District Learning Plan 2022

Enhancing Student Learning Report 2022

In Review of 2017-2022 School District No. 73 (Kamloops-Thompson) District Strategic Plan

The 2022-2027 District Strategic Plan was approved by the Board on June 27, 2022

SCHOOL DISTRICT NO. 73
(Kamloops-Thompson)

District Context

In School District No. 73 (Kamloops-Thompson), we are grateful to be guests on the territory of seven Secwépemc First Nations: Tk'emlúps te Secwépemc, Sexqeltqin (Adams Lake Indian Band), Quaaout (Little Shuswap Lake Band) Sḵemtsin (Neskonlith Band), Simpcw, Pellt̓iq̓t (Whispering Pines Clinton Band), and Skítsesten (Skeetchestn Band). We commemorated the one-year anniversary of the announcement of the unmarked graves at the Kamloops Indian Residential School. In a first-time District Powwow at Tk'emlúps te Secwépemc, we were Cwesét-kt (Walking Together) to learn the truth from elders and knowledge keepers and to listen, learn, and co-create more hopeful futures.

Our District Strategic Plan 2017-2022 defined our work together for the last five years, and our mission and vision drove everyday actions – *We connect students to their future by transforming the way all partners collaborate to create relevant, innovative, and inclusive learning environments; our District vision – To be a dynamic school district achieving success for all students through a commitment to equity and excellence.* This plan was co-developed five years ago with students, staff, and community partners in the city of Kamloops, and the communities of Pinantan Lake, Heffley Creek, Sun Peaks, Barriere, Clearwater, Vavenby, Blue River, Logan Lake, Savona, Chase and Westwold.

Currently, students are learning in 48 schools, including alternate education and distance education programs as well as French immersion, International Baccalaureate, sports academies, trades programs, a K-12 fine arts school, Montessori, and an elementary science and technology school. We are excited to be one of 16 Provincial Online Learning Schools, and to have 144 childcare spaces in 2023.

Strategic Engagement and Strategic Priorities

We were in the final year of the 2017-2022 District Strategic Plan, so we engaged our community to co-develop the 2022-2027 District Strategic Plan approved by the Board of Education on June 27, 2022. We led ongoing engagement (2,000+ participants) over 10 months with the Aboriginal Education Council (AEC) as a primary partner. We met repeatedly to discuss what the seven First Nations and Métis Nations valued for their children. These conversations were synthesized for 33 student, parent, staff, and partner groups who contributed to our foundational framework including our mission (who we are), vision (where we aim to go), and our operational plan (how we will get there). Our journey is documented as a video, and a second video shows our process of developing the Seven Grandfather Teachings as central to our foundational framework.

Throughout our analysis of data and discussions about next steps for system-wide improvement, we aimed for high standards for all students through quality teaching and leadership. All levels of leadership collaborated to determine how to propel healthy and effective learning environments for all students and staff, and that will offer learning opportunities in which every person thrives in our diverse communities.

District leaders guided teams of school leaders to provide feedback on the operational framework (priorities, goals, objectives, strategies). We scanned multiple sources of evidence to see who had progressed at or above (green) and below (red) ministry and district standards.
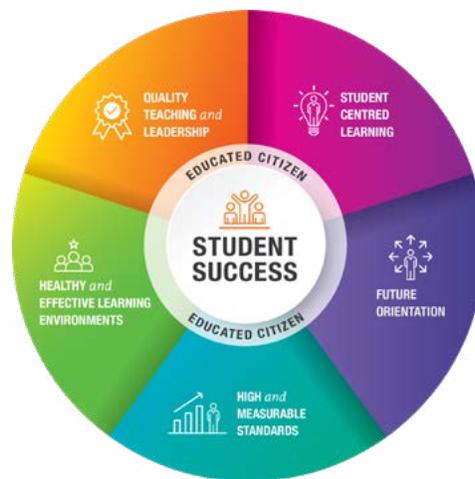
Our 2017-2022 District Strategic Plan was inspired by the then emerging BC Ministry of Education and Child Care's Framework for Student Learning policy which aims to develop educated citizens holistically: **intellectual development** (literacy, numeracy, transitions); **human and social development** (feel safe, welcome, sense of belonging and connectedness); and **career and life goals** (graduation and post-secondary). We articulated these shared commitments in **six priorities:**

Priority 1: Ensure that every student acquires strong foundational skills and core competencies.
Priority 2: Connect students to their passions.
Priority 3: Honour First Peoples' Principles of Learning and Aboriginal worldviews and perspectives.
Priority 4: Foster an inclusive, adaptable, accountable culture.
Priority 5: Strengthen partnerships to enrich the way we learn, lead, and work.
Priority 6: Ensure the sustainable use of resources.

Student Performance Data Analysis and Interpretation

INTELLECTUAL DEVELOPMENT: LITERACY

Students' literacy development is assessed in grades 4 and 7 (Foundational Skills Assessments), grades 10 and 12 (Graduation Literacy Assessments), and grades 1, 2, and 3 (SD73 Primary Reading Assessment). The strengths and areas of priority are identified in Fig. 1.0 and more detailed information is available in the Appendix.

Figure 1.0 Literacy Results

Strengths	Priorities
Early (Gr. 1-3) learners improved in reading by +12% (Gr. 1 to 2) and +2% (Gr. 2 to 3) **over 4 years**. **Intermediate (Gr. 4, 7) learners outperformed** (+2% to +4%) provincial peers in reading and writing. **Intermediate (Gr. 4, 7) and secondary (Gr. 10) Aboriginal learners outperformed** (+4% to +11%) provincial peers in **reading & writing** over 4 years. **Intermediate (Gr. 4,7) learners with diverse needs outperformed** (+3% to +5%) provincial peers in **writing** over 4 years.	**Early (Gr. 1–3) Aboriginal Learners underperformed in reading** compared to district peers over **4 years**. In 2020-2021, this gap continued (Gr. 1: -12%; Gr. 2: -17%; Gr. 3: -19%). **Intermediate (Gr. 4, 7) and secondary (Gr.10) Aboriginal learners underperformed** (Gr. 4: -7%; Gr. 7: -21%; Gr. 10: -2%) their district peers in **reading**. **Intermediate (Gr. 4, 7) learners with diverse needs slightly underperformed** (Gr. 4, -1%, Gr. 7, -2%) their provincial peers in **reading** over 4 years.

" Early reading has been a focus and priority in our district, and we have developed a primary reading assessment that is supporting teachers to know how to address students' needs earlier.

Grant Reilly, Assistant Superintendent, Early Learning and Elementary Education "

INTELLECTUAL DEVELOPMENT: NUMERACY

Students' numeracy development is assessed in grades 4 and 7 through the Foundational Skills Assessments (FSAs) and in grade 10 through the Graduation Numeracy Assessment. The strengths and areas of priority are identified in Fig. 2.0 and more detailed information is available in the Appendix.

Figure 2.0 Numeracy results

Strengths	Priorities
Gr. 3s participated in the District Numeracy Assessment over 4 years, and their **strengths** were **interpreting and solving problems**. **Aboriginal learners outperformed** (Gr. 4: +5%; Gr. 7: +7%; Gr. 10: +5%) their provincial peers, and this trend continued to a lesser extent 2020-2021. **Students in care experienced exceptional success** (Gr. 4, +16%, Gr. 7 +12%, Gr. 10 +14%) compared to their peers provincially over 4 years. **Secondary (Gr. 10) learners outperformed** (+4%) provincial peers over 4 years, and diverse learners had the greatest improvement (+16%) in 2020-2021.	**Only 30% of Gr. 3-6 learners** were **proficient/extending** on the District Numeracy Assessment over the last year, and **intermediate (Gr. 4, 7)** learners **performed slightly below (-1%)** their provincial peers on the provincial assessment. **SD73 Intermediate (Gr. 4, 7) Aboriginal students** compared to **SD73 non-Aboriginal students** experienced an **ongoing gap** (Gr. 4: -22%; Gr. 7: -15%; Gr. 10: -40%) in 2020-2021. **SD73 Intermediate (Gr. 4, 7) Aboriginal students** compared to **SD73 non-Aboriginal students** experienced an **ongoing gap over 4 years and which continued in 2020-2021** (Gr. 4: -22%; Gr. 7: -15%; Gr. 10: -40%)

INTELLECTUAL DEVELOPMENT: GRADE-TO-GRADE TRANSITIONS

Students' progress through grades year to year, and these results assist us to know if our students are progressing on time. The strengths and areas of priority are identified in Fig. 3.0 and more detailed information is available in the Appendix.

Figure 3.0 Grade-to-Grade Transitions Results

Strengths	Priorities
Secondary students (Gr.10 to 11, Gr. 11 to 12) typically **transitioned at the generally the same rate** as their provincial peers. **Aboriginal students outperformed** (Gr. 10-11: +1% over 4 years; Gr. 11-12: +2% in 2020-2021) the province.	**Students who have diverse needs fell behind** (-1% to -6%) their provincial peers, and in 2020-2021, this trend was pronounced for those in care (Gr. 10-11: -10%; Gr. 11-12: -6%). **SD73 Aboriginal students were more likely not to transition** to the next grade compared to SD73 non-Aboriginal students over 4 years and in 2020-2021. Our District analysis shows that **11% of students withdrew in Gr. 11 and 9% were in Gr. 8-10.**

HUMAN AND SOCIAL DEVELOPMENT: SAFE, WELCOME, BELONGING, CONNECTED

We assessed what students had to say about feeling safe, welcome, and having a sense of belonging and feeling connected to adults in school. We used these results to create environments and implement practices that were designed to improve the potential for all students to have positive experiences in school. The strengths and areas of priority are identified in Fig. 4.0 and more detailed information is available in the Appendix.

Figure 4.0 Feel Safe, Welcome, Sense of Belonging and Connected (Two+ adults who care) Results

Strengths	Priorities
Feeling Welcome: Aboriginal students felt as welcome (=) in our schools as peers provincially over 4 years and more welcome (+1% to +8%) in 2020-2021.	**Feeling Welcome:** Over four years, Gr. 4-12 students felt slightly less welcome (average of -4%) in schools than students provincially.
Sense of Belonging: Gr. 4, 10 and 12 students felt an improved (+3%) sense of belonging in 2020-2021 compared to their provincial peers. Gr. 4, 7 and 12 Aboriginal students felt a greater sense of belonging (+3% to +10%) than their peers provincially. Students who have diverse needs experienced an improved sense of belonging (Gr. 4: +10%; Gr. 7: +1%; Gr.12: +6%) in 2020-2021.	**Feeling Safe**: Gr. 4-12 students felt somewhat less safe (-2% to -4%) than students provincially, and the greatest decline (-2%) is from Gr. 4 to Gr. 10.
	Sense of Belonging: Over 4 years, there was a downward trend from Gr. 4 (=) to Gr. 7 (-1%) to Gr. 10 (-3%) and an improved sense of belonging (-1%) by Gr. 12. SD73 Aboriginal students when compared to SD73 Non-Aboriginal students had a poorer sense of belonging (-7%, 4-year trend).
Two+ adults who care: Students continued to identify two or more adults who cared at all grades except for Gr. 12 in 2020-2021, and there was improvement in Gr. 4 (+8% for Aboriginal students; +2% for students with diverse needs).	**Two+ adults who care:** There was a 4-year decline from Gr. 4 (-8%) to Gr. 7 (-7%) to Gr.10 (-16%) to Gr. 12 (-40%) and the greatest change is from intermediate to secondary.

"
We seek student voice through several student leadership groups as a key strategy to learn how to create safe, welcoming environments in schools that promote inclusivity and a true sense of belonging and connectedness.

Vessy Mochikas, Assistant Superintendent, Inclusive Education
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"
We have concentrated on numeracy professional learning in our district for the last five years, and students experience greater success when these strategies are applied.

Bill Hamblett, Assistant Superintendent, Secondary Education
"

CAREER DEVELOPMENT: STUDENTS WILL GRADUATE

Students who achieve a BC Certificate of Graduation Dogwood Diploma within 5 or 6 years of starting grade 8 are more likely to enter a career than those who do not, so we assess graduation rates as one indicator of career development success. The strengths and areas of priority are identified in Fig. 5.0 and more detailed information is available in the Appendix.

Figure 5.0 Graduation Results (Provincial)

Strengths	Priorities
SD73 exceeded (+3%) the Provincial 5-Year Completion Rate over the last 4 years.	**SD73 Aboriginal students** were less **likely to complete high school in 5 years** (-18%) **or 6 years** (-14%) than SD73 Non-Aboriginal students over 4 years.
Aboriginal learners outperformed (+12%) their provincial peers over 4 years.	
Students with diverse needs graduate at the **same or better rate than (+3)** their provincial peers.	

> In SD73, we have focused on connecting students to their career passions and pathways to inspire them to complete high school.
>
> Rick Kienlein, Director, Secondary Education

CAREER DEVELOPMENT: LIFE COMPETENCIES

Students will have the core competencies to achieve their life and career goals, which includes transition to post-secondary education. Immediate transition rate refers to students who are eligible to transition to a BC public post-secondary institution program in the year following graduation. Three-year transition rate refers to the portion of students who have transitioned to a BC public post-secondary institution program within three years of graduation. The strengths and areas of priority are identified in Fig. 6.0 and more detailed information is available in the Appendix.

Figure 6.0 Transition to Post-Secondary Results (Provincial)

Strengths	Priorities
Immediate transition rates: SD73 Aboriginal students have steadily increased their transition into post-secondary programs for the past five years.	**Immediate transition rates:** SD73 students have are **below (-7%)** the province for the past five years. **SD73 students with diverse needs have been less likely** (-8%) to transition to post-secondary compared to their provincial peers.
Three year transition rates: SD73 Aboriginal students surpassed their peers provincially.	**Three-year transition rates:** SD73 students have **trended below (-5%)** their peers provincially. **SD73 students with diverse needs are somewhat less likely (-4%)** to attend a post-secondary than their peers provincially.

District Successes and Emerging Areas of Need

Literacy. Elementary and secondary literacy practices have resulted in continuous growth for all students compared to their peers provincially. We will continue to focus on sharing writing practices that have resulted in our students outperforming their provincial peers and early reading practices that are leading to notable growth for grades 1-3 students. We will explore research-based reading practices for Aboriginal students and students who have diverse needs starting in early grades and we will focus on phonics and vocabulary instruction in primary, and vocabulary and inferential strategies in secondary.

Numeracy. Numeracy has been a professional learning focus for all schools for multiple years, which has contributed to SD73 students outperforming their peers provincially, especially in grade 10 and for Children and Youth in Care and Aboriginal students compared to their peers provincially. We have found that learners who have diverse needs or who are Aboriginal are more likely to struggle very early in numeracy. We will explore early numeracy assessments and practices to uncover how best to move learning forward for all students.

Grade-to-Grade Transitions. SD73 students typically transition from grades 10 to 11 and grades 11 to 12 at a rate parallel to their provincial peers. We will examine what is happening for SD73 students who have diverse needs and who are in care. We have found that those struggling to stay in school began in grades 8-10. We will examine students' experiences and learn what they identify as necessary to avoid disconnection and early withdrawal from school.

Feel Safe, Welcome, a Sense of Belonging and Connectedness. Over four years, SD73 students in grades 4-12 have a similar sense of safety, feeling welcome, and a sense of belonging and connectedness as students provincially. We aim to understand what contributed to SD73 Aboriginal students feeling more welcome in our schools than their peers provincially, especially last year. The same single upward increase happened last year for students who have diverse needs. This is important because students who are Aboriginal do not feel as safe, welcome or that they belong when compared to non-Aboriginal students in our district. The same gap exists for students who have diverse needs and Diagnosed Disabilities. If we can identify what was done to reverse negative trends for these students, we hope to transfer and improve students' social-emotional experiences in school.

As well, students experience a return to or exceed provincial norms in all areas (feeling safe, welcome, belonging, connectedness) by grade 12, and the largest decline is between elementary to secondary school (Gr. 10). We will explore this pattern to determine what is happening for students and what might contribute to reversing the downward trend earlier. Additionally, SD73 has conducted a successful social-emotional learning pilot in which whole school staffs have learned about differentiated practices to support students with the domains of social-emotional learning. This whole staff approach has been very successful in building staff language, practices, and leadership in those schools and students' reports of feeling safe, welcomed, cared for, and that they belong. We are expanding this pilot at the request of school principals.

Career Education and High School Completion. Our most notable achievement over 15+ years has been continuous improvement in high school completion for all students, and especially for Aborginal students (Fig. 1.0):

Figure 1.0 SD73-5-year and 6-Year High School Completion Rates for Indigenous and non-Indigenous Students

SD73 Kamloops-Thompson / BC Public School / Indigenous															
5 Year Indigenous Completion Rates															
2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
39.8%	45.6%	44.4%	47.8%	45.8%	55.7%	59.9%	57.8%	62.5%	62.3%	66.2%	69.8%	73.8%	77.1%	70.5%	72.4%
6 Year Indigenous Completion Rates															
48.3%	54.2%	50.2%	57.3%	54.9%	64.4%	69.0%	66.7%	68.7%	73.0%	75.6%	78.5%	78.2%	84.1%	78.7%	80.8%
SD73 Kamloops-Thompson / BC Public School / Non-Indigenous															
5 Year Non-Indigenous Completion Rates															
82.6%	80.2%	78.7%	80.1%	80.1%	79.0%	80.6%	79.6%	85.3%	85.6%	87.0%	90.7%	89.3%	92.1%	92.9%	91.8%
6 Year Non-Indigenous Completion Rates															
85.5%	82.7%	81.8%	81.6%	82.8%	81.3%	83.5%	83.7%	89.4%	89.3%	88.6%	93.9%	90.7%	94.8%	95.7%	94.4%

We attribute the change from red to green as committing to and taking an active part in the Ministry's Equity Project. Through it, school lead teams received professional development focused on the four pillars of the equity scan and were provided with strategies to meet students' academic, social, emotional and cultural needs. SD73 and the Aboriginal Education Council were updating the Aboriginal Education Enhancement Agreement and continuing to focus on meeting the unique needs of each local First Nation community. A pilot project used in 2021-2022 consisted of implementing Aboriginal intervention teachers who provided one-to-one student support in reading, writing, and numeracy. In addition, partnership opportunities (homework clubs, tutoring, summer school) and parent engagement sessions have assisted student success. We are starting our 2022-2023 school year by working with the Ministry's Equity in Action lead, Joe Heslip, and our school and district leaders to deepen our understanding of equity.

When reviewing the 5-Year and 6-Year school completion data from the past several years, we compared the rate at which SD73 Aboriginal students and SD73 non-Aboriginal students complete high school. We recognize that there is a notable gap. Specifically, SD73 male Aboriginal learners are over-represented in non-completion and these students most often left their catchment area school to attend an alternate school setting between grade 8 and grade 10. This information was shared with secondary school leaders with a request for them to identify male Aboriginal learners in grades 8-10 and to track their progress to connect with students earlier and determine optimal programming opportunities and services. SD73 hired three Aboriginal outreach workers and an Aboriginal graduation support teacher to specifically connect with students and families who were not fully engaged in school and/or at risk of not graduating. These staff members provided academic, social, emotional and cultural support and connected students to their home schools and community support.

> We have made continual gains in Aboriginal students' high school completion rates by working in close partnership with the Aboriginal Education Council to set goals that come from parents, students, and staff. The goals reflect what is most important to the respective communities.
>
> Mike Bowden, District Principal, Aboriginal Education

Moving Into Action: Adjustments and Adaptations

We have met as district and school leaders to co-develop action plans to consider next steps in system wide improvement. These action steps are a starting point for us to engage and assess progress throughout the 2022-2023 school year.

To improve literacy, we will:

- Build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identities through collaboration with Aboriginal and Inclusive Education, and Curriculum Departments.

- District literacy coordinators work with Aboriginal learners identified as needing support or work with Language Arts Resource Teachers to support those students.

- Use proficiency-based assessments to identify learner needs and determine areas of focus for classroom instruction and intervention.

- Focus on the components of reading, particularly phonics and vocabulary instruction in early learning, and vocabulary and inferential strategies in secondary.

- Emphasize interconnections of all aspects of literacy (oral language, reading, and writing).

- Integrate literacy instruction across a variety of content areas in secondary schools.

To improve numeracy, we will:

- Build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identities through collaboration with Aboriginal and Inclusive Education, and Curriculum Departments.

- Use proficiency-based assessments to identify learner needs and determine areas of focus for classroom instruction and intervention.

- Enhance instruction of number sense, geometric thinking, and spatial reasoning in primary classes.

- Focus on the analysis and communication strands of the numeracy cycle to build thinking classrooms in intermediate classes.

- Integrate numeracy instruction across a variety of content areas in secondary schools.

To improve grade-to-grade transitions, we will:

- Continue with the intake process into alternative education programs to involve the Inclusive Education Services and Aboriginal Education District Team to provide support for students and families.

- Examine the intake process for @KOOL for part-time and full-time programming to determine why students are leaving their current school to attend @KOOL.

- Identify struggling learners to support them to reach success (monitoring attendance, bringing students back to school who have been away, low or failing grades).

- Increase the data literacy of school leaders and teachers by providing student data dashboard in-service training to monitor student progress from grade to grade.

- Increase opportunities for elementary-aged students to work directly with secondary-aged students.

- Improve communication with parents about student progress by publishing individual student Diploma Verification Reports and providing in-services to parents on how to track progress.

To improve feeling safe, welcome, having a sense of belonging and two or more adults who care, we will:

- Implement Social-Emotional Learning (SEL) strategies with First Peoples Principles of Learning, and Seven Grandfather Teachings so that students and staff are familiar with how these domains (self awareness, self management, social awareness, relationships skills and responsible decision-making) support students to manage their emotions which promotes safety for themselves and others, and increases their social skills and self regulation skills to remain in their classrooms and develop a sense of belonging.

- Build staff capacity for incorporating SEL with First Peoples Principles of Learning, and Seven Grandfather Teachings through distribution of a comprehensive SEL/Mental Health (Mental Health Literacy and Mental Well-Being as per the PHE BC Curriculum) scope and sequence with evidence-based, developmentally appropriate resources.

- Provide support to school leaders to collaboratively establish targeted strategies for supporting students identified as feeling unsafe, unwelcome, or a low sense of belonging or connection within their school community.

- Broaden Inclusive Sexual Health Education instruction for grades K-7 and expand opportunities for parent/caregiver engagement.

- Increase knowledge of language translation opportunities for school communities to proactively address cultural and linguistic inequities.

- Continue to support students with mental health and substance use issues at all levels of intervention.

- Implement well-being training programs for adults leading our system with attention to cultural safety and humility.

- Continue supporting Indigenous students and families through counseling, advocacy, cultural support, and outreach within the schools.

- Continue providing resources, and opportunities for students and staff from diverse backgrounds to see themselves represented in their curriculum and schools, to foster a positive sense of identity and community.

□ Implement a human rights/diversity framework that supports students and staff to understand racism, discrimination, sexism, harassment, homophobia and transphobia to promote safety and humility, and positive personal identity.

To improve graduation and post-secondary transition rates, we will:

□ Differentiate learning supports (universal, targeted, intensive) to increase high school completion for identified struggling learners.

□ Create transition plans back into regular, consistent programming when students attend alternative programs, enroll in a new school, or attend a part-time program.

□ Introduce grades 5-7 students to post-secondary environments.

□ Support diverse and under-represented learners and their parents/legal guardians as partners to participate in career exploration.

□ Provide opportunities for parents and caregivers to develop their capabilities to support students' choices related to course planning, education and career planning.

□ Collaborate as district and school leaders with families and Band Coordinators to explore all options for core courses (e.g., Apprenticeship and Workplace Math vs. Foundations Math).

Alignment for Successful Implementation

School leaders are working with district leaders to share practices that will increase student learning successes, especially for those students who have historically underperformed compared to provincial and district peers. We have spent time each month working together to engage in sharing draft school learning plans and offering peer feedback. School leaders will continually revise their plans this year based on that feedback and input from their staff, parents, Aboriginal Education Coordinators, and community partners. This is a year of developing action plans at school and district levels that are lived, shared, and revised to ensure that what we undertake system-wide truly impacts student and staff learning and well-being.

Conclusion

In SD73, we are committed to continual improvement through knowledge mobilization of promising practices shared within and between schools and departments, neighbouring districts, and at provincial, national, and international venues for ongoing learning.

Appendix A: Summary Tables of Provincial and District Data

We have prepared a detailed Appendix B and summarized the information for each area below.

A.   LITERACY

FSA Provincial Results 2017-2021 (4-year)	Gr. 4 Reading	Gr. 7 Reading	Gr. 4 Writing	Gr. 7 Writing	Gr.10 Literacy
ALL SD73 Students vs. ALL Students Province	0	+2	+4	+2	-3
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+4	+6	+8	+7	+11
SD73 Diverse Needs vs. Provincial Diverse Needs	-1	-2	+5	+3	+3
SD73 Aboriginal vs. SD73 Non-Aboriginal	-12	-15	-10	-7	-5

FSA Provincial Results 2020-2021	Gr. 4 Literacy	Gr. 7 Literacy	Gr. 10	Gr. 12
ALL SD73 Students vs. ALL Students Province	-1	-1	+1	Forthcoming
SD73 Aboriginal Students vs. Provincial Aboriginal Students	0	+7	+18	Forthcoming
SD73 Diverse Needs vs. Provincial Diverse Needs	-9	-3	+13	Forthcoming
SD73 Aboriginal vs. SD73 Non-Aboriginal	-18	-15	-2	Forthcoming

DISTRICT PRIMARY READING ASSESSMENT	Gr. 1	Gr. 2	Gr. 3
ALL Grade 1, 2, and 3 Students % Proficient and Above **(4-year trend)**	47%	59%	61%
ALL Grade 1, 2, and 3 Students % Proficient and Above **(2020-2021)**	44%	58%	58%
Non-Aboriginal 1, 2, and 3 Students % Proficient and Above **(4-year trend)**	49%	61%	64%
Aboriginal Learners Gr. 1, 2, 3 Students % Proficient and Above **(4-year trend)**	36%	48%	50%
Non-Aboriginal 1, 2, and 3 Students % Proficient and Above **(2020-2021)**	46%	61%	62%
Aboriginal Learners Gr. 1, 2, 3 Students % Proficient and Above **(2020-2021)**	34%	44%	43%

B. NUMERACY

NUMERACY RESULTS 2017-2021 (4-year trend)	Gr. 4 FSA	Gr. 7 FSA	Gr. 10
SD73 ALL Students vs. Province ALL Students	-1	-1	+4
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+5	+7	+5
SD73 Diverse Needs vs. Provincial Diverse Needs	-8	-5	+5
SD73 Aboriginal vs. SD73 Non-Aboriginal	-15	-20	-21
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	+16	+12	+14

NUMERACY RESULTS 2020-2021	Gr. 4 FSA	Gr. 7 FSA	Gr. 10
SD73 ALL Students vs. Province ALL Students	-2	-5	+18
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+1	+2	+2
SD73 Diverse Needs vs. Provincial Diverse Needs	-13	-11	+16
SD73 Aboriginal vs. SD73 Non-Aboriginal	-22	-15	-40
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	No Data	No Data	No Data

C. GRADE-TO-GRADE TRANSITIONS

Secondary Transitions 2017-2021 (4-year trend)	Gr. 10 to Gr. 11	Gr. 11 to Gr. 12
SD73 ALL Students vs. Province ALL Students	0	-2
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+1	0
SD73 Diverse Needs vs. Provincial Diverse Needs	-1	-6
SD73 Aboriginal vs. SD73 Non-Aboriginal	-4	-9
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	0	-8

Secondary Transitions 2020-2021	Gr. 10 to Gr. 11	Gr. 11 to Gr. 12
SD73 ALL Students vs. Province ALL Students	+1	-1
SD73 Aboriginal Students vs. Provincial Aboriginal Students	0	+2
SD73 Diverse Needs vs. Provincial Diverse Needs	-2	-2
SD73 Aboriginal vs. SD73 Non-Aboriginal	-4	-5
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	-10	-6

D.   FEEL SAFE

Provincial Assessment Feel Safe	All Writers		Gr. 4		Gr. 7		Gr. 10		Gr. 12	
2017-2021 and 2021-2022	4 Years	2020-21	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21
SD73 ALL vs. Province ALL	-3	-4	-2	-1	-3	-6	-4	-7	-4	-6

District Assessment Feel Safe	Canadian Norm elem/sec.	SD73 elem/sec.	Gr. 4 elem	Gr. 5 elem	Gr. 6 elem	Gr. 7 elem	Gr. 8 sec	Gr. 9 sec	Gr. 10 sec	Gr. 11 sec	Gr. 12 sec
Feel Safe	64/66	66/55	54	57	54	54	54	57	54	54	57

E.   FEEL WELCOME

Feel Welcome	All Writers		Gr. 4		Gr. 7		Gr. 10		Gr. 12	
2017-2021 (4-year trend) 2021-2022 (Last year)	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21
SD73 ALL vs. Province ALL	-3	-2	-4	-1	-2	-4	-3	-3	-3	-2
SD73 Aboriginal vs. Provincial Aboriginal	0	+1		+8		-2		-4		-2
SD73 Diverse vs. Provincial Diverse	-4	-3		-1		+3		-7		-2
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	-4	-5								

F.   SENSE OF BELONGING

School Belonging	All Writers		Gr. 4		Gr. 7		Gr. 10		Gr. 12	
2017-2021 (4-year trend) 2021-2022 (Last year)	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21
SD73 ALL vs. Province ALL	-12	-10	0	+3	-1	-4	-3	+3	-1	+3
SD73 Aboriginal vs. Provincial Aboriginal	-9	-7		+10		+3		-1		+4
SD73 Diverse vs. Provincial Diverse	-14	-11		+10		+1		-4		+6
SD73 Aboriginal vs. SD73 Non-Aboriginal	-6	-7	-2	+2	-7	-3	-8	-15	-11	-8
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	-1	-5								

DEWRS-District Assessment	Canadian Norm	SD73 elem/sec.	Gr. 4 elem	Gr. 5 elem	Gr. 6 elem	Gr. 7 elem	Gr. 8 sec	Gr. 9 sec	Gr. 10 sec	Gr. 11 sec	Gr. 12 sec
Belonging	77/65	66/59	73	66	63	61	59	60	57	58	60

G. TWO OR MORE ADULTS WHO CARE

Two or More Adults Who Care	All Writers		Gr. 4		Gr. 7		Gr. 10		Gr. 12	
2017-2021 (4-year trend) 2021-2022 (Last year)	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21	4 Year	2020-21
SD73 ALL vs. Province ALL	+1	+1	-8	+1	-7	+2	-16	+1	-40	-1
SD73 Aboriginal vs. Provincial Aboriginal	-1	-3		+8		-4		-6		-2
SD73 Diverse vs. Provincial Diverse	-1	-1		+2		+1		-2		0
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	+1	-5								

H. CAREER DEVELOPMENT: STUDENTS WILL GRADUATE

Percentage of Students Who Completed with a BC Certificate of Graduation Dogwood Over (5) Years	4-year Trend	Last year
SD73 ALL Students vs. Province ALL Students	+3	+1
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+12	+9
SD73 Diverse Needs vs. Provincial Diverse Needs	+3	-1
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	+7	+9
SD73 Aboriginal vs. SD73 Non-Aboriginal	-18	-19

Percentage of Students Who Completed with a BC Certificate of Graduation Dogwood Over (6) Years	4-year Trend	Last year
SD73 ALL Students vs. Province ALL Students	+2	+1
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+10	+8
SD73 Diverse Needs vs. Provincial Diverse Needs	-2	-3
SD73 Aboriginal vs. SD73 Non-Aboriginal	-14	-14

I. CAREER DEVELOPMENT: LIFE COMPETENCIES

Percentage of Students Who Transition to BC Post-Secondary Institution within 1 year of Graduation	4-year Trend	2019-2020
SD73 ALL Students vs. Province ALL Students	-7	-8
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+3	0
SD73 Diverse Needs vs. Provincial Diverse Needs	-8	-18
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	-8	-4

Percentage of Students Who Transition to BC Post-Secondary Institution within 3 years of Graduation	4-year Trend	2017-2018
SD73 ALL Students vs. Province ALL Students	-5	-3
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+1	+3
SD73 Diverse Needs vs. Provincial Diverse Needs	-4	-4
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	-2	+10