Accountability Report

Student Achievement
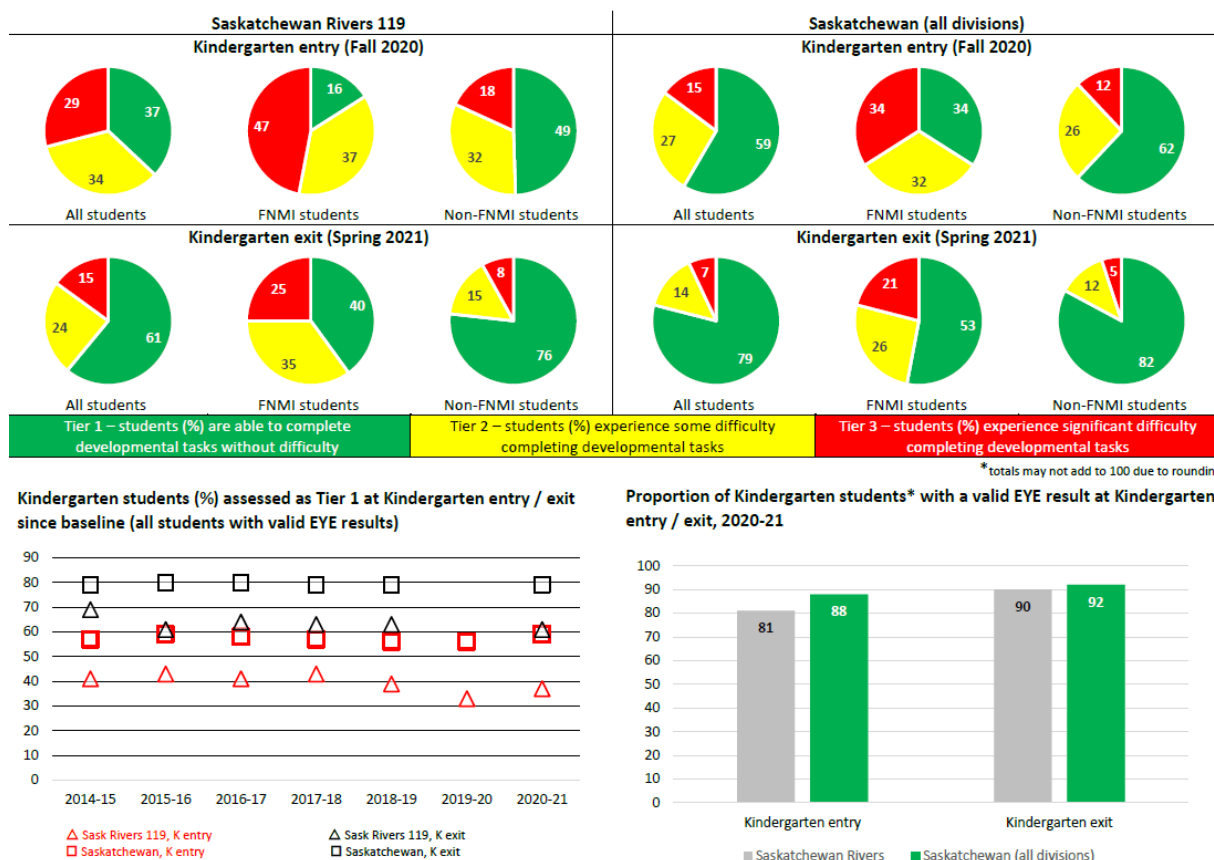
Jennifer Hingley
10/4/2021

Accountability Report

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, 2 and 3
   - Graduation rates (on-time and extended) – as data is provided by the Ministry
   - Credit Attainment in Grades 10 -12.
   - 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:

Saskatchewan Rivers 119 / Saskatchewan (all divisions) Kindergarten entry (Fall 2020) and Kindergarten exit (Spring 2021) pie charts for All students, FNMI students, and Non-FNMI students.

Tier 1 – students (%) are able to complete developmental tasks without difficulty

Tier 2 – students (%) experience some difficulty completing developmental tasks

Tier 3 – students (%) experience significant difficulty completing developmental tasks

*totals may not add to 100 due to rounding

Kindergarten students (%) assessed as Tier 1 at Kindergarten entry / exit since baseline (all students with valid EYE results)

△ Sask Rivers 119, K entry   △ Sask Rivers 119, K exit
☐ Saskatchewan, K entry   ☐ Saskatchewan, K exit

Proportion of Kindergarten students* with a valid EYE result at Kindergarten entry / exit, 2020-21

■ Saskatchewan Rivers   ■ Saskatchewan (all divisions)

*against Official & Reconciled Kindergarten Enrolments (Sept. 30 2020)

1.

Early Years Evaluation – TA for 2018-19, 2019-20 and 2020-21

Early Years Evaluation – Teacher Assessment (EYE-TA)

Number of children in each tier in an RTI framework

		2019	2020	2021
Tier 3		125	202	109
Tier 2		120	182	127
Tier 1		389	189	137
		634	573	382

Percentage of children in each tier in an RTI framework

2019	2020	2021
19%	35.3%	28%
18%	31.8%	36%
63%	33%	36%

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

Developmental Reading Assessment for Grades 1, 2 and 3.

Graphic provided by the Ministry

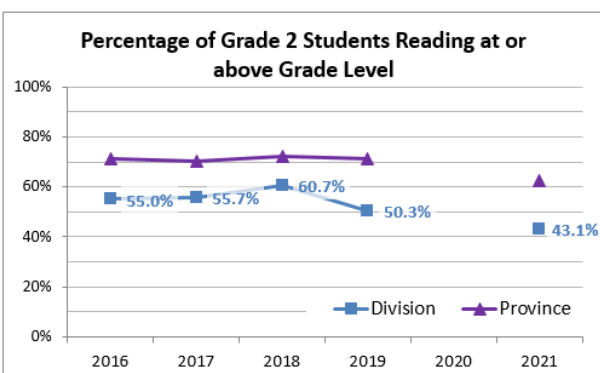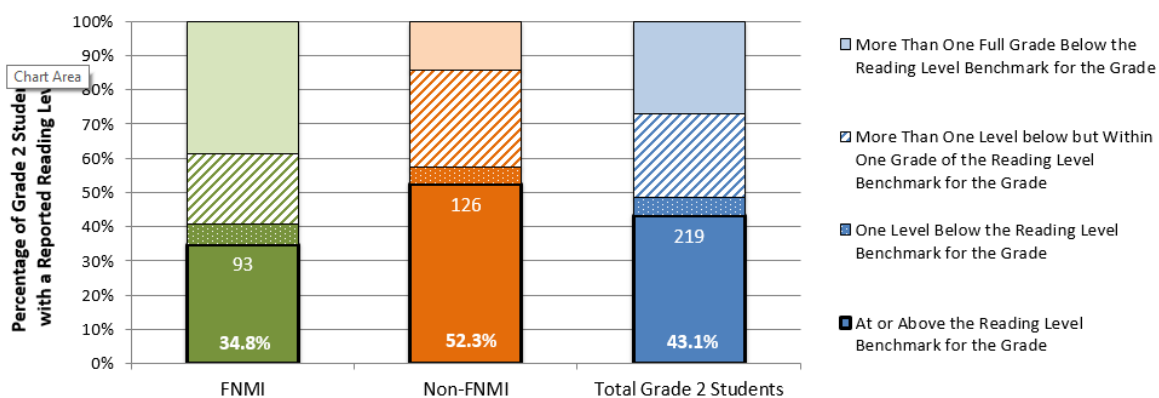### Reading Results Data, Saskatchewan Rivers SD 119, Grade 1, 2020-21

Proportion of Grade 1 Students with Reported Reading Levels, 2020-21

	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)	207	72.4%	12.9%	14.7%	286
Division (Total)	401	70.7%	20.5%	8.8%	567
Province (FNMI)	1,494	69.1%	19.0%	11.9%	2,163
Province (Total)	9,590	66.8%	30.2%	3.0%	14,358

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.		
2021	40.9%	24.2%	58.8%

Reading Results Data, Saskatchewan Rivers SD 119, Grade 2, 2020-21

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

Bar chart values:
- FNMI: 93, 34.8%
- Non-FNMI: 126, 52.3%
- Total Grade 2 Students: 219, 43.1%

Percentage of Grade 2 Students Reading at or above Grade Level

Division: 55.0% (2016), 55.7% (2017), 60.7% (2018), 50.3% (2019), 43.1% (2021)
Province values shown for 2016–2021.

Legend: ◼ Division   ▲ Province

Proportion of Grade 2 Students with Reported Reading Levels, 2020-21

	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)	267	76.9%	6.1%	17.0%	347
Division (Total)	508	81.2%	8.8%	10.1%	626
Province (FNMI)	1,874	79.5%	9.6%	10.8%	2,356
Province (Total)	11,483	81.1%	15.8%	3.1%	14,160

Reading Results Data, Saskatchewan Rivers SD 119, Grade 3, 2020-21
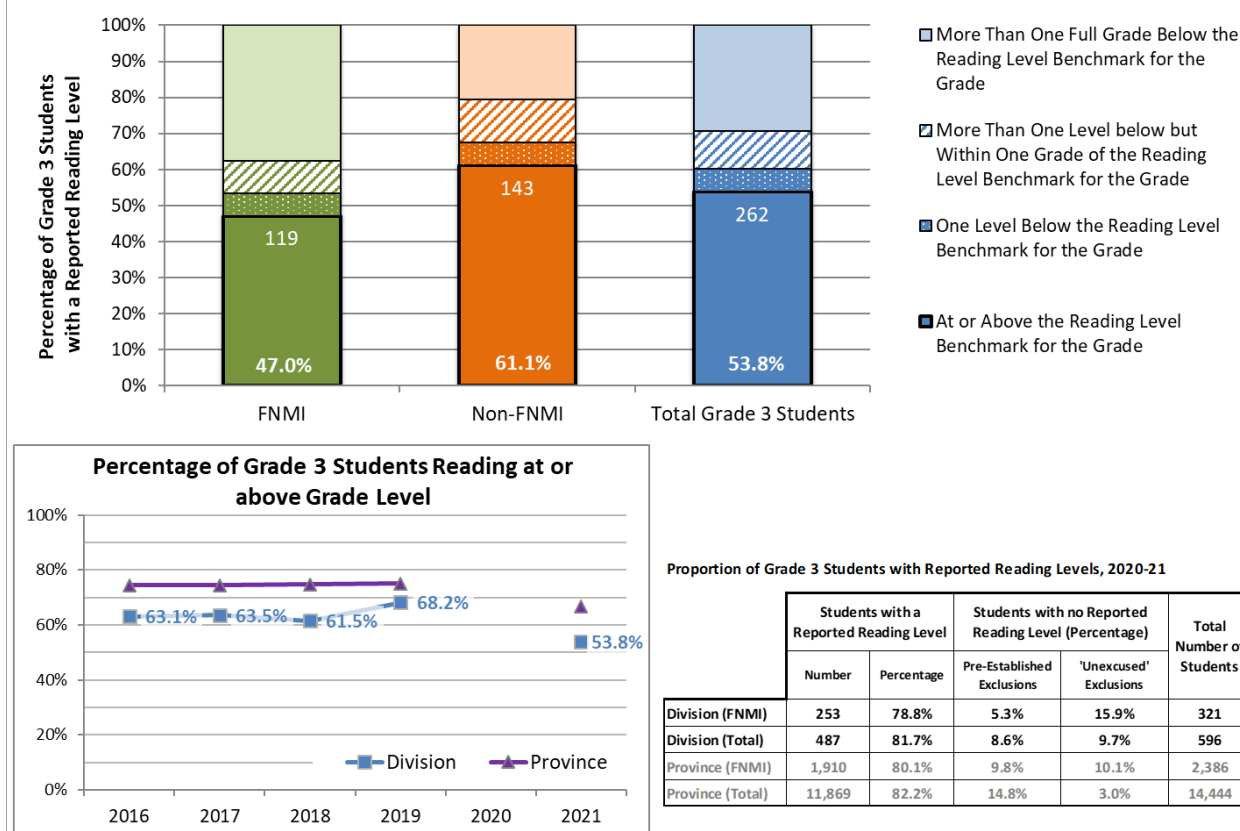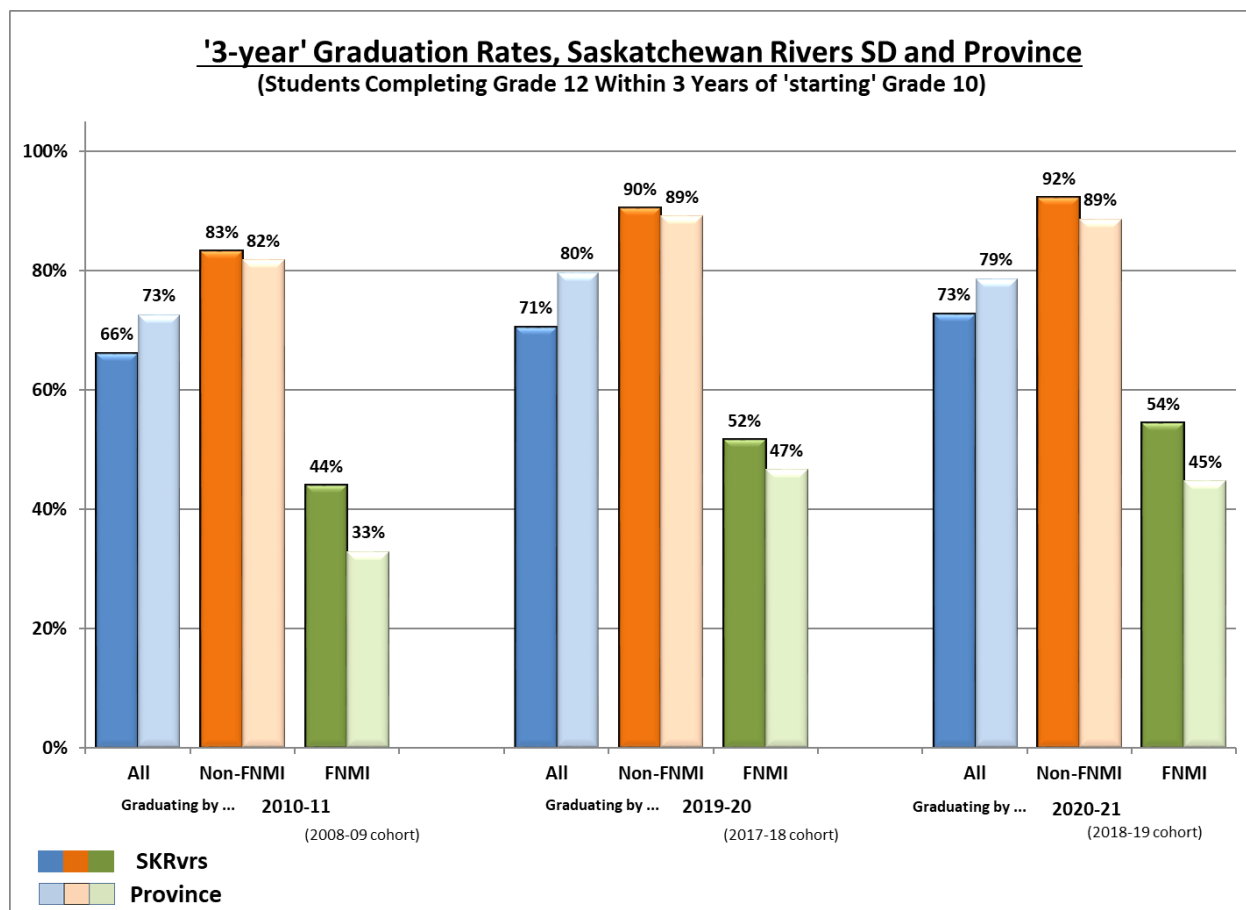
Grade 3 Reading Achievement – DRA2 - Term 3 Results

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%

Math and Writing Data Collection were suspended for the 2020-21 school year.

*Schools were closed in March of the 2019-20 school year due to the COVID19 Pandemic.
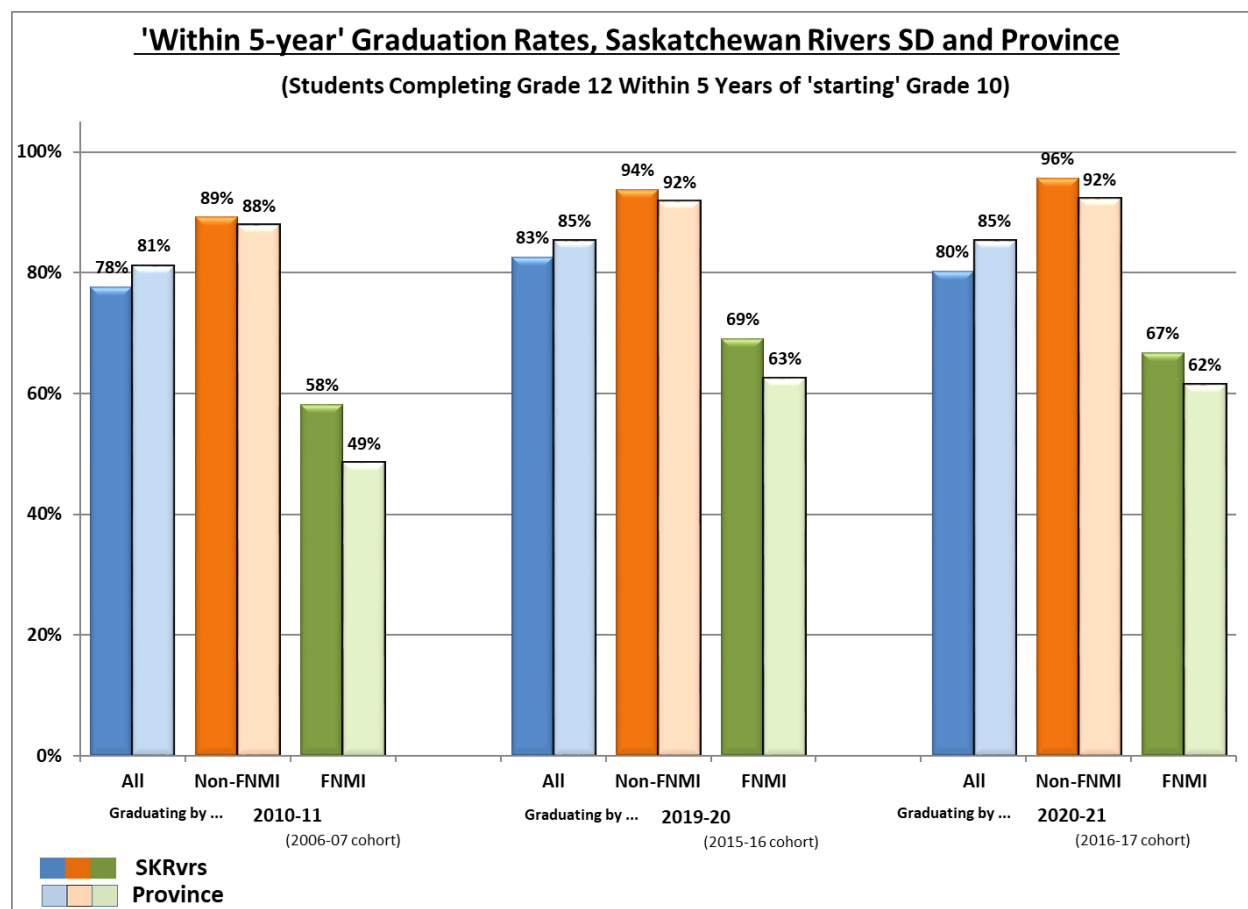
2. **High School Graduation Achievement**

'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- Schools were closed in March due to the COVID pandemic.

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%**

'Within 5-year' Graduation Rates, Saskatchewan Rivers SD and Province
(Students Completing Grade 12 Within 5 Years of 'starting' Grade 10)

3. **Credit Attainment**

Credit Attainment - Percentage Attaining 8 or More Credits, Grades 10-12, Province and Saskatchewan Rivers SD 119
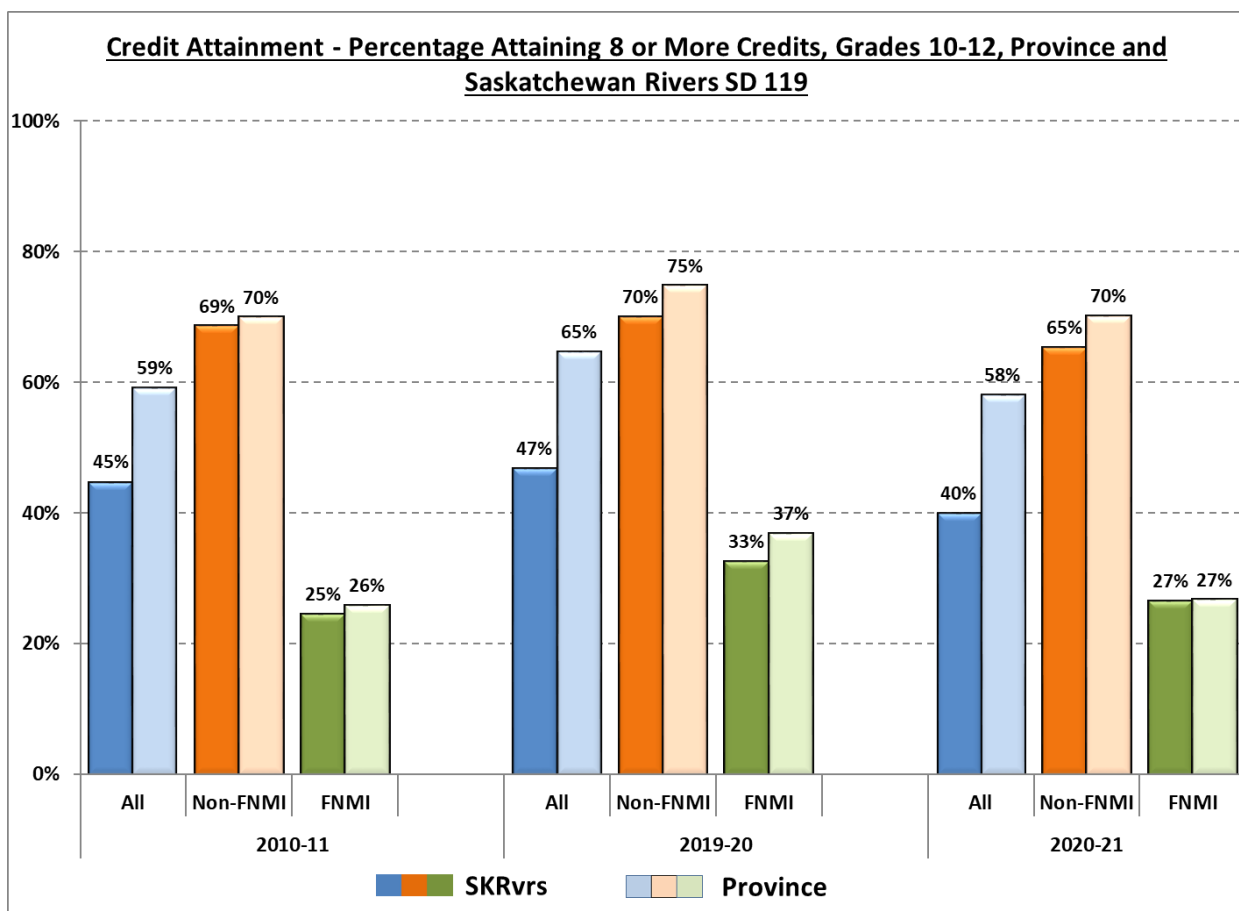
4. **High School Marks in ELA 10A, Science 10, Math Foundations & Pre-calculus 10, Math Foundations 20, ELA 20, ELA 30A and Math Pre-Calculus 30**

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

	All Students		Non-First Nations or Metis		First Nations or Metis	
Subject	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

	All Students		Non-First Nations or Metis		First Nations or Metis	
Subject	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

	All Students		Non-First Nations or Metis		First Nations or Metis	
Subject	**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

Average Final Marks in Selected Secondary-Level Courses, 2020-21

| **Subject**	All Students		Non-FNMI		FNMI	
	SKRvrs	**Province**	**SKRvrs**	**Province**	**SKRvrs**	**Province**
English Language Arts A 10 (Eng & Fr equiv)	77.2	75.5	83.7	78.7	71.0	62.6
English Language Arts B 10 (Eng & Fr equiv)	77.2	74.9	82.4	78.1	72.8	62.2
Science 10 (Eng & Fr equiv)	75.0	74.6	81.6	77.8	69.5	61.6
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	78.1	74.5	83.6	78.5	74.4	61.6
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	77.7	76.0	81.4	78.1	72.7	63.8
English Language Arts 20 (Eng & Fr equiv)	75.0	76.6	78.9	78.9	70.8	64.8
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	76.2	69.4	81.4	72.8	72.9	62.3
Math: Foundations 20 (Eng & Fr equiv)	79.1	76.6	83.0	78.3	73.7	66.0

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.

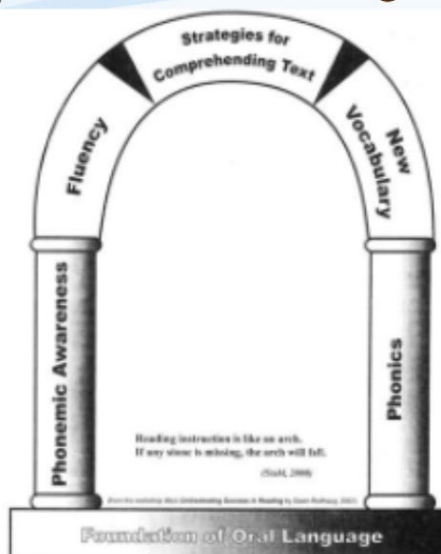<p align="center">Math Instructional Learning Model and Key Resources</p>
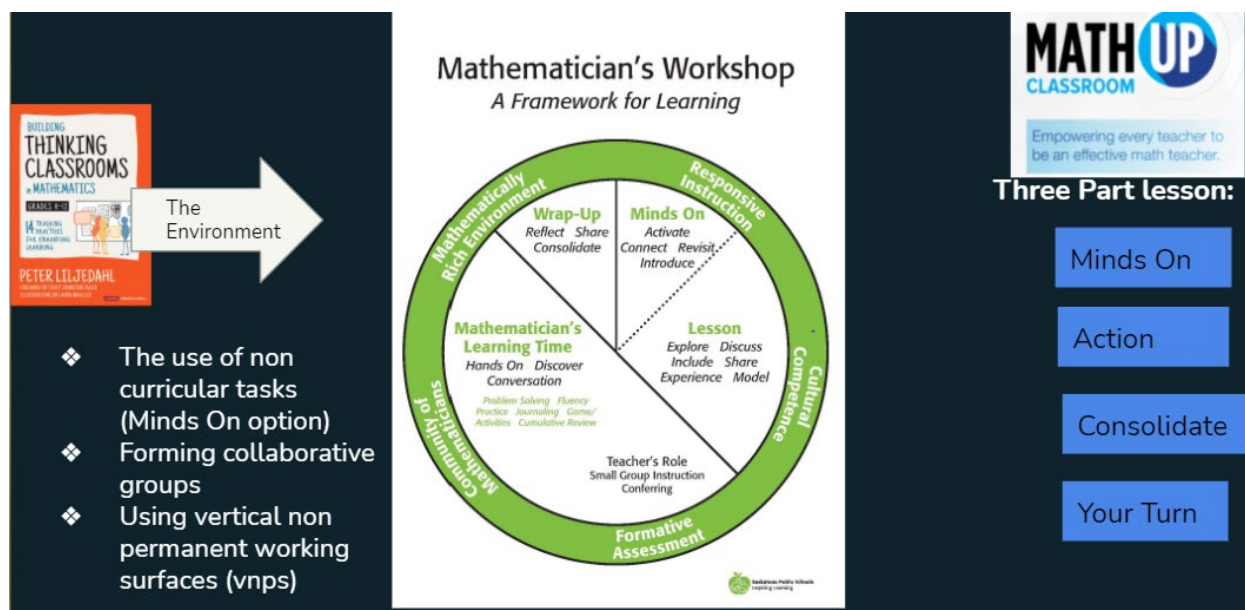
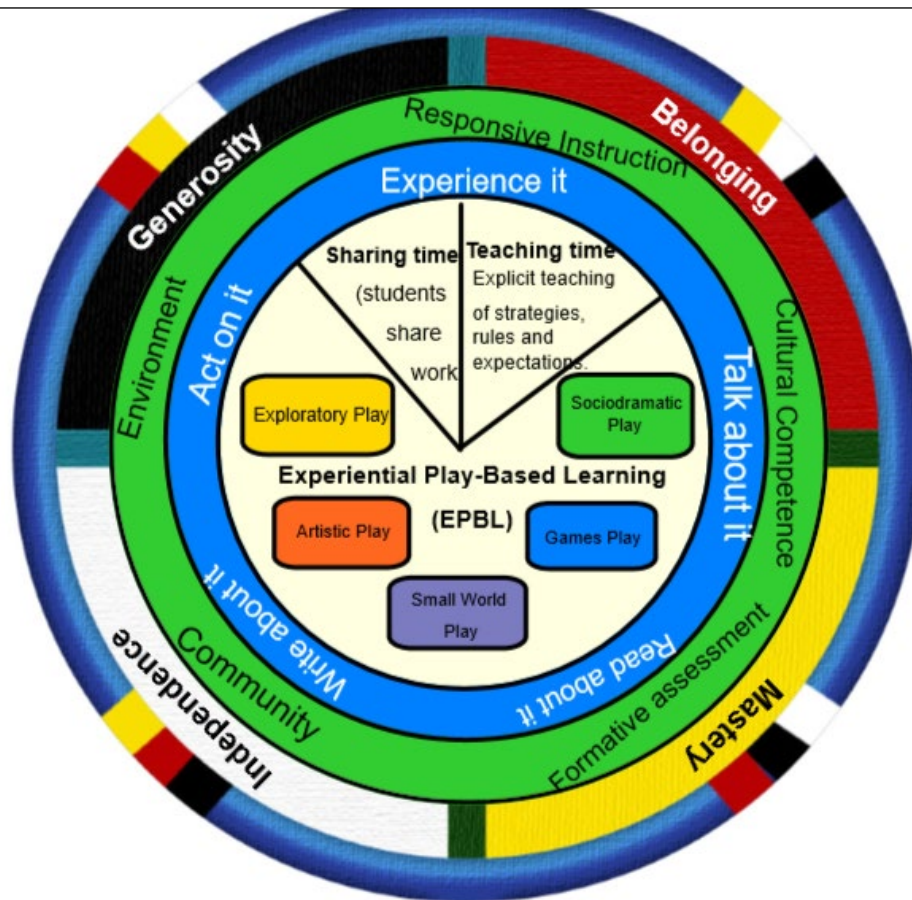**SRSPD's Literacy Model- an explicit teaching model that is based on the science of reading research.**
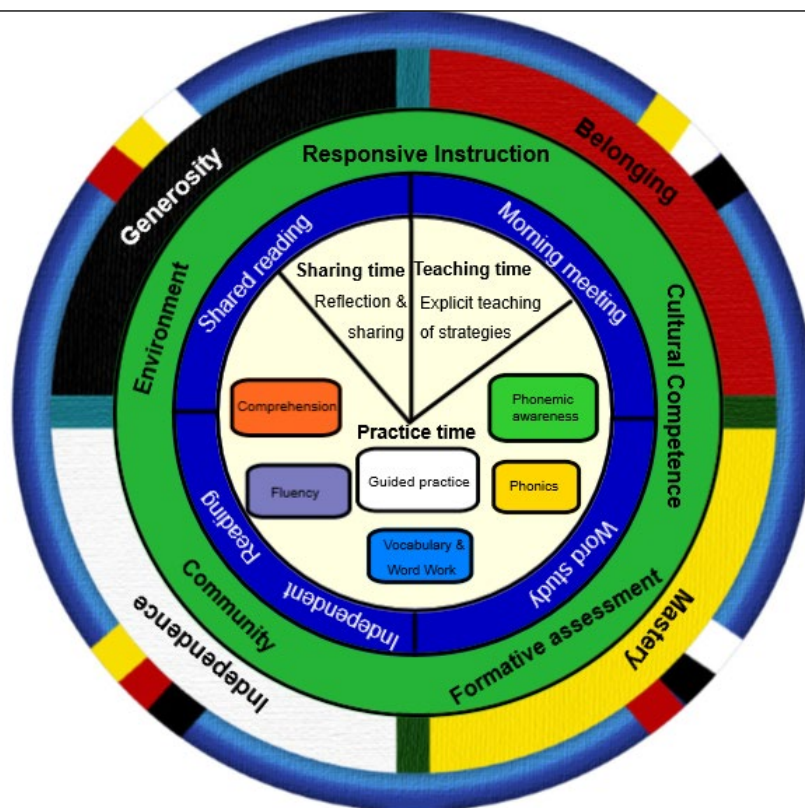
The 5 Components of Reading

1) Phonemic Awareness

2) Phonics

3) Fluency

4) Vocabulary

5) Comprehension

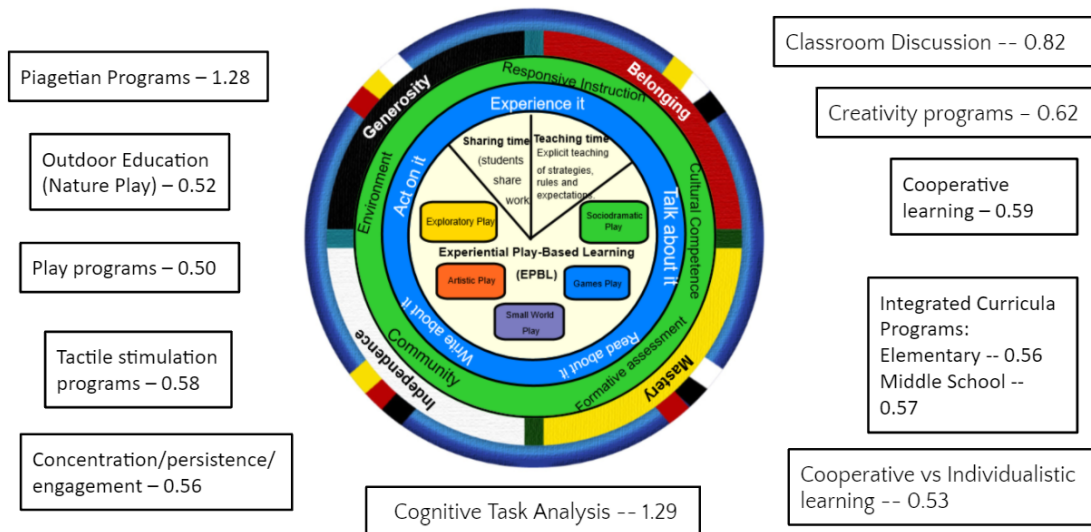SRSPD"s Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!

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

Cognitive Task Analysis -- 1.29

Classroom Discussion -- 0.82

Creativity programs – 0.62

Cooperative learning – 0.59

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

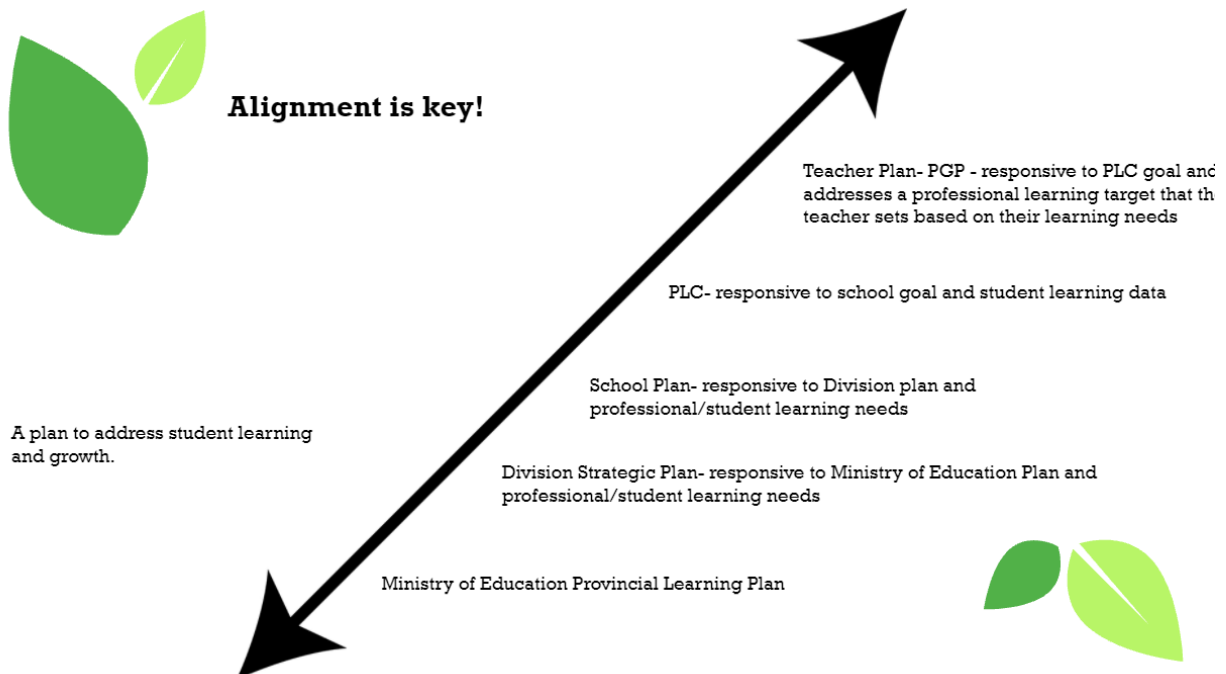Cooperative vs Individualistic learning -- 0.53

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.
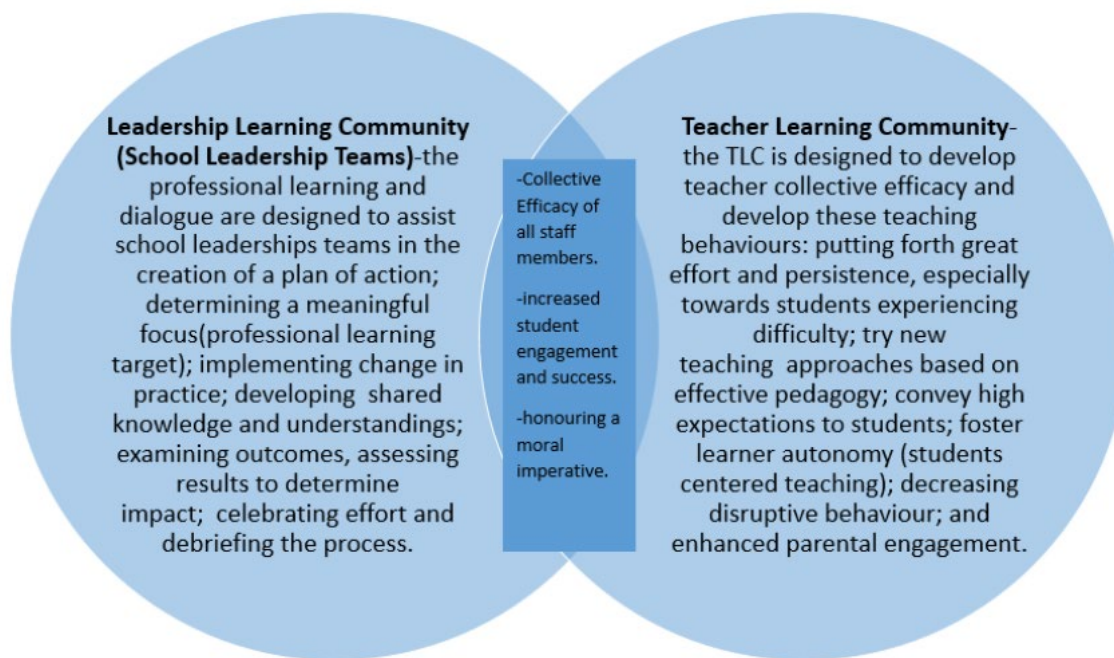
4. **Provide responsive, aligned professional development opportunities**
   Administration is prioritizing the alignment of various professional development opportunities. Schools are organized into learning communities based on their school priority goal of numeracy, literacy or graduation. The learning 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!

Teacher Plan- PGP - responsive to PLC goal and addresses a professional learning target that th teacher sets based on their learning needs

PLC- responsive to school goal and student learning data

School Plan- responsive to Division plan and professional/student learning needs

A plan to address student learning and growth.

Division Strategic Plan- responsive to Ministry of Education Plan and professional/student learning needs

Ministry of Education Provincial Learning Plan

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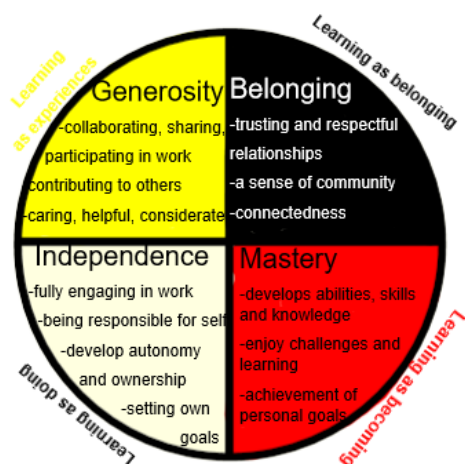
> Indigenous models of learning are the foundation of SRSPD's literacy, numeracy and experiential play based model.
>
> Indigenous knowledge will strengthen and enhance our work as leaders create belonging and implement effective learning models.

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 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.