



REPORTING & PLANNING FOR STUDENT SUCCESS 2017–19



REPORTING & PLANNING FOR STUDENT SUCCESS

We are pleased to bring you this document that outlines our educational priorities and provides both a report of what we've accomplished—and a plan for what we hope to accomplish—in relation to them.

A framework to guide our reporting and planning was developed by Manitoba Education in collaboration with school division leaders and other provincial partners. The aim of the framework is to create a more cohesive and collaborative process for the department and school divisions to report on and increase student achievement.

We know this is important work. Performance data has highlighted the need to increase student achievement,

specifically in the areas of literacy and numeracy, and in particular for specific identified populations.

We hope this document will give you some insight into how we, as a school division, set our educational goals and look into the work that needs to be done to reach them.

Kelly Barkman
Superintendent/CEO

REPORTING ON 2017–18

Our priorities for 2017–18 were:

- Literacy
- Safe schools
- Numeracy (including TELP)

LITERACY

Enhance student achievement through authentic and appropriate literacy instruction.

Our goals were:

- By June 2018, early and middle years students will become literate citizens who use language to communicate, comprehend, and critically think.
 - This will be reflected in the ELA report card marks at Grade 8 with 75 per cent of students receiving a 3 or 4, and the number of students receiving a 1 will decrease to five per cent across all ELA report card categories.
 - In addition, 75 per cent of students with additional needs will meet the literacy goals as outlined in their IEPs, and this will be reflected in the ELA report card marks at Grade 8 with students who have IEP checked on their report card receiving a 3 or 4.
- By June 2018, Grade 12 students will become literate citizens who use language to communicate, comprehend, and critically think.
 - This will be reflected by students receiving an average of 70 per cent on the provincial ELA standards test; the pass rate will increase to 95 per cent.

How we did:

- The division has met many of these outcomes. Over 79 per cent of students in Grade 8 receive a 3 or 4; however, three per cent of students received a 1, which was a slight increase over the previous year. In Grade 12, our pass rate was 86.1 per cent, and the average mark was 70.4 per cent.
- Work remains to be done. RETSD is scoring at or above the provincial average in most areas, but our disaggregated data indicates that particular groups of students require additional support in order for all to reach the target. Students with IEPs are not consistently meeting literacy goals across all of the ELA categories, which is a concern. Targeted analysis of these results will be a next step.

The Grade 3 and 4 provincial ELA assessment showed:

- Students are meeting or exceeding provincial averages; measures for reading in English show good results for both English and French immersion students; boys are scoring slightly lower than girls and slightly below divisional averages.
- In 2017, for the first time since 2011, EAL students exceeded provincial averages.
- Self-identified Indigenous students are not yet performing at divisional or provincial averages; students in the care of CFS have shown year-over-year improvement in reading since 2012, exceeding provincial averages by 4.5 per cent.

The middle years assessment showed:

- Both provincial and divisional scores have improved; boys are moving closer to provincial averages in reading, and girls are exceeding provincial averages by almost 20 per cent in reading and writing; the gap between boys and girls is slightly wider in expository writing.
- EAL students are meeting provincial averages in reading, exceeding them in expository writing, and following a slight decline last year, have recovered to meet divisional averages.
- Self-identified Indigenous students are approaching provincial averages in reading, despite this year's results showing a small decline; similar growth (yet small decline) is demonstrated in expository writing; results for those in the care of CFS are considerably below divisional and provincial averages, but have shown steady increase over the last three years.

The Grade 12 standards exam results showed:

- Students are at the provincial average mark and 88.5 per cent of students are passing the test; results for boys have improved slightly in both marks and pass rates.
- EAL students' average marks and pass rates are on a consistent increase over the past five years, almost approaching provincial averages.
- Self-identified Indigenous students have a 91.4 per cent pass rate and an average mark slightly lower than provincial averages; those in the care of CFS continue to perform slightly below divisional and provincial averages; however, the three data points we have since 2014 show point-over-point improvement.



SAFE SCHOOLS

Enhance the climate, culture, and inclusivity in all schools through authentic and appropriate universal, targeted, and intensive supports.

Our goals were:

- By June 2018, office managed discipline events will have decreased by 10 per cent compared to 2016–17 for identified areas.
- By June 2018, one-quarter of the division's schools will be implementing PBIS Tier I: Universal and Tier II: Targeted with fidelity.

How we did:

- In reflecting on the targeted outcome regarding office managed discipline events, our divisional results were inconsistent. As a support to this outcome, PBIS teachers reviewed office managed incident code definitions with staff in all schools. As a result, incidents decreased in some schools and increased in others. Overall, an 11 per cent increase in office managed incidents occurred. This increase was expected, as more staff utilized the reporting process more frequently.
- In reflecting on the targeted outcome regarding the implementation of PBIS Tiers I and II, our divisional results met expectations for Tier I and were below expectations for Tier II. All of the division's schools are implementing Tier I PBIS with fidelity (TFI scores over 80 per cent). The divisional average was 92.3 per cent. Of the schools implementing Tier II PBIS, 17 are at a pre-implementation stage; their average TFI score was 58.3 per cent. 25 schools are at an evaluative stage; their average TFI score was 67 per cent. Both scores fall below 80 per cent, which shows that we are not implementing Tier II PBIS with fidelity. Our PBIS teachers will continue to support school teams with Tier II implementation.

NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction.

Our goals were:

- By June 2018, early and middle years students will become mathematically literate citizens who use mathematics confidently, accurately, and efficiently.
 - This will be reflected in the math report card marks at Grades 3 and 8 with 75 per cent of students receiving a 3 or 4, and the number of students receiving a 1 will decrease to five per cent across all math report card categories.
 - In addition, 75 per cent of students with additional needs will meet the numeracy goals as outlined in their IEPs, and this will be reflected in the numeracy report card marks at Grade 8 with students who have IEP checked on their report card receiving a 3 or 4.
- By June 2018, Grade 12 students will become mathematically literate citizens who use mathematics confidently, accurately, and efficiently.
 - This will be reflected by students receiving an average of 70 per cent on the provincial math standards test, and the pass rate will increase to 95 per cent.
- By June 2018, students from Grades 4–9 will be integrating technology into learning in mathematics and, as the technology-enabled learning project continues, be demonstrating increased mathematics proficiency as measured on the divisionally created mathematics assessments, and the provincial mathematics assessments/provincial report card, as indicated.

How we did:

- In reflecting on the targeted outcomes regarding early and middle years students, as well as Grade 12 students, the division has made positive movement toward these outcomes; however, work still remains to be done, most notably in reaching the thresholds set for students on IEPs, as well as our EAL learners and Indigenous students.
- In reflecting on the targeted outcome regarding the integration of technology into learning in mathematics, it is fair to note that much progress has been made, that teacher practice is changing, and that student performance has remained generally consistent and begun to show positive changes in several grades. It is apparent in looking at the data that changing professional practice is a complex process that takes many years and requires sustained effort, both of which are reflected in our divisional plan. It is very promising to see student performance scores remaining consistent on the report card data. Some positive changes are appearing on the divisionally created online tool as this work is introduced and becomes the “way we do things in RETSD.” In looking at student engagement, it is worth noting the shifting pattern that began last year and continues to present itself this year is that there are less positive attitudes toward math and technology in math as the grades progress. Despite this concerning observation, students in all grades view math as important to their future and they have an overall positive mindset. Data also illustrates that teachers’ ability to plan, instruct, and assess using small group work, mathematical conversations, and teaching through problem-solving are all becoming more engrained and comfortable mathematical pedagogical approaches. Recognizing that change is hard and that there is still work to be done to further improve student achievement, integrate technology into mathematics teaching, and promote the use of the endorsed mathematical practices, the division will continue to monitor the data and set direction accordingly.

The Grade 3 provincial math assessment showed:

- English and French immersion students scored at or above provincial averages; boys are scoring higher than girls, however both have shown an increase in averages over time.
- EAL students in the English and French immersion programs are scoring slightly below divisional averages.
- Self-identified Indigenous students and those in the care of CFS score much lower than non-self-identified students in the English program, but slightly better than them in French.

The middle years assessment showed:

- The division scores for English and French immersion students are at or above provincial averages; there is no significant difference in the achievement of boys and girls.
- EAL students performed significantly better than division averages in the English program, while those in French immersion performed slightly below.
- Self-identified Indigenous students and those in the care of CFS score much lower than non-self-identified students in the English program; the achievement gap is most pronounced in the English program.

The Grade 12 standards exam results in applied math, essential math, and pre-calculus showed:

- In the English program, students scored slightly below provincial averages in all three courses, and boys’ and girls’ scores were comparable (girls scored slightly higher in essential and pre-calculus courses); in French immersion, students also scored below provincial averages in all three courses.
- EAL students in all three courses had lower levels of achievement than the non-EAL population.
- Self-identified Indigenous students scored below divisional averages in all three courses; those in the care of CFS scored below divisional and provincial averages in the essential course (the only course for which data is available)..

PLANNING FOR 2018–19

Our priorities for 2018–19 will continue to be:

- Literacy
- Safe schools
- Numeracy (including TELP)

The factors that influenced our priorities are:

- Provincial priorities, initiatives, expectations, legislation, and regulations
- Budgetary factors
- School plans and priorities
- Information communication technology and technology-enabled learning team surveys
- Current research/literature:
 - 21st-century learning and the role of technology in learning
 - Literacy development using the Regie Routman and Penny Kittle methods
 - Numeracy
 - Safe schools
- Key divisional data
 - Staffing patterns, student enrolment, and demographic data
 - Student academic achievement and disaggregated provincial assessment data
 - Socioeconomic indicators
 - Early learning trends

The people involved in setting the priorities were our:

- School-based learning and behaving teams
- School-based planning priority teams
- Divisional committees such as assessment, literacy leadership, mental health, IELT, TELP leadership
- School and divisional technology staff
- School administrators
- Consultants
- Research officer
- TELP survey teams
- ICT co-ordinators
- Senior administration

Our process was:

- Divisional teams and steering committees met on a regularly scheduled basis throughout the school year. ICT co-ordinators, school administrators, and consultants met monthly in their respective groups.
- The groups used the meeting time to discuss the current plan(s), review progress to date, and identify needs for the future. Additional time in May and June was used to solidify the plan and the accompanying

professional learning activities, and to thoroughly reflect upon and evaluate the previous years' progress.

- The division was engaged in ongoing reflection on observations, products/data, and conversations throughout the year to inform our planning, and making adjustments accordingly.

The data we used for our plan included:

- School plan results
- Assessment surveys
- Feedback from teachers and school administrators
- Academic achievement data (both combined and disaggregated) from the Grade 3 assessment, middle years assessment, and Grade 12 provincial assessment
- Results of the PBIS residency
- Data from the TELP surveys and assessment tools
- Professional development participation rates and feedback slips
- Anecdotal observations and comments by relevant professional staff
- Current research

LITERACY

Enhance student achievement through authentic and appropriate literacy instruction.

Our goals are:

- By June 2019, Grade 12 students will become literate citizens who use language to communicate, comprehend, and critically think.
 - This will be reflected by students receiving an average of 70 per cent on the provincial ELA standards test, and the pass rate will increase to 95 per cent.
 - In addition, the provincial standards test will demonstrate consistency across the division with similar pass rates in all senior years schools.
- By June 2019, early and middle years students will become literate citizens who use language to communicate, comprehend, and critically think.
 - This will be reflected in the ELA report card marks with 75 per cent of students receiving a 3 or 4, and five per cent or fewer students receiving a 1 across all ELA report card categories.
 - In addition, the provincial literacy assessments will validate these report card marks by showing similarly consistent results across all schools at the level, and 75 per cent of students with additional needs will meet the literacy goals as outlined in their IEPs. This will be reflected in the ELA report card marks at Grade 8 with students who have IEP checked on their report card receiving a 3 or 4.



How we'll know we're making progress:

- Divisional literacy results (Grade 3 assessment, middle years assessment, Grade 12 standards tests) will meet or exceed the provincial averages overall, and where appropriate the gap between the divisional average and each disaggregated demographic cluster will have closed by 10 per cent when compared to the previous year (self-identified Indigenous, EAL, male/female, children in care).
- French immersion literacy results (Grade 3 and 4 assessment, middle years assessment, Grade 12 standards tests) will meet or exceed the provincial averages overall, and where appropriate the gap between the divisional average and each disaggregated demographic cluster will have closed by 10 per cent when compared to the previous year (self-identified Indigenous, EAL, male/female, children in care).
- Report card data will provide evidence of an increasing proportion of students performing at higher levels of academic achievement on the ELA report card categories across all grade levels overall, as represented in Grade 4, 8, and 12, and for students on IEPs this will be reflected in the ELA report card marks at Grade 8.
- Grade 9 ELA credit attainment rates for first-time Grade 9 students will meet or exceed the provincial averages overall, and for all demographic clusters (self-identified Indigenous, EAL, male/female, children in care).

- School analysis of the on-demand student writing samples from schools in the Regie Routman project will illustrate increased skill and complexity over time.
- The percentage of Grade 1 students benefitting from Reading Recovery® services will meet the Reading Recovery program guidelines and an increasing number of Reading Recovery students will progress to the next highest level in the Reading Recovery categories.
- The average reading improvement shown by students supported by the Reading Tutor Program will meet or exceed 1.5 years of growth.

The data we'll use to show our progress:

- Provincial assessment results over five years
- Collected data from report cards
- Consultant reports regarding ongoing work in literacy at all levels; particularly Regie Routman work and discipline-specific senior years literacy teamwork
- Regie Routman residency data (i.e. site feedback, inventories, writing samples)
- Reading Recovery executive summary results
- Teacher librarian reports on Makerspace usage
- Instructional leader observations and reflections
- Reading tutor data
- Phonemic awareness reports



SAFE SCHOOLS

Enhance the climate, culture, and inclusivity in all schools through authentic and appropriate universal, targeted, and intensive supports.

Our goals are:

- By June 2019, all RETSD schools will demonstrate the implementation of PBIS with fidelity as identified on the PBIS rubric.

How we'll know we're making progress:

- Scores from the PBIS rubric will indicate fidelity of PBIS implementation in all schools.
- PBIS rubric developed, shared, and implemented.
- Progress of all schools recorded on the PBIS rubric.
- Co-ordinated vision for each area in the "Safe & Caring Schools" document established with action plans and timelines identified.

- Middle years engagement data will meet or exceed the provincial averages overall and for all demographic clusters (self-identified Indigenous, EAL, male/female, children in care).

The data we'll use to show our progress:

- TFI walk through
- Status column on school-developed PBIS action plans
- Team-initiated problem-solving (TIPS) meeting minutes
- MyReferrals office and classroom managed data
- TFI Tier II scores
- School and classroom reviews
- Our school data
- School-based student surveys
- PLCs
- Student services unit plan data



NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction.

Our goals are:

- By June 2019, early and middle years students will become mathematically literate citizens who use mathematics confidently, accurately, and efficiently.
 - This will be reflected in the math report card marks with 75 per cent of students receiving a 3 or 4, and five per cent or fewer students receiving a 1 across all math report card categories.
 - In addition, the provincial mathematics assessments will validate these report card marks by showing similarly consistent results across all schools at the level, and 75 per cent of students with additional needs will meet the numeracy goals as outlined in their IEPs; this will be reflected in the numeracy report card marks at Grade 8 with students who have IEP checked on their report card receiving a 3 or 4.
- By June 2019, Grade 12 students will become mathematically literate citizens who use mathematics confidently, accurately, and efficiently.
 - This will be reflected by students receiving an average of 70 per cent on the provincial math standards tests, and the pass rate will increase to 95 per cent.
- By June 2019, students from Grade 4–9 will be integrating technology into learning in mathematics and, as the technology-enabled learning plan continues, be demonstrating increased mathematics proficiency as measured on the provincial report card, the divisionally created mathematics assessments, and the provincial mathematics assessments.



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CAUTION
READ MANUAL
ESPECIAL INSTRUCTIONS
FOR THE USE OF THE
MACHINE
DO NOT TOUCH THE
MOTOR OR THE
GEARS
DO NOT TOUCH THE
MOTOR OR THE
GEARS

How we'll know we're making progress:

- Provincial assessment results related to mathematics (Grade 3 assessment, middle years assessment, Grade 12 standards tests) will meet or exceed the provincial averages overall, and where appropriate the gap between the divisional average and each disaggregated demographic cluster will have closed by 10 per cent when compared to the previous year (self-identified Indigenous, EAL, male/female, children in care).
- French immersion provincial assessment results (Grade 3 assessment, middle years assessment, Grade 12 standards tests) will meet or exceed the provincial averages overall, and where appropriate the gap between the divisional average and each disaggregated demographic cluster will have closed by 10 per cent when compared to the previous year (self-identified Indigenous, EAL, male/female, children in care).
- Report card data will provide evidence of an increasing proportion of students performing at higher levels of academic achievement on the math report card categories across all grade levels overall as represented in Grade 4, 8, and 12, and for students on IEPs this will be reflected in the ELA report card marks at Grade 8.
- Grade 9 math credit attainment rates for first-time Grade 9 students will meet or exceed the provincial averages overall, and where appropriate the gap between the divisional average and each disaggregated demographic cluster will have closed by 10 per cent when compared to the previous year (self-identified Indigenous, EAL, male/female, children in care).
- The number of early and middle years teachers trained in First Steps™ in Mathematics will continue to increase.
- As an integral part of the numeracy priority, the technology-enabled learning plan indicators of success include:
 - Increased student achievement in mathematics in Grades 4–9 as evidenced in:
 - An increase in the proportion of students achieving a 3 or 4 (or 70 per cent or higher) on the math report card over time.
 - An increase in students' mathematics proficiency over time, as measured on the divisionally created mathematics assessment.
 - Increased student engagement in mathematics in Grades 4–9 as evidenced in:
 - Students reporting increased engagement with math.
 - Teachers reporting increased student engagement with math.

- A positive impact on Grades 4–9 teachers' ability to plan, instruct, and assess student numeracy as evidenced in:
 - Teachers comfortably and regularly embed/ use of recommended instructional practices in the teaching and learning of math.
- An increase in Grades 4–9 teacher collaboration to improve practice and support learners in mathematics as evidenced in:
 - Increased professional dialogue between teachers.

The data we'll use to show our progress:

- Divisional assessment data (Grade 3, middle years, Grade 12) in French and English
- Disaggregated provincial assessment data provided by Manitoba Education, with special attention to self-identified Indigenous students and students under the care of CFS data sets
- Mathematics credit attainment data, including disaggregated data
- Student exit survey?
- Number of teachers trained in First Steps in Mathematics
- Number of teachers receiving professional development re: Grade 3 and middle years provincial assessments, as well as teacher feedback from the sessions
- Feedback and responses from both the in-class math support teacher and the participating teachers/ administrators
- Number of teachers receiving TELP professional development, as well as year-end teacher feedback from the sessions
- TELP progress and year-end reports, assessment data, and teacher and student surveys
- Ongoing and end-of-year reports regarding the middle years and senior years co-teaching and coaching model
- Early Numeracy Intervention Program (ENIP) data from all early years schools, and ENIP tracking data
- Feedback and exit slips from ENIP facilitator and school team professional learning sessions
- School-based assessment data and feedback from schools using IAA and/or EAL allocations for targeted support
- Instructional leader observations and reflections
- Action plans that are developed based on the analysis of disaggregated divisional data



creating student success

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