



School District 51 (Boundary)

Enhancing Student Learning Report

2020/21

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

As one of 60 public school districts in British Columbia, School District 51 (Boundary) is incorporated and operates under the authority of the *School Act of BC*. The District is governed by the Board of Education, including seven Trustees elected for a four-year term.

The District provides educational programs to approximately 1,250 students in grades K to 12 in 7 elementary schools, 2 high schools, 1 alternate school and a K-9 community school from Christina Lake to Big White. 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 SD 51 include:

- The District is one of only 2 districts in the Province that operates on a 4-day school week.
- Approximately 30% of our student population self-identifies Indigenous, Métis or Inuit heritage.
- 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, while the smallest has 10.

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. Yet staff has continued to meet student needs and ensure school is a welcoming, safe learning environment for students and families.

Planning Cycle

School District 51 did not have a Strategic Plan for the 2020/21 school year. Historically, the District has utilized school growth plans to guide its decision-making, with a focus on meeting student needs in three areas: intellectual, human and social, and career development.

Using an inquiry approach, schools examine student needs based on multiple data points such as Foundation Skills Assessment, Student Learning Survey, Middle Years Development Index, Early Years Development Index, and anecdotal evidence from staff, family and community. Schools are encouraged to build plans that are spread over two to three years to allow time for building capacity.

SD 51 schools have used *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 teams are invited to make proposals to the Board if they needed 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 (school, district, provincial) to develop initiatives to enhance student learning and support staff and students. Some past initiatives include staff professional development opportunities to support the refreshed curriculum as well as Truth & Reconciliation. Some of the presenters in our district include:

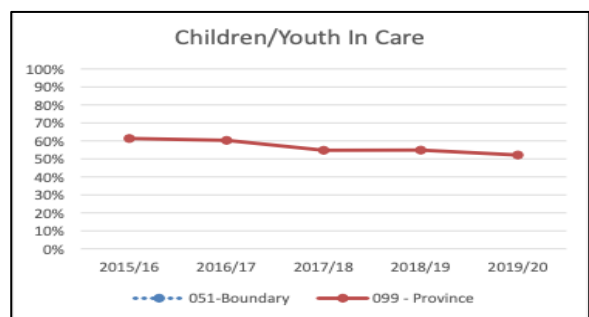
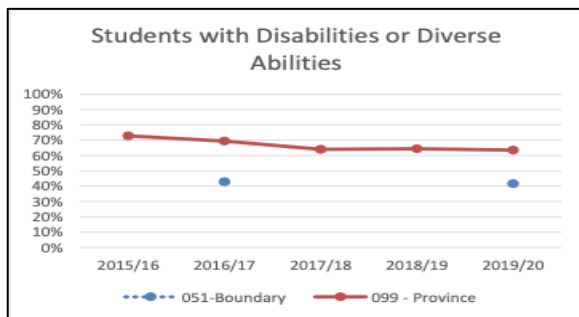
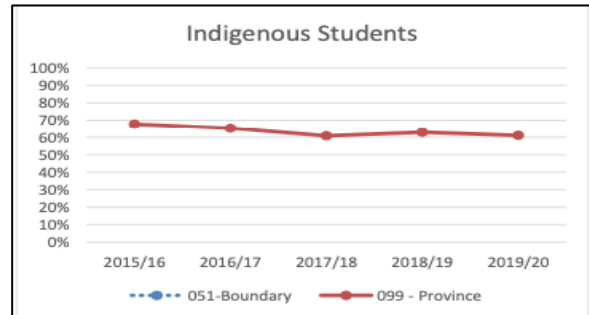
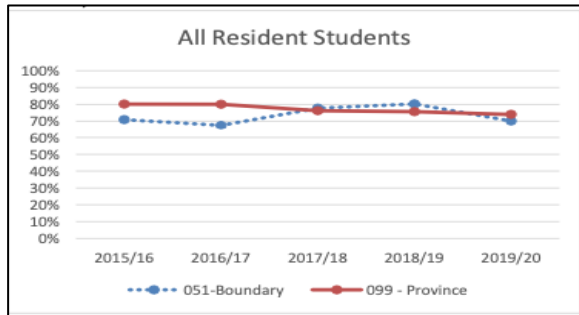
- Monique Gray Smith
- Jo Chrona
- Shelley Moore
- Carole Fullerton, and
- Peter Liljedahl.

The District has input from the Boundary Indigenous Education Advisory Council throughout the year and seeks family, community, staff and student feedback annually during February and March, with World Cafés held throughout the district as well as online surveys.

Intellectual Development

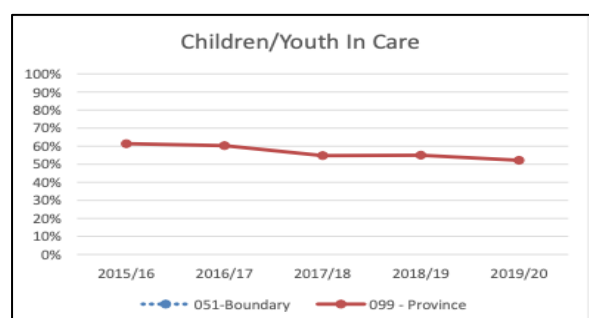
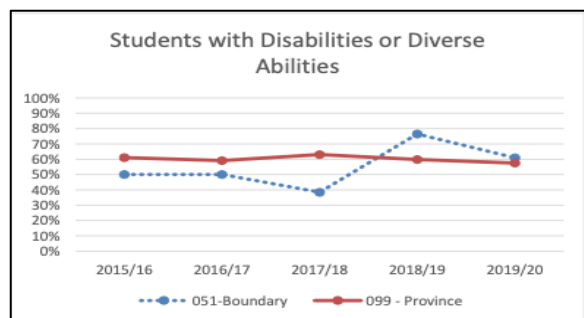
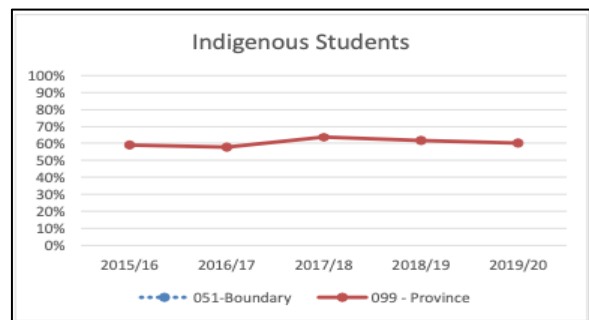
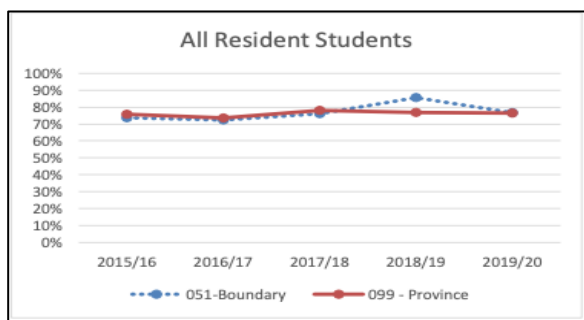
Foundation Skills Assessment (FSA) Reading – Grade 4

- Portion of resident writers “On Track” or “Extending” or who have “Met or Exceeded Expectations” on the FSA Reading section



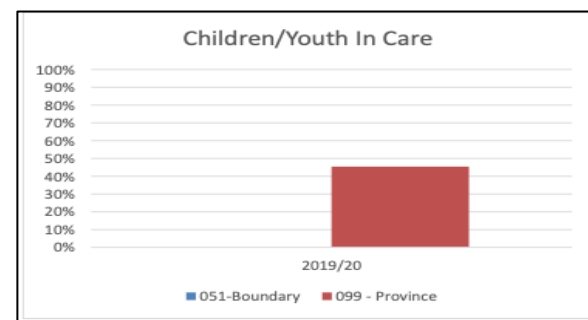
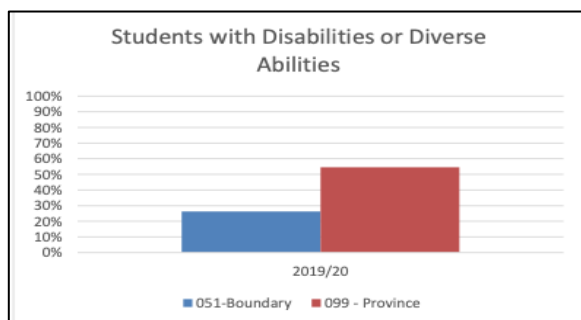
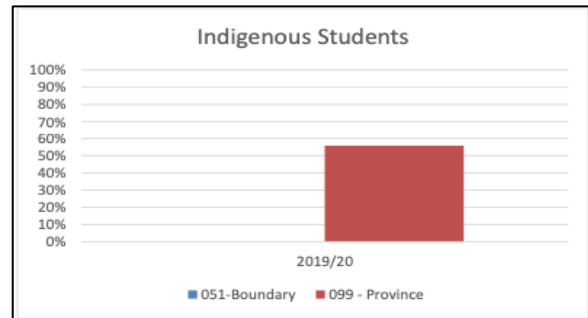
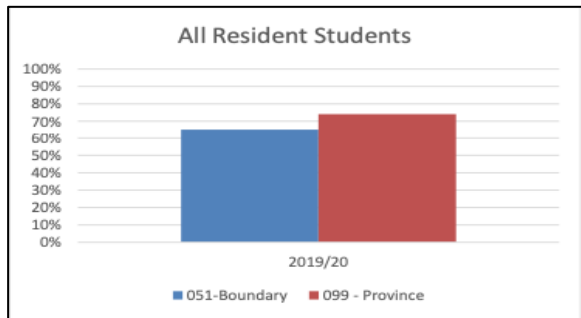
Foundation Skills Assessment (FSA) Reading FSA - Grade 7

- Portion of Grade 7 resident writers “On Track” or “Extending” or who have “Met or Exceeded Expectations” on the FSA Reading section



Graduation Assessment – Literacy 10

- Portion of Grade 10 resident writers “Proficient” or “Extending” on the Literacy 10 Assessment



Analysis:

FSA Grade 4 reading

- District close to Provincial average
- Indigenous students masked and are below District average
- No information for Children and Youth in Care
- Students with disabilities or diverse abilities masked – a lot of concern with results being considerably under District and provincial averages

FSA Grade 7 reading

- District close to Provincial average
- Indigenous students masked and are below District average
- Child and youth in care masked and very low sample numbers
- Students with disabilities or diverse abilities below District average

Literacy 10 Assessment

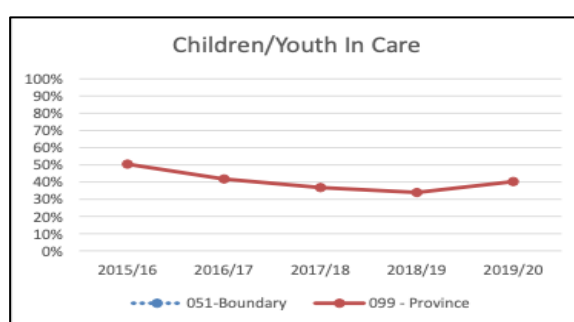
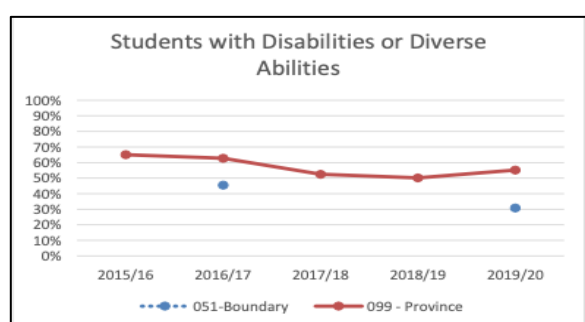
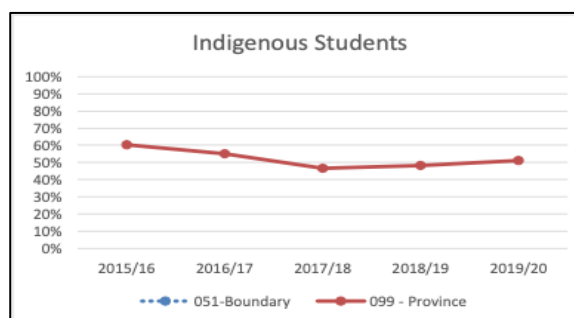
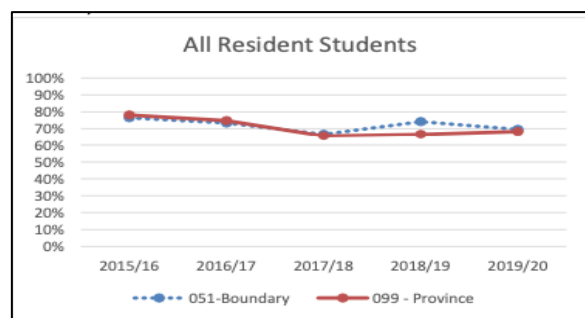
- District average below provincial average
- Indigenous students masked and below provincial average
- Child and youth in care masked and very small sample
- Students with disabilities or diverse abilities significantly below District and provincial average. Also, well below provincial average for sub-group.

Comments:

- No District data for triangulation (no District assessments)
- Poor participation rate in 2019/20 year for FSA

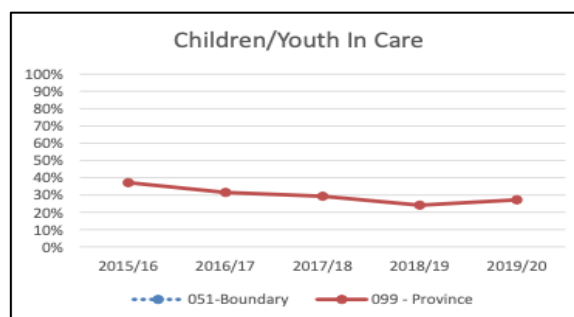
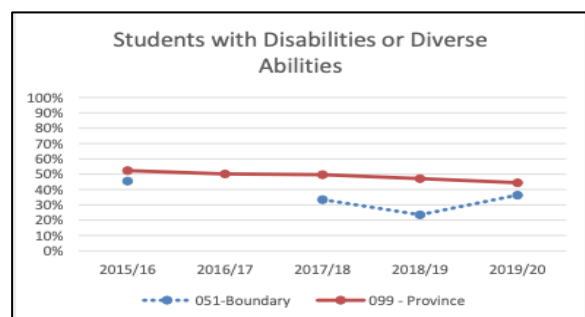
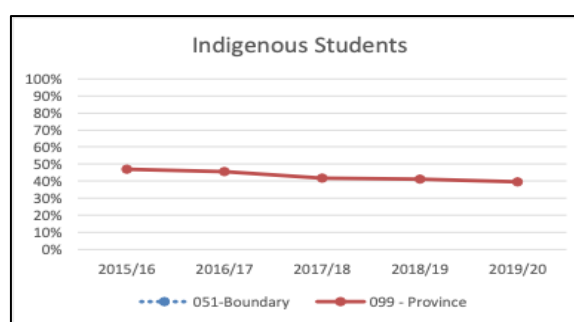
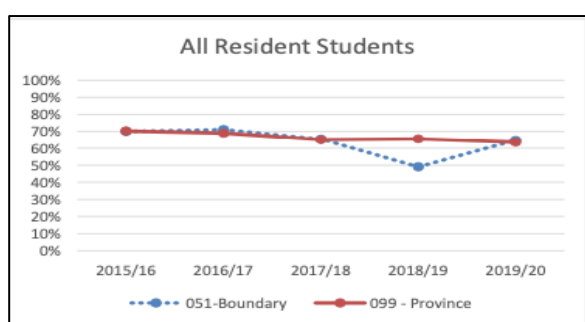
Foundation Skills Assessment (FSA) Numeracy - Grade 4

Portion of grade 4 resident writers “On Track” or “Extending” or who have “Met or Exceeded Expectations”



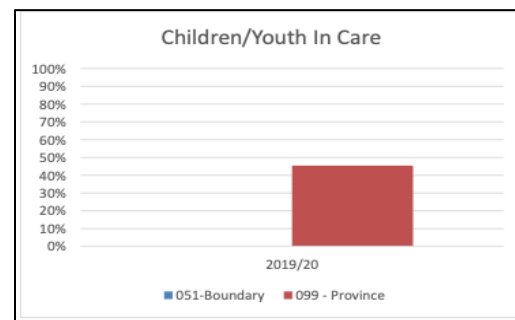
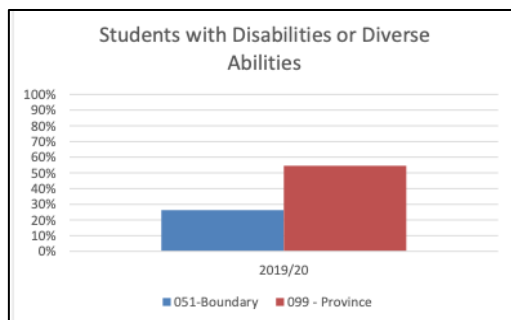
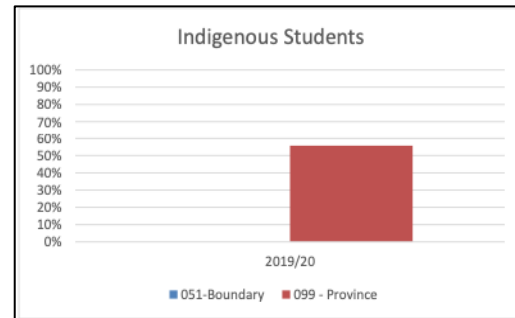
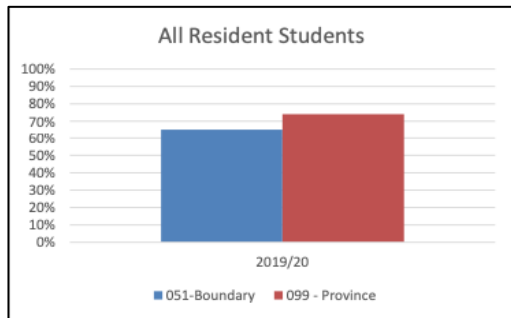
Foundation Skills Assessment (FSA) Numeracy - Grade 7

Portion of grade 7 resident writers “On Track” or “Extending” or who have “Met or Exceeded Expectations”



Graduation Assessment – Numeracy 10

Portion of Grade 10 resident writers “Proficient” or “Extending” on the Numeracy 10 Assessment



Analysis:

FSA Numeracy Grade 4:

- District average slightly above/close to provincial
- Indigenous students masked and on par/close to District
- Child and youth in care masked, but no concerns
- Students with disabilities or diverse abilities – lots of variations depending on cohort. 2019/20 sharp decline in results.

FSA Numeracy Grade 7:

- District around provincial average
- Indigenous students masked – concerns with average under District percent
- Children/Youth in Care masked and very small sample size
- Students with disabilities or diverse abilities below District and provincial average

Numeracy 10 Assessment

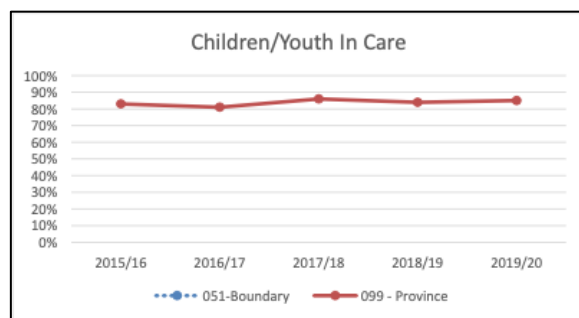
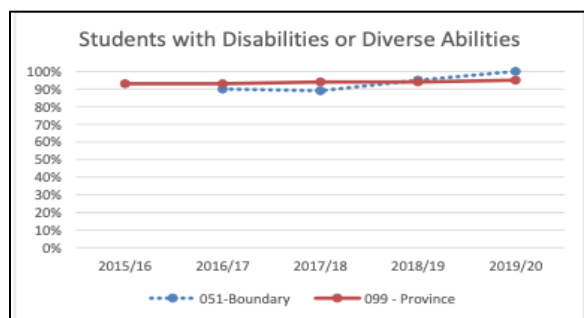
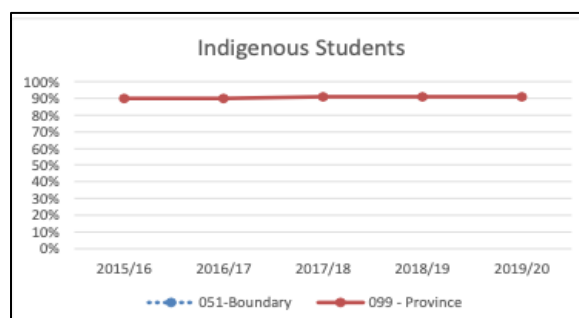
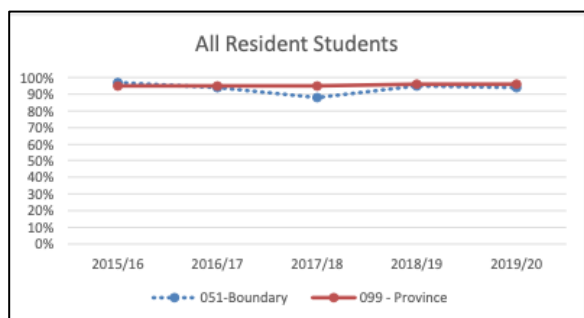
- District average significantly lower than provincial
- Masked students' results are all a concern

Other considerations:

- FSA participation low in 2019/20
- No triangulation with other data – no District assessments

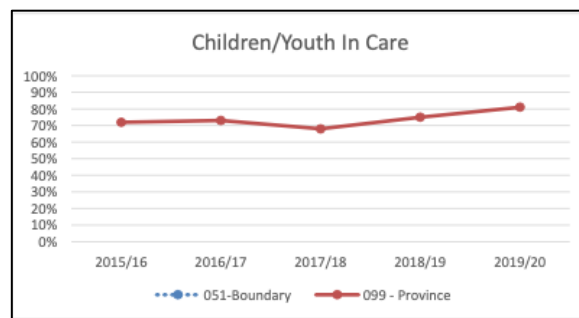
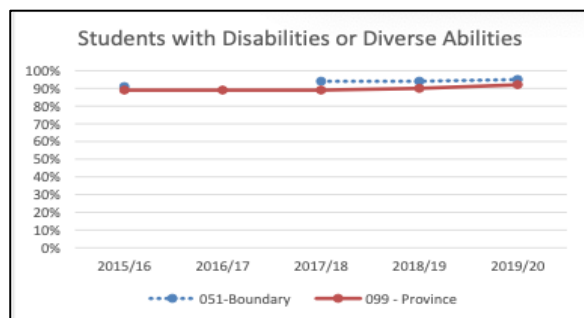
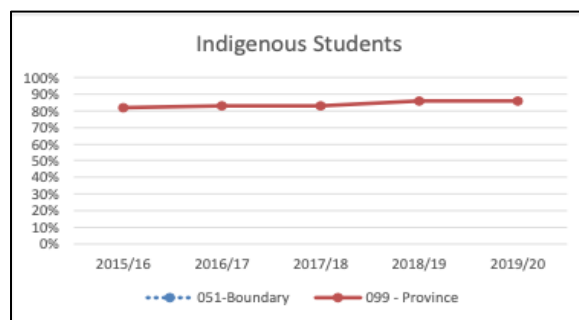
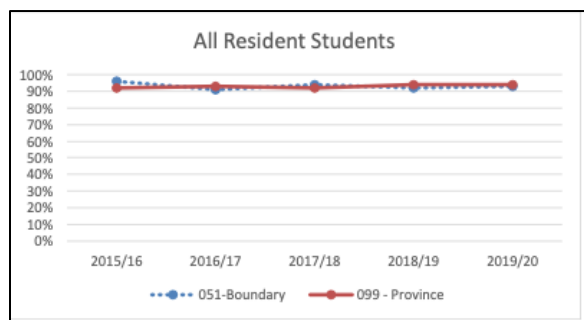
Grade to Grade Transitions – Grade 10

Portion of Grade 10 residents who made transition to Grade 11 in the next school year.



Grade to Grade Transitions – Grade 11

Portion of Grade 10 residents who made transition to Grade 12 in the next school year.

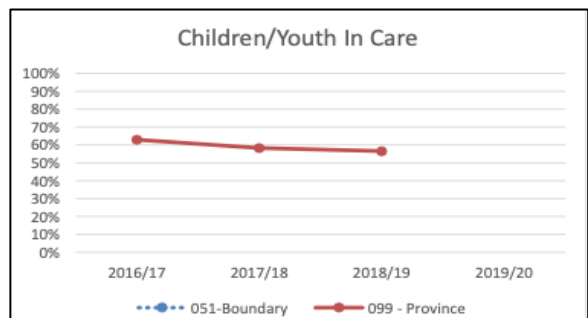
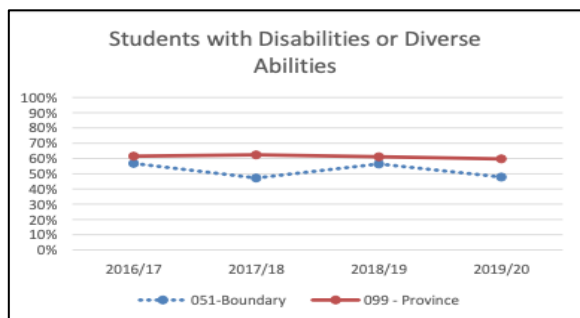
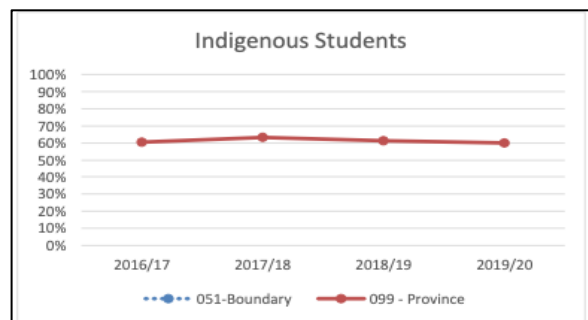
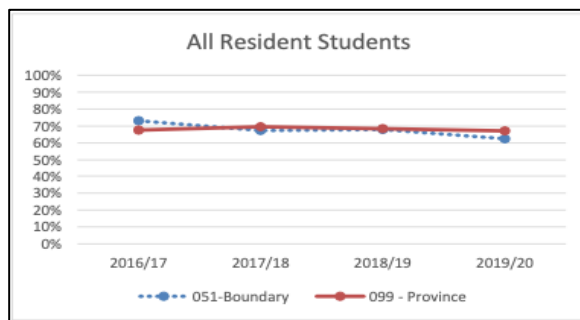


Grade to Grade Transitions (10 to 11 and 11 to 12) Analysis

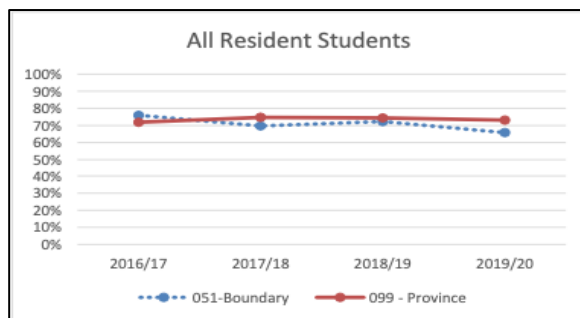
- District average on par or better than province.
- No concern for masked students either.

Human Social Development

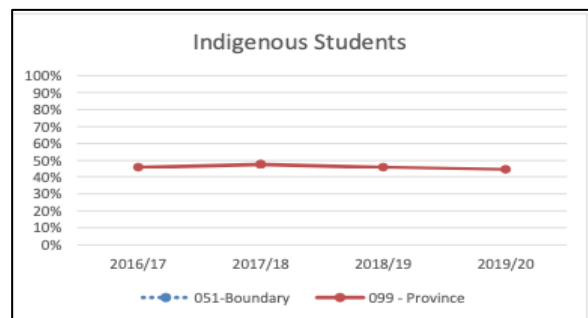
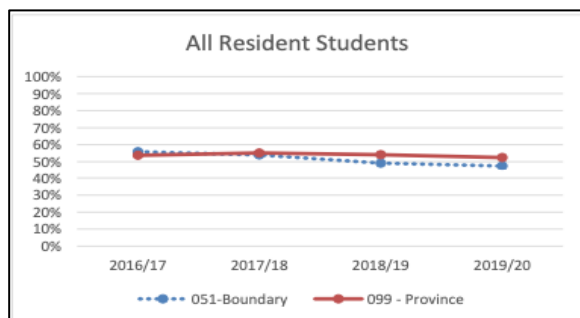
Students who feel welcome at school

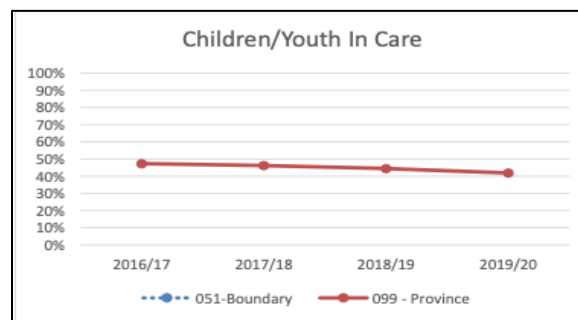
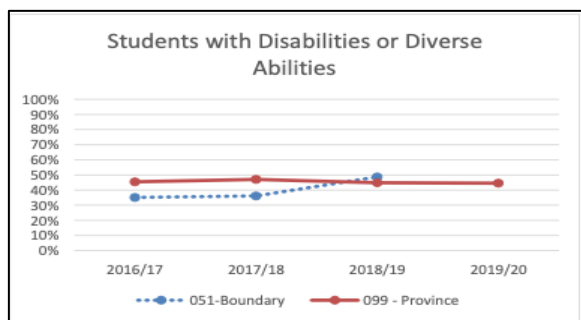


Students who feel safe at school

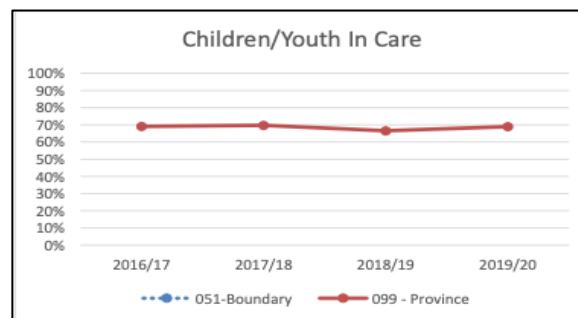
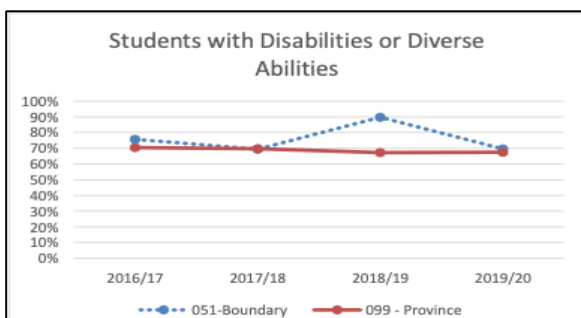
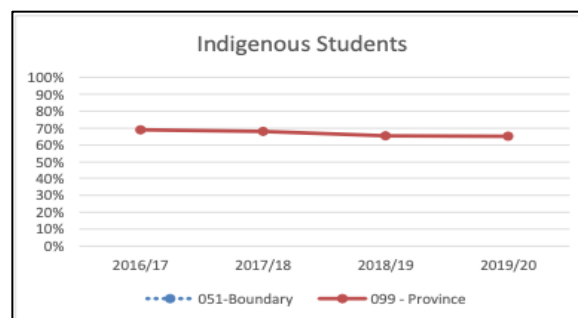
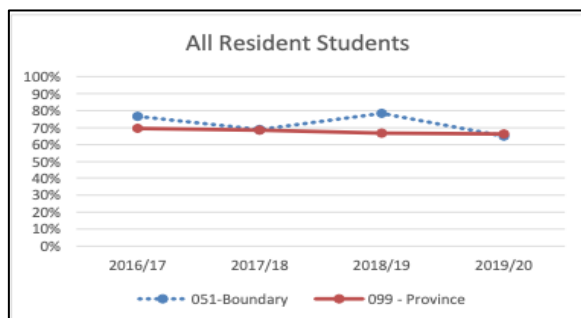


Students who feel like they belong at school





Students who feel they have two or more adults that care about them



Human Social Development Analysis

Students who feel welcome:

- District approaches or falls below Provincial average
- Indigenous students masked, but no concern with numbers in relation to District level
- Child and Youth in Care also masked, but no concern with numbers in relation to District level
- Students with disabilities or diverse abilities are below District average

Students who feel safe:

- District average seems to be dropping below provincial average

Students who feel like they belong

- District average has been decreasing, fallen below Provincial
- Indigenous students' results are masked, but do indicate below District average

- Students with disabilities or diverse abilities are well below District average
- Children/youth in care are masked, but we note there is a lot of fluctuation and the average is low/below District.

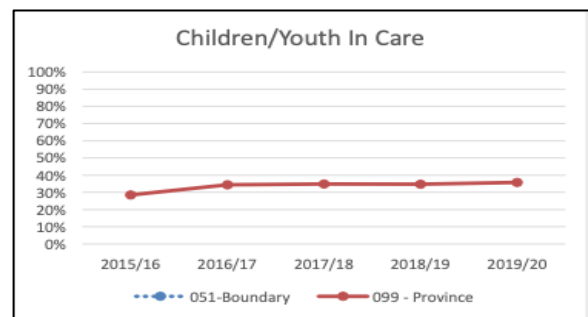
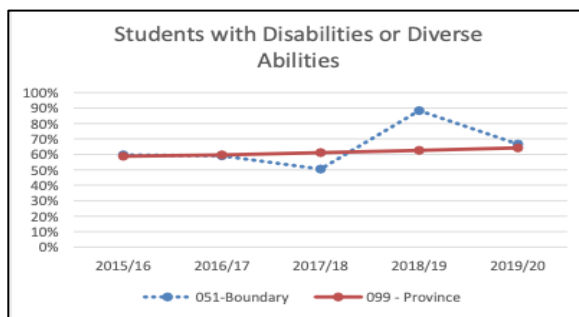
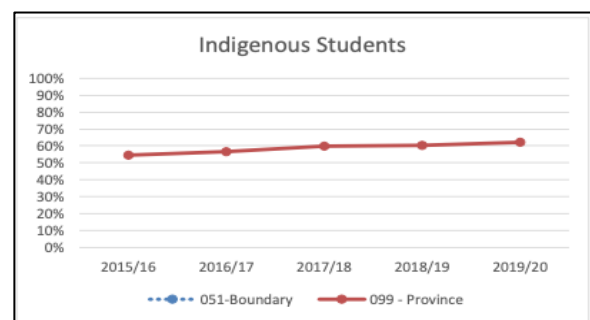
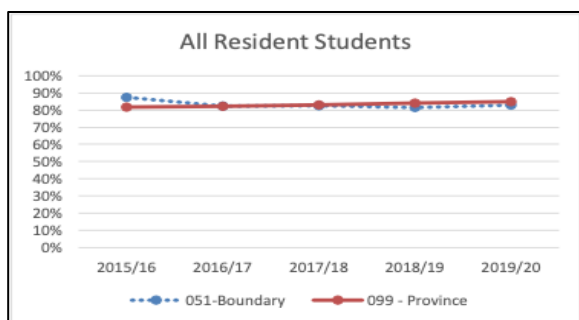
Students who feel 2 or more adults care for them

- District tends to be higher than Provincial average
- Indigenous students masked, but no concern with average
- Children and Youth in Care masked, but no concern with average
- Student with disabilities or diverse abilities average at District level and above province.

Career Development

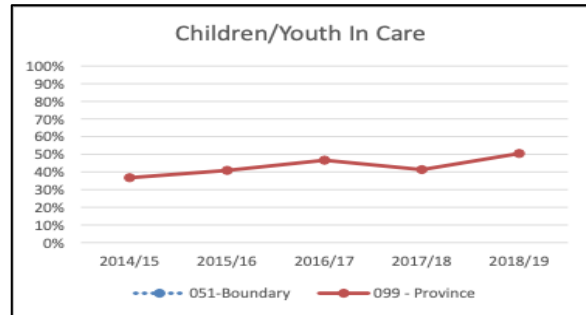
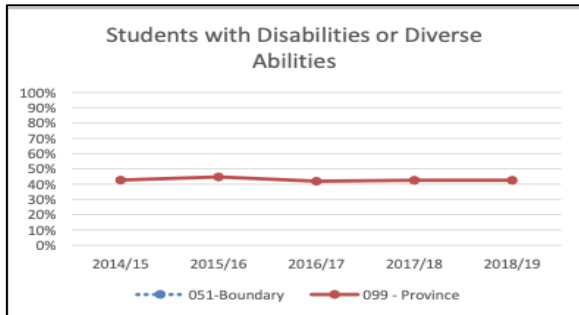
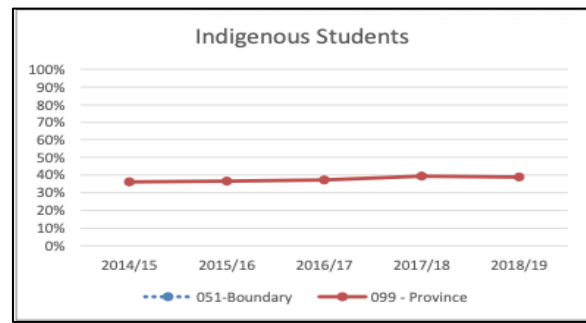
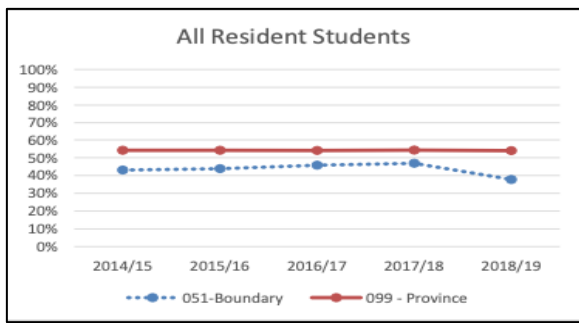
5 Year Completion Rate

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



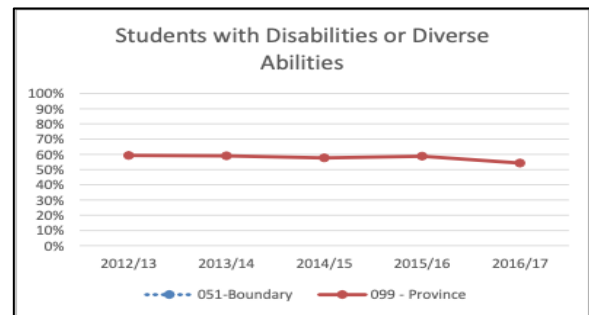
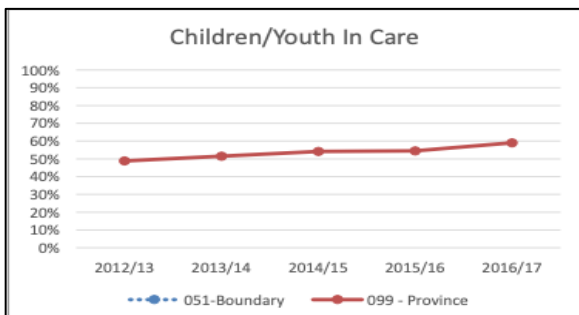
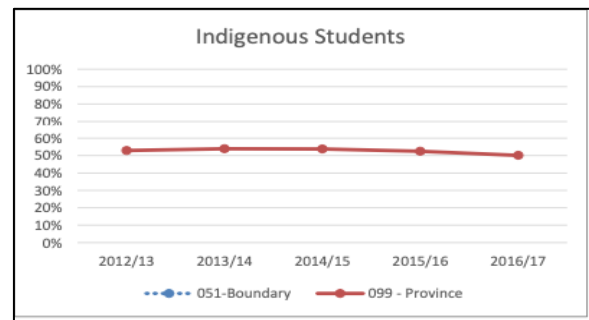
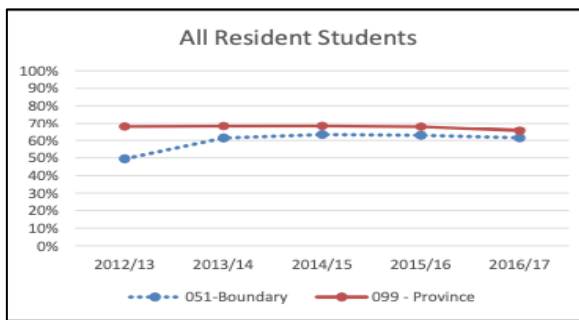
Post-Secondary Institute (PSI) Immediate Transition Rate

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



Post-Secondary Institute (PSI) 3 Year Transition Rate

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



Career Development Analysis

5-year completion rate

- District has been between 88 and 83% from 2015 to 2020 and appears to have plateaued a bit under the provincial average
- Indigenous students is masked for 5-year completion, but is not a concern
- Child and Youth in Care is masked and is below the District and Provincial averages
- Students with disabilities or diverse abilities has a lot of variance, but seems to be around District average, which reflects small, diverse cohort. District numbers are close to Provincial average.

PSI Immediate Transition

- District average is below Provincial average
- Masked groups also are below Provincial average

PSI 3-Year Transition

- While the District has improved their numbers over the past number of years, it is still below Provincial average
- Masked groups are also below Provincial average

Results Review

From the data analysis, the District has identified several areas of concern:

- On average, Indigenous students, children and youth in care and students with disabilities or diverse abilities are below District averages in Literacy and/or Numeracy
- No District literacy/numeracy assessment for triangulation; overreliance on Foundation Skills Assessment (FSA)
- Participation in FSAs declined in last few years
- On Human Social development, there appears to be a decline in recent years especially with students feeling safe and feeling like they belong
- While District grade to grade transitions are on par with province, our transition to post-secondary is below provincial average, particularly with Indigenous students, children and youth in care and students with disabilities or diverse abilities.

The District will be adopting its Strategic Plan on September 21, 2021 and these areas of concern will provide direction for its operational goals.