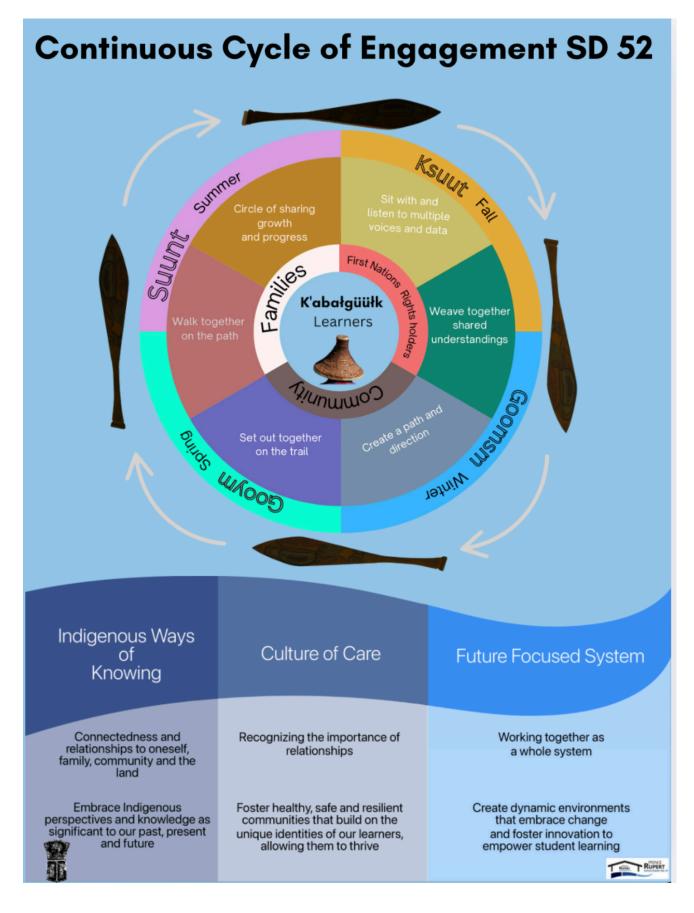
# Prince Rupert SD52 Enhancing Student Learning Report September 2025

Part 1: Review Data and Evidence

## **Pre-Populated Provincial Template**

In Review of Year 5 of SD52 Strategic Plan 2021-2026

**Board Approval TBD** 



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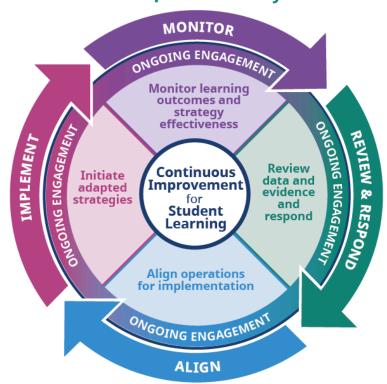
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#### **Enhancing Student Learning Report:**

#### **Ministry Note**

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

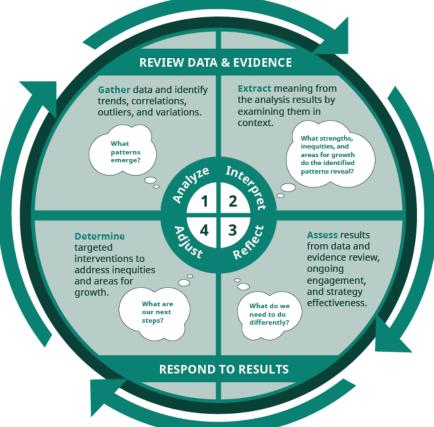
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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

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

# Review and Respond Cycle:



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

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

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

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

### **Review Data and Evidence**

#### Part 1



#### Review Data and Evidence Provides:

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

Theministryhas provided visual representations for therequiredprovincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:

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

**Please note:** As per the Protection of Personal Information when Reporting on Small Populations policy, this report **does not** display data points that: reflect groups of 9 students or fewer, or

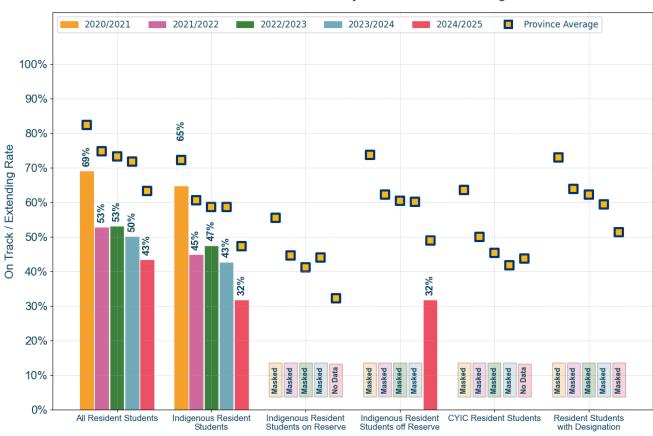
• pose a risk of individual student identification through the mosaic effect.

#### **Intellectual Development**

SD052 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	114   65%	133   84%	124   69%	119   66%	124   78%
Indigenous Resident Students	87   59%	93   82%	80   71%	83   65%	77   74%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	18   56%	Masked	Masked	Masked

SD052 - Grade 4 FSA Literacy - On Track / Extending Rate



SD052 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	148   59%	143   90%	158   91%	119   59%	137   88%
Indigenous Resident Students	102   51%	100   89%	98   88%	84   57%	92   88%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	100   89%	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	31   52%	24   75%	37   78%	29   45%	21   71%

SD052 - Grade 7 FSA Literacy - On Track / Extending Rate

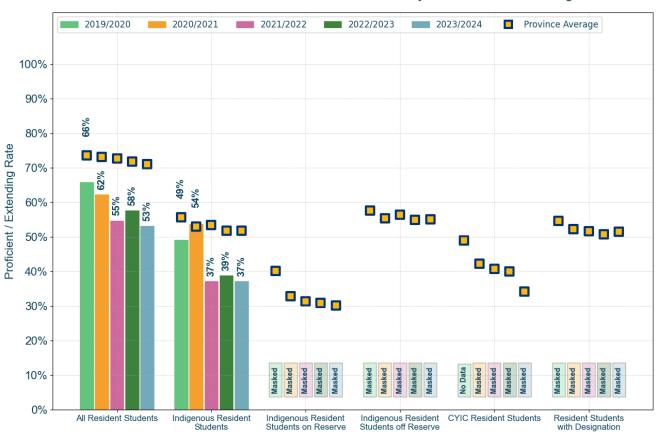


#### Measure 1.2: Grade 10 Literacy Expectations

SD052 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	151   76%	137   64%	173   69%	145   75%	167   74%
Indigenous Resident Students	91   64%	80   49%	101   55%	82   61%	99   61%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	33   45%	28   46%	33   52%	30   57%	37   51%

SD052 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



#### **Analysis:**

**Outcome 1: Literacy** 

Measuring 1:1 Grade 4-7: Literacy

What data points are missing or masked, and how has this been considered? (2023-2024)

There were no Grade 4 Indigenous Students on Reserve this year which means there is no data. Schools collaborate with the Metlakatla School Coordinator regularly about student progress as per our Local Education Agreement (LEA). The other 32 students on reserve attend the school in Hartley Bay. There are 60 students living on reserve altogether. Numbers for Resident Student with Designations are too low and so that data is masked. Some students would have been excused from writing the assessment due to their diverse abilities. School teams pay attention to learning achievement for individual students.

There were no children in care in Grade 4 this year and therefore, there is no data.

#### What trends emerged from the analysis? What do these trends highlight for the district?

The literacy FSA data continues to trend down. This highlights the importance of the work we are doing for the K-3 literacy plan. It is noticed that our student outcomes are lower than the provincial average. We hope that our approach in working toward a district K-12 Literacy Framework will enhance student literacy outcomes and achievement. The grade 4 FSA participation rates remain relatively stable so that we feel that the data is accurate over time. This district data is also in line with the provincial decline in data which we are curious about.

#### What stories do the Literacy data and evidence reveal about the district's approach to supporting teaching and learning?

We notice that there is still a gap between Grade 4 Indigenous learner achievement and the All Resident student data. Our district is hoping that a streamlined district wide approach to literacy will improve literacy rates overall. Last year, educators and teams began working together to collect additional literacy assessment data with CORE Phonics, and San Diego Quick assessments as part of the creation of a district literacy framework. We know that this work has been started, but that there is more work to do.

•	What stories do the Literacy data and evidence reveal about the district's
	current approaches to equity of learning for Indigenous students, children
	and youth in care and students with disabilities or diverse abilities in the
	district?

The data indicates that though efforts are being made, we have yet to see the improvements that we are looking for. The story that this tells us is that we are working toward identifying effective ways to ensure that students of priority populations are being supported. The Equity in Action plans we develop with schools from year to year also indicate areas of growth, and where more supports are needed.

#### Grade 7 FSA Literacy/Reading

What data points are missing or masked, and how has this been considered?

Indigenous students on reserve, Indigenous students off reserve, CYIC as well as students with designations are too low and therefore the data is masked. However, efforts are made at the school and district level to identify and prioritize students in these masked priority populations.

What trends emerged from the analysis? What do these trends highlight for the district?

The Indigenous resident student data has declined from 33%-26%. There is also still a gap between the All Resident percentage of 39% and Indigenous resident student data of 26%. Each of these data sets are below the provincial data as well. This data is similar to what we have seen in the above Grade 4 data, that is indicating that additional changes in district literacy implementation will be necessary.

# • What stories do the Literacy data and evidence reveal about the district's approach to supporting teaching and learning?

The participation rates for the Grade 7 FSAs have increased significantly, and are now on par with participation we observed in 2021-2022, therefore we feel it is more of an accurate indicator of student progress than last year, and are not as close to parity as may have been previously indicated. However, this data also indicates that more supports and specific teaching and learning strategies connected to literacy may be needed at the middle school grade level. Though early interventions are important, it will be important to ensure that students are supported at later grades as well.

# • What stories do the Literacy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

This data reinforces the need for additional work to be done in supporting priority learners, as well as literacy instruction, assessment and teaching and learning as a whole. There are still gaps in the data, but insights are still emerging. The story this also tells us that we need to meet with and consult Rights Holders on a scheduled cycle to help to inform decisions around implementation of supports. Supports are offered with Indigenous focused roles through the Indigenous Education Department, including programming that is offered outside the timetable such as Girl's Group, which support student belonging, connection and social emotional wellbeing, which may not be reflected in academic outcomes, but that have had positive indicators of success on the individual student level. The middle school is also participating in a 3 year specialized Indigenous Education Impact Initiative Inquiry through NOIIE which is centered on student success, belonging and wellbeing through student groups.

#### Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient/ Extending Rate) (2022-2023)

What data points are missing or masked, and how has this been considered?

The number of Indigenous Resident Students on reserve is low and therefore masked. School teams collaborate with the Metlakatla School Coordinator to track the progress of priority learners in the community as well.

 What trends emerged from the analysis? What do these trends highlight for the district?

The data is staying essentially static. The district is concerned that all students are below the provincial average. Therefore, the need for literacy outcome improvement continues in high school grades as well.

Indigenous students continue to be below parity and the gap remains consistent or parallel to All Resident Students. Outcomes for Students with Designations are masked due to low numbers.

 What stories do the Literacy data and evidence reveal about the district's approach to supporting teaching and learning?

Schools continue to remind students they can write this assessment up to 3 times in order to improve their personal outcome on the assessment. They also provide information sessions at Grade 10 and 12 to prepare students with practice and resources in order to prepare for writing a type of exam that is new to them. The Grade 10 graduation assessment is the first assessment connected to the graduation program, which can be overwhelming for students. Some supports and innovative solutions we are implementing such as Indigenous Coach Mentors, Indigenous Family Resource Workers and Indigenous Equity Mentors make targeted efforts to support priority learners in areas beyond the academic, which may not be reflected in the qualitative data sets.

 What stories do the Literacy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

The Grade 10 literacy data reiterates the need for additional literacy support, teaching and learning especially for priority learners. High schools in the district continue to find additional innovative supportive solutions such as Food Sovereignty Mentor, Homework Club support, and classroom structures that support student, community and place based learning opportunities. The high school is also part of a 3 year Indigenous Education Impact Initiative inquiry connected to NOIIE as part of learning new ways to support priority learners.

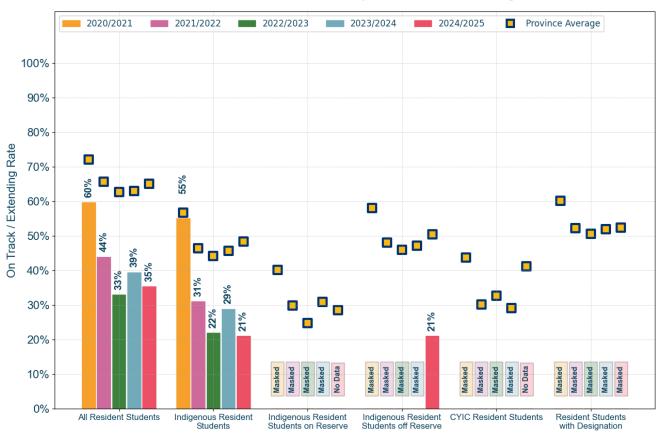
#### **Educational Outcome 2: Numeracy**

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD052 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	114   63%	133   80%	124   76%	119   64%	124   82%
Indigenous Resident Students	87   56%	93   76%	80   80%	83   63%	77   81%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

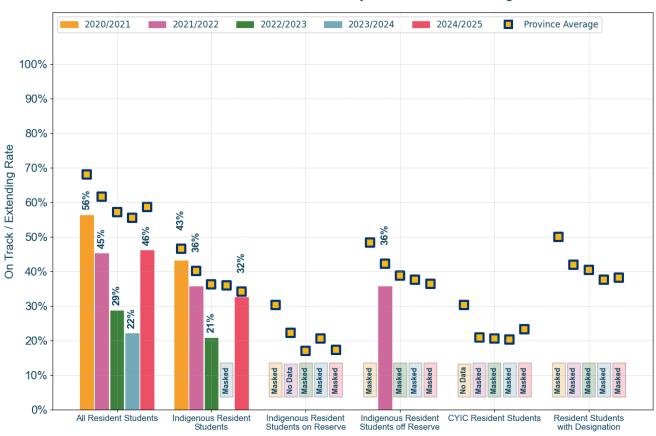
SD052 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD052 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	148   59%	143   88%	158   86%	119   57%	137   85%
Indigenous Resident Students	102   50%	100   87%	98   79%	84   56%	92   84%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	100   87%	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	31   48%	24   75%	37   68%	29   45%	21   67%

SD052 - Grade 7 FSA Numeracy - On Track / Extending Rate

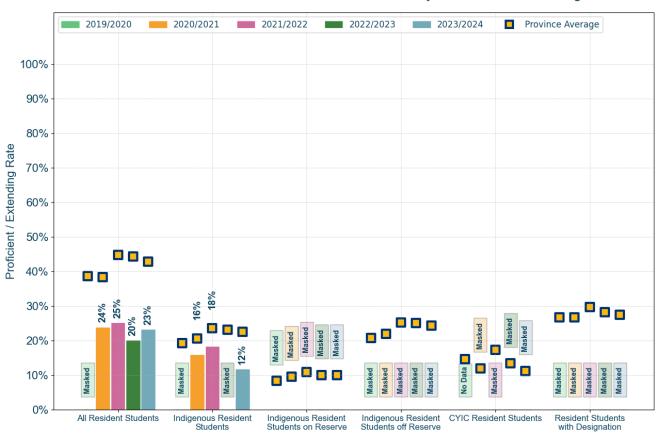


#### Measure 2.2: Grade 10 Numeracy Expectations

SD052 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	141   64%	174   70%	145   73%	167   75%
Indigenous Resident Students	Masked	84   45%	102   55%	83   57%	99   65%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	28   50%	32   50%	30   50%	37   62%

SD052 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

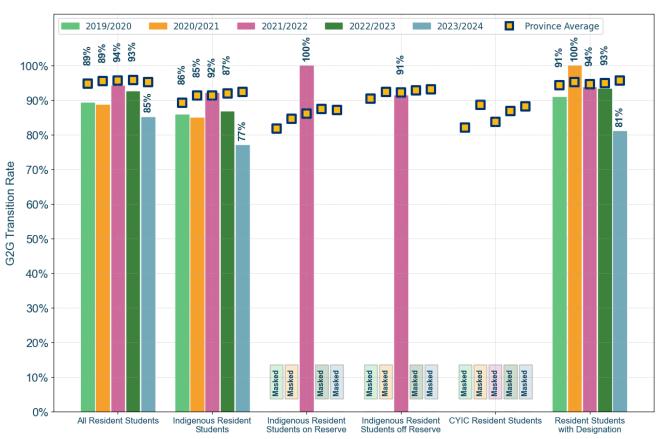


#### Measure 2.3: Grade-to-Grade Transitions

SD052 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	150	141	174	148	168
Indigenous Resident Students	92	86	102	83	100
Indigenous Resident Students on Reserve	Masked	Masked	10	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	92	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	33	28	32	30	37

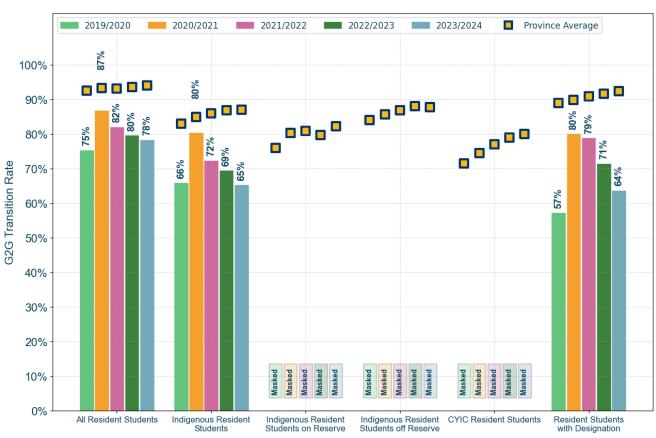
SD052 - Grade 10 to 11 Transition Rate



SD052 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	182	159	139	181	161
Indigenous Resident Students	117	102	83	111	92
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28	40	33	35	33

SD052 - Grade 11 to 12 Transition Rate



#### Analysis and Interpretation Outcome 2: Numeracy

# Measure 2.1: Grade 4 & 7 Numeracy Expectations Grade 4 FSA Numeracy (On-Track/Extending rate)

What data points are missing or masked, and how has this been considered?

Outcomes for Indigenous Students on Reserve, CYIC Resident Students and Students with Disabilities have all been masked because of small numbers. This is not an indicator of participation which is at about 80%, except for students with designations, these are smaller student populations therefore, the data requires masking.

The rate for Indigenous learners is close to on par with the province but still below achievement proficiency goals for our district.

What trends emerged from the analysis? What do these trends highlight for the district?

In the previous year there was an improvement in numeracy achievement. However, last year we have noted that in Grade 4 the data has shown a slight decline. Additionally, our district data shows a disparity of about 30% from the provincial average. There is a 14% gap between the achievement of Indigenous and all students. Therefore, there is clearly still a need to increase equitable outcomes for Indigenous learners.

 What stories do the Numeracy data and evidence reveal about the district's approach to supporting teaching and learning?

It is difficult to determine what pieces of numeracy teaching and learning are effective or that need to change based on the data. We may need to engage in conversations as a district about common data points that will create a more comprehensive view of student needs and ways that we can improve outcomes. We as a district hope to gather feedback as to what programming and resources are being utilized and what is needed to support effective implementation.

What stories do the Numeracy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

As above, our district may gain further insight into approaches for teaching and learning through a deeper dive into school based plans and inquiry connected to numeracy. Our district plans to investigate ways to gather information from educators and school staffs on what has been effective and what is needed in comprehensive numeracy instruction and assessment, toward a plan for action. The data is not showing a consistent trend over time, as the data isn't indicative of what strategies are working.

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

• What data points are missing or masked, and how has this been considered?

As in the data for Grade 4, Grade 7 outcomes for Indigenous Students on Reserve, CYIC Resident Students and Students with Disabilities have all been masked because of small numbers. This is not an indicator of participation which is at about 80%, these are smaller student populations therefore, the data requires masking.

The rate for Indigenous learners still below achievement proficiency goals for our district. We can see that a disparity still exists between the Indigenous and all learners.

What trends emerged from the analysis? What do these trends highlight for the district?

There is an increase in participation rates from 2023-24 from approximately 50% to last year at about 80%. There has also been an increase in achievement for all students, and Indigenous resident students by a significant amount. It is difficult to determine from the masked data from Indigenous learners on and off reserve, CYIC and resident students with designations as to what the achievement data indicates.

 What stories do the Numeracy data and evidence reveal about the district's approach to supporting teaching and learning?

We are curious about the 2024-2025 Grade 7 cohort, and how the data has progressed between Grade 4 to Grade 7. We also wonder if the specialized numeracy instruction with designated mathematics teachers contributes to greater success in skill building and instruction in numeracy, as is found in a middle school model, compared to elementary school instruction.

• What stories do the Numeracy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

Though the data is not reflective of what teaching and learning strategies may be effective or not, it is clear that the barriers to achievement for Indigenous students on and off reserve, CYIC and resident students with designations indicate inequity. We know that more work needs to be done to investigate specific supports and ways to address barriers to achievement. We plan to focus efforts on information gathering from rights holders and stakeholders about what ways we can strengthen teaching, learning and achievement.

# Measure 2.2: Grade 10 Grad Assessment Numeracy Expectations Grade 10 Grad Assessment Numeracy (Proficient/Extending)

outcomes here as well.

- What data points are missing or masked, and how has this been considered? The data for Indigenous students on and off reserve, CYIC and resident students with designations is all masked, therefore it is difficult to analyze. The data for all learners has remained around 20%, with Indigenous learners remaining at about 15%. There is a disparity in
- What trends emerged from the analysis? What do these trends highlight for the district? Our district numeracy outcomes are in need of improvement and there is more work to do. The data indicates that the achievement of all learners is about 15% below the provincial average. Indigenous learners are shown to be more aligned with provincial averages, but these percentages are still below 30%. It is clear that more information and strategies are needed to promote student success into high school grades as well.
  - What stories do the Numeracy data and evidence reveal about the district's approach to supporting teaching and learning?

As noted previously, Grade 10 Numeracy assessment does not align with how math classes at the secondary level are being taught, and feedback from students have indicated that this type of assessment doesn't reflect the skill building, teaching and learning that they are participating in. Or similarly, educators and students have indicated that they aren't connecting these skills in a transferable way to the assessment. Students have indicated that they are finding the format of the test difficult to follow and complete in an online capacity. Additionally, students and educators have let us know that they feel the assessment is dependent on significant levels of background knowledge and levels of literacy. Technology has also been a barrier, as in a northern rural region, the wifi is not always dependable, and some students do not learn or process best in a digital format with multi step questions.

• What stories do the Numeracy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

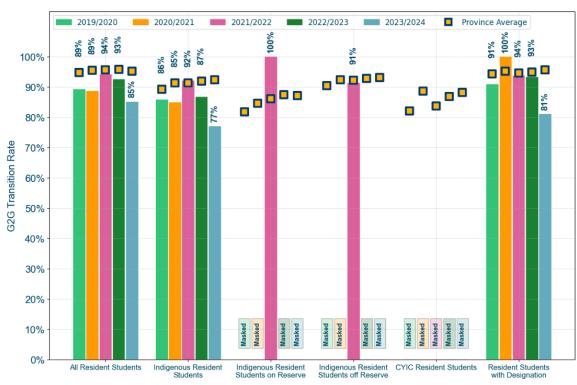
As we have noted previously as well, the data show that a disparity exists in priority populations even more with this type of assessment. Numeracy instruction and assessment requires removal of barriers, and more support to be successful for priority learners. We plan to look toward additional data sets to gauge where adjustments to teaching, learning and student supports are needed.

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

SD052 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	150	141	174	148	168
Indigenous Resident Students	92	86	102	83	100
Indigenous Resident Students on Reserve	Masked	Masked	10	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	92	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	33	28	32	30	37

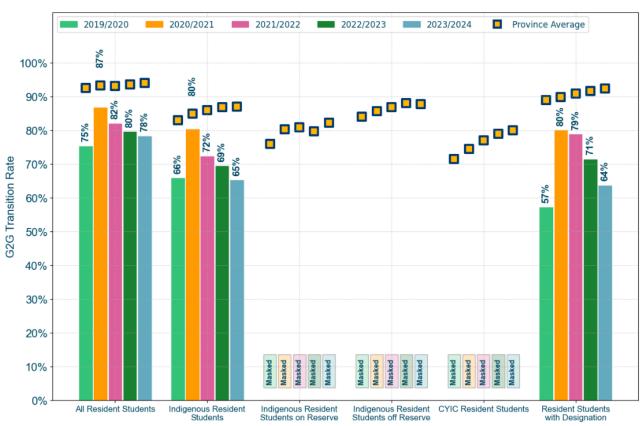
SD052 - Grade 10 to 11 Transition Rate



SD052 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	182	159	139	181	161
Indigenous Resident Students	117	102	83	111	92
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28	40	33	35	33

SD052 - Grade 11 to 12 Transition Rate



#### Measure 2.3: Grade to Grade Transitions Grade 10 to 11 Transition Rate

 What data points are missing or masked, and how has this been considered? (2022-2023 data)

Data for Indigenous students living on reserve and Children and Youth In Care is masked due to small numbers.

- What trends emerged from the analysis? What do these trends highlight for the district? All students, Indigenous students, Indigenous and Resident Students with Designations trended down in 2023-24. The data for SD52 falls slightly below the provincial average. Our data has more variation year to year than the Provincial average due to small cohorts of 130 to 150 students.
- What stories do the Transitions data and evidence reveal about the district's approach to supporting teaching and learning?

Historically, students are in their first year of the graduation program and if they are struggling they will be repeating Grade 10 courses, this will impact transitions data.

• What stories do the Transitions data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

School teams meet regularly to track how priority students are doing academically, social emotionally and with their attendance. Grade 10 is the year that students enter the Graduation program and have letter grades. If a student does not pass a course, they must repeat it. This has an effect on whether they transition to Grade 11.

#### **Grade 11 to 12 Transition Rate**

- What data points are missing or masked, and how has this been considered?

  Data for Indigenous Students living on reserve, Indigenous students off reserve and for Children and Youth In Care is masked due to low student numbers.
  - What trends emerged from the analysis? What do these trends highlight for the district?

This data is impacted by cohorts. If we draw a line from 2018-2019 to 2022-2023, we are trending down. We see that Indigenous students are transitioning at a lower rate than Non-Indigenous students, which was also the case last year. There was a slight decline from 80% to 78% in all students, and from 69%-65% for Indigenous students.

 What stories do the Transitions data and evidence reveal about the district's approach to supporting teaching and learning?

We will work with students until they have completed graduation, which means that some students may spend a second year in Grade 11 as in the year before.

What stories do the Transitions data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

The school district has implemented Indigenous Coach Mentors to support students on their path to graduation. We also have weekly meetings and graduation club for students as they get close to transition milestones. This data shows that there is still a need to have additional innovative strategies such as Coach Mentors or additional Indigenous Academic Graduation Teachers, in flexible roles that can support students individually with their completion goals.

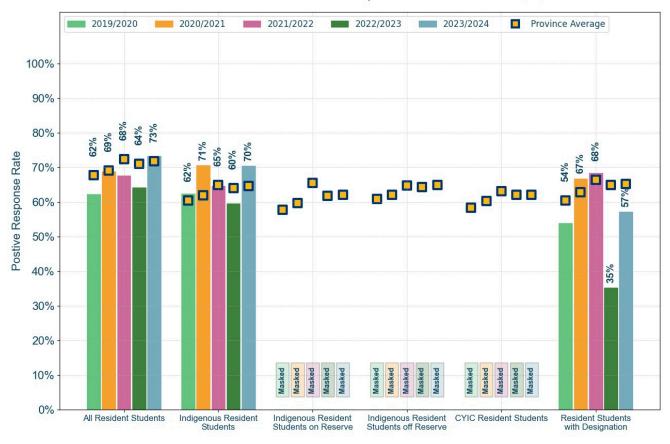
#### Human and Social Development Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure3.1:StudentsFeelWelcomeandSafe,andHave a Sense of Belonging at School

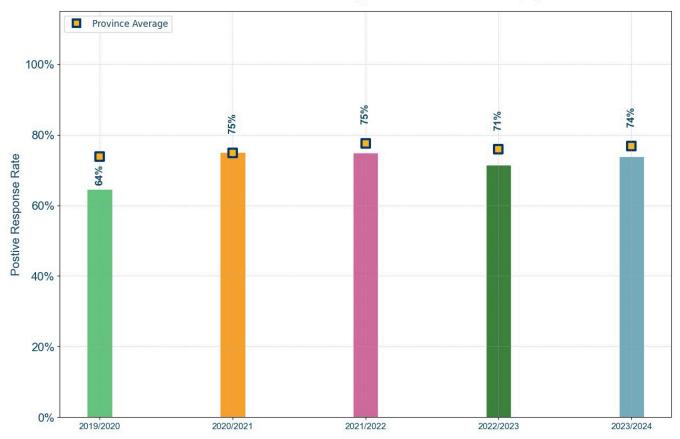
SD052 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	451   52%	392   59%	450   69%	430   60%	404   65%
Indigenous Resident Students	288   48%	263   50%	295   62%	261   56%	266   60%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	90   38%	73   52%	74   53%	76   47%	77   42%

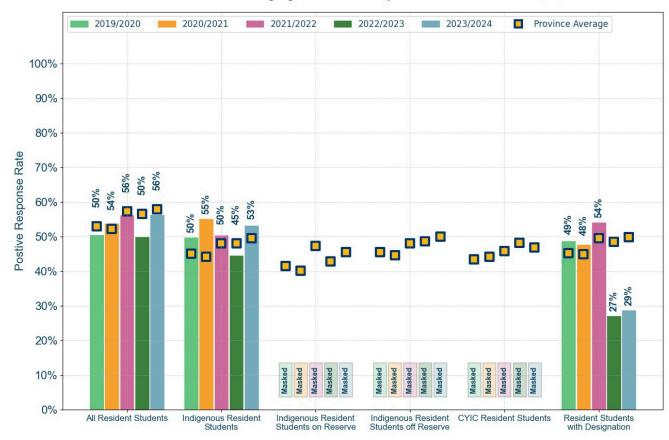
SD052 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



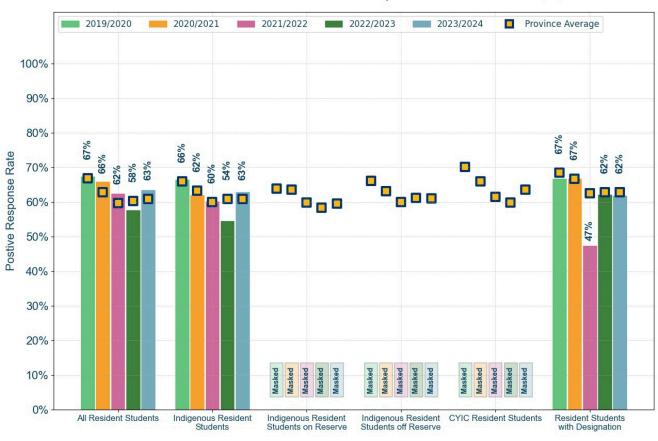




SD052 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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



SD052 - 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**

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

- Data for Children and Youth in Care and Indigenous Students Living on Reserve and Indigenous students off reserve is masked due to low numbers.
- Results show a higher percentage of students feel welcome than the provincial average for Indigenous students. SD52 is on par with the number of Non-Indigenous students who indicate feeling welcome.
- Data for Students with Diverse Abilities and Disabilities shows a slightly lower number of students feel welcome than the provincial average. However, this number has increased from 35%-57%.

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

- •Since 2019-20, SD52 has increased the data in positive responses to a question about feeling safe at school and maintained the data at approximately 75%.
- This being said, all students feeling safe is slightly below par with the provincial data so there is more work to do.

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

- Data for Children and Youth in Care and Indigenous Students Living on Reserve and Indigenous students off reserve is masked due to low numbers.
- Positive response for having a sense of belonging for all students is around 50 % and slightly lower than the provincial average.
- Indigenous resident students are above the provincial average at 53%.
- Students with diverse abilities and disabilities is trending much lower than the provincial average again.

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

- Data for Children and Youth in Care and Indigenous Students Living on Reserve and Indigenous students living off reserve is masked due to low numbers.
- Positive responses that 2 or more adults care in their school shows that we are similar to the provincial average and that Indigenous and All students have increased to above par.
- The data for Students with Disabilities and Diverse Abilities data is the same as last year.

#### Outcome 3: Feel Welcome, Safe and Connected Continued: Overall trends and learnings that emerged through the analysis and interpretation

- We are trending lower than the provincial average
- Data for Children and Youth in Care and Indigenous Students Living on Reserve is consistently masked due to low numbers of students.
  - Indigenous students are trending lower than All Students in most categories.
  - Students with diverse abilities and disabilities is trending down and lower than the
    provincial average again which we are curious and concerned about. We hope to gain more
    data on this through empathy interviews with individual students with diverse abilities and
    disabilities.

#### New areas for growth that emerged through the analysis and interpretation

- We are considering how to collect qualitative data from students and families at school wide events that helps uswith the "why" are students not feeling welcome, safe, like they belong or that there are 2 or more adults who care about them at school.
- We are continuing to collect data through our Indigenous Education Impact Initiative Inquiry Work at the Middle School and at Charles Hays Secondary School. There is also a Literacy and Numeracy Inquiry through NOIIE at Conrad Elementary School. We feel that this data will tell the story of how our students feel in their schools. An area for growth will be to collate that data to share for the AESL and with our rightsholders, and stakeholders in order to inform and adjust processes of support.

#### Existing areas for growth confirmed by the analysis and interpretation:

- We want all of our students to feel welcome, feel safe, feel like they belong and know that 2 or more adults care about them.
- An area for growth would be to understand why students do not feel welcome, safe, like they belong or know 2 or more adults care about them.

This summary will be used to inform the Annual Enhancing Student Learning Report.

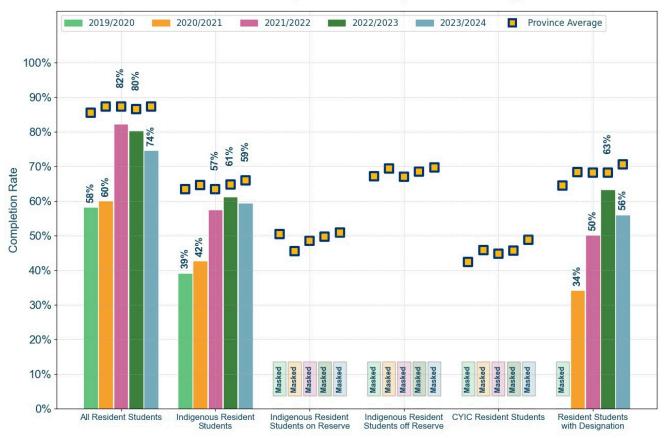
# Career Development Educational Outcome 4: Graduation

Measure4.1:AchievedDogwoodwithin 5 Years

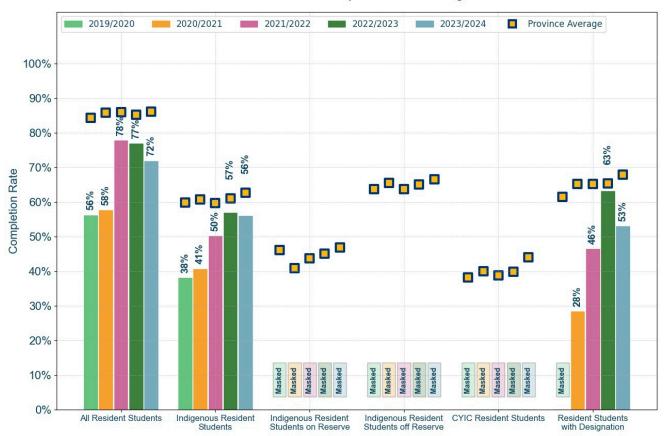
SD052 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	176   10	186   9	150   35	147   29	187   34
Indigenous Resident Students	112   7	116   5	91   21	89   17	109   20
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	37   2	36   8	33   6	41   7





SD052 - 5-Year Completion Rate - Dogwood



#### **Analysis and Interpretation**

#### **Outcome 4: Graduation**

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

- •CYIC, Students on reserve and students off reserve are all masked data points as is the trend in our district due to low numbers.
  - All students completion rates has decreased from 80%-74%
  - Achievement rates for Indigenous learners has slightly decreased from 61-59% for resident students
  - Resident students with designations has decreased from 63-56%

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

- CYIC, Students on reserve and students off reserve are all masked data points as is the trend in our district due to low numbers.
  - The data for Indigenous students and all students has remained somewhat stable:
  - All students declined from 77-72%
  - Indigenous students had a slight decrease from 57-56%
  - Resident students with designations decreased from 63-53%

#### **Outcome 4 Graduation: Continued**

#### Overall trends and learnings that emerged through the analysis and interpretation:

- The data is relatively similar to recent past years
- The data was trending upward in 2022-23 and has only slightly deviated with this trend.
- Over the past 5 years there has been slight increases that have been somewhat maintained since the lower numbers of 2019-2020

#### New areas for growth that emerged through the analysis and interpretation:

• We have fewer students on the Adult Dogwood and we will continue to advocate for all students to complete the Dogwood Diploma.

#### Existing areas for growth confirmed by the analysis and interpretation:

- We continue to have a gap between Indigenous and Non-Indigenous students which is a focus.
  - The achievement data has continued slightly below the provincial average
  - There are students not indicated in this data, that have returned for 1-2 courses in their sixth year to complete and achieve a full dogwood diploma. This is a positive outcome because in the past, some students may have chosen to complete an adult graduation instead. Therefore, there are more students choosing to complete the dogwood diploma in a 6 year graduation span.

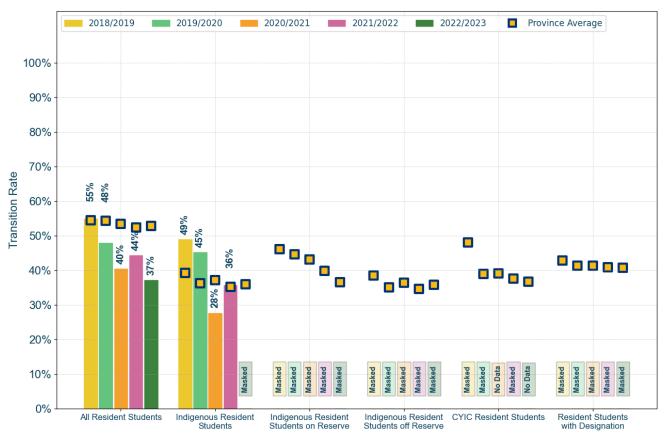
#### **Educational Outcome 5: Life and Career Core Competencies**

Measure 5.1: Post-Secondary Transitions

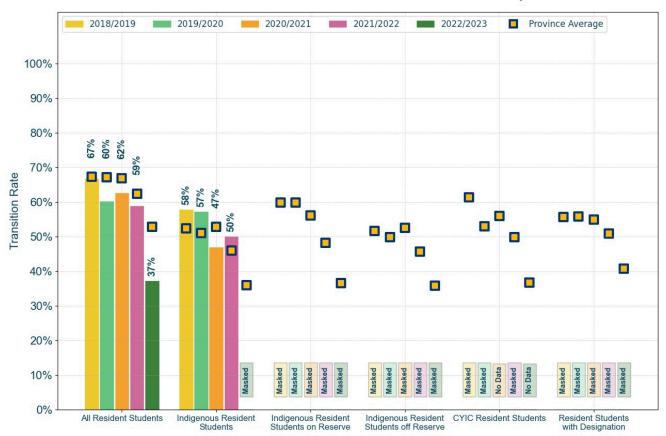
SD052 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	111	98	104	97	78
Indigenous Resident Students	45	42	47	42	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD052 - Immediate Transition to Post-Secondary



#### SD052 - Within 3 Years Transition to Post-Secondary



#### **Analysis and Interpretation**

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

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

- Data for Indigenous Students on Reserve, Indigenous students off reserve, Children and Youth in Care and Students with Designations are masked due to low numbers in the cohort.
  - Immediate transitions for Indigenous students increased from 28-36% in 2021-22.
  - Of our students that transition to post secondary, a significant amount continue into schools that are outside of BC and would not be included in this data.
  - Since 2016-2017, there has been gradual trend downwards but since 2020-2021 we are trending in a more positive direction. It will be interesting to see if that continues.
  - We are not much below the provincial average for All Students and we are trending higher for Indigenous students and Indigenous Students not living on reserve than the Provincial average.
  - Students that choose to take a "gap" year and work to prepare for post secondary would not be included in the immediate PSI data. As we are from a smaller rural community, this could be a contributor to the data as well.
  - Some students are also choosing industry specific localized training connected to local industries such as the Port of Prince Rupert rather than immediately leaving to become post secondary trained.

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

- Data for Indigenous Students on Reserve, Indigenous students off reserve, Children and Youth in Care, Students with Designations, and Indigenous resident students are masked due to low numbers in the cohort.
- The transition rate is trending down for All Students from 59-37%
- The data shows that within 3 years less students have transitioned to PSI. We are curious about this decline, as the rates for Indigenous learners was previously beyond the provincial average.
  - We wonder if the availability of BC connected Indigenous recruitment camps and programming has encouraged Indigenous learners to transition to PSIs in BC.
  - We are hopeful and curious as to whether the changes in dual credit offerings such as ECE will make a difference for learners in expanding toward education in PSIs.
  - We think additional dual credit opportunities and recruitment camps offered locally would encourage more students to pursue post secondary education locally.

#### **Outcome 5 Post Secondary Transitions Continued**

#### The new areas for growth that emerged through analysis and interpretation:

- School teams meet to ensure they are supporting students in priority populations and the Senior Leadership Team is asking teams to be more intentional in collecting data for priority students so we support improvement, and creating equity action plans school by school.
- A continued area for growth identified is to collect local data specific to these priority groups through a variety of approaches and teams working one to one with Indigenous learners, CYIC, and priority learners with designations to address specific barriers to equity.

#### Existing areas for growth confirmed by analysis and interpretation:

- Equity and reducing the learning gap between Indigenous and Non-Indigenous students is a priority and the work will continue as a district, and in school learning communities.
- Further focus on closing the gap for Indigenous Students on Reserve, Children and Youth in Care and for Students with Diverse Abilities and Disabilities is required.
- Achievement for Literacy and Numeracy continue to be below the provincial average and this is a priority overall, which is indicated in our SD52 Strategic Plans.