



**Board of Education  
Saskatoon School Division No. 13  
Meeting of the  
Saskatoon Board of Education**

**TUESDAY, OCTOBER 4, 2011  
Board Room  
310 – 21<sup>st</sup> Street East  
7:00 p.m.**

Please Note: All public Board meetings are audio recorded

## **AGENDA**

1. **ROLL CALL**
2. **PLAYING OF O CANADA**
3. **ADOPTION OF AGENDA**
4. **COMMENTS/CONCERNS/QUESTIONS FROM THE PUBLIC**  
(Maximum 5 minutes per speaker; 20 minutes total; comments must be related to specific agenda items)
5. **APPROVAL OF MINUTES OF LAST MEETING**  
September 20, 2011 (unapproved)
6. **DELEGATIONS**
7. **EXTERNAL REPORTS/PRESENTATIONS**
  - a. Celebrating Excellence, Restorative Action Program (RAP)
8. **BUSINESS ARISING FROM THE MINUTES**
9. **UNFINISHED BUSINESS**
  - a. Items Arising from the Committee of the Whole
10. **CORRESPONDENCE**
  - a. Individual Item
11. **REPORTS OF COMMITTEES AND TRUSTEES**

12. **NEW BUSINESS**

**Decision**

- a. Tender for Partial Re-Roofing at John Dolan and Victoria Schools
- b. Transfer From Operating to Capital – Victoria School Window Project

**Information**

13. **REPORTS FROM ADMINISTRATION STAFF**

- a. Budget Approval Update
- b. Facilities Work Plan 2010-2011 List of Projects by School
- c. Enrolment Update
- d. Strategy Update: English as an Additional Language
- e. Assessment for Learning Results

14. **NOTICES OF MOTION**

15. **QUESTIONS BY TRUSTEES**

16. **QUESTIONS FROM THE PUBLIC**

**ANNUAL MEETING OF ELECTORS**

**Tuesday, October 18, 2011**

**7:00 p.m.**

**NEXT REGULAR MEETING:**

**At the call of the Chair or**

**Tuesday, October 18, 2011**

**Immediately Following the Annual Meeting of Electors**

**UNAPPROVED**

MINUTES OF A MEETING:

of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, September 20, 2011 at 3:00 p.m.

September 20,  
2011

MEMBERS PRESENT:

Ms. Donna Banks, Mr. Robin Bellamy, Mr. Dan Danielson,  
Mr. Vernon Linklater, Ms. Colleen MacPherson, Mr. Ray Morrison,  
Ms. Anna Ringstrom, Mr. Darrell Utley, Mr. Kevin Waugh

Mr. Waugh excused himself from the meeting at 5:05 p.m.

Following discussions in Committee of the Whole, Ms. MacPherson moved that the Board rise and report.

CARRIED (8)

The meeting adjourned at 5:45 p.m.

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Secretary of the School Division

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Board Chair

# UNAPPROVED

MINUTES OF A MEETING:	of the Board of Education of the Saskatoon School Division No. 13 of Saskatchewan, held on Tuesday, September 20, 2011, at 7:00 p.m.	September 20, 2011
MEMBERS PRESENT:	Mr. Ray Morrison (Board Chair), Ms. Donna Banks, Mr. Robin Bellamy, Mr. Dan Danielson, Mr. Vernon Linklater, Ms. Colleen MacPherson, Ms. Anna Ringstrom, Mr. Darrell Utley, Mr. Kevin Waugh	
	<u>Agenda:</u> Ms. MacPherson moved approval of the agenda with the addition of Agenda Item #3a) Tribute to Joan Elder, Executive Assistant.	Agenda
	CARRIED (9)	
	<u>Tribute To Ms. Joan Elder, Executive Assistant:</u> Mr. Dan Danielson, on behalf of the Board, gave a tribute to Ms. Joan Elder, Executive Assistant to the Director of Education, on the occasion of her retirement.	Tribute To Ms. Joan Elder, Executive Assistant
	<u>Minutes:</u> Mr. Bellamy moved approval of the minutes of the Committee of the Whole and Regular Board Meeting of September 6, 2011.	Minutes
	CARRIED (9)	
	<u>Celebrating Excellence, Newcomer Student Centre:</u> Ms. Donnalee Weinmaster, Superintendent of Education, introduced Ms. Laurie Anderson, Lead Assessment Teacher; Ms. Shauna Tilbury, Program Leader: English As An Additional Language; and Ms. Megan Hill, English As An Additional Language Teacher at Brunskill School. The group spoke to the Board about the success of the Newcomer Centre since its opening in August. Mrs. Duong Dang, newcomers to Saskatoon, spoke to the Board about the family's positive experience with the Centre .	Celebrating Excellence Newcomer Student Centre
	<u>Celebrating Excellence, Beyond A Little Stone School:</u> Mr. George Rathwell, Director of Education spoke about the newly-published history book "Beyond A Little Stone School". Mr. Rathwell introduced Ms. Joan Elder, Executive Assistant, who provided background on the researching, writing and publishing of the book. Ms. Golleen Gnyp, researcher and writer and Ms. Erin Sarauer, Graphic Artist, were also recognized for their contributions to the book.	Celebrating Excellence Beyond A Little Stone School
	<u>Actuarial Valuation Report As At December 31, 2010:</u> Mr. Danielson moved that the Board receive the Actuarial Valuation Report on the Pension Plan for the Non-Teaching Employees of the Saskatoon Board of Education as at December 31, 2010, and that solvency relief be elected in accordance with section 36.2(1) and (4)(e) of <i>The Pension Benefit's Regulations, 1993 (Saskatchewan)</i> .	Actuarial Valuation Report As At December 31, 2010
	<u>Correspondence:</u> Mr. Waugh moved that the Board receive, in confidence, the correspondence from the closed session of Committee of the Whole.	Correspondence
	CARRIED (9)	
	<u>Correspondence:</u> Mr. Waugh moved that the Board receive the correspondence as listed.	Correspondence
	a) Correspondence From Linda Restau, Program Support, Community Care Branch, Saskatchewan Ministry of Health, Re: Seniors' Week, September 26 to October 2, 2011 and <i>International Day Of Older Persons</i> , October 1, 2011. b) Correspondence From Cheryl Senecal, Acting Deputy Ministry, Ministry Of Education, Re: 2011-12 Estimated Revenues And Expenditures	
	CARRIED (9)	

Reports Of Committees And Trustees:

pancake breakfast.

• Trustee Banks reported on her attendance Sutherland School's playground announcement, along with Trustee Waugh. She also attended James L. Alexander School's mug 'n muffin event, Saskatoon Public Schools Foundation Board meetings, Fairhaven School Community Council Meeting and visited all Ward 3 schools.

• Trustee Ringstrom reported on her attendance at Victoria School's back to school night. She attended Meet the Teacher night at Brunskill School, as well as their School Community Council meeting. Ms. Ringstrom also reported on her attendance at Caswell School's pancake breakfast event with Trustee Linklater.

• Trustee Utley reported on his attendance at the mug 'n muffin event at Evan Hardy, Brevoort Park's Book n' Bagel event, College Park's Meet the Teacher night, as well as their School Community Council meeting.

• Trustee Waugh reported on his attendance at Sutherland School's playground announcement. He also attended International Literacy Day celebrations with Director Rathwell.

Reports Of  
Committees  
And Trustees

Board Annual Work Plan 2011-2012: Ms. Ringstrom moved that the Board approve the Board Annual Work Plan 2011-2012.

CARRIED (9)

Board  
Annual Work  
Plan 2011-2012

Board Policy 6: Board Operations: Mr. Bellamy moved that the Board approve the minor housekeeping revisions to Board Policy 6: Board Operations as identified. In addition to these changes, that the second sentence of the second paragraph in section 9.2.1 be deleted.

CARRIED (9)

Board Policy 6:  
Board  
Operations

Amendment No. P-20 To The Pension Plan For The Non-Teaching Employees: Mr. Linklater moved that the Board approve Amendment No. P-20 to the Pension Plan for the Non-Teaching Employees of the Saskatoon Board of Education.

CARRIED (9)

Amendment  
No. P-20 To  
The Pension  
Plan For The  
Non-Teaching  
Employees

Reports From Administrative Staff: Reports were received, for information, on the following issues:

• Literacy For Life Update – Ms. Avon Whittles, Deputy Director of Education, and Dr. Scott Tunison, Coordinator: Research and Measurement, spoke about the positive student progress resulting from the *Read To Succeed* program and its direct application to classroom instructional planning.

- Budget Approval Update
- Trustee Professional Development And Community Events Account Reports

Reports From  
Administrative  
Staff

Literacy For  
Life Update

Ms. MacPherson moved that the Board adjourn to the call of the Chair or the Committee of the Whole Board Meeting of Tuesday, October 4, 2011 at 3:00 p.m.

CARRIED (9)

The meeting adjourned at 8:15 p.m.





**MEETING DATE:**            **SEPTEMBER 20, 2011**

**TOPIC:**                      **CORRESPONDENCE**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input checked="" type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

## BACKGROUND

The following correspondence is included in this file for the information of the Board:

- (a) Clipping from CJWW News website regarding the opening of the Newcomer Student Centre

PREPARED BY	DATE	ATTACHMENTS
Mr. George Rathwell Director of Education	September 28, 2011	Correspondence Document

## RECOMMENDATION OF THE DIRECTOR OF EDUCATION

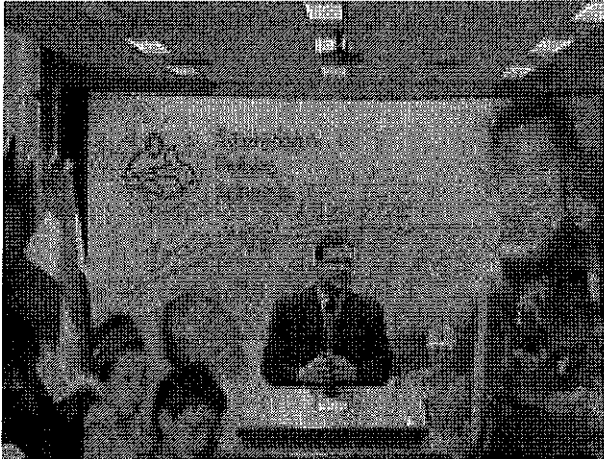
### Proposed Motion For The Public Board Meeting:

That the Board receive the correspondence as listed.

## Public Schools Newcomer Centre Opens



Friday, 23 September 2011



Students new to Saskatoon Public Schools, who do not speak English as their primary language, now have a one-stop destination.

The new Saskatoon Public Schools Newcomer Student Centre officially opened its doors this afternoon (fri).

The centre has served 5 to 8 families daily since mid-August, or more than 200 students.

Advanced Education, Employment and Immigration Minister Rob Norris was on-hand at the opening. He calls the centre effective, and says he's very happy to see how open,

accessible, and welcoming the new centre is.

The Newcomer Student Centre is open daily Monday to Friday, and is located at the corner of 3rd Avenue and 21st Street in downtown Saskatoon.

(Sept 23/11)



**MEETING DATE:**           **OCTOBER 4, 2011**

**TOPIC:**                       **TENDER FOR PARTIAL RE-ROOFING AT JOHN DOLAN AND VICTORIA SCHOOLS**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

## BACKGROUND

Two priorities for facilities work in 2011-2012 are partial re-roofing projects at John Dolan and Ecole Victoria Schools. A total of \$400,000 has been set aside in the 2011-2012 Facilities Operating Budget for this work.

## CURRENT STATUS

Three tenders were received on September 15, 2011. Three tenders are outlined in the attached Bid Summary. Ridge Rider Roofing is the low and acceptable bidder for the work.

## PROS AND CONS

## FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Stan Laba, Superintendent of Facilities	September 27, 2011	Bid Summary

## RECOMMENDATION

Proposed Motion:

That the Board approve the tender for partial re-roofing at John Dolan and Ecole Victoria Schools, in a total amount of \$330,800 plus GST to Ridge Rider Roofing.

September 16, 2011

**Bid Summary**  
**Partial Re-Roofing at John Dolan and Victoria Elementary Schools**

<b>CONTRACTOR</b>	<b>JOHN DOLAN ROOF</b>	<b>JOHN DOLAN EAVES</b>	<b>VICTORIA ROOF</b>	<b>COMBINED TOTAL</b>	<b>ADDENDUM</b>	<b>WORKING DAYS</b>
Ridge Rider	\$254,000	\$14,400	\$62,400	\$330,800	✓	45/30/30
Century	\$324,786	\$55,525	\$97,933	\$478,244	✓	90/15/35
Clark	\$354,154	Not Included	\$155,792	\$509,946	✓	60/0/25

Tenders received on September 15, 2011

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Kristin Dawson  
Manger of Contract Services



**MEETING DATE:            OCTOBER 4, 2011**

**TOPIC:                        TRANSFERRING FUNDS FROM THE UNRESTRICTED SURPLUS**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

## BACKGROUND

Starting in 2009-10, the reporting of the tangible capital assets must meet the guidelines as outlined by the Public Sector Accounting Board (PSAB). As a result of the new PSAB guidelines, the following project needs to be reclassified because it was not included in the 2010-11 Annual Capital Plan that was approved by the Board on June 8, 2010:

All of the windows at Ecole Victoria School were replaced. According to the PSAB guidelines, this would be considered a betterment or capital improvement to the school and should be capitalized. The cost of this project was \$331,000.

## CURRENT STATUS

The facilities department took the above expenditure into account when spending money from its 2010-11 operating budget. As a result of the new PSAB guidelines, the proposed motion ensures there is an adequate amount of funding available for the capital projects that were reported during the 2010-11 fiscal year.

## PROS AND CONS

## FINANCIAL IMPLICATIONS

The \$331,000 transfer from the Unrestricted Surplus to the Internally Restricted Surplus Designated for Tangible Capital Asset Expenditures is required to fund the above capital project.

PREPARED BY	DATE	ATTACHMENTS
Mr. Garry Benning, Chief Financial Officer Ms. Stan Laba, Superintendent of Facilities Ms. Wanda McLeod, Budget and Audit Manager Ms. Kristin Dawson, Manager of Contract Services	September 28, 2011	None

## RECOMMENDATION

### Proposed motion:

That the Board approves the transfer of \$331,000 from the Unrestricted Surplus to the Internally Restricted Surplus Designated for Tangible Capital Asset Expenditures for the replacement of the windows at Ecole Victoria School.



**MEETING DATE:**           **OCTOBER 4, 2011**  
**TOPIC:**                   **BUDGET APPROVAL UPDATE**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports From Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

## BACKGROUND

## CURRENT STATUS

Administration will provide a verbal update on the budget approval process.

## PROS AND CONS

## FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Garry Benning, Chief Financial Officer	September 28, 2011	None

## RECOMMENDATION



**MEETING DATE:**           **OCTOBER 4, 2011**

**TOPIC:**                   **FACILITIES WORK PLAN 2010-2011 LIST OF PROJECTS BY SCHOOL**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

## BACKGROUND

A Facilities Work Plan 2010-2011 list of Projects by School was submitted to Trustees at its meeting on September 6, 2011. Trustee Kelleher asked for clarification on three items that were not clearly identified re: current status.

## CURRENT STATUS

Following is current status of those three items:

1. John Lake – Installation of Electric Service Entrance Fire Alarm – Deferred to Spring/Summer of 2012.
2. Mayfair – Replace Tarmac – Deferred to Spring/Summer of 2012.
3. Sutherland – Replace Sidewalk Near Staff Parking Lot – Deferred to 2012.

All three of these projects were deferred due to the availability of contractors for this work.

## PROS AND CONS

## FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Stan Laba, Superintendent of Facilities	September 28, 2011	None

## RECOMMENDATION



**MEETING DATE:**           **OCTOBER 4, 2011**  
**TOPIC:**                   **ENROLMENT UPDATE**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

## BACKGROUND

## CURRENT STATUS

The initial enrolment reports for Saskatoon Public Schools are very positive. There have been noticeable increases in enrolment in pre-kindergarten, kindergarten, and Grades 1-8. French immersion enrolment and the Cree Language and Culture program have also grown. Of particular interest is the significant growth in the number of students requiring the services of English as an additional language (EAL) teachers. A more complete analysis of September 30th enrolments will be provided at the October 18th, 2011 Board meeting.

The Director will present a brief verbal update of the PreK – 12 enrolment figures based on updated enrolment numbers.

## PROS AND CONS

## FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mr. Barry MacDougall Superintendent of Education	September 28, 2011	

## RECOMMENDATION





**MEETING DATE:**            **OCTOBER 4, 2011**  
**TOPIC:**                      **ASSESSMENT FOR LEARNING 2011**

FORUM	AGENDA ITEMS	INTENT
<input checked="" type="checkbox"/> Board Meeting	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Committee of the Whole	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports From Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	

## BACKGROUND

Saskatoon Public Schools participates in two large scale assessments for which we receive division-level data:

- The Canadian Achievement Test (CAT/4) is a standardized test given annually to all Grades 4 and 8 students and will be given to Grade 10 students for the first time in the fall of 2011. This test measures basic literacy and numeracy skills against Canadian norms.
- Assessment for Learning (AFL) is a provincial initiative that assesses student performance relative to provincial curricular objectives. The 2011 assessment focused on Reading (Grades 4, 7 and 10) and Mathematics (Grades 5 and 8).

This update provides trustees with information regarding the 2011 Assessment For Learning protocol, including results and next steps.

## CURRENT STATUS

Dr. Scott Tunison will be in attendance at the Board meeting to answer any questions trustees may have regarding the attached report.

## PROS AND CONS

## FINANCIAL IMPLICATIONS

PREPARED BY	DATE	ATTACHMENTS
Mrs. Avon Whittles, Deputy Director of Education and Dr. Scott Tunison, Coordinator: Research and Measurement	September 28, 2011	Assessment For Learning Results And A Look Ahead

## RECOMMENDATION

# **Assessment for Learning: Results and a Look Ahead**



October 4, 2011

Prepared by:

Dr. Scott Tunison – Coordinator: Research and Measurement

Mrs. Avon Whittles – Deputy Director of Education

## Introduction

This document provides results from the provincial 2010-2011 Assessment for Learning reading and mathematics assessments (previous years' results for comparison purposes are not available at this time). According to Ministry of Education documents, the purpose of the Assessment for Learning (AFL) program is to provide school divisions with assessment data to plan for continuous improvement. Results from this assessment (and any other large-scale assessment) provide a "snapshot" of student skills in a particular context at a particular time of year. It is important to remember, then that these results are illustrative of student achievement rather than definitive in terms of Saskatoon Public Schools' students' writing skills.

Karen Hume, in her recent book entitled *The Evidence-Based School* (2010), suggests that data collection, or assessment, is actually the first step in the process of becoming a data-informed organization, school, or classroom. In her words, "*data* properly refers to information, and *evidence* to the conclusions we draw from that information to see where we are in relation to our goals." (p. 10)

This report is intended to accomplish three goals:

- i) Present the results (*data*) from the spring 2010 iteration of the Saskatchewan Ministry of Education's *Assessment for Learning* provincial assessment;
- ii) Transform the data into *evidence* through a brief interpretation of the results; and,
- iii) Identify specific goals and next steps suggested through our examination of the evidence – *Now What?*

The discussions that follow are organized according to headings suggested by these goals.

## How well did our students perform?

Between April and June, 2011, over 5600 Saskatoon Public Schools's students participated in the Ministry of Education's provincial *Assessment for Learning*.

- Approximately 2200 Grade 5 and 8 students completed the mathematics assessment, and
- Approximately 3400 Grade 4, 7 and 10 students completed the reading assessment.

Student performance results for each assessment are reported below in two ways:

- *Absolute terms* – How our students performed overall,
- *Provincial comparisons* – How our students performed in comparison to their provincial peers,
- Please note:
  - Results are reported on two scales: percentage of students who achieved at "adequate or higher" (scored roughly 50% or higher) and percentage of students who were "proficient" (scored roughly 70-75% or higher)

### **Mathematics**

The 2011 Grade 5 and 8 mathematics assessment was framed around the renewed provincial mathematics curricula (implemented in stages beginning in 2008). The test measured three broad student performance outcome areas:

- *Mathematics content skills* (concepts, procedures, and relationships [CPR]) – a 36-item multiple choice test focused on four broad curriculum content areas:
  - Number,
  - Patterns and relations,
  - Shape and space, and
  - Statistics and probability.
- *Mathematics content skills* (applications and problem solving [APS]) – 5 short-answer questions and one 2-part estimation question
- *Computation*: one 4-item computation exercise sheet (without using a calculator).

### Grade 5

Overall, Grade 5 students’ achievement tended to follow provincial results in all three areas of the assessment (see Figure 1). Specifically,

- The percentage of students who performed at the level of “adequate or higher” was “statistically similar” to provincial results on all three areas of the assessment.
- The percentage of students who were considered “proficient” was “statistically similar” to provincial results in two areas (*CPR* and *computation*) and was “statistically higher” on APS (problem solving).

\* Figure 1 – Grade 5 AFL Mathematics Results

Performance Area	Percent of students at “Adequate or higher”	Percent of students at “Proficient”
Mathematics Content Skills (CPR)	71%	30%
Mathematics Content Skills (APS)	72%	24%
Computation	66%	43%

### Grade 8

Overall, Grade 8 students’ achievement also tended to follow provincial results in all three areas of the assessment (see Figure 2). Specifically,

- The percentage of students who performed at the level of “adequate or higher” was “statistically similar” to provincial results on two areas of the assessment (*CPR* and *computation*) and “statistically higher” on APS.
- The percentage of students who performed at the level of “proficient” was “statistically similar” to provincial results on two areas of the assessment (*CPR* and *computation*) and “statistically higher” on APS.

Figure 2 – Grade 8 AFL Mathematics Results

Performance Area	Percent of students at “Adequate or higher”	Percent of students at “Proficient”
Mathematics Content Skills (CPR)	67%	31%
Mathematics Content Skills (APS)	48%	16%
Computation	59%	36%

\* Items highlighted in green are significantly higher than provincial results; items highlighted in red are significantly below provincial results; items not highlighted are statistically “similar” to provincial results.

## Reading

The 2011 Grade 4, 7, and 10 reading assessments were also framed around the renewed English language arts curricula. The test measured five broad areas of student performance. Specifically,

- *Reading comprehension skills* – an overall composite score of the entire 60-item multiple choice test,
- Three specific subsets of the multiple-choice test focusing on particular reading comprehension types:
  - *Explicit comprehension*,
  - *Implicit comprehension*, and
  - *Critical comprehension*
- *Reader response* – a written-response question assessing students’ ability to make meaning from text.

### Grade 4

Overall, Grade 4 students’ performance tended to follow provincial results in all five areas:

- The percentage of students who performed at the levels of both “adequate or higher” and “proficient” was statistically similar to provincial results in all five areas of the assessment. (see Figure 3)

Figure 3 – Grade 4 AFL Reading Results

Performance Area	Percent of students at “Adequate or higher”	Percent of students at “Proficient”
Overall Reading Comprehension Skills	80%	46%
Explicit Comprehension	76%	43%
Implicit Comprehension	81%	48%
Critical Comprehension	78%	46%
Reader Response	89%	20%

### Grade 7

Overall, Grade 7 students’ performance tended either to follow or exceed provincial results in all five areas:

- The percentage of students who performed at the level of “adequate or higher” was *statistically similar* to provincial results on the four sections focussed on reading comprehension strategies; our students’ performance was *statistically higher* than provincial results on Reader Response. (see Figure 4)
- The percentage of students who performed at the level of “proficient” was *statistically higher* than provincial results on the four sections focussed on reading comprehension strategies; our students’ performance was *statistically similar* to provincial results on the remaining subsection.

### Grade 10

Overall, Grade 10 students’ performance tended to follow provincial results in all five areas:

- The percentage of students who performed at the levels of “adequate or higher” was statistically similar to provincial results in all five areas of the assessment. (see Figure 5)
- The percentage of students who performed at the level of “proficient” was *statistically higher* than provincial results on one section of the assessment; while our students’ performance on the remaining 4 subsections was *statistically similar* to provincial results.

Figure 4 – Grade 7 AFL Reading Results

Performance Area	Percent of students at “Adequate or higher”	Percent of students at “Proficient”
Overall Reading Comprehension Skills	85%	48%
Explicit Comprehension	85%	49%
Implicit Comprehension	86%	50%
Critical Comprehension	78%	32%
Reader Response	63%	15%

Figure 5 – Grade 10 AFL Reading Results

Performance Area	Percent of students at “Adequate or higher”	Percent of students at “Proficient”
Overall Reading Comprehension Skills	86%	53%
Explicit Comprehension	88%	59%
Implicit Comprehension	85%	59%
Critical Comprehension	80%	39%
Reader Response	77%	22%

## What might have contributed to the results?

There are many potential factors that contribute to student learning outcomes and it is difficult to identify just one or two as being the definitive cause of a specific result. However, we can point to some possible influences on our students’ improved performance.

### **Professional learning and new instructional tools**

Through its learning priorities, *Literacy for Life* and *Collegiate Renewal*, the Board has invested heavily in teacher professional learning over the last several years. Teachers throughout the Division have had the opportunity to learn and practice powerful instructional strategies and assessment techniques. In addition, through their professional learning activities and their own professional inquiries, teachers have incorporated many instructional supports and diagnostic assessments into their classroom repertoires.

### **Division-wide focus on the principles of *Assessment for Learning***

Over the last few years, the Board has received several reports referring to the concept of Assessment for Learning (AFL) and its potential to impact positively on students’ learning. Extensive research over several decades has shown that when schools (or school divisions) implement the principles of AFL effectively (i.e., identifying the learning targets or goals, providing frequent feedback about performance, involving students more actively in all aspects of their learning journeys, and triangulation of evidence), students’ achievement improves substantially. Embedded within the AFL principles is the move toward an evidence-based culture throughout the organization.

Saskatoon Public Schools is increasingly becoming an evidence-based organization. This is particularly true in the classroom. Our teachers, principals, and central office educators (e.g., consultants, coordinators, and senior administrators) have made great efforts to incorporate the principles of AFL

into their work and to use evidence gathered from observations, conversations and products to inform instructional planning and decision-making.

Some principals have observed that there seems to be a wider understanding among teachers of the provincial Assessment for Learning program and an increasing awareness of the potential of the instructional resources provided by the Ministry for these exams. Other principals have indicated that, as their own understanding of large-scale assessments (LSAs) grows, they have increasingly been leading teachers in more deliberate examinations of LSA results to inform instructional improvement.

## Now What? – What specific goals, strategies, actions will lead to continued improvement?

Within the context of Saskatchewan’s Ministry of Education Continuous Improvement Framework (CIF), all school divisions in the province identify and implement improvement objectives informed by assessment results and other relevant sources of evidence. Rick Stiggins, Anne Davies, and Michael Fullan, among other researchers in the field of educational assessment and improvement, suggest that the first step in fostering improvement is to identify objectives in terms of SMART goals. Goals are “SMART” when they are:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time Framed

During the 2010-2011 school year, the Board conducted an extensive public dialogue process to “refresh” its priorities. Trustees reaffirmed their commitment to their two long-term priorities: *Literacy for Life* and *Collegiate Renewal*. Through this process, SMART goals for both priorities have been developed (See Appendix 1 for each priority’s SMART goals). To achieve these goals, we will implement the following:

1. Strategic planning and the Continuous Improvement Framework
  - Administrators and teachers are challenging themselves to set and achieve realistic achievement targets to contribute to the overall Division goals.
  - Improvement planning processes have been revised to align with the Ministry’s Continuous Improvement Framework. These newly-revised processes have placed an enhanced emphasis on the following:
    - Student assessment results (as well as other types of data) as the key focus for SMART goal development and implementation,
    - Individualized instruction based on *Assessment for Learning* principles of regular feedback and multiple opportunities for students to demonstrate their learning,

- Extension of our ability to monitor our students' performance over time with the expansion of our use of the Canadian Achievement Test to our collegiates.
  - Administrators throughout the Division are being provided with support to ensure that they are able to lead the conversations necessary to create closer alignment of their school-level strategic plans with both the Division-level plans and the Continuous Improvement Framework.
2. Work toward wider understanding of evidence and its potential to influence instructional practice.
- Continued staff development regarding administering, analyzing, and interpreting assessment results (including AFL and classroom assessment results) and using those results in a deliberate manner to support the learning of all students.
  - Establishment of data teams at each school (with a central office support network) to create a more detailed focus on each student's achievement.
  - Heightened emphasis on using student achievement evidence (e.g., *Reader Response* at Grades 4, 7, and 10) in planning staff development activities both at the Division- and school-levels.

# Appendix 1

## 2011-2012 Collegiate Renewal Goal Statements

**All collegiate students will be engaged in their learning so they will graduate as active participants in lifelong learning and as responsible and caring citizens in the community, nation, and world.**

### English Language Arts

#### Student Performance

Canadian Achievement Test  
2011-2012 School year will provide baseline data for our future work

Assessment for Learning – Reader Response

- 5% improvement was projected for 2011 over 20009 results - our goal is to improve results in this area by a further 5% (over 2011 results)

#### Student Perceptions of Learning

Tell Them From Me (TTFM)

- Challenge vs Skills – “Flow”
  - improve results in this area by 2% over 2011 results (increase percentage of students who report being highly skilled and highly challenged)

Opportunity to Learn

- Preparation and Commitment to Learn
  - 5% improvement was projected for 2011 over 20009 results - our goal is to improve results in this area by a further 5% (over 2011 results)

#### Instructional Practice

Assessment for Learning Teacher Questionnaire

- Knowledge and use of Instructional Strategies – 5% improvement was projected for 2011 over 20009 results - our goal is to improve results in this area by a further 5% (over 2011 results).

### Mathematics

#### Student Performance

Canadian Achievement Test  
2011-2012 School year will provide baseline data for our future work

#### Student Perceptions of Learning

Tell Them From Me (TTFM)

- Challenge vs Skills – “Flow”
  - improve results in this area by 2% over 2011 results (increase percentage of students who report being highly skilled and highly challenged)

Opportunity to Learn

- Preparation and Commitment to Learn
  - 5% improvement was projected for 2011 over 20009 results - our goal is to improve results in this area by a further 5% (over 2011 results)

#### Instructional Practice

Assessment for Learning Teacher Questionnaire

- Knowledge and use of Instructional Strategies – 5% improvement was projected for 2011 over 20009 results - our goal is to improve results in this area by a further 5% (over 2011 results).

**2011-2012 Literacy for Life Goal Statements**

*We are committed to the goal of all students, Kindergarten to Grade 8, reading and writing at or above grade level in multiple subject areas so that they can act upon their potentials in school and in life – ultimately creating a healthier democratic society for the 21<sup>st</sup> Century.*

<b>Grade</b>	<b>SMART Goal</b>
Grade 1 Reading	As measured by the Fountas and Pinnell Benchmark System, Grade 1 students will achieve, on average, an instructional Level I or higher by June 2012.
Grade 2 Reading	As measured by the Fountas and Pinnell Benchmark System, there will be a 5% increase in the % of Grade 2 students achieving an instructional Level M or higher by June 2012.
Grade 3 Reading	As measured by the Fountas and Pinnell Benchmark System, there will be a 5% increase in the % of Grade 3 students achieving an instructional Level P or higher by June 2012.
Grade 4 Reading Comprehension	By June 2013, there will be a 5% increase in the number of Grade 4 students achieving at the level of competent or higher, on the comprehension of informational text portion of the Canadian Achievement Test.
Grade 5 Writing	Students in Grade 5 will improve their skills at expository writing - organization and coherence - and their demonstration of the writing process by 5% as measured by the 2012 AfL writing assessment.
Grade 7 Reading	Students in Grade 7 will improve their skills at making inferences and connecting to prior knowledge while reading, by 5% as measured by the 2013 AfL reading assessment.
Grade 8 Writing	Students in Grade 8 will improve their skills at expository writing - organization and coherence - and their demonstration of the writing process by 2% as measured by the 2012 AfL writing assessment.