

2021

ENHANCING STUDENT LEARNING REPORT

SCHOOL DISTRICT #81

FORT NELSON

2020/21



Approved by the Board of Education September 28, 2021

Our **ENHANCING STUDENT LEARNING** Report will build on the success of our students.

School District # 81, Fort Nelson School District, is a remote, rural district with a student population of approx. 640 FTE. 30% of our students are indigenous students who self-identify as First Nations, Metis and Inuit. Our First Nation on-reserve students are from Fort Nelson First Nation and Prophet River First Nation. We also have First Nation students from both First Nations living off reserve and Indigenous students from Fort Liard, N.W.T.

We are situated in the northeast corner of British Columbia and are part of the Northern Rockies Regional Municipality (NRRM) which comprises nearly 10% of the area of the province. Fort Nelson is located at Historical Mile 300 of the Alaska Highway. The NRRM is known for its untouched wilderness, amazing wildlife, and spectacular Northern Lights.

School District # 81 are governed by a Board of Education consisting of five trustees. In the town of Fort Nelson we have two schools with students in Kindergarten to Grade 4, one school with Grades 5 to 7, and one High School with students in Grades 8 to 12. We also have a rural, remote school at Toad River, B.C. that serves ten students in Grades Kindergarten to Grade 12.

This is our first Enhancing Student Learning Report since the Board of Education passed the new Framework for Enhancing Student Learning Policy which guides the District and School plans as a resource to guide our improvement work in the three goal areas of intellectual, human and social, and career development as aligned with the Ministry of Education's definition for an Educated Citizen. Our District Enhancing Student Learning Plan is a 3 year plan that is reviewed annually and is part of an on-going planning cycle that focuses on learning, growth, and system improvements to improve educational outcomes for all students in all three goal areas and in closing the academic learning gaps between indigenous and non-indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Planning Cycle Timelines

July – Superintendent Report on Student Success from previous year and improvement plan in draft District Enhancing Student Learning Report

September – Board of Education reviews and approves District Enhancing Student Learning Report

District Enhancing Student Learning Report is published

October – Schools work with PACs on reporting on student success from previous years and improvement plans

November – School Plans are approved by the Board of Education

November to June – the Board of Education will review provincial and local data and engage with stakeholders

March/April – the Superintendent will provide a mid-year Report on Student Learning

June – School data is sent to the Superintendent for review

Intellectual Development

Educational Outcome 1	Students will exceed literacy expectations for each grade level.
Measure 1.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified on provincial assessments.
Measure 1.2	Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.
Measure 1.3	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 meeting or exceeding literacy expectations as specified on district assessments.
Educational Outcome 2	Students will meet or exceed numeracy expectations for each grade level.
Measure 2.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified on provincial assessments.
Measure 2.2	Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.
Measure 2.3	Number and percentage of students who are completing grade to grade transitions on time.

Reading 2020/21

Reading remains a focus of our improvement planning. All school plans include goals for improving students' literacy, instruction, and assessment. Tiered interventions are planned to support all students in reaching and exceeding grade level expectations.

Kindergarten Readiness - The Yopp-Singer Test of Phoneme Segmentation is used to assess Kindergarten students' phonemic awareness to assist in identifying those students who may experience difficulty in reading and spelling without intervention. These results indicate that approximately 90% of students are reading for guided reading in grade 1.

Guided Reading results are based on the Fountas and Pinnell levels. Assessments include running records and comprehension assessments. These results indicate that our students start slowly with 79% of all students and 68% of indigenous students are at grade level at the end of grade 7.

The Foundation Skills Assessment (FSA) Reading results for both Grades 4 and 7 were strong. Grade 4 students and aggregated indigenous students achieved 100% On Track and Extending;

Grade 7 Students achieved 95% On Track and Extending and indigenous students achieved 85%. Participation rates were 90 % in Grade 4 and 93% in Grade 7.

Kindergarten Literacy Readiness

Kindergarten Screening Tool 2020/21	All Students #	%	Indigenous Students #	%
Phonemically Aware	30	91	8	89
Emerging Phonemically Awareness	2	6	1	11
Lacking Phonemic Awareness	1	3	0	0

Guided Reading Kindergarten to Grade 7

2020/21 All Students Meeting and Exceeding

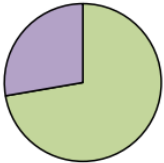
Grade	K	1	2	3	4	5	6	7
#	21/33	33/52	28/37	44/52	41/49	37/51	52/67	46/58
%	64%	63%	76%	85%	84%	73%	78%	79%


2020/2021 Indigenous Students Meeting and Exceeding

Grade	K	1	2	3	4	5	6	7
#	5/11	8/16	6/11	9/11	11/16	14/19	15/20	15//22
%	45%	50%	55%	81%	69%	74%	75%	68%


Foundation Skills Assessment 2020/2021

Grade 4 Reading

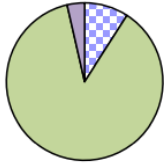
Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	52	90.4	0	0	34	72.3	13	27.7
	Female	27	92.6	0	0	20	80	5	20
	Male	25	88	0	0	14	63.6	8	36.4
	Indigenous	17	88.2	0	0	12	80	3	20
	ELL	1	100	0	0	1	100	0	0
	Diverse Needs*	4	0	0	#NA	0	#NA	0	#NA


 Not Yet Meeting

 Meeting


 Exceeding

Grade 7 Reading

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	59	93.2	5	9.1	48	87.3	2	3.6
	Female	31	90.3	1	3.6	25	89.3	2	7.1
	Male	28	96.4	4	14.8	23	85.2	0	0
	Indigenous	22	90.9	3	15	16	80	1	5
	ELL	1	100	0	0	1	100	0	0
	Diverse Needs*	11	90.9	1	10	9	90	0	0

 Not Yet Meeting

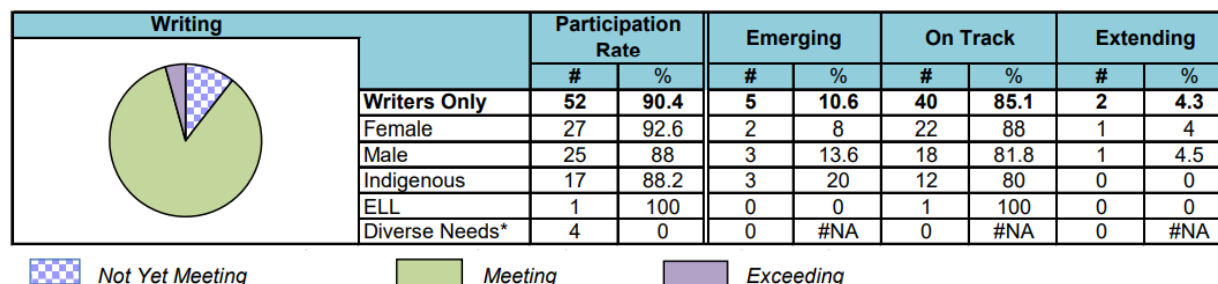
 Meeting

 Exceeding

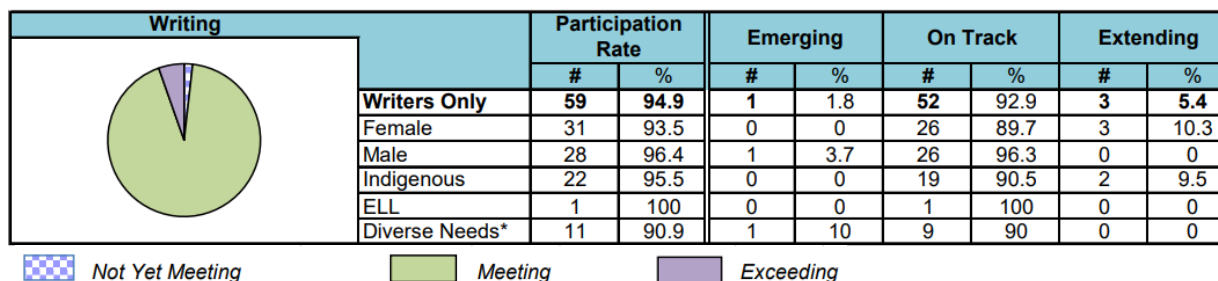
Writing 2020/21

Writing remains an important aspect of our literacy planning. We have provided release-time for staff to collaborate and anchor marking and grade level expectations. The FSA results are strong with Grade 4 students 85% On Track and 80% of indigenous students On Track. Grade 7 results show 93% of writers On Track and 91% of Indigenous students On Track.

Grade 4 Writing



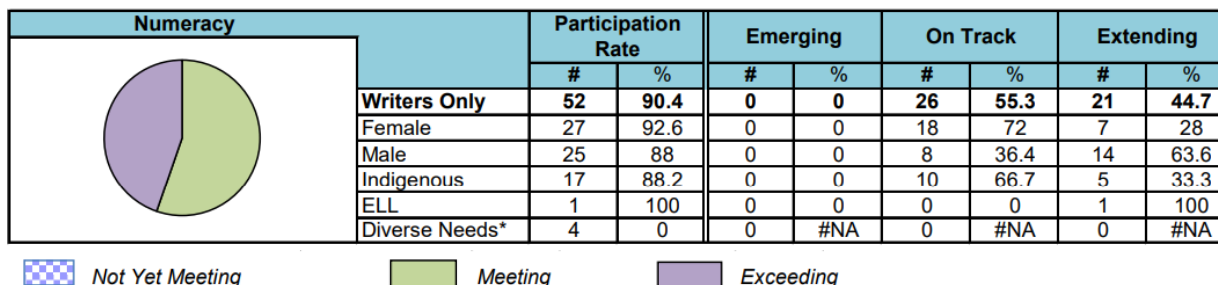
Grade 7 Writing



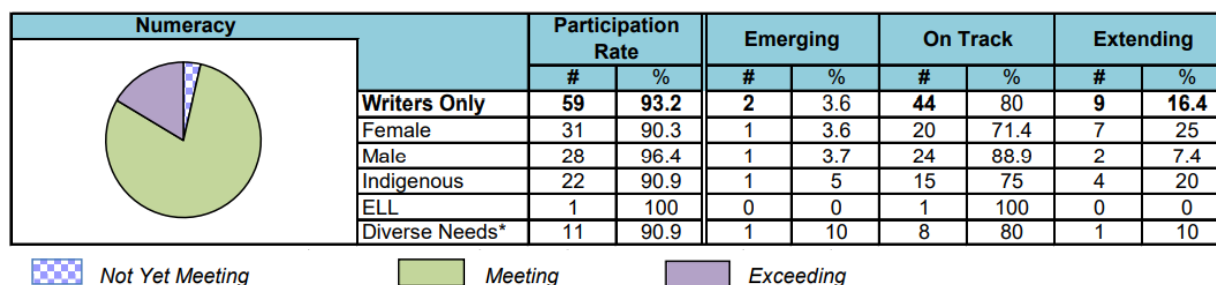
Numeracy 2020/21

The FSA results for Grade 4 were 100% On Track and Extending and for Grade 7 the results were 96% and 95% for indigenous students.

Grade 4 Numeracy



Grade 7 Numeracy



Graduation Program Literacy and Numeracy 2019/20

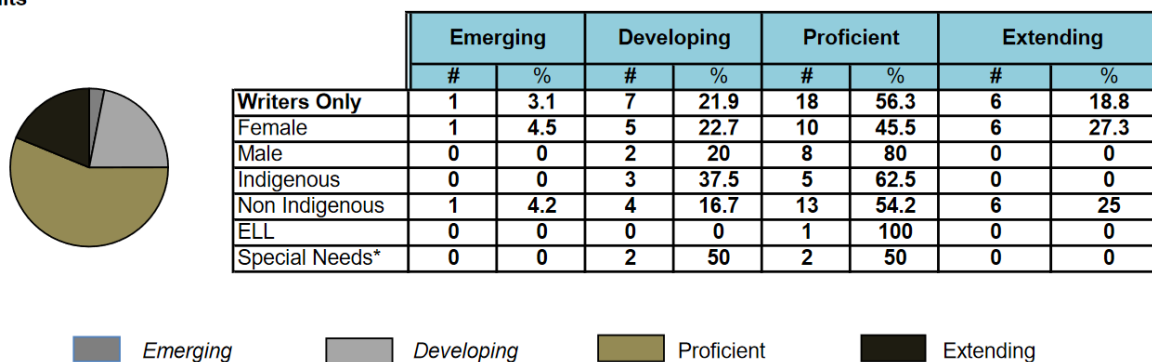
The Grade 10 Literacy and Numeracy exams are a part of the new BC Graduation Program intended to support literacy and numeracy screening at the secondary level. We are monitoring student progress and responding with basic skills interventions.

District results for 2019/20 for Grade 10 literacy were 75% Proficient and Extending while indigenous students were at 63%.

District results on the Grade 10 Numeracy were very low with the majority of students with 92% of students at the Emerging and Developing levels and indigenous students at 90%.

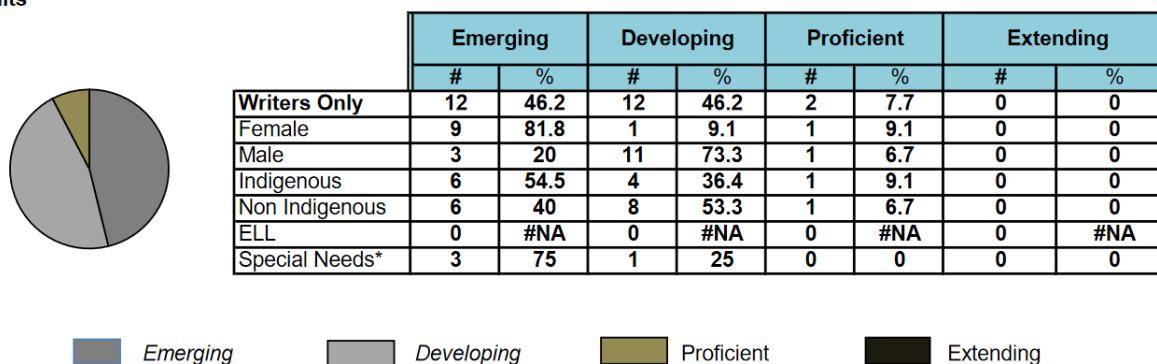
Grade 10 Literacy Assessment 2019/20

Results



Grade 10 Numeracy Assessment 2019/20

Results



Grade to Grade Transitions 2019/20

This data indicates the number and percentage of students who are progressing to the next grade level. The data indicates a slight drop at grade 9 and grade 11. We will continue to monitor students moving to other schools and districts to ensure that students are not non-completers.

Grade to Grade Transitions

SCHOOL_YEAR	GRADE	ENROLLMENT COUNT	SUCCESS COUNT	Grade to Grade Rate
2019/2020				
	8	49	45	92%
	9	50	43	86%
	10	54	49	91%
	11	52	46	88%

Indigenous Students Grade to Grade Transitions

SCHOOL_YEAR	GRADE	ENROLLMENT COUNT	SUCCESS COUNT	Grade to Grade Rate
2019/2020				
	8	26	23	88%
	9	26	21	81%
	10	19	16	84%
	11	22	19	86%

Human and Social Goal

Educational Outcome 3	Students will feel welcome, safe, and connected to their school.
Measure 3.1	Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.
Measure 3.2	Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

Student Learning Survey 2020/2021

The student learning survey is done annually in the spring. It is a lengthy survey that students do in class online in grades 3/4, 4, 7, 10, and 12. Some scores maybe lower due to student anxiety due to COVID and exposure letters. We will be monitoring and communicating with students to be able to delve deeper into how our students are thinking and feeling.

Participations number and percentage by Respondent Groups

Grade 3/4	Grade 7	Grade 10	Grade 12
43 84%	49 84%	36 86%	22 44%

Survey results for students reporting “Many Times”, “All of the Time”, “Agree”, or “Strongly Agree”.

Survey Questions 2020/2021	Gr. 3/4	Gr. 7	Gr. 10	Gr. 12
Is school a place where you feel like you belong?	29 67%	19 39%	6 17%	7 32%
How many adults (2 or more) at your school care about you?	37 86%	27 56%	17 47%	17 47%
Do you feel welcome at your school?	34 79%	38 79%	6 17%	8 36%
Do you like school?	28 65%	17 39%	7 19%	9 41%
Are your questions valued and welcomed by the adults at your school?	37 86%	n/a	n/a	n/a
Do you feel safe at school?	40 93%	36 77%	14 39%	15 68%
At school, are you bullied, teased, or picked on?	4 9%	3 6%	6 17%	2 9%
At school, are you being taught about local First Nations?	8 19%	9 19%	10 28%	6 27%
At school, I am learning how to care for my mental health? (anxiety, stress, anger, relationships)	19 45%	16 35%	7 21%	6 27%
When you make a choice, do you think about how it might affect others?	24 57%	21 44%	11 31%	12 56%
I feel I am getting better at math.	35 81%	34 71%	13 36%	14 64%
I feel I am getting better at reading.	33 79%	35 73%	13 36%	13 59%
Does school make you feel stressed or worried?	4 10%	9 20%	19 54%	12 55%

Career Development Goal

Educational Outcome 4 Students will graduate.

Measure 4.1 The number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within five years of starting grade 8.

Educational Outcome 5 Students will have the core competencies to achieve their career and life goals.

Measure 5.1 Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

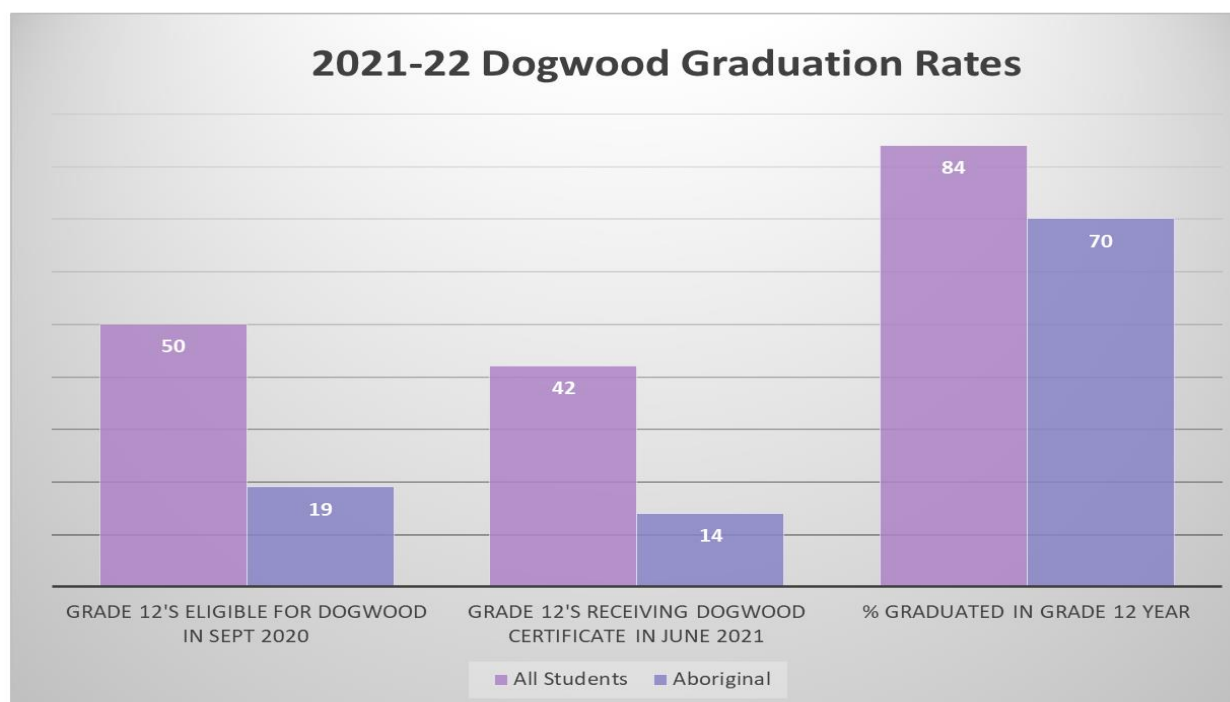
Graduation 2020/21

Our graduation rates were lower during this COVID year. Some students found it difficult with the change of the secondary timetable to a quarter system. We found that absenteeism increased with every COVID exposure letter and when the First Nation Schools closed for online learning. We look forward to a more positive trend next school year.

Graduation Rates

Graduation Rates	Listed as Gr. 12 in Sept.	Eligible for Dogwoods	Did not complete requirements	Receiving Dogwood	Moved	Percent Graduated	Receiving Evergreen
2020/21	50	42	8	42	0	84%	1

Indigenous Graduation Rates	Listed as Gr. 12 in Sept.	Eligible for Dogwoods	Did not meet requirements	Receiving Dogwood	Moved	Percent Graduated	Receiving Evergreen
2020/21	19	14	4	14	0	70%	1



Six-Year Completion Rates

Six-Year Completion Rate	District Rate	Province Rate	Indigenous District Rate	Indigenous Province Rate
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2019/20	58 84.5%	86.1%	25 76%	70.7%
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District Career Programs 2020/21

The participation rates in our Career Programs have declined with the economic downturn in the natural gas industry in Fort Nelson. More students are changing their graduation goals to a university focus over the trades. We are finding fewer students want trades-related elective courses over academic courses. COVID also restricted work experience opportunities.

Career Programs 2020/21	All Students Participating	Aboriginal Students Participating	All Students Completing	Aboriginal Students Completing
Youth Train in Trades	3	1	3	1
Youth Work In Trades	2	0	1	0
Work Experience 12	15	1	11	1
Skills Exploration 12	NA	NA	NA	NA
Youth Explore Trades Sampler	NA	NA	NA	NA
Dual Credit other post -secondary course	4	0	4	0

Graduates by Time of Transition to Post Secondary Institutions 2017/18

Graduation Year	No Transition	1 Year	2 Years	3 Years	4 or more years	Total Graduates
2017/18	27 57%	20 43%	n/a	n/a	n/a	47

Groups of Students We are Paying Particular Attention To – 2020/21

Students who are Children in Care

During the 2020/21 school year we had 3 children in care. Regular meetings were held with the Ministry of Children and Families to discuss planning, interventions, and progress. As this is a small number of students, results on Ministry of Education assessments are masked to protect their privacy. All three of these students are designated special education students and receive individual planning and supports.

Students who have a Special Education designation indicating Mental Illness or Behavioural Support Needs

29% of our students in Grades K to 12 have an identified mental illness or moderate to intensive need for behavioural support. The district continues to provide staff training in the areas of social-emotional development and trauma informed practice.

Steps for 2021/22

In School District 81 Fort Nelson, we are continuously learning and improving.

Key next steps will include:

- Providing Kindergarten teachers with increased phonological development resources for students entering school with delayed language needs
- Continued staff development around social emotional development
- Participation in Equity project with Indigenous Education Council
- Develop new Local education agreement with one First Nations
- Investigate district-wide numeracy assessments and interventions
- Implement a graduation mentor program to ensure students are on track to graduate and receiving any supports needed
- Review new Performance Standards for implementation
- Continued long-term planning for facilities to support student success
- Continued upgrades to technology infrastructure and hardware to support student success