



School District No. 50

Haida Gwaii

**ENHANCING STUDENT LEARNING
REPORT**

2022 - 2023

Approved by Board of Education on Sept. 28, 2022

INTRODUCTION – DISTRICT CONTEXT

School District No. 50 is honoured to call Haida Gwaii home. We all benefit from our close relationship to the land, its cultures, and its history. These unique islands and their rich history allow us to offer unparalleled learning and teaching opportunities.

Our six schools spread across the island communities of Haida Gwaii proudly serve just over 450 students. Over the last twenty years, our school district has seen a steady decline in student enrolment, having had 1051 students enrolled in the 2000 – 01 school year. This matches the overall population decline in Haida Gwaii communities due to the shrinking resource sector. Today about 50% of the population, approximately 2500 people, are Haida and reside primarily in the villages of Skidegate and Old Massett.

Due to the small number of students enrolled in our district, much of our student data is masked for privacy and consequently establishing trend lines and patterns of student learning is made more difficult.

STRATEGIC PLANNING & ENGAGEMENT UPDATE

SD50's Board of Education has just approved the [draft Strategic Plan 2022 – 2026](#) which is now available to the public, parents, students and stakeholders for feedback. Trustees will present the plan to our staff and the public over the next few months and then review feedback before releasing their final plan in February 2023. The Board will then approve an annual Operational Plan to action on strategic priorities.

The priorities identified in the strategic plan are:

- Working Together
- Student Well Being
- Embracing Unique Culture and Territory

Before the draft plan being approved, the Board participated in extensive consultation with stakeholders regarding both priorities and content within the plan. Given that much of that consultation was virtual due to the pandemic, trustees are looking forward to engaging face-to-face with parents

DISTRICT SUCCESSES

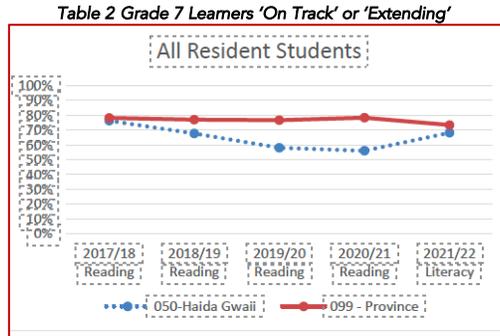
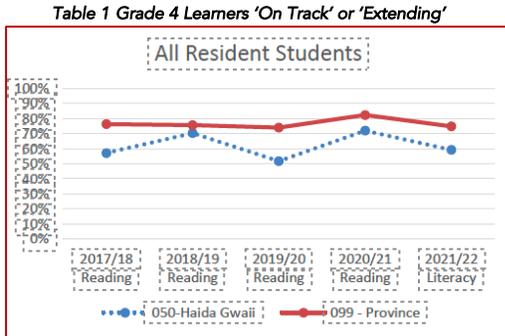
Although the School District recently completed the Ministry of Education's Equity Scan, the richness of Haida Gwaii and the context under which our schools operate is exemplified in a variety of Haida materials and approaches, ensuring that language and culture are a priority in our schools. It was important for our Board of Education to embed eight Haida Laws within our Strategic Plan.

It should also be noted that, like other school districts, our school teams and our Board of Education successfully navigated two years of a world pandemic which, due to the history of communicable disease on Canada's Indigenous peoples, had a direct impact on the collective feeling of anxiety and stress throughout the Islands. SD50 was able to keep schools open and positively support students and families through this challenging and triggering context.

STUDENT PERFORMANCE DATA ANALYSIS & INTERPRETATION

INTELLECTUAL DEVELOPMENT Educational Outcome 1: Literacy

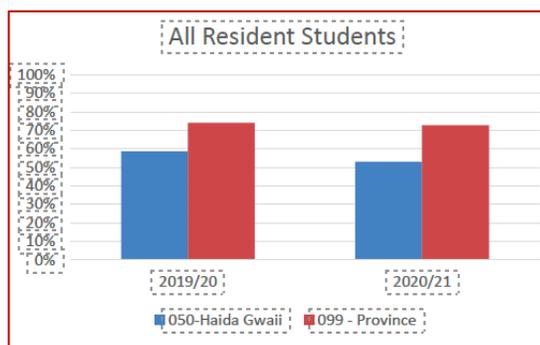
Measure 1.1: Grade 4 & 7 Literacy Expectations



- FSA participation rates in SD50 have been higher than the provincial participation average for the last four years.
- Although much of the data comparing sub-groups (Indigenous off and on reserve, children in care, and students with diverse abilities) is masked in this public-facing document, SD50 district and school leaders will review the unmasked data for trends and possible systemic approaches to information identifying gaps.
- Overall, the FSA data for SD50 for all learners shows a small gap with provincial data. However, we know that within that data, **on-reserve Indigenous students continue to show the poorest performance.**
- The challenge of a small school district is that individual students can impact cohort data on large-scale assessments and so we are working on ways to validate provincial assessment data with both district, school and classroom assessments.

Measure 1.2: Grade 10 Literacy Expectations

Table 2 Grade 10 Writers 'Proficient' or 'Extending'



- The gap in performance on the Grade 10 Literacy Graduation Assessment widened between SD50 students and the provincial average, but again this could be due to individual student performance rather than an overall trend line, especially in consideration that this is only a two year old test.
- More work specific to student performance on this assessment and ways that schools can support students will need to be completed.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & 7 Numeracy Expectations

Table 4 Grade 4 Learners 'On Track' or 'Extending'

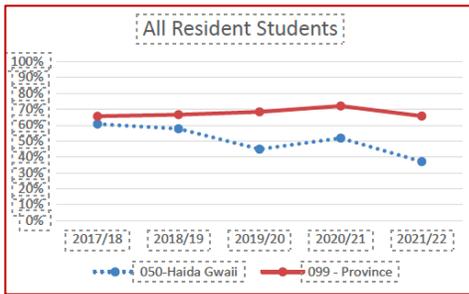
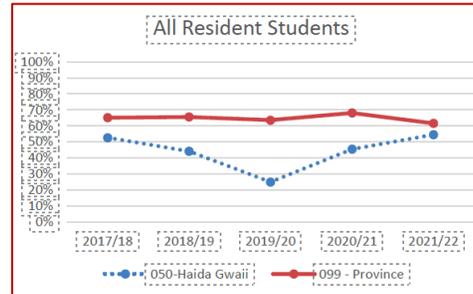


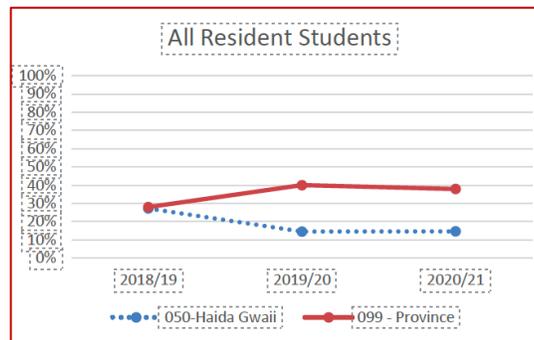
Table 5 Grade 7 Learners 'On Track' or 'Extending'



- This masked data set makes it difficult to see information specific to sub-groups of students, but again, the unmasked data seems to show a pattern of Indigenous students living on-reserve as having the poorest outcomes on the Foundational Skills Assessment.
- Unmasked data seems to show a general decline in performance for not only all grade 4 students in SD50 but for every sub-group.
- Reviewing the district approach to numeracy to determine professional learning and / or pedagogical strategies will be a discussion over the coming year.

Measure 2.2: Grade 10 Numeracy Expectations

Table 6 Grade 10 Writers 'Proficient' or 'Extending'



- The gap in performance on the Grade 10 Numeracy Graduation Assessment seems to have remained consistent between SD50 students and the provincial average, but this could be due to individual student performance rather than an overall trend line.
- Overall performance on the Provincial Numeracy Assessment is concerning, with less than 20% of SD50 grade 10 students demonstrating proficiency.
- This information will be reviewed with High School Principals and math teachers/department heads to see if some strategies or supports are needed to help improve performance on this assessment.

Measure 2.3: Grade to Grade Transitions

Table 7: Grade 10 to 11 Transition

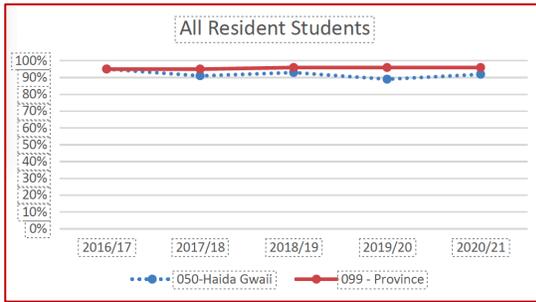
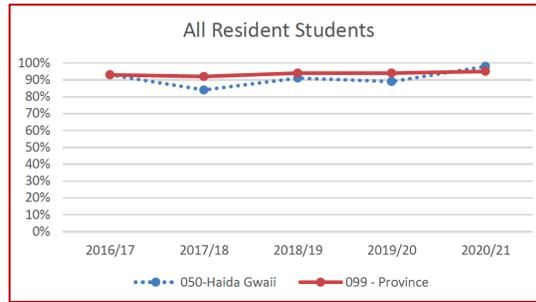


Table 8: Grade 10 to 11 Transition



- Both the masked and unmasked data show that students are transitioning in the graduation years at a high rate.
- The unmasked data also seems to show a pattern of Indigenous students on-reserve transitioning at or above the district average in most years which is encouraging.

HUMAN AND SOCIAL DEVELOPMENT

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging

Table 9 Student Learning Survey (SLS) - School Belong

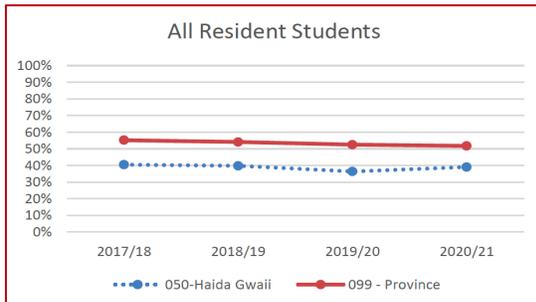


Table 10 SLS – Feel Safe

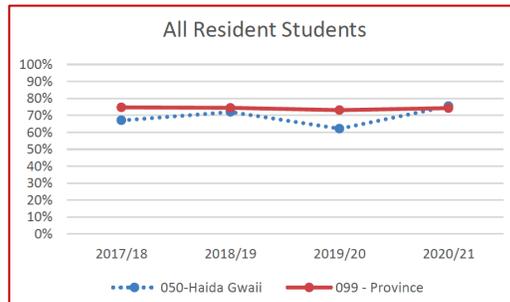
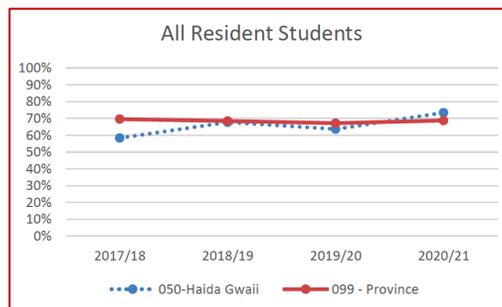


Table 11 SLS – Feel Welcome

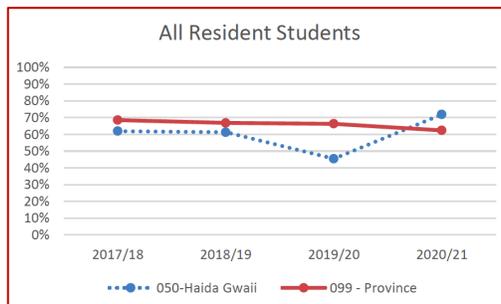


- Other than the 'belonging' data, SD50 students feel safe and welcome at schools, with the trend drifting towards parity or higher than the provincial average.

- The 'belonging' question deserves some attention both within our district and the province as the overall data is concerning, showing that 40+% students provincially and 50+% students locally do not respond positively to this question. Our unmasked data also indicates that students with diverse abilities are the least likely to answer positively to the 'belonging' question.

Measure 3.2: Adults who Care

Table 12 SLS – Two or More Adults who Care About Them



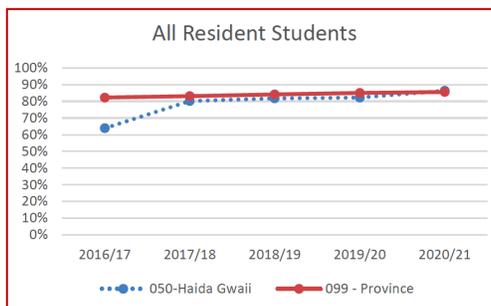
- The masked and unmasked data specific to this question indicate a significant increase in positive responses, which will be important to share with SD50 staff.
- There was a significant decline in the 2019 – 20 school year which may be an outlier due to the context of the pandemic.

CAREER DEVELOPMENT

Educational Outcome 4: Students Will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

Table 13: 5-Year Completion Rate



- Our masked and unmasked data show that all subgroups of students are trending towards parity or higher than the provincial average on this data set.
- There has been a 20+% increase in 5-year completion rates in SD50 since 2016 – 17.

Educational Outcome 5: *Life and Career Core Competencies*

Measure 5.1: *Achieved Dogwood Within 5 Years*

Table 14: Post-Secondary (PSI) Immediate Transition Rate

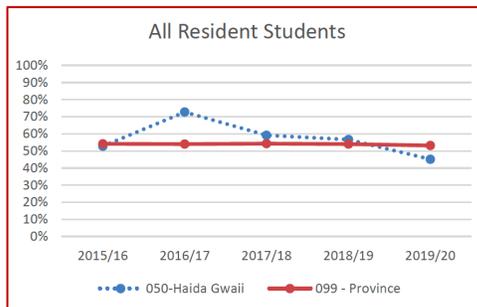
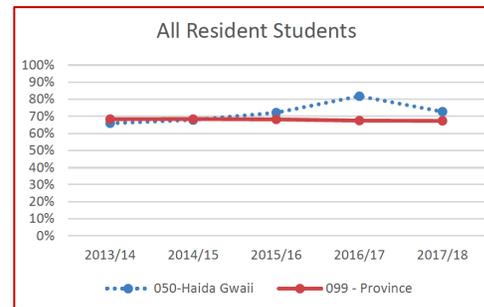


Table 15: PSI 3-Year Transition Rate



- Our masked and unmasked data shows that SD50 students were immediately transitioning to post-secondary at rates above the provincial average until the 2019 – 20 school year, which could be a pandemic impact. It will be important to see if our data returns to historical levels as we emerge from the COVID context.
- Unmasked data shows that Indigenous on-reserve students are transitioning to post-secondary at a higher rate than any other sub-group.
- SD50's PSI 3-year transition data is also encouraging, and it would be helpful to find a data set showing PSI completion.

EXISTING AND EMERGING AREAS OF NEED

District Assessments

The lack of district-wide assessments in either literacy or numeracy data to help inform performance and trends outside of the provincial assessment windows will be a crucial conversation this year. It is anticipated that this will be a key operational focus within the Strategic Goal of 'Student Well Being.'

Data Dashboards

We are working with the Ministry, as one of a handful of districts, to develop Power BI dashboards that will quickly provide our principals with data specific to their prioritized data sets. This, combined with the development of district assessments, will help principals assess student progress regularly and plan for learning interventions as needed.

School Plans

Having schools develop and share school plans that align with our strategic goals and objectives will assist us in establishing another set of data to monitor student wellness.

ALIGNMENT FOR SUCCESSFUL IMPLEMENTATION

With the final approval of a Strategic Plan to guide SD50 through to 2026 and aligned operational and financial supports, we expect to achieve system alignment and a strong focus on all three strategic goals.