

Priority: Improving student achievement and well-being through high quality instruction.
GOAL: All students to meet or exceed grade level expectations in literacy and numeracy.
ACTION: Report
DATE: June 2019

STUDENT ACHIEVEMENT DATA UPDATE

Current Local Data Overview

	SNAP % Applying + Extending		Extending	Writers
	NS	Op	Op	Gr. 2-7
2018/19	62%	62%	8%	5441
2017/18	60%	61%	4%	5403
2016/17	59%	59%	3%	5240

NS: Number Sense

Op: Operations

PM Benchmarks Cohort Data (2016 – 2019) All Students			
	NYM	MM	FM
2016/17 Gr 1	38%	9%	53%
2017/18 Gr 2	20%	10%	71%
2018/19 Gr 3	17%	5%	78%

	RAD % Fully Meeting + Exceeding	Exceeding	Writers
			Gr. 3,6,8
2018/19	51.2%	3.8%	3374
2017/18	52.3%	4.1%	3466
2016/17	51%	3.7%	3480

PM Benchmarks Cohort Data (2015 – 2018) All Students			
	NYM	MM	FM
2015/16 Gr 1	31%	9%	60%
2016/17 Gr 2	17%	8%	75%
2017/18 Gr 3	14%	6%	80%

Highlights

- Graduation rates continue to improve.
- Aboriginal achievement continues to improve. Our graduation rate is among the best in the Province.
- Completion rates for students with special needs are at an all-time high.
- We have been recording SNAP data for three years – we are beginning to see a small improvement trend in our achievement data in numeracy.
- A new literacy assessment (The ACT) has been created this year. Piloting began in January and will continue into the fall of 2019.
- Our reading cohort data from grades 1-3 is showing positive results.
- Our work on assessment and intervention is becoming recognized internationally. We have hosted educators from Illinois, Quebec, and next year Australia!

Questions

- Our grade 7 FSA data improved slightly, will it continue to improve with the increase in resources and improved structures at middle school?
- Will the implementation of a new literacy assessment positively impact our student achievement?
- We have new baseline data for FSA in Grades 4 & 7. How will we compare to the rest of the Province in the coming years?
- Will our graduation results continue to improve as we find new strategies (such as supporting students who struggle with substance abuse) and structures (such as inclusion teachers) to keep our kids in school?
- Will incorporating a standards-based assessment & communication framework at the grade 9 level enhance student engagement & success?

Foundational District Initiatives

Our District has many established practices that support student achievement and high-quality instruction. These include building staff capacity through a Response to Intervention (RTI) approach; a culture of collaboration; Social Emotional Learning; Mental Health Literacy; and Indigenizing curriculum. The areas highlighted below continued to be areas of significant focus in the 2018/19 school year.

Ongoing Support for Reconfiguration

- Elementary School Transformation
 - Re-visioning K – 5
 - Assessment and Reporting
- Middle School Transformation
 - Teaming (pods of teacher teams)
 - Exploratory (introductory fine arts/ADST courses)
 - Advisory (student connections/adult advocate)
 - Collaboration (working together to achieve success)
- Secondary School Transformation
 - Transition secondary schools to a grade 9 – 12 model to enhance success for all students
 - Continue to support the grade 11 – 12 mentorship programs (LINK CREW) to support grade 9 transitions

- Career Education
 - Program review and redesign
 - Increasing opportunities for students through enhanced partnerships

Literacy

- Focused support Grades 3 – 9
 - Residency model
- Early Intervention K/1
 - School support
 - Residency model

Numeracy

- Focused support grade K – 8
- SNAP (Student Numeracy Assessment & Practice)

Ongoing in-service, workshops and Pro-D opportunities

Redesigned Curriculum

- Curriculum Implementation grade K – 12
- Assessment
 - Numeracy 10
 - FSA
- ADST K – 12
- Core Competencies grades K – 12
- Indigenizing curriculum

New District Initiatives

- New K-8 Southside School Development
- New Arts and Technology School of Choice Development
- ACT (Assessment of Comprehension & Thinking) Development and Pilot for Literacy grades 3-8
- Increase in Summer School options for students
- Common Middle School Professional Day (September 27th) to focus on Formative Assessment and Student Achievement
- Addition of Non-Instructional Day to 2019/20 calendar to support assessment and reporting
- PM Benchmarks tracked to level 30 for all students through to grade 8