



**COAST MOUNTAINS BOARD OF EDUCATION  
SCHOOL DISTRICT 82**

**2020-2021 FRAMEWORK  
FOR ENHANCING STUDENT  
LEARNING REPORT**

**Submitted by:**

***Janet Meyer, Superintendent of Schools  
September 30, 2021***



## COAST MOUNTAINS BOARD OF EDUCATION SCHOOL DISTRICT 82

**2020-2021**

### ***FRAMEWORK FOR ENHANCING STUDENT LEARNING REPORT***

#### **DISTRICT CONTEXT**

Coast Mountains School District 82 (CMSD82) is located in the northwest of British Columbia and encompasses the traditional territories of four Indigenous nations: the Gitksan, the Haisla, the Nisga'a and the Tsimshian. The Gitksan Nation of the Hazelton area is made up of seven band communities that range from Gitanyow and Gitwangak through the Hazelton communities, and on up the Kispiox Valley. The Haisla Nation is centered in Kitimaat Village and the Tsimshian Nation has two distinct band communities in the Terrace and Thornhill areas.

The school district also serves a significant urban Indigenous population in the community of Terrace and numerous students of Nisga'a heritage from the Nass Valley also attend school in Terrace.

The richness of our local First Nations culture and history contributes to all our schools in a very positive way as Indigenous and non-Indigenous learners benefit from the diversity surrounding them.

The school district includes the main communities of the Hazeltons, Kitimat, Kitwanga, Stewart, Terrace and Thornhill. The school board office is located in Terrace with Kitimat a forty-five minute drive from the office, Kitwanga one hour, the Hazeltons one and a half hours, and Stewart three and a half hours.

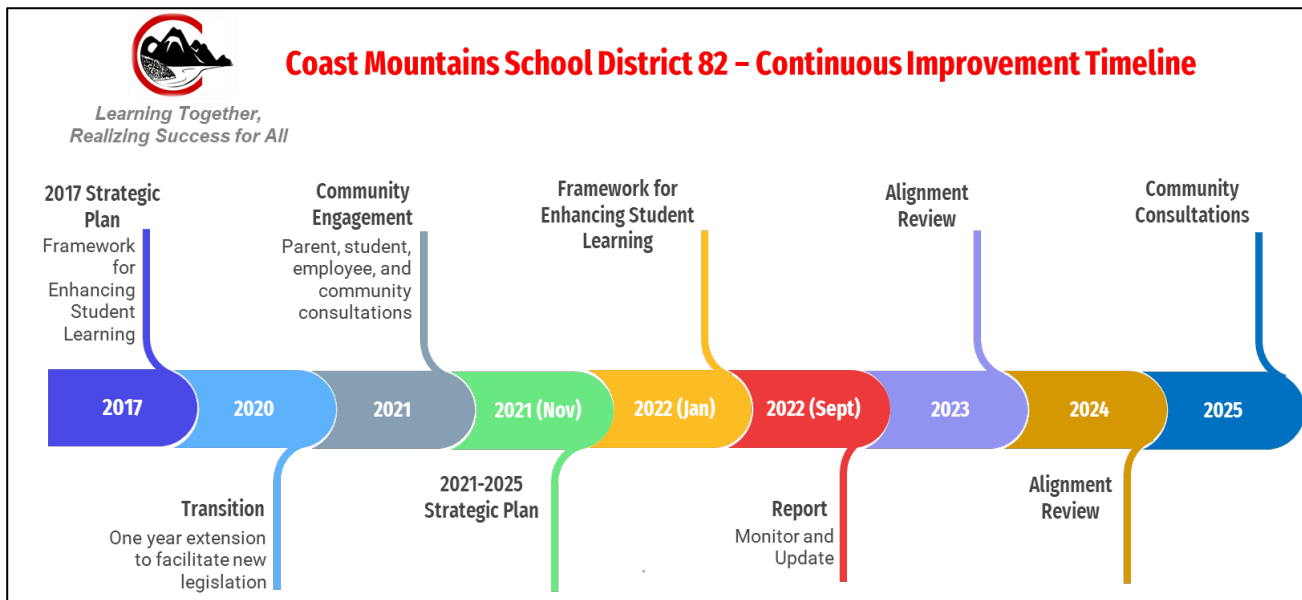
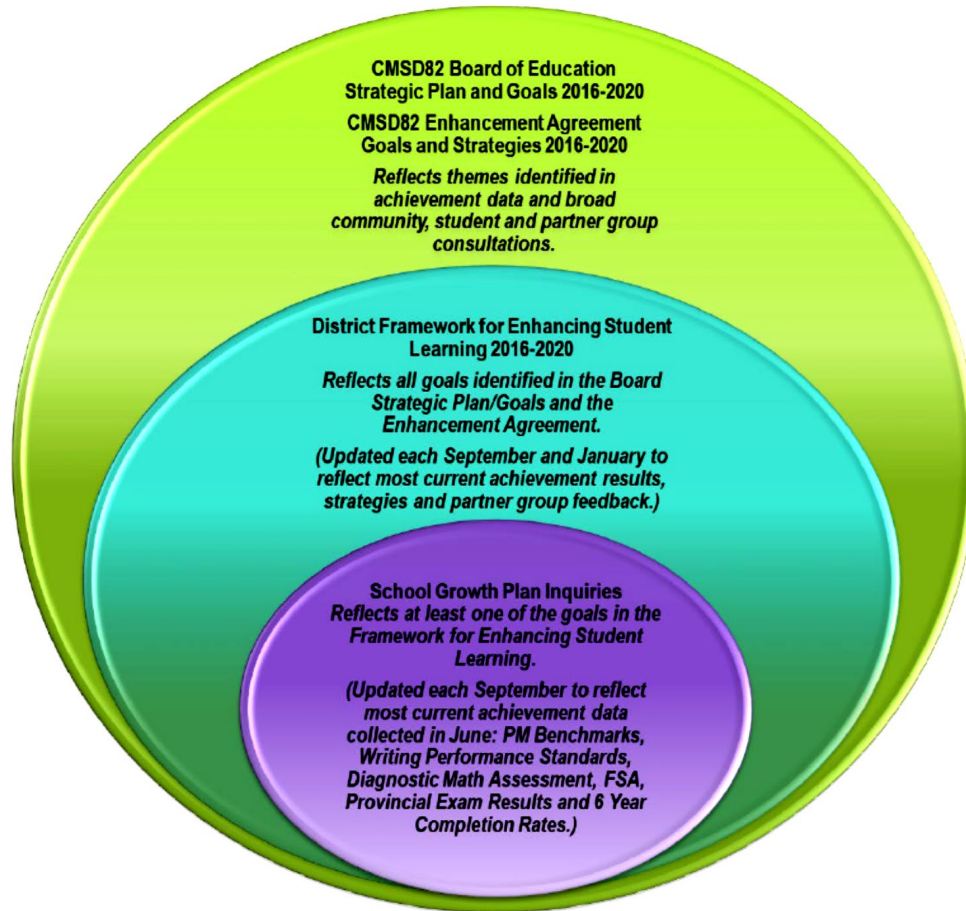
Coast Mountains School District serves a student population of approximately 4,300 students in 19 schools, including three alternate programs, with over 800 employees. The annual budget is approximately \$63 million and the geographical area covered by the district is of equivalent size to the country of Finland.

The Indigenous student population of the district stands at approximately 44%, with some schools serving student populations that are 100% Indigenous. Although overall student enrolment has declined in the district in recent years, the Indigenous student population has increased each year.

The students with special needs portion of our population is currently 14%. The students with special needs enrollment has declined over the last several years, along with the overall student population. However, the percentage of students with specific Ministry designations is higher than the provincial average in categories C, D, E, H, K, Q, and R.



# 2017-2020 FRAMEWORK FOR ENHANCING STUDENT LEARNING SUMMARY

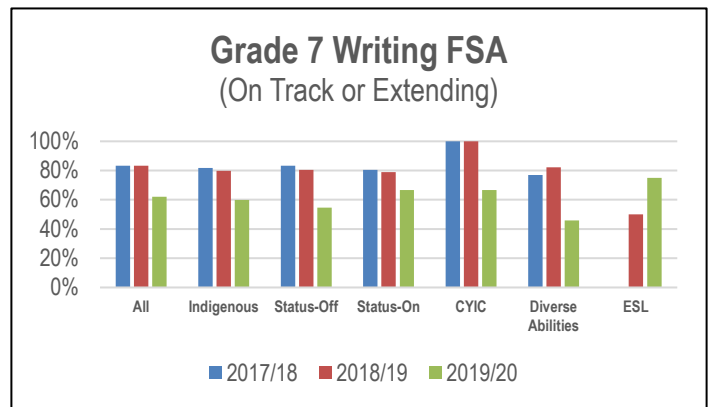
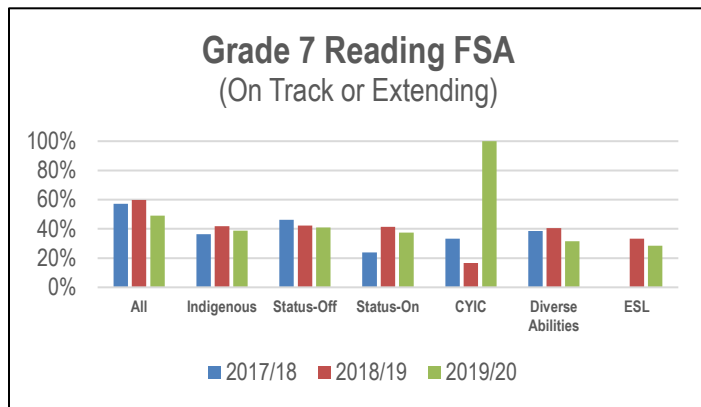
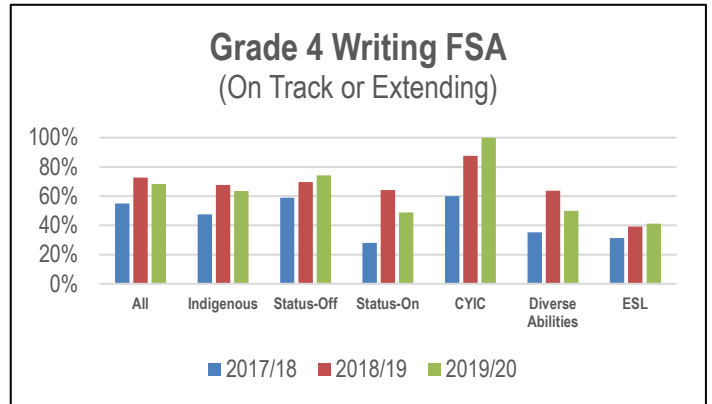
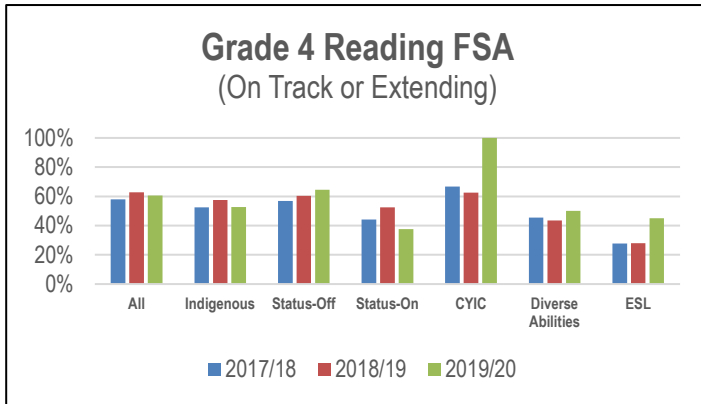


## A. INTELLECTUAL DEVELOPMENT

### Educational Outcome 1: Literacy

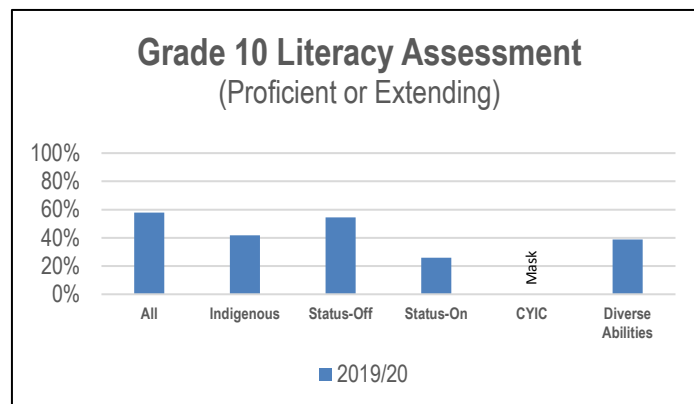
These graphs show the:

- ↪ Portion of Grade 4 resident writers 'on track' or 'extending' or who have 'met or exceeded expectations' on the Foundation Skills Assessment (FSA) Literacy reading section.
- ↪ Portion of Grade 7 resident writers 'on track' or 'extending' who have 'met or exceeded expectations' on the Foundation Skills Assessment (FSA) Literacy reading section.



This graph shows:

- ↪ Portion of Grade 10 resident writers 'proficient' or 'extending' on the Literacy 10 Assessment.



## **A. INTELLECTUAL DEVELOPMENT**

### **Educational Outcome 1: Literacy** *(continued)*

#### ***The Story the Data Tells Us:***

- ☞ On average, the Grade 4 status off-reserve students, in reading and writing, are outperforming all students by 2%.
- ☞ Grade 4 reading results are 13% below the provincial average.
- ☞ FSA participation rates for Grade 4 Reading are 85% and Grade 4 Writing are 73%. FSA participation rates for Grade 7 Reading are 80% and Grade 7 Writing are 64%.
- ☞ The achievement gap between all students and students on reserve in Grade 4 reading is 23%.
- ☞ On average, the Children and Youth in Care (CYIC) in Grade 4 reading and writing as well as Grade 7 reading are performing higher than all our students.
- ☞ Overall, the literacy results in writing exceed that of reading in most categories.
- ☞ Our Grade 10 literacy data indicates that our students are performing, on average, 58% below provincial average.
- ☞ Grade 10 literacy data is in alignment with Grade 7 FSA results.
- ☞ Our Grade 7 writing results far exceed what is reflected in the Grade 10 literacy assessment.
- ☞ Overall, students identified as Diverse Abilities, CYIC and ESL (English as a Second Language) are improving.
- ☞ District level reading data is consistent with that of the FSA Grade 4 and 7 and Grade 10 literacy.

#### ***Moving Forward into Framework for Enhancing Student Learning (FESL) 2021-2026:***

- ☞ Literacy remains a significant concern. Literacy continues to be a goal for the upcoming FESL. School Growth Plans are all aligned to this priority.
- ☞ In 2021-2022, we have re-established our relationship with Adrienne Gear to support capacity building at all levels in literacy.
- ☞ CMSD82 has supported more consistent language in the area of literacy: Joyful Literacy; CAFÉ Reading; Six Traits of Writing; Writing Fix and Writing Power are some of the best practice strategies used widely in CMSD82. We continue to promote these research-based strategies.
- ☞ School District 82 has mandated assessments in the fall and spring of every year. The intent of these assessments is to provide baseline information for educators from which they can build focussed lessons to meet the needs of students where they are at. These assessments include: PM Benchmarks, School Wide Writes, Early Development Index, and the CMSD Numeracy Assessment. These results are located on the school district's share point site which is available to all educators.
- ☞ Upon comprehensive review of school district data, in conjunction with an examination of school stories, we recognized and committed to providing school district in-service on social-emotional learning (SEL) and trauma-informed practice (TIP). We have closely embraced Linda O'Neill and Safer Schools Together as friends of School District 82 to support us in this work.
- ☞ Brad Marsden, Monique Gray Smith and Dr. Lorna Williams were instrumental in our journey towards decolonization and Truth and Reconciliation.
- ☞ Upon examination of the achievement data specific to the Hazeltons, the Hazelton Graduation Success Advisor position was created and remains.



## A. INTELLECTUAL DEVELOPMENT

### Educational Outcome 1: Literacy *(continued)*

#### **We are curious:**

- ☞ About future results of our Grade 10 literacy so we can align resources.
- ☞ To examine the trajectory of our Grade 10 Literacy Assessment after the first year.
- ☞ To understand what the impact on literacy initiatives will be in the future.
- ☞ To know if our improvement planning is impacting student achievement.
- ☞ To know if the focus on Kindergarten to Grade will yield positive results for students moving forward.
- ☞ About the CYIC student trend and their obvious success. Is this reflective of a small data set?

### Educational Outcome 2: Numeracy

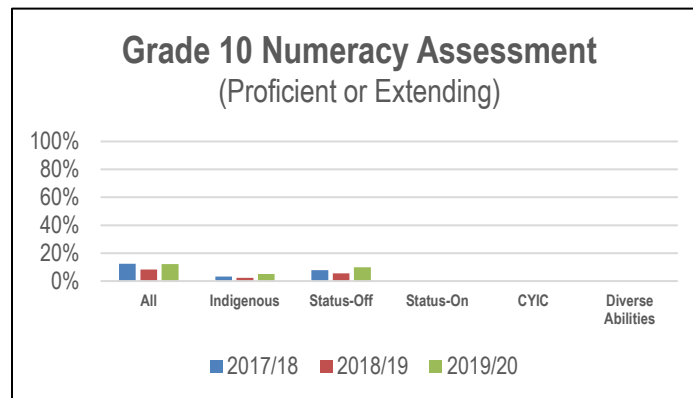
These graphs show the:

- ☞ Portion of Grade 4 resident writers 'on track' or 'extending' or who have 'met or exceeded expectations' on the Foundation Skills Assessment (FSA) Numeracy section.
- ☞ Portion of Grade 7 resident writers 'on track' or 'extending' or who have 'met or exceeded expectations' on the Foundation Skills Assessment (FSA) Numeracy section.



This graph shows:

- ☞ Portion of Grade 10 resident writers 'proficient' or 'extending' on the Numeracy 10 Assessment.



## A. INTELLECTUAL DEVELOPMENT

### Educational Outcome 2: Numeracy (continued)

#### **The Story the Data Tells Us:**

- ☞ Grade 4 Numeracy FSA results are 20% below that of the provincial average at 66%.
- ☞ Grade 7 Numeracy FSA results are 36% compared to that of the province at 65%.
- ☞ Grade 4 Numeracy data is extremely concerning and the trend further erodes into Grade 7.
- ☞ Results show at best 12% of our Grade 10 students are proficient or extending.
- ☞ The trend in numeracy data is troubling in that numeracy capacity is not improving from Grade 4 to 7 to 10. In fact, their level of performance is decreasing.
- ☞ FSA participation rates for Grade 4 Numeracy are 85% and Grade 7 Numeracy are 81%.

#### **Moving Forward into FESL 2021-2026:**

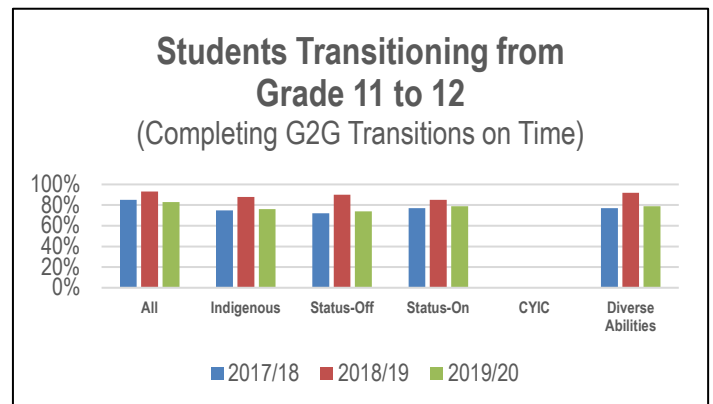
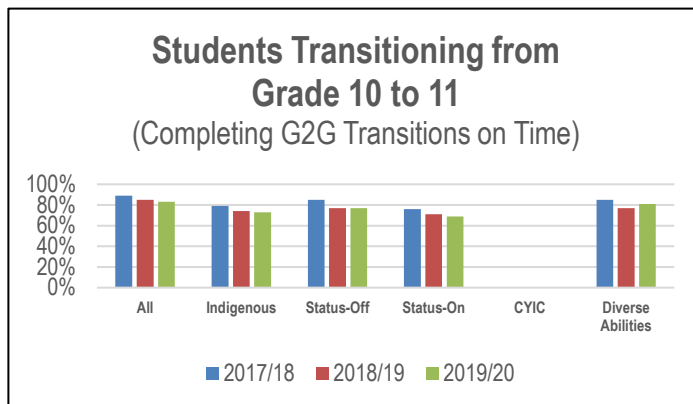
- ☞ The Grade 4 FSA data, is improving over time from 2017 to 2019 for all students except for Indigenous students. This growth can be attributed to intensive in-service and capacity by building opportunities provided to school district educators. A priority in the multi-year in-services was educators at the primary level.
- ☞ CMSD82 formed a Numeracy Focus Group that included Kindergarten to Grade 9 educators and was led by Carole Fullerton. The primary purpose was to increase teacher capacity. This group produced a District Numeracy Assessment.
- ☞ School growth plans are aligned to reflect a need for increased numeracy capacity.

#### **We are curious:**

- ☞ To see if the new Numeracy Assessment will inform teacher practice and thereby yield higher FSA results.
- ☞ As to whether the focus on numeracy in the lower grades will lead to improve Grade 7/10 numeracy results as students develop into numerate citizens.

These graphs show:

- ☞ Grade-to-Grade Transition 10-11: Portion of Grade 10 resident students who made the transition to the Grade 11 in the next school year.
- ☞ Grade to Grade Transition 11-12: Portion of Grade 11 resident students who made the transition to the Grade 12 in the next school year.



Legend: CYIC – Children and Youth in Care / ESL – English as a Second Language



## A. INTELLECTUAL DEVELOPMENT

### Educational Outcome 2: Numeracy *(continued)*

#### **The Story the Data Tells Us:**

- ↻ Our Grade 10 to 11 students are transitioning at a consistent level.
- ↻ Students transitioning from Grade 11 to 12 are also consistent in all categories.

#### **Moving Forward into FESL 2021-2026:**

- ↻ CMSD82 is continually updating and providing multi-pathway options for graduation.
- ↻ The consistent approach to student voice has yielded changes with programming for our Grade 10 to 12 students.

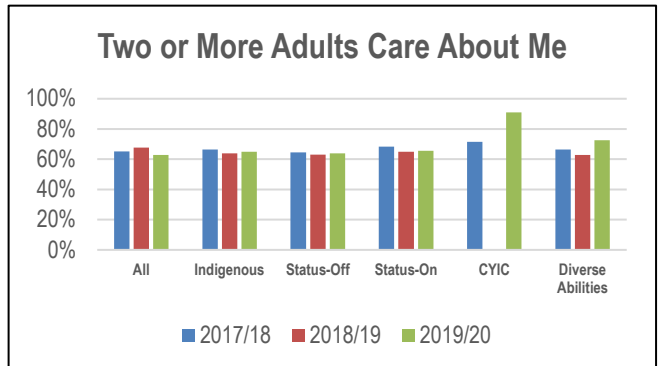
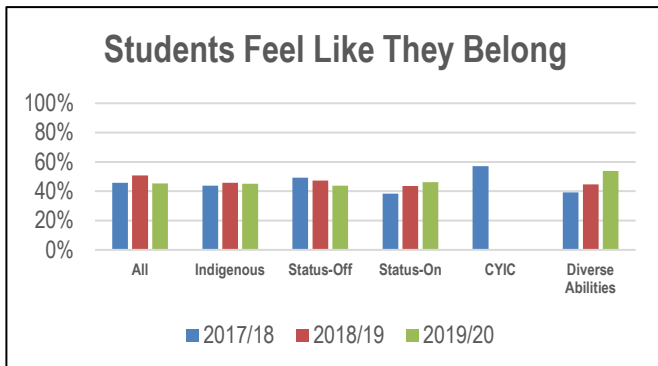
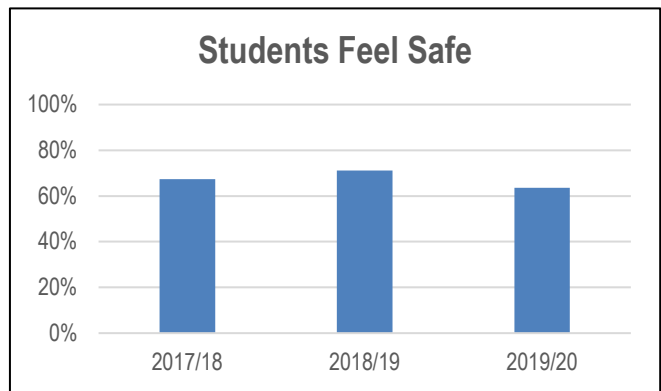
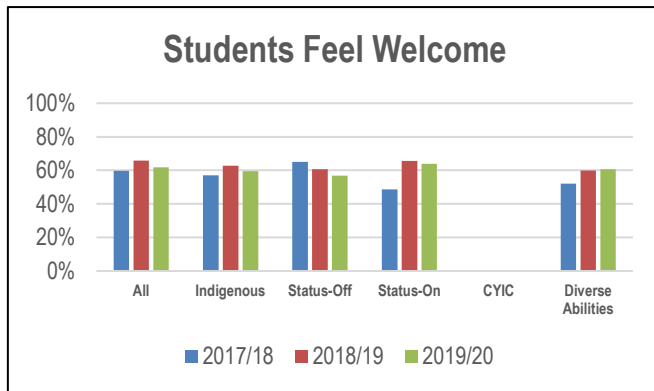
#### **We are curious:**

- ↻ We are curious about the data for students transitioning from Grade 11 to Grade 12.
- ↻ How we can better enlist the support of Indigenous Education Coordinators across the school district to walk along us as we do this work?
- ↻ About moving Grade 10 students developing to proficient and extending.

## B. HUMAN AND SOCIAL DEVELOPMENT

### Educational Outcome 3: Student Learning Survey

These graphs reflect feedback from students in response to the following topics: Students Feel Welcome, Students Feel Safe, Sense of School Belonging and Two or More Adults Care:



*Legend: CYIC – Children and Youth in Care / ESL – English as a Second Language*



## **B. HUMAN AND SOCIAL DEVELOPMENT**

### **Educational Outcome 3: Student Learning Survey** *(continued)*

#### ***The Story the Data Tells Us:***

- ☞ Status on-reserve students feel welcome in schools and the data shows a positive trajectory.
- ☞ There is no gap between Indigenous and non-Indigenous students as it relates to this student learning survey data.
- ☞ We notice consistent results related to two or more adults who care about them.
- ☞ CYIC feel like they belong in schools and that adults care about them.

#### ***Moving Forward Into FESL 2021-2026:***

- ☞ Many school growth plans have “sense of belonging” as a goal area. We are hypothesizing that with intentional focus on relationship, academic outcomes will improve.
- ☞ Five elementary schools in CMSD82 have the After-School Sports & Arts initiative.
- ☞ CMSD82 has placed much value on student voice agency. In fact, student voice was instrumental in the creation of the 2021-2026 FESL. School District 82 has annually held two student forums and two Indigenous forums. Additionally, each school, regardless of configuration, is responsible to host their own in-school student forum annually. District staff honours student voice. It is a priority that we act on the feedback received from students. During these student forums, students are asked about their experiences in our schools and what we can do to support them.
- ☞ All schools have SOGI Leads and a Gay Straight Alliance (GSA).
- ☞ Monthly meetings with community agencies: Northern Health Authority, Child Development Centre, Child & Youth Mental Health, Situation Table, Inaugural Integrated Child and Youth Team (ICYT) and Foundry.
- ☞ Inclusive Education Teacher mandated.
- ☞ Our belief is that the data in this area improves, so will the academic achievement of learners towards that of the educated citizen.
- ☞ To provide support for the building capacity in inclusive classrooms.

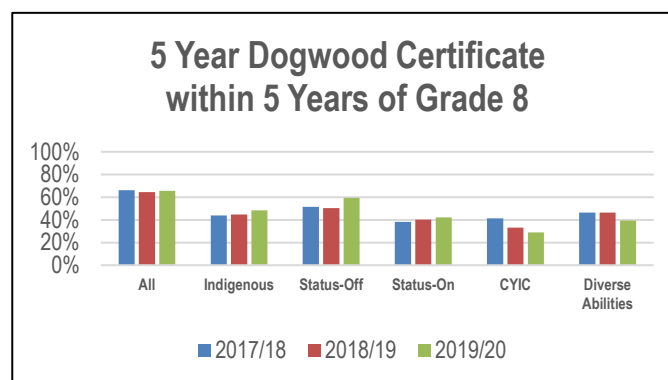
#### ***We are curious:***

- ☞ About whether we can better enlist the support of Indigenous Education Coordinators about our continued engagement with students as we build our culture of agency?

## **C. CAREER DEVELOPMENT**

### **Educational Outcome 4: Graduation: Five-Year Graduation Rate**

This graph reflects students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8.



*Legend: CYIC – Children and Youth in Care / ESL – English as a Second Language*

## C. CAREER DEVELOPMENT

### Educational Outcome 4: Graduation: Five-Year Graduation Rate *(continued)*

#### The Story the Data Tells Us:

- Indigenous students (status on-reserve and off-reserve) completion rates are on an upward trajectory.
- There still exists a gap between Indigenous and non-Indigenous learners in CMSD82.

#### Moving Forward Into FESL 2021-2026:

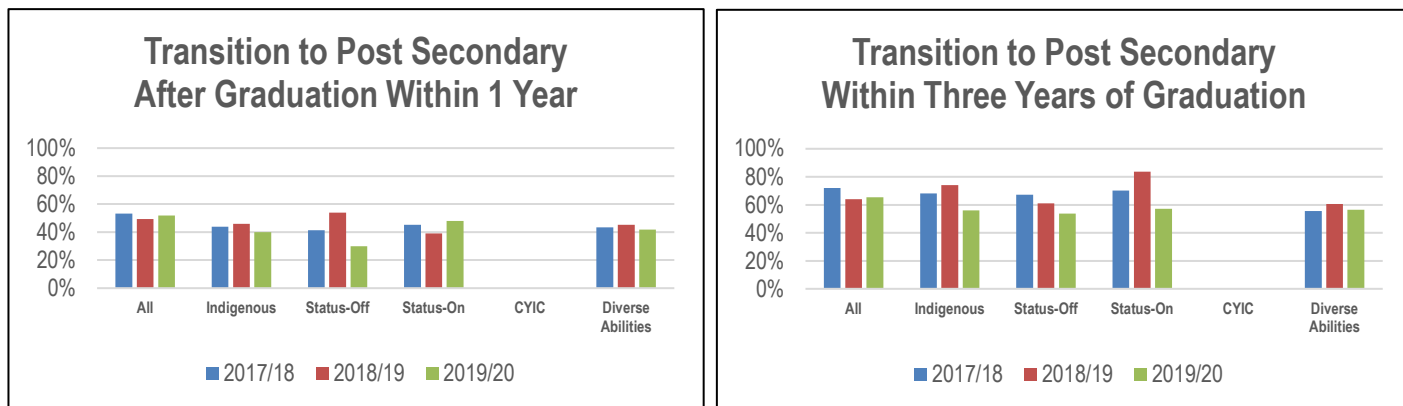
- District staff meet with the individual school Principal/Vice Principal on an annual basis to discuss student achievement and identify students who are at risk of not being on track for graduation. The intent of this meeting is to develop plans to ensure that barriers to learning are removed so that students have an equitable opportunity to grow into an educated citizen.
- A position, Hazelton Graduation Success Advisor, was created in response to the data specific to the Hazeltons. This was a direct response to the data. This position continues.

#### We are curious:

- About creating a framework of collaborative opportunities with school teams and Indigenous Education Coordinators.
- To know if meaningful relationships with First Nations Support Workers and Education Coordinators have a positive correlation to five-year graduation rates.
- Whether the expectation of the school district requiring educators to complete district-level assessments will result in data dialogue which will impact graduation rates.

### Educational Outcome 5: Core Competencies: Transition to Post-Secondary Institution 1-3 years

These graphs represent the portion of resident students, in the eligible to graduate cohort, who have transitioned to a B.C. public Post-Secondary Institution following graduation.



*Legend: CYIC – Children and Youth in Care / ESL – English as a Second Language*

#### The Story the Data Tells Us:

- Status off-reserve students appear to be less likely to transition to post-secondary institutions (PSI) while status on-reserve students are attending PSI at the same rate as all students.
- Status off-reserve students appear to require more time after graduation to transition to PSI.

## **C. CAREER DEVELOPMENT**

### **Educational Outcome 5: Core Competencies: Transition to Post-Secondary Institution 1-3 years (continued)**

#### ***Moving Forward Into FESL 2021-2026:***

- ☞ The use of myBlueprint software to support students developing their graduation pathway at Grade 9.

#### ***We are curious:***

- ☞ How would our data change if we considered the inclusion of non-British Columbia PSI?
- ☞ Why do students on-reserve transition more readily to PSI than status off-reserve students? Does that reflect the support students now are afforded at school and on reserve when applying to PSI?
- ☞ Why do some students require more time? How can we support this transition?
- ☞ About the impact of multi-pathway opportunities for Grade 11 and 12 students. Does this positively impact transition to PSI?

