

Accountability Topic: 2021-2022 High Quality Teaching and Learning Assessment Data

Date of Board Meeting:

August 18, 2022

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)
- Provincial holistic math and writing rubrics

Targets:

By June 30, 2022:

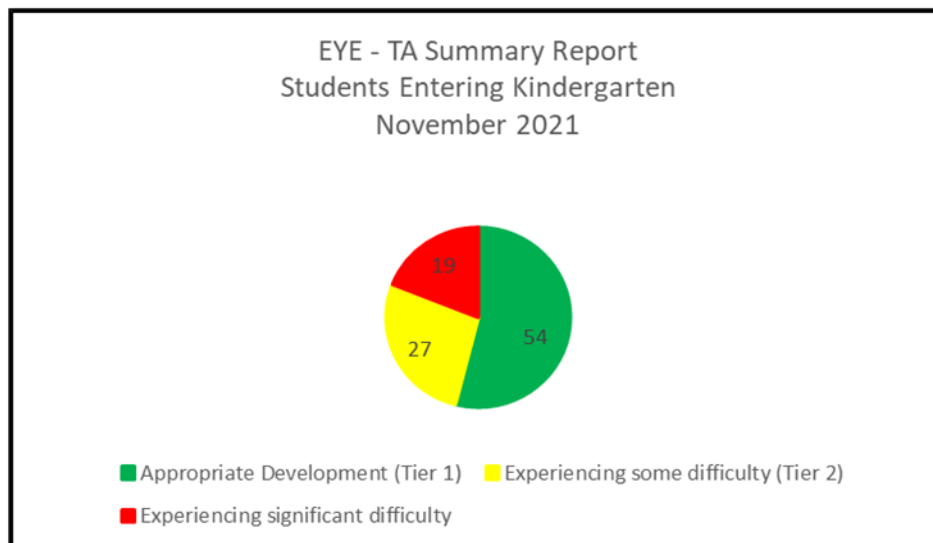
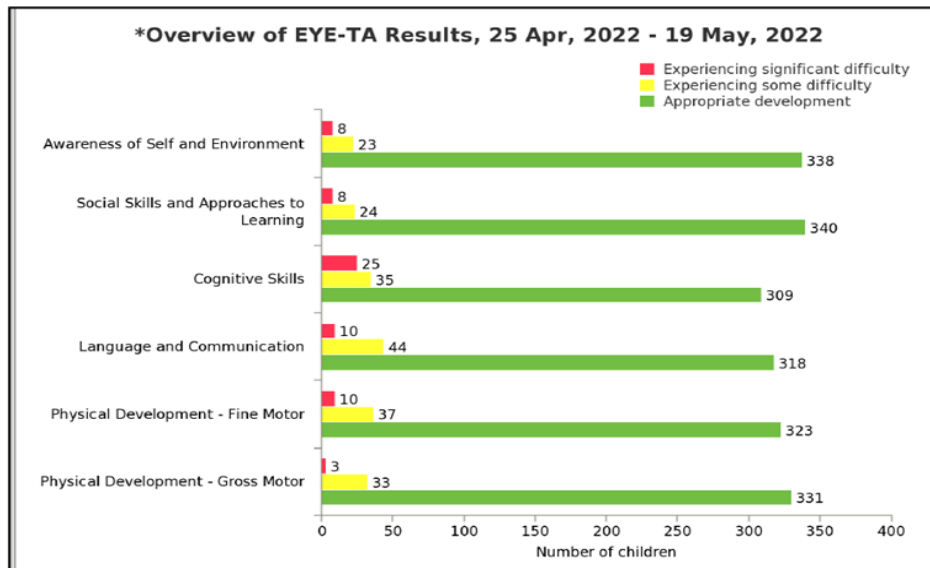
- 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.
- 90% of Grade 1 to 6 students will show one-years growth in their reading levels.
- There will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the June 2019 data.
- There will be 2% more Grades 4, 7 & 9 students at or above grade level in writing compared to the June 2019 data.

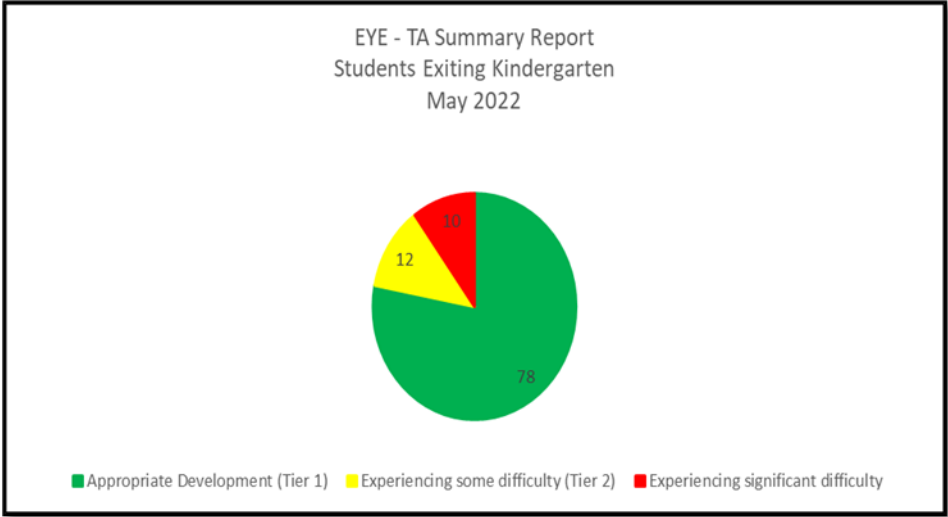
Key Discussion Points/Data:

- In response to pressures resulting from the COVID-19 pandemic, the Provincial Leadership Team (PLT) extended the revised data collection plan for the 2021-2022 school year.
- Provincial data collection continued for the Early Years Evaluation (EYE-TA) in Fall of 2021 and Spring of 2022.
- Year-end provincial data collection of reading achievement in grades 1, 2 and 3 continued.
- Division data collection of reading achievement for grades 1-6 continued.
- Provincial data collection of writing and math remained suspended.
- Division data collection of Grades 2, 5 & 8 math as well as Grades 4, 7 & 9 writing resumed.
- The above plan is expected to continue for the 2022-2023 school year.

Division Early Years Data

- According to 2021-2022 Early Years Evaluation – Teacher Assessment (EYE-TA) results:
 - 78% of students exiting Kindergarten are at appropriate development.
 - 24% more students were at the appropriate level exiting Kindergarten than entering Kindergarten.
 - 90% or more GSSD kindergarten students are at the appropriate level in the awareness of self and environment, social skills, and approaches to learning, and gross motor domains.
 - 84% of students are at the appropriate level in the cognitive domain.
 - 86% of students are at the appropriate level in the language and communication domain.
 - 88% of students are at the appropriate level in the fine motor domain.

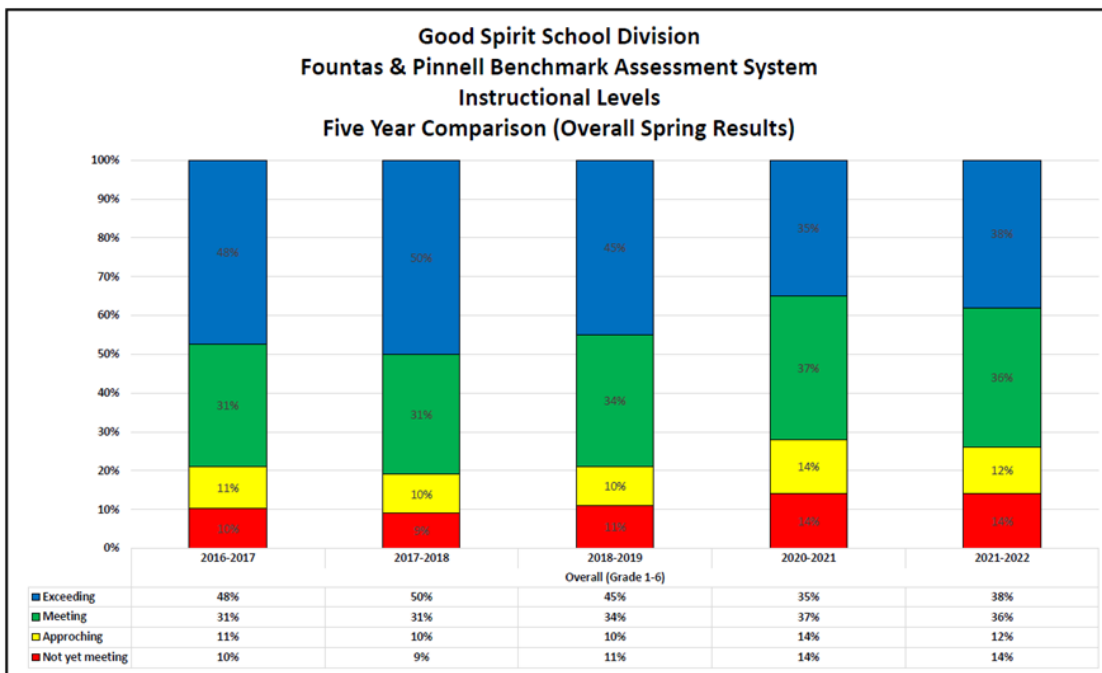
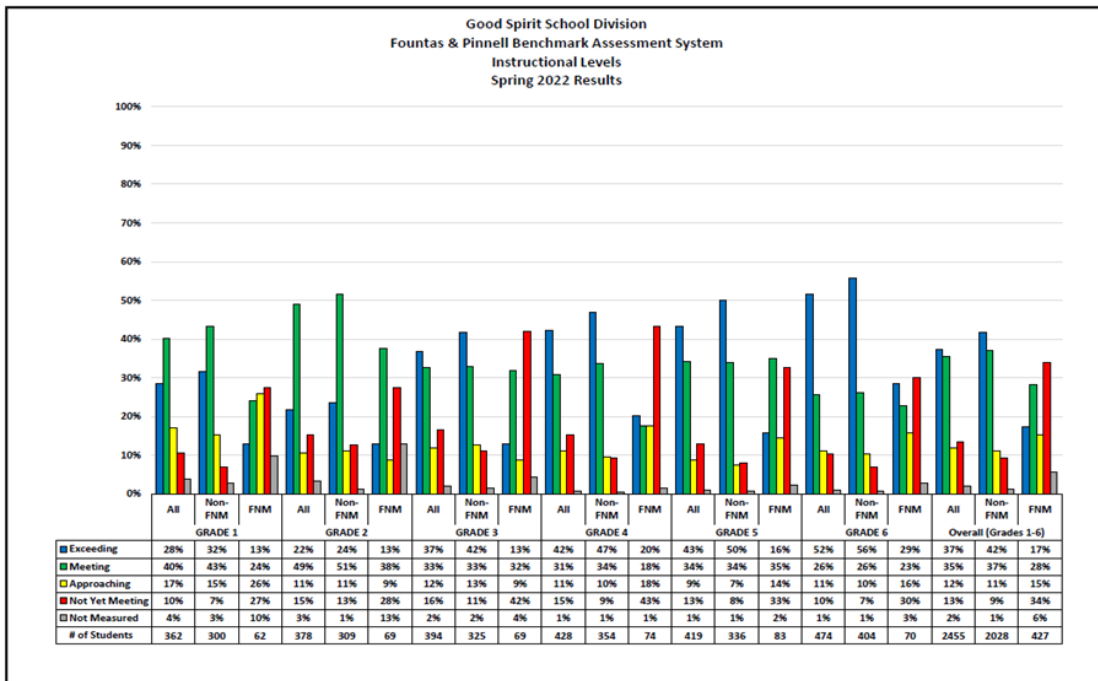




Division Literacy Assessment Data

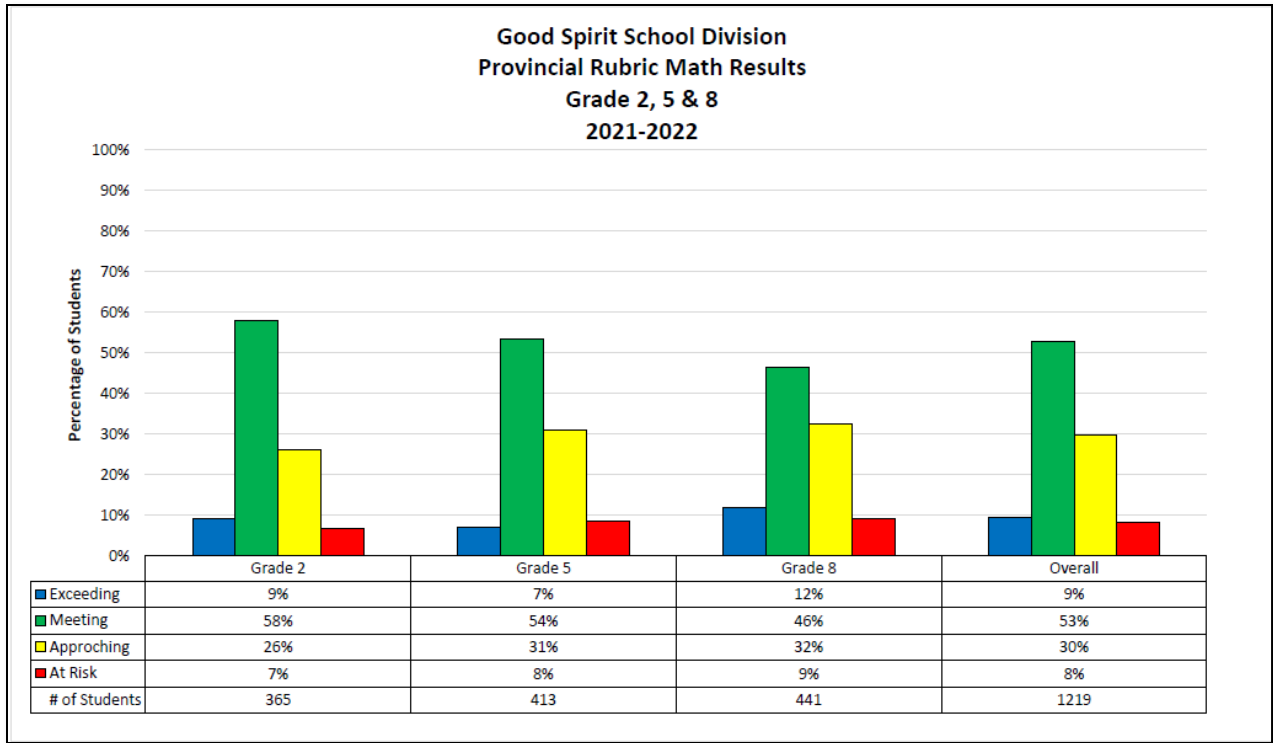
- Spring Fountas & Pinnell (BAS) data suggests:
 - 72% of grade 1-6 students are reading at or above grade level.
 - This is a 2% increase from spring 2021.
 - Reading data for self-declared First Nations and Métis students is significantly lower than non-First Nations and Métis students.
 - It is uncertain whether data extracted to demonstrate achievement of this year’s reading goal is accurate. The data pulled indicates that, on average, 34% of students experienced 1 year of growth according to the Fountas & Pinnell Growth Targets.

Spring 2022 F&P-BAS Data By Grade							
Grades 1-3	% of ALL at or above grade level	% of non-FNM at or above grade level	% of FNM at or above grade level	Grades 4-6	% of ALL at or above grade level	% of non-FNM at or above grade level	% of FNM at or above grade level
Grade 1	68%	75%	37%	Grade 4	73%	80%	38%
Grade 2	71%	65%	51%	Grade 5	77%	84%	51%
Grade 3	70%	75%	45%	Grade 6	78%	82%	52%
Overall	70%	72%	44%	Overall	76%	82%	47%

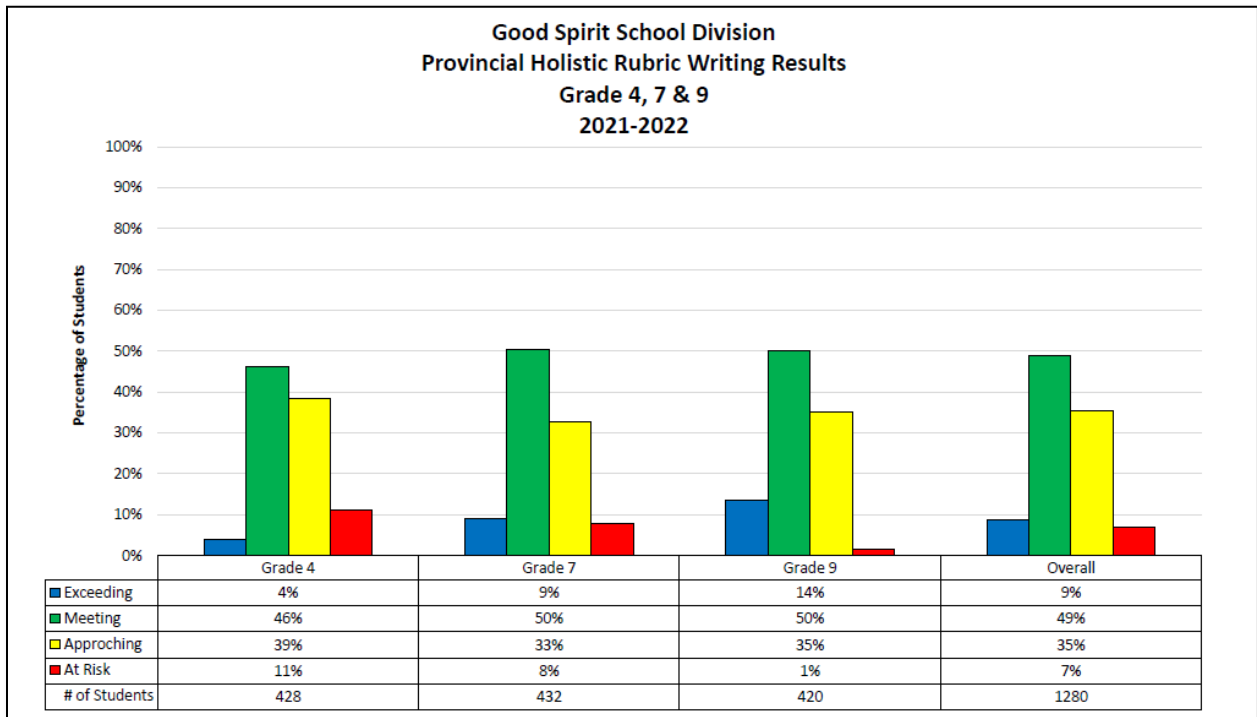


Division Math & Writing Data

- The provincial holistic math and writing rubrics were used to collect data at the division level.
- According to the provincial holistic Math rubric:
 - 62% of grades 2, 5, and 8 students were at or above grade level.
 - 67% of grades 2 students were at or above grade level.
 - 61% of grade 5 students were at or above grade level.
 - 58% of grade 8 students were at or above grade level.

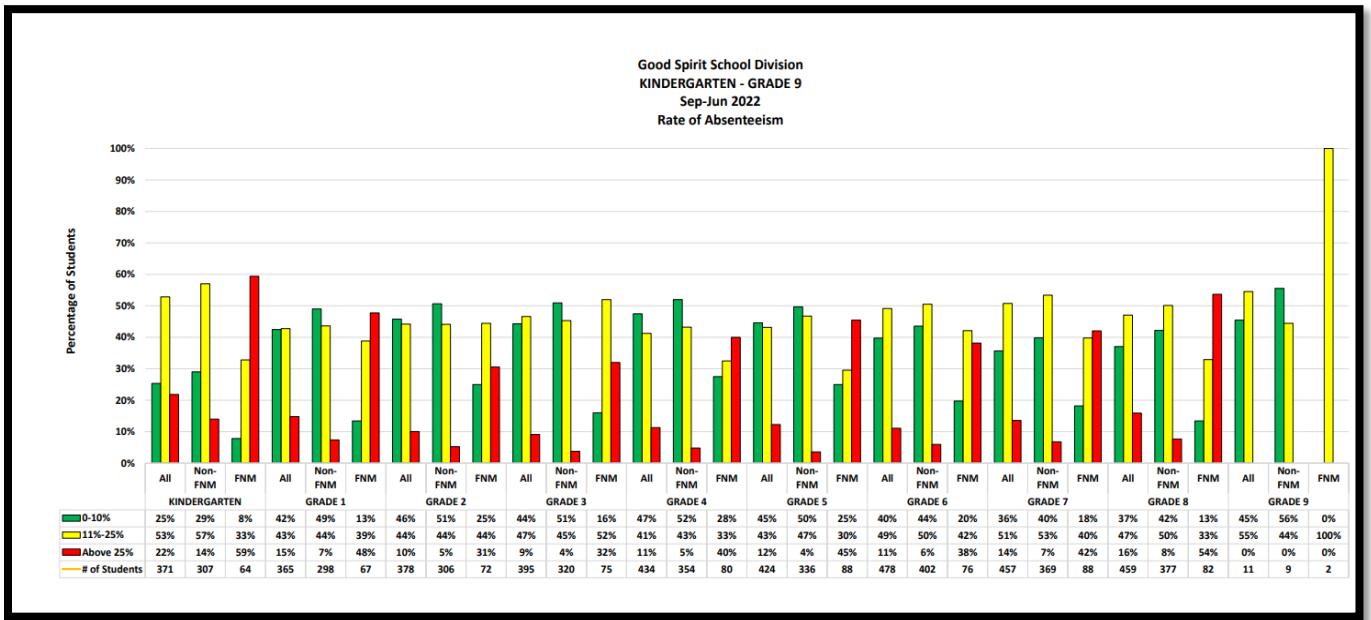


- Provincial holistic writing data suggests:
 - 58% of grades 4, 7 and 9 students were at or above grade level.
 - 50% of grade 4 students were at or above grade level.
 - 59% of grade 7 students were at or above grade level.
 - 58% of grade 9 students were at or above grade level.

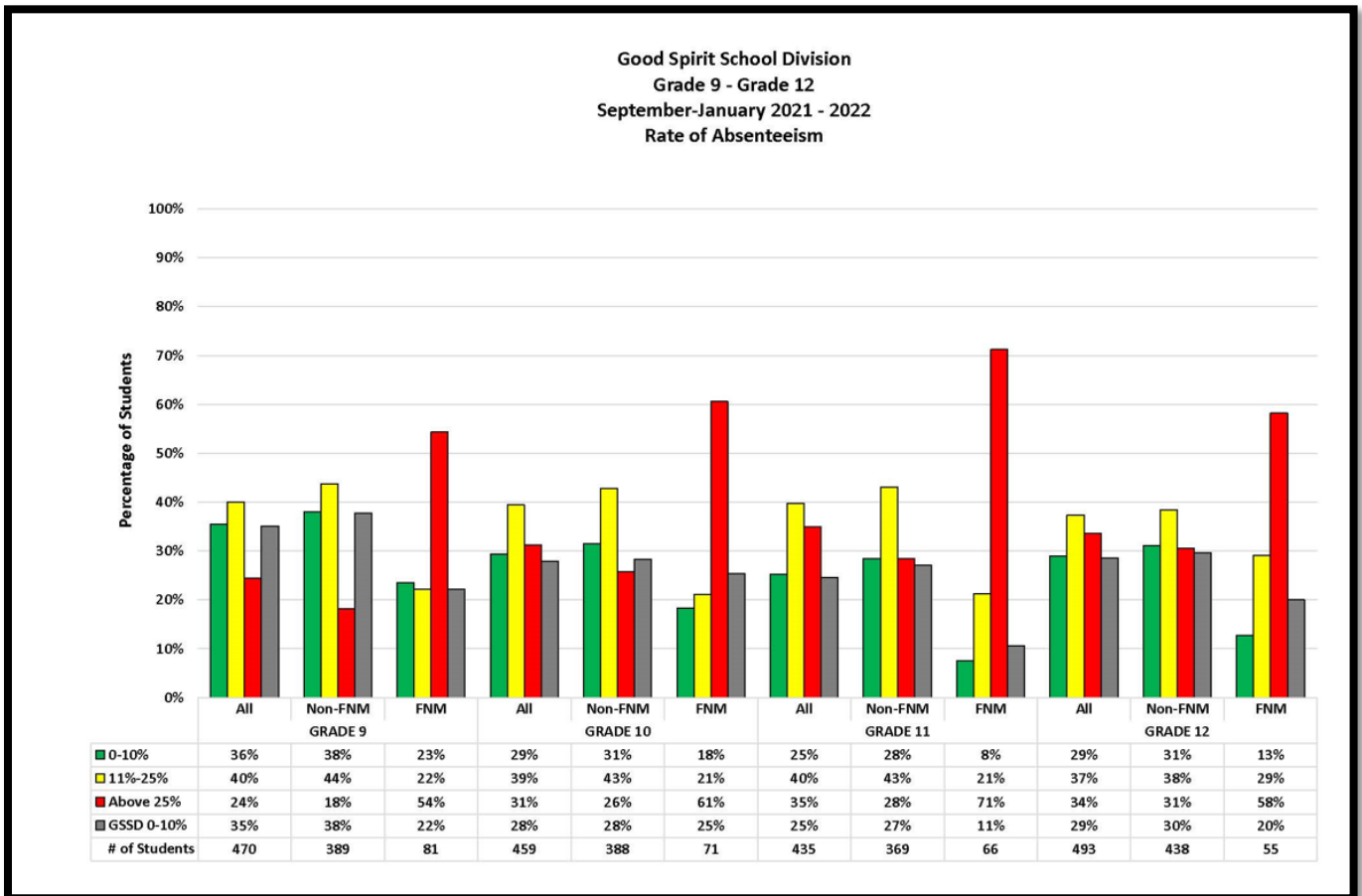


Division Attendance Data

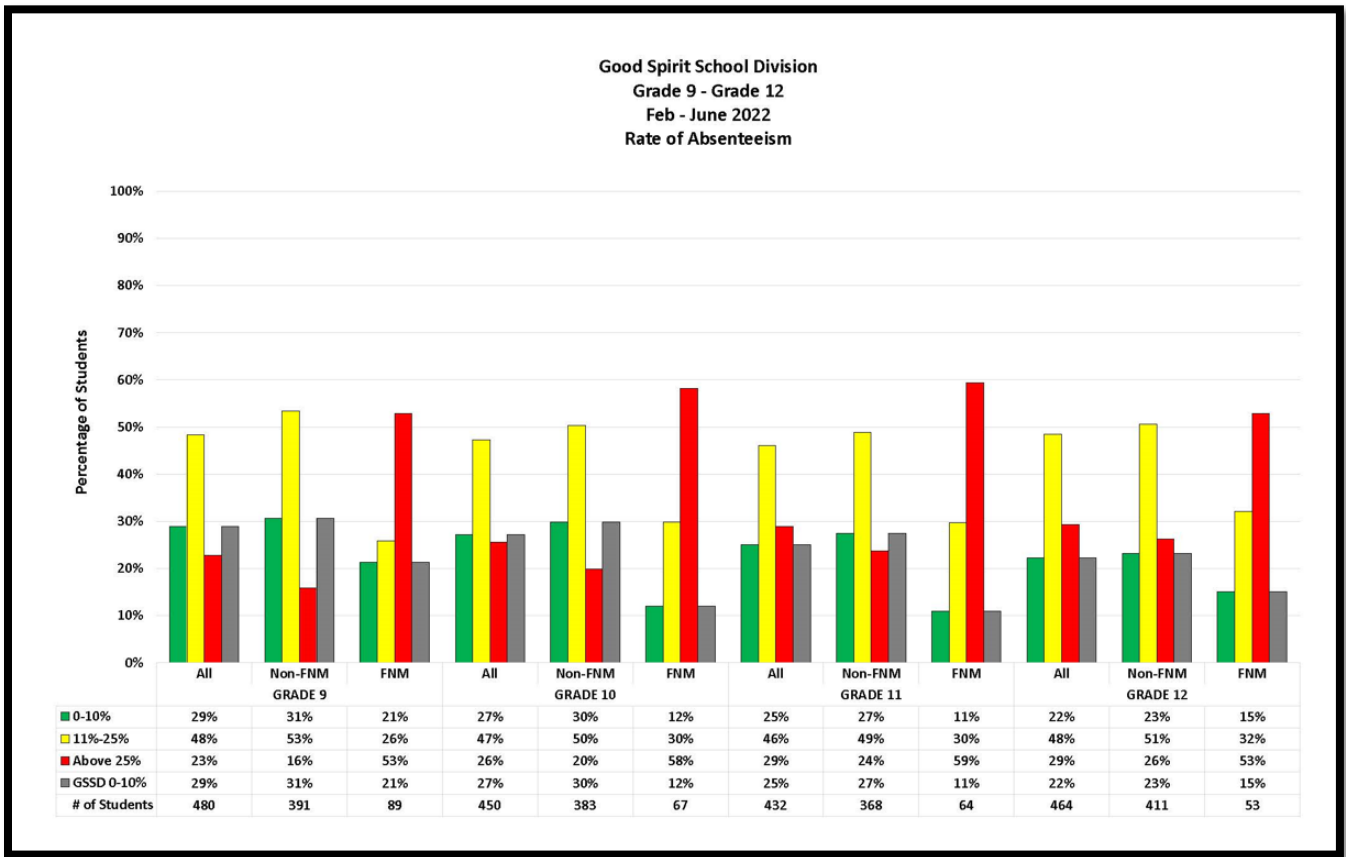
- Kindergarten to Grade 9 September to June Data



- Grade 9 to Grade 12 September to January Data



- Grade 9 to Grade 12 February to June Data



Student Placement Data

- Nine applications for grade retention were submitted for review by the Director of Education.
 - Seven of the nine applications were approved.
- The primary rationale for retention was attendance/opportunity gaps resulting from the pandemic.
- In each of the seven cases, the family was in full support of the alternate placement.
- Student grade placement ranged from Kindergarten to Grade 4.
- Grade distribution:
 - Kindergarten – 3 students (2 approved for retention)
 - Grade 1 – 4 students (all approved for retention)
 - Grade 2 – 1 student (approved for retention)
 - Grade 4 – 1 student (retention denied)
- Over the last 10 years, GSSD typically retains four students per year following AP 361 Student Progress and Placement.

Partnerships:

- An Early Years Network (Thrive to 5) continues to function and currently includes over 20 community partners to support children and families from birth to 5 years old. A prekindergarten teacher, kindergarten teacher, the early learning coach, and the Curriculum Consultant responsible for Early Years represented the Good Spirit School Division in the network during the 2021-2022 school year.
- GSSD continues to act as accountable partner with Regional Kids First.
- For the fifth consecutive summer, the Good Spirit School Division has partnered with the Parkland Regional Library to host a Summer Reading Contest open to all GSSD students.

- Two licensed childcare centers are scheduled to open in Stockholm and Grayson in the Fall of 2022. The Early Years team hopes to enter a collaborative partnership with these and all licensed childcare centers in GSSD communities in 2022-2023.

Key Strategies Employed:

EYE-TA

- Continued focus on Prekindergarten and Kindergarten teachers obtaining specialization in Early Years.
- Early Learning Data Discussion team meetings held with each school team where short term, targeted goals (sprints) are put in place to address data.
- Continued focus on Family Engagement including Kindergarten Family Engagement Days built into the division calendar and offered virtually.
- Use of Seesaw to share with parents what children are learning in the classroom.
- Help Me Tell My Story implemented in all Prekindergarten and Kindergarten classrooms in those same schools (Canora Junior, Davison, Dr. Brass, Langenburg Central, Victoria).
- Administration of an Early Literacy Assessment for Kindergarten that includes a phonemic awareness screen and an early literacy behaviours checklist.
- Early Learning Intensive Support Pilot program for two students in the Columbia Prekindergarten classroom.

F&P-BAS

- targeted support for schools striving to meet the GSSD short-term reading goal.
- continued professional development around the balanced literacy framework.
- continued support of Levelled Literacy Intervention (LLI) for students still striving to meet grade-level targets.
- implementation of Rime Magic in all grade 1 classrooms.
- implementation of Heggerty, RISE and RISE UP reading interventions in schools where there is a large group of students reading significantly below grade level.
- Continued support for student access to engaging, diverse, reading-level appropriate resources from rich classroom and school library collections to develop strong independent readers
- Grade 1 teachers assess students with the GSSD Early Literacy Assessment in September and the F&P Benchmark Assessment System (BAS) in December as well as during the spring assessment interval; and,
- Grades 2 to 6 students were assessed using the F&P BAS during the fall, winter (students in red and yellow), and spring assessment intervals.

Math

- continued math support in the Early Years.
- implementation of the ministry numeracy project.
- Continued investment in anchor resources like Mathology for Kindergarten to Grade 3 and Knowledgehook for Grades 4-9.
- continued support for the implementation of GSSD Math Screeners and math intervention.
- targeted support for schools striving to meet the GSSD short-term math goal.
- Help Me Talk About Math implemented in Grade 1 classrooms where teachers have expressed an interest in participating.
- Grade 2, 5 & 8 students were assessed using the Ministry Holistic Rubric in June.

Writing

- professional development for teachers on a balanced writing framework.
- targeted support for schools striving to meet the GSSD short-term writing goal.
- targeted writing support for grades 4, 7 & 9 teachers using GSSD anchor resources and the balanced writing framework.
- Grade 4, 7 & 9 students were assessed using the Ministry Holistic Rubric in June.

Future Strategies:

- Early Learning Network to explore strategies to reach children and families before they enter Kindergarten.
- Early Learning Network to explore a common early childhood screen (i.e., Ages and Stages Questionnaire) that families can administer at home.
- Speech Language Pathologists support Kindergarten teachers with phonological awareness and language and communication skills.
- Work with Child Care centers to support childhood development in the five domains (Awareness of Self, Social Skills & Approaches to Learning, Cognitive, Language and Communication, Physical Development (Fine & Gross Motor Skills).
- Continued partnership with Regional Kids First
- Early Years Cultural kits for Kindergarten students that target engagement, language and communication.

F&P-BAS

- A targeted focus on reading instruction and intervention for grades 1-3.
- Professional development refreshers around F&P classroom guided reading and interactive read alouds.
- Emphasis on critical reading outcomes as outlined by the Ministry of Education.
- Focus on culturally relevant learning.
- Analysis of school libraries and the selection of instructional materials to identify barriers for student engagement in literacy.
- Plan to deepen our partnership with Parkland Regional library.

Math

- Implement a new Math anchor resource in Grades 4-8.
- Develop and pilot a refreshed common math assessment in Grades 2-9.

Writing

- Develop Grade 4-9 ELA instructional resources to support the provincial writing 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"> Financial impact is minimum. GSSD currently employs a multitude of professionals in support roles supporting student achievement and well-being. 				
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 is experiencing a similar achievement/opportunity gap as the entire province and much of the world resulting from the pandemic. 				
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"> The Senior Leadership team will continue to work collaboratively with in-school administrations and teachers to monitor and support student achievement. Structures have been developed to support accountability measures at the school level. 				
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"> The Senior Leadership will work collaboratively as part of the Provincial Leadership Team to ensure alignment with the Interim and Long-term Provincial Education Plan. 				
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"> Provide data driven support, coaching and modeling to teachers working to implement Indigenous focused outcomes. The Indigenous Student Achievement Consultants will 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. Implement a pilot of MathUP anchor resource in Grades 4-8. Develop Grade 4-9 ELA instructional resources to support the provincial writing assessment. 				

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:

- Good Spirit School Division was on target to meet or exceed Early Years and Reading goals heading into the 2019-2020 school year. Baseline provincial math and writing data indicated a robust plan was required to support instruction in these areas.
- The pandemic has had an impact on student achievement because of many factors; however, based on past data trends, it is believed that with the implementation of key strategies outlined in this report, the Good Spirit School division will demonstrate a consistent increase in academic achievement and will get back on track to meet and exceed provincial targets over the course of the next 3 to 5 years.

Recommended Decision/Motion:

“That the Board accept the accountability report on High Quality Teaching and Learning Assessment Data as presented.”

Respectfully submitted,

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