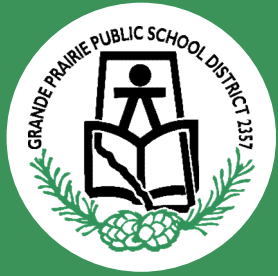**The Learning Bar**

Insights Alberta
Building a Data Culture

#insightsalberta

Joanne Pitman

Director of Administration and Learning, Grande Prairie School District

Building Skills and Taking Action: System supports for connecting student voice to quality Instruction, collaborative practice and purposeful engagement

Grande Prairie Public School District

Joanne Pitman   Director of Administration & Learning

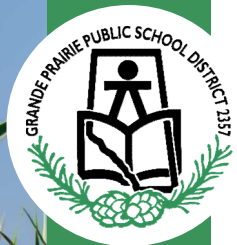James Robinson   Assistant Superintendent Student Services

WHAT

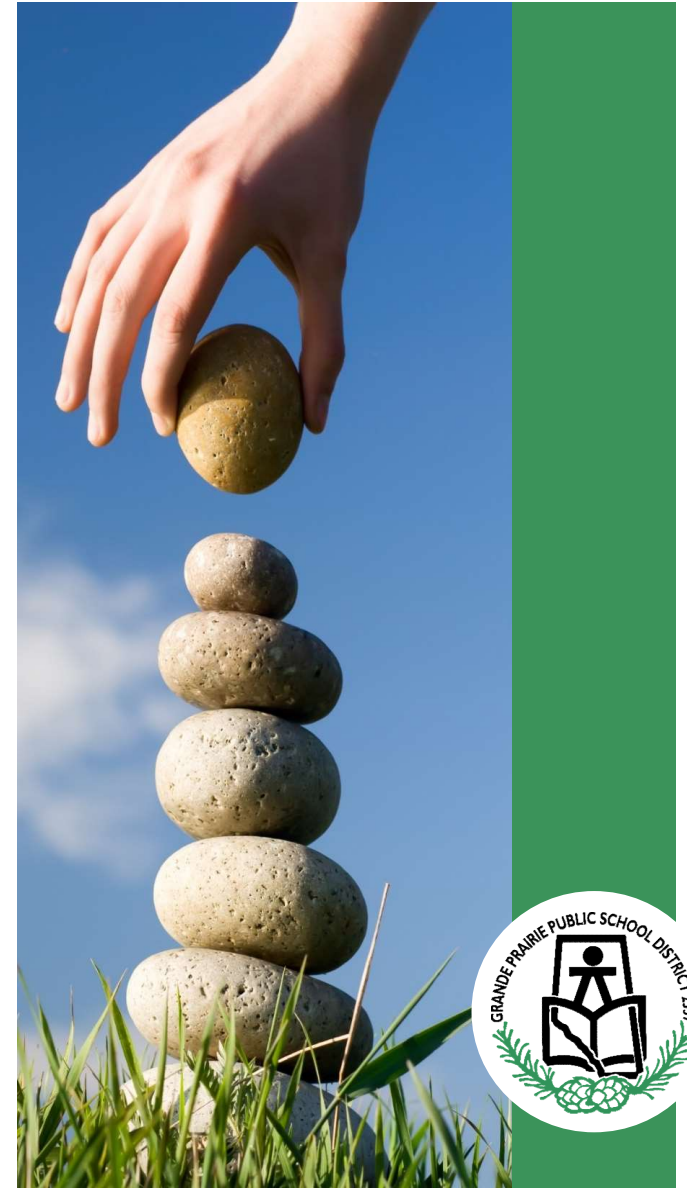Examine, explore and deepen the analysis and action planning for OurSCHOOL results at the system and site level
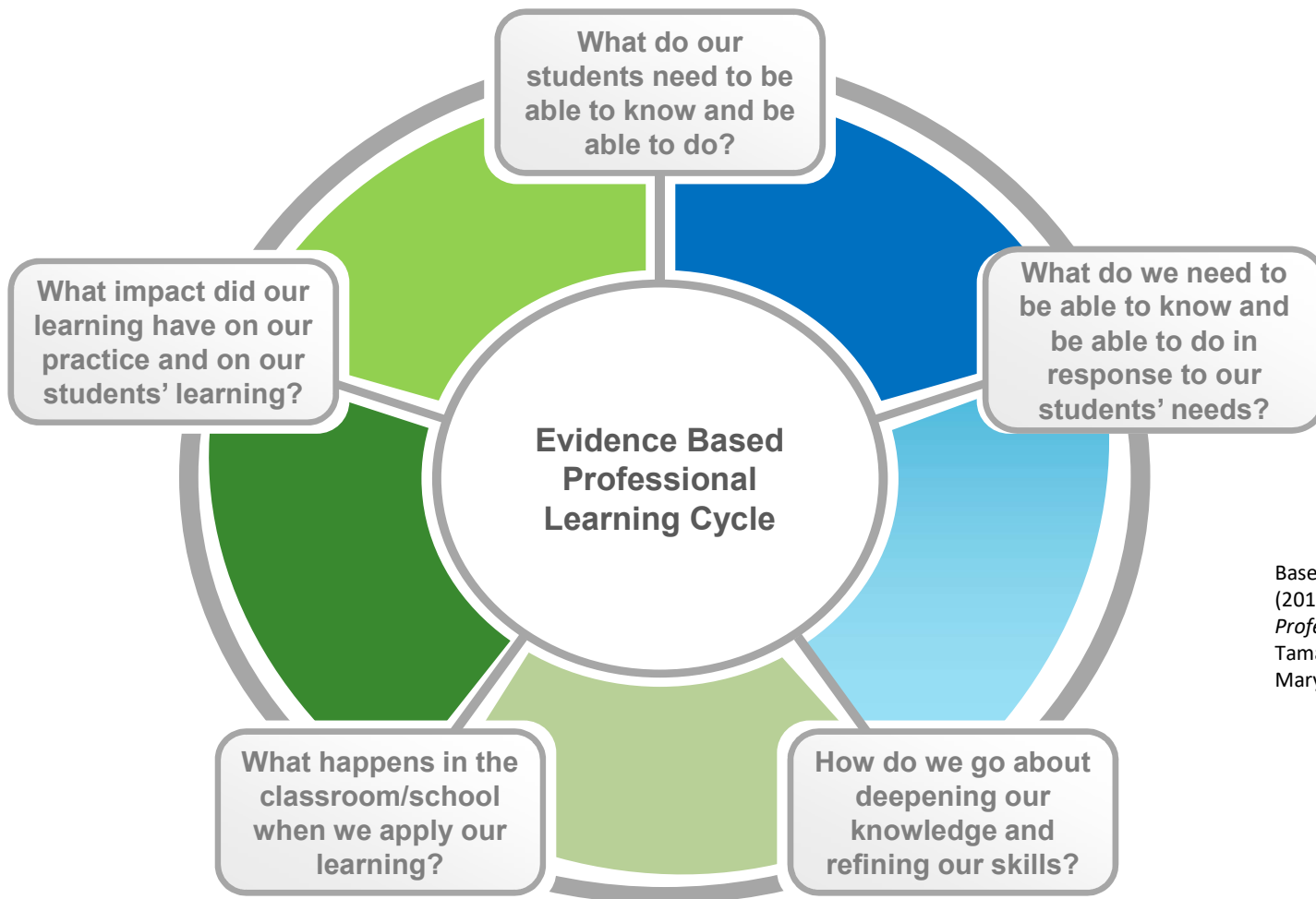
WHY

When we develop consistent structures and patterns of working at the system level, we support the system and sites to engage in rigorous use of student voice to inform practice

HOW

By creating structures and tools to develop and support skills in the use of evidence at the system and site level

At the Centre: Process of An Inquiry Mindset

What do our students need to be able to know and be able to do?

What do we need to be able to know and be able to do in response to our students' needs?

What impact did our learning have on our practice and on our students' learning?

Evidence Based Professional Learning Cycle

What happens in the classroom/school when we apply our learning?

How do we go about deepening our knowledge and refining our skills?

Based on work by Helen Timperley (2011) *Using Student Assessment for Professional Learning*. Authors: Tamara Downey, Helen Timperley, Mary Wootton (2011)

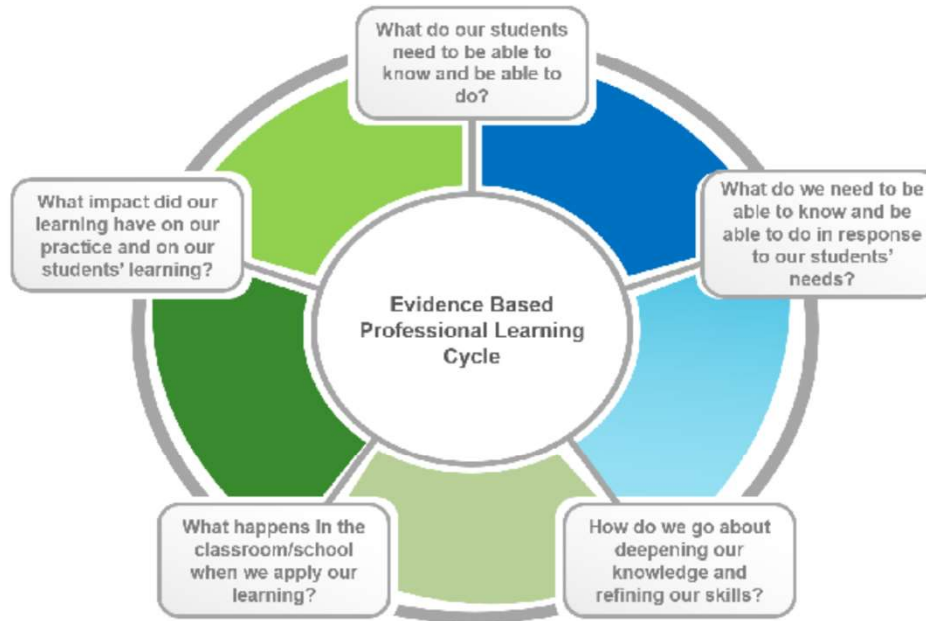GRANDE PRAIRIE PUBLIC SCHOOL DISTRICT 2357

School Improvement Planning

Whole school focus on deepening teacher knowledge and skills to improve student learning and achievement based on the needs of the school.

Professional Learning Community Teams

Teacher teams engaging in collaborative evidence-based inquiry on the impact of teacher learning and practice on student learning and achievement.

Evidence Based Professional Learning Cycle

- What do our students need to be able to know and be able to do?
- What do we need to be able to know and be able to do in response to our students' needs?
- How do we go about deepening our knowledge and refining our skills?
- What happens in the classroom/school when we apply our learning?
- What impact did our learning have on our practice and on our students' learning?

Case Management

Tier I

Teacher teams working collaboratively on a defined instructional goal to improve achievement of a **student**

Tier II

Individual teacher, administration, school and/or district inclusive supports working collaboratively on a defined instructional goal to improve achievement of a **student**

Tier III

Individual teacher, administration, district inclusive support working collaboratively on a defined instructional goal to improve achievement of a **student**

PRAIRIE PUBLIC SCHOOL DISTRICT 2357

Evidence Based Professional Learning Cycle

What do our students need to be able to know and be able to do?
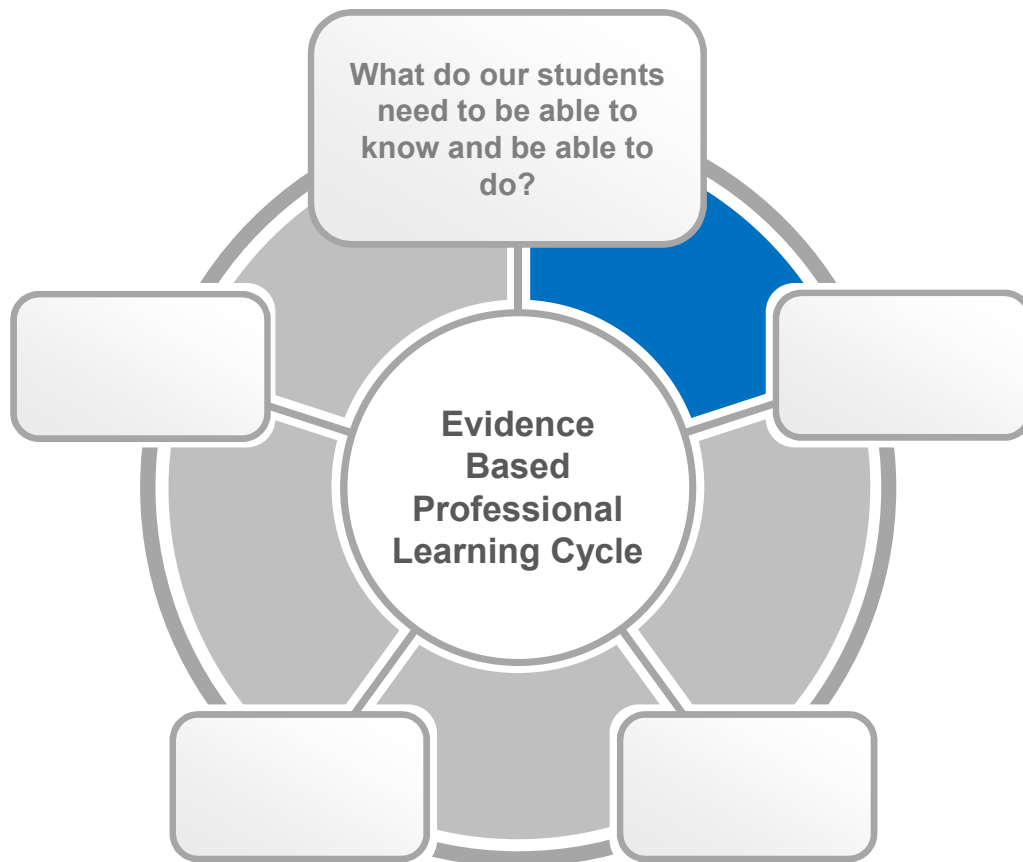
Student Needs

- What do I want them to learn? Why?
- What are the learning intentions and goals?
- What are the success criteria?
- What are my students' strengths?
- What are their needs, in terms of discipline knowledge, general capabilities and attitudes, motivation and dispositions to learning?

Evidence

- Student feedback and voice in learning
- Student attitudes to school
- Analyzing student work

System Structures

1. All Admin Meetings with a focus on using the Evidence Based Professional Learning Model to guide our use of OurSCHOOL data to inform the practice of leaders and teachers

2. Specific work on planning the ways in which evidence is utilized and presented to staff

3. Ongoing support for new administrators to disaggregate and identify priorities for use of student voice to inform planning

Setting Priorities

What does our school need to use data or evidence in order to identify our learning needs and instructional areas of focus?

Based on priorities—what questions should we ask of the data?

What is the Data or Evidence available?

Province	District	School Level
		Fountas & Pinnell
		OCA
Student Learner Assessments (SLA)		Attendance
Provincial Achievement Tests (PAT)	District Survey	IPPs
Diploma Exams	Tell Them From Me (TTFM)	Report Cards
Accountability Pillar (APORI)		Student Surveys
		Student Interviews
		Formative Assessments

Documentation and Display

- What guiding documents do I have outlining the purpose for data, the way in which it is used, and the timelines for gathering and reviewing?
- How do I make data available to staff and how is it displayed? Who is most responsible for this? Is there anything I need to change?

Analysis
What does the data say?

Interpretation
What does the data mean?

Analysis Questions

- What do you see?
- What surprises you?
- What questions do you have?
- What patterns do you notice?
- Which students are being successful?
- Which students are being unsuccessful?
- What pieces of data stand out from the rest?
- What trends and patterns do you notice over time?
- What similarities and differences do you see across the various data sources?

Interpretation Prompts

- Wow! I'm thrilled about the _____ that I see in this data from the _____. What did we do to make that possible?
- I noticed _____ when I looked at this data from the _____. I think it indicates _____.
- I'm puzzled by the data from the _____ because it doesn't seem to match with _____. (Possible reasons why or questions to explore.)
- Based on the results, what assumptions have we made about our students?
- Based on the results, what opportunities might we have to address needs of students?
- What aspects of our instruction and/or structures explicitly contribute to our successes?
- What aspects of our instruction and/or structures explicitly contribute to the identified challenges?

Actions

- What interventions can be offered?
- What supports are required to move forward?
- What implications does this have for instruction and professional learning?
- How might our Professional Learning Community teams address identified needs?

"Every Student Succeeds"

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School Profiles

Grade	Enrolment	# of FNMI Students	# of ELL Students	# of Mild/Mod Codes	# of Severe Codes	Gifted	Uncoded Student Concerns	Founta OCA
PS								At
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
ISC								
Total	0	0	0	0	0	0	0	

STAFFING

Position	Assigned
Principal	
Vice Principal	
Classroom Teachers	
Learning Support Teacher	
ISC Teachers	
PUF PreSchool Teachers	
Specialist Teachers (Eg: PE, FSL)	
Total FTE	
Educational Assistants Full Time	
Educational Assistants Part Time	
PUF Educational Assistants	
Counselling (PCS)	

SCHOOL PRIORITIES & CHALLENGES

QUALITY INSTRUCTION

PURPOSEFUL ENGAGEMENT

COLLABORATIVE PRACTICE

EFFECTIVE LEADERSHIP

OurSCHOOL Results

Relevance	Rigour	Interest	Anxiety
/10	/10	%	%

TRICT SATISFACTION SURVEYS

	2015-2016 School Teachers	2015-2016 District Teachers	2015-2016 School S.Staff	2015-2016 District S.Staff
chool				
naking				
line/beh.				
owth.				
t for St.				
le citizens				
Safety				
Quality of education				

Tell Them From Me - Question Content

Relevance:
- We explore ideas and topics that are meaningful.
- We cover topics that are useful in everyday life.
- I know the purpose of what we are learning

Rigour:
- We understand the purpose of each class lesson.
- Teachers quickly give students specific feedback on their work.
- The feedback from tests and quizzes help me learn.

Interest & Motivation:
- I spend a lot of time day-dreaming, socializing, or pretending to pay attention.
- I enjoy learning new concepts and ideas.
- I enjoy our class projects so much that often I do not want to stop.
- I wish we did not have to take [the subject area].
- I enjoy [the subject area] classes so much that I lose track of time.
- I find myself thinking about what we are learning even after the lesson is over.

Anxiety:
- I worry about what other students think about me.
- I am too fearful or nervous.
- I worry about people laughing at me.
- I worry about a teacher asking me a question.
- I worry more than most kids.
- I am afraid that other students will think I am stupid.

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Exemplars of Guiding Questions

Guiding Questions for Analysis	Consider the general implications of (OurSCHOOL, *APORI, PAT/DIP data, 5 year trend, Student Profile Data, Report Card Indicators) Use the following questions: Determine which questions might be your primary focus. You may well wish to drill down to be more specific in your questioning as it relates to individual data sets you are selecting.* *Analysis:* • What patterns do you notice in student feedback in relation to instruction, engagement, relationships? • What patterns do you notice in parent feedback in relation to instruction, engagement, relationships? • What patterns do you notice in relation to specific curricular strands/outcomes within each subject area. Identify significant areas of strengths or deficits in student understanding/application. What does this mean for instructional practice? • What similarities and differences do you see across the various data sources? • Which students are being successful? • Which students are being unsuccessful?
Guiding Questions for Interpretation	Consider the general implications of (*OurSCHOOL, APORI, PAT/DIP data, 5 year trend, Student Profile Data, Report Card Indicators) Use the following questions: Determine which questions might be your primary focus. You may well wish to drill down to be more specific in your questioning as it relates to individual data sets you are selecting.* *Interpretation:* • Based on the results, what assumptions have we made about our students? • Based on the results, what opportunities might we have to address needs of students? • What do the students/parents say they need? • What aspects of our instruction/planning explicitly contribute to our successes? • What aspects of our instruction/planning explicitly contribute to the identified challenges?

School Data Analysis and Interpretation Process

Connecting Categories

Quality Instruction	Purposeful Engagement		
	Social	**Institutional**	**Intellectual**
Relevance	Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation
Appropriately challenged	Participation in Sports & Clubs	Attendance	Effort
Rigour	Positive Friendships at School	Positive Behaviour	Appropriately Challenged
Interest and Motivation		Homework & Study Habits	

Considerations

1. Which evidence do we find we tend to focus on first? Why might that be?

2. Which evidence might we use to guide our planning of:
   - Student supports and services
   - Scheduling
   - School Structures
   - Programming

Creating the Space

- **Coherence** between use of data sets - No longer a "one off"

- **Mindset** of informing the system to inquire into patterns

- **Attitude of responsiveness** to students at sites

- **Building Collective Efficacy:** when we take action things change