



REPORTING & PLANNING FOR STUDENT SUCCESS 2018–20



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 our plans for the future.

A framework to guide our reporting and planning was developed by Manitoba Education in collaboration with school division leaders and other provincial educational partners. The purpose 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.

Performance data shows us more work needs to be done to increase student achievement, specifically in

the areas of literacy and numeracy, and in particular for specific identified populations. This is important work and we will continue to work hard to offer superior, comprehensive programming to meet the emerging needs of our students and community.

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 to fulfil our purpose of educating students to be inspired, skilled, responsible citizens.

Kelly Barkman
Superintendent/CEO

REPORTING ON 2018–19

Our priorities for 2018–19 were:

- Literacy
- Safe schools
- Numeracy (including the Technology-Enabled Learning Plan, or TELP)

LITERACY

Enhance student achievement through authentic and appropriate literacy instruction.

Our goals were:

- By June 2019, early and middle years students will become literate citizens who use language to communicate, comprehend and critically think.
 - Students will receive 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.
- By June 2019, Grade 12 students will become literate citizens who use language to communicate, comprehend and critically think.
 - Students will receive 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.

How we did:

- The division met many of these outcomes. In 2018–19, 79 per cent of students in Grade 8 received a 3 or 4, and three per cent received a 1. This is consistent with 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 data shows that particular groups of students require additional support in order for all to reach the target. 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; girls exceed provincial averages.
- Students in CFS care is small; they show yearly improvement, exceeding provincial averages, but this year showed a dip in achievement that requires investigation and monitoring.
- Self-identified Indigenous students are not yet performing at divisional or provincial averages.

The middle years assessment showed:

- Grade 8 students in the English program exceeded provincial results for reading and writing, with writing results increasing since 2011. Boys showed an increase in reading, moving closer to provincial averages. Girls have shown steady increases since 2011, exceeding provincial averages by almost 20 per cent in reading and writing.
- English as an Additional Language (EAL) students are exceeding provincial averages in reading and writing and are close to meeting divisional averages.
- Students in CFS care are considerably below the divisional and provincial average but have shown fluctuating growth over the last four years.
- Self-identified Indigenous students are approaching provincial averages in reading; this year's results show a small increase.

The Grade 12 standards exam results showed:

- Students are at the provincial average mark and 91.5 per cent of students are passing the test, an increase over last year. Results for boys have improved slightly in both marks and pass rates.
- EAL students' average marks and pass rates have increased over the past five years and are close to 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 yearly improvement.
- Self-identified Indigenous students have a 91.4 per cent pass rate and an average mark slightly lower than provincial averages.



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 2019, all RETSD schools will demonstrate the implementation of positive behaviour intervention and supports (PBIS) as identified on the PBIS rubric.

How we did:

- We are almost there. Out of our 42 schools, Tier 1 PBIS implementation is happening in 41 and Tier 2 PBIS is in 19 of our schools. Continued on-site support by PBIS staff will ensure progress continues.

NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction.

Our goals were:

- By June 2019, early and middle years students will become mathematically literate citizens who use mathematics confidently, accurately and efficiently.

- Math report card marks will reflect this goal, with 75 per cent of students receiving a 3 or 4, and five per cent or fewer students receiving a 1 in all categories.
- In addition, 75 per cent of students with additional needs will meet the numeracy goals as outlined in their IEPs. Grade 8 students who have IEP checked on their report card will receive a 3 or 4.
- By June 2019, Grade 12 students will become mathematically literate citizens who use mathematics confidently, accurately and efficiently.
 - Students will receive an average of 70 per cent on the provincial math standards test and the pass rate will increase to 95 per cent.
- By June 2019, students from Grades 4–9 will integrate technology into learning in mathematics and, as the TELP continues, demonstrate increased mathematics ability as measured on the provincial report card, the divisionally created mathematics assessments and the provincial mathematics assessments.

How we did:

- The division has made positive movement toward these outcomes for early and middle years and Grade 12 students. Work remains to be done in all math courses, most notably in reaching the levels set for students on IEPs as well as our children in care and Indigenous students.
- Much progress has been made toward integrating technology into learning in mathematics and increasing mathematics ability for Grades 4–9. Teacher practices are changing, and student performance is generally consistent and shows positive changes in several grades. Changing professional practice is a complex process that takes many years and requires a sustained effort. This is reflected in our divisional plan.
- Report card data shows consistent student performance scores. Some positive changes are appearing on the divisionally created assessment. In looking at student engagement, a pattern began two years ago showing fewer positive attitudes toward math and technology in math as grades progress. Despite this concerning observation, students in all grades view math positively and as important to their future. Data also shows that teachers are more comfortable in their ability to plan, instruct and assess using small group work, have mathematical conversations and teach through problem-solving. The division will continue to monitor the data and set direction accordingly.

The Grade 3 provincial math assessment showed:

- English students scored at or above the provincial averages; in both the English and French immersion programs, boys are scoring higher than girls, however, both boys and girls have shown an increase in averages over time.
- EAL students in the English and French immersion programs are scoring slightly below the divisional averages; this is the second year for French immersion EAL data.
- Self-identified Indigenous students in the English program score significantly lower than non-self-identified students, as do students under the care of CFS; achievement scores for Indigenous students in French immersion show that the self-identified students are performing slightly better than non-self-identified students (while this is positive, this data will be monitored closely, as the historical data is contrary to this); the achievement gap between Indigenous students and non-Indigenous students is a matter the division views as significant and is working to address.

The middle years assessment showed:

- The division scores for both English and French immersion students are at or above the provincial average; there is not a significant difference between the achievement of males and females in either program.
- EAL students in English performed significantly better than the division averages in the English program, while those in French immersion were slightly below the division average.
- Self-identified Indigenous students and students under the care of CFS continue to perform at much lower levels (there is no data available for children in care in French immersion).

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

- Divisional averages in the three courses vary. In the English program students scored slightly below the provincial average in two courses and the achievement for male and female students is mostly comparable.
- EAL students in applied and essentials courses had lower levels of achievement than the non-EAL population while their achievement was higher in pre-calculus.
- Self-identified Indigenous students scored below the divisional averages in all three courses.
- The sample size of students in the care of CFS is very small—that being said, the achievement for this population is below the divisional and provincial averages in the essential course (this is the only course for which their data is available)

Report card data showed:

- Most students are meeting the targets set in the divisional plan for Grades 4 and 8.
- Continued work will be needed to support those students who are on an IEP to achieve at higher levels of academic performance; students in this demographic are not meeting the targets identified in the division plan, nor their IEPs.



PLANNING FOR 2019–20

Our priorities for 2019–20 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
- 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 planning priority teams
- Divisional committees (RRiR, Reading Recovery Team, mental health, IELT, TELP leadership, TELP of the whole, etc.)
- School and divisional technology staff
- School administrators
- Consultants
- Research officer
- Senior administration

Our process was:

- Divisional personnel, teams and steering committees met on a regularly scheduled basis throughout the school year.
- The groups discussed the current plan(s), reviewed progress to date and identified 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 continued to reflect on observations, products/data and conversations throughout the year to inform our planning and adjust accordingly.

The data we used for our plan included:

- School plan results and school plan meeting conversations
- Various 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 initiative
- Data from various 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 2020, Grade 12 students will become literate citizens who use language to communicate, comprehend and critically think.
 - Provincial ELA and FLA standards tests will average 70 per cent and the pass rate will increase to 95 per cent.
 - The provincial standards test will show similar pass rates in all senior years schools in the division.
- By June 2020, early and middle years students will become literate citizens who use language to communicate, comprehend and critically think.
 - ELA report card marks will reflect this goal, with 80 per cent of students receiving a 3 or 4, and five per cent or fewer students receiving a 1 in all categories.
 - Provincial literacy assessments will confirm these marks by showing similar 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. Grade 8 students who have IEP checked on their report card will receive 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, and the gap between divisional and provincial averages for each demographic group (self-identified Indigenous, EAL, male/female, children in care) will have closed by 10 per cent when compared to the previous year.

- French immersion literacy results (Grade 3 and 4 assessment, middle years assessment, Grade 12 standards tests) will meet or exceed the provincial averages, and the gap between divisional and provincial averages for each demographic group (self-identified Indigenous, EAL, male/female, children in care) will have closed by 10 per cent when compared to the previous year.
- Report card data will provide evidence of more 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. 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 and the gap between divisional and provincial averages for each demographic group (self-identified Indigenous, EAL, male/female, children in care) will have closed by five per cent when compared to the previous year.
- 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 more 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
- Instructional leader observations and reflections
- Reading tutor data



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 2020, students will feel safe and included in the school community. This will be reflected in student responses to the OurSchool Survey where 60 per cent of students will report “feeling safe attending this

school.” Results will show consistency from Grade 4 to Grade 12, with scores within seven percentage points of provincial and national averages.

- By June 2020, students will demonstrate positive behaviour strategies. This will be reflected in the implementation of PBIS tier I and II, with 100 per cent of schools implementing tier I and 50 per cent of schools implementing tier II.

How we'll know we're making progress:

- A comprehensive school health plan is established which attends to both system and student/staff safety. This will include a vision, action plans and timelines identified for system and student/staff safety engineering and process controls.
 - All new administrators trained in L1 threat assessment and all administrators expressing an interest in an L1 threat assessment refresher are trained.
 - All counsellors, social workers and psychologists are trained in Applied Suicide Intervention Skills Training (ASSIST) and are applying the skills as needed in their roles to support student safety.
 - One feeder system is supported by a School Resource Officer and divisionally collected data will indicate that students agree more strongly that they feel safe at school when comparing start of the year and end of the year student survey results (pending approval).
 - A plan to promote online safety is implemented at one school at each level through the digital literacy initiative. Discipline incidents for inappropriate use of technology are lower than the previous year for each involved school. The number of digital threats to schools decreases from the previous year.
- A plan to advance student well-being and well-becoming, which includes a vision and action plan, is identified and implemented.
 - When compared to 2018-19, more schools are enrolled in project 11.
 - When compared to 2018-19, the number of schools implementing social and emotional learnings (SELs) has increased.
 - Positive student behaviour is reflected in the MyReferrals data which will show a decrease of five per cent in office-managed referrals from 2018 data, with consistency across early, middle and senior years.
 - The division assesses inclusivity on the MET rubric and finds evidence for each core element. Plans for improvement are developed for any elements that are not yet at the exemplary level.
 - All schools assess inclusivity on the MET rubric and find evidence for each core element. Plans for improvement are developed for any elements that are not yet at the exemplary level.
 - All teachers in Learning Assistance Rooms (LARs) receive targeted professional development and report increased skill and knowledge, as measured by a divisionally conducted survey.

- The gap between engagement averages of each demographic group (self-identified Indigenous, EAL, male/female, children in care) decreases by two per cent, as measured by the provincial middle years assessment.

The data we'll use to show our progress:

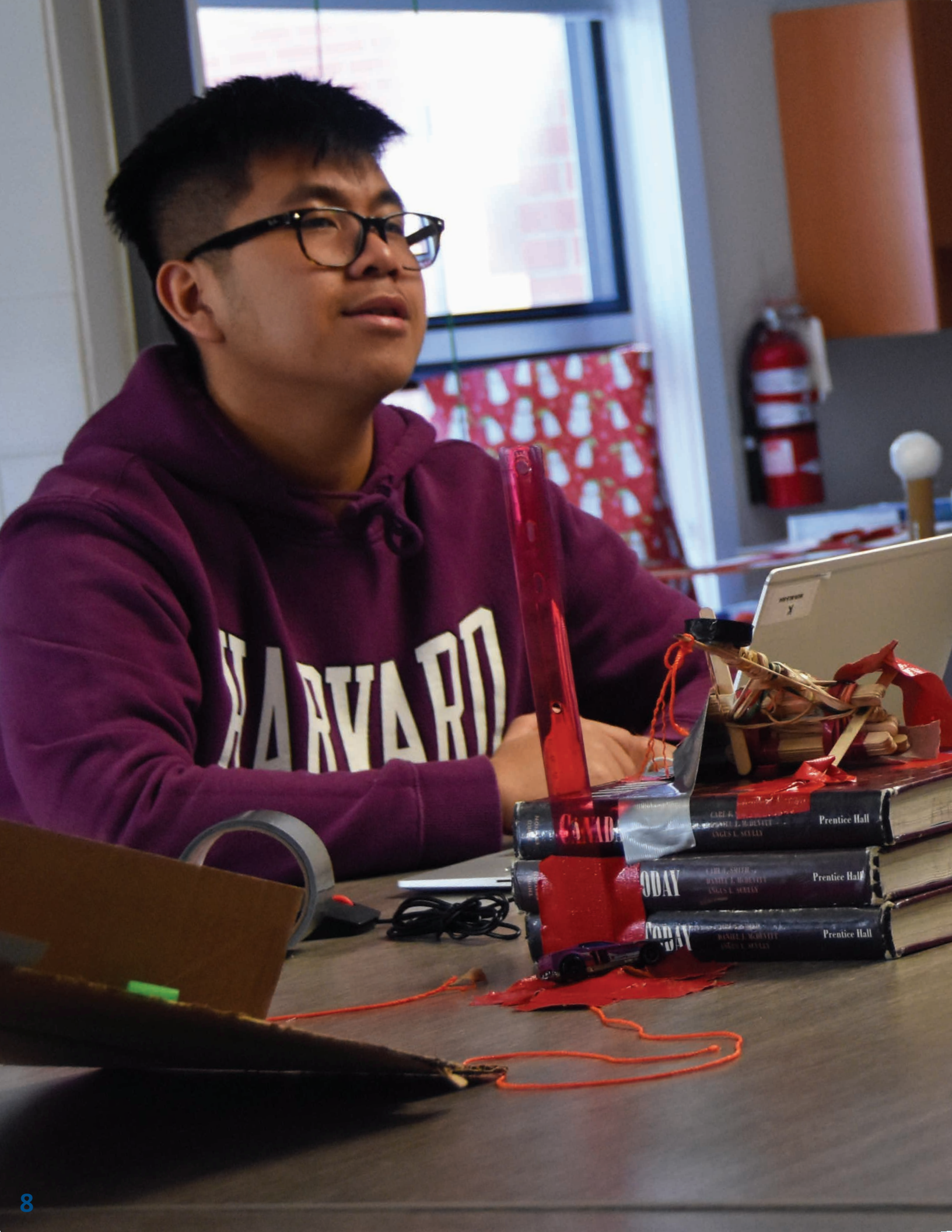
- OurSchool data
- Comprehensive school health plan
- Employee Connect—training registrations
- School Resource Officer student survey results
- Tyler SIS discipline data
- Tiered Fidelity Index (TFI)
- Middle Years Assessment student engagement data

NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction.

Our goals are:

- By June 2020, early and middle years students will become mathematically literate citizens who use mathematics confidently, accurately and efficiently.
 - Math report card marks will reflect this goal, with 75 per cent of students receiving a 3 or 4, and five per cent or fewer students receiving a 1 in all categories.
 - Provincial mathematics assessments will confirm these report card marks by showing similar results across all schools at the level, and 70 per cent of students with additional needs will meet the numeracy goals as outlined in their IEPs. Grade 8 with students who have IEP checked on their report card will receive a 3 or 4.
- By June 2020, Grade 12 students will become mathematically literate citizens who use mathematics confidently, accurately and efficiently.
 - Students will receive an average of 70 per cent on the provincial math standards tests and a pass rate of 95 per cent.
 - Provincial standards test results in all three courses will show similar pass rates in all senior years schools in the division.
- By June 2020, students from Grade 4–9 will integrate technology into learning in mathematics and, as the TELP continues, demonstrate increased mathematics ability as measured on the provincial report card, the divisionally created mathematics assessments and the provincial mathematics assessments.



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, and the gap between the divisional and provincial averages for each demographic group (self-identified Indigenous, EAL, male/female, children in care) will have closed by five per cent when compared to the previous year.
- French immersion provincial assessment results (Grade 3 assessment, middle years assessment, Grade 12 standards tests) will meet or exceed the provincial averages, and the gap between divisional and provincial averages for each demographic group (self-identified Indigenous, EAL, male/female, children in care) will have closed by five per cent when compared to the previous year.
- Report card data will provide evidence of more 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. 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 and the gap between the divisional and provincial averages for each demographic group (self-identified Indigenous, EAL, male/female, children in care) will have closed by five per cent when compared to the previous year.
- As an integral part of the numeracy priority, the TELP indicators of success include:
 - Increased student achievement in mathematics in Grades 4–9 as evidenced in:
 - More students achieving a 3 or 4 (or 70 per cent or higher) on the math report card over time.
 - An increase in students' mathematics ability 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 use recommended teaching 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:
 - More 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.
- Provincial assessment data provided by Manitoba Education, with special attention to self-identified Indigenous students and students under the care of CFS.
- Mathematics credit attainment data.
- Number of teachers trained in First Steps in Mathematics.
- Number of teachers receiving professional development and feedback from the sessions.
- Feedback and responses from both the in-class math support teacher and the participating teachers/administrators.
- On-going and End of Year reports regarding the middle years and senior years co-teaching and coaching model.
- Feedback and responses from both the in-class math support teacher and the participating teachers and administrators.
- TELP progress and year-end reports, assessment data, teacher and student surveys.
- School based TELP sustainability plans.
- School based TELP sustainability plan monitoring reports.
- ENIP data from all Early Years schools.
- Instructional leader observations and reflections.
- School action plans
- Student Services Unit Plan data.



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