

Welcome: This page  
 By Class: Individual question results broken out by class  
 Large Group: Spreadsheet of each student's response  
 Student Responses: Individual student responses  
 Student Progressions: Individual student results by question  
 Learning Progressions: Performance by progression for all selected  
 Learning Progressions by Class: Performance by progression broken down by class

Use the filters on the right to select:

Grade/Language (Required)  
 Class Section

Note: A single grade must be selected for graphs to make sense.

## EICS Mathematics Intervention Assessment Sept-Oct 2024 (2024/2025 School Year)

| Report                           | Views | Views % | Users | Days | View trend |
|----------------------------------|-------|---------|-------|------|------------|
| EICS2024                         | 188   | 33%     | 17    | 18   | ↑ 11%      |
| AttendanceNew                    | 146   | 26%     | 18    | 19   | ↓ 195%     |
| Student IE                       | 44    | 8%      | 4     | 6    | ↓ -74%     |
| SOS-Q                            | 29    | 5%      | 11    | 10   | ↑ 380%     |
| StudentIE                        | 22    | 4%      | 2     | 4    | ↓ -90%     |
| AssuranceReportDataDashboard2024 | 21    | 4%      | 9     | 8    | ↑ 500%     |
| AssuranceReportDataDashboard2023 | 18    | 3%      | 7     | 7    | ↑ 1600%    |
| AttendanceStaff-admin rept       | 11    | 2%      | 8     | 7    | ↑ 900%     |
| EICS and MIPI                    | 11    | 2%      | 6     | 5    | ↑ 20%      |
| PL2024                           | 11    | 2%      | 6     | 6    | ↑ 167%     |
| Grade Eval Current School        | 10    | 2%      | 1     | 3    | ↓ -89%     |
| Hub Enrollments                  | 10    | 2%      | 2     | 7    | ↓ -89%     |
| Diploma new                      | 6     | 1%      | 4     | 5    | → 0%       |
| RRST                             | 6     | 1%      | 2     | 1    | ↓ -100%    |
| Grades                           | 5     | 1%      | 1     | 2    | ↓ -100%    |
| ParentEdsembliVisits             | 4     | 1%      | 2     | 4    | → 0%       |
| AssuranceReportDataDashboard     | 3     | 1%      | 1     | 2    | → 0%       |
| kinder-reg                       | 3     | 1%      | 3     | 3    | ↓ -100%    |
| PLT                              | 3     | 1%      | 2     | 2    | ↑ 100%     |
| SOS-Q 7-12                       | 3     | 1%      | 3     | 2    | ↑ 100%     |
| Diploma Analysis                 | 2     | 0%      | 1     | 1    | → 0%       |
| SOS-Q 4-6                        | 2     | 0%      | 2     | 2    | ↓ -100%    |
| 4-F Infor Question               | 1     | 0%      | 1     | 1    | ↓ -100%    |

## FSD Data Dashboard

Comprehensive, interactive collection of live, school specific reports in the areas of Engagement, Support, and Success including:

- Survey results
- System wide literacy and numeracy assessments
- Student wellness data such as attendance and the SOS-Q survey.
- Engagement data such as parent accesses to student gradebook
- Accessible by Admin, Learning Coaches, and FSLCs.
- Updates nightly

## Continuous, Evidence-Informed

Fundamentally, the purpose of evidence is to inform action. Schools use these data points - within their local context to inform their annual education plans, staff learning, and most importantly how they support students.

**Observations**

- Evaluations of individuals at different stages of career
- More evidence of risk taking in the practice of newer teachers
- evidence indicates growth in assessment practice
- shift in incorporating designing learning around the competencies
- Consistent achievement in higher performing diplomas
- Improved achievement in diplomas (math, bio)
- Consistent rise in GRADE data for students receiving interventions in fluency reading
- diploma data shows

**I wonder...**

- if the diploma data shows cohort effect or evidence of improved practice?
- how valid is evaluation evidence as an indicator of school wide instructional practice?
- about evidence of risk taking. What does risk taking mean?
- Engagement levels relate to grade 9 achievement levels?
- about mental health wellness indicators impact

## ABOUT US

Learning Services

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# DIRECTOR OF STUDENT LEARNING 7-12 AND ASSURANCE DATA

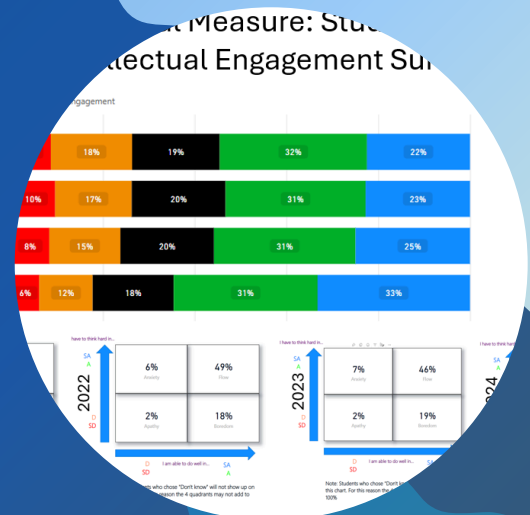
October 2024

## WELCOME TO OUR FLOURISHING LEARNING COMMUNITY!

At FSD, we think about the whole system to make sure our mission, vision, and purpose are visible in every decision we make. This systems-thinking approach is key to achieving the goals set out within our divisional and school education plans. By frequently reflecting on our progress, we are demonstrating accountability and providing our partners in education the assurance that education is at the centre of a flourishing community.

## SUCCESS

- Literacy and numeracy pre-assessments and other student performance/engagement data guides inform instruction on an ongoing basis.
- The FSD Data Dashboard provides live ongoing evidence to schools.



## SUPPORT

- Through understanding our students we can better support them
- Timely local measures such as live attendance, wellness surveys, and kindergarten readiness surveys help identify student needs while supports can be offered.

## ENGAGEMENT

“Data isn’t units of information. Data is a story about human behavior – about real people’s wants, needs, goals, and fears. Never let the numbers, platforms, charts, and methodologies cloud your vision. Our real job with data is to better understand these very human stories so we can better serve these people.” – Daniel Burstein

**DATA**  
or it didn't happen