

FRAMEWORK FOR ENHANCING STUDENT LEARNING



20
23


PREPARED BY :
Dr. Peter Jory
Sherrie Brown



Qualicum School District

SD69

Cohort size for On-Reserve students and Children in Care range from 0 - 4 students and therefore cannot be shared throughout this document.



The Qualicum School District resides on Coast Salish Territory and within the shared territory of the Snaw'naw'as (Nanoose) and Qualicum First Nations.

With a total student population of 4500 students, the Qualicum School District is centrally situated on east Vancouver Island, serving communities in and adjacent to the towns of Parksville and Qualicum. There are eight elementary schools (Grades K-7), two secondary schools (Grades 8-12), an alternate school (PASS), and a Distributed Learning program (CEAP) to support home-learning families. The district French Immersion program is available at Oceanside Elementary and Ballenas Secondary Schools. The Qualicum School district also has a thriving International Student Program, which brings approximately 140 students to the region every year.

Of the 540 students identifying as having Indigenous ancestry, 27 students reside on the local reserves, more than 200 are Metis, and the balance cites other territories as their ancestral home, if known. The Qualicum School District also supports approximately 550 students identified as having diverse needs, and typically 20 or fewer children in care. Household income in the region is below the provincial average while the cost of housing remains higher than average.

Climate and location seem to have favoured the Qualicum School District in regard to avoiding recent regional challenges in the last few years, with only one road closure due to either fire or flood temporarily impacting a small number of staff. Though workforce shortages have emerged from time to time when recruiting and retaining support staff, the district continues to draw high numbers of applicants for professional positions. Enrolment growth for this school year is expected to be manageable at about one percent.

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Grade 4 Literacy

Grade 4 FSA Literacy results showed an uptick in the 2022-23 school year. Though the District has utilized a range of literacy strategies over the years, the recent improvement in results is more likely related to improved administration and participation. After a low participation year during the pandemic, messaging and methodology both had to be rebuilt over the next two years, and principals were tasked with a more direct role in the process. As communication and organization improved under their supervision, fidelity to the experience also improved, which showed in participation rates as well as assessment completion.

Grade 4 FSA Literacy/Reading (All Resident Students)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	296	87	29%	182	61%	27	9%
2018/2019	267	77	29%	172	64%	18	7%
2019/2020	253	75	30%	149	59%	29	11%
2020/2021	174	35	20%	116	67%	23	13%
2021/2022	248	76	31%	151	61%	21	8%
2022/2023	329	68	21%	224	68%	37	11%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	30,689	7,274	24%	19,361	63%	4,054	13%
2018/2019	30,409	7,388	24%	19,354	64%	3,667	12%
2019/2020	29,633	7,688	26%	18,559	63%	3,386	11%
2020/2021	26,563	4,668	18%	18,023	68%	3,872	15%
2021/2022	29,325	7,386	25%	18,403	63%	3,536	12%
2022/2023	30,491	8,123	27%	18,845	62%	3,523	12%

The district All Resident Student and Indigenous Student results in Grade 4 literacy are above the provincial averages.

Students with stronger literacy skills were more likely to not write the assessments in the low participation years, so as participation rose last year, it would stand to reason that the more literate students who joined or returned to the assessment process would lead to the overall rising percentage of students On-Track and Extending.

Grade 4 FSA Literacy/Reading (Indigenous Students)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	37	13	35%	21	57%	3	8%
2018/2019	29	12	41%	16	55%	1	3%
2019/2020	29	11	38%	14	48%	4	14%
2020/2021	24	5	21%	19	79%	0	0%
2021/2022	22	8	36%	13	59%	1	5%
2022/2023	43	12	28%	29	67%	2	5%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	4,360	1,689	39%	2,404	55%	267	6%
2018/2019	4,243	1,547	36%	2,426	57%	270	6%
2019/2020	4,066	1,563	38%	2,252	55%	251	6%
2020/2021	3,334	928	28%	2,185	66%	221	7%
2021/2022	3,556	1,413	40%	1,922	54%	221	6%
2022/2023	3,734	1,547	41%	2,011	54%	176	5%

Cohort size for On-Reserve students and Children in Care range from 0 - 4 students and therefore cannot be shared throughout this document.

Grade 4 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	13	6	46%	7	54%	0	0%
2018/2019	11	5	45%	6	55%	0	0%
2019/2020	9	4	44%	5	56%	0	0%
2020/2021	3	1	33%	2	67%	0	0%
2021/2022	11	4	36%	7	64%	0	0%
2022/2023	15	7	47%	8	53%	0	0%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	1,694	684	40%	888	52%	122	7%
2018/2019	1,383	576	42%	736	53%	71	5%
2019/2020	1,784	765	43%	937	53%	82	5%
2020/2021	1,455	426	29%	912	63%	117	8%
2021/2022	1,785	725	41%	960	54%	100	6%
2022/2023	1,555	645	41%	811	52%	99	6%

While our local demographic suggests that our results should be below the provincial average, district culture and historic data both suggest that our primary teachers focus on literacy instruction, and that recent results are a more accurate representation of the work going on in our schools.

Grade 7 Literacy

Grade 7 FSA Literacy results have remained quite consistent. Again, though the District has utilized a range of literacy strategies over the years, the noticeable change in the data is again likely due to the increase in participation and the return to pre-pandemic results were likely a result of more direct principal involvement in the assessment process.

The All Resident results for the 2022-23 session remains within a very small percentage of results from prior years.

Grade 7 FSA Literacy/Reading (All Resident Students)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	286	110	38%	162	57%	14	5%
2018/2019	276	91	33%	168	61%	17	6%
2019/2020	297	119	40%	156	53%	22	7%
2020/2021	185	43	23%	119	64%	23	12%
2021/2022	254	95	37%	139	55%	20	8%
2022/2023	283	111	39%	153	54%	19	7%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	29,105	10,155	35%	15,995	55%	2,955	10%
2018/2019	28,765	9,893	34%	15,870	55%	3,002	10%
2019/2020	30,437	11,075	36%	15,775	52%	3,587	12%
2020/2021	26,192	8,355	32%	14,449	55%	3,388	13%
2021/2022	29,756	11,417	38%	15,189	51%	3,150	11%
2022/2023	29,772	12,738	43%	14,273	48%	2,761	9%

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Grade 7 FSA Literacy/Reading (Indigenous Students)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	40	10	25%	29	73%	1	3%
2018/2019	36	6	17%	30	83%	0	0%
2019/2020	35	11	31%	24	69%	0	0%
2020/2021	16	5	31%	11	69%	0	0%
2021/2022	29	9	31%	20	69%	0	0%
2022/2023	42	20	48%	22	52%	0	0%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	3,998	1,448	36%	2,462	62%	88	2%
2018/2019	4,007	1,519	38%	2,431	61%	57	1%
2019/2020	4,285	1,701	40%	2,540	59%	44	1%
2020/2021	3,444	1,311	38%	2,105	61%	28	1%
2021/2022	4,086	1,865	46%	2,175	53%	46	1%
2022/2023	4,042	2,013	50%	1,992	49%	37	1%

The Indigenous results were slightly lower than pre-pandemic sessions with only 52 percent of students On-Track. We should be cautious about making assumptions about potential cause and effect when the cohorts range between just 16 and 42 students, and therefore would be prone to greater statistical volatility. However, this group should be monitored, as the students in the *Emerging* category may benefit from intervention in their early high school years.

Grade 7 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	30	10	33%	19	63%	1	3%
2018/2019	23	9	39%	13	57%	1	4%
2019/2020	34	11	32%	23	68%	0	0%
2020/2021	19	6	32%	13	68%	0	0%
2021/2022	27	12	44%	15	56%	0	0%
2022/2023	37	29	78%	8	22%	0	0%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	2,486	1,118	45%	1,333	54%	35	1%
2018/2019	2,546	1,201	47%	1,313	52%	32	1%
2019/2020	2,953	1,454	49%	1,474	50%	25	1%
2020/2021	2,567	1,111	43%	1,425	56%	31	1%
2021/2022	3,117	1,605	51%	1,483	48%	29	1%
2022/2023	2,822	1,626	58%	1,166	41%	30	1%

Provincial data in the post-pandemic years has shown a slight decline at the Grade 7 level in BC (and more so around the world) so it is reassuring to note that our District results are showing as more consistent.

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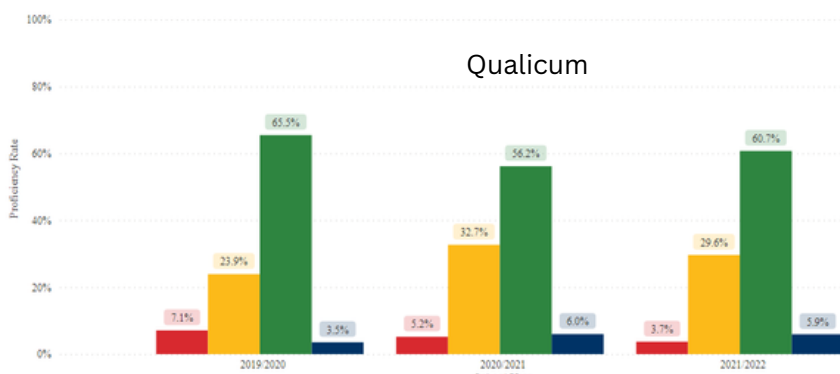
Grade 10 Literacy Expectations

The All Resident results for Grade 10 Literacy show as slightly weaker than the province for the 2021/22 session, with the percentage of students at *Proficient* being 60.7 percent and *Extending* at 5.9 percent. These numbers were virtually identical with FSA results from three years prior when that same cohort wrote.

Grade 10 Grad Assessment Literacy (All Resident Students)

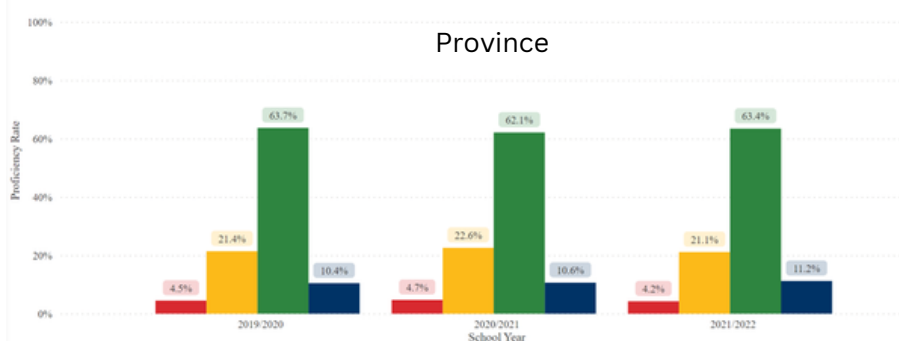
Grade 10 Literacy Proficiency Rate, 069 - Qualicum

● Emerging Rate ● Developing Rate ● Proficient Rate ● Extending Rate



Grade 10 Literacy Proficiency Rate, Province

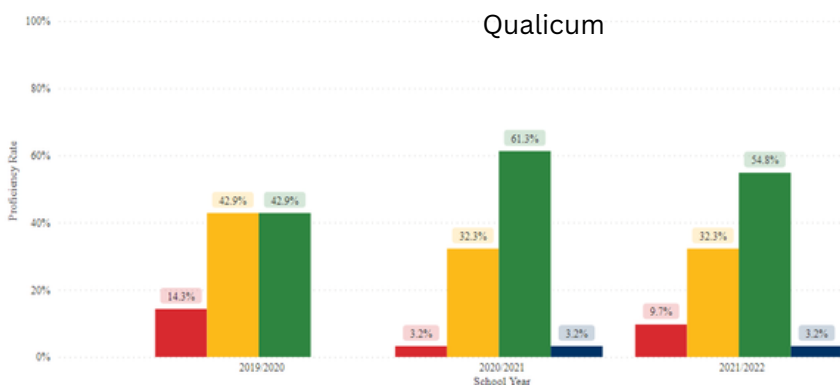
● Emerging Rate ● Developing Rate ● Proficient Rate ● Extending Rate



Grade 10 Grad Assessment Literacy (Indigenous Students)

Grade 10 Literacy Proficiency Rate, 069 - Qualicum

● Emerging Rate ● Developing Rate ● Proficient Rate ● Extending Rate



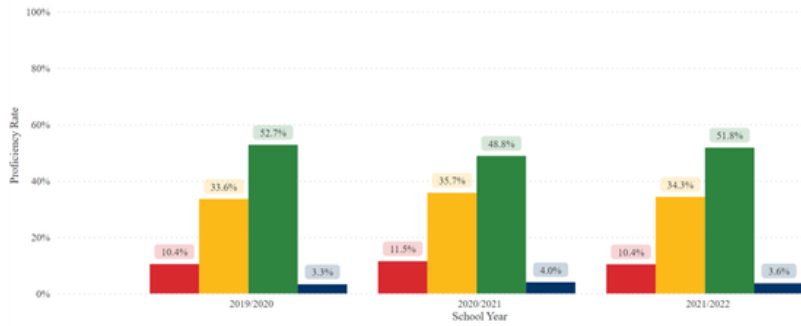
Grade 10 Literacy results for Indigenous students were just a couple percentage points above the provincial average in both the *Proficient* and *Extending* categories, but at 59 percent the group is about 10 percent below the Resident All Students group when considering both categories together.

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Grade 10 Literacy Proficiency Rate, Province

Emerging Rate Developing Rate Proficient Rate Extending Rate

Province



This cohort of Indigenous writers showed as 83 percent proficient when they wrote the FSA three years prior with the same number of writers participating in each session (36), which is especially curious given the manner in which the All Resident numbers aligned with their own FSA results.

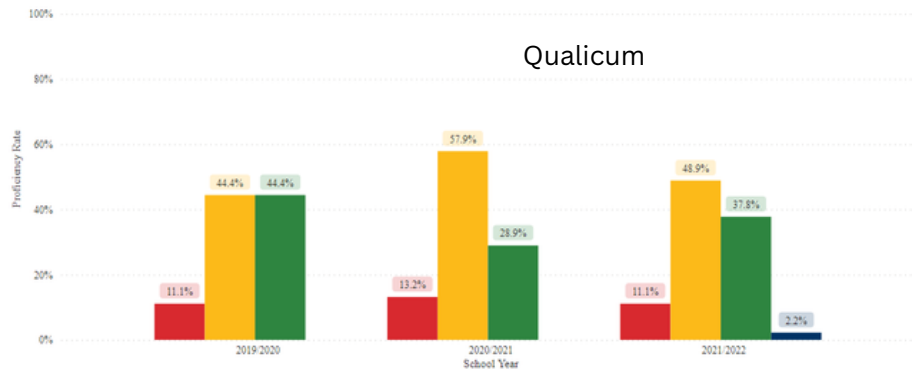
Grade 10 Grad Assessment Literacy (Students with Disabilities/Diverse Abilities)

Students with Diverse Needs showed as *Proficient* or *Extending* 34.1 percent of the time, about 10 percent below Provincial results.

Grade 10 Literacy Proficiency Rate, 069 - Qualicum

Emerging Rate Developing Rate Proficient Rate Extending Rate

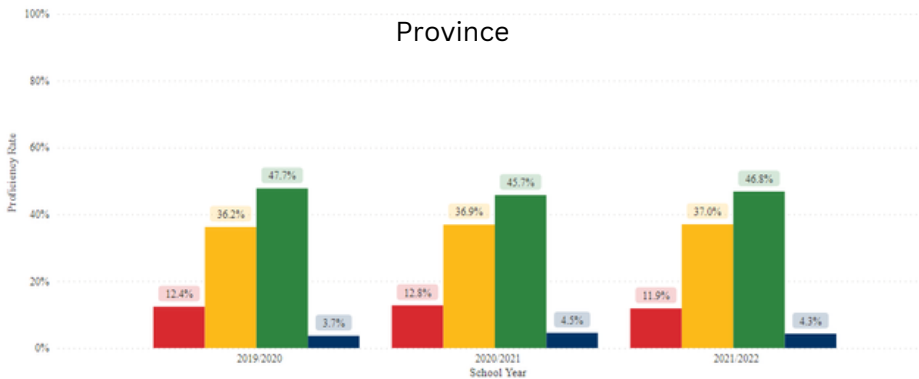
Qualicum



Grade 10 Literacy Proficiency Rate, Province

Emerging Rate Developing Rate Proficient Rate Extending Rate

Province



Grade 12 Literacy

The All Resident results for Grade 12 Literacy were a percent lower than the provincial results at 59.4 percent Proficient and 6 percent lower in the Extending category at 13.1 percent (charts not shown). Indigenous writers managed to show as Proficient only 45.5 percent of the time, with no students showing in the Extending category. These results are lower than the same cohort produced on the Literacy 10 assessment two years prior. Students with Diverse abilities showed as Proficient or Extending 47.2 percent of the time, which was almost identical to Provincial results. There is no trend data for Grade 12 as 2021/22 is the first year the assessment was written. Some questions regarding the results may be answered in the 2022/23 session which has been written but is not yet available in this data set, and staff has indicated that our students performed better in this more recent session.



Please note: There has been some discussion regarding reintroducing some literacy programs at the intermediate level in response to ongoing questions. The District is reintroducing the ***District Wide Write*** at grades 3, 5, and 9 as a means to support teachers with their assessment and instructional practices.

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Grade 4 Numeracy

Results for 2022-23 All Resident participants in the Grade 4 Numeracy Assessment were up from recent years with the *Proficient* and *Extending* categories totaling 80 percent. Provincial rates in both categories totaled 63 percent. Given that the participation rates returned to higher than 90 percent and the assessments were written in October rather than February, these outcomes are far more encouraging than what we have seen in the past.

Grade 4 FSA Numeracy (All Resident Students)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	296	87	29%	182	61%	27	9%
2018/2019	267	77	29%	172	64%	18	7%
2019/2020	253	75	30%	149	59%	29	11%
2020/2021	174	35	20%	116	67%	23	13%
2021/2022	248	76	31%	151	61%	21	8%
2022/2023	329	68	21%	224	68%	37	11%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	30,689	7,274	24%	19,361	63%	4,054	13%
2018/2019	30,409	7,388	24%	19,354	64%	3,667	12%
2019/2020	29,633	7,688	26%	18,559	63%	3,386	11%
2020/2021	26,563	4,668	18%	18,023	68%	3,872	15%
2021/2022	29,325	7,386	25%	18,403	63%	3,536	12%
2022/2023	30,491	8,123	27%	18,845	62%	3,523	12%

Grade 4 Numeracy (Indigenous Students)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	36	18	50%	18	50%	0	0%
2018/2019	29	15	52%	14	48%	0	0%
2019/2020	30	12	40%	18	60%	0	0%
2020/2021	23	8	35%	12	52%	3	13%
2021/2022	21	11	52%	9	43%	1	5%
2022/2023	42	19	45%	23	55%	0	0%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	4,354	2,308	53%	1,948	45%	98	2%
2018/2019	4,212	2,152	51%	1,960	47%	100	2%
2019/2020	4,050	1,955	48%	1,988	49%	107	3%
2020/2021	3,279	1,432	44%	1,707	52%	140	4%
2021/2022	3,539	1,927	54%	1,519	43%	93	3%
2022/2023	3,744	2,111	56%	1,550	41%	83	2%

Grade 4 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	13	4	31%	9	69%	0	0%
2018/2019	11	9	82%	2	18%	0	0%
2019/2020	8	5	63%	3	38%	0	0%
2020/2021	3	1	33%	2	67%	0	0%
2021/2022	12	5	42%	6	50%	1	8%
2022/2023	14	9	64%	5	36%	0	0%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	1,692	910	54%	721	43%	61	4%
2018/2019	1,384	799	58%	548	40%	37	3%
2019/2020	1,793	933	52%	782	44%	78	4%
2020/2021	1,438	643	45%	706	49%	89	6%
2021/2022	1,771	957	54%	743	42%	71	4%
2022/2023	1,564	826	53%	674	43%	64	4%

Again though, the results for the Indigenous cohort were lower than the All Resident results for On Track and *Extending* at 55 percent, but again, were above the provincial average of 45 percent. The 2022-23 cohort had just enough students to be unmasked in the data but just 33 percent were in the *Proficient* category, trailing the province who had 43 percent in the *Proficient* category and 4 percent in the *Extending* category. As with the Literacy Assessments, improved messaging and administrative practices have likely made for higher and more accurate results overall.

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Grade 7 Numeracy

Grade 7 Numeracy (All Resident Students)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	286	110	38%	162	57%	14	5%
2018/2019	276	91	33%	168	61%	17	6%
2019/2020	297	119	40%	156	53%	22	7%
2020/2021	185	43	23%	119	64%	23	12%
2021/2022	254	95	37%	139	55%	20	8%
2022/2023	283	111	39%	153	54%	19	7%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	29,105	10,155	35%	15,995	55%	2,955	10%
2018/2019	28,765	9,893	34%	15,870	55%	3,002	10%
2019/2020	30,437	11,075	36%	15,775	52%	3,587	12%
2020/2021	26,192	8,355	32%	14,449	55%	3,388	13%
2021/2022	29,756	11,417	38%	15,189	51%	3,150	11%
2022/2023	29,772	12,738	43%	14,273	48%	2,761	9%

Grade 7 Numeracy results totaled 61 percent for All Resident Students, with the province at 57 percent. Again, these results are similar to previous non-pandemic years, with no clear trend line emerging. It should be noted that the provincial numbers have declined over this time frame, so having more consistent results could be interpreted as a success.

Similarly, Indigenous results for Grade 7 Numeracy are down slightly in the last two years when compared to pre-pandemic sessions, with 54 percent of students showing as On-Track or *Extending*. Again, the provincial results in the 2022/23 year were lower, with 36 percent of students showing in those two categories.

Grade 7 FSA Numeracy (Indigenous Students)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	40	16	40%	20	50%	4	10%
2018/2019	36	14	39%	21	58%	1	3%
2019/2020	35	14	40%	21	60%	0	0%
2020/2021	16	5	31%	7	44%	4	25%
2021/2022	28	14	50%	13	46%	1	4%
2022/2023	42	19	45%	22	52%	1	2%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	3,992	2,302	58%	1,570	39%	120	3%
2018/2019	3,967	2,321	59%	1,552	39%	94	2%
2019/2020	4,253	2,555	60%	1,587	37%	111	3%
2020/2021	3,418	1,833	54%	1,483	43%	102	3%
2021/2022	4,057	2,433	60%	1,523	38%	101	2%
2022/2023	3,978	2,542	64%	1,327	33%	109	3%

Grade 7 Numeracy (Students with Disabilities/Diverse Abilities)

District		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	30	19	63%	10	33%	1	3%
2018/2019	22	15	68%	6	27%	1	5%
2019/2020	34	26	76%	6	18%	2	6%
2020/2021	19	5	26%	11	58%	3	16%
2021/2022	27	17	63%	9	33%	1	4%
2022/2023	34	21	62%	12	35%	1	3%

Province		Emerging		On-Track		Extending	
School Year	Writer Count	Count	Percentage	Count	Percentage	Count	Percentage
2017/2018	2,456	1,501	61%	871	35%	84	3%
2018/2019	2,511	1,603	64%	827	33%	81	3%
2019/2020	2,916	1,904	65%	913	31%	99	3%
2020/2021	2,534	1,442	57%	958	38%	134	5%
2021/2022	3,114	2,018	65%	994	32%	102	3%
2022/2023	2,768	1,864	67%	796	29%	108	4%

Students with diverse needs showed as 37 percent *Proficient* and *Extending* in the last two years, which is very similar to provincial totals.

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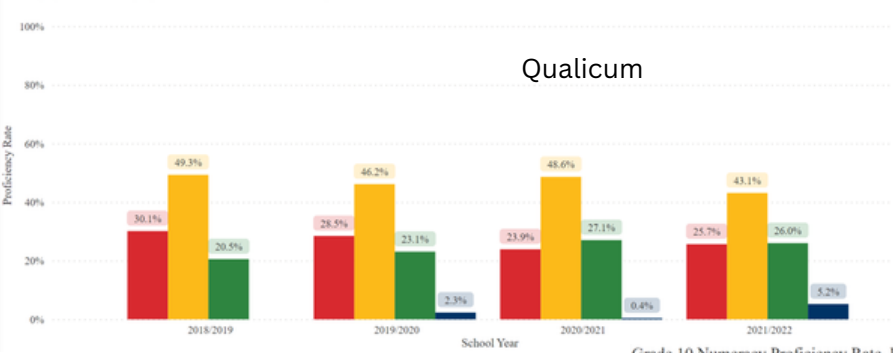
Several sessions were held in previous years to inform teachers on the design intentions of the FSA, how to interpret the Depths of Knowledge (DOKs), and how the assessments could inform their practice. These sessions were seen to be helpful in informing both Literacy and Numeracy instruction and planning, but have probably been more helpful in regard to Numeracy, where there may be less information available to inform teachers and there may be lower overall levels of instructional confidence due to an imbalance in teaching credentials favouring humanities. The District will be initiating ***District Wide Numeracy Assessments*** at the Grade 6 and 8 levels this year.

It should also be noted that the accuracy checks from provincial marking for all of the FSA sessions (Literacy and Numeracy) came back as 98/100 percent, and that in the cases where there was a mismatch between local and provincial markers, the mismatch was several times more likely to have our local markers rating the student sample harder rather than lighter. This helps assure us that positive results have come from better practice in administration or instruction rather than as a result of softer local marking.

Grade 10 Numeracy

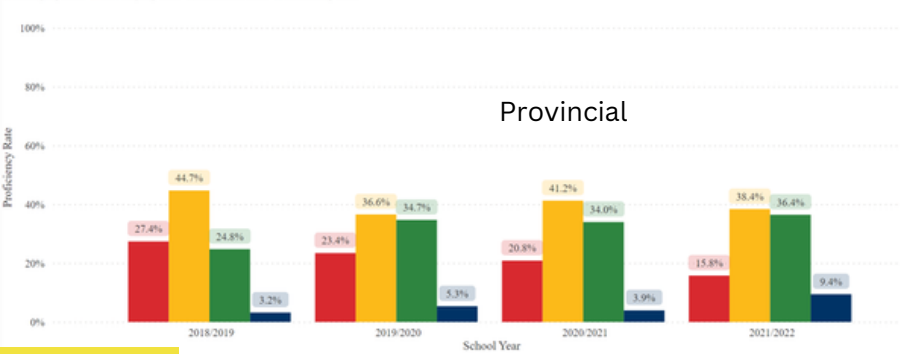
Grade 10 Grad Assessment Numeracy (All Resident Students)

Grade 10 Numeracy Proficiency Rate, 069 - Qualicum



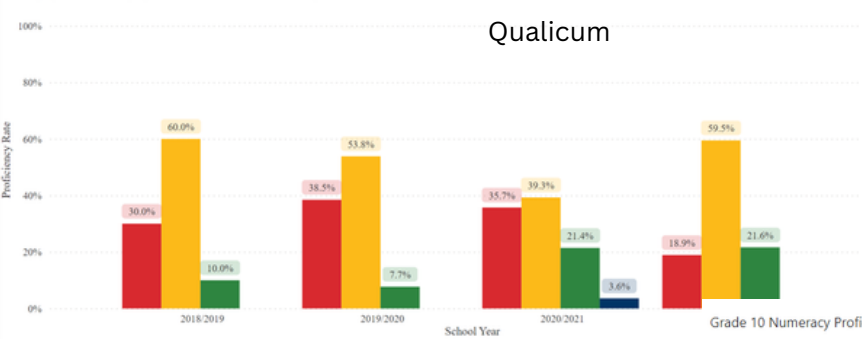
Local Grade All Resident Students trail the province with 31.2 percent of writers meeting the *Proficient* and *Extending* categories, compared to provincial writers who are able to meet those standards 45.8 percent of the time.

Grade 10 Numeracy Proficiency Rate, Province



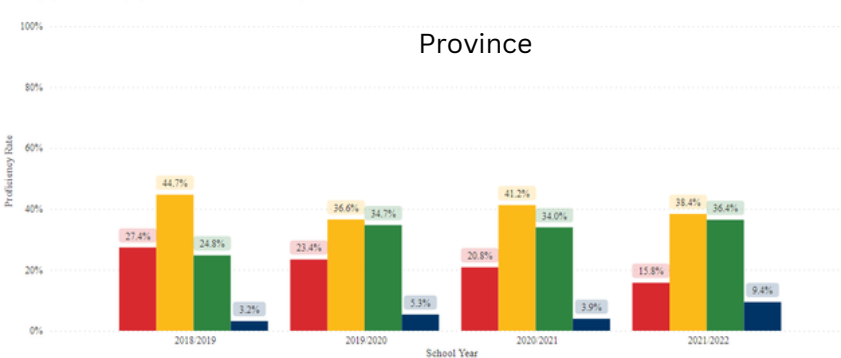
Grade 10 Grad Assessment Numeracy (Indigenous Students)

Grade 10 Numeracy Proficiency Rate, 069 - Qualicum



Local Indigenous writers struggled at 21.5 percent *Proficiency*, which was within a percent of the provincial totals, but still not encouraging.

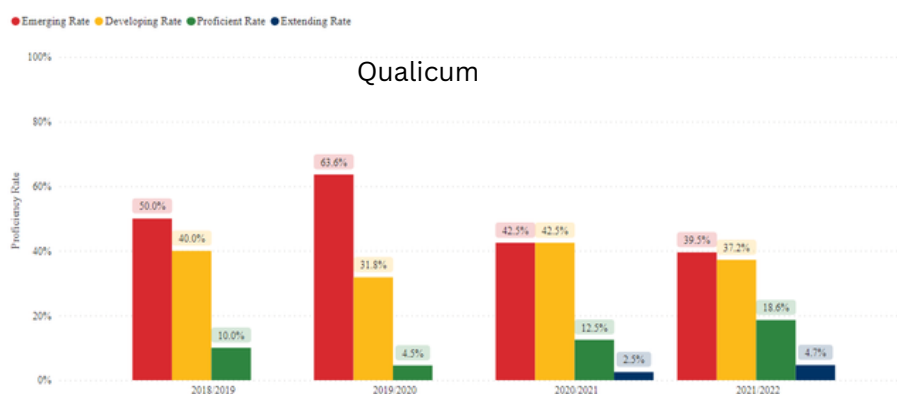
Grade 10 Numeracy Proficiency Rate, Province



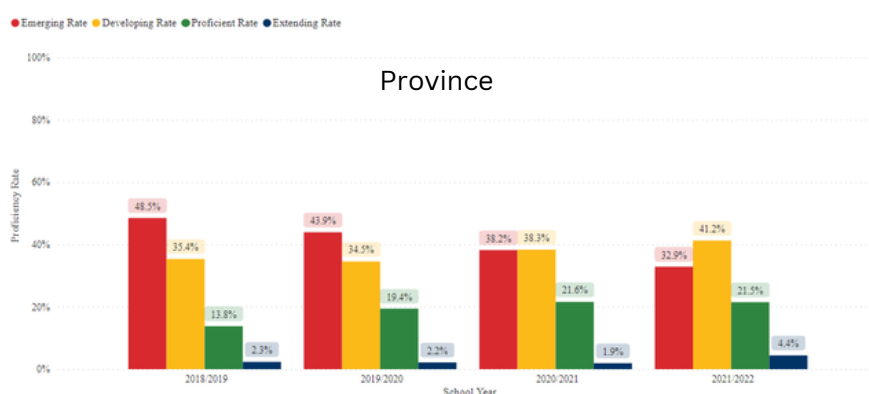
Cohort size for On-Reserve students and Children in Care range from 0 – 4 students and therefore cannot be shared throughout this document.

Grade 10 Grad Assessment Numeracy (Students with Disabilities/Diverse Abilities)

Grade 10 Numeracy Proficiency Rate, 069 - Qualicum



Grade 10 Numeracy Proficiency Rate, Province



Results for students with Diverse Needs are well below the other groups and the provincial averages at 17.9 percent *Proficient* or *Extending*, though it should be noted this is a smaller cohort group.

As stated in last year's report, our students find the Numeracy Assessment quite difficult, and results in this District have trailed behind the provincial Numeracy results in each of the last three years.

Strategies emerging from evidence including provincial measures:

- Acknowledgement that preparing students for the assessment process in the week prior builds on their previous assessment experience and leads to higher accuracy and better results. A preparatory process across the district that builds an assessment environment that maximizes student comfort should be implemented.
- The district teaching and learning team now has a numeracy specialist. An expansion of this specialist area should be considered, as well as a more pervasive approach to changing practice.

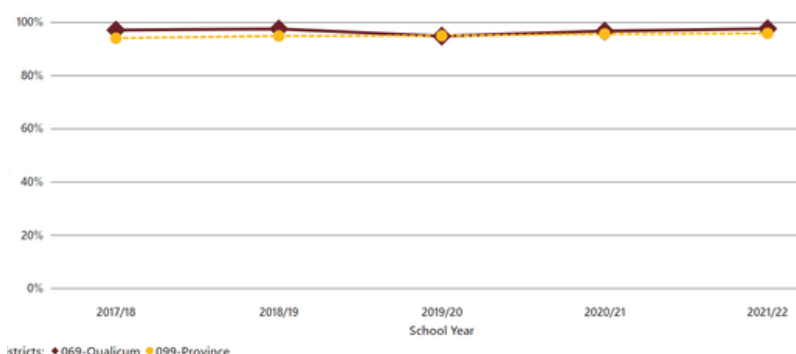
In regard to supporting development of stronger literacy and numeracy skills at all age groups, educational staff is pursuing the following strategies:

- District-wide learning sessions on the item analysis of FSA and graduation data
- Adoption of school and district wide numeracy and literacy assessments, including District-Wide Writes and the Island Numeracy Assessment, as well as implementation of the Edplan Insight data repository for teacher and principal use
- Schools were provided with their own grade data to target areas for growth, focused on the FSA Depths of Knowledge.
- School initiatives in numeracy and literacy supported by the District Teaching and Learning Team
- First Steps Numeracy Pro-D – 5 sessions with all elementary schools represented

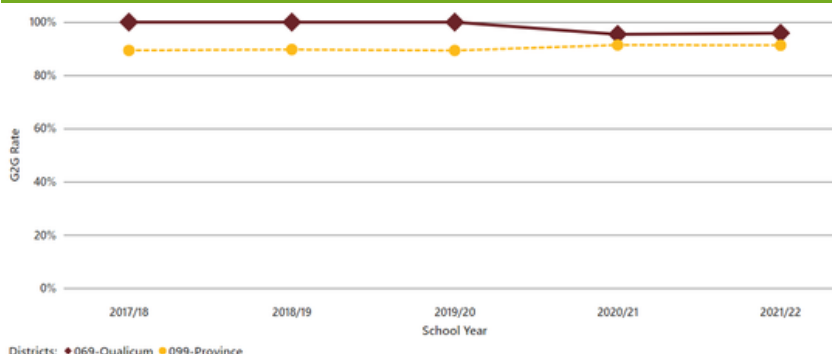
Grade to Grade Transition Rates

All Resident Transition rates remained high throughout all levels of the school system in the 2022-23 school year. Curiously though, district rates are often a percentage or two below provincial rates in grades 1 through 6, despite the district's practice of not retaining students in those age groups. It is possible that those few non-transitions were a result of out-migration or withdrawal from the school system. This trend reversed as the students moved through the system with All Resident district rates from grade 7 and above showing as a percent or two higher than provincial numbers.

Grade 10 - 11 Transition (All Resident Students)

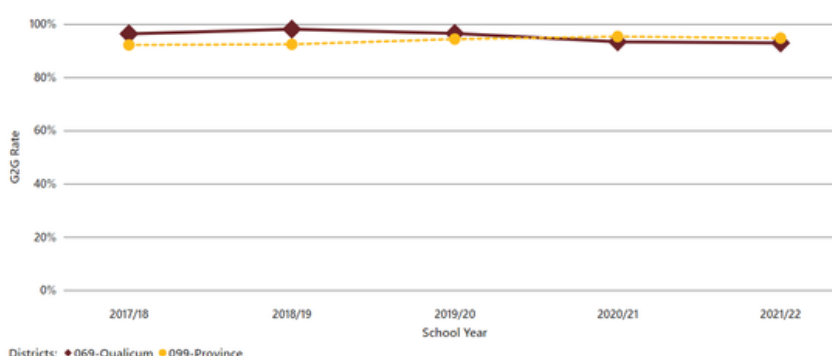


Grade 10 - 11 Transition (Indigenous Students)



District transition rates for Indigenous students mirrored or remained very close to the All Resident numbers, which placed them above provincial numbers by a percentage or two throughout the elementary years. The gap widened in secondary as the provincial transition rates declined by several points in the upper secondary years. The district Transition rate for Indigenous grade 11 students was 97 percent in 2022-23 compared to the provincial rate for Indigenous students of 86 percent.

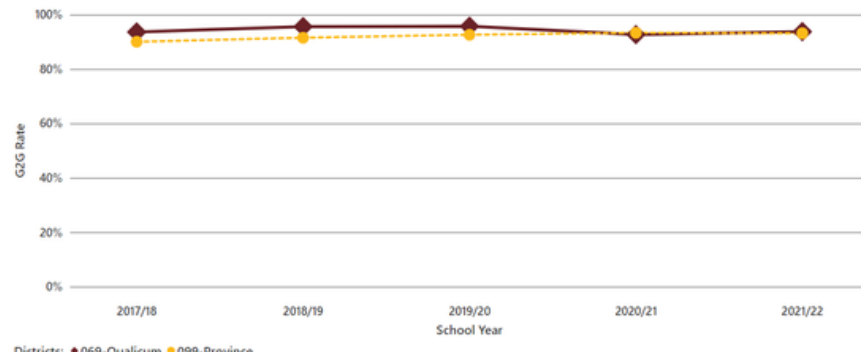
Grade 10 - 11 Transition (Students with Disabilities/Diverse Abilities)



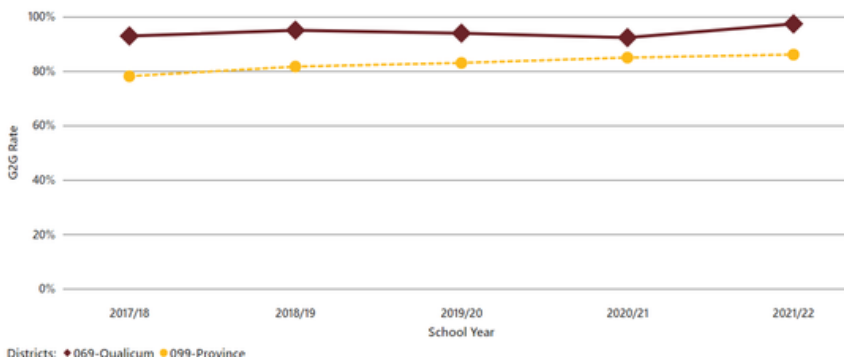
Cohort size for On-Reserve students and Children in Care range from 0 - 4 students and therefore cannot be shared throughout this document.



Grade 11 – 12 Transition (All Resident Students)

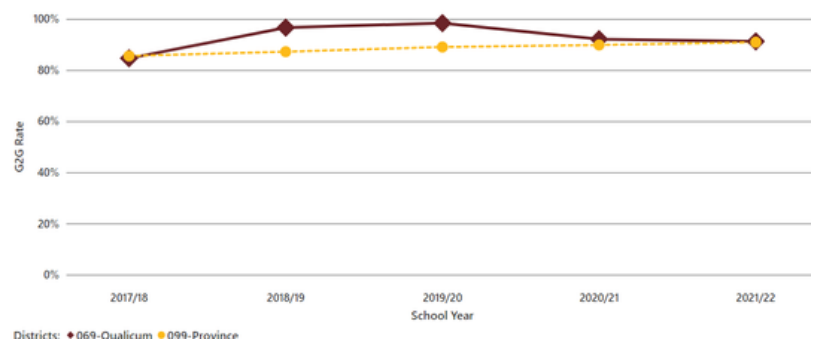


Grade 11 – 12 Transition (Indigenous Students)



District transition rates for Students with Diverse needs again were close to provincial rates, with the district numbers typically either a percentage higher or lower throughout the school years, and the grade 11 numbers being 91 percent for both district and provincial students in 2022-23. In the interest of saving space, only the charts for Grade 10-11 and Grade 11-12 were shared in this document.

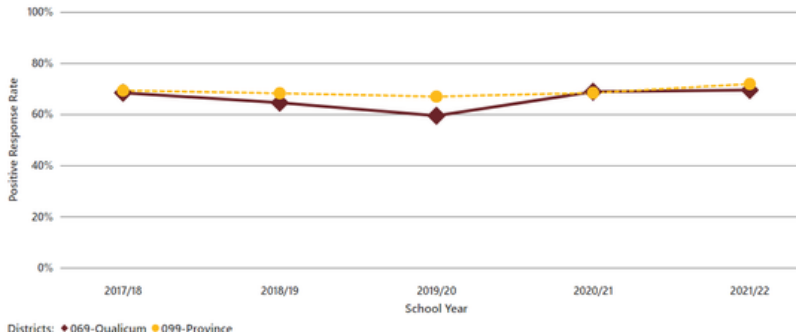
Grade 11 – 12 Transition (Students with Disabilities/Diverse Abilities)



Cohort size for On-Reserve students and Children in Care range from 0 – 4 students and therefore cannot be shared throughout this document.

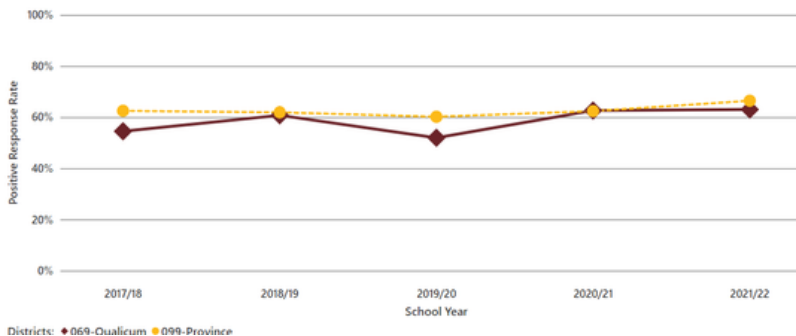
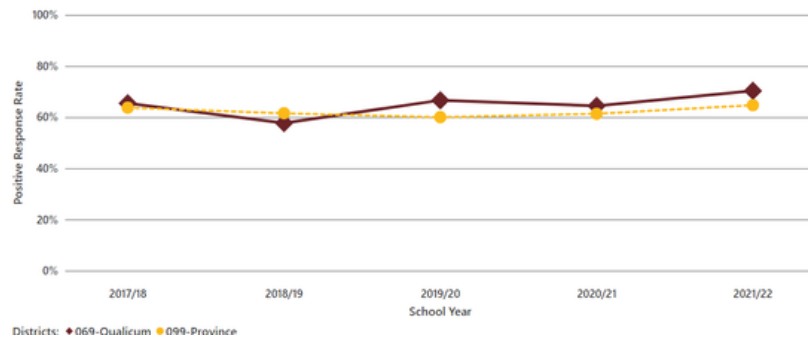
Student Learning Survey

FEELING WELCOME



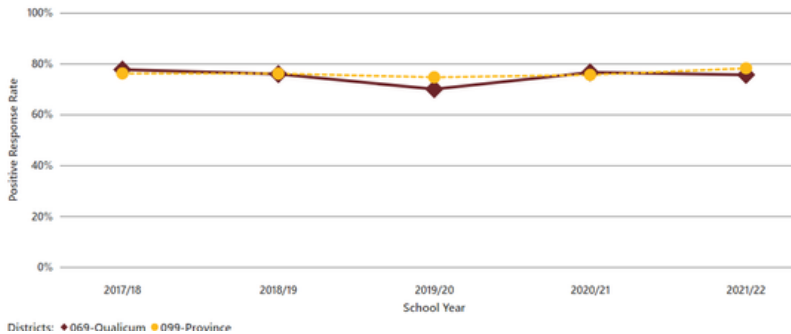
When asked if they “felt welcome”, the district All Resident Student survey results came back at 70 percent for the 2022-23 students who responded in grade 4, 7, and 10. This result was 2 percent lower than the provincial results for All Resident Student, but was a gain of 10 percent over the last 2 years.

Indigenous Students in the Qualicum School District also answered in the affirmative 70 percent of the time, which is 5 percent higher than the provincial results for Indigenous students, whereas



... local Students with Diverse Needs answered the same question in the affirmative positively 61 percent of the time, compared to the provincial average of 66 percent.

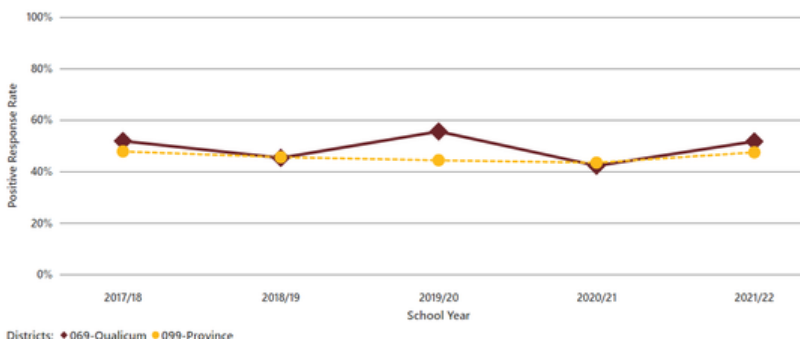
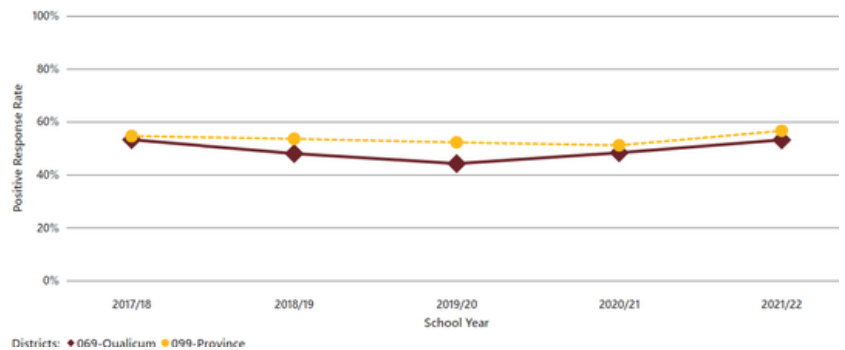
FEELING SAFE



When asked if they “felt safe” at school, district All Resident Students answered positively 76 percent of the time, compared to the provincial average of 78 percent. Disaggregated data are not provided for Indigenous Students or Students with Diverse needs for the “feel safe” question.

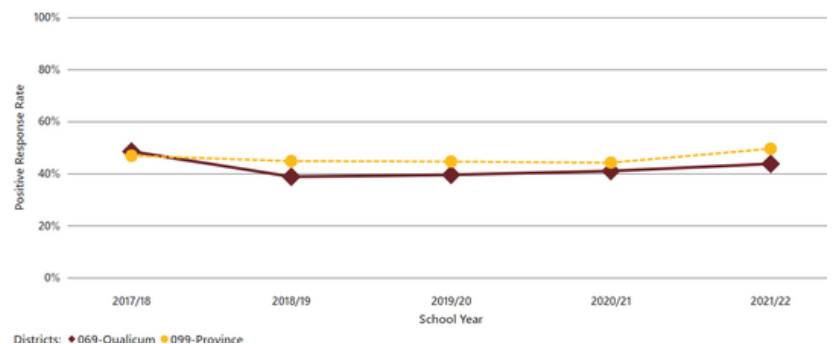
SENSE OF BELONGING

When asked if they “had a sense of belonging” at their school, 54 percent of district All Resident Students answered positively, compared to the provincial response rate of 57 percent.

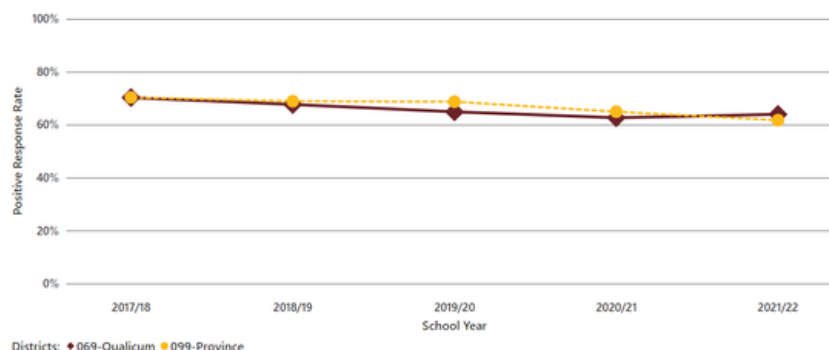


District Indigenous students answered the same question positively 51 percent of the time, which was slightly higher than provincial Indigenous students, who did the same 48 percent of the time.

District Students with a Diverse need stated the same just 42 percent of the time, compared to provincial responses, which came in at 50 percent.

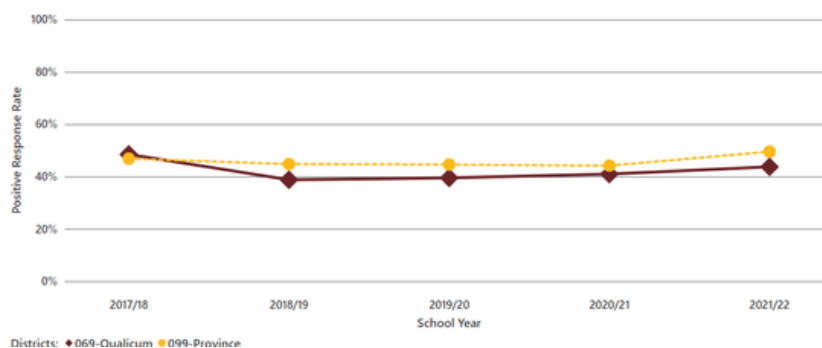
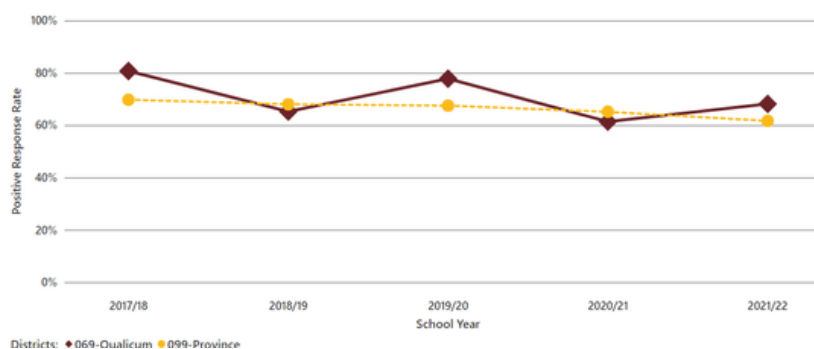


CARED ABOUT



When asked if they could “name two or more adults who care about them” 62 percent of district students answered in the affirmative, which was slightly higher than provincial results.

Indigenous students answered positively 67 percent of the time compared to provincial results of 60 percent.

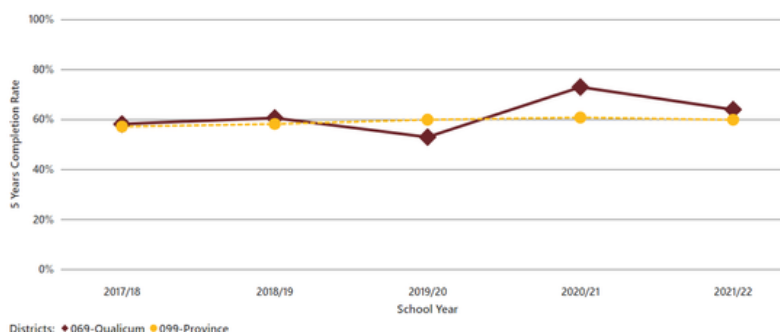
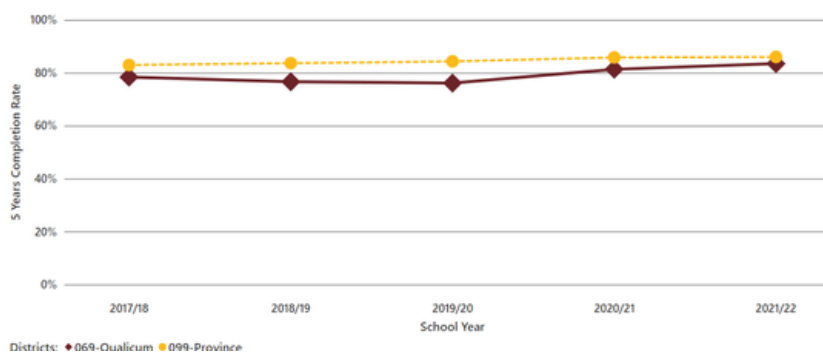


Local Students with Diverse needs answered in the affirmative 63 percent of the time, which was the same result as the province.



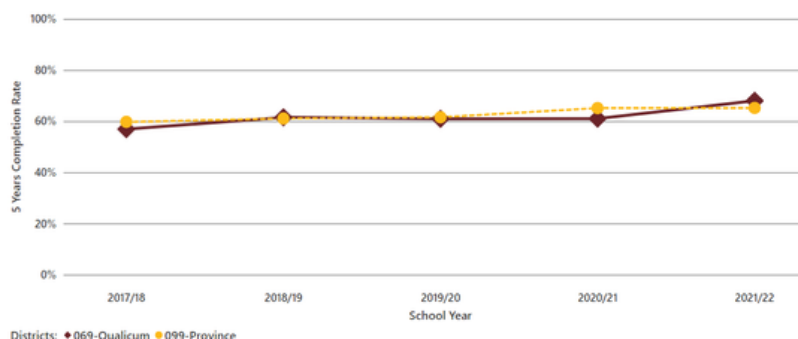
The 5 Year Completion Rate

The 5 Year Completion Rate for All Resident Students has climbed 7 percent over the last two years, and sits at 83 percent for the 2021-22 cohort, now just 3 percent lower than the provincial average.



The 5 Year Completion Rate for Indigenous Students was 73 percent for the 2020-21 school year, and 64 percent for the 2021-22 school year, both above the provincial average.

District Students with Diverse Needs also outperformed provincial 5 Year Completion Rates at 68 percent compared to 65 percent.



District All Resident Students completed school in in 6 years 90 percent of the time, just 1 percent lower than the provincial rate, and Indigenous Students and Students with Diverse Needs did the same 84 percent of the time in both cases, which is 9 and 7 percent higher than their provincial counterparts (chart not shown).

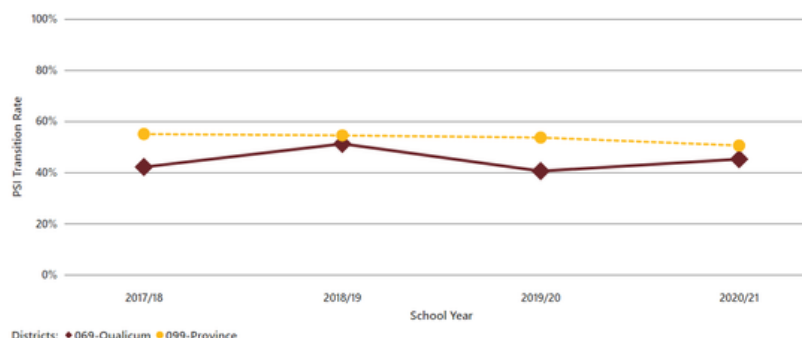
All these results represent a significant gain over previous years, with the 6 Year gains being especially noteworthy in this recent year. The district leadership team meets with secondary school principals several times a year to review lists of vulnerable students and hear updates on supports, inventions, and progress toward completion, and over a period of year, this work has become more refined and effective. Additionally, and as mentioned in previous FESL reports, efforts to “right-size” the district’s non-standard programs have also been helpful.

Our district online learning program (CEAP) has returned to approximately 100 FTE after peaking at over 300 during the pandemic. As well, our secondary alternate program (PASS) is now just 40 FTE, down from 120 FTE just a few years ago. We believe that while some students do benefit from these programs, the majority of students, and especially Indigenous students, are more successful in our standard schools when appropriate efforts are made to support them.

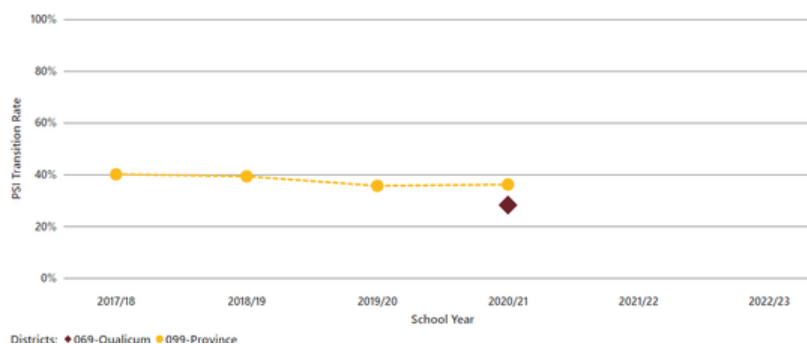
Post Secondary Transition - Immediate

In regard to Immediate Transition to Post Secondary, our district All Resident Students did this 45 percent of the time, compared to the provincial average of 50 percent.

Post Secondary Transition - Immediate (All Resident Students)

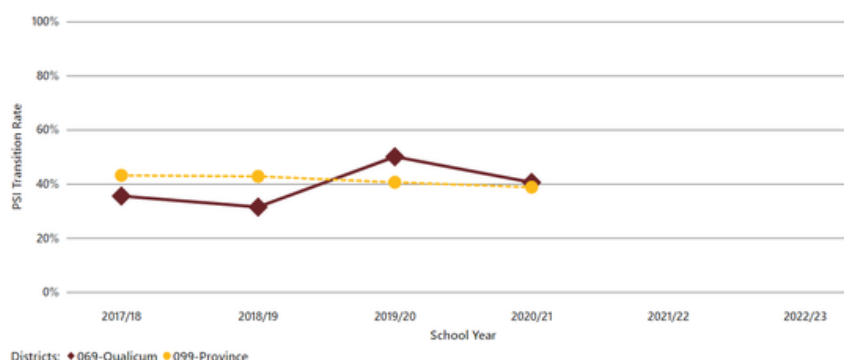


Post Secondary Transition - Immediate (Indigenous Students)



Recent data results were unavailable to share for local Indigenous Students or Students with Diverse Needs.

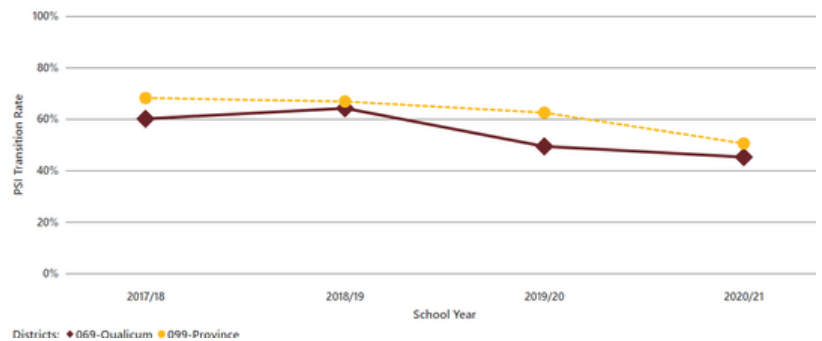
Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)



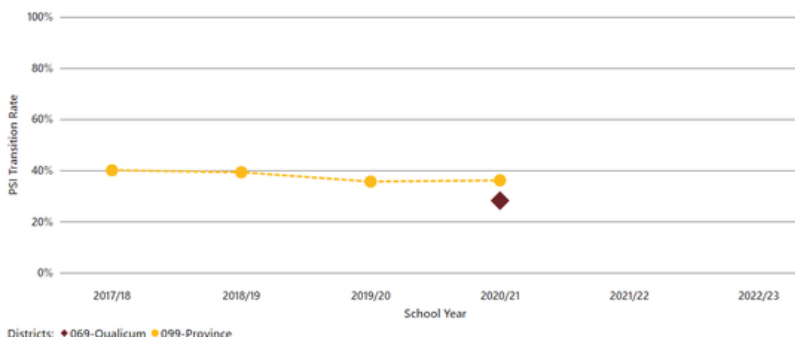
Post Secondary Transition - 3 Year

When considering Post Secondary Transition over 3 Years, district All Resident Students and their provincial counterparts showed the same results in 2020-21 as students who had graduated only 1 year prior, which were declines of more than 15 percent from 2 years prior, with the most obvious influence in the difference being the pandemic.

Post Secondary Transition - 3 Year (All Resident Students)



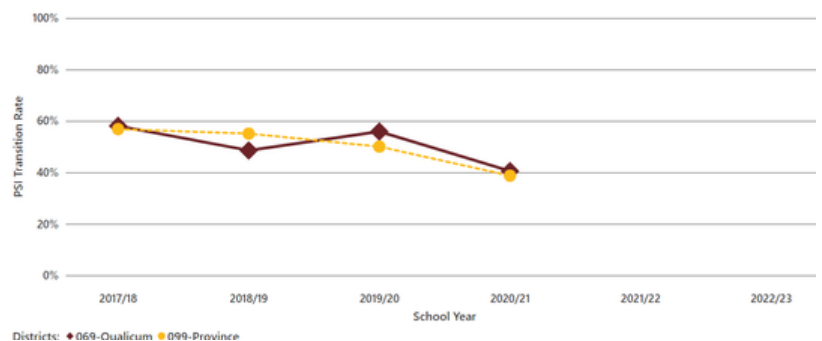
Post Secondary Transition - 3 Year (Indigenous Students)



District Indigenous Students managed to Transition to Post Secondary 28 percent of the time compared to provincial Indigenous Students who did so 36 percent of the time.

District Students with Diverse Needs did the same 39 percent of the time, 2 percent less often than provincial results.

Post Secondary Transition - 3 Year (Students with Disabilities/Diverse Abilities)





Learn Give Grow Belong

The Qualicum School District Framework for Enhancing Student Learning document was prepared in response to Ministerial Order M302 and in alignment with our new District Strategic Plan.



[Ministerial Order Here](#)

[District Strategic Plan Here](#)