

Accountability Topic: Improving Student Outcomes: Assessment Data

Date of Board Meeting:

January 23, 2025

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:

- The Letter Name Sound (LeNS) Test
- The Castles and Coltheart 3 (CC3) Test

Targets:

By June 2025 80% or more Grades K to 3 students will be in the average range according to the Letter Name Sound (LeNS) test and the Castles and Coltheart 3 (CC3) test. :

The Letter Name Sound (LeNS) Fall Data

According to the LeNS data:

- 77% of Grade 1 students are falling within the "average range" for sound accuracy
- 20% of Grade 1 students are "at risk" for sound accuracy
- 79% of Grade 2 students are falling within or above the "average range" for sound accuracy
- 16% of Grade 2 students are "at risk"

According to the CC3 data:

- 80% of Grade 2 students are in or above the "average range" for regular words
- 16% of Grade 2 students are "at risk" for regular words
- 77% of Grade 2 are in or above the "average range" for irregular words
- 16% of Grade 2 students are "at risk" for irregular words
- 73% of Grade 3 students are in or above the "average range" for regular words
- 22% of Grade 3 students are "at risk" for regular words

- 71% of Grade 3 students are in or above the “average range” for irregular words
- 73% of Grade 3 students are in or above the “average range” for non words
- 20% of Grade 3 students are “at risk” for non words

Key Strategies Employed:

- Entered into a partnership with Dr. George Georgiou from the University of Alberta
- All PreK to Grade 3 teachers and administrators have engaged in three half days of professional development with Dr. Georgiou on the 5 pillars of effective reading instruction.
- Dr. Kierstead is providing professional development for administrators 3 times this school year to support with responding to the literacy data.
- Adoption of a division wide early literacy screener in Kindergarten to grade 3.
- Adoption of scope and sequence by each school for phonics instruction.
- All Kindergarten teachers are trained and use Heggerty Phonological and Phonemic Awareness in their classrooms.
- 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.
- Early Learning steering committee made up of consultants, speech and language therapists, educational psychologists, and the Superintendent of Learning. This team works together to make researched based decisions about early years instruction, intervention, and assessment as well as refine current processes.

Future Strategies:

- Reading Intervention Lessons provided to us by Dr. Georgiou will be implemented in grades 1-3 following the winter assessment window.
- An intervention training session along with follow up and supporting documents (tracking and intervention guidelines etc.) will be provided to SSTs, interventionists and administrators.
- Research-based Tier 3 interventions based on individual student need (auditory processing, working memory, decoding) are being explored by educational psychologists.
- Continued development of Kindergarten to 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.
- Focus curriculum outcomes and anchor resources that support the five areas of effective reading instruction (Structured Literacy).
- Look Fors are being developed for each pillar to support instruction and Administrators.

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	Overall student competency levels are below standards	Inability to satisfactorily deliver curriculum or key programs

			to student achievement		
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:

- The Fall data from the LeNS and CC3 assessments reveal promising trends in early literacy, with most students performing within or above the "average range," though a notable percentage remains at risk, particularly in Grades 1 and 3.
- To address these gaps, the division has implemented a comprehensive strategy that includes expert-led professional development, universal literacy screening, phonics instruction alignment, and the integration of evidence-based resources.
- Collaborative data reviews and tailored intervention plans are supporting at-risk students, while new initiatives such as Reading Intervention Lessons and Tier 3 strategies aim to target specific learning needs.
- The division is committed to closing literacy gaps and ensuring every student develops foundational reading skills critical for success.

Recommended Decision/Motion:

“That the Board approve the accountability report on Fall Early Literacy Data 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