



Accountability Report: Student Achievement

Student Achievement

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Accountability Report: Student Achievement

SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2030 Strategic Plan states the following:

- Students experience joyful learning that fulfills current needs and provides a foundation for future success.
- Students are supported to sustain and strengthen their resiliency and mental wellness.
- Students are affirmed and diversity is supported and celebrated.
- Students demonstrate active citizenship and are supported by engaged families and effective partnerships
- Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

"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
- End of Year Reading Assessment for Grades 1-8
- End of Year Math Assessment Results
- Graduation rates (on-time and extended) – as data is provided by the Ministry
- Credit Attainment in Grades 10 -12.

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EVIDENCE:

1. Early Years Evaluation – TA

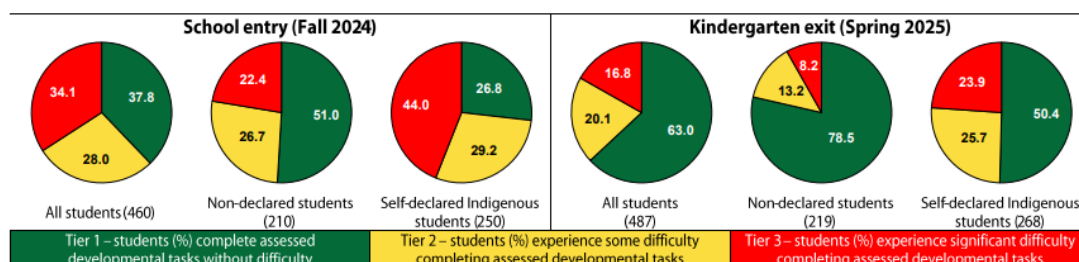
Saskatchewan Rivers 119 2024-25 EYE-TA Spring Report (Post) - Self-declared Indigenous / non-declared students

Frequencies

Fall 2024	Records with valid RTI (n)	% of valid records
Self-declared Indigenous students	250	54.3
Non-declared students	210	45.7
Saskatchewan Rivers 119	460	100.0

Spring 2025	Records with valid RTI (n)	% of valid records
Self-declared Indigenous students	268	55.0
Non-declared students	219	45.0
Saskatchewan Rivers 119	487	100.0

2024-25 collection



Totals may not add to 100.0 due to rounding

	Fall 2024 N=460	Spring 2025 N=487
Tier 3	34.1	16.8(-17.3)
Tier 2	28	20.1(-7.9)
Tier 1	37.8	63(+25.2)

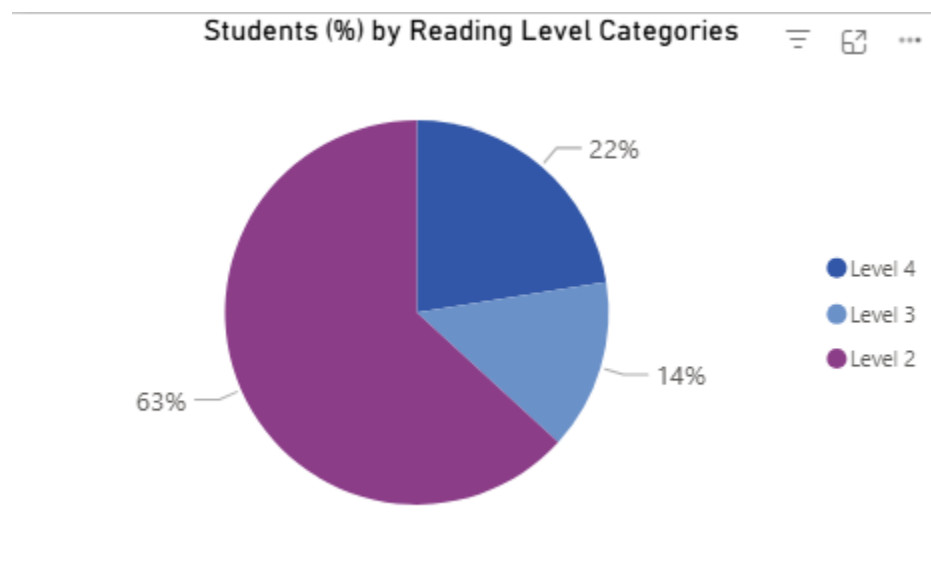
In the fall, 62.1% of students required tier 2 and 3 supports. In the spring, this number was reduced to 36.9%, with 63% of students moving into tier 1 level of support. Important to note, that 30% of students required Tier 3 supports and that number was reduced to 16% in the spring.

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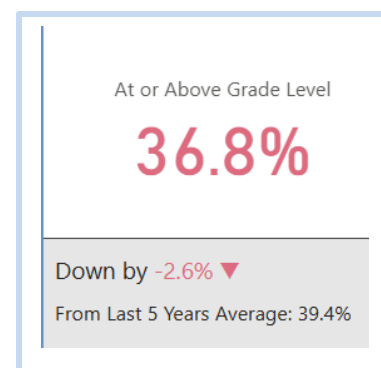
End of Year Reading Assessment for Grades 1, 2 and 3.

Grade 1 Reading Achievement –End of Year Reading Achievement



Criteria:	
Level 4-	Excelling (above grade level)
Level 3	Meeting (at grade Level benchmark)
Level 2	Approaching (within grade level, but achieving below the benchmark)
Level 1	Beginning (below grade level benchmark)

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.		
2021	40.9%	24.2%	58.8%
2022	38.2%	NA	NA
2023	41.8%	29.8%	57.1%
2024	37.3%	29.7%	46.7%
2025	36.8%	25.7%	53.8%

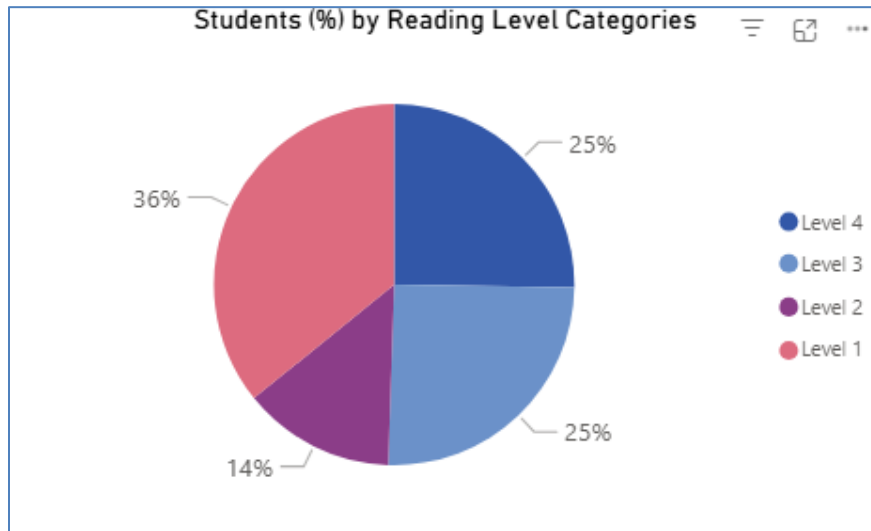


Interpreting the results- all of our Grade 1 students are reading within their grade level. **None of our grade 1 students are reading below grade level.**

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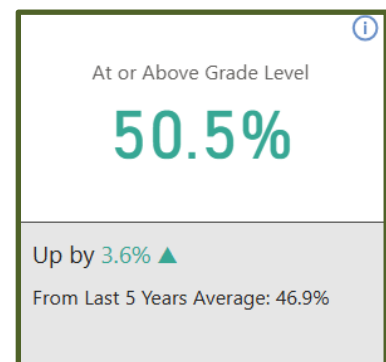
Grade 2 Reading Achievement –



Criteria:	
Level 4-	Excelling (above grade level)
Level 3	Meeting (at grade Level benchmark)
Level 2	Approaching (within grade level, but achieving below the benchmark)
Level 1	Beginning (below grade level benchmark)

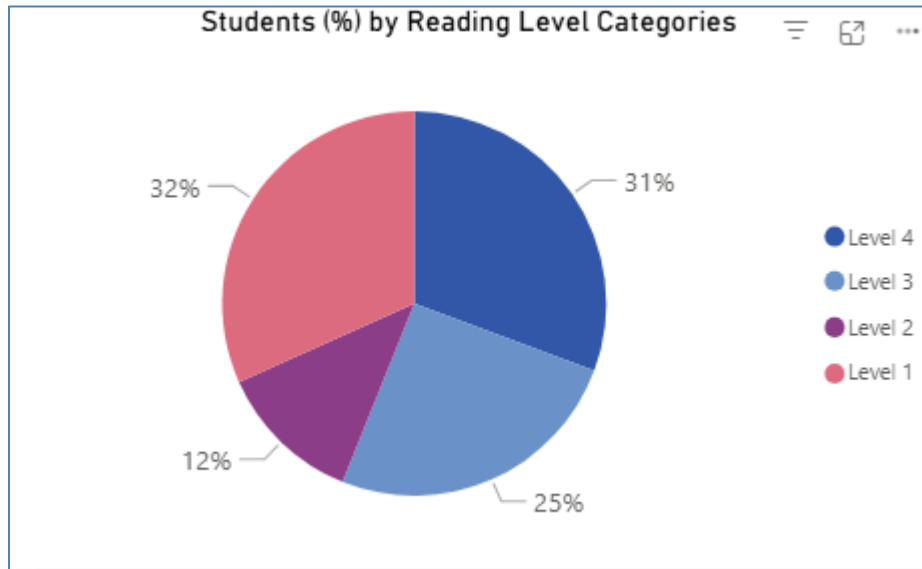
Grade 2 Reading Achievement

Level	1 Beginning (below grade level benchmark)	2 Approaching (within grade level, but achieving below the benchmark)	3 Meeting (at grade Level benchmark)	4 Excelling (above grade level)
All Students	36% (173)	14% (66)	25% (122)	25% (122)
FNIM	48% (125)	11% (29)	22% (58)	18% (46)
Non-FNIM	21% (48)	16% (37)	28% (64)	34% (76)



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Grade 3 End of Year Reading Achievement



Criteria:

Level 4-	Excelling (above grade level)
Level 3	Meeting (at grade Level benchmark)
Level 2	Approaching (within grade level, but achieving below the benchmark)
Level 1	Beginning (below grade level benchmark)

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%
2021	53.8%	47%	61.1%
2022	50.9%	47.1%	56.1%
2023	54.6%	43.3%	67.4%
2024	52.3%	43.9%	62.9%
2025	56.1%	49.8%	64.1%

At or Above Grade Level

56.1%

Up by 4.1% ▲

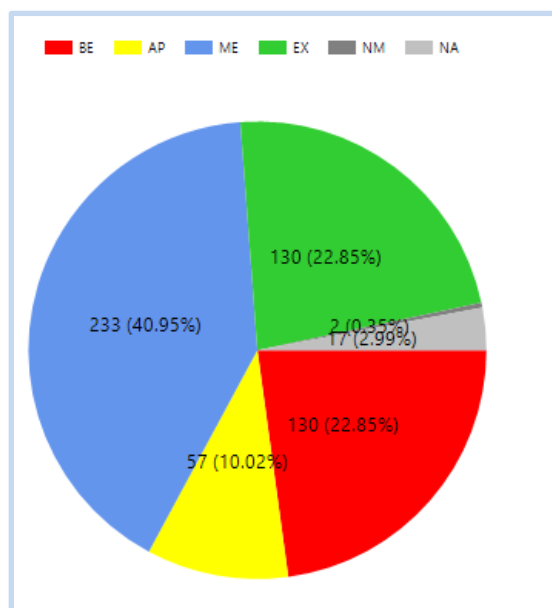
From Last 5 Years Average: 52.0%

Level	1 Beginning (below grade level benchmark)	2 Approaching (within grade level, but achieving below the benchmark)	3 Meeting (at grade Level benchmark)	4 Excelling (above grade level)
All Students	32% (156)	12% (60)	25% (125)	31% (151)
FNIM	40% (111)	10% (27)	28% (76)	22% (61)
Non-FNIM	21% (45)	15% (33)	23% (49)	41% (90)

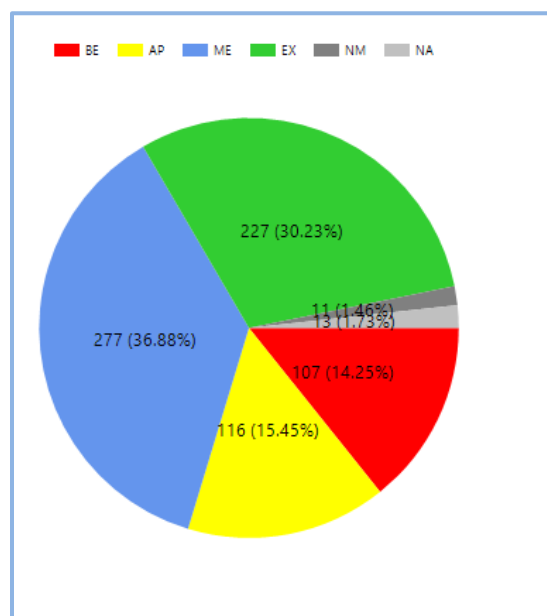
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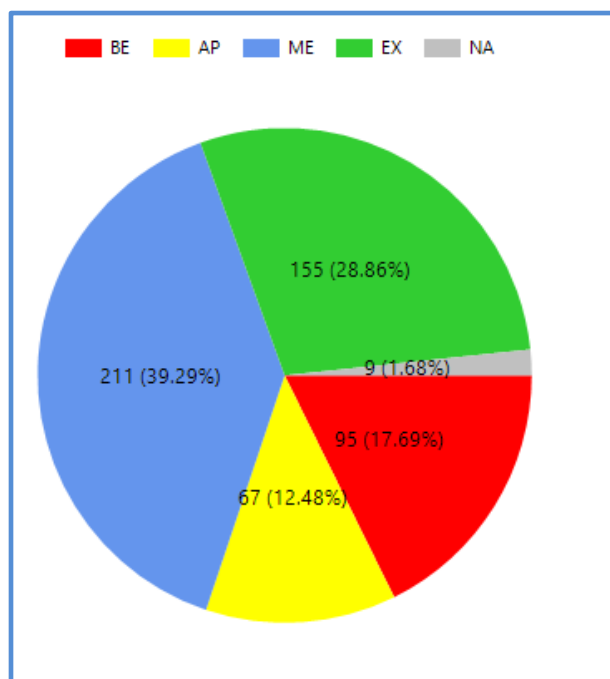
Grade 4= 74% within Grade level benchmarks. 73% of FNIM students within Grade level benchmarks.



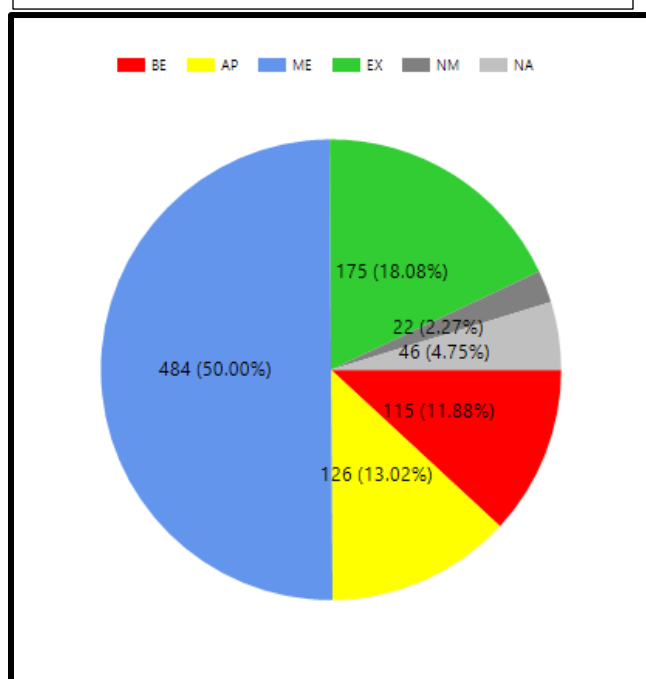
Grade 5= All students- 82% within grade level benchmarks. 80% of FNIM students within grade level benchmarks.



Grade 6- 81% of students are achieving within grade level benchmarks. 77% of FNIM students are achieving within benchmarks.



Grade 8- 81% of students are achieving within grade level benchmarks. 78% of FNIM students are achieving within grade level benchmarks.



Reading and Assessment

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Purpose: Reading and Assessment Protocol

To ensure a consistent, research-informed approach to reading instruction and assessment across Grades 1–8, aligned with our literacy model and provincial curriculum outcomes. This plan supports teachers in using data to inform instruction and to strengthen student reading achievement.

1. Literacy Model Overview

Our literacy model is grounded in the Science of Reading and emphasizes:

- **Systematic and explicit instruction** in phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Responsive teaching** informed by ongoing assessment and professional judgment.
- **Balanced application** of decoding and meaning-making through authentic reading experiences.
- **Professional collaboration** through school-based literacy teams and coaching support.

2. Reading Assessment Protocol

Core Assessments and Schedule

Assessment	Purpose	Timing	Who	Notes
Phonological Awareness Continuum (PAC)	Identifies foundational phonological skills and gaps.	Fall, Winter, Spring (as needed)	Grades 1–2, or any student below benchmark	Continue until mastery (score $\geq 7/10$ Part 3a).
Quick Phonics Screener (QPS)	Determines phonics and decoding needs.	Fall, Winter, Spring (as needed)	Grades 1–8 (below benchmark)	Start at Part 5 for older students; continue until mastery.
Reading Rubric / Early Reading Rubric	Measures accuracy, fluency, and comprehension through reading conferences.	Fall, Winter, Spring	Grades 1–8	Replaces DRA/DRRA; conference-based assessment using authentic texts.

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Assessment	Purpose	Timing	Who	Notes
Monthly Reading Conferences	Ongoing formative assessment and goal setting.	Monthly	All Grades	Assess engagement, fluency, and comprehension.
Progress Monitoring Tools	Tracks growth between benchmarks.	Ongoing	All Grades	May include grapheme cards, checklists, bubble sheets, teacher-made tools.

3. Instructional Response and Differentiation

Based on Assessment Data:

- **Phonological Gaps** → Daily small-group or targeted instruction using phonemic awareness routines.
- **Decoding Needs** → Structured phonics intervention using decodable texts (e.g., UFLI Passages, Dandelion Readers).
- **Fluency & Comprehension Focus** → Strategy instruction with levelled texts (e.g., *Under One Sun*, *Turtle Island*, *Literacy in Action*).
- **Students at or above Benchmark** → Enrichment through choice reading, author studies, and extended text sets.

4. Reporting and Communication

- **Report Card Marks** determined using multiple sources of evidence (Reading Rubric, class work, conferences, teacher judgment).
- **Parent Communication:** Share reading goals and growth at each reporting period.
- **School Literacy Teams:** Review reading data after each assessment window to identify trends and plan interventions.

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5. Professional Learning and Support

Focus Area	Timeline	Action Steps
Assessment Calibration	Fall	Review reading rubric exemplars; ensure consistency in scoring.
Targeted Instruction	Ongoing	Coaching cycles on small-group phonics and comprehension instruction.
Data Analysis	Winter & Spring	Literacy teams review division data to identify growth areas.
Teacher Collaboration	Ongoing	PLC meetings to share strategies and reflect on assessment insights.

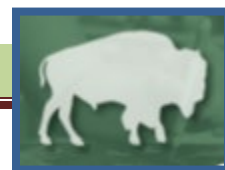
6. Monitoring and Accountability

- **School Leaders** ensure assessment schedule adherence and provide collaborative time for data review.
- **Teachers** maintain assessment records and use data to adjust instruction.
- **Division Literacy Team** monitors implementation fidelity and supports with coaching and professional learning.

7. Guiding Beliefs

- Assessment is **for learning**, not of learning.
- Reading development is **holistic**, integrating decoding, fluency, and comprehension.
- Teachers' professional judgment is central and supported by consistent, evidence-based tools.
- Every student can grow as a reader with the right instruction and support.

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Math Achievement Results- the percentage of students achieving mastery/proficiency as measured by the Math Common Assessment Tool.

% Students $\geq$ 75%		Column Labels 	
Row Labels 		2023-2024	2024-2025
 K			
Number		66.09%	62.15%
Patterns and Relations		65.11%	60.43%
Shape and Space		57.21%	52.69%
 1			
Number		43.65%	41.84%
Patterns and Relations		56.02%	54.72%
Shape and Space		63.27%	60.67%
 2			
Number		51.71%	52.66%
Patterns and Relations		49.35%	49.38%
Shape and Space		69.78%	57.80%
Statistics and Probability		70.56%	61.92%

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3		
Number	55.22%	56.95%
Patterns and Relations	59.23%	54.78%
Shape and Space	58.57%	57.37%
Statistics and Probability	63.85%	62.55%
4		
Number	60.11%	51.99%
Patterns and Relations	59.13%	51.76%
Shape and Space	65.41%	55.93%
Statistics and Probability	60.34%	58.63%
5		
Number	54.42%	49.65%
Patterns and Relations	51.89%	54.59%
Shape and Space	47.93%	47.86%
Statistics and Probability	49.91%	57.99%

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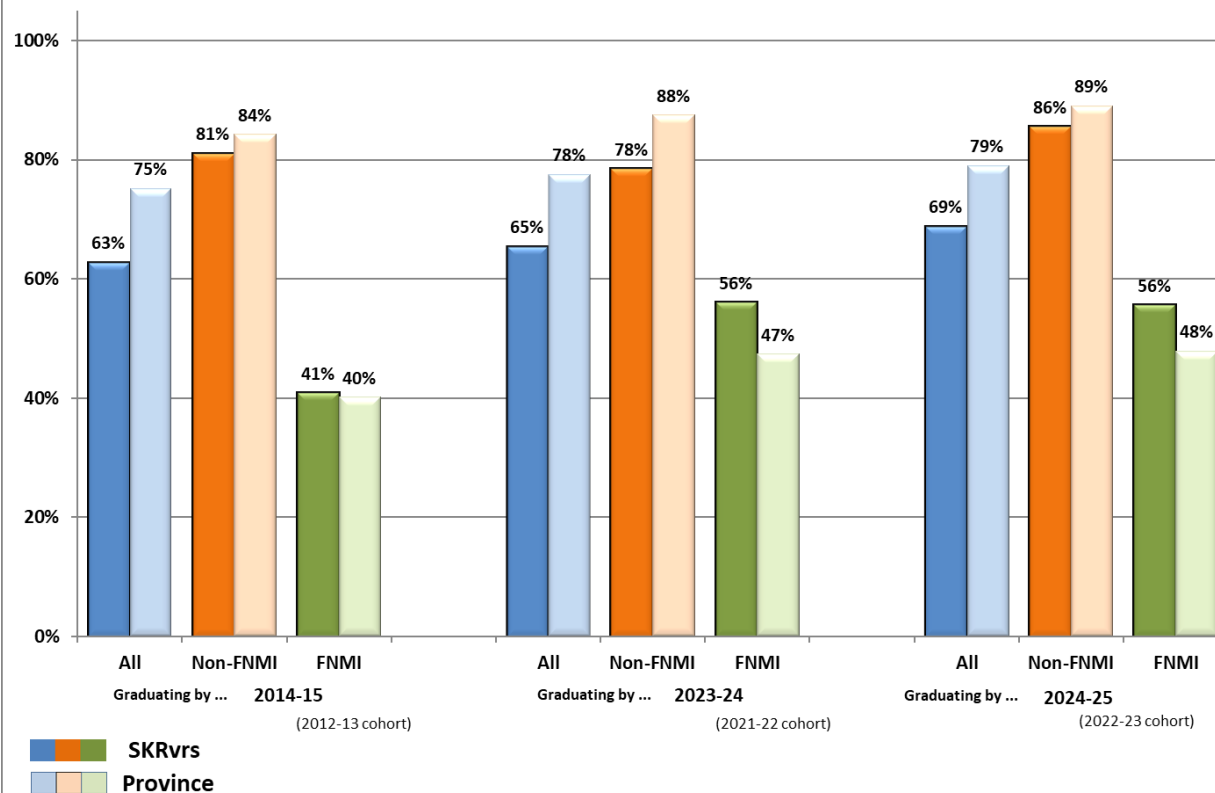
6		
Number	55.21%	43.88%
Patterns and Relations	45.29%	34.65%
Shape and Space	52.59%	41.68%
Statistics and Probability	48.96%	43.40%
7		
Number	38.98%	41.91%
Patterns and Relations	46.55%	51.84%
Shape and Space	49.75%	48.83%
Statistics and Probability	45.57%	48.44%
8		
Number	57.09%	58.42%
Patterns and Relations	41.58%	43.07%
Shape and Space	49.27%	42.22%
Statistics and Probability	36.08%	42.64%

Math Common Assessment Data was not available from 2020-22.

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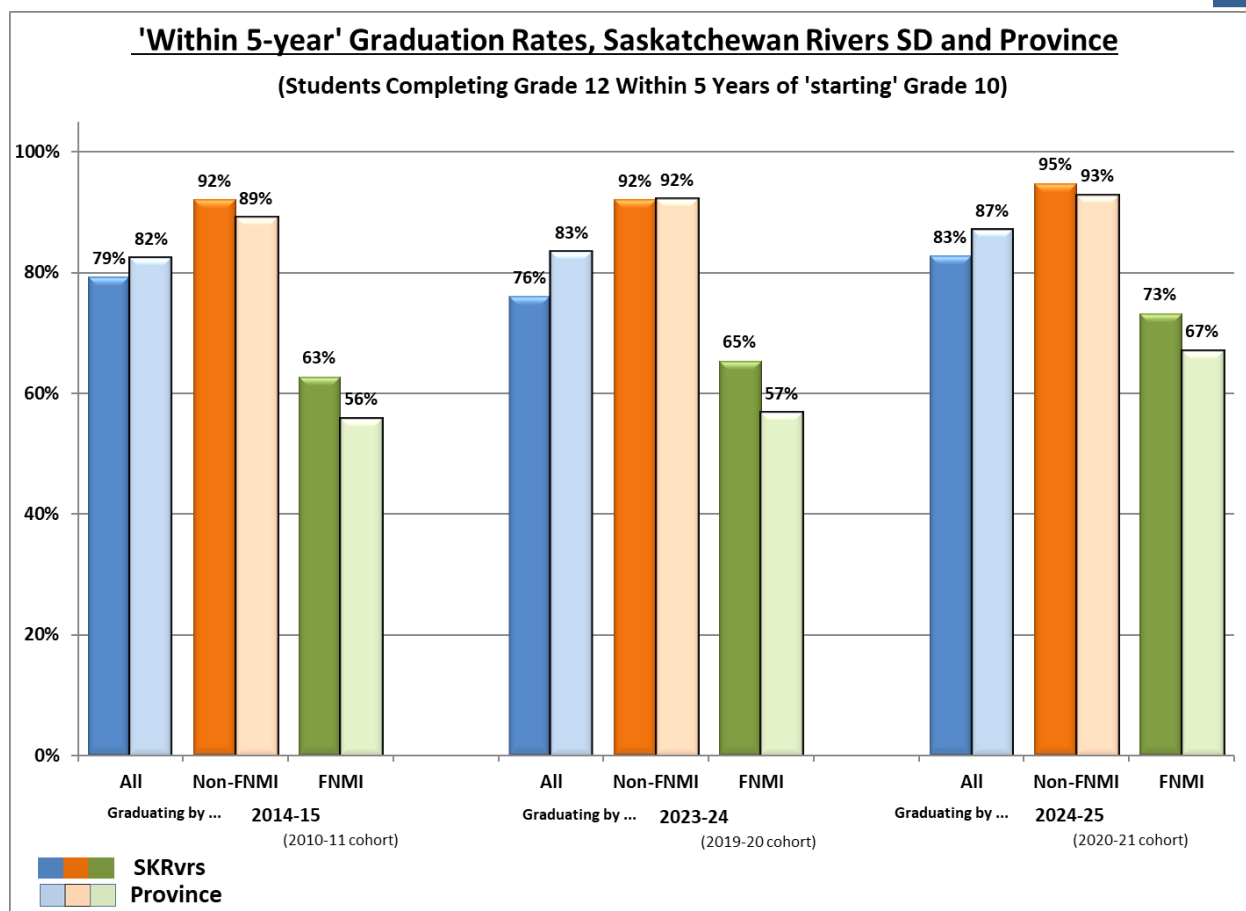
'3-year' Graduation Rates, Saskatchewan Rivers SD and Province (Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)



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%	
2018-19	2020-21	79%	89%	45%	73%	92%	54%	
2019-20	2021-22	76%	87%	40%	62%	87%	45%	
2020-21	2022-23	79%	88%	47.9%	73.3%	90.1%	60.1%	
2022-2023	2024-25	79%	89%	48%	69%	86%	56%	

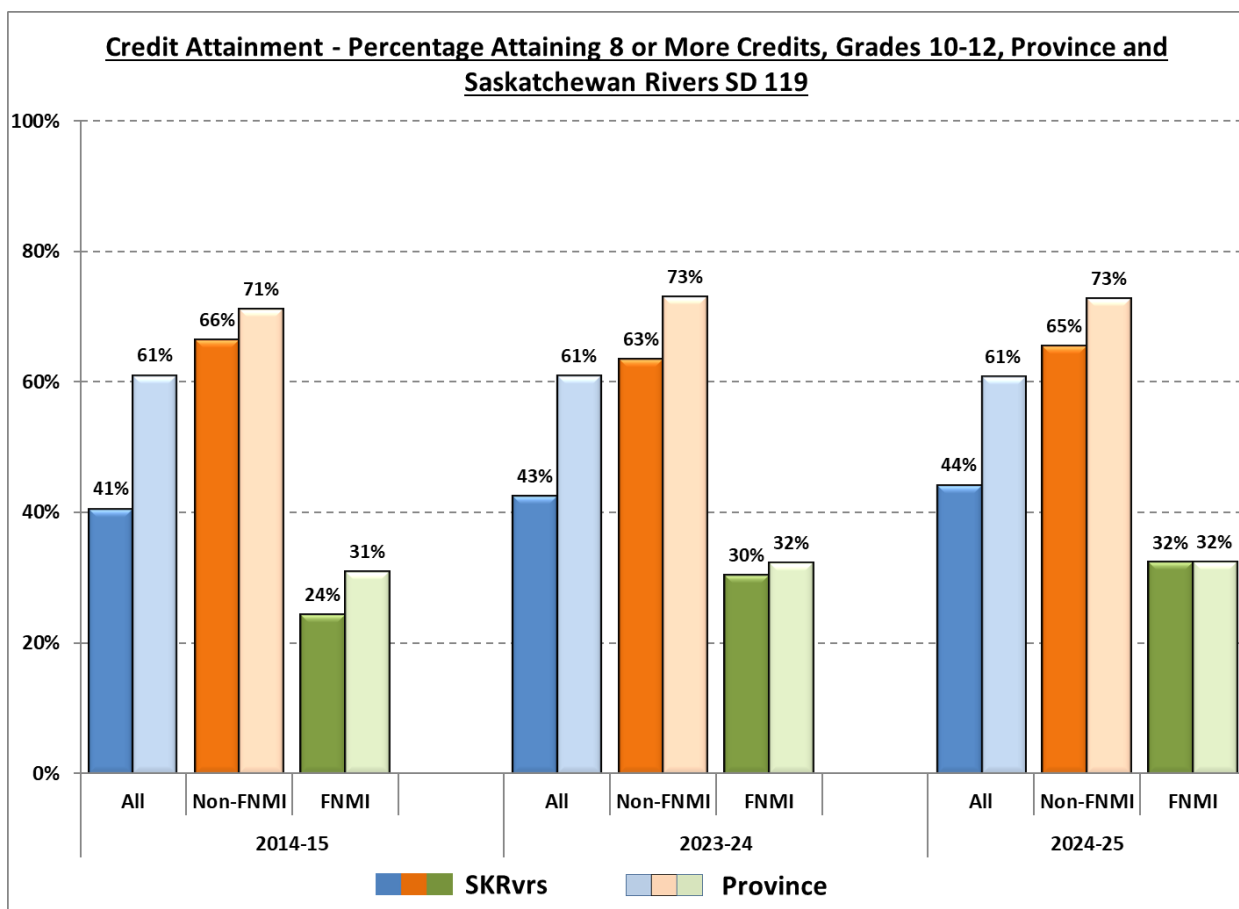
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5 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2008-2009	2012-2013	80.1%	87.0%	50.0%	76.6%	88.4%	61.4%
2009-2010	2013-2014	81.4%	88.1%	54.2%	79.2%	90.7%	63.6%
2010-2011	2014-2015	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%
2016-2017	2020-2021	85%	92%	62%	80%	96%	67%
2017-2018	2021-2022	86%	93%	62%	82%	95%	68%
2018-2019	2022-2023	86%	93%	62%	84%	96%	73%
2019-2020	2023-2024	83%	92%	57%	76%	92%	65%
2020-2021	2024-2025	87%	93%	67%	83%	95%	73%



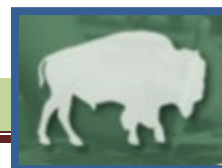
2. Credit Attainment



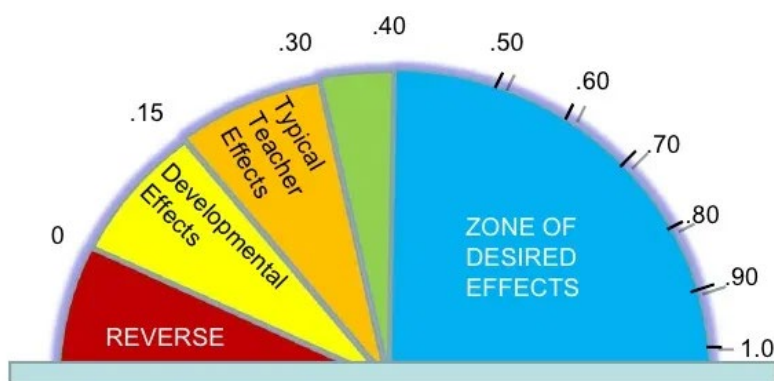
ADMINISTRATIVE IMPLICATIONS:

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. The goal is to implement instructional practices that have a high effect size. Effect size represents the magnitude of the impact of a given approach. The hinge point is .40 (an average of the growth in one year of learning) Teachers must use strategies that have an impact of greater than .40 to accelerate learning.



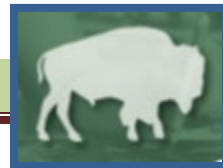
INFLUENCES ON ACHIEVEMENT



Visible Learning
Laboratories™

2. **Build strong school teams and develop teacher collective efficacy using SRPSD learning models:**

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 effect teaching and assessment practices within a culturally responsive framework that honours Indigenous ways of learning and teaching.

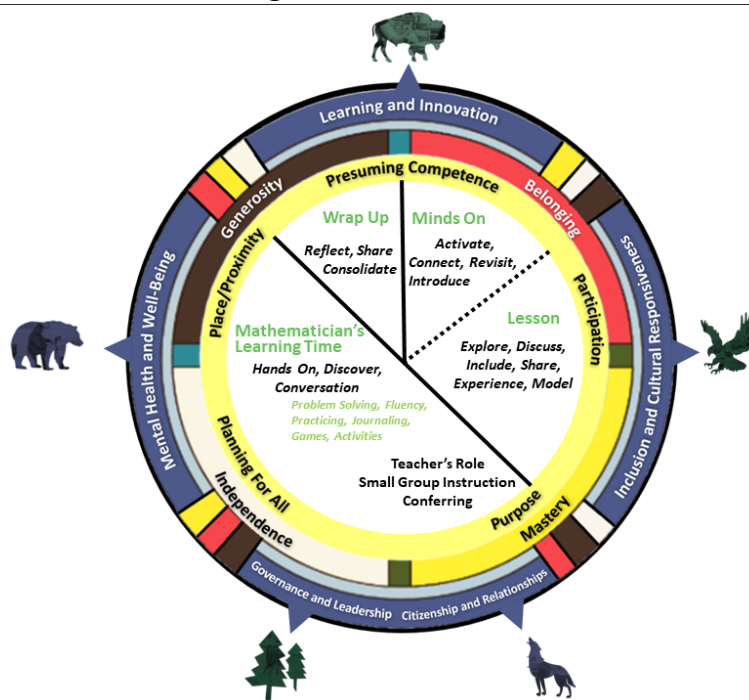


Math Instructional Learning Model



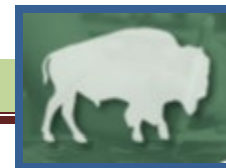
Math Learning Model

- Circle of Courage
- SRPSD Priorities
- Principles of Inclusion



Instructional Practices Embedded within the Math Model

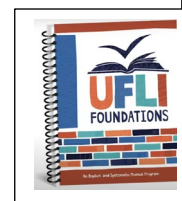
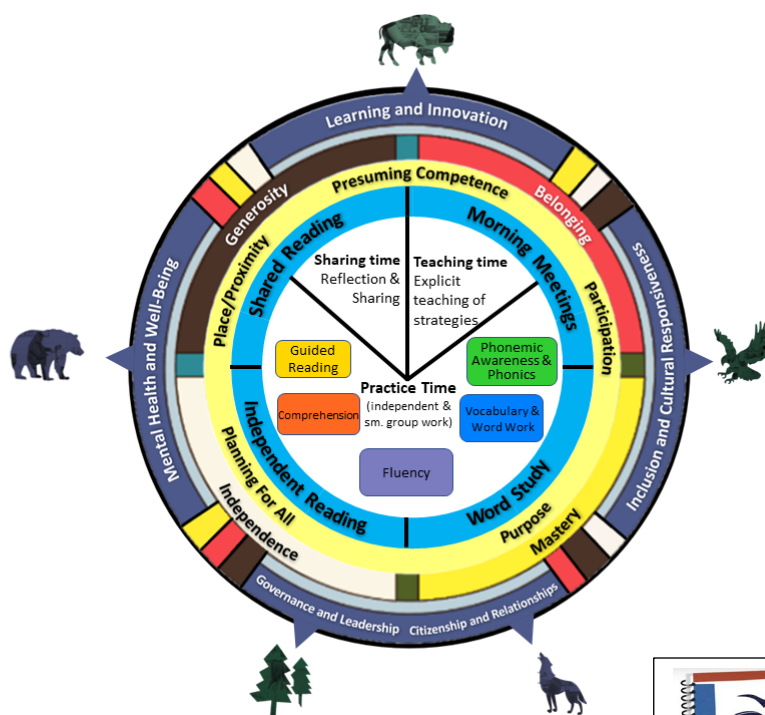
Response to intervention: 1.07 Providing formative evaluation: 0.90 Teacher-student relationships 0.72 Spaced versus mass practice: 0.71 Not labelling students: 0.61 Cooperative versus individualistic learning: 0.59 Peer tutoring: 0.55 Classroom discussion: 0.82 Vocabulary programs: 0.67 Teacher modelling .73	Direct Instruction .59 Classroom discussion .82 Comprehensive instructional programs for teacher .72 Strategy based methods .85 Visual perception programs .55 Interleaved practice .47 Provide feedback .71 Peer assisted learning .62 Help Seeking 0.72 Scaffolding .58
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SRSPD's Literacy Model- an explicit teaching model that is based on the science of reading research.



Literacy Learning Model



The 2023-24 school year was the first year that the UFLI resource was introduced as the key resource to teach phonics in kindergarten to Grade 3. The UFLI resource:

1. Provides explicit and systematic programming that introduces students to the foundational reading skills necessary for proficient reading
2. Follows a carefully developed scope and sequence designed to ensure that students acquire each skill needed in a logical sequence
3. Allows students to learn and apply each skill with automaticity and confidence
4. Designed for whole-class instruction in the primary grades
5. Can be used for small-group instruction or intervention
6. Can be used for individual intervention with students experiencing difficulties learning to read in any grade
7. Features ample opportunities for students to practice
8. Built-in gradual release of responsibility

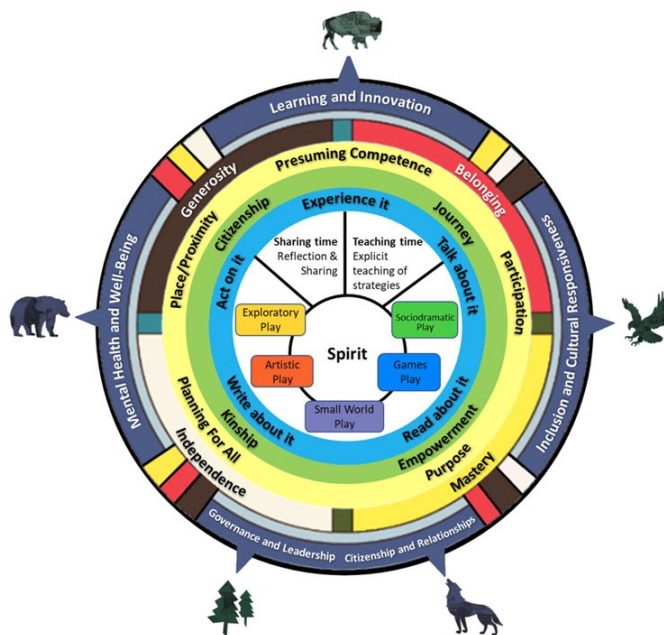


SRSPD's Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!

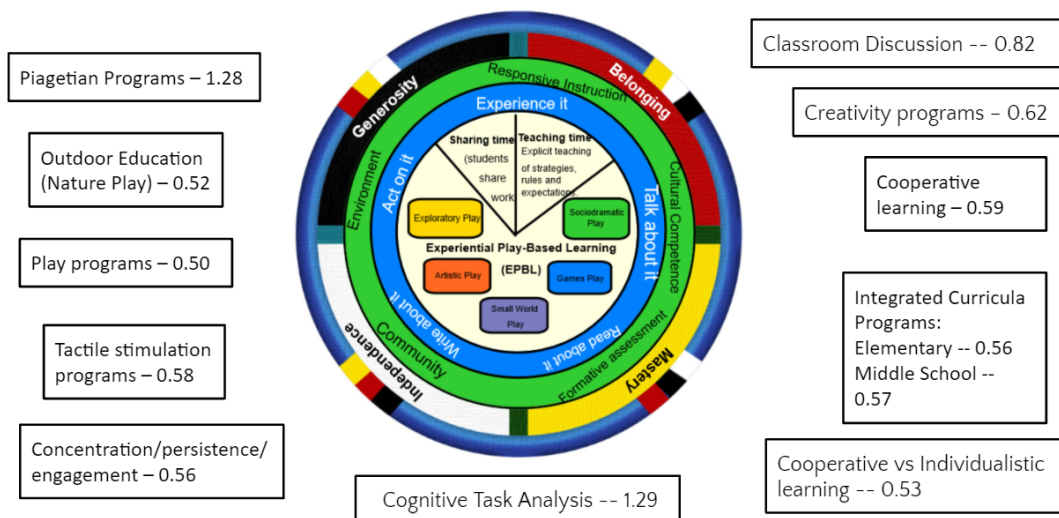


Experiential Play-Based Learning Model

-  Circle of Courage
-  SRSPD Priorities
-  Principles of Inclusion



Experiential Learning in the Primary Grades

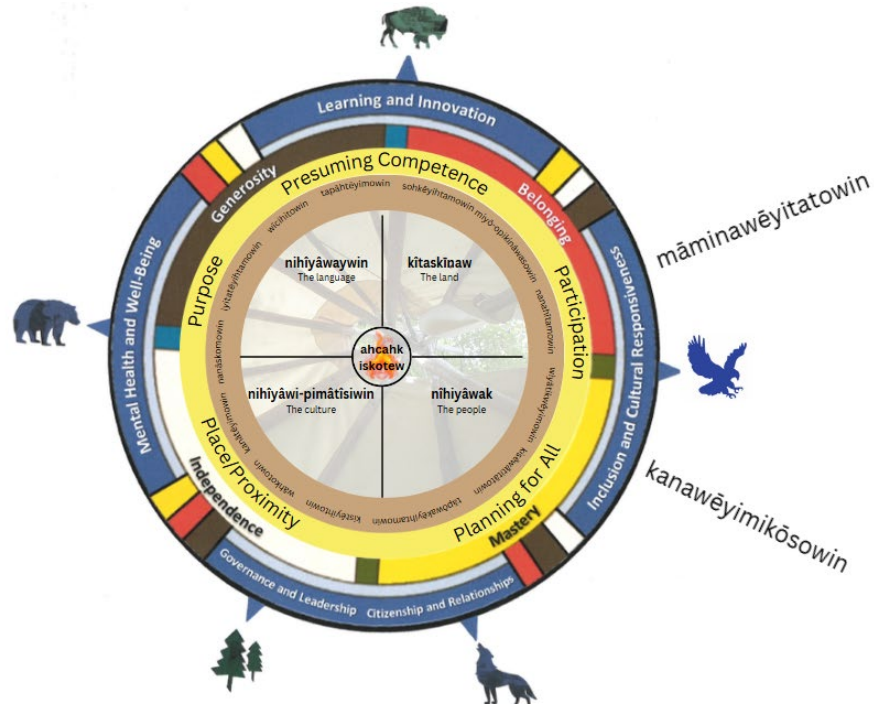


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The Land Based Learning Model is currently being developed with the support of our Indigenous partnerships, particularly the Montreal Lake Cree Nation. This work will elevate the EPBL model and support the decolonization and indigenization of curriculum and teaching practices.



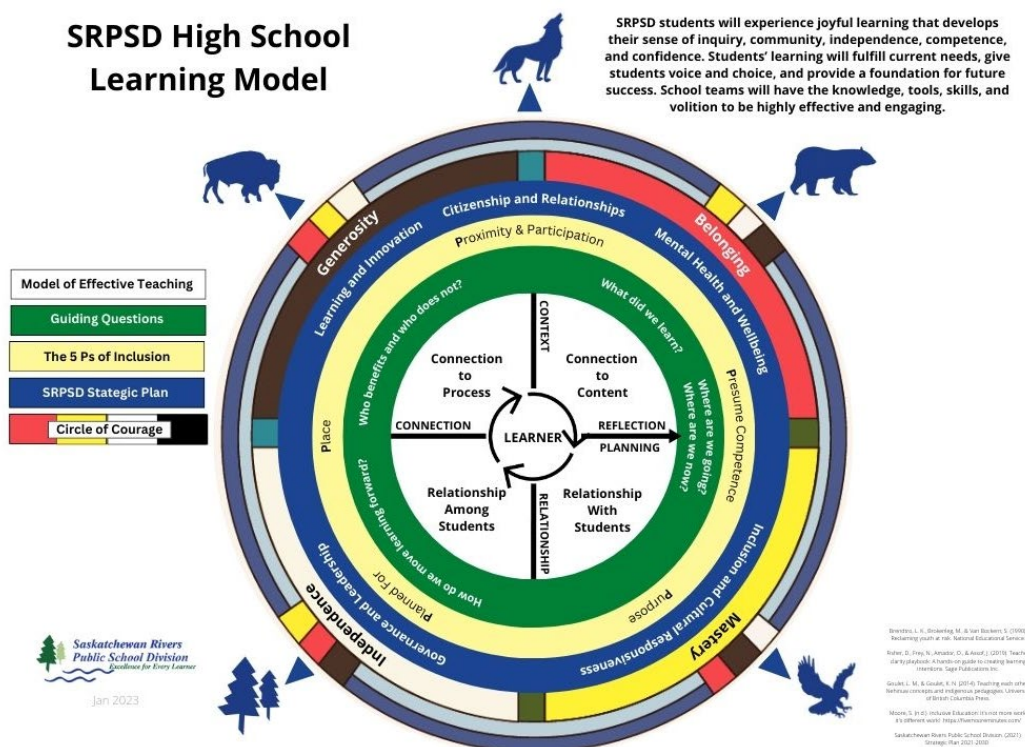
**"THE LAND IS
THE REAL
TEACHER. ALL
WE NEED AS
STUDENTS IS
MINDFULNESS"**
ROBIN WALL KIMMERER



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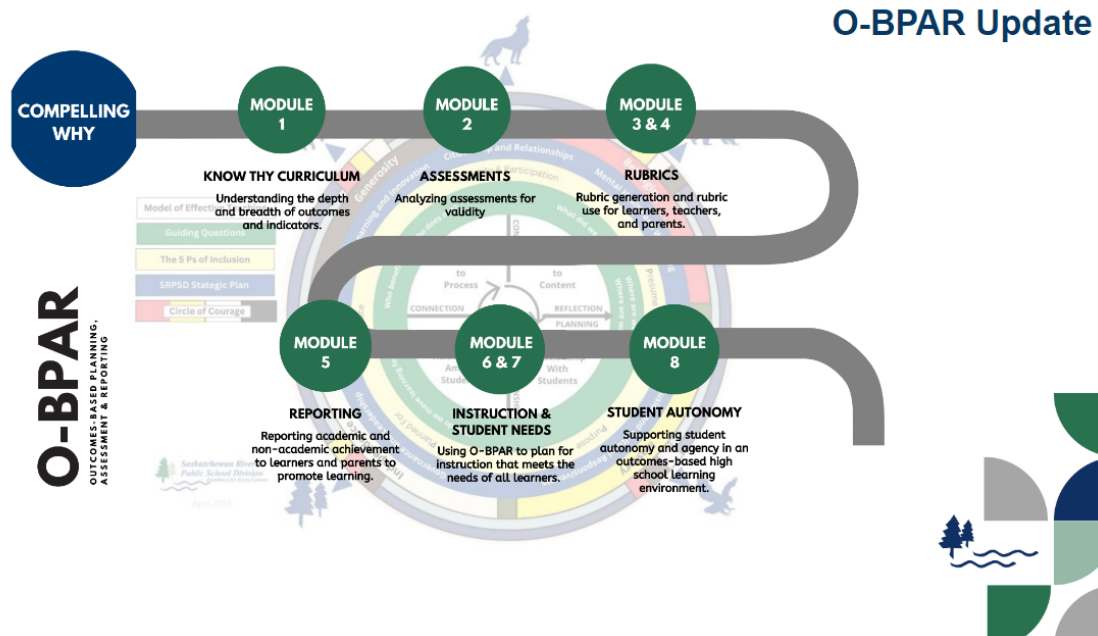
High School Learning Model:

SRPSD High School Learning Model



The high school learning model is based on Goulet and Goulet's research that is founded on Cree pedagogy. The focus is on relationship with students, relationship among students, connection to process and content. Additionally, high schools are on a journey of reviewing, refreshing and updating our understanding of curriculum, assessment and reporting, that we refer to O-BPAR.

O-BPAR Update



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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.

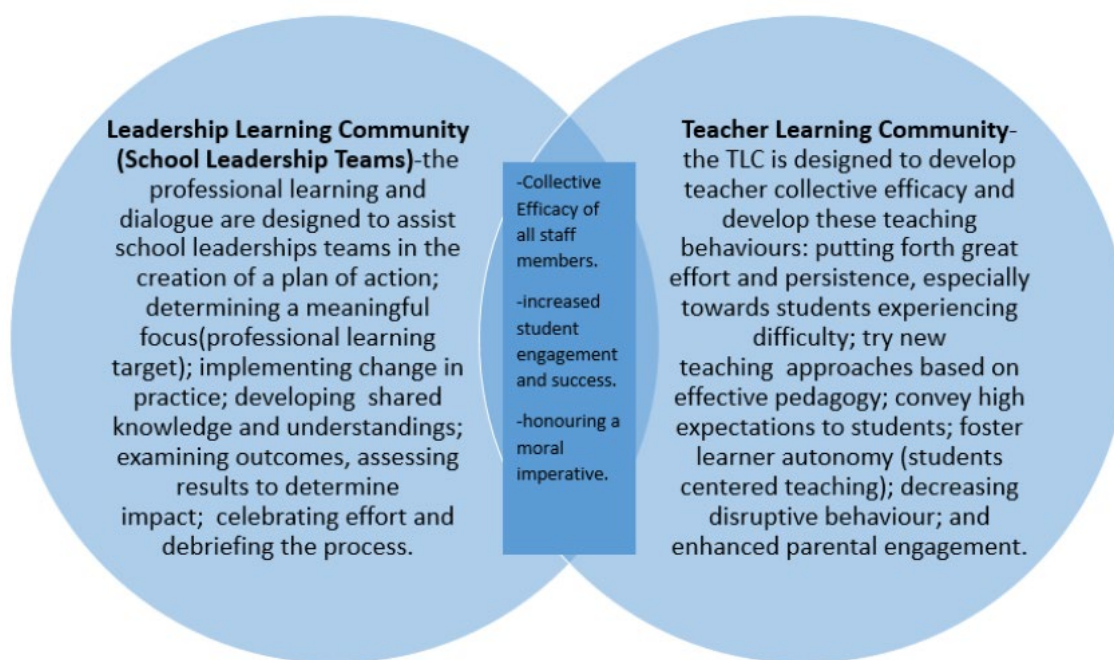
4. Provide responsive, aligned professional development opportunities

Administration is prioritizing the alignment of various professional development opportunities. Schools are 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.

Alignment is key!

A plan to address student learning and growth.

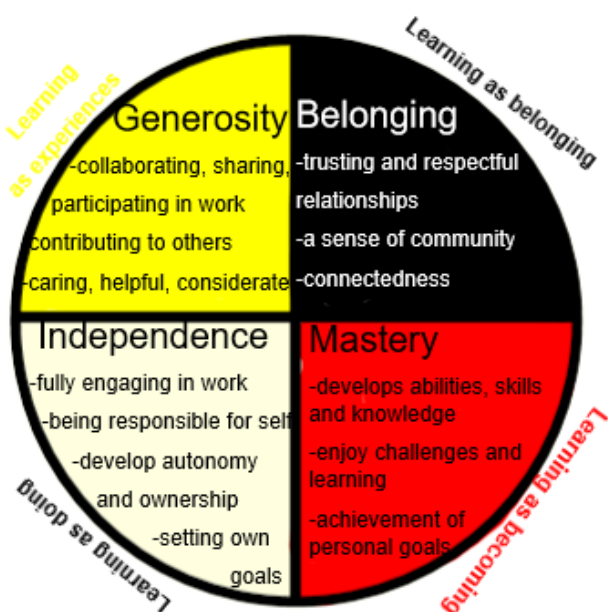


The structure of professional development supports school leadership teams toward alignment of work in literacy, math and assessment and to implement the SRSPD learning models with integrity and fidelity.

Accountability Report: Student Achievement

5. Connect the work of the Indigenous Perspectives Team (IPT) to student achievement

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.



Indigenous knowledge is the foundation of SRSPD's learning model.

Indigenous knowledge will strengthen and enhance our work as leaders create belonging and implement effective learning models.

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 Indigenous Perspectives Team 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.