Saskatchewan Rivers
Public School Division
Excellence for Every Learner

Accountability Report: Student Achievement

Student Achievement

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10/16/2023

SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2024 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
   - Developmental Reading Assessment for Grades 1, 2 and 3
   - Graduation rates (on-time and extended) – as data is provided by the Ministry
   - Credit Attainment in Grades 10 -12.

EVIDENCE:

1. **Early Years Evaluation – TA**
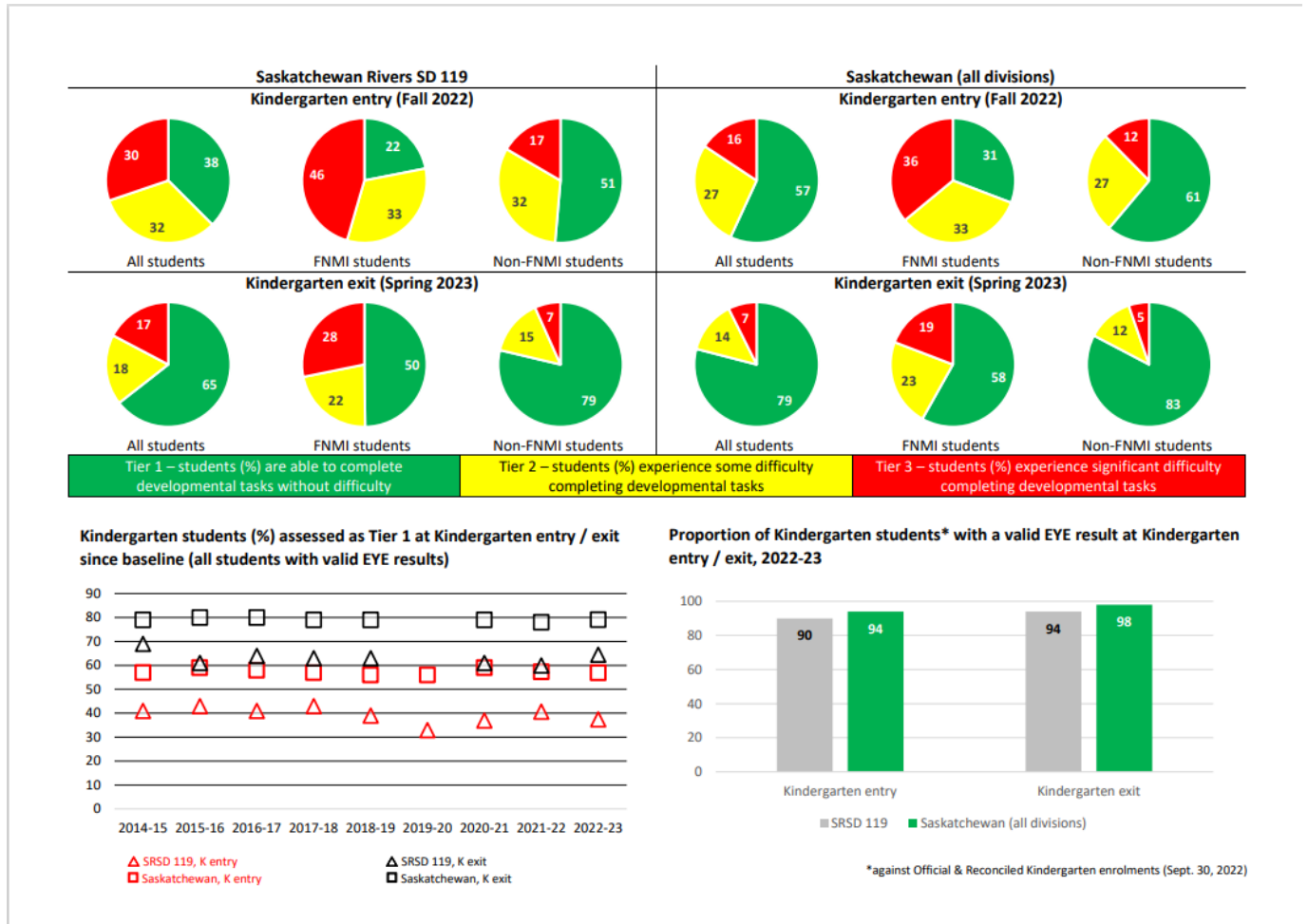
Early Years Evaluation – Teacher Assessment (EYE-TA)

Number of children in each tier in an RTI framework FALL

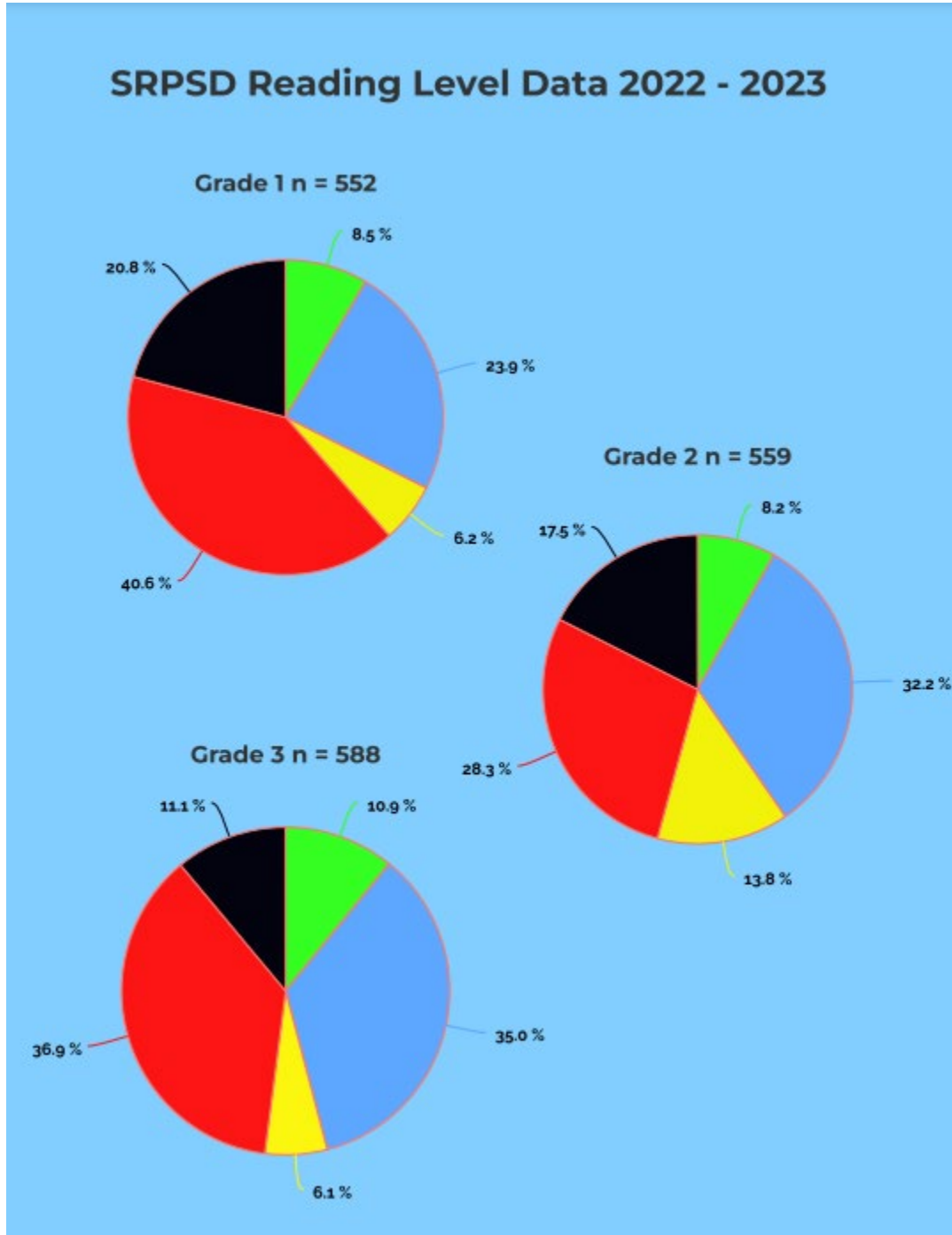|		2021	2022	2023
Tier 3		109- 28%	135=29%	145=30%
Tier 2		127=36%	143=31%	155=32%
Tier 1		137=35%	191=41%	181=38%

Spring/Fall Comparisons 2023 Results

In the fall, 52% of students required tier 2 and 3 supports. In the spring this number was reduced to 35%, with 65% of students moving into tier 1 support.

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

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Developmental Reading Assessment for Grades 1, 2 and 3.

SRPSD Reading Level Data 2022 - 2023

Grade 1 n = 552

- 8.5 %
- 20.8 %
- 23.9 %
- 6.2 %
- 40.6 %

Grade 2 n = 559

- 8.2 %
- 17.5 %
- 32.2 %
- 13.8 %
- 28.3 %

Grade 3 n = 588

- 11.1 %
- 10.9 %
- 35.0 %
- 6.1 %
- 36.9 %

Grade 1 Reading Achievement –DRA2 Term 3 Results

Reading Results Data, Saskatchewan Rivers SD 119, Grade 1, 2022-23

Legend:
- ☑ More Than One Level below but Within One Grade of the Reading Level Benchmark for the Grade
- ▨ One Level Below the Reading Level Benchmark for the Grade
- ■ At or Above the Reading Level Benchmark for the Grade

Percentage of Grade 1 Students Reading at or above Grade Level

Proportion of Grade 1 Students with Reported Reading Levels, 2022-23

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	235	82.5%	10.5%	7.0%	285
Division (Total)	419	75.8%	20.3%	4.0%	553
PrvSDs** (FNMI)	1,478	74.6%	21.5%	3.8%	1,980
PrvSDs** (Total)	8,855	70.7%	27.9%	1.4%	12,523

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%

Grade 2 Reading Achievement –DRA2 Term 3 Results

Reading Results Data, Saskatchewan Rivers SD 119, Grade 2, 2022-23

Legend:
- More Than One Full Grade Below the Reading Level Benchmark for the Grade
- More Than One Level below but Within One Grade of the Reading Level Benchmark for the Grade
- One Level Below the Reading Level Benchmark for the Grade
- At or Above the Reading Level Benchmark for the Grade

FNMI: 40.5% (89); Non-FNMI: 60.5% (133); Total Grade 2 Students: 50.5% (222)

Percentage of Grade 2 Students Reading at or above Grade Level — Division, Province

Division values: 60.7% (2018), 50.3% (2019), 43.1% (2021), 47.2% (2022), 50.5% (2023)

Proportion of Grade 2 Students with Reported Reading Levels, 2022-23

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	220	77.7%	12.4%	9.9%	283
Division (Total)	440	78.9%	14.3%	6.8%	558
PrvSDs** (FNMI)	1,671	82.8%	13.2%	4.0%	2,018
PrvSDs** (Total)	10,263	82.2%	16.1%	1.7%	12,485

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Grade 3 Reading Achievement – DRA2 - Term 3 Results
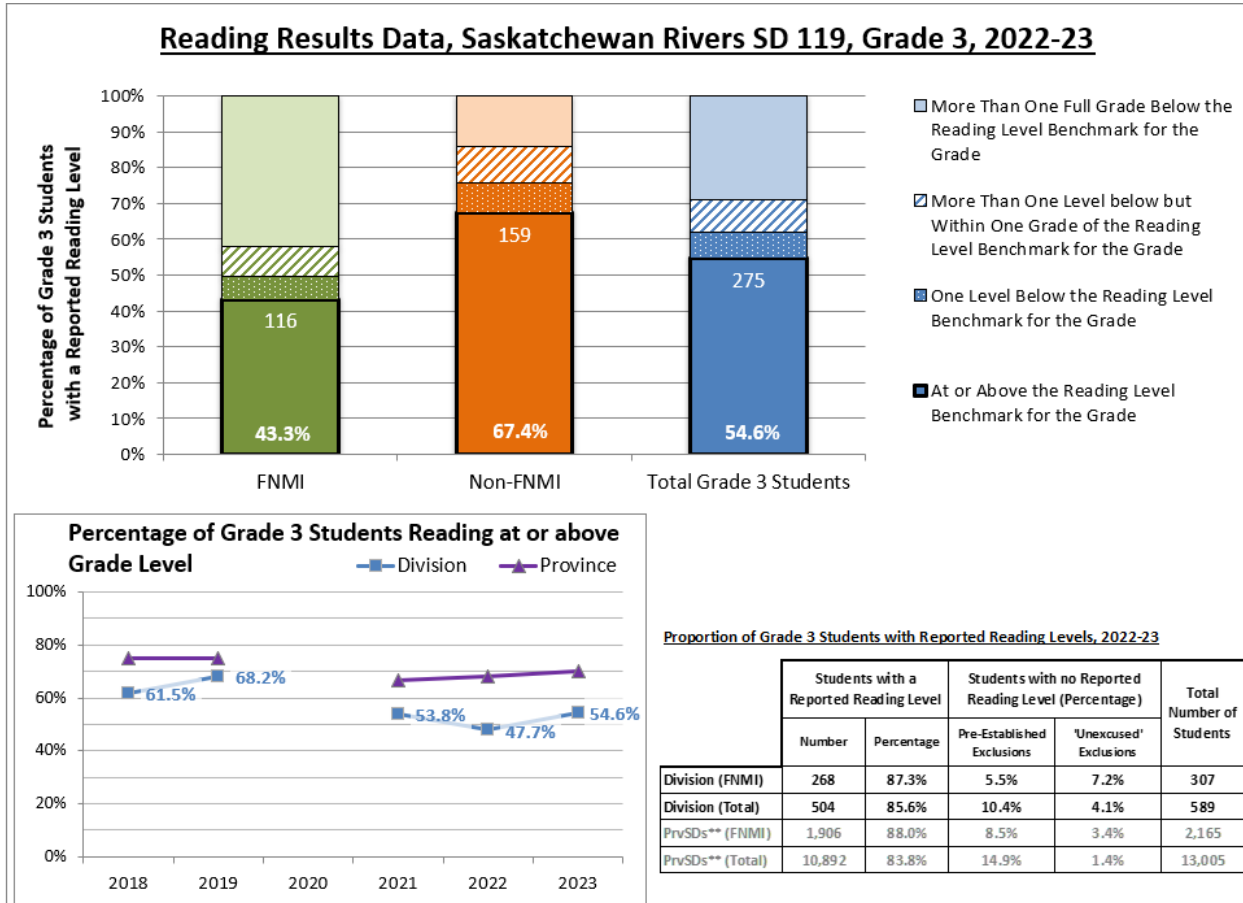
Year	All Students	FNMI Students	Non - FNMI
2015	64%	53%	76%
2016	63%	57%	69%
2017	63%	55%	72%
2018	61%	55%	68%
2019	68%	59%	79%
2020*	34%	22%	48%
2021	53.8%	47%	61.1%
2022	50.9%	47.1%	56.1%
2023	54.6%	43.3%	67.4%

*Schools were closed in March of the 2019-20 school year due to the COVID19 Pandemic.

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

MCAD % of Students >= 75%

**Math Common Assessment Data
2022-23**
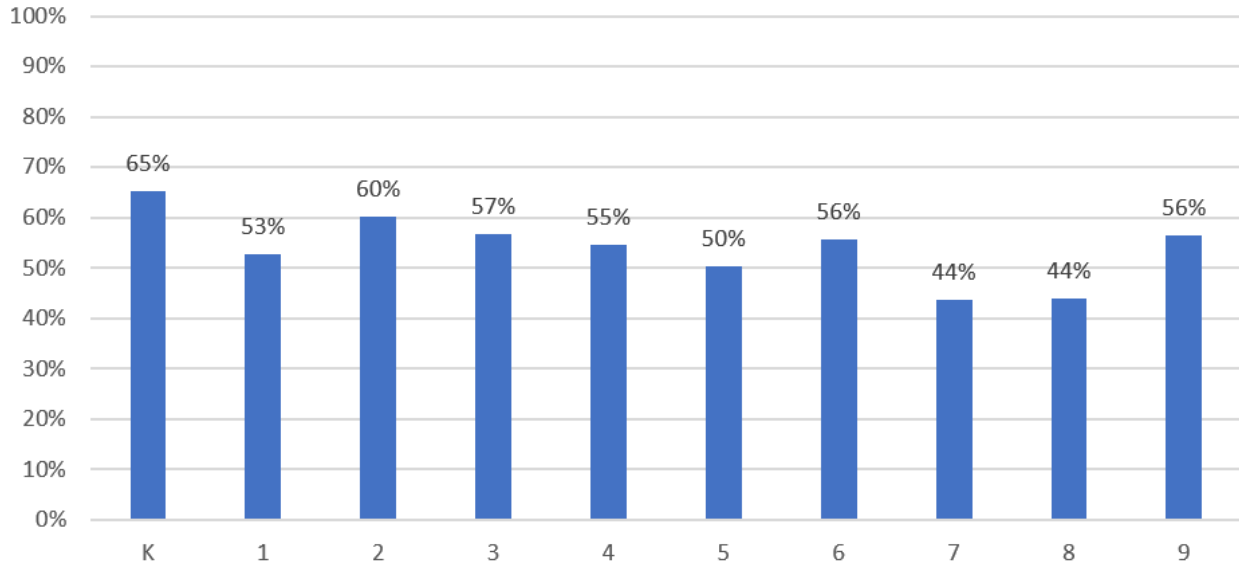
Math Common Assessment Data was not available from 2020-22.

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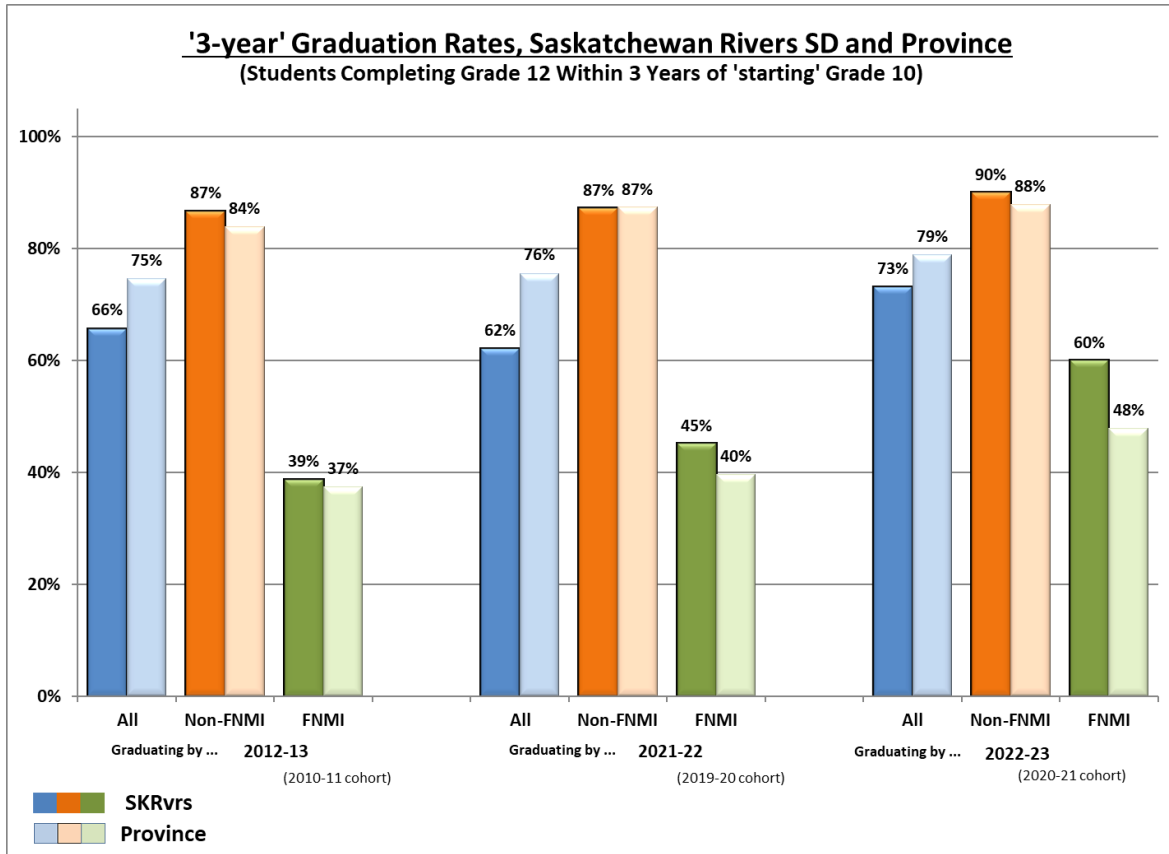
'3-year' Graduation Rates, Saskatchewan Rivers SD and Province
(Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)

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%**

*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%	
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%	

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

4. **Credit Attainment**

Credit Attainment - Percentage Attaining 8 or More Credits, Grades 10-12, Province and Saskatchewan Rivers SD 119
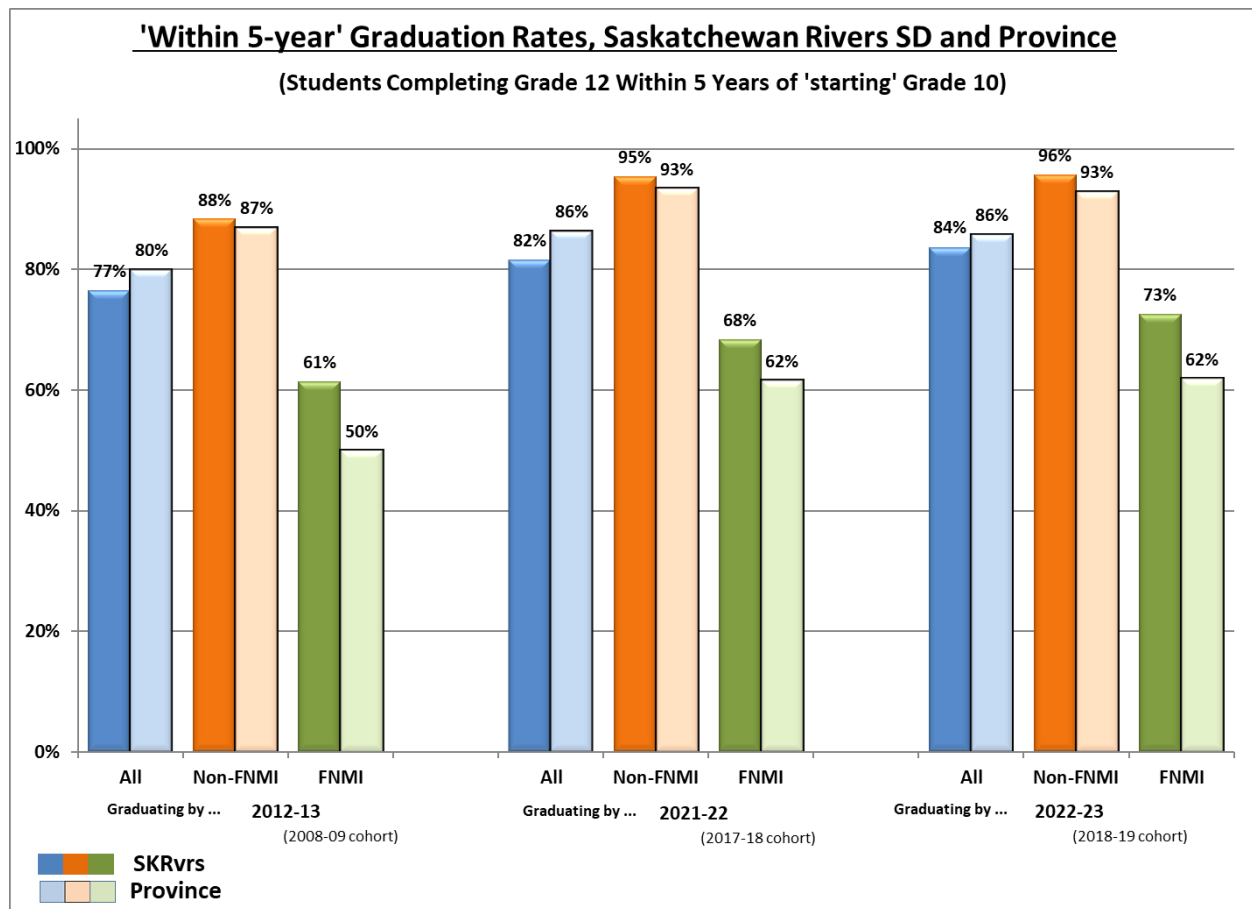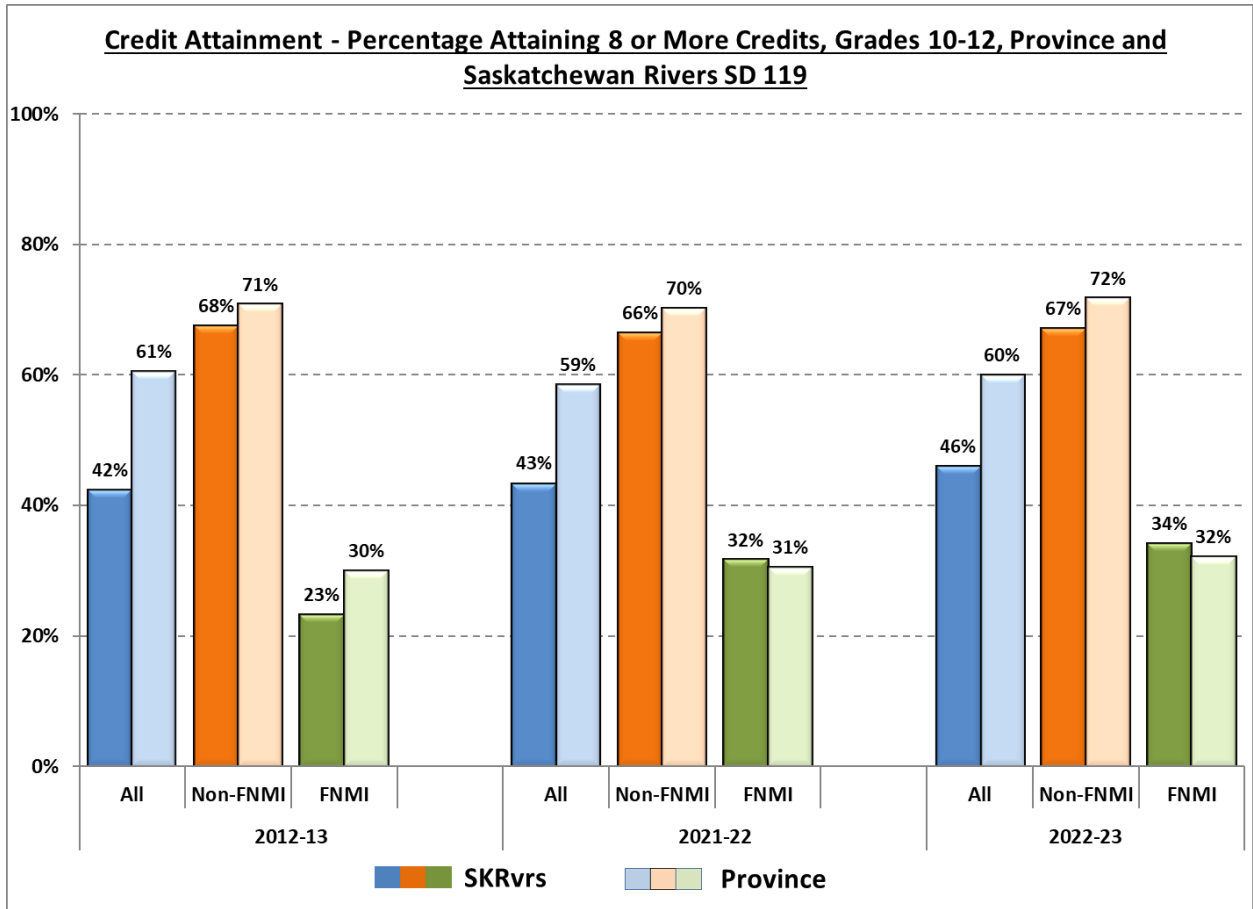
5. **Dual Credit Offerings**: SRSPD is able offer students the opportunity to take dual credits as a result of our partnership with the Gabriel Dumont Institute and the University of Saskatchewan. The following reflects the number of students that participated in the dual credit offering through Carlton and the SRPSD Distance Learning Centre:

CLASS NAME	LOCATION	# STUDENTS TOTAL ENROLLMENT	METIS	FIRST NATION	OTHER
Indigenous Studies 100	Carlton	4	2	1	1
Math 110	Carlton	34	8	0	23
English 100	Carlton	11	1	0	10
Biology 100	Carlton	12	0	1	11
Bio 100	Carlton	15	3	0	12
Math 110	Carlton	11	3	0	8
Eng 100	Carlton	11	2	1	8
Indigenous Studies 100	DLC	8	1	2	5
English 100	DLC	17	0	1	16
Math 110	DLC	9	0	1	8
Math 110	DLC	2	1	0	1

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.
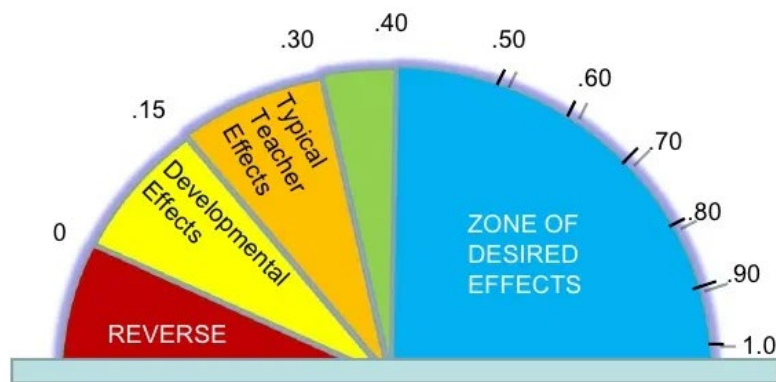
2. **Build strong school teams and develop teacher collective efficacy**
    The most powerful impact on student learning and achievement is teacher collective efficacy. Collective efficacy occurs when, "Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice 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 effect teaching and assessment practices within a culturally responsive framework that honours Indigenous ways of learning and teaching.

Math Instructional Learning Model
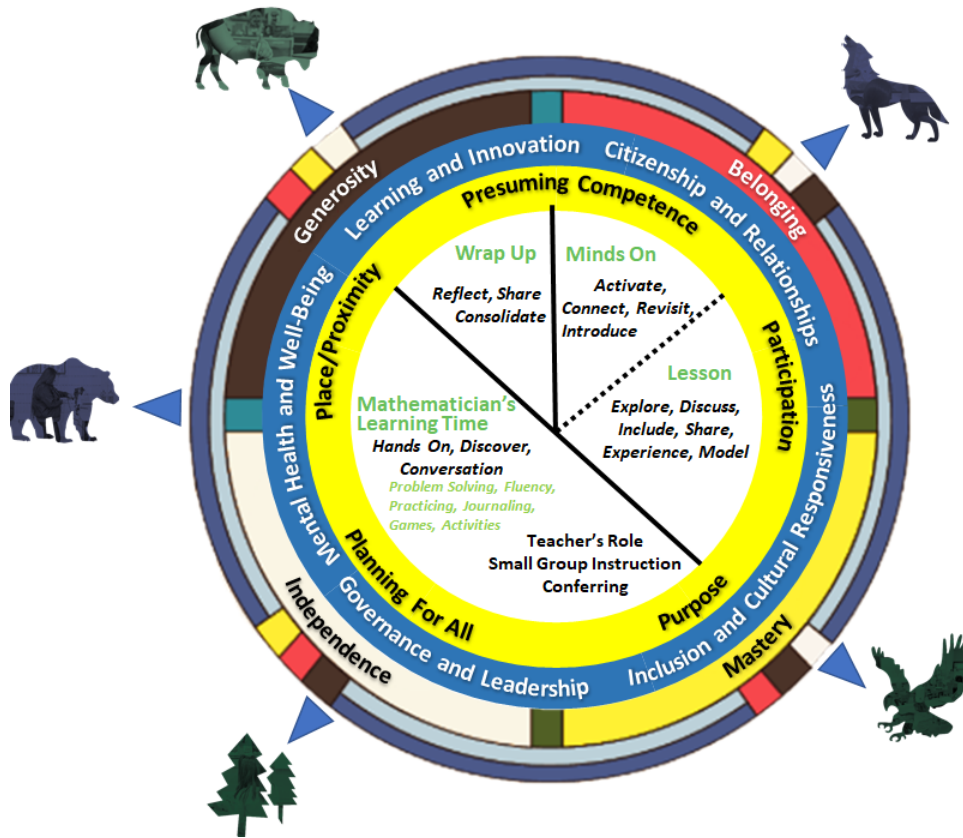
Instructional Practices Embedded within the Math Model

Response to intervention: 1.07	Direct Instruction .59
Providing formative evaluation: 0.90	Classroom discussion .82
Teacher-student relationships 0.72	Comprehensive instructional programs for teacher .72
Spaced versus mass practice: 0.71	
Not labelling students: 0.61	Strategy based methods .85
Cooperative versus individualistic learning: 0.59	Visual perception programs .55
	Interleaved practice .47
Peer tutoring: 0.55	Provide feedback .71
Classroom discussion: 0.82	Peer assisted learning .62
Vocabulary programs: 0.67	Help Seeking 0.72
Teacher modelling .73	Scaffolding .58

SRSPD's Literacy Model- an explicit teaching model that is based on the science of reading research.
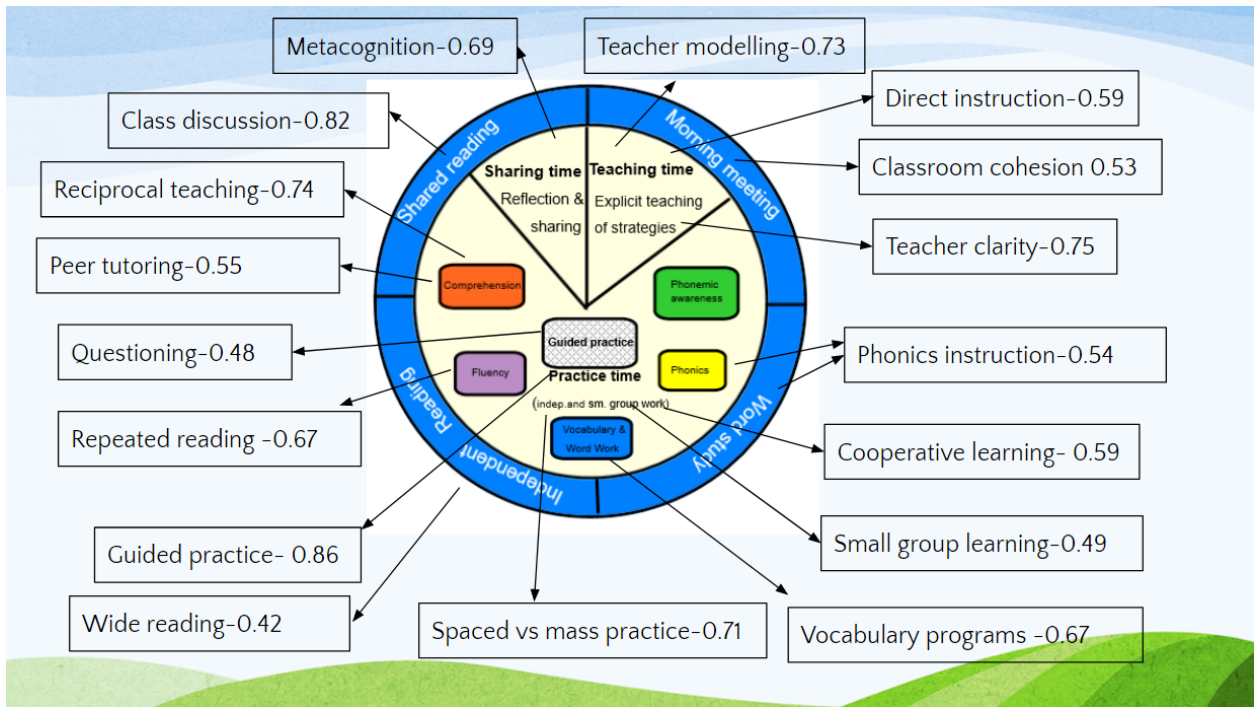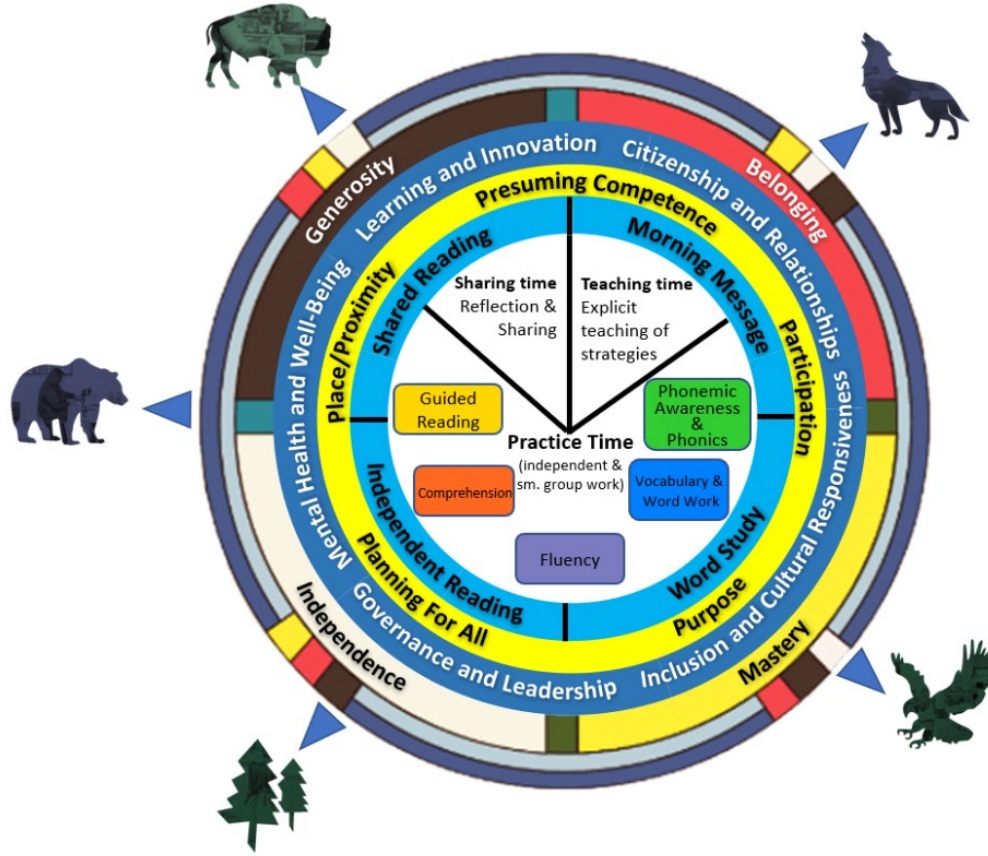
SRSPD's Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!

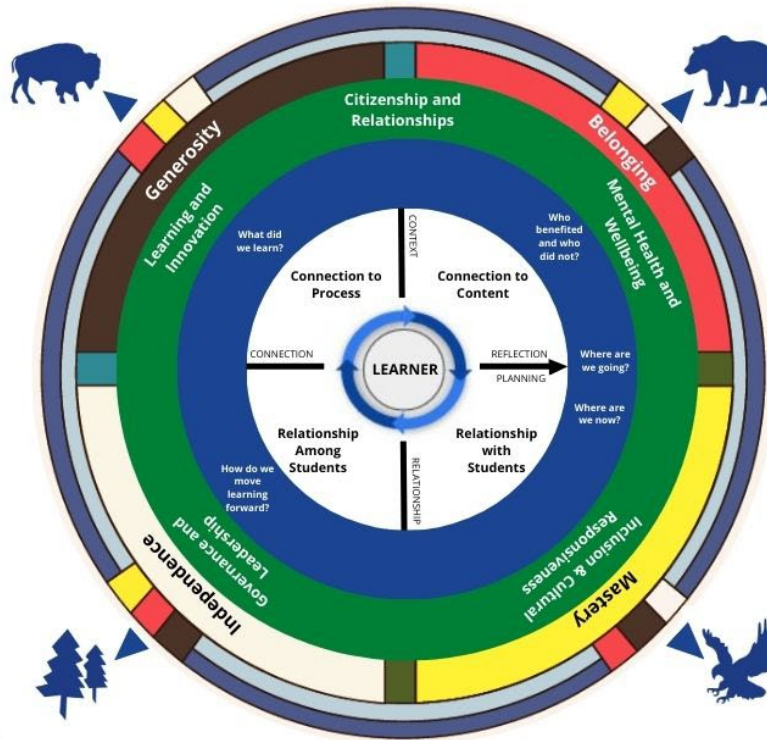## Experiential Learning in the Primary Grades

Piagetian Programs – 1.28

Outdoor Education (Nature Play) – 0.52

Play programs – 0.50

Tactile stimulation programs – 0.58

Concentration/persistence/engagement – 0.56

Classroom Discussion -- 0.82

Creativity programs – 0.62

Cooperative learning – 0.59

Integrated Curricula Programs:
Elementary -- 0.56
Middle School -- 0.57

Cooperative vs Individualistic learning -- 0.53

Cognitive Task Analysis -- 1.29

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
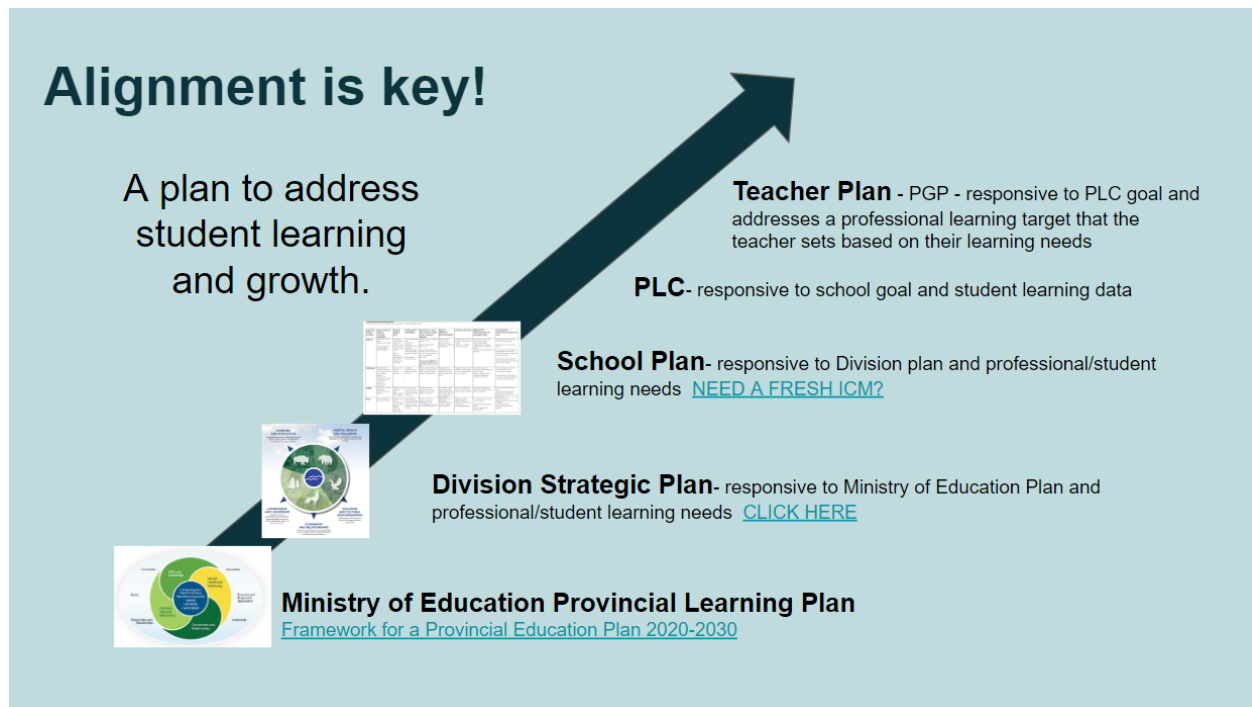   the needs of students.

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
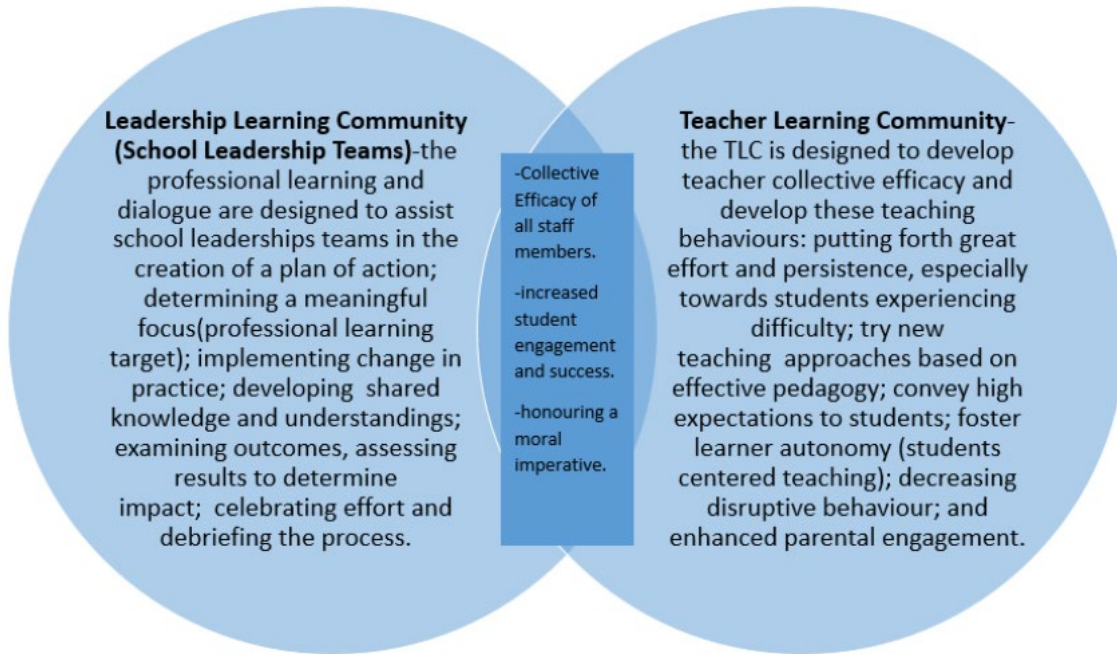
allows schools to receive targeted and timely professional learning that highlights evidence-based practices within their priority area. Schools will participate in teams comprised of school administration and teacher leadership. The embedded coach involved in the Dreamcatcher Coaching Program will offer 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.

Leadership Learning Community (School Leadership Teams)-the professional learning and dialogue are designed to assist school leaderships teams in the creation of a plan of action; determining a meaningful focus(professional learning target); implementing change in practice; developing shared knowledge and understandings; examining outcomes, assessing results to determine impact; celebrating effort and debriefing the process.

-Collective Efficacy of all staff members.

-increased student engagement and success.

-honouring a moral imperative.

Teacher Learning Community- the TLC is designed to develop teacher collective efficacy and develop these teaching behaviours: putting forth great effort and persistence, especially towards students experiencing difficulty; try new teaching approaches based on effective pedagogy; convey high expectations to students; foster learner autonomy (students centered teaching); decreasing disruptive behaviour; and enhanced parental engagement.

> 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.

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.
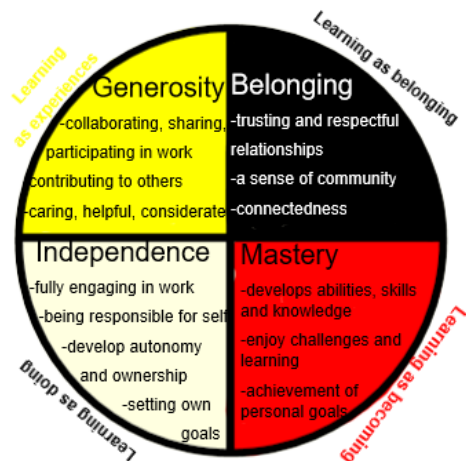
> Indigenous models of learning are the foundation of SRSPD's literacy, numeracy and experiential play-based model.
>
> Indigenous knowledge will strengthen and enhance our work as leaders create belonging and implement effective learning models.

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.