

Visionary Leadership with the SOS-Q to Support Student's School Engagement and SEL

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Session begins 9:45 a.m



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SESSION DESCRIPTION

- Good morning and thanks for joining us. In this session we will address:
- How Foothills SD and Calgary Academy system leaders use Student Orientation to School Questionnaire (SOS-Q) data in the context of their visionary leadership roles to support the learning community and enhanced student-teacher relationships.
- Consideration of both the pros and cons of individualized student engagement data in leadership contexts.

SESSION OUTCOMES

- Demonstrate how school authorities can use individualized survey systems like the SOS-Q to support student wellness and engagement as a function of visionary and relational leadership.
- Discuss the merits of a Cloud-based SOS-Q App that could be available to all Alberta School authorities on a minimal cost recovery basis.

SLQS COMPETENCIES



- ✓ Building Effective Relationships
- ✓ Visionary Leadership
- ✓ Leading Learning



LQS COMPETENCIES



- ✓ Fostering Effective Relationships
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Providing Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context



S/LQS COMPETENCY LINKAGES WITH SOSQ DATA APPLICATIONS

- Relationships A superintendent establishes a **welcoming, caring, respectful and safe learning environment**.
- Visionary Leadership A superintendent engages ...a **vision of a preferred future for student success**, based on common values and beliefs.
- Leading Learning A superintendent establishes ...**shared responsibility for student success** and continuous improvement.

- Relationships A leader builds **positive working relationships** with ...the community.
- Visionary Leadership A leader collaborates ...to create and implement a **shared vision for student success, engagement, learning and well-being**.
- Leading Learning A leader nurtures and sustains a culture **that supports evidence-informed teaching and learning**

Source : Cass, Supports for Professional Practice

https://cass.ab.ca/wp-content/uploads/2021/08/SLQS-LQS_Comparison_2021_06.pdf



Beyond Academic Learning

FIRST RESULTS FROM THE INTERNATIONAL SURVEY OF SOCIAL AND EMOTIONAL SKILLS

- Students' social and emotional skills are strong predictors of school grades across students' background, age cohorts, and cities.
- The relationship between social and emotional skills and school performance is nuanced...
- Students' social and emotional skills are strongly related to students' psychological well-being...
- In conclusion, OECD's Survey on Social and Emotional Skills sheds light on the incremental value of individual social and emotional skills in relation to a broad set of life outcomes.
- See <https://www.oecd.org/education/ceri/social-emotional-skills-study/> pps 9-10

SOS-Q constructs are grounded in the Removing Barriers to High School Completion report and background research -

<https://open.alberta.ca/publications/077851319x>

SAFE & CARING SCHOOL	Perception of how supportive the school environment is, including teacher supports (UE; JSH)
EXTERNAL RESILIENCE	Perceived ability to cope with external challenges and adversities (UE; JSH)
INTERNAL RESILIENCE	Ability to resist anxiety and maintain emotional balance (UE; JSH)
SELF-CONFIDENCE	Conviction of capability to be successful at school and beyond (UE; JSH)
PEERS	Ability to get along with peers and perceived friends' support (UE; JSH)
UTILITY OF SCHOOL	Sense of usefulness of school for future career and post-secondary success (JSH)
EXTRA-CURRICULAR ACTIVITIES	Participation opportunity and perceived value (JSH)

Upper-Elementary (UE); Junior- Senior High (JSH) - includes optional school-work balance and school-work integration for students working part time

Individual Student Report

Category	Value
All questions (AVG)	3.07
All questions (Z)	-1.57
Safe and Caring Schools (AVG)	2.8
Safe and Caring Schools (Z)	-1.27
External Resilience (AVG)	3.16
External Resilience (Z)	-0.95
Internal Resilience (AVG)	3.5
Internal Resilience (Z)	0.33
Extra Curricular Activities (AVG)	3.5
Extra Curricular Activities (Z)	0.7
Self Confidence (AVG)	3
Self Confidence (Z)	-1.88
Utility of School (AVG)	2.33
Utility of School (Z)	-2.34
Peers (AVG)	3.75
Peers (Z)	-0.48
Handling School-Work Pressures (AVG)	---
Handling School-Work Pressures (Z)	---
School-Work Integration (AVG)	---
School-Work Integration (Z)	---

How SOS-Q impacts Visionary Leadership in FSD

Context:

- Began using SOS-Q 6 years ago
- SOS-Q is administered to every Grade 4-12 student in October/November each year.
 - Some schools conduct a follow-up in March
- Data is analyzed at Divisional, Regional and School Levels
- FSD Data is analyzed using FSD Data Dashboard tools built in Microsoft Power-Bi.
 - This tool allows us to dig, sort, and compare data within SOS-Q and connect to other data points we gather.

How is SOS-Q Data informs my Divisional Leadership?

- Analyze data with our Inclusive Learning Team
 - Identify strengths and concerns – categories, schools, grade levels, genders, etc.
 - Compare schools, regions, grade levels, genders, etc.
 - Identify patterns and anomalies



Develop ILT Professional Learning Plan

- Learning Coaches
- FSLC
- YDC
- Inclusive Learning Lead Teachers

Continuum of Supports Development

- Review our C of S and ensure we have strategies in place aligned with the needs identified in the data.

Allocation of Resources

- Data is used as one piece of information for determining allocation of Inclusive Learning Resources



Divisional Leadership in Supporting Data use at School-Level

School Leadership Team

Data is leveraged through school-based Continuum of Support.

Universal	Targeted	Individualized
School-based data is used to support school-based PD, Parent Sessions, and focus of school-based SEL Programming.	SOS-Q data is reviewed to create targeted interventions aimed at specific groups of students. ie: Managing Anxiety for Grade 4 girls.	SOS-Q data is reviewed to flag any students that may need individualized support. Progress monitoring or year over year data is reviewed to assess impact of interventions.

Divisional Inclusive Learning Team provides collaborative support for these conversations and supports strategies in school-based continuums.

How is SOS-Q Data used at the School and Regional Level?



- We leave most of the school-level 'digging' to the school-based teams. They know their communities, students and contexts.
- The Divisional Inclusive Learning Team supports the school-based teams with analysis if requested.
- Divisional ILT looks for trends within different regions, communities, Division I, II, III, IV, and schools in our division.
 - This information is used to connect schools with each other.
 - Schools with common areas of concern can connect and collaborate.
 - Schools with areas of strength are connected to schools with a corresponding area of weakness. What are they doing that is working?
- FSD Director facilitates data analysis for schools through our Data Dashboard.
 - Helps schools connect SOS-Q datapoints to other school and divisional data sources.



Divisional Leadership in Supporting Student Use of SOS-Q Data

Students' Matters Team

Each FSD School has a Students' Matters Team (Students, Admin, and other staff members – often FSLCs, Learning Coaches).

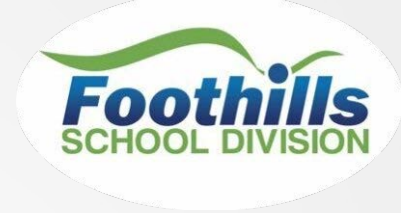
- Teams meet at least monthly at the school level and 3 times/year at the division level.

We bring student voice in by having the SM-Team analyze the data, and have them identify areas of concern. (Note: Students only have access to school-wide data, not class or student data to protect confidentiality)

SM-Team helps SLT gain student insight into possible reasons for the data.

SM-Team develops Student-based supports/plans to support area(s) of concern. Students are part of the solution.

Note: SM-Team looks at all school-based data, they may choose non-SOS-Q area(s) of focus.



SOS-Q and Education Plans

- SOS-Q is one of our local Assurance Measures
 - Highlighted on divisional and school-based reports
 - Strategies are designed at the Divisional and School levels to align with areas of concern identified
 - Ability to drill down into the data allows the division and schools to design targeted strategies customized to specific groups and contexts within the school communities
- SOS-Q also is used to identify success stories and celebrations!
 - Evidence of successful interventions for specific students or targeted groups

Next Steps for SOS-Q in FSD



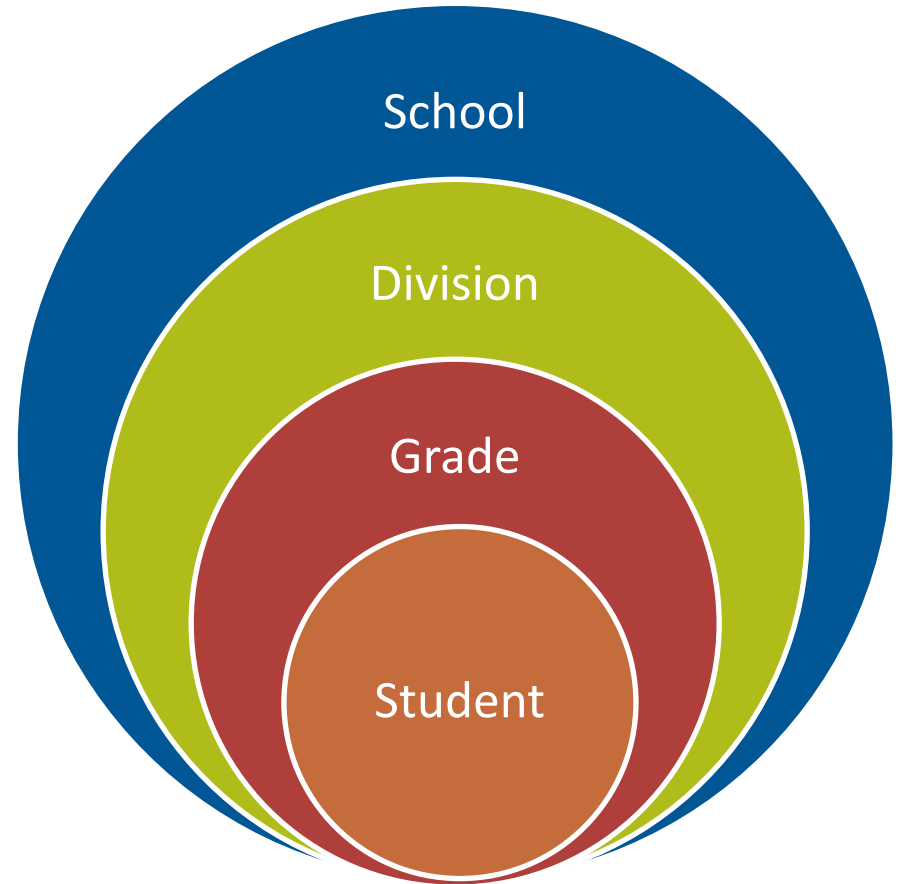
- Launch of our Data-Dashboard (Power-Bi) allows us to dig deeper in to data and compare with other data sources we track (ie. Attendance, Achievement, Suspensions)
- Divisional view of data is being used to identify broad shifts in results for further investigation.
 - Ie. This year we noticed significant decline in Internal/External resilience for students moving to a different school (ie. Elementary to Junior High or Junior High to Senior High).
 - Working ideas:
 - What are we doing to provide effective transitions for students?
 - Are we building a relationship in advance between the new school and incoming students?

- Calgary Academy is a Designated Special Education Private School serving 660 students in three programs.
 - All students on IPPs
 - Mild to moderate learning challenges in numeracy, literacy, attention, mental health
 - Small class sizes and expertise in meeting the needs of students who struggle

SOS-Q and Student Engagement

Proactive planning based on data:

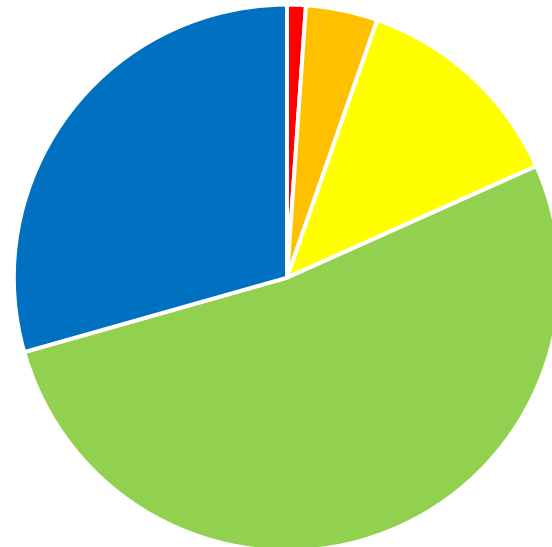
- Staff professional learning.
- Shared leadership among staff and students.
- Relationship-building opportunities developed based on student strengths and interests.
- Increased student voice on decision making for the school.
- Opportunities for older students to mentor younger students in a full-school house system.



Safe & Caring Schools

- Comparison with previous SOS-Q data
- Comparison with AERR data
- Comparison with local data – satisfaction survey results in May
- Identify areas of strength to improve and areas of growth to focus on
- School Culture

Students Grades 5-12

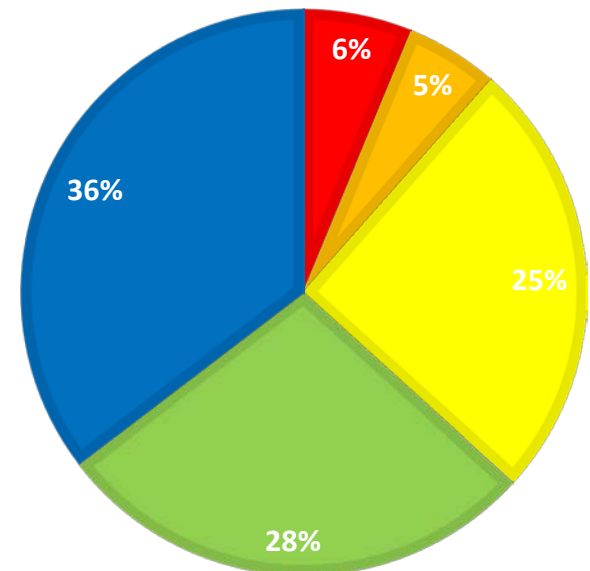
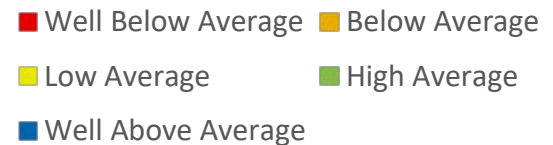


Well Below Average Below Average Low Average
High Average Well Above Average

Extracurricular Activities

- Specifically engage the students in the red and orange zones to develop opportunities to increase their sense of belonging.
- Examples of opportunities that were incorporated after the SOS-Q was administered include:
 - Dungeons and Dragons Club
 - Ukulele Club
 - Creating a Graphic Novel
 - Queer Straight Alliance
 - Intramurals
 - Drama set design and construction
 - Student Coalition for Change

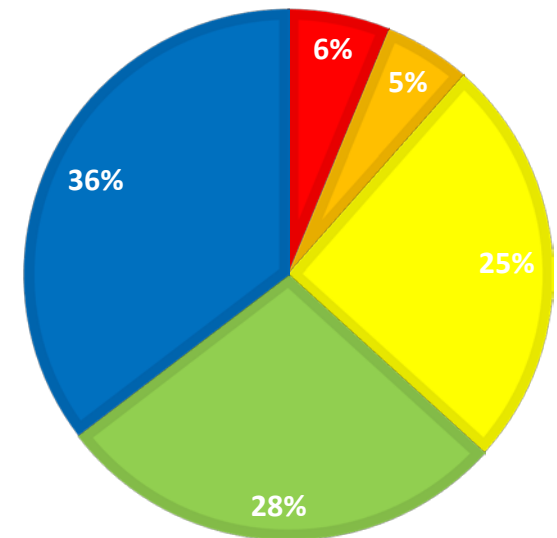
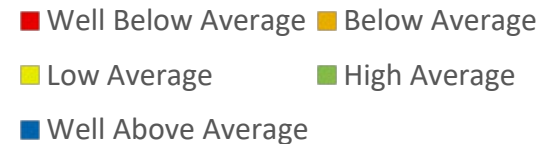
JH STUDENTS



External & Internal Resilience

- Engage teachers and support team on what strategies they might use to increase resilience.
- Examples of interventions:
 - Universal lessons on emotional regulation, stress and anxiety reduction, managing worries, weekly classroom meetings, small group social skills lessons, social skills lessons on conflict resolution, making and sustaining friendships, etc., student of concern meetings among teachers and support staff that help determine individualized supports with occupational therapy, speech & language pathology, and counseling.

GRADE 7 STUDENTS

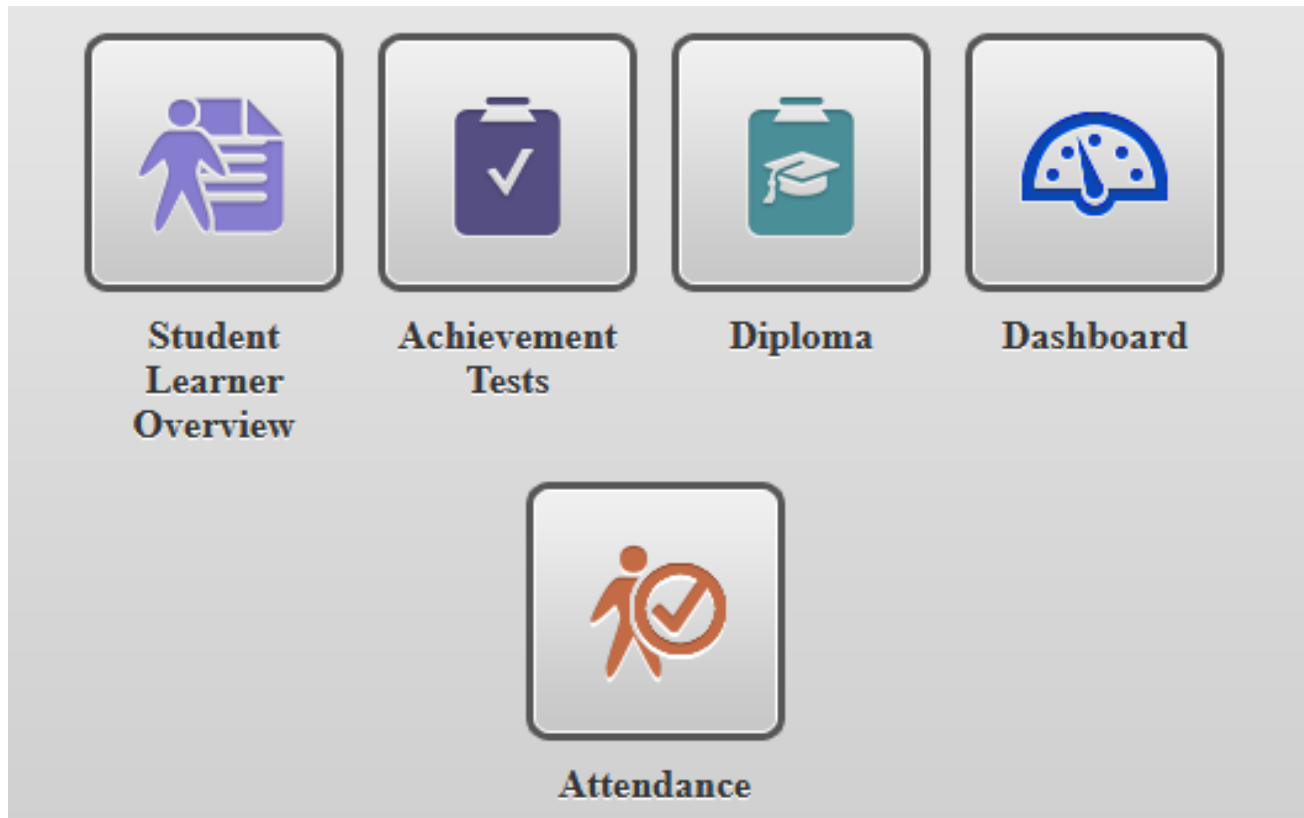


Individual Intervention

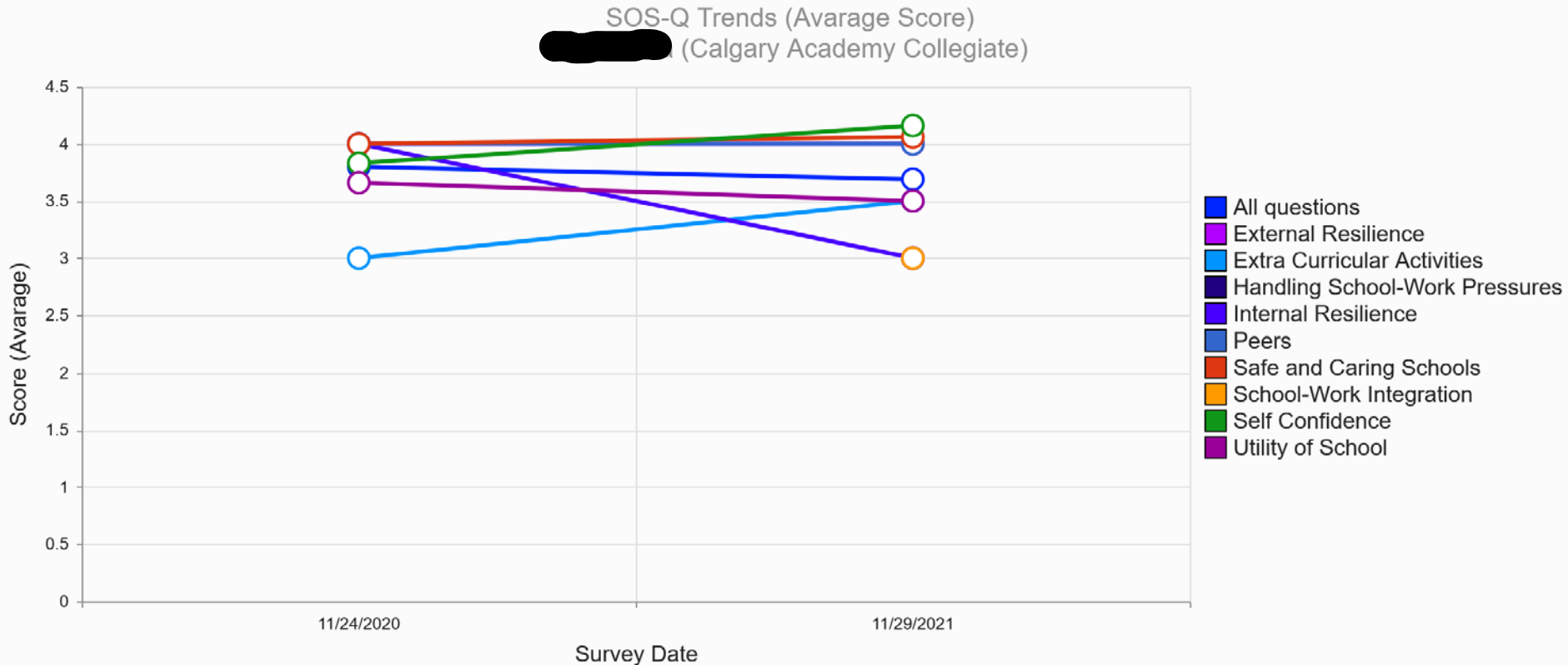
	All questions (Z)	Safe and Caring Schools (Z)	External Resilience (Z)	Internal Resilience (Z)	Extra Curricular Activities (Z)	Self Confidence (Z)	Utility of School (Z)	Peers (Z)
2020	-0.82	0.77	-1.51	-1.11	-0.51	-1.33	-0.34	-0.88
2021	-3.61	-0.78	-3.17	-2.27	-2.48	-4.34	-3.23	-0.48

- Relationship building with student and family
- Opportunity to connect this student with a trusted adult
- Referral to other support services to deal with trauma
- Connect with career counselor
- Provided leadership opportunity to co-direct the Cool Kids Care program for K-6
- Provide a space for this young person to practice mindfulness when needed

Data Management and Dashboard



Overview by student



Key Conclusions

Practice-wise, our experience indicates that individual social-emotional assessments have the following Pros and Cons:

Pros

1. Insights into individual, factor specific student's engagement or disengagement patterns with school.
- 2 Evidence of grade, gender, school, division cohort patterns of school engagement.
3. Valuable data for AERR and Ed. Plans.
- 4 Key data for several key SLQS and LQS leadership responsibilities including: vision, learning plans and community connections.
- 5 Strong foundation for strategic classroom-school–system dialogue.
6. Quality data for engaging students in meaningful data interpretation and strategic planning.
7. Trend data illuminates changes over time in individual and cohort .engagement patterns, e.g. impacts of Covid 19.
8. The SOS-Q introduces effective and efficient access to measuring student affect and timely action on socio-emotional learning.

Key Conclusions

Practice-wise, our experience indicates that individual social-emotional assessments have the following Pros and Cons:

Cons

- 1 SOS-Q data is personal data and must be protected under FOIP just as any individualized assessment data necessitating risk management
- 2 Anticipate some push back regarding data sensitivity and potential for misuses of data
- 3 Per student costs of \$2 to \$4 may mitigate against uptake, especially for larger school authorities.
- 4 Loading the SOSQ program on individual school servers complicates technical supports.

What's Next?

Discuss the potential design, access, benefits and risks of Partnerships (e.g. CASS, Intellimedia, PDS) to develop a Cloud-based access option to the SOS-Q app for Alberta school authorities on a cost recovery basis – with scale could be minimal cost per student.

Is this something your school authority might support?

Do you have any recommendations for making it so?

CONTACTS AND INFORMATION

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For additional information on the SOS-Q app visit...

www.practicaldatasolutions.ca