

Enhancing Student Learning Report

September 2024

2022-2025 Strategic Plan - Year 3 of 3

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



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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 disabilities and diverse abilities.

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 newly constructed grade 8-9 junior school, a grade 10-12 secondary school, a secondary alternate school and an online learning school. The district includes the communities of Quesnel, Nazko and Wells. Approximately one-third of the student population is of Indigenous ancestry, with 85 Indigenous students living on reserve. SD 28 serves the First Nations of Nazko, Lhtako, ?Esdilagh, and Lhoosk’uz. Our schools also serve 365 students who identify as Métis, Inuit students and students from a number of surrounding First Nations.

The Board of Education’s [Strategic Plan](#) highlights four priority areas. These focus areas serve to inform both strategic governance decisions and operational decisions and ensures a wide range of voices are represented in the direction of the district. The district has been working to develop clear operational plans; including, a District Instructional/Operational plan, Financial plan, Technology plan, and Indigenous Education plan. Completion of each of these for the 2024/2025 school year will help align priorities and maintain focus on our core work.



Ongoing Strategic Engagement

As outlined in our 2023 FESL report, SD28 developed a comprehensive Community Consultation process involving thirty community partners, each Indigenous community, a diverse collection of 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. We use a Cycle of Review (below) that informs our planning. Building on this process we have established a secondary review process specific to data used in our FESL report and planning to examine the data and make changes to operational plans, school growth plans and the subsequent reporting. Through the past two school years we have begun a process where our engagement sessions, Aboriginal Education Council, DPAC and District Leadership meetings rotate locations, as decided by the group. This has allowed for a variety of ‘hosts’ to showcase and build the perspective of all groups in our engagement network. Our meetings with Chiefs and Councils have predominantly occurred within Nations; however, through a shared discussion, some of these sessions will now occur at the School District Office or schools, again to help build perspective and understanding.



Cycle of Review

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 by various partners to inform resourcing, staffing and curricular design/approach on an on-going basis.

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. Operational plans reviewed and new goals set for upcoming school year.

September NI Day – School Growth Plan confirmed with staff (new teaching staff or new principal) and submitted to the district for review. The board approves FESL report.

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 Section B of the [Appendix](#) 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.



Priority Populations

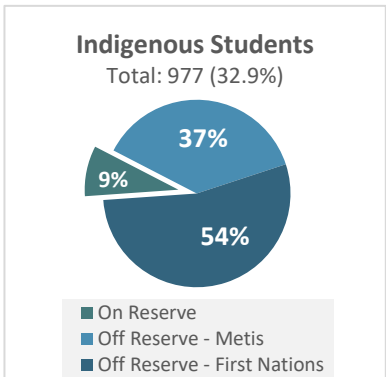
The Framework for Enhanced Student Learning order/policy outline priority populations for in-depth consultation, collaboration, planning and reporting to provide equitable opportunities for students in our system who face additional barriers to success. While our aim is to provide the best opportunities for all students, we aim to do this and more for these priority populations.

Indigenous Students

Indigenous student data represents students from Nazko, Lhtako, ?Esdilagh, and Lhoosk’uz. Indigenous students living off reserve represent 15 nations from around the province currently attending school in School District 28. Students who identify as Metis make up a significant proportion of the Indigenous student population in district schools, while we also have a small population of Inuit students.

Specific strategies

School District 28 maintains a strong relationship with the Aboriginal Education Council (AEC) which provides guidance on the spending of targeted funds, approval of staffing requests and the implementation of local learning and practices. In the past year AEC has recommended and approved a variety of teaching and support positions to specifically target FESL-related measures that are noted in each section of this report (literacy, numeracy, graduation rates etc.). Each school also maintains at least one focus area within their school growth plan specific to Indigenous Education.

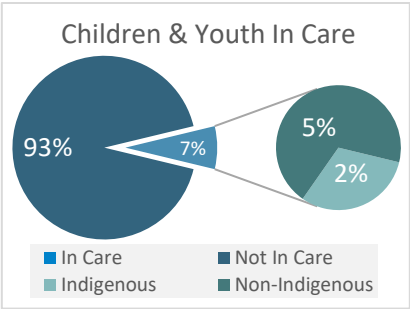


Children and Youth in Care

Students who are in care or in care agreements in School District 28 are some of our students who face the largest barriers to success, this is evident in our data, although often masked for privacy reasons. School District 28 has prioritized processes to identify who are currently in care or care agreements. As a district we have struggled to access information on students in care.

Specific Strategies

We aim to provide timely support and service for students who are recently placed in care as this is a known traumatic time. In collaboration with the Ministry of Children and Family Development (MCFD) we have built a communication system where we are informed of students entering care or ending care agreements (even on the weekend). We have worked with the MCFD team leads extensively to build a consistent practice for information sharing that will in turn allow for us to provide more comprehensive supports.

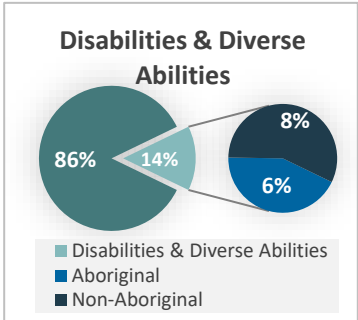


Students with Disabilities and Diverse Abilities

The number of students with disabilities and diverse abilities, as claimed on our 1701 report, have grown significantly over the past three years, particularly students claimed for level two funding (predominantly students with autism). School District 28 has always prided ourselves in providing rich service for students with diverse abilities with staff ratios in access of required levels.

Specific strategies

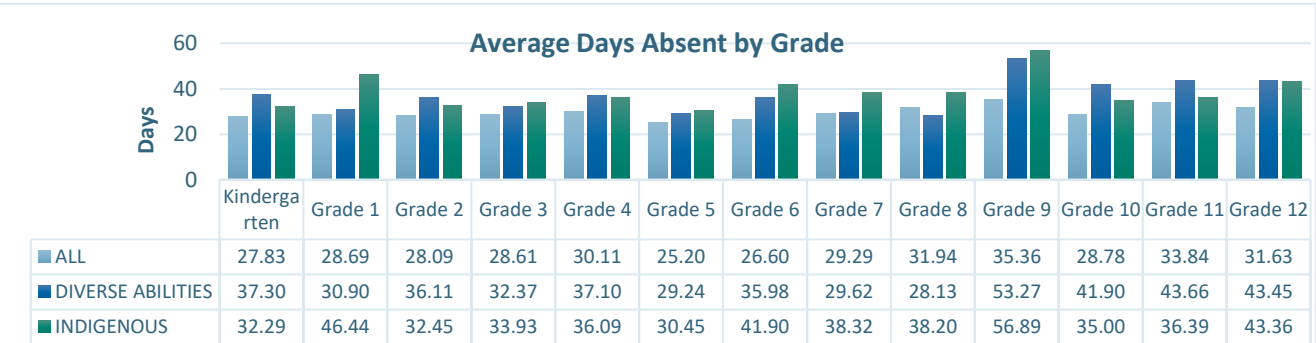
To meet the rising demand, we have developed a new strategy for recruitment and hiring of teaching and support staff within inclusive education. Increased training and in-service for all staff as well as a re-imagined focus on Universal Design in classrooms across the district with the support of Jennifer Katz and Kevin Lamoureux’s work are being implemented as we need to re-imagine how support and intervention look. A focus on inclusive, timely supports that maximize resources will provide students with the richest support for their complex needs.



	Students claimed on 1701	Students claimed for level 2 funding	Students with identified disabilities or diverse abilities (as per 1701 count)
2021-22	369	188	12.3%
2022-23	429	228	14.1%
2023-24	472	261	15.9%

Attendance

Lower attendance is a complex issue and is a concern noted province-wide in public schools. The reduction in attendance has an impact on student achievement, school connectedness and school culture; therefore, we are working to understand the nature of the reduction and find a path forward to support student learning.



The above shows an average of days absent across all grades in 2023-24 . Of note is the significant increase in absenteeism in grade 9, which continues through grades 10-12. When considering the average days absent across all grades, Indigenous

students were absent 38.59 days in the 2023-24 school year while students with disabilities and diverse abilities were absent 36.85 days. This is compared to the entire population average of 29.69 days absent, nearly ten days less. Being absent from school for over 35 days accounts for nearly a month and a half of missed instruction time.

In partnership with the AEC, the district has established a working group to understand the nature of the absenteeism. The approach being used is based on the Circle of Courage to help meet the needs of students to build their sense of Belonging, Mastery, Independence and Generosity in their time at school.

Equity in Action

School District 28 has been participating in the Equity in Action process since the inception of the program. We maintain ongoing review of our Policy/Governance structures, Learning Environments, Pedagogical Core (instructional design and practice) and Learning Profiles to ensure the removal of barriers to learner success. Our practices and structures directly reflect the Equity in Action lens we place on our work, thus many of the strategies and interventions listed throughout this report would be noted in this area. Below are a few key strategies and results in each of these areas:

Policy and Governance: Ongoing collaboration with the Aboriginal Education Council, DPAC and Community Connect allow for meaningful discussion regarding our processes and structures. Revisions can be seen in our SOGI policy review, our Aboriginal Education policy that included new processes for non-voting membership to increase voice at the table and overall communication strategies to improve accessibility.

Learning Environment: Extensive work with the AEC, families and our high schools on graduation credentials, integrity of the credential and opportunities beyond graduation has provided for very meaningful engagement and better opportunities for students. Students and families are beginning to see more potential and vision for opportunities as well as the path to achieve these.

Pedagogical Core: Since 2023 the focus of our Indigenous Focus NI day has shifted to be workshop-based. Each workshop is facilitated by community members and is focused on local knowledge, practices and learning. Through ongoing relationship with community, the content and instructors for each workshop are determined by community and are based on the perspectives of the Indigenous community. All staff participate in these learning opportunities.

Learning Profile: Our data review cycle requires that each school team reviews priority population data (including individual student data) and stories to ensure comprehensive planning that is based on the current needs of students. This requires on-going review at the school level and district level. A required element in this process is a monthly discussion and planning on barriers to success, both in the school and out. The addition of 'stories' to the data has allowed for a richer understanding of student barriers.

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 Proficient or Extending:

	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7
2019	71	75	83	91	91	90	90
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
2024	64	65	80	84	83	78	85

Elementary Literacy Assessment Data –
Priority Populations

	2023/2024		2022/2023		2021/2022	
	GR K-3	GR 4-7	GR K-3	GR 4-7	GR K-3	GR 4-7
ALL	70	84	68	84	75	83
INDIGENOUS	59	79	59	77	67	77
NON-INDIGENOUS	76	85	73	87	77	85
CYIC	Masked		Masked		Masked	
DIVERSE ABILITIES	48	68	60	69	50	56

** For comparison to Provincial Data, refer to [Appendix A](#) **

RESULTS: Secondary

Grade 8 -12 English Language Arts
Percent Passing –
2023-2024 Report Card Data:

	2023/2024					2022/2023				
	GR 8	GR 9	GR 10	GR 11	GR 12	GR 8	GR 9	GR 10	GR 11	GR 12
ALL	74	84	92	92	92	82	77	86	88	95
INDIGENOUS	57	71	83	86	83	69	68	78	79	87
NON-INDIGENOUS	82	89	96	94	96	87	80	90	92	97
CYIC	Masked					Masked				
DIVERSE ABILITIES	65	69	91	80	80	66	79	87	84	94

** For comparison to Provincial Data specifically Literacy Assessment data, refer to [Appendix A](#) **

Reflection

Grade 1-7:

Overall, we have seen a relatively consistent achievement level based on our Literacy Assessment in Grades 1-7. We do however see a significant decline in literacy achievement for students with disabilities and diverse abilities when we examine disaggregated data. We have monitored this closely as we approached literacy intervention with an increased focus on Tier 1 instruction and provided less 'pull-out' intervention. This provides a promise to this practice as we move forward.

Grade 8-12:

The 2023/24 English Language Arts report card marks for Gr 8-9 show reduced rate of success from the previous year in Gr. 8-9; however, show improved success in Gr 11-12. The most significant decline in achievement can be seen in Grade 8 for all populations. For two consecutive years we have seen relatively stable achievement or improvements in Grade 10-12 data. Further breakout of the data and discussion can be found in the [appendix](#).

Operational Plan Adjustments to address areas of growth for (2024-2025)

We will maintain a focus on Tier 1 instruction to support classroom teachers build their literacy instructional practice. This will be supported by early literacy teachers and literacy mentor teachers. We will continue this practice as we are seeing positive signs in this approach. We are beginning to look at alternate forms of literacy instruction, to build a balanced program for teachers. The district will identify a common literacy assessment for grades 4-7.

Budget Alignment

A continued focus on literacy intervention with 4.7 FTE of early literacy teachers to provide intervention and mentorship. The district also provides additional curriculum teachers to support this work. In collaboration with the Aboriginal Education Council, additional early literacy intervention is provided through targeted funds to further support Indigenous students.

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 - Percentage of Students Proficient or Extending– Three-Year Report Card Data:

	PRIMARY			INTERMEDIATE		
	2022	2023	2024	2022	2023	2024
ALL	92	89	92	93	93	90
INDIGENOUS	86	87	83	88	88	82
NON-INDIGENOUS	94	92	95	96	96	94
CYIC	Masked		Masked	Masked		Masked
DIVERSE ABILITIES	78	74	81	81	89	78

** For comparison to Provincial Data, refer to [Appendix A](#) **

Grade 8 -12 Math Percent Passing – 2023-2024 Report Card Data:

	2023/24					2022/23				
	GR 8	GR 9	GR 10	GR 11	GR 12	GR 8	GR9	GR10	GR11	GR12
ALL	65	82	90	96	99	83	77	84	94	96
INDIGENOUS	47	69	84	92	89	72	68	80	85	100
NON-INDIGENOUS	73	87	92	97	100	88	80	86	93	95
CYIC	Masked					Masked				
DIVERSE ABILITIES	42	71	84	100	Masked	66	79	85	90	100

** For comparison to Provincial Data specifically Numeracy Assessment data, refer to [Appendix A](#) **

Reflection:

Grade 1-7:

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%. This cohort has shown an improved numeracy achievement level for students with disabilities and diverse abilities in the primary grades.

Grades 8-9:

The results observed on local assessments for students in grade 8-9 in School District 28 show a required area of growth. For the second straight school year, achievement results have trended down for all students, with priority populations showing significant impacts. Data for grade 9 students shows relative consistency to the 2022/23 data with slight improvement for indigenous students (1%) and the overall student population (5%). Data for grade 8 students show a decline of 18% for all students with indigenous students showing a 25% decline in the percentage of students extending or proficient in math on their report cards. The data for students with exceptional needs also show a 22% decrease in the percentage of students extending or proficient in math in grade 8.

Grades 10-12:

Data collected for grades 10-12 includes the percentage of students who passed their math course. Students data for this measure continues to show high achievement levels with Indigenous students showing 6% below the whole student population and students with disabilities and diverse abilities on average 2% lower across the three grades. The FESL report will go into more detail on the individual course success rates for each population, this is a priority measure for our planning.

Operational Plan Adjustments to address areas of growth for (2024-2025)

The District will be initiating a consistent numeracy assessment (SNAP) for all grades 1-7. The aim is to first ensure consistent assessment and second to build strong, consistent instructional practices. This will include significant teacher and principal in service to guide planning.

Budget Alignment:

Additional in-service time for teachers to learn to use the new numeracy assessment will be provided in the new budget, this will include learning and mentorship for teachers. Additional math resources to support a consistent approach to math will be provided. The board has approved the continuation of the numeracy support teacher .

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*

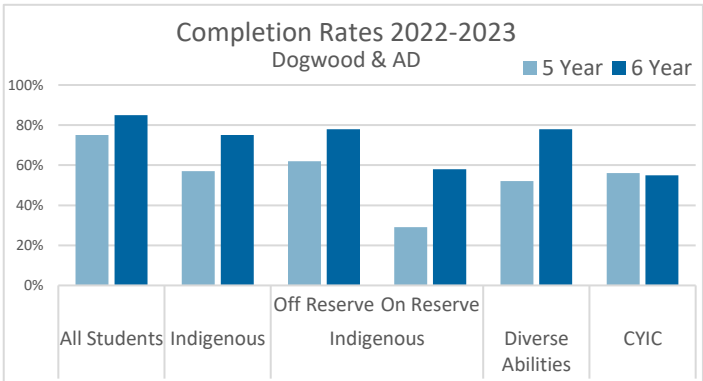
In order to achieve this, we are committed to the pursuit of equitable school completion rates for all students inclusive of priority populations. To achieve this, we are paying particular attention to key course indicators to ensure equity of opportunity for successful completion and preparation for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

RESULTS:

Five and Six-Year Completion Rates:

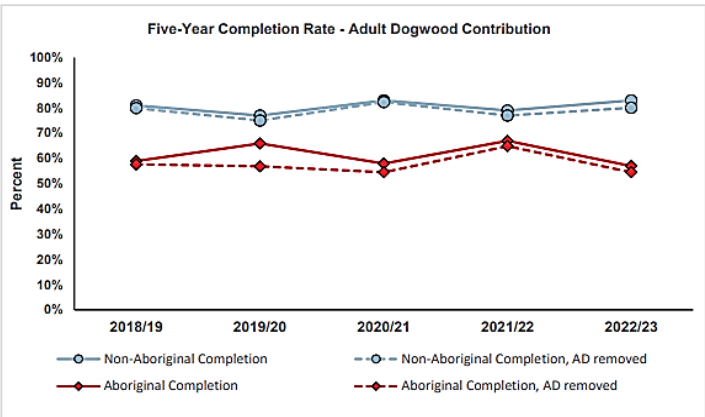
Our five-year completion rates for all students is at 75%; however, an increase to 85% completion rate is noted for the six-year term. We continue to see a gap in both five- and six-year completion rates for Indigenous students; however, the six-year rate of 75% is significantly closer to that of all students. This is consistent with the comments from Indigenous communities that students ‘need more time’. Our greatest area of concern with regards to completion rates is for Indigenous students living on reserve.

These student’s completion rates are significantly lower than the rest of the student population. The five-year completion rate for students with diverse abilities was 26% lower than the six-year rate at 78%. Many of these students require additional time in our system to complete both the graduation requirements and the goals of their IEP. Children and youth in care see a five-year completion rate of 56% and a similar 6-year completion rate according to available data.



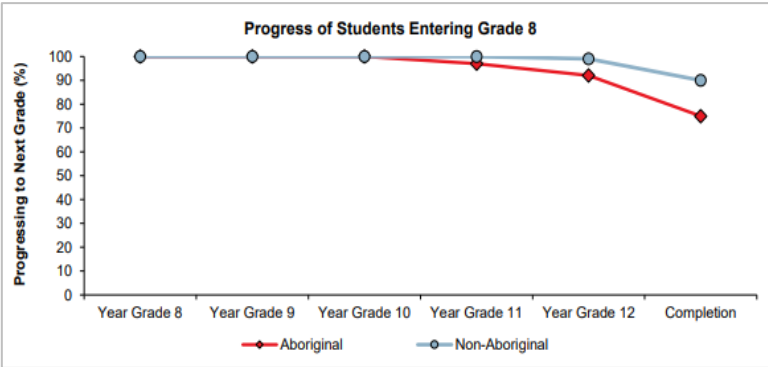
Reflection:

A focus for School District 28 has been to critically review the number of Adult Dogwood graduates to ensure we are providing equitable opportunities for students to exit school with vast opportunities. We have successfully reduced the Adult Dogwood certificates over the past three years; however, on the most recent report we observed a significant increase in adult dogwood credentials. This resulted in extensive work in the district to identify the nature of the increase and with families to understand the reasoning behind their choices. New district practice has been created that includes a sign off process for all students/families considering the Adult Dogwood credential. This process mirrors that of the process initiated for the Evergreen credential. We now require all students who are considering the Adult Dogwood path to have ongoing collaboration with families, principal and district staff to ensure the student is fully informed, that this is the correct path and all options are exhausted.



School District 28 2022/2023 - “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. We do see consistent grade to grade transitions with a high success rate for Indigenous and non-Indigenous students right up until their grade 12 year. At this time the significant decline becomes apparent. This graph has been a focus of our conversation, to understand the nature of this decline.



COURSE	INDIGENOUS (% C+ or better)	NON-INDIGENOUS (% C+ or better)
English 10	55	68
Science 10	43	59
Eng. First Peoples 12	64	56
English 12	54	69
Calculus 12	100	100
Foundations Math 12	100	67
Pre Calculus 12	86	72

To help us further understand the path to graduation and the reasoning for the decline of grade to grade transitions as seen above we have been reviewing individual course completion and success rates for students, specifically Indigenous students. When reviewing courses that are considered ‘marker’ courses to graduation we can see a similar completion/success rate between Indigenous and non-Indigenous students, in many cases Indigenous students achieving at a higher rate. It is for this reason that we expect to see the predicted uptick in graduation rates. Further, we anticipate this increase to be sustained and not simply cohort specific.

Budget Alignment:

Additional contracted services to support the initiation of systems and oversight at the high school level has been approved. As part of the portfolio for a new Manager position, additional oversight and data mining to ensure timely intervention will occur.

Operational Plan Adjustments to address areas of growth for (2024-25)

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. A significant reduction in Adult Dogwood credentials will be observed for the 2024-2025 school year and we anticipate, as defined in the 3-year plan for Correlieu Secondary School, an uptick in overall graduation rates moving forward. This will be a focus within the school growth plans for both Correlieu Secondary and McNaughton Center.

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

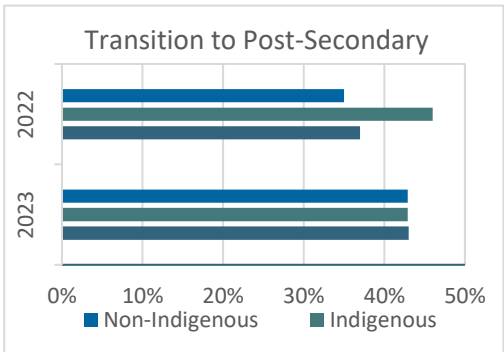
The Board’s Strategic Plan articulates under the key indicator Success for all Learners that the Board intends to:

- *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. Indigenous students continue to see an immediate transition rate higher than that of the provincial average. 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 1, 2 and 3 years after high school compared to immediately following high school. According to Statistics Canada, immediate transition rates do not include students who attend institutions outside of BC, however, when these institutions are included our measures increase by 6.5% on average over the past 8 years.



Operational Plan Adjustments to address areas of growth for (2024-25)

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 attention on specific sub populations will allow for increased dual credit options and exposure to post-secondary. These can be observed in the MOU developed between School District 28 and the College of New Caledonia as well as the new MOU between School Districts 28, 91 and 57 that will see significant growth in dual credit offerings in our district. A building partnership with local post-secondary institutions to provide increased vision casting for students will help normalize and make the transition to post-secondary a more accessible option for students. Increased collaboration with AEC and local nations to build awareness and opportunity for post-secondary and dual credit offerings.

Budget Alignment:

In order to ensure seamless transition for students entering all career programs we allocated significant funding to re-structure the careers department and provided significant professional learning for staff. Our goal is to create consistency and efficiency in the required reporting and paperwork which was an identified barrier. Additional budget allocation has been established to support students enrolled in dual credit offerings. We have also increased support to staffing to allow for more continuous oversight throughout the summer months.

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

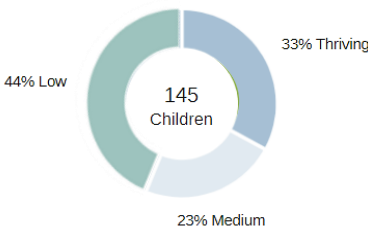
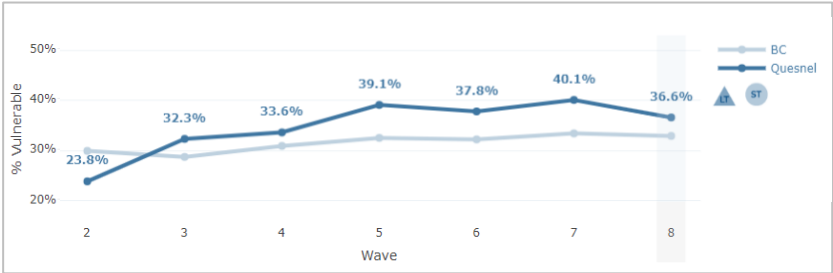
In order to accomplish this, we are committed to developing a system-wide framework for wellness to ensure we hear, understand and consider the unique needs of students and staff as decisions are made. Culture, autonomy and feeling valued is at the core of our work and requires the ability to understand the student as a person and as a learner and to establish learning opportunities and supports accordingly.

RESULTS:

To complement the Student Learning Survey, School District 28 also participates district-wide in the CHEQ, EDI and MDI offered through HELP. Comprehensive reports are available [here](#).

EDI 2023/2024 – Vulnerable on one or more scales

Vulnerability according to the scales on the EDI continues to be a focus of our attention. Collaboration with the City of Quesnel to use the EDI data in their planning has helped to coordinate efforts and identify common targets for initiatives. On the above graph, an overall decrease in vulnerability from Wave 7 can be seen, although Quesnel still remains well above the provincial average. For sub-scale vulnerability measures refer to the [Appendix](#).

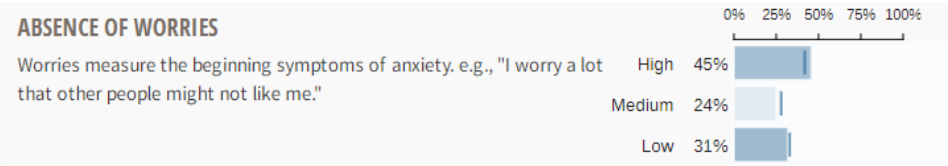


MDI 2023/2024 - Well-being Index:

Scores from five measures are combined and reported to provide a holistic summary of children’s mental and physical health. The five measures include Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health. Between 2022-2023 and this report the MDI demonstrates a 13% increase in students as ‘Thriving’ from 20% to 33% and a reduction of students reporting as ‘Low’ from 51% in 2022-2023 to the current report of 44%. Each of these findings for this cohort are encouraging.

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. As compared to the 2022-2023 report we see a significant improvement in the percentage of grade 6 students being ‘free from worry’ from 34% to 45% and those who experience more significant level of worry (reported as low) has improved from 38% in 2022-2023 to 31% in this cohort.



Student Learning Survey –

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

Elementary Schools % with Positive response	21/22	22/23	23/24
School Belonging % of students who feel that they belong or are connected to their school community.	51%	49%	50%
Adults Care - % of students who believe one or move adults in their school care about them.	69%	57%	67%
Feel Safe - % of students who feel safe at school	70%	72%	70%
Feel Welcome - % of students who feel welcome and connected at school	68%	66%	63%

Ministry of Education and Child Care – SLS - Sub Population Data (2023-2024):

	Diverse Abilities	Indigenous
Adults Care	67%	63%
Feel Welcome	53%	62%
School Belonging	43%	50%

Reflections:

As with other districts in the province and as we see on most measures internationally, we are observing concerning levels of anxiety, overall sense of well-being and sense of belonging. Of particular note in our community is the consistent increase in vulnerability in a number of measures on the EDI, although the most recent wave on the EDI is showing some promise in this regard. In all areas except communication on the EDI, Quesnel remains far above the provincial average. We are also noting concerning levels of a student’s sense of belonging. We are seeing this both on the MDI, SLS and on local school data and schools are reporting declines in attendance rates. Consistent with the province, we are concerned with this and are taking steps to address this next school year.

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. In addition, the District has added to the HR Manager a portfolio for staff wellness.

Operational Plan Adjustments to address areas of growth for (2024-2025)

School District 28 will be engaging in a ‘reset’ for the 2024-2025 school year in an effort to raise the level of perceived importance of school for students and families. Since the pandemic, our community has been less inclined to send children to school as the perceived level of importance is not where it was in the past. We feel that by helping families see the importance of school on a daily basis and increasing engagement for students we will see students become more connected to school and their peers. This ‘reset’ will involve significant engagement from all partners in our system from communications, to delivery of instruction, to when and how staff collaborate.

The district will participate in a district-wide Non-Instructional Day focused on inclusion in January 2025 to support this initiative.

The District EFAP/Wellness Committee began working through the findings of the Well @ Work survey initiative and the Guarding Minds survey completed by staff. The Committee will continue to systematically use these findings to support the wellness of staff by identifying individual, collective and systemic strategies.

Emerging Areas of Need and Key Adjustments for 2024-25

School District 28 has a number of key initiatives for the 2024-25 school year, some are new and other are adjustments in our Operational plan from last school year. Attendance is a key area of focus for our work in the 2024-25 school year. As mentioned, we have been engaged in work to both understand and mitigate the reduction in school attendance. Our

approach to help students, families and staff understand the importance of daily, engaged attendance should prove beneficial in improving the student’s overall sense of belonging, voice, agency and in turn achievement at their school.

Numeracy will be an area of key learning and growth for staff and in turn students. A consistent measure of student understanding and progress will allow us to better understand trends in our district. We anticipate the consistent measure will also allow a teacher to better understand the prior learning that students will have engaged with, making their work more efficient.

We are hopeful that our work with MCFD will allow us to be more responsive to the needs of students who are in care or are entering care agreements. These students are, by nature of their situation, are highly vulnerable and in need of support. It is imperative that we respond.

Finally, completion rates have been a key area of focus for SD28 for a few years, however, we continue to move refined in our approach. We will maintain very close monitoring of all evergreen and adult dogwood candidates to ensure accurate participating in these programs. The programs in place at the high school, specifically for Indigenous students, will start to yield results on our completion rates into the 2024-25 school year. By continuing to focus on individual course success rates and working with families on the “Why?” students are fearful of completion, we will see improved results.

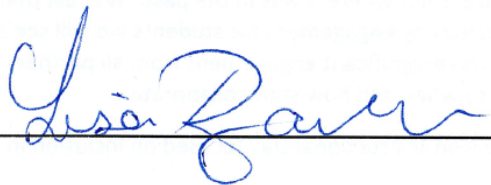
Appendix – Additional Measures

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.

New for the current report is an appendix labeled Appendix A. This includes pre-populated data provided by the Ministry of Education and Child Care, inclusive of comments on each section. In order to fully appreciate the data presented, the reader should navigate between this report and Appendix A.

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: Sept 24/24

Superintendent Signature:  Date: Sept 24/24

Enhancing Student Learning Report – Appendix

September 2024

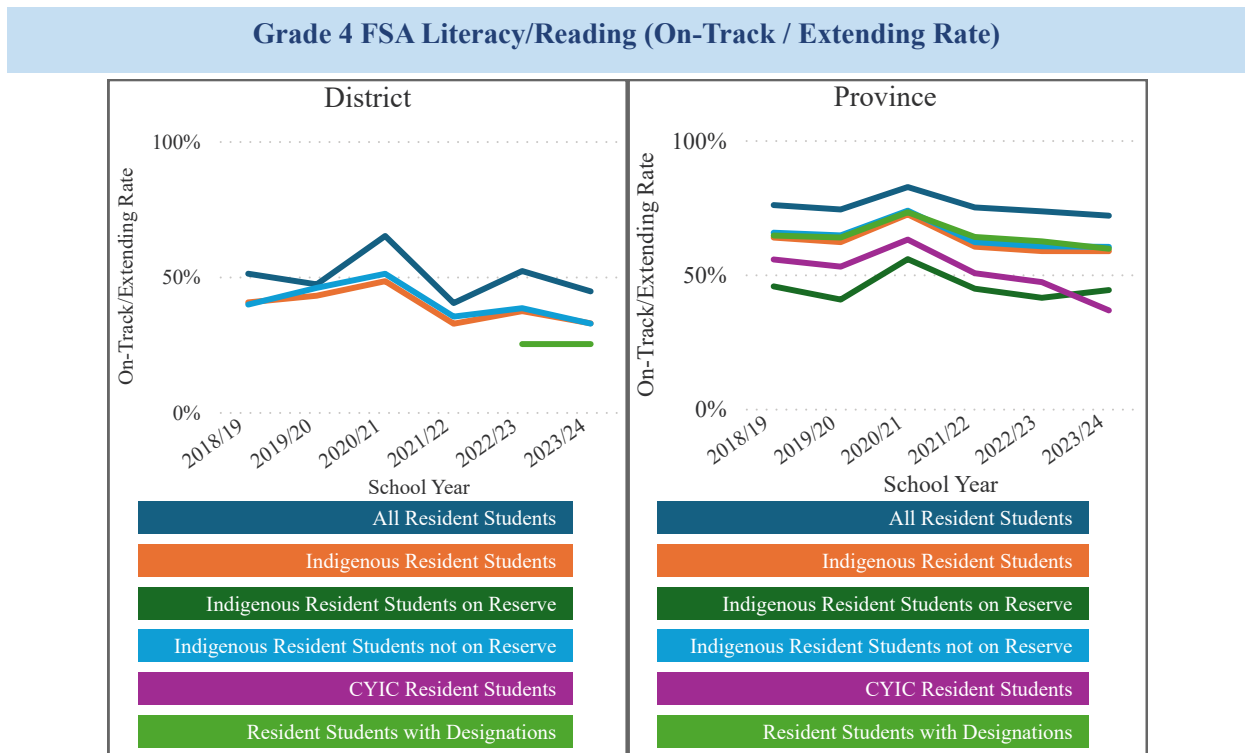


Appendix – Section A: Reflecting on Student Learning Outcomes

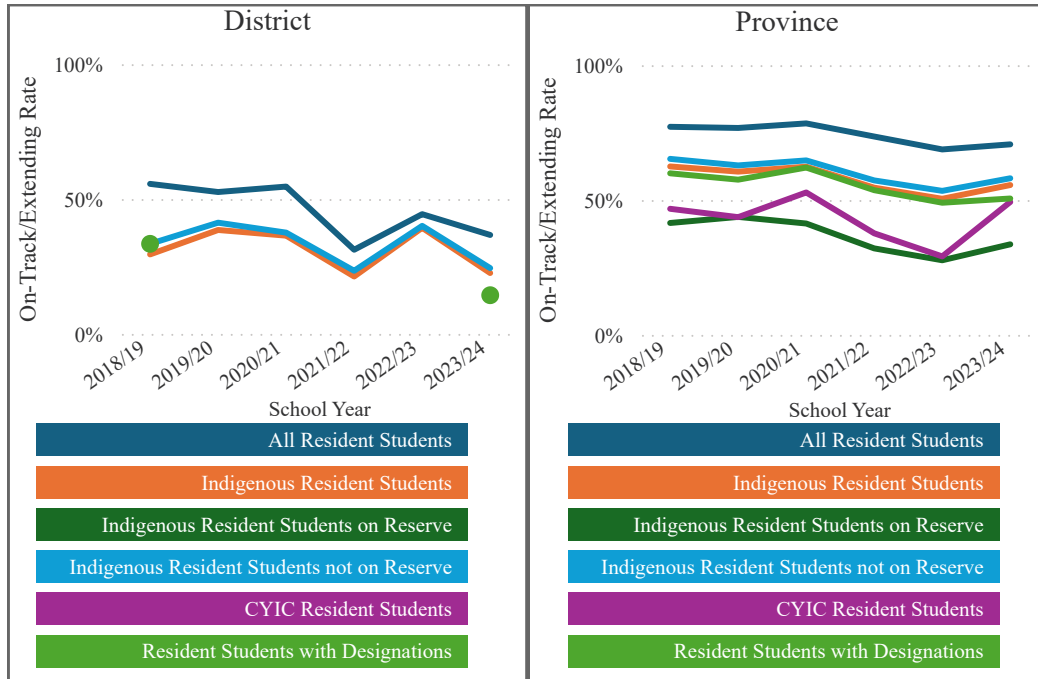
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

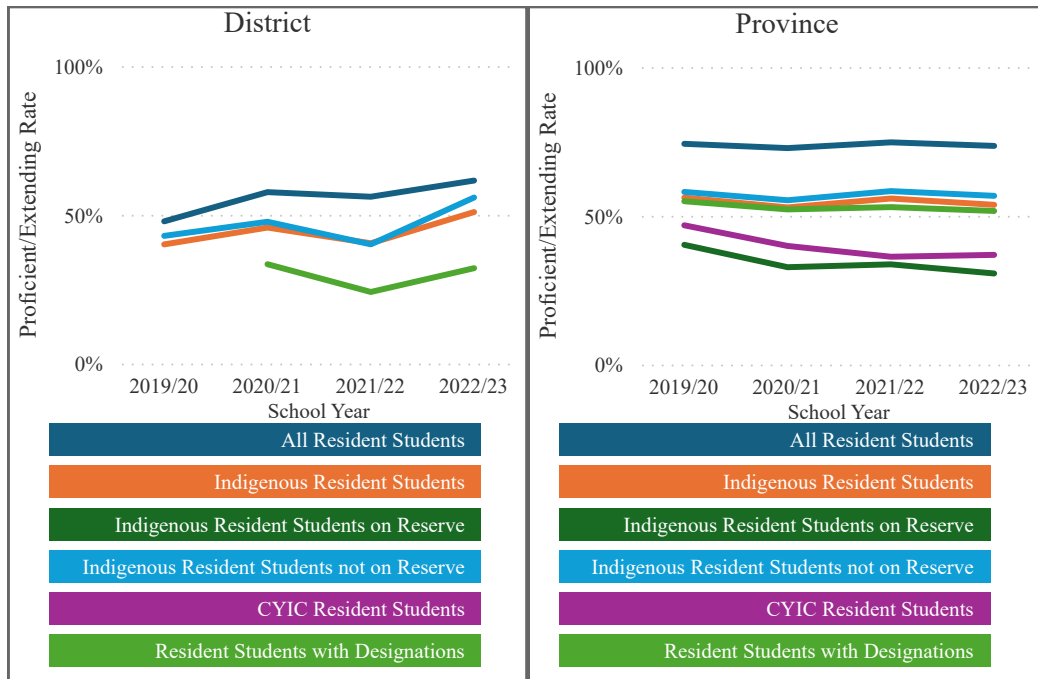


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

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

FSA:

As observed above, FSA results for SD28 are consistently lower than the provincial average. For many years the FSA has been a controversial assessment in our district with significant pushback from the local teacher's union. As a result, the community has an altered perception of the intent of the FSA leading to low participation and very low engagement for those who do write the assessment. SD28 relies on local data to interpret, understand and plan interventions.

Graduation Assessment:

We continue to see improved results with all priority population on this assessment. These results are consistent with our local data (see FESL report). We do see the most significant improvement in results from Indigenous students not living on reserve. The AEC allocated targeted funds last year to provide additional literacy support at the high-school level as part of a strategy to improve graduation results, the current data shows promise that these supports are having a positive impact.

Local Results:

Student achievement in literacy has been a primary goal of the Board for a number of years. To meet this goal, the Board has established consistent literacy intervention practices for K-3 including common assessment, identification and collaboration across the district. For District-level data, refer to the FESL report for graphics.

Grade 1-7:

Overall, we have seen a relatively consistent achievement level based on our Literacy Assessment in grades 1-7. We do however see a significant decline in literacy achievement for students with disabilities and diverse abilities when we examine disaggregated data. We have monitored this closely as we approached literacy intervention with an increased focus on Tier 1 instruction and provided less 'pull-out' intervention. This provides a promise to this practice as we move forward.

Grade 8-12:

The 2023/24 English Language Arts report card marks show overall students in grades 8-9 passing English courses at a reduced rate from the previous year; however, with improved success in grades 11-12. The most significant decline in achievement can be seen in grade 8 for all populations. For two consecutive years we have seen relatively stable achievement or improvements in grades 10-12 data.

Analysis and Interpretation (Continued)

Outcome 1: Literacy

Discussion:

The literacy intervention approach used ensures Tiers of intervention for students not achieving their literacy goals based on benchmark data. Significant district-wide collaboration ensures consistent understanding of levels and interventions. Intensive levels of intervention in this model have predominantly occurred outside of the classroom with a literacy specialist. This has been a successful practice; however, in recent years we have observed the need to spend limited staffing resources providing mentorship and support for classroom teachers in their Tier 1 instructional practice.

With significant turnover in staffing, staffing shortages, and an inability to consistently fill positions we have now revised our long-standing model to have our literacy support teachers providing Tier 3 intervention; however, they now have a key role in providing support to teachers to build their capacity for literacy instruction in the classroom. Tier 1 instruction, in our determination, is the most impactful place for solid instruction. As discussed in the FESL report, we have allocated additional staffing to provide increased literacy mentorship/support for classroom teachers to build the district-wide capacity for instruction.

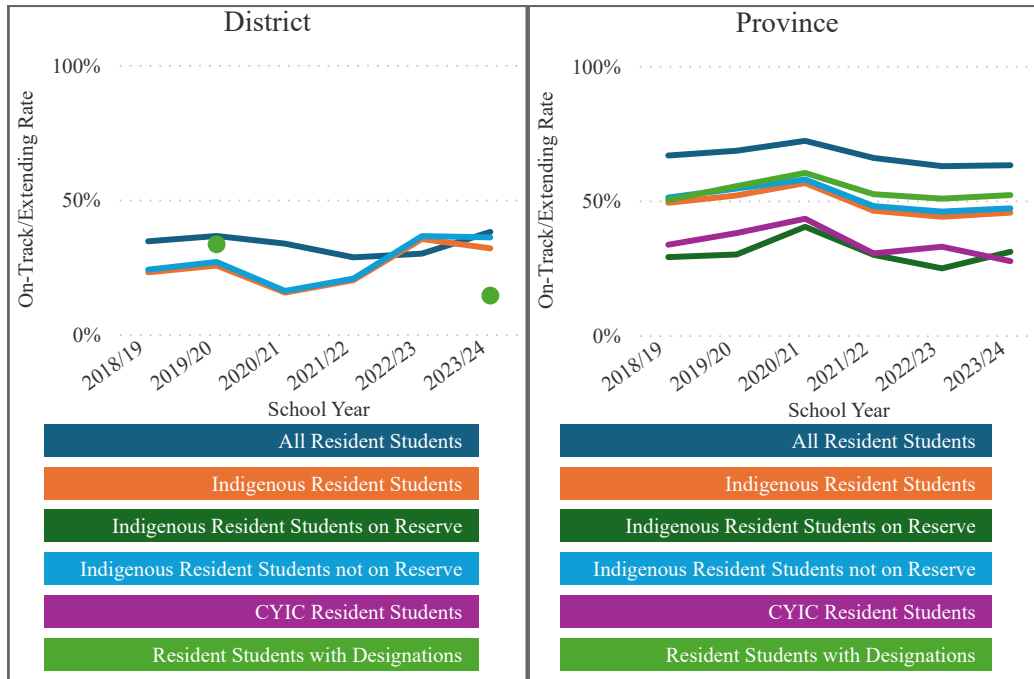
As discussed in a later section of the report, increased vulnerability is also having an impact on the approach used to ensure literacy success. Students entering our system are consistently entering with lower levels of language development, exposure to print, and the ability self-regulate. This reality requires teachers to ensure quality instruction but also provide regulation strategies embedded in instruction. The use of key books and learning resources is impactful; however, this indicated another area of learning and new practice for teaching staff, an adjustment they are willing to make, it simply takes time.

As seen in the FESL report, the district continues to have ongoing collaboration with the Aboriginal Education Council on literacy results and uses these results to inform additional staffing approved by Council to provide literacy intervention for Indigenous students. Ongoing collaboration throughout the school year also occurs with DPAC, local nations, principals and the board.

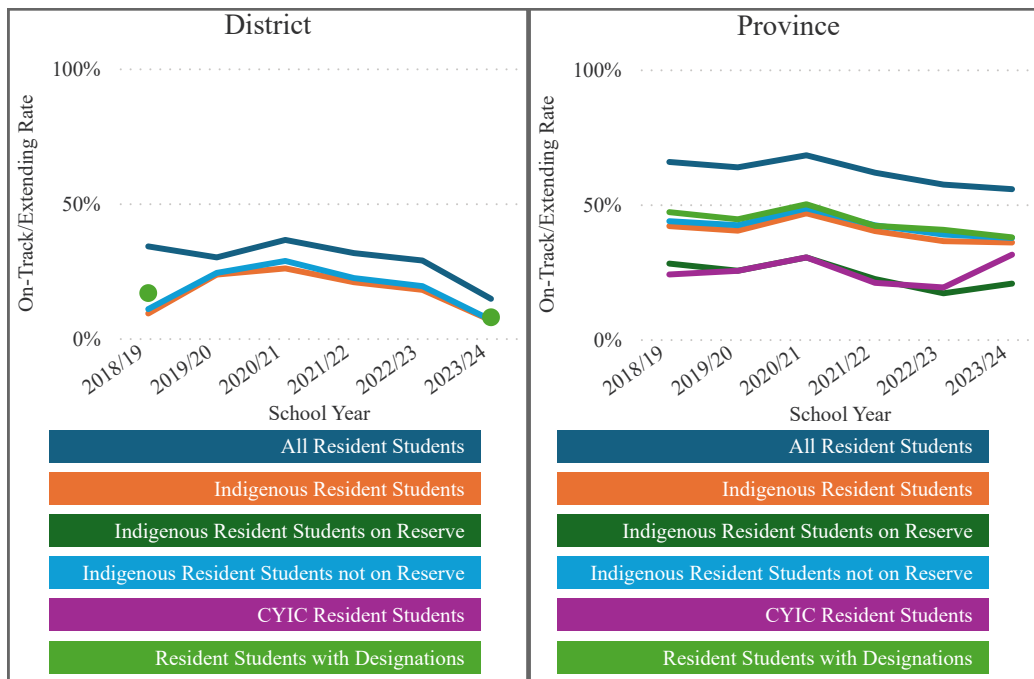
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

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

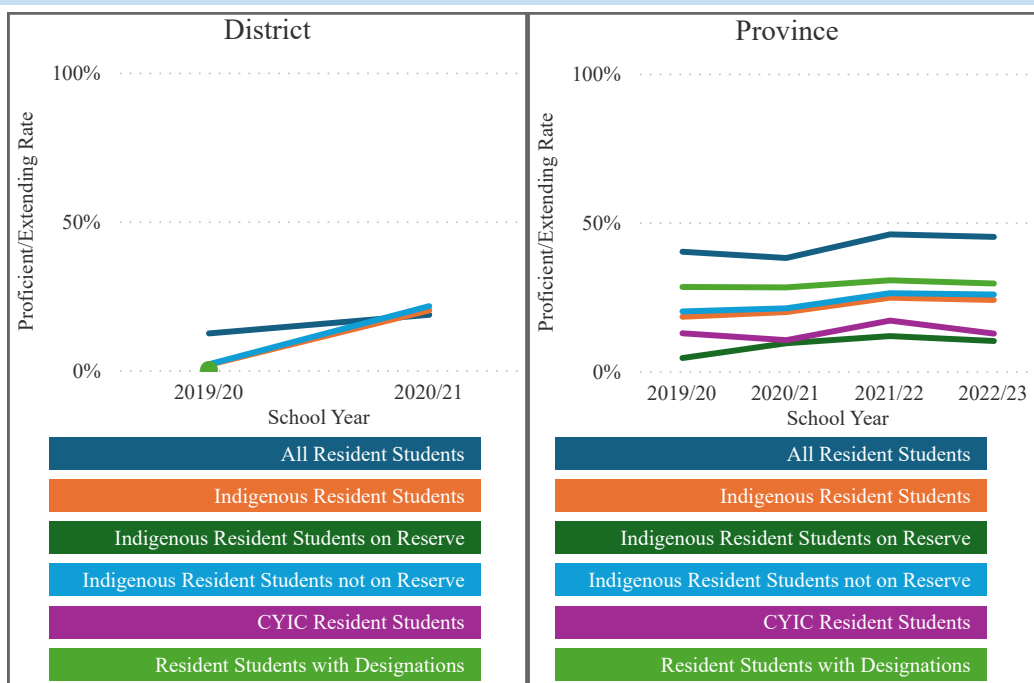


Grade 7 FSA Numeracy (On-Track / Extending Rate)



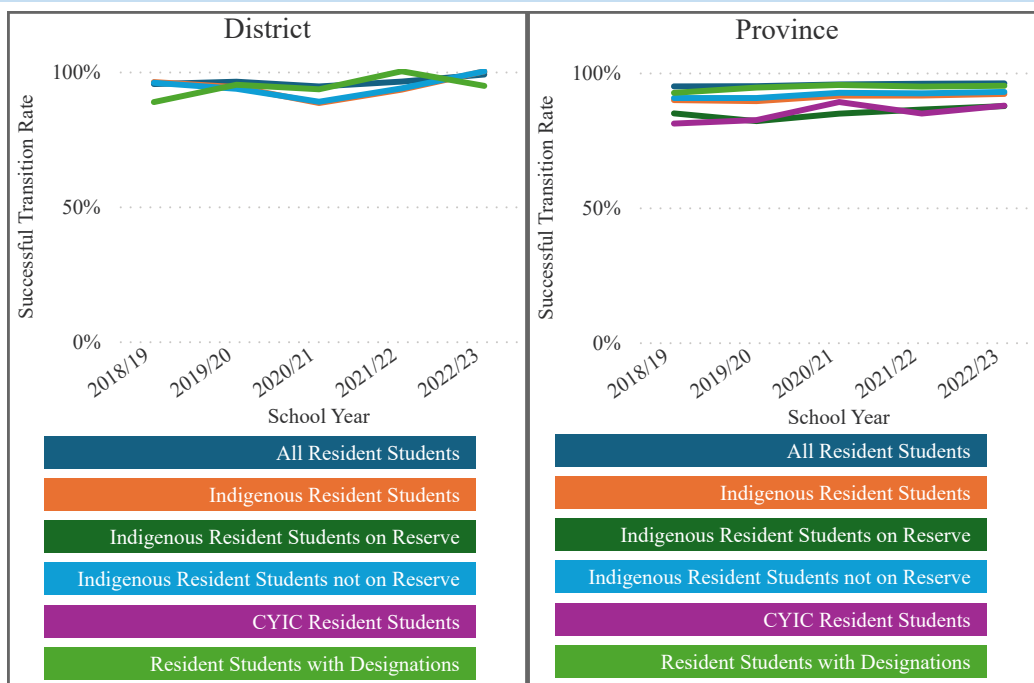
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

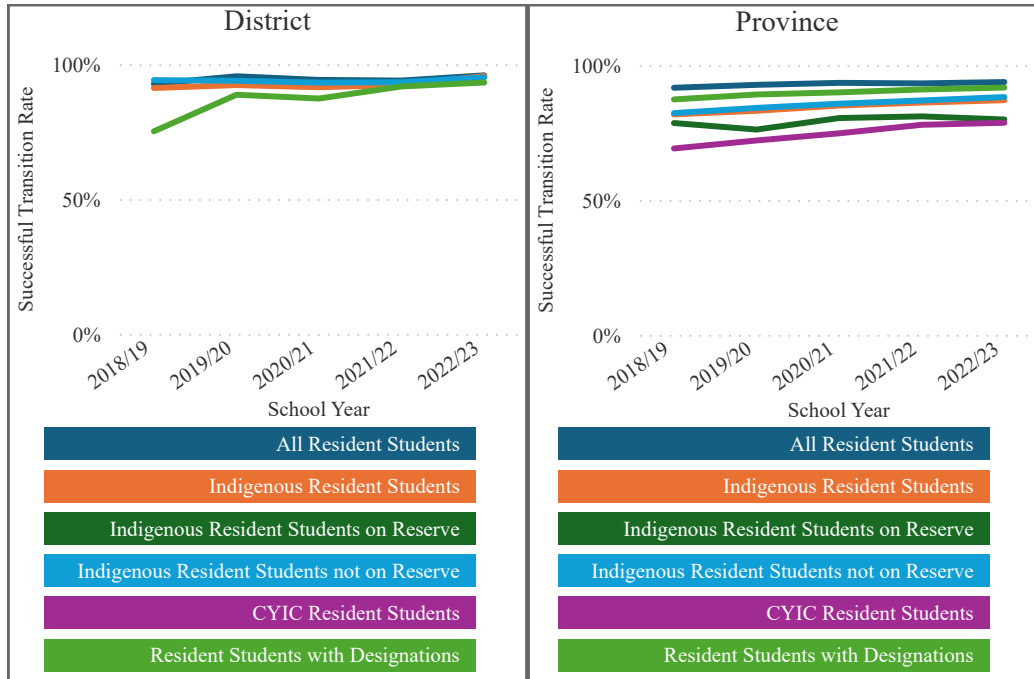


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

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

FSA:

As discussed in the literacy section of this report, participation and engagement is low on the FSA therefore the results are difficult to use for planning purposes. As a result, SD28 uses local data to inform interpretation, understanding and planning for students' numeracy achievement.

Graduation Assessment:

For the 2021/22 school-year Correlieu Secondary made the decision to have students write the numeracy assessment at a time later than grade 10. This practice continued for the 2022/23 school year as well. The decision was made at the school level in consultation with staff, students and parents based on concerns coming out of the pandemic. This decision is represented in the data with what appears to be very low participation as the data only shows those students who wrote the assessment in grade 10. For those few students who are indicated in the assessment the results are very encouraging.

Local Results - for graphics and further interpretation refer to the FESL report:

Grade 1-7:

Student math achievement data at the elementary level has been relatively consistent over the past four years. The data demonstrates a consistent gap in the achievement between the Indigenous and non-Indigenous students of 7-8%. This cohort has shown an improved numeracy achievement level for students with disabilities and diverse abilities in the primary grades of 7% which is consistent with the five-year average for this priority population.

Grades 8-9:

The results observed on local assessments for students in grade 8-9 in SD28 show a required area of growth. For the second straight school year, achievement results have trended down for all students, with priority populations showing significant impacts. Data for grade 9 students shows relative consistency to the 2022/23 data with slight improvement for Indigenous students (1%) and the overall student population (5%). Data for grade 8 students show a decline of 18% for all students, with Indigenous students showing a 25% decline in the percentage of students extending or proficient in math on their report cards. The data for students with exceptional needs also shows a 22% decrease in the percentage of students extending or proficient in math in grade 8.

Grades 10-12:

Data collected for grades 10-12 includes the percentage of students who passed their math course. Students data for this measure continues to show high achievement levels, with Indigenous students showing 6% below the whole student population and students with disabilities and diverse abilities on average 6% lower as well across the three grades. The FESL report will go into more detail on the individual course success rates for each population, this is a priority measure for our planning.

Analysis and Interpretation (Continued)

Outcome 2: Numeracy

Discussion:

The current data continues to highlight a need for our district to have a consistent assessment tool and consistent instructional practice across all grades. The data shows concerning achievement levels for grades 8 and 9; however, we continue to see achievement rates close to our projected targets for grades 10-12. If the students were achieving at a considerably lower rate in grade 8 we would likely see these achievement levels continue through the grades to some degree, especially grade 9. With the grade 9 data from this current report showing slight improvement (the same group of students from last year in grade 8 that showed concerning levels) it suggests a further need to review how we are collecting data for grade 8s in our district.

The board has approved funds to purchase district-wide resources to start our common assessment practices for the 2024-25 school year. This will include inservice sessions and a math mentor teacher that has been hired to build teacher capacity.

As observed in the How Are We Doing Report, and reflected in the FESL, Indigenous students in grades 10-12 are showing high levels of achievement in math courses toward graduation. To a lesser degree, students with exceptional needs are showing success as well. We are encouraged by the success shown in these grades; however, our area of focus is to understand why the data in earlier grades is not reflective of the same level of achievement.

Intellectual Development Summary

Building teacher capacity remains a key area of focus for SD28 in order to improve student achievement rates, specifically in literacy and numeracy. The noted high rates of staff turn over, new teachers, and non-certified teachers presents a challenge to ensure strong consistent practices. Our approach to building teacher capacity through district-wide, consistent assessment and instruction with the support of common tools and mentorship by experienced subject-level teachers is our most efficient way to achieve this goal.

We have started collecting and interpreting cohort data and will report on this data moving forward. Our intention with the cohort data is to also track how each individual cohort is progressing through the system. This will also provide further insight into the inconsistencies in achievement levels we are monitoring.

We use grade-to-grade transition (grade 10 completion) as measures for ongoing review in SD28. The attached demonstrates a strong transition rate for all students, priority populations included. In the FESL report we go into further detail about our work to understand the decline in successful transition from grade 12 to completion and our use of individual course completions to understand our path forward. This is a significant area of community consultation to help us understand the "Why"?

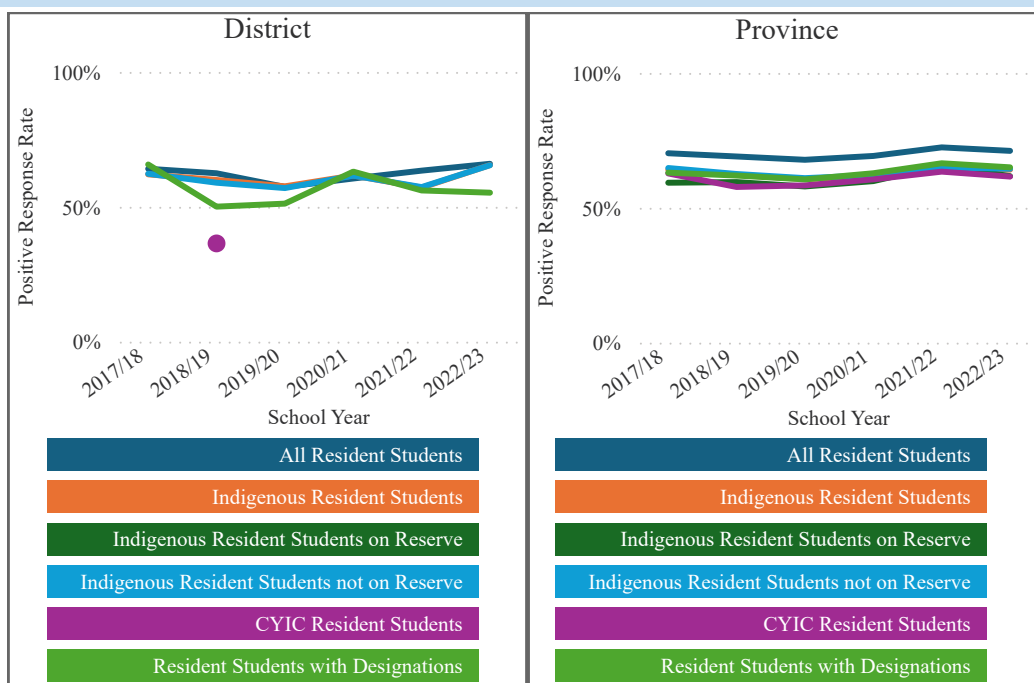
Overall, the intellectual development of students in SD28 is our primary goal and we are not satisfied with the story that the current data demonstrates. We hold ourselves to a high standard and want to ensure all students are graduating with a full scope of possibilities.

Human and Social Development

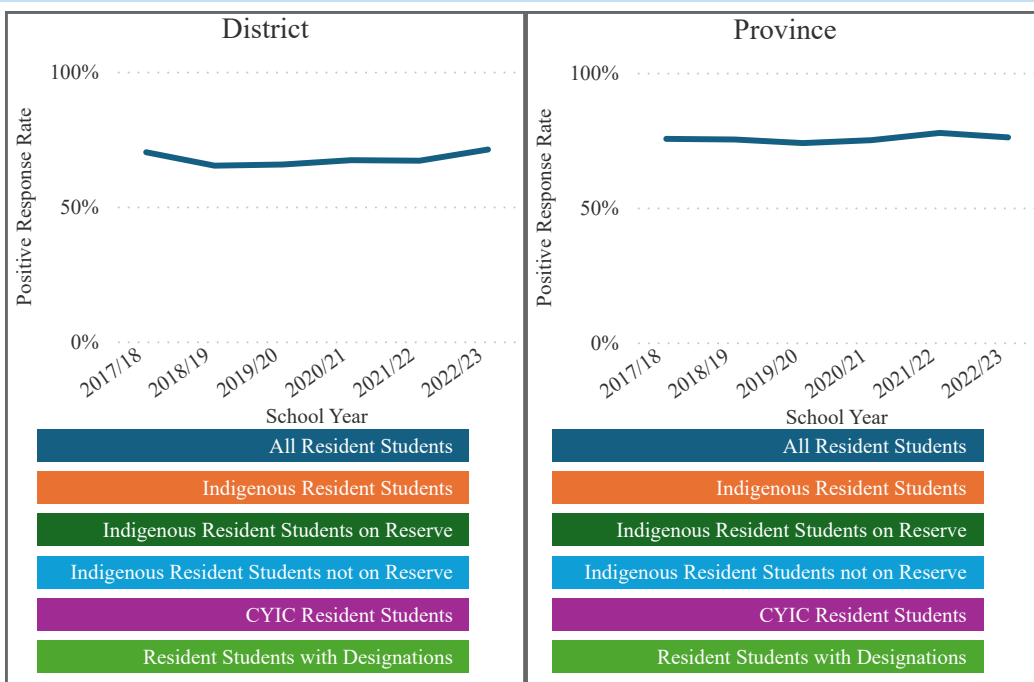
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

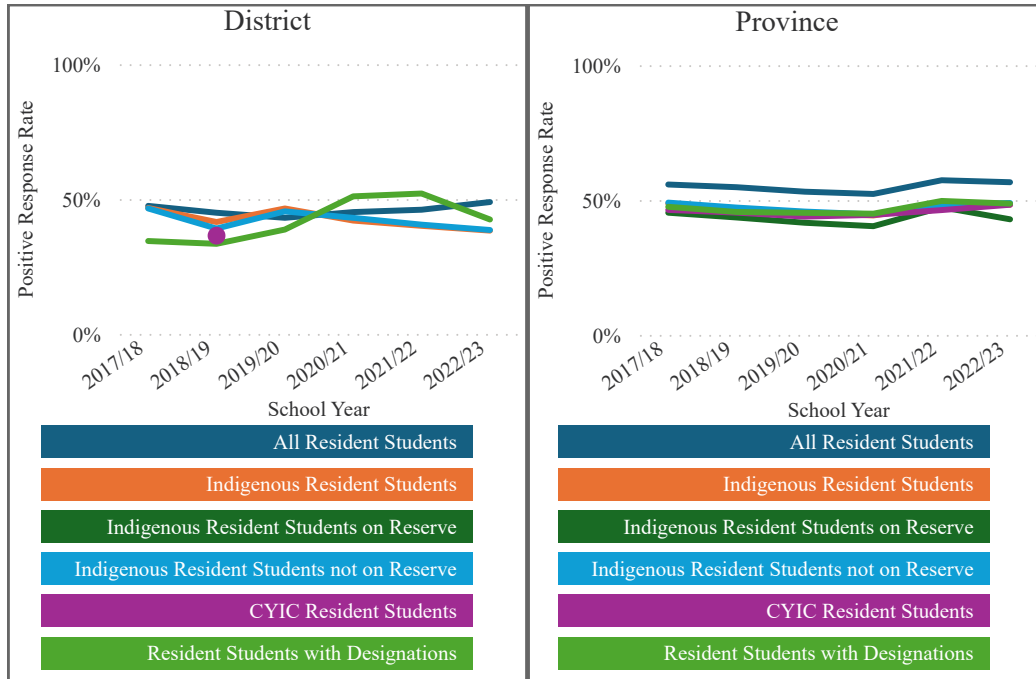
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



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

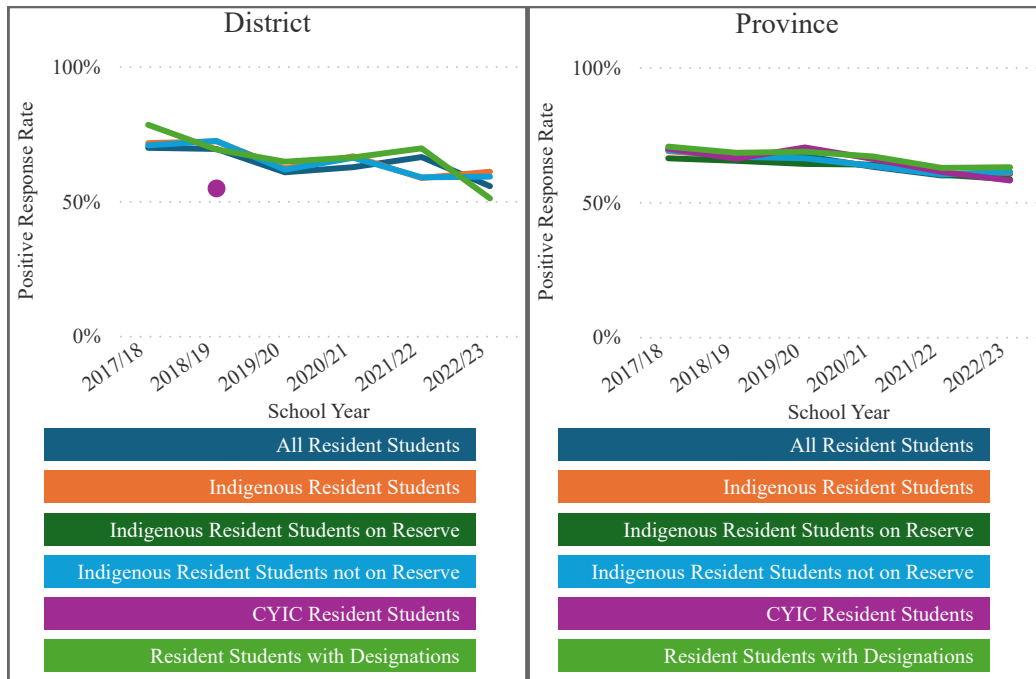


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

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:

- Establish that 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.

All schools in SD28 have goals in their school growth plans including measurement in these areas. Ongoing consultation as part of our Cycle of Review has school principals reviewing data on a regular basis with regards to these measures. Results from local measures highlight a stronger sense of belonging and perception of caring adults when defined on local surveys than on the SLS. We have found that students often require additional teaching to help them understand "What is a sense of belonging?" and "what does it mean that adults care about me?" Once students have a more clear understanding they have reported higher on school-level surveys.

As with most measures, data for children and youth in care is masked as the number of respondents on the SLS is low. As discussed in the FESL, we are working on a plan for improved communication and collaboration with MCFD. We feel that students in care or in care agreements are highly vulnerable in our community and building a sense of belonging and ensuring they feel safe in all of our schools is a primary focus.

Students with designations continue to report lower levels of sense of belonging, adults who care, and sense of safety at school on the Student Learning Survey. Into next school year we are initiating a district-wide focus on inclusion and supports for students with disabilities and diverse abilities. As noted in the FESL report, SD28 has observed a significant increase in designations in the past three years resulting in staffing ratios and training opportunities that have been unable to keep up with the demand.

Although there remains opportunities for growth in each of the four measures identified in the SLS, we do see consistency in the remaining priority populations in SD28. The consistency highlights a building culture in our district where all students are made to feel connected and feel like they belong. Tremendous efforts have been made working with local First Nations and Aboriginal Education Council to ensure relevant local content and context is vibrant in each school in the district, ensuring Indigenous students see themselves represented in all areas of their day. These efforts are having positive impact on most students in our system.

Human and Social Development Summary

As described more fully in the FESL report, the level of vulnerability in Quesnel continues to be an area of focus and discussion. The district is collaborating with the City of Quesnel on these measures to build a consistent wrap-around approach to supporting students and families.

The SLS data shows that students in SD28, specifically priority populations, to be consistent with the rest of the province on these measures. As noted, local school-level data and the MDI demonstrate higher levels of sense of belonging and connectedness. We can attribute this to the trend that has been consistent for a number of years in Quesnel; when it comes to larger assessments, parents, students and staff have been less inclined to participate fully in the survey.

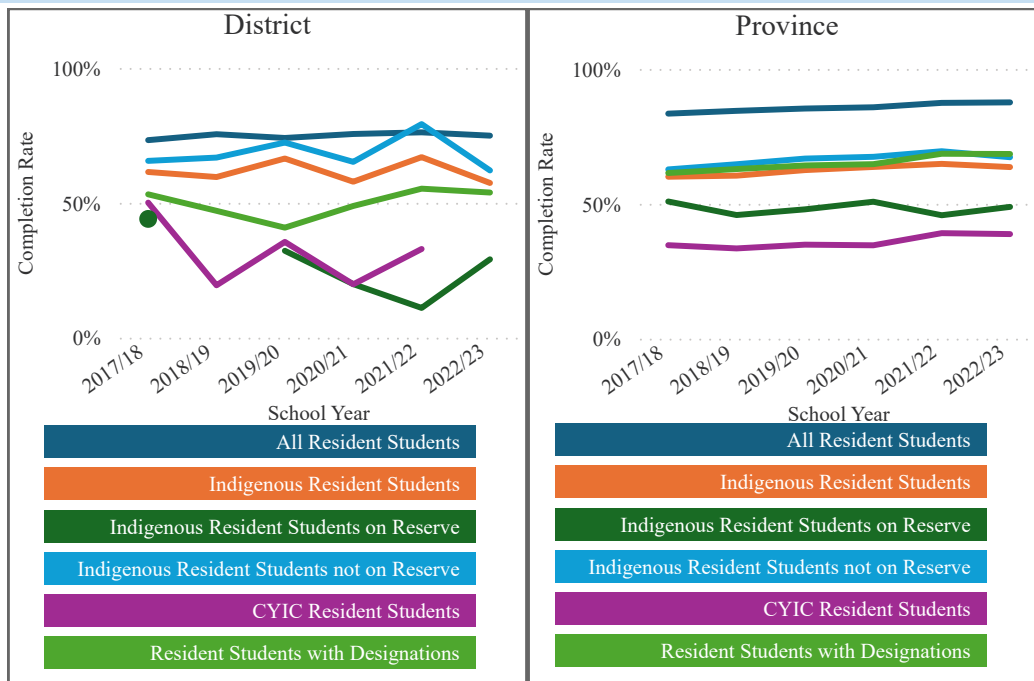
The district has been "building out of the pandemic" and the local data and MDI results shown progress in this regard. We have been intentionally improving communication with parents and community to re-establish the high standard and perception of the school environment that was to some degree lost through the course of the pandemic and subsequent years. We believe that building the community-wide commentary about our schools will have a significant impact on student self-reporting but more importantly, on each student's actual sense of pride and connectedness to their school.

Career Development

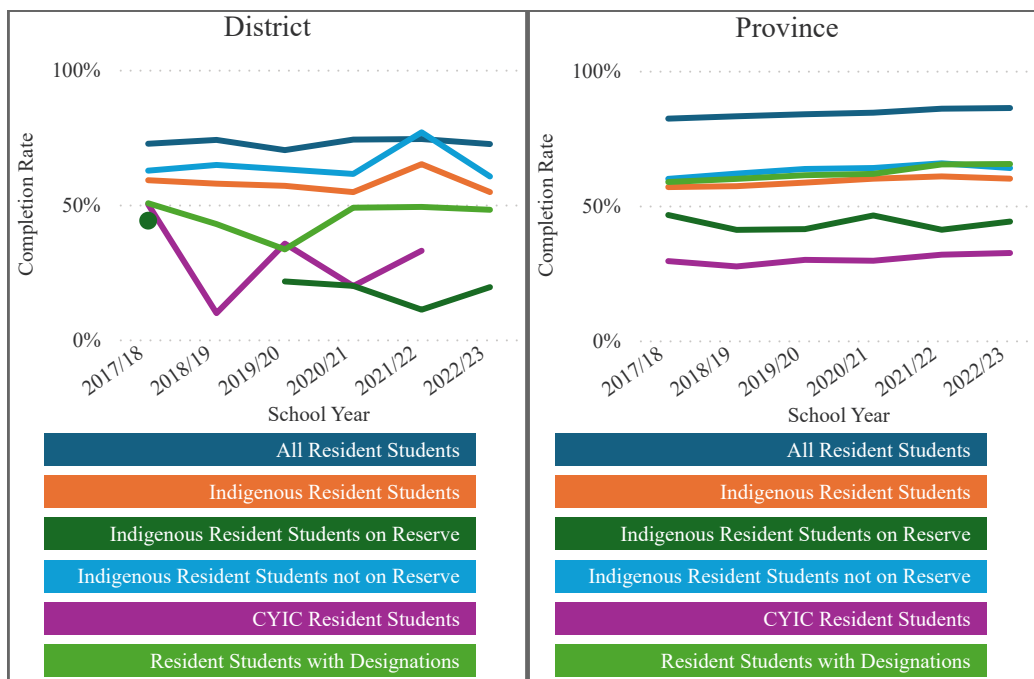
Educational Outcome 4: Graduation

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

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.

Five-year completion rates for learners in SD28 have traditionally been significantly lower than the six-year rates. Extensive consultation in recent years has resulted in a consistent message; many students and families in our community would like or need more time. Our aim is to support students to a five-year completion; however, we use both five-year and six-year completion data in local planning. As a result, we include six-year data in our FESL report yearly. As seen in this report, SD28 six-year graduation rates show a significantly higher rate of completion with the additional year.

The current data illuminates a trend that all priority populations in SD28 are graduating at a lower rate than "all residents" with especially lower rates of success for Indigenous students living on reserve and children and youth in care. These are critical conversations that we bring to Aboriginal Education Council, community and families as we work to increase our graduation rates and opportunities for success for students.

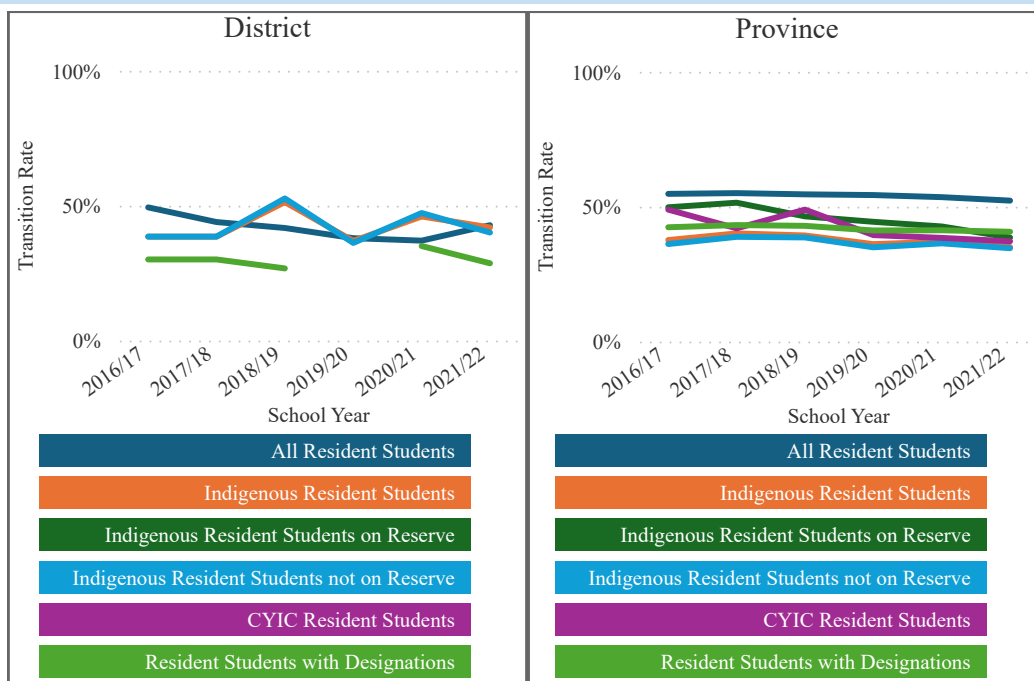
In order to critically review and improve graduation rates in a sustainable way, we review course completion and achievement levels for marker courses in the graduation years. As seen in our FESL report, we reviewed and have planned around seven courses. This past year, we have reviewed Indigenous and non-Indigenous students with expansion to the other priority populations and further disaggregation next school year. In this analysis we have seen a consistent level of achievement for Indigenous and non-Indigenous students providing insight in the skill acquisition required to graduate. Students are being successful in the individual courses; however, they are not moving on to completion. This is an area of focus for us and is an ongoing conversation with families. One message that was shared by local Nations is that students are fearful to graduate, with the uncertainty of what comes next for them. This is one example of the feedback received. In this case, the AEC has approved additional staffing at the high-school as a "graduation coach" to help students vision-cast to the next steps in their lives.

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 three years; however, on the most recent report we observed a significant increase in Adult dogwood credentials. This resulted in significant work in the district to identify the nature of the increase, and with families to understand the reasoning behind their choices. New district practice has been created that includes a sign off process for all students/families considering the Adult Dogwood credential. This process mirrors that of the process initiated for the Evergreen credential in our district. We now require all students who are considering the adult dogwood path to have ongoing collaboration with families, principal and district staff to ensure the student is fully informed, that this is the correct path, and that all options are exhausted.

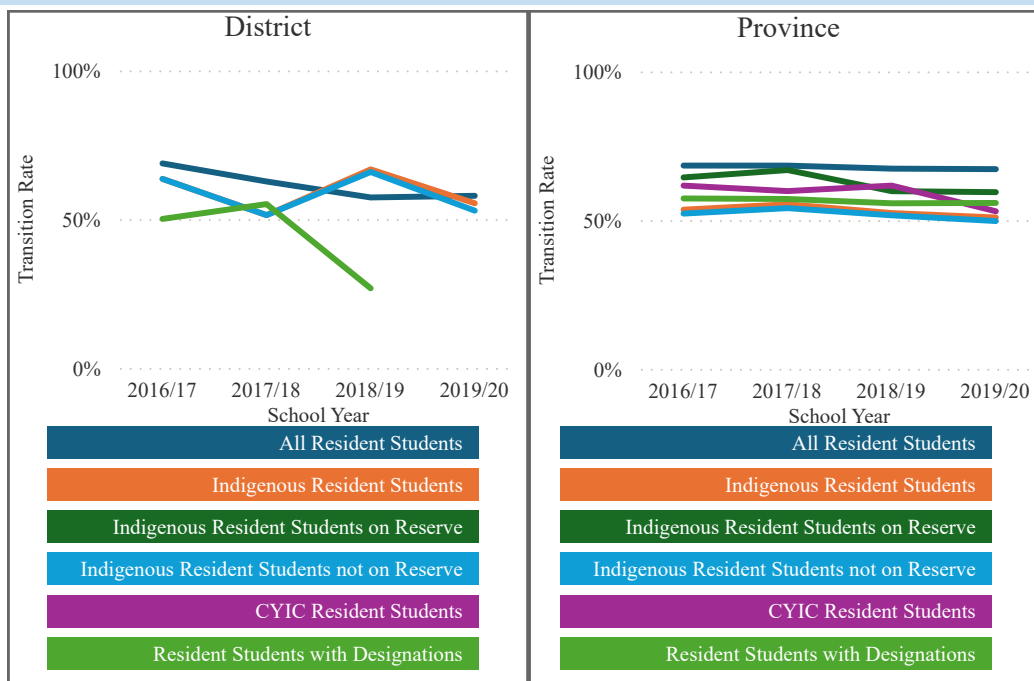
Educational Outcome 5: Life and Career Core Competencies

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

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

The data shows an increase in immediate transition to post-secondary for all students this year. Indigenous students continue to see an immediate transition rate higher than that of the provincial average. 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 one, two, and three years after high school compared to immediately following high school. According to Statistics Canada, immediate transition rates do not include students who attend institutions outside of BC; however, when these institutions are included our measures increase by 6.5% on average over the past eight years.

For students with disabilities and diverse abilities, the data is often masked as few students transition to post secondary within their first one to three years in our community. Resources for families after high-school for this population are scarce and we often navigate with families the concern of the "gap in services and opportunities" between the K-12 system and adult services, the same adult services that often provide supports to access post secondary and career options.

Of note, Quesnel is a resource-based community and as such many career options are available to students upon graduation that do not necessarily require students to attend post-secondary school immediately. In many cases, companies offer employment to students following graduation with the understanding that they will support further education in the coming years. This may include starting as a labourer for a company with the understanding that the company will pay for electrical training/apprenticeships in the future. This has an impact on our 1-3 year transition rates.

Career Development Summary

We made significant progress in the 2023-2024 school year to increase options, awareness and access to post secondary for students in Quesnel. The work to develop the MOU for dual credit expansion and the MOU for Early Childhood dual credit are already showing promise. We have 13 students enrolled in the ECC dual credit for the 2024-25 school year with prospects of working in our community following graduation. Finding the link between career options and immediate employment is important for our youth. As discussed earlier, vision-casting to real employment opportunities is an approach that we hold based on the feedback received from students. Students need to be interested and excited in the trajectory and need to know they will be earning a wage right away.

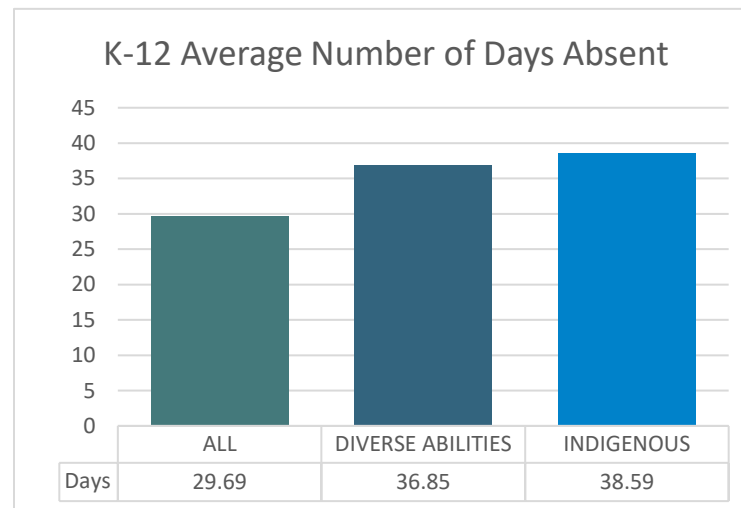
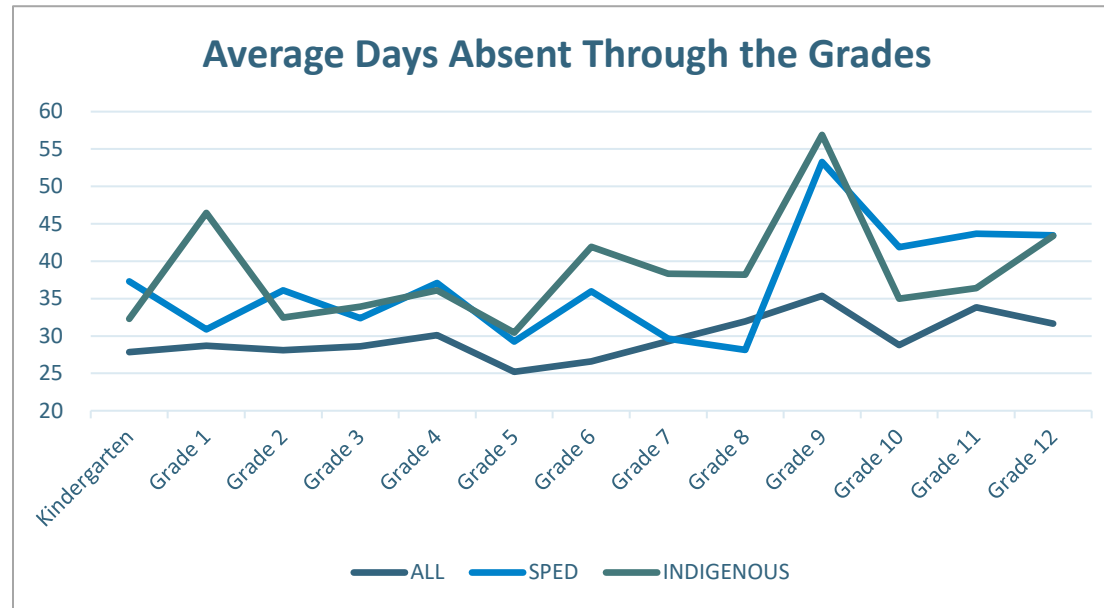
In order to ensure seamless transition for students entering all career programs, we allocated significant funding to re-structure the careers department and provided significant professional learning for staff. Our goal is to create consistency and efficiency in the required reporting and paperwork which was an identified barrier. Additional budget allocation has been established to support students enrolled in dual credit offerings. We have also increased support to staffing to allow for more continuous oversight throughout the summer months.

Appendix – Section B: District Data

Alignment



Attendance



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 2020 and 2023; however, the data demonstrates an increase in success rate for students in Gr 1-2 in 2024. 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 2024 Literacy Data, there is a lower rate of success for Indigenous students with a 17% gap in Primary and 15% 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.

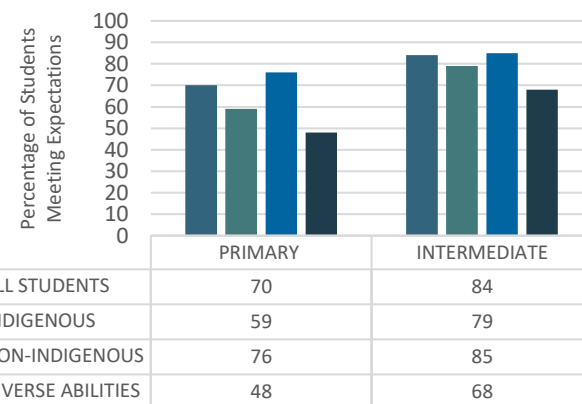
District Data – Intermediate Report Card Data

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 91% level.

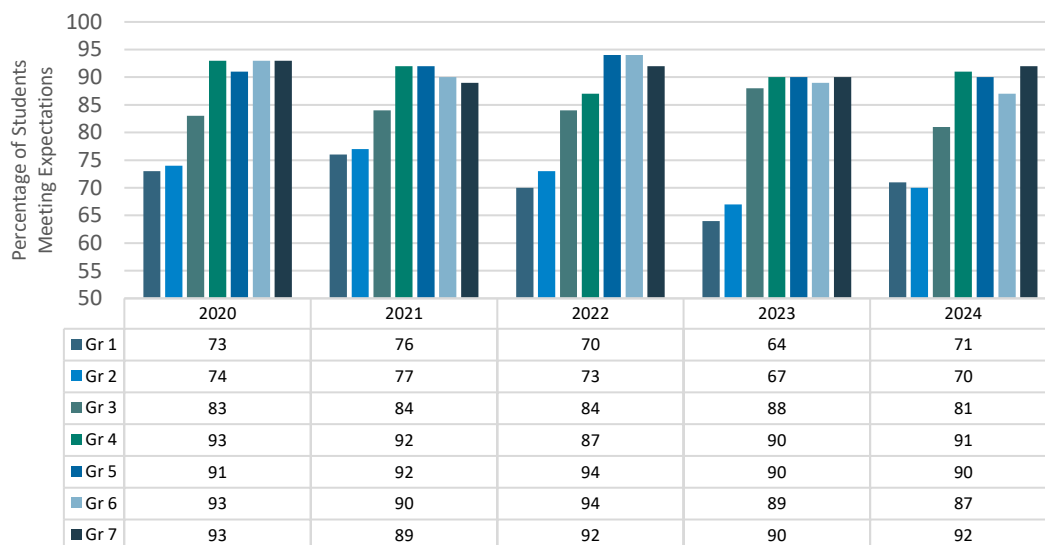
The student reading data has been compared to the report card data for English Language Arts for K-7 and it is very consistent for the past 5 years.

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.

DISTRICT LITERACY DATA 2024



5 Year Report Card Data- English Language Arts

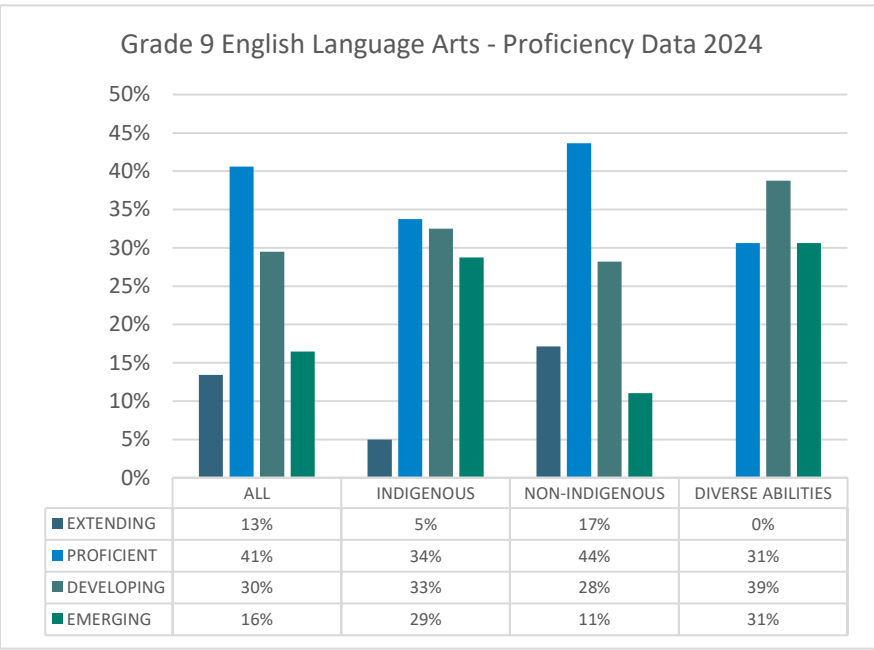
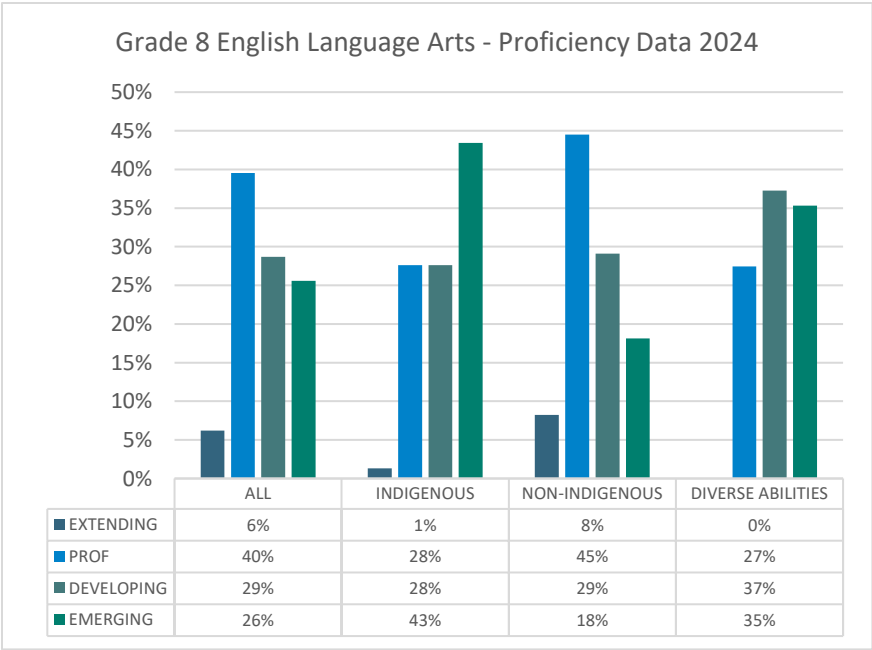


District Data – Middle School Literacy

The data was collected using report card marks for the 2023/24 school year. All Gr 8-9 marks were represented in Proficiency scales.

Grade 8 students saw a continued decline in literacy success compared to the 2022/23 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.

With only 46% (an 11% decline from last year) of students proficient or extending in grades 8-9 it is imperative that we work strategically to identify the barriers. The current report identifies an even more significant area for improvement with Indigenous students proficient or extending at 29%, an 11% decline from last year and students with diverse needs at 27% proficient or extending.

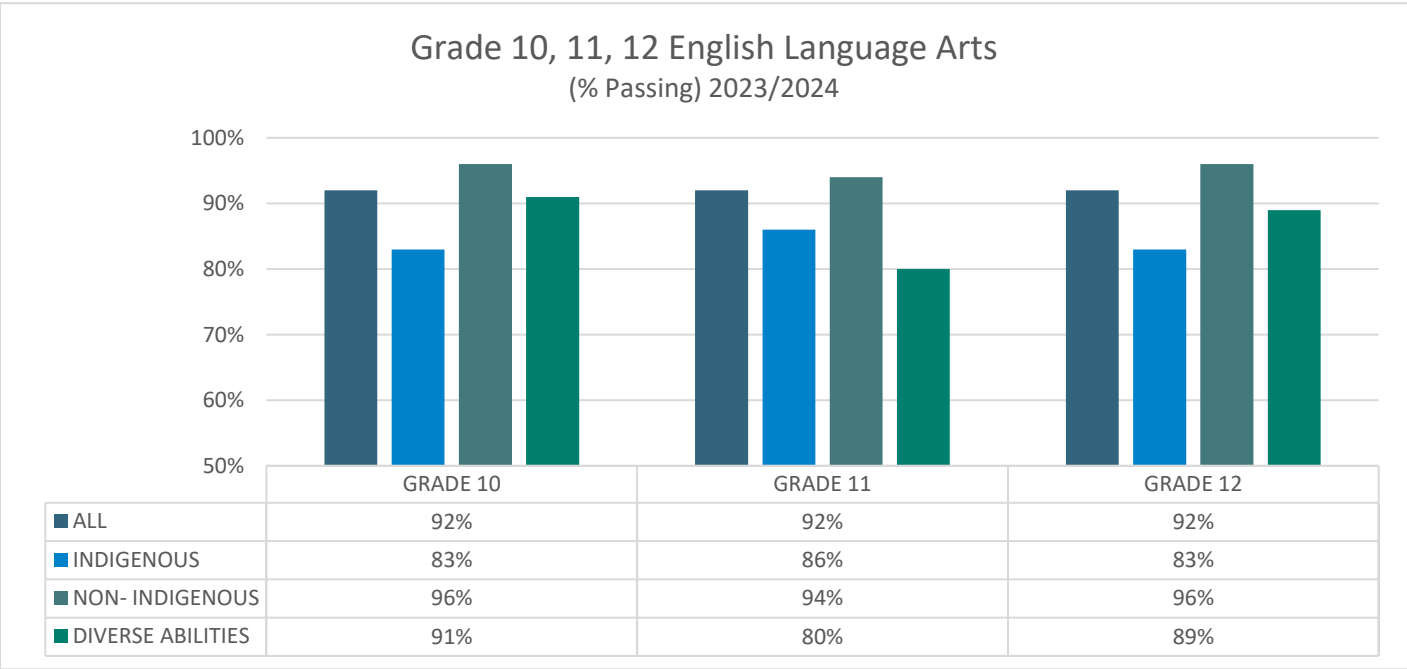


District Data – High School Literacy

The 2023-24 English Language Arts report card marks show students in Grade 10-12 passing English courses at an 92% level, this is a 2% increase from the 2022/23 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 to be approximately 5% points lower than the rest of the population.

Curriculum support time is allocated at the high 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. Additional supports will be added to further support this work for the 2024/25 school year

Student attendance and engagement between 2020-21 and 2023-24 continued to be a significant barrier.



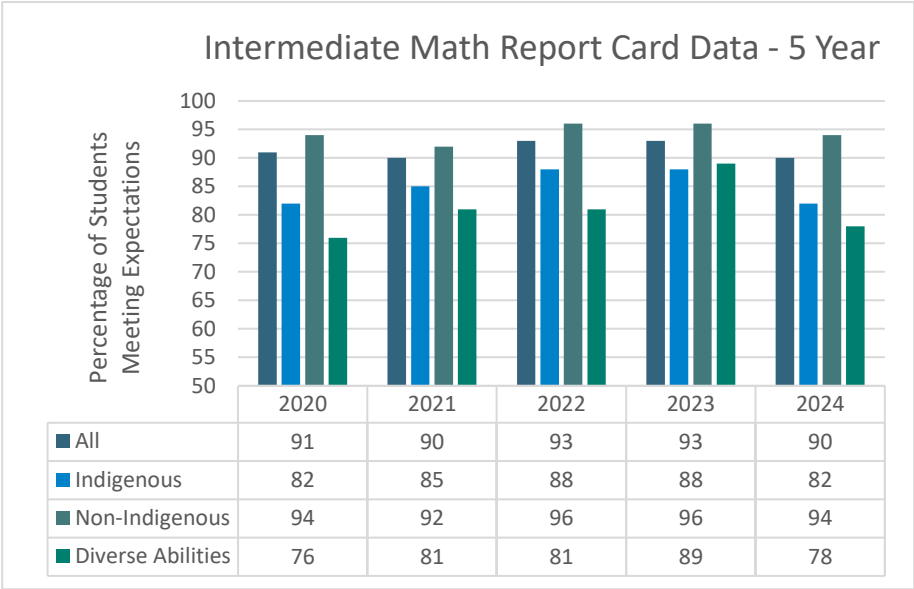
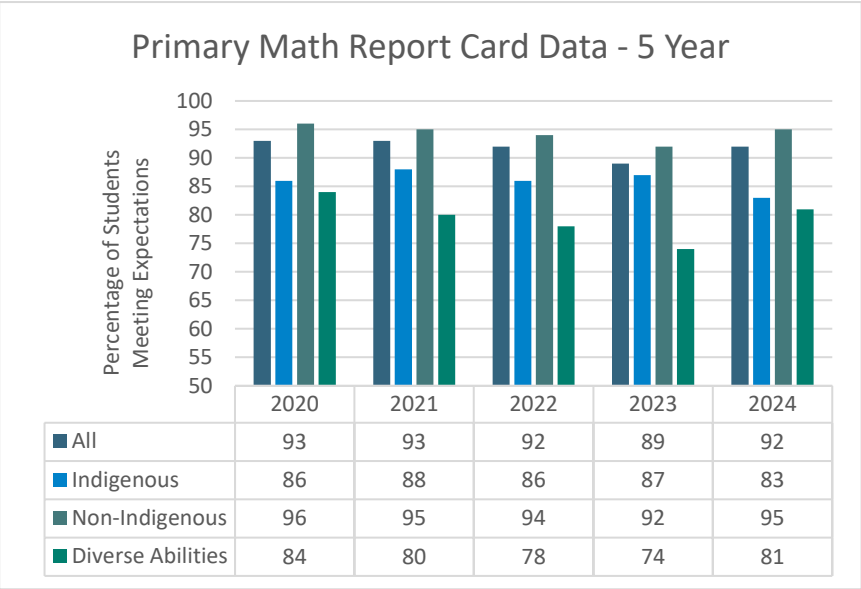
Intellectual Development – Numeracy

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 approximately 6% between Indigenous and non-Indigenous students in primary numeracy (which is a 1% decline from 2022/23) and 9% in Intermediate numeracy (also 1% decline in success from 2022/23). Students with exceptional needs see a more significant achievement gap of 15% in primary and 13% in intermediate.

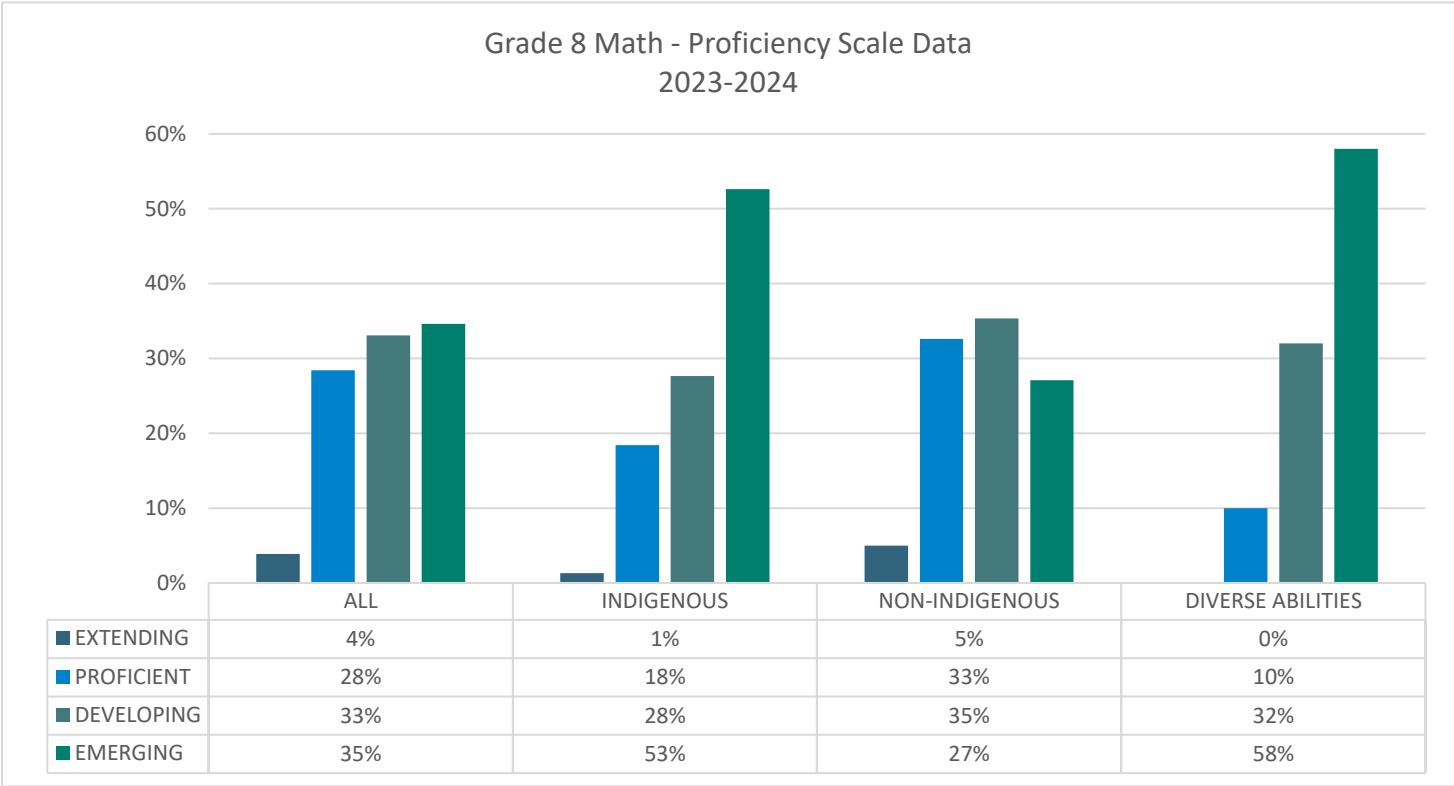
In comparison to Grade 4 FSA results we can see a marked difference in the data and feel local data is a more accurate representation of student achievement in Numeracy at the Elementary level.



Middle School Report Card Data

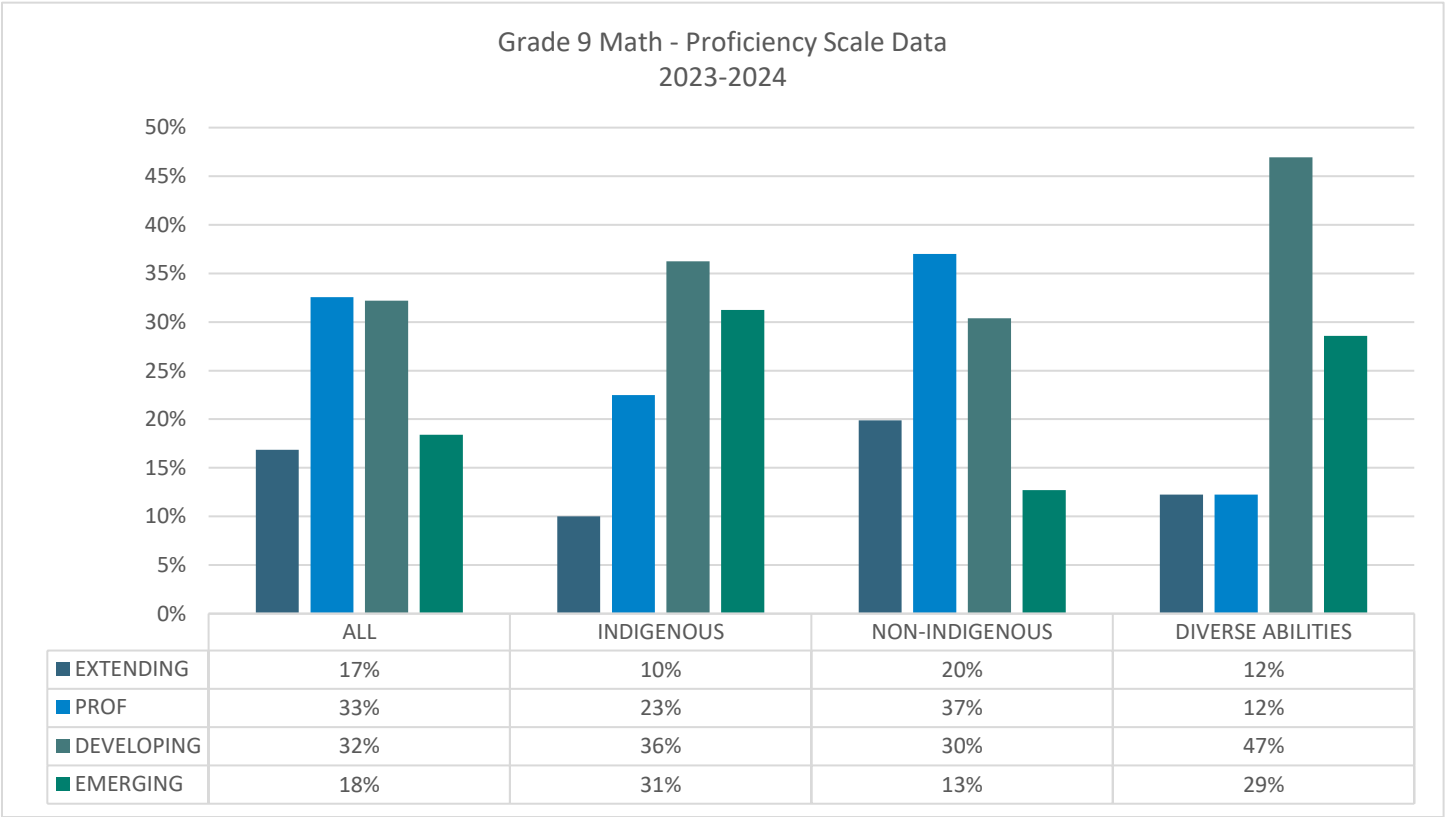
Quesnel Junior School (Grade 8):

Similar to Literacy, Gr 8-9 data is reported on report card as proficiency. Similar to Literacy there are a variety of factors that need to be considered for the 2023/24 school year to ensure positive progress. The results observed on local assessments for students in grade 8-9 in School District 28 show a required area of growth. For the second straight school year, achievement results have trended down for all students, with priority populations showing significant impacts. Data for grade 9 students shows relative consistency to the 2022/23 data with slight improvement for indigenous students (1%) and the overall student population (5%). Data for grade 8 students show a decline of 18% for all students with indigenous students showing a 25% decline in the percentage of students extending or proficient in math on their report cards. The data for students with exceptional needs also show a 22% decrease in the percentage of students extending or proficient in math in grade 8.



Middle School Report Card Data

Quesnel Junior School (Grade 9):

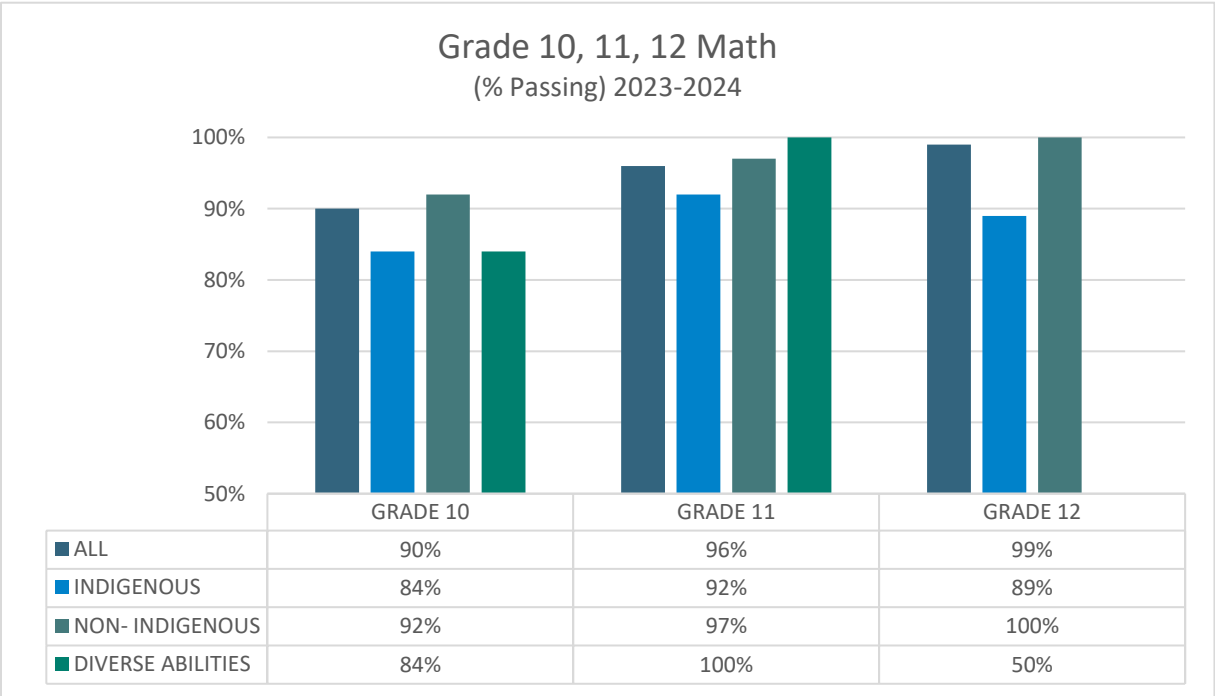


High School Report Card Data

Correlieu Senior Secondary/McNaughton Center Combined:

The 2023/24 Passing percentage show students in grades 10-12 are passing Math courses at the 95% level with grade 12’s reaching a 99% pass rate. Students with Indigenous ancestry scored 8% and 5% lower respectively in grades 10 and 11 which suggests a subtle improvement over the 2022/23 data. We continue to see improvements in this area. A small cohort of grade 12 students with Indigenous ancestry reached 89% success rate, and a small cohort of students with diverse abilities in grade 12 achieved a 50% pass rate. These rates are markedly different than last year, a product of small cohort numbers. Numeracy achievement continues to be a relative strength for students in SD28.

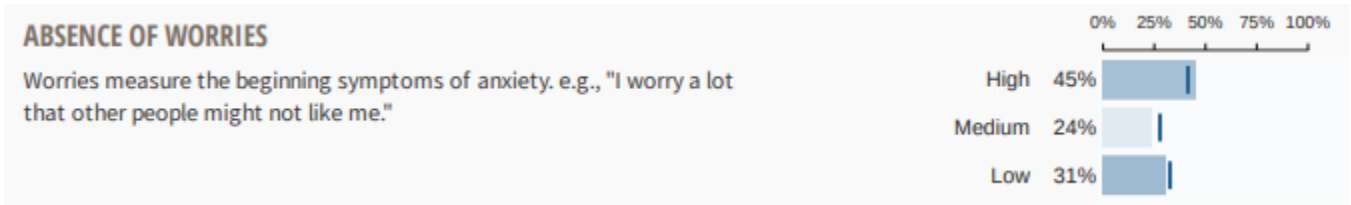
Comparing local report card data with achievement rates on the Graduation assessment for Numeracy, we feel the local data provides a clearer picture of student achievement in Numeracy at the High school level.



Human and Social Development

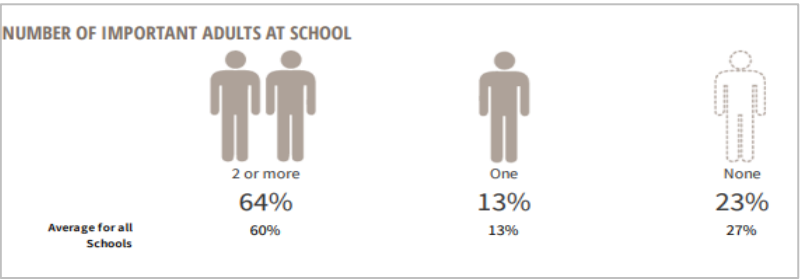
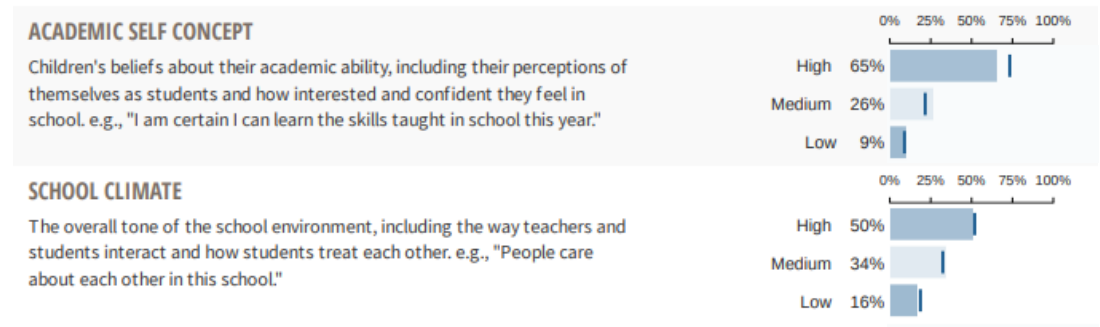
MDI Social and Emotional Development 2023/2024

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 2023/2024 –

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.



Ongoing Strategic Engagement Schedule 2023-2024

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 2-6 – Learning Services Team collaboration October 10 - School Principals – “Family of Schools” Data Discussions
November – December	Literacy	Literacy Assessments Literacy Teachers/Learning Learning Assistants % students proficient K-9 ELA (% Passing 10-12)	School Review - ongoing Nov. Aboriginal Education Council and Chief and Council reviews Nov. District Parent Advisory Council review Nov 13-17 – Learning Services Team collaboration December 12 School Principal - “Family of Schools” Data Discussion
January - February	Literacy, Numeracy	K-7 - % students proficient Grade 8-12 Math % passing (first semester)	School Review - ongoing Jan 8-12 Learning Services Team collaboration Jan 17 -Board In-Camera Review February 13 - School Principal ‘Family of Schools’ Data Discussion
March - April	Belonging	MDI School Belonging Surveys	School Review - ongoing March - Aboriginal Education Council and Chief and Council Reviews (Literacy, Numeracy also) March 11 – District Parent Advisory Council review (Literacy and Numeracy also) March 11-15 – Learning Services Team collaboration April 9 – School Principal - “Family of Schools” Data Discussion
May - June	FESL data	All required data: Literacy Numeracy Belonging Grade to Grade Transition	School Review - ongoing June 11 – School Principal – Year end FESL data discussion/planning



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