



# REPORTING & PLANNING FOR STUDENT SUCCESS 2020–21





## 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.

Performance data shows us more work needs to be done to increase student achievement, specifically in the areas of literacy and numeracy, and particularly 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.

Our schools, as part of the larger community have worked hard to respond to the challenges of the COVID-19 global pandemic. As a result of the pandemic, many planned teaching, learning and data collection activities may not have taken place. Despite this unexpected change, RETSD remains committed to supporting the development of inspired, skilled and responsible citizens.

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 2019–20

### Our priorities for 2019–20 were:

- Literacy
- Safe schools
- Numeracy

### LITERACY

*Enhance student achievement through authentic and appropriate literacy instruction.*

### Our goals were:

- By June 2020, early and middle years students will become literate citizens who use language to communicate, comprehend, and critically think.
- By June 2020, Grade 12 students will become literate citizens who use language to communicate, comprehend, and critically think.





### How we did:

- The division has met many of these outcomes. Over 83 per cent of students in Grade 8 receive a 3 or 4, and 2 per cent of students received a 1. Achievement levels 1 to 4 ('Limited' to 'Very good' to 'Excellent') all illustrate interaction with grade-level content where there is learning and progress by the student.
- In Grade 12, the majority of students received their Grade 12 ELA credit with most students receiving a mark of 70 per cent or higher.
- 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.

### The Grade 3 and 4 provincial ELA assessment showed:

- Students are meeting or exceeding provincial averages. Measures for reading in French indicate a slight but steady decline in the percentage of students meeting expectations over the last several years.
- Boys are scoring slightly lower than girls.
- The Grade 4 report card marks for students in the care of CFS illustrate a literacy gap that must be addressed. While 3 per cent of non-CFS students receive a 1 for reading, it's 10 per cent for CFS students. The gap is less in other ELA categories, but no less concerning. This will continue to be a focus of our planning for instruction.
- Self-identified Indigenous students are not yet performing at divisional or provincial averages.

### The middle years assessment showed:

- Grade 8 students are meeting expectations of the ELA curriculum. Mid-Grade 8 reading comprehension in French indicates RETSD students have had considerable growth over the last two years, exceeding provincial averages. Boys' results are slightly lower than girls' results.
- Students receiving English as an additional language (EAL) services have increased in number over the past two years. On Grade 8 report cards, EAL students are able to engage in literacy activities with their peers.
- The Grade 8 report card marks—like in early years—for students in CFS care illustrate a literacy gap that must be addressed.
- Grade 8 report card marks indicate that more self-identified Indigenous students received marks lower than 69 per cent in ELA. The larger number of SIS students that are not excelling in ELA is concerning.

### The Grade 12 standards exam results showed:

- Report card marks for students in Grade 12 ELA indicate that over 75 per cent of students are receiving marks over 70 per cent.
- EAL students' average marks indicate that EAL students reach over 70 per cent in higher numbers than non-EAL students.
- Those in the care of CFS continue to perform below the achievement indicators of the rest of the division.
- Self-identified Indigenous students have an 82 per cent pass rate; however, 48 per cent of those passing marks fall between 50 and 69 per cent in comparison to non-Indigenous students who only have 22 per cent in that lower range of passing grades. This is cause for concern and will be a continued area of focus.





## 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 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 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 fidelity. 100 per cent of schools will implement Tier I with fidelity, and 50 per cent of schools will implement Tier II with fidelity.

### How we did:

- The results of the data related to students feeling safe and included in the school community are fairly consistent across the grades; however, our results continue to be below the provincial and national norms.
- Data from the Tiered Fidelity Index (TFI) showed that 95 per cent of school staff in RETSD are implementing Tier I PBIS with fidelity with an average score of 95.8 per cent. 39 schools have maintained implementation with high fidelity for three years or more. 57 per cent of schools are implementing Tier II with fidelity with an average score of 88.4 per cent. Seven schools have maintained implementation with high fidelity for three years and will be ready to formally implement Tier III in the next school year.



## NUMERACY

*Enhance student achievement through authentic and appropriate mathematics instruction.*

### Our goals were:

- By June 2020, early and middle years students will become mathematically literate citizens who use mathematics confidently, accurately, and efficiently.
- By June 2020, Grade 12 students will become mathematically literate citizens who use mathematics confidently, accurately, and efficiently.
- By June 2020, students from Grades 4–9 will integrate technology into learning in mathematics and, as the Technology-Enabled Learning Plan (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 towards these outcomes.
- While marked gains have been made in all three senior years math courses, work still remains to be done to reach this outcome, most notably in reaching the thresholds set for students on IEPs, as well as children in care and Indigenous students.
- Regarding TELP, while work has continued, the vast majority of the data related to this outcome is not available due to the circumstances related to the COVID-19 pandemic in the spring of 2020.
- Provincial disaggregated data was not available due to the circumstances related to the COVID-19 pandemic.

### The Grade 3 provincial math assessment showed:

- English students scored at or slightly below the provincial averages. In the French immersion program, achievement is higher than in the English program and is consistent with provincial averages.

### The middle years assessment showed:

- The division scores for both English and French immersion students are at or above the provincial average. Significant increases were made in all areas in the English program.

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

- In the English program, the achievement in essentials math is consistent with the provincial average.
- In both the English and French programs, the division averages are above the provincial average for applied math.
- Divisional averages in pre-calculus are slightly below the provincial average.

### Report card data showed:

- Most students are meeting the targets set in the divisional plan for Grades 4, 8, and 12.
- 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. Additionally, Indigenous students, boys, and children under the care of CFS all have fewer students achieving at the highest levels.





## PLANNING FOR 2020–21

### Our priorities for 2020–21 will continue to be:

- Literacy
- Safe schools
- Numeracy

### 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 assessment data
  - Socioeconomic indicators
  - Early learning trends

### The people involved in setting the priorities were our:

- School-based planning priority teams
- Divisional committees
- School and divisional technology staff
- School administrators
- Consultants

- Research officer
- Senior administration

### Our process was:

- Divisional personnel, teams, and priority action committees met 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 continues 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, as well as report card data
- Results of the PBIS initiative
- Data from various surveys and assessment tools
- Professional development participation rates and feedback tips
- 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 2021, early and middle years students will become literate citizens who use language to communicate, comprehend, and critically think.
- By June 2021, Grade 12 students will become literate citizens who use language to communicate, comprehend, and critically think.

### How we'll know we're making progress:

- Divisional literacy results (a divisionally developed early years, middle years, and Grade 12 data collection tool) will meet or exceed the provincial averages overall, and where appropriate the gap between the divisional average and each disaggregated demographic cluster (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 will meet or exceed the provincial averages overall, and where appropriate the gap between the divisional average and each disaggregated demographic cluster (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 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 Grades 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.
- Students and teachers will show increasing skills with digital literacy.

### The data we'll use to show our progress:

- Provincial assessment results over five years and comparable divisionally developed literacy and numeracy tools
- Collected data from report cards
- Diplôme d'études en langue française (DELf) results
- 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
- RETSD pre- and post-surveys regarding teachers' understanding of the digital literacy guidelines
- Information technology data regarding the use of digital platforms to enhance teaching and learning





## SAFE SCHOOLS

*Enhance the climate, culture, and inclusivity in all schools through authentic and appropriate comprehensive school health interventions.*

### Our goals are:

- By June 2021, 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 Grades 4 to 12 with scores within seven percentage points of provincial and national averages.
- By June 2021, student suicide risk will be mitigated. This will be reflected in the plans created for students who have expressed suicidal ideation.
- By June 2021, students will demonstrate positive behaviour strategies. This will be reflected in the implementation of PBIS Tier I and II with fidelity. 100 per cent of schools will implement Tier I with fidelity and 75 per cent of schools will implement Tier II with fidelity.

### How we’ll know we’re making progress:

- OurSCHOOL survey where 60 per cent of students will report “feeling safe attending this school.” Results will show consistency from Grades 4 to 12, with scores within seven percentage points of provincial and national averages.
- Tiered Fidelity Index scores showing 100 per cent of schools implementing Tier I with fidelity, and 75 per cent of schools implementing Tier II with fidelity.
- Any student who has expressed suicidal ideation will have been assessed by staff trained in suicide intervention.
- Any student who displays the following behaviours—serious violence, verbal/written threats, Internet/social media threats, possession of weapons, bomb threats, fire setting, sexual intimidation/assault, or gang-related violence—will be supported through a Violence Threat Risk Assessment and appropriate intervention plan.
- Discipline incidents for inappropriate use of technology will be lower than the previous year for all schools.
- The number of digital threats to schools will decrease from the previous year.





### The data we'll use to show our progress:

- OurSCHOOL data
- Employee Connect training registrations and data
- School resource officer data collection
- Student survey results
- Student discipline data
- Manitoba Education rubrics
- Employee Connect registration data
- Student-specific planning documents
- Continuous recording documentation
- Tiered Fidelity Index (TFI) data

## NUMERACY

*Enhance student achievement through authentic and appropriate mathematics instruction.*

### Our goals are:

- By June 2021, early and middle years students will become mathematically literate citizens who use mathematics confidently, accurately, and efficiently.
- By June 2021, Grade 12 students will become mathematically literate citizens who use mathematics confidently, accurately, and efficiently.
- By June 2021, students from Grades 4–9 will be integrating technology into learning in mathematics and, as the Technology-Enabled Learning Plan (TELP) continues, be demonstrating increased mathematics proficiency as well as demonstrating increased engagement and comfort with the use of pedagogy and technology in mathematics, as shown on multiple measures.





### How we'll know we're making progress:

- Provincial assessment results related to mathematics (Grade 3 assessment, middle years assessment, Grade 12 standards test) will meet or exceed the provincial averages overall, and where appropriate the gap between the divisional average and each disaggregated demographic cluster (self-identified Indigenous, EAL, male/female, children in care) will have closed by five per cent when compared to the previous year.
- Divisional French immersion provincial assessment results (Grade 3 assessment, middle years assessment, Grade 12 standards test) will meet or exceed the provincial averages overall, and where appropriate the gap between the divisional average and each disaggregated demographic cluster (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 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 Grades 4, 8, and 12 and for students on IEPs this will be reflected in the math 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 (self-identified Indigenous, EAL, male/female, children in care) will have closed by five per cent when compared to the previous year.
- Middle years assessment student engagement data will show 80 per cent of students performing at the developing or established engagement levels.

As an integral part of the numeracy priority, the TELP indicators of success include:

- An increase in students' mathematics proficiency over time—as measured on the divisionally created mathematics assessment—and an increasing proportion of students achieving a 3 or 4 (or 70 per cent or higher) on the math report card over time.
- Students reporting increased engagement with math and teachers reporting increased student engagement with math.
- Teachers comfortably and regularly embed/use recommended instructional practices in the teaching and learning of math.





### The data we'll use to show our progress:

- Divisional assessment data (Grade 3/4, middle years, and 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
- Math credit attainment data, including disaggregated data
- Feedback and data from teachers trained in First Steps in Math
- Feedback and data from teachers receiving professional development regarding Grade 3 and middle years provincial assessments
- Ongoing 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
- ENIP data from all early years schools
- School-based assessment data and feedback from schools
- Instructional leader observations and reflections
- School actions plans that are developed based on the analysis of disaggregated divisional data
- Student services unit plan data





# *creating student success*

589 Roch St., Winnipeg, MB R2K 2P7 | Tel: 204.667.7130 | Fax: 204.661.5618 [www.retsd.mb.ca](http://www.retsd.mb.ca)  
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