



**EDUCATION AND STUDENT SERVICES COMMITTEE
PUBLIC MEETING
AGENDA**

**Wednesday, November 6, 2024, 6:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

Education and Student Services Committee agendas can be accessed through the following electronic Board Meeting site: <https://pub-sd23.escribemeetings.com/>

The Central Okanagan Board of Education acknowledges that this meeting is being held on the unceded, Traditional Territory of the Okanagan People.

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Presenters:	
Jon Rever, Acting Deputy Superintendent of Schools	
Jordan Kleckner, Director of Instruction - Learning & Innovation	
Jennifer Davis, District Teacher Consultant, Learning & Innovation Team	
Kevin Dent, District Teacher Consultant, Learning & Innovation Team	
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11. ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

December 4, 2024

January 15, 2025

- Feeding Futures Program Report
Director of Instruction - Feeding Futures (R. Ovelson)
- Proposals for Substantive Change

February 12, 2025

April 9, 2025

- Proposals for Board/Authority Authorized Courses

May 7, 2025

- Draft Program Review Cycle & Draft Meeting Schedule 2025-2026
- Refreshed Equity in Action Agreement 2025-2030
Director of Instruction - Indigenous Education and Equity (J. Bruce)

June 4, 2025

REVIEW LEGEND

Level One Review

- District-wide surveys involving all stakeholders
- Focus Groups
- Interviews with key staff and clients

Level Two Review

- Surveys to a representative sample group of stakeholders
- Optional Focus Groups and personnel interviews as appropriate

Level Three Review

- Limited or no surveying and/or interviews to gather informal feedback

12. FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

All meetings start at 6:00 pm.

December 4, 2024; January 15, 2025; February 12, 2025; April 9, 2025; May 7, 2025; and June 4, 2025.

13. MEDIA QUESTIONS

14. ADJOURNMENT



CENTRAL OKANAGAN PUBLIC SCHOOLS - BOARD COMMITTEE REPORT

**Education and Student Services Committee
Public Meeting**

**Wednesday, October 2, 2024, 6:00 pm
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Board of Education: Trustee L. Guderyan, Chair
Trustee A. Geistlinger, Committee Member
Trustee V. Johnson, Committee Member
Trustee W. Broughton
Trustee J. Fraser

Staff: Kevin Kaardal, Superintendent of Schools/CEO (*absent*)
Terry-Lee Beaudry, Deputy Superintendent of Schools (*absent*)
Jon Rever, Acting Deputy Superintendent of Schools
Yvonne Hildebrandt, Executive Assistant (Recorder)

Partner Groups: Lori Dawson Bedard, COTA 1st Vice-President
Jeannette Watson, COPAC Vice-President
Jim Laird, COPVPA Vice-President
Jessica Teasdale, CUPE Executive Member
Mila Kresina, District Student Council Co-President

**The Central Okanagan Board of Education acknowledged that this meeting was being held
on the unceded, Traditional Territory of the Okanagan People.**

AGENDA

October 2, 2024 Committee Agenda – approved as presented.

REPORTS/MATTERS ARISING

Education and Student Services Committee Report – June 19, 2024

June 19, 2024 Committee Report – received as distributed.

RECOGNITION/PRESENTATION/DELEGATIONS

Impact of Bill 40 on Educational Initiatives and Services

Jesse Bruce, Director of Instruction – Indigenous Education and Equity, provided a presentation about the impact of Bill 40 on Indigenous Educational Initiatives and Services. Bill 40 was introduced in November 2023 and is an amendment to the School Act that fulfills commitments in the Declaration Act Action Plan and the BC Tripartite Education Agreement (BCTEA). The changes are intended to support better education outcomes for First Nations and other Indigenous students attending provincial public schools, and more effective relationships between boards of education and First Nations. The changes take a distinctions-based approach and were developed collaboratively with the First Nations Education Steering Committee (FNESC) and reflect consultation with First Nations and Indigenous people throughout BC. Bill 40 includes new First Nation Schools of Choice provisions for First Nations to choose which school First Nation students, who live on reserve, self-governing First Nation lands, or Treaty lands, will attend. The new legislation ensures that First Nations have the option to enter into a Local Education Agreement with Boards of education should the First Nations request it. All school Boards are required to establish and maintain an Indigenous Education Council to support the Board of Education to provide comprehensive and equitable education and support services for all First Nations, Métis and Inuit students and improve Indigenous student outcomes.

Equity in Action Agreement for Truth and Reconciliation 2020-2025 – Fourth Annual Report 2023/2024

Jesse Bruce, Director of Instruction – Indigenous Education and Equity, and Christie Russell, District Vice-Principal of Indigenous Education, presented the Fourth Annual Equity in Action for Truth and Reconciliation Report 2023-2024. The District continues to focus on the goals and priorities of the District's Equity in Action Agreement for Truth and Reconciliation (2020-2025) with a commitment to the shared responsibilities of "Fostering Indigenous student success through the lens of equity" and the belief that "Equity empowers each learner to thrive, holistically."

The Fourth Annual Report is a celebration of the progress during the 2023-2024 school year towards the goals and learning priorities that bring us closer to reconciliation, through the sharing of stories, data, photos, links and QR codes embedded within the report. Year four progress within Policy and Governance, Learning Environment, Pedagogical Core, and Learning Profiles is outlined in the report. A focus on equity is evident through the School Community Learning Plans put forward by A.S. Matheson Elementary, École Bellevue Creek Elementary, Chute Lake Elementary, Ellison Elementary, École Glenrosa Elementary, Oyama Traditional, Pearson Road Elementary, Raymer Elementary, Webber Road Elementary, École Dr. Knox Middle, and École Okanagan Mission Secondary Schools. The Indigenous Education Department progress is shared through the perspective of the Four Food Chiefs. The report reflects the District's commitment towards equitable opportunities for the District's Indigenous, First Nation, and Métis K-12 learners, and towards educational services and supports that meet the needs of all Indigenous students in Central Okanagan Public Schools.

District Digital Device Restrictions

Jon Rever, Acting Deputy Superintendent of Schools, provided a presentation about personal digital device restrictions for students at Central Okanagan Public Schools. In accordance with the new legislation from the Ministry of Education and Child Care that was released in spring 2024, schools across the District have updated their School Codes of Conduct, effective July 1st, to include the restricted use of student personal digital devices during school hours. The Ministry defines this as a restriction, not a ban, on any personal digital device that connects to the internet, Wi-Fi, or cellular data network, and is intended to promote digital wellness, student health and well-being, and support focused learning environments.

The revisions to the School Codes of Conduct are specific to elementary, middle, and secondary schools. At elementary and middle schools, personal digital devices are powered off, secured, and stored bell to bell with no access to the devices during recess or lunch. This rule is not new for elementary schools in the District and has been in place for many years. At the secondary schools, personal digital devices are powered off, secured, and stored during class time, unless instructed by school staff to power on for educational instructional purposes, and are permitted to be used during break and lunch. Students are permitted to use personal digital devices to support accessibility, accommodations, and medical and health needs, or for instructional purposes and digital literacy skills as instructed by the Principal or school staff.

Student use of personal digital devices in schools is a collective responsibility regulated by all members of the school community, including students, parents, and staff. Preliminary observations and reports about the implementation of the restrictions in schools indicate that it has been positively received. Students are responding well to the restrictions, parents have been very supportive, and school staff continue to educate students resulting in positive outcomes.

PUBLIC QUESTION/COMMENT PERIOD

No public present.

COMMITTEE MEMBERS QUERIES/COMMENTS

None.

DISCUSSION/INFORMATION ITEMS

Amended Meeting Schedule for 2024/2025

Jon Rever, Acting Deputy Superintendent of Schools, shared the amended Education and Student Services Committee meeting schedule for the 2024-2025 school year.

ITEMS REQUIRING SPECIAL MENTION

1. The District's Annual Enhancing Student Learning Report 2024 has been submitted to the Ministry of Education and Child Care and is available for viewing on the District website, and everyone is encouraged to read the report.

RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES

None.

ITEMS FOR FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

November 6, 2024

- Proposals for Board/Authority Authorized Courses
- Proposals for Substantive Change

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FUTURE EDUCATION AND STUDENT SERVICES COMMITTEE MEETINGS

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November 6, 2024; December 4, 2024; January 15, 2025; February 12, 2025; April 9, 2025;
May 7, 2025; and June 4, 2025.

MEDIA QUESTIONS

No media present.

ADJOURNMENT

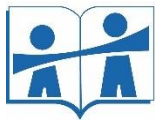
The meeting adjourned at 7:22 pm.

Questions - Please Contact:

Trustee Lisa Guderyan, Chair at Lisa.Guderyan@sd23.bc.ca

Jon Rever, Acting Deputy Superintendent of Schools at 250-470-3225 or Jon.Rever@sd23.bc.ca

Lisa Guderyan, Chair



Memorandum

Date: November 1, 2024
To: Education and Student Services Committee
From: Jon Rever, Acting Deputy Superintendent of Schools
Information Item: Numeracy Update

1.0 RELEVANT BOARD MOTION/DIRECTION

September 25, 2024 Public Board Meeting – Main 24P-096

THAT: The Board of Education receive and approve the Annual Enhancing Student Learning Report 2024, as presented at the September 25, 2024 Public Board Meeting.

CARRIED

2.0 BACKGROUND

The Board of Education Strategic Plan 2021 -2026 specifies the purpose of Central Okanagan Public Schools is:

"To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community".

The strategic focus for all students K - 12 is indicated in the District's Overarching Goal:

"Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens".

To achieve the goals for student learning, the Strategic Plan outlines four research-based strategic directions that guide the District's coherent instructional guidance system for school leaders and educators. The Strategic Directions include: Equity and Excellence in Learning, Transformative Leadership, Family and Community Engagement and System Wellbeing. Each strategic direction outlines the systems, strategies and structures that guide the work of educators to realize the goals and outcomes for students specified in the strategic plan.

3.0 INFORMATION STATEMENT

The analysis of provincial assessment data indicating students' proficiency in numeracy supports the District priority to focus on improving student's foundational skills in numeracy across all grade levels. In the 2024/2025 school year, the District will enhance assessment and support for students in priority populations to reduce performance differences. In addition, the District will focus numeracy development efforts on students in middle and secondary schools with particular attention on students in priority populations.

Interpretation of Provincial Numeracy Assessment Data

Over the past 6 years, the provincial Numeracy Assessment data as measured on the Foundation Skills Assessment and Graduation Numeracy Assessment indicates an average of 50% of students across all grade levels are on-track/extending or proficient in Numeracy. This is 5% below the provincial average for all students in all grade levels.

The 6-year trend in numeracy proficiency as students progress from grade 4 to grade 12 is "U-shaped". On average, proficiency in numeracy for students in grade 4 is 70%. This drops to 52% for students in grade 7 and decreases to 29% for students in grade 10.

The disaggregation of numeracy proficiency data for priority populations (Indigenous students, students with disabilities and diverse abilities, and children and youth in care) follows a similar "U-shaped" pattern as these students progress from grades 4 to grade 12. Furthermore, the numeracy proficiency data for students in priority populations continues to reveal differences in levels of proficiency for students in these populations when compared to the proficiency of all students. Students in priority populations in Central Okanagan Public Schools tend to demonstrate lower levels of proficiency in numeracy when compared to provincial averages.

Local Numeracy Performance Data – Analysis, Trends and Patterns

Student performance trends and results on provincial numeracy assessments are consistently lower than local classroom assessments and student report card results in numeracy and mathematics courses. Analysis of local numeracy data indicates a greater percentage of students meeting or exceeding curricular standards in numeracy and mathematics across all grade levels and populations as reported in the annual Superintendent of Schools/CEO Report on Student Achievement in 2023 and 2024.

4.0 ACTING DEPUTY SUPERINTENDENT'S COMMENTS

The District has developed robust student achievement data systems to continuously track, monitor and report on the numeracy development of each child as they progress from K – 12. The District recognizes that students' numeracy proficiency has been lower than provincial averages for a number of years and has become an area of focus for school administrators and classroom teachers. There have been significant investments in District Numeracy support teams, teacher professional development and Numeracy assessment resources.

5.0 NEXT STEPS

The following actions represent the District's commitment to Numeracy development for all students K - 12:

- Middle School Numeracy Assessment Grade 6 – 8 (Pilot)
- Continued investment into STEM (science, technology, engineering, and mathematics) related learning opportunities such as robotics, cybersecurity, expo of awesome, and environmental science learning opportunities
- District Early Learning, Instructional Leadership and Technology Learning Team support with direct services to schools
- Equity in Action Agreement for Truth and Reconciliation 2020 – 2025, Equity in Action Annual Reports to the Board of Education, How Are We Doing Reports
- Indigenous Advocates, Tutors, Wellness Workers and Indigenous Information Management System
- Inclusive Education Team and Competency Based Individual Education Plan
- Continue teacher professional learning with the Middle Level Numeracy Assessment Network
- Focus Instructional Leadership Team support for school-based administrators and teachers focused on numeracy pedagogy and instructional practice
- Continue to provide training for administrators and teachers in the use of student performance analytical tools that inform instruction (EdPlan Insight)

6.0 APPENDICES

- A. [District Strategic Plan 2021 - 2026](#)
- B. [SD23 Enhancing Student Learning Report September 2024](#)



Central Okanagan
Public Schools

Together We Learn

STRATEGIC PLAN 2021-2026

Equity. Empathy. Honesty.
Respect. Responsibility.





OUR VISION

Together We Learn



OUR PURPOSE



To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

OVERARCHING GOAL

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.





HOW WILL WE MEET OUR GOAL?

1. Equity and Excellence in Learning
2. Transformative Leadership
3. Family and Community Engagement
4. System Wellbeing

EQUITY & EXCELLENCE IN LEARNING

We believe equity empowers each learner to thrive holistically. We also believe that each learner achieves excellence in learning when they have the confidence and competencies to pursue their passions and strengths.

We will achieve this through:

1. Inclusive Learning Cultures
2. Intentional Design of Learning
3. Collaborative Professionalism



INCLUSIVE LEARNING CULTURES



- Value the unique identities and diverse contributions of each learner.
- Build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community.
- Engage family and community as integral partners in the creation of meaningful, purposeful, and relational learning.

INTENTIONAL DESIGN OF LEARNING



- Reflect the belief that each learner is capable, competent, and full of curiosity.
- Empower each learner and co-create experiences from their questions, passions, and interests.
- Design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies.

COLLABORATIVE PROFESSIONALISM



- Implement effective job-embedded professional learning opportunities.
- Utilize inquiry approaches to build cultures of reflective and culturally responsive practices.
- Cultivate networks that foster shared understandings in order to grow our collective efficacy and adaptive expertise.

TRANSFORMATIVE LEADERSHIP

We believe in an ever-changing world, transformative leadership is a powerful catalyst for continuous improvement and growth that positively impacts our system, each school community, and ultimately each learner.

We will achieve this through:

1. Coherence Around Powerful Transformative Leadership
2. Leaders' Agency as Learners
3. Collaborative Leadership Networks



COHERENCE AROUND POWERFUL TRANSFORMATIVE LEADERSHIP



- Create shared understanding around powerful teaching and learning so that innovative and sustainable learning environments can continue to be built.
- Use evidence and research to guide decisions, routines and practices that support all learners.
- Embed Indigenous ways of learning and knowing.

LEADERS' AGENCY AS LEARNERS



- Connect leaders to reflective professional learning that responds to the needs of their community.
- Use inquiry to support continuous professional learning that responds to the needs of all leaders and learners.
- Understand how our values and beliefs impact our mindsets, routines, and practices as leaders.

COLLABORATIVE LEADERSHIP NETWORKS



- Connect leaders within an inclusive culture of trust, inquiry, innovation, and exploration.
- Share new learning from research and practice to deepen collective understanding and knowledge.
- Establish systems to set goals, examine progress, and analyze learning targets for continuous improvement and growth.

FAMILY AND COMMUNITY ENGAGEMENT

We honour the knowledge and experience that families and the community bring to our schools. By partnering together to improve student learning, opportunities for deep and meaningful engagement will emerge that supports, enriches, and nurtures each child in our care from cradle to career.

We will achieve this through:

1. Authentic and Generative Family and Community Engagement
2. Value Added Community Partnerships
3. Assurance in Public Education



AUTHENTIC AND GENERATIVE FAMILY AND COMMUNITY ENGAGEMENT



- Focus on student learning and school improvement through relational trust.
- Engage families early and often as partners alongside the school, strengthening the school and family's capacity to support their child's education and growth at any age.
- Ensure opportunities to guide and provide mutual input on important decisions and planning.

VALUE ADDED COMMUNITY PARTNERSHIPS



- Nurture culturally responsive, reciprocal relationships over time, benefitting each child, each school, and the greater community.
- Co-create opportunities to enrich student learning out in the community and alongside educators in schools.
- Build collective efficacy with organizations to enhance student supports and wraparound services.

ASSURANCE IN PUBLIC EDUCATION



- Develop a welcoming culture built on relationships, mutual trust, openness, and transparency.
- Effectively communicate with families and partners.

SYSTEM WELLBEING

We believe in sustainable practices that provide support to each learner today without compromising or reducing the ability to support each of our learners in the future. Moving forward, in a culture of growth, innovation, engagement and wellness, ensures that we can adapt to changing environments while continuously supporting each of our learners.

We will achieve this through:

1. Innovative and Sustainable Operating Practices
2. A Culture of Staff Wellness and Engagement
3. Effective Use of District Resources



INNOVATIVE AND SUSTAINABLE OPERATING PRACTICES



- Utilize environmentally sustainable practices.
- Empower a culture of innovation and continuous improvement.
- Support equitable access to sustainable, inspirational learning opportunities.

A CULTURE OF STAFF WELLNESS AND ENGAGEMENT



- Ensure a culture of health and safety.
- Implement wellness initiatives for all staff.
- Increase staff engagement by empowering employees and fostering supportive relationships.

EFFECTIVE USE OF DISTRICT RESOURCES



- Allocate resources, equitably, to ensure the greatest impact to student learning.
- Achieve optimal value from District resources.
- Advocate for predictable, sustainable, and sufficient funding.

GLOSSARY OF TERMS



GLOSSARY OF TERMS



Adaptive Expertise: Constantly seeking new learning and understanding, actively exploring alternative solutions, thinking evaluatively and checking impact, and welcoming different perspectives.

Co-creation: A form of collaborative innovation: ideas are shared, developed and improved together.

Collective Efficacy: A shared belief that we can positively influence student outcomes and improve student learning each day through collective actions. Collective efficacy is evident when everyone sees themselves as part of a team working for students.

Core Competencies: Sets of intellectual, personal, and social and emotional proficiencies that all students need to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens. The BC Ministry of Education core competencies are: Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility.

GLOSSARY OF TERMS



Culturally Responsive: Research-based approach that makes meaningful connections between what students learn in school and their culture. Being culturally responsive encourages students to feel a sense of belonging and helps create a safe place where they feel respected, heard, and empowered.

Job-embedded Professional Development: To provide authentic, contextualized opportunities for staff to engage in inquiry learning that is grounded in day-to-day practice and is designed to enhance practices with the intent of improving performance.

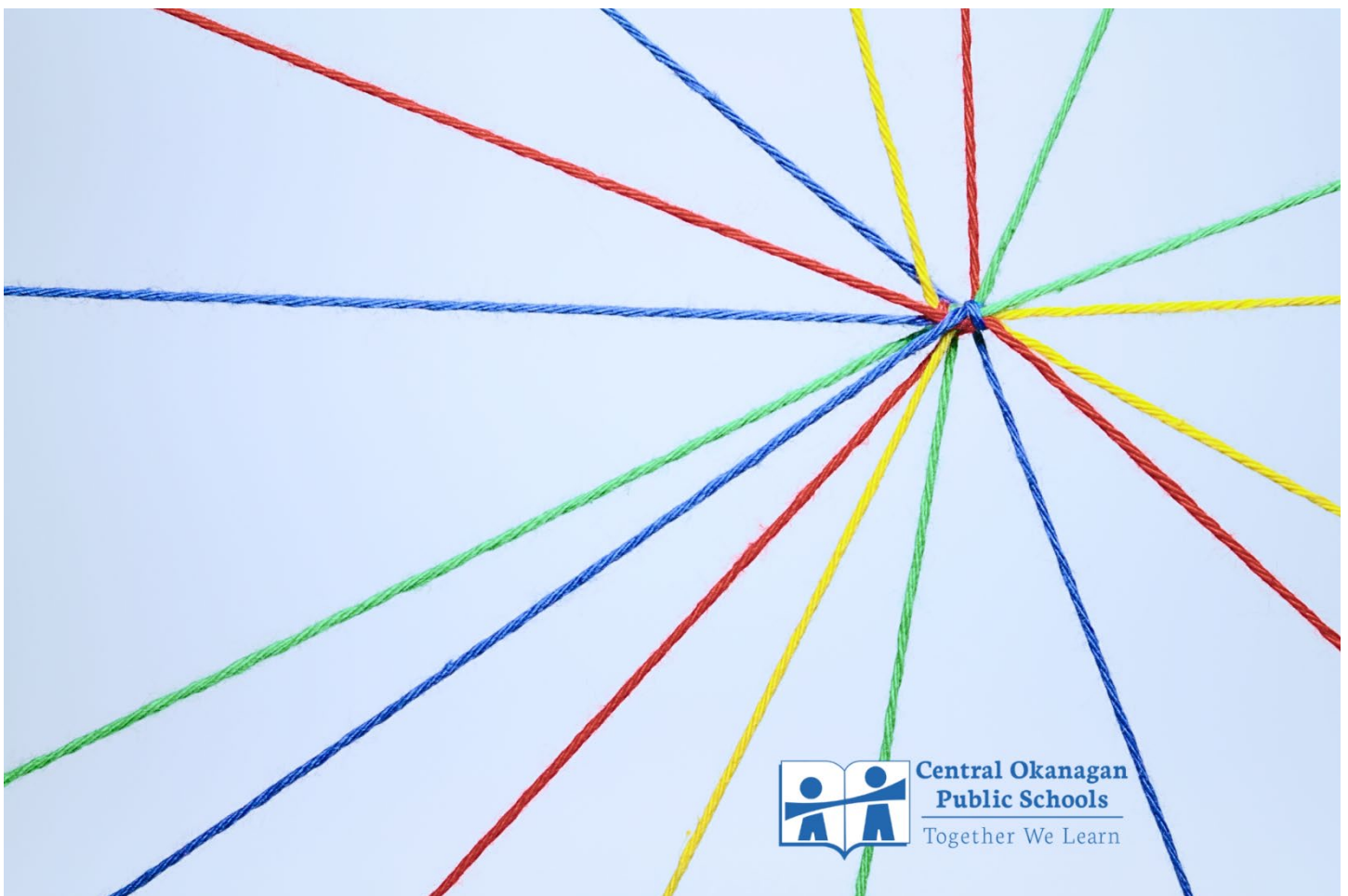
Learning agency: The capacity to set a goal, reflect, and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. (www.oecd.com)

Thrive Holistically: Each learner is nurtured to be cultural, confident, and courageous.

Enhancing Student Learning Report

September 2024

In Review of Year 4 of Board of Education Strategic Plan 2021 - 2026



Approved by the Board of Education on September 25, 2024

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Planning and Adjusting for Continuous Improvement

Introduction: District Context

Central Okanagan Public Schools is situated in the Okanagan Valley on the unceded, traditional territory of the Okanagan Syilx peoples. We are proud to provide educational services to over 235,000 citizens living in 4 municipalities (Peachland, West Kelowna, Kelowna, Lake Country), Westbank First Nation and the Regional District of Central Okanagan.

We are the 5th largest school district in British Columbia serving over 25,500 students and their families in 50 school sites: 32 elementary, 8 middle, 5 secondary, 1 alternate school, 3 learning centers and 1 online learning. In addition, we support early learners in 8 StrongStart Centres, 15 pre-school partnerships, 7 new Childcare Centres and 31 afterschool childcare programs located on school sites.

Central Okanagan Public Schools employs a workforce of 4,495 people comprised of educators and support staff that provide operations, learning and support services to an increasingly diverse population of students. During the 2023-2024 school year, 3,169 students (K-12) identified as Indigenous (First Nations, Métis or Inuit) from 61 Bands and territories representing over 13% of the District's student population.

The globalization of local schools has been growing each year in response to world events and the growth of the local community. During the 2023/2024 school year, Central Okanagan Public Schools welcomed and supported 2,604 new and returning immigrant children and their families from 67 countries in addition to 555 international students from 28 countries.

We are dedicated to creating inclusive and equitable learning environments through our work supporting 3,430 students with disabilities and diverse-abilities and 1,552 students that are English language learners.

Current Strategic Plan Priorities 2024 - 2025

The Purpose of Central Okanagan Public Schools is:

"To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community".

The Strategic Focus for all students is indicated in the District's Overarching Goal:

"Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens".

The Central Okanagan Public Schools 2021 – 2026 Strategic Plan identifies 4 Strategic Directions that represent a coherent instructional guidance system for school leaders and educators that brings alignment and coherence to a shared vision for learning for each student. The Strategic Directions include: Equity and Excellence in Learning, Transformative Leadership, Family and Community Engagement and System Wellbeing.

Equity and Excellence in Learning – Priorities for 2024 - 2025

We believe equity empowers each learner to thrive holistically. We also believe that each learner achieves excellence in learning when they have the confidence and competencies to pursue their passions and strengths.

For the 2024/2025 school year, we will continue to prioritize creating inclusive learning environments in our schools, build our capacity to support the intentional design of learning, and encourage collaborative professionalism amongst educators through focussed learning networks.

In addition, we will continue to nurture and develop a broad range of value-added community partnerships that include local First Nations, municipal governments, post-secondary institutions, child and youth mental health organizations, Interior Health, community businesses, and the early learning and childcare community. For the 2024-2025 school year, the following will be a priority:

- Develop and implement policies, systems and structures to support the use of artificial intelligence technologies that enhance student learning.
- Expand Dual Credit, Industry Credential and Connect programs, and Advanced Placement options for students.
- Develop curriculum and learning opportunities to enhance environmental and climate education at all grade levels.
- Continue to enhance Early Learning and Child Care Partnerships.
- Continue to improve students' foundational skills in literacy and numeracy with an expanded focus at the middle school level.
- Continue to support student mental health in partnership with ARC Programs, Child & Youth Advocacy Centre, The Foundry and Child & Youth Mental Health (CYMH).
- Implement Bill 40 and the establishment of an independent Indigenous Education Council.
- Continue the collaboration with UBCO Co-Curricular-Making: Honouring Indigenous Connections to Land, Culture, and the Relational Self.

Our work on family and community engagement is founded on a welcoming culture built on relationships, mutual trust, openness, and transparency. Our community partners play a critical role in supporting our students and their families in our care. Through this work we strive to ensure public assurance in our schools.

Equity in Action for Truth and Reconciliation

The District is entering its fifth year of the 2020-2025 Equity in Action for Truth and Reconciliation Agreement. The focus has been on creating equitable opportunities for Indigenous learners, including:

- Implementing Bill 40 and supporting the transition to an independent Indigenous Education Council
- Prioritizing targeted interventions and community supports for Indigenous early learners
- Broadening culturally responsive interventions as an alternative to students on suspensions or adjusted school schedules
- Implementing Year Three of Westbank First Nation and Central Okanagan Public Schools Local Education Agreement (2022-2027)

- Implementing Year Five of the Social Sciences and Humanities Research Council (SSHRC) Grant Project: Co-Curricular Making: Honouring Indigenous Connections to Land, Culture and the Relational Self
- Exploring pathways for Indigenous youth to be role models for younger Indigenous students
- Collaborating with school teams to develop Indigenous student transition plans from elementary to middle schools that are culturally responsive
- Continuing to expand and support Indigenous Academies, Land-Based Learning Programs, Indigenous Language, Art and Leadership courses
- Continuing to support and expand Indigenous Advocates, Tutoring and Wellness supports for Indigenous students and families
- Continuing to use the Indigenous Student Information Management System to track, monitor and report on services to support all Indigenous students. Continue to monitor attendance and collaborate with parents/caregivers, community members, and school teams to co-create individual support plans that focus on increasing student connectedness and engagement in learning
- Establishing a collaborative process with the Indigenous Education Council to refresh the five-year Equity in Action for Truth and Reconciliation Agreement.

Continued Focus on Foundational Skills at All Grade Levels

The analysis of provincial assessment data indicating students' proficiency in literacy and numeracy supports the District priority to focus on improving student's foundational skills in numeracy across all grade levels. In the 2024/2025 school year, the District will enhance assessment and support for students in priority populations to reduce performance differences. In addition, the District will focus literacy development efforts to students in middle and secondary schools with particular attention on students in priority population

Enhancing Student Learning by Supporting Employee Health and Wellbeing

The Board of Education is committed to sustainable practices that provide support to each learner today without compromising or reducing the ability to support each of our learners in the future. Moving forward, a culture of growth, innovation, engagement and wellness, ensures that we can adapt to changing environments while continuously supporting each of our learners. This is achieved by encouraging a culture of staff wellness and engagement.

In the Fall of 2024/2025, the District will be launching a multi-year Employee Workplace Wellness project to better understand the current state of staff wellness and engagement as a strategic direction to enhance student learning by supporting employee health and well-being.

Looking Back on the Year: Effectiveness of Implemented Strategies

Aligned with the District's Overarching Goal for learners to develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens, the following strategies have had notable impacts on improving student learning outcomes during the 2023-2024 school year.

The District strategically plans for student success in 4 broad stages:

1. Ready to Learn
This includes supporting students with food, Social Emotional Learning development, Inclusive Education supports, Indigenous Education supports for Truth and Reconciliation, and social justice initiatives so that students feel safe, aren't hungry, can regulate, receive the help they need, and can see themselves and their history reflected in our schools with dignity, purpose and options.
2. Learning foundational, personal and core curricular competencies.
3. Fostering student agency so that learners can apply their Foundational Skills and core Competencies by inquiring in areas of learner interest.
4. Helping Graduates Transition – focusing on graduation paths – dual credit, Advanced Placement, Industry Connect and specialty Academies.

Recognizing, Celebrating, and Documenting Evidence of Student Learning

Evidence of ongoing student learning and success is documented and shared with the community in the following ways:

- Superintendent of Schools/CEO Weekly Newsletter
- Board of Education – Inside 23 Presentations
- Together We Learn Quarterly Publication
- District, school, department/program websites and monthly newsletters
- Student Learning Stories (Instructional Leadership Website)
- School Community Student Learning Plans, Conversations, and Forums

Equity in Action for Truth and Reconciliation Agreement

The District's 2020-2025 Equity in Action for Truth and Reconciliation Agreement is in its fifth year of implementation. The focus has been on creating equitable opportunities for Indigenous learners. See the details of this work outlined on page 9 of this document.

Insights into the 6-Year BC Resident Completion Rate

The steady increase of the 6-Year BC Resident Completion Rate for Indigenous students is the result of goals and actions set out in the Equity in Action for Truth and Reconciliation Agreement and the Local Education Agreement working in partnership with members of the Indigenous Education Department, the Indigenous Education Council and local First Nations.

The Indigenous 6-Year Completion Rate has consistently increased over the past 5 years to 81% of Indigenous students earning their Dogwood Graduation Diploma in 2022 - 2023. This is 6.5 % above the provincial average.

The District's graduation results are enhanced by District Career Life Programs team that provide learning experiences through a variety of academic, apprenticeship, trade and post-secondary dual credit programs in partnership with BCIT, Okanagan College, the Justice Institute of BC, UBC Okanagan, Advance Placement, Industry Connect and the BC Industry Training Authority Secondary School Apprenticeship Program. Career Life Programs offers 38 different industry certified dual credit programs to support students in trades, apprenticeships and academic post-

secondary programs. These programs provide opportunities for high school students to start a post-secondary program while completing their high school graduation.

Over the past 5 years, the 6-Year BC Resident Completion Rate has increased 3.1% from 91.4% to 95.5%. The District's most recent 6-Year Completion rate is 3.7% above the provincial average. When the District includes students that successfully complete their Dogwood Diploma or Evergreen Certificate, the 6-Year Completion rate is 96.9%

K – 3 Early Learning and Literacy Performance

Over the past several years, the District's Early Learning and Instructional Leadership Teams have supported primary teachers in the development of pedagogies that improve student outcomes in literacy. Reading performance data from the locally developed Early Learning Profile Literacy Assessment indicates that 85% of grade 3 students have met grade level reading outcomes for the past 5 years.

Advancing Learning and Innovation in Schools

The Strategic Plan aligns the work of District educational leadership teams working alongside school administrators and classroom teachers to support innovation and responsive pedagogical change in schools. During the 2023-2024 school year, the District implemented the following new innovative learning environments in schools. The District offers 31 Advanced Placement courses across 5 secondary schools. An example of innovation is the Advanced Placement Capstone inquiry program, Passion to Act. This program resulting in Central Okanagan Public School students being selected to present to world leaders at the COP28 Summit in Dubai. Other examples of innovation include:

- four schools were selected to participate in the Organisation for Economic Co-operation and Development (OECD) Schools+ Global Network.
- Two Central Okanagan Public Schools were selected to contribute to the School+ Network collection of innovative practices.
- One elementary school is participating in Andy Hargreaves international research on critical thinking and play.
- The first middle school "Take a Hike" program in the province.

Central Okanagan leaders and educators are also participating with Michael Fullan and select districts across Canada at actioning the advent of Artificial intelligence in schools.

Social Emotional Learning and Mental Health Outcomes

Central Okanagan Public Schools continues to make significant investments in social emotional and mental health supports in schools to increase direct services to students and their families. During the 2023-2024 school year, the District redesigned the traditional school-based student support model in elementary schools to a multi-disciplinary Inclusive Teacher model that combines the expertise of support teachers to enhance supports for all students. To supplement in-district mental health services, the District partners with the following community agencies to provide mental health support services to students in Central Okanagan Public Schools:

- Child & Youth Mental Health Association - The Foundry - Kelowna
- The Child & Youth Advocacy Centre

- ARC Programs
- Central Okanagan Family Hub (Pearson Road Elementary) and Kelowna Community Resources

Supporting All Students to be Ready for Learning

Central Okanagan Public Schools is a research-based, evidence informed organization that continuously learns, adjusts, and adapts to meet the learning needs of an increasingly diverse population of students.

The District continues to experience increasing growth of students representing priority populations. During the 2024 – 2025 school year, Central Okanagan Public schools will support over 8,500 students in priority populations. The number of students represented in priority populations is 33% of the overall student population.

The internationalization of local schools is accelerating with the growth of the community. During the 2023/2024 school year, Central Okanagan Public Schools welcomed and supported 917 new children and their families through the District Welcome Centre increasing the total to 2,604 new and returning immigrant children from 67 countries.

The number of students who are English Language Learners (ELL) has increased by 1,246 students over the past 5 years from 674 to over 1,920 because of “New to Canada” families moving into communities in the Central Okanagan. This has created a significant need for additional classroom supports particularly to students that are English Language Learners.

In addition to meeting the needs of all learners, the increasing in costs of living is having a significant impact on many families to provide the necessities for their children. To ensure students are ready to learn each day, the District continues to provide support to children and families in need through the Student Family Affordability Fund and the Feeding Futures Program focused on food security for all students. Central Okanagan Public Schools feeds over 2,200 students every day.

On-Going Educational Program Evaluation

To assess the effectiveness of strategic educational programs on student learning outcomes, the District conducts regular evaluations of educational programs on a 3-Year Cycle. Evaluations are categorized into levels that represent the scope of engagement with partner groups and community. The District recently conducted formal evaluations for the following educational programs:

- Inclusive Education Programs
- Career Life Programs

The results of educational program evaluation are reported to the Board of Education to inform progress of the strategic plan.

Existing and/or Emerging Areas for Growth

In response to the analysis of patterns and trends of student performance evident in local and provincial assessment data, Central Okanagan Public Schools has identified the following existing and emerging areas growth to improvement outcomes for students for the next several years:

- Numeracy pedagogies, assessment, and instructional practice at all grade levels.
- Literacy pedagogies, assessment, and instructional practice at middle schools.
- Continue to focus resources to address achievement differences for students in priority populations (Indigenous students, students with disabilities and disabilities and children and youth in care)
- Learning opportunities and experiences that support and encourage student transition to post-secondary education after graduation.

Ongoing Strategic Engagement

Central Okanagan Public Schools employs multiple strategic engagement strategies for continuous improvement to ensure that members of our community have opportunities to participate in processes to analyze, interpret and understand student achievement data.

Central Okanagan Framework to Enhance Student Learning (COFESL)

The Central Okanagan Framework to Enhance Student Learning was designed and co-created with partner groups to meet the requirements of the Ministry of Education and Child Care's Policy for Student Success, achieve the District's Overarching Goal and bring alignment and coherence across all 50 schools. The framework is founded on the OECD 7 Principles of Learning, First People's Principles of Learning, and advances a coherent instructional guidance system focused on the development of the pedagogical core as the fundamental process to achieve excellence and equity for each learner.

The COFESL consists of 4 district-wide structures that provide opportunities for members of the District and school community to come together and engage in meaningful conversations about the current state of student learning and plans to enhance learning in the future.

School Community Student Learning Plans

Guided by the Spirals of Inquiry process developed by Drs. Judy Halbert and Linda Kaser, school leaders engage students, staff, and parents/guardians in a scanning process to collect and analyze evidence of student learning which is used to co-create school student learning priorities/goals. The School Community Student Learning Plans represent an ongoing inquiry process designed to engage members of the school community in a continuous improvement process.

School Community Student Learning Plans meet the requirements of the School Act and the Ministry's Student Success Policy and are approved by the Board of Education annually.

Family and Community Engagement

Previously, Community Learning Forums were hosted in each Family of Schools. The forum was a strategic engagement process designed to bring together parents/guardians, students, educators, and community members to engage in conversations about the current state of student learning and plans to enhance learning in the future.

While the Forums had beneficial outcomes for the people that participated, they did not result in the type of community and parent participation that is needed to positively influence student learning.

In response, the District has become a collaborator in the Brookings Global Family Engagement in Education Network to learn how to redesign our family engagement strategies. Working with the Central Okanagan Parent Advisory Council, the District will develop a plan to redesign our parent engagement strategy.

School Community Student Learning Conversations

Once every 3 years, each of the 50 schools in the District participate in a School Community Student Learning Conversation engagement process. The School Community Student Learning Conversation (SCSLC) process includes Trustees, District staff, parents, students, and members of the school community and is designed to engage team members in deeper conversations about the current state of student learning and plans to enhance learning in the future.

The SCSLC is led by the school Principal in collaboration with members of the school community designed to validate the status of student learning through evidence of learning that include observations, conversations, and artifacts. Through collaborative dialogue about the pattern and trends of student learning outcomes, the team identifies potential areas for continuous improvement of student learning. The SCSLC process is a valuable opportunity for school teams to authentically engage members of the school community to listen and learn about potential areas to improve student learning.

Learning Plan Reflection and Board Approval Process

Each year, Assistant Superintendents engage school Principals and their teams in a reflection process to assess progress of school student learning priorities identified in their School Community Student Learning Plans. The reflection process identifies evidence of student learning that indicates the impact of strategies and structures on student learning outcomes and progress towards student learning goals.

In the 2024-2025 school year, all school Principals will use ThoughtExchange to engage their school community in a reflection of the School Community Student Learning Plan and the school student learning priorities. This data will inform the reflection process facilitated by the Assistant Superintendent.

The data from the reflection process is collated, summarized and reported to the Board at a public meeting to inform the approval process of school plans for the upcoming school year.

Board and District Committees

Central Okanagan Public Schools supports the strategic engagement of students, parents/guardians, staff, education partners, Indigenous Rightsholders and Indigenous peoples through a variety of Board, District and Indigenous Community committees focussed on enhancing learning experiences of students. These include:

Board Committees:

- Education and Student Services Committee (Monthly)
- Finance and Planning Committee (Monthly)

Superintendent of Schools/CEO Committees:

- District Student Council (Monthly)
- District Human Rights Committee (Monthly)
- District Health Promoting Schools Committee (Monthly)

- District Early Years Partnership Committee (Monthly)
- District Safe Schools Community (Quarterly)

Parent Committees:

- Central Okanagan Parent Advisory Council (Monthly)
- Partners for Inclusive Education (Quarterly)

Committees publish agendas and reports/minutes of meetings. This information is collated and informs progress towards strategic goals and continuous improvement planning.

Adjustment and Adaptations: Next Steps

The District regularly collects, monitors, and analyzes student performance data and evidence of learning. Central Okanagan Public Schools continuously adjusts and adapts strategies and structures in response to patterns and trends that provide insight into student learning needs. The District will be making the following adjustments and adaptation for the 2024 – 2025 school year:

Aligning Systems and Structures to Deepen Coherence

- Assess progress of School Community Student Learning Plan priorities and align professional learning for school leaders
- Align the District’s financial and operational plans to support the priorities for 2024-2025
- Assess the progress of year four of the Equity in Action for Truth and Reconciliation Agreement
- Develop and deliver professional learning series to Inclusive Teachers and school-based teams
- Implement the revised Early Learning Profile and Assessment for K – 3
- Implement a District Numeracy Assessment for Grades 6 – 8

Advancing Equity in Action for Truth and Reconciliation

- Continuing to support inter-cultural competency learning for staff and students
- Prioritizing targeted interventions and community supports for Indigenous early learners
- Broadening culturally responsive interventions as an alternative to students on suspensions or adjusted school schedules
- Implementing Year Three of Westbank First Nation and Central Okanagan Public Schools Local Education Agreement (2022-2027)
- Completing Year Five of the Social Sciences and Humanities Research Council (SSHRC) Grant Project: Co-Curricular Making: Honouring Indigenous Connections to Land, Culture and the Relational Self
- Exploring pathways for Indigenous youth to be role models for younger Indigenous students
- Collaborating with school teams to reimagine Indigenous student transition plans with next year’s focus on culturally responsive transitions from elementary to middle schools
- Continuing to monitor Indigenous student attendance and collaborate with parents/caregivers, community members, District Advocates, and school teams to co-create individual support plans that focus on increasing student connectedness and engagement in learning to improve attendance and student satisfaction levels with their school experience

Improving Student Numeracy Outcomes for all Students

- Continue teacher professional learning with the Middle Level Numeracy Assessment Network
- Implement and pilot a local K – 9 competency-based numeracy assessment
- Focus Instructional Leadership Team support for school-based administrators and teachers focussed on numeracy pedagogy and instructional practice
- Continue to provide training for administrators and teachers in the use of student performance analytical tools that inform instruction (EdPlan Insight)
- Graduation Outcome:
 - Careers Dual Credit Expansion (30 programs)
 - Advocates – support
 - Tutors
 - WHEELS Program
 - Counsellors at Secondary Schools
 - Gateway Program – priority students receiving advanced credit at Okanagan College'

Alignment for Successful Implementation

Central Okanagan Public Schools is a research-based, evidence informed organization that continuously learns, adjusts, adapts and responds to the diverse learning needs of students and staff in a complex, interdependent learning ecosystem.

The system is focussed on deepening understanding of pedagogy and the pedagogical core as the foundation of a coherent instructional guidance system designed to achieve equity and excellence for each learner.

This work is guided by educational researchers and thought leaders from around the globe. During the 2024–2025 school year, District and school education leaders will engage in common professional learning that is guided by the following:

- The Science of Change – John Kotter
- Wayi Wah! Indigenous Pedagogies – An Act for Reconciliation and Anti-Racist Education 2022, Jo Crona
- Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation, Shane Safir and Jamila Dugan, 2021
- Family and Community Engagement – Centre for Universal Education Brookings Global Family Engagement in Education Network
- The Nature of Learning: Using Research to Inspire Practice, OECD, 2021

As we continuously learn together, the District will continue to invest in system-wide resources and structures to align professional learning with the District Strategic Plan and deepen coherence and understanding of pedagogies that enhance student learning to create equity and excellence for all learners. During the 2024-2025 school year, the District will:

- Deliver a Competency-Based Learning Leadership Development Program focused on leading responsive and innovative change in schools
- Support District educational leadership teams that provide direct services to schools
- Facilitate and contribute to local, Provincial and global professional learning networks

Appendices

Section A - Reflecting on Student Learning Outcomes

Equity in Action Agreement for Truth and Reconciliation 2020-2025 4th Annual Report

Superintendent of Schools/CEO Report on Student Achievement 2024

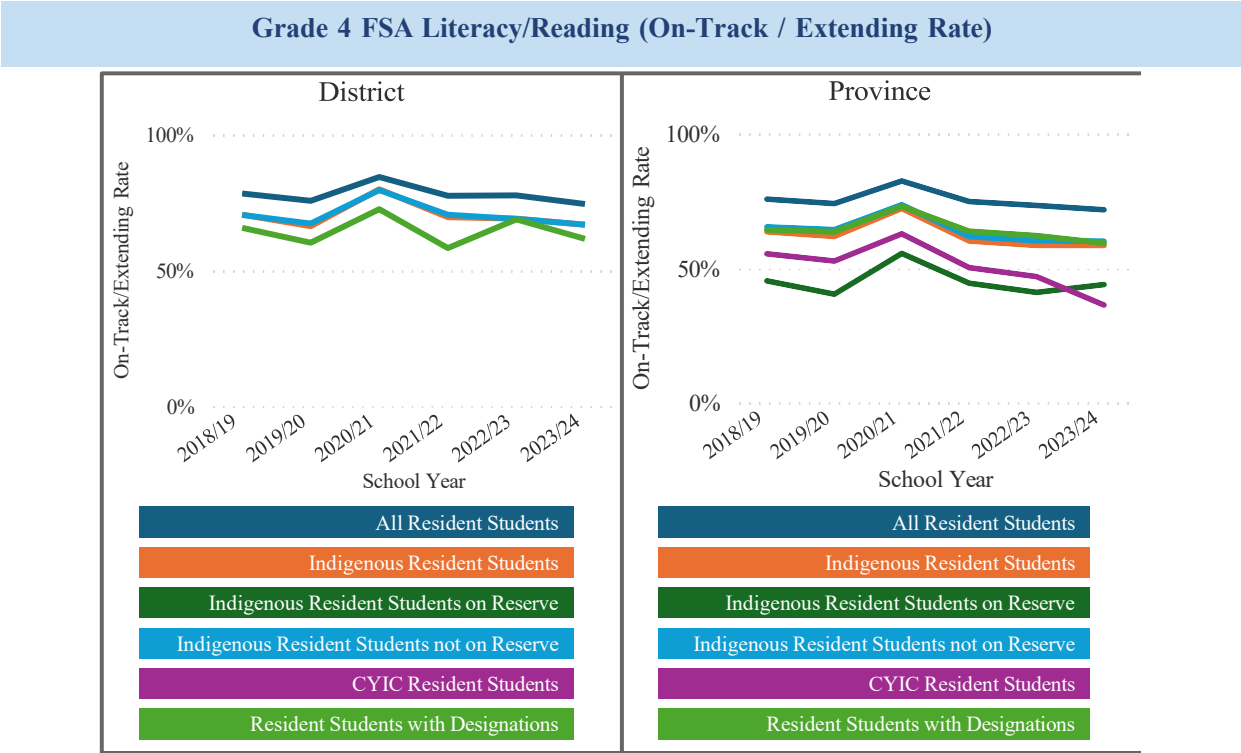
District Strategic Plan 2021-2026

Section A: Reflecting on Student Learning Outcomes

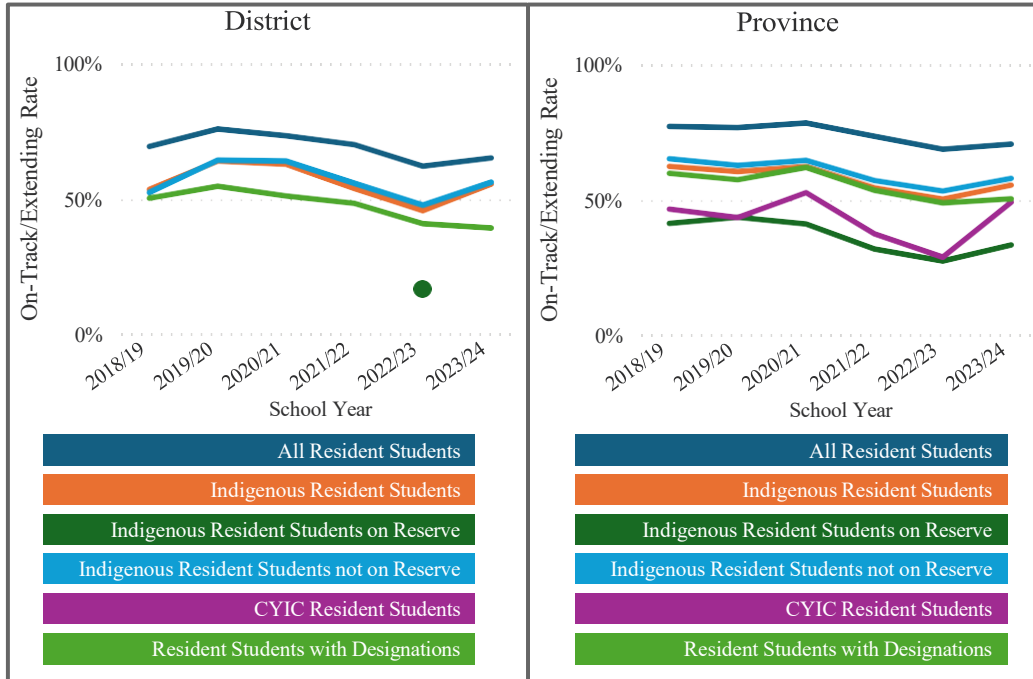
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

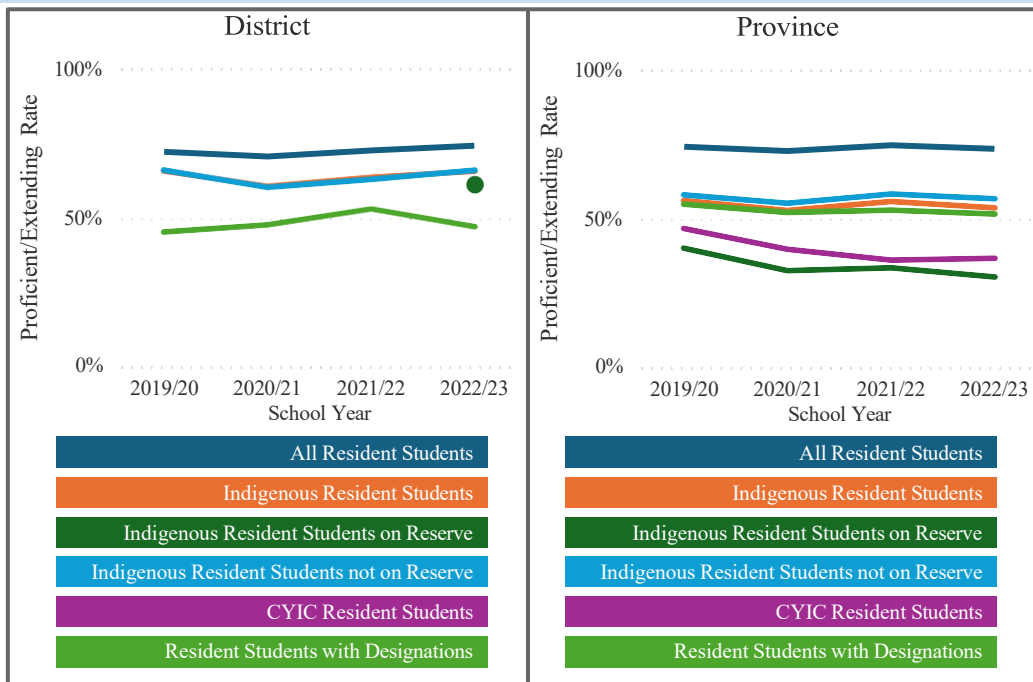


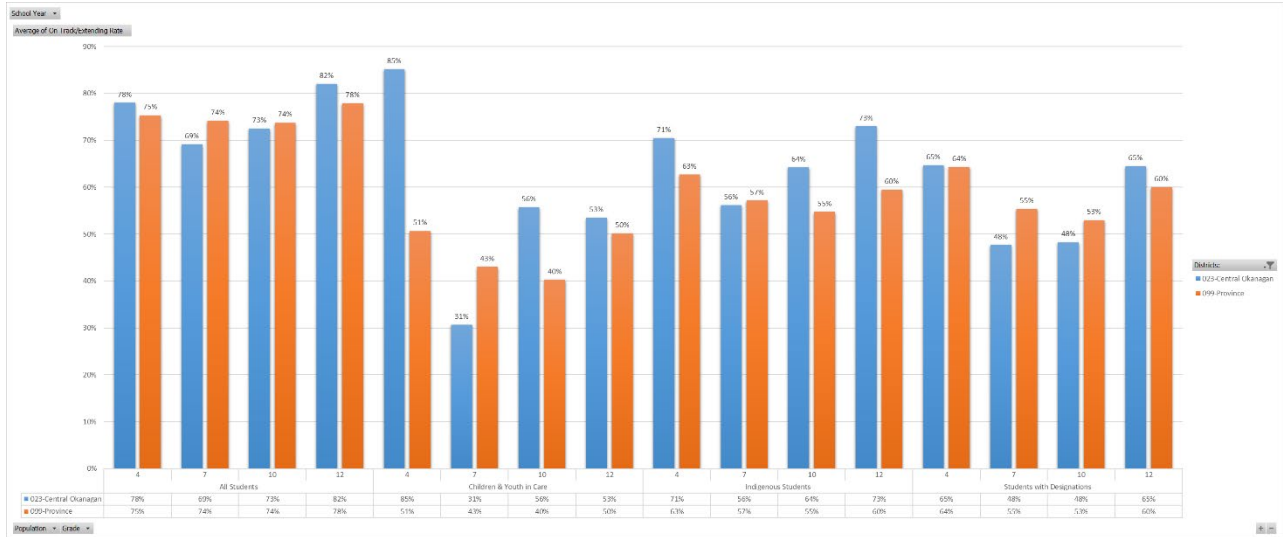
Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)





Analysis and Interpretation

Educational Outcome 1: Literacy

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

Evidence – Foundation Skills Assessment (FSA)

Analysis – Patterns and Trends Grade 4 Literacy/Reading

- In the most recent school year, 74% of grade 4 students were on-track or extending in Literacy/Reading on the FSA.
- The 5-Year average for students in Grade 4 that are on-track or extending in Literacy/Reading on the FSA is 78%. This is 3% above the Provincial average for students in Grade 4 over the past 5 years.
- The 5-Year average for Indigenous students in Grade 4 that are on-track or extending in Literacy/Reading on the FSA is 71%. This is 8% above the Provincial average for students in Grade 4 over the past 5 years. There is 7% difference when comparing the average percentage of non-Indigenous students on-track or extending in literacy/reading to the percentage of Indigenous students over the past 5 years.
- The 5-Year average for students with disabilities or diverse abilities in Grade 4 that are on-track or extending in Literacy/Reading on the FSA is 65%. This is 1% above the Provincial average for students in Grade 4 over the past 5 years. There is 13% difference when comparing the average percentage of students without designations that are on-track or extending in literacy/reading to the percentage of students with disabilities or diverse abilities in grade 4.
- The 5-Year average for children and youth in care in Grade 4 that are on-track or extending in Literacy/Reading on the FSA is 85%. The year-over year results for children and youth in care fluctuates significantly with the small numbers of students in this priority population.

Analysis – Patterns and Trends Grade 7 Literacy/Reading

- In the most recent school year, 65% of grade 7 students were on-track or extending in Literacy/Reading on the FSA.
- The 5-Year average for students in Grade 7 that are on-track or extending in Literacy/Reading on the FSA is 69%. This is 5% below the Provincial average for students in Grade 7 over the past 5 years.
- The 5-Year average for Indigenous students in Grade 7 that are on-track or extending in Literacy/Reading on the FSA is 56%. This is 1% below the Provincial average for students in Grade 7 over the past 5 years. There is 13% difference when comparing the average percentage of non-Indigenous students on-track or extending in literacy/reading to the percentage of Indigenous students over the past 5 years.
- The 5-Year average for students with disabilities or diverse abilities in Grade 7 that are on-track or extending in Literacy/Reading on the FSA is 48%. This is 7% below the Provincial average for students with disabilities or diverse abilities in grade 7 over the past 5 years. There is 21% difference when comparing the average percentage of students without designations that are on-track or extending in literacy/reading to the percentage of students with disabilities or diverse abilities in grade 7.
- The 5-Year average for children and youth in care in Grade 7 that are on-track or extending in Literacy/Reading on the FSA is 31%. This is 8% below the Provincial average for children and youth in care in Grade 7 over the past 5 years. The year-over year results for children and youth in

care fluctuates significantly with the small numbers of students in this priority population. Measure 1.2: Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.

Evidence – Graduation Literacy Assessment – Grade 10

Analysis – Patterns and Trends Grade 10 Literacy

- In the most recent school year, 74% of grade 10 students were proficient on the Graduation Literacy Assessment.
- The 4-Year average for students in Grade 10 that are proficient on the Graduation Literacy Assessment is 73%. This is 1% below the Provincial average for students in Grade 10 over the past 5 years.
- The 4-Year average for Indigenous students in Grade 10 that are proficient on the Graduation Literacy Assessment is 64%. This is 9% above the Provincial average for Indigenous students in Grade 10 over the past 4 years. There is 9% difference when comparing the average percentage of non-Indigenous students proficient to the percentage of Indigenous students over the past 5 years.
- The 4-Year average for students with disabilities or diverse abilities in Grade 10 that are proficient on the Graduation Literacy Assessment is 48%. This is 5% below the Provincial average for students with disabilities or diverse abilities in grade 10 over the past 5 years. There is 25% difference when comparing the average percentage of students without designations that are proficient on the Graduation Literacy Assessment to the percentage of students with disabilities or diverse abilities in grade 10.
- The 4-Year average for children and youth in care in Grade 10 that are proficient on the Graduation Literacy Assessment is 56%. This is 16% above the Provincial average for children and youth in care in Grade 10 over the past 4 years. The year-over year results for children and youth in care fluctuates significantly with the small numbers of students in this priority population.

Interpretation of Provincial Literacy Assessment Data

Over the past 5 years, the provincial literacy assessment data as measured on the Foundation Skills Assessment and Graduation Literacy Assessment indicates 74% of students across all grade levels are on-track/extending or proficient in literacy. This is the same as the provincial average for all students in all grade levels.

The 4-year trend in literacy proficiency as students progress from grade 4 to grade 12 is “U-shaped”. On average, proficiency in literacy for students in grade 4 is 78%. This drops to 69% for students in grade 7, and increases to 73% for students in grade 10 and 82% for students in grade 12.

The disaggregation of literacy proficiency data for priority populations (Indigenous students, students with disabilities and diverse abilities and children youth and care) follows a similar “U-shaped” pattern as these students progress from grades 4 to grade 12. Furthermore, the literacy proficiency data for students in priority populations continues to reveal differences in levels of proficiency for students in these populations when compared to the proficiency of all students. Students in priority populations in Central Okanagan Public Schools tend to demonstrate higher levels of proficiency in literacy when compared to provincial averages.

Local Literacy Performance Data – Analysis, Trends and Patterns

Student performance trends and results on provincial literacy assessments are consistently lower than local literacy classroom assessments and student report card results in English Language Arts courses. Analysis of local literacy data indicates a greater percentage of students meeting or exceeding curricular standards in literacy and English Language Arts courses across all grade levels and populations as reported in the annual Superintendent’s Achievement Report 2023-2024. This is consistent with results in the Graduation Program assessments.

District Response to Provincial Literacy Assessment Data

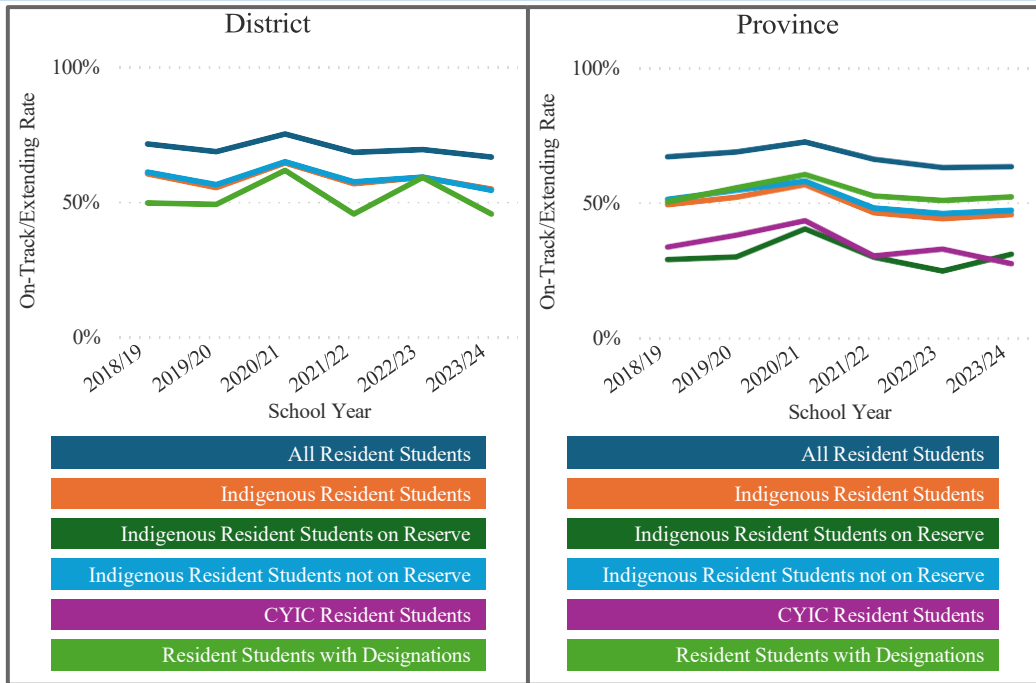
The District has developed robust student achievement data systems to continuously track, monitor and report on the literacy development of each child as they progress from K – 12. Literacy development for all students has been a focus for Central Okanagan Public Schools for over 20 years. There have been significant investments in District literacy support teams, teacher professional development and literacy assessment resources. The following represents the District’s commitment to literacy development for all students K - 12:

- Revision of locally developed Early Literacy Profile Assessment (K – 3)
- **Continue to support EdPlan Insight Student Achievement Data System for All Teachers and Administrators to inform instruction.**
- District Early Learning, Instructional Leadership, District Welcome Centre & English Language Learner Team support with direct services to schools
- Equity in Action Agreement for Truth and Reconciliation 2020 – 2025, Equity in Action Annual Reports to the Board of Education, How Are We Doing Reports
- Indigenous Advocates, Tutors, Wellness Workers and Indigenous Information Management System
- Inclusive Education Team and Competency Based Individual Education Plan

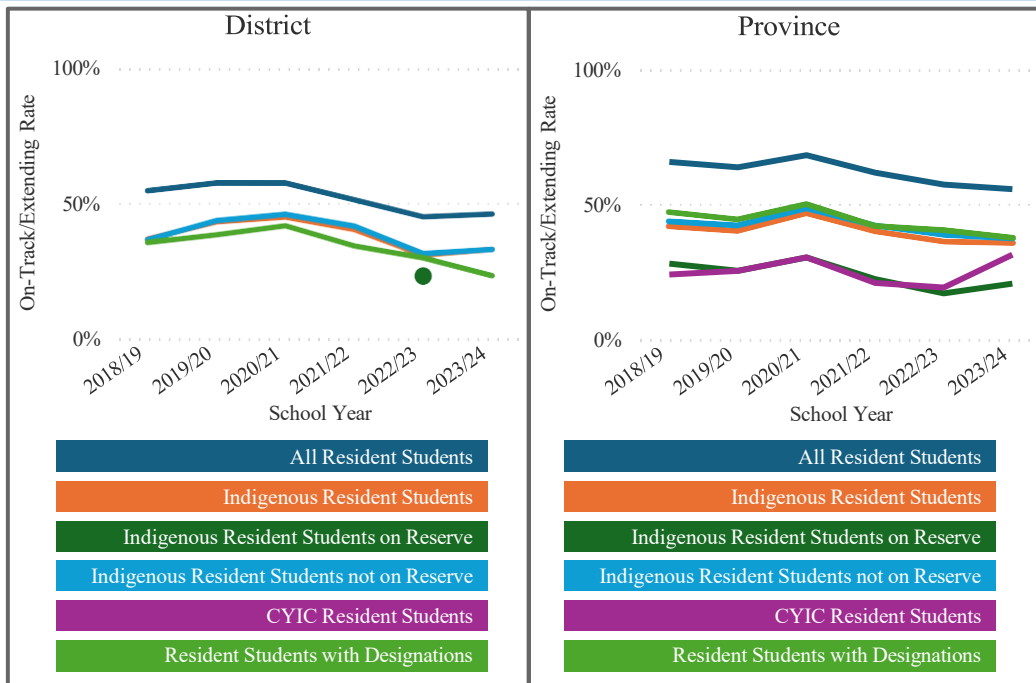
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

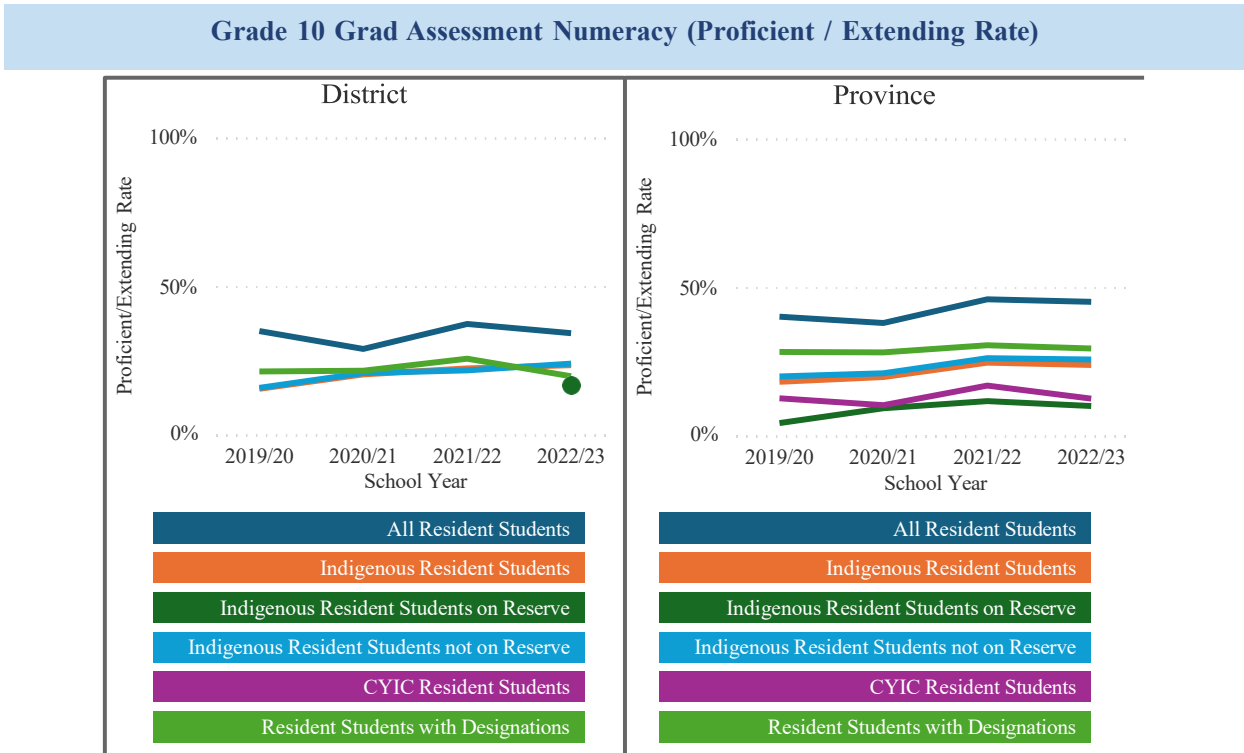
Grade 4 FSA Numeracy (On-Track / Extending Rate)



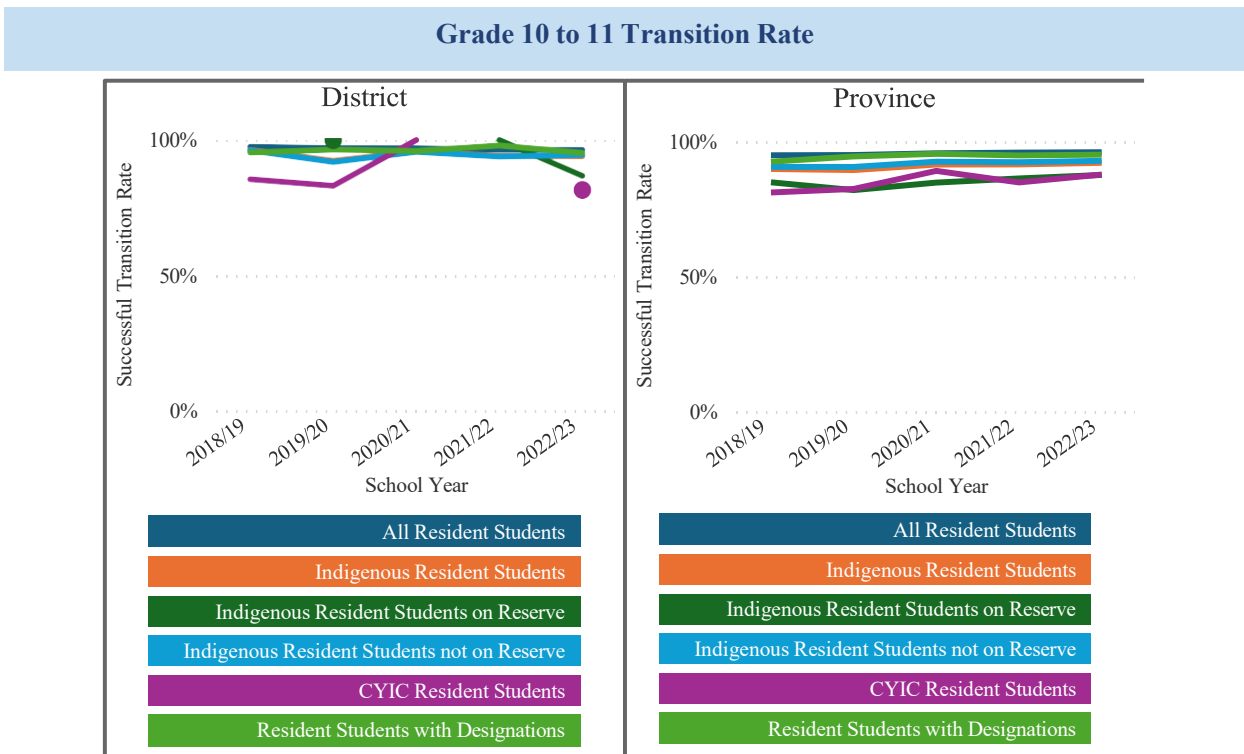
Grade 7 FSA Numeracy (On-Track / Extending Rate)



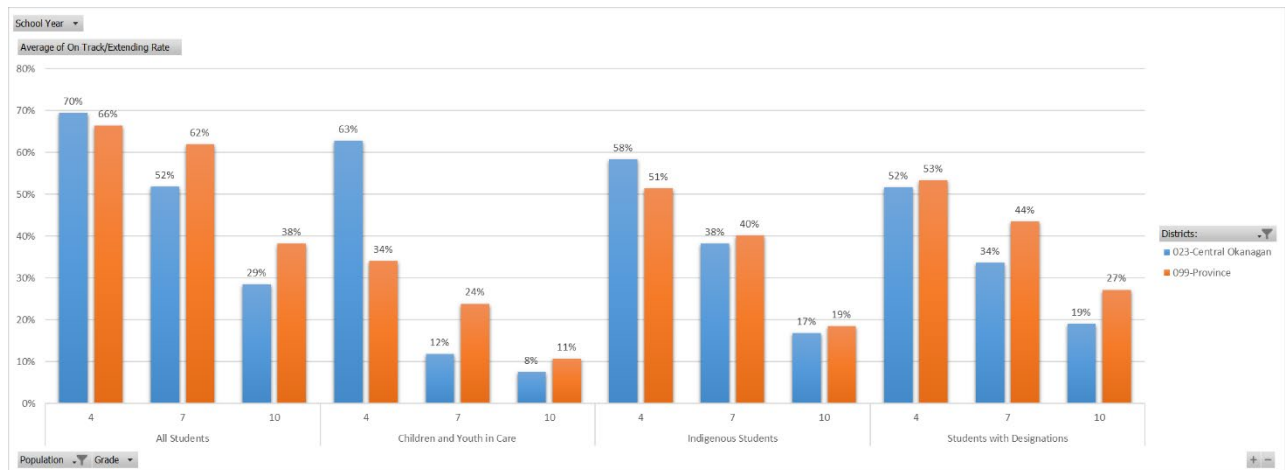
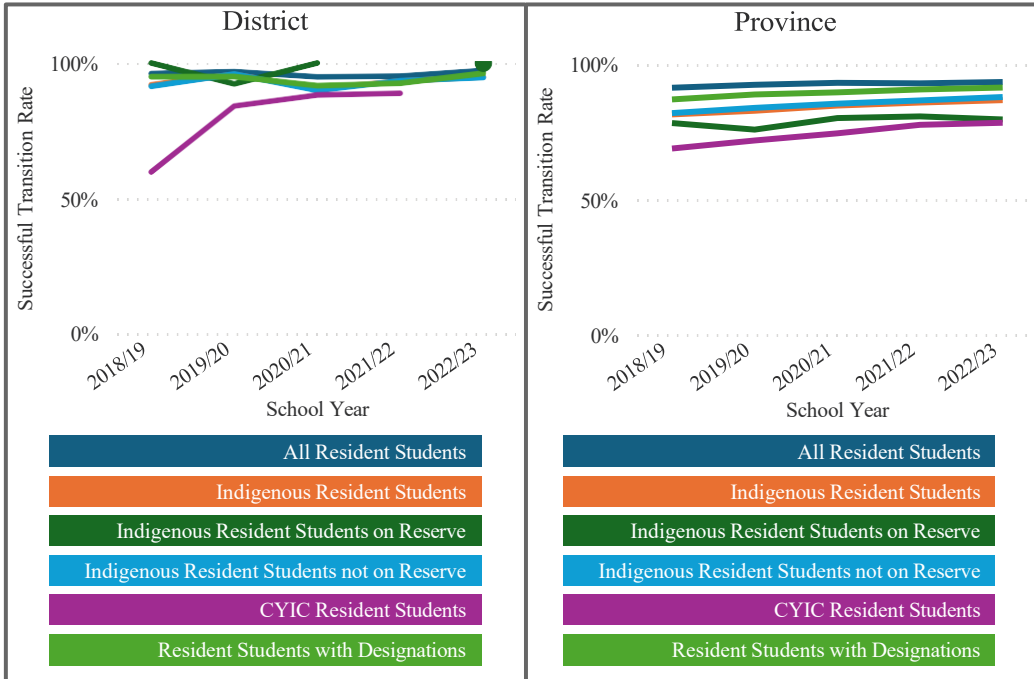
Measure 2.2: Grade 10 Numeracy Expectations



Measure 2.3: Grade-to-Grade Transitions



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Evidence – Foundation Skills Assessment (FSA)

Analysis – Patterns and Trends Grade 4 Numeracy

- In the most recent school year, 66% of Grade 4 students were on-track or extending in Numeracy on the FSA.
- The 6-Year average for students in Grade 4 that are on-track or extending in Numeracy on the FSA is 70%. This is 4% above the Provincial average for students in Grade 4 over the past 6 years.
- The 6-Year average for Indigenous students in Grade 4 that are on-track or extending in Numeracy on the FSA is 58%. This is 7% above the Provincial average for students in Grade 4 over the past 6 years. There is 12% difference when comparing the average percentage of non-Indigenous students on-track or extending in Numeracy to the percentage of Indigenous students over the past 6 years.
- The 6-Year average for students with disabilities or diverse abilities in Grade 4 that are on-track or extending in Numeracy on the FSA is 52%. This is 1% below the Provincial average for students in Grade 4 over the past 6 years. There is an 18% difference when comparing the average percentage of students without designations that are on-track or extending in Numeracy to the percentage of students with disabilities or diverse abilities in grade 4.
- The 6-Year average for children and youth in care in Grade 4 that are on-track or extending in Numeracy on the FSA is 63%. The year-over-year results for children and youth in care fluctuates significantly with the small numbers of students in this priority population.

Analysis – Patterns and Trends Grade 7 Numeracy

- In the most recent school year, 46% of Grade 7 students were on-track or extending in Numeracy on the FSA.
- The 6-Year average for students in Grade 7 that are on-track or extending in Numeracy on the FSA is 52%. This is 10% below the Provincial average for students in Grade 7 over the past 6 years.
- The 6-Year average for Indigenous students in Grade 7 that are on-track or extending in Numeracy on the FSA is 38%. This is 2% below the Provincial average for students in Grade 7 over the past 6 years. There is a 14% difference when comparing the average percentage of non-Indigenous students on-track or extending in Numeracy to the percentage of Indigenous students over the past 6 years.
- The 6-Year average for students with disabilities or diverse abilities in Grade 7 that are on-track or extending in Numeracy on the FSA is 37%. This is 7% below the Provincial average for students with disabilities or diverse abilities in grade 7 over the past 5 years. There is a 15% difference when comparing the average percentage of students without designations that are on-track or extending in Numeracy to the percentage of students with disabilities or diverse abilities in grade 7.
- The 6-Year average for children and youth in care in Grade 7 that are on-track or extending in Numeracy on the FSA is 12%. This is 12% below the Provincial average for children and youth in care in Grade 7 over the past 6 years. The year-over-year results for children and youth in care fluctuates significantly with the small numbers of students in this priority population.

Measure 1.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.

Evidence – Graduation Numeracy Assessment – Grade 10

Analysis – Patterns and Trends Grade 10 Numeracy

- In the most recent school year, 34% of grade 10 students were proficient on the Graduation Numeracy Assessment.
- The 6-Year average for students in Grade 10 that are proficient on the Graduation Numeracy Assessment is 29%. This is 9% below the Provincial average for students in Grade 10 over the past 6 years.
- The 6-Year average for Indigenous students in Grade 10 that are proficient on the Graduation Numeracy Assessment is 17%. This is 2% below the Provincial average for Indigenous students in Grade 10 over the past 6 years. There is a 12% difference when comparing the average percentage of non-Indigenous students proficient to the percentage of Indigenous students over the past 6 years.
- The 6-Year average for students with disabilities or diverse abilities in Grade 10 that are proficient on the Graduation Numeracy Assessment is 19%. This is 8% below the Provincial average for students with disabilities or diverse abilities in grade 10 over the past 6 years. There is a 10% difference when comparing the average percentage of students without designations that are proficient on the Graduation Numeracy Assessment to the percentage of students with disabilities or diverse abilities in grade 7.
- The 6-Year average for children and youth in care in Grade 10 that are proficient on the Graduation Numeracy Assessment is 8%. This is 3% below the Provincial average for children and youth in care in Grade 10 over the past 6 years. The year-over-year results for children and youth in care fluctuates significantly with the small numbers of students in this priority population.

Interpretation of Provincial Numeracy Assessment Data

Over the past 6 years, the provincial Numeracy Assessment data as measured on the Foundation Skills Assessment and Graduation Numeracy Assessment indicates an average of 50% of students across all grade levels are on-track/extending or proficient in Numeracy. This is 5% below the provincial average for all students in all grade levels.

The 6-year trend in Numeracy proficiency as students progress from grade 4 to grade 12 is “U-shaped”. On average, proficiency in Numeracy for students in grade 4 is 70%. This drops to 52% for students in grade 7 and decreases to 23% for students in grade 10.

The disaggregation of numeracy proficiency data for priority populations (Indigenous students, students with disabilities and diverse abilities and children youth and care) follows a similar “U-shaped” pattern as these students progress from grades 4 to grade 12. Furthermore, the numeracy proficiency data for students in priority populations continues to reveal differences in levels of proficiency for students in these populations when compared to the proficiency of all students. Students in priority populations in Central Okanagan Public Schools tend to demonstrate lower levels of proficiency in numeracy when compared to provincial averages.

Local Numeracy Performance Data – Analysis, Trends and Patterns

Student performance trends and results on provincial numeracy assessments are consistently lower than local classroom assessments and student report card results in numeracy and mathematics courses. Analysis of local numeracy data indicates a greater percentage of students meeting or exceeding curricular standards in numeracy and mathematics across all grade levels and populations as reported in the annual Superintendent’s Achievement report 2023-2024.

District Response to Provincial Numeracy Assessment Data

The District has developed robust student achievement data systems to continuously track, monitor and report on the numeracy development of each child as they progress from K – 12. Numeracy development for all students has been a focus for Central Okanagan Public Schools for over 20 years. The District recognizes that students’ numeracy proficiency has been lower than provincial averages for a number of years and has become an area of focus for school administrators and classroom teachers.

There have been significant investments in District Numeracy support teams, teacher professional development and Numeracy assessment resources. The following represents the District’s commitment to Numeracy development for all students K - 12:

- Middle School Numeracy Assessment Grade 6 – 8 (Pilot)
- **Continue to support EdPlan Insight Student Achievement Data System for All Teachers and Administrators to inform instruction.**
- Continued investment into STEM related learning opportunities such as robotics, cybersecurity, expo of awesome, and environmental science learning opportunities.
- District Early Learning, Instructional Leadership and Technology Learning Team support with direct services to schools
- Equity in Action Agreement for Truth and Reconciliation 2020 – 2025, Equity in Action Annual Reports to the Board of Education, How Are We Doing Reports
- Indigenous Advocates, Tutors, Wellness Workers and Indigenous Information Management System
- Inclusive Education Team and Competency Based Individual Education Plan

Intellectual Development Summary

Overall trends and learnings that emerged through the analysis and interpretation

- Student performance trends and results on provincial literacy and numeracy assessments do not align with local classroom assessments and student report card results in local English Language Arts and Mathematic courses. Analysis of local literacy and numeracy data indicate a greater percentage of students are meeting or exceeding curricular standards in literacy and numeracy across all grade levels and populations.
- Considering both provincial and local student performance data helps to develop questions that lead to a deeper understanding of the current state of student learning and to identify learning priorities for the District.
- The majority of students in grade 4 are on-track/extending on literacy/reading as measured on the FSA and perform above the provincial average.
- Student performance on provincial numeracy assessments is consistently lower than student literacy performance across all grade levels and is generally below the provincial average.
- Student performance on provincial numeracy assessments is trending down across all grade levels.
- The trend of the percentage of students that are on-track/extending or proficient in both literacy and numeracy follows a “U-shaped” pattern with performance higher in grade 4, declining in grade 7, and increasing in grade 10 and 12.
- Students in priority populations (Indigenous, designations, children and youth in care) consistently perform lower than the general population of students across all grade levels.

New areas for growth that emerged through the analysis and interpretation

- Responding to the declining performance trend in numeracy across all grade levels.
- Responding to the increase performance differences in both literacy and numeracy for students in priority populations

Existing areas for growth confirmed by the analysis and interpretation

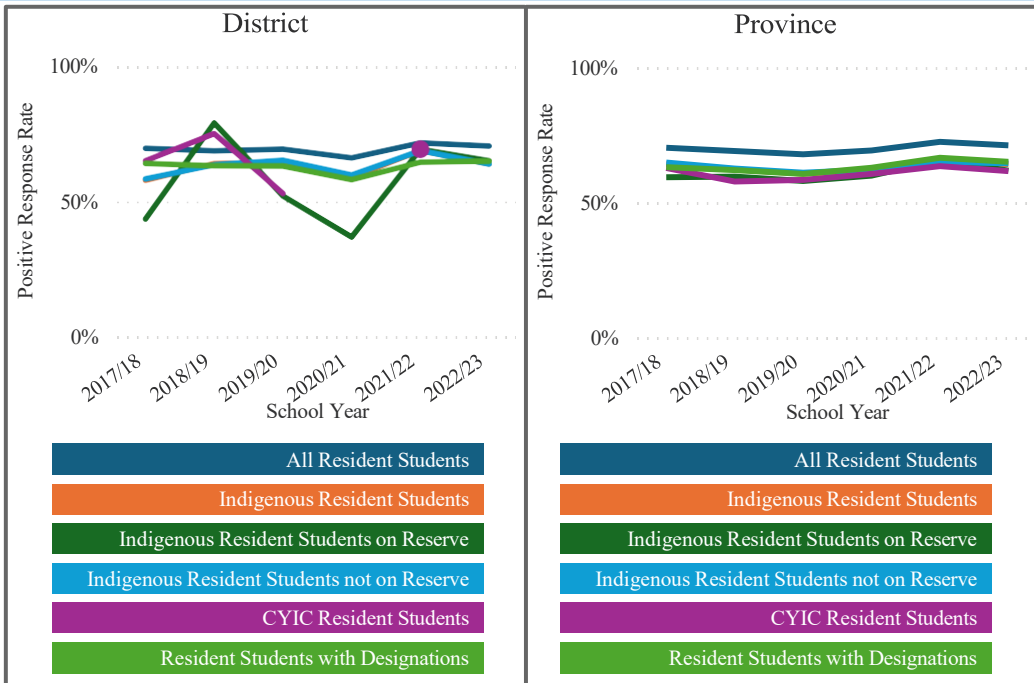
- Extend the literacy development efforts to students in middle schools with particular attention on students in priority populations.

Human and Social Development

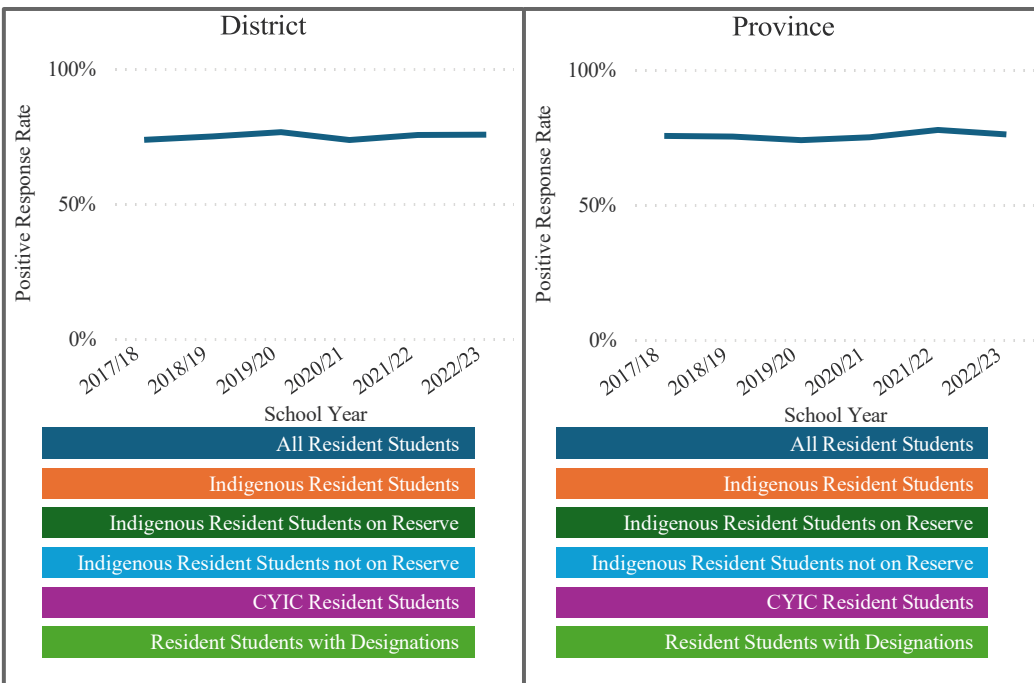
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

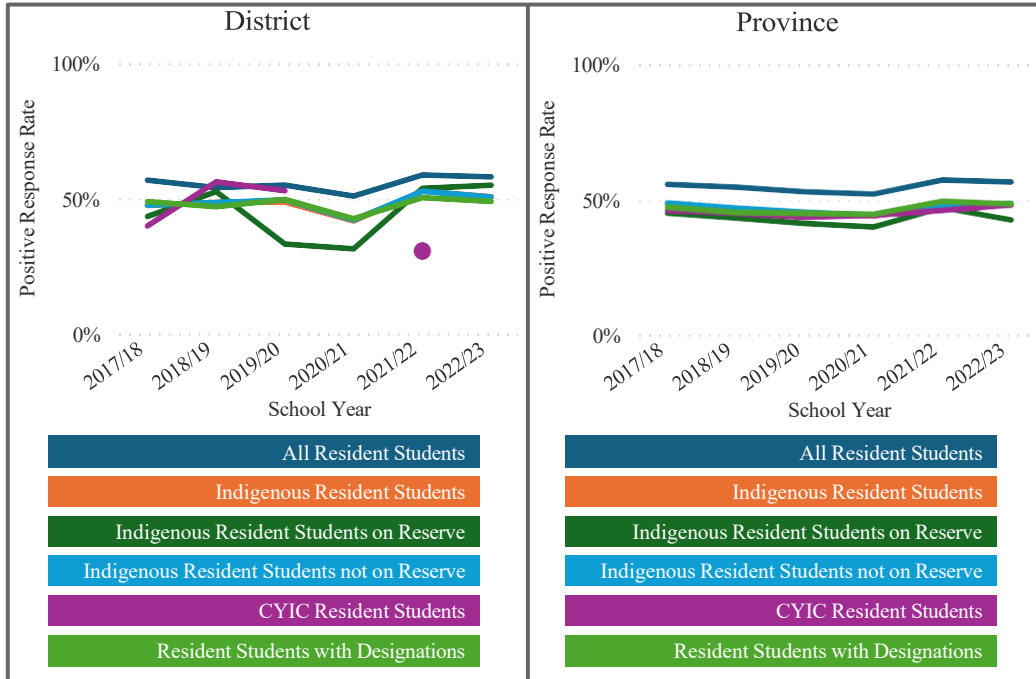
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

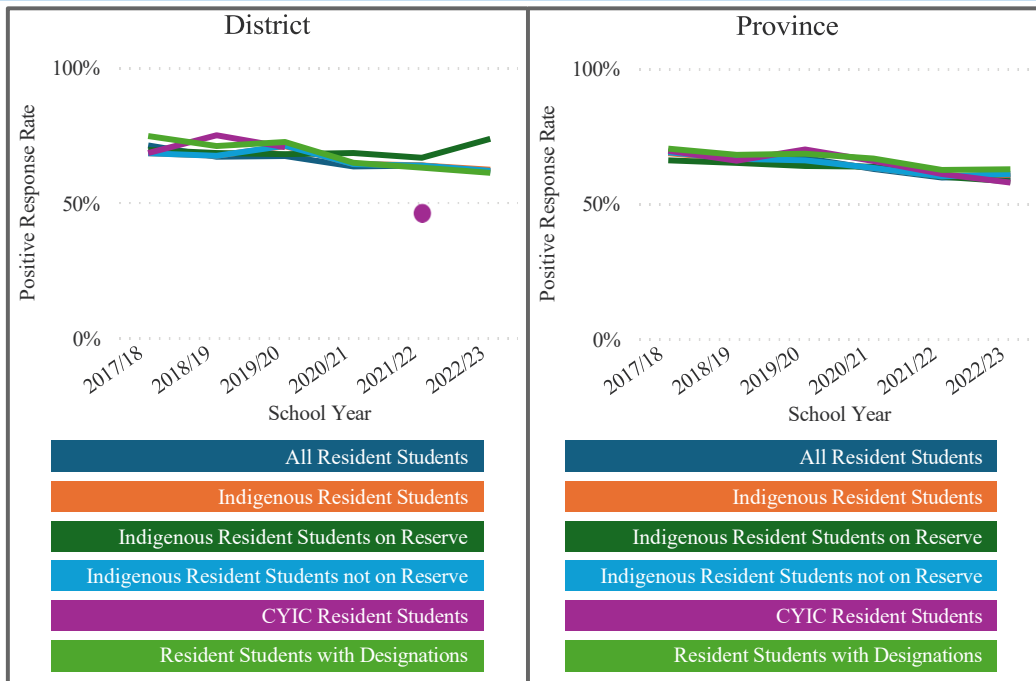


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



Measure 3.2: Students Feel that Adults Care About Them at School

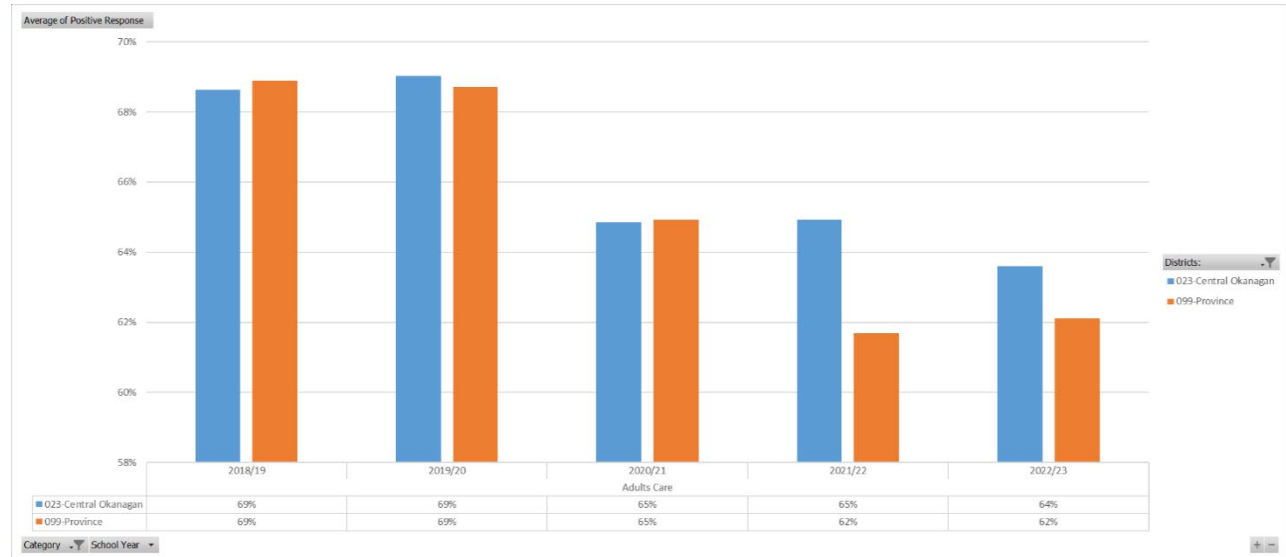
2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

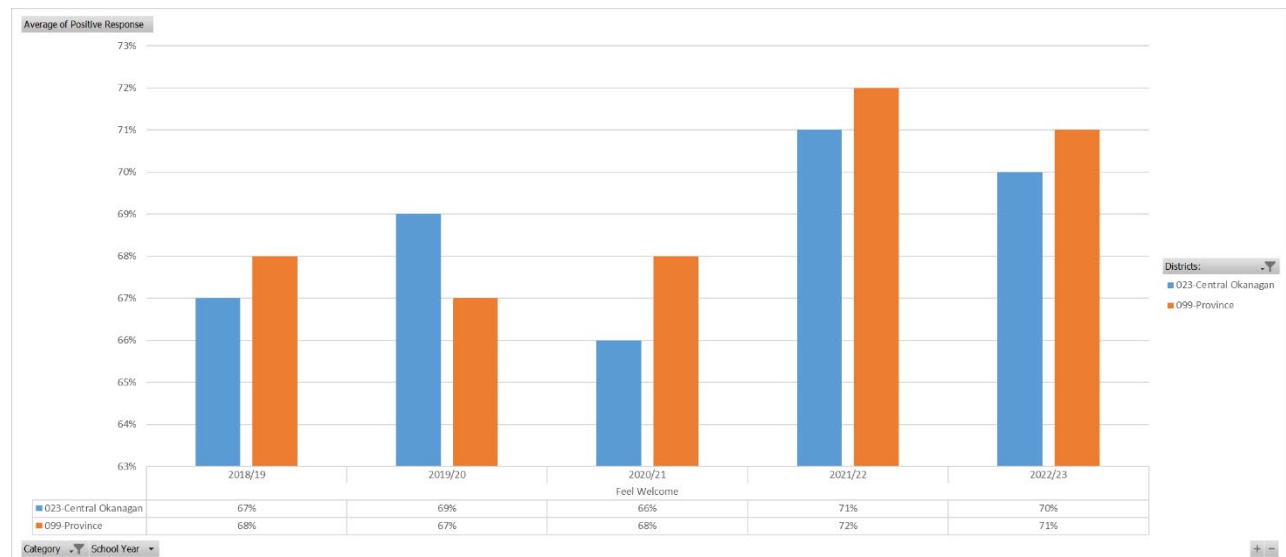
Outcome 3: Students Feel Welcome, Safe, and Connected

Analysis of the Student Learning Survey Data – Adults that Care



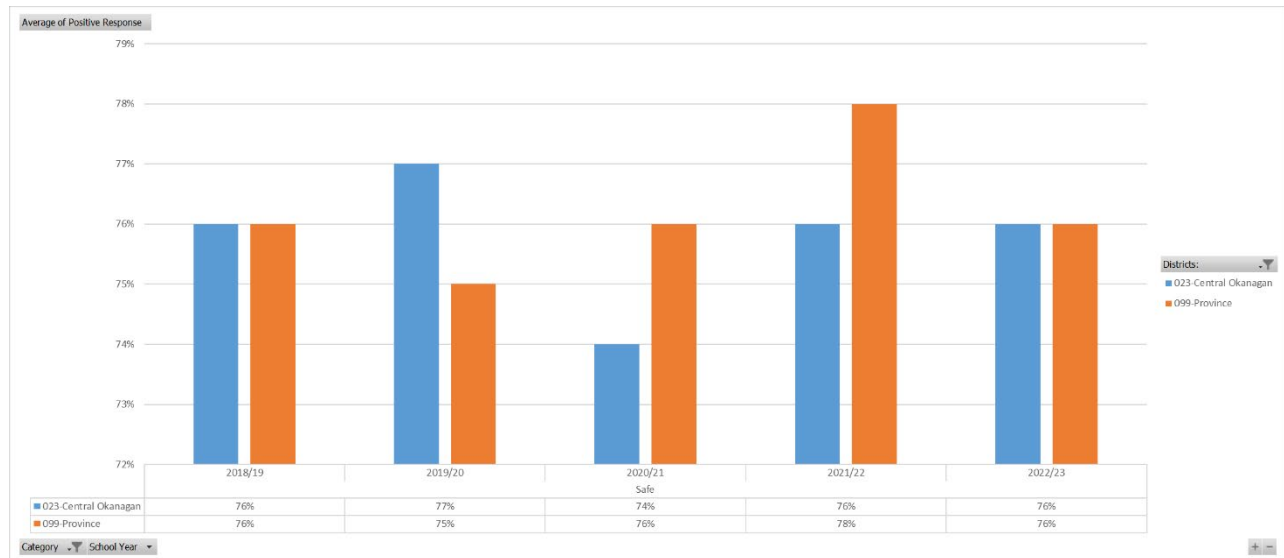
The percentage of students that responded positively to the question about the number of adults that care has declined from 69% to 62% over the past 5 years. This trend matches the provincial average.

Analysis of the Student Learning Survey Data – Feel Welcome at School



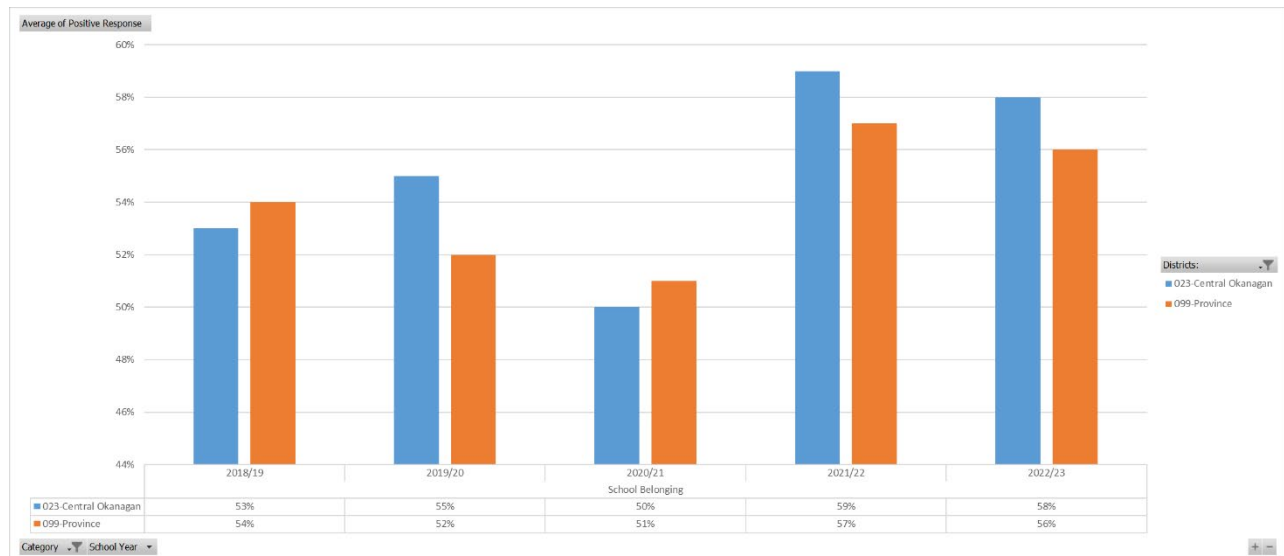
The percentage of students that responded positively to the question about feeling welcome at school has increased from 67% to 70% over the past 5 years. This trend is slightly below the provincial average.

Analysis of the Student Learning Survey Data – Feel Safe at School



The percentage of students that responded positively to the question about feeling safe at school has remained relatively consistent over the past 5 years with an average of 76% of students reporting they feel safe at school. This trend is the same as the provincial average.

Analysis of the Student Learning Survey Data – Feel Belonging at School



The percentage of students that responded positively to the question about feeling they belong at school has increased from 53% to 58% over the past 5 years. This trend is above the provincial average.

Interpretation of Student Learning Survey Data

Over the past 5 years, the majority of students in Central Okanagan Public Schools positively respond to questions about feeling safe at school (76%), feeling welcome at school (69%), feeling the adults care about them (66%) and feel they belong in their schools (55%).

District Response

Central Okanagan Public Schools strives to create schools that develop positive and welcoming cultures and are committed to providing engaging environments for learning. The District is committed to educating students in safe, inclusive, equitable and inspirational learning environments.

To provide greater insight to how students are feeling about their educational experience in schools, the District continuously monitors and responds to students feelings of safety, belonging, health and wellbeing using a variety of assessments including the provincial Student Learning Survey, the McCreary BC Adolescent Health Survey, the Early and Middle Years Development Instrument and school based student empathy interviews.

In response to the analysis of student health and well-being data, the District provides services and supports to students in schools through the following committees and District partnerships:

- Partnerships with ARC Programs, the Foundry and the Child & Youth Advocacy Center to provide mental health services to children and youth
- Indigenous advocates and wellness workers
- The Central Okanagan Family Hub at Pearson Road Elementary - Kelowna Community Resources
- Indigenous Wellness workers to support Indigenous students and their families.
- Establishment of a District Wellness Working Group and the launch of an Employee Workplace Wellness Project
- District Safe Schools Community Network involving community partner

Human and Social Development Summary

Overall trends and learnings that emerged through the analysis and interpretation

- The majority of students in Central Okanagan Public Schools positively respond to questions about feeling safe at school (76%), feeling welcome at school (69%), feeling the adults care about them (66%) and feeling they belong in their schools (55%).

New areas for growth that emerged through the analysis and interpretation

- Disaggregation and analysis of student learning survey data by priority populations
- Investigate students' feelings about belonging in schools and the number of adults that care

Existing areas for growth confirmed by the analysis and interpretation

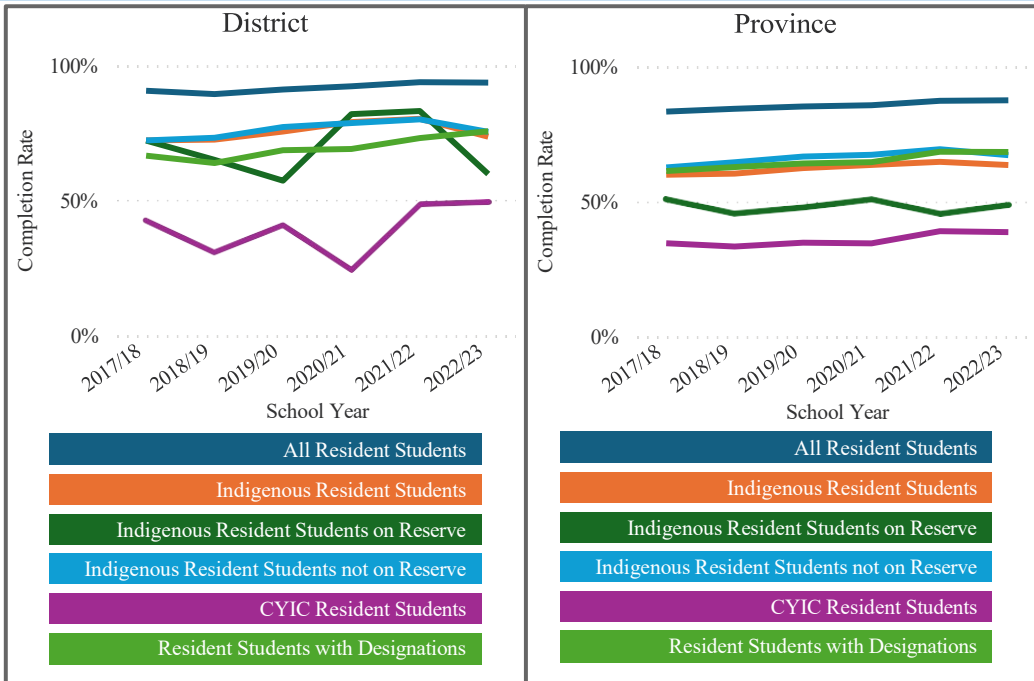
- Continue to monitor, analyze and responds to students' feelings of safety, belonging, health and wellbeing using a variety of assessments including the provincial Student Learning Survey, the McCreary BC Adolescent Health Survey, the Early and Middle Years Development Instrument and school-based student empathy interviews.

Career Development

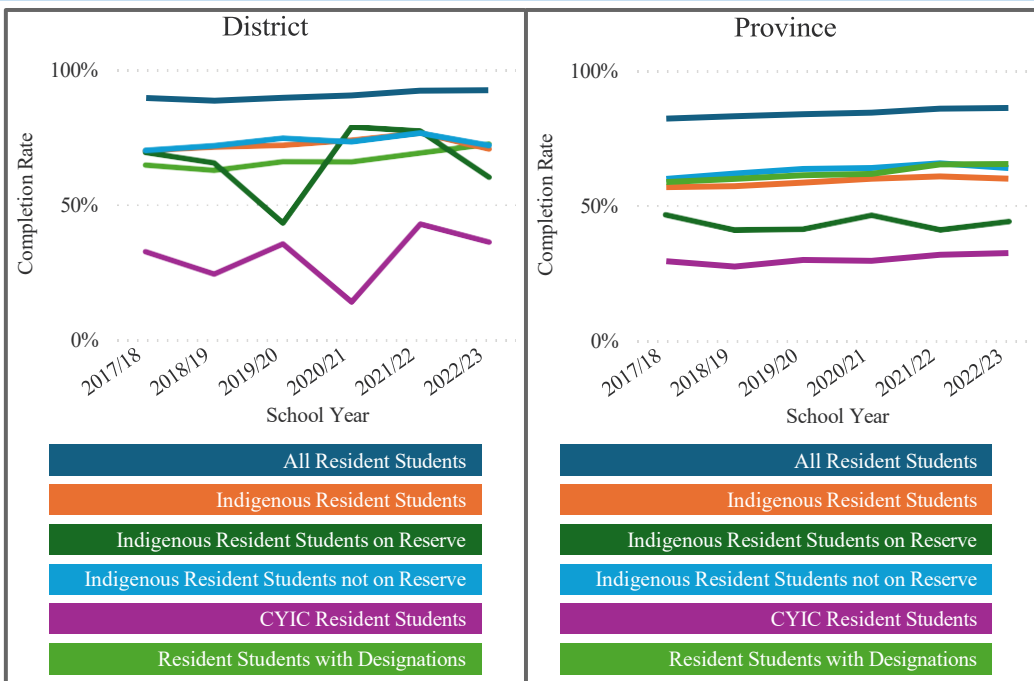
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

Analysis – Patterns and Trends: Percentage of Resident Students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

The 3-year trend for percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8 is trending up at an average of 91% of students. This is 5% above the 3-year provincial average.

The 3-year trend for percentage of resident Indigenous students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8 is trending up at an average of 74% of Indigenous students. This is 13% above the 3-year provincial average and 17% below the District average.

The 3-year trend for percentage of resident students with disabilities or diverse abilities who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8 is trending up at an average of 70% of students with disabilities or diverse abilities. This is 5% above the 3-year provincial average and 21% below the District average.

6-Year Completion Rate – Trends and Patterns

There are many reasons for students to choose to complete their Dogwood Diploma over a six-year period. For this reason, the 6-Year completion rate is an important metric to understand student success.

The Indigenous 6-Year Completion Rate has increased 8.1% over the past 5 years to 86% of Indigenous students earning their Dogwood Graduation Diploma in 2021 - 2022. This is 3.0 % increase from the previous year and 11.0 % above the provincial average. 100% of Indigenous students living on reserve (Westbank First Nation) have graduated with a Dogwood Diploma for the past 4 years.

Over the past 5 years, the 6-Year BC Resident Completion Rate has increased 3.1% from 91.4% to 95.5%. The District's most recent 6-Year Completion rate is 3.7 % above the provincial average. When the District includes students that successfully complete their Dogwood Diploma or Evergreen Certificate, the 6-Year Completion rate is 96.9%

Interpretation and District Response

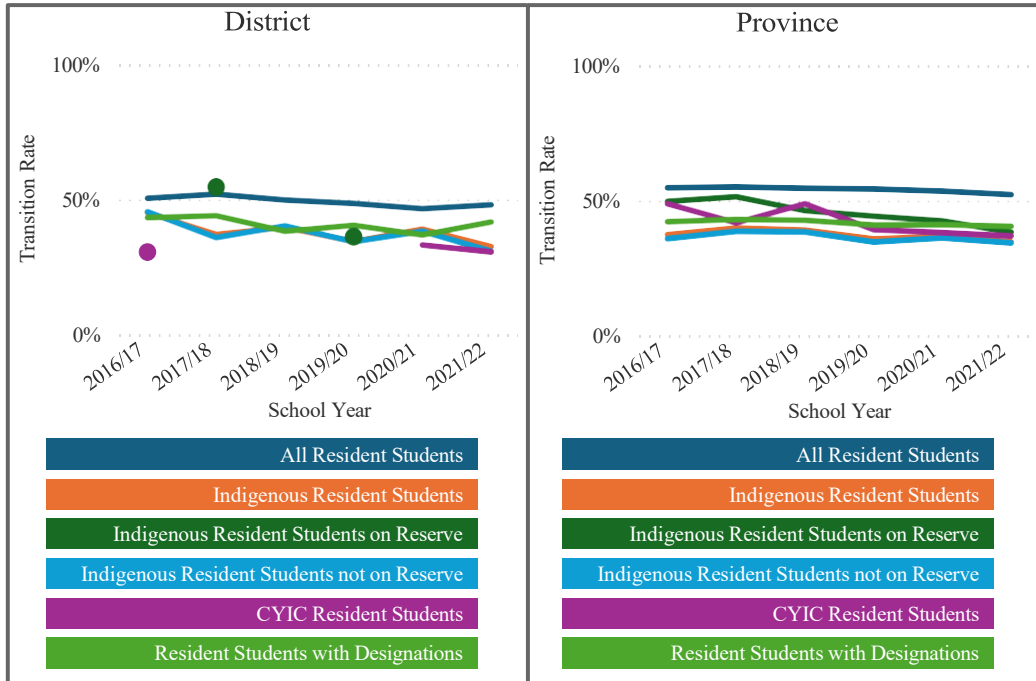
The steady increase of the 6-Year BC Resident Completion Rate for Indigenous students is partially the result of goals and actions set out in the Equity in Action Agreement and the Local Education Agreement working in partnership with members of the Indigenous Education Department, the Indigenous Education Council and local First Nations.

The District's graduation results are enhanced by District Career Life Programs team that provide learning experiences through a variety of academic, apprenticeship, trade and post-secondary dual credit programs in partnership with BCIT, Okanagan College, the Justice Institute of BC, UBC Okanagan, Advance Placement, Industry Connect and the BC Industry Training Authority Secondary School Apprenticeship Program. Career Life Programs offers 38 different industry certified dual credit programs to support students in trades, apprenticeships and academic post-secondary programs. These programs provide opportunities for high school students to start a post-secondary program while completing their high school graduation.

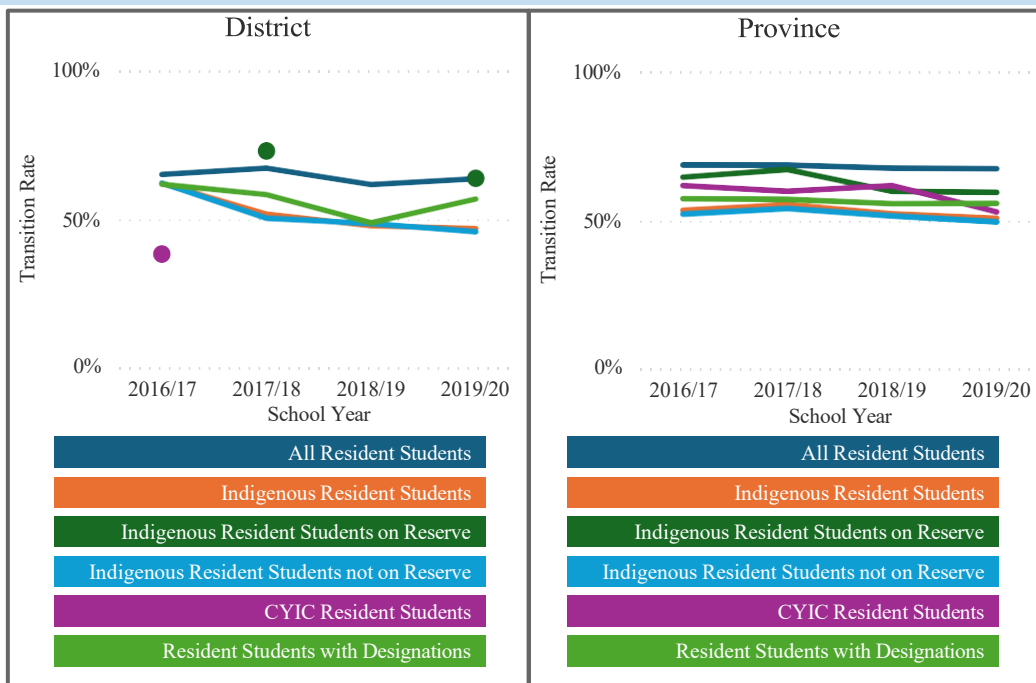
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

Analysis – Patterns and Trends: Students Transitioning to British Columbia Post-Secondary Institutions within 1 and 3 years

Please note: The provincial Post-Secondary Institutions Transition data does not include students that transition to post-secondary institutions outside British Columbia. Our local data indicates a higher transition rate to post-secondary outside British Columbia. This data is not reflective of the number of students attending post-secondary.

Transition Rate Within 1 Year.

- The 4-year trend for percentage of students transitioning to BC post-secondary institutions within 1 year is trending down at an average of 48% of students.
- The 4-year trend for percentage of Indigenous students transitioning to BC post-secondary institutions within 1 year is trending down at an average of 36% of students.
- The 4-year trend for percentage of students with disabilities or diverse abilities transitioning to BC post-secondary institutions within 3 years is trending down at an average of 40% of students.

Transition Rate Within 3 Years.

- The 4-year trend for percentage of students transitioning to BC post-secondary institutions within 3 years is trending up at an average of 57% of students.
- The 4-year trend for percentage of Indigenous students transitioning to BC post-secondary institutions within 3 years is trending down at an average of 43% of students.
- The 4-year trend for percentage of students with disabilities or diverse abilities transitioning to BC post-secondary institutions within 3 years has remained consistent at an average of 48% of students.

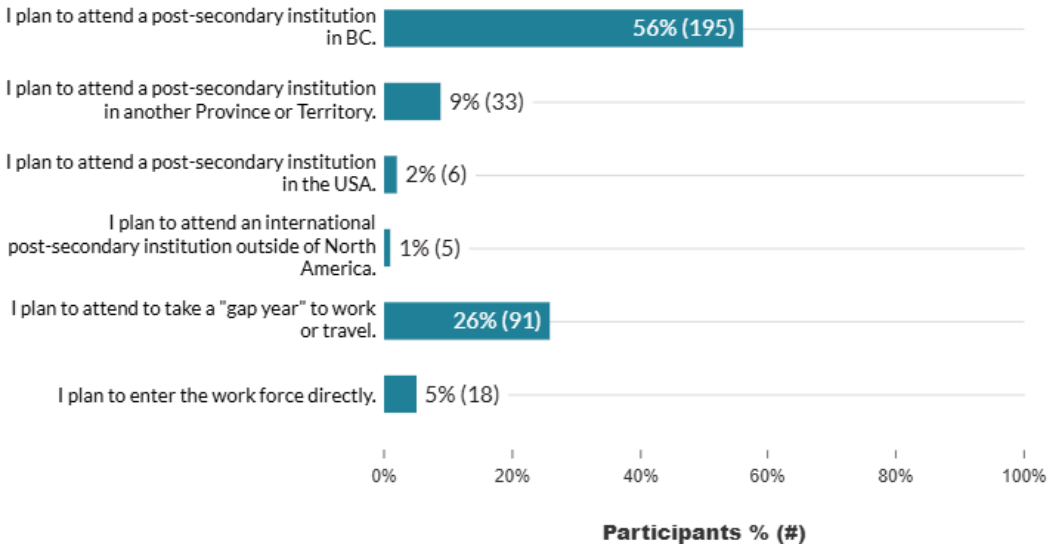
Local Post-Secondary Transition Data

Patterns and Trends: Students Transitioning to a Canadian or international Post-Secondary Institution within 1 Year

Please select the option that best describes your immediate plans after graduation.

id: 348

answered: 43



Transition Rate within 1 Year (Local data)

- Survey result responses from 2023 – 2024 graduates indicate that 68% of students plan to attend a post-secondary institution immediately after graduation.
- This transition rate is 20% higher than the provincial data transition rate for students that transition to post-secondary institutions in British Columbia.

Interpretation and District Response

The percentage of students that transition to post-secondary institutions is enhanced by District Career Life Programs team that provide learning experiences through a variety of academic, apprenticeship, trade and post-secondary dual credit programs in partnership with BCIT, Okanagan College, the Justice Institute of BC, UBC Okanagan, Advance Placement, Industry Connect and the BC Industry Training Authority Secondary School Apprenticeship Program. Career Life Programs offers 38 different industry certified dual credit programs to support students in trades, apprenticeships and academic post-secondary programs. These programs provide opportunities for high school students to start a post-secondary program while completing their high school graduation.

Career Development Summary

Overall trends and learnings that emerged through the analysis and interpretation

- The majority of graduating students in Central Okanagan Public Schools transition to post-secondary institutions immediately after graduation.
- The percentage of graduating students in Central Okanagan Public Schools transition to post-secondary institutions within three years is increasing.
- 12% of graduating students transition to post-secondary institutions located in other Canadian provinces, the United States and international countries.

New areas for growth that emerged through the analysis and interpretation

- The District is developing a local data collection process to accurately assess and understand the transition of graduating students to post-secondary institutions that includes the quality of the graduation program.

Existing areas for growth confirmed by the analysis and interpretation

- The District will continue to develop community partnerships and invest in career development programs to enhance the learning experience of students and expand the opportunities for career exploration during the graduation program.
- The District added a District Principal of Transitions position.

The District strategically plans for student success in 4 broad stages:

1. Ready to Learn
This includes supporting students with food, Social Emotional Learning development, Inclusive Education supports, Indigenous Education supports for Truth and Reconciliation, and social justice initiatives so that students feel safe, aren't hungry, can regulate, receive the help they need, and can see themselves and their history reflected in our schools with dignity, purpose and options.
2. Learning foundational, personal and core curricular competencies (reported in earlier sections of this report).
3. Fostering student agency so that learners can apply their Foundational Skills and core Competencies by inquiring in areas of learner interest.
4. Helping Graduates Transition – focusing on graduation paths – dual credit, Advanced Placement, Industry Connect and specialty Academies.