

Accountability Topic: 2021-2022 Credit Attainment

Date of Board Meeting:

January 26, 2023

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 2.2 – The Director conducts an analysis of student success and ensures development of action plans to address concerns.
- QI 7.2 - Achieves the key results identified in the Strategic Plan.
- QI 7.3 - Reports at least annually on results achieved.

Key Measures:

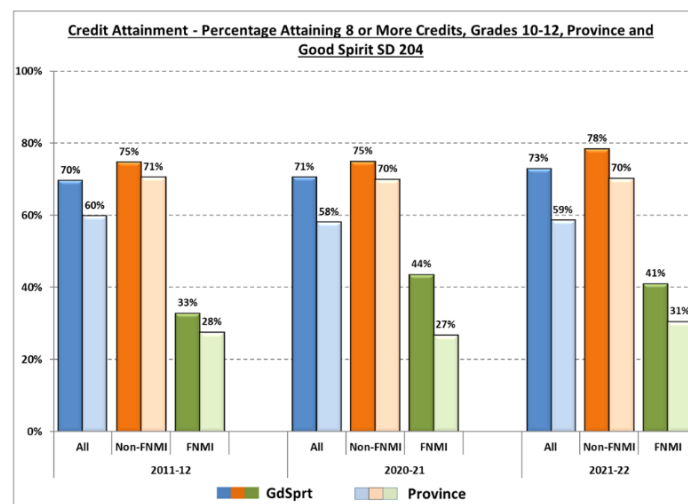
Provincial Student Data System (SDS)

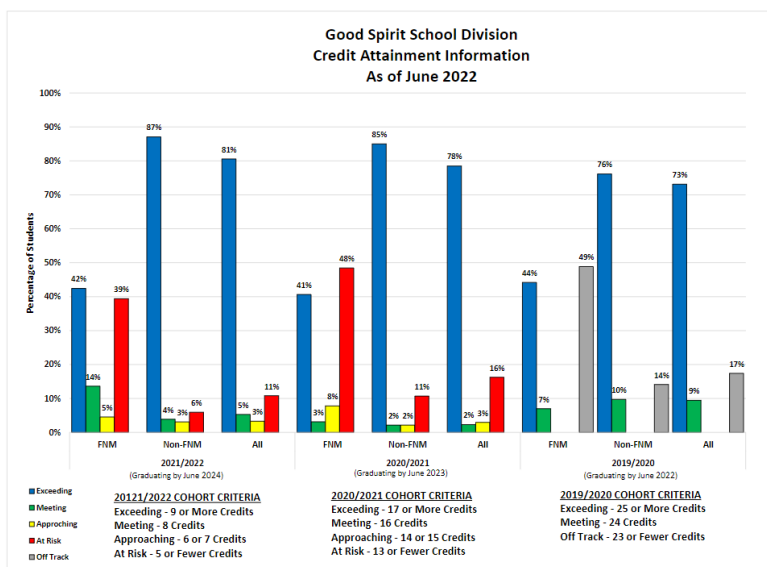
Targets:

By June 30, 2023:

- The three-year graduation rate will increase by 2% from the June 2022 data
- The three-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data
- The five-year graduation rate will increase by 2% from the June 2022 data
- The five-year graduation rate for self-declared Indigenous students will increase by 5% from the June

Data:





- At 73%, Good Spirit’s credit attainment rate for 2021-22 is 14% higher than the provincial result. Good Spirit’s credit attainment rate for Non-FNMI (First Nation Métis Inuit) students is 10% higher than the provincial average. Good Spirit’s FNMI credit attainment rate of 41% is 10% higher than the provincial average of 31%.
- Good Spirit’s credit attainment rate increased by 2% compared to the 2020-21 data. Compared to 2011-12, Good Spirit’s credit attainment rate is 3% higher in 2021-22. Non-FNMI students showed a 3% increase from 75% in 2011-12 to 78% in 2021-21. FNMI students showed an 8% increase from 33% in 2011-12 to 41% in 2021-22.
- As of June 2022, 80% of students are on target to graduate in June 2023 with 16 or more credits with 44% of FNMI students are on target to graduate.

Key Strategies Employed:

- GSSD supported many full-time remote high school learners during the 2021-22 school year.
- Special Project Credits and Apprenticeship Credits were made available to high school students.
- Continued support for high school assessment practices including updates made to AP 202 *Final Exams and Assessments*.
- Diversity factor provided to schools for high school graduation coaches.
- High school coaching support provided to all grade 10 to 12 classroom teachers.
- Updates made to AP 359 *Credit Recovery and Credit Extension*.
- Graduation and post-graduation plans developed and maintained using myBlueprint.

Future Strategies:

- Continued support of full-time remote high school learners as well as for students who require additional credits not available to them within their physical school or those who wish to accelerate their graduation plan.
- Special Project Credits and Apprenticeship Credits made available to high school students.
- Compulsory Indigenous Studies 10 offered in all but three GSSD high schools with plans for the remaining three high schools to offer this as a compulsory course during the 2023-2024 school year.
- Define the roles and responsibilities of high school graduation coaches.
- High school coaching support provided to all grade 10 to 12 classroom teachers.
- Credit Recovery and Credit Extension opportunities extended to students to obtain the requirements necessary for high school graduation.
- Support for the use of myBlueprint in high schools.

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 currently allocates Grad Coaching time to schools based on their three-year graduation rates. Refinement to this diversity factor will be occurring for the 2023/24 school year. GSSD has also invested in curriculum consultant and coaching support at the high school level to support credit attainment. 				
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"> GSSD has historically achieved credit attainment and graduation rates higher than province. The likelihood of negative press is unlikely. 				
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 invested resources and supports at the high school level to support credit attainment. Examples would include Grad Coaching time, Learning Leads, Indigenous Student Success Leads, MyBluePrint Software, Credit Recovery/Credit Extension, DLS, etc. 				
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"> GSSD meets all ministry requirements related to reporting and monitoring credit attainment. 				
Legal	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
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"> As was stated, GSSD exceeds provincial credit attainment averages. One area of concern continues to be the achievement of Indigenous Students, particularly those off reserve. GSSD will be working with the various First Nations in our area to address this issue. Attendance appears to be the driving factor behind this discrepancy.
---	--

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:

- Credit attainment provides a strong predictive indicator of a school system’s three-year graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of beginning Grade 10 than those who do not achieve eight or more credits per year.
- Based on the 2021-2022 credit attainment data, Good Spirit school division is poised to meet our June 2023 target of the three-year graduation rate increasing by 2% from the June 2022 data; however, this data suggests we may fall short of the targeted three-year graduation rate for self-declared Indigenous students with only a 3% increase predicted.

Recommended Decision/Motion:

“That the Board approve the accountability report on 2021-22 Credit Attainment and acknowledge the report met the requirements of QIs 2.1, 2.2, 7.2, & 7.3, based on the evidence within the report.”

Respectfully submitted,

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