



Enhancing Student Learning Report

September 2024

In Review of the Final Year of our 2018-2023 Strategic Plan



Approved by Board on September 23, 2024

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Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Introduction: District Context

Peace River North serves communities north of the Peace River to south of Mile 226 on the Alaska Highway, and from the Rockies east to the Alberta border. We live, work, and learn on the traditional territory of the Dane-zaa or Tsáá? Ché Ne Dane within Treaty 8. Communities of Fort St John (Gat Tah Kwą), Hudson’s Hope, Taylor, Blueberry River First Nations, Doig River First Nation, and Halfway River First Nation, and several other rural areas.

The school district employs 1185 staff (1042 FTE) with an operating budget of \$80.3 million for 2023-2024. School District 60 works to engage with our communities that we serve. Our Board of Education, Senior Staff, School Leaders and teachers strive to connect with families, communities, and partners.

By the Numbers	
Population	~35,000
Students	5951
Schools	21
Provincial Online Learning School	1
Urban Schools	12
Rural Schools	10
Indigenous Students	22%
Local First Nations Students	1.23%
Métis or Inuit Students	7.76%
Students with Diverse Abilities or Disabilities	12.3%
Children and Youth in Care	< 0.01%

We recognize that we operate on the traditional territory of the Dane-zaa within Treaty 8 and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.

Our work continues on Truth & Reconciliation through our Equity Scan, our Local Education Agreements (LEAs) with the Doig River First Nation, Halfway River First Nation, and Blueberry River First Nations, our Indigenous-focused grad courses and our curriculum development initiatives. This work is integrated into all aspects of our planning at the School and District level. Our long-established Indigenous Education Council is a further connection to local First Nations and local Métis, Cree, and other Indigenous people.

We face ongoing challenges with recruitment and retention with some positive results due to the recent incentive program for rural and remote schools. Wildfires, smoke, and evacuations have adversely affected the region, schools, and learning over the last several years.

Current Strategic Plan Priorities

A newly updated Board Strategic Plan for 2024-2029 is available at <https://www.prn.bc.ca/board/strategicplan/> that was developed through a comprehensive consultation process that enabled community voice from stakeholders in our communities.

Our Framework for Enhancing Student Learning goals are aligned with the Board's Strategic Priorities. We use quantitative and qualitative data from local and provincial sources to develop goals and monitor progress. The goals in the Framework for Enhancing Student Learning are reviewed regularly through school FESL presentations, Board Reports, and annual updates to this document. Our Framework for Enhancing Student Learning document is available at <https://www.prn.bc.ca/district/fesl/> which includes reflection, objectives, and strategies.

The **Board's Strategic Priority** are as follows:

Student Learning

People Development

Operations & Facilities

Governance

Truth & Reconciliation

Early Learning & Child Care

Our **Framework for Enhancing Student Learning Goals** are as follows:

Goal 1: Increase Dogwood Completion Rates

Goal 2: Support Student & Staff Social/Emotional Competency

Goal 3: Enhance Student Options and Engagement through Career Education and Experiential Learning

Goal 4: Support Student Achievement through Inclusion

Goal 5: Provide quality Early Learning & Child Care opportunities to address community need

Looking Back on the Year: Effectiveness of Implemented Strategies

Goal 1 Aligned with the Board Strategic Plan goal on student learning, funding has aligned with learning initiatives in both literacy and numeracy in support of improving student success and achievement in both learning areas. Working with teachers and building self-efficacy supports improving student learning. The on-going implementation and side-by-side teacher support of anchor mathematics resources and working with the Thinking Classrooms framework both continue to support the diverse learning needs within the classroom, support inclusive practice and align with the First People's Principles of Learning. The focus on writing work with literacy consultant Adrienne Gear has provided a framework that teaches writing in an explicit manner rather than simply "doing" writing.

A closer focus on the numeracy achievement of Indigenous students at the middle school level will need to be a priority for the next school year. The hiring of 2.0 FTE numeracy support teachers for the 2024-25 school year will provide more in-depth support.

Goal 2 Throughout the year, the school district offered various social-emotional professional development sessions for staff, including Child-Centered Relation Play Skills, grief presentations, and wellness sessions. These aimed to improve teachers' ability to teach social-emotional learning (SEL) in classrooms. Monthly parenting SEL sessions were also provided.

The Middle Years Development Index (MDI) and Youth Development Index (YDI) surveys were conducted, revealing a need to focus on school climate and belonging, especially in middle and high schools. These results, along with CASEL Indicators, will inform future SEL goals.

SEL was integrated into district processes by incorporating CASEL 5 Social-Emotional Competencies into incident reports and developing a district behavior process based on a multi-tiered support system. Compassionate Systems Leadership training continued for district leaders, with a community of practice planned for the 2024/2025 school year. Counselors received monthly clinical group supervision to enhance their own SEL and leadership skills.

Goal 3 Since 2021-2022, career education opportunities have expanded, aiming to boost indigenous graduation rates. A notable initiative was the Grade 9 Indigenous Welding Camp at NPSS, attended by 17 students. In 2024-2025, a new program focusing on medical career pathways will be introduced. The five-year completion rate for indigenous students rose to 65% in 2022-2023, up from a 55% average in the previous four years, with indigenous females showing the most improvement (71% vs. 57% average). Despite these gains, indigenous students reported lower satisfaction with job and post-secondary preparation in 2023.

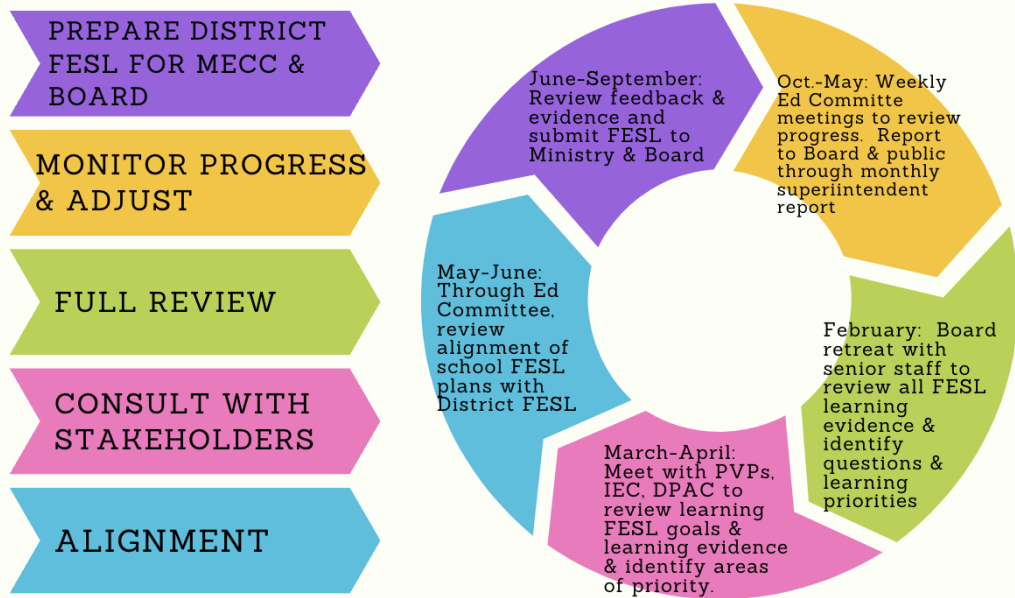
Goal 4 The consolidation of special education funding, supplemented by other district funding has provided a robust inclusion education budget for every school in the district. In alignment with the philosophy of student independence and a group approach to inclusion, our schools are slowly shifting away from the assignment of EA hours as the only intervention for student needs and now include a menu of supports for the entire classroom/school, including professional development, additional teacher time, learning resources and other specialists such as youth care workers and counselors. Most importantly, the process for deciding support now includes a school-based team that works collaboratively to problem-solve and there is transparency with the budget.

Goal 5 In the past year we have connected with the Indigenous Education Council for School District 60, local municipalities, and child care service providers. We will continue work based on feedback from those groups and seek further discussions.

Last year saw significant progress in early childhood education and care initiatives. Two new licensed Before and After School Care centers were established, alongside the introduction of the JustB4! Program. Early Childhood Educators (ECE) were integrated into Kindergarten at three schools. Professional development included CPI training, ECE Learning Series for new district ECE staff, and a joint in-service for Kindergarten teachers and ECE educators were successful. Collaboration between the school district and community ECEs was strengthened through Ministry initiatives like SEY2K and CP4YC. Additionally, an application was submitted for a new building project aimed at increasing infant/toddler capacity in an inclusive and culturally sensitive environment.

Cycles for Continuous Improvement

District Cycle of Continuous Improvement



Continuous Improvement Cycle in Schools



Existing and/or Emerging Areas for Growth

While significant progress has been made with regards to Indigenous graduation rates over the last five years, there was a decline in the 2022 grad results. In the following year, 2023 saw a significant improvement in the Indigenous six-year completion rate (+19.4%). An upward trend for completion rates exists for all groups represented in the data. A 4.5% gap continues to exist between Indigenous and All students in the six-year completion rate. A significant gap exists for students with Disabilities and Diverse Abilities and All students (65.5% vs 83.9%) even though there is a positive trend in closing the gap. Gaps still need to be addressed, along with the overall 5-year and 6-year graduation rates compared to the province.

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.

Students with a special education designation have an achievement gap in measures including the FSA in grades 4 and 7, numeracy and literacy graduation assessments, and in five- & six-year completion rates. Students with a designation were equally likely as other groups to respond positively about the number of adults who cared about them and had a higher 3-year transition rate to public post secondary compared to all other subgroups in 2018/19.

Students who have ever been a Child or Youth in Care (CYIC) are at significant risk of non-completion. As an identifiable group there are often too few students who are CYIC to report publicly due to privacy concerns. Even though there are significant variations in success for CYIC students it is observed over time that they are one of the most vulnerable populations.

Likewise, there is a large variation in results for Indigenous Students who live on reserve. Numbers are often too small to report on publicly due to privacy concerns. Even with significant variations in success for On-Reserve students it is observed over time that they are a group of students at risk for non-completion.

Learning Update (Report Card) marks for Indigenous students compared to non-Indigenous students show that our Indigenous students experience an achievement gap compared to our non-Indigenous students in middle and secondary grades in core academic course areas of English, Math, Science, and Socials.

Ongoing Strategic Engagement (Qualitative Data)

To inform the development of the Board Strategic Plan, and our connected Framework for Enhancing Student Learning Goals, comprehensive engagement was conducted with

members of the School District 60 community, including staff, students, families, and First Nations community partners in 2024.

Engagement focused on gathering input on six key areas, including:

- Student Learning and Wellness
- Early Learning and Childcare
- Truth and Reconciliation
- Operations and Facilities
- People Development
- Governance

Specific audiences that were targeted through the engagement process included, **Senior leadership and administration, Staff**, including teaching, support and operational staff; **Parents, families, and guardians**, through the Parent Advisory Councils and District Parent Advisory Council; **Students**, elementary, middle and secondary students; **First Nations** communities and Indigenous partner organizations, including the **Indigenous Education Council**; **External community partner organizations**, including the City of Fort St. John, Peace River Regional District, Chamber of Commerce, the **local unions**, and more.

Engagement was carried out through several means. First of all through an online survey, which garnered over 600 responses and allowed the district to break out data by demographic information. Over 12 in-person workshops were also carried out across the entire geographic region of SD60. Students engaged through age-appropriate workshops and all 21 schools provided student feedback.

Beyond the Strategic Planning Engagement we engage regularly with our three local First Nations, our long standing Indigenous Education Council, monthly school

Engagement Insights – examples of what we heard from our communities

Student Learning & Wellness

- Incorporate practical, hands-on and experiential learning to give students the skills they need to succeed.
- Build a stronger school and district community, both among students and staff as well as through playing a more active role in the external community.
- Ensure students are receiving the supports they need, especially mental health support.

Parents Advisory Council, District Parents Advisory Council and the Superintendent's Parent Advisory Council.

Ongoing Student Voice is sought through a variety of school activities and is an area we recognize a need for further district involvement.

Truth & Reconciliation

- Create a safe and respectful environment for students of all backgrounds, races and cultures.
- Integrate more Indigenous knowledge and culture into classrooms.
- Build stronger connections with the local Indigenous communities.
- Teach age-appropriate history of Indigenous people.

Adjustment and Adaptations: Next Steps

Key strategies for Goal 1 focus on improving educational outcomes for Indigenous students and enhancing numeracy skills across the district. For Indigenous students, the district implements support programs such as the Transition Coach Program, dedicated Support Teachers, and High School Counsellors. Early intervention and re-engagement strategies are employed for at-risk students, utilizing programs like Key Learning and Work Experience. Regular communication about student progress with First Nations, as outlined in the Local Education Agreement, is also prioritized.

Improving mathematics education is another major focus. The district is establishing a structured approach to support math understanding, involving Indigenous Education Coaching teams and utilizing assessments to establish baseline data. Professional development for math teachers is emphasized, with plans to work with a math consultant on pedagogy and intervention strategies. The district is implementing a numeracy mandate across all schools, requiring specific, measurable goals aligned with learning standards.

To support these initiatives, the district is continuing with the introduction of resources such as Mathology and Zaner-Bloser's Fact Fluency Program, particularly in primary classrooms. Various assessment tools are being implemented, and there's a focus on developing growth mindset and math identity. Professional development is a key strategy, with plans for Educational Assistants, teachers, and administrators. The district also aims to build understanding of the math curriculum among parents and create numeracy guidelines for educators.

Key strategies for Goal 2 focus on enhancing social-emotional learning (SEL) initiatives and supporting staff development. Regular meetings with administrators and counselors

aim to align district and school-specific SEL goals. The Middle Years Development Index (MDI) and CASEL Indicators inform these goals, while SEL Specialists and counselors support tiered SEL practices in schools. Professional development is emphasized, with sessions on foundational SEL and opportunities for staff to engage in their own social-emotional learning. A community of practice for Compassionate Systems Leaders and support for staff wellness initiatives further enhance this focus. Teachers receive support to confidently facilitate SEL programs, with access to quality, research-based resources.

Family and community engagement in SEL is also prioritized. The district offers SEL parenting sessions and monthly parent-child relationship skills workshops, focusing on children's social-emotional development based on CASEL indicators. School administrators receive weekly SEL tips to share with families. Additionally, the district is developing a framework to address racism, including administrator training on anti-racism strategies and Cultural Safety training. This comprehensive approach aims to create a supportive environment for SEL both within schools and in the broader community, ensuring that social-emotional learning is reinforced across all aspects of students' lives.

Key strategies for Goal 3 focus on enhancing career education and applied design, skills, and technologies (ADST) across various grade levels. For secondary students, the district offers career education presentations, individual and small group meetings with Indigenous students, and community outreach to promote career pathways. Specific programs like Project Heavy Duty and the Grade 9 Indigenous Welding Camp provide hands-on experience in trades. The district is also expanding work experience opportunities in healthcare fields. For elementary students, the focus is on integrating ADST into the curriculum through mentorship support for teachers, monthly ADST lesson promotions, and the grade 5 Career and ADST XPlorefest event. Additionally, the district is developing numeracy lessons to enhance the Pine Car challenge for Grade 5 students, demonstrating an effort to integrate career education and ADST concepts across multiple subject areas.

Key strategies for Goal 4 focus on enhancing the School Based Team through the Learning Support Model that enables school-based decision making with a focus on Tier 1 strategies for all learners and allocating appropriate Tier 2 & 3 supports as needed. Learning supports are allocated in consideration of the strengths, needs, and abilities of the entire class to promote independence. The Class review process is used to help in planning, implementation, and monitoring for effectiveness of Tier 1, 2, and 3 supports. Professional development in Tier 1 strategies for classroom teachers will be provided.

Through the school year, four school based teams will be invited to join the Education Committee to discuss their Learning Support Model relative to the needs of their school. Progress will be monitored in relation to learning evidence through school frameworks using break out data for All Students, Indigenous Student, and Students with Diverse

Needs or Disabilities. A Social Worker will be assigned to support school with identified Children and Youth in Care with a focus on their social emotional well being and academic success.

Key strategies for Goal 5 involve fostering collaboration and capacity-building within early childhood education and care. This includes engaging with the SD60 Indigenous Education Council and other community partners to address future needs, creating a systems map to coordinate efforts, and enhancing professional development through the Early Learning Framework. Key areas of focus are improving collaboration between Early Childhood Educators and Kindergarten teachers, addressing the demand for Before and After School care, and integrating nutritious food options through partnerships like Feeding Futures. Additionally, expanding preschool programs with a focus on language and fine arts, promoting reconciliation, and working closely with the Learning Services Department are essential to creating a well-rounded, inclusive, and sustainable early learning environment.

Alignment for Successful Implementation

Through our Strategic Plan and District Framework for Enhancing Student Learning we require a School Framework for Enhancing Student Learning with goals that represent the three areas of Intellectual, Human Development, and Careers. Within the Intellectual areas schools are required to have a Numeracy goal. The goals should speak to need identified through qualitative and quantitative data and align with the District FESL and Strategic Plan. Data reporting is to include information wherever possible in the breakout groups of All Students, Indigenous Students, and Students with Diverse Abilities or Disabilities.

The District and School FESLs are aligned with the Strategic Plan. Each school and department will report to the board on a three-year cycle and update their plan yearly.

In terms of resources for successful implementation the following additional resources by goal will be allocated in the 2024-2025 school year:

Goal 1

Numeracy and Literacy Initiatives: \$400,000 for 2024-2027 including 2.0FTE Numeracy Coaches and 1.0FTE Literacy Coach.

District Teacher Collaboration: \$50,000 for 2024-2025

Goal 2

SEL Specialists: 4.0 FTE

Counsellors: 3.6 FTE

TTOC time for coaching/collaboration and Professional Development sessions: \$7,000

Indigenous curriculum development: \$30,000

SEL/Mental Health Wellness Professional Development / Resources: \$15,000

Goal 3

ADST Supplies for professional development - \$,1000

Welding Camp for 16 students - \$15,000

Goal 4

Learning Support Fund to Schools - Phase 1 Designation Funding allocated at approximately \$9M to begin the 2024-25 school year with possible increases after September 1701 enrolment reporting. Phase 2 Learning Improvement/SSEAC funding along with Community LINK allocated at \$332,596.00 targeted specifically towards educational assistants supporting personal care and delegated medical plans. Phase 3 (contingency) funding of \$200,000 to be allocated after Sept 30th for emergent needs which develop in the district.

Goal 5

1 FTE District Principal

2 FTE exempt coordinators for early learning and child care

1 Administrative Assistant

Conclusion

Throughout this continuous cycle of planning, monitoring progress and responding to learning evidence, we have been reflecting on the overall strengths and challenges in our District. We are encouraged by our robust resources and systemic approach to SEL. The District SEL team, which liaises with the School-Based Teams on a regular basis, has laid the foundation for constructive intervention for long-term student and adult well-being. Through our Learning Support Fund model, we have provided significant resources to schools that enable the school-based team to collaborate on the strategic allocation of those resources based on class reviews and student needs. Of great pride is the significant progress we have made over the last several years to close the gap between Indigenous and non-Indigenous students when it comes to the graduation rate. Of particular note is last year's 19% increase in the 6-year Indigenous grad rate. When it comes to our Early Learning goals, we have been a provincial and regional leader in piloting programs such as Seamless Day K and building up extensive BASC and childcare services. In many aspects, our senior team and Board are also providing leadership provincially and especially in the North. This ranges from tackling workforce development issues to providing ancillary clinical support to Fort Nelson District to sharing our policies, procedures and senior staff expertise with our northern colleagues.

We are also aware of the significant challenges we face. Similar to the provincial trend, we are concerned about the decline in numeracy results. To address this, we have been rolling out an anchor program for numeracy (Mathology) that aims to address the inconsistency in pedagogical approach and use of resources. We have also allocated additional coaching time for numeracy and mandated specific goals & objectives for every school to develop and monitor. We are also concerned about the success rate of our youth and children in care. With the new allocation of a district social worker to liaise with schools and families, we are anticipating a more concerted approach to supporting these students. While it is not new, the challenges we face in staffing – both teacher and support staff- has reached a crisis level that is definitely impacting our capacity and program delivery in every aspect of the organization. Thanks to various initiatives and collaboration with MECC and BCPSEA, we are hopeful about incremental improvements but also recognize that these shortages will continue to endure for the foreseeable future.

Section A:

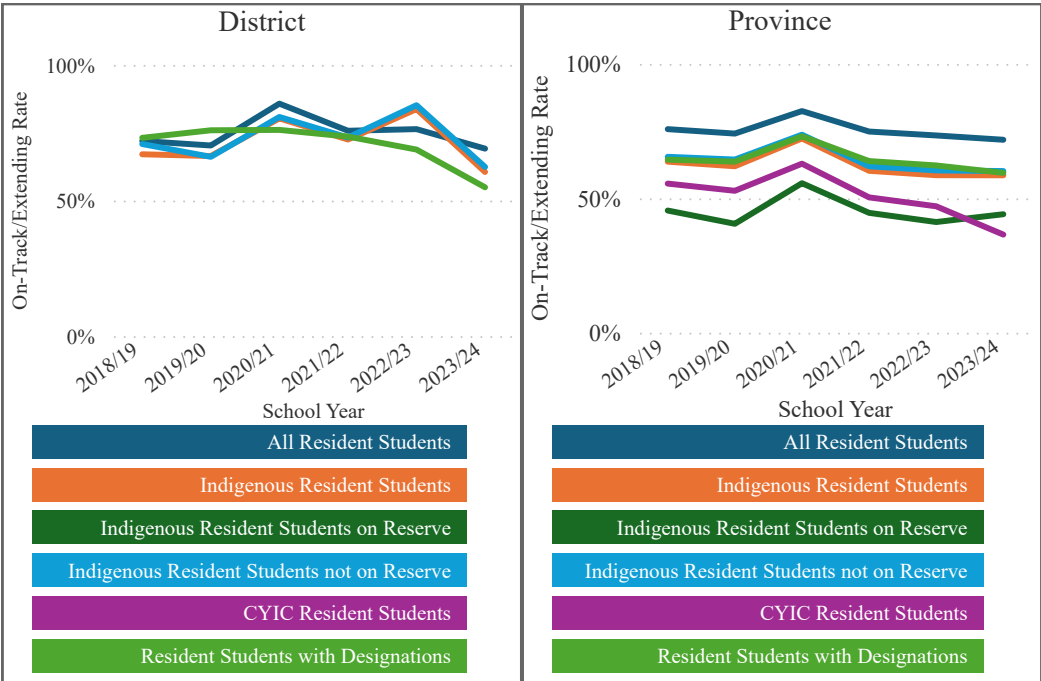
Reflecting on Student Learning Outcomes

Intellectual Development

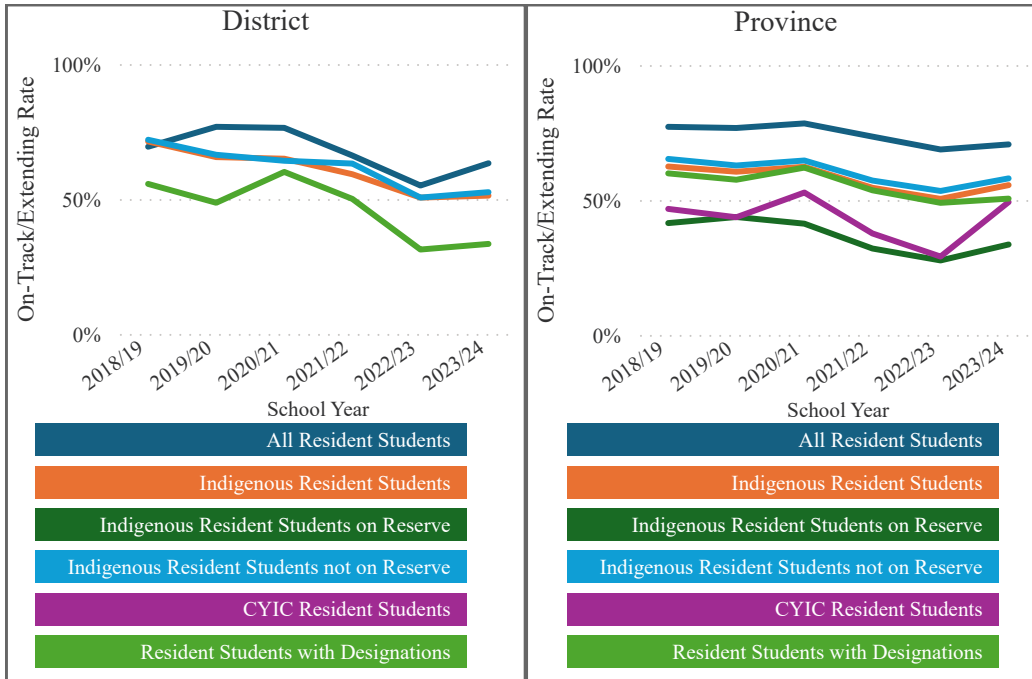
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

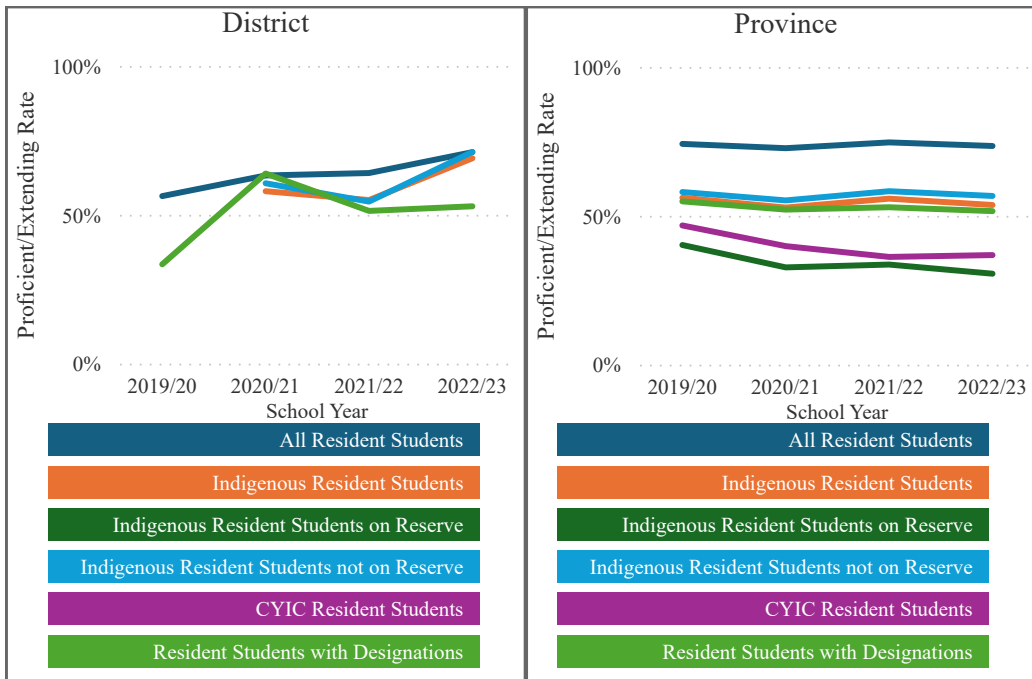


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

Grade 4 Literacy

- All Students measure shows results at or above provincial rate for previous three years with a noticeable decline in the last year
- Indigenous students have a higher level of achievement than the provincial results for all years of the data including a significant positive difference in the last year. Indigenous students have a higher level of achievement compared to the All Students measure two years ago.
- Indigenous students on reserve data are masked due to small numbers. There are similar achievement rates to the province over multiple years.
- Students with Disabilities / Diverse Abilities are above the provincial results for five of the last seven years.
- CYIC results are masked due to small numbers. Results are below the provincial results.

Grade 7 Literacy

- Small improvements are noted in sub populations after three years of decline at both district and provincial levels.
- Indigenous students are performing similarly but with a slightly higher results than province in previous years
- Indigenous students on reserve data is masked. Year over year data is highly variable.
- Students with Disabilities / Diverse Abilities are following a similar change with a small improvement compared to last year
- CYIC results are masked due to small numbers. Results are below the provincial results.

Grade 10 Literacy

- Gap eliminated in latest year for All Students, and Indigenous students
- Overall Improving trend for all sub populations with a noted gap for students with diverse abilities.
- Indigenous students on reserve data is masked. Achievement results were highly variable.
- No CYIC students are in the data for 22/23 for grade 10 Literacy. Previous years were masked due to small numbers.

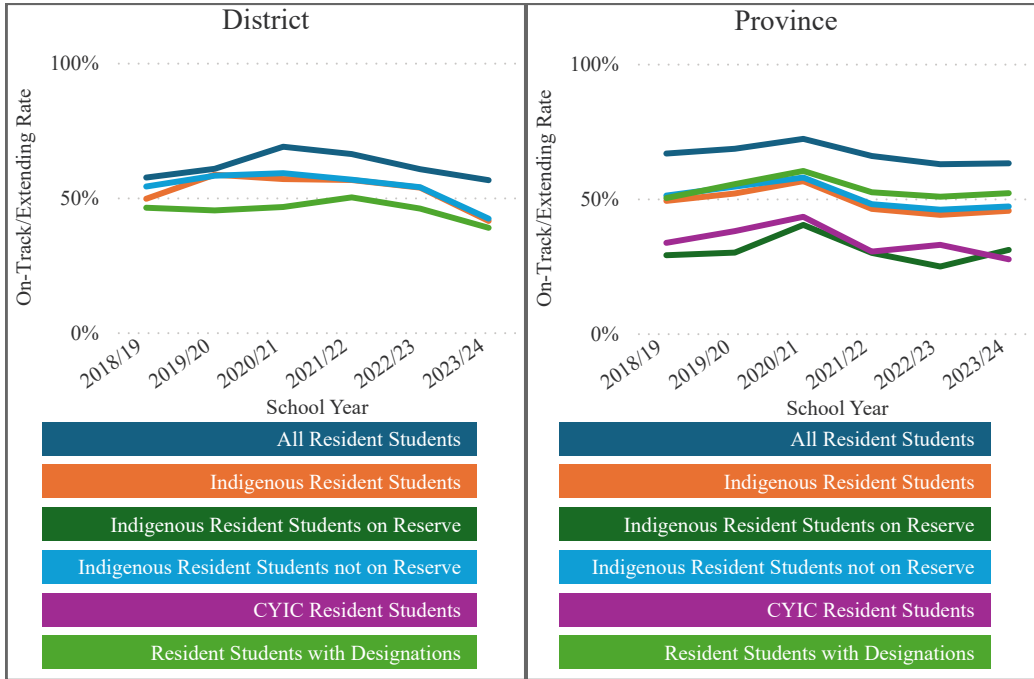
Other Local Reading Comprehension results are available for grades 6-9 for the Reading73 assessment

- A significant increase in Grade 6 comprehension has been noted
- Comprehension remains an area of focus
- See our 2024 update at <https://www.prn.bc.ca/district/fes/> for graph.

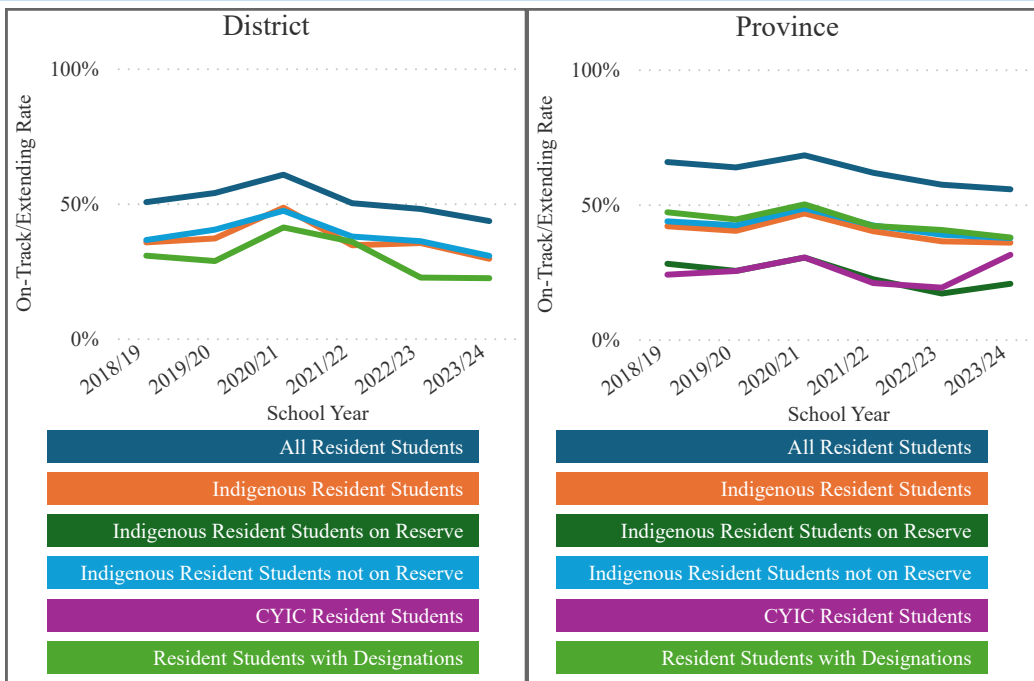
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

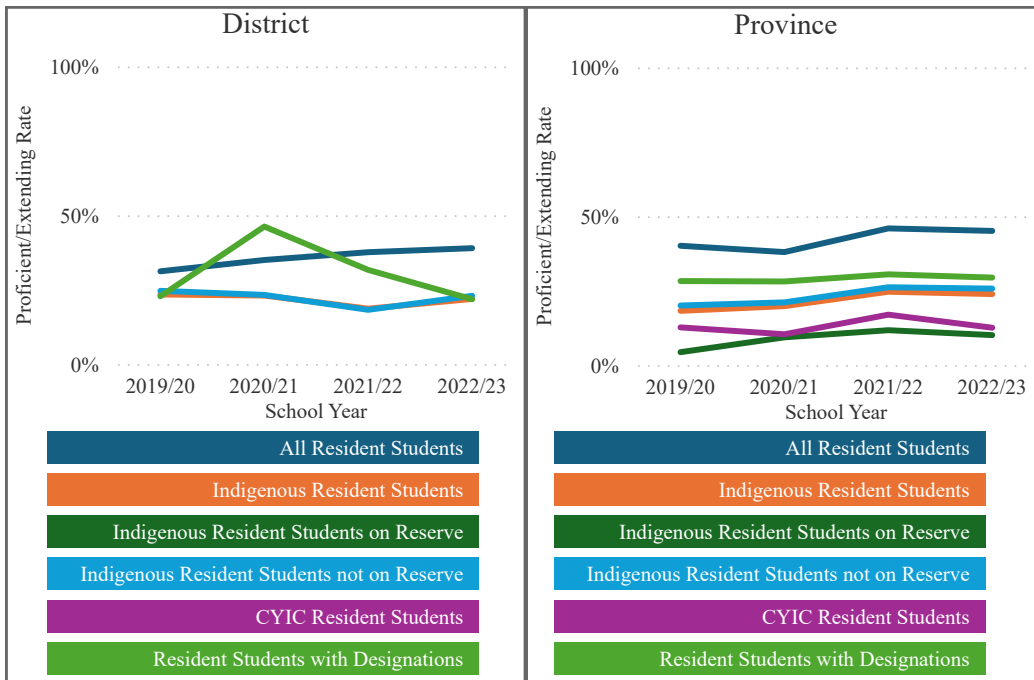


Grade 7 FSA Numeracy (On-Track / Extending Rate)



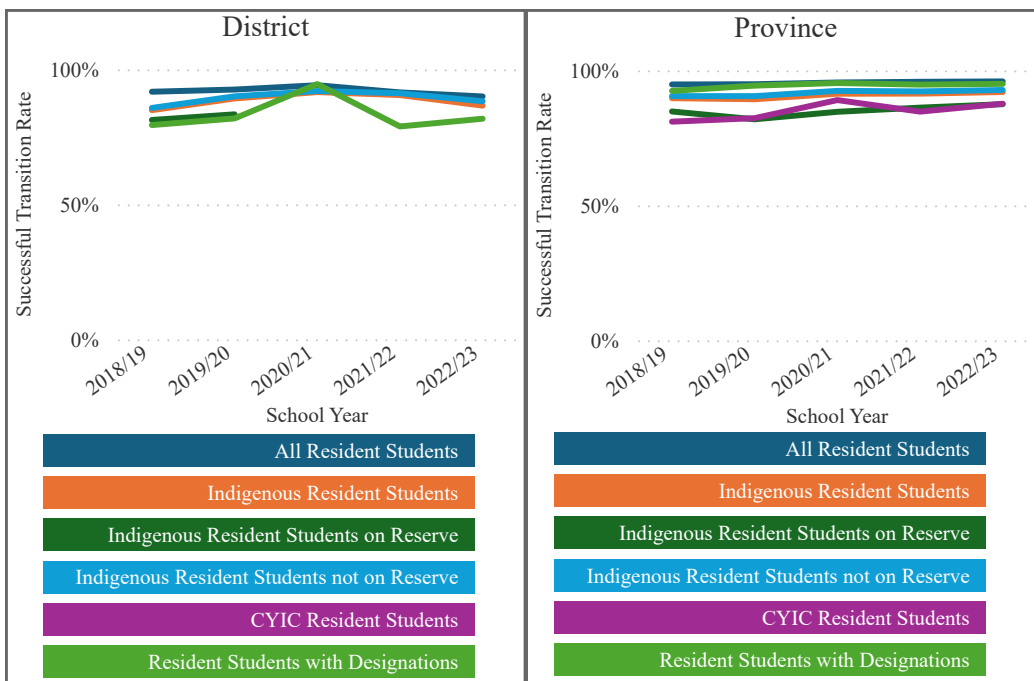
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

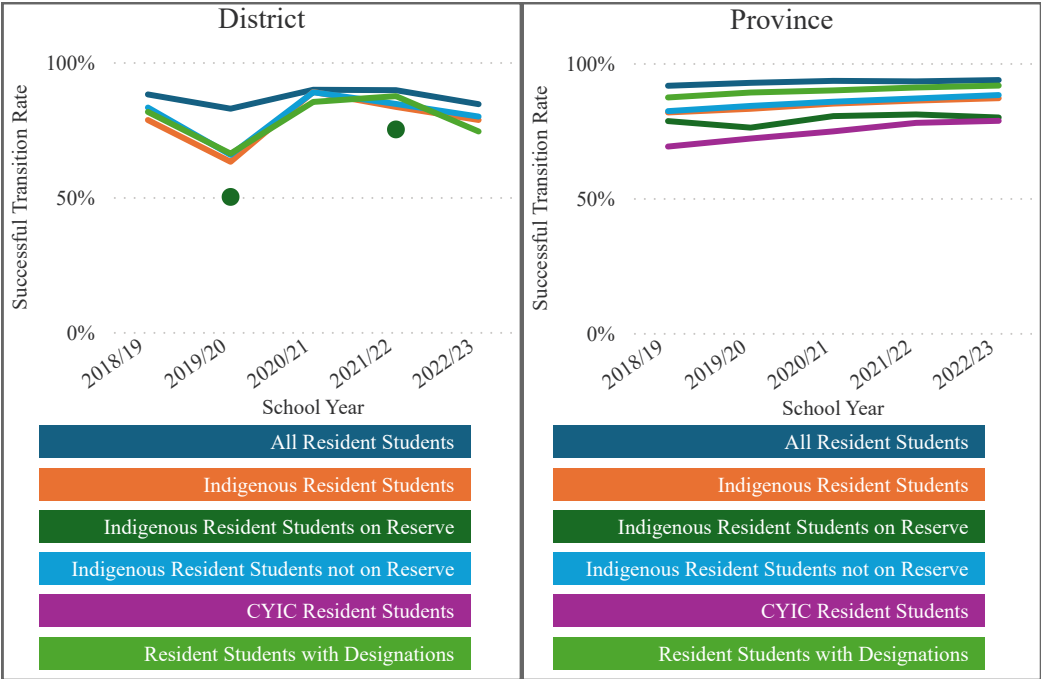


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Grade 4 Numeracy

- A gap exists between the district All Students, Indigenous students, and students with diverse abilities
- Downward trend in all sub populations over the last three years
- Indigenous students on reserve data while masked has been above the provincial results for four of the last six years. Over seven years 34% have been on-track or extending.
- CYIC results are masked due to small numbers. Results are below the provincial results for the past two years.

Grade 7 Numeracy

- Results for all students in District follow the Provincial results with a gap for district results over that last five years
- Downward trend in all sub populations over the last three years
- Indigenous student results closely follow the Provincial results
- Indigenous students on reserve results are masked due to small numbers with significant variability in the data. Over seven years 20% have been on-track or extending.
- Students with Disabilities / Diverse Abilities results show a gap between the District and Provincial results
- CYIC results are masked due to small numbers. Results are below the provincial results for the past two years.

Grade 10 Numeracy

- Proficient / Extending rate is improving over four years but still not at the level with Provincial results
- Indigenous students while similar to the Provincial results have a significant gap compared to the All Student results
- Indigenous students on reserve results are masked with a large gap between the All Students results. In two of the last three years district results have been above provincial results for Indigenous students on reserve.
- Students with Disabilities / Diverse Abilities results show similar results with the province and a gap between the All Students results. Large variability over four years is noted.
- CYIC results are masked due to small numbers and have not been made available to the district for further analysis.

Transitions - Grade 10 to 11

- District data closely resembles Provincial results over the last three years.
- While masked the results for Indigenous Students on Reserve resembles the provincial data with a significant gap compared to the All Students results.
- Students with Disabilities / Diverse Abilities has maintained a consistent gap below the province for four of the five years with one year on par.
- CYIC results are masked due to small numbers. In 22/23 the transition rate was below the provincial rate and above for the preceding two years.

Transitions - Grade 11 to 12

- District data closely resembles Provincial results over the five years.
- Transition rates for Indigenous Students on reserve have improved over the last several years however a gap exists compared to the All Students results.
- An improving trend over the previous three years is noted until the latest year for Students with Disabilities / Diverse Abilities.
- CYIC results are masked due to small numbers. In 22/23 the transition rate was near the provincial rate and below for the preceding two years.

On-Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics table in the 2024 FESL update available at <https://www.prn.bc.ca/district/fesl/> shows a decline in achievement results over the grades.

Intellectual Development Summary

Downward trends in Numeracy in grades 4 and 7 reinforce our increase to 2.0FTE for Numeracy Coaches in district to support primary and intermediate math instruction. Support to these grades will help to change the trend and close gaps between the All Students and other sub-population measures.

Downward trends in Literacy in grades 4 and 7 overall have been noted with some small improvements in a variety of grades in the last year. A 1.0FTE posting to grow Literacy instruction support is unfilled at the writing of this report. We are supporting mentoring of new teachers with recently retired primary and intermediate teachers to help the new teacher establish a strong and balanced literacy approach along with routines in classrooms.

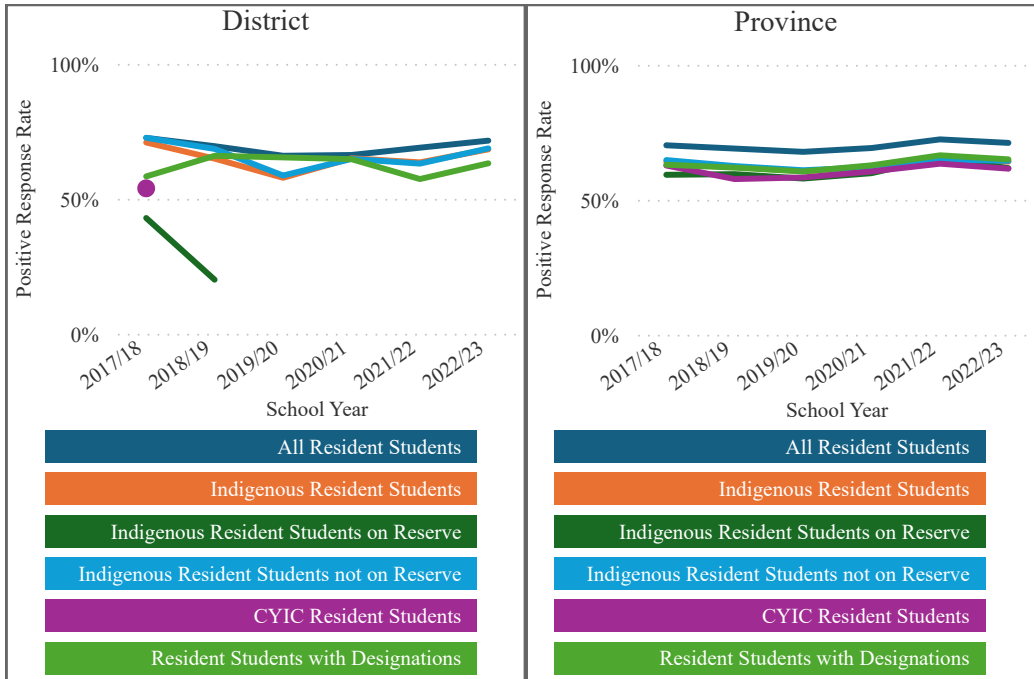
We continue positive work with our middle and secondary Indigenous Transition Coaches. A district team is looking at further supports to elementary to middle transitions. Additionally JustB4! pre-school programs are supporting Pre-K to K transitions in three schools. We expect positive transition supports in the long term to improve both literacy, numeracy, and transition rates in district.

Human and Social Development

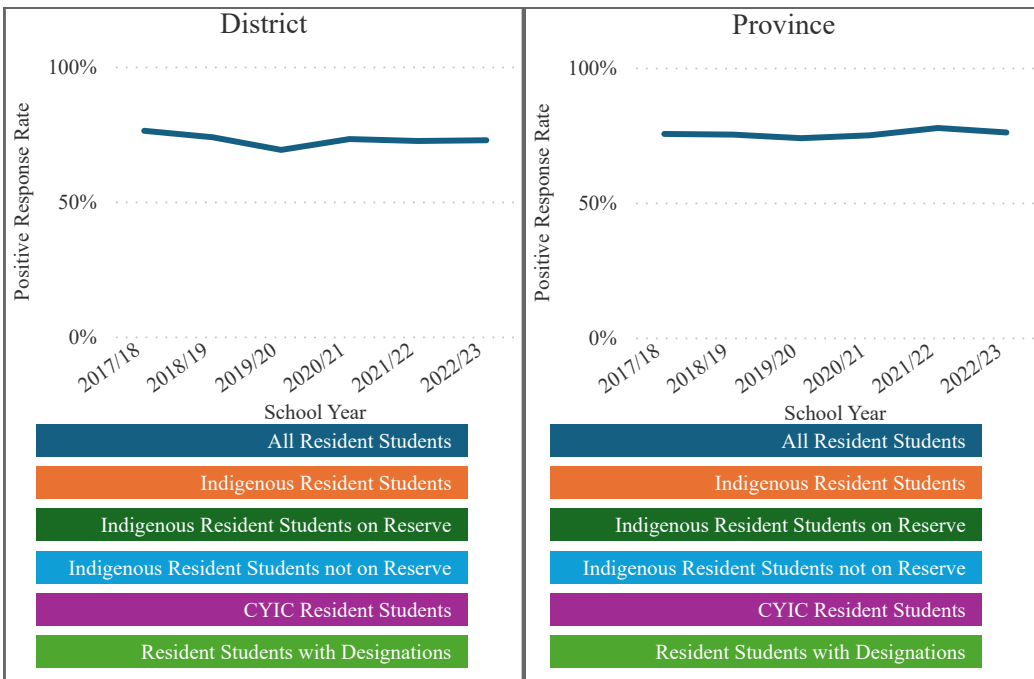
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe and Have a Sense of Belonging at School

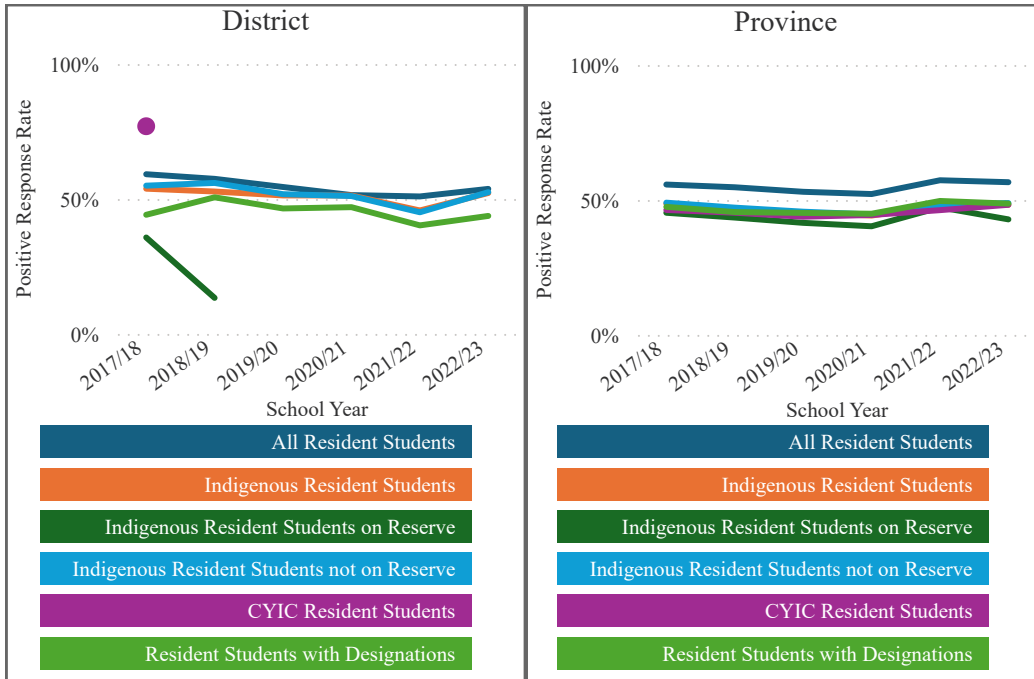
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

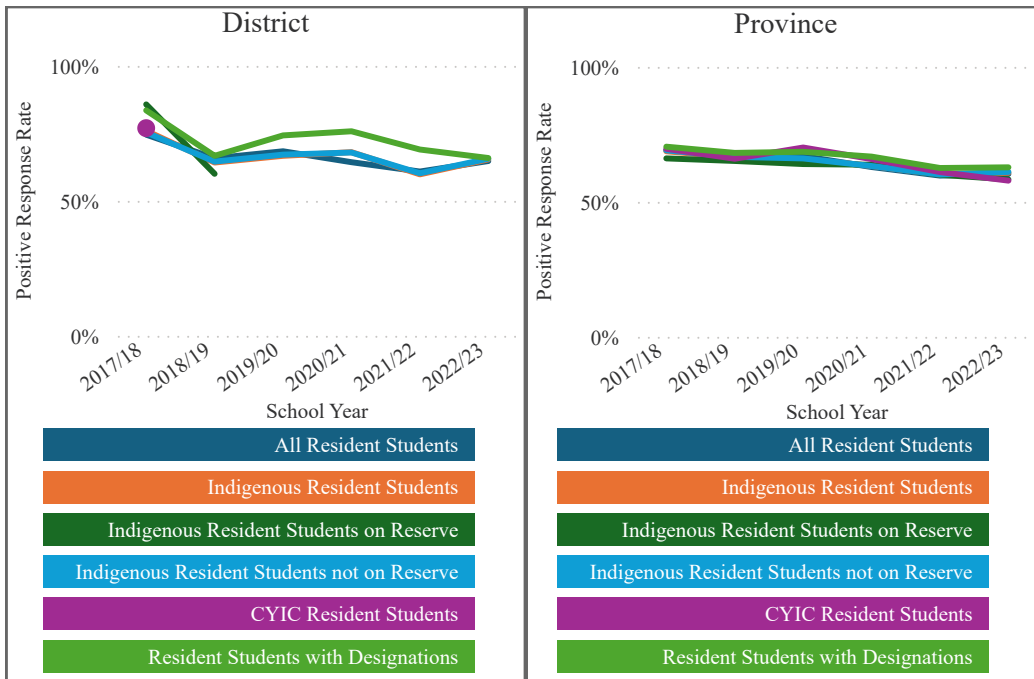


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



Measure 3.2: Students Feel that Adults Care About Them at School

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

Students Feel Welcome

- Results for All Students, Indigenous Students, and Students with Disabilities / Diverse abilities follow Provincial results.
- While masked, the results for Indigenous students on-reserve are mostly above the provincial results.
- CYIC results are masked due to small numbers and show variability over the last three years with results above and below the province.

Students Feel Safe

- Data limited to All Students measure only as it is an anonymous only question.
- District results follow provincial results

School Sense of Belonging

- Results for All Students closely follows the Provincial results.
- The Indigenous students results closely match with the All students measure in the district this last year.
- There is a smaller gap with provincial results compared to previous years.
- Results for Indigenous students on-reserve are masked due to small numbers and are highly variable.
- Results for Students with disabilities / diverse abilities follow Provincial results with lower results compared to All Students results.
- CYIC results are masked due to small numbers and show variability over the preceding years.

Two or More Adults Care

- Results for Indigenous Students and All Students closely match each other and the Provincial Results.
- All have a negative trend over five years.
- With some variability results for Indigenous students on reserve follow the Provincial results and have a negative trend over five years.
- Results for Students with disabilities / diverse abilities show a mostly higher percentage of students reporting that 2 or more adults care about them compared to other groups. The last year had the same results for this group and the All Students group. Over five years there is a negative trend.
- CYIC results are masked due to small numbers, follow Provincial results, and show a negative trend over five years.

Human and Social Development Summary

Our results mostly match those of the province including a concerning decline in students who identify two or more adults that care about them.

Students with a Disability or Diverse Abilities have a noticeable gap in the sense of belonging results compared to other groups.

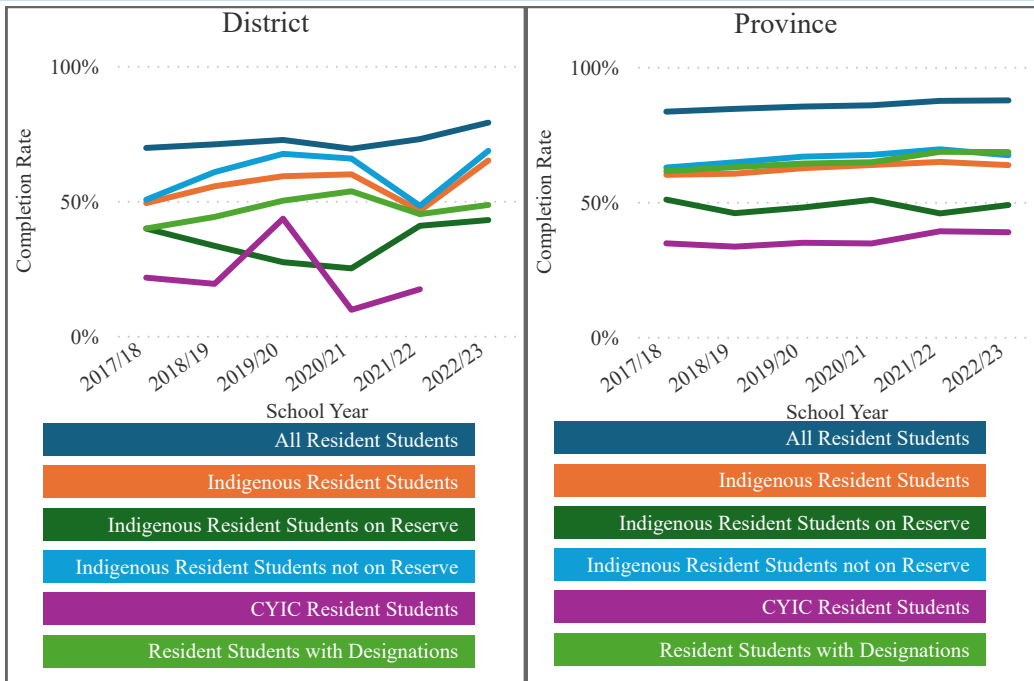
Students who are Child and Youth in Care, while data is masked, have variable and overall lower results in these areas. The assignment of a SEL/Social Worker to connect with and monitor students who are CYIC is important to support their social/emotional and academic success.

Career Development

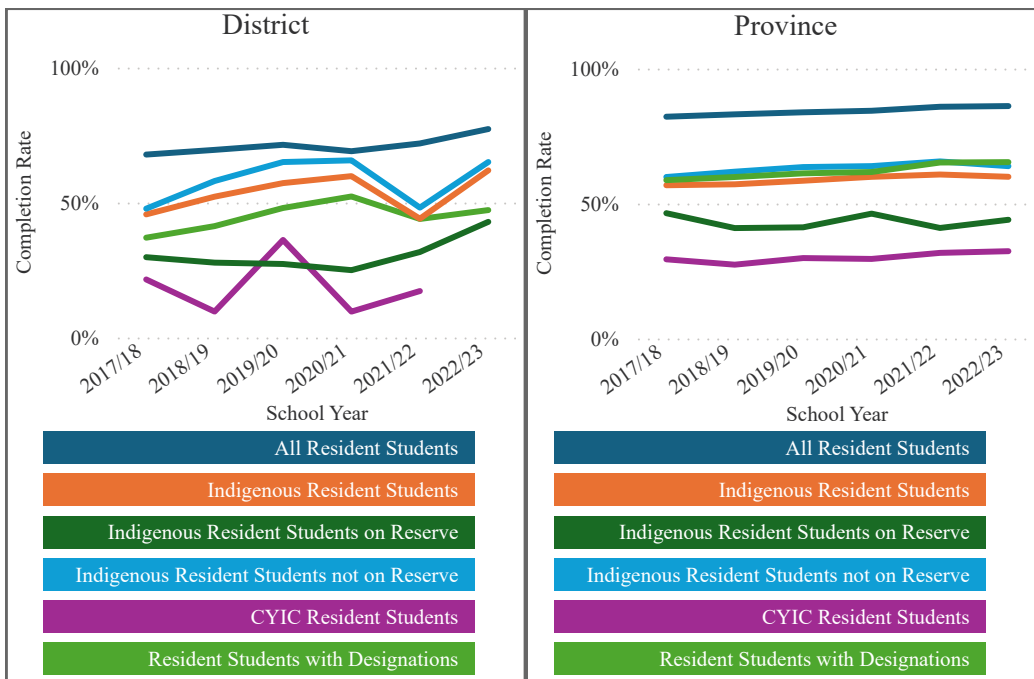
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

5-year completion rate

-Some discrepancies have been noted from this data and other data sources provided by the Ministry.

Analysis is for this data provided.

-The All Students result gap is closing on the Provincial results

-The Indigenous Students results are increasing with a positive trend. A gap exists between them and the All Students results.

-While masked, the results for Indigenous students on reserve are improving with last year matching the Provincial results. A significant gap exists for students on reserve compared to the All Students, Indigenous students measures.

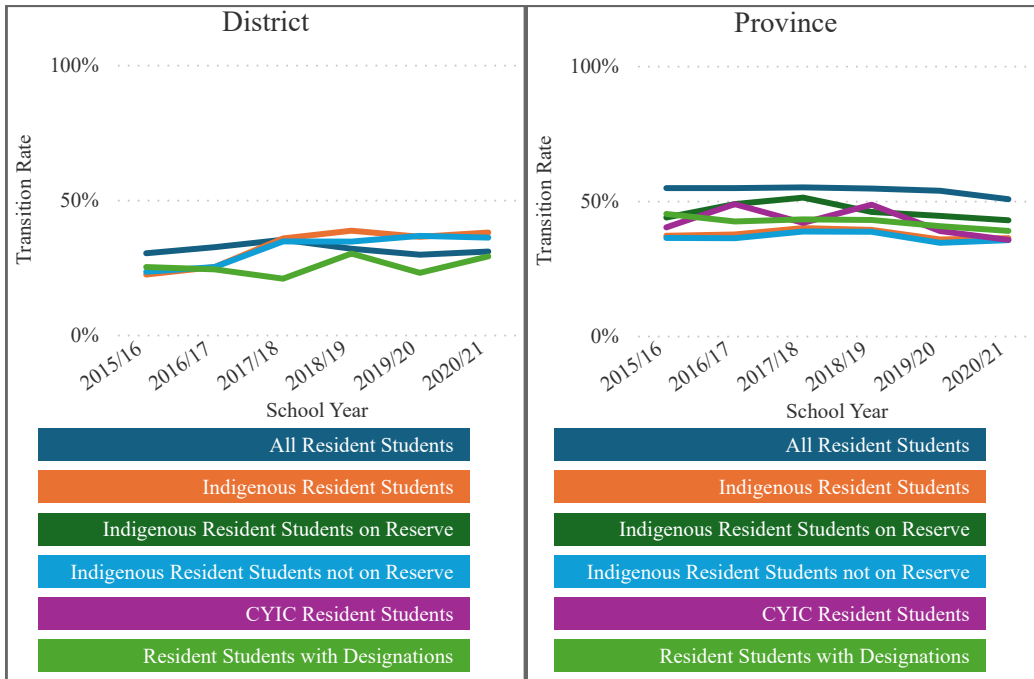
-Results for Students with Disabilities / Diverse Abilities shows a gap compared to the Provincial results and a lower rate than the All Students measure.

-CYIC results have the largest negative gap compared to the All Students measure.

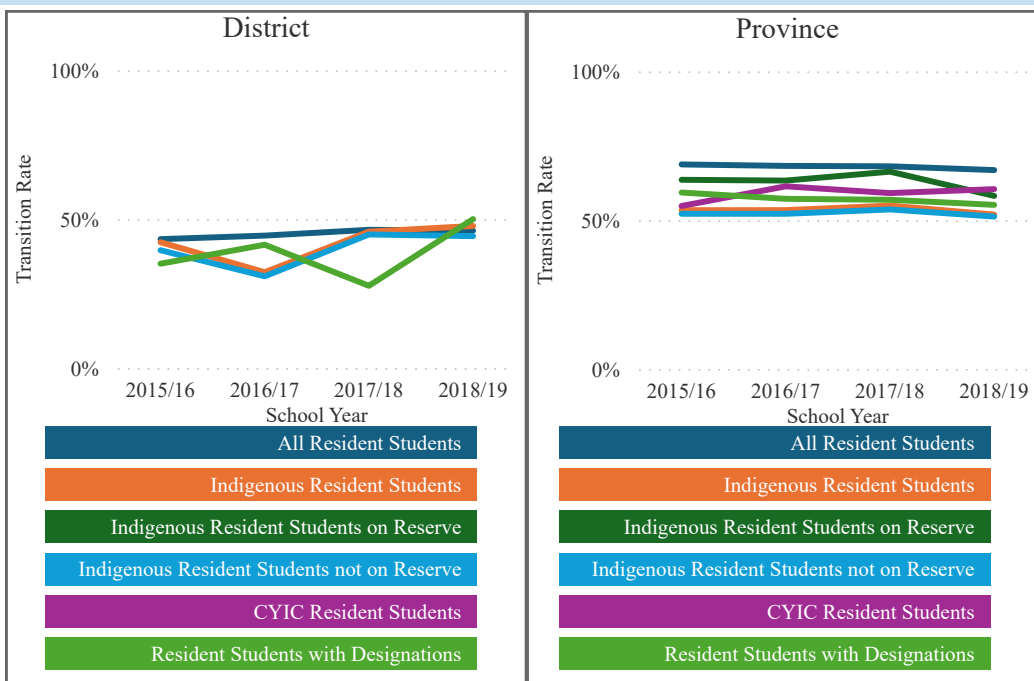
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

- Post Secondary Transition Rates do not incorporate transitions to post secondary outside of British Columbia.
- A gap exists between transition to post secondary in British Columbia for our All Students measure
- Indigenous Students results are approaching or above the Provincial results for immediate transition.

Career Development Summary

Increasing trends over time for graduation rates in 5-year measure except for Child and Youth in Care.

Gaps are noted between the All Students and other measures.

As we are a border district, the PSI transition data is missing our students who attend Alberta post-secondary.

All groups represented in the PSI transition rates show an increasing trend over years.