



Board of Education Highlights

The Perdue Senior Girls volleyball team received the SHSAA Sportsmanship Award at a special ceremony on January 19. Prairie Spirit Board of Education Chair, Larry Pavloff, is pictured second from the left.

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Early Learning update

The Board received a presentation on the Division's Early Learning programming at the regular Board meeting on February 13. Fay Cassidy, Learning Superintendent, spoke about the importance of play-based learning for the youngest students.

"We promote a play-based approach to learning," she explained. "It's called purposeful play." Cassidy talked about the supports that are in place for teachers and students in the early years.

The Early Years Evaluation-Teacher Assessment (EYE-TA) is one provincial assessment tool used with Kindergarten students. EYE-TA is a readiness screening tool that provides information about each child's development and learning with a focus on reading readiness skills. The assessment looks at six domains at a point in time, with the results used to make adaptations to meet student needs.

Prairie Spirit's EYE-TA results for 2015/16 are featured in this newsletter on page 5. This data is prepared by the Ministry of Education for each school division as part of the annual report process.

Prairie Spirit has Pre-Kindergarten programs in 11 schools throughout the Division, with each program at capacity. The Pre-K application process is based on the Ministry's specific criteria. Prairie Spirit's Pre-K programs include home visits by the teacher, which are well received by parents, Cassidy reported.

Major capital requests submitted

The Board of Education approved the submission of the Division's priority major capital projects to the Ministry, as outlined by Kerry Donst, Superintendent of Facilities, at the Board meeting on February 27. Major capital funding covers those school facility projects in excess of \$1 million.

All school divisions submit their top three major capital projects to the Ministry every March. The Division's submission for 2017 included the same school projects as the 2016 submission since there were no new major school capital projects approved throughout the province in 2016.

Prairie Spirit's priority major capital projects for 2017 are:

1. **Rosthern schools:** consolidation of Rosthern Elementary School and Rosthern High School into a new facility
2. **Hague Elementary School and Hague High School:** structural renovation
3. **Colonsay School:** structural renovation

It is expected that any announcements for approval of major capital requests will be made following the provincial budget on Wednesday, March 22.

The Board also approved an application for emergent funding of \$200,000 for renovations at Rosthern High School to keep areas of the school open for students and staff.

Prairie Spirit's 2015/16 annual report is available on the [Prairie Spirit website](#)

First Nations and Métis Education update

Kim Beaulieu, Learning Superintendent, presented an update on First Nations and Métis Education at the Board's regular meeting on February 27.

Beaulieu spoke about First Nations and Métis (FNM) grad rates in Prairie Spirit. The Division's rate was 72% in 2014/15, and fell to 57% in 2015/16. He said the Division has set a goal of a 5% increase in FNM grad rates for 2017. Beaulieu described the supports that are in place for all high school students as they prepare to graduate.

The Division's on-time graduation rates (graduating within three years of starting Grade 10) for FNM students and all Prairie Spirit students can be found on page 3 of this newsletter (data prepared by the Ministry of Education).

He noted that school administrators are very aware of attendance and credit attainment issues. FNM students currently in grades 10, 11 and 12 are demonstrating credit attainment that indicates the grad rate will increase over the next three years. Credit attainment in the senior years of high school is predictive of future grad rates.

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Prairie Spirit's credit attainment data for 2015/16 can be found on page 4 of this newsletter. This data is prepared by the Ministry of Education for each school division as part of the annual report process.

The Division's work also extends to supporting students as they prepare and move into post-secondary education. Reg Nicolas works with Leask Community School and Blaine Lake Composite School as a consultant and coach for graduating students.

"We're doing many things to support students. I believe the graduation rates will improve," said Nicolas. Students have the opportunity to participate in work experience to prepare them for their life after high school.

"We have high expectations for these students and give them the power of choice," Beaulieu said.

Beaulieu provided an update on the *Following Their Voices* (FTV) work in Blaine Lake Composite School. The school is in its second year as an FTV school, with one more year remaining.

FTV is a provincial initiative that uses a model with in-school facilitators working with teachers in classrooms to:

- support the development of positive relationships with First Nations and Métis students,
- set goals to support teacher growth; and
- develop structures to support First Nations and Métis student achievement.

At Blaine Lake, the feedback for FTV has been extremely positive from both students and teachers. Teachers are reporting this is the most beneficial professional development they have had.

Although FTV is designed for First Nations and Métis students, all students are positively impacted. FTV reflects Prairie Spirit's learning philosophy and, as a result, we are building capacity across the Division to ensure the work of this initiative in sustainable for years to come, Beaulieu said. Stobart Community School in Duck Lake has applied to become an FTV school next year.

"We're really proud of the work that's been done," said John Kuzbik, Director of Education. "Our work is focused on the classroom."

Prairie Spirit is on Twitter
[@prairiespiritsd](https://twitter.com/prairiespiritsd) #pssdlearn

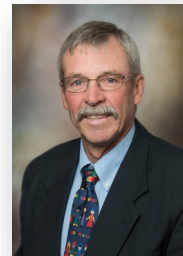
Prairie Spirit Board of Education



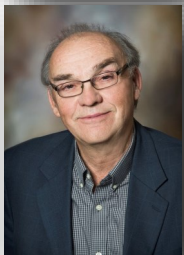
Subdivision 1
Pam Wieler
 Blaine Lake
 Laird
 Leask
 Waldheim
 Green Leaf, Riverbend
 and Leask Colonies



Subdivision 2
Trina Miller
 Duck Lake
 Hague
 Rosthern



Subdivision 3
Ken Crush
 Borden
 Langham



Subdivision 4
George Janzen
 Dalmeny
 Hepburn
 Osler



Subdivision 5
Larry Pavloff
Board Chair
 Asquith
 Perdue
 Eagle Creek Colony
 Sunnydale Colony



Subdivision 6
Bernie Howe
 Delisle
 Pike Lake
 Vanscoy
 Willow Park Colony



Subdivision 7
Dawne Badrock
 Clavet
 Dundurn
 Hanley
 South Corman Park
 Hillcrest Colony
 Lost River Colony



Subdivision 8
Garth Hetterly
 Aberdeen
 Allan
 Colonsay
 Riverview Colony



Subdivision 9
Bonnie Hope
 Martensville



Subdivision 10
Sam Dyck
Board Vice-Chair
 Warman

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Subdivision 11
Kimberly Greyeyes
 Muskeg Lake
 Cree Nation

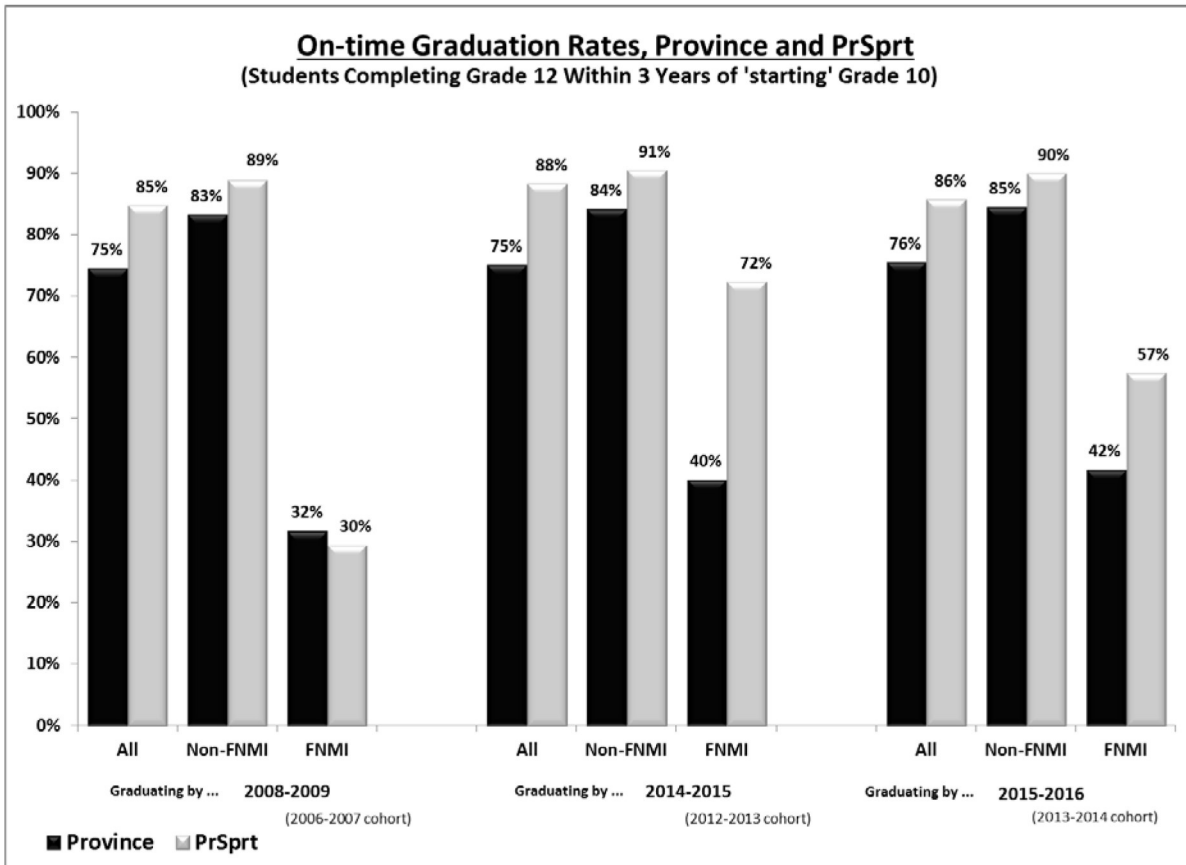
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Subdivision 12
William Badger
 Mistawasis
 First Nation

Grade 12 Graduation Rate: On-Time

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 displays the percentage of students (all students, non-FNMI and FNMI) in the 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 FNMI or I, however this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2016

Analysis of Results

Generally, students who remain in a Prairie Spirit school until grade 12 will graduate on time or within five years. Most of the students who don't graduate on time or within five years have either left the Division and are enrolled elsewhere, or are no longer attending school.

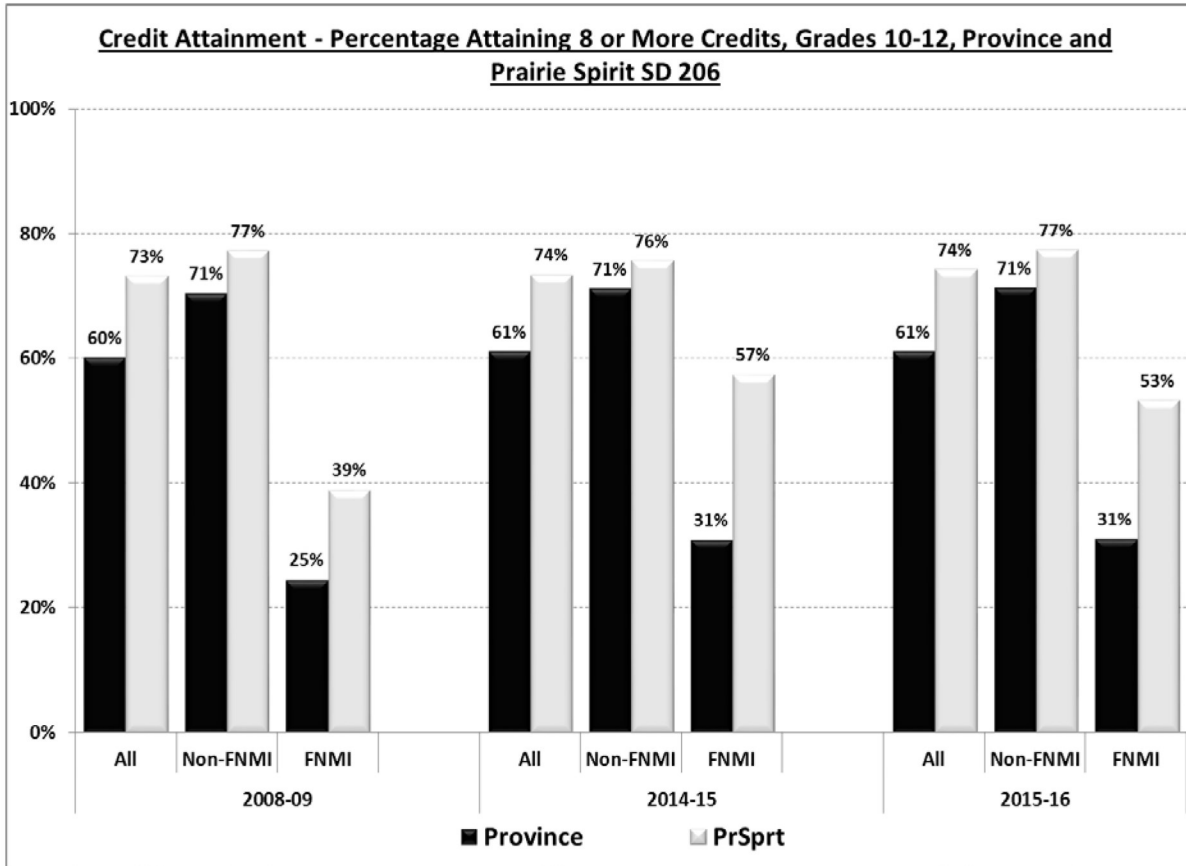
Prairie Spirit's "on-time" graduation rate in every category has decreased since last year. The graduation rate for FNMI students in Prairie Spirit was 30% in 2009 and increased to 72% in 2015, while falling to 57% in 2016. Prairie Spirit's FNMI graduation rate is still 15% above the provincial FNMI rate. Prairie Spirit's graduation rates in every category are higher than the provincial rates. The non-FNMI graduation rate is at 90%, the provincial goal for all students by 2020.

Despite the slight declines over last year, Prairie Spirit is pleased with the graduation rates of our 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 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.



Notes: Proportions 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 FNM or I, however this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2016

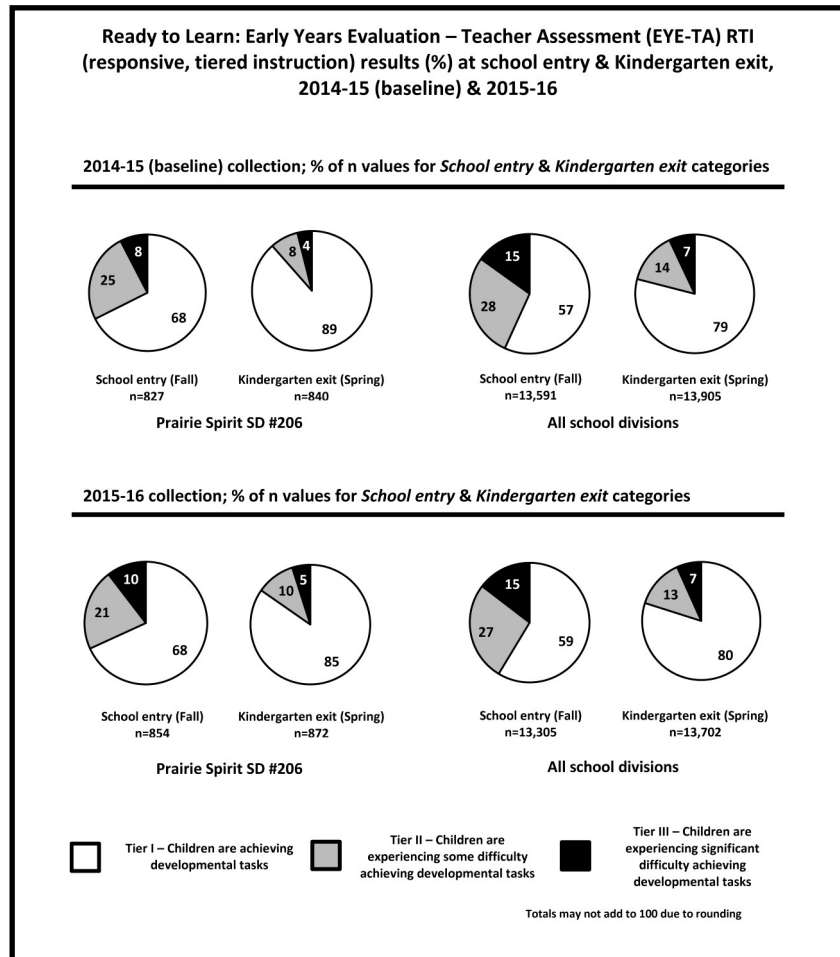
Analysis of Results

Overall, Prairie Spirit School Division continues to exceed provincial results for secondary students achieving eight or more credits. The “all students” category has remained constant at 74%, while the FNMI category has decreased by 4% (from 57% to 53%). Prairie Spirit’s results are higher than provincial results in all categories. Prairie Spirit’s strong graduation rates reflect the positive credit attainment results.

Early Years Evaluation-Teacher Assessment (EYE-TA)

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 children most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. This tool is administered each fall and spring.

In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive Tiered Instruction (RTI) level. Responsive Tiered Instruction (RTI) is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until after children have experienced failure before responding. The following displays the percentage of students by RTI tiers at the end of Kindergarten in 2015-16, as well as the provincial results for each category.



Notes: Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading problems. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

Results reported previously for division EYE RTI Tiers at Kindergarten exit in 2014-15 may vary from results reported here. This is due to a change in reporting methodology. Prior to 2015-16, EYE results at Kindergarten exit omitted results for children who were assessed in spring post-screens only. The amended reporting methodology now includes results for all children screened in a division, regardless of whether or not they were enrolled and present during fall pre-screens.

Source: Ministry of Education, Early Years Branch, 2016

Analysis of Results

The provincial goal is to have 90% of students exiting Kindergarten ready for learning by 2020. Prairie Spirit’s results in this area have declined slightly since last year but, at 85%, remain close to the provincial overall target. For both school entry and Kindergarten exit, Prairie Spirit’s results are above provincial results. Prairie Spirit has a strong focus on early learning to ensure students have the best possible start in their education.