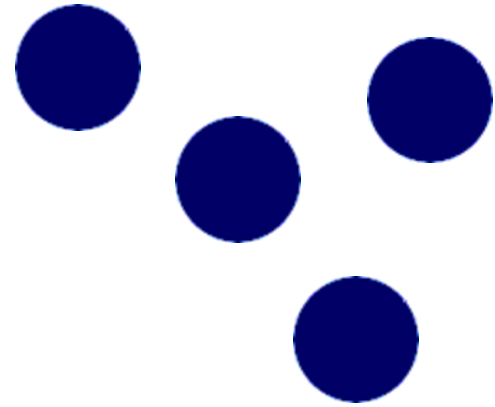# Data Day

Grades 1-6 Non-ELA
Grades 7-12

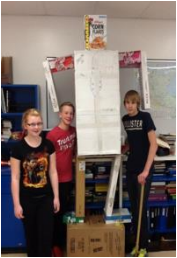January, February, March, 2014

Yes or No

- Place a dot underneath each question you answer "YES" to.

Today…

- Let's create a climate of possibility!

Today…

- We are thinking about all our students…the ones in our classes right now. How well are they managing the content? How skilled are their learning processes (habits of mind)? How do we reach those "tricky" cases? How do we access strengths? How do we build up the gaps? How do we engage everyone?
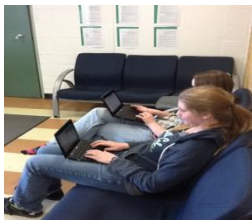
Consider…

- What are the ways of working with students that show the most positive influence on the desired behaviour or outcome?
- Which instructional practices have the least impact?

Agenda

- Instructional approaches survey
- Simulation
- Learning Strategies
- Verb deconstruction
- Data sets – What do they tell us?
- Looking at data
- Planning an approach
- Structuring learning time

Setting the stage

- What is the data available to us?

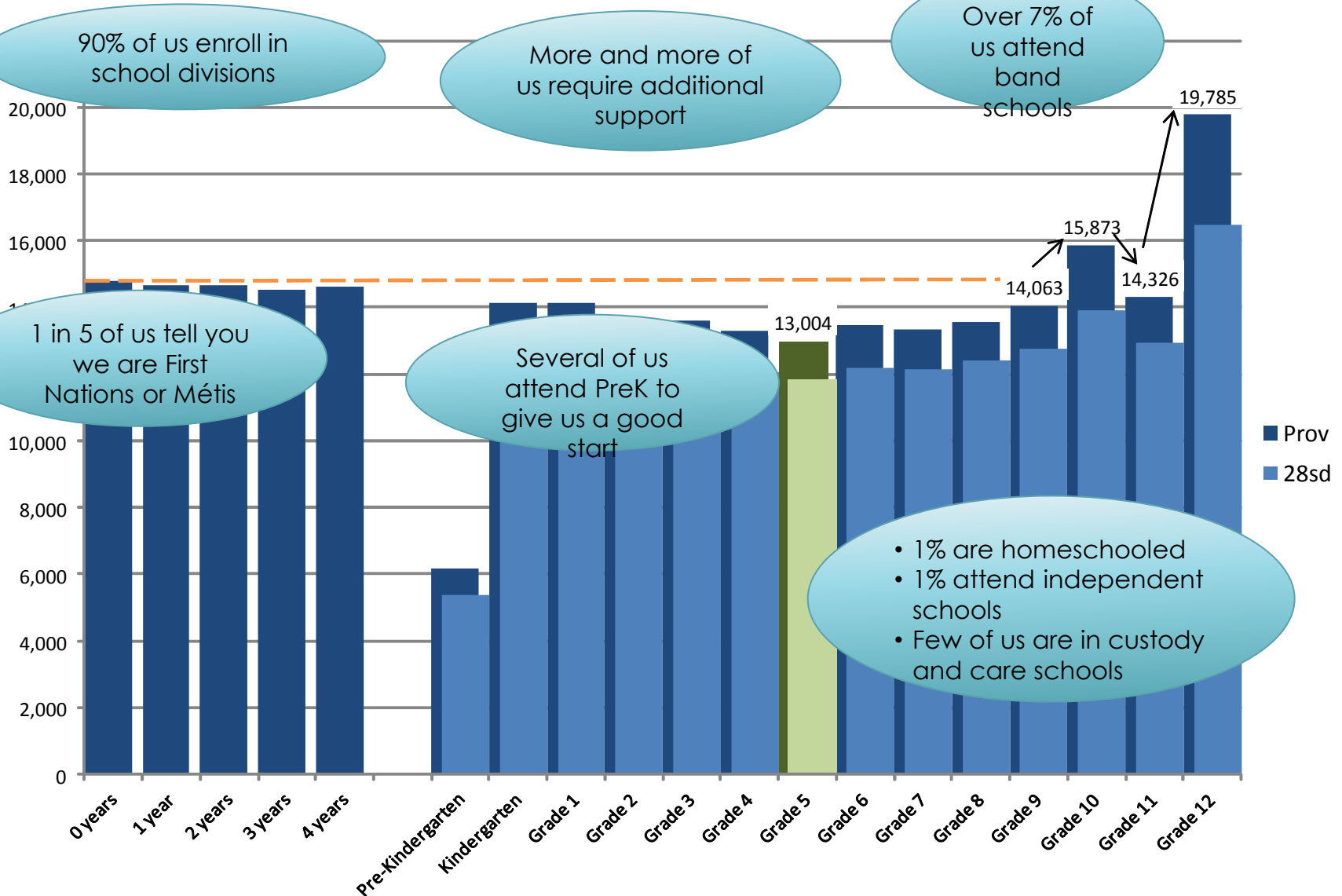- Who uses data? What is it for? Who really looks at it and why?

- Lead the country in graduation rates by 2020.

- Improve the number of Grade 3 students reading at grade level by 20%

- 50% increase in the graduation rate of self-declared First Nations and Métis students, to at least 63%
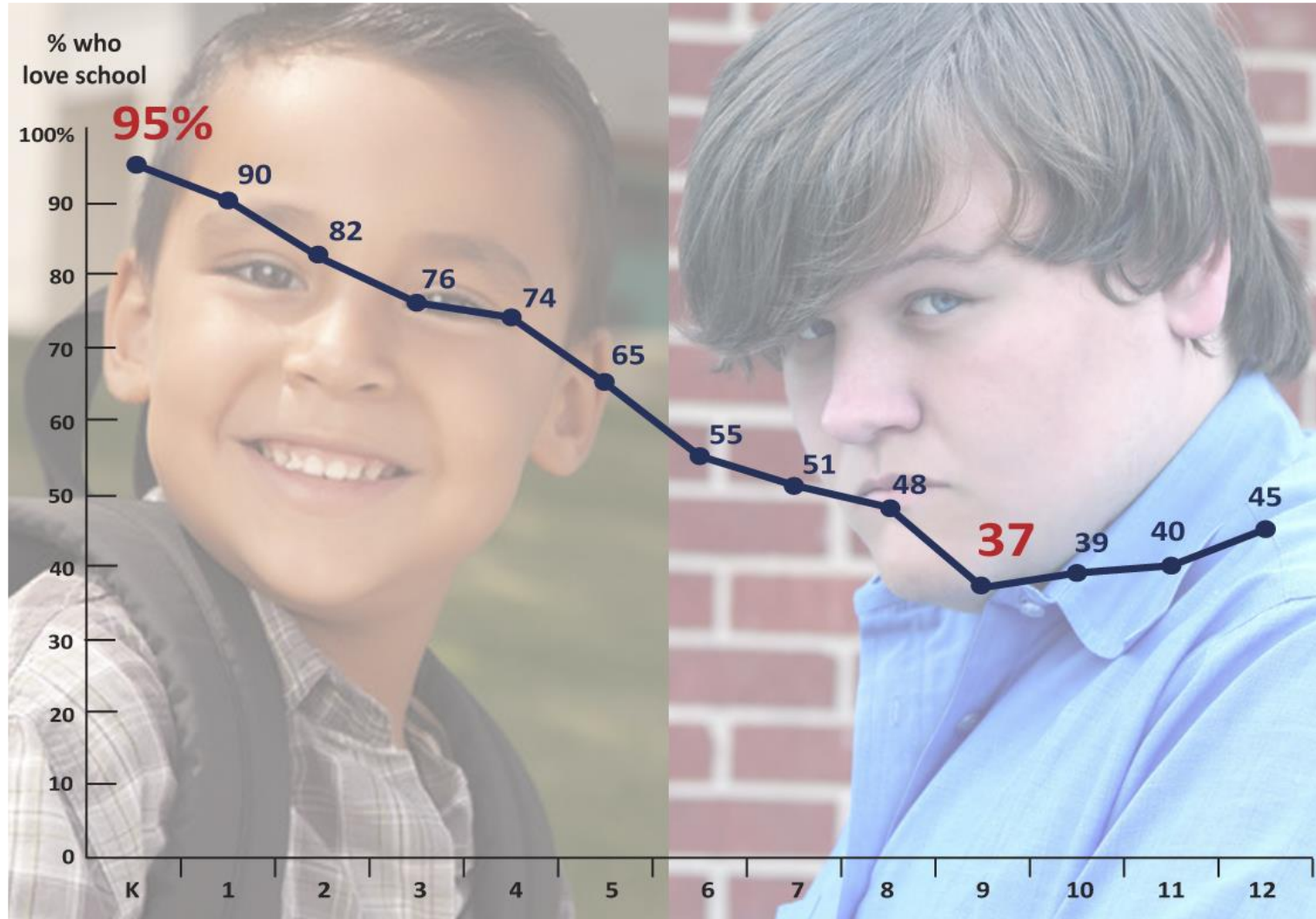
Graduating class of 2020

Who Are We?

Student Enrolments by Grade, Province and 28 School Division Total, 2012-13

90% of us enroll in school divisions

More and more of us require additional support

Over 7% of us attend band schools

1 in 5 of us tell you we are First Nations or Métis

Several of us attend PreK to give us a good start

- 1% are homeschooled
- 1% attend independent schools
- Few of us are in custody and care schools

19,785

15,873

14,063

14,326

13,004

Prov
28sd

0 years | 1 year | 2 years | 3 years | 4 years | Pre-Kindergarten | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12
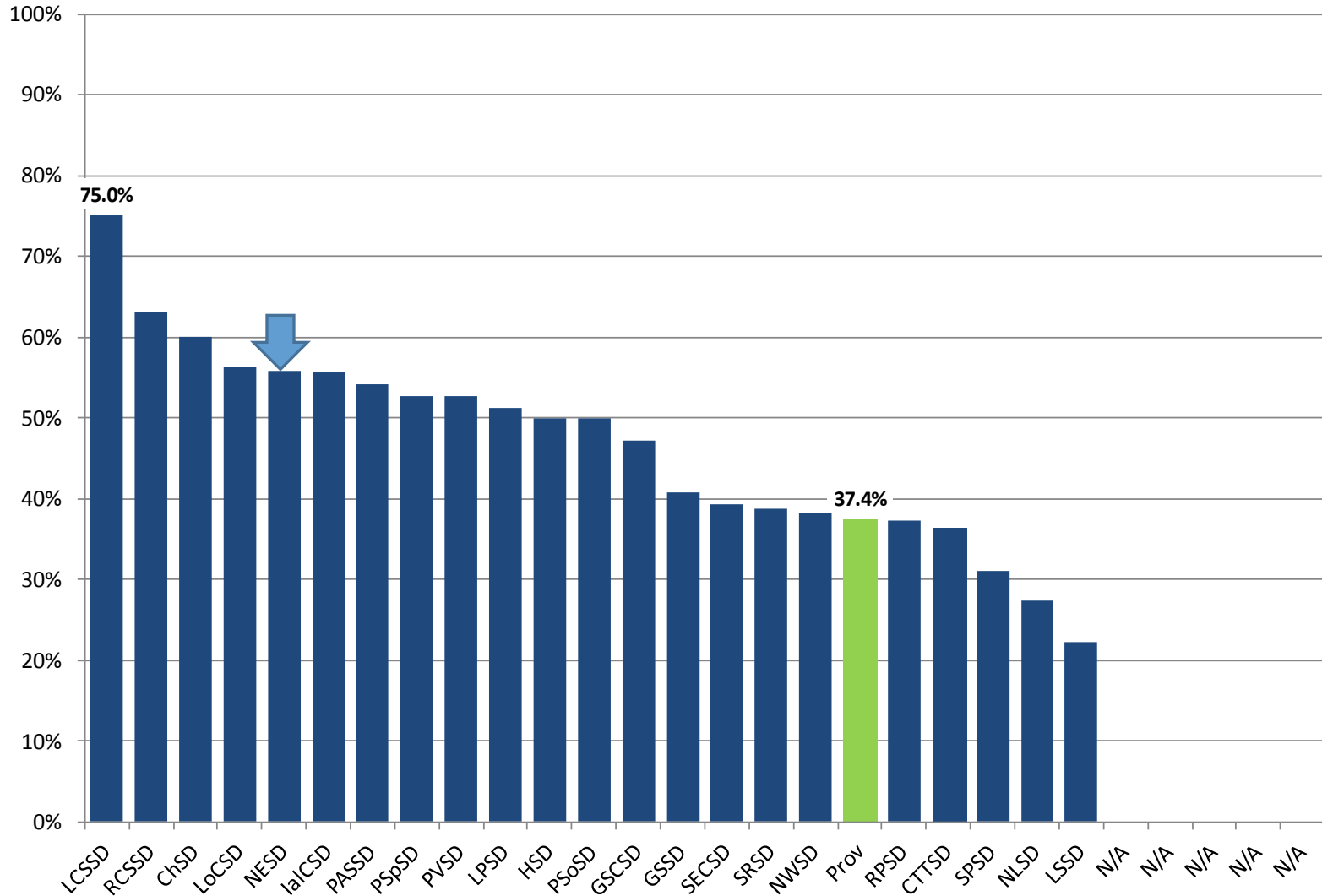
Loss of Enthusiasm by Grade Level

On-time Graduation Rates, Overall Population, by School Division, 2012-2013
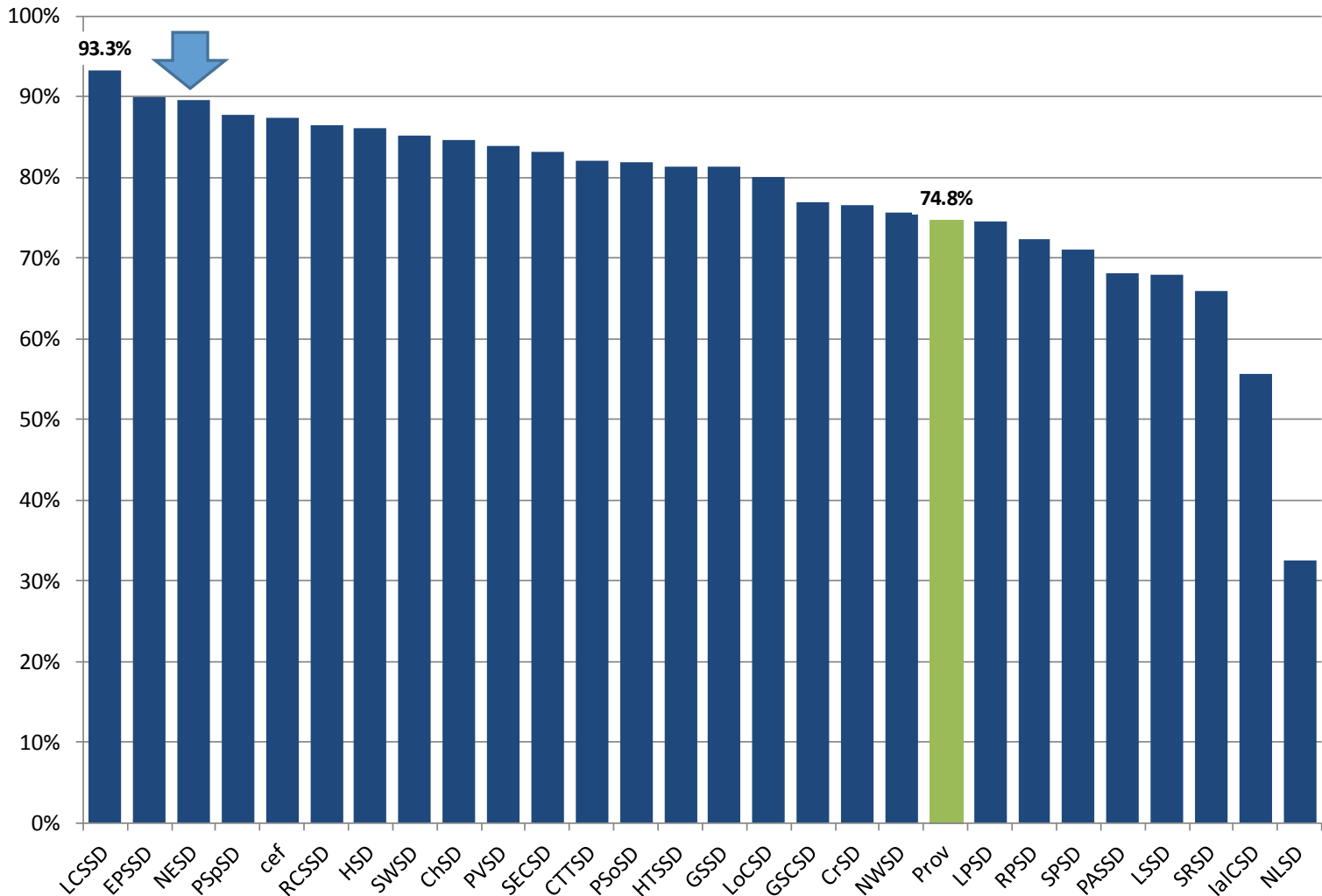
On-time Graduation Rates, First Nations and Metis, by School Division, 2012-2013

Who is my Teacher?

- Most likely female (73% chance)
- Getting a little younger
  - Average age is 41 (63% are 45 or under)
- 8% are First Nations or Métis
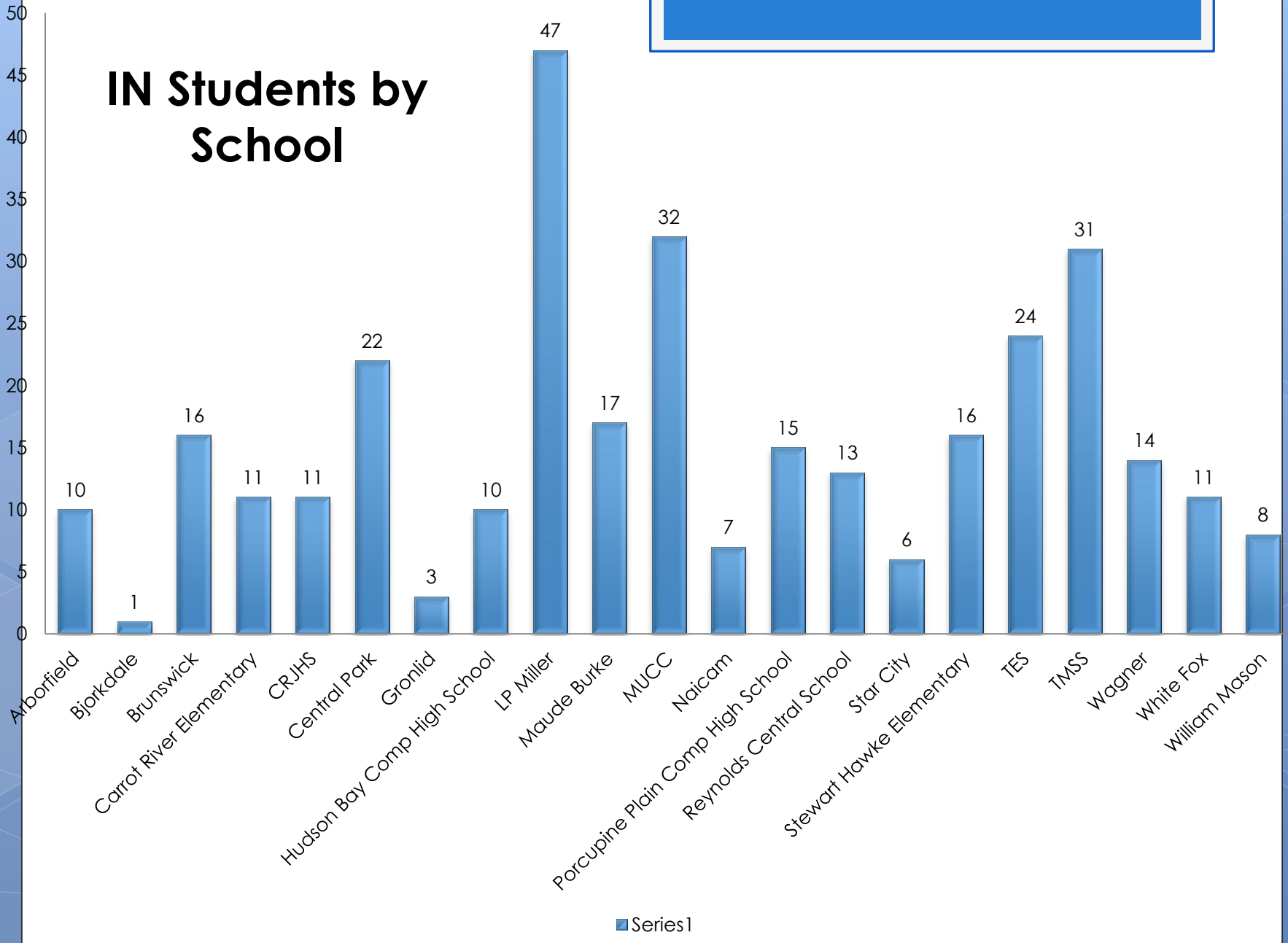- 61% have a recorded specialty (major or minor):

  Of those …
  - 6% majors and 19% minors in Language Arts and Reading
  - 7% majors and 9% minors in Mathematics
  - 8% majors and 9% minors in Science
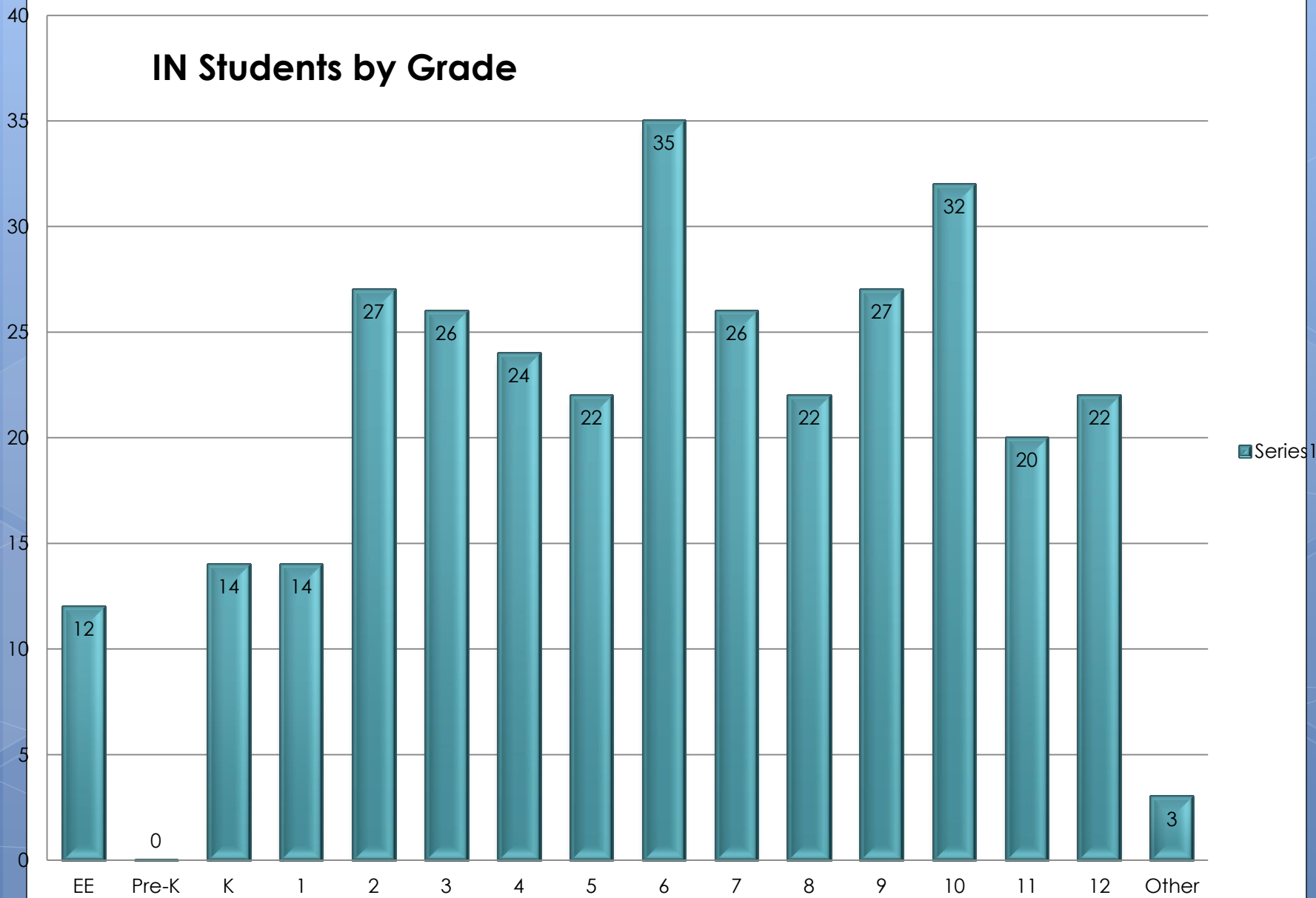 - 6.5% majors and 4% minors in French

NESD Teacher

- Average Age – 40.1 years
- Step – 14.13
- Female – 258 (70%)
- Male – 108 (30%)

- 2 Saskatchewan Universities - 82% Female Graduates

IN Students by School

IN Students by Grade
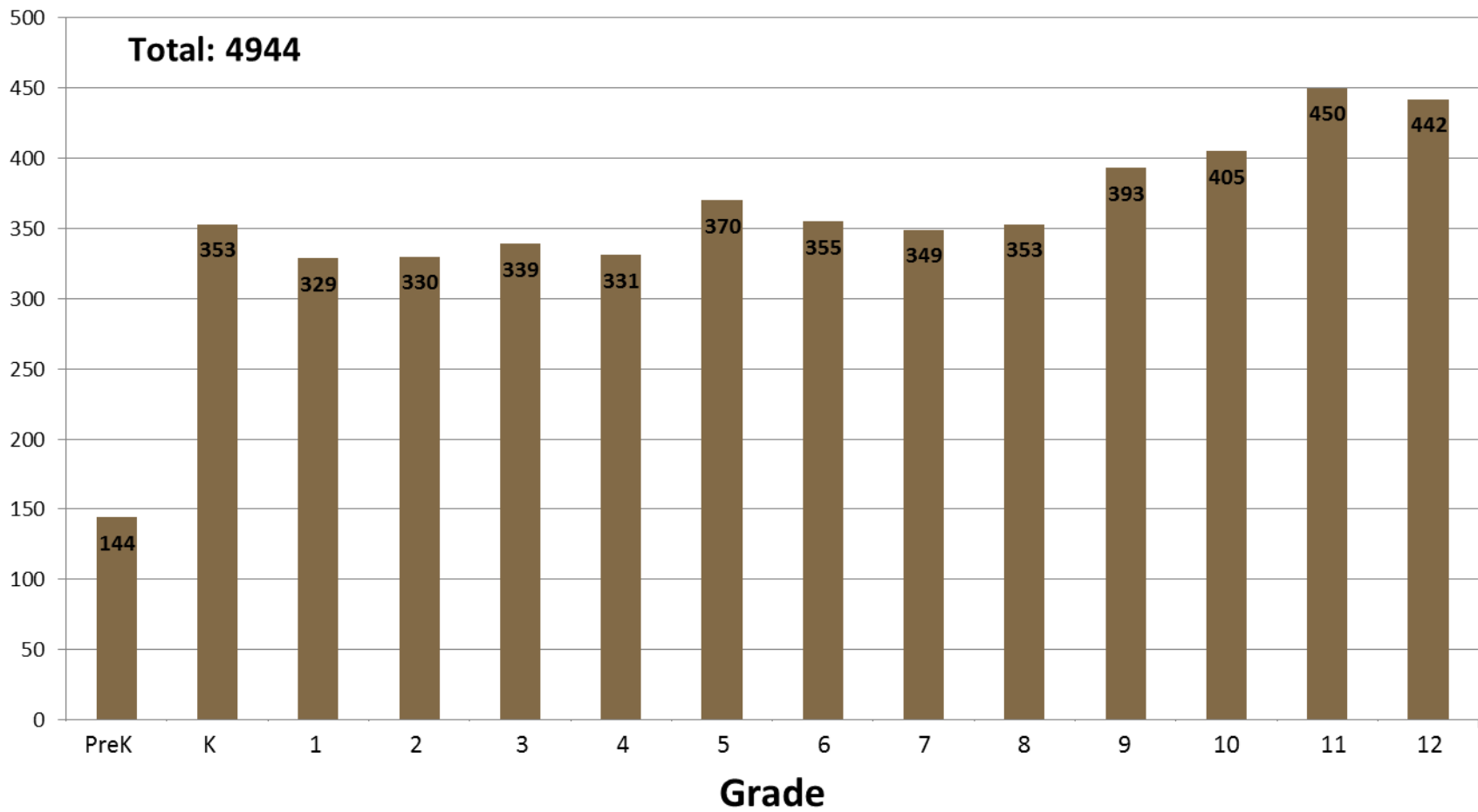
Grade	Students
EE	12
Pre-K	0
K	14
1	14
2	27
3	26
4	24
5	22
6	35
7	26
8	22
9	27
10	32
11	20
12	22
Other	3

Series1

Saskatchewan Student

Approximately:

- **30% of our students are not developmentally ready to learn (EDI)**

- **30% of our students are not reading at grade level at the end of Grade 3 (CIAF)**

- **30% of our students are Below Adequate in AFL Writing and Math**

- **45% of our students are achieving less than 8 credits per year**

- **30% of our students do not graduate on time**
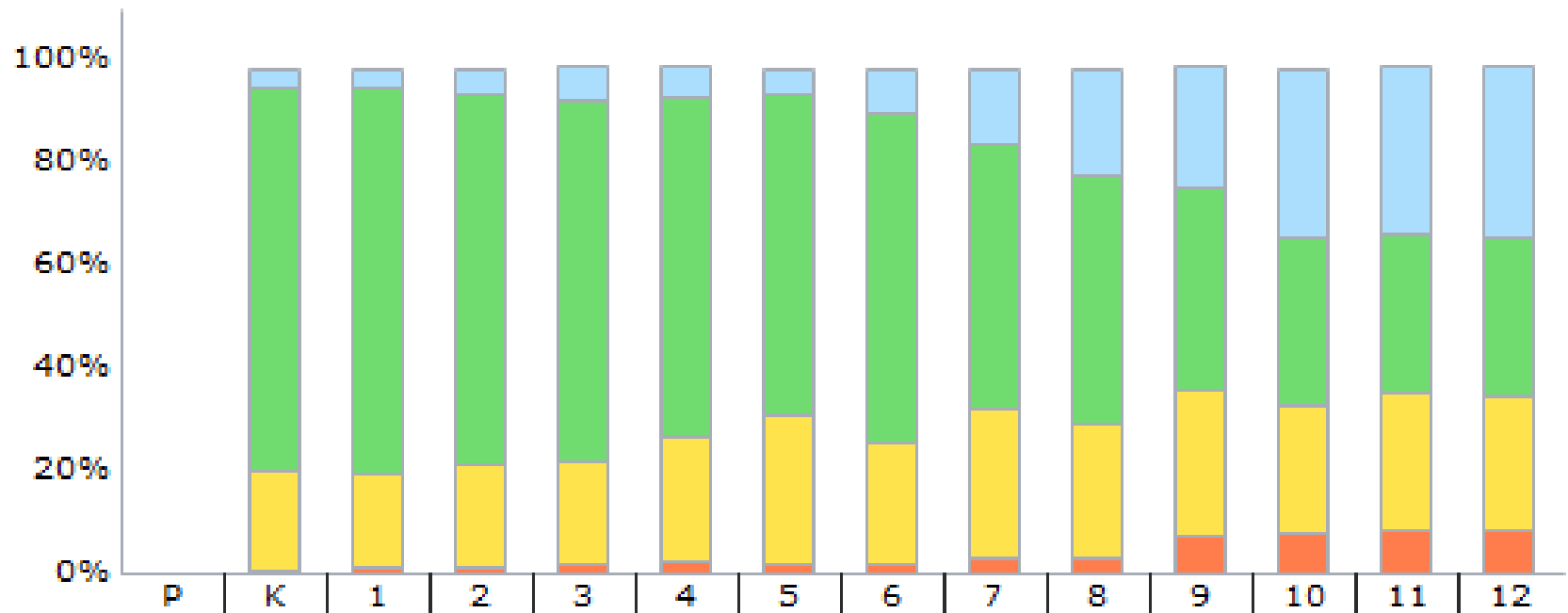
NESD Enrolment by Grade, 2013-14

% of Students for Focus Areas (2012-13)

Grade	NY	MM	FM	EU
1	1.6	18.5	75.7	4.2
2	1.7	20.5	72.4	5.4
3	2.0	20.5	70.5	7.0
4	2.5	24.4	66.7	6.4
5	1.9	29.6	63.2	5.3
6	2.0	24.0	65.0	9.0
7	3.5	29.2	52.1	15.2
8	3.6	26.4	48.9	20.9
9	7.8	28.6	39.7	23.9
10	8.4	25.3	33.2	33.1
11	8.9	26.9	31.0	33.2
12	8.6	26.6	31.3	33.5

Distribution of Focus Area Results: All Schools

● NY ● MM ● FM ● EU ● NE

2012-2013, All Students, All, All Terms, (All Schools)

% of NESD Students for Focus Areas (2013-14)

Grade	NY	MM	FM	EU
1	2.8	23.1	69.0	5.1
2	2.4	22.1	71.9	3.6
3	2.9	21.3	69.8	6.0
4	1.5	22.4	70.4	5.7
5	2.1	27.3	62.0	8.6
6	2.5	24.2	63.0	10.3
7	4.2	26.8	51.0	18.0
8	4.1	24.4	47.5	24.0
9	7.8	25.3	40.0	26.9
10	10.2	26.6	33.0	30.2
11	9.0	25.2	31.5	34.3
12	8.3	26.4	32.7	32.6

Distribution of Focus Area Results: All Schools

● NY ● MM ● FM ● EU ● NE
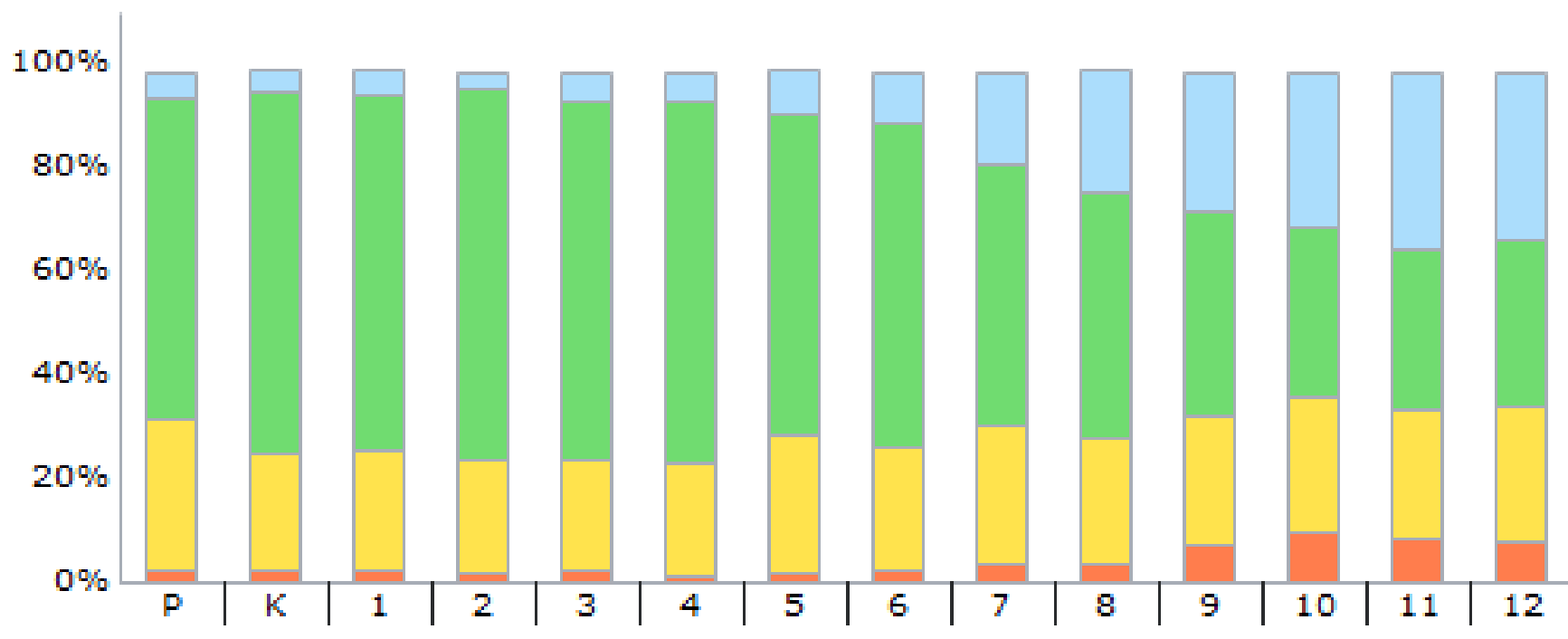
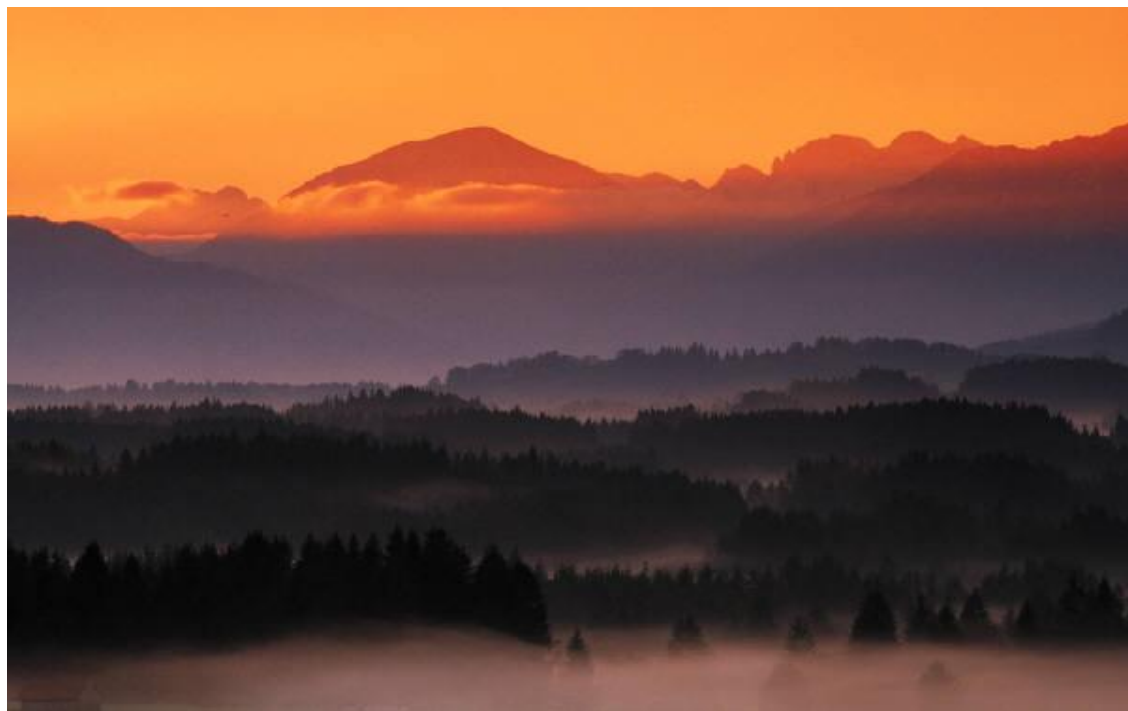2013-2014, All Students, All, All Terms, (All Schools)
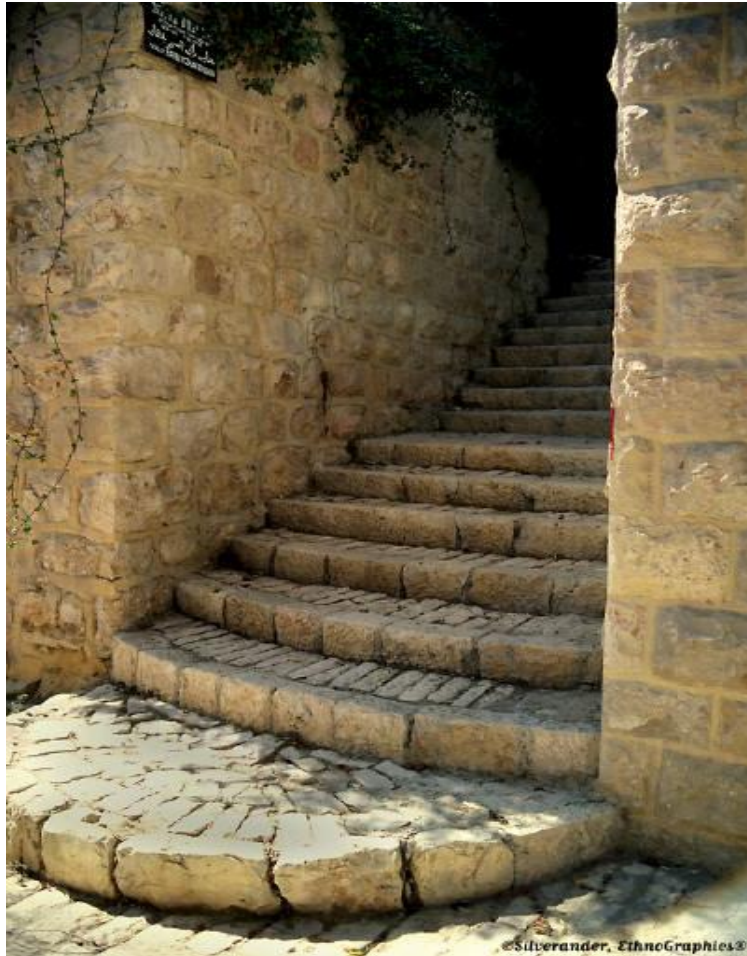
Questions or Comments?

Clarifying the rubric

A metaphor

©Silverander, EthnoGraphics®

Academic Instruction

Tier 3
(for individual student)
- Assessment-based
- High Intensity

Tier 2
(for some students)
- High Efficiency
- Rapid Response

Tier 1
(for all students)
- Preventive, Proactive

Behavioral Instruction

Tier 3
(for individual student)
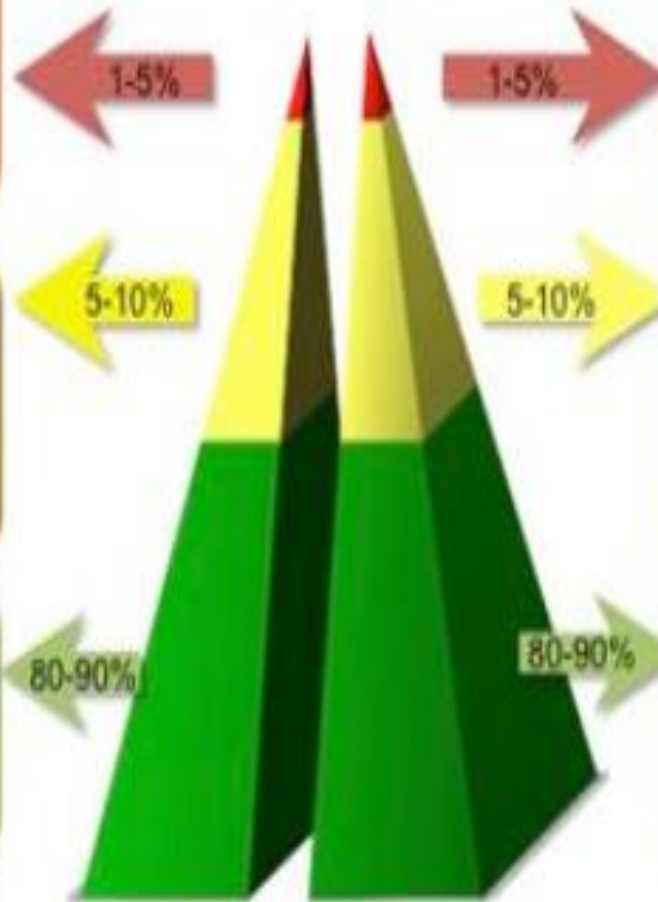- Assessment-based
- Intense, durable procedures

Tier 2
(for some students: at-risk)
- High Efficiency
- Rapid Response

Tier 1
(for all students)
- All settings
- Preventive, Proactive

1-5%   1-5%

5-10%   5-10%

80-90%   80-90%

Making connections

- Triple Venn activity
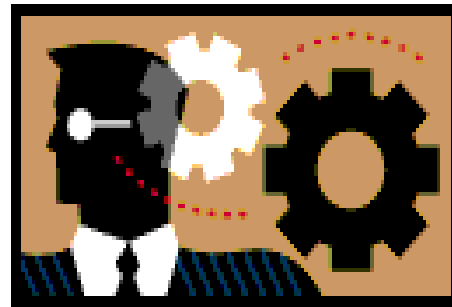- Similarities and differences:
  - TPM
  - SA
  - TTFM

Whole group

- Any words we debated?

- Any words we need clarifying?

Simulation

- Engage in the learning experience on your own.
- Join with a partner and discuss.

Discussion

- How did you feel when you first saw the text? Answered the questions?
- How did working with a partner help?
- What did you find most difficult?
- What did we learn?

Learning Strategies

- Using your cards, choose three strategies you feel would have helped you better understand the reading.
- Share
- Similarities? Order for strategies?

What if the **destination** was effective **strategy use** and the vehicle was the content? Would this change our paradigm?

*This doesn't mean content is discarded…it means it is repositioned.

So how is a learning strategy different from an instructional strategy?

Learning strategy	Instructional strategy
Activating prior knowledge	K-W-L
Anticipating author's message	Think-pair-share
Pausing, thinking and making notes	T-chart
Consider illustrations	Picture walk

Katie's Drawing
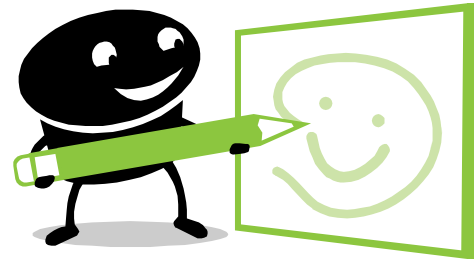
- Be prepared to be astounded and amazed!!!

# Why are students struggling with particular outcomes?

- Connection between skills (verbs) and strategies
- Looking at trends across the Division, over time.
- Which factors impact deficits? (web)
- What can we do, as teachers, to address the deficit?

Let's put verbs on the table!

- Look at the verbs on your tablecloth
- As a group, clarify the meaning of that verb – what does this look like?
- Choose one or two rubrics and discuss which **strategies** students might be missing if they are having trouble achieving the outcome.
- Why might some students be missing these strategies – write the reasons down.
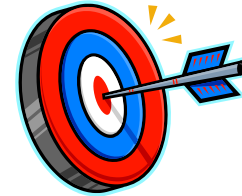
Digging deeper
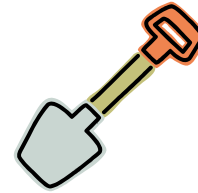
- Look at your package of learning strategies. Which ones are **most important** to this verb? Why might students be **having trouble** with these strategies?

- Web **all the other factors** that impact success for students as it relates to the skill required by the verb in the outcome (social, emotional, physical, economic, intellectual)

Target or shotgun?

- In order to meet the needs of students who are experiencing challenge, we need to step back and examine all the reasons this may be occurring and start to eliminate those that we know aren't the case.
- This way, we can offer targeted response.

Why does this matter?

- Identifying intervention (Tier 1, 2 and 3) needs
- Planning for pre-correction, misconceptions and whole class instruction
- Focusing on both the process (strategies) and the content/ context – strategy cards

Narrowing our focus

- Choose a subject and focus area to work on this afternoon
- Ensure it is an area you would like to reflect on in terms of instruction and student learning

Looking at the data – thinking about my students

Whole group and small group instruction

- Log into SA and look at the outcomes for your chosen subject and focus area
- Which outcomes do you need to still complete with the whole class?
- Which outcomes do you need to revisit with the whole class (75% have MM or NY)?
- Identify students who fit into the criteria listed

Tier 1 Intervention

Take one group in one category and think about your next five teaching days:

- Which learning strategies do you need to assist them with (pick one or two)?

- How can you find time in your regular class to work with these students (structure)? How do you do this while ensuring all other students are meaningfully engaged?

Data or information

- Where can you go to gather even more reliable data to support your interventions?

Who teaches these strategies?

- How do they fit into subject areas?
- Who is supposed to explicitly teach them?
- How does explicit teaching look?

Gradual release of responsibility

- I do, You watch
- I do, You help
- You do, I help
- You do, I watch

Small group instruction

- How do I find time to work with small groups within a large class setting?
- How do I ensure all students are engaged?
- Stamina

My Class time

High, Medium and Low Impact

- High – impacts learning for every student
- Medium – impacts learning for some students
- Low – has minimal impact on learning

Parking Lot