Saskatchewan Rivers
Public School Division
Excellence for Every Learner

Accountability Report

Student Achievement

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SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board **2017-2019 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.

EVIDENCE:

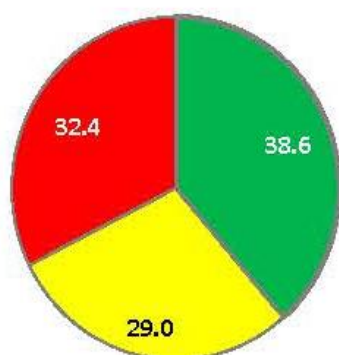1. **Early Years Evaluation – TA for 2016-17, 2017-18 and 2018-19**

Early Years Evaluation – Teacher Assessment (EYE-TA)
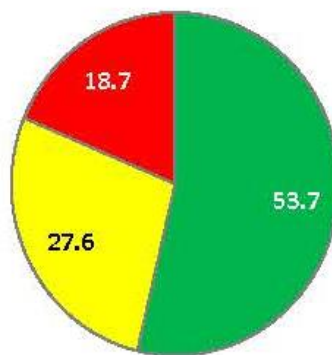
Number of children in each tier in an RTI framework

		2017	2018	2019
Tier 3		85	106	125
Tier 2		120	133	120
Tier 1		363	393	389
		568	632	634

Percentage of children in each tier in an RTI framework

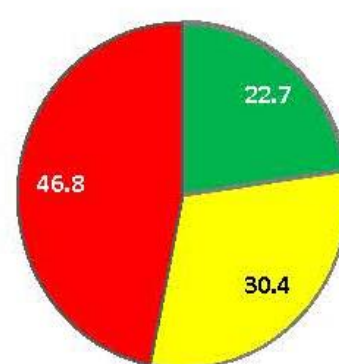| 2017	2018	2019
15.0%	17%	19%
21.1%	21%	18%
63.9%	62%	63%

School entry (Fall 2018)
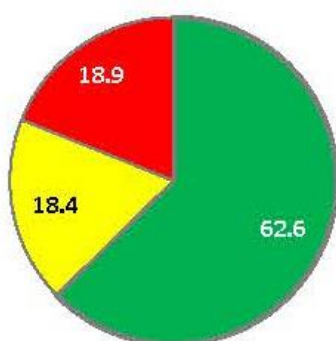

All students
(n=613)

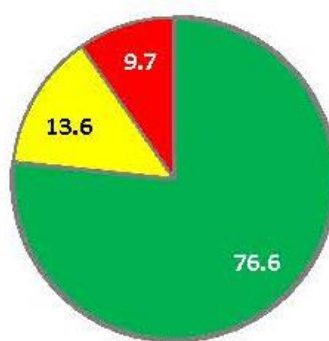Non-declared students
(n=315)

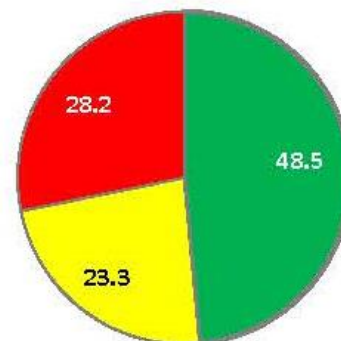Self-declared First
Nations, Métis & Inuit
students (n=299)

Kindergarten exit (Spring 2019)

All students
(n=613)

Non-declared students
(n=308)

Self-declared First
Nations, Métis & Inuit
students (n=305)

Readiness for school: children screened at Tier 1 (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, baselines (2014-15) & three most recent years

Saskatchewan Rivers SD 119
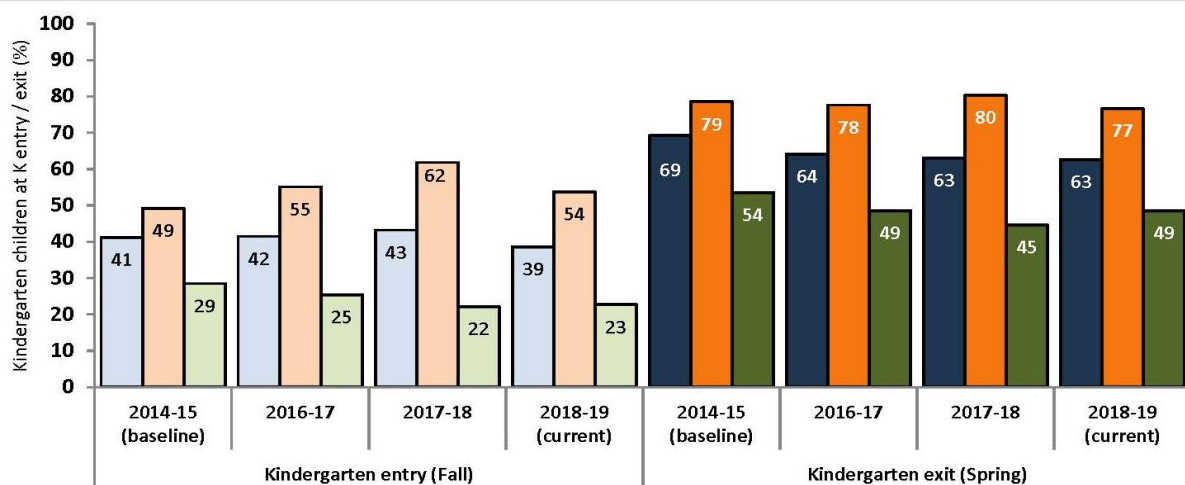
Saskatchewan (all divisions)

Chart Legend:

Tier 1 children (%) at Kindergarten entry; All children	Tier 1 children (%) at Kindergarten exit; All children	Tier 1 children (%) at Kindergarten entry; Non-declared children	Tier 1 children (%) at Kindergarten exit; Non-declared children	Tier 1 children (%) at Kindergarten entry; Self-declared FNMI children	Tier 1 children (%) at Kindergarten exit; Self-declared FNMI children

Accountability Report

2. Developmental Reading Assessment for Grades 1, 3 and 7 – Data from Inform – SRSD Data View
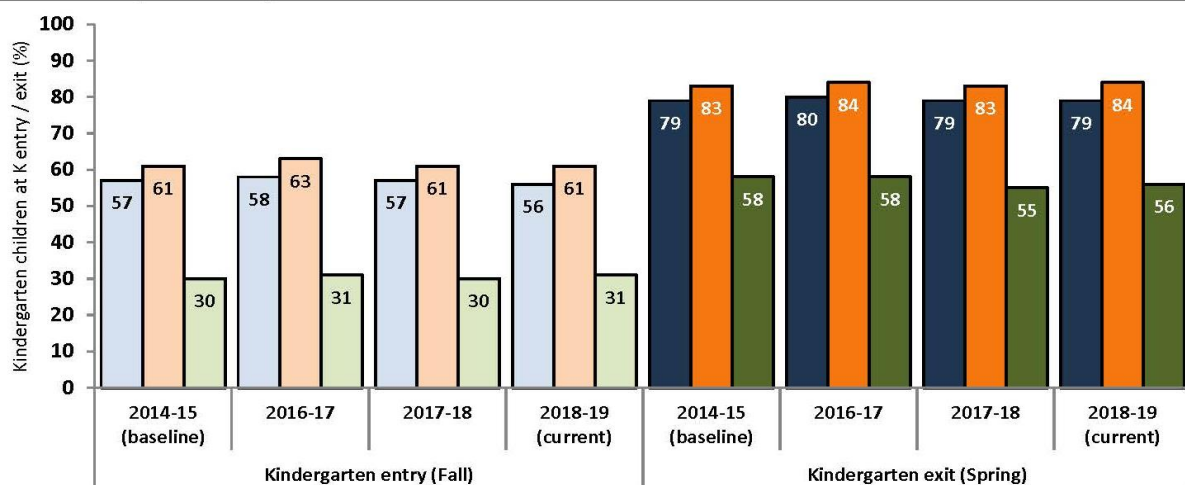
Grade 1 Reading Achievement –DRA2 Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2015	47%	36%	62%
2016	54%	41%	70%
2017	41%	27%	59%
2018	45%	33%	60%
2019	47%	32%	66%

Grade 3 Reading Achievement – DRA2 - Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2015	64%	53%	76%
2016	63%	57%	69%
2017	63%	55%	72%
2018	61%	55%	68%
2019	68%	59%	79%

Grade 7 Reading Achievement – DRA Term 3 Results

Year	All Students	FNMI Students	Non - FNMI
2015	84%	79%	89%
2016	88%	83%	93%
2017	88%	87%	91%
2018	84%	78%	91%
2019	84%	80%	90%

Graphic provided by the Ministry

Change in Reading At or Above Grade Level, 2017-18 to 2018-19, by Self-ID Status and by Gender

Grade 1 to Grade 2 Change

Legend: ■ 2017-18 Grade 1 (SkRvrs) ☐ 2018-19 Grade 2 (SkRvrs) ▲ 2017-18 Grade 1 (Prov) ◆ 2018-19 Grade 2 (Prov)

Category	2017-18 Grade 1 (SkRvrs)	2018-19 Grade 2 (SkRvrs)
All	45.9%	50.3%
FNMI	33.6%	42.8%
non-FNMI	61.7%	59.4%
Male	40.2%	48.0%
Female	52.9%	52.9%

Grade 2 to Grade 3 Change

Legend: ■ 2017-18 Grade 2 (SkRvrs) ☐ 2018-19 Grade 3 (SkRvrs) ▲ 2017-18 Grade 2 (Prov) ◆ 2018-19 Grade 3 (Prov)

Category	2017-18 Grade 2 (SkRvrs)	2018-19 Grade 3 (SkRvrs)
All	60.7%	68.2%
FNMI	47.8%	60.7%
non-FNMI	76.1%	76.7%
Male	58.9%	68.3%
Female	62.6%	68.0%

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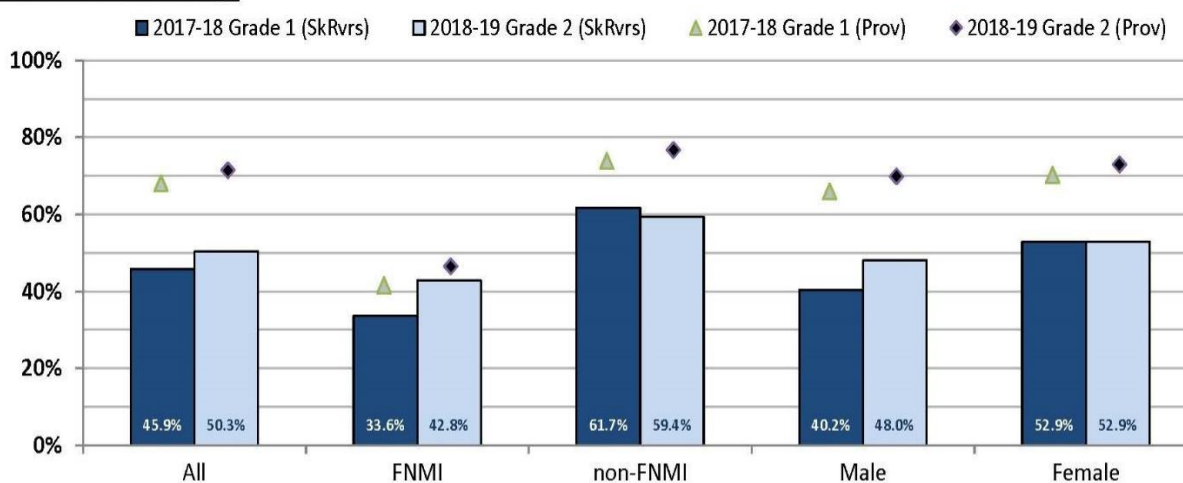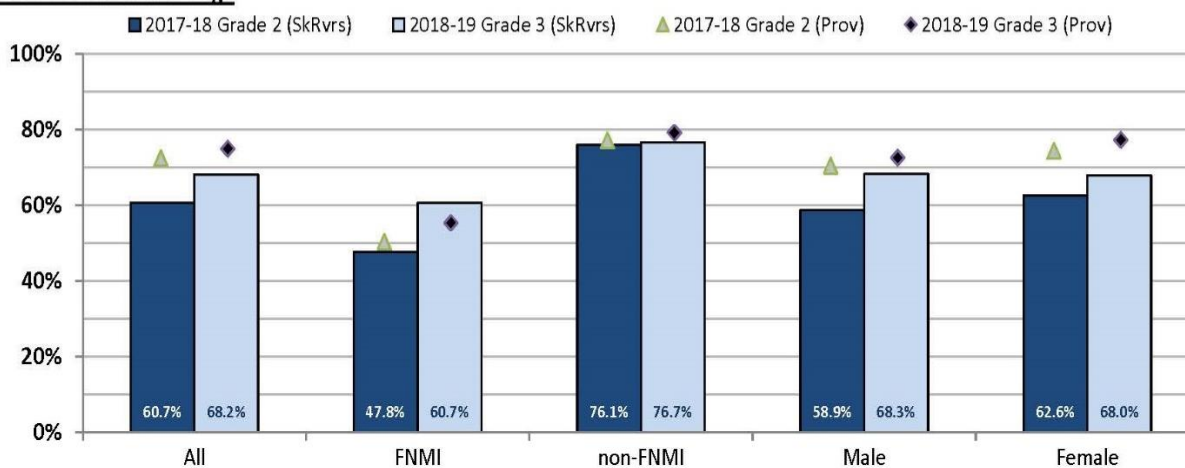
3. SRPSD Math Common Assessment

K-8 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2015	62%	45%	81%
2016	62%	48%	76%
2017	60%	45%	74%
2018	59%	47%	75%
2019	57%	41%	70%

Grade 5 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2015	60%	47%	78%
2016	62%	48%	79%
2017	60%	49%	74%
2018	60%	50%	73%
2019	55%	43%	70%

Grade 8 Math Achievement – SRPSD Math Common Assessment

Year	All Students	FNMI Students	Non - FNMI
2015	62%	45%	81%
2016	62%	48%	75%
2017	58%	45%	74%
2018	59%	48%	73%
2019	54%	41%	70%

4. **High School Graduation Achievement**

3 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2011-12	2013-14	74.7%	83.4%	40.3%	68.9%	84.1%	47.4%
2012-13	2014-15	75.2%	84.3%	40.1%	62.8%	81.1%	40.9%
2013-14	2015-16	75.6%	84.6%	41.9%	68.2%	87.9%	47.1%
2014-15	2016-17	76.5%	85.4%	43.2%	69.4%	89.3%	52.5%
2015-16	2017-18	77.4%	86.5%	44.5%	72.1%	88.0%	53.2%
2016-17	2018-19	77.3%	86.8%	43.4%	69.3%	90.4%	51.2%

On-time Graduation Rates, Province and Saskatchewan Rivers SD (Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)
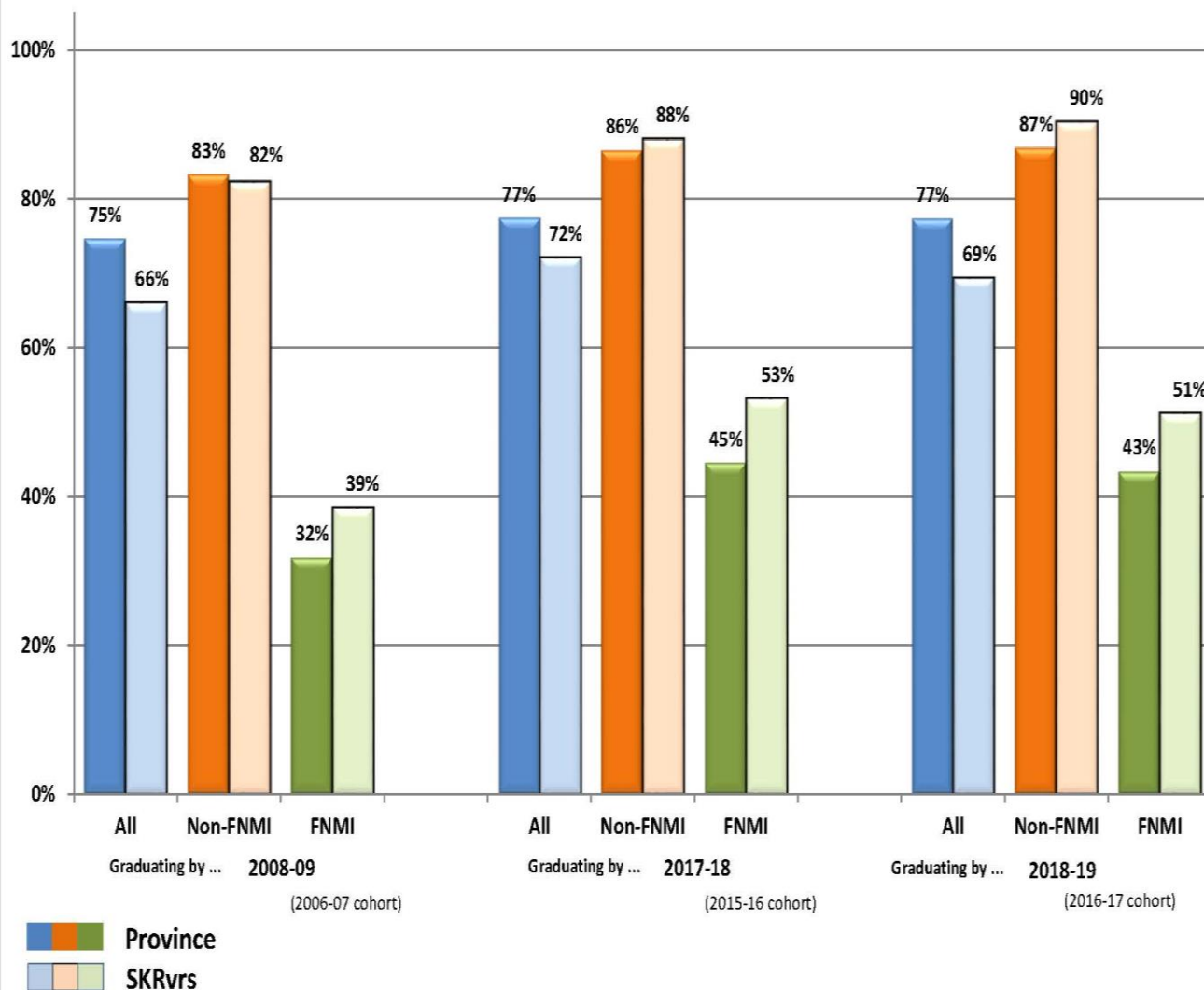
5 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2008-2009	2012-2013	80.1%	87.0%	50.0%	76.6%	88.4%	61.4%
2009-2010	2013-2014	81.4%	88.1%	54.2%	79.2%	90.7%	63.6%
2010-2011	2014-2015	82.5%	89.2%	55.9%	79.2%	92.1%	62.7%
2011-2012	2015-2016	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%**
2014-2015	**2018-2019**	**84.7%**	**91.2%**	**61.0%**	**81.5%**	**92.8%**	**72.1%**

(Students Completing Grade 12 Within 5 Years of 'starting' Grade 10)
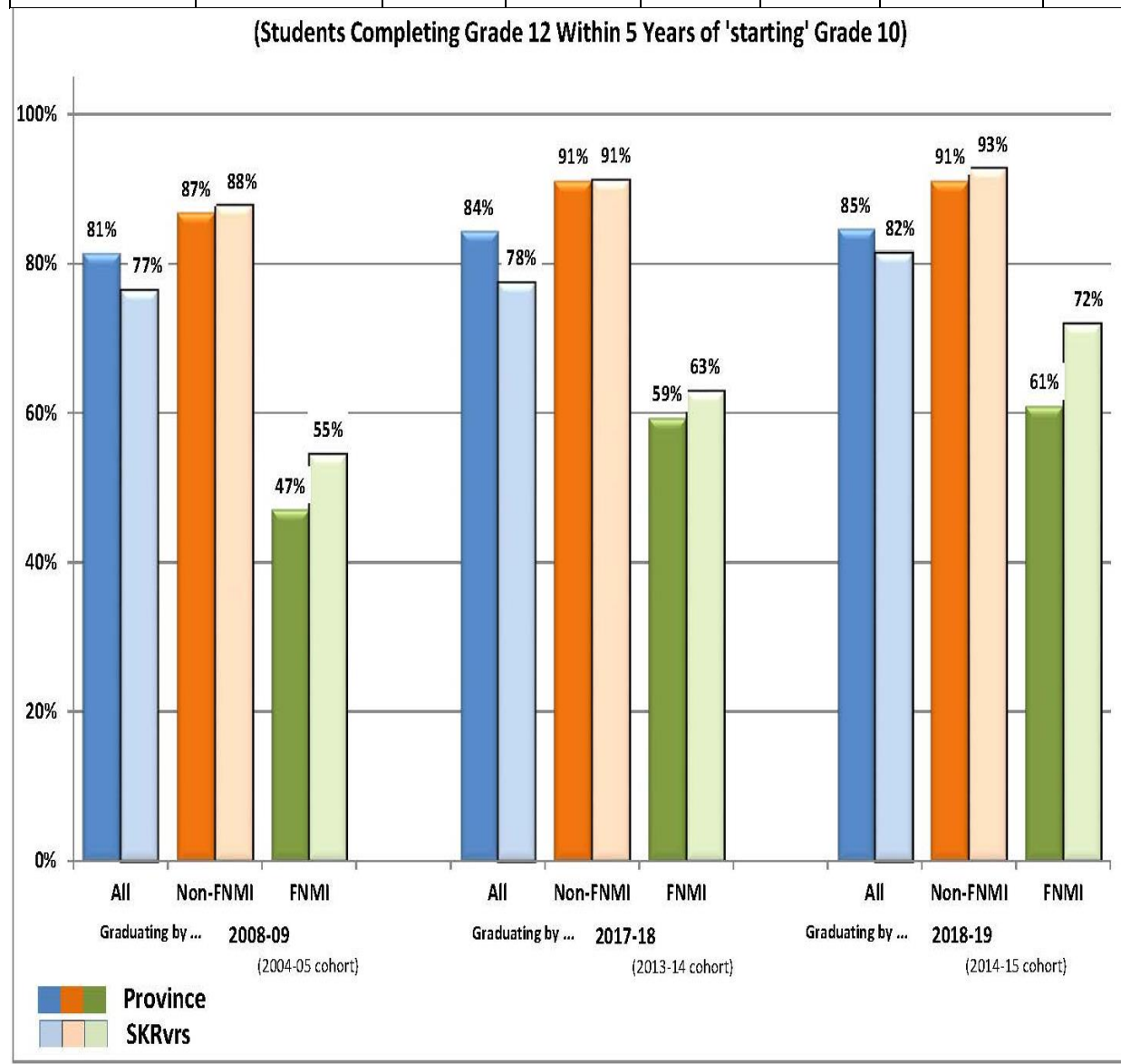
5. **High School Marks in ELA 10A, Science 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30**

Average Final Marks in Selected Secondary-Level Courses 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	79.9	66.2	71.2
Math Pre-Calculus 30	79.2	80.0	79.6	81.4	72.9	75.7

Average Final Marks in Selected Secondary-Level Courses 2018 - 2019

Subject	All Students		Non-First Nations or Metis		First Nations or Metis	
	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	73.9	76.1	77.0	80.1	62.0	71.9
Science 10	72.6	72.4	76.0	77.6	59.8	66.9
Math: Foundations and Pre-calculus 10	73.3	78.2	75.6	81.4	61.1	73.7
Math: Foundations 20	74.7	77.6	76.3	80.6	65.3	71.7
ELA 20	75.6	74.8	77.7	78.6	65.2	69.8
ELA A30	74.3	75.3	76.7	80.1	65.5	70.2
Math Pre-Calculus 30	78.8	80.6	79.1	82.2	74.7	74.5

ADMINISTRATIVE IMPLICATIONS:

1. **Focus on engaging instructional strategies**
    Administration will sustain the strong and unquestioned connection between student achievement and instructional strategies. Schools have access to current best practice broad strategies and specific actions for their progress towards early years, reading, writing and math goals. 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 just the assessment of learning. The calendar of assessments during the course of the school year has been changed to align the assessments to learning. One example is grade 4-8 DRAs are scheduled before Christmas and not again before the end of the year. Teachers in these grades will be able to identify the strengths and weaknesses of their students and respond appropriately over the remainder of the year. Another example is the change in the expected timing of the Early Literature Screen. Grade 1 teachers screen all of their students once between October and December. If teachers choose to complete a second screen for students not progressing, they can do so.

3. **Provide responsive, aligned professional development opportunities**
    Administration is prioritizing the alignment of various professional development opportunities. The embedded coach involved in the Dreamcatcher Coaching Program will offer support to teachers that is aligned with the support provided by the consultants and coaches of the Inclusive Learning Team. Providing opportunities for grade alike PD as well as subject alike workshops has built professional learning communities within 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. **Connect the work of the Indigenous Perspectives Team to student achievement**
    The expansion of the Indigenous Perspectives Team during the 2018-19 school year to include two half time coaches created stronger ties to student achievement along with an increase in student and family engagement. The Team was able to identify indigenous resources that are levelled for use as running records for reading assessment. They also built teacher confidence in the teaching of indigenous content and/or in the teaching with indigenous ways of knowing. All requests for the support of the Team are required to have a curricular connection to provide authenticity and relevance for the learning.

5. **Build graduation rate improvement teams and plans.**
    GRIT and GRIP will be added to our lingo.
    Graduation Rate Improvement Teams (GRIT) and Graduation Rate Improvement Plans (GRIP) both divisionally and at the school level are the new terms. All schools will submit

their GRIP as an LIP goal. All schools will have a local GRIT and all schools will have a rep on the SRPSD GRIT. Baseline actions for our continued work towards "bending the curve" include the following:

a. Utilize a variety of Ministry provided reports to identify students who may require intervention strategies and trends that require support.

b. Begin the graduation and post-graduation planning process prior to students beginning grade 10 classes.

c. Embed Indigenous perspectives into all workshops to enhance the capacity of teachers to engage all students and caregivers in a meaningful way.

d. Attend the provincial Graduation Symposium's to build networks, share insights and consider current best practices in both our division and across the province.

e. Support Following Their Voices intensively at WESMOR and Carlton.

f. Increase awareness of Following Their Voices in all schools.

g. Use the Our School survey to seek, collect and follow the voice of students, teachers and communities in a good way.

h. Utilize the My Student First Classroom information to identify the immediate needs of students, teachers and administrators as they work towards current best practices.

i. Plan collaboration sessions for all SRPSD school GRITs.

GOVERNANCE IMPLICATIONS

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

1. Advocacy for early learning and literacy to be high priority items within the province;
2. Courageous data informed decisions;
3. Continued focus on the improvement of student achievement;
4. Financial support for student learning and intervention strategies.