

Accountability Topic: Improving Student Outcomes: Assessment Data

Date of Board Meeting:

January 25, 2024

Strategic Priority:

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

Presented by:

Lisa Wotherspoon, GSSD Superintendent of Learning

Quality Indicator(s) (if applicable):

- QI 2.1 – Analyzing student achievement and ensuring the development of action plans to address concerns and gaps.
- QI 8.2 - Demonstrating the achievement of key results identified in the Division's Strategic Plan and the Provincial Education Plan.
- QI 8.3 - Reporting at least annually on results achieved.
- QI 11.1 – Providing effective educational leadership.

Key Measures:

Early Years Evaluation – Teacher Assessment (EYE – TA)
Fountas & Pinnell Benchmark Assessment System (F&P – BAS)
Provincial Student Data System (SDS)

Targets:

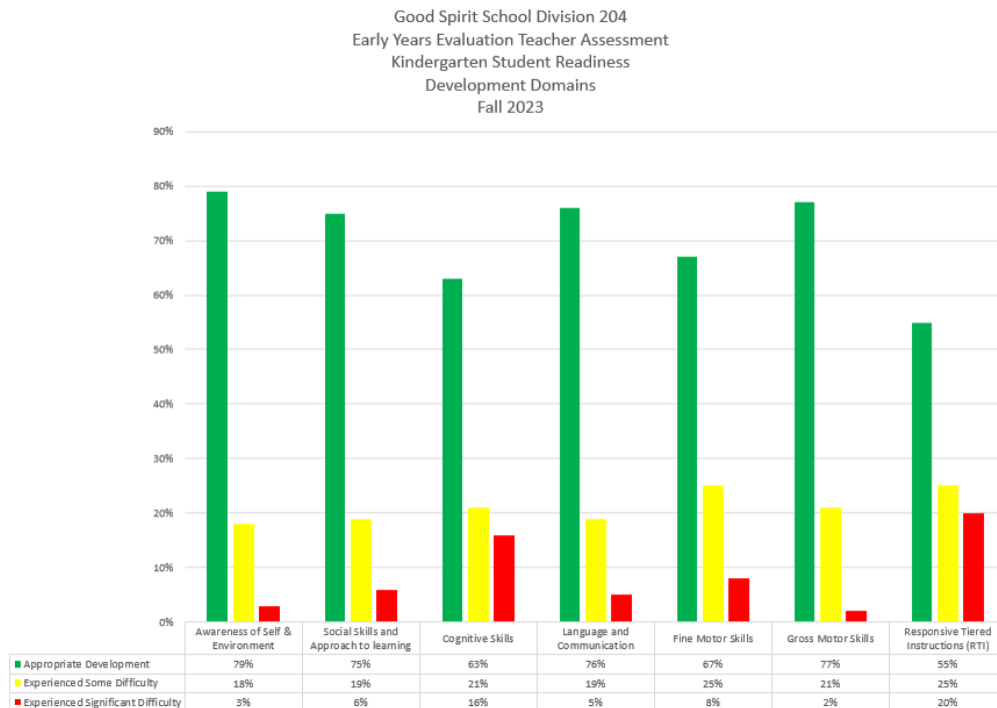
By June 30, 2024,

- 2% more students will exit Kindergarten ready to learn (in the green) than June 2023 (Target: 81%)
- 2% more students in Grades 1-6 will be reading at or above grade level than June 2023 (Target: 70%)
- The three-year graduation rate will increase by 2% from the June 2023 (Target: 88%)
- The three-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2023 (Target: 52%)
- The five-year graduation rate will increase by 2% from the June 2023 (Target: 93%)
- The five-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2023 (Target: 70%)

EYE Data:

According to the Fall 2023 EYE-TA results:

- 55% of students entering Kindergarten are at appropriate development.
- 74% or more GSSD kindergarten students are at the appropriate level in the awareness of self and environment, social skills and approaches to learning, language and communication, and gross motor domains.
- 62% of students are at the appropriate level in the cognitive domain.
- 67% of students are at the appropriate level in the fine motor domain.



Key Strategies Employed:

- The Early Years Consultant is part of the Thrive to Five Early Years Network.
- Continued accountable partnership with Regional Kids First which includes (but is not limited to) hosting IMPACT events for all 3- and 4-year-old children in GSSD communities.
- New Speech and Language Pathologist position that targets PreK Early Learning Intervention Support (ELIS) programs and Kindergarten in the same schools.
- Michif Early Language program for 3- and 4-year-olds began operating in the Fall of 2023 at Columbia school as a result of a partnership with Métis Nation of Saskatchewan.
- Prekindergarten program moved to Norquay school.
- All Prekindergarten teachers received training (HANEN) on how to facilitate children’s social, language, and literacy development in early childhood settings.

- All Kindergarten teachers are trained and use Heggerty Phonological and Phonemic Awareness in their classrooms.
- Early Years cultural kits that target engagement, language, and communication have been developed.

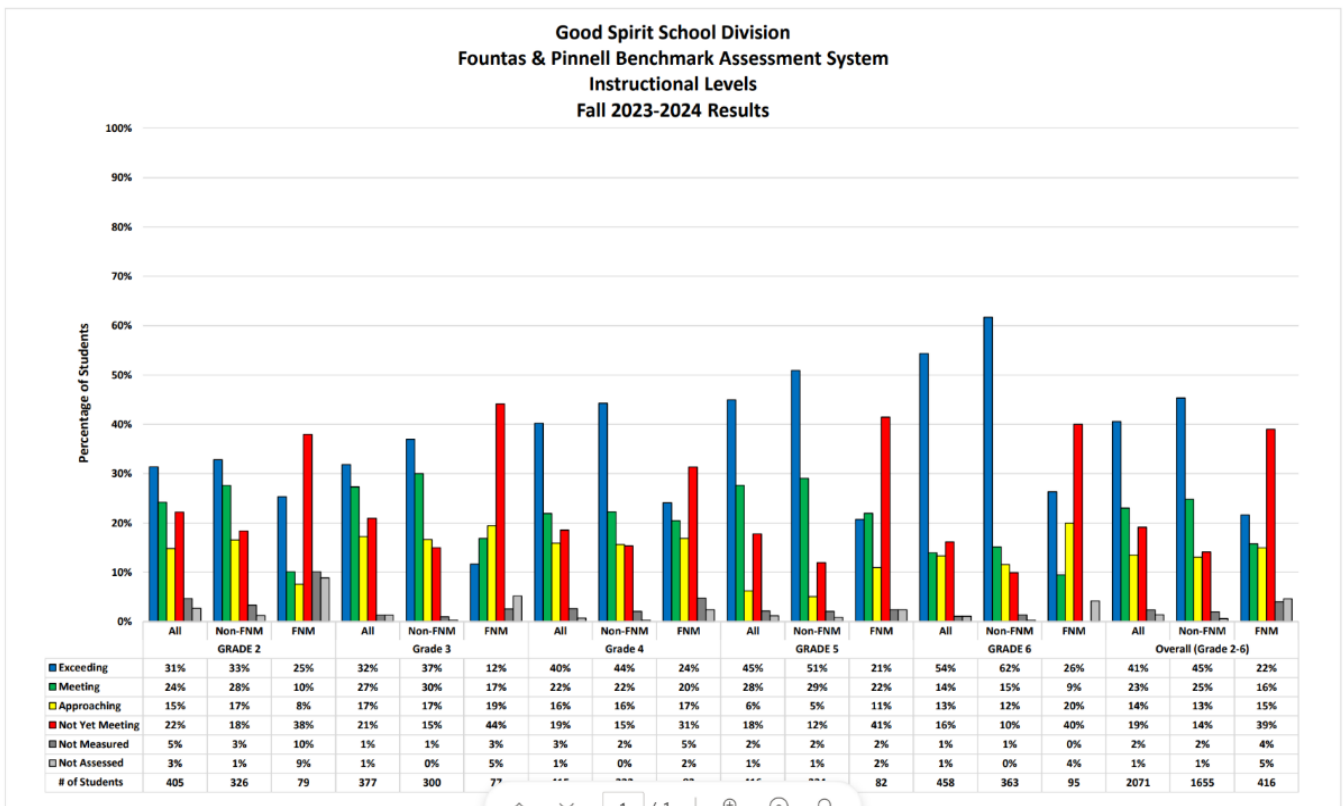
Future Strategies:

- Early Learning Data Discussion team meetings are held with each school team where short term; targeted goals (sprints) are put in place to address data.
- Select Kindergarten classrooms will receive Early Childhood Environment Rating Scale (ECERS) assessments and training to support culturally responsive environments.
- Numeracy kits (that incorporate Indigenous literature) have been developed and are being shared with Kindergarten teachers through visits from the consultant.
- All PreK teachers have received training on implementing the Ages and Stages Questionnaire 3 (ASQ-3) with families and will meet with families during student-led conference times to complete the questionnaire and support student needs according to their individual results.

Fountas & Pinnell Data:

Fall 2023 Fountas and Pinnell (BAS) data suggests:

- 64% of grades 2-6 students are reading at or above grade level.
- Reading data for self-declared First Nations and Métis students is significantly lower than non-First Nations and Métis students with 38% of FNM students reading at or above grade level.
- Results improve at the grade 5 and 6 level with 73% of grade 5s and 78% of grade 6s reading at or above grade level.



Key Strategies Employed:

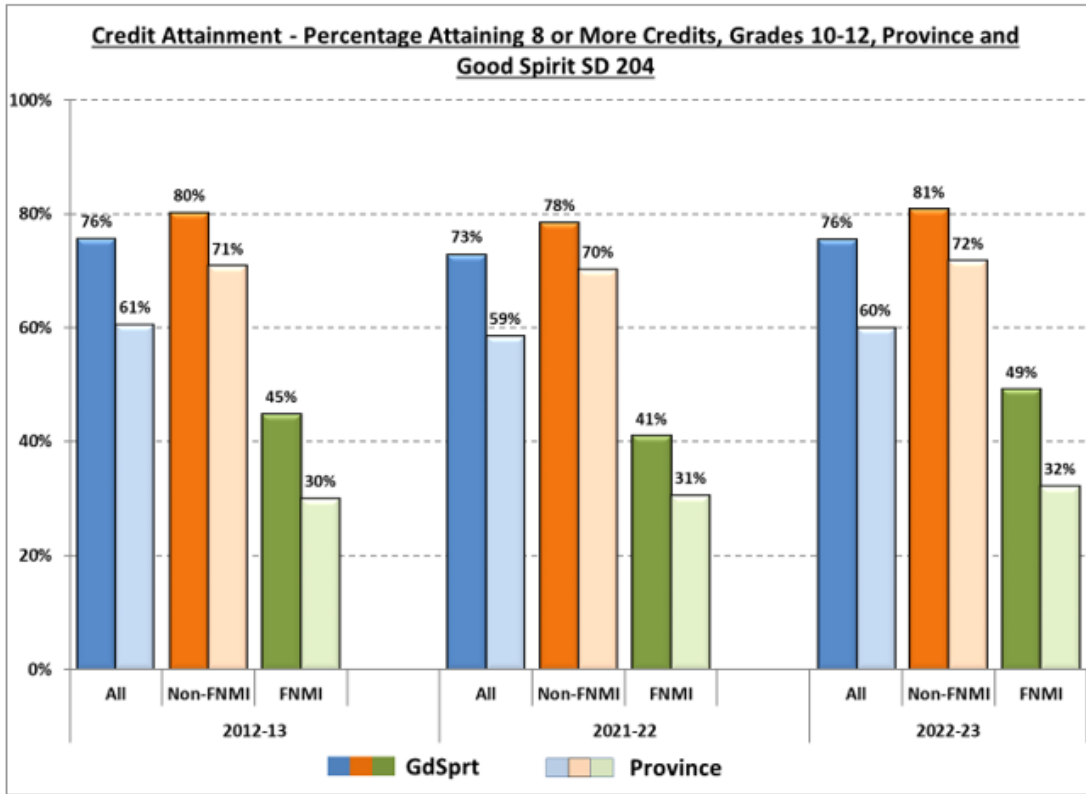
- Shift from “balanced literacy” to “structured literacy” in specific schools to provide foundational reading skills to all students and develop research-based instructional practices.
- Book study opportunity for teachers “Shifting the Balance” to learn research-based strategies.
- Implementation and support (including training) of new resources (UFLI, Under One Sun, decodable books).
- Team data reviews with intervention plans made for students below reading level.

Future Strategies:

- Early Learning steering committee has been formed and is made up of consultants, speech and language therapists, educational psychologists, and the Superintendent of Learning. This team will work together to make researched based decisions about early years instruction, intervention, and assessment as well as refine current processes.
- Continue to investigate new early literacy assessment/screener with team of professionals so that student progress is easily tracked and addressed.
- Teacher professional development in the Science of Reading (foundational reading skill development).
- Continued development of Kdn.-Grade 4 Treaty Education kits and support for literacy resource “Under One Sun”.
- Monitoring of EAL intervention (Lexia) and impact on EAL students’ English language proficiency.
- Further support and training for anchor resources with explicit scope and sequence (to teach foundational reading skills).
- Focus curriculum outcomes and anchor resources that support language comprehension, build background knowledge and vocabulary.

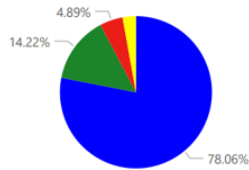
Credit Attainment:

- At 76%, Good Spirit’s credit attainment rate for 2022-23 was 16% higher than provincial results.
- Good Spirit’s credit attainment rate for Non-FNMI (First Nation Métis Inuit) students is 11% higher than the provincial average.
- Good Spirit’s FNMI credit attainment rate of 49% is 17% higher than the provincial average of 32%.
- Good Spirit’s credit attainment rate increased by 3% compared to the 2021-22 data.
- As of June 2023, 76% of all grades 10-12 students are on target to graduate with 49% of FNMI students on target.

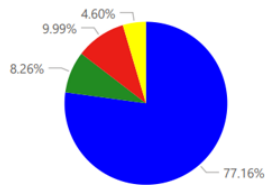


GSSD 2022-2023 Credit Attainment per Grade – All students

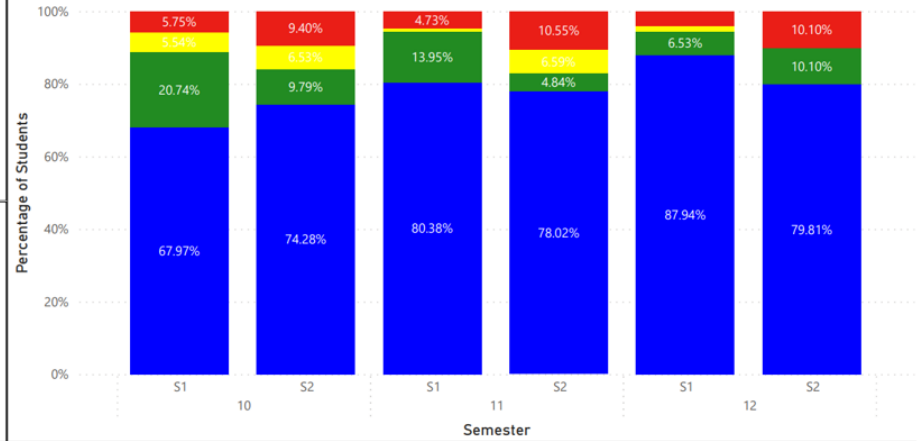
Semester 1 Overall



Semester 2 Overall

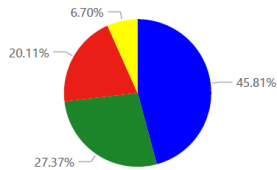


Credit Attainment

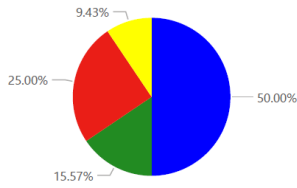


GSSD 2022-2023 Credit Attainment per Grade – FNM students

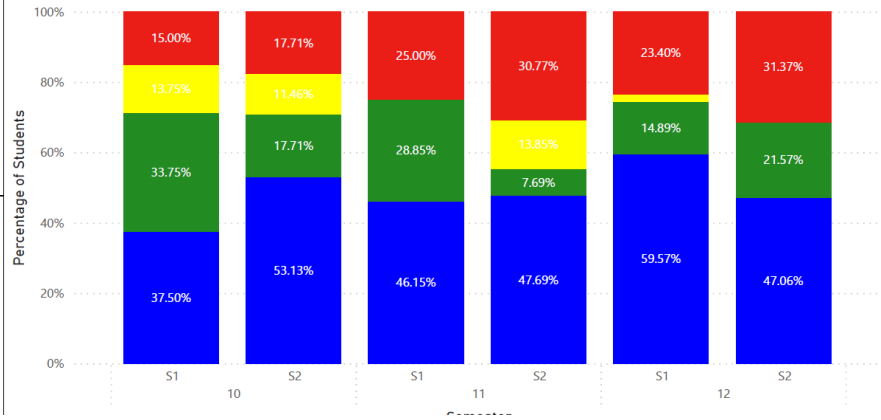
Semester 1 Overall



Semester 2 Overall



Credit Attainment

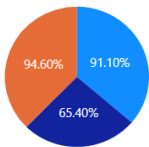


Criteria

	Grade 10		Grade 11		Grade 12	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Exceeding ■	>=5	>=9	>=13	>=17	>=21	>=25
Meeting ■	4	8	10-12	16	19-20	24
Approaching ■	3	6-7	9	14-15	18	
At Risk ■	<=2	<=5	<=8	<=13	<=17	<=23

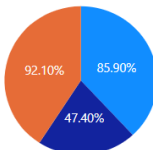
GSSD 2022-2023 Graduation Rates

"Within 5-Year" Grad Rates



FN Status
 ● All
 ● FNMI
 ● Non-FNMI

"Within 3-Year" Grad Rates



FN Status
 ● All
 ● FNMI
 ● Non-FNMI

School Result - Average Grad Rate

● Average of School Gradrate ● Average of GSSD ● Average of Province



Key Strategies Employed:

- Partnership with RDIEC/Career Education Liaison position which supports students with earning a variety of credits and alternative pathways to graduation.
- Revision of Final Exam and Assessment AP and processes to minimize "high stakes" final assessments and limit exams to specific courses (in alignment with Provincial Exam subject areas).

- Revised the Credit Recovery and Credit Extension AP and processes to remove a barrier for students who previously had to start a course from the beginning if they were not successful within the timeframe of one semester.
- Expansion of ISSL/ICW positions to provide additional support for Indigenous students and families.
- Expansion of course offerings in response to student interest.
- Revised expectations for grad coaches, implemented grad coach Professional Learning Community, and centrally monitor the FTE and personnel assigned to the grad coach roles.
- High School consultant supports schools with innovative timetable options (e.g., quad system, allocation of additional time for Workplace & Apprenticeship Math 10, land-based learning programs).
- High school planning in myBlueprint with a target of all grade 9s having a credit attainment plan by the end of each school year.

Future Strategies:

- Currently drafting new Work-Based Learning, Volunteerism, and Dual Credit APs as well as revising Special Project Credit and Apprenticeship APs.
- Implement a timetable audit process for high schools.
- Develop a more robust student interest survey/course selection process.
- With the new graduation requirements effective September 2025, planning will begin to accommodate an increase in electives for students.
- Set up of parent accounts in myBlueprint and support for teachers to further engage grades 7-12 students with this resource.

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 invested considerable resources to support early learning, reading and credit attainment. • Schools are allotted diversity factors to support interventions and grad coaching. • The division has invested in professional staff and paraprofessional staff to support in these areas 				
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's achievement levels tend to be comparable or exceed the provincial average, however, the achievement levels of Indigenous Students continues to be significantly lower than non-indigenous students. GSSD continues to exceed provincial standards for credit attainment. 				
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"> Considerable attention, effort and human resources have been dedicated to enhancing achievement levels in these areas. 				
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"> These results are reported on yearly within GSSD's Legislated Annual Report. 				
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"> Strengthening partnerships with community organizations and families of 0-5 years old. A renewed focus on early literacy based on the Science of Reading. Strengthening partnerships with First Nations in our area Review of attendance data and the impact this has on achievement in these areas 				

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:

- GSSD continues to focus on addressing the disparity between FNM students and non-FNM students in all areas.
- The division tends to see a significant increase in students exiting Kindergarten at the appropriate readiness level than when entering Kindergarten, the data would suggest further engagement and partnership opportunities with community organizations that support families with children 0-5 years would be beneficial.
- Data analysis of early literacy instruction and intervention is currently underway with plans to explore the impact attendance and parent engagement are having on literacy results. More support and professional development to support social emotional learning is also being planned.
- While GSSD graduation rates continue to exceed provincial rates, 2022-2023 credit attainment data would suggest we may fall short of our 3-year graduation target of 88% for all GSSD students but are poised to exceed the 3-year graduation target of 52% for First Nations students.

Recommended Decision/Motion:

“That the Board approve the accountability report on Improving Student Outcomes/Fall Assessment Data & Credit Attainment Report and acknowledge the report met the requirements of QIs 2.1, 8.2, 8.3 and 11.1, based on the evidence within the report.”

Respectfully submitted,

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