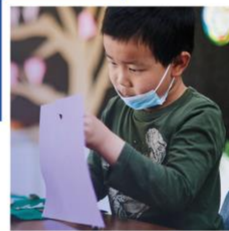


Annual Report on the Framework for Enhancing Student Learning

SCHOOL DISTRICT NO. 38 (RICHMOND)
SEPTEMBER 2022



   | sd38.bc.ca

RICHMOND
SCHOOL DISTRICT NO. 38

INDIGENOUS LAND ACKNOWLEDGEMENT

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

OUR DISTRICT CONTEXT

The Richmond School District is a large, urban and multicultural school district that lies within the boundaries of the City of Richmond. Our community's shared history began thousands of years ago as a place where the First Peoples gathered and lived. Today, Richmond is located on the traditional and unceded territories of people of the hən̓q̓əmiñəm language group and is a community of over 200,000 people from all over the world.

63 per cent of all Richmond students speak a language other than English as their primary language at home, while 34 per cent of all Richmond students are designated English Language Learners (ELL). Richmond schools include Indigenous students from at least 27 different nations. None of these students live on reserve.

The District offers a variety of programs of choice at both the elementary and secondary level. In our 37 elementary schools, programs of choice include early and late French Immersion, Montessori and blended learning. French Immersion, International Baccalaureate, Mini Schools, and programs with online and blended learning options are available in our 10 secondary schools. There are also 12 different program options for students with disabilities and diverse abilities, including district alternate programs that address a wide range of learning needs and alternate pathways to graduation.

USE OF DATA

The Ministry of Education provided both masked and unmasked raw data to school districts to inform the FESL report. As the report is a public document, the charts and tables in this report only refer to data available in the unmasked data set to ensure the privacy of individual students. Where appropriate, the unmasked data has been used to validate assumptions about trends documented in this report. For the purposes of brevity, percentages rather than numbers have been provided in the main body of this report. Numbers are available in the appendices.

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

The District's [Five Year Strategic Plan](#) was developed during the 2019-2020 school year. Over the course of several months, the Board engaged in a significant amount of consultation beginning with students and broadening to include staff, parents, and members of the community. Through this process, five strategic priorities were identified: *Inspired Learners, Equity and Inclusion, Optimized Facilities and Technology, A Progressive Workplace and A Connected Learning Community.*

The Strategic Plan has two strategic priorities focused specifically on enhancing student learning: *Inspired Learners* and *Equity and Inclusion*. Both priorities' goals focus on intellectual, human and social, and career development. Specific attention is paid in those priorities to supporting Indigenous learners, children and youth in care, and learners with diverse abilities or disabilities.

The District has developed an annual planning cycle that links the Strategic Plan to the [district story](#) which is, in turn, linked to school stories. Throughout the year, each school engages in a [process](#) to continuously monitor and revise its school story to demonstrate how the school community is working on improving learning outcomes for students by setting a focus to improve student achievement based on a continual cycle of inquiry. The district story demonstrates how the district is working to improve student outcomes in the Strategic Plan. The district story is driven by examples from school stories as well as district and ministry level data. The image below describes the interconnectedness amongst the FESL, Strategic Plan and school level planning. District operational plans and the distribution of resources (human, financial and technological) are aligned with the outcomes set out in the Strategic plan as evidenced in Strategic priorities 3, 4, and 5.

How are we working to put systems in place that continuously improve the educational outcomes for all students?

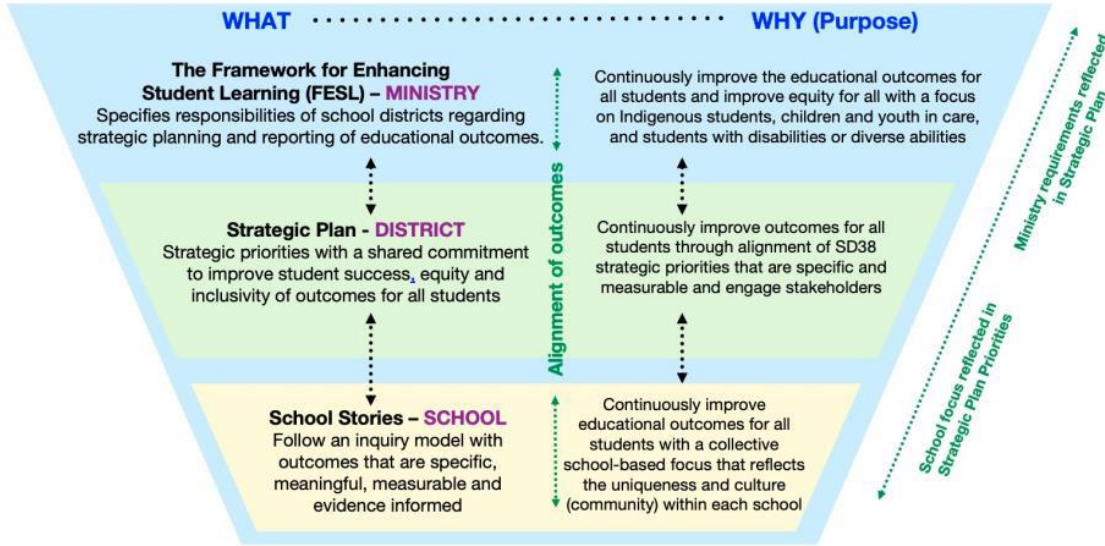


Figure 1 - Continuous Improvement of Student Achievement Process

INTELLECTUAL DEVELOPMENT

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1:

Current year and 4-year trend for the percentage of students in Grades 4 & 7 on-track and extending literacy expectations as specified in provincial assessments.

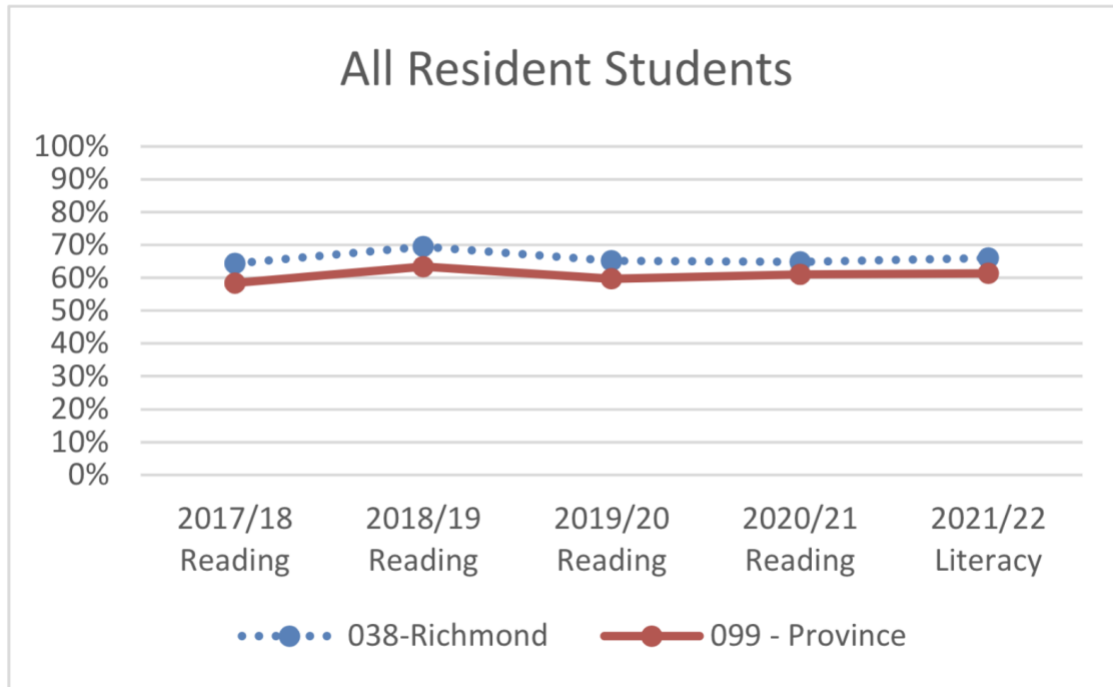


Figure 2- FSA Grade 4 Reading- All Resident Students

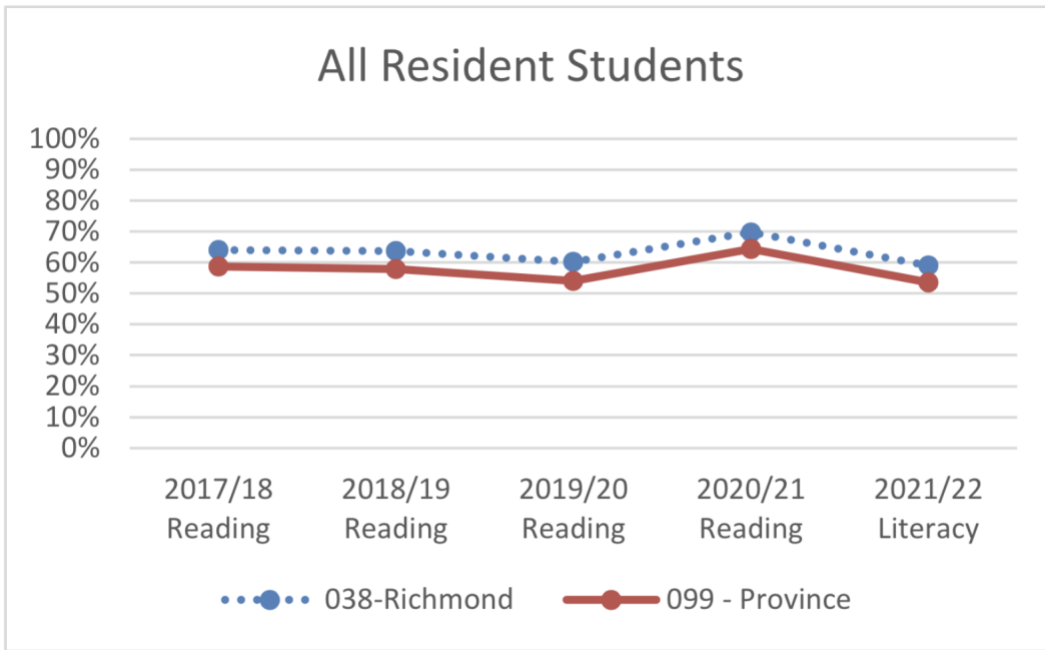


Figure 3- FSA Grade 7 Reading - All Resident Students

Measure 1.2:

Current trend for the number and percentage of students proficient or extending literacy expectations as specified in the grade 10 literacy assessments.

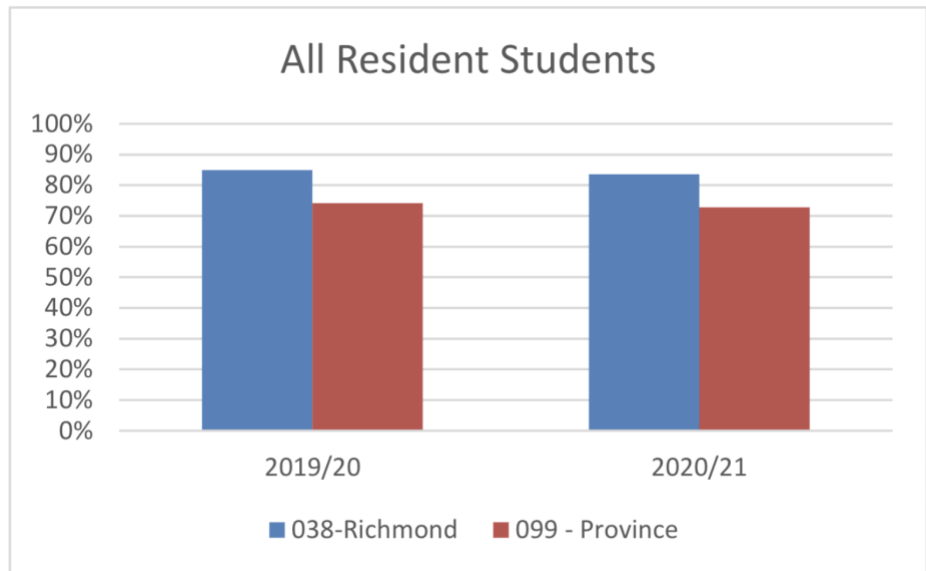


Figure 4- Graduation Assessment Grade 10 Literacy - All Resident Students

Measure 1.3

June 2022 report card data % of students proficient or above in English Language Arts

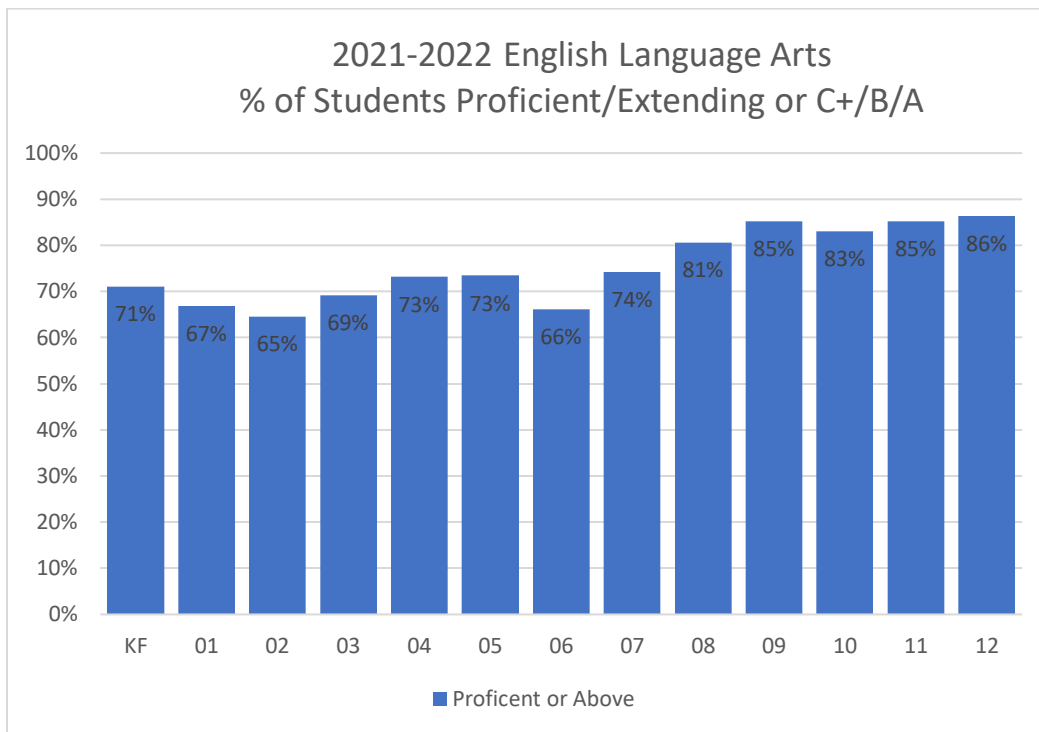


Figure 5 - June 2022 Report Card data English Language Arts

Measure 1.4

Spring snapshot of students Not Yet Meeting (NYM) or Emerging in Reading proficiency K-7 reported by teachers.

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 |
|-------------------|--------------|---------|---------|---------|---------|---------|---------|---------|
| % NYM or Emerging | 8 | 14 | 12 | 8 | 4 | 3 | 2 | 3 |

Figure 6 – Spring snapshot; Reading K-7

Measure 1.5

ELL achievement on FSA and Graduation Literacy Assessment (GLA): On track and extending

| | Grade 4 | Grade 7 | Grade 10 |
|--------------------------|---------|---------|----------|
| % On track and extending | 86.4 | 82.5 | 44.5 |

Figure 7- ELL students FSA Grade 4/7 Reading, GNA Grade 10

Key Findings:

- The Richmond School District has a history of and continues to consistently perform above the provincial average on the literacy components of the FSA as well as on previous measures such as the English 12 examination and now the grade 10 literacy assessment.
- There continue to be students who are demonstrating skills at the emerging level in the FSA literacy components as well as the grade 10 literacy assessment who require targeted literacy support across the curriculum.
- There are a number of primary students not yet proficient at reading who require targeted supports

- Report card data shows growth from the fall FSA/GLA to year end
- Indigenous students and children and youth in care require additional attention and support (please see section C)
- ELL students perform above the district and provincial average in Grades 4 and 7 and well below the district average in Grade 10.

Strategies for Increased Success:

- In the coming year the district will be implementing an early literacy assessment (the SPARK) for K-2 students to target early literacy intervention
- Develop and monitor the impact on student learning of a K-12 literacy vision and framework as referenced in the District’s Strategic Plan. ([Goal 4, Objective 1](#)) through Ministry assessments, district snapshots and the SPARK early literacy assessment tool
- Continue to work with schools to target supports for students who are 'emerging' on the FSA reading and writing assessments, and not yet proficient as evidenced in report card data, to develop individual plans to enhance their literacy skills.
- Focus on early learning literacy practices to provide equitable opportunities for success as laid out in the district developed [Pillars of Literacy](#) framework K-2.
- Support those primary students who are not yet proficient at reading with targeted supports and early intervention strategies
- Implement the Pillars of Literacy K-7; a comprehensive English and French Immersion literacy framework to guide literacy instruction
- Work with secondary schools to identify students whose literacy competencies are emerging and develop cross curricular plans to enhance literacy competencies for identified students, particularly ELL learners.
- Track English Language Arts learning progress in grades 4, 7, and 10.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1:

Current year and 4-year trend for the number and percentage of students in grades 4 and 7 on -track or extending as specified in provincial assessments.

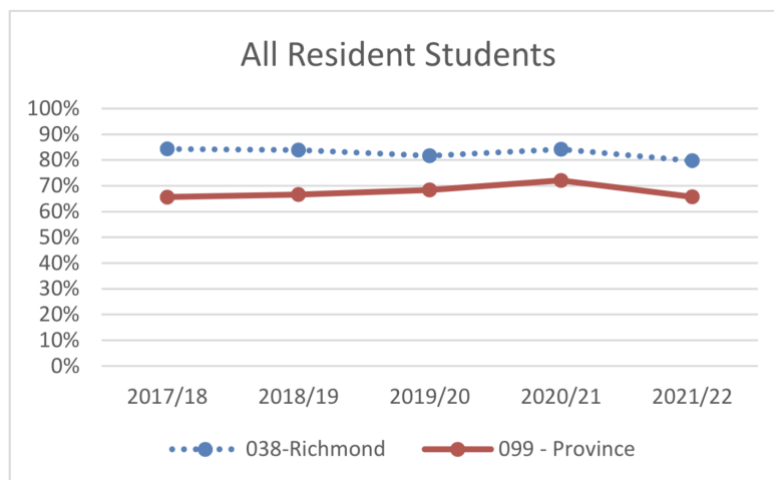


Figure 8: FSA Grade 4 Numeracy - All Resident Students

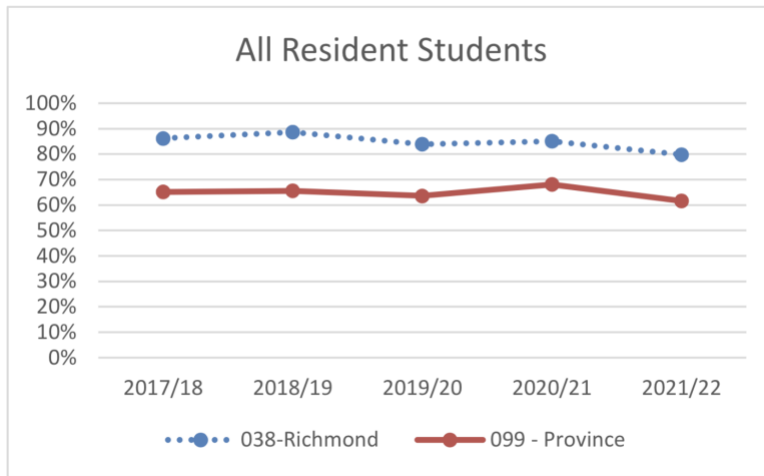


Figure 9: FSA Grade 7 Numeracy - All Resident Students

Measure 2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments

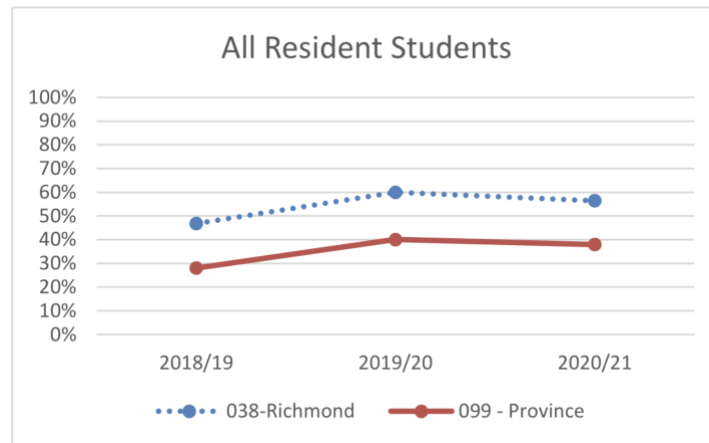


Figure 10: Graduation Assessment Grade 10 Numeracy - All Resident Students

Measure 2.3

ELL achievement on FSA and Graduation Numeracy Assessment (GNA): On track and extending

| | Grade 4 | Grade 7 | Grade 10 |
|--------------------------|---------|---------|----------|
| % On track and extending | 81.6 | 80.6 | 55.5% |

Figure 11- ELL students FSA Grade 4/7 Reading, GNA Grade 10

Measure 2.4

June 2022 report card data % of students proficient or above in Math.

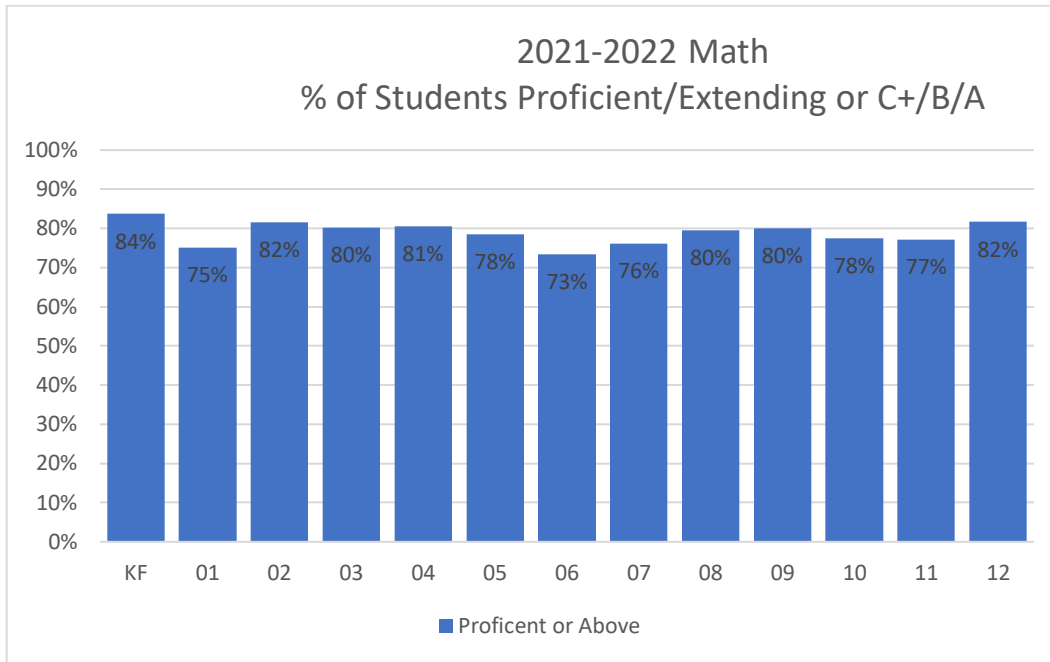


Figure 12- June, 2022 Report Card data Math

Measure 2.5 Number and percentage of students who are completing grade to grade transitions on time

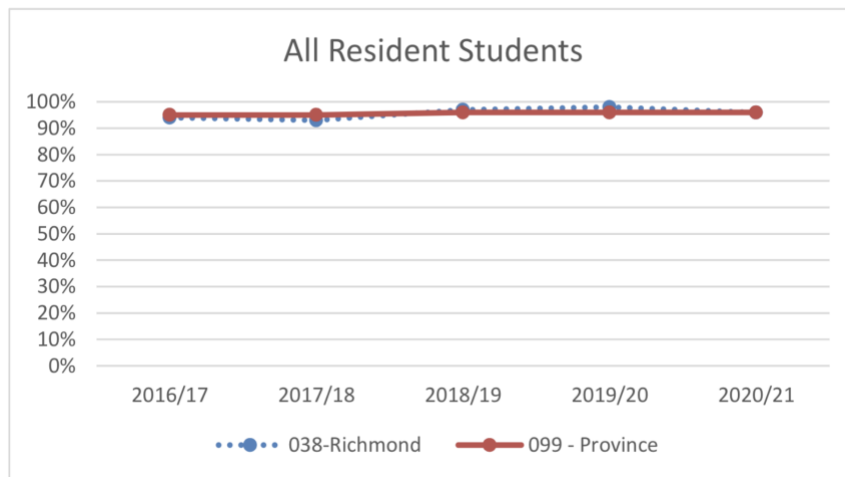


Figure 13: Transition Grade 10 to 11 - All Resident Students

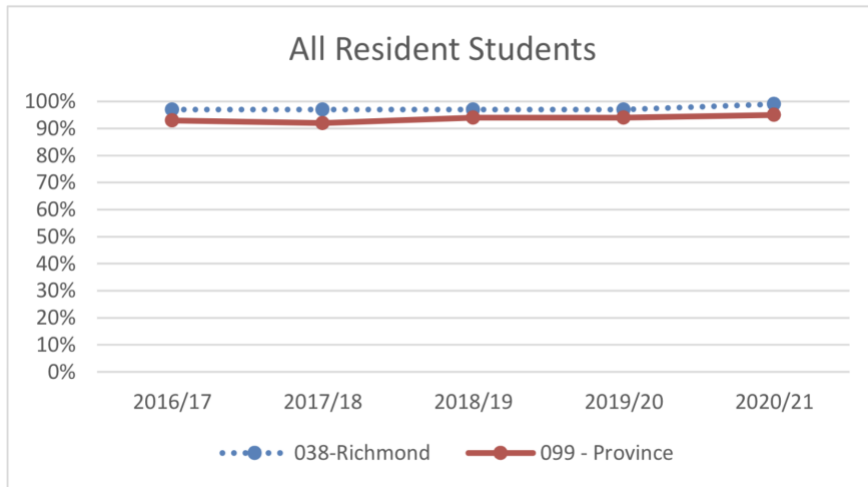


Figure 14: Transition Grade 11 to 12 - All Resident Students

Key Findings:

- The Richmond School District has a history of and continues to have students consistently performing above the provincial average on the numeracy component of the FSA as well as on the grade 10 numeracy assessment.
- There are students who are demonstrating skills at the emerging level in the FSA numeracy component as well as the grade 10 numeracy assessment who would benefit from more targeted numeracy support across the curriculum.
- Report card data shows growth from the fall FSA/GNA to year end
- Indigenous students and children and youth in care require additional attention and support (please see section C).
- Grade to grade transition rates are high for all students and are very similar to provincial rates
- ELL students perform at or slightly above the district average on FSA/GNA assessments.

Strategies for Increased Success:

- Develop and monitor the impact on student learning of a K-12 numeracy vision and framework as referenced in the District’s Strategic Plan ([Goal 4, Objective 2](#)) and monitor the impact on student learning through local and provincial assessments.
- Work with elementary schools to identify the specific students who are 'emerging' on the FSA numeracy assessments to develop a plan to enhance their numeracy skills.
- Focus on early learning numeracy practices to provide equitable opportunities for success.
- Develop early learning numeracy assessment practices across the district.
- Work with secondary schools to identify students whose numeracy competencies are emerging and develop cross curricular plans to enhance numeracy competencies.
- Track Mathematics learning progress in grades 4, 7, and 10.

HUMAN AND SOCIAL DEVELOPMENT

Educational Outcome 3: Students will feel welcome, safe and connected to their school.

Measure 3.1: Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school (many times or all of the time).

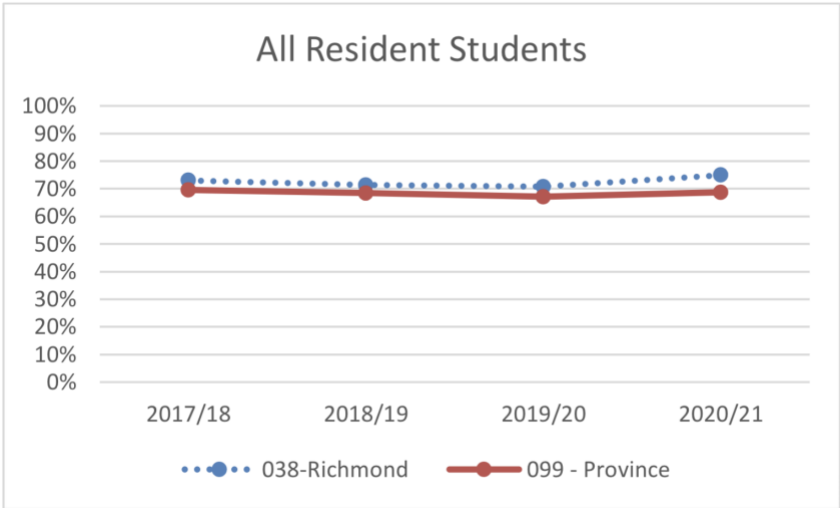


Figure 15: SLS - Feel Welcome - All Resident Students

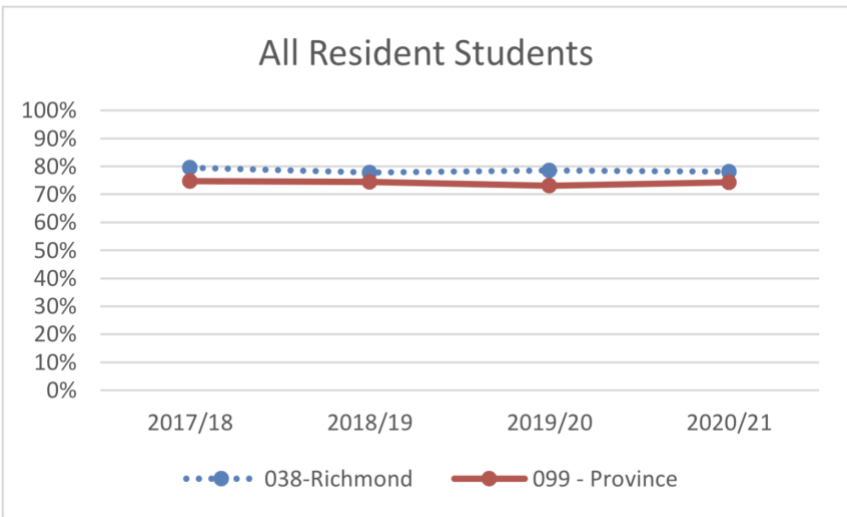


Figure 16: SLS - Feel Safe - All Resident Students

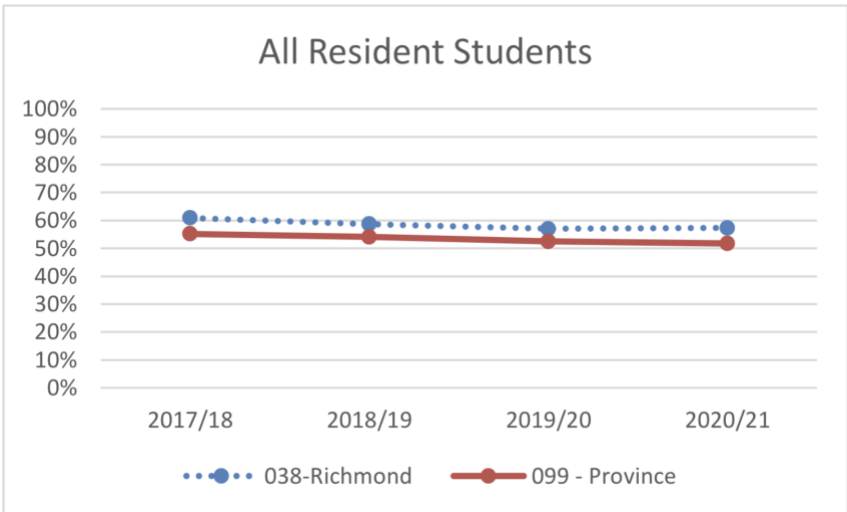


Figure 17: SLS - School Belong - All Resident Students

Key Findings:

- The percentage of students overall who indicate on the Student Learning Survey that they feel welcome, safe and a strong sense of belonging is slightly above that of the provincial average, and is trending upwards, but still requires attention. Data also indicates that the feeling of belonging decreases as students become older.
- There is a significant gap between the overall student population and Indigenous students and children and youth in care that requires further analysis and action.

Strategies for Increased Success:

- Develop an action plan for the District’s Strategic Priority Two, Equity and Inclusion to develop a sense of connection, belonging, and positive, personal, and cultural identity. ([Goal 1, Objective 1](#)).
- Implement the priorities identified in the [Diversity and Antiracism Working Group Report](#) including supporting all schools and facilities to be safe and brave spaces.
- Work with schools to examine school specific data and identify students who do not feel a sense of belonging.
- Work with schools to develop understanding as to why students are not feeling a sense of belonging and why students sense of feeling welcome and belonging decreases from grades 4 to 10 through the development of student focus groups.

Measure 3.2: Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

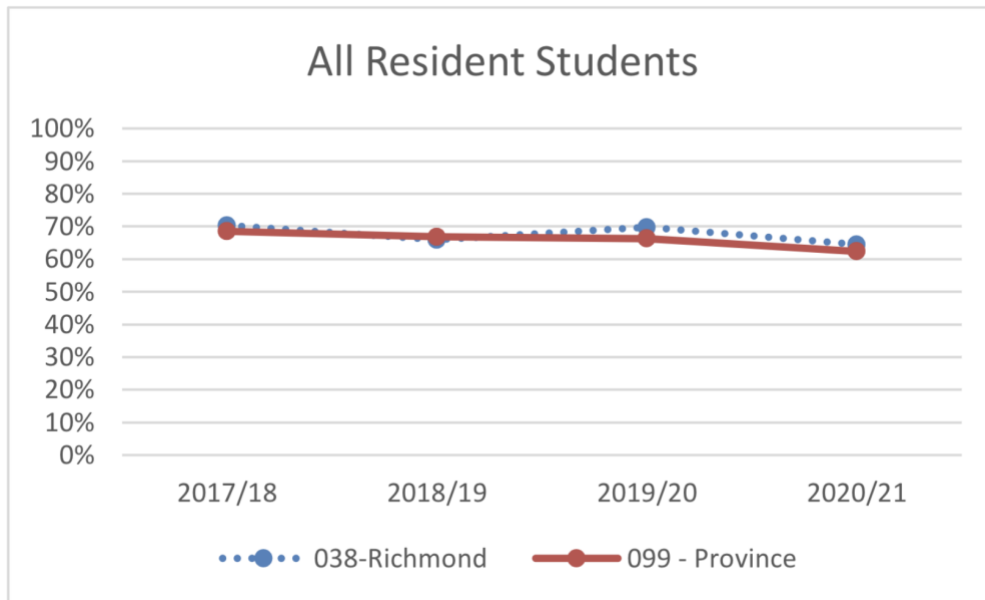


Figure 18: SLS - Adults Care - All Resident Students

Key Findings:

- The majority of students, regardless of grade level, were able to indicate that two or more adults care about them. Four-year trend data does demonstrate, however, that there are still a large number of students who are not yet able to identify two or more adults who care about them.

Strategies for Increased Success:

- Develop an action plan for the District’s Strategic Priority Two Equity and Inclusion to enhance the sense of connection, belonging, and positive, personal, and cultural identity. ([Goal 1, Objective 1](#))

- Work with schools to identify students who do not feel that two or more adults care about them all of the time, through their School Story scanning processes.
- Work with schools to develop understanding as to why students are not feeling cared for all of the time through activation of student voice opportunities such as student focus groups.
- Schools will develop specific practices appropriate to their context to enhance students' sense of being cared for by adults.

CAREER DEVELOPMENT

Educational Outcome 4: Students will graduate.

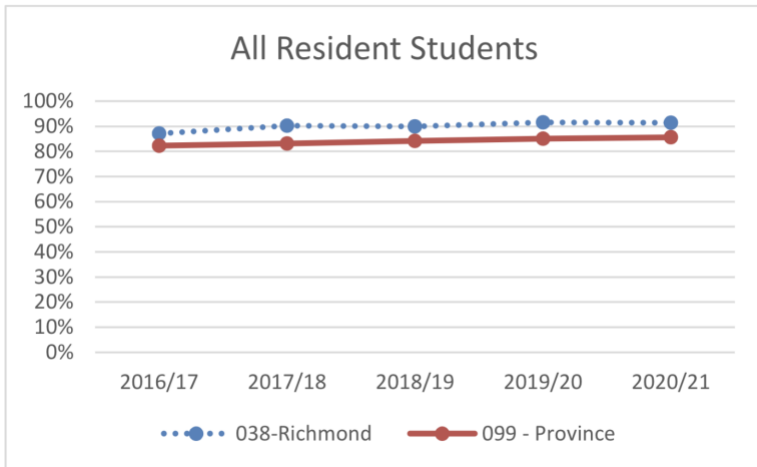


Figure 19: 5 Year Completion Rate - All Resident Students

Measure 4.1:
 Percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting grade 8.

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1: Percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

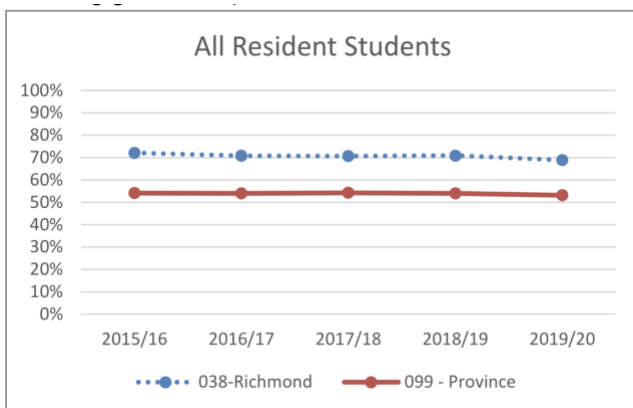


Figure 20: Immediate Post-Secondary Institute Transition - All Resident Students

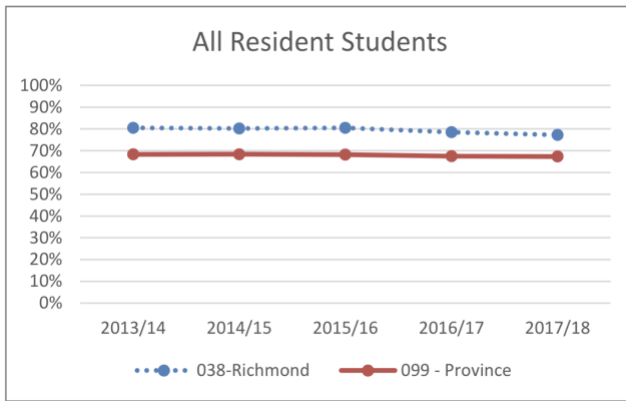


Figure 21: 3 Year Post-Secondary Institute Transition - All Resident Students

Key Findings:

- Richmond has a very high five year overall graduation rate above the provincial average that has steadily increased over the past five years.
- A high number of Richmond students relative to the provincial average transition within three years to post-secondary education and the number may actually be higher as every year a number of Richmond students transition to post-secondary institutions outside of British Columbia.

Strategies for Increased Success:

- Work with secondary schools to identify and develop specific targeted support plans to support students who may not be on target for graduating with a Dogwood Certificate within five years.
- Deepen and support learners’ abilities to engage in self-assessment and goal setting connected to the curricular and core competencies as reflected in the District’s Strategic Plan. ([Inspired Learners, Goal 1, Objective 1](#))

SPECIFIC STUDENT POPULATIONS

Key Findings:

Indigenous Students:

Approximately 1% of the student population in Richmond self-identify as Indigenous and as such, there is very little public data available for this report.

- Masked data for Indigenous students indicates moderate performance gaps on literacy measures relative to the overall population.
- Masked data for Indigenous students indicates significant performance gaps on the numeracy portion of the FSA and GNA relative to the overall population.
- Indigenous students indicate lower levels of connection and well-being on the Student Learning Survey relative to the overall population.
- Graduation rates are lower for Indigenous students than for non-Indigenous students, and decreased slightly in the 2020/21 school year
- The number of Indigenous students transitioning to post-secondary is lower than for other students.
- Our Indigenous Equity Scan asked indigenous students and parents about their experiences with school and is informing our practice about how to better support these students and their sense of belonging and connection to Indigenous culture.

| Student Results Selected Questions | Yes |
|--|------------|
| Do you like school? | 53% |
| Do you feel a sense of belonging at school? | 67% |
| Do you feel safe at school? | 80% |
| Are there adults in the school who believe in you? | 87% |

Figure 22- Equity Scan Student Responses

| Parent Results Selected Questions | Yes |
|--|------------|
| My children enjoy going to school | 71% |
| My children have found an adult at school that they can turn to for help | 67% |
| I feel welcome at my childrens' school | 79% |
| My children learn about Indigenous peoples, knowledge, cultures or ways of knowing in their classrooms | 54% |

Figure 23- Equity Scan Parent Responses

Strategies for Increased Success:

- Continue to focus on early identification and support for Indigenous students who require additional support through the Aboriginal Success Team in addition to district and school-based staff.
- Development and identification of individual support plans for Indigenous students who require additional support.
- Support schools and teaching staff to incorporate more about Indigenous peoples, knowledge, cultures, or ways of knowing in their classrooms
- Increase the number of Indigenous Gathering Spaces in the district to help increase, for Indigenous students and families, feelings of belonging, connection to caring adults, and feeling safe in schools.

Children and Youth in Care:

Richmond currently has a very small number of children and youth in care, so no public data is available for inclusion in this report.

- Masked data for children and youth in care indicates moderate to significant performance gaps on numeracy and literacy measures.
- Data for children and youth in care requires further analysis at the school level due to the extremely small number of students in this category in Grades 4, 7 and 10 this past year.
- Graduation rates for youth in care are significantly lower than for other students.

Strategies for Increased Success:

- Establish a framework for identifying, monitoring achievement, and ongoing reporting to the district for children and youth in care in accordance with the Strategic Plan.
- Development of individual support plans for children and youth in care that include assigning adult mentors, tracking and following up on attendance with caregivers, and a clear communication plan for students and their caregivers and reported monthly to district staff to review efficacy of supports.

Students with Disabilities or Diverse Abilities:

- Students with disabilities tend to perform above the provincial average for this student population on most measures discussed in this report.
- Data for students with disabilities or diverse abilities indicates a moderate to significant performance gap on some literacy and numeracy measures relative to the overall population within the district.
- Students with disabilities or diverse abilities tend to indicate similar levels to the overall district population on the Student Learning Survey.

- Graduation rates for students with disabilities or diverse abilities tend to be lower than for other students in the district.
- The number of students with disabilities or diverse abilities transitioning to post-secondary tends to be significantly lower than for other students in the district.

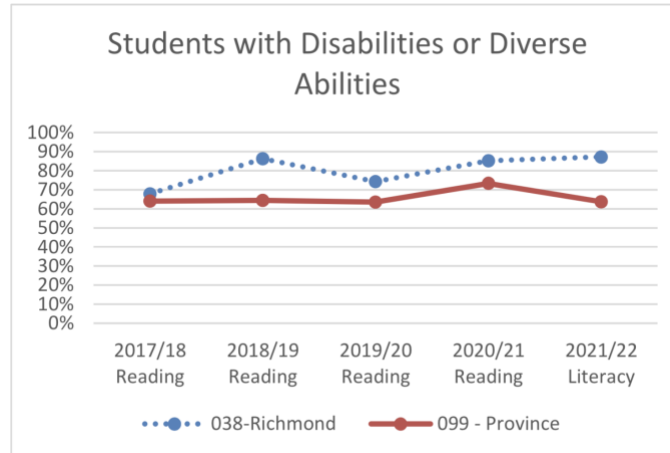


Figure 24: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

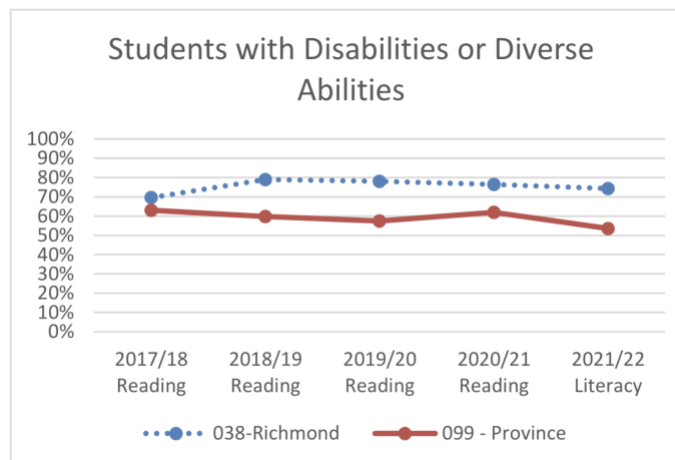


Figure 25: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

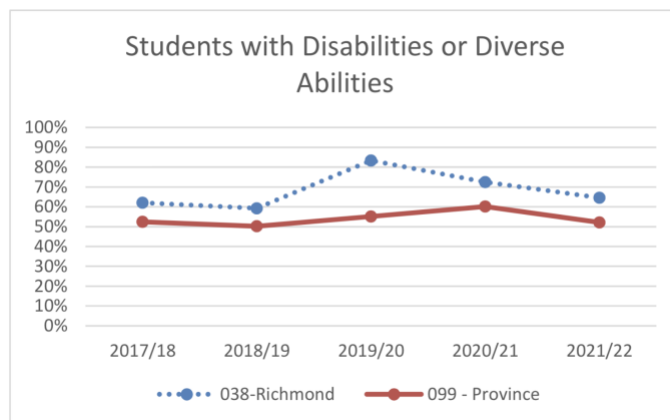


Figure 26: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

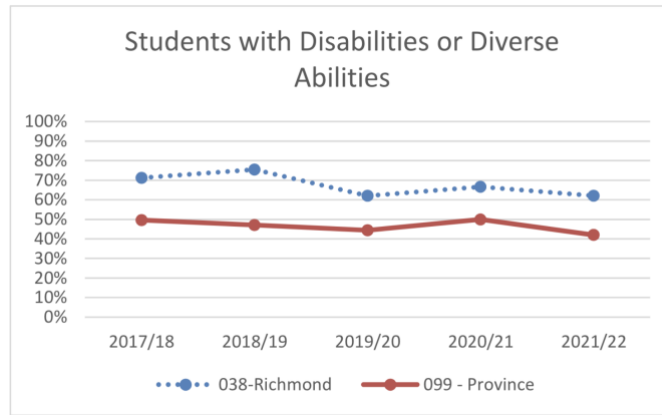


Figure 27: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

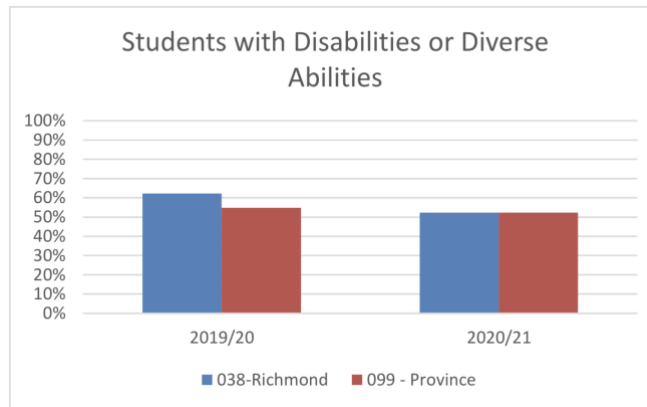


Figure 28: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

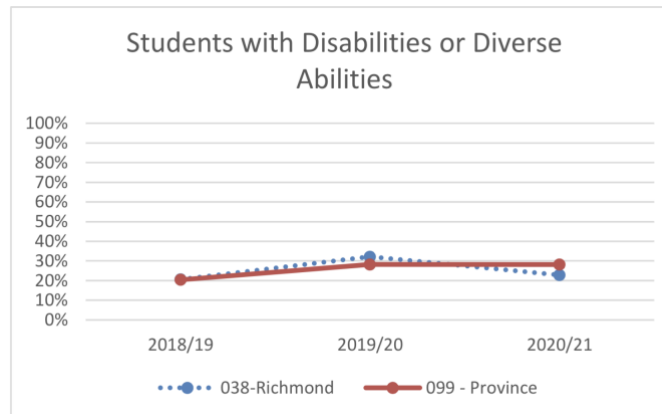


Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

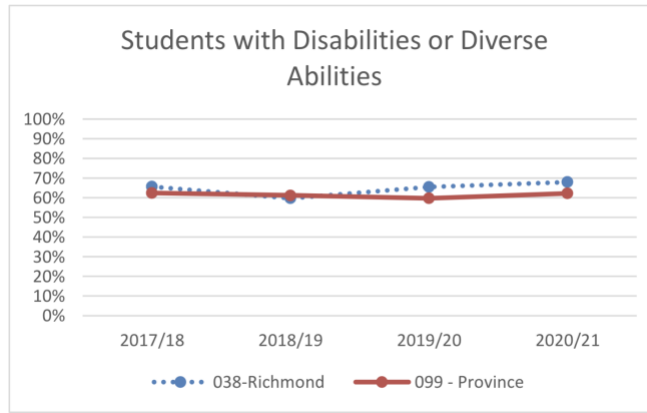


Figure 30: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

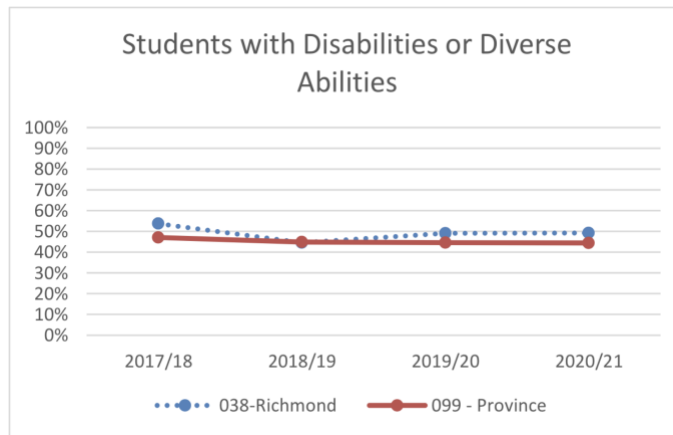


Figure 31: SLS - School Belong - Students with Disabilities or Diverse Abilities

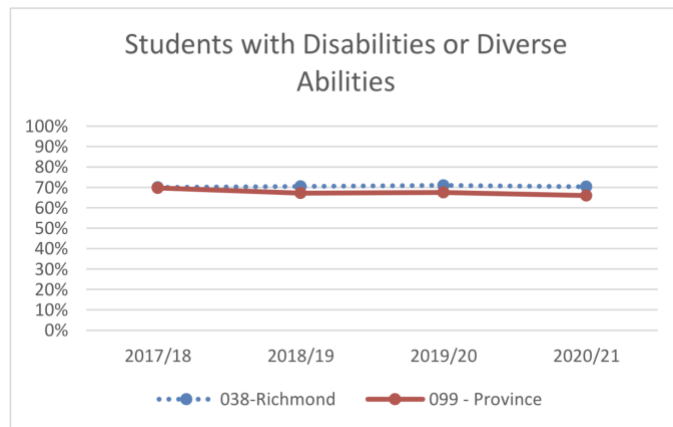


Figure 32: SLS - Adults Care - Students with Disabilities or Diverse Abilities

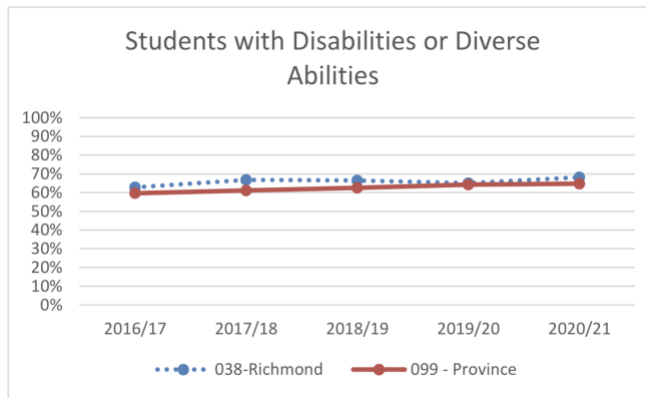


Figure 33: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

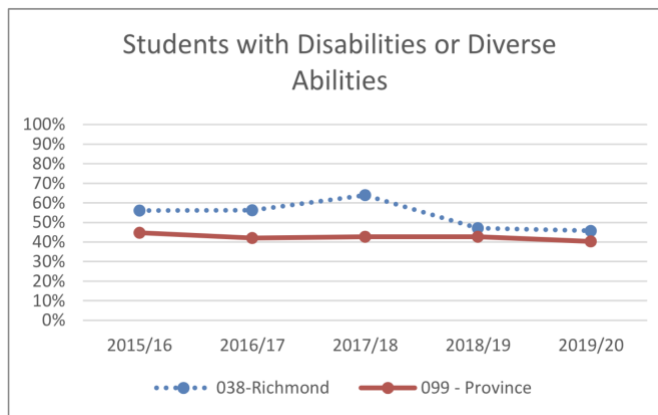


Figure 34: Immediate Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

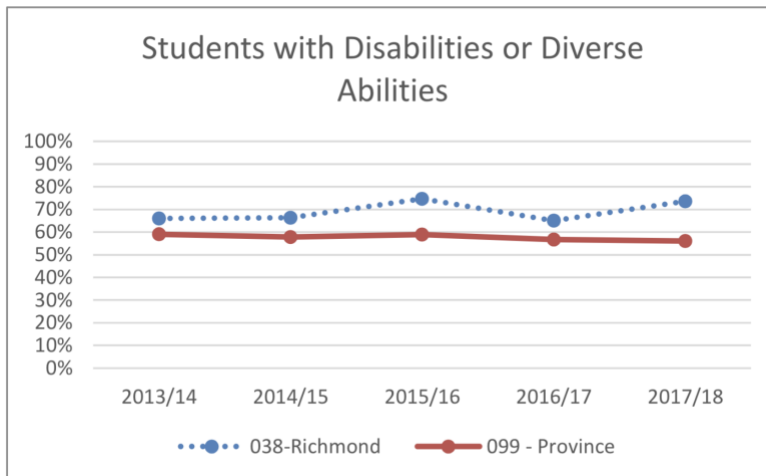


Figure 35: 3 Year Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

APPENDICES

Appendix A- *Table of Counts and Percentages*

Appendix A: Tables of Counts and Percentages Found in Graphs

| FSA Grade 4 Reading | | | | | |
|---|---------|---------|---------|---------|---------|
| District % On Track or Extending | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| All Resident Students | 87% | 86% | 85% | 88% | 86% |
| Indigenous Students | 67% | 100% | 67% | 77% | 71% |
| Status - Off Reserve | 67% | 100% | 67% | 77% | 83% |
| Status - On Reserve | #N/A | 0% | 0% | 0% | 0% |
| Children/Youth In Care | 50% | 0% | 100% | 0% | #N/A |
| Students with Disabilities or Diverse Abilities | 68% | 86% | 74% | 85% | 87% |
| # of Writers | | | | | |
| All Resident Students | 868 | 839 | 792 | 833 | 1,305 |
| Indigenous Students | 15 | 7 | 6 | 13 | 7 |
| Status - Off Reserve | 15 | 7 | 6 | 13 | 6 |
| Status - On Reserve | #N/A | 0 | 0 | 0 | 1 |
| Children/Youth In Care | 4 | 0 | 1 | 0 | #N/A |
| Students with Disabilities or Diverse Abilities | 28 | 29 | 31 | 27 | 47 |

| FSA Grade 7 Reading | | | | | |
|---|---------|---------|---------|---------|---------|
| District % On Track or Extending | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| All Resident Students | 85% | 86% | 90% | 88% | 89% |
| Indigenous Students | 80% | 89% | 60% | 25% | 88% |
| Status - Off Reserve | 79% | 89% | 60% | 25% | 88% |
| Status - On Reserve | 100% | 0% | #N/A | #N/A | 0% |
| Children/Youth In Care | 40% | 100% | 0% | 50% | #N/A |
| Students with Disabilities or Diverse Abilities | 70% | 79% | 78% | 76% | 74% |
| # of Writers | | | | | |
| All Resident Students | 945 | 953 | 938 | 994 | 1,237 |
| Indigenous Students | 20 | 9 | 10 | 8 | 8 |
| Status - Off Reserve | 19 | 9 | 10 | 8 | 8 |
| Status - On Reserve | 1 | 0 | #N/A | #N/A | 0 |
| Children/Youth In Care | 5 | 3 | 1 | 2 | #N/A |
| Students with Disabilities or Diverse Abilities | 69 | 57 | 50 | 51 | 66 |

| GLA Grade 10 Literacy | | | | | |
|------------------------------------|---------|---------|---------|---------|---------|
| District % Proficient or Extending | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| All Resident Students | #N/A | #N/A | #N/A | 85% | 84% |
| Indigenous Students | #N/A | #N/A | #N/A | 100% | 72% |

| | | | | | |
|---|------|------|------|------|------|
| Status - Off Reserve | #N/A | #N/A | #N/A | 100% | 72% |
| Status - On Reserve | #N/A | #N/A | #N/A | 0% | 0% |
| Children/Youth In Care | #N/A | #N/A | #N/A | 0% | 50% |
| Students with Disabilities or Diverse Abilities | #N/A | #N/A | #N/A | 62% | 52% |
| Number of Writers | | | | | |
| All Resident Students | #N/A | #N/A | #N/A | 608 | 1431 |
| Indigenous Students | #N/A | #N/A | #N/A | 6 | 18 |
| Status - Off Reserve | #N/A | #N/A | #N/A | 6 | 18 |
| Status - On Reserve | #N/A | #N/A | #N/A | 0 | 0 |
| Children/Youth In Care | #N/A | #N/A | #N/A | 0 | 4 |
| Students with Disabilities or Diverse Abilities | #N/A | #N/A | #N/A | 45 | 151 |

| FSA Grade 4 Numeracy | | | | | |
|---|---------|---------|---------|---------|---------|
| District # On Track or Extending | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| All Resident Students | 84% | 84% | 82% | 84% | 80% |
| Indigenous Students | 80% | 57% | 50% | 62% | 25% |
| Status - Off Reserve | 80% | 57% | 50% | 62% | 33% |
| Status - On Reserve | #N/A | 0% | 0% | 0% | 0% |
| Children/Youth In Care | 75% | 0% | 100% | 0% | #N/A |
| Students with Disabilities or Diverse Abilities | 62% | 59% | 83% | 72% | 65% |
| # of Writers | | | | | |
| All Resident Students | 872 | 831 | 789 | 834 | 1,300 |
| Indigenous Students | 15 | 7 | 6 | 13 | 8 |
| Status - Off Reserve | 15 | 7 | 6 | 13 | 6 |
| Status - On Reserve | #N/A | 0 | 0 | 0 | 2 |
| Children/Youth In Care | 4 | 0 | 1 | 0 | #N/A |
| Students with Disabilities or Diverse Abilities | 29 | 27 | 30 | 29 | 48 |

| FSA Grade 7 Numeracy | | | | | |
|---|---------|---------|---------|---------|---------|
| District % On Track or Extending | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| All Resident Students | 86% | 89% | 84% | 85% | 80% |
| Indigenous Students | 61% | 56% | 44% | 44% | 50% |
| Status - Off Reserve | 65% | 56% | 44% | 44% | 50% |
| Status - On Reserve | 0% | 0% | #N/A | #N/A | 0% |
| Children/Youth In Care | 20% | 100% | 0% | 50% | #N/A |
| Students with Disabilities or Diverse Abilities | 71% | 75% | 62% | 67% | 62% |
| # of Writers | | | | | |
| All Resident Students | 941 | 949 | 934 | 989 | 1,239 |
| Indigenous Students | 18 | 9 | 9 | 9 | 8 |

| | | | | | |
|---|----|----|------|------|------|
| Status - Off Reserve | 17 | 9 | 9 | 9 | 8 |
| Status - On Reserve | 1 | 0 | #N/A | #N/A | 0 |
| Children/Youth In Care | 5 | 3 | 1 | 2 | #N/A |
| Students with Disabilities or Diverse Abilities | 66 | 57 | 50 | 51 | 66 |

| GNA Grade 10 Numeracy | | | | | |
|---|---------|---------|---------|---------|---------|
| District % Proficient or Extending | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| All Resident Students | #N/A | 49% | 47% | 60% | 56% |
| Indigenous Students | #N/A | 0% | 9% | 0% | 35% |
| Status - Off Reserve | #N/A | 0% | 9% | 0% | 32% |
| Status - On Reserve | #N/A | #N/A | 0% | 0% | 100% |
| Children/Youth In Care | #N/A | 0% | 0% | 0% | 0% |
| Students with Disabilities or Diverse Abilities | #N/A | 17% | 21% | 32% | 23% |
| Number of Writers | | | | | |
| All Resident Students | #N/A | 555 | 1141 | 1077 | 1433 |
| Indigenous Students | #N/A | 2 | 11 | 8 | 20 |
| Status - Off Reserve | #N/A | 2 | 11 | 8 | 19 |
| Status - On Reserve | #N/A | #N/A | 0 | 0 | 1 |
| Children/Youth In Care | #N/A | 1 | 3 | 3 | 4 |
| Students with Disabilities or Diverse Abilities | #N/A | 35 | 68 | 87 | 145 |

| Grade to Grade Transition (10 to 11) | | | | | |
|---|---------|---------|---------|---------|---------|
| District % On Track or Extending | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| All Resident Students | 94% | 93% | 97% | 98% | 96% |
| Indigenous Students | 97% | 100% | 96% | 96% | 100% |
| Status - Off Reserve | 96% | 100% | 96% | 95% | 100% |
| Status - On Reserve | 100% | #N/A | 100% | 100% | 100% |
| Children/Youth In Care | 89% | 83% | 75% | 88% | 100% |
| Students with Disabilities or Diverse Abilities | 100% | 97% | 95% | 98% | 99% |
| Number of Writers | | | | | |
| All Resident Students | 1,744 | 1,678 | 1,563 | 1,639 | 1,607 |
| Indigenous Students | 32 | 17 | 28 | 23 | 26 |
| Status - Off Reserve | 28 | 17 | 27 | 22 | 25 |
| Status - On Reserve | 4 | #N/A | 1 | 1 | 1 |
| Children/Youth In Care | 9 | 6 | 12 | 8 | 8 |
| Students with Disabilities or Diverse Abilities | 129 | 135 | 149 | 172 | 197 |

| Grade to Grade Transition (11 to 12) | | | | | |
|---|---------|---------|---------|---------|---------|
| District % On Track or Extending | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| All Resident Students | 97% | 97% | 97% | 97% | 99% |

| | | | | | |
|---|-------|-------|-------|-------|-------|
| Indigenous Students | 95% | 85% | 95% | 96% | 95% |
| Status - Off Reserve | 94% | 87% | 95% | 96% | 95% |
| Status - On Reserve | 100% | 67% | #N/A | 100% | 100% |
| Children/Youth In Care | 92% | 88% | 100% | 100% | 100% |
| Students with Disabilities or Diverse Abilities | 96% | 96% | 95% | 95% | 97% |
| Number of Writers | | | | | |
| All Resident Students | 1,761 | 1,732 | 1,622 | 1,591 | 1,613 |
| Indigenous Students | 21 | 33 | 19 | 25 | 21 |
| Status - Off Reserve | 18 | 30 | 19 | 24 | 20 |
| Status - On Reserve | 3 | 3 | #N/A | 1 | 1 |
| Children/Youth In Care | 12 | 8 | 11 | 10 | 6 |
| Students with Disabilities or Diverse Abilities | 140 | 130 | 152 | 151 | 165 |

| SLS - Feel Welcome | | | | | |
|---|---------|---------|---------|---------|---------|
| District % Positive Response Rate | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| All Resident Students | 71% | 73% | 71% | 71% | 75% |
| Indigenous Students | 64% | 74% | 63% | 74% | 62% |
| Status - Off Reserve | 67% | 73% | 65% | 75% | 61% |
| Status - On Reserve | 25% | 100% | 33% | #N/A | 100% |
| Children/Youth In Care | 93% | 60% | 69% | 40% | 36% |
| Students with Disabilities or Diverse Abilities | 71% | 66% | 60% | 65% | 68% |
| # of Respondents | | | | | |
| All Resident Students | 3,859 | 3,152 | 3,345 | 2,889 | 3,097 |
| Indigenous Students | 59 | 53 | 46 | 27 | 45 |
| Status - Off Reserve | 55 | 52 | 43 | 28 | 44 |
| Status - On Reserve | 4 | 1 | 3 | #N/A | 1 |
| Children/Youth In Care | 15 | 15 | 13 | 5 | 11 |
| Students with Disabilities or Diverse Abilities | 274 | 270 | 258 | 269 | 290 |

| SLS - Feel Safe | | | | | |
|---|---------|---------|---------|---------|---------|
| District % Positive Response Rate | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| All Resident Students | 78% | 80% | 78% | 79% | 78% |
| Indigenous Students | #N/A | #N/A | #N/A | #N/A | #N/A |
| Status - Off Reserve | #N/A | #N/A | #N/A | #N/A | #N/A |
| Status - On Reserve | #N/A | #N/A | #N/A | #N/A | #N/A |
| Children/Youth In Care | #N/A | #N/A | #N/A | #N/A | #N/A |
| Students with Disabilities or Diverse Abilities | #N/A | #N/A | #N/A | #N/A | #N/A |
| # of Respondents | | | | | |
| All Resident Students | 4,029 | 3,717 | 3,860 | 3,008 | 3,159 |
| Indigenous Students | #N/A | #N/A | #N/A | #N/A | #N/A |

| | | | | | |
|---|------|------|------|------|------|
| Status - Off Reserve | #N/A | #N/A | #N/A | #N/A | #N/A |
| Status - On Reserve | #N/A | #N/A | #N/A | #N/A | #N/A |
| Children/Youth In Care | #N/A | #N/A | #N/A | #N/A | #N/A |
| Students with Disabilities or Diverse Abilities | #N/A | #N/A | #N/A | #N/A | #N/A |

| SLS - School Belong | | | | | |
|---|---------|---------|---------|---------|---------|
| District % Positive Response Rate | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| All Resident Students | 59% | 61% | 59% | 57% | 57% |
| Indigenous Students | 54% | 55% | 48% | 41% | 44% |
| Status - Off Reserve | 55% | 54% | 49% | 39% | 43% |
| Status - On Reserve | 50% | 100% | 33% | #N/A | 100% |
| Children/Youth In Care | 73% | 13% | 62% | 20% | 36% |
| Students with Disabilities or Diverse Abilities | 51% | 54% | 45% | 49% | 49% |
| # of Respondents | | | | | |
| All Resident Students | 3,859 | 3,152 | 3,345 | 2,889 | 3,097 |
| Indigenous Students | 59 | 53 | 46 | 27 | 45 |
| Status - Off Reserve | 55 | 52 | 43 | 28 | 44 |
| Status - On Reserve | 4 | 1 | 3 | #N/A | 1 |
| Children/Youth In Care | 15 | 15 | 13 | 5 | 11 |
| Students with Disabilities or Diverse Abilities | 274 | 270 | 258 | 269 | 290 |

| SLS - Adults Care | | | | | |
|---|---------|---------|---------|---------|---------|
| District % Positive Response Rate | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| All Resident Students | 70% | 70% | 66% | 70% | 65% |
| Indigenous Students | 76% | 62% | 70% | 59% | 53% |
| Status - Off Reserve | 76% | 62% | 70% | 57% | 55% |
| Status - On Reserve | 75% | 100% | 67% | #N/A | 0% |
| Children/Youth In Care | 80% | 60% | 46% | 80% | 45% |
| Students with Disabilities or Diverse Abilities | 80% | 70% | 71% | 71% | 70% |
| # of Respondents | | | | | |
| All Resident Students | 3,859 | 3,152 | 3,345 | 2,889 | 3,097 |
| Indigenous Students | 59 | 53 | 46 | 27 | 45 |
| Status - Off Reserve | 55 | 52 | 43 | 28 | 44 |
| Status - On Reserve | 4 | 1 | 3 | #N/A | 1 |
| Children/Youth In Care | 15 | 15 | 13 | 5 | 11 |
| Students with Disabilities or Diverse Abilities | 274 | 270 | 258 | 269 | 290 |

5 Year Completion Rate

| District Rate | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---|---------|---------|---------|---------|---------|
| All Resident Students | 87% | 90% | 90% | 92% | 91% |
| Indigenous Students | 48% | 76% | 66% | 66% | 61% |
| Status - Off Reserve | 46% | 79% | 63% | 68% | 61% |
| Status - On Reserve | 100% | 65% | 100% | 0% | #N/A |
| Children/Youth In Care | 21% | 49% | 44% | 37% | 37% |
| Students with Disabilities or Diverse Abilities | 63% | 67% | 66% | 65% | 68% |
| Cohort Size | | | | | |
| All Resident Students | 1,963 | 1,741 | 1,817 | 1,791 | 1,682 |
| Indigenous Students | 25 | 30 | 20 | 33 | 18 |
| Status - Off Reserve | 24 | 25 | 19 | 32 | 18 |
| Status - On Reserve | 1 | 5 | 1 | 1 | #N/A |
| Children/Youth In Care | 16 | 18 | 23 | 18 | 15 |
| Students with Disabilities or Diverse Abilities | 221 | 207 | 223 | 212 | 239 |

Immediate Post-Secondary Transition

| District Rate | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|---|---------|---------|---------|---------|---------|
| All Resident Students | 72% | 71% | 71% | 71% | 69% |
| Indigenous Students | 50% | 43% | 43% | 52% | 56% |
| Status - Off Reserve | 54% | 33% | 46% | 52% | 56% |
| Status - On Reserve | 0% | 100% | 0% | #N/A | #N/A |
| Children/Youth In Care | 67% | 86% | 67% | 57% | 43% |
| Students with Disabilities or Diverse Abilities | 56% | 56% | 64% | 47% | 46% |
| Cohort Size | | | | | |
| All Resident Students | 1,635 | 1,507 | 1,555 | 1,566 | 1,450 |
| Indigenous Students | 14 | 21 | 14 | 21 | 9 |
| Status - Off Reserve | 13 | 18 | 13 | 21 | 9 |
| Status - On Reserve | 1 | 3 | 1 | #N/A | #N/A |
| Children/Youth In Care | 3 | 7 | 6 | 7 | 7 |
| Students with Disabilities or Diverse Abilities | 75 | 80 | 72 | 68 | 94 |

3 Year Post-Secondary Institute Transition

| District Rate | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---|---------|---------|---------|---------|---------|
| All Resident Students | 80% | 80% | 80% | 79% | 77% |
| Indigenous Students | 69% | 50% | 57% | 67% | 64% |
| Status - Off Reserve | 67% | 50% | 62% | 61% | 69% |
| Status - On Reserve | 100% | #N/A | 0% | 100% | 0% |
| Children/Youth In Care | 67% | 57% | 67% | 86% | 67% |
| Students with Disabilities or Diverse Abilities | 66% | 66% | 75% | 65% | 74% |
| Cohort Size | | | | | |
| All Resident Students | 1,733 | 1,682 | 1,635 | 1,507 | 1,555 |
| Indigenous Students | 13 | 12 | 14 | 21 | 14 |
| Status - Off Reserve | 12 | 12 | 13 | 18 | 13 |
| Status - On Reserve | 1 | #N/A | 1 | 3 | 1 |
| Children/Youth In Care | 3 | 7 | 3 | 7 | 6 |
| Students with Disabilities or Diverse Abilities | 91 | 98 | 75 | 80 | 72 |