

Accountability Topic: Kindergarten Readiness

Date of Board Meeting:

October 10, 2024

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:

Early Years Evaluation – Teacher Assessment (EYE – TA)

Targets:

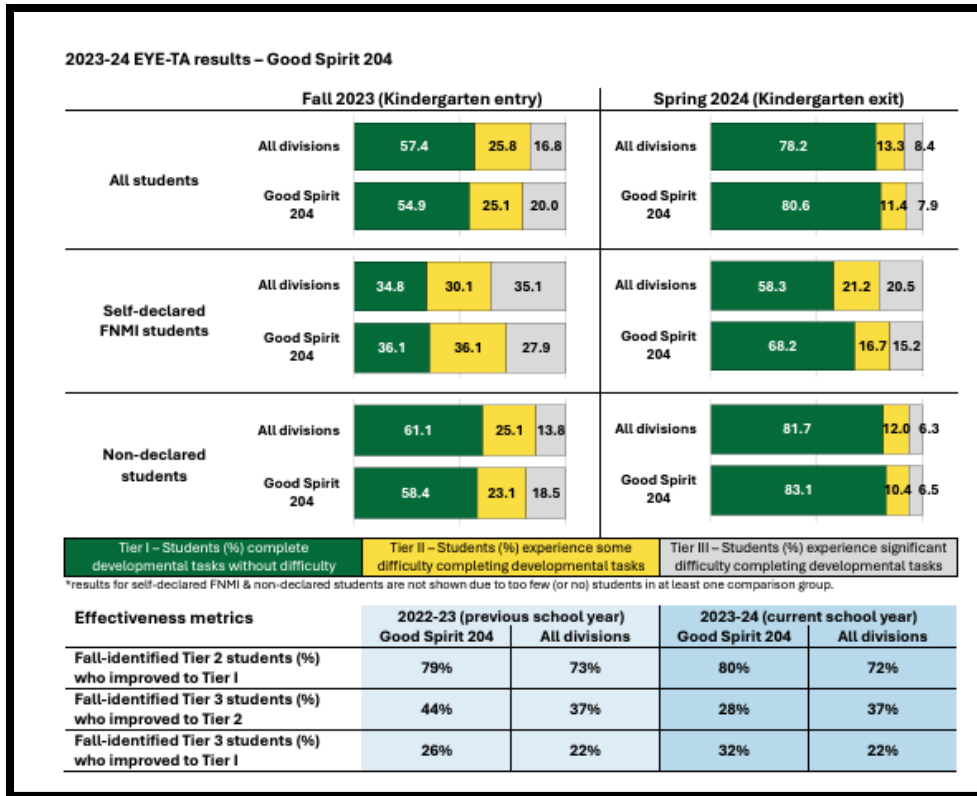
By June 30, 2025,

- 2% more students will exit Kindergarten ready to learn (in the green) than June 2024 (Target: 83%)

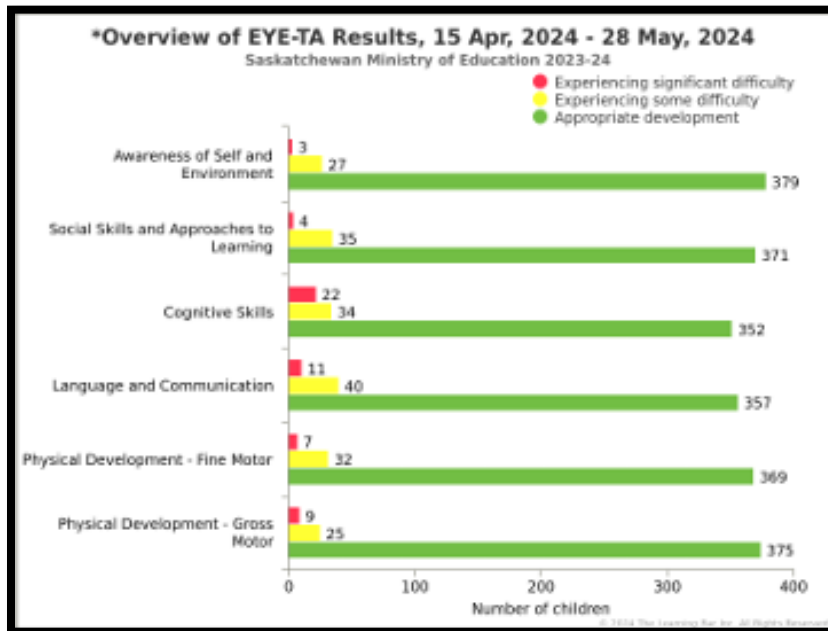
Data:

The Early Years Evaluation – Teacher Assessment (EYE-TA) results for the 2023-24 academic year indicate that:

- 81% of students exited Kindergarten demonstrating appropriate developmental skills, signifying their readiness to learn.
- This represents a 26% increase from the kindergarten entry data, where only 55% of students exhibited appropriate developmental skills upon entering Kindergarten.
- Our school division continues to perform slightly above the provincial average, which stands at 78%.
- 68% of FNMI students exited kindergarten demonstrating appropriate skill development which represents a 32% increase since Fall 2023 where only 36% of FNMI students entered kindergarten exhibiting appropriate developmental skills.

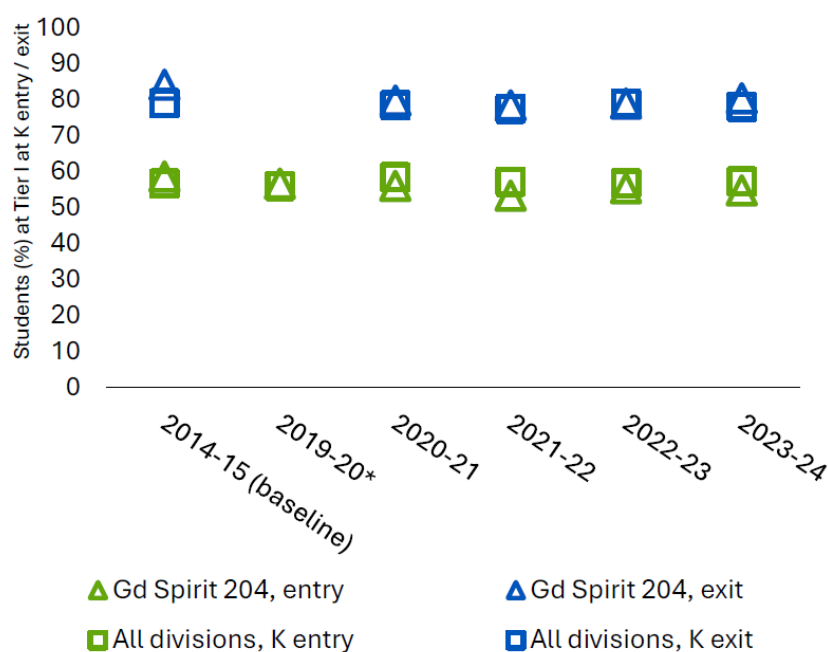


- The figure below presents an overview of EYE-TA results by developmental domain.
- Ninety percent or more of GSSD’s kindergarten students are meeting the appropriate developmental levels across all domains, with the exception of Cognitive Skills, where 87% of students are exiting kindergarten at the appropriate level.



- GSSD's EYE-TA data has shown consistent results over the past five years, aligning closely with provincial averages.

Students (%) assessed as Tier I at Kindergarten entry / exit, baseline and most recent five years



*No K exit results for 2019-20 due to school closures / COVID 19

Key Strategies Employed:

- 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.
- All PreK teachers have received training on implementing the Ages and Stages Questionnaire 3 (ASQ-3) with families and meet with families during student-led conference times to complete the questionnaire and support student needs according to their individual results.
- 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.
- Numeracy kits (that incorporate Indigenous literature) have been developed and were shared with kindergarten teachers through visits from the consultant.
- Speech Language Pathologist (SLP) 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 thanks to a partnership with Metis Nation of Saskatchewan.
- The Early Years Consultant is a co-chair of the Thrive to Five Early Years Network.
- Continued accountable partnership with Mobile Early Learning (formerly Regional Kids First).

Future Strategies:

- Early Learning Data Discussion team meetings will be held with each school team where short term; targeted goals (sprints) are put in place to address data.
- Three half days of Early Literacy PD for PreK and K with Dr. Georgiou on the pillars of structured literacy (PreK and K focus on Phonemic awareness, phonics, and vocabulary building) were provided to PreK & K teachers along with grades 1-3 teachers.
- The Letter Name Sound Test (LeNS) will be conducted in January and May in Kindergarten.
- Phonological screens will be completed by the SLPs in Kindergarten in the Fall
- Family engagement events are correlating with EYE assessments.
- Speech Language Pathologist position that targets PreK Early Learning Intervention Support (ELIS) programs and Kindergarten in the same schools will continue this school year.
- 3 Kindergarten classrooms will pilot MathUP for Kindergarten this year.
- EDSBY learning stories are being implemented in kindergarten to communicate with parents and create Reportfolios.
- Mobile Early Learning Community Developer will offer the following programs in communities:
 - Watch Me Grow Kits
 - ASQ Online for families
 - Lovevery ASQ pop up groups
 - IMPACT events for all 3- and 4-year-old children in GSSD communities
 - Baby Showers that bring all community partners together to support families with newborns
- The Early Years Consultant will continue to serve as co-chair of the Thrive to Five Early Years Network.
- The Early Years Consultant is investigating an opportunity to network with Licensed Childcare Centers in the Good Spirit area.

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, • 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. 				
Managerial Effort/Capacity	Impact can be absorbed through normal activity	Some management effort is required	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

		to manage the impact			
Comments & Mitigation Strategy	<ul style="list-style-type: none"> Considerable attention, effort and human resources have been dedicated to enhancing achievement levels in the early years. 				
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 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. 				

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:

- Longitudinal research shows that children's EYE-TA scores in kindergarten are strongly related to their reading outcomes at age 8 or 9.
- The EYE-TA measures of Cognitive Skills and Language and Communication are the strongest predictors, followed by Fine Motor skills, Awareness of Self and Environment, and Social Skills and Approaches to Learning.

- Thus, we can use the EYE-TA data to discern which children are most likely to require additional support developing their reading skills during the early years.
- This data would suggest that 81% of students exiting kindergarten in the Spring of 2024 are on the trajectory to be reading at or above grade level by the end of grade 3.

Recommended Decision/Motion:

“That the Board approve the accountability report on Kindergarten Readiness 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