



March 7, 2024

Ref: 296312

Pascale Bernier, Superintendent/Directrice générale
School District No. 93 (Conseil scolaire francophone)
Email: pascale_bernier@csf.bc.ca

Dear Pascale Bernier:

As you know, the Ministry of Education and Child Care (the Ministry) is committed to meaningful truth and reconciliation with Indigenous Peoples. It is imperative that we continue progress towards that important objective and one way is to improve the education outcomes and attendance of Indigenous students in our province.

The “Aboriginal How Are We Doing?” Report (AHAWD) is an annual, public-facing report focusing on Indigenous students in BC. The data in this report provides administrators, teachers, schools, school districts, and the Ministry with important information on Indigenous student outcomes 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 2022/23 six-year completion rate for Indigenous students in public schools was 74.3 percent compared to 94.5 percent for non-Indigenous students. Looking at the five-year completion rate, 63.4 percent of Indigenous students completed in five years, compared to 91.0 percent of non-Indigenous students. 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 2022/23, 58 percent were Indigenous students compared to 38 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.

First Nations Rightsholders and Indigenous partners 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 not changed from 100.0 percent in 2018/19 to 100.0 percent in 2022/23. 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, with 61 percent participation, the Grade 4 FSA Literacy results were 73 percent on-track or extending for Indigenous students, compared to 86 percent for non-Indigenous students. This data as an early indicator of success is paramount and ensuring students are participating in this assessment is critical.

You have already received a link to a secure SharePoint site that contains your district's AHAWD Report. If you need this link again, please reach out to Jeremy Higgs, Executive Director, Governance and Analytics Division via email at: Jeremy.Higgs@gov.bc.ca. This version is different from the public version as it contains unmasked results, even where cohort numbers are below 10 individuals. Key highlights of your school district's AHAWD Report are attached (Appendix 1).

Public versions of the provincial and local 2022/23 AHAWD Reports (including your FSA results) are available on the [Student Success](#) website.

Indigenous students are a priority under the Framework for Enhancing Student Learning and recently you heard from the Ministry with a summary of feedback on your Enhancing Student Learning Report. The data and insights from the AHAWD Report should go hand in hand with district continuous improvement processes and adapting strategies to improve outcomes and attendance of all Indigenous students.

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 for the conversation. Honest discussions about the present state of achievement are one way for districts, First Nations, and Indigenous partners to work collaboratively to benefit and improve learning for Indigenous students and all students.

Sincerely,



Christina Zacharuk
Deputy Minister

Appendix 1 – Highlights SD93 Conseil Scolaire Francophone

pc: Marie-Pierre Lavoie, Chair, School District No. 93 (Conseil scolaire francophone)
Bonnie Lepine Antoine, Indigenous Education Lead
Jeremy Higgs, Executive Director, Governance and Analytics Division, Ministry of
Education and Child Care

Appendix 1 Highlights – SD93 Conseil scolaire francophone

Foundation Skills Assessment

Grade 4 Literacy assessment: 48% of Aboriginal learners participated in 2018/19 compared to 61% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (73% vs. 86%).

Grade 4 Numeracy assessment: 49% of Aboriginal learners participated in 2018/19 compared to 59% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (59% vs. 74%).

Grade 7 Literacy assessment: 51% of Aboriginal learners participated in 2018/19 compared to 47% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (72% vs. 85%).

Grade 7 Numeracy assessment: 53% of Aboriginal learners participated in 2018/19 compared to 47% in 2022/23. Persistent gap in On Track & Extending between Aboriginal and non-Aboriginal learners in 2022/23 (56% vs. 73%).

Completion Rate

Five-Year Completion Rate for Aboriginal learners has decreased 3.2 percentage points from 100.0% in 2018/19 to 96.8% in 2022/23. The rate for non-Aboriginal learners has increased 6.5 percentage points from 93.5% in 2018/19 to 100.0% in 2022/23.

Six-Year Completion Rate for Aboriginal learners remained the same at 100.0 percentage in 2018/19 and 2022/23. The rate for non-Aboriginal learners has increased 7.1 percentage points from 92.9% in 2018/19 to 100.0% in 2022/23.

Six-Year Completion Rate without Adult Dogwood (Adjusted Rate) for Aboriginal learners remained the same at 100.0% in 2018/19 and 2022/23.