



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



School District No. 60 is a place where:

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

The core values that guide our work:

Respect, Compassion, Honesty, Responsibility, Relationships

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

Our Board Strategic Plan includes the following four overarching pillars:

Delivery of Excellent
Educational Programming
Focused on Student
Outcomes

Provision of Ethical
Leadership Focused on
Relationships and
Continuous Improvement

Exemplary Management
Practices Focused on
Aligning Resources for
Optimal Results

Engaged Governance
Focused on Advocacy,
Accountability, and
Community Partnerships

Framework for Enhancing Student Learning 2021-2025

Goal 1: Increase Dogwood Completion Rates

Goal 2: Increase Student Social/Emotional Competency

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

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

Introduction

Peace River North serves communities north of the Peace River to south of Mile 226 on the Alaska Highway, and from the Rockies east to the Alberta border. Along with the larger communities of Fort St John, Hudson's Hope, and Taylor, several other rural areas contribute to a population of over 35,000 inhabitants. Along with three First Nation communities of Blueberry River First Nations, Doig River First Nation, and Halfway River First Nation we live, work, and learn on the traditional territory of the Dane-zaa within Treaty 8. Our student population is approximately 5730 in our 22 schools. We also have an Online Learning school that provides service to K-12 and adult students. 13 of our schools are in urban areas with 10 in rural areas. The school district employs 1100 staff (786 FTE) with an operating budget of \$71.3 million for 2021-2022.

Framework Development Process

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

What the Evidence Told Us

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

Focus

A systemic and collaborative approach to improving student achievement.



Goal 1: Increase Dogwood Completion Rates

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

Key Strategies

- Indigenous Education Transition Coach Program
- NOIE Inquiry Groups
- Middle/High Indigenous Support Teachers/ High School Counsellor
- Connecting students who have left standard schools to Key Learning (Online Learning), Work Experience, and Youth Work in Trades

Energetic Learning Campus students had the opportunity to learn about Residential Schools through an Indigenous Map of Canada activity put on by Indigenous Youth Care Worker Carmen Dennis and Indigenous Transition Coach Crystal Anielewicz



Objective 1.2: Improve Reading Comprehension success in grades 6-9

Key Strategies

- Trial of new SD73 reading assessment for grades 4-9
- Coaching and Collaboration grants to support Assessment For Learning, Universal Design for Learning practices
- Teacher Mentorship program
- School-based strategies to monitor and respond to student absenteeism
- Student voice and choice literacy initiative
- Access to robust and representative library resources



Objective 1.3: Increase successful transitions in grades 9-12

Key Strategies

- Continue District-wide Middle to Secondary Transitions Inquiry Group (Year 2)
 - Inquiry groups at each school will implement new action, monitor and measure effectiveness based on outcomes for learners and report to the whole group.
 - Proposed new actions include;
 - Earlier and more frequent connections for Grade 9 students with Secondary School support staff (Counsellors, Indigenous Transition Coaches) including campus tours. Differentiation will be a focus for individuals or small groups of students from more vulnerable populations
 - Utilization of Grade 9 TAG system at Middle Schools to inform and support students with transitions on a regular basis rather than one event (Feeder School Teachers and Secondary School Staff)
 - Grade 9 students will create their own transition plan document to be shared with Secondary School staff
 - A transition survey will be created to engage grade 10 students to provide feedback regarding their transition to Secondary School
 - Enhancement of the Assess System to provide both high level and detailed student transition profile information
- Supporting students transitioning into grade 10 that were not successful in grade 9 core courses
- Transition visitations for groups of grade 6 and 9 students
- School-based strategies to monitor and respond to student absenteeism

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

Key Strategies

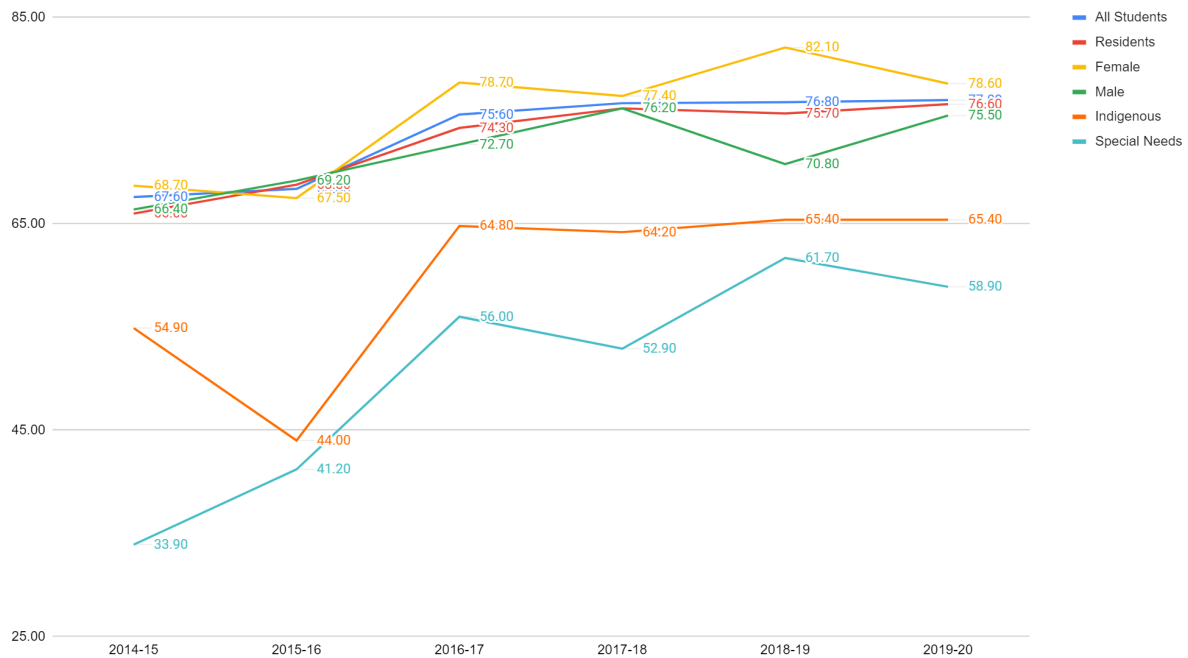
- Math Assessment and Practice (MAP) Initiative
- Review of Diagnostic Numeracy Assessment
- District Numeracy Coach
- Professional development opportunities in Thinking Classrooms
- Increasing access to and training around numeracy resources (Mathletics, Mathology, manipulatives)



Indicators

Six-Year Completion Rate

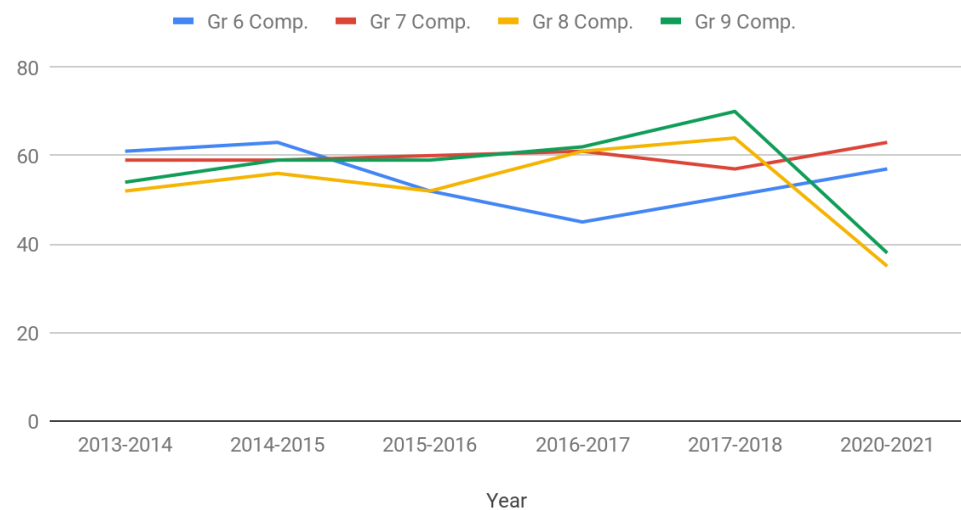
Six-Year Completion Rate - SD60 - 2014-2015 to 2019-2020



Reading Comprehension

Grades 6-9

Reading Comprehension (%) Grade 6-9 vs Year

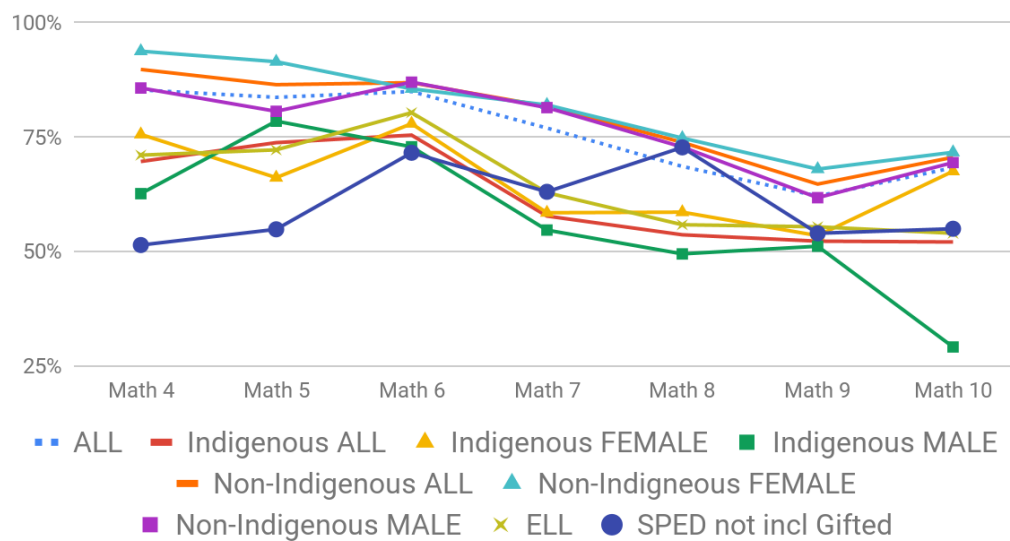


Grade to Grade Transitions

Year	Grade	Grade to Grade Rate
2017/2018	8	97%
	9	89%
	10	89%
	11	90%
2018/2019	8	98%
	9	92%
	10	91%
	11	88%
2019/2020	8	97%
	9	89%
	10	92%
	11	83%

C+ or Better in Grades 4-10 in Mathematics

Math C+ or Better 2021



Student Learning Survey Satisfaction Rates for Transition Supports

Students Reporting "Agree" or "Strongly Agree"

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%

At school, I feel well supported when I move to a higher grade (for example, by having course choices and time tables or calendars explained, as well as after school activities, clubs and sports teams).

2016/17	248	60 1	183	58 -2	193	62 -1	44	63 -2
2017/18	Not asked	Not asked	204	62 2	168	59 -5	106	68 3
2018/19	Not asked	Not asked	156	55 -3	162	62 0	86	59 -6
2019/20	Not asked	Not asked	167	53 -3	176	60 -3	51	47 -17
2020/21	Not asked	Not asked	163	55 2	215	68 5	83	52 -13

FSA On Track + Extending for 2019/2020 & 2020/2021

FSA On Track + Extending		Year	All	Aboriginal	Non-Aboriginal	Aboriginal Male	Non-Aboriginal Male	Aboriginal Female	Non-Aboriginal Female
Grade 4	Reading Comprehension	2019/2020	71%	67%	71%	71%	65%	61%	78%
		2020/2021	86%	80%	88%	72%	86%	90%	
	Writing	2019/2020	84%	78%	85%	77%	80%	90%	
		2020/2021	90%	78%	93%	79%	87%	98%	
	Numeracy	2019/2020	61%	58%	62%	56%	59%	64%	
		2020/2021	69%	59%	72%	56%	70%	73%	
Grade 7	Reading Comprehension	2019/2020	76%	64%	81%	61%	75%	86%	
		2020/2021	76%	63%	80%	60%	76%	84%	
	Writing	2019/2020	89%	84%	91%	78%	86%	95%	
		2020/2021	89%	84%	91%	78%	86%	96%	
	Numeracy	2019/2020	54%	38%	58%	32%	55%	62%	
		2020/2021	61%	50%	64%	53%	64%	64%	
			Increase from previous year			Decrease from Previous Year		No Change from Previous Year	

Targets

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

Alignment of Resource Allocations With This Goal:

- Mathology Pilot: \$90,000.00 for 2021-22
- Coaching and Collaboration: \$90 000 for 2021-22
- MAP/numeracy support: \$51 000 for 2021-22
- Reading Assessment calibration/coding: \$70 000 for 2021-22
- Assess System Enhancement: \$3600



Focus

A strong foundation in Social Emotional Learning is key to engagement and academic success.

Goal 2: Increase Student Social/Emotional Competency

Objective 2.1: Increase School SEL Teams Understanding of the CASEL Framework

Key Strategies

- Offer a minimum of 4 Pro D opportunities for SD60 staff
 - CASEL Framework
 - SEL Strategies
 - SEL Curriculum
- SEL Teacher/Youth Care Worker Training 4/6 sessions per year.
- Teacher collaboration for SEL curriculum and strategies.
- Support school SEL teams in the completion of the CASEL Indicators of School-Wide SEL.
- Engage school SEL teams in a Spiral of Inquiry focused on one Indicator of School-Wide SEL specific to their school.
- Enhance Assess Behavioural Incident Report to include SEL Competencies

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

Key Strategies

- Provide Adult SEL professional learning opportunities for teachers and support staff throughout the 2021/2022 school year
- Provide ongoing SEL professional development for Administrators (i.e Learning Series - Compassionate Systems Leadership)
- SD60 Staff Wellness Committee
- Make available to all SD60 staff Workplace Wellness programs
- Develop/facilitate SEL parenting sessions throughout the 2021/2022 school year



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

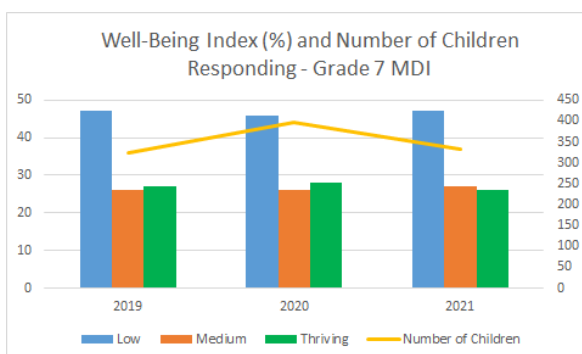
Key Strategies

- Train Grade 8 Middle School PE Teachers in Mental Health Literacy Curriculum
- Continue to support Mental Health Literacy Curriculum at the Middle Schools
- Provide Mental Health Literacy Curriculum Pro-D 2 times per year (open to all middle school and high school teachers and administrators)
- Pilot the new Mental Health Literacy Curriculum in at least 5 elementary schools.
- Provide Mental Health Literacy parent sessions.

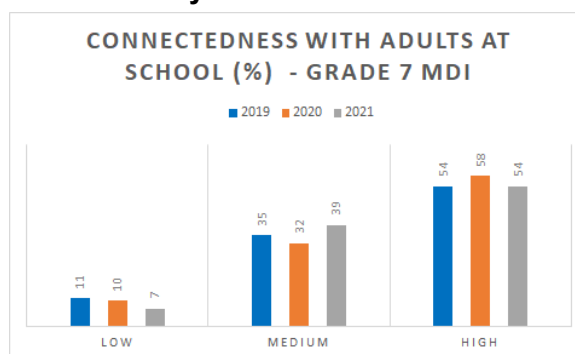
Over the course of the school year, parenting seminars were offered on topics related to well-being and mental health.

Indicators

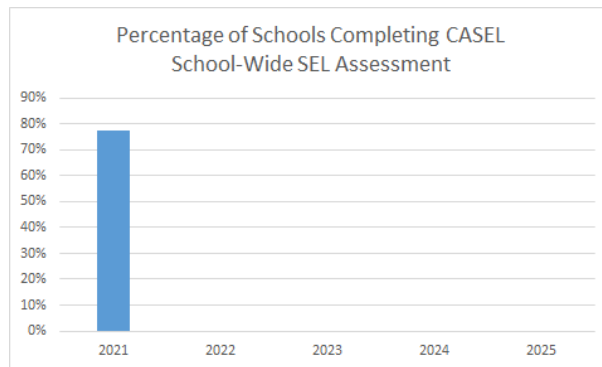
Grade 7 MDI Well-being Index (%) and Number of Children Responding



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



Percentage of schools completing yearly CASEL School-Wide SEL Assessment



Targets

- All grade 8 Health and Physical Education teachers complete Mental Health Literacy Training (2021/2022 school year)
- Increase percentage of grade 7 students indicating ‘Thriving’ on the MDI Well-Being Index (2021/2022 school year)
- All elementary schools complete Indicators of School-Wide SEL assessment (2021/2022 school year)

Alignment of Resource Allocations With This Goal:

- SEL coaches: 2.0 FTE
- TTOC time for coaching/collaboration and Professional Development sessions: \$7,000
- Indigenous curriculum development: \$20,000
- SEL/Mental Health Wellness ProD/ Resources: \$15,000



Focus

Providing engaging opportunities through diverse learning experiences that support Careers, Literacy, and Numeracy education.

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

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

Key Strategies

- Middle School Transition presentations and support for Grade 9 students (Career Education Staff)
- Career Education presentations for Grade 10-12 students (Career Education Staff)
- Individual student/small group meetings with Indigenous students to promote career pathways and opportunities (Career Education Staff)
- Presentations to the communities of Upper Halfway, Doig River and Blueberry regarding Career Pathways and opportunities for Secondary Students (Career Education Staff)

Small group visits and tours of Northern Lights College.

“Our goal is to take a small group of students every month to the college to explore programs they are interested in, allow students to envision themselves as students, make connections and help make a smooth transition from high school to post secondary schools to help build strong communities.”

*Brian Campbell
District Principal of Careers & International Education*



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

Key Strategies

- Develop ADST Demonstration Kits to provide Elementary teachers with a resource to explicitly integrate numeracy, literacy and Core Competencies connections for skill development.
- Create new ADST lessons and activities to be added to the current bank found on the District Digmore Learning Commons. This serves as a resource for all Elementary teachers to increase the quantity and quality of learning experiences for our students. Each will include a demonstration video and a detailed lesson plan with Numeracy, Literacy and Core Competencies connections.
- Professional Development session/s offered to Elementary teachers focused on these resources and ADST instruction.

Makers Making Change

Thanks to a generous donation from Shell Canada to the Makers Making Change initiative North Peace Secondary School students will have opportunities to pair makers with people with disabilities to design and build low cost assistive devices.

NPSS held several build events throughout the year, similar to the one that was held at Duncan Cran Elementary last year.



School District No. 60 has made a strong commitment to the Applied Design Skills and Technology curriculum and it is wonderful to see the students using what they have learned to make a difference in our community.

For further information on our partnership with Makers Making Change, and the Neil Squire Society.

[Makers Making Change Pamphlet-1](#)

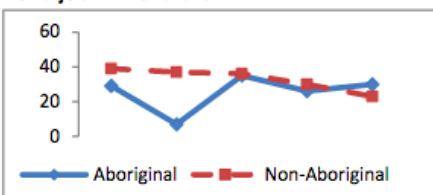
[Makers Making Change Newsletter_Fort-St-John-1](#)



Indicators

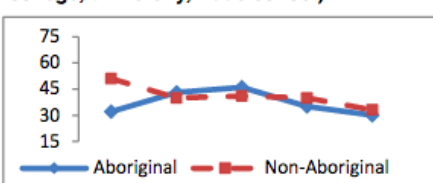
- Percentage of indigenous students participating in Career Programs
- Student Satisfaction levels;

Are you satisfied that school is preparing you for a job in the future?



School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2015/16	28	8	29	147	57	39
2016/17	14	1	7	57	21	37
2017/18	26	9	35	132	48	36
2018/19	23	6	26	119	36	30
2019/20	20	6	30	86	20	23

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?



School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2015/16	28	9	32	150	76	51
2016/17	14	6	43	55	22	40
2017/18	26	12	46	131	54	41
2018/19	23	8	35	120	48	40
2019/20	20	6	30	86	28	33

Targets

- Number of integrated ADST lessons and activities (revised or new) created and added to the District Digmore Learning Commons - goal of 10 lessons.
- Number of Elementary teachers using the integrated ADST Lessons and Activities - goal of 60% Grade 5 and 6 teachers.
- Rate of Teacher and Student satisfaction with regards to engagement in learning - goal of 80% satisfied or very satisfied.
- Student Survey and Written Reflection?

Alignment of Resource Allocations With This Goal:

- Teacher release time for creation of Integrated ADST lessons - 5 TTOC days = \$2500
- ADST Demonstration Kit Supplies - \$10 000
- Release time for Pro-D planning - \$2000

Women in Trades Event at Dr. Kearney

In February 2021 Dr. Kearney Middle School hosted a Women in Trades event. Today, the door is open to women in every BC trades career from carpentry and plumbing to aerospace and horticulture. The event features opportunities to connect students with mentors and hands-on experiences.



Focus

A District-wide Learning Support Model that is financially viable, transparent and flexible enough to meet the needs of all students. There is a direct link between the allocation of resources and the learning evidence outlined in each FESL.

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

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

Key Strategies

- Review and present Ministry of Education direction on inclusive practices and the parameters for Special Education Funding
- Develop and present District information on specific structures and process that align with the Ministry mandate
- Use collaboration and communication structures such as the Leadership meetings, school-based teams (SBT), PAC meetings, Post of Responsibility workshops and pro-d opportunities to address this goal

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

Key Strategies

- Provide a funding/budget spreadsheet that shows all school allocations for the Learning Support Fund and a means to track expenditures
- Support School-Based Teams to play a leadership role with this objective
- Provide leadership opportunities for feedback, monitoring and adjusting of this tool
- Monitor for progress in relation to learning evidence



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

Key Strategies

- Develop and follow guiding principles for the allocation of these funds
- Consider all appropriate interventions that respond to the specific needs of the class grouping: ie. teacher intervention, resources, pro-d, Education Assistants, Youth Care Workers, teacher collaboration, coaching, mentorship, etc.
- Share successes and challenges on diverse interventions
- Monitor for progress in relation to learning evidence

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

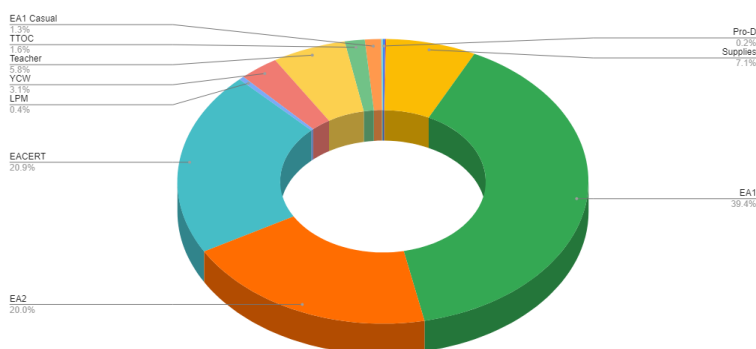
Key Strategies

- Strike up a leadership group to review various structures, processes and resources for a universal classroom approach - meet regularly throughout the 2021-22 school year
- Engage teachers, support staff and education stakeholders to collaborate on this resource

Indicators

Diverse Allocations of Learning Support Model Fund across District in 2020-2021

District - Percentage of LSM Budget Allocations 2020-2021



Alignment of Resource Allocations With This Goal:

- Time spent at DLTM
- Time spent with Working Committee for Universal Classroom Support Model
- Learning Support Fund to Schools - approximately \$6.5M to start in 2021-2022 with possible increases after September 1701 enrolment reporting.





Together We Learn



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

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)

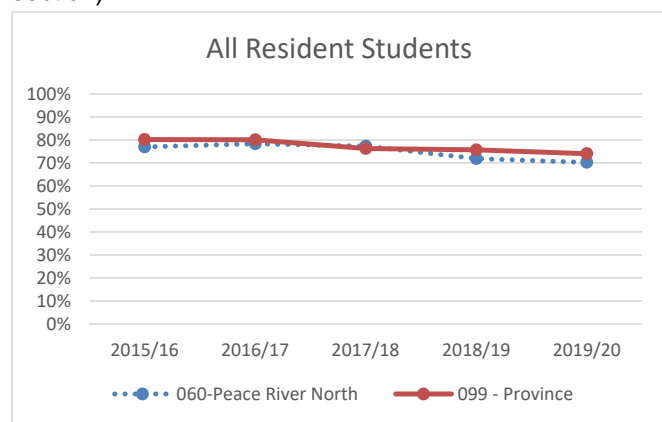


Figure 1: FSA Grade 4 Reading - All Resident Students

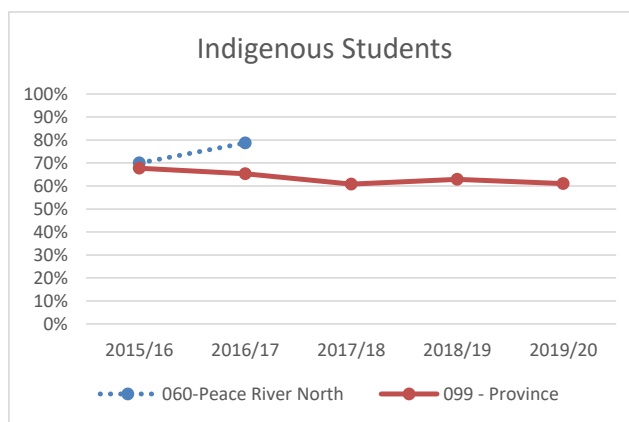


Figure 2: FSA Grade 4 Reading - Indigenous Students

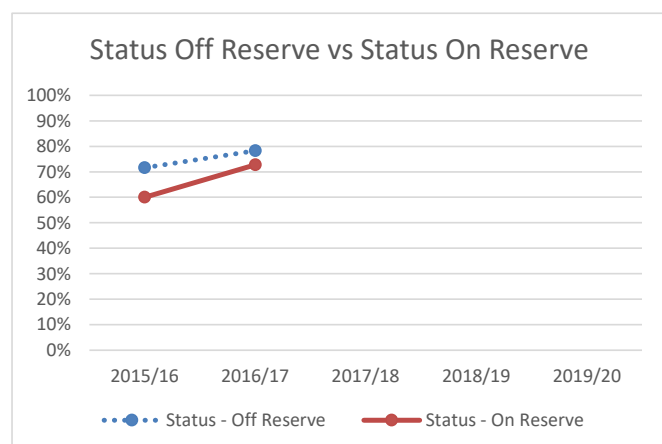


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

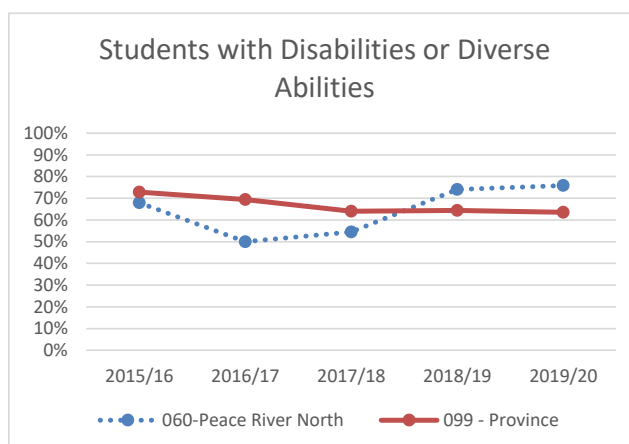


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

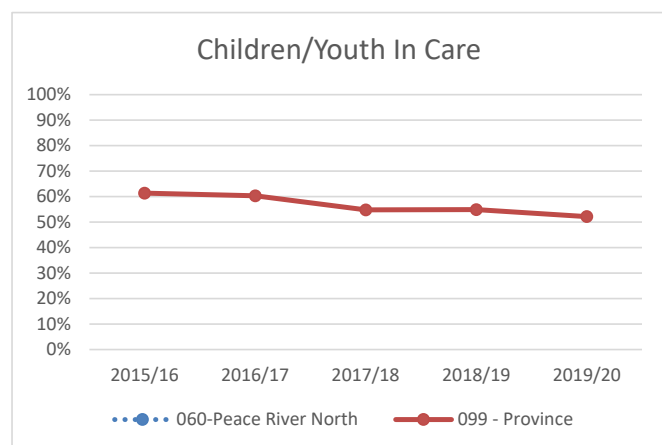


Figure 5: FSA Grade 4 Reading - Children/Youth In Care

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)

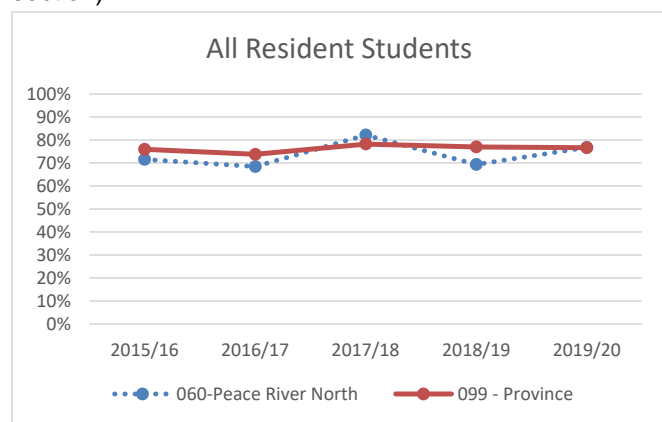


Figure 6: FSA Grade 7 Reading - All Resident Students

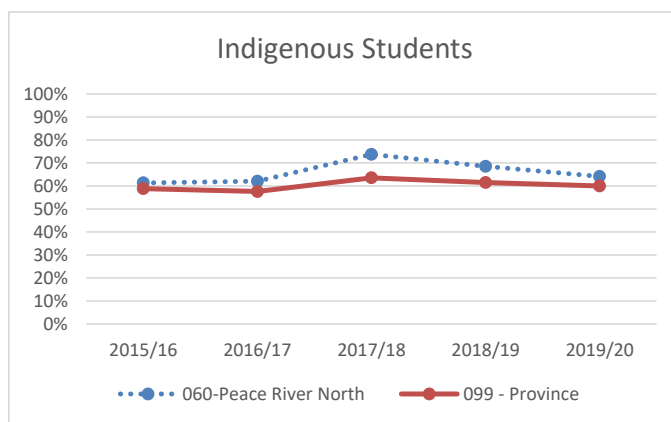


Figure 7: FSA Grade 7 Reading - Indigenous Students

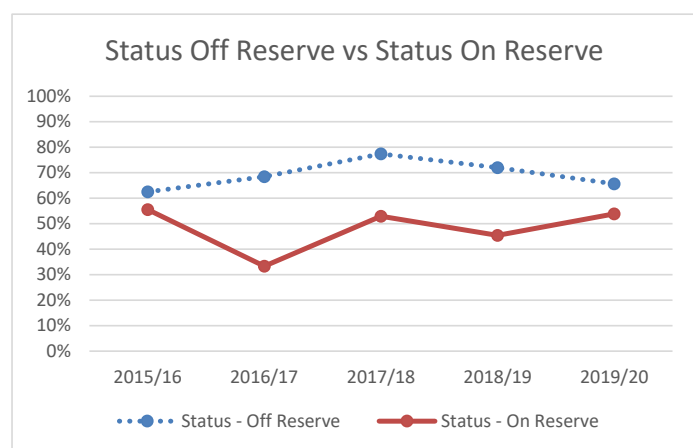


Figure 8: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

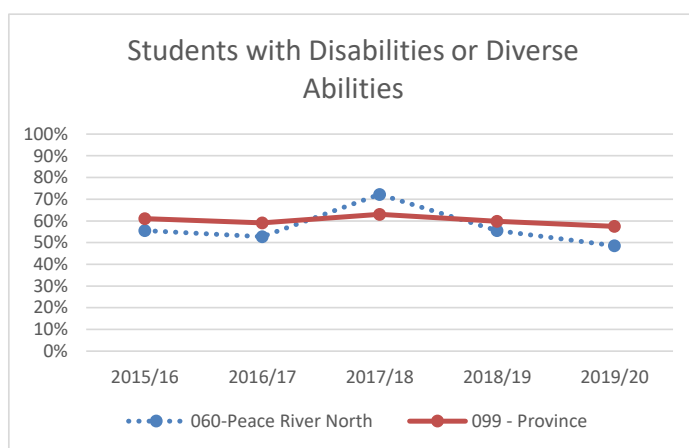


Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

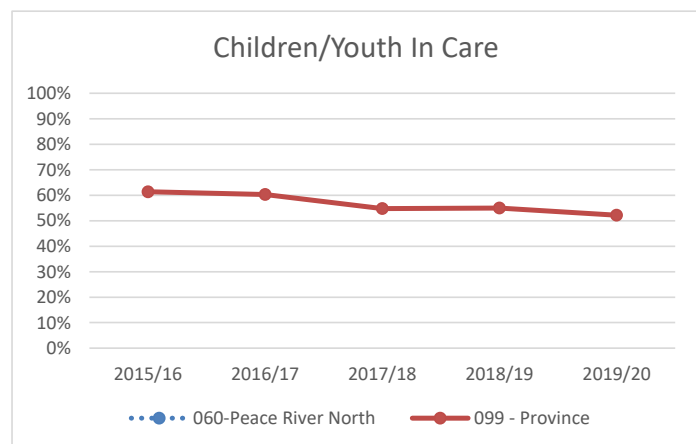


Figure 10: Grade 7 Reading - Children/Youth In Care

Graduation Assessment - Literacy 10

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

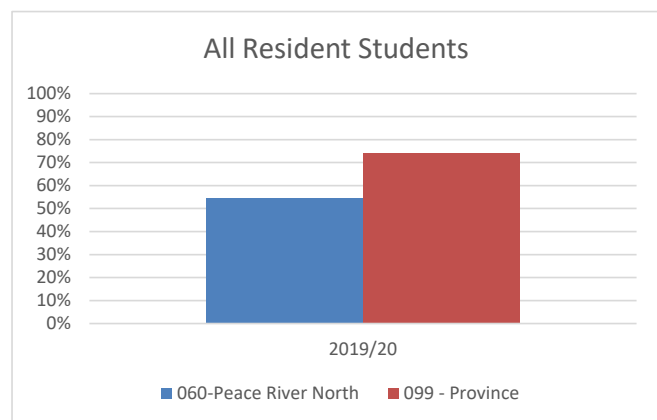


Figure 11: Graduation Assessment Grade 10 Literacy - All Resident Students

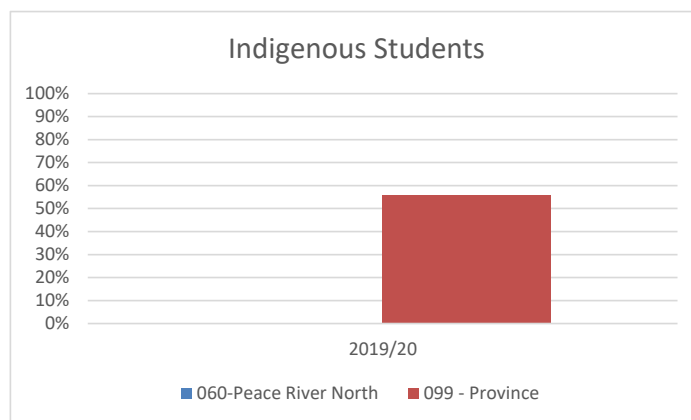


Figure 12: Graduation Assessment Grade 10 Literacy - Indigenous Students

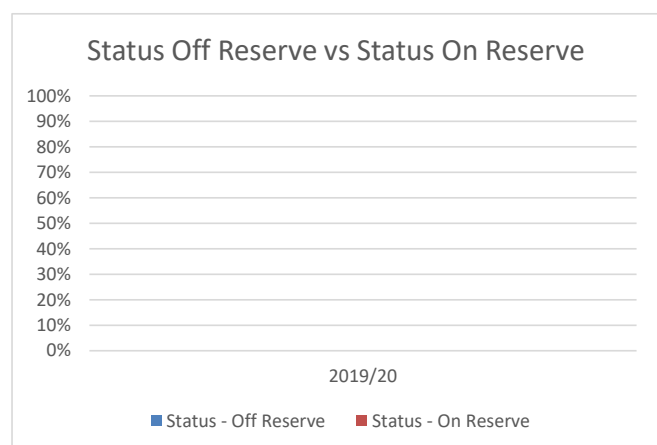


Figure 13: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

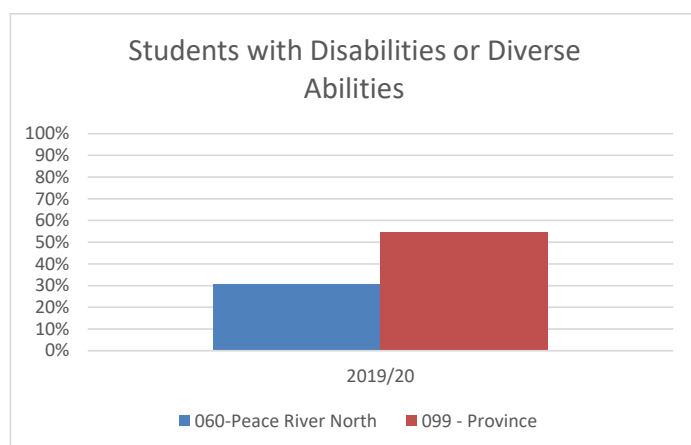


Figure 14: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

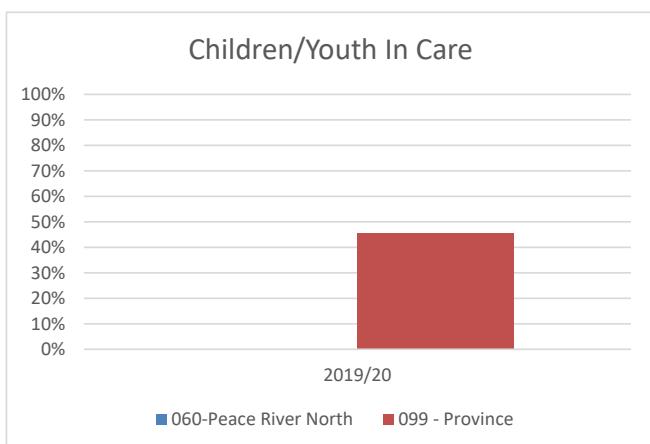


Figure 15: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

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)

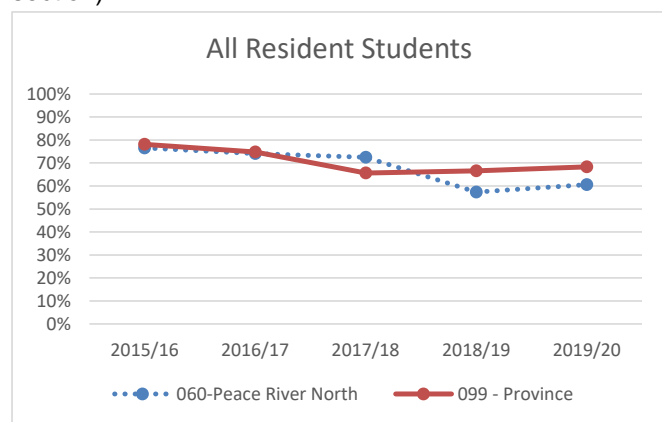


Figure 16: FSA Grade 4 Numeracy - All Resident Students

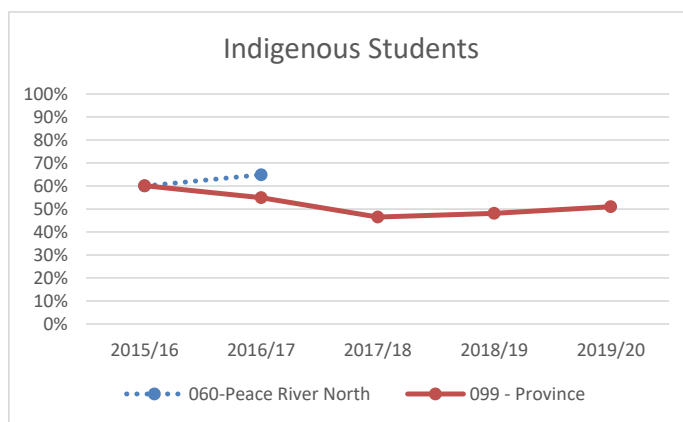


Figure 17: FSA Grade 4 Numeracy - Indigenous Students

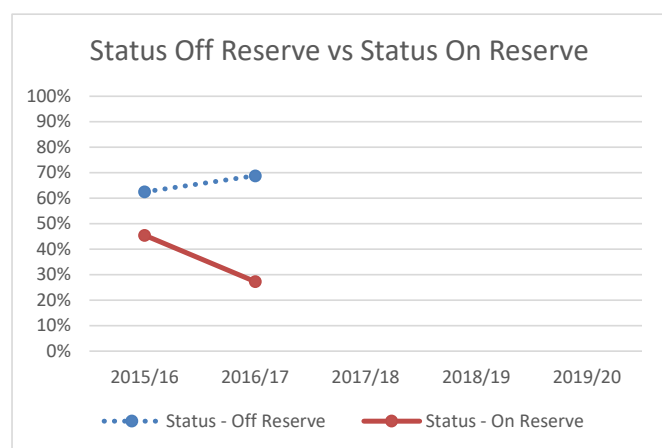


Figure 18: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

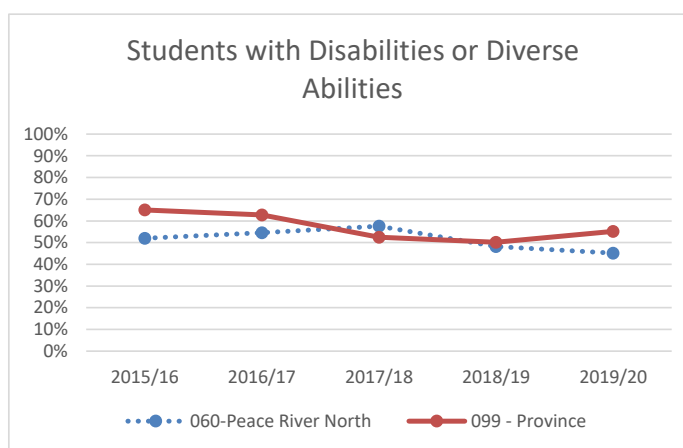


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

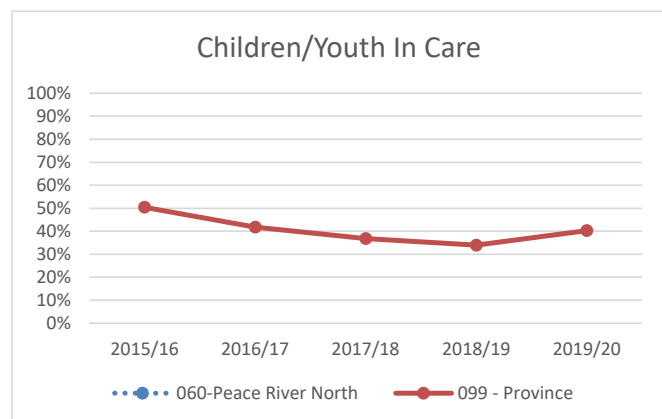


Figure 20: FSA Grade 4 Numeracy - Children/Youth In Care

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)

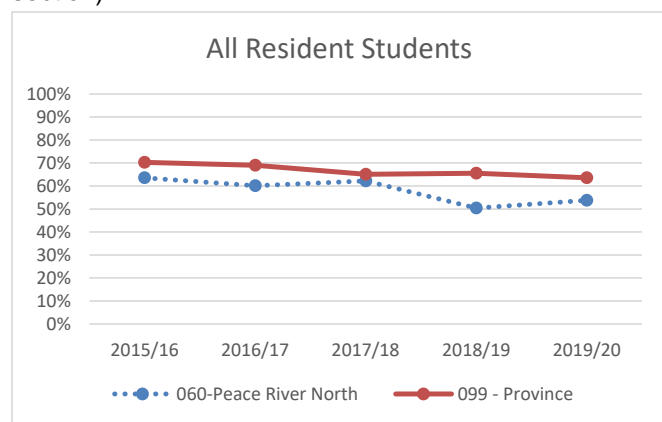


Figure 21: FSA Grade 7 Numeracy - All Resident Students

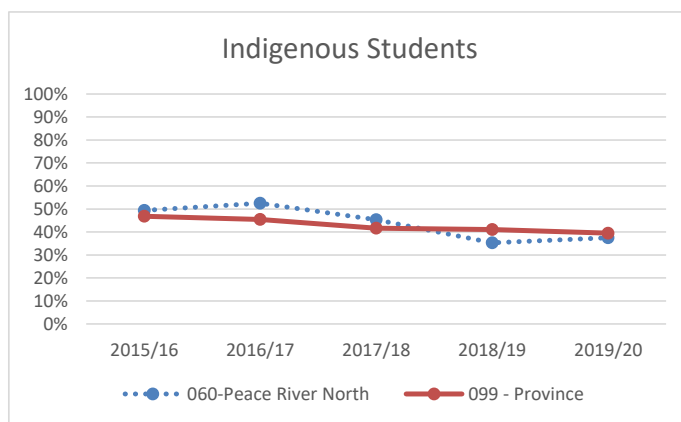


Figure 22: FSA Grade 7 Numeracy - Indigenous Students

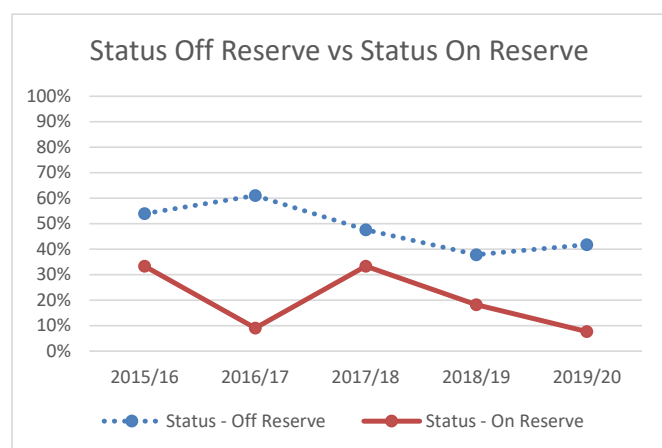


Figure 23: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

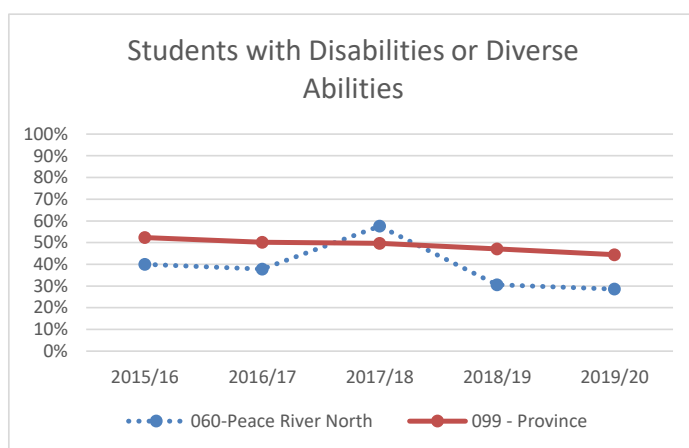


Figure 24: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

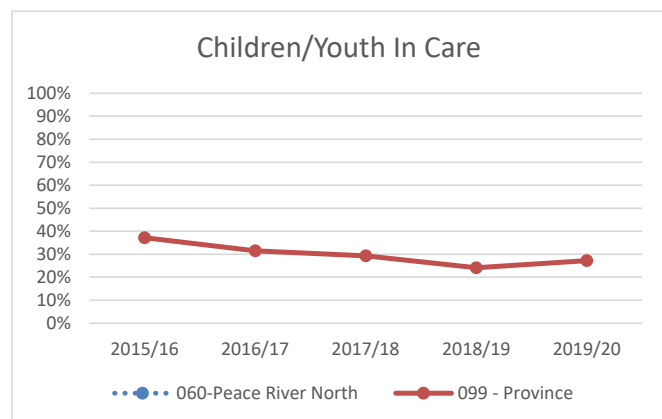


Figure 25: FSA Grade 7 Numeracy - Children/Youth In Care

Graduation Assessment - Numeracy 10

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

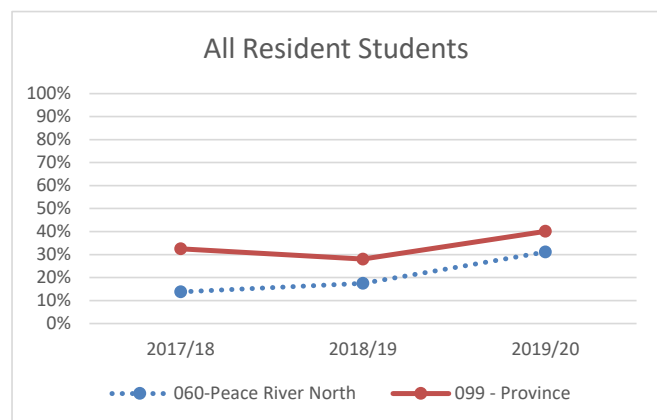


Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students

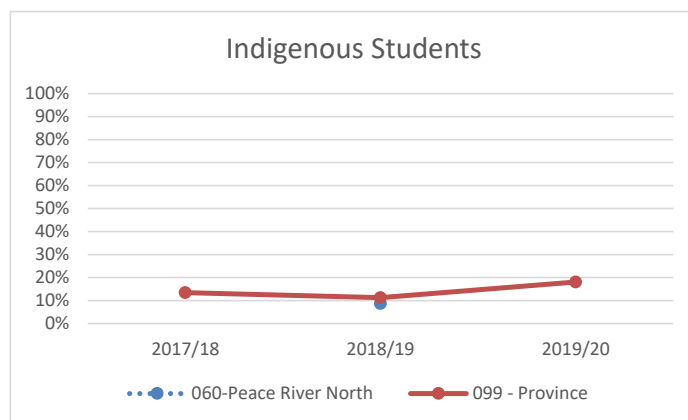


Figure 27: Graduation Assessment Grade 10 Numeracy - Indigenous Students

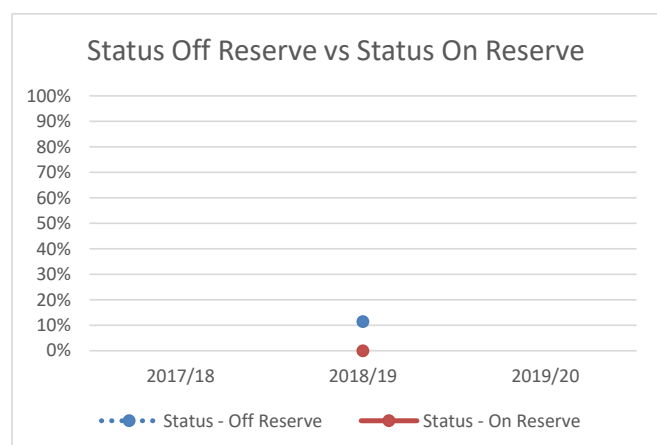


Figure 28: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

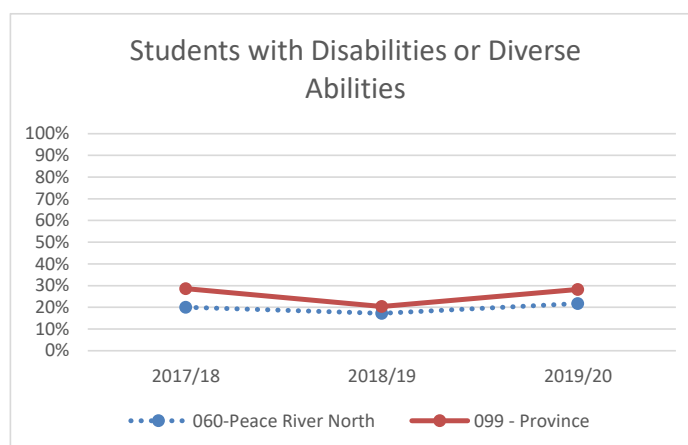


Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

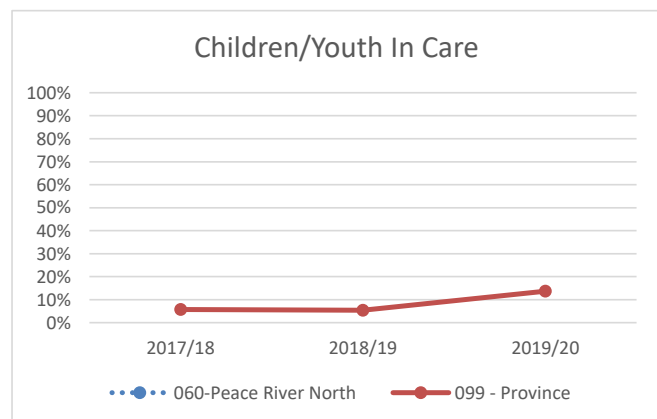


Figure 30: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Grade to Grade Transition - Grade 10

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

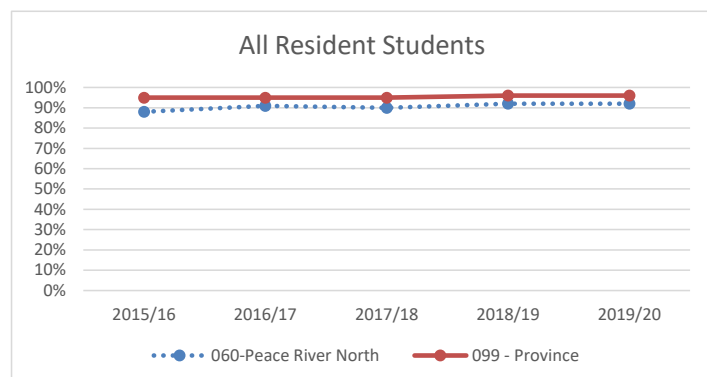


Figure 31: Transition Grade 10 to 11 - All Resident Students

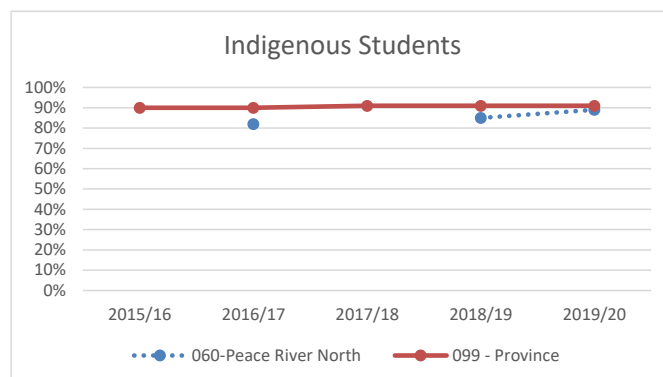


Figure 32: Transition Grade 10 to 11 - Indigenous Students

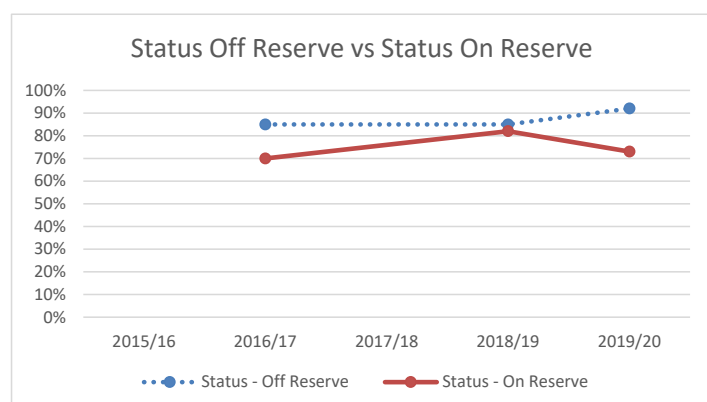


Figure 33: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

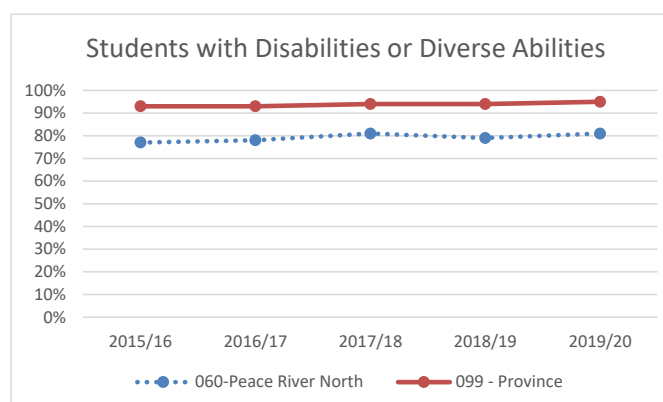


Figure 34: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

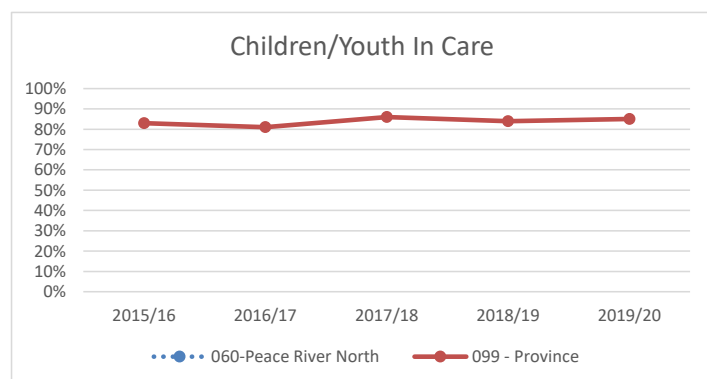


Figure 35: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

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

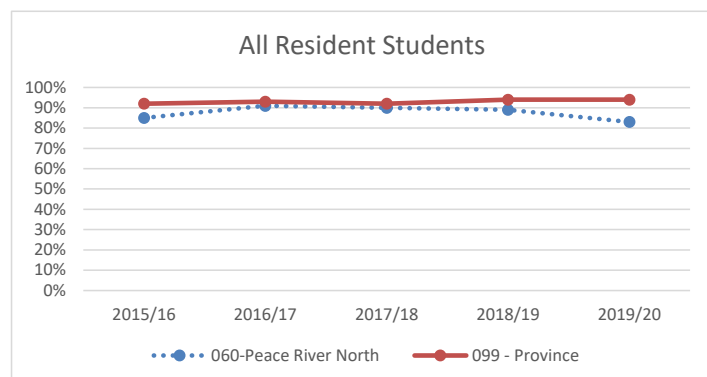


Figure 36: Transition Grade 11 to 12 - All Resident Students

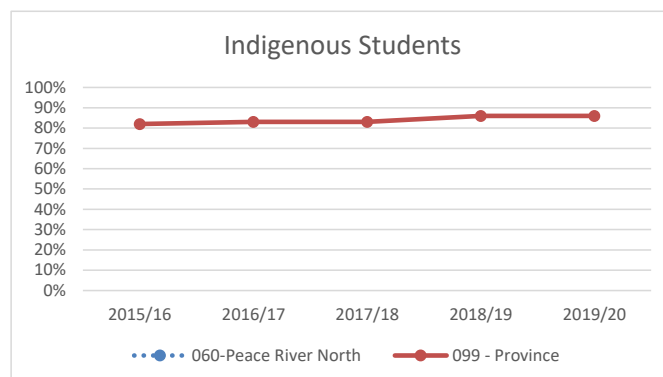


Figure 37: Transition Grade 11 to 12 - Indigenous Students

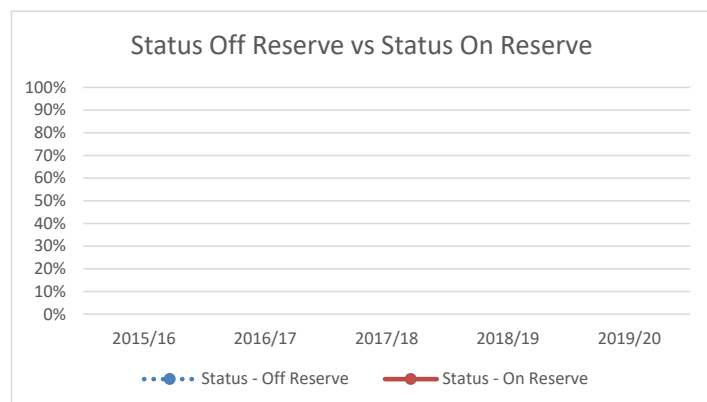


Figure 38: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

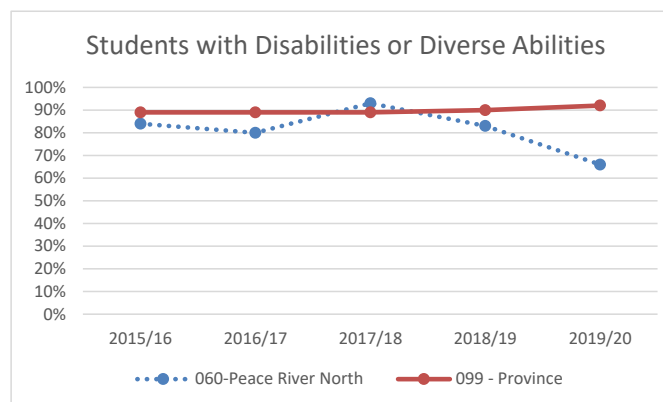


Figure 39: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

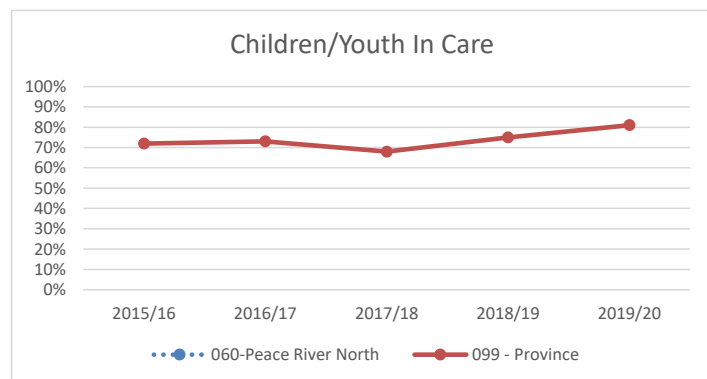


Figure 40: Transition Grade 11 to 12 - Children/Youth In Care

Student Learning Survey (SLS) - Feel Welcome

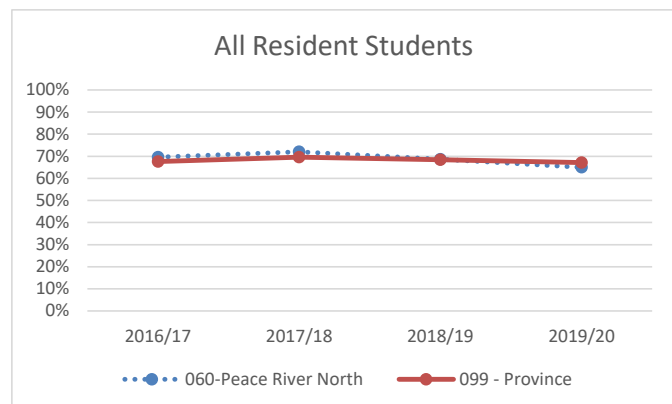


Figure 41: SLS - Feel Welcome - All Resident Students

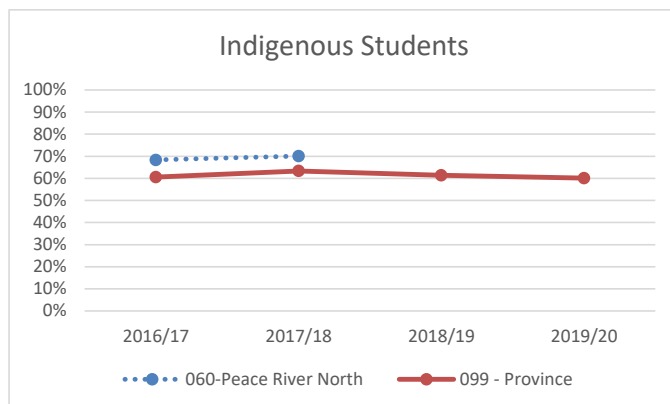


Figure 42: SLS - Feel Welcome - Indigenous Students

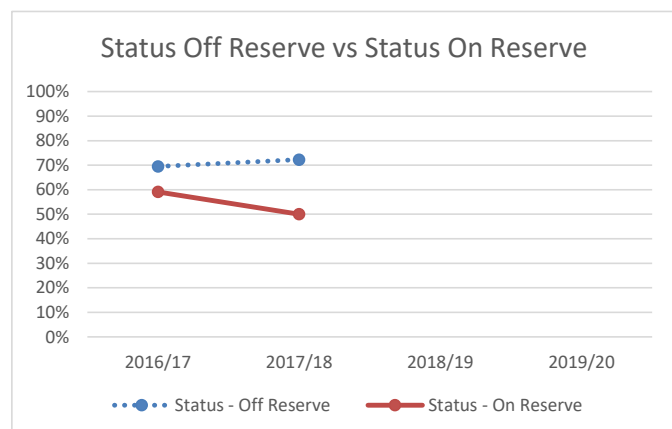


Figure 43: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

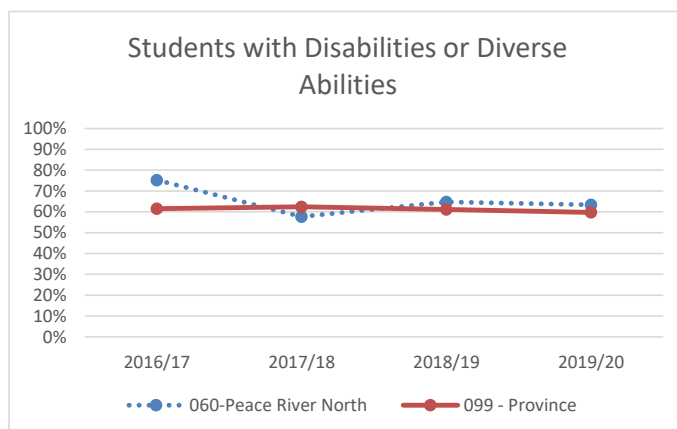


Figure 44: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

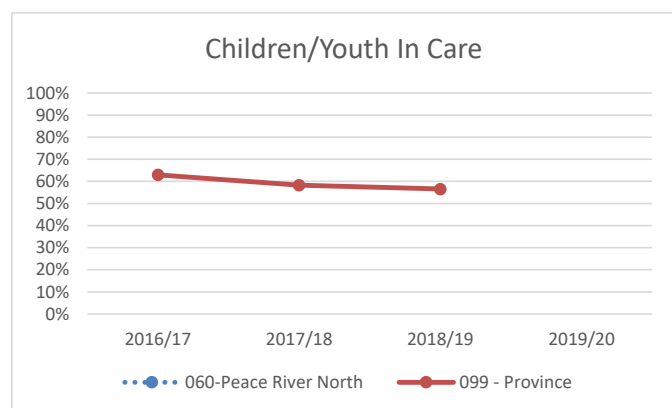


Figure 45: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

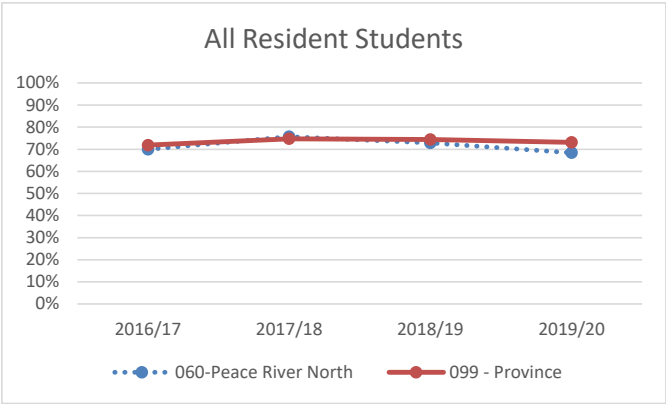


Figure 46: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

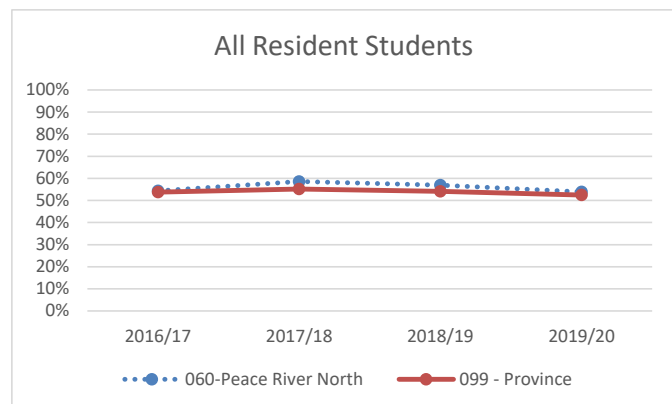


Figure 47: SLS - School Belong - All Resident Students

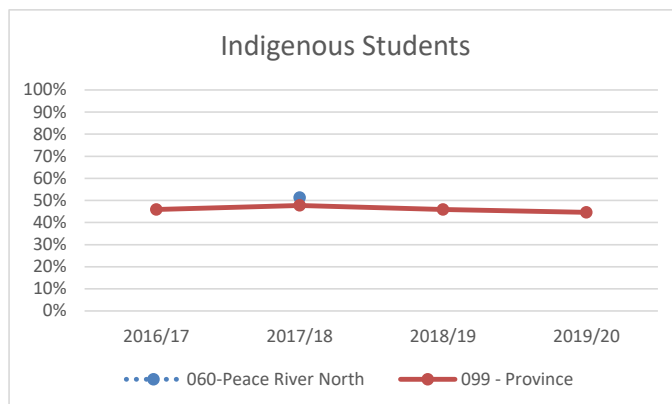


Figure 48: SLS - School Belong - Indigenous Students

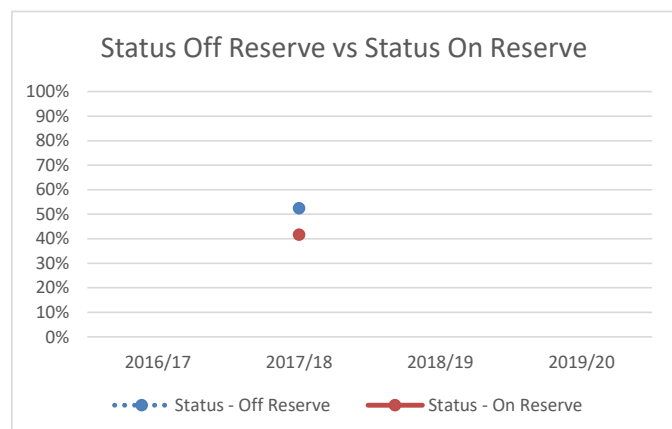


Figure 49: SLS - School Belong - Status - Off Reserve and Status - On Reserve

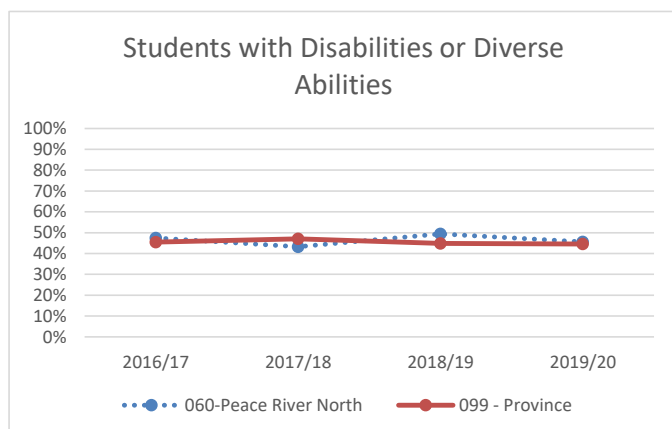


Figure 50: SLS - School Belong - Students with Disabilities or Diverse Abilities

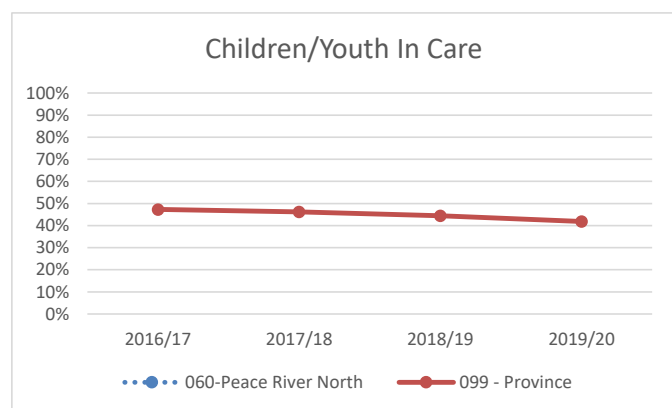


Figure 51: SLS - School Belong - Children/Youth In Care

Student Learning Survey (SLS) - Adults Care

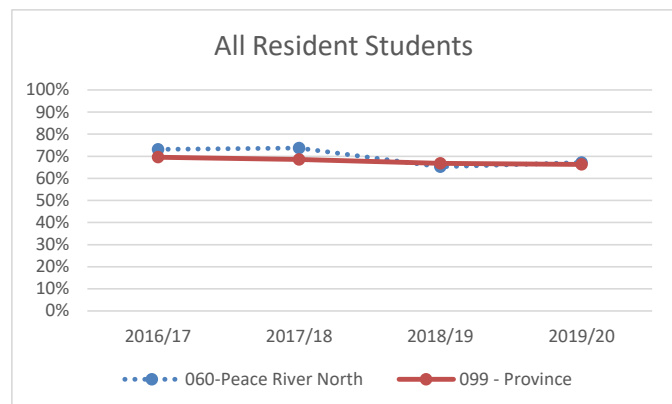


Figure 52: SLS - Adults Care - All Resident Students

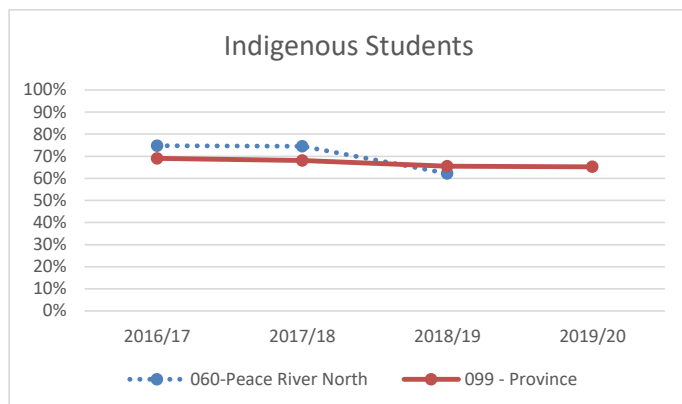


Figure 53: SLS - Adults Care - Indigenous Students

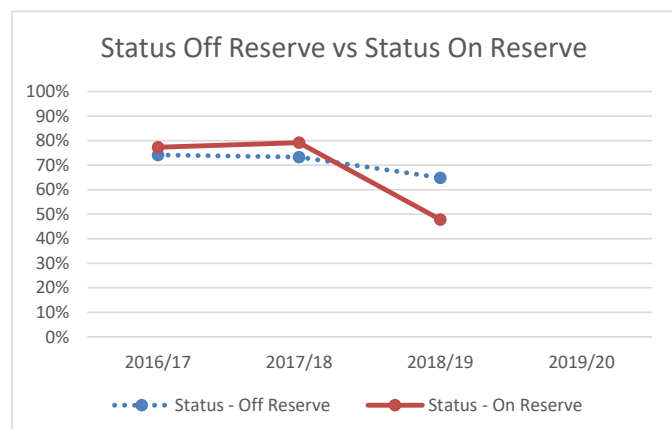


Figure 54: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

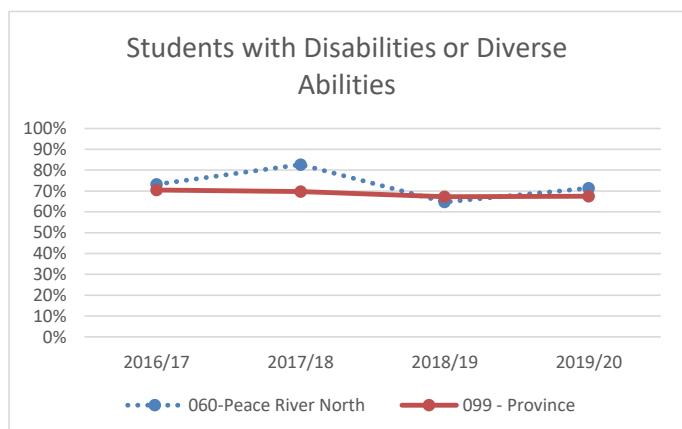


Figure 55: SLS - Adults Care - Students with Disabilities or Diverse Abilities

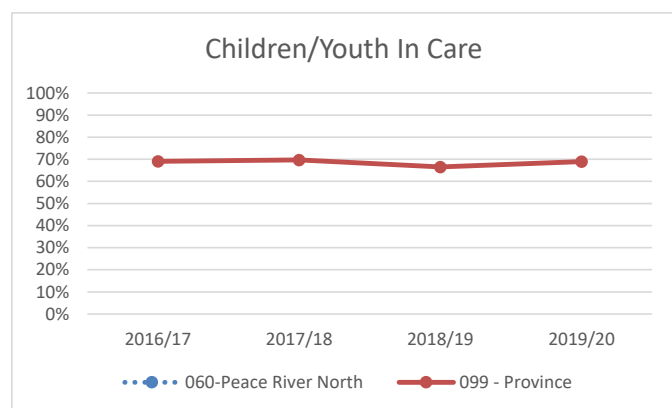


Figure 56: SLS - Adults Care - Children/Youth In Care

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)

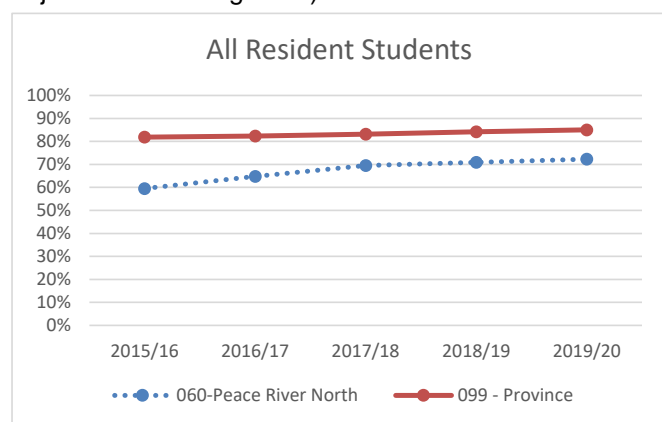


Figure 57: 5 Year Completion Rate - All Resident Students

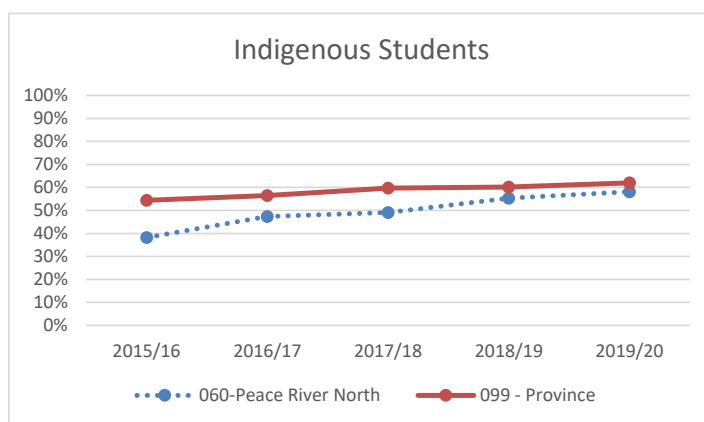


Figure 58: 5 Year Completion Rate - Indigenous Students

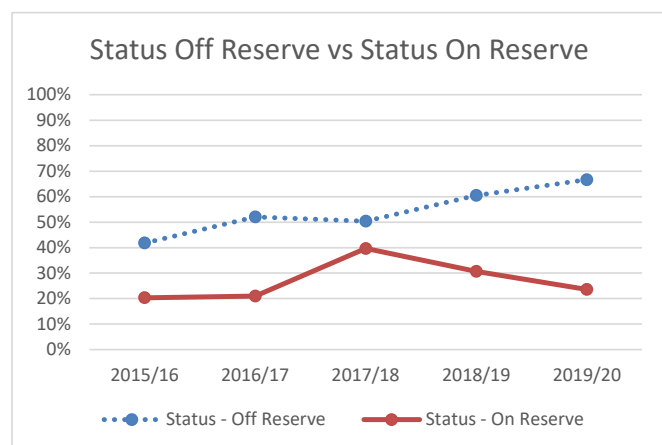


Figure 59: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

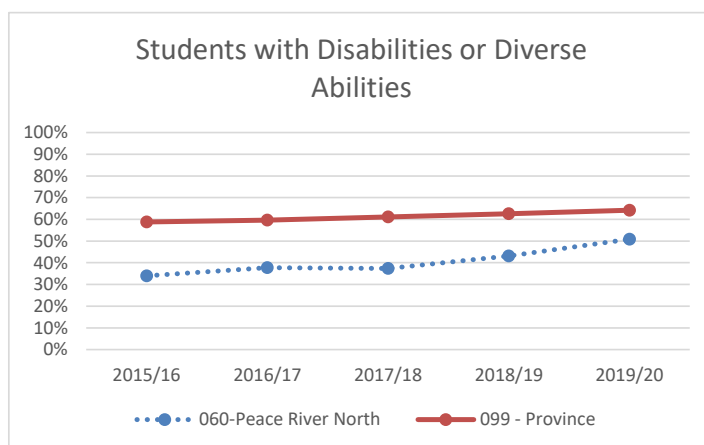


Figure 60: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

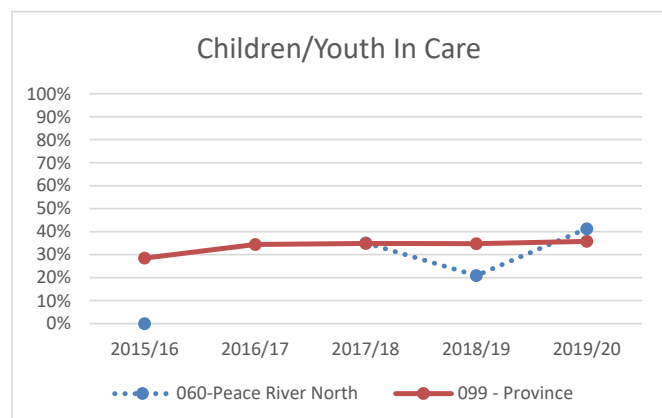


Figure 61: 5 Year Completion Rate - Children/Youth In Care

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)

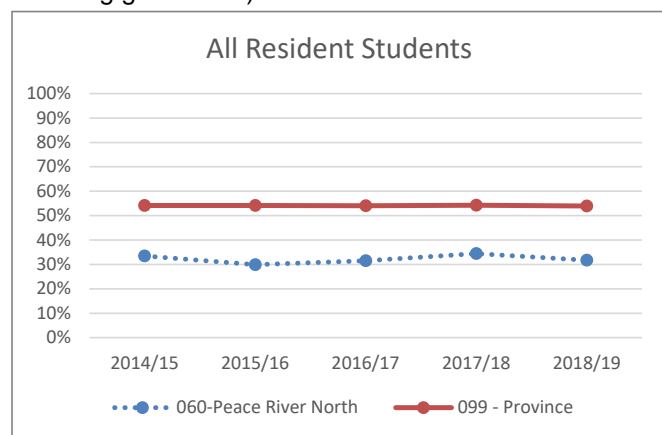


Figure 62: Post-Secondary Institute Transition - All Resident Students

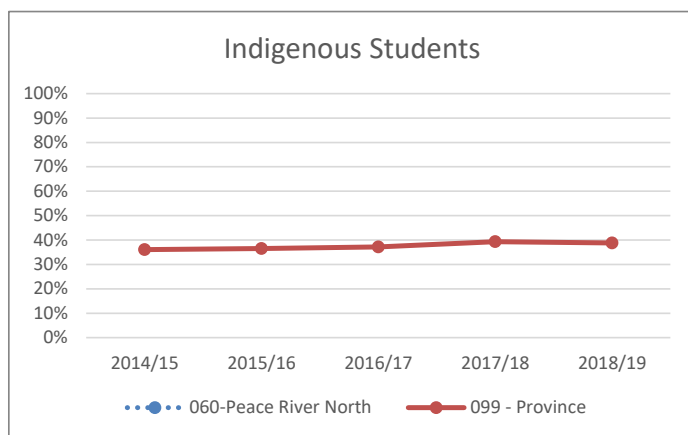


Figure 63: Post-Secondary Institute Transition - Indigenous Students

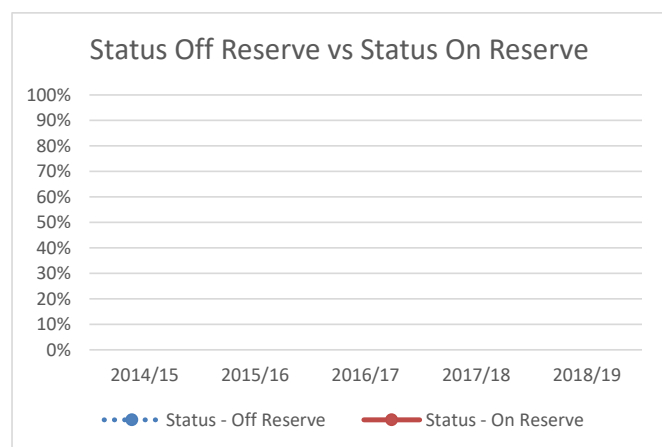


Figure 64: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

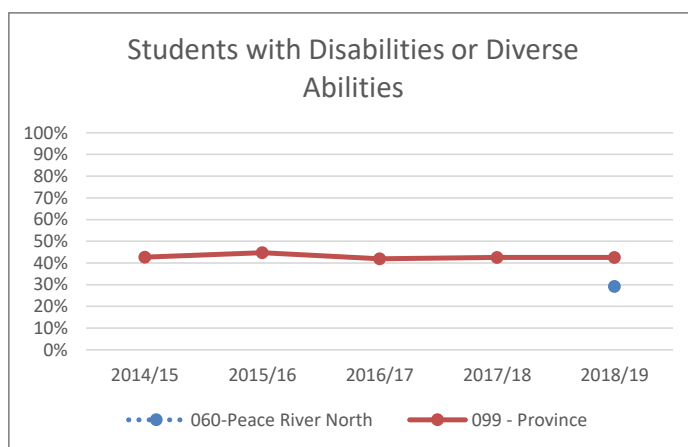


Figure 65: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

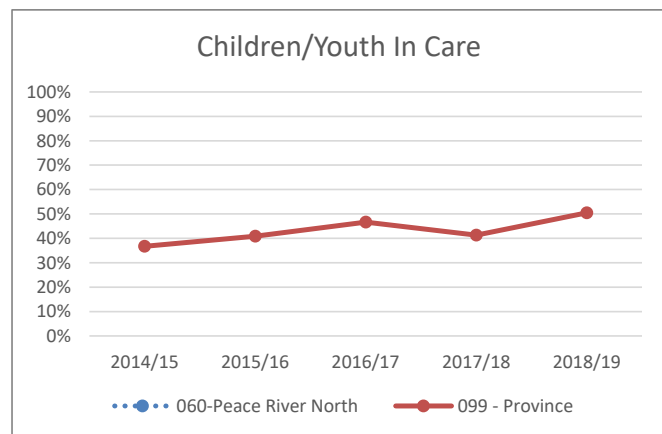


Figure 66: Post-Secondary Institute Transition - Children/Youth In Care

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)

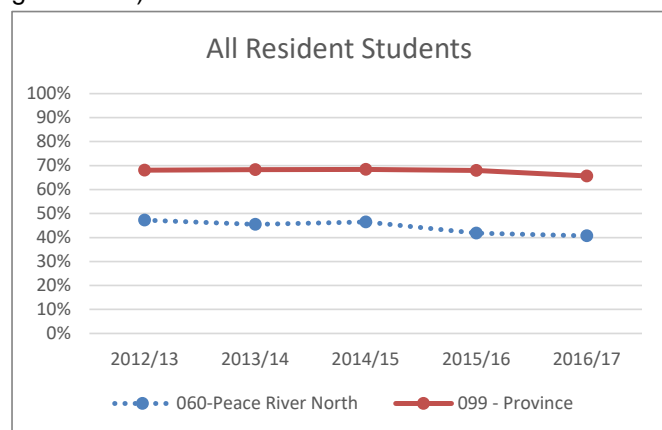


Figure 67: Post-Secondary Institute Transition - All Resident Students

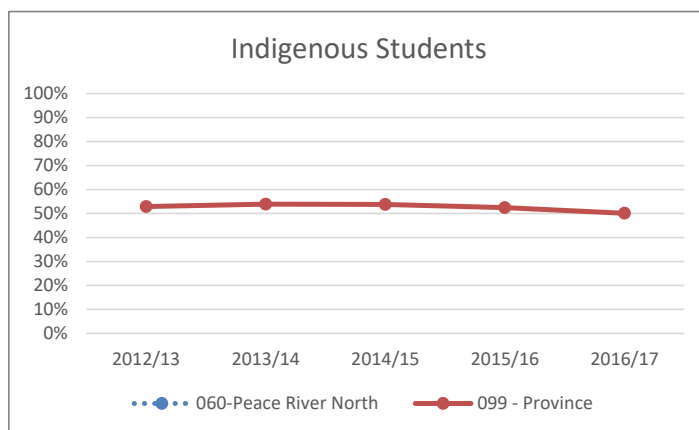


Figure 68: Post-Secondary Institute Transition - Indigenous Students

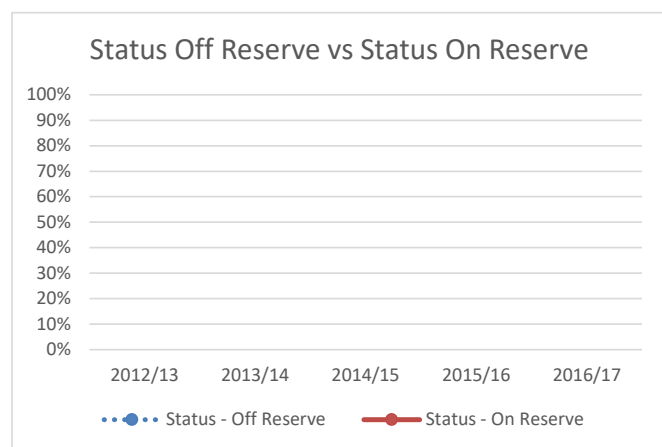


Figure 69: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

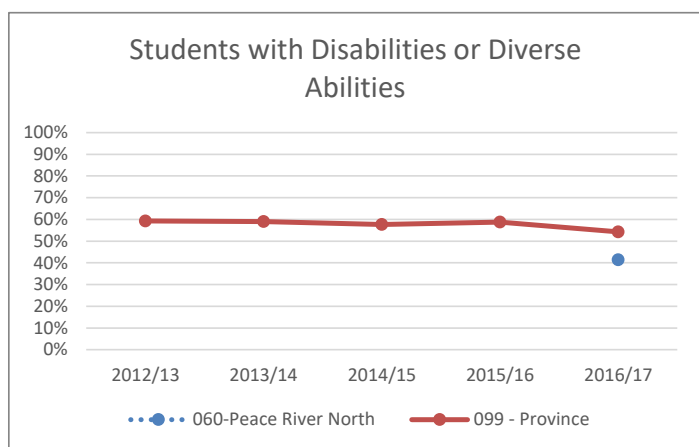


Figure 70: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

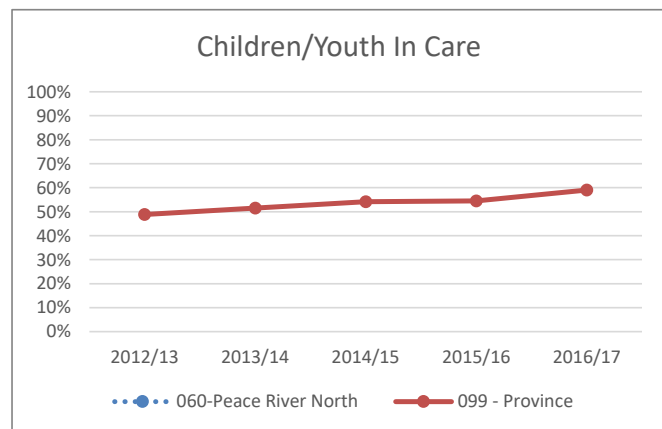


Figure 71: Post-Secondary Institute Transition - Children/Youth In Care

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.