



SCHOOL DISTRICT 81  
(FORT NELSON)

# Enhancing Student Learning Report

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2022-23

School District # 81, Fort Nelson, is a remote, rural district situated in the Northeast corner of British Columbia with an enrollment of approximately 630 students in 2022-23. Located on Treaty 8 territory, the district operates on the traditional territories of the Fort Nelson First Nation and the Prophet River First Nation, as well as the traditional homelands of the Kaska and Acho Dene Koe peoples; land on which the Métis people have also had a long presence.

Located within the Northern Rockies Regional Municipality, comprising nearly 10% of the geographical area of the province, our schools are in Fort Nelson and Toad River along the historic and scenic Alaska Highway. 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 six students in Grades Kindergarten to Grade 12.

Our district is governed by a Board of Education and Child Care consisting of five elected trustees. Our Board is committed to ensuring our students have equitable educational opportunities. While progress has been made in the past year in gaining recognition of the difficulties faced by remote and Northern districts, this will continue to be a focus in communication with the Ministry of Education.

Our Enhancing Student Learning plan is aligned with the District's Framework for Enhancing Student Learning Policy and the Ministry of Education and Child Care's definition for an Educated Citizen, with three goal areas of Intellectual, Human and Social, and Career Development. We are in the third year of our 3-year planning cycle that focuses on learning, growth, and system improvements to improve outcomes for all students in all three goal areas and to close academic learning gaps and ensure equity for priority student populations.

### Annual Planning Cycle Timelines

July	<ul style="list-style-type: none"> <li>Superintendent Report on Student Success from previous year and improvement plan in draft District Enhancing Student Learning Report</li> </ul>
September	<ul style="list-style-type: none"> <li>Board of Education reviews and approves District Enhancing Student Learning Report</li> <li>District Enhancing Student Learning Report is published</li> </ul>
October	<ul style="list-style-type: none"> <li>Indigenous Education Council reviews report.</li> <li>Schools plans developed in consultation with stakeholders</li> </ul>
November	<ul style="list-style-type: none"> <li>School Plans are presented to PACS, and approved by the Board of Education</li> </ul>
November – June	<ul style="list-style-type: none"> <li>The Board of Education and the Indigenous Education Council will review provincial and local data and engage with stakeholders</li> </ul>
March - April	<ul style="list-style-type: none"> <li>Superintendent provides a mid-year Report on Student Learning</li> </ul>
June	<ul style="list-style-type: none"> <li>School-level data is sent to the Superintendent for review</li> </ul>

## **About the Data Used**

Note that data for the Grade 10 and 12 Graduation Literacy and Numeracy Assessment, Student Learning Survey, Grade-to-Grade Transition Rates, Five-Year Graduation Rates, and Transition to Post-Secondary Rates provided by the Ministry of Education and Child Care are only current to the 2021-22 school year.

## **Priority Student Groups**

### **Indigenous Students**

Approximately 260 of our students self-identified as First Nations, Metis, and Inuit. These include students from Fort Nelson First Nation and Prophet River First Nation First Nation living both on- and off-reserve; students from the Acho Dene Koe First Nation in Fort Liard, N.W.T, which has close ties to our local First Nations community; and other First Nations, Metis and Inuit students.

Having signed an agreement with Prophet River First Nation this school year, we now have a Local Education Agreement (LEA) in place with both local First Nations. We established an Indigenous Education Council (IEC) in the 2022-23 school year, and started our equity scan process, which will continue as an ongoing process of engagement with our Indigenous communities. We have seen improvement in our communication and collaboration with our Indigenous communities in the past year, and plan to continue to build on that success in this next school year.

### **Children and Youth in Care**

During the 2022-23 school year we had less than five children in care. Due to staffing challenges at the local office regular meetings were not held with the district; however, school team meetings occur to discuss planning, interventions, and progress for all priority students, and schools connect with MCFD workers as needed. As this is a small number of students, results are masked in this report to protect their privacy.

### **Students with Disabilities and Diverse Needs.**

In 2022-23, there were 58 students (31 Indigenous) in K – 12 with disabilities and diverse needs who had a designation and an individual education plan (IEP) in place. This represented 9% of our student population. This is a reduction from the 2021-22 school year, in part due to de-listing of students who no longer met the criteria for having an IEP in place, and in part due to challenges in obtaining services of a school psychologist for assessments. It continues to be a growing student population in the district, with increases projected for the 2023-24 school year. Emphasis is being placed on identifying learning opportunities for and the integration of universal design and universal classroom supports, as all students benefit from this approach to learning.

### **English Language Learners**

While we only had five ELL learners in the 2022-23 school year, this is an area where we are projecting growth in the 2023-24 and subsequent school years, and are again assessing how we will allocate adequate student services time to schools for ELL supports.

**Next Steps for Priority Learners**

- Renew LEA agreement with Fort Nelson First Nation for June 2024
- Continue to grow our relationship with Indigenous communities and families through the IEC, LEA frameworks, and the equity scan process.
- Secure reliable and regular school psychologist services for the district.
- A focus in the 2022-23 school year is the transition to the use of competency-based IEP’s, a move that reflects the strength-based practice of our inclusive education teams.
- Evaluate current practices of allocation of student services time to schools, to ensure that services can meet student needs in each school.
- Ensure we are reporting on priority groups in our district data, where privacy permits.
- We have formed a joint Accessibility and Inclusion Committee with Fort Nelson Public Library and Northern Rockies Regional Municipality. We will continue the work in our district and with the committee to identify areas where we can improve accessibility for students and others with disabilities and diverse needs.

**Intellectual Development Goals**

**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.

Improving literacy continues to be one of the primary focuses of our district framework in this planning cycle. Tiered interventions are used to support all students in reaching and exceeding grade level expectations, with the strongest focus being on early intervention in the primary years.

**Kindergarten Literacy Readiness**

The Yopp-Singer Test of Phoneme Segmentation is used throughout the kindergarten year to assess kindergarten students’ phonemic awareness (a critical pre-reading skill) to assist in identifying students who may have difficulty in reading and spelling without intervention. In June of 2023, approximately 88% of all kindergarten students were assessed as phonemically aware. Students in Kindergarten who require support receive assessment and intervention through both our district speech and language pathologist (SLP) and a further 220 hours through TinyEye, a provider of online SLP services.



Kindergarten Screening Tool 2022-23 Year End	All		Indigenous	
	#	%	#	%
Phenomenically Aware	30	88	9	75
Emerging Phonemic Awareness	3	9	2	17
Lacking Phonemic Awareness	1	3	1	8

Start- and mid- year assessments by kindergarten teachers and the district's SLP indicate that many kindergarten students are entering school with low phonemic and phonological awareness, and required significant intervention to try and meet the district's end-of-grade reading level expectations. In response, toward the end of the school year an adjustment was made to the district's Fountas and Pinnell reading level expectations for grades K – 4 to allow more time for kindergarten students to develop phonemic awareness and early literacy skills (see Appendix 1 for a comparison of start-of-year and end-of-year reading level expectations).

### Guided Reading Results

The district's guided reading results in this report are based on the adjusted Fountas and Pinnell reading level expectations introduced towards the end of the school year. Assessments over the year include running records and comprehension assessments, with results collected district-wide for each reporting period.

Elementary students who are not yet meeting expectations in guided reading receive Levelled Literacy Intervention (LLI) and Great Leaps Reading Support. To close the reading gap between Indigenous and non-Indigenous students, Indigenous students receive the above interventions as well as additional one-on-one Educational Assistant time to reread their leveled books or receive Great Leaps reading support until they are one level higher than grade level.

#### Elementary Reading - End of Year 2022 - 2023

Grade	Total		Exceeding		Meeting		Approaching		Not Yet Meeting	
			Total	%	Total	%	Total	%	Total	%
K	All	35	25	71	5	14	4	11	1	3
	Indigenous	13	8	62	1	8	2	15	1	8
1	All	40	25	63	0	0	6	15	9	23
	Indigenous	14	7	50	0	0	4	29	3	21
2	All	38	26	68	3	8	4	11	5	13
	Indigenous	19	9	47	2	11	3	16	5	26
3	All	54	24	44	13	24	3	6	14	26
	Indigenous	16	8	50	4	25	2	13	2	13
4	All	39	22	56	5	13	5	13	7	18
	Indigenous	13	6	46	1	8	0	0	6	46
5	All	51	29	57	4	8	6	12	12	24
	Indigenous	15	9	60	1	7	1	7	4	27
6	All	54	32	59	5	9	1	2	16	30
	Indigenous	22	7	32	4	18	1	5	10	45
7	All	53	38	72	3	6	3	6	9	17
	Indigenous	22	17	77	1	5	0	0	4	18

In Grade 8, 89% of students started the year reading at grade level, with 8 of 70 students receiving LLI; in Grade 9, 91% of students were reading at grade level, with 5 of 54 students receiving LLI. At the end of the year, 63% of Grade 8 and 57% of Grade 9 students who began the year on LLI were meeting or exceeding grade level expectations.

#### Highschool Reading - End of Year 2022 - 2023

Grade		Total	Exceeding		Meeting		Approaching		Not Yet Meeting	
			Total	%	Total	%	Total	%	Total	%
8	All	8	3	38	2	25	0	0	3	38
	Indigenous	7	3	43	1	14	0	0	3	43
9	All	5	0	0	1	20	1	20	3	60
	Indigenous	Masked								

While LLI and Great Leaps are both designed to be short-term interventions, we have found in reviewing our data that many students who are not yet meeting expectations will stay on these interventions for long periods of time, often without closing gaps. In addition, these interventions often result in more time out of class, which has further impacts on student learning, engagement, and school satisfaction.

#### Grade 4 and 7 Foundation Skills Assessment

The Foundation Skills Assessment (FSA) Reading results for 2022-23 continue to be a success story for the district, with overall high participation rates and 100% of Grade 4 writers on-track and extending in literacy, and 72% of Grade 7 writers (68% Indigenous) on-track and extending.

##### Grade 4 FSA Results

	Participation			Emerging		On-Track		Extending	
	Strand	Rate	Total	#	%	#	%	#	%
All	Literacy	93%	37	0	0%	24	65%	13	35%
	Numeracy	93%	37	0	0%	27	73%	10	27%
Indigenous	Literacy	87%	13	0	0%	10	77%	3	23%
	Numeracy	87%	13	0	0%	10	77%	3	23%
ELL	Literacy	N/A							
	Numeracy								
Students with Designations	Literacy	60%	Masked						
	Numeracy	60%							

##### Grade 7 FSA Results

	Participation			Emerging		On-Track		Extending	
	Strand	Rate	Total	#	%	#	%	#	%
All	Literacy	94%	47	13	28%	33	70%	1	2%
	Numeracy	94%	47	0	0%	45	96%	2	4%
Indigenous	Literacy	96%	22	7	32%	15	68%	0	0%
	Numeracy	96%	22	0	0%	20	91%	2	9%
ELL	Literacy	N/A							
	Numeracy								
Students with Designations	Literacy	83%	5	3	60%	2	40%	0	0%
	Numeracy	83%	5	0	0%	5	100%	0	0%

## Graduation Literacy Assessments

Our secondary results indicate that approximately 65 - 70% of all students are proficient/extending on the Grades 10 and 12 literacy assessments. Designated students with disabilities and diverse needs tend to have lower participation rates, with fewer students proficient/extending.

Grade 10 Graduation Literacy Assessment 2021-22				
	Participation		Proficient/Extending	
	Rate	Total	Rate	Total
All	79%	37	66%	25
Indigenous	73%	19	75%	15
ELL	100%	Masked		
Designations	69%	9	44%	4

Grade 12 Graduation Literacy Assessment 2021-22				
	Participation		Proficient/Extending	
	Rate	Total	Rate	Total
All	87%	48	71%	34
Indigenous	75%	15	67%	10
ELL	100%	Masked		
Designations	57%	Masked		

## Next Steps for Literacy

- Provide additional literacy supports for Indigenous students transitioning to grades 5 and 7 in the 23-24 school year.
- Continue to review our district guided reading program from K – 8 to develop consistency in implementation and grow our practice:
  - determine if further adjustment of district end-of-grade reading expectations is needed for grades 1 - 7 to allow time for more thorough skill development.
  - identify strengths of our current practice, as well as areas where staff identify a need for further supports/training. This process will begin at October school staff meetings.
  - undertake a review of current interventions to explore alternatives, especially when existing interventions are not seeing progress made, with a focus on remaining in classroom environments.
- Renew MCFD contract for provision of speech and language pathology services.
- Continue to provide speech therapy through our Speech Language Pathologist and TinyEye services. In the 2023-24 school year, we have secured an additional 60 hours of TinyEye services for Indigenous primary learners.

## 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.

While students do receive support in numeracy through a variety of strategies and tools, there is no *consistent* tiered intervention in place across the district. This is due in part to a lack of district-wide, year-to-year benchmarking. A district numeracy committee had been planned for the 2022-23 school year, but with numerous transitions in district and school leadership its implementation was postponed for one year.

#### Grade 4 and 7 Foundation Skills Assessment

Again, our FSA results continue to be very positive, with 100% of our Grade 4 and Grade 7 student writers on-track and extending for numeracy this year!

#### Grade 10 Graduation Numeracy Assessment

The results of our Graduation Numeracy Assessment (GNA) data shows only 14 % of students (11% Indigenous) proficient or extending. With little variation in these results in the past four school years, they highlight a disconnect between our FSA results in numeracy and the fact that many of our students still struggle to meet grade-level numeracy expectations for Grades 8 – 12.

Grade 10 Graduation Numeracy Assessment 2021-22				
	Participation		Proficient/Extending	
	Rate	Total	Rate	Total
All	79%	37	14%	5
Indigenous	69%	18	11%	2
ELL	100%	Masked		
Designations	69%	9	11%	1

#### Grade 10 Math Choices

This year the IEC requested that we begin tracking and reporting on the number of Indigenous students enrolled in the Workplace and Foundations of Math and Pre-Calculus (FMP) courses in Grade 10, to ensure we are supporting all post-secondary options for our Indigenous students. In the 2022-23 school year, nearly 40% of our students entered Workplace math, with 45% of Indigenous students choosing the course.

	All		Indigenous	
Foundations of Math and Pre-Calculus 10	36	63%	11	55%
Apprenticeship and Workplace Math 10	21	37%	9	45%

It is worth noting that, as a part of their school-level planning, R L Angus school is entering the second year of a rural schools project supporting numeracy in Grade 7 with a stated goal of supporting Indigenous students in obtaining the skills needed to access the FMP 10 course.

#### Next Steps for Numeracy

- Implement a district numeracy working group, with a priority of investigating and implementing standardized benchmarking for Grades 1 – 9 district-wide.



- The working group will also work with school staffs to identify strengths in current practice and areas where more training/supports are needed.
- In the 2024-25 school year, develop district-wide tiered interventions in response to benchmarks.
- Develop procedures for early communication to all parents, and in particular Indigenous parents, about the long-term implications for Grade 10 math choices; however, the long-term work needs to be providing students with the skills to be successful in FMP 10.

## 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

The MECC's Student Learning Survey is conducted annually in the spring in Grades 4, 7, 10, and 12. While it covers a very wide range of questions on student's experience of school, there are four questions that the Ministry considers to be central to assessing the positive school experience of students.

#### Participation Rates 2021-22

		Grade 4		Grade 7		Grade 10		Grade 12	
		#	%	#	%	#	%	#	%
Participation	All	34	74%	60	83%	31	66%	16	31%
	Indigenous	6	46%	22	88%	16	76%	8	47%

#### Enhancing Student Learning Questions 2021-22

		Grade 4		Grade 7		Grade 10		Grade 12	
		#	%	#	%	#	%	#	%
Do you feel welcome?	All	25	74%	39	65%	15	48%	9	47%
	Indigenous	5	83%	14	64%	8	50%	5	56%
Do you feel safe?	All	21	64%	44	73%	13	43%	90	63%
	Indigenous	Data not available							
I know 2+ adults who care about me	All	28	82%	39	65%	14	45%	14	74%
	Indigenous	5	83%	13	59%	10	59%	Msk	78%
Do you feel like you belong?	All	22	65%	32	53%	12	39%	Msk	16%
	Indigenous	Msk	83%	13	59%	7	41%	Msk	11%

While caution must be exercised in interpreting data with lower participation rates, in general feelings of student belonging and wellbeing appear to decrease as students move through school, with Grade 10 consistently having the lowest positive response rates. This correlates to high numbers of students identifying that school makes them feel stressed, worried or anxious (the lowest percentage in Grade 4, with 56% responding “sometimes” and 9% “all/most of the time” to the highest in Grade 10 with 74% responding “all or most of the time”); along with decreased feelings of self-worth (61% in Grade 4 responding they feel good about themselves “most or all of the time,” down to 33% in Grade 12) and increasing rates of poor mental health being self-reported. In addition, approximately 45% of students in Grades 4, 7, and 10 identified that they were bullied sometimes or often at school (dropping to 15% in Grade 12).

A positive trend was that most respondents feel like they can get help/advice from adults in schools (teachers, counsellors, etc.) when faced with a problem (60 - 70% identifying “most/all of the time” in grades 4, 7, and 12, and 47% in Grade 10).

### **Next Steps for Human and Social**

- Continue with the Open Parachute program from K - 12, including additional training and supports for staff in the 2023-24 school year.
- Develop a district anti-racism strategy, modeled on the MECC’s strategy.
- We are using Mental Health funding to continue to maintain very high staffing ratios for counselling, providing a full-time counsellor for our secondary school and a full-time counsellor to serve our three in-town elementary schools and Toad River school. We also are piloting 50 hours of virtual counselling services through TinyEye for our secondary students. Foundry virtual services will continue to be promoted.
- In 2022-23, we participated in the McCreary Adolescent Health Survey, as well as the Youth Development Index for Grade 11 students for the first time. In 2023-24 we will participate in the Middle Years Development Index and the Youth Development Index. These surveys provide detailed school-level data for grades 5 – 12 that can be used to identify and respond to specific areas of concern within each school.
- We are working with community partners in the fall of 2023-24 to explore a community application for a Foundry Youth Support centre in Fort Nelson as a part of their expansion of locations across the province.

## **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.
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### **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.
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### Grade to Grade Transitions for 2021-22

GRADE		ENROLLMENT COUNT	SUCCESS COUNT	Grade to Grade Rate
8	All	60	58	97%
	Indigenous	25	25	100%
9	All	60	58	97%
	Indigenous	25	23	92%
10	All	47	43	91%
	Indigenous	26	26	100%
11	All	44	43	98%
	Indigenous	26	25	96%

### Graduation Rates

We continue to monitor the annual graduation rate as it is a good measure of our tracking and interventions in the grade 12 year. It is determined using the number of graduates eligible/on-track to graduate in September of each school year and comparing it to the final number of graduates in June. This year, the rate was at 71% for both all and Indigenous learners.

### Annual Graduation Rate, 2021 - 2023

Graduation Rates								
Year		Number of Grade 12 Students	Students Eligible for Dogwood	Did Not Complete Requirements	Students Receiving Dogwood	Graduation Rate	Number of Adult Dogwoods	Number of Evergreen
2020/21	All Students	51	50	8	42	84%	3	1
	Indigenous Students	20	19	5	14	70%	1	1
2021/22	All Students	51	50	4	46	92%	4	1
	Indigenous Students	16	15	1	14	93%	4	1
2022/23	All Students	46	45	15	32	71%	0	1
	Indigenous Students	24	24	9	17	71%	0	0

Five and six year rates, calculated by the MECC, show the percentage of students in Grade 8 (Cohort) that graduate, adjusted for estimated outmigration (students moving out of province). The difference between five-year and six-year graduation rates is due to the fact that some students return after their grade 12 year to successfully graduate with a Dogwood certificate (for example in the 2016 grade 8 class, 80% had graduated by 2020-21, and 93% by 2021-22).

### 5-Year Graduation Rates, 2020 to 2022

Year		Cohort	%
2019-20	All	50	75%
	Indigenous	22	70%
2020-21	All	59	80%
	Indigenous	26	74%
2021-22	All	57	79%
	Indigenous	20	63%

### Six-Year Graduation Rates, 2020 to 2022

Year		Cohort	%
2019-20	All	58	85%
	Indigenous	25	76%
2020-21	All	50	82%
	Indigenous	22	75%
2021-22	All	59	93%
	Indigenous	26	85%

Both the annual and five-year results continue to reflect a concerning decline in our graduation rates since Covid.

#### **Immediate Transition to Post Secondary Institutions, 2020 - 21**

<b>Year</b>	<b>Cohort count</b>	<b>#</b>	<b>%</b>
<b>2019-20</b>	38	13	34%
<b>2020-21</b>	34	10	29%
<b>2021-22</b>	39	11	28%

Note that these transition rates only take into account students moving to BC post-secondary institutions in September of their graduation year. These institutions can include universities and colleges for academic or vocational programs.

The cost of post-secondary education, and the need to move long distances away from home, continue to present barriers for many students, with many students taking time to work and save money after graduation.

#### **Participation in Secondary Career Programs**

<b>Career Program</b>	<b>All</b>	<b>Indigenous</b>	<b>All Completed</b>	<b>Indigenous Completed</b>
Youth Train in Trades	3	2	3	2
Youth Work in Trades	17	8	10	5
Work Experience	25	9	24	9
Skills Explorations (Grades 10/12)	56	24	56	24
Dual Credit Programs	10	6	3	1

This school year saw an increase in the number of students participating in Work in Trades and ECE dual credit programs in a partnership with Northern Lights College (NLC). We are working to build on this program to ensure the need for qualified ECE workers can be filled in our community. We also have students enrolled in the Level 1 Automotive Repair Technician program, which will be the first trades program offered in person at our local NLC campus for many years.

#### **Next Steps for Career Development**

- Work with Northern Lights College to eliminate roadblocks in the Dual Credit application process (staff will be participating in a September 2023 meeting)
- A new process has been developed for the high school for this year. All staff working with Grade 12 students will meet together twice each semester (October, December, March, May) to identify students who are not on-track to graduate and ensure plans of support are in place.

## Appendix 1

### Standard F&P Reading Levels Used at Start of 2022-23

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
<b>Grade K</b>		C+	D+	E+
		B	C	D
		A	B	C
				Below C
<b>Grade 1</b>	E+	G+	I+	K+
	D / E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
<b>Grade 2</b>	K+	L+	M+	N+
	J / K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
<b>Grade 3</b>	N+	O+	P+	Q+
	M / N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
<b>Grade 4</b>	Q+	R+	S+	T+
	P / Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
<b>Grade 5</b>	T+	U+	V+	W+
	S / T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
<b>Grade 6</b>	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
<b>Grade 7</b>	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
<b>Grade 8</b>	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

### KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:  
Needs Short-Term Intervention

Does Not Meet Expectations:  
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgement.



## Modified F&P Reading Levels Implemented in June of 2022-23

Note: Reading levels remain the same as the standard F&P reading levels for Grades 5 – 8.

Grade	Beginning of Year	Term 1 (Nov – Dec)	Term 2 (Feb – Mar)	Term 3 (Mar – June)
<b>K</b>			B+	C+
			A	B
			AA	A
				AA
<b>1</b>	C+	E+	G+	I+
	B	D	F	H
	A	C	E	G
	AA	Below C	Below E	Below G
<b>2</b>	I+	K+	L+	M+
	H	J	K	L
	G	I	J	K
	Below G	Below I	Below J	Below K
<b>3</b>	M+	O+	P+	Q+
	L	N	O	P
	K	M	N	O
	Below K	Below M	Below N	Below O
<b>4</b>	Q+	R+	S+	T+
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R

Key
Extending
Proficient
Developing
Emerging