

## 2016 -21 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.

**Date of Original Draft:** December 1, 2014

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**Outcome:** By June 30, 2021 the Division graduation rate will be 85% and a 90% 5-year graduation rate.

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**1. Current State**

Graduation is a key step in helping young people realize healthy and fulfilling lives.  
 (Source: 2020 Ministry of Education)

	Prov.	CTTCS
<b>3 Year Graduation Rate - Overall</b>	79.8%	81.9%
<b>3 Year Graduation Rate - FNM</b>	46.7%	50.0%
<b>5 Year Graduation Rate - Overall</b>	85.5%	88.0%
<b>5 Year Graduation Rate - FNM</b>	62.6%	47.4%

Percentage attaining 8 or more Credits by Grade (Source: 2020 Ministry of Education)

	Grade 10		Grade 11		Grade 12		Total	
	Prov.	CTTCS	Prov.	CTTCS	Prov.	CTTCS	Prov.	CTTCS
<b>All</b>	74.7%	64.0% (48/75)	77.5%	73.6% (64/87)	44.2%	27.0% (40/148)	64.7%	49.0% (152/310)
<b>Non-FNM</b>	88.5%	89.4% (42/47)	87.4%	88.9% (56/63)	51.4%	32.4% (34/105)	74.8%	61.4% (132/215)
<b>FNM</b>	41.6%	21.4% (6/28)	45.9%	33.3% (8/24)	25.4%	14.0% (6/43)	36.9%	21.1% (20/95)

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

The June 2019\* *OurSchool* data indicates the following related to “Student Engagement”, “Positive Sense of Belonging”, and “Intellectual Engagement”:

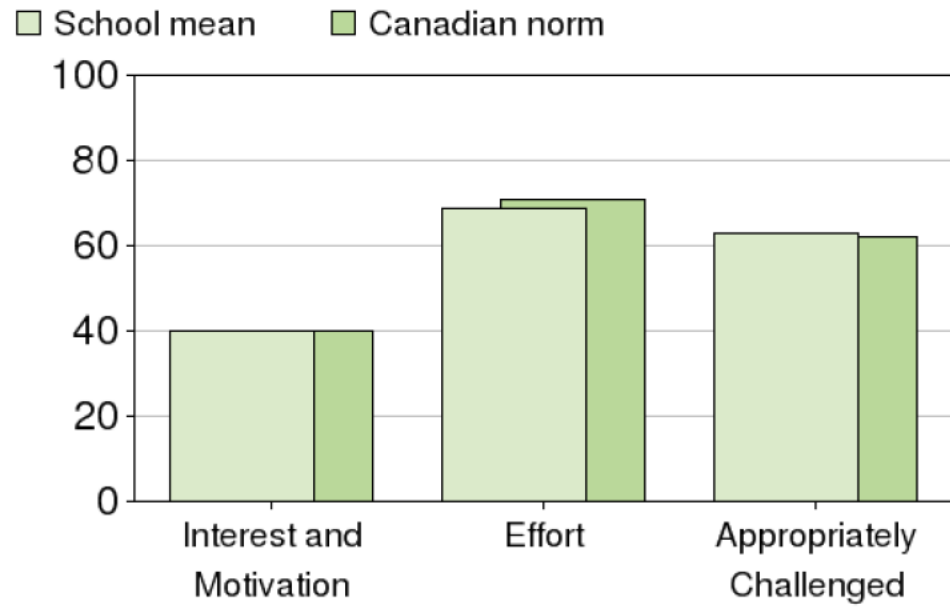
	Elementary Survey (Gr. 4 -6)		Secondary Survey (Gr. 7 – 12)	
	CTTCS	Can.	CTTCS	Can.
<b>Students who are trying hard to succeed</b>	90%	92%	69%	72%
<b>Students who are interested and motivated</b>	82%	86%	39%	42%
<b>Positive learning climate</b>	67%	69%	63%	64%
<b>Positive teacher-student relations</b>	79%	83%	64%	66%
<b>Students that value school outcomes</b>	93%	95%	74%	74%
<b>Students with a positive sense of belonging</b>	75%	79%	63%	67%

\*Spring 2020 OurSCHOOL survey screening suspended due to COVID-19 school closures.

**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 <i>MyBlueprint</i> , and establish a process for maintaining those plans through Grade 12. (a,c,e)	1. Grade level scope and sequence with related criteria.	1. Superintendent	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. Superintendent School administration, guidance counsellor	3. September 2014	3. Ongoing	Improving Grad Rates Leadership Team  <a href="#">MyBlueprint resources</a> <ul style="list-style-type: none"> <li><a href="#">Gr. 7 &amp; 8</a></li> <li><a href="#">Gr. 9-12</a></li> </ul>	
	4. Host <i>MyBlueprint</i> professional development workshop	4. Superintendent School administration	4. August 30, 2018			
Develop and support the implement of school-based Early Warning System (EWS) Criteria Guidelines (a, d, e, & f)	1. Revise EWS Criteria Guidelines	1. Superintendent	1. February 2016	1. Completed 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	2. Superintendent School administrators	2. September 2016	2. Ongoing		

**Figure 3: Percentage of students intellectually engaged in SK  
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**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).

	<ul style="list-style-type: none"> <li>required interagency supports.</li> <li>3. Student, grade, and school attendance rate reports will continue to be reviewed regularly.</li> <li>4. Attend the provincial symposium on student attendance</li> </ul>	<ul style="list-style-type: none"> <li>3. Superintendent School administrators</li> <li>4. Grad Committee</li> </ul>		<ul style="list-style-type: none"> <li>3. Monthly</li> </ul>	<ul style="list-style-type: none"> <li>Ministry and locally-developed attendance reports</li> <li>Availability of financial resources to participate in provincial learning opportunities.</li> </ul>	
Monitor Grade 10-12 student progress toward graduation (a, c, & e)	<ul style="list-style-type: none"> <li>1. Graduation and credit attainment data collection, monitoring, and action plans.</li> <li>2. Monitor Grade 10-12 Credit Attainment reports</li> <li>3. Monitor On-Track to Graduate reports</li> <li>4. Review non-graduate student credit attainment.</li> </ul>	<ul style="list-style-type: none"> <li>1. Superintendent School administration</li> </ul>	<ul style="list-style-type: none"> <li>1. December 2014</li> </ul>	<ul style="list-style-type: none"> <li>1. Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Ministry and locally-developed data sets</li> </ul>	
Implement the student transitional support plan (a, c, d, & e)	<ul style="list-style-type: none"> <li>1. PreK-12 Transition plans</li> </ul>	<ul style="list-style-type: none"> <li>1. School administration</li> </ul>	<ul style="list-style-type: none"> <li>1. September 2015</li> </ul>	<ul style="list-style-type: none"> <li>1. Ongoing</li> </ul>		
Support schools in developing strategies to enhance student perception results in the “Student Engagement” strands of the <i>OurSchool</i> surveys	<ul style="list-style-type: none"> <li>1. School-level engagement plans.</li> <li>2. Provide professional development to enhance teacher capacity to integrate technology to support instructional practices and enhance student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>1. Superintendent</li> <li>2. Technology Lead Teacher</li> </ul>	<ul style="list-style-type: none"> <li>1. September 2015</li> </ul>	<ul style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Continued Ministerial financial support for conducting surveys</li> </ul>	<ul style="list-style-type: none"> <li>Participation of all staff.</li> </ul>

	Implement selected practices identified in the "Sask Graduates" publication	1. As per publication 2. Support schools to implement <i>Student First</i> classrooms, with an initial focus at the Grade 10 level	1. Superintendent School administration	1. June 2016	1. Ongoing	<a href="#">SASKGraduates resources</a>	Availability of financial resources to participate in professional learning opportunities.
	Support student social-emotional outcomes	1. Mental Health First Aid training for administrators, counsellors, and staff.  2. K-10 social skills scope & sequence implementation.  3. ASIST (Applied Suicide Intervention Training) workshops	1. Coordinator of Student Achievement & Supports  2. Coordinator of Student Achievement & Supports  3. School Counsellors, Coordinator of Student Achievement & Supports	1. 2017-2018  2. 2018  3. Trainers certified  Staff Workshops	1. Ongoing  2. Ongoing  3. Completed in June 2018  Ongoing	Ministry funding for costs of training.  Division purchase of resources & to provide for staff training  Funding available from community partners for all training costs & workshop materials	Professional learning  Availability of financial resources to participate in professional learning opportunities & resources.
<b>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.]</b>		<b>5. Metrics</b> (How will you know a change has been an improvement?) <i>[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.]</i>			<b>6. Engagement</b> (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i>		
<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>		<p><b>Process Metrics</b> 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 2020-21.</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 2020-21.</p> <p>90% of students will have at least 80% attendance each month in <b>2019-20</b>.</p> <p>75% of students will earn at least 4 credits by the end of Semester 1 of Grade 10 in 2019-20 and at least 8 credits by the end of Grade 10 in <b>2019-20</b>.</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 &amp; 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 &amp; SCCs – develop and implement aligned plans</p> <p>Students – student voice informs and influences plans</p> <p>Community Agencies – support interagency work</p>		

