

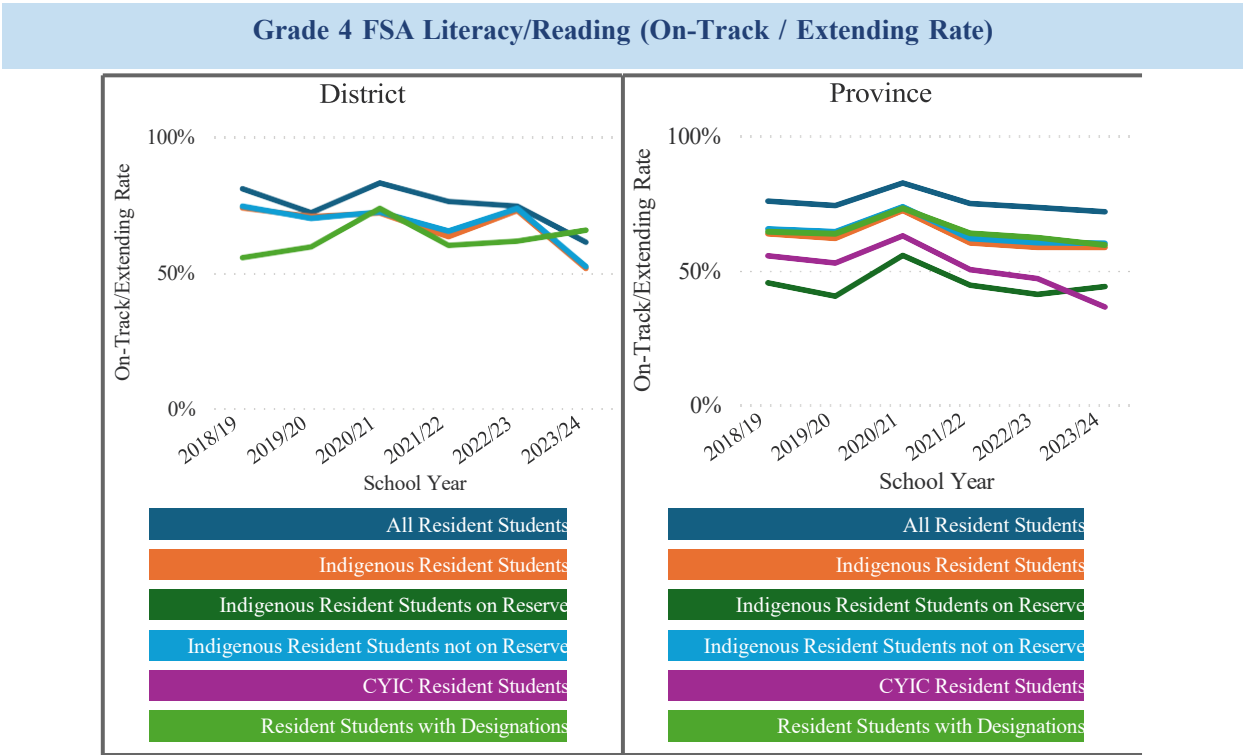
Appendix A:

Reflecting on Student Learning Outcomes

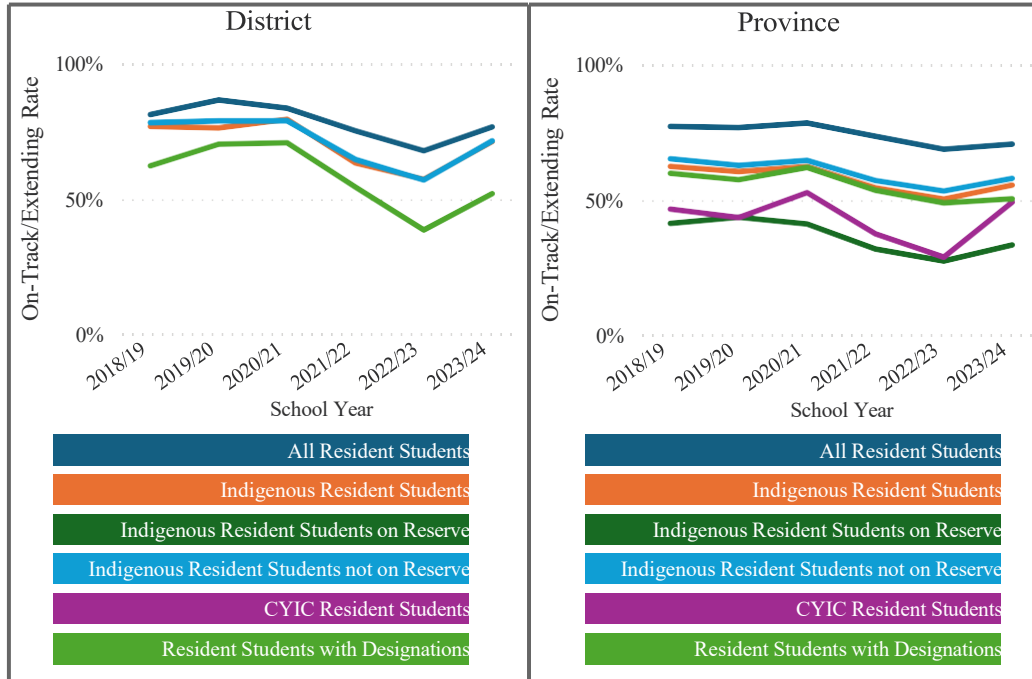
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

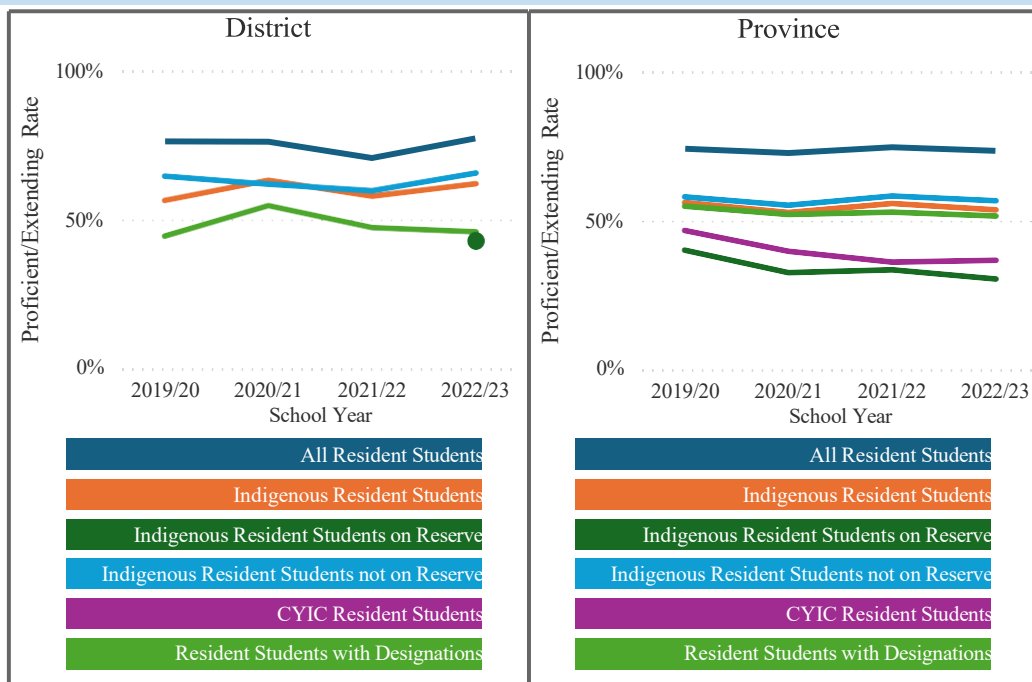


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

Grade 4

The 2023/24 SD22 Foundation Skills Assessment (FSA) Literacy results for grade 4 show a significant change from previous years for students on-track/extending with a downward trend of over 10% and below the provincial average. This result was the same for Indigenous students, but not for designated students that remained similar to previous years and aligned with the provincial average. When comparing this data with local PM Benchmark Reading assessment data, and the district 2022-23 MyEd June summary proficiency literacy results for grade 3 (current grade 4 FSA results), similar proficiency levels to the FSA are noted. Local data shared with rights-holders suggests the on-reserve learners in Grade 4 are generally achieving “On Track” or “Extending” in literacy at a lesser rate than their non-Indigenous peers. Cohort numbers are small, and the data is necessarily masked.

Grade 7

The 2023/24 SD22 Foundation Skills Assessment (FSA) Literacy results for grade 7 show an upward trend returning to results typically seen in the district. This is the same for Indigenous students and with less than 10% difference when comparing results to all students; however, designated students are still 20% lower. Compared to provincial results, SD22 is above the provincial average. The District 2022-23 MyEd June summary literacy proficiency results for grade 6 (current grade 7 FSA results) show consistent results, but lower overall performance than the FSA. Local data shared with rights-holders suggests the on-reserve learners in Grade 7 are generally achieving “On Track” or “Extending” in literacy at a lesser rate than their non-Indigenous peers. Cohort numbers are small, and the data is necessarily masked.

Grades 10 & 12

The 2022/23 Graduation Literacy Assessments (GLA) at the grades 10 and 12 level are both trending upwards and above the provincial average. This is also noted for both Indigenous and students with Disabilities and Diverse needs as well; however, proficiency rates for Indigenous and students with Disabilities and Diverse needs are still 10-20% lower than the results of all students. Results for 2023/24 assessments will not be available until July 2024. Again, local data shared with rights-holders indicates that on-reserve learners are less likely than their non-Indigenous and urban Indigenous peers to achieve “Proficient” or “Extending” on Grade 10 provincial literacy assessments. This data is masked due to small cohort numbers.

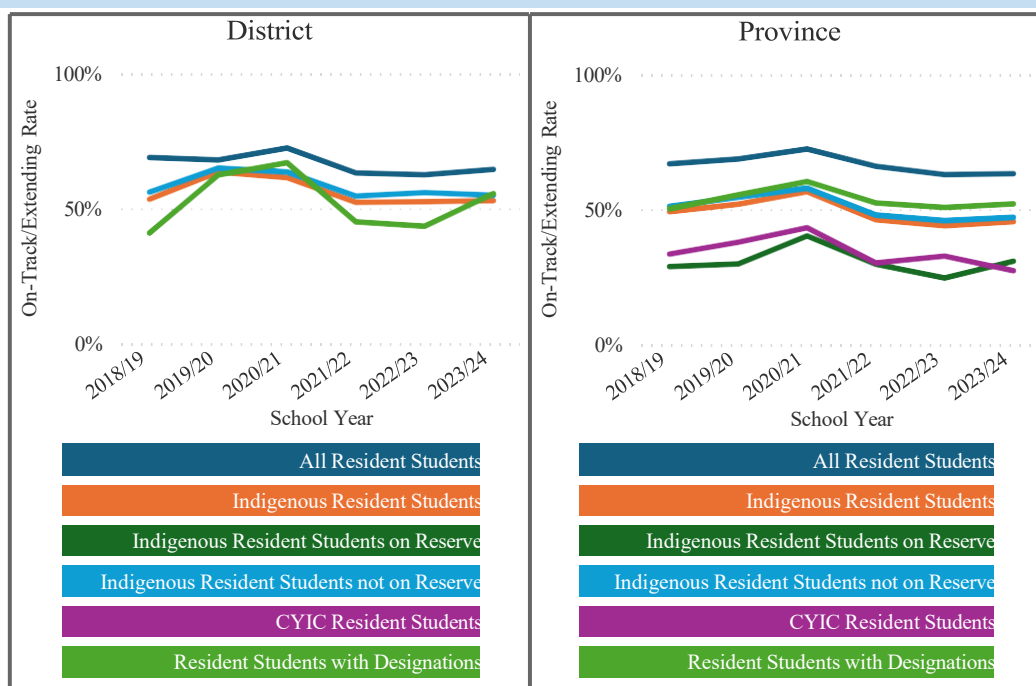
Through the use of data analytics tools available to all levels throughout the district, professional dialogue and learning is shifting to deeper conversations and curiosity related to data. In turn, evidence-informed decision making and normalizing the use and exploration of a variety of data sources is shifting the culture of learning in the district to taking a more responsive approach. This helps inform the literacy resources and approaches the district utilizes to ensure there is a focus on culturally responsive inclusive and equitable learning environments. SD22 is moving forward in challenging traditional pull-out literacy intervention practices to supporting building capacity and a deeper understanding in pedagogy that is inclusive and responsive to all students needs within the classroom environment. In moving in this direction, it is noted however, that systemic coherence of educational philosophies and pedagogies will take time to see results and trends move upwards and close the achievement gap in both Indigenous and students with designations.

[Early and Middle Years Literacy and Numeracy Responsive Framework](#)

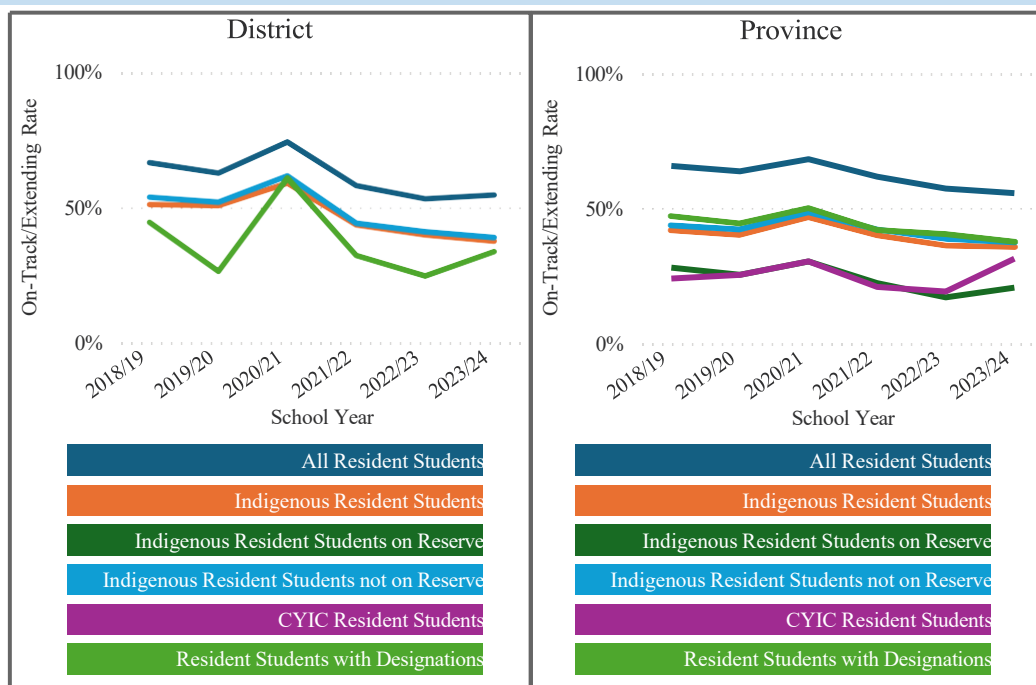
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

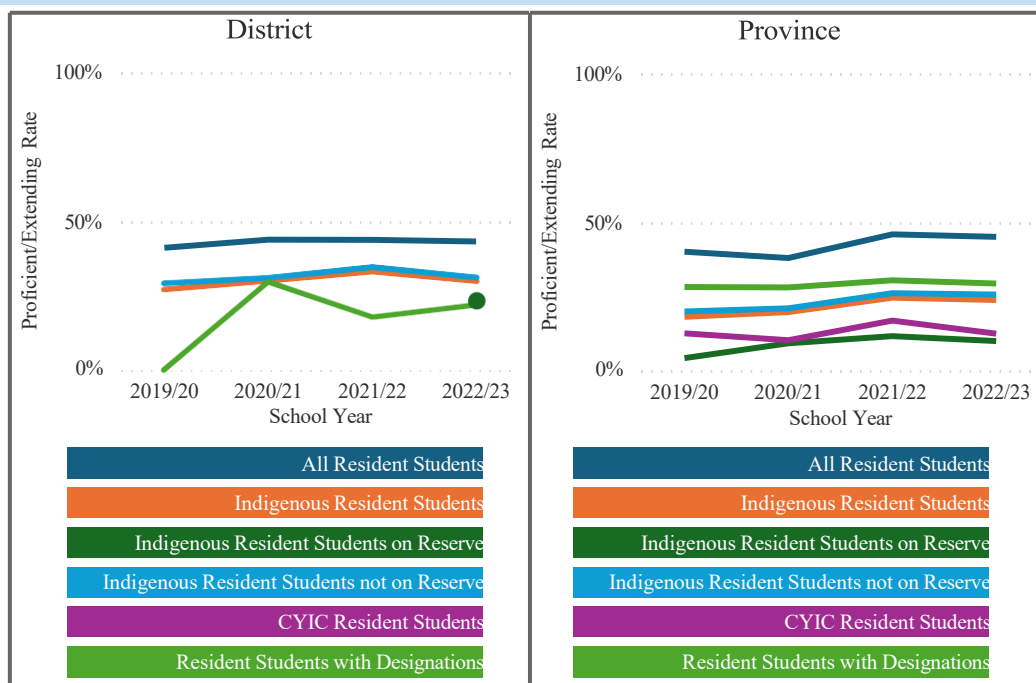


Grade 7 FSA Numeracy (On-Track / Extending Rate)



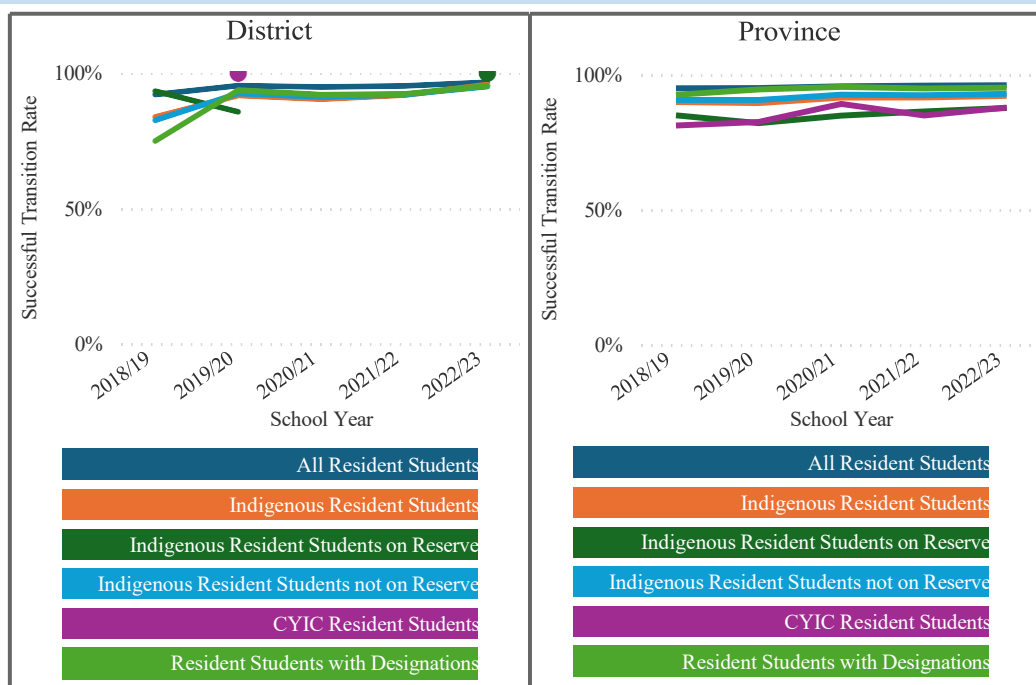
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

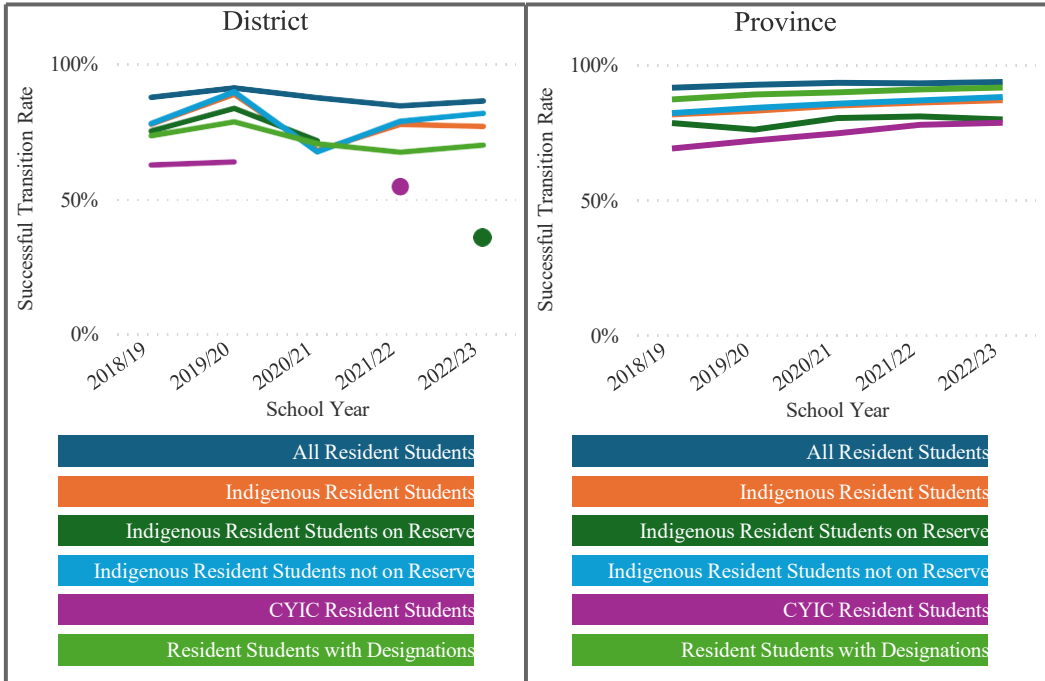


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Grade 4

The 2023/24 SD22 Foundation Skills Assessment (FSA) numeracy results for grade 4 are now trending upwards and more consistent to average district results over the years. Results are above provincial average but there is still a 10-20% achievement gap comparing all students with Indigenous and students with Disabilities and Diverse needs. SD22 2022-23 MyEd June summary proficiency numeracy results for grade 3 (current grade 4 FSA results) have similar proficiency levels to FSA results.

Local data shared with rights-holders suggests the on-reserve learners in Grade 4 are generally achieving “On Track” or “Extending” in numeracy at a lesser rate than their non-Indigenous peers. Cohort numbers are small, and the data is necessarily masked.

Grade 7

The 2023/24 SD22 Foundation Skills Assessment (FSA) numeracy results at grade 7 are low, but similar to recent years and aligned to provincial averages. However, both Indigenous and students with Disabilities and Diverse needs continue to be 10-20% lower. SD22 2022-23 MyEd June summary proficiency numeracy results for grade 6 (current grade 7 FSA results) have slightly higher proficiency levels compared to FSA results.

Local data shared with rights-holders suggests the on-reserve learners in Grade 7 are generally achieving “On Track” or “Extending” in numeracy at a lesser rate than their non-Indigenous peers. Cohort numbers are small, and the data is necessarily masked.

Grades 10

The 2022/23 Graduation Numeracy Assessment (GNA) at grade 10 is trending similar to previous years and slightly lower than the provincial average. Indigenous students are above the provincial average, but students with Disabilities and Diverse needs are below and in both cases are still 10-20% lower than the results of all students. Results for 2023/24 assessments will not be available until July 2024.

Again, local data shared with rights-holders indicates that on-reserve learners are less likely than their non-Indigenous and urban Indigenous peers to achieve “Proficient” or “Extending” on Grade 10 provincial numeracy assessments. This data is masked due to small cohort numbers.

Varied professional learning opportunities on numeracy targeted at the middle years grades has been a focus over the past couple years in response to downward trends in district numeracy data. Communities of practice, residencies, and various professional learning sessions have been provided to support shifting assessment practices from content to competencies and the adoption of proficiency and strength-based approaches. Similar to literacy, the use of data analytics tools available to all levels throughout the district along with professional dialogue and learning is shifting deeper conversations and curiosity related to data and in turn conversations on how we can be responsive.

[Early and Middle Years Literacy and Numeracy Responsive Framework](#)

Intellectual Development Summary

Various local and provincial assessments are used at the school and classroom level to inform classroom practice, build school learning plans and garner a deeper understanding of trends and how students are growing in their literacy and numeracy proficiency. Likewise, district level planning and support considers local and provincial literacy and numeracy data as well as street data to focus on actions for continuous improvement. The focus on district literacy and numeracy achievement is aligned with the goals of the district strategic plan to close the achievement gap that exists for Indigenous students and students with Disabilities and Diverse needs and improve literacy and numeracy outcomes for all students.

SD22 continues to make closing the achievement gap a priority with a strong focus on tracking trends year over year while at the same time raising the rates of all student's reaching proficient or extending in literacy and numeracy in both local and provincial assessments. Over the last number of years, a lot of professional learning has been provided to build a deeper understanding and support teacher philosophy and pedagogy aligned to provincial curriculum and the new K-12 Student Reporting Policy. Committing to Equity in Action and working to build systemic coherence supporting inclusion students has been critical in supporting literacy and numeracy success. However, the achievement gap still exists for Indigenous students, on-reserve First Nations students, and students with Disabilities and Diverse Abilities as results are consistently 10-20% lower in both literacy and numeracy.

When considering the results of literacy and numeracy assessments, it is important to note that SD22 continues to have provincial assessment participation rates above provincial averages. This provides the district with data results that provide a strong representation of the district population. However, this may also be a factor as to why proficiency levels are lower in students with Disabilities and Diverse Needs when comparing results to the rest of the province.

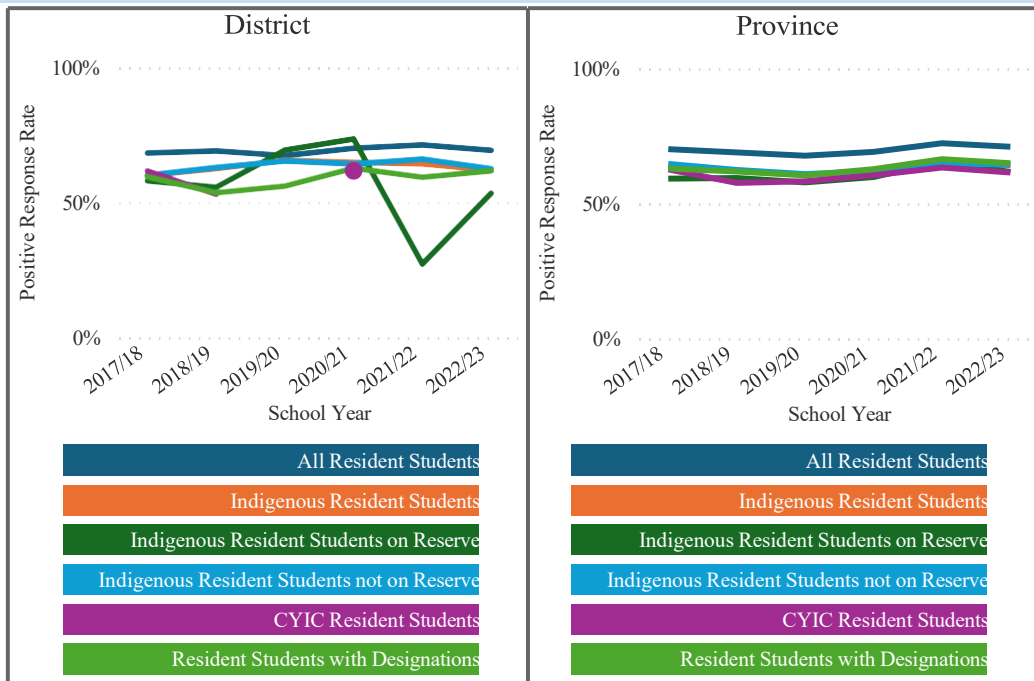
When looking at the data trends in literacy and numeracy it is important to consider the street data from the work in each district department and across schools. Academic reviews at both elementary and secondary schools provide opportunities to listen to school staff describe the social/emotional well-being and trends in attendance and engagement in learning. Coming out of the pandemic it has been noted that these are factors contributing to decreased levels of literacy and numeracy proficiency. Some schools have been taking a careful look at particular cohorts of students noting potential disruptions of learning due to the pandemic.

Human and Social Development

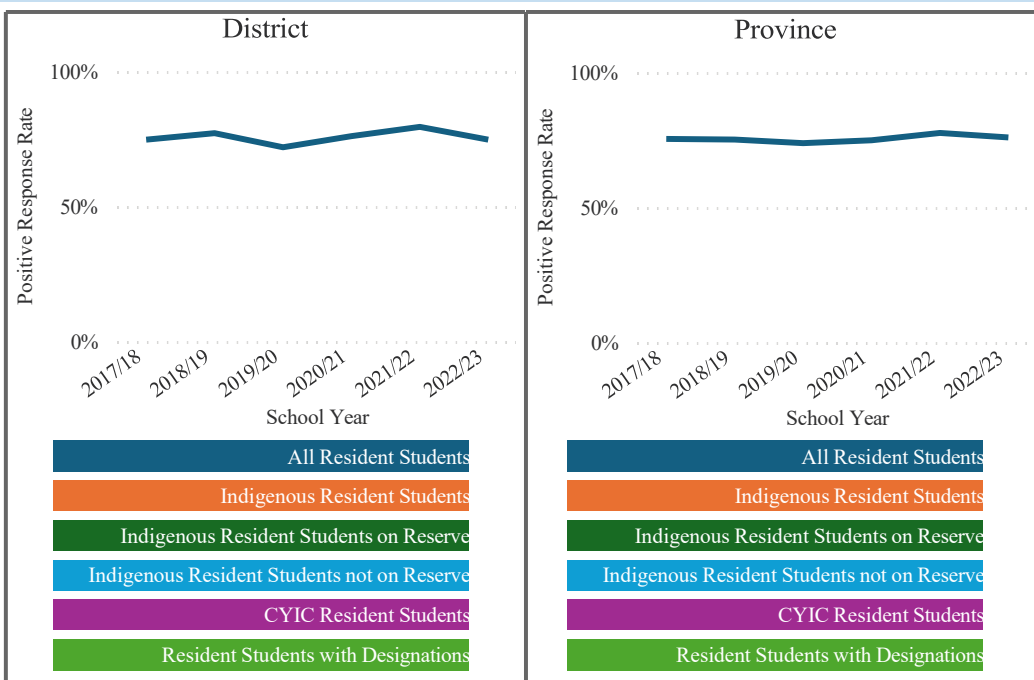
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe and Have a Sense of Belonging at School

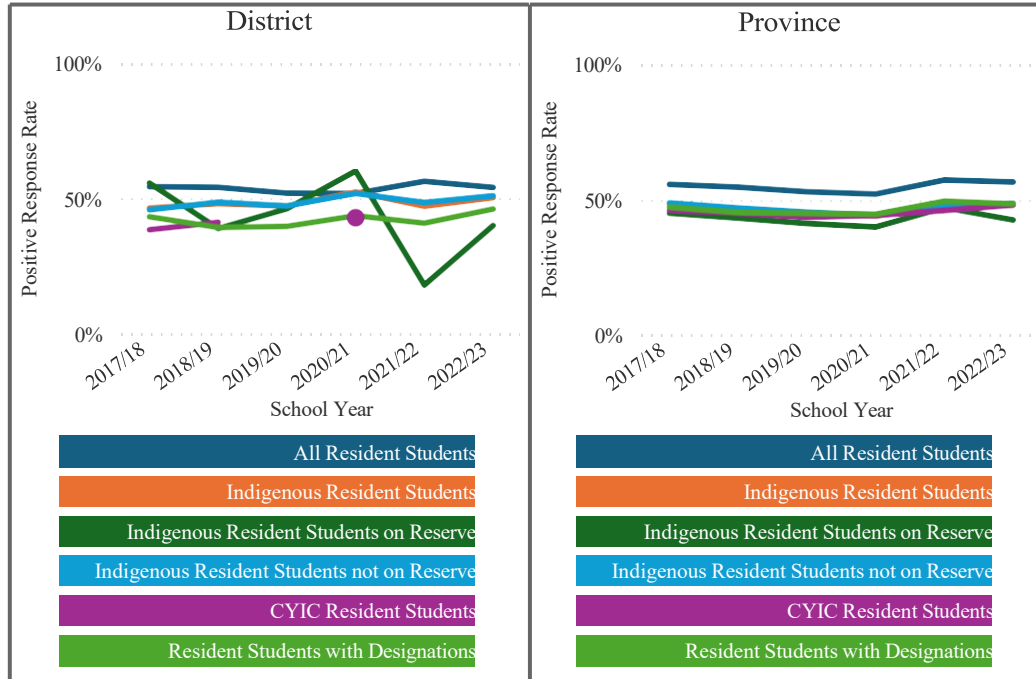
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



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

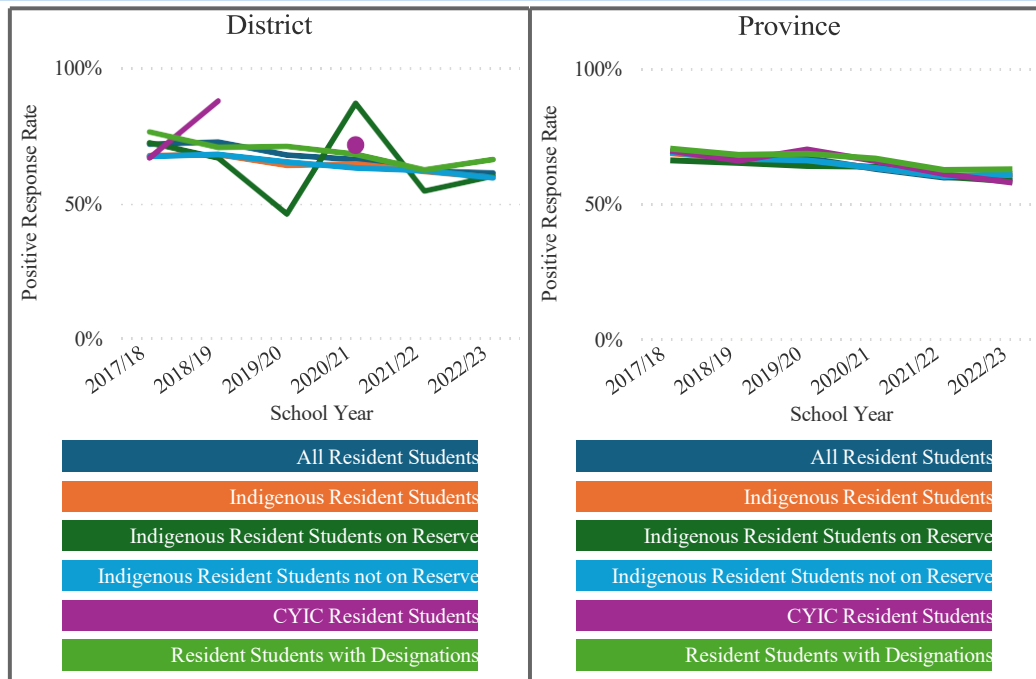


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

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

District results align very closely to provincial trends. Students have indicated a strong response to feeling welcome and safe but are lower in their responses for feeling a sense of belonging or identifying 2 adults that care for them at school. These results are mirrored in our 2024 YDI (Gr. 11) data indicating a higher percentage of students feeling safe at school with less of a percentage indicating that there is a healthy school environment with positive relationships and interactions between and amongst students and staff. Another area worth noting from the YDI survey is the low percentage of students who indicated that students have voice in decision-making. This was consistent across all student surveys at various grade levels.

In response to this data, professional learning and advocacy has focused on student agency and identifying ways voice and choice can be amplified. Work with teachers focused on culturally responsive learning environments and assessment as well as considerations for co-creation and the shift to strength-based feedback is currently being explored through different professional learning opportunities with the intention for teachers to reflect on their practice and consider ways to enhance and build positive engaging learning environments.

Results on the Student Learning Survey are consistently lower for Indigenous and students with designations; however, results between grades and schools vary and need to be taken into consideration when schools determine ways in which to be responsive to this data. Indigenous learners in our district continue to report an overall sense of safety and belonging at a lesser rate than non-Indigenous peers. Data from the Student Learning Survey 2022-2023 indicates that Indigenous students report feeling safe “All the time or most of the time” at a lesser rate than non-Indigenous peers: 74% in Grade 4, 66% in Grade 7, and 71% in Grade 10. Additionally, the local 2023 Enhancement Agreement Indigenous Secondary Student Survey indicated that of the 118 respondents, 42% of Indigenous secondary students reported feeling safe in the school “All of the time,” and 36% “Most of the time.”

While Indigenous secondary students who responded to the local 2023 Enhancement Agreement Indigenous Secondary Students Survey indicated that 75% of students surveyed felt “able to share [their] voice”, the survey responses also indicated a desire for increased leadership opportunities. The district has continued to support the District Indigenous Student Leadership group, with the goal of expanding the number of students involved in the group.

Human and Social Development Summary

As a district and at the school level, numerous initiatives have started in response to the Human and Social Development data. Schools have both SOGI and Reconciliation leads that support program initiatives and student connection in the schools. School Counselors, Indigenous Support Workers, Indigenous Outreach Workers and the District Mental Health Liaison all play critical roles in supporting schools to be responsive as well as help in building safe and caring learning environments. Learning Coordinators, Early Learning Success Teachers, Technology Innovation Coordinators, Inclusion and Behaviour Specialists along with Indigenous Lead Teachers are supporting explorations and professional learning focused on building culturally responsive learning environments and assessment practices as well as approaches to building student agency.

A Focus on Middle Years (Gr. 6-9)

In response to both academic and human and social development data coming out of the pandemic, SD22 has focused on building systemic coherence centered around an understanding of middle years philosophy and pedagogy. SD22 is creating a three-year Middle Years Program for families of schools focused on building middle years systemic coherence. Through this program, teachers at both the elementary and secondary level have opportunity to learn and collaborate on Middle Years philosophy, pedagogy and structural innovation to focus on responsive approaches to learning and assessment at these grades as well as consider structural innovation and effective strategies that support smooth transitions from elementary to secondary. Both the Seaton and Fulton families of schools participated in the program over the 2023-24 school year and will continue over the next two years. Dr. Leyton Schnellert supported and helped facilitate these sessions alongside a District Learning Coordinator. Other families of schools will participate in the program in the 2024-25 school year with the intention of all schools involved by 2025-26.

A Middle Years Student Voice Day was held in May to support those schools participating in the Middle Years Program. The day is co-constructed with teachers, PVP, and middle years students with a focus on providing opportunities for student voice and choice and exploration on areas such as belonging, identity and connections. Students and teachers together engage in activities that provide students opportunities to share their thoughts and feelings. This information along with the Middle Years Grade 8 transition survey is used to help both elementary and secondary schools consider ways to support middle years programming through structural innovation and enhance smooth transitions from elementary to secondary school.

This year an additional Middle Years Grade 8 Transition survey was created to capture student voice on transitions from elementary to secondary. In this survey it affirmed similar findings to the student learning survey in students finding secondary school to be a welcoming and safe place. However, half of the students indicated that they do not have voice or choice in what and how they learn. Continued focus on building culturally responsive and inclusive environments as well as focusing on student agency will continue when looking at the transitions from grade 7 elementary to grade 8 secondary to build voice and choice opportunities for middle years students.

A Focus on Creating Responsive and Supportive Programs (8-12)

As a system-wide response to the Human and Social Development data, a variety of supportive programs have been developed to enhance student agency, connection and engagement in our schools. After the pandemic, there are ongoing attendance and engagement issues. As a response to meet the needs of the students the following programs have been enhanced to ensure that students are feeling welcomed, safe and supported at school while creating a culturally responsive learning environment.

Connections: The Connections Programs are held within our mainstream High Schools. The purpose of the program is to give students specialized instruction and course alternatives as a supportive step to enable students to fully engage in learning within their High School. The Connections programs value and incorporate outside agencies and community partners and work closely with partnerships to offer appropriate support for youth. Students are supported by building strong connections to staff and with each other, with individualized academic programming and

a focus on connecting students to the community through community service. The program develops a sense of community and belonging by incorporating group activities, celebrating students and their success. The Connections program is a fluid program, thus allowing students to enter the program at any time throughout the school year. A large number of students in the programs have been brought forward due to behaviour or safety concerns, lack of engagement, or failure to succeed in regular programming. The Connections program is also utilized as a supportive bridge between our Alternate Schools and the mainstream High School. Currently there are 7 Connections Programs located within our 5 High Schools. Staffing for the programs consists of 7 School Based Resource Teachers, 5 District Educational Assistants, and a District Behavior Specialist. There was a total of 140 students in Connections in 2024/24 with 38 of those students in Grade 12 with 35 of those students reaching graduating – this is a 92% graduation rate. Before students were referred to Connections, they were at risk academically, with school engagement and attendance being a primary concern.

Alternative Programs:

SD22 offers a variety of alternate education programs to meet a variety of students' needs; The Vernon Alternate Programs consist of The ALP program (Vernon), Crossroads Learning Center (Lumby), and in 2024/24 a new program Take a Hike (Vernon) has been added. Collectively the programs serve students in Grade 8 to 12. Student success is focused through a collaboratively designed personalized student learning plan for every student. The plans are created with student input to ensure they align with personal educational goals and re-engagement in their education and learning. Take a Hike is an innovative education program engaging vulnerable youth through a unique combination of academics, land-based learning, clinical counselling, and community involvement. This year our Alternate programs enrolled 90 students. There is a total of 5 School Based Resource Teachers, and 4 Education assistants, a clinical counsellor, youth worker, indigenous support worker, school counsellor and a principal attached to the programs. There were 30 Grade 12 students, with 27 reaching graduation. This is a 90% graduation rate in Alternate Programs.

Indigenous Integrated Learning Program:

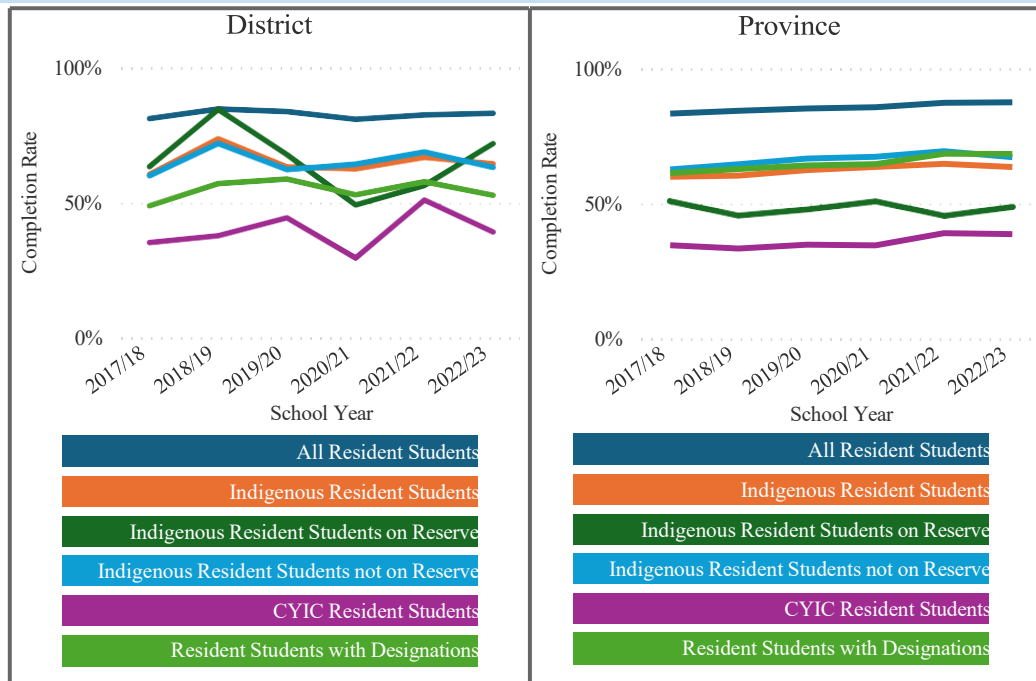
A school-based program for Indigenous students in Grades 9-12 was designed to increase attendance and engagement of Indigenous students at a secondary school with the highest enrollment of Indigenous and on-reserve learners. The Indigenous Integrated Learning Program engages Indigenous students in cross-curricular, land-based, hands-on learning with a focus on silyx teachings. Students in the program develop a strong sense of identity and community, and credits include nsilyxcen language, English First Peoples, Contemporary Indigenous Studies and Physical Education.

Career Development

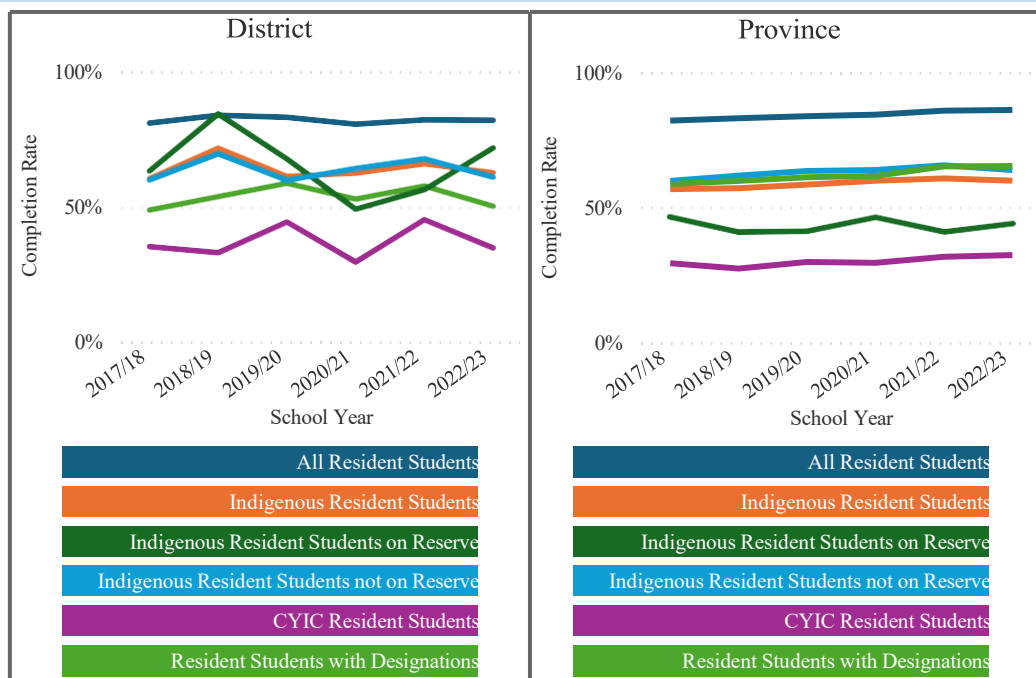
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

SD22 is trending upward in both 5-year and 6-year completion rates and is less than 5% lower than the provincial average. The five-Year Completion rate for all students was at 83% while the six-year completion rate moved up to 89%. Completion rates for Indigenous students continue to rise, but not for students with Disabilities and Diverse Needs. Indigenous Student completion rates are still 10-20% lower than non-Indigenous and students with Disabilities and Diverse Needs are behind by 20-30%.

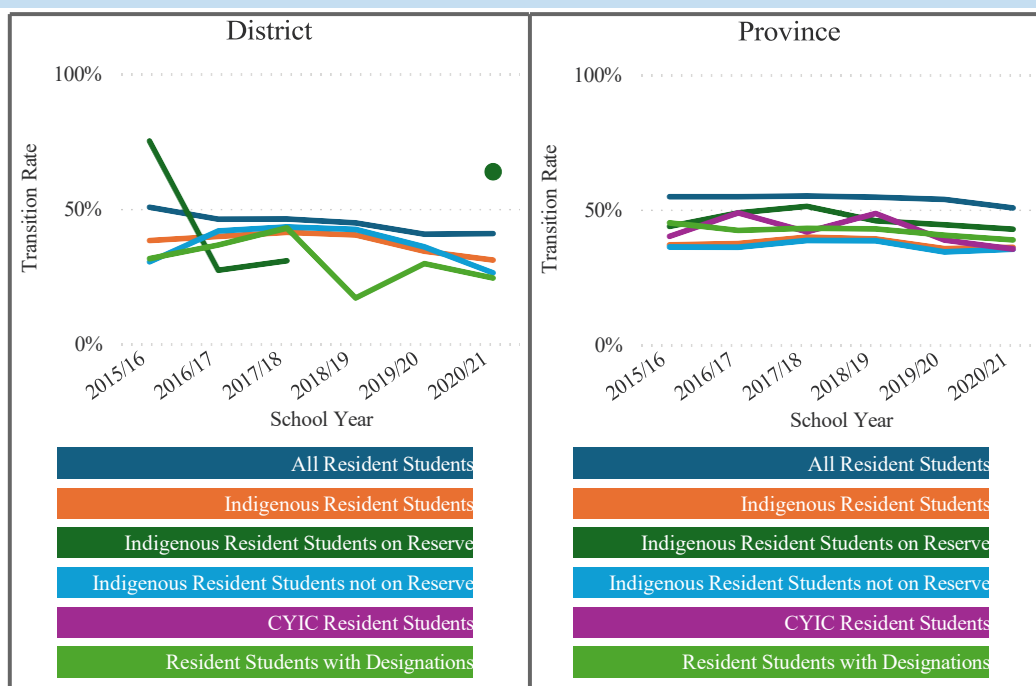
Overall, the data reveals areas of positive growth in completion rates for Indigenous learners, though a concerning gap remains between completion rates among Indigenous and non-Indigenous learners. In 2022/23, the Indigenous five-year completion rate was 64%, down 2% from the previous year; however, the six-year completion rate for Indigenous students was 74%, which is an increase of 10% from 2021/22. For on-reserve learners, the six-year completion rate was 71%, an increase of 21% from 2021/22.

Twice a year academic reviews are held at each secondary school. Part of this review process is to discuss students eligible for graduation and supports and plans for any of these students who are at risk not to graduate. Indigenous, students with designations and children and youth in care are at the forefront of these discussions. Over the past three years as a result of this process, grad rates in the district have increased and fewer students have been rolled back to grade 11. Schools provide their predicted grad rate according to these eligible students which is higher than the grad rate provided by the ministry and has increased every year.

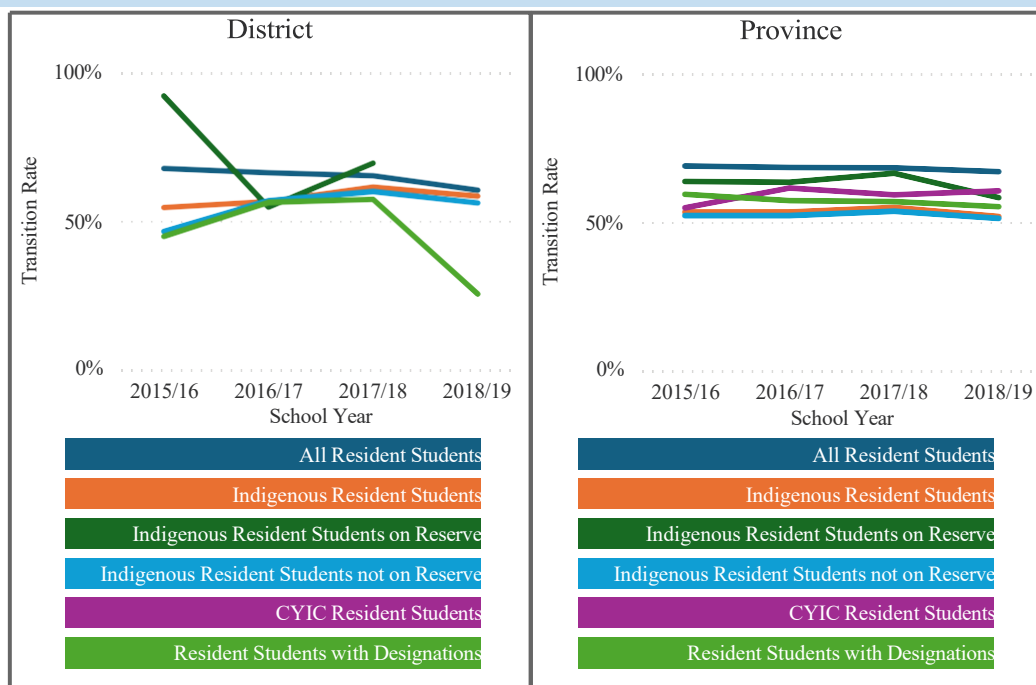
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

The most recent data from 2020/21 provided by the Ministry of Education and Child Care (MoECC) on post-secondary transitions shows that on average approximately 40% of students in SD22 go on to post-secondary institutions in British Columbia. This is 10% lower than the provincial average. Indigenous Students and student with Disabilities and Diverse needs are approximately 30% lower than the provincial average. However, through conversations with secondary school-based teams, it must be noted that there is a contingent of graduates in SD22 that pursue post-secondary institutions outside of British Columbia. Most recent data from the government of Canada (2018/19) indicates that about 4.5% of SD22 graduates attend an institution outside of British Columbia elsewhere in Canada. There is no data that indicates what percentage of students pursue post-secondary institutions outside of Canada.

As data on post-secondary transitions continues to lag, considerations for how schools might track recent grads to get a better idea on where SD22 graduates have registered would be helpful in having a clearer picture on post-secondary transitions.

Career Development Summary

As grad rates continue to trend upwards in SD22, careful consideration on the quality of dogwood certificate needs to be considered and the relation this has to post-secondary transitions. As this data is not updated on an annual basis, determining ways for schools to track this more accurately would be helpful to analyze the quality of dogwood certificate in comparison with post-secondary transitions.

As part of the SD22 assessment and reporting guidelines, all secondary students have a myBlueprint Education Planner account to complete Core Competency reflections and goal setting. One of the purposes behind using this technology for this purpose was to align student reflections, goals, and course selection alongside career and post-secondary explorations and planning.

The Career Programs department directly supports the district strategic plan to provide authentic opportunities and experiences for all students. Through relationships with post-secondary institutions and community partners, students are provided opportunities in a variety of dual credit pathways leading to certification in trades, health care services, technology, early childhood education, and credit for a variety of first year post-secondary courses. Hands-on experiences are provided in forestry, firefighting, RCMP and career exploration days. All students participating in career programs develop a 3-year graduation plan and post-secondary transition plan leading to successfully completing their dogwood certificate and post-secondary certification leading towards their chosen career pathway. SD22 is continually seeking to grow our Career Program offerings to students with a focus to support the StrongerBC Future Ready Action Plan.