

# Ministry of Education

## Annual Report for 2019-20

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# Letters of Transmittal



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

Office of the Lieutenant Governor of Saskatchewan

I respectfully submit the Annual Report for the Ministry of Education for the fiscal year ending March 31, 2020.

The Government of Saskatchewan's momentum toward building stronger communities for the people of Saskatchewan is unwavering. While the final days of this fiscal year may not have been status-quo due to the rise of a global pandemic, our province proved to be a leader in both economic stability and community safety. This report shines a light on that momentum, as the Ministry of Education continues to see positive outcomes throughout Prekindergarten to Grade 12 education, the early years, and library and literacy initiatives province-wide.

Our commitment to Saskatchewan students and families can be seen through significant investments in infrastructure projects, with the announcement of four new schools to alleviate enrolment pressures. We also completed builds of eight new and three expanded child care centres, providing 448 new child care spaces this year in communities where there is both a high need for child care and a higher level of vulnerability.

Keeping the students' needs in mind, we have moved forward with the implementation of a Curriculum Advisory Committee which will ensure that students are prepared for success in a 21st century economy. We have also developed a provincial Youth Council, which will further engage our diverse student leaders to share their perspectives on education and identify the issues important to them. This includes recommitting to our focus on improving both student and educator mental health and well-being, as well as providing and accommodating inclusive learning environments across the province.

Throughout 2019-20, the Ministry of Education upheld progressive relationships with education sector partners including but not limited to insightful engagement sessions with school community councils and conseils d'écoles, increasing support for library and literacy initiatives, and further advancement of our Truth and Reconciliation Calls to Action by providing cultural awareness and competency learning opportunities across Saskatchewan. We have also worked diligently this year to establish a new contract for teachers which balances the government's appreciation and respect for teachers with the responsible fiscal management that taxpayers expect.

As we move into the next decade of education in Saskatchewan, these momentous initiatives will ensure that our students are prepared for their futures, so that we can continue to build a stronger Saskatchewan.

A handwritten signature in black ink, appearing to read 'Gordon S. Wyant'.

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



J. Robert Currie  
Deputy Minister of  
Education

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

Dear Minister:

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2020.

As Deputy Minister of Education, this report has been prepared and carefully reviewed under my direction. I thereby acknowledge responsibility for the accuracy, reliability and totality of the information contained within the 2019-20 Annual Report.

A handwritten signature in black ink that reads "J. Robert Currie". The signature is written in a cursive, flowing style.

J. Robert Currie  
Deputy Minister of Education

# Ministry Overview

## Mandate Statement

The Ministry of Education provides leadership and direction to the early years, Prekindergarten through Grade 12 education, family literacy and library sectors. The ministry supports the sectors through funding, governance and accountability, with a focus on improving student achievement. The ministry is committed to improving the learning success and well-being of all Saskatchewan children and youth, and the enhancement of family literacy.

## Mission Statement

The Ministry of Education provides strategic, innovative and collaborative leadership to the early learning and child care, Prekindergarten through Grade 12 education, literacy and library sectors. It promotes student success, well-being for Saskatchewan children and youth, and improved family literacy as a foundation of the province's social and economic growth.

## Service Delivery System

Within the Ministry of Education in 2019-20, services were provided by 251.07 full-time-equivalent employees.

## 2019-20 Operational Environment

The Ministry of Education and its partners in Saskatchewan's early childhood, Prekindergarten to Grade 12, literacy, and library sectors continue to work toward improving the learning success and well-being of Saskatchewan children and youth and the enhancement of literacy for all Saskatchewan people.

The ministry's key programs and services include the provision of program and policy support for the delivery of:

- early learning and child care services (17,423 child care spaces; 5,056 children in 316 Prekindergarten programs; 1,315 families in Early Childhood Intervention Programs; 1,700 families in *KidsFirst* targeted programming made available in eight communities across the province, in addition to 12 communities in the North; and, *KidsFirst* regional programming made available in more than 215 communities);
- learning programs in English and French (to 186,386 Kindergarten to Grade 12 students in provincial schools, associate schools and home-based students);
- registered independent schools including 20 qualified independent schools and four historical high schools; and,
- literacy initiatives and public library services (over 362,000 registered borrowers).

The ministry engaged local, regional and provincial boards of community volunteers and elected education representatives throughout the province in the governance of: 715 schools in 27 school divisions (excluding programs); 585 licensed child care facilities; 10 Early Years Family Resource Centres; and 14 Early Childhood Intervention Programs. The ministry also supported 304 public libraries in 11 public library systems, six Family Literacy Hubs serving families in their local areas/communities, and one additional Hub serving Francophone families throughout Saskatchewan.

The Ministry of Education Operational Plan for 2019-20 is available online here:

<https://publications.saskatchewan.ca/#/categories/4119>.

## Legislation and Regulation

The following acts and regulations are administered by the Ministry of Education:

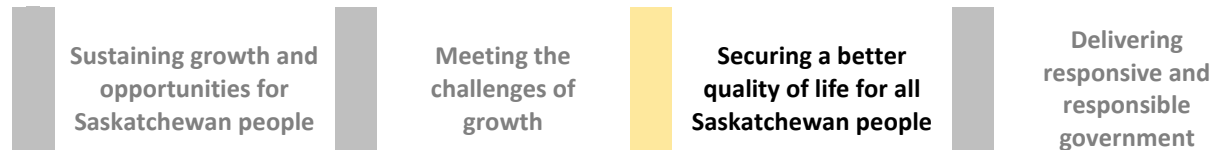
C-7.31	<i>The Child Care Act, 2014</i> (jointly assigned to the Minister of Education and the Minister of Social Services).
C-7.31	<i>Loi de 2014 sur les garderies d'enfant</i>
C-7.31 Reg 1 C-7.31 Règl 1	<i>The Child Care Regulations, 2015</i> <i>Règlement de 2015 sur les garderies d'enfants</i>
C-7.2	<i>The Child and Family Services Act</i> (only with respect to section 5 which is jointly assigned to the Minister of Education and the Minister of Social Services).
E-0.2	<i>The Education Act, 1995</i> (except section 3(1) which is jointly assigned to the Minister of Education, the Minister of Advanced Education and the Minister of Immigration and Career Training).
E-0.2	<i>Loi de 1995 sur l'éducation</i>
E-0.2 Reg 4 E-0.2 Règl 4	<i>The Conseil scolaire fransaskois Election Regulations</i> <i>Règlement sur les élections du Conseil scolaire fransaskois</i>
E-0.2 Reg 29 E-0.2 Règl 29	<i>The Education Regulations, 2019</i> <i>Règlement de 2019 sur l'éducation</i>
E-0.2 Reg 28 E-0.2 Règl 28	<i>The Education Funding Regulations, 2018</i> <i>Règlement de 2018 sur le financement l'éducation</i>
E-0.2 Reg 6 E-0,2 Règl 6	<i>The Electronic Meeting Procedures Regulations</i> <i>Règlement sur la procédure régissant les téléréunions</i>
E-0.2 Reg 23 E-0.2 Règl 23	<i>The Home-based Education Program Regulations, 2015</i> <i>Règlement de 2015 sur les programmes de scolarisation à domicile</i>
E-0.2 Reg 27 E-0.2 Règl 27	<i>The Registered Independent Schools Regulations</i> <i>Règlement sur les écoles l'indépendantes inscrites</i>
E-0.2 Reg 26	<i>The School Division Administration Regulations</i>
E-0.1 Reg 18	<i>The School Division Tax Loss Compensation Fund Administration Regulations</i>
E-0.2 Reg 25 E-0.2 Règl 25	<i>The Teacher Salary Classification Regulations</i> <i>Règlement sur la classification salariale des enseignants</i> (These are Minister's regulations, pursuant to clause 3(2)(g) of <i>The Education Act, 1995</i> )
E-13.1	<i>The Executive Government Administration Act</i>
G-5.1 Reg 132	<i>The Ministry of Education Regulations, 2007</i>
L-9.02	<i>The League of Educational Administrators, Directors and Superintendents Act, 1991</i>
L-14.01	<i>The Libraries Co-operation Act</i>
L-14.01 Reg 1	<i>The Libraries Co-operation Honoraria Regulations</i>

P-16.11	<i>The Post-Secondary Education and Skills Training Act</i> (only with respect to section 5, clauses 15(2)(a),(c),(d),(e),(i),(j), and section 17 which are jointly assigned to the Minister of Education, the Minister of Immigration and Career Training, and the Minister of Advanced Education).
P-39.2	<i>The Public Libraries Act, 1996</i>
P-39.2 Reg 1	<i>The Public Libraries Regulations, 1996</i>
P-46.1	<i>The Public Works and Services Act</i> (only with respect to clauses 4(2)(a) to (g), (i) to (l), (n) and (o) and section 8, which are jointly assigned to the Minister of Education, the Minister of Central Services, the Minister of Health and the Minister of Highways and Infrastructure).
R-11.1	<i>The Registered Music Teachers Act, 2002</i>
R-15.1	<i>The Registered Teachers Act</i>
S-52.01	<i>The Social Services Administration Act</i> (only with respect to section 8 which is jointly assigned to the Minister of Education and the Minister of Social Services).
T-6.1	<i>The Teachers' Dental Plan Act</i>
T-7.1	<i>The Teachers' Federation Act, 2006</i>
T-8	<i>The Teachers' Life Insurance (Government Contributory) Act</i>
T-8 Reg 2	<i>The Teachers' Life Insurance Regulations, 2015</i>
T-9.1	<i>The Teachers Superannuation and Disability Benefits Act</i>
T-9.1 Reg 1	<i>The Teachers' Superannuation and Disability Benefits Regulations</i>

# Progress in 2019-20

## Ministry Goal 1

### Government Goals



*Saskatchewan's Early Years Plan 2016-2020:* All Saskatchewan children prenatal to age eight are safe, healthy and develop to their full potential in strong families and supportive communities.

### Ministry and Education Sector Goal 1

By June 30, 2020, children aged zero to six will be supported in their development to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades.

### Strategy

Work with the early years sector, including child care, Prekindergarten, community-based organizations, school divisions, the Saskatchewan Health Authority and First Nations and Métis partners, in order to implement *Saskatchewan's Early Years Plan* by 2020. This work will contribute to achieving the early years goal of the Education Sector Strategic Plan to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades.

### Key Actions and Results

In alignment with Saskatchewan's five-year intersectoral early years plan, Saskatchewan will implement initiatives under the *Canada-Saskatchewan Early Learning and Child Care Agreement* to develop and deliver programming that supports the inclusion of children experiencing disabilities; expand access to licensed early learning and child care opportunities in child care centres, licensed homes and early years family resource centres; and, support the experiences of young children in child care and early learning environments through quality focused initiatives.

- The *Early Learning Intensive Support Program* was expanded, and the *Children Communicating and Connecting in Community Program* was continued. *Rural and Northern Inclusion Supports* were developed and the *Enhanced Accessibility Grant* in child care was continued and expanded for children experiencing disabilities.
- The ministry continued to expand access to high-quality licensed child care through the commitment of 1,295 new centre-based spaces and more access to early learning opportunities by developing seven new Early Years Family Resource Centres across the province.
- Quality focused initiatives included development of online and in-person training opportunities for inclusion, *Play & Exploration* for licensed home child care providers, early literacy, leadership, child assessment and *Aboriginal Awareness Training*.

Target efforts to improve early years evaluation results with school divisions and community partners.

- Year-over-year data by school division was made available regarding the *Early Years Evaluation – Teacher Assessment* (EYE-TA) to plan for services and supports for children in Kindergarten.



- The resource *Responsive Teacher, Practice and Assessment in Early Learning Programs* was updated with sector partners and continues to provide a process to identify and respond to the diverse needs of children ages 3-6 in early learning programs.
- The ministry released the *Enhancing Young Children's Language and Literacy Development* video series to the early years sector. This video series contains six videos and features Saskatchewan children and educators, and focuses on practices to support language and early literacy development with infants, toddlers and preschool children. Each video features one strategy that an early childhood educator can use to support young children's language and literacy development. The videos allow the strategies to be seen in action, easily understood and quickly integrated into the daily practice of educators.
- An early learning symposium was held in January 2020 with over 150 participants from school divisions and First Nations education authorities to focus on how to support children using EYE-TA data.
- The public awareness campaign *Play. Learn. Grow. Together!* was launched as a way to reach out to parents of newborns and preschool-aged children with tips and information on how to help them learn at home while also increasing awareness of the benefits of licensed family child care.

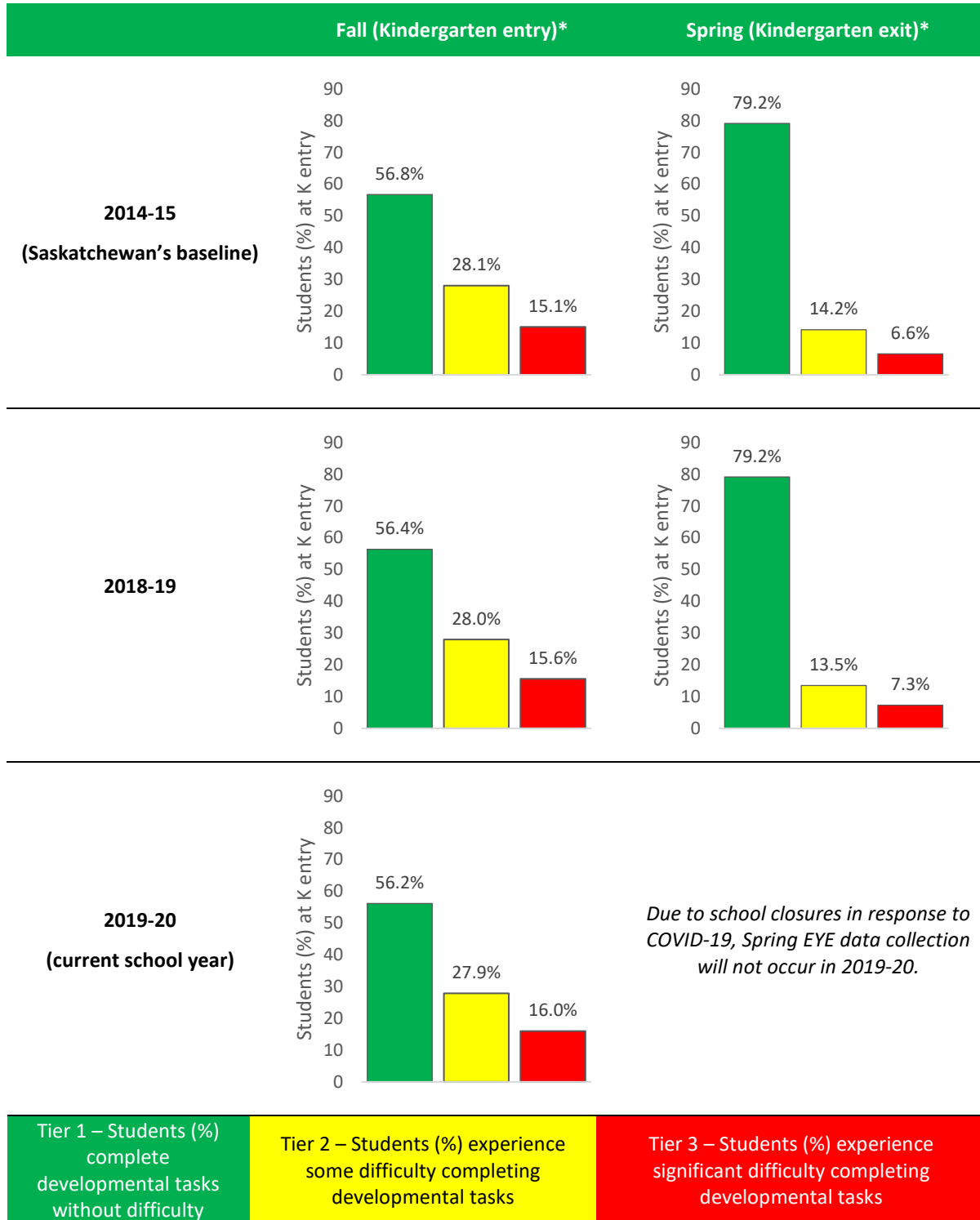
Support collective action among human service ministries to improve learning outcomes for young children.

- The ministry actively participated in a number of interministry forums including program working groups, special initiative teams focused on program implementation, improved service response and implementation of the *Human Services Shared Agenda* and the *Early Years Plan* and as a contributing member on the *Autism Spectrum Disorder Individual Funding* team, the *Community Safety and Well-Being Initiative*, *Jordan's Principle* working group and other operational committees. In addition, the ministry continues to work collaboratively with other levels of government on programs and services.
- The ministry worked with the Ministry of Social Services to explore ways to better align the service response for children and families engaged in the child welfare system by sharing information, reviewing protocols and connecting service teams resulting in more efficient work processes and quicker connections for families.

# Performance Measure Results

## Early Years Evaluation

Percentage of children whose learning and development is typical for children of the same age in Kindergarten according to an early childhood observational readiness screening tool with a focus on reading readiness skills.



Source: Ministry of Education, Early Years Evaluation – Teacher Assessment.

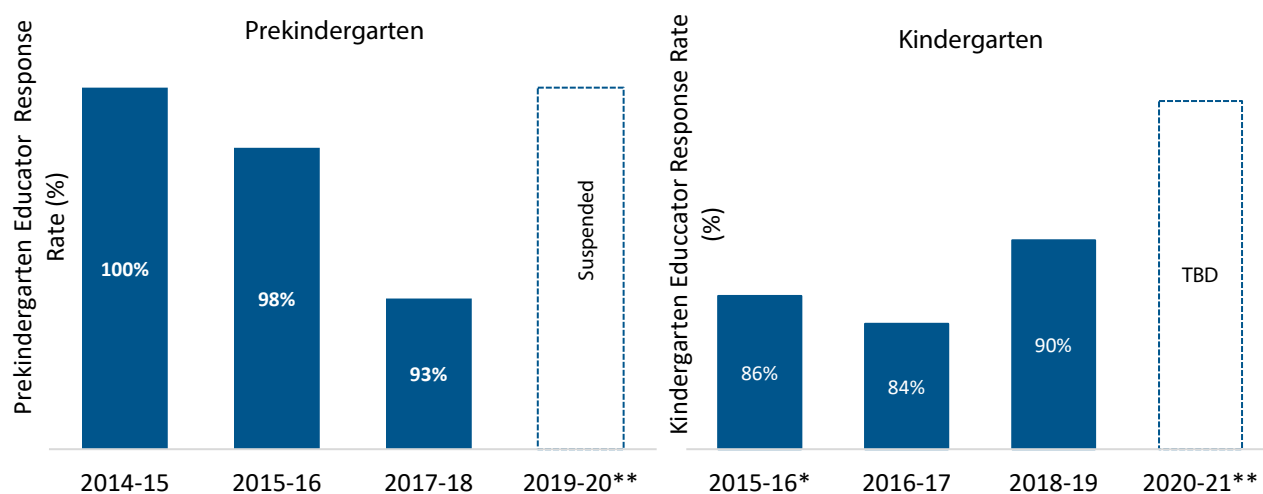
**NOTES:**

\*Due to rounding, totals may not add to 100.0.

The EYE-TA is an assessment for learning that provides the province with a good understanding of young children’s development when they first enter school, with a particular focus on reading readiness skills. As an assessment for learning used universally in provincial Kindergarten programs, the EYE-TA is an important tool for educators and school divisions and helps guide planning and practice at the classroom, school and division levels. Saskatchewan’s Education Sector Strategic Plan has used aggregated provincial results to assess progress in meeting the goal of more children being developmentally ready when they enter school.

### Kindergarten Teacher Reports

Percentage of Kindergarten teachers who complete a Kindergarten Biennial Report. The Kindergarten teacher reports are completed once every two years, and provide information about class composition, training and professional development, and program evaluation in Kindergarten programs across the province.



**NOTES:**

\*Kindergarten reports were first introduced in 2015-16.

\*\*Informed by the work of the Education Sector Strategic Plan, a biennial format was adopted for Prekindergarten and Kindergarten reporting beginning in 2016-17. The biennial educator survey and report alternates each year between Prekindergarten and Kindergarten programs. The Prekindergarten report was scheduled for 2019-20 but data collection was suspended in spring 2020 due to suspension of in-class learning by Saskatchewan’s Chief Medical Health Officer in response to the COVID-19 pandemic.

### Prekindergarten and Kindergarten Teacher Qualifications

Percentage of Prekindergarten and Kindergarten teachers self-reporting formal post-secondary qualifications.

- As of June 2019, 19 per cent of Prekindergarten and Kindergarten educators have achieved informal specialized knowledge in Early Childhood Education.

### Canada-Saskatchewan Early Learning and Child Care Agreement

The following measure demonstrates progress on investments made under the *Canada-Saskatchewan Early Learning and Child Care Agreement*:

#### Quality

Number of licensed family child care home providers participating in training to enhance the quality of their programs.

- A total of 75 child care home providers and assistants participated in four workshops, two each in Regina and Saskatoon.

Number of child care directors participating in training to enhance the quality of their programs.

- A total of 124 child care directors participated in training.

#### **Inclusion**

Number of preschool-aged children with intensive needs served annually.

- A total of 343 preschool-aged children with intensive needs were served through the following programs via funding from the Agreement – Early Learning Intensive Support Pilot, *Children Communicating, Connecting and in Community (4Cs)* and the *Enhanced Accessibility* grants in child care.

#### **Accessibility**

Number of new licensed child care centre spaces created, including spaces targeted to the Francophone community.

- A total of 448 new licensed child care spaces were created in eight new centres and three expanded centres.

Number of new licensed group or family child care home spaces.

- A total of 365 new licensed child care spaces were created in 36 new family child care homes and four homes converted to group family child care homes.

#### **Joint-Use School Child Care Model**

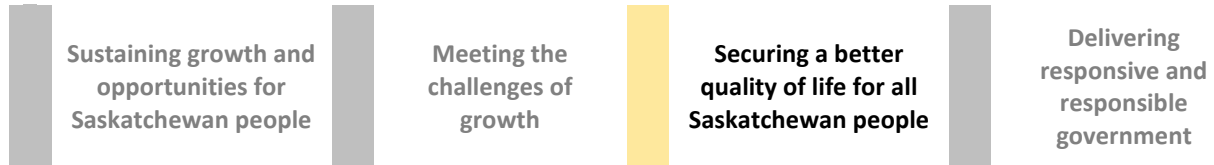
Implementation of an innovative child care model in joint-use schools.

- Basic and advanced training was made available to all joint-use school child care centres in the Early Childhood Environment Scale (ECERS3) which is used to assess quality in an early learning environment.
- Training focused on understanding and supporting language development was made available to all joint-use school child care sites.
- All families of children attending joint-use school child care centres were invited to participate in developmental screening which recognized the family role as an expert on their own child and identified children who may be experiencing delays in development.

# Progress in 2019-20

## Ministry Goal 2

### Government Goals



*Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Ensure Saskatchewan leads the country in graduation rates.

### Ministry and Education Sector Goal 2

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

By June 2019, at least 75 per cent of students will be at or above grade level in math.

### Strategy

Strengthen reading, writing and math skills to develop a strong foundation for learning.

### Key Actions and Results

Support early literacy and Prekindergarten to Grade 12 learners through increased partnerships among libraries, literacy organizations, the early years sector, and the Prekindergarten to Grade 12 sector.

- The *KidsFirst* targeted and regional programs received grants to work with literacy partners in their communities to deliver early language and literacy programming. Literacy events, early learning playgroups and early childhood fairs were hosted across the province and included 356 sessions held in 195 communities attended by 13,757 individuals, including 7,762 children and 5,995 adults.
- The Early Literacy training, events and workshops delivered by the Saskatchewan Literacy Network and early years partners provided multiple opportunities for networking and collaboration amongst ministry sectors throughout the province.

Collect oral language development data for all participating students through *Help Me Tell My Story*. *Help Me Tell My Story* is a holistic and interactive tool used to measure children's oral language development.

- The *Help Me Tell My Story* assessment tool is used in Prekindergarten and Kindergarten. The four interactive digital storybooks that introduce the *Help Me Tell My Story* characters help set the context for the assessment are available for iPads and Android devices.
- Eleven school divisions and one First Nations education organization (a total of 178 classrooms) expressed their intent to participate in *Help Me Tell My Story* during the 2019-20 school year.
- Due to the COVID-19 pandemic, in-class learning was suspended by Saskatchewan's Chief Medical Health Officer on March 20, 2020. At that time, 1,330 students had been assessed with the *Help Me Tell My Story* assessment tool.

Collect data on students' numeracy skills and understanding of mathematical processes through *Help Me Talk About Math*. *Help Me Talk About Math* is an interactive tool used to measure the growth of students' numeracy skills and understanding of math processes.

- The *Help Me Talk About Math* assessment tool and Askí's Pond, a free interactive iPad game that sets the context for the assessment, are available for both iPad and Android tablets.
- Seven school divisions (a total of 80 classrooms) expressed their intent to participate in *Help Me Talk About Math* during the 2019-20 school year.
- Due to the COVID-19 pandemic, in-class learning was suspended on March 20, 2020. At that time, 143 students had been assessed using *Help Me Talk About Math*.

Collect reading data for French Immersion students in grades 2 and 3 and all other students in grades 1, 2 and 3.

- In June 2019, school divisions submitted reading data for French Immersion students in grades 2 and 3 and all other students in grades 1, 2 and 3. The ministry provided the school divisions with analysis of the reading data in fall 2019.

Develop writing supports for school divisions.

- The sector submitted examples of student writing in 2018-19. The ministry made a preliminary review of the samples. From the samples, the sector, with the support of the ministry, selected exemplars of levels 1-4 on the provincial writing rubric for grades 4, 7 and 9. These samples were released in the May 14 and October 15, 2019 sector-wide Bi-weekly Bulletin. The student writing samples are available for English (grades 4, 7 and 9), Fransaskois (grades 1-12) and French Immersion (grades 2-12).
- *Instructional Supports for Diverse Writers: Grades 4-9* has been developed and is currently under review by the ministry, and will be available in the Publications Centre.
- In February 2020, 15 teachers representing 10 school divisions attended a reading and writing webinar highlighting all supports available.

Collect writing data for all students in grades 4, 7 and 9.

- In June 2019, school divisions submitted writing data for students in grades 4, 7 and 9. The ministry provided school divisions with analysis of the writing data in fall 2019.

In math (number strand), identify instructional strategies and develop supports for school divisions. Number strand includes content such as adding, multiplying and dividing numbers.

- Beginning in fall 2019, math teachers from across the province came together to begin the development of the SaskMath resource, a web resource to support high quality math instruction and assessment. It is anticipated that this resource will be completed by fall 2020.

Collect and share math (number strand) data for all students in grades 2, 5 and 8 and, upon request, consult with the education sector regarding the use of the math supports.

- In June 2019, school divisions submitted math number strand data for students in grades 2, 5 and 8. The ministry provided school divisions with analysis of the math data in fall 2019.
- Consultation and support was made available to school divisions and First Nations education authorities with regards to the use of math supports.

Negotiate and fulfill the performance targets in the *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction*.

- Together with the Ministry of Advanced Education, the *Canada-Saskatchewan Agreement for Minority-Language Education and Second-Language Instruction 2019-2020 to 2022-2023* was successfully negotiated and ratified. The agreement will provide \$7.34 million per year to the ministries of Education and Advanced Education for French minority-language education.

Negotiate with the federal government the implementation of initiatives to develop and support teacher recruitment and retention strategies for Francophone minority schools and/or French as a second language and immersion teachers.

- Through *Canada's Action Plan for Official Languages 2018-2023*, Saskatchewan successfully negotiated two teacher recruitment and retention projects and will receive \$1,330,250 for French minority language and \$1,701,066 for French as a second language teacher recruitment and retention initiatives in 2020-21 to 2020-23.

Work with other provinces to build partnerships that will lead to high quality French and French second-language instruction for Saskatchewan students.

- Saskatchewan is a member of the Council of Ministers of Education, Canada (CMEC) French as a Minority Language (FML) Consortium and the CMEC French as a Second Language (FSL) Consortium. Both consortia are composed of members from all Canadian provinces and territories, except for Québec. The consortia work to actualize projects that will contribute to high quality teaching and learning in FML and FSL education settings.
- The recently completed FSL Consortium project, *Je peux parler le français – Améliorer la compétence orale des apprenants du français langue seconde*, is an online resource to support and promote speaking proficiency among FSL students from elementary and secondary levels. In 2019-20, Saskatchewan was a member of the project steering committee and played an instrumental leadership role throughout the development of the online resource.
- The recently completed FML Consortium project is an online portal which will house resources and supports previously developed by the Consortium. Through this portal, FML teachers, curriculum developers, consultants and school administrators will have easy access to these resources and supports. These include:
  - a pan-Canadian framework for francophone cultural learning in FML schools;
  - a pan-Canadian database of francophone cultural references;
  - a database of teaching strategies regarding francophone cultural learning; and,
  - an online professional development portal on teaching oral communication in minority-language settings.

## Performance Measure Results

### Reading, Writing and Math Achievement

Percentage of grades 1, 2 and 3 students reading at or above grade level								
Grade		June 2013 (baseline)	June 2014	June 2015	June 2016	June 2017	June 2018	June 2019
Grade 1	Overall		65.8%	66.8%	66.3%	67.6%	68.0%	66.8%
	First Nations, Métis and Inuit <sup>1</sup>		39.9%	41.4%	38.4%	40.6%	41.6%	40.0%
Grade 2	Overall		69.8%	71.0%	71.0%	70.5%	72.4%	71.5%
	First Nations, Métis and Inuit		47.3%	46.3%	45.6%	46.0%	50.4%	46.6%
Grade 3	Overall	65.0%*	70.0%	73.3%	74.4%	74.4%	74.8%	75.0%
	First Nations, Métis and Inuit		48.7%	52.0%	52.8%	53.0%	55.1%	55.5%

<sup>1</sup> First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Student Data System.

#### NOTES:

\*June 2013 results are based on available data from 13 school divisions.

Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded (including Learners of English as an Additional Language with language proficiency levels below B1.1 on the Common Framework of Reference (CFR), home-based or Grade 1 French Immersion) or who did not participate in the reading assessment were not included in the denominator for these calculations. Data include Francophone grades 1-3 and French immersion grades 2-3. Provincial results do not include students who attend a school administrated by a First Nation or by a Hutterite colony. Results are rounded up.



Percentage of grades 4, 7 and 9 students writing at or above grade level			
Grade		June 2018 (baseline)	June 2019
Grade 4	Overall	62.5%	62.7%
	First Nations, Métis and Inuit <sup>1</sup>	42.3%	39.6%
Grade 7	Overall	63.8%	64.2%
	First Nations, Métis and Inuit	40.2%	41.9%
Grade 9	Overall	67.7%	69.8%
	First Nations, Métis and Inuit	44.6%	48.7%

<sup>1</sup> First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Student Data System.

**NOTES:**

Writing data were collected for the first time in June 2018. No data were collected from First Nations schools.

Data collection was suspended in spring 2020 due to suspension of in-class learning by Saskatchewan's Chief Medical Health Officer in response to the COVID-19 pandemic.

Percentage of grades 2, 5 and 8 students at or above grade level in math (numeracy)		
Grade		June 2019
Grade 2	Overall	71.9%
	First Nations, Métis and Inuit <sup>1</sup>	49.0%
Grade 5	Overall	67.0%
	First Nations, Métis and Inuit	43.3%
Grade 8	Overall	68.8%
	First Nations, Métis and Inuit	42.5%

<sup>1</sup> First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Student Data System.

**NOTES:**

Math data were collected for the first time in June 2019. No data were collected from First Nations schools.

Data collection was suspended in spring 2020 due to suspension of in-class learning by Saskatchewan's Chief Medical Health Officer in response to the COVID-19 pandemic.

## French Minority Language Education and Second Official Language Instruction

French Minority Language Education and Second Official Language Instruction					
	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Number of students enrolled in Francophone education.</b>	1,603	1,646	1,672	1,769	1,727
<b>Number of students enrolled in French Immersion instruction programs.</b>	13,788	14,487	15,251	16,013	16,751
<b>Number of students enrolled in Core French classes.</b>	1,564	1,443	1,425	1,379	

Source: Ministry of Education, Student Data System.

### NOTES:

Francophone education and French Immersion instruction program counts are school division Kindergarten to Grade 12 headcounts as of September 30.

Core French registrations in public school divisions in Saskatchewan as of September 30.

Core French 2019-20 number not finalized until September, 2020.

Core French enrolments are not applicable to Kindergarten and Prekindergarten in Saskatchewan because they have play-based curriculum and individual courses such as Core French are not part of the curriculum.

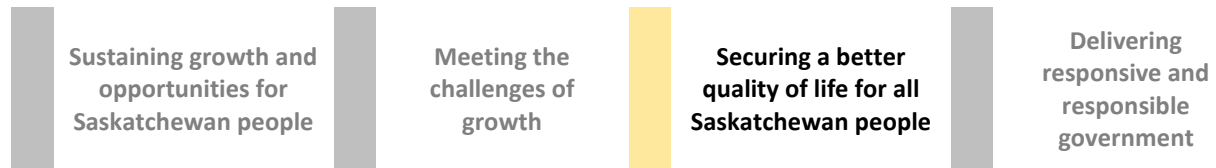
Core French registrations for grades 1 to 9 were not included as the methodology to compile data from the Teachers Services Warehouse/Electronic Educator Profiles is currently under review.

Core French registrations for grades 10 to 12 are from the live Student Data System and are subject to change with updates to the Student Data System.

# Progress in 2019-20

## Ministry Goal 3

### Government Goals



*Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Ensure Saskatchewan leads the country in graduation rates.

### Ministry and Education Sector Goal 3

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

### Strategy

Improve student supports to graduation that work toward achieving an annual increase of three percentage points in the provincial three-year graduation rate.

### Key Actions and Results

Establish new opportunities and supports to graduation including policy reviews, communicating leading practices within school divisions, creating an electronic student profile, recognition of dual credits, locally developed courses, modified courses and *Adult 12*. The *Adult 12* program provides students with an equivalent Saskatchewan Grade 12 standing.

- As of February 14, 2020, there are a total of 54 dual credit course opportunities for high school students, including two new dual credit courses effective August 2019. The dual credit opportunities are offered in partnership with Saskatchewan Polytechnic, University of Regina, University of Saskatchewan, Athabasca University, Canadian Armed Forces including the Bold Eagle program, Royal Conservatory of Music, Northern Lights Canadian National Conservatory of Music, The Royal Lifesaving Society of Canada, Collège Mathieu, Saskatchewan Volleyball and Saskatchewan Indian Institute of Technologies.
- The ministry worked with sector partners to support the annual graduation symposium, *Meeting Students Where They Are At*, which took place in September 2019 with 110 attendees. It included a data inquiry approach that involved looking at data representations through the lens of student circumstances and considered possibilities for disrupting trends.

Share leading practices in improving graduation rates and transitions, including mechanisms for data collection.

- The ministry continued enhancements to the availability of school division data reports for planning purposes that support timely and focused responses. These included monthly on-track to graduation reports with division student lists, which are provided as a key resource for investigating and planning supports or interventions, to accommodate student progress towards graduation.
- School division attendance data collection, analysis and reporting, which has been underway since 2014, informs monthly reports generated by the ministry for each school division, and additional provincial analysis that investigates relationships between attendance rates and graduation outcomes. The ministry further investigated a broad range of variables to analyze possible relationships between those variables and various education outcomes as a significant resource for improving current results trends.
- A rubric to support the development of graduation rate improvement plans has been enhanced through sector input.

Support the sector, including internal ministry system, in the implementation of *MySchoolSask/MonÉcoleSask*, a provincial student information system.

- Thirteen school divisions, one historical high school and one associate school implemented the new student information system in August 2019.

Support school divisions and First Nations education authorities in fostering safe, welcoming school communities in which everyone feels accepted and respected, including a focus on mental well-being.

- All school divisions and First Nations education authorities who have requested access to the student perception survey have received data reports and have ministry support available for analysis.

Continue to support *Mental Health and Addictions Action Plan* with a priority for the mental health of students.

- In 2019-20, \$555,000 was available to support initiatives related to bullying prevention, positive mental health and student safety.

Through joint planning with human services ministries, work on shared priorities including: early years and Kindergarten readiness; improved access to mental health and addictions services; transitions from Grade 12 to employment or post-secondary education and training; and, community safety and well-being.

- The ministry undertook an early years priority focused on understanding programs and services prior to school entry to identify potential areas of improvement that support better readiness for continued development in the primary grades. This priority involves participation from a number of human services sectors.

Renew secondary curriculum and supports for instruction.

- The ministry provided a teacher module on the Sixties Scoop.
- The ministry contracted the Saskatchewan Teachers' Federation to review and recommend resources that support curricula.
- A *Physical Education 20, 30* implementation team met to identify and develop resources that support instruction.
- The secondary science implementation team reviewed and updated supports for instruction.

Ensure that curricula are developed that meet the needs of all students including the Fransaskois, First Nations, Métis, Inuit and newcomers as well as multi-graded classrooms.

- Curricula renewal has involved 40 teacher-writers, 10 industry experts, 25 organizations, 25 school divisions and seven First Nations education authorities.
- The Curriculum Advisory Committee was established and held its first meeting on January 15, 2020.

## Performance Measure Results

### Provincial Three-Year and Five-Year Graduation Rates

Annual percentage of students who graduate within three and five years of starting Grade 10.

Completing Grade 12	Three-year (within three years)				Five-year (within five years)				Eventual (within eight years or more)			
	All	Non-Indigenous <sup>1</sup>	First Nations, Métis, and Inuit <sup>2</sup>	Disparity	All	Non-Indigenous	First Nations, Métis, and Inuit	Disparity	All	Non-Indigenous	First Nations, Métis, and Inuit	Disparity
June 2011 (baseline)	72.7%	81.8%	32.9%	48.9%	81.3%	87.9%	48.5%	39.4%	84.8%	60.3%	89.0%	28.6%
June 2012	73.7%	82.9%	35.9%	47.0%	81.2%	88.0%	49.7%	38.3%	85.6%	63.0%	89.1%	26.1%
June 2013	74.8%	83.9%	37.4%	46.5%	80.1%	87.0%	50.0%	37.0%	84.7%	62.8%	88.8%	26.0%
June 2014	74.7%	83.4%	40.3%	43.1%	81.4%	88.1%	54.2%	33.9%	85.8%	64.0%	90.3%	26.3%
June 2015	75.2%	84.3%	40.1%	44.2%	82.5%	89.2%	55.9%	33.3%	85.9%	64.4%	90.6%	26.2%
June 2016	75.6%	84.6%	41.8%	42.7%	83.3%	89.5%	59.6%	29.9%	84.8%	64.4%	89.6%	25.2%
June 2017	76.5%	85.4%	43.2%	42.2%	84.0%	90.4%	59.8%	30.6%	85.6%	65.7%	90.6%	24.8%
June 2018	77.4%	86.5%	44.5%	42.0%	84.4%	91.1%	59.4%	31.7%	86.1%	66.4%	91.0%	24.7%
June 2019	77.3%	86.8%	43.4%	43.5%	84.7%	91.2%	61.0%	30.2%	86.3%	67.2%	91.3%	24.1%

<sup>1</sup>Non-Indigenous students are those who do not identify themselves to be First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk, and may include First Nations, Métis or Inuit students who choose not to self-identify.

<sup>2</sup> First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit.

Source: Ministry of Education, Student Data System (Data run on September 1, 2019).

#### NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10.

Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (for example, the group of students who 'started' Grade 10 in 2014-15 and completed Grade 12 anytime on or before the end of the 2018-19 school year).

Eventual graduation rates shown in the table are for groups of students who have had at least 8 years to graduate from the 'start' of Grade 10. For example, June 2019 eventual graduation rates would be the percentage of students who 'started' Grade 10 in 2011-12 who completed within 8 years by June 2019. In subsequent years, this number will be adjusted to show those who have graduated in 8 or more years.

Data include students in provincially funded, independent and First Nations schools.

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, adult secondary or alternative education programs.

Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

## Attendance

Percentage of all Kindergarten to Grade 12 students with 80 per cent or higher attendance.

Percentage of students with at least 80 per cent attendance, Kindergarten to Grade 12			
	All	First Nations, Métis and Inuit <sup>1</sup>	Non-Indigenous <sup>2</sup>
2013-14	86.8%	68.4%	90.6%
2014-15	87.0%	69.6%	91.0%
2015-16	87.1%	69.7%	91.1%
2016-17	86.1%	67.5%	90.5%
2017-18	86.4%	67.9%	90.7%
2018-19	85.7%	65.9%	90.2%

Percentage of students with at least 80 per cent attendance, grades 10-12			
	All	First Nations, Métis and Inuit	Non-Indigenous
2013-14	76.6%	47.9%	83.0%
2014-15	76.6%	49.3%	83.2%
2015-16	77.3%	50.9%	83.8%
2016-17	76.0%	47.9%	83.1%
2017-18	76.1%	48.0%	83.3%
2018-19	75.0%	46.4%	82.3%

<sup>1</sup>First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit.

<sup>2</sup>Non-Indigenous students are those who do not identify themselves to be First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk, and may include First Nations, Métis or Inuit students who choose not to self-identify.

Source: Ministry of Education, Information Management and Support Branch. Ministry Student Attendance Files (Profile Attendance Running Record). July 2019.

### NOTES:

The chart is compiled from monthly student attendance files submitted by the 27 school divisions (no attendance is collected from First Nations schools or independent schools). As of 2018-19 the Conseil des écoles francsaskoises attendance reporting is included. Monthly attendance has been collected since 2013-14, capturing possible and absent attendance for individual students, but does not include reasons for absences (excused or unexcused).

First Nations, Métis and Inuit and non-Indigenous results are compiled using student self-identification data. Not all students choose to self-identify as First Nations, Métis or Inuit, and it is likely that some First Nations, Métis and Inuit students may be included in the non-Indigenous results.

Students with at least 80 per cent attendance are significantly more likely to achieve higher educational outcomes than students with lower than 80 per cent attendance.

## **Curricula Renewed**

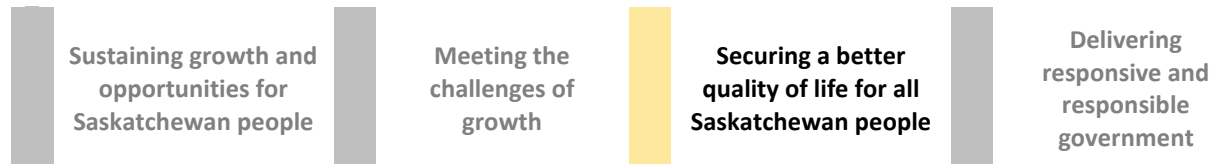
Grade level curricula renewed for Fransaskois, French Immersion and English programs, addressing the needs of all students.

- Six Arts Education and four Practical and Applied Arts curricula are completed: Financial Literacy/Lit racie financi re, Robotics & Automation/Robotiques & Automatisation; and, Dance, Drama and Music.

# Progress in 2019-20

## Ministry Goal 4

### Government Goals



*Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Reduce the difference in Grade 12 graduation rates between First Nations, Métis and Inuit students in the Prekindergarten to Grade 12 system by 50 per cent by 2020.

### Ministry and Education Sector Goal 4

Collaboration between First Nations, Métis and Inuit and non-Indigenous partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase the three-year graduation rate from 35 per cent in June 2012 to at least 65 per cent in June 2020, and the five-year graduation rate from 50 per cent in June 2014 to at least 75 per cent in June 2020.

### Strategy

Work collaboratively with school divisions, First Nations education authorities and education sector organizations to achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.

### Key Actions and Results

Engage with First Nations, Métis and provincial partners to implement the *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework* to guide school divisions in planning and reporting on initiatives aligned with the policy framework; encourage partnerships between First Nations and Métis education authorities, provincial school divisions and other education partners; and, develop relevant tools and resources in support of the goals of *Inspiring Success*.

- *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework* guides the development of First Nations and Métis education plans in the education sector. The ministry developed an online space with information and bilingual resources to support school division planning and implementation of the *Inspiring Success Policy Framework*. The resources posted will assist school divisions with planning and implementation in alignment with the policy. The *Inspiring Success* website [www.saskatchewan.ca/residents/education-and-learning/first-nations-and-metis-education](http://www.saskatchewan.ca/residents/education-and-learning/first-nations-and-metis-education) had 1,003 hits between April 2019 and March 2020.
- Boards of education were supported to report actions in alignment with *Inspiring Success* policy goals. In fall 2019, all 27 school divisions reported on *Inspiring Success* in their 2018-19 annual reports.



Implement the renewal of *Invitational Shared Services Initiatives (ISSI)*, which are partnerships between school divisions and First Nations education authorities.

- As of March 31, 2020, there are 17 partnerships, an increase of one partnership from the previous year.
- Projects included the provision of in-school services including graduation and literacy supports, community liaisons and cultural resources to increase First Nations student achievement, graduation rates and engagement.
- Some ISSI provincial schools and First Nations schools, based on Student Data System information, are showing increases in the areas of graduation rates, credit attainment and attendance for First Nations and Métis students. All partnerships have established baseline data around common measures.

Continue to support the implementation of *Following Their Voices (FTV)* in provincial and First Nations schools. FTV focuses on enhancing relationships between students and teachers by changing interactions, teacher instructional practices and the learning environment in order to engage and support students.

- No schools were added; however, there were 156 new teachers in 2019-20 and approximately 800 teachers in total were implementing FTV in 35 schools, in both provincial and First Nations schools.
- Since the inception in 2015-16, a total of 1,052 teachers and administrators and 36,355 students have been involved, including 14,081 Indigenous students.

Support the development and implementation of First Nations, Métis and Inuit engagement plans as delivered by provincial Family Literacy Hubs and the Saskatchewan Literacy Network.

- The Saskatchewan Literacy Network contracted translators and graphic designers to translate and redesign three ministry-supported literacy brochures into Cree, Dakota, Dene, Saulteaux and Michif, with three of the five languages nearing completion. In addition to the opportunity to highlight the importance of supporting at-home language use, this initiative also supports the province's commitment to the success of First Nations, Métis and Inuit students.

Support the implementation of the Truth and Reconciliation Calls to Action; commit to continued engagement with First Nations, Métis and Inuit people through government key initiatives that align with the Calls to Action; and, promote increased cultural competency in the Ministry of Education.

- The Deputy Minister's Senior Indigenous Advisor attended the Federation of Sovereign Indigenous Nations' First Nations Directors of Education meetings in October 2019 and March 2020, the 40th Anniversary event of the Gabriel Dumont Institute in March 2020 and met with the Saskatchewan Indian and Education Training Commission in February 2020.
- In September 2019, the Minister of Education and Deputy Minister of Education invited the Federation of Sovereign Indigenous Nations, Saskatchewan Teachers' Federation, and the Saskatchewan School Boards Association to establish a strategic relationship with the Atlantic Rim Collaboratory.
- The Federation of Sovereign Indigenous Nations and Gabriel Dumont Institute participated on the planning team that developed the *Framework for a Provincial Education Plan 2020-30* released in fall 2019. First Nations education authorities have been invited to participate in the further development and operationalization of the plan. Representatives of 15 First Nations education authorities participated in the first meeting of the operational structure in March 2020.
- Collaborative planning with Elders and Knowledge Keepers for the Indigenous Education Symposium, *Inspiring Success – Continuing the Journey*, was underway and the symposium was scheduled for May 11 and 12, 2020, at TCU Place in Saskatoon, Saskatchewan. Due to the COVID-19 pandemic, the symposium has been postponed to spring 2021.
- An all-staff ministry event was made available over three half-days in January and February 2020. Elder Albert Scott from the Kinistin Saulteaux Nation provided a presentation, "*Teachings of the Spirit of the Bird.*" His teachings focused on the positive qualities of community and leadership that can be learned from birds.

Support school divisions and First Nations education authorities in identifying and engaging disengaged and non-attending students using school and division level data.

- All school divisions and First Nations education authorities that have requested access to a student perception survey have received data reports and have ministry support available related to analysis. Twenty-five First Nations education authorities completed or were scheduled to complete a student perception survey.
- The *Leading to Learn: Impacting First Nations, Inuit and Métis Student Outcomes* project is intended to provide capacity-building professional learning opportunities for school administrators that enables them to make a positive impact on Indigenous student outcomes. Saskatchewan Elders and Knowledge Keepers provide ongoing guidance, support and advice for the project. In 2019-20, five provincial school divisions and one First Nations education authority participated in the initiative. Nine provincial school divisions participated in 2018-19.

## Performance Measure Results

### Invitational Shared Services Initiative (ISSI)

Number of reporting schools in ISSI partnerships that showed improvement on Education Sector Strategic Plan student outcome measures including three-year and five-year graduation rates, attendance and credit attainment.

#### ISSI Attendance

Percentage of students with at least 80 per cent attendance, Prekindergarten to Grade 12		
Year	ISSI First Nations, Métis and Inuit <sup>1</sup>	Provincial First Nations, Métis and Inuit <sup>2</sup>
2013-14	54.6	68.6
2014-15	56.7	69.9
2015-16	60.2	70.1
2016-17	50.9	67.8
2017-18	52.9	68.2
2018-19	50.7	66.3

<sup>1</sup> First Nations, Métis and Inuit students that are in schools with an Invitational Shared Services (ISSI) partnership and are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

<sup>2</sup> Provincial First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Information Management and Support Branch.

#### NOTES:

First Nations, Métis and Inuit and non-Indigenous results are compiled using student self-identification data. Not all students choose to self-identify as First Nations, Métis or Inuit, and it is likely that some First Nations, Métis and Inuit students may be included in the non-Indigenous results.

Some ISSI provincial schools and First Nations schools, based on Student Data System information, are showing increases in the areas of graduation rates, credit attainment and attendance for First Nations and Métis students. All partnerships have established baseline data around common measures.

Students with at least 80 per cent attendance are more likely to achieve higher educational outcomes than students with lower than 80 per cent attendance. Although attendance is not synonymous with success, it is often a necessary condition for success in school.

Attendance data reported in the table include the attendance of all students while enrolled in school.

## ISSI Credit Attainment

Year	Proportion earning eight or more credits per year <sup>1</sup>	
	ISSI First Nations, Métis and Inuit <sup>3</sup>	Provincial First Nations, Métis and Inuit <sup>4</sup>
2013-14	25.2	29.9
2014-15	23.1	31.0
2015-16	25.4	31.2
2016-17	26.1	31.3
2017-18	25.7	31.4
2018-19	25.2	32.3
Year	Proportion earning at least five or more credits per year <sup>2</sup>	
	ISSI First Nations, Métis and Inuit <sup>3</sup>	Provincial First Nations, Métis and Inuit <sup>4</sup>
2013-14	41.1	47.8
2014-15	39.9	49.1
2015-16	43.6	49.7
2016-17	42.2	49.0
2017-18	43.1	48.7
2018-19	45.0	50.0

<sup>1</sup> On track for graduation within three years.

<sup>2</sup> On track for graduation within five years.

<sup>3</sup> First Nations, Métis and Inuit students who are in schools with an Invitational Shared Services (ISSI) partnership and are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

<sup>4</sup> Provincial First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Student Data System

### NOTES:

Data include students in provincial school divisions, historical high schools and First Nations schools.

Only students who are active on September 30 are included. Other students who enrol after September 30 and complete credits (or do not complete credits) are not included in this measure.

Students in Functionally Integrated or Special Education programs are excluded. Students enrolled outside provincial school divisions who are in Adult Secondary programs are excluded. Home-based education students and students in custody and care schools are excluded. Students in regular 24 credit programs (English, Fransaskois or French Immersion) or Alternative Education (English or French) programs are included.

Students who have achieved Grade 12 standing in years previous to the specified year are excluded.

Numbers may differ from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

## ISSI Three-Year and Five-Year Graduation Rate

Completing Grade 12	Three-year (within three years)		Five-year (within five years)	
	ISSI First Nations, Métis and Inuit <sup>1</sup>	Provincial First Nations, Métis and Inuit <sup>2</sup>	ISSI First Nations, Métis and Inuit	Provincial First Nations, Métis and Inuit
June 2014	41.1	40.3	57.2	54.2
June 2015	36.9	40.1	57.5	55.9
June 2016	37.7	41.8	62.4	59.6
June 2017	38.9	43.2	57.6	59.8
June 2018	42.8	44.5	58.9	59.4
June 2019	39.3	43.4	60.3	61.0

<sup>1</sup> First Nations, Métis and Inuit students who are in schools with an Invitational Shared Services (ISSI) partnership and are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

<sup>2</sup> Provincial First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, Student Data System

### NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10. For example, the group of students who 'started' Grade 10 in 2012-13 and completed Grade 12 anytime on or before the end of the 2017-18 school year.

Data include students in provincially funded, independent and First Nations schools.

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, adult secondary or alternative education programs.

Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System, and due to ongoing maintenance and updating of the Student Information System.

## Following Their Voices (FTV)

Participating FTV schools' data including: three-year and five-year graduation rates; credit attainment; attendance; and student engagement as measured by a student perception survey.

FTV Graduation Rates and Credit Attainment – Baseline to Last School Year										
First Nations, Métis and Inuit Students <sup>1</sup>	Measures	Cohort 1 (started in 2015-16)			Cohort 2 (started in 2017-18)			Cohort 3 (started in 2018-19)		
		2014-15 (baseline)	2018-19	% Change	2016-17 (baseline)	2018-19	% Change	2017-18 (baseline)	2018-19	% Change
	Three-year graduation rate	31%	30%	3% ↓	41%	48%	17% ↑	N/A	N/A	N/A
	Five-year graduation rate	46%	53%	15% ↑	64%	63%	2% ↓	N/A	N/A	N/A
	Eight or more credits per year	25%	27%	8% ↑	25%	31%	24% ↑	32%	34%	6% ↑
	Five or more credits per year	35%	31%	11% ↓	27%	39%	44% ↑	40%	43%	8% ↑

<sup>1</sup> First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk.

Source: Ministry of Education, October 31, 2019.

### NOTES:

Data are from schools (Cohort 1, 2 and 3) involved in *Following Their Voices* implementation over the 2015-16 to 2018-19 school years.

Data indicate three-year graduation rates and credit attainment rates for First Nations, Métis and Inuit students in Cohort 1 schools have had small increases or decreases since starting in the initiative. Cohort 2 and 3 are showing improvement in all measures.

Graduation data for Cohort 3 will not be reported until the schools have had two full years of involvement, as these data are not impacted by participation in *Following Their Voices* until that time.

Cohort 1 consists of 16 schools, with 12 provincial schools and four First Nations schools.

Cohort 2 consists of 10 schools, with six provincial schools and four First Nations schools.

Cohort 3 consists of 13 schools, with eight provincial schools and five First Nations schools.

Student attendance for schools that have implemented <i>Following Their Voices</i>				
Measures		2017-18	2018-19	2019-20
First Nations, Métis and Inuit <sup>1</sup>	Average monthly attendance	75%	74%	73%
	80 per cent or higher attendance	54%	52%	52%

<sup>1</sup> First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit.

Source: Ministry of Education, October, 2019.

### NOTES:

Data indicate attendance has been consistent for all three cohorts.

First Nations, Métis and Inuit results are compiled using student self-identification data. Not all students choose to self-identify as First Nations, Métis or Inuit, and it is likely that some First Nations, Métis and Inuit students may be included in the results for all students.

**FTV Student Engagement**

<b>Following Their Voices Student Engagement</b>		
	<b>2017-18</b>	<b>2018-19</b>
Student Engagement Measures at or above provincial and national norms.	Positive Learning Climate; Interest and Motivation; Intellectual Engagement; Expectations for Success; Effective Learning Time; and, Positive Teacher-Student Relations.	Positive Learning Climate; Interest and Motivation; Intellectual Engagement; Expectations for Success; Effective Learning Time; Positive Teacher-Student Relations; Advocacy at School; Relevance; and, Rigor.
Student Engagement Measures below provincial and national norms.	Feeling Safe Attending This School; Aspirations to Finish High School; Truancy; Positive Relationships; and, Sense of Belonging.	Feeling Safe Attending This School; Aspirations to Finish High School; Truancy; Positive Relationships; Sense of Belonging; and, Effort.

Source: Ministry of Education.

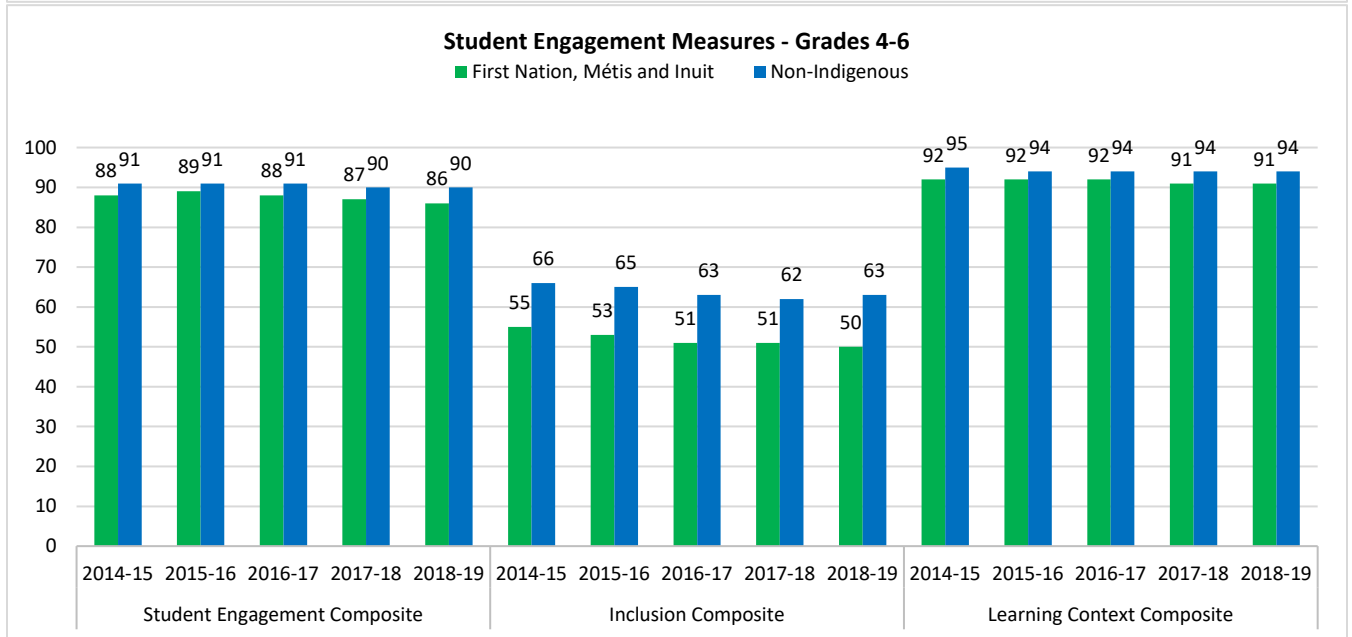
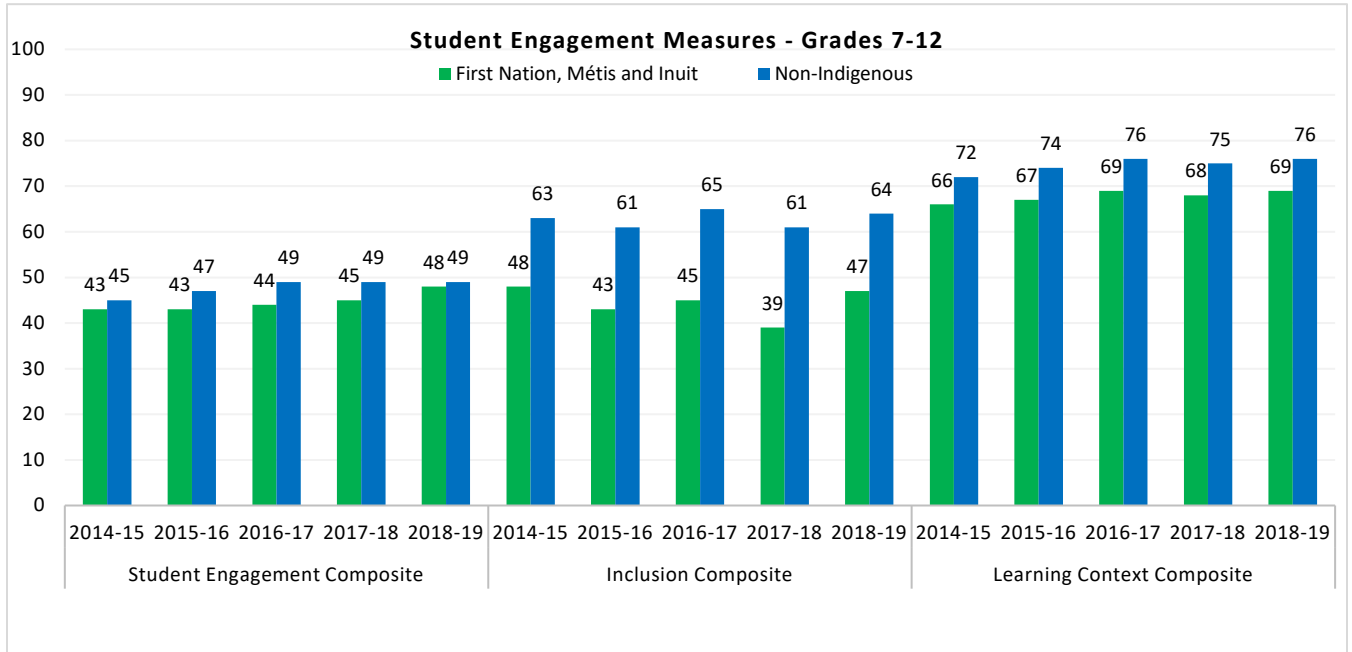
**NOTES:**

Measures connected to the efforts teachers make to support students in school are positive.

Measures related to interpersonal relationships between students and student safety in and around school are areas that need to be addressed by FTV schools.

## Student Engagement

Grades 4-12 students' responses to a student perception survey that measures engagement, instruction and school environment.



Source: Ministry of Education, 2019.

### NOTES:

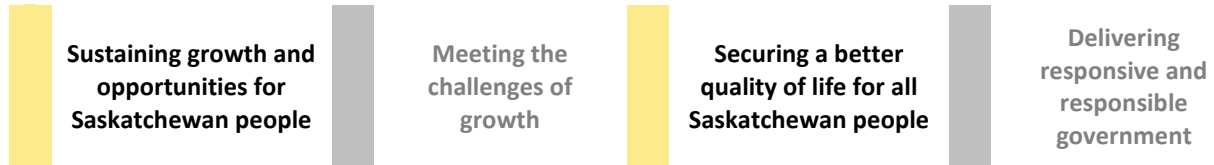
Student perceptual surveys are used in schools to measure areas known to affect school completion such as student engagement, well-being, risky behaviours, school climate and safety. The updated provincial results for the student perception survey demonstrate that there has been a reduction in the disparity between grades 7-12 First Nations, Métis and Inuit students and non-Indigenous students in the measures of Inclusion (i.e., Positive Sense of Belonging, Participation in Sports and Extracurricular Activities, Positive Friendships, Not-Bullied, Feeling Safe at School). Whereas the Student Engagement measures (i.e., Interest and Effort) and Learning Context (i.e., Positive Learning Environment, Teacher-Student Relationships and Expectations for Success) have remained relatively stable across all grade groups; the largest disparity still exists in the measures of Inclusion.



# Progress in 2019-20

## Ministry Goal 5

### Government Goals



*Saskatchewan Plan for Growth:* The Government of Saskatchewan will invest in the infrastructure needed to support education and quality of life priorities.

### Ministry Goal 5

Ensure safe, secure and functional learning facilities in partnership with the sector.

#### Key Actions and Results

Support and provide oversight and direction to major capital requests from school divisions and approved to proceed with design and construction work.

- The ministry provided oversight to school divisions on the planning and design of two new joint-use school projects, two new schools in construction and the scoping of a replacement school.

Support safe, secure school facilities and address emergent infrastructure needs through policy and increased investment in the *Preventative Maintenance and Renewal Program*.

- The ministry continues to support safe, secure school facilities through investment in Preventative Maintenance and Renewal (PMR) funding which increased by 14 per cent with an additional \$5.0 million provided to school divisions in February 2020. Emergent funding provided to address emergent infrastructure needs has remained stable as a steady increase in PMR funding has allowed school divisions to be proactive in addressing critical maintenance needs.

Provide relocatable classrooms to school divisions to address their space challenges and to help manage the impact of growth.

- The *Relocatable Classroom Program* allows the ministry to assist school divisions at the local level to deal with space shortages and alleviate pressure caused by increasing enrolments.

Partner with the federal government and Francophone community associations to implement the French Minority Language Infrastructure program for the development of the Fransaskois Community Archives.

- The Société Historique de la Saskatchewan was allocated \$25,701 for the Fransaskois Community Archives infrastructure project under the *Action Plan for the Official Languages 2018-2023*.

## Performance Measure Results

### School Utilization Rate

A utilization rate represents an indication of how full the school is based on the size of the facility and the enrolment.

- Capacity issues in schools continue to be addressed through the ministry's commitment to funding through the *Relocatable Classroom Program*. This program assists school divisions at the local level to deal with space shortages and alleviate pressure caused by increasing enrolments. In 2019-20, funding allowed the ministry to address capacity issues in schools where utilization was projected to be greater than 120 per cent. *Major Capital Program* funding is provided to construct new schools to address enrolment growth.

### Facility Condition Index

The Facility Condition Index is a comparative indicator of the relative condition of facilities expressed as a percentage.

- Following direction from *SaskBuilds* and in partnership with Central Services, the ministry worked towards the implementation of a common methodology to provide consistent Facility Condition Index calculations. This work will provide the ministry with detailed information about present condition, deficiencies, deferred maintenance, theoretical life cycle system renewal timelines, and immediate and projected long-term costs of maintaining school division facilities. The education sector and the ministry will benefit from industry-recognized, consistent and comparable data analysis. The results will be better decision-making information for school divisions and government.

# Progress in 2019-20

## Ministry Goal 6

### Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

### Ministry Goal 6

#### Key Actions and Results

Continue to review, renew or update *The Education Act, 1995*, and associated regulations and *The Public Libraries Act, 1996*.

- No updates to *The Education Act, 1995*, and associated regulations and *The Public Libraries Act, 1996*, were prepared in 2019-20.

Engage with library sector groups to review the report on public libraries and determine next steps.

- Review of the report on public libraries led to the decision to work together to create a public library sector plan. Several meetings were held with the public library sector to work on the sector plan.

Renew the *Canada-Saskatchewan Early Learning and Child Care Agreement* for 2020-21 to 2022-23.

- Saskatchewan secured federal commitment to a one-year extension of the *Canada-Saskatchewan Early Learning and Child Care Agreement* which was set to expire on March 31, 2020. Continued funding for 2020-21 will ensure continuity of programs and services invested under the agreement and allow provinces and territories to negotiate longer term agreements with the Government of Canada.

Continue to work collaboratively with education partners to co-construct a framework that will form the basis for a five- to 10-year provincial education plan for the sector.

- In November 2019, *Framework for a Provincial Education Plan 2020-2030* was released to provide the foundation for the development of a new provincial education plan. A planning team and an operational structure comprised of education sector partners continued to meet throughout 2019-2020 to begin the co-construction of the plan.

Work with the sector to expand opportunities for students, school community councils and education leaders to share their perspectives on education and identify the issues important to them.

- In May 2019, the Minister of Education announced Saskatchewan's first provincial Youth Council to solicit input from young people into the development of education policies, curriculum, programs and priorities for the future. Each school division, First Nations education organization, qualified independent school and historical high school was invited to submit nominations of students to be considered for participation on the Youth Council. The Youth Council provided an opportunity for student leaders with diverse interests, backgrounds and experiences to share their perspectives on education and identify the issues important to them and their peers with the Minister and other senior government leaders.

- The Minister of Education asked Legislative Secretary Terry Dennis to meet with school community council and conseils d'écoles members throughout the province from November 2019 to January 2020, to understand the types of family engagement activities that are taking place in the province. The purpose of the engagement sessions was to provide government with a better understanding of the effectiveness of school community councils, and to better understand any opportunities that exist.
- The Minister of Education formed a committee of stakeholders, including parents, teachers, trustees, school staff and post-secondary educators, to research and design a framework to address issues with class size and class composition in Saskatchewan schools.

# Financial Summary

## Introduction

Total 2019-20 expenditures for the ministry were \$2,494.1 million resulting in a variance of \$14.8 million over the approved expense budget of \$2,479.3 million.

Expenditures exceeded the 2019-20 budget primarily due to items requiring supplementary funding. A special warrant was required to fund pressures associated with construction catch-up for the Rosthern capital project, additional relocatable units and preventative maintenance funding as well as increased utilization for various Kindergarten to Grade 12 initiatives. There were also increased requirements in 2019-20 for statutory funding for the Teachers' Superannuation Plan.

Revenue for the ministry was \$16.2 million resulting in a variance of \$5.0 million under the approved revenue budget of \$21.3 million. Revenues were under the 2019-20 budget primarily due to having to delay recognizing revenue for the *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction*.

## Expenditures

The table provides information on actual and original budgeted expenditures by sub-vote and allocation. Variance explanations are provided for all variances greater than \$1.0 million.

(in thousands of dollars)	2018-19	2019-20	2019-20	2019-20
	Actual	Estimates	Actual	Variance
<b>Central Management and Services (ED01)</b>				
Minister's Salary (Statutory)	\$59	\$57	\$60	\$3
Executive Management	\$1,818	\$1,733	\$1,660	(\$73)
Central Services	\$7,234	\$7,091	\$7,433	\$342
Accommodation Services	\$3,933	\$3,587	\$3,979	\$392
<b>Subvote Subtotal</b>	<b>\$13,044</b>	<b>\$12,468</b>	<b>\$13,132</b>	<b>\$664</b>
<b>K-12 Education (ED03)</b>				
Achievement and Operational Support	\$25,949	\$25,396	\$25,328	(\$68)
School Operating	\$1,809,140	\$1,769,954	\$1,767,571	(\$2,383) <sup>1</sup>
K-12 Initiatives	\$34,979	\$39,235	\$39,619	\$384
School Capital	\$62,300	\$95,596	\$105,184	\$9,588 <sup>2</sup>
P3 Joint-Use Schools Maintenance and Interest	\$13,425	\$14,309	\$14,305	(\$4)
<b>Subvote Subtotal</b>	<b>\$1,945,793</b>	<b>\$1,944,490</b>	<b>\$1,952,007</b>	<b>\$7,517</b>
<b>Early Years (ED08)</b>				
Operational Support	\$4,114	\$4,328	\$4,034	(\$294)
KidsFirst	\$15,528	\$15,648	\$15,651	\$3
Early Childhood and Intervention Programs	\$4,089	\$4,285	\$4,285	\$0
Child Care	\$71,549	\$72,644	\$71,217	(\$1,427) <sup>3</sup>
<b>Subvote Subtotal</b>	<b>\$95,280</b>	<b>\$96,905</b>	<b>\$95,187</b>	<b>(\$1,718)</b>
<b>Literacy (ED17)</b>	<b>\$1,720</b>	<b>\$1,359</b>	<b>\$1,183</b>	<b>(\$176)</b>
<b>Provincial Library and Literacy (ED15)</b>	<b>\$13,048</b>	<b>\$12,899</b>	<b>\$12,977</b>	<b>\$78</b>
<b>Teachers' Pension and Benefits (ED04)</b>				
Teachers' Superannuation Commission	\$1,190	\$1,300	\$1,223	(\$77)
Teachers' Superannuation Plan (Statutory)	\$282,935	\$284,290	\$293,985	\$9,695 <sup>4</sup>
Teachers' Group Life Insurance (Statutory)	\$2,306	\$2,533	\$2,377	(\$156)
Teachers' Dental Plan (Statutory)	\$13,034	\$13,255	\$13,388	\$133
Saskatchewan Teachers' Retirement Plan (Statutory)	\$86,697	\$88,406	\$87,437	(\$969)
Teachers' Extended Health Plan	\$20,753	\$21,045	\$20,840	(\$205)
<b>Subvote Subtotal</b>	<b>\$406,915</b>	<b>\$410,829</b>	<b>\$419,250</b>	<b>\$8,421</b>
<b>Total Appropriation</b>	<b>\$2,475,800</b>	<b>\$2,478,950</b>	<b>\$2,493,736</b>	<b>\$14,786</b>
Capital Asset Acquisitions, Net	-	-	-	-
Non-Appropriated Expense Adjustment	\$435	\$389	\$389	\$0
<b>Total Ministry of Education Expense</b>	<b>\$2,476,235</b>	<b>\$2,479,339</b>	<b>\$2,494,125</b>	<b>\$14,786</b>

### Variance Analysis 2019-20 Actual Expenditures to Budget

1. Variance is primarily due to the Education Property Tax reconciliation.
2. Variance is primarily due to construction catch up for the Rosthern capital project, additional relocatable units and preventative maintenance funding.
3. Variance is primarily due to savings in teen support centres.
4. Variance is related to fewer retirements than projected which resulted in less contributions being released causing a pressure in the plan.

## Revenue

(in thousands of dollars)	2019-20	2019-20	2019-20
	Estimates	Actual	Variance
Sales, Services and Service Fees			
Other Miscellaneous Services	\$540	\$635	\$95
<b>Subtotal</b>	<b>\$540</b>	<b>\$635</b>	<b>\$95</b>
Receipts from Other Governments			
Federal-Provincial Cost Sharing Programs	\$20,440	\$13,665	(\$6,775) <sup>1</sup>
<b>Subtotal</b>	<b>\$20,440</b>	<b>\$13,665</b>	<b>(\$6,775)</b>
Other Revenue			
Casual Revenue	\$75	\$141	\$66
Refund from Previous Years' Expenditures	\$55	\$99	\$44
Changes in Previous Years' Estimates	\$160	\$1,704	\$1,544 <sup>2</sup>
Salary Overpayment Refund - Prior Years	\$10	\$1	(\$9)
<b>Subtotal</b>	<b>\$300</b>	<b>\$1,945</b>	<b>\$1,645</b>
<b>Total Revenue</b>	<b>\$21,280</b>	<b>\$16,245</b>	<b>(\$5,035)</b>

### Variance Analysis 2019-20 Actual Revenue to Budget

1. Variance due to not being eligible to recognize revenue from the *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language*.
2. Variance due to overestimation of capital projects in previous years.

#### Special Purpose Fund

Audited financial statements for the following special purpose fund may be found at [www.saskatchewan.ca/government/government-structure/ministries/finance#programs-and-services](http://www.saskatchewan.ca/government/government-structure/ministries/finance#programs-and-services) or by contacting the Communications and Sector Relations Branch of the Ministry of Education.

#### School Division Tax Loss Compensation Fund

The *School Division Tax Loss Compensation Fund* was created by an amendment to *The Education Act, 1995*, through the *Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the *School Division Tax Loss Compensation Fund* were established by an Order in Council on December 14, 1994.

The *School Division Tax Loss Compensation Fund* is administered by the Ministry of Education on behalf of school boards. The purpose of the *School Division Tax Loss Compensation Fund* is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division converting to reserve status. The *School Division Tax Loss Compensation Fund* receives money from the provincial (Ministry of Government Relations) and federal (Indigenous Services Canada) governments as part of the *Treaty Land Entitlement Framework Agreement*. Payments are made to affected school divisions according to the formula stated in the regulations.

Additional financial information can be found in the Government of Saskatchewan Public Accounts located here: <https://publications.saskatchewan.ca/#/categories/4518>.