

# Enhancing Student Learning Report

September 2025

## Part 1: Review Data and Evidence

*In review of Year 3 of Strategic Plan,  
2022-2025*

Approved by Board

On September 17, 2025



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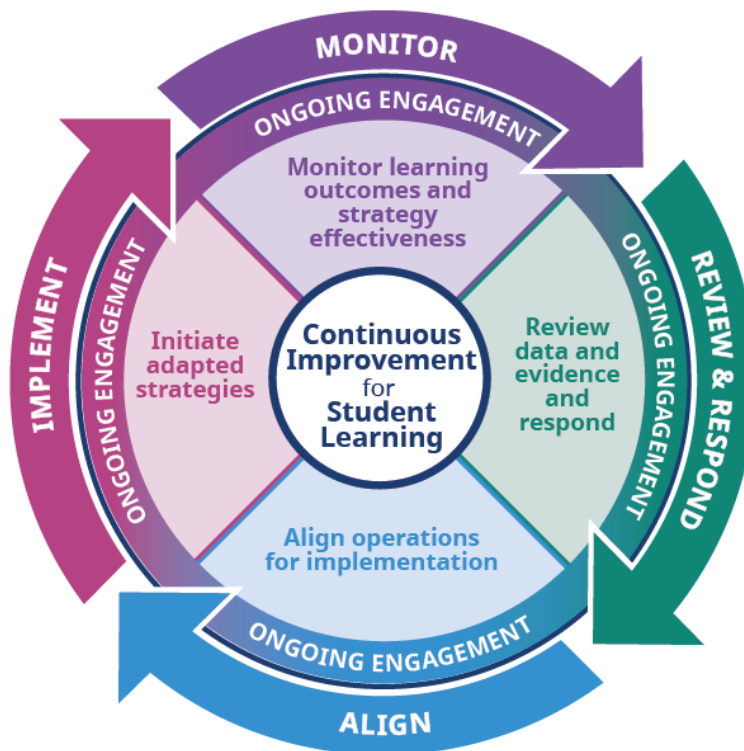
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# Enhancing Student Learning Report:

## Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

**The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:**



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

## Review and Respond Cycle:



### For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

# Review Data and Evidence

## Part 1



### Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
  1. **Analysis** (What patterns emerge?)
  2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

### A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

**Please note:** As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

# Intellectual Development

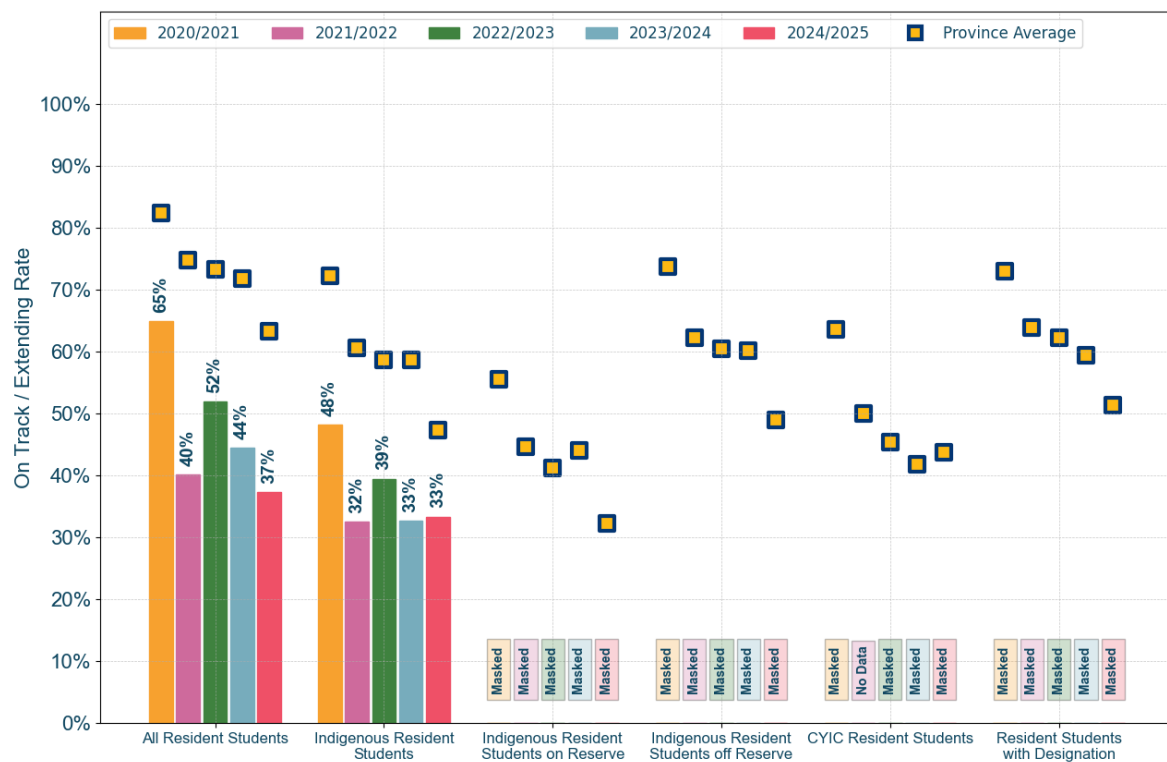
## Educational Outcome 1: Literacy

### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD028 - Grade 4 FSA Literacy - Expected Count | Participation Rate

|                                          | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 197   77% | 203   72% | 197   64% | 230   67% | 203   74% |
| Indigenous Resident Students             | 72   78%  | 61   66%  | 63   60%  | 84   58%  | 71   80%  |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | Masked    |
| CYIC Resident Students                   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Resident Students with Designation       | Masked    | Masked    | 31   39%  | 31   52%  | Masked    |

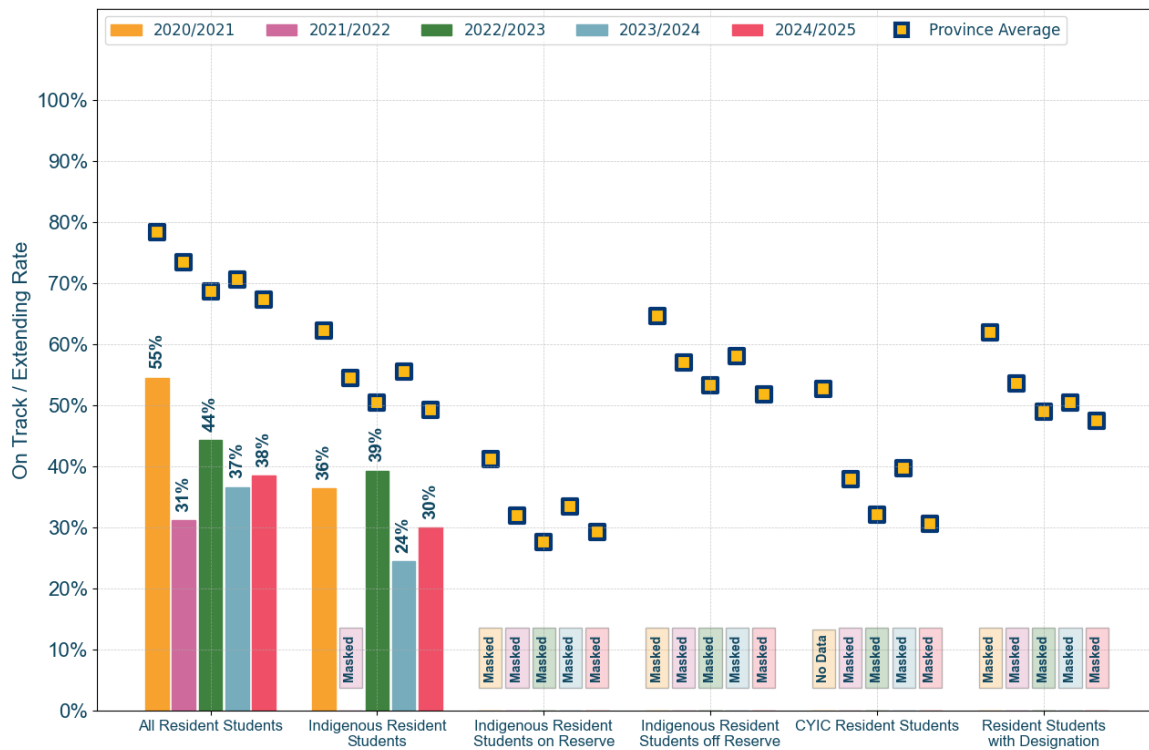
SD028 - Grade 4 FSA Literacy - On Track / Extending Rate



## SD028 - Grade 7 FSA Literacy - Expected Count | Participation Rate

|                                          | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 240   46% | 251   42% | 236   37% | 215   52% | 206   69% |
| Indigenous Resident Students             | 83   40%  | 88   40%  | 79   35%  | 81   51%  | 61   66%  |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | Masked    |
| CYIC Resident Students                   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Resident Students with Designation       | 32   31%  | Masked    | Masked    | 38   37%  | 49   55%  |

## SD028 - Grade 7 FSA Literacy - On Track / Extending Rate

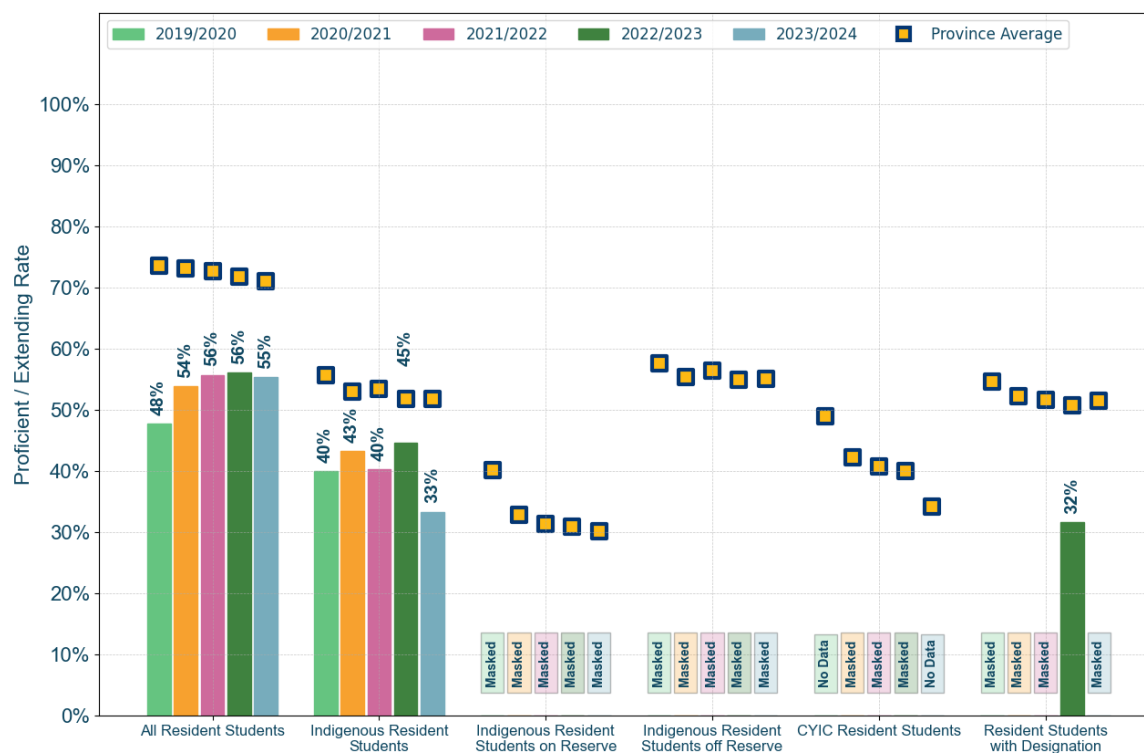


## Measure 1.2: Grade 10 Literacy Expectations

### SD028 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

|                                          | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 258   43% | 227   72% | 263   73% | 253   80% | 262   79% |
| Indigenous Resident Students             | 84   36%  | 68   66%  | 90   58%  | 79   71%  | 88   67%  |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | Masked    |
| CYIC Resident Students                   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Resident Students with Designation       | 40   25%  | 29   52%  | 52   46%  | 37   68%  | 53   57%  |

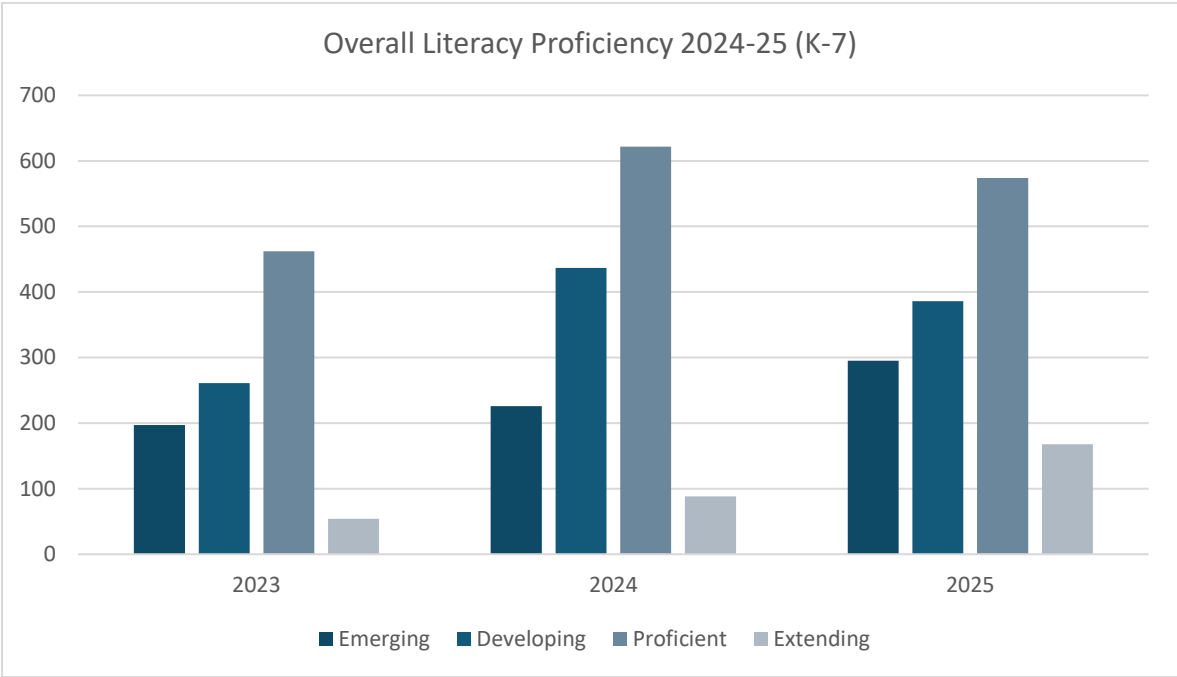
### SD028 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



# Analysis

## Context

FSA participation rates have traditionally been one of the lowest in the province for students in SD28. Ongoing resistance from local teacher’s union representation has developed a legacy of community uncertainty toward the FSA. Multiple efforts to build public confidence in the assessment have been presented with little to no success. In 2024-25 we engaged in another strong effort to build both FSA participation and engagement, starting with the provision of clear information as to what the FSA is. We are hoping to see increased engagement that will allow the school district to use the FSA results for meaningful planning and interpretation. Currently, with the participation and results observed on the FSA we must use local data sources to clearly understand areas of strength and areas of future growth.



Literacy has long been an area of strength in SD28, with significant support from the Board to hire accordingly, train and support the ongoing strength of the program. With the decline in available certified staff and significant staff turn-over, we have seen a significant decline in certified and experienced teachers, especially in our K-3 classrooms. This has forced us to review our model year over year to include much more teacher support, in-service and mentorship which impacts our ability to provide true tiers of intervention for students. Tier one (classroom instruction) is the most important part of instruction, we find ourselves working to support a many new teachers in this regard. With the addition of the Professional Learning Grant for literacy, we have developed a district advisory committee to advise on the best practice to support teachers, principals and education assistants to ensure stronger outcomes for students in literacy skills K-12.

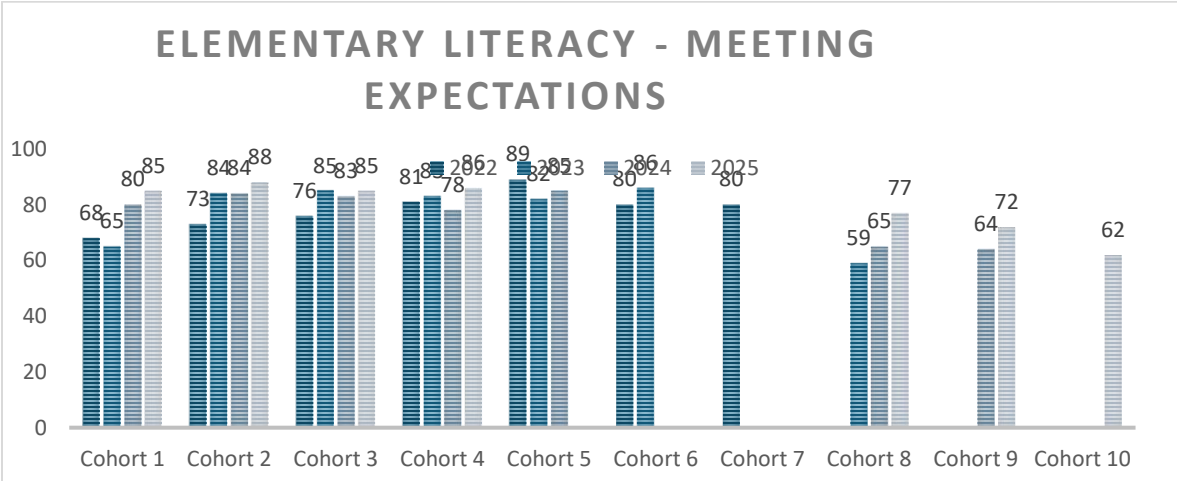
## Trends

Although literacy has been a significant focus for our district for a number of years, results as presented in the data are not where we want them to be when we look at proficiency at grade levels. Above is a 3-

year summary of overall literacy proficiency for all students grades 1-7. In 2023, we did not collect data from all schools and grades therefore the overall number of students represented in the data is lower, therefore, we must examine the trends in this case. We can see a progressive increase in the number of students who are ‘emerging’ in their overall literacy proficiency. This is a trend we have been monitoring and supporting. We are encouraged by the increasing number of students who are ‘extending’ while we see a decline in the number of students who are ‘proficient’.

**Comparison**

Below is a representation of Elementary literacy rates, students ‘meeting expectations’ for their grade. We have been tracking cohorts of students to monitor their success as they progress through their grades. In most cases we see noticeable improvements year over years for all cohorts. This provides substantive data to encourage our current approach. In cases below where the cohort (Cohort 7 for example) has fewer data points, this is due to this cohort not yet completing a full 4-year cycle of review.



**Interpretation**

As with many of our data sources, we use local data sources to triangulate with FSA data to help provide a more representative description of student success in SD28. FSA data for SD28 does not provide enough information for planning or interpretation. The cohort data above provides a clear picture of growth in elementary literacy. We had previously reviewed grade data year over year, (ie. Comparing grade one students from 2022 to those in 2023). The use of cohort data allows us to see growth in specific students and groups of students to closely monitor our intervention. This moves us from a correlational approach of interpretation to a causal approach allowing for much more intentional examination.

The addition of our Literacy Advisory Committee and the subsequent work to further strengthen our approach with all partners, including the addition a screener to our toolbox will allow us to use this data to plan and intervene in a more meaningful way.

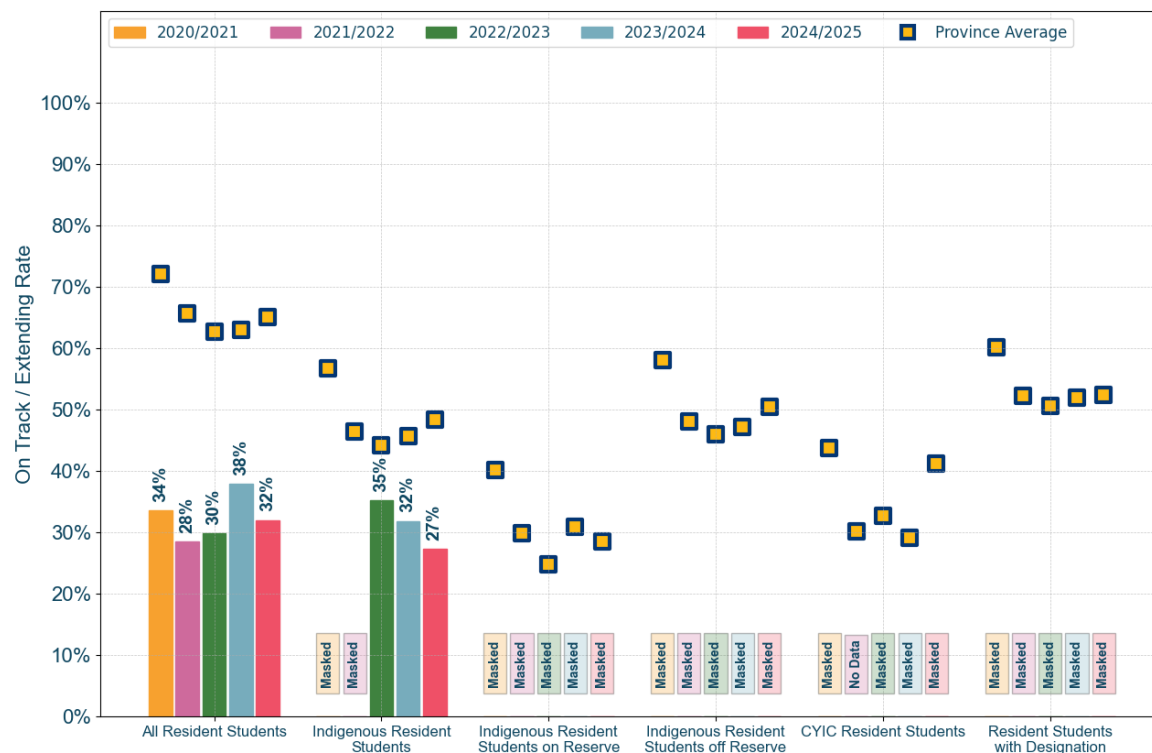
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### SD028 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

|                                          | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 197   74% | 203   67% | 197   68% | 230   63% | 203   72% |
| Indigenous Resident Students             | 72   72%  | 61   57%  | 63   59%  | 84   52%  | 71   77%  |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | Masked    |
| CYIC Resident Students                   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Resident Students with Designation       | Masked    | Masked    | Masked    | 31   45%  | Masked    |

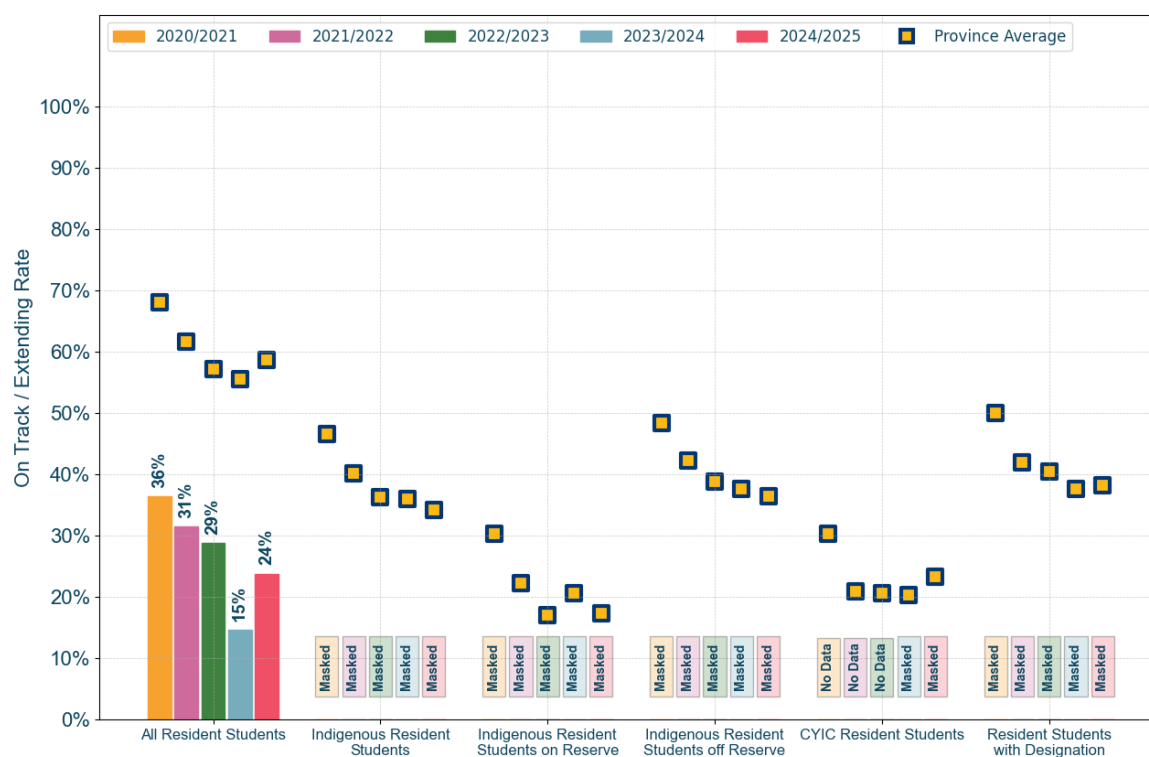
#### SD028 - Grade 4 FSA Numeracy - On Track / Extending Rate



## SD028 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

|                                          | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 240   41% | 251   35% | 236   40% | 215   54% | 206   69% |
| Indigenous Resident Students             | 83   37%  | 88   35%  | 79   35%  | 81   58%  | 61   62%  |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | Masked    |
| CYIC Resident Students                   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Resident Students with Designation       | Masked    | Masked    | Masked    | 38   34%  | 49   51%  |

## SD028 - Grade 7 FSA Numeracy - On Track / Extending Rate

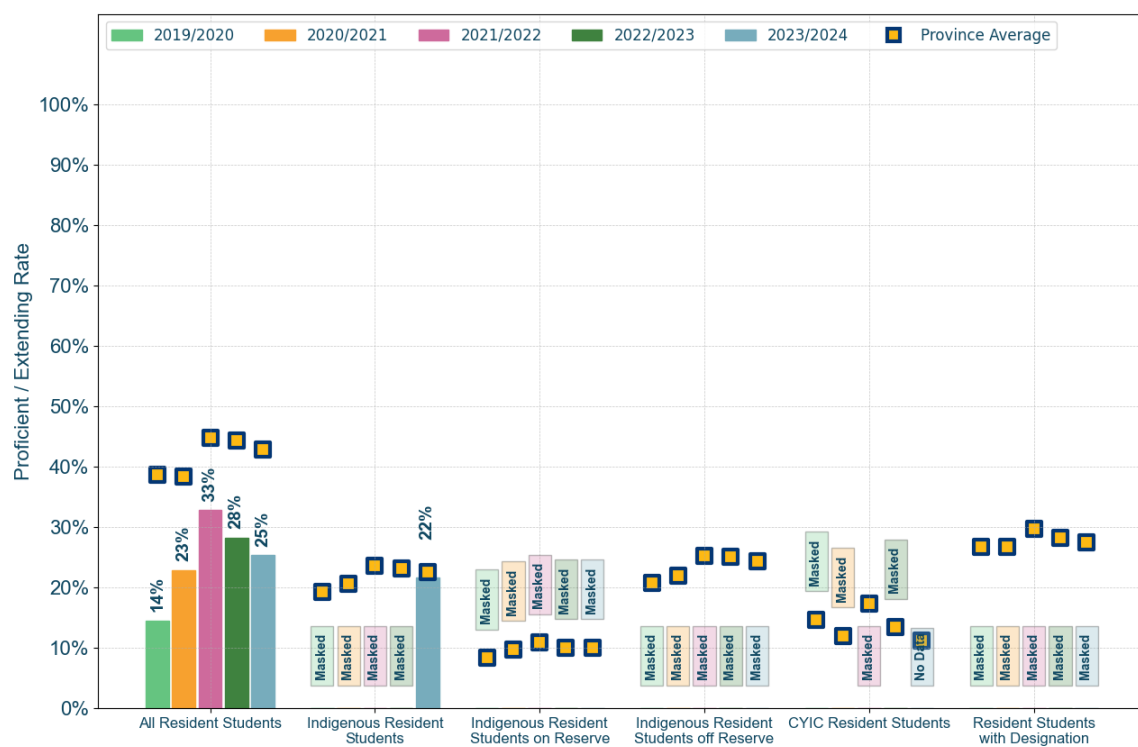


## Measure 2.2: Grade 10 Numeracy Expectations

SD028 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

|                                          | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 259   79% | 227   24% | Masked    | Masked    | 262   79% |
| Indigenous Resident Students             | 85   69%  | 67   22%  | Masked    | Masked    | 87   71%  |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | Masked    |
| CYIC Resident Students                   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Resident Students with Designation       | 40   65%  | Masked    | Masked    | Masked    | 53   60%  |

SD028 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

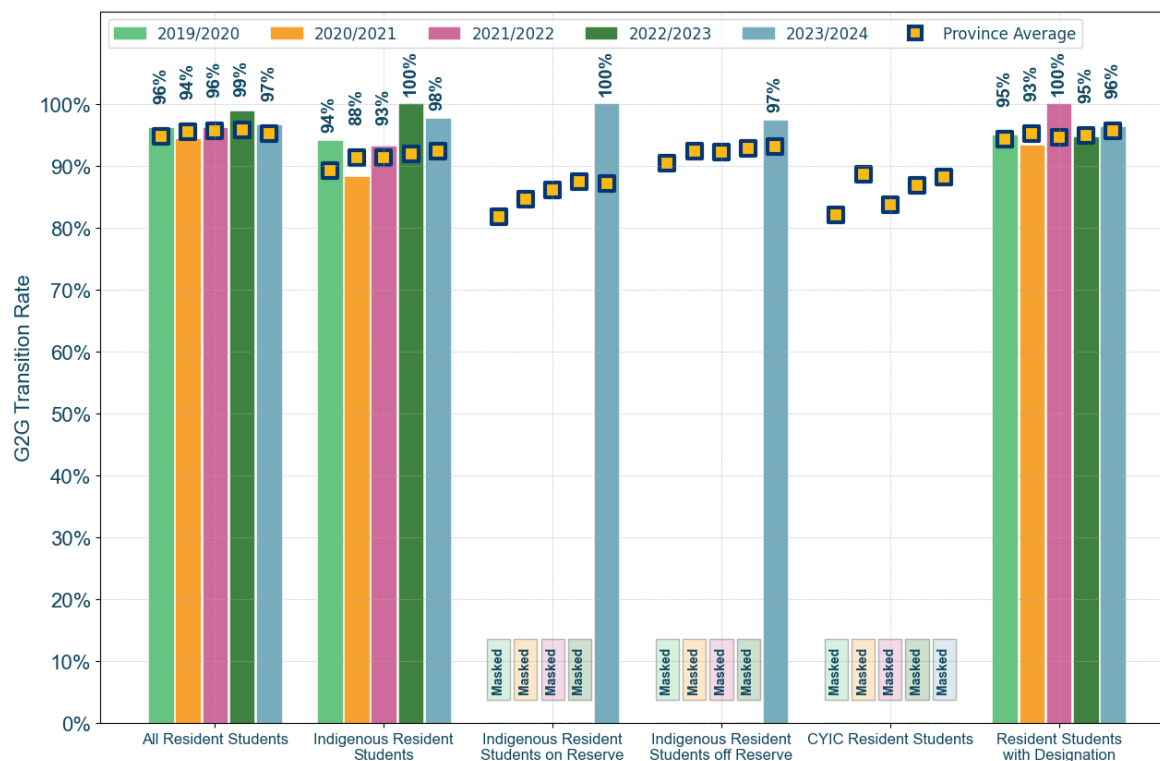


### Measure 2.3: Grade-to-Grade Transitions

#### SD028 - Grade 10 to 11 Transition - Cohort Count

|                                          | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 259       | 231       | 262       | 251       | 262       |
| Indigenous Resident Students             | 85        | 68        | 88        | 78        | 87        |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | 10        |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | 77        |
| CYIC Resident Students                   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Resident Students with Designation       | 40        | 30        | 51        | 37        | 53        |

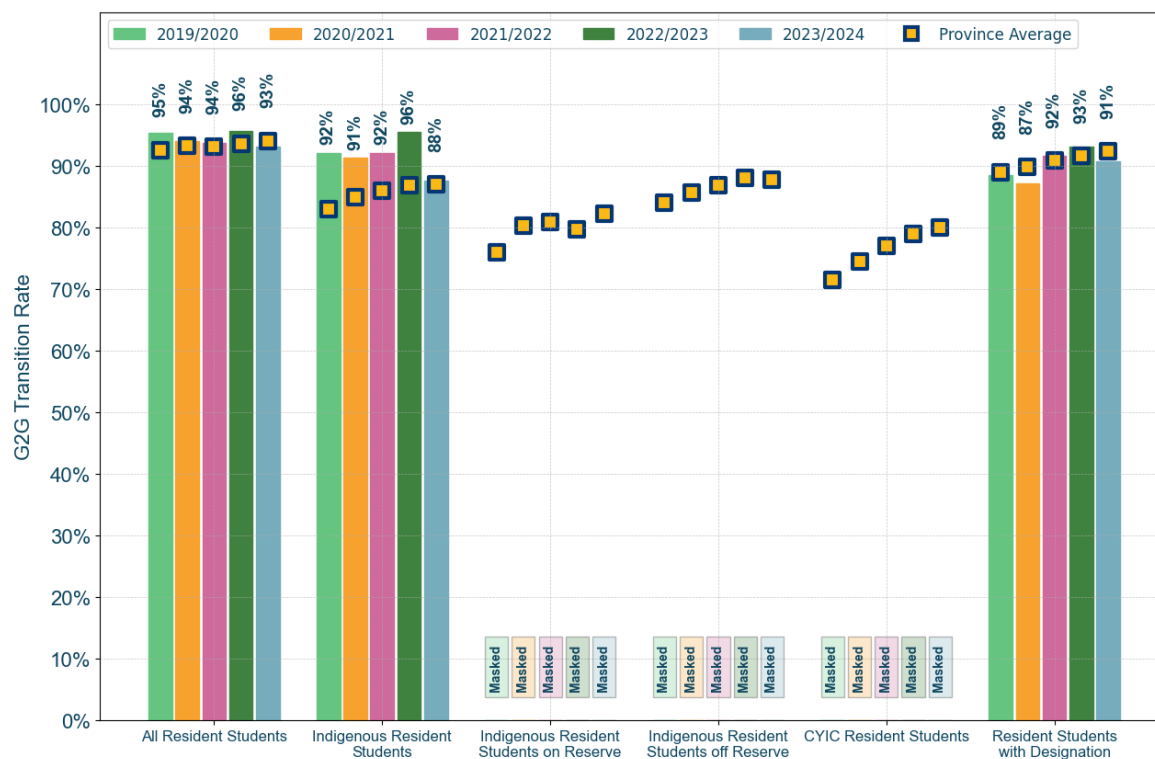
#### SD028 - Grade 10 to 11 Transition Rate



## SD028 - Grade 11 to 12 Transition - Cohort Count

|                                          | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 219       | 253       | 227       | 260       | 264       |
| Indigenous Resident Students             | 51        | 81        | 64        | 89        | 81        |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | Masked    |
| CYIC Resident Students                   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Resident Students with Designation       | 35        | 39        | 36        | 58        | 43        |

## SD028 - Grade 11 to 12 Transition Rate



## Analysis

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### Context

Similar to literacy, our ability to rely on FSA data is limited as participation and engagement do not provide data that reflects accurate numeracy rates in our district. A primary goal for the district with regards to numeracy has been to identify a common numeracy assessment for all K-7 classrooms and provide professional learning for staff to confidently use the tool. This was accomplished through the course of the 2024-25 school year and will provide a baseline of numeracy data for us moving forward. We will see some inconsistencies in the data as staff become accustomed to the tool and the practice; however, through continued use and the provision of supports we are confident that the practice will provide a much clearer picture to plan for instruction and to summarize results and trends.

Grade-to-Grade transitions:

Grade-to-grade transitions have been a focus for SD28 since the 2022–23 school year. We observed a marked decline in success at the time of graduation. Our journey led us to investigating individual course outcomes and identified a few minor barriers but nothing that would have the impact seen in the data. Ongoing conversations with the community, especially Indigenous community and families of students with designations, informed us of the level of fear and anxiety of completing high school is a significant concern. The uncertainty of services, attending or not attending post-secondary and other adjustments heading into adulthood were a real barrier for students, leading to the significant decline in grade-to-grade transition data at this point.

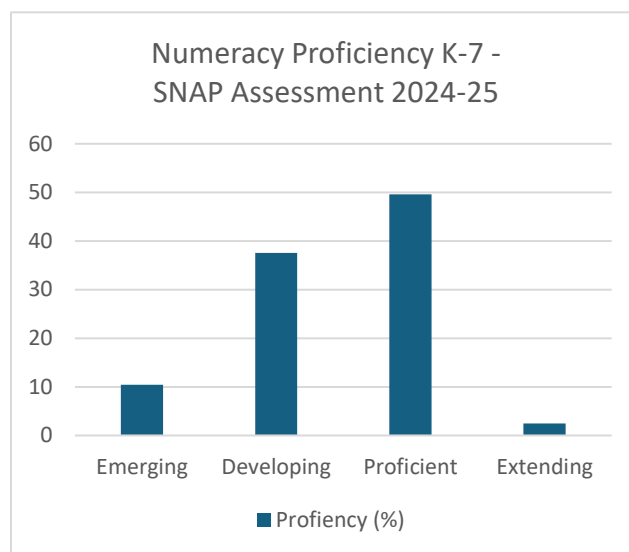
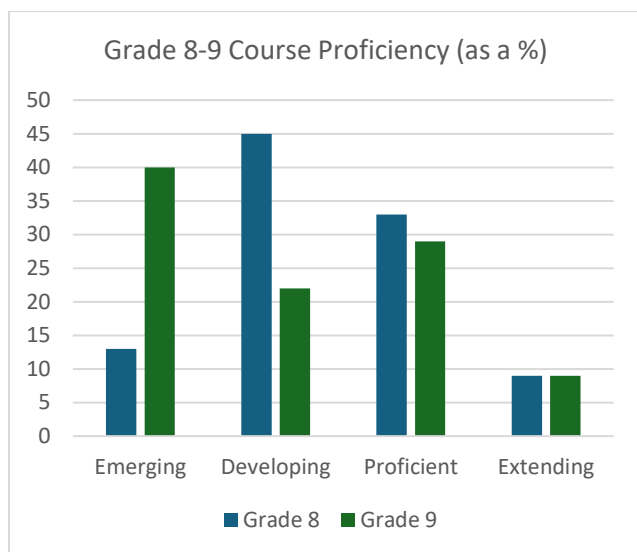
### Trends

We have set a new baseline of data using the SNAP for all K-8 students in our district. This will allow us to accurately monitor grade level success, cohort data and plan for instruction accordingly. Until this data is available, the use of report card data and FSA are the sources of information available to us. FSA data provides little insight, although we can see that Indigenous students are just as successful as all resident students on the Grade 4 FSA for numeracy, in some cases even outperforming them. Limited participation in FSA results in unpredictable masked results for Grade 7 students in numeracy.

Improving student success on the grade 10 numeracy assessment remains a key goal for SD28. Although assessment results are low provincially, SD28 does see assessment results lower than the provincial average. Ongoing efforts to both prepare students for the assessment and provide support to ensure they have the necessary learning are essential to addressing the trends we are seeing.

### Comparison

When comparing FSA data with our newly collected SNAP assessment data for all K–7 students, we observe notable variation. The table below outlines numeracy proficiency across all K–7 students, with SNAP data indicating that 89.5% of students are at the Developing, Proficient, or Extending levels. This represents a significant contrast to the FSA results. Current SNAP data represents number sense as a focus; therefore, could contribute to some of the variability as the FSA maintains a broader focus. Breakout data for Indigenous students, children and youth in care, and students with designations is available locally and continues to be reviewed in collaboration with the Indigenous Education Council (IEC) and other partners



Proficiency in Grade 8-9 numeracy shows great variability. Work continues in our district to clearly delineate between the new proficiency scales and the previous practice of assigning letter grades. The use of SNAP through Grade 8 for the coming school year will provide further clarity.

Grade-to-grade transition data, being a focus area for SD28, demonstrates how successful cross-community intervention can be. In comparison with other areas of the province, we are consistently at or above provincial average and are seeing continued growth. Our approach with Indigenous students and families is represented as successful in the data. Data sets for all priority populations show relative consistency—both when compared to provincial averages and when compared across other priority populations within SD28. An approach that demonstrates both growth and equity across priority populations is one we consider successful—and one we are proud of.

### Interpretation

Greater attention must be given to the differences between FSA data and our newly implemented SNAP assessment data. In previous years, we relied on report card data and FSA results to assess student learning. While we observed differences between these measures, these discrepancies were often attributed to variability in teacher assessment practices and the specific concepts being assessed. As we adopt a standardized approach to assessment—both for comparison and to guide instruction—we expect to establish consistent, predictable measures that support sound and meaningful analysis.

In reviewing the *How Are We Doing?* report, we continue to see strong success in mathematics among Indigenous students at the high school level—often outperforming their non-Indigenous peers. This trend is also reflected in Grade 4 FSA results, suggesting a relative strength in our work with Indigenous learners in numeracy. However, this level of success is not mirrored among children and youth in care or students with designations, who continue to face challenges in numeracy achievement. Addressing this disparity remains a key area of growth for our district.

Grade-to-grade transition is a relative strength for SD28. As an intentional area of focus since the 2022-23 school year, we have worked diligently with the community to identify the barriers that exists for students; both real and perceived. We will continue to see growth in these areas, even though SD28 data is consistently at or above provincial average for each of the priority population. The Indigenous

Education Council has recently approved the addition of a Graduation Coach, with the goal of supporting students through to graduation and addressing the barriers identified above. This role is also intended to deepen the practice of 'vision casting'—helping students see themselves as successful adults with meaningful opportunities beyond high school.

## Human and Social Development

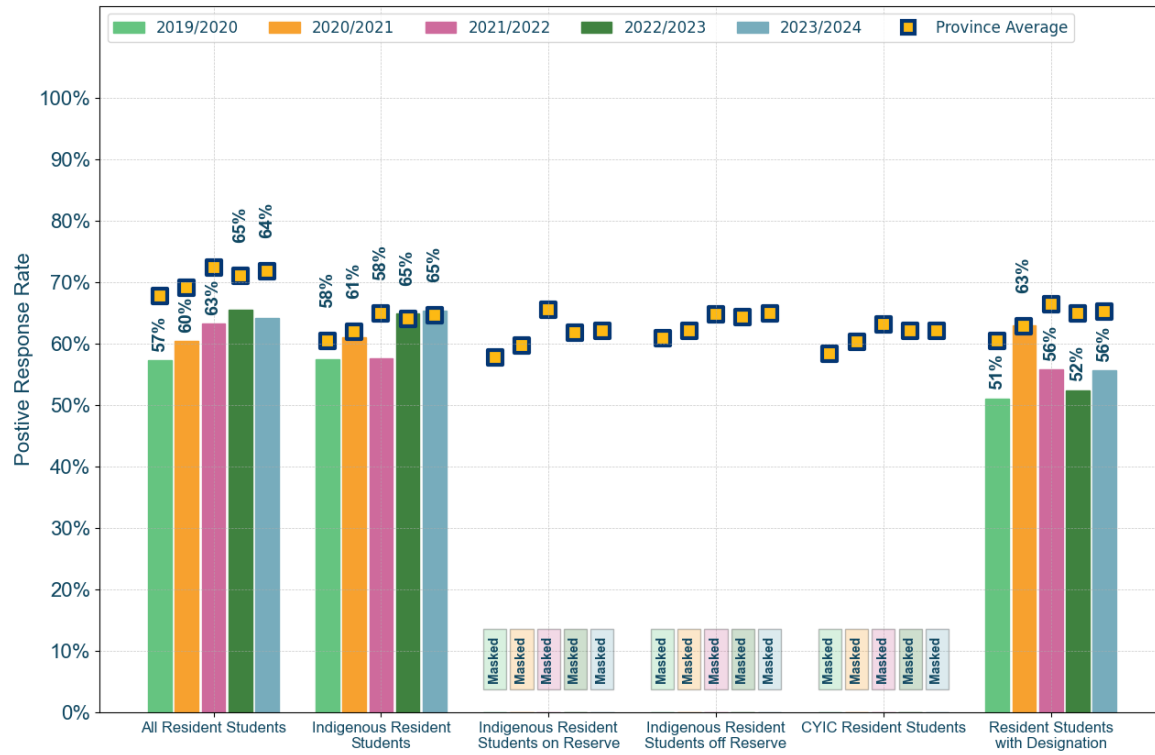
### Educational Outcome 3: Feel Welcome, Safe, and Connected

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

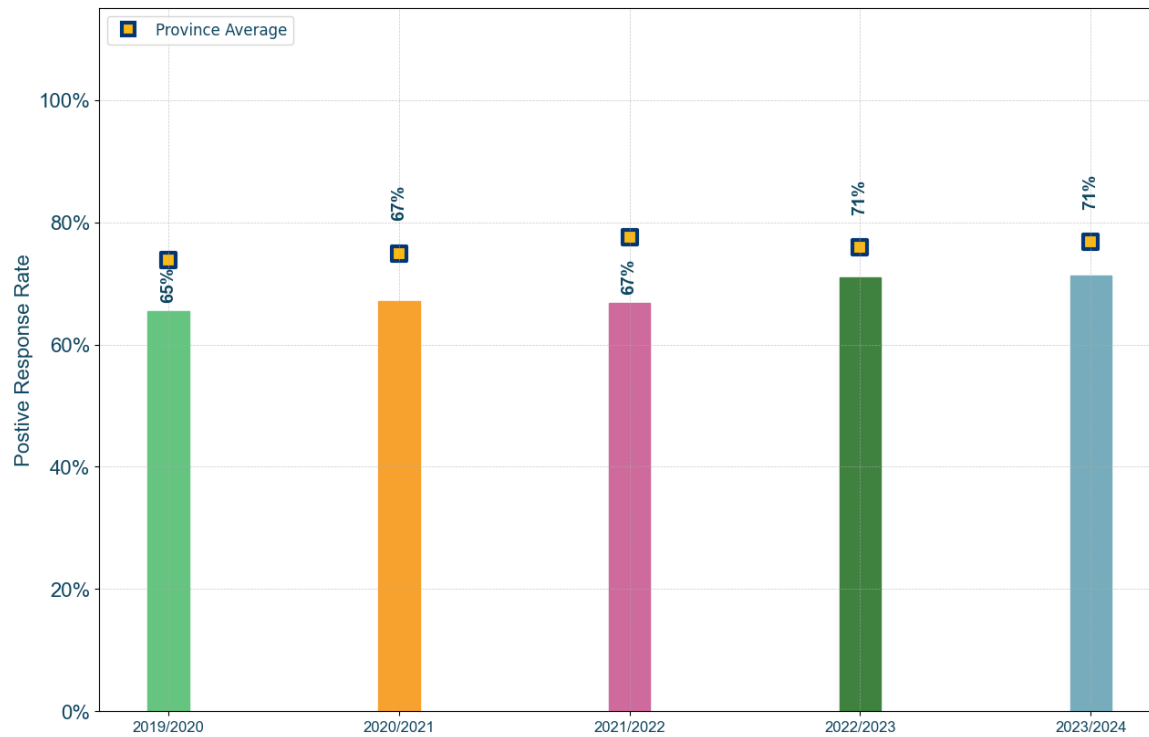
SD028 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

|                                          | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 722   48% | 632   74% | 709   65% | 682   71% | 705   78% |
| Indigenous Resident Students             | 248   46% | 214   68% | 235   61% | 220   64% | 251   73% |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | 22   50%  |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | 229   75% |
| CYIC Resident Students                   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Resident Students with Designation       | 104   38% | 79   62%  | 109   46% | 107   54% | 120   66% |

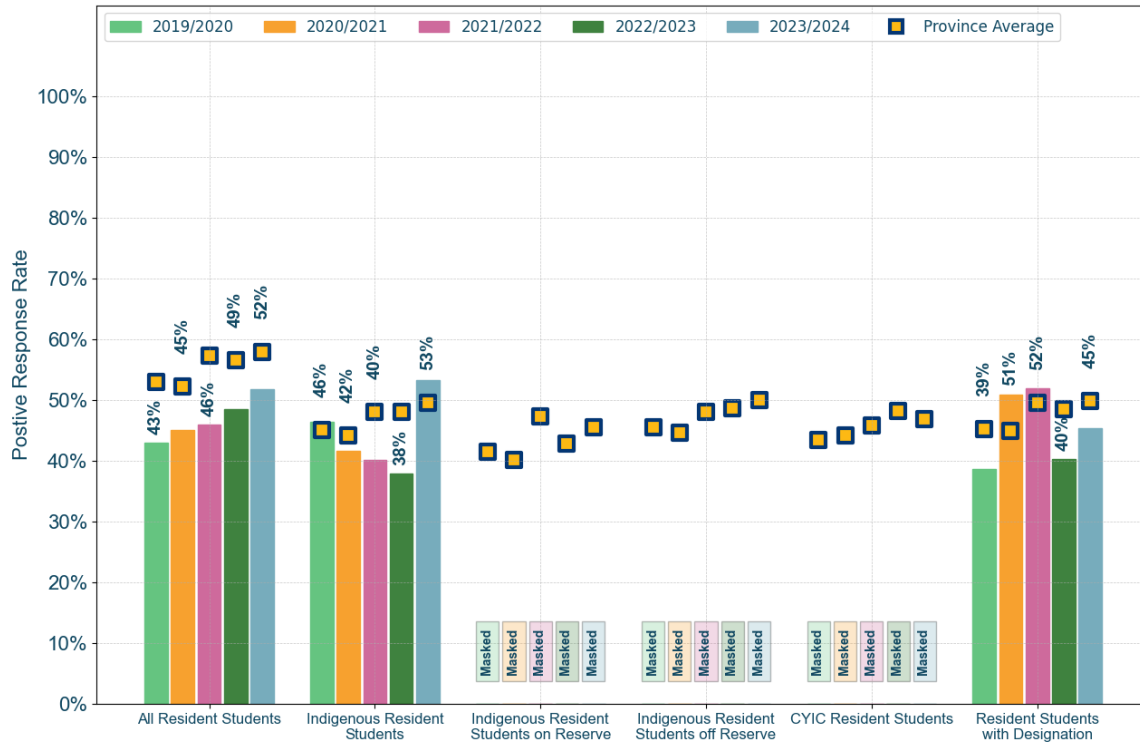
SD028 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD028 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

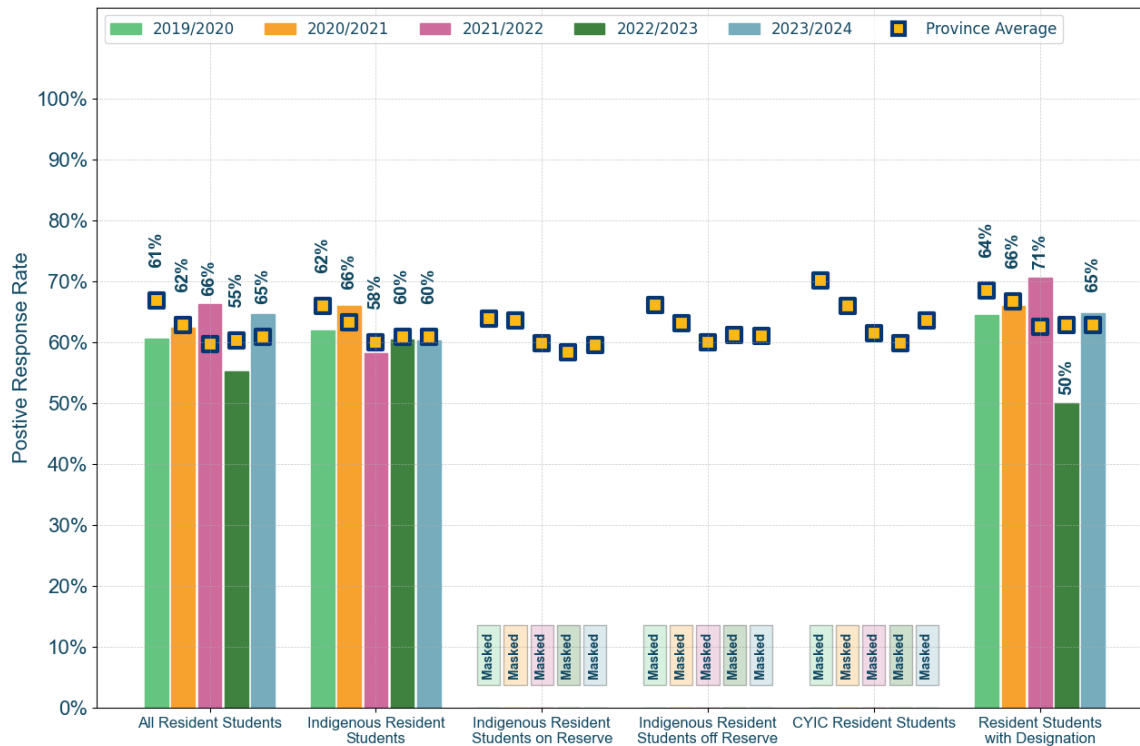


SD028 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD028 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



### **Context**

Since the 2021-22 school year, significant focus has been placed on fostering students' sense of belonging. As a district, we have been focused on 'building out of the pandemic'—beginning with ensuring that students feel safe, welcome, and connected in all of our schools. In alignment with our broader approach, we regularly review data as part of our Continuous Improvement cycle. Through this review, we identified a need to pay particular attention to Indigenous students, especially those living on reserve, to strengthen their sense of belonging and connection within our school communities.

To support the analysis of the provincial data we use the CHEQ, EDI and MDI from the Human Early Learning Partnership as well as the McReary Adolescent Health survey. In addition, all schools are required to include a specific goal related to belonging as part of their School Growth Plan. In most cases, schools have developed their own surveys and data sets to support targeted initiatives aimed at fostering a stronger sense of belonging. For example, some schools are exploring the connection between parent/guardian engagement, while others are examining factors such as sleep and its impact on students' sense of connection at school.

As noticed in the presented data, masked data makes interpretation difficult. Of particular focus for our district are students who are in care or under care agreements, as we continue to prioritize their sense of belonging and connection within our school communities. Students who have been removed from their homes and are living with another family—whether with extended family or in another supportive home—require additional attention and support. Although data for these students is masked in the attached dataset, we are actively working to build sustainable and meaningful supports to meet their unique needs.

### **Trends**

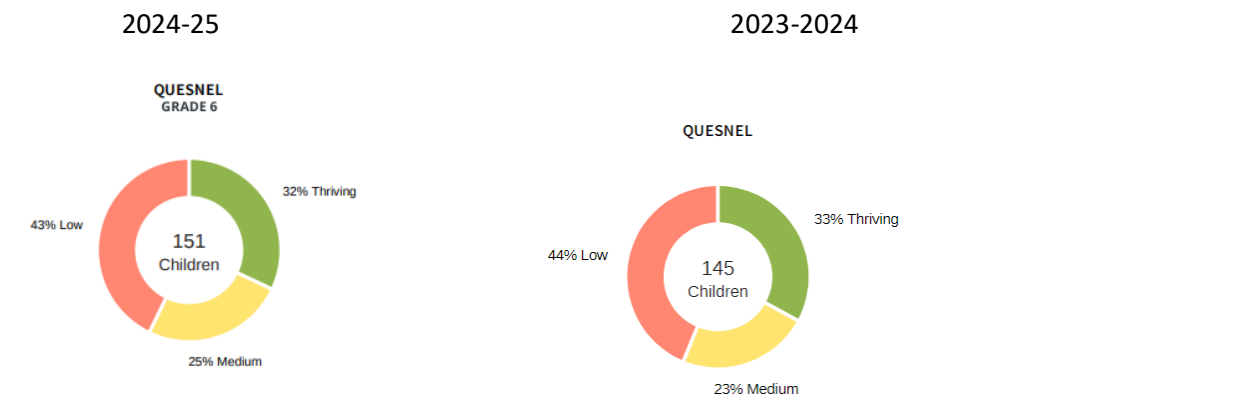
Trend analysis shows consistent progress in students' overall sense of belonging across SD28 schools. When we examine the underlying factors—such as feeling safe, feeling welcome, and feeling cared for by adults—we see a similar trend. In many cases our approach since the 2021-22 school year is showing positive results. Our data represents social emotional measures that are at or above provincial average. We are particularly proud of our work building a stronger sense of belonging with Indigenous students. District-wide, intentional focus in this area is resulting in improved data. The data presented for students with designations is often cohort specific and often varies greatly.

### **Comparison**

Comparison between priority populations demonstrates relative consistency, with some variability depending on the measure. The consistency observed is in itself a strength. The data between priority populations demonstrates consistency and unbiased progress in our work. When specifically examining students with designations, we observe a relative strength in areas such as 'adults who care' and overall sense of belonging, especially when compared to other priority populations. However, a relative area of growth for this group is in the domain of 'feeling welcome,' where their responses are lower in comparison to other populations. This highlights an important focus area for continued improvement.

Interpretation

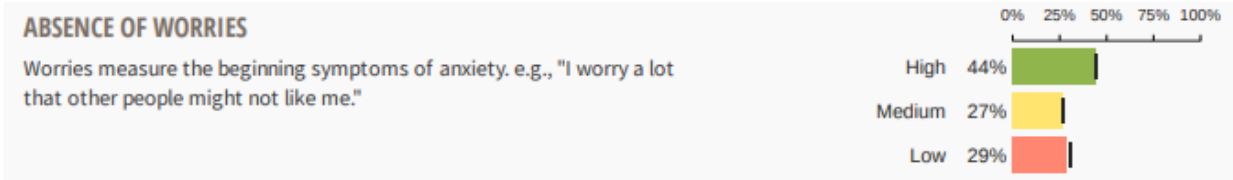
As discussed, building a stronger sense of belonging has been a focus for SD28 since the 2021-22 school year. Each school has maintained an intentional focus on belonging and most recently factors that impact belonging. As a district, we use additional measures year over year when discussing students' sense of belonging. The MDI provides an overall Well-being index that our district uses as a quick reference to introduce deeper concepts:



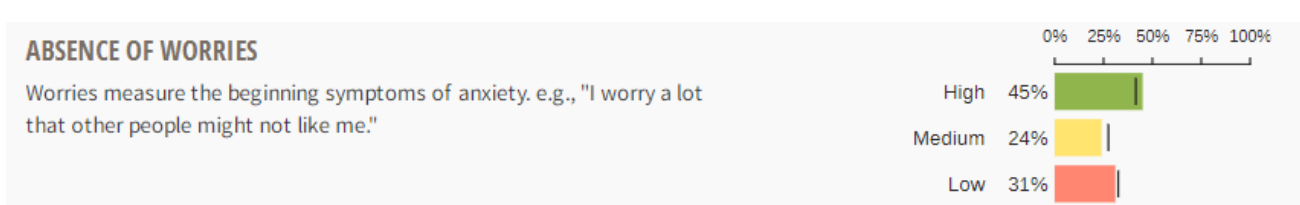
Relative consistency exists between the 2023-24 and 2024-25 school year on the Well-being index.

In addition to the MDI, the district also uses additional measures, year over year to monitor progress. This includes key indicators such as ‘Absence of Worries,’ ‘Optimism,’ and ‘Adults at School.’

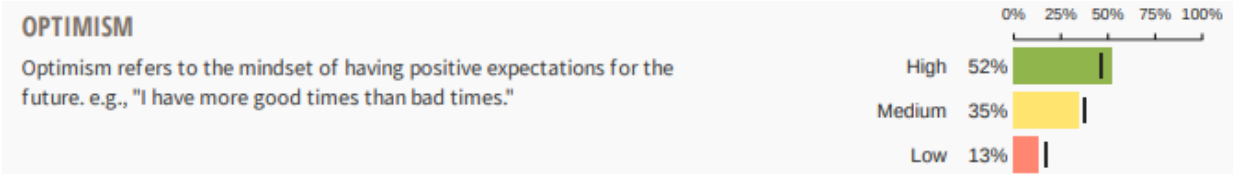
2024-25



2023-24



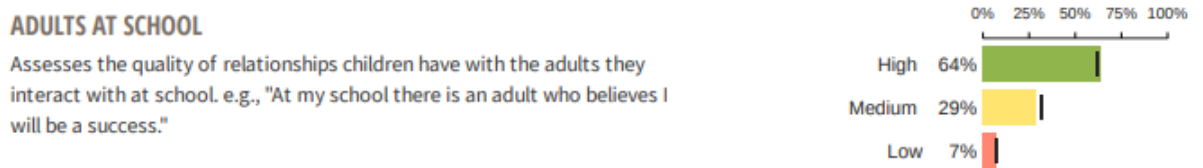
2024-25



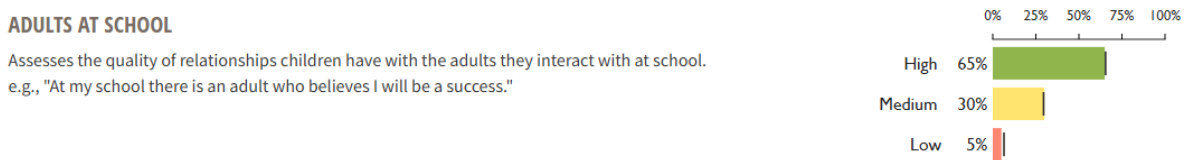
2023-24



2024-25



2023-24



In each of these additional measures we continue to see relative consistency over the past 2 school years, with the exception of ‘Optimism,’ which has shown some variability. Between the 2023-24 cohort and the 2024-25 cohort of Grade six students we observed a marked improvement, indicating students are feeling more optimistic about the future. Intentional work has continued at school using the term ‘vision casting.’ An area of focus for our work is helping students understand the long-term implications for their decisions, and opportunities that exist for them after high school. Although this is only one-year cohort data, it is encouraging and implies positive results from our work in this area.

Overall, we will continue to support students’ sense of belonging in the way we do and continue to go deeper with our planning. We are confident that our trajectory is moving towards students feeling more connected and feeling like they belong in our schools, leading to improved outcomes. As we continue our focus on Inclusion for the 2025-26 school year and broaden our approach to ensure students feel a sense of intellectual belonging, we anticipate continued growth in these measures.

## Career Development

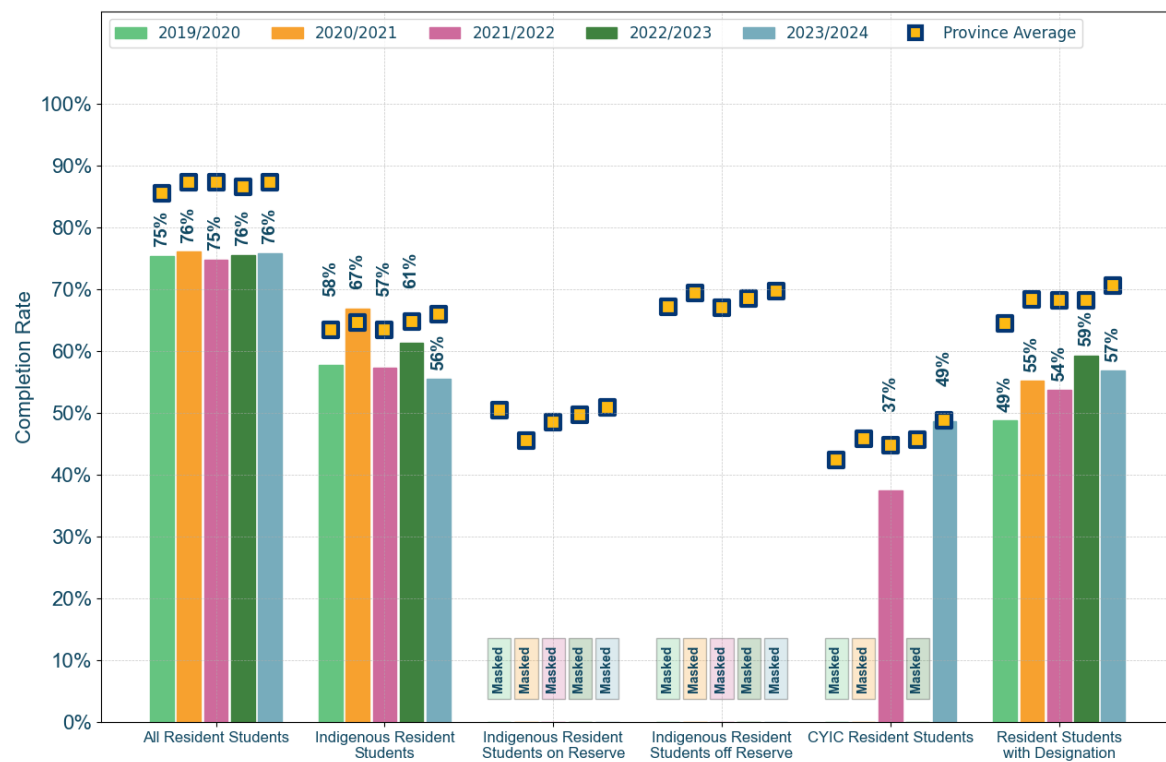
### Educational Outcome 4: Graduation

*Measure 4.1: Achieved Dogwood within 5 Years*

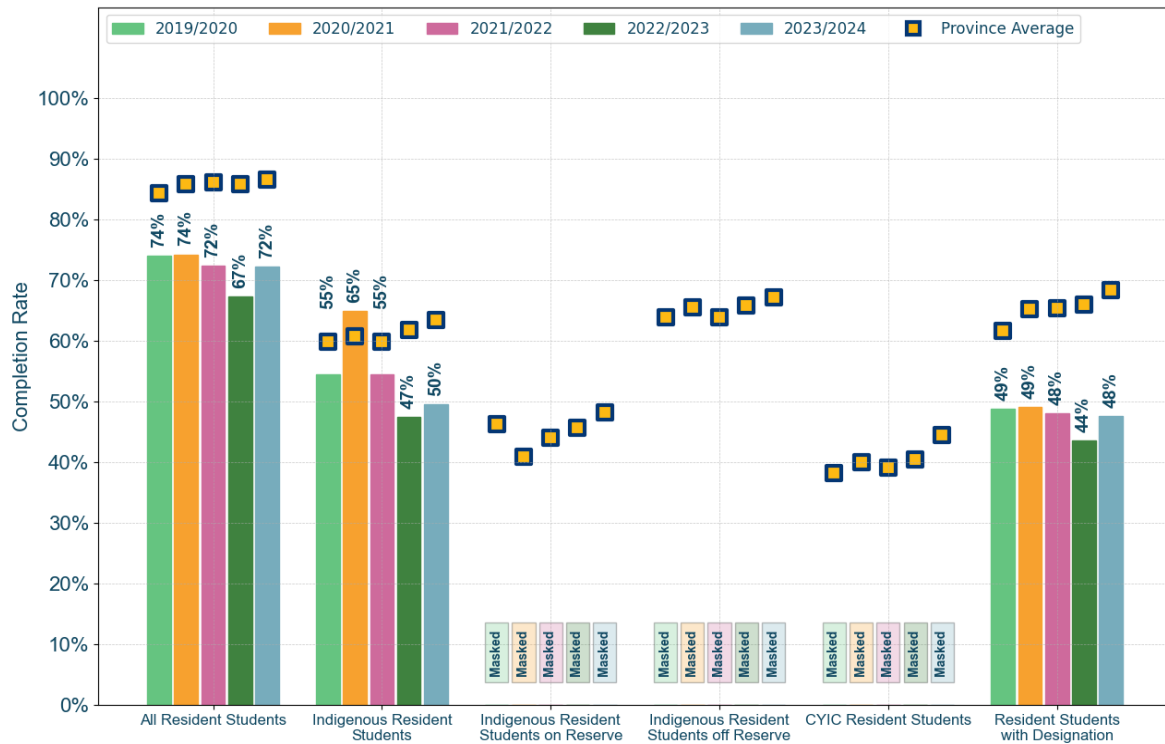
SD028 - Completion Rate - Cohort Count | Outmigration Estimation

|                                          | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 222   14  | 236   18  | 259   18  | 246   16  | 270   24  |
| Indigenous Resident Students             | 67   5    | 55   4    | 79   6    | 77   5    | 91   8    |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | Masked    |
| CYIC Resident Students                   | Masked    | Masked    | 29   2    | Masked    | 25   2    |
| Resident Students with Designation       | 35   2    | 53   4    | 56   4    | 54   3    | 83   7    |

SD028 - 5-Year Completion Rate - Dogwood + Adult Dogwood



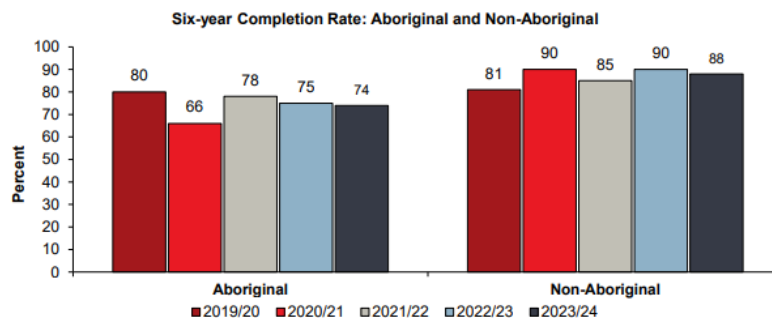
SD028 - 5-Year Completion Rate - Dogwood



## Analysis

### Context

The data presented represents students who graduated with a Dogwood diploma or an Adult Dogwood diploma in 5 years, meaning from the time they entered grade 8 until graduation was 5 years. Significant consultation with the community, especially the Indigenous community and the IEC, has highlighted the importance of using both 5-year and 6-year graduation rates. This approach ensures that we accurately represent students who require additional time to graduate. Examples of students who may need additional time include, but are not limited to, those who work part-time to support their families, those who provide childcare at home, and those who are not yet prepared to transition to adulthood and a world with fewer supports available. This is very much the case for many students with a designation. Attached are the 6-year completion rates as reported in the *How are we doing?* report.



Of important note, SD28 has been working tirelessly to reduce the number of Adult Dogwood certificates. This work was initiated post-pandemic with the understanding that it would take 3–5 years to see its full impact; however, current data already demonstrates success in this area.

In examining the provided tables, many samples are masked due to a limited number of Indigenous students on and off reserve as well as children and youth in care. Internally, we use alternate metrics to track the graduation rates of these students.

### **Trends**

The 5-year trend for both five-year and six-year completion rates are showing progressive improvement. To complement these trends, we are seeing consistent decline in Adult Dogwood credentials being awarded and have eliminated any Evergreen certificates awarded for students who do not meet very clear criteria. Our objective is to not only increase the number of credentials offered but, more importantly, to enhance the quality and value of each credential awarded.

Five-year trends for Indigenous students, Children and Youth in Care (CYIC), and students with designations are highly cohort-specific and reflect the unique life stories and circumstances of these learners. For example, when students living on reserve have experienced significant loss in community, the impact can be felt for a significant amount of time, impacting graduation rates. Through this, much of our priority population data shows consistent success and demonstrates areas of growth.

### **Comparison**

For many years, both five-year and six-year graduation rates have remained below the provincial average. While our numbers are trending upward and moving closer to the provincial benchmark, we would like to see these gains more quickly.

### **Interpretation**

The information presented in the provincial data and the *How are we doing?* report are consistent with the local data used to review areas of success, inequities, and to develop plans for further development. Our district is on a long-term path to improve both the quantity and quality of the credential students attain when leaving our system.

As discussed earlier, we continue to place considerable focus on the Adult Dogwood program. Our priority is to ensure that students pursuing this credential fully meet the established criteria, are well-informed about its implications, and receive the necessary support to successfully attain their Dogwood should they choose to do so. This has resulted in some students requiring more time than initially anticipated to complete their credential. We expect the impact of this work to first appear in the 2024–25 graduation data.

Planning and budget decisions passed through the IEC have resulted in further supports being approved for the 2025-26 school year. The addition of a Graduation Coach position to provide intentional and ongoing supports for students and families starting in grade 10, will ensure timely supports and a clear understanding of graduation progress.

School District 28 has designated one Inclusion-focused Non-Instructional (NI) Day per school year, similar to the existing Indigenous-focused NI Day. This initiative represents our first meaningful step toward improving our understanding and approach, ensuring that we plan for all students from the outset and work to enhance their outcomes throughout the K–12 system. A system-wide approach to meeting the diverse needs of learners by improving understanding and planning is at the heart of our long-term strategy. Our focus for the 2024-25 school year was to ensure safe and inclusive classroom

spaces. As we move forward, we will get more and more granular with our planning, similar to our approach we have taken with our Indigenous focus NI day over the past 14 years. We are excited to monitor the results of this work moving forward.

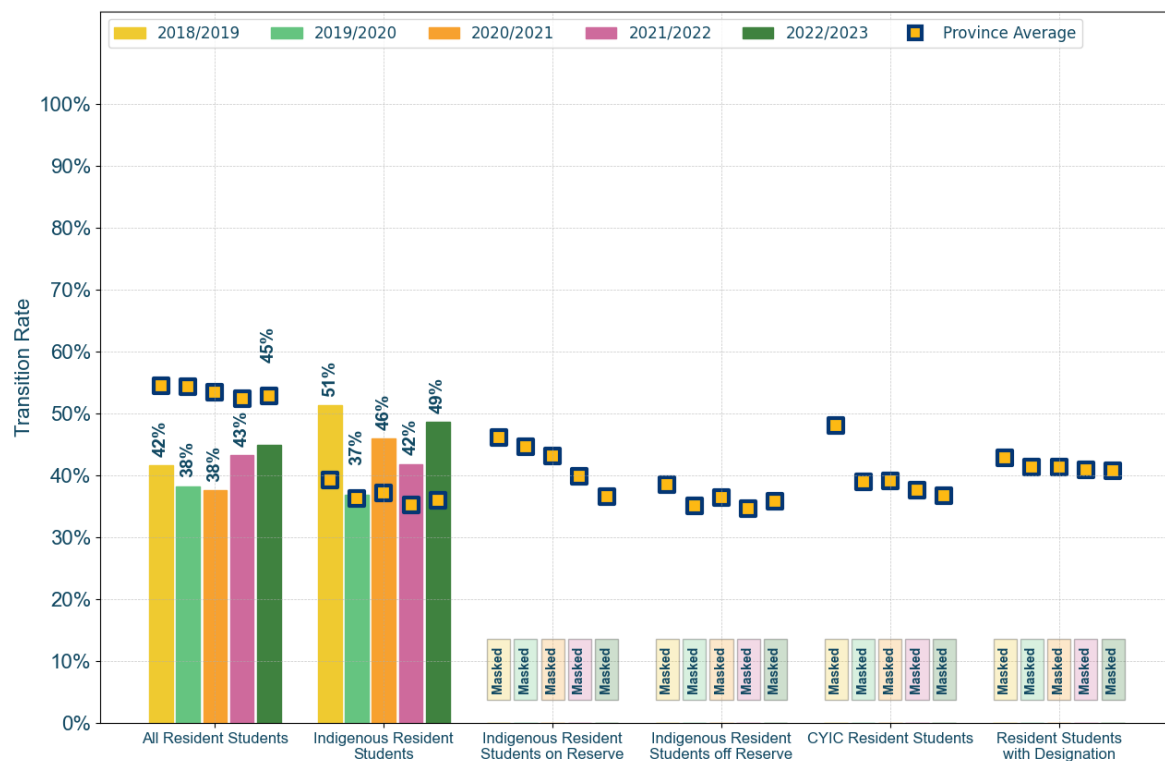
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

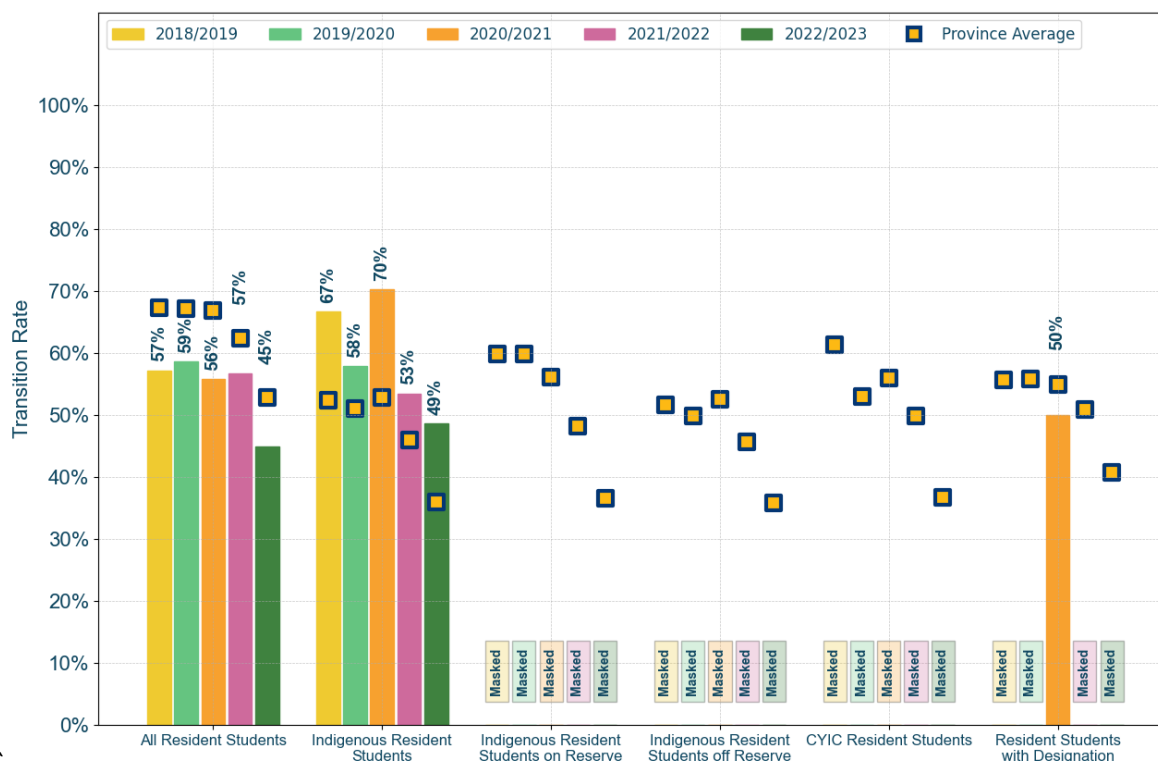
#### SD028 - Transition to Post-Secondary - Cohort Count

|                                          | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| All Resident Students                    | 180       | 162       | 165       | 178       | 165       |
| Indigenous Resident Students             | 39        | 38        | 37        | 43        | 37        |
| Indigenous Resident Students on Reserve  | Masked    | Masked    | Masked    | Masked    | Masked    |
| Indigenous Resident Students off Reserve | Masked    | Masked    | Masked    | Masked    | Masked    |
| CYIC Resident Students                   | Masked    | Masked    | Masked    | Masked    | Masked    |
| Resident Students with Designation       | Masked    | Masked    | Masked    | Masked    | Masked    |

#### SD028 - Immediate Transition to Post-Secondary



## SD028 - Within 3 Years Transition to Post-Secondary



## Analysis

### Context

Transition to post-secondary is difficult to present as many priority populations are masked due to small sample sizes. The visuals above represent data for students who attended a British Columbia–accredited post-secondary institution, either immediately after high school or, as shown in the second data set, within three years of graduation. The data does not include those students from Quesnel who attend post-secondary in another province, which exist year over year in Quesnel. The data does not include students who enter the workforce, gain experience and hours with employers, and later receive employer-supported training or education.

Attendance of post-secondary was identified as a significant barrier for many Indigenous students in SD28 due to the offerings in the local college. If students were not interested in the limited offerings, then it is expected that students will leave home to further their learning. For many Indigenous families and students with a designation, this proves to be a barrier that prevents them from engaging.

### Trends

Post-secondary attendance for SD28 students, both immediately following graduation and within three years, has remained relatively consistent year over year. However, we do observe cohorts with significantly higher post-secondary participation, as shown in the graph above. This variation is often linked to the program offerings at the local college. When the college provides options that align with

the interests and aspirations of the current cohort, we see a notable increase in engagement. We have provided significant support for Indigenous students in accessing post-secondary opportunities as part of our vision-casting work. We are seeing success in the data as more Indigenous students are attending post-secondary institutions both immediately following graduation and within three years.

### **Comparison**

Compared to the rest of the province, SD28 graduates attend post-secondary immediately or within three years at a rate lower than the average, based on the context described above. Access to programs and a reduced willingness to leave the community are significant factors that impact graduates from SD28, challenges that are common in many rural communities.

A point of success for SD28 is the data presented for Indigenous students. Both immediate and within three years of graduation, Indigenous students are pursuing post-secondary learning considerably higher than the provincial average. Even with the barriers that exist for these students, we are making progress in supporting these students to pursue further learning.

### **Interpretation**

Interpreting this data is challenging due to its limitations; however, there are both recent and future successes that will further contribute to the improvement of this data moving forward. The success reflected in the Indigenous student data can be attributed to the extensive efforts of both the school district and the community to identify barriers and provide supports that help students and their families overcome them. The addition of a revised system at the high school to identify students entering grade 10 and support them in planning their graduation pathway is helping students improve their likelihood of graduating and envision a future in post-secondary education. The introduction of an Indigenous Graduation Coach for the 2025-26 school year will further strengthen this work and help embed these practices into our system moving forward.

Strengthening partnerships with post-secondary and other neighboring school districts, is helping to increase options for students in our local college. We have established partnerships and developed a Memorandum of Understanding (MOU) that enables us to collaboratively “fill seats” in a hybrid program with the college, in partnership with three local school districts. Because the college cannot run a course with only a few seats filled, we developed a plan for each district to contribute students, ensuring classes are consistently filled and the college can maintain these courses in a predictable way. We have been able to target specific courses that both support the needs of our local region and align with student interests.

The increase in dual-credit offerings and partnerships with the local college and neighboring school districts has significantly increased engagement with post-secondary education. As with the above initiative, SD28 has developed a MOU with three neighboring districts and the local college and university to collaboratively support dual credit offerings. Again, as smaller rural districts, access to programs can be difficult. We are working together to organize, promote and support dual credit offerings that provide more opportunity for students. Of particular note is our ECE dual credit work which provides students with industry-recognized credentials that enable immediate employment in the high-demand ECE field in our region. Students are able to continue their learning to gain the Education Assistant credential and support our school district in a critical area of need.