



THE ASSOCIATION OF EDUCATIONAL RESEARCHERS OF ONTARIO



L'ASSOCIATION ONTARIENNE DES CHERCHEURS ET CHERCHEUSES EN ÉDUCATION

Association of Educational Researchers of Ontario Open Spaces Networking and Sharing Session

Hosted at the Toronto District School Board
October 15, 2018

Discussion Report

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Overview

Participants included representation from the Ministry of Education and from the following boards: Durham District School Board, Grand Erie District School Board, Hamilton-Wentworth District School Board, Thames Valley District School Board, Toronto Catholic District School Board, Toronto District School Board, and York Region District School Board.

During the topic development portion of the day three main areas arose that prompted in depth discussion:

- Student Identity Data
- Dashboards and Data Visualisation
- Board/School Improvement Plans for Student Achievement/Moving Research to Practice

Other proposed topics included:

- Valuing research in a “post-truth” area
- STEM learning coaches
- Research surveys within school boards
- Equitable access to post-secondary education
- External research applications

Topic 1: Student Identity Data Collection

- What age/grade to ask about sexual orientation?
- How much consultation with parents/community is enough?
- Drivers of the census in equity and diversity?
 - Ensuring that boards staff is representative of the students
 - Ethnicity
 - Disability
 - Sexual orientation
 - Religion
 - Gender
- York Region DSB is beginning the census this fall using anti-racism data standards
 - Working with research department and Ministry they have developed a draft:
 - Race
 - Religion
 - Disability
 - Gender
 - Citizenship
 - Income
 - “Do you consider yourself to be a Canadian?”
 - Will connect to OEN to map achievement data
 - Mostly computer based, but available on paper as well
 - Translated to multiple languages
- How frequently to complete school climate surveys and student census?
- Information and Privacy Commission (IPC) will handle complaints but they no longer review surveys and processes ahead of time
- Send home letters of passive consent to parents for Grades 7-12
- Should census questions be part of registration? Problem is their identity-based data can change over time
- There has been significant *scope creep* in some of the student censuses – people end up pushing to get additional questions on the census
- Boards are developing their own questions that may or may not be comparable between boards
- How will data be shared with external groups/organizations?
 - Could change how external researchers ask about identity-based data – want those to be aligned with the ways that the board asks identity-based data questions
- Questions about how Ottawa-Carleton did their student census – went with a private company
- How are decisions made about research priorities after data has been gathered? Broad questions are often raised by superintendents - research departments help to turn these into answerable questions
- PowerBI us used for sharing data dashboards with schools

Topic 2: Dashboards and Data Visualisation

- PowerBI – part of Office 365
- Superintendents and Principals can use filters (gender, IEP, Indigenous)
- Data is locked – end user cannot change underlying data
- Each “tile” has a separate report
- Line graphs and tables
- High needs schools – based on socioeconomic status (SES) from Environics
- Data literacy required for users
- Superintendents using data for school visits
- To build, requires a lot of data “wrangling” - data cleaning done in R and RStudio
- Scripts can be published in GitHub
- R grabs data, cleans and formats, then loads into PowerBI
- R packages in development – for EQAO, Report Card
- Need to start with a specific question
 - How is it going to inform practice?
 - What will be your next step to address change?

Topic 3: Board/School Improvement Plans - Moving Research to Practice

Questions for Discussion

- 1. How does the Board Improvement Plan (BIP) trickle down to School Improvement Plan (SIPs)?**
- 2. How to identify and promote best and promising practices, programs and policies that address areas of need at the board level, school level, classroom level?**
- 3. How to set BIP targets?**
- 4. Examples of BIP or Annual Evaluation and Monitoring Templates**
- 5. Examples of School Visit Template or APP**

How does the BIP trickle down to SIPs

- Importance of BIP goals and strategies being integrated where appropriate into SIPs
 - How do we do this effectively?
- Some boards use the SEF to inform their SIPs
- Some boards have a feedback form for all professional learnings. This helps inform BIP and SIP
- Some boards set targets in their BIP and SIPs. E.g., If data indicates 75% or better than this is an area of strength. Below 75% is an area of need. To set targets, review your trends data for that specific area to see how many points it increased/decreased. Set target based on this rate.
 - Use smart goals to set targets
 - How will you achieve these targets via strategies/actions?
 - How will each stakeholder meet these targets?

School visits to help inform SIPs

- School visit form/template developed
- Could we develop an app for these visits? What are the common indicators? E.g., discipline/attendance/suspensions, other?
- SOs to bring back their school visit forms and SIPs to discuss. Check points 3x a year
- Dashboards to inform school visits
 - Grad rates, credit accumulation, pass rates, EQAO, etc

Repository of Key Board Initiatives

- Online google form: What key initiatives is your school providing? What are the goals? What are the expected outcomes?
- Ask which schools are engaged in which initiatives

Resource Allocation & Specialized Supports for Priority Schools and In-Risk Students

- TDSB - Resource allocation model based on the [The Learning Opportunities Index](#)
- Other board - Urban priority schools are identified via in-risk students and attendance. Offer specialized supports to students (e.g., provide support services to meet social, emotional and physical well-being of students)
 - Alternative to suspensions = in-school suspension and continue your school work
- In-risk students are identified early in the school year
 - Grade 10 credit accumulation
 - Credit recovery rooms/extra support rooms but expensive