



**SCHOOL
DISTRICT
57**

School District 57 Prince George

Enhancing Student Learning Report - September 2025

Part 1: Data and Evidence Interpretation and Analysis

In Review of Year 5 of
School District 57 Strategic Plan, 2021-2026

Received by Board on September 9, 2025

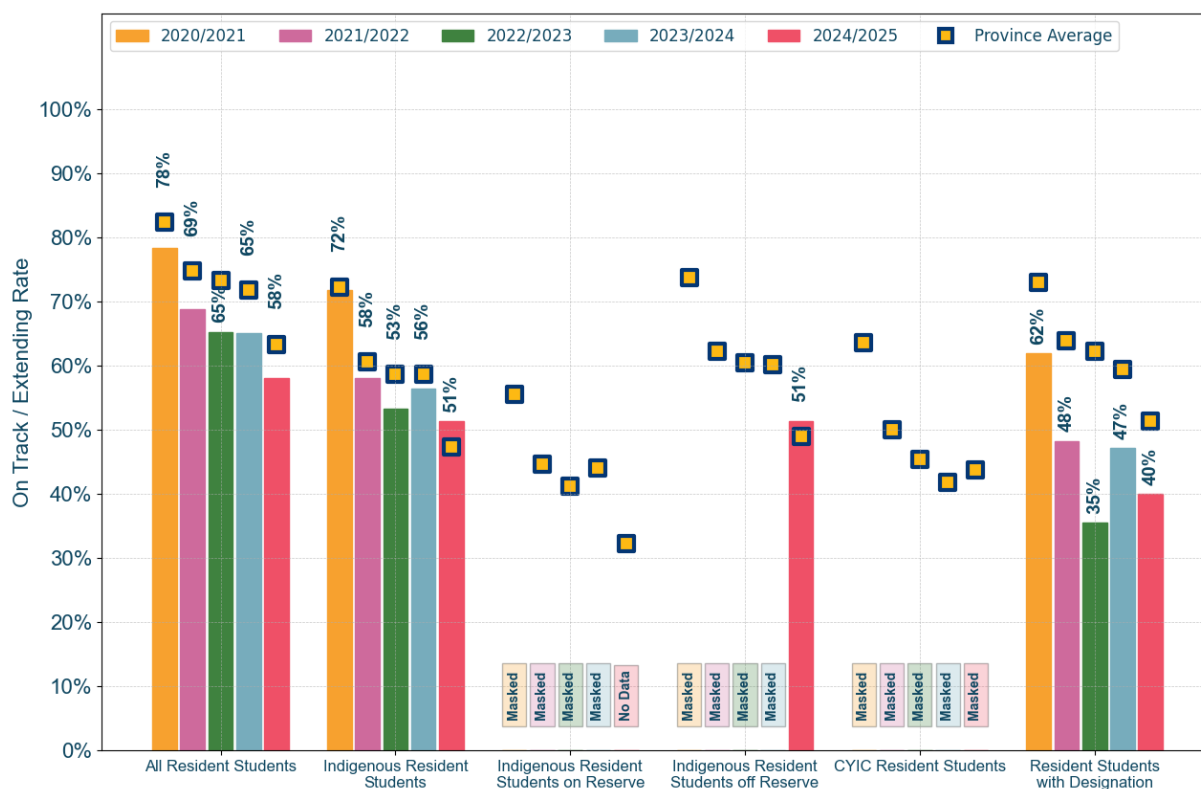
Intellectual Development

Educational Outcome 1: Literacy Data

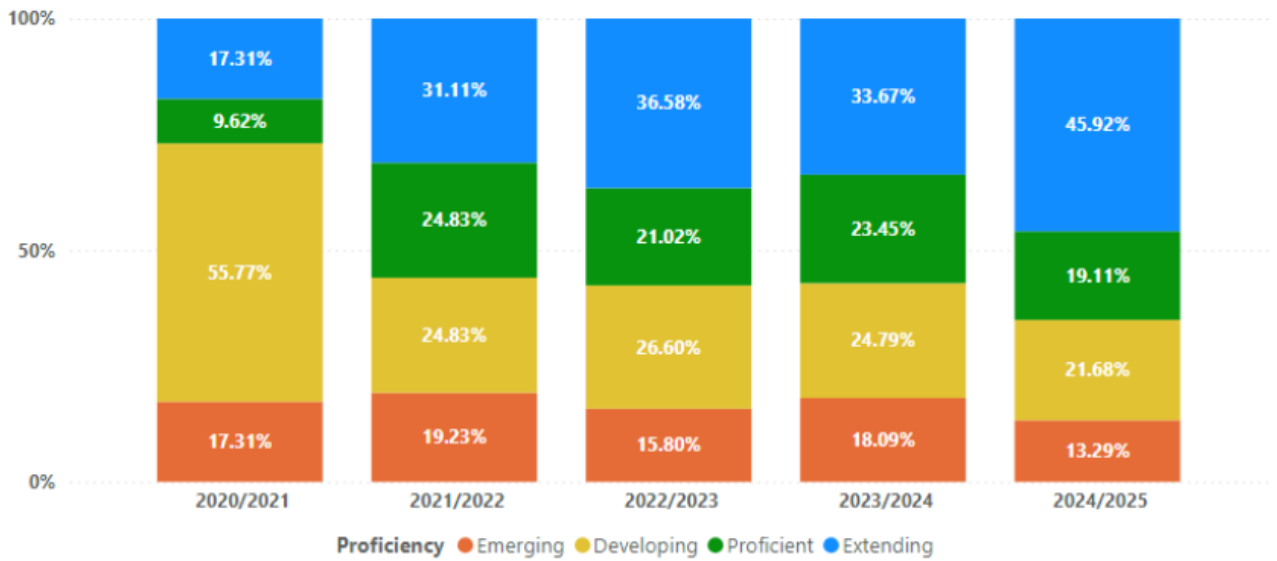
SD 57 – Grade 4 FSA Literacy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	968 85%	972 91%	991 92%	954 92%	952 89%
Indigenous Resident Students	314 78%	348 83%	331 87%	317 85%	303 85%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	303 85%
CYIC Resident Students	15 67%	16 69%	20 70%	23 61%	18 61%
Resident Students with Designation	119 53%	102 57%	115 69%	115 61%	139 65%

SD 57 – Grade 4 FSA Literacy – On Track / Extending Rate



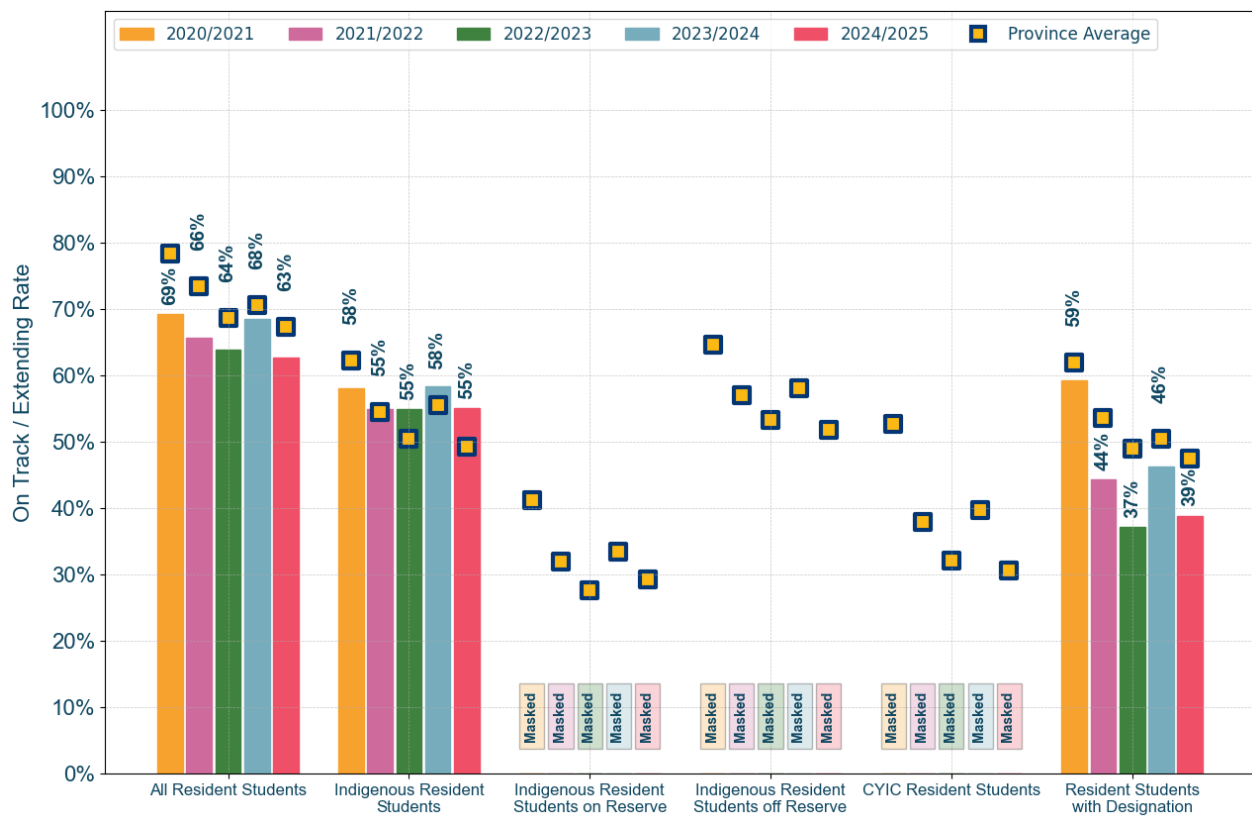
Literacy Trend (All Schools, BAS, Grade 4, Term 3)



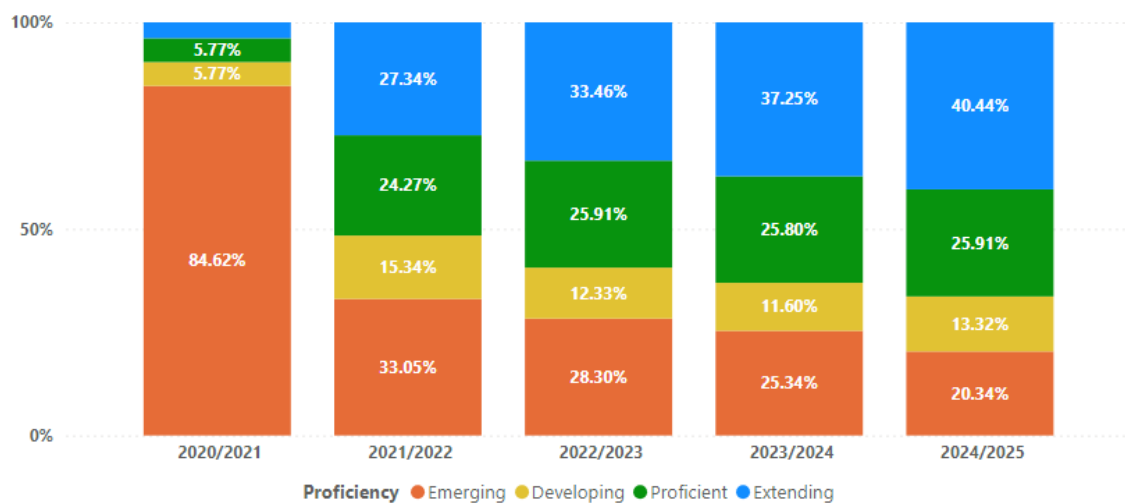
SD 57 – Grade 7 FSA Literacy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1015 87%	1018 93%	991 94%	978 90%	1002 91%
Indigenous Resident Students	345 80%	341 87%	315 91%	318 85%	372 85%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	17 59%	23 70%	17 71%	Masked	20 55%
Resident Students with Designation	156 69%	167 74%	154 81%	168 64%	176 69%

SD 57 – Grade 7 FSA Literacy – On Track / Extending Rate



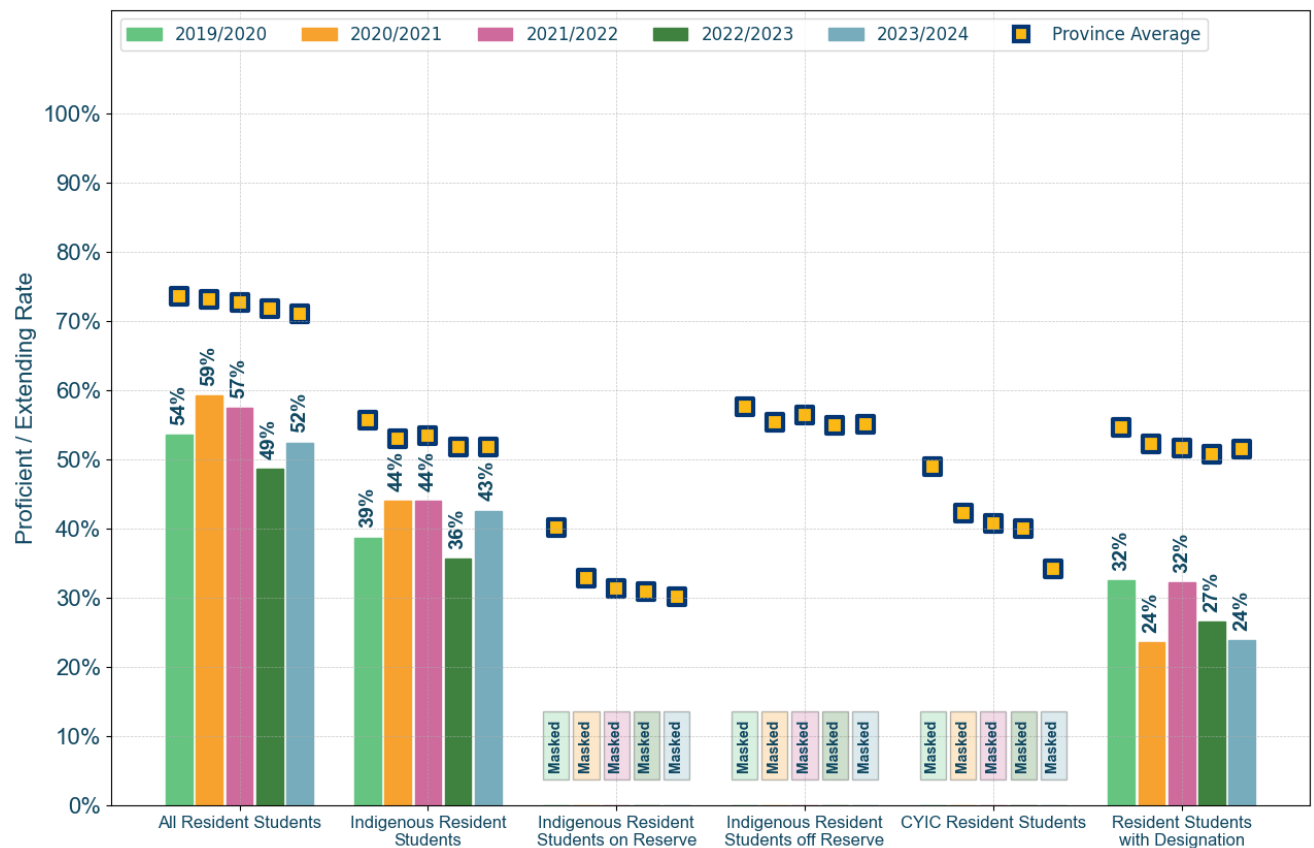
Literacy Trend (All Schools, BAS, Grade 7, Term 3)



SD 57 – Grade 10 Graduation Assessment Literacy – Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1019 54%	975 78%	1010 77%	1065 82%	1098 82%
Indigenous Resident Students	364 45%	303 62%	333 61%	341 69%	350 73%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	33 45%	Masked
Resident Students with Designation	137 29%	139 50%	163 55%	159 60%	186 61%

SD 57 – Grade 10 Graduation Assessment Literacy – Proficient / Extending Rate



Outcome 1: Literacy Analysis

The grade 4 and 7 FSA and Grade 10 Literacy Graduation Assessment continue to show learners are not reading at grade level or achieving proficiency on assessments. Indigenous learners, Children and Youth in Care (CYIC), and Students with Designations (SWD) continue to show lower achievement levels than All Resident Students (ARS). Due to smaller population sizes, some data has been masked for privacy reasons, but this data is still being monitored by our school district.

An area of strength is the FSA participation rates for grades 4 (89%) and 7 (91%) which are higher than the provincial average (5-15% higher over the last 4 years). However, similar to provincial trends, the four-year data shows a decline in the percentage of *ARS and SWD* who are On Track or Exceeding expectations. The achievement rate in these categories in the 2024/25 year of 58% (ARS) and 40% (SWD) in grade 4 and 63% (ARS) and 39% (SWD) in grade 7. While Indigenous students in the district are performing above the provincial average on the FSA in grade 4 (51%) and 7 (55%), there was a slight decline in achievement last year at both grade levels. In Grade 7 specifically, Indigenous student achievement has remained consistent and continues to exceed the provincial average but remains lower than ARS. Although higher than the provincial average, this population of students needs to remain a high priority.

Our local literacy data indicates that approximately 86% of students in Grades 4 are reading at a *Developing, Proficient or Extending* level, with 64% of students reading at a *Proficient or Extending* level. In grade 7, the local data shows 79% of students are reading at a *Developing, Proficient or Extending* level, with 66% of students reading at a *Proficient or Extending* level. Our analysis indicates that students are showing higher results on the local assessment than they are on the FSA; However, we recognize the need for ongoing adjustments to our literacy strategies to better support students across the district.

Although the Grade 10 Literacy Assessment scores improved last year for both ARS and Indigenous learners, the four-year trend still shows a decline. We also observed a decrease in achievement among CYIC and SWD. Our analysis of the results over the last 4 years shows the need to adjust strategies to better meet the needs of students.

When analyzing the Grade 10 Literacy Assessment data, we've observed a noticeable dip in achievement at Grade 10, followed by a general improvement by Grade 12. The grade 12 literacy assessment results for ARS and Indigenous learners show a rise in achievement of 8-10% from grade 10-12 between 2021-2024. This will be discussed further in the interpretation portion of the report.

Outcome 1: Literacy Interpretation

Based on our local literacy data and the grade 4 and 7 FSA data, one significant change we've initiated is the transition away from Fountas & Pinnell, a reading intervention system introduced in 2016–17. While it has provided some value, its limited scope in addressing literacy acquisition has prompted us to align more closely with current reading research. In the 2023–24 school year, we began the shift to focus more on the 5 pillars of literacy to support student reading acquisition.

In the 2024–25 school year, we began implementing literacy screeners; Early Learning Profile (ELP) and Dynamic Indicator of Basic Literacy Skills (DIBELS) in 11 schools. This year, we are expanding the use of DIBELS to 10 additional schools and all Kindergarten classrooms. DIBELS enables us to monitor key components of literacy: phonics, phonological awareness, vocabulary, comprehension and fluency—more effectively. Our goal is to extend the screener to Grades 1–7 by the 2026–27 school year to all classrooms, allowing us to gather more comprehensive data on literacy development across all grade levels.

To support this initiative, we've developed tracking spreadsheets that provide up-to-date progress data. Additionally, we are equipping principals and teachers with Power BI dashboards to visualize student progress. These tools will give school teams immediate access to literacy data and help them plan targeted interventions based on individual student needs. Of the 11 schools involved in the pilot, 7 showed a significant increase in achievement in their grade 4 student FSA results. We believe that one of the reasons this pilot has shown initial success is because all staff members in schools volunteered to be a part of the project. All staff using the same screeners and engaging in learning conversations about how to support their students literacy acquisition is moving these schools to a place where that are collectively working towards achieving common goals, something John Hattie explains as having a significant impact to student learning (collective efficacy).

Last year, we worked with the initial 11 schools to build capacity in interpreting DIBELS data and planning appropriate interventions with aligned resources. We learned that while the screener was being used, educators need more support in interpreting the data and designing effective interventions for students struggling in specific areas of literacy acquisition. The initial DIBELS data showed us that we need to improve supports for students in the areas of phonics and phonemic awareness, especially in grades K–3. Professional development has been offered and encouraged to classrooms teachers and many teachers have adopted UFLI and Rewards to target these skills. All Kindergarten classrooms and our 20 pilot schools will monitor DIBELS result 3x/year to ensure these strategies are yielding results. The data tracking also enables us to hone in on our priority populations to track progress and adapt intervention strategies to better meet the students needs.

To lead this learning we have required our pilot school Principals and Vice Principals (P/VP's) to lead and learn alongside classroom teachers. Scheduled are professional development sessions in September, November, January, February, and May for the pilot schools. These sessions will focus on equipping all staff with the tools and knowledge needed to effectively implement intervention supports based on the DIBELS screener. Although the intervention supports will vary based on student results, there is also a need to implement a Multi-Tiered Systems of Support to provide more intensive support for students and our priority populations who need more instruction. This starts by focusing on quality Tier 1 instruction and helping schools implement effective Tier 2 and 3 supports. Again, we will support educators by supporting them to interpret their data and match instructional practices to lagging skills. We will be monitoring and developing strategies to better support this during the 2025/26 school year.

To better support SWD, we offered two EA-specific professional development sessions last year that focused on strategies for supporting literacy instruction. We will continue this work in the 2025/26 school year with sessions planned to help build the toolkits of the Educational Assistants (EAs) so they can effectively support the students they work with in both literacy and numeracy.

An interesting observation with the grade 10 and 12 literacy assessments is the discrepancy in the achievement results as stated above. This trend highlights the need to examine Grade 10 cohorts more closely in the coming year so we can develop targeted strategies and implement regular data check-ins to assess their effectiveness. Currently, we have junior and senior graduation coaches who support Indigenous students in all aspects of their academic coursework. Senior grad coaches have been in place for the past three years, which correlates with the rise in Literacy 12 scores. Junior grad coaches were introduced last year, and we are hopeful that their impact will begin to show district-wide this year. We are also looking at shifting the timing of the Literacy Assessments to January and June, to better align with the learning taking place in classrooms, with the hope that students are better prepared.

Additionally, secondary resource teams have been analyzing reading data from elementary schools more closely and have begun discussions on how support teams can better differentiate instruction and continue providing literacy interventions tailored to individual student needs. The district literacy helping teacher has been assisting secondary teams with this work. However, this initiative is still in its early stages and will be a focus during the 2025–26 school year.

To summarize, the strategies that we will be implementing to help support literacy achievement in our district is as follows:

1. All Kindergarten teachers using the DIBELS screener.

Supporting these educators to plan intervention based on the results

2. 18 of 31 Elementary schools engaging in a literacy pilot. All classrooms using DIBELS screener and involved with ongoing Professional Development to enhance the 5 pillars of literacy in their classrooms

DIBELS progress monitoring will be used to assess effectiveness of classroom strategies

3. Providing resources and professional development to target phonics and phonemic awareness skills for students in grades K-3.

4. Developing a plan in the 2025/26 school year to support schools to effectively implement Multi-Tiered Systems of Support in elementary schools. Building an understanding of Tiered literacy support will enable our schools to serve their priority populations in a more effective manner.

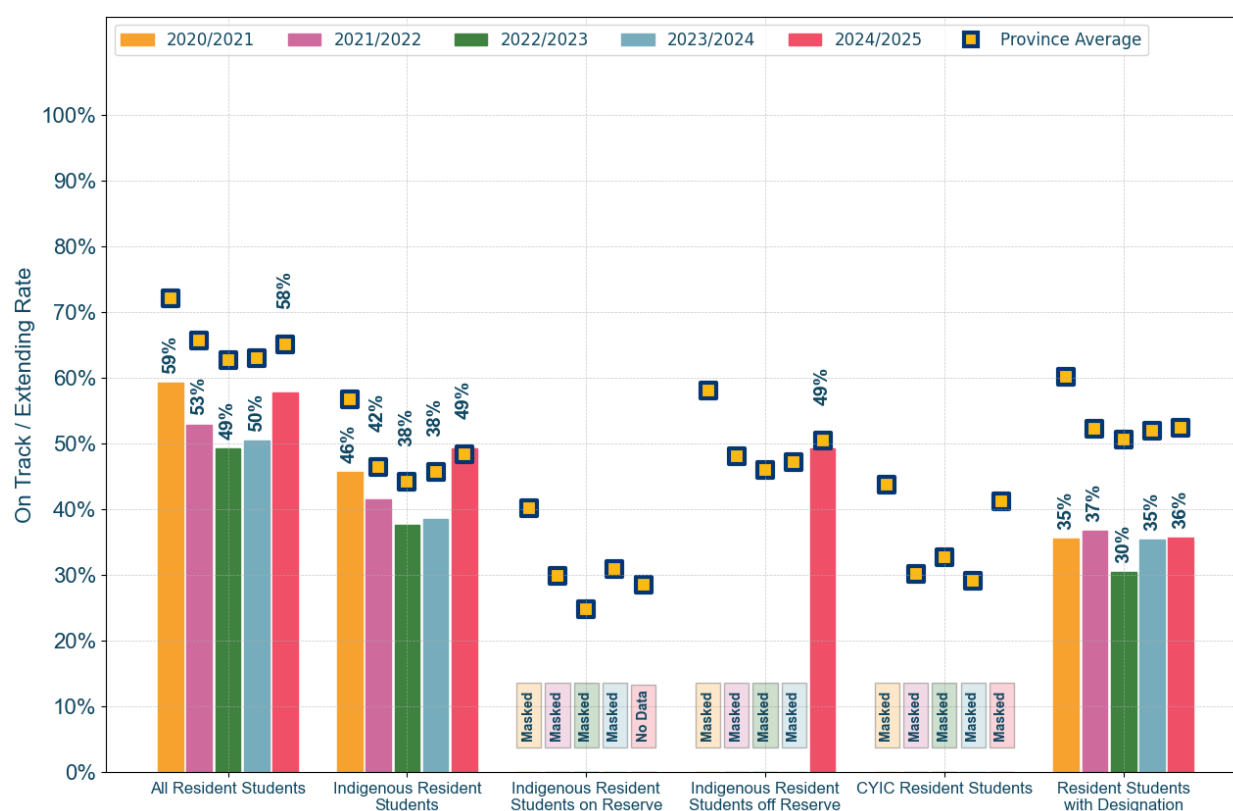
5. Develop a plan to support case managers, junior indigenous grad coaches, and non-enrolling support staff in secondary schools to better support literacy acquisition among secondary students that focus on the 5 pillars of literacy for grade 8/9 students.

Educational Outcome 2: Numeracy Data

SD 57 – Grade 4 FSA Numeracy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	968 84%	972 90%	991 91%	954 92%	952 88%
Indigenous Resident Students	314 77%	348 83%	331 86%	317 86%	303 84%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	303 84%
CYIC Resident Students	15 67%	16 69%	20 70%	23 61%	18 61%
Resident Students with Designation	119 52%	102 59%	115 69%	115 59%	139 63%

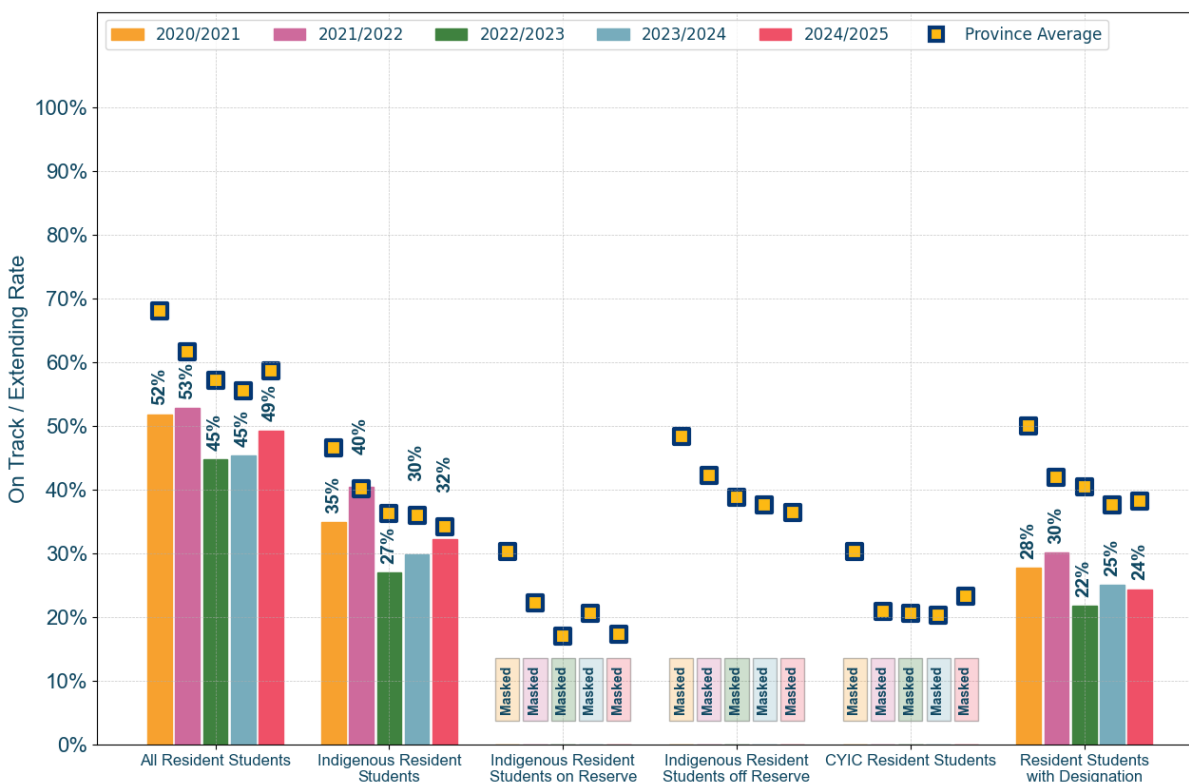
SD 57 – Grade 4 FSA Numeracy – On Track / Extending Rate



SD 57 – Grade 7 FSA Numeracy – Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1015 86%	1018 92%	991 94%	978 90%	1002 91%
Indigenous Resident Students	345 79%	341 87%	315 90%	318 84%	372 85%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	17 59%	23 65%	17 71%	Masked	20 60%
Resident Students with Designation	156 69%	167 74%	154 81%	168 64%	176 68%

SD 57 – Grade 7 FSA Numeracy – On Track / Extending Rate

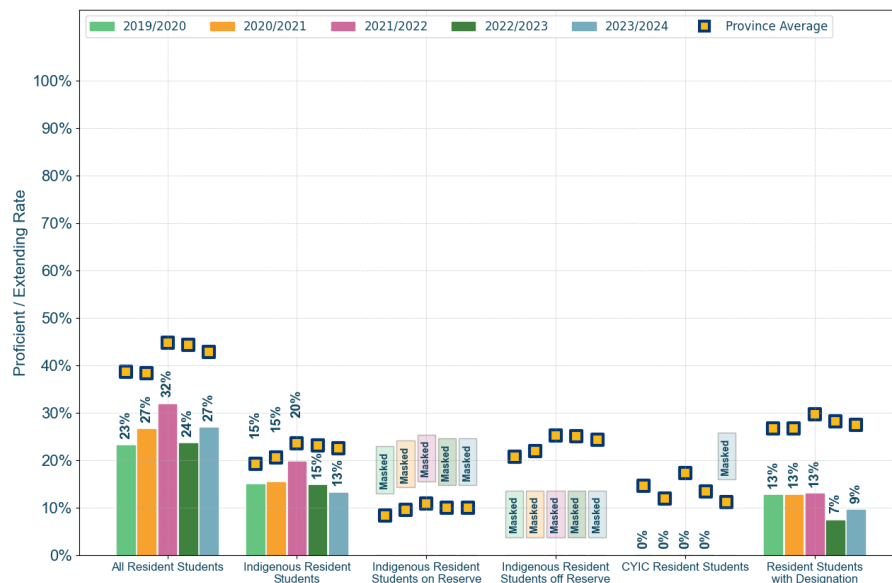


SNAP (2024)					
	All On Track	Indigenous-Off Reserve-On Track	Non-Indigenous-On Track	Metis-On Track	Diverse Abilities-On Track
K	69	34	74	64	47
1	77	68	81	72	63
2	71	37	77	75	61
3	62	28	68	61	38
4	63	36	67	61	39
5	55	37	60	59	30
6	63	35	69	67	37
7	61	35	68	61	27

SD 57 – Grade 10 Graduation Assessment Numeracy – Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1017 58%	973 78%	1007 73%	1059 82%	1081 79%
Indigenous Resident Students	364 46%	303 64%	333 56%	338 70%	345 66%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	31 42%	Masked
Resident Students with Designation	137 34%	138 56%	162 46%	156 58%	187 55%

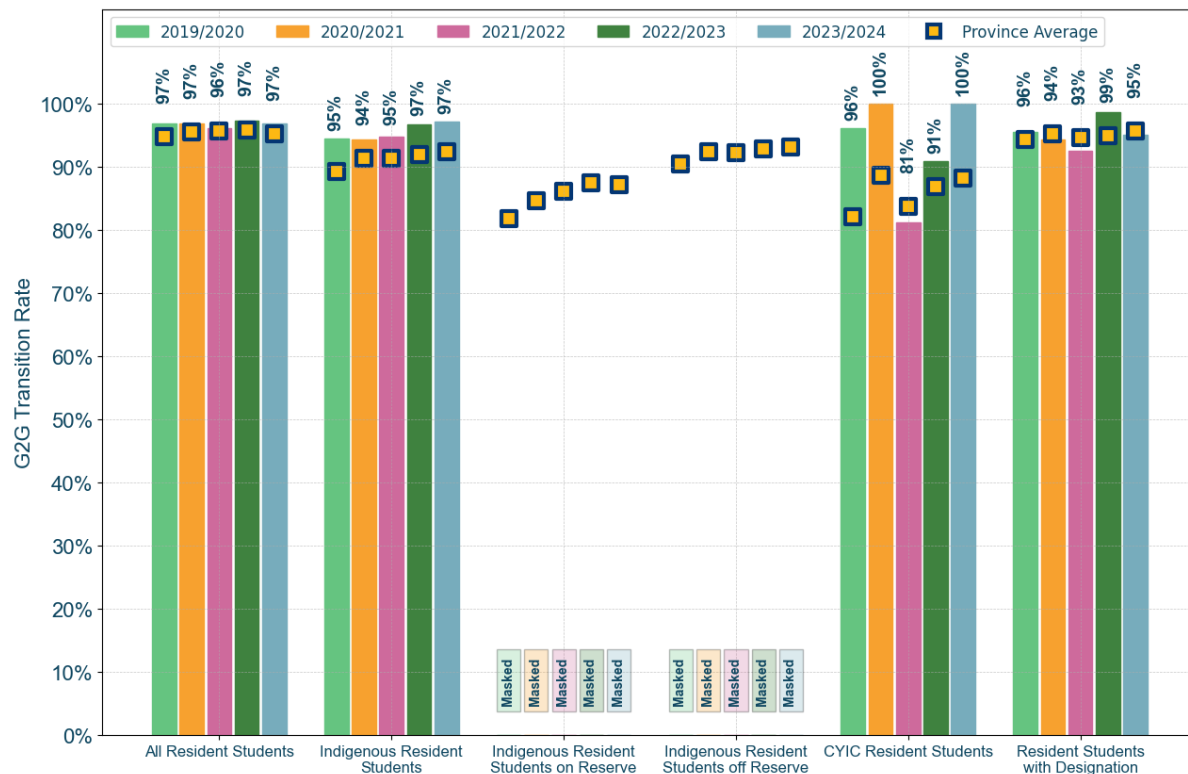
SD 57 – Grade 10 Graduation Assessment Numeracy – Proficient / Extending Rate



SD 57 – Grade 10 Transition – Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1021	979	1013	1073	1104
Indigenous Resident Students	365	305	332	343	349
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	26	20	32	33	12
Resident Students with Designation	137	140	161	157	185

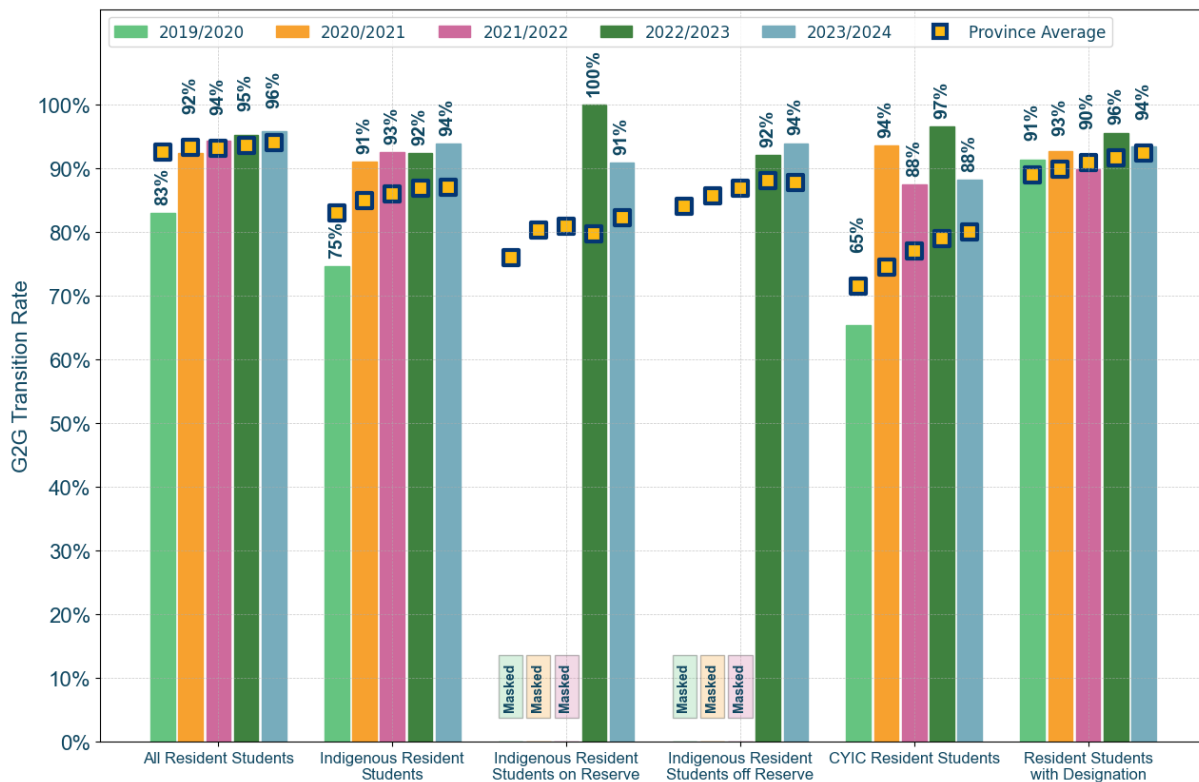
SD 57 – Grade 10 to 11 Transition Rate



SD 57 – Grade 11 to 12 Transition – Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1235	1048	1010	1016	1073
Indigenous Resident Students	426	369	308	329	342
Indigenous Resident Students on Reserve	Masked	Masked	Masked	12	11
Indigenous Resident Students off Reserve	Masked	Masked	Masked	317	331
CYIC Resident Students	26	31	24	29	34
Resident Students with Designation	139	138	138	159	170

SD 57 – Grade 11 to 12 Transition Rate



Educational Outcome 2: Numeracy Analysis

In numeracy, the Grade 4 and 7 FSA results show a positive four-year trend. For Grade 4, achievement increased from 50% in 2023/24 to 58% in 2024/25. Grade 7 results rose from 45% to 49% over the same period for ARS. Although these figures remain below the provincial average, it is encouraging to see that the strategies implemented over the past two years are beginning to yield positive results.

Indigenous students who are On Track or Extending in Grades 4 and 7 have also shown improvement over the last three years. Grade 4 results increased from 38% in 2023/24 to 49% in 2024/25—an 11% gain, bringing them in line with the provincial average. Grade 7 results rose slightly from 30% to 32%, just below the provincial average.

SWD achievement in Grades 4 and 7 has remained relatively stable, with no significant gains over the past three years. Grade 4 results sit at 36%, and Grade 7 at 24%, both below the provincial average. While we are seeing positive trends in some cohorts, it is clear that we must continue to adapt and refine our strategies to meet the needs of all students—particularly the Priority Populations, who are not achieving at the same level as ARS. Specific adaptations to address the lack of progress among SWD will be discussed in the interpretation section below.

Although Grade 10 Numeracy Assessment scores improved by 3%—from 24% in 2022/23 to 27% in 2023/24—these results remain well below the provincial average. Indigenous student scores are approximately 10% below the provincial average (13%) and have been trending downward over the past three years. SWD scores increased by 2% in 2023/24, reaching 9%, but still fall short of the provincial benchmark. While CYIC data is masked, previous results have shown consistently low achievement.

In the 2025/26 school year, we plan to investigate the progress of these priority populations more closely and adjust our strategies accordingly. We will also need to develop a plan to implement regular checkpoints to monitor progress and better meet the needs of these students.

An area of strength for School District 57 is the Grade 10–11 and Grade 11–12 transitions. All priority populations in for grade-to-grade transitions are achieving at 91% or higher, meeting or exceeding provincial averages. All student populations are at or above 91%, and the three-year trend is either stable or improving. This suggests that the supports currently in place are effective, and we should continue with the strategies that are helping students succeed.

Educational Outcome 2: Numeracy Interpretation

When comparing provincial FSA data to our local Student Numeracy Assessment and Practice (SNAP) data, similar trends emerge. Although SNAP only measures a component of numeracy—specifically number sense—it still highlights a significant achievement gap between Indigenous and non-Indigenous students, as well as students with designations. In K-7 for SNAP, achievement for Indigenous students averages 26% lower than non-indigenous and SWD averages 22% lower.

In the 2024/25 school year, we began hosting meetings for elementary teachers to serve as math leads in their schools. Last year, the focus was on developing scope and sequences for math facts and problem-solving. We also created a resource list to support effective and intentional math instruction, along with a suggested timeline for daily math blocks in elementary classrooms (e.g., 60–90 minute blocks with activity breakdowns to ensure instructional effectiveness). The goal is to help teachers spend less time searching for quality resources and more time planning for individual student needs.

Similar meetings were held for P/VPs, focusing on how to lead numeracy initiatives in their schools. These meetings will continue throughout the 2025/26 school year and will occur bi-monthly. We plan to monitor the impact of these initiatives by reviewing the achievement data from FSA and SNAP assessments in classrooms where educators participated in these programs.

We are also continuing our partnership with Carole Fullerton to support classroom teachers with numeracy instruction and assessment strategies. Approximately 140 educators participated in these sessions during the 2024/25 school year. Carole's work emphasizes differentiating math topics and implementing engaging lessons to reach all learners—particularly priority populations. Her sessions will begin with a professional development presentation, followed by a model lesson in a classroom for teachers to observe the following day. The district numeracy team will follow up with educators between sessions to support implementation and monitor progress. Carole will also work with our P/VP group to help build their capacity to lead numeracy instruction and assessment in their schools.

We also recognize the need to provide better assessment tools for teachers to screen and monitor student progress, especially for Priority Populations. Through our District Numeracy Committee, we are investigating sources and resources for math checks that will be made available to classroom teachers. While we aim to implement checks across the entire curriculum, we will place particular emphasis on math facts—a skill that teachers have consistently identified as challenging and one that can be effectively tracked to monitor progress. The district numeracy committee is also starting to develop a Numeracy Framework, which will be a multi-year project. The intent is to use this document to create more cohesion and direction across our school district.

Although Education Assistants (EAs) have open invitations to all literacy and numeracy professional development sessions, we also held two EA-specific Pro-D sessions last year that focused on how to better support SWD in these academic areas. We will continue this work in the 2025/26 school year to ensure EAs have the tools they need to effectively support the students they work with.

The Grade 10 Numeracy Assessment highlights the importance of developing a more effective plan to support educators so they can better support students. By improving progress monitoring and targeting instruction in the elementary grades, we anticipate a reduction in the number of students struggling with numeracy as they enter secondary school. This should ease pressure on existing support systems. However, we also recognize the need for short-term solutions to support current secondary students. To address this, funds have been set aside for each secondary school to initiate math department inquiries focused on improving instruction and assessment strategies, differentiating instruction, and exploring supports for priority populations. These efforts are still in the early stages of development. With more emphasis on engaging students through instruction and assessment practices, we hope to see a rise in student achievement on the Numeracy 10 Assessment, and we will be monitoring this.

We provide all school P/VPs with current and up-to-date data in Power BI, including both provincial and local data points. The data is organized to allow for detailed analysis of priority population progress and to support meaningful data discussions with staff. Senior administration also uses this data during conversations with P/VPs, with a particular focus on student progress among priority populations. In the coming year, we aim to expand this support by providing P/VPs with access to student report card data for literacy and numeracy. This will allow for comparisons with provincial benchmarks and enable closer monitoring of student progress.

With regard to grade-to-grade transitions, we recognize that students having strong connections to school through meaningful relationships remains critically important. The strategies we've implemented over the past three years are showing promise, and we will continue to support students through several key initiatives:

- Junior and senior graduation coaches, who provide academic and social support for Indigenous students;
- Youth care workers, who help build relationships and provide wraparound support;
- The After School Sport and Art Initiative, which connects vulnerable youth to extracurricular activities outside the school day;
- Case management support for SWD, ensuring that school teams have coordinated, wraparound services in place to meet individual needs.

Human and Social Development

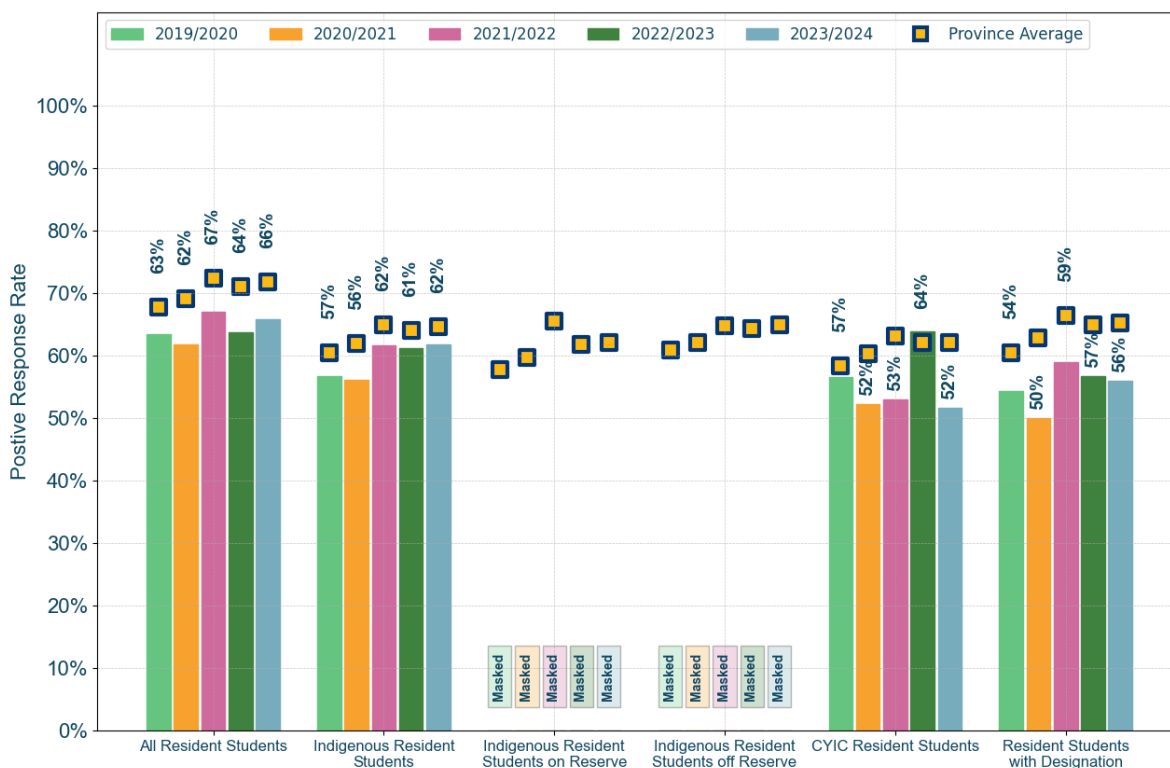
Educational Outcome 3:

Students Feel Welcome, Safe and Connected-Data

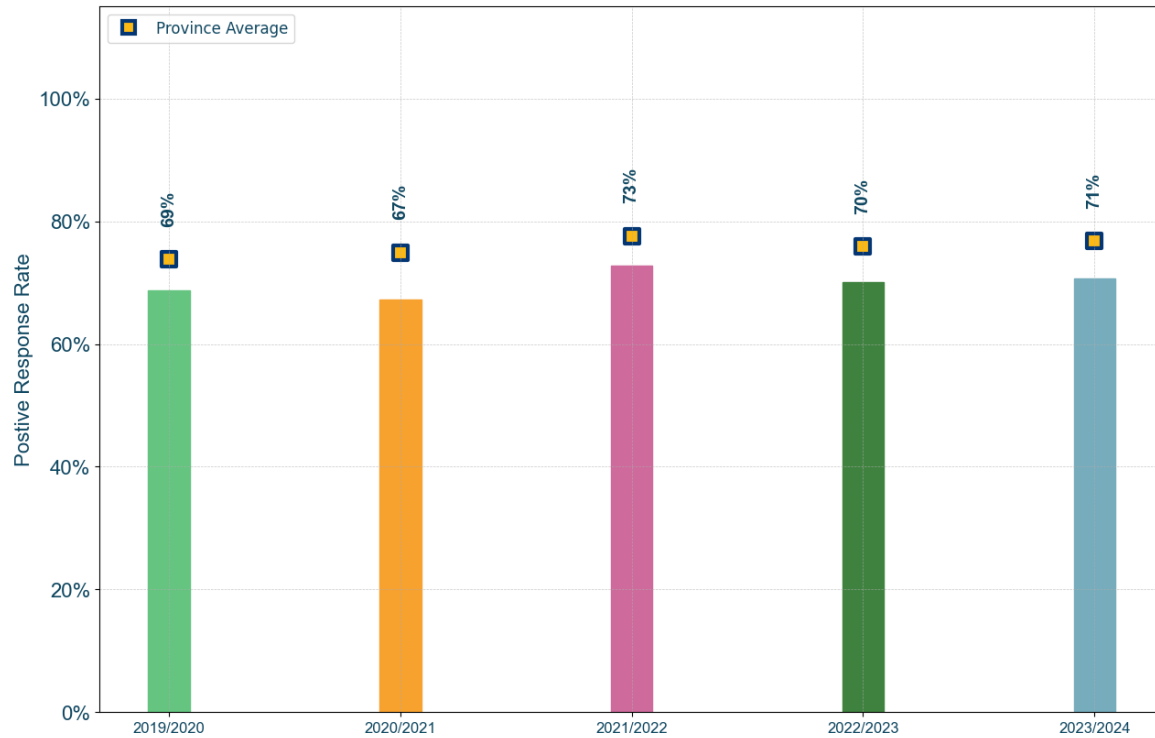
SD 57 – Student Learning Survey – Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	2989 69%	2873 75%	2962 79%	3036 79%	3009 83%
Indigenous Resident Students	1018 64%	923 66%	1009 70%	985 73%	974 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	19 79%	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	966 73%	Masked
CYIC Resident Students	57 42%	54 44%	70 53%	70 54%	49 65%
Resident Students with Designation	390 55%	399 54%	428 59%	426 63%	464 66%

SD 57 – Feel Welcome – Positive Response Rate for Grades 4, 7, and 10



SD 57 – Feel Safe – Positive Response Rate for Grades 4, 7, and 10



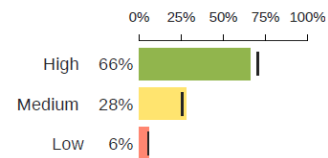
Middle Years Instrument

Grade 5

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

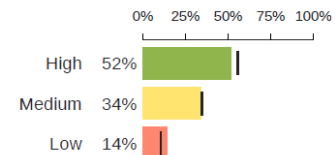


Grade 8

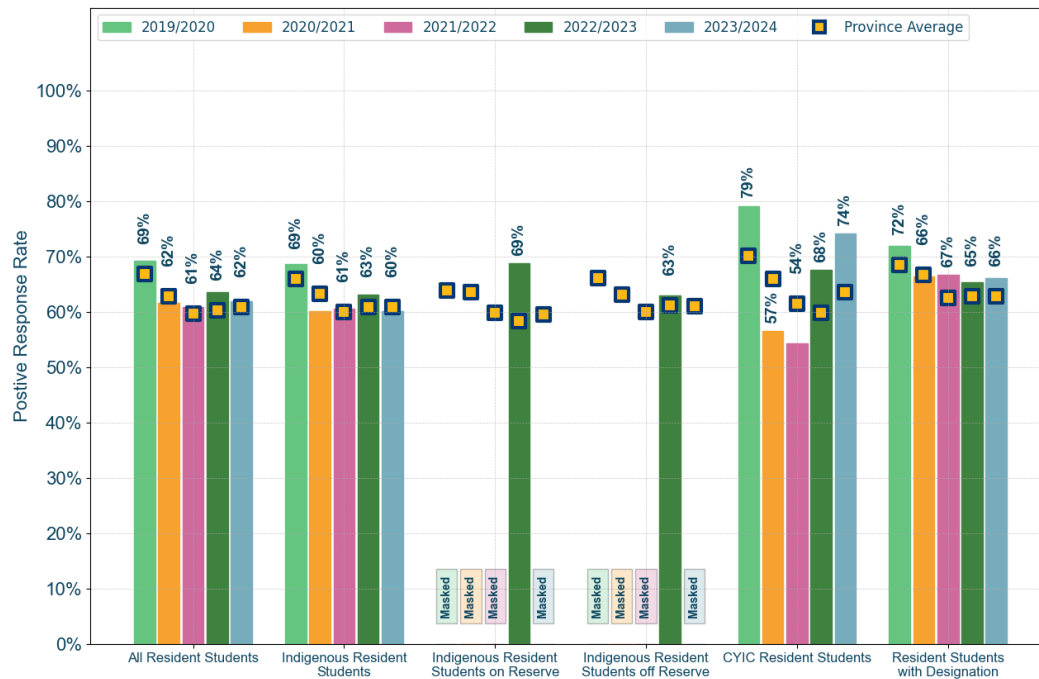
CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



SD 57 – 2 or more Adults Care – Positive Response Rate for Grades 4, 7, and 10

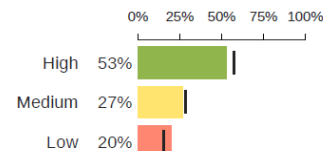


Middle Years Instrument

Grade 5

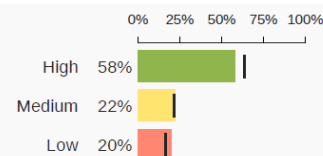
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

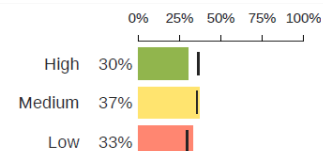
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Grade 8

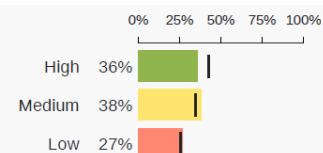
SCHOOL CLIMATE

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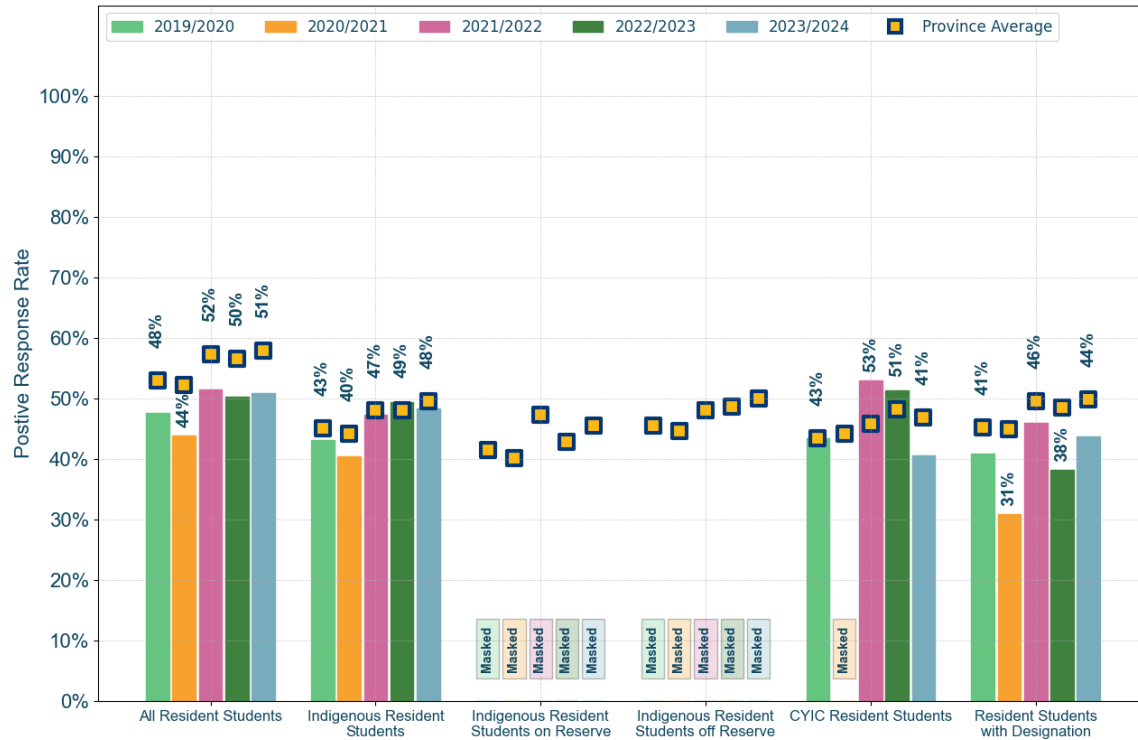


SCHOOL BELONGING

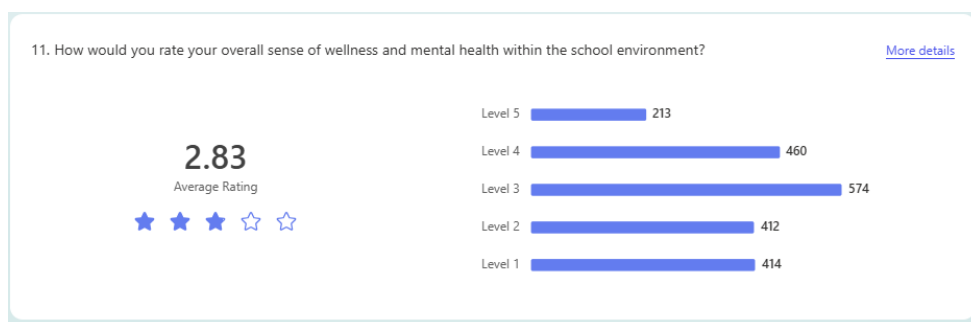
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



SD 57 – Sense of Belonging – Positive Response Rate for Grades 4, 7, and 10



DSAC Survey Sample



Educational Outcome 3:

Students feel welcome, safe and connected-Analysis

If academics is the brain of the education system, Human and Social Development including feeling welcome, safe, and connected is definitely the heart of it. Students must feel safe and welcome at school to achieve academic success – this is a fact that all educators know. This metric is even more important as it pertains to students from Priority Populations.

We have a high rate of participation for this data as we had over 3009 Grade 4, 7, and 10 students that contribute to this data set. This represents over 83% of the student population in those grades for ARS. The district is trending upwards in its participation, as we have improved from 69% participation in 2019/2020, to 79% participation in 2021/2022 and 2022/2023 to over 83% in 2023/2024 for ARS. This level of student engagement is positive as it provides the district with reliable data as most of our student voice is being captured.

The Indigenous student participation rate was 75% for 2023/2024 representing over 974 students. This participation is also trending upwards, improving from 64% in 2019/2020 to 70% in 2021/2022 and up to 75% in 2023/2024. As Indigenous family engagement is of critical importance to the district, this upward trend is an encouraging statistic. It is important to note that the data for Indigenous students on and off reserve is masked. The district will need to monitor this group of students internally to ensure their voice is being represented in this data.

The Children Youth in Care Resident Students (CYIC) and SWD were similar in their participation rates at 65% and 66% respectively. The 2023-2024 data is an outlier in the number of students represented by CYIC. This data represents a significant dip in total students in care, which is not consistent with previous years. The district will need to monitor this in future years as it appears to be an outlier in the data.

The data for Human and Social Development shows interesting patterns and trends for SD No. 57 students. Over a five-year period, our data shows a general trend upwards for ARS in the areas of sense of belonging, feeling safe, and feeling welcome. The data shows small, incremental growth (between 1-4%) in these areas. The Priority Population data suggests the district is improving in most areas with Indigenous learners. In the areas of feeling welcome, and sense of belonging, the Indigenous learner data has improved by 5% in the last five years and is trending upwards. The data for CYIC in these areas shows limited change at around 52-53% in feeling welcome, but trending downwards in sense of belonging. The sense of belonging data for the CYIC is above the provincial average, but attention needs to be given to stop the downward trend.

The data for having 2 or more Adults Care shows a flatline at around 62% for ARS. For Priority Populations, this data is also flat between 60-63% for Indigenous learners and 66-67% for SWD. For CYIC students, this data is trending upwards, reaching 74% in 2023-2024. The data for 2 or more adults that care is one area where SD No. 57 is above the provincial average and shows the strategies schools are using are effective.

To summarize the analysis, it is important to note that attention needs to be given to the Priority Populations in SD No. 57. Starting with a focus on this group should lead to better support for all students and reflect better data across the board. This group must include special attention at the school level given to students on and off reserve, as this masked data is not reflected here.

Educational Outcome 3:

Students feel welcome, safe and connected Interpretation

Local data used by the district includes the Middle Years Development Instrument and a local survey that was developed by our District Student Advisory Council (DSAC) and conducted in all Secondary Schools in the district. The MDI provides data on school climate, sense of belonging, as well as connection to adults at school for students in Grades 5 and 8. This data further supports the Student Learning Survey data that we extract from Grade 4, 7, and 10 students. Other areas the district monitors are student attendance, and participation in extra-curricular activities at the school level. It is believed that participation and connection to activities outside the classroom will lead to further positive human development and mental wellness.

The DSAC student survey elicited nearly 2100 responses from grade 8-12 students in our district. The survey will be conducted yearly so we can measure our improvements in various areas. Sample questions and data are posted below, providing a comparison to the Student Learning Survey data. The survey represented 28% of grade 8 students, 23% from Grade 9, 19% from Grade 10, 17% from Grade 11 and 12% from Grade 12. Indigenous students represented 20% of the 2100 students surveyed, which is about 10% less from the district's Indigenous student average. We did not identify CYIC or SWD.

When comparing our provincial data with our local MDI data, we find many consistencies in the areas of growth and areas where we need attention. Our connectedness to adults shows consistencies in our local and provincial data. The MDI data on connectedness to 2 or more adults in grades 5 and 8 is a bit lower than student learning survey data.

It is important that we continue to improve equity for Priority Populations even though our data in Human Development shows higher results for the Priority Populations than ARS. ARS shows a positive response rate of 62%. Indigenous Students on Reserve shows a positive response rate of 69%, Indigenous students off reserve with a positive response rate of 63%, CYIC a positive responses rate of 74% and SWD a positive response rate of 66%. Strategies that have been successful in this area include:

- Robust After School Sports and Arts Initiatives in 8 elementary and 3 large secondary schools
- Indigenous Grad Coaches for all Indigenous students in the Grad Program in all Secondary Schools
- Junior Indigenous Grad Coaches in the foundational programs of all Secondary Schools
- Early identification of CYIC students and intentional relationship building between adults and these students
- Community partnerships to support students after school (some through ASSAI and others through organizations such as Big Brothers and Big Sisters).
- Network of Inquiry and Innovation (NOII) project between an inner- city secondary school and its feeder schools
- RCMP presentations to staff and students

Moving Forward, the district will commit to improving equity for all Priority Populations. Strategies employed by the district will include:

- Identifying CYIC students, Indigenous Students, and SWD to encourage participation in ASSAI and Extra Curricular Activities. Track numbers so we can ensure we are improving yearly.
- Continue monthly meetings with the Director of MCFD to ensure CYIC students have been identified with learning plans in place for these students. These plans will build strategies on how to best support students in care. Monitor this through attendance, engagement in extracurricular activities, academic performance and the yearly student survey on belonging in schools.
- Establish school-based Equity, Diversity, Belonging and Inclusion teams led by the district committee and working group.
- Monthly LEA meetings to discuss support for students on-reserve
- We have engaged with Nati Consulting and are just starting the development of Local Lheidli Tenneh Curriculum to be implemented across the curriculum. Nati Consulting is a knowledge holder for Lheidli Tenneh. This item is sitting with the Indigenous Education

Council for the district. Establishing local curriculum will support the sense of belonging for Indigenous Students both on and off reserve.

- District Student Advisory Council focuses on Student Voice and Agency that continues to support school leadership classes. Students collaborate with the DSAC teachers and P/VP. They are also working towards establishing an Elementary District Leadership Program to support leadership in elementary schools. The goal is to establish more student voice and agency for all students, focusing on Priority Populations. Past presenters such as Shelley Moore, Kevin Lamoureux, and Leyton Schnellert have inspired student voice. This will be measured through the yearly district student survey. DSAC students have also been invited to present at the BCSTA summit in 2026.
- Continue to offer SD 57 school staff Supporting Individuals through Valued Attachments (SIVA) training a minimum of 4 times per year to promote continuous development of trusted student relationships by utilizing trauma informed strategies and interventions when supporting our Priority Populations.
- Embark on an Inclusive Education pilot project with 12 elementary to enhance staff capacity (EAs and teachers) improve support to neurodivergent students experiencing sensory overload and severe dysregulation in K-3 classes.

Career Development

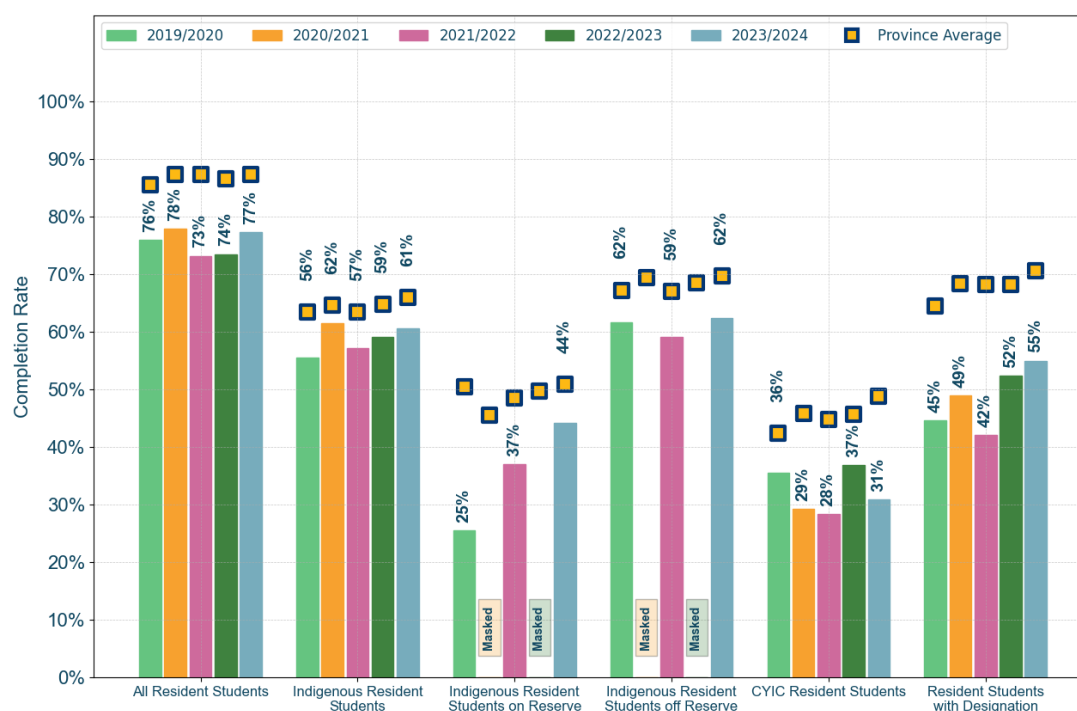
Educational Outcome 4:

Graduation Data (Students achieving a Dogwood within 5 years)

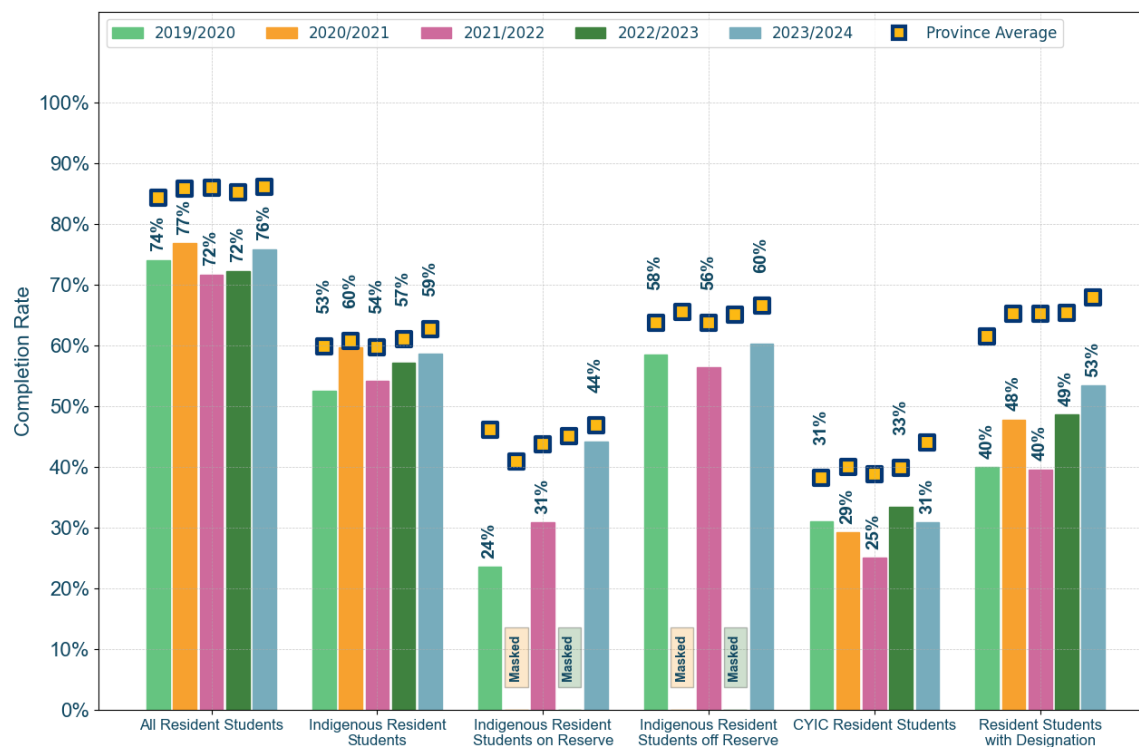
SD 57 – Completion Rate – Cohort Count | Outmigration Estimate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1034 64	1099 67	1076 65	1078 71	1073 69
Indigenous Resident Students	321 20	356 21	386 24	337 22	335 22
Indigenous Resident Students on Reserve	55 4	Masked	35 3	Masked	32 3
Indigenous Resident Students off Reserve	266 16	Masked	351 21	Masked	303 19
CYIC Resident Students	94 7	84 5	98 6	94 7	80 5
Resident Students with Designation	208 13	196 12	215 13	200 13	206 13

SD 57 – 5-year Completion Rate – Dogwood + Adult Dogwood



SD 57 – 5-year Completion Rate - Dogwood



Outcome 4: Graduation Analysis

It is a goal of SD No. 57 to graduate all students with skill, purpose and options. SD No. 57 acknowledges that sometimes it takes more than 5 years to achieve this goal for all students, as all learning journeys are different. We believe this acknowledgement is important, as time in the system is less important than quality time within the system, whatever that may be. It is our goal and mission, however, to graduate students with a regular dogwood five years after they enter grade 8.

The 2023-2024 graduation data is not masked in any form. Although there is much work to do, especially for Priority Populations, the five-year graduation data is showing positive signs.

SD No. 57 is relatively flat in its cohort size over the last few years, sitting between 1075-1100 eligible graduates. Of these graduates, roughly 31% are Indigenous learners and approximately 3% are on reserve. The on-reserve data is masked in some years but was not in the 2023-2024 school year.

The CYIC data shows that historically the district has 8-9% of its eligible graduates as CYIC, however, this number dipped to just over 7% for the 2023-2024 school year. Students with designations represent roughly 19% of students in Grade 12.

Trends for both the 5-year completion rate for Dogwoods and 5-year completion rate for Dogwood and Adult Dogwood show encouraging results. In both metrics, the district is trending upwards in its results. ARS for Dogwood and Adult Dogwood completion has gone from 73% in 2021/2022 to 77% in 2023/2024. This positive three-year trend can also be seen in IRS (up from 57%-61%), IRS on reserve (up from 37% to 44%) and IRS off reserve (up from 59% to 62%). SWD show improvements from 42% to 55%.

Five-year completion results for solely Dogwood are also trending in the right direction. Over the last three years, we are seeing the following positive trends: ARS are up from 72% to 76%, Indigenous learners up from 54% to 59%, Indigenous learners on reserve up from 31% to 44%, CYIC students up from 25% to 31% and SWD up from 40% to 53%. Although we are not satisfied with the overall numbers yet, it is important to celebrate the trend upwards and ensure strategies that have led to this increase are continued to be employed while focusing more on Priority Populations.

The CYIC data for both dogwood (combined with adult dogwood) and just dogwood results show an increase from 2020/2021 but a slight decrease in the results from 2022/2023. The results have trended upwards over three years but there is a slight dip over the last year that needs attention.

The district will continue to employ the strategies that are working to continue the trend and bring the graduation rates up to and exceeding the provincial average in the next five years. The district believes that focus on the Priority Populations will help achieve this goal for two reasons: 1) these populations have a lower rate of achievement and a focus on them will lead to more student success, and 2) employing strategies for the Priority Populations will also facilitate better teaching and learning environments that will be of benefit to all students. An important third consideration is that the Priority Populations are increasing in cohort size so this area is one that must have extra attention.

Outcome 4: Graduation Interpretation

Relevant local data reveals pertinent information on where the district has been successful and where it needs to focus more attention. The greatest gains can be made if the district can close the gap between Indigenous Graduation Results and Non-Indigenous Graduation results. There are three secondary schools that represent close to 60% of the Indigenous students eligible for graduation in SD No. 57. In these three schools, the gap in graduation success rates between Indigenous students and non-Indigenous students is 33% in one school, 23% in another school and only 12% in the third school. The

third school has employed many strategies that need to be shared and spread amongst the other schools to start closing the achievement gap. This school has the most Indigenous students in our district with 76 graduates and has an Indigenous graduation rate of 67% in 2023-2024. The Indigenous Grad Coach and system and strategies developed here will be shared with the other schools to form a community of practice sharing best practices. One area of celebration is that one of our secondary schools in a rural area has a higher Indigenous graduation rate (89%) than non-Indigenous graduation rate (88%).

The general theme of supporting students in Priority Populations continues to be an area that requires attention as it pertains to the graduation success of our students. CYIC resident students are only graduating at 31%, while SWD are graduating at approximately 54%. Graduation rates for Dogwood and Adult Dogwood and just Dogwood remain lower than the provincial average. The gap is closing, and a continual focus on the Priority Populations will expediate this process.

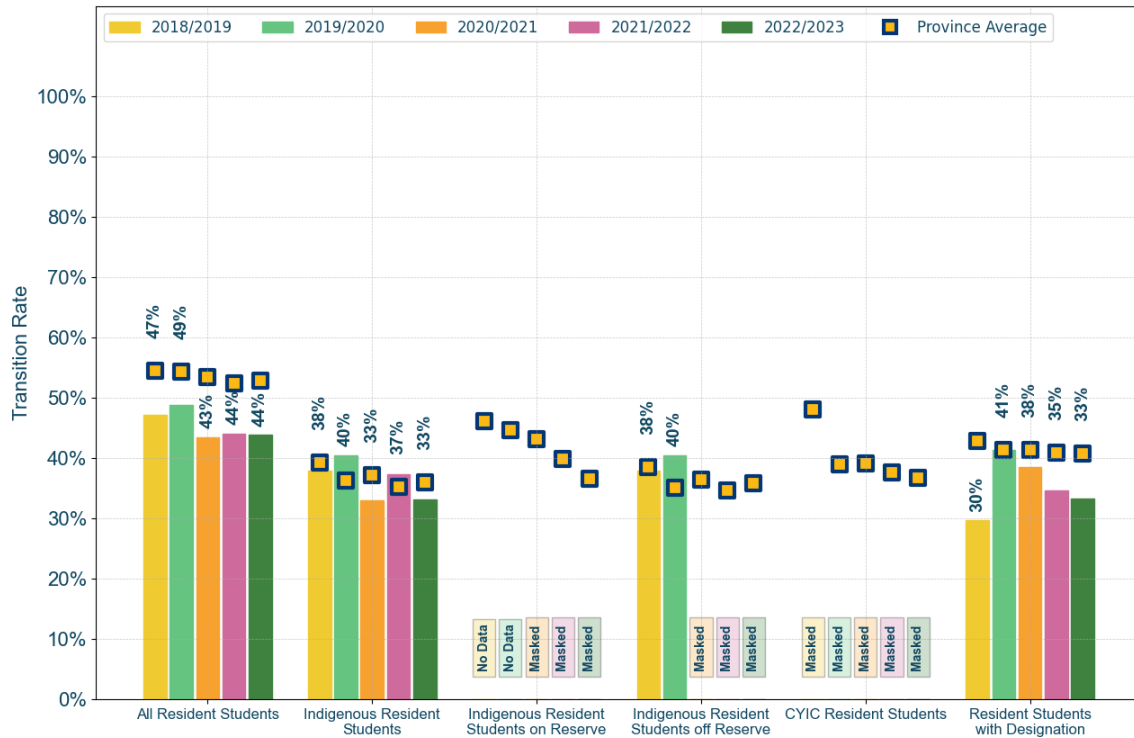
The strengths of the graduation data are that the district is trending upwards in almost all graduation metrics. Indigenous students both on and off reserve are making positive gains, and SWD are at the highest success rate they have been in the last 5 years. The addition of Indigenous Grad Coaches in each secondary school has provided intentional, targeted intervention for all Indigenous students who are struggling or need extra support. The results have started to climb since the introduction of this strategy, so the district will continue to support these teachers and build a community of practice where successful processes are shared and developed. This model is one that we can apply to other Priority Populations – it is the specific and intentional intervention to each learner with specific learning objectives and tailored support that students in all Priority Populations need. This will be a focus for the district moving forward. Ensuring that students graduate with a Dogwood and not an Adult Dogwood is the only way to ensure that students can maximize their opportunities in life.

Educational Outcome 5: Life and Career Core Competencies Data

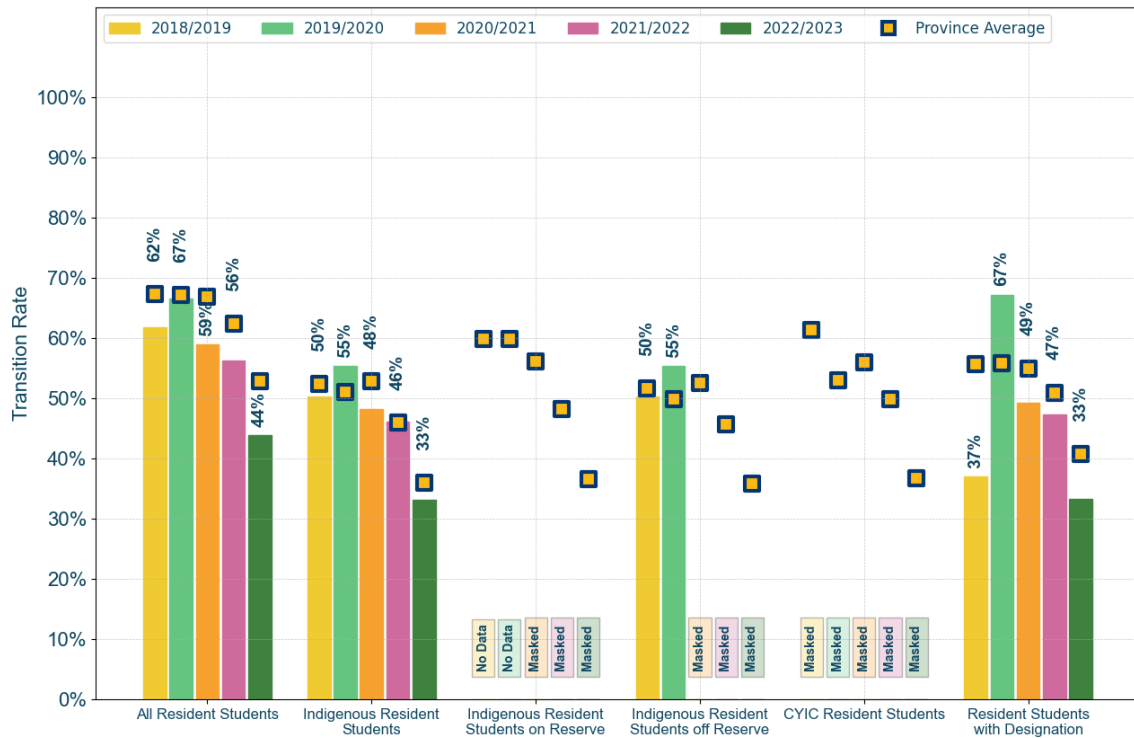
SD 57 – Transition to Post-Secondary – Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	737	732	798	733	764
Indigenous Resident Students	153	168	203	206	193
Indigenous Resident Students on Reserve	0	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	153	168	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	54	58	65	55	69

SD 57 – Immediate Transition to Post-Secondary



SD 57 – Completion Rate – Cohort Count | Outmigration Estimate



Educational Outcome 5:

Life and Career Core Competencies Analysis

If graduating students with purpose, option and choice is a goal for the district, then the Post-Secondary Transition data is an indicator on whether or not we are meeting that goal. The district strives to give every student every opportunity to be successful in life – whether that is immediately after secondary school or up to 3 years after. This post-secondary transition data shows that immediate transition to post-secondary is flat-lining at around 43-44% of learners over the last three years for ARS. Indigenous learners is about 10% less at 33%, while all other Indigenous and CYIC data is masked. Students with Designations has been trending downwards to 33% in 2023-2024. The district data mimics the provincial data except we are 6-8% lower. An area of strength and celebration is that Indigenous students have been at or above the provincial average over the last few years, falling just shy in the 2023-2024 school year.

The masked data is of concern as the district will need to keep this data in its local database to ensure we are supporting those students who are masked in their post-secondary dreams. Cohort data that is masked includes Indigenous Students on Reserve, Indigenous Students off Reserve and CYIC. Although Indigenous resident student numbers dipped to 193 students last year from 203 and 206 from the previous 2 years, ARS numbers are trending upwards from 737 and 732 from 2018-2020, up to 764 in 2022-23. This stat re-inforces the need to focus on Priority Populations as those are the cohorts that are growing the fastest and the most.

Educational Outcome 5:

Life and Career Core Competencies Interpretation

There has been a lot of effort to try to get students ready for post-secondary. That work includes expanding dual credit programs, CTC programs and other post-secondary offerings such as TEK X and trade samplers. The district also recognizes the need to revamp the District Career Education Program to best support schools and students. With new staff, we are altering the district career education program to provide more exploratory, train in trades and work in trades options for our students. We have re-purposed staffing this year to enhance creativity and delivery of career education programs.

The chart below provides a summary of experiential, train and work programs offered by our district:

Skills Trades, Career Programs	Participants 2022	Participants 2023	Participants 2024
Trades Dual Credit with CNC	77	68	66
Work Experience	188	364	515
Careers Exploration Events	28	3303	3851
Trades Sampler	64	63	74

2024-2025

- TEK X Dual Credit Sampler:
- Partnership between UNBC, CNC and School District No. 5
- See the student experience - <https://youtu.be/5Cp9yp3HtG4>

Other Train in Trades Programs offered by the district include:

- Pipe trades, Metal Fabrication. Auto Body Repair, Auto Refinishing, Carpentry, Automotive Service Technician, Professional Cook, Industrial Mechanic/Machinist, Welding, Heavy Duty Mechanic, Electrical and 4 Trades Samplers with one holding seats for Indigenous learners)
- Offering a new TEK X dual credit program in 2024 mentioned above
- New in 2023 was an Early Childcare Educator dual credit program. We started with 4 students and are working to grow this program
- 141 total students in 2021-2022 engaged in Train in Trades education
- 135 students in 2022-2023 engaged in Train in Trades education
- 140 students in 2023-2024 in Train in Trades education
- 138 students in 2024-2025 in Train in Trades education

General Dual Credit Information (Academics):

- Dual Credit Class Presentations:
 - CLE 10 students from Prince George secondary schools received a Dual Credit class presentation and promotional materials, and later attended a Post-Secondary Day hosted by UNBC and CNC. The students were bused to either CNC or UNBC, where they participated in various activities and tours, enjoyed lunch, and then were transported to the other institution to do the same in the afternoon.
 - **668** Grade 11 students received Dual Credit/Post-Secondary class presentations and promotional materials.
 - **60** parents and **25** students attended Dual Credit Parent Information sessions.
 - **246** grade 10-12 students from schools located outside of Prince George were bused to UNBC and CNC to take part in the Dual Credit/Post-Secondary Day

Exploratory Programs offered by the District:

- New-Work Experience Hospital:
 - Job shadow experiences with Surgery, Radiology, Respiratory Therapy, Ambulatory Care, and Maternity Care
- Skilled Trades BC:
 - organized and hosted the Northern Interior Regional competition for Grade 5-7 students with Spaghetti Bridge Building with 63 participants
- PG Cougars Game Night
 - Available to 45 students
- PG Spruce Kings Internship
 - New internship – supported 2 students
- Jr. Fire Crew
 - 42 applications, 30 interviews with 20 participating
- RCMP Youth Academy
 - 24 Potential Police men and women selected
- Kindergarten Health Circuit
 - 39 students took shifts

- PG Fire/Rescue
 - 5 students selected
- Adventures in Health Care
 - 83 applied while 52 were selected
- New- Adventures with First Responders
 - New program – 30 applied and 24 were selected
 - Promo video - <https://www.youtube.com/watch?v=iEKkZH1dOeo>
- New-Adventures in Technology
 - 25 students tested this new program
 - Youth Driver Academy:
 - 103 applied while 75 new drivers attended

Youth Work in Trades Program:

- Approximately 30 students supported in the Work in Trades Programs
- This is an area of growth for our district. We believe we can double this output as many students are working with Red Seal Tradespersons. We need to identify these students and act as a liaison between them and their employer to ensure the paperwork is documented appropriately
- We plan to leverage our WEX Enhancement Grant to build connections and grow the Youth Work in Trades Program in the 2025-2026 school year and beyond. Our community has many red-seal tradespersons and we need to be more purposeful in coordinating students to work with these tradespersons and gain credits and experience while in school.
- The goal of the career department is to establish student portfolio's that track and plan specific career education opportunities that meet the needs and interests of the students. This work needs to become more intentional and targeted rather than exploratory and interest based.