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

In pursuit of this goal, we will focus intensively on the engagement, achievement, and graduation rates of First Nations, Inuit, and Métis students.
In the 12th year of the Collegiate Renewal priority, Saskatoon Public Schools celebrates the priority’s recent and historical impact and the foundation it provides for the transition to a new strategic plan. Renewal is defined as the state following a disruption. The Collegiate Renewal Priority has consistently disrupted assumptions about what is possible in a high school and challenged teachers and administrators to make the changes necessary to more fully engage Saskatoon’s young people. The change has been incremental, but over time, substantial. Saskatoon Public School Collegiates are forever impacted by the efforts of many and this year is no different.

Intent

The expectations and commitments outlined last year have been the driving force behind this year’s work. The expectations and commitments state:

1. Teachers will accurately identify students who need more support and respond effectively and early.
2. Schools will monitor the effectiveness of their responses and try additional responses as necessary.
3. School administrators will know:
   i. which students require extra support,
   ii. what support students are receiving, and
   iii. ensure that teachers provide instruction that is likely to lead to the student attaining the credit.
4. Central office leaders will communicate clear expectations for instructional leadership and help school administrators achieve those expectations.

These four expectations and commitments have shaped the actions throughout the year.

Action

Outcomes-Based Assessment

The teaching practices described by Outcomes-Based Assessment (OBA) help to focus students and teachers on learning that matters. When teachers strategically support student learning by carefully planning assessment and instruction, thoughtfully responding to students along the way, and precisely communicating to students and their caregivers about progress, students are more likely to be engaged and successful.

Last year, the focus was on aligning assessment and reporting to curricular outcomes. By the end of the year it became apparent that the focus of the professional learning should shift to planning for assessment and instruction. Learning Coordinators began the professional learning this year at a Common Department Meeting in August by introducing a template for OBA planning. The template was designed to assist teachers in strategically providing learning opportunities that were efficient, effective, and engaging. Throughout the first semester, teachers worked with the planning template and made adaptations to the template that reflected an increased understanding of the process within the context of the students and the curricula they teach.

At the same time, as teachers deepened their understanding of the OBA planning process, school administrators and teacher representatives were consulted about next steps in professional learning that would serve to make the practices of OBA even more effective. Two main recommendations emerged:
1. Increase the expectation for teachers to incorporate the OBA practices into the courses they teach.
2. Focus professional learning about OBA on the practices related to planning and instruction with less emphasis on grading and reporting.

A bold goal was established to have all teachers implement OBA practices into all courses with renewed curricula starting in the fall of the 2019-20 school year. The second semester of this year was a supportive opportunity for teachers to expand their practices in anticipation of the next school year. A teacher survey administered in January 2019 was used to understand what areas of OBA needed additional attention. This survey confirmed the need to focus on planning and instruction. Teacher consultations were held in every Collegiate at the end of the first semester to gather additional feedback on how best to support the intensive professional learning that was about to begin.

Professional learning in the second semester was driven by teachers and administrators in ways that made the most sense for those doing the learning. The learning took many forms:
- Common Department Meetings
- Whole staff professional learning sessions
- School department collaboration
- Learning Council retreats
- Course teams
- Teacher initiated collaboration including cross-collegiate groupings
- Individual support by instructional consultants
- Weekly support made available during teacher preparation periods

The varied delivery of professional learning opportunities allowed teachers to adapt OBA practices to their context. For instance, the Following Their Voices (FTV) teacher leadership teams at Bedford Road Collegiate and Mount Royal Collegiate synthesized the FTV and OBA practices to simplify the learning for which they are responsible.

Consultation with teacher representatives and school administrators continued throughout the second semester. Teachers and administrators recommended that the stronger focus on planning and assessment be reflected in the support documents that describe the practices of OBA. As the school year ends, the updated description of OBA practices is aligned with the Framework for Teaching. This is significant because the Framework for Teaching will be taking a more prominent role in the transition to the Strategic Plan for 2019-2024. Additionally, the practices better describe how teachers will act to know, value, and believe in the students in our Collegiates. The continued refinement of OBA practice over the course of the year has prepared the Collegiates to smoothly transition to realizing the vision of the Strategic Plan.

**Responding to Student Need**

A major focus of professional learning in OBA is preparing teachers to be responsive to student learning needs in their classrooms. Collegiate administrators have also been supported this year to orchestrate school-wide supports for students. The amount and quality of school-based data was improved and provided to administrators more frequently. As a result, administrators shared this data with key support staff who in turn were able to intervene with students experiencing difficulty with their courses. Administrators have agreed to gather classroom assessment data more often to assist them in identifying students in need earlier.

“Outcome based assessment is designed to give teachers the opportunity to be flexible to meet the needs of all students, so they can be successful in any environment.”
- Teacher quote
When students are not successful in their classes, credit recovery can be an option that gives them more time to submit evidence of their learning. This process can be complex and involves a number of supports at the school. A review of the process was conducted and consultations are ongoing to develop more consistent and effective supports. One result of the review is a commitment to develop a more intensive response to student difficulty throughout the last month of the term. The goal is to help students avoid the credit recovery process and be successful within the time frame of the term. Consultations will continue next year as the Administrative Procedure will be reviewed.

**Collegiate Renewal Strategic Committee**

In the fall of 2018, a Collegiate Renewal Strategic committee was struck. The task of the committee was to reflect on the division priority historically, provide insights into its current state and, in light of the development of a new strategic plan for the division, provide guidance on new areas of focus moving forward. The committee provided recommendations in the development of the new Strategic Plan that was based on the strong history of Collegiate Renewal but also identified growing needs within our collegiates. The recommendations included:

- Continue focus on the power of student engagement and build on what has been learned through the priority thus far;
- In the spirit of reconciliation, provide culturally responsive learning environments that support Indigenous student success; and
- Celebrate our progress and successes.

The actions taken by the Collegiate Renewal team a result of these recommendations included:

- Treaty Catalyst training specific to secondary teachers;
- Support for Science and Physical Education teachers with culturally responsive experiences that can enhance learning environments in those contexts;
- Support for Mount Royal and Bedford Road in the Following Their Voices initiative; and
- Continued support of how outcomes-based planning, instruction, and assessment allows for multiple ways students can show what they know, an integral part of student engagement.

Thanks to the members of the Collegiate Renewal Strategic committee for their work in creating a renewed vision within our Collegiates that supports and aligns with the new strategic plan.

**Impact**

The impact of Collegiate Renewal has been closely monitored through ongoing and multiple consultations with students, teachers, and administrators throughout this year. The Collegiate Renewal team has relied heavily on school-based leaders, both formal and informal, to provide an understanding of how the vision of Collegiate Renewal was being lived out in the schools. Students and staff have provided insight into the effectiveness of our actions and how schools can be better supported to have a positive impact on engagement. The distributed leadership model has increased the commitment to making a difference for students through the priority. During the City-wide Trustee Student Forum many students were able use the language of outcomes and recognized the opportunities that the practice provided for them.

- **Clear, Shared Learning Goals:** According to a student, “These teachers don’t think like ‘Your job, my job’ but, instead, ‘Our job.’ In the first, we don’t have a say. In the second, we have an important say.”
- **Reciprocal Feedback:** They give and take feedback: “They tell you what you can improve, and we tell them what they can improve, and they do it.”
Transparent Assessment: “They co-construct rubrics with us, which gives us more control and helps us understand what we’re doing and what’s expected.”
Flexibility: “If a student isn’t comfortable with an assignment, they let students choose a different way to meet an outcome. Otherwise, the mark you get might not reflect what you know, but how you interpreted the assignment instructions.”
Variety: “They change it up with assessment so it’s not just paper and pen exams.”

Beyond school-based observations and conversations, the numerical data has guided the work as well.

Saskatchewan Ministry of Education
According to the most recent data provided by the Ministry of Education, 81% of Saskatoon Public Schools’ grade 10 students are on track to graduate on time, 76.1% of grade 11’s, and 72.0% of grade 12’s.

The Ministry of Education collates monthly attendance for school divisions. The most recent attendance data (students who attend 80% of the time or more) is below the provincial average. Saskatoon Public Schools embarked on the Be Here to Succeed Here attendance campaign. While this campaign is targeted to all schools, it continued to be an area of focus within our collegiates. Each school tracks attendance and provides supports and interventions as needed. Collegiates will continue to engage students, parents and caregivers on the importance of regular, consistent attendance and its impact on student achievement.

OURSchool
In the OURSchool survey, 64% of students indicated that they knew the learning targets in most or all of their classes. There was an increase of 2% of students who reported knowing the learning target in all their classes from 27% to 29%. The survey also indicates that knowing these targets positively impact student engagement by alleviating student anxiety. Additionally, the intellectual engagement composite increased by over one percent compared to last year.

The OURSchool Teacher survey was administered in early May. The results from the survey indicated growth in the area of leadership, and significant growth in several specific areas that relate to instructional leadership. Teachers identified that administrators helped them establish challenging and visible learning goals for students more often than last year. They also noted an increase in school leaders helping them create new learning opportunities for students and providing guidance for monitoring student progress. Overall there were slight increases in the areas of data informed practice and learning culture over the last few years. These areas use measures that describe many of the attributes of OBA.

Year end data will be shared with the Board in the fall as we report on our new strategic plan.

When teachers successfully support students to achieve the intended outcomes of the curriculum, teachers utilize practices that help all students be known, valued, and believed in. The updated description of outcomes-based practice elucidates how teachers can do this more effectively. Saskatoon Public Schools’ teachers will continue to refine their professional practice to further strengthen their professional judgement.
A retrospective

In the 12 years of Collegiate Renewal, Saskatoon Public Schools have explored multiple avenues for engaging adolescents to support them in becoming active participants in our community, nation and world. Students and their families have worked with teachers, support staff and administrators to build, maintain, and adjust practice to continuously improve the conditions for engagement.

A lot has been learned about engagement. Engagement is now described as having four dimensions: belonging, potency, relevance, and competence. The difference between passive compliance and authentic engagement is clearer. Engagement is a worthy destination in and of itself.

A variety of program and teaching initiatives have changed our school environment:

- Inquiry
- Formative Assessment
- Technology
- Differentiation
- Responsive Instruction
- Outcomes-based Assessment
- Cultural Responsiveness
- Student Advisory
- Student Voice
- Student Transitions and Retention
- Academies and Special Programs

Through all of this, progress has been made. A key measure used as an indicator of student engagement is the comparison of a student’s skills relative to their perception of the challenge provided by their classes. When a student’s challenge is congruent with their skills, they are more likely to achieve a high level of engagement called “flow.” This data was first collected in 2008. Since then, the percentage of students that described their school experience as highly challenging and also possessed the skills to meet that challenge has increased by 19%. In that same time, the graduation rate has increased as well. In 2008, our graduation rate was 69%. Last year, the graduation rate was 74%; an overall increase of 5%.

The ethic of Collegiate Renewal has prepared Collegiates to take on the challenge of the Strategic Plan for 2019-2024. Collegiate Renewal was not a destination; it was a disposition. Our collegiate staff have developed the skills and the enthusiasm to continue challenging our current practices in order to respond to the students of Saskatoon. We are prepared to build additional capacity to enhance Academic Excellence, Character, Well-Being, and without a doubt, Engagement.

Thank you to all those that have contributed to the development, direction, and progress of the Collegiate Renewal Priority. Your leadership has benefitted our students and our community.