EDUCATION COMMITTEE OF THE WHOLE
MEETING AGENDA
TUESDAY, MARCH 9, 2021
2:30 PM (PT) –4:00 PM (PT)
Zoom - Meeting ID: 684 5368 8313 - Passcode: 953306

1. **Call to Order**

2. **Acknowledgement of Aboriginal Territory**

   We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.

3. **Election of Education Committee of the Whole Chair**

4. **Destruction of Ballots (Electronic Voting)**

   Proposed Resolution:

   THAT the electronic voting information for the selection of Chair of the Education Committee of the Whole**, BE DELETED.**

5. **Insertions/Deletions to proposed Agenda**

6. **Adoption of Agenda**

   Proposed Resolution:

   THAT the agenda for this March 9, 2021 meeting, **BE ADOPTED**, as circulated.

7. **Receiving Presentations**

8. **Opportunity for Comments by the Public**

9. **Consent Package**: Nil

10. **Adoption of Minutes** (p. 2)   App. 10

    Proposed Resolution:

    THAT the minutes from the November 10, 2020 Education Committee of the Whole meeting **BE ADOPTED**.

11. **Old Business**: Nil

12. **New Business**

    A.   Continuous Improvement Project – Superintendent Perkins and District Principals

       i.   Understanding School Data (p. 6)   App. 12. A. i

       ii. 19 20 Framework for Enhancing Student Learning

       iii. Strategic Plan

       iv. Enhancing Student Learning Report Data (p. 41)   App. 12. A. iv

13. **Celebration of Learning**

    Please come prepared to share a recent learning experience.

14. **Question Period**

15. **Meeting Schedule & Reminders** (p. 57)   App. 15

    The next meeting of the Committee is scheduled for May 11, 2021 at the Nelson Board Office.

16. **Adjournment of Meeting**

EDUCATION COMMITTEE OF THE WHOLE
MEETING MINUTES
TUESDAY, NOVEMBER 10, 2020
2:30 PM (PT) –4:00 PM (PT)
Zoom - Meeting ID: 684 5368 8313 - Passcode: 953306

BOARD:	L. Trenaman
	S. Walsh
	D. Lang
	S. Chew (*via video conference*)
	B. Maslechko (*via video conference*)
	A. Gribbin (*via video conference*)
	S. Nazaroff (*via video conference*)
	B. Coons (*via video conference*)
	C. Beebe (*via video conference*)
DISTRICT STAFF:	C. Perkins, Superintendent
	M. McLellan, Secretary-Treasurer
	B. MacLean, Director of Operations
	N. Howald, Director of Information Technology
	N. Ross, District Principal
	T. Malloff, District Principal
	N. Lynn, Learning Innovator (*via video conference*)
PARTNERS:	S. Kalabis, KLPVPA
	L. Mackay, KLPVPA
	A. Early, CUPE
	M. Bennet, CUPE
	D. Kunzelman, CUPE
	R. Bens, CUPE Alternate
	C. Wilson, KLTF
	C. Ziefflie, KLTF
	C. Bendig, KLTF
REGRETS:	B. Eaton, Director of Innovative Learning
GUESTS:	Aviary Meyer, parent

1. **Call to Order**

   Committee Chair Trenaman called the meeting to order at 2:30 p.m.

2. **Acknowledgement of Aboriginal Territory**

   We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District No. 8.

3. **Insertions/Deletions to proposed Agenda:** Nil

   Addition of Item B. 1. - Foundation Skills Assessment (FSA)

4. **Adoption of Agenda**

   UPON a motion duly made and seconded it was **RESOLVED:**

   > **THAT** the agenda for this November 10, 2020 meeting, **BE ADOPTED**, as circulated.

5. **Receiving Presentations:** Nil

6. **Opportunity for Comments by the Public:** Nil

7. **Consent Package**: Nil

8. **Adoption of Minutes**

   UPON a motion duly made and seconded it was **RESOLVED:**

   > **THAT** the minutes from the September 22, 2020 Education Committee of the Whole meeting **BE ADOPTED**.

9. **Old Business**: Nil

10. **New Business**

    A. <u>Intermediate and Middle School Data Update</u>

    - Focus for intermediate and middle is coherence and continuity.
    - School data helps inform school growth plans which then come to the district level for strategic planning and the Framework for Enhancing Student Learning.

    B. <u>Middle School Assessment and Trends</u>

    - A principal thanked the board members for the professional learning that has been offered to teachers as it is directly supporting teachers which has a positive impact on learning in their classrooms.
    - Trafalgar uses provincial data, district assessments, and school-wide assessments to help inform staff of trends in their classrooms and within TMS grade cohorts
    - Trafalgar students are showing a steady line upward in reading, writing and numeracy.
    - Description of inter-disciplinary approach to teaching and learning
      - Description of Trafalgar timetabling to maximize student-teacher connections.
      - A teacher shared details on a residential school inquiry project related Orange Shirt Day which was extremely successful and was cross curricular and brought various types of learning to the students such as web design, research, and graphic design.

    C. <u>Foundational Skills Assessment</u>

    A KLTF member provided an overview of the BCTF position on FSA
      - [Delta school board wants FSA tests scrapped](#)
      - [BCTF - Skills Assessment (FSA)](#)

    Discussion about FSA

    - A KLTF member noted that teachers are asking that the board have a conversation about FSA and to find out what other districts may be doing as an alternate to FSA.
    - The Chair reminded everyone that the FSA conversation has been brought forward for a very long time. There is not a recommendation coming forward from the Education Committee of the Whole at this time.

D. <u>Inclusive Education</u>

- Overview of the Inclusive designations in the district:
    - SD8 Inclusive Services supports 450 students who are designated in SD8.
    - Brochures have been created to explain each services Inclusive Education provides.
    - Inclusive Education team spends 70-80% of their time in schools working with students.

- Inclusive Education Service Areas:
    - Deaf and Hard of Hearing – Amber Gamache
    - Occupational Therapy – Rachelle Vogel and Cari Julien
    - Physiotherapy – Robyn Kinrade
    - School Psychology – Deanna Britton-Rumohr
    - Speech Language Pathology – Alison Gozna, Lisa Tremblay, Lianne Johnson, Shannon Carter, Steve Pierson and Christine Bourgeois
    - Vision Services – Sofeya Devji
    - Mental Fitness, Javier Gonzalez
    - Safe Schools – Scott Rothermel
    - Inclusion Support Teachers – Karen Nadler (Creston & Crawford Bay) and Ailis Lawrence (Kaslo FoS, Slocan Valley FoS, Nelson FoS, Salmo FoS)

- Inclusive Education Guiding Principles:
    1. All children are welcome at school
    2. Every child should experience a sense of value and belonging at school
    3. Meaningful programming needs to be provided within a child's learning community
    4. Whenever possible, children should be educated with their peers in a common space (for the majority of the time)

Overview of Special Education red binder purpose and process.

Inclusive Education hopes all students with designation will graduate with independence, experience and opportunities.

Superintendent Perkins – Thanked Director Instruction, Inclusive Education and the entire Inclusion team for all of their hard work.

E. <u>2019/2020 Framework for Enhancing Student Learning (FESL)</u> – Superintendent Perkins

The Superintendent shared the 2019/20 SD8 FESL.

- FESL is now mandatory by the Ministry from all districts.
- FESL data is reflects the previous year's information.
- FESL supports the strategic plan and takes a wholistic approach to student success. It is an overview of what is going on in the district. It is student focused.

11. **Celebration of Learning**

C. Bendig – Trafalgar: first virtual Remembrance Day.

A. Meyer – Parent – Shared a learning opportunity that took place for Winlaw students regarding trees on the school grounds.

Trustee Walsh – Congratulated the districted and Selkirk College on their recent Anti-Racism day.

S. Kalabis – Wildflower - Thanked Ailis Lawrence for her direct support with a WFS child with special needs.

L. MacKay – Rosemont – The Rosemont code of conduct: 5 C's (Creativity, Caring, Commitment to Learning, Common Sense and Calm).

Trustee Walsh – Trafalgar bike repair project and LVR drama program recent interviews on CBC Radio.

12. **Question Period:** Nil

13. **Meeting Schedule & Reminders**

    The next meeting of the Committee is scheduled for March 9, 2021 at the Nelson Board Office.

14. **Adjournment of Meeting**

    The meeting adjourned at 4:07 p.m.

School District 8
Kootenay Lake

Understanding School Data
School District 8 – Kootenay Lake
Spring 2021
Dr. Christine Perkins – Superintendent and CEO

data, *n*, *pl*.

- Information used as the basis for inference
  - Where we are now (information)
  - Where we might go next

- Facts and Statistics collected together for reference or analysis

Data types:

- Satellite data– 100,000 metres (Google maps/provincial) – helps us implement supports

- Map – 60,000 metres – district & school level - (School-wide writes; K-9 Numeracy assessment; Grad rates) – more targeted supports

- Street data – individual learning and "their own story" (Academic Review – every student) – helps us implement more personal supports

How can we use school data?

- To do collectively at the school/district level what teachers do at the classroom level but making decisions about the school rather than individual students

- To stimulate discussion, self-assessment

- To adjust or plan further instruction or instructional programs

- To set, monitor and adjust, evaluate and report on school goals

Two caveats about using school data:

- Assessment for learning, not just assessment of learning

- Formative mostly – Summative rarely

- Not all decisions have to be "data-driven"

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide:

- where the learners are in their learning,

- where they need to go,

- and how best to get there."

UK Assessment Reform Group, 2002

Data – based decision making
(using assessment data to stimulate self-assessment, guide decision–making, monitor results)

- not new

- should occur at all levels – classroom, school, district, province

- not all decisions should be driven by assessment data

Who interprets school data?

- Some or all of:
  - Teaching staff
  - Principals and Vice-Principals
  - PAC/DPAC
  - Ministry of Education
  - Media
  - Public

What do we need to interpret school data?

- an appropriate context

- appropriate data

What is an appropriate context?

- one that is set by the school community/district

- one that reflects what the school community/district values

Ask the question: What do we care about and value?

What is appropriate data?

- Data that is dependable and valid
- Measures that are aligned with the curriculum
- Leading, intermediate, as well as, trailing indicators
- Measures that have positive effects on student self-esteem, and motivation
- Multiple data sources for important items

	What teachers Teach and assess	What the FSA assesses
Reading	Strategies and approaches Comprehension Response	Comprehension only
Writing	All stages of the writing process	First draft writing only
Numeracy	All stages of the numeracy process	Word problems on some aspects of numeracy

Leading indicators

- "input" variables, e.g., course offerings, resources, policies about which students can access programs or courses

Intermediate indicators

- what is actually happening in classrooms and schools, e.g., analysis of key or typical assignments, frequency of completed assignments, school–wide reading conferences

Trailing indicators

- "outside" indicators with little local context, e.g.: isolated tests, provincial exams, and FSA

For students there are no meaningless or trivial assessments. What testers see as the simple collection of data may be a profound event for the learner. Common negative effects of testing include:

- narrowing of instruction and instructional methods
- less successful students concluding they are unable to succeed, reducing effort
- students inappropriately focused on short-term performance goals "What's on the test?"
- test anxiety
- students, parents and others inappropriately generalizing test results to overall "value" or "intelligence"

Sources of school data

- Collected by the Ministry of Education:
  – Foundations Skills Assessment (FSA)
  – Provincial exams (scores and participation rates)
  – Satisfaction surveys (students, parents, staff)
  – Transition rates
  – Graduation rates
- Collected by the school district:
  – All of the above
  – All of the below
- Collected by the school:
  – Report card data (aggregated)
  – Attendance data
  – Performance standards/Core Competencies

25% of Grade 10's do not meet grade level expectations for reading.

Foundation Skills Assessment (FSA) 2000

BC 16 year olds are the second best readers in the world.

Program for International Student Assessment (PISA) 2000

Foundation Skills Assessment

- Annual provincial assessments going on now, results in TBD

- Reading comprehension, first draft writing, some aspects of numeracy

- Grades 4 and 7

- Provincial, district, school and individual students results

- Individual student results do not count toward report card marks

Tips for interpreting FSA results

- Recognize limitation of assessments
- reading comprehension only, no strategies or response
  - first draft impromptu writing only, not full writing process
  - some aspect of numeracy only, all "word problems"

- Need three years or more data before looking for a trend

- Check if year–to–year changes and differences between school and district or province are statistically significant

- Check participation rates, e.g., Did an increased score come as a result of a drop in participation rates?

- Check the data for sub-populations, e.g., Inclusion, First Nations, ELL, etc.

- Compare to other data sources, e.g., report card marks, exam results, district-wide assessments, data collected using Core Competencies, etc.

- Ask questions, and generate alternate inferences and hypotheses

- Plan for improvement based on the data

Graduation Assessments

- Grade 10 Literacy and Numeracy

- Grade 12 Literacy – will be implemented 2021-22; piloted this year)

- Although individual student results do not count toward report card marks, graduation assessments are listed on transcripts on proficiency scale–

- Also do not count toward university entrance at this point

Satisfaction Surveys

- Annual MoE surveys started in 2002, administered in February

- Students in Grades 4, 7, 10, and 12(also parents and staff)

- Provincial, district and school results in late Spring

Tips for interpreting data from satisfaction surveys

- Look at raw data rather than ministry rating: ask "Is this good enough?"

- Be wary of looking for trends before you have three years of data

- Be aware of lack of randomness in parent sample, especially if low participation rate

- Plan ways to increase participation rate of parents

- Plan for improvement based on the data

Tips for interpreting transition rates and graduation rates

- Recognize limitations of data, e.g., students who move out-of-province, take longer to complete, etc.

- Check the data for sub-populations, e.g., Inclusion, First Nations, ELL, etc.

- Ask questions, and generate alternate inferences and hypotheses

- Plan for improvement based on the data

Tips for interpreting report card data

- Recognize that this data is more valuable for individual students than when aggregated up to the school level

- Check the data for sub-populations, e.g., Inclusion, First Nations, ELL, etc.

- Compare to other data sources, e.g., FSA results, district-wide assessments, data collected using B.C. performance standards, etc.

- Ask questions, and generate alternate inferences and hypotheses

- Plan for improvement based on the data

Updated Proficiency scale...

- describes student progress in relation to grade level expectations in all curricular areas. The proficiency scale and strengths-based descriptive feedback are used to communicate individual progress and identify specific next steps to support learning.

Performance standards

- Non-mandatory classroom assessment tools for teacher
- Reading Writing, Numeracy and Social Responsibility K-10
- Capture teachers' collective professional judgment about standards and expectations
- Attempt to "show" various levels of achievement with sample of student work
- Four categories:
  - Emerging,
  - Developing,
  - Proficient,
  - Extending
- Help identify students for intervention

Provincial Proficiency Scale

An updated proficiency scale describes student progress in relation to grade level expectations in all curricular areas. The proficiency scale and strengths–based descriptive feedback are used to communicate individual progress and identify specific next steps to support learning.

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
The student demonstrates an **INITIAL** understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a **PARTIAL** understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a **SOLID** understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a **SOPHISTICATED** understanding of the concepts and competencies relevant to the expected learning.

Student Self–assessment of the Core Competencies

Core competencies are intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep, life-long learning. The ultimate goal is for learners to employ the core competencies in all curriculum areas and in their lives. During the school year, students will select evidence of and reflect on their core competency development.

C — Communication

T — Thinking

PS — Personal & Social

School District 8 Kootenay Lake

School District 8 Kootenay Lake

COMMUNICATING STUDENT LEARNING IN SCHOOL DISTRICT 8

Shifting the way we communicate student learning

British Columbia's curriculum has been redesigned around an "Understand–Know–Do" model to support a competency-driven, concept–based approach to learning. What our students are expected to understand, know, and be able to do (learning standards), requires new ways of assessing and reporting. School District 8 supports teaching and assessment practices that make students' learning visible, celebrating their growth and successes.

Goals for communicating student learning

Effective communication between home and school is central to student success.

Our goals for communication:

- Parents are well informed about their child's progress
- Parents are involved as partners in a dialogue about their child's progress and the best ways to support learning
- Students are provided with information that is meaningful to them and helps them improve their own learning

This information should:

- Be descriptive, and include suggestions regarding ways that parents can support their child
- Reinforce the importance of self–assessment and goal setting

- Include feedback from multiple sources, as appropriate, including the student, teacher, peers and parents
- Encourage students to work towards their goals and build student ownership
- Where appropriate, take advantage of current technological tools to promote and support communicating student learning in a variety of ways

UNDERSTAND — **Big Ideas** *Generalizations and principles*

DO — **Curricular Competency** Learning Standards *Skills, strategies and process*

KNOW — **Content** Learning Standards *Topics*

CONCEPTS
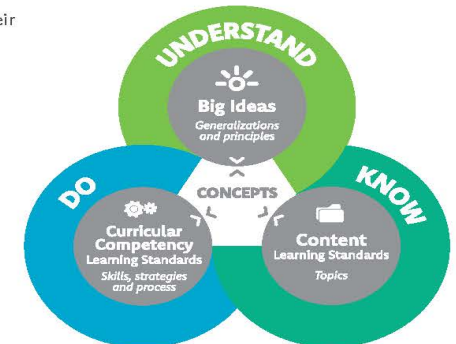
Communicating student learning K–9

Communication of Student Learning MUST occur a minimum of 5 times per year:

- 4 Points of Progress
- 1 Summary of Progress

Curriculum the parent can expect	4 Points of Progress (Must include 2 written & Other communications)				Summary of Progress
	November May be Written Proficiency scale	**January (Mid-Year)** Written in MyEdBC Proficiency scale	**March** (before spring break)	**April** May be Written Proficiency scale	**June Year-End** Written in MyEdBC Proficiency scale
English Language Arts	⊙	⊙	⊙	⊙	⊙
Numeracy	⊙	⊙	⊙	⊙	⊙
Science	*Not required to report in each curricular area.*	⊙	*Not required to report in each curricular area.*	*Not required to report in each curricular area.*	⊙
Social Studies		⊙			⊙
PE		⊙			⊙
Core French	*Communication is intended to be responsive to teachings and learning*	⊙	*Communication is intended to be responsive to teachings and learning*	*Communication is intended to be responsive to teachings and learning*	⊙
Arts Education		⊙			⊙
Applied Design Skills and Technology		⊙			⊙
Career Education		⊙			⊙
Descriptive Feedback on Student Engagement & Behavior		⊙	March or April		⊙
Student Self Assessment of Core Competencies	In the spring; include student self-selected evidence of and reflection on Core Competency development				⊙

During COVID-19 other communications may include: Virtual Student led conferences, virtual parent-teacher night, email/phone calls/ socially distanced face to face contact, portfolios, MyBluePrint, demonstrations of learning such as virtual Science Fairs, performances, etc.

Innovative Learning Services
250.352.6681

Innovative Learning Services

Points of Progress in Communications of Learning:

Communicating student learning throughout the year reflects four essential criteria:

- learning standards
- authentic evidence of learning
- student voice
- descriptive feedback.

Descriptive feedback identifies for the student what is going well, what needs improvement, and next steps for learning. Also included is a description of how learning is impacted by student engagement and behavior.

Points of progress communication may include, but are not limited to, the following:

- Student created work samples
- Celebrations of learning
- Learning portfolios
- Student led conferencing
- Student demonstrations of learning
- Face to face conferencing
- Virtual conferencing
- Email and telephone communication

Authentic Evidence of Learning

Explicitly References the Learning Standards

4 Criteria Communicating Student Learning

Includes Descriptive Feedback

Includes Student Voice

School District 8 Kootenay Lake

Ethical use of school level data:

To plan for greater equity of educational opportunity, more effective programming, and more focused instruction.

- NOT to judge children, teachers, or communities; or compete for rankings.

In Closing ...

- Sound educational assessment is based on a variety of tools

- Different types of assessments serve different purposes

- Assessment needs to be meaningful and purposeful for students

- Assessment should focus on improving student learning

- Effective assessment is teacher driven and supports learning and instruction

Thank you.

Dr. Christine Perkins | Superintendent & Chief Executive Officer (she/her/hers)
School District 8 Kootenay Lake
811 Stanley Street, Nelson, B.C.   V1L 1N8
Office: 250-505-7037
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**School District 8
Kootenay Lake**

Enhancing Student Learning Report Data

The purpose of this document is to provide a summary of the Ministry data related to the Enhancing Student Learning Ministerial Order (the Order). The report is masked according to the Protection of Personal Information when Reporting on Small Populations policy so it can be shared with the public.

The student populations specified in the Order are:

Indigenous students	Students who have ever self-identified as Indigenous on an enrolment collection.
Indigenous students living on reserve	Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.
Indigenous students living off reserve	Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.
Children and youth in care (CYIC)	Information is currently unavailable. Once an Information Sharing Agreement is signed with the Ministry of Children and Family Development, data will be shared.
Students with disabilities or diverse abilities	All 12 categories including Gifted are used in identifying these students.

The measures specified in the Order are:

Measures	Notes	Page(s)
Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	1-2
Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments	As of the 2020/21 school year, only one year of resident student data in BC public schools is available as the Grade 10 literacy assessment started in 2019/20. The measure is based on the first write of grade 10 students.	3
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	4-5
Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments	Included the 3 years of resident student data in BC Public schools as the Grade 10 Numeracy assessments started in 2017/2018. The measure is based on the first-time Grade 10 students wrote the assessment.	6
Number and percentage of students who are completing grade to grade transitions on time	This measure is the rate of Grade 11 resident students in BC Public schools transitioning into Grade 12.	7
Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school	Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning Survey. The 'Do you feel safe?" question is anonymous so student population breakdown is not available.	8-10
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	Resident students in BC Public schools who responded to '2 adults' or '3 adults' or '4 or more adults' to the question, 'At your school, how many adults do you feel care about you?'.	11
Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8	Based on a sub-model of the six-year completion rate process for residents students in BC public schools; therefore, a) Data is not available until one year after the students have graduated ; and b) Data tables refers to year 6 (i.e. one year after the students have graduated).	12
Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years	Information is based on transitions of resident students in BC public schools into BC public post-secondary institutions. However, the Ministry is pursuing information for Canadian institutions.	13-14

See the last page for further information about sub-populations and measures captured in this document.

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 4
(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)
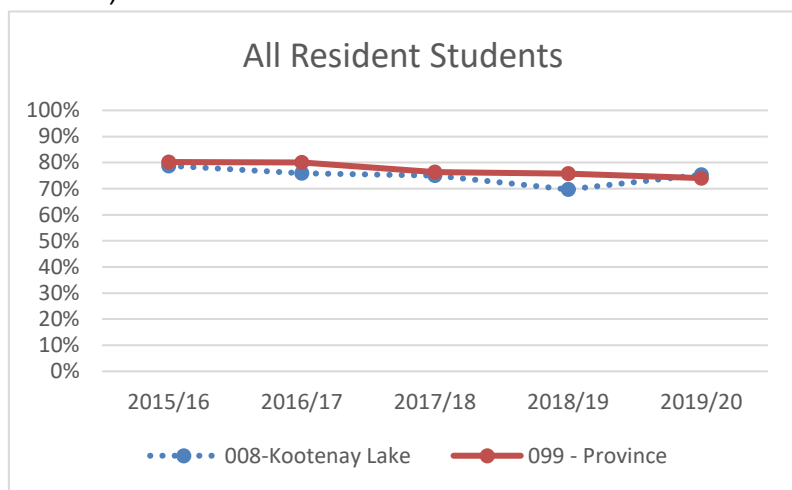
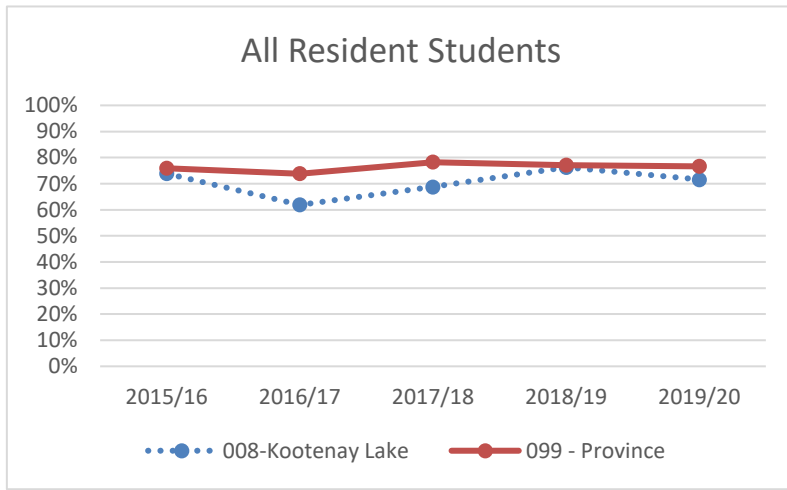**Figure 1: FSA Grade 4 Reading - All Resident Students**

• In 2019/20, SD08 performed at a rate 1% higher than the province.

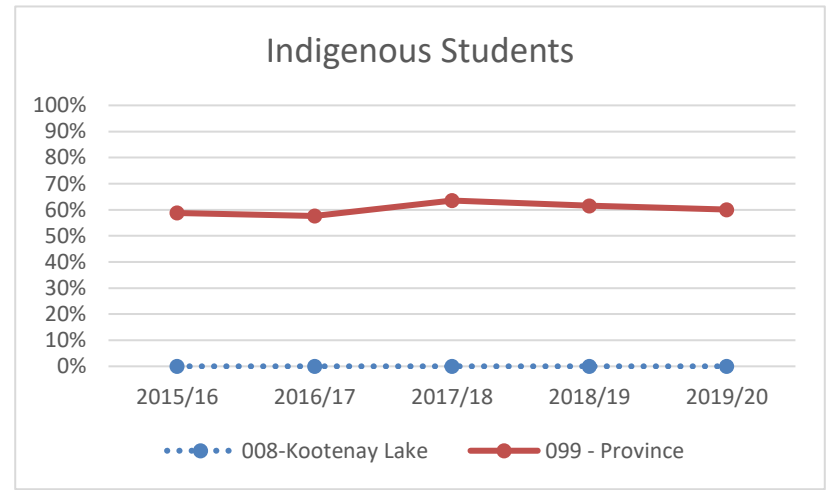• Over 5 years, SD08 performed at a rate 3% lower than the province.
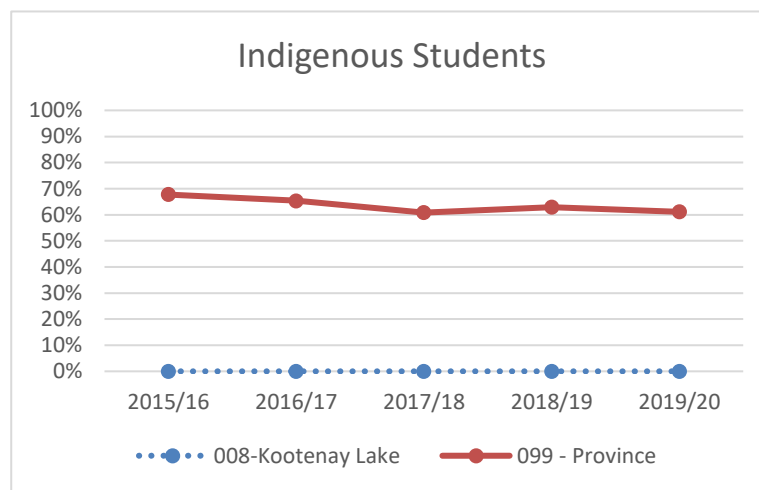
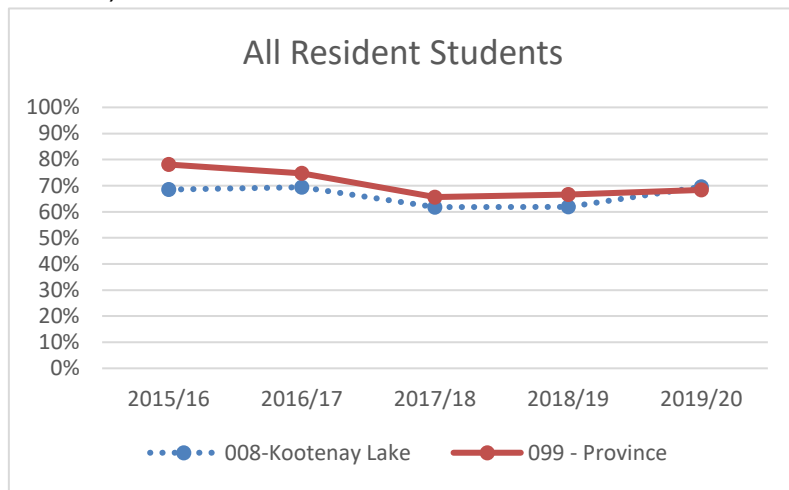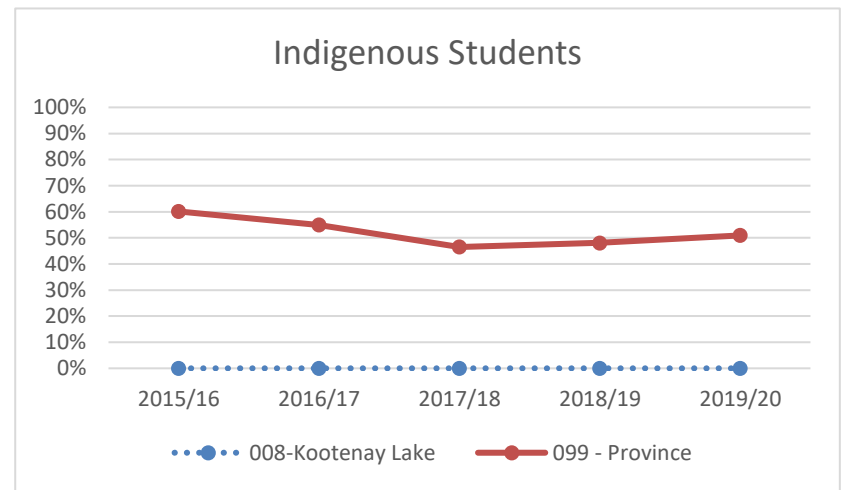**Figure 2: FSA Grade 4 Reading - Indigenous Students**

• In 2019/20, information is masked.

• Over 5 years, information is masked.
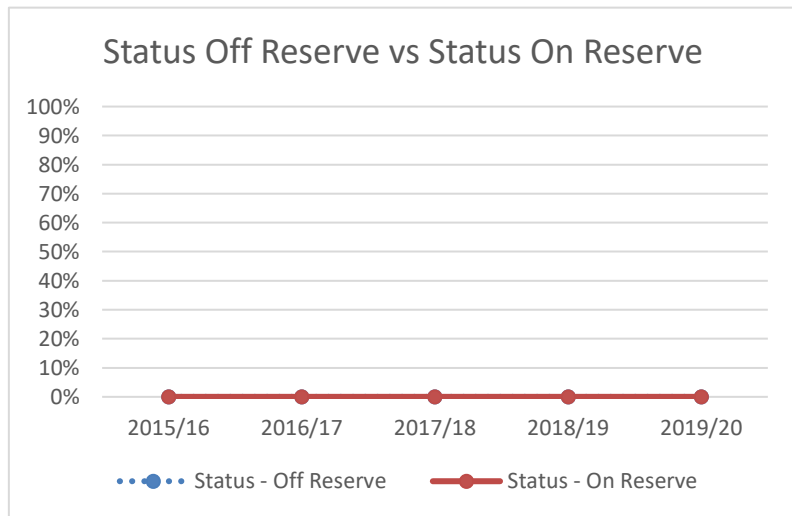
Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.
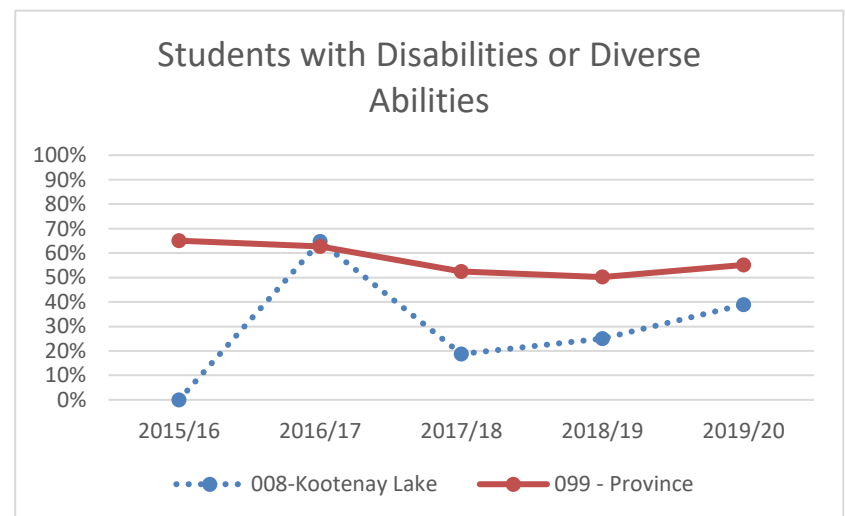
• Over 5 years, information is masked.
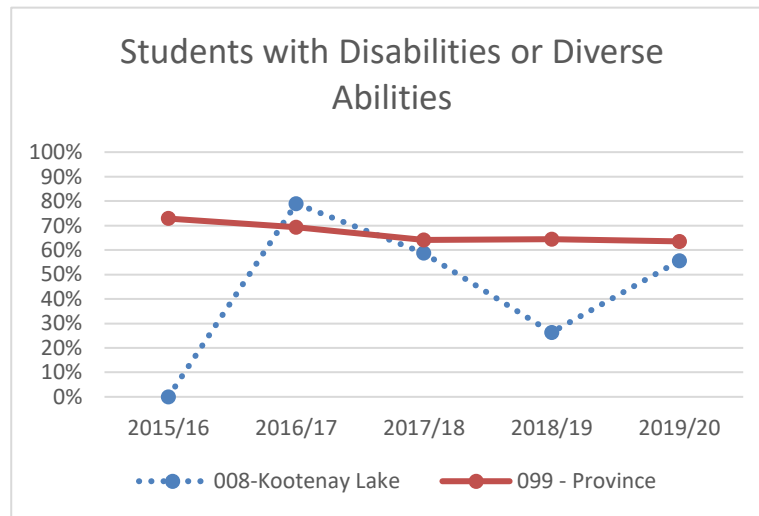
Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

• In 2019/20, SD08 performed at a rate 8% lower than the province.

• Over 5 years, information is masked.

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 7
(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)
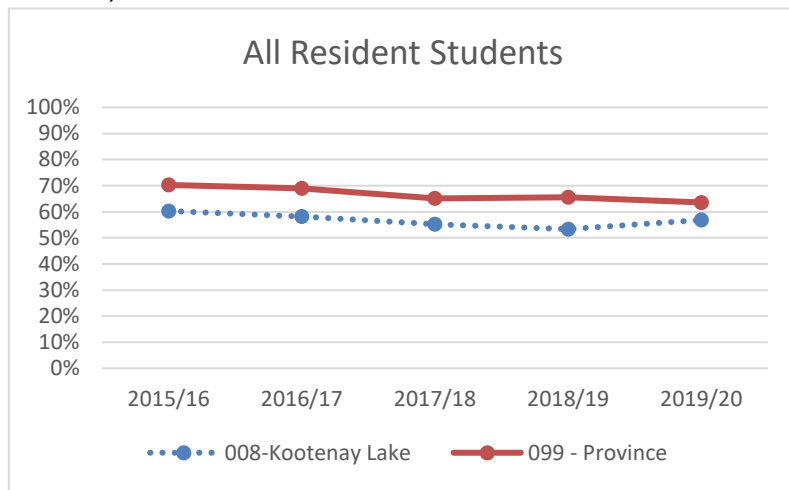

Figure 5: FSA Grade 7 Reading - All Resident Students

• In 2019/20, SD08 performed at a rate 5% lower than the province.

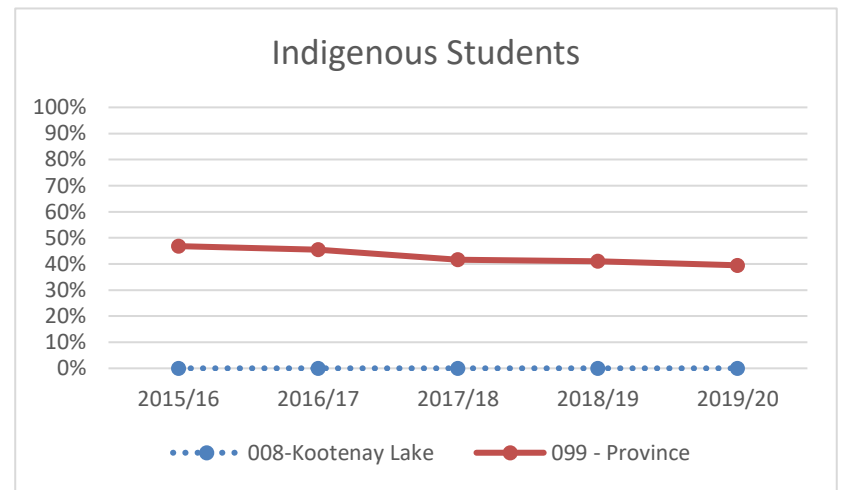• Over 5 years, SD08 performed at a rate 6% lower than the province.

Figure 6: FSA Grade 7 Reading - Indigenous Students

• In 2019/20, information is masked.

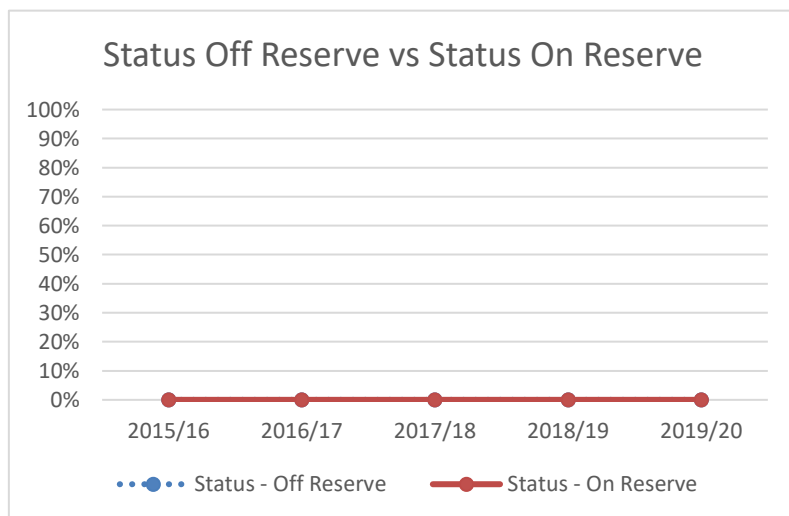• Over 5 years, information is masked.
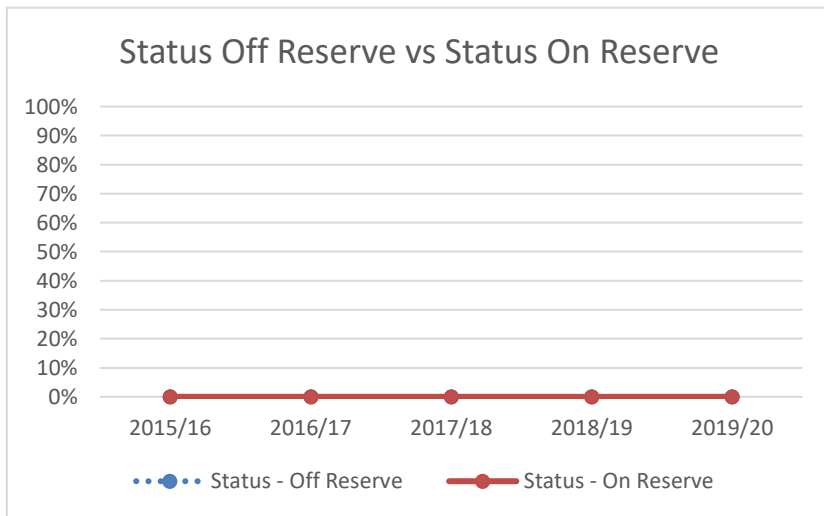
Figure 7: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.
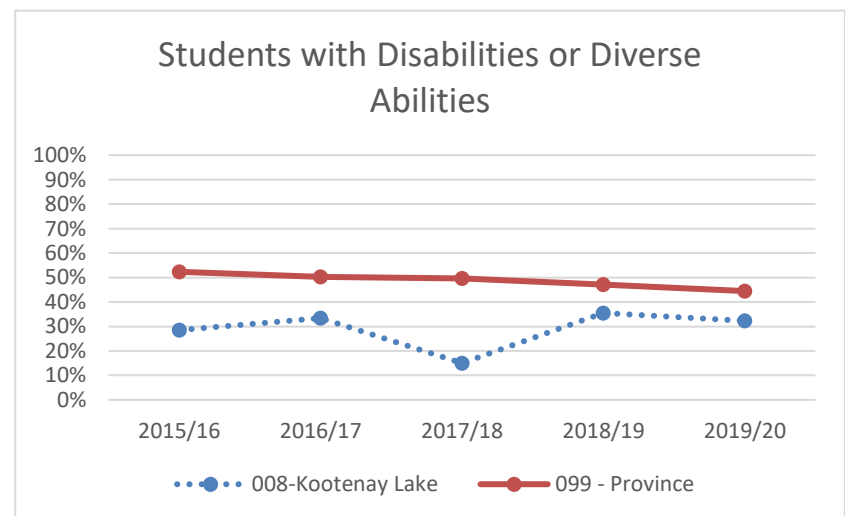
• Over 5 years, information is masked.
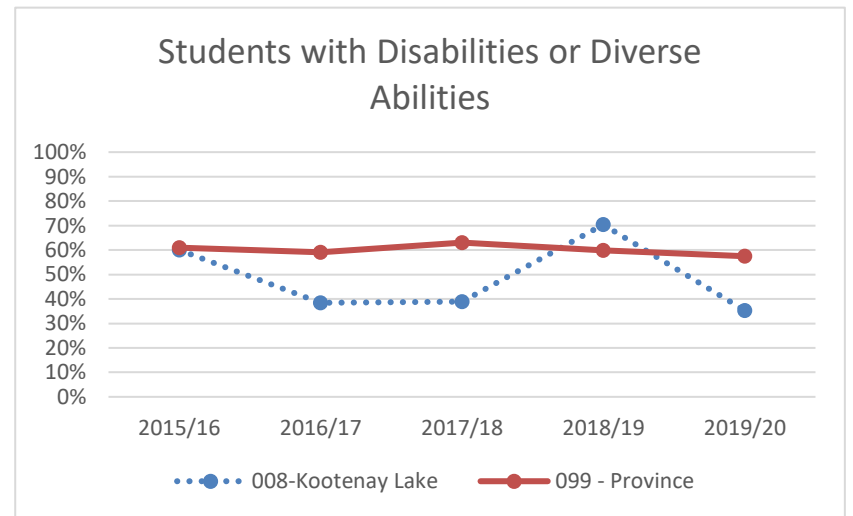
Figure 8: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

• In 2019/20, SD08 performed at a rate 22% lower than the province.

• Over 5 years, SD08 performed at a rate 11% lower than the province.

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)
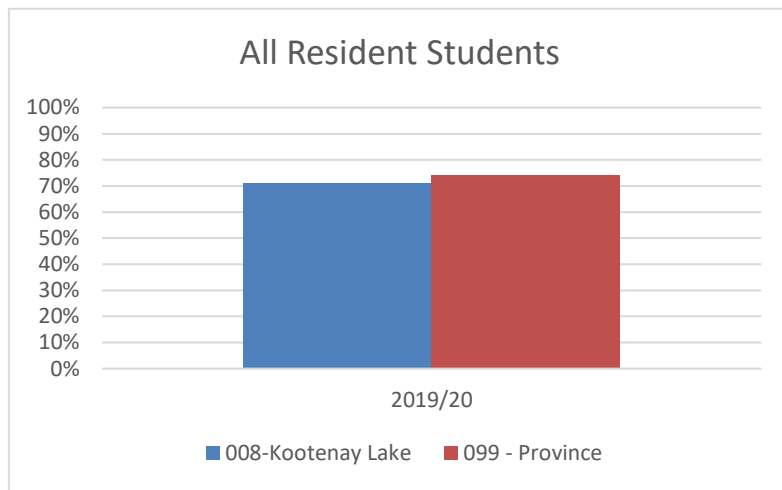
Figure 9: Graduation Assessment Grade 10 Literacy - All Resident Students

• In 2019/20, SD08 performed at a rate 3% lower than the province.
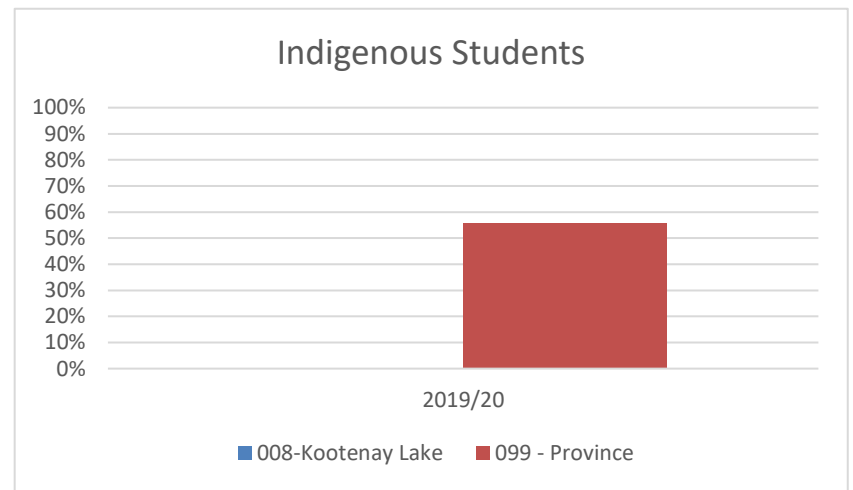
Figure 10: Graduation Assessment Grade 10 Literacy - Indigenous Students

• In 2019/20, information is masked.
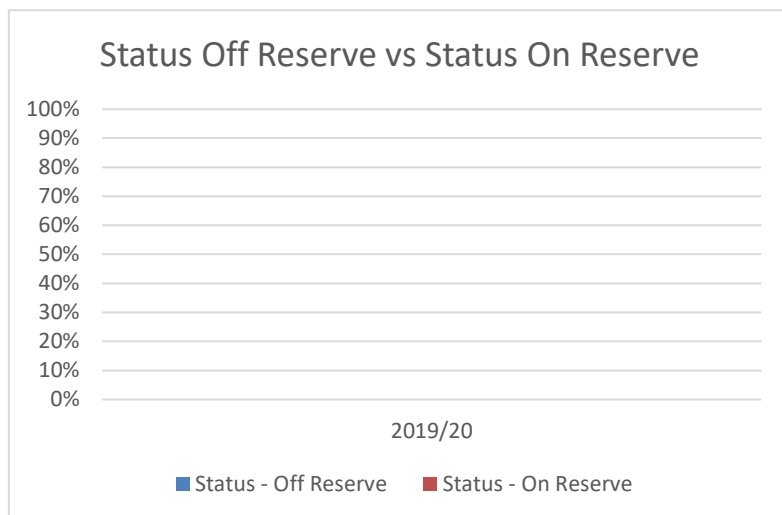
Figure 11: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.
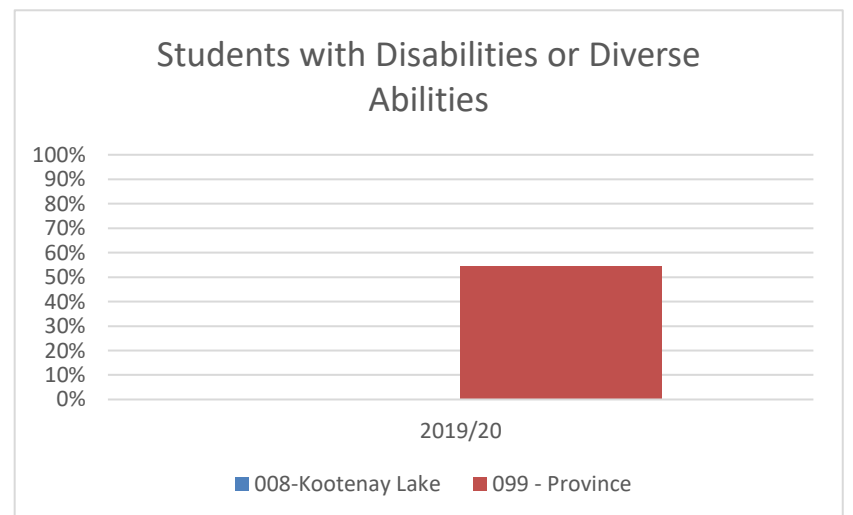
Figure 12: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

• In 2019/20, information is masked.

Foundation Skills Assessment (FSA) Numeracy - Grade 4
(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

Figure 13: FSA Grade 4 Numeracy - All Resident Students

• In 2019/20, SD08 performed at a rate 1% higher than the province.
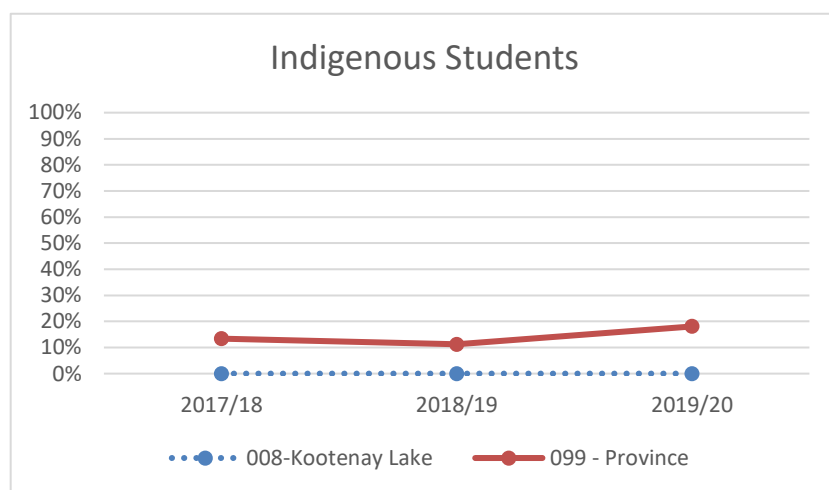• Over 5 years, SD08 performed at a rate 5% lower than the province.

Figure 14: FSA Grade 4 Numeracy - Indigenous Students

• In 2019/20, information is masked.

• Over 5 years, information is masked.
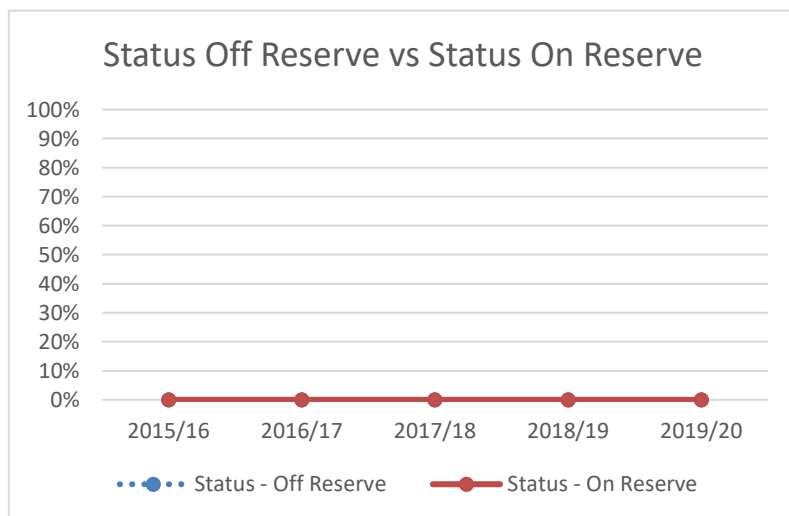
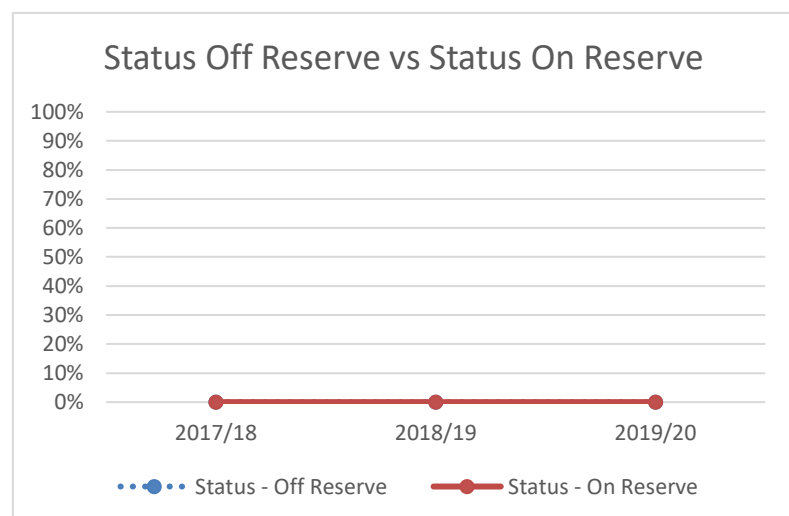**Figure 15: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve**

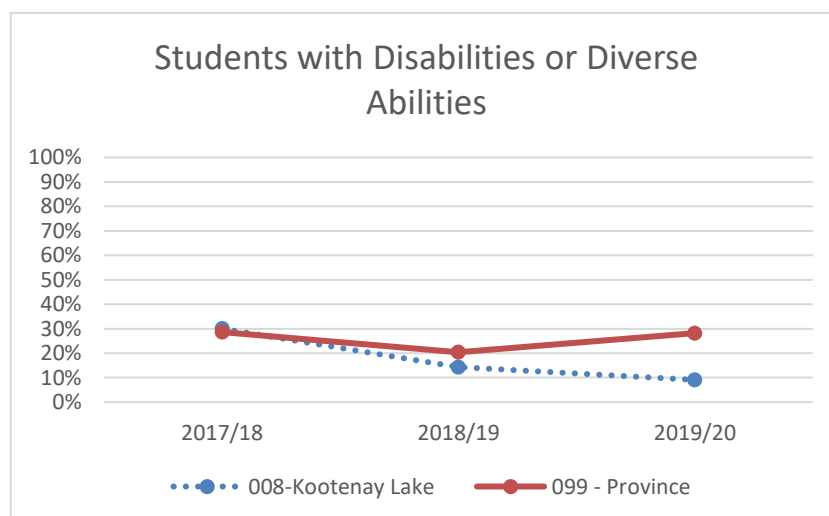• In 2019/20, information is masked.

• Over 5 years, information is masked.

Figure 16: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

• In 2019/20, SD08 performed at a rate 16% lower than the province.

• Over 5 years, information is masked.

Foundation Skills Assessment (FSA) Numeracy - Grade 7
(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

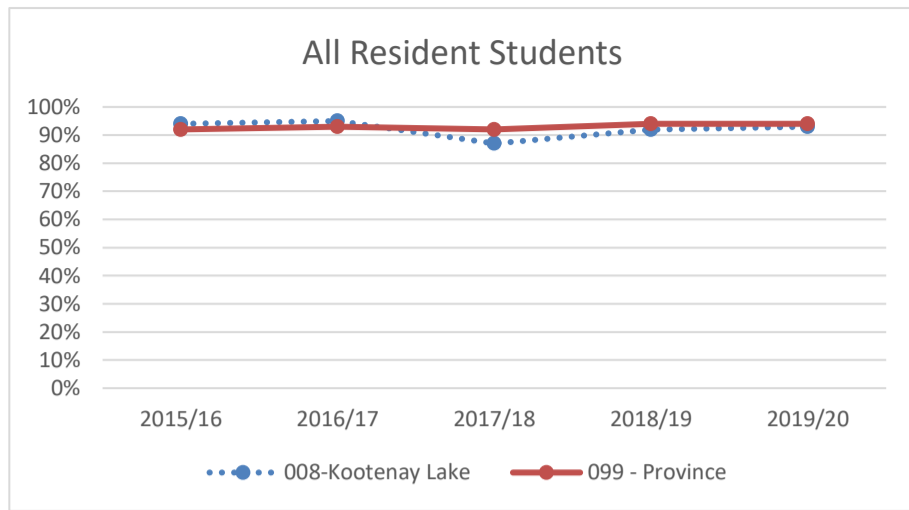**Figure 17: FSA Grade 7 Numeracy - All Resident Students**

• In 2019/20, SD08 performed at a rate 7% lower than the province.

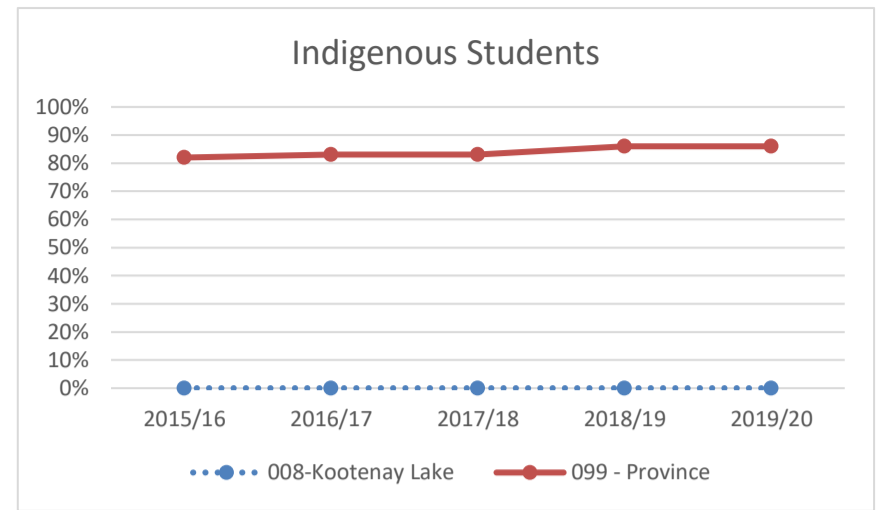• Over 5 years, SD08 performed at a rate 10% lower than the province.

Figure 18: FSA Grade 7 Numeracy - Indigenous Students

• In 2019/20, information is masked.
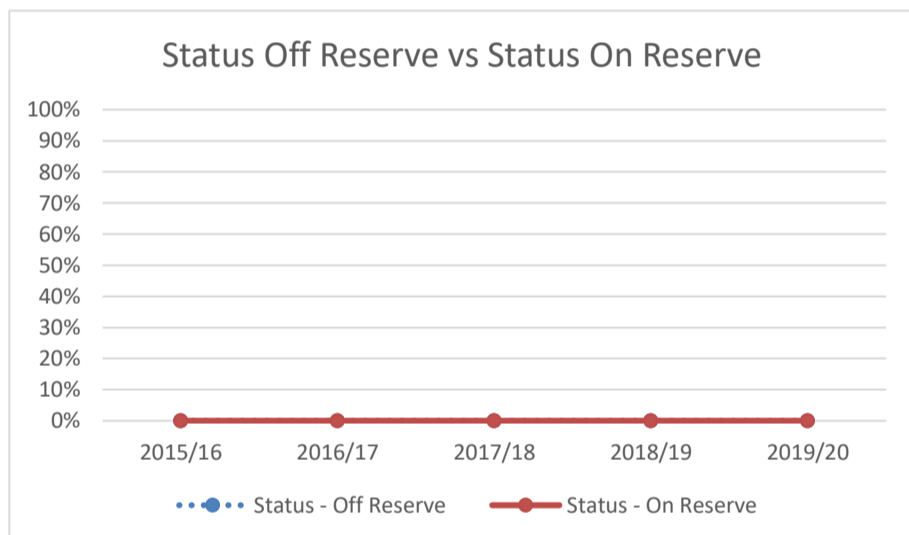
• Over 5 years, information is masked.

Figure 19: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.

• Over 5 years, information is masked.

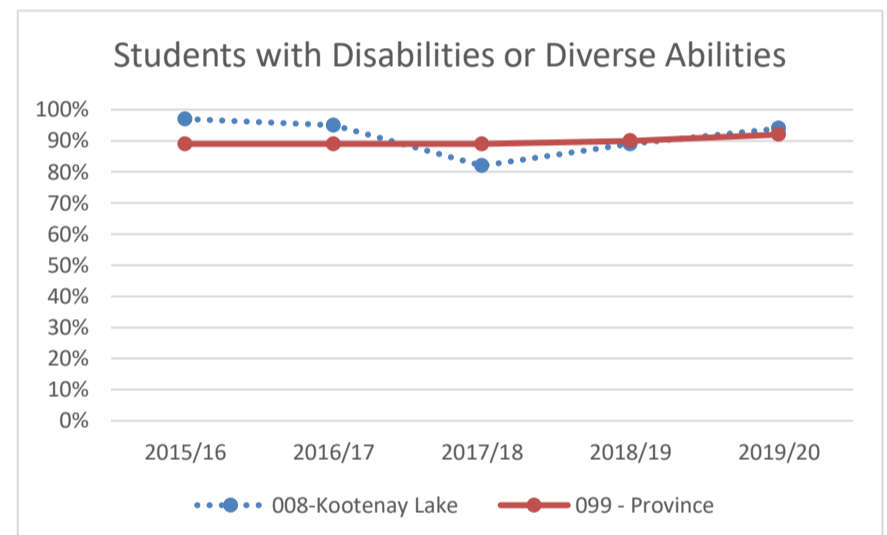

Figure 20: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

• In 2019/20, SD08 performed at a rate 12% lower than the province.

• Over 5 years, SD08 performed at a rate 19% lower than the province.

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

All Resident Students
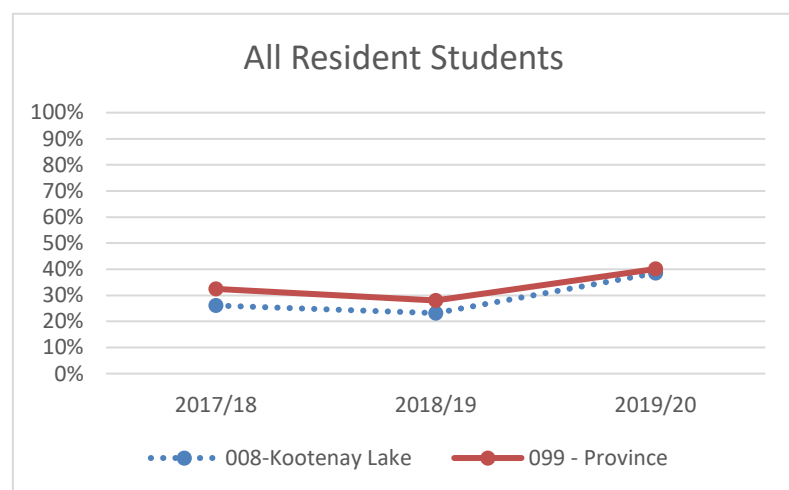
Figure 21: Graduation Assessment Grade 10 Numeracy - All Resident Students
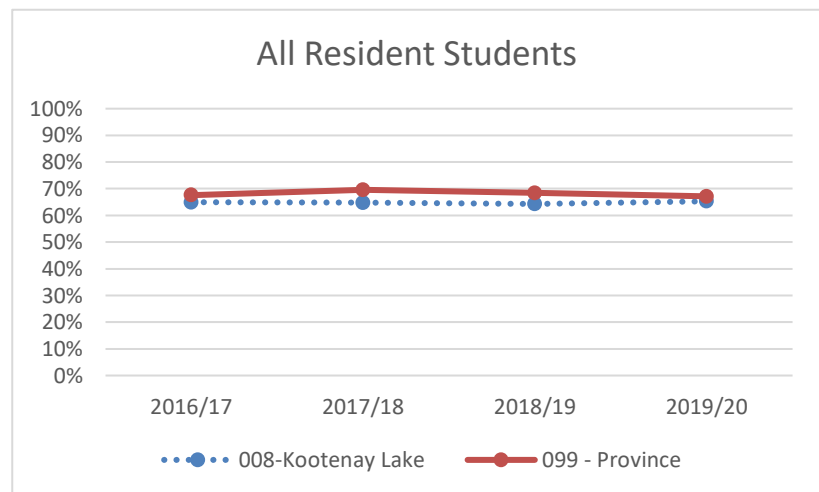
• In 2019/20, SD08 performed at a rate 2% lower than the province.

• Over 3 years, SD08 performed at a rate 5% lower than the province.

Indigenous Students

Figure 22: Graduation Assessment Grade 10 Numeracy - Indigenous Students

• In 2019/20, information is masked.

• Over 3 years, information is masked.

Status Off Reserve vs Status On Reserve

Figure 23: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.

• Over 3 years, information is masked.

Students with Disabilities or Diverse Abilities

Figure 24: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

• In 2019/20, SD08 performed at a rate 19% lower than the province.

• Over 3 years, SD08 performed at a rate 8% lower than the province.

Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

All Resident Students

Figure 25: Transition Grade 11 to 12 - All Resident Students

• In 2019/20, SD08 performed at a rate 1% lower than the province.

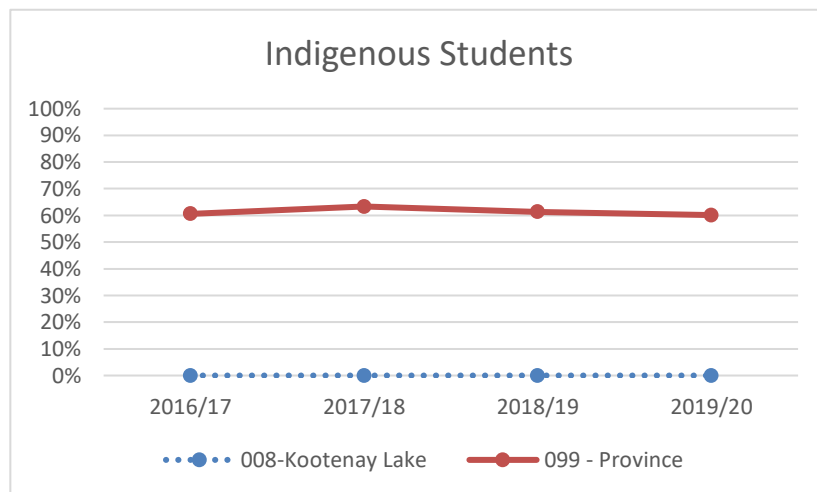• Over 5 years, SD08 performed at a rate 1% lower than the province.

Indigenous Students

Figure 26: Transition Grade 11 to 12 - Indigenous Students

• In 2019/20, information is masked.

• Over 5 years, information is masked.

Status Off Reserve vs Status On Reserve

Figure 27: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.

• Over 5 years, information is masked.

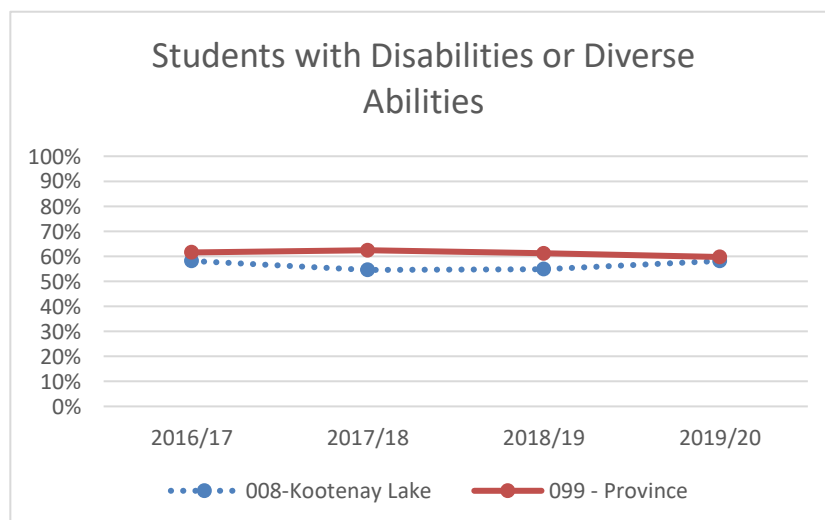### Students with Disabilities or Diverse Abilities

Figure 28: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

• In 2019/20, SD08 performed at a rate 2% higher than the province.

• Over 5 years, SD08 performed at a rate 1% higher than the province.
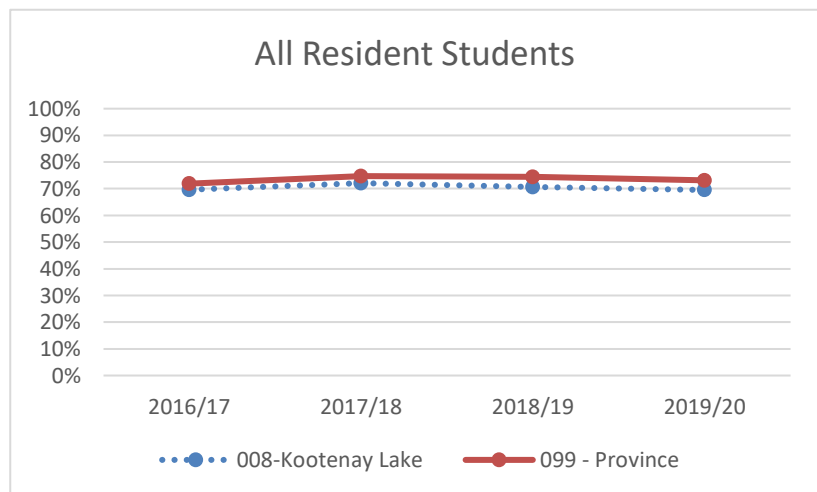
Student Learning Survey (SLS) - Feel Welcome

Figure 29: SLS - Feel Welcome - All Resident Students

• In 2019/20, SD08 performed at a rate 2% lower than the province.

• Over 4 years, SD08 performed at a rate 4% lower than the province.

Figure 30: SLS - Feel Welcome - Indigenous Students

• In 2019/20, information is masked.

• Over 4 years, information is masked.
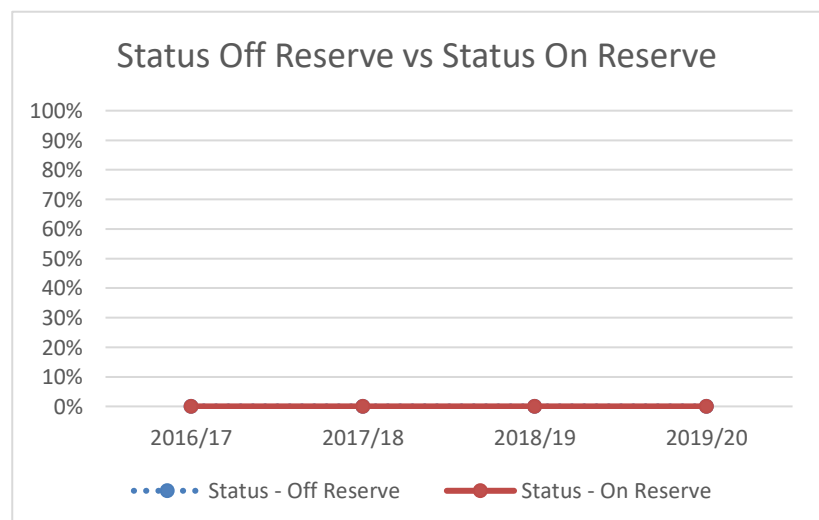
Figure 31: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.

• Over 4 years, information is masked.

Figure 32: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

• In 2019/20, SD08 performed at a rate 2% lower than the province.

• Over 4 years, SD08 performed at a rate 5% lower than the province.

9

Student Learning Survey (SLS) - Feel Safe

Figure 33: SLS - Feel Safe - All Resident Students

• In 2019/20, SD08 performed at a rate 4% lower than the province.

• Over 4 years, SD08 performed at a rate 3% lower than the province.

As 'Do you feel safe at school?' is an anonymous question on the SLS, subpopulation is not data available for further analysis.

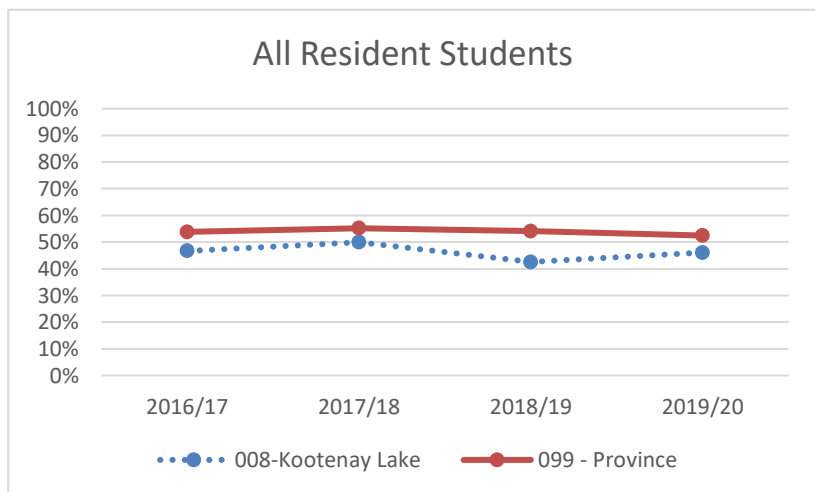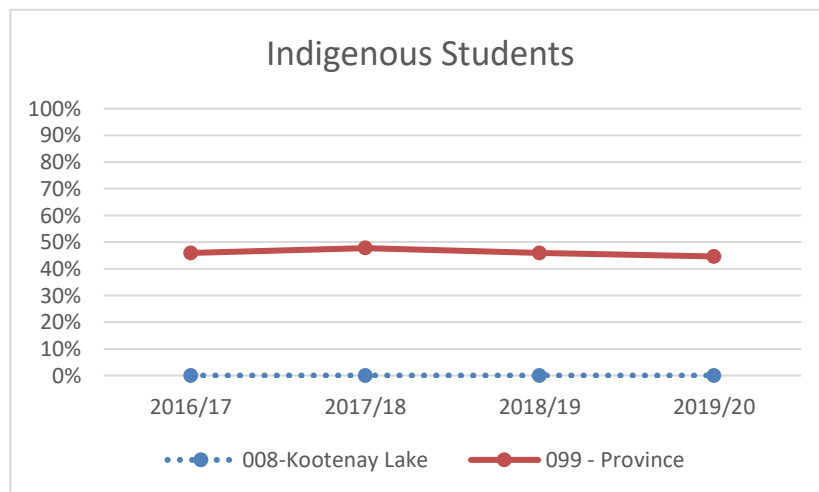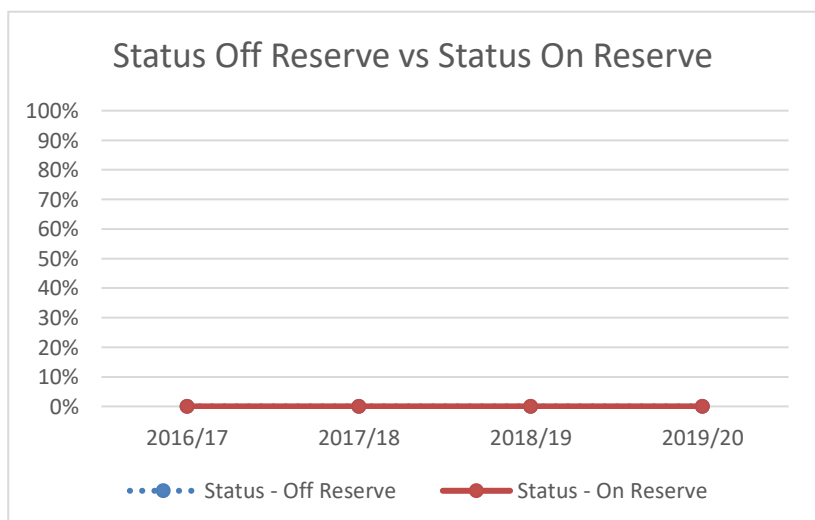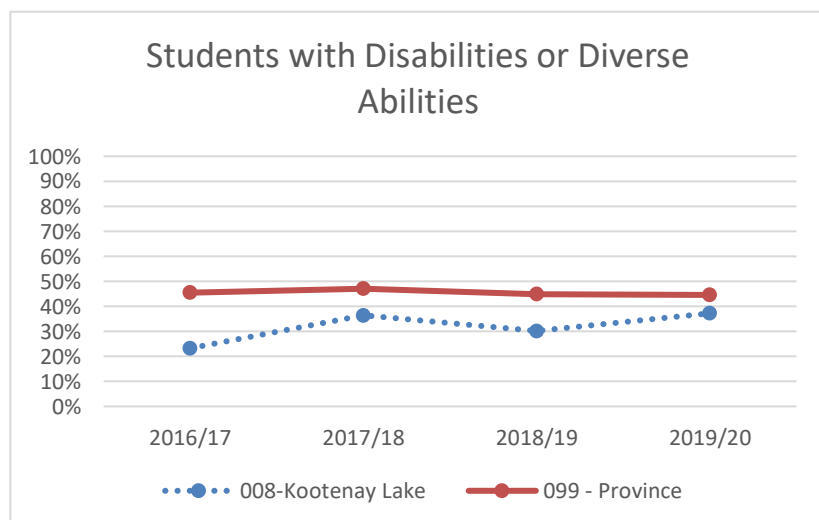# Student Learning Survey (SLS) - School Belong

Figure 34: SLS - School Belong - All Resident Students

• In 2019/20, SD08 performed at a rate 6% lower than the province.

• Over 4 years, SD08 performed at a rate 8% lower than the province.

Figure 35: SLS - School Belong - Indigenous Students

• In 2019/20, information is masked.

• Over 4 years, information is masked.

Figure 36: SLS - School Belong - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.

• Over 4 years, information is masked.

Figure 37: SLS - School Belong - Students with Disabilities or Diverse Abilities

• In 2019/20, SD08 performed at a rate 7% lower than the province.

• Over 4 years, SD08 performed at a rate 14% lower than the province.
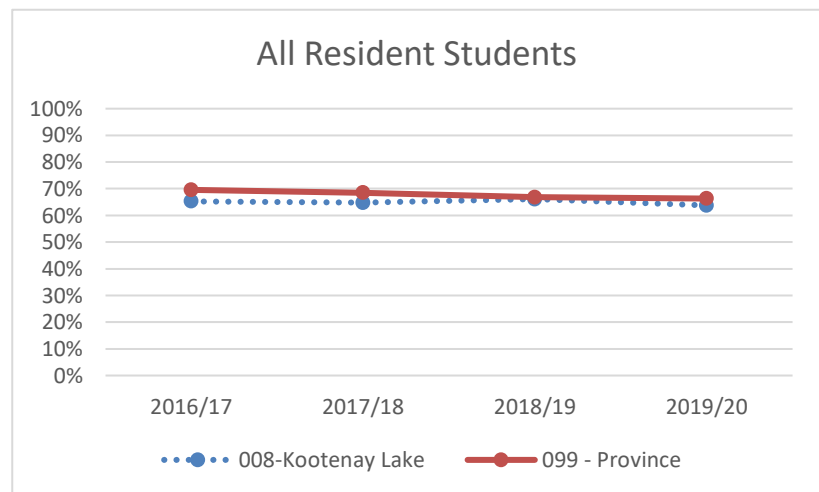
Student Learning Survey (SLS) - Adults Care

All Resident Students

Figure 37: SLS - Adults Care - All Resident Students

• In 2019/20, SD08 performed at a rate 3% lower than the province.

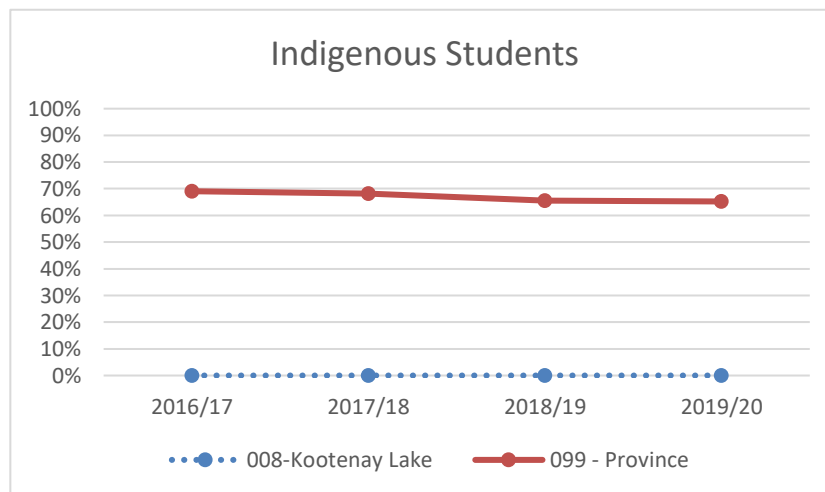• Over 4 years, SD08 performed at a rate 3% lower than the province.

Indigenous Students

Figure 38: SLS - Adults Care - Indigenous Students

• In 2019/20, information is masked.

• Over 4 years, information is masked.

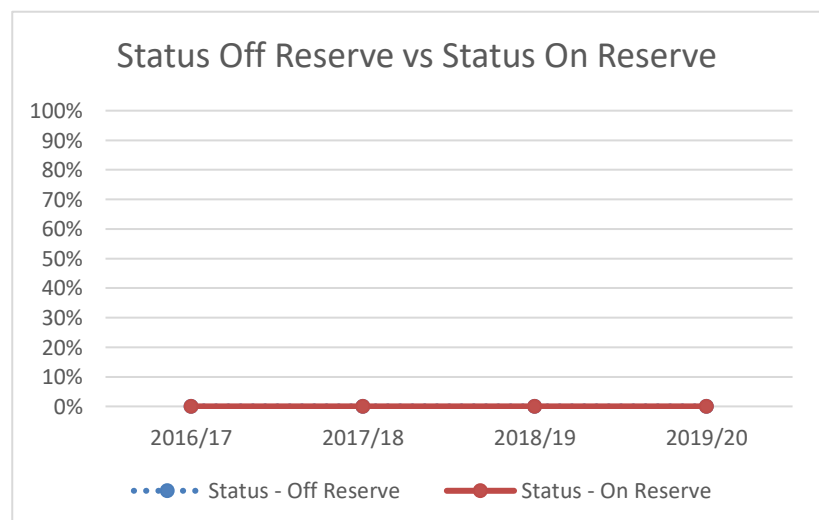### Status Off Reserve vs Status On Reserve

Figure 39: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.

• Over 4 years, information is masked.

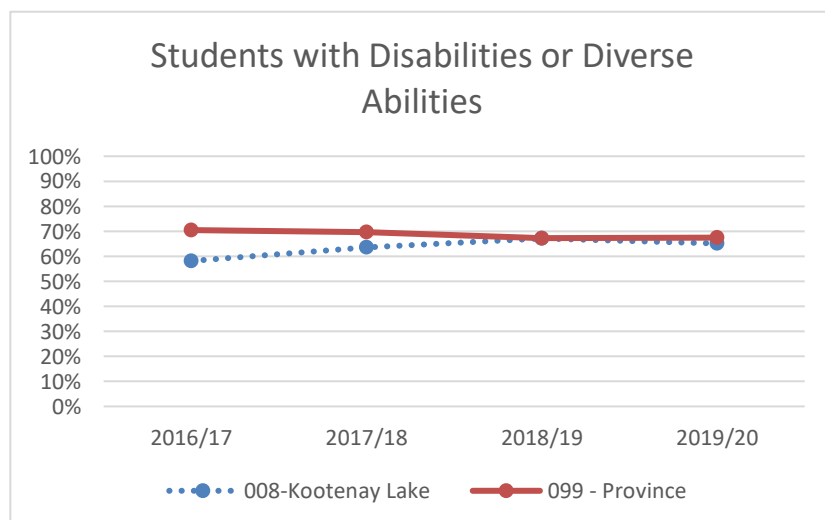### Students with Disabilities or Diverse Abilities

Figure 40: SLS - Adults Care - Students with Disabilities or Diverse Abilities

• In 2019/20, SD08 performed at a rate 2% lower than the province.

• Over 4 years, SD08 performed at a rate 5% lower than the province.

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)
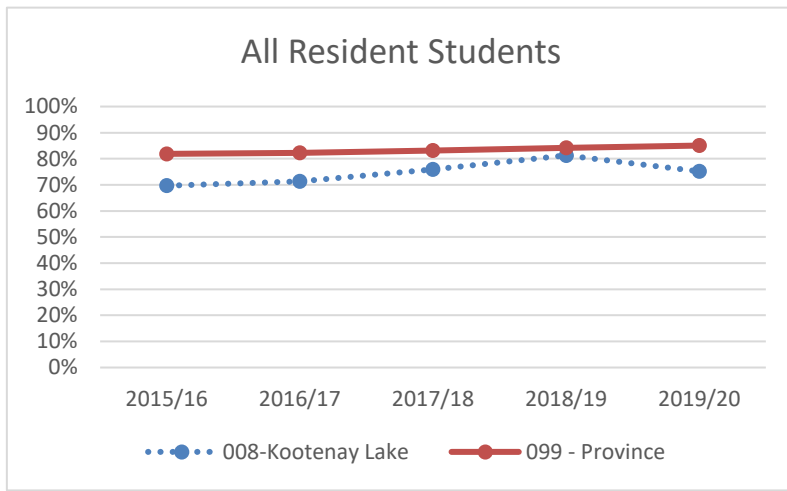

Figure 41: 5 Year Completion Rate - All Resident Students

• In 2019/20, SD08 performed at a rate 10% lower than the province.

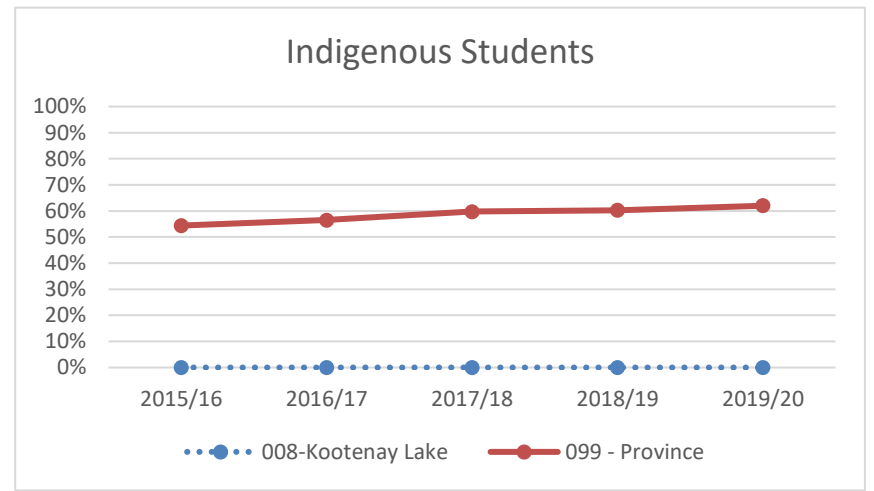• Over 5 years, SD08 performed at a rate 9% lower than the province.

Figure 42: 5 Year Completion Rate - Indigenous Students

• In 2019/20, information is masked.

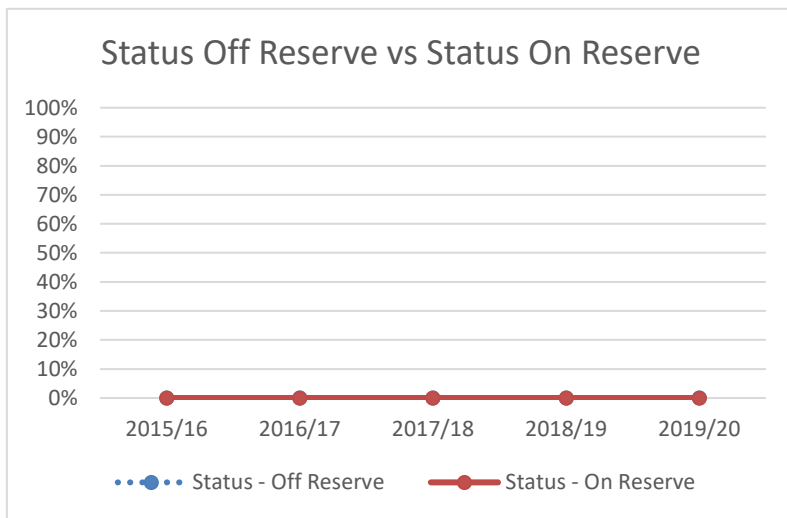• Over 5 years, information is masked.

Figure 43: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.

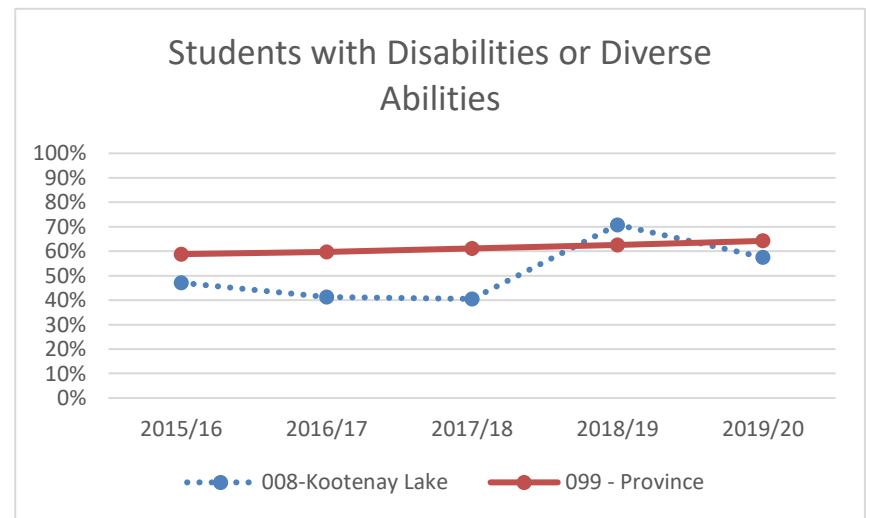• Over 5 years, information is masked.

Figure 44: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

• In 2019/20, SD08 performed at a rate 7% lower than the province.

• Over 5 years, SD08 performed at a rate 10% lower than the province.

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)
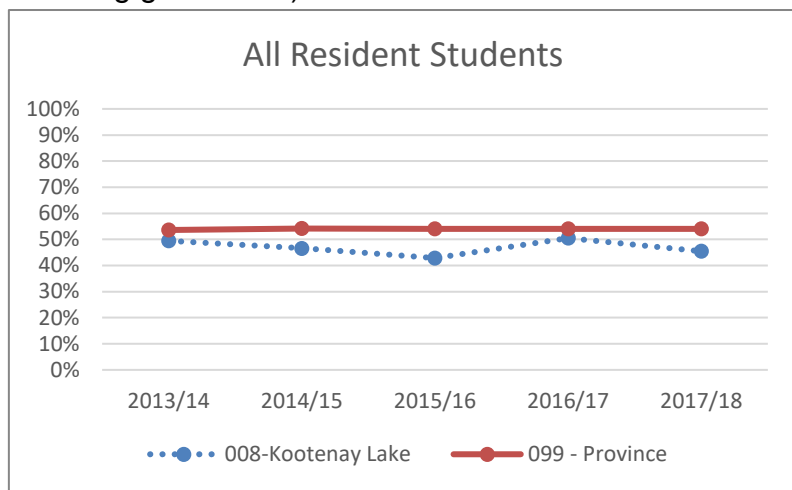
All Resident Students

Figure 45: Post-Secondary Institute Transition - All Resident Students

• In 2017/18, SD08 performed at a rate 9% lower than the province.

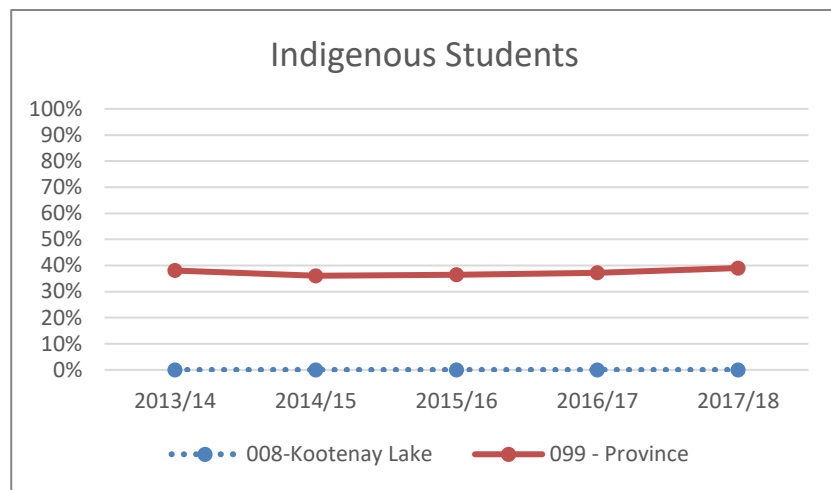• Over 5 years, SD08 performed at a rate 7% lower than the province.

Indigenous Students

Figure 46: Post-Secondary Institute Transition - Indigenous Students

• In 2017/18, information is masked.

• Over 5 years, information is masked.

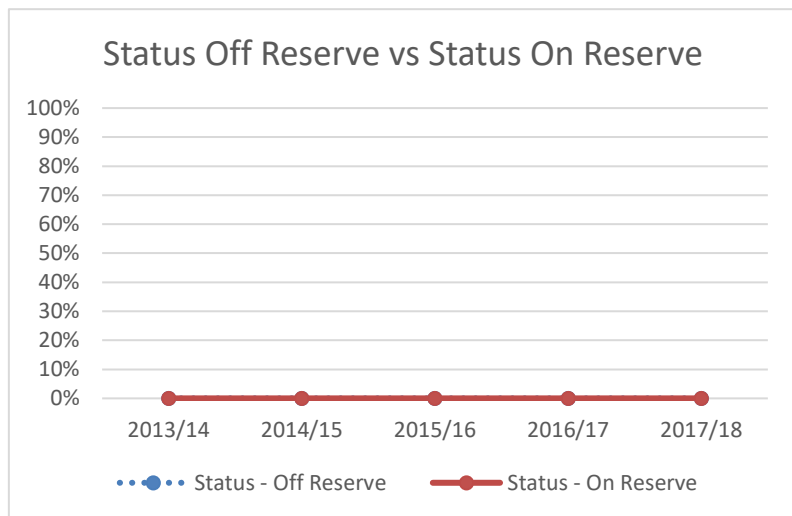## Status Off Reserve vs Status On Reserve

Figure 47: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

• In 2017/18, information is masked.

• Over 5 years, information is masked.

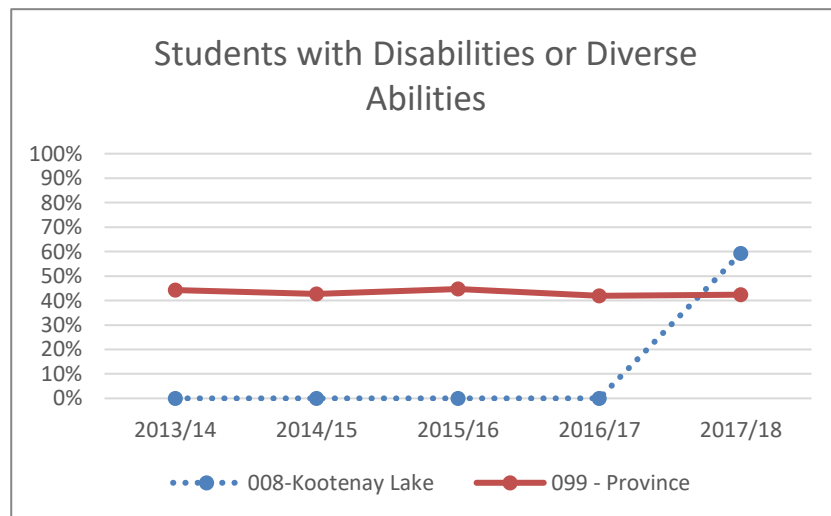## Students with Disabilities or Diverse Abilities

Figure 48: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

• In 2017/18, SD08 performed at a rate 17% higher than the province.

• Over 5 years, information is masked.

Post-Secondary Institute (PSI) 3 Year Transition Rate
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)
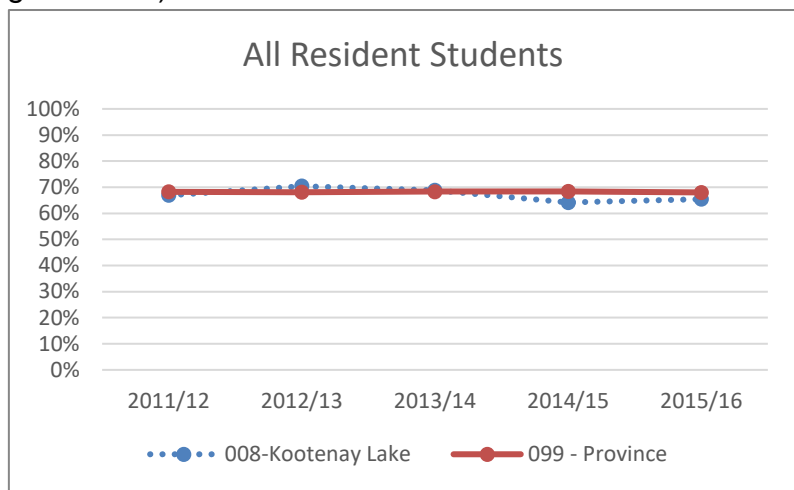

Figure 49: Post-Secondary Institute Transition - All Resident Students

• In 2015/16, SD08 performed at a rate 3% lower than the province.

• Over 5 years, SD08 performed at a rate 1% lower than the province.
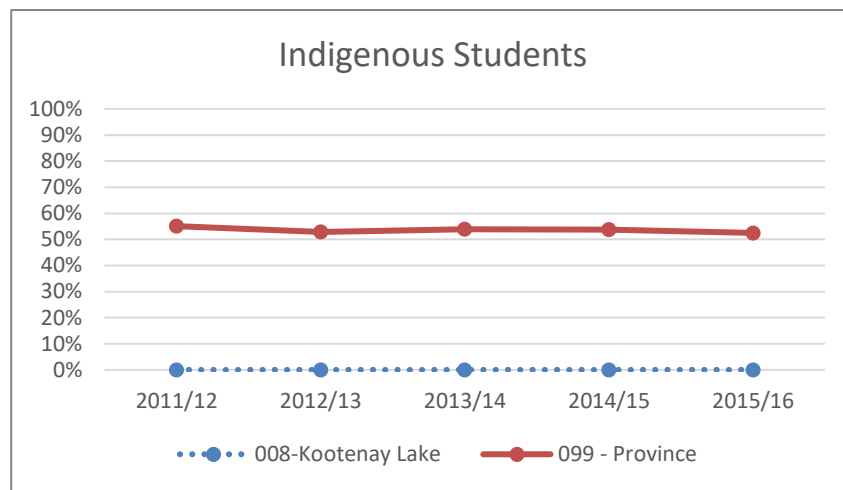
Figure 50: Post-Secondary Institute Transition - Indigenous Students

• In 2015/16, information is masked.

• Over 5 years, information is masked.

Figure 51: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

• In 2015/16, information is masked.

• Over 5 years, information is masked.
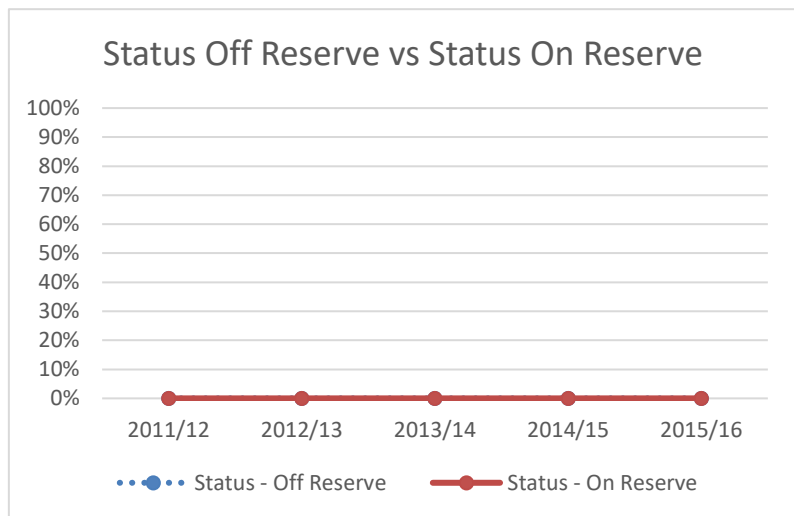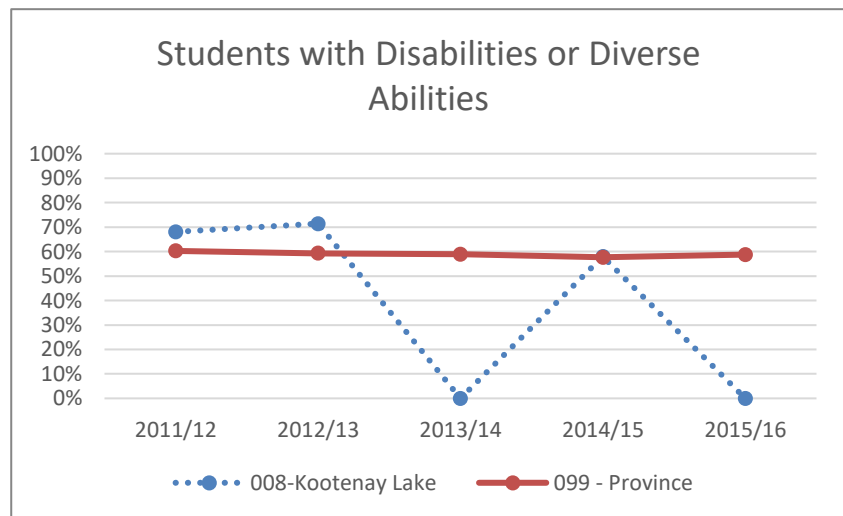

Figure 52: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

• In 2015/16, information is masked.

• Over 5 years, information is masked.

Additional notes

Subpopulations

    All Resident Students

    Students identified as residents through the annual enrolment collections in September and February.

    Indigenous Students

    Students who have ever self-identified as Indigenous on a enrolment collection.

    Indigenous students living on reserve

    Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.

    Indigenous students living off reserve

    Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.

    Children/Youth in Care

    Students who have been identified as Children/Youth in Care in the twelve months prior to September.

    Students with Disabilities or Diverse Abilities

    Students who have been identified in any of the 12 categories: Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability / Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism; Intensive Behaviour Interventions / Serious Mental Illness; Mild Intellectual Disability ; Gifted; Learning Disability; Moderate Behaviour Support / Mental Illness.

Foundation Skills Assessment (FSA)

    Grade 4 and Grade 7 Participation

    Participation is calculated as the number of writers of the assessment divided by the number of expected writers.

    Grade 4 and Grade 7 Achievement

    Achievement is calculated as the number of writers at or above standard divided by the number of writers.

    Note: These charts combine two different administrations of the FSA. The 2015/2016 and 2016/2017 administration took place in February and categorized students as Not Yet Meeting Expectations, Meeting Expectations, or Exceeding Expectations. Later administrations took place in November and categorized students as Emerging, On Track, or Extending.

5-Year Completion Rate

    This measure is a sub model of the 6-Year Completion Rate which identifies a cohort of students putatively in Grade 8 and tracks them over time. Since it is a sub-model, it is not available until after students complete Year 6. The year represents the year these students are in their sixth year.

Post-Secondary Institute Transition (PSI)

    This measure examines the number of students who are eligible to graduate and identifies the proportion of these students who make a transition into a BC public post-secondary institution.

Student Learning Survey (SLS)

    Sense of Belonging

    This measure is a combination of three questions on the SLS, School Belonging, Feel Welcome, and Feel Safe. The Feel Safe question is anonymous; therefore, it is included as a subcomponent of only the All Resident Students chart. The other three charts combine the results of the questions School Belonging and Feel Welcome.

    School Belonging

    This measure is a specific question on the survey where the response is connected to a student.

    Feel Welcome

    This measure is a specific question on the survey where the response is connected to a student.

    Feel Safe

    The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.

2020-2021 Board Calendar

2020-2021 BOARD & COMMITTEE MEETINGS SCHEDULES

DATE	TIME	LOCATION	MEETINGS	COMMENT
September 22, 2020	10:00 am – 12:00 pm	Board Office, Nelson	Closed Board Meeting	
	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	Audited Financial Statements
October 13, 2020	3:00 pm – 4:30 pm	PCSS, Creston	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	PCSS, Creston	Open Board Meeting	
November 10, 2020	12:30 pm – 4:30 pm	Board Office, Nelson	Committees of the Whole	
	6:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
December 8, 2020	3:00 pm – 4:30 pm	Board Office, Nelson	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
Winter Break (December 19 – January 3)				
January 12, 2021	3:00 pm – 4:30 pm	Board Office, Nelson	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
February 9, 2021	2:15 pm – 3:15 pm	Board Office, Nelson	Closed Board Meeting	Working Session: 2020-2021 Amended Budget
	3:30 pm – 5:00 pm	Board Office, Nelson	O&F Committee Meeting	
	5:30 pm – 7:00 pm	Board Office, Nelson	Open Board Meeting	
March 9, 2021	12:30 pm – 4:30 pm	Zoom Video Conference	Committees of the Whole	
	6:00 pm – 7:00 pm	Zoom Video Conference	Open Board Meeting	
Spring Break (March 13 – 28)				
April 6, 2021	3:00 pm – 4:30 pm	Zoom Video Conference	Closed Board Meeting	Working Session: 2021-2022 Budget
	5:00 pm – 7:00 pm	Zoom Video Conference	Open Board Meeting	
May 11, 2021	12:30 pm – 4:30 pm	Zoom Video Conference	Committees of the Whole	
	6:00 pm – 7:00 pm	Zoom Video Conference	Open Board Meeting	2021-2022 Budget
June 15, 2021	3:00 pm – 4:30 pm	Zoom Video Conference	Closed Board Meeting	Working Session
	5:00 pm – 7:00 pm	Zoom Video Conference	Open Board Meeting	
Summer Break				

Revised: February 19, 2021