



Data Review of School Climate

The purpose of this report is to establish a baseline to assist in identifying regional patterns and trends in relation to school climate that will inform actions to support CCRSB Strategic Plan targets.

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

Overview of Presentation:

- Introduction: Defining School Climate
- Section 1: Background Information
- Section 2: Student Attendance Review
- Section 3: Teacher Attendance Review
- Section 4: Retention Review
- Section 5: Suspension Review
- Section 6: Gap Between Term and Exam Score
- Section 7: Review of Current Supports and Actions

Introduction

DEFINING SCHOOL CLIMATE

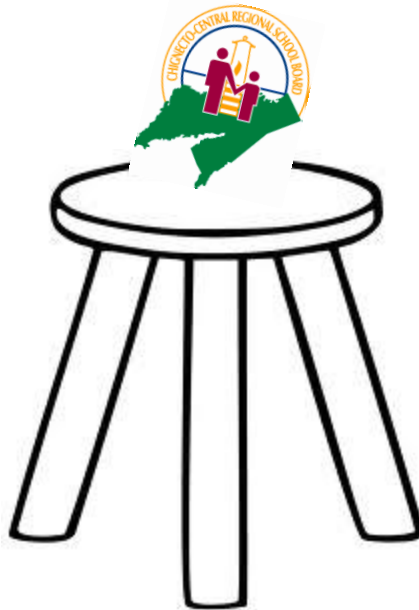
PUTTING THE  **PIECES TOGETHER**

Correlates of Effective Schools

1. Safe and Orderly Environment
2. Climate of High Expectations for Success
3. Instructional Leadership
4. Clear and Focused Mission
5. Opportunity to Learn and Student Time on Task
6. Frequent Monitoring of Student Progress
7. Home-School Relations

Lezotte, Lawrence W. *Correlates of Effective Schools: The First and Second Generation*. Effective Schools Products, Ltd., Okemos, MI, 1991.

IN THINKING ABOUT CCRSB DATA

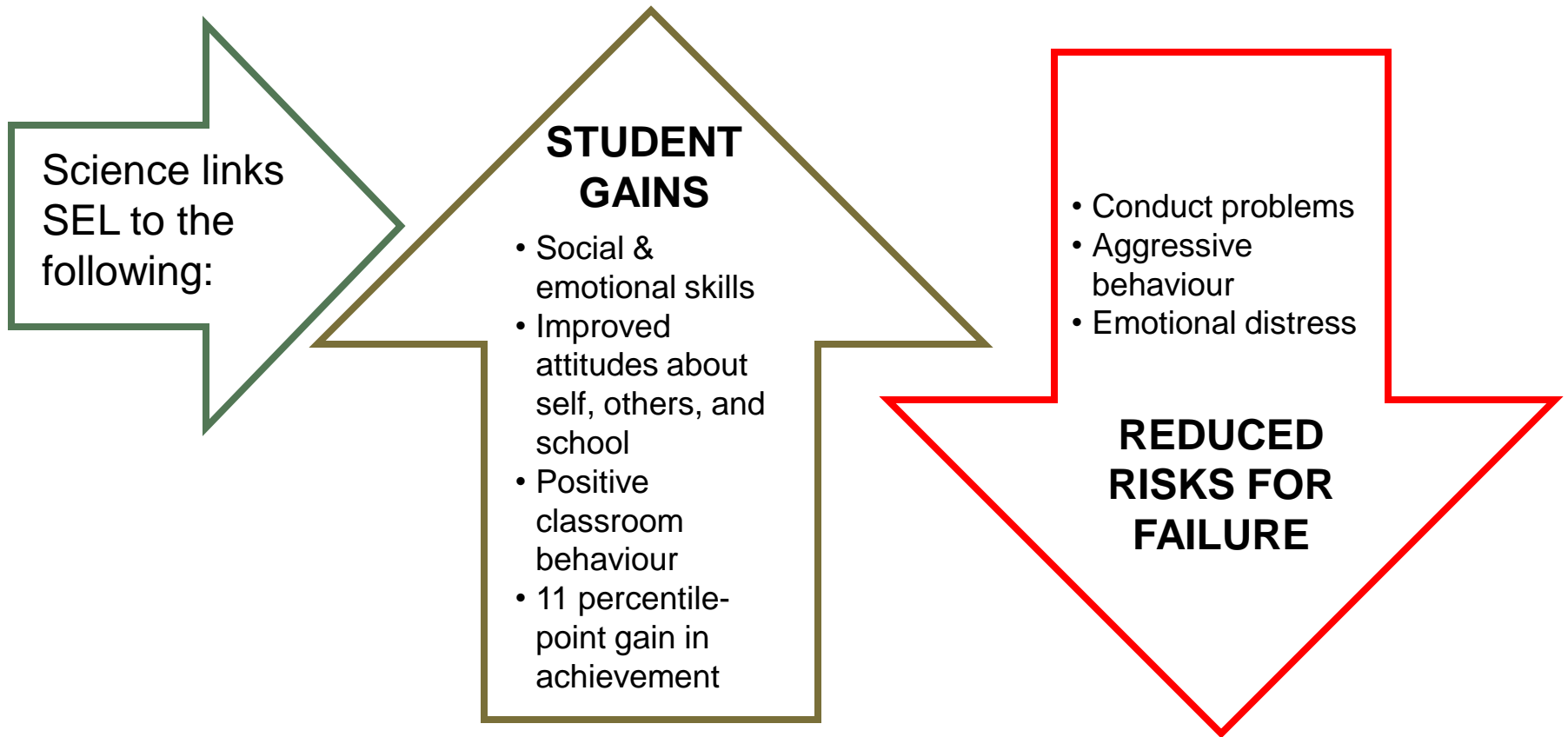


**LITERACY &
MATHEMATICS
ASSESSMENT and
EXAM RESULTS and
CLASSROOM DATA**

**CCRSB SCHOOL
CLIMATE DATA**

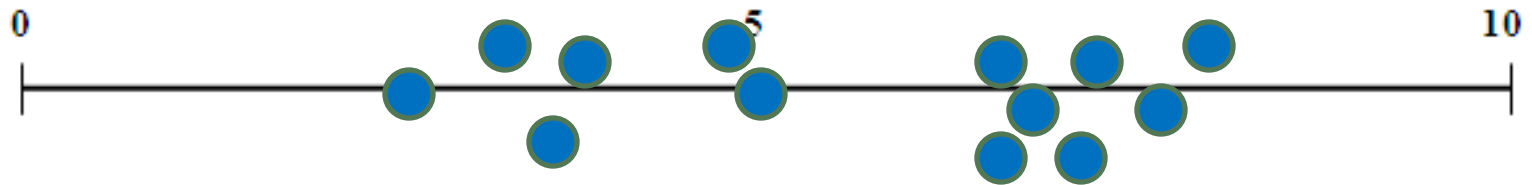
**EDI, CSI and
POPULATION DATA**

Benefits of Paying Attention to Social and Emotional Learning



Durlak, Weissberg, Dymnicki, Taylor and Schellinger (2011)

Draw a vertical dash "|" on the line below indicating where you believe your school falls on the scale ranging from a **Completely Negative School Climate** to an **Ideal Healthy School Climate**. (see the description of the two end-points along the scale in the text-boxes below)



Neutral School Climate
(neither positive nor negative)

- Completely Negative School Climate**
- poor attendance by students and staff
 - low levels of student participation in extra-curricular activities
 - high rates of bullying and other disruptive behaviours
 - low academic achievement
 - high dropout rate (*if applicable*)
 - poor morale amongst staff
 - high staff turnover
 - low support from parents
 - poor leadership

- Ideal Healthy School Climate**
- close to 0% absenteeism rate for students and staff
 - close to 100% rate of student participation in extra-curricular activities
 - low rates of bullying and other disruptive behaviours
 - acceptable or high academic achievement
 - very low dropout rate (*if applicable*)
 - excellent staff morale
 - very low staff turnover
 - close to 100% rate of parents who support students and staff
 - excellent leadership

2016 Objectives

- Meet or exceed CCRSB targets on provincial assessments, Nova Scotia Examinations and CCRSB examinations.
- Decrease the gap between the classroom mark and the examination mark on common high school examinations.
- Increase reading and writing skills of students enrolled in the CCRSB Early Literacy Initiative.
- Increase the Mathematics literacy of students enrolled in the CCRSB Intensive Mathematics Support Initiative.
- Increase the percentage of students graduating within three years of entering Grade 10.



Strategic Plan

2013-2016

Strengthening Our Learning Community

Goal Two: 2016 Achievement Targets

Climate	
Target	Assessment
Students reporting a positive, safe, socially-just learning environment	• Baseline being established in 2013-2014
Parents/Guardians and teachers reporting a positive, safe, socially-just learning environment	• Baseline being established in 2013-2014
Decrease out-of-school suspensions	• Baseline being established in 2013-2014
Increase student attendance	• Baseline being established in 2013-2014
Increase Grade 10 and 11 credit completion	• Baseline being established in 2013-2014
Increase Elementary and Middle school grade completion	• Baseline being established in 2013-2014

Background Information

SECTION 1

Data Collected and Reviewed:

- Direct Data Export in Power School
 - Suspension
 - Student Attendance
 - Difference between Exam and Term Mark
 - Retention by Grade
- AESOP and SAP
 - Teacher Attendance

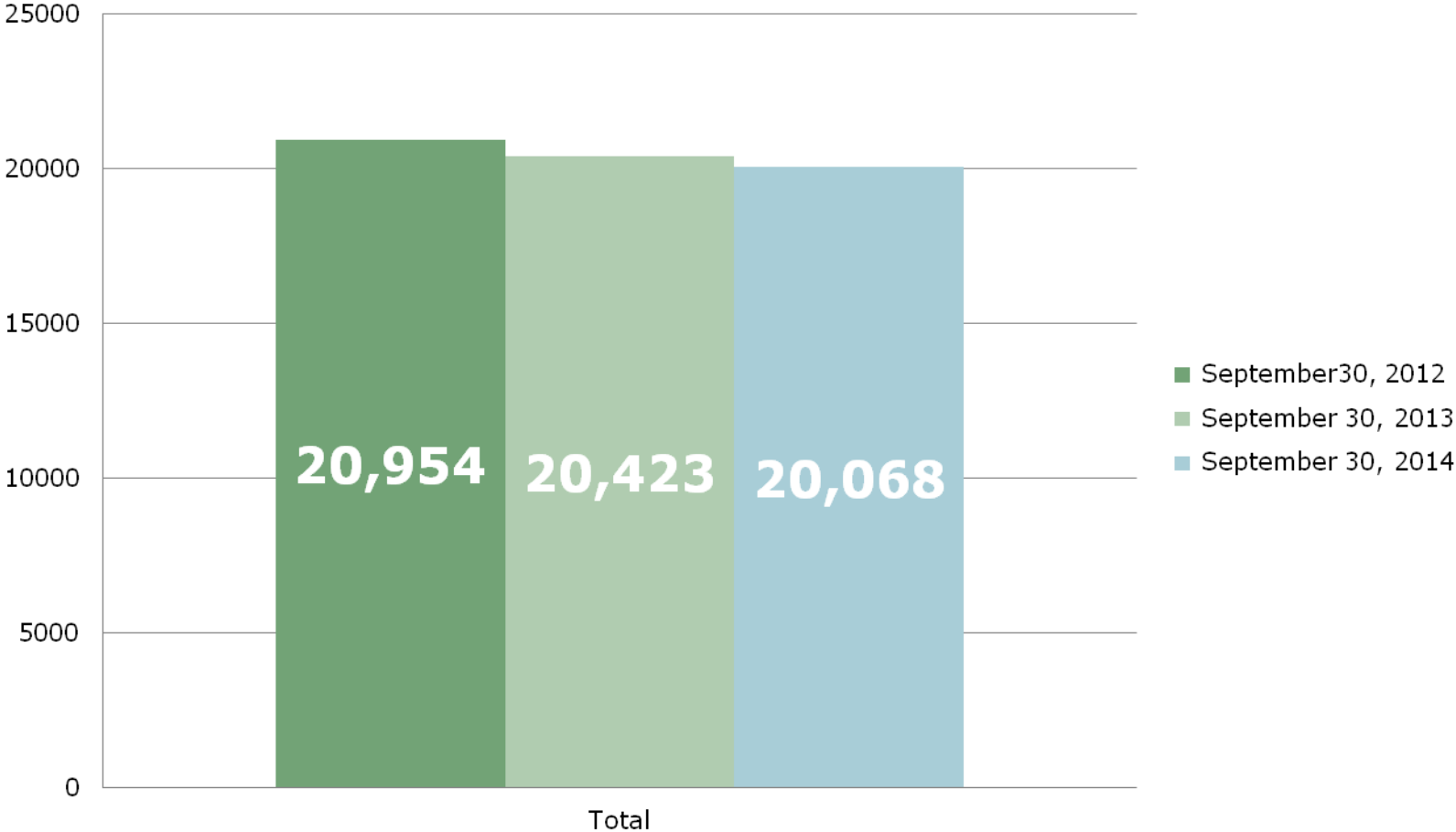
When reviewing data of different sample sizes it is important to keep the following in mind:

Size of Sample	Difference necessary to be usually significant
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

Number of Students Reviewed

Review of Total CCRSB Student Enrolment



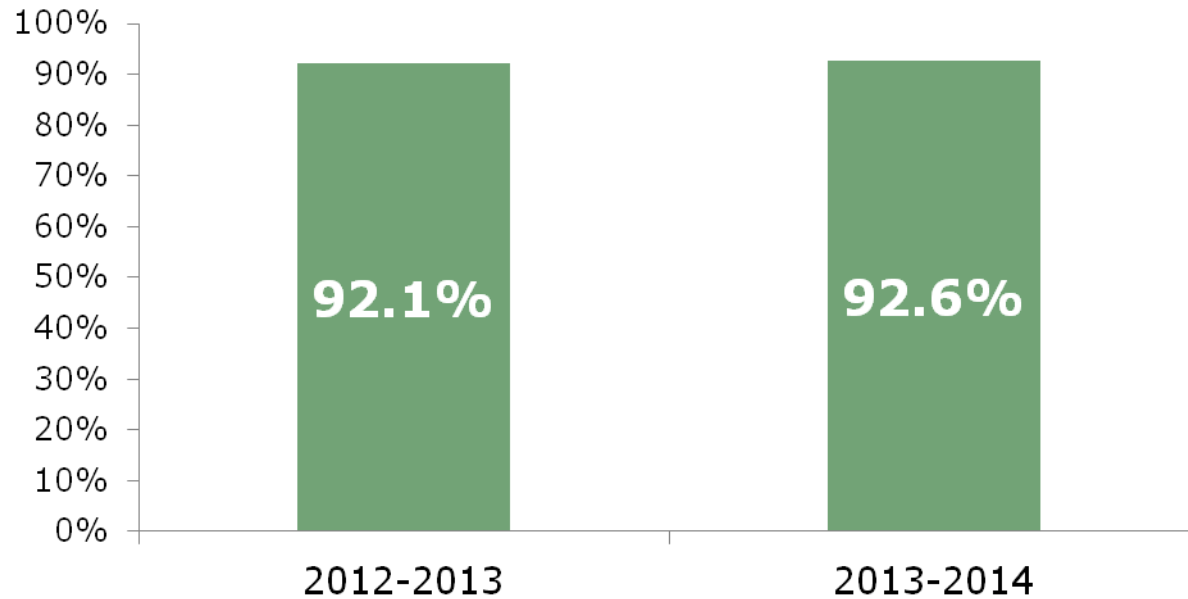
Student Attendance Review

Data presented from 2012-2013, 2013-2014 and 2014-2015

SECTION 2

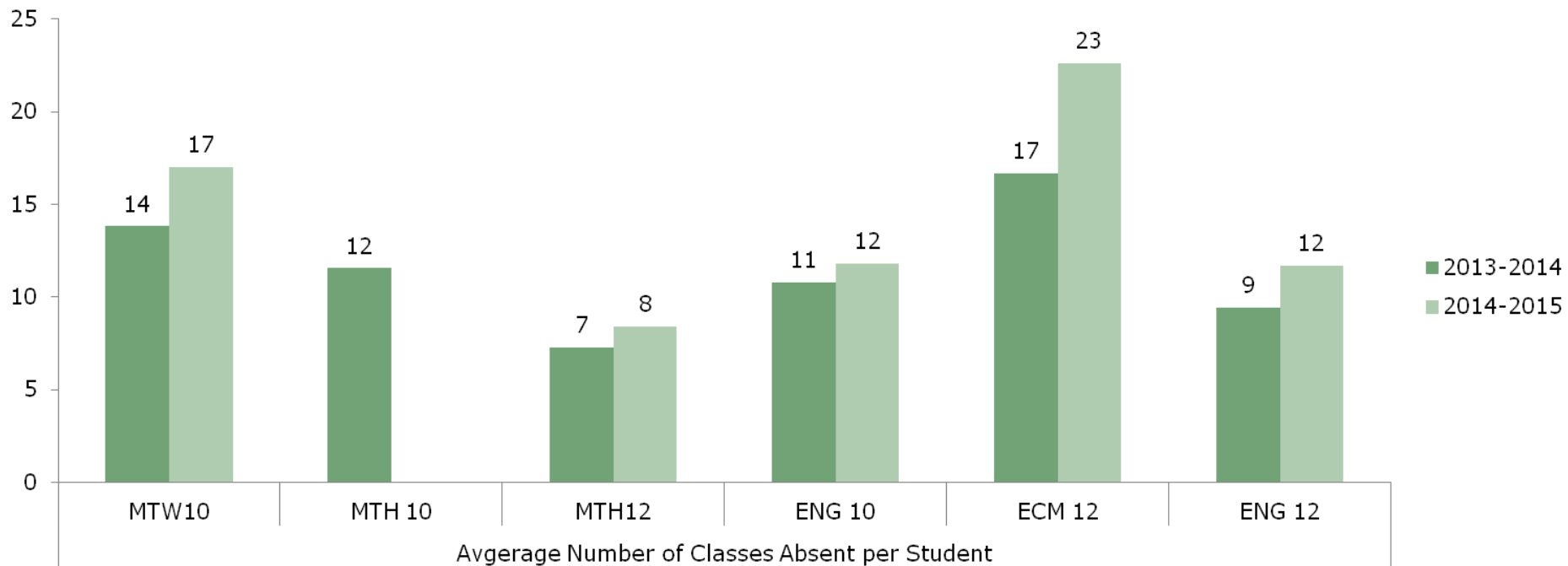
The Average Daily Attendance for all CCRSB schools has remained consistent from 2012-2013 to 2013-2014

Review of the Average Daily Attendance for CCRSB Schools



From the courses reviewed Mathematics at Work 10 and English/Communications 12 consistently have a higher average number of classes absent.

Average Number of Days Absent per Student and Respective Course 2013-2014 and Semester 1 of 2014-2015



Teacher Attendance Review

Data presented from 2012-2013 and 2013-2014

SECTION 3

For the purposes of this review only NSTU members that are attached to a specific school, Student Services and Virtual High are reviewed.

**Filtered the Following Reasons from the Data
As there was either a Consistent Sub
replacing the teacher or No Sub Required**

Long Term Illness (>15 days)

Orientation

Parental Leave

Pregnancy/Parental Allowance

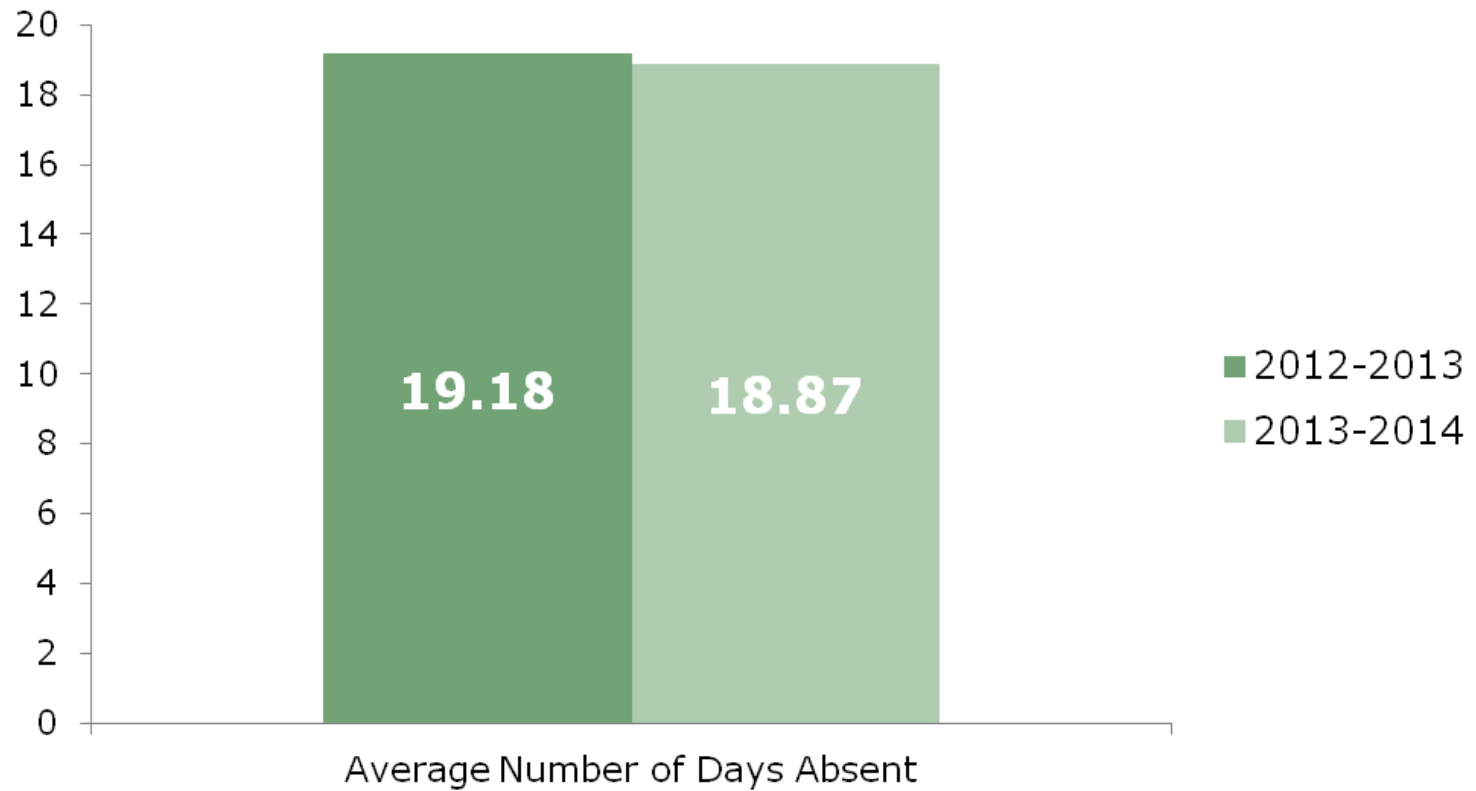
Provincial Conference

Regional In-service

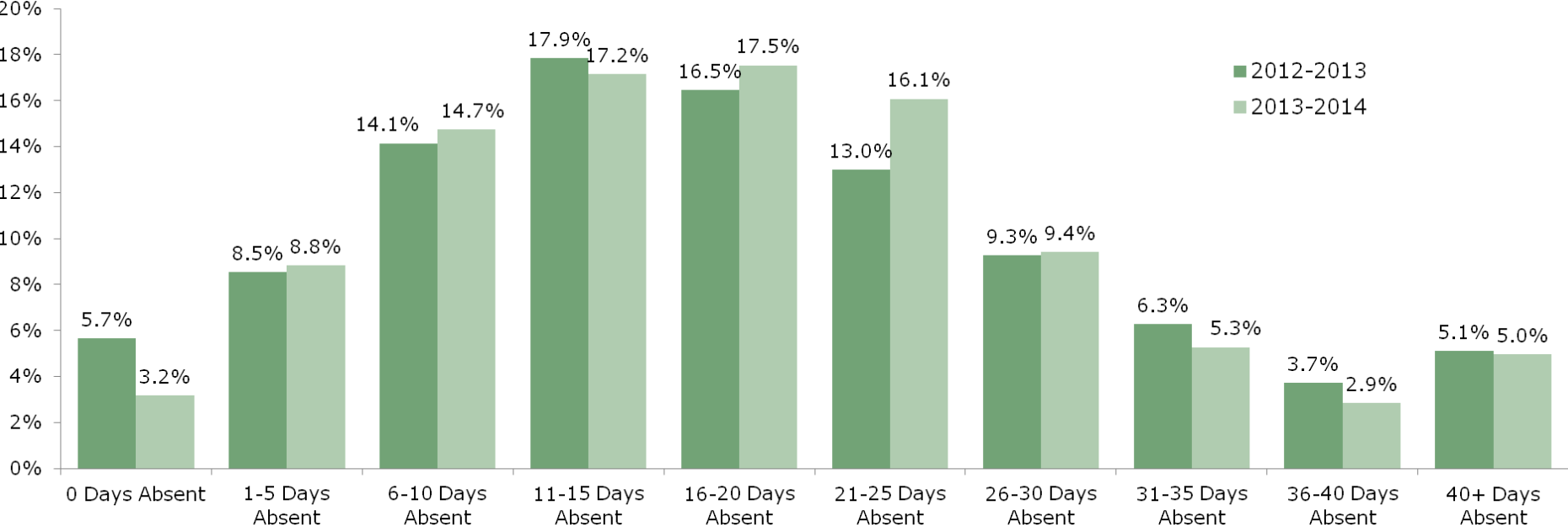
Unpaid/Unclaimable-Long Term

Year Reviewed	Number of Teachers
2012-2013	1599
2013-2014	1547

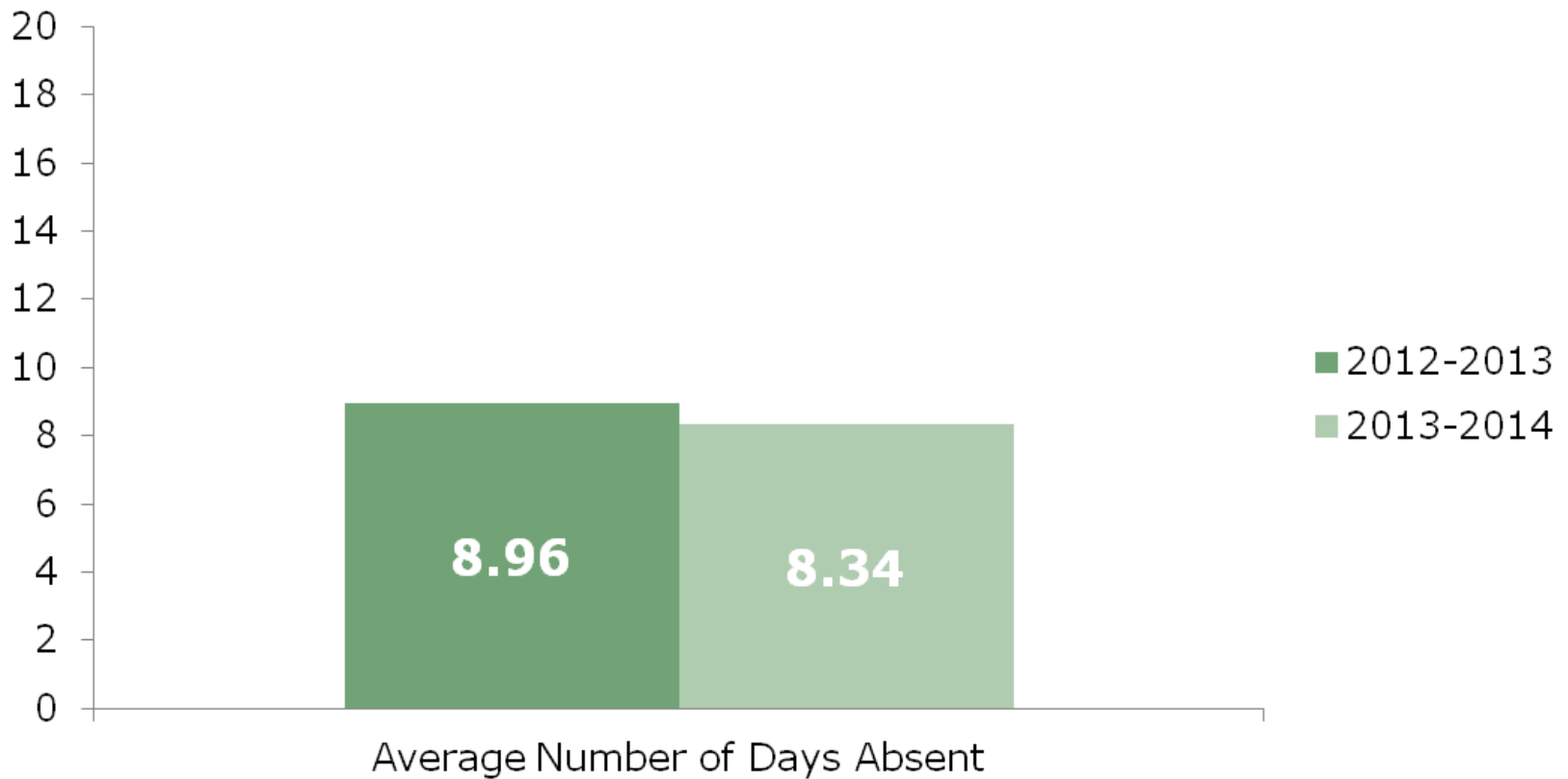
Review of the Average Number of Days Absent



Percentage of Teachers with Respective Number of days Absent (With Filters) 2012-2013 and 2013-2014

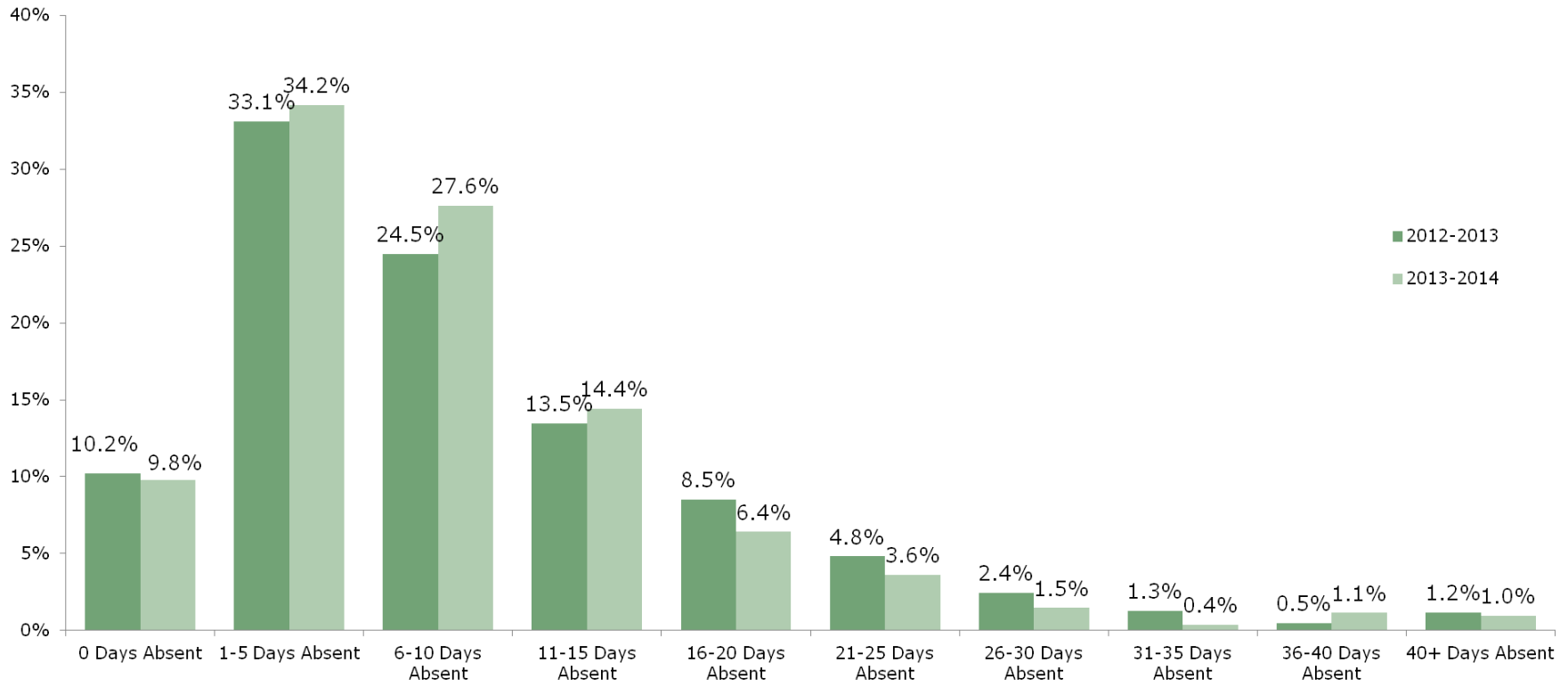


Review of the Average Number of Days Absent For Code 001 Short Term Illness



There is a decrease in the number of teachers who have 0 absences. There maintains a percentage of teachers who have more than 21 days absent.

Percentage of Teachers with Respective number of Days Absent for Code 001 Short Term Illness



Retention Review

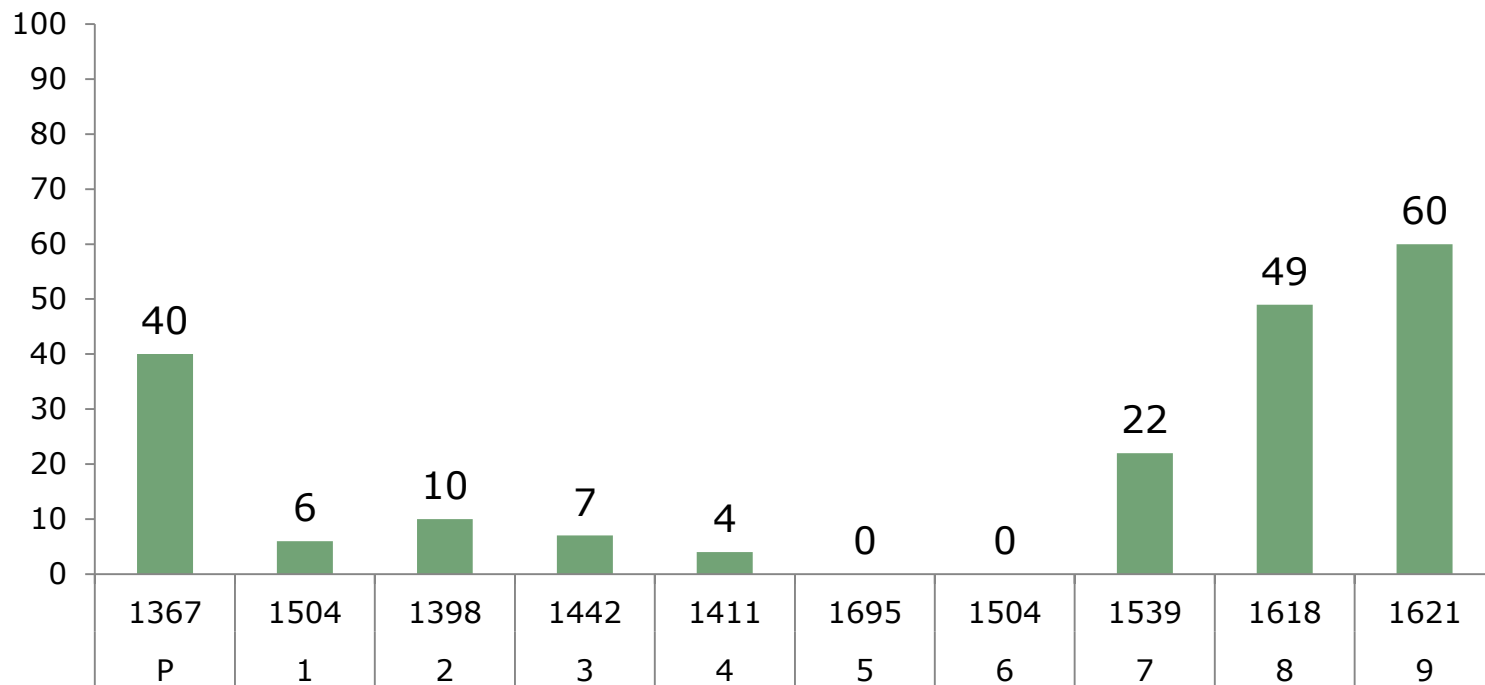
Data presented from 2012-2013 and 2013-2014

SECTION 4

Student Enrollment numbers per grade level are recorded below each respective bar in the bar graph below. The number of students in junior and primary grade levels have a higher number of students who have an Entry Code of RE(Retained) for the 2014-2015 school year.

Note: When a student is retained they are re-enrolled into the same grade the following year

Number of CCRSB Students with an Entry Code of RE(Retained) By Grade Level 2013-2014



For Grades 10 – 12: Percentage of students with a Final Grade of 50% or greater is 94% Grade 10, 92.3% Grade 11 and 93.7% Grade 12

Suspension Review

Data presented from 2012-2013 and 2013-2014

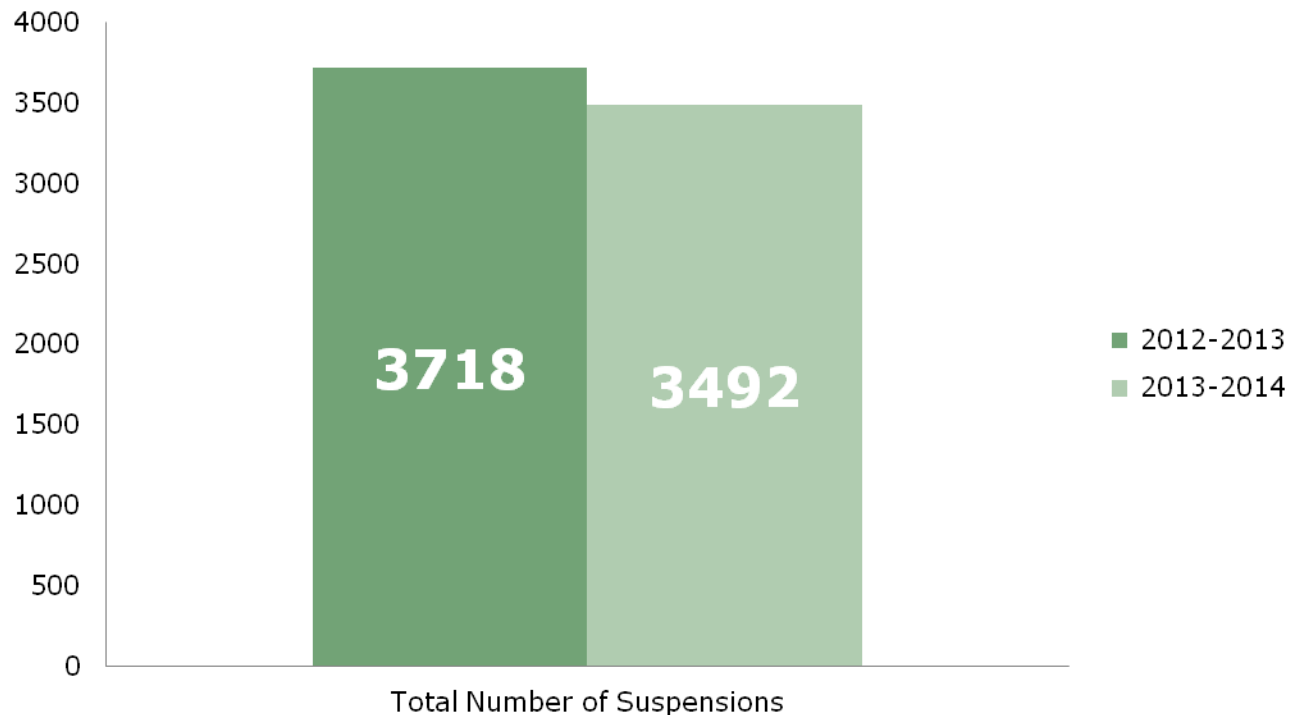
SECTION 5

The following is the overall Number of Suspensions regardless of Duration or students involved.

From 2012-2013 to 2013-2014 the total number of suspensions is declining.

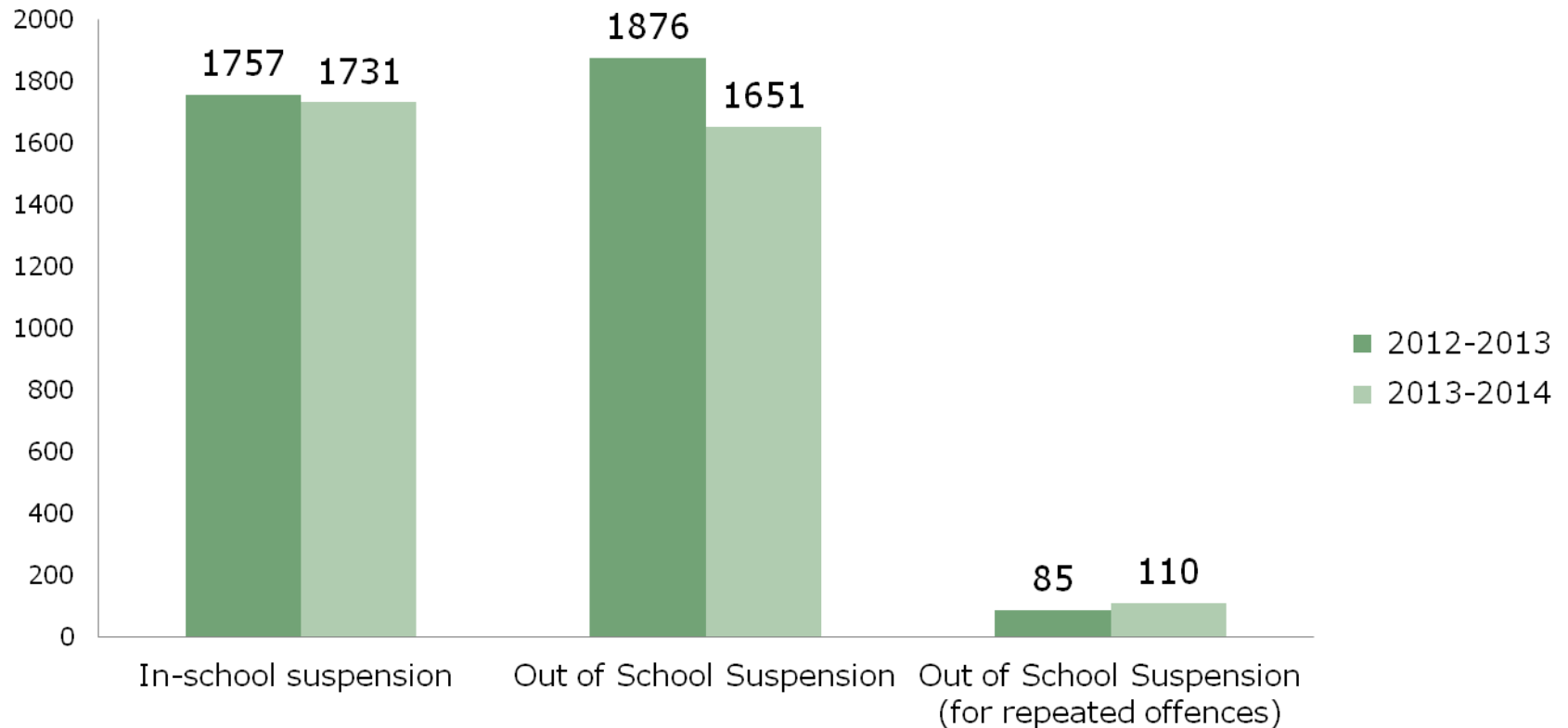
Note: there is 2.5% decline in Student Enrolment in CCRSB from 2012-2013 to 2013-2014

Total Number of Suspensions (In-School, Out of School and For Repeated offences)



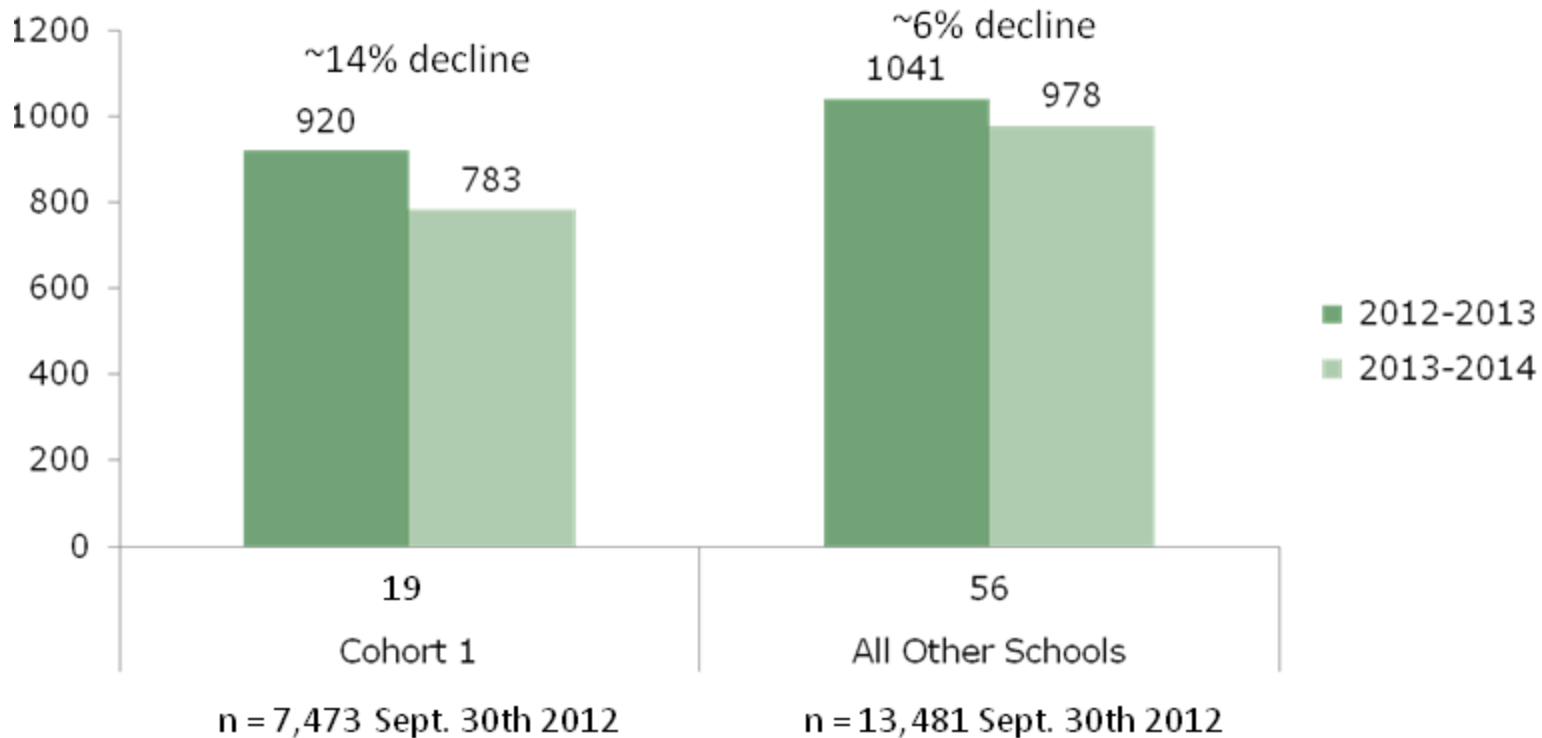
Continual decline in both the number of In-school and Out of School suspensions; however, an increase in suspensions for repeated offences.

Review of CCRSB Suspensions by Type of Suspension



There is a decrease in the number of out – of – school suspensions and suspensions for repeated offense for all schools.

Total Number of Suspensions by Restorative Approach Cohort Schools 2012-2013 and 2013-2014

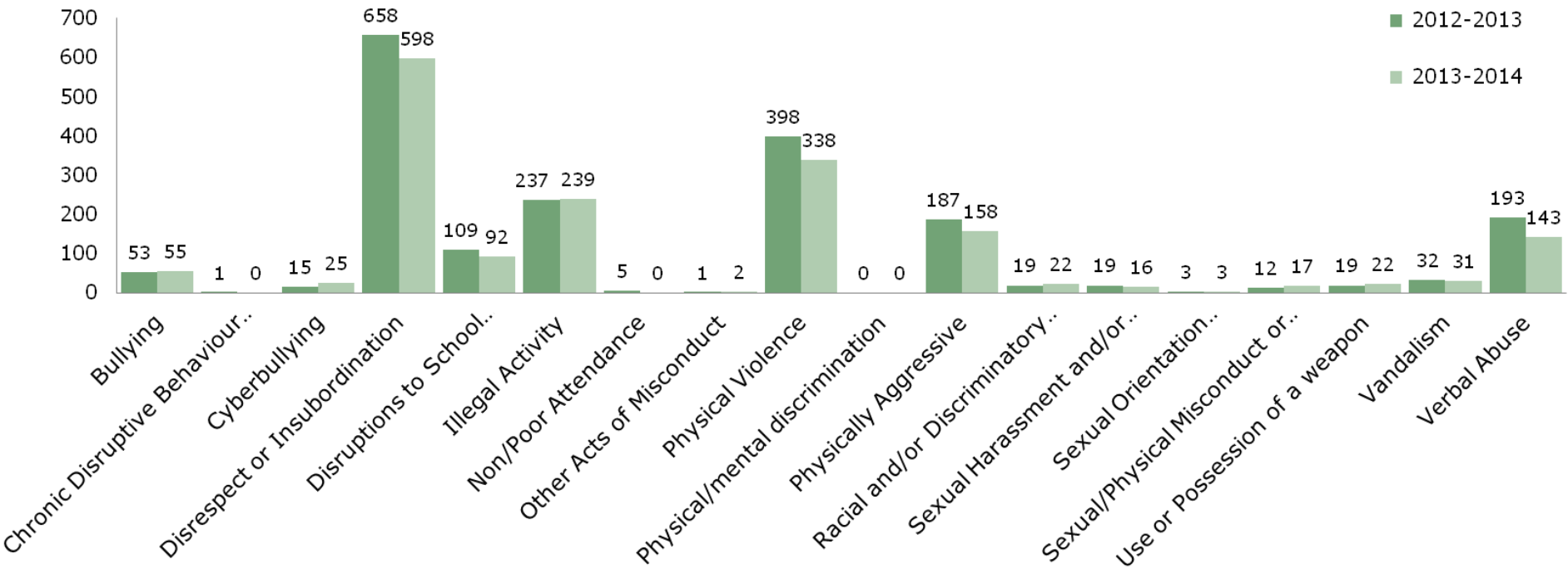


The number of schools within each Cohort is listed below the graph and n represents the number of students reviewed.

The number of suspensions in this case refers to the number of out-of-school suspensions and suspensions based on repeated offenses. The following chart identifies the incident type that generated the need for suspension as a consequence.

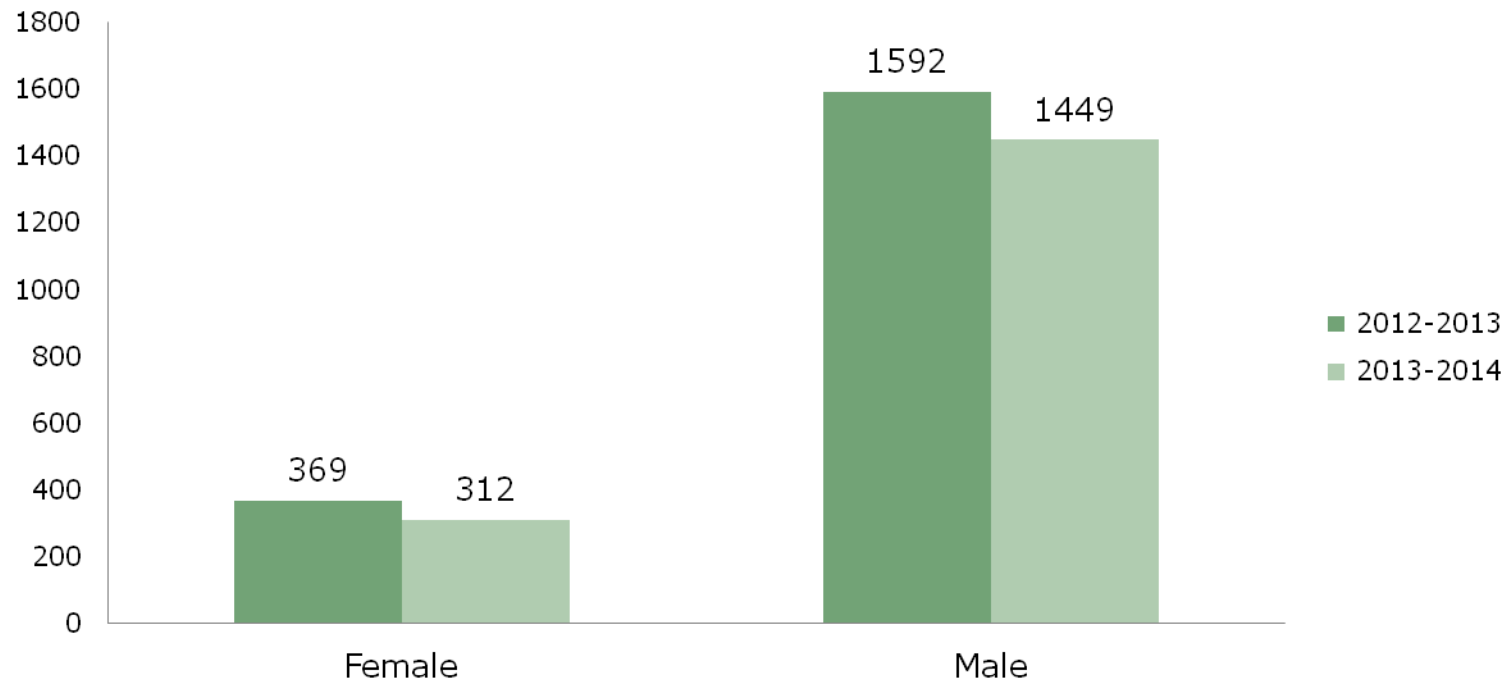
The 5 most common incident types continue to be as follows: Disrespect or Insubordination, Illegal Activity, Physical Violence, Physically Aggressive and Verbal Abuse. The number of suspensions based on incident type has declined for 4 of the most common types.

Total Number of CCRSB Out-of-School Suspensions and Suspensions for Repeated Offenses by type of Incident 2012-2013 and 2013-2014

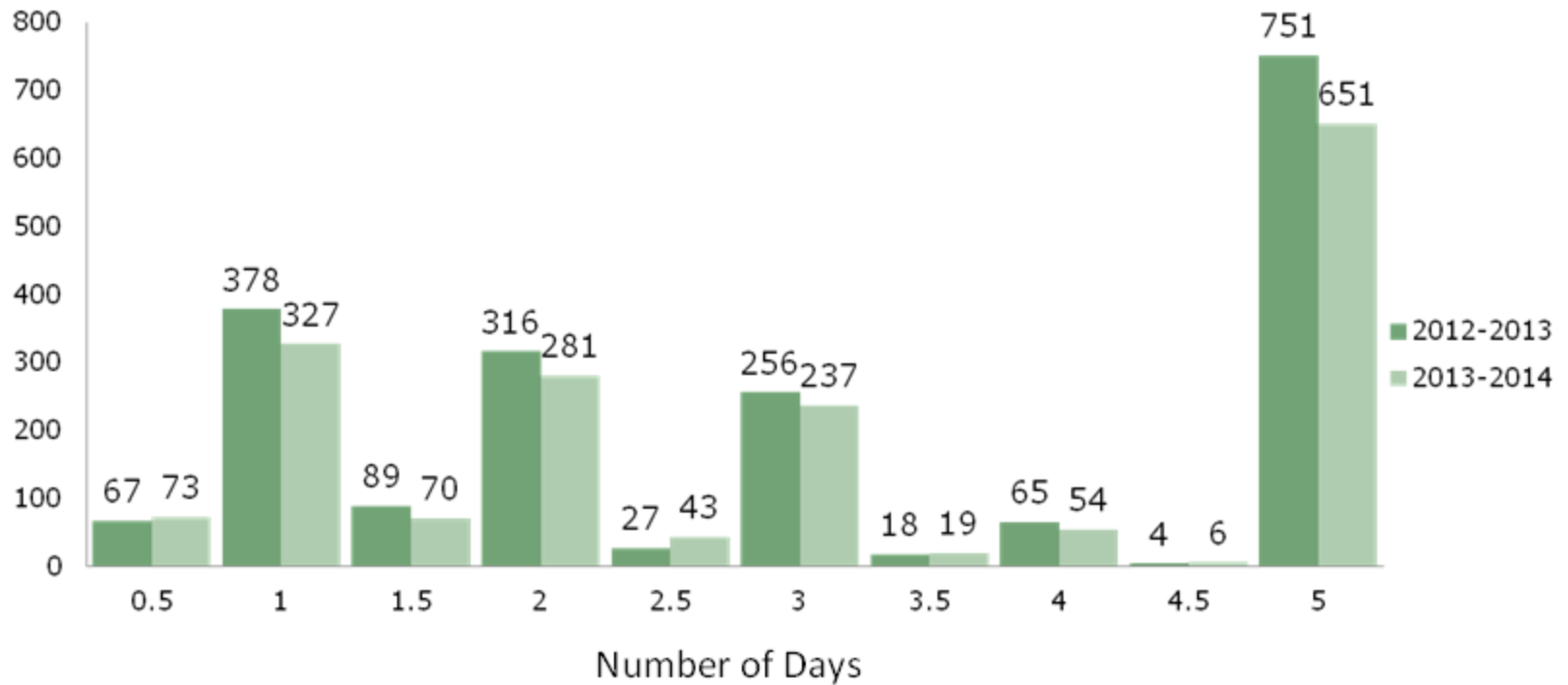


There is consistently a greater number of males who have received an out of school suspension or suspension for repeated offences as a consequence for an incident than females.

Total Number of Suspensions by Gender (Out of School and for Repeated offences)



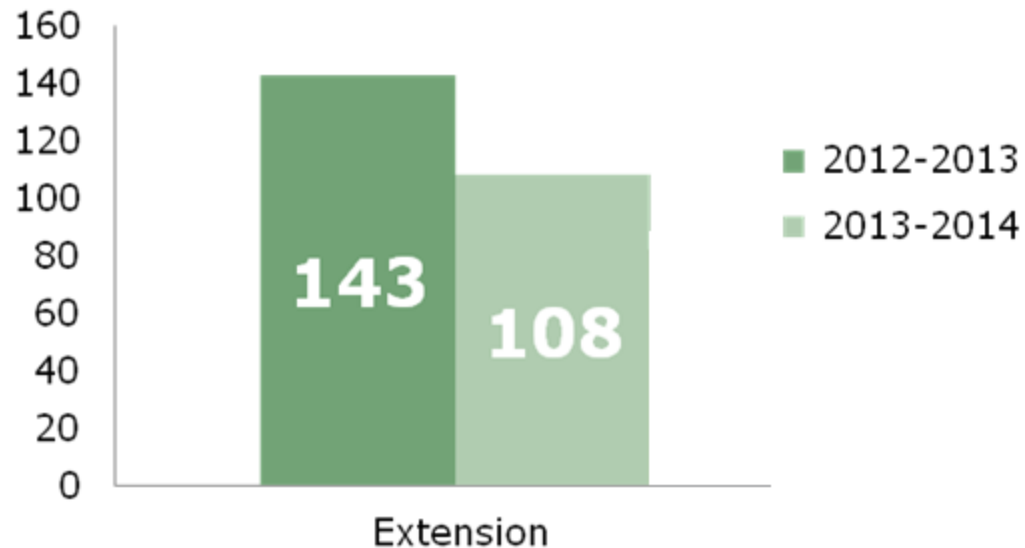
Number of CCRSB Out-of-School Suspensions and Suspensions for Repeated Offences Based on Duration of Suspension for 2012-2013 and 2013-2014



There is a decline in the number of extensions(out of school suspension of more than 5 days of duration)

An extension suspension is one in which is greater than 5 days in duration.

Total Number of Extensions for CCRSB Suspensions



Gap Between Term and Exam Score

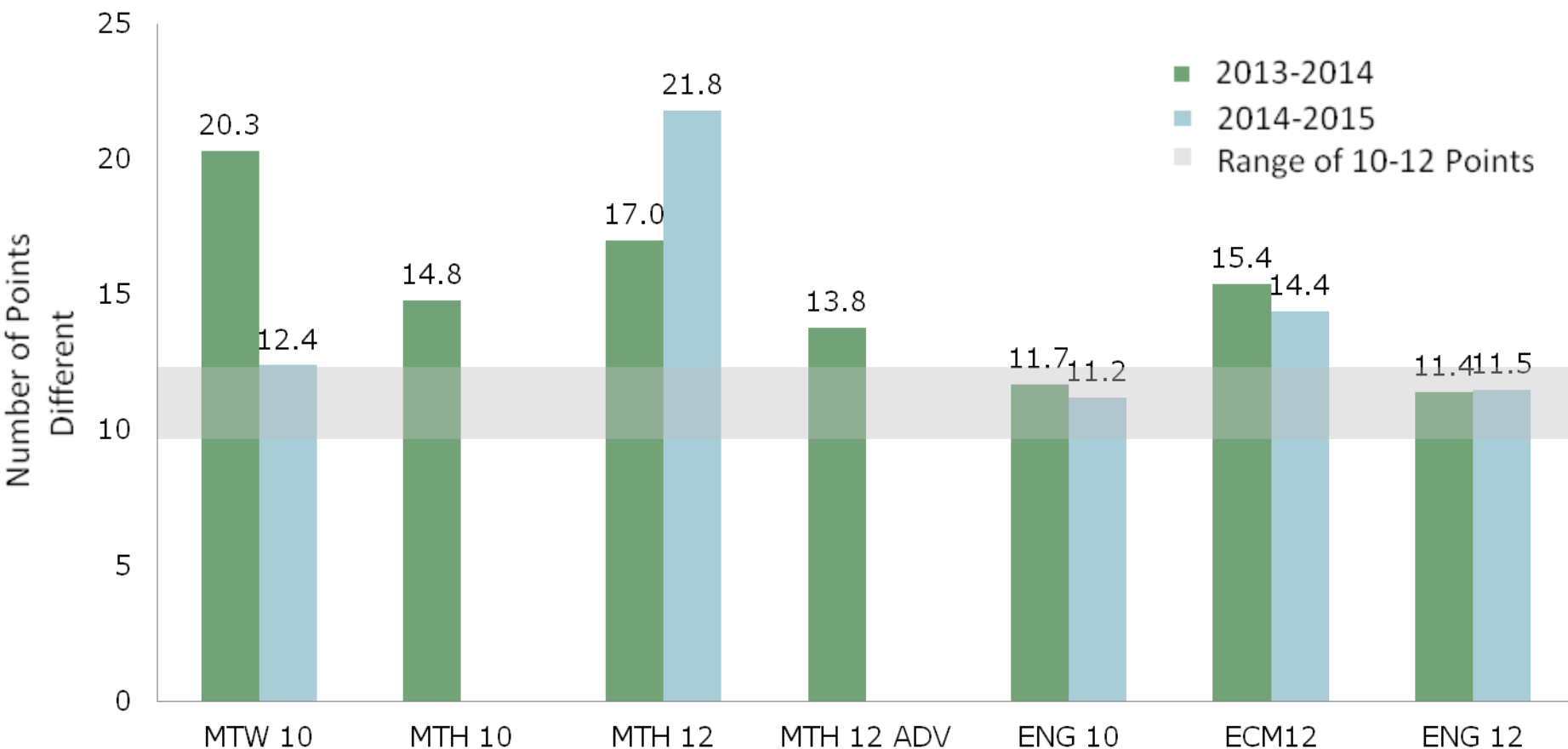
Data presented from 2013-2014 and 2014-2015

SECTION 6

Based on CCRSB Strategic Plan there is an acceptable difference of 10-12 points between the Exam and the Term Mark.

There is an increase in the difference between Exam and Term mark within the Mathematics 12 course.

Average Difference between Term Mark and Exam Mark per Respective Courses



Review of Current Supports and Actions

SECTION 7

Key Observations

There is a greater number of students retained in Primary and Junior Years.

There is an overall decrease in the number of suspensions and extended suspensions.

Average student absence is greatest in Mathematics at Work 10 and English/Communications 12.

The mean difference between a class mark and common high school examination is increasing for Mathematics 12.

Currently the greatest percentage of teachers have between 16-20 days absent

Current CCRSB Supports

- Restorative Approach in Schools Project initiated in 2012-2013
 - Co-hort 1, Initial Training May 2013 (19 Schools)
 - Co-hort 2, Initial Training Sept. 2014 (16 Schools)
- Attendance Reviews conducted by Suspension Review Committee
- Behavioural Intervention Model in targeted school groups (Student Services)
- GOTO Mental Health Training Program (Student Services)
- Social Justice framework modules (developed by RCH committee)
- Communication via PowerSchool portal to parents
- Transgender guide implementation (Student Services)

Supports Continued

- Student Action Grants
 - 2013-14 (19 schools)
 - 2014-15 April 15th (25 schools)
- Social Emotional Learning Programs (~70 Schools)
- CCRSB Relationships and School Climate Survey
 - Piloted June 2014 with grade 7, report received March 2015
 - Full application grades 7 and 10, May/June 2015
- STAND UP. SPEAK OUT. Bullying awareness campaign
 - We Are Not Afraid, Wednesdays
- Professional Growth and Appraisal Program
 - The process by which the Chignecto-Central Regional School Board will evaluate the job performance of educators.

Actions

- Restorative Approach Demonstration Classrooms
 - Secondary High School Open level and Elementary Grade 1&2 Split
- Consider Restorative Approach Mentors to work with all schools needing support in relational theory and the classroom
- Cohort 3 Initial Training May 2015 for Restorative Approach (adding 20 more schools)

Actions Continued

- CCRSB STAND UP. SPEAK OUT. 2015
 - Social Justice theme with relationships and “Backpack”
- Continue with *Roots of Empathy* Training
- Continue supporting schools implementing evidence based Social Emotional Learning Programs
- Middle Development Instrument
- Continue to monitor CSI data to assist in planning actions and setting goals
- Create consistent language around retention at grade 10 through 12
- Review correlations presented between teacher attendance and student achievement

Thank You