



Cariboo-Chilcotin School District
Enhancing Student Learning Report

2021-2022 School Year

Year 1 of 3 Year Strategic Plan for Learner Success



APPROVED BY THE BOARD OF EDUCATION SEPTEMBER 27, 2022



DISTRICT CONTEXT

School District No. 27 (Cariboo-Chilcotin) is proud to care for approximately 4600 students from Kindergarten to Grade 12 in 24 schools. We are a large [geographic area](#) roughly the size of New Brunswick in the beautiful interior of BC. The school district supports approximately 1400 Indigenous learners, as off-reserve, Métis, Inuit and community-based learners from 12 communities, which include Tsideldel First Nation (Alexis Creek Band), Tl'etinqox Government (Anaham Band), Yunesit'in Government (Stone Band), Tl'esqox (Toosey Band), Xeni Gwet'in First Nation (Nemiah Valley), ?Esdilagh (Alexandria Band), Tsq'escen' (Canim Lake Band), Stswecem'c/Xget'tem (Canoe Cree/Dog Creek Band), Esk'etemc First Nation (Alkali Lake), Xats'ull (Soda Creek First Nation), T'exelc (Williams Lake First Nation) and Ulkatchot'en (Ulkatcho First Nation).



School District No.27 continues to engage with the communities we serve and strives to increase collaboration, communication and capacity through ongoing efforts of the Board of Education, Senior Team, School Leadership, teachers, support staff and our work with other community partners/agencies.

School District No. 27 has been engaged in a comprehensive review and rebuilding of all systems, structures, and practices following the appointment by the Ministry of Education of a Special Advisor in 2018. We have a largely new Board of Education and a new senior leadership team with a wealth of experience from other districts and sectors. All efforts are laser focused on enhancing student learning and outcomes. The district is undertaking massive and rapid change toward achieving our goals.



CURRENT STRATEGIC PLAN PRIORITIES

Key Focus Areas for Growth



Seven key focus areas for growth in our district emerged from review of student achievement and school experience data, reflections on the findings and recommendations of the Equity Scan, stakeholder and community input, and examination of our internal processes and practices. These are **collective responsibility**, **instructional capacity**, **leadership capacity**, **systems thinking**, **indigenous learning and culture**, **inclusive learning communities**, and **place-based learning**. These are high leverage improvement areas that will make a difference across our district and remain priorities in this second year of our plan. Our approach is to build capacity in our staff, systems, and infrastructure so we can engage in more effective practices and, as a result of those better ways of doing things, students will have enhanced experiences and services and their outcomes will improve. We have specific action planned around each focus and are regularly reviewing progress. We will continue to celebrate examples and success stories on our [website](#).



STRATEGIC ENGAGEMENT

The engagement with the school and greater communities that led to the strategic plan is set out in the plan itself on our [website](#). Throughout the first year of the plan we continued to provide regular updates with the opportunity for questions and input at public committee meetings and at the monthly First Nation Education Council (FNEC) table. In-person FNEC meetings resumed in June and we look forward to continuing those this year with expanded opportunities for involvement with planning. We have signed seven Local Education Agreements with First Nation communities and another two are in development. We partnered last Fall with [Communities That Care](#) on a survey of local youth risk and protective factors and are planning a community response to the needs that emerged. We are sharing our [collective responsibility framework](#) widely with agencies and organizations to guide our partnerships and interactions.



DISTRICT SUCCESSES

We made significant improvements in the first year of our strategic plan that will lead to greater success for learners in the future. A few of the highlights include:

- Teacher engagement in a robust professional learning series focused on Truth and Reconciliation, literacy, numeracy, and diversity
- 38 teachers received ongoing support from itinerant helping teachers
- Early childhood educators and primary teachers connected through professional learning in the [BC Early Learning Framework](#)
- Increased cultural awareness and engagement with Indigenous learning in schools including: welcome back drumming, local [Independent Directed Studies \(IDS\) framework](#) for accrediting cultural and community learning, cross-cultural professional development for teachers, Indigenous presence and resources on website and staff portal, more elder and knowledge keeper led learning in schools and on the land
- Improved communication and collaboration between schools and First Nation communities about individual students and how to support them
- District Day with all staff learning about Truth and Reconciliation from Dr. Kevin Lamoureux and gifted the book *Speaking Our Truth* to learn about the history and effect of residential schools
- Implementation of [Everyday Anxiety Strategies for Educators \(EASE\)](#) K-12 with more than 200 teachers trained in the curriculum
- Proliferation of outdoor and [place-based learning](#)
- [Collective Responsibility Framework](#) introduced to schools and partners, and School Based Team (SBT) role, function, and referral process fully aligned with model
- Schools growing capacity and ownership of programs and services at their sites (e.g. Strong Start, Indigenous Education, Youth Engagement Workers)
- Principals leading evidence-based learning conversations and collaborative planning with staff
- Modernization of finance, human resources, and transportation systems
- Year two of technology roadmap completed; key security upgrade implemented including firewall upgrades and a new wireless security solution
- Detailed needs assessment completed in Operations and Transportation for a five-year capital plan





STUDENT PERFORMANCE DATA ANALYSIS AND INTERPRETATION

This report provides a summary and brief analysis of the Framework For Enhancing Student Learning (FESL) measures. The complete set of [BC Education system performance data](#) is available online for the province and individual districts.

INTELLECTUAL DEVELOPMENT

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

The [Foundations Skill Assessment](#) (FSA) is a provincial assessment of student performance in the literacy and numeracy skills of the BC curriculum. It is administered in Grades 4 and 7. Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020 when it is normally scheduled. It is not advisable to directly compare the results of that year’s FSA administration to other years. The FSA was also changed in 2020/21 from separate reading and writing assessments to a combined literacy assessment. Although the Ministry states that it is possible to compare the redesigned FSA results to previous years’ results, we began our data set for this assessment with 2021/22 for consistency



On Track or Extending	2021/22
All Resident Students	66%
Indigenous Students	Masked
Status - Off Reserve	Masked
Status - On Reserve	Masked
Children/Youth In Care	Masked
Students with Disabilities/Diverse Abilities	70%

FSA Literacy Gr 4

The percentage of SD 27 Grade 4 students on-track or extending in literacy on the most recent FSA is 9% lower than the provincial average. District results for Indigenous students and children in care are masked for privacy due to the small sample size of these groups but it interesting to note that on the 2019/20 Reading FSA the result for Indigenous students was higher than the overall result for SD 27. That is promising. The result for SD 27 students with disabilities or diverse abilities is 6% higher than the provincial result for the same group.



On Track or Extending	2021/22
All Resident Students	63%
Indigenous Students	50%
Status - Off Reserve	57%
Status - On Reserve	31%
Children/Youth In Care	Masked
Students with Disabilities/Diverse Abilities	27%

FSA Literacy Gr 7

For grade 7 students the overall SD 27 result is 10% lower than the provincial average. SD 27 Indigenous student results are comparable to the province. District results for children in care are masked for privacy due to the size of this group. The result for students with disabilities and diverse abilities is significantly lower than the provincial result of 54% for the same group.



Meeting	2021/22
All Resident Students	89%
Indigenous Students	83%
Status - Off Reserve	79%
Status - On Reserve	75%
CIC	68%
Diverse Abilities	63%

District Reading Assessment K-Gr 9

SD 27 has initiated a consistent district-wide reading assessment for Grades K through 9. We are beginning our data set with 2021-2022. This assessment provides important information for classroom and school-level planning for literacy instruction. Common assessments provide a basis for conversations within and across schools about how students are doing and what might enhance learning. While we wouldn’t expect the results to be

perfectly matched we would look for greater agreement across literacy measures; we will be watching over the next few years to see how the district reading assessment and FSA literacy results align as we gain more experience and consistency in the administration and scoring of both these assessments.

Measure 1.2: Grade 10 Literacy Expectations



Proficient or Extending	2019/20	2020/21
All Resident Students	52%	44%
Indigenous Students	54%	34%
Status - Off Reserve	59%	37%
Status - On Reserve	47%	25%
Children/Youth In Care	Masked	Masked
Students with Disabilities/Diverse Abilities	33%	38%

Graduation Literacy Assessment Gr 10

The district result on the [Graduation Literacy Assessment \(GLA\)](#) is significantly lower than the provincial average of 73% and this is a wider gap than on the elementary assessments. The gap holds across all the sub-groups of students we are paying attention to. Disaggregated information has been provided to secondary school teams to reflect on and make sense of as they plan the actions for

their literacy goals. As school teams turn their minds to ways to support greater student success on this assessment we should see improved results.

Responding to Literacy Results

Improving instructional capacity is a key goal area of SD 27 strategic planning. The district has engaged in a multi-year professional learning series with exceptional presenters on literacy and designing instruction for diverse learners. Teacher participation in this series is a leading indicator of future student achievement gains. We will expect to see incremental improvements in literacy assessment results as this professional development leads to changed practice in classrooms.



As we strengthen literacy in the early years, educators in intermediate and secondary program years will also need to build efficacy to explicitly teach reading, writing, and oral communication. Secondary schools are encouraged to take a whole-school approach to literacy embedded across all subject areas and courses. The school planning cycle principals are leading will engage school teams in monitoring student performance throughout the year to make informed decisions about collective action to improve outcomes.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



On Track or Extending	2019/20	*2020/21	2021/22
All Resident Students	59%	61%	51%
Indigenous Students	40%	58%	39%
Status - Off Reserve	45%	60%	41%
Status - On Reserve	23%	50%	20%
Children/Youth In Care	Masked	Masked	Masked
Students with Disabilities/Diverse Abilities	50%	29%	62%

FSA Numeracy Gr 4

Provincial performance is lower in numeracy than literacy and this holds true in SD 27 as well. District results are lower than provincial for all and Indigenous students. Our results are above the BC average for all students with disabilities or diverse abilities. The SD27 and provincial results for children in care are masked.



On Track or Extending	2019/20	*2020/21	2021/22
All Resident Students	39%	59%	49%
Indigenous Students	26%	38%	39%
Status - Off Reserve	30%	42%	43%
Status - On Reserve	16%	28%	29%
Children/Youth In Care	Masked	Masked	Masked
Students with Disabilities/Diverse Abilities	24%	33%	23%

FSA Numeracy Gr 7

At Grade 7 our students are below the provincial performance level of 62% for all students and 42% for students with disabilities and diverse abilities. SD 27 is on par with BC results for Indigenous students. The local and provincial results for children in care are masked.

Measure 2.2: Grade 10 Numeracy Expectations



Proficient or Extending	2018/19	2019/20	2020/21
All Resident Students	19%	25%	17%
Indigenous Students	9%	19%	10%
Status - Off Reserve	11%	27%	13%
Status - On Reserve	5%	0%	0%
Children/Youth In Care	Masked	Masked	Masked
Students with Disabilities/Diverse Abilities	18%	31%	29%

Graduation Numeracy Assessment Gr 10

The performance of BC student on the new Grade 10 [Graduation Numeracy Assessment](#) (GNA) was low overall with 38% of students proficient or extending. Disaggregated information has been provided to schools to inform their numeracy goal planning.

Responding to Numeracy Results

Numeracy is an area for improvement across BC and is especially a priority in SD 27. The redesigned FSA and GNA are different kinds of assessments than we have had in the past. They require problem-solving and application as well as traditional math skills. Our numeracy and Thinking Classrooms professional learning is expected to help us develop instructional practice that addresses this shift in the curriculum. It is encouraging that there has been strong interest by teachers in high quality professional learning about numeracy currently offered in the district. This is discussed further in the section of the report on leading indicators.



Measure 2.3: Grade to Grade Transitions



Transitioned Gr 10 to 11	2018/19	2019/20	2020/21
All Resident Students	91%	85%	91%
Indigenous Students	86%	74%	84%
Status - Off Reserve	89%	84%	91%
Status - On Reserve	82%	61%	74%
Children/Youth In Care	Masked	Masked	Masked
Students with Disabilities/Diverse Abilities	97%	75%	88%

Grade 10 to Grade 11 Transition

Overall the grade 10 to 11 transition rate in SD27 is lower than the provincial rate of 96%. This attrition of students after the first year of their graduation program is a concern.



Transitioned Gr 11 to 12	2018/19	2019/20	2020/21
All Resident Students	84%	83%	91%
Indigenous Students	80%	72%	87%
Status - Off Reserve	87%	80%	88%
Status - On Reserve	68%	60%	85%
Children/Youth In Care	Masked	Masked	Masked
Students with Disabilities/Diverse Abilities	90%	69%	85%

Grade 11 to 12 Transition

The rate of transition from grade 11 to 12 is 4% lower than the provincial rate. There was improvement within our district from previous years that may be attributed to an administrative procedural change rather than improved outcomes but over time we expect to see a growing number of students making this key transition.

Responding to Grade Transition Results

This is a measure that we will explore with schools to ensure shared understanding and practices around how students are assigned their grade levels in the secondary program. We already know that preventing and following up with students leaving the school system requires greater intentionality in our schools. We have already uncovered gaps created by how we transitioned students between schools and programs; these are being addressed and improved processes are expected to make a difference. Improved relationships and communication with students and families, more inclusive learning communities, and more robust intervention by school-based teams will support students staying in school longer.

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

Measure 3.1: Student Sense of Belonging



Positive Response Rate	2018/19	2019/20	2020/21
All Resident Students	51%	45%	45%
Indigenous Students	46%	44%	37%
Status - Off Reserve	49%	42%	40%
Status - On Reserve	38%	47%	28%
Children/Youth In Care	Masked	Masked	Masked
Students with Disabilities/Diverse Abilities	40%	21%	41%

hope to see significant improvement this year as a result of school and district level emphasis on creating welcoming and inclusive learning communities.

Measure 3.2: Two or More Adults who Care About Them



Positive Response Rate	2018/19	2019/20	2020/21
All Resident Students	66%	65%	61%
Indigenous Students	69%	60%	62%
Status - Off Reserve	66%	62%	63%
Status - On Reserve	74%	57%	58%
Children/Youth In Care	Masked	Masked	Masked
Students with Disabilities/Diverse Abilities	67%	57%	64%

in positive responses to this question over the period of the pandemic. This is another area in which we expect to make real gains in the current year.

Student Learning Survey – School Belonging

SD 27 students in Grades 4, 7, 10 and 12 responded less positively than the provincial average on the student learning survey questions indicating sense of school belonging. Indigenous students reported feeling as though school is a place where they belong less often than students in general. A drop from pre-pandemic years is not unexpected but we

Student Learning Survey – Number of Adults Who Care

Nearly two-thirds of SD27 students reported on the Student Learning Survey that they believed two or more adults in their school cared about them. We would like all students to feel cared for in this way and all staff with interactions with students can play a role. There has been a decline

Responding to Results for Human and Social Development

[School Plans For Learner Success](#) in SD27 address improvements in fostering belonging and we look forward to school-specific action to increase student satisfaction in this area. Designing learning and environments to be inclusive and taking steps to improve relationships with students and families, especially those who are trickier to connect with, are the work school leadership and staffs will pay particular attention to this year.



Schools have the student-level survey results to know which students do not have the protective factor in place of belief that two or more adults in the building care about them as individuals. It is highly actionable data that allows schools to match staff with these students for positive daily interactions. We will expect to see evidence of this strategy in School Plans For Student Success.

Belonging is a protective factor identified as a need in the 2021 [Community Needs Profile](#) and the focus of community-wide collaboration with Communities That Care that will unfold over the year.

CAREER DEVELOPMENT

Educational Outcome 4: Students Will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years



Rate	2018/19	2019/20	2020/21
All Resident Students	67%	73%	77%
Indigenous Students	55%	60%	65%
Status - Off Reserve	58%	67%	73%
Status - On Reserve	48%	47%	52%
Children/Youth In Care	24%	40%	41%
Students with Disabilities/Diverse Abilities	44%	48%	55%

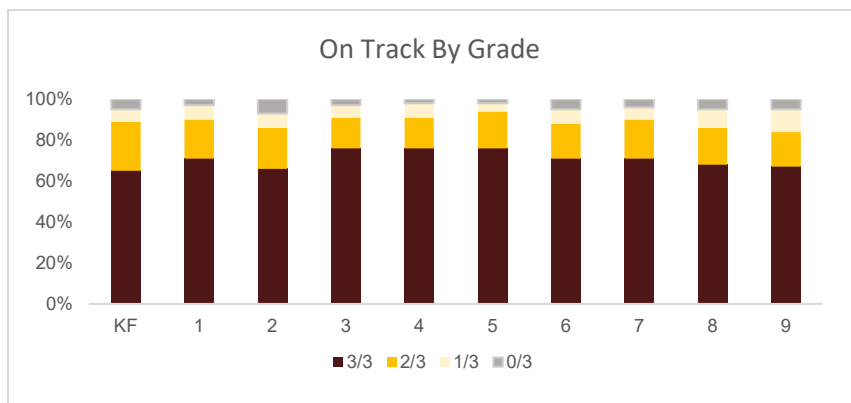
5 year grad rate

77% of SD 27 students graduated with a Dogwood diploma within 5 years of entering Grade 8 in the most recent set of data available. Grad rates for the 2021/22 school year are expected in late Fall and will be shared on the district website. The SD

27 rate for 2020/21 represents an increase from previous years that we want to see continue to grow.

District Measure: On-Track K-9

Grade	3/3	2/3	1/3	0/3
K	65%	24%	6%	5%
1	71%	19%	7%	3%
2	66%	20%	7%	7%
3	76%	15%	6%	3%
4	76%	15%	7%	2%
5	76%	18%	4%	2%
6	71%	17%	7%	5%
7	71%	19%	6%	4%
8	68%	18%	9%	5%
9	67%	17%	11%	5%



The SD27 on-track measure combines current success in English/Language Arts, Math, and >80% attendance at school into a score of 0 to 3. Students who are meeting all 3 of these markers are more likely to graduate in the future than students who meet 2, 1, or 0 of these criteria. This measure serves as a screen to identify students who may need support or intervention to change the trajectory of their path toward future graduation. Schools have this information at the student level updated live over the year to inform their work. In 2020/21 it was not meeting expectations in English/Language Arts classes that had the greatest impact on students not being on-track in three out of three areas. There is misalignment between report cards and our other assessment data which shows numeracy as a greater area of need. 20% of Gr K-9 students missed the equivalent of a day of school per week or more last year. Lack of attendance is an issue that existed in SD 27 prior to the pandemic and is being targeted with efforts to enhance belonging and communication.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

Rate	2017/18	2018/19	2019/20
All Resident Students	42%	36%	32%
Indigenous Students	Masked	42%	33%
Status - Off Reserve	Masked	34%	33%
Status - On Reserve	Masked	79%	32%
Children/Youth In Care	Masked	Masked	Masked
Students with Disabilities/Diverse Abilities	Masked	Masked	Masked

Post-Secondary Transition Rate

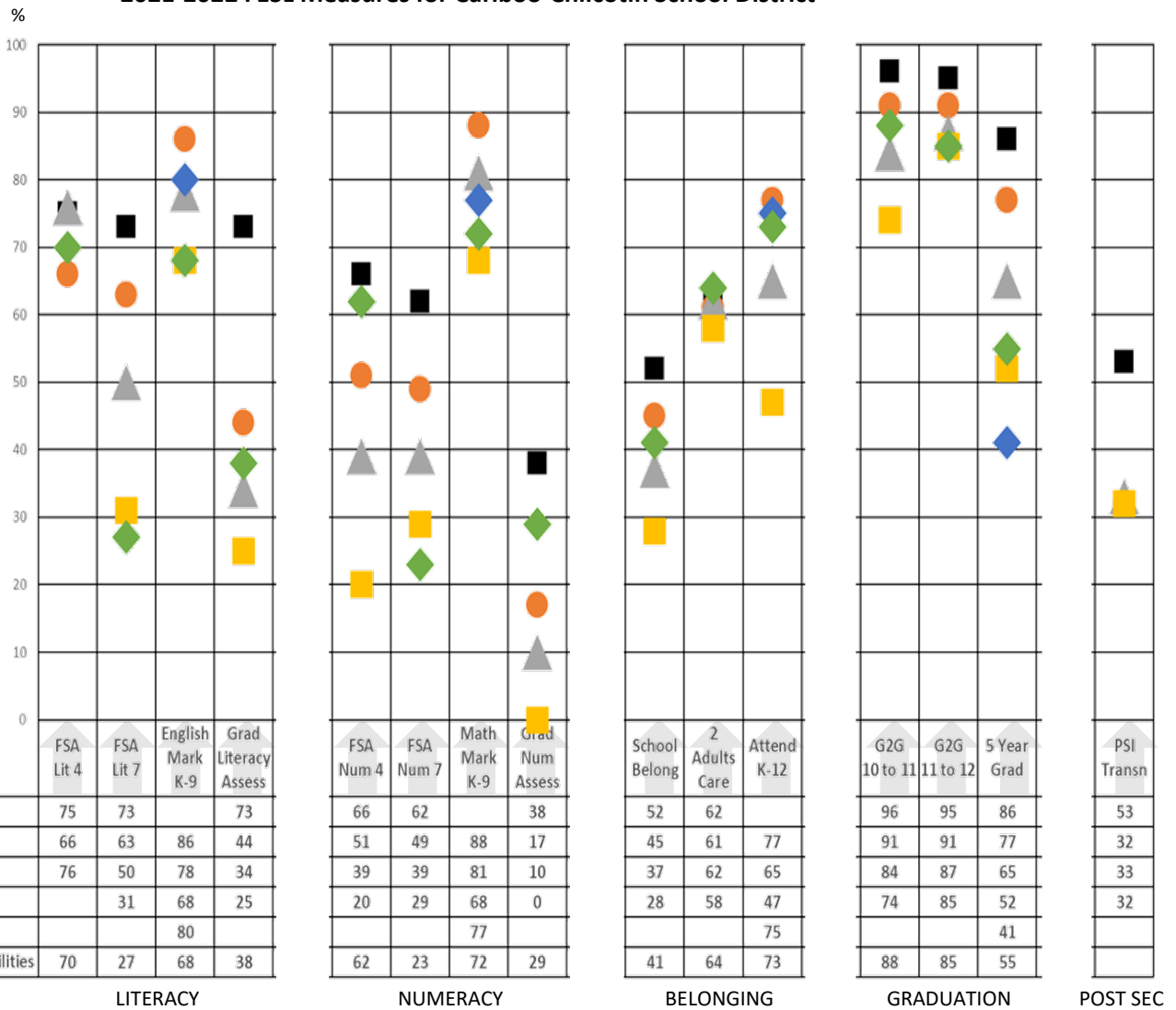
This data only includes BC post secondary institutions and may not represent all students going on with their studies. There is a curiously high result in 2018-2019 for Indigenous students who are status on reserve; the sample size for that group is small so a few students can make a big difference but it is worth looking into to see if

there is something about that cohort that we can replicate. We want to promote options and remove barriers as we increase the number of students who are eligible for and elect to enter post-secondary programs.

STUDENT SUCCESS SNAPSHOT

2021-2022 FESL Measures for Cariboo-Chilcotin School District

- Each marker (dot) represents the percentage of students in 2021-2022 meeting the standard for the measure it lines up with in the table below it. (Note: 2020-2021 is the most recent grad rate available from the Ministry. When the June 2022 grad rate is published later this Fall we will update this figure.)
- Not all results are available or disaggregated for all groups.



This snapshot of 2021-2022 FESL measures highlights the inequity of outcomes in our school district for students who are Indigenous, in care, or have disabilities and diverse abilities. We are transparent about our data. We believe sharing it and talking about it will foster curiosity and the moral imperative for continuous improvement of our environments and practices to meet the needs of all students. We acknowledge the challenge and are confident that we can rise to meet it. We will achieve equity of outcomes for all learners in SD 27.

OTHER DATA

We are improving the quality of our student learning data with professional learning about assessment and communicating student learning, common assessments and language, and establishing standards for records. We are continuing to develop digital tools for sorting, filtering, and displaying information and teaching teams how to use that information to support planning to enhance student success. Some of this data, like our on-

track measure, is predictive of future results. These kinds of predictors are leading indicators of the results that will follow.

In addition to the student learning data we are using [scorecards](#) with specific performance targets for our work in each of the key focus areas. These scorecards will be updated throughout the term of the plan to help us know we are accomplishing the incremental system improvements that will lead to greater student success. Some of these leading indicators include: teacher participation in the learning series and new teacher mentorship, the number of Local Education Agreements developed with communities, school-parent contacts, School Based Team cases, and program records in the MyEducation BC student information system.



EXISTING OR EMERGING AREAS OF NEED

School District 27 will need to maintain the momentum of the change we are undertaking to meet our goals. We are continuing to create the conditions for staff to have safe, predictable, well-equipped, and efficient environments to work in so the focus can be on students. Emergency planning and fostering a culture of workplace safety will be a priority this year. Addressing historical decisions about deferred maintenance will be a challenge going forward as we allocate resources to meet highest priorities of the district as a whole.

We have the staffing obstacles that other districts and sectors are facing and this means we will have less experienced staff who will require support. While we have had exceptional professional learning opportunities with good uptake there are pockets of staff who have not yet engaged.

Thriving in the context of the effects of the pandemic and a history of community trauma will require resilience in our adults and children. Increasing the sense of belonging of children and youth is an area of need identified within the school district and greater community. The residential school legacy is strongly felt here and Truth and Reconciliation action is critical to make schools places of healing.



ADJUSTMENTS AND ADAPTATIONS

As we enter the second year of our three-year strategic plan we will go deeper with improvements in each focus area. The work to establish systems and processes across departments and functions will continue but should be less urgent as many foundational pieces have been put in place.

Our [Collective Responsibility Framework](#) has been introduced and School-based Team and other structures and processes have been redesigned to direct supports to teachers and students in their classroom community and to wrap around the core relationship of student-classroom teacher-families. This year will be about teams fully implementing the approach and realizing success with the model.

Sense of belonging was highlighted in our current year District Day session with Monique Gray Smith, central to School Plans For Student Success, key to reimagining school our codes of conduct as pro-active and restorative, and the focus of community-wide collaboration around the [Circle of Courage](#). This work is connected to the district mental health plan we will share this Fall.

Enhancing instructional capacity is the highest leverage investment we can make. We have arranged another year of engagement with first class BC education leaders to provide sustained and classroom-embedded learning for teachers. Broader engagement in the professional learning series will be encouraged. Ongoing partnership with the Cariboo-Chilcotin Teachers Association will ensure staff development needs are well met.

We started this school year with our full staff learning together about resiliency through an Indigenous lens and reflecting on the history behind the Orange Shirt Day movement. We will work together with the [First](#)

[Nation Education Council](#) and First Nation communities through [Local Education Agreements](#) as we strengthen communication and collaboration between school and community teams around individual students, seek options to support language learning, build outdoor cultural learning spaces, and undertake an ambitious Indigenous local calendar project.



ALIGNMENT FOR SUCCESSFUL IMPLEMENTATION



We are [aligning](#) our attention, efforts, and financial and human resources from the Ministry mandate through the values, priorities, and needs at the district and school community levels, to the planning and supports for individual learners. We can draw a line through all the levels to show how they connect.

[School Plans for Learner Success](#) are designed to reflect the Framework For Enhancing Student Learning and target the focus areas of the District Plan for Learner Success (strategic plan). Common assessments and data sets allow for dialogue and collaboration within and across schools. The School Based Team (SBT) role, function, and referral process has been redesigned and is fully aligned with the [Framework for Collective Responsibility](#) adopted by SD 27. The Framework is the basis of our work with partners and service providers. Our work with [Communities That Care](#) is centred on increasing sense of belonging in schools and the broader community.

[Scorecards](#) for action under each focus area are created and updated by the full senior leadership team so all departments are involved in big picture planning and aware of efforts across the system and how they relate. Capital and operations planning is explicitly aligned with the strategic plan and this connection is communicated in presentations to Board and public. There is involvement by the full senior leadership team in the budget and staffing processes to ensure financial and human resources are directed at the highest priority areas of the strategic plan.

We make intentional and explicit reference to our strategic plan and focus areas in communications and meetings to ensure the school district community is aware of the direction we are going and how the pieces of the plan fit together.



CONCLUSION

At the end of the first year of our three-year [District Plan for Learner Success](#) we have made significant improvements in our capacity, structures and systems, and practices. Student achievement gains will follow but will lag behind the changes that will enable them. There is still a great deal of work to do in each of the seven focus areas of our plan to [raise the bar of achievement](#) in our district and level it so achievement is on par with the most successful places in BC and all of our students share in that success.

This Fall the Board of Education will review the updates to the district plan that reflect the actions committed to for the coming year and the scorecard measures that will help us monitor progress over that period. Current year [School Plans for Learner Success](#) will be presented to the Board in October and will be available on school websites. We look forward to the Superintendent's mid-year student success report in early Spring. We will expand our use of the district website to publicly celebrate success in our focus areas and the student achievement gains that result. We will continue to engage with staff, students, families, First Nation communities, and partners to bring our plan to life in Cariboo-Chilcotin School District.