



March 22, 2023

Ref: 288264

Bertrand Dupain, Superintendent  
School District No.93 (Conseil Scolaire Francophone)  
**Email: [bertrand\\_dupain@csf.bc.ca](mailto:bertrand_dupain@csf.bc.ca)**

Dear Bertrand Dupain:

As you know, the Ministry of Education and Child Care is committed to meaningful truth and reconciliation with Indigenous Peoples. It is imperative we continue progress towards that important objective and one way is to close the achievement gap between Indigenous and non-Indigenous students in our province.

The “Aboriginal: How Are We Doing Report” (Ab:HAWD) is an annual, public-facing report focusing on Indigenous students in B.C. The data in this report provides teachers, schools, school districts and the Ministry of Education and Child Care with important information on how Indigenous students are developing and identifies areas for intervention or further action. This information should inform areas of action identified within your district strategic plan and your annual Enhancing Student Learning report to the Ministry. Your commitment to focusing on this data and determining how you will align district resources in response is critical to increasing equity in our system.

Across the province, the 2021/22 six-year completion rate for Indigenous students in public schools was 75 percent (65 percent five-year completion rate) compared to 94 percent (91 percent five-year completion rate) for non-Indigenous students. The five-year completion rate for First Nation students on reserve in 2021/22 was 45 percent. This information must inform our collective work.

Another piece of data that needs our attention is the number of Indigenous students receiving Adult Dogwood credentials who are under 19 years of age. In 2021/22, 57 percent were Indigenous students compared to 35 percent for non-Indigenous students. This is an area of priority focus at the provincial level, and I understand for many of you at the district level.

Related, as referenced in my October 5, 2022, letter to you, First Nations rightsholders and Indigenous organizations have expressed the importance of the Foundation Skills Assessment that provides an important line of sight for all of us into the learning trajectories for Indigenous students and all students.

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For information, specifically in your school district the Indigenous six-year completion rate has increased 5.5 percentage points from 94.5% in 2017/18 to 100.0% in 2021/22. We should be curious to understand the story of these students behind the numbers and look forward to learning more through your annual Enhancing Student Learning reports.

In your school district, Grade 4 FSA Literacy participation for Indigenous students in 2021/22 was 53%. 79% of Indigenous students were on-track or extending as compared to 80% for non-Indigenous students. This data as an early indicator of success is paramount and ensuring students are participating in this assessment is critical. Please refer to Appendix 1 for highlighted observations.

You have received a link to a secure SharePoint site that contains your district's Ab:HAWD Report. If you need this link again, please reach out to Jeremy Higgs at the Education Analytics Office ([Jeremy.Higgs@gov.bc.ca](mailto:Jeremy.Higgs@gov.bc.ca)). This version is different than the public version as it contains unmasked results, even where cohort numbers are below 10 individuals. Key highlights of your school district's Ab:HAWD Report are attached.

Public versions of the provincial and local 2021/22 Ab:HAWD Reports (including your FSA results) are available on the [Student Success](#) website.

I encourage you to continue to strengthen relationships with the local First Nation(s) and your Indigenous Education Council using these results as a foundation in the conversation. Honest discussions about the present state of achievement will be the place where districts and First Nations will be able to work collaboratively to benefit and improve learning for Indigenous students and all students.

Sincerely,



Christina Zacharuk  
Deputy Minister

pc: Marie-Pierre Lavoie, Chair, School District No.93 (Conseil Scolaire Francophone)  
Bonnie Lepine Antoine, Directrice de l'Éducation autochtone  
District Principal, Indigenous Education

Appendix: ABHAWD Highlights – School District No.93 (Conseil Scolaire Francophone)