

2016 -20 Outcome Plan: Graduation Rate



Christ the Teacher Catholic Schools
 As a Christ-Centred learning community, we...
 Engage and challenge all learners,
 Model and form character,
 Know Christ and make Him known.

Outcome: By 2020 the Division graduation rate will be 85% and a 90% 5-year graduation rate.

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Other Team Members: TBD

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1. Current State

Graduation is a key step in helping young people realize healthy and fulfilling lives.
 (Source: 2016 Core Indicators Report; Locally-Developed Data)

	Prov.	CTTCS
3 Year Graduation Rate - Overall	75.6%	80.9%
3 Year Graduation Rate - FNM	41.8%	55.0%
5 Year Graduation Rate - Overall	83.3%	86.3%
5 Year Graduation Rate - FNM	59.6%	61.5%

Percentage attaining 8 or more Credits by Grade (Source: 2016 Core Indicators Report)

	Grade 10		Grade 11		Grade 12		Total	
	Prov.	CTTCS	Prov.	CTTCS	Prov.	CTTCS	Prov.	CTTCS
All	61.1%	67.7% (86/127)	61.2%	74.7% (71/95)	61.1%	36.7% (51/139)	61.10%	57.6% (208/361)
Non-FNM	71.4%	85.20% (75/88)	71.4%	83.1% (64/77)	71.4%	39.4% (43/109)	71.4%	66.4% (182/274)
FNM	31.2%	28.2% (11/39)	31.2%	38.9% (7/18)	31.2%	26.7% (8/30)	31.2%	29.9% (26/87)

Note: The numbers in parentheses is the ratio of students that comprise the percentage listed.

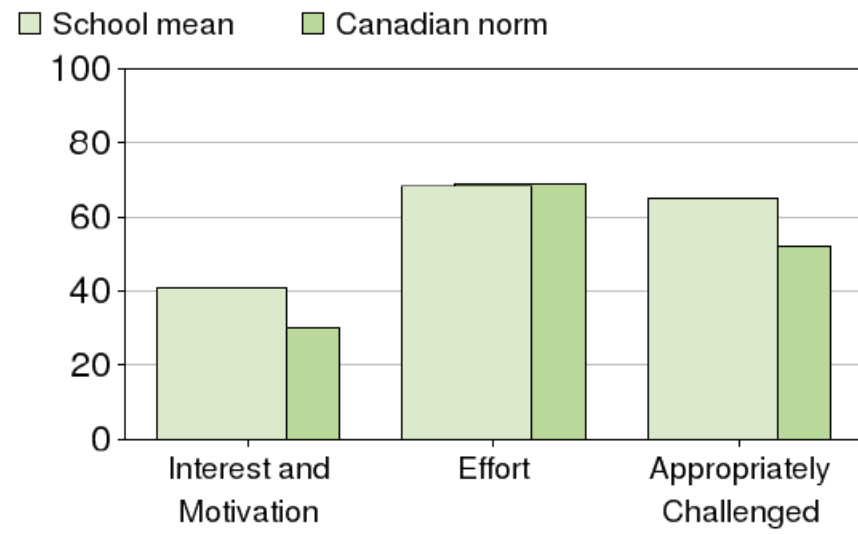
The May 2017 *OurSchool* data indicates the following related to “Student Engagement”, “Positive Sense of Belonging”, and “Intellectual Engagement”:

	Elementary Survey (Gr. 4 -6)		Secondary Survey (Gr. 7 – 12)	
	CTTCS	Can.	CTTCS	Can.
Students who are trying hard to succeed	89%	91%	68%	73%
Students who are interested and motivated	83%	71%	44%	34%
Positive learning climate	67%	74%	63%	60%
Positive teacher-student relations	82%	79%	64%	62%
Students that value school outcomes	95%	96%	87%	80%
Students with a positive sense of belonging	75%	86%	64%	73%

4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) [More detail can be included in the Detailed Implementation Plan.]

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Students entering grade 9 will develop a graduation and transition from high school plan using SaskCareers websystem, and establish a process for maintaining those plans through Grade 12. (a,c,e)	1. Grade level scope and sequence with related criteria.	1. Superintendents	1. May 2015	1. Ongoing	Staff engagement and professional development.	Developing a plan that meets the diverse needs of students and school environments.
	2. School-level implementation plans.	2. School administration	2. June 2015	2. Ongoing	Resource development	Participation of all staff.
	3. Schools will monitor individual student progress toward graduation and each student’s story will be understood and consciously supported by several adults in the school.	3. Superintendents School administration, guidance counsellor	3. September 2014	3. Ongoing	Improving Grad Rates Leadership Team	
Develop and support the implement of school-based Early Warning System (EWS) Criteria Guidelines (a, d, e, & f)	1. Revise EWS Criteria Guidelines	1. Superintendents	1. February 2016	1. June 2016		Developing a plan that meets the diverse needs of students and school environments.
	2. Implementation of school-based EWS to identify vulnerable students and provide required interagency supports.	2. Superintendents School administrators	2. September 2016	2. Ongoing		

Figure 3: Percentage of students intellectually engaged in SK Christ the Teacher Catholic Schools



2. Root Cause Analysis of Current State

- a. Prior to 2014-15, our school division lacked an “Early Warning System” to identify vulnerable students and division interventions were not formalized.
- b. Our student perception data (*OurSCHOOL*) tells us that, depending upon the grade, between a third and a half of high school students are intellectually engaged. Current pedagogy and approaches are not effectively meeting the needs of all students.
- c. Our division transitions plans need to be more formalized.
- d. Students require greater access to adequate inter-ministerial and school-based supports, services, and programming. Not all students have sufficient support in their personal and family environment to support high achievement.
- e. Our FNM students need additional supports to ensure they will graduate and be successful in their chosen pathways.
- f. Some students have poor attendance in K-12 and there is a strong correlation between attendance and achievement.
- g. Many young people do not experience a sense of belonging in their school, and report that stronger relationships with their teachers and peers would improve their education.
- h. Some students may not be aware of various opportunities and alternatives to achieving credits (course challenge, special project credits, dual credits, credit recovery/continuation).

<p>Create and implement a high school professional learning plan. (b & e)</p>	<ol style="list-style-type: none"> 1. Revise Professional Learning Continuum 2. Implementation of Professional Learning Continuum 	<ol style="list-style-type: none"> 1. Superintendents 2. Supervisor of Instruction & Learning & School Administration 	<ol style="list-style-type: none"> 1. February 2016 2. September 2017 	<ol style="list-style-type: none"> 1. June 2017 2. June 2021 	<p>Staff engagement and professional development.</p>	<p>Availability of financial resources to participate in professional learning opportunities.</p>
<p>Refine the implementation of the graduation rate and credit attainment tracking system for Sacred Heart H.S. and Dreambuilders H.S. (a, c, & e)</p>	<ol style="list-style-type: none"> 1. Graduation and credit attainment data collection, monitoring, and action plans. 	<ol style="list-style-type: none"> 1. Superintendents School administration 	<ol style="list-style-type: none"> 1. December 2014 	<ol style="list-style-type: none"> 1. Ongoing 		
<p>Develop and implement the student transitional support plan (a, c, d, & e)</p>	<ol style="list-style-type: none"> 1. PreK-12 Transition plans 	<ol style="list-style-type: none"> 1. Supervisor of Instruction & Learning 	<ol style="list-style-type: none"> 1. September 2015 	<ol style="list-style-type: none"> 1. June 2018 		
<p>Support schools in developing strategies to enhance student perception results in the “Student Engagement” strands of the <i>OurSchool</i> surveys</p>	<ol style="list-style-type: none"> 1. School-level engagement plans. 	<ol style="list-style-type: none"> 1. Superintendents 	<ol style="list-style-type: none"> 1. September 2015 	<ol style="list-style-type: none"> 2. Ongoing 	<p>Continued Ministerial financial support for conducting surveys</p>	<p>Participation of all staff.</p>
<p>Implement selected practices identified in the “Sask Graduates” publication</p>	<ol style="list-style-type: none"> 1. As per publication 	<ol style="list-style-type: none"> 1. Superintendents School administration 	<ol style="list-style-type: none"> 1. June 2016 	<ol style="list-style-type: none"> 2. Ongoing 		<p>Availability of financial resources to participate in professional learning opportunities.</p>

<p>3. Future State (How will the situation will be different because of the actions taken to improve it?) [List targets that address the problem(s) in the problem statement.]</p>	<p>5. Metrics (How will you know a change has been an improvement?) [Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</p>	<p>6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) [Name any target groups required for success.]</p>												
<p>Raising the graduation rate of our First Nations and Métis students will help everyone who lives in Saskatchewan create a more equitable and just society and our province will experience an increased workforce in both professional and trades skills areas.</p> <p>Engagement and attendance will be improved, as will student achievement results, leading to the successful attainment of secondary credits and ultimately to an increase in three-year and five-year graduation rates (i.e. 3,4,and 5 years after beginning Grade 10). This will be achieved as teachers receive support in implementing effective, differentiated, and culturally appropriate instructional and assessment strategies through embedded professional development opportunities. An enhanced knowledge of these strategies will lead to stronger relationships and student engagement.</p> <p>Absentee rates, currently more than twice as high for self-declared students as for students who have not declared as First Nations or Métis, will have improved as a direct result of improved student engagement. Students will be present at school to take full advantage of the learning program, multiple pathways to graduation, and strengthened relationships with staff.</p> <p>Attendance rates will be regularly monitored, with school-based teams developed to support student regular attendance.</p> <table border="1" data-bbox="100 1161 1145 1266"> <thead> <tr> <th>Graduation Rates</th> <th>June 2016</th> <th>June 2018</th> <th>June 2020</th> </tr> </thead> <tbody> <tr> <td>SHHS 3 Year Graduation Rate – Overall (%)</td> <td>82%</td> <td>84%</td> <td>86%</td> </tr> <tr> <td>SHHS 3 Year Graduation Rate – FNM (%)</td> <td>54%</td> <td>62%</td> <td>70%</td> </tr> </tbody> </table>	Graduation Rates	June 2016	June 2018	June 2020	SHHS 3 Year Graduation Rate – Overall (%)	82%	84%	86%	SHHS 3 Year Graduation Rate – FNM (%)	54%	62%	70%	<p>Process Metrics</p> <p>3,4,5 year grad rates with a target of a 4 percentage point increase for First Nations and Métis and 3 percentage point increase overall (measures overall outcome).</p> <p>100% of Grade 9 students will have a graduation plan by the end of 2017-18.</p> <p>OuSCHOOL perceptual surveys of student engagement, specifically, intellectual engagement and sense of belonging. Intellectual engagement will increase by 5% by the end of 2017-18.</p> <p>90% of students will have at least 80% attendance each month in 2017-18.</p> <p>75% of students will earn at least 4 credits by the end of Semester 1 of Grade 10 in 2017-18 and at least 8 credits by the end of Grade 10 in 2017-18.</p> <p>99% of students enrolled in Grade 12 with at least 14 credits will graduate.</p> <p>Following each reporting period, credit attainment tracking will take place.</p>	<p>Board of Education – approves plan and provides resources to support plan</p> <p>Teachers & Support Staff – use effective practices to enhance relationships with students and increase student engagement levels</p> <p>School Administrators – support staff in enhancing relationships with students and increasing student engagement levels.</p> <p>Central Office Administration – support staff in the implementation of plans.</p> <p>Schools & SCCs – develop and implement aligned plans</p> <p>Students – student voice informs and influences plans</p> <p>Community Agencies – support interagency work</p>
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