

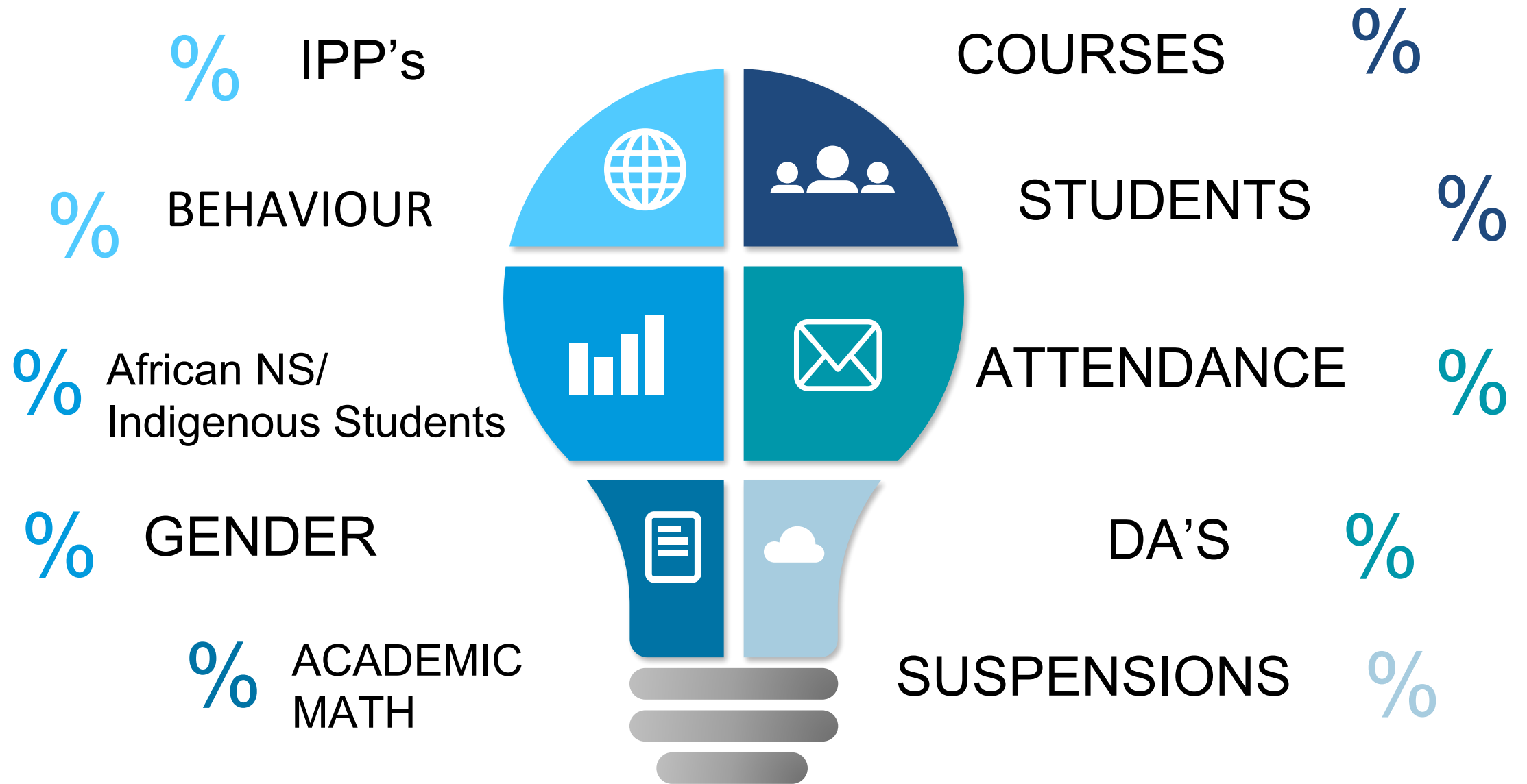
What is “Achievement Gap” ?

The significant and persistent disparity in educational performance between groups of students, especially groups defined by socioeconomic status, race, ethnicity, gender, etc.

- 1) Who are the group(s) you believe are in the “Gap”?
- 2) How do you know?
- 3) How do you find out?

Disaggregating data uncovers patterns, themes, trends and other important information. By looking at data by sub-groups, we are able to bring critical information to the forefront that might otherwise get missed...

For example: 92% of our high school students have never had a suspension.



***** HOW YOU INTERPRET DATA IS SUBJECTIVE. YOU HAVE TO DIG TO GET TO THE ANSWERS**

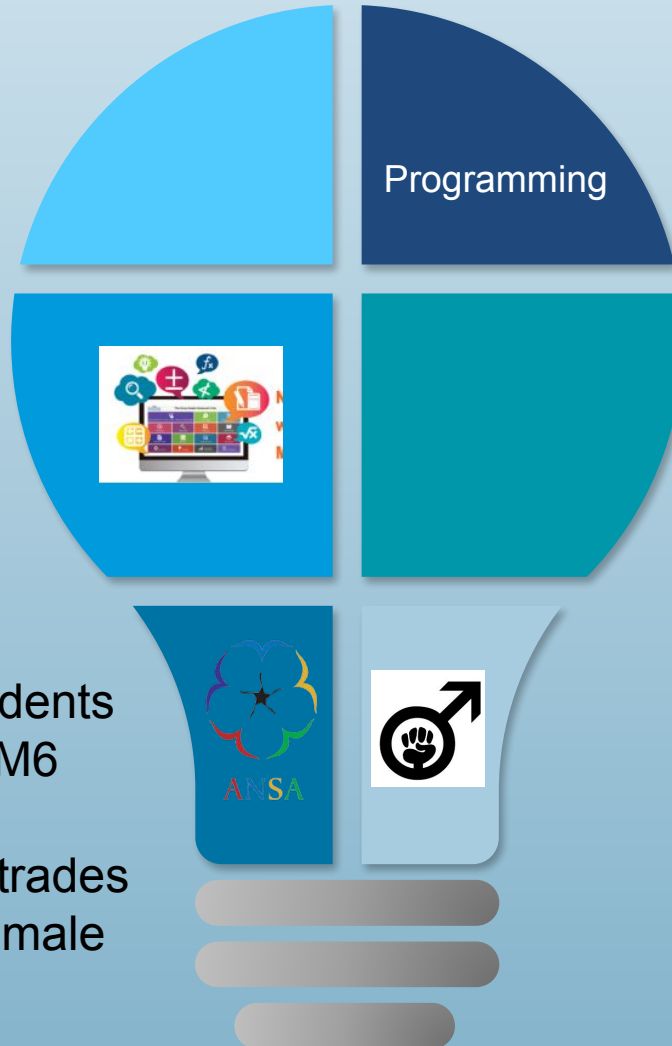
64% of IPPs in SSRSB are males

59% of behaviour referrals come from grades 7-12

4% of students in SSRSB access the Homework hub

36% difference between the performance of ANS students and SSRSB average in M6

11% of students in skilled trades courses identify as female



% of males in Reading Recovery 62%

% of males in RR that met target 40%

% increase in the likelihood of ANS & Ind. students having an incident referral 57%

% of DAs that are males 63%

% of suspensions that involve males 83%

***** HOW YOU INTERPRET DATA IS SUBJECTIVE. YOU HAVE TO DIG TO GET TO THE ANSWERS**

When looking at data, ask:

1) WHAT DO YOU NOTICE

2) WHAT DO YOU WONDER

3) QUESTIONS YOU HAVE?

USE OF CREDIT LOSS (CL) BY GENDER

	FEMALE	MALE	GRAND TOTAL
SSRSB	6	6	12
PROVINCE	127	170	297

USE OF CREDIT LOSS (CL) BY SELF-IDENTIFICATION

		AFRICAN NS STUDENTS		ABORIGINAL STUDENTS	
	STUDENT ENROLEMENT 10-12	# AND % OF GRADE 10-12 STUDENTS	# AND % OF STUDENTS WHO HAVE BEEN ISSUED CL CODE	# AND % OF GRADE 10-12 STUDENTS	# AND % OF STUDENTS WHO HAVE BEEN ISSUED CL CODE
SSRSB	1,698	65 = 3.83%	0/12 = 0.00%	269 = 15.84%	0/12 = 0.00%
PROVINCE	29,245	1,689 = 5.78%	21/297 = 7.07%	2,295 = 7.85%	20/297 = 6.73%

Individual Program Plan (IPP) for SSRSB

SSRSB Individual Program Plans (IPP's)	TOTAL # OF SSRSB STUDENTS	# and % of all IPP's in SSRSB	# and % of African Nova Scotian students with an IPP's in SSRSB	# and % of Indigenous students with an IPP's in SSRSB
2014-15	6498	441 = 6.8%	5 = 5.4%	19 = 5.7%
2015-16	6458	349 = 5.4%	5 = 5.4%*	17 = 5.1%*
2016-17	6384	280 = 4.4%	4 = 4.3%	21 = 6.3%

- Provincial Percentage for students who self-identified as African Nova Scotian with an IPP was 7.9%
- Provincial Percentage for students who self-identified as Aboriginal with an IPP was 8.3%

Documented Adaptation (DA) information for SSRSB

SSRSB Documented adaptations (DA's)	TOTAL # OF SSRSB STUDENTS	# and % of all DA's in SSRSB	# and % of African Nova Scotian students with an DA's in SSRSB	# and % of Indigenous students with an DA's in SSRSB
2014-15	6498	1,573 = 24.2%	23 = 24.7%	122 = 36.6%
2015-16	6458	1,682 = 26.4%	30 = 32.3%	126 = 37.8%
2016-17	6384	1629 = 25.5%	31 = 33.3%	119 = 30.0%

Incident Tracking Referrals for Discriminatory and Racist Behaviour

	2015-16	2016-17	2017-18 (to date - 2/15/2018)
Discriminatory Behaviour Incidents	25	34	26
Racist Behaviour Incidents	20	36	20
TOTAL	45	70	46

Incident Tracking: Likelihood of Unacceptable Behaviour Incident

	2017-18 (to date - 2/21/2018)	
Student Population	Non-ANS/AB	ANS and AB
Unacceptable Behaviour Incidents	1101	142
Involving Unique Students	549	62
Total Population	5920	427
% of student with an incident	9.27%	14.52%
increased % likelihood of an incident for ANS/AB students compared to non-ANS/AB	$(14.52\% - 9.27\%) / 9.27\% = 56.6\%$	

***WITH SCHOOLS,
we are DIGGING
DeeP.....***

BREAK THE CODE:

Dig deep and identify the kids

Are there any students with an IPP having success?
Yes or No. If yes, go to next question.
If no, then stop here.

Among those students not having success, who is the most likely to be underserved (in the Gap)?

males

Of that group, are there any IPP male having success?
Yes or No. If yes, go to next question. If no, then stop here.

Among those students not having success, who is the most likely to be underserved (in the Gap)?

without advocates

Are there any IPP males w/o advocates students having success?
Yes or No. If yes, go to next question.
If no, then stop here.

ONGOING RESPONSE & ACTION:

- 4 Student Support Workers (SSW)- change in the model to support more schools, classrooms, educators
- Student specific tutoring (currently over 45 students being tutored)
- Collaboration: SchoolsPlus, Student Services, Black Educators Assoc. (BEA), Acadia First Nations, Department of Early Education and Childhood Development
- Targeted funding for resources, programming, etc.
- Culturally Responsive Teaching Mentor/Coach
- Coaches/Mentors targeting instruction to engage students in particular those that fall within the gap
- Hiring fairs - Equity hiring as a focus
- Culturally Responsive Teaching (CRT) Lead Team formed (8 members)

ONGOING RESPONSE & ACTION:

- PD sessions: Admin meetings, whole staff, RCH liaisons (in works)
- Local planning sessions on the Achievement Gap
- After school program pilot in collaboration with Co-op
- Continued financial requests: 3 new SSW, targeted funds for Indigenous students, increase in overall RCH budget to address gaps and provide funding/PD.
- New school profile sheet: Every school will have identifying information that will be used to address specific Achievement Gaps
- Gay Straight Alliance or Gender and Sexualities Alliance (GSA)
- Behaviour Lead Teams: Elementary Professional Development occurring with Student Services team
- Restorative Approaches