

Accountability Topic: Improving Student Outcomes: Credit Attainment and Graduation Data

Date of Board Meeting:

February 27, 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:

Provincial Student Data System (SDS)

Targets:

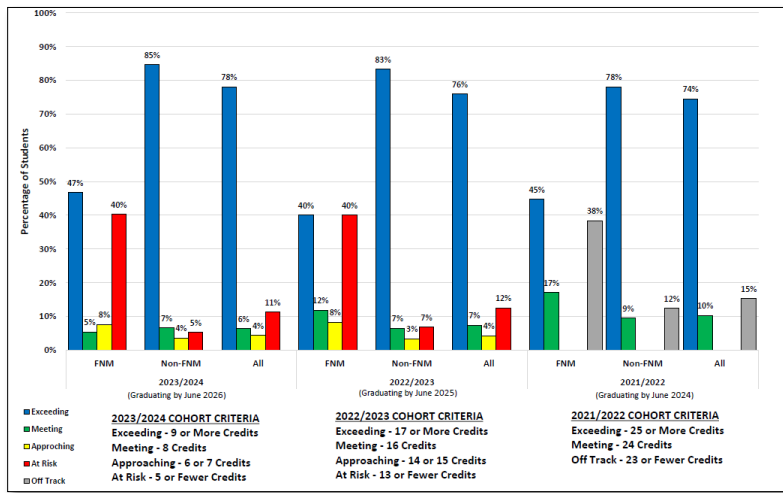
By June 30, 2025,

- The three-year graduation rate will increase by 2% (Target: 87%)
- The three-year graduation rate for self-declared Indigenous students will increase by 5% (Target: 52%)
- The five-year graduation rate will increase by 2% (Target: 92%)
- The five-year graduation rate for self-declared Indigenous students will increase by 5% (Target: 77%)

Credit Attainment:

- Overall, most students were meeting credit benchmarks for each grade, with 84% of June 2024 graduates obtaining required credits to graduate within 3 years.
- 83% of our current Grade 12 students were on target to graduate when exiting Grade 11.
- 84% of our current Grade 11 students were on target to graduate when exiting Grade 10.
- 40% of current First Nations and Metis students in both Grade 11 and Grade 12 are at risk to not graduate within 3 years.
- The persistent gap in credit attainment between FNMI and non-FNMI students highlights the need for sustained intervention.

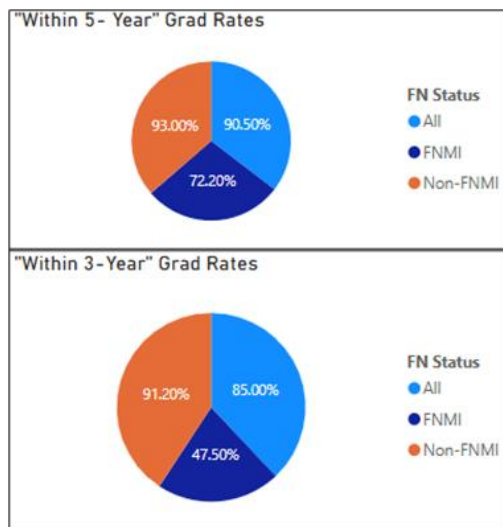
GSSD Credit Attainment Data as of June 2024



GSSD 2023-2024 Graduation Rates

- The 2023-2024 data indicates strong progress toward timely graduation.
- 85% of students graduated within 3 years with the percentage rising to 90.5% within 5 years.
- FNMI students had a 72.2% graduation rate within 5 years and 47.5% within 3 years.
- The additional two years significantly benefit FNMI students, with their graduation rate increasing by 24.7% from three years to five years, indicating the importance of extended timelines for student success.

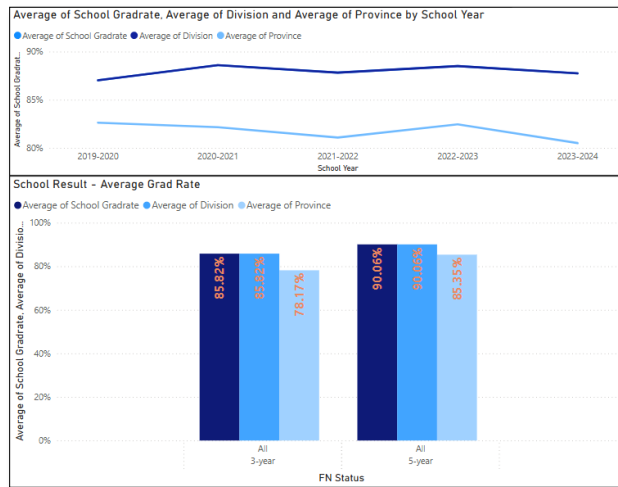
GSSD 2023-2024 Graduation Rates



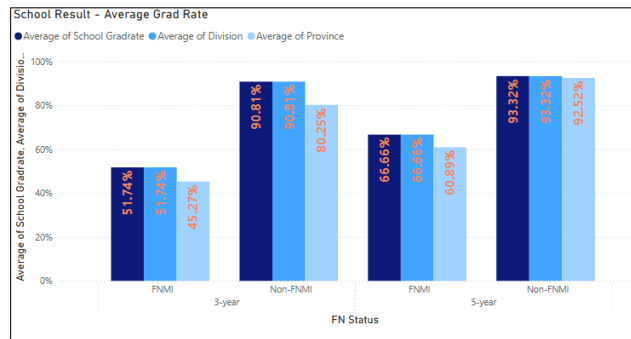
5 Year Graduation Rate Trend

- Both the division's 3-year (85.2% vs. 78.7%) and 5-year (90.6% vs. 85.3%) average graduation rate for all GSSD students over the past 5 years are notably higher than provincial averages, highlighting the effectiveness of GSSD's credit attainment initiatives.
- The graduation gap between FNMI and non-FNMI students remains substantial with approximately 39% more non-FNMI students graduating within 3 years and 27% more within 5 years than FNMI students.
- Continued focus on family and community engagement as well as culturally responsive education is essential to further narrow this gap.

5-Year Average of Graduation Rates for All GSSD Students



5-Year Average of Graduation Rates for FNMI and non-FNMI GSSD Students




Key Strategies Employed:

- GSSD is in the third year of partnership with Regina District Industry Education Council (RDIEC) and has established a Career Education Liaison position which supports students with earning a variety of credits through alternative pathways to graduation.
- There are currently 68 active students being supported through Apprenticeship, Special Project Credits and Volunteerism which is an increase of 28 students from this time last year.
- Revision of AP 202 Final Exams and Assessments as well as AP 281 Assessment and Reporting to ensure division assessment practices are equitable.
- Revised the AP 359 Credit Recovery and Credit Extension to remove barriers for students who previously had to start a course from the beginning if they were not successful within the timeframe of one semester.

- New Administrative Procedures for Work-Based Learning, Volunteerism, and Dual Credit have been published and revisions to AP 253 Special Project Credit and AP 251 Apprenticeship have been made
- The division has expanded ISSL/ICW positions to Melville & Norquay to provide additional support for Indigenous students and families.
- Assessment and reporting of Ministry Treaty Outcomes is required in K-12.
- Diversity time allocated to each high school for grad coaching.
- 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 grad coaches as well as administrators with innovative timetable options (i.e., quad system, allocation of additional time for Workplace & Apprenticeship Math 10, land-based learning programs).
- Increased the usage and monitoring of myBlueprint with a target of all grade 9s having a credit attainment plan created by the end of each school year and support for teachers to further engage grades 7-12 students with this resource has also been provided. All parents now have access to myBlueprint.


GOOD SPIRIT SCHOOL DIVISION

Work-based Credit Options for Students in Grades 10-12



A work-based credit is an opportunity for a student to learn more about a potential career while completing a credit closely related to that career

<h4 style="text-align: center; margin: 0;">Apprenticeship 20, 30</h4> <p>A student seeks employment under the supervision of a journeyperson in a trade where the hours are eligible for credit through the SATCC. This is paid employment outside of regular school hours.</p> <p>Four credits may be earned in this manner (A20, B20, A30, B30), with 100 hours equating to 1 credit.</p> <p>Credits may also be earned over the summer.</p> <p>The apprenticeship can extend over multiple semesters and grades.</p> <p>The student must complete a proposal and have it approved before commencing work. A logbook of hours and a photo journal are required.</p> <p>The student must perform the work of a Level 1 Journeyperson.</p>	<h4 style="text-align: center; margin: 0;">Dual Credit 30</h4> <p>Dual credit courses are ministry-approved programs that allow high school students to take college or apprenticeship courses and earn high school credits.</p> <p>Dual credit refers to the situation where the Ministry of Education issues the credit while another entity provides the educational programming. Examples include:</p> <ul style="list-style-type: none"> ◦ Royal Conservatory of Music ◦ National Lifeguard Certification ◦ Early Childhood Education at Sask Polytechnic <p>Dual credit courses may require a registration fee to be paid by the student.</p>
<h4 style="text-align: center; margin: 0;">Career & Work Exploration 10, 20, 30</h4> <p>Depending on the grade level of the class, students spend a portion of this credit working in the classroom and a portion at the workplace. The breakdown is as follows:</p> <ul style="list-style-type: none"> ◦ CWE10: 50-70 hours in-class, 30-50 hours at the workplace ◦ CWE20: 30-50 hours in-class, 50-70 hours at the workplace ◦ CWE30: 20-40 hours in-class, 60-80 hours at the workplace <p>Hours spent in the workplace are unpaid.</p> <p>The workplace is chosen by the student and approved by the student's school.</p> <p>The focus of learning at each grade level differs, progressing from Awareness to Exploration to Experiential.</p>	<h4 style="text-align: center; margin: 0;">Special Project Credit 10, 20, 30</h4> <p>Special Project Credits allow students to engage in advanced learning with opportunities which include out-of-school initiatives in areas of study such as:</p> <ul style="list-style-type: none"> ◦ cadet training, ◦ community service, ◦ 4H, ◦ in-depth research in academics, technology, the performing arts, athletics, and entrepreneurship <p>Student must complete a proposal and have it approved prior to commencing work.</p> <p>A logbook of hours and photo journal are required.</p>
<h4 style="text-align: center; margin: 0;">Certificates 30L</h4> <p>Students have the opportunity to receive high school credit through the completion of Provincial/National Certification Courses in subject areas that are not usually offered in the classroom.</p> <p>Students develop a personal profile that contains:</p> <ul style="list-style-type: none"> ◦ evidence of completed certification courses that demonstrate 100 hours of instruction ◦ an updated personal resume that includes the selected certificate programs 	<h4 style="text-align: center; margin: 0;">Volunteerism 30L</h4> <p>Students are able to earn a credit while volunteering in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals and long-term care facilities) and informal settings</p> <p>An application needs to be completed by the student and approved prior to commencing this credit.</p> <p>The student documents each volunteer session including the - date, time spent, activity, and supervisory signature.</p> <p>Volunteer hours and unpaid and completed outside of regular school hours.</p> <p>A student may volunteer at more than one location. 100 hours of volunteer time must be accumulated to earn a credit.</p>



Future Strategies:

- Partnership with the STF Professional Learning Division began this school year which includes robust professional development and a 3-year plan to support high school teachers with Outcome Based Assessment.
- Updates are currently being made to the GSSD Assessment and Reporting Handbook.
- Implement a timetable audit process for high schools.
- Develop a more systematic student interest survey/course selection process.
- With the new graduation requirements, planning has begun to accommodate an increase in electives for students.
- Strengthening partnerships with First Nations communities and organizations.

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 graduation • Schools are allotted diversity factors to support grad coaching. • The division has invested in professional staff and paraprofessional staff 				
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 continue to be significantly lower than non-indigenous students. • GSSD continues to exceed provincial standards for credit attainment and graduation. 				
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 student achievement in high school 				
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 First Nations in our area Review of attendance data and the impact this is having on graduation rates 				

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.
- While GSSD graduation rates continue to exceed provincial rates, credit attainment data would suggest we may fall short of our 3-year graduation target of 87% for all GSSD students in June 2025.

Recommended Decision/Motion:

“That the Board approve the accountability report on Improving Student Outcomes: Credit Attainment and Graduation Rates 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