Promising Practices Data Collection

The purpose of this collection is to gather examples of actions that have been taken by schools or school divisions to specifically address the opportunities for improvement in support of the Level 1 Graduation Rate Outcome A3 of the ESSP and the Graduation Rate Priority. It is the intent that promising practices can be shared in such a way that they may support other schools or school divisions in their Level 2 and Level 3 work, by providing ideas and lessons learned. It is also intended that by providing this information there will also be opportunity for others to contact those that have successfully implemented effective actions to discuss in greater detail. For the purpose of this collection, we will refer to "projects", which may be considered initiatives, actions, experience, etc. Please feel free to submit more than one success story.

School Division or First Nations Education Authority   Regina Catholic Schools #81

School (if applicable)   All High Schools

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1. Indicate the topic(s) the project specifically applies to:

- [x] Student engagement
- [x] Family engagement
- [x] Community engagement
- [ ] Use of OurSchool data
- [x] Attendance
- [x] Grade 9 to Grade 10 transition
- [ ] School to school transition
- [ ] Off campus education
- [ ] Summer School
- [x] Credit/outcome recovery
- [x] Improving student/teacher relationships
- [ ] Creating engaging classroom experiences
- [ ] Increased experiential learning
- [ ] Implementing teen support centres
- [x] Early identification and intervention processes (reading, graduation, attendance etc.)
- [ ] Supports specifically for First Nations, Metis and Inuit students
- [ ] Other – please describe

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2. Describe the desired improvement identified by school division staff intended to be addressed by the project.

Increased credit achievement is directly related to student commitment to assignment and assessment completion in the course. Too often students score low on a test or miss a deadline for a major assignment and rely on a final assessment to pass the course. The goal was to hold students' accountable for assignment completion and test preparation which will ultimately lead to course credit success by steering them towards success through "Outstanding Assignment Recovery (OAR)" opportunities through a series of mandated "catch up" days throughout the semester. In addition, there was a commitment to consolidate and incorporate best practice assessment and grading guidelines that promote "Student First" opportunities for success.

3. Provide a short description of the project. (150 words or less)

The project consisted of taking a model for assignment recovery already employed in two schools targeting high risk students and revise to become a system wide practice to support struggling students. This meant revisiting "traditional" grading practices that were punitive for late or missed assignments/exams and which offered little hope for recovery or success for a struggling student. A common system of beliefs and guidelines around assessments was developed and a plan to support students with missed assignments/tests through regularly scheduled "Recovery Days" which allowed students "opportunities for assignment recovery" or and "oar" to steer them back on track towards credit achievement. The result of that work is that teachers are committed to providing quality, balanced assessments and opportunity for recovery and make- up while students are expected to complete all assessments even if they were submitted past the teacher assigned due date. It is an expectation that late assessments be handed in as soon as a possible. If after 5 instructional days an assignment is not submitted, students will have a further opportunity to complete the work on one of the school designated and organized "Opportunity for Assignment Recovery Days" or "Catch-Up Days". These opportunities are set up outside of instructional time on non-contact days. Two full days each semester with additional opportunities (lunch/study hours/after school) will be provided for students to work on assessments under the supervision of a designated staff member and with the support of parents and commitment of the classroom teacher to grade the work. If at the end of this time period a student still has not completed the assessment, they are encouraged to complete all major assessment prior to the end of the semester. Work submitted after the designated catch up/recovery day will be filed by the teacher to be considered if necessary to determine whether a student has met the curricular outcomes.

4. Describe any data collection that was done prior to implementation, during implementation and after implementation that would support the effectiveness of the initiative.

In looking at the progress reports of students who fail courses, a commonality is poor attendance and incomplete assignments. It was the feeling of student support teams and administrative teams that if they could target attendance and homework completion along with examination preparation, all students can be successful. In particular, if a student knows that all assignments must be completed or they will mandated to participate in recovery days, they are likely to complete. Connections between the student support team and parents helps to create the wrap around expectation that there is a team committed to supporting the student in recovering assignments and exams.

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5. Detailed description: (*feel free to attach a separate Word document*)

    Provide a detailed description of the project including, when possible:
    a) Who was involved in the implementation?
    b) How you measured the impact?
    c) Reflecting on the impact that was realized, how successful were you in achieving the desired outcome that was identified (include evidence that supports your conclusion)?
    d) Other factors that might have led to the impact.
    e) Challenges that were experienced and how those were mitigated (if they were).
    f) Policy or procedure changes that were required.
    g) Lessons learned.
    h) Ongoing plans or enhancements.
    i) Suggestions for others.
    j) Costs that were incurred.
    k) Responses/reactions from parents, students, staff.
    l) Other (attachments, links etc.)

See attached summary of the project.

Email