

Sources of Data Available to DEC / PSSC's



Sources of Data

- Tell Them From Me
- Teacher Perception Survey
- Student Wellness Survey
- Attendance Reports
- Grade 12 Exit Survey
- Provincial Assessments
- International Assessments
- Report Card Data
- Behaviour Tracking
- Course Enrolment
- Enrolment numbers
- International Student Data
- Policy 704
- Personalized Learning Plans
- School Review Reports

Student Perception Survey

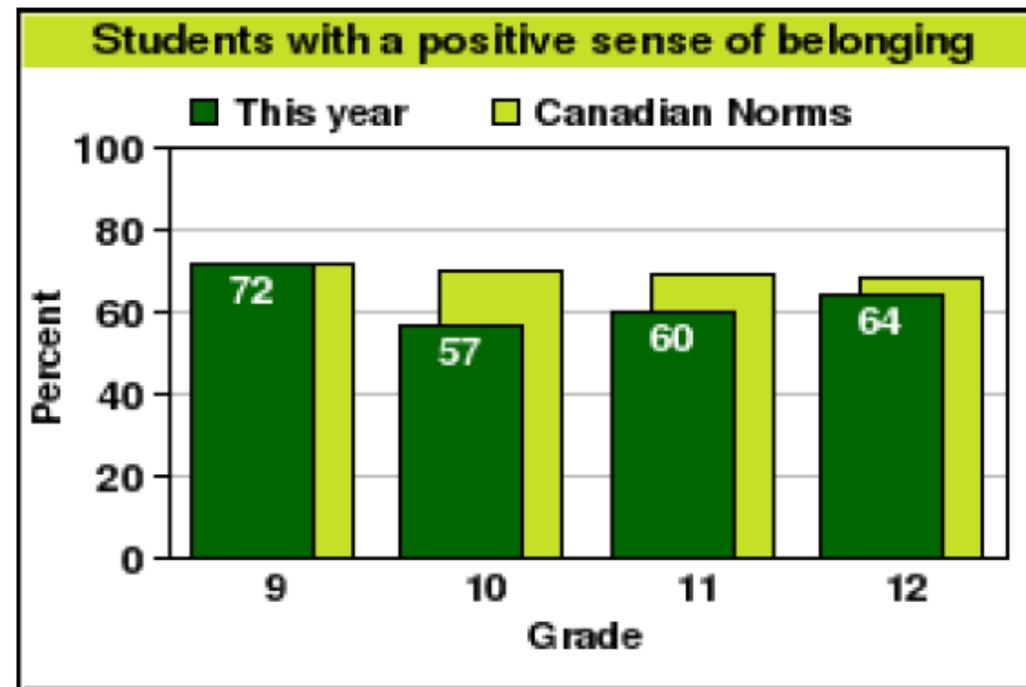


- Administered by The Learning Bar
- Three online surveys administered (Elementary, Middle & High)
- Elementary Schools have Grade 4's and 5's respond.
- District & Schools can add two questions.
- Allows schools to see snapshot data provided by students.
- Schools can monitor year-over-year progress in areas of concern.
- Two static reports and interactive charts.
- Interactive reports allow schools to really drill down.

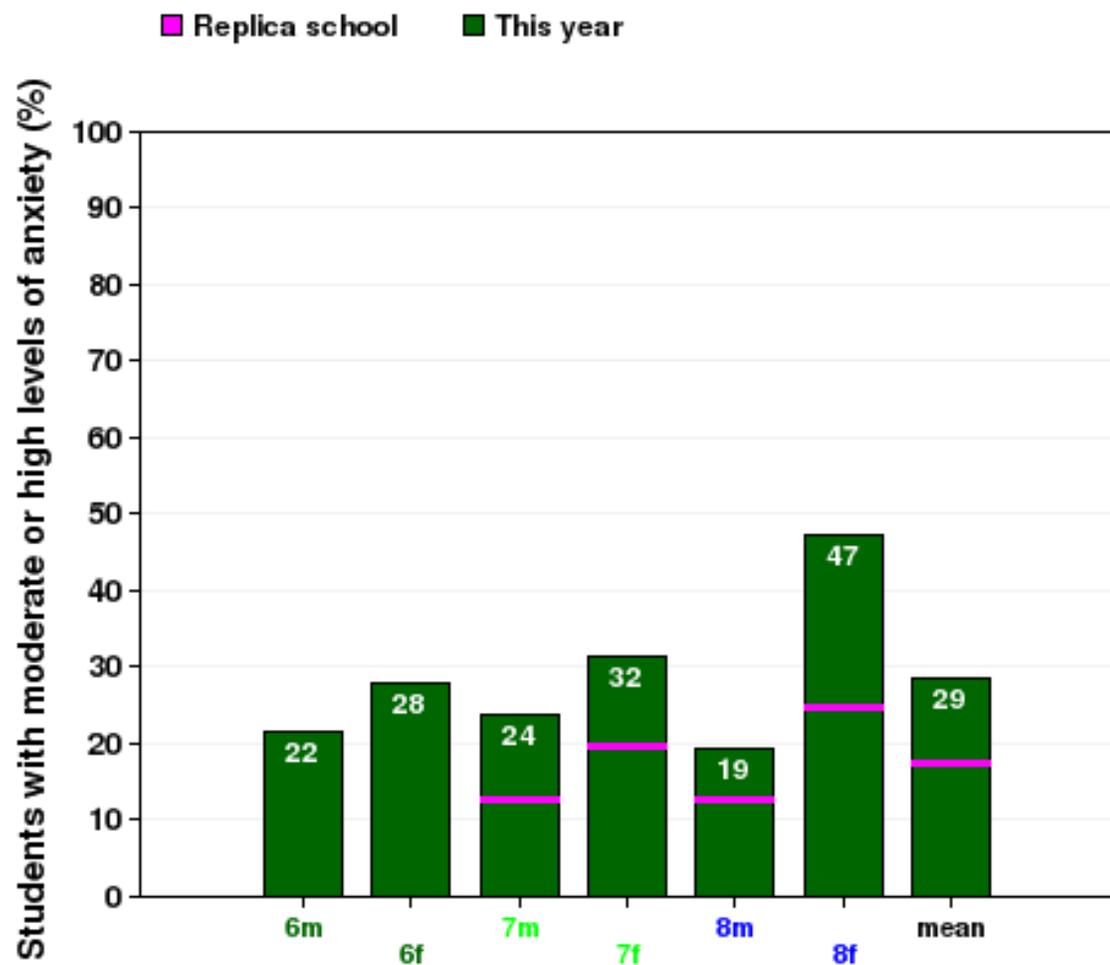
Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

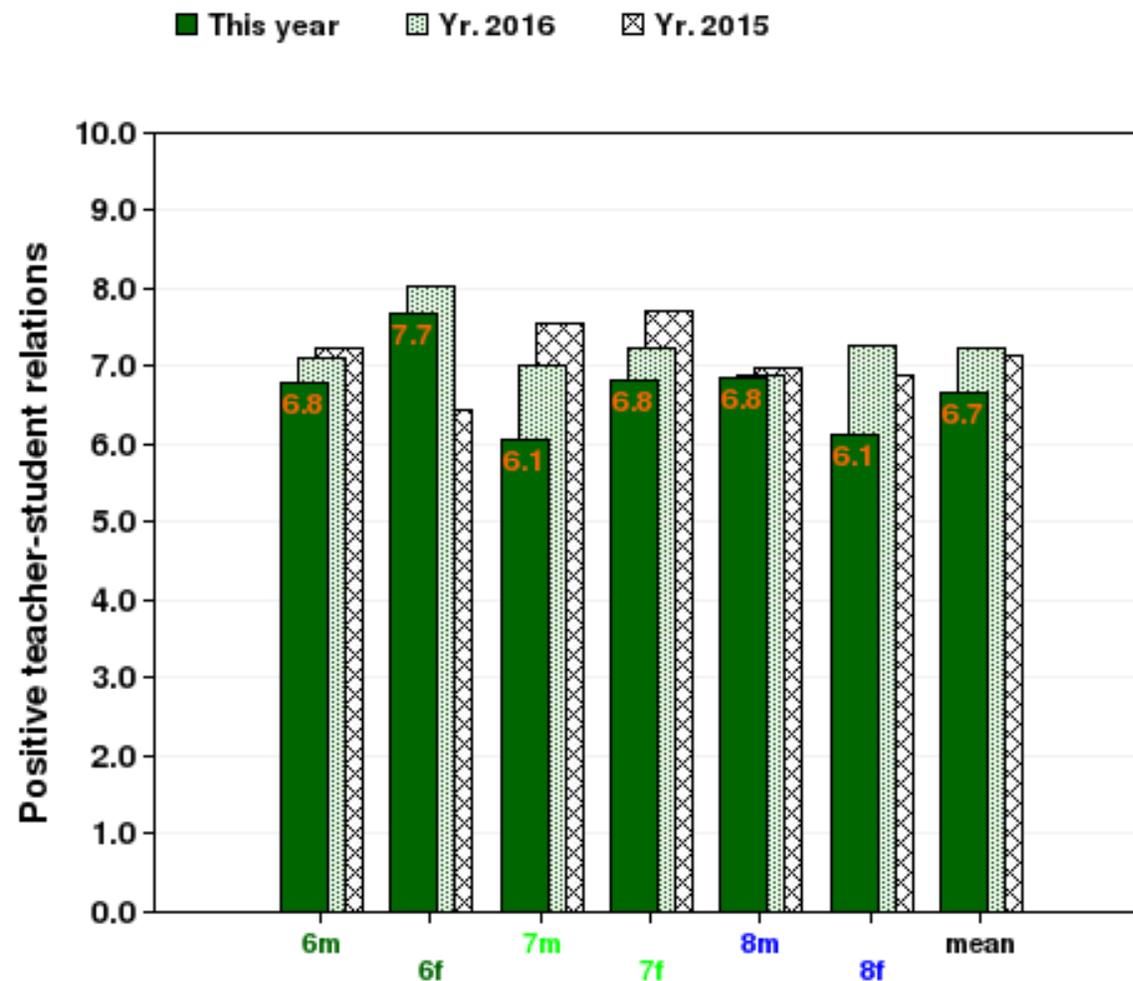
- 64% of students in this school had a high sense of belonging; the Canadian norm for these grades is 70%.
- 54% of the girls and 75% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 69% and for boys is 70%.



Students with moderate or high levels of anxiety



Positive teacher-student relations



Teacher Perception Survey

- Survey run by the Department of Education.
- Annual survey done at all schools.
- 71 questions separated into six categories.
 - Common Vision, Mission & Goals.
 - Instructional Leadership.
 - Supports for Instruction.
 - Positive School Environment.
 - Collaboration and Staff Interaction.
 - Ongoing Professional Learning.

Instructional Leadership	Disagree	Neither Agree Nor Disagree	Agree	% Agreement	# of Responses
6. School leaders are knowledgeable about, and work with individual teams on curriculum and instruction.	12.8%	15.4%	71.8%	71.8%	39
7. I feel supported by my administrators.	5.1%	7.7%	87.2%	87.2%	39
8. I feel that my administrators keep me informed on matters that are important to my work.	10.3%	5.1%	84.6%	84.6%	39
9. Schools administrators encourage, welcome and employ feedback from teachers.	2.6%	5.1%	92.3%	92.3%	39
10. I have been involved in decisions about school-wide processes (e.g. developing our pyramid of interventions, assessment planning, setting SIP goals).	5.1%	15.4%	79.5%	79.5%	39
11. School administrators frequently visit my classroom to observe the learning.	42.1%	21.1%	36.8%	36.8%	38
12. School leaders provide helpful feedback to assist me to improve my practice and to reinforce my strengths.	30.8%	30.8%	38.5%	38.5%	39

Student Wellness Survey

- Administered by New Brunswick Health Council
- Three year cycle:
 - Elementary Schools (Grade 4 & 5 Students, K – 5 Parents)
 - Middle and High Schools
 - One year with no survey
- Reports produced include:
 - District
 - School Level
 - Subgroups

Grade 12 Exit Survey

- Administered by Department of Education
- Administered to a random selection of 30% of grade 12 students at each school.
- Students respond to approximately 160 questions.
- Results distributed to each school & a provincial report is produced.

Grade 12 Exit Survey

Have you had opportunities in high school to participate in career-related learning experiences?	Never	7	7.4%	10%	16%
	Rarely	16	17.0%	22%	13%
	Sometimes	43	45.7%	44%	9%
	Often	28	29.8%	24%	8%
	Total	94	100.0%	100%	0%
Have you had opportunities in high school to participate in elective courses that were of a high degree of interest to you?	Never	8	8.5%	11%	8%
	Rarely	14	14.9%	18%	13%
	Sometimes	31	33.0%	39%	9%
	Often	41	43.6%	32%	12%
	Total	94	100.0%	100%	0%
In high school, have you had the opportunity to participate in entrepreneurial projects?	Never	16	17.0%	19%	14%
	Rarely	12	12.8%	22%	11%
	Sometimes	37	39.4%	37%	19%
	Often	29	30.9%	23%	8%
	Total	94	100.0%	100%	0%

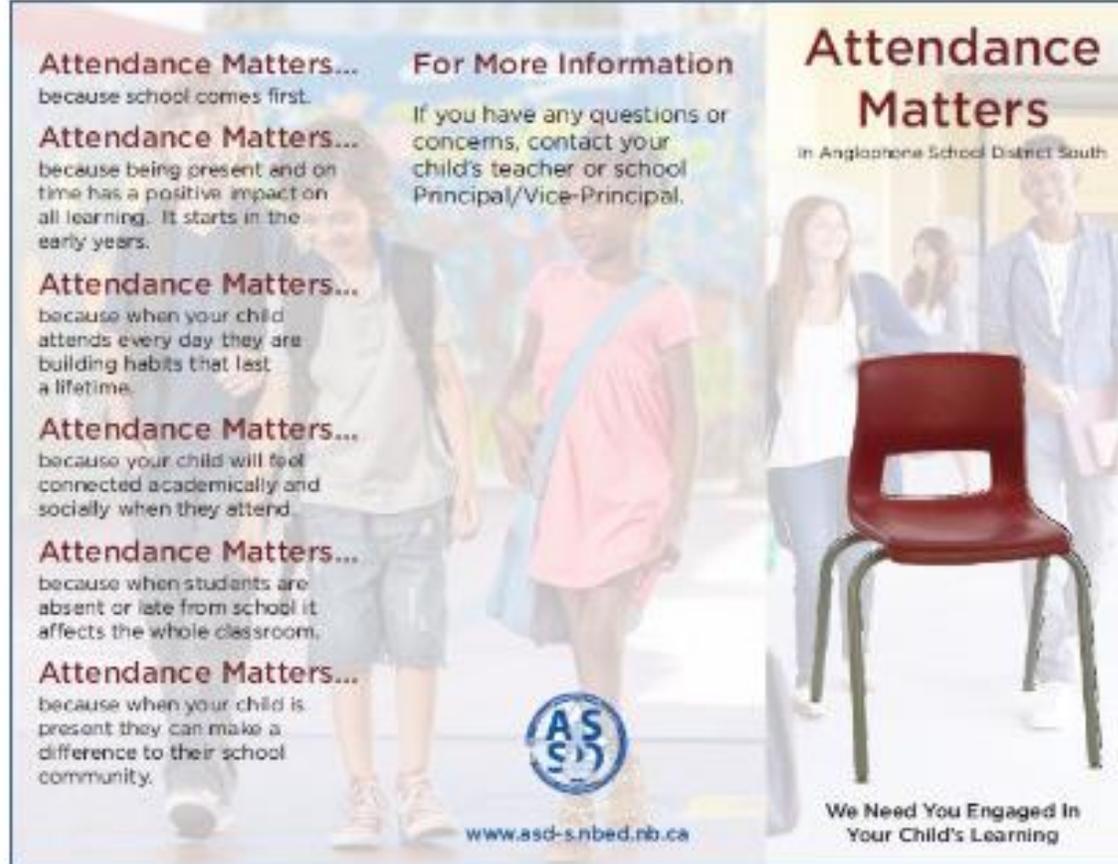
Attendance Matters



Attendance Matters

Every day makes a difference...
You make a difference

 www.asd-snbcd.nb.ca



Attendance Matters...
because school comes first.

Attendance Matters...
because being present and on time has a positive impact on all learning. It starts in the early years.

Attendance Matters...
because when your child attends every day they are building habits that last a lifetime.

Attendance Matters...
because your child will feel connected academically and socially when they attend.

Attendance Matters...
because when students are absent or late from school it affects the whole classroom.

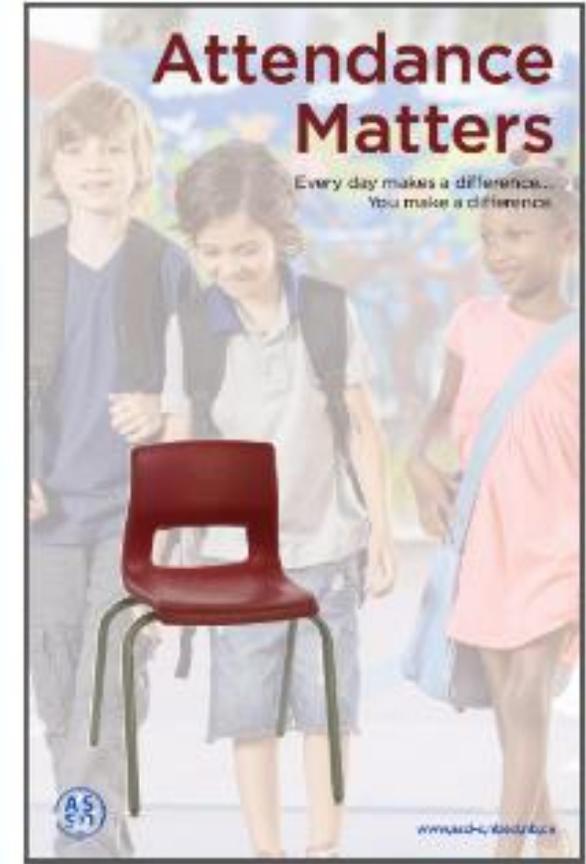
Attendance Matters...
because when your child is present they can make a difference to their school community.

For More Information
If you have any questions or concerns, contact your child's teacher or school Principal/Vice-Principal.

Attendance Matters
in Anglophone School District South

 www.asd-snbcd.nb.ca

We Need You Engaged In Your Child's Learning

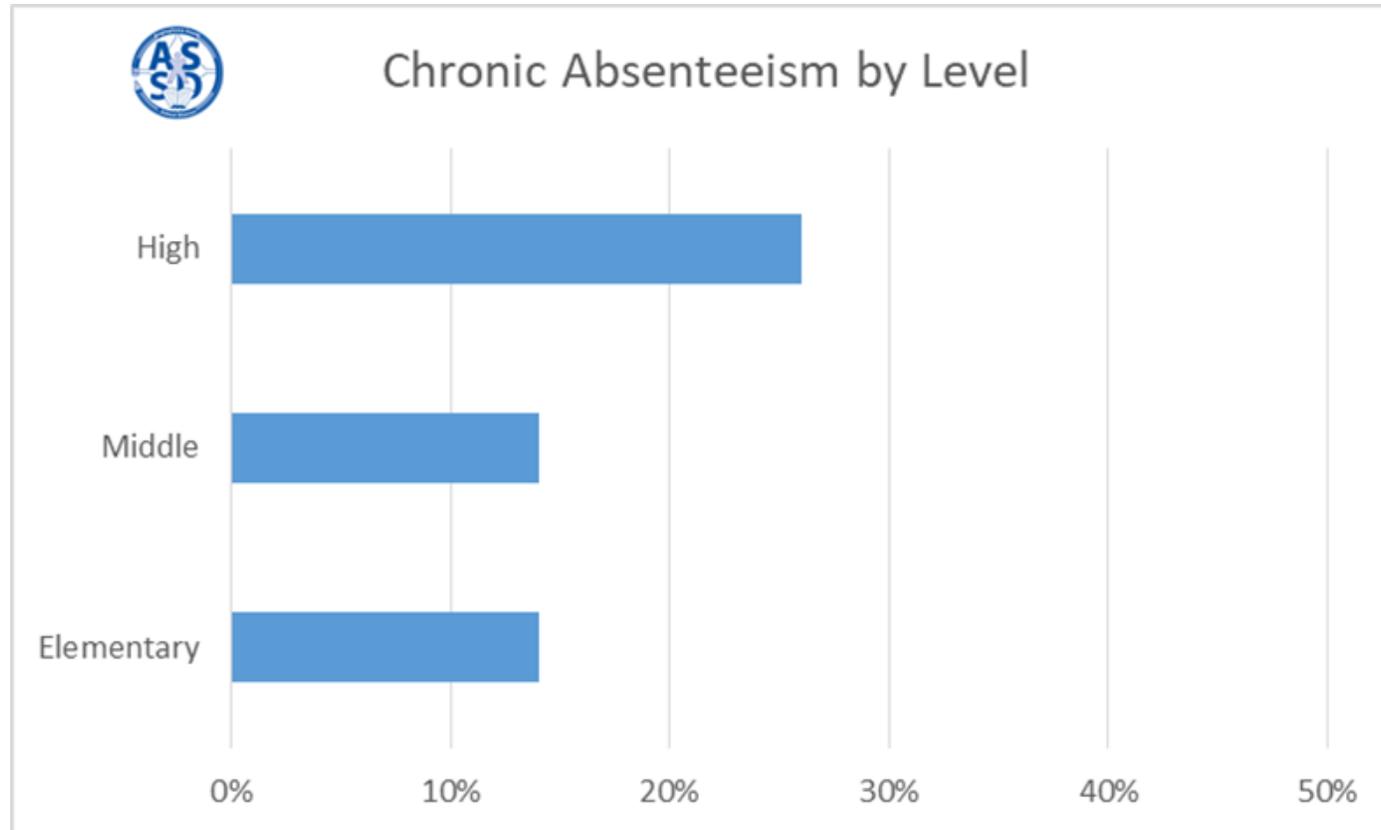


Attendance Matters

Every day makes a difference...
You make a difference

 www.asd-snbcd.nb.ca

Example - Attendance



School Type	Absence Rate
k-2	9%
k-5	16%
6-8	16%
9-12	25%

**Overall District and Ed Center**

Chronic absenteeism - typically defined as missing 10 percent or more of the available school days. This report was generated on the 123rd day of school, so it counts any students missing more than 12.3 days as being chronically absent.

District Chronic Absenteeism by Grade Level

School Type	Absence Rate
k-2	13%
k-5	13%
6-8	15%
9-12	27%

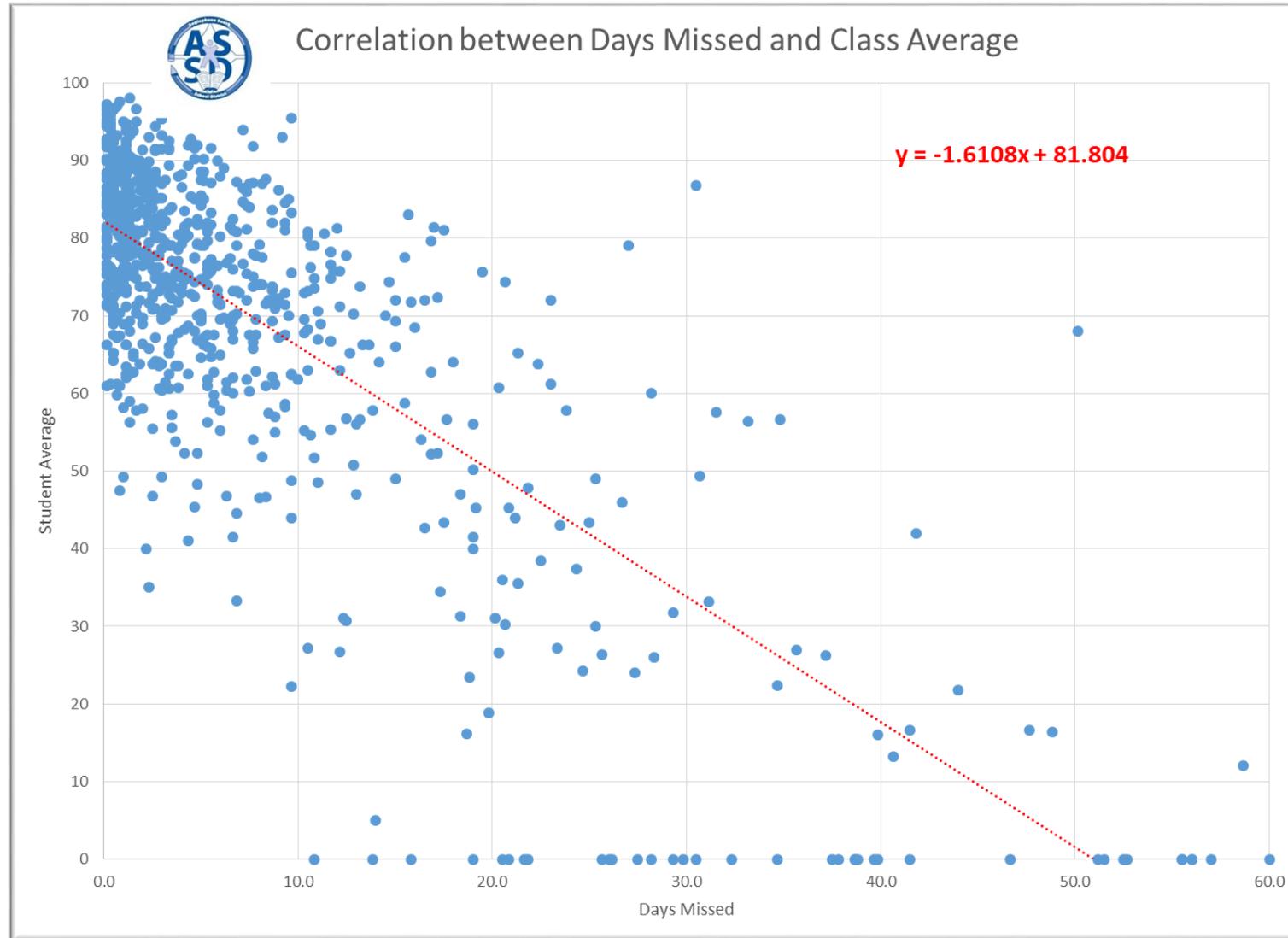
██████████ Elementary School – Chronic Absenteeism by Grade

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Overall
12.9%	0.0%	4.6%	1.4%	3.2%	5.6%	4.6%

██████████ Elementary School – At Risk Students

Student Name	Days
██████████	53.5
██████████	28
██████████	23
██████████	23

Attendance – Grades Correlation



PowerSchool - Behaviours

Functions

- Attendance
- Daily Bulletin
- Enrollment Summary
- Master Schedule
- Dashboard
- Special Functions
- Teacher Schedules

Reports

- System Reports
- ReportWorks

People

- Student Search
- Staff Search
- Parent Search
- Enroll New Student
- New Staff Entry
- New Parent Entry

Setup

- District
- System

Incident Management

Incident Counts by Behavior Date Range: Start Date: End Date:

Incident Element:

<input type="text" value="12345"/> Illegal or dangerous substances or objects	<input type="text" value="67890"/> Physical violence
<input type="text" value="12345"/> Social bullying	<input type="text" value="67890"/> Uttering threats
<input type="text" value="12345"/> Cyber bullying	<input type="text" value="67890"/> Endangering health and safety of others
<input type="text" value="12345"/> Verbal bullying	<input type="text" value="67890"/> Uttering death threats
<input type="text" value="12345"/> Physical bullying	<input type="text" value="67890"/> Sexual harassment

PowerSchool - Actions

Functions

- Attendance
- Daily Bulletin
- Enrollment Summary
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- Special Functions
- Teacher Schedules

Reports

- System Reports
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People

- Student Search
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Setup

- District
- System

Incident Management

Incident Counts by Action Date Range Date Range Start Date: 9/1/2017 End Date: 3/19/2018 Apply

Incident Element Action

<input type="checkbox"/>	Alternate placement within the school	<input type="checkbox"/>	Detention
<input type="checkbox"/>	In-school suspension (specify duration)	<input type="checkbox"/>	Loss of privilege
<input type="checkbox"/>	Out-of-School Suspension (specify duration)	<input type="checkbox"/>	Parent contact
<input type="checkbox"/>	Restitution	<input type="checkbox"/>	Student met with
<input type="checkbox"/>	Team meeting / Case conference	<input type="checkbox"/>	Time-out

ID = +

Clear Apply

International Testing

- PISA
 - The Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students.
 - Last PISA assessment was in 2015, and we are currently in the process of the 2018 PISA assessment.
- PCAP
 - The Pan-Canadian Assessment Program (PCAP) is an assessment of the skills and knowledge of Canadian students in Grade 8; in addition, it provides information about a range of factors that contribute to the success of students, teachers, schools, and education systems.
 - Also a triennial assessment, with the next assessment scheduled for 2019.
- Districts receive a report.

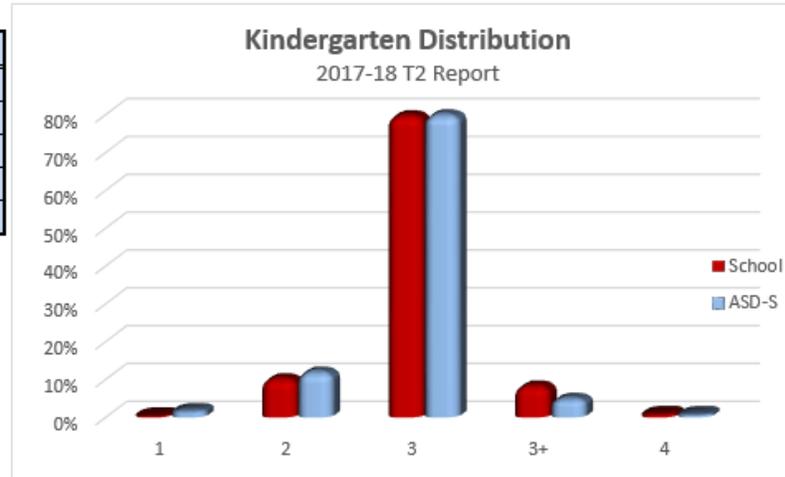
Provincial Assessments

	Grade	Assessment
K-5	2	Reading
6-8	6	Reading ENG
		Reading FI
		Reading PIF
		Mathematics
		Science
9-12	9	Reading
		Writing
	10	FSL Orals
	12	Early FI Orals
		Late FI Orals
		PIF Orals

Report Card Data

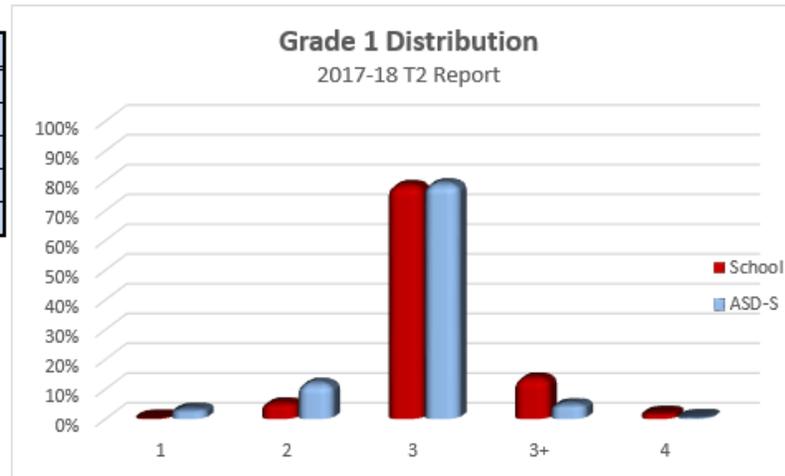
Kindergarten Distribution

Grade	Count	School	ASD-S
1	2	1%	2%
2	38	10%	12%
3	296	80%	80%
3+	31	8%	5%
4	4	1%	1%



Grade 1 Distribution

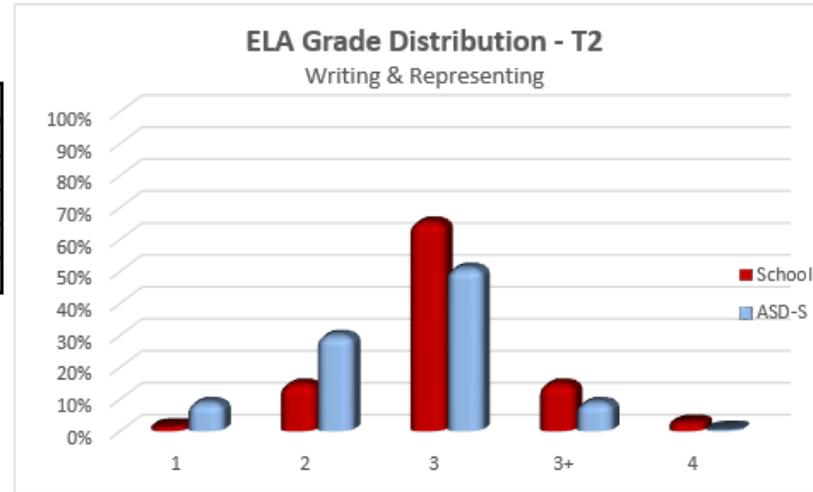
Grade	Count	School	ASD-S
1	1	0%	3%
2	20	5%	12%
3	295	78%	79%
3+	52	14%	5%
4	8	2%	1%



Report Card Data

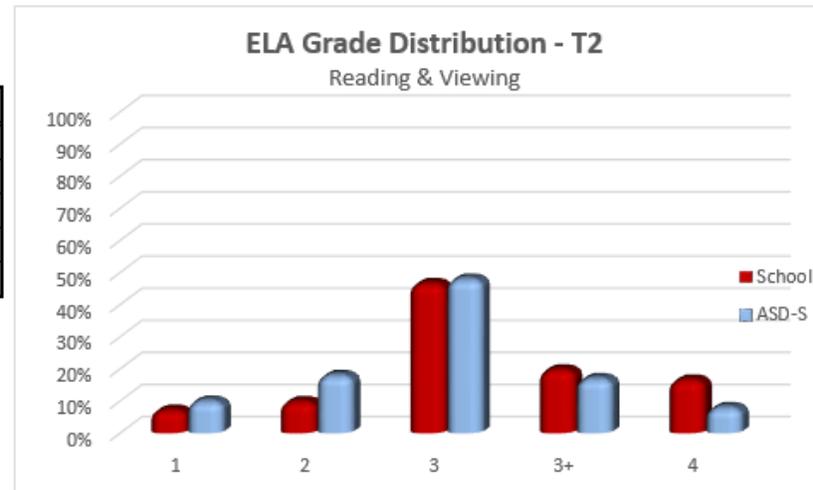
Grade Distribution
ELA - Writing & Representing

Grade	Count	School	ASD-S
1	4	2%	9%
2	33	15%	30%
3	146	65%	51%
3+	33	15%	9%
4	7	3%	1%



Grade Distribution
ELA - Reading & Viewing

Grade	Count	School	ASD-S
1	16	7%	10%
2	22	10%	18%
3	104	47%	48%
3+	44	20%	17%
4	37	17%	8%





Questions?