



Accountability Report

Student Achievement

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10/24/2022



Accountability Report

SOURCE DOCUMENTS:

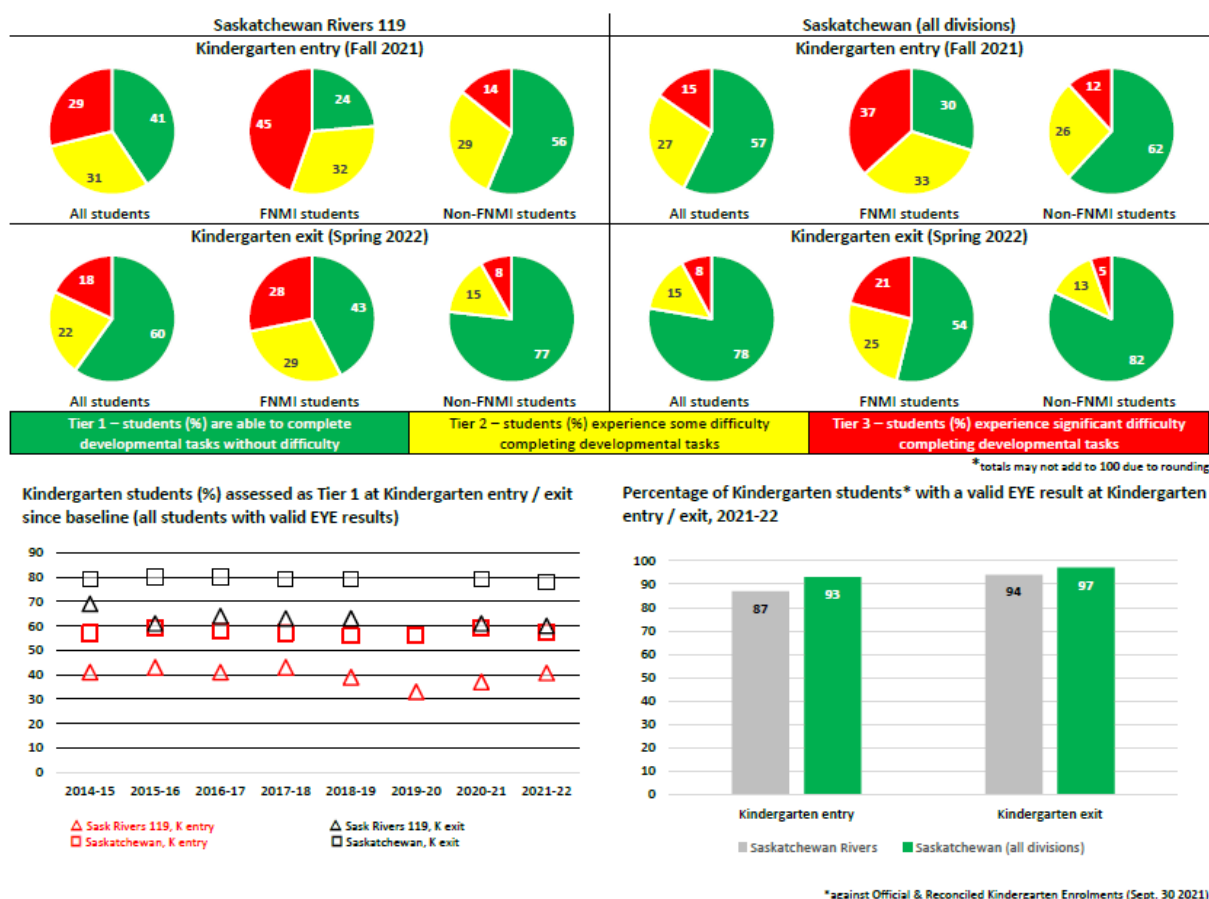
1. The Saskatchewan Rivers Public School Division's Board approved 2021-2024 Strategic Plan states the following:
 - Students experience joyful learning that fulfills current needs and provides a foundation for future success.
 - Students are supported to sustain and strengthen their resiliency and mental 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.
 - 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

Accountability Report

EVIDENCE:

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

	2020	2021	2022
Tier 3	202	109	135
Tier 2	182	127	143
Tier 1	189	137	191
	573	382	469

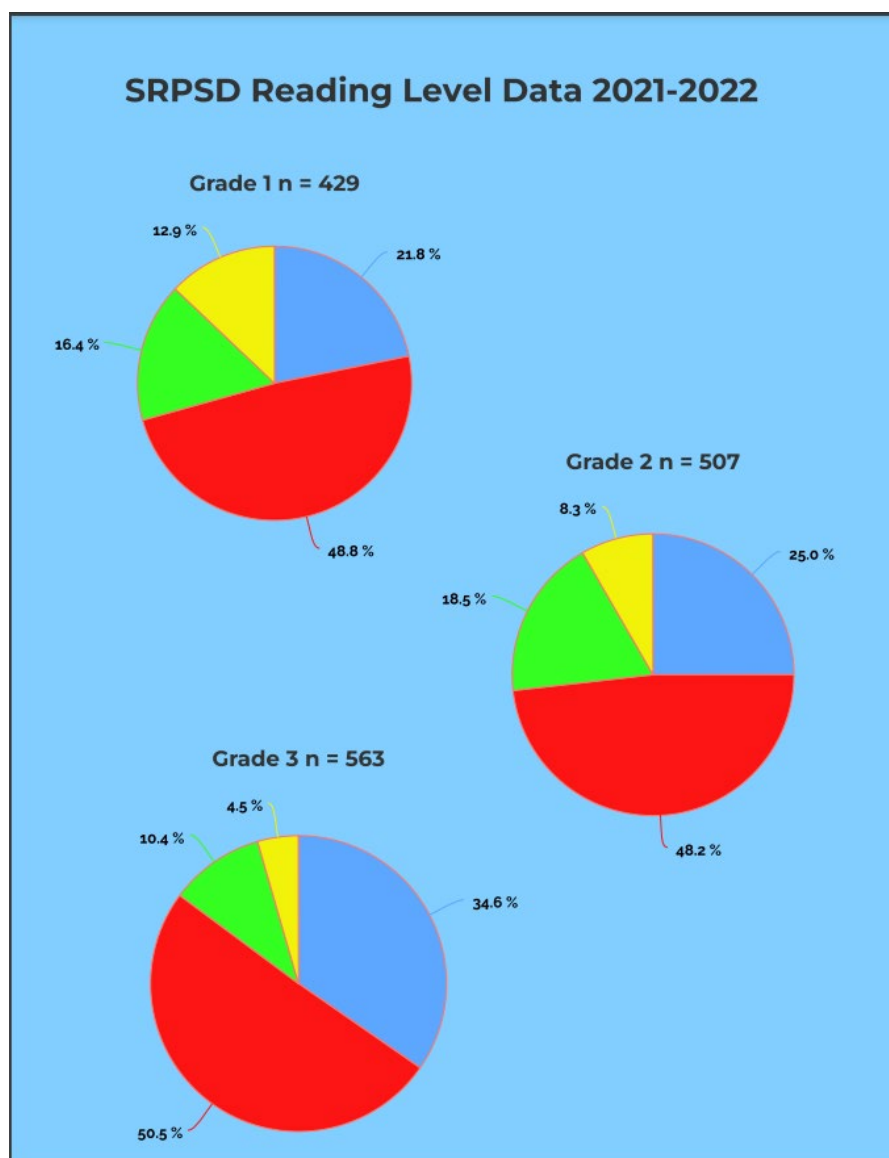
Percentage of children in each tier in an RTI framework

	2020	2021	2022
Tier 3	35.3%	28%	29%
Tier 2	31.8%	36%	31%
Tier 1	33%	36%	41%

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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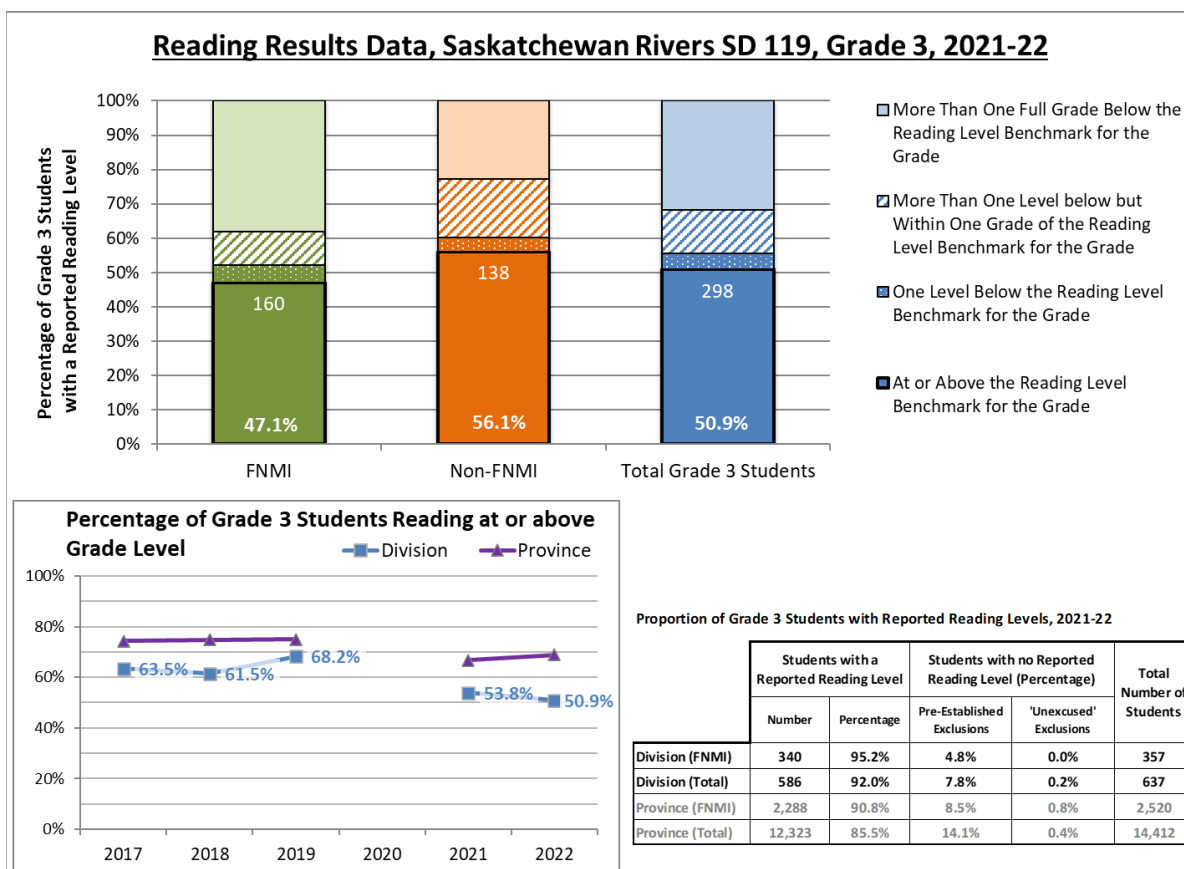
Developmental Reading Assessment for Grades 1, 2 and 3.



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%
2022	38.2%	NA	NA

Accountability Report



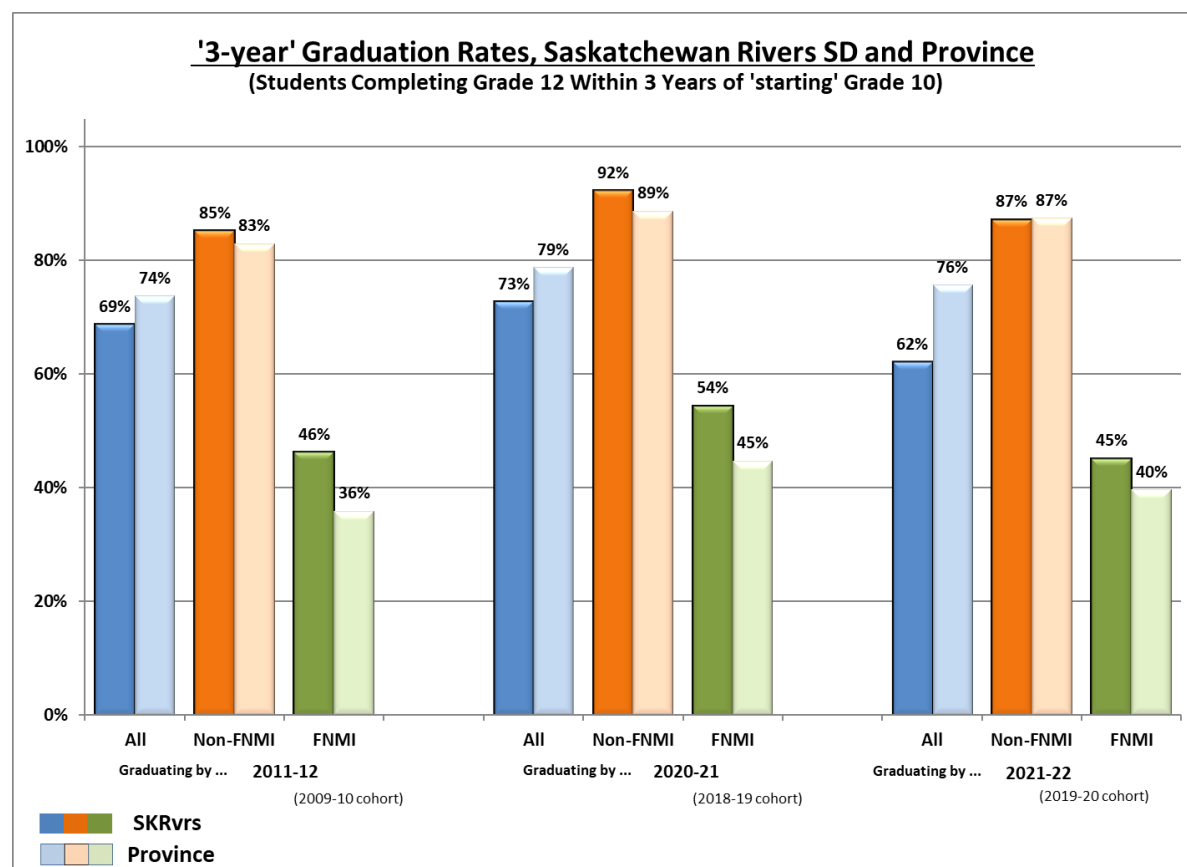
Grade 3 Reading Achievement – DRA2 - Term 3 Results

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%

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

Accountability Report

2. High School Graduation Achievement

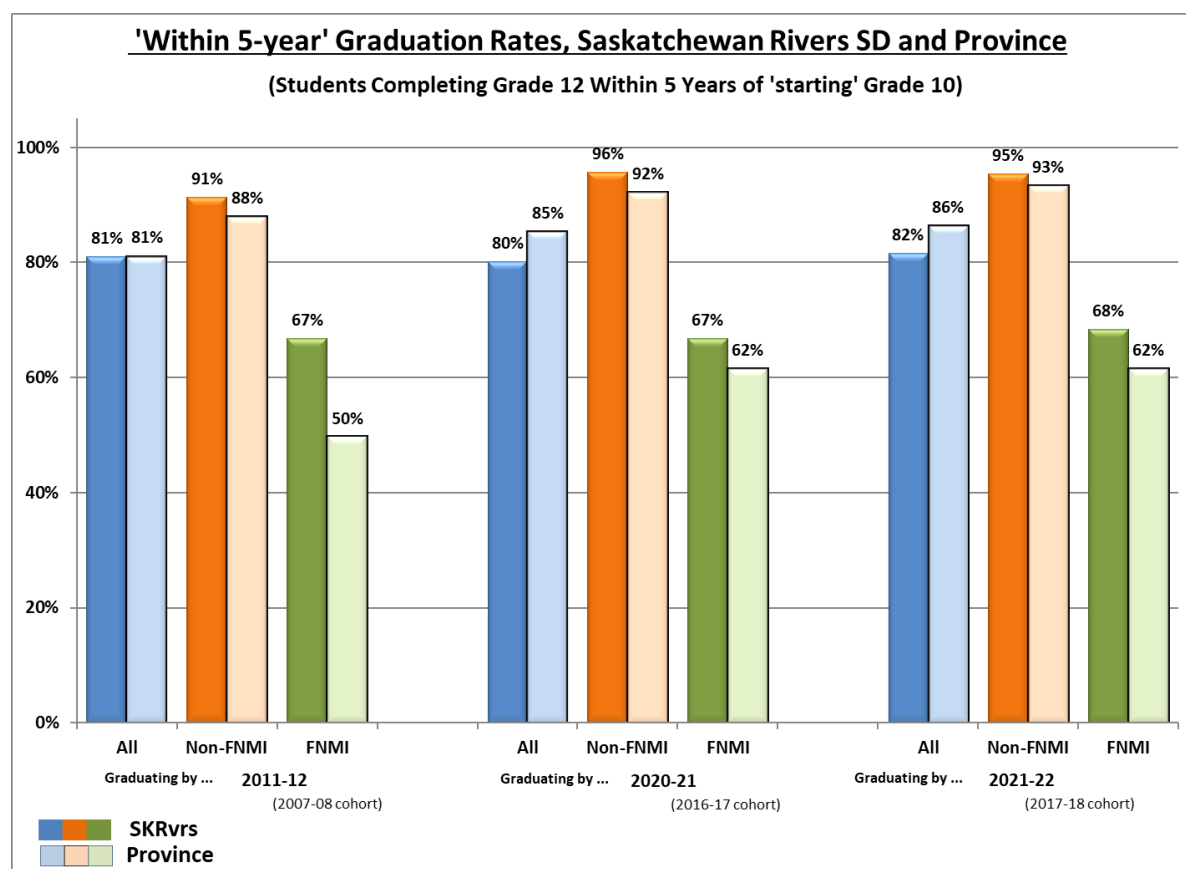


3 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2011-12	2013-14	74.7%	83.4%	40.3%	68.9%	84.1%	47.4%
2012-13	2014-15	75.2%	84.3%	40.1%	62.8%	81.1%	40.9%
2013-14	2015-16	75.6%	84.6%	41.9%	68.2%	87.9%	47.1%
2014-15	2016-17	76.5%	85.4%	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%

*2019-20- Schools were closed in March due to the COVID pandemic.

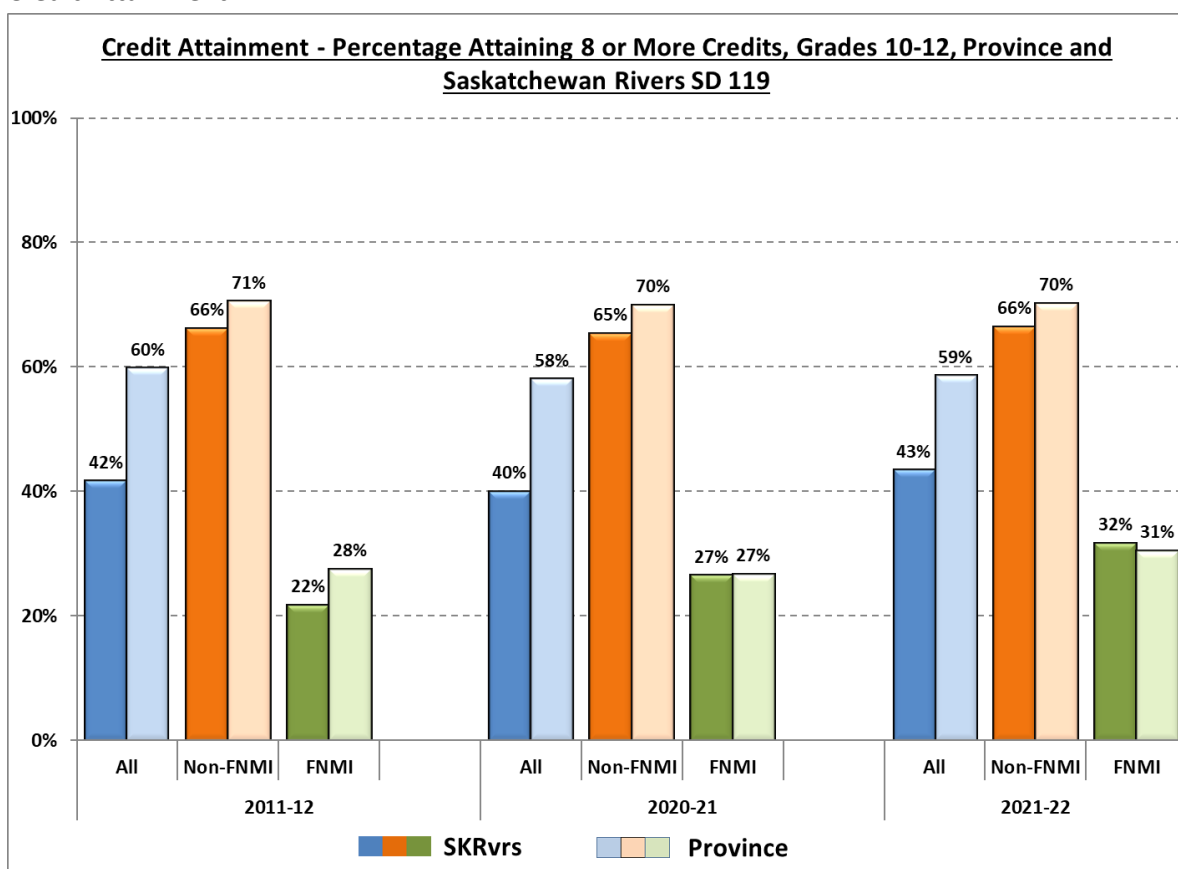
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5 Year Graduation Rates		Province			SKRvrs		
Grade 10 start year	Graduation year	All	Non-FNMI	FNMI	All	Non-FNMI	FNMI
2008-2009	2012-2013	80.1%	87.0%	50.0%	76.6%	88.4%	61.4%
2009-2010	2013-2014	81.4%	88.1%	54.2%	79.2%	90.7%	63.6%
2010-2011	2014-2015	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%



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3. Credit Attainment



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 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

Accountability Report

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

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

Average Final Marks in Selected Secondary-Level Courses, 2021-22

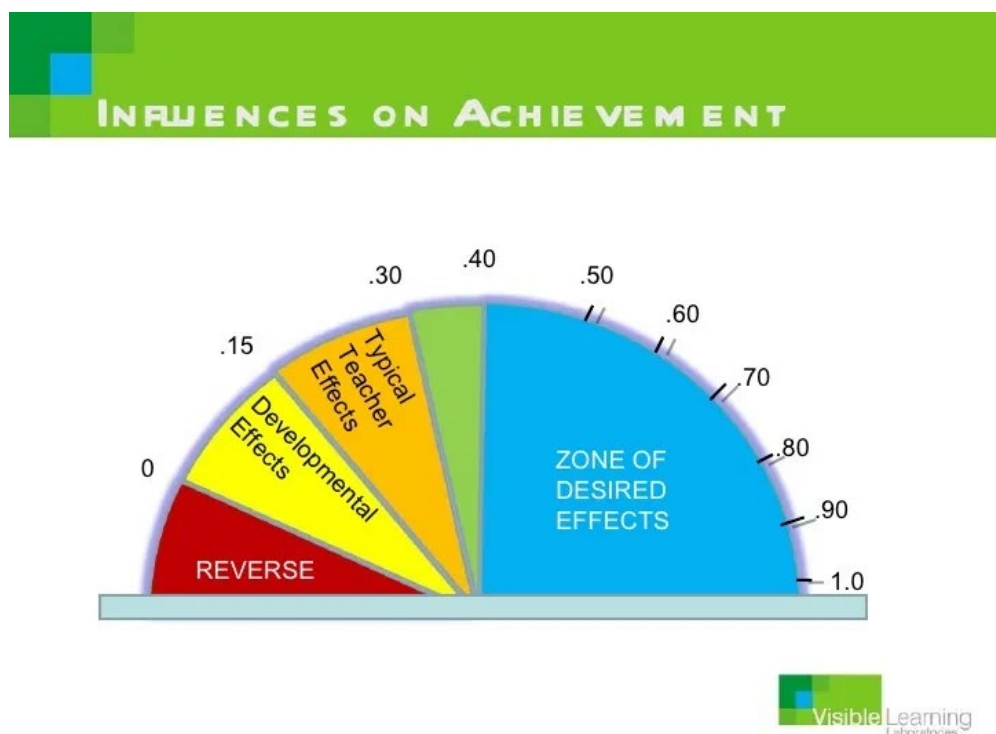
Subject	All Students		Non-FNMI		FNMI	
	SKRvrs	Province	SKRvrs	Province	SKRvrs	Province
English Language Arts A 10 (Eng & Fr equiv)	74.4	74.2	80.8	78.3	69.5	60.9
English Language Arts B 10 (Eng & Fr equiv)	74.1	74.2	79.2	77.8	70.1	62.1
Science 10 (Eng & Fr equiv)	73.3	72.7	79.6	76.6	68.3	60.2
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	74.2	72.8	81.2	77.3	69.4	61.1
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	76.2	75.2	80.1	77.6	71.3	64.2
English Language Arts 20 (Eng & Fr equiv)	77.4	76.5	80.9	78.9	74.3	65.4
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	74.1	69.0	79.9	72.1	71.6	63.1
Math: Foundations 20 (Eng & Fr equiv)	80.0	76.4	82.5	78.4	76.9	65.8

Accountability Report

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.

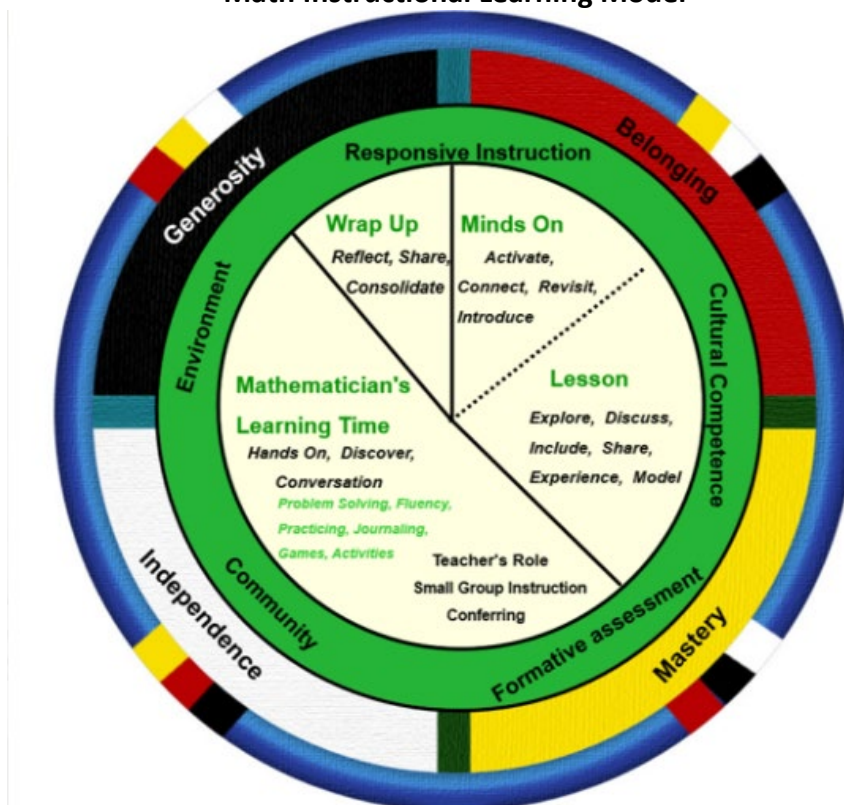


2. **Build strong school teams and develop teacher collective efficacy**

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.

Accountability Report

Math Instructional Learning Model

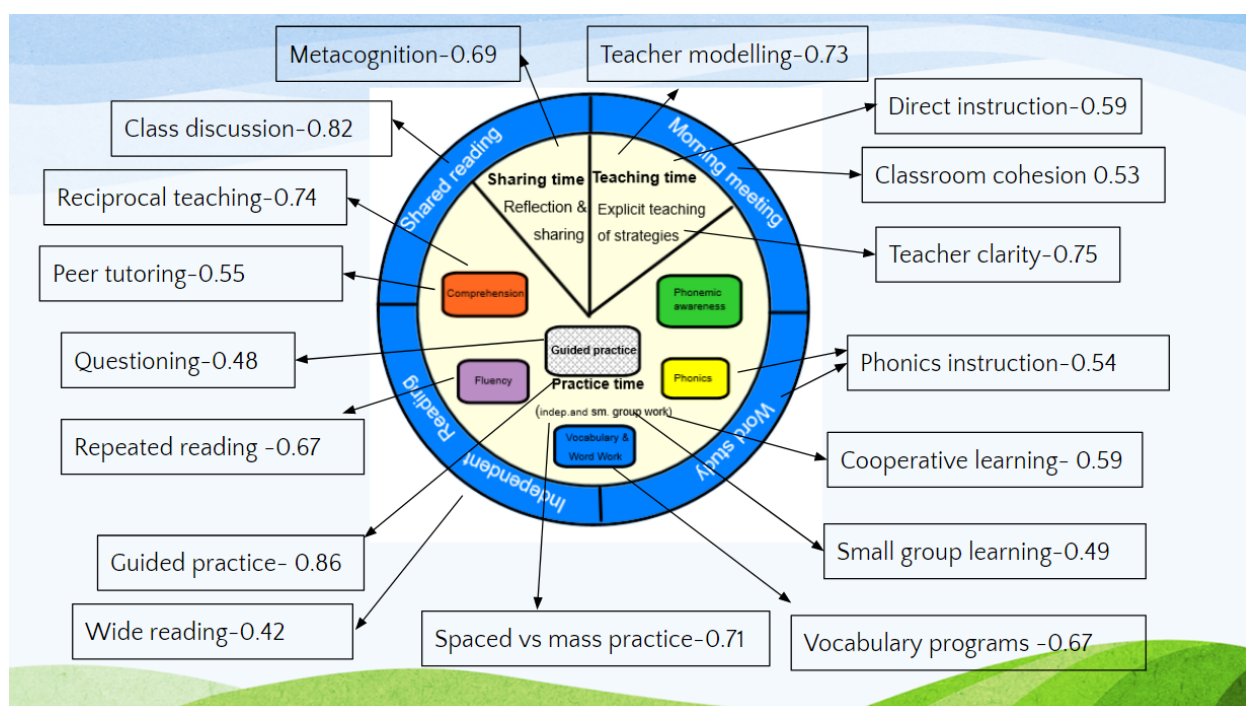
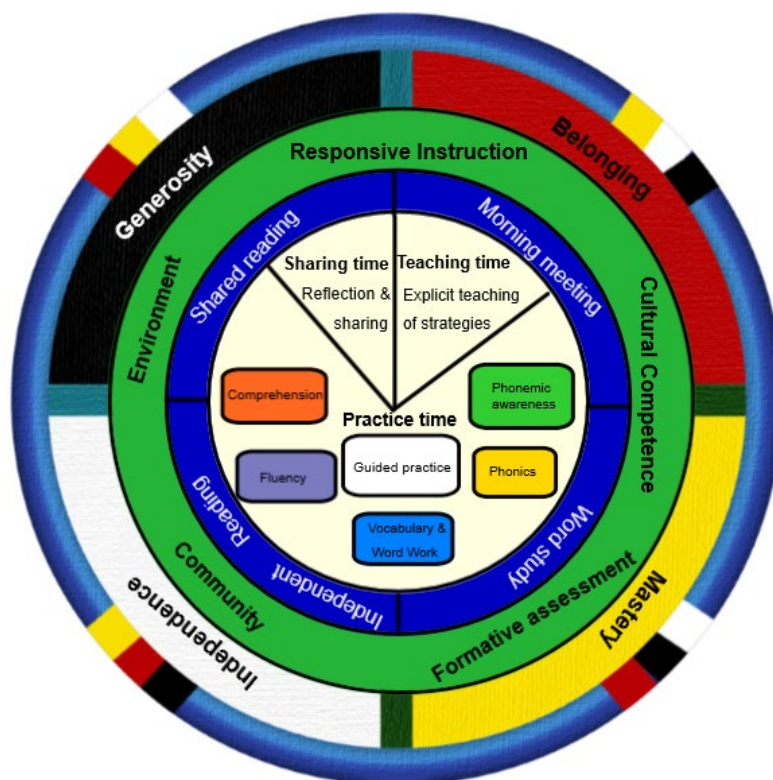


Instructional Practices Embedded within the Math Model

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

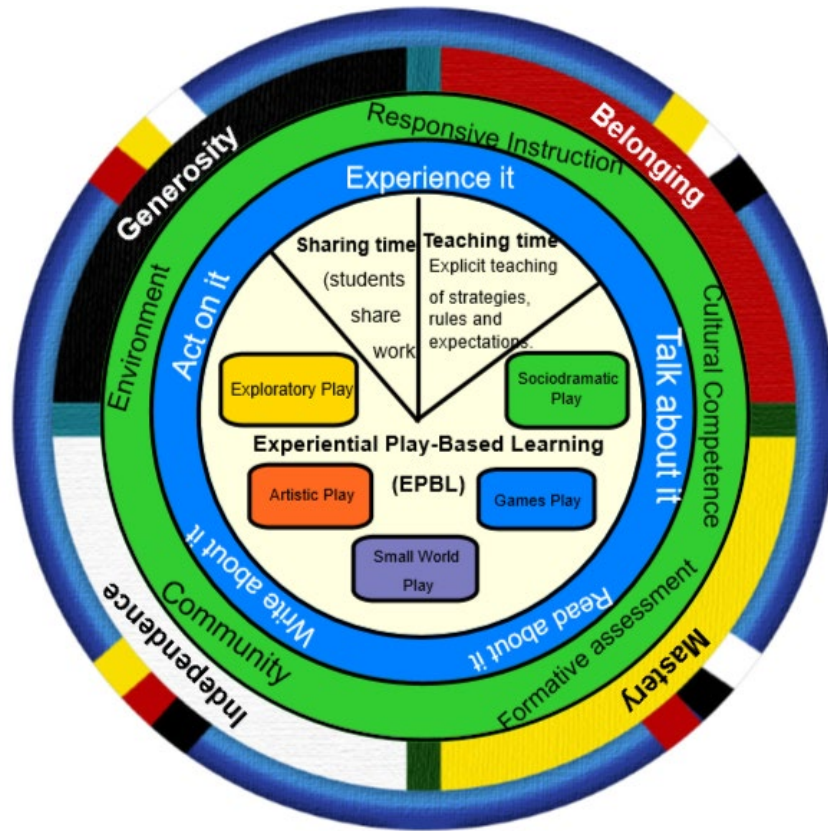
Accountability Report

SRSPD's Literacy Model- an explicit teaching model that is based on the science of reading research.

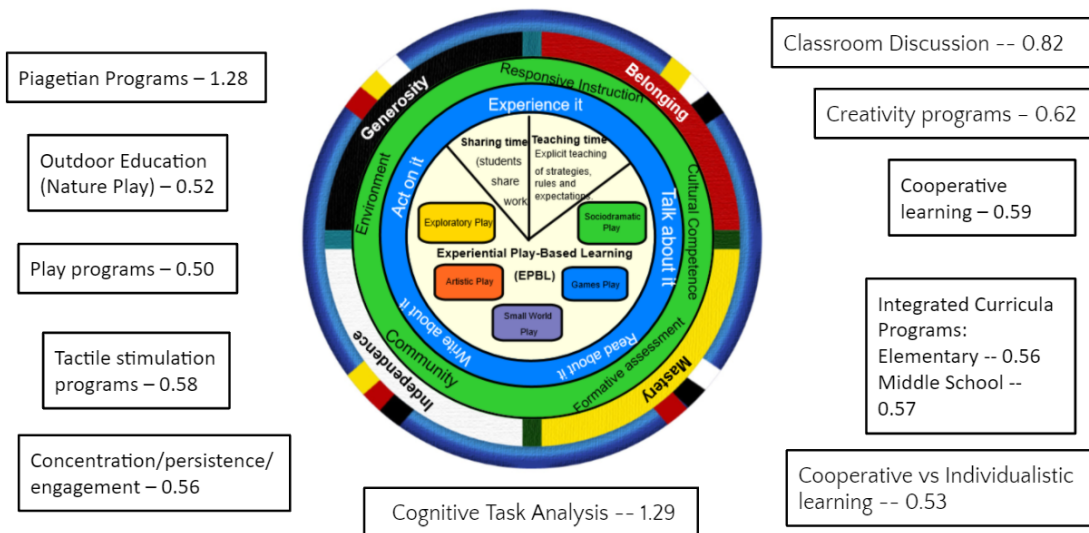


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SRSPD's Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!



Experiential Learning in the Primary Grades



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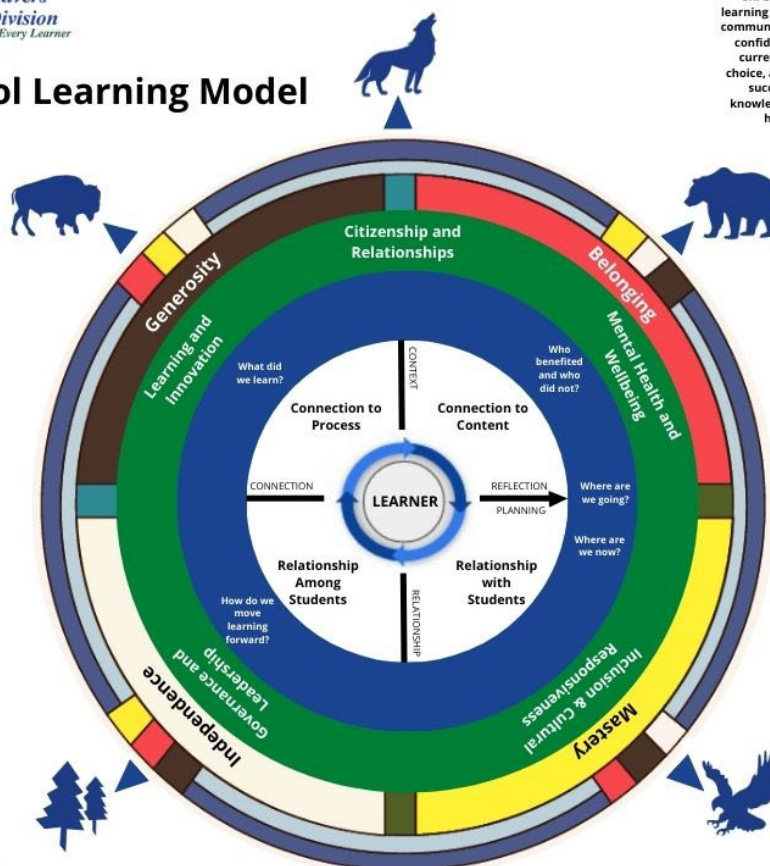


High School Learning Model

SRPSD students will experience joyful learning that develops their sense of inquiry, community, independence, competence, and confidence. Students' learning will fulfill current needs, give students voice and choice, and provide a foundation for future success. School teams will have the knowledge, tools, skills, and volition to be highly effective and engaging.

DRAFT May 2022

created by Jodi Lenz and Patricia Bibby for the SRPSD



Brendtro, L. K., Brinker, M., & Van Bockern, S. (1998). Recurring youth at risk. National Educational Service.

Fisher, D., Frey, N., Amador, D., & Assof, J. (2019). Teacher clarity playbook: A hands-on guide to creating learning intentions. Sage Publications Inc.

Gouge, L. M., & Gouge, K. N. (2014). Teaching each other: Native concepts and indigenous pedagogies. University of British Columbia Press.

Saskatchewan Rivers Public School Division. (2021). Strategic Plan 2021-2024. Retrieved May 19, 2022, from https://www.srpsd.ca/wp-content/uploads/2021/05/SRPSD_Strategic_Plan_August_30_2021.pdf

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

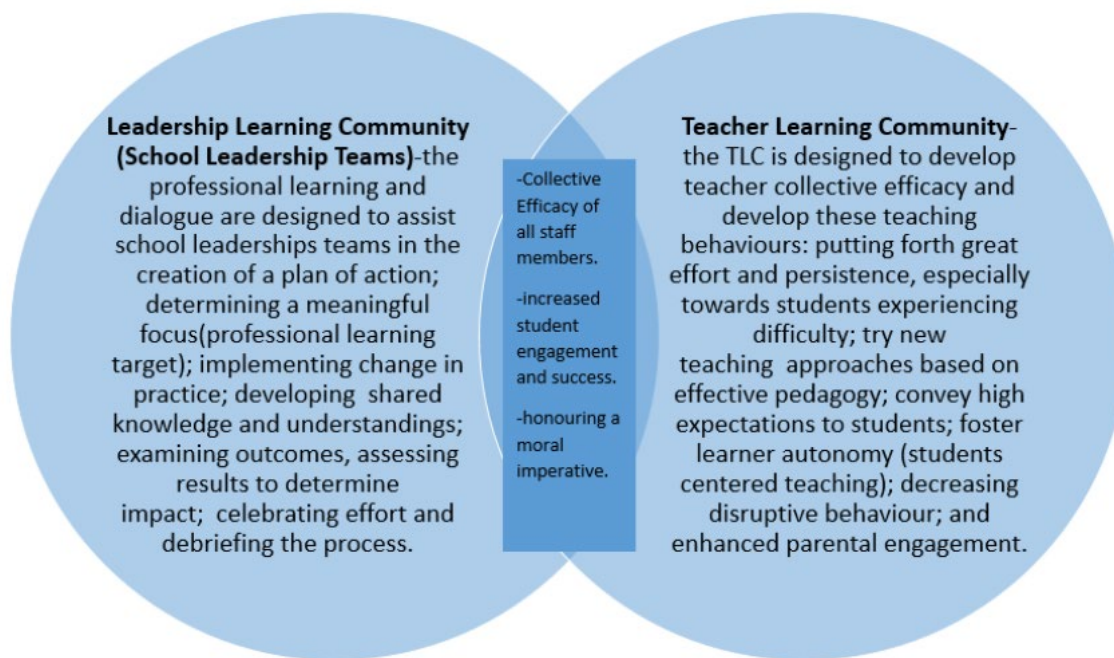
Accountability Report

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.



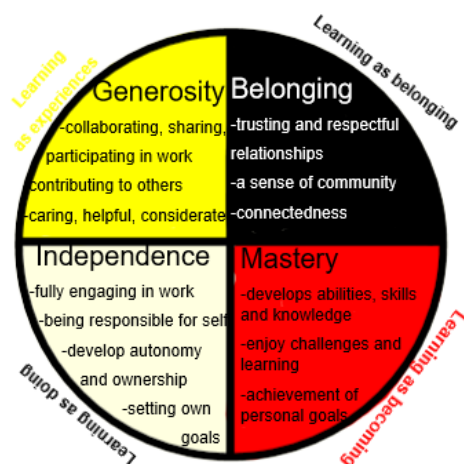
Accountability Report



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 (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.

Accountability Report

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.