



Accountability Report

Student Achievement

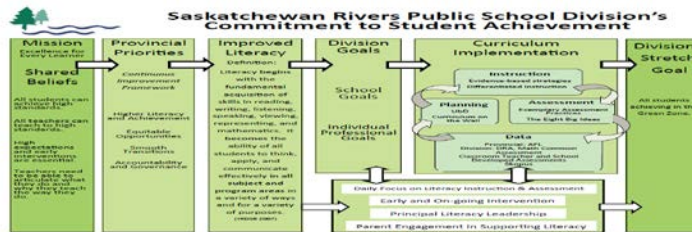
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9/11/2017

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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 (gr. 1, 3, 7)
 - iii. SRPSD Math Common Assessment (gr. 5 & 8)
 - iv. Tell Them From Me (gr. 4-12)
 - v. Credit attainment (gr.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; Gr. 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) – as data is provided by the Ministry
 - e. High school marks in ELA 10A, Sci. 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A, Math Pre-Calculus 30 - as data is provided by the Ministry

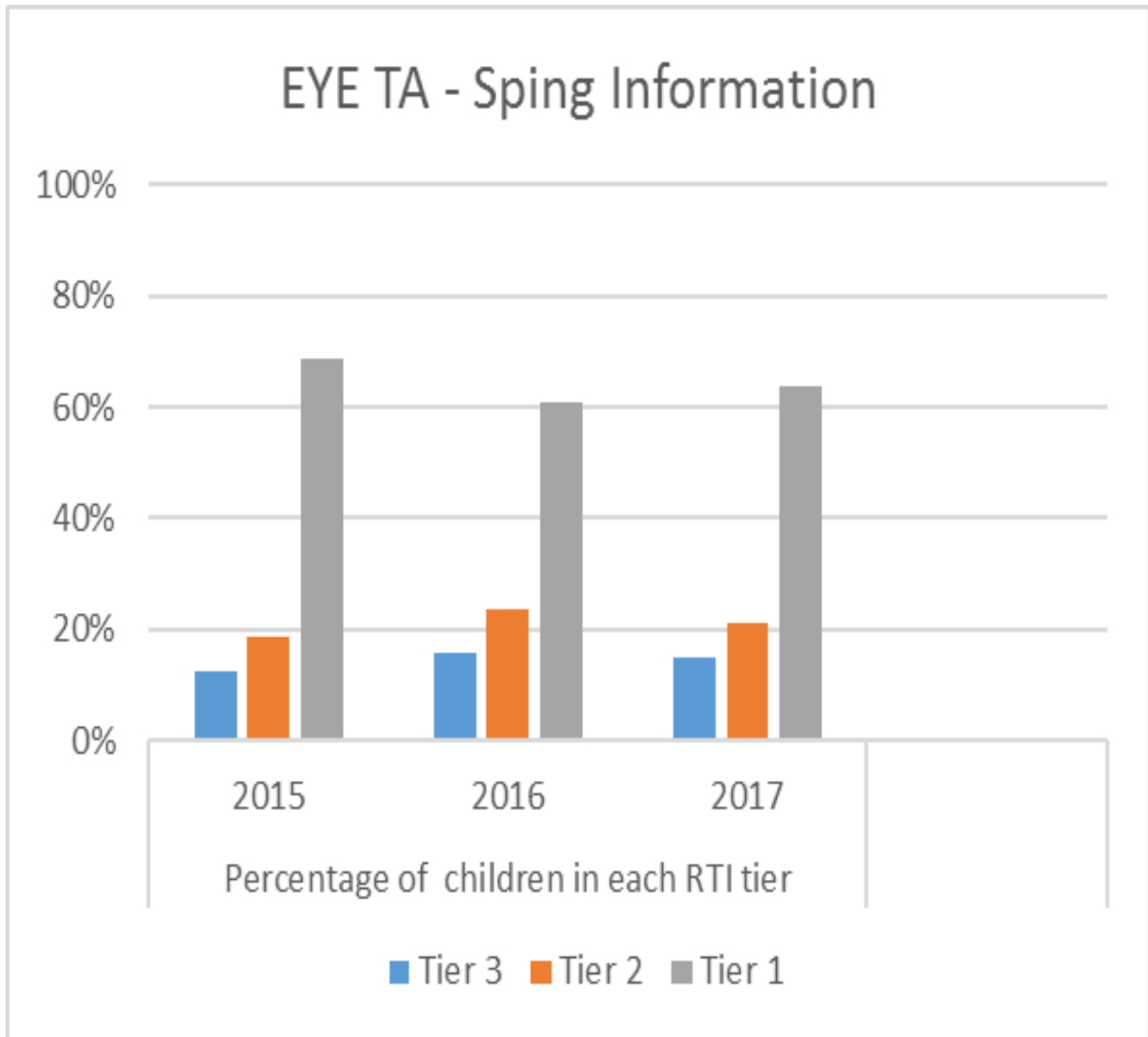
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EVIDENCE:

1. Early Years Evaluation – TA for 2014-15, 2015-16 and 2016-17

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 | | |
|--------|---|------|------|---|-------|-------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| Tier 3 | 74 | 96 | 85 | 12.5% | 15.6% | 15.0% |
| Tier 2 | 110 | 145 | 120 | 18.6% | 23.6% | 21.1% |
| Tier 1 | 407 | 373 | 363 | 68.9% | 60.7% | 63.9% |
| | 591 | 614 | 568 | | | |



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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% |
| 2017 | 41% | 26% | 53% |

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% |
| 2017 | 64% | 53% | 77% |

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% |
| 2017 | 89% | 87% | 91% |

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% |
| 2017 | 59% | 45% | 73% |

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Grade 5 Math Achievement – SRPSD Math Common Assessment

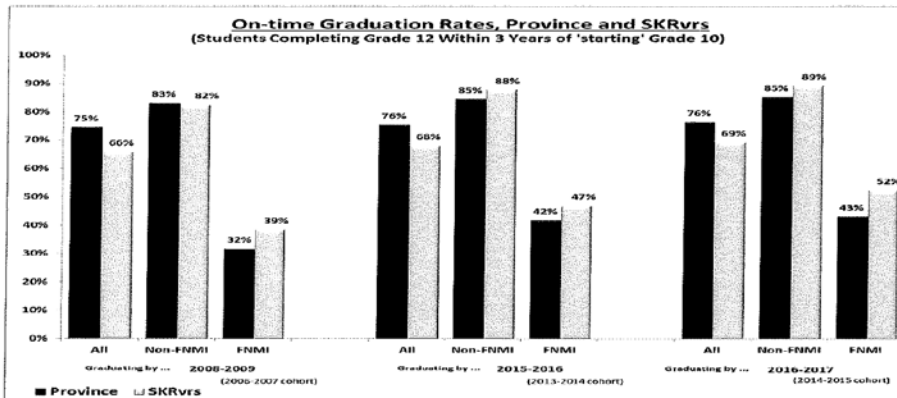
| Year | All Students | FNMI Students | Non - FNMI |
|------|--------------|---------------|------------|
| 2013 | 60% | 42% | 73% |
| 2014 | 65% | 53% | 76% |
| 2015 | 66% | 51% | 81% |
| 2016 | 70% | 55% | 86% |
| 2017 | 64% | 51% | 78% |

Grade 8 Math Achievement – SRPSD Math Common Assessment

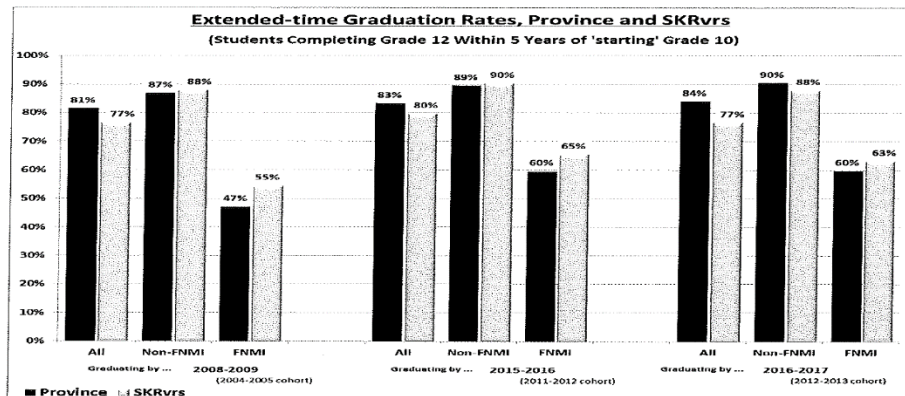
| Year | All Students | FNMI Students | Non - FNMI |
|------|--------------|---------------|------------|
| 2013 | 56% | 45% | 66% |
| 2014 | 56% | 44% | 69% |
| 2015 | 66% | 50% | 82% |
| 2016 | 70% | 58% | 85% |
| 2017 | 64% | 48% | 79% |

4. High School Graduation Achievement

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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 -

1. High School Marks in ELA 10A, Sci. 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30

Average Final Marks in Selected Secondary-Level Courses 2014 - 2015

| Subject | All Students | | Non- FMN | | FNM | |
|---------------------------------------|--------------|-------|----------|-------|----------|-------|
| | Province | SRPSD | Province | SRPSD | Province | SRPSD |
| ELA A 10 | 72.4 | 75.0 | 75.1 | 79.5 | 61.5 | 71.2 |
| Science 10 | 71.2 | 74.9 | 74.1 | 79.4 | 59.7 | 70.7 |
| Math: Foundations and Pre-calculus 10 | 71.3 | 79.1 | 73.2 | 82.5 | 60.5 | 73.8 |
| Math: Foundations 20 | 72.3 | 78.7 | 73.8 | 80.3 | 64.4 | 75.6 |
| ELA 20 | 73.4 | 74.1 | 75.1 | 76.4 | 64.4 | 70.5 |
| ELA A30 | NA | NA | NA | NA | NA | NA |
| Math Pre-Calculus 30 | NA | NA | NA | NA | NA | NA |

Average Final Marks in Selected Secondary-Level Courses 2015 - 2016

| Subject | All Students | | Non- FMN | | FNM | |
|---------------------------------------|--------------|-------|----------|-------|----------|-------|
| | Province | SRPSD | Province | SRPSD | Province | SRPSD |
| ELA A 10 | 73 | 74 | 76.1 | 77.3 | 61.1 | 69.6 |
| Science 10 | 72 | 74 | 75.1 | 78.6 | 59.6 | 67.8 |
| Math: Foundations and Pre-calculus 10 | 72.4 | 76.6 | 74.8 | 79.1 | 60.3 | 72.7 |
| Math: Foundations 20 | 73.6 | 76.2 | 75.3 | 78.4 | 63.6 | 72.1 |
| ELA 20 | 74.4 | 74.8 | 76.3 | 77.7 | 64.7 | 71.7 |
| ELA A30 | 74 | 75.2 | 75.9 | 78.9 | 66.4 | 70.3 |
| Math Pre-Calculus 30 | 74.9 | 82.3 | 79.2 | 83.7 | 72.5 | 77.9 |

Average Final Marks in Selected Secondary-Level Courses 2016 - 2017

| Subject | All Students | | Non- FMN | | FNM | |
|---------------------------------------|--------------|-------|----------|-------|----------|-------|
| | Province | SRPSD | Province | SRPSD | Province | SRPSD |
| ELA A 10 | 73 | 75.8 | 76.4 | 79.4 | 61 | 72 |
| Science 10 | 72.3 | 73.1 | 75.6 | 78.6 | 59.5 | 67.5 |
| Math: Foundations and Pre-calculus 10 | 72.9 | 76.6 | 74.9 | 79.9 | 61.9 | 71.7 |
| Math: Foundations 20 | 73.8 | 79.5 | 75.6 | 82.4 | 63.7 | 73.9 |
| ELA 20 | 74.7 | 75.7 | 76.7 | 78 | 64.9 | 72.2 |
| ELA A30 | 73.8 | 74 | 76.1 | 77.5 | 65 | 70.4 |
| Math Pre-Calculus 30 | 74.3 | 79.8 | 79.3 | 82.2 | 73.3 | 76.9 |

ADMINISTRATIVE IMPLICATIONS:

1. EYE – TA

The EYE-TA data for 2016-17 indicates a slight increase in the percentage of Kindergarten students needing only Tier 1 interventions. The Early Years Consultant in 2016-17 in combination with Early Years Coaches provided a consistent message for PreK to grade 3 teachers in terms of the Learn Through Play philosophy. Continuing to support schools as they move philosophically in this direction will be crucial.

The application process for PreK and the selection of the most vulnerable students for the program should continue to improve the EYE-TA data.

The concept of a summer headstart program for students requiring Tier 2 or 3 interventions as measured by the EYE-TA and Speech Language Path Screen needs to be given serious consideration to continue to show value for early interventions.

2. Developmental Reading Assessment

The reading achievement levels in 2016-17 are a cause for reflection. The decrease is somewhat perplexing given the increase in the amount of interventions targeted for students reading below proficiency levels.

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The change in design of division level supports from topic or skill specific initiatives to grade based teams will need to be monitored to ensure reading skills are taught using the Sask Reads gradual release of responsibility method.

The good news in the data at this point is the positive trend shown with the success of the grade seven students in reaching levels of proficiency. The concepts of 50% catch up growth and individualized benchmarks have enabled specific interventions to be used to improve student reading throughout the middle years.

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 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)

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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.