

School District 62 (Sooke)
Ministry of Education Report
Framework for Enhancing Student Learning (FESL)

Context: This FESL document follows the requirements of the Ministry of Education Enhancing Student Learning Reporting Order M302. The Order links to Ministry policy which determines 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.

Included in these data are subsets of data for students of Indigenous ancestry (on reserve and off reserve), children in care and children with unique needs. Note that throughout the document results are masked for privacy reasons (per government policy) where there are 10 or fewer participants in the data set.

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

Adjacent to Victoria on southern Vancouver Island, School District No. 62 (Sooke) is the fastest growing school district on Vancouver Island and one of the fastest growing districts in British Columbia. The District operates in five municipalities: Langford, Colwood, Metchosin, Sooke and the Highlands and employs approximately 1,700 educators and support staff. As of September 2021, the operating budget for the District is more than \$120 million with a student population of over 12,000. The District has a new Strategic Plan for 2020-25 that contains priorities for our work and focuses on three main goals of learning, engagement and growth.

Sooke is experiencing tremendous enrolment growth at approximately 4.5% annually, resulting in 300-400 new students per year, roughly the equivalent of one new elementary school per year. This “growth factor” places unique pressures on the district, for example, provincial resource allocation is challenged to flow to the District at the same pace as our growth. The district’s ability to respond and meet the public’s expectations of a modern public education system is a challenge that ultimately trickles down to the classroom. New students, staff, spaces and a community in constant transition, all create vulnerability within our student population and communities, stretching our resources and capacity, as we work to on-board new staff, welcome, train and ultimately create “winning conditions” for our staff so they, in turn, can create the same positive environment for our students. No school year is the same in Sooke and the dynamic of growth presents challenges that ultimately have impacts on student learning.

Growth creates a tremendous amount of transition in the system. Historically, our communities reflected a resource-based economy (fisheries & logging) that sustained an economy that was primarily based in the red-seal trades & associated sub-trades that enjoyed the rural and urban aspects of the district. As such, the priorities of our community led to a focus on trades training, social-emotional learning and academics. As our community transitions, as does the diversity of our local economy, with a variety of occupations and people moving into our communities, a new energy and expectation is emerging. Our community looks to the District to continue to provide quality service in our areas of strength and to provide student choice in terms of unique programming (Academies / French Immersion, Nature K) and an enhanced focus on academics with a lens on increasing student post-secondary transitions.

The FESL report contains student achievement data derived from the Ministry of Education’s Foundation Skills Assessment (FSA) tests administered in Grades 4 & 7. Historically, FSA participation rates in the Sooke School District have been low, both in reference to the total number of students in our district that write the assessments (32.5% of students participated in the FSA for 2019-20 for the District) and in comparison to other BC school districts. The continually low FSA participation rates create a challenge for the district as the statistical validity of the data is questionable due to the small sample size. In this report, the Sooke School District will acknowledge and respond to the data derived from FSA tests, addressing the trends by providing the district context, forward-looking commentary and actions to generating locally developed data sets to provide additional evidence of student success in the district.

Summary - Link to Ongoing Planning for Enhancing Student Learning

Our [previous](#) (2018-21) and [current](#) (2021-25) strategic plans work to enhance student success through specific objectives. Our operational plans set out the work required to help us achieve our strategic goals:

- To 'enhance student engagement and success' we have been working to create data dashboards to consolidate key evidence points regarding student, school and district data to determine the strength and success in academic, social-emotional, physical and creative domains.
- To 'create supportive and innovative teaching and learning environments,' we have established a clear vision and direction for the curriculum transformation department and collaborative partnerships across the district. We have determining a district standard for outdoor learning spaces.
- To help 'develop programs of choice that are responsive to student and community voice' we have reviewed our Academy programs, reviewed our French Immersions programs. We are currently undertaking a program review of all district programs for efficacy, coherence, effectiveness and alignment to our strategic plan.
- To 'develop capacity, innovation and engagement with educational and personal technology that fosters digital literacy, citizenship, rights and responsibilities' we are building a stronger district connection to digital literacy through understanding, professional development, student instruction and outcomes through establishing a collaborative process for increased technology access within the school district in service to district goals and student need.
- We are creating 'a safe, flexible and culturally responsive environment that meets the needs of all, particularly Aboriginal communities we work with. This is being undertaken with our equity scan work and our [Na'tsa'maht agreement](#). An additional strand of this work is to review, resource and support processes for supporting students with challenging behaviours to make recommendations for future approaches.

Our Curriculum Transformation Department has set operational goals for 2021-25 to (1) To enhance and develop students' literacy competencies (2) To enhance and develop students' numeracy competencies. (3) To support inclusive, meaningful learning experiences aligned with the BC K-12 Curriculum. (4) To support and enrich French Immersion programs. (5) To promote high quality and equitable early years learning opportunities and to ensure supportive transitions for children and families to kindergarten. (6) To develop and utilize technology as a purposeful tool for quality learning experiences.

Some of our key learning programs and initiatives include: (1) Reading Recovery is a short-term early intervention for Grade 1 students who are struggling to read and write. SD62 has Reading Recovery at every school. Reading Recovery Teachers attend regular training and support sessions for ongoing professional learning. (2) Activ8 Learning is a yearlong learning series for early career teachers, K-7, focusing on Literacy, Numeracy, Classroom Community, Routines and Procedures, and Classroom Arrangement. (3) SD62 is a Networks of Inquiry and Indigenous Education (NOIIE) district and is committed to on-going collaboration that focuses on deep student learning tied to the BC Curriculum redesign, with a focus on Literacy, Numeracy, or Inquiry. The Curriculum and Learning Team facilitates School Based Inquiry with whole schools or teams of teachers in the district exploring the big questions: What's going on for our learners? How do we know? Why does this matter? (4) SD62 educators and the University of Victoria Teacher Education faculty partner for the Link2Practice/TruVic program which immerses K-12 Teacher Candidates into school life.

The Na'tsa'maht Indigenous Education Aboriginal Education Department includes District Principal of Na'tsa'maht Indigenous Education, District Secretary, Na'tsa'maht Classroom Program Assistants, Na'tsa'maht Education Teachers and Curriculum Coordinator, Elder Language Awareness programs, and Elder in Residence Days. Na'tsa'maht Indigenous Education Support is inclusive and provided in-class. Department staff members strive to ensure students of Aboriginal ancestry receive a quality education that fosters a strong sense of pride, confidence, and knowledge of their heritage. They work to bring authentic Aboriginal perspectives and culture to the learning environment.

Our Equity in Action series of videos feature local Coast Salish and Nuu-Chah-Nulth voices and features a variety of reflections on education in the past, present, and future. All voices shared 'unscripted' comments for authentic perspectives. The three videos are: [One Mind, One Spirit – Equity in Action for ALL students](#), [Equity in Action](#), and [Equity in Schools](#).

Table of Contents

- Intellectual Development 4
 - Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level..... 4
 - 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 in provincial assessments. 4
 - 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 assessment. 5
 - Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level. 5
 - 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 in provincial assessments. 5
 - 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 assessment. 6
 - Measure 2.3: Number and percentage of students who are completing grade to grade transitions on time. 6
- Human and Social Development..... 7
 - Educational Outcome 3: Students will feel welcome, safe and connected to their school. 7
 - 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. 7
 - 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..... 8
- Career Development..... 9
 - Educational Outcome 4: Students will graduate 9
 - Measure 4.1: Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting grade 8..... 9
 - Educational Outcome 5: Students will have the core competencies to achieve their career and life goals..... 9
 - Measure 5.1: Number and percentage of students transitioning to Canadian post-secondary insitutions within 1 and 3 years 9

Intellectual Development

Educational Outcome 1: Students will meet or 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 (OT) or extending (E) literacy expectations as specified in provincial assessments.

1.1.1 GRADE 4 READING (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	322	229	71%	325	237	73%	308	211	69%
Aboriginal	61	34	56%	23	14	61%	40	26	65%
Status-Off	53	31	58%	26	18	69%	38	23	61%
Status-On	9	4	44%	1	0	0%	5	4	80%
CYIC	4	1	25%	1	0	0%	1	0	0%
Special Needs	26	15	58%	18	11	61%	12	8	67%

1.1.2 GRADE 4 WRITING (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	271	137	51%	295	256	87%	283	178	63%
Aboriginal	52	26	50%	20	19	95%	37	18	49%
Status-Off	45	23	51%	24	23	96%	35	18	51%
Status-On	8	3	38%	0	0	0%	5	1	20%
CYIC	3	1	33%	0	0	0%	1	0	0%
Special Needs	23	8	35%	16	11	69%	12	6	50%

1.1.3 GRADE 7 READING (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	225	147	65%	233	164	70%	262	157	60%
Aboriginal	26	16	62%	37	25	68%	39	14	36%
Status-Off	22	14	64%	34	26	76%	35	13	37%
Status-On	4	2	50%	4	0	0%	5	1	20%
CYIC	2	2	100%	3	1	33%	4	0	0%
Special Needs	28	12	43%	32	15	47%	30	10	33%

1.1.4 GRADE 7 WRITING (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	190	135	71%	184	141	77%	207	149	72%
Aboriginal	18	14	78%	29	17	59%	29	19	66%
Status-Off	14	11	79%	26	17	65%	25	17	68%
Status-On	4	3	75%	4	1	25%	4	2	50%
CYIC	2	2	100%	2	0	0%	2	0	0%
Special Needs	21	9	43%	24	11	46%	22	13	59%

Comments on Grade 4 and 7 Literacy

The 2019/20 Reading and Writing FSA participation rate was 71% across the Province, compared with Sooke's participation rate of 32.5%. Historical data show that Sooke District participation is consistently 30-40% below the provincial average. This may be related to the change in time of year for administration of the assessment from winter administration to the beginning of the school year. In addition, the influence of the bargaining unit has resulted in significantly lower participation rates in the District.

It is the goal of Sooke to continue to increase literacy levels of all students. Our goal ahead is to increase the percentage of students who are 'on-track and exceeding' by a minimum of 5% over 3 years through targeted, job-embedded, research-based professional development in elementary and middle schools. In addition, in coming year, we will develop a consistent approach in elementary schools by introducing, preparing and administering the assessments similar to how the Grade 10 numeracy and literacy assessments are approached.

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 assessment.

1.2.1 GRADE 10 READING (Provincial Assessment)

Label	2019/20		
	Writers	PT/E	PT/E %
ALL STUDENTS	272	199	73%
Aboriginal	28	18	64%
Status-Off	27	18	67%
Status-On	1	0	0%
CYIC	0	0	0%
Special Needs	31	17	55%

Comments on Grade 10 Literacy

The participation rate for Grade 10 Literacy Provincial Assessment is consistent with the provincial rate. This provides a stronger validity when comparing Sooke and Provincial Grade 10 Literacy achievement. Sooke has the same percentage (73%) of students achieving 'Proficient' or 'Extending' in the Grade 10 Literacy assessment as the province. There is an absence of historical data to identify trends. These data demonstrate that Sooke students are at par with their peers provincially in their literacy skills. Our future oriented goal is to continue to provide opportunities for students to be equitably engaged in reading, writing and academic conversations across subject areas. This can be achieved through targeted professional learning and gathering of data on peer to peer academic conversations structured into learning activities and monitoring the extent that students provide written evidence of academic language use and structures to support thinking and self-reflection in their learning.

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 in provincial assessments.

2.1.1 GRADE 4 NUMERACY (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	319	196	61%	314	190	61%	312	194	62%
Aboriginal	60	27	45%	20	12	60%	40	17	43%
Status-Off	51	25	49%	24	15	63%	38	16	42%
Status-On	10	3	30%	0	0	0%	5	2	40%
CYIC	4	0	0%	0	0	0%	1	0	0%
Special Needs	27	12	44%	17	6	35%	16	6	38%

2.1.2 GRADE 7 NUMERACY (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	211	117	55%	217	116	53%	251	108	43%
Aboriginal	25	9	36%	34	12	35%	38	10	26%
Status-Off	21	8	38%	31	12	39%	33	10	30%
Status-On	4	1	25%	4	0	0%	5	0	0%
CYIC	2	1	50%	3	0	0%	4	0	0%
Special Needs	23	8	35%	30	6	20%	31	10	32%

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 assessment.

2.2.1 GRADE 10 NUMERACY (Provincial Assessment)

Label	2017/18			2018/19			2019/20		
	Writers	PT/E	PT/E %	Writers	PT/E	PT/E %	Writers	PT/E	PT/E %
ALL STUDENTS	7	1	14%	344	51	15%	307	100	33%
Aboriginal	0	0	0%	33	4	12%	33	7	21%
Status-Off	0	0	0%	32	4	13%	32	7	22%
Status-On	0	0	0%	1	0	0%	1	0	0%
CYIC	0	0	0%	1	0	0%	2	0	0%
Special Needs	0	0	0%	52	4	8%	47	10	21%

Measure 2.3: Number and percentage of students who are completing grade to grade transitions on time.

2.3.1a Grade to Grade Transition Count

Label	2017/18			2018/19			2019/20		
	9	10	11	9	10	11	9	10	11
ALL STUDENTS	719	693	679	698	735	671	789	724	706
Aboriginal	100	103	96	102	98	97	101	88	81
Status-Off	91	95	87	95	92	89	92	81	74
Status-On	9	8	9	7	6	8	9	7	7
CYIC	11	5	7	7	8	6	12	6	9
Special Needs	126	116	116	123	137	118	131	136	131

2.3.1b Grade to Grade Transition Rate

Label	2017/18			2018/19			2019/20		
	9	10	11	9	10	11	9	10	11
ALL STUDENTS	98%	97%	90%	97%	95%	89%	97%	96%	92%
Aboriginal	97%	92%	85%	95%	91%	82%	94%	87%	87%
Status-Off	97%	93%	86%	95%	94%	82%	93%	86%	87%
Status-On	100%	80%	75%	100%	60%	73%	100%	100%	88%
CYIC	100%	100%	50%	100%	89%	55%	92%	60%	82%
Special Needs	98%	94%	86%	94%	91%	84%	96%	93%	86%

Comments on Grade 4 and Grade 7 numeracy:

The Numeracy FSA participation rate in Sooke is 38.6% below the provincial level across both Grades 4 and 7. Thus results may not accurately reflect the numeracy proficiency levels of Sooke students in these grades. The historical data show a slight downward trend over three years for Grade 7 students' numeracy (on-track or extending) achieved in the FSA from 55% to 43% of students whose numeracy skills as measured in the FSA assessment. The rate is consistent in Grade 4 assessment performance at 61% and 62% over the same period. Although limited in representation of all Sooke students, the findings point to a need for Sooke to focus on increasing student numeracy proficiencies in the intermediate and middle years. Our goal ahead is to increase the percentage of students 'proficient and extending' by 5 % in Grade 4 and 8 % in Grade 7 over 3 years. Strategies identified in the Sooke Curriculum Transformation Operational Plan are resourced and aligned with priorities identified in the Board of Education Strategic Plan. These strategies will increase opportunities to support educators with collaborative professional learning opportunities and grounded in conceptual understanding and critical thinking in numeracy. Effective assessment principles will inform and support students in their continued development.

Comments on Grade 10 Numeracy:

The participation rate in the provincial Numeracy 10 Assessment is 7% below the provincial rate at 40.3% versus 46.9% provincially. This lends to a higher validity comparison of how our students are achieving in numeracy relative to the FSA data. The percentage of SD62 students who are 'Proficient' or 'Extending' in the Grade 10 Numeracy assessment is 32.6% and below the province rate of 40.1%. Historically there is an increasing participation rate in the provincial assessments and increased proficiency scores year to year. However, when considering the FSA results there is a consistent downward trend in the higher grades.

These data demonstrate a need for increased opportunities for student success with numeracy skills at all levels. Our goal moving forward is to continue to decrease the discrepancy between the district and provincial results and increase the percentage of 'proficient or extending' by 8 % over 3 years. To reach this outcome opportunities will be provided for educators to explore "Thinking Classrooms" as a research-based, culturally responsive approach to learning and thinking.

Comments on Grade to Grade Transition:

The percentage of students transitioning from Grade 9 to Grade 10 is fairly consistent, with slight decreases in the transition between Grade 10 and Grade 11 by 2 students. The trend shows an improvement in rates in all groups in recent years. Indigenous and Special Needs students are consistently below the district average.

Human and Social Development

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.

3.1.1 Feel Welcome

Label	2017/18			2018/19			2019/20		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1630	1141	70%	1756	1217	69%	1094	703	64%
Aboriginal	226	157	69%	204	135	66%	130	64	49%
Status-Off	200	138	69%	191	125	65%	122	59	48%
Status-On	27	19	70%	18	13	72%	12	7	58%
CYIC	13	11	85%	6	3	50%	5	2	40%
Special Needs	198	129	65%	239	144	60%	130	69	53%

3.1.1 Feel a Sense of Belonging

Label	2017/18			2018/19			2019/20		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1630	872	53%	1756	958	55%	1094	529	48%
Aboriginal	226	121	54%	204	98	48%	130	50	38%
Status-Off	200	109	55%	191	91	48%	122	48	39%
Status-On	27	13	48%	18	9	50%	12	4	33%
CYIC	13	9	69%	6	3	50%	5	1	20%
Special Needs	198	78	39%	239	101	42%	130	49	38%

3.1.3 Feel Safe

Label	2017/18			2018/19			2019/20		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1650	1249	76%	1772	1309	74%	1086	757	70%

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.

3.2.1 Adults Who Care

Label	2017/18			2018/19			2019/20		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1630	1106	68%	1756	1206	69%	1094	694	63%
Aboriginal	226	159	70%	204	135	66%	130	77	59%
Status-Off	200	143	72%	191	130	68%	122	74	61%
Status-On	27	17	63%	18	9	50%	12	7	58%
CYIC	13	10	77%	6	3	50%	5	2	40%
Special Needs	198	133	67%	239	159	67%	130	76	58%

Comments on Feeling Welcome, Safe and Sense of Belonging:

The trend over time for student “yes” responses to “Adults that Care” has been close to the provincial average, with a dip in 2019, ranging from 63%-70%. For students who “feel safe”, the data points ranged from 69.7%-75.7% with the lowest year being 2019. This is within a few data points of the provincial average. For students who “feel welcome”, we have consistently been a few data points above provincial average with the exception of 2019 and there was a range of 64.3% to 70.1%. Students “feel a sense of belonging to their school”, the data is similar and close to the provincial average and range from 48.4%-56.3% with 2019 being the lowest year. There is a significant difference in the scores when we look at the population in special needs who feel they have a caring adult (58.5% compared to the provincial average of 67.5%). This is a curiosity given the fact that many of these students would have EA support and a lot of adult intervention in school.

Prior to a few years ago we were not necessarily having conversations with students about Core Competencies and how they feel about their learning. Students are becoming more self-aware about their learning and their connection to the school and are perhaps becoming more critical thinkers about their school experience.

We’d like to explore the sense of belonging as it applies to our student population that is new to Canada, and/or receiving English Language support. As our school district experiences population growth, we are also experiencing growth in the number of newcomer students who have arrived from different countries, but without a distinct data set to look at this subset of the population, it is not clear to what extent these students feel safe, welcome, or a sense of belonging in their schools.

Career Development

Educational Outcome 4: Students will graduate

Measure 4.1: 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 5-Year Dogwood Completion

Label	2017/18		2018/19		2019/20	
	Count	Rate	Count	Rate	Count	Rate
ALL STUDENTS	763	73%	763	77%	791	80%
Aboriginal	124	58%	120	61%	114	65%
Status-Off	106	62%	109	64%	98	70%
Status-On	18	37%	11	40%	16	34%
CYIC	42	21%	17	38%	22	30%
Special Needs	165	52%	174	48%	184	61%

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

5.1.1 Transition to post-secondary within 1 year

Label	2016/17			2017/18			2018/19		
	Cohort	Trans	Rate	Cohort	Trans	Rate	Cohort	Trans	Rate
ALL STUDENTS	514	217	42%	552	220	40%	603	201	32%
Aboriginal	62	23	35%	63	20	32%	72	19	26%
Status-Off	54	22	39%	60	20	34%	66	18	27%
Status-On	8	1	7%	3	0	0%	6	1	11%
CYIC	4	3	67%	4	2	33%	6	2	28%
Special Needs	66	34	50%	67	24	36%	87	24	28%

5.1.2 Transition to post-secondary within 3 years

Label	2014/15			2015/16			2016/17		
	Cohort	Trans	Rate	Cohort	Trans	Rate	Cohort	Trans	Rate
ALL STUDENTS	479	309	60%	475	316	65%	514	296	57%
Aboriginal	64	32	50%	63	41	68%	62	28	44%
Status-Off	62	32	52%	58	38	67%	54	27	49%
Status-On	2	0	0%	6	3	63%	8	1	7%
CYIC	3	1	33%	5	3	58%	4	4	100%
Special Needs	70	43	58%	62	40	66%	66	45	68%

Comments on transition to post-secondary:

Dogwood completion is trending in a positive direction. Provincially, we are below 5-year graduation (grad) rates by 5% for all students. Our Aboriginal 5-year grad rates exceed the provincial average. For our 5-year completion rate, we have seen an increase of close to 7%.

The data for transition to post-secondary in the first year is out of date (3 years) however to note is that in comparison to our neighboring districts (SD 61, 63, 79) as well as the provincial average, we continue to be below rates for

immediate entrance into post-secondary schools. We need to consider the cost of post-secondary, proximity to post-secondary, and the nature of vocational options.

The metrics required for this process have not considered 6-year graduation rates, adult graduation rates or school leaving certificates. It also has not considered our English Language Learner population. A lens of diversity, equity and inclusion needs to take these alternative metrics in to account when painting a picture of student success.

Future Considerations:

While celebrating relative success of our indigenous students, we are mindful of being diligent in continuing to nurture an environment of *equity* and strive for further success. A question we are considering for students who have received ELL (English Language Learning) support throughout their education program in British Columbia is how does the graduation rate for students who have received ELL support compare to the rest of the student population? Additionally, are these graduation rates impacted by the entry point of the student into the BC Education System? A consideration is to include this population of students in the data collection.

A supposition to consider is the nature of employment for families in our district and the influence it may have on the choices of our students as shown in our strategic plan survey. When reflecting on the transition to post-secondary within 3 years, our students fair very well in comparison to the provincial average and neighboring districts. Reflecting on the 3-year transitional rate to post-secondary, we are significantly above the provincial average. These data reinforce the supposition.

Students enrolled in Career programs such as South Island Partnership offerings, Dual Credit opportunities, Trades (Trades Awareness Skills & Knowledge, TASK & ACE-IT), Work Experience, Youth Work In Trades, Youth Train In Trades, etc. should be included in data collection. We are discussing how we can collect data through Career Life Connections 12 and Capstone presentation exit surveys.