



REPORTING & PLANNING FOR STUDENT SUCCESS 2021–22



REPORTING & PLANNING FOR STUDENT SUCCESS

We are pleased to present this report with our educational priorities, an overview of our recent accomplishments, and our plans for the future.

The performance data tells us we need to find more ways of increasing student achievement, particularly in literacy and numeracy, and for specific identified student populations. We will continue to focus on this important work to deliver superior, comprehensive programming to meet the changing needs of our students and community.

Along with the larger community, our schools have been working hard to meet the challenges of the COVID-19 pandemic. There are numerous impacts from the pandemic,

including the postponement or cancellation of many planned teaching, learning, and data collection activities. Even in the face of this, RETSD continues to support the development of inspired, skilled, and responsible citizens.

We hope this report offers you some insight into how the school division sets our educational goals and into the work we have set ourselves to achieve those goals.

Kelly Barkman
Superintendent/CEO

REPORTING ON 2020–21

Our priorities for 2020–21 were:

- Literacy
- Safe schools
- Numeracy

LITERACY

Enhance student achievement through authentic and appropriate literacy instruction.

Our goals were:

- 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 did:

- The division has met many of these outcomes. Over 80 per cent of students in Grade 4 received a 3 or 4, and the percentage of students receiving 1 ranged from less than 1 per cent to 3 per cent.
- In Grade 8, over 73 per cent of students received a mark of 3 or 4 on the year-end report card, while 5 per cent of marks were a 1 on the year-end report card. These marks represent a slight decline on the higher end, and a slight increase on the lower end in relation to the previous year. We will continue to monitor this area as we return to more near normal learning. For all students, this will include consideration for the impact of the pandemic.
- Over 75 per cent of Grade 12 students are receiving marks over 70 per cent. Very few students at the Grade 12 level are unable to achieve ELA credits.
- Work remains to be done. RETSD is scoring at or above the provincial average in most areas; however, our disaggregated data indicates that particular groups of students require additional support in order for all to reach the target. While gains have been made, as noted in the past, students with IEPs are not consistently meeting literacy goals across all of the ELA categories.

The Grade 3 and 4 report card data showed:

- Overall, students are meeting expectations of the ELA curriculum. The French immersion results indicate slightly higher achievement than English peers.
- Boys are scoring slightly lower than girls.

- The Grade 4 report card marks for students in the care of Child and Family Services (CFS) illustrate a literacy gap that must be addressed. While 52 per cent of CFS students receive a mark lower than 69 per cent in ELA, only 17 per cent of non-CFS students receive similar marks. This has been and will continue to be a focus of our planning for instruction.
- Self-identified Indigenous students (SIS) are not yet performing at divisional or provincial averages.

The Grade 8 report card data showed:

- Overall, Grade 8 students are meeting expectations of the ELA curriculum. Higher achievement for French immersion students continues into middle grades; most students are receiving good (39 per cent) or very good (51 per cent) on their report cards.
- 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 self-identified students that are not excelling in ELA is concerning.

The Grade 12 report card data 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 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 Grade 4 to 12, with scores within seven percentage points of provincial and national averages.
- By June 2021, student suicide risk will be mitigated. This outcome 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 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. The percentage who feel safe attending their school has increased since last year; however, our results continue to be below our target and below the provincial and national norms.
- Data from the Tiered Fidelity Index (TFI) showed that 83 per cent of schools in RETSD are implementing Tier I PBIS with fidelity and 57 per cent of schools are implementing Tier II with fidelity. The pandemic affected the ability of divisional staff to fully support the implementation of PBIS in schools, which resulted in lower TFI scores for both Tier I and II PBIS. Due to the impacts of the pandemic, Tier III was not implemented. The PBIS team is planning to refine Tier III efforts for fall 2021. With more in-class learning in 2021–22, our implementation scores will increase.



NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction.

Our goals were:

- 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 integrate technology into learning in mathematics and, as the Technology-Enabled Learning Plan (TELP) continues, demonstrate increased mathematics proficiency as well as increased engagement and comfort with the use of pedagogy and technology in mathematics as shown on multiple measures, including report card data, the divisionally created math assessment, and surveys.

How we did:

- The division has made positive movement towards these outcomes.
- There continue to be gains in Essentials and Applied Mathematics, and Pre-calculus has been consistent. While there has been growth in reaching the thresholds set for students on IEPs, work remains to be done in this area, as well as with children in care and Indigenous students.
- Work has continued with TELP, and while teacher comments reflect growth in terms of student engagement, pedagogical practices, and professional collaboration, impact of the COVID-19 pandemic did not allow for the vast majority of the data related to this outcome to be collected.



The Grade 4 report card data showed:

- 76 per cent of students in the English program and 85 per cent of students in the French immersion program scored a 3 or 4 on the report card.
- Girls are scoring slightly lower than boys in both the English and French immersion programs.
- Self-declared Indigenous students in both programs have fewer students achieving at the highest two levels and more students at the lowest two levels.
- EAL learners in both programs are achieving at similar levels to non-EAL learners.
- Students under the care of CFS have 12 per cent fewer students at the two highest levels and 10 per cent more students at the two lowest levels (this is for the English program only; due to sample size in the French immersion program, this data cannot be explored with reliability and validity).

The Grade 8 report card data showed:

- 72 per cent of students in the English program and 83 per cent of students in the French immersion program scored a 3 or 4 on the report card.
- Girls in the English program are scoring slightly higher than boys. In the French immersion program, boys and girls have very similar percentages at the various levels.
- Self-declared Indigenous students in both programs have fewer students achieving at the highest two levels and more students at the lowest two levels.

- EAL learners in both programs have more students at the highest two levels and fewer students in the lowest two levels.
- Students under the care of CFS have significantly fewer students at the two highest levels and many more students at the two lowest levels (this is for the English program only; due to sample size in the French immersion program, this data cannot be explored with reliability and validity).

The Grade 12 report card data showed:

- For Essential, Applied, and Pre-Calculus Mathematics in the English program, there are 54, 71, and 80 per cent of students scoring 70 per cent or higher, respectively. In French immersion, the percentages are 62, 77, and 77. In almost all cases there have been improvements.
- Self-declared Indigenous students have twice as many students at the lowest level and similar numbers of students at the highest levels.
- Boys have 1 per cent more students at the lowest level and there are 5 per cent more girls achieving at the highest level.
- The number of EAL students in E designated Grade 12 math courses did not allow for analysis.
- Students under the care of CFS have twice as many students at the lowest level and significantly fewer students at the highest level.

PLANNING FOR 2021–22

Our priorities for 2021–22 will be:

- Literacy
- Well-being
- 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
- Pandemic-related planning

The people involved in setting the priorities were our:

- School-based planning teams
- Divisional committees
- School and divisional technology staff
- School administrators
- Consultants
- Research officer
- Senior administration

Our process was:

- Divisional teams and committees met throughout the school year. ICT co-ordinators, school administrators, and consultants meet monthly in their respective groups.
- 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 year's 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)
- Results of the PBIS initiative
- 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 2022, students in kindergarten to Grade 12 will become literate citizens who use language to communicate, comprehend, and critically think.

How we'll know we're making progress:

Kindergarten to Grade 12:

- By June 2022, students will demonstrate proficiency in the digital literacy competencies identified for their grade based on a divisional pre- and post-assessment.
- By June 2022, students will have good or very good levels of understanding of the ELA curriculum as indicated by 75 per cent or more of the report card marks in all categories.

Early years:

- By June 2022, students in Grade 3 will demonstrate increasing independence with a variety of texts as described in the Observing and Communicating Learning Growth section of the ELA curriculum.
- By June 2022, students who have IEPs in Grade 2 will be at the emerging stage of independence according to the ELA K–2 grade band descriptors in both reading and writing.

Middle years:

- By June 2022, students in Grade 7 will demonstrate increasing breadth and depth with a variety of texts as described in the Observing and Communicating Learning Growth section of the ELA curriculum.

- By June 2022, students in the care of CFS will use language in a variety of forms to demonstrate their understanding of science and social studies through a divisional targeted assessment tool.

Senior years:

- By June 2022, a cross-school sample of students will demonstrate increasing transformation over the four grades with a variety of texts as described in the Observing and Communicating Learning Growth section of the ELA curriculum. This initial cross-school sample will give us a control group to measure future growth.
- By June 2022, students who identify as Indigenous will demonstrate use of the ELA strands to advocate for themselves and their community through performance-based divisional assessments.

The data we'll use to show our progress:

- Given the COVID-19 pandemic, provincial data may not be available and comparable divisional data may be used in its place
- Pre- and post-test in selected classrooms to demonstrate understanding of the digital literacy competencies
- Teacher portfolios of student demonstrations of learning
- ELA report card marks at Grades 3, 8, and 12
- Divisional literacy independence tool
- Divisional breadth and depth tool
- Science and social studies report card marks
- Baseline collection of Grade 9 students using a divisional transformation tool
- Writing continuum
- Focus groups and interviews

WELL-BEING

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

Our goals are:

By June 2022, students will become safe and caring citizens who are committed to respecting diversity, inclusivity, equity, and sustainability.

How we'll know we're making progress:

Kindergarten to Grade 12:

- 65 per cent of students will report “feeling safe attending this school” in the OurSCHOOL survey.
- 100 per cent of students who have been supported by staff trained in the suicide protocol will express feeling supported and that they have an improved sense of well-being.

Early years:

- 100 per cent of students in the care of a CFS agency in two early years schools will demonstrate improved social and academic growth over the course of the year.
- 65 per cent of early years students who display chronic absenteeism will show a decrease in absenteeism over the course of the school year.

Middle years:

- 100 per cent of students involved in bullying behaviour (bully and victim) will demonstrate appropriate replacement behaviours.
- 100 per cent of students in Grade 7 who identify as Indigenous in one middle school who are not meeting grade-level outcomes will have appropriate assessments and intervention plans in place to show improved report card data over the course of the school year.

Senior years:

- 100 per cent of students with modified course designation from one school will report an increase time in classrooms when compared to the previous school year.
- 100 per cent of students from one school with Tier III mental health needs will show improved well-being when therapy is received at school.

The data we'll use to show our progress:

- OurSCHOOL data
- Professional development registration data
- School resource officer data collection
- MyReferrals entries match VTRAs completed, and 30-day followup completed for each VTRA
- PBIS annual report
- MyReferrals data—bullying and harassment over time



- Databases of trained staff
- Survey to SSP and administrators who have completed a suicide intervention
- Survey of students who have been supported
- Well-being indicator assessments
- Resource assessments
- Teacher-reported social and academic growth
- Tyler attendance reports
- Survey data from SSP
- Report card data
- Knowles Centre well-being indicator assessments
- Resource assessments
- Specialized assessments
- Comparison between the amount of time (hours) spent in classrooms from 19–20 to 21–22
- Attendance at therapy sessions
- Standardized assessment data



NUMERACY

Enhance student achievement through authentic and appropriate mathematics instruction.

Our goals are:

- By June 2022, students in kindergarten to Grade 12 will become numerate citizens who use mathematics with confidence, accuracy, and efficiency.

How we'll know we're making progress:

Kindergarten to Grade 12:

- By June 2022, students at Grades 3, 7, and 10 will demonstrate increased confidence as mathematical thinkers, as indicated by observational data on a provided measurement tool.

Early years:

- By June 2022, 75 per cent of monitored Grade 1 students in the ENIP program will demonstrate proficiency in 10 of 10 benchmarks.
- By June 2022, 75 per cent of Grade 4 students will achieve a 3 or 4 in the problem-solving report card category.
- By June 2022, 75 per cent of students who identify as Indigenous in Grade 3 will report an increased feeling of agency and skill in mathematics, as reported on a divisionally developed measurement tool.

Middle years:

- By June 2022, 65 per cent of Grade 7 students will be meeting the mid-Grade 7 level of performance in conceptual understanding of number and some of its representations on the provincial middle years assessment.
- By June 2022, students on an IEP in Grade 8 will have good or very good levels of mathematics as indicated by 60 per cent or more of the report card marks in all categories on the provincial report card mathematics categories.

Senior years:

- By June 2022, 75 per cent of students in the care of CFS will receive their Grade 9 math credit as measured by the credit attainment data.
- By June 2022, the divisional average course mark in each of Essential, Applied, and Pre-Calculus Grade 12 Mathematics will be 70 per cent.



The data we'll use to show our progress:

- Given the COVID-19 pandemic, provincial data may not be available and comparable divisional data may be used in its place
- School administrator feedback and responses from data analysis sessions
- Survey/feedback data from consultant-led PLC and co-teaching sites
- Divisional report card and assessment data (Grade 3, middle years, and Grade 12) in French and English
- Feeder network numeracy plans and achievement data
- Divisional disaggregated report card assessment data with special attention to self-identified Indigenous students and students under the care of CFS data sets
- Math credit attainment data, including disaggregated data (if available from Manitoba Education)
- Number of teachers receiving TELP professional development, as well as year-end teacher feedback from the sessions
- TELP progress and year-end reports
- Divisionally created TELP numeracy assessment data
- TELP teacher and student data/surveys related to mathematics instruction and assessment with consideration to differentiation
- ENIP data from all early years schools
- Feedback and exit slips from ENIP professional development sessions
- ENIP tracking data
- Revised ENIP pilot assessment data and comparisons between the control and pilot data sets
- School-based, student-specific assessment data and feedback from schools electing to use IAA and/or EAL grant allocations for targeted numeracy support
- Instructional leader observations and reflections
- School action plans that are developed based on the analysis of disaggregated divisional data
- Achievement data related to students on individual education plans
- Student services unit plan data



creating student success

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