



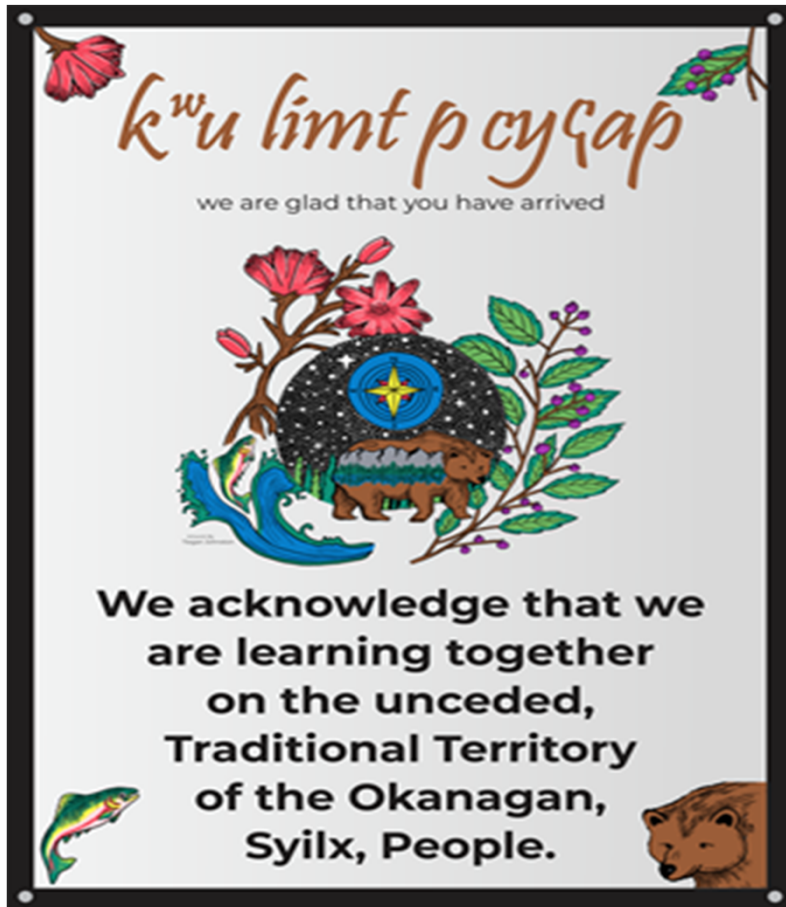
SUPERINTENDENT OF SCHOOLS/CEO REPORT ON STUDENT ACHIEVEMENT 2021



**Central Okanagan
Public Schools**

Together We Learn

ACKNOWLEDGEMENT OF THE TERRITORY



This new acknowledgement has been posted in all Central Okanagan Public Schools and workplaces this year.

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CENTRAL OKANAGAN PUBLIC SCHOOLS



CENTRAL OKANAGAN PUBLIC SCHOOLS



- Serve over 200,000 citizens in 4 municipalities (Peachland, West Kelowna, Kelowna and Lake Country), Westbank First Nation and the Regional District of Central Okanagan
- 5th largest District in the province (4% of provincial enrollment)
- 44 Schools: 31 Elementary, 7 Middle (soon to be 8), 5 Secondary, and 1 Alternative Education (4 campuses)
- Partnerships with 13 Preschools
- 8 StrongStart Centres

Partners Include:

- Central Okanagan Teacher's Association (COTA)
- Canadian Union of Public Employees Local 3523 (CUPE)
- Central Okanagan Principals' & Vice Principals' Association (COPVPA)
- Central Okanagan Parent Advisory Council (COPAC)
- District Student Council (DSC)

Management Team:

- Central Okanagan School Business Officials (COSBO)
- BC School Superintendents Association (BCSSA)



CENTRAL OKANAGAN PUBLIC SCHOOLS OUR STUDENTS



	H/C*
Elementary	10,958
Middle	5,068
Secondary	6,360
Alternate Programs	424
	22,810
International Ed	323
TOTAL:	23,133

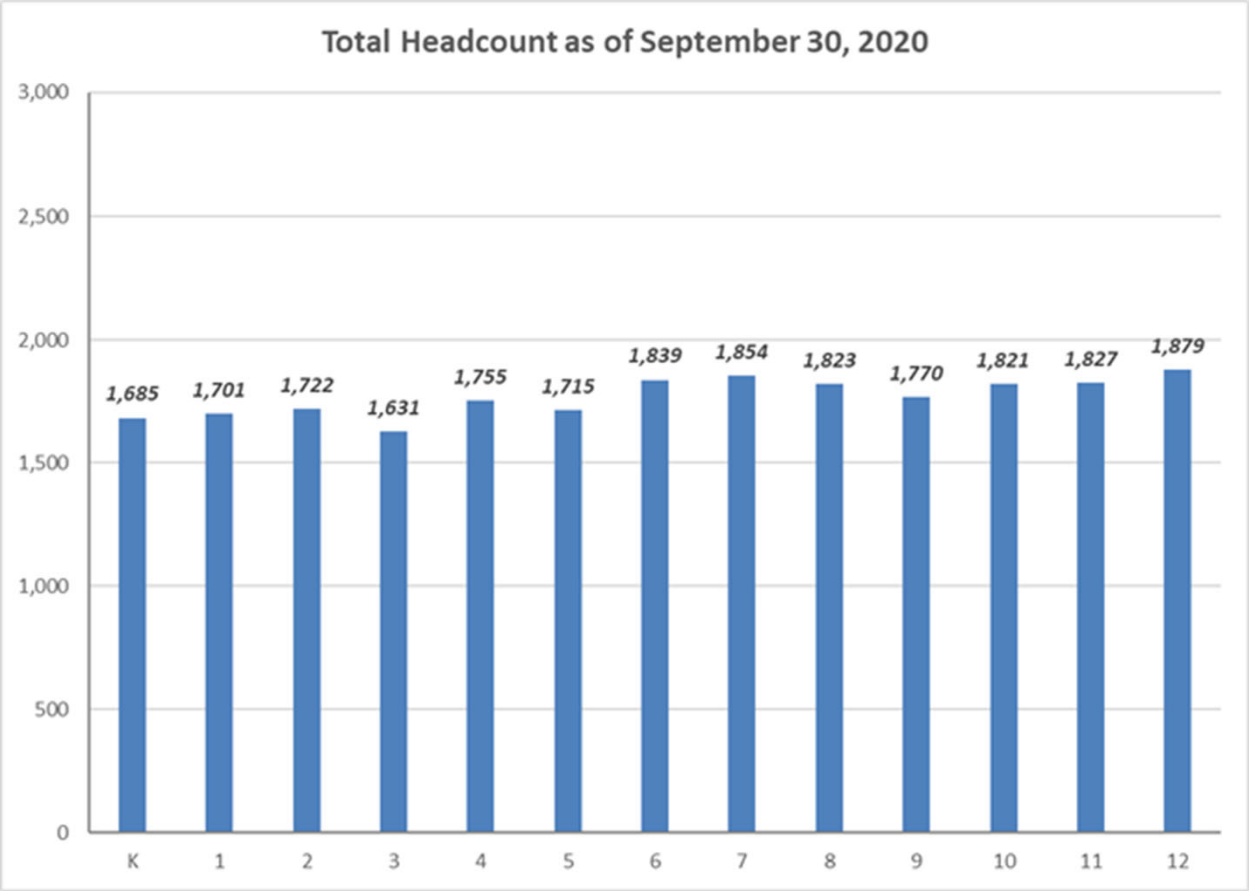
- *H/C = headcount
- Data as of September 30, 2020



CENTRAL OKANAGAN PUBLIC SCHOOLS OUR STUDENTS



GRADE LEVEL DISTRIBUTION





K-12 Schools are in

**Remote
learning
for all**

**Remote
learning
with
exceptions**

**In-class
& remote
learning**

**Learning
groups:
full-time
in-class**

**Learning
as usual:
full-time
in-class**

Stage 5

Stage 4

Stage 3

Stage 2

Stage 1

INDIGENOUS EDUCATION Through the Lens of Equity



This year **2,904** students (K-12) identified as Indigenous (First Nations, Metis, or Inuit), representing 61 Bands and territories.

Central Okanagan Public Schools remains committed to Truth and Reconciliation, decolonizing learning spaces, and embedding Indigenous worldviews and perspectives into curriculum for all learners (K-12).



INDIGENOUS EDUCATION Through the Lens of Equity



Equity in Action Agreement
for Truth & Reconciliation

2020 - 2025



Lifeline - Squaw Resilience
Sheldon Lewis / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity

The District's Equity in Action for Truth and Reconciliation Agreement is in its first year of implementation.

A focus has been on creating equitable opportunities for Indigenous learners, including the following Board of Education approved Indigenous Academies and courses:

- Academy of Indigenous Studies at George Elliot Secondary
- District Academy of Land-based Learning for Middle School Indigenous Students
- Board Authority/Authorized (BAA) Indigenous Leadership 10, 11, and 12
- Board Authority/Authorized (BAA) Indigenous Art Studio 11 and 12

INDIGENOUS EDUCATION GRADUATION



In celebration of this year's **230** Indigenous student graduates, individual blanket ceremonies were held at secondary schools and at Central Programs and Services during the latter part of June. This is the largest number of Indigenous students graduating in the District's history.

*(In 2019/2020, the six year completion rate was **84.4%**. 100% of all Indigenous students living on reserve met all graduation requirements.)*



"Being wrapped in a blanket is one of the highest honours one can receive in Indigenous communities and is a custom that is shared by many nations across Turtle Island. This recognition is a reminder of one's responsibility within their community and throughout life's journey." (Jordan Coble, WFN)

CENTRAL OKANAGAN PUBLIC SCHOOLS INTERNATIONAL EDUCATION



- The Internationalization of local schools is accelerating with the growth of the community and in the 2020/2021 school year the Central Okanagan Public Schools:
 - processed and supported **346** new parents and children through the District Welcome Centre resulting in the enrolment of **242** new students from **42** countries
 - had a total of **1,675** new immigrant children from **84** countries enrolled across the District
- The diversity coming into the community is also reflected in the data collected by Immigration, Refugees and Citizenship Canada:
 - during the 2020/2021 school year, **162** economic class immigrants, **39** family class immigrants and **138** refugees were serviced through the District Welcome Centre
 - the most prevalent countries represented in new immigrant numbers in the Central Okanagan by volume were: Syria, United States, India, Philippines, Peoples Republic of China, Republic of Korea, Brazil, Great Britain, and Ukraine



CENTRAL OKANAGAN PUBLIC SCHOOLS INTERNATIONAL EDUCATION



Together We Learn



Central Okanagan
Public Schools

International Education



Further cultural diversity was introduced to local schools through the Central Okanagan Public Schools International Education Program in the 2020/2021 school year:

- **350** students totaling **233.6** FTE from **22** countries and jurisdictions enrolled in local schools
- the countries sending the most students to the Central Okanagan by volume were: Germany, China (including Hong Kong and Macau), Japan, Italy, Republic of Korea, Spain, Mexico, Belgium, Vietnam and Brazil.

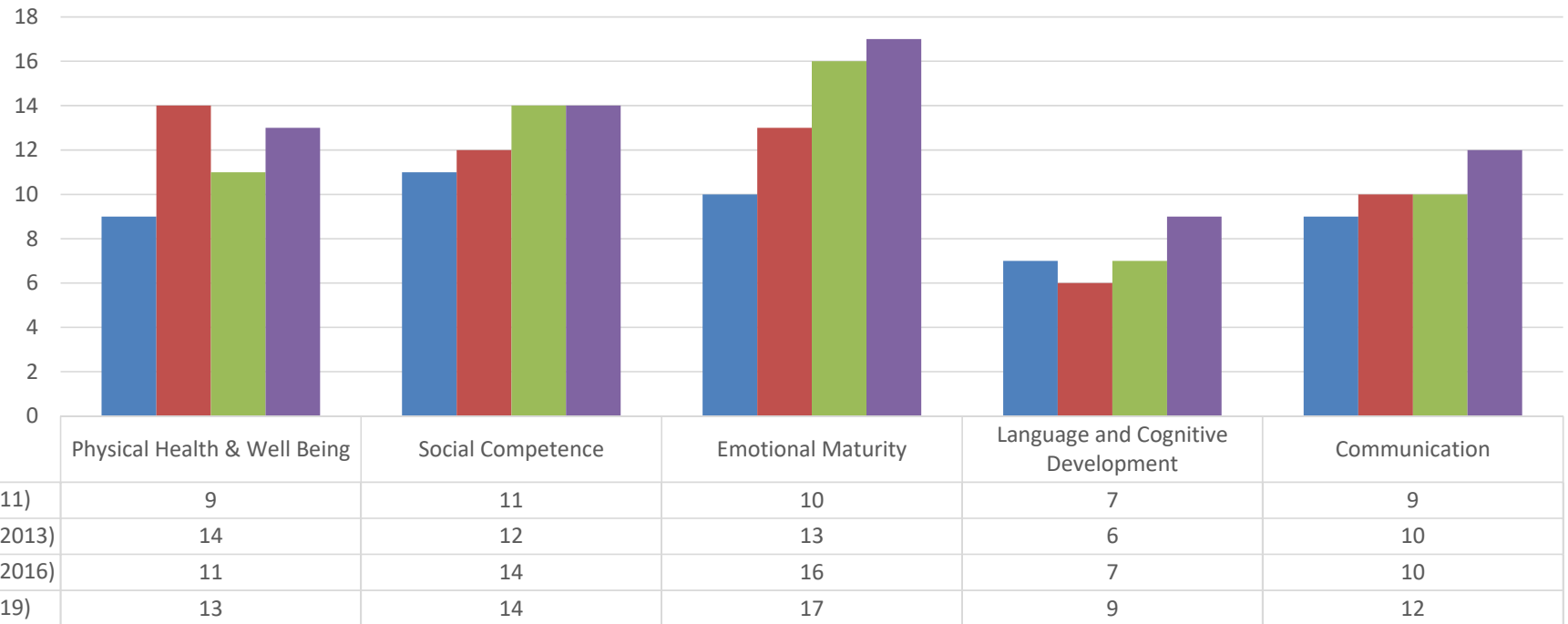


HUMAN EARLY LEARNING PARTNERSHIP



Early Development Instrument (EDI)

% CHILDREN VULNERABLE

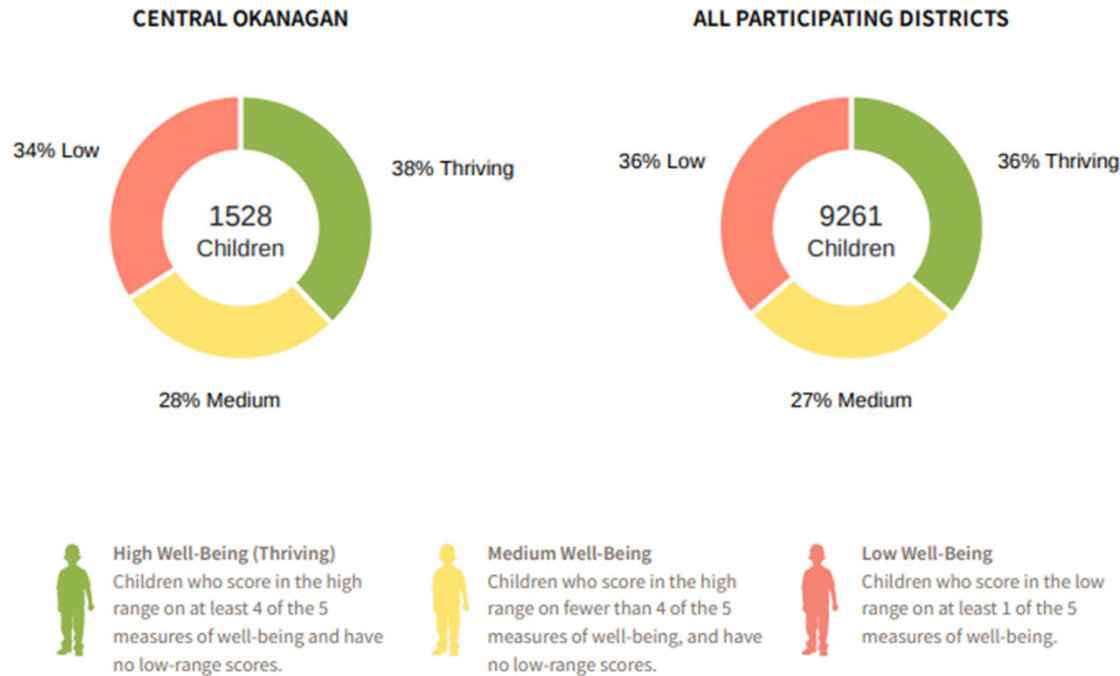


The collection of the Early Development Instrument (EDI) data over the last decade, through the work of the late Dr. Clyde Hertzman of UBC's Human Early Learning Partnership (HELP), indicates approximately **30%** of children living in the Central Okanagan are developmentally vulnerable in one or more area when they enter Kindergarten. The School District will participate in Wave 8 during the 2021-2022 school year.

MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI) – Grade 5 Social and Emotional Development Results



2020-2021 (Gr. 5)



MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI) – Grade 5 Social and Emotional Development Results



2020-2021 (Gr. 5)

OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."

EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."

PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."

SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."

HAPPINESS

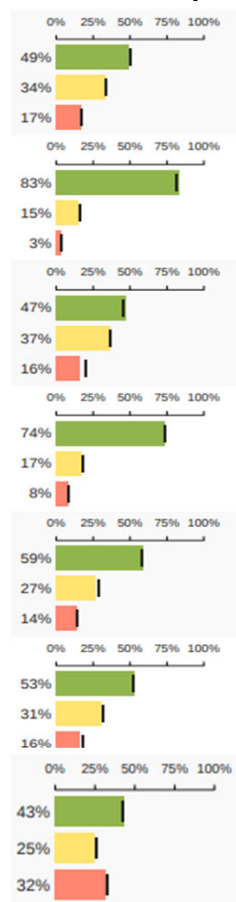
Happiness refers to how content or satisfied children are with their lives. e.g. "I am happy with my life."

ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."

ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g. "I worry a lot that other people might not like me."



Number of children: 1,528

Percentage of children who reported:



Average for all districts *

* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.

EARLY LEARNING PROGRAMS



In partnership with families and community, we support the development of the whole child through competency driven, child centered, place-based pedagogy so that each child thrives.



EARLY YEARS PARTNERSHIPS



- We currently have **13** preschools and **8** StrongStart programs nested in Central Okanagan Public Schools. Serving approximately **300** families this year in preschool programs and approximately **1,680** families in StrongStart, these programs have had a profound impact on learner and school readiness. It is one of our most effective practices for ensuring safe, seamless and well-supported transitions from home/care to school. ***Following COVID-19 protocols, StrongStart Facilitators scheduled 5 learning groups a week, for six week cycles all year long. The continuation of face-to-face learning with parents and children in StrongStart has had a positive impact in our community during the pandemic.***
- We also recognize the need to transition all **1,681** children entering kindergarten in the coming year, through a family-centered approach. We know that each family entering public education is unique as circumstance and context varies from family to family.
- We currently have **18** School Aged Out-of-School Care Programs and **3** Infant Toddler/Group Care, operating from schools and providing a seamless day for approximately **700** families. We are excited about the construction of 7 additional child care sites.
- We will be piloting a seamless day program for Kindergarten students at Bankhead Elementary School for the 2021-2022 school year. This pilot will be funded by the Ministry of Education for the next three years.



EARLY LEARNING PROFILE



Emergent literacy assumes that literacy acquisition begins at birth and emerges gradually over time. Long before children can read and write in a conventional sense, they are learning about literacy especially when immersed in literate-rich environments. Children arrive at preschools, StrongStart programs and Kindergarten with varying degrees of emerging literacy knowledge dependent upon their prior experiences.

A strong focus of the Central Okanagan over the last decade has been on ensuring that foundational decoding skills are in place prior to the end of grade two to facilitate reading comprehension and to foster the joy of reading literature independently at grade three.

PM Benchmarks are used to assess students reading skills (accuracy, fluency and comprehension) and help us as a District monitor the reading skills of our learners.

Teacher Resource Package

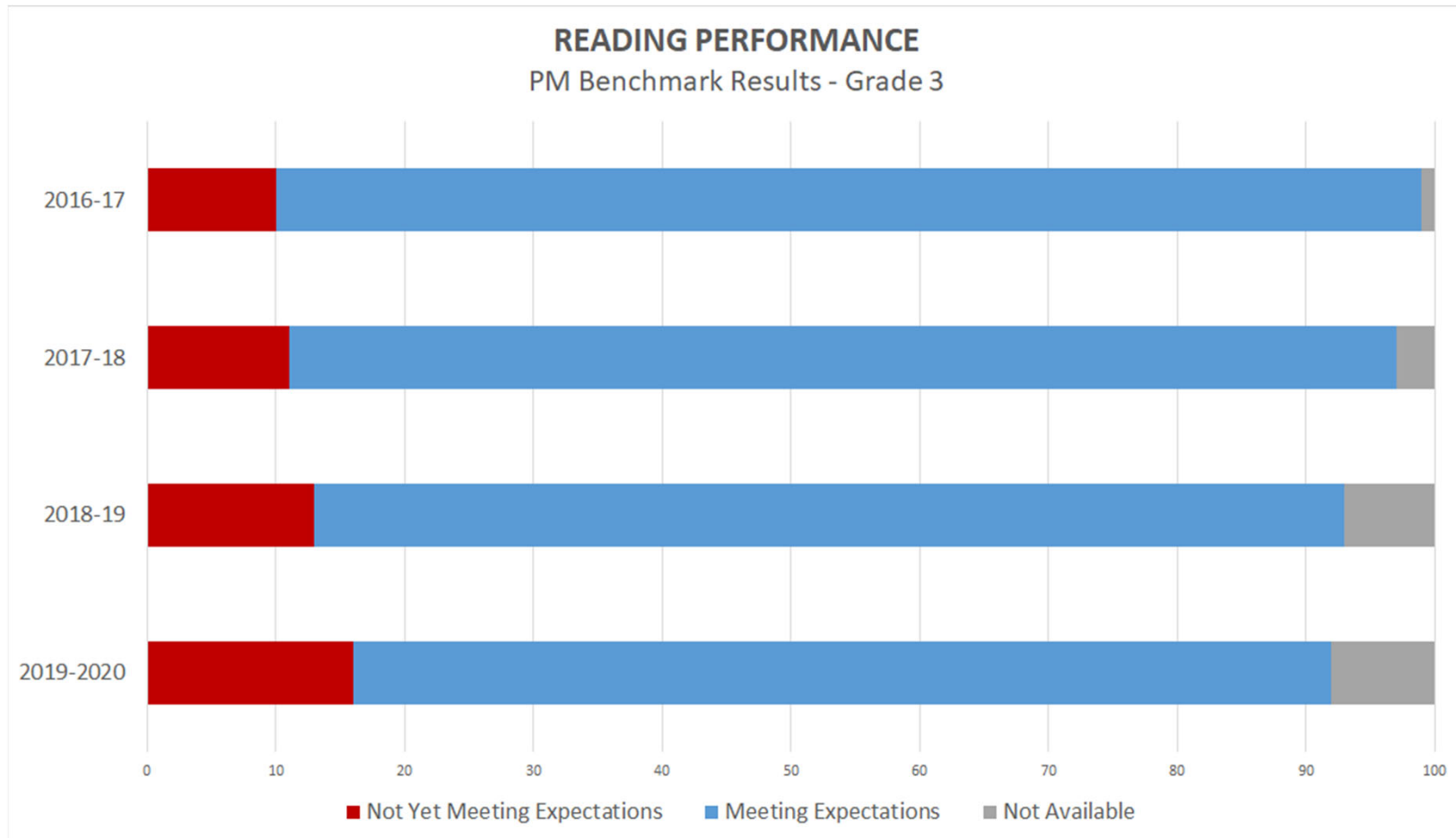
Early Literacy Essential Skills Profile



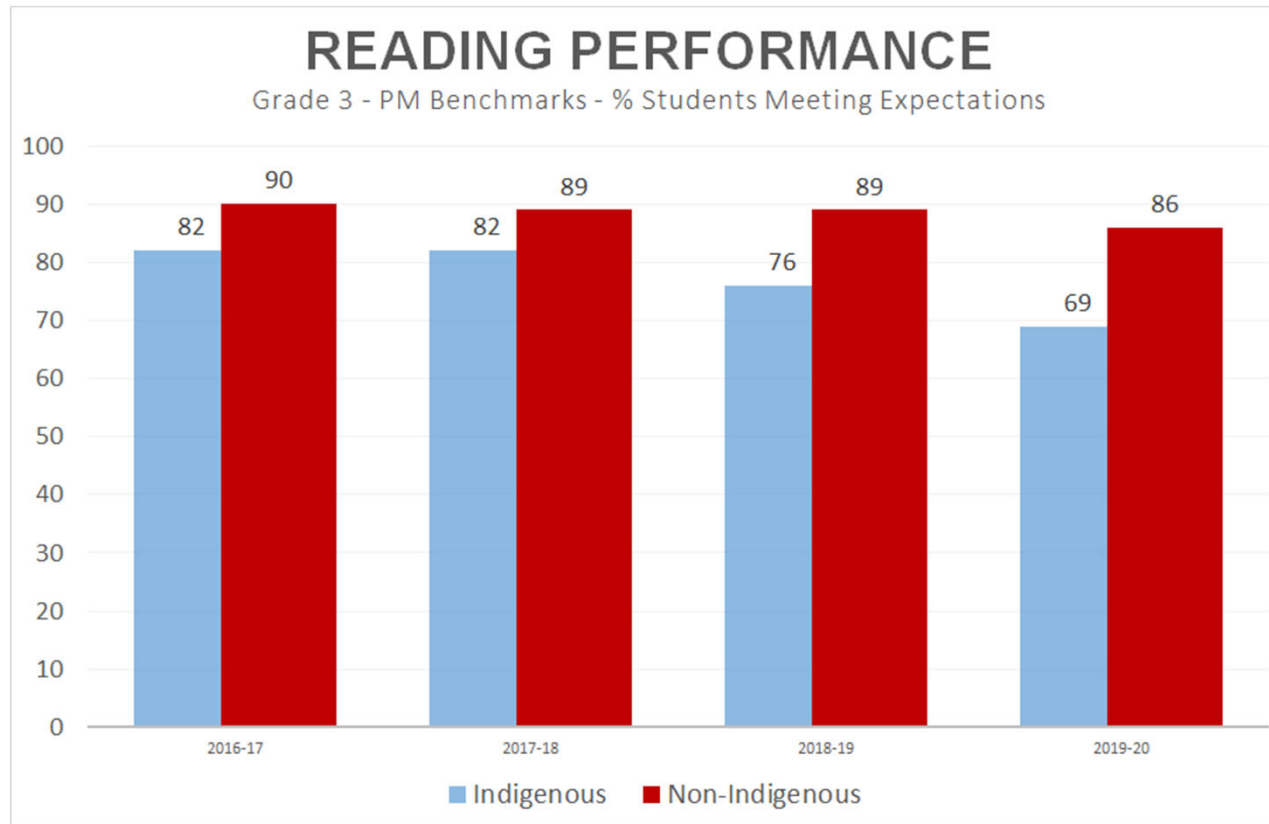
Kindergarten to Grade 3

2017

BUILDING FOUNDATIONAL SKILLS - LITERACY



BUILDING FOUNDATIONAL SKILLS - LITERACY



To address disparity of literacy results, the Collaborative Learning Services Team (Early Learning, Instructional Leadership, Indigenous Ed, Student Support Services) are focusing efforts to provide additional classroom support in schools with highest priority students. The Literacy Summer Camps offered at 7 regional sites will also serve to target intervention for striving readers.

BUILDING FOUNDATIONAL SKILLS - LITERACY



TRANSFER OF LITERACY FOUNDATIONAL SKILLS

Having a strong foundation of literacy skills contributes to each student thriving as competent communicators.

We use the School Wide Write to assess the achievement of our students beyond the primary grades.

Data for the 2019-20 school year is not available as face to face instruction was suspended due to the COVID-19 pandemic. Final Write data for the 2020-21 school year will be available for next year's student achievement report.

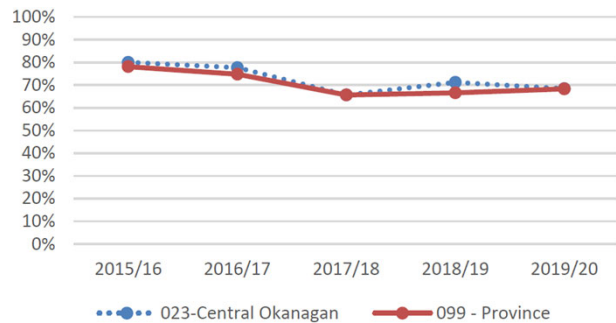


FOUNDATION SKILLS – NUMERACY PROVINCIAL ASSESSMENTS



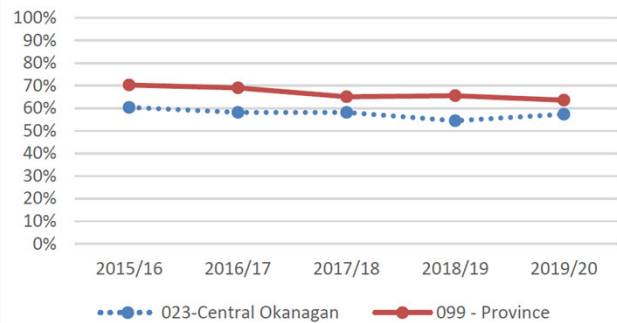
Grade 4

All Resident Students



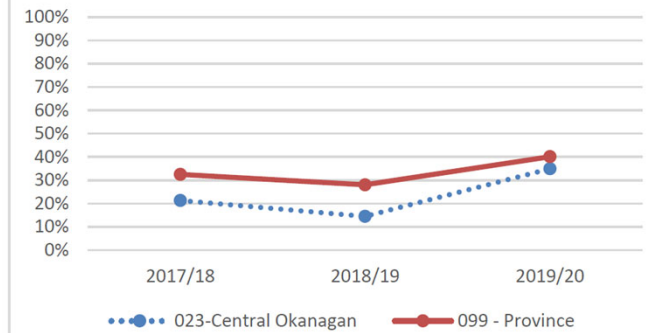
Grade 7

All Resident Students



Grade 10

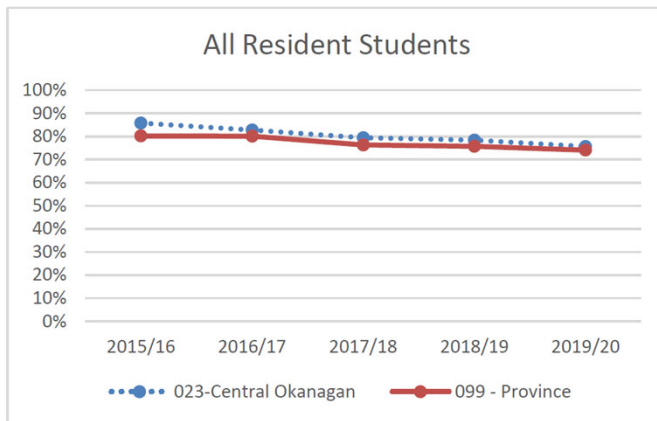
All Resident Students



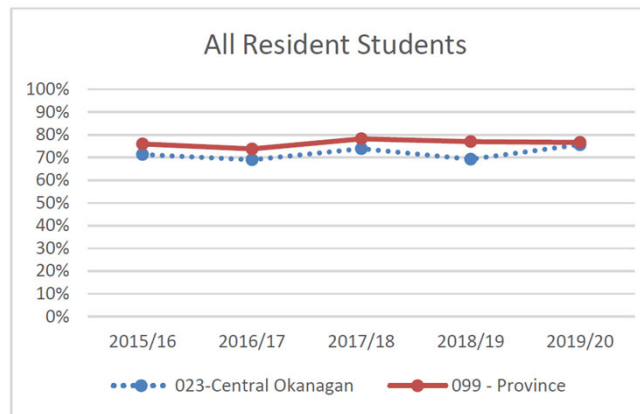
FOUNDATION SKILLS – LITERACY PROVINCIAL ASSESSMENTS



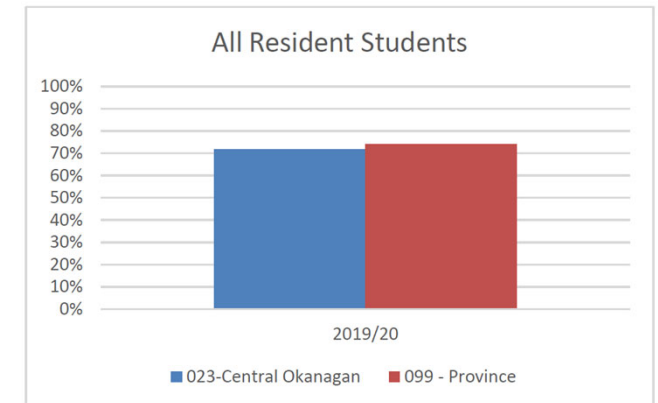
Grade 4



Grade 7



Grade 10

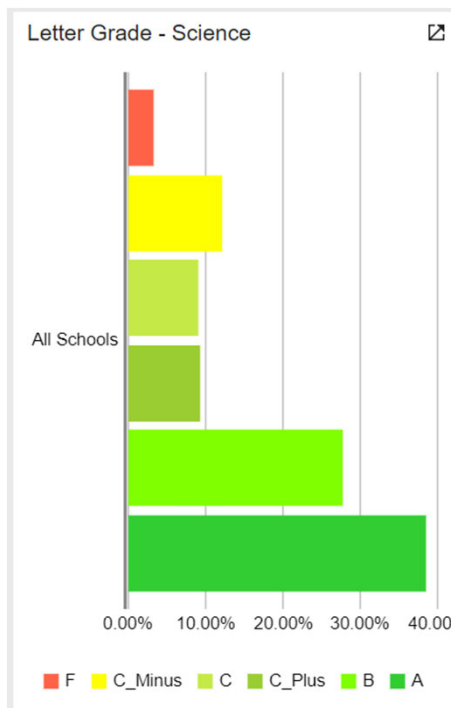


BUILDING FOUNDATIONAL SKILLS - SCIENCE

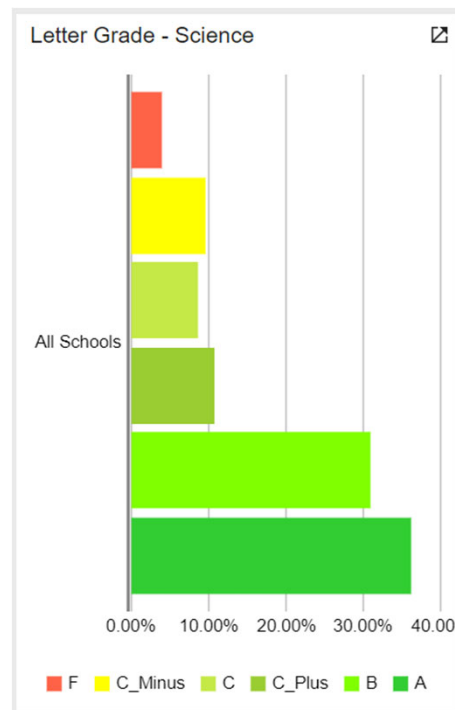


FINAL MARK DISTRIBUTION FOR SCIENCE COURSES BY GRADE – 2019-2020

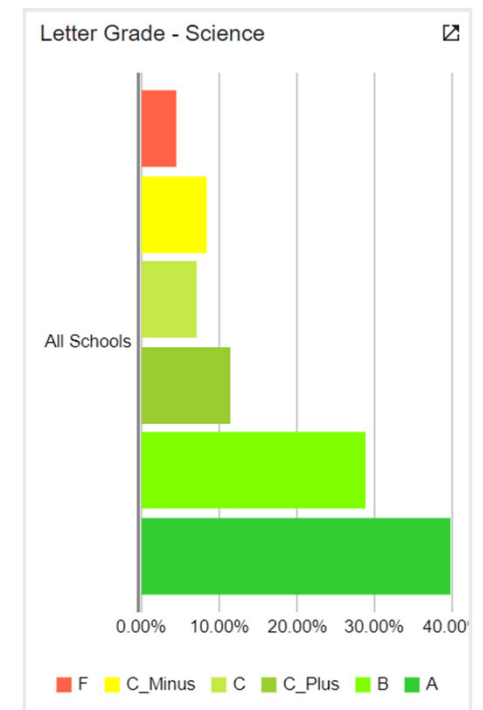
Grade 10



Grade 11



Grade 12

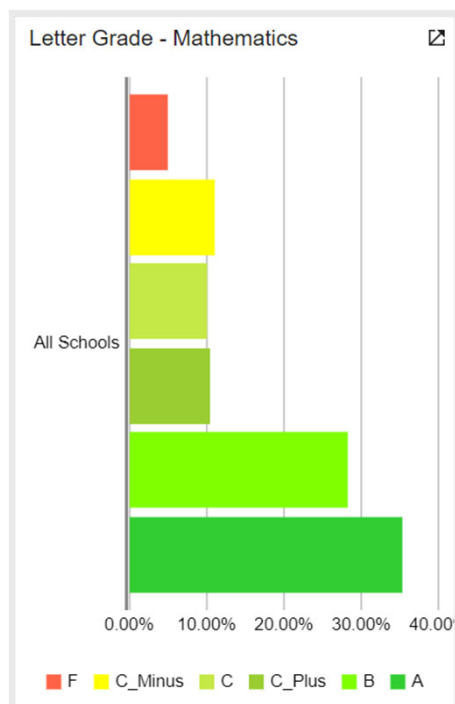


BUILDING FOUNDATIONAL SKILLS – MATHEMATICS

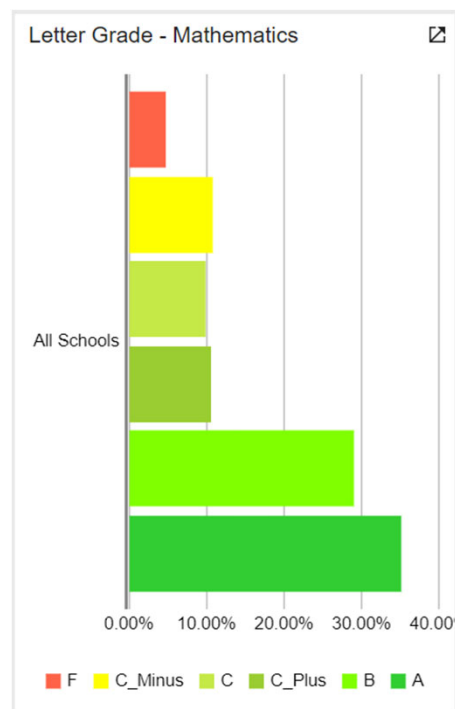


FINAL MARK DISTRIBUTION FOR MATH COURSES BY GRADE 2019-2020

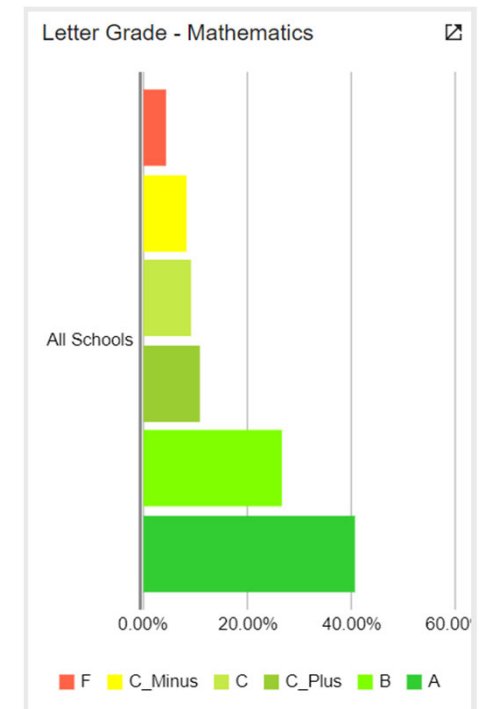
Grade 10



Grade 11



Grade 12

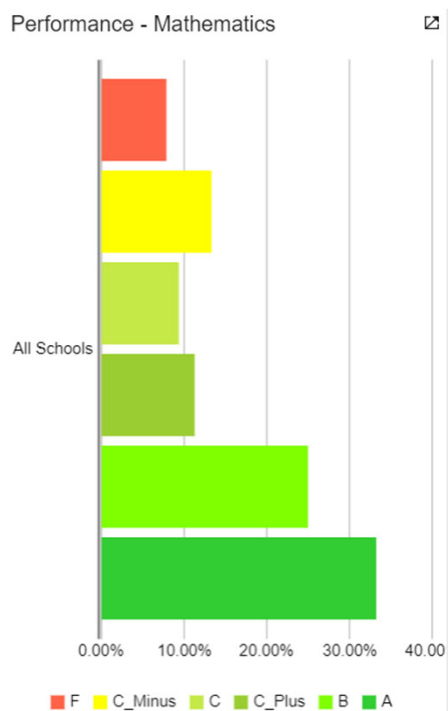


BUILDING FOUNDATIONAL SKILLS – GRADE 10 MATHEMATICS

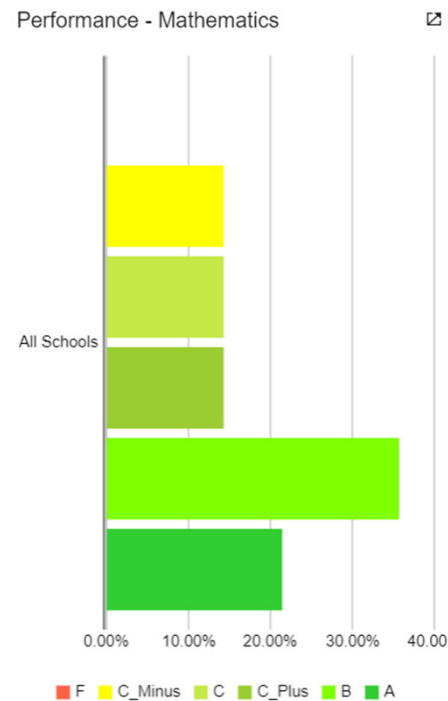


FINAL MARK DISTRIBUTION FOR GRADE 10 MATH COURSES 2019-2020

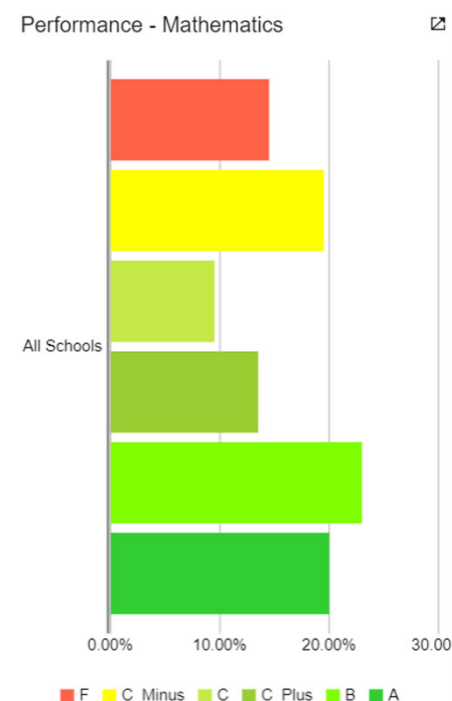
All Students



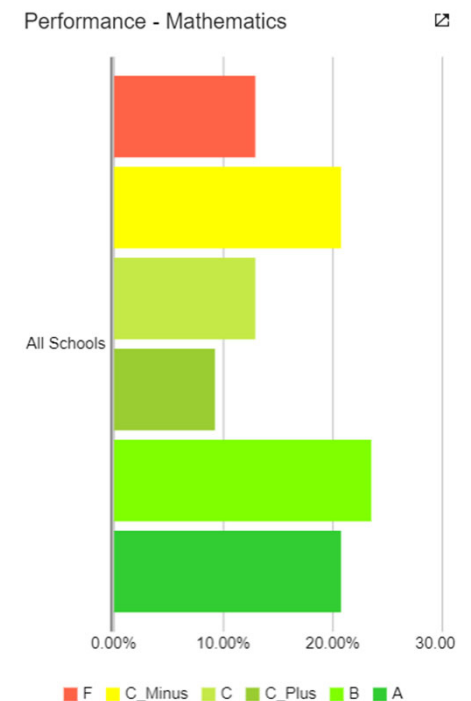
ELL



Aboriginal



Special Needs

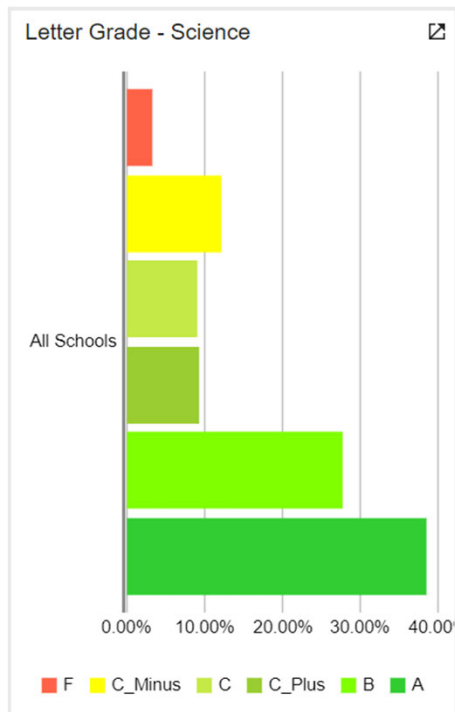


BUILDING FOUNDATIONAL SKILLS – GRADE 10 SCIENCE

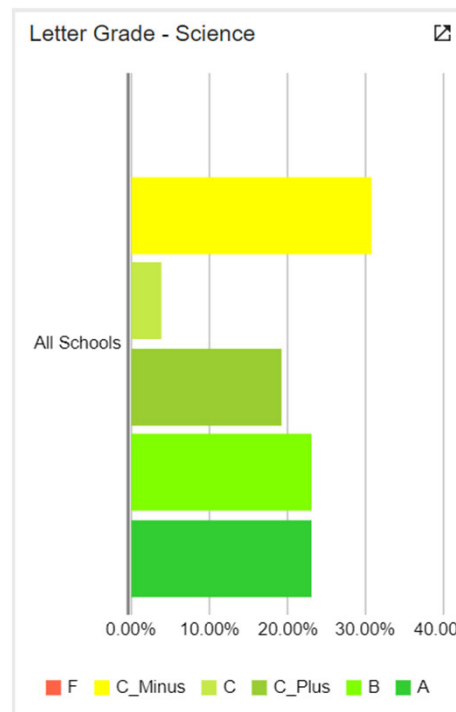


FINAL MARK DISTRIBUTION FOR GRADE 10 SCIENCE COURSES – 2019-2020

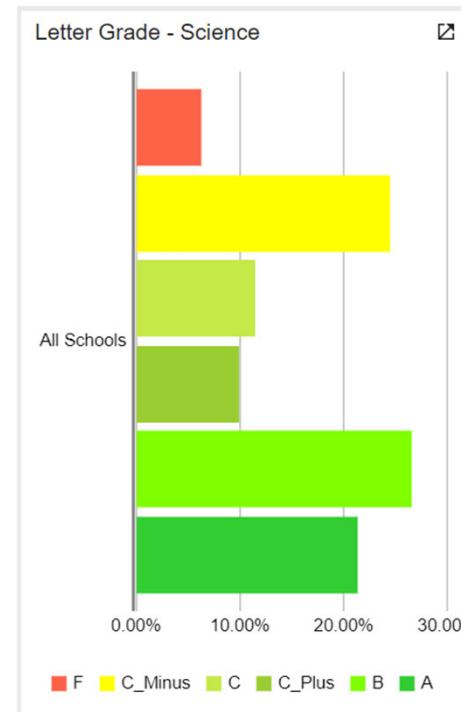
All Students



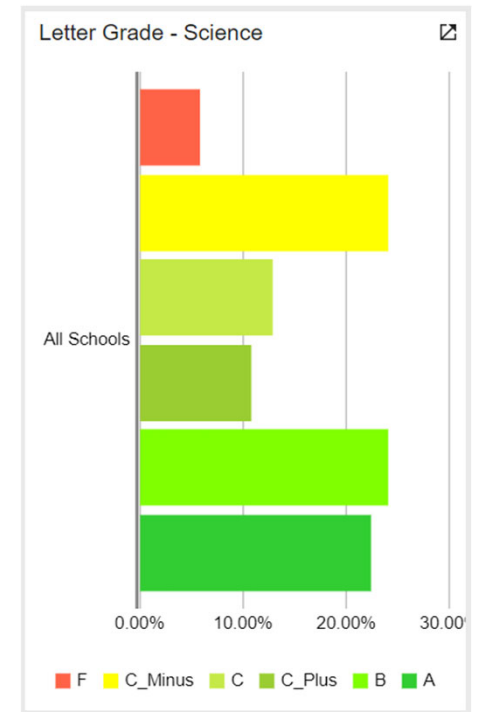
ELL



Aboriginal



Special Needs

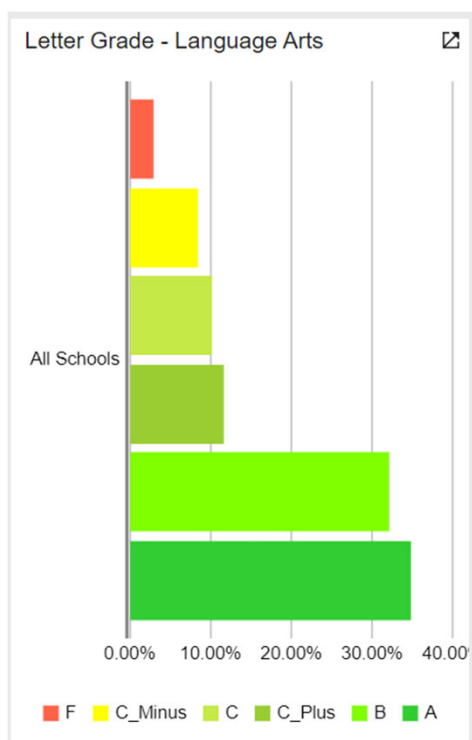


BUILDING FOUNDATIONAL SKILLS – GRADE 10 LANGUAGE ARTS

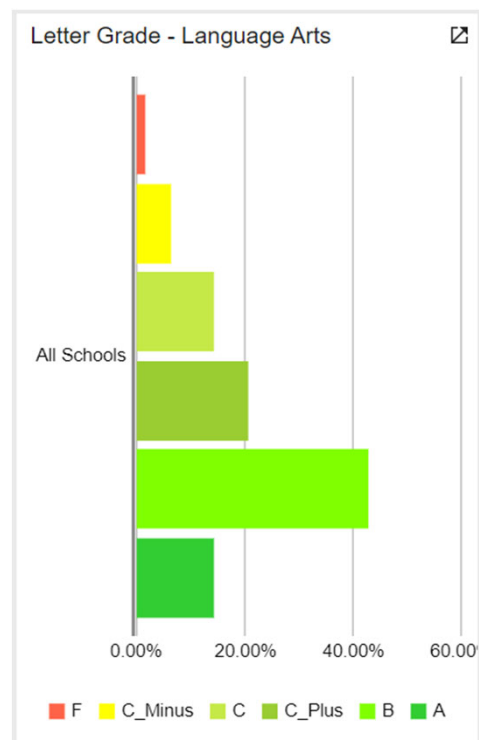


FINAL MARK DISTRIBUTION FOR GRADE 10 LANGUAGE ARTS – 2019-2020

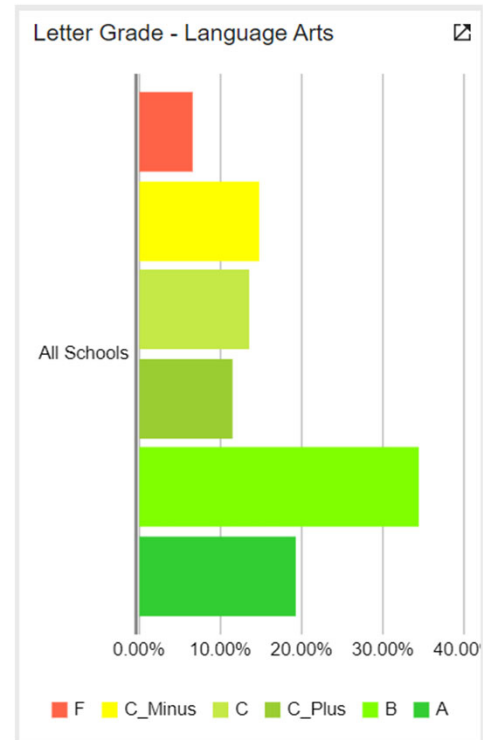
All Students



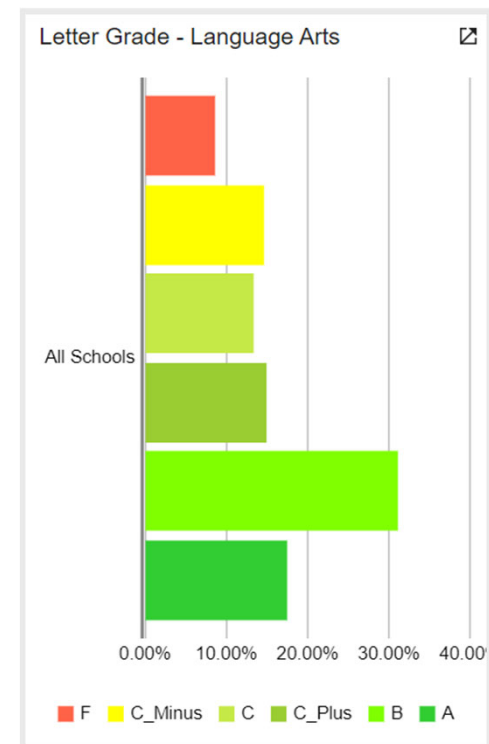
ELL



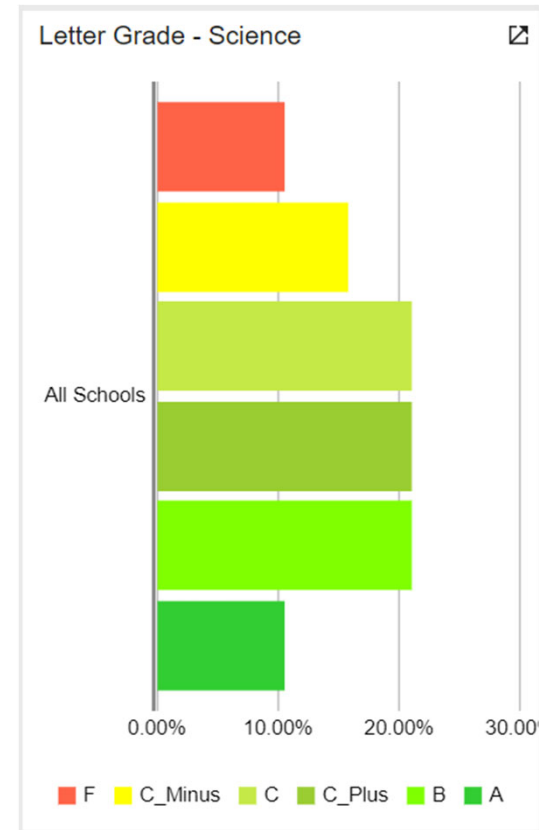
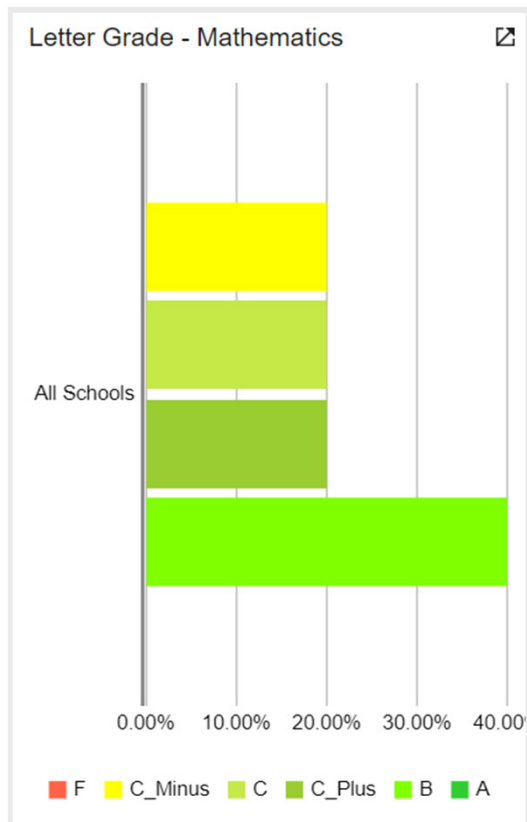
Aboriginal



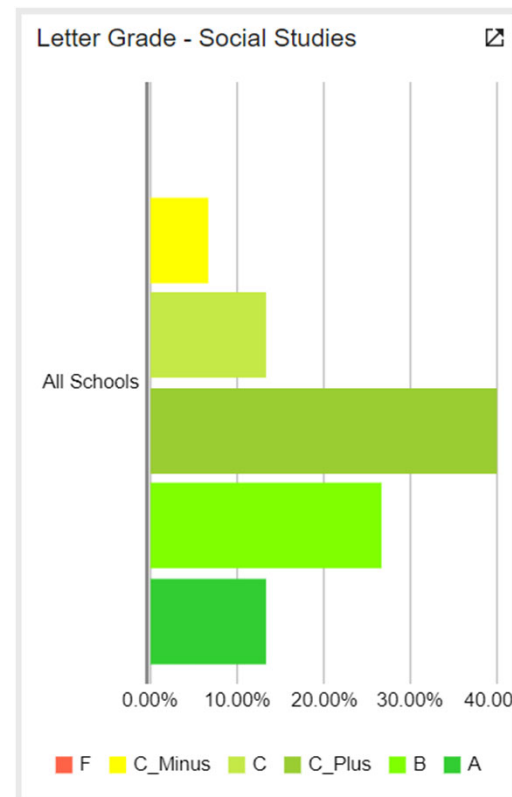
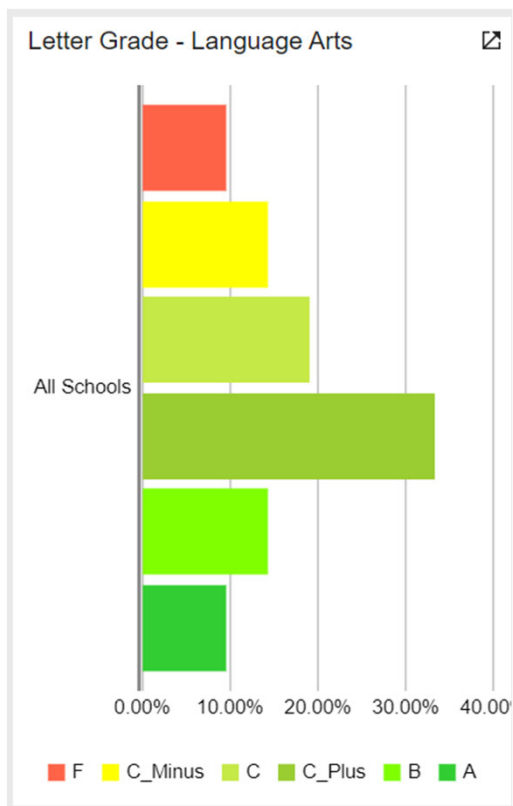
Special Needs



CHILDREN IN CARE - SCIENCE AND MATH 2019-2020



CHILDREN IN CARE - SOCIAL STUDIES AND LANGUAGE ARTS 2018-2019

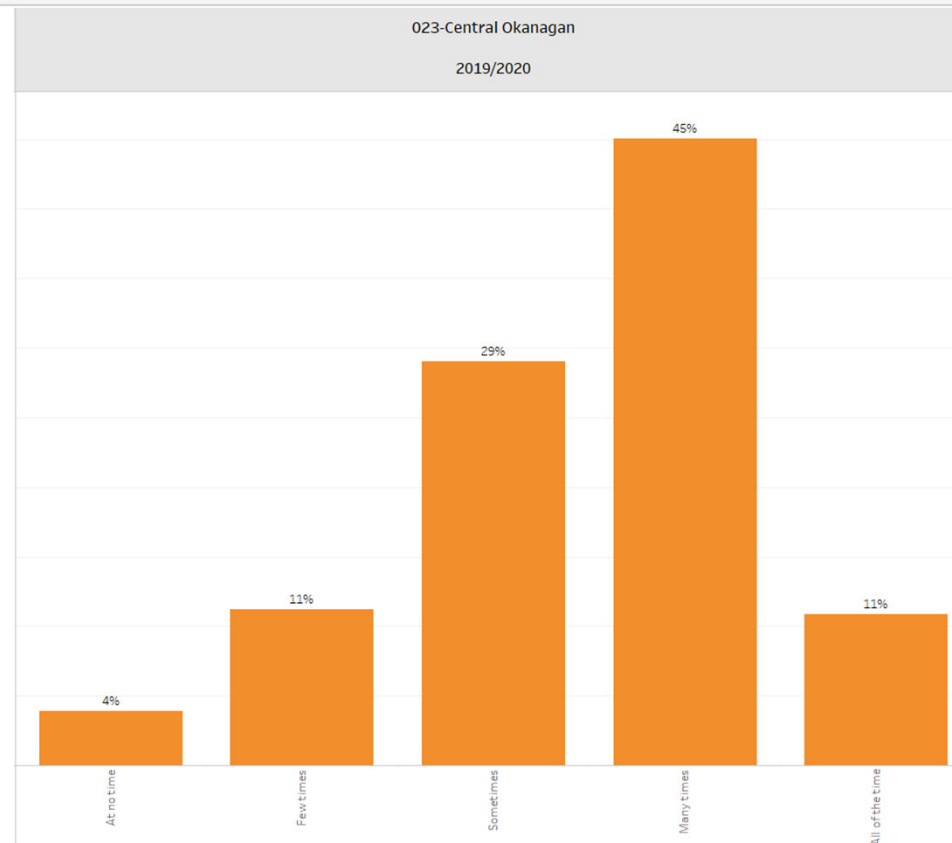


CORE COMPETENCIES - CRITICAL & REFLECTIVE THINKING



2019/2020 - 023-Central Okanagan - Grade 12 Students

Category: Intellectual Development: S17 - At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)



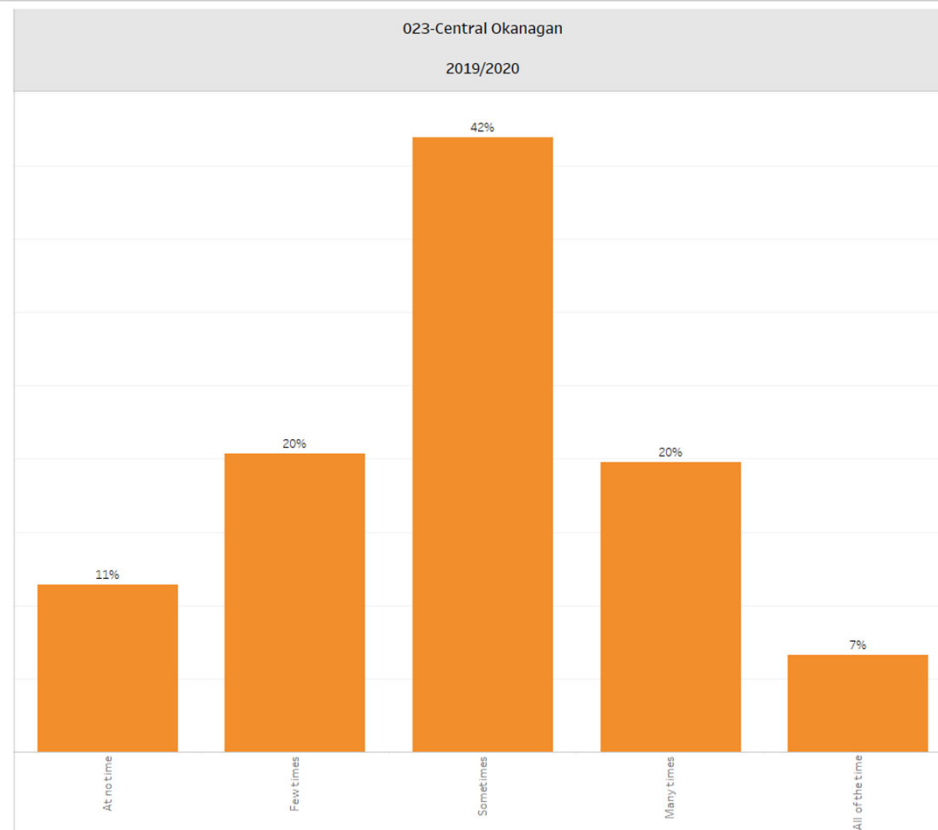
85% of Grade 12 students report they are learning to be a critical thinker

CORE COMPETENCIES - CREATIVE THINKING



2019/2020 - 023-Central Okanagan - Grade 12 Students

Category: Intellectual Development: S16 - At school, are you learning ways to become more creative? (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)



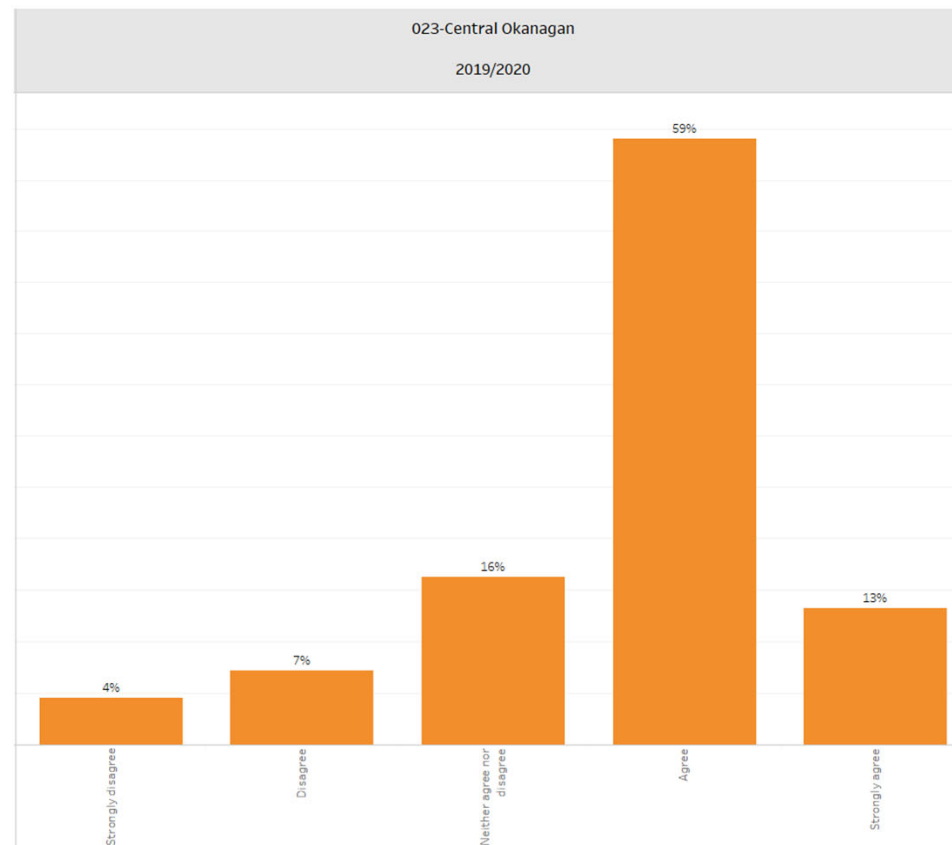
69% of Grade 12 students report that they are learning ways to be more creative

CORE CURRICULAR COMPETENCY – PERSONAL & SOCIAL



2019/2020 - 023-Central Okanagan - Grade 12 Students

Category: Social Development - S30 - I am satisfied that in school I am learning basic social skills that I need for the future. (for example, inter-personal, communication, teamwork)



88% of Grade 12 students report that they are learning social skills needed for the future

ENHANCING STUDENT LEARNING FRAMEWORK HUMAN AND SOCIAL COMPETENCIES



All schools and programs in the Central Okanagan Public Schools have a focus that is directly or indirectly around the Social and Emotional Wellness of each learner. Some of the major themes are identified as:

1. Sense of Belonging and Connectedness
2. Focus on Cultivating a Culture of Kindness
3. Empowering students to develop a Growth Mindset
4. Fostering Curiosity and Engagement
5. Fostering Determined Learners
6. Fostering Positive Relationships in all learners
7. Designing Collaborative Learning Communities by starting with EMPATHY
8. Fostering an adventure for learning through the social, emotional and physical well-being in our school community
9. Supporting Self-Regulated Learners
10. OECD Learning Principles – learners at the centre, learning is a social process and emotions are integral to learning
11. Critical, creative and compassionate thinking
12. Effective personal and inter-personal skills
13. Personal and social responsibility

DUAL CREDIT RESULTS - BCIT and SCHOOL-BASED



BCIT

Electricity & Industrial Electronics (Construction Electrician) - (Graham)
Computer Information Systems Administration

School Based

Auto Service Technician (KSS)
Hairstylist (MBSS)
Forestry/Utility Arborist (RSS)
Certified Education Assistant (GESS)
Emergency Medical Responder (Justice Institute of BC at RSS)

BCIT and School Based

YEAR	2016/17	2017/18	2018/19	2019/20
Completion Rate	83%	83%	89%	82%

2019-20

Students
enrolled in
Dual Credit
Programs = **225**

DUAL CREDIT RESULTS - OKANAGAN COLLEGE



Aircraft Maintenance Technician
 Aircraft Maintenance Engineer (Structures)
 Automotive Service Technician
 Academic Dual Credit (1st year transfer courses)
 Carpentry/Joinery
 Collision Repair Refinishing Prep Technician
 Culinary Arts
 Electrical
 Heavy Mechanical Trades

Plumbing & Piping Trades
 Recreation Vehicle Service Tech
 Refrigeration & Air Conditioning Mechanic
 Sheet Metal
 Welder
 Health Care Assistant
 Trade Sampler Program (non-credential from PSI)

Okanagan College Completion Rates

YEAR	2016/17	2017/18	2018/19	2019/20
Completion Rate	73%	86%	79%	83%

GRADUATION



COMBINED SIX-YEAR COMPLETION RATE (With Evergreen Successes)

96.5 % ↑ 0.4%

GRADUATION



COMPLETION DATA (2013/2014 – 2019/2020)

	13/14	14/15	15/16	16/17	17/18	18/19	19/20
BC Resident Rate	91.8%	90.6%	90.0%	90.2%	92.7%	91.4%	93.1% (+1.7%)
Six-Year Combined Rate	94.6%	94.2%	96.4%	93.7%	96.9%	96.1%	96.5% (+0.4%)

GRADUATION



**INDIGENOUS COMBINED
SIX-YEAR COMPLETION RATE
(With Evergreen Successes)**

84.4 % ↑ 3.6%

GRADUATION



INDIGENOUS COMPLETION DATA WITH EVERGREEN IN THE COHORT (2014/2015 – 2019/2020)

	14/15	15/16	16/17	17/18	18/19	19/20
Six-Year Completion Rate	74.8%	73.8%	76.9%	78.1%	76.7%	78.5% (+1.8%)
Six-Year Combined Rate	No previous calculations	78.1%	80.1%	81.9%	80.8%	84.4% (+3.6%)

GRADUATION



CELEBRATING GRADUATION SUCCESS 2021 CONGRATULATIONS

- Indigenous Education Grad Class = **230** students
- Alternate Education Grad Class = **124** students
 - Central Programs & Services = 87
 - eSchool23 = 37



CENTRAL OKANAGAN PUBLIC SCHOOLS



- Central Okanagan Public Schools is a high performing District in BC
- Student achievement results above both the national and provincial norms on almost every measure

