Student Success Planning: Evidence Based Decision-Making

PROVINCIAL SAC CONFERENCE

SEPTEMBER 27, 2024

NOVA SCOTIA

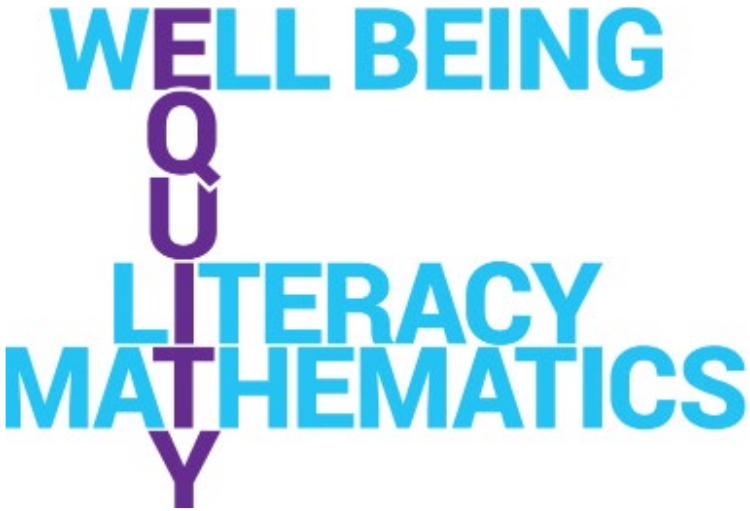
Goal:
To develop an understanding of the Student Success Planning process

- What is the SSP process?
- Who is involved in the SSP process?
- Why do we use the SSP process?
- What does the SSP process look like in our schools?

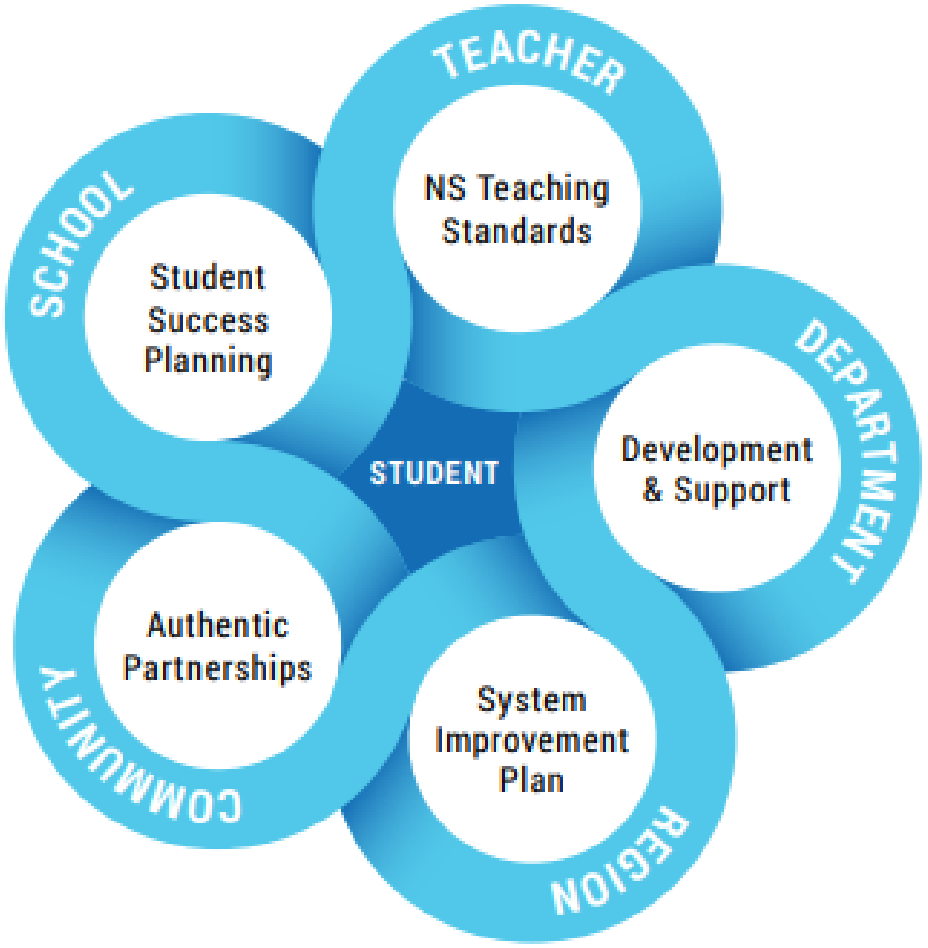
- How are students doing?
- How do we know?
- What are we doing about it?

Student Success Planning Provincial Framework

- Uses evidence of learning
- Implements strategies and actions
- Reflects daily teaching and learning
- Involves collaborative school teams

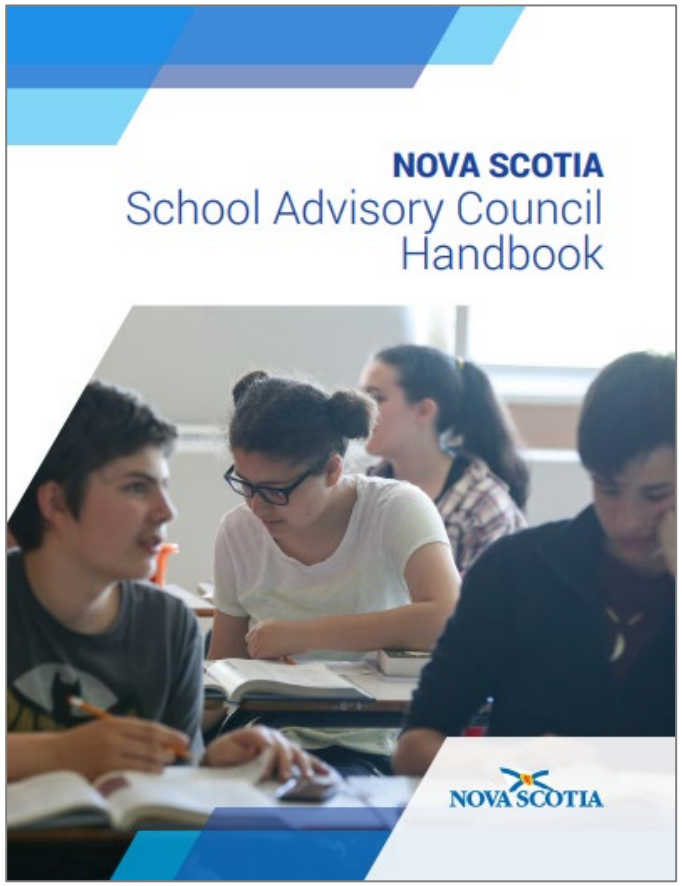


Student Success Planning: Who is involved?



- Authentic partnerships
- Collective efficacy
- Ongoing collaboration
- Responsiveness

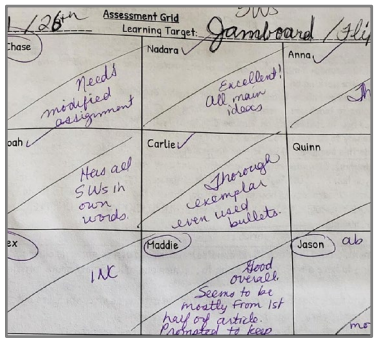
Student Success Planning: Who is involved?



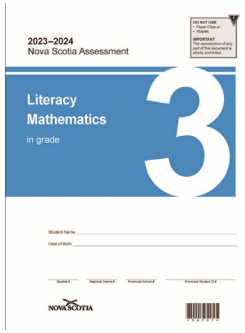
SACs work in collaboration with principals and participate in efforts to improve student achievement and well-being by:

- Receiving information on the SSP
- Monitoring the progress and improvement of the identified goal areas of the plan

Evidence to Support Student Success Planning



- Classroom assessments
  - Conversations
  - Observations
  - Products



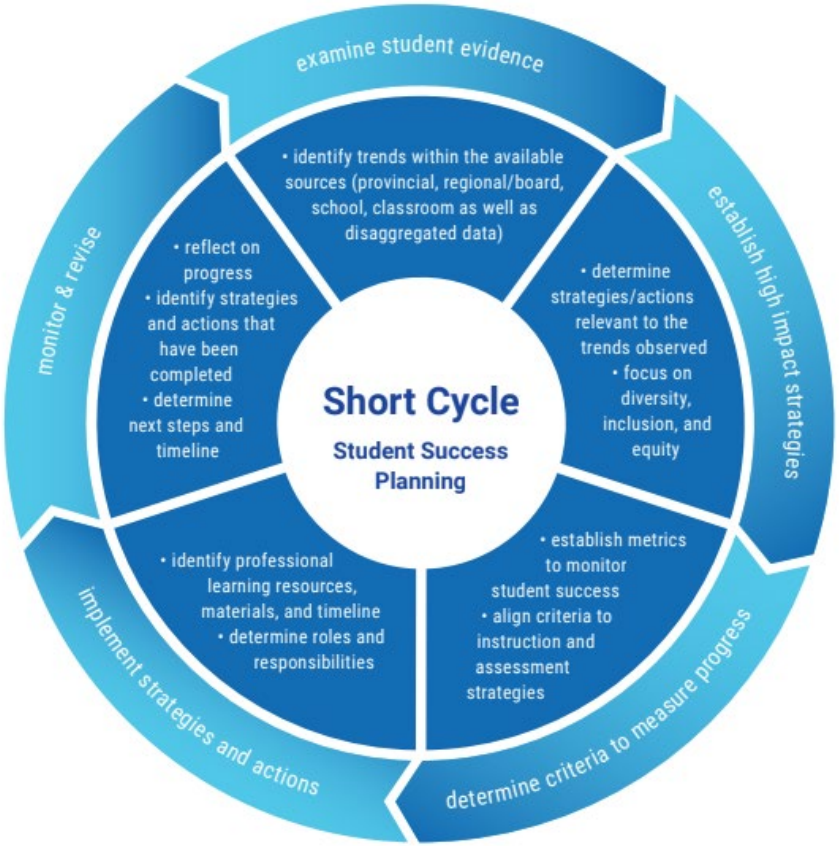
- Provincial assessments
  - Mathematics
  - Literacy

- Provincial survey
  - Student success survey

"As part of the Student Success Planning process, every school will use evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports. These identified supports will be supported by the Teaching Support Team at each school."

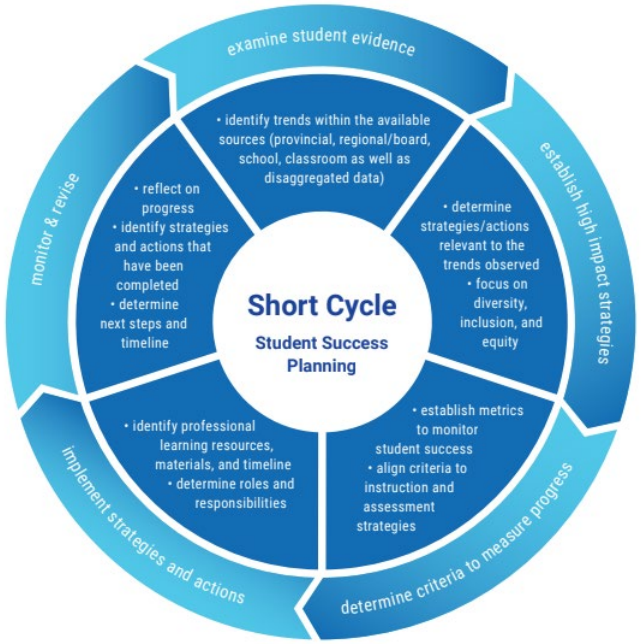
- Directive 5.1, Inclusive Education Policy

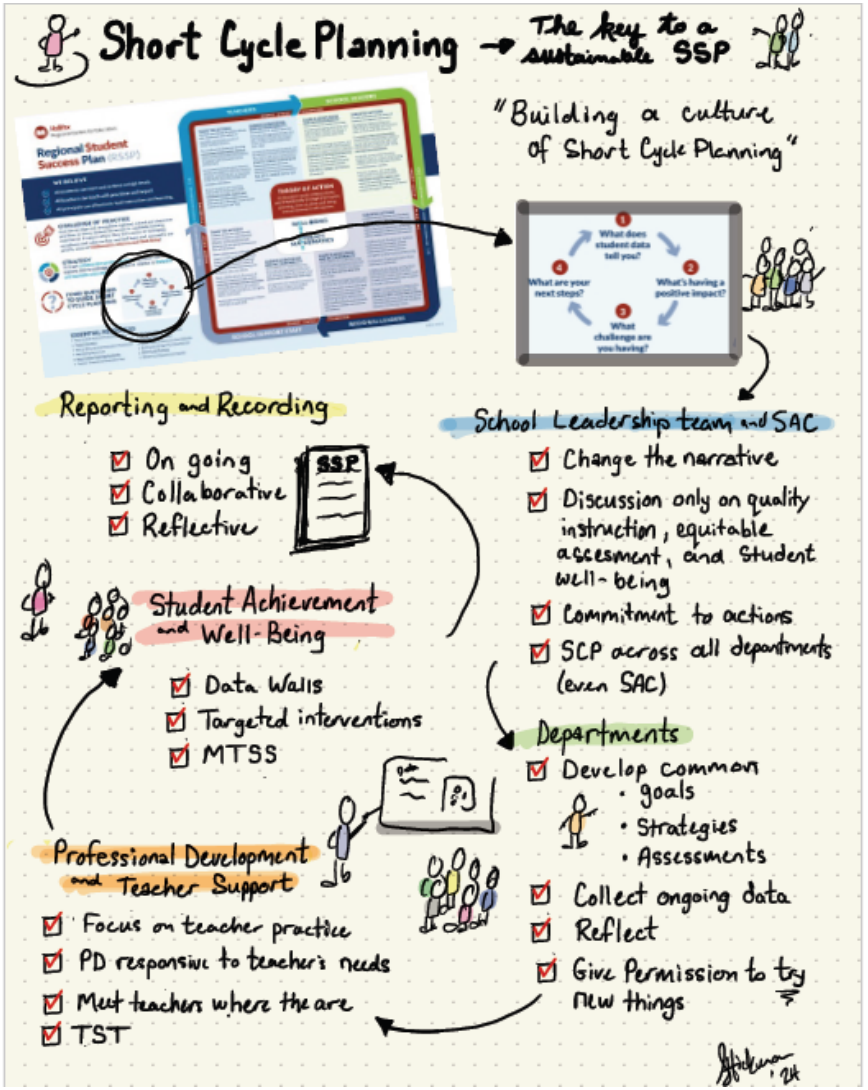
Short Cycle Planning



- Purposeful
- Flexible
- Collaborative
- Continuous
- Up to 90 days

Short Cycle Planning:
The Key to a sustainable SSP

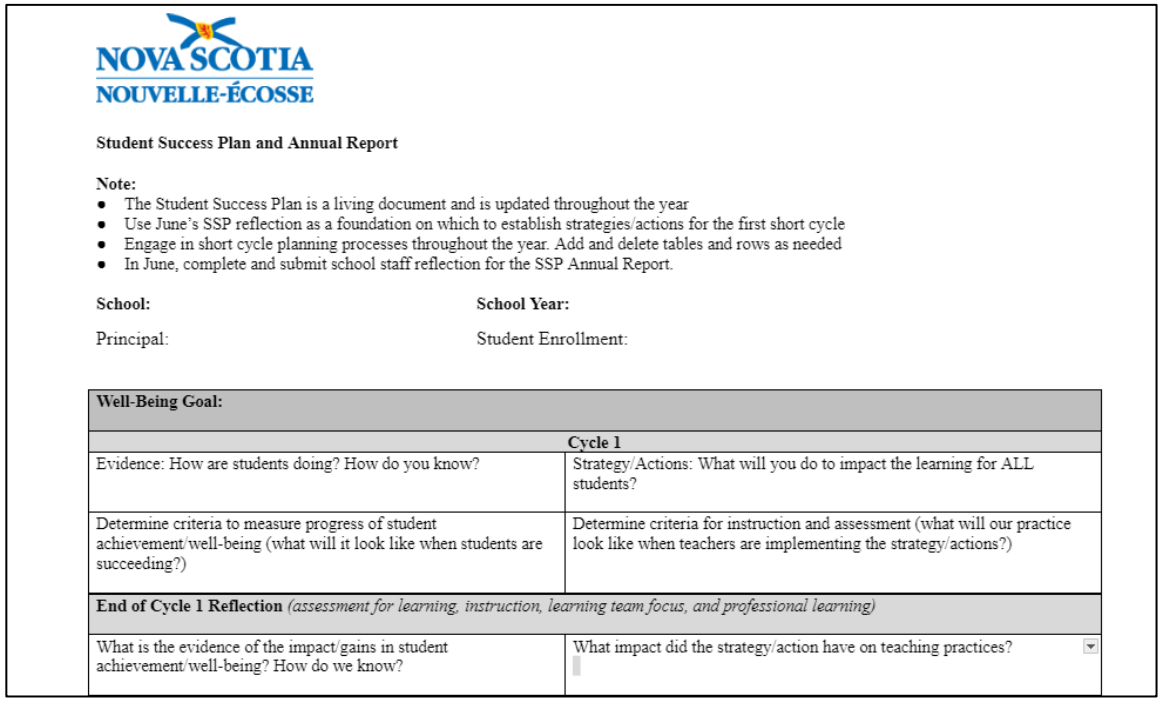




Recording and Reporting

- School year is broken into parts
- Journey is documented
- Time for celebration and problem-solving
- Reflection on what is working and what needs to change
- Planning for next cycle
- 3 cycles

Recording and Reporting



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Student Success Plan and Annual Report

Note:
- The Student Success Plan is a living document and is updated throughout the year
- Use June's SSP reflection as a foundation on which to establish strategies/actions for the first short cycle
- Engage in short cycle planning processes throughout the year. Add and delete tables and rows as needed
- In June, complete and submit school staff reflection for the SSP Annual Report.

School: **School Year:**

Principal: Student Enrollment:

Well-Being Goal:	
Cycle 1	
Evidence: How are students doing? How do you know?	Strategy/Actions: What will you do to impact the learning for ALL students?
Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)
End of Cycle 1 Reflection *(assessment for learning, instruction, learning team focus, and professional learning)*	
What is the evidence of the impact/gains in student achievement/well-being? How do we know?	What impact did the strategy/action have on teaching practices?

- Documents developed collaboratively:
  - EECD
  - Regional/CSAP SSP Coordinators
  - School Administrators and staff
- Updated on a yearly basis

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Digging Deeper with Data

- Start with larger data (LM3/LM6/SSS/etc.)
- Prioritize key issues
- Set specific smaller and measurable goals
- Get curious
- Get all voices involved
- How SACs supports SSP

Digging Deeper with Data: Math Example

- Pick a form of data collection that is measurable and useful in multiple ways
- Assessments should hold value and be helpful to the teacher to use (multiple use)
- Assessment should not take long to administer and benefit classroom practice

Pre and Post-Assessment Result for Unit 8 - Measurement

Class	Unit 8 Measurement	
	Pre-Assessment Average	Post Assessment Average
3	1.86	3.17
3/4	1.35	3.2
4/5	1.57	2.6
4/5	1.04	2.13

Unit 8 Measurement

All classes had improvement pre to post-assessment. The following data shows the difference in scores pre- vs. post:

3: 1.31 improvement
¾: 1.85 improvement
⅘: 1.03 improvement
⅘: 1.09 improvement

Digging Deeper with Data: ELA Example

- Give everyone access to the SSP document and all school goals (living document)
- Feedback and summary sheets are helpful for staying on track and planning next steps
- SSP needs dedicated time for sharing

Short Vowel	Baseline % Gr. P	Final % Gr. P	Baseline % Gr. 1	Final % Gr. 1	Baseline % Gr. 2	Final % Gr 2
Short A	0%	53.5%	49%	84.5%	79.5	89%
Short E	0%	7%	27%	47.5%	57%	58.5%
Short I	0%	41%	31%	58.5%	60.5%	74.5%
Short O	0%	49%	37%	55%	74%	91.5%
Short U	0%	30%	1%	43%	45.5%	77.5%

Thank you

Centre for Equity in Achievement and Well-Being
Student Success Planning
Student Success Planning is an integral and essential component of teaching and learning, as it reflects the work teachers and students do daily.
Short Cycle Planning
Data-Informed Decision Making
Schools use trend data from...
Student achievement results on
school-based assessments
regional assessments
provincial assessment program
The Student Success Survey (well-being data)
Teacher Growth and Evaluation
Effective teachers play an important role in helping all students to reach their maximum level of achievement and well-being and in ensuring inclusion and equity in a high-quality, culturally and linguistically responsive learning environment.
Leadership: The Nova Scotia Leadership Standards
The overarching purpose of the Nova Scotia Leadership Standards is to assist educational leaders in supporting teaching and learning that advances the success of all students.
Centre for Equity in Achievement and Well-Being
Department of Education and Early Childhood Development
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