Accountability Report

Student Achievement

Jennifer Hingley, Superintendent of Schools
11/16/2020

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 fall data available only
   - 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:

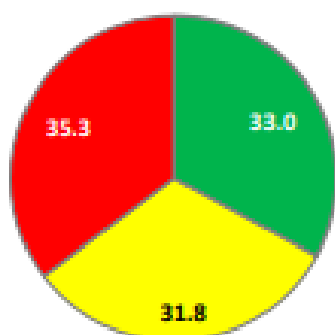1. **Early Years Evaluation – TA for 2016-17, 2017-18 and 2018-19**

Early Years Evaluation – Teacher Assessment (EYE-TA)
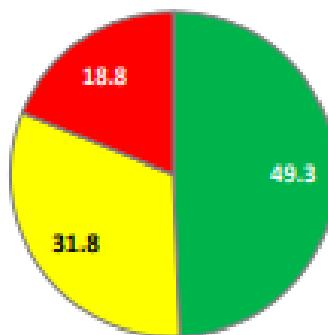
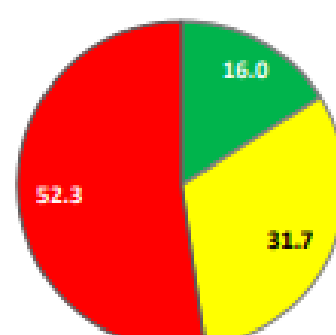| Number of children in each tier in an RTI framework		2018	2019	2020		Percentage of children in each tier in an RTI framework		2018	2019	2020
Tier 3		106	125	202				17%	19%	35.3%
Tier 2		133	120	182				21%	18%	31.8%
Tier 1		393	389	189				62%	63%	33%
		632	634	573						

School entry (Fall 2019)

**All students
(n=573)**

**Non-declared students
(n=292) ***

**Self-declared First
Nations, Métis & Inuit
students (n=281) ***

*Preliminary & subject to change with Spring data reconciliation / finalization

Accountability Report

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

Saskatchewan Rivers 119- EYE spring data is unavailable due to the suspension of classes in the Spring of 2020.

Kindergarten entry (Fall screens)

Kindergarten exit (Spring screens)

| All students (%) | Non-declared students (%) | Self-declared First Nations, Métis & Inuit students (%) |

Saskatchewan (all divisions)

Kindergarten entry (Fall screens)

Kindergarten exit (Spring screens)

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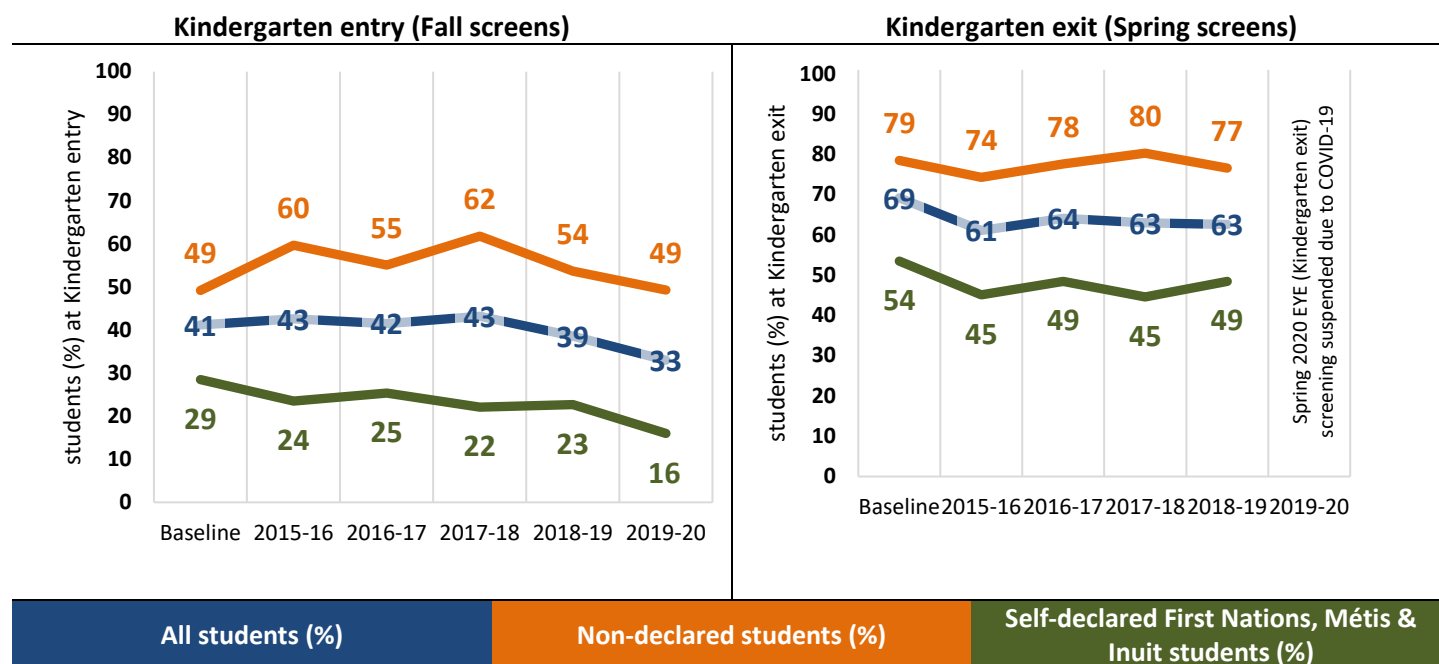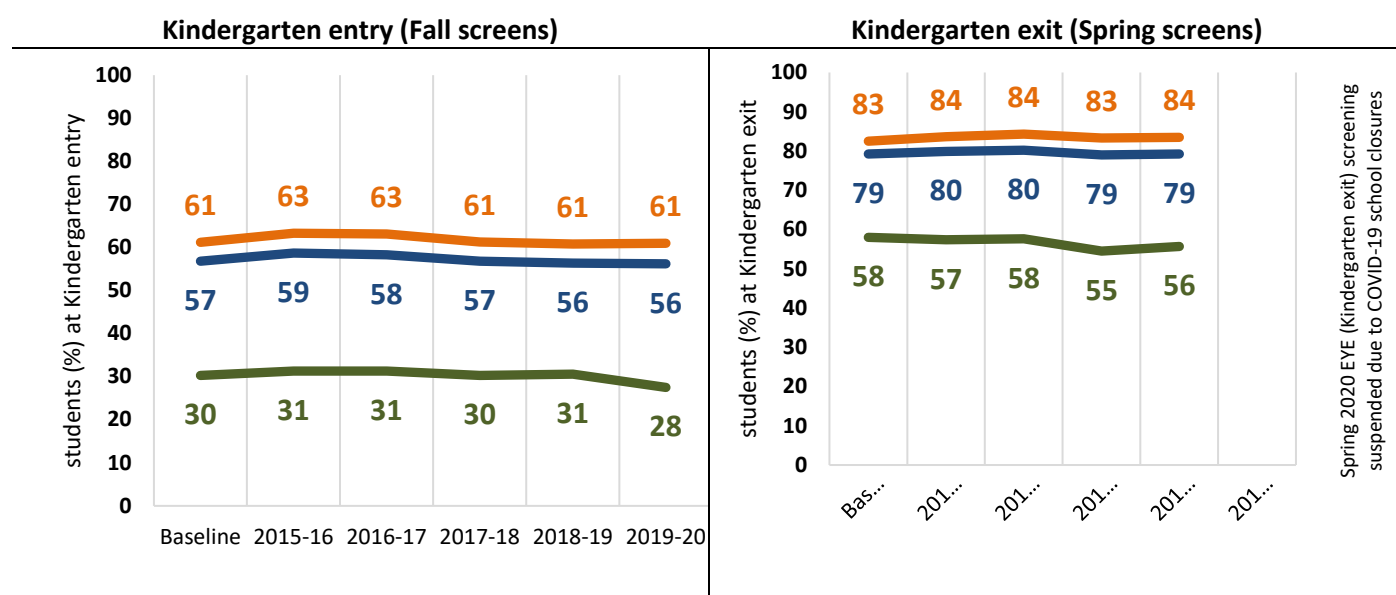
2. Developmental Reading Assessment for Grades 1, 3 and 7 – Data from Inform – SRSD Data View
3. Grade 1 results are not included. The sample size of Grade 1 students included in the report is not large enough to demonstrate division results. This data reflects assessment information collected prior to the suspension of classes that occurred in March of 2020.

Saskatchewan Rivers Public School Division
Excellence for Every Learner

Division Reading Goal (DRA)

of students who achieved advanced or independent standards (mastery or proficiency):

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
FNMI	/	/	/	56/255	/	/	/	257/328	/	313/583
NON	/	/	/	102/214	/	/	/	252/285	/	354/499
All Students	/	/	/	158/469	/	/	/	509/613	/	667/1082

% of students who achieved advanced or independent standards (mastery or proficiency):

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
FNMI				21.96				78.35		53.69
NON				47.66				88.42		70.94
All Students				33.69				83.03		61.65

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%
2020	No date available.		

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%
2020*	34%	22%	48%

Percentage of Grade 3 Students Reading At or Above Grade Level, 2013-14 to 2018-19
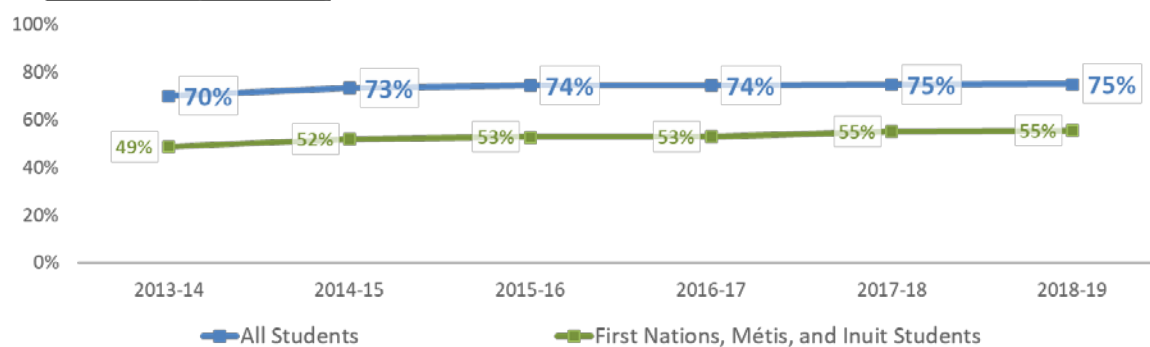
Saskatchewan Rivers SD 119
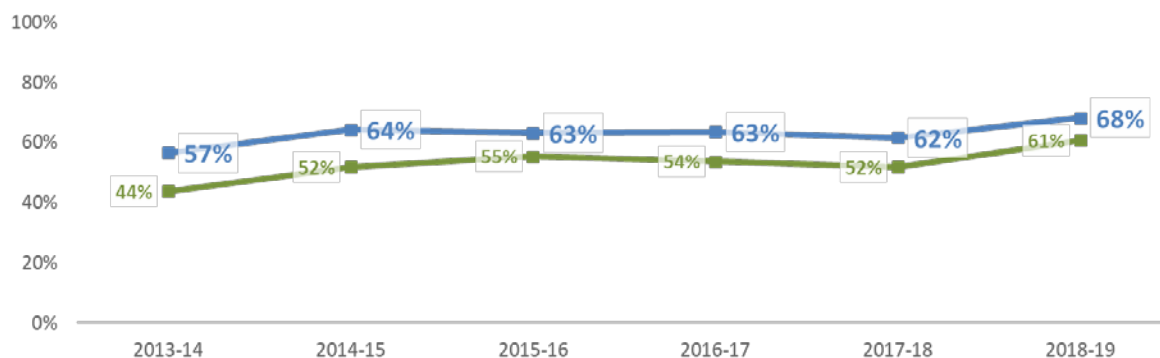
Saskatchewan (all divisions)

Grade 7 Reading Achievement – DRA Term 3 Results

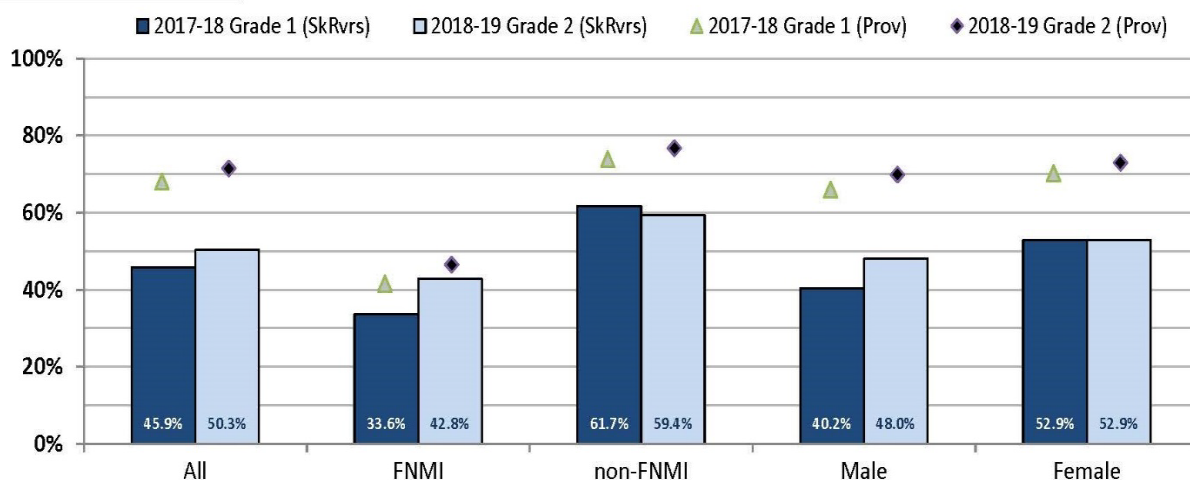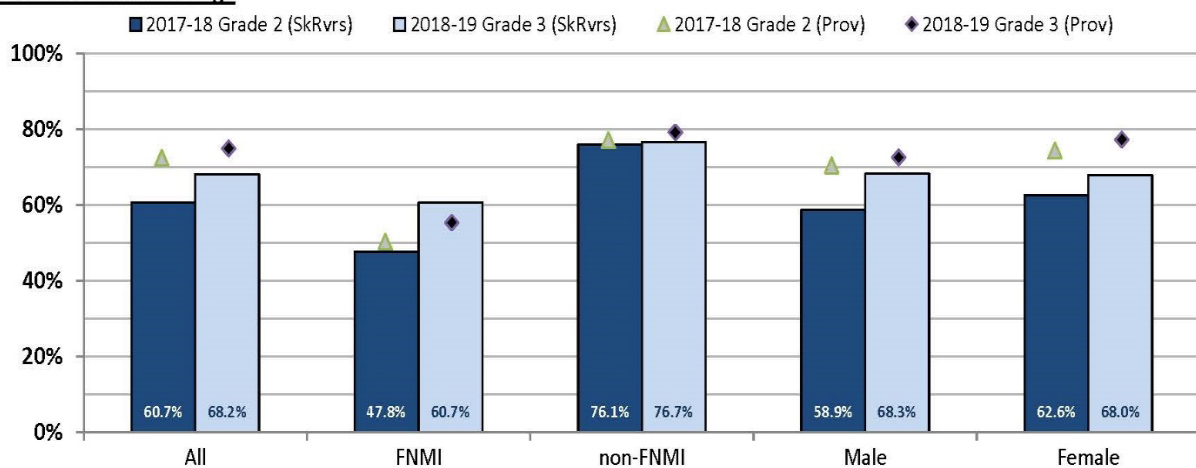| Year	All Students	FNMI Students	Non - FNMI
2015	84%	79%	89%
2016	88%	83%	93%
2017	88%	87%	91%
2018	84%	78%	91%
2019	84%	80%	90%
2020*	83%	78%	88%

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)

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

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

4. **SRPSD Math Common Assessment- This data reflects assessment information collected prior to the suspension of classes that occurred in March of 2020.**

Division Math Goal (Math Common Assessment)

Saskatchewan Rivers Public School Division — Excellence for Every Learner

# of students who achieved mastery or proficiency standards (>= 75% of the outcomes at mastery or proficiency):

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grades
FNMI	38/94	77/203	98/215	140/253	100/226	125/262	96/252	99/231	101/192	12/47	886/1975
NON	94/127	106/161	130/181	133/175	142/196	132/209	106/192	132/201	130/164	33/60	1138/1666
All Students	132/221	183/364	228/396	273/428	242/422	257/471	202/444	231/432	231/356	45/107	2024/3641

% of students who achieved mastery or proficiency standards (>= 75% of the outcomes at mastery or proficiency):

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	All Grade
FNMI	40.43	37.93	45.58	55.34	44.25	47.71	38.1	42.86	52.6	25.53	44.86
NON	74.02	65.84	71.82	76	72.45	63.16	55.21	65.67	79.27	55	68.31
All Students	59.73	50.27	57.58	63.79	57.35	54.56	45.5	53.47	64.89	42.06	55.59

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%
2020	56%	45%	68%

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%
2020	56%	48%	63%

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%
2020	65%	53%	79%

5. **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	2017-2018	77.4%	86.5%	44.5%	72.1.6%	88%	53.2%
2016-17	**2018-19**	**77.3%**	**86.8%**	**43.5%**	**69.3%**	**90.4%**	**51.2%**
2017-18	**2019-20***	**80%**	**89%**	**47%**	**71%**	**90%**	**52%**

3-year Graduation Rates, Province and Saskatchewan Rivers SD
(Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)
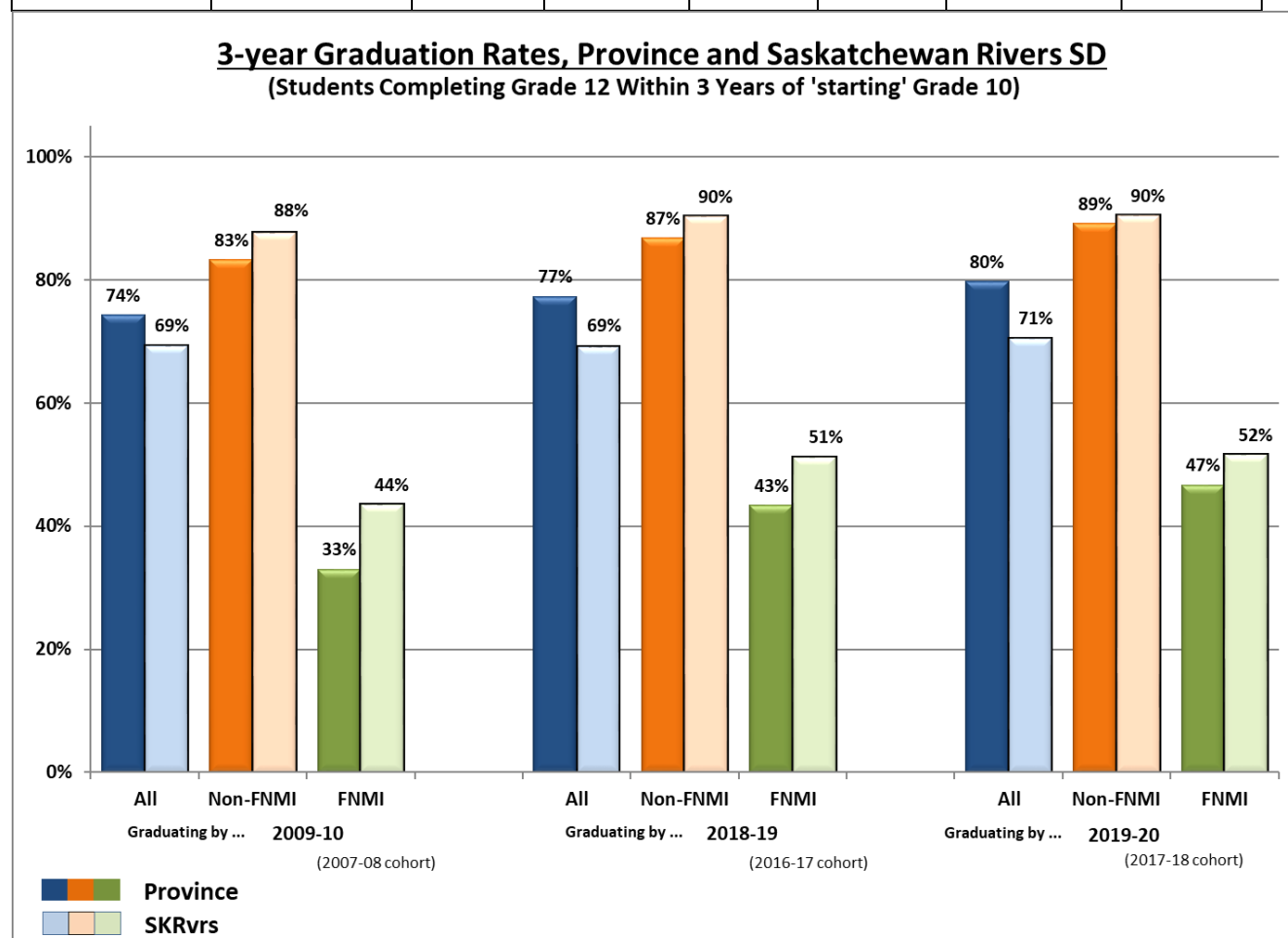
*2019-20- Schools were closed in March due to the COVID pandemic.

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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%
2015-2016	2019-2020	85%	92%	63%	83%	94%	69%

'Within 5-year' Graduation Rates, Province and Saskatchewan Rivers SD

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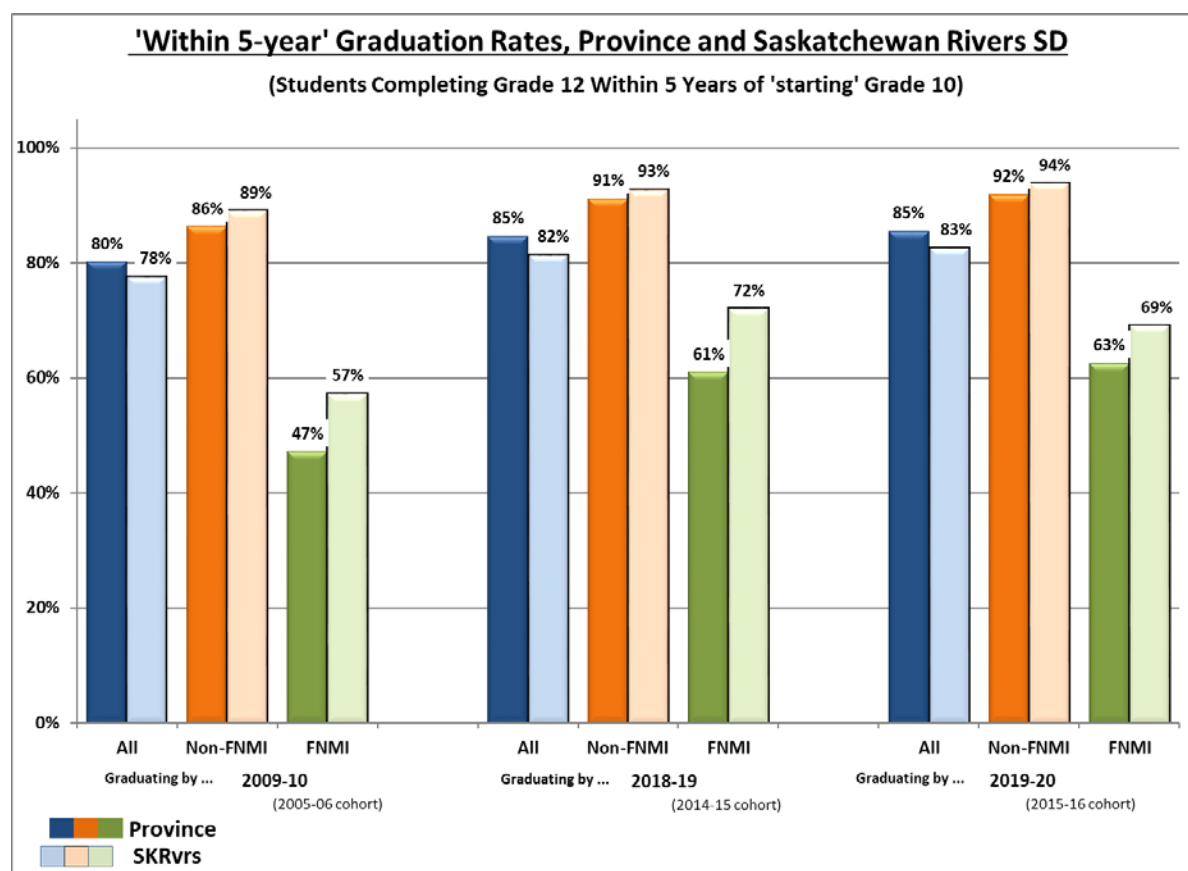
6. **High School Marks in ELA 10A, Science 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30**

Average Final Marks in Selected Secondary-Level Courses 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

Average Final Marks in Selected Secondary-Level Courses 2019-20

| Subject	All Students		Non-First Nations or Metis		First Nations or Metis	
	Province	SRPSD	Province	SRPSD	Province	SRPSD
ELA A 10	75.1	71	78.5	75.5	62.9	67.4
Science 10	73.8	72	77.5	78.9	61.8	67.3
Math: Foundations and Pre-calculus 10	76.8	75.5	79	79.9	65.5	70.6
Math: Foundations 20	77.4	76.6	79.1	81.5	67.8	71.1
ELA 20	77.3	73.9	79.6	79.7	67	69.9
ELA A30	75.7	76.2	78.2	82	67	70.6
Math Pre-Calculus 30	81	81.7	81.3	83.4	76.3	76.4

ADMINISTRATIVE IMPLICATIONS:

1. **Focus on high impact accelerated teaching strategies**
    Administration will sustain the strong and unquestioned connection between student achievement and instructional strategies. Schools will continue to enhance their understanding of high impact, accelerated instructional strategies in literacy, numeracy and assessment.

2. **Build strong school teams and develop teacher collective efficacy**
    The most powerful impact on student learning and achievement is teacher collective efficacy. Collective efficacy occurs when, "Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018). Administration will continue to support school leaders and teachers with the implementation of literacy, assessment and numeracy learning models. These models of instruction will embed high yield teaching and assessment practices within a culturally responsive framework that honours Indigenous ways of learning and teaching.

Example of the Mathematician's Workshop - A Framework for teaching and learning
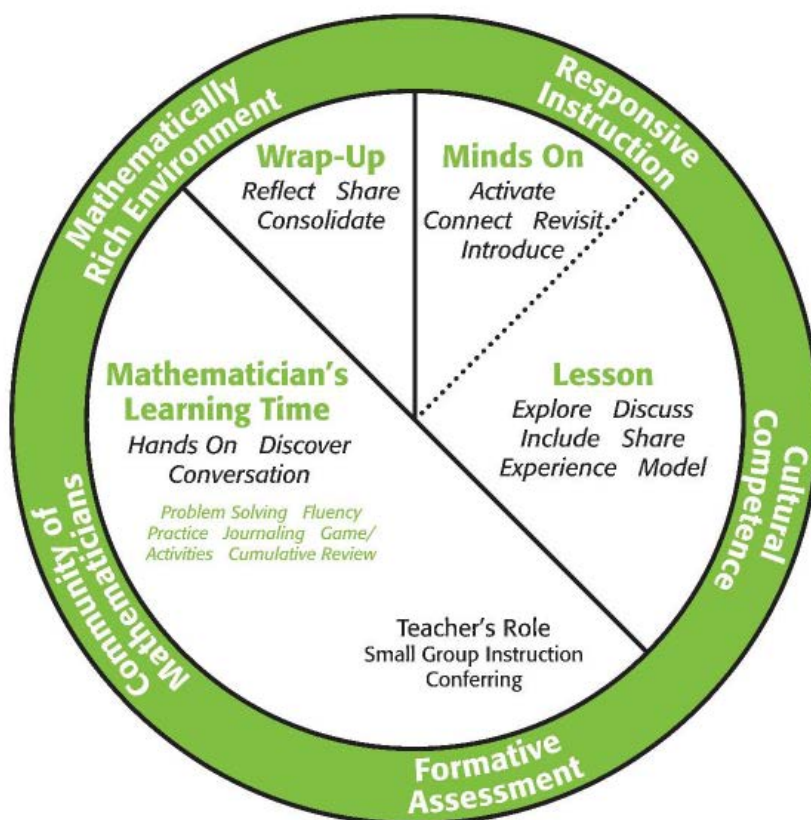
3. **Emphasize assessment practices that supports differentiated learning**
   The purpose of assessment is to gain insights into student knowledge, skills and confidence in a subject area, with the intention of responding appropriately to support the growth of the student. Administration will continue to support schools as they engage in assessment practices that will lead to responsive and differentiated instruction. Assessment /learning data collection will continue to occur throughout the school year aligned to the Assessment Calendar. It is important to note that assessment is an ongoing process and schools will increase the frequency of assessments based on the needs of students.

4. **Provide responsive, aligned professional development opportunities**
   Administration is prioritizing the alignment of various professional development opportunities. Schools will be organized into learning communities based on their school priority goal of numeracy, literacy or graduation. The learning community structure allows schools to receive targeted and timely professional learning that highlights evidence-based practices within their priority area. Schools will participate in teams comprised of school administration and teacher leadership. 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.

   All school based administrators are developing and enhancing their leadership by engaging in *Leading to Learn*. *Leading to Learn* is a Student First initiative designed to help administrators develop cross-cultural competences; an appreciation for Indigenous worldview and perspectives and anti-racist and anti-oppressive leadership and teaching strategies. This professional development is tied to the Truth and Reconciliation calls to action.

5. **Connect the work of the Indigenous Perspectives Team to student achievement**
   The expansion of the Indigenous Perspectives Team (IPT) 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 Indigenous Perspectives Team supports school leaders, teachers and students. Their work is comprehensive and elevates the work of all other teams with the inclusion of Indigenous ways of leading, learning and teaching. The IPT identify indigenous resources and have created an impressive cache of information that is accessible to teachers on a google site. They are naturalizing the inclusion of Indigenous Knowledge within curricula and they continue to foster relationships between schools and Elders.

6. **Build graduation rate improvement teams and plans.**
   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.   Enact a Professional Learning Community focussed on developing assessment capable students utilizing high yield assessment strategies; deepen our understanding of the experiences and conditions that nurture student engagement.

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

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

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

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

f.   Support Following Their Voices intensively at WESMOR, Carlton and PACI.

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

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

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

j.   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.   Continue to partner with Indigenous organizations, Elders and Traditional Knowledge Keepers to demonstrate a commitment to the Truth and Reconciliation Calls to Action;
4.   Honour Indigenous worldview, knowledge and perspectives by sustaining and maintaining the IPT and the Cree Language and Culture Kindergarten program.
5.   Continued focus on the improvement of student achievement;
6.   Financial support for student learning and intervention strategies.