

Accountability Topic: Student Learning & Well-being

Date of Board Meeting:

December 20, 2018

Strategic Priority:

- Student and Family Engagement
- Internal Process
- People Capacity
- Financial Stewardship

Quality Indicator(s) (if applicable):

- QI 1.4 - Utilizes performance metrics for the purpose of monitoring and evaluating operational performance relative to student wellness.
- QI 2.1 The Director conducts an analysis of student success and ensures development of action plans to address concerns.
- QI 2.2 The Director identifies trends and issues related to student achievement to inform the setting of yearly priorities and outcomes.
- QI 7.2 - Achieves the key results identified in the Strategic Plan.
- QI 7.3 - Reports at least annually on results achieved.

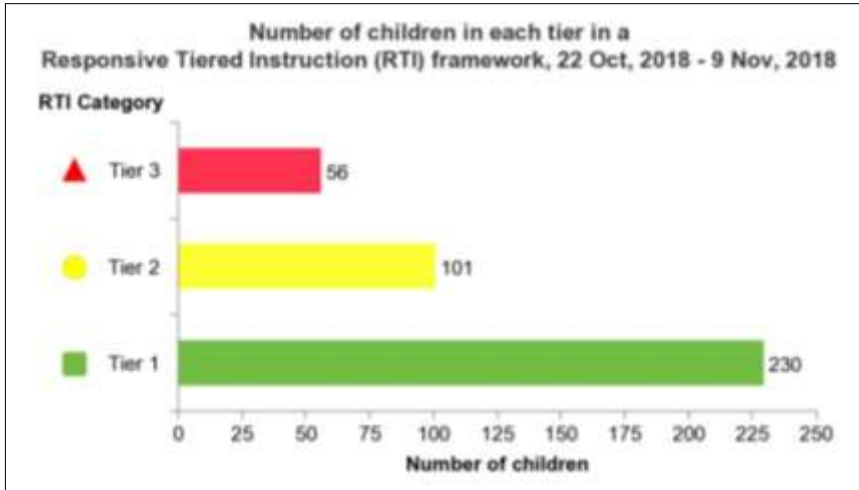
Key Measures:

- Early Years Evaluation-Teacher Assessment (EYE-TA)
- Ministry of Education Graduation Reports
- GSSD/Ministry of Education Attendance Data
- OurSchool Survey Data

Targets:

- By June 30, 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning in the primary grades.
- By June 30, 2020, GSSD will achieve an 85% three-year graduation rate.
- By June 30, 2020, GSSD will achieve a 90% five-year graduation rate.
- By June 30, 2020, GSSD students will achieve at least a 5% increase in attendance rates.
- By June 30, 2020, GSSD will reduce the number of students reporting high levels of anxiety by at least 5%.
- By June 30, 2020, GSSD students will report at least a 5% increase in student intellectual engagement.

Early Years Evaluation-Teacher Assessment (EYE-TA) Data



% of students at Appropriate Development

Awareness of Self & Others 84%

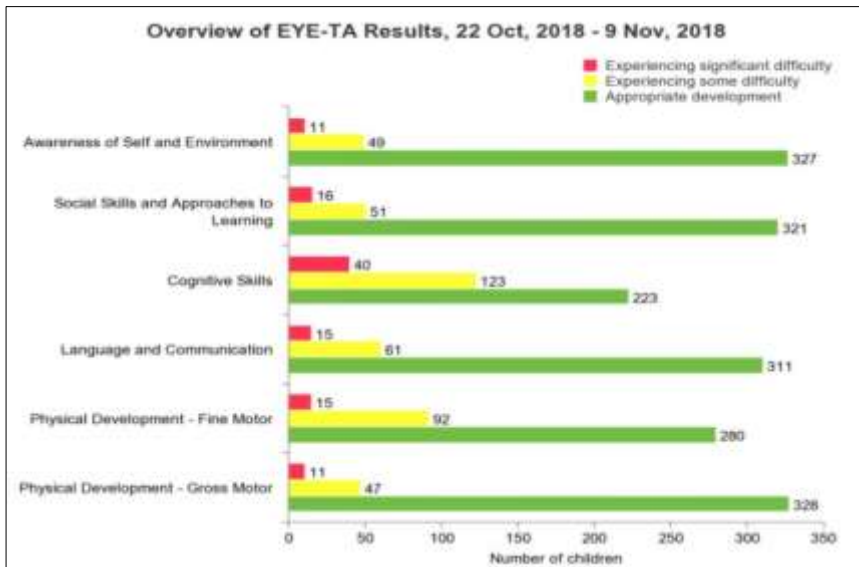
Social Skills & Approaches to Learning 83%

Cognitive Skills 57%

Language & Communication 80%

Fine Motor Skills 72%

Gross Motor Skills 85%

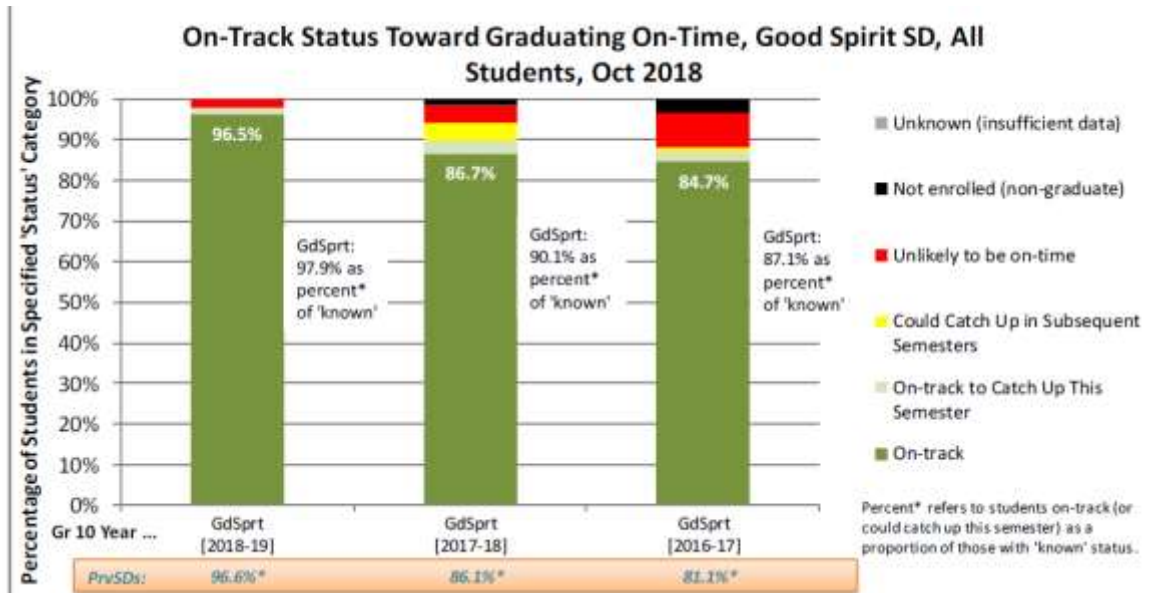


Overall

- 14% red
- 26% yellow
- 59% green

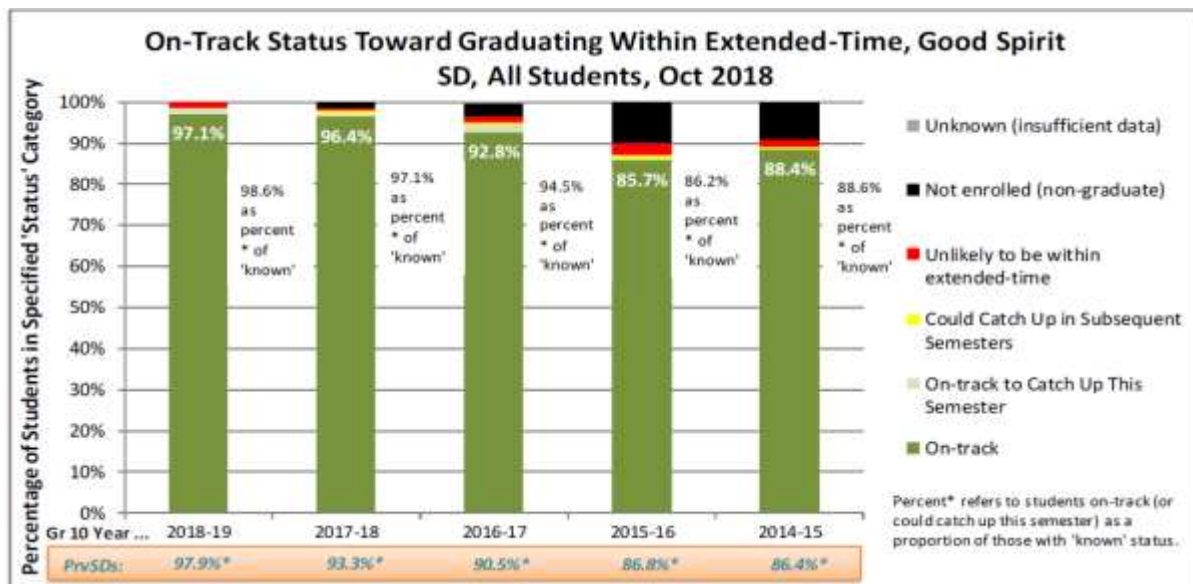
	EYE-TA (Fall 2014)	EYE-TA (Spring 2015)	Gr. 1 F&P (Spring 2016)	Gr. 2 F&P (Spring 2017)	Gr.3 F&P (Spring 2018)
Kindergarten Cohort 2014-2015	56%	84%	75%	78%	77%

Ministry of Education Graduation Data



A few celebrations:

- As of October 2018, GSSD has 84.7% or 388 students within the June Grad Cohort on track to graduate which is 3.6% higher than the province and an increase of 6% from October 2017.
- As of October 2018, there are additional 2.4% or 11 students with an opportunity to graduate in June 2019, which is a 0.3% increase from October 2017.
- As of October 2018, 51.9% of GSSD First Nations Métis (FNM) students remain on track to graduate with an additional 1.8% still able to catch up in credits. This is 4.2% higher than the provincial average and is 19.8% higher than what was reported in October of 2017.



A few celebrations:

- As of October 2018, GSSD has 88.4% of students on track to graduate within the extended 5-year window. This is 2% higher than the province and is 0.9% higher than the October 2017 extended graduation rate for GSSD.

Ministry of Education Attendance Data

- The data provided is a 5-year trend realized by the Cohort of students expected to graduate in 2018-19 and are still in school.

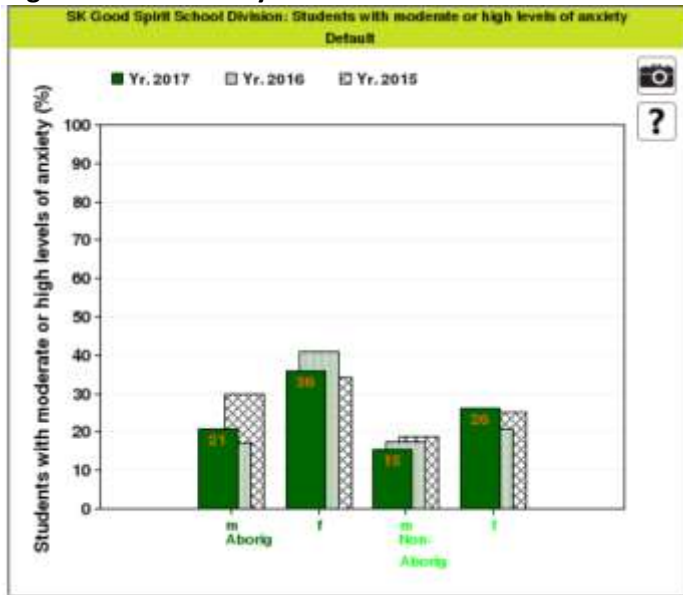
Student Declaration	% Attending 80% or Greater	Graduation Rate (On-time)
All	94.8%	98.7%
Non – FNM	97.0%	99.5%
FNM	84.6%	93.5%

A few celebrations:

- All grades across GSSD in Kindergarten to Grade 8 have greater than 84% of students attending 90% of the time. This would be significantly higher if we considered those attending greater than 80% of the time.
- The data would suggest that if we can improve student attendance there is a strong possibility that graduation rates will improve.

OurSchool Student Perception Data: High Levels of Anxiety

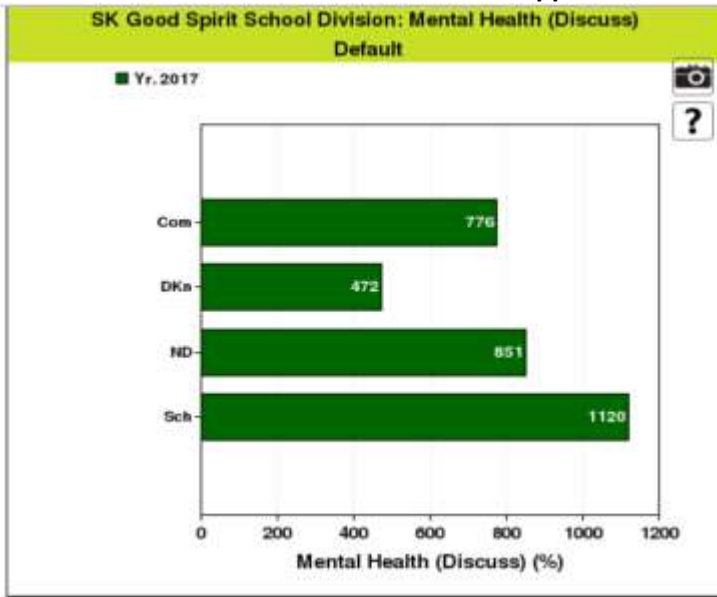
High Levels of Anxiety



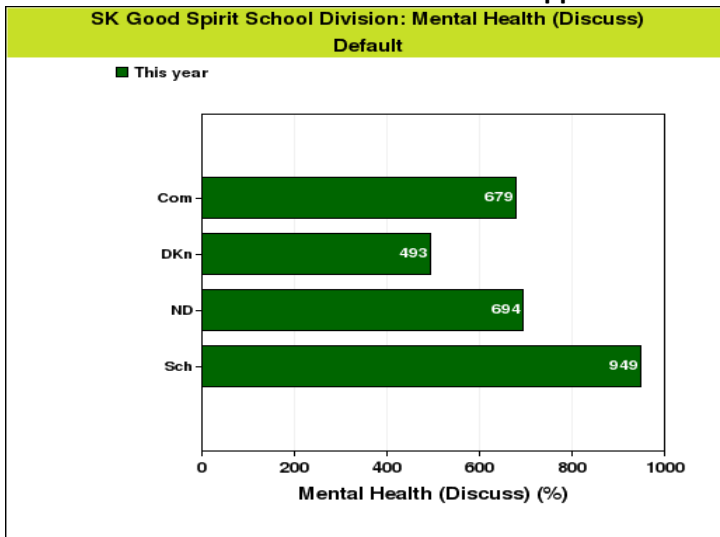
A few celebrations:

- We have seen a reduction in high levels of anxiety in FNM females and non-FNM males.
- FNM female students have been among our most worrisome and concerning with mental health issues, thus a realized reduction in anxiety among this student population is significant.

2017-18 Results: Access to Mental Health Supports



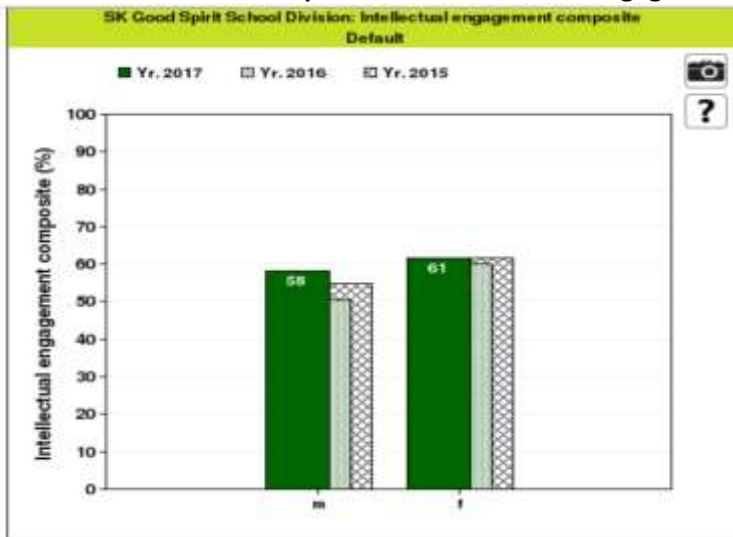
2016-17 Results: Access to Mental Health Supports



A few celebrations:

- When asked if students knew who or where they could access help with mental health concerns, our students are reporting an increased awareness of services to access in their communities.
- Students are also showing an increased willingness to discuss mental health concerns with adults they trust in their school.

OurSchool Student Perceptual Data: Intellectual Engagement



A few celebrations:

- In May of 2018, GSSD students reported the highest levels of intellectual engagement in the past three years.

Key Strategies Employed:

1. Early Years:

- Early Literacy Intervention Team (Learning Support Services & Student Support Services personnel) conducting EYE-TA Data discussion meetings in 10 schools at highest risk to set targeted goals and support the school team
- Literacy Resources (Literacy Beginnings, Expanding Expressions toolkit) placed in every Kindergarten classroom
- Saskatchewan Professional Development Unit (SPDU) Rich Literacy Practices workshop attended by all Prekindergarten & Kindergarten teachers (March 2018)
- Ministry Of Education Literacy Webinars completed by all Prekindergarten & Kindergarten teachers during 2017-19 school year
- SPDU Connecting Curriculum to Play workshop attended by all Prekindergarten & Kindergarten teachers (November 2017)
- Regional KidsFirst (RKF) IMPACT activities align with the EYE domains
- Pop Up Preschools in four (4) communities (Springside, Norquay, Invermay, Grayson)
- Focus on Family Engagement

Future Strategies:

- Eat, Play, Learn Event planned for 8 communities in March 2019 as part of the RKF \$25,000 Kids Literacy Grant from the Ministry (focus on children under 6 years old)
- Develop partnerships with childcare facilities and other partners in our communities
- Early Learning and Literacy coach to do environment surveys (ECERS) with Prekindergarten & Kindergarten teachers to facilitate invitations for learning
- Support Administrators with Early Learning Environment and Early Literacy “Look Fors”
- Help Me Tell My Story

2. Graduation Rates:

- A division wide Student Success, Achievement and Graduation Plan has been shared with all schools. The plan addresses expectations and supports related to: parent involvement/engagement, credit selections, positive connections/relationships, attendance strategies, credit recovery/extension, academic interventions and school activities/connectedness.
- A cultural support room has been established at both Kamsack Comprehensive Institute (KCI) and the Yorkton Regional High School (YRHS).
- Diversity has been recognized, celebrated and supported throughout the school division.
- Distributed Learning opportunities continue to be expanded throughout the school division.
- Introduction of Grad Coaches to every high school in the division.
- Support for Special Project Credits and Apprenticeship Credits.

Future Strategies:

- Expansion of high interest electives through Distributed Learning.
- Introduction of Land-based Learning for Indigenous students at KCI and the YRHS.
- Pursuing opportunities to explore community partnerships for hands on learning.
- Establishment of “unique” learning opportunities to target Middle Years students and High School students.
- Social Media messaging.

3. Student Attendance:

- Development of a division wide attendance strategy.
- Refinement of division processes in response to student absences and truancy (flowcharts) to ensure the strategies used are consistent.
- Attendance celebrations and incentives highlighting student attendance.
- Parent letters of support for promoting good attendance.
- Promotion of the importance of teacher-student relationships.

Future Strategies:

- Increased awareness through media (social media, community attendance campaigns, video production, etc.)
- Continue to explore and implement strategies for parental engagement in Kindergarten to Grade 12.
- Continue to provide spaces in schools, which are safe and inclusive for all students.

4. Supporting Student Mental Health:

- Support of students, staff & SCCs in gender & sexual diversity (GSA's, safe spaces, etc).
- Mental Health 10L was adopted and is taught in a few GSSD schools.
- Mindfulness is a strategy being taught in many GSSD schools.
- Comprehensive School Community Health (CSCH) has supported outdoor classrooms, inclusiveness, mental health initiatives, student and staff training (Kyla Christiansen).
- Teen Boost is a program developed by Mental Health; it is currently being delivered to approximately 12 GSSD schools via ZOOM technology.
- The introduction of High School Senates has resulted in change for students.
- The revision of high school assessment practices and final exams.
- Truth and Reconciliation acknowledgement in GSSD schools.
- FRIENDS curriculum delivery in grades 1, 4, 6, and 9.
- Mental Health First Aid Training for GSSD staff.

Future Strategies:

- Extension of Mental Health 20L in GSSD Schools and Distributed Learning.
- Further expansion of Teen Boost (all Kindergarten-Grade 12 schools)
- Expansion of Indigenous programming, identity and culture in GSSD schools.
- Alternate programming environments and options for students struggling with mental health.
- Strategic implementation of developmental asset building in Kindergarten-Grade 8 students to strengthen “Internal” and “External” resilience.
- Module work in 2019-20 PD Continuum.

5. Supporting Intellectual Engagement

- Teachers are incorporating a variety of instructional strategies in their classrooms.
- Students are given choice in demonstrating their learning.
- Differentiated instruction is promoting high levels of interest that is tailored to student ability.
- Varied elective choices at high school.

Future Strategies:

- Continue to promote elective choices in high school.
- Further expansion of “inquiry” in Kindergarten-Grade 12 courses.
- Continue to promote and support differentiation at all levels.
- Continue to hire the brightest and best teachers to place in classrooms.
- Continue to explore and establish “unique” learning opportunities to target Middle Years students and High School students.

Risk Assessment:

Risk	Likelihood (Low-Med-High)	Impact (Low-Med- High)	Mitigation Strategy
Failure to meet Early Years Targets.	Medium	Medium	Continue to support and promote Early Learning opportunities in communities across GSSD.
Failure to meet the ESSP Graduation Goal.	Medium	High	Continued pressure and support of the work being done in high schools.
Failure to improve Attendance Goals	Low	High	Continued support in schools (communication, incentives, recognition, etc.)
Failure to improve Student Mental Health	High	High	Continued support through programming and awareness.
Failure to increase Student Intellectual Engagement	Medium	Medium	Continued pressure and support within our schools to change instructional practice.

Summary Comments:

- 40% of students are coming to school without the appropriate developmental skills
- 90% of students who enter Kindergarten ready to learn are reading at or above grade level at the end of grade 2.

- 60% of Kindergarten students who enter Kindergarten in the red or yellow but exit Kindergarten in the green are reading at or above grade at the end of grade 2.

Recommended Decision/Motion:

- “That the Board accept the accountability report on *Student Learning & Well-being* as presented.”

Respectfully submitted,

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