

Enhancing Student Learning Report

September 2023



We gratefully acknowledge that School District 28 resides on the traditional territory of the Lhtako Dene Nation.



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Original illustrations by Raine Ravnborg

Introduction

The Enhancing Student Learning report provides a review of the results achieved toward improving student learning for all students in School District 28. Our work maintains a particular focus on finding and developing ways to meet the diverse needs of learners; especially Indigenous learners (living on reserve and off), children and youth in care and in care agreements and students with diverse and complex needs.

The intention of this report is to clearly articulate our commitment to student success to community and community partners as well as the Ministry of Education and Child Care. This report serves as an accountability measure to ensure we are transparent and consistent with our intended actions as determined in consultation with partners. The Ministry of Education and Child Care provides oversight of student achievement through the [Framework for Enhancing Student Learning](#).

Specific initiatives have been identified in our schools to support learner success. These initiatives are developed through school growth plans based on the needs of students as identified by school staff/teachers through student achievement data, student voice and a class review process. District focus areas and Board goals support common themes from school plans, the Ministry of Education and Child Care’s priorities and the needs of the community. District-wide initiatives include a focus on building the capacity of adults to improve outcomes for students.

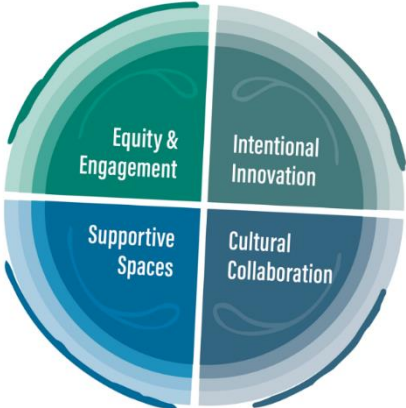
Please access this link to view: [District Reports](#)

District Context

School District 28 serves approximately 3000 students with twelve elementary schools, a grade 8-9 junior school, a grade 10-12 secondary school, a secondary alternate school and a distance learning school. The District includes the communities of Quesnel, Nazko and Wells. Approximately one-third of the student population is of Indigenous ancestry, while approximately 115 Indigenous students are living on reserve. Indigenous students from the First Nations of Nazko, Lhtako,?Esdilagh, and Lhoosk’uz, as well as students who are Métis, and Inuit attend School District 28 schools.

In 2022 the Board of Education approved a refreshed Strategic Plan, with 4 key priority areas. These focus areas serve to inform operational decisions and ensure focused consistency with the voices represented in the [Strategic Plan](#). The District has been working to develop clear operational plans; including, a District Instructional/Operational plan, Financial plan, technology plan, Indigenous Education plan. Completion of each of these for the 2023/2024 school year will help align priorities and maintain focus on our core work.

As a small school district, we are tasked with being efficient with staffing demands, committee and collaboration work and compliance tasks. As compliance tasks increase in frequency and complexity, our challenge is to maintain the focus on our core work, student success. The Board of Education believes in our core work and support staff to remain focused on student success.



Strategic Engagement

As outlined in our 2022 FESL report, SD28 developed a comprehensive Community Consultation process involving 30 community partners, each Indigenous community, parents and staff from within our system. From this work we have established a consistent process to review student success data at scheduled times throughout the year. We use these consultation times to also discuss barriers both in the school and outside the school as well as collaborative strategies to overcome identified barriers. This allows each partner to be invested in the process and a partner in the solution.

Cycle of Review

The senior team and principals analyze data as it is received from the Ministry of Education and Child Care, partners (eg. EDI/CHEQ/MDI, McCreary etc.) and school-specific data to inform planning throughout the school year. Data is reviewed with stakeholders, as mentioned above, to inform resources, staffing and curricular design/approach on an on-going basis. See [Appendix](#).

June NI Day – School Growth Plan reviewed by school staff and revised for the upcoming year. Alignment of district and school data to inform school planning.

September NI Day – School Growth Plan confirmed with staff (new teaching staff or new principal) and submitted to the District for review

October - District Plan reviewed and new Ministry of Education and Child Care data reviewed

February – Senior Team, Principals and Board review

April/May - Board review of prioritized staffing and resources to support Strategic Plan. Budget decision informed by Strategic Plan goals and FESL data information

June/July – District results are analyzed and revisions to Enhancing Student Learning Report are completed for submission to the Board of Education



Attached in [Appendix A](#) is the schedule for our Cycle of Review of FESL-specific data. We are committed to deeper, more reflective data analysis both within our system and with community.

This approach ensures we are reflective of all data and feedback received and use this data to inform and align decisions.

SD28 Strategic Plan 2021-2025 Goals and Results

Intellectual Development

Strategic Plan Priority: Equity and Engagement

Focus Area 1: Continuous Improvement of Students’ Literacy Skills

The Board’s Strategic Plan articulates under the key indicator of Literacy development that the Board intends to:

- Support students to attain the skills to be successful on the Provincial Literacy Assessment
- Develop and follow a Literacy Framework inclusive of Tier 1, 2, 3 interventions.
- Strengthen all Tiers of intervention within our Early Literacy model to extend beyond Grade 3.

RESULTS:

Elementary

Elementary Literacy Assessment Data - Percentage of Students Meeting Expectations:

	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7
2020	77	79	88	n/a	n/a	n/a	n/a
2021	73	75	74	85	83	80	88
2022	68	73	76	81	89	80	80
2023	59	65	84	85	83	82	86

Elementary Literacy Assessment Data - Indigenous, Children and Youth in Care, Students with Exceptional Needs - Percentage Meeting Expectations:

	2022/23		2021/22	
	PRIMARY	INTERMEDIATE	PRIMARY	INTERMEDIATE
ALL	68	84	75	83
INDIGENOUS	59	77	67	77
NON-INDIGENOUS	73	87	77	85
CYIC	Masked			
EXCEPTIONAL NEEDS	60	69	50	56

Elementary reading data is acquired with the use of a cycle of assessment. PM benchmarks are used in primary classrooms with a few small exceptions, while Fontus and Pinnel, PM Benchmarks and DART are used in Intermediate classrooms. Data is reviewed multiple times during the year to inform staffing allocation, groupings and instructional practice district-wide. The data shows a significant drop in students meeting at the Grade 1 and 2 level in literacy assessment data and report card data (See [Appendix](#)).

Students of Indigenous ancestry continue to achieve at a lower rate and the 2023 data shows a gap of 10% for intermediate and 14% for primary students. The data does show significant improvement for students with exceptional needs from last year.

Foundation Skills Assessment (FSA)

Literacy Grade 4 – on track or extending – 52% (Province – 73%)

- We continue to see low participation and limited effort from the few students who write the assessment.

Literacy Grade 7 – on track or extending – 44% (Province – 68%)

- We continue to see low participation and limited effort from the few students who write the assessment.

RESULTS:

Secondary

Grade 8 -12 English Language Arts % Passing -2022 REPORT CARD DATA:

	2022/2023					2021/2022				
	GR 8	GR 9	GR 10	GR 11	GR 12	GR 8	GR 9	GR 10	GR 11	GR 12
ALL	82	77	86	88	95	88	86	91	84	88
INDIGENOUS	69	68	78	79	87	82	72	88	77	82
NON-INDIGENOUS	87	80	90	92	97	90	91	93	78	90
CYIC	Masked									
EXCEPTIONAL NEEDS	66	79	87	84	94	84	82	80	87	85

The 2022/23 English Language Arts report card marks show overall students in Gr 8-12 passing English courses at a reduced rate from the previous year in Gr. 8-9; however, with improved success in Gr 11-12. The most significant decrease can be seen for Indigenous students in Gr 8-9 compared to the previous year. Further breakout of the data and discussion can be found in the [appendix](#).

Graduation Literacy

Proficient or Extending – 56% (Province – 75%)

- Student achievement was relatively consistent between 20/21 and 21/22
- Most significant decline in outcomes on this assessment were observed in Indigenous students living both on and off reserve
- Student participation and effort continue to be a challenge on this assessment.

Budget Alignment

The District employs 6 FTE Early Literacy Support. One additional position was approved for the 2023/24 school year to address the increased gap for students of Indigenous ancestry in grades K-3. Literacy support for Indigenous students has been added to both QJS and CSS for the 2023/24 school year.

Reflection

A primary area of focus for SD28 is literacy, where significant resources are utilized to ensure student outcomes are strong in this area. Student outcomes for the 2022/23 school year show a reduced rate of success which needs to be explained and addressed. Significant disruption to daily attendance is a key factor in the above outcomes; however, student’s readiness for learning to read, teacher/program capacity, and the overall approach to literacy support should be reviewed to ensure we maximize resources to provide the best opportunities for student success.

Operational Plan Adjustments (2023-24)

Early Literacy will continue to be a primary focus area for 2023-24. The District-wide Early Literacy Framework will see a shift in design to include a stronger focus on classroom level support. As the number of students who require intensive literacy support continues to grow in SD28, we are unable to meet the growing demand through a pull-out model. A significant increase in new or non-certified teachers has resulted in a need to support classroom literacy instruction. This shift will support the Board goal of Building Capacity.

Focus Area 2 – Continuous Improvement in Students’ Numeracy Skills

The Board’s Strategic Plan articulates under the key indicator of Numeracy development that the Board intends to:

- Develop and implement a Numeracy Framework to support Numeracy instruction K-12
- Use comprehensive and consistent numeracy assessment practices to guide planning and deepen understanding
- Strengthen learning resources and professional learning for numeracy curricular competencies and performance standards

RESULTS:

Elementary Math – Three-Year REPORT CARD DATA – Indigenous and Non-Indigenous Percentage Meeting Expectations:

	PRIMARY			INTERMEDIATE		
	2021	2022	2023	2021	2022	2023
ALL	93	92	89	90	93	93
INDIGENOUS	88	86	87	85	88	88
NON-INDIGENOUS	95	94	92	92	96	96
CYIC	Masked					
EXCEPTIONAL NEEDS	80	78	74	81	81	89

Student math achievement data at the elementary level has been relatively consistent over the past 3 years. The data demonstrates a consistent gap in the achievement between the Indigenous and non-Indigenous students of 7-8%.

Foundation Skills Assessment (FSA): - done

Numeracy Grade 4 – on track or extending – 30%
(Province – 63%)

- We continue to see low participation and minimal effort from the few students who write the assessment.

Numeracy Grade 7 – on track or extending – 29%
(Province – 57%)

- We continue to see low participation and minimal effort from the few students who write the assessment.

Grade 8 -12 Math % Passing – 2022 REPORT CARD DATA:

	2022/23					2021/22				
	GR 8	GR 9	GR 10	GR 11	GR 12	GR 8	GR9	GR10	GR11	GR12
ALL	83	77	84	94	96	90	90	85	92	98
INDIGENOUS	72	68	80	85	100	86	85	77	86	100
NON-INDIGENOUS	88	80	86	93	95	91	92	88	94	97
CYIC	Masked									
EXCEPTIONAL	66	79	85	90	100	79	90	89	88	100

Graduation Numeracy

Proficient or Extending – 100%

(Province – 40%)

- *Limited information in the provincial data shows a very small representation of students who wrote the assessment making interpretation difficult.*

Budget Alignment:

The District employs curriculum support teachers at elementary and secondary schools, as well as funding for teacher release time for professional learning and funding for teacher support blocks. The District has added a Curriculum teacher – Math for the 2023/24 school year to support the development of a District assessment and to support instruction K-7.

Reflection:

Student achievement in Numeracy continues to be a relative strength for SD28. In most measures we see students performing well. We do see a significant difference between local and provincial measures from primary through to the Graduation Assessment for Numeracy. Of note, we do still see an achievement gap when comparing Indigenous student success with non-indigenous students as well as students with diverse abilities; however, in numeracy the gap is consistently lower than that of Literacy. For consecutive years the data shows Indigenous students performing exceptionally well in Math 12. As seen in the “How are We Doing Report?”, there are relative strengths in this cohort of Indigenous female students in this area.

Operational Plan Adjustments (2023-24):

The development of a District assessment for Numeracy and targeted support for numeracy instruction K-7 will be a primary focus for inservice and development in the 2023-2024 school year.

Career Development

Focus Area 3 – Continuous Improvement of School Graduation/Completion Rates

The Board’s Strategic Plan articulates under the key indicator Success for Life Beyond High School that the Board intends to:

- *Ensure students have the skills and successfully abilities to enter the workforce and/or post-secondary*
- *Strengthen partnerships with local post-secondary institutions*
- *Find opportunities for learning within the workforce setting*
- *Ensure students have the knowledge to make informed, life-long decisions and career choices*

In order to achieve this, we are committed to the pursuit of equitable school completion rates for all students inclusive of equity seeking groups. To achieve this, we are paying particular attention to key course indicators to ensure equity of opportunity for successful completion and preparation for success beyond the K-12 system.

RESULTS:

Five and Six-Year Completion Rates:

Five-year completion rates have increased for all student from 76% to 79%. This can be attributed to marked increases in specific sub populations; students with a designation (ever) and Indigenous students. It is noted that Indigenous students living on reserve continue to represent our greatest population of concern for completion both on a 5-year and 6-year measure.

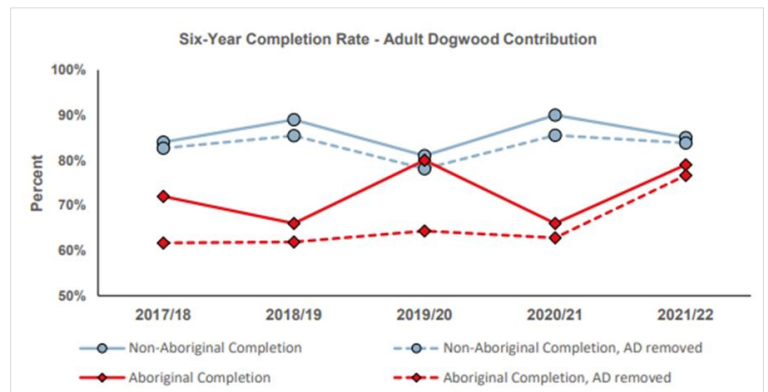
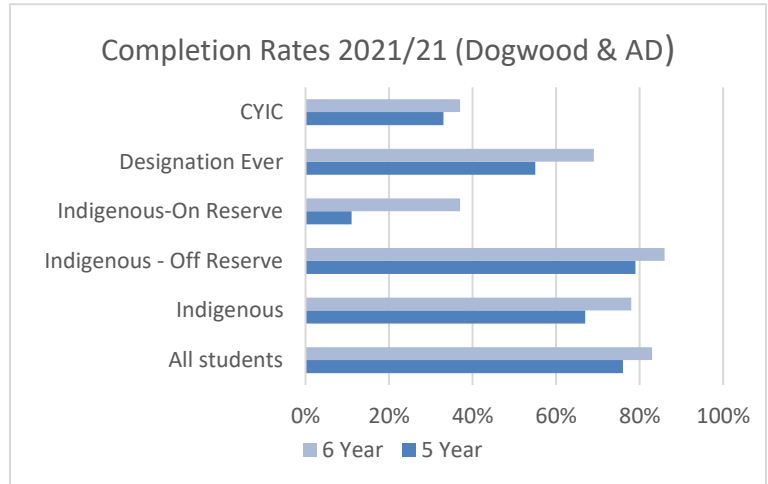
Budget Alignment:

Considerable consultation with the Aboriginal Education Council to determine areas of staffing additions resulted in the addition of a graduation coach position at the high school, additional blocks to support Indigenous students with career explorations and dual credit will be a priority, along with the positions added from last year.

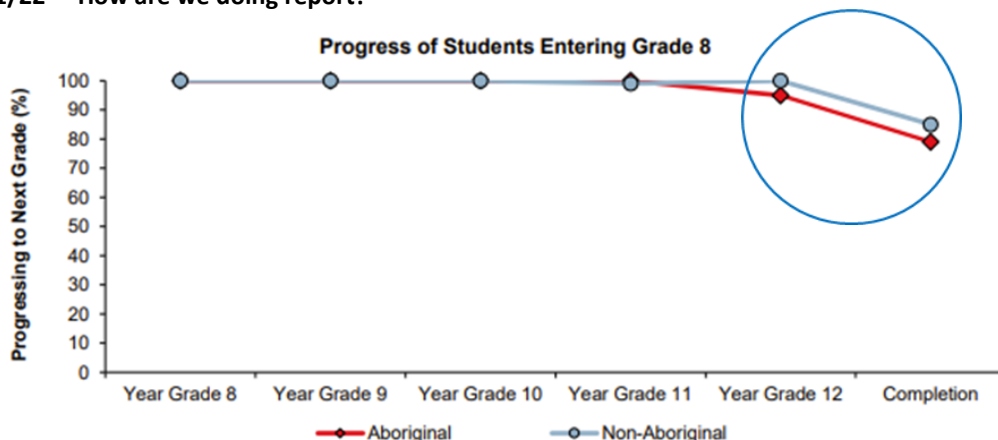
Reflection:

Sub population data provides more impactful information but must be interpreted carefully as the cohorts can be small and that data can change dramatically from year to year. A celebration in our data can be noted in Indigenous female graduates, who graduated at a higher rate than all students in our system.

A focus for SD28 has been to critically review the number of Adult Dogwood graduates to ensure we are providing equitable opportunities for students to exit school with a trajectory for opportunities. We have successfully reduced the Adult Dogwood certificates over the past 3 years and continue to see decline; however, we anticipate a temporary increase in Adult Dogwood completions as a result of the pandemic and its impact on student attendance. This is a constant conversation with families who are requesting the Adult Dogwood path for students. We have reviewed and celebrated with community the above graph indicating an increase in completion rates for Indigenous students with adult dogwood.



SD28 2021/22 - "How are we doing report?"



In reviewing grade to grade transition rates for students, with particular attention on Indigenous students, we see a marked decline at time of completion for Indigenous students. Provincially a reduction exists but is far more gradual and begins in the transition to Grade 12. We are satisfied with the trajectory for both Indigenous and non-Indigenous students until Grade 12; however, the marked decline at time of completion for Indigenous students is a motivation for us to initiate change. Further examination shows a significant difference between Indigenous males and females in this measure, with Indigenous males seeing a more significant drop off in transition at the point of completion.

Operational Plan Adjustments (2023-24)

As a continuation to our work from last school year, we will focus on ensuring a critical lens is placed on the graduation credential for all graduates. This includes ensuring all students and families understand the graduation path and resulting trajectory for their graduate. We will use an improved data review plan, communication plan and targeted staffing for Indigenous students living on reserve.

Focus Area 4 – Skills for Success Beyond High School – Transition to Post Secondary

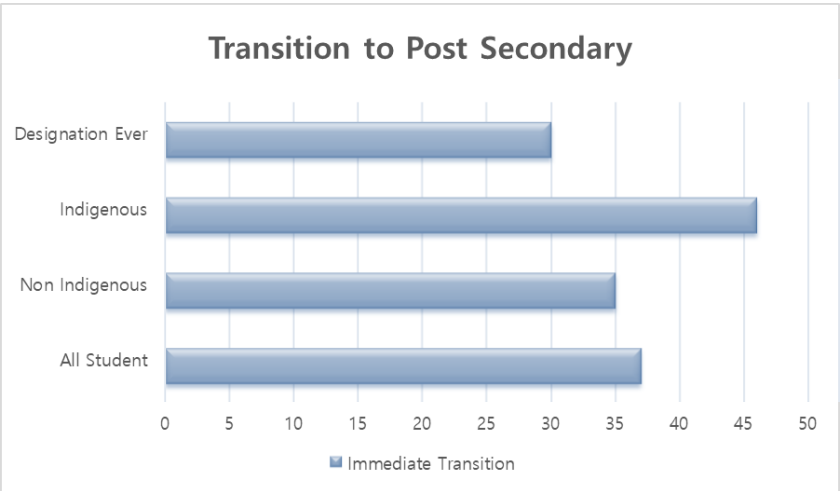
The Board’s Strategic Plan articulates under the key indicator Success for all Learners that the Board intends to:

- *Ensure students have the skills and successfully abilities to enter the workforce and/or post-secondary*
- *Strengthen partnerships with local post-secondary institutions*
- *Find opportunities for learning within the workforce setting*
- *Ensure students have the knowledge to make informed, life-long decisions and career choices*

RESULTS:

Reflection

The data shows an increase in immediate transition to post-secondary for all students this year, specifically for Indigenous students. Community consultation feedback indicated that students did not feel ‘ready’ for post-secondary or to leave the community. This comment was particularly strong within all Indigenous communities in the area. We do see a larger proportion of students transitioning to post-secondary 3 years after high school compared to immediately following high school.



Operational Plan Adjustments for (2023-24)

Continued focus on communicating with students and families the graduation requirements, post-secondary options and career options with specific focus for students who are Indigenous will be noted in the Operational plan. Increased partnerships with local post-secondary schools, with specific attention on specific sub populations will allow for increase dual credit options and exposure to post-secondary. These can be observed in the MOU developed between SD28 and the College of New Caledonia as well as the new MOU between SD28-SD91-SD57.

Human and Social Development

Strategic Plan - Priority: Supportive Spaces

Focus Area 5 – Social Emotional Learning/Safe and Caring Schools

The Board’s Strategic Plan articulates under the key indicator Safe and Caring Schools that the Board intends to:

- *A stronger sense of Belonging starts with effective communication*
- *Provide increased opportunities for student and parent voice*
- *Ensure learning environments free of racism and discrimination*
- *Model respect and restorative problem solving*

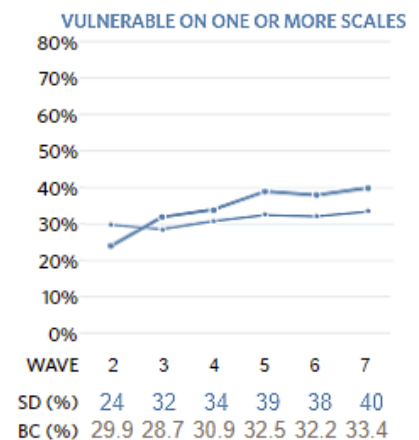
In order to accomplish this, we are committed to developing a system-wide Framework for wellness to ensure we hear, understand and consider the unique needs of students and staff as decisions are made. Culture, autonomy and feeling valued is at the core of our work and requires the ability to understand the student as a person and as a learner and to establish learning opportunities and supports accordingly. The same holds true for staff. A redefined EFAP/Wellness committee worked with a Well at Work Advisor through the 2022/23 school year to define a path forward with regards to adult and in turn student, wellbeing.

RESULTS:

To complement the Student Learning Survey, SD28 also participates district-wide in the CHEQ, EDI and MDI offered through HELP. Comprehensive reports are available [here](#).

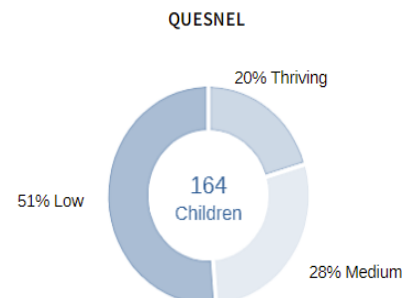
EDI 2022/23 – Vulnerable on one or more scales

A continued increase in vulnerability in our community can be seen on the graph with specific areas of concern being emotional maturity and physical health and wellbeing.



MDI 2022/23 - Well-being Index:

Scores from 5 measures are combined and reported to provide a holistic summary of children’s mental and physical health. The 5 measures include Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health. Overall SD28 has observed a significant increase in the number of students reporting a “Low” sense of wellbeing with a corresponding decrease of students reporting a “Thriving” sense of wellbeing for those Gr 6 students surveyed.

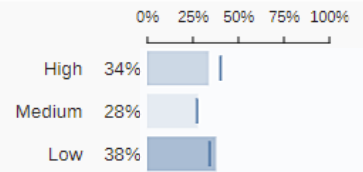


Social and Emotional Development:

Social and emotional competence includes the ability to manage emotions, make positive decisions and handle challenging situations. We are paying particular attention to the measure “Absence of Worries” which correlates to students feeling a heightened sense of anxiety. We have noticed a reduction in those

ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."



students reporting a “High” absence of worries (40% to 34%) this is a trend we are examining more closely with school-specific surveys.

Student Learning Survey

Ministry of Education and Child Care - Student Learning Survey (SLS):

Elementary Schools % with Positive response	19/20	20/21	21/22
School Belonging % of students who feel that they belong or are connected to their school community.	60%	45%	51%
Adults Care - % of students who believe one or more adults in their school care about them.	43%	62 %	69%
Feel Safe - % of students who feel safe at school	65%	66%	70%
Feel Welcome - % of students who feel welcome and connected at school	57%	60%	68%

Ministry of Education and Child Care – SLS - Sub Population Data :

	CYIC	Students with a Designation	Indigenous Students
Adults Care	Masked	69%	64%
Feel Welcome	Masked	68%	65%
School Belonging	Masked	50%	44%

Reflections:

As with most other Districts we are observing concerning trends in student’s sense of wellbeing, increases in vulnerability as observed on HELP measures, the Social Services index, McReary and local community data. Collectively this data demonstrates a need to be intentional and focused on the wellbeing of students and staff. A clear definition of wellness and a clear strategy are critical to our path moving forward.

Budget Alignment:

The District continues to support a robust counselling and behavior support team; however, staffing shortages have made this more challenging this past school year. Additional staffing has been added as a Mental Health Lead to support the direction of the committee to bring the work to life at the school level.

Operational Plan Adjustments (2023-24)

The District EFAP/Wellness Committee worked with a Well At Work Advisor through 2022/23 to identify areas of greatest need and to develop a clear frame to support student and staff wellness. The areas of focus will be articulated in the operational plan for 2023/24.

Emerging Areas of Need and Key Adjustments for 2023-24

Wellbeing of staff and students has emerged as a key focus area for the 2023-24 school year. Wellbeing in SD 28 is associated with a number of factors including a strong sense of social emotional health, positive image and strong sense of competence. Students and staff need to feel heard, valued and competent in their roles in SD28, regardless of who they are. We are committed to approaching this work from this perspective.

The Operational plan will outline a significant focus on Indigenous students living on reserve over an above our current data review model. Increased oversight, increased family/community interaction and intentional strategies to reconnect, build success and support learning and transition will be implemented.

Inclusion of student voice in all areas of data collection will be an added source of information that has been lacking for SD28 in the past. We will be using a more robust approach to collect meaningful information from students on their learning experiences and more importantly, be willing to consider this information and make actionable change.

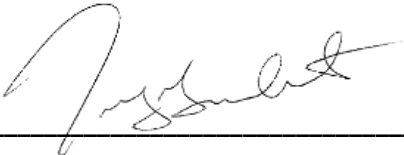
Staff learning and in service have been a significant challenge for SD28 over the past 3-5 years, due in part to the effects of the pandemic but also critical staffing shortages with all employee groups. This impacts our ability to action initiatives and continue to deepen educator capacity. We are working to build intentional learning and in-service opportunities for staff to allow them to be better prepared to meet the diverse needs of students which impacts their sense of competence.

Appendix – Additional Measures

The attached appendix provides additional student achievement data that is directly connected to the reporting requirements for the Framework for Enhancing Student Learning (FESL). Some student data is masked due to low student population levels.

Closing Comments

This report provides an overview of some specific District and school initiatives. More information can be found in the School Growth Plans and the District’s strategic planning documents.

Board Chair Signature:  _____ Date: September 21, 2023

Superintendent Signature:  _____ Date: September 21, 2023

Enhancing Student Learning Report – Appendix

September 2023



Data & Performance Review



Intellectual Development – Literacy

Grade 4 Literacy Expectations

FSA Literacy Grade 4:

On track or extending – 52%

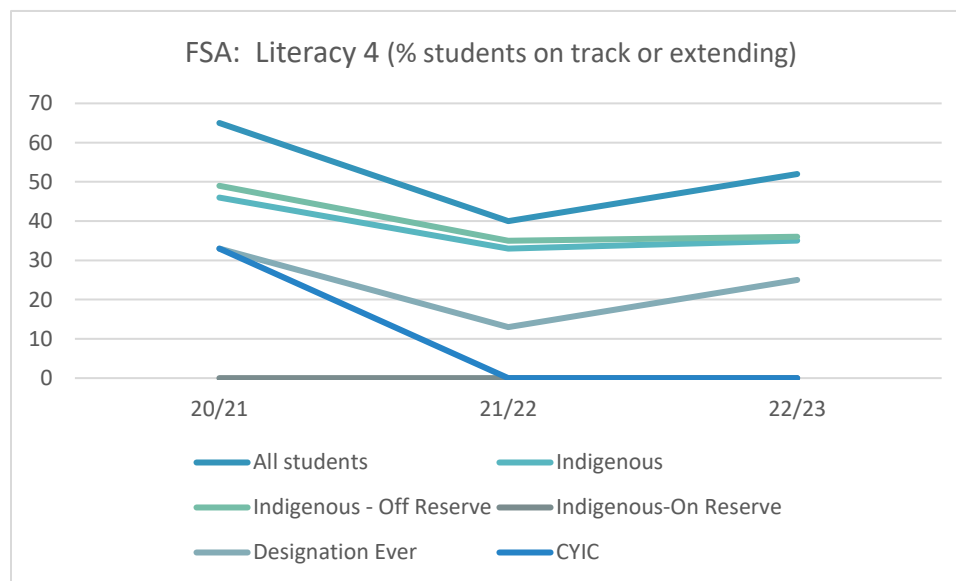
(Province – 73%)

We continue to see low participation and minimal effort from the few students who write the assessment.

Continues to trend downward from 2015/16.

Principals call parents, send home information encouraging students to participate and explain the use of the FSA data to support student success. District wide advertisement to improve participation.

Breakout data is masked as a result and is represented on the below table as 'zero'.



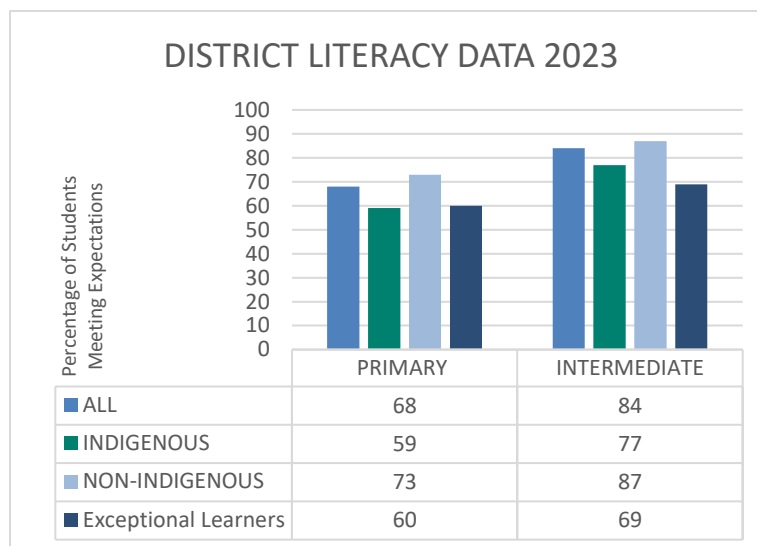
Intellectual Development – Literacy

District Data – Early Literacy

In grades K-3, students are learning to read with the support of the classroom teacher, Learning Assistance and Early Literacy Specialists within our Early Literacy Model. There is a regular cycle of assessments using the PM benchmarks and a review of the students requiring intervention and support.

Our 3-year District Primary Literacy Data shows declining success for Gr1 and Gr 2 students between 2019 and 2023; however, the data demonstrates an increase in success rate for students in Gr 3. The District’s goal is to have a minimum of 90% of students reading at grade level by the end of Grade 3, we are working to achieve this. In the further breakout of 2023 Literacy Data, there is a lower rate of success for Indigenous students with a 14% gap in Primary and 10% in Intermediate grades. Of note is also the gap observed for students with exceptional needs in both primary and intermediate grades.

The impact from the pandemic on reading skill development is highlighted in this data.

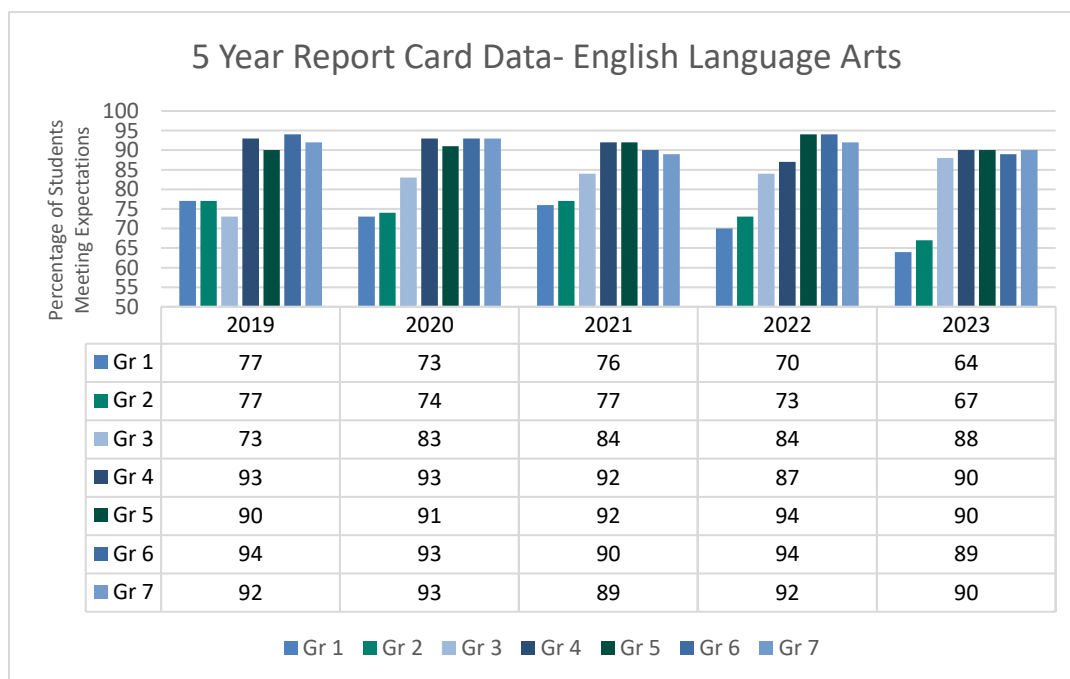


District Data – Intermediate Literacy Data

When examining the report card data there is a steady increase in the percentage of students meeting expectations for reading by grade 4. Students in grade 4-7 are meeting expectations for reading at approximately the 90% level.

The student reading data has been compared to the report card data for English Language Arts for K-7 and it is very consistent for the past 5 years.

Intermediate teachers are implementing the Fountas and Pinnell and PM Benchmarks reading assessment tools with students and the Intermediate Curriculum Support teacher does regular training for teachers.



Intellectual Development – Literacy

Grade 7 Literacy Expectations

FSA Literacy Grade 7:

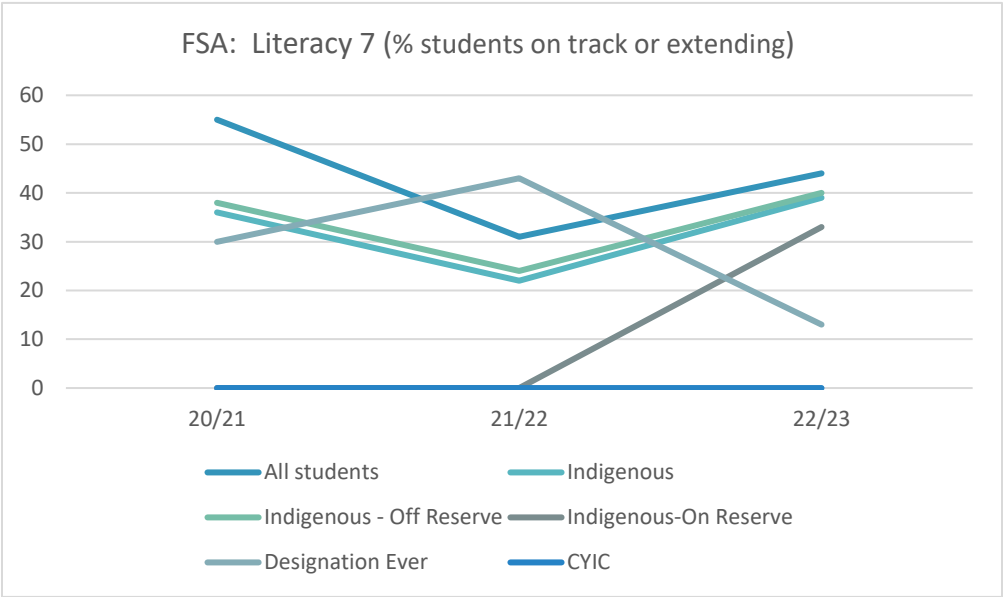
On track or extending – 44%
(Province – 68%)

We continue to see low participation and minimal effort from the few students who write the assessment.

Consistently trending downward since 2015/16.

Principals call parents, send home information encouraging students to participate and explain the use of the FSA data to support student success. District wide advertisement to improve participation.

Breakout data is masked as a result and is represented on the below table as ‘zero’.



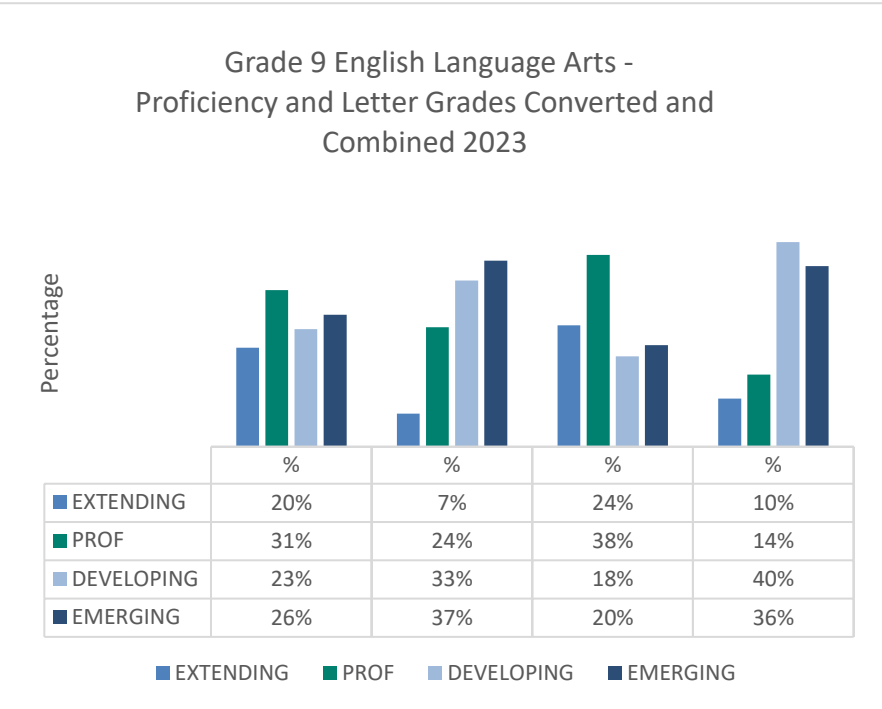
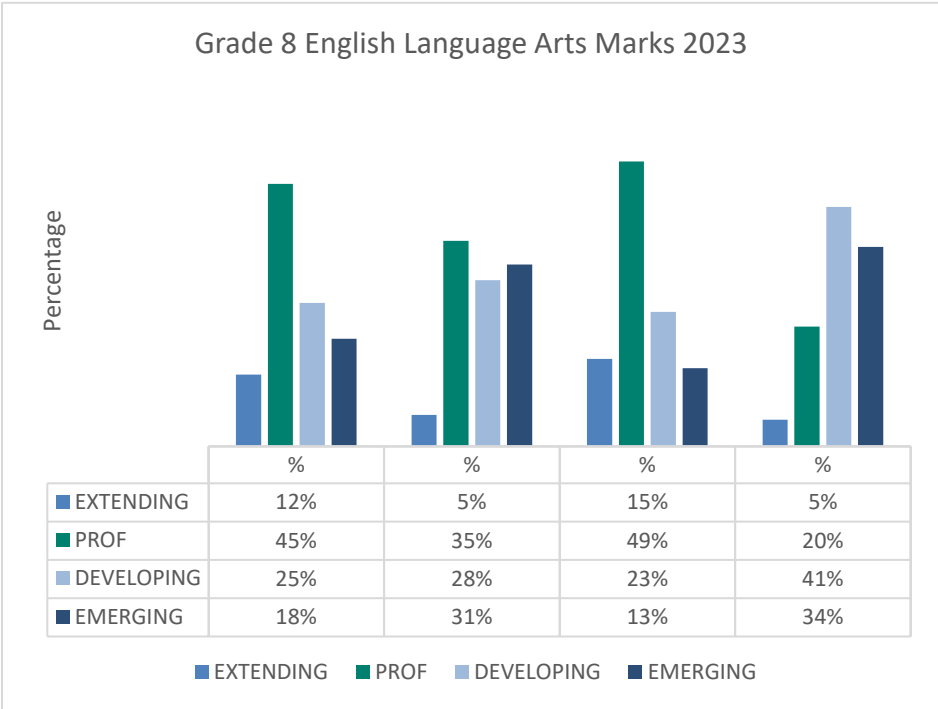
Intellectual Development – Literacy

District Data – Middle School Literacy

The data was collected using report card marks for the 2022/23 school year. All Gr 8 marks were represented in Proficiency scales while Gr 9 were reported as letter grades. This report required a conversion for comparison. For comparison, “Emerging” is consistent with an “F” on previous reports. The current data will serve as a baseline moving forward for Gr 8 data.

Grade 8 students saw a continued decline in literacy success compared to the 2021/22 report, with a continued gap for Indigenous students compared to non-Indigenous. Continued work to understand this trend is required. Outside of the consequences of the pandemic (attendance, learning impacts, family impacts etc.) consideration must be given to systems factors, such as, clarity in the definition of “Emerging”, common assessment measures and the impact of students/staff moving school sites over consecutive years to on-going construction zones.

A curriculum support teacher works directly at QJS with a role in teacher support and student intervention.



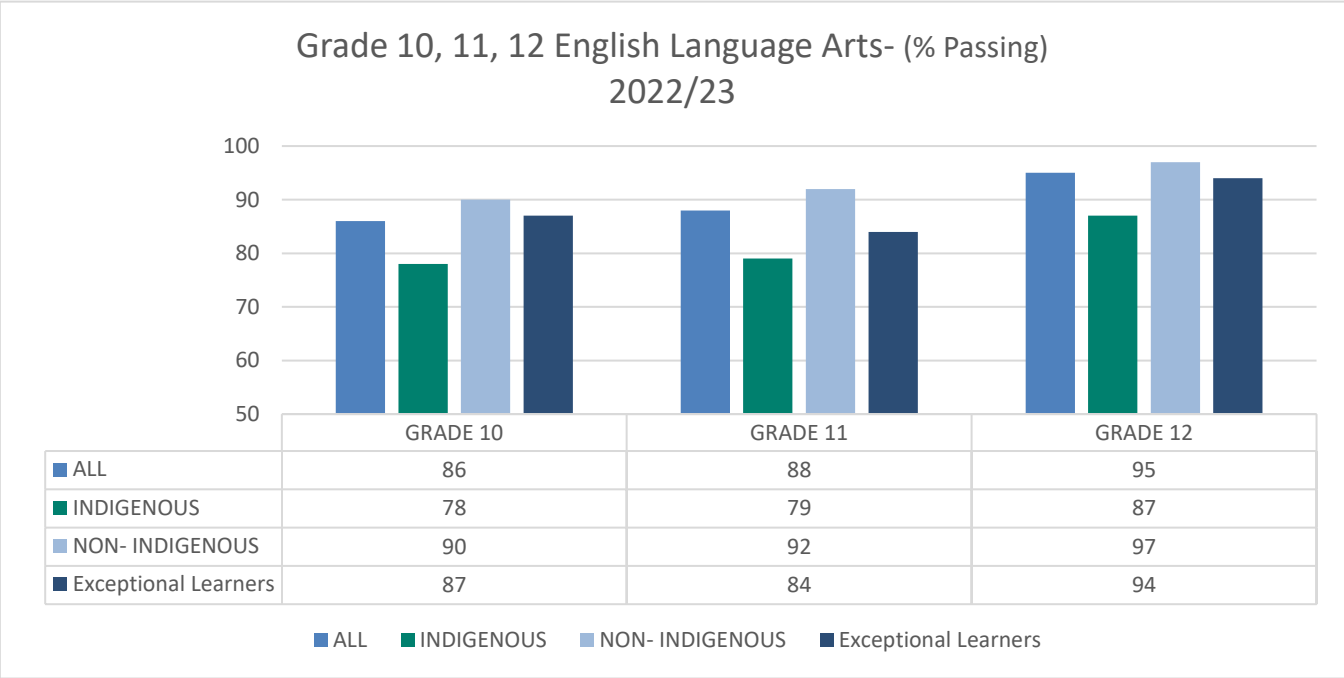
Intellectual Development – Literacy

District Data – High School Literacy

The 2022-23 English Language Arts report card marks show students in Grade 10-12 passing English courses at an 90% level, this is a significant increase from the 2021/22 school year. Students of Indigenous ancestry remain lower than non-Indigenous students which is consistent to last year; however, Indigenous student data shows similar significant improvement. Data for students of diverse abilities also increased by a significant margin.

Curriculum support time is allocated at the school in the area of Humanities where the focus is on Indigenization of resources across the disciplines. Support blocks, where teachers support Indigenous students have helped close the gaps in success rates between Indigenous and non-Indigenous learners.

Student attendance and engagement between 2020-21 and 2022-23 continued to be a significant barrier.



Intellectual Development – Literacy

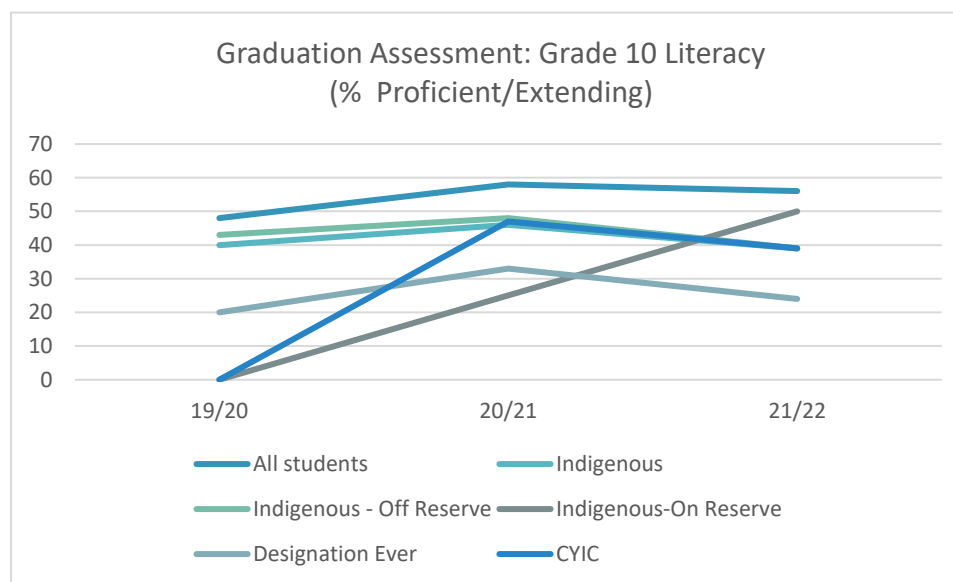
Graduation Assessment

Graduation Literacy:

Proficient or Extending – 56%

(Province – 75%)

- Student achievement was relatively consistent between 20/21 and 21/22
- Most significant decline in outcomes on this assessment were observed in Indigenous students living both on and off reserve
- Student participation and effort continue to be a challenge on this assessment



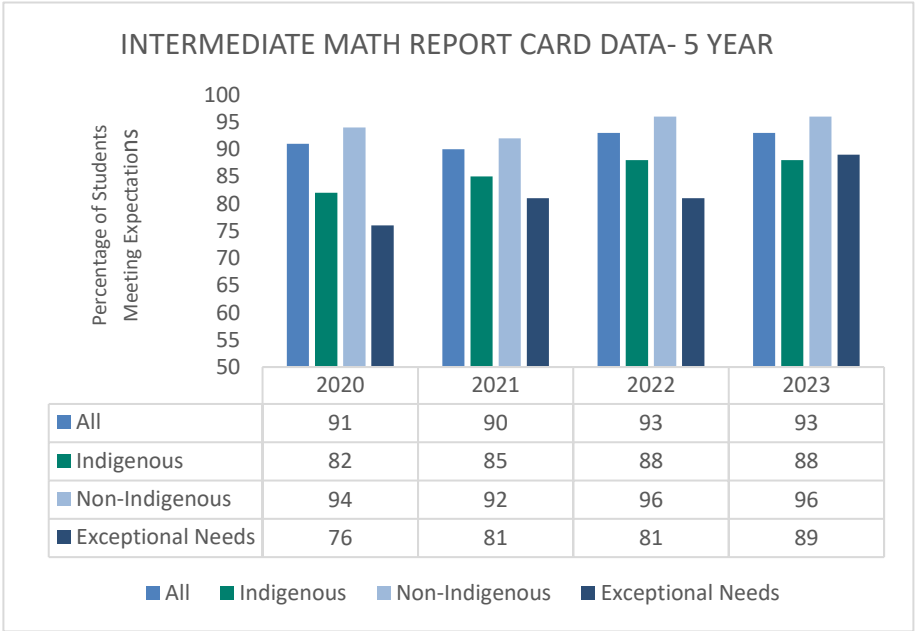
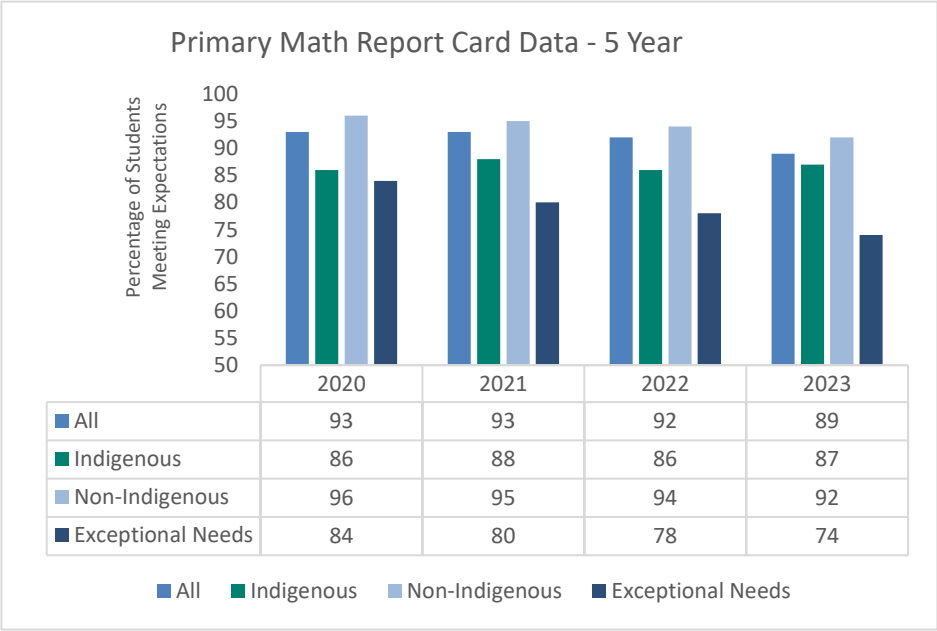
Intellectual Development – Numeracy

Primary and Intermediate Report Card Data

Elementary Math:

Student achievement on report card measures has remained relatively consistent over the past 4 years with increases observed in all sub-populations at the Intermediate level. There is an achievement gap of 5% between Indigenous and non-Indigenous students in primary numeracy (which is a 3% improvement from 2021/22) and 8% in Intermediate numeracy (which is consistent with 2021/22). Students with exceptional needs see a more significant achievement gap of 13% in primary and 13% in intermediate.

In comparison to Grade 4 FSA results we can see a marked difference in the data and feel local data is a more accurate representation of student achievement in Numeracy at the Elementary level.



Intellectual Development – Numeracy

Grade 4 Numeracy Expectations

FSA Numeracy Grade 4:

On track or extending – 30%

(Province – 63%)

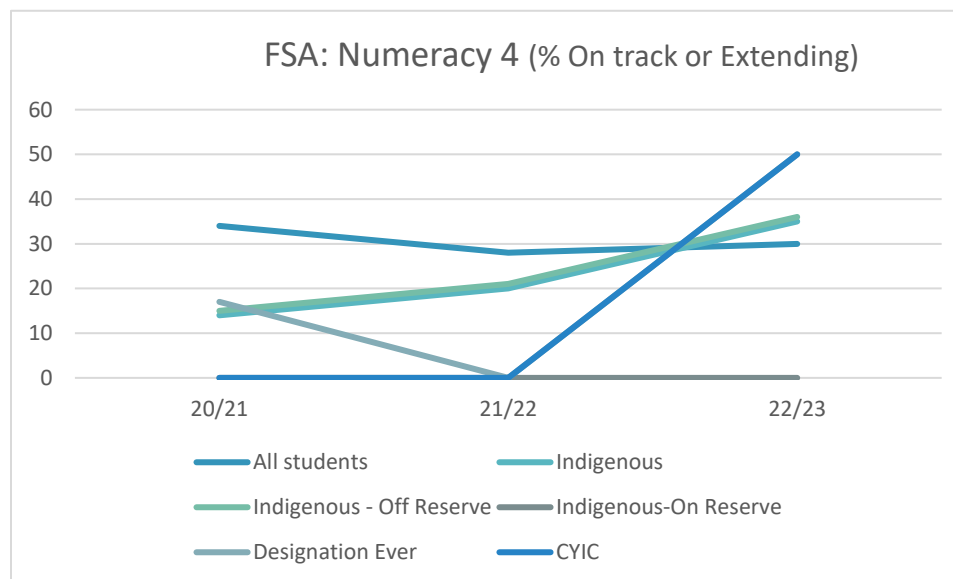
We continue to see low participation and minimal effort on this assessment.

Trending downward from 47% in 2015/16.

Principals call parents, send home information encouraging students to participate and explain the use of the FSA data to support student success.

District wide advertisement to improve participation.

Breakout data is masked as a result and is represented as 'zero' on the graph below.



Intellectual Development – Numeracy

Grade 7 Numeracy Expectations

FSA Numeracy Grade 7:

On track or extending – 29%

(Province – 57%)

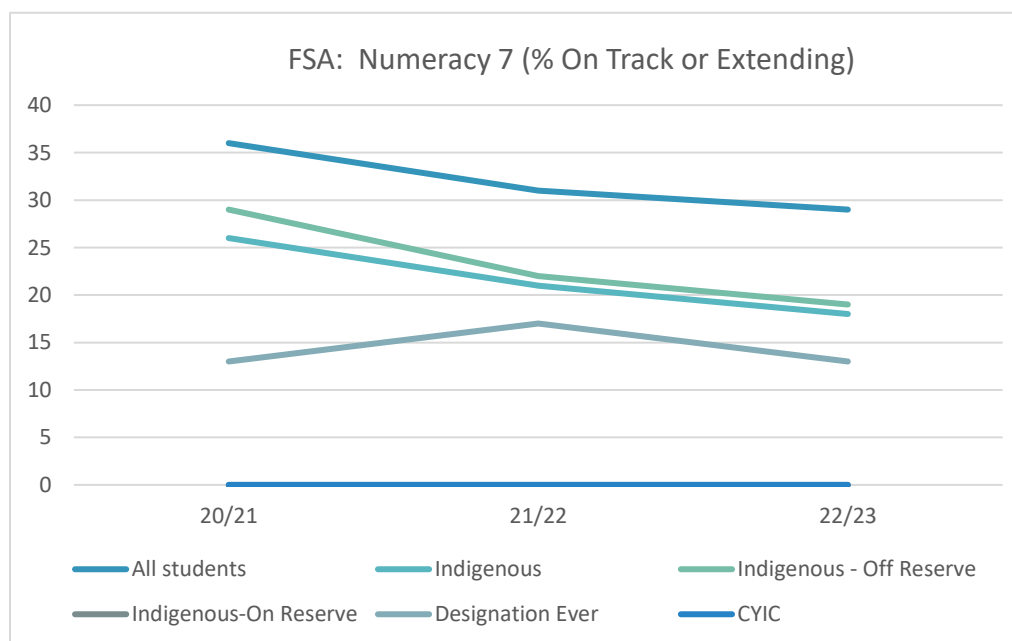
We continue to see low participation and poor effort from the few students who write the assessment.

Trending downward from 41% in 2015/16.

Principals call parents, send home information encouraging students to participate and explain the use of the FSA data to support student success.

District wide advertisement to improve participation.

Breakout data is masked as a result and is represented as 'zero' on the graph below.

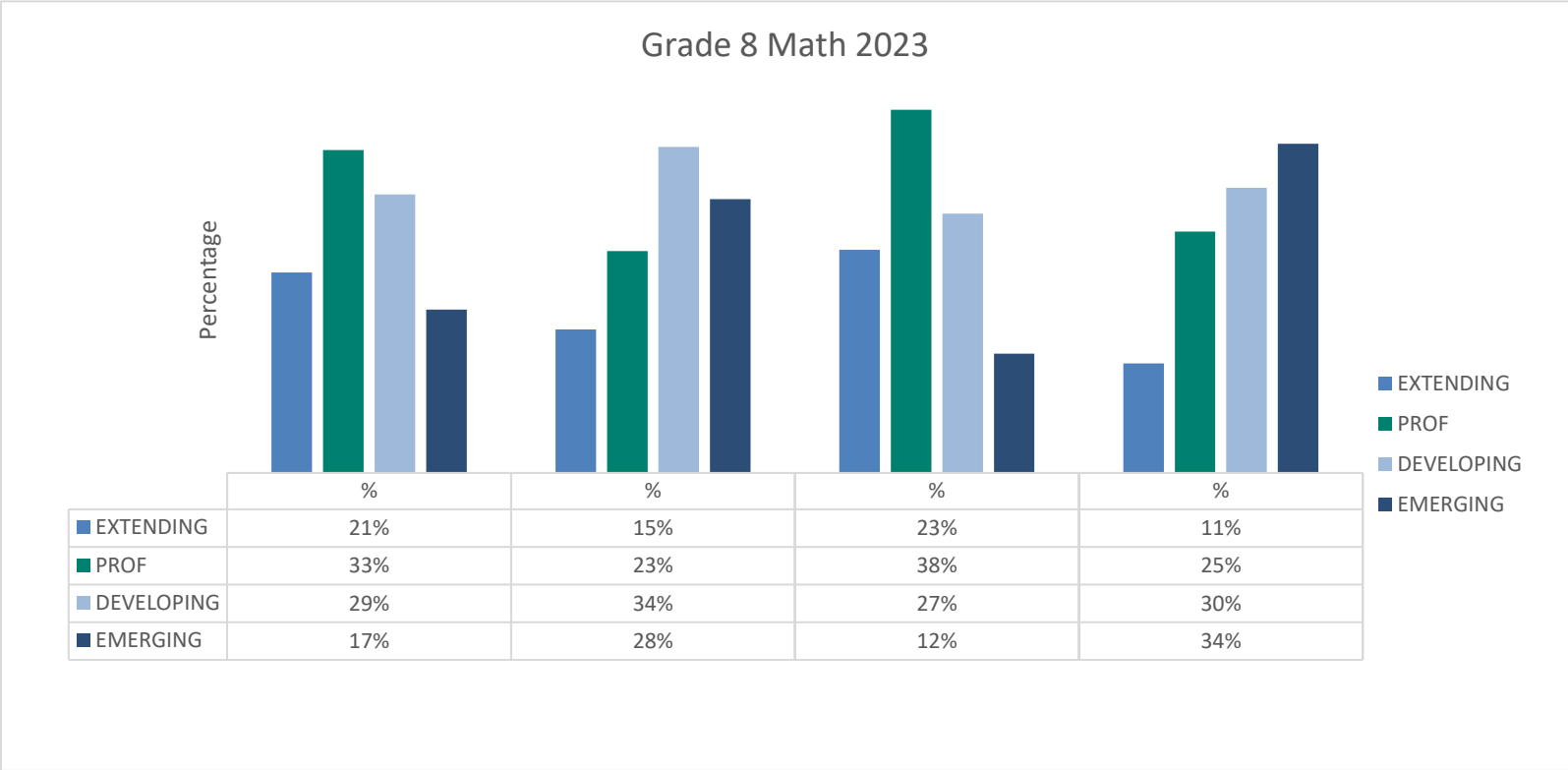


Intellectual Development – Numeracy

Middle School Report Card Data

Quesnel Junior School (Grade 8):

Similar to Literacy above, Gr 8 data is reported in Proficiency scales and will be used as a baseline moving forward. For the purposes of comparison “Emerging” has been considered a “Fail” as reported in previous years. Achievement data indicates a continued decline in passing rate (Emerging) for the 2022/23 school year in Gr 8 Numeracy. Similar to Literacy there are a variety of factors that need to be considered for the 2023/24 school year to ensure positive progress.

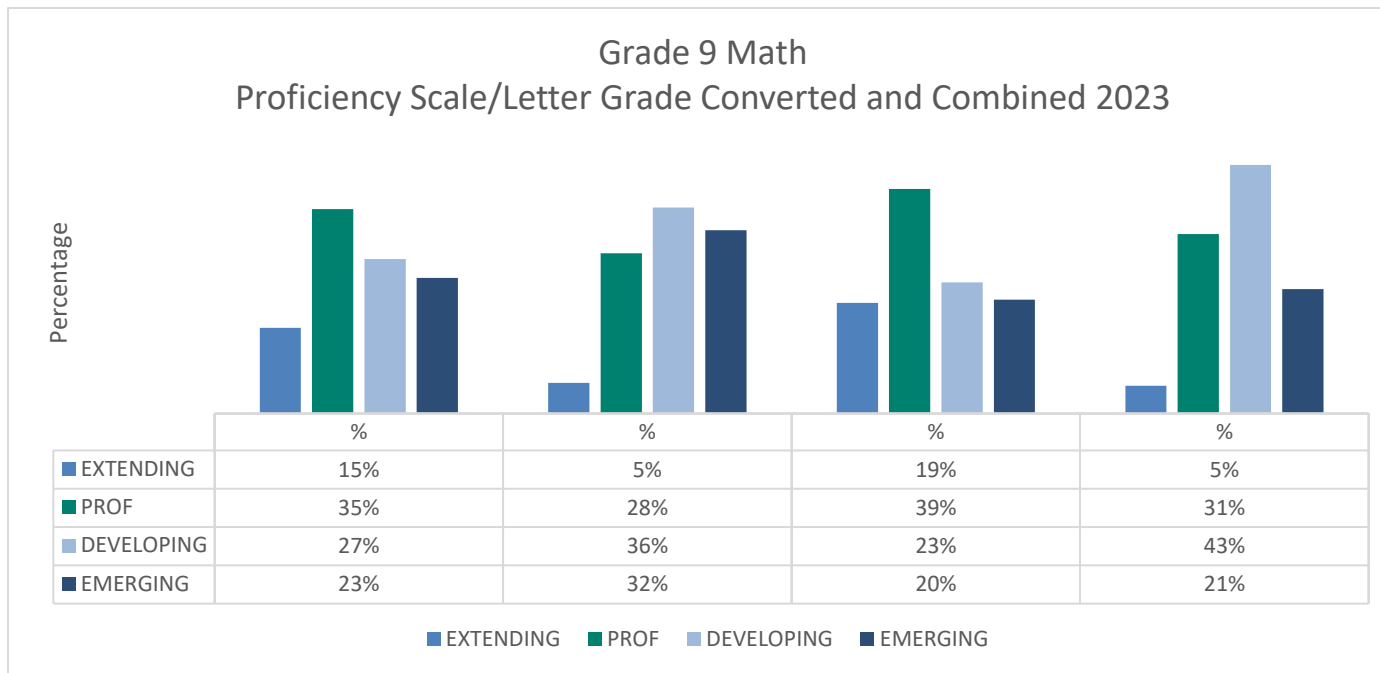


Intellectual Development – Numeracy

Middle School Report Card Data

Quesnel Junior School (Grade 9):

Showing a similar decline in achievement as the data presented for Grade 8 Numeracy, students are passing at the Grade 9 level at a 77% rate for the 2022/23 school year. As before, identification of the factors involved and mitigation are a primary goal for Quesnel Junior School moving into the 2023/24 school year.



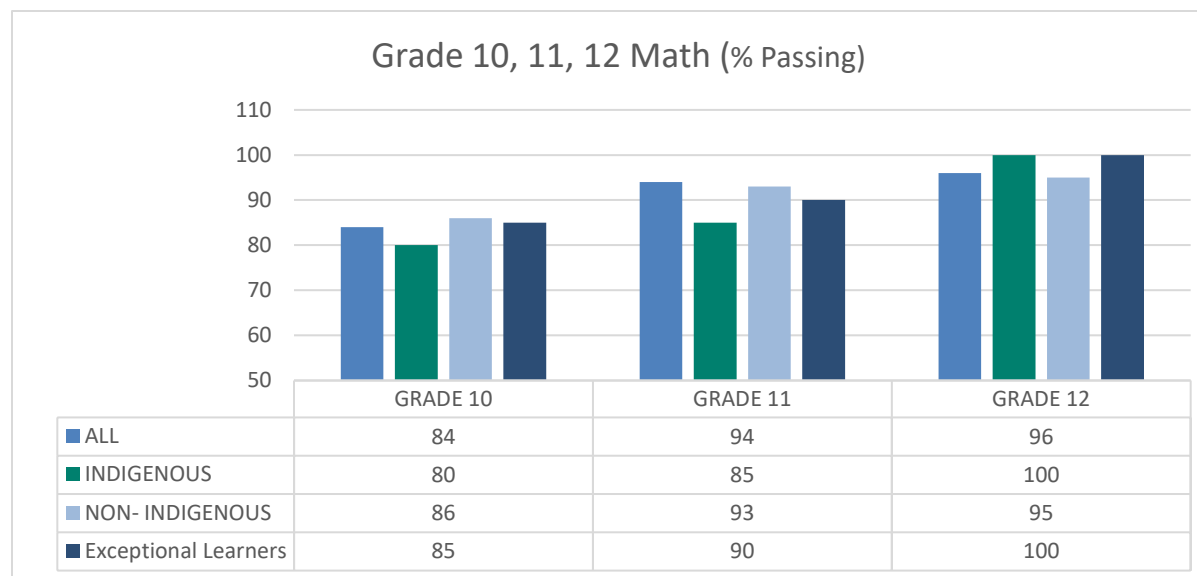
Intellectual Development – Numeracy

High School Report Card Data

Correliou Senior Secondary/McNaughton Center Combined:

The 2022/23 Passing percentage show students in grades 10-12 are passing Math courses at the 84+% level with grade 12's reaching a 96% pass rate. Students with Indigenous ancestry scored 6% and 8% lower respectively in grades 10 and 11 which suggests a marked improvement over the 2021/22 data. A small cohort of grade 12 students with Indigenous ancestry reached 100% pass rate, as did a small cohort of students with diverse abilities, which is now 2 straight years for these sub populations to reach that outcome level. Numeracy achievement continues to be a strength for students in SD28.

Comparing local report card data with achievement rates on the Graduation assessment for Numeracy, we feel the local data provides a clearer picture of student achievement in Numeracy at the High school level.



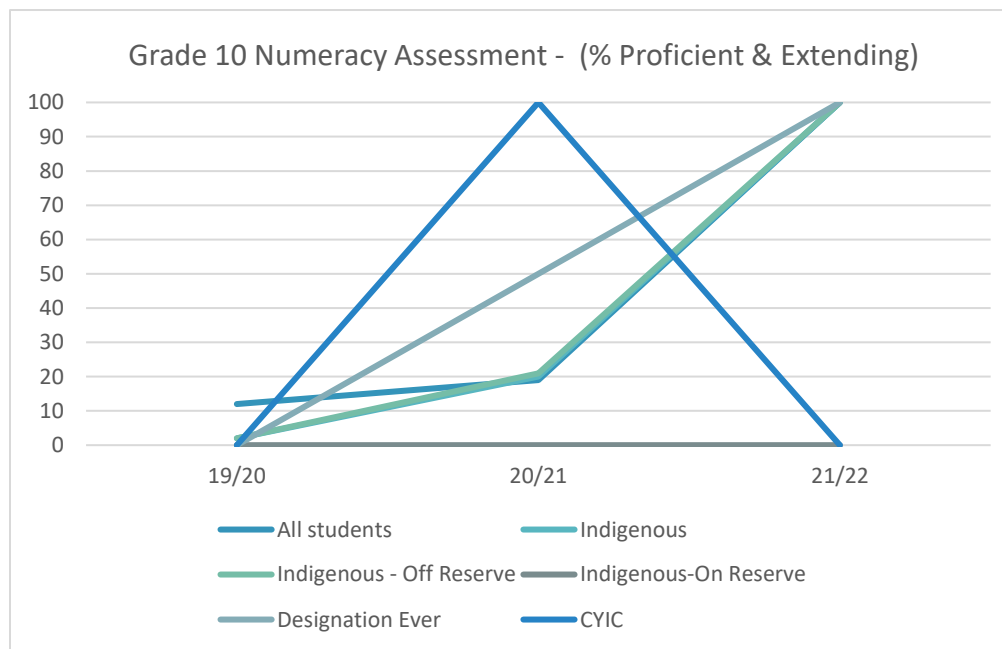
Intellectual Development – Numeracy

Graduation Assessment

Graduation Numeracy:

Proficient or Extending – 100%
(Province 40%)

The data represents only a very small number of students who completed the Numeracy Assessment data making interpretation difficult.



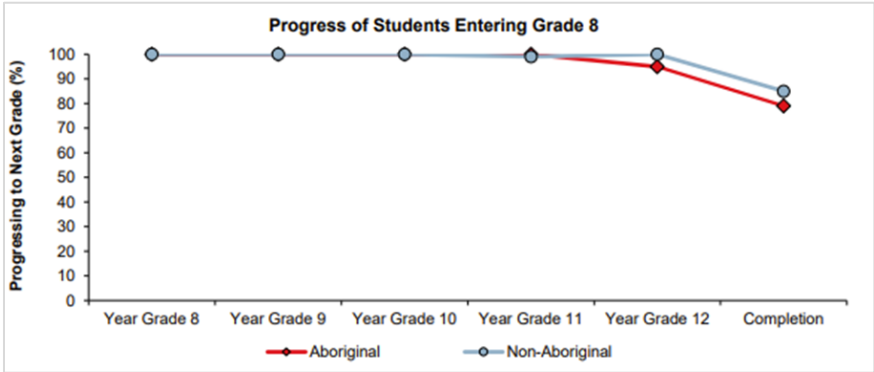
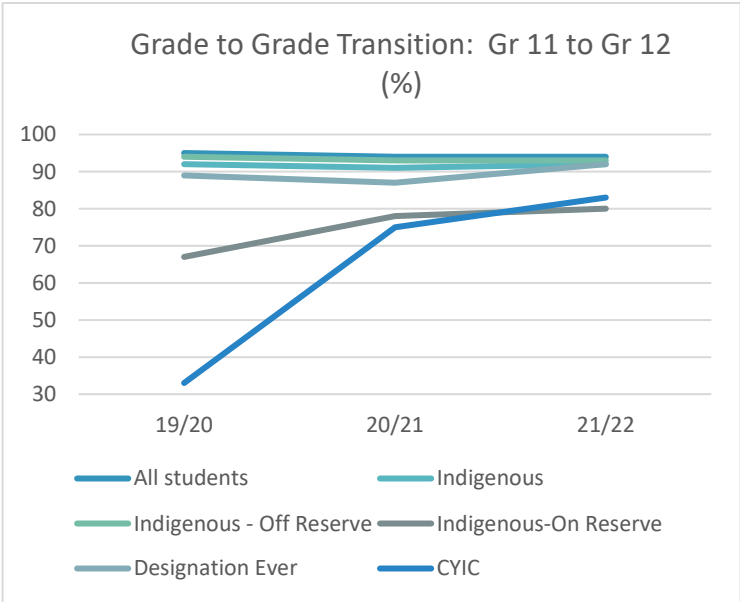
Intellectual Development – Grade-to-Grade Transitions

Grade-to-Grade Transition Data:

- Grade 11 – 94%
- Grade 10 – 96%
- Grade 9 – 96%
- Grade 8 – 98%

Grade to grade transitions remain consistent with provincial averages.

As noted in the report, of particular concern for SD28 is the significant decrease in successful transition in grade 12 to completion specifically with regards to Indigenous students. Table 2 shows the decline in transition rate at the time of completion of Grade 12. This is an area of focus for our local high schools and Aboriginal Education Council.

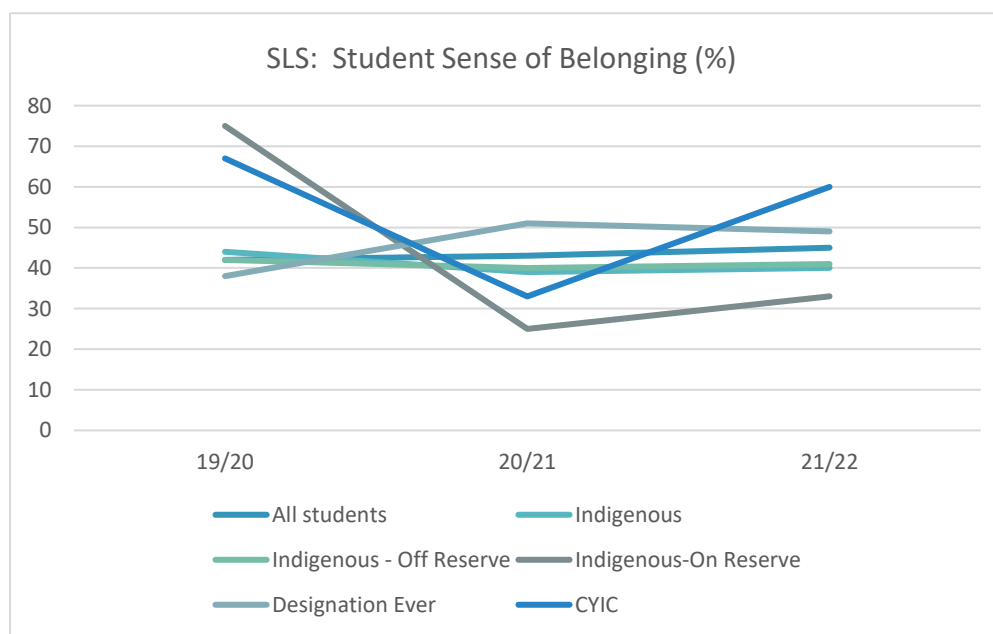


Human and Social Development

Students Feel Welcome, Safe and Connected

Student Sense of Belonging:

Student responses still remain consistent with the Provincial Average; however, are lower in comparison to the MDI measures. Students report a significantly higher sense of belonging on the MDI survey.

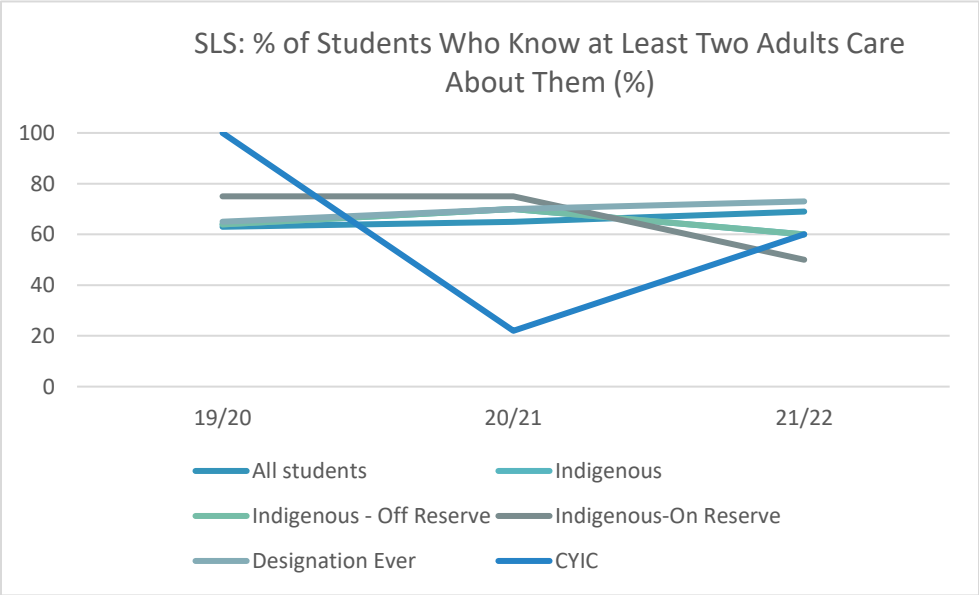


Human and Social Development

Students Feel Welcome, Safe and Connected

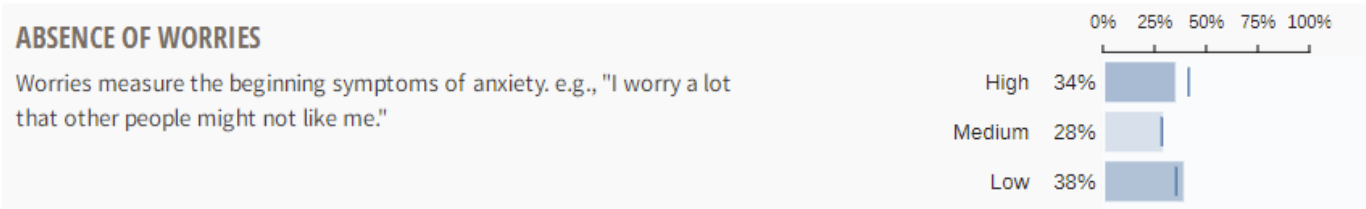
Two or More Adults Care about Them:

SD28 remains consistent with the Provincial average in this measure. In comparison on the MDI metric we do see a slightly different picture, with students in SD28 feeling more connected with adults in their schools. Many schools have made efforts to ensure students understand what “adults care” means and to ensure students are able to identify adults who are supports for them in the school.



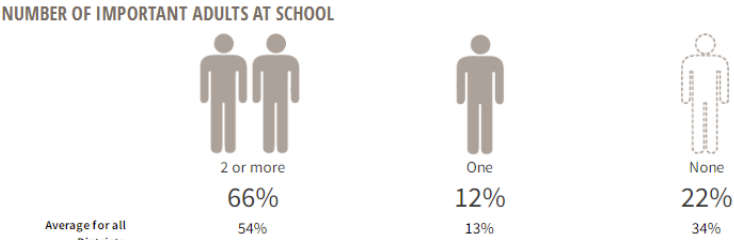
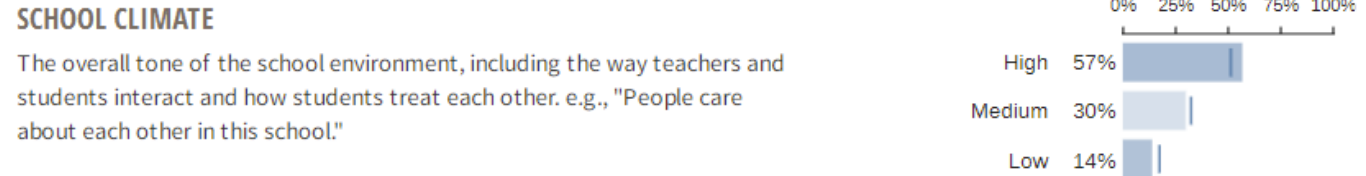
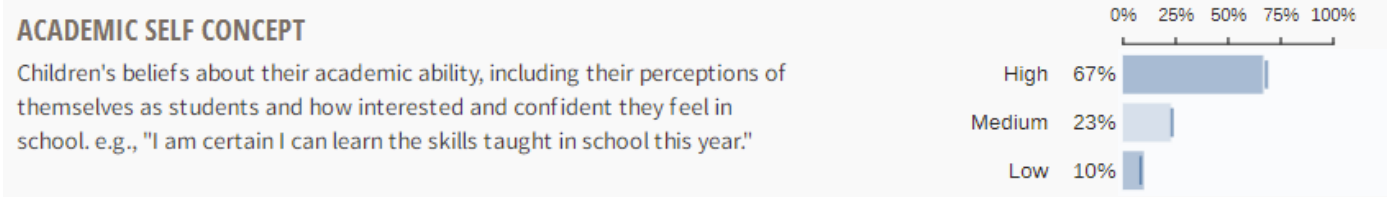
MDI Social and Emotional Development 2022/23

Social and emotional competence includes the ability to manage emotions, make positive decisions and handle challenging situations. We are paying particular attention to the measure “Absence of Worries” which correlates to students feeling a heightened sense of anxiety.



MDI School Experiences 2022/23

Measures student’s sense of safety and belonging at school by examining student’s positive experiences and sense of belonging. We are particularly interested in student’s perception of school climate and school belonging as well as the number of important adults at school.

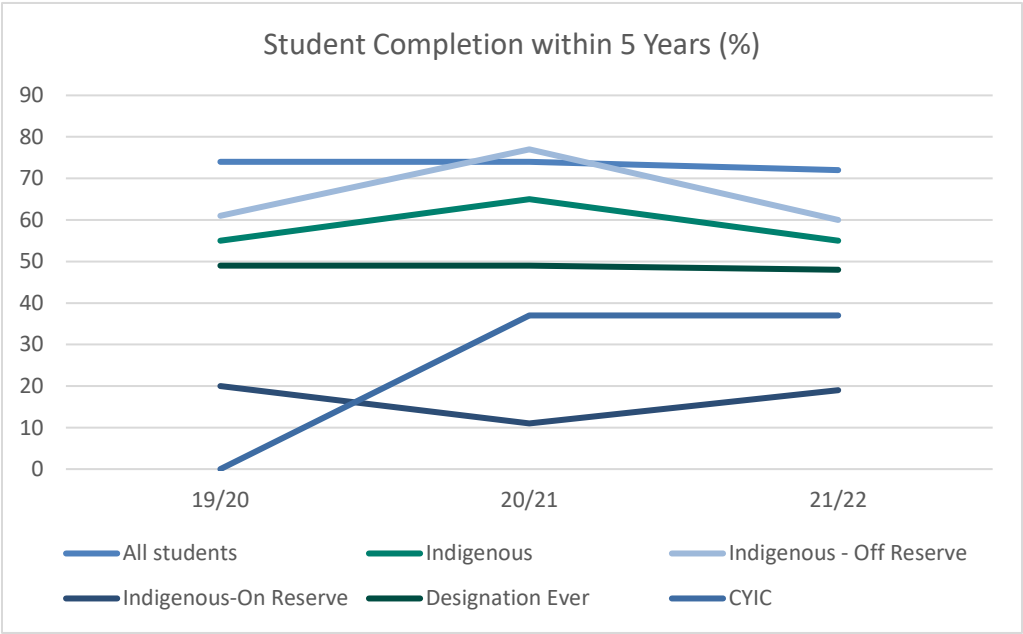


Life and Career Development

Students will graduate

Students who achieved a Dogwood within 5 years:

A focus for SD28 has been to critically review the number of Adult Dogwood graduates to ensure we are providing equitable opportunities for students to exit school with a trajectory for opportunities. We have successfully reduced the Adult Dogwood certificates over the past 3 years and continue to see decline.



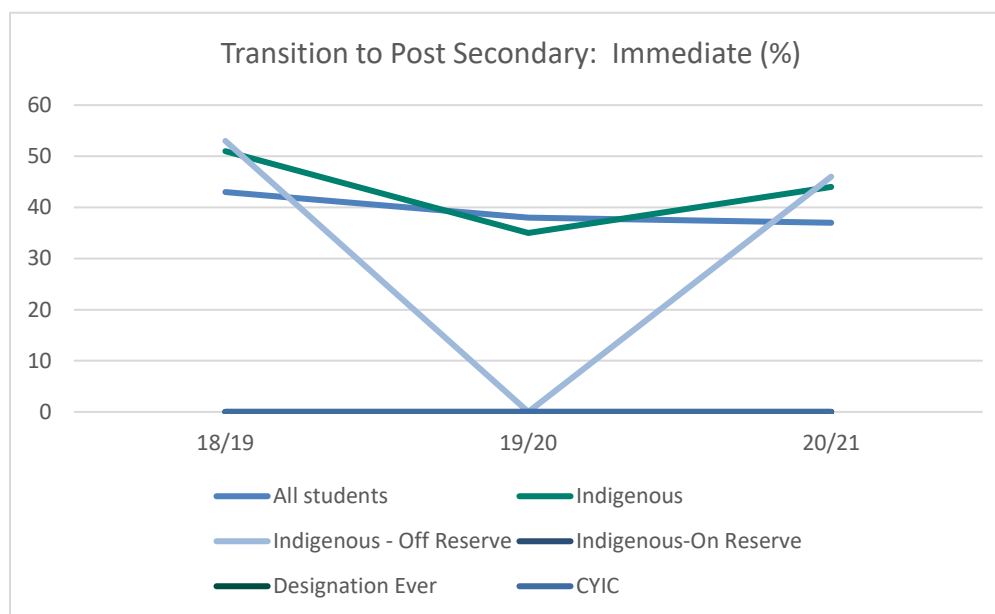
Life and Career Development Transitioning to Post Secondary

Post-Secondary – Immediate Transition:

Small cohort numbers reflected in the data show large swings in percentages from year to year in sub-populations. Overall, students in Quesnel do not transition to British Columbia Post Secondary institutions at a high rate. Community consultation feedback indicated this was in large part because students did not feel 'ready' for post-secondary or to leave the community. This comment was particularly strong within all Indigenous Communities in the area.

In recent years we have seen a larger number of students transition to post-secondary within 3 years of completion.

The below graph represents a number of subpopulations; however, data that is masked is indicated as “zero” on the graph.



Life and Career Development

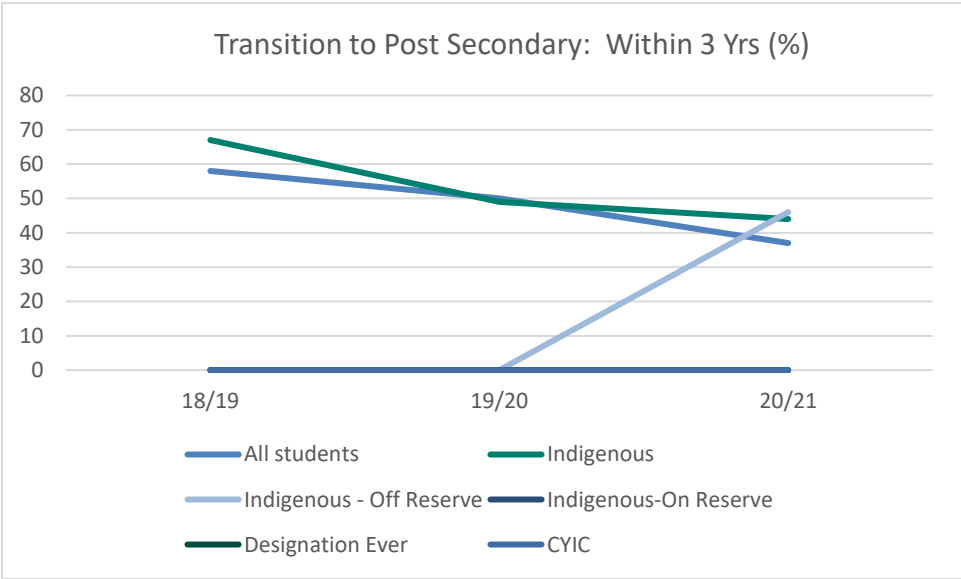
Transitioning to Post Secondary

Post-Secondary – 3 Year Transition Rate:

Small cohort numbers reflected in the data above show large swings in percentages from year to year in sub-populations. Overall, students in Quesnel do not transition to Post Secondary at a high rate. Community consolation feedback indicated this was in large part because students did not feel 'ready' for post-secondary or to leave the community. This comment was particularly strong within all Indigenous Communities in the area.

In recent years we have seen a larger number of students transition to post-secondary within 3 years of completion.

The below graph represents a number of subpopulations; however, data that is masked is indicated as "zero" on the graph.



Data Review Schedule 2022-23

Month	Data Focus	Sources	Review
September – October	Belonging	Review MDI, EDI, CHEQ School Belonging Surveys Grade to Grade Transition SLS (indicators in FESL report)	School Review - ongoing Oct 3-7 – LST collaboration October DLT – “Family of Schools” Discussion
November – December	Literacy	Literacy Assessment ELT/LA % students meeting K-8 ELA (% Passing 8-12)	School Review - ongoing Nov Aboriginal Education Council and Local First Nations review Nov DPAC review Nov 14-18 – LST collaboration Dec DLT - “Family of Schools” Discussion
January - February	Literacy, Numeracy	K-8 - % students meeting Grade 8-12 Math % passing (first semester)	School Review - ongoing Jan 9-13 LST collaboration Jan 18 Board Review February DLT ‘family of Schools’ discussion
March - April	Belonging	MDI School Belonging Surveys	School Review - ongoing March - Aboriginal Education Council and local First Nations Review Mar – DPAC review Mar 13-17 – LST collaboration April DLT - “Family of Schools” Discussion
May - June	FESL data	All required data: Literacy Numeracy Belonging Grade to Grade Transition	School Review - ongoing June DLT



sd28.bc.ca

Tel: 250-992-8802

Fax: 250-992-7652

SD28 Quesnel

401 North Star Road

Quesnel, BC, V2J 5K2

