

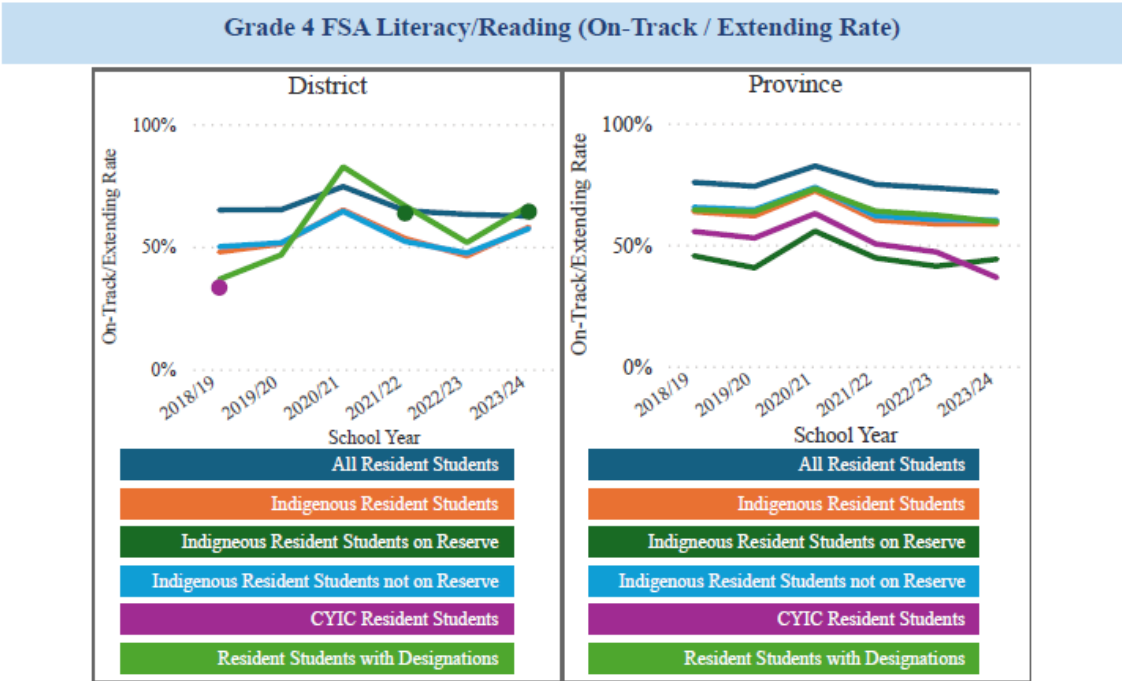
# Section A:

## Reflecting on Student Learning Outcomes

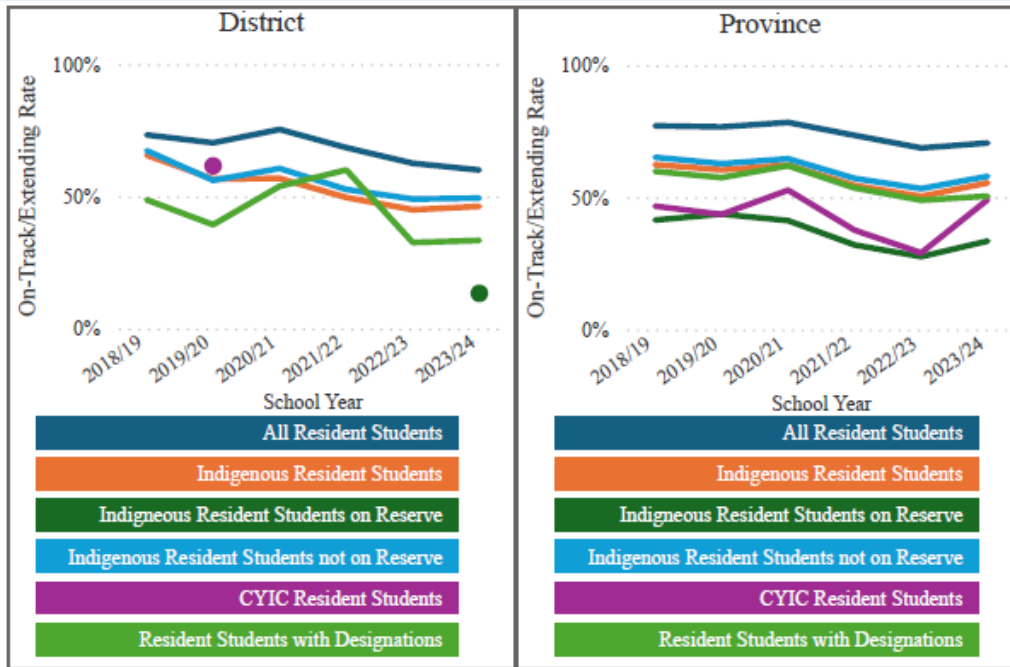
### Intellectual Development

#### Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

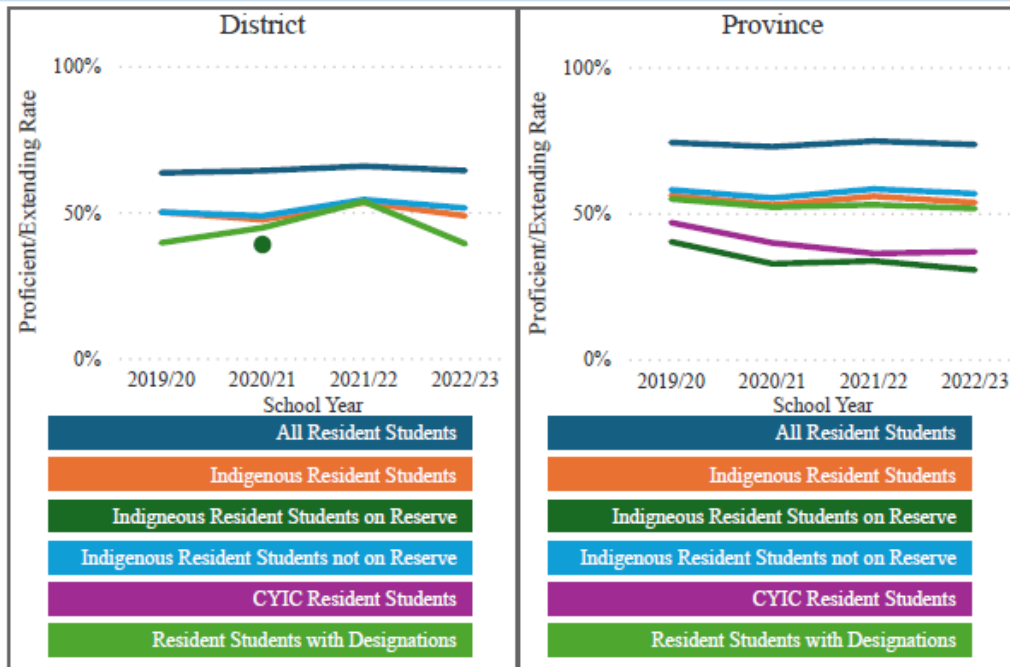


## Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

## Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



## Analysis and Interpretation

### *Outcome 1: Literacy*

Overall, Grade 4 and Grade 7 FSA literacy data suggests NLPS students sit just below the provincial average and that it will be necessary for literacy to continue to be a significant area of focus for the district. There has been a slight downward trend for all students from 2020-2021, however, priority populations show an overall upward trend. It will be important going forward to look at local data and contextual factors to determine what may be contributing to these trends.

#### **Grade 4**

While data is incomplete over time, it indicates Indigenous and off-reserve students are below the district average in Grade 4, however, there is an overall upward trend which is positive. Data for Indigenous students on-reserve is also incomplete but shows 2021-2022 and 2023-2024 on par with the district average. Children and Youth in Care (CYIC) data is also incomplete over time, with the only data point from 2018-2019. Data for students with diverse abilities and disabilities is complete, however, this data fluctuates more than all other measures. Currently, students with diverse abilities and disabilities are close to the district average and are trending upward.

#### **Grade 7**

Data for Grade 7 Indigenous students/off-reserve is below the district average and shows a downward trend. The data for Indigenous students on-reserve is incomplete. The only data is for 2023-2024 and shows students are well below the district average, though still above all other priority populations. The data for students with diverse abilities and disabilities is complete but remains below all other measures and fluctuates over time.

#### **Grade 10**

For Grade 10, the district average is flat and just below the provincial average. This needs to be an area of focus for the district moving forward. For Indigenous students/off-reserve, the data also shows a flat line that is below the district average, but on par with the provincial average. The data for Indigenous students on-reserve is incomplete over time with the only data point being for 2020-2021, where it is below all other measures. There is no data for CYIC students. The data for students with diverse abilities and disabilities is complete, however, it is below all other measures and is trending downward. This needs to be addressed and will be an area of focus for the district moving forward. The district average is a flat line just below the provincial average and needs to be an area of focus in the future.

#### **Analysis and Interpretation**

Work needs to be done to determine why Indigenous students on-reserve are on par with the district average in Grade 4 but drop well below the average in Grade 7. We need to examine local data to determine whether this is a trend seen across all schools and to look at what factors are changing for students between Grade 4 and Grade 7.

Due to masking, we are not able to review Grade 10 Literacy Assessment data for our CYIC. Part of our focus and process moving forward will include refining our tracking of CYIC to include their academic progress markers at the district level. To help us better understand this population, we have monthly information sharing regarding CYIC between the District, MCFD and Kwumut Lelum. We work to ensure our partners know who the key contact is for each CYIC at the school level. For Indigenous CYIC, academic data is also shared. Our local data base for tracking CYIC is updated bi-monthly.

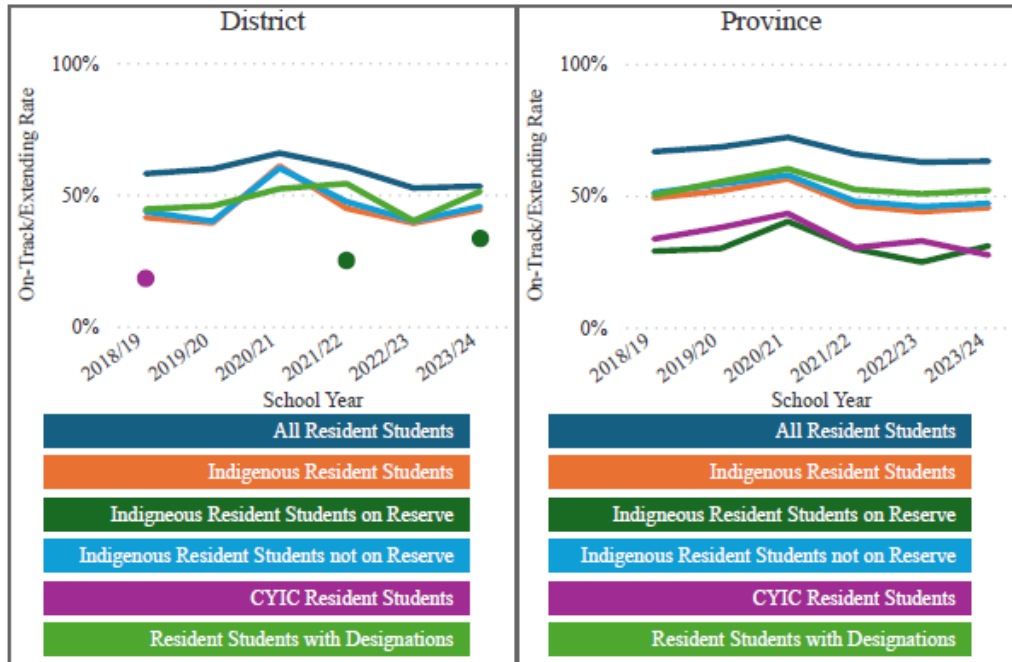
As educators, we have deep knowledge and understanding of the foundations of literacy, however, we are unable to determine if these foundations are present in all our classrooms. The data suggests that these foundations are not present, at least on a consistent basis. Schools are relying on their school-based data to inform their decisions and we, at the district, are reflecting on this data in a more qualitative manner, along with deep conversations with school leaders. We recognize that this qualitative data needs to be triangulated with other data, especially local data. The development of a localized student information system will provide insight and the ability to monitor data as needed.

Beyond our Elementary Focus Schools Initiative (determined through analysis of EDI, report card marks, child poverty map, and percentage of Indigenous students both on and off reserve), we are not disaggregating our data at the district level to look at our priority populations, and as a result, we are not strategizing in this regard. Over the past three years, we have worked to refresh our locally developed formative assessment literacy screening tool for kindergarten to grade seven students, including a digital data platform that generates a profile for individual students and provides classroom-wide snapshots. The district is in the process of creating a Literacy Framework, which will provide cohesion, direction, standards, and a structure that will allow us to refine the implementation of our locally developed formative assessment tool and determine district-wide summative assessment tools to help us triangulate the data moving forward.

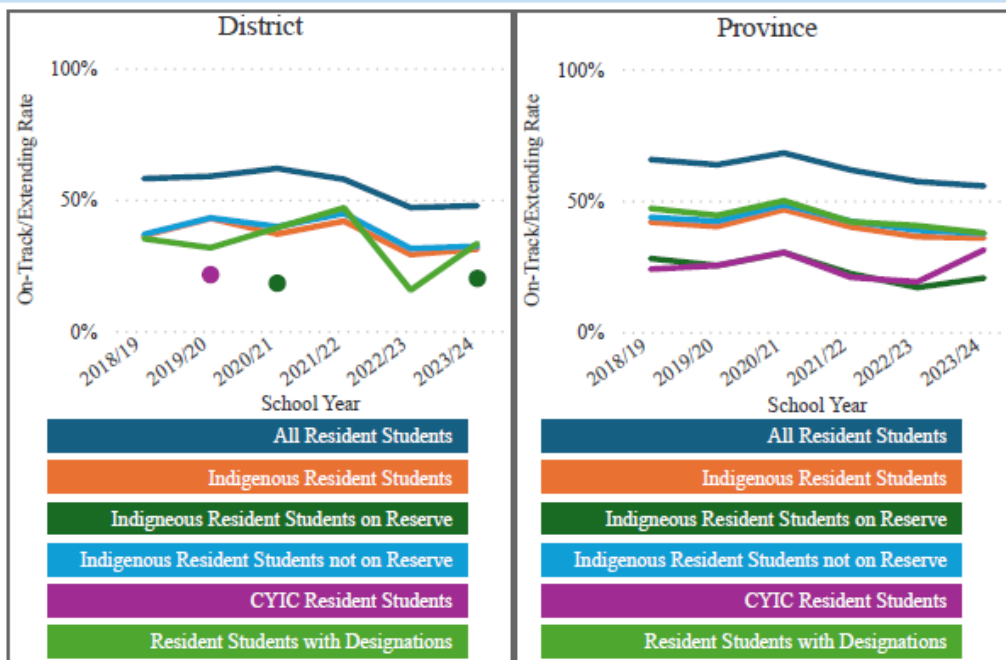
## Educational Outcome 2: Numeracy

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

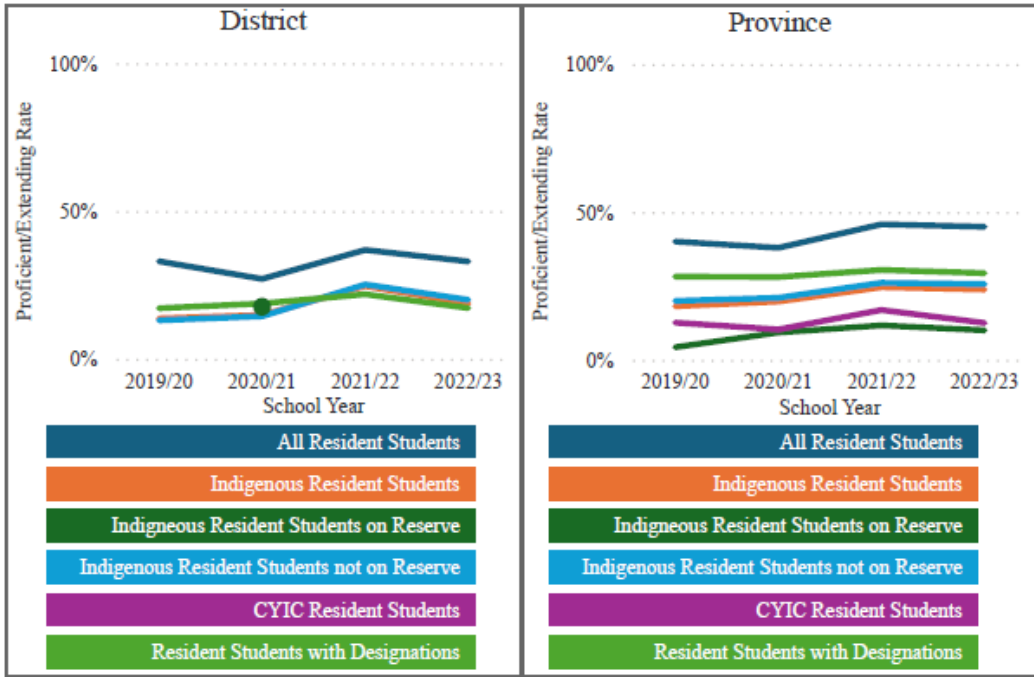
#### Grade 4 FSA Numeracy (On-Track / Extending Rate)



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

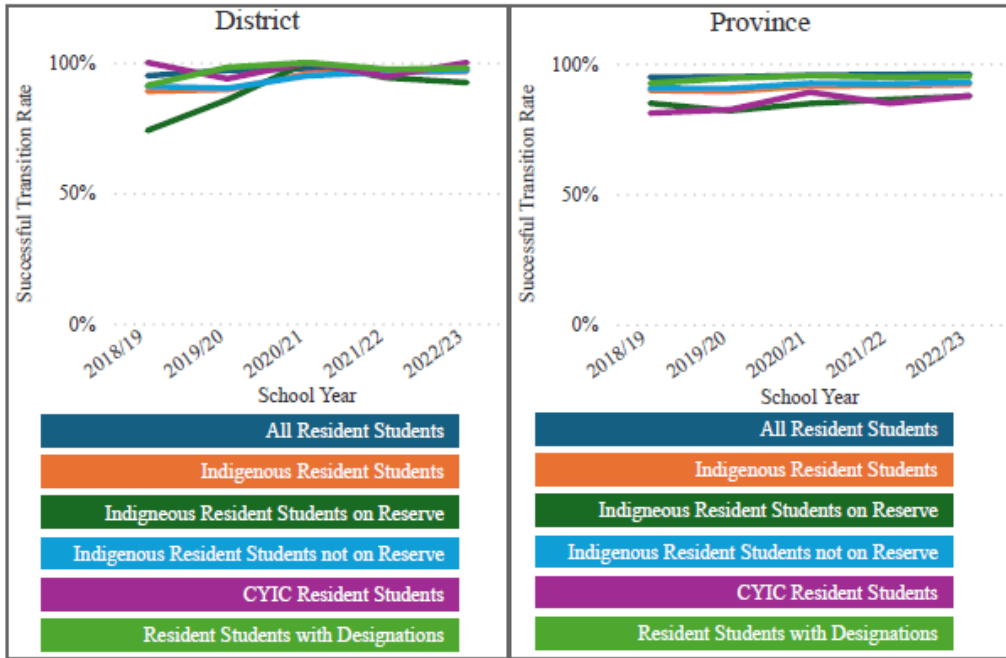


**Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)**

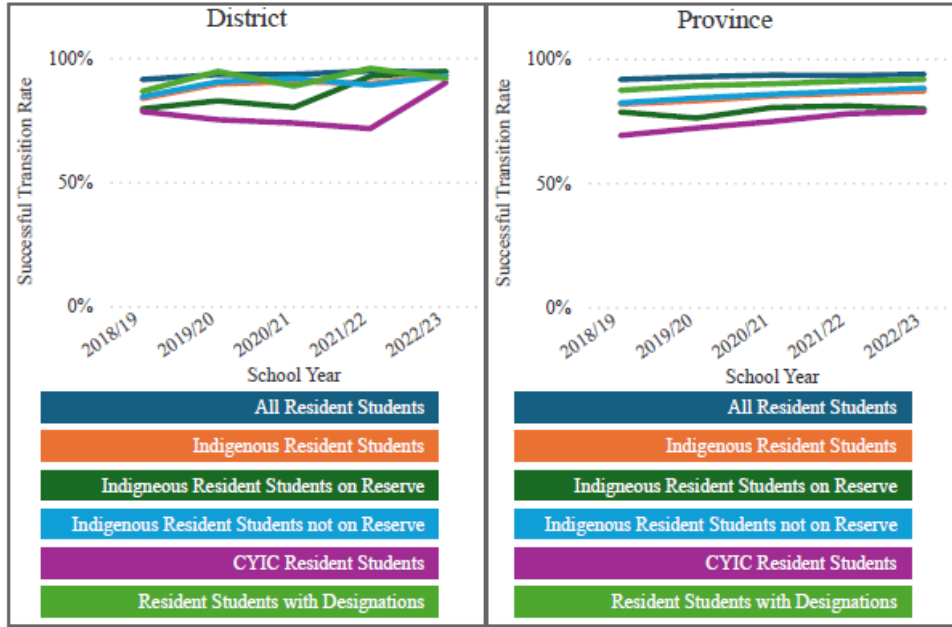


Measure 2.3: Grade-to-Grade Transitions

**Grade 10 to 11 Transition Rate**



## Grade 11 to 12 Transition Rate



## Analysis and Interpretation

### *Outcome 2: Numeracy*

Overall, Grades 4 and Grade 7 FSA Numeracy data sits just below the provincial average and as a result, will continue to be a significant area of focus for the district. While our participation rates have increased, we acknowledge that due to complex district contextual factors, the data is not yet as valid as we would hope.

#### **Grade 4**

Data for Indigenous students/off-reserve in Grade 4 is below the district average, however, it shows that results are trending upward. Data for on-reserve students is incomplete. The data for 2021-2022 and 2023-2024 shows that on-reserve students are well below the district average. CYIC data is also incomplete. The only CYIC data is for 2018-2019 and is the lowest data point for all measures. There is complete data for students with diverse abilities and disabilities and it shows an upward trend.

#### **Grade 7**

For Grade 7, Indigenous students/off-reserve data is below the district average and is trending downward. Data for Indigenous students on-reserve is incomplete over time, with data points for only 2021-2022 and 2023-2024, well below the district average. Data for CYIC is also incomplete, with the only data point from 2019-2020 and this shows CYIC well below the district average. The data for students with diverse abilities is complete over time and is trending upward.

#### **Grade 10**

For Grade 10, the district average for numeracy is just below the provincial average and will continue to be an area of focus. Data for Indigenous students/off-reserve shows students are consistently below the district average, and the most recent data shows a downward trend. Data for Indigenous students on-reserve is incomplete and there is only data for 2020-2021. There is no data for CYIC. Data for students with diverse abilities and disabilities is trending downward.

#### **Analysis and Interpretation**

Our district data trends are very close to the provincial data averages; however, this data demonstrates that more focus and more resources are required to increase numeracy rates. The data presented for Indigenous students on-reserve and CYIC is significantly lower than all other measures. Numeracy data highlights the vulnerability of these two populations.

As a district, we have small pockets of deep knowledge and understanding of the foundations of numeracy, however, the data demonstrates that overall, this knowledge is not present in all our classrooms.

For the 2021-2022 school year, the district developed indicators of proficiency for mathematics at the elementary level, but these are not yet broadly used in classrooms. Moving forward, we will be developing a numeracy framework to assist us in surfacing evidence-based instructional practices. The district is currently developing a local assessment tool for classroom teachers to formatively assess students' skills in the various curricular areas. We believe that a renewed emphasis on evidence-based practices through collaborative teacher dialogue will support us to better address numeracy rates and provide tools and strategies to improve numeracy for all students and especially priority populations.

### **Transition Rates**

#### **Grade 10 to 11**

Data for all student groups are on par with provincial averages, including Indigenous students on-reserve which was below all other measures until 2020-2021.

#### **Grade 11 to 12**

The data for the district average, Indigenous students/off-reserve and students with diverse abilities and disabilities are on par with the provincial average. However, data for Indigenous students on-reserve and CYIC is below other measures. The exception is 2022-2023 where it is on par with other measures.

#### **Analysis and Interpretation**

Transition rates are not necessarily indicative of future graduation rates. Our secondary schools have developed mechanisms for tracking students at risk for non-graduation. These include having school teams regularly review Grad Transition Reports for individual students and then working to connect them to outreach or other supportive opportunities where there are indications of risk. Several of our high schools have developed supportive cohort-based environments and flexible programming for students who are particularly struggling with the typical four-class model.



## Intellectual Development Summary

### Overall

The available data highlights that students in the district are below the provincial averages. Additionally, data for priority populations is below district counterparts in all areas. Indigenous students on-reserve and CYIC are two priority populations that are identified as requiring additional focus and resources.

In SD68, we have minimal local, district-wide, quantitative data sources. This limits the district's ability to localize strategies for improvement. Going forward, the district is prioritizing the collection of local data. The district's new Strategic Plan (2024-2028), which aligns with the ESL requirements for Intellectual Development, is smaller in scope than the previous plan (2019-2023) and has clear and measurable metrics. This new Strategic Plan will inform department operational plans and school plans which will enable district and school teams to focus on the same priorities.

Historically, and including the 2023-2024 school year, the district has based resourcing decisions on data from principal's anecdotal reports regarding complex students. Following the pandemic, these resourcing requests increased significantly. As a result, the district has now developed, and has in place, robust support structures that are successful in supporting students directly but are also supporting school teams' capacity building.

The district has a robust, evidence-based, and locally created reading screener, with an accompanying data portal that is in use in every elementary school. It is a formative assessment intended to support reading instruction in classrooms that has been in place for several years. However, there is an evidence gap between the availability of student data and resulting instructional practices that respond to this data. The district recognizes that completing a reading assessment does not increase student reading abilities. The data must result in follow up actions and strategies. A challenge for the district is a lack of local data that evaluates the effectiveness of strategies. A continued evidence-based evaluation of strategies is required going forward.

The district relies on FSA/provincial assessment data to inform our work. Participation rates in FSAs in NLPS are historically low. Essentially, the district only has one leg in what should be a triangulated, three-legged stool. Our goal is improving Intellectual Development, but the district currently lacks robust, district-wide student data. With this knowledge, the district will be focusing on the following areas for growth.

### Areas for Growth

Envisioning our approach to continuous improvement as a sturdy, three-legged stool, the district's major focus areas moving forward will be:

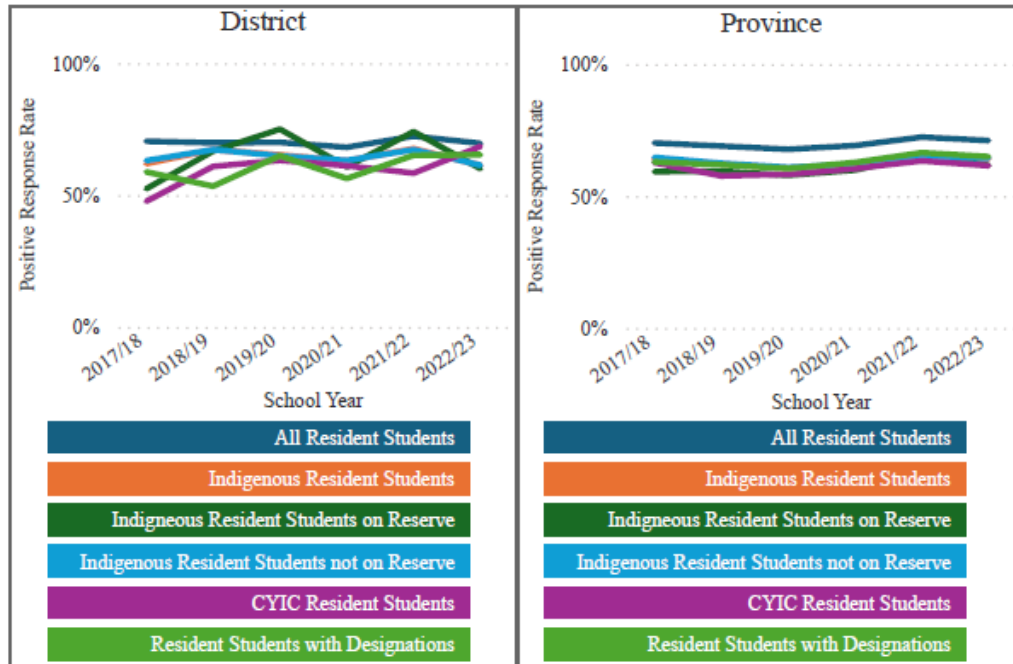
- Creating and implementing district-wide write and reading snapshot assessments.
- Creating and implementing district-wide numeracy assessments.
- Requiring schools to collect data from district wide assessments.
- Disaggregating all priority population data and articulating strategies for improvement.
- Making student data available to schools and require schools to use this data to inform school-based decisions and school plans.
- Priority Populations are underperforming and as a district, we are underinformed as to how these students are doing. With little provincial data available/masked, and little district data available, the district will:
  - Disaggregate the data from newly developed summative assessment tools.
  - Identify gaps where these priority populations are not completing the assessment.
  - Ensure these priority populations are completing the assessment or differentiate our assessment approach to get this information.
  - Implement both Literacy and Numeracy Frameworks, supported by collaborative professional learning opportunities, to enhance teacher understanding of evidence-based instructional and assessment practices, with a clear focus on foundational Tier 1 approaches.



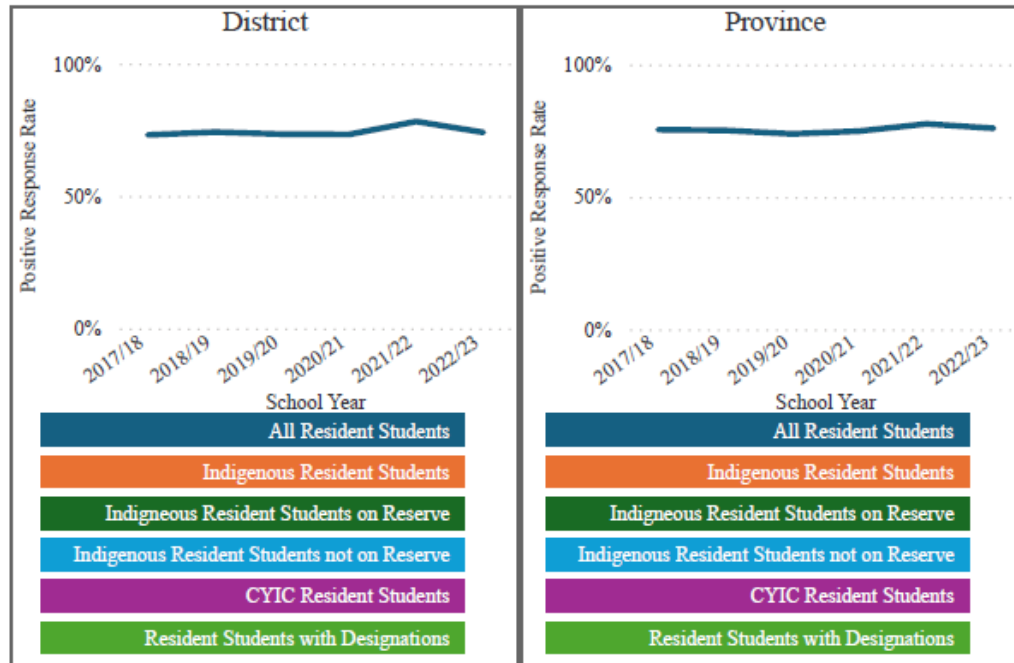
### Educational Outcome 3: Feel Welcome, Safe, and Connected

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

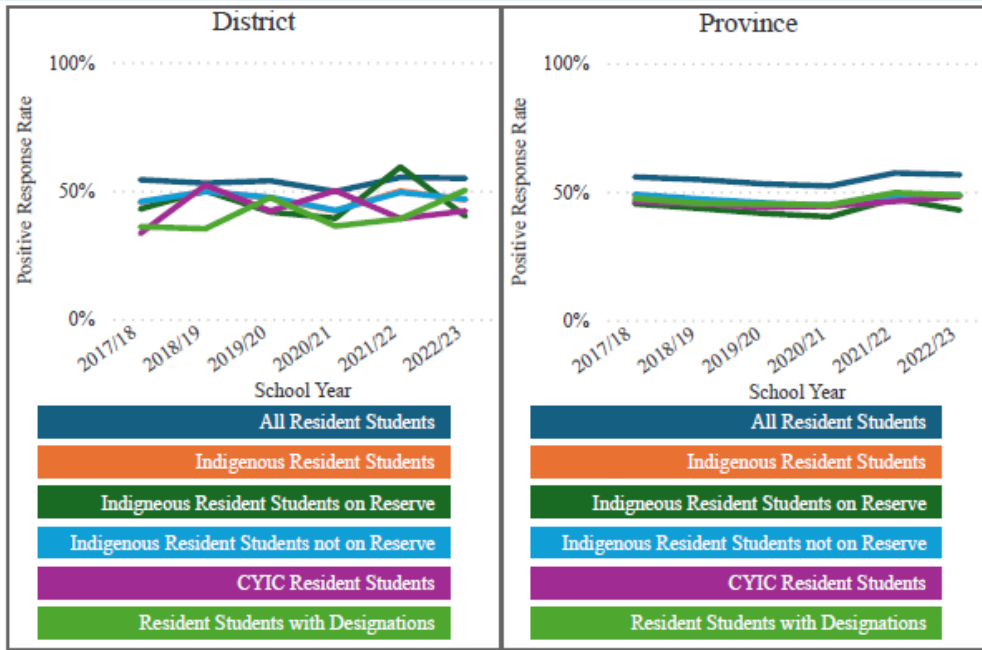
#### Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



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

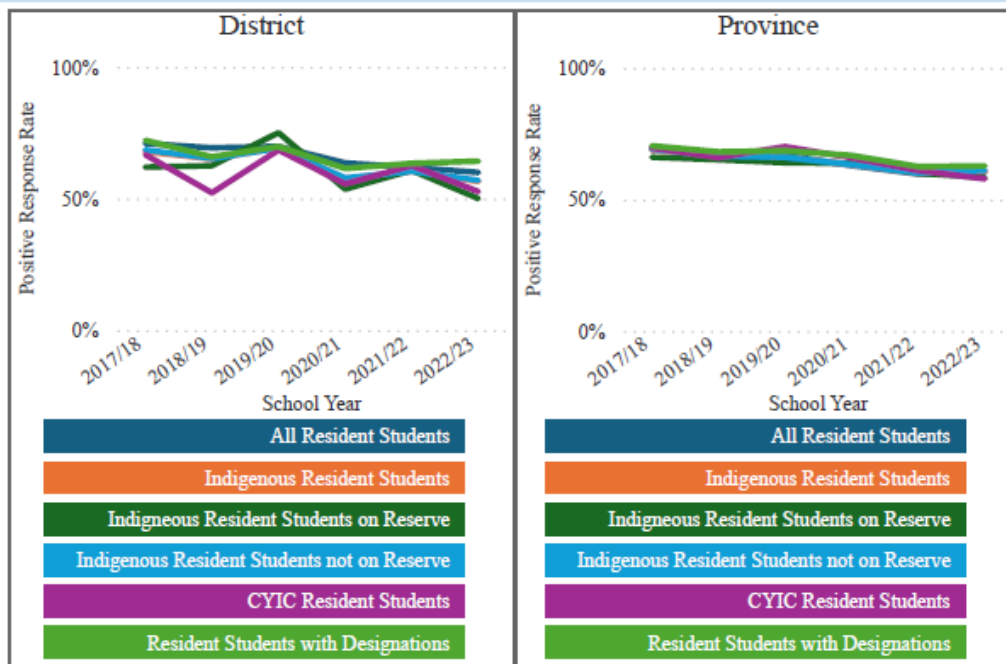


## Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

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



## Analysis and Interpretation

### *Outcome 3: Students Feel Welcome, Safe, and Connected*

#### **Students who feel welcome at school**

Overall, 70% of students feel welcome in NLPS schools. Data for the district average and priority populations are close together and on par with the provincial average, with a bit more fluctuation. Our highest data points are for Indigenous students on-reserve and our lowest data points are for students with diverse abilities and disabilities. Overall, this data is stable.

#### **Students who feel safe at school**

Overall, 70% of students feel safe at school. The overall results are consistent over time.

#### **Students who feel connected**

Fewer than 50% of students feel a sense of belonging at our schools. This is on par with the provincial average for the district and priority populations. The highest data point for sense of belonging is for Indigenous Students on-reserve. The overall trajectory is a flat line.

65% of students report that two or more adults care about them at school. This is on par with the provincial average for the district average and priority populations data, with a bit more fluctuation. Our highest data point is for Indigenous students on-reserve and our lowest point is for CYIC. The overall trajectory for the district is trending slightly downward overtime.

We believe the Student Learning Survey data to be rich data in our district, because of very high participation rates. All population groups responded similarly to all questions, therefore there are not significant gaps between the district average and our priority populations. For example, in some years, Indigenous students on-reserve report feeling more welcome and more connected than all other students. Overall, however, the district recognizes that the number of students who feel welcome, safe and connected is far too low and we are committed to improving and resourcing this area moving forward.

Moving forward, an area of focus for the district will be triangulating and disaggregating data from sources such as the Student Voice Circle, Student Survey on Washroom Safety and Vaping, Suicide Risk Assessments, Behavioural and Digital Threat Assessments, Violent Incident Reports, ERASE Bullying Reports and BC Adolescent Health Survey and Youth Developmental Index. These sources tell us that Human and Social Development needs to be an area of focus to maximize the usefulness off this data. The district will focus on ways to have better insight and data into the relationship between Intellectual Development and Human/Social Development.

## Human and Social Development Summary

### Overall Trends

The district is committed to improving responses across all our student populations. However, as highlighted in other sections, the district has little to no local, district-wide quantitative data. The district is currently working on strategies to cultivate this data. In addition, the new Strategic Plan (2024-2028) aligns with the ESL requirements for Human and Social Development and is smaller in scope with both clear goals and metrics. Specifically, the newly created goal of Student and Employee Wellness aims to increase the number of students who feel welcome, safe and have a sense of belonging in their school. These changes will allow both district and school teams to focus together on the same priorities.

### Areas for Growth

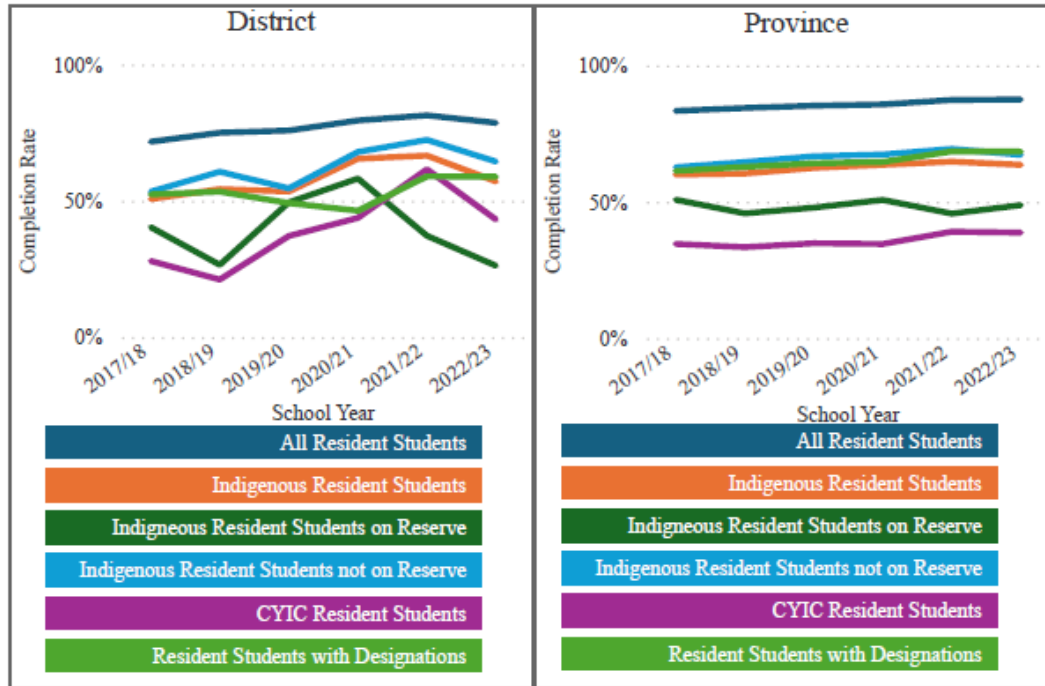
Our major focus areas moving forward will be:

- Creating and implementing a district-wide, tiered framework to student wellness (welcome, safe, belonging, 2 or more adults who care).
- Schools/District: collect and use Student Learning Survey data and other sources of data to inform school-based decisions and inform school plans.
- Schools/District: disaggregate all Priority Population data and articulate strategies for improvement.
- Grow the Red/Yellow/Green data snapshot practice to include all students (currently only Indigenous students).
  - Build consistent criteria and a consistent process to be implemented in all schools.
  - Ensure there is a clear data collection mechanism to track cohorts and individual students over time.
- Operationalize our District data dashboard.
  - Currently, it has provincial data, report card marks, MyEd information.
  - Will include newly created locally developed assessment data.
- Continue to develop an understanding of Justice, Equity, Diversity, and Inclusion (JEDI) across all employee groups.
- Continue to build capacity regarding supportive planning for student safety across the system.
- Enhance and refine Tier 3 referral pathways for specialized services and supports.

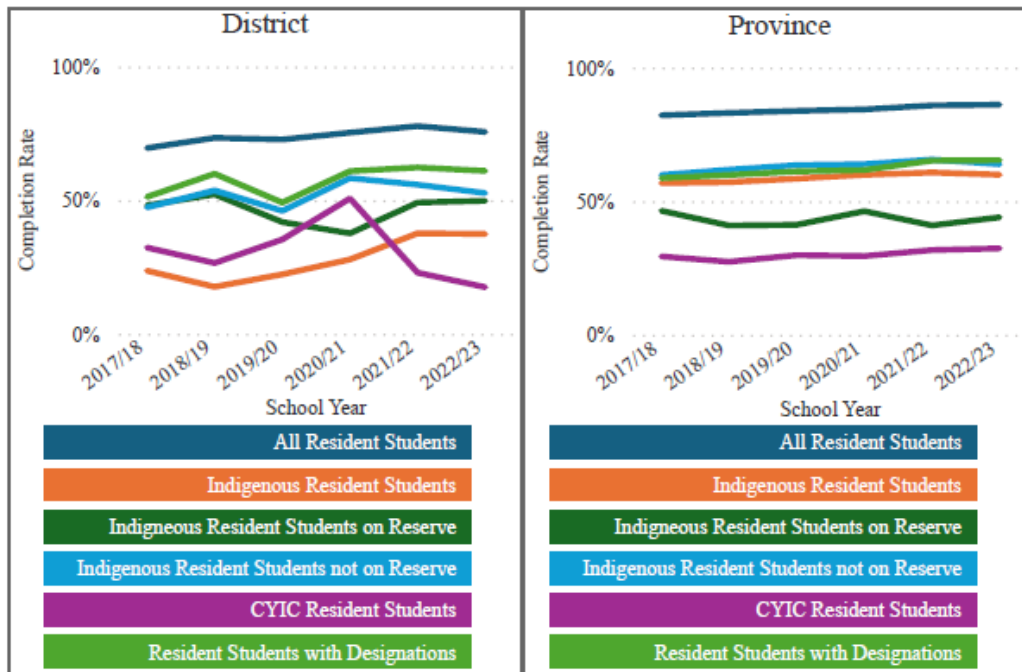
## Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

### 5-Year Completion Rate (Dogwood & Adult Dogwood)



### 5-Year Completion Rate (Dogwood Only)



# Analysis and Interpretation

## Outcome 4: Graduation

### 5-Year Dogwood & Adult

Overall, completion rates for the district are just below the provincial average.

Data for Indigenous students/off-reserve is below the district/provincial average and is trending downward.

Indigenous student on-reserve data is well-below the district/provincial average and has been trending downward significantly since 2020-2021. CYIC data is also well below the district/provincial average and has also been trending downward significantly since 2021-2022. Data for students with diverse abilities and disabilities is trending slightly upward.

### 5-Year Dogwood

Overall, completion rates are just below the provincial average.

Data for Indigenous students/off-reserve is well below the district average, however, it is trending slightly upward. Both Indigenous students off-reserve and students with diverse abilities and disabilities are below the district average, and the data is static. CYIC data is well below the district average and has been trending downward significantly since 2021-2022.

### Analysis and Interpretation

This is the first data set where Indigenous students/off-reserve data is not matched with the provincial data. The district's priority populations echo the provincial data with the district average data highest, followed by students with diverse and disabilities data second, and Indigenous/off-reserve data a close third. However, the provincial Indigenous students/off-reserve data is a very close fourth, whereas our data for Indigenous students/off-reserve is the lowest reported data, except for the 2022-2023 year, where CYIC dropped to the lowest. CYIC data peaked in 2020-2021, but since then has been trending significantly downward.

Graduation is a significant life milestone and core piece of data that we do have access to at the local level. In 2024-2025, the district will be looking at what strategies we can employ to improve graduation rates for all our student populations but especially the graduation rates for Indigenous/off-reserve students.

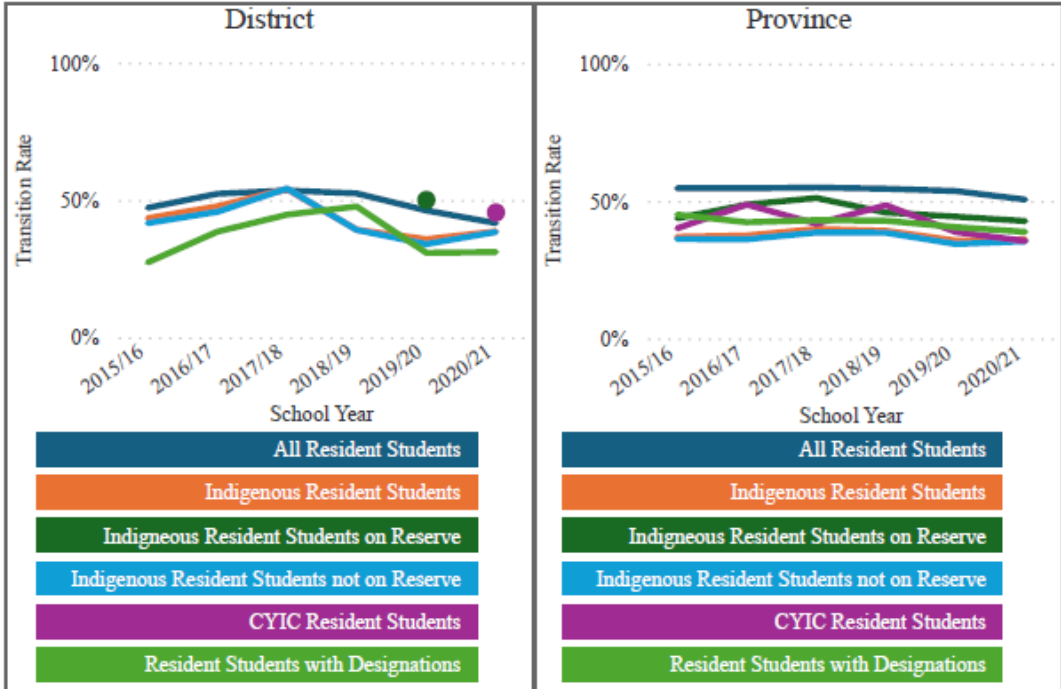
Our goal is for all students to graduate NLPS with dignity, purpose, and options. Anything less than, is unacceptable. Our current focus needs to be on priority populations, which will positively impact the district's overall graduation rate.

NLPS secondary schools have developed mechanisms for tracking students at risk for non-graduation. School teams regularly review pathways to graduation for individual students and connect them to outreach or other supportive opportunities where there are indications of risk. Several of our high schools have developed supportive cohort-based environments for students who are particularly struggling with the more typical four-class model. Each year, the Indigenous Learning Team creates a non-graduating list with individual stories, student photos, and the plans for their return the next school year to complete and graduate. Having this information earlier in each student's academic journey would be very useful to better support students. Moving forward, the district will require schools to create this list for students transitioning from Grade 9 to 10, which is when they enter the graduation program.

# Educational Outcome 5: Life and Career Core Competencies

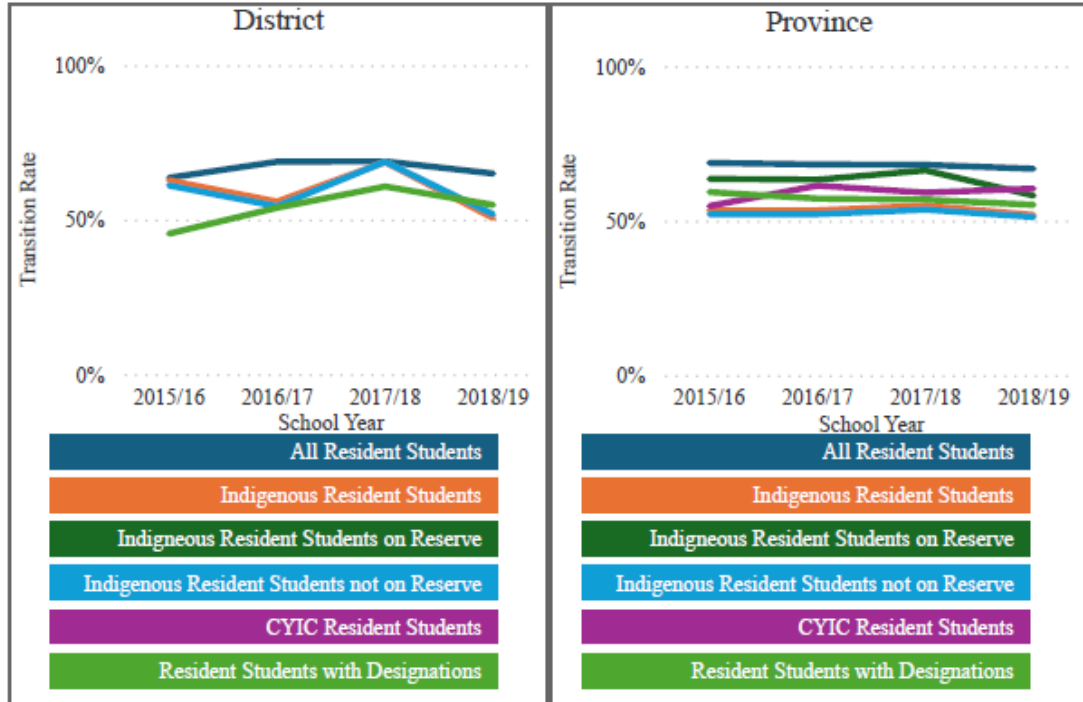
## Measure 5.1: Post-Secondary Transitions

### Transition Rate to BC Public PSI (Immediate)





### Transition Rate to BC Public PSI (Within 3 Years)



## Analysis and Interpretation

### *Outcome 5: Post-Secondary Transitions*

#### **Overall**

The district average is generally on par with the provincial average.

#### **Immediate**

Data for Indigenous/off-reserve students is slightly below the district average and had been trending downward until 2019-2020 where they begin to trend upward slightly. For Indigenous students on-reserve, the data is incomplete over time, however, in 2019-2020 the data sits slightly above the district average. CYIC data is incomplete over time, with a single data point in 2020-2021 that sits slightly above the district average. For students with diverse abilities and disabilities, the data is below the district average and has been trending downward since 2018-2019.

#### **Within 3 Years**

Data for Indigenous/off-reserve students is slightly below the district average and has been trending downward since 2017-2018. There is no data for Indigenous students on-reserve or CYIC students. The data for students with diverse abilities and disabilities is below the district average.

#### **Analysis and Interpretation**

Overall, more students transition to postsecondary within three years of graduating. There are a small number of Indigenous/on-reserve and CYIC students who transition to postsecondary immediately after graduation, however, only very small number transition within the first three years after graduation. In September 2023, the province announced that it had changed the criteria to waive tuition for children in care from requiring 24 months in care to any youth who has turned 19 in the care of the BC Children and Family Development Ministry or Indigenous Child and Family Service Agency, regardless of their time in care. With this change, it is hopeful for more CYIC learners to access postsecondary immediately after graduation or within the next three years. Overall, however, there is still a global trend that is seeing fewer students choosing to attend postsecondary. Here in the district, Vancouver Island University has seen a continued decline in enrollment since 2018 because of this trend. A strong local job market, a decline in overall affordability, and mental health impacts from COVID-19 are all additional factors that impact the choice to pursue a postsecondary education. The district has strong partnerships with local post-secondary institutions and specific strategies to support Indigenous students to continue their studies beyond K-12. The district will continue to explore opportunities and strategies to support students to continue studies beyond K-12.

Current strategies include:

- Counsellors working with students to increase awareness of post-secondary opportunities.
- Increase communication through our Career and Technical Centre staff to increase staff awareness of post-secondary/trade opportunities.
- Work with community partners to encourage and support students in our Priority Populations to access training opportunities.
- Engage upper intermediate students in opportunities to engage with introduction to trades and potential post-secondary programs.

## Career Development Summary

### **Overall trends**

District graduation rates and transition rates are on par with provincial rates. The data for Indigenous students on-reserve and CYIC data fluctuates significantly compared to the other priority populations and the district average.

### **Areas for Growth**

Graduation results are truly the marker of our success as a district. Each year, we are striving to facilitate growth towards healthy, competent, educated citizens. Although district results echo those of the province, we should continue to strive for as close to 100% as possible. However, graduation measures for all students are either maintaining or trending downward. Establishing clear priorities and metrics for intellectual, human, and social, and career development will support higher graduation rates. The district also needs a direct focus on graduation rates as a priority moving forward.

The district continues to close the gap with the province on graduation rates, overall, and for our priority populations. We will look to focus on early interventions and supports to ensure students remain on a path to a Dogwood Diploma and not shift to an Adult Dogwood. This is particularly important for our priority populations, who are overrepresented in our Adult Dogwood completion rates. Specific strategies to support successful completion of a Dogwood Diploma with options to transition to post-secondary will be implemented for:

- On-reserve students
- CYIC
- Students attending our Learning Alternatives programs.

Moving forward, we will expand our Indigenous Non-Grad report to include Indigenous student transition trends from Grade 9 to 10, Grade 10 to 11, and Grade 11 to 12 to ensure they are on track to graduate, and supports are in place where needed prior to their Grade 12 year.