

**Ottawa Region- Managing Information for Student Achievement  
(MISA)  
Collaborative Inquiry  
2016-17 Proposal**

**HOW DO WE KNOW WE ARE CLOSING THE GAP?  
PUTTING THE EVIDENCE INTO ACTION**

The Ottawa Region MISA Professional Network Centre (PNC) will be supporting inquiries in utilizing evidence-informed decision-making (EIDM). Your inquiry will align with the Ministry 'Achieving Excellence' document, local Capacity Building Priorities and/or Board Improvement and School Improvement plans.

Focusing on building teacher and administrator capacity, the inquiries will provide release time for collaboration to study strategies that bring EIDM to the classroom, change practice and most importantly close the gap in student achievement for those subgroups identified by the Ministry. Up to \$10,000 will be provided for inquiries that engage in activities directed at using evidence-based decision-making to improve student achievement. Funds may be used for release and related meeting costs but not capital expenditures.

Inquiry teams will attend a regional session in October 2016, that will allow teams to outline new tasks, and find others with similar themes, as well as learn more about the collaborative inquiry process, data literacy and using evidence to improve student achievement. These teams will be school based so both teachers and administrators are invited to attend.

Inquiries will be shared regionally with other school boards at a May 15, 16, 2017 Symposium.

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Director's Signature



Board Contact /Project Liaison Name and Email address:

Rick Soudant Educational Data Analysis Coordinator/MISA lead  
rick.soudant@cdsbeo.on.ca

May 29.17

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Please e mail this Proposal, with a scanned page of your Director's signature, to David Fox, MISA PNC Coordinator. Funds will be allocated very soon. Further information is found at the end of this Proposal Form.

## **INQUIRY FOCUS**

Increasing teacher's access and engagement in using student data to inform practice.

## **B. INQUIRY ALIGNMENT**

### **Which Ministry area from Achieving Excellence does your inquiry address?**

Our inquiry will touch on each of the four areas outlined in Achieving Excellence. The project will look at what data can be provided to teachers to help them assess progress in each area.

### **What aspect(s) of your School Improvement Plan and/or Local MISA Capacity Building Priority does your inquiry address?**

This project will address both of the funding areas in our MISA LCB plan, Build and Sustain Capacity and Promote Availability and Usability of Information for End Users.

## **C. INQUIRY QUESTIONS**

### **What problem of practice or student learning need is the basis for your inquiry? What questions are guiding your inquiry?**

The importance of teachers being able to answer the "How do you know" questions that occur daily is always increasing. How do we embed the use of data to inform professional judgement and practice into the routine of teachers and school administrators?

### **Describe how MISA support might assist you in assessing the impact of your inquiry work.**

MISA can support our inquiry in two areas. The first is through funds that will cover release time for teachers to come together to discuss what data is meaningful and how they can best access and utilize it. The other will be through the external research coach. The researcher can help teachers to understand what their evidence is telling them and how they can use it to determine next steps in their classroom.

## **D. INQUIRY DESCRIPTION:**

One of the road blocks to teachers analyzing student data is the difficulty in accessing that data for their class in a timely and meaningful fashion. To address this problem, we've created a Teacher Portal that brings a variety of student information (EQAO, Report Card, Attendance, IEP/IPRC, anecdotal notes/comments, student learner profiles and standardized assessment data to start) into one platform that teachers can access at school or home. The system is updated regularly so that teachers can relevant student information when they need it. Will removing the road block for accessing data help improve the culture of evidence informed decision making?

**Please describe your inquiry including:**

- **the initial data/evidence that supports your inquiry focus**
- **the data/evidence that you intend to collect to gauge the ongoing impact of your work**
- **those who will participate in the work**
- **intended activities, products/deliverables**

We've had various data collection and reporting tools available to teachers for years but they've not always been easy to use or have provided information in a fashion that was meaningful to a classroom teacher. As a result, there has been a limited uptake in the use of these tools.

We'll have the teachers/schools participating in the inquiry reflect on the quality and quantity of discussions that occur with regards to student performance and changes in practice. Does having a variety of student information easily accessible help teachers in their day-to-day practice?

Teachers from 11 schools across the Board, representing both Elementary and Secondary panels, will participate in the project.

Activities will include PD/CPLC sessions where family of schools can come together to examine evidence of student learning and to determine next steps.

**How are you intending to collect evidence of student growth? (e.g., journals, portfolios, observation, interviews, student voice)**

The growth we're looking for with this project is at the teacher/administrator level. Data for this project will be collected through observation, interviews and teacher reflections.

**E. BUDGET PLAN**

The main focus of the budget should be on teacher face-to-face collaboration. Budget items may include teacher release, along with some **non-capital materials** (not hardware) and support in developing resources and the production of a final report to support the collaboration. (Please provide itemized costs for the inquiry---funding will not exceed \$10,000).

<b>Item</b>	<b>Purpose</b>	<b>Cost</b>
Teacher release time	Bring teachers together to discuss how data can inform practice	40 days @ \$250/day=\$10,000

**F. INQUIRY REPORTING**

**An interim report (progress check) will be prepared by the Researcher by January 19<sup>th</sup>, 2017.**

**A final financial statement is due no later than Wednesday, May 31<sup>st</sup> 2017.**

**Financial Report**

<b>Item</b>	<b>Purpose</b>	<b>Cost</b>
Teacher Release time	Brought staff together to look at classroom data that is available to them and how they might use that to inform their professional judgment	40 days @ \$250/day=\$10000

**The final report is due no later than Friday, June 30<sup>th</sup> 2017.**

**Actual Outcomes and Measures (What changes/achievements resulted from the outputs? What data/evidence supports these results?)**

Nine collaborative sessions were held over the course of the school year. Each session consisted of three to six school teams and each school team included a school administrator, SERT and/or DI Coach and one or two class teachers. Altogether approximately 150 staff participated in these sessions. The focus of each session was on how individuals and teams could use the data available to them through our Teacher Portal to inform professional judgement and to improve student learning outcomes. The attached sheet has some of the feedback gathered at those sessions.

**Did your inquiry change from your original plan? If so, how?**

There was a slight change in our plan. Initially we were going to limit this to selected schools but after some discussion and reflection it was felt that including all our schools, elementary and secondary, would be more beneficial.

**Lessons Learned/Promising Practices (What lessons learned/promising practices have emerged and can be shared?)**

One thing that really stood out at each session was that teachers were very interested in seeing and working with data when it relates directly to the students they have in their classes, especially when it's easy to access and relevant to their needs.

Another thing that became obvious was that staff needed to be able to choose their entry point in terms of using data to inform practice. Some staff wanted to analyse standardized assessment data they had collected for their students. Having completed an assessment, they wanted to see what areas the class struggled to inform next steps but they wanted to also see how individual students did to see how they were progressing. Other teachers were interested in seeing longitudinal data on their students so that they

could develop profiles for the class that would help them determine what areas they needed to focus on with the class or groups within the class. SERTs were interested in the student profiles that made it easier to access the information they needed to establish appropriate programming for students with special needs. They also wanted to see data that showed how these students were progressing with regards to reaching their goals. Principals and VPs valued the ability to see data that would let them have better informed conversations with parents or teachers. They also felt the data would be good for forming the basis for discussions at CPLCs or for developing things like the SIPSA.

### **Sharing Results**

**As well as providing the preceding final report, inquiry teams will present at the Ottawa Region PNC May 15<sup>th</sup> and 16<sup>th</sup>, 2017, Symposium. A template for the interim check-up and the final sharing, as well as guidelines for the Symposium presentation will be provided at the regional Orientation Day.**

### **G. SUBMISSION**

**Please send this Proposal, signed by your Director, to David Fox, MISA PNC Coordinator by e mail [cedarlanesolutions@bell.net](mailto:cedarlanesolutions@bell.net) as soon as.**



## Using Student Data Available in Teacher Portal

The following are some of the responses gathered from the collaboration sessions with regards to how data could be used by teachers, SERTs and school administrators.

### Inform Practice

- Compare marks/strategies
- Reflecting on student performance, school performance over time
- Use comments section to help support observations
- Learner profile will inform us and help put strategies in place for student success
- Seeing needs over time
- CASI – look back at past results to see which questions to focus on
- For flexible groupings, to review how we can group students
- To help guide my teaching with IEP students and success plans

### Meaningful to Share

- Can compile information quickly for interviews, meetings, etc.
- Bring up the Teacher Portal in daily conversations with teachers (secondary SERT)
- I like the idea of leaving notes for future teachers to help increase understanding of individual students – good for kids and for teachers
- Collaborative team planning
- Student success meetings
- To prepare for CPLCs
- To improve communication/ understanding of student's background in regards to student previous attendance/academic achievement
- It creates a dialogue between teachers at the beginning of the year

### Visualization of Information

- Thank-you. This actually makes it very clear to me the purpose of inputting data
- I'm more likely to input data because I see the progress
- I may start inputting my marks now
- "Data Driven" curriculum planning within divisions
- When meeting with teachers – much easier to look at student achievement
- Look back to figure out patterns and concerns

### Easy to Use

- Love that it's a one-stop program
- Absolutely love this and will definitely use it (usually access OSRs for past report card, EQAO, IEP and achievement data)
- OSR searches (eliminates hours of work!)
- In my classroom it will be great to have info on various students to help with planning
- Great to be able to access this information at home
- As a principal for almost everything – I won't have to look through OSRs
- Look at data in one place (awesome)

