Data & Evidence

Getting Ready for New Curriculum

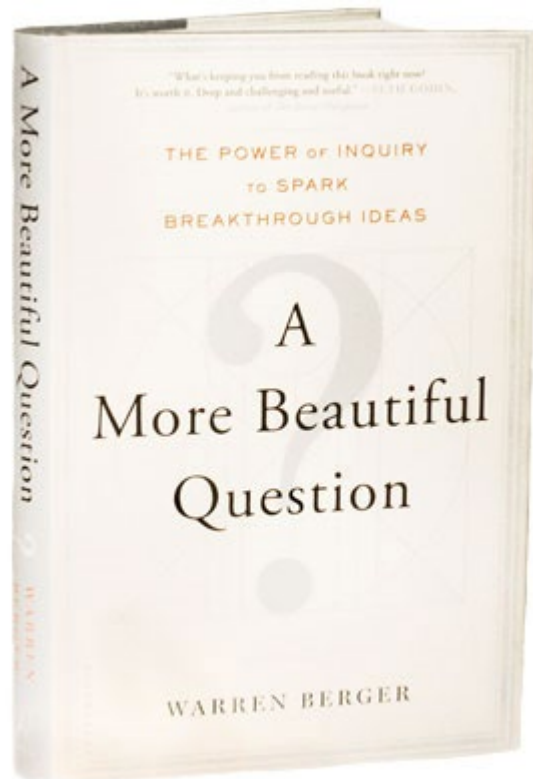**What are the questions we are willing to ask?**

Do we understand our context?

What are we using to guide our decisions?

**Offering examples**

Getting ready for implementation

"People may start out asking, 'How *can* we do that?' But as soon as you start using words like *can* and *should*, you're implying judgement: Can we really do it? And should we?"

By substituting the word *might*…you're able to defer judgement, which helps people to create options more freely and opens up more possibilities.

"The Secret Phrase Top Innovators Use"   September 17, 2021,
http://blogs.hbr.org/cs/2012/09/the_secret_phrase_top_innovato.html

Getting ready for implementation
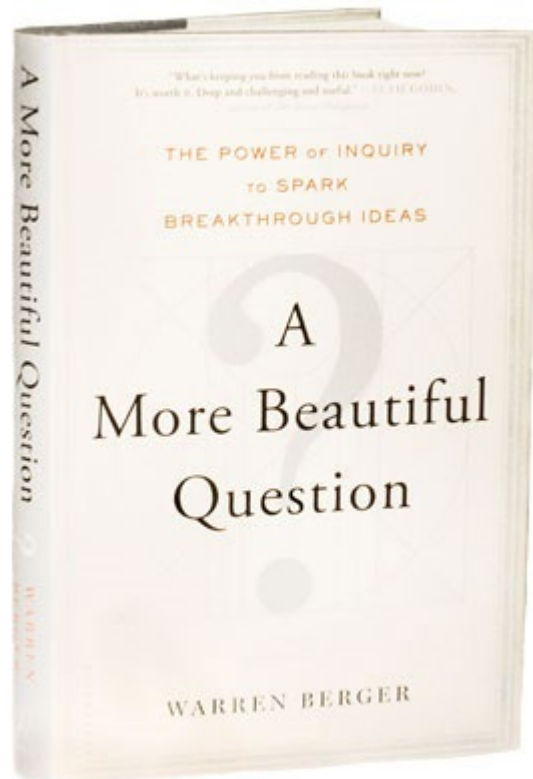
"By 'living with' a question, thinking about it and then stepping away from it, allowing it to marinate, you give your brain a chance to come up with the kinds of fresh insights and What If possibilities that can lead to breakthroughs."

Berger, W. (2014), A More Beautiful Question (pg. 109)

In the context of data and evidence, what might

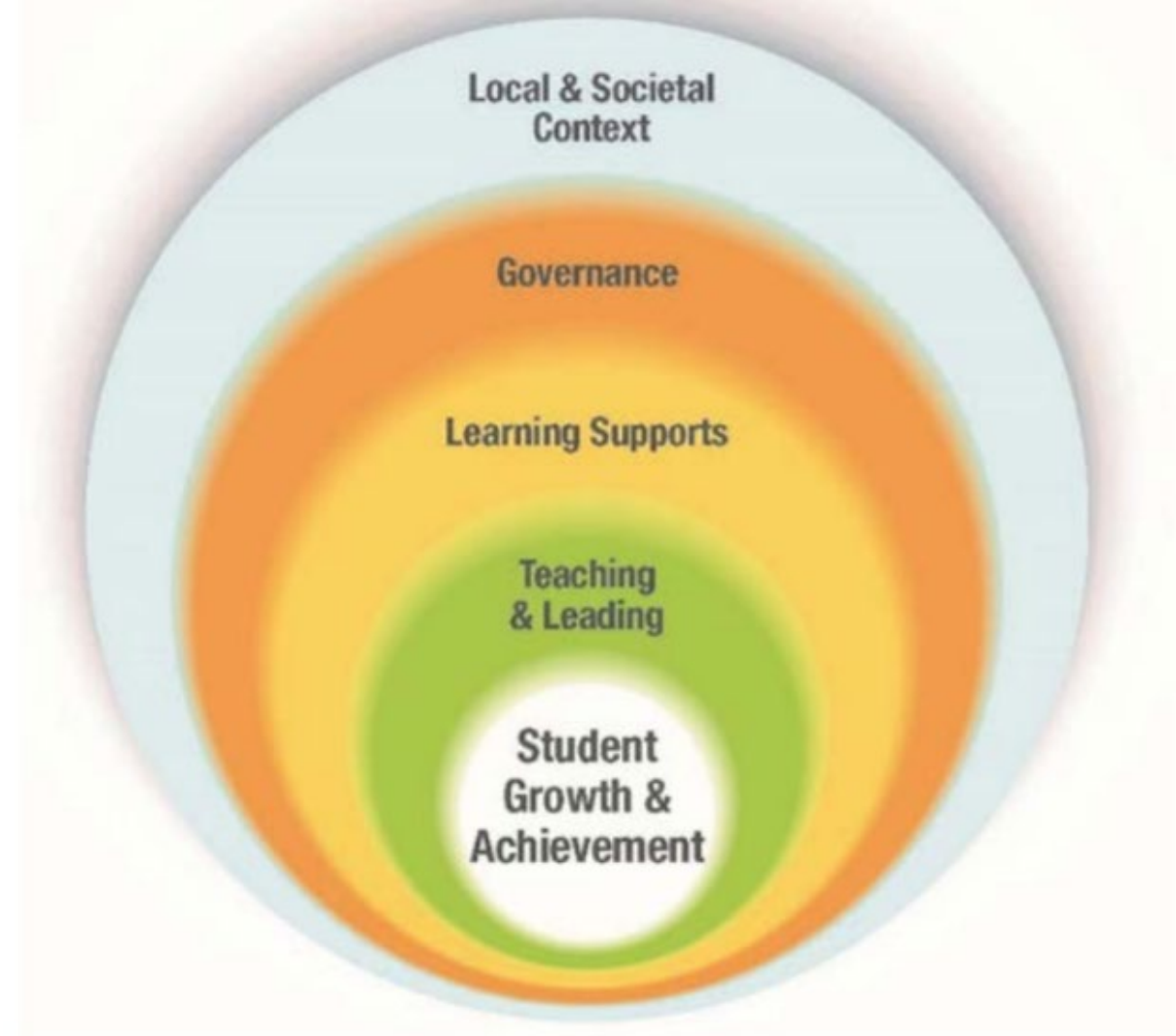- support preparation?
- support implementation?

A few words about capacity…
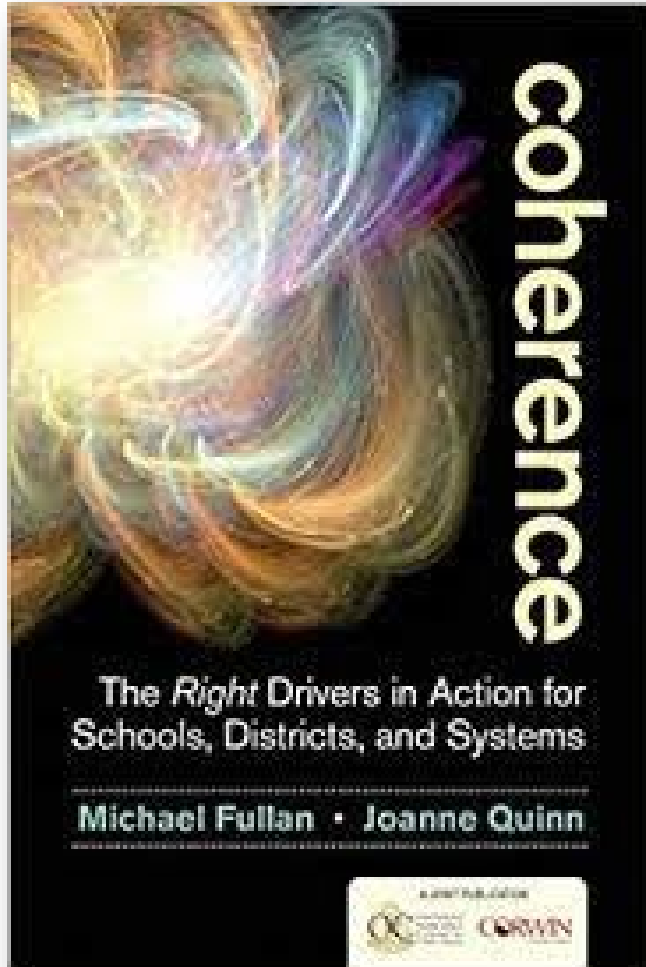
Capacity refers to the capability of the individual or organization to make the changes required and involves the development of knowledge, skills, and commitments.

Collective capacity building involves increased ability of educators at all levels of the system to make the instructional changes required to raise the bar and close the gap for all students

Fullan M. & Quinn J. (2016) *Coherence*. pp 56-58

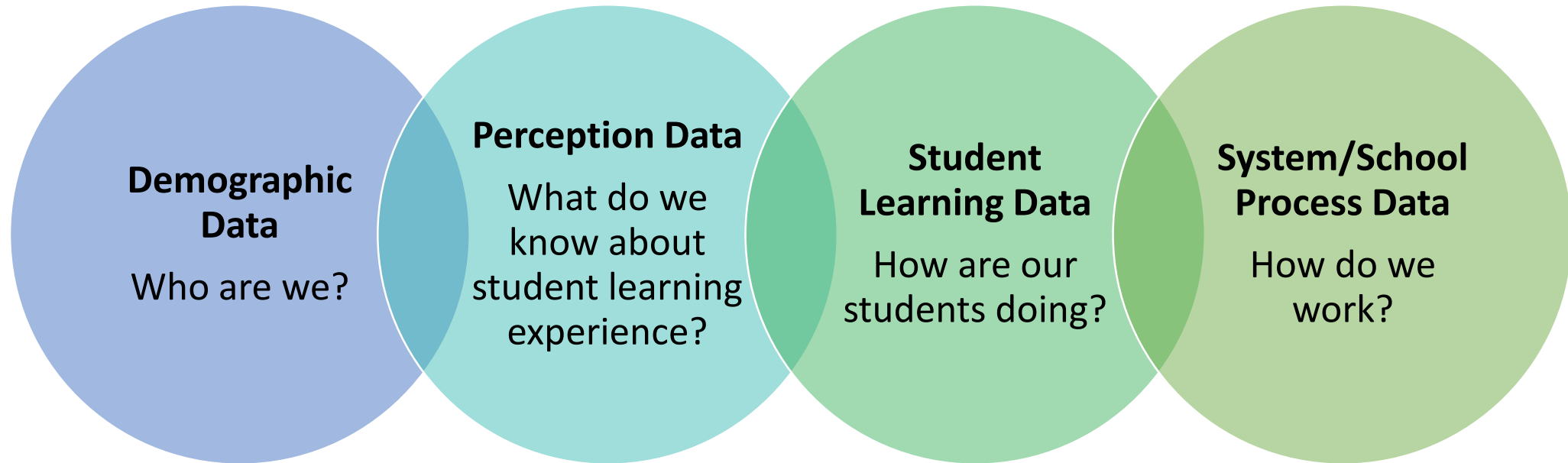# Aligning to the Assurance Domains

In the context of data and evidence, what might

- support preparation?
- support implementation?

Types of Data

Demographic Data

Who are we?

Perception Data

What do we know about student learning experience?

Student Learning Data

How are our students doing?

System/School Process Data

How do we work?

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How do we work?
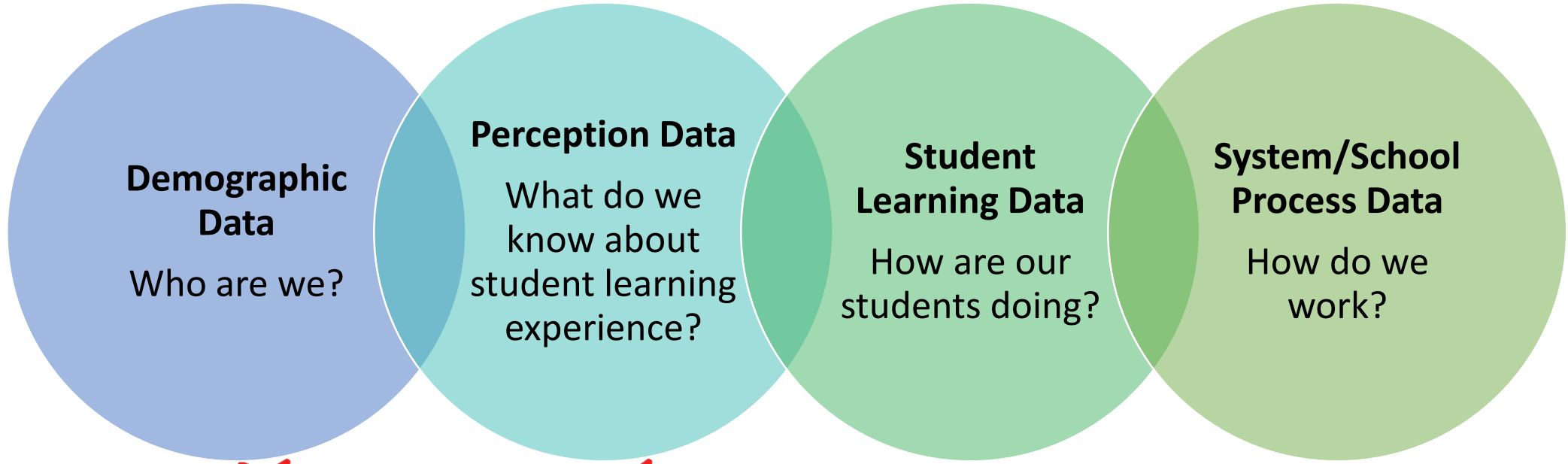
Student Growth & Achievement	Teaching & Leading	Learning Supports	Governance	Local & Societal Context
•the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.	•refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.	•refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.	•refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.	•refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

- Student Cohorts (e.g., English language learners, students who self-identify as Indigenous, students with identified special education needs, students by program)

- Absentee rates

- Course enrollment,

- Government coding

- Alberta Education Assurance Measure Results Report: Drop Out Rate, High School Completion Rate, Diploma Exam Participation Rate, Rutherford Scholarship Eligibility Rate and Transition Rate

- Equity index variables

Demographic Data

Who are we?

- Alberta Education Assurance Measure Results Report Survey data: students, parents/guardians, certificated staff.

- Student Survey data

- In-school focus groups: students, parents/guardians, staff.

- Staff perception data of practice

Perception Data

What do we know about student learning experience?
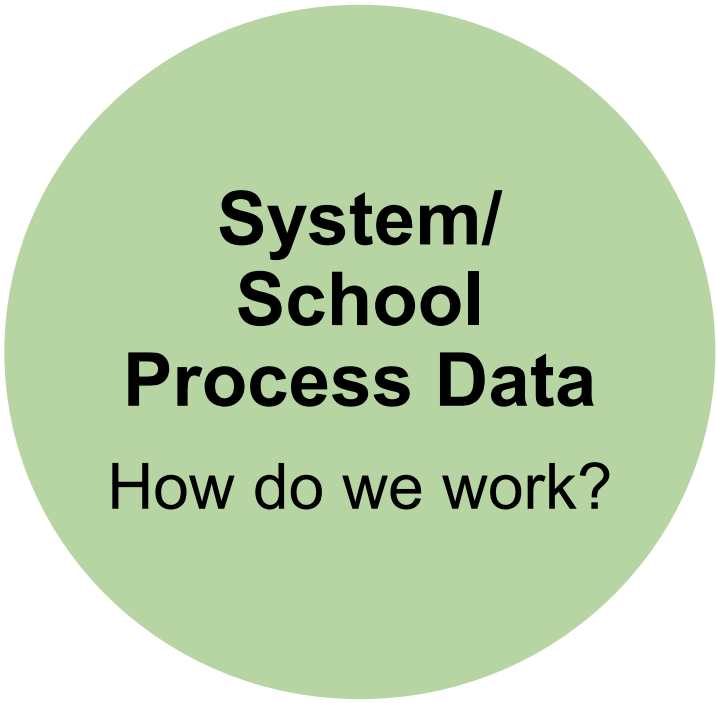
- System/school collected assessments (formative, summative) including common course assessments

- Diagnostic assessments (e.g., EYE-TA, RRST, LeNS, CC3, numeracy)

- Observations of student learning patterns, accomplishments and needs.

- Report card: course, subject, stem, outcome-based information.

- Provincial testing program: Student Learning Assessments, Provincial Achievement Test, Diploma Examination results.

Student Learning Data

How are our students doing?

- Assessment policy
- Attendance monitoring practice
- Collaborative Response
- Common course structures
- Credential requirements tracking
- Curriculum mapping
- Instructional strategies
- Leadership team structure and responsibilities
- Professional learning communities

System/ School Process Data
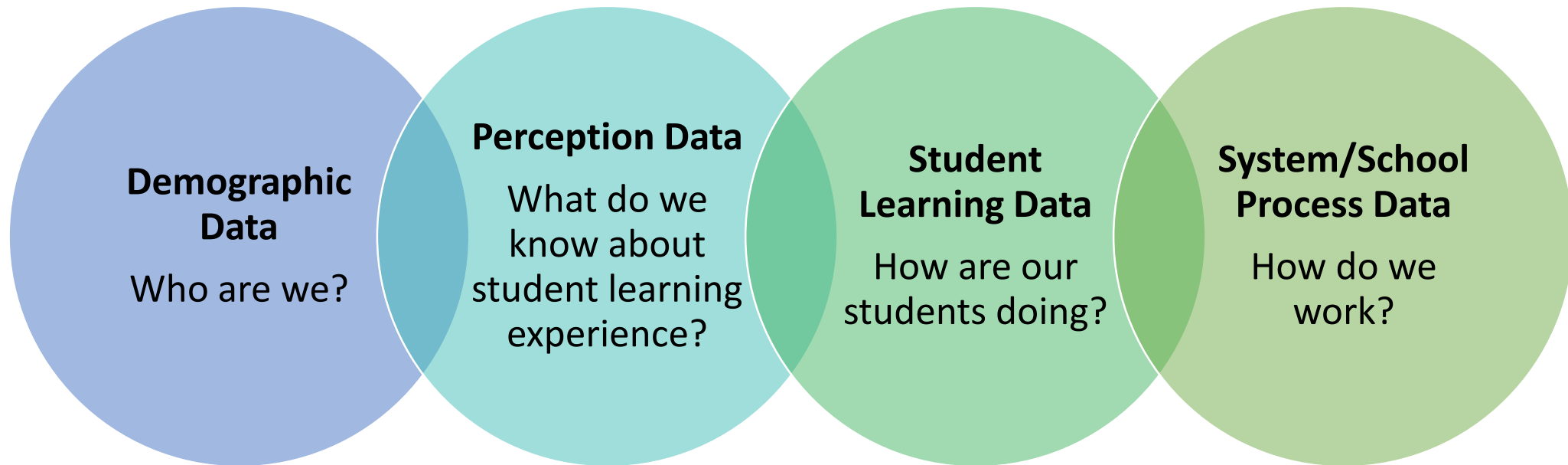
How do we work?

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"Using data to make students' experience visible is ultimately about equity. When data reveals the student-learning experience rather than just achievement level, teachers have the opportunity to check their assumptions about student learning against what is actually happening in the data."

Wilson, C. (2020) Lead by Learning

CBE Equity Index

Utilized to support:

- Allocation of funding

- Analysis of student and school need

- Identification of progress in light of context

- Informs priority actions

Student Variables
N = 10, Weight 68%

School Variables
N = 6, Weight 20%

Census Variables
N = 24, Weight 12%

School Equity Index
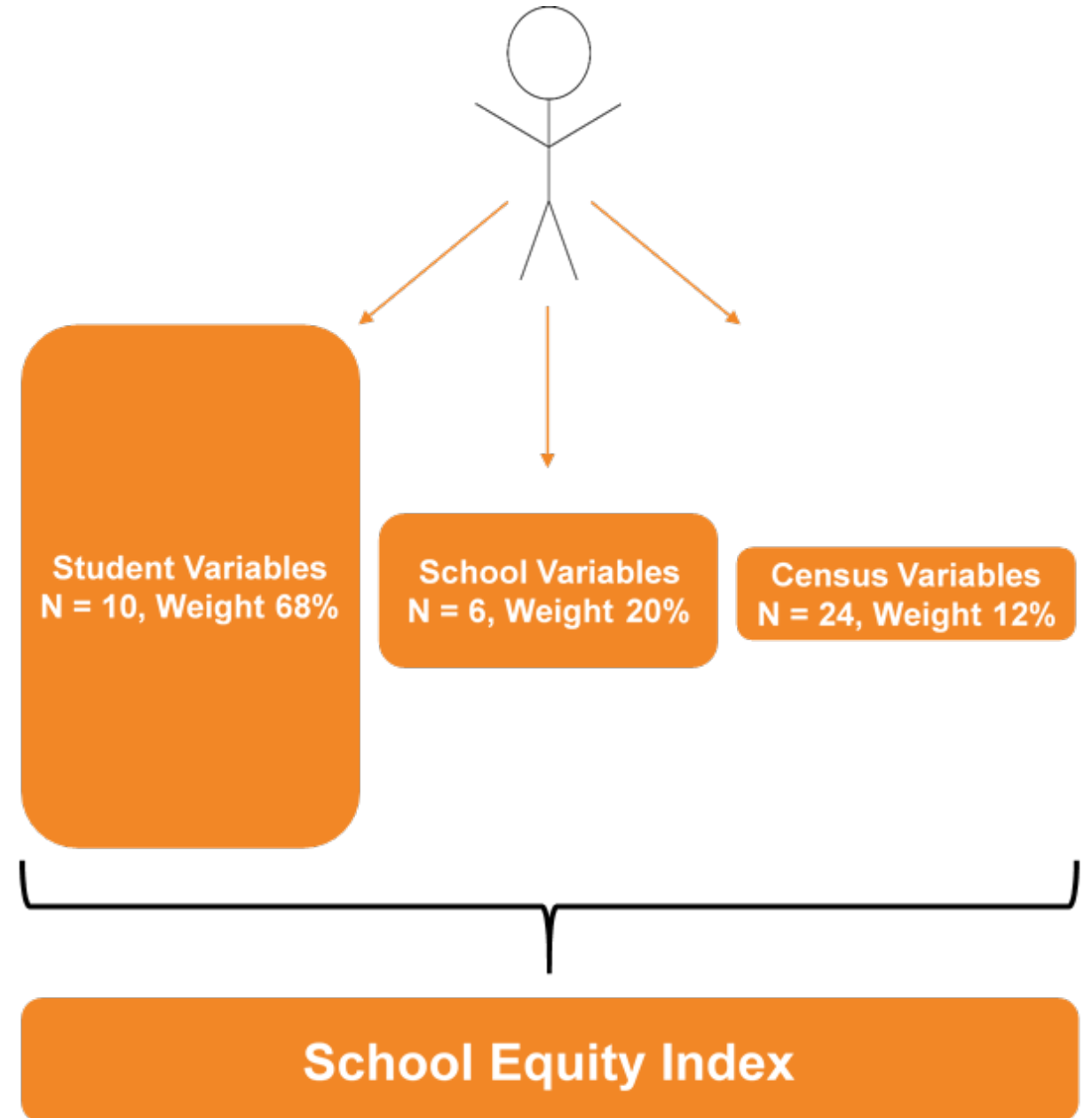
CBE Equity Index

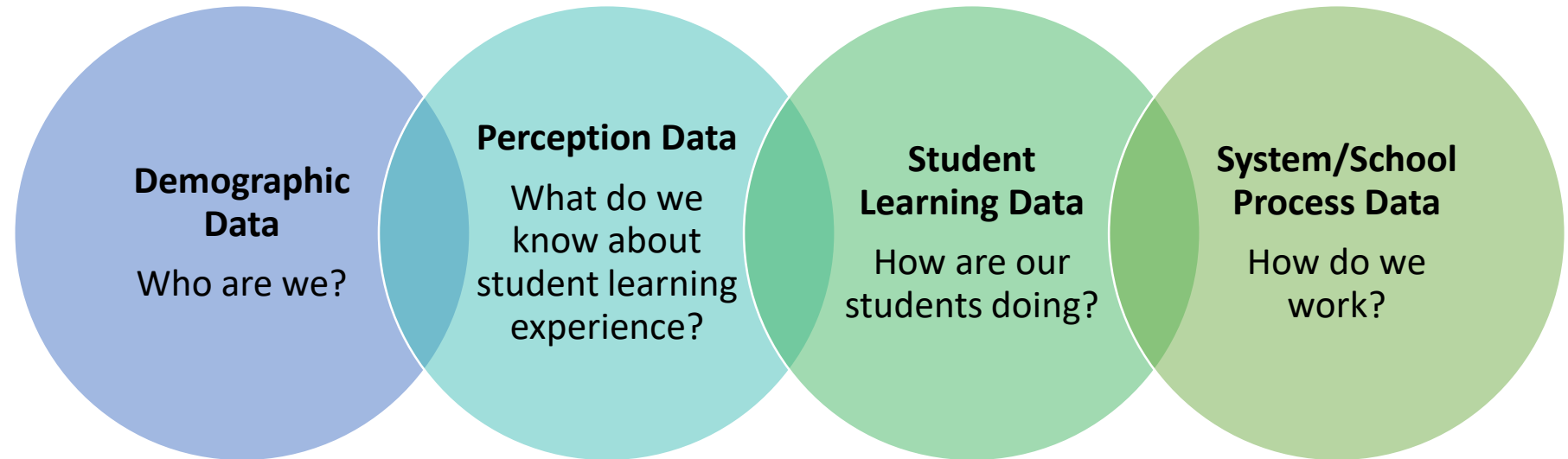| Category	Weight 2021-22	Weight 2022-23	Variables
Student 68% Weight	2.00	2.00	Canadian Citizen
	7.25	7.25	ELL (301,302,303)
	8.25	8.25	ELL LP 301 & 303 Funded (1-5 yr)
	9.75	9.75	EYE RTI 2 & SPED (code 50s)
	12.00	12.00	EYE RTI 3 & SPED (code 40s)
	10.00	10.00	Indigenous (331, 332, 333, 334)
	n/a	1.00	Early Learning
	3.75	3.75	Permanent resident
	5.00	4.00	Refugee (640)
	6.00	6.00	Student School Moves per Student
	4.00	4.00	Total School Enrollments per Student
School 20% Weight	3.00	6.00	Absent Rate
	n/a	4.00	Absent Rate - COVID Years
	3.00	2.00	Drop-Out Rate from High School's Accountability Pillar
	3.00	2.00	High School Completion Rate (3 yr.) from High School's Accountability Pillar
	5.00	4.00	In/Out Count per Student
	3.00	2.00	Transition Rate (4 yr.) from High School's Accountability Pillar
	3.00	n/a	Waived Fee Per Student
Census 12% weight	0.50	0.50	Economic Immigrants
	0.50	0.50	Family Class Immigrants
	0.50	0.50	First Generation
	0.50	0.50	Home - Owner
	0.50	0.50	Home - Renter
	0.50	0.50	Home Language Non-Official
	0.50	0.50	Immigrant
	0.50	0.50	Lone-Parent Family
	0.50	0.50	Low-Income Cut-Off
	0.50	0.50	Low-Income Measure
	0.50	0.50	Market Income Composition
	0.50	0.50	Median Total Income Economic Family Standard Score
	0.50	0.50	Median Total Income Economic Family With Children Standard Score
	0.50	0.50	Median Total Income Standard Score
	0.50	0.50	Mother Tongue Non-Official Language
	0.50	0.50	Movers 1 Year Ago
	0.50	0.50	Movers 5 Years Ago
	0.50	0.50	No Certificate 15 Years
	0.50	0.50	No Certificate 25 Years
	0.50	0.50	Non-Citizens
	0.50	0.50	Post-Secondary Certificate 15 Years
	0.50	0.50	Post-Secondary Certificate 25 Years
	0.50	0.50	Refugee Immigrants
	0.50	0.50	Third Generation

As a system educational leader, how might your data support you in understanding the baseline of capacity, achievement, and need for each group?

Leaders

Teachers

Students

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CASS Spring Learning Pre Conference, March 16, 2022

When considering the data and evidence you utilize currently, which might you utilize to specifically inform your planning, support implementation of new curriculum?

Demographic Data	Perception Data	Student Learning Data	System/School Process Data

To know exactly where you're headed may be the best way to go astray. Not all who loiter are lost.

Sue Monk Kidd, *The Book of Longings*