

MISA COLLABORATIVE INQUIRY FINAL REPORT 2017-18

UPPER CANADA DISTRICT SCHOOL BOARD

FOCUS: Personalized Learning for Students at Risk of not Graduating with an OSSD

INQUIRY QUESTION:

If we identify early warning indicators in our grade 10 and 11 cohorts and implement individualized/personalized strategies, then our at risk marker students will be on track for graduation.

Success Criteria:

- we can hear student voice to drive a personalized graduation pathway
- we can identify marker students through various means
- we can analyse and apply data from two schools
- we can implement action based strategies now and into their grade 12 year based on their perspectives

APPLYING INFORMATION FOR STUDENT ACHIEVEMENT: OUTCOMES & MEASUREMENTS

Early indicators of changes in teacher practice and student success included:

Change in Teacher Practice:

- Process of data gathering & analysis to inform steps forward
- Gathering student voice through interest and strengths-based questions/interviews
- Understanding process of curriculum mapping for personalized learning
- Integration of student voice into pedagogical conversations
- Staff valuing personalization in new and creative ways

Indicators of Student Success:

- Mental health connections
- Attendance rate/late improvements
- Caring adults
- Meaningful integration of student voice into learning plans

Examples of Use of Data by CI Team to Inform and Assess Strategies

a) Almonte District High School:

Teacher analysis of student interviews to integrate student voice into pedagogical conversations and inform development of personalized learning strategies

Question 4	If we were to ask, what would people who know you say you were good at?	Question 5	Tell me about something that has helped you overcome challenges:
40 Student Interviews; TISS, Almonte DHS Conducted February 2018	If we were to ask, what would YOU say you were good at?	40 Student Interview	In your personal life / in school
		Question 6	What kind of supports have you used that have been helpful to you? How did the supports improve things for you?
		40 Student Interviews; TISS, Almonte DHS Conducted February 2018	In your personal life / in school

Response	Good at	
	Number	%
Soft Skills	32	23.6
Transferable Learning Skills	15	13.9
Sports	20	18.5
Activities: Arts	8	7.4
Activities: Hands-on	12	11.1
Activities: Tech	6	5.6
Good Worker	10	9.3
Hunting/Fishing/Driving	4	3.7
Everything	1	0.9
Total	118	100.0

Response	Supports that helped overcome challenges	
	Number	%
School Staff	33	22.9
Family	33	22.9
Friends	26	18.1
Personal Coping Skills	20	13.9
Positive Adult Role Models	13	9.0
School Accommodations (IEP)	8	5.6
Sports	3	2.1
Other Activities (phones, apps, music, games, social media)	8	5.6
Total	144	100.0

ALMONTE DHS PHOTOS - DATA ANALYSIS CONVERSATIONS

Question 2	What would you say are the major areas in your life that bring you Joy/Energy?	What would you say are the major areas in your life that are challenging?
40 Student Interviews; TISS, Almonte DHS Conducted February 2018		

Response	Bring You Joy/Energy		Are Challenging	
	Number	%	Number	%
Organized Sports	15	17.9		
Recreational Activities	16	19.0		
Friends	18	21.4		
Family	7	8.3		
Personal Sense of Accomplishment	9	10.7		
Independent Activities	9	10.7		
Work	4	4.8		
Dog	3	3.6		
Cats	2	2.4		
Building Anything	1	1.2		
School: General			13	25.0
Distractors; Tech			2	3.8
School: Subject Specific - Biology			1	1.9
School: Subject Specific - Math			4	7.7
School: Subject Specific - English			2	3.8
School: Subject Specific - Physics			2	3.8
Family			4	7.7
School: Structure/Organizational			4	7.7
Physical/Mental Health			9	17.3
Lack of Learning Skills			8	15.4
Work			2	3.8
Personal Finances			1	1.9
Total	84	100.0	52	100.0

Sciences - difficult for Gr 10 to Gr 11

HISTORY (fun to go to) a class made class fun - never had any fun in history class
ENGLISH (just for content) can't make it here - always

b) Thousand Islands Secondary School:

Measuring impacts: changes in attendance for marker students

STUDENT	2016/17 SEMESTER 2	SEMESTER 1 2017/18	SEMESTER 2 2017/18
1	162 absences, 10 <u>lates</u>	122 absences 23 <u>lates</u>	13 absences, 27 <u>lates</u>
2	82 absences, 86 <u>lates</u>	81 absences, 26 <u>lates</u>	67 absences, 12 <u>lates</u>
3	37 <u>lates</u>	53 <u>lates</u>	25 <u>lates</u>
4	41 absences, 93 <u>lates</u>	63 absences, 61 <u>lates</u>	30 absences, 76 <u>lates</u>
5	78 absences, 52 <u>lates</u>	129 absences, 70 <u>lates</u>	58 absences, 57 <u>lates</u>
6	54 absences, 51 <u>lates</u>	60 absences, 49 <u>lates</u>	2 absences, 2 <u>lates</u>

*8 out 10 continued with good attendance

*Remaining 4 continue to struggle with attendance

Measuring Impacts: using data to inform PL strategies and interventions

TISS ACTIONS FROM CONVERSATIONS AND DATA

- MEETING WITH OUR MARKER STUDENTS TO CREATE A PERSONALIZED EDUCATION PLAN FOR THIS SEMESTER AND THEIR GRADE 12 YEAR
- CREATIVE TIMETABLING TO HAVE MATH BACK TO BACK IN SAME YEAR FOR MARKER STUDENT
- USE TFJ/GPP30 AS A PLATFORM TO BLEND CURRICULA WITH ENG4C FOR A MARKER STUDENT
- COMPLETING ENG4C AND MATH4C USING CO-OP EXPECTATIONS AND ASSIGNMENTS
- SAL TO OVERLAY EXPECTATIONS TOWARDS CREDITS
- CONNECTIONS PARENTS AND PARTNERSHIPS WITH COMMUNITY AGENCIES – WORRISOME TABLES

D. PROCESS – EVOLUTION OF INQUIRY PROCESS

The focus of the inquiry and identified success criteria did not change from the original CI proposal, however the process of identifying, gathering, analyzing and acting on information/data evolved throughout the inquiry, reflecting changes in teacher/participant thinking and practice. Adopting an interest and strengths-based approach to gather student voice (through one-on-one interviews with marker students) was a turning point in the school teams' understanding and practices regarding co-creating personalized learning strategies for students at risk of not graduating. Once this shift in thinking occurred, schools were motivated to move forward quickly to put in place PL strategies for the current term, and plan for the coming school year.

As the inquiry progressed, the need for a 'knowledgeable other' to support school teams and individual teachers implement their 'changed practice' became apparent. The crafting and implementation of personalized learning approaches and identifying connections to the curriculum required a deep and holistic understanding of the secondary curriculum, as well as assessment, evaluation and documentation practices provided in the Ministry of Education documents - Learning for All, and Growing Success.

E. LEARNING/PROMISING PRACTICES

- Personalization strategies may be operational and/or academic
- Look for early warning indicators in second semester Grade 10 students
- Mental health issues are a significant factor
- Important to move from a deficit-based/needs based lens to a strengths-based/asset analysis
- Student cohort has evolved, so strategies must evolve as well
- Curriculum mapping and personalized academic pathways can happen within our current structures

F. BUDGET:

Item	Purpose	Cost
	Consultant: Curriculum Mapping & Personalized Learning	\$ 7,300
	Meeting & Mileage Expenses	\$ 2,200
	Teacher Coverage	\$ 500
	Total	\$ 10,000

Project Liaison Name and Email Address:

Phil Dawes phil.dawes@ucdsb.on.ca