



Northwest School Division No. 203

2018-19 Annual Report

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School Division Contact Information

Northwest School Division No. 203
Laying the foundation for success
... one student at a time

525 5th Street West
Meadow Lake, Saskatchewan S9X 1B4

Phone: 306-236-5614

Fax: 306-236-3922

Website: <http://www.nwsd.ca>

Email: office@nwsd.ca

An electronic copy of this report is available at
<http://www.nwsd.ca>
Our Division - Annual Reports

Letter of Transmittal



Honourable Gordon S. Wyant Q.C.
Minister of Education

Dear Minister Wyant:

The Board of Education of Northwest School Division #203 is pleased to provide you and the residents of the school division with the 2018-19 annual report. This report presents an overview of the Northwest School Division's goals, activities and results for the fiscal year September 1, 2018 to August 31, 2019. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Glen Winkler". The signature is written in a cursive, flowing style.

Glen Winkler,
Board of Education Chair

Introduction

This annual report presents an overview of the Northwest School Division's goals, activities and results for the fiscal year September 1, 2018 to August 31, 2019.

This report provides a snapshot of Northwest School Division, its governance structures, students, staff, programs and facilities. In addition to detailing the school division's goals, activities and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan. The report provides a financial overview and financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Governance

The Board of Education

Northwest School Division is governed by an eleven-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”.

A Board General Election was held in October 2016. Sub-division 3 was filled in March 2018. The Board of Education members at August 31, 2019 are:

- Subdivision 1 Mark Campbell
- Subdivision 2 Terri Prete
- Subdivision 3 Bev Josuttes-Harland
- Subdivision 4 Charles Stein
- Subdivision 5 Janice Baillargeon
- Subdivision 6 John Anderson
- Subdivision 7 Andrea Perillat
- Subdivision 8 Faith Graham
- Subdivision 9 Glen Winkler
- Subdivision 10 Barb Seymour
- Subdivision 11 Jessica Piché

A list of the remuneration paid to all board members in 2018-2019 is provided in Appendix A.



School Community Councils

The Northwest School Division believes in promoting a community approach to education. The Board of Education has established School Community Councils (SCCs) in 17 communities in the School Division. There are 21 SCCs currently active and working with 23 of the 24 schools in Northwest School Division. Most of the SCCs in the division consist of the required number of elected and appointed members, as outlined in *The Education Regulations, 2015*. SCCs are always looking for new ways to recruit interested parents and community members. The actual number of members varies from one SCC to another (from five to nine elected members plus appointed members). This variation depends upon the needs and interest demonstrated at the school level.

Those SCCs that have secondary students in their community are encouraged to have representation from this population. Northwest School Division has students from nine of the ten First Nations within the division's boundaries attending eleven different schools in the division. All NWSD schools have students with aboriginal ancestry attending; therefore, First Nation representation is encouraged for all SCCs. Many of the schools have First Nations representatives as SCC members with others encouraging representation.

The School Division makes a concerted effort to ensure that new SCC members understand their roles and have concrete ideas as to how to work collaboratively with their school communities in focusing on improving student learning. The *Education Regulations, 2015* require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. The Board and Senior Administration make a strong effort to bring members together each year. In the fall of 2018, Board representatives, Senior Administrators, Administrators and SCCs assembled to review their school's Learning Improvement Plan goals and to give specific feedback on ways that SCCs can enhance, and support said goals. The information that was collected during these meetings was compiled and sent out to every SCC in the NWSD. Meetings were held in Meadow Lake, St. Walburg and Maidstone in order to lessen travel time and therefore make the sharing and feedback sessions more accessible to the SCCs.

In the spring of 2019, the school division had Dr. Debbie Pushor present to the SCCs about developing authentic relationships with parents. During this presentation, SCC members learned the difference between authentically engaging parents as opposed to just involving parents. Current challenges for SCCs include distance of travel and time for meetings; recruitment of new members; finding affordable motivational speakers, but the division endeavors to create various ways to authentically engage the SCCs throughout the division.

Each SCC is given a budget of \$2,000 per year for a total of \$42,000. School Community Councils are expected to facilitate parent and community participation in planning and to provide advice to the Board of Education, school staff, and other agencies involved in the learning and development of students. The advice the SCCs give to the Board of Education encompasses policies, programs, and educational service delivery.

The Regulations require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan (LIP) and to recommend that plan to the Board of Education. All SCCs in the Northwest School Division are active contributors to their school's LIPs. Staff and SCC members revisit their LIP in the spring and fall to identify areas for improvement and celebration. The advice the SCCs give to the school administration and staff relates to school authentic engagement initiatives and learning programs.

SCCs enable the community to participate in educational planning and decision making, and promote shared responsibility for learning among community members, students and educators. During regular monthly SCC meetings throughout the year, SCCs revisit plans to ensure that SCC, staff, and combined initiatives have been aligned and are providing opportunities for children at each school. Schools look for occasions to get the whole community involved, such as Drama Nights, Band Concerts, playground funding, art extravaganzas, etc. and SCCs support this involvement. Some of the unique events that took place this past year with the direct involvement of the SCCs were Acts of Kindness, Wellness/Healthy Activities, Summer Reading Projects and Literacy Nights, Amazing Race, School Track and Playground updates. Presenters were brought in to discuss cyber bullying and internet safety (White Hatter).

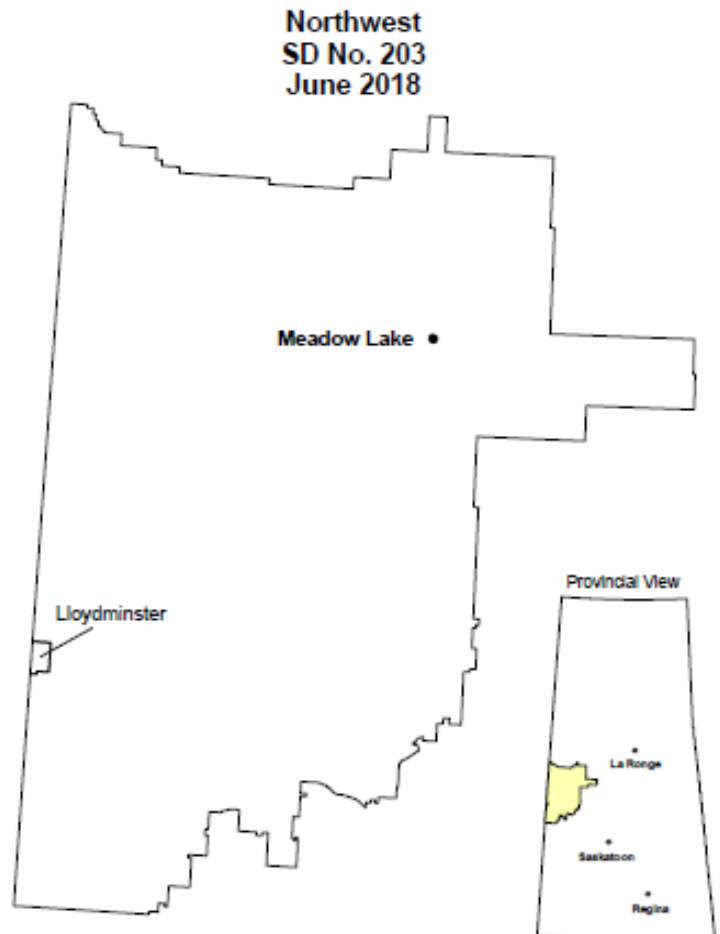
School Division Profile

About Us

Northwest School Division is a rural school division with 24 schools located in 17 communities. The division is located in west central Saskatchewan and encompasses approximately 21,500 square kilometres. It spans a geographic area from Marsden in the south, Goodsoil in the north, Meadow Lake in the east, and rural Lloydminster, Marshall in the west. The map on the right shows the geographic location of Northwest School Division.

Northwest School Division is divided into eleven subdivisions for purposes of board representation. For a more detailed description of the Northwest School Division indicating the eleven subdivisions and communities under each subdivision, go to our website at www.nwsd.ca/Board/Members/Pages

Much of Northwest School Division is rural, punctuated by several towns and one city, Meadow Lake, where the school division head office is located. Ten First Nations are located within the boundaries of Northwest School Division. The economy of the northwest is mixed. Agriculture, forestry and the oil industry are the driving forces in the northwest.



Division Philosophical Foundation

The Northwest School Division is committed to our mission and vision of: *Laying the foundation for success ... One student at a time.*

Success in the Northwest School Division is achieved by a commitment to the following principles:

- The pursuit of excellence based upon high expectations for all;
- The principle of being student-centered;
- Accountability toward each other as individuals, schools, communities and governing bodies;
- A culture of mutual respect, trust and understanding;
- The highest standards of integrity and honesty;
- Inclusiveness as the celebration and acceptance of all people;
- Collaborative and cooperative relationships with all stakeholders

Community Partnerships

Northwest School Division and individual schools within the division have established a range of formal and informal community partnerships to promote student learning and ensure that students' school experience is positive and successful. Several schools in the division use an integrated services model in which they partner with Prairie North Regional Health Authority to ensure that students' academic, physical, social, and psychological needs are met. This approach recognizes that students who are healthy and happy have greater capacity to learn and to succeed in school and in life. For example, Jubilee and Lakeview Schools in Meadow Lake, along with our Student Service department, have partnered with the Prairie North Health Region to offer joint assessment and therapy programs for our Prekindergarten students and to ensure smooth transitions into Kindergarten. Our supporting professionals also collaborate with Prairie North professionals on an ongoing basis to make therapy services more effective and efficient.

The Northwest School Division has a strong partnership with KidsFirst and Early Childhood Services (ECS) as we collaborate with these organizations to obtain pertinent information about children that will be entering our Prekindergarten programs.

Several schools in the Northwest School Division have partnered with local businesses and community organizations. The purpose of these partnerships is to enrich students' educational experience and to help them connect what they learn at school to the world of work and to build a sense of community. Typically, the partner business provides job-shadowing opportunities for students and sends representatives to the schools to talk about their business or industry. In some cases, the business may also sponsor school events. Students, for their part, may sing and/or dance at community events, volunteer at community events, and help to decorate business facilities at Christmas and other special occasions.

A number of our schools in Meadow Lake are working with the North West Regional College (NWRC) with regard to job placements for students attending the college.

Most schools in the school division participated in the Elder's program and had Knowledge Keepers and Elders share their wisdom and knowledge in order to help support Truth and Reconciliation. Carpenter High School staff in Meadow Lake took the opportunity to visit Flying Dust First Nation to meet with dignitaries (Chief and Council, teachers and community members) and tour their facilities and school. Members from the Meadow Lake Tribal Council were important participants on our Reconciliation Committee that included Elders from Waterhen and Sweet Grass First Nations, teachers, administrators and senior administrators from across the division Northwest School Division.

Program Overview

In order to provide the best education possible for all students, the Northwest School Division offers a wide range of programs in its 24 schools.

The provincially-mandated core curricula, broad areas of learning and cross-curricular competencies are central to all our programs. Classroom instruction is designed to incorporate the adaptive dimension, differentiated instruction, and First Nations and Métis content, perspectives and ways of knowing. Schools in Northwest School Division offer the following specialized programming:

Alternate Programming for Vulnerable Students - Northwest School Division strives to lay the foundation for success one student at a time. Each school offers programming that responds to the needs of its students such as: Prekindergarten, alternative programming and credit recovery programs for vulnerable students; distance education; services and supports of educational psychologists, occupational therapists, speech and language pathologists, addiction counsellors, school counsellors, mentors, and Elders. We also run three Transition Schools for vulnerable students who have generally not experienced success in our regular schools. These programs and supports are intended to provide equitable opportunities for equitable outcomes for all students.

Ascent Program - The Ascent program is a highly structured transition program where vulnerable students from Grades 5-9 in Meadow Lake can learn to be successful. It creates an opportunity for students to develop appropriate behaviours and social skills in a differentiated and inquiry-based program so that they can begin to be reintegrated/transitioned back into mainstream classrooms and programming. Basic instruction in ELA is a focus as well as other subjects at the discretion of the classroom teacher and school administration.

The Northwest School Division understands the importance of Aboriginal language instruction and has had Cree, Cree Culture with Language Infusion and Native Studies classes in the Meadow Lake schools for over thirteen years. Each year we meet to discuss ways that we can

improve our language and cultural classes in order to meet our student needs. Indigenous Education, Native Studies and Cree 10 along with Native Arts are taught in the Meadow Lake schools where we have a high percentage of First Nations and Métis students. Starting in Grade 4, students have the opportunity to learn basic Cree words and sentence structure along with the nuances of Cree and Métis culture. This has been beneficial, not only for our First Nations and Métis students, but also for our non-aboriginal students, as they learn and better understand First Nation and Métis culture. Our Cree Culture class with language infusion for Grade 5-8 students at Gateway and Jonas Samson Middle Schools has been well received by students and helps with smoother transitions and engagement for Indigenous and non-Indigenous students. The Grad Coach program at Carpenter high school has been in operation since 2016, and we have seen consistent FNMI graduation rates over this time, along with an increase in overall credits attained among Indigenous and non-Indigenous students.

English as an Additional Language (EAL) — In recent years, the schools in Northwest School Division have welcomed many newcomers from all around the world. This trend is anticipated to continue to grow to reflect the demands of the growing industries in this area of the province. With support from the Ministry of Education and other school divisions, the Northwest School Division developed a protocol, an assessment toolkit, and a Welcome Package for Families to ensure a smooth transition for these students into our school system. As each newcomer enters school, his/her English language proficiency level and math skills were assessed, and background information was obtained about the family. These assessment and interview tools provided staff with insight into the newcomers' background, knowledge and skill levels; thus, staff were able to enroll newcomers in appropriate courses, build their English language skills, and provide any necessary interventions. Northwest School Division continues to welcome newcomers to the division and provide individualized supports and intervention for all of English Language Learners so that they can be successful in their academic courses.

French immersion programming – This program has been expanding each year and was available for kindergarten to Grade 11 in 2018-2019. Fortunately for the school division and our French Immersion students and parents, the services of a qualified high school French Immersion teacher were acquired and therefore the needs of the Grade 10/11 French Immersion students were met. In anticipation of the program continuing to Grade 12 next year, there is a standing posting for French Immersion teachers on the division website.

Strategic Direction and Reporting

The Education Sector Strategic Plan

Members of the education sector have worked together to develop an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP describes the strategic direction of the education sector. The ESSP priorities and outcomes align the work of school divisions and the Ministry of Education. The plan continues to shape the direction in education for the benefit of all Saskatchewan students.

2018-19 was the fifth year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

- Culturally relevant and engaging curriculum;
- Differentiated, high quality instruction;
- Culturally appropriate and authentic assessment;
- Targeted and relevant professional learning;
- Strong family, school and community partnerships; and,
- Alignment of human, physical and fiscal resources.

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework

The Ministry of Education is pleased to have collaborated with First Nations and Métis organizations, Elders and Traditional Knowledge Keepers, post-secondary and provincial Prekindergarten to Grade 12 education stakeholders to update and renew [*Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*](#). This umbrella policy provides a framework for the development of First Nations and Métis education plans provincially and at the school division level in alignment with the goals of the Education Sector Strategic Plan. *Inspiring Success* is intended to guide and inform planning and implementation of initiatives aimed at improving outcomes for First Nations, Métis and Inuit students.

The goals of *Inspiring Success* are:

1. First Nations and Métis languages and cultures are valued and supported.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.

Reading, Writing, Math at Grade Level

ESSP Outcome:

By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.

ESSP Improvement Targets:

- By June 2018, at least 75% of students will be at or above grade level in reading and writing.
- By June 2019, at least 75% of students will be at or above grade level in math.

School division goals aligned with Reading, Writing and Math at Grade Level outcome

Northwest School Division goals in Reading, Writing and Math continue to be the same as the provincial goals in the ESSP. Northwest School Division set an intermediate goal in reading for the 2018-19 school year to have 79% of students at or above grade level by the end of Grade 3.

School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome

The School Division Literacy team was active in implementing and supporting *SaskReads for Teachers* and *SaskReads for Administrators* in the following ways:

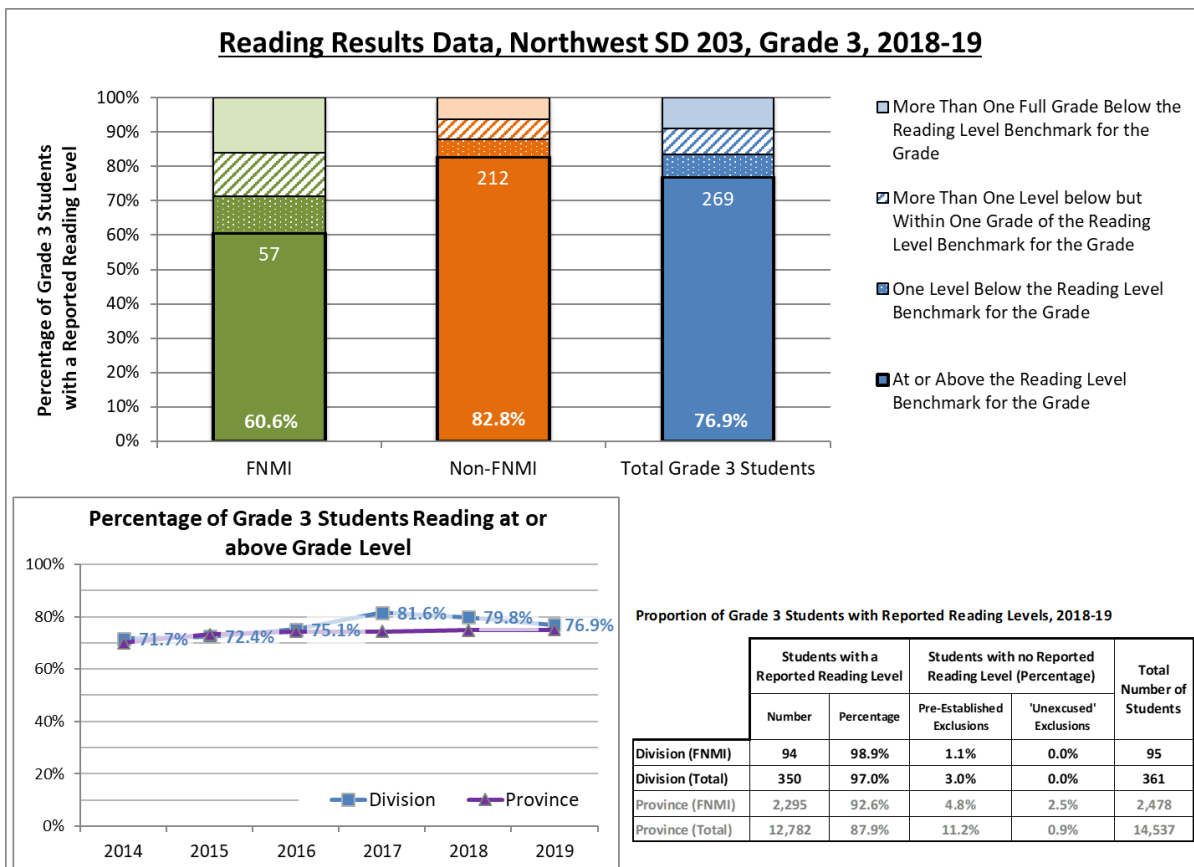
- Professional Development was provided at the division level, school level, principal level, and teacher level.
- Data collection processes and timelines continued to be consistent and new teachers were trained in the use of Fountas and Pinnell tools.
- Individualized reading plans were created and implemented for students in Grades 4-12 who were not yet reading at grade level.
- Summer reading programs were supported in eleven schools, which was up from seven schools the previous summer.
- Each Northwest School Division School continued to create, implement, and monitor a Response to Intervention program that addressed student needs in general but also had a specific reading plan built in.
- The division continued to focus on the transition of individualized reading plans from one grade to the next or one school to the next.

Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. In response to the Plan for Growth improvement target, Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Ensuring that each year a greater proportion of Grade 3s in the province (currently about three-quarters) is reading at grade level will mean more students each year are ready to learn in Grade 4 and beyond.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province over a period of time. The table shows the proportion of Grade 3 students with reported reading levels.



Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Proportion of Grade 3 Students Reading At or Above Grade Level

Overall in the Northwest School Division, 76.9% of grade 3 students are reading at or above grade level based on June 2019 Fountas and Pinnell testing. Results for FNMI students in the division continue to be slightly lower with only 60.6% of grade 3 students achieving at or above grade level on the June 2019 Fountas and Pinnell testing. There has been a slight decline in both FNMI results and overall results from the previous year. FNMI results decreased from 70.6% at grade level in June 2018 to 60.6% at grade level at the end of grade 3 in June 2019. Overall grade 3 results decreased slightly from 79.8% to 76.9% at grade level over the same one-year timespan. The provincial average has remained relatively consistent from 2018 to 2019. Northwest School Division grade 3 students continue to score slightly above the provincial average of 75%.

Approximately 5% of the division students are one reading level below the benchmark and less than 10% of the students are more than one level below the benchmark but within one grade of the benchmark. Both of these numbers remain consistent with last year's results.

Northwest School Division continues to have a very high level of reported reading levels and include 97% of grade 3 students as displayed in the table on the bottom right of the graphic above. This is in comparison to the provincial average of 87.9% of grade 3 students with a reported reading level. This difference will be investigated further.

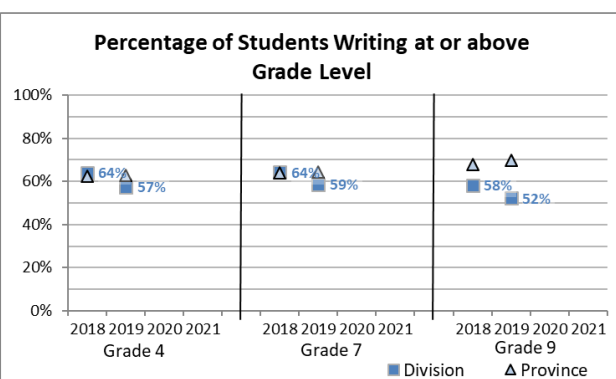
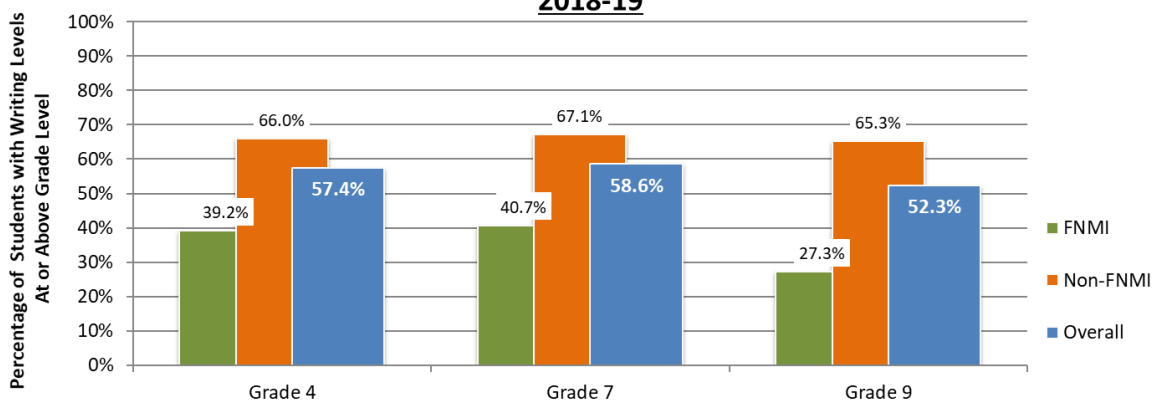
Northwest School Divisions is excited and proud to maintain this progress and will continue to provide supports to all students not yet at grade level in reading. Northwest will continue to work with FNMI students to identify and promote effective practices and strategies to help close the gap even further between the results for FNMI and non-FNMI students.

Proportion of Students Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. The provincial writing goal is that by June 2020 at least 80% of grades 4, 7 and 9 students will be at or above grade level as determined by the provincial rubric. ESSP writing results are being reported for a second time in 2019. Students need strong written communication skills to meet the challenges of their future. Writing helps students to: learn; shape critical thought; express and record ideas; convince others; and demonstrate knowledge and veracity. Developing writing skills also reinforces reading skills.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) in Grades 4, 7 and 9 by levels according to the provincial writing rubric. The chart below the graph shows school division results relative to the province over a period of time. The table shows the proportion of students with reported results.

Percentage Writing At or Above Grade Level, Northwest SD 203, Grades 4, 7, and 9, 2018-19



Proportion of Students with Reported Writing Levels, 2018-19

	Students with a Reported Writing Level		Students with no Reported Writing Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (Grade 4)	376	97.4%	2.1%	0.5%	386
Division (Grade 7)	350	96.2%	1.6%	2.2%	364
Division (Grade 9)	323	95.0%	2.1%	2.9%	340
Province (Grade 4)	13,150	88.5%	10.4%	1.1%	14,860
Province (Grade 7)	12,332	90.3%	8.2%	1.5%	13,656
Province (Grade 9)	11,378	88.3%	7.6%	4.1%	12,883

Notes: Writing levels are reported based on a provincially developed rubric. The percentage of students at each level was determined as a proportion of those students with a 'valid' writing score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Proportion of Students Writing At or Above Grade Level

Overall in the division, 57.4% of our grade 4 students, 58.9% of grade 7 students and 52.3% of grade 9 students are writing at or above grade level based on June 2019 writing submissions. Results for FNMI students are still significantly below their non-FNMI classmates with only 39.2% of grade 4, 40.7% of grade 7, and 27.3% of grade 9 FNMI students achieving at or above grade level on the June 2019 writing submissions. There have been similar patterns with reading results over the last several years. Overall grade 4 and grade 7 division results continue to be on par with provincial counterparts. Grade 9 writing results continue to be lower than the provincial grade 9 average. Year over year comparisons become challenging as different cohorts of students have different starting points.

Northwest School Division has a very high level of reported writing levels with 97.4% of grade 4 students, 96.2% of grade 7 students and 95.0% of grade 9 students reporting scores as displayed in the table on the bottom right of the graphic above. This is in comparison to the reported provincial writing level averages that are significantly lower at all three grade levels. We will continue to investigate exclusion criteria for students.

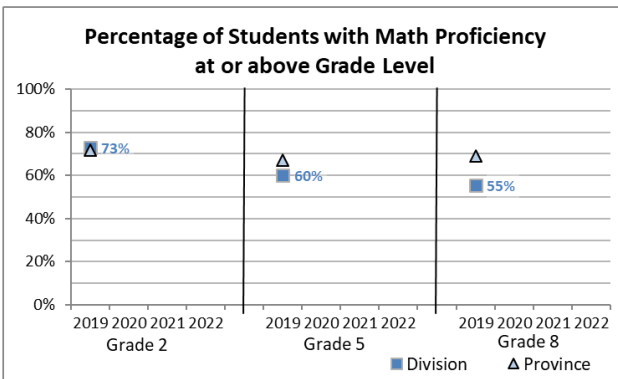
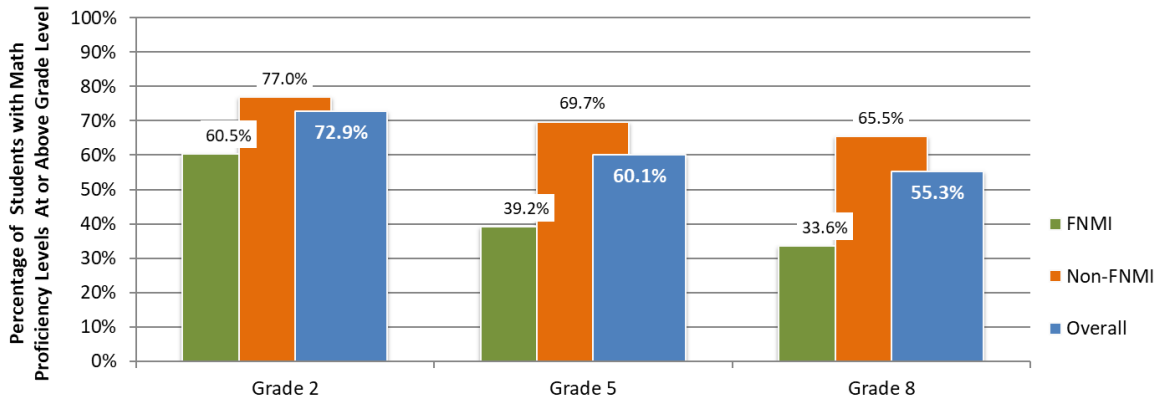
Division literacy team will continue to support schools and teachers to improve reading and writing instruction, and endeavor to provide supports to all students not yet at grade level in writing. The team will continue to work with FNMI students to identify and promote effective practices and strategies to help close the gap even further between the results for FNMI and non-FNMI students.

Proportion of Students At or Above Grade Level in Mathematics

Mathematics number strand is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. The provincial goal is that by June 2020 at least 80% of grades 2, 5 and 8 students will be at or above grade level as determined by the provincial rubric. ESSP math number strand results are being reported for the first time in 2019. Students who develop an understanding of the number strand outcome become flexible and confident with numbers, and can transfer those abilities to more abstract problems.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) in Grades 2, 5 and 8 mathematics by levels according to the provincial number strand rubric. The chart below the graph shows school division results relative to the province over a period of time. The table shows the proportion of students with reported results.

Percentage Math At or Above Grade Level, Northwest SD 203, Grades 2, 5, and 8, 2018-19



Proportion of Students with Reported Math Levels, 2018-19

	Students with a Reported Math Level		Students with no Reported Math Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (Grade 2)	343	95.5%	3.3%	1.1%	359
Division (Grade 5)	396	95.9%	2.2%	1.9%	413
Division (Grade 8)	342	93.2%	3.3%	3.5%	367
Province (Grade 2)	12,331	86.6%	12.3%	1.2%	14,242
Province (Grade 5)	12,918	88.9%	9.2%	1.9%	14,528
Province (Grade 8)	11,702	89.5%	8.4%	2.1%	13,071

Notes: Math number strand levels are reported based on a provincially developed rubric. The percentage of students at each number strand outcome level was determined as a proportion of those students with a 'valid' math score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Proportion of Students At or Above Grade Level in Mathematics

Overall in Northwest School Division, 72.9% of grade 2 students, 60.1% of grade 5 students and 55.3% of grade 8 students are at or above grade level based on June 2019 math submissions. Results for FNMI students are also below their non-FNMI classmates with only 60.5% of grade 2, 39.2% of grade 5, and 33.6% of grade 8 FNMI students achieving at or above grade level on the June 2019 math submissions. We have seen similar patterns with reading and writing results over the last several years. Overall grade 2 and grade 5 division results appear to be right on par with their provincial counterparts. Grade 8 math results appear to be about 15% lower than the provincial grade 8 average. As these are baseline scores, we look forward to more comparative results with next year's data.

Northwest School Division has a very high level of reported math levels with 95.3% of our grade 2 students, 95.9% of our grade 5 students and 93.2% of our grade 8 students reporting scores as displayed in the table on the bottom right of the graphic above. This is in comparison to the reported provincial math level averages that are significantly lower at all three grade levels.

The Division Math team will continue to support schools and teachers to improve Math instruction division wide. We will endeavor to provide supports to all students not yet at grade level in math by establishing an individualized math plan for each of these students. We will also continue to work with our FNMI students to identify and promote effective practices and strategies to help close the gap even further between the results for FNMI and non-FNMI students.

Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates

ESSP Outcome:

By June 30, 2020, collaboration between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.

ESSP Improvement Targets:

- Achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.
- By June 2019, schools involved in FTV for at least 2 years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.
- By 2018, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures.

ESSP Priority:

In partnership with First Nations, Métis and Inuit stakeholders, continue to implement the Following Their Voices (FTV) Initiative.

<p>School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>2018-19 year saw significant growth by the Northwest School Division to align division and school goals and practices to the Truth and Reconciliation Commission of Canada 94 Calls to Action, the Provincial ESSP improvement target and reconciliation actions and the Inspiring Success Policy Framework.</p>
<p>School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome</p>	<p>Northwest School Division Actions:</p> <ul style="list-style-type: none"> - Developed further understanding of how to effectively teach treaties in the classroom and use treaty curriculum resource renewal supports as per the provincial curriculum. - Implemented Following Their Voices. - Expanded our division's FNMI Lead Learners Group. <p>Aligns with:</p> <p>The Truth and Reconciliation Commission (TRC) of Canada 94 Calls to Action:</p> <ul style="list-style-type: none"> - (TRC #7) To develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians. - (TRC #62) Call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to make age appropriate curriculum, on residential schools, treaties, and Aboriginal peoples' historical and contemporary contributions to Canada, a mandatory education requirement for Kindergarten to Grade twelve students.

	<p>Provincial ESSP Plan:</p> <ul style="list-style-type: none"> - Following Their Voices <p>Inspiring Success Action: Equitable Outcomes for First Nations and Metis Learners</p> <p>Inspiring Success Enduring Strategies: Culturally relevant and engaging curriculum</p> <ul style="list-style-type: none"> - Differentiated, high quality instruction. - Experiencing First Nations and Metis content, perspectives and ways of knowing. <p>NWSD Actions:</p> <ul style="list-style-type: none"> - Continued to enhance and develop partnerships with local/provincial First Nation authorities along with provincial school divisions and the Ministry. - Developed Reconciliation Team – Meadow Lake Tribal Council, Flying Dust First Nation, Elders/Knowledge Keepers (Waterhen and Sweet Grass First Nations). <p>Aligns with:</p> <p>The Truth and Reconciliation Commission (TRC) of Canada 94 Calls to Action:</p> <ul style="list-style-type: none"> - (TRC #7) To develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians. <p>Provincial ESSP Plan:</p> <p>Inspiring Success Action:</p> <ul style="list-style-type: none"> - Shared Management and Partnership. <p>Inspiring Success Enduring Strategies:</p> <ul style="list-style-type: none"> - Strong Family and community partnerships. - Alignment of human, physical and fiscal resources. <p>NWSD Actions:</p> <ul style="list-style-type: none"> - Monitored and promote self-declaration in our schools. - Began to develop a method to assess and report student achievement pertaining to treaty outcomes. - Continued to use database trends to monitor barriers to academic achievement for Indigenous and non-Indigenous students. - Developed and completed a survey of administrators/teachers that identified barriers to teaching treaties in the classroom. <p>Aligns with:</p> <p>The Truth and Reconciliation Commission (TRC) of Canada 94 Calls to Action:</p> <ul style="list-style-type: none"> - (TRC #7) To develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians. <p>Provincial ESSP Plan:</p> <ul style="list-style-type: none"> - Data Collection and development of databases to make informed decisions. <p>Inspiring Success Action:</p> <ul style="list-style-type: none"> - Data collection and reporting <p>Inspiring Success Enduring Strategies:</p> <ul style="list-style-type: none"> - Culturally appropriate and authentic assessment. - Strong Family and community partnerships.
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- Alignment of human, physical and fiscal resources.

NWSD Actions:

- A number of Grade 4 and 9 students, along with teachers, administrators and senior administrators participated in the KAIROS Blanket Exercise.
- Supported Culturally Courageous Land Based Learning
- Teachers taught to facilitate Treaty Simulation.
- One educator from every school trained to facilitate the KAIROS Blanket Exercise.
- Two administrators trained in Leading to Learn provincial training.
- Superintendent of Schools and Learning Coach received McDowell Foundation Grant entitled: *How can a diverse group of culturally responsive lead learners support educators to inspire a culture of hope.*
- FNMI Lead Learners visited schools within the NWSD to learn and develop promising practices at the school and classroom level.

Aligns with:

The Truth and Reconciliation Commission (TRC) of Canada 94 Calls to Action:

- (TRC #57) We call upon the Canadian Ministries of Education, Canada to maintain an annual commitment to Aboriginal Education issues, including iii. Building student capacity for intellectual understanding, empathy, and mutual respect, the United Nations Declaration on the Rights of Indigenous Peoples.
- (TRC #62) We call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to make age appropriate curriculum, on residential schools, treaties, and Aboriginal peoples' historical and contemporary contributions to Canada, a mandatory education requirement for Kindergarten to Grade twelve students.

Provincial ESSP Plan:

- Leading to Learn

Inspiring Success Action:

- All Learners have knowledge of First Nations and Metis Worldviews.

Inspiring Success Enduring Strategies:

- Culturally appropriate and authentic assessment.
- Culturally relevant and engaging curriculum.
- Experiencing First Nations and Metis content, perspectives and ways of knowing.
- Targeted and relevant professional learning.

First Nations and Métis Education Achievement Fund (FNMEAF) Actions for 2018-19.

Reconciliation Camp:

- Minimum of one staff member from every NWSD school attended.

Cree Culture and Language Programing:

- Most schools in Meadow Lake participated.

Elders/Knowledge Keeper Program:

- The majority of schools in the NWSD had a least one Elders/Knowledge Keeper visit in 2018/19.

Following Their Voices:

- Training Costs for Carpenter High School educators.

Grad Coach Funding:

	<ul style="list-style-type: none"> - Resources for the Grad room. <p>Learning to Lead Provincial Training:</p> <ul style="list-style-type: none"> - Training Costs for two NWSD administrators. <p>Indigenous Literacy Resources for NWSD Schools: Gave funding for each school to purchase Indigenous literature for libraries and classrooms.</p>
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Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation

Average Final Marks

Teacher-assigned marks are important indicators of student performance in school. Classroom marks are used for grade promotion and graduation decisions, to meet entrance requirements for postsecondary education, to determine eligibility for scholarships and awards and by some employers when hiring.

The following table displays average final marks in selected secondary-level courses for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.

Average Final Marks – Northwest SD

Average Final Marks in Selected Secondary-Level Courses, 2018-19

Subject	All Students		Non-FNMI		FNMI	
	Province	Northwest	Province	Northwest	Province	Northwest
English Language Arts A 10 (Eng & Fr equiv)	73.9	74.1	77.0	77.7	62.0	65.4
English Language Arts B 10 (Eng & Fr equiv)	73.2	72.2	76.5	76.2	60.8	62.8
Science 10 (Eng & Fr equiv)	72.6	72.6	76.0	76.3	59.8	63.7
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.3	76.6	77.2	80.5	60.7	66.9
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	73.3	72.8	75.6	75.3	61.1	65.4
English Language Arts 20 (Eng & Fr equiv)	75.6	76.1	77.7	78.9	65.2	67.6
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.7	71.1	70.2	75.9	63.1	62.7
Math: Foundations 20 (Eng & Fr equiv)	74.7	71.1	76.3	74.4	65.3	61.2

Notes: Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2019

Analysis of Results – Average Final Marks

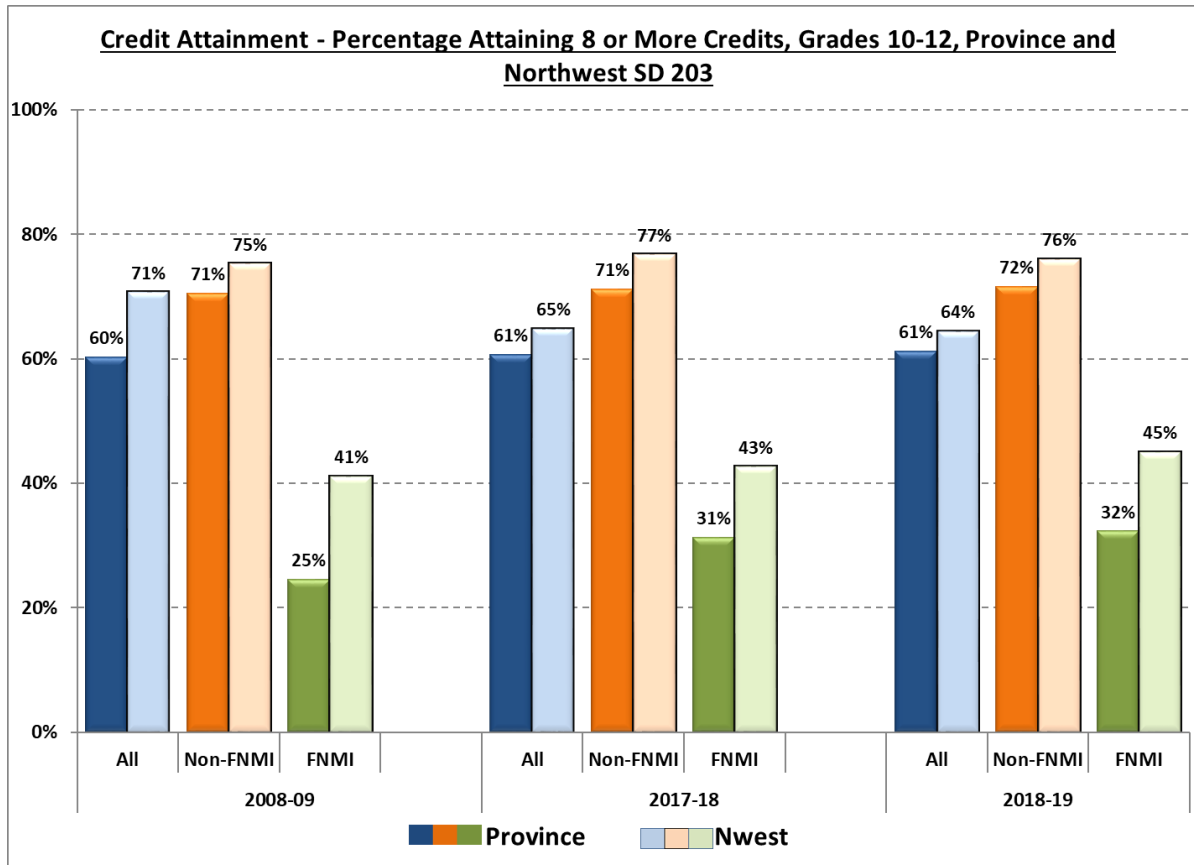
When comparing the average marks of all NWSD students with the provincial results, NWSD received higher or equivalent marks in 5 out of the 8 subjects, while receiving equivalent marks in 3 of the 8 subject areas, which is something to celebrate. Additionally, comparing the average final marks in selected Secondary-Level Courses for 2018-19 among the FNMI students in NWSD with their provincial counterparts it is noted that in all subject areas except for two, FNMI students within the Northwest School Division have average marks that are consistently above the provincial average. That said however, when comparing NWSD non-FNMI students marks with NWSD FNMI, on average, non-FNMI students are achieving about 13 percentage points higher per subject. This would be a reflection of the achievement gap that exists between non-FNMI and FNMI students within the NWSD. Furthermore, the results are an indicator why our FNMI graduation rate sits at 50%, which is above the provincial average by 7 percentage points, but needs to improve. With the majority of our FNMI students situated in Meadow Lake, it would be beneficial to help support and provide resources for teachers in the aforementioned subject areas to better meet the needs of our FNMI students.

Credit Attainment

Credit attainment provides a strong predictive indicator of a school system's on-time graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of beginning Grade 10 than those who do not achieve eight or more credits per year.

The following graph displays the credit attainment of secondary students attaining eight or more credits per year for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.

Credit Attainment – Northwest SD



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Credit Attainment

An analysis of credit attainment data from 2008-09 to 2018-19 shows that over that span of time the Northwest School Division has consistently surpassed provincial averages for Indigenous and non-Indigenous students, which is something to be celebrated. Although credit attainment rates for FNMI students are improving in the division, they are consistently and significantly lower than their non-Indigenous counterparts, which has been the trend for the last three years. The addition of a graduation coach at our high school in Meadow Lake has contributed to increased credit attainment over the last three years and is an initiative that the NWSD will continue supporting and enhancing.

Graduation Rates

ESSP Outcome:

By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.

ESSP Improvement Targets:

- Achieve an annual increase of three percentage points in the provincial three-year graduation rate.
- By June 2018, students will report a 5% increase in intellectual engagement as measured by OurSCHOOL.

School Division goals aligned with the Graduation Rates outcome

By June 2019, the NWSD will achieve an 87% three-year graduation rate and a 90% five-year graduation rate.

School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Graduation Rates outcome

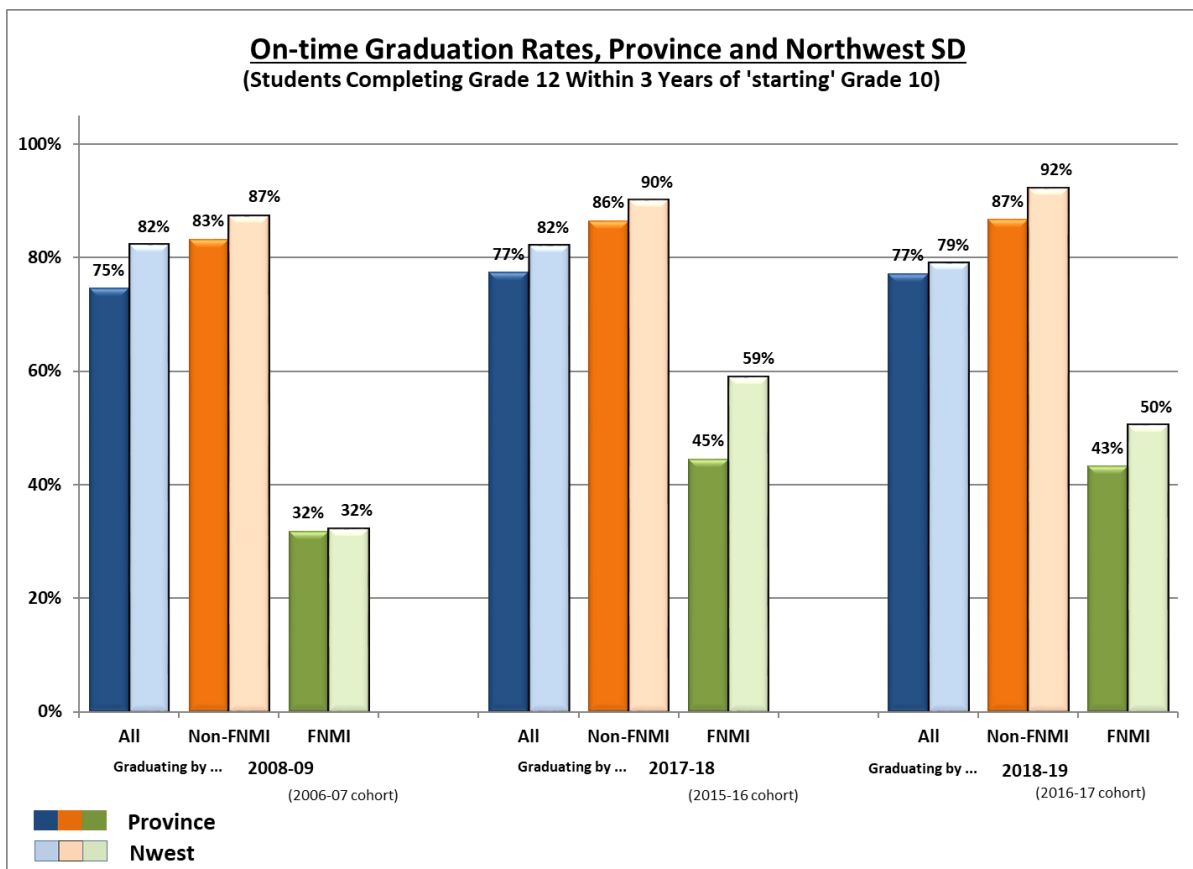
- Graduation is a trailing indicator of a student's success in school. It is a good predictor of future success. The Northwest School Division has directed many initiatives to improve graduation rates
- The use of exit surveys to identify student levels of engagement and satisfaction. Also utilized to determine what factors hinder a student's ability to graduate.
 - Providing professional development opportunities in assessment and evaluation to enhance instructional quality and engagement.
 - Using OurSCHOOL data to quantify and address engagement. Schools quantify the data and report back to schools. Data is used to address identified issues in learning and instruction.
 - Methods of obtaining sufficient credits including enhanced credit recovery initiatives, special project, apprenticeship, work experience and transition programs.
 - Utilizing RTI models in schools to identify weaknesses and apply timely interventions particularly in elementary and middle schools.
 - Engagement goals added to each school's Learning Improvement plan.
 - Continuing the graduation counsellor portfolio that works with students at Carpenter High School.
 - Created a Graduation team to identify barriers to graduation and provide possible solutions. The team also formulated actions for the division strategic plan.
 - Mentorship programs that build connections with students to provide a sense of value and belonging in the school community.
 - My Blueprint is used in grades 7-12. Students (starting in grade 9) create graduation plans that are continuously followed up. Student led conferences for students from grades 9-11 concerning career pathways and career education were implemented in all schools. Schools are using "All about me", a career pathway tool for kindergarten to grade 6.
 - COPES, CAPS, COPS for all grade 10 students and follow-up interpretation.
 - Implementation of My Student First Classroom with appropriate professional development to do so.
 - Attendance incentive programs in elementary/middle schools. Personal phone calls home for students missing in high school.

Measures for Graduation Rates

Grade 12 Graduation Rate: On-time (within 3 years)

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 required secondary level credits at the end of Grade 12. On-time graduation rates are one measure of the efficiency of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within **three years** of entering Grade 10, along with provincial results in each of these categories.



Notes: On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

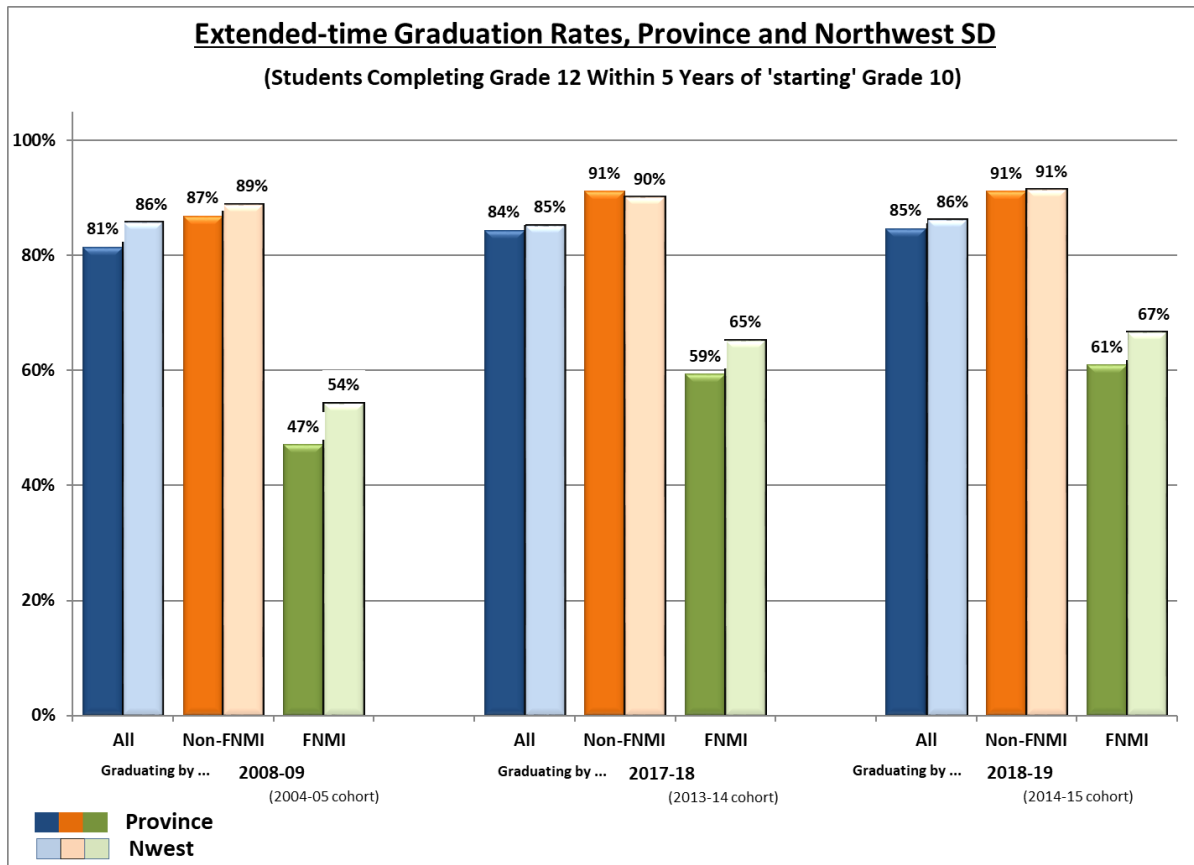
Analysis of Results – On-time Graduation Rates (within 3 years)

The 2018-19 graduation rate for the entire Northwest was 79%. This represents a small decrease compared to the previous year and demonstrates a flat line trend that fluctuates slightly on a yearly basis. The graduation rate for all students is above that of the province. FNMI Northwest student graduation rates for 2018-19 have decreased significantly to 50%. There is a greater fluctuation in graduation rates for FNMI students in NWSD due to the unstable population of students (about 60 each year) where the graduation success of one student can increase the yearly rate by about 1.0 percent. Non-FNMI graduation rate like our overall graduation rate is greater than that of the province. FNMI graduation rates are significantly above those of the province. The FNMI graduation rates this year still shows a narrowing of the gap between the graduation rates of FNMI students and non-FNMI students. By extrapolating trend lines, results should come close, but fall short of the provincial FNMI graduation goal for 2020. Northwest School Division continues to provide supports pertaining to professional development, enhanced academic skills, credit acquisition and recovery, student engagement methodologies, diverse programming, mentorship, building relationships, and quality instruction to improve graduation rates. Programs including Following Their Voices, a graduation coach and better utilization of our transition schools are some ways of addressing graduation rates where the need is greater.

Grade 12 Graduation Rate: Extended-time (within 5 years)

Some students need more time to complete all the courses necessary to graduate so they continue in school longer than the typical three years after beginning Grade 10. Extended-time graduation rates are one measure of the responsiveness of the school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within **five years** of entering Grade 10, which includes those who graduated on-time, along with provincial results in each of these categories.



Notes: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2019

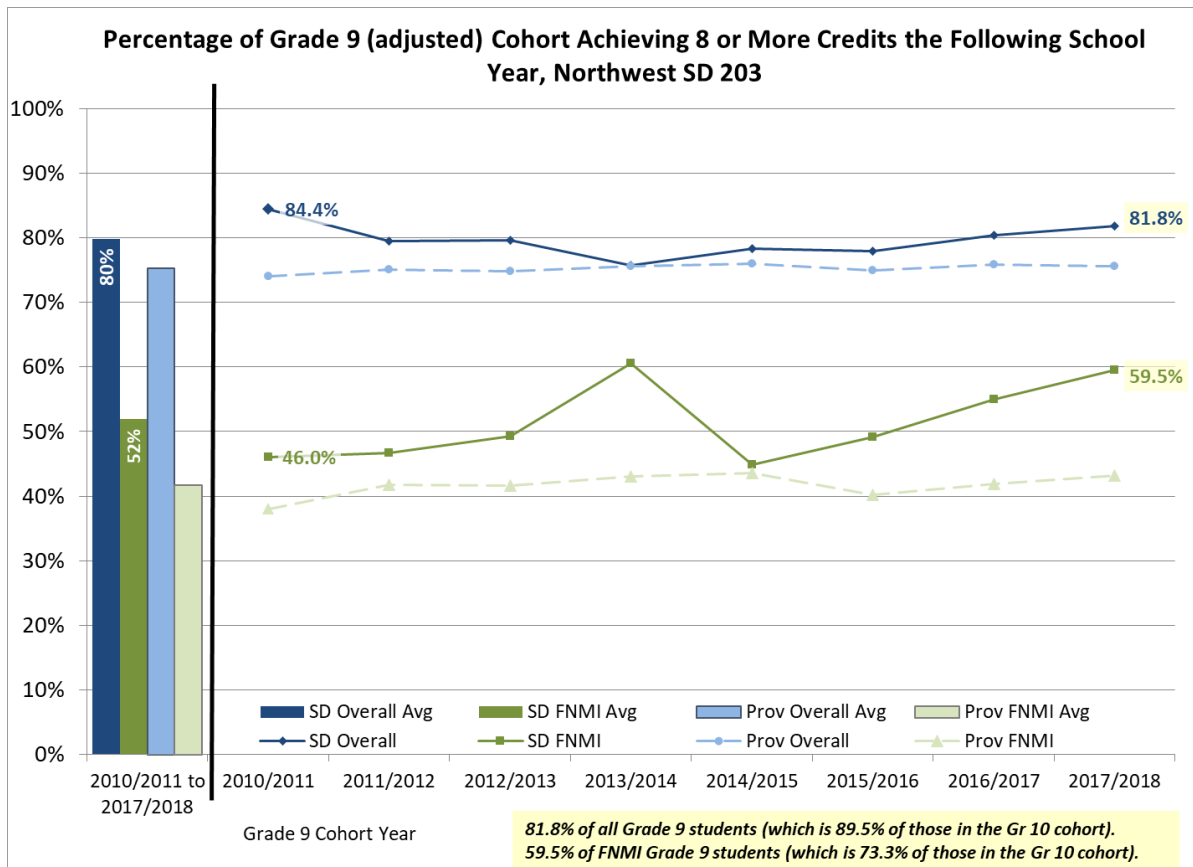
Analysis of Results – Extended-time Graduation Rates (within 5 years)

Not all students graduate on-time. These students require more time to complete the necessary credits to graduate. The graduation rate increases when these extra years of schooling are considered. By June 2019, 86% of all Northwest students, 91% of non-FNMI students and 67% of self-identified FNMI students who had entered Grade 10 five years previously had graduated. These numbers are slightly higher than last year and indicate a relatively stable trend. Northwest's five-year graduation rate for all three groups of students demonstrates the same pattern as the three-year graduation rate. The Northwest School Division 5-year graduation rate is slightly higher overall than the provincial rate of 85% and this is true of the 5-year FNMI provincial graduation rate of 61%. There still remains a gap between FNMI student and non-FNMI student graduation rates. The schools are making a concerted effort to narrow the gap. Our results for elementary reading levels are promising as are initiatives to more deeply engage students.

Grade 9 to 10 Transition

Transitioning from grade 9 to 10 can be difficult for some students. There are many reasons for this, most notably, holes or gaps in understanding caused by poor attendance, academic difficulty, or disengagement. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits per year is important for steady progress and staying on track towards graduating on-time.

The following chart displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the school division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight-year average.



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Grade 9 to 10 Transition

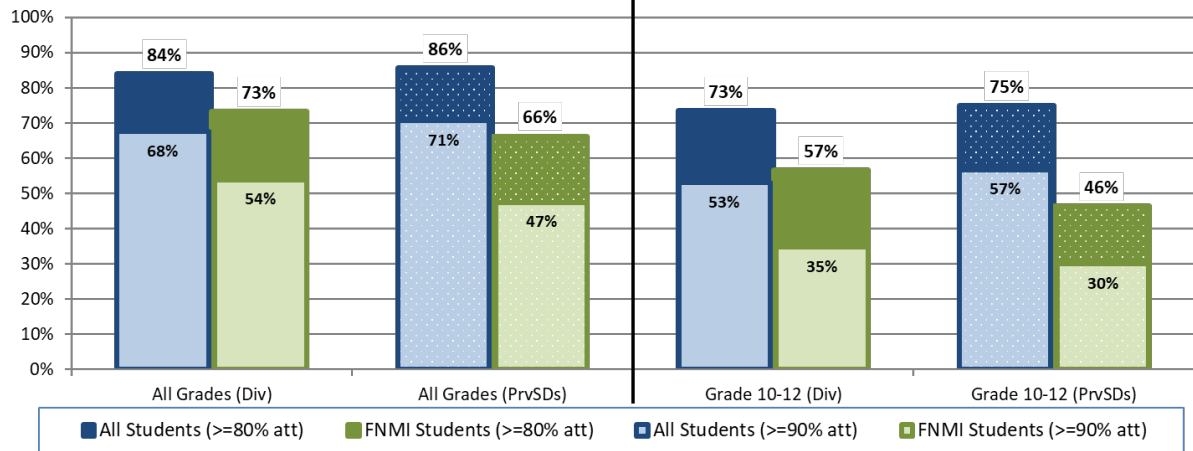
On average over the past 8 years, the percentage of overall NWSD students enrolled in Grade 10 for the first time attaining 8 or more credits was 80% which exceeds the provincial 8-year average of 76%. The results in 2018-19 have increased to 81.8% which is still above the provincial result and is slightly higher than the results of the past four years. On average, over the 8 years, 50% of self-declared FNMI students achieving 8 or more credits remained quite consistent, but in 2018-2019 the results have climbed to 59.5%. This is a significant increase from 2 years prior and a departure from the 8-year average. There still continues to be a gap between non-FNMI and FNMI students in terms of credit attainment. Credit options in addition to credit recovery as well as transition schools provide students opportunity to stay on track. Successful strategies to increase attendance are necessary to make greater progress.

Attendance

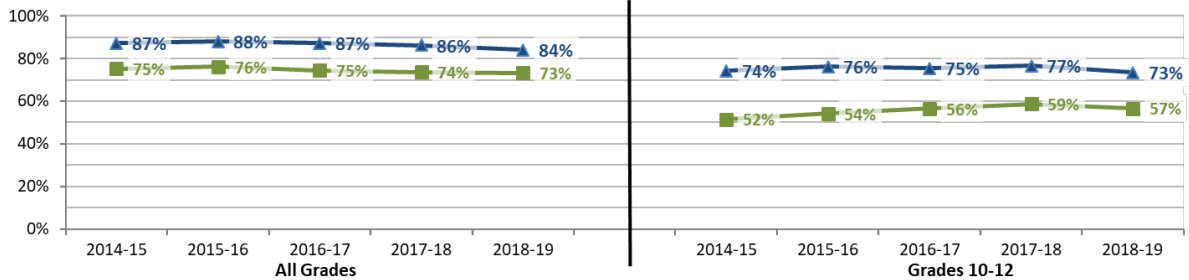
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even better educational outcomes.

The following bar graph displays the percentage of students in the school division (all students and the FNMI subpopulation) with at least 80% attendance and with at least 90% attendance, for all grades PreK-12 and grades 10-12, along with provincial results for each category. The line graph shows the percentage of students in the school division in the past five years who have at least 80% attendance for the specified year, with a specific look at grades 10-12.

Percentage of Students With at Least 80% (and 90%) Attendance, Northwest SD 203 and Provincial School Divisions, 2018-19



Student Attendance - Pct of Students with at least 80% Attendance, Northwest SD 203, 2014-15 to 2018-19



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division, but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2019

Analysis of Results – Attendance

Overall attendance in the NWSD has remained static for the past 5 years, dipping 2% to 84% of students with at least 80% attendance in 2018-2019. FNMI attendance has stabilized as well dropping slightly to 73% over the same period. Overall attendance is similar to the provincial results with the FNMI rate considerably higher than the provincial average. For grades 10-12 overall attendance has dropped 4% to 73%, slightly below the provincial average of 75% with at least 80% attendance. Grade 10-12 FNMI attendance has dropped 2% since last year after consistently increasing for several years. It is considerably higher than the province at 57% and 46% respectively. Attendance influences the ability to achieve academic outcomes and is a sound predictor of graduation rates. Schools with attendance issues are implementing attendance strategies. Personal follow up by school personnel with families of students not attending has been a positive experience. Engagement strategies, building relationships and making connections with students and families are other efforts attempted by schools to improve attendance. The placement of a graduation coach in schools that have prevalent attendance issues and more effective utilization of transition schools are proving helpful.

Early Years

ESSP Outcome:

By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

ESSP Improvement Targets:

- **By June 2018, 75% of Prekindergarten educators will have completed Responding to Children's Interests (SPDU) workshop and 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten.**

School division goals aligned with the Early Years outcome

Northwest Division focused Early Years PD with two days of division training with self-regulation strategies in both days with SPDU facilitating their *Developing Self-regulation and Social Emotional Skills in Early Years*. Site visits were facilitate where teachers were encouraged to visit other classrooms in the division to see best practices and classroom environments.

Northwest Division collaborated with various stakeholders/agencies to identify Early Entrance students, and also with Early years coalition, KidsFirst, ECS, Social Services and Saskatchewan Health.

Explored and developed effective family engagement opportunities with the guidance and expertise of Dr. Debbie Pushor from the University of Saskatchewan.

School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Early Years outcome

- Collected Early Years Evaluation Teacher Assessment (EYE-TA) data; disseminated and analyzed with the Student Services Teachers (SSTs). The results of the assessments have been used to better identify resources, professional development and personnel to enhance our Kindergarten program and to ensure the majority of our students score within the appropriate range in four of the five domains as measured by the EYE-TA. Additionally, we have developed interdisciplinary teams at the division and school level comprised of Teachers, In-school Administration, Speech Pathologists, Educational Psychologists and Occupational Therapists to examine the EYE-TA data and recommend appropriate interventions. To date, 83% of our students scored within the appropriate range in four EYE-TA domains when exiting Kindergarten, which is in keeping with the provincial average.
- Teachers also participated in excellent provincially run Early Childhood workshops, webinars and presenters throughout the year. The division facilitated opportunities for teachers to participate in division site visits and debriefing sessions.
- In Meadow Lake home visiting and parental engagement was promoted by employing Prekindergarten Interventionists who worked with the teacher in the classroom for half of the day and then completed home visits during the other half of the day. This has been a successful model to increase student attendance, teacher, student and parental connections and collaborations and overall kindergarten readiness.
- 83% of our students exiting kindergarten were ready to learn in the primary grades.

Measures for Early Years

Early Years Evaluation

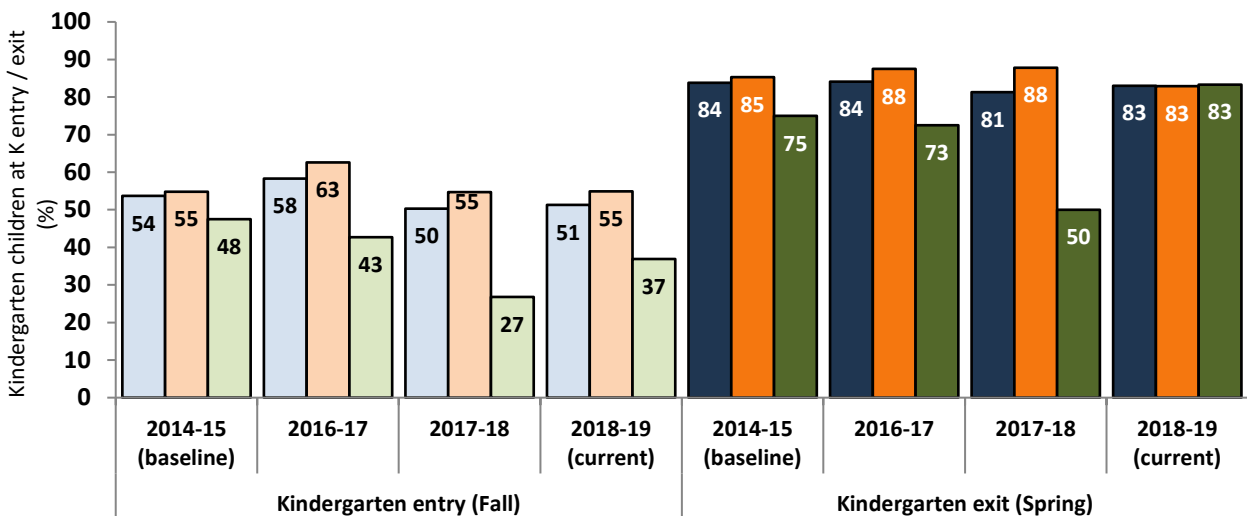
The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child’s development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify the students most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive Tiered Instruction (RTI) level. RTI is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until a student experiences failure before providing a response.

Kindergarten EYE is a statistically significant leading indicator of a student’s likelihood of reading at grade-level in Grade 3. Longitudinal analyses in the province show children who begin Kindergarten with good skills (Tier 1) in key areas, or who develop good levels of skill during their Kindergarten year, are far more likely to become grade-level readers by the end of Grade 3 in comparison to students who leave Kindergarten programs with lower levels of assessed skills.

The following graph displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the three most recent years, as well as provincial results for the same time period.

Readiness for school: children screened at Tier 1 (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, baselines (2014-15) & three most recent years

Northwest SD 203



Saskatchewan (all divisions)

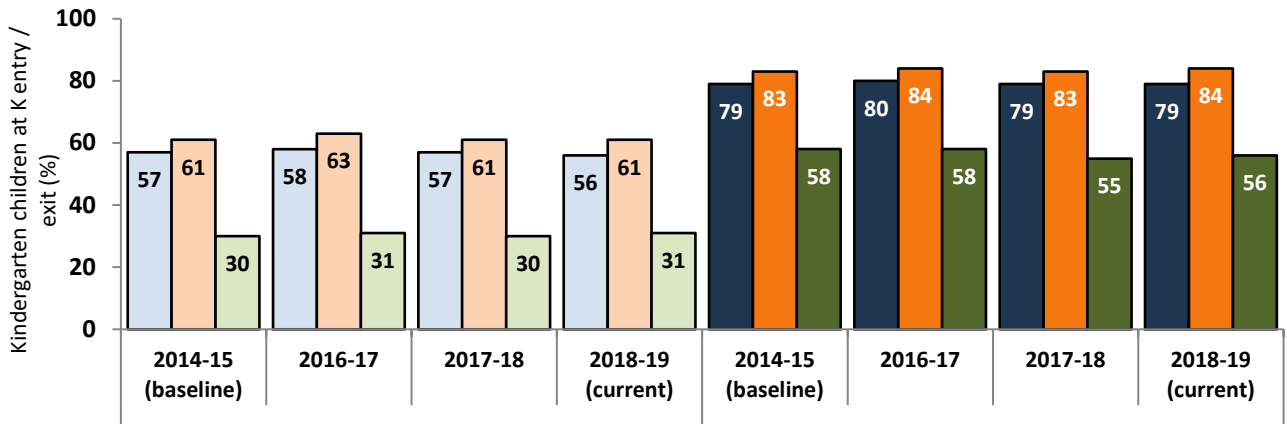


Chart Legend:

Tier 1 children (%) at Kindergarten entry; All children	Tier 1 children (%) at Kindergarten exit; All children	Tier 1 children (%) at Kindergarten entry; Non-declared children	Tier 1 children (%) at Kindergarten exit; Non-declared children	Tier 1 children (%) at Kindergarten entry; Self-declared FNMI children	Tier 1 children (%) at Kindergarten exit; Self-declared FNMI children
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Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs are able to complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

School division EYE-TA displays show results for self-declared First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2019

Analysis of Results – Early Years Evaluation

In the NWSD 83% of kindergarten students scored within the appropriate level EYE-TA domains when exiting Kindergarten, which is at a rate that is above the provincial average by four percentage points. When analyzing data pertaining to FNMI kindergarten student readiness at entry, it shows that only 37% of this cohort were ready for kindergarten, while the exit data shows that this percentage rose to a staggering 83% by the end of the year, which is substantially higher than the growth rate by the province. In contrast with the 2015-2018 data, the needs of FNMI students upon entry are relatively consistent ranging from 27-48%; while the NWSD exit percentages are consistently higher than provincial results in two of the four years with a 27% higher variance in 2018-19. The data speaks to consistent high needs that we are seeing with some of the FNMI students when entering kindergarten. What is amazing is that in 2018-19 the results indicate that the achievement gap between FNMI and non-FNMI students was eliminated by the time they leave kindergarten, which is a stunning result indeed. In response to identified needs, additional resources were added in the form of personnel to help support early childhood educators, which has helped to maintain the growth rate that is indicated in the current data. Additionally, Early Childhood educators completed professional development on how to help students self-regulate as domain data clearly showed lower success in the Social Emotional domain and an increase in cognitive delays. Early childhood educators and para-professionals continue to develop appropriate and intentional interventions for some of the most vulnerable students. This year a data/Sprint team was created and have worked well together to identify vulnerabilities and create specific interventions for our students. Excellent prekindergarten programs in the Northwest School Division have gone a long way in having the most vulnerable students prepared for kindergarten especially given the increased needs being witnessed. Northwest is proud to collaborate with various stakeholders in and out of our communities such as KidsFirst, Early Childhood Services, Ministries of Social Services and Health to help better meet the needs of students and families.

School Division Local Priority Area

Local Priority: Student engagement will increase in all schools. Student engagement and learning go hand-in-hand; engagement begets learning and learning begets engagement.

School division goals aligned with local priority area

Student engagement will increase in all schools.

School division actions taken during the 2018-19 school year to support local priority area

- Northwest School Division administers the OurSCHOOL surveys, with a focus on student engagement, each year to students from grades 4-12. This year, we administered two snapshots (one in the fall and a condensed version in the spring) and there were approximately 1000 (elementary) and 3200 (high school) student respondents. From here, each school used their individual results to determine a student engagement goal specific to their school's needs and then to use the spring snapshot to measure growth.
- Student Voice groups, comprised of grades 9-12 students, were also utilized in three regions of our division- north, central and south. From here, six students were selected to present various themes and possible solutions to the Board of Education.
- All grades 9-12 students completed an online Student Engagement survey and themes from the results were shared with each school so that they could plan accordingly.

Local Measures for Student Engagement Priority

Schools identify tools for measuring their specific engagement goal to determine if student engagement has improved in their school. Furthermore, data gleaned from the Student Voice groups and the High School Engagement survey are shared with each school. This data is used to make necessary changes at the school level to increase student engagement based on student feedback. Students identified a safe and positive school climate, hands-on learning, and teacher knowledge and/or passion for the material being presented as key to increasing student engagement. Students also mentioned that positive relationships with teachers is key to a safe and positive school climate, which is essential to student engagement.

Analysis of Results

Two of the variables related to student engagement, based on student feedback, were type of lesson and the teacher. The majority of students felt that they were more actively engaged in a lesson when it was hands-on, if they were interested in the subject, and if they felt that the teacher cared about the students and their success. Consequently, schools within the Northwest School Division are expected to have well designed Mentorship programs that foster a supporting and welcoming atmosphere and focus on building positive adult-student relationships. Professional development and classroom observations have centred on engagement strategies and building positive relationships. Schools have created in their Learning Improvement Plans methods to develop positive and caring learning environments that are conducive to student well-being, success and engagement.

Demographics

Students

In 2018-19, 4,631 K-12 students were enrolled with Northwest School Division. This is down slightly from the previous year 2017-18 of 4,658 students. Métis and First Nations enrolment numbers keep increasing; this may be due to the training that has been done in schools to promote the self-declaration process. The student registration form includes a section Student Ancestry – Self Declaration. This section explains the reasons for requesting the information and families have been more willing to respond by completing the section. The registration form is sent home each fall giving families an opportunity to update their information. The French Immersion programming in the city of Meadow Lake continues to evolve as it expanded the program to include Kindergarten to grade 11 students.

Students – Northwest SD

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	407	369	361	355	322
1	405	396	365	359	365
2	340	398	402	362	362
3	356	341	395	392	358
4	342	355	339	401	392
5	365	368	371	344	414
6	340	374	373	367	336
7	356	336	370	373	370
8	365	353	337	346	366
9	343	375	352	321	338
10	351	335	387	376	327
11	380	328	308	326	323
12	368	388	367	336	358
Total	4,718	4,716	4,727	4,658	4,631

PreK	174	163	184	163	178
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Subpopulation Enrolments	Grades	2014-15	2015-16	2016-17	2017-18	2018-19
Self-Identified FNMI	K to 3	258	305	319	338	343
	4 to 6	190	242	263	346	363
	7 to 9	199	228	245	332	358
	10 to 12	230	238	301	357	371
	Total	877	1,013	1,128	1,373	1,435
French Immersion	K to 3	45	41	53	55	52
	4 to 6	28	28	23	22	25
	7 to 9	8	18	22	26	22
	10 to 12	-	-	-	-	17
	Total	81	87	98	103	116
English as an Additional Language	1 to 3	22	21	17	20	12
	4 to 6	17	14	10	13	5
	7 to 9	7	17	14	12	11
	10 to 12	10	8	12	9	9
	Total	56	60	53	54	37

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments include all residency types, all ages, home-based and home-bound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
- PreK enrolments are the 3- and 4-year-old student enrolments in the Student Data System (SDS) which includes those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.

Source: Ministry of Education, 2018

Staff

Job Category	FTEs
Classroom teachers	303.2
Principals, vice-principals	20.1
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	176.6
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	17.8
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	34.7
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	114.0
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education and superintendents	6.0
Total Full-Time Equivalent (FTE) Staff	672.4

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.

Source: Northwest School Division, 2019

Senior Management Team

The Director of Education, Mr. Duane Hauk, reports directly to the Board of Education. Five superintendents are responsible for teaching, learning, and curriculum. As of August 31, 2018, each superintendent was responsible for schools in the following communities throughout the Northwest School Division:

- Mr. Aaron Oakes –Hillmond, Meadow Lake (Lakeview Elementary), Lashburn High, Maidstone (Ratushniak and Maidstone High), Marsden, Marshall and Neilburg.
- Mr. Terry Craig – Dorintosh, Lashburn (J.H. Moore Elementary), Pierceland, Rapid View (Green Acre), Meadow Lake (Jonas Samson Junior High and Jubilee Elementary).
- Ms. Jennifer Williamson – All Student Services Support Teachers division wide.
- Mr. Darrell Newton – Edam (H. Hardcastle), Glaslyn, Loon Lake (Ernie Studer), Meadow Lake (Gateway Elementary and Transition Place Education Centre), Paradise Hill, and Turtleford.
- Mr. Davin Hildebrand – Goodsoil Central, Meadow Lake (Carpenter High) and St. Walburg.

Each of these superintendents work with the school-based administrators in their schools and with learning coaches located at head office. The Superintendent of Human Resources, Mr. Davin Hildebrand, is also responsible for routine management of human resources and for planning for future human resources needs. He is also responsible for the payroll and benefits portfolio. The Chief Financial Officer, Mr. Charlie McCloud, is responsible for all the accounting and business functions of the division as well as student transportation, school facilities and maintenance.

Infrastructure and Transportation

School	Grades	Location
Carpenter High	10-12	Meadow Lake
Dorintosh Central	K-8	Dorintosh
Ernie Studer	K-12	Loon Lake
Gateway Elementary	5-6	Meadow Lake
Glaslyn Central	K-12	Glaslyn
Goodsoil Central	K-12	Goodsoil
Green Acre	K-8	Rapid View
H. Hardcastle	K-12	Edam
Hillmond Central	K-12	Hillmond
J.H. Moore Elementary	PreK-6	Lashburn
Jonas Samson Junior High	7-9	Meadow Lake
Jubilee Elementary	PreK-4	Meadow Lake
Lakeview Elementary	PreK-4	Meadow Lake
Lashburn High	6-12	Lashburn
Maidstone Comprehensive High	6-12	Maidstone
Marsden Jubilee Elementary	K-6	Marsden
Marshall	K-9	Marshall
Neilburg Composite	K-12	Neilburg
Paradise Hill	K-12	Paradise Hill
Pierceland Central	PreK-12	Pierceland
Ratushniak Elementary	PreK-6	Maidstone
St. Walburg	PreK-12	St. Walburg
Transition Place Education Centre	9-12	Meadow Lake
Turtleford Community School	PreK-12	Turtleford

Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2018-19 Cost
Neilburg Composite	Roof	Replacement Phase 1 – project not completed	491,273
Ratushniak Elementary	Roof	Replacement Phase 1 – project not completed	253,755
Total			\$745,020

Transportation

Northwest School Division buses travel approximately 15,000 km per day transporting over 2700 students to 34 schools. Three urban routes within the City of Meadow Lake transport 264 grade K-9 students and two buses transport Prekindergarten children for both AM and PM classes. There were 298 students that reside in the Northwest School Division whom were being transported to Lloydminster Public and Catholic School Division schools on ten bus routes. Average bus routes were 150 kilometers with approximately 26 students per bus.

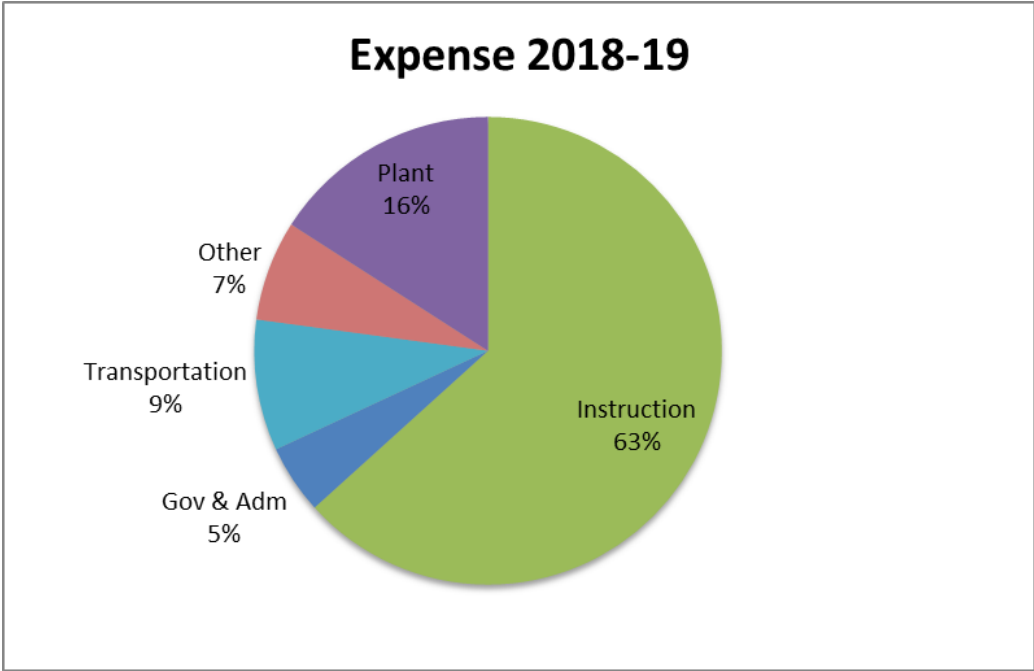
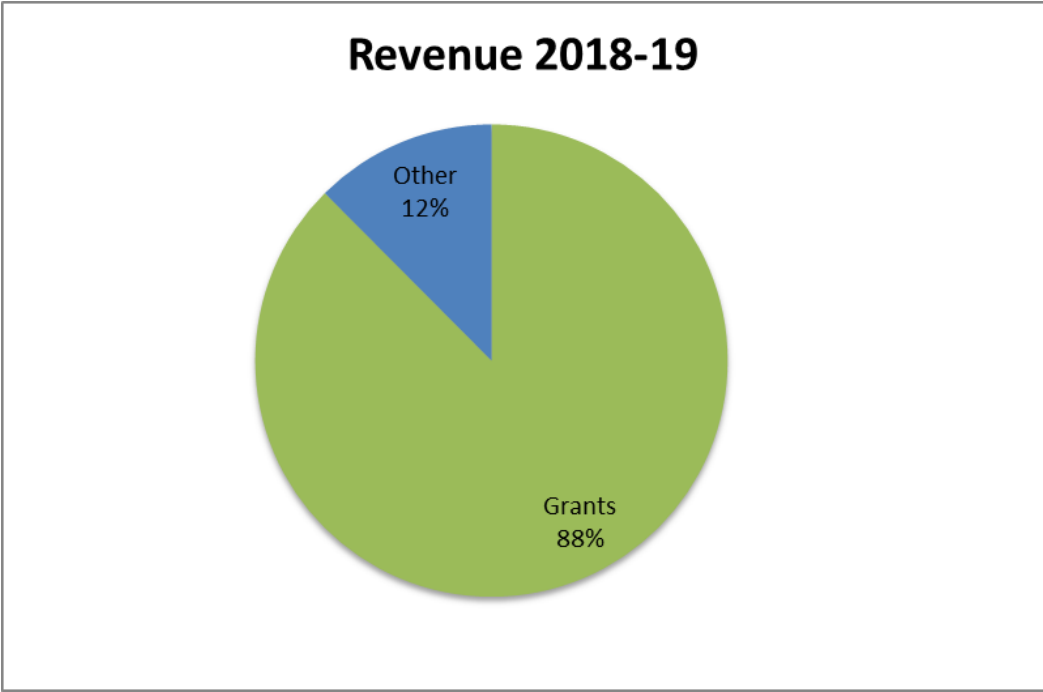
Northwest School Division operates its own transportation service and owns a fleet of approximately 145 buses of various sizes with approximately 159 full and part time bus drivers. The school division also contracts out one bus route. In addition, the school division has a contract with Multiworks to provide transportation for students with special needs in the City of Meadow Lake.

Asset turn over the year consisted of adding three (3) gas buses for the City of Meadow Lake urban routes, three (3) wheelchair buses and five (5) diesel buses. Eleven (11) units were removed from the fleet with ten (10) being auctioned off.

Challenges included inclement weather, driver retention and maintenance expenses.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2019	2019	2018	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	-	9,456	8,646,081	9,456	100%	1
Grants	54,692,501	53,851,603	44,472,675	(840,898)	-2%	
Tuition and Related Fees	2,816,760	3,470,434	2,888,719	653,674	23%	2
School Generated Funds	2,319,000	2,063,295	2,260,743	(255,705)	-11%	3
Complementary Services	1,080,204	1,076,371	1,048,933	(3,833)	0%	
External Services	416,350	479,682	387,000	63,332	15%	4
Other	90,000	565,827	388,408	475,827	529%	5
Total Revenues	61,414,815	61,516,668	60,092,559	101,853	0%	
EXPENSES						
Governance	302,544	328,438	263,582	25,894	9%	6
Administration	2,911,436	2,837,158	2,719,536	(74,278)	-3%	
Instruction	41,048,396	42,049,911	40,409,944	1,001,515	2%	
Plant	10,223,341	10,572,618	8,704,443	349,277	3%	
Transportation	5,714,897	6,027,832	5,799,832	312,935	5%	7
Tuition and Related Fees	555,816	348,764	589,180	(207,052)	-37%	8
School Generated Funds	2,319,000	1,793,973	2,123,200	(525,027)	-23%	9
Complementary Services	1,744,709	1,725,634	1,800,768	(19,075)	-1%	
External Services	416,350	641,304	462,260	224,954	54%	10
Other Expenses	70,168	99,562	1,737,639	29,394	42%	11
Total Expenses	65,306,657	66,425,194	64,610,384	1,118,537	2%	
Surplus (Deficit) for the Year	(3,891,842)	(4,908,526)	(4,517,825)			

Explanation for Variances (All variances that are greater than positive or negative 5% must be explained)

Note	Explanation
1	Payment received for Treaty Land Entitlement
2	Actual December current enrolment update varied from budget estimate.
3	Actual fundraising activity lower than in previous years
4	Addition of a Following Their Voices grant
5	Proceeds of insurance claims
6	Increase in Board Professional Development activities
7	Repairs and maintenance of bus fleet backlog being addressed
8	Overestimated the number of provincial students attending federal schools
9	Actual fundraising activity lower than in previous years
10	Repairs and maintenance of bus fleet backlog being addressed and addition of the Following Their Voices program
11	Loss on Disposal of Tangible Capital Assets

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Anderson, John J	11,974	2,726	--	2,382	2466	700	20,248
Baillargeon, Janice	8,470	2,307	--	965	3,523	450	15,715
Campbell, Mark	6,910	1,639	--	738	--	600	9,887
Graham, Faith*	12,455	4,499	--	2,281	--	600	19,835
Josuttes-Harland, Bev	11,657	3,135	--	2,930	--	550	18,272
Perillat, Andrea	7,578	2,225	--	3,103	--	550	13,456
Piche, Jessica	10,094	2,011	--	3,714	--	600	16,419
Prete, Terri	7,046	1,372	--	1,140	--	700	10,258
Seymour, Barbara**	9,841	2,405	--	1,299	--	600	14,145
Stein, Charles	10,888	3,069	--	1,287	3,694	600	19,538
Winkler, Glen	8,046	1,670	--	324	3,812	600	14,452

Chair *

Vice-Chair**

Personal Services - Upon Request

Supplier Payments

Name	Amount
1 STOP PLAYGROUNDS LTD.	151,525
101033329 SK LTD	93,775
BAR ENGINEERING	50,028
BEE-J'S OFFICE PLUS	85,759
BEXSON CONSTRUCTION LTD.	161,442
BLUE IMP	72,067
BMO BANK OF MONTREAL	1,095,787
CABRAL, JOHN PAUL	136,557
CDW CANADA INC.	102,694
CENTAUR PRODUCTS INC.	152,252
CLARK ROOFING LTD.	161,433
CYPRESS SALES PARTNERSHIP	107,204
DELL CANADA INC	645,905

Name	Amount
DIAMOND INTERNATIONAL TRUCKS LTD.	488,992
DJ'S DRIVING SCHOOL	127,090
EDWARD BETTSCHEN	87,949
EECOL ELECTRIC	61,693
FLYING DUST FIRST NATION	243,924
FLYNN CANADA LTD.	68,431
HANCOCK PETROLEUM INC.	118,195
IBM CANADA LTD.	693,357
KEV SOFTWARE INC.	53,489
LBF AUTO LTD. DBA BOUNDARY FORD	77,470
LENOVO FINANCIAL SERVICES	350,331

Name	Amount
LLOYDMINSTER & DISTRICT CO-OP ADMIN OFFICE	110,577
MARASIGAN, JACKSILYN T.	74,259
MARSH CANADA LIMITED	350,154
MAXIM TRUCK & TRAILER	111,722
MEADOW LAKE CO-OP	88,639
MIN OF FINANCE (SK FINANCE)	70,368
MUNICIPAL EMPLOYEES PENSION PLAN	1,103,723
NORTH WEST COLLEGE	85,650
NORTHWEST LOCAL TEACHERS ASSOC	61,602
P & F HEATING & COOLING INC	57,935
PEARSON CANADA INC	50,174
RECEIVER GENERAL	2,375,891
RON'S PLUMBING & HEATING (1980) LTD	236,324
ROOF MANAGMENT & INSPECTION SERVICE	91,889
SASK ASSOCIATION OF RURAL MUNICIPALITIES	405,386
SASK ENERGY	347,232
SASK POWER	826,265
SASK SCHOOL BOARDS ASSOCIATION	518,053

Name	Amount
SASK TEACHERS FEDERATION	3,365,545
SASK TEL	70,293
SASK WORKERS' COMPENSATION BD	153,218
SHKOPICH ENVIRO LTD.	69,408
THORPE INDUSTRIES	755,854
TOSHIBA BUSINESS SOLUTIONS	104,999
TROY LIFE & FIRE SAFETY LTD	136,935
TURTLEFORD & DISTRICT CO-OP	233,078
TURTLEFORD AGENCIES INC	138,392
VERITIV CANADA, INC	138,571
WARNER TRUCK INDUSTRIES LTD.	697,009
WESTERN CANADA BUS	417,848
WOLSELEY CANADA INC	53,547
TURTLEFORD AGENCIES INC	138,392
VERITIV CANADA, INC	138,571
WARNER TRUCK INDUSTRIES LTD.	697,009
WESTERN CANADA BUS	417,848
WOLSELEY CANADA INC	53,547

Other Expenditures

Name	Amount
MUNICIPAL EMPLOYEES PENSION PLAN	1,103,723
NORTHWEST LOCAL TEACHERS ASSOC	61,602
RECEIVER GENERAL	9,803,566

Name	Amount
SASK SCHOOL BOARDS ASSOCIATION	407,041
SASK TEACHERS FEDERATION	373,949
TEACHERS SUPERANNUATION COMM	61,017

Appendix B – Management Report and Audited Financial Statements