



# Accountability Report: Student Achievement

## Student Achievement

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**10/21/2024**



# Accountability Report: Student Achievement

## SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2030 Strategic Plan states the following:
  - Students experience joyful learning that fulfills current needs and provides a foundation for future success.
  - Students are supported to sustain and strengthen their resiliency and mental wellness.
  - Students are affirmed and diversity is supported and celebrated.
  - Students demonstrate active citizenship and are supported by engaged families and effective partnerships
  - Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

"Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long-range goals through broad strategies and specific actions in each goal area."
2. Saskatchewan Rivers Public School Division Board Policy 2 – **Role of the Board**
  - 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
    - 3.1.1 Annually approve budget (driven by the Board priorities).
  - 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
  - 3.3 Annually evaluate the effectiveness of the Division in terms of key results.
3. The following declarations are present in the "Saskatchewan Rivers Public School Division Commitment to Student Achievement"
  - **All students can achieve at high standards.**
  - **All teachers can teach to high standards.**
  - **High expectations and early interventions are essential.**
4. The Accountability Measures reported on in this report will be the following:
  - Early Years Evaluation – TA for Kindergarten fall data available only
  - Developmental Reading Assessment for Grades 1, 2 and 3
  - Graduation rates (on-time and extended) – as data is provided by the Ministry
  - Credit Attainment in Grades 10 -12.

# Accountability Report: Student Achievement



## EVIDENCE:

### 1. Early Years Evaluation – TA

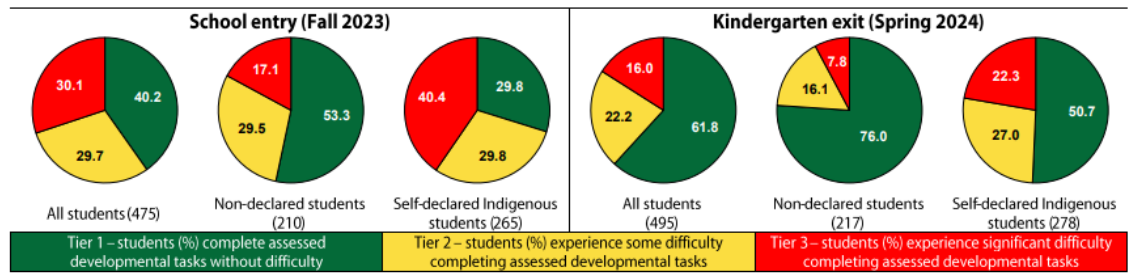
## Saskatchewan Rivers 119 2023-24 EYE-TA Spring Report (Post) – Self-declared Indigenous / non-declared students

### Frequencies

| Fall 2023                         | Records with valid RTI (n) | % of valid records |
|-----------------------------------|----------------------------|--------------------|
| Self-declared Indigenous students | 265                        | 55.8               |
| Non-declared students             | 210                        | 44.2               |
| <b>Saskatchewan Rivers 119</b>    | <b>475</b>                 | <b>100.0</b>       |

| Spring 2024                       | Records with valid RTI (n) | % of valid records |
|-----------------------------------|----------------------------|--------------------|
| Self-declared Indigenous students | 278                        | 58.2               |
| Non-declared students             | 217                        | 43.8               |
| <b>Saskatchewan Rivers 119</b>    | <b>495</b>                 | <b>100.0</b>       |

### 2023-24 collection



Totals may not add to 100.0 due to rounding

### Spring/Fall Comparisons 2023 Results

|        | 2022    | 2023    | 2024    |
|--------|---------|---------|---------|
| Tier 3 | 135=29% | 145=30% | 307=62% |
| Tier 2 | 143=31% | 155=32% | 109=22% |
| Tier 1 | 191=41% | 181=38% | 79=16%  |

In the fall, 59.8% of students required tier 2 and 3 supports. In the spring, this number was reduced to 38.2%, with 61.8% of students moving into tier 1 level of support. Important to note, that 30% of students required Tier 3 supports and that number was reduced to 16% in the spring.

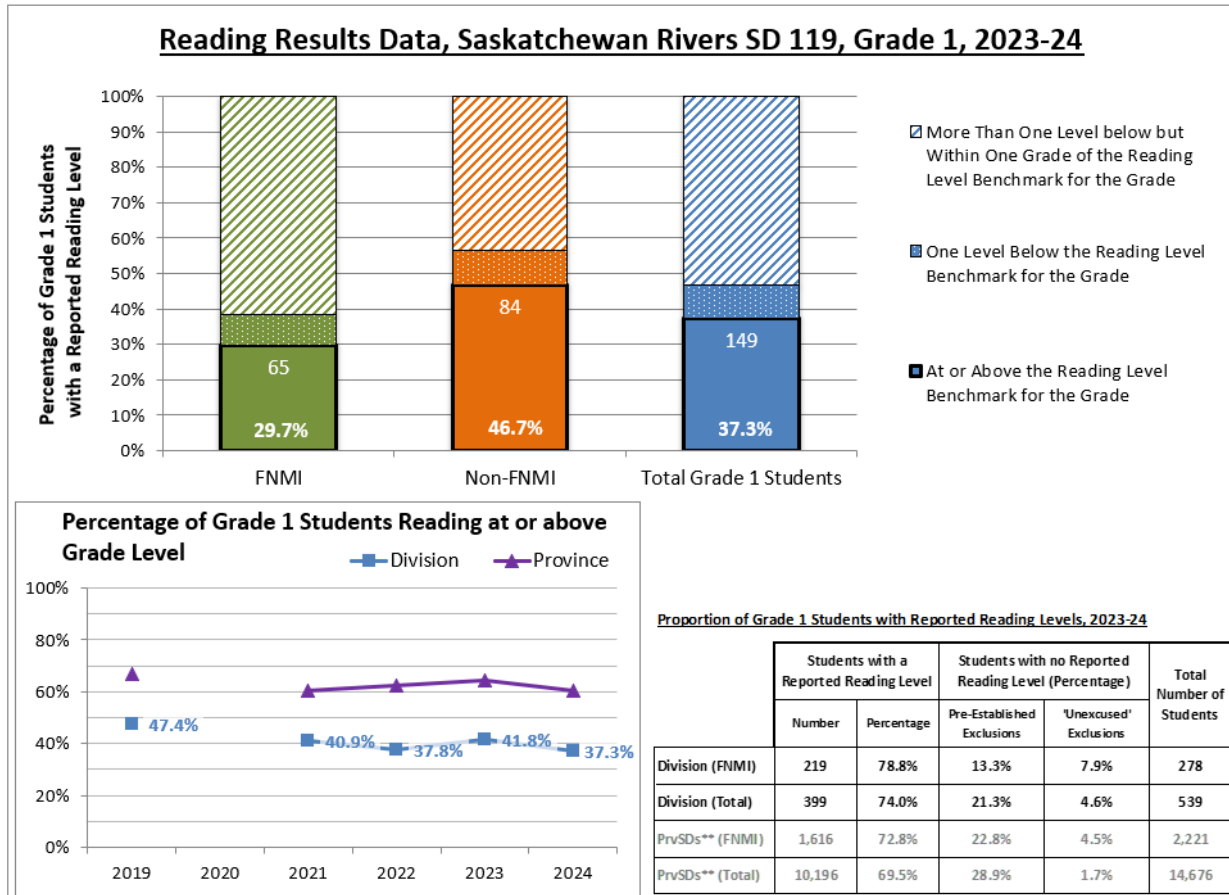
Readiness for school: students screened at Tier 1 (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, baseline (2014-15) to most recent

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## Developmental Reading Assessment for Grades 1, 2 and 3.

### Grade 1 Reading Achievement –End of Year Reading Achievement

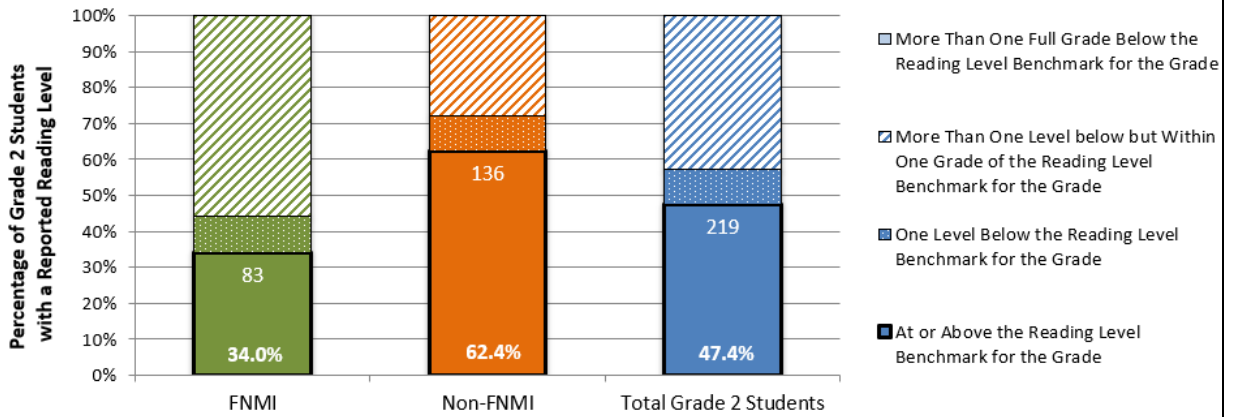


| Year | All Students       | FNMI Students | Non - FNMI |
|------|--------------------|---------------|------------|
| 2015 | 47%                | 36%           | 62%        |
| 2016 | 54%                | 41%           | 70%        |
| 2017 | 41%                | 27%           | 59%        |
| 2018 | 45%                | 33%           | 60%        |
| 2019 | 47%                | 32%           | 66%        |
| 2020 | No date available. |               |            |
| 2021 | 40.9%              | 24.2%         | 58.8%      |
| 2022 | 38.2%              | NA            | NA         |
| 2023 | 41.8%              | 29.8%         | 57.1%      |
| 2024 | 37.3%              | 29.7%         | 46.7%      |

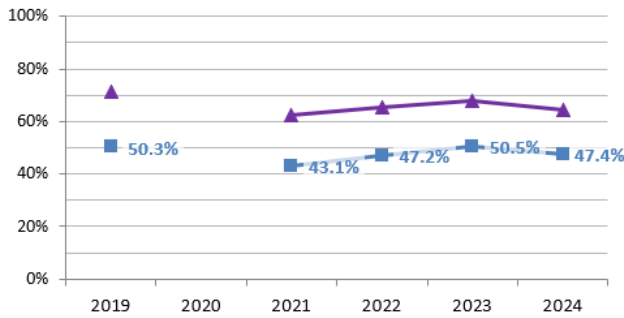


## Grade 2 Reading Achievement –

**Reading Results Data, Saskatchewan Rivers SD 119, Grade 2, 2023-24**



**Percentage of Grade 2 Students Reading at or above Grade Level**

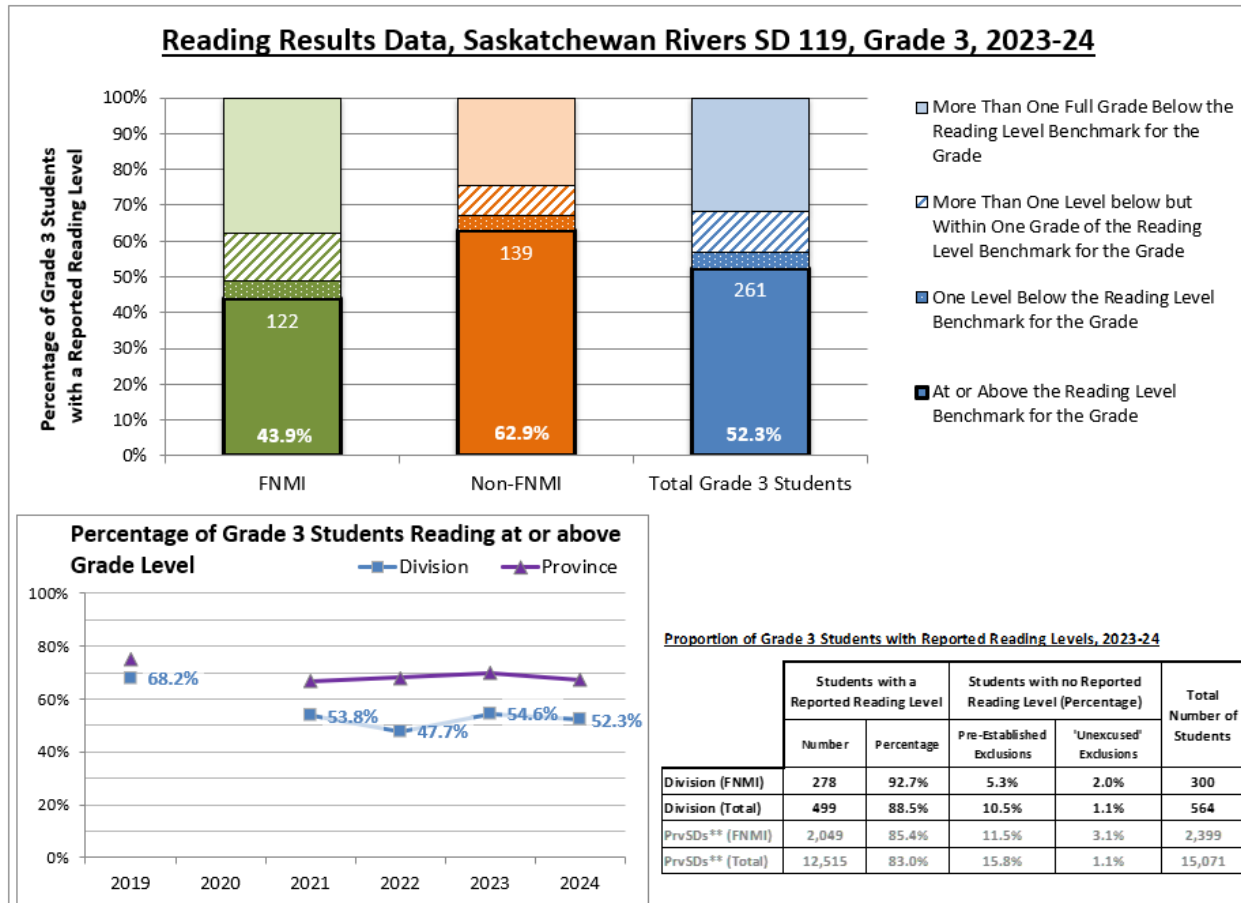


**Proportion of Grade 2 Students with Reported Reading Levels, 2023-24**

|                  | Students with a Reported Reading Level |            | Students with no Reported Reading Level (Percentage) |                        | Total Number of Students |
|------------------|--|------------|--|------------------------|--------------------------|
|                  | Number                                 | Percentage | Pre-Established Exclusions                           | 'Unexcused' Exclusions |                          |
| Division (FNMI)  | 244                                    | 84.1%      | 10.3%  | 5.5%                   | 290                      |
| Division (Total) | 462                                    | 84.2%      | 12.8%  | 3.1%                   | 549                      |
| PrvSDs** (FNMI)  | 2,040                                  | 83.6%      | 13.1%  | 3.3%                   | 2,441                    |
| PrvSDs** (Total) | 12,265                                 | 81.3%      | 17.4%  | 1.3%                   | 15,095                   |

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## Grade 3 Reading Achievement – DRA2 - Term 3 Results



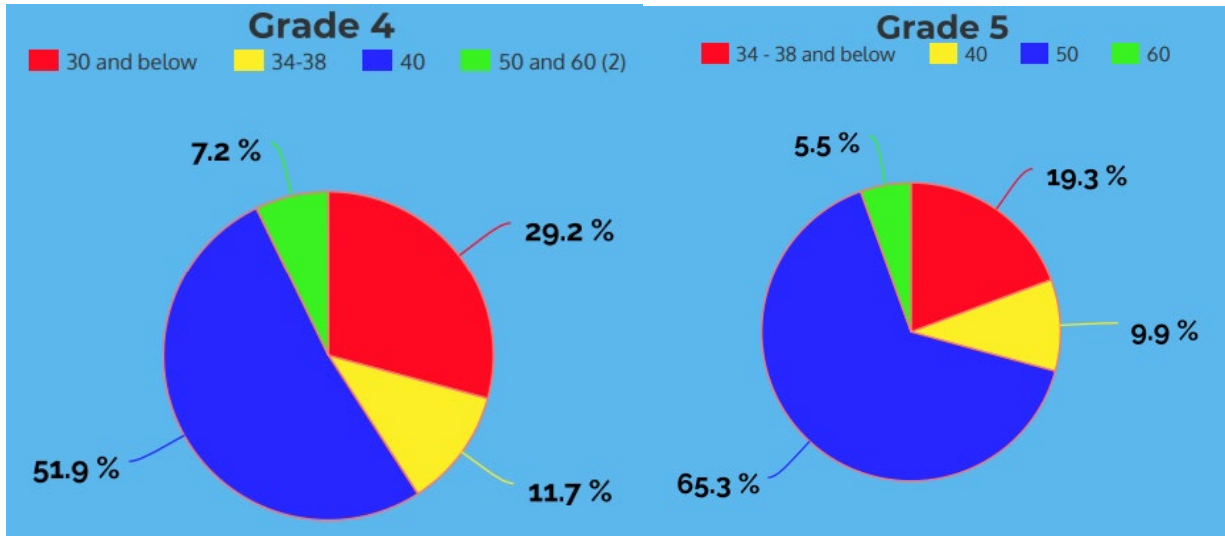
| Year  | All Students | FNMI Students | Non - FNMI |
|-------|--------------|---------------|------------|
| 2015  | 64%          | 53%           | 76%        |
| 2016  | 63%          | 57%           | 69%        |
| 2017  | 63%          | 55%           | 72%        |
| 2018  | 61%          | 55%           | 68%        |
| 2019  | 68%          | 59%           | 79%        |
| 2020* | 34%          | 22%           | 48%        |
| 2021  | 53.8%        | 47%           | 61.1%      |
| 2022  | 50.9%        | 47.1%         | 56.1%      |
| 2023  | 54.6%        | 43.3%         | 67.4%      |
| 2024  | 52.3%        | 43.9%         | 62.9%      |

\*Schools were closed in March of the 2019-20 school year due to the COVID19 Pandemic.

# Accountability Report: Student Achievement

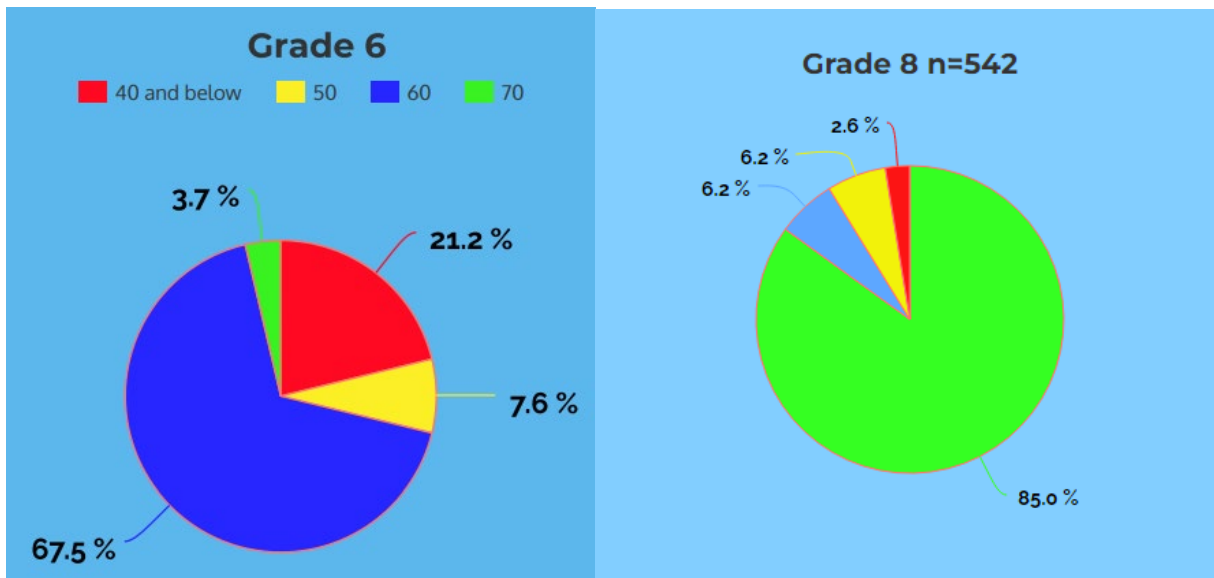


End of Year Grade 8 Reading Results:



Grade 4= 60% at and above grade level

Grade 5= 70% at and above grade level



Grade 6= 71% at and above grade level

Grade 8= 90% at and above grade level

Students benefit from the high quality of instruction, additional supports and targeted intervention if needed that is provided by our teachers and school leadership teams. The improvement noted in the data is evidence of our belief that all students can achieve high standards.

# Accountability Report: Student Achievement



2. Math Achievement Results- the percentage of students achieving mastery/proficiency as measured by the Math Common Assessment Tool.

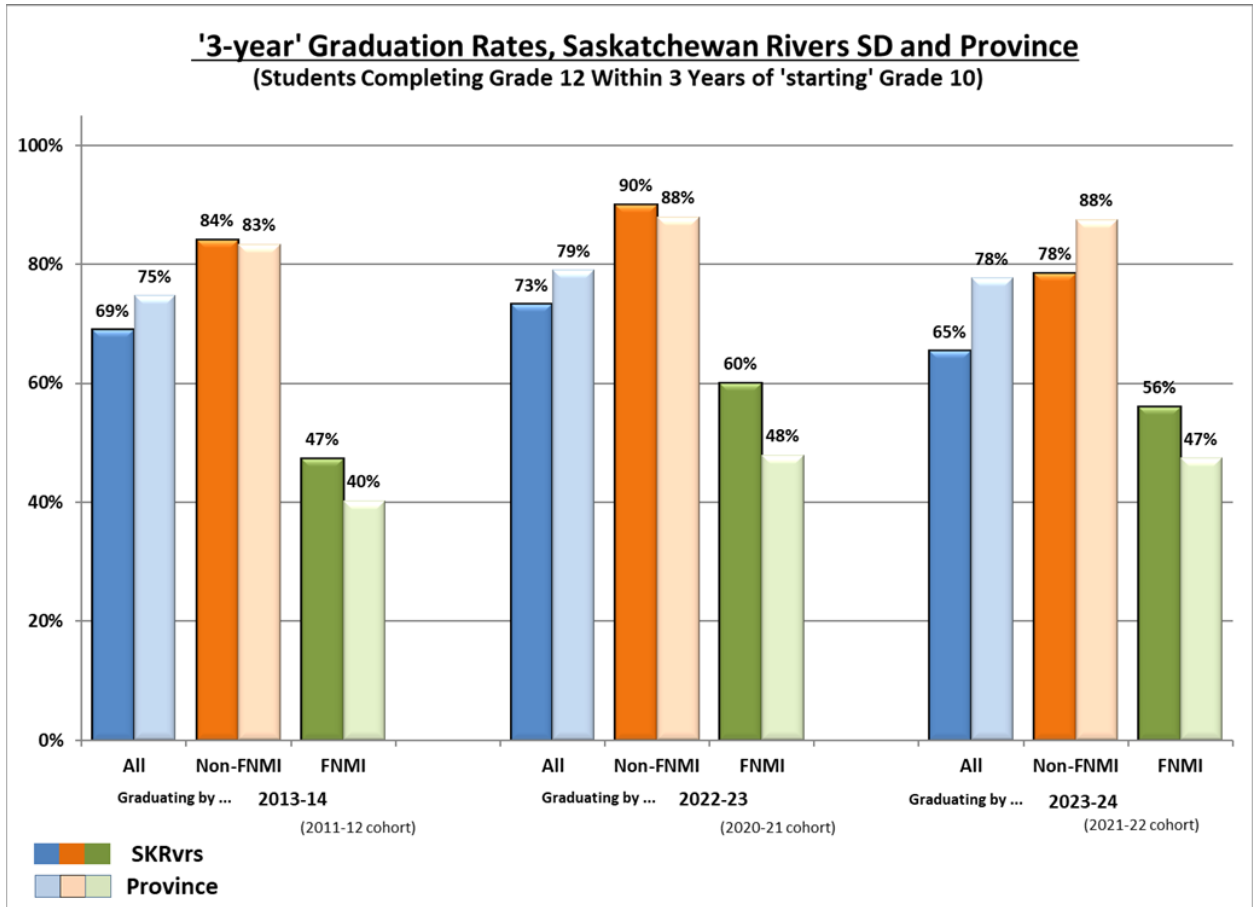
| 2023-2024  |                   |                        |            |                        |
|------------|-------------------|------------------------|------------|------------------------|
| Row Labels | % Students >= 75% |                        | # Students |                        |
|            | Number            | Patterns and Relations | Number     | Patterns and Relations |
| K          | 66.09%            | 65.11%                 | 407        | 407                    |
| 1          | 43.65%            | 56.02%                 | 520        | 532                    |
| 2          | 51.71%            | 49.35%                 | 468        | 464                    |
| 3          | 55.22%            | 59.23%                 | 527        | 520                    |
| 4          | 60.11%            | 59.13%                 | 539        | 531                    |
| 5          | 54.42%            | 51.89%                 | 566        | 555                    |
| 6          | 55.21%            | 45.29%                 | 509        | 488                    |
| 7          | 38.98%            | 46.55%                 | 449        | 406                    |
| 8          | 57.09%            | 41.58%                 | 550        | 546                    |

Math Common Assessment Data was not available from 2020-22.



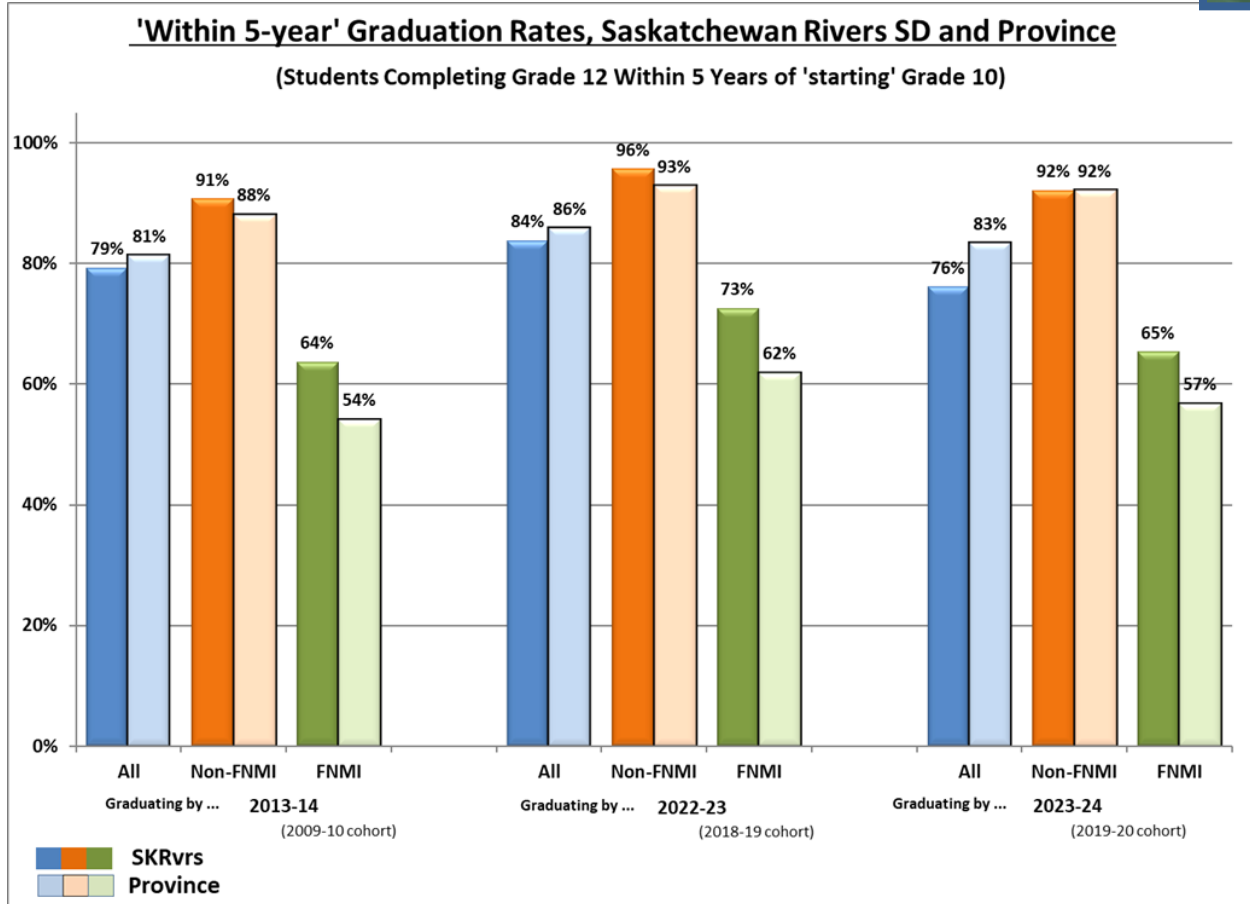


## 3. High School Graduation Achievement



| 3 Year Graduation Rates |                 | Province |          |       | SKRvrs  |          |       |
|-------------------------|-----------------|----------|----------|-------|---------|----------|-------|
| Grade 10 start year     | Graduation year | All      | Non-FNMI | FNMI  | All     | Non-FNMI | FNMI  |
| 2011-12                 | 2013-14         | 74.7%    | 83.4%    | 40.3% | 68.9%   | 84.1%    | 47.4% |
| 2012-13                 | 2014-15         | 75.2%    | 84.3%    | 40.1% | 62.8%   | 81.1%    | 40.9% |
| 2013-14                 | 2015-16         | 75.6%    | 84.6%    | 41.9% | 68.2%   | 87.9%    | 47.1% |
| 2014-15                 | 2016-17         | 76.5%    | 85.4%    | 43.2% | 69.4%   | 89.3%    | 52.5% |
| 2015-16                 | 2017-2018       | 77.4%    | 86.5%    | 44.5% | 72.1.6% | 88%      | 53.2% |
| 2016-17                 | 2018-19         | 77.3%    | 86.8%    | 43.5% | 69.3%   | 90.4%    | 51.2% |
| 2017-18                 | 2019-20*        | 80%      | 89%      | 47%   | 71%     | 90%      | 52%   |
| 2018-19                 | 2020-21         | 79%      | 89%      | 45%   | 73%     | 92%      | 54%   |
| 2019-20                 | 2021-22         | 76%      | 87%      | 40%   | 62%     | 87%      | 45%   |
| 2020-21                 | 2022-23         | 79%      | 88%      | 47.9% | 73.3%   | 90.1%    | 60.1% |

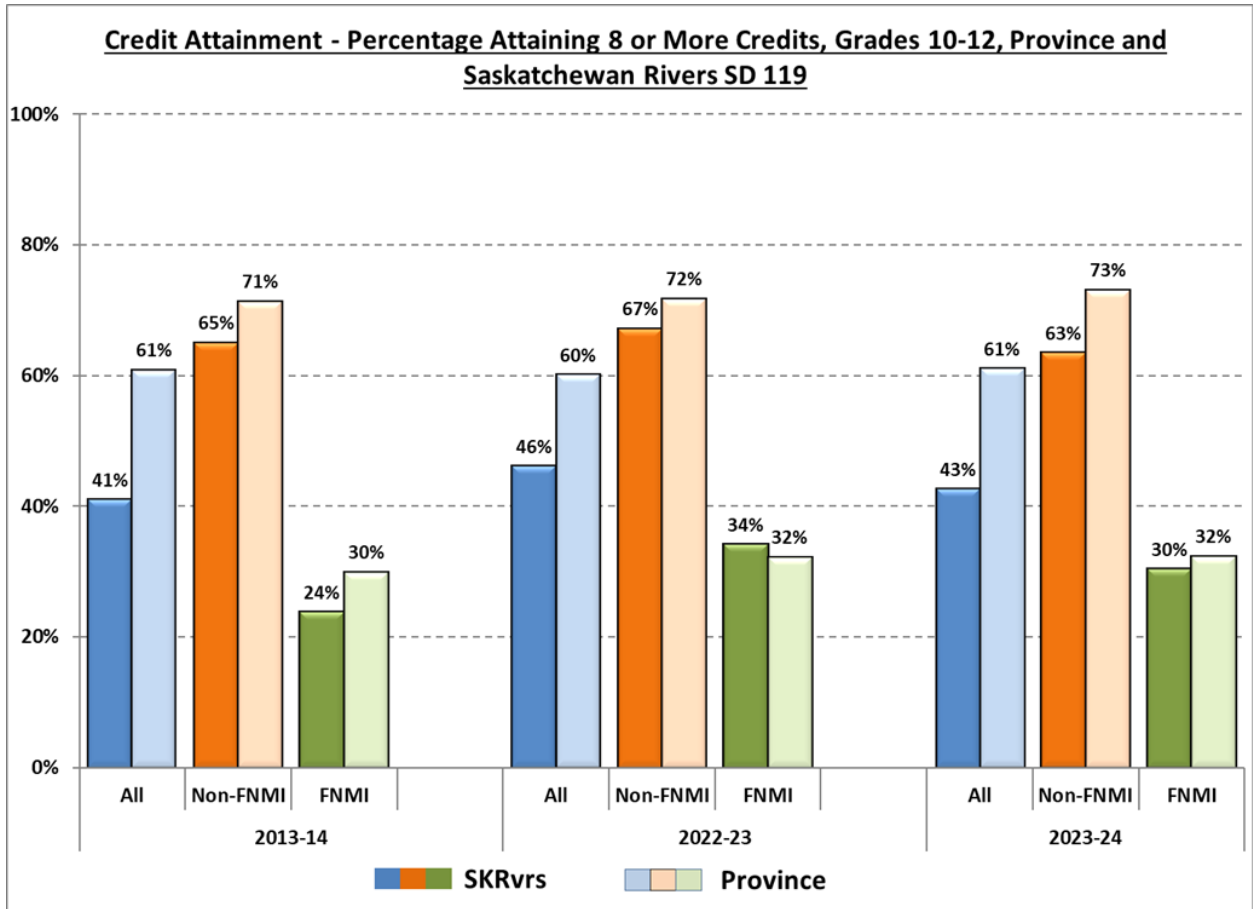
\*2019-20- Schools were closed in March due to the COVID pandemic.



| 5 Year Graduation Rates |                  | Province     |              |              | SKRvrs       |              |              |
|-------------------------|------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Grade 10 start year     | Graduation year  | All          | Non-FNMI     | FNMI         | All          | Non-FNMI     | FNMI         |
| 2008-2009               | 2012-2013        | 80.1%        | 87.0%        | 50.0%        | 76.6%        | 88.4%        | 61.4%        |
| 2009-2010               | 2013-2014        | 81.4%        | 88.1%        | 54.2%        | 79.2%        | 90.7%        | 63.6%        |
| 2010-2011               | 2014-2015        | 82.5%        | 89.2%        | 55.9%        | 79.2%        | 92.1%        | 62.7%        |
| 2011-2012               | 2015-2016        | 83.3%        | 89.5%        | 59.6%        | 79.7%        | 90.3%        | 65.4%        |
| 2012-2013               | 2016-2017        | 84.0%        | 90.4%        | 59.8%        | 76.6%        | 87.8%        | 63.1%        |
| <b>2013-2014</b>        | <b>2017-2018</b> | <b>84.4%</b> | <b>91.1%</b> | <b>59.4%</b> | <b>77.6%</b> | <b>91.3%</b> | <b>63.0%</b> |
| <b>2014-2015</b>        | <b>2018-2019</b> | <b>84.7%</b> | <b>91.2%</b> | <b>61.0%</b> | <b>81.5%</b> | <b>92.8%</b> | <b>72.1%</b> |
| <b>2015-2016</b>        | <b>2019-2020</b> | <b>85%</b>   | <b>92%</b>   | <b>63%</b>   | <b>83%</b>   | <b>94%</b>   | <b>69%</b>   |
| <b>2016-2017</b>        | <b>2020-2021</b> | <b>85%</b>   | <b>92%</b>   | <b>62%</b>   | <b>80%</b>   | <b>96%</b>   | <b>67%</b>   |
| <b>2017-2018</b>        | <b>2021-2022</b> | <b>86%</b>   | <b>93%</b>   | <b>62%</b>   | <b>82%</b>   | <b>95%</b>   | <b>68%</b>   |
| <b>2018-2019</b>        | <b>2022-2023</b> | <b>86%</b>   | <b>93%</b>   | <b>62%</b>   | <b>84%</b>   | <b>96%</b>   | <b>73%</b>   |
| <b>2019-2020</b>        | <b>2023-2024</b> | <b>83%</b>   | <b>92%</b>   | <b>57%</b>   | <b>76%</b>   | <b>92%</b>   | <b>65%</b>   |



## 4. Credit Attainment



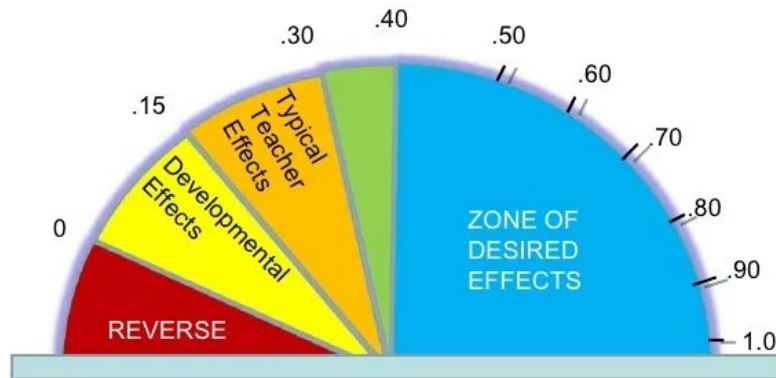
### ADMINISTRATIVE IMPLICATIONS:

#### 1. Focus on high impact accelerated teaching strategies

Administration will sustain the strong and unquestioned connection between student achievement and instructional strategies. Schools will continue to enhance their understanding of high impact, accelerated instructional strategies in literacy, numeracy and assessment. The goal is to implement instructional practices that have a high effect size. Effect size represents the magnitude of the impact of a given approach. The hinge point is .40 (an average of the growth in one year of learning) Teachers must use strategies that have an impact of greater than .40 to accelerate learning.



## INFLUENCES ON ACHIEVEMENT



## 2. **Build strong school teams and develop teacher collective efficacy using SRPSD learning models:**

The most powerful impact on student learning and achievement is teacher collective efficacy. Collective efficacy occurs when, “Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018). Administration will continue to support school leaders and teachers with the implementation of literacy, assessment and numeracy learning models. These models of instruction will embed high effect teaching and assessment practices within a culturally responsive framework that honours Indigenous ways of learning and teaching.

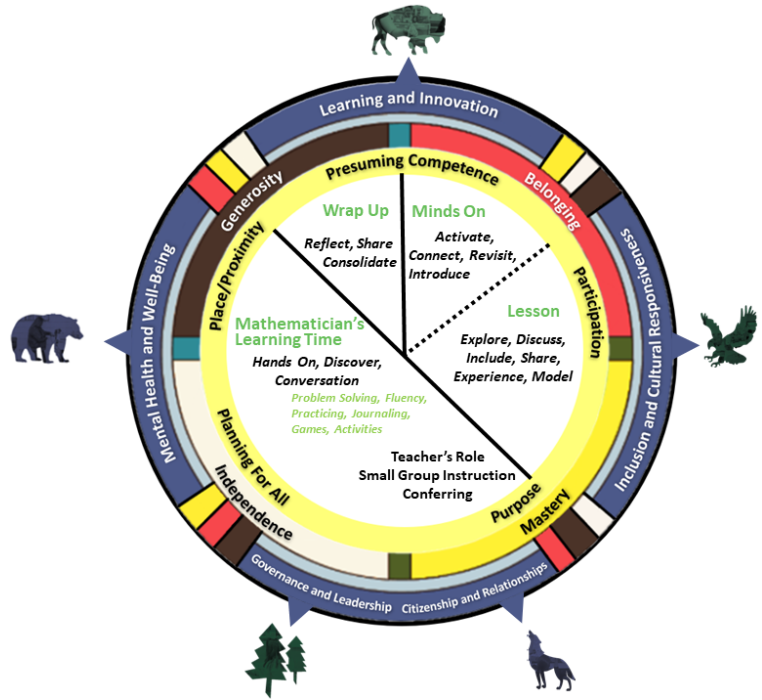


## Math Instructional Learning Model



### Math Learning Model

-  Circle of Courage
-  SRPSD Priorities
-  Principles of Inclusion



## Instructional Practices Embedded within the Math Model

|   |  |
|---|--|
| Response to intervention: 1.07                    | Direct Instruction .59                               |
| Providing formative evaluation: 0.90              | Classroom discussion .82                             |
| Teacher-student relationships 0.72                | Comprehensive instructional programs for teacher .72 |
| Spaced versus mass practice: 0.71                 | Strategy based methods .85                           |
| Not labelling students: 0.61                      | Visual perception programs .55                       |
| Cooperative versus individualistic learning: 0.59 | Interleaved practice .47                             |
| Peer tutoring: 0.55                               | Provide feedback .71                                 |
| Classroom discussion: 0.82                        | Peer assisted learning .62                           |
| Vocabulary programs: 0.67                         | Help Seeking 0.72                                    |
| Teacher modelling .73                             | Scaffolding .58                                      |

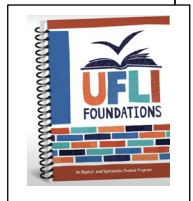
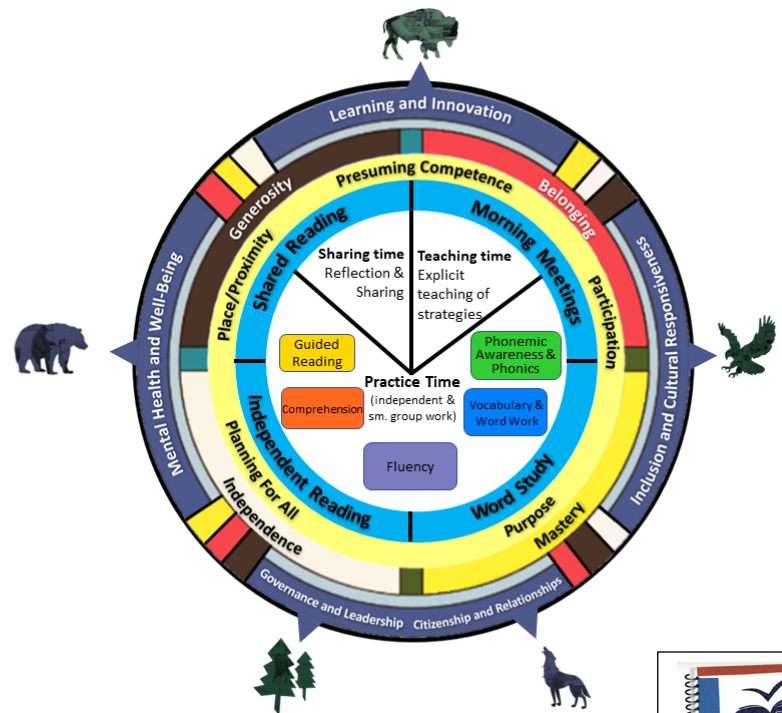


SRSPD's Literacy Model- an explicit teaching model that is based on the science of reading research.



## Literacy Learning Model

- Circle of Courage
- SRPSD Priorities
- Principles of Inclusion
- Daily Practices



The 2023-24 school year was the first year that the UFLI resource was introduced as the key resource to teach phonics in kindergarten to Grade 3. The UFLI resource:

1. Provides explicit and systematic programming that introduces students to the foundational reading skills necessary for proficient reading
2. Follows a carefully developed scope and sequence designed to ensure that students acquire each skill needed in a logical sequence
3. Allows students to learn and apply each skill with automaticity and confidence
4. Designed for whole-class instruction in the primary grades
5. Can be used for small-group instruction or intervention
6. Can be used for individual intervention with students experiencing difficulties learning to read in any grade
7. Features ample opportunities for students to practice
8. Built-in gradual release of responsibility

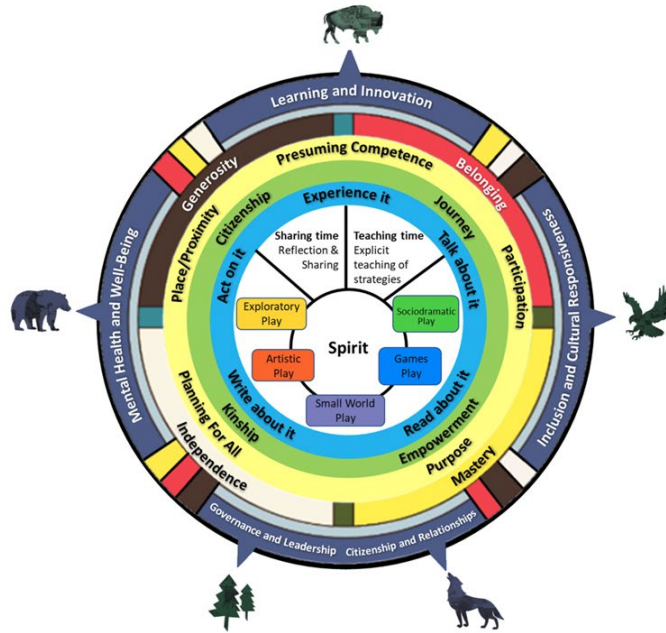


**SRSPD's Experiential Play Based Model – a model of learning that emphasizes oral language development, creativity, hand eye coordination and cooperative learning. It is joyful learning!**

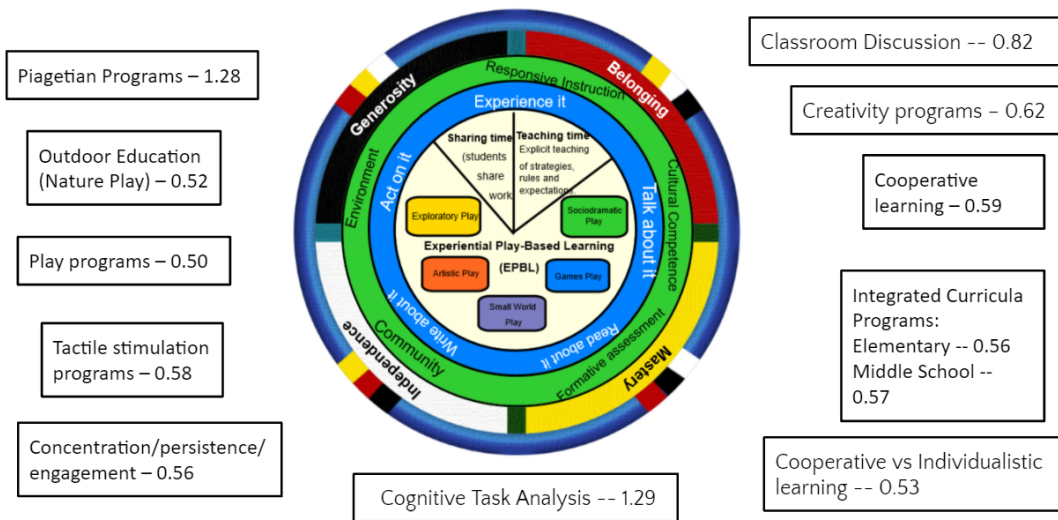


## Experiential Play-Based Learning Model

-  Circle of Courage
-  SRSPD Priorities
-  Principles of Inclusion



## Experiential Learning in the Primary Grades



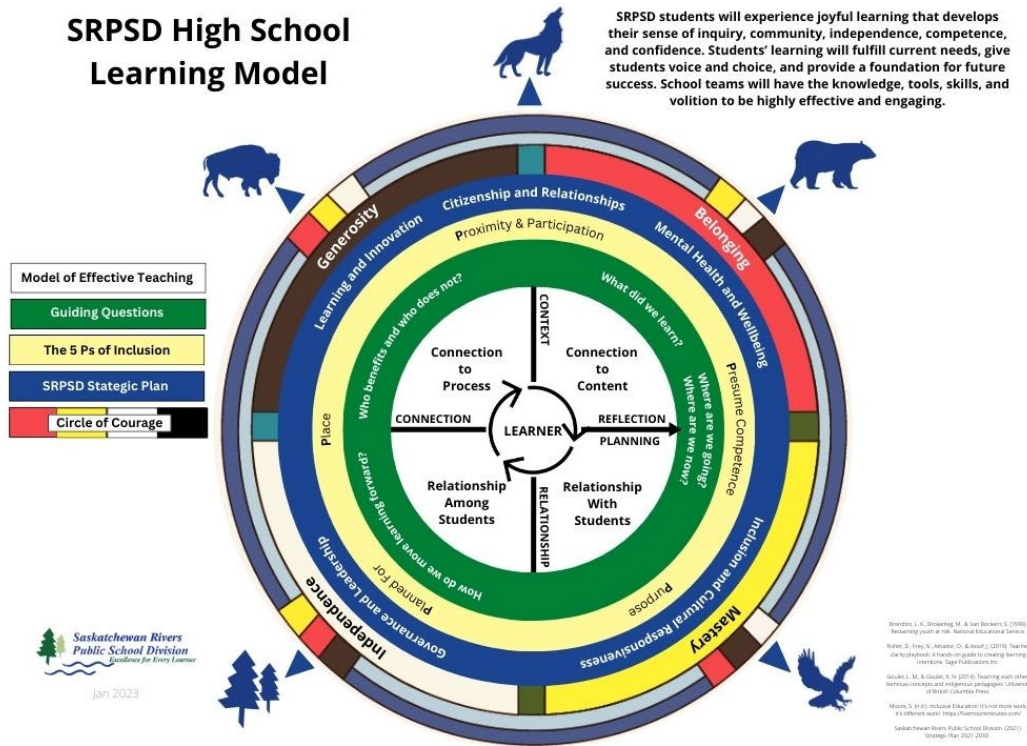
The Land Based Learning Model is currently being developed with the support of our Indigenous partnerships, particularly the Montreal Lake Cree Nation. This work will elevate the EPBL model and support the decolonization and indigenization of curriculum and teaching practices.

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## High School Learning Model:

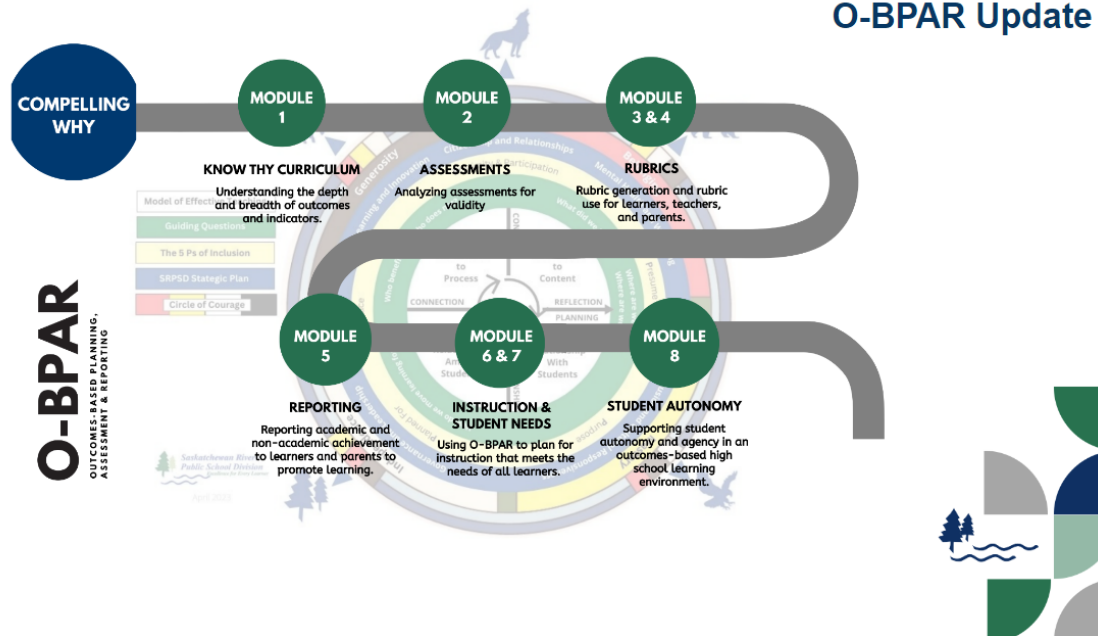
### SRPSD High School Learning Model

SRPSD students will experience joyful learning that develops their sense of inquiry, community, independence, competence, and confidence. Students' learning will fulfill current needs, give students voice and choice, and provide a foundation for future success. School teams will have the knowledge, tools, skills, and volition to be highly effective and engaging.



The high school learning model is based on Goulet and Goulet's research that is founded on Cree pedagogy. The focus is on relationship with students, relationship among students, connection to process and content. Additionally, high schools are on a journey of reviewing, refreshing and updating our understanding of curriculum, assessment and reporting, that we refer to O-BPAR.





### 3. Emphasize assessment practices that supports differentiated learning

The purpose of assessment is to gain insights into student knowledge, skills and confidence in a subject area, with the intention of responding appropriately to support the growth of the student. Administration will continue to support schools as they engage in assessment practices that will lead to responsive and differentiated instruction. Assessment /learning data collection will continue to occur throughout the school year aligned to the Assessment Calendar. It is important to note that assessment is an ongoing process and schools will increase the frequency of assessments based on the needs of students.

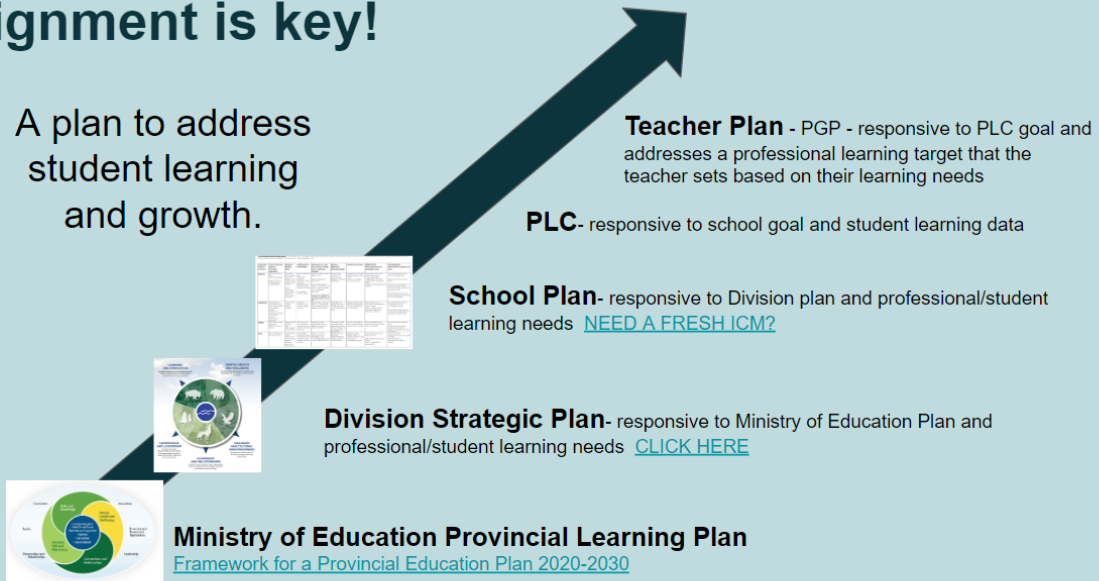
### 4. Provide responsive, aligned professional development opportunities

Administration is prioritizing the alignment of various professional development opportunities. Schools are organized into learning communities based on their school priority goal of numeracy, literacy or graduation. The learning community structure allows schools to receive targeted and timely professional learning that highlights evidence-based practices within their priority area. Schools will participate in teams comprised of school administration and teacher leadership. The embedded coach involved in the Dreamcatcher Coaching Program will offer support to teachers that is aligned with the support provided by the consultants and coaches of the Inclusive Learning Team.

All school-based administrators are developing and enhancing their leadership by engaging in *Leading to Learn*. *Leading to Learn* is a Student First initiative designed to help administrators develop cross-cultural competences; an appreciation for Indigenous worldview and perspectives and anti-racist and anti-oppressive leadership and teaching strategies. This professional development is tied to the Truth and Reconciliation calls to action.

## Alignment is key!

A plan to address student learning and growth.



**Leadership Learning Community (School Leadership Teams)**-the professional learning and dialogue are designed to assist school leaderships teams in the creation of a plan of action; determining a meaningful focus(professional learning target); implementing change in practice; developing shared knowledge and understandings; examining outcomes, assessing results to determine impact; celebrating effort and debriefing the process.

-Collective Efficacy of all staff members.  
-increased student engagement and success.  
-honouring a moral imperative.

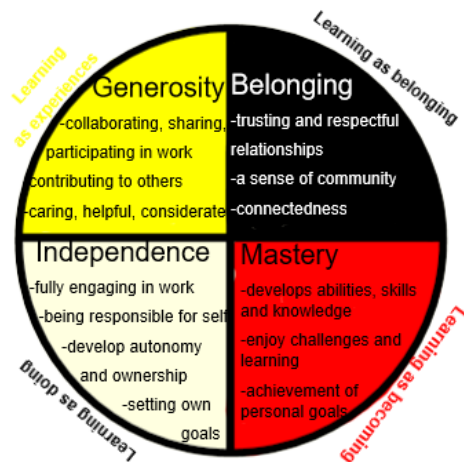
**Teacher Learning Community**-the TLC is designed to develop teacher collective efficacy and develop these teaching behaviours: putting forth great effort and persistence, especially towards students experiencing difficulty; try new teaching approaches based on effective pedagogy; convey high expectations to students; foster learner autonomy (students centered teaching); decreasing disruptive behaviour; and enhanced parental engagement.

The structure of professional development supports school leadership teams toward alignment of work in literacy, math and assessment and to implement the SRSPD learning models with integrity and fidelity.

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## 5. Connect the work of the Indigenous Perspectives Team (IPT) to student achievement

The Indigenous Perspectives Team supports school leaders, teachers and students. Their work is comprehensive and elevates the work of all other teams with the inclusion of Indigenous ways of leading, learning and teaching. The IPT identify indigenous resources and have created an impressive cache of information that is accessible to teachers on a google site. They are naturalizing the inclusion of Indigenous Knowledge within curricula and they continue to foster relationships between schools and Elders.



Indigenous models of learning are the foundation of SRSPD's literacy, numeracy and experiential play based model.

Indigenous knowledge will strengthen and enhance our work as leaders create belonging and implement effective learning models.

## GOVERNANCE IMPLICATIONS

Based upon the report it is recommended that the Board continue to provide the following:

1. Advocacy for early learning and literacy to be high priority items within the province.
2. Courageous data informed decisions.
3. Continue to partner with Indigenous organizations, Elders and Traditional Knowledge Keepers to demonstrate a commitment to the Truth and Reconciliation Calls to Action.
4. Honour Indigenous worldview, knowledge and perspectives by sustaining and maintaining the Indigenous Perspectives Team and the Cree Language and Culture Kindergarten program.
5. Continued focus on the improvement of student achievement.
6. Financial support for student learning and intervention strategies.