

# Annual Report on the Framework for Enhancing Student Learning

SCHOOL DISTRICT NO. 38 (RICHMOND)  
SEPTEMBER 2023



## INDIGENOUS LAND ACKNOWLEDGEMENT

The Richmond Board of Education acknowledges with gratitude, 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.

62 per cent of all Richmond students speak a language other than English as their primary language at home, while 32 per cent of all Richmond students are designated English Language Learners (ELL). Richmond schools include Indigenous students from at least 39 different nations who make up 1% of our student population. Two Indigenous 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 masked 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 and comparative charts and tables are available in Appendix A.

Some populations of students in the Richmond School District make up 1% or less than 1% of the overall student population, therefore data can at times appear inconsistent or be misleading, particularly when each year of data represents a different and very small cohort. This has been taken into consideration in the analysis and how overall trends are addressed.

Student Enrolment in 2022/23		
	Number of Students Registered	Percentage of Total Population
Total Student Population	21293	100%
Indigenous Students	280	1%
Children and Youth in Care	173	.08%
Students with Designations	2115	1%

## CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

The Richmond School 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.*

<p><b>RICHMOND</b> SCHOOL DISTRICT NO. 38</p>	<p><b>Our Strategic Priorities and Goals</b></p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p><b>Our Vision, Mission and Values</b></p> <p><b>Vision</b> The Richmond School District is the best place to learn and lead.</p> <p><b>Mission</b> The Richmond School District's mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning.</p> <p><b>Values</b> The values that guide our work together to achieve our Vision and Mission are: collaboration, creativity, curiosity, resilience, respect and equity, for all.</p>	<p><b>Inspired Learners</b></p> <p>We are all learners—our students and parents, our staff, our community partners. We will provide welcoming and engaging school environments where all can thrive. We aim to inspire everyone in our educational community to be lifelong learners.</p> <p><b>GOALS</b></p> <ol style="list-style-type: none"> <li>Learners have increased capacity to adapt and thrive in an ever-changing world.</li> <li>Richmond School District fosters resilient and healthy life-long learners.</li> <li>Indigenous Peoples history, perspectives, and learning approaches are embedded within district planning and practices.</li> <li>The district builds literacy, numeracy and digital literacy through innovation and a commonly held vision.</li> </ol>	<p><b>Equity and Inclusion</b></p> <p>Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing, and fulfillment. It is our mission to ensure that all of our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. We acknowledge our responsibility to support all learners so they may successfully complete their education with a sense of dignity, purpose, and options.</p> <p><b>GOALS</b></p> <ol style="list-style-type: none"> <li>District learning environments are equitable and inclusive.</li> <li>Richmond School District actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socio-economic status.</li> </ol>	<p><b>Optimized Facilities and Technology</b></p> <p>We will optimize and improve our facilities and our technology to provide a learning environment that is safe, secure, accessible and inspires innovation and creativity.</p> <p><b>GOALS</b></p> <ol style="list-style-type: none"> <li>The district's technology infrastructure is stable, secure, and relevant to support learning.</li> <li>The district's facilities are well-maintained, equitable, safe, and conducive to learning.</li> <li>The district fosters energy efficient and environmentally sustainable facilities and practices.</li> </ol>	<p><b>A Progressive Workplace</b></p> <p>We will attract and retain the best people by promoting and supporting the health and wellness and professional development of our workforce. We will raise awareness of Richmond School District as an employer of choice and the best place to learn and to lead.</p> <p><b>GOALS</b></p> <ol style="list-style-type: none"> <li>Inclusion, equity, and diversity are foundational to employment at every level of the district.</li> <li>Professional learning, leadership and skill development for all staff is promoted, encouraged and supported.</li> <li>Employee health and well-being is valued and supported within a culture of caring.</li> <li>High quality staff with growth potential are recruited and retained in all positions across the district.</li> <li>All staffing allocations are determined equitably, responsibly, and responsively.</li> <li>The district has effective risk management policies and practices in place to ensure safety and stability.</li> </ol>	<p><b>A Connected Learning Community</b></p> <p>Communication and collaboration are crucial within our district, within our schools, and with our partners and communities. We will model collaboration and put in place the opportunities, tools and techniques needed for our communities to connect and to work together.</p> <p><b>GOALS</b></p> <ol style="list-style-type: none"> <li>External communication practices effectively serve and inform the public.</li> <li>Internal communication practices effectively improve collaboration and productivity.</li> <li>Our students' voices and perspectives are valued, encouraged and embedded.</li> <li>The Richmond School District is an engaged and collaborative community partner.</li> </ol>	

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 disabilities or diverse abilities, while all strategic priorities are aligned to improve educational outcomes for all learners.

The District has developed an annual planning cycle that links the Strategic Plan to the [District Story](#) which is, in turn, linked to each school's School Story. 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. This is achieved by setting a focus to improve student achievement based on a continual cycle of inquiry.

This [linked example](#) of an elementary school story illustrates the school's context and focus as well as actions and evidence that support the intention of the school's focus. This [linked example](#) of a secondary school story illustrates the connections to the district's strategic plan and the Ministry of Education and Child Care's competency-based curriculum. Links to all of the District's school stories can be found [here](#). The district story demonstrates how the district is working to improve student outcomes. The district story is driven by examples from school stories as well as district and ministry level data. For example, the stories and data found [here](#) relate to social emotional learning examples from around the school district including data from the MDI (Middle Years Development Instrument).

The image on the next page describes the interconnectedness and coherence being built between the FESL, Strategic Plan and school level planning.

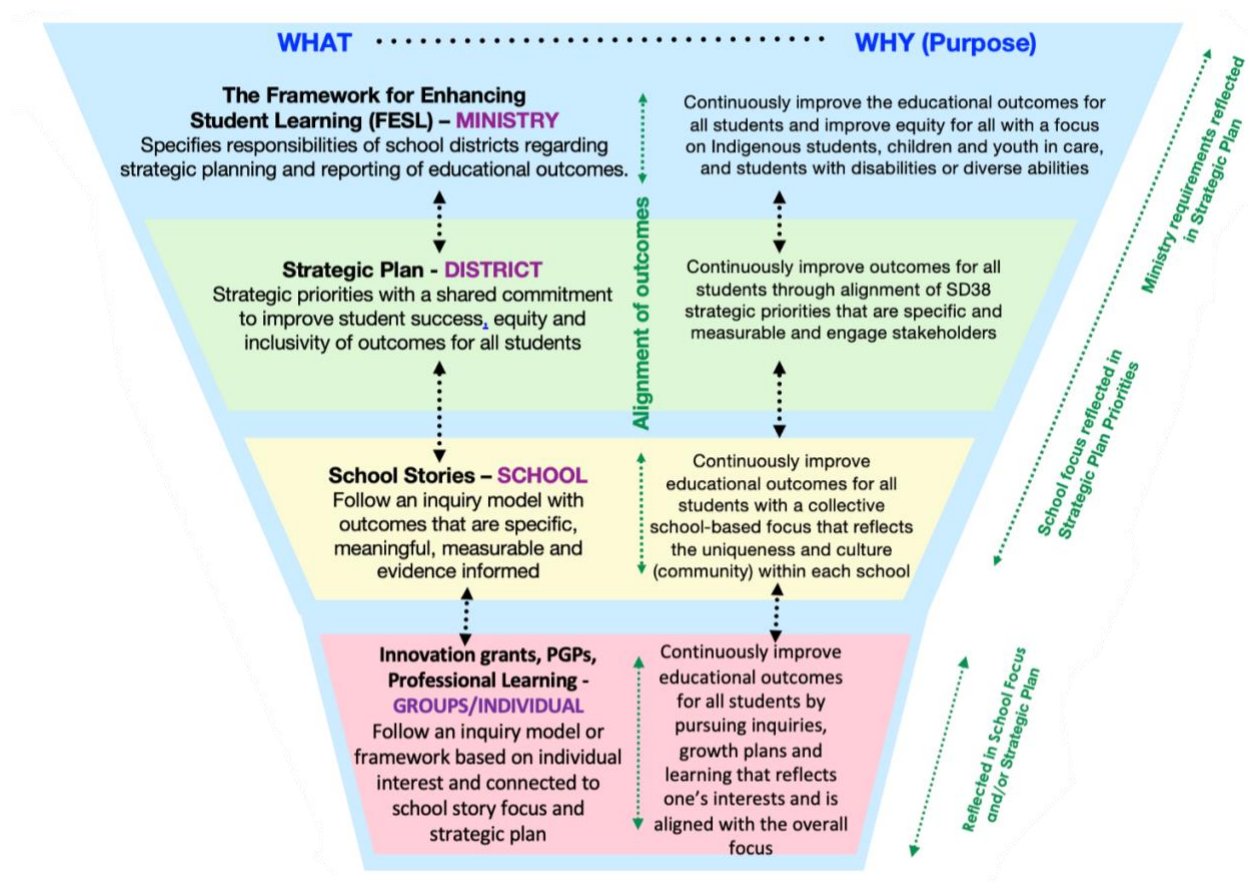


Figure 1 - Continuous Improvement of Student Achievement Process

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. To date 127 of 146 Key Actions are complete. The Strategic Plan is directly connected to the continuous improvement of educational outcomes for all students as the actions within the plan support optimizing learning conditions in the support of human, physical and learning resources with a focus on improving equity for all.

**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.

## Grade 4 Literacy – All Resident Students

School Year	District	Expected Count	Writer Count	Participation Rate	On Track/Extending Rate
2022/23	038-Richmond	1,588	1,276	80%	85%
2022/23	099-Province	42,407	30,491	72%	73%

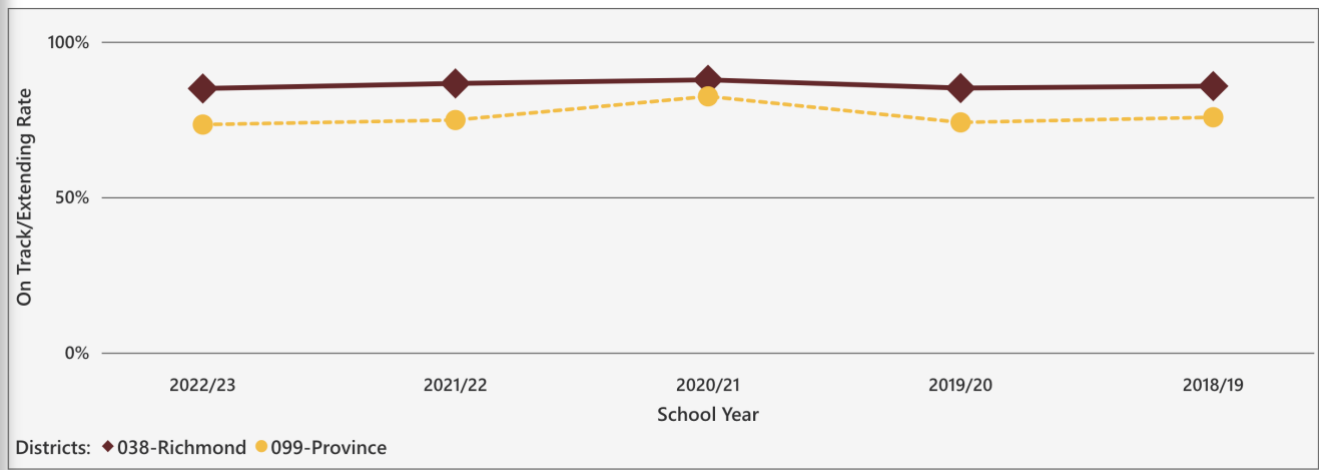


Figure 2- FSA Grade 4 Literacy- All Resident Students

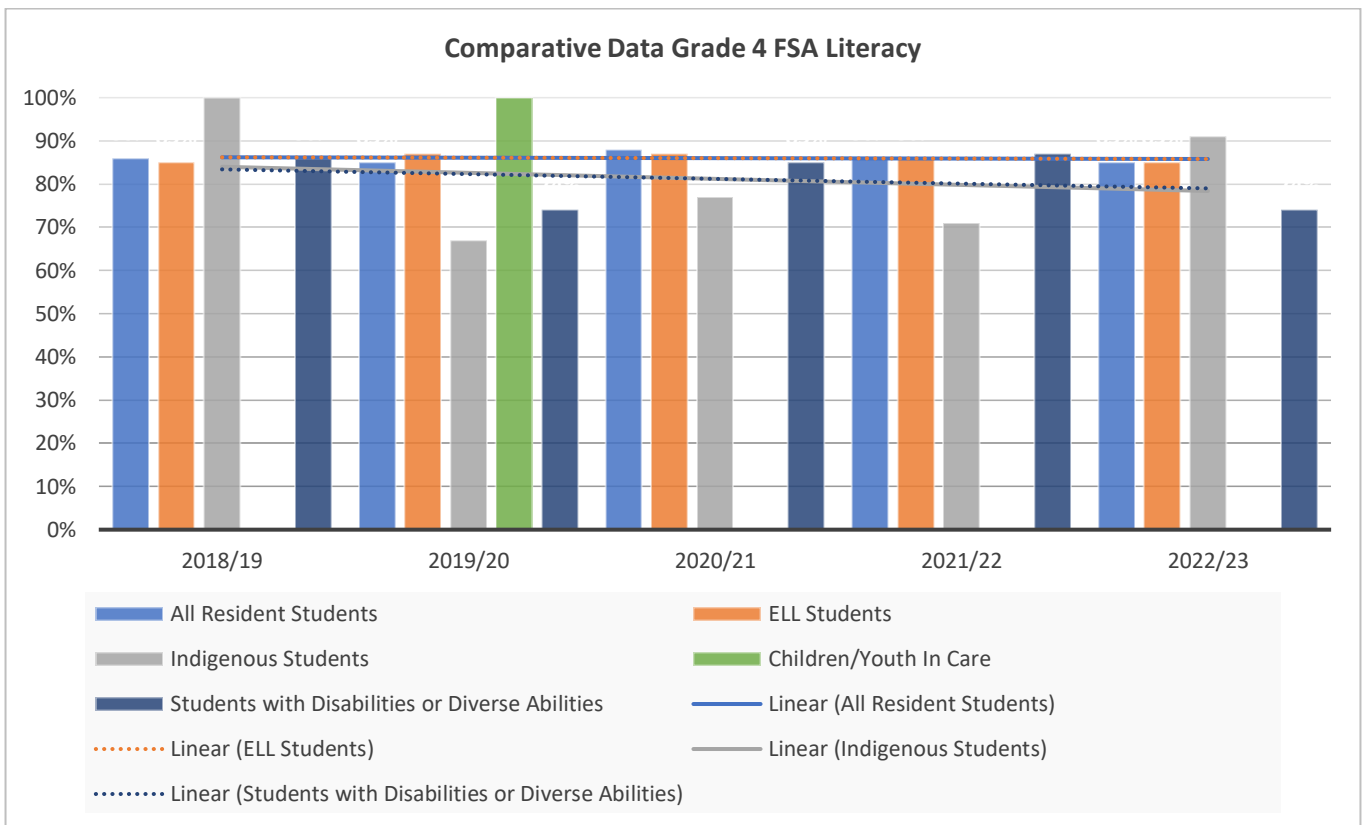


Figure 3- FSA Grade 4 Literacy- All Student Populations

## Grade 7 Literacy – All Resident Students

School Year	District	Expected Count	Writer Count	Participation Rate	On Track/Extending Rate
2022/23	038-Richmond	1,476	1,208	82%	85%
2022/23	099-Province	42,911	29,968	70%	69%

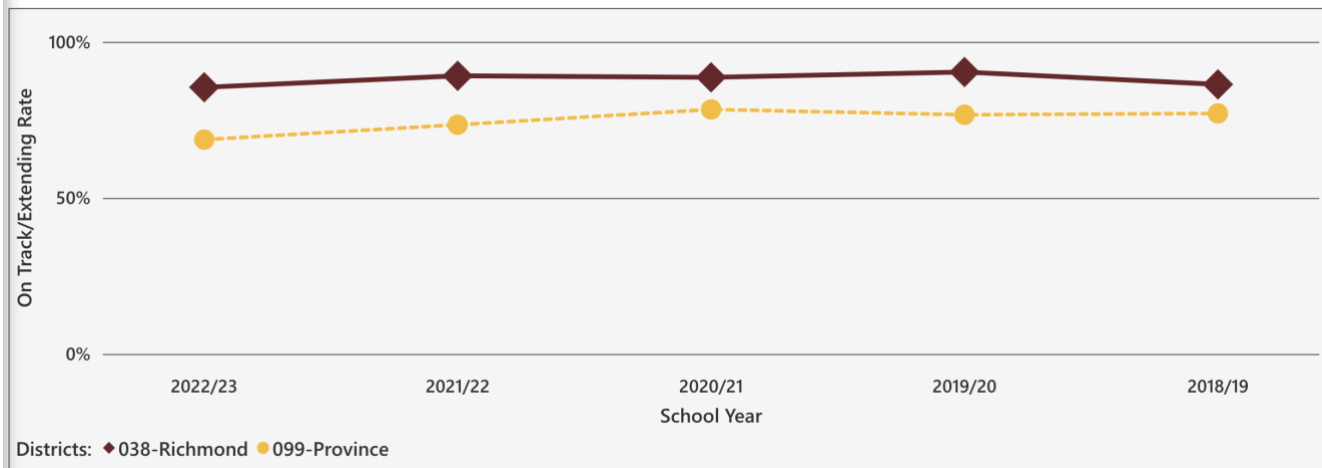


Figure 4- FSA Grade 7 Reading - All Resident Students

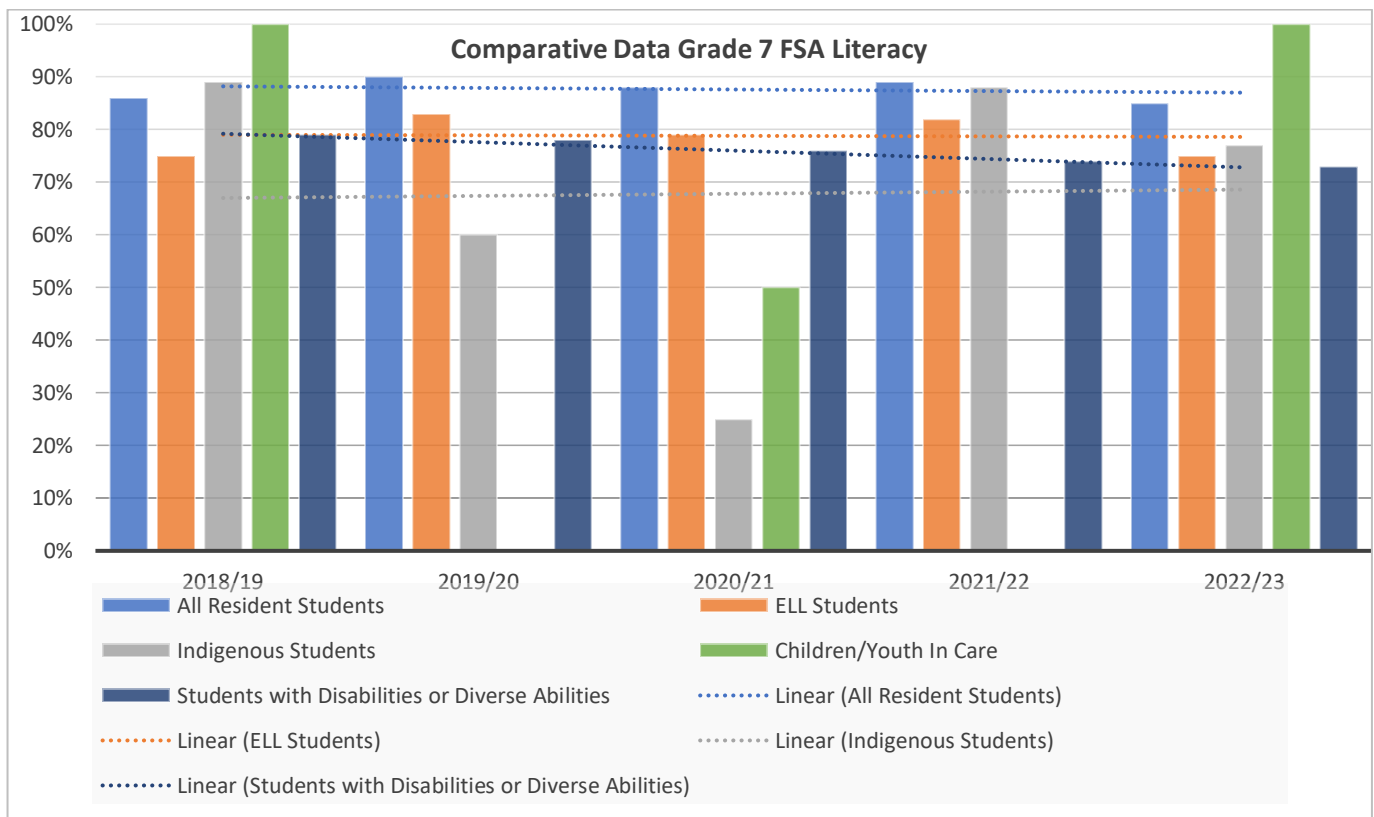


Figure 5- FSA Grade 7 Reading - All Student Populations

### 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.

### Grade 10 Literacy – All Resident Students

School Year	District	Expected Count	Writer Count	Participation Rate
2021/22	038-Richmond	1,637	1,448	88%
2021/22	099-Province	43,802	35,300	81%

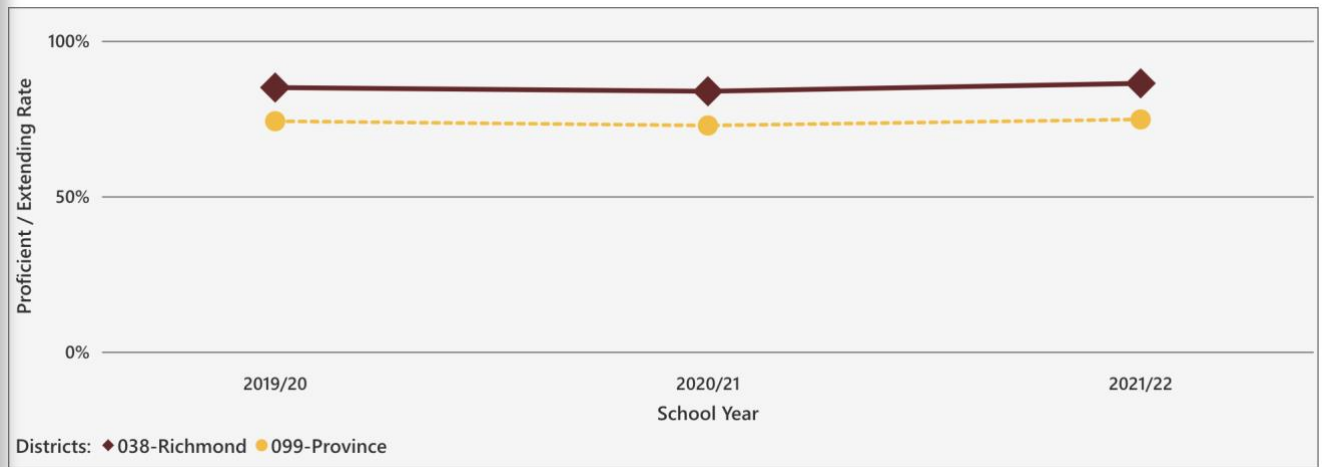


Figure 6- Graduation Assessment Grade 10 Literacy - All Resident Students

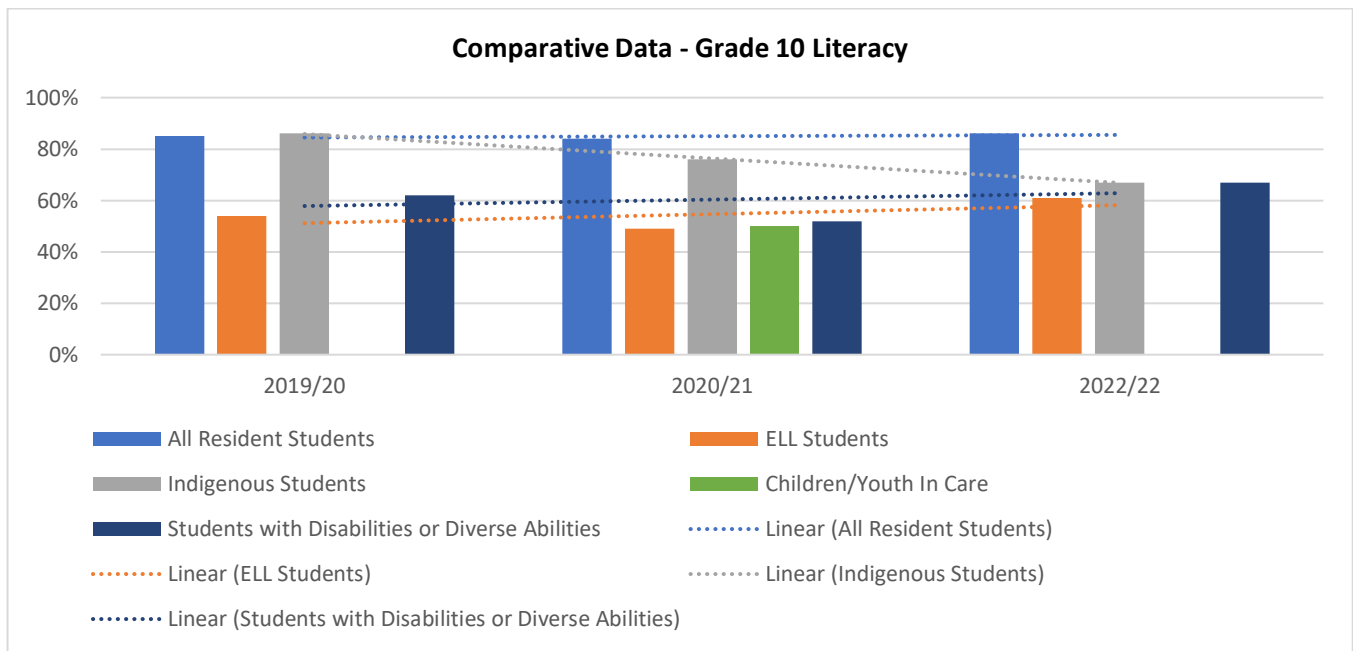


Figure 7- Graduation Assessment Grade 10 Literacy - All Student Populations

### Measure 1.3

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

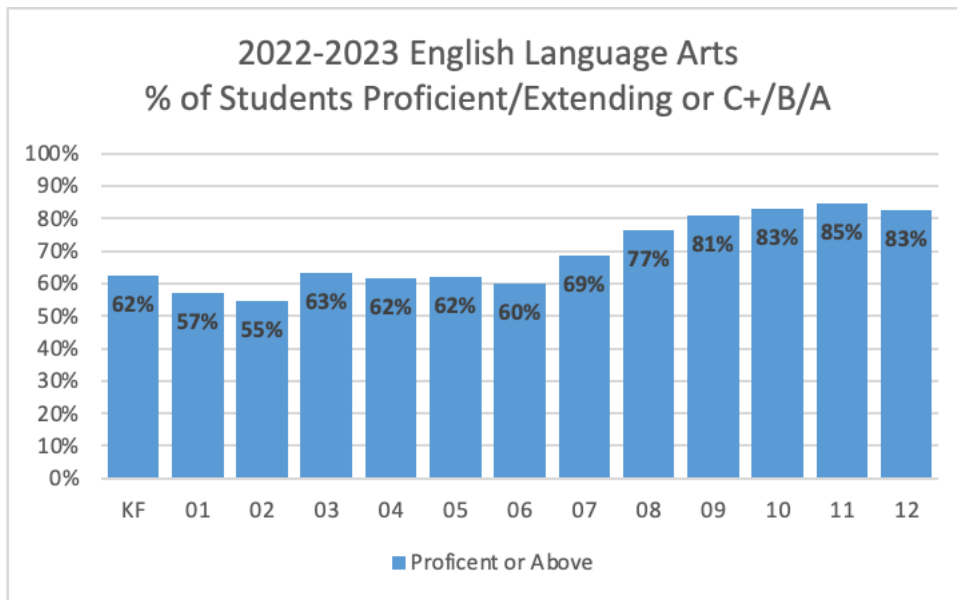


Figure 8 - June 2023 Report Card data English Language Arts

**Measure 1.4**

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

		K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
2021-2022	% NYM or Emerging	8	14	12	8	4	3	2	3
2022-2023	% NYM or Emerging	10	14	11	7	8	6	4	4

Figure 9 – Spring snapshot; Reading K-7

**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 the grade 10 literacy assessment. This is also true for ELL students.
- The percentage of students proficient/extending in Gr 4/7 literacy has decreased slightly
- 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
- Indigenous students and children and youth in care require additional attention and support as the achievement level of Indigenous students is trending downwards.
- ELL students perform above the district and provincial average in Grades 4 and perform below the district average in Grades 7 and 10.

**Strategies for Increased Success:**

- This year the district began implementing an early literacy assessment (the SPARK) for K-2 students to target early literacy intervention.
- The Pillars of Literacy tool has been developed for K-7 in English and French to support teachers’ use of a balanced literacy program and to help tailor interventions for students who need it. The impact on student learning of this framework as referenced in the District’s Strategic Plan, ([Goal 4, Objective 1](#)) will be monitored 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
- 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.
- Work with the Indigenous Success Team, under the direction of the District Administrator for Equity, Inclusion and Indigenous Success, and school staff to identify and support the specific literacy learning needs of Indigenous students.

**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.

**Grade 4 Numeracy – All Resident Students**

School Year	District	Expected Count	Writer Count	Participation Rate	On Track/Extending Rate
2022/23	038-Richmond	1,588	1,268	80%	78%
2022/23	099-Province	42,407	30,475	72%	63%

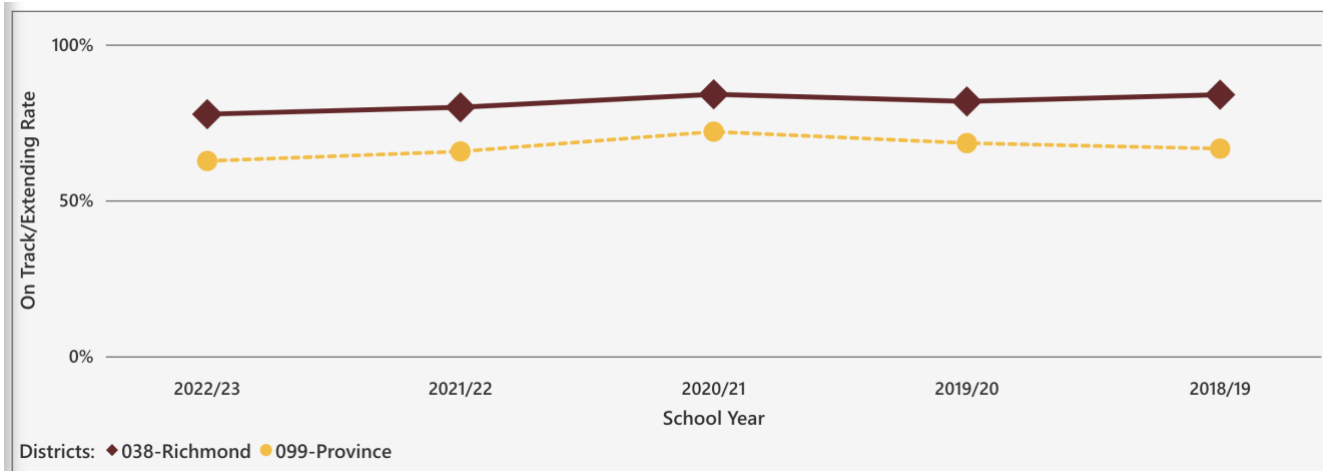


Figure 10: FSA Grade 4 Numeracy - All Resident Students

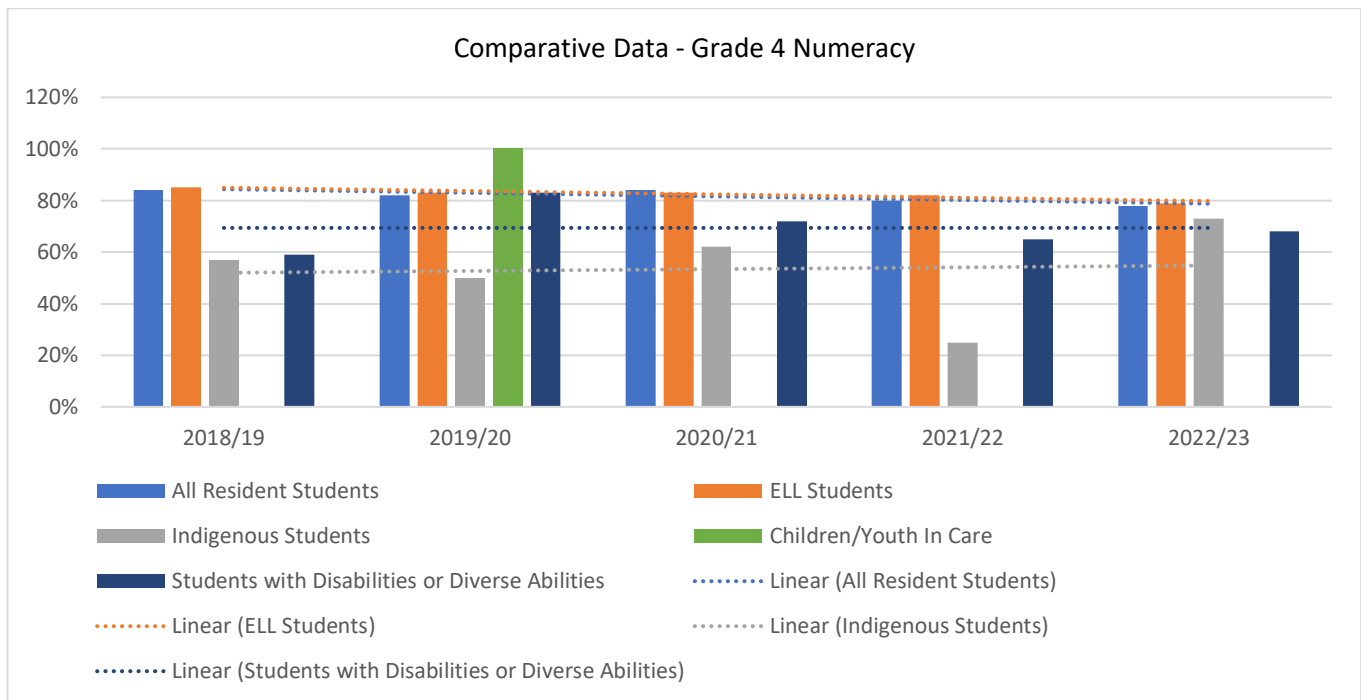


Figure 11: FSA Grade 4 Numeracy - All Student Populations

### Grade 7 Numeracy – All Resident Students

School Year	District	Expected Count	Writer Count	Participation Rate	On Track/Extending Rate
2022/23	038-Richmond	1,476	1,206	82%	79%
2022/23	099-Province	42,911	29,772	69%	57%

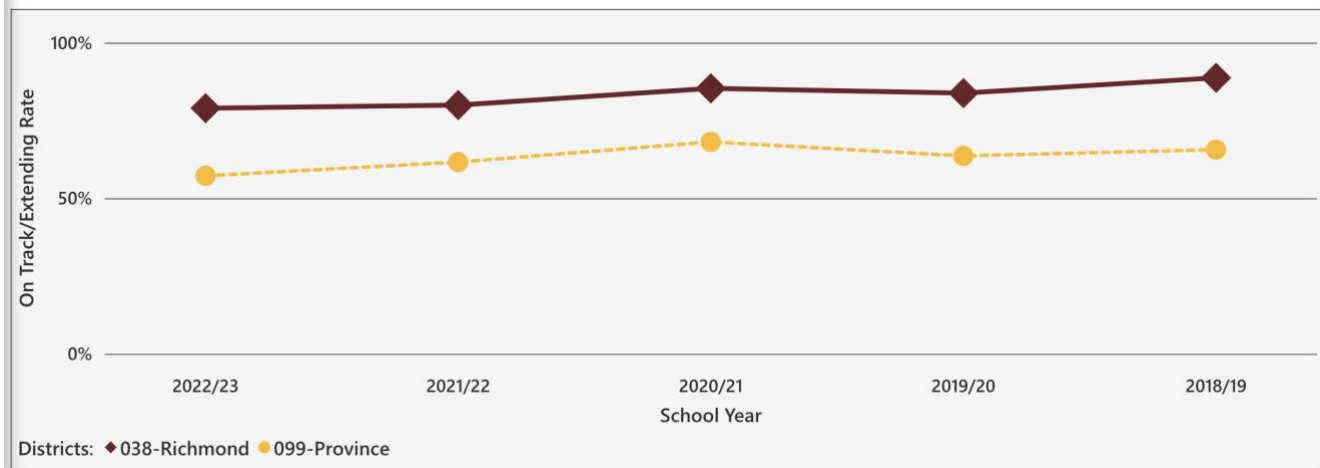


Figure 12: FSA Grade 7 Numeracy - All Resident Students

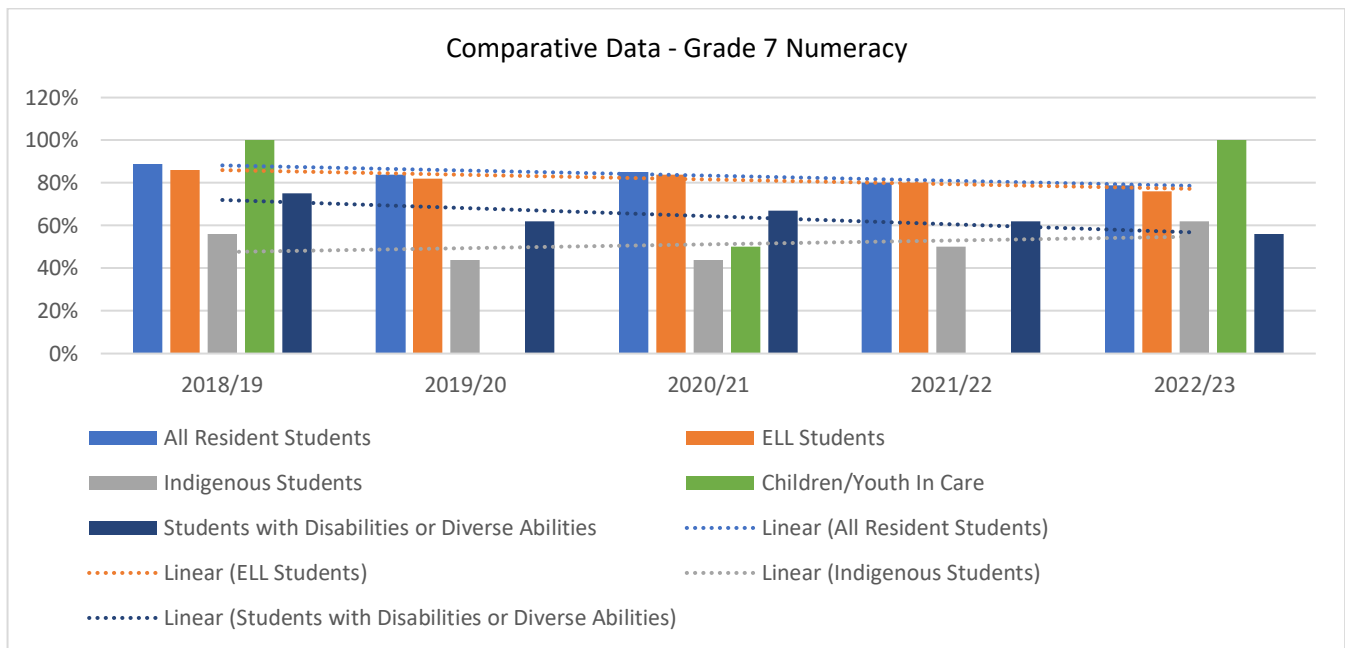


Figure 13: FSA Grade 7 Numeracy - All Student Populations

**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

### Grade 10 Numeracy – All Resident Students

School Year	District	Writer Count	Proficient / Extending Count	Proficient / Extending Rate
2021/22	038-Richmond	1,562	1,031	66%
2021/22	099-Province	33,380	15,309	46%

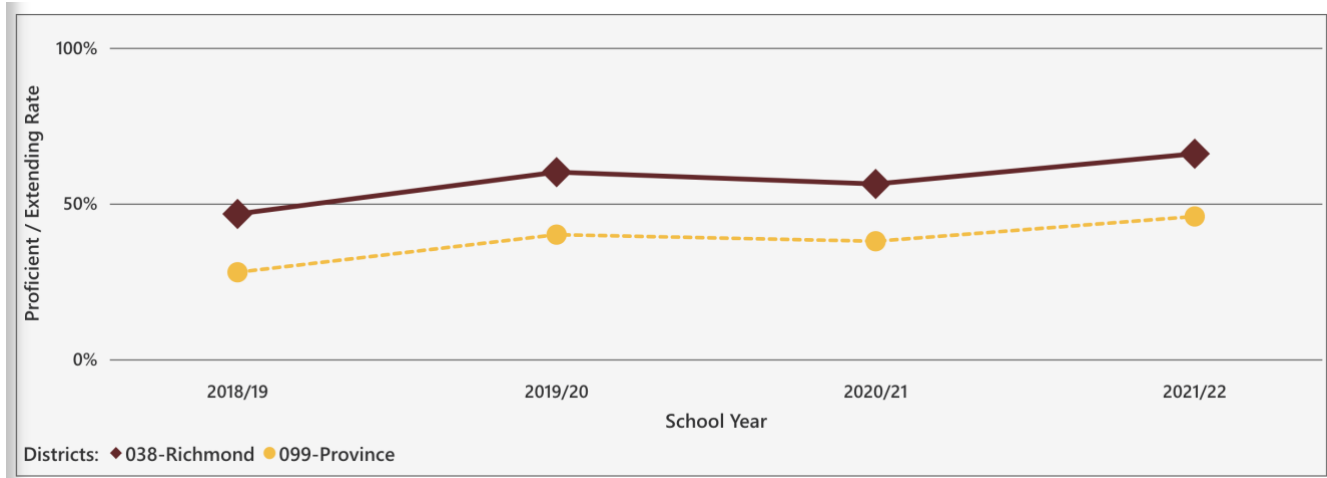


Figure 14: Graduation Assessment Grade 10 Numeracy - All Resident Students

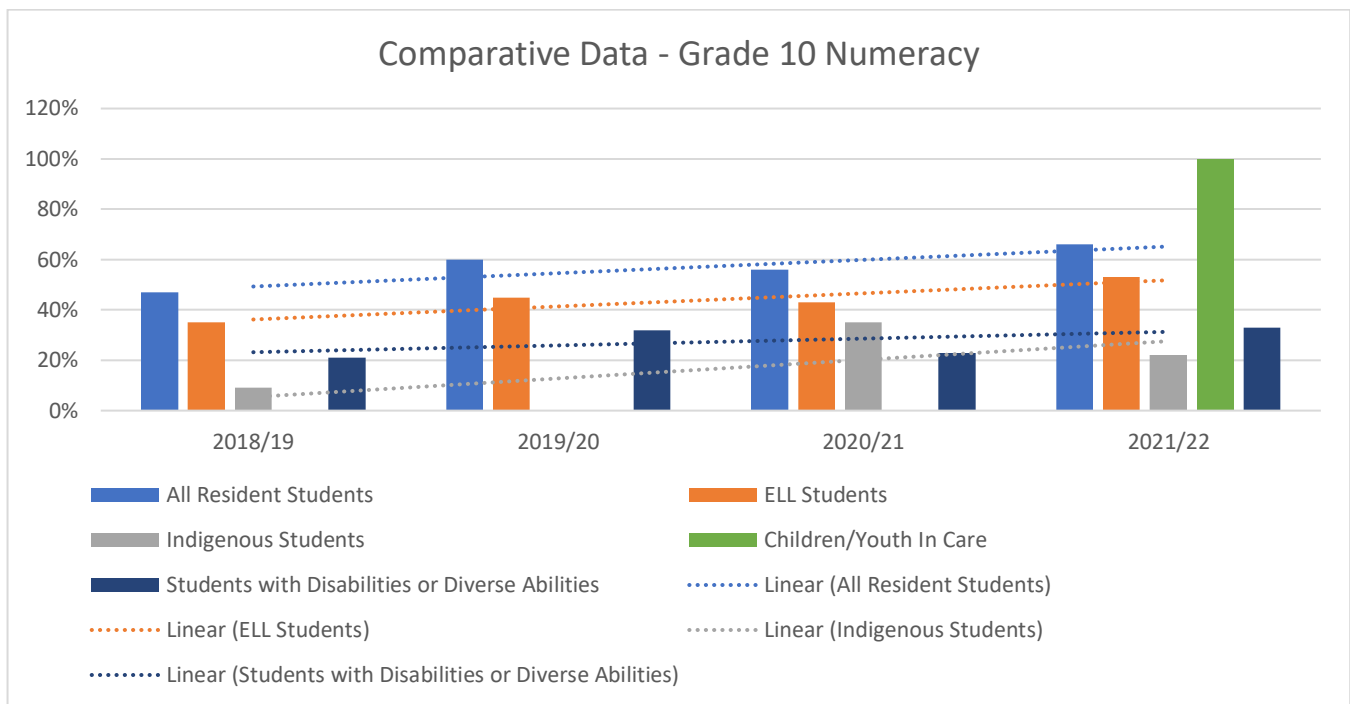


Figure 15: Graduation Assessment Grade 10 Numeracy - All Student Populations

### Measure 2.3

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

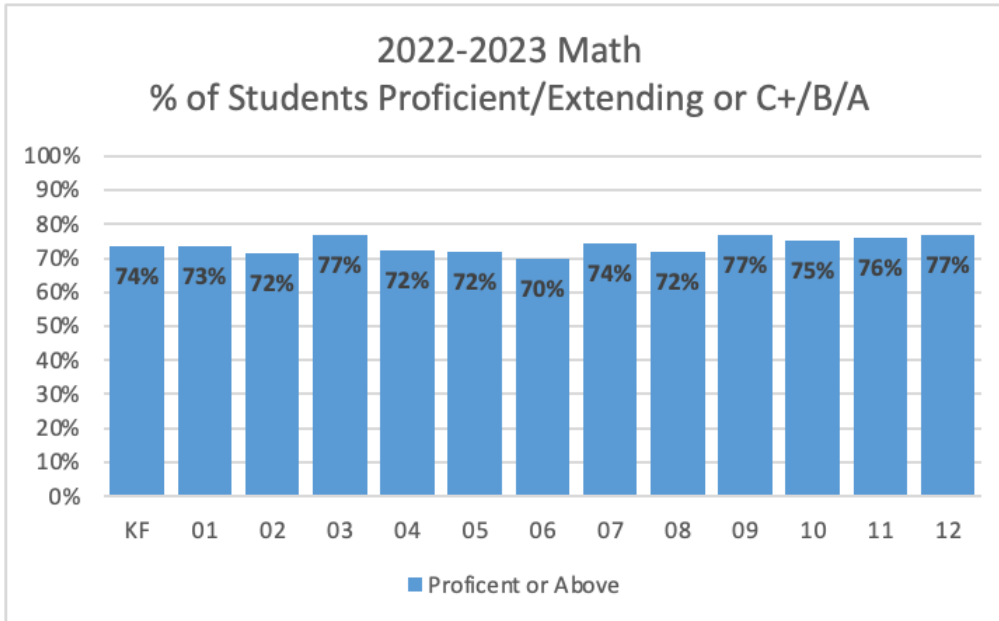


Figure 16- June, 2023 Report Card data Math

#### 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.
- Indigenous students require additional focused attention and support with numeracy.
- ELL students perform above the district average on FSA assessments and below the district average on the GNA.
- Since its inception, student performance across all student populations is improving on the Grade 10 GNA.

#### 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.
- Continue to support elementary schools to identify the specific students who have 'emerging' numeracy skills 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.
- Support the language development specific to numeracy to support ELL student's success in numeracy, particularly the GNA.
- While Indigenous students perform below the district average, their performance in numeracy overall is showing improvement. It will be important to work with the Indigenous Success Team and school personnel to continue successful practices in order to narrow the gap in performance between Indigenous students and the general student population.

**Measure 2.4** Percentage of students who are completing grade to grade transitions on time

**Grade to Grade Transitions (Grade 10-11) – All Resident Students**

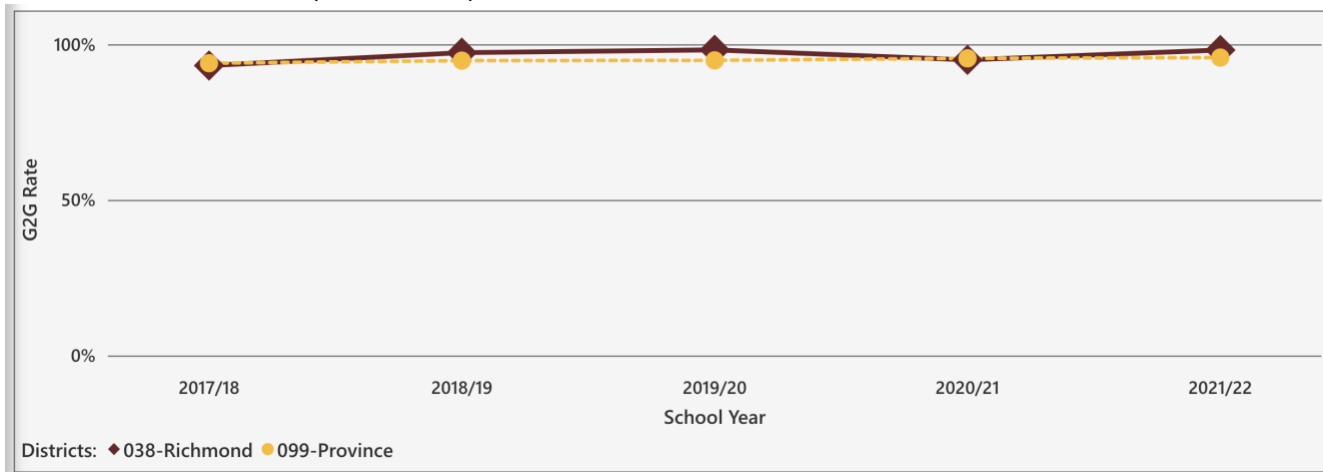


Figure 17: Transition Grade 10 to 11 - All Resident Students

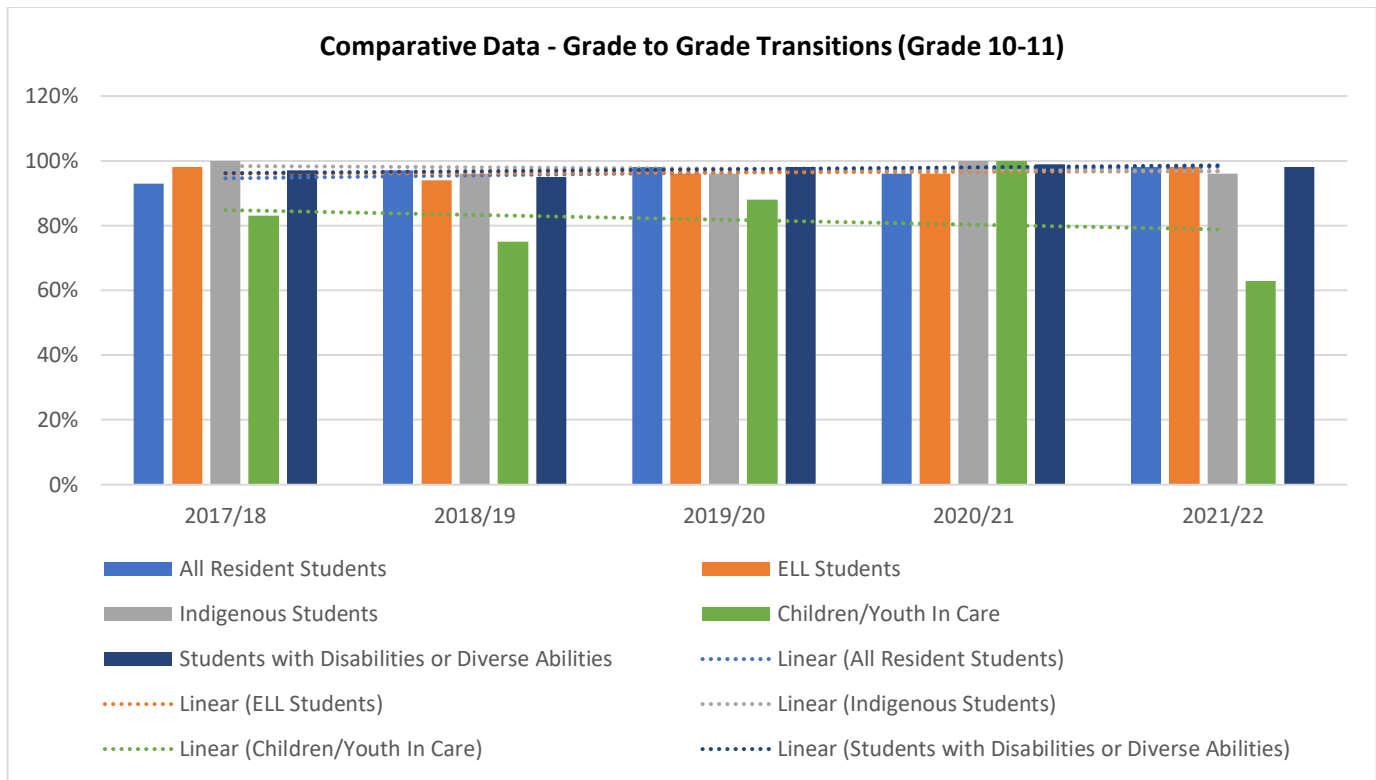


Figure 18: Transition Grade 10 to 11 - All Student Populations

## Grade to Grade Transitions (Grade 11 to 12) – All Resident Students

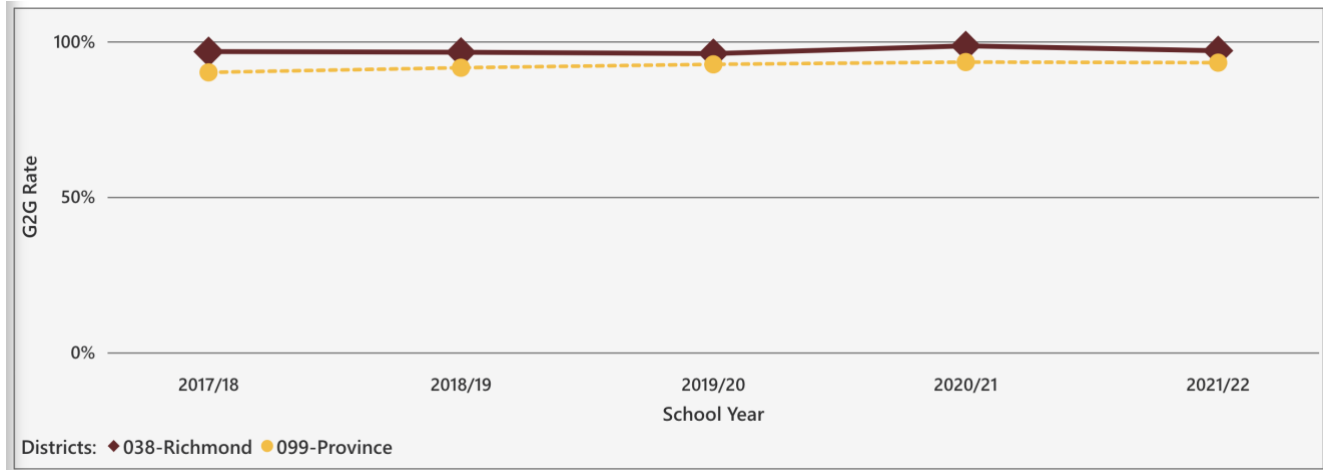


Figure 19: Transition Grade 11 to 12 - All Resident Students

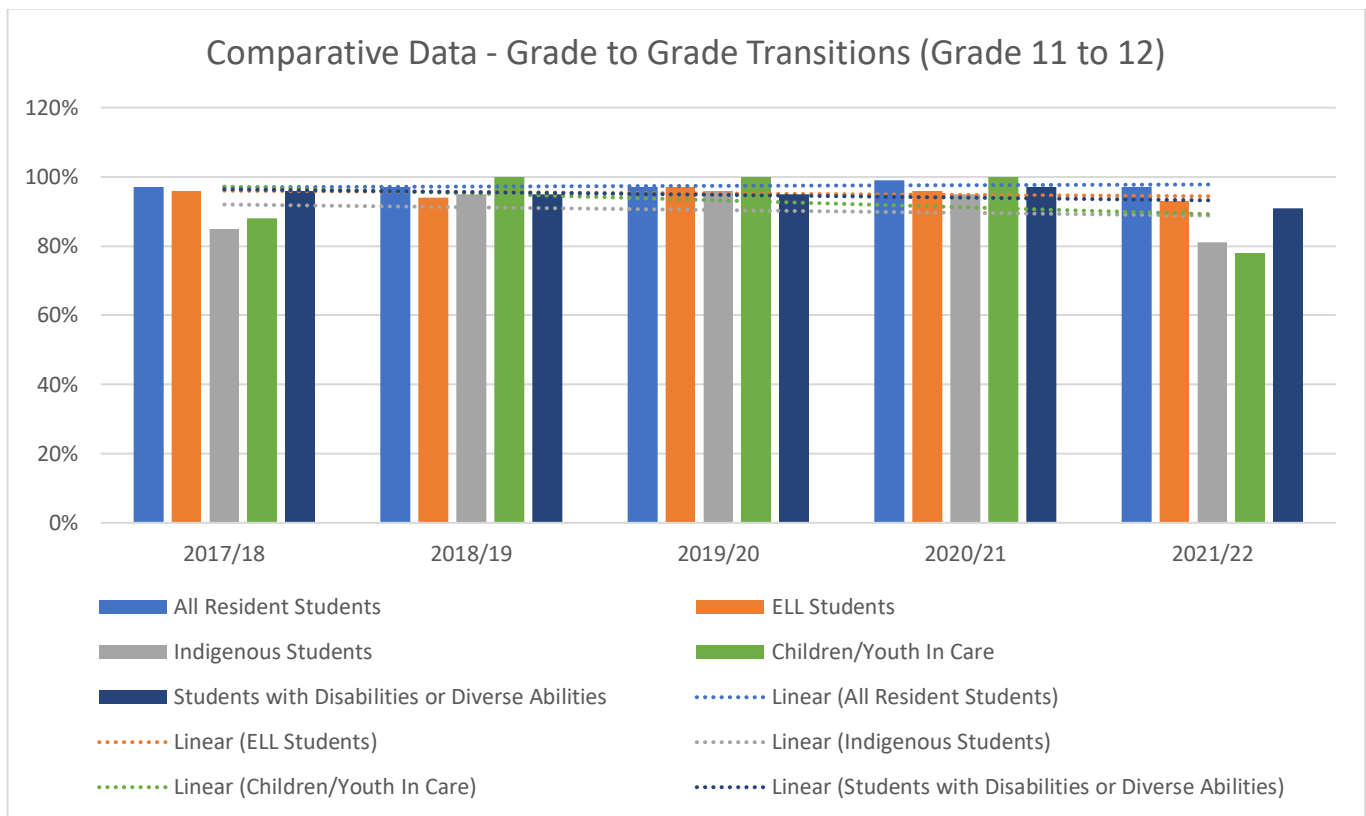


Figure 20: Transition Grade 11 to 12 - All Student Populations

### Key Findings:

- The rate of transition from Grades 10 to 11 and 11 to 12 is high, however Indigenous students and Children and Youth in Care transition from grade to grade at a lower rate than the general student population

### Strategies for Increased Success:

- Our population of Indigenous Students and CYIC (Children and Youth in Care) is 1% and less than 1% respectively of the total student population, therefore individualized supports can be put in place to ensure that these students understand what is needed to transition from Grades 10 to 11 and 11 to 12 on time, and also to investigate the root causes of any delay in transition.

## HUMAN AND SOCIAL DEVELOPMENT

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

**Measure 3.1:** 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).

### Student Learning Survey – Feel Welcome – All Resident Students

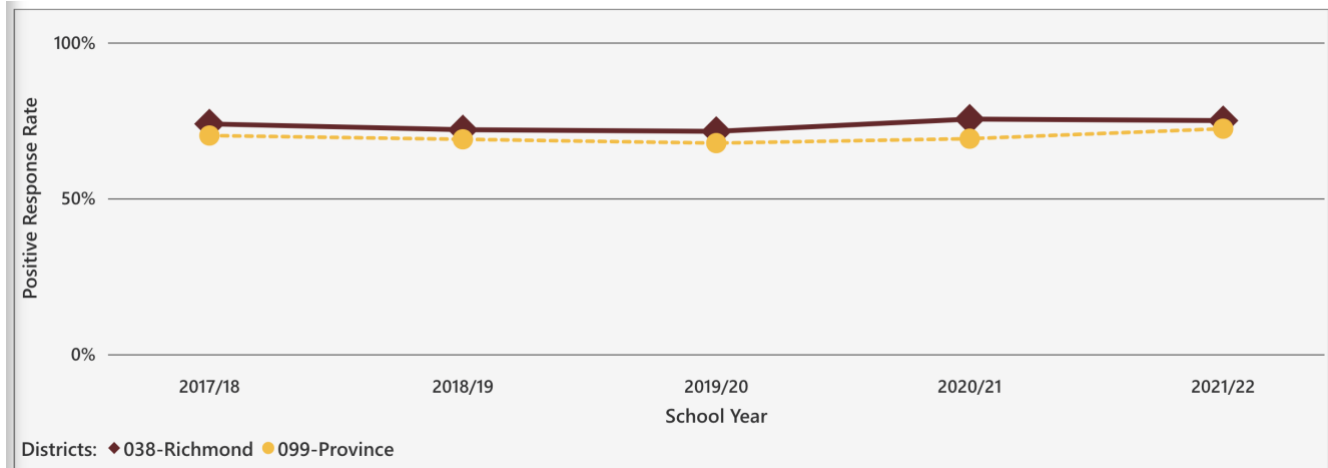


Figure 21: SLS - Feel Welcome - All Resident Students Grades 4, 7, 10

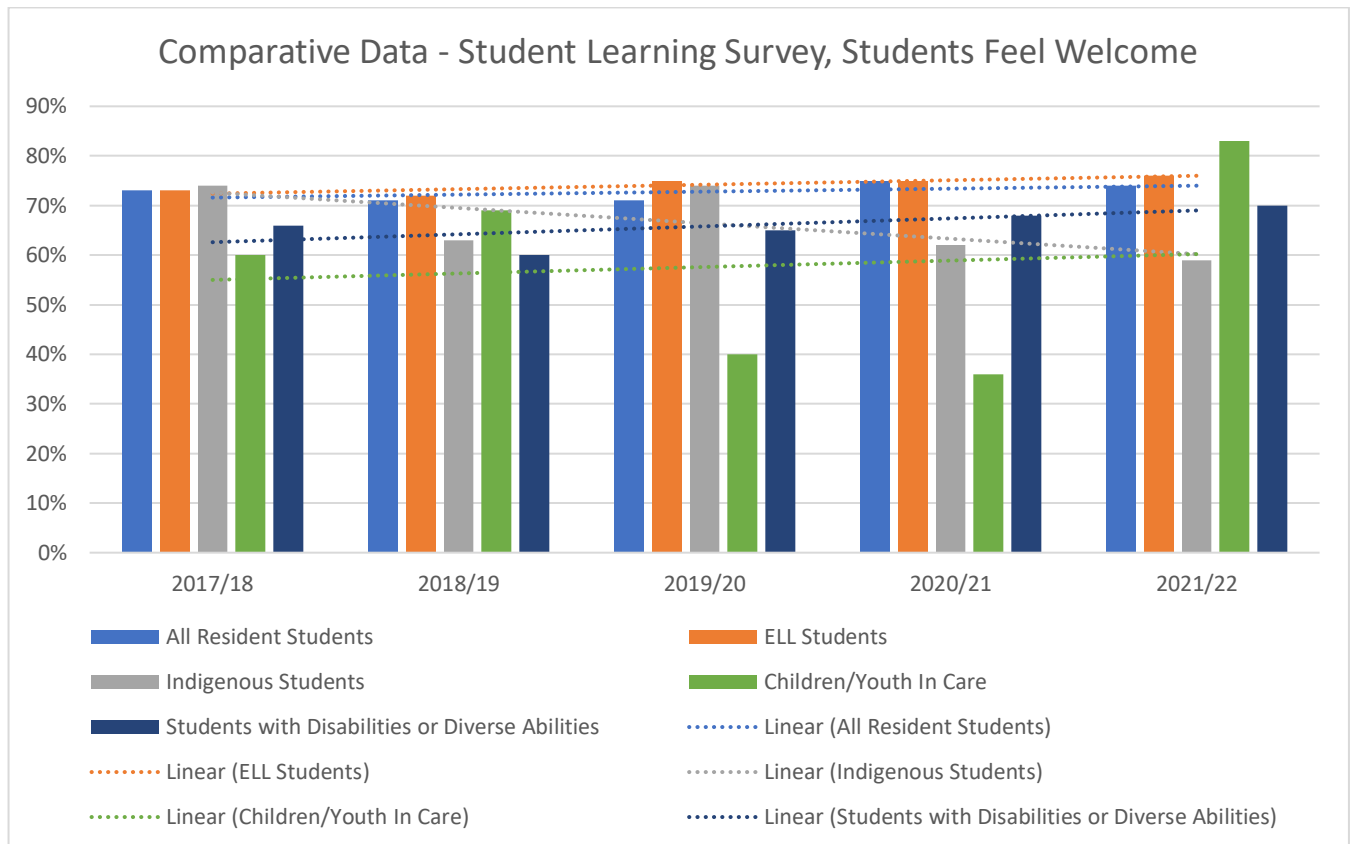


Figure 22: SLS – Feel Welcome – All Student Populations

### Student Learning Survey – Feel Safe – All Resident Students



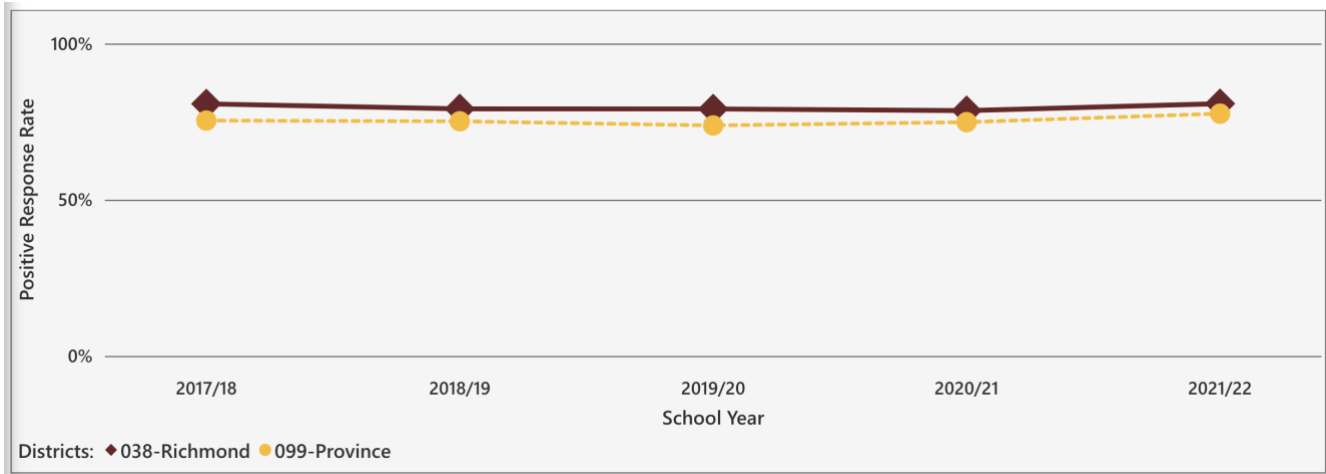


Figure 23: SLS - Feel Safe - All Resident Students Grades 4, 7, 10

*\*Due to anonymity measures in the SLS, data is not available by student population for this question.*

### Student Learning Survey – School Belong – All Resident Students

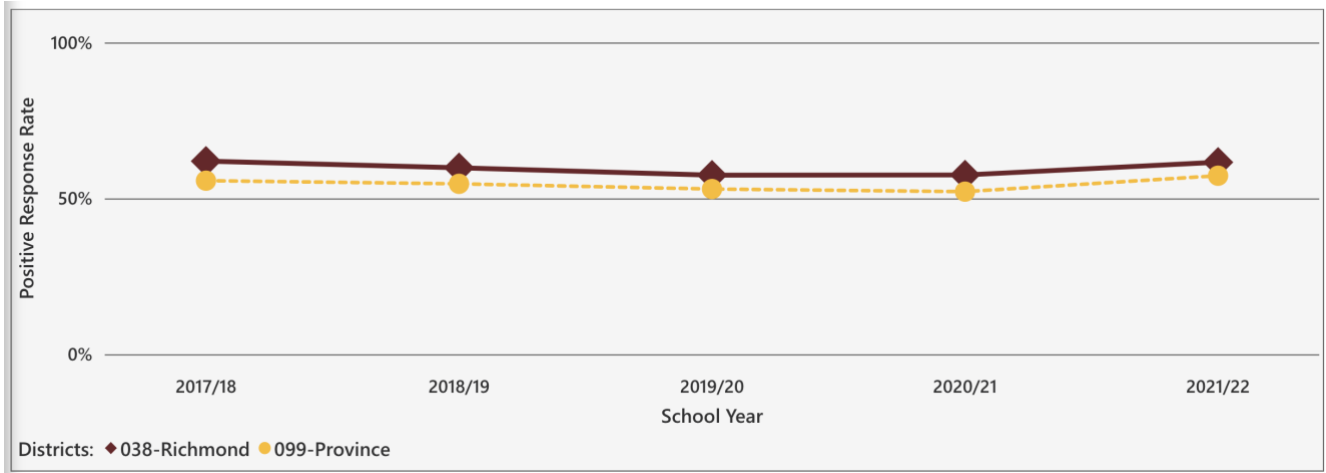


Figure 24: SLS - School Belong - All Resident Students Grades 4, 7, 10

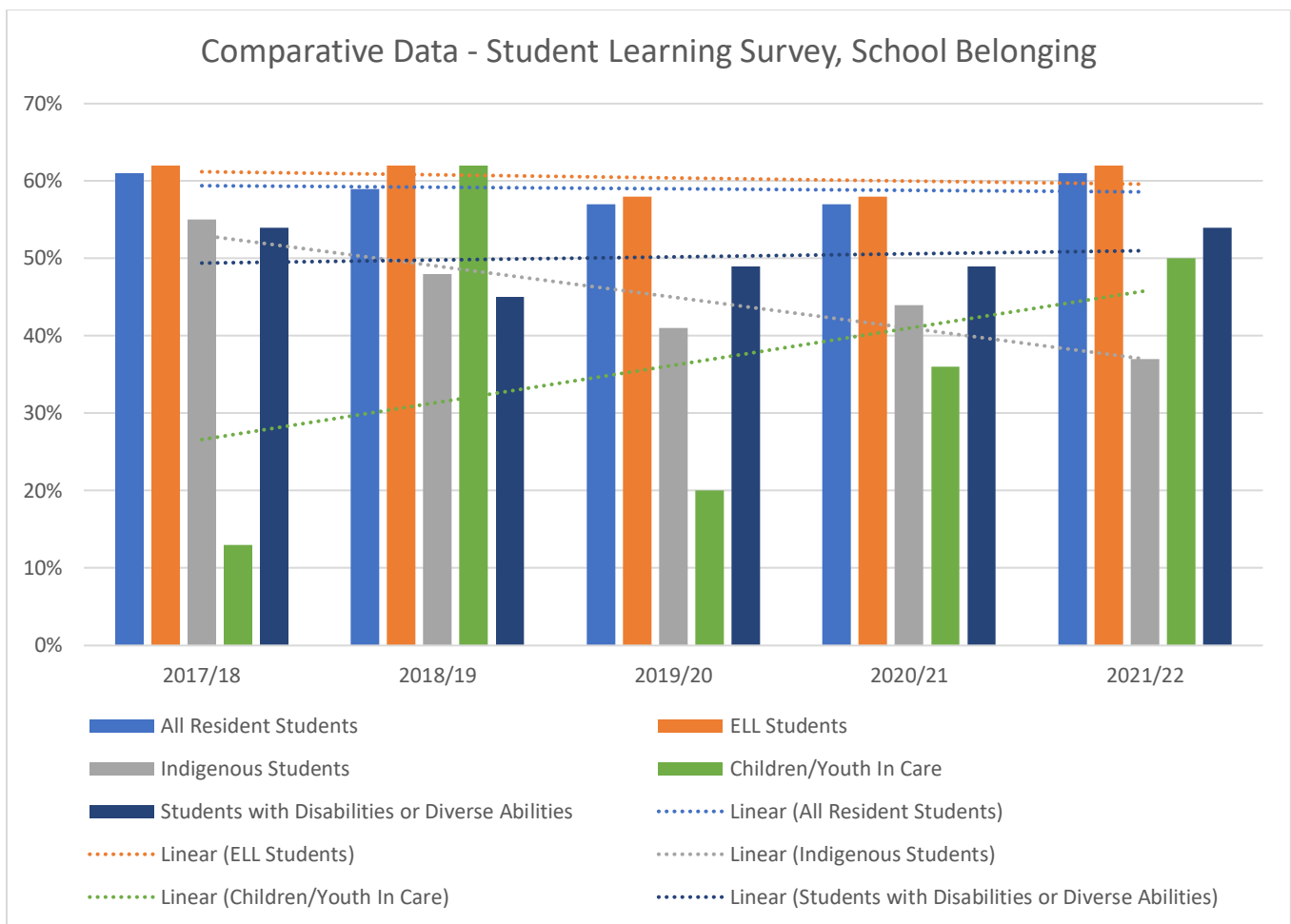


Figure 25: SLS – School Belong – All Student Populations

#### 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, but still requires attention as it could be improved.
- There is a significant gap and a downward trend between the overall student population and Indigenous students that requires further analysis and action.
- CYIC feelings of safety, belonging and welcome are trending positively, likely due to focused service, attention, and monitoring of CYIC in recent years.

#### Strategies for Increased Success:

- To work with schools to develop understanding as to why students are not overwhelmingly indicating a sense of belonging, of feeling welcome and safe, 10 a Student Voice Forum was initiated in 2022/23 and will continue annually. This forum gathered student voice from diverse student populations. The Student Voice Forum, in conjunction with Table 38, a conglomeration of student council representatives, have voiced several leadership goals to focus attention on improving in these areas, summarized below:
  - Promote inclusivity and acceptance.
  - Enhance mental health support.
  - Increase student engagement and involvement.
  - Create a positive and safe environment.
  - Improve communication and organization.
  - Boost school spirit and pride.

- Encourage participation in clubs and events.
- Address specific concerns like racism and prejudice.
- Continue actions from 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 for 2023/24 identified in the [Diversity, Equity and Inclusion Advisory Committee](#) (beginning on pg. 37) annual report.
- Work with schools to further examine school specific data and identify students who do not feel a sense of belonging, with a particular focus on Indigenous students and how school personnel and the Indigenous Success Team can make a difference for Indigenous students.

**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.

Student Learning Survey – Adults Care – All Resident Students

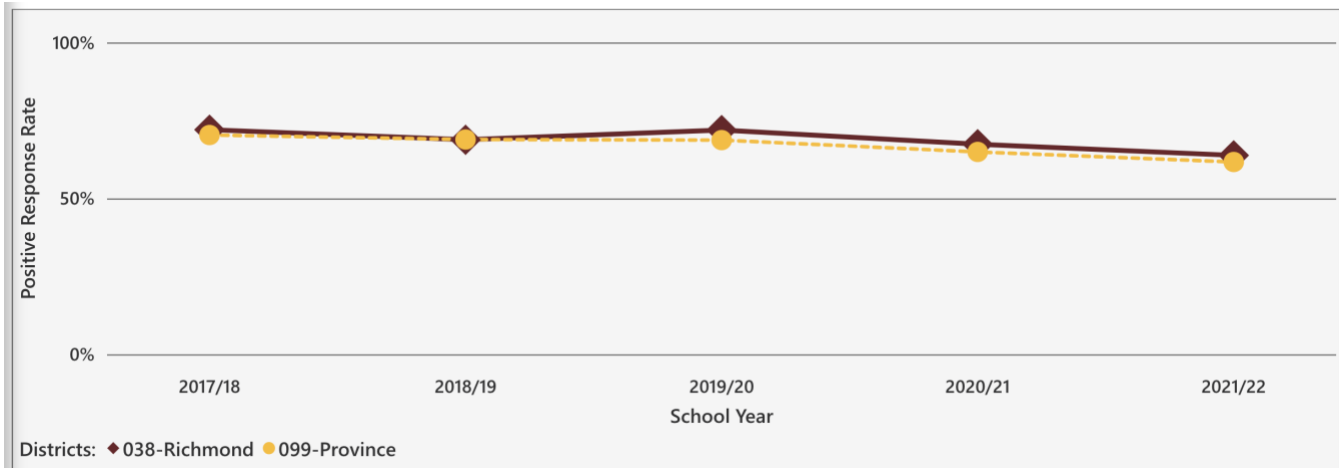


Figure 26: SLS - Adults Care - All Resident Students

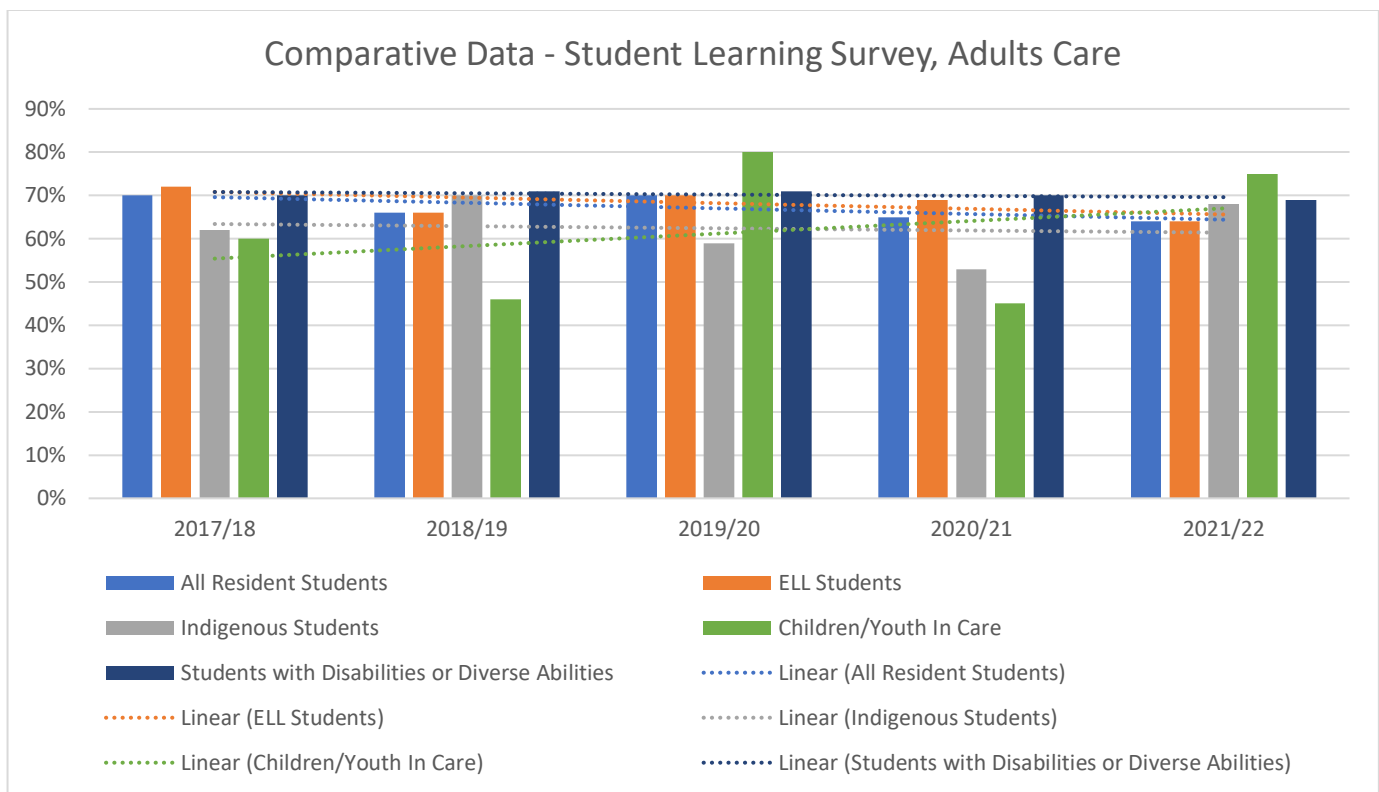


Figure 27: SLS – Adults Care – All Student Populations

#### 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 many students in all populations 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, compare data to the SLS, and develop strategies.
- 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, and the aforementioned Student Voice Forum.
- Schools will develop specific practices appropriate to their context to enhance students’ sense of being cared for by adults.
- Investigate how the successful practices employed for CYIC could be applied to all student populations.

## CAREER DEVELOPMENT

**Educational Outcome 4:** Students will graduate.

#### Measure 4.1:

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

### 5 Year Completion Rate – All Resident Students

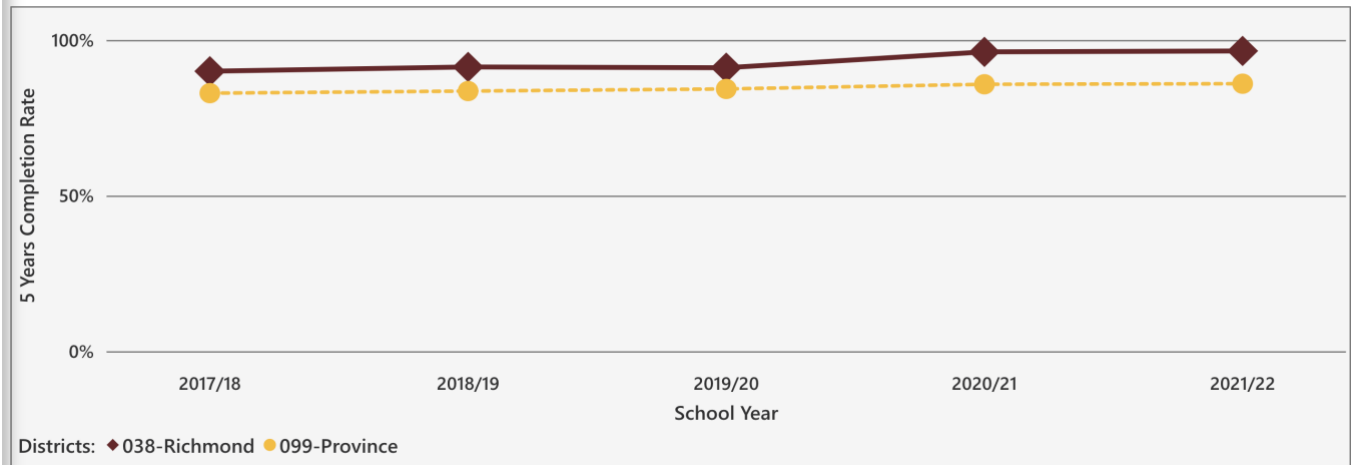


Figure 28: 5 Year Completion Rate - All Resident Students

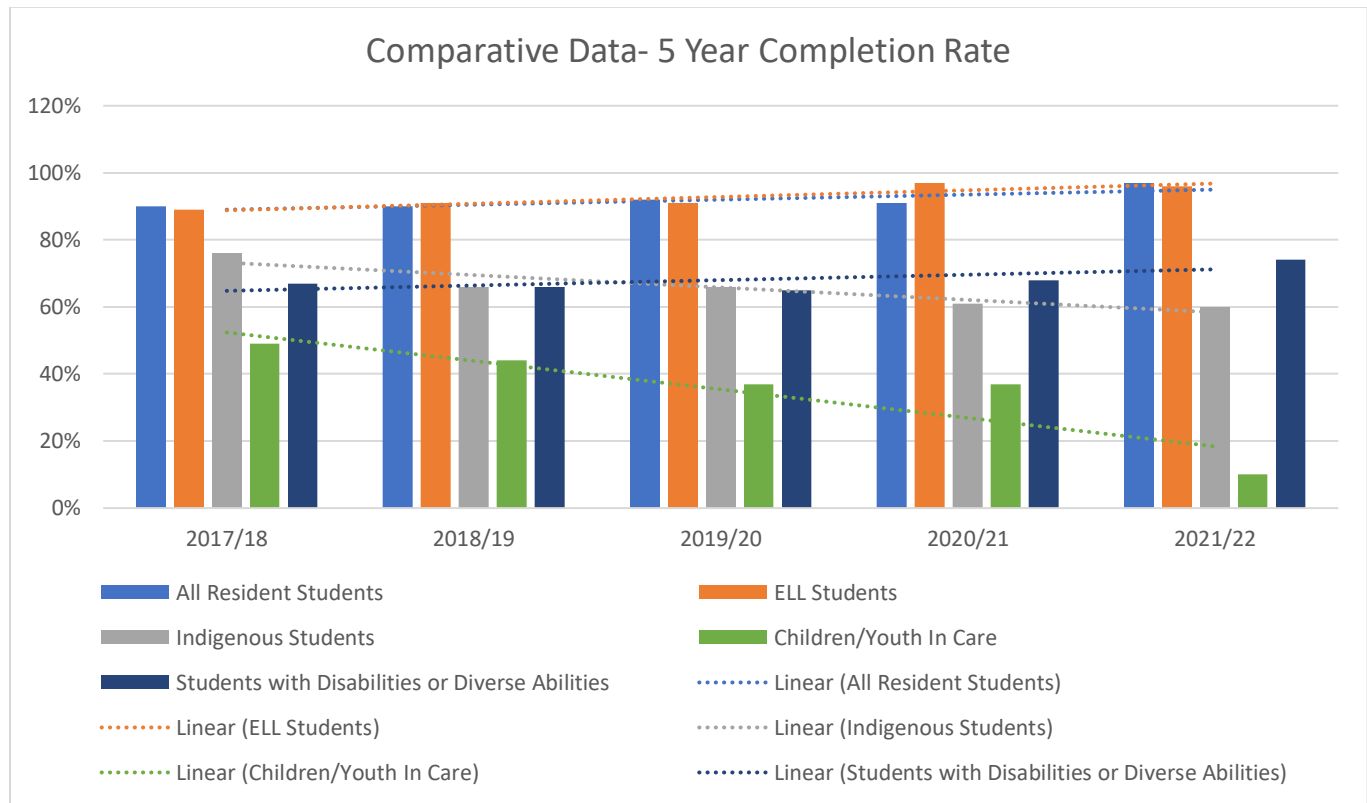


Figure 29: 5 Year Completion Rate – All Student Populations

**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.  
**Immediate Post-Secondary Institute Transition – All Resident Students**

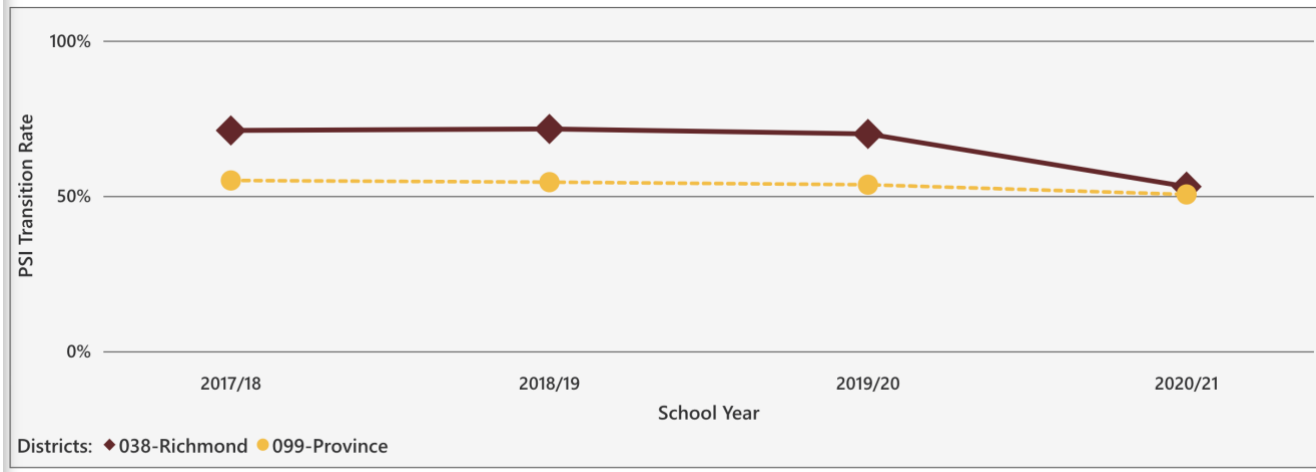


Figure 30: Immediate Post-Secondary Institute Transition - All Resident Students

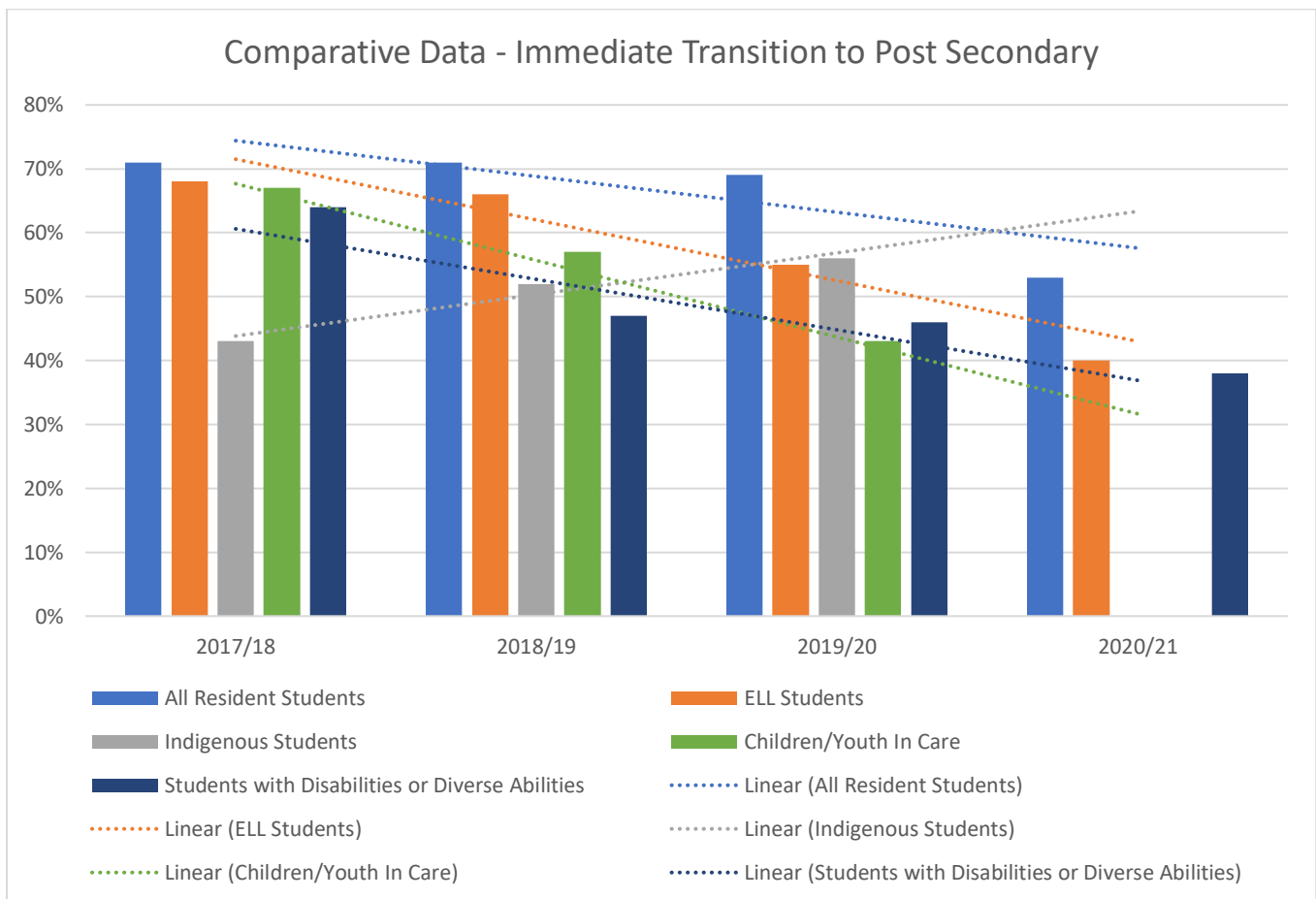


Figure 31: Immediate Post-Secondary Institute Transition – All Student Populations

**3 Year Post Secondary Institute Transition – All Resident Students**

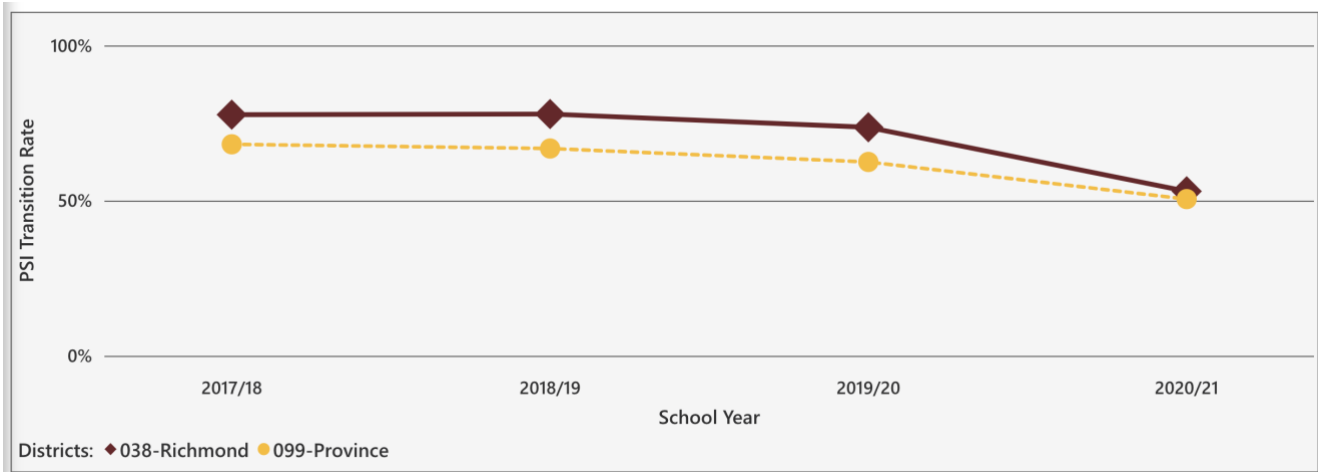


Figure 32: 3 Year Post-Secondary Institute Transition - All Resident Students

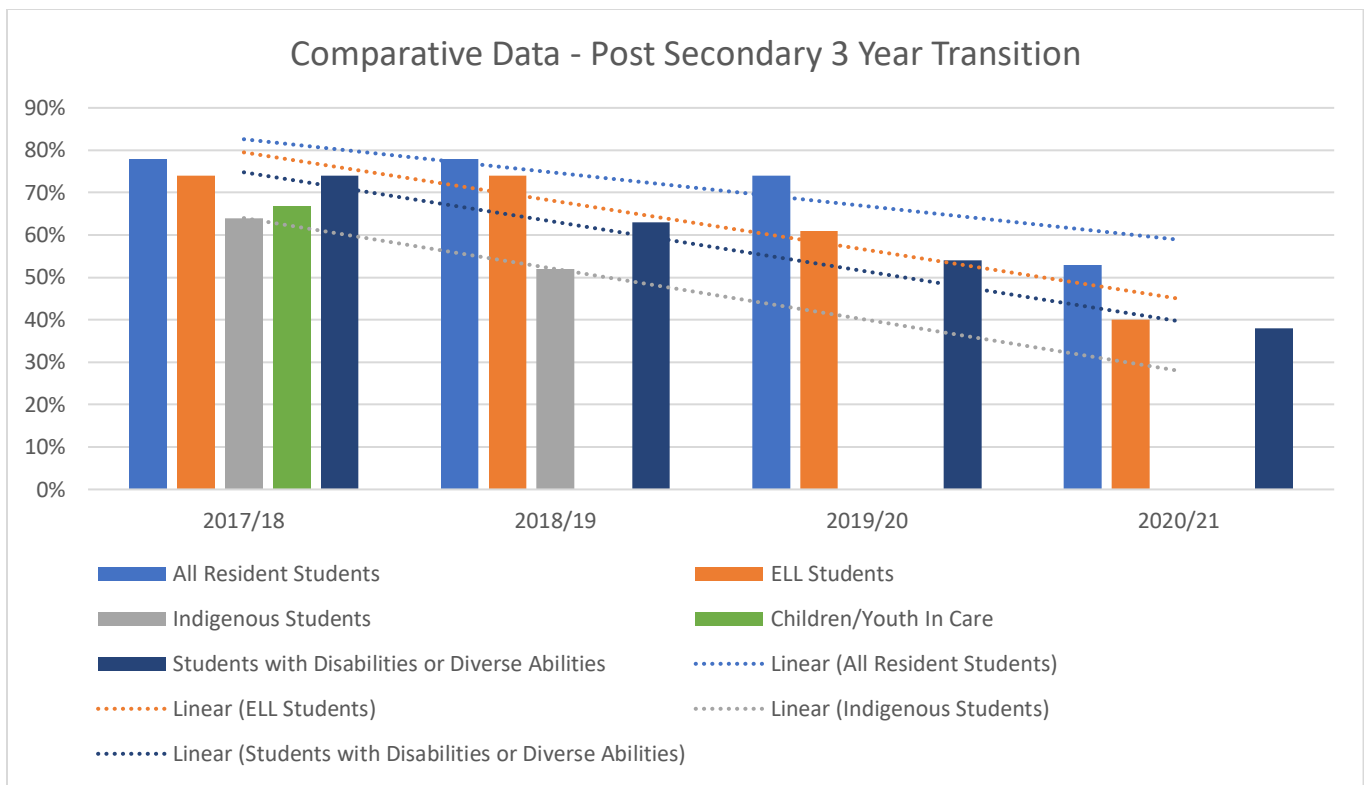


Figure 33: 3 Year Post-Secondary Institute Transition – All Student Populations

**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.
- Although the number may actually be higher as every year a number of Richmond students transition to post-secondary institutions outside of British Columbia, there is still a marked decline from 19/20 to 20/21 which is very likely due to COVID but will require further investigation if this trend continues.

**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](#))
- Investigate the 20/21 dip and if that trend is continuing

**SPECIFIC STUDENT POPULATIONS – ADDITIONAL ANALYSIS**Indigenous Students:**Key Findings:**

- 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, causing the data to appear inconsistent on charts and graphs.
- Data for Indigenous students indicates moderate performance gaps on literacy measures relative to the overall population and that is trending downwards.
- Data for Indigenous students indicates significant performance gaps on the numeracy portion of the FSA and GNA relative to the overall population, however there is a slight improvement trending.
- 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.
- The number of Indigenous students transitioning to post-secondary is lower than for other students.

**Strategies for Increased Success:**

- This year an Indigenous Education Advisory Committee is being struck and will focus on priorities and recommendations from the Equity Scan Report.
- The Indigenous Success Team members will meet with school personnel and Indigenous families to discuss individual Indigenous student performance and plan strategies to improve academic success as well as feelings of belonging and welcomeness at school. This has been a successful strategy with CYIC.
- Continue to focus on early identification and support for Indigenous students who require additional support through the Indigenous 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:**Key Findings:**

- Richmond currently has a very small number of children and youth in care, and as such, there is very little public data available for this report, causing the data to appear inconsistent on charts and graphs.
- 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.



- Although CYIC have lower performance relative to the district population, performance and feelings of wellbeing are trending towards the positive. This is likely due to focused attention and supports on each CYIC individually by school and district personnel.

**Strategies for Increased Success:**

- Continue to focus on the established framework for identifying, monitoring achievement, and ongoing reporting to the district for children and youth in care in accordance with [Strategic Priority 2, Goal 1, Objective 4.](#)
- 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:****Key Findings:**

- Students with disabilities 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 lower satisfaction relative 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.

**Strategies for Increased Success:**

- Focus on transition planning, goals and supports for students in Grades 10, 11 and 12. The Explorations Program is one such example of this and is supported through [Strategic Priority 2, Goal 1, Objective 3.](#)
- Build differentiation strategies with teachers, including specific attention on universal and targeted supports and assessments.
- Continue competency based IEP training and practice with and for teachers K-12.

## Appendix A: Tables of Percentages Found in Graphs All Student Populations

<b>FSA Grade 4 Literacy</b>					
District % On Track or Extending	2018/19	2019/20	2020/21	2021/22	2022/23
All Resident Students	86%	85%	88%	86%	85%
ELL Students	85%	87%	87%	86%	85%
Indigenous Students	100%	67%	77%	71%	91%
Status – Off Reserve	100%	67%	77%	83%	91%
Status – On Reserve	0%	0%	0%	0%	0%
Children/Youth In Care	0%	100%	0%	0%	0%
Students with Disabilities or Diverse Abilities	86%	74%	85%	87%	74%
Participation	2018/19	2019/20	2020/21	2021/22	2022/23
All Resident Students	839	792	833	1,305	1267
ELL Students	489	488	499	794	787
Indigenous Students	7	6	13	7	11
Status – Off Reserve	7	6	13	6	11
Status – On Reserve	NA	NA	NA	NA	NA
Children/Youth In Care	0	1	0	#N/A	NA
Students with Disabilities or Diverse Abilities	29	31	27	47	50

<b>FSA Grade 7 Literacy</b>					
District % On Track or Extending	2018/19	2019/20	2020/21	2021/22	2022/23
All Resident Students	86%	90%	88%	89%	85%
ELL Students	75%	83%	79%	82%	75%
Indigenous Students	89%	60%	25%	88%	77%
Status – Off Reserve	89%	60%	25%	88%	83%
Status – On Reserve	0%	0%	0%	0%	0%
Children/Youth In Care	100%	0%	50%	0%	100%
Students with Disabilities or Diverse Abilities	79%	78%	76%	74%	73%
Participation	2018/19	2019/20	2020/21	2021/22	2022/23
All Resident Students	953	938	994	1,237	1208
ELL Students	137	164	132	202	204
Indigenous Students	9	10	8	8	13
Status – Off Reserve	9	10	8	8	MSK
Status – On Reserve	0	#N/A	#N/A	0	MSK
Children/Youth In Care	3	1	2	#N/A	MSK
Students with Disabilities or Diverse Abilities	57	50	51	66	90

<b>GLA Grade 10 Literacy</b>			
District % Proficient or Extending	2019/20	2020/21	2022/22

All Resident Students	85%	84%	86%
ELL Students	54%	49%	61%
Indigenous Students	86%	76%	67%
Status – Off Reserve	100%	72%	67%
Status – On Reserve	0%	0%	0%
Children/Youth In Care	0%	50%	0%
Students with Disabilities or Diverse Abilities	62%	52%	67%
Participation	2019/20	2020/21	2022/22
All Resident Students	608	1431	1454
ELL Students	46	140	143
Indigenous Students	6	18	12
Status – Off Reserve	6	18	12
Status – On Reserve	0	0	0
Children/Youth In Care	0	4	0
Students with Disabilities or Diverse Abilities	45	151	131

<b>FSA Grade 4 Numeracy</b>					
District # On Track or Extending	2018/19	2019/20	2020/21	2021/22	2022/23
All Resident Students	84%	82%	84%	80%	78%
ELL Students	85%	83%	83%	82%	79%
Indigenous Students	57%	50%	62%	25%	73%
Status - Off Reserve	57%	50%	62%	33%	73%
Status - On Reserve	0%	0%	0%	0%	0%
Children/Youth In Care	0%	100%	0%	0%	0%
Students with Disabilities or Diverse Abilities	59%	83%	72%	65%	68%
Participation	2018/19	2019/20	2020/21	2021/22	2022/23
All Resident Students	831	789	834	1,300	1268
ELL Students	798	777	865	975	974
Indigenous Students	7	6	13	8	11
Status - Off Reserve	7	6	13	6	11
Status - On Reserve	0	0	0	2	0
Children/Youth In Care	0	1	0	#N/A	0
Students with Disabilities or Diverse Abilities	27	30	29	48	50

<b>FSA Grade 7 Numeracy</b>					
District % On Track or Extending	2018/19	2019/20	2020/21	2021/22	2022/23
All Resident Students	89%	84%	85%	80%	79%
ELL Students	86%	82%	84%	80%	76%
Indigenous Students	56%	44%	44%	50%	62%
Status - Off Reserve	56%	44%	44%	50%	58%
Status - On Reserve	0%	0%	0%	0%	100%
Children/Youth In Care	100%	0%	50%	0%	100%
Students with Disabilities or Diverse Abilities	75%	62%	67%	62%	56%
Participation	2018/19	2019/20	2020/21	2021/22	2022/23
All Resident Students	949	934	989	1,239	1206
ELL Students	135	163	131	203	205
Indigenous Students	9	9	9	8	13
Status - Off Reserve	9	9	9	8	MSK
Status - On Reserve	0	#N/A	#N/A	0	MSK
Children/Youth In Care	3	1	2	#N/A	MSK
Students with Disabilities or Diverse Abilities	57	50	51	66	90

<b>GNA Grade 10 Numeracy</b>				
District % Proficient or Extending	2018/19	2019/20	2020/21	2021/22
All Resident Students	47%	60%	56%	66%
ELL Students	35%	45%	43%	53%
Indigenous Students	9%	0%	35%	22%
Status - Off Reserve	9%	0%	32%	22%
Status - On Reserve	0%	0%	100%	0%
Children/Youth In Care	0%	0%	0%	100%
Students with Disabilities or Diverse Abilities	21%	32%	23%	33%
Participation	2018/19	2019/20	2020/21	2021/22
All Resident Students	1141	1077	1433	1562
ELL Students	135	147	139	166
Indigenous Students	11	8	20	18
Status - Off Reserve	11	8	19	18
Status - On Reserve	0	0	1	0
Children/Youth In Care	3	3	4	MSK
Students with Disabilities or Diverse Abilities	68	87	145	141

<b>Grade to Grade Transition (10 to 11)</b>					
% Transitions	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	93%	97%	98%	96%	98%
ELL Students	98%	94%	96%	96%	98%
Indigenous Students	100%	96%	96%	100%	96%
Status - Off Reserve	100%	96%	95%	100%	96%
Status - On Reserve	#N/A	100%	100%	100%	0%
Children/Youth In Care	83%	75%	88%	100%	63%
Students with Disabilities or Diverse Abilities	97%	95%	98%	99%	98%
Number of Students	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	1,678	1,563	1,639	1,607	1607
ELL Students	187	150	191	151	164
Indigenous Students	17	28	23	26	27
Status - Off Reserve	17	27	22	25	27
Status - On Reserve	#N/A	1	1	1	0
Children/Youth In Care	6	12	8	8	MSK
Students with Disabilities or Diverse Abilities	135	149	172	197	189

### Grade to Grade Transition (11 to 12)

District % On Track or Extending	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	97%	97%	97%	99%	97%
ELL Students	96%	94%	97%	96%	93%
Indigenous Students	85%	95%	96%	95%	81%
Status - Off Reserve	87%	95%	96%	95%	81%
Status - On Reserve	67%	#N/A	100%	100%	0%
Children/Youth In Care	88%	100%	100%	100%	78%
Students with Disabilities or Diverse Abilities	96%	95%	95%	97%	91%
Number of Students	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	1,732	1,622	1,591	1,613	1519
ELL Students	134	146	145	139	1268
Indigenous Students	33	19	25	21	21
Status - Off Reserve	30	19	24	20	21
Status - On Reserve	3	#N/A	1	1	0
Children/Youth In Care	8	11	10	6	MSK
Students with Disabilities or Diverse Abilities	130	152	151	165	200

### SLS - Feel Welcome

District % Positive Response Rate	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	73%	71%	71%	75%	74%
ELL Students	73%	72%	75%	75%	76%
Indigenous Students	74%	63%	74%	62%	59%
Status - Off Reserve	73%	65%	75%	61%	59%
Status - On Reserve	100%	33%	#N/A	100%	0%
Children/Youth In Care	60%	69%	40%	36%	83%
Students with Disabilities or Diverse Abilities	66%	60%	65%	68%	70%
# of Positive Response Rates	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	3,152	3,345	2,889	3,097	3624
ELL Students	638	688	603	671	944
Indigenous Students	53	46	27	45	24
Status - Off Reserve	52	43	28	44	24
Status - On Reserve	1	3	#N/A	1	0
Children/Youth In Care	15	13	5	11	10
Students with Disabilities or Diverse Abilities	270	258	269	290	314

<b>SLS - Feel Safe</b>					
District % Positive Response Rate	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	80%	78%	79%	78%	82%
ELL Students	#N/A	#N/A	#N/A	#N/A	#N/A
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 Positive Responses	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	3,717	3,860	3,008	3,159	4093
ELL Students	#N/A	#N/A	#N/A	#N/A	#N/A
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

<b>SLS - School Belong</b>					
District % Positive Response Rate	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	61%	59%	57%	57%	61%
ELL Students	62%	62%	58%	58%	62%
Indigenous Students	55%	48%	41%	44%	37%
Status - Off Reserve	54%	49%	39%	43%	37%
Status - On Reserve	100%	33%	#N/A	100%	0%
Children/Youth In Care	13%	62%	20%	36%	50%
Students with Disabilities or Diverse Abilities	54%	45%	49%	49%	54%
# of Positive Responses	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	3,152	3,345	2,889	3,097	2975
ELL Students	537	582	472	519	761
Indigenous Students	53	46	27	45	15
Status - Off Reserve	52	43	28	44	15
Status - On Reserve	1	3	#N/A	1	0
Children/Youth In Care	15	13	5	11	MSK
Students with Disabilities or Diverse Abilities	270	258	269	290	246

<b>SLS - Adults Care</b>					
District % Positive Response Rate	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	70%	66%	70%	65%	64%
ELL Students	72%	66%	70%	69%	64%
Indigenous Students	62%	70%	59%	53%	68%
Status - Off Reserve	62%	70%	57%	55%	68%
Status - On Reserve	100%	67%	#N/A	0%	0%
Children/Youth In Care	60%	46%	80%	45%	75%
Students with Disabilities or Diverse Abilities	70%	71%	71%	70%	69%
# of Positive Responses	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	3,152	3,345	2,889	3,097	3117
ELL Students	626	631	568	617	785
Indigenous Students	53	46	27	45	28
Status - Off Reserve	52	43	28	44	28
Status - On Reserve	1	3	#N/A	1	0
Children/Youth In Care	15	13	5	11	MSK
Students with Disabilities or Diverse Abilities	270	258	269	290	315

<b>5 Year Completion Rate</b>					
District Rate	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	90%	90%	92%	91%	97%
ELL Students	89%	91%	91%	97%	96%
Indigenous Students	76%	66%	66%	61%	60%
Status - Off Reserve	79%	63%	68%	61%	60%
Status - On Reserve	65%	100%	0%	#N/A	0%
Children/Youth In Care	49%	44%	37%	37%	10%
Students with Disabilities or Diverse Abilities	67%	66%	65%	68%	74%
Cohort Size	2017/18	2018/19	2019/20	2020/21	2021/22
All Resident Students	1,741	1,817	1,791	1,682	1719
ELL Students	1,181	1,129	1,073	999	1110
Indigenous Students	30	20	33	18	24
Status - Off Reserve	25	19	32	18	60
Status - On Reserve	5	1	1	#N/A	0
Children/Youth In Care	18	23	18	15	MSK
Students with Disabilities or Diverse Abilities	207	223	212	239	253



<b>Immediate Post-Secondary Transition</b>				
District Rate	2017/18	2018/19	2019/20	2020/21
All Resident Students	71%	71%	69%	53%
ELL Students	68%	66%	55%	40%
Indigenous Students	43%	52%	56%	#N/A
Status - Off Reserve	46%	52%	56%	#N/A
Status - On Reserve	0%	#N/A	#N/A	#N/A
Children/Youth In Care	67%	57%	43%	#N/A
Students with Disabilities or Diverse Abilities	64%	47%	46%	38%
Cohort Size	2017/18	2018/19	2019/20	2020/21
All Resident Students	1,555	1,566	1,450	774
ELL Students	54	59	41	40
Indigenous Students	14	21	9	#N/A
Status - Off Reserve	13	21	9	#N/A
Status - On Reserve	1	#N/A	#N/A	#N/A
Children/Youth In Care	6	7	7	#N/A
Students with Disabilities or Diverse Abilities	72	68	94	34

<b>3 Year Post-Secondary Institute Transition</b>				
District Rate	2017/18	2018/19	2019/20	2020/21
All Resident Students	78%	78%	74%	53%
ELL Students	74%	74%	61%	40%
Indigenous Students	64%	52%	#N/A	#N/A
Status - Off Reserve	69%	52%	#N/A	#N/A
Status - On Reserve	0%	0%	#N/A	#N/A
Children/Youth In Care	67%	#N/A	#N/A	#N/A
Students with Disabilities or Diverse Abilities	74%	63%	54%	38%
Cohort Size	2017/18	2018/19	2019/20	2020/21
All Resident Students	1,199	1206	1047	774
ELL Students	80	90	74	100
Indigenous Students	14	11	#N/A	#N/A
Status - Off Reserve	13	11	#N/A	#N/A
Status - On Reserve	1	0	#N/A	#N/A
Children/Youth In Care	6	#N/A	#N/A	#N/A
Students with Disabilities or Diverse Abilities	72	67	89	90