



School District 60: Peace River North Framework for Enhancing Student Learning



School District No. 60 is a place where:

- Our **students** are safe and have a sense of belonging, take personal responsibility for their learning and for their interactions with others, have both voice and choice and are fully engaged in their learning in arts and athletics as well as academics
- Our **employees** are engaged and passionate about their work; they take personal responsibility, take risks and are empowered to make a difference for students
- Our **schools** are student-focused, inclusive, welcoming and reflective of community needs and values
- Our **communities** are fully engaged with and share ownership of our schools

The core values that guide our work:

Respect, Compassion, Honesty, Responsibility, Relationships

Achieving our “North Star” will require the involvement and commitment of everyone in our Peace River North school community.

Our 2018 - 2023 Board Strategic Plan includes the following four overarching pillars:

Delivery of Excellent Educational Programming Focused on Student Outcomes	Provision of Ethical Leadership Focused on Relationships and Continuous Improvement	Exemplary Management Practices Focused on Aligning Resources for Optimal Results	Engaged Governance Focused on Advocacy, Accountability, and Community Partnerships
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The Board Strategic plan pillars were developed independently from the FESL goals. We will work towards alignment in 2024.

Framework for Enhancing Student Learning 2018-2023

2022 Update

Goal 1: Increase Dogwood Completion Rates

Goal 2: Increase Student & Staff Social/Emotional Competency

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

Goal 4: Support Student Achievement Through a Systemic Learning Support Model

Introduction

Peace River North serves communities north of the Peace River to south of Mile 226 on the Alaska Highway, and from the Rockies east to the Alberta border. We live, work, and learn on the traditional territory of the Dane-zaa or Tsáá? Ché Ne Dane within Treaty 8. Communities of Fort St John (Gat Tah Kwá), Hudson's Hope, and Taylor, Blueberry River First Nations, Doig River First Nation, and Halfway River First Nation, and several other rural areas contribute to a population of over 35,000 inhabitants. Our student population is approximately 5730 in our 22 schools. We also have a Provincial Online Learning School that provides service to K-12 and adult students. 13 of our schools are in urban areas with 10 in rural areas. The school district employs 1100 staff (786 FTE) with an operating budget of \$71.3 million for 2021-2022. School District 60 works to engage with our communities that we serve. Our Board of Education, Senior Staff, School Leaders and teachers strive to connect with families, communities, and partners.

Truth and Reconciliation

Our work continues on Truth & Reconciliation through our Equity Scan, our Local Education Agreements (LEAs) with the Doig, Halfway and Blueberry River First Nations, our Indigenous-focused grad courses and our curriculum development initiatives. This work is integrated into all aspects of our planning at the school and District level.

Framework Development Process

From the [Board Strategic Plan](#) that was developed in 2018 with education stakeholders and from local and provincial learning evidence, the goals for the Framework for Enhancing Student Learning (FESL) were established. Progress is reviewed regularly through annual school FESL presentations and Board Reports. The Board Strategic plan pillars were developed independently from the FESL goals. We will work towards alignment in 2024.



What the Evidence Told Us

While significant progress has been made with regards to Indigenous graduation rates, this still needs to improve, along with the overall 5-year and 6-year graduation rates. Literacy achievement is relatively strong in the primary years as reflected in district and provincial assessments, but declines in the middle/transition years. Support for numeracy instruction and achievement is needed system-wide. There is an ongoing need to support the social and emotional learning of our students and staff.

Data figures are footnoted and analysis is provided at the end of the document by figure.

Goal 1: Increase Dogwood Completion Rates

Objective 1.1: Increase Indigenous Engagement & Achievement with a Focus on Middle/Secondary

Key Strategies

- Indigenous Education Transition Coach Program
- Networks of Inquiry & Indigenous Education (NOIIE) Inquiry Groups
- Middle/High Indigenous Support Teachers/ High School Counsellor
- Early detection, prevention and re-engagement of Indigenous students at risk of dropping out. Re-engagement with programs such as the Key Learning (Online Learning), Work Experience, and Youth Work in Trades. Processes inspired by the Local Education Agreement (LEA).

Objective 1.2: Improve Academic Achievement in Literacy K-12

Key Strategies

- Implementation of new Read73 reading assessment for grades 4-9
- District inservice for all teachers grades 4-9 about fluency, assessment & comprehension
- Collective teacher marking of district assessments
- On-going professional development about balanced literacy, SMART reading etc.
- Heggerty pilot project (phonemic awareness)
- Further pro-d for UDL (Universal Design for Learning)
- Innovations for Learning pilot at Robert Ogilvie and Alwin Holland Schools: 1:1 literacy tutoring program for struggling primary students



- Coaching and Collaboration grants to support Assessment For Learning, Universal Design for Learning practices. This work is ongoing

Objective 1.3: Increase successful transitions in grades 9-12

Key Strategies

- Continue District-wide Middle to Secondary Transitions Inquiry Group (Year 3)
 - Inquiry groups at each school will present the impacts/effectiveness of newly implemented transition strategies (Fall 2022)
 - Newly implemented or enhanced actions include;
 - Earlier and more frequent connections for Grade 9 students with Secondary School support staff (Counsellors, Indigenous Transition Coaches) including campus tours. Differentiation will be a focus for individuals or small groups of students from more vulnerable populations
 - Utilization of Grade 9 TAG system at Middle Schools to inform and support students with transitions on a regular basis rather than one event (Feeder School Teachers and Secondary School Staff)
 - Grade 9 students will create their own transition plan document to be shared with Secondary School staff
 - A transition survey will be created to engage grade 10 students to provide feedback regarding their transition to Secondary School
 - Enhancement of the Assess System to provide both high level and detailed student transition profile information
- Grade 6 to 7 transitions - MDI / Numeracy results?...to explore in 2022-23

Objective 1.4: Improve Academic Achievement in Numeracy in grades K-12

Key Strategies

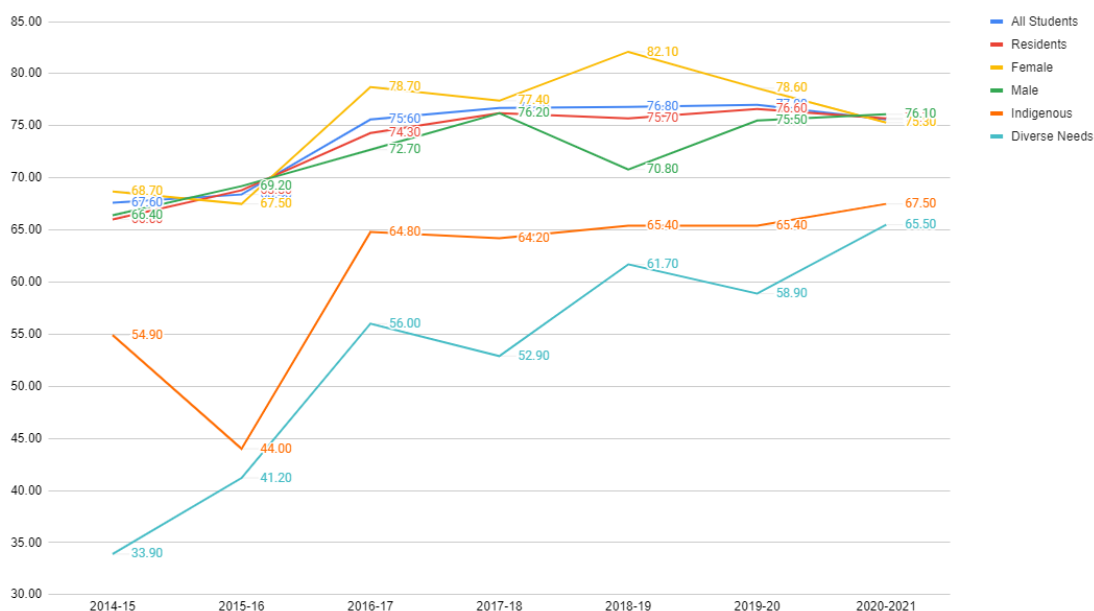
- Math Assessment and Practice (MAP) Initiative for number sense grades 4-9
- Professional development for middle/secondary for the classroom approach of “Thinking Classrooms”
- District numeracy assessment implementation for problem solving grades 3-9
- Increase District Numeracy Coach support as staffing permits.
- Increasing access to and training around the anchor numeracy resource Mathology
- Establishment of a district Concept Classroom to support conceptual learning
- Professional development opportunities for problem solving



Indicators

Graduation -Six-Year Dogwood Completion Rate - 2014-2021¹ UPDATED

Six-Year Completion Rate - SD60 - 2014-2015 to 2020-2021

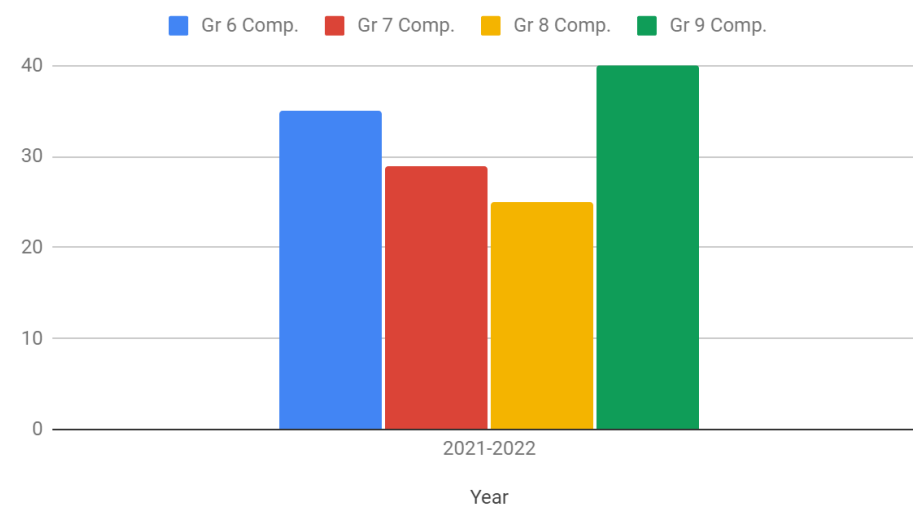


Reading Comprehension

2

Grades 6-9

Reading Comprehension (% Meet/Exceed) Grade 6-9 - READ73



¹ Figure 1 - Graduation 6 Year Completion Rate

² Figure 2 - Reading Comprehension Grades 6-9



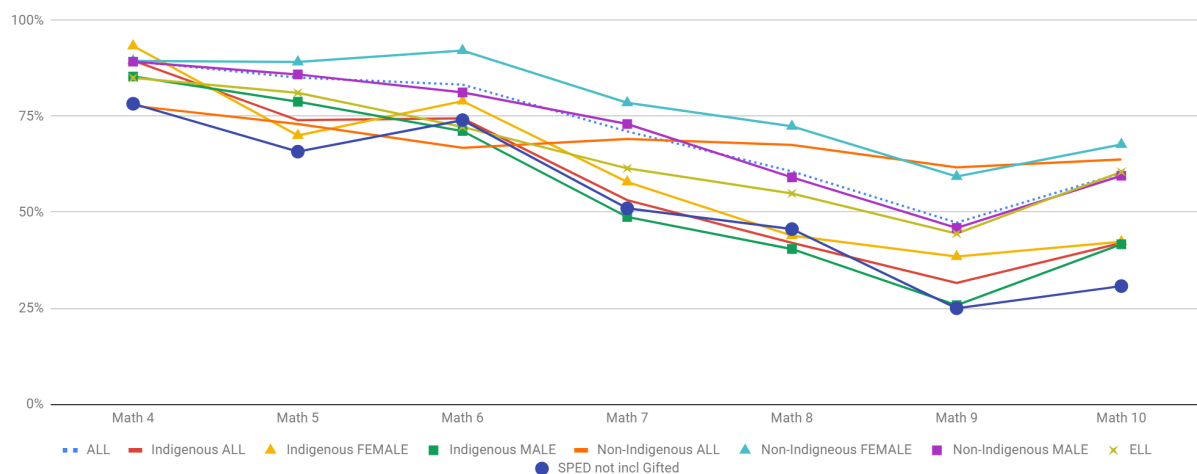
Grade to Grade Transitions³ UPDATED

Year	Grade	Grade to Grade Rate
2017/2018	9	89%
	10	90%
	11	90%
2018/2019	9	92%
	10	92%
	11	88%
2019/2020	9	89%
	10	92%
	11	83%
2020/2021	9	94%
	10	95%
	11	91%

Drawn from Ministry FESL 2022 data.

C+ or Better in Grades 4-10 in Mathematics⁴ UPDATED

Math C+ or Better 2022



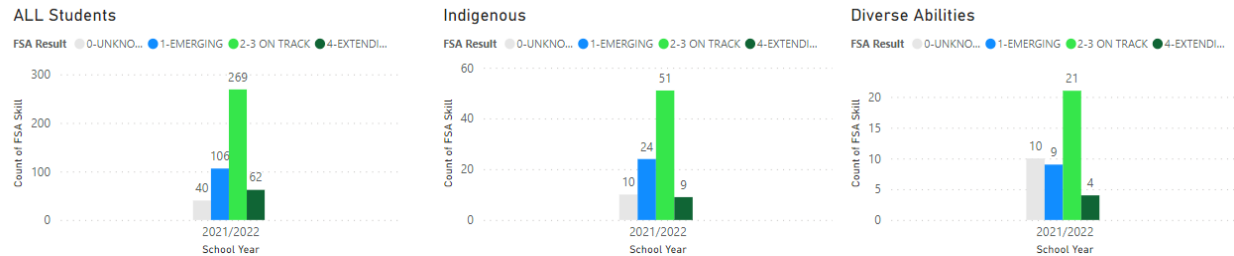
³ Figure 3 - Grade to Grade Transitions

⁴ Figure 4 C+ or Better in Grade 4-10 Mathematics

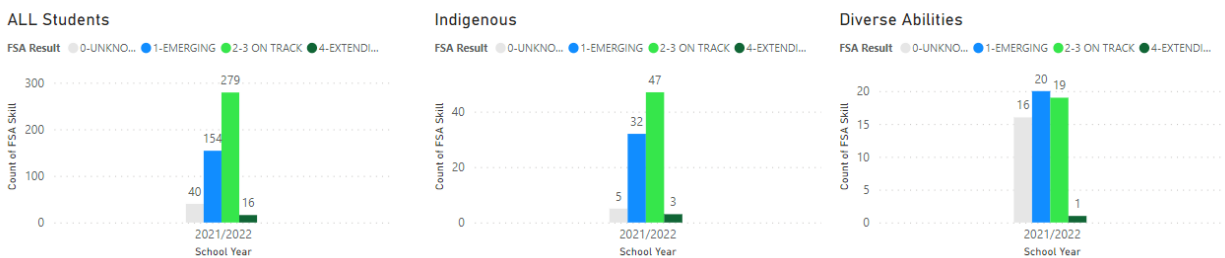


Foundation Skills Assessment by Skill and Sub Population⁵

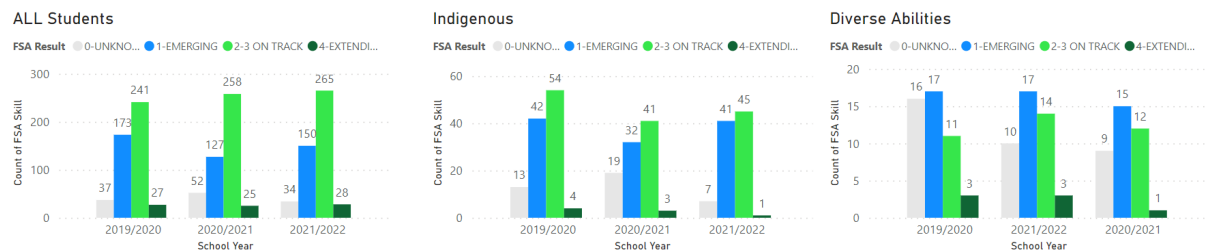
FSA - Literacy - Grade 4 - by Sub Population



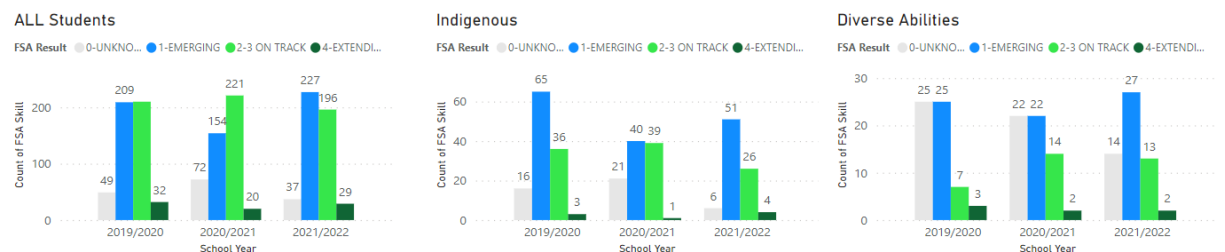
FSA - Literacy - Grade 7 - by Sub Population



FSA - Numeracy - Grade 4 - by Sub Population



FSA - Numeracy - Grade 7 - by Sub Population



⁵ Figure 6 - FSA by Sub Population Grade 4, 7 - Literacy, Numeracy



Targets

- A trend of improving 5 and 6-year completion rates for all students with a target of reaching the provincial average
- A trend of sustained and/or improving achievement in reading comprehension between grades 6-9 with a target of 70% meeting or exceeding expectations
- A trend of sustained and/or improving achievement between grades 4-10 in Math report card marks with a target of 75% achieving C+ or better in grade 10
- A trend of improving FSA results and closing achievement gaps between groups (Male & Female, Indigenous & Non-Indigenous & students with disabilities and diverse abilities)

Alignment of Resource Allocations With This Goal:

- Numeracy Initiatives: \$157,000 for 2022-23
- District Coaching and Collaboration: \$50,000 for 2022-23
- Literacy Initiatives: \$117,500.00 for 2022-23
- Coaching for literacy & numeracy support: \$33,500 for 2022-23

Goal 2: Increase Student & Staff Social/Emotional Competency

Objective 2.1: Support SEL as being foundational to school practices and student achievement

Key Strategies

- Professional development sessions are made available to school staff throughout the school year aimed at foundational social-emotional learning facilitated by district counsellors and SEL specialists. Ongoing
- Social-emotional learning embedded into DLTM meetings with school administrators
- School SEL teams will be supported in the completion of the CASEL Indicators of School-Wide SEL. School SEL teams will engage in a Spiral of Inquiry focused on one indicator, specific to their school.
- Through a family of schools support model, SEL Specialists and district counsellors support school and classroom communities in the implementation of tier 1 SEL practices
- Implement the Middle Years Development Index (MDI) at grades 5, 8 for the 2022-23 school year



Objective 2.2: Cultivate a Community of Adults Who Engage in Their Own Social/Emotional Learning

Key Strategies

- Professional development sessions (compassion fatigue, etc.) are made available to school staff throughout the school year aimed at adults engaging in their own social-emotional learning, facilitated by district counsellors and SEL specialists
- A learning series for administrators will be provided specifically on adult SEL; Compassionate Systems Leadership tools
- SEL district team will continue to support the district initiatives around staff wellness

Objective 2.3: Increase Student Understanding of Mental Health Literacy and the Pathway to Care

Key Strategies

- Offer “A Mental Health Literacy Approach Go-To-Educator Training” professional development multiple times per year
- Continue to support mental health literacy programming implementation in tier 1 classroom levels

Objective 2.4: Prioritize Positive Staff-Family Relationships

- Monthly infographics to be put into monthly email/Week Ahead etc to parents on a variety of positive and proactive SEL topics
- CASEL grounded parent information sharing at SUPAC, extend invitation for school PACs
- Media collaboration celebrating SEL learning in SD60
- Facilitate SEL parenting session throughout the school year

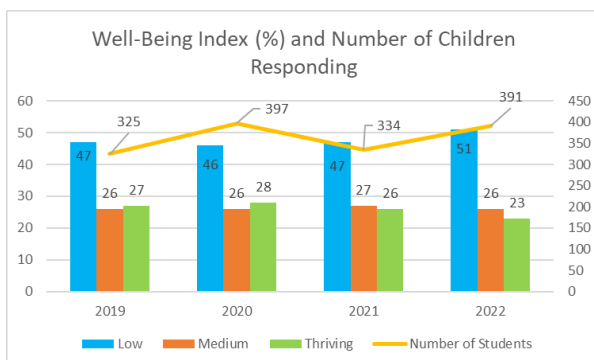
Objective 2.5: Cultural Safety / Anti-Racism

- Beginning with training for our administrators, the District will convene a working leadership committee to review the Ministry guidelines (due this Fall) and develop a framework for addressing racism and consolidating our current resources.

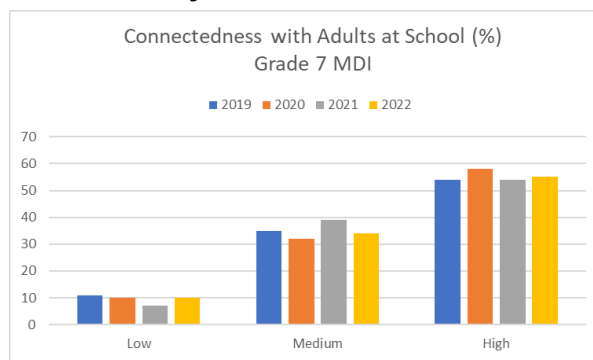


Indicators UPDATED

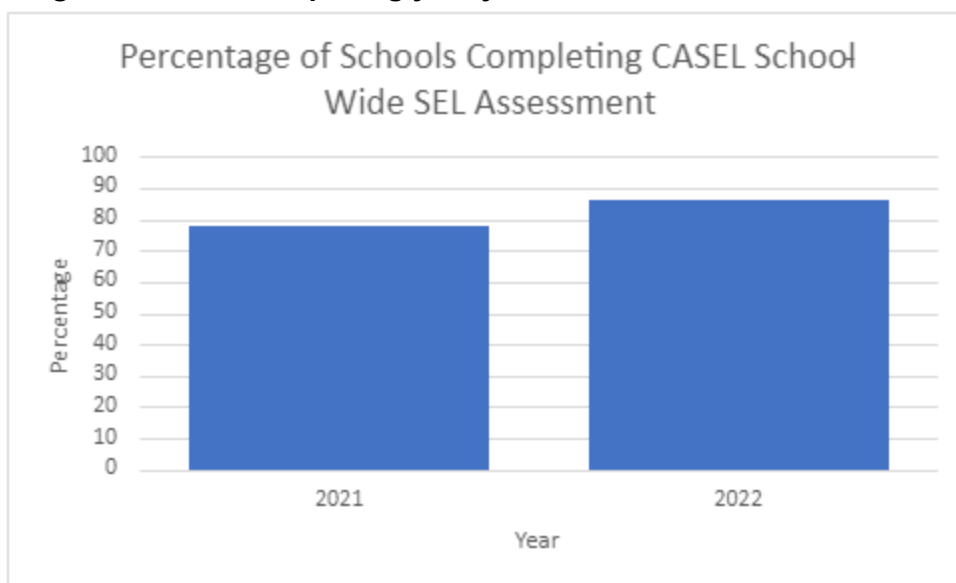
Grade 7 MDI Well-being Index (%) and Number of Children Responding⁶



Grade 7 MDI Connectedness with Adults - “At my school there is an adult that believes in my success”⁷



Percentage of schools completing yearly CASEL School-Wide SEL Assessment⁸



⁶ Grade 7 MDI Well-being Index (%) and Number of Children Responding

⁷ Grade 7 MDI Connectedness with Adults - “At my school there is an adult that believes in my success”

⁸ Percentage of schools completing yearly CASEL School-Wide SEL Assessment



Targets

- A minimum of 10 professional development sessions will be offered (including on all ProD days) with a minimum of 10 people attending each session
- Data from CASEL Indicators of School-Wide SEL and the MDI data will be used to inform and measure school FESL social-emotional goals
- Increase percentage of grade 8 students indicating ‘Thriving’ on the MDI Well-Being Index (2022/2023 school year)
- Increase percentage of grade 8 students indicating “Connected with Adults at School” on the MDI

Alignment of Resource Allocations With This Goal:

- SEL Specialists: 3 FTE
 - Counsellors: 3.8 FTE
 - TTOC time for coaching/collaboration and Professional Development sessions: \$7,000
 - Indigenous curriculum development: \$50,000
 - SEL/Mental Health Wellness ProD/ Resources: \$15,000
-



Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

Objective 3.1: Increase the number of Indigenous Students in Career Pathway programs at High School while increasing their satisfaction with career and post-secondary education preparation

Key Strategies

- Career Education presentations for Grade 9 (Middle Schools) and for Grade 10-12 students - Career Education Staff
- Individual student/small group meetings with Indigenous students to promote career pathways and opportunities (Career Staff/Industry Professionals)
- Annual Presentations to the communities of Upper Halfway, Doig River and Blueberry regarding Career Pathways and opportunities for Secondary Students (Career Education Staff)
- Project Heavy Duty - engage Indigenous high school students in heavy equipment career opportunities
- Expand options for Indigenous student to pursue mentorship opportunities within Business, Finance, and Marketing fields (JELLY Marketing - 4 students, CPA Martin Mentorship Program/MNP - 4 students)
- College Program Tours for Indigenous students

Objective 3.2: Increase the integration of Literacy, Numeracy, and Core Competencies within Applied Design Skills and Technology

Key Strategies

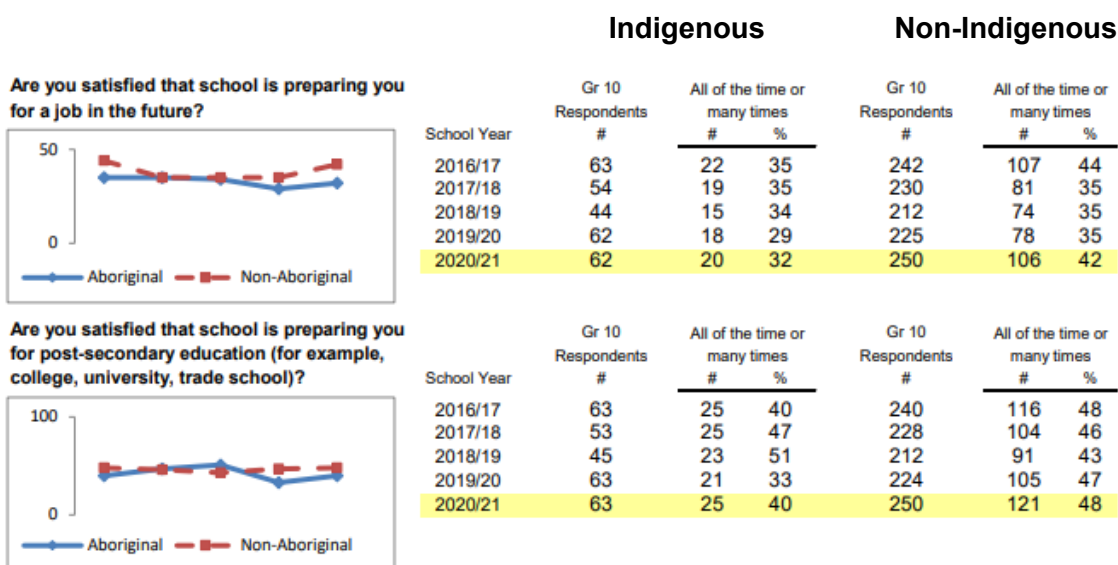
- Applied Design Skills & Technology (ADST) Demonstration Kits will be provided to Elementary teachers with a resource to explicitly integrate numeracy, literacy and Core Competencies connections for skill development. Kits will be enhanced to become more inclusive to address the needs of all students (Career Programs/Learning Services).
- Create new ADST lessons and activities to be added to the current bank found on the District Digmore Learning Commons. This serves as a resource for all Elementary teachers to increase the quantity and quality of learning experiences for our students. Each will include a demonstration video and a detailed lesson plan with Numeracy, Literacy and Core Competencies connections - (10 new lessons developed in 2021-22)



- Professional Development session offered to Elementary teachers focused on these resources and ADST instruction - (to be offered in the 2022-23 school year)
- Monthly email to all Grade 5 and 6 teachers promoting a specific ADST lesson found on the Digmore website
- XPlorefest - 1 day event for all Grade 5 and 6 students across the district to participate in ADST activities in connection with local Industry partners.

Indicators

- Percentage of indigenous students participating in Career Programs
- Student Satisfaction levels - Job / Post Secondary Preparation⁹; UPDATED



Targets

- Increasing levels of student satisfaction with job and post secondary preparation
- Number of integrated ADST lessons and activities (revised or new) created and added to the District Digmore Learning Commons - goal of 10 lessons reached in 2021-22.
- Number of Elementary teachers using the integrated ADST Lessons and Activities - goal of 60% Grade 5 and 6 teachers.
- Rate of Teacher and Student satisfaction with regards to engagement in learning - goal of 80% satisfied or very satisfied. (short survey for each activity to be developed for 2022-23)

Alignment of Resource Allocations With This Goal:

- Teacher release time for professional development preparation - 1 TTOC day = \$500

⁹ Student Satisfaction levels - Job / Post Secondary Preparation



- ADST Supplies for professional development - \$1000
 - Supplies for ADST Kits - \$5000
-

Goal 4: Support Student Achievement through A Systemic Learning Support Model

Objective 4.1: Educate Staff and Stakeholders on the Rationale and Structures of the Learning Support Model

Key Strategies

- Review and present Ministry of Education direction on inclusive practices and the parameters for Special Education Funding. Completed 2021-22
- Develop and present District information on specific structures and process that align with the Ministry mandate. Have completed for SUPAC, Board and Leaders but need to extend to teacher and support staff groups for 2022-23
- Use collaboration and communication structures such as Sharepoint, the Leadership meetings, school-based teams (SBT), PAC meetings, Post of Responsibility workshops and professional development opportunities to address this goal. Ongoing for 2022-23

Objective 4.2: Implement A Sustainable, Transparent, School-Based Learning Support Fund

Key Strategies

- Provide a funding/budget spreadsheet that shows all school allocations for the Learning Support Fund and a means to track expenditures. Ongoing
- Support School-Based Teams to play a leadership role with this objective. Invite SBTs to specific professional development at Board Office.
- Provide leadership opportunities for feedback, monitoring and adjusting of this tool. Ongoing
- Schools link Learning Support Fund allocations to Framework goals and learning evidence



Objective 4.3: Support Diverse Interventions to Respond to Diverse Student/Group Needs

Key Strategies

- Develop and follow guiding principles for the allocation of these funds. Completed and ongoing
- Explore all appropriate interventions that respond to the specific needs of the class grouping: ie. teacher intervention, resources, professional development, Education Assistants, Youth Care Workers, teacher collaboration, coaching, mentorship, etc.
- Share successes and challenges on diverse interventions. Reviewed work of youth care worker in 2021-22. Ongoing
- Monitor for progress in relation to learning evidence through school frameworks

Objective 4.4: Create a Universal Menu of Supports (Tier 1) for the Classroom

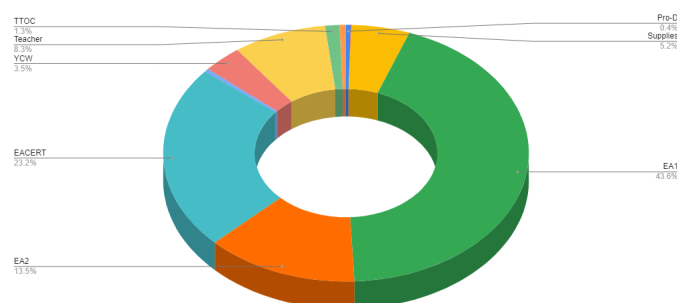
Key Strategies

- Establish a leadership group to review various structures, processes and resources for a universal classroom approach - meet regularly throughout the 2021-22 school year. Completed.
- Engage teachers, support staff and education stakeholders to collaborate on this resource - this is the focus for 2022-23

Indicators

Diverse Allocations of Learning Support Model Fund across District in 2021-2022¹⁰ UPDATED

District - Percentage of LSM Budget Allocations 2021-2022



¹⁰ District Allocations of Learning Support Model Fund 2021-2022



Alignment of Resource Allocations With This Goal:

- Time spent at DLTM
- Time spent with Working Committee for Universal Classroom Support Model
- Learning Support Fund to Schools - approximately \$7M to begin the 2022-23 school year with possible increases after September 1701 enrolment reporting. Phase 3 (emergent) funding of \$200,000.00
- professional development with teacher groups, unions, School-Based Teams, Posts of Responsibility
 - Release time, food, conferences - \$12,000.00

Data Analysis

The following are notes regarding data in this document as well as the Ministry FESL data addendum that follows.

SD60 Document Data

Figure 1: Graduation 6 Year Completion Rate

- Source: Ministry Completion Rates
- Increasing trend over period with significant improvement for students with diverse abilities.
- A significant gap continues to exist between Diverse Abilities and Indigenous sub populations, and the All Students measure.
- Plateauing occurs over the short term.
- Noted decrease for female population over short term.

Figure 2: Reading Comprehension Grades 6-9

- Source: Read73 Local assessment data
- A significant drop in comprehension in 2020-2021 was noted for grades 8 and 9.
- First year of new assessment (Read73) data in 2021-2022

Figure 3: Grade to Grade Transitions

- Source: Ministry FESL Data
- Increases over previous year noted in successful grade to grade transitions
 - Grade 9 to 10 (+5%)
 - Grade 10 to 11(+3%)
 - Grade 11 to 12(+8%).

Figure 4: C+ or Better in Grade 4-10 Mathematics

- Source: Final Marks
- Decline noted after grade 6 in all sub populations.
- Noticeable gap exists for Indigenous measures after grade 6.



- Decreasing rate of C+ or better compared to last year in grades 8-10

Figure 5: Student Learning Survey Satisfaction Rates for Transition Supports

- Source: Student Learning Survey
- Non Indigenous Grade 12s feel less supported in their transition.

Figure 6: FSA by Sub Population Grade 4, 7 - Literacy, Numeracy

- Source: Local Power BI reporting with Ministry data
- Lower participation rates noted for Diverse Abilities
- Strong literacy results
- Weaker numeracy results, especially in Grade 7

Figure 7: Grade 7 MDI Well-being Index (%) and Number of Children Responding

- Source: Middle Years Development Instrument
- Small increase to percentage of students in Low category for Well-being index.

Figure 8: Grade 7 MDI Connectedness with Adults - “At my school there is an adult that believes in my success”

- Source: Middle Years Development Instrument
- Consistent results over four years noted.

Figure 9: Percentage of schools completing yearly CASEL School-Wide SEL Assessment

- Source: Local data
- Aiming for 100% in year 3.

Figure 10: Student Satisfaction levels - Job / Post Secondary Preparation

- Source: How Are We Doing report
- Increasing satisfaction levels for both measures
- Gap continues between Indigenous and Non-Indigenous

Figure 11: District Allocations of Learning Support Model Fund 2021-2022.

- Source: Local data
- Schools have added additional Youth Care Workers and Teacher FTE through the Learning Support Model in 2021-2022.
- Majority spent on Education Assistants

Ministry Enhancing Student Learning Report Data

In the following pages we have included the Ministry provided Enhancing Student Learning Report Data. Our analysis is provided below by themes of Intellectual Development, Human and Social Development, and Career Development. Listed Outcomes and Measures are as per [Ministerial Order 302/20](#). Most of the data for Children and Youth in Care is masked due to low numbers and will not be included. Other items that are blank in the following graphs are due to



masking of the data. Where appropriate we provide general comments about the masked data in the analysis.



Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

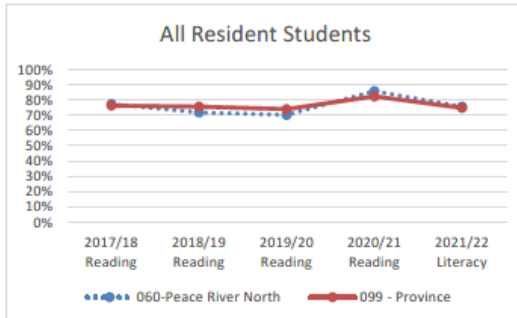


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

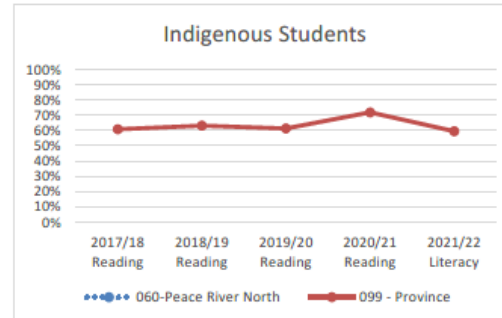


Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students

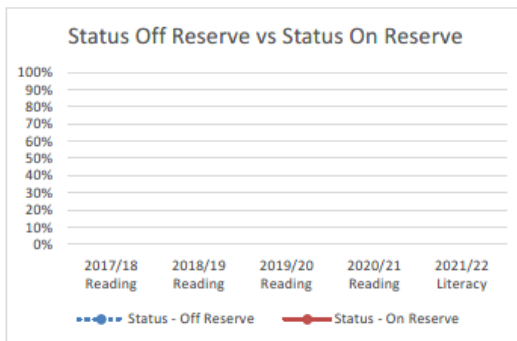


Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve

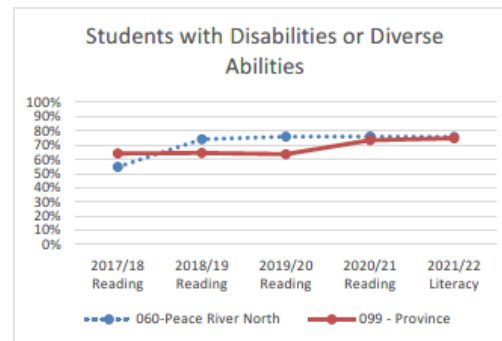


Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities

Data Analysis

- Matching or higher level of students who are On Track or Extending compared to province
- Comments on masked data
 - Indigenous Students over time are performing higher than Province
 - Status Off Reserve students have similar achievement to the All group



Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

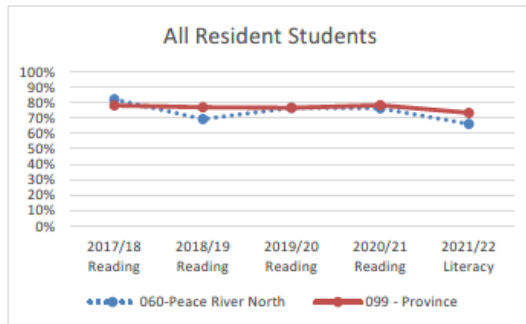


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

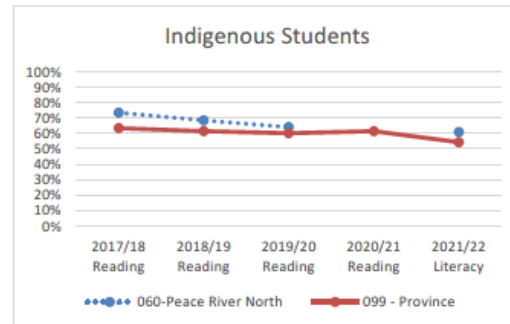


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

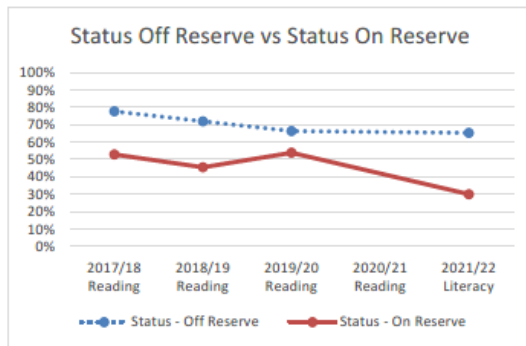


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

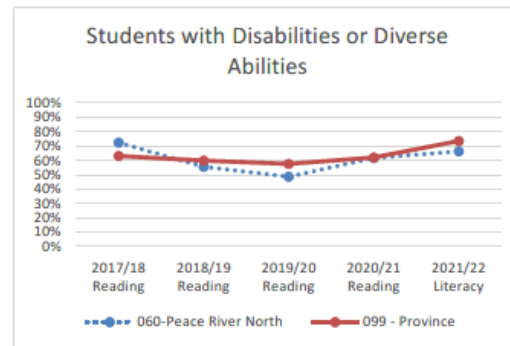


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

Data Analysis

- Matching or higher level of students who are On Track or Extending compared to province
- Gap exists between Status - On Reserve, Status - Off Reserve, and All Students



Measure 1.2: Grade 10 Literacy Expectations

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

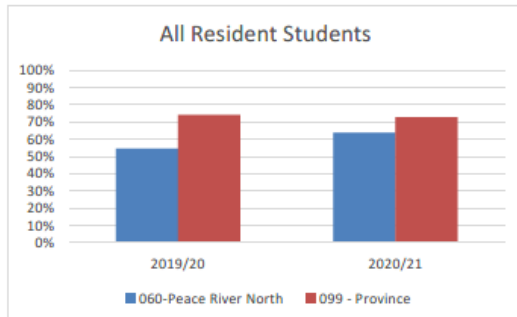


Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students

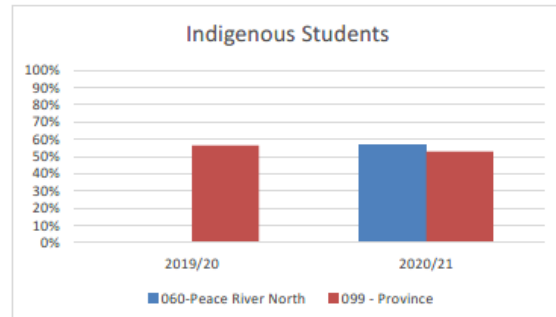


Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students

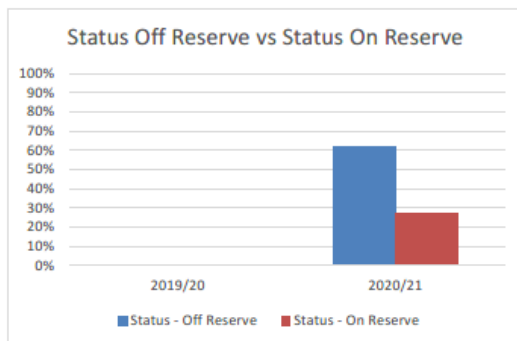


Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

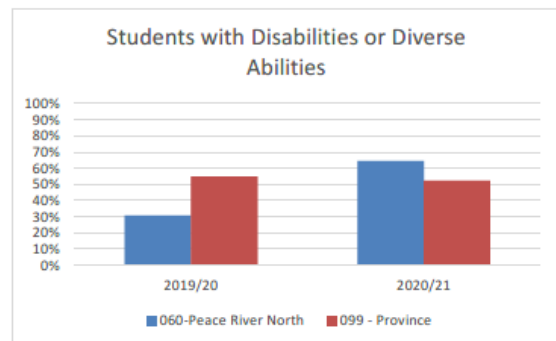


Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

Data Analysis

- Higher results for Indigenous Students and Students with Disabilities and Diverse Abilities in 20/21.
- Narrowing gap for All SD60 students and Province between 19/20 and 20/21.



Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

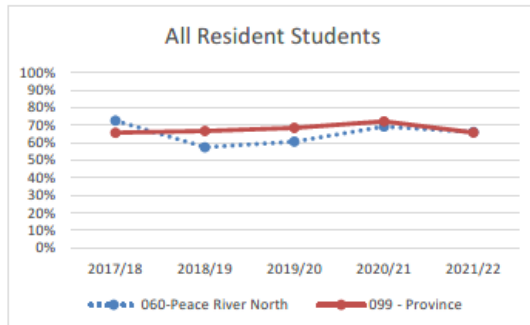


Figure 26: FSA Grade 4 Numeracy - All Resident Students

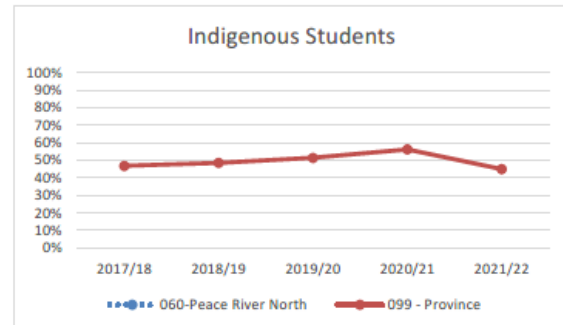


Figure 27: FSA Grade 4 Numeracy - Indigenous Students

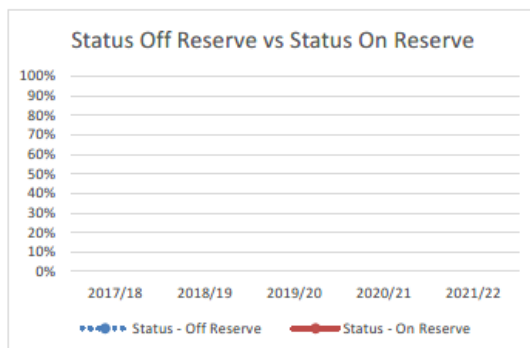


Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

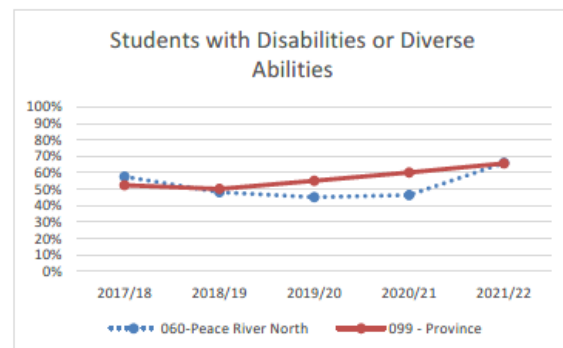


Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

Data Analysis

- Results near provincial for All Students and Students with Disabilities or Diverse Abilities in Grade 4 FSA results.



Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

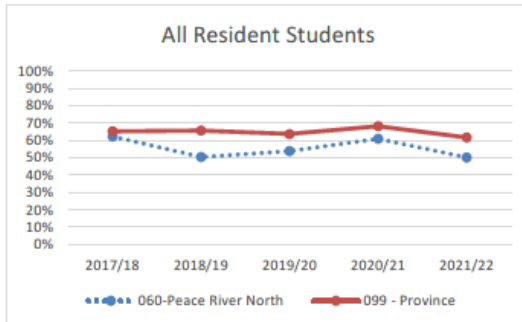


Figure 31: FSA Grade 7 Numeracy - All Resident Students

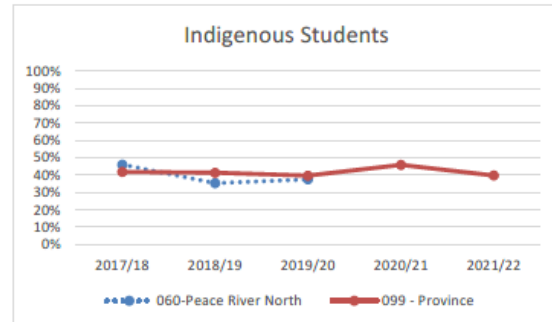


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

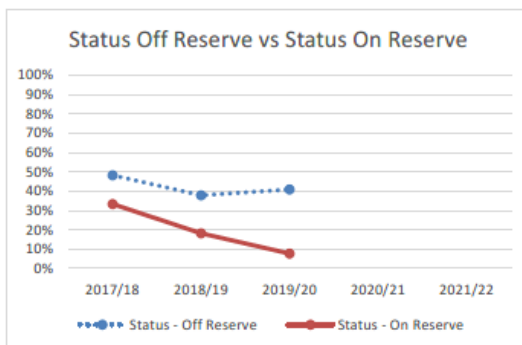


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

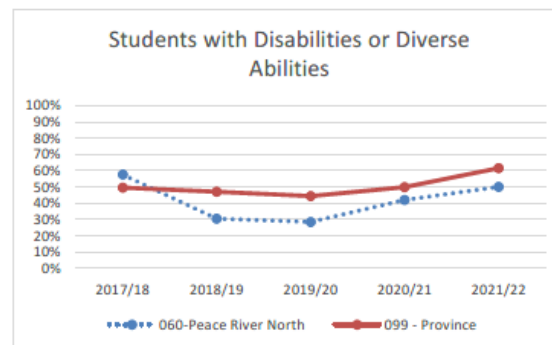


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

Data Analysis

- Gaps exist between province for All Students and Students with Disabilities or Diverse Abilities.
- Indigenous students were performing close to province where data is unmasked. Gaps exist between Indigenous students and the All measure.



Measure 2.2: Grade 10 Numeracy Expectations

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

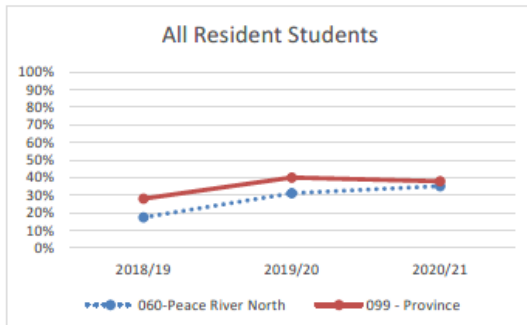


Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students

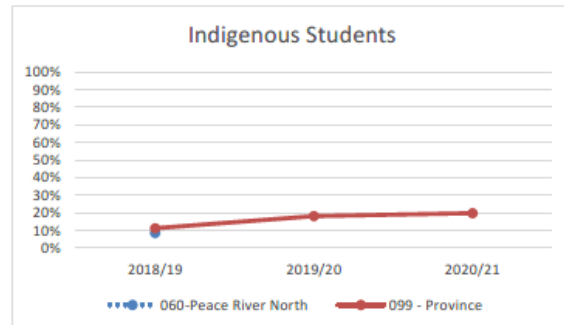


Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students

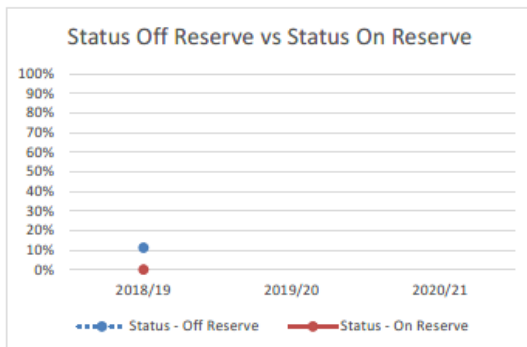


Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

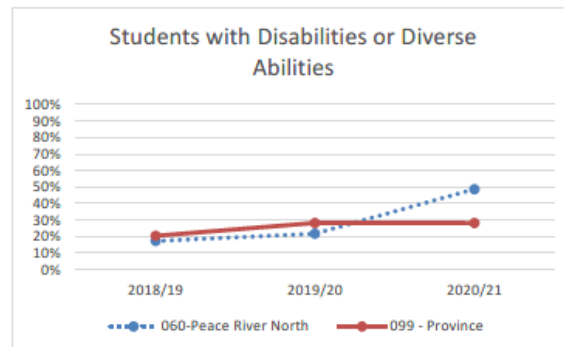


Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

Data Analysis

- At or above Province rates for Proficient or Extending for All, and Students with Disabilities or Diverse Abilities.
- Unmasked data from 2018/19 shows a gap between the All measure and Students On/Off Reserve.



Measure 2.3: Grade to Grade Transitions

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

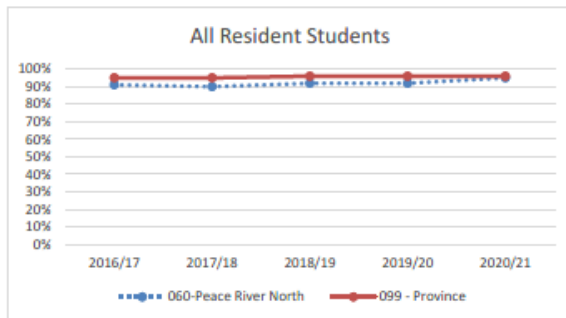


Figure 41: Transition Grade 10 to 11 - All Resident Students

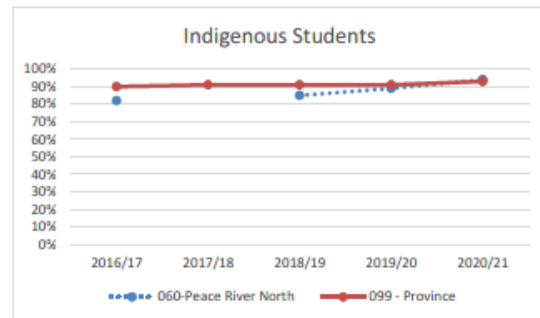


Figure 42: Transition Grade 10 to 11 - Indigenous Students

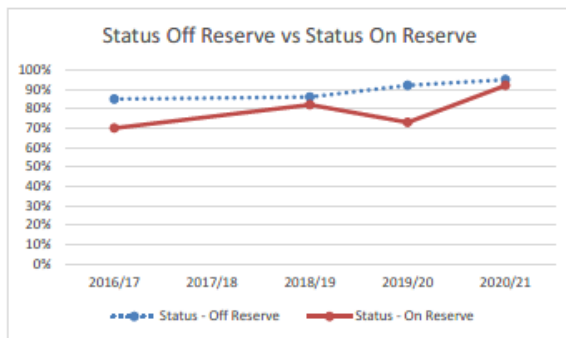


Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

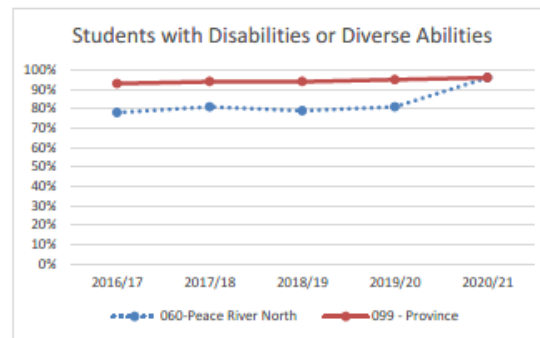


Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

Data Analysis

- 20/21 data show we are near parity with the Province on grade to grade transitions.
- Masked data shows similar transition rates for Indigenous, Status On/Off Reserve, Diverse Abilities, and All. At parity or within five percent of Province in 20/21.



Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

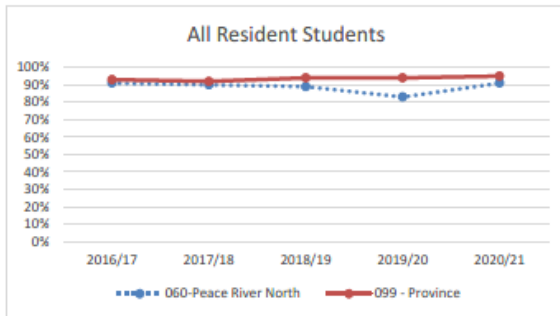


Figure 46: Transition Grade 11 to 12 - All Resident Students

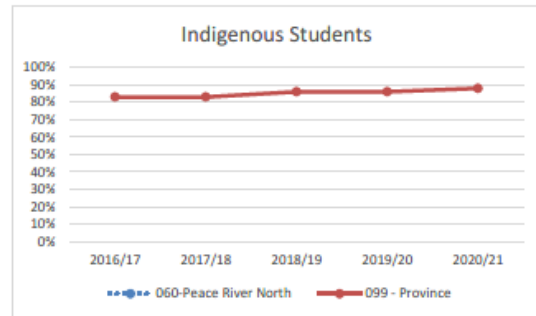


Figure 47: Transition Grade 11 to 12 - Indigenous Students

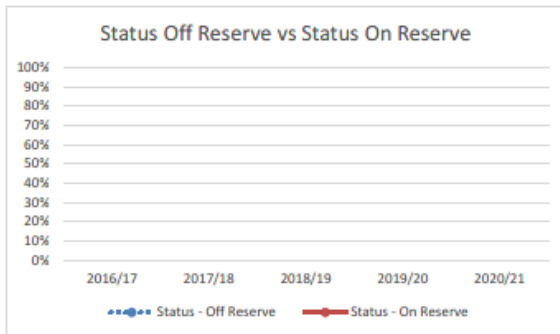


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

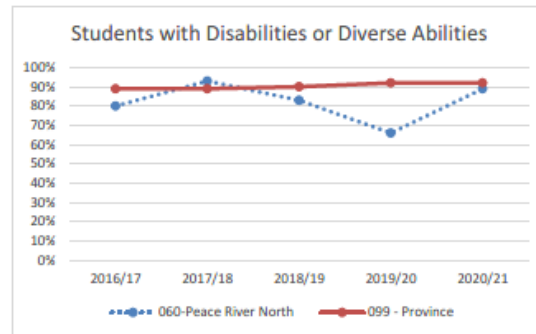


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

Data Analysis

- 20/21 data show we are near parity with the Province on grade to grade transitions.
- Masked data shows similar transition rates for Indigenous, Status On/Off Reserve, Diverse Abilities, and All. At parity or within five percent of Province in 20/21.



Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging

Student Learning Survey (SLS) - School Belong

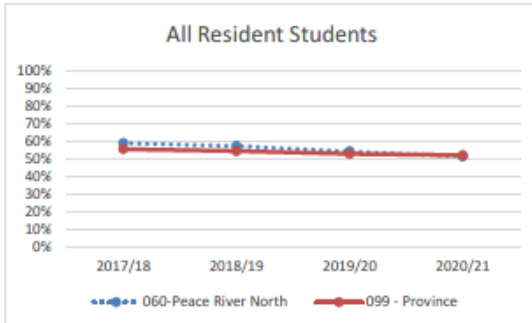


Figure 57: SLS - School Belong - All Resident Students

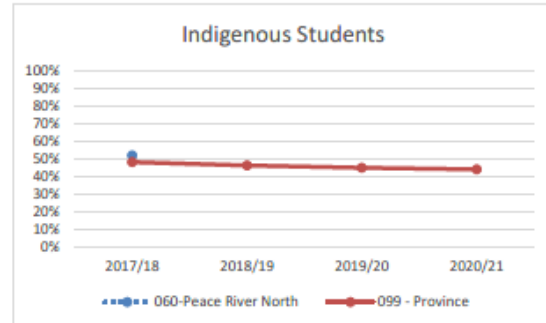


Figure 58: SLS - School Belong - Indigenous Students

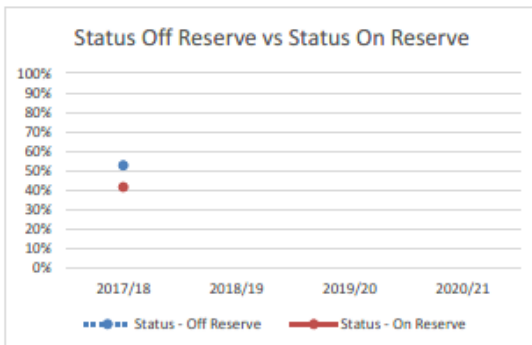


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

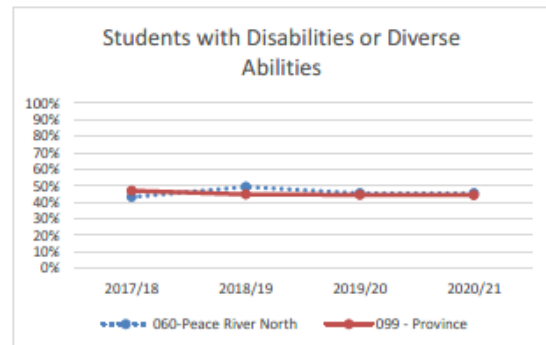


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

Data Analysis

- Gap exists between the All measure and Status On Reserve Students, Students with Disabilities or Diverse Abilities, and Indigenous Students.



Measure 3.2: Two or More Adults who Care About Them

Student Learning Survey (SLS) - Adults Care

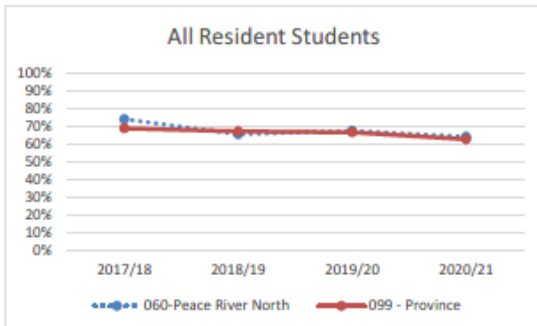


Figure 62: SLS - Adults Care - All Resident Students

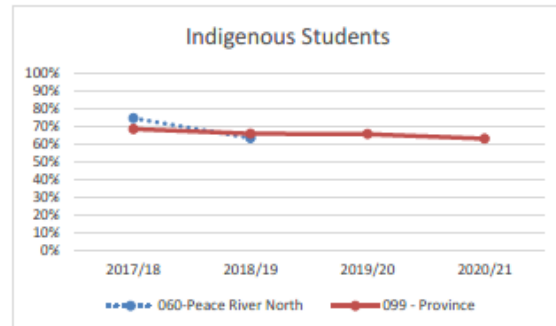


Figure 63: SLS - Adults Care - Indigenous Students

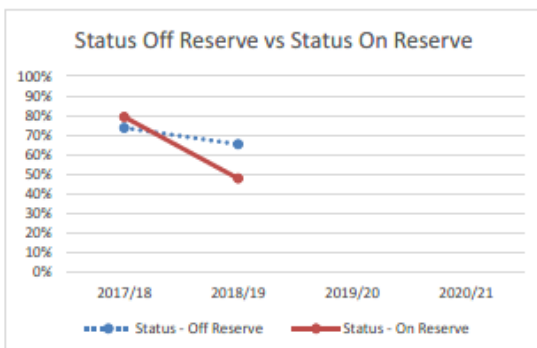


Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

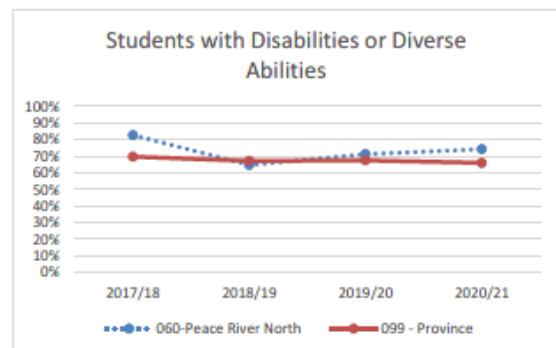


Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities

Data Analysis

- At parity with Province in All and Indigenous measures.
- Above Province for Students with Disabilities or Diverse Abilities measure
- Masked data shows a closing gap between Status On Reserve and the All measure in 20/21.
- Masked data shows Status Off Reserve and Indigenous measures above the All measure in 20/21.



Career Development

Educational Outcome 4: Students Will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

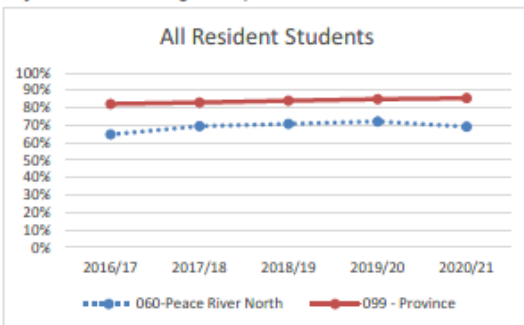


Figure 67: 5 Year Completion Rate - All Resident Students

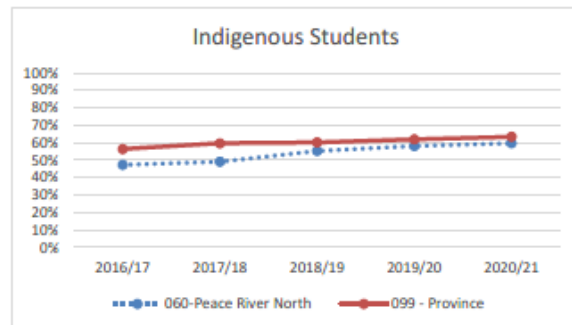


Figure 68: 5 Year Completion Rate - Indigenous Students

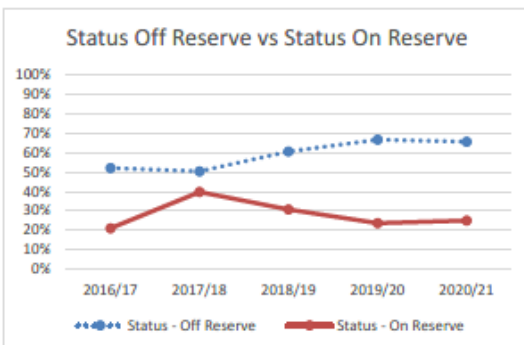


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

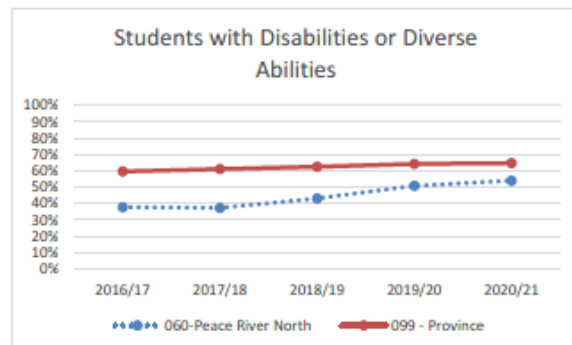


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

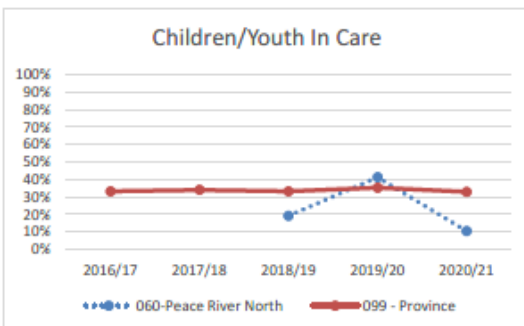


Figure 71: 5 Year Completion Rate - Children/Youth In Care

Data Analysis

- Gap between All and Province
- Gap between Indigenous and All
- All and Status On Reserve are close to parity in last two years of data
- Gap between Status On and Status Off Reserve
- Gap between Students with Disabilities or Diverse Abilities and All
- Significant gap between Children/Youth in Care and all other measures



Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

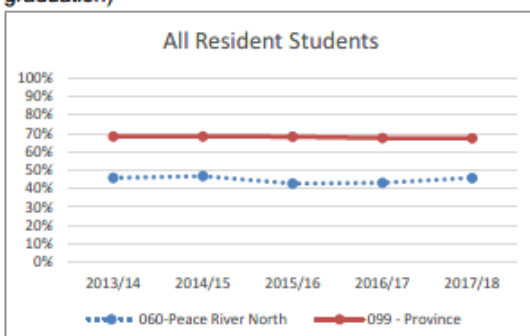


Figure 77: Post-Secondary Institute Transition - All Resident Students

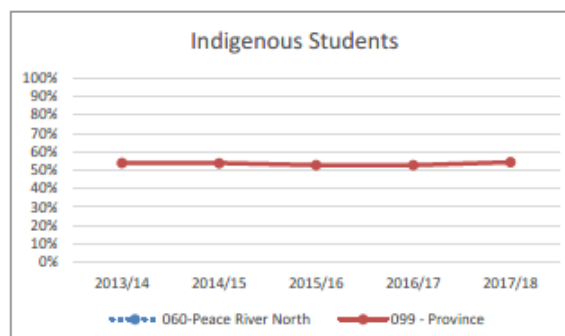


Figure 78: Post-Secondary Institute Transition - Indigenous Students

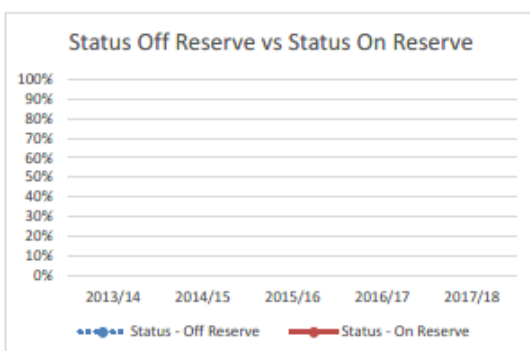


Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

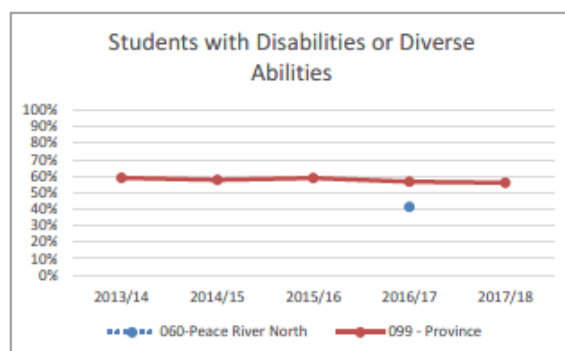


Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

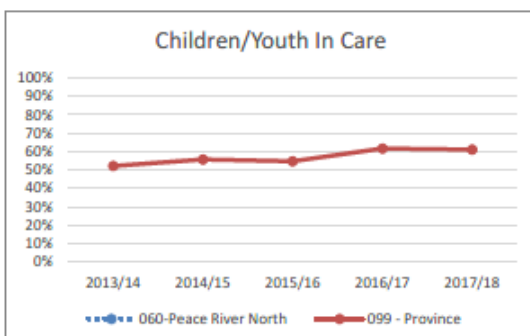


Figure 81: Post-Secondary Institute Transition - Children/Youth In Care

Data Analysis

- Lower transition rate to PSI after three years.
- Masked data for Status On and Status Off Reserve has a higher rate of transition to Post Secondary Institutions than that All measure for the 2017/18 cohort.

All pages of the Ministry Enhancing Student Learning Report Data are available as an appendix.



Glossary

A glossary of terms is available on our website at the bottom of the page at <https://www.prn.bc.ca/district/fesl/>





Together We Learn

