



# Accountability Report

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## Student Achievement

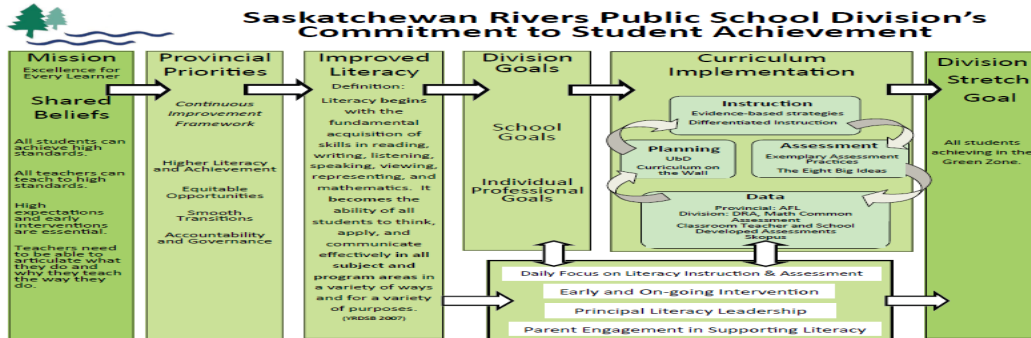
**Randy Emmerson, Superintendent of Schools**

**9/19/2016**

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## SOURCE DOCUMENTS:

1. Saskatchewan Rivers Public School Division Administrative Procedure 200 states the following in its background:
  - The Division strives to provide a quality program of studies for all students for which it has responsibility.
2. The following declarations are present in the “Saskatchewan Rivers Public School Division Commitment to Student Achievement”.



- All students can achieve at high standards.
  - High expectations and early interventions are essential.
3. The Saskatchewan Rivers Public School Division’s 2014-2017 Strategic Plan states the following goal as well as specific lag indicators or accountability measures:
    - a. Goal: Our students will experience high quality differentiated instruction, informed by authentic assessment practices, that results in significant academic, personal and social growth and achievement.
    - b. Accountability Measures:
      - i. Early Years Evaluation (PreK and K)
      - ii. Developmental Reading Assessment (Grade 1, 3, 7)
      - iii. SRPSD Math Common Assessment (Grade 5 & 8)
      - iv. Tell Them From Me (Grade 4-12)
      - v. Credit attainment (Grade 10-12)
      - vi. High School Marks in ELA 10A, Sci. 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A, Math Pre-Calculus 30,
      - vii. Graduation rates (on-time and extended)
      - viii. Grade 12 Exit Survey
      - ix. IIP achievement
      - x. Student transitions data (PreK to K; Grade 8 to 9)
  4. The Accountability Measures reported on in this report will be the following:
    - a. Early Years Evaluation – TA for Kindergarten
    - b. Developmental Reading Assessment for Grades 1, 3 and 7
    - c. SRPSD Math Common Assessment for Grades 5 and 8
    - d. Graduation rates (on-time and extended)
    - e. High School Marks in ELA 10A, Science 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A, Math Pre-Calculus 30

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**EVIDENCE:**

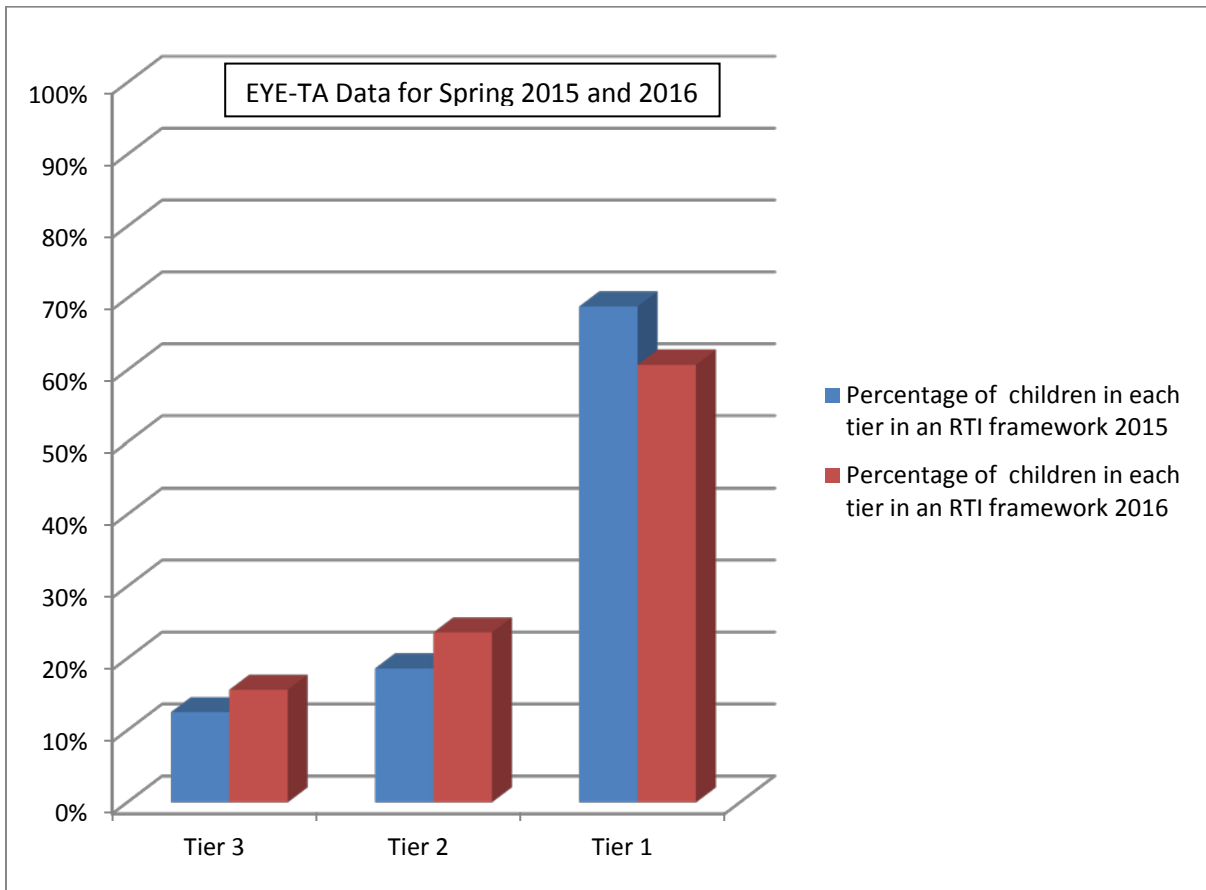
**1. Early Years Evaluation – TA for 2014-15 and 2015-16**

## Early Years Evaluation – Teacher Assessment (EYE-TA)

Number of children in each tier in an RTI framework

Percentage of children in each tier in an RTI framework

	<b>2015</b>	<b>2016</b>		<b>2015</b>	<b>2016</b>
Tier 3	74	96	Tier 3	12.5%	15.6%
Tier 2	110	145	Tier 2	18.6%	23.6%
Tier 1	407	373	Tier 1	68.9%	60.7%
	591	614			



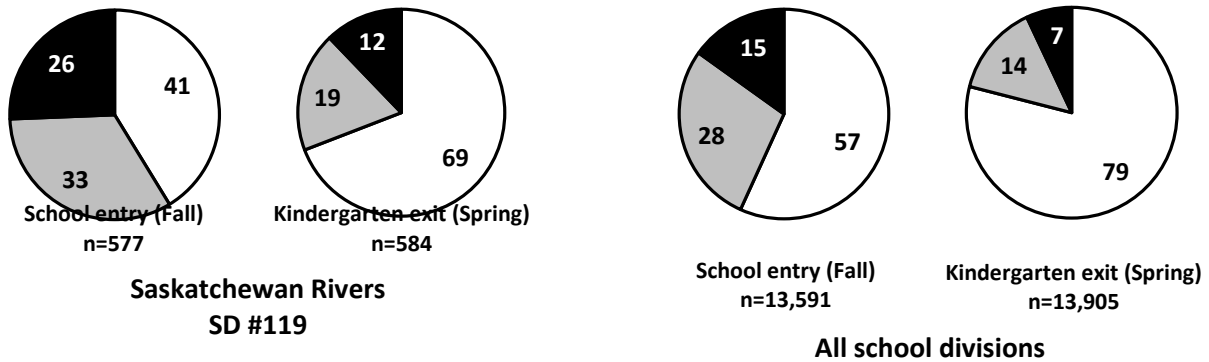
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**Ready to Learn: Early Years Evaluation – Teacher Assessment (EYE-TA) RTI (responsive, tiered instruction) results (%) at school entry & Kindergarten exit, 2014-15 (baseline) & 2015-16**

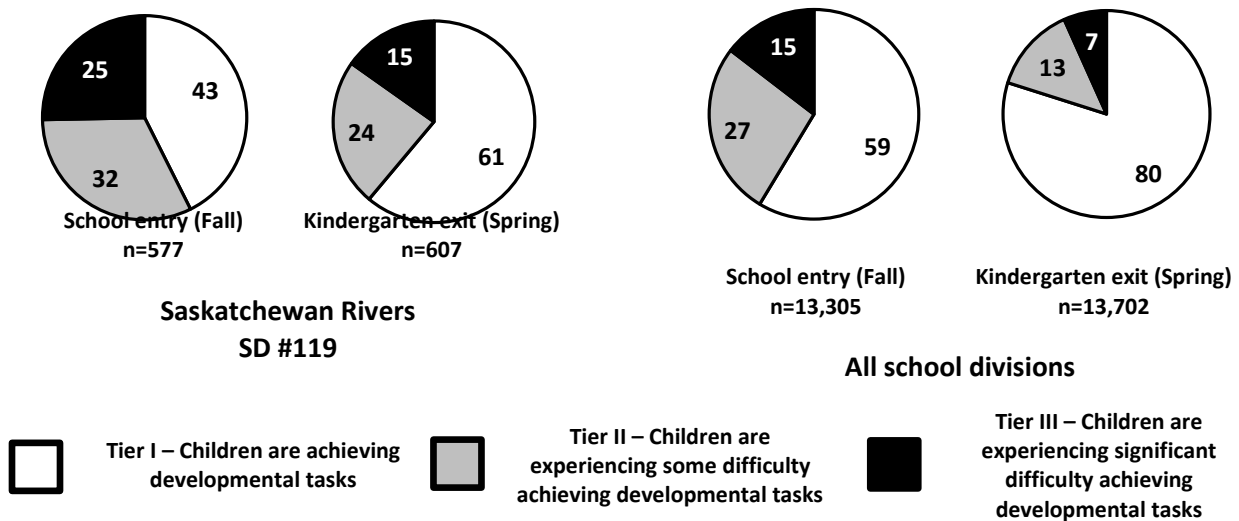
## 2014-15 (baseline) collection

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## 2015-16 collection

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Totals may not add to 100 due to rounding

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## 2. Developmental Reading Assessment for Grades 1, 3 and 7

Grade 1 Reading Achievement – Early Lit DRA Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2013	47%	29%	64%
2014	56%	48%	66%
2015	47%	34%	61%
2016	55%	41%	69%

Grade 3 Reading Achievement – Early Lit DRA - Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2013	65%	54%	75%
2014	68%	48%	86%
2015	66%	54%	78%
2016	65%	58%	72%

Grade 7 Reading Achievement – DRA Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2013	88%	80%	94%
2014	88%	81%	94%
2015	83.5%	79%	88%
2016	88%	83%	92%

## 3. SRPSD Math Common Assessment

K-9 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2013	57%	41%	70%
2014	63%	48%	76%
2015	64%	47%	79%
2016	64%	48%	80%

Grade 5 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2013	60%	42%	73%
2014	65%	53%	76%
2015	66%	51%	81%
2016	70%	55%	86%

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## Grade 8 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2013	56%	45%	66%
2014	56%	44%	69%
2015	66%	50%	82%
2016	70%	58%	85%

#### 4. **High School Graduation Achievement**

(See Appendices 1, 2 and 3)

#### 5. **High School Marks in ELA 10A, Science 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30**

The Ministry has not yet provided the provincial grade 12 average final marks or the graduation rates at the time of the writing of this report.

### **ADMINISTRATIVE IMPLICATIONS:**

#### 1. **EYE – TA**

The EYE-TA data for 2015-16 indicates that the number and the percentage of Kindergarten students needing level 2 and level 3 supports are increasing. Responsibilities for the Early Years will now be consolidated with an Early Years Consultant and three Early Learning Coaches. The alignment from Prek through grade 3 will allow for a more coordinated approach as each school now has an Early Years Team consisting of the Prek and K teachers, the Education Support Teacher, a member of our Integrated Learning Department Early Years team, a Speech and Language Pathologist and the school administration.

#### 2. **Developmental Reading Assessment**

The DRA continues to be a key formative assessment guiding our supports both within in the schools and in collaboration with the Integrated Learning Department. The ability for schools to identify which component of the development of reading they need to prioritize based on the DRA data remains fundamental in the learning process. Although the expectation is for schools to complete a full DRA for all Grade 1 to 8 students in the spring, many schools also assess their students in September and/or January as well. Kindergarten teachers have been given the option of completing the DRA assessment for two reasons. The data it provides can be used by the grade 1 teacher as they complete Early Literature Screens, but that data can also be acquired by the Grade 1 teacher using a quick rubric assessment of their own.

#### 3. **Implementation of Reading Tutors as a Level 2 Intervention**

The use of Reading Tutors will continue to be used as an intervention. The data has shown that students receiving tutoring increase their text level growth at a pace faster than students that do not receive this support. Students that are slightly below a level of proficiency have more success than students that are still at a beginning level. This comparison is illustrated by the number of text

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levels improved and by the sustainability of their growth once they reach an appropriate text level for their grade.

We will have three blocks of tutor support for the 2016-17 school year. The first is in October and November for grade 3 students. The second block is in February and March and is primarily for grade 1 students. The third block in April and May will again prioritize grade 3 students.

#### **4. SRPSD Math Common Assessment**

The support for increased achievement for the Math Common Assessment will slightly change in the 2016-17 school year. The strategies presented and supported through the Project Green Zone have proven to be successful while teachers are a part of the project. To sustain that level of achievement longer the PGZ Alumni initiative will provide supports from the Integrated Learning Department to those again for the PGZ teachers.

Schools are becoming more aware of the need to ensure the retention of proficiency and mastery levels of learning for the MCA outcomes. Strategies to spiral back to previously learned outcomes and to continue to scaffold the learning from the outcomes have been developed and shared to maintain confidence in the outcome scores achieved throughout the year.

#### **5. Graduation Rates**

The fluctuation of the Saskatchewan Rivers graduation rates is a cause for concern, but we are not alone with this (lack of a) trend. Provincially there has only been one school division that has seen growth each of the last 4 years. Identifying the factors that were different last year compared to previous years, expanding upon the successes generated by Following Their Voices, monitoring the credit attainment patterns across grade 10 and 11, monitoring the relationship between attendance, interruptions and credit attainment, tracking students in preparation for their transitions out of high school and involvement in the Provincial ESSP Grad Priority Team will occur to maintain momentum and to gain insight into provincial, national and international interventions to increase achievement levels for our future graduates.

#### **6. Average High School Marks**

(Not available from the Ministry at the time of the submission of this report)

### **GOVERNANCE IMPLICATIONS**

Based upon the report, it is recommended that the Board continue to provide the following:

1. Focus upon student achievement within SRPSD. Administration will provide further accountability reporting on student learning as well as share achievement data on a regular basis;
2. Advocacy for literacy to be a high priority item within the province;
3. Acknowledgement, recognition and support of the individual initiatives identified by teachers in schools through the continuation of the Program Enhancement Grant; and
4. Overall financial support for student learning and intervention strategies within SRPSD.