

SSRSB African NS & Aboriginal Student Provincial Data Results

2012-13, 2013-14 AND 2014-2015 SCHOOL YEARS



General Information: Data was collected for the 2012-13, 2013-14 and 2014-15 school years. Because our sample size is so small, it has been suggested by the EECD to average years.

There is no data for the grade 4 assessment included within this presentation for 2012-2013 because there was no grade 4 assessment that year.

Data for grades and provincial assessment were taken from Powerschool and EECD data

General Information:

ANS: Total Data for 2012-2015 (3 yr period):

- Grade 3- 12 (0 in 2012, 7 in 2013, 5 in 2014)
- Grade 4-9 (all from the 2014/15 school year)
- Grade 6- 14 (4 in 2012, 3 in 2013, 7 in 2014)
- Grade 8 and grade 10 data will be collected after the 2014/15 assessment
- **No student was exempt from a provincial exam due to an IPP

AB: Total Data for 2012-2015 (3 yr period):

- Grade 3- 72 (28 in 2012, 24 in 2013, 26 in 2014)
- Grade 4- 51 (0 for 2012, 29 in 2013, 22 in 2014)
- Grade 6- 56 (19 in 2012, 15 in 2013, 22 in 2014)
- Grade 8 and grade 10 data will be collected after the 2014/15 assessment





**IN 2014-15, THERE ARE 294 STUDENTS IDENTIFIED IN SOME WAY



ISSUES WITH USING SELF IDENTIFICATION DATA FROM POWERSCHOOL

Yes=1 or No Value = (null)	Aboriginal People	Aboriginal People 🝦 Other	First Nation	First Nation Other ∲
1			NL	Qalipu mikmaq Nfld
	Status Off-Reserve			
1	Non-Status Off-Reserve		Acadia	
1	Status Off-Reserve			Qualipu
	Metis, please specify community	Sou West Nova		
1				mikmak



READING SCALE SCORING

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Reading	Not enough evidence too few questions attempted	Level 1 below the expectation	Level 2 approaching the expectation	Level 3 at the expectation	Level 4 above the expectation		
Performance							
Writing Performance	Not enough evidence	Level 1 below the expectation	Level 2 approaching the expectation	Level 3 at the expectation	Level 4 above the expectation		
Ideas				~			
Organization				1			
Language use				1			
Conventions	Conventions						
Ideas: Le	vel 3 – A main idea i	s clear and is deve	loped through rele	vant details.			
Organization: Level 3 – The writing is organized with effective use of varied transitions.							
Language use: Level 3 – Language use contributes to clear and fluid writing.							
Conventions: Level 3 – The writing generally demonstrates correct use of a variety of conventions.							





IPP Comparison



* Provincial and SSRSB data information taken from DoEECD Document depot under the heading Consultations/Reports



• What is a Documented Adaptation:

- Adaptations are strategies and/or resources to accommodate the learning needs of an individual student. They are planned, implemented, monitored, and evaluated to enable a student to achieve public school program learning outcomes.
- How do we know when a student requires adaptations?
 - A student requires documented adaptations when he or she demonstrates a need for specific strategies and/or resources in order to meet the learning outcomes, or to meet the enhanced capacities of the learner.

Documented Adaptation Comparison



*Data provided through TIENET lead

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WHAT ARE THE SCALED SCORE RANGES FOR GRADE 3 RW ACHIEVEMENT

•LEVEL 1: 200-365

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•LEVEL 2: 366-439

•LEVEL 3/4: 440-800



RW: Grade 3

Student group	Year	Total # of students	Exempt, IPP and/or didn't write	Participation Rate	Scaled Score
Province	2014-15	6855	429	94%	n/a
All SSRSB students	2014-15	398	32	92%	483*
SSRSB ANS students	2012-2015	12	0	100%	471
SSRSB AB students	2012-2015	78	6	92%	467

*The scaled score of 483 is the same scaled score with or without our ANS students. *The scaled score of 483 increases to 486 without our AB students.



RW: Grade 3

		Overall Performance							
Student group	# of students testing	Not enough evidence	Level 1 %: below the expectation	Level 2 %: approaching the expect.	Level 3/4 %: at the expect.	% of students at or above			
Province	6426	57	14%	19%	68%	68%			
All SSRSB students	366	4	12%	19%	69%	69%			
SSRSB ANS students	12	0	25%	8%	67%	67%			
SSRSB AB Students	72	0	14%	24%	63%	63%			

ANS Grade 3 RW



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AB Grade 3 RW





RW: Grade 3

Percentage of students at or above the assessment expectation



RW: Grade 3

Percentage of Students at each performance level





WHAT IS THE SCALED SCORE FOR GRADE 4 MATHMATICS

LEVEL 1: 200-357
LEVEL 2: 358-441
LEVEL 3: 442-613
LEVEL 4: 614-800



MATH: Grade 4

Student group	Year	Total # of students	Exempt, IPP and/ or didn't write	Participation Rate	Scaled Score
Province	2014-15	7929	433	95%	n/a
All SSRSB students	2014-15	432	15	97%	488*
SSRSB ANS students 2012-2015		9	0	100%	480
SSRSB AB students	2012-2015	51	1	98%	459

* The scaled score of 488 is the same scaled score with or without our ANS students. * The scaled score of 488 increases to 491 without our AB students.



MATH: Grade 4

		Overall Performance							
Student group	# of students testing	Not enough evidence	Level 1 % below the expectation	Level 2 % approaching the expect.	Level 3 % at the expect.	Level 4 % above the expect.	% of students at or above		
Province	7496	24	10%	16%	62%	13%	74%		
All SSRSB students	417	2	13%	17%	60%	10%	70%		
SSRSB ANS students	9	0	22%	11%	67%	0%	67%		
SSRSB AB students	50	0	16%	22%	58%	4%	62%		

ANS Grade 4 Math



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AB Grade 4 Math





MATH: Grade 4

Percentage of students at or above the assessment expectation



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Percentage of Students at each performance level





RW: Grade 6

WHAT IS THE SCALED SCORE FOR GRADE 6 RW •LEVEL 1: 200-353 •LEVEL 2: 354-431 •LEVEL 3: 432-634 •LEVEL 4: 635-800



RW: Grade 6

			- 0		
Student group	Year	Total # of students	Exempt, IPP and/or didn't write	Participation Rate	Scaled Score
Province	2014-15	9855	621	94%	n/a
All SSRSB students	2014-15	567	44	92%	471*
SSRSB ANS students	2012-2015	14	Ο	100%	484
SSRSB AB students	2012-2015	56	3	95%	443

* The scaled score of 471 is the same scaled score with or without our ANS students.* The scaled score of 471 increases to 472 without our AB students.



RW: Grade 6

		Reading overall performance							
Student group	# of students testing	Not enough evidence	Level 1 % below the expectation	Level 2 % approaching the expect.	Level 3 % at the expect.	Level 4 % above the expect.	% of students at or above		
Province	9234	15	10%	17%	67%	7%	74%		
All SSRSB students	523	1	15%	21%	61%	4%	65%		
SSRSB ANS students	14	0	21%	0%	71%	7%	78%		
SSRSB AB students	53	0	32%	9%	55%	4%	59%		

ANS RW Grade 6



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AB RW Grade 6



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RW: Grade 6

Percentage of students at or above the assessment expectation



RW: Grade 6





MATH: Grade 6 WHAT IS THE SCALED SCORE FOR GRADE 6 MATHMATICS •LEVEL 1: 200-374 •LEVEL 2: 375-443 •LEVEL 3: 444-627 •LEVEL 4: 628-800



MATH: Grade 6

Student group	Year	Total # of students	Exempt, IPP and/or didn't write	Participation Rate	Scaled Score
Province	2014-15	9462	653	93%	n/a
All SSRSB students	2014-15	567	50	91%	468*
SSRSB ANS students	2012-2015	14	0	100%	445
SSRSB AB students	2012-2015	56	6	89%	451

*The scaled score of 468 increases to 469 without our ANS and AB students.



MATH: Grade 6

			Mathematics overall performance							
Student group	Total # of students	Not enough evidence	Level 1 % below the expectation	Level 2 % approaching the expect.	Level 3 % at the expect.	Level 4 % above the expect.	% of students at or above			
Province	8809	26	12%	19%	59%	9%	69%			
All SSRSB students	517	2	20%	21%	53%	6%	59%			
SSRSB ANS students	14	0	14%	29%	57%	0%	57%			
SSRSB AB students	50	1	24%	28%	42%	6%	48%			

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ANS Grade 6 Math



AB Grade 6 Math



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MATH: Grade 6

Percentage of students at or above the assessment expectation



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Percentage of Students at each performance level



ANS Cumulative Data



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AB Cumulative Data





Our Grade 3 RW is still no significant difference from our ANS/AB students to SSRSB or Province.

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- Our grade 4 M is still no difference to either, however NS is marginally higher than SSRSB
- Our Grade 6RW is is a moderately large difference between the Board and our AB students, but not for our ANS students
- Our grade 6 Math is a moderately large difference (just under the 50 pt threshold) for our aboriginal and ANS students.

* Overall, we have an issue for our AB students in grade 6RW and M and an issue for our ANS students for M.







- Our Grade 3 RW -- no significant difference from our ANS/ AB students to SSRSB or Province
- Our Grade 4 Math -- no significant difference to either, however NS is marginally higher than SSRSB
- Our Grade 6RW -- moderately large difference between SSRSB and our AB students, but not our ANS students
- Our Grade 6 Math -- moderately large difference (just under the 50 pt threshold) for our Aboriginal and ANS students





Taken together, your data suggests that although the percentage of Aboriginal students performing at + above expectations is not significantly different than the board-wide data for 2014-15, their scaled scores are moderately lower suggesting that Aboriginal students may benefit from intervention above and beyond strategies implemented for all students. Same is true for ANS students in Math.

Regional School Board NOVA SCOTIA, CANADA HOW did we calculate?

- When looking at the difference between percentages (proportions) of two different groups (non-AB and AB), you use a "*z*-test." It compares the % difference between the two groups and returns a *z*-value. The larger the *z*-value, the more likely it is to be statistically significant.
- Each test statistic (*z* or *t* for example) has a corresponding "*p*-value" which tells us whether the difference is statistically significant. *P*-values less than 0.05 are statistically significant, though in some research/evaluation, people have used the less stringent 0.10 as the value whereas others have used the more stringent 0.01 value. Technically, we reject the null hypothesis that there is no real difference when a p-value is < .05 or significant.

*We looked at both the percentage difference and the scaled score difference.



THINGS WE ARE LOOKING AT BECAUSE OF THE DATA:

How are we responding to these results?



THE BENEFIT:

We can look at individual students

Facilitating Data Conversation Using Data Conversation Protocols. Step 1 - Collect and organize data. Step 2 - Analyze strengths and obstacles. Step 3 - Establish a goal(s). **Step 4 - Select instructional strategies. Step 5 - Determine results indicators.**



Digging Deep Into Individual Achievement Data

MEETING	MEETING
NOT MEETING	MEETING
MEETING	NOT MEETING
NOT MEETING	NOT MEETING



Regional School Board RCH and Superintendent will:

1) Start discussions with school based staff around Here is the data Here's what it says • Why does it say that Here's what we are going to do about it



Regional School Board RCH and Superintendent will:

2) Begin to meet with stakeholders. This will involve community based site meetings.



Contacting schools about individual students:

- Identifying students' scores within the Level 1 & 2 ranges
- Checking provincial data versus SSRSB data (student grades)
- Checking achievement over time

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- Here is an e-mail after connecting with a school about a student. Since then, RCH has helped to set up individual tutoring as part of the students plan:
 - "Awesome, just did the level B assessment and he is holding his own but will really benefit from this! Test results available of course ③ Plus- he is just an awesome kid all around!"