

Evidence and Innovation: Improving the Participation and Outcomes of Vulnerable Children & Youth

Insights Manitoba

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What's On Your Desk?

2002:

- Reports describing community condition/deficit
- Human resource management files
- A discreet file titled “staff supervision”
- A list of professional development opportunities for staff
- Indigenous cultural and content contacts and activities
- Grant proposals for nutrition, cultural inclusion and recreational activities
- Bad office coffee

2017:

- Learning network maps
- Broadly developed learning goals
- Differentiated learning models
- Teacher collaboration strategies
- Plans for the development of engaging pedagogies informed by Indigenous epistemologies
- Plenty of evidence of student engagement and learning
- Non-sweet vanilla soy latte

Meet the Southwest Sector Network

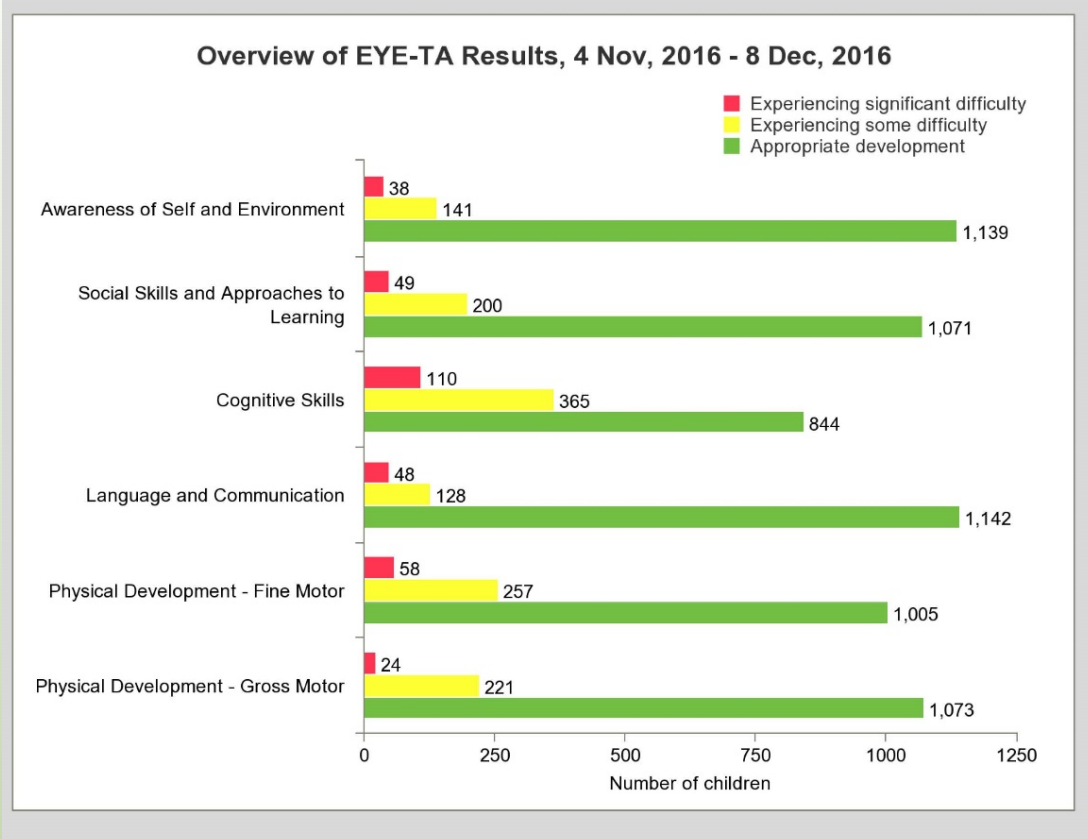
- 11 schools; 3,500 students. High proportion of Indigenous students.
- Engaged families and communities, prolific community partnerships.
- A network of principals focused on collaborative learning, common goals and strategies, action research, and teacher leadership.
- A culture of teacher collaboration: 10 year history with *Instructional Rounds* and *Observational Inquiry*.
- Consistent implementation of Quality Core (Environment, Curriculum, Instruction, Assessment).
- Differentiated resource distribution (Math Warriors, Math Coaching, differentiated staffing allocations, LLI).
- Evidence-based instruction. The development of standards of professional practice (high fidelity with balanced literacy and guided reading).
- Structure to facilitate improvement/action research cycle (Learning Sprints).
- Frequent use of multiple/disaggregated data sources: Benchmarks, Treaty Learning Assessment, teacher observations, parental participation, Early Years Evaluation, attendance data, program participation, OurSCHOOL Survey, extra-curricular participation, average final marks, credit attainment, Common Math Assessment.

SWS Evidence: Early Years Evaluation

- Used provincially in all Kindergarten classroom.
- One source of data for classroom teachers and school teams to use to inform instruction and future programming.
- Determines each child's progress and development in five key domains:
 - Awareness of Self and Environment
 - Social Skills and Approaches to Learning
 - Cognitive Skills
 - Language and Communication
 - Physical Development
- Assessment and evaluation in early learning demonstrates that young children develop continuously and rapidly.
- Responding to the needs of our youngest students requires a process of gathering information from several sources, reflecting and interpreting the data, and responding with effective instructional strategies.



EYE-TA Pre-assessment Results by Domain



St. Frances Cree Bilingual School: Context

- Ten years offering a *nēhiyaw* Bilingual Program in conjunction with Saskatoon Tribal Council.
- From 12 Kindergarten students and one teacher to 650 students from daycare to grade 8.
- Fostering a strong sense of belonging through the celebration of culture, language, spirituality and learning.
- Serving students from 57 different neighbourhoods in Saskatoon.
- 99% First Nations or Metis students.
- Professional Development School that facilitates collaboration among the school, university and community to enhance shared professional learning, community engagement and innovation.
- U of S teacher candidates take classes on-site at St. Frances: A model to ensure new and experienced teachers gain hands-on experience and are better prepared to enter classrooms and support First Nations and Metis and all students to experience belonging and achieve success.
- Pre-service and in-service teachers work together to link theory and practice to improve teacher skills through sharing best practices within the context of a dynamic school.

St. Frances Cree Bilingual School: Program

- Reciprocal partnerships with families and careful staff selection foster anti-deficit thinking and adherence to the belief that FNMI children are capable and competent learners.
- Based on EYE data and grade 3 reading levels, triangulated with classroom and family data, we focus on oral language and cognitive skills.
- EYE establishes the benchmark and instigates professional dialogue regarding how to build teacher knowledge and skills, develop supportive partnerships, and achieve learner growth.
- Learning readiness and outcome indicators instigate differentiated resource distribution (literacy support teachers; re-purposed LAT role) to better support students with Plus and Focused intervention supports for students in grades 1 to 3.
- Professional development focusses on bringing everyone to a level of mastery to actualize a strong foundation of balanced literacy in every classroom.
- Direct classroom SLP support works with children and families within the context of their play. The teacher and the SLP work with specific students using responsive strategies for a specific length of time (Sprints).

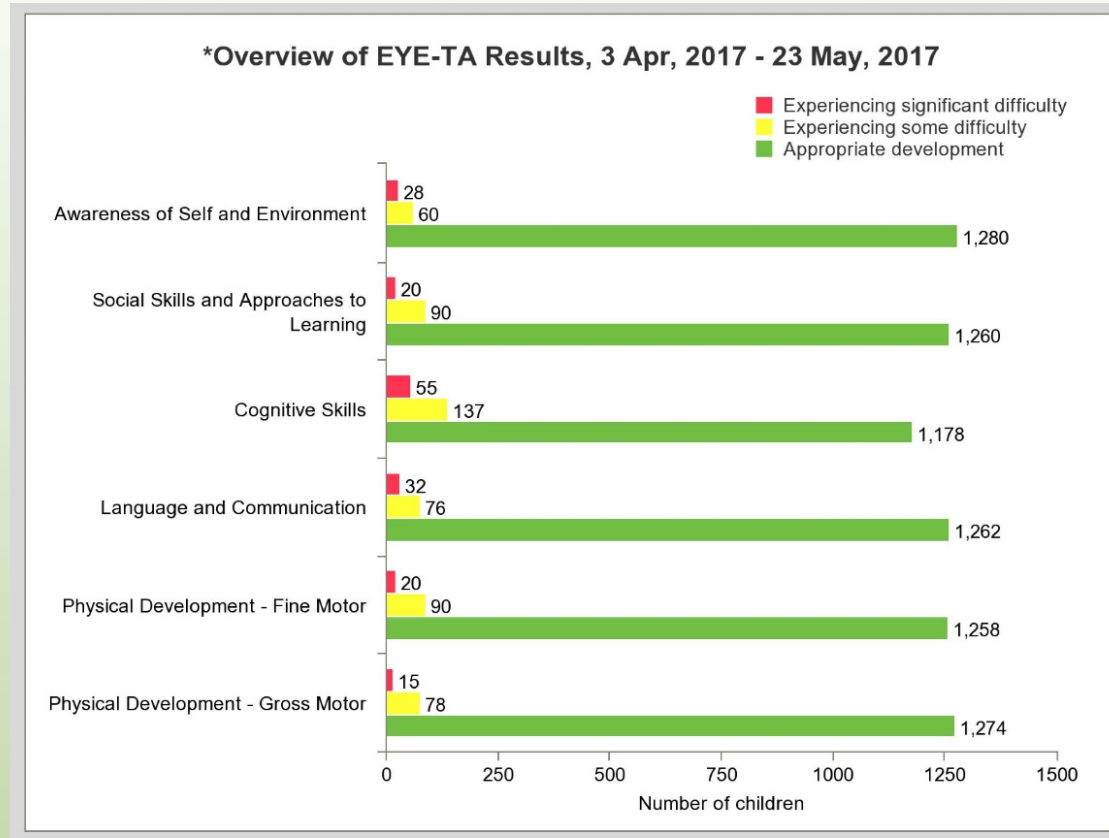


St. Frances Cree Bilingual School: Outcomes

- In June of 2016, 43% of students from Grades 1 to 8 were reading at or above grade level, up from 33% the year prior.
- In 2016-17, 57% of students who were present all year grew at least one grade level; up from 29% the year prior.
- June, 2017 results measured by the Fountas and Pinnell Benchmark Reading Assessment indicate 15% growth in students meeting or exceeding expectations compared to the November 2016 results.
- During the 2016-2017 school year, there was 23% growth for FNMI students across the division from fall to spring measured with the EYE, the greatest growth we have seen since we started gathering this data in 2014-2015.
- Our spring, 2017 EYE results indicate our strategies are impacting student development but closing the gap between non-FNMI and FNMI cohorts will take more resources and time.



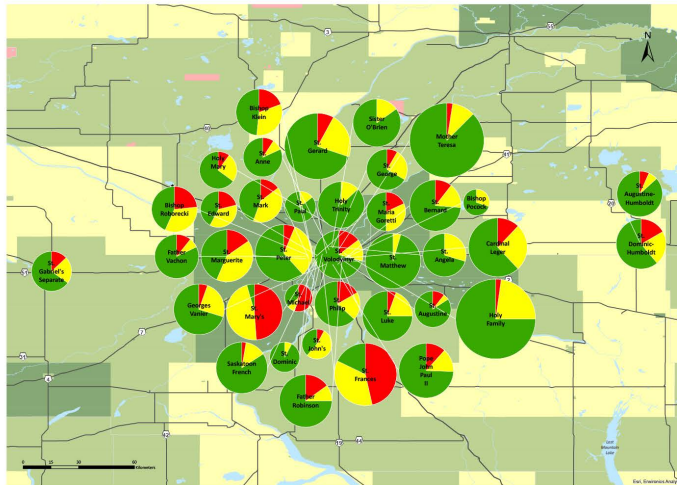
EYE-TA Post-assessment Results by Domain



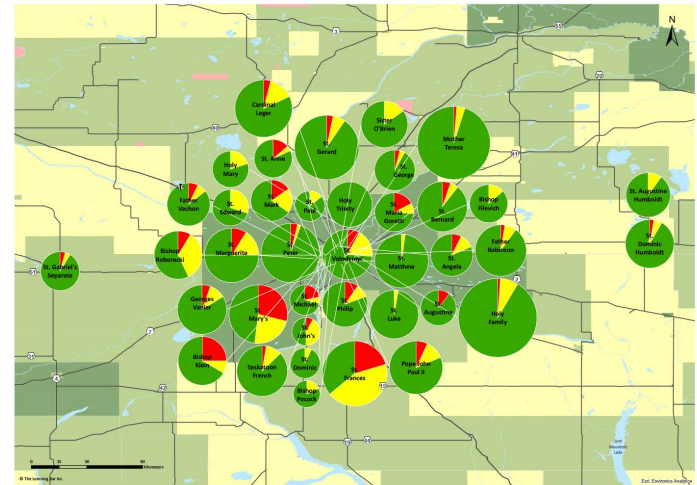
EYE-TA report results show learning gains through quality instruction and appropriate intervention

Median Income and EYE-TA Responsive Tiered Instruction St. Paul's RCSSD 20, Saskatchewan

2016 Pre-Assessment



2017 Post-Assessment



EYE-TA pre-assessment results (fall 2016)

RTI results

(1317 children)

Tier 3=157; Tier 2=287; Tier 1=873

EYE-TA post-assessment results (spring 2017)

RTI results

(1369 children)

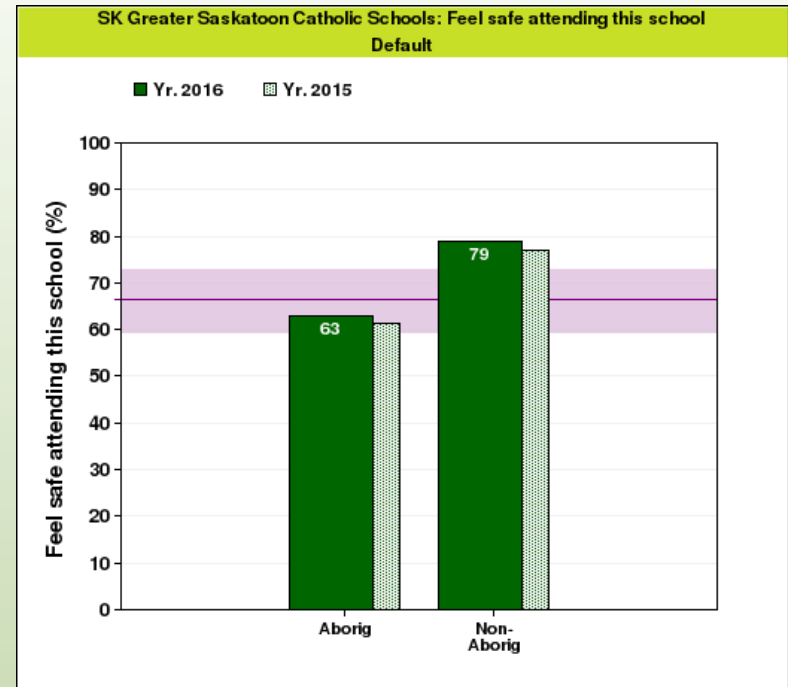
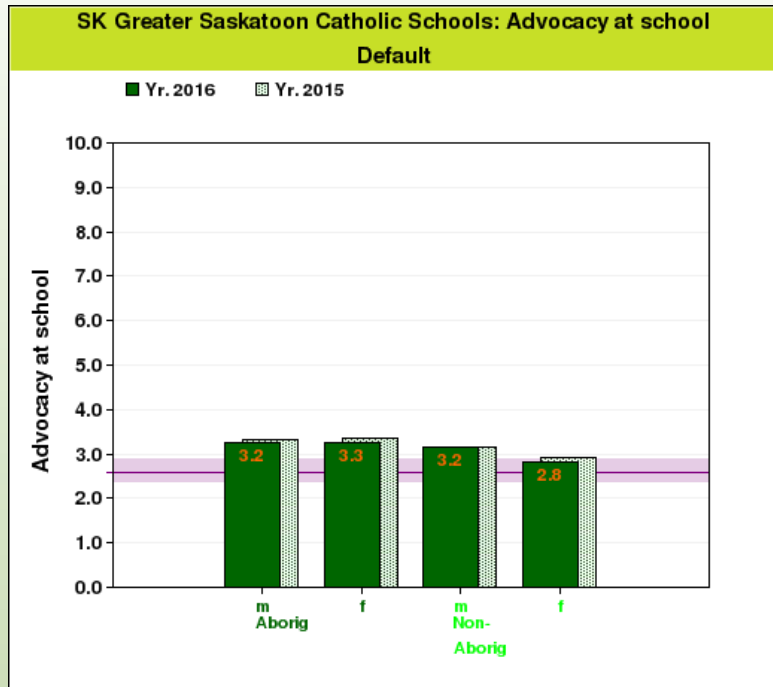
Tier 3=91; Tier 2=163; Tier 1=1115

SWS Evidence: OurSCHOOL Survey

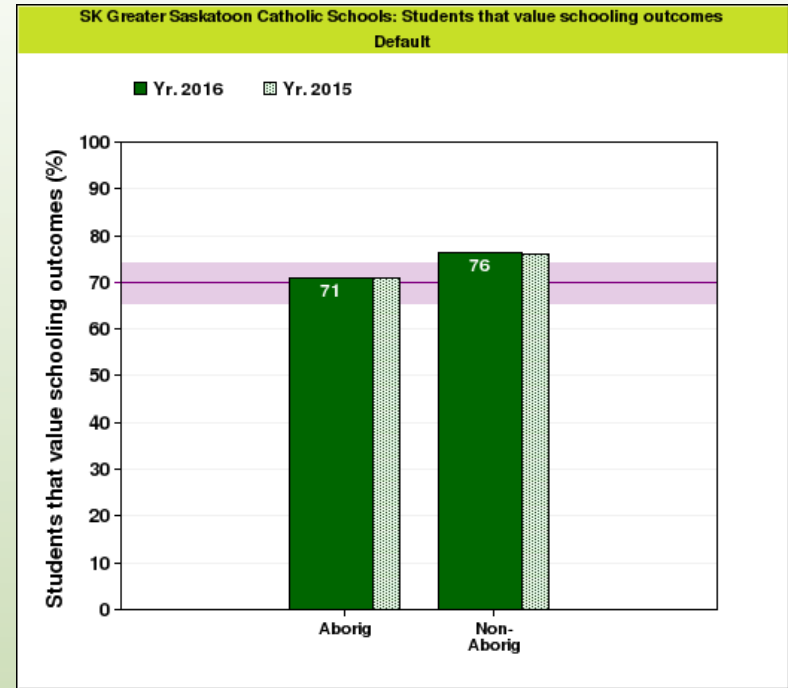
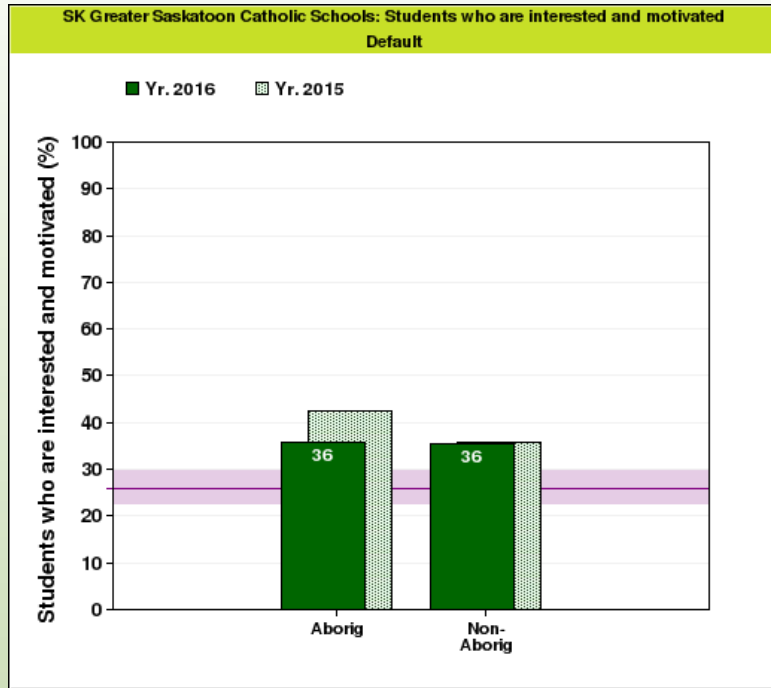
- Online survey that allows students to share their voice on their school environment and experiences.
- Perceptual data based on indicators of student engagement and wellness to inform planning at the provincial, division and school level.
- Used provincially in all grade 4 to 12 classrooms.
- Provides leading measures within the areas of:
 - Intellectual Engagement
 - Inclusive Environment
 - Positive Learning Context
- These measures assist schools and divisions in creating actions in response to student voice to decrease the disparity between First Nations, Métis and Inuit students and non-First Nations, Métis and Inuit students.
- Results assist in identifying challenges and opportunities useful in planning for improvement.
- Results are disaggregated by gender, grade, home language, immigrant status, and Aboriginal status.



SWS Evidence: OurSCHOOL Survey



SWS Evidence: OurSCHOOL Survey



Oskayak High School: Program

- Characterized by a strong cultural program, credit recovery, the infusion of technology, the adoption of problem-based learning and inquiry learning.
- These pedagogies allow for “cultural space” to be created in which students can connect their knowledge and experience to curricular outcomes.
- With the use of technology, student learning modules are tracked so that interruptions in attendance no longer mean “starting over.”
- The school has a state of the art Mac lab complete with a 3D printer, poster printer and a green screen. Students in the lab are typically shooting video statements, photographing cultural art pieces for the on-line student store or developing webpages.
- Faculty are selected and/or trained to deliver a program through problem-based learning. This innovation has dramatically heightened student engagement and has enhanced student participation in their learning.
- Through combined credit courses, hybrid electronic and in-person courses, the adoption of the quarter system and credit recovery options in all courses, Oskāyak has dramatically increased credit delivery.
- Addresses student transportation, nutrition, daycare and needs.

Oskayak High School: Outcomes

- The success of the program is measured in enrolment, academic participation, credit delivery, and graduations.
- Student enrolment has increased 71% in the past 5 years. Students report that their peers encourage their participation and that they witness the successes and feel that Oskāyak is a school where they can overcome their barriers and succeed.
- Beyond the enrolment increase, Oskāyak has experienced a 58% enrolment increase in senior maths and sciences.
- The credit completion rate increased from 31% in 2010 to 81% in 2014. Enrolment matters little unless students are being retained in class and ultimately achieving credit.
- Graduates at Oskāyak have risen from consistent single digits to 60+ per year, with similar student enrolment.
- Winner of the Premier's Board of Education Award For Innovation and Excellence in Education.



Improvement Leadership & Evidence

- Emancipatory leadership aims to re-culture (purpose) and reform (effectiveness).
- Reliable indicators of readiness to learn and school experience liberates educators from preconceived notions of the capacity of learners and the quality of the learning experience.
- A balance of teacher professionalism, system leadership, and reliable sources of data have merged to predict markedly better student learning outcomes.
- Data is best employed within the context of an improvement cycle *and* is present at all stages of the improvement cycle.
- Leadership for enhanced participation and outcomes for vulnerable students:
 - **Purpose:** Maintaining a learning imperative for all students, and particularly for vulnerable students; learning is liberation.
 - **Practice:** The improvement imperative is rarely contested, but consensus breaks down where solutions are proposed. “First we’re a school.” Of the many pathways to improvement, effective instruction is always first.
 - **Profession:** Variability in the application of interventions is greater than variability in available interventions (options are known, fidelity to those options is inconsistent). Our professional contribution is the development and delivery of standards of professional practice (Elmore, 2008).

Instructional Leadership

- *Effective leaders not only make things possible, they make things inevitable.*
- Create consistent opportunity to focus on engaging classroom experience...the core of administrative work.
- Build teacher trust, support, and capacity.
- Use all available data to inform your work.