



Framework For Enhancing Student Learning Report *2023 – 24*

Submitted to the Board of Education – September 2023



School District No. 50
Haida Gwaii



ABOUT US

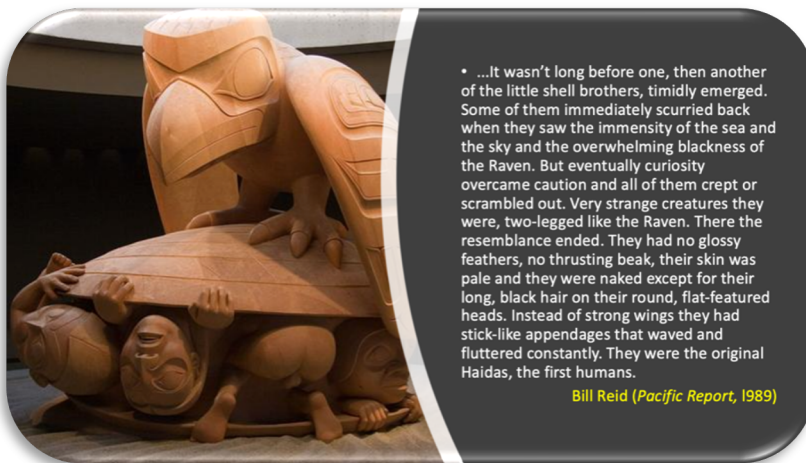
Haida Gwaii School District respectfully acknowledges that we serve Island communities on the traditional and unceded lands of the Haida people. Our staff, students and families benefit from the uniqueness of Haida Gwaii, its cultures and its history. Our work as a school district is guided by the Haida Laws, which are proudly contained within our [Strategic Plan](#).

[Our six schools](#) spread across the island communities of Haida Gwaii proudly serve just over 460 students, with just under 70% identifying as Indigenous, Inuit or Métis. Over the last twenty years, our school district has seen a steady decline in student enrolment, having had 1000+ students enrolled at the start of the 21st century. Our enrolment decline, as expected, matches the overall population decline in Haida Gwaii communities due to the shrinking resource sector. In the last two years, we have seen a small uptick in enrolment, including a few recent Canadian immigrants. Today about 50% of the population of Haida Gwaii, approximately 2500 people, identify as Haida. Approximately 1500 Haida reside in the villages of [HlGaagilda](#) (Skidegate) and [Gaw Tlagée](#) (Old Massett).

We are in the process of renewing expired Learning Education Agreements with both Haida communities in the coming school year. We have a district structure called the Haida Education Council (HEC) that meets quarterly to review and consult on issues related to Indigenous Education.

Due to the small number of students enrolled in our district, our public-facing student data is masked for privacy, meaning that it generally summarizes all student data rather than sub-groups of students such as students with Indigenous ancestry, students with diverse needs and/or children or youth in care. However, we regularly work with school leaders to examine sub-group and school data to help inform both district and school planning. Our provincial literacy and numeracy assessment data for grades 4, 7 and 10 seem to be consistently below the provincial average. We unmask this data at the school and sub-group level to determine interventions. Making conclusions given the small number of students within each sub-group is challenging given that a single student's performance can significantly impact the data. However, our 5-year graduation data and our student transition to post-secondary data has been consistently above provincial averages.

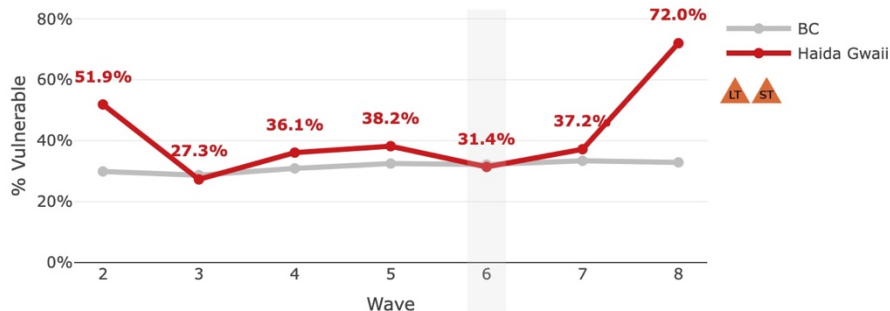
Haida Gwaii School District has participated in waves 2 to 8 of the [Early Development Index](#) and we have stayed relatively close to the provincial average for waves 3 to 7. [Wave 8](#), however, showed that 72% of kindergarten children on Haida Gwaii were vulnerable on one or more scales. Wave 8 data is concerning and will be a focus for our early learning conversations and programming in the coming years.



OVERALL TRENDS

Chart View

Overall Vulnerability



OUR STRATEGIC PLANNING

SD50's Board of Education used the 2022 – 23 school year to communicate and consult on their draft strategic plan and finalized the [2022 - 2026 plan](#) in June of 2023. The plan is supported by a [Strategic Objectives document](#) that will guide our collective work in the coming school year.

The broad goals identified in our strategic plan are:

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

Coherence and alignment with the Board's priorities are supported through creating, implementing, and monitoring school plans. After several years of ad hoc school planning processes, SD50 schools created 2023-24 school plans¹ in the early Spring of 2023 as part of overall district strategic planning.

Monthly Superintendent reports to the Board capture school and district reporting related to strategic priorities. The format has been adjusted slightly in 2023-24 to ensure that strategic objectives are visible and reported on within the report format. We have worked to align our financial resources to our strategic priorities through public and internal system consultation, resulting in the [2023 -24 Strategic Budget Drivers](#) document.

We are actively working towards adding other district data sets to help inform our knowledge of student performance beyond the existing provincial assessments. In the 2023-24 school year, we will collect district-wide literacy data on all our grade 2 students using the Fountas and Pinnell literacy assessment. We are expecting to include 2-3 additional grades for district literacy data collection in the coming years.

We have started the preliminary work of thinking about and collaborating on supports for numeracy instruction and assessment.



SD50 Trustees at a Fall 2022 community health fair sharing strategic planning documents.

LOCALIZING OUR LEARNING

GIN K'ADANGÁA GÍI UU TL'A KYÁANANGAA - (Xaad Kil)
GINA K'AADANG.NGA GII UU TLL K'ANGUUDANG - (Xaayda Kil)

*Haida elders teach the traditional ways and how to work in harmony with the natural world.
Like the forests, the roots of all people are intertwined.
Together we consider new ideas, traditional knowledge and scientific information that allow us to
respond to change in keeping with culture, values and laws.*

We have created the opportunity for our school leaders to deepen their learning specific to the Sk'ad'a² Principles in a year-long collaboration with Haida scholar Dr. Sara Davidson. The Haida cultural practices shared by Dr. Davidson, as shared with her by her father, Robert Davidson, will support educators to reflect and incorporate Haida values into practice.

¹ Given the amalgamation of Gudangaay Tlaats'gaa Naay and Tahayghen Schools in the 2023-24 school year, we postponed their school planning process.

² "The Haida word for 'teach' is sk'ad'ada, and the base of the word 'teach' is sk'ad'a, which means 'learn.' (p.13, *Potlatch as Pedagogy – Learning Through Ceremony*) Sara F. Davidson and Robert Davidson

INTELLECTUAL DEVELOPMENT

Educational Outcome 1: Literacy

Grade 4 and 7 students across the province are expected to write the Foundational Skills Assessment in the fall of every school year. The assessment focuses on the areas of literacy and numeracy, and results from this assessment help to inform how the system is doing in these key areas.

The following literacy and numeracy data shows the number of students who are 'on track' and or 'extending' which is captured in the following graphic:

Emerging	On Track	Extending
means your child is beginning to understand the expected concepts	means your child mostly understands the expected concepts	means your child is able to apply their learning in new and different ways

Measure 1.1: Grade 4 and 7 FSA Literacy Data

Table 1 Grade 4 Learners 'On Track' or 'Extending'

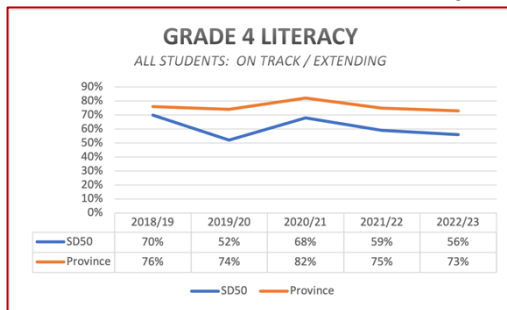
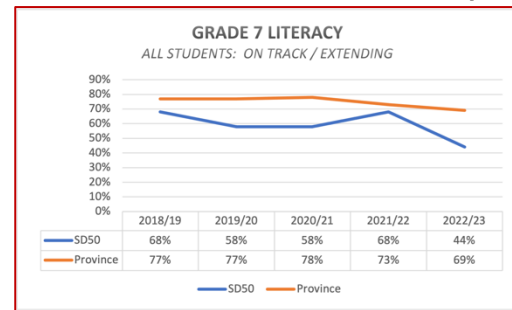


Table 2 Grade 7 Learners 'On Track' or 'Extending'



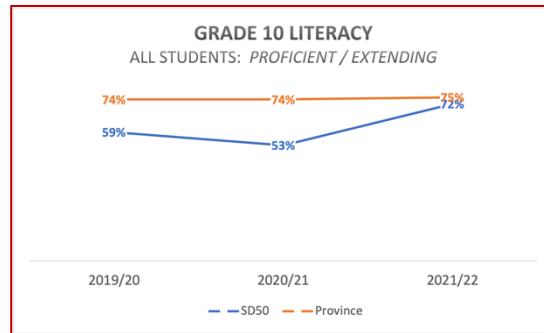
- Although SD50 FSA participation rates remain higher than provincial averages, our five-year literacy trend in grades 4 and 7 shows a persistent and increasing gap with provincial averages.
- Although much of the data comparing sub-groups (Indigenous off and on reserve, children in care, and students with diverse abilities) is masked in this public-facing document, SD50 district and school leaders review the unmasked data for trends and possible systemic approaches to identified gaps. We continue to be aware that our lowest performing sub-group on the Foundational Skills Assessments continues to be Indigenous students living on reserve.
- Given our relatively small grade cohort sizes, the need for additional district data, such as the grade 2 [Fountas and Pinnell](#) data collection this year, is increasingly important. The start of a SD50 Literacy Framework is a key objective for the 2023 – 24 school year. The framework will help to reinforce key strategies to support literacy acquisition and skill development.
- In addition to the development of a literacy framework, literacy staff development in 2023-2024 includes the opportunity for teachers to participate in a book study with teachers from the Surrey School District.

Measure 1.2: Grade 10 Literacy Data

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 year.

The Grade 10 Literacy Assessment assesses students' ability to use critical thinking and analysis to make meaning from diverse texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10.

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



- Although the 2021 - 22 grade 10 literacy results are promising, the data indicates that this was an extremely small cohort that wrote this exam (less than 20 students), making conclusions from this data set difficult.
- Our high schools now have Fountas & Pinnell assessments that they can use to obtain literacy data for their grade 8 and 9 students if desired at a school or classroom level. We hope to include data from this local assessment in the coming years to help provide a more complete picture of literacy performance in the high school years.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & 7 Numeracy FSA Data

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

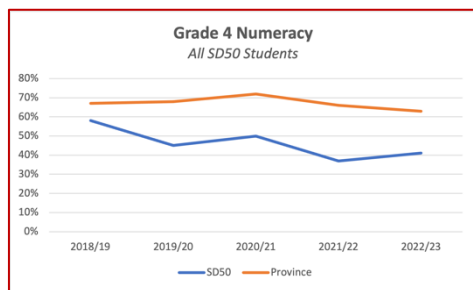
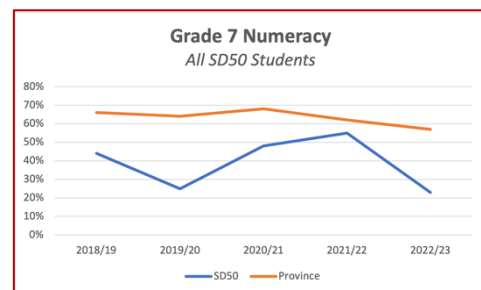


Table 5 Grade 7 Learners 'On Track' or 'Extending'



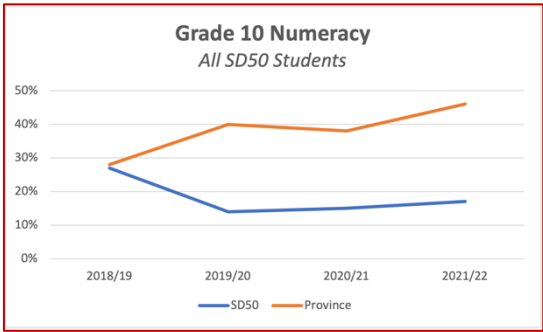
- Similar to literacy results, our numeracy data in grades 4 and 7 shows an increasing gap with provincial averages.
- Several of our schools have added school goals related to numeracy and it will be important to assist schools with identifying promising practices that may positively impact numeracy results. At the start of this school year, ten teachers have agreed to participate in a year-long 'Thinking Classrooms' collaborative learning project to support numeracy.
- Reviewing the district approach to supporting numeracy will continue to be a discussion over the coming year.

Measure 2.2: Grade 10 Numeracy Expectations

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year.

The Grade 10 Numeracy Assessment focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze, and communicate. More information about the assessment can be found in this [parent brochure](#).

Table 6 Grade 10 Writers ‘Proficient’ or ‘Extending’

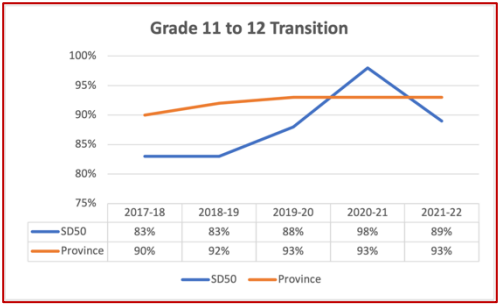


- SD50 performance on the grade 10 graduation assessments has remained consistent while the provincial average has increased, which is concerning.
- Following last year’s discussion specific to this data, our high schools have added numeracy as a focus within school plans and it is hoped that results in the coming years are positively impacted.

Measure 2.3: Grade to Grade Transitions

The Grade-to-Grade transition rate is a measure of student progress towards graduation. The transition rate is expressed as a percentage of students in grade 11 who proceed to grade 12 in the subsequent school year. Aggregate grade 11 to grade 12 transition rate for the past five years is shown below.

Table 8: Grade 11 to 12 Transition



- Both the masked and unmasked data show that students are transitioning toward graduation at a high rate. Haida Gwaii school district has a much-improved transition rate over the last five years and although there was a slight decline in 2021-22, we continue to be much closer to the provincial average than in previous years.
- 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*

Feeling safe, a sense of belonging, welcome and knowing that there are adults who care about you are all factors that underpin student ability to learn and succeed. The Student Learning Survey is an extensive survey of students' perceptions about school and learning. The Student Learning Survey was introduced 4 years ago to replace the Student Satisfaction Survey.

This report reviews the level of positive student responses to the following questions:

- Do you feel safe at school?
- Is school a place where you feel like you belong?
- Do you feel welcome at school?
- At your school, how many adults do you feel care about you? (For example, teachers, counsellors, teacher helpers)

Table 9 Student Learning Survey (SLS) - School Belong

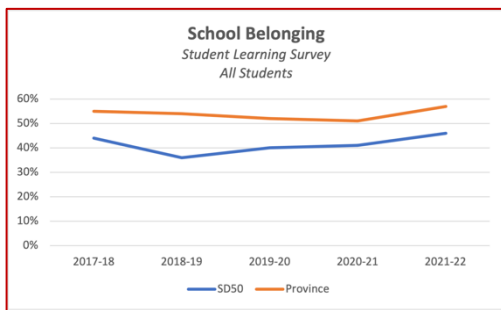


Table 10 SLS – Feel Safe

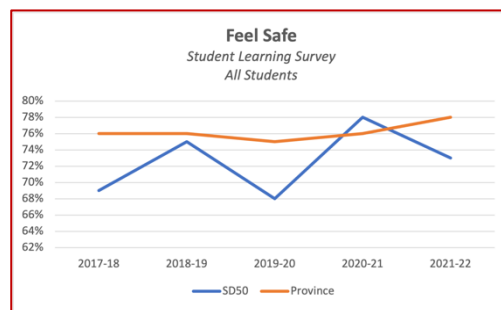


Table 11 SLS – Feel Welcome

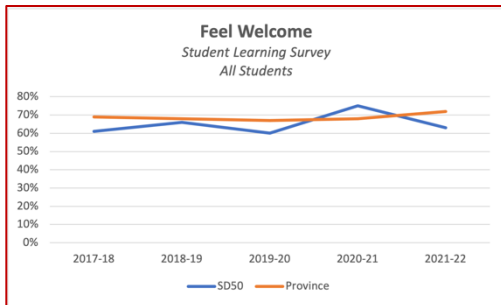
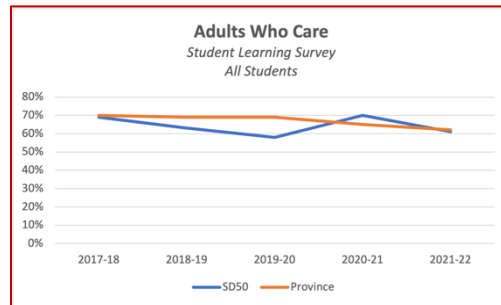


Table 12 SLS – Adults Who Care



- Other than the 'belonging' data, SD50 students feel safe and welcome at schools, with the trend drifting towards parity with 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.
- The masked and unmasked data specific to the 'Adults Who Care' question indicate a positive trend.

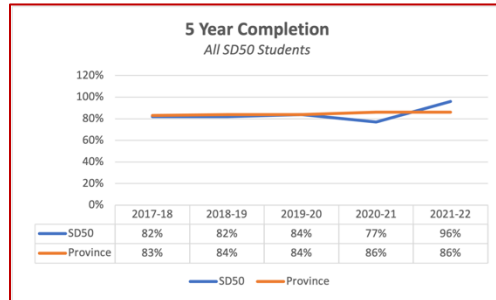
CAREER DEVELOPMENT

Educational Outcome 4: *Students Will Graduate*

Below is the five-year completion and post-secondary transition data for Haida Gwaii students. The five-year completion rate is frequently referenced as a measure of system performance. The transition to post-secondary education is tracked over time and is only available for students transitioning to a British Columbia post-secondary institution.

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: *Post-Secondary Transitions*

Table 14: Post-Secondary Immediate Transition Rate

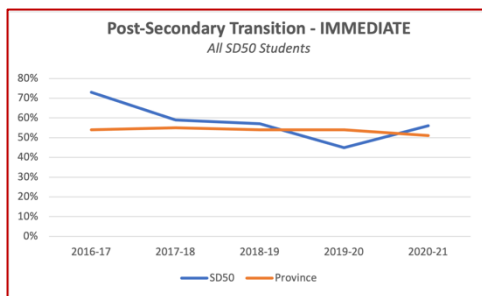
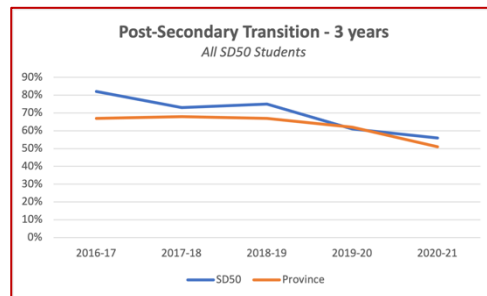


Table 15: Post Secondary 3-Year Transition Rate



- 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 is reassuring to see that in 2020 – 2021 we returned to the pattern of being above the provincial average.
- Unmasked data shows that Indigenous on-reserve students are transitioning to post-secondary at a higher rate than any other sub-group.
- SD50's post-secondary 3-year transition data is also encouraging, and finding a data set showing post-secondary completion would be helpful.

EXISTING AND EMERGING AREAS OF NEED

DISTRICT ASSESSMENTS

[Fountas and Pinnell Reading Assessments](#) have been purchased for each of our schools and a Fall and Spring Grade 2 district data literacy collection will occur this school year. It is anticipated that additional grades for literacy will be added in the coming year.

We are just beginning our work specific to district numeracy data to support existing provincial assessments and expect that we will have suggestions early in the 2024/25 school year.

GRADE 10 NUMERACY ASSESSMENT

We will need to more rigorously examine these results to determine possible interventions and supports. Some possible next steps are to work with secondary principals and math teachers on an item-specific analysis of this assessment.

STAFF DEVELOPMENT

We are appreciative of the hard work of our local professional development committee in creating learning opportunities for our educators. These will need to be enhanced and supported by district staff development initiatives like literacy coaching and the 'Thinking Classrooms' projects currently underway.

Supporting teachers with professional learning will need to be a continued priority and focus in the years to come.

RECRUITMENT, RETENTION AND HOUSING

Recruiting and retaining certified teachers is increasingly challenging and will be a key focus and priority. Haida Gwaii is experiencing a housing shortage which in turn is impacting our ability to recruit new staff, so working to create creative solutions to this challenge will continue to be a focus for the school district.

WAVE 8 – EARLY DEVELOPMENT INDEX

Getting an understanding of the dramatic change in vulnerability data for Haida Gwaii kindergarten students between Wave 7 and 8 of the EDI will be important. Our school district has a rich history of early learning programming, so understanding this dramatic and worrying change will be important for ourselves and our Island partners.