

Accountability Topic: Student Learning & Well-being - Graduation

Date of Board Meeting:

October 6, 2022

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 1.1 - Facilitate environments where students feel safe, and have high levels of intellectual engagement.
- QI 1.4 – Utilizes performance metrics for the purpose of monitoring and evaluating operational performance relative to student wellness.
- QI 2.1 – The Director conducts an analysis of student success and ensures development of action plans to address concerns.
- QI 2.2 – The Director identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.
- QI 2.3 -The Director meets all timelines with provision for appropriate Board input relative to the annual review of priorities and outcomes.
- QI 7.2 – Achieves the key results identified in the Strategic Plan.
- QI 7.3 – Reports at least annually on results achieved.

Key Measures:

- Ministry of Education Data
- MySchoolSask

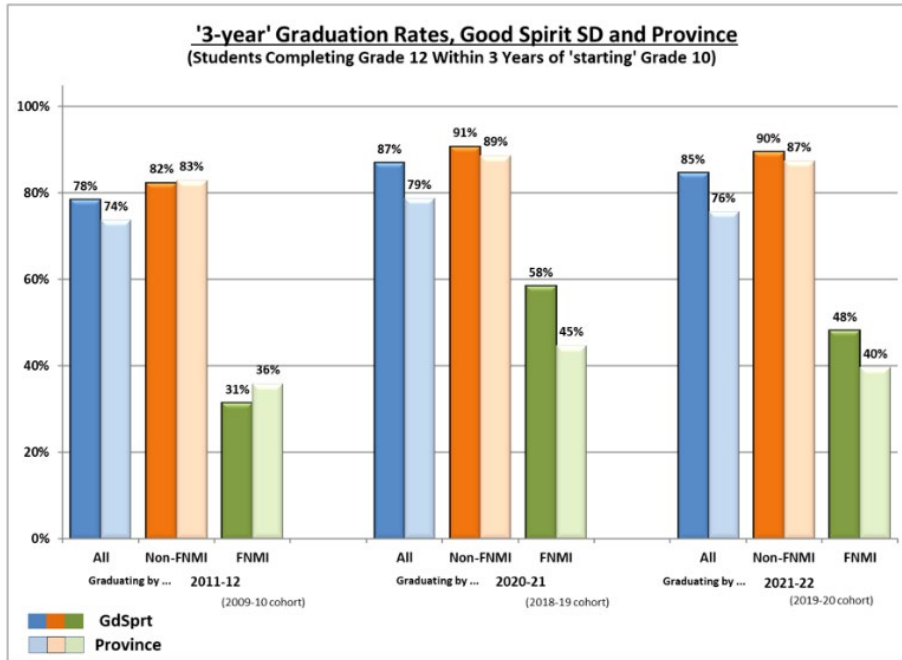
Targets:

By June 30, 2022:

- the three-year graduation rate will increase by 2% from the June 2021 data.
- the five-year graduation rate will increase by 2% from the June 2021 data.

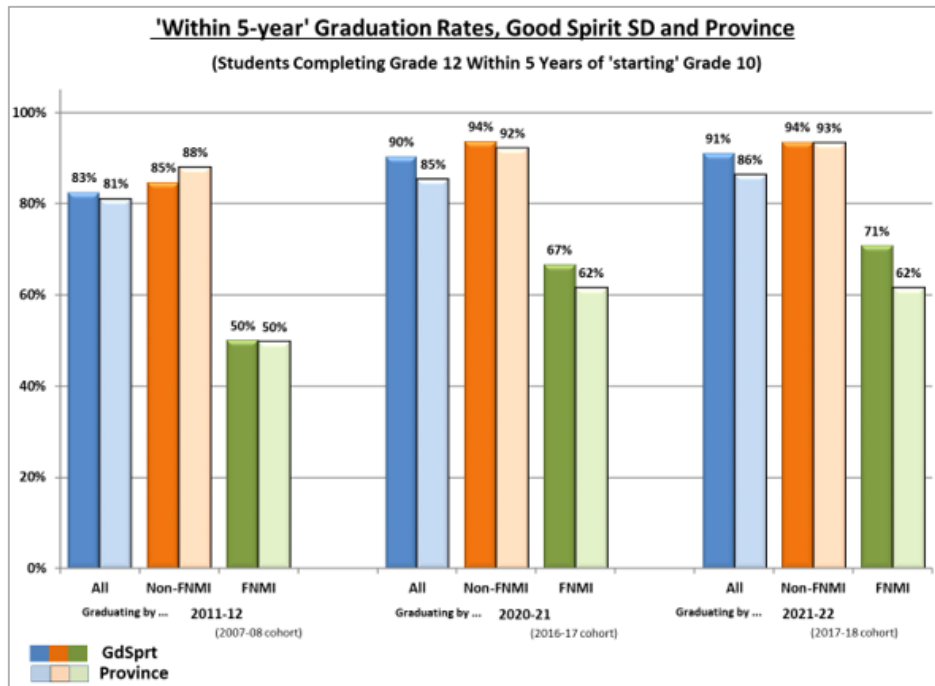
Data:

- **Three Year Graduation Rate for School Year 2021-2022**



- The Good Spirit School Division finished the 2021-2022 school year with a three-year graduation rate of 85% which is 2% *lower* than the 2021 graduation rate.
- First Nations and Metis students saw a three-year graduation rate of 48% which is 10% *lower* than 2021.

- **Five Year Graduation Rate for School Year 2021-2022**



- The Good Spirit School Division finished the 2021-2022 school year with a five-year graduation rate of 91% which is 1% *higher* than the 2021 five-year graduation rate. This is an 8% increase from baseline data collected during the 2011-2012 school year.

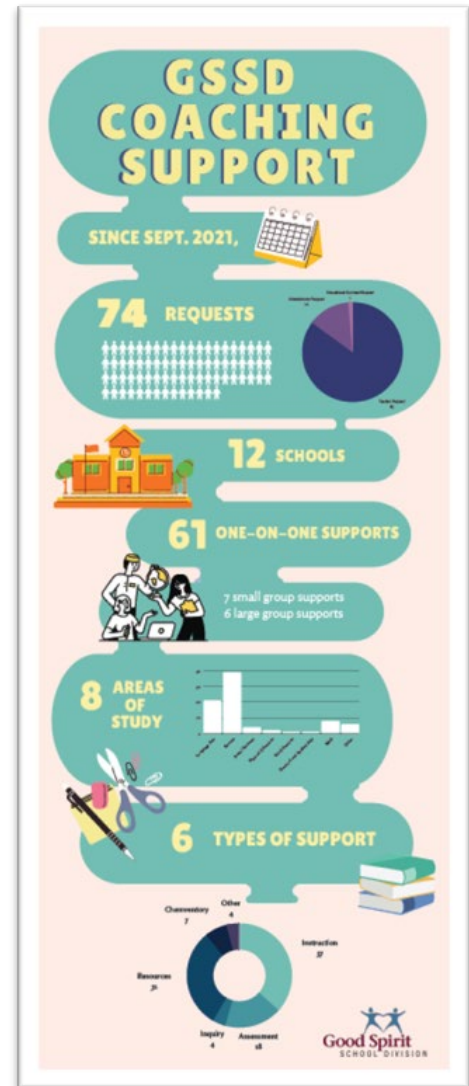
- First Nations and Metis students saw a five-year graduation rate of 71% which is 4% *higher* than 2021. This is a 21% increase from baseline data collected during the 2011-2012 school year.

Key Strategies Employed:

- The total full time teacher equivalent (FTE) of 3.1 for Grad Coaching was distributed equitably to GSSD schools to support students who were “at risk” or “off track” for meeting the three-year graduation goal.
- Additional supports supplied to the YRH and KCI for Indigenous students to improve student success.
- 243 students earned a credit in Indigenous Studies 10 in 5 GSSD schools: Churchbridge, DLS, Kamsack Comprehensive Institute, Langenburg Central School, Yorkton Regional High School.
- 482 credits were earned through the Digital Learning school.

Student Grade	Count of student Credits Earned (passed)
9	8
10	122
11	183
12	169
Grand Total	482

- Revisions were made to Final Exams AP 202 to reduce barriers and provide alternate ways of demonstrating learning for students.
- Revisions were also made to AP 359 Credit Recovery and Credit Extension to improve this intervention process and break down barriers to students obtaining credits.
- Blended Learning opportunities for students and families to access assignments from home.
- High School Curriculum Coaches supported 61 teachers in 12 different schools with instruction, assessment, resources, and other areas.



Future Strategies:

- All high school students will have a graduation plan in myBlueprint and a communication plan with families will be implemented.
- Additional support for Indigenous students at Norquay school through ICW support along with continued support at KCI and YRH.
- Anti-Oppressive/Anti-Racist Professional Development will be provided to high school staff throughout the school year.
- Continued Grad Coaching support:
 - All schools with Grade 12 have received 5% of their Gr. 9-12 FTE for Grad Coaching
 - Schools with less than an 85% three-year graduation rate have been allotted 10% of their Grade 9-12 FTE for Grad Coaching
 - A total of 3.64 FTE has been dedicated to Grad Coaching in GSSD for the 2022-2023 school year.
- Phase 2 of Indigenous Studies 10 with the addition of Canora Composite School and Preeceville School offering IST10 as a mandatory grade 10 credit.

- Courses continue to be offered to students through Digital Learning. There are currently 300 students registered in DLS for semester 1.
- Good Spirit will also continue to provide students with additional support in obtaining Special Project Credits, Dual Credits, and Apprenticeship Credits.
- The High School Curriculum team will unpack the new ministry document, *Supporting Student Assessment in Saskatchewan, 2022* to improve assessment and reporting practices in the division; specifically in high school.
- A review of the current process for students accessing modified courses in grades 10-12 will take place.
- Continued support for high school teachers with providing a blended learning classroom environment.
- Grade 7-12 gradebooks are open to parents in Edsby and Edsby is the primary communication tool with parents.
- Ongoing review of GSSD Admin. Procedures to identify barriers to student achievement.

Risk Assessment:

Impact Categories	Insignificant	Minor	Moderate	Major	Catastrophic
Financial	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
Comments & Mitigation Strategy	<ul style="list-style-type: none"> • GSSD has allocated considerable internal resources to support graduation rate increases across the division both directly and indirectly. GSSD understands the enormous economic, social, and physical impact of not graduating from high school. 				
Reputational	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
Comments & Mitigation Strategy	<ul style="list-style-type: none"> • No negative articles have been written related to GSSD's graduation rate. We do recognize that our graduation rate for indigenous students is far lower than for non-indigenous students. This inequity should urge the division into swift and sustained action. 				
Managerial Effort/Capacity	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
Comments & Mitigation Strategy	<ul style="list-style-type: none"> • GSSD has assigned the monitoring and supporting of graduation rates to the Sup't of Instruction and Schools. GSSD also employs a Curriculum Consultant and High School Coach with this area in their portfolio. 				

Government Relations	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
Comments & Mitigation Strategy	<ul style="list-style-type: none"> Graduation rates and credit attainment rates are monitored closely by the Ministry of Education. 				
Legal	Legal action threatened	Civil action commenced/sm all fine assessed	Criminal action threated/moderate fine assessed	Criminal lawsuit commenced/significant fine assessed	Jail term of any length for a Trustee/Director; multiple significant fines assessed
Comments & Mitigation Strategy	<ul style="list-style-type: none"> N/A 				
Student Outcomes	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
Comments & Mitigation Strategy	<ul style="list-style-type: none"> Three-year overall graduation rates have declined slightly in 2021-22. The largest decline was for indigenous students. Overall, GSSD continues to exceed the province in all categories. Five-year overall graduation rates have been stable. Indigenous student graduation rates have increased year of year. 				

Likelihood				
The likelihood of identified risks is to be assessed by estimate the probability of the risk occurring during the planning horizon.				
Rare	Unlikely	Moderate	Likely	Almost Certain
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:

- The pandemic has negatively impacted graduation rates across the province. GSSD continues to lead the province in this area and our results are considerably better than 10 years ago. The largest increase has been in our three and five-year rates for indigenous students.

Recommended Decision/Motion:

“That the Board accept the accountability report on High Quality Teaching and Learning - Graduation as presented and met the requirements of QIs 1.1, 1.4, 2.1, 2.2, 2.3, 7.2, and 7.3 based on the evidence within the report.”

Respectfully submitted,

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