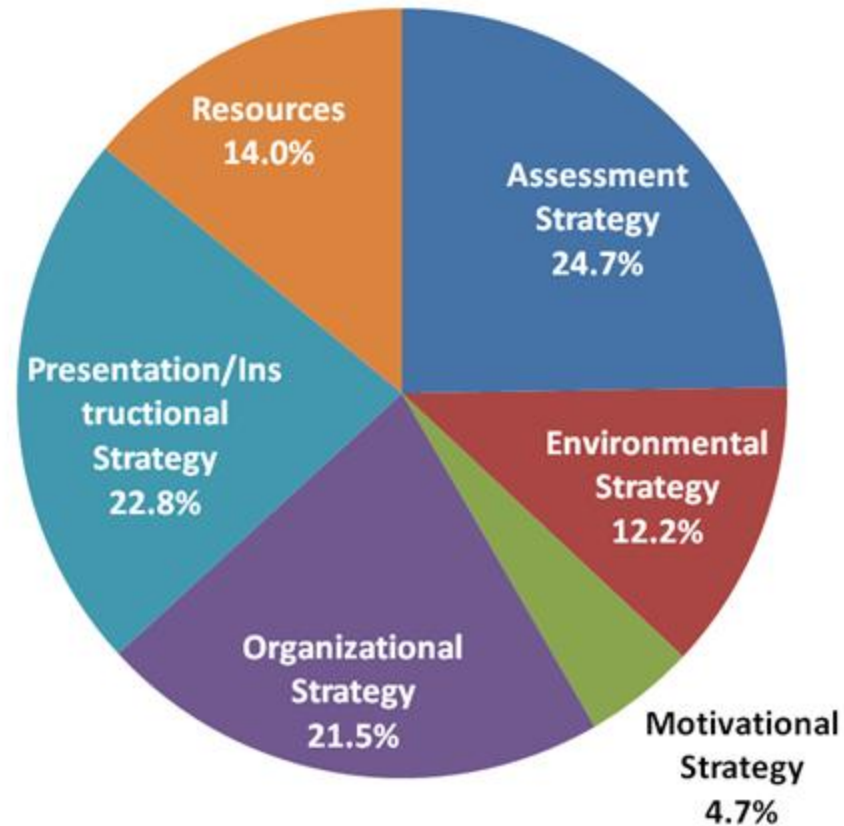
- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorder (ASD)
- Intellectual Disabilities
- Learning Disabilities
- Mental Health Disorder
- Physical Disabilities/Health Impairments
- Sensory Impairments/Vision-Hearing
- Speech Impairments/Communication Disorders
- Other

**Review of Provincial and CCRSB Percentages of Students with at least one Documented Diagnosis per Grade Level 2014-2015**



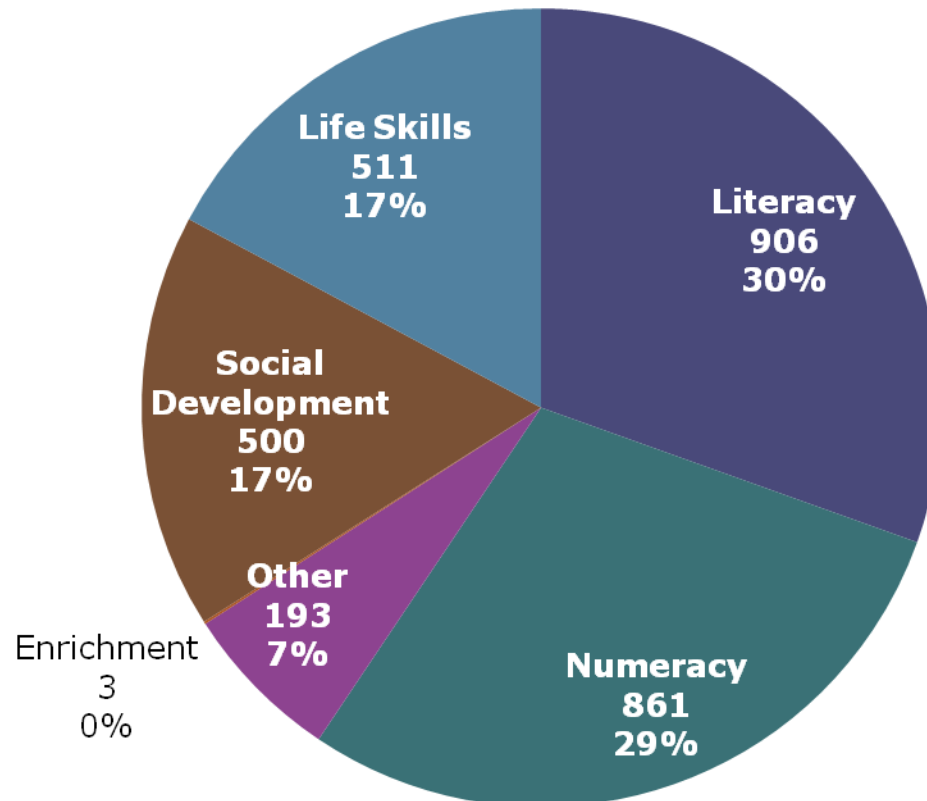
Categories of Adaptations that are most common are Assessment, Presentation/Instructional and Organizational strategies to accommodate the learning needs of an individual student.

**Percentage of the Types of Adaptations by Category  
2014-2015**



Majority of CCRSB students have an Individual Program Plan that is focused on Academics (Literacy, Numeracy, Enrichment and Other). A greater percentage of students in later years of schooling have an IPP with a focus in Social Development and Life Skills.

## Review of the Types of Outcomes on Individual Program Plans for CCRSB Students 2014-2015



# Review of the Percentage of IPPs by Ancestry

Data presented: 2014-2015

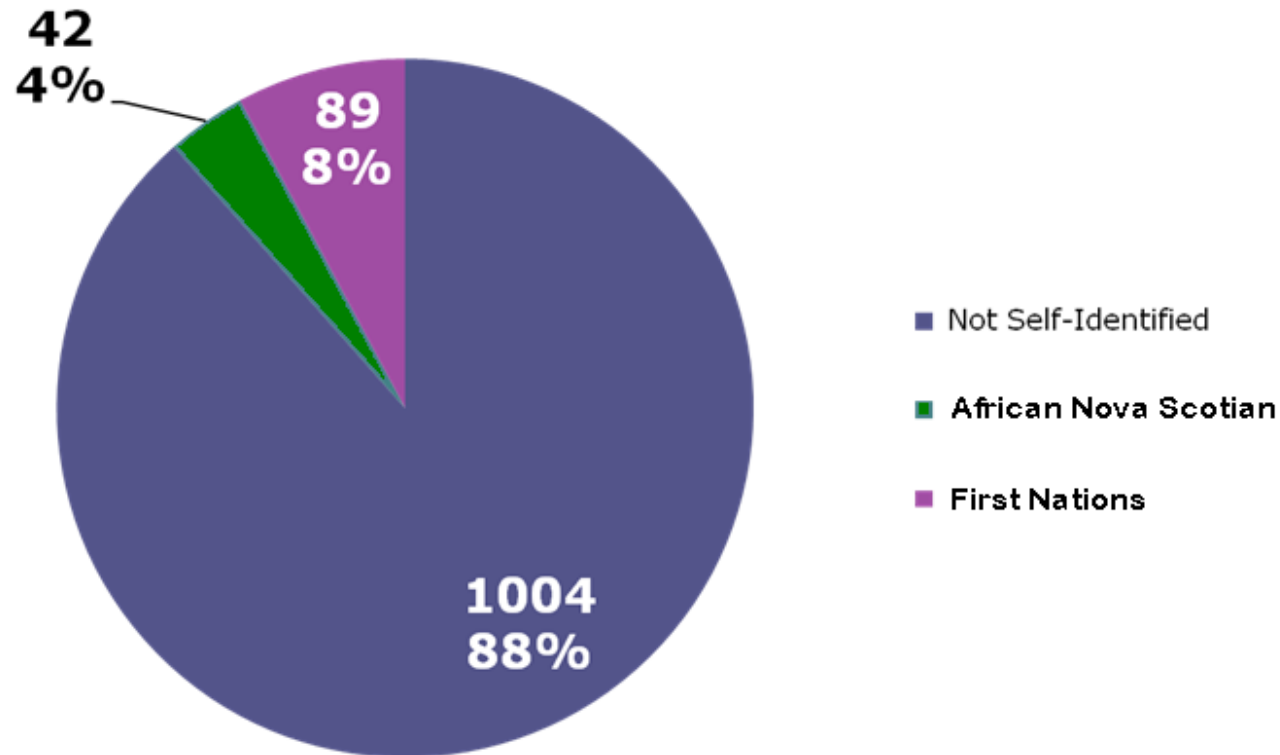
## **SECTION 6**



The following is a graphic of the percentage of students on and IPP who have not self-identified, or have self-identified as either African Nova Scotian or First Nations

(Note there are two students who have self-identified as both African Nova Scotian and First Nations)

### CCRSB Students with an IPP 2014-2015

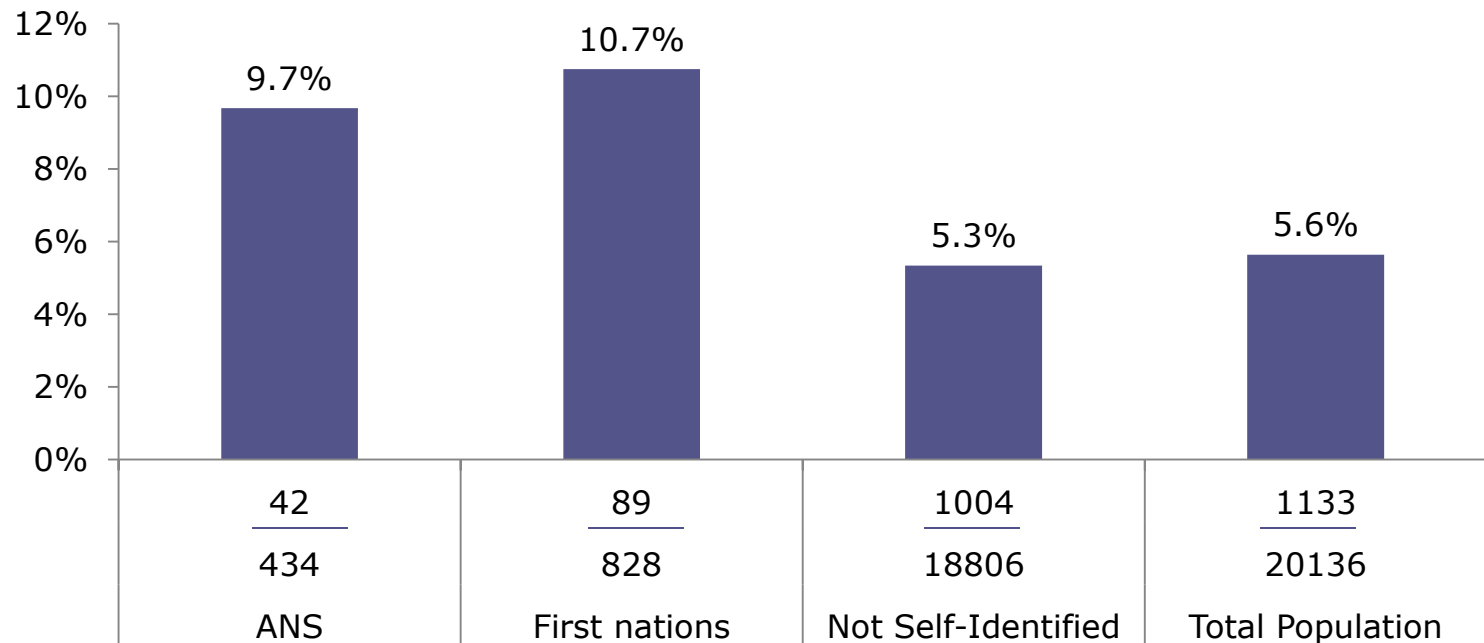


Total IPP's Reviewed: 1,133 (April, 2015)

The following chart details the percentage of each population of students within CCRSB who have Self-identified as compared to students who have not self identified and all of CCRSB schools.

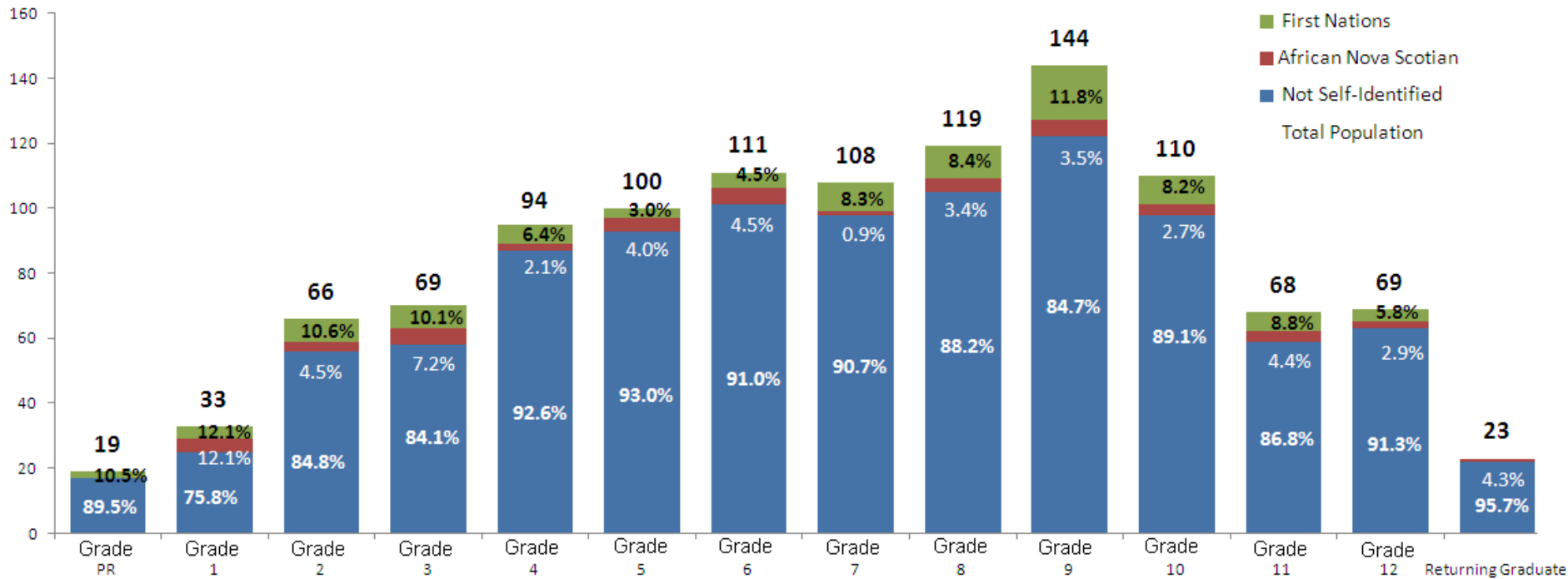
At the bottom of the chart is the number of students who had self-identified respectively who were on an IPP compared to the total population Primary – Returning Graduate.

### Percentage of Students on and Individual Program Plan by Self-Identification 2014-2015



Greatest percentage of self-identified First Nations students is in grade 9 and the greatest percentage of self-identified African Nova Scotian students is in grade 3.

Percentage of Individual Program Plans for CCRSB Schools by Grade Level and Self-Identification  
2014-2015



# Review of Current Supports and Actions

## **SECTION 7**

# Key Observations

- The percentage of CCRSB students on an Individual Program Plan is consistently below the provincial percentages.
- Majority of CCRSB students have an Individual Program Plan that is focused on academics (literacy, numeracy, other, and enrichment).
- The greatest number of IPPs is at the grade 9 school year.
- There is a greater percentage of males with adaptations or an Individual Program Plan as compared to females at all grade levels.
- The self-identified African Nova Scotian and First Nations populations of students on an IPP is greater than the CCRSB percentage of approximately 5.6% (2014-2015).

# Current CCRSB Supports

- Well established Program Planning Team process (8 stages), which includes:
  - School-based core team members (i.e. Administrators, Resource/Program Support Teachers, Classroom Teachers, Guidance Counsellors, Psychologists, S-LPs, ASD Specialists, Behaviour Specialists)
  - Parents as active participants
  - Participation from outside agency partners
- Administrators act as the Instructional Leaders within the Program Planning Process
- Provincial IPP Review conducted this spring has provided us with excellent feedback as to our Strengths with regard to IPP development
  - Strong evidence that Program Planning Teams gather and consider (Stage 1 of PPP- Screening and Identification) information relevant to student achievement, abilities and skill levels when making decisions regarding IPP placement
  - Strong evidence of appropriate reporting of student progress on IPP
  - Strong evidence that teachers do a great job developing Strengths, Challenges and Annual Individualized Outcomes (AIOs)

# Current CCRSB Supports Continued

- On-going support from Student Services Consultants (meetings with Program Planning teams, support to school staff, school based PD, as required and focused on individual school needs)
- Regional Student Services Staff: School Psychologists, Speech-Language Pathologists, Autism Specialists, Behaviour Specialists, and Assistive Technology Specialists.
- School Based Support Staff: Resource Teachers, Guidance Counselors, Learning Disabilities Support Teachers, Learning Centre/Special Education Teachers, Educational Assistants.
- On-going Professional Development opportunities for school based staff, including:
  - Program Planning Modules
  - Support Teacher modules ( ie. Assessment and Special Topics) on evenings and weekends
  - TIENET support for Resource/Program Support Teachers, Administrators and other staff, as required
  - Facilitated Networking Sessions for Support Teachers
  - Co-Facilitated PD sessions within other Program areas (ex. Mathematics Support for Resource/Program Support Teachers & RW3 Response Training for Resource/Program Support Teachers)

## Current CCRSB Supports Continued

- Core group of trained Program Planning Facilitators who provide support with the delivery of Program Planning Modules
- Established process for the effective implementation of Article 46 of the Teachers Provincial Agreement (i.e. sub days for IPP development and implementation)
- Special Programs which contribute to the range of supports for students with IPPs (ie. CEP, Home Bound Student Support, Behaviour Support Model, Family Interventionists, Service Plans, and Suspension Support).



# Actions

- Review our current model of delivering Professional Development to schools (i.e. Shift from less “pull-out” delivery to more on-site support”)
- Respond to areas of Need/Improvement as identified by the Provincial IPP Review, including:
  - Consider identifying a “Program Planning” Leader/Liaison in at each school site to receive Regional training to provide on-site support to staff (i.e. focus on development and documentation processes)
  - Plan and use an in-house review procedure designed to identify IPPs which need improvement
  - Clarify the roles of the Program Planning Team, Site-Based Team, and grade level meeting participants to ensure that each team is carrying out its duties effectively
- Examine current and further supports for self-identified African Nova Scotian and self-identified First Nations students (i.e. Work with RCH Coordinators to allocate services such as ANS Literacy Support, Support Workers, etc.)

Thank You