

## Accountability Topic: Fall 2021 Assessment Data – Early Years

### Date of Board Meeting:

December 16, 2021

### Strategic Priority:

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical & Social Environments

### Quality Indicator(s) (if applicable):

- QI 2.1 – Provides leadership in all matters relating to education in the Division.
- QI 7.2 - Achieves the key results identified in the Strategic Plan.
- QI 7.3 - Reports at least annually on results achieved.

### Key Measures:

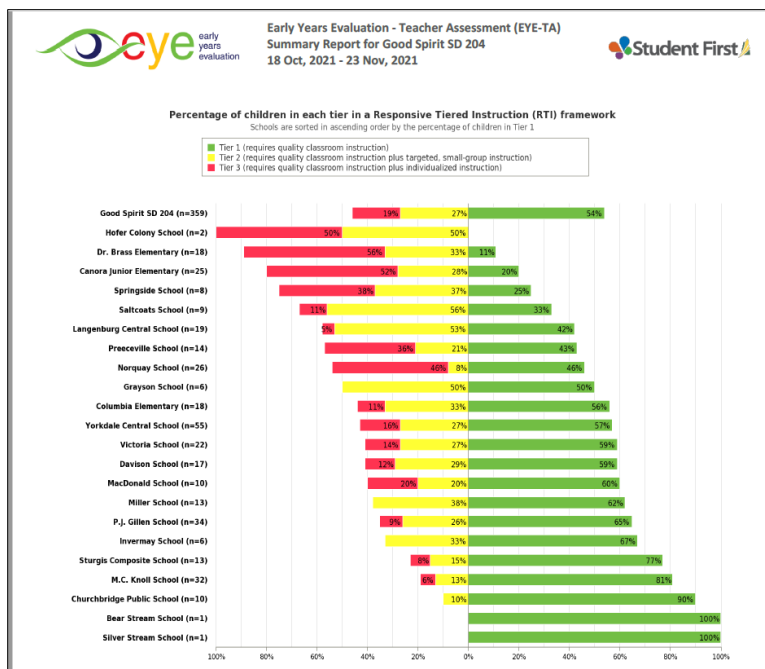
- Early Years Evaluation – Teacher Assessment (EYE – TA)

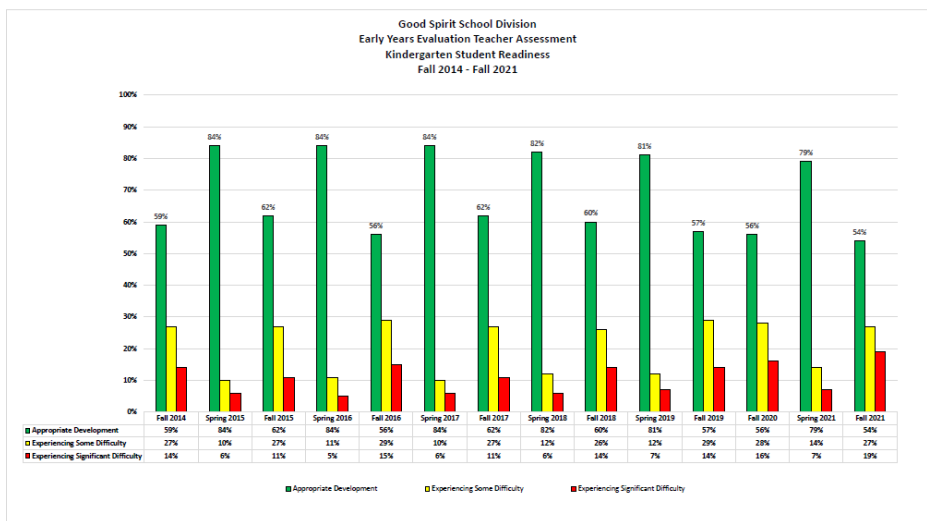
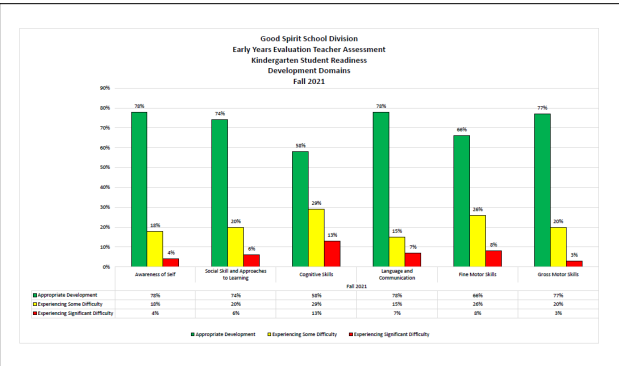
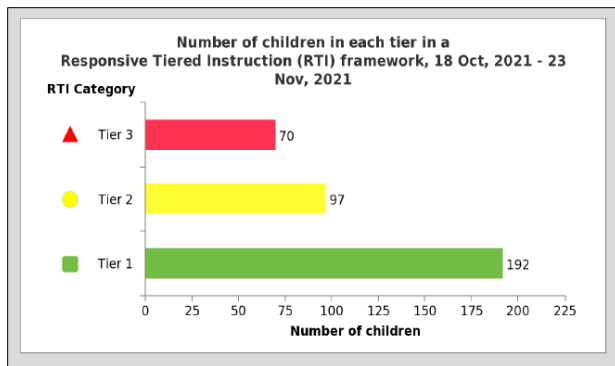
### Targets:

By June 30, 2022:

- 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.

### Data:





**Key Strategies Employed:**

- An Early Learning Network has been established and includes over 20 partners from organizations in the Good Spirit Area that support families with children 0-5 years old. The goal of this network is to explore ways to engage families before their children enter Prekindergarten or Kindergarten.
- Continued partnership with Regional KidsFirst (RKF) Community Developer.
- Partnership with Denise Fields, Early Learning Child Care Consultant and Daycare Directors in the Good Spirit area.
- Continued focus on Prekindergarten and Kindergarten teachers obtaining specialization in Early Years.
- Early Learning Data Discussion team meetings held with each school team where short term, targeted goals (sprints) are put in place to address data.
- Continued focus on Family Engagement including Kindergarten Family Engagement Days built into the division calendar and offered virtually.
- Use of Seesaw to share with parents what children are learning in the classroom.
- Help Me Tell My Story implemented in all Prekindergarten and Kindergarten classrooms in those same schools (Canora Junior, Davison, Dr. Brass, Langenburg Central, Victoria).
- Administration of an Early Literacy Assessment for Kindergarten that includes a phonemic awareness screen and an early literacy behaviours checklist.
- Early Learning Intensive Support Pilot program for two students in the Columbia Prekindergarten classroom.

### Future Strategies:

- Continued investment in classroom resources (i.e. Heggerty) to support oral language and early reading skills.
- Early Learning Network to explore strategies to reach children and families before they enter Kindergarten.
- Early Learning Network to explore a common early childhood screen (i.e. Ages and Stages Questionnaire) that families can administer at home.
- Speech Language Pathologists support Kindergarten teachers with phonological awareness and language and communication skills.
- Work with Child Care centers to support childhood development in the five domains (Awareness of Self, Social Skills & Approaches to Learning, Cognitive, Language and Communication, Physical Development (Fine & Gross Motor Skills)).
- Get Ready for Kindergarten kits to be developed in partnership with RKF to replace face-to-face IMPACT events for 2022.
- Social media campaign through RKF with tips for preparing children for Kindergarten.
- We Thinkers resource has been placed in all Kindergarten classrooms to support Social Skills and Approaches to Learning domains along with professional development. Support through the early years coach and school counsellors will also be provided.
- Early Years Cultural kits for Kindergarten students that target engagement, language and communication.

### Risk Assessment:

Impact Categories	Insignificant	Minor	Moderate	Major	Catastrophic
<b>Financial</b>	Financial impact of the event is less than \$50,000	Financial impact of the event exceeds \$50,000, but less than \$150,000	Financial impact of the event exceeds \$150,000, but is less than \$250,000	Financial impact of event exceeds \$250,000, but is less than \$500,000	Financial impact of the event exceeds \$500,000
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>• GSSD's early years initiative represents a significant priority and focus for GSSD.</li> <li>• GSSD receiving provincial level funding to support early learning within our schools.</li> <li>• GSSD has prioritized additional resources and supports for schools that have historically strived to have students ready to learn as they enter Kdn.</li> </ul>				
<b>Reputational</b>	One negative article in a publication	Negative articles in more than one publication	Short term negative media focus and concerns raised by stakeholders	Long term negative media focus and sustained concerns raised by stakeholders	Stakeholders lose faith in management or Trustees
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>• GSSD has historically exceeded the provincial average for students existing Kdn. ready to learn based on the EYE Assessment.</li> </ul>				
<b>Managerial Effort/Capacity</b>	Impact can be absorbed through normal activity	Some management effort is required to manage the impact	Can be managed under normal circumstances with moderate effort	With significant management effort, can be endured	Potential to lead to the collapse of the organization

<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>GSSD has allocated resources to support this initiative both at the central level and at the school level.</li> <li>One Curriculum Consultant has been given the responsibility of managing this important portfolio.</li> </ul>				
<b>Government Relations</b>	Routine ministerial inquires	In-depth ministerial inquires	Concerns raised by Ministry of Education	School division's ability mandate is questioned	Ministry of Education loses faith in the organization
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>GSSD is compliant with Ministry requirements.</li> </ul>				
<b>Legal</b>	Legal action threatened	Civil action commenced/small fine assessed	Criminal action threatened/moderate fine assessed	Criminal lawsuit commenced/significant fine assessed	Jail term of any length for a Trustee/Director; multiple significant fines assessed
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>				
<b>Student Outcomes</b>	Immaterial impact on student achievement	Student achievement metrics begin to show a decline	Parental complaints submitted related to student achievement	Overall student competency levels are below standards	Inability to satisfactorily deliver curriculum or key programs
<b>Comments &amp; Mitigation Strategy</b>	<ul style="list-style-type: none"> <li>During the time of COVID-19, GSSD has experienced a gradual decline in students entering Kdn. at expected levels.</li> <li>GSSD will continue to work with our early years network to support this work before entering Kdn. to Gr. 12 system.</li> </ul>				

<b>Likelihood</b>				
The likelihood of identified risks is to be assessed by estimate the probability of the risk occurring during the planning horizon.				
<b>Rare</b>	<b>Unlikely</b>	<b>Moderate</b>	<b>Likely</b>	<b>Almost Certain</b>
Extremely rare in the sector. Once in more than 10 years at the school division.	Has occurred occasionally in the sector. Once in 5 to 10 years at the school division.	Periodic occurrence in the sector; possible occurrence. Once in 3 years at the school division.	Has occurred previously and could reasonably occur again. Once in 1 to 2 years at the school division.	Extremely likely to occur. Multiple times per year at the school division.

**Summary Comments:**

Overall, 54% of GSSD students who entered Kindergarten in the Fall of 2021 scored at the appropriate development level. This number has been on a downward trend since Fall 2017. A 27% increase from Fall to Spring would see 81% of GSSD students exiting Kindergarten at the appropriate development level.

Cognitive Skills and Fine Motor skills continue to be two areas where less children enter Kindergarten at the appropriate level of development. These two domains continue to be an area GSSD will target.

**Recommended Decision/Motion:**

“That the Board approve the accountability report on Fall 2021 Assessment Data – Early Years as presented.”

Respectfully submitted,

Quintin M. Robertson, Director/CEO  
Good Spirit School Division