



Accountability Report

Student Achievement

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10/15/2018

Accountability Report

SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved **2017-2020 Strategic Plan** states the following in its preamble:

"Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long range goals through broad strategies and specific actions in each goal area."

2. Saskatchewan Rivers Public School Division Board Policy 2:

Role of the Board

- 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
 - 3.1.1 Annually approve budget (driven by the Board priorities).
 - 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
 - 3.3 Annually evaluate the effectiveness of the Division in terms of key results.

3. The following declarations are present in the "Saskatchewan Rivers Public School Division Commitment to Student Achievement"

All students can achieve at high standards.

All teachers can teach to high standards.

High expectations and early interventions are essential.

4. The Accountability Measures reported on in this report will be the following:
 - Early Years Evaluation – TA for Kindergarten
 - Developmental Reading Assessment for Grades 1, 3 and 7
 - SRPSD Math Common Assessment for grades 5 and 8
 - Graduation rates (on-time and extended) – as data is provided by the Ministry
 - 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.

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EVIDENCE:

1. Early Years Evaluation – TA for 2015-16, 2016-17 and 2017-18

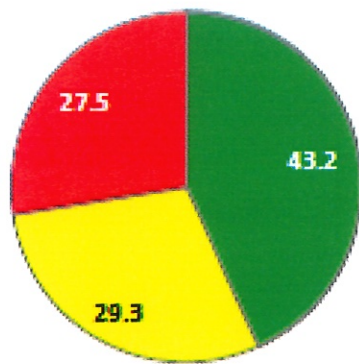
Early Years Evaluation – Teacher Assessment (EYE-TA)

Number of children in each tier in an RTI framework

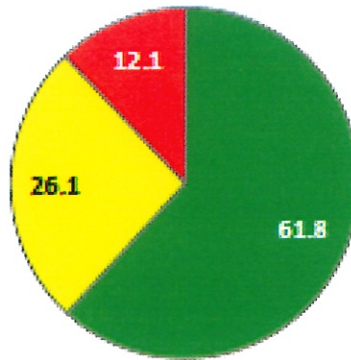
Percentage of children in each tier in an RTI framework

Number of children in each tier in an RTI framework				Percentage of children in each tier in an RTI framework		
	2016	2017	2018	2016	2017	2018
Tier 3	96	85	106	15.6%	15.0%	17%
Tier 2	145	120	133	23.6%	21.1%	21%
Tier 1	373	363	393	60.7%	63.9%	62%
	614	568	632			

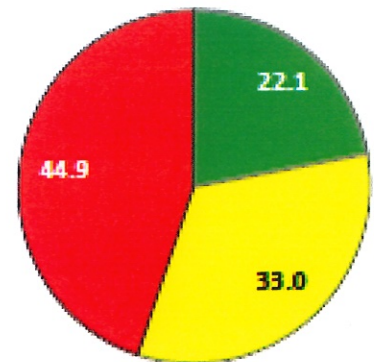
School entry (Fall 2017)



**All children
(n=590)**

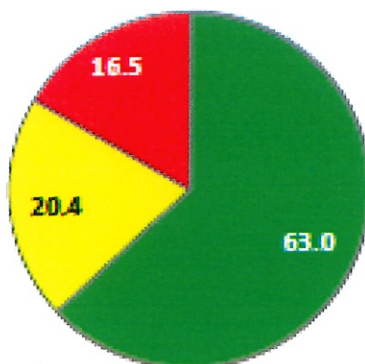


**Non-declared children
(n=314)**

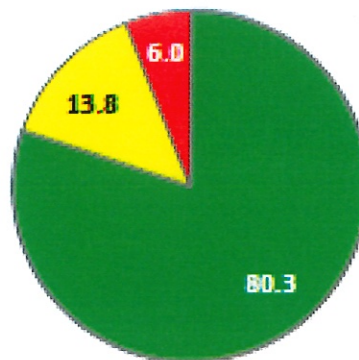


**Self-declared First Nations, Métis & Inuit children
(n=276)**

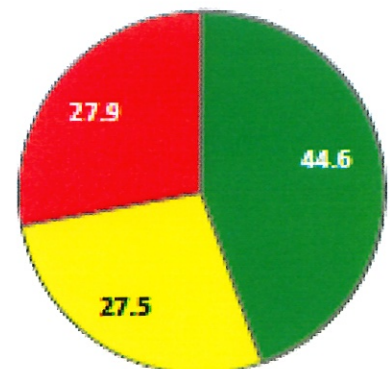
Kindergarten exit (Spring 2018)



**All children
(n=617)**



**Non-declared children
(n=319)**

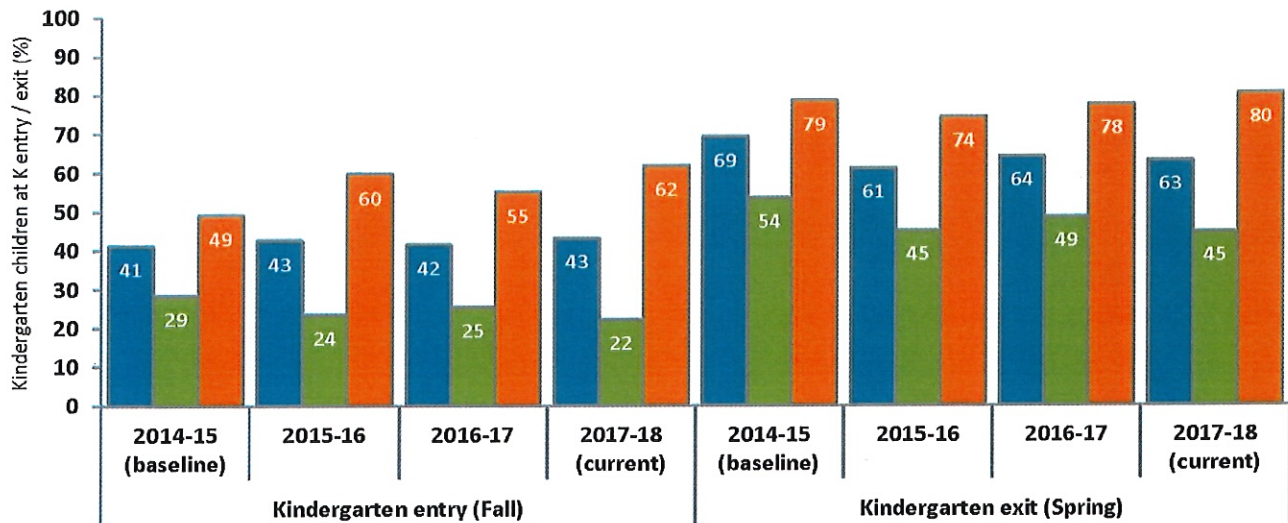


**Self-declared First Nations, Métis & Inuit children
(n=298)**

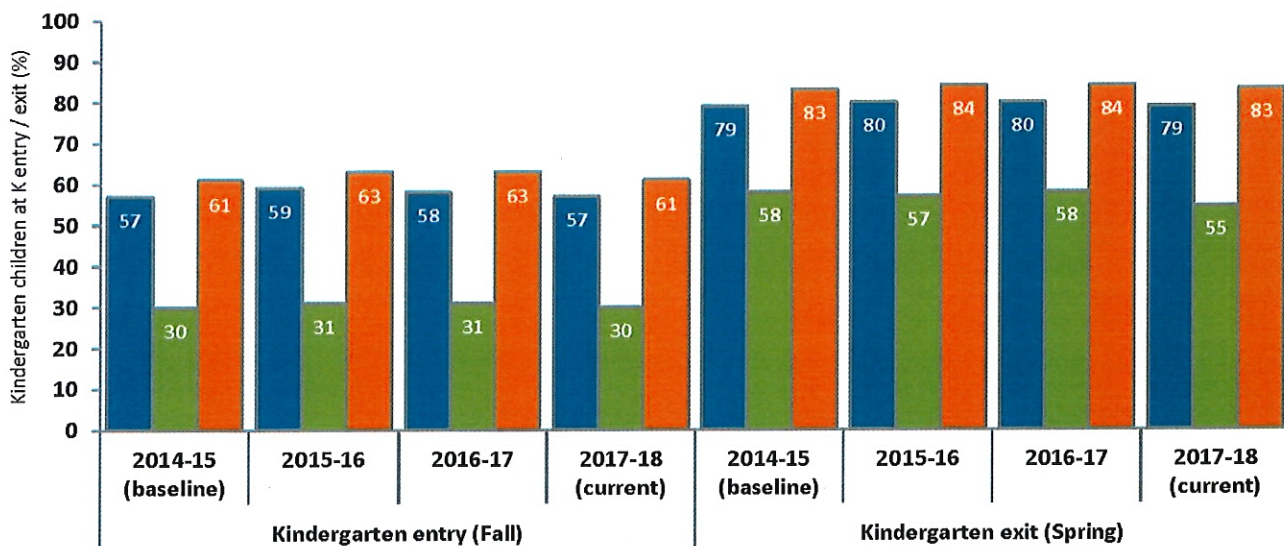
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Readiness for school: children screened at Tier I (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, 2014-15 (baseline) through to 2017-18 (current)

Saskatchewan Rivers SD 119



Saskatchewan (all divisions)



All Tier I children at K entry / exit (%)

FNMI Tier I children at K entry / exit (%)

Non-FNMI Tier I children at K entry / exit (%)

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

Grade 1 Reading Achievement –DRA2 Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2014	56%	48%	66%
2015	47%	34%	61%
2016	55%	41%	69%
2017	41%	26%	53%
2018	45%	32%	60%

Grade 3 Reading Achievement – DRA2 - Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2014	68%	48%	86%
2015	66%	54%	78%
2016	65%	58%	72%
2017	64%	53%	77%
2018	62%	52%	72%

Grade 7 Reading Achievement – DRA Term 3 Results

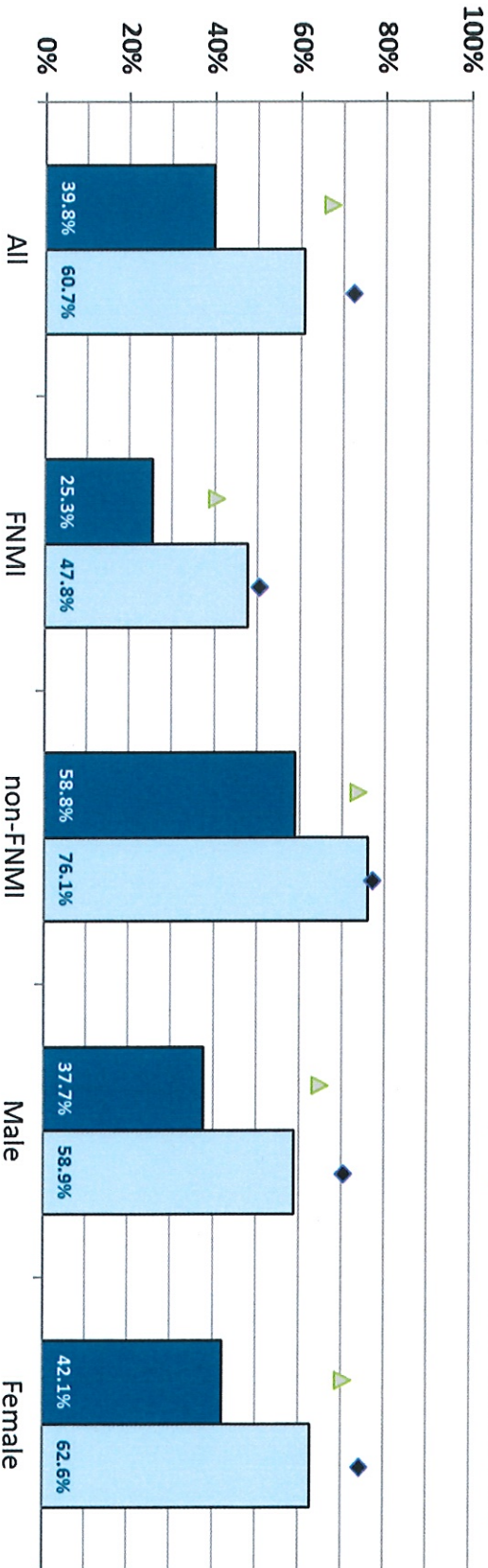
Year	All Students	FNMI Students	Non - FNMI
2014	88%	81%	94%
2015	83.5%	79%	88%
2016	88%	83%	92%
2017	89%	87%	91%
2018	84%	79%	89%

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Change in Reading At or Above Grade Level, 2016-17 to 2017-18, by Self-ID Status and by Gender

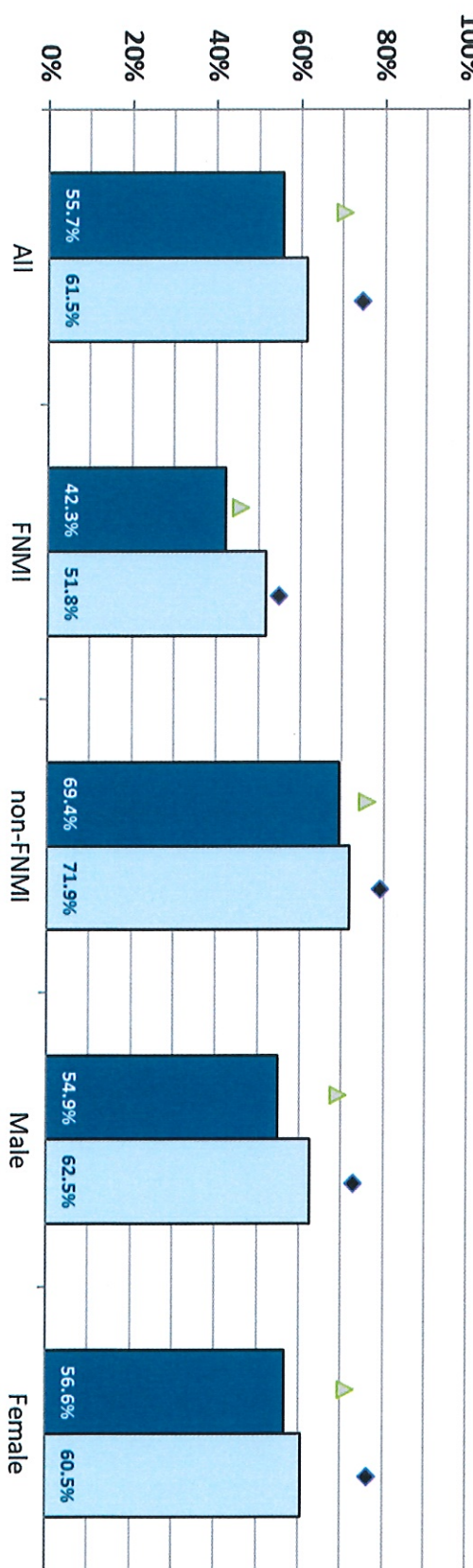
Grade 1 to Grade 2 Change

■ 2016-17 Grade 1 (SKRvrs)
 □ 2017-18 Grade 2 (SKRvrs)
 ▲ 2016-17 Grade 1 (Prov)
 ◆ 2017-18 Grade 2 (Prov)



Grade 2 to Grade 3 Change

■ 2016-17 Grade 2 (SKRvrs)
 □ 2017-18 Grade 3 (SKRvrs)
 ▲ 2016-17 Grade 2 (Prov)
 ◆ 2017-18 Grade 3 (Prov)



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3. SRPSD Math Common Assessment

K-9 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2014	63%	48%	76%
2015	64%	47%	79%
2016	64%	48%	80%
2017	59%	45%	73%
2018	59%	47%	75%

Grade 5 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2014	65%	53%	76%
2015	66%	51%	81%
2016	70%	55%	86%
2017	64%	51%	78%
2018	60%	50%	73%

Grade 8 Math Achievement – SRPSD Math Common Assessment

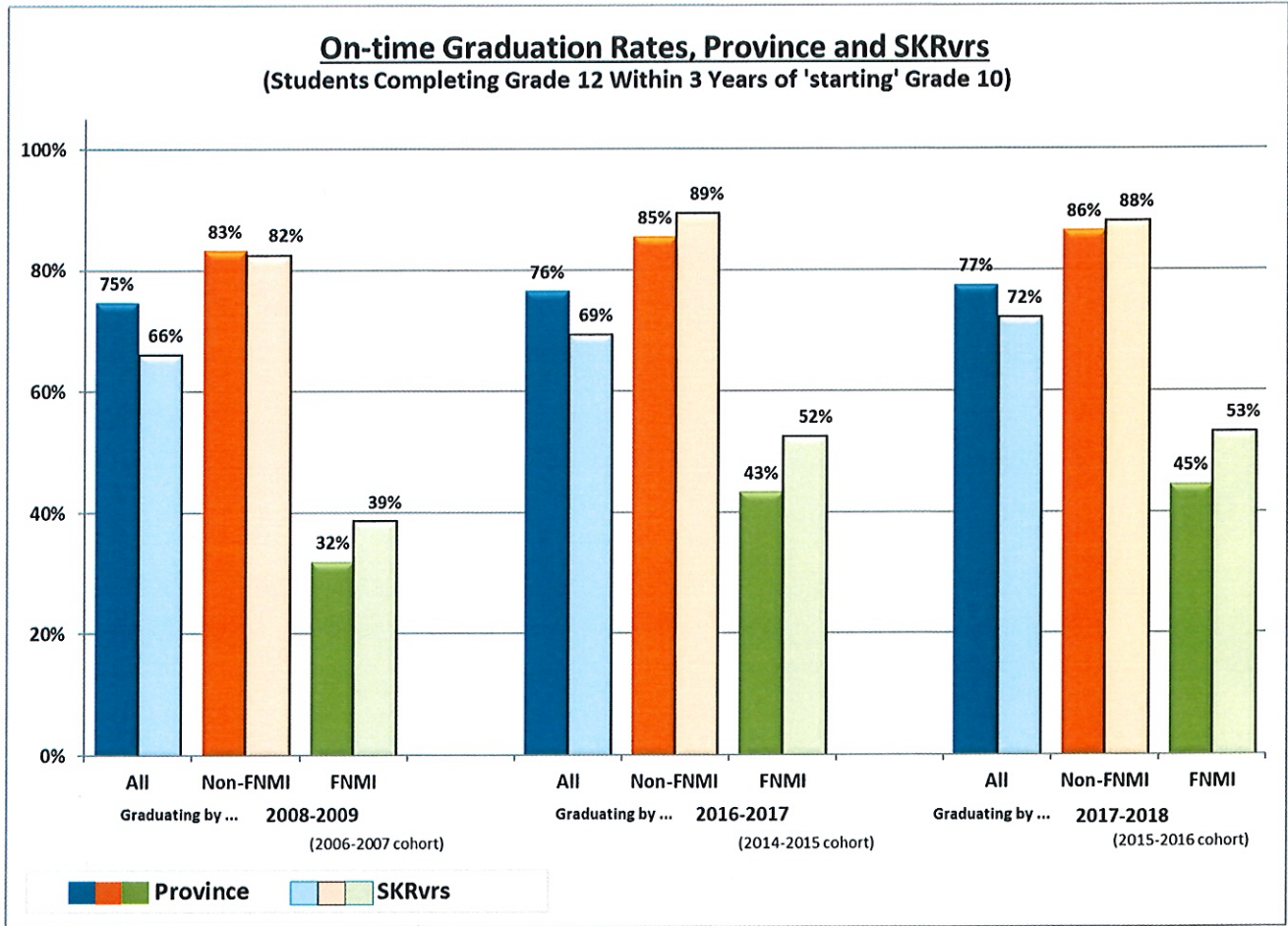
Year	All Students	FNMI Students	Non - FNMI
2014	56%	44%	69%
2015	66%	50%	82%
2016	70%	58%	85%
2017	64%	48%	79%
2018	59%	48%	73%

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4. High School Graduation Achievement

3 Year Graduation

Grade 10 start year	Graduation year	Province			SKRvrs		
		All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2010-2011	2012-2013	74.8%	83.9%	37.4%	65.8%	86.8%	38.8%
2011-2012	2013-2014	74.7%	83.4%	40.3%	68.9%	84.1%	47.4%
2012-2013	2014-2015	75.2%	84.3%	40.1%	62.8%	81.1%	40.9%
2013-2014	2015-2016	75.6%	84.6%	41.9%	68.2%	87.9%	47.1%
2014-2015	2016-2017	76.5%	85.4%	43.2%	69.4%	89.3%	52.5%
2015-2016	2017-2018	77.4%	86.5%	44.5%	72.1%	88.0%	53.2%



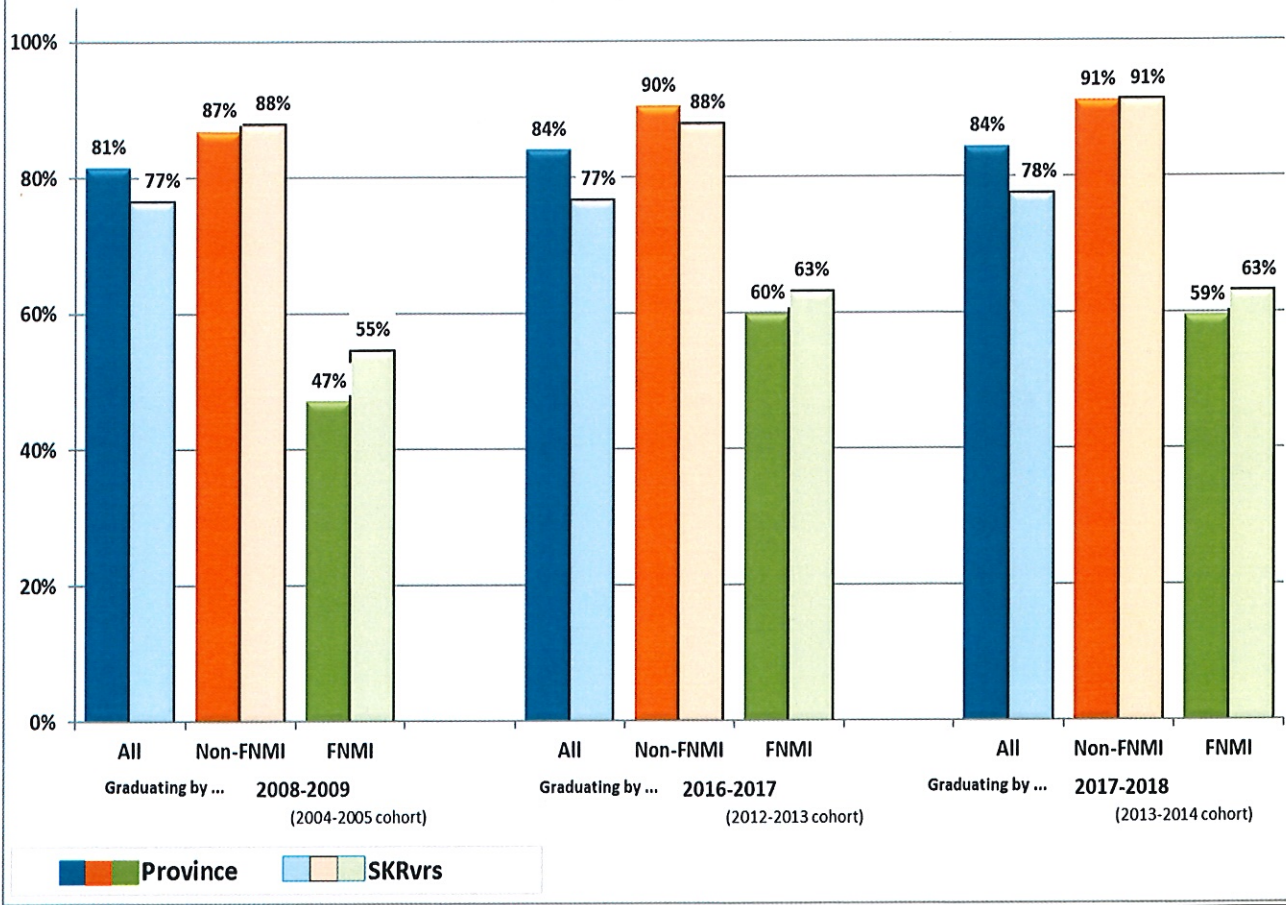
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5 Year Graduation Rates

Grade 10 start year	Graduation year	Province			SKRvrs		
		All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2008-2009	2012-2013	80.1%	87.0%	50.0%	76.6%	88.4%	61.4%
2009-2010	2013-2014	81.4%	88.1%	54.2%	79.2%	90.7%	63.6%
2010-2011	2014-2015	82.5%	89.2%	55.9%	79.2%	92.1%	62.7%
2011-2012	2015-2016	83.3%	89.5%	59.6%	79.7%	90.3%	65.4%
2012-2013	2016-2017	84.0%	90.4%	59.8%	76.6%	87.8%	63.1%
2013-2014	2017-2018	84.4%	91.1%	59.4%	77.6%	91.3%	63.0%

Extended-time Graduation Rates, Province and SKRvrs

(Students Completing Grade 12 Within 5 Years of 'starting' Grade 10)



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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

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

Subject	All Students		Non-First Nations or Metis		First Nations or Metis	
	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	73.0	74.0	76.1	77.3	61.1	69.6
Science 10	72.0	74.0	75.1	78.6	59.6	67.8
Math: Foundations and Pre-calculus 10	72.4	76.6	76.1	79.9	60.8	72.2
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	74.0	75.2	75.9	78.9	66.4	70.3
Math Pre-Calculus 30	78.8	82.3	79.2	83.7	72.5	77.9

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

Subject	All Students		Non-First Nations or Metis		First Nations or Metis	
	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	73.3	75.8	76.4	79.4	61.0	72.0
Science 10	72.3	73.1	75.6	78.6	59.5	67.5
Math: Foundations and Pre-calculus 10	72.9	76.6	76.2	82.2	61.5	73.5
Math: Foundations 20	73.8	79.5	75.6	82.4	63.7	73.9
ELA 20	74.7	75.7	76.7	78.0	64.9	72.2
ELA A30	73.8	74.0	76.1	77.5	65.0	70.4
Math Pre-Calculus 30	79.0	79.8	79.3	82.2	73.3	74.3

Average Final Marks in Selected Secondary-Level Courses 2017 - 2018

Subject	All Students		Non-First Nations or Metis		First Nations or Metis	
	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	74.2	74.8	77.3	79.8	62.1	69.7
Science 10	72.7	72.4	76.0	77.3	59.9	67.4
Math: Foundations and Pre-calculus 10	73.7	76.9	75.8	79.5	61.7	72.6
Math: Foundations 20	74.7	79.0	76.4	82.5	65.3	73.3
ELA 20	74.8	75.7	77.0	79.9	63.9	70.5
ELA A30	75.9	74.5	76.7	71.2	66.2	71.2
Math Pre-Calculus 30	79.2	80.0	79.6	76.0	72.9	75.7

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ADMINISTRATIVE IMPLICATIONS:

1. Focus on Engaging Instructional Strategies

Administration will sustain the strong and unquestioned connection between student achievement and instructional strategies. The focus for professional development is to provide the tools to capture the attention and unleash the energy and excitement of learning. The most engaging techniques build upon the relationships between all partners in our learning communities.

2. Focus on Assessment for Learning

Administration will continue to emphasize assessment for learning instead of assessment of learning. The two purposes of assessment are to enhance teaching and improve learning. This focus increases the amount and the quality of data for informed decision making. Continued refinement of INFORM (the data analysis instrument created within SRPSD) has put quick access information at the finger tips of our teachers and administrators.

3. Provide Responsive Professional Development Opportunities

Administration is prioritizing provide professional development opportunities that reflect current best practice and the current areas of need as informed by achievement data and identified by the teachers in SRPSD. Surveying teachers prior to grade band specific events as well as collecting feedback forms after the sessions have allowed for the voices of the teachers to be heard and followed.

4. Respond to the decline in the Developmental Reading Assessment results

The decline in the reading assessment data has resulted in the following administrative implications:

- a. An evaluation of the reading tutor intervention provided specifically for emerging grade 3 readers.
- b. An analysis of the reading results to identify patterns or trends across the division.
- c. Professional development has been designed for teachers using the Developmental Reading Assessment that will increase the reliability of the assessment data as well as provide appropriate and timely intervention for students.
- d. All teachers of grades 1 to 3 will complete a full DRA in both the fall and spring for all grade 1 to 3 students.

5. Sustain the graduation rate improvement trend

Although positive growth was shown in the graduation data for 2017-18 administration has the following implications:

- a. Continue to refine the work of the SRPSD Graduation Priority Team and school Grad Priority Teams.
- b. Monitor the SRPSD Graduation Priority Plan.
- c. Contribute to the provincial Graduation Symposium's planning to ensure the SRPSD attendees are able to build networks, share insights and consider current best practices in both our division and across the province.
- d. Support Following Their Voices intensively at WESMOR and Carlton.
- e. Increase awareness of Following Their Voices in all schools.
- f. Use the Our School and the My Student First Classroom surveys to seek, collect and follow the voice of students, teachers and communities in a good way.

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GOVERNANCE IMPLICATIONS

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

1. Attention to the growth of student achievement;
2. Courageous data informed decisions;
3. Advocacy for literacy to be a high priority item within the province;
4. Consideration of changing the accountability measures both within the Strategic Plan and within future Student Achievement Accountability reports; and
5. Financial support for student learning and intervention strategies.