



## Enhancing Student Learning Report 2020-2021

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We recognize that we learn, teach and work on the ancestral, traditional and unceded territories of the *Məṭ'kəpmx* and *Sylix* people and we acknowledge our Métis communities and their contributions to the Aboriginal ways of being, knowing and doing in Canada.

Success for ALL Learners ~ Today and Tomorrow

## Framework for Enhancing Student Learning

The Framework for Enhancing Student Learning brings a formalized approach to the planning and reporting expectations for schools with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment by Indigenous peoples, Indigenous rightsholders, education partners and communities to work together to improve student learning and enhance the intellectual, social and career development of all learners.

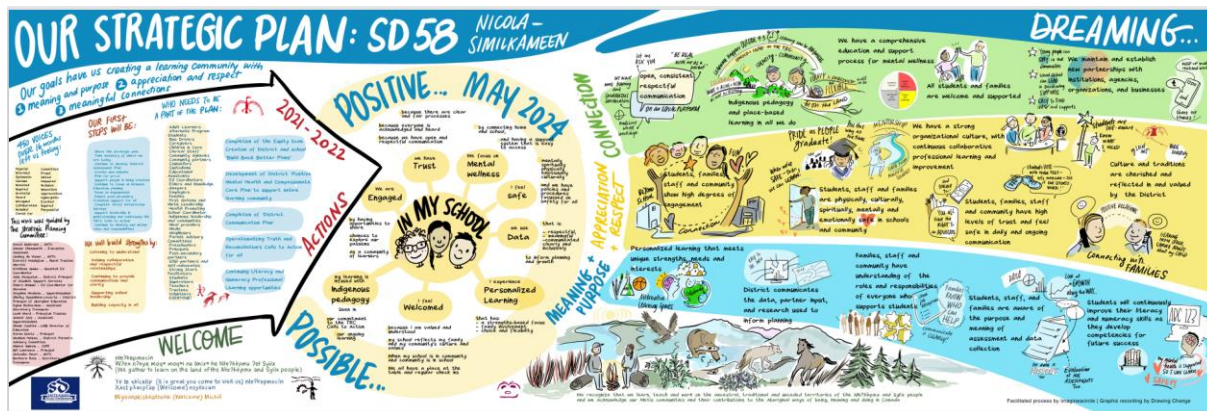
In School District 58, the Enhancing Student Learning Framework is built on a commitment to co-create, align and implement planning documents at the classroom, school, district and governance levels. The ongoing planning process is also aligned with the goal of operationalizing the Truth and Reconciliation Calls to Action and embedding the Indigenous Principles of Learning into everything we do. These processes also support the Ministry of Education's vision of the Educated Citizen and Policy for Student Success.

The Framework consists of three main components:

- A policy guiding the requirements for Board of Education to have multi-year strategic plans focused on improving student outcomes.
- A Ministerial Order requiring Board of Education to publicly report progress on their strategic goals and related student outcomes.
- A coordinated number of supports for school districts to help with planning, reporting and actions related to improving student success.

## District Context (Planning)

### School District No. 58 (Nicola-Similkameen) Strategic Plan



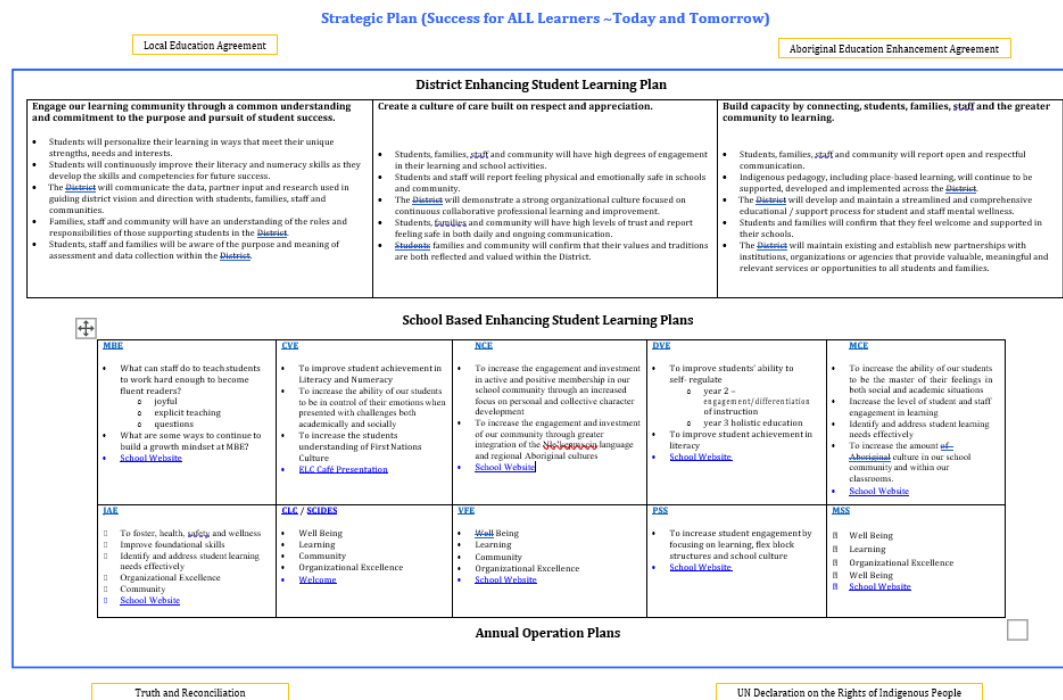
The Strategic Plan infographic and [video](#) above outlines the process that the Strategic Plan Committee completed in June of 2021. The plan outlines the three goal areas:

- Meaning and Purpose,
- Appreciation and Respect, and
- Meaningful Connections.

The dreams, goals, objectives and actions items were developed during a very challenging time; however, the District is very proud to inform the Ministry of Education that over 450 voices contributed to the appreciative inquiry process and that both the committee and stakeholders have reported feeling proud, optimistic and energized by the final plan.

School District 58 has a strong connection to the development of the Enhancing Student Learning Framework. Prior to the pandemic and in alignment with the previous Strategic Plan, the District had a strong framework in place. Below you will see the beginning stages of updating the District Enhancing Learning plan to align with the June 2021 Strategic Plan, as well as previous Enhancing Learning Plans for each of the schools across the District. The District is planning to return to the annual Enhancing Student Learning Café in April of 2022 and looks forward to showcasing the plans and work completed at both the school and District level.

The following diagram illustrates the District's planning process and the ongoing alignment of the planning documents.



The Nicola-Similkameen District is found in the traditional, unceded territories of the Nle?kepmx and Syilx people and we acknowledge our Metis communities and their contributions to the Aboriginal ways of being, doing and knowing in Canada. The District serves approximately 2000 students with over 40% of our students declaring Indigenous ancestry. We are proud to have strong relationships with our six local First Nations communities and this is reflected in our day to day work, as well as the District's commitment to operationalizing both our joint Local Education Agreement and our Aboriginal Education Enhancement Agreement. Our vision is to provide 'Success for ALL Learners ~ Today and Tomorrow' and our guiding principles include: inclusion, innovation, relationships, well-being, the culture and language of our traditional territories and pursuit of excellence.

Operationalizing the Truth and Reconciliation Calls to Action is one of our five objectives this year and examples of this commitment are embedded in the work we do across the District on a daily basis. We look forward to strengthening, what we believe are promising practices in this area, through our involvement in the Equity in Action project which will be initiated with our first orientation meeting in November, 2021.

The pandemic has been a challenge for both our District and our local communities. It has had an impact on our planning; however, there was a strong commitment to complete the strategic planning process and to develop a new plan that everyone in our district could connect to and be easily communicated. School planning processes were carried over from the previous Strategic Plan and each school was asked to complete a “Building Back Better” exercise prior to September 2021. This activity highlighted the perseverance and resiliency of our staff, students and families and emphasized what we have learned through the pandemic response and the promising practices that were implemented.

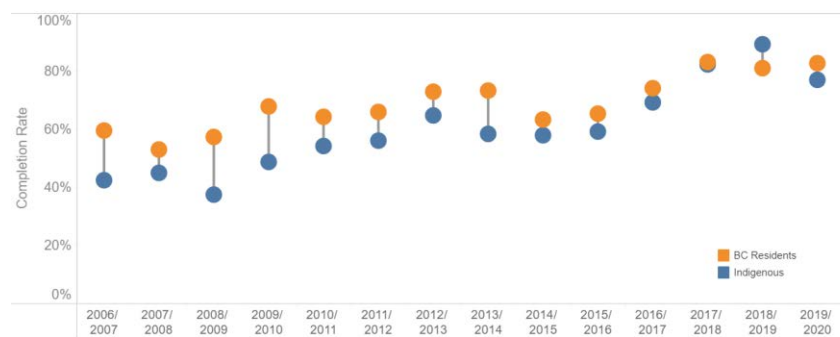
### Graduation (Career Development)

The following data set in the area of Graduation was examined and examples of results are included:

- [Graduation Rates](#)
- Five-year Completion Rate (Appendix A)
- Six-year Completion Rate

#### *Analysis of Data:*

#### Example – Six Year Completion Rate



The data indicates that the Nicola-Similkameen’s First-Time Grad 12 Graduation Rate has increased over the previous five years and includes our Indigenous students and our students living on reserve and students living off reserve. Results for the students with diverse abilities varies widely due to having a small cohort group. The five-year and six-year completion rates have also increased over the last five-years, and it is fair to say that the equity gap in the District between non-Indigenous students and Indigenous students is relatively small. The rates overall are lower than the Provincial average, but a steady improvement trend is noted.

#### *Interpretation of Data:*



Improving graduation rates, and specifically the six-year completion rate, has been a top priority of the Nicola-Similkameen District for the past seven years. It was very apparent that the six-year completion rate for all students was unacceptable, and as a result several improvement strategies at the secondary level were put in place.

In terms of special needs graduation rates small cohort groups do have an impact on a yearly basis; however, it is the goal of the district to maintain the recent improvement for all students and to address any equity gaps experienced by students with diverse abilities as illustrated below:

#### *Response to Data:*

The most important strategies to date include the development of class profiles across the District and regular Diploma Verification Review meetings at the gr. 10, 11 and 12 levels. These processes have supported the important focus that needs to be on students throughout their graduation years. This increased level of understanding of each student has provided secondary teams with the information they need to quickly and successfully intervene when a student is experiencing barriers along their graduation path. This strategy along with a focus on Response to Intervention (RTI) has pushed the six-year completion rate to an all time high in 2018/2019. During that year we experienced a crossing of the equity line with 89% of our Indigenous students completing. Students living on-reserve have been supported through a data and information sharing strategy via our Local Education Agreement. Community Education Coordinators are provided with individual student results three times a year and are invited to regular DVR meetings. This strategy will be expanded to the students living off-reserve in 2021-2022.

### Post-Secondary Transition (Career Development)

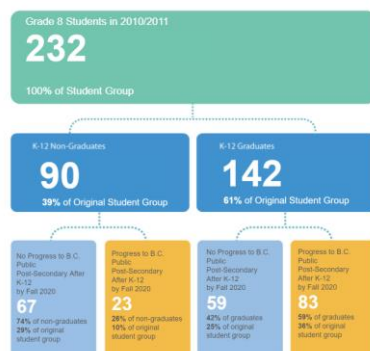
The following data set in Post-Secondary Transition was examined and examples of results are included:

- [Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.](#)
- [Student Learning Survey \(Grade 10 and 12\)](#)

#### *Analysis of Data:*

#### Example of Post-Secondary Transition Data

Transition to B.C. Post-Secondary



The K-12 Graduates by Time of Transition data indicates that 49% of students transitioned to post-secondary in 2017/2018. Earlier data sets in some cases indicate that a higher percentage of Aboriginal students are progressing to post-secondary after 1-year and 2-years. A complete analysis of the data proves somewhat difficult; however, it is a goal of the district to examine the post-secondary transition rates more effectively as the rates are lower than the Provincial average.

Student responses for the 2020/2021 grade 10 and grade 12 Student Learning Survey indicate that 37% of all students are satisfied that school is preparing them for post-secondary education with Indigenous students responding higher at a rate of 39%. 28% of all students indicated that they are satisfied that school is preparing them for a job in the future.

#### *Interpretation of Data:*

Post-secondary transition rates similar to completion rates were identified as a concern within the District approximately five years ago. Alongside the focus and strategies to improve graduation and six-year completions rates was a commitment to implementing strategies to improve the post-secondary transition rate.

#### *Response to Data:*

Two strategies, in partnership with the Nicola-Valley Institute of Technology (NVIT) have had a positive impact on transitions. The first strategy was the offer of a full immediate entry bursary to all Nicola-Similkameen students by NVIT. The elimination of this potential financial barrier, for all students as well as an increased focus and understanding of what NVIT can provide students has helped improve our transition rates. Secondly, the District has partnered with NVIT to provide post-secondary transition support. This joint effort, through specific staffing to support student transition and attendance at any post-secondary facility has helped reduce other barriers on both a cohort and individual basis. Examples of direct support includes:

- Academic counseling
- Application completion support
- Mentoring
- Post-secondary transition workshops
- First year post-secondary support

#### **Social and Emotional Well-Being (Human and Social Development)**

The following data set in the area of Social and Emotional Well-Being were examined and examples of results are included:

- [Student Learning Survey \(Grade 3&4, 7, 10 and 12\)](#)

#### *Analysis of Data:*

Example - Student Learning Survey Results

NQ 16- Welcomed	No response	Don't know	Negative	Neutral	Positive
Grade 4	3%	6%	12%	12%	68% <
Grade 4 Indigenous		9%	8%	15%	68% <
Grade 4 province	1%	3%	6%	12%	77%
Grade 7	2%	4%	17%	27%	50% <
Grade 7 Indigenous		5%	5%	21%	57% <
Grade 7 Province	1%	4%	10%	21%	65%
Grade 10	2%	5%	10%	28%	56% <
Grade 10Indigenous		4%	15%	34%	43% < ****
Grade 10 province		4%	11%	22%	63%

Q 22 - Safe	No response	Don't know	Negative	Neutral	Positive
Grade 4		9%	9%	11%	73% <
Grade 4 Indigenous					
Grade 4 Province	1%	3%	6%	11%	79%
Grade 7		2%	17%	24%	57% <
Grade 7 Indigenous					
Grade 7 Province	1%	3%	9%	18%	70%
Grade 10		4%	10%	21%	66% <
Grade 10Indigenous					
Grade 10 province	1%	3%	8%	16%	73%

S 81 – Belonging	No response	Don't know	Negative	Neutral	Positive
Grade 4	2%	10%	22%	18%	48%<
Grade 4 Indigenous	2%	17%	15%	15%	51%<
Grade 4 Province	2%	6%	13%	20%	59%
Grade 7	2%	6%	26%	28%	38%<
Grade 7 Indigenous	2%	7%	24%	28%	40%<
Grade 7 Province	1%	5%	18%	27%	50%
Grade 10	2%	6%	20%	38%	34%<
Grade 10 Indigenous	2%	11%	23%	38%	26%< ****
Grade 10 Province		4%	21%	29%	45%

In all three questions, our percentage of positive responses tends to be lower than the provincial average responses. Our indigenous students generally have similar rates of positive responses when compared to all student responses, and in some cases have a higher percentage of positive responses. Of particular note and concern for us when looking at the data, is grade 10 indigenous students' responses around both feeling welcomed and feeling as if they belong. Feeling as if they belong appears to be more of a challenge for all of our grade ten students than elsewhere in the province.

#### *Interpretation of Data:*

Both Merritt and Princeton are communities that have provincially high rates of social, emotional and economic challenges. The surrounding indigenous communities are similarly often faced with considerable challenges. Our data would support the premise of schools being reflections of the community at large. If students don't feel a sense of safety/welcome/belonging at home or in the community, it may be harder for their brains to recognize and acknowledge that schools can be and are positive places. Similarly schools may need to recognize that given the considerable stress and trauma that face many of our students, we need to continue to provide compassionate and trauma-responsive care to students of all ages. We need to ensure that all students have every opportunity to be welcomed, feel safe, and belong (included, celebrated) by adults and their peers every day. We also need to ensure that assumptions are not being made about who is and who is not feeling like they are a part of a caring and secure school community. The adults need to be intentional both in support of individual students as well as for the school community at large.

### Response to Data:

The Nicola-Similkameen District believes it needs to respond with the following action items:

1. Look at the previous years – how much of this has been impacted by COVID and students' experiences.
2. Using an RTI lens, we will look at specific schools to determine if there are school specific needs that need to be addressed.
3. Meet with specific school teams to discuss their results.
4. Meet with Social Emotional Learning Team and admin team to plan levelled interventions/supports based on data review and qualitative discussions; have this planning be a part of the District Mental Health Plan.

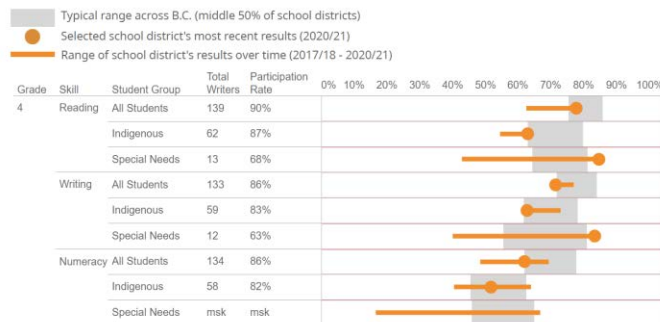
### Literacy (Intellectual Development)

The following data set in literacy were examined and examples of results are included:

- [Foundation Skills Assessment \(FSA\) Grade 4 and 7 Reading / Writing participation and results](#)
- [Provincial Literacy 10 and 12 results](#)
- [Response from Student Learning Survey questions](#)

### Analysis of Data:

#### Example: Grade 4 Foundation Skills Assessment Results



### Participation

Participation rates for grade 4 and 7 students in the areas of reading and writing have been relatively stable over the last three-year period. Grade 4 writing and Grade 7 reading rates have been consistently higher than the average provincial rate. Indigenous student rates also reflect this trend with the District being higher than the average Provincial rate for Indigenous students. Rates for students with diverse needs are lower within the District when compared to all students; however, the rates overall remain higher than the average Provincial rate for students with diverse needs.

### Interpretation of Data:

The importance of high participation rates are emphasized by the District and supported by the Board of Education. With this being said, there is a consistent application of the process for excusing students when a hardship is identified at the school level.

### Performance



Grade 4 Reading results for 2020/2021 indicated that 78% of students are 'On Track' or 'Extending'. 71% of grade 4 students performed as either 'On Track' or 'Extending' in the area of writing. Grade 7 Reading results for 2020/2021 indicated that 75% of students are 'On Track'. 83% of grade 7 students performed as either 'On Track' or 'Extending' in the area of writing. The three-year trend is somewhat difficult to analyze due to a relatively small cohort size; however, the District is pleased to see a higher rate in the 2020/2021 year and continues to focus on this important measurement. A general analysis of population groups points to the need to maintain or reduce the equity gap between Indigenous students and non-Indigenous students, while addressing the clear equity gap between students living off reserve vs student living on reserve, and the gap between students with diverse needs and all students.

#### *Interpretation of Data:*

A comparison of the overall district results for all students, Indigenous students, students living on reserve, students living off reserve, and students with diverse abilities with the average Provincial rates indicate that the District results are generally lower. There is an ongoing commitment to improve and reduce the gap; however, there is a need to recognize the improvement that is taking place at the elementary level across the District.

#### **Grade 10 Literacy Assessment:**

##### *Analysis of Data:*

##### Participation

116 grade 10 students took part in the Grade 10 Literacy Assessment in their Grade 10 year. This represents 75% of our total grade 10 students. A review of the Indigenous students results also indicate that the participation rate was fairly consistent, as all groups of students were between 71% and 80%. The largest discrepancy was between female and male writers, which warrants further review

##### Performance

51 of the 116 writers were 'proficient' on the Grade 10 Literacy Assessment. This represents 44% of the overall cohort. 1 of the 116 writers was 'Extending' which .9% of the overall cohort. Substantial gaps occur between the groups of students: males performed lower than females, Indigenous students performed lower than non-Indigenous students, as did students with diverse needs compared to all students.

#### **Student Learning Survey Results:**

- Gr. 3 & 4 - I feel I am getting better at reading – 76%
- Gr. 7 – I continue to get better at reading – 68%
- Gr. 10 – I continue to get better at reading - 58%
- Gr. 12 – I continue to get better at reading - 51%
  
- Gr. 3 & 4 - I feel I am getting better at writing – 76%
- Gr. 7 – I continue to get better at writing – 54%
- Gr. 10 – I continue to get better at writing - 56%
- Gr. 12 – I continue to get better at writing - 62%

### *Interpretation of Data:*

A comparison between all students and groups of students with the average provincial population and clearly indicate a performance gap between the District and the province in some areas. The district is performing at a lower rate at the secondary level and as a result there is a further need to analyze the data and support improvement strategies in this area.

### *Response to Data:*

Over the past several years, the Nicola-Similkameen District has invested heavily in literacy support at the Kindergarten, Gr.1 and Gr. 2 level. Literacy 20/21 (Joyful Literacy), a District wide research-based program lead by Dr. Janet Mort, continues to have a positive impact on youngest students as well as our staff. The lessons learned and the associated implemented strategies will now be moved into our late primary and intermediate years across the District. This work, along with a focus on updating our District wide assessment plan and our involvement with the updated Provincial Performance Standards, will continue to support reading and writing at the elementary level. The Grade 10 and 12 Literacy Assessment results are of concern to the District and require further review and response. The District will be striking a Secondary Literacy Assessment Committee to review the data further and to suggest strategies for improvement. This aligns with the District objective to continue with literacy and numeracy professional learning opportunities.

### **Numeracy (Intellectual Development)**

The following data set in numeracy was examined and examples of results are included:

- [Foundation Skills Assessment \(FSA\) Grade 4 and 7 Numeracy](#)
- [Grade 10 Numeracy Assessment](#)
- [Student Learning Survey Responses](#)

### *Analysis of Data:*

#### Participation

Participation rates for grade 4 and 7 students in the areas of numeracy have been relatively stable over the last three-year period. Grade 4 numeracy and Grade 7 numeracy rates have been consistently higher than the average Provincial rate. Indigenous student rates also reflect this trend with the District being higher than the average Provincial rate for Indigenous students. Rates for students with diverse needs are lower within the District when compared to all students or other groups; however, the rates overall remain higher than the average Provincial rate.

### *Interpretation of Data:*

The importance of high participation rates are emphasized by the District and supported by the Board of Education. With this being said, there is a consistent application of the process for excusing students when a hardship is identified at the school level.

#### Performance

## **FSA Numeracy Grade 4 and Grade 7**

Grade 4 Numeracy results for 2020/2021 indicated that 62% of students are 'On Track' or 'Extending'. Grade 7 Numeracy results for 2020/2021 indicated that 58% of students are 'On Track'. The three-year trend is somewhat difficult to analyze due to a relatively small cohort size; however, results are consistently below the Provincial average. A general analysis of student groups points to the need to maintain or reduce the equity gap between Indigenous students and non-Indigenous students while addressing the clear equity gap between students living on reserve and off reserve, as well as the recent gap between students with diverse needs and all students.

## **Numeracy 10 Assessment**

77% of writers completed the Numeracy 10 Assessment in the grade 10 year during the 2019-2020 school year. 43% of students performed at 'Proficient' or 'Extending'. 2% of Indigenous students performed at either a 'Proficient' or 'Extending' level.

### **Student Learning Survey**

- Gr. 3 & 4 - I feel I am getting better at math – 70%
- Gr. 7 – I continue to get better at math – 65%
- Gr. 10 – I continue to get better at math 55%
- Gr. 12 – I continue to get better at math 45%

### *Interpretation of Data:*

Numeracy results are, and have been, consistently lower across all grade level and population groups when compared to the Provincial average.

### *Response to Data:*

This is an area of concern for the District and will be a priority for the 2021-2022 year and beyond. The District will initiate a Secondary Numeracy Assessment Committee to analyze the results and implement improved strategies going forward. At the elementary level, professional learning will be offered to supporting teachers with the new curriculum and at the elementary level the lessons learned from Literacy 20/21 will be developed and implemented in the area of numeracy.

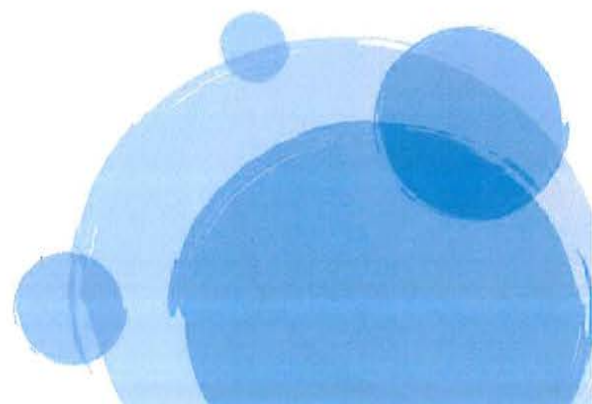
## **2021-2022 Enhancing Student Learning Priorities:**

1. Participation in the Equity in Action Project (Completion of the Equity Scan)
2. Operationalizing the Truth and Reconciliation Calls to Action
3. Providing Literacy and Numeracy Professional Learning Opportunities
4. Development of a District Positive Mental Health and Compassionate Care Plan
5. Completion of the District Communication Plan

**Further SMART goals will be developed to support the June 2021 Strategic Plan. Objectives outlined in the plan will be supported with specific targets and action items. The above priorities will remain a focus while these are developed.**



## Appendix A – Framework for Enhancing Student Learning Data



## 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 Ministerial 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 data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	2-3
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.	4
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	5-6
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.	7
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.	8-9
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.	10-12
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?'.	13
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).	14
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.	15-16

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 Reading section)

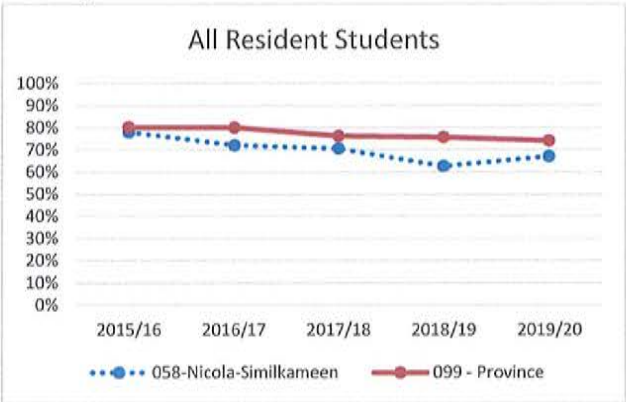


Figure 1: FSA Grade 4 Reading - All Resident Students

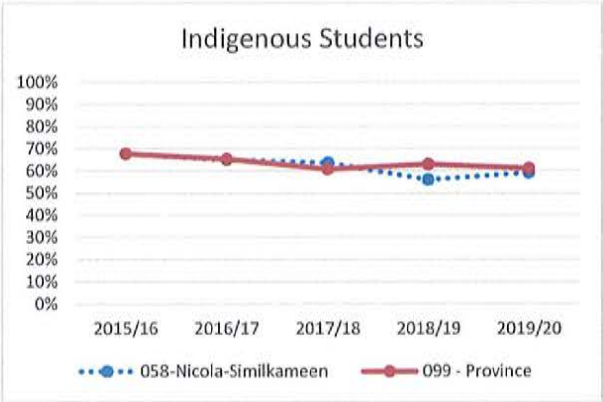


Figure 2: FSA Grade 4 Reading - Indigenous Students

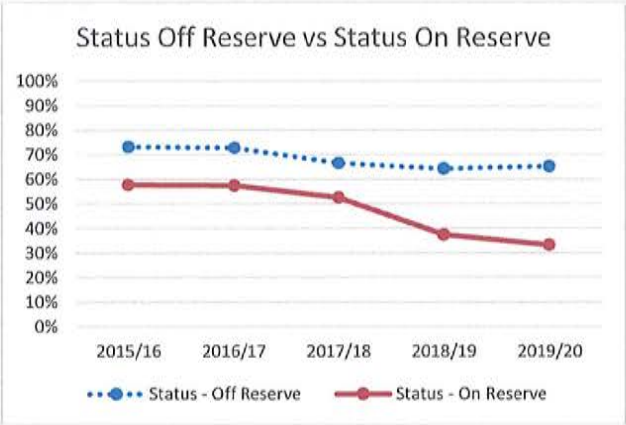


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

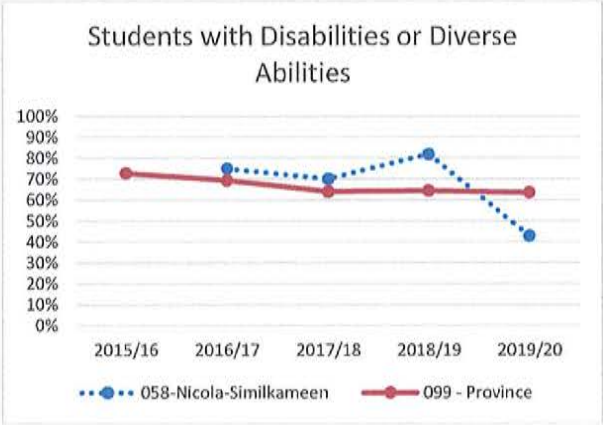


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

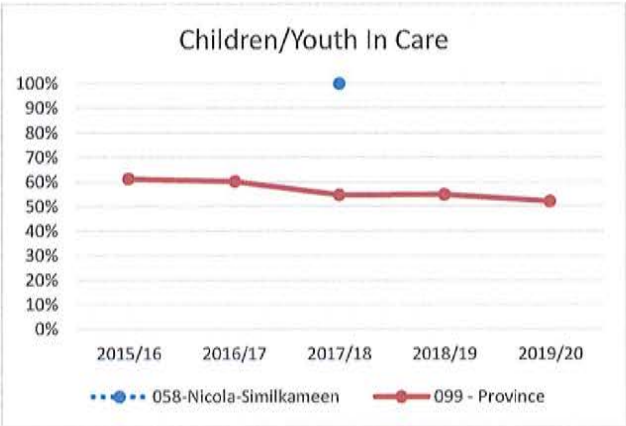


Figure 5: FSA Grade 4 Reading - Children/Youth In Care

## 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 Reading section)

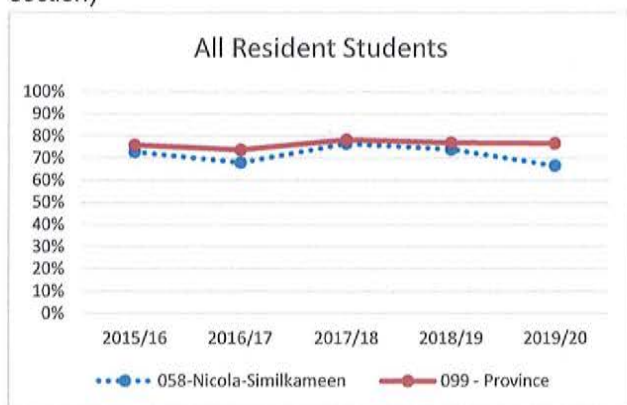


Figure 6: FSA Grade 7 Reading - All Resident Students

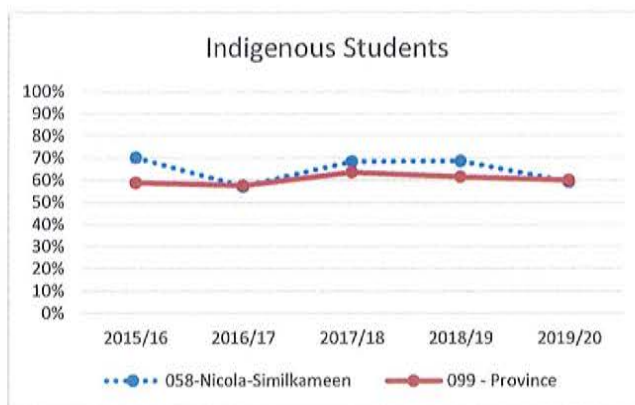


Figure 7: FSA Grade 7 Reading - Indigenous Students

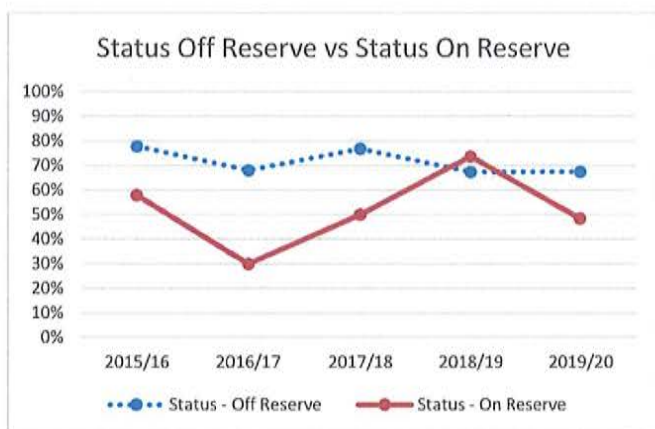


Figure 8: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

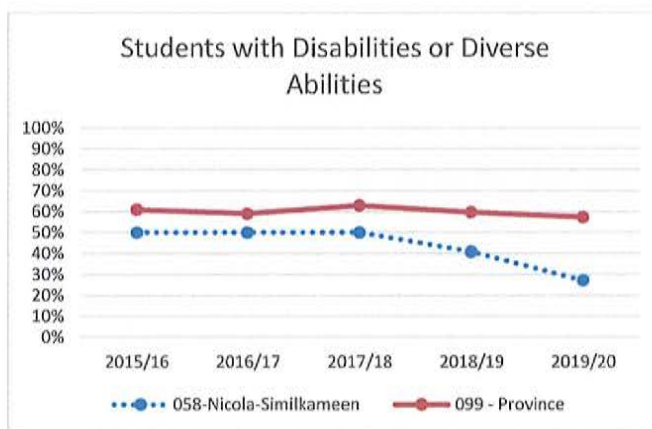


Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

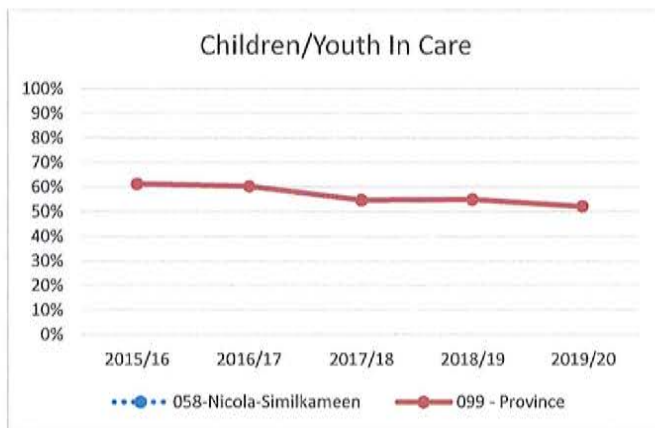
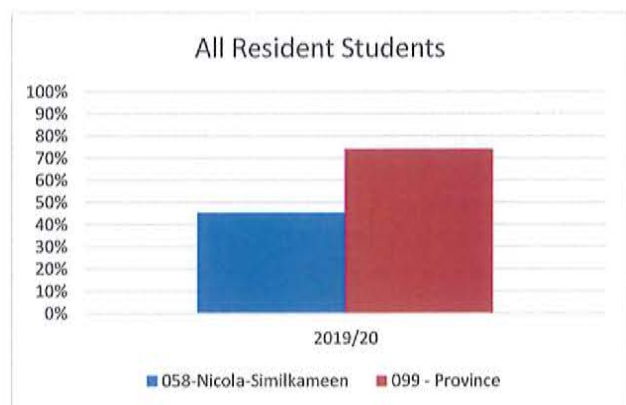


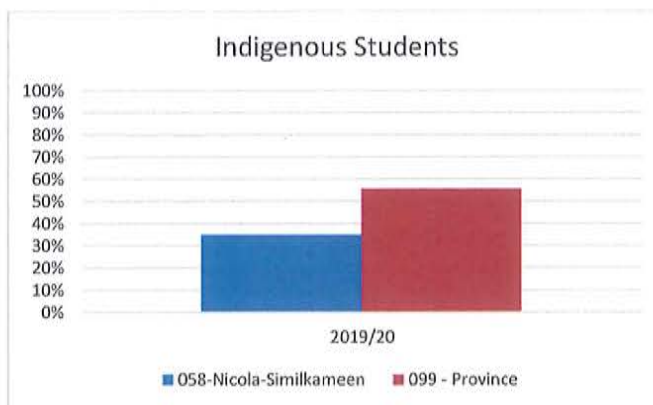
Figure 10: Grade 7 Reading - Children/Youth In Care

## Graduation Assessment - Literacy 10

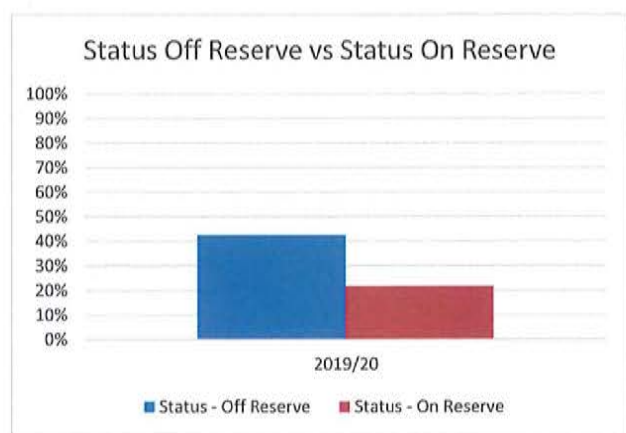
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)



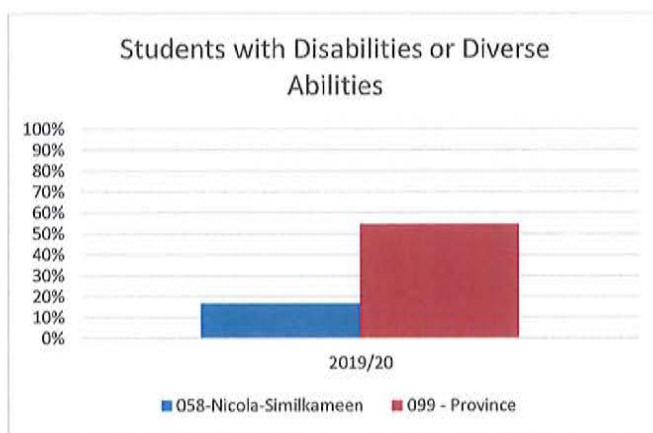
**Figure 11: Graduation Assessment Grade 10 Literacy - All Resident Students**



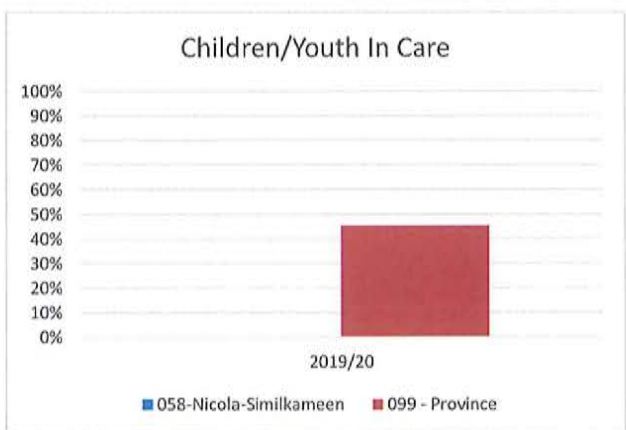
**Figure 12: Graduation Assessment Grade 10 Literacy - Indigenous Students**



**Figure 13: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve**



**Figure 14: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities**



**Figure 15: 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 Numeracy section)

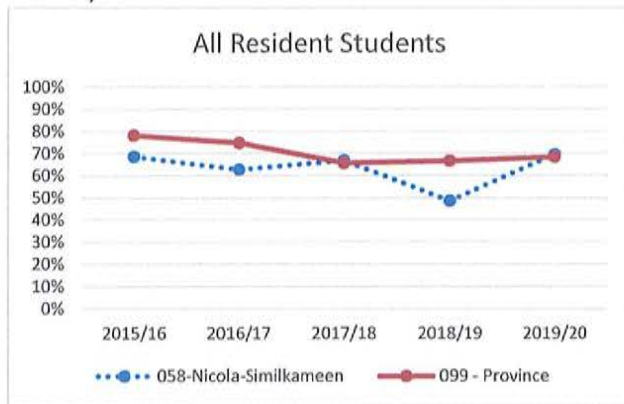


Figure 16: FSA Grade 4 Numeracy - All Resident Students

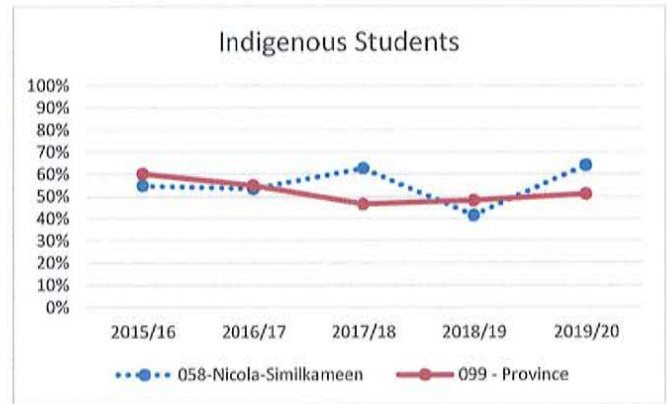


Figure 17: FSA Grade 4 Numeracy - Indigenous Students

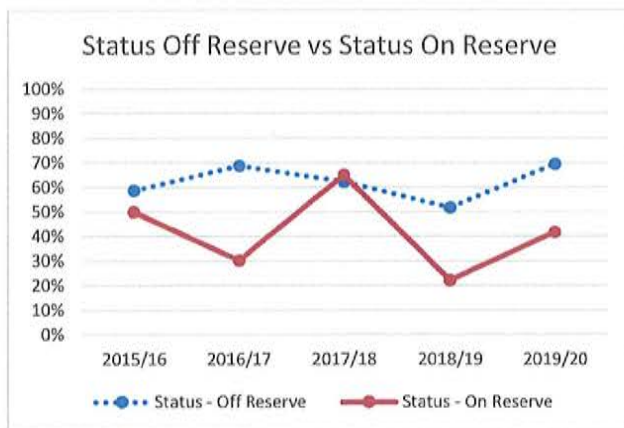


Figure 18: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

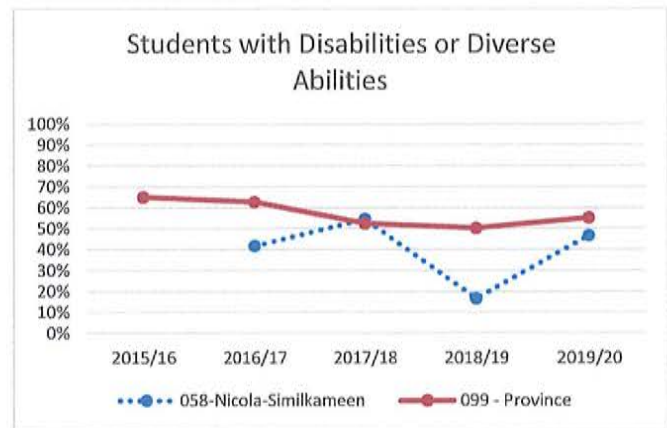


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

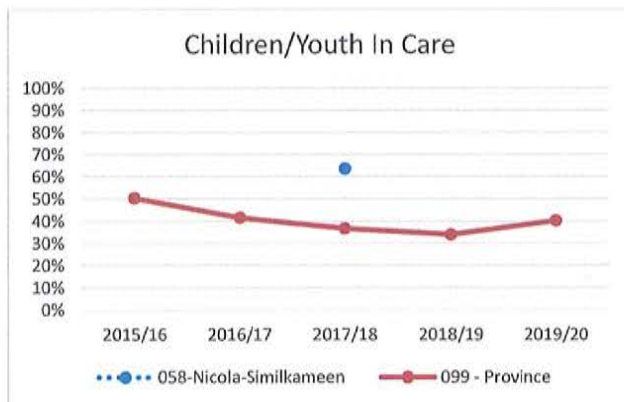


Figure 20: FSA Grade 4 Numeracy - Children/Youth In Care



### 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 Numeracy section)

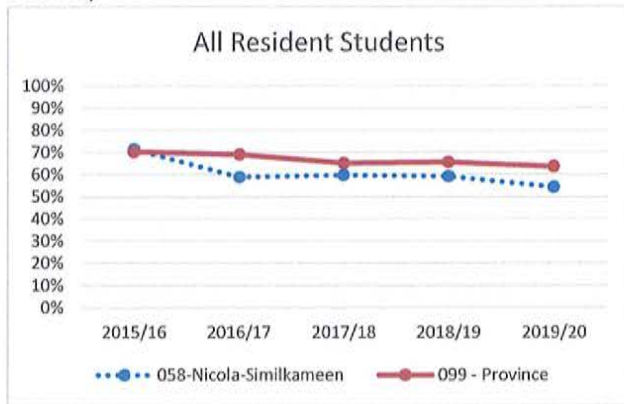


Figure 21: FSA Grade 7 Numeracy - All Resident Students

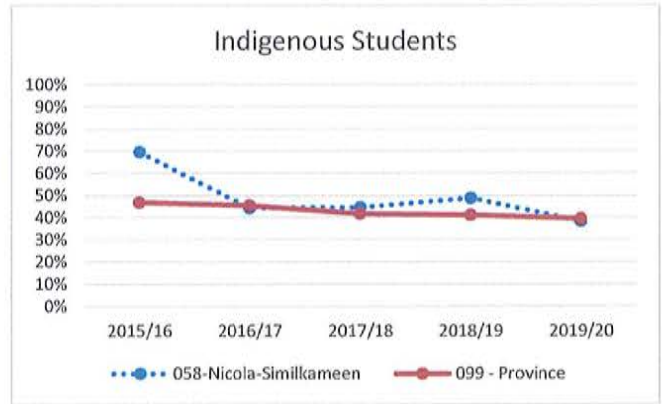


Figure 22: FSA Grade 7 Numeracy - Indigenous Students

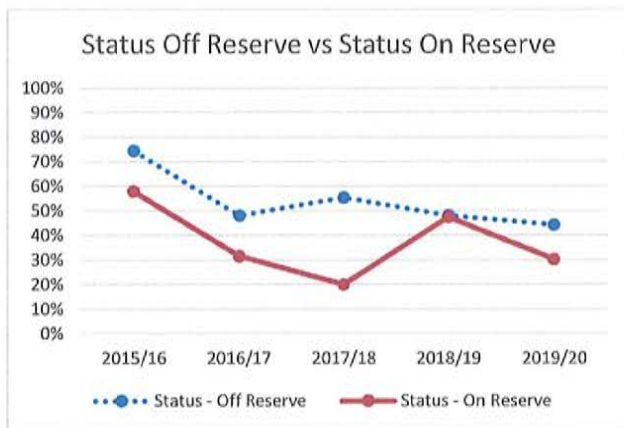


Figure 23: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

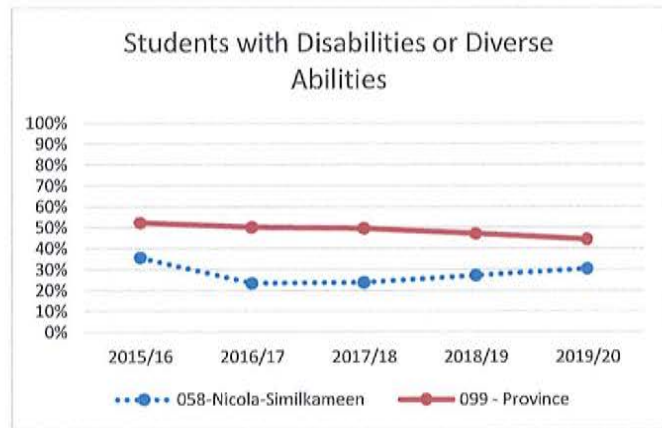


Figure 24: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

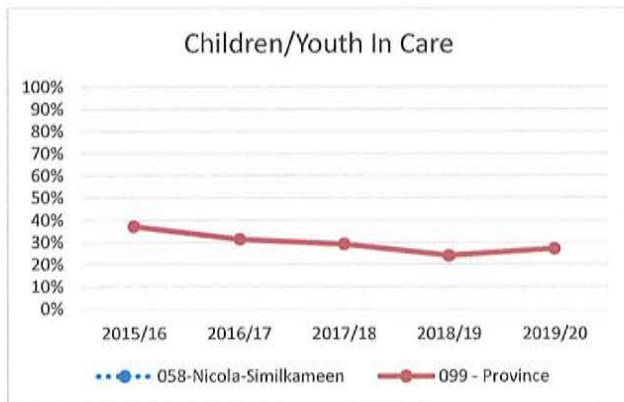
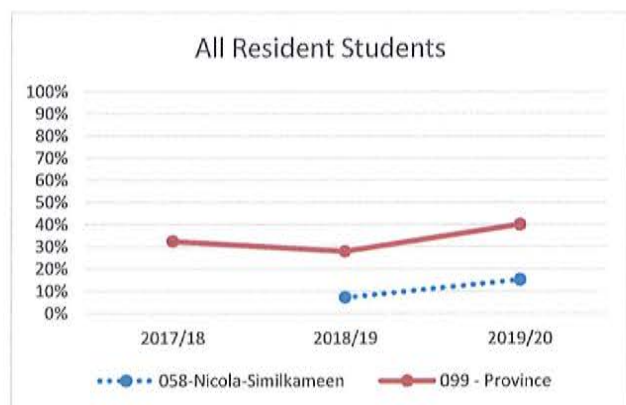


Figure 25: FSA Grade 7 Numeracy - Children/Youth In Care

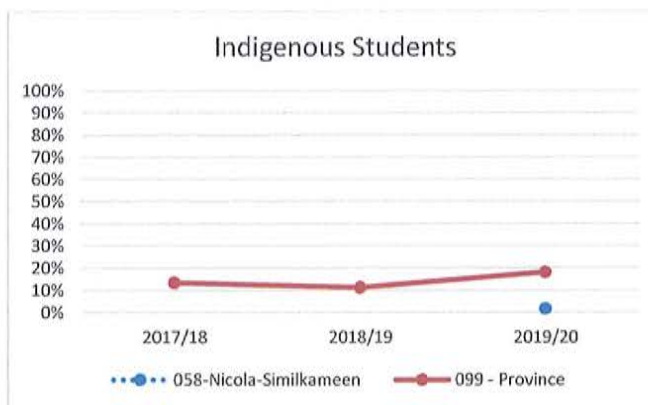


## Graduation Assessment - Numeracy 10

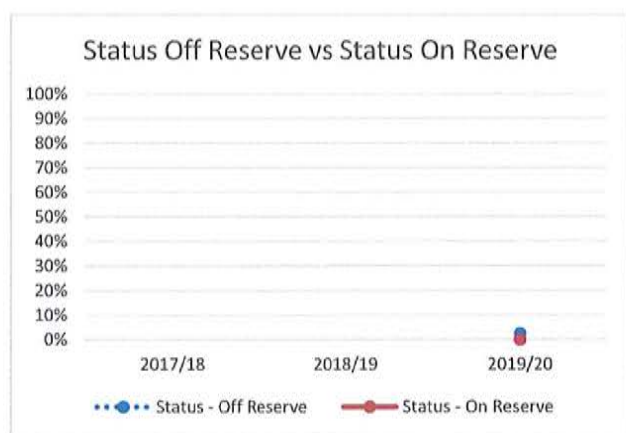
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)



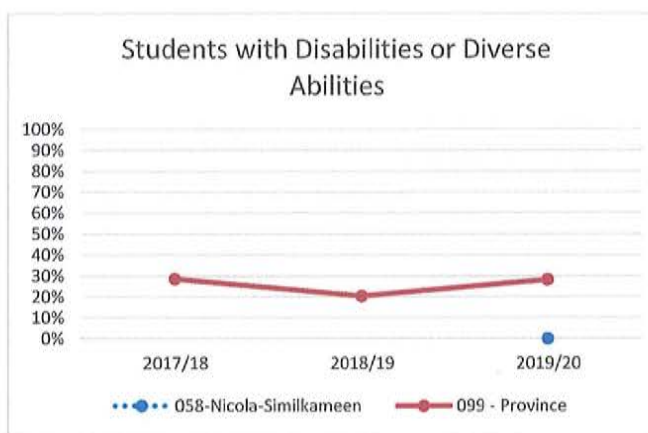
**Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students**



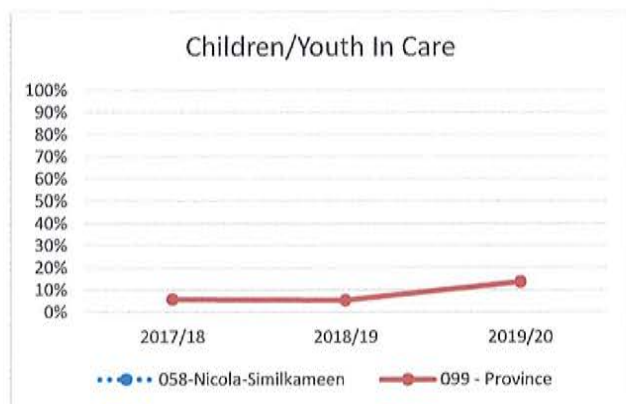
**Figure 27: Graduation Assessment Grade 10 Numeracy - Indigenous Students**



**Figure 28: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve**



**Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities**



**Figure 30: 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)

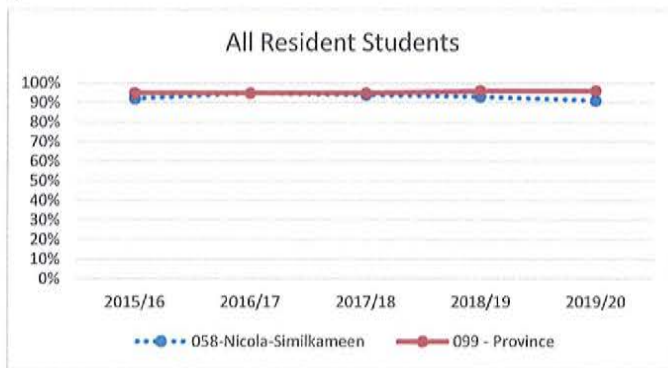


Figure 31: Transition Grade 10 to 11 - All Resident Students

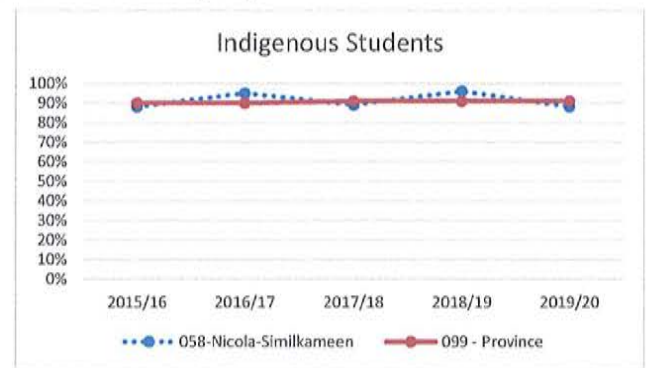


Figure 32: Transition Grade 10 to 11 - Indigenous Students

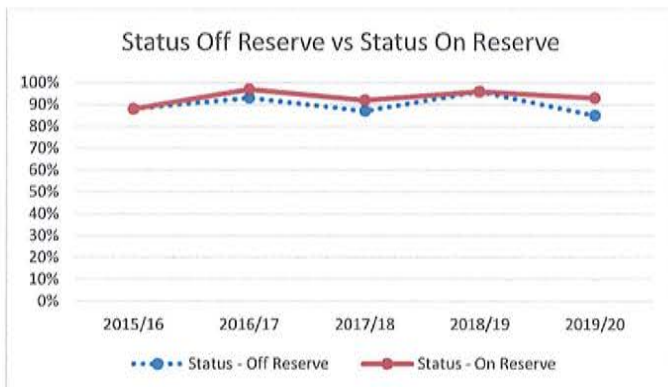


Figure 33: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

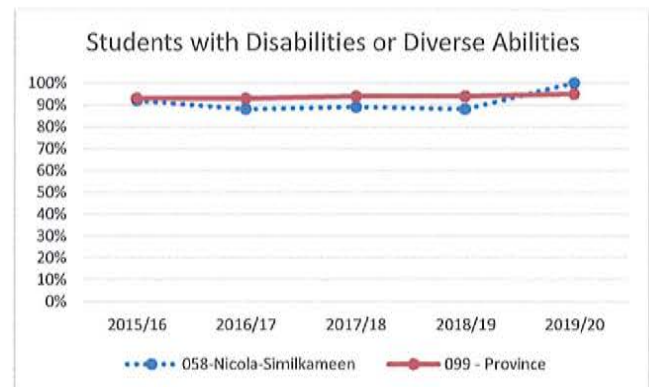


Figure 34: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

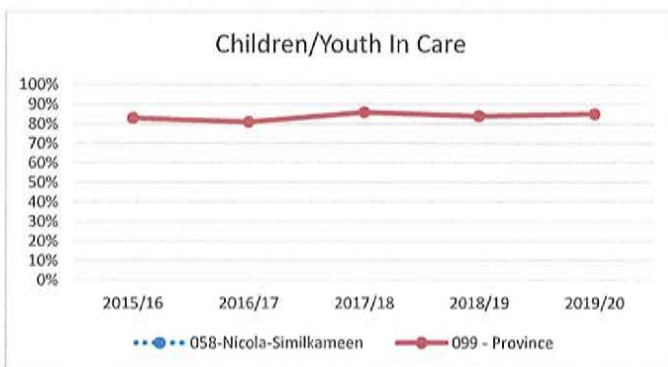


Figure 35: Transition Grade 10 to 11 - Children/Youth In Care

## Grade to Grade Transition - Grade 11

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

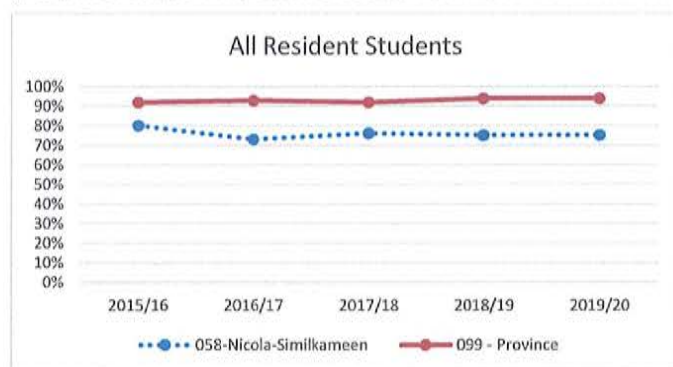


Figure 36: Transition Grade 11 to 12 - All Resident Students

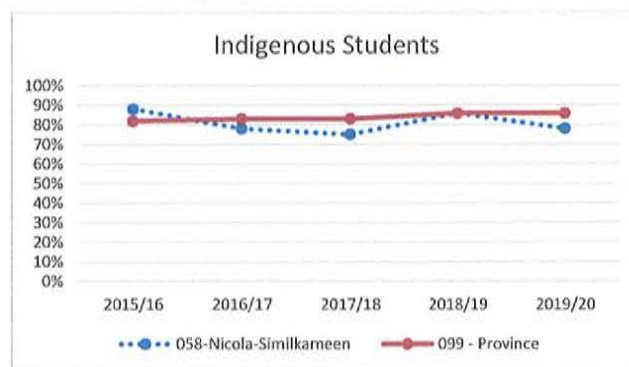


Figure 37: Transition Grade 11 to 12 - Indigenous Students

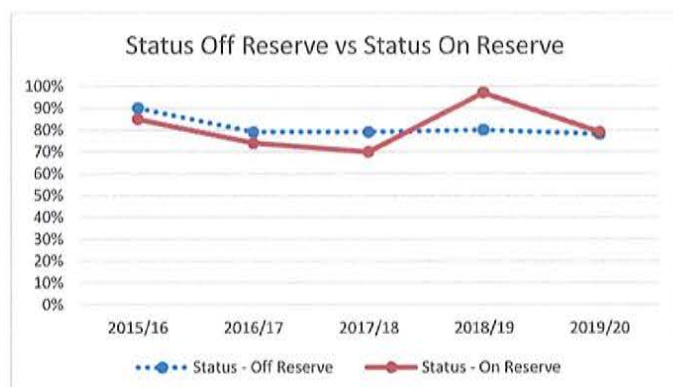


Figure 38: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

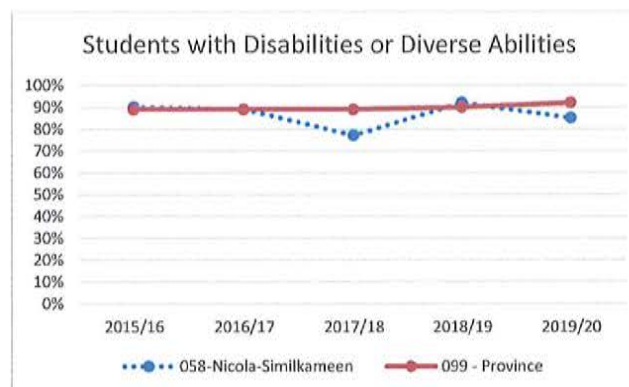


Figure 39: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

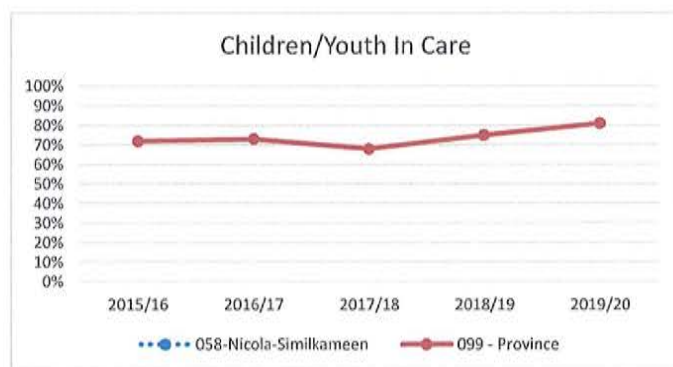


Figure 40: Transition Grade 11 to 12 - Children/Youth In Care

## Student Learning Survey (SLS) - Feel Welcome

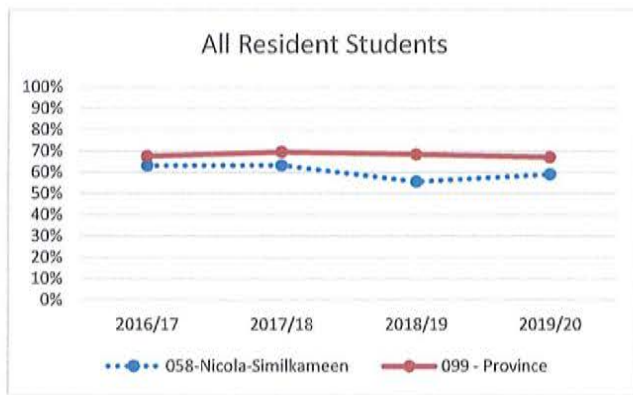


Figure 41: SLS - Feel Welcome - All Resident Students

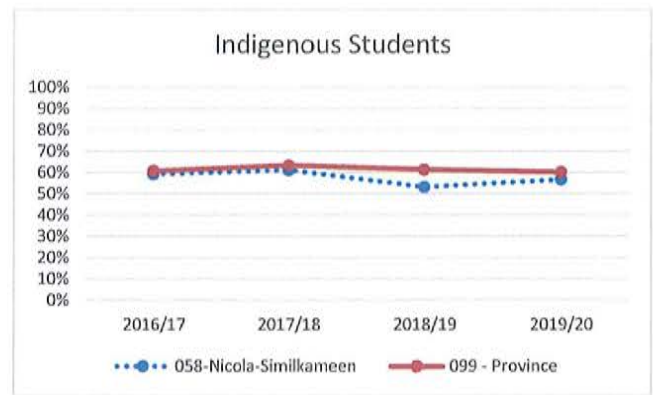


Figure 42: SLS - Feel Welcome - Indigenous Students

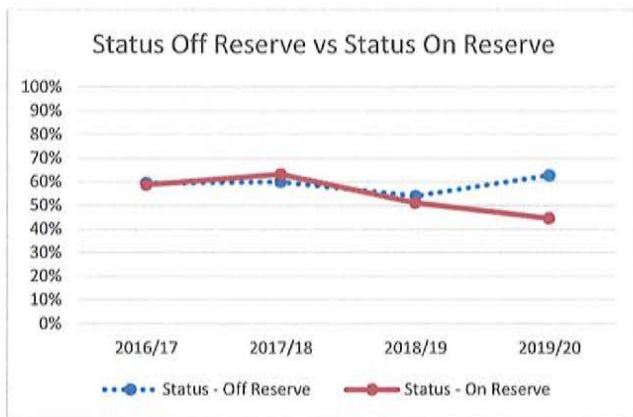


Figure 43: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

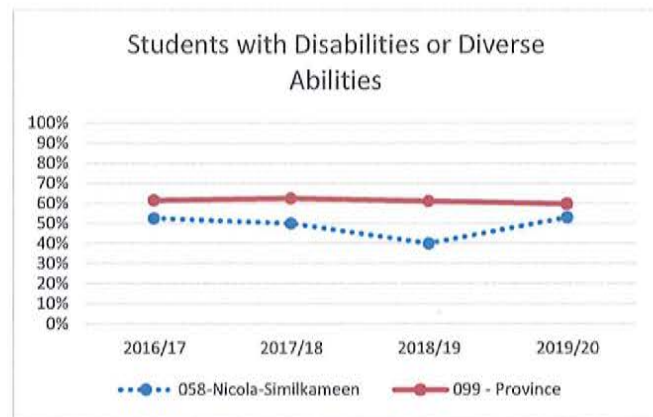


Figure 44: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

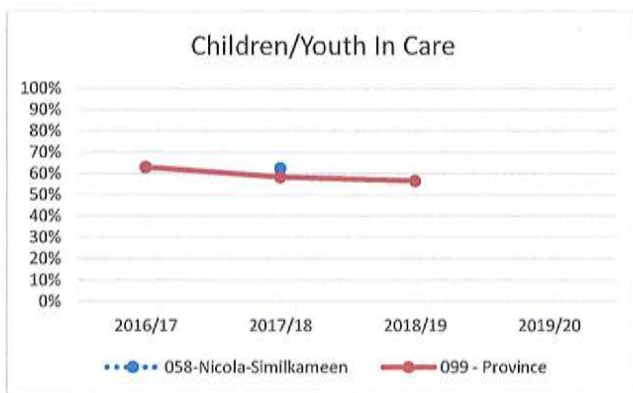


Figure 45: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

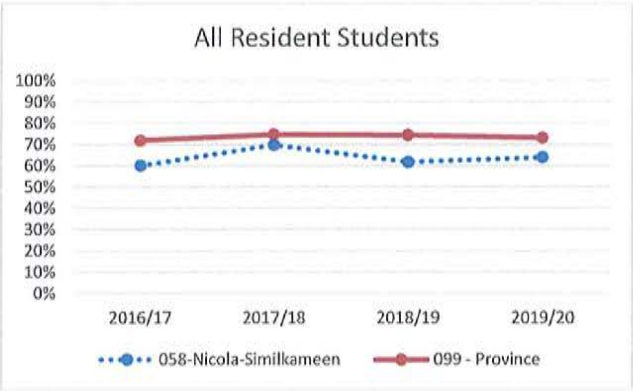


Figure 46: SLS - Feel Safe - All Resident Students



## Student Learning Survey (SLS) - School Belong

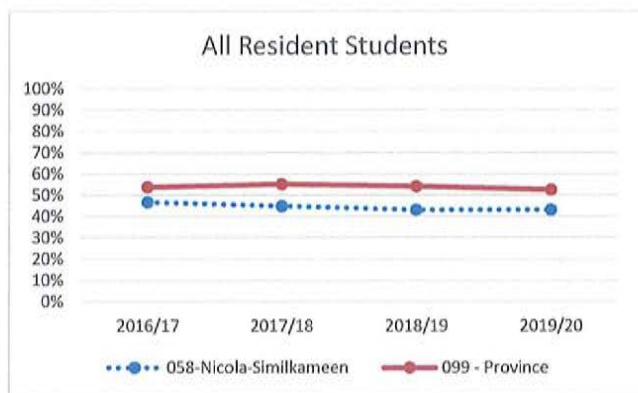


Figure 47: SLS - School Belong - All Resident Students

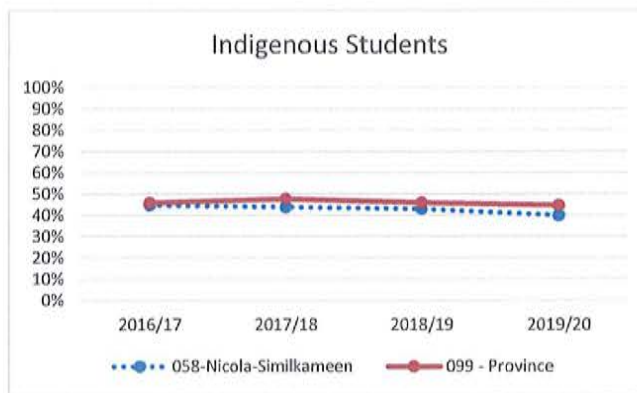


Figure 48: SLS - School Belong - Indigenous Students

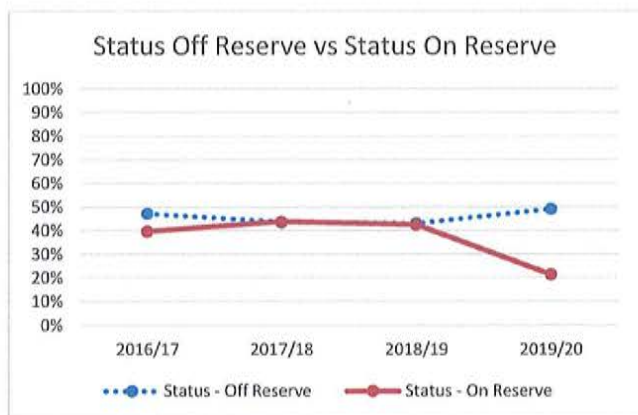


Figure 49: SLS - School Belong - Status - Off Reserve and Status - On Reserve

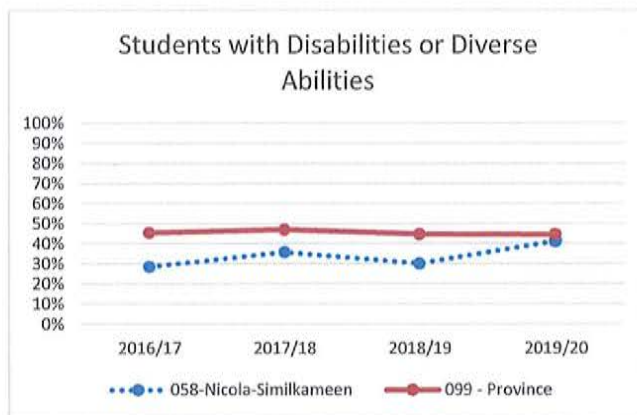


Figure 50: SLS - School Belong - Students with Disabilities or Diverse Abilities

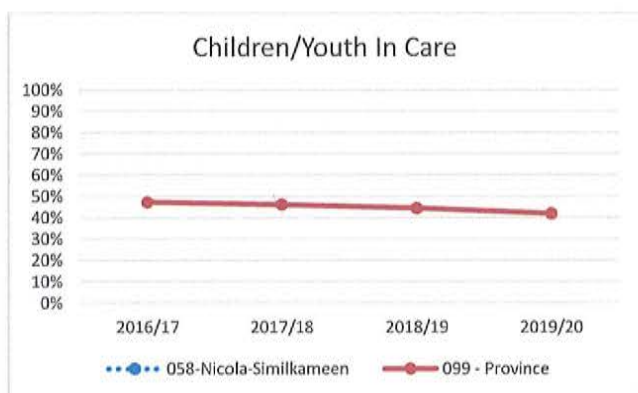


Figure 51: SLS - School Belong - Children/Youth In Care

Student Learning Survey (SLS) - Adults Care

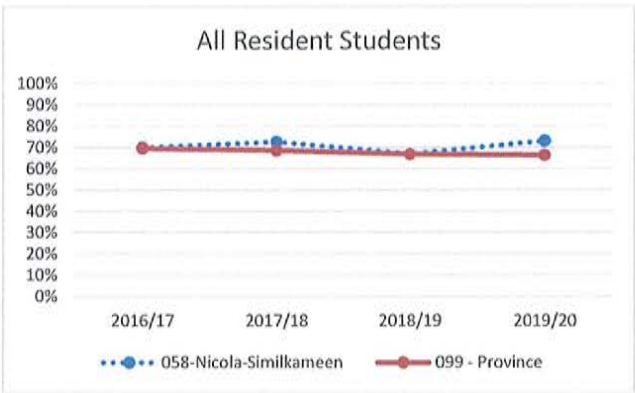


Figure 52: SLS - Adults Care - All Resident Students

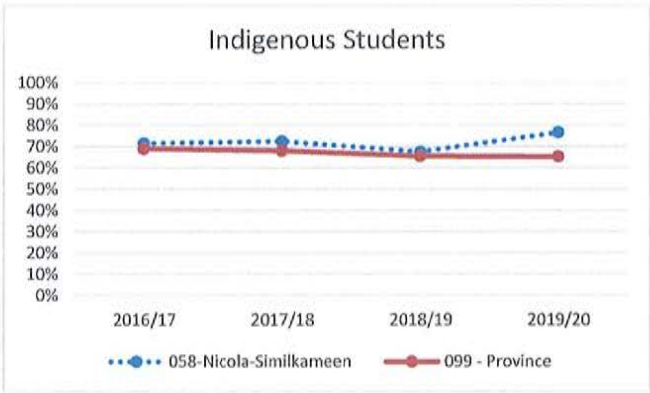


Figure 53: SLS - Adults Care - Indigenous Students

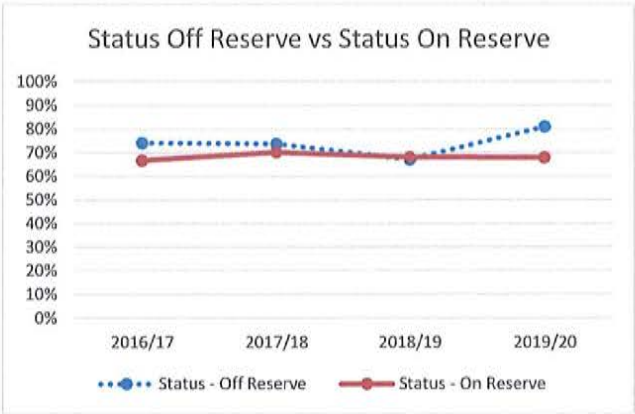


Figure 54: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

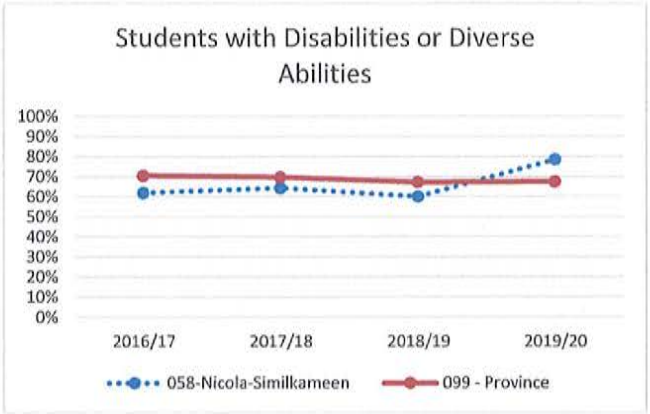


Figure 55: SLS - Adults Care - Students with Disabilities or Diverse Abilities

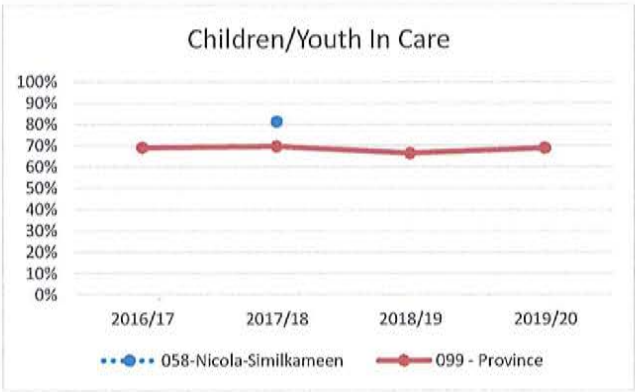


Figure 56: SLS - Adults Care - Children/Youth In Care

## 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)

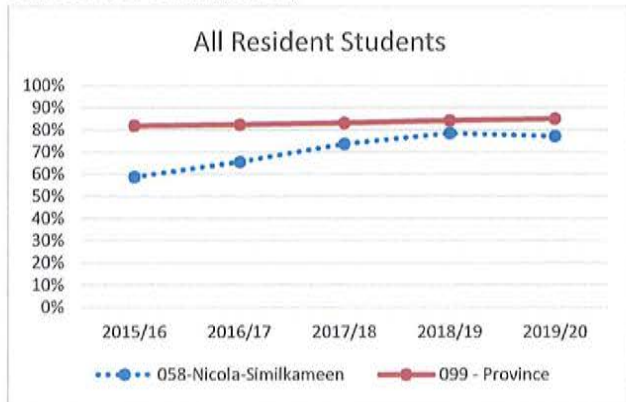


Figure 57: 5 Year Completion Rate - All Resident Students

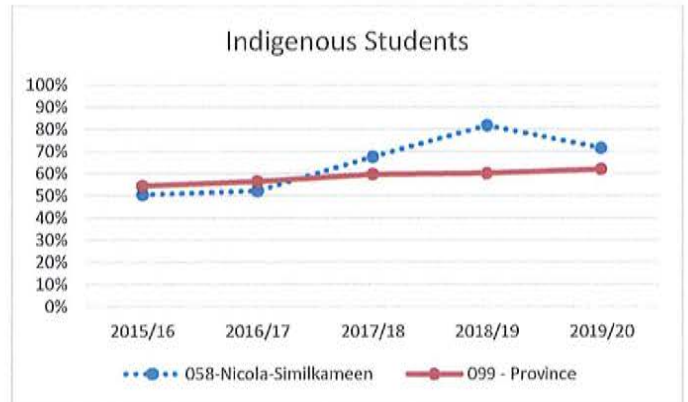


Figure 58: 5 Year Completion Rate - Indigenous Students

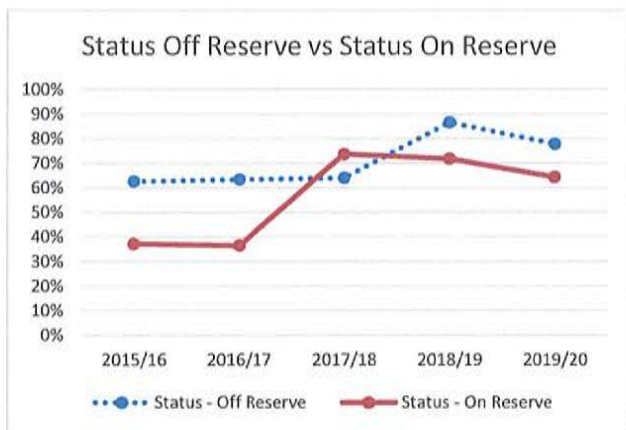


Figure 59: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

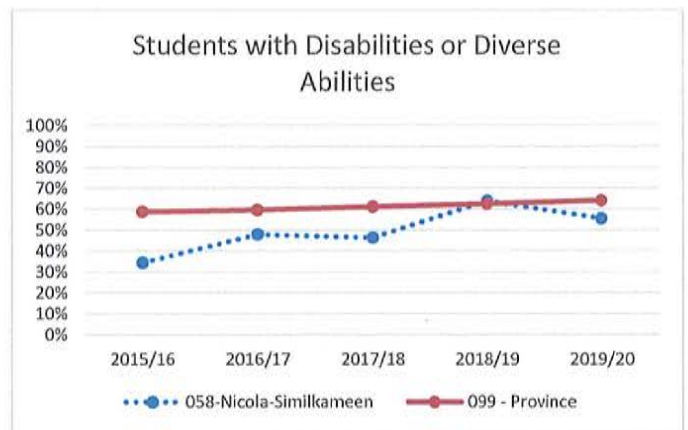


Figure 60: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

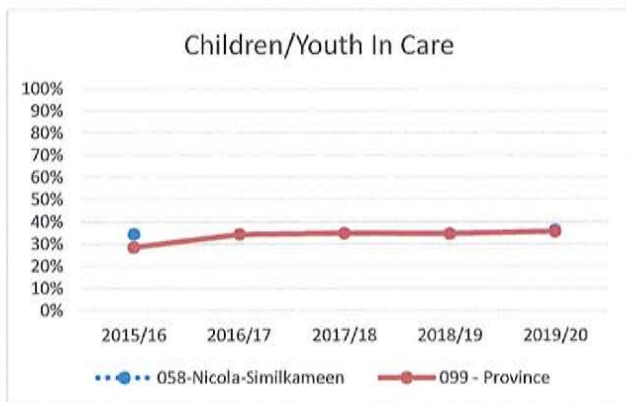


Figure 61: 5 Year Completion Rate - Children/Youth In Care

### 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)

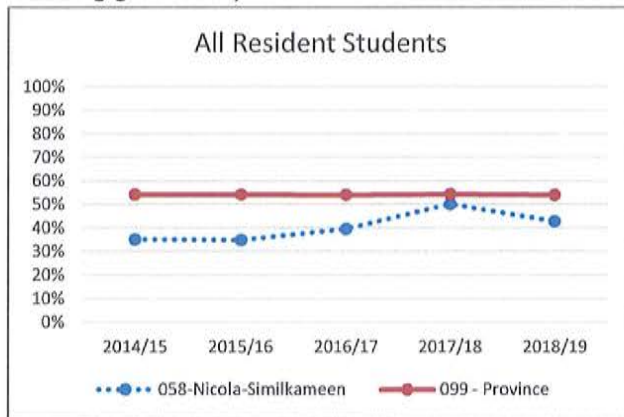


Figure 62: Post-Secondary Institute Transition - All Resident Students

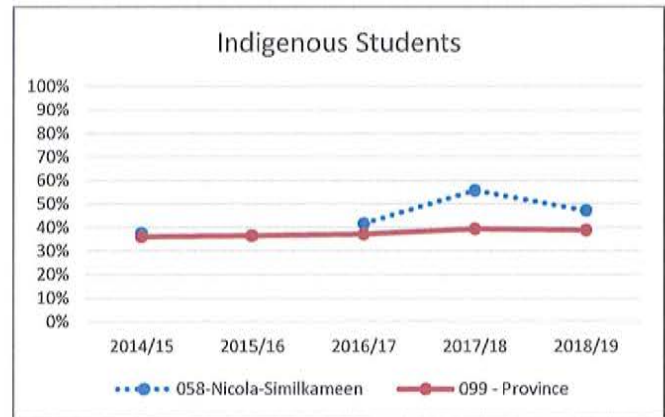


Figure 63: Post-Secondary Institute Transition - Indigenous Students

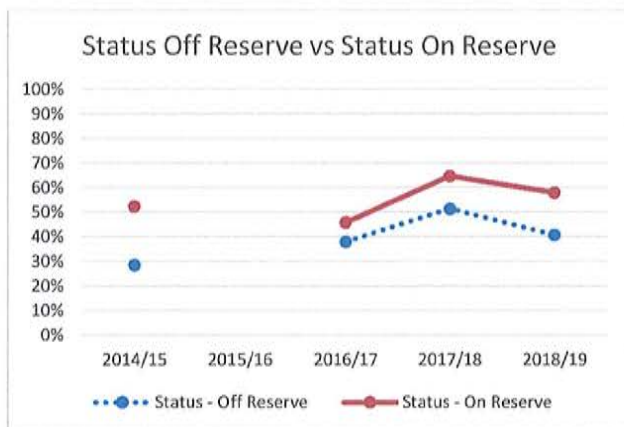


Figure 64: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

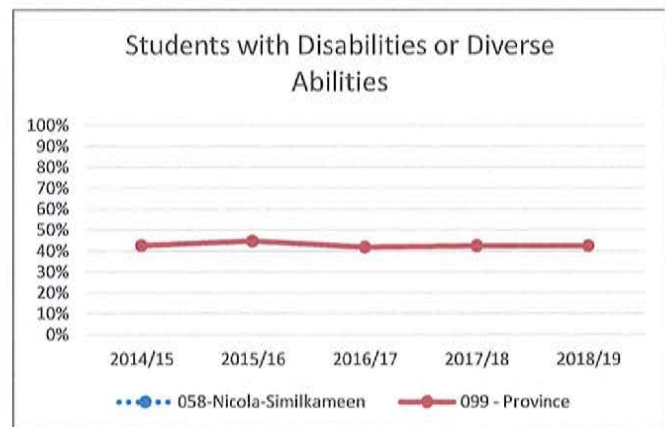


Figure 65: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

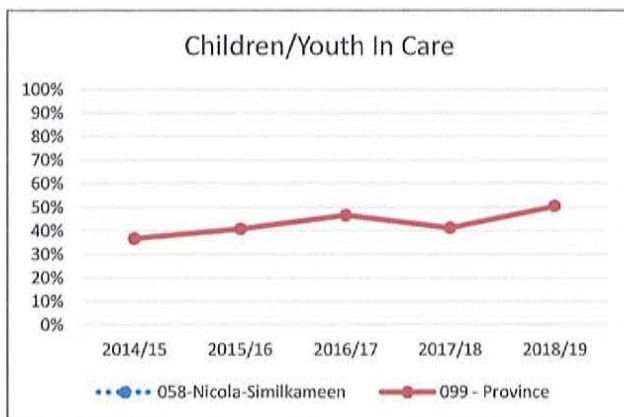
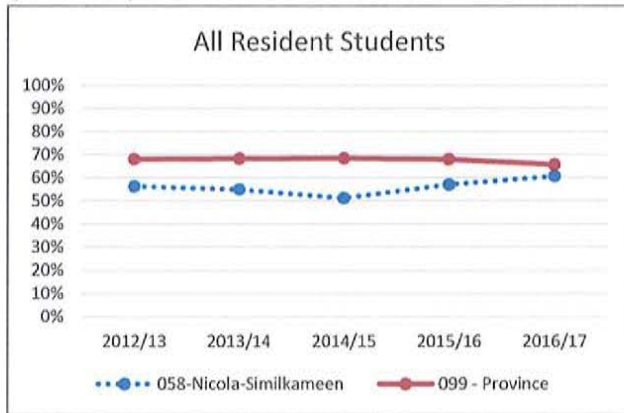


Figure 66: Post-Secondary Institute Transition - Children/Youth In Care

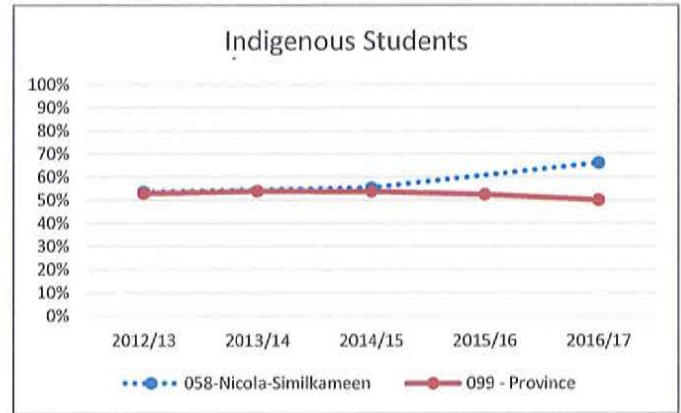


### Post-Secondary Institute (PSI) 3 Year Transition Rate

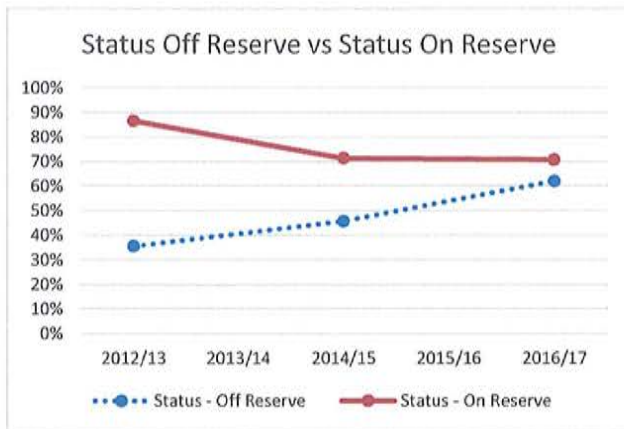
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)



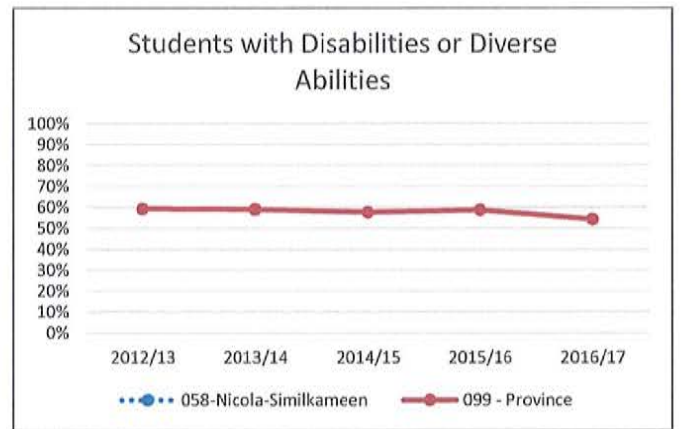
**Figure 67: Post-Secondary Institute Transition - All Resident Students**



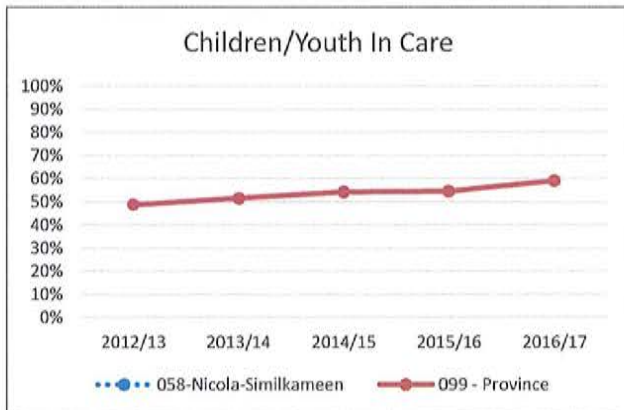
**Figure 68: Post-Secondary Institute Transition - Indigenous Students**



**Figure 69: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve**



**Figure 70: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities**



**Figure 71: 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)

#### **Grade 4 and Grade 7 Participation**

Participation is calculated as the number of writers of the assessment divided by the number of expected writers.

#### **Grade 4 and Grade 7 Achievement**

Achievement is calculated as the number of writers at or above standard divided by the number of writers.

Note: These charts combine two different administrations of the FSA. The 2015/2016 and 2016/2017 administration took place in February and categorized students as Not Yet Meeting Expectations, Meeting Expectations, or Exceeding Expectations. Later administrations took place in November and categorized students as Emerging, On Track, or Extending.

### 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.