

Accountability Topic: High Quality Teaching and Learning Fall Assessment Data

Date of Board Meeting:

January 26, 2023

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)
- Fountas & Pinnell Benchmark Assessment System (F&P – BAS)

Targets:

By June 30, 2023:

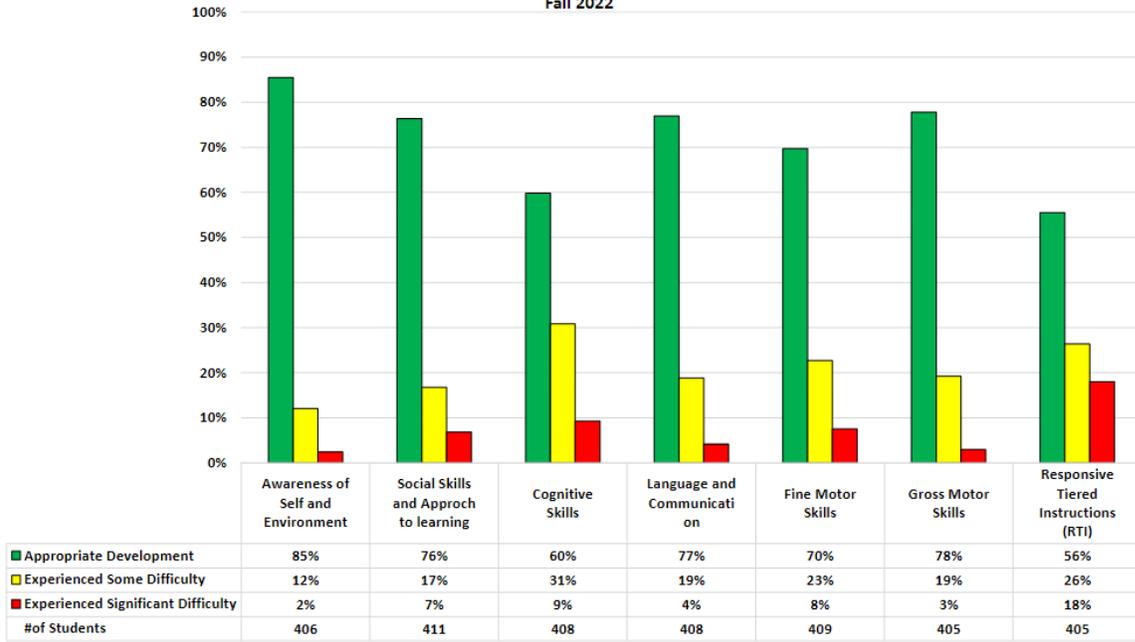
- 25% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.
- There will be 10% more Grade 1-3 students reading at or above grade level as compared to fall 2022 data.
- The three-year graduation rate will increase by 2% from the June 2022 data.
- The three-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.
- The five-year graduation rate will increase by 2% from the June 2022 data.
- The five-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.

Data:

According to the Fall 2022 EYE-TA results:

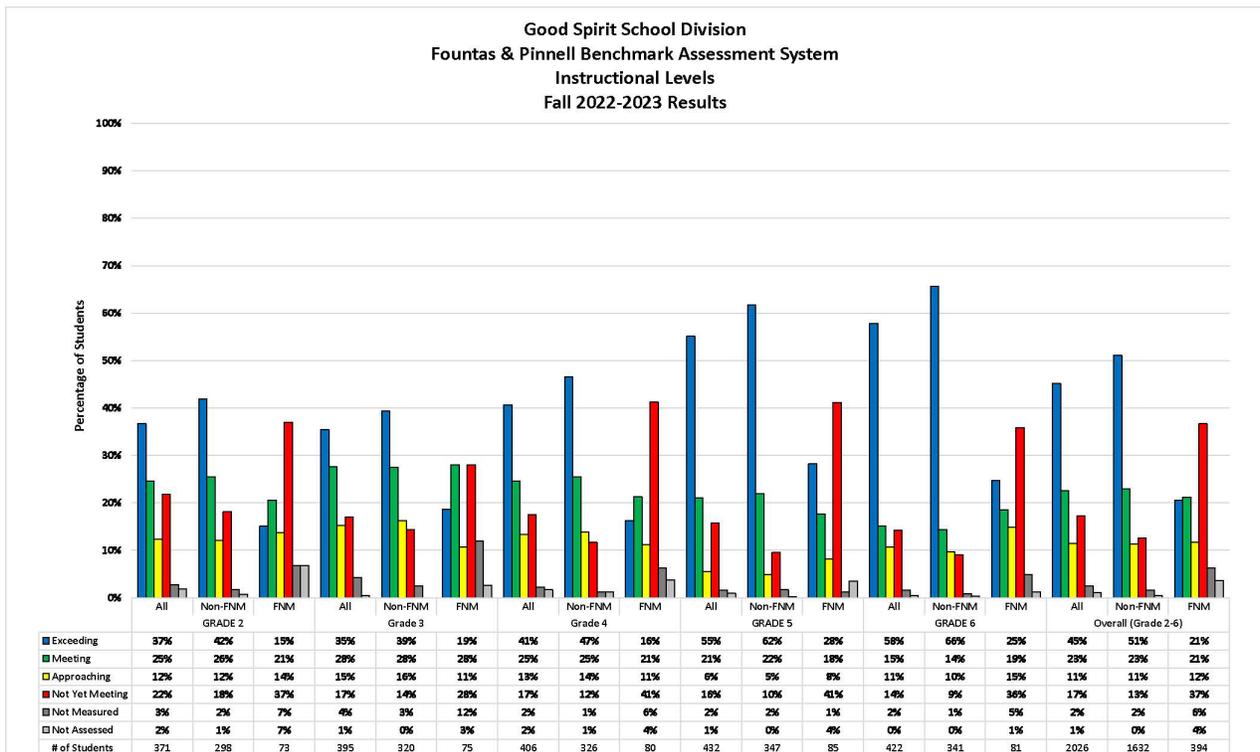
- 56% of students entering Kindergarten are at appropriate development.
- 76% or more GSSD kindergarten students are at the appropriate level in the awareness of self and environment, social skills and approaches to learning, language and communication, and gross motor domains.
- 60% of students are at the appropriate level in the cognitive domain.
- 70% of students are at the appropriate level in the fine motor domain.

Good Spirit School Division 204
Early Years Evaluation Teacher Assessment
Kindergarten Student Readiness
Development Domains
Fall 2022



- Fall 2022 Fountas and Pinnell (BAS) data suggests:
 - 69% of grade 2-6 students are reading at or above grade level.
 - Reading data for self-declared First Nations and Métis students is significantly lower than non-First Nations and Métis students with 43% of FNM students reading at or above grade level.

Instructional Reading Levels of all Grades 2-6 Students by Grade



Key Strategies Employed:

- Early Years Consultant and Coach are part of the Thrive to Five Early Years Network.
- Accountable partnership with Regional Kids First which includes (but is not limited to) hosting IMPACT events for all 3- and 4-year-old children in GSSD communities.
- Continued focus on Prekindergarten and Kindergarten teachers obtaining specialization in Early Years.
- All Kindergarten and Grade 1 teachers are trained in Heggerty Phonological and Phonemic Awareness.
- Strong partnership between Kindergarten teachers and Speech and Language Pathologists.
- Coach support for all new Kindergarten teachers.
- Exploration of new resources and strategies for Grades 1 – 3 early reading instruction.
- Data reviews with each school team to determine intervention strategies for students reading below grade level.
- Purchase of decodable texts to support early readers.
- Continued coaching support to teachers in early literacy and reading.

Future Strategies:

- Early Learning Data Discussion team meetings held with each school team where short term; targeted goals (sprints) are put in place to address data.
- Follow up coaching visits in all Kindergarten and Gr. 1 classrooms to support the implementation of Heggerty.
- Teaching Treaties in the Classroom professional development opportunity for all PreK to Grade 1 teachers (January 30, 2023).
- Early Years Cultural kits for Kindergarten students that target engagement, language and communication.
- Thrive to Five Early Learning Network exploring the implementation of a common early childhood screen (i.e., Ages and Stages Questionnaire) that families can administer at home.
- Summer reading promotion with school library openings and partnerships with Parkland Regional Libraries.
- Under One Sun literacy resource and PD for Grades 1 – 3 teachers.
- Work in school libraries around the inclusion of high interest and diverse texts which support independent reading.
- Continued exploration of resources to support early reading skills with potential purchases and training for Grades 1 – 3 teachers.
- Exploration of new reading assessment.

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 consider resources to support early learning and intervention. Schools are allotted diversity factors to support interventions and the division staffs numerous professional and paraprofessional staff in this area. 				
Reputational	One negative article in a publication	Negative articles in more than one publication	Short term negative media focus and	Long term negative media focus and sustained concerns	Stakeholders lose faith in management or Trustees

			concerns raised by stakeholders	raised by stakeholders	
Comments & Mitigation Strategy	<ul style="list-style-type: none"> GSSD's achievement levels 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 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 this area. 				
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"> GSSD manages all Ministry requirements as it relates to this area of focus. 				
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	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"> Provide data driven support, coaching and modeling to teachers working to implement Indigenous focused outcomes. The Indigenous Student Achievement Consultants collaborate with Curriculum Consultants to support implementation of "Under One Sun" for Gr. 1-3 and "Take Action for Reconciliation" for grades 4-8. A renewed focus on early literacy with a focus on phonemic awareness will be implemented. 				

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.	Periodic occurrence in the sector; possible occurrence. Once in 3 to 5 years.	Has occurred previously and could reasonably occur again. Once in 1 to 2 years.	Extremely likely to occur. Multiple times per year at the school division.

	10 years at the school division.	years at the school division.	years at the school division.	
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Summary Comments:

- Fall EYE – TA results have remained relatively static over the past 5 years
- GSSD is on track to see 80% of students exit kindergarten ready to learn
- A 10% increase to the Fall F&P – BAS reading data would see 79% of grades 1-6 students reading at our above grade level in June 2023
- Early Years interventions are having an impact on the achievement of non-FNM students
- Work needs to be done to address the disparity between FNM students and non-FNM students
- Data analysis of underachieving schools is currently being conducted to determine the impact attendance and parent engagement are having on results to determine strategies that can be implemented to re-engage students and families with the school

Recommended Decision/Motion:

“That the Board approve the accountability report on Fall Assessment Data 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