



**School District 69 Qualicum
Ministry of Education Report
Framework for Enhancing Student Learning (FESL)**

September 2022

Context

This FESL document flows from the requirements of the Ministry of Education Enhancing Student Learning Reporting Order [M302](#). The Order links to Ministry [policy](#) which dictates that all BC school districts are to prepare and submit to the Minister between June 30 and September 30 a report that includes all district level data from provincial assessments and other indicators related to human, social and career development.

The Ministerial order specifies that subsets of data for students of Indigenous ancestry (on reserve and off reserve), children in care, and children with unique needs are represented specifically. Note that throughout the document must be **masked** for privacy reasons (per government policy) where there are 10 or fewer participants in the data set, and where the entire subset is masked, the set has been removed. School District No. 69 (Qualicum) has a total student population of 4600 students, and the cohort totals for students living on reserve and children in care range between zero and four with one being the most common number. The off-reserve results have therefore been included in the all student and Indigenous student results, and the specific on-reserve, off-reserve, and children in care district level data has been removed.

The data for this report were extracted from the Ministry of Education SharePoint site using data reports. Information on these data is also available to the public via the Ministry of Education website, including in regard to the Foundation Skills Assessment ([FSA](#)) and the BC Student Learning [Survey](#).

Link to Ongoing Planning for Enhancing Student Learning

School District 69 has a long-standing commitment to system-wide collaboration in support of strategic approaches to enhancing student learning. The Board's current strategic learning [plan](#) captures a range of strategies in support of the key strategic priorities of: (1) student-centered learning; (2) quality teaching and leadership; and, (3) social-emotional learning.

Ongoing work in these domains is echoed annually in school level collaborative planning that leads to Enhancing Student Learning documents being received by the Board, and complements the goals of the district's First Nations, Metis and Inuit Education Enhancement [Agreement](#).

All district strategic planning (including all learning and operational domains) is captured in the Board's Framework for District Strategic Planning, adopted by the Board in June 2021. Within that framework, all educational and operational strategic plans are documented in alignment with the Board's declared strategic priorities as listed above.

Framework Report

This report includes the following. Critical to the utility of this report, beyond the data as represented in charts and graphs, are the analytical *comments* that follow each related set of data. Those comments include lessons learned from provincial and local data, and plans that emerged from those lessons.

A. Intellectual Development	3
Outcome 1: Literacy	3
1.1 Grade 4 and Grade 7 Literacy.....	3
1.1.1 Grade 4 Reading (FSA)	3
1.1.2 Grade 4 Writing (FSA)	3
1.1.3 Grade 7 Reading (FSA)	4
1.1.4 Grade 7 Writing (FSA)	5
Comments on Grade 4 and 7 Literacy	5
1.2 Grade 10 Literacy	6
1.2.1 Literacy 10 (Provincial Assessment).....	6
Comments on Grade 10 Literacy and Assessment Structures	7
Outcome 2: Numeracy and Grade to Grade Transitions	8
2.1 Grade 4 and Grade 7 Numeracy.....	8
2.1.1 Grade 4 Numeracy (FSA).....	8
2.1.2 Grade 7 Numeracy (FSA).....	8
2.2 Grade 10 Numeracy.....	8
2.2.1 Grade 10 Numeracy (Provincial Assessment)	8
Comments on Grade 4 and 7 Numeracy	8
Comments on Grade 10 Numeracy.....	8
2.3 Grade to Grade Transitions	9
2.3.1 Grade to Grade Transitions 9-10, 10-11, 11-12	9
B. Human and Social Development	10
Outcome 3: Welcome, Sense of Belonging, Safe, Adults Who Care	10
3.1 Feel Welcome, Sense of Belonging, Safe.....	10
3.1.1 Feel Welcome	10
3.1.2 Feel a Sense of Belonging	11
3.1.3 Feel Safe.....	11
3.2 Adults Who Care.....	11
C. Career Development	12
Outcome 4: Dogwood Completion	12
4.1 Dogwood Graduation	12
4.1.1 5-Year Dogwood Completion.....	12
Comments on 5-Year Dogwood Completion.....	12
Outcome 5: Transition to Post-Secondary	13
5.1 Transition to Post-Secondary	13
5.1.1 Transition to BC Post-Secondary Within One Year	13
Transition to BC Post-Secondary Within Three Years	13

A. INTELLECTUAL DEVELOPMENT

OUTCOME 1: Students will meet or exceed literacy expectations for each grade level.

MEASURE 1.1 GRADE 4 AND GRADE 7 LITERACY

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 in provincial assessments.

1.1.1 GRADE 4 READING (FSA)

GRADE	ASSESSMENT SUB SET	YEAR	PARTICIPATION			OT PLUS E	
			#	#	%	#	%
04	ALL STUDENTS*	2018/2019	307	267	87%	190	71%
		2019/2020	281	253	90%	178	70%
		2020/2021	330	172	52%	139	81%
	Literacy	2021/2022	336	249	74%	171	69%
04	INDIGENOUS*	2018/2019	31	28	90%	17	61%
		2019/2020	34	27	79%	16	59%
		2020/2021	45	22	49%	17	77%
	Literacy	2021/2022	31	21	68%	14	67%
04	DIVERSE NEEDS	2018/2019	21	12	57%	7	58%
		2019/2020	20	9	45%	5	56%
		2020/2021	19	3	16%	2	67%
	Literacy	2021/2022	19	11	57%	7	63%

Grade 4 Literacy
Provincial Data
2021/22

All Students on
Track or Ex: 78%
Indigenous: 67%
Diverse Needs: 68%
Participation: 73%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

1.1.2 GRADE 4 WRITING (FSA)

GRADE	ASSESSMENT SUB SET	YEAR	PARTICIPATION			OT PLUS E	
			#	#	%	#	%
04	ALL STUDENTS*	2018/2019	307	243	79%	216	89%
		2019/2020	281	236	84%	185	78%
		2020/2021	330	158	48%	129	82%
	Literacy	2021/2022	336	249	74%	171	69%
04	INDIGENOUS*	2018/2019	31	23	74%	17	74%
		2019/2020	34	26	76%	16	62%
		2020/2021	45	19	42%	15	79%
	Literacy	2021/2022	31	21	68%	14	67%
04	DIVERSE NEEDS*	2018/2019	21	11	52%	10	91%
		2019/2020	20	5	25%	4	80%
		2020/2021	19	3	16%	3	100%
	Literacy	2021/2022	19	11	57%	7	63%

Grade 4 Literacy
Provincial Data
2021/22

All Students on
Track or Ex: 78%
Indigenous: 67%
Diverse Needs: 68%
Participation: 73%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort and, while still included in the larger data, specific data sets have been masked and removed.

1.1.3 GRADE 7 READING (FSA)

GRADE	ASSESSMENT SUB SET	YEAR	PARTICIPATION			OT PLUS E	
			#	#	%	#	%
07	ALL STUDENTS*	2018/2019	304	280	92%	228	81%
		2019/2020	331	298	90%	221	74%
		2020/2021	353	187	53%	149	80%
	Literacy	2021/2022	324	256	79%	193	75%
07	INDIGENOUS*	2018/2019	39	35	90%	29	83%
		2019/2020	40	33	83%	23	70%
		2020/2021	38	15	39%	11	73%
	Literacy	2021/2022	36	28	78%	20	71%

Grade 7 Literacy
Provincial Data
2021/22

All Students on
Track or Ex: 77%
Indigenous: 55%
Diverse Needs: 54%
Participation: 72%

07	DIVERSE NEEDS*	2018/2019	38	26	68%	17	65%
	Reading Comprehension	2019/2020	54	36	67%	25	69%
		2020/2021	56	21	38%	15	71%
	Literacy	2021/2022	48	27	56%	15	56%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

1.1.4 GRADE 7 WRITING (FSA)

GRADE	ASSESSMENT SUB SET	YEAR	PARTICIPATION			OT PLUS E	
			#	#	%	#	%
07	ALL STUDENTS*	2018/2019	304	266	88%	232	87%
	Writing	2019/2020	331	289	87%	268	93%
		2020/2021	353	171	48%	151	88%
	Literacy	2021/2022	324	256	79%	193	75%
07	INDIGENOUS*	2018/2019	39	30	77%	26	87%
	Writing	2019/2020	40	33	83%	26	79%
		2020/2021	38	14	37%	10	71%
	Literacy	2021/2022	36	28	78%	20	71%
07	DIVERSE NEEDS*	2018/2019	38	21	55%	19	90%
	Writing	2019/2020	54	32	59%	24	75%
		2020/2021	56	17	30%	13	76%
	Literacy	2021/2022	48	27	56%	15	56%

Grade 7 Literacy
Provincial Data
2021/22

All Students on
Track or Ex: 77%
Indigenous: 55%
Diverse Needs: 54%
Participation: 72%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

Comments on Grade 4 and 7 Literacy Sessions

Literacy 4

Strengths:

- Awareness of the environment via text, ability to state goals and make connections

Suggestions:

- Some work required on making connections, understanding the task, and writing output.

Literacy 7

Strengths:

- Student understanding and engagement, and ability to make connections

Suggestions:

- More effort in preparing students to write multiple responses
- Administrative work - trouble navigating technology or not realizing there was second page significantly impacted results

MEASURE 1.2 GRADE 10 LITERACY

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.

1.2.1 LITERACY 10 (Provincial Assessment)

	2019/20		2020/21	
	Writers	% OT/E	Writers	% OT/E
All	108	68%	245	62%
Indigenous	14	43%	30	67%
Diverse Needs	13	31%	34	26%

Grade 10 Literacy
Provincial Data
2020/21

All Students
Proficient or Ex:
73%
Indigenous: 53%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

OUTCOME 2: Students will meet or exceed numeracy expectations for each grade level.

MEASURE 2.1 GRADE 4 AND 7 NUMERACY

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 in provincial assessments.

2.1.1 GRADE 4 NUMERACY (FSA)

GRADE	ASSESSMENT	YEAR	PARTICIPATION			OT PLUS E	
			#	#	%	#	%
04	ALL STUDENTS*	2018/2019	307	268	87%	155	50%
		2019/2020	281	251	89%	168	60%
		2020/2021	330	169	51%	114	35%
		2021/2022	336	247	74%	149	60%
04	INDIGENOUS*	2018/2019	31	28	90%	13	42%
		2019/2020	34	28	82%	16	47%
		2020/2021	45	21	47%	13	29%
		2021/2022	31	20	65%	10	50%
04	DIVERSE NEEDS*	2018/2019	21	12	57%	3	14%
		2019/2020	20	8	40%	3	15%
		2020/2021	19	3	16%	2	11%
		2021/2022	19	12	63%	7	58%

Numeracy Grade 4
Provincial Data
2020/21

All Students on
Track or Ex: 70%
Indigenous: 45%
Diverse Needs: 56%
Participation: 73%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

2.1.2 GRADE 7 NUMERACY (FSA)

GRADE	ASSESSMENT		PARTICIPATION			OT PLUS E	
	SUB SET	YEAR	#	#	%	#	%
07	ALL STUDENTS* Numeracy	2018/2019	304	279	92%	188	62%
		2019/2020	331	298	90%	179	54%
		2020/2021	353	187	53%	142	40%
		2021/2022	324	254	78%	159	63%
07	INDIGENOUS* Numeracy	2018/2019	39	35	90%	21	54%
		2019/2020	40	33	83%	20	50%
		2020/2021	38	15	39%	10	26%
		2021/2022	36	28	78%	14	50%
07	DIVERSE NEEDS Numeracy	2018/2019	38	25	66%	10	26%
		2019/2020	54	36	67%	10	19%
		2020/2021	56	21	38%	16	29%
		2021/2022	48	27	56%	10	37%

Numeracy Grade 7
Provincial Data
2020/21

All Students on
Track or Ex: 77%
Indigenous: 55%
Diverse Needs: 54%
Participation: 72%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

Comments on FSA Structure and Participation

Two factors should be noted when considering this data set. First, the Reading and Writing sections of the FSA and their results have been combined into one Literacy section, which makes longitudinal comparisons difficult. For this document, 2021/22 results for Literacy were duplicated and shown against both the Reading and Writing, but this shift makes it very difficult to identify trends in the results. As this document will be presented to our Board of Education and available to a wider audience, when multiple years of data are presented in the same chart, the most recent available data has been highlighted in yellow so it stands out.

Additionally, participation rates in prior FSA sessions were much higher than provincial averages, often around 90 percent mark. Two years ago, they dropped to well below the provincial average at just over 50 percent, then last year rebounded to between 73-79 percent, which is at or just slightly above provincial averages. We noted that in last year's results that while participation was down, the percentage of writers who were On Track or Exceeding increased relative to provincial results as well as the previous years of our own results, suggesting that a proportionally higher number of struggling learners were excused by parents or school staff in that low participation year. Last year's results, even with the changes described in the previous paragraph, appear to be more in line with previous years' results, which suggest participation is again more even across ability levels.

Finally, all of these results are totals for the entire district, and in effect, create averages even though there may be significant differences from cohort to cohort, especially when cohorts are small, and school to school, which can be impacted greatly by socioeconomic factors. The curiosity for our team right now is not about differences in student ability or instructional practice, but about preparation for

and fidelity to the assessment experience. Our theory is that when all of schools use similarly effective administrative strategies, our results will more accurately reflect actual student ability, which we believe to be stronger than what is showing at this time. This information was shared last year, but progress was not satisfactory

MEASURE 2.2 GRADE 10 NUMERACY

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.

2.2.1 GRADE 10 NUMERACY (Provincial Assessment)

	2017/18		2018/19		2019/20		2020/21	
	Writers	% OT/E	Writers	% OT/E	Writers	% OT/E	Writers	% OT/E
All	1	100%	146	21%	131	25%	253	27%
Indigenous	0	0%	20	10%	13	8%	27	30%
Diverse Needs	0	0%	18	17%	21	10%	37	14%

Grade 10 Numeracy Provincial Data 2020/21

All Students Proficient or Ex: 38%
Indigenous: 20%
Diverse Needs: 22%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed

Comments on Grade 4 and 7 Numeracy Sessions

Numeracy 4

Strengths:

- Visual representation, illustrations to demonstrate understanding, and varied problem solving

Suggestions:

- More emphasis on graphing, real world problems, and showing/explaining work

Numeracy 7

Strengths:

- Visual representation, explanations of reasoning, understanding of question purpose
- Tables, charts, patterns, demonstration of reasoning

Suggestions:

- Increase connection to real world problems, explanations of problem solving, use of visuals to illustrate solutions
- Students need support in solving multi-step problems, responses with multiple possible answers

Comments on Grade 10 Numeracy

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. Results for Indigenous students have also trailed both District All Students and the provincial Indigenous results, but in this recent session they cohort of 27 writers did “well” at 30 percent “Proficient” or “Extending.” Results for students with

Diverse Needs are well below the other groups and the provincial averages, though it should be noted this is a smaller cohort group.

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 should a more pervasive approach to changing practice should be considered.

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 Grade wide writes and Island Numeracy assessments District-wide implementation of the Edplan Insight data repository for teacher and principal use
- Schools provided with their own grade data to target areas for growth focused on the 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

MEASURE 2.3 GRADE TO GRADE TRANSITIONS

Number and percentage of students who are completing grade to grade transitions on time

2.3.1 GRADE TO GRADE TRANSITION (2020/21)

	Grade 9 to 10			Grade 10 to 11			Grade 11 to 12		
	% G2G	# Success	# Cohort	% G2G	# Success	# Cohort	% G2G	# Success	# Cohort
All	98%	305	312	97%	314	325	93%	276	296
Indigenous All	95%	40	42	95%	39	41	95%	36	38
Diverse Needs	96%	51	53	93%	56	60	92%	54	59

Provincial Transition Data 2020/21
9-10/10-11/11-12
All Students: 97/96/95
Indigenous: 95/93/88
Diverse Needs: 97/96/92

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

B. HUMAN AND SOCIAL DEVELOPMENT

OUTCOME 3: Students will feel welcome, safe and connected to their school.

MEASURE 3.1 FEEL WELCOME, SENSE OF BELONGING, SAFE, ADULTS WHO CARE

Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

3.1.1 FEEL WELCOME

	2018/19			2019/20			2020/21		
	% Pos	Pos	% Pos	Pos	% Pos	Pos	% Pos	Pos	Resp
All	67%	492	67%	492	67%	492	69%	462	665
Indigenous	62%	50	62%	50	62%	50	64%	47	74
Diverse Needs	64%	43	64%	43	64%	43	66%	44	67

Student Learning Survey
Provincial Data
2020/21

All Students: 69%
Indigenous: 61%
Diverse Needs: 62%

3.1.2 HAVE A SENSE OF BELONGING

	2018/19			2019/20			2020/21		
	% Pos	Pos	Resp	% Pos	Pos	Resp	% Pos	Pos	Resp
All	55%	349	640	50%	370	736	48%	320	665
Indigenous	50%	36	72	48%	39	81	41%	30	74
Diverse Needs	49%	33	67	42%	28	67	40%	27	67

Student Learning Survey
Provincial Data
2020/21

All Students: 52%
Indigenous: 44%
Diverse Needs: 44%

3.1.3 FEEL SAFE

	2018/19			2019/20			2020/21		
	% Pos	Pos	Resp	% Pos	Pos	Resp	% Pos	Pos	Resp
All	76%	479	633	75%	544	729	74%	493	662

Student Learning Survey
Provincial Data
2020/21

All Students: 74%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

MEASURE 3.2 ADULTS WHO CARE

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.

	2018/19			2019/20			2020/21		
	% Pos	Pos	Resp	% Pos	Pos	Resp	% Pos	Pos	Resp
All	67%	492	736	61%	229	376	61%	404	665
Indigenous All	61%	52	82	78%	35	45	55%	41	74
Diverse Needs	63%	42	67	65%	33	51	61%	42	67

Student Learning Survey
 Provincial Data
 2020/21

All Students: 62%
 Indigenous: 63%
 Diverse Needs: 66%

*Data subsets of Indigenous Students on Reserve and All Students Living in Care are not available for the 2020-21 school year.

C. CAREER DEVELOPMENT

OUTCOME 4: Students will graduate

MEASURE 4.1 DOGWOOD GRADUATION

Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

4.1.1 DOGWOOD DIPLOMA WITHIN 5 YEARS OF GRADE 8

	2017/18		2018/19		2019/20		2020/21	
	Cohort #	% Grad	Cohort #	% Grad	Cohort #	% Grad	Cohort #	% Grad
All	374	69%	361	81%	341	79%	329	79%
Indigenous	45	33%	42	63%	42	63%	44	60%
Diverse Needs	88	58%	80	65%	63	63%	70	66%

Provincial Five-Year Grad Rates

All Students: 86%
Indigenous: 63%
Diverse Needs: 65%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

Comments on Dogwood Diploma Within Five Years of Grade 8

Overall results from the District still trail provincial results, but are in line with regional results. Results from standard schools are well above the provincial average, but results from our non-standard programs are well below, and when it was noted that subscription to these other programs was much higher than is typical in similar sized districts, it created a theory of action. Over the course of this school year, we have done work to “right-size” the two non-standard programs so they are closer to provincial norms, while working on increasing flexibility and support in our standard schools to expand the number of students who feel welcome and capable of success in those two sites.

Indigenous graduation results have been similar to provincial averages but consistently lower than All Student results, and have dropped below provincial Indigenous results this recent year. Results from Students with Diverse Needs are still less successful than the All Student results but are trending positively.

Improved tracking and supporting measures will positively impact graduation results and will be expanded over this and following years. Contextual understanding gained from the Indigenous Equity Scan will also help improve system design and instructional practices. This is an area of focus for us and we are expecting improvement.

OUTCOME 5: Students will have the core competencies to achieve their career and life goals.

MEASURE 5.1 TRANSITION TO POST-SECONDARY

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

5.1.1 POST-SECONDARY IN BC WITHIN 1 YEAR

	2016/17		2017/18		2018/19		2019/20	
	Cohort #	Trans	Cohort #	Trans	Cohort #	Trans	Cohort #	Trans
All	255	41%	284	41%	254	52%	243	40%
Indigenous	15	40%	25	32%	22	36%	21	19%
Diverse Needs	35	31%	31	35%	34	32%	34	50%

Provincial Data 2019/20
All: 53%
Indigenous: 35%
Diverse Needs: 40%

5.1.2 POST-SECONDARY IN BC WITHIN 3 YEARS

	2014/15		2015/16		2016/17		2017/18	
	Cohort #	Trans	Cohort #	Trans	Cohort #	Trans	Cohort #	Trans
All	263	66%	326	63%	255	58%	284	59%
Indigenous	23	65%	28	54%	15	47%	25	36%
Diverse Needs	20	30%	40	55%	35	46%	31	58%

Provincial Data 2017/18
All: 67%
Indigenous: 54%
Diverse Needs: 56%

*Subsets of Indigenous Students on Reserve and All Students Living in Care range between 0-4 for each cohort, and while still included in the larger data, specific data sets have been masked and removed.

Board Motion September 13, 2022

“That the Board of Education approve the School District No. 69 Framework for Enhancing Student Learning Report as presented.”

Approved by the Board of Education September 13, 2022



Superintendent/CEO

Date: Sept. 21, 2022