SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS & STUDENTS	
Management Guideline	MANAGING INFORMATION FOR STUDENT ACHIEVEMENT (MISA)	
Applicable Policy	MANAGING INFORMATION FOR STUDENT ACHIEVEMENT (MISA)	526

Board Approved: March 22, 2011 December 6, 2005   *Reviewed:* February 28, 2011   *Review Before:* December 2016

RATIONALE

The goal of the Superior-Greenstone District School Board is to improve student achievement. It is imperative that decisions pertaining to the implementation of strategies to improve student achievement be based on sound evidence.

Evidence of student achievement must be collected, analyzed, and shared with appropriate staff to continue to refine practices and procedures in schools.

1.0   Expectations

Senior management personnel and Principals, as leaders, are responsible for promoting data driven inquiry and subsequent action for enhancing student achievement amongst all teachers, staff, students, parents/guardians, and community members. In leading in an inclusive manner, Principals work in a culture that promotes sustained improvement and that builds capacity for student improvement.

2.0   Security and Access to Information

The Director, Superintendent of Education and Assistant to the Superintendent of Education will have computer access to examine all records of data that pertain to student achievement. This includes, but is not limited to scores such as those derived from EQAO testing, implementation of the Developmental Reading Assessment (DRA) and other surveys and evaluation results. Principals must provide such data to members of the Senior Administrative team upon request. Members of the senior administration will have computer access to individual student, school and system based data.

Principals and Vice Principals will have access to data that pertains solely to those students in their schools. However, Principals and Vice Principals that have system level responsibilities that require school based data from schools other than their own, may, with the permission of the Superintendent of Education, be granted access to such data.

Teachers will have access to data that pertains solely to those students in their classes. Teachers with Program Leader responsibilities may view achievement data pertaining to

students in their programs/departments. However, teachers that have system level responsibilities, may, with the permission of the Principal and Superintendent of Education, be granted access to data that will assist them in their system level roles.

Educational Assistants will not be permitted to access individual data, unless under the direction of the Principal and in accordance with legislation and regulations.

Secretaries will have access to database programs to allow for the input and preparation of reports at the direction of the Principal.

3.0   *Communication:*

Every reasonable effort will be made to communicate individual results to parents and to students with recommendations to students for improvement. All administrators, teachers, and staff will only be permitted to discuss the academic performance of students 18 years of age and older when the student grants permission to do so in writing.

Reports that reflect student performance that are to be used by persons other than the individual student and/or his/her parent/guardian must not include reference to the names of those students nor provide information that may lead to the identification of individual students. Achievement results will be reported to appropriate agencies under the guidelines for appropriate use of the Ontario Education Number (OEN) for students and/or the Ministry of Education Number (MEN) for teachers. Schools may not at any time, release OEN's and MEN's to unauthorized persons. Information about students, including academic performance is confidential and is not available to persons without appropriate authorization.

4.0   *Collection of Data*

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4.7   To create opportunities for timely intervention to support student achievement

4.8   To clarify expectations for students' academic performance at key ages and stages through which parents can evaluate their children's progress

4.9   To increase parental awareness of content taught and standards expected in our schools

4.10   To give parents information that they can use when talking to teachers about their children's progress

4.11   To provide common language and examples of student achievement to ensure