



**Enhancing Student Learning Report 2022/23  
In Review of Strategic Plan 2021 – 2026  
Year One of Five  
School District 51 (Boundary)  
Approved September 20, 2022**

*With gratitude, we acknowledge that School District 51 resides on the unceded traditional territory of the Interior Salish people. We also acknowledge the enduring presence of all First Nations, Inuit, and Métis People. May we always live and care for these lands with respect.*

### **District Context**

Located between the Okanagan Valley and the West Kootenays, School District No. 51 (Boundary) lies on the unceded traditional territory of the Interior Salish people and stretches from Big White Resort to Christina Lake.

SD 51 has the privilege of serving approximately 1,300 students from Kindergarten to Grade 12 in six elementary schools, two high schools, one alternate school and a K-9 community school. Enrolment has been moderately stable over the past 10 years, and a key focus for the District has been to keep small rural schools open with a full range of programs and services.

Some unique characteristics of SD51 include:

- The District is one of only two districts in the Province that operates on a 4-dayschool week.
- Approximately 30% of our student population self-identifies as Indigenous, Metis or Inuit.
- Over 70% of our students are registered for busing, with some students travelling more than an hour to get to school each day.
- Our largest school has over 400 students; our smallest has 8.

Our vision is to nurture curiosity, resilience, and joy in all, and our mission is to ensure students are flourishing today so they can build a confident future tomorrow. With these aspirations in mind, we acknowledge the great privilege and responsibility we have to help students achieve their potential. As a community, we have faced numerous challenges over the past two decades: declining enrollment, loss of primary-sector employer(s), forest fires, flooding, and now a pandemic. There are also systemic challenges that greatly affect our most vulnerable and marginalized students and families. Through the education system, we believe we can confront inequities to ensure all students learn deeply in safe, inspiring, learning environments.

### **Current Strategic Plan Priorities**

School District 51's [strategic plan](#) was adopted in September 2021 with four strategic directions:

- Equity, Inclusion and Belonging
- Student Voice and Agency
- Wellness and Resilience
- Community Connections

Within these directions, the focus has been on ensuring students are centred in deep learning with an emphasis on intellectual, social and human, and career development.

Specifically, this focus led to the following priorities for the 2021/22 year:

- Engagement of students
- Establishing equitable assessment/instruction practices
- Establishing framework for student voice at district/school levels
- Establishing wellness programs for students and staff
- Establishing framework to examine if all students are learning deeply, especially Indigenous students, students with disabilities or diverse abilities, and children and youth in care
- Establishing strong community connections

Action Highlights for 2021/22

- Creation of District Student Advisory Council to transform relationship between students, trustees, and senior management
- Library diversity audit and book purchases to increase diversity of books in all elementary libraries
- Adaptive and assistive equipment for students with complex needs to allow them to interact on playground with peers
- District Leadership Team trained in Compassionate Systems Leadership
- District team trained in Neurosequential Model in Education / Trauma Informed Practice
- Teacher professional development with Katie White on assessment
- Establishment of Outdoor Education program for elementary students

As well, the District has the Indigenous Enhancement Agreement goals to guide its focus:

- Emotional goal: all Indigenous students will experience a sense of belonging, self-respect, and pride of heritage
- Intellectual goal: all partners will work towards increasing the level of academic success for Indigenous students
- Spiritual goal: all Indigenous students will increase their awareness, knowledge, and pride of their ancestry through the recognition and honouring of their culture, traditions, history, and language in an inclusive environment with all learners in classrooms.
- Physical goal: all Indigenous students will increase their awareness of healthy choices that enhance their wellbeing

## **Strategic Engagement**

Each year in March, the District holds a “World Café” during which time the District presents programs and initiatives for the year, providing an opportunity to contribute ideas and concerns. After the World Café, principals and vice principals host school forums for staff, students, families, and community members. As a team, they review the school year with the lens of “what is working, what can we improve, and where are we going”. All the data is compiled and grouped thematically to see areas of concern as well as areas of success. Students, staff, and family members unable to attend the World Cafés or the school events, or who would like to give more feedback, are able to complete online surveys as well.

The District also hosts opportunities to meet with specific stakeholders each spring, such as the Boundary District Teachers Association, CUPE Local 2098, Indigenous Education department, Inclusive

Education department, and the Boundary Principal and Vice Principal Association. These meetings are designed to provide the District with information about issues and concerns each group has.

Finally, the District receives input from the Boundary Indigenous Education Advisory Council throughout the year to ensure the needs Indigenous learners are being met. The council examines the results as presented in *How Are We Doing Report?*, critically analyzing the effectiveness of current strategies.

SD 51 schools use *Spirals of Inquiry* as their framework for enhancing student learning. The stages in the cycle are as follows:

- Scanning – What’s going on for our learners?
- Focusing – What is our focus?
- Developing a Hunch – What is leading to this situation/
- New Learning – How can we learn more about what to do?
- Taking Action – What will we do differently?
- Checking – Have we made enough of a difference?

School growth plans are created with input from staff, students, and families and the focus is on enhancing student learning in three key areas of development: intellectual; social and human; and career. School teams are invited to make proposals to the Board if they need extra resources to meet the needs identified in their plans.

The District uses the information from school growth plans as well as a variety of data sources to develop initiatives to enhance student learning and support staff and students.

## **Student Performance Data Analysis and Interpretation**

### ***Intellectual Development***

#### *Educational Outcome 1: Literacy*

*Measure 1.1* Grade 4 and 7 Literacy Expectations (Appendix 2)

*Other Data:* District Reading Assessments (Appendix 3)

Analysis:

- After a dip in results last year, SD 51 students are near or above the provincial data for both grade 4 and grade 7 FSA reading results.
- Results for Indigenous students, students with disabilities or diverse abilities, and children and youth in care are masked due to small cohort numbers.
- However, we can note that Indigenous students in grades 4 and 7 are doing better than both the district and provincial averages for the 21/22 school year and we will watch to see if that trend continues.
- While students with disabilities or diverse abilities in grade 7 are above provincial average and on-par with district average, grade 4 students with disabilities or diverse abilities are below both averages.
- Children and youth in care results have very low sample sizes and some years are missing data, which makes it difficult to analyze.
- The district reading assessment data show we have a significant number of students in primary grades at the emerging or developing stage for literacy.
- We have not had district reading assessments for at least 5 years

- In fall, 78% of students were either emerging or developing. By spring, this number had decreased to 55%.
- The data was not compiled in such a way to see results for Indigenous students, students with disabilities or diverse abilities, or children and youth in care.

*Measure 1.2 Grade 10 Literacy Expectations (Appendix 4)*

- With Literacy 10 Assessments, the District average is roughly the same as the provincial average.
- Again, Indigenous student results are masked but while the results were higher than both the provincial and district averages for 20/21, that wasn't the case in 21/22.
- Students with disabilities or diverse abilities is not masked.
- The results for these students are much lower than the District and provincial averages.
- No data was available for children and youth in care.

Interpretation:

- In the 2020/21 school year, the District's participation rate with the Foundation Skills Assessment was very poor.
- One of our goals for 21/22 was to increase participation, which we did to over 90%.
- We have also introduced District reading assessments in primary classes, with intermediate to follow for 22/23 year.
- Looking at the data from 21/22 school year, we have a lot of concern about the number of students still not meeting expectations with literacy.

***Educational Outcome 2: Numeracy***

*Measure 2.1 Grade 4 and Grade 7 Numeracy Expectations (Appendix 5)*

- The District results for Grade 4 and Grade 7 "on track" or "meeting/exceeding expectations" on the Foundational Skills Assessment are slightly below the provincial average for the 2021/22 school year.
- Again, Indigenous students, students with disabilities or diverse abilities, and children and youth in care are masked.
- However, both Indigenous students and students with disabilities or diverse abilities are below the district averages for both grades, and the trend over the past few years seems to be downward.
- The sharp decline for grade 4 students with disabilities or diverse abilities as shown last year continued to be seen this year.

*Measure 2.2 Grade 10 Numeracy Expectations (Appendix 6)*

- The District average continues to be significantly lower than the provincial average.
- Indigenous learner results are masked, but are below provincial and district average, as are the students with disabilities or diverse abilities.
- Less than 30% of all students in SD 51 are meeting or exceeding expectations with the Numeracy 10 Assessment.
- Again, not much data is available for children and youth in care.

*Measure 2.3 Grade to Grade Transitions (Appendix 7)*

- Grade to grade transitions for SD 51 students was close to or on par with the provincial average; however, there was a dip for both Indigenous learners and students with disabilities or diverse abilities in the 2021/22 school year when transitioning from grade 10 to grade 11.
- We will look to see if this trend continues next year with this cohort.

- The data for children and youth in care was not complete.

Interpretation:

- After two years of the pandemic and its effects on learning, we are concerned about the trend with lower numeracy results in both the Foundation Skills Assessment and the Numeracy 10 Assessment.
- Without a district wide numeracy assessment, it is difficult to understand the situation or to plan any interventions.

## **Human and Social Development**

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

#### *Measure 3.1 Student Sense of Belonging (Appendix 8)*

- The data from the Student Learning Survey shows that while the District may be near the provincial average, many students in School District 51 do not feel welcome at their schools (30%) nor safe (25%).
- This number increases for students with disabilities or diverse abilities who feel welcome, though the masked results for Indigenous students are above the provincial average.
- Interestingly, there has been a decline in students reporting they feel that they belong at school, with almost 50% of students reporting they don't feel a sense of belonging.
- Indigenous learner results are masked, but the average is near the district and provincial average.
- Again, students with disabilities or diverse abilities are masked, but the number of students who feel like they belong at school is significantly lower than the provincial and district averages.

#### *Measure 3.2 Two or More Adults Who Care About Them (Appendix 9)*

- The question in the Student Learning Survey is "At your school, how many adults do you feel care about you?"
- Almost 70% of students reported that two or more adults at their school cared about them.
- The results for Indigenous learners and students with disabilities or diverse abilities are close to this average as well.
- However, that means almost 30% of students don't believe 2 or more adults care about them.

Interpretation:

- While a lot of students feel welcome, safe, and connected, and have good connections with two or more adults, there are still a significant number of students who do not have these experiences.
- There has been a downward trend over the past five years, which may have been exasperated by the pandemic.
- Need to hear stories from students about why this could be.

## **Career Development**

### ***Educational Outcome 4: Students Will Graduate***

#### *Measure 4.1: Achieved Dogwood Within 5 Years (Appendix 10)*

- The District results for students completing their Dogwood within five years is between 88% and 83% since 2015 and appears to have plateaued slightly under the provincial average.
- The Indigenous is masked, but we know that while above the provincial average, the Indigenous students are less likely to graduate within 5 years compared to non-Indigenous students.

- Also, the students with disabilities or diverse abilities, while above the provincial average, is below the District average.
- No information for children and youth in care.

### ***Educational Outcome 5: Life and Career Core Competencies***

#### ***Measure 5.1: Transitioning to Post-Secondary (Appendix 11)***

- The district average is below the provincial for immediate transition to post-secondary attendance; however, within three years, the district average is on par with the provincial average.
- No information about children and youth in care.

#### **Interpretation:**

- The disparity between Indigenous students and non-Indigenous students is concerning, as is the overall trend of being below the provincial average.
- What are the barriers students experience that makes it difficult to graduate in 5 years?
- What are the barriers to attending post-secondary education immediately after graduation?

#### **Other Data:**

Early Years Development Instrument: [Community Profile](#)  
 Early Years Development Instrument: [Subscale Profile](#)  
 Middle Years Development Instrument: [Grade 4](#) and [Grade 7 Youth Development Instrument](#)  
[How Are We Doing?](#) Aboriginal Report 2016/17 to 2020/21

- School District 51 has participated in the *Early Years* and the *Middle Years Development Instruments* for a significant time, while the *Youth Development Instrument* was introduced last year.
- According to the *EDI Community Profile*, in Boundary, 36% of children are vulnerable on at least one area of developmental, a meaningful increase in childhood development vulnerability since 2005.
- Early childhood development is a social determinant of health. Avoidable and persistent inequities in life affect children’s developmental health and wellbeing.
- With the *Middle Years Development Instruments*, we are able to see a well-being index that uses the following measures: optimism, happiness, self-esteem, absence of sadness, and general health.
- These measures relate to children’s physical health and social and emotional development that are critically important during the middle years.
- Scores from these 5 measures are reported by three categories of well-being, giving a holistic summary of children’s mental and physical health.
- The YDI has a well-being index similar to the MDI, so we can look at trends, but it is not directly comparable.
- The measures for the YDI are the same, but some of the questions vary to better meet the needs of youth in Grade 11.

## Well-being Index Grade 4 – 2021/22



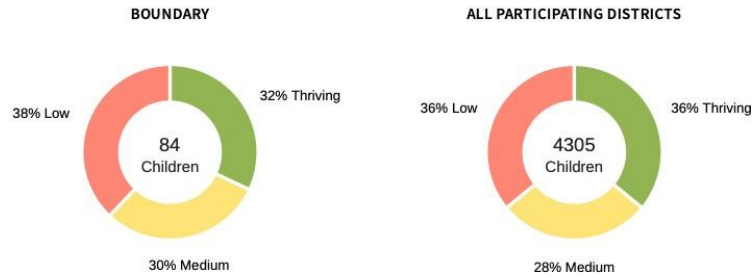
**High Well-being (Thriving)**  
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



**Medium Well-being**  
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



**Low Well-being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.



## Well-being Index Grade 7 – 2021/22



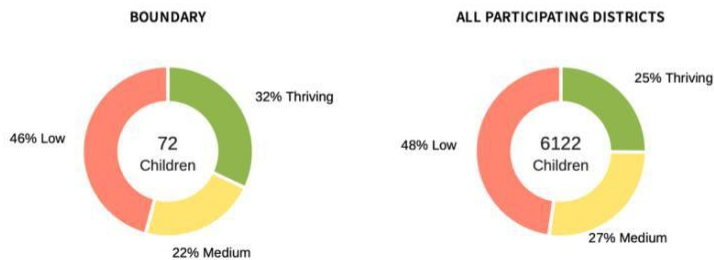
**High Well-being (Thriving)**  
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



**Medium Well-being**  
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



**Low Well-being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.



## Well-being Index Grade 11 - 2021/22



**High Well-Being (Thriving)**  
Youth who indicated high scores in a minimum of four measures and have no low scores.



**Medium Well-Being**  
Youth who indicated high scores in three or fewer measures, but still did not have any low scores.



**Low Well-Being**  
Youth who indicated a low score in one or more measures.



Interpretation:

- Many students in School District 51 have low well-being in the measures of optimism, happiness, self-esteem, absence of sadness, and general health.
- The District's students have lower well-being than the provincial average, and the rate increases as the students age (from 38% in grade 4, to 46% in grade 7, to 55% in grade 11).

### **How Are We Doing Report?**

Within this report are also some trends that are concerning:

- 30% of students in School District 51 self-identify as Indigenous
  - This ratio should be reflected in our programs, but they are not
- Indigenous students are disproportionately represented in the following areas:
  - Alternate program (mostly female as well)
  - Behaviour disabilities
  - Emerging results in literacy and numeracy (3-point scale)
  - Adult Dogwoods
- Indigenous students had lower participation in grade 10 assessments and were less likely to receive C+ or higher in multiple grade 10 to 12 courses.

Interpretation:

- The disparity that exists between Indigenous students and non-Indigenous students demonstrates the inequities existing within School District 51 – inequities that are systemic within our schools and District and must be addresses.

### **District Successes**

Despite some challenges with staffing, most elementary schools had literacy support teachers who were able to implement a district reading assessment for primary students for the first time in many years. This intentional focus allowed the primary team to focus specific interventions on students emerging or developing in reading. In the fall assessment, 29% of primary students were emerging, while in the spring that number had dropped to 10%, demonstrating the power of the early intervention.

With the creation of three Student Trustee positions, student voice was firmly established at the board table. Last year also saw the beginnings of a District Student Advisory Council, as well as a Student Advisory Council, to ensure a formal framework exists for students to share concerns and ideas with the School Board.

The Boundary Indigenous Education Advisory Council was able to meet again in person for the first time since January 2020. As a group, we established new expectations for the role of the council, including with planning and budgeting responsibilities. This included The District was also privileged to sign a new Indigenous Education Enhancement Agreement with council members, committing to improving educational opportunities through collaborative decision making.

### **Existing and/or Emerging Areas of Need**

From the data above and from the comments received from family members and students, the following are areas of need:

- Low literacy and numeracy results for too many students



- Continued inequities for Indigenous students, students with disabilities or diverse abilities and children and youth in care
- Not enough data about children and youth in care
- Students' poor well-being and mental health
- Lack of authentic engagement with families and community members throughout the year
- Lack of meaningful student voice throughout the year

### **Adjustments and Adaptations**

In addition to the strategies from the 2020-21 school year, School District 51 will focus on the following:

- Continue with focus on developing district-wide assessments/screening tools
  - Expand reading assessments from K-3 to K-7
    - Ensure able to disaggregate data
  - Create and implement K-7 writing assessment
  - Research numeracy assessment, then pilot K-7 in spring 2023
- With District Student Advisory Council begin engagement with students throughout the year (every other month)
- Continue to focus on Truth and Reconciliation and implementing the Calls to Action for Education
- Co-creating with staff and stakeholders a student self-evaluation framework for core competencies using Circle of Courage/Medicine Wheel for all students in district
- Increase Elder in-Residence visits with schools with focus on Talking Circles and Circle of Courage (belonging, mastery, independence, and generosity)
- Create Mental Health in Schools district team to ensure broad, intentional actions are effective and district-wide
- Create and implement engagement process that occurs throughout school year with specific consideration with Indigenous organizations including Métis Nation BC and local organizations to share expertise to provide direction feedback on operational plans
- Broaden the district's understanding and use of data, using Shane Safir's *Street Data* to help pinpoint missing data, enrich the data stories

### **Alignment for Successful Implementation (next page)**

### **Conclusion**

The first year of the strategic plan was fraught with change. We had an all-new District Strategic Framework Team; we had staffing issues that prevented some initiatives from being fully implemented; and we had some team members leave at the end of the year. Despite these challenges as well as those that come with a small district, we had a lot of successes and look forward to moving student learning forward in the 2022/23 school year. We must remember that at the core of the strategic plan is ensuring students are flourishing today so they can build a confident future. To achieve this, the focus must continue to be on students engaged in deep learning that gives them the necessary qualities to build that confident future.

## Alignment for Successful Implementation

### School District No. 51 Continuous Improvement Review Cycle

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July/Aug	Sept
Schools	New school growth plan in effect	Informal review of progress through non-instructional times		Informal review of progress through non-instructional times		School World Cafés	Review of school growth plans; evaluating evidence with school community; begin developing new plan				School Growth Plans due
Students	District Assessments	10/12 Grad Assessments		10/12 Grad Assessments			10/12 Grad Assessments		10/12 Grad Assessment		
	10/12 Grad Assessment results	Completion Rate results	AbEd Report HAWD?			PSI results					
				EDI, MDI, YDI administration			EDI, MDI, YDI data released				
	FSA Administration		Grade-to-Grade Trans	FSA Report – end of Jan	Student Learning Survey administration				Student Learning Survey Results – by July		Student Learning Report due
Governance		Finance, Operations Committee		Policy Committee	Finance, Operations Committee		Finance, Operations, and Policy, Committees	Policy committee	Finance and operations committee		Finance, Operations, Policy committees
Engagement	BIEAC* DSAC*		BIEAC* DSAC*		BIEAC* DSAC*	District World Café Surveys	Stakeholders' meetings BIEAC* DSAC*		BIEAC* DSAC*		
Finance					Enrollment projections	Preliminary operating grants	Preliminary budget planning		Annual Budget due		Audited financial statements due
Facilities											Minor capital report due
Staffing					Staffing review begins			Postings out by mid-May			

\*BIEAC – Boundary Indigenous Education Advisory Council

\*DSAC – District Student Advisory Council

# Appendix

## Appendix 1

### Enhancing Student Learning Report Data

The purpose of this document is to provide a summary of the Ministry data related to the Enhancing Student Learning Reporting Order (the Order). The report is masked according to the Protection of Personal Information when Reporting on Small Populations policy (<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations>) so it can be shared with the public. Numbers that are masked will not appear on the charts. Please direct questions regarding this report to [educ.reportingunit@gov.bc.ca](mailto:educ.reportingunit@gov.bc.ca)

#### The student populations specified in the Order are:

Indigenous students	Students who have ever self-identified as Indigenous on an enrolment collection.
Indigenous students living on reserve	Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.
Indigenous students living off reserve	Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.
Children and youth in care (CYIC)	Students who have been identified as Children/Youth in Care in the twelve months prior to September by the Ministry of Children and Family Development.
Students with disabilities or diverse abilities	All 12 categories including Gifted are used in identifying these students.

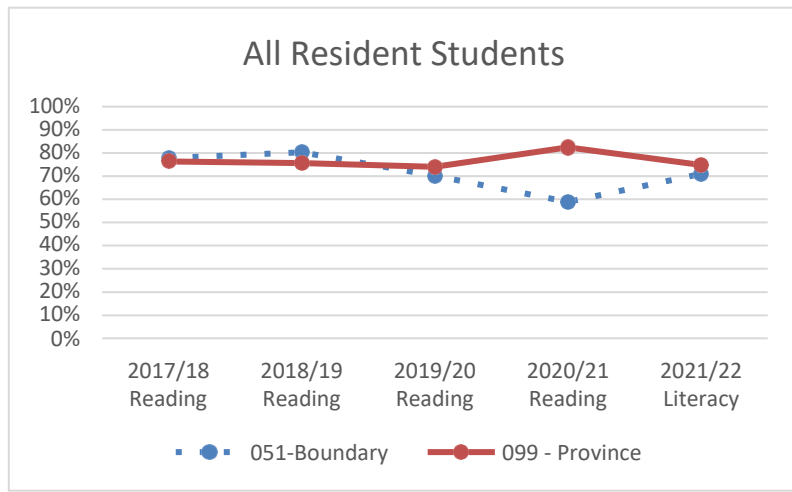
#### The measures specified in the Order are:

Measures	Notes	Page(s)
Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations	Five years of resident student FSA data in BC Public schools based on a) proficiency scores and b) percentage of Literacy/Reading selected response questions that students in grades 4 and 7 answered correctly.	2-5
Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments	As of the 2020/21 school year, only one year of resident student data in BC public schools is available as the Grade 10 literacy assessment started in 2019/20. The measure is based on the first write of grade 10 students.	6
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student FSA data in BC Public schools based on number of students Exceeding and Extending divided by Writers.	7-8
Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments	Included the 3 years of resident student data in BC Public schools as the Grade 10 Numeracy assessments started in 2017/2018. The measure is based on the first-time Grade 10 students wrote the assessment.	9
Number and percentage of students who are completing grade to grade transitions on time	This measure is the rate of Grade 10 and 11 resident students in BC Public schools transitioning into the next higher grade.	10-11
Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school	Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning Survey. The 'Do you feel safe?' question is anonymous so student population breakdown is not available.	12-14
Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them	Resident students in BC Public schools who responded to '2 adults' or '3 adults' or '4 or more adults' to the question, 'At your school, how many adults do you feel care about you?'.	15
Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8	Based on a sub-model of the six-year completion rate process for residents students in BC public schools; therefore, a) Data is not available until one year after the students have graduated ; and b) Data tables refers to year 6 (i.e. one year after the students have graduated).	16
Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years	Information is based on transitions of resident students in BC public schools into BC public post-secondary institutions. However, the Ministry is pursuing information for Canadian institutions.	17-18

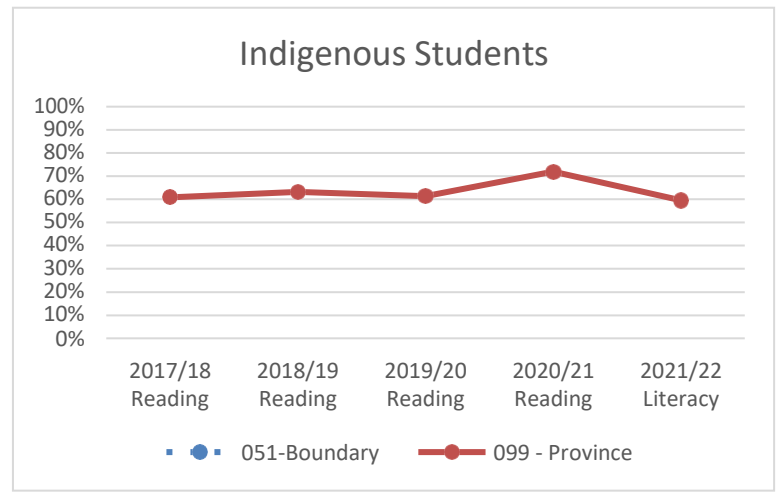
See the last page for further information about sub-populations and measures captured in this document.

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

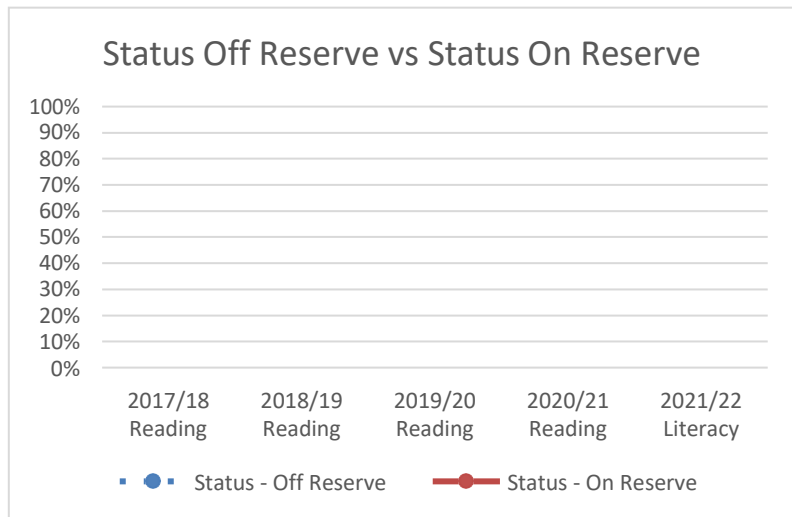
(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)



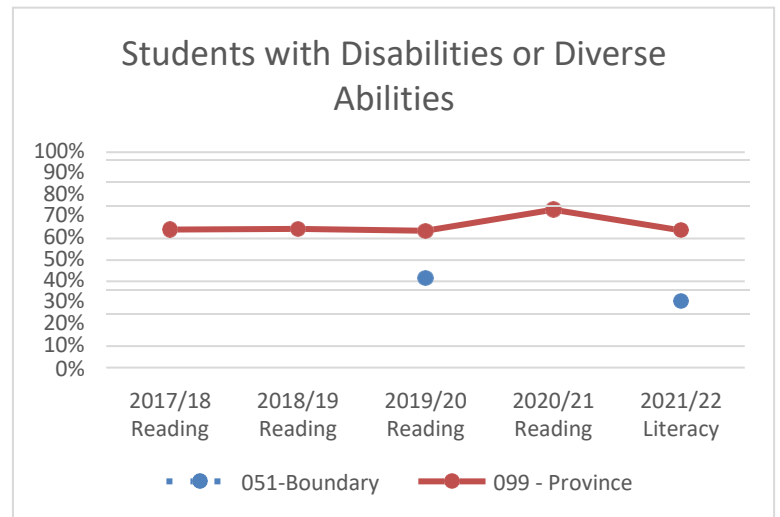
**Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students**



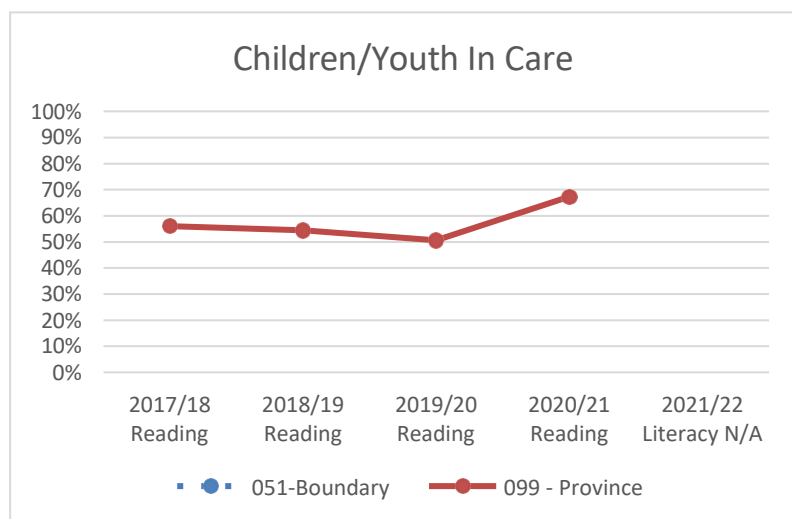
**Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students**



**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**



**Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care**

## 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)

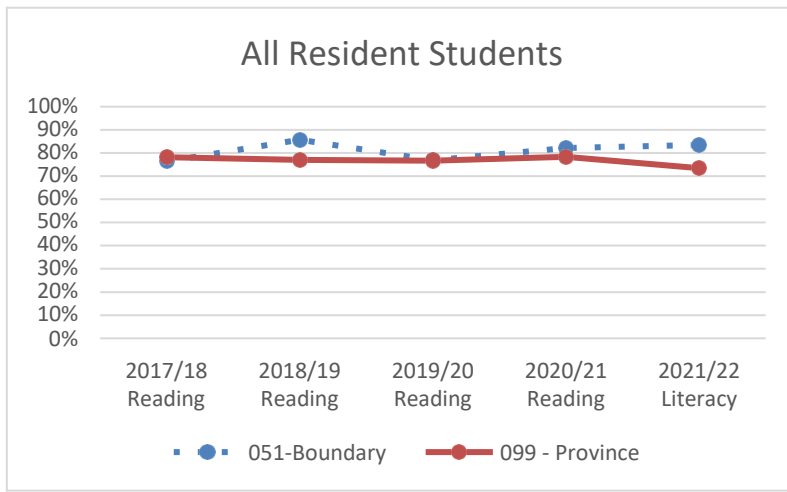


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

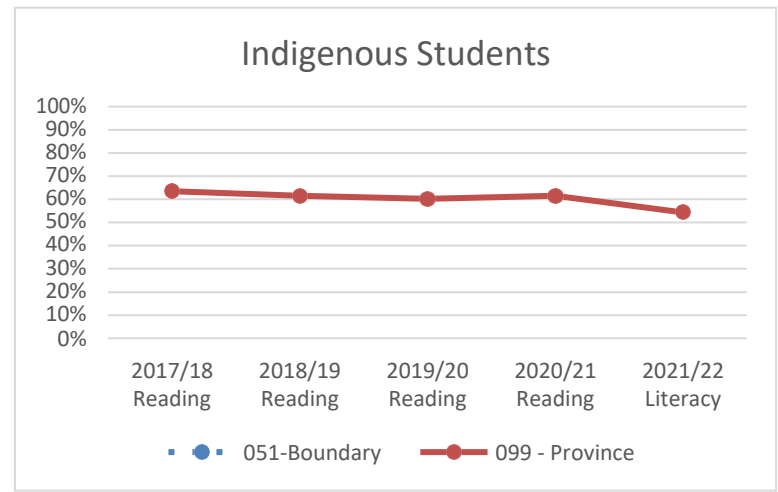


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

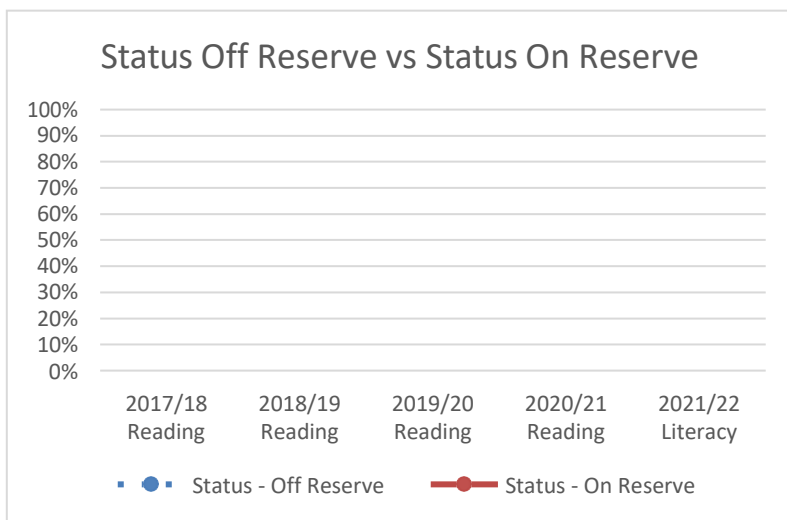


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

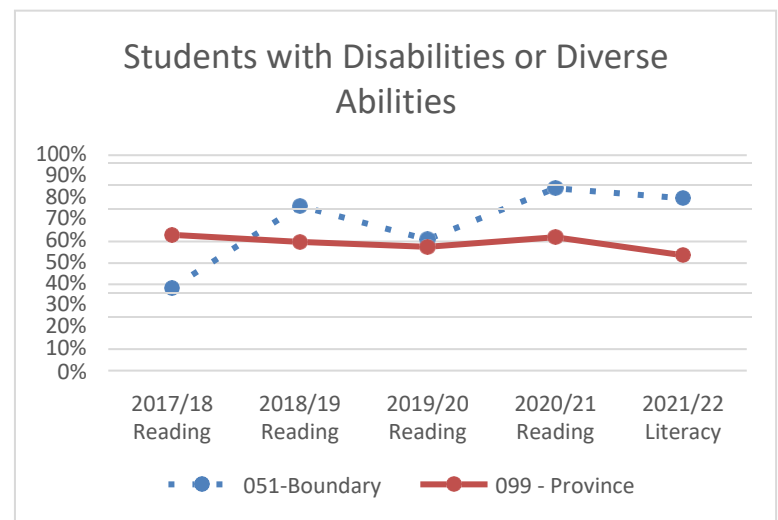


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

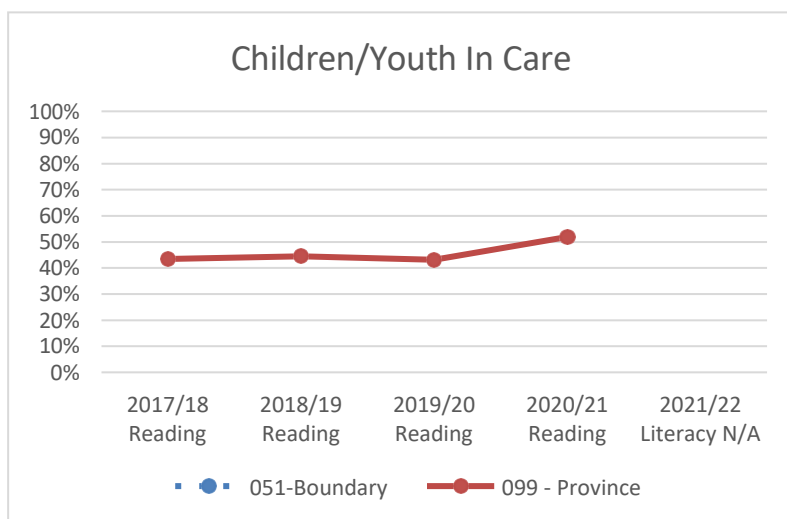


Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care

## Appendix 3

### District Data

#### Reading Assessment – Primary Data

	FALL 2021				SPRING 2022			
	EMG	DEV	PRF	EXT	EMG	DEV	PRF	EXT
K	31%	57%	12%	0%	6%	55%	39%	0%
GR 1	27%	55%	16%	2%	5%	51%	33%	11%
GR 2	20%	54%	23%	4%	8%	33%	54%	6%
GR 3	40%	11%	23%	0%	22%	43%	33%	2%
TOTAL	31%	47%	20%	1%	10%	45%	40%	5%

EMG = emerging

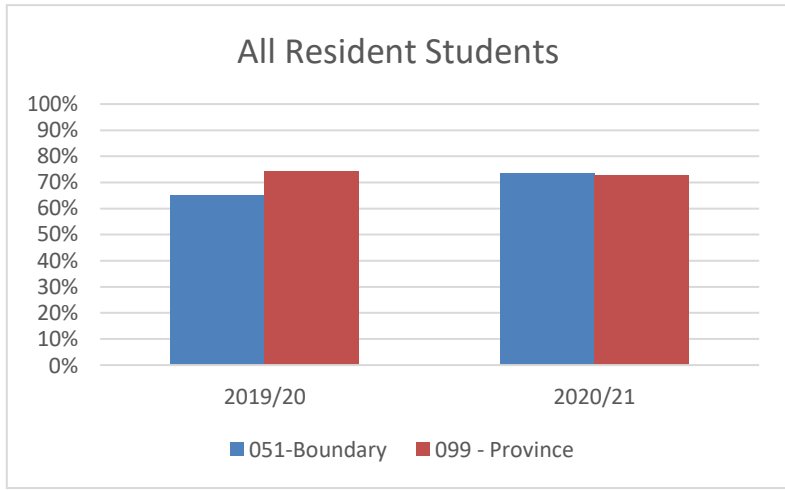
DEV = developing

PRF = proficient

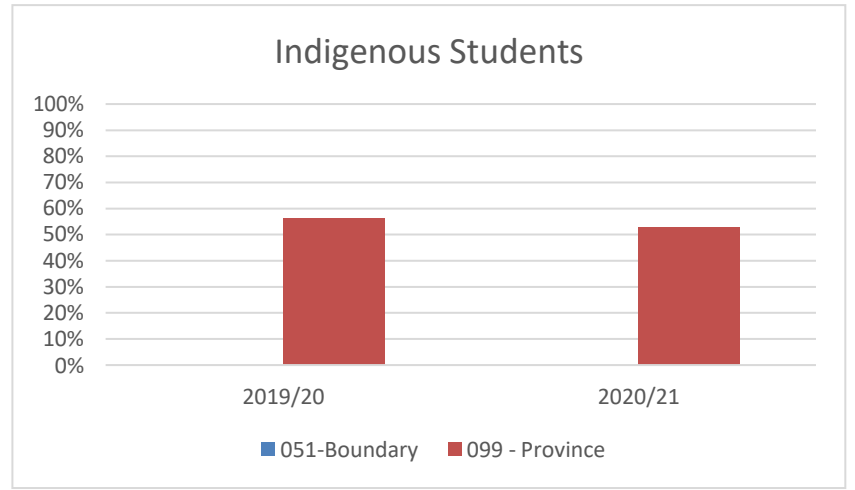
EXT = extending

**Graduation Assessment - Literacy 10**

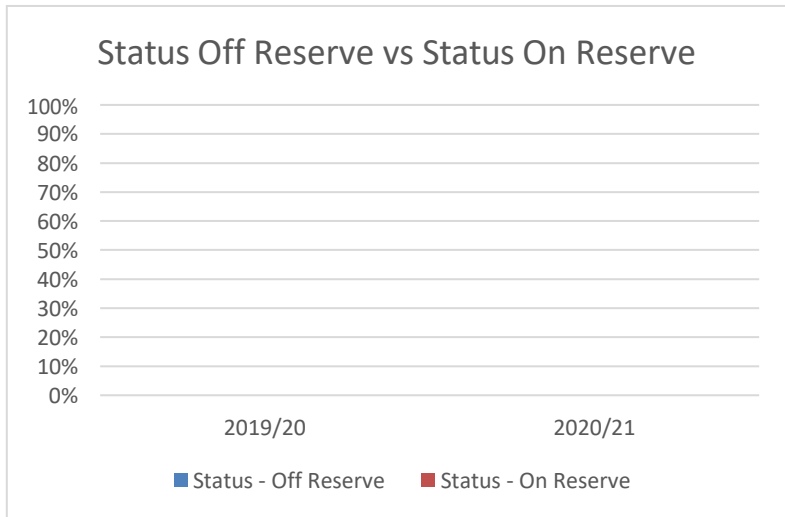
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)



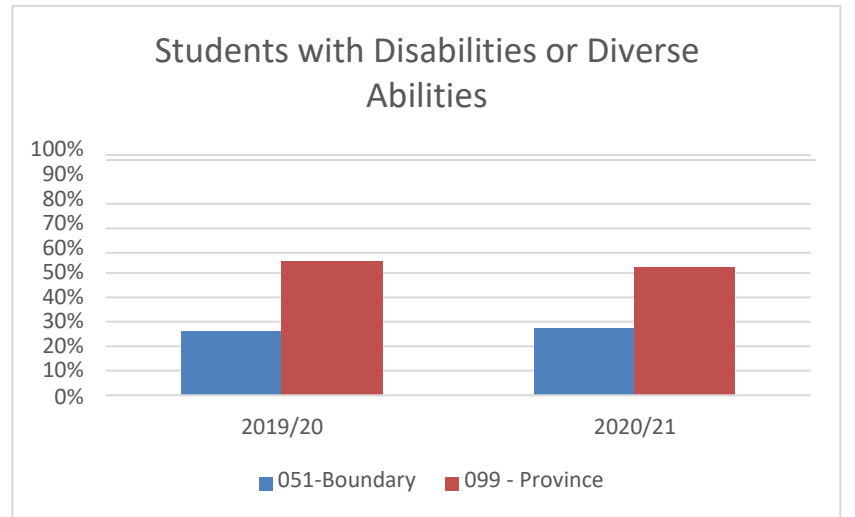
**Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students**



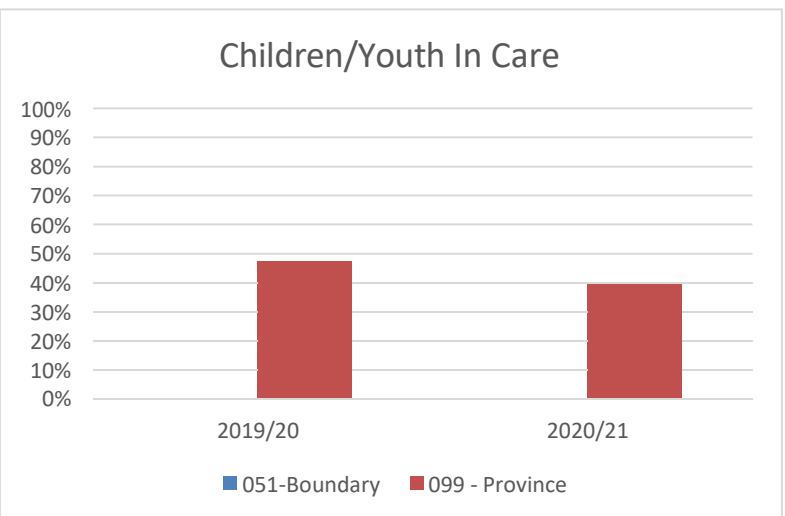
**Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students**



**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**

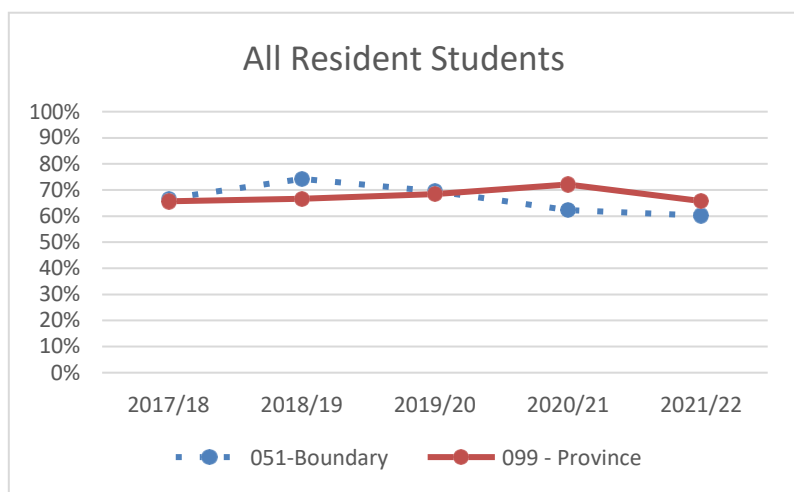


**Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care**

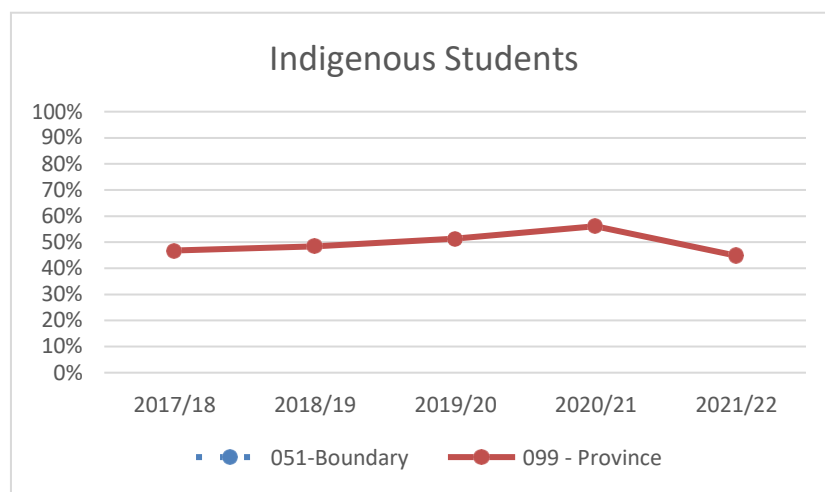


**Foundation Skills Assessment (FSA) Numeracy - Grade 4**

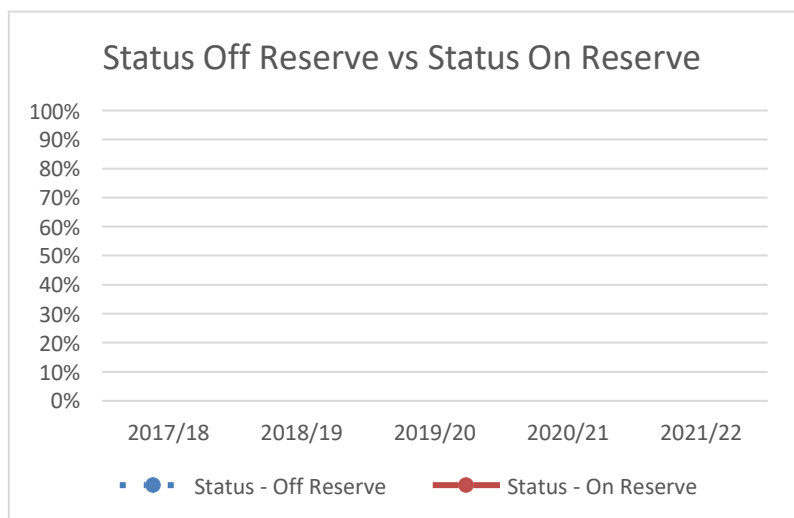
(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)



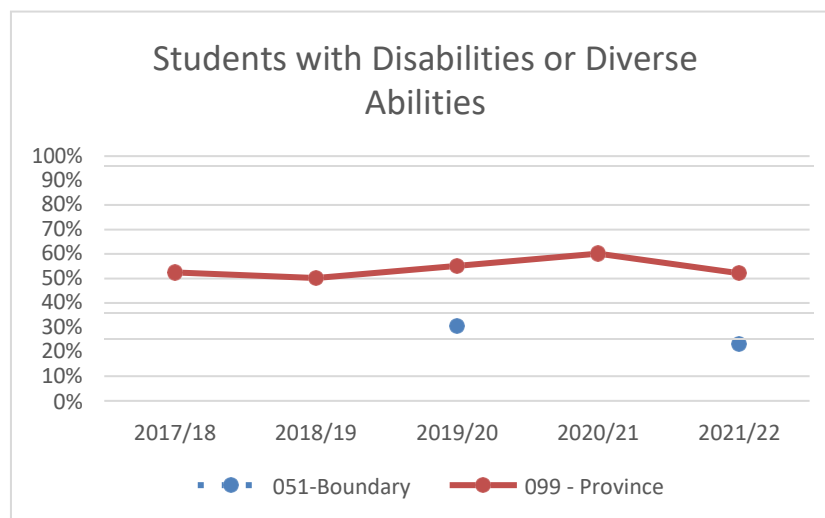
**Figure 26: FSA Grade 4 Numeracy - All Resident Students**



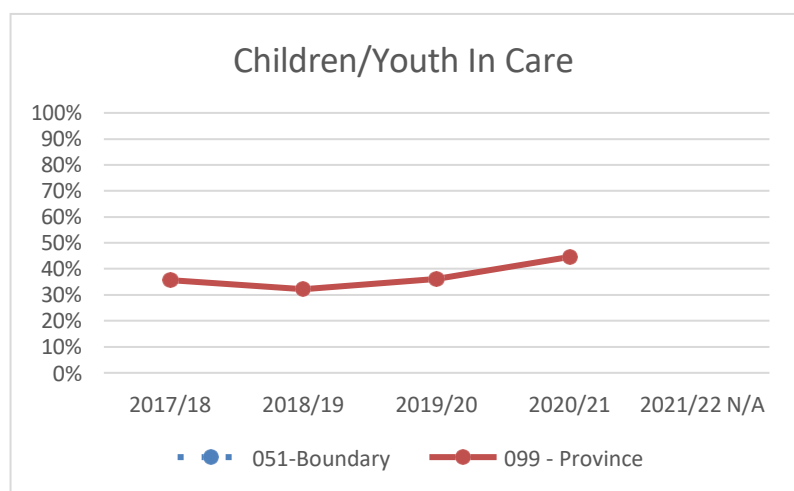
**Figure 27: FSA Grade 4 Numeracy - Indigenous Students**



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



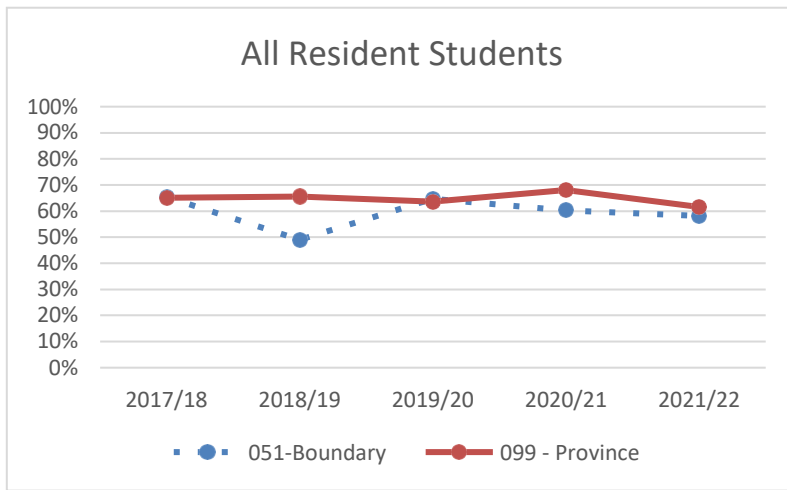
**Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities**



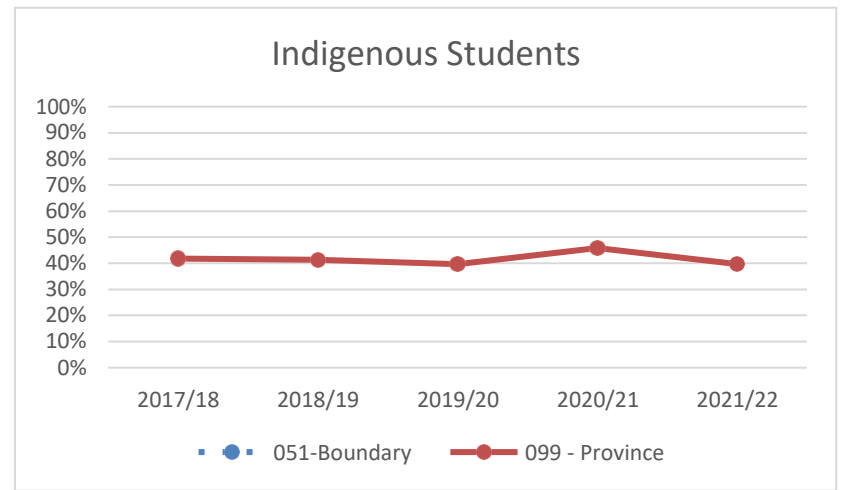
**Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care**

## Foundation Skills Assessment (FSA) Numeracy - Grade 7

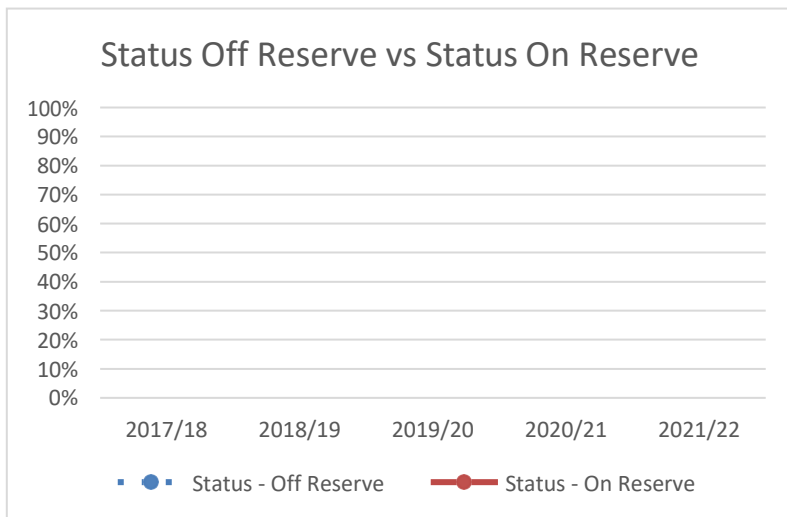
(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)



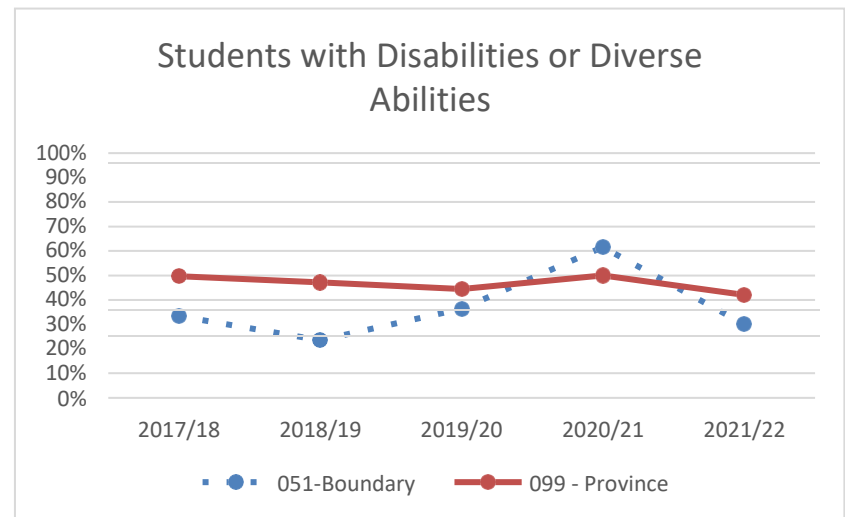
**Figure 31: FSA Grade 7 Numeracy - All Resident Students**



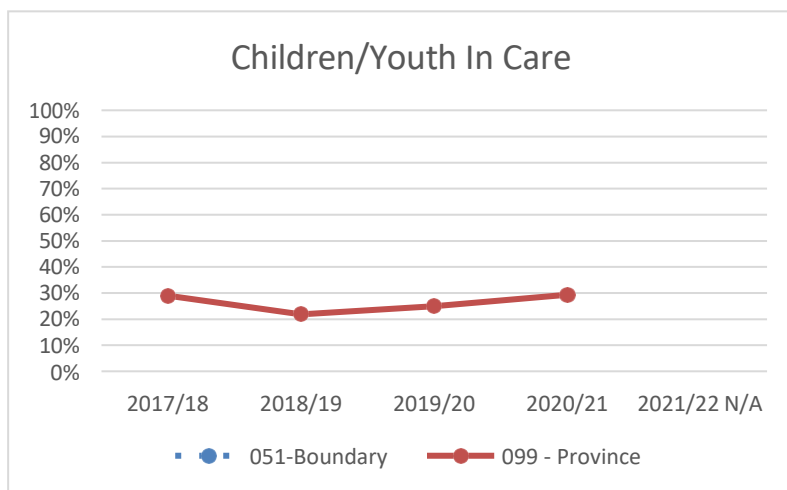
**Figure 32: FSA Grade 7 Numeracy - Indigenous Students**



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



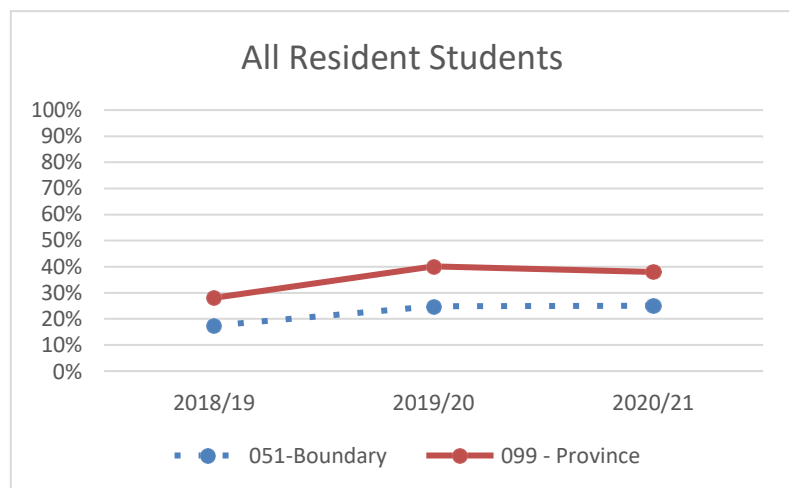
**Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities**



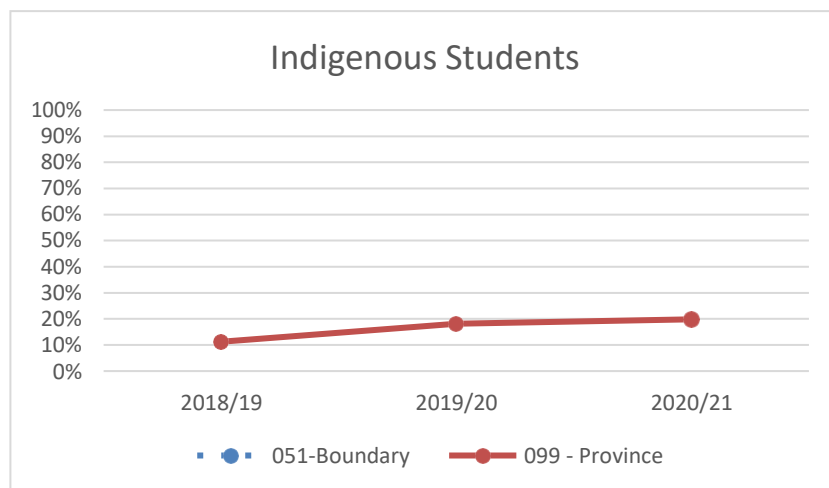
**Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care**

**Graduation Assessment - Numeracy 10**

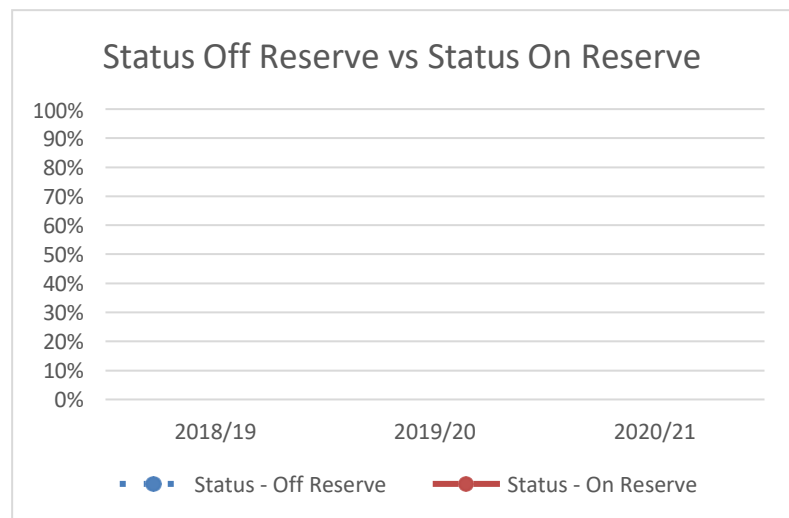
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)



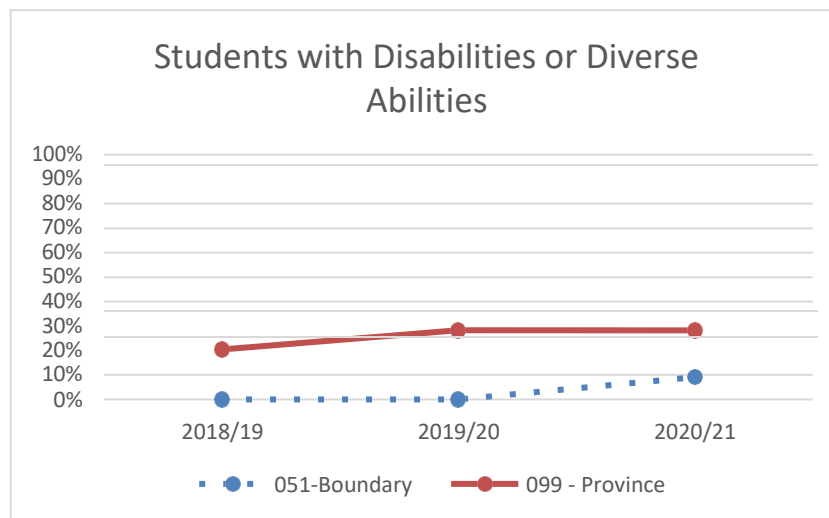
**Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students**



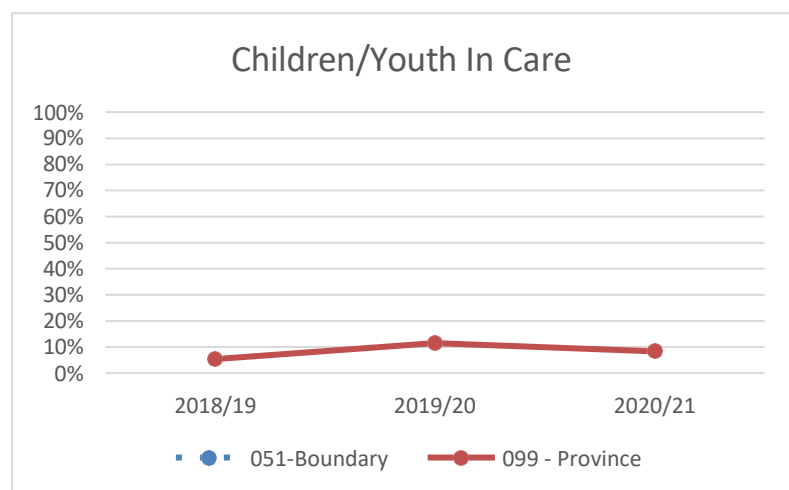
**Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students**



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



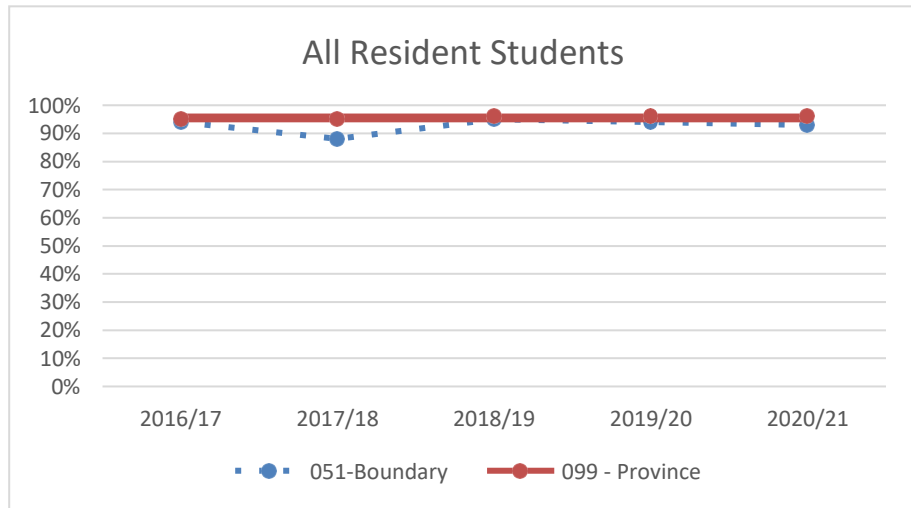
**Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities**



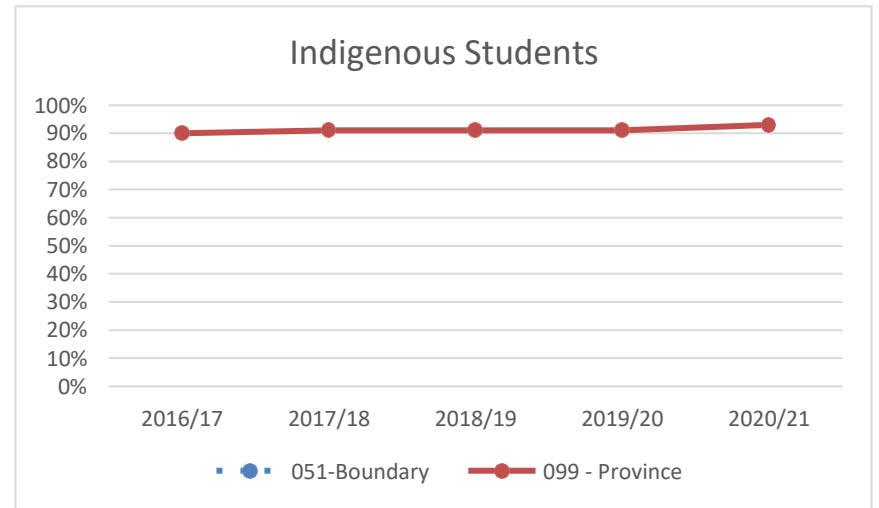
**Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care**

**Grade to Grade Transition - Grade 10**

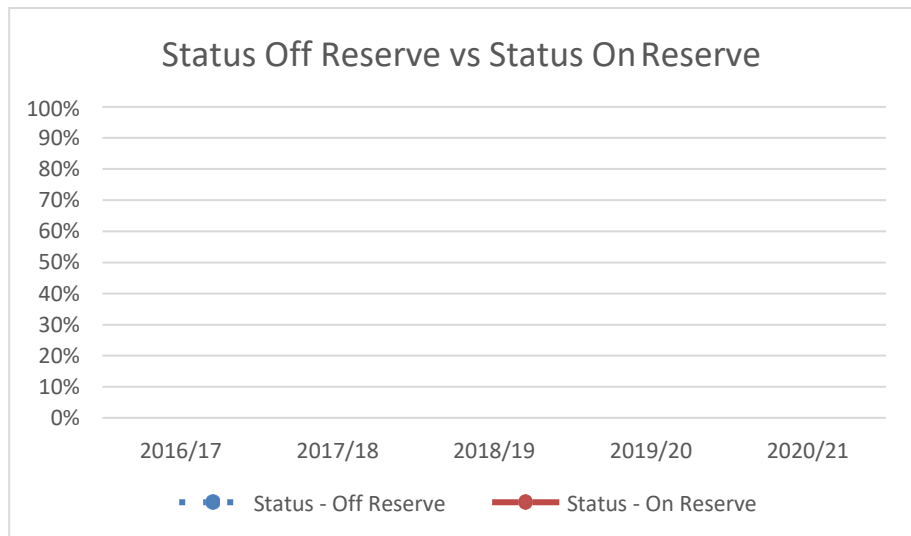
(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)



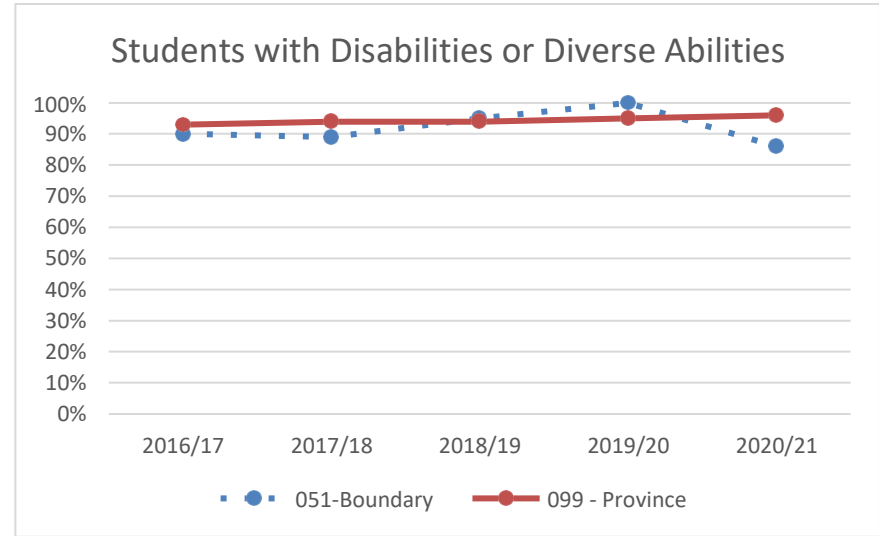
**Figure 41: Transition Grade 10 to 11 - All Resident Students**



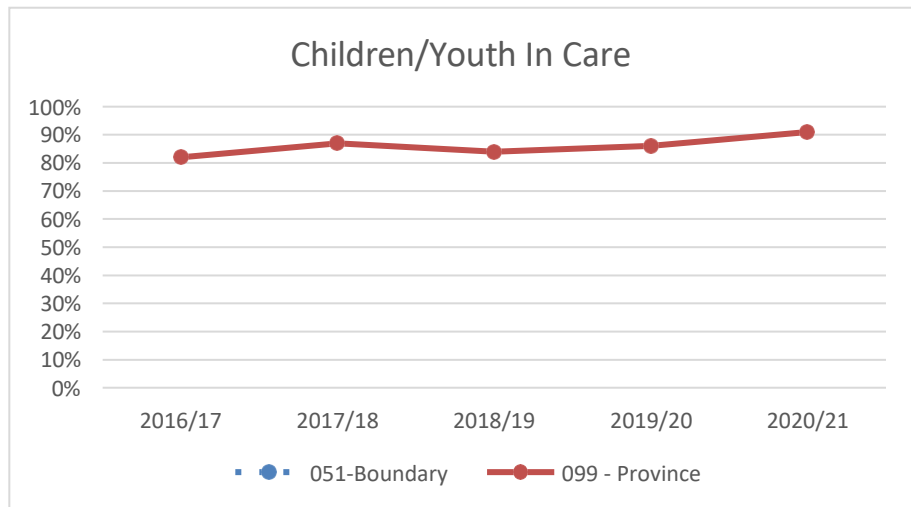
**Figure 42: Transition Grade 10 to 11 - Indigenous Students**



**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**



**Figure 45: Transition Grade 10 to 11 - Children/Youth In Care**

## Grade to Grade Transition - Grade 11

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

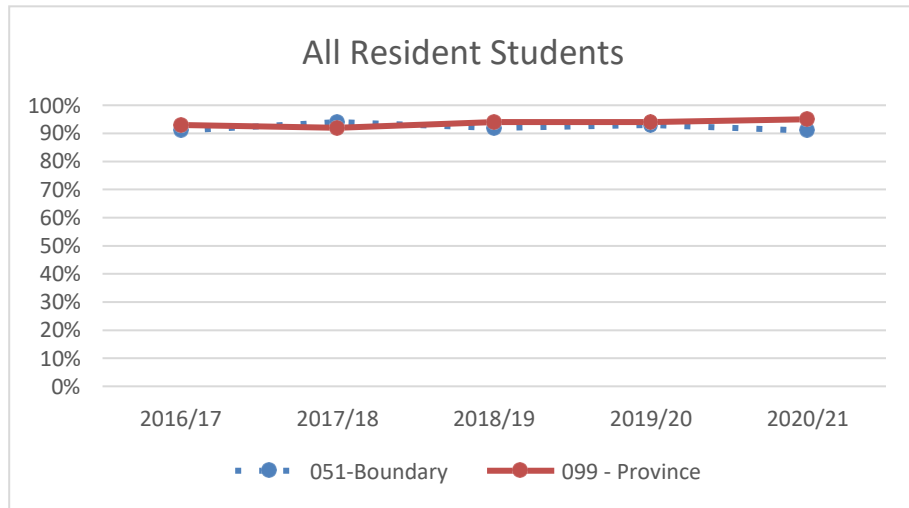


Figure 46: Transition Grade 11 to 12 - All Resident Students

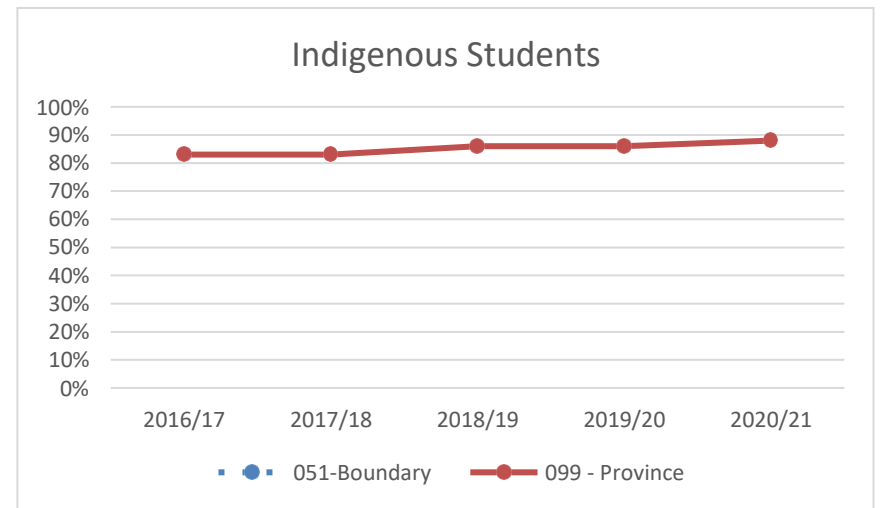


Figure 47: Transition Grade 11 to 12 - Indigenous Students

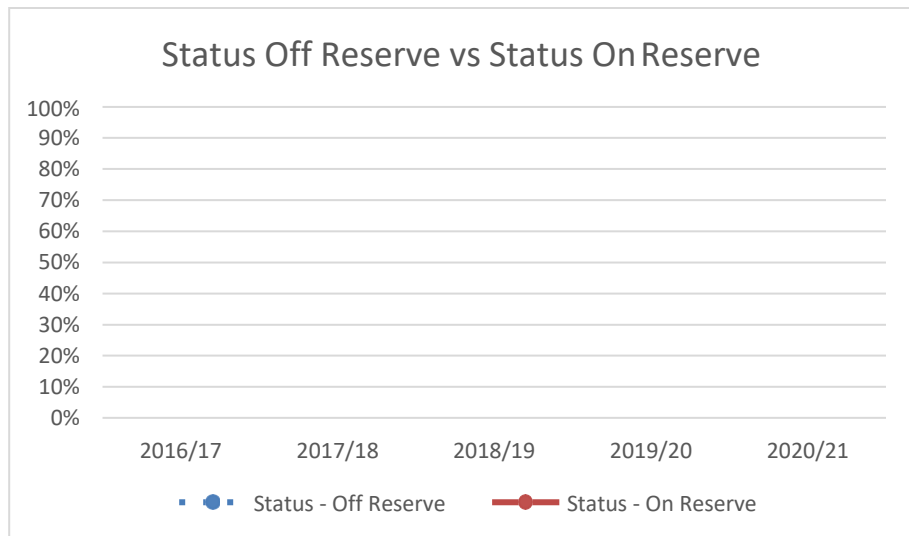


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

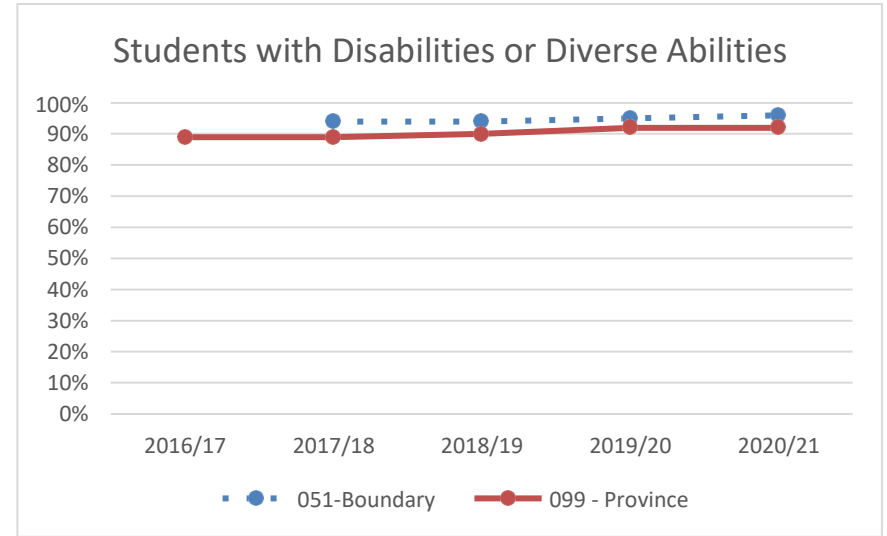


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

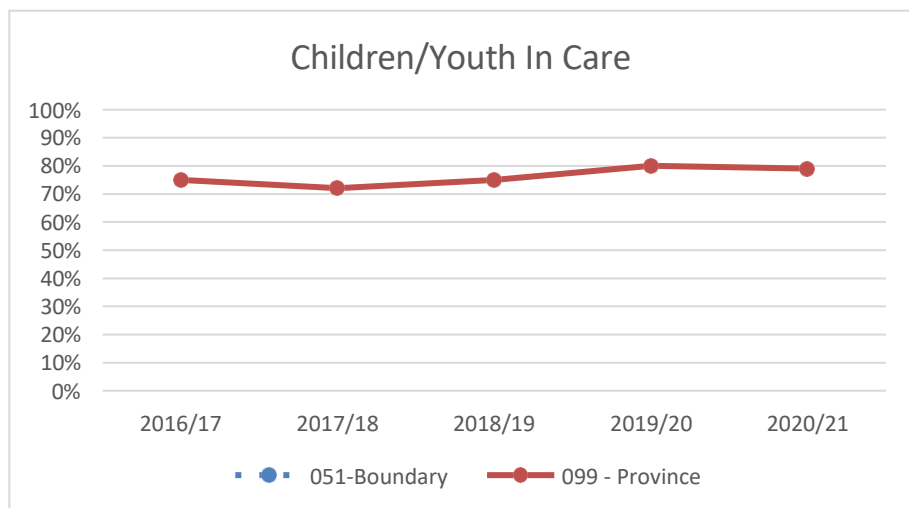


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care

Student Learning Survey (SLS) - Feel Welcome

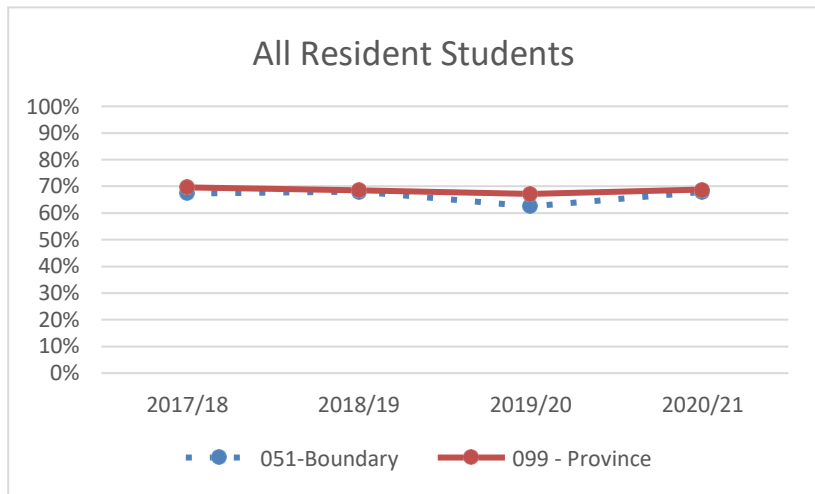


Figure 51: SLS - Feel Welcome - All Resident Students

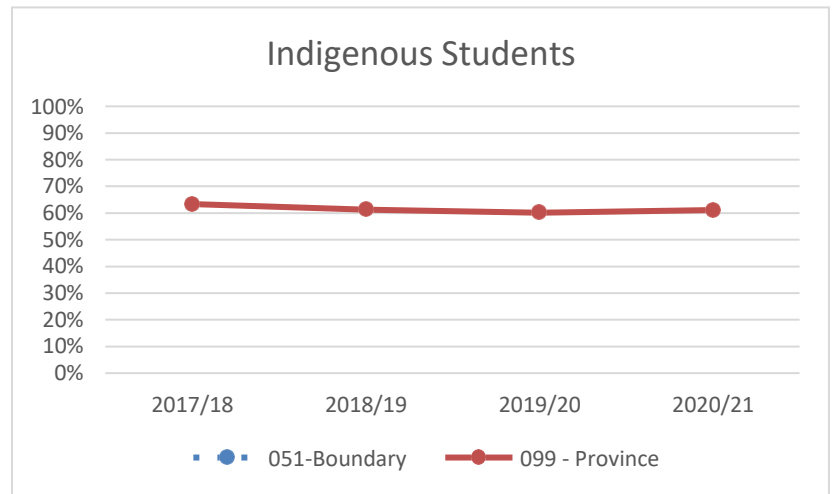


Figure 52: SLS - Feel Welcome - Indigenous Students

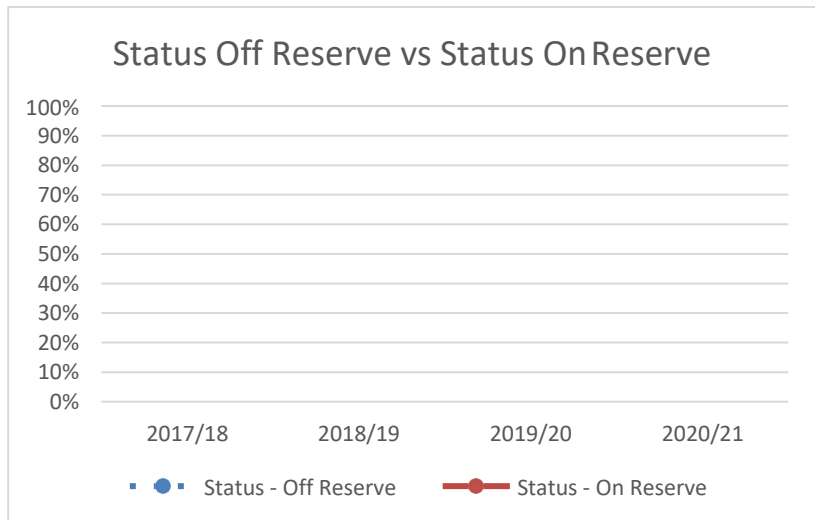


Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

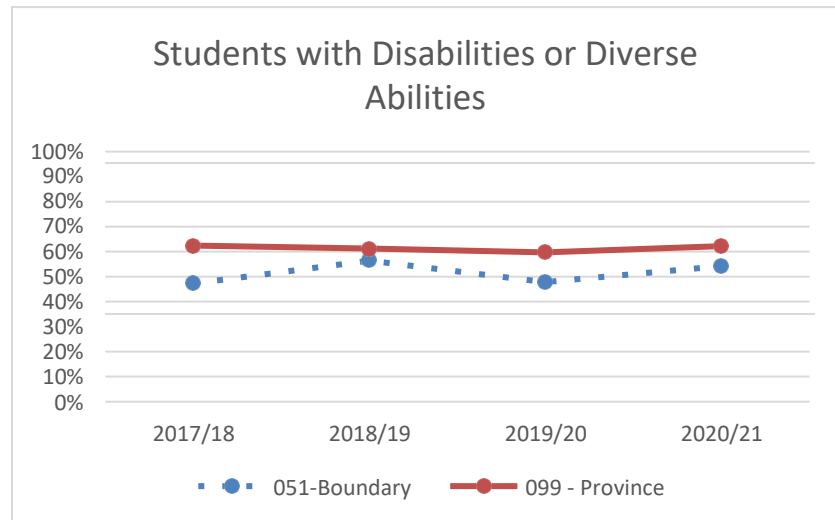


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

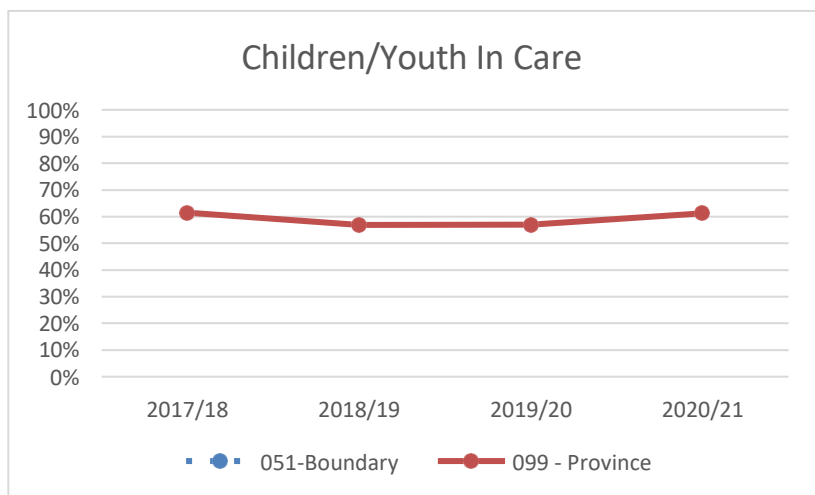
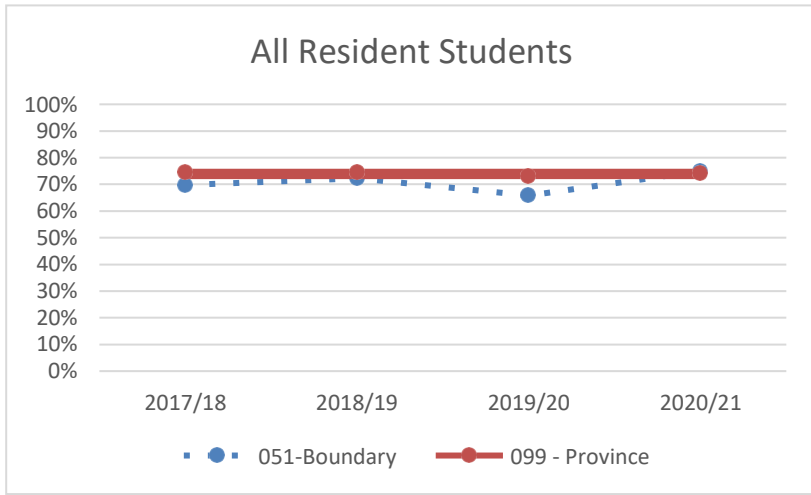


Figure 55: SLS - Feel Welcome - Children/Youth In Care

## Student Learning Survey (SLS) - Feel Safe



**Figure 56: SLS - Feel Safe - All Resident Students**

## Student Learning Survey (SLS) - School Belong

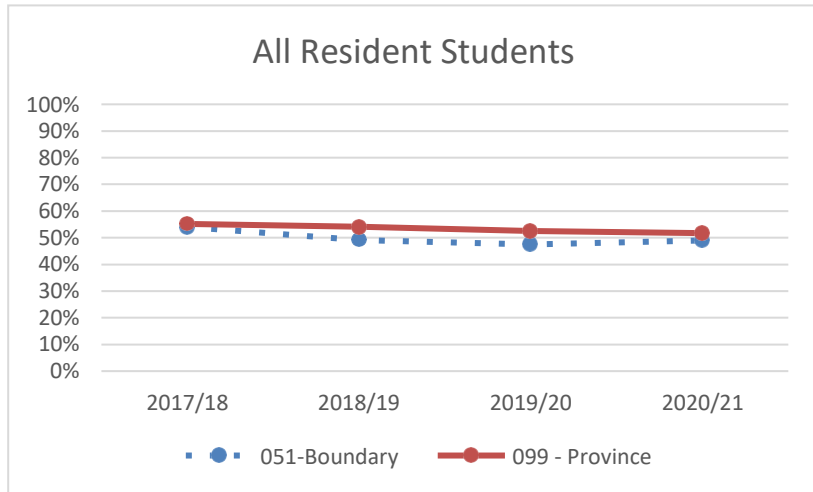


Figure 57: SLS - School Belong - All Resident Students

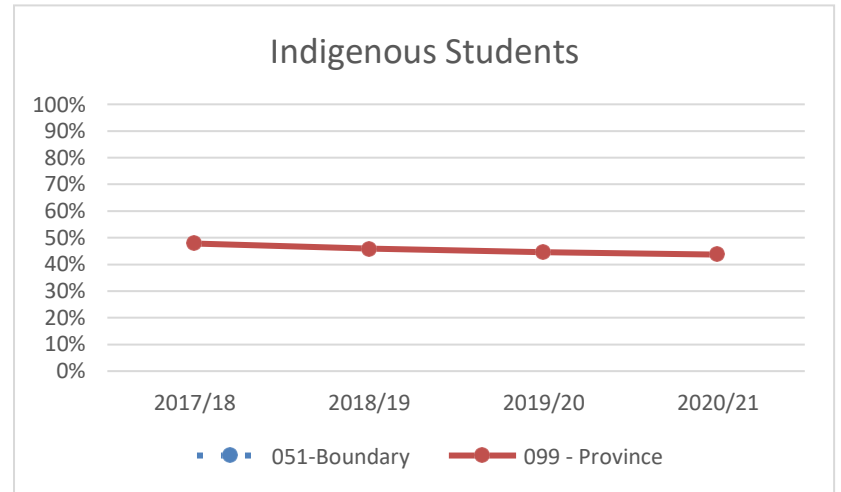


Figure 58: SLS - School Belong - Indigenous Students

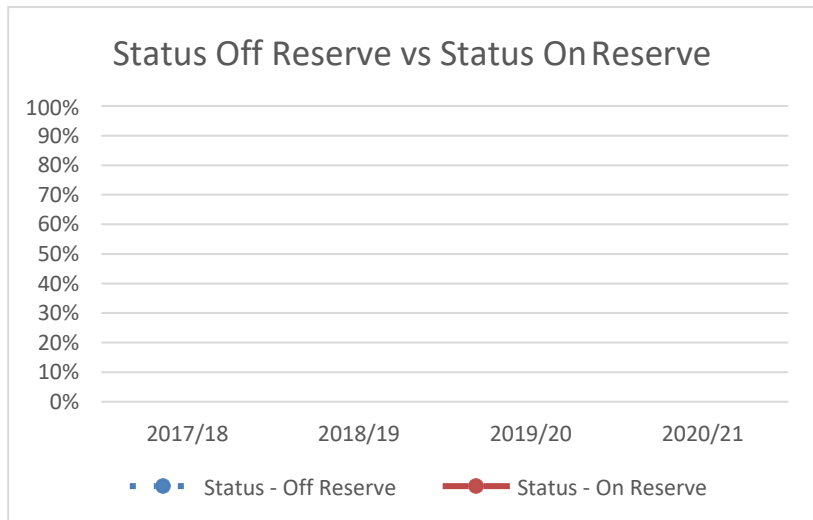


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

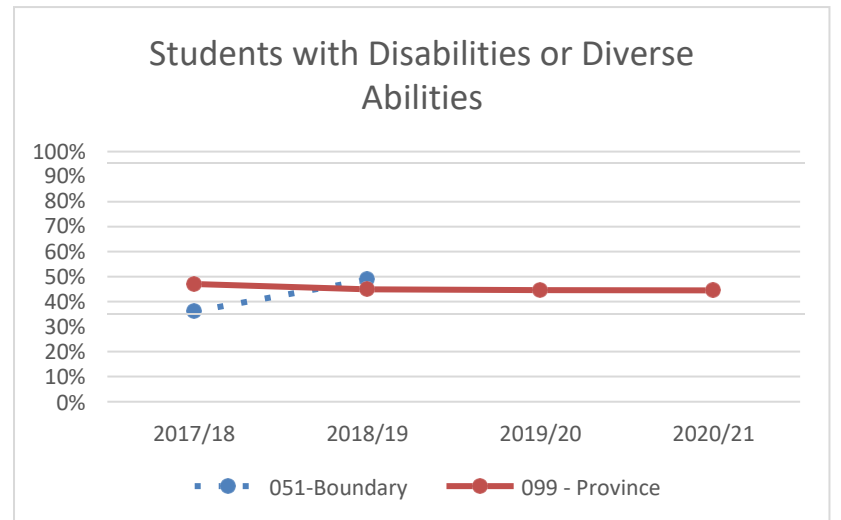


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

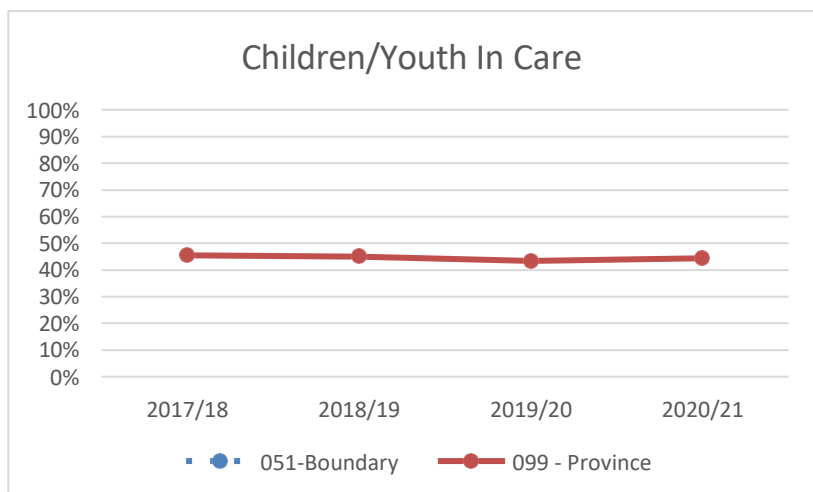
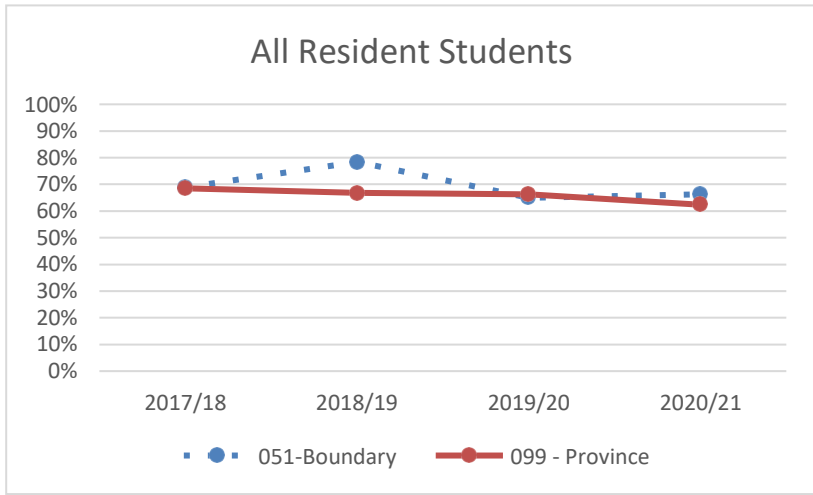


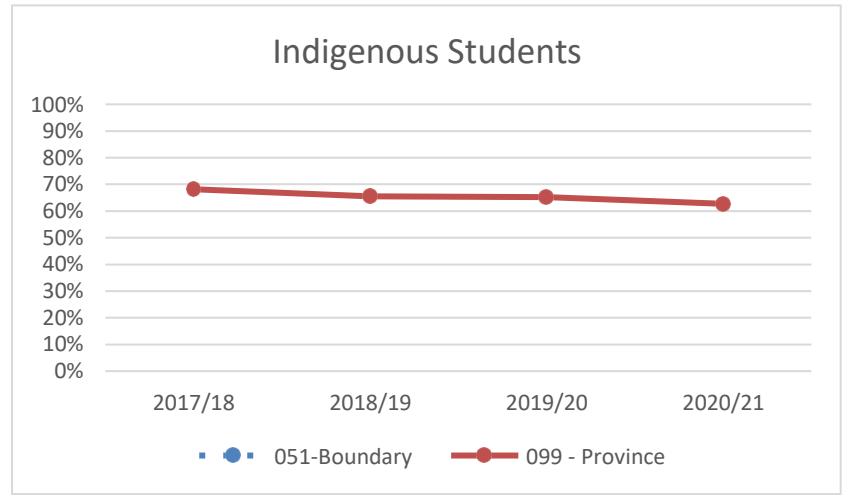
Figure 61: SLS - School Belong - Children/Youth In Care



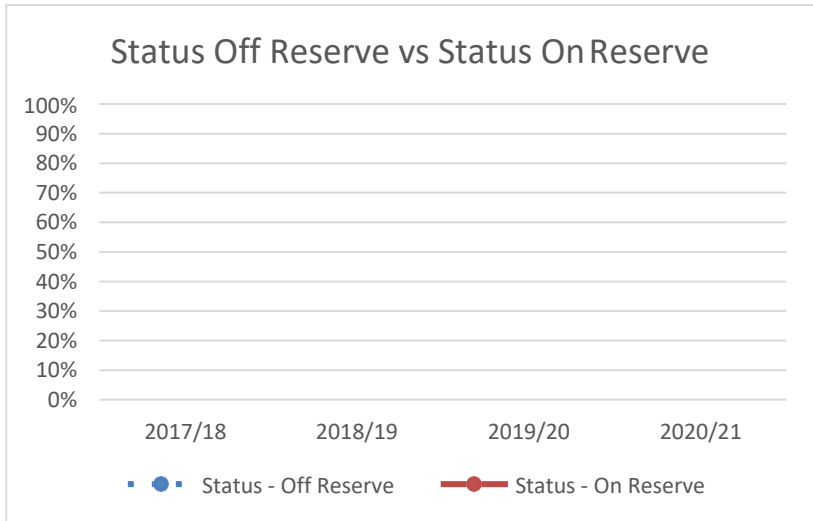
**Student Learning Survey (SLS) - Adults Care**



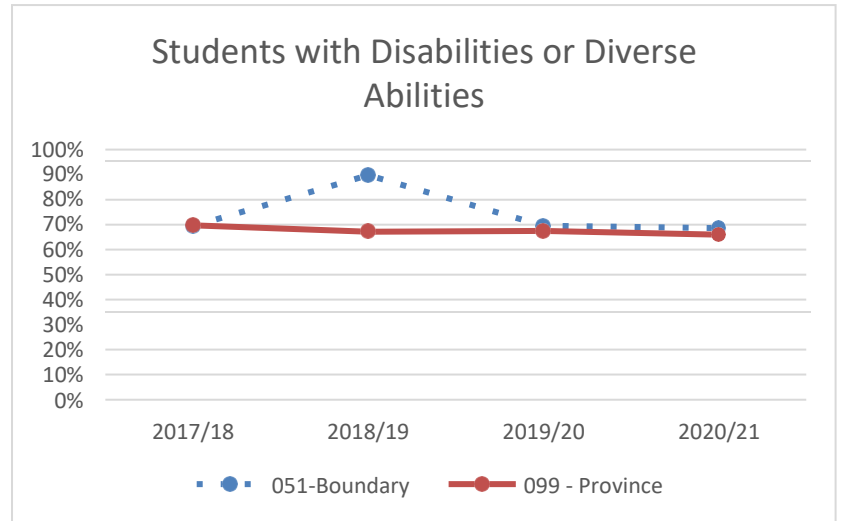
**Figure 62: SLS - Adults Care - All Resident Students**



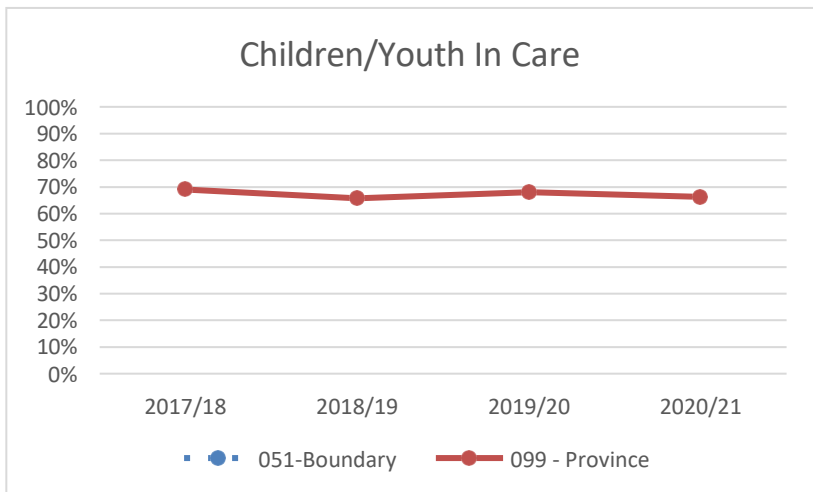
**Figure 63: SLS - Adults Care - Indigenous Students**



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



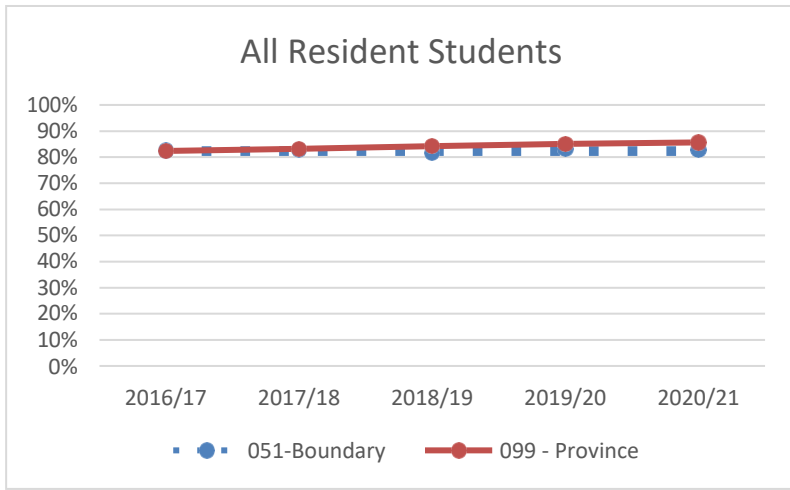
**Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities**



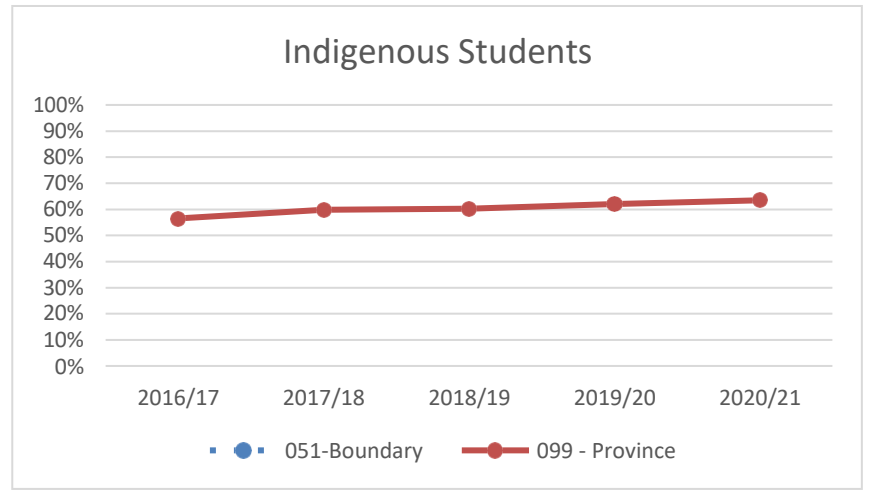
**Figure 66: SLS - Adults Care - Children/Youth In Care**

**5 Year Completion Rate**

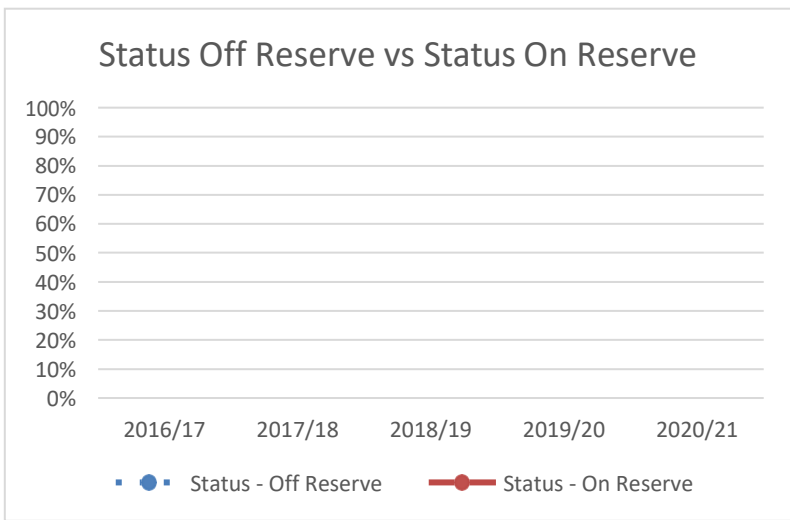
(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)



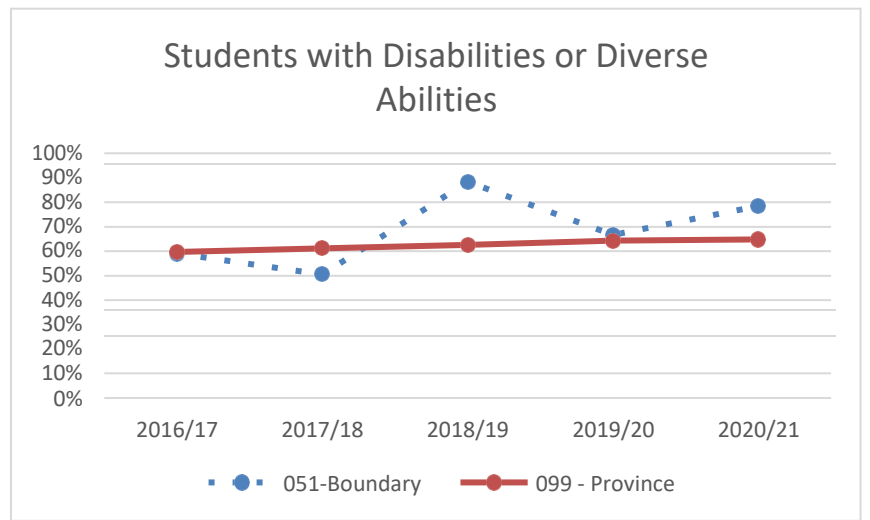
**Figure 67: 5 Year Completion Rate - All Resident Students**



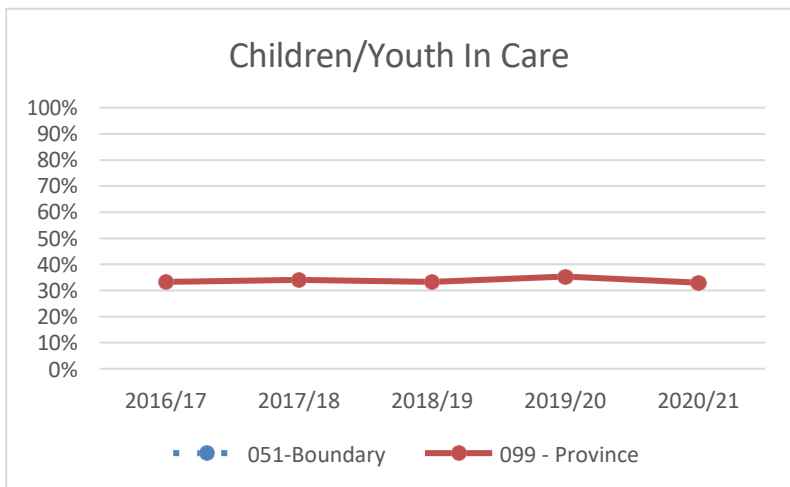
**Figure 68: 5 Year Completion Rate - Indigenous Students**



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



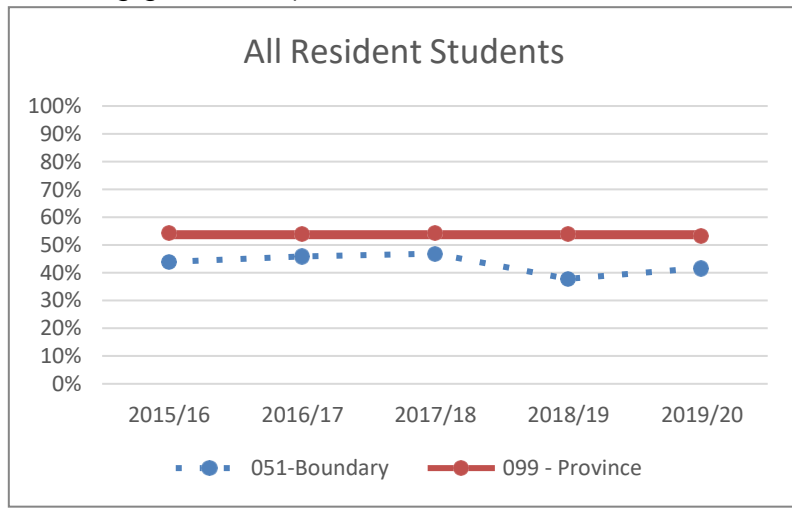
**Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities**



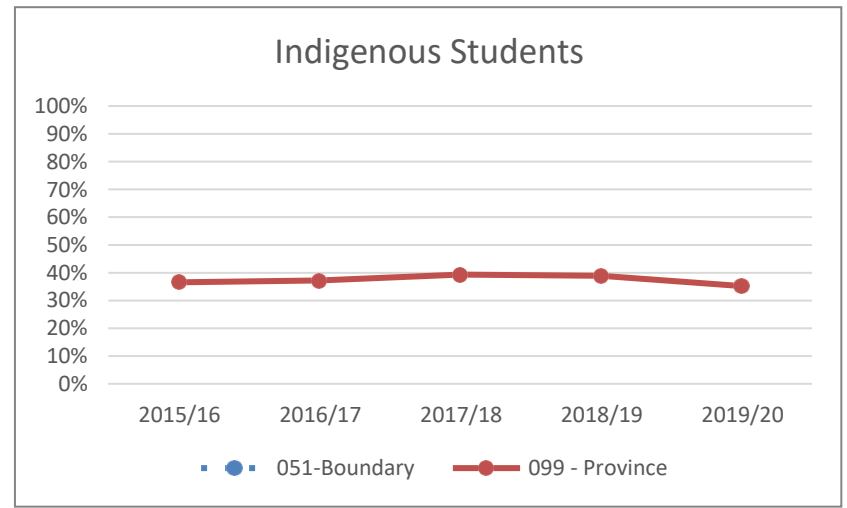
**Figure 71: 5 Year Completion Rate - Children/Youth In Care**

**Post-Secondary Institute (PSI) Immediate Transition Rate**

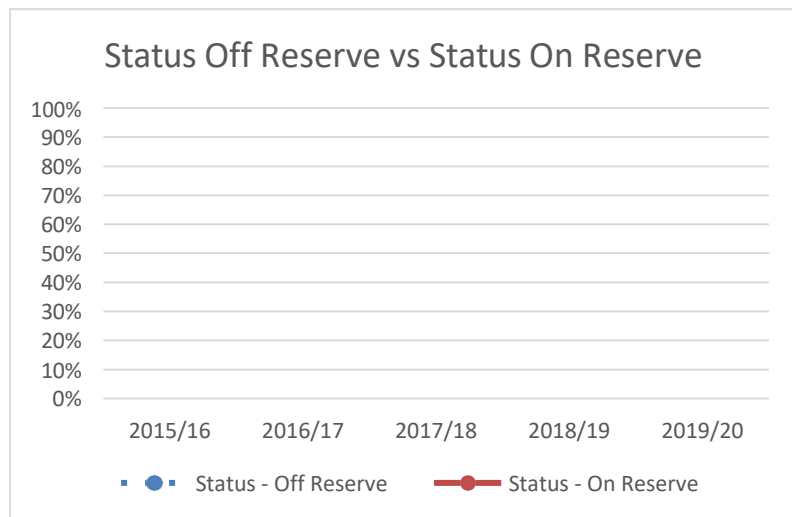
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)



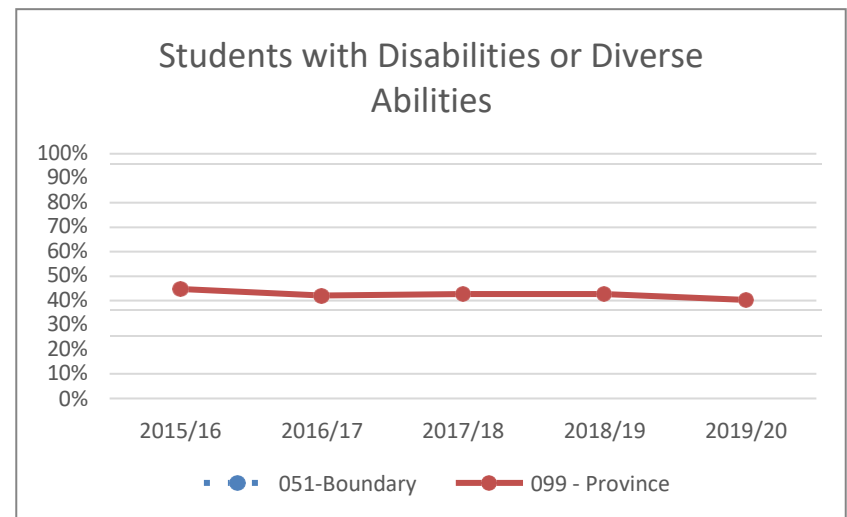
**Figure 72: Post-Secondary Institute Transition - All Resident Students**



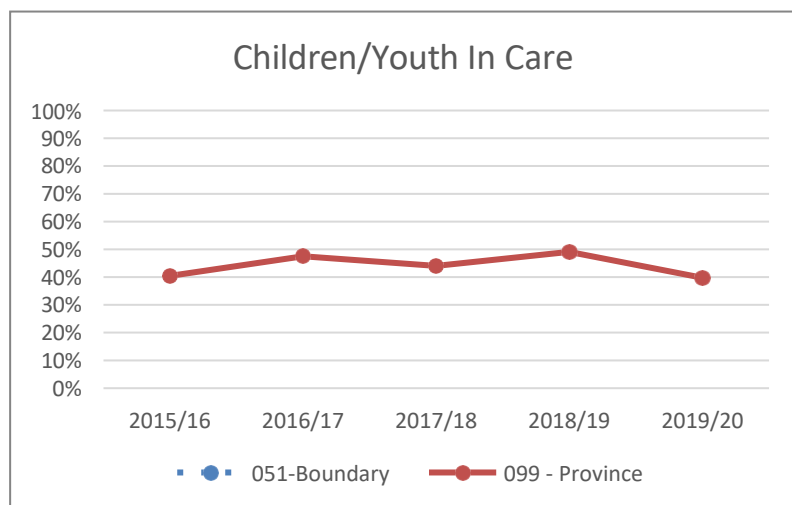
**Figure 73: Post-Secondary Institute Transition - Indigenous Students**



**Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve**



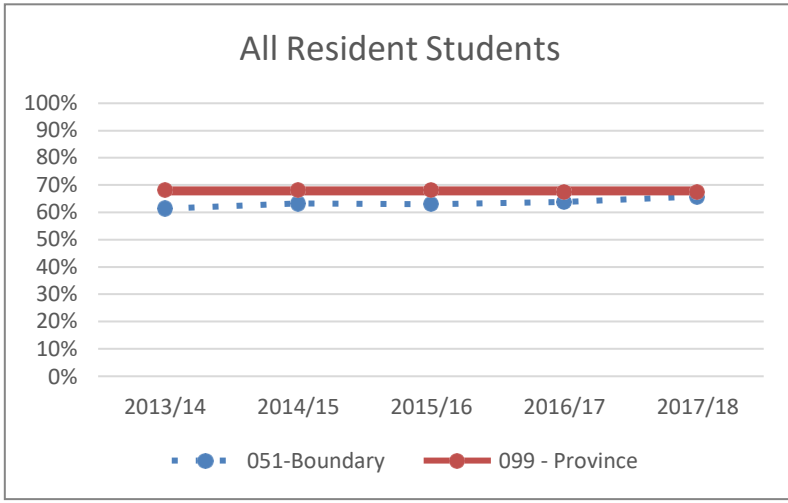
**Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities**



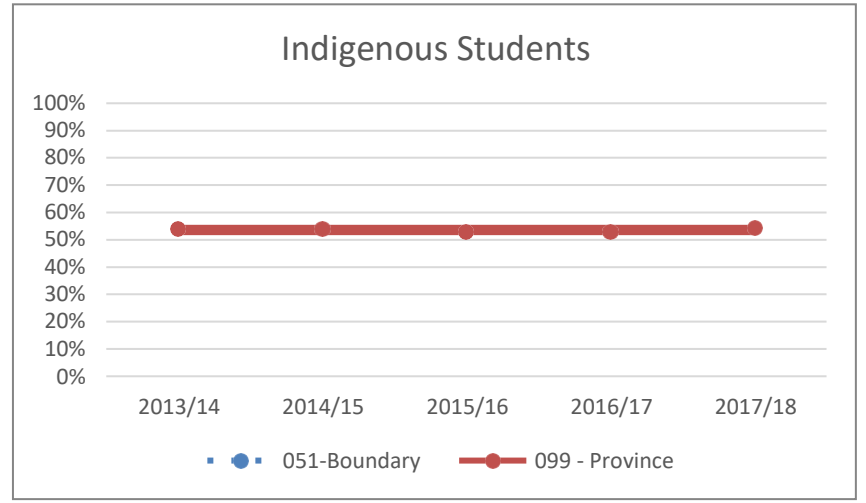
**Figure 76: Post-Secondary Institute Transition - Children/Youth In Care**

**Post-Secondary Institute (PSI) 3 Year Transition Rate**

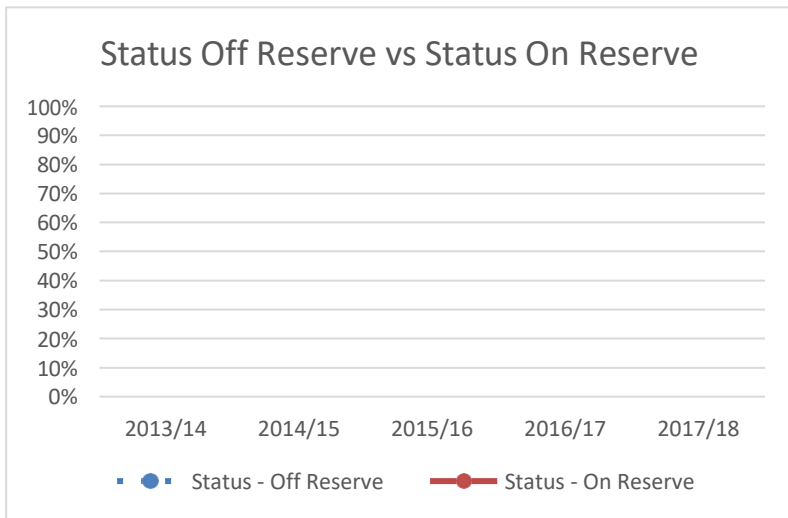
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)



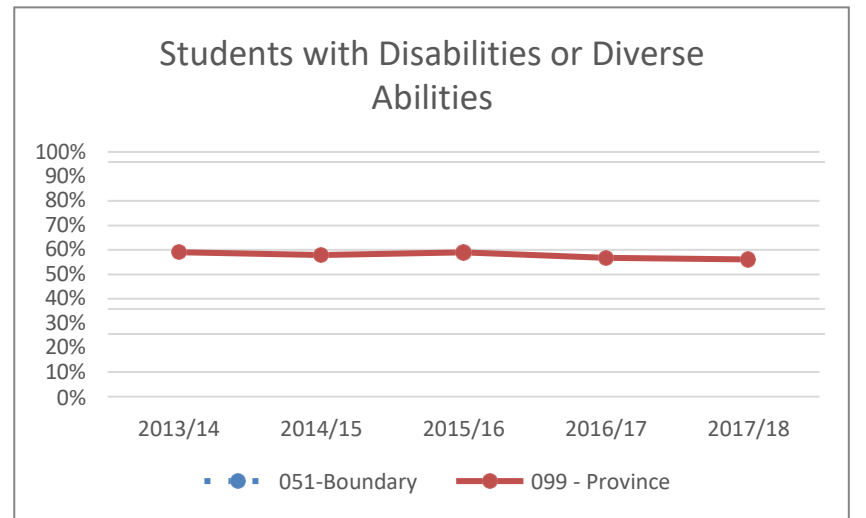
**Figure 77: Post-Secondary Institute Transition - All Resident Students**



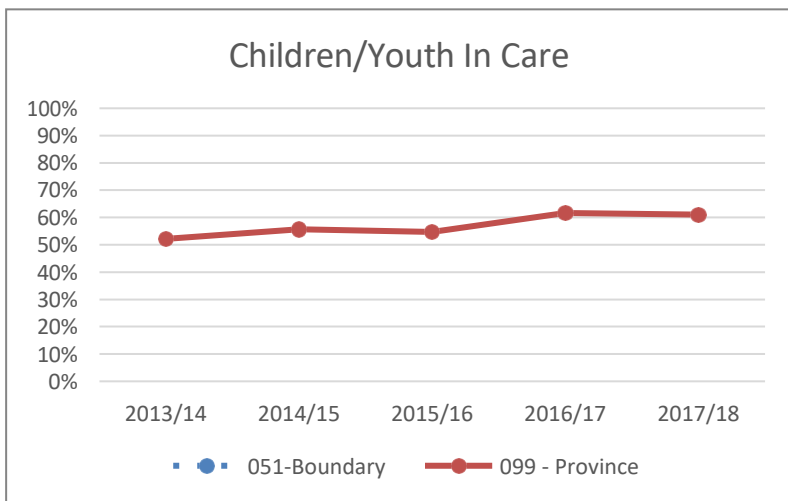
**Figure 78: Post-Secondary Institute Transition - Indigenous Students**



**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**

## **Additional notes**

### **Subpopulations**

#### **All Resident Students**

Students identified as residents through the annual enrolment collections in September and February.

#### **Indigenous Students**

Students who have ever self-identified as Indigenous on an enrolment collection.

#### **Indigenous students living on reserve**

Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.

#### **Indigenous students living off reserve**

Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.

#### **Children/Youth in Care**

Students who have been identified as Children/Youth in Care in the twelve months prior to September.

#### **Students with Disabilities or Diverse Abilities**

Students who have been identified in any of the 12 categories: Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability / Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism; Intensive Behaviour Interventions / Serious Mental Illness; Mild Intellectual Disability ; Gifted; Learning Disability; Moderate Behaviour Support / Mental Illness.

### **Foundation Skills Assessment (FSA)**

#### **FSA 2021/2022**

Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy.

As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. It remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results as this shift is not expected to significantly impact overall proficiency levels.

In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. This additional data has been provided in the PDF.

Participation rates for the FSA 2021/22 FSA continue to be impacted by the COVID-19 pandemic, potentially effecting results.

#### **FSA 2020/2021**

Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the results of this year's administration to other years.

### **5-Year Completion Rate**

This measure is a sub model of the 6-Year Completion Rate which identifies a cohort of students putatively in Grade 8 and tracks them over time. Since it is a sub-model, it is not available until after students complete Year 6. The year represents the year these students are in their sixth year.

### **Post-Secondary Institute Transition (PSI)**

This measure examines the number of students who are eligible to graduate and identifies the proportion of these students who make a transition into a BC public post-secondary institution.

### **Student Learning Survey (SLS)**

#### **Sense of Belonging**

This measure is a combination of three questions on the SLS, School Belonging, Feel Welcome, and Feel Safe. The Feel Safe question is anonymous; therefore, it is included as a subcomponent of only the All Resident Students chart. The other three charts combine the results of the questions School Belonging and Feel Welcome.

#### **School Belonging**

This measure is a specific question on the survey where the response is connected to a student.

#### **Feel Welcome**

This measure is a specific question on the survey where the response is connected to a student.

#### **Feel Safe**

The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.