The Premier's Board of Education Award for Innovation and Excellence Nomination

School Division
- Good Spirit School Division (GSSD)

Name or type of program you're nominating
- GSSD is nominating a data management system called clevr (formerly TPM) for the Board Award for Innovation and Excellence. Innovation is defined as a new idea, more effective device or process. The work of the Good Spirit School Division Board of Education, using the clevr Data Management System would certainly qualify under this definition as this platform had never been used in western Canada until GSSD chose to utilize it.

Background information on clevr
- Through the development of customizable electronic data collection templates school divisions are provided with the tools they need to implement, manage, distribute, process, and store information on electronic templates and forms.

Goal of clevr
- Good Spirit was the first Saskatchewan School Division to begin a partnership with clevr. This occurred in the fall of 2011. At that time, the Ministry of Education was attempting to establish an electronic inclusion and intervention plan. GSSD approached Ministry officials with a proposal to develop an electronic cumulative record. The project quickly expanded and GSSD now has over 25 custom templates that enhance the ability of educators in our division, and a number of other Saskatchewan School Divisions to collaborate, communicate, increase capacity, and improve consistency of practice.

Director of Education support of clevr

Rhae-Ann Holoien
Director of Education
Good Spirit School Division
- I first heard about clevr and the power of its use when I was working in a different school division. I was aware that GSSD was leading the work for the province in this area. The previous school division that I worked at went ahead to implement clevr after having discussions with Quintin Robertson (Deputy Director of Education – GSSD) about the uses for many areas within Student Services, various Data Collection templates, and referral processes. The work with clevr has ensured that information is easily accessible within a school division and GSSD shares its developed templates with other schools divisions.

Board Chairperson support of clevr

Lois Smandych
Board Chairperson
Good Spirit School Division
- The Good Spirit School Division became aware of the clevr in the fall of 2011. GSSD was looking for a data management system to support our student services department with referral tracking and IIP development. The clevr system has expanded significantly since this time and the support and interest from other Saskatchewan School Divisions has been a source of pride for the Board. The Board is also pleased that clevr will assist our senior administration team, administrators, and teachers in making data based decisions to support our division vision – Learning Without Limits…Achievement for All. It is with great pleasure that I support this nomination.

Board Participation with clevr
- The Board of Education has fully supported the implementation of the clevr system within GSSD. The Board of Education has developed an Annual Agenda with Accountability Reports areas that are directly tracked in clevr. Our division Visibility Wall also contains numerous examples of clevr generated data. Through efficiencies in time and resources found while implementing and using clevr, the GSSD Board of Education has endorsed and supported the system.
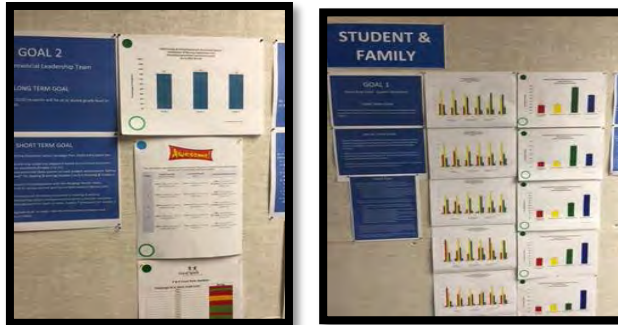
Sample Board Accountability Report Topics
- September Accountability Report – Outcome Based Reporting
- November Accountability Report – Division Literacy Hoshin

- o January Accountability Report – FNMI Literacy, Credit Attainment

Sample Visibility Wall Data Generated in clevr

- The Board has allowed GSSD staff to support and connect with external School Divisions to support the provincial implementation of clevr. Refer to the listing of School Divisions using clevr.

Innovative nature of clevr

- clevr is currently being used throughout Saskatchewan in a variety of ways. The following templates have been developed to date:
    - o Student Services Referral
    - o Student Counsellor Contact Tracking
    - o IIP (Inclusion & Intervention Plan)
    - o Integrated IIP Progress Report
    - o Fountas & Pinnell Assessment Data Collection templates
    - o Speech & Language Tracker
    - o Emergency Response Form
    - o Intensive Support Request Form
    - o Special Funding Request
    - o Assistive Technology
    - o Interdisciplinary Meeting
    - o Alternate Transportation Form
    - o VTRA template
    - o Seeing Stars template
    - o RTI Gap Analysis
    - o RTI Referral
    - o RTI Success Plan
    - o RTI Behaviour Interventions Tracking Forms
    - o RTI Progress & Monitoring Logs
    - o Resource Staff School Visit Logs
    - o Online Registration Forms
    - o Reading Assessment District Data collection templates
    - o Leveled Literacy Referral template
    - o Leveled Literacy Tracking template
    - o Class Reduction Application Form
    - o Student Placement template
    - o Student Registration template – future development by GSSD
    - O Report Card – future development by GSSD

Sustainability of clevr within the GSSD

- Part of the reason clevr has been so widely accepted throughout the province (10 of 28 School Divisions using the system) is the ease of implementation, customization, and data integration with Maplewood, Power School, etc.
- Once a template is developed, it can be customized to meet the needs of each individual School Division. In addition, the template development fee is only applied once. Each School Division is allowed to share the templates without additional cost.

- Clevr has also developed a "sand box" where other templates from around the province and country can be shared, edited and adopted by the participating School Divisions.
- The utilization of this system is virtually endless. We are discovering new ways to incorporate this technology on a daily basis.

Cost of clevr related to benefits achieved

- The cost of the clevr system has been minimal to the Good Spirit School Division and the other participating School Divisions. There is an annual licensing fee that is paid per student and a template development fee. However, the ability to share templates, customize existing templates, etc. makes this system truly cost effective.
- The benefit of the clevr system to GSSD and other participating School Divisions can be illustrated in a number of ways. One example is the Student Services Referral Process LEAN Event conducted during the 2013/14 school year. The problem statement of the event focused around the high number of referrals being generated by schools and the delay in processing the referrals.
- The student services department was able to dramatically increase the efficiency of the referral system, reduce the wait time for the assignment of a referral and increase the percentage of completed referrals.

Previous State of the Referral Process Prior to clevr (42 steps)
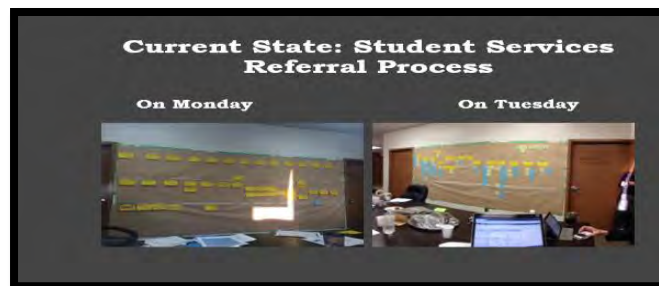
Current Referral Process with clevr (8 steps)

Key Process Statistics

Statistics	Current State	Future State	Difference
Number of Process Steps	42	8	34
Number of Touches	4-30	4-6	0-24
Average Processing Time	Q – 11-132 days C – 11-163 days	n/a	
Average Hands on Time	12 – 62 hours	n/a	

- Through the LEAN Event and with the support of the clevr system, the GSSD Student Services Department managed to dramatically improve the referral process for Professional Service Provider (i.e. Psychologist, SLP, OT, PT, and Counsellor) assessment, support and programming. To date, our Professional Service Providers (PSPs) have made approximately 45,000 student contacts. In other words our PSPs have conducted over 40,000 school based sessions with students within the last 10 months. The PSPs have also been able to process 1,522 referrals for services over the last 18 months at a 99.8% completion rate (assigned to a PSP or referral locked).

Sample Data Gathered and Supports Provided Using clevr

Alternative Transportation Requests

- Total of **29** requests to date
- **100%** have been addressed

Inclusion and Intervention Plans
- **341** students meet Ministry Criteria in 2014/15
- **281** students met Ministry Criteria in 2013/14
- Increase of **17%**

Assistive Technology Requests
- **92** requests for assistive technology
- **100%** completion rate

Emergency Support Requests
- **50** requests for emergency support since 2010/11
- **100%** completion rate

Intensive Support Requests
- **64** requests for additional support in the classroom since 2010/11
- **2** requests in March 2015
- **2** requests in February 2015
- **3** requests in January 2015
- **3** requests in November 2014
- **121.16** FTE Full-time EAs in GSSD (at 5.5 hours per day)

School Based RTI Referrals
- **425** referrals to the school based RTI Team since October 2014

Student Placement & Retention
- **9** applications since 2010/11

Occupational Therapist Tracking
- **1,470** student contacts to date

Speech Language Pathologist Tracking
- **18,821** student contacts to date

Psychologist Tracking
- **1,295** student contacts to date

Counsellor Tracking
- **22,884** student contacts to date

Student Services Coordinator Tracking
- **365** student contacts to date

Fountas & Pinnell Assessment Tracking
- **13,466** assessments administered to date
- Grades 1, 2, 3, 4, & 5

Reading Assessment District Assessment Tracking
- **1,281** assessments administered to date
- Grades 6, 7, & 8

Leveled Literacy Intervention Tracking
- **9.8%** of GSSD Students in Primary System (Levels A to N on F & P)
- Total of 888 students in Grades 2 & 3
- **6.43%** of GSSD Students in Intermediate System (Levels L to T on F & P)

- Total of **1321** students in Grades 4, 5, & 6

Provincial support for clevr / Partnerships in support of the innovation

- As a result of the work of the Good Spirit School Division and clevr, the following Saskatchewan School Divisions have selected to invest in the data system:
  - North East SD
  - Saskatoon Public SD
  - Horizon SD
  - Regina Public SD
  - Greater Saskatoon Catholic SD
  - Holy Trinity SD
  - South East Cornerstone SD
  - Living Sky SD
  - Sun West SD

- The following testimonials will serve as further evidence of the impact GSSD has had on several Saskatchewan School Divisions as it relates to this project.

Darryl Denyes
Team Leader & CEO
clevr

- The Good Spirit School Division team has been instrumental in leading the direction with respect to the utilization of clevr as an integrated forms solution within the Province of Saskatchewan. Their integrated "digital cum folder" strategy has become an exemplary model that other Divisions, both within Saskatchewan and across Canada, are adopting. Quintin Robertson (Deputy Director of Education - GSSD) has been a key player in guiding the development roadmap of clevr over the past 4-5 years. Through his desire to push the boundaries of technical possibilities, he has been able to guide the development of clevr to achieve efficiencies in accessing information that supports the learning journey for students within the Division. Through the multitude of integrated forms that the GSSD team has designed and are now utilizing within the online platform, staff throughout the Division are able to collect, organize and analyze student information, both quantitative and qualitative, in a manner that facilitates effective decision making processes at both the classroom level (i.e. implementing effective instructional strategies to support a student in achieving their learning goals within their Inclusion and Intervention Plan) or at the Division office level (i.e. making decisions with respect to Alternative Transportation or Emergency Supports required to ensure the safety of students who require additional short term supports). The Good Spirit School Division team has been an exemplary clevr client over the past several years. Their willingness to share their journey and collaborate with others across the Province has been key to the adoption of clevr by several Divisions across Saskatchewan. As a clevr team, we have enjoyed our relationship with Quintin and the Good Spirit School Division team and we look forward to their continued leadership and guidance in pushing the boundaries of possibilities of clevr.

Donnalee Weinmaster
Superintendent of Education
Saskatoon Public Schools

- We have had the opportunity to connect and work closely with Good Spirit School Division over the past two years regarding the clevr software. Our division had many queries regarding the software as it related to special education identification, as well as other purposes – transportation, referrals etc. As a result of the guidance from Good Spirit School division, we were able to set up our own contact with TPM software, now known as clevr. Throughout the implementation process, Quintin Robertson (Deputy Director of Education - GSSD) has been instrumental in answering many of our queries. As recently as this fall, we contacted Quintin to discuss our student information system (Maplewood) and its ability to connect with the clevr software. He made himself available at our convenience to discuss and brainstorm creative solutions to our questions. His responsiveness and willingness to assist at every stage of this endeavor has been more than generous. Two significant results of the clevr implementation in our division has been the move to a LEAN efficient system where we are eliminating the need for paper copies of our documentation in special education as well as a security feature for Educational Continuity Planning where access to the student services files are protected in the event of an emergency such as fire or flood. As we have worked through the implementation process we have sincerely appreciated the assistance and guidance that Quintin Robertson and the Good Spirit School Division have provided. They have exemplified outstanding leadership, sharing their clevr software

implementation processes/procedures with us and for that we are grateful.

Shelley Hengen
Superintendent of Education
Sun West School Division

- I was first 'introduced' to clevr at a LEADS workshop presented by Quintin in August 2013. My Director and our Superintendent of Technology were also in attendance and at the end of the workshop they said to me, "We need to get this!" Quintin's presentation was excellent: well-presented, organized, clear and inspiring. After the workshop, Quintin and I spoke at length and he was able to answer my questions with clarity and expertise. I had a few concerns, one of which was the use of clevr with Power School. He was able to explain how well clevr was able to interface with the Power School platform to load student data. Another concern I had was the use of clevr and eIIPs as the Ministry had just recently launched their electronic version of the provincial Inclusion and Intervention plan. Quintin acknowledged that this was a concern, particularly when it came to sharing this information across school divisions. He indicated that he and Darryl Denyes, the clevr Lead, were working on addressing this concern. Within months, they had that issue addressed and we can now upload our eIIPs directly to the Ministry from clevr. Overall, it has been Quintin's leadership that has convinced me to move forward with clevr in our school division. He inspires trust. He does his homework. If Quintin endorses something, I know I can be confident in moving forward with it also.

Evidence of improved student achievement

Tracy Huckell
Superintendent of Education
Good Spirit School Division

- The use of clevr has had a significant positive impact on student achievement in GSSD. Clevr supports communication between members of a student's team and their ability to collaborate to meet student needs and goals. When team members log in to clevr, they can access information regarding student goals, recommendations from other service providers, and notes regarding what has been effective or not effective for a student. Clevr supports us all in learning and implementing best practices regarding strategies, recommendations, and interventions because it allows us to access this critical information on students and work together as a team 24/7. Clevr also holds us accountable to carry out the programming and interventions we are responsible for as this information is documented within clevr and viewable by the student's team. Research shows that when team members collaborate and are collectively responsible, the outcomes for students are far better. Clevr supports us with this as it allows us to communicate more effectively as a team and to learn from one another so we can provide the best services and education to our students in GSSD.

Janine Neufeld-Ruetz
LLI/Literacy Coach
Good Spirit School Division

- Clevr has provided GSSD the opportunity to gather divisional literacy and intervention data. It has been beneficial in numerous ways. It has allowed for easy access to student results in order to have meaningful data driven conversations around student instructional needs at a classroom, school and divisional level. The ability to track students' long term growth and document intervention involvement throughout the division is essential in continuing to provide resources as students' transition from grade to grade or schools within GSSD. Another important feature is that this information is easily accessible to all staff which increases the efficiency in planning for meeting the needs of students. It is also effective in housing information on school and divisional trends which is instrumental in guiding decisions around how to best provide support to individual schools and division wide. Increased accountability and collaboration, along with shared responsibility are also benefits that Good Spirit School Division has noticed since implementing clevr.

Jason Trost
Principal, Springside School
Good Spirit School Division

- From an administrators point of view clevr has many advantages. First, at the school level clevr acts as a database for student reading assessments. This program allows our teachers to track the reading progression of individual students as they move through grades. The data allows us to see which students are at or above level, but more importantly it paints a picture of students who are below level. Seeing trends and putting plans in place to counter these trends is important for increasing student achievement. Secondly, clevr also allows us to track the interventions that have been put in place for the students who are in need. It's a program that helps educators be more efficient because we can see plans, referrals and supporting data

for an individual, a class, a grade or an entire school. It guides our conversations. Finally, clevr creates a culture of student achievement in a school. It shows the importance of using data for improvement, it acts as an outline for the intervention process and it offers a wealth of ideas for teachers to use with all students.

Michele Haczkewicz
Speech-Language Pathologist
Good Spirit School Division

- Clevr has had a positive impact on the achievement of students in Good Spirit School Division. Clevr has provided a tool with which professionals across the division are connect with each other and share valuable professional perspectives on the students they serve. It provides those involved with a student including professional services providers the means to gather, organize and share their information with the student's educational team thus allowing for a more comprehensive understanding of a student's particular learning style and factors influencing their academic experience. In sharing information, educational teams are better able to generate effective, appropriate and practical strategies to ensure that students are able to reach their potential. Clevr allows this communication to be both effective and efficient. Clevr has allowed for the sharing of resources through Files and Links. This allows those professionals providing direct and consultative services a means to share digital copies of such resources in a permanent location which allows easy access to the school-based team and allows easy access in cases where sharing of the resources with family would be appropriate. Clevr also provides a place to "store" student work samples which can be viewed by other educational team members and allows for the ability to show growth over time. Clevr has increased the efficiency with which information is shared as given the geographic and scheduling limitations imposed by having team members working in the many schools within GSSD, meetings involving the team are not always practical. Clevr greatest impact is on allowing, through collaboration, understanding of and programming for student success.

Susan Brenner
Student Support Teacher
Churchbridge Public School
Good Spirit School Division

- The main points I would highlight as an Student Support Teacher (SST) in particular is the efficiency and ease of collaboration with all team members including school based, Professional Service Providers, Student Service Coordinators and Superintendents that clevr provides, as well as allowing myself as an SST to access information and data from anywhere at any time. My ability to complete work is not limited by the lack of access to paper documents as it may have been in the past. If I choose to complete work outside of the school building itself, I will have access to what I need.