



JK-12 Education System Performance Measures Technical Report 2020-2021

Education, Culture and Employment

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Chipewyan

South Slavey

North Slavey

Gwich'in

Inuvialuktun

Inuktitut

Inuinnaqtun

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Introduction

The purpose of this document is to report annually on the current state of the Northwest Territories (NWT) education system with respect to the changes implemented by the Education Renewal and Innovation (ERI) Framework in 2013.

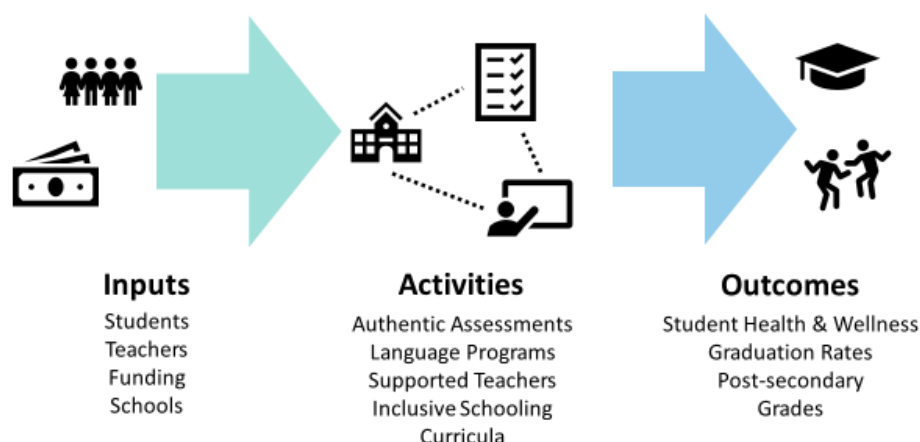
The ERI Framework is situated in a global and national context, where education is beginning to embrace a more holistic way of teaching and learning with a goal of supporting students to become capable and contributing people. This model better respects the NWT's Indigenous cultures as well as the needs and expectations of the 21st century. Learning and knowing how to survive on the land and contribute to your community requires a complex and flexible skillset, one that spans across the capacities of a whole person.

The ERI Framework is a 10-year initiative that was first implemented in 2013. It is aimed at improving the NWT Junior Kindergarten to Grade 12 (JK-12) education system such that it is more relevant to northern students and can better foster their growth into whole and capable people.

As you read this document, it is important to keep in mind that it reflects the first eight years of the ERI Framework's 10-year lifespan. The changes the NWT hopes this framework will achieve are complicated, multi-sided, and need time. Persistent gaps in student outcomes, especially in small communities, are a result of numerous factors that require the efforts of the Government of the Northwest Territories (GNWT), Indigenous Governments, communities, and families to effect change.

Executive Summary

This document reports on the current state of the Northwest Territories (NWT) education system and shows how the system has been changing in recent years. The education system has many connected parts. It is made up of organizations, people, programs, resources, materials, and actions. To show how the education system functions as a system, this report is organized into the following categories: inputs, activities, and outcomes.



An education system's **inputs** are things that go into the system, like money, teachers, and students. They are what the education system must work with. An education system's **activities** are those things that the system does, like programs, courses, and assessment practices. They include the different ways the education system is mobilized to teach and support students. An education system's **outcomes** are the results of the system, like grades, graduation rates, and the well-being of students. Ideally, the outcomes of a good education system will be students who are happy, well, capable, and ready to start the next phase of their lives.

The 2020-2021 school year, which is included in this report, was impacted by the COVID-19 pandemic in a number of ways. Some performance measures were affected by the changes to the way education was delivered to slow the spread of the virus. Where relevant, it is noted in this report whether and how the performance measures were influenced by the pandemic. The Department of Education, Culture and Employment (ECE) does not currently have sufficient data to determine the precise effects of the pandemic. Some of the impacts of COVID-19 on education may take longer to understand.

Summary of Results

Many of the performance measures in this report present historical data side-by-side with the newest data from the 2020-2021 school year. This makes it easier to see the areas where the system is doing well, where it is improving, and to identify parts of the education system that need continued support. Here is a high-level summary of the findings of the 2020-2021 report:

- Since Junior Kindergarten (JK) was introduced territory-wide in the 2017-2018 school year, the percent of Kindergarten students who participated in JK and who are developmentally on track has consistently improved. The beneficial effects of the JK program will, hopefully, continue to show in the coming years as those students get older.
- A downward trend in the overall well-being of students in Grade 7 continues.
- High school graduation rates are steadily on the rise, overall.
- The percentage of high school graduates who pursue post-secondary education within three years of graduating has held steady across the NWT, although there has been a decrease by about 10% in small communities since 2016.

The 2018-2019 annual report, [titled JK-12 Education Review Performance Measures Technical Report](#), was published in 2019. The [2019-2020 annual report](#) was published in May 2022.

Part 1 – Input Performance Measures

Input Performance Measures

This first part of the document outlines “inputs” into the NWT education system. For instance, the health and well-being of students entering the school system is important information for knowing what kinds of supports students may need. Information about number of students and teachers and how much funding each education body receives is also provided in this section.

Measures reported on in this section are the following:

- Student development upon entry into Grade 1
- Health and well-being of students in Grades 4 and 7
- Number of NWT schools
- Number of NWT students
- Number of NWT educators
- Education budgets from ECE

Student Development upon Entry into Grade 1

Why report on this measure?

The Early Development Instrument (EDI) is a questionnaire that Kindergarten teachers across Canada and many other countries complete to provide information about their students’ learning and development. The EDI looks at how children are doing in five areas (called “developmental domains”):

- Physical health and well-being;
- Social competence;
- Emotional maturity;
- Language and thinking;
- General communication abilities and knowledge.

Depending on how children are doing in these areas, they will meet the criteria for one of the following categories: “on track,” “vulnerable,” or “in flux.”

- If a child is “on track” it means they are doing well in all five of the developmental domains. These children are considered ready for the experiences and learning opportunities in Grade 1.

- If a child is "vulnerable," then they are having challenges in one or more of the five developmental domains. These children are at an increased risk of difficulties and, without additional support, may continue to experience challenges.
- Finally, "in flux" describes the children who fall between vulnerable and on track. They are not vulnerable in any area, and not on track in all areas. These children may or may not catch up to their "on track" peers and may benefit from additional supports.

Monitoring EDI results in the NWT helps keep families, communities, schools, and decision-makers informed about how young children in different NWT regions are doing. By looking at results of all three categories over time, and across community types, we are better able to see where additional supports are most needed.

What do the results of this measure tell us?

Because of the small student population in the NWT, a small change in the results of the EDI can appear as a large change overall, skewing the results. For this reason, EDI results are grouped into three-year clusters (i.e., 2017-2019, 2018-2020).

- Overall, the combined percent of children in the NWT who are "on track" or "in flux" over the last three years is 62% (Figure 1). This is the same result as we saw in the previous report, looking at the 2018-2020 cluster.
- Small communities continue to have a lower percentage of children who are "on track" compared to regional centres and Yellowknife (Figure 2).
- However, the "on track" results in small communities have improved. As shown later in this report, the introduction of JK has had an overall positive impact on children in the NWT (Figure 15).

EDI surveys for 2020-2021 were filled out in February and March of 2021. The EDI results, however, do not present any obvious impacts of the pandemic on the development of students in Kindergarten. Any potential impacts of the pandemic may take longer to see in the data for this indicator.

Figure 1: Percent of children who are developmentally “on track,” “in flux” and “vulnerable” in the NWT, from 2013-2021, as three-year clusters.

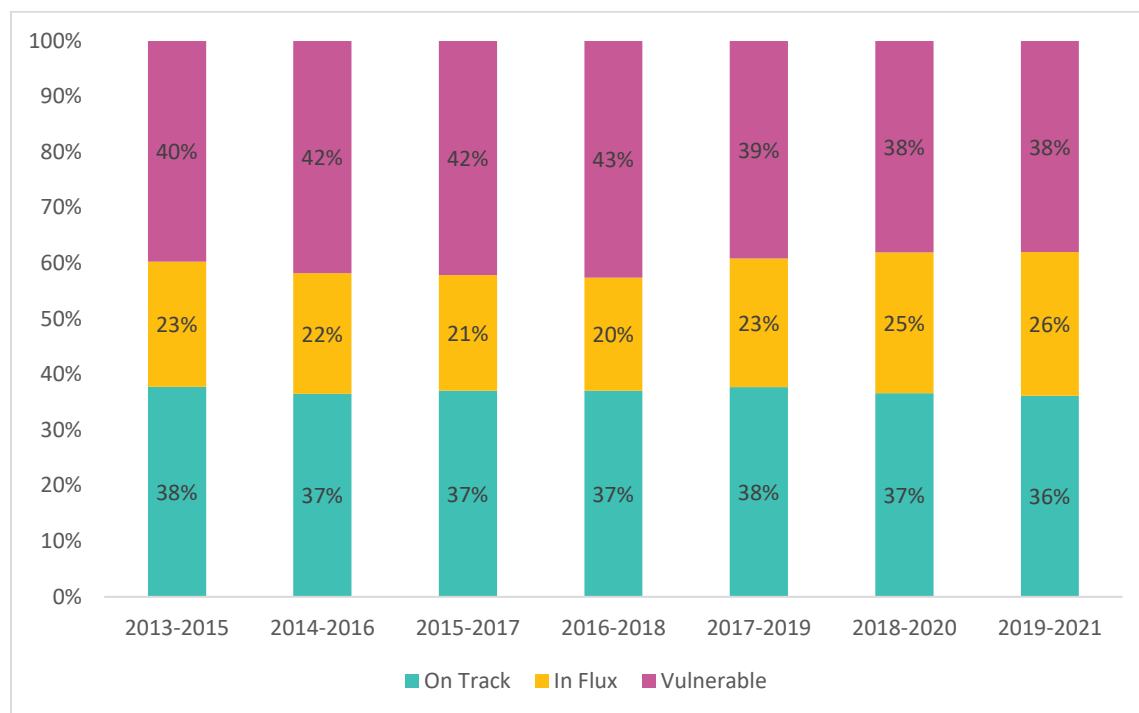


Figure 2: Percent of children who are developmentally “on track” by community type, from 2017-2021, as three-year clusters.

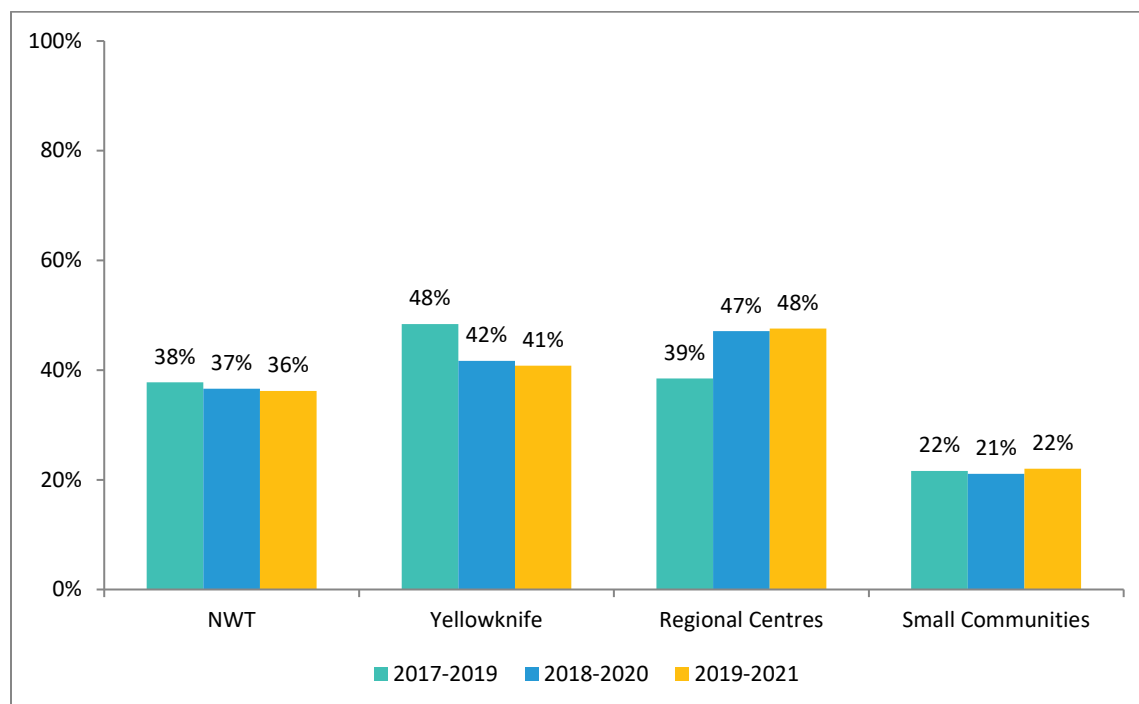


Table 1: Percent of children who are developmentally “on track” by community type, 2019-2020, and 2020-2021.

		NWT	Yellowknife	Regional Centres	Small Communities
2019-2020	Count	170	81	52	37
	%	33%	32%	49%	23%
2020-2021	Count	193	121	42	30
	%	36%	41%	48%	22%

Health and well-being of students in Grades 4 and 7

Why report on this measure?

The Middle Years Development Instrument (MDI) is a questionnaire that is completed by elementary students in Grade 4 and Grade 7. It measures five areas of development (physical health and well-being, connectedness, social emotional development, school experiences and use of after-school time), which are strongly connected to well-being, health, and academic achievement. There are two indexes that use data from the MDI questionnaire – the Well-Being Index and the Assets Index. The Well-Being Index combines five measures from the MDI:

- Optimism;
- Self-esteem;
- Happiness;
- Absence of sadness;
- General health.

Depending on how many “positive” and “negative” responses children report in the five areas of well-being, they have a result that is either “thriving,” “medium to high well-being,” or “low well-being.”

The expectation is that, as the NWT JK-12 school system becomes better able to reflect the cultures of the NWT and support students to flourish as capable and healthy persons, MDI “thriving” scores should increase.

It is important to note that MDI “thriving” scores are affected by more than just students’ school experiences. Students’ lives and experiences outside of school also affect their sense of well-being and have an effect on how students feel when they arrive at school.

Specifically, data from the MDI has shown that children’s self-reported well-being is significantly and positively related to the number of “assets” they perceive as being present in their lives. Assets include adult relationships, peer relationships, after-school activities, nutrition and sleep and school experiences.

What do the results of this measure tell us?

- The percent of Grade 4 students who are “thriving” in the NWT has increased since 2019-2020.
- This increase is due to a nine percent increase of Grade 4 students in Yellowknife who are “thriving” (Figure 3).
- Regional centres have seen a slight decrease in the percentage of Grade 4 students who are “thriving” since 2019-2020, and small communities have remained consistent.
- The percent of Grade 7 students who are “thriving” in the NWT continues to be on a downward trend.

Notably, Yellowknife has seen an 8% decrease since 2019-2020 (Figure 4).

- Decreases in “thriving” scores continue to suggest that the NWT school system can do more to better support well-being in students throughout the middle grades.

The 2020-2021 results may reflect the impact of the COVID-19 pandemic, as MDI surveys were filled out by students in January and February of 2021.

The notable findings of the increase in “thriving” Grade 4 students and decrease in “thriving” Grade 7 students in Yellowknife potentially reflect the impact of the pandemic.

However, at this time we do not have sufficient data to determine the precise effects, or their causes. It will likely take longer to understand the full impact of the pandemic on the data for this indicator.

Figure 3: Percent of Grade 4 students who are “thriving” by community type over time, 2015-2016 to 2020-2021.

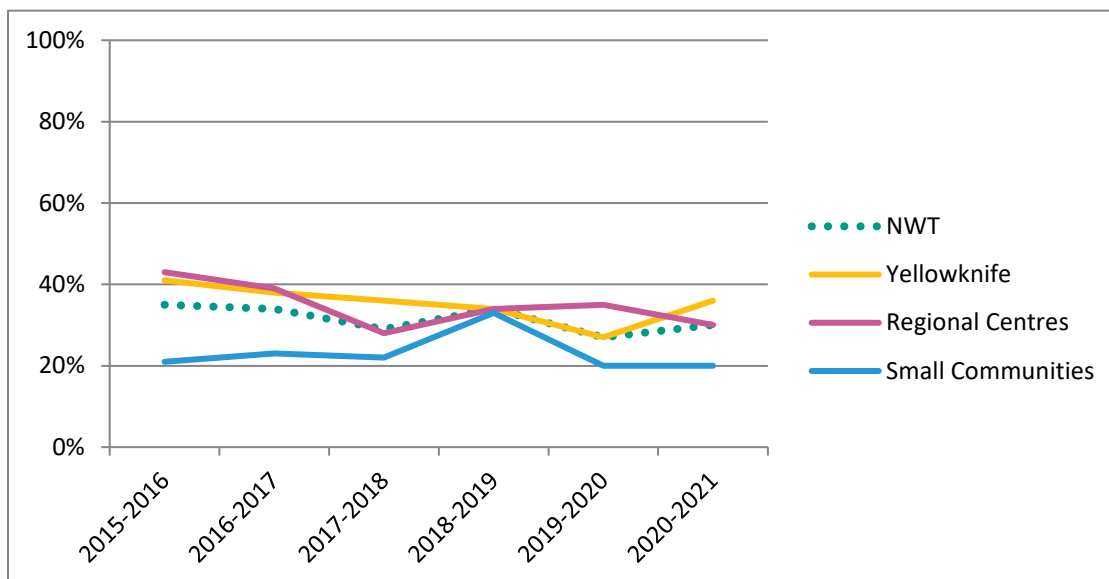


Figure 4: Percent of Grade 7 students who are “thriving” by community type over time, 2015-2016 to 2020-2021.

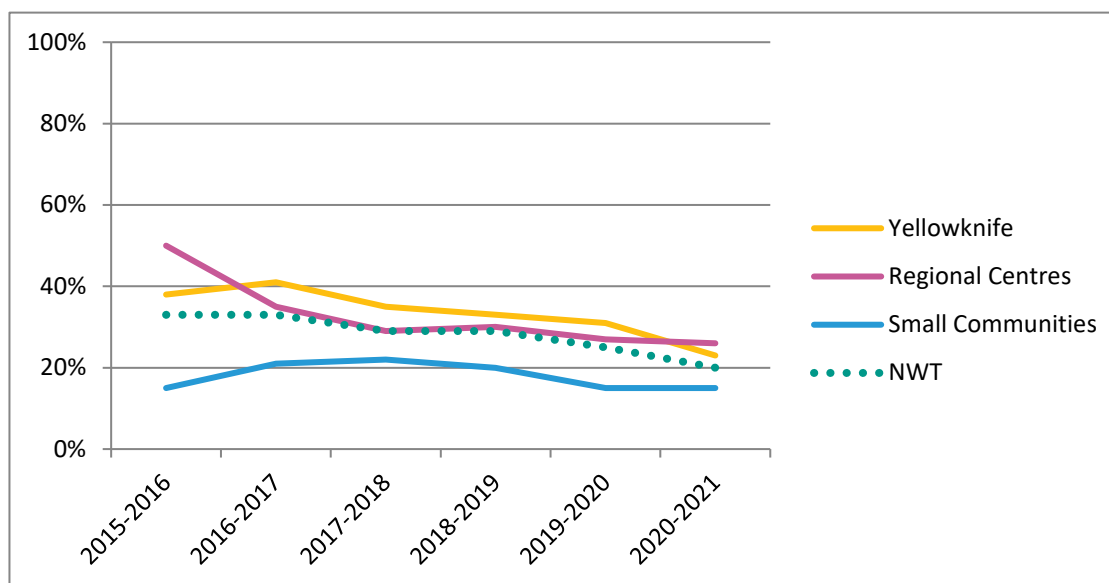


Table 2: Percent of Grade 4 students who are “thriving,” according to the MDI by community type, 2020-2021.

	Percent of Grade 4 students “thriving”
	2020-2021
Yellowknife	36%
Regional Centres	30%
Small Communities	20%
NWT	30%

Table 3: Percent of Grade 7 students who are “thriving,” according to the MDI by community type, 2020-2021.

	Percent of Grade 7 students “thriving”
	2020-2021
Yellowknife	23%
Regional Centres	26%
Small Communities	15%
NWT	20%

Number of NWT schools

Why report on this measure?

The number of schools in the NWT, by community, and by education body reflects the size of the NWT and regional student body, as well as the geographic dispersion of education services.

What do the results of this measure tell us?

No new schools have opened in the NWT since the 2019-2020 Performances Measures report.

Table 4: Number of schools by community type.

Community Type	Communities included	Number of Schools	Schools included
NWT	All	49	All NWT schools
Yellowknife	Yellowknife	10	École Allain St-Cyr (JK to 12) École St. Joseph School (JK to 7) École St. Patrick High School (Grade 8 to 12) École J.H. Sissons School (JK to 5) École Sir John Franklin High School (Grade 9 to 12) École William McDonald School (Grade 6 to 8) Mildred Hall Elementary School (JK to 8) N.J. Macpherson School (JK to 5) Range Lake North School (JK to 8) Weledah Catholic School (JK to 7)
Regional Centres	Hay River, Fort Smith, Inuvik	8	Diamond Jenness Secondary School (Grade 8 to 12) East Three Elementary School (JK to 6) East Three Secondary School (Grade 7 to 12) École Boréale (JK to 12) Harry Camsell School (JK to 3)

			Joseph Burr Tyrrell School (JK to 6) P.W. Kaeser High School (Grade 7 to 12) Princess Alexandra School (Grade 4 to 7)
Small Communities	Aklavik, Behchokò, Colville Lake, Délı̨ne, Dettah, Enterprise, Fort Good Hope, Fort Liard, Fort McPherson, Fort Providence, Fort Resolution, Fort Simpson, Gamètì, Jean Marie River, Kakisa, Kátł'odeeche, Łutselk'e, Ndilò, Nahanni Butte, Norman Wells, Paulatuk, Sachs Harbour, Sambaa K'e, Tsiigehtchic, Tuktoyaktuk, Tulita, Ulukhaktok, Wekweètì, Whatì, Wrigley	31	Alexis Arrowmaker School (JK to 10) Angik School (JK to 12) Charles Tetcho School (JK to 9) Charles Yohin School (JK to 10) Chief Albert Wright School (JK to 12; Northern Distance Learning for some 10 to 12) Chief Jimmy Bruneau School (JK to 12) Chief Julian Yendo School (JK to 9) Chief Julius School (JK to 12) Chief Paul Niditchie School (JK to 9) Chief Sunrise Education Centre (JK to 12) Chief T'Selehye School (JK to 12; Northern Distance Learning for some 10 to 12) Colville Lake School (JK to 12; Northern Distance Learning for some 10 to 12) Deh Gáh Elementary & Secondary School (JK to 12) Deninu School (JK to 12) Echo-Dene School (JK to 12) Elizabeth Mackenzie Elementary (JK to 6) Helen Kalvak Elihakvik (JK to 12) Inualthuyak School (JK to 9)

			<p>Jean Wettrade Gamètì School (JK to 12)</p> <p>Louie Norwegian School (JK to 9)</p> <p>Kakisa Territorial School (JK to 9)</p> <p>K'álemì Dene School (JK to 12)</p> <p>Kaw Tay Whee School (JK to 12)</p> <p>Łíídlı́ Kúé Elementary School (previously Bompas Elementary School) (JK to 6)</p> <p>Łíídlı́ Kúé Regional High School (previously Thomas Simpson Secondary School) (Grade 7 to 12)</p> <p>Lutsel K'e Dene School (JK to 12)</p> <p>Mackenzie Mountain School (JK to 12)</p> <p>Mangilaluk School (JK to 12)</p> <p>Mezi Community School (JK to 12)</p> <p>Moose Kerr School (JK to 12)</p> <p>ᑭeᑭᑦᑕ Ayha School (JK to 12; Northern Distance Learning for some 10 to 12)</p>
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Number of NWT Students

Why report on this measure?

Knowing how many students the NWT school system supports helps decision-makers direct services to students. Student enrolments are also used to determine how much funding schools receive from ECE.

What do the results of this measure tell us?

- Enrolments have continued to be relatively stable since the 2019-2020 school year in Grades 1-9 (Figure 5) and in high school (Figure 6).
- High school enrolments are reported as a group and not separated by grade. This is because ECE discovered errors in the grade designation for many Grades 11 and 12 students across the territory.
- These errors are in the process of being corrected, and until then high school enrolment data will be reported as an aggregate.

Enrolment counts for 2020-2021 were collected at the end of September 2020. The data does not reveal any impacts of the pandemic; however it may take time to see the impacts of the pandemic on enrolment data, if at all.

Figure 5: Number of Full Time Equivalent¹(FTE) students enrolled in the NWT in Grades 1-9 in 2018-2019, 2019-2020, and 2020-2021.

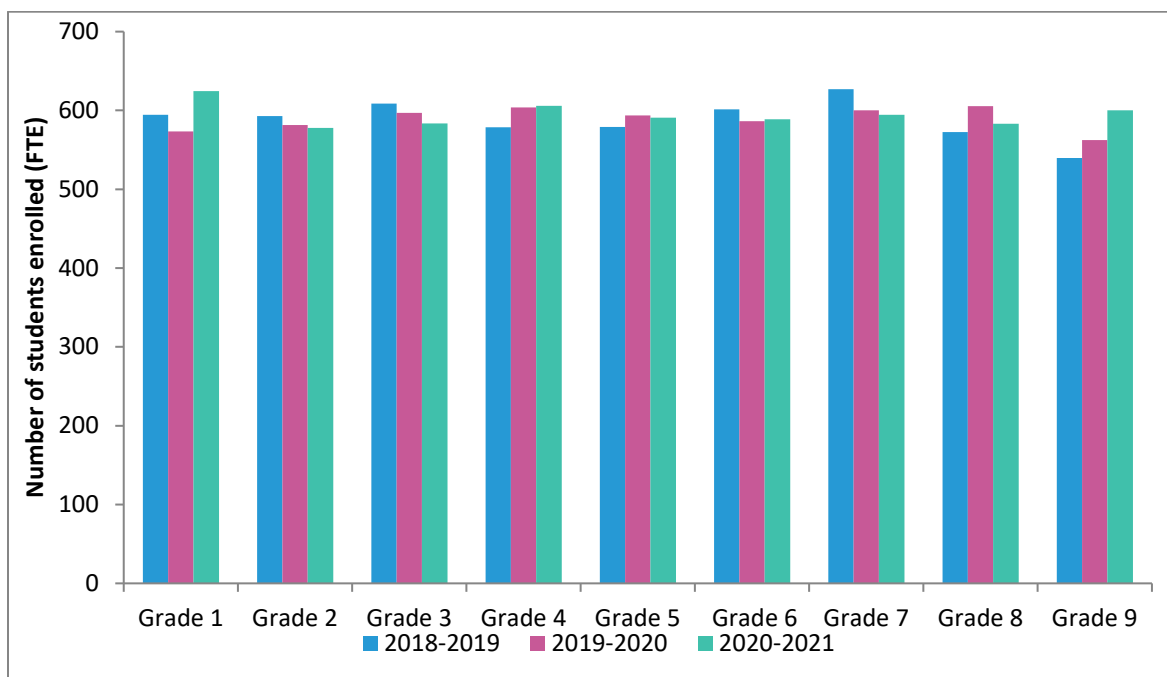


Figure 6: Number of Full Time Equivalent students enrolled in High School in the NWT in 2018-2019, 2019-2020, and 2020-2021.

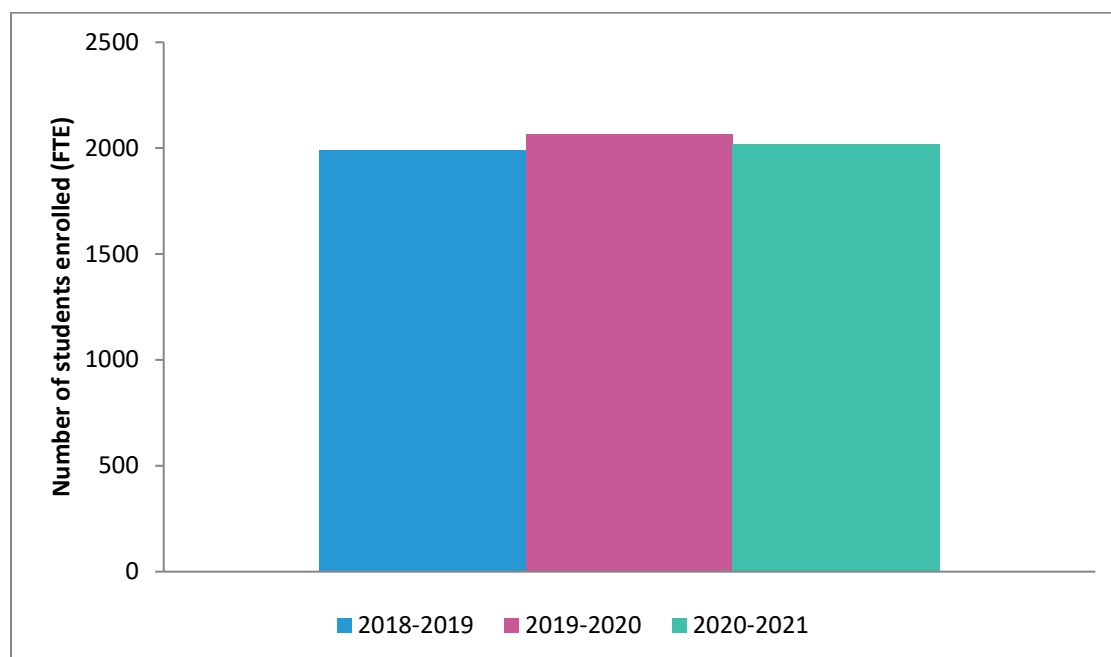


Table 5: Enrolment (Full Time Equivalent) Grades 1-9 and High School, 2020-2021.²

Grade	1	2	3	4	5	6	7	8	9	High School	Total
NWT											
Overall	624.5	578	583.5	606	591	589	594.5	583	600	2020.5	7370
Indigenous	351	337.5	357	377.5	375.5	375.5	392	352.5	391.5	1390.25	4700.25
Non-Indigenous	273.5	240.5	226.5	228.5	215.5	213.5	202.5	230.5	208.5	630.25	2669.75
Education Body											
Beaufort Delta											
Overall	115	97.5	118	108	106	110	112	92	96	337.25	1291.75
Indigenous	95.5	83.5	99.5	95.5	94.5	101	98	79	87	300.75	1134.25
Non-Indigenous	19.5	14	18.5	12.5	11.5	9	14	13	9	36.5	157.5
CSF³											
Overall	21	22	22	12.5	13	19.5	13	14.5	16.5	34	188
Indigenous	--	--	--	--	--	--	--	--	--	--	26
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	162
Dehcho											
Overall	33	28	27	33	31	36	35	30.5	30.5	121.25	405.25
Indigenous	--	--	--	--	--	--	--	--	--	--	380.25
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	25
Dettah											
Overall	--	--	--	--	--	--	--	8	--	--	44
Indigenous	--	--	--	--	--	--	--	8	--	--	--
Non-Indigenous	--	--	--	--	--	--	--	0	--	--	--
Ndilo											
Overall	9	10	10	10	8	--	8	--	--	29	104
Indigenous	9	10	--	10	8	--	8	--	--	29	--
Non-Indigenous	--	0	--	0	0	--	0	--	--	0	--
Sahtu											
Overall	41	43	29.5	40.5	27	31	41	28	54.5	131.5	467
Indigenous	--	--	--	--	--	--	--	--	--	--	417.5
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	49.5
South Slave											
Overall	81	82	83.5	89.5	100.5	63.5	92	85.5	102.5	286.75	1066.75
Indigenous	47	57	64.5	67.5	72	49	70	59	76.5	222.75	785.25
Non-Indigenous	34	25	19	22	28.5	14.5	22	26.5	26	64	281.5
Tłı̨chǫ											
Overall	47	53	37	56	52	59	56	64	44	277	745

² Table note: "--" stands for suppressed data. Small numbers and percentages derived from small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

³ Commission scolaire francophone Territoires du Nord-Ouest.

Indigenous	--	--	--	--	--	--	56	64	--	277	--
Non-Indigenous	--	--	--	--	--	--	0	0	--	0	--
YK1											
Overall	175.5	135	151	154.5	149	147.5	135	149	141	512.75	1850.25
Indigenous	54.5	33	54	48.5	54	42	43	48.5	52	208	637.5
Non-Indigenous	121	102	97	106	95	105.5	92	100.5	89	304.75	1212.75
YKCS											
Overall	99	106.5	99.5	99	100.5	114	100.5	105	106	278	1208
Indigenous	32	32	34	30	36	38	43	32	40	101.5	418.5
Non-Indigenous	67	74.5	65.5	69	64.5	76	57.5	73	66	176.5	789.5
Community Type											
Small Communities											
Overall	207	204	183	214	182.5	199.5	218	201	211	812	2632
Indigenous	187	195	168	205	175	188.5	210	192	202.5	790	2513
Non-Indigenous	20	9	15	9	7.5	11	8	9	8.5	22	119
Regional Centres											
Overall	131	115.5	134	130.5	151	116	130	122	131	398.25	1559.25
Indigenous	77.5	75.5	98	94	110.5	89	95	79	97	290.75	1106.25
Non-Indigenous	53.5	40	36	36.5	40.5	27	35	43	34	107.5	453
Yellowknife											
Overall	286.5	258.5	266.5	261.5	257.5	273.5	246.5	260	258	810.25	3178.75
Indigenous	86.5	67	91	78.5	90	80	87	81.5	92	309.5	1063
Non-Indigenous	200	191.5	175.5	183	167.5	193.5	159.5	178.5	166	500.75	2115.75

Number of NWT educators

Why report on this measure?

Knowing the number of educators is useful for understanding who NWT educators are, their workloads, and the quality of education they can offer students. 'Educator' is a broad category that includes teachers, school administrators, and pedagogical support staff.

The method for calculating the number of educators changed in recent years. Vice principals, principals and educational assistants are now included in the educator count. Educators who work with children in the classroom but do not necessarily lead the class – such as support assistants and program support teachers – are now included so that this performance measure better reflects the number of adults in classrooms.

What do the results of this measure tell us?

Table 6 and Table 7 tell us how many educators there are across the community types and education bodies. The number of educators in the NWT has increased steadily over the last two years.

- All community types have seen an increase in the number of educators between 2019-2020 and 2020-2021 (Table 6).
- The increase in positions could be due to increased third party funding, such as Jordan's Principle and the Inuit Child First Initiative.

Table 6: Number of educators by community type, 2019-2020 to 2020-2021.

		Yellowknife	Regional Centres	Small Communities	NWT Overall
2019-2020	Number of educators	398	238	437	1073
	% of total NWT educator population	37.1%	22.2%	40.7%	
2020-2021	Number of educators	418	269	504	1191
	% of total NWT educator population	35.1%	22.6%	42.3%	

Table 7: Number of educators by education body, 2019-2020 to 2020-2021.

Education body	2019-2020		2020-2021	
	Number of educators	% total educators	Number of educators	% total educators
Beaufort Delta Education Council (BDEC)	238	22.2%	267	22.4%
Commission scolaire francophone (CSF)	36	3.4%	46	3.9%
Dettah District Education Authority (DDEA)	8	0.7%	6	0.5%
Dehcho Divisional Education Council (DDEC)	66	6.2%	67	5.6%
Ndilo District Education Authority (NDEA)	16	1.5%	13	1.1%
Sahtu Divisional Education Council (SDEC)	70	6.5%	81	6.8%
South Slave Divisional Education Council (SSDEC)	150	14.0%	188	15.8%
Tłı̨ch̨ Community Services Agency (TCSA)	112	10.4%	135	11.3%
Yellowknife Catholic School Board (YCS)	142	13.2%	193	16.2%
Yellowknife Education District No. 1 (YK1)	235	21.9%	195	16.4%

Education Budgets from ECE

Why report on this measure?

The amount of funding available to the NWT education system is an important measure for understanding what factors go into determining territorial school budgets, and in turn how that impacts school spending.

The most important factor in determining how much funding a school or education body receives from ECE is the number of students enrolled in the school or served by the education body. The cost of salaries and benefits is another major factor that is taken into consideration. Educators in small communities often require higher salaries, as the cost of living in small communities is much higher.

What do the results of this measure tell us?

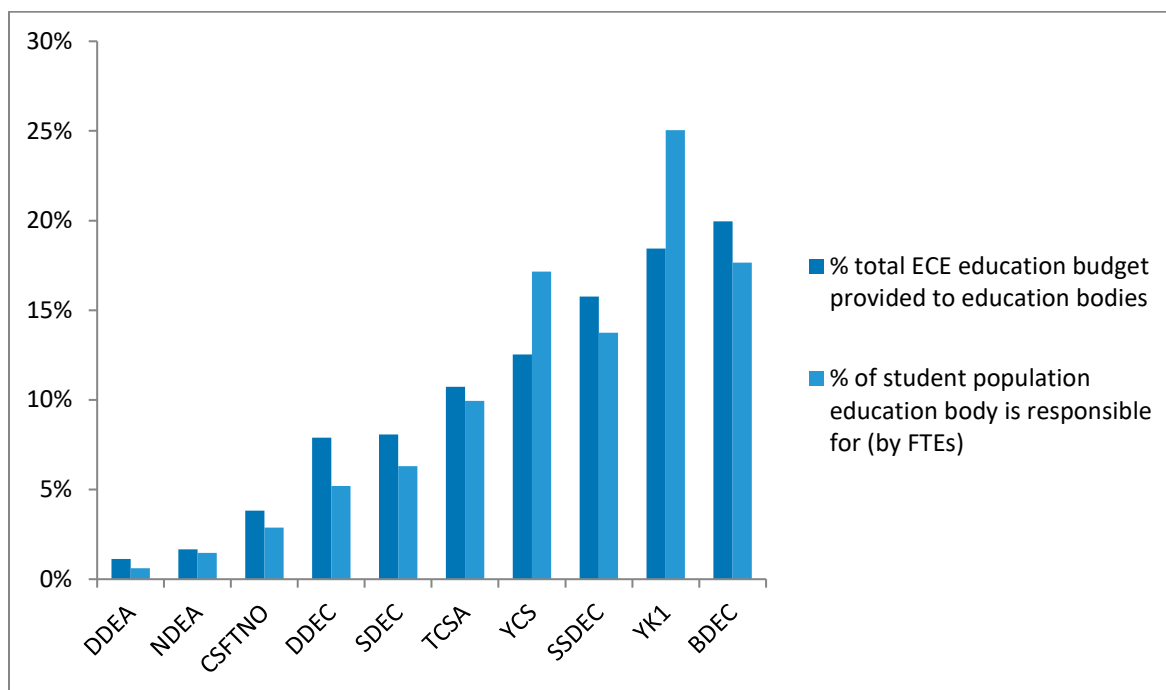
Referring to student enrolments (Figure 5), the amount of funding an education body receives is proportional to how many students that education body serves.

- For instance, Figure 7 shows that the South Slave Divisional Education Council (SSDEC) received 15.8% of ECE's total education body budget in 2020-2021 and serves 13.7% of NWT students.
- Likewise, the Dettah District Educational Authority (DDEA) received 1.1% of ECE's education body budget and serves 0.6% of NWT students.

Notice, however, that the difference between how much funding an education body receives and how many students it serves is a bit bigger for those education bodies that serve mostly small communities.

- For instance, the Sahtu Divisional Education Council (SDEC) serves exclusively small communities so its teacher compensation packages will be higher. This translates into proportionally higher ECE funding as shown by SDEC's relatively high yellow bars (Figure 7).
- Yellowknife Catholic Schools (YCS) and Yellowknife District Education Authority (YK1) are funded by the City of Yellowknife as well as ECE so they receive proportionately less funding from ECE than the other education bodies. ECE covers 80% of their costs and the City of Yellowknife picks up the remaining 20%. Therefore, the dark blue bars for these education bodies in Figure 7 are much lower than their corresponding light blue bars since they are funded at a lower rate.

Funding provided to the education bodies has not changed considerably over the last two years, as shown in Table 8.

Figure 7: Percent of ECE education budget that education bodies receive compared to the number of students served, 2020-2021.**Table 8: Budget by education body, 2019-2020 to 2020-2021.**

Education body	Budget (\$)	% total ECE education budget	Budget (\$)	% total ECE education budget
	2019-2020		2020-2021	
BDEC	31,469,241	19.8	32,793,674	20.0
CSF	6,436,790	4.0	6,291,317	3.8
DDEA	1,624,744	1.0	1,846,000	1.1
DDEC	12,327,108	7.8	12,956,337	7.9
NDEA	2,369,463	1.5	2,721,000	1.7
SDEC	14,079,613	8.9	13,250,945	8.1
SSDEC	24,294,029	15.3	25,897,276	15.8
TCSA	17,256,542	10.9	17,622,236	10.7
YCS	19,575,809	12.3	20,595,755	12.5
YK1	29,600,450	18.6	30,282,184	18.4

Part 2 – Activity Performance Measures

Activity Performance Measures

Part 2 of this report looks at data around education system “activities.” For instance, what courses are offered and assessment practices (i.e., exams) are both considered “activities” within an education system because they play a role in shaping how successful students can be. To succeed, students must be taught the appropriate courses and graded effectively.

Measures reported on in this section are the following:

- Student enrolment in JK/K
- Student enrolment in alternative education options
- Student enrolment in Indigenous language programs
- Student enrolment in French language programs
- Number of students with Individual Education Plans
- Number of students with Student Support Plans
- Grade 6 and 9 AAT results
- Number of NWT Grade 6 and 9 students excused from AATs
- Senior secondary student Diploma Exam results

Student enrolment in JK/K

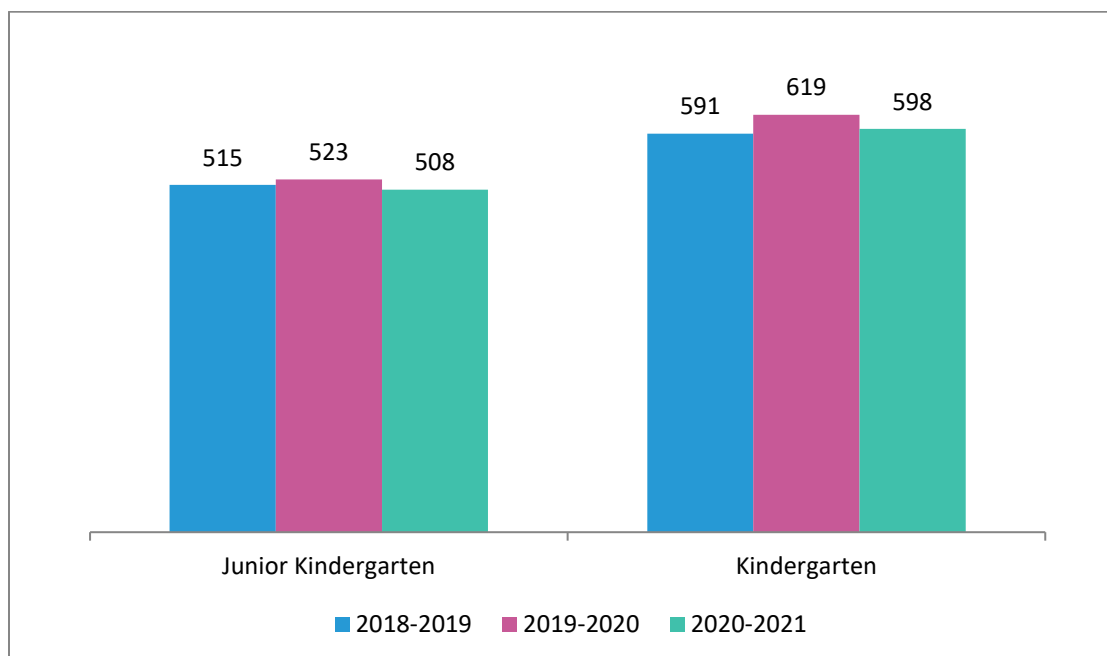
Why report on this measure?

Research shows that play is very important for early childhood development. In the 2017-2018 school year, the NWT made Junior Kindergarten (JK) available to all communities throughout the territories. JK programming is play-based and designed to support child development through social interaction, play, and structured learning environments.

What do the results of this measure tell us?

Both JK and Kindergarten (K) are optional programs that are popular for NWT families, with combined enrolments reaching just over 85% of the NWT’s 4 to 5-year-old population in 2020-2021. This is down by nearly 4% points from just under 89% of the NWT’s 4 to 5-year-old population in 2018-2019. This slight reduction in enrolments in JK and K may be due to parents and guardians deciding to keep their children home during the COVID-19 pandemic.

Figure 8: Number of students enrolled (Full Time Equivalent) in Junior Kindergarten and Kindergarten, 2018-2019 to 2020-2021.



Student enrolment in alternative education options

Why report on this measure?

The traditional classroom context does not suit all students equally. Alternative schooling options offer students learning opportunities that cater their schooling to better fit their learning styles or life demands.

For instance, a program like Route 51 is designed to better accommodate students who might need flexible scheduling or more one-on-one instruction. Higher enrolments in these programs demonstrate that alternative schooling is a real need in the NWT, one that the JK-12 system is rightfully working to fulfill. Below is a complete list and description of the NWT's alternative education options:

Route 51 Learning Institute (YK1): Route 51 Learning Institute is an outreach facility of École Sir John Franklin High School designed to accommodate students over 19 years of age. This outreach school offers an alternative setting to daily high school programming. It is a centre where students can complete high school credit courses. Route 51's setting offers a relaxed atmosphere, smaller student-teacher ratio, smaller space, not as many people, flexible attendance, and the option to focus on one course at a time.

Birchbark Discovery Centre (YK1): The Birchbark Discovery Centre is a community-based alternative education program for students in Grades 1 to 4. The program fosters five learning principles:

- Children are at the centre of their own learning
- Learners are encouraged to be creative, innovative and take risks
- Diverse and flexible learning pathways are supported
- Learning is a partnership
- Everyone is a learner and everyone is a teacher

Students are encouraged to select learning opportunities that meet their needs and interests, while “Learning Advisors” support them in meeting NWT curriculum benchmarks. The Centre aims to maximize community involvement and integration to complement the curiosity and learning drives of the students.

K'àlemì Dene Alternative High School Program (NDEA): The K'àlemì Dene Alternative High School Program provides an alternative learning environment that focuses on individualized attention, smaller groups, and allowing students to progress at their own pace with customized learning plans. Academic courses are module-based so that students can pace their learning, and their progress can be paused if there are unforeseen absences. As well, there is a focus on wellness and ensuring students have the tools they need to be successful.

Kaw Tay Whee Alternative Education Program (DDEA): The Kaw Tay Whee Alternative High School Program is an alternative learning environment that allows students to progress at their own pace with customized learning plans. Academic courses are module based so that students can pace their learning, and their progress can be paused if there are unforeseen absences. As well, there is a focus on wellness and ensuring students have the tools they need to be successful.

Ecole St Patrick High School (ESPHS) Learning Centre (YCS): The ESPHS Learning Centre is designed to accommodate students with academic, psychological, or medical needs that cannot be met within the traditional school setting. Programming is self-directed but provides tutorials and mentorship support from a teacher and classroom assistant facilitator in a small group or 1:1 environment. The program allows students to start courses outside the semester system and work at their own pace without the constraints of the regular school year. It is particularly valuable for those students requiring credit recovery or additional time to complete high school credits. The program provides an opportunity for students to finish high school courses at their own pace using a module system.

Phoenix School (SSDEC): The Phoenix School is an alternative program that provides flexible assistance to students to help them achieve their high school education while also being able to meet other obligations such as family or work. Students in the Phoenix program have the option of taking a variety of courses ranging from skill-building programs designed to help them meet the prerequisites of other courses, to locally supported distance education courses, to courses offered in regular high school. Regular conferences between the student and teacher review progress and re-assess goals if necessary.

The Phoenix School uses the standard enrolment funding model and did not have alternative high school funding in the 2018-2019 and 2019-2020 school years.

Chief Albert Wright True North Program (SDEC): The True North Program allows students to study at their own pace and outside of regular school hours. True North offers evening courses Monday to Thursday for students who do not attend during the regular school day. These courses are determined based on the needs of the students, which may or may not include core subjects.

?ehtseo Ayha Alternative Education Program (SDEC): The ?ehtseo Ayha Alternative Education Program allows students to study at their own pace and outside of regular school hours.

Homeschooling (NWT wide): Parents/guardians in the NWT have the option to educate their children at home. Homeschooled students must be registered in an NWT school. A principal or superintendent of the school where the homeschooled children are registered is the designate responsible for ensuring the children are progressing through their education programs and have the support they need to do so. Homeschooling is often a suitable option for families who move around a lot due to parent/guardian's work demands. It is also helpful to students who wish to learn at their own pace, or learn extra material not covered by the NWT curriculum.

What do the results of this measure tell us?

Enrolments in alternative education programs vary by region year to year (Table 9).

- The most notable change has been the number of students enrolled at Phoenix School in the South Slave.
- Homeschooling across the territory has also increased slightly since 2019-2020.
- The Route 51 Learning Institute in Yellowknife, however, has seen a decrease.

Table 9: Number of students enrolled in alternative education programs, by year.⁴

	Route 51 Learning Institute (YK1)	Ecole St. Patrick High School Learning Centre (YCS)	Phoenix School (South Slave)	ʔehtseo Ayha Alternative Education Program (Déljine)	Chief Albert Wright True North Program (Tulit'a)	K'álemí Dene Alternative High School Program	Kaw Tay Whee Alternative Education Program	Birchbark Discovery Centre	Home-schooling (NWT wide)
2019-2020	114	129	0 ⁵		8	--		18	123
2020-2021	89	155	50	--	11	9	--		138

Student enrolment in Indigenous language programs

Why report on this measure

The Education Renewal and Innovation (ERI) Framework makes the important connection between colonization, residential schooling, and the loss of Indigenous languages. ERI aimed to support reconciliation and language revitalization in particular by recognizing that part of being a capable northern student is being able to learn about and communicate in the language(s) of their region and community.

The NWT has nine official Indigenous languages, and it is important that they are supported, respected, and thriving. In the 2020-2021 school year, the Our Languages Curriculum (OLC) was put into practice in all schools in the NWT. It aims to ensure that Indigenous languages are heard and spoken throughout school, at assemblies, and in all NWT classrooms. The full effects of the OLC are not reflected in this performance measure and ECE is working to develop a new performance measure that is better suited to track the impact of OLC programming.

The method for calculating the percentage of students enrolled in Indigenous language programs by community type was changed from the previous performance measures report. The following changes to the method include:

- JK/K have been excluded because enrolment numbers for these grades are reported differently than for Grades 1-12.
- Enrolments for schools that do not offer Indigenous language courses are excluded.

⁴ Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

⁵ The Phoenix School uses the standard enrolment funding model and did not have any alternative high school funding in the 2019-2020 school year.

- Three schools in small communities that offer Indigenous language courses but didn't have records of student enrollment in the database used for this report are excluded.
- The new OLC courses were included in the list of Indigenous language courses.

What do the results of this measure tell us?

Total enrolments for the territory have decreased from 2018-2019 to 2020-2021 (Figure 9). A possible explanation for this decrease is the impacts of the COVID-19 pandemic. Some schools only offered core subjects due to pandemic interruptions, and Indigenous language classes were not available. Additionally, a decrease in student enrolment in high school could also explain the decrease in Indigenous language course enrolments.

The decrease could also be impacted by changing student populations, which is why it is important to consider the percentage of students enrolled in Indigenous language courses as well as overall enrolment counts.

When looking at the percentage of students enrolled in Indigenous language courses throughout the NWT, enrolment has remained relatively steady around 50% for Grades 1-9 and 11% for Grades 10-12 since the 2018-2019 school year (Figure 10).

Table 10: Total number of students enrolled in Indigenous language courses, by community type and year (2013-2014 to 2020-2021).⁶

	NWT Overall	Yellowknife	Regional Centres	Small Communities
2013-2014	2903			
2014-2015	3009			
2015-2016	3065			
2016-2017	2900			
2017-2018	2949	380	750	1819
2018-2019	2980	420	846	1714
2019-2020	2903	427	841	1635
2020-2021	2730	401	684	1645

⁶ Community type breakdown became available for the 2017-2018 school year and onwards, which aligns with the implementation of the Our Languages Curriculum.

Figure 9: Number of students enrolled in Indigenous language courses from 2018-2019 to 2020-2021 by community type.

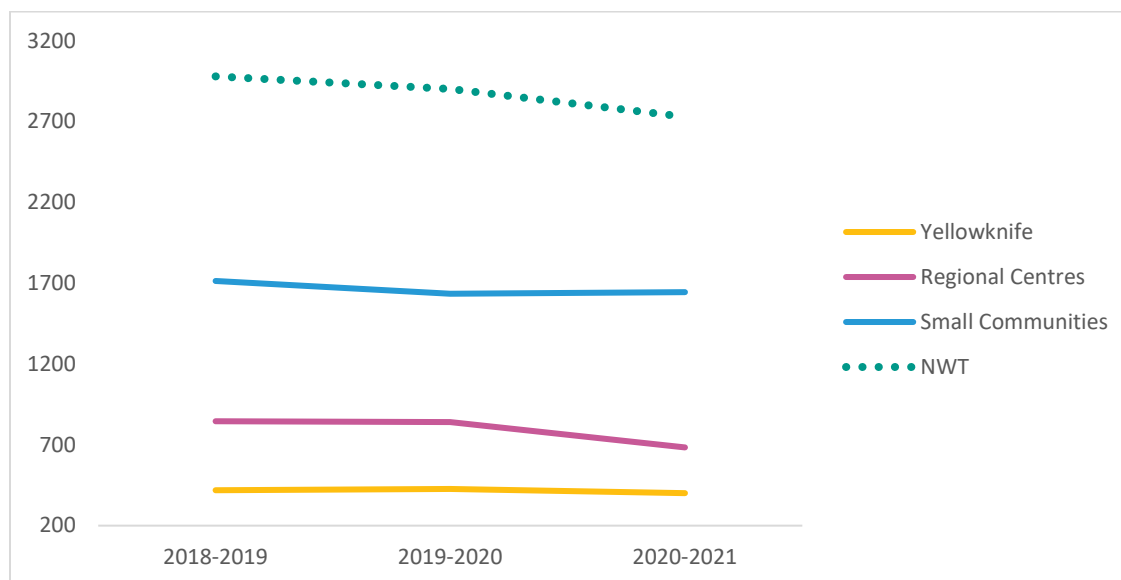
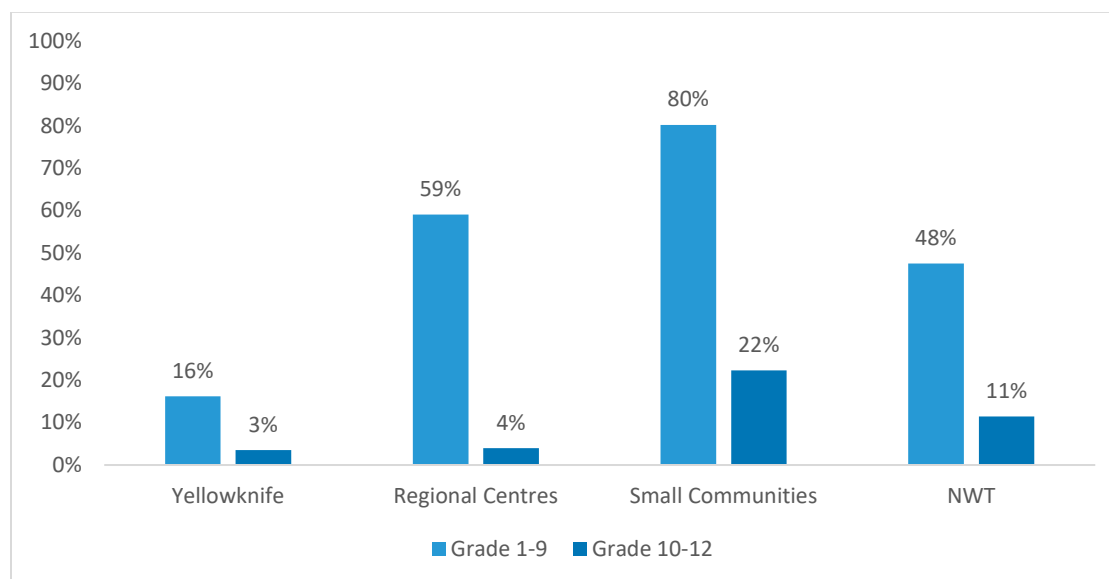


Figure 10: Percent of students enrolled in Indigenous language courses by grade level and community type, 2020-2021.



Student enrolment in French language programs

Why report on this measure?

Student wellness and the development of a positive sense of identity are promoted when the education system matches the diversity of the student body. For French-speaking

students, being able to learn French and French culture at school is integral to strengthening their sense of cultural identity.

What do the results of this measure tell us?

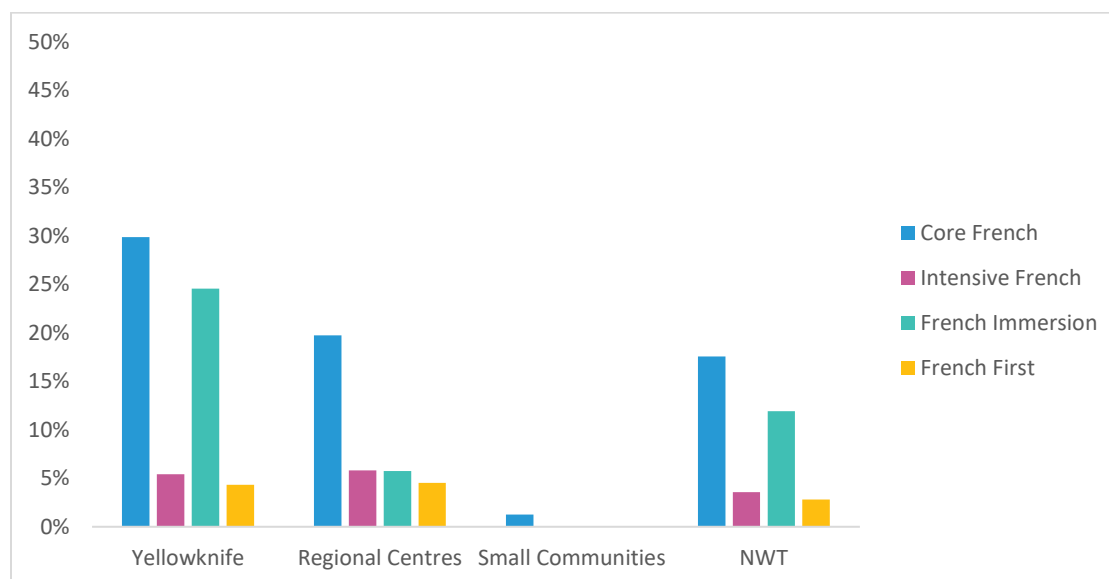
Figure 11 shows enrolments in French language courses by community type and course category as a percent of overall enrolments.

Looking across the community types, a higher percentage of students in Yellowknife take French courses than students in small communities⁷ or regional centres. This is largely because much of the NWT's French-speaking community lives in Yellowknife.

There are also large discrepancies between course categories. Higher percentages of students take French Immersion and Core French than the other courses.

Table 11 and Table 12 show how many students were enrolled in French language courses across community types and education bodies in the 2019-2020 and 2020-2021 school years.

Figure 11: Proportion of students enrolled in French language programs by community type in 2020-2021.



⁷ The only small communities that offer French language programs, as of the 2020-2021 school year, are Fort Simpson and Norman Wells.

Table 11: Number of students enrolled in French language courses, by community type and course type, 2019-2020 to 2020-2021.⁸

		Core French	Intensive French	French Immersion	French First
2019-2020	Yellowknife	1152	196	963	149.5
	Regional Centres	221	105	110	86
	Small Communities	49			
	NWT	1422	301	1073	235.5
2020-2021	Yellowknife	1137	206	935	165
	Regional Centres	353	104	103	81
	Small Communities	39			
	NWT	1529	310	1038	246

Table 12: Number of students enrolled in French language courses, by education body and course type, 2019-2020 to 2020-2021.

		Core French	Intensive French	French Immersion	French First
2019-2020	BDEC			58	
	CSF				253.5
	DDEC	17			
	SDEC	32			
	SSDEC	221	105	52	
	YCS	534		461	
	YK1	618	196	502	
2020-2021	BDEC			55	
	CSF				246
	DDEC	11			
	SDEC	28			
	SSDEC	353	104	48	
	YCS	498		478	
	YK1	639	206	457	

⁸ Table note: Blank cells stand for no record or a record of zero.

Number of students with Individual Education Plans

Why report on this measure?

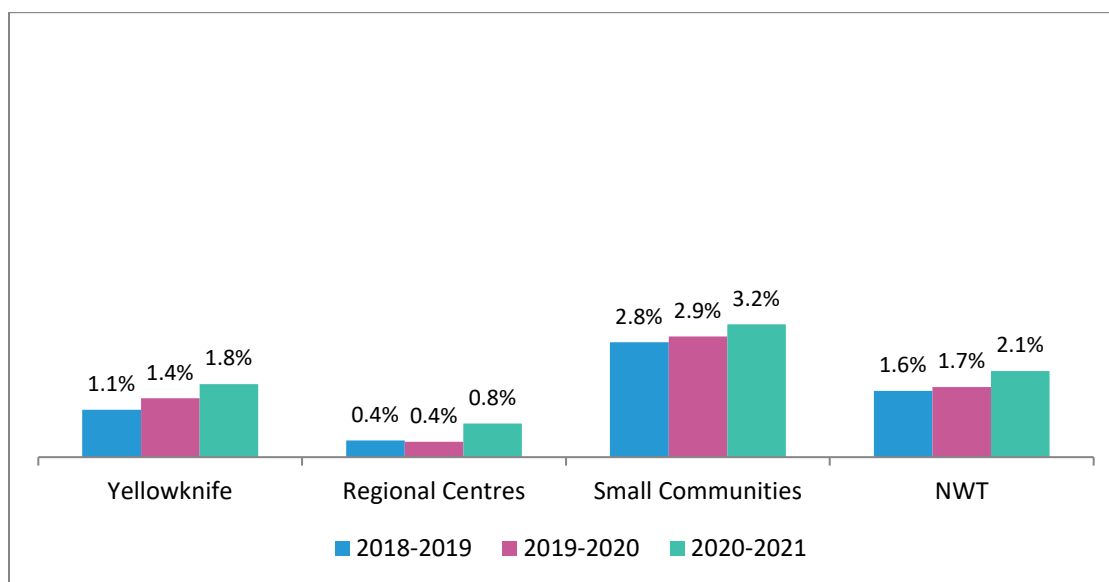
An Individualized Education Program is a student-specific program with annual objectives for that student. It is documented in an Individualized Education Plan (IEP) and the shorter-term objectives may or may not include the learning outcomes of the NWT curricula. A student with an IEP is most successful with supports, accommodations, facilities, resources and/or equipment beyond those required by their peers.

What do the results of this measure tell us?

Since the 2018-2019 school year, the percent of students on IEPs has increased steadily, but has not changed significantly. There are several reasons the number of IEPs has increased over the years:

- The release of the new Ministerial Directive on Inclusive Schooling (2016) and the Inclusive Schooling Handbook (2017);
- Greater understanding of inclusive schooling and programming types broadly across the NWT;
- Increased ability to acquire parental consent for IEPs;
- Continued increased in diagnosis and access to diagnosis;
- Change in student population from year to year due to people moving to/from the territory.

While the proportion of students on IEPs is small, it is important to recognize that implementing IEPs requires a great deal of work and coordination and may include a variety of education staff, parents/guardians and family members, community support people, and health and social services supports.

Figure 12: Percent of students on IEPs by community type, 2018-2019 to 2020-2021.**Table 13: Number and percent of students on IEPs by community type, 2020-2021.⁹**

		Yellowknife	Regional Centres	Small Communities	NWT Overall
2020-2021	Number of students on IEPs	--	--	--	--
	% of Student Body on IEPs	1.8%	0.8%	3.2%	2.1%

⁹ Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so number cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

Number of students with Student Support Plans

Why report on this measure?

Student Support Plans (SSPs) are education supports implemented for students that require accommodations or modifications to the Regular Education Program (REP). There are two main types of support plans: a Student Support Plan for Accommodations and a Student Support Plan for Modifications. Within each type of SSP there are two subcategories:

Student Support Plan for Accommodations:

- Regular Education Program with Accommodations for Difficulty (1-12)
- Regular Education Program with Accommodations for Enrichment (1-12)

Student Support Plan for Modifications:

- Modified Education Program – Below grade Level (1-9)
- Modified Education Program – Above grade Level (1-9)

Accommodations are available for Grades 1-12. Accommodations allow students to gain the best access to, and achieve success with, the expected learning outcomes, including those students who experience obstacles to learning and those who require enrichment opportunities for learning.

Accommodations may include changes to the teaching process, learning environment, time demands, evaluation methods and/or ways in which the student demonstrates their learning and additional supports. Accommodations do not change the expectation that students reach the majority of the grade-level curricular learning outcomes. Students with an SSP for accommodations must still achieve the Regular Education Program.

Modifications are developed for students who are working at least two or more years above or below their grade level in one or more subjects. The curricular outcomes are selected from the student's working grade level and used to guide the Modified Education Program (MEP).

The MEP is based on student strengths, needs and interests and may include modified learning goals, instructional methods, and evaluation procedures. Students with an SSP for Modifications are **not** achieving the Regular Education Program; they are achieving a Modified Education Program. A Modified Education Program is available for Grades 1-9; however, it is very rare to modify a program below Grade 4.

What do the results of this measure tell us?

Figure 13 shows the percentage of the student body that are in Regular Education Program with Accommodations by community type for 2018-2019 to 2020-2021. This includes both accommodations for difficulty and accommodations for enrichment. The percent of students in REPs with accommodations has increased by nearly 10% in both Yellowknife and small communities since 2018-2019 (Figure 13).

Figure 14 shows the percentage of the student body that are in Modified Education Program by community type for 2018-2019 to 2020-2021. This includes MEPs for working above grade level and working below grade level. The percent of students with MEPs has remained consistent for the last three years. Small communities continue to have the most MEPs, followed by regional centres and then Yellowknife with the least.

The 2020-2021 results include potential impacts of the COVID-19 pandemic. It is unclear whether the increase in SSPs is due to a general increase in need across the territory, or is related to potential learning recovery due to the pandemic. It will likely take longer for us to understand the full impacts of the COVID-19 pandemic on the data for this indicator.

Other possible reasons for the increase in SSPs are:

- The release of the new Ministerial Directive on Inclusive Schooling (2016) and the Inclusive Schooling Handbook (2017);
- A greater understanding of inclusive schooling and programming types broadly across the NWT;
- Increased ability to acquire parental consent for IEPs;
- Continued increase in diagnosis and access to diagnoses;
- Change in student population from year to year due to people moving to/from the territory.

ECE is working on developing new performance measures for tracking the effectiveness of SSPs beyond counting individual records, as the effectiveness of plans is not reflected in the count of records.

Figure 13: Percent of student body in Regular Education Program with Accommodations by community type, 2018-2019 to 2020-2021.

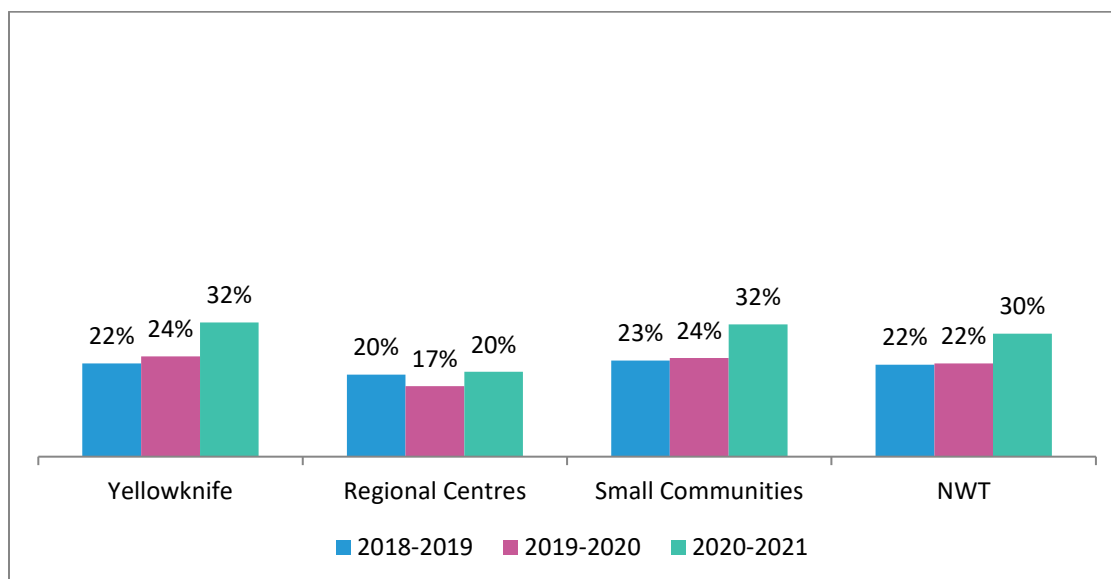


Figure 14: Percent of student body in Modified Education Program by community type, 2018-2019 to 2020-2021.

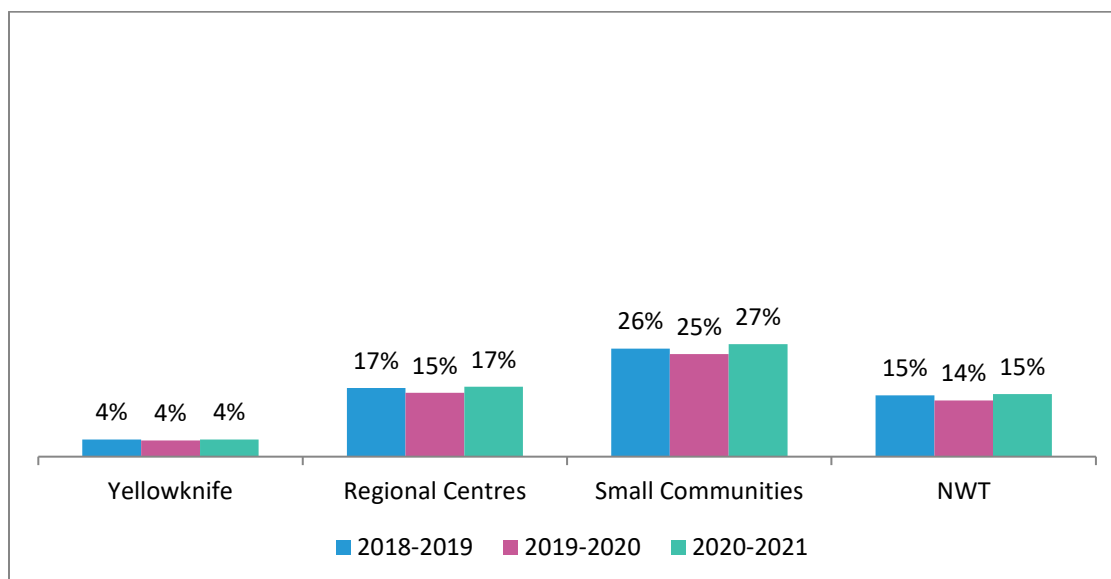


Table 14: Number and percent of students in SSPs by community type, 2019-2020 to 2020-2021.

			Yellowknife	Regional Centres	Small Communities	NWT
2019-2020	Regular Program with Accommodations for Difficulty	Count	879	312	703	1894
		% of region enrolment	23.0%	16.6%	23.5%	21.8%
	Modified Program Working Below Grade Level	Count	149	289	737	1175
		% of region enrolment	3.9%	15.3%	24.6%	13.5%
	Regular Program with Accommodations for Enrichment	Count	43	--	9	59
		% of region enrolment	1.1%	--	0.3%	0.7%
	Modified Program Working Above Grade Level	Count			--	--
		% of region enrolment			0.1%	0.0%
	Total	Count	1071	608	1452	3131
		% of region enrolment	28.1%	32.3%	48.5%	36.0%
2020-2021	Regular Program with Accommodations for Difficulty	Count	1008	321	852	2181
		% of region enrolment	31.1%	20.0%	31.3%	28.8%
	Modified Program Working Below Grade Level	Count	133	270	734	1137
		% of region enrolment	4.1%	16.8%	26.9%	15.0%
	Regular Program with Accommodations for Enrichment	Count	39	--	15	61
		% of region enrolment	1.2%	--	0.6%	0.8%
	Modified Program Working Above Grade Level	Count			--	--
		% of region enrolment			0.1%	0.0%
	Total	Count	1180	598	1604	3382
		% of region enrolment				

		% of region enrolment	36.4%	37.2%	58.9%	44.7%
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Grade 6 and 9 AAT results

Why report on this measure?

The Alberta Achievement Tests (AATs) are standardized tests developed by Alberta Education. Grade 6 and 9 students in all NWT schools write them at the end of each school year. The NWT adopted these tests to monitor student academic achievement and to provide valuable data for informing policy decisions.

Two of the four AATs written in the NWT are included in this report: English Language Arts (ELA) and Mathematics (Math). The other two, French Language Arts (FLA) and Français, are not reported on because they are not as widely written as ELA and Math.

Standardized tests do not provide a comprehensive picture of student learning. They are designed to provide a snapshot of student performance within the context of a particular curriculum. Since the NWT currently uses Alberta's curriculum, the AATs are the best fit for the time being.

What do the results of this measure tell us?

Due to the COVID-19 pandemic, the AATs were not written in the NWT in the 2019-2020 and 2020-2021 school years. There are therefore no new results to present in this report.

AATs are scheduled to resume in the 2021-2022 school year (June session only). The 2022-2023 school year is planned to be the final year the NWT uses the AATs.

Number of NWT Grade 6 and 9 students excused from AATs

Why do we report on this measure?

Not all NWT students write the AATs. Since 2007, when changes were made to the NWT AAT Exclusion Policy, superintendents have been able to excuse students from writing AATs if they meet certain conditions.

These conditions include having a documented Individual Education Plan, a documented Modified Education Plan, or if students are working at two or more grade levels below their grade of enrolment.

What do the results of this measure tell us?

Due to the COVID-19 pandemic, the AATs were not written in the NWT in the 2019-2020 and 2020-2021 school years. There are therefore no results to present for this indicator in this report.

AATs are scheduled to resume in the 2021-2022 school year (June session only). The 2022-2023 school year is planned to be the final year the NWT uses the AATs.

Senior secondary student Diploma Exam results

Why report on this measure?

NWT schools use Alberta curricula for high school courses and require NWT students to write the standardized Alberta diploma examinations for select Grade 12 courses.

The overall mark for these courses is split between the school-based course mark (70%) and the diploma examination mark (30%). The results of the Alberta diploma examinations are important for telling us to what extent NWT high school students can meet the standards for student achievement expected by the curriculum used in the NWT.

What do the results of the measure tell us?

Diploma exams continued to be impacted by the COVID-19 pandemic in the 2020-2021 school year. Due to the pandemic, diploma exams were optional, and less than 30 exams were written across the territory in the 2020-2021 school year. Students who did not write diploma exams were assigned their school-based course mark as their final mark.

The limited diploma exam results impede the ability to draw any conclusions about the data, therefore results are not presented in this report.

Diploma exams are scheduled to resume in the 2021-2022 school year (June session only); however, some schools received exemptions from writing during that sitting. The Hay River area, for example, experienced major spring flooding, which caused more disruption to the education system.

Part 3 – Outcome Performance Measures

Outcome Performance Measures

Part 3 of this document reports on performance measures that concern outcomes of the JK-12 system. Many of the outcomes in this section are measures of student and educator success and well-being. For instance, the measures address questions such as: Are NWT high school students completing their courses? What is the NWT graduation rate? Are NWT high school students transitioning successfully after they graduate?

The results presented in this section are the product of more than just the education system; all NWT residents and organizations have a role in supporting positive outcomes in the NWT education system.

Measures reported on in this section are the following:

- EDI ‘on track’ rates by JK participation
- Grade 4 and 7 students’ sense of connectedness to adults at school
- Attendance rates by grade for 1-12
- Course completion rates for core subject high school courses
- High school graduation rate
- Percent of Grade 12 students going onto post-secondary programs

EDI ‘on track’ rates by JK participation

Why report on this measure?

In the inputs section, the [Early Development Instrument \(EDI\) data presented](#) showed that a relatively small proportion of NWT children fit into the ‘on track’ category. There are, however, some promising findings regarding the benefits that NWT Junior Kindergarten (JK) might have on children’s development.

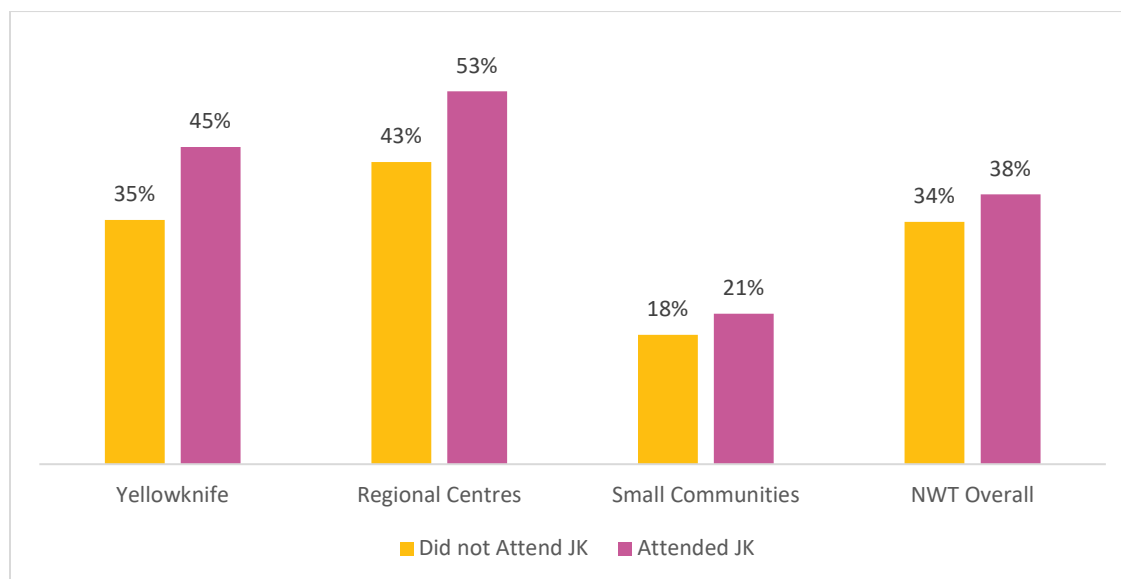
The EDI is a snapshot of the cumulative experiences of children in their first five years of development. The EDI reflects all experiences and influences contributing to a child’s developmental health, including nutrition, housing, prenatal care, and early learning opportunities. While ECE recognizes the value of all early learning opportunities, including at-home and/or licensed-based programs, for the purpose of this report, the EDI results are used to report on performance measures within the JK-12 education system.

What do the results of this measure tell us?

The JK program rolled out across the NWT in the 2017-2018 school year. Since this time, ECE has been able to compare EDI rates of those children who participated in JK with the EDI rates of children who did not participate.

Thirty-eight percent of children who attended JK are developmentally “on track” by Kindergarten, while 34% of children who did not attend JK are developmentally “on track” (Figure 15). This difference is most pronounced in Yellowknife and the regional centres. In line with other EDI results ([page 6](#)), small communities have a lower percentage of students who are developmentally “on track” compared to the other community types.

Figure 15: Percent of Kindergarten students who are developmentally “on track” by participation in JK and community type (2017-2018 to 2020-2021).



Grades 4 and 7 students' sense of connectedness to adults at school

Why report on this measure?

Recall that the Middle Years Development Instrument (MDI) first introduced in the 'Health and well-being of students in Grades 4 and 7' section ([page 9](#)) is used to help provide insight into the overall well-being of Grades 4 and 7 students in the NWT. It also provides insight into the sense of connectedness students have with adults at school.

Adults at school, such as teachers, principals and school staff, are in a unique position to form meaningful bonds with students. Research shows that good relationships with adults at school promote mental health and overall well-being.¹⁰ A sense of connectedness in a student-adult relationship means there are one or more adults at school who the student feels believes, listens and cares about them.

What do the results of this measure tell us?

- In the NWT overall, 64% of Grade 4 students and 52% of Grade 7 students reported high well-being in their relationships with adults at school in the 2020-2021 school year.
- Across the community types in 2020-2021, fewer Grade 4 students in regional centres reported high well-being in the relationships with adults at school compared to other community types.
- In contrast, fewer Grade 7 students in small communities reported high well-being in relationships with adults at school compared to other community types.

Across both Grades 4 and 7 in most community types, there has been a decrease in the percent of students who report high well-being in their relationships with adults at school since the 2019-2020 school year. The exception is Grade 4 students in Yellowknife with a slight increase since 2019-2020.

This decrease across grades and community types is likely explained by the COVID-19 pandemic. The shift to online learning and limited in-school time has likely negatively impacted students' abilities to connect with adults at school and build meaningful relationships that promote high well-being.

¹⁰ Werner, E.E. (2013). What can we learn about resilience from large-scale longitudinal studies? In S. Goldstein & R.B. Brooks (Eds.), *Handbook of resilience in children* (pp. 87-102). Springer US.
https://doi.org/10.1007/978-1-4614-3661-4_6

Figure 16: Percent of Grade 4 students who reported "high well-being" in their relationships with adults at school (2015-2016 to 2020-2021).

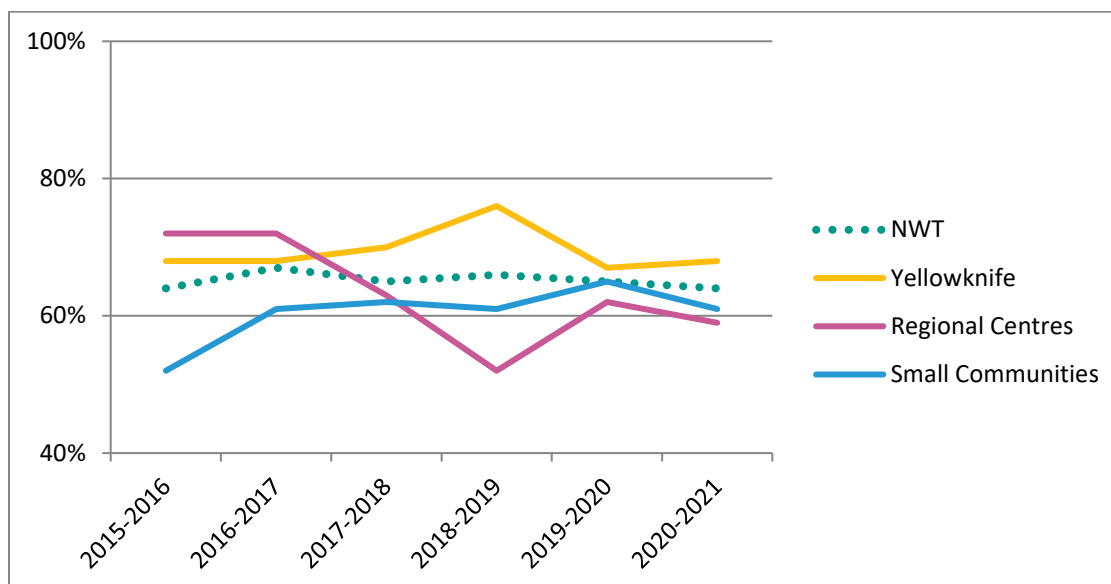
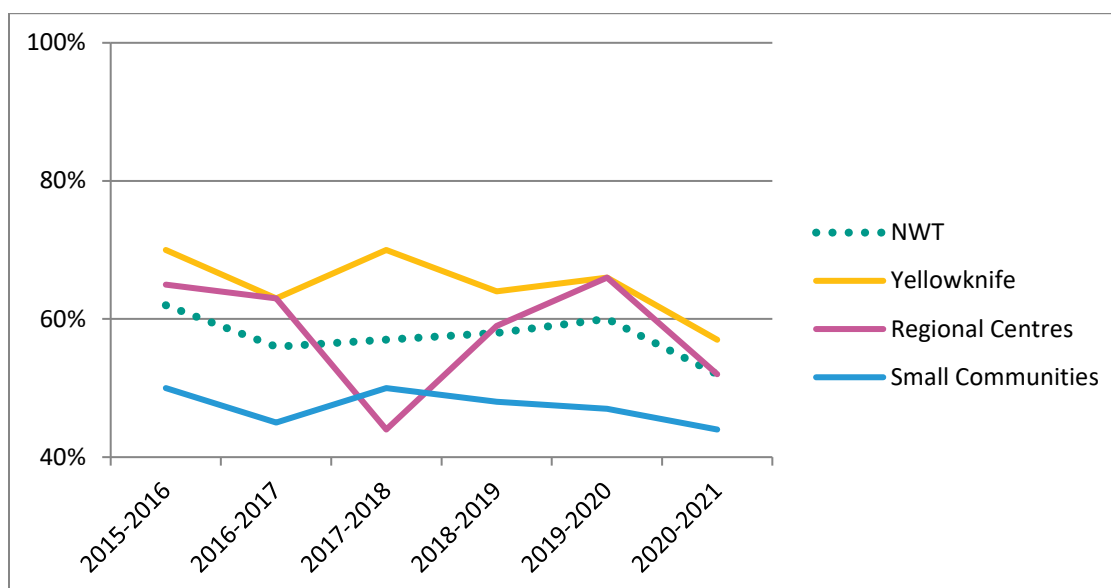


Figure 17: Percent of Grade 7 students who reported "high well-being" in their relationships with adults at school (2015-2016 to 2020-2021).



Data provided by Human Early Learning Partnership, University of British Columbia. All rights reserved.

Attendance rates by grade for 1-12

Why report on this measure?

Attending school is essential to student learning and academic success. Regular attendance is the product of a strong school-community relationship. When students are engaged, have their specific needs and interests met, believe the curriculum is relevant, and feel they belong and that teachers care for them, attendance improves.

The Education Renewal and Innovation Framework, through the development of new curricula, aims to improve these measures. The expectation is that, as the NWT JK-12 school system becomes better at reflecting the cultures of the NWT and supports students to flourish as capable and healthy persons, attendance rates are likely to increase.

What do the results of this measure tell us?

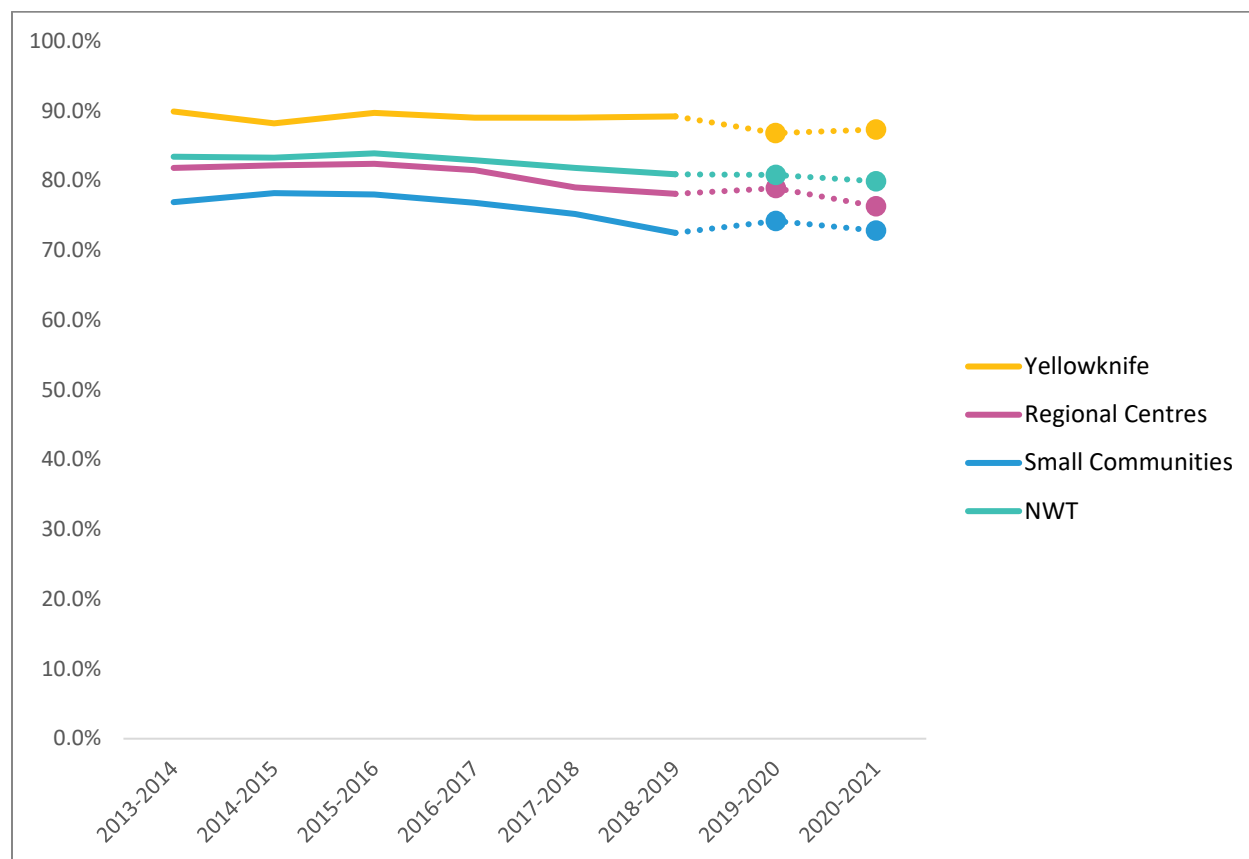
In the 2020-2021 school year, the impacts of the COVID-19 pandemic were still being felt, with many youths only returning to school on a part-time basis and a few schools experiencing closures due to COVID-19-related Public Health Orders announced by the Office of the Chief Public Health Officer.

The NWT school system was able to adjust the collection of attendance data to reflect remote learning; however, the effects of the pandemic continue to impact the ability to compare current attendance rates to pre-pandemic rates.

Additionally, attendance rates for the 2019-2020 school year only reflect the portion of the school year that included face-to-face and in-class instruction (from Sept. 2, 2019 to March 13, 2020). Data for the 2019-2020 and 2020-2021 school years remain incomparable to previous school years and are therefore presented differently below (Figure 18).

Overall attendance in the NWT for the 2020-2021 school year was 79.9% (Table 15).

Figure 18: Average rate of attendance by community type from 2013-2014 to 2018-2019 and 2019-2020 to 2020-2021¹¹.



¹¹ The attendance rates for the 2019-2020 school year only reflect the portion of the year that included face-to-face instruction (September 2, 2019 to March 13, 2020). As a result, attendance rates are not directly comparable to previous years because the 2019-2020 does not reflect the entire school year. The attendance rates for 2020-2021 are also not comparable due to the continued impacts of the COVID-19 pandemic. The dashed line connecting those data points is a reminder that trends between them cannot be interpreted.

Table 15: Average rate of attendance by grade and community type/education body, 2020-2021.^{12 13}

	Overall	JK	K	1	2	3	4	5	6	7	8	9	High School
NWT	79.9%	74.4%	78.5%	79.4%	81.9%	81.3%	79.9%	81.0%	80.3%	82.6%	80.7%	79.0%	79.9%
Yellowknife	87.3%	85.1%	88.2%	88.0%	90.6%	87.9%	87.9%	88.9%	89.1%	88.3%	87.7%	84.9%	85.3%
Regional Centres	76.3%	70.5%	71.5%	73.4%	75.5%	72.6%	75.1%	80.1%	74.7%	81.9%	82.0%	80.3%	75.7%
Small Communities	72.8%	60.8%	67.8%	71.2%	74.6%	77.9%	72.7%	70.7%	71.6%	76.3%	70.6%	70.4%	76.3%
Education Body													
BDEC	69.4%	52.5%	61.5%	64.8%	71.2%	69.5%	68.8%	71.2%	69.3%	76.0%	71.8%	73.6%	73.4%
CSF	94.3%	93.8%	93.0%	91.6%	93.8%	92.5%	92.1%	96.1%	96.3%	97.7%	96.2%	94.5%	95.7%
DDEC	73.3%	70.8%	69.5%	70.5%	78.4%	70.6%	74.5%	80.4%	70.0%	73.1%	77.5%	73.2%	72.6%
Dettah	79.2%												
N'dilo	75.6%												
SDEC	77.2%	76.7%	75.7%	84.0%	83.4%	82.1%	76.1%	66.9%	80.6%	73.8%	74.6%	73.3%	77.7%
SSDEC	78.9%	79.2%	76.8%	82.2%	76.8%	84.2%	78.4%	83.3%	82.1%	80.3%	79.4%	76.8%	75.5%
Tłjchq	71.6%	48.0%	64.5%	62.3%	65.3%	72.1%	69.6%	63.7%	64.2%	86.3%	70.9%	71.4%	79.2%
YCS	87.7%	84.1%	86.6%	86.9%	88.1%	87.9%	87.7%	88.5%	87.8%	88.7%	91.2%	86.5%	88.3%
YK1	86.4%	84.6%	88.9%	88.1%	92.3%	87.2%	87.7%	88.9%	89.5%	87.3%	84.9%	82.9%	83.2%

¹² Due to data issues related to high school enrolments, high school attendance has been grouped and Grades 10, 11 and 12 are not reported separately.¹³ Attendance rate by grade were not available for Dettah and Ndilo for the 2020-2021 school year.

Course completion rates for core subject high school courses

Why report on this measure?

For high school students to move successfully from one grade to the next, they must successfully complete a set of required courses at the Grade 10, 11, and 12 levels.

Core subjects are those subjects that all high school students must take to complete a grade and/or meet high school requirements (these are math, English, French, social studies, science, and northern studies).¹⁴

The charts and tables in this section offer a snapshot of the percent of high school students who earned 50% or higher in Grade 10, 11, and 12 core subject courses, and show how that has changed over time in different communities.

What do the results of this measure tell us?

Course completion rates in 2019-2020 were affected by the COVID-19 pandemic. Changes to how education was delivered during the pandemic, such as the switch to remote learning and the cancellation of diploma exams, impacted course completion rates.

In the 2020-2021 school year, some students had a blended education program, with part time in-person instruction and part time remote learning. Mature students (19 years or age or older) attended school remotely due to health and safety guidelines.

A few schools experienced full closures as a result of COVID-19 outbreaks and related Public Health Orders announced by the Office of the Chief Public Health Officer. Diploma exams were offered, but were optional; therefore, very few exams were written. Those who did not write a diploma exam were awarded their class mark as their final mark. Therefore analysis for this indicator focuses on the trends over time for high school course completion, not just the last two pandemic-impacted school years.

- Course completion rates in Yellowknife have continued to steadily increase since the 2018-2019 school year (Figure 19). A notable finding is a spike in course completion for Grade 12 students in Yellowknife. This is due to fewer students taking Grade 12 core courses, which is leading to a higher passing rate.

¹⁴ [A complete list of core subject courses](#) included in the analyses in this section are Science 10 and Northern Studies and the following dash 1 and dash 2 courses: MATH 10C; MATH 10-3; MATH 20-2; MATH 20-1; MATH 30-2; MATH 30-1; ELA 10-2; ELA 10-1; ELA 20-2; ELA 20-1; ELA 30-2; ELA 30-1; FRA 10-2; FRA 10-1; FRA 20-2; FRA 20-1; FRA 30-2; FRA 30-1; FLA 10-2; FLA 10-1; FLA 20-2; FLA 20-1; FLA 30-2; FLA 30-1; SST 10-2; SST 10-1; SST 20-2; SST 20-1; SST 30-2; SST 30-1.

- Looking at regional centres, course completion rates for Grade 10 and Grade 11 have slightly decreased since 2018-2019, while Grade 12 continues to rise (Figure 20). The spike in Grade 10 course completion in the 2019-2020 school year is likely an impact of the COVID-19 pandemic.
- The greatest fluctuation in course completion rates is seen in small communities. Overall, course completion rates have increased in small communities, with Grade 11 and Grade 12 course completion increasing by 10% and 13% respectively since 2018-2019 (Figure 21).

For Grade 10 courses, the spike in course completion in 2019-2020 is likely due to impacts of the COVID-19 pandemic as well as fewer students taking these courses, which leads to a higher passing rate. Similarly, the total number of students taking Grade 12 core courses in small communities has declined since 2017-2018, which is likely contributing to the higher passing rate. Another factor in course completion rates in small communities may be the limited courses available to be taken.

Figure 19: Percent of students who completed core subject courses by grade in Yellowknife from 2013-2014 to 2020-2021.

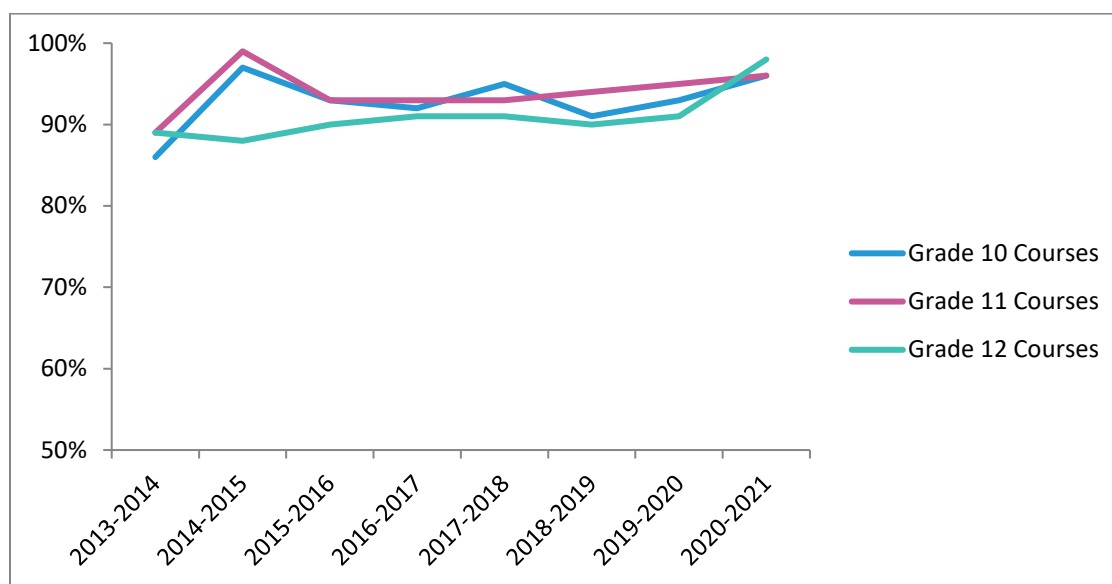


Figure 20: Percent of students who completed core subject courses by grade in Regional Centres from 2013-2014 to 2020-2021.

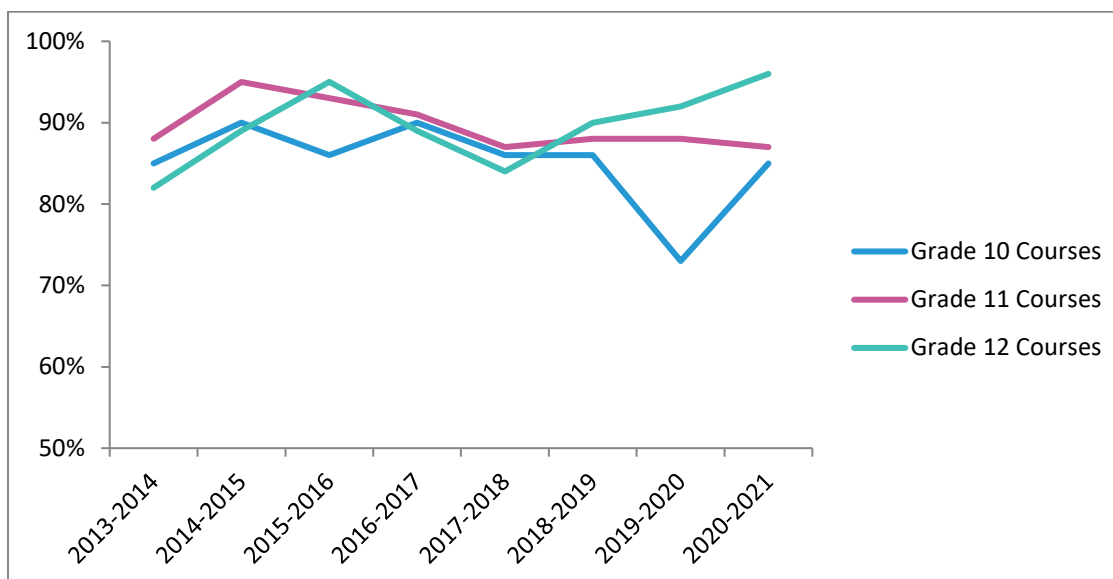


Figure 21: Percent of students who completed core subject courses by grade in Small Communities from 2013-2014 to 2020-2021.



Table 16: Number of students who passed/did not pass high school core subject courses by type and grade, 2020-2021.

2020-2021		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
Grade 10									
ELA102	Did not pass	--	7.1%	14	21.5%	29	29.3%	50	19.0%
	Passed	--	92.9%	51	78.5%	70	70.7%	213	81.0%
ELA101	Did not pass	--	3.0%	--	6.3%	--	13.6%	15	5.5%
	Passed	--	97.0%	--	93.7%	--	86.4%	256	94.5%
FRA101	Did not pass								
	Passed	--	100.0%	--	100.0%			10	100.0%
FRA102	Did not pass								
	Passed	--	100.0%					--	100.0%
FLA102	Did not pass								
	Passed								
FLA101	Did not pass	--	6.7%					--	6.1%
	Passed	--	93.3%	--	100.0%			46	93.9%
SST102	Did not pass	9	11.0%	11	21.2%	42	32.8%	62	23.7%
	Passed	73	89.0%	41	78.8%	86	67.2%	200	76.3%
SST101	Did not pass	--	1.8%			--	6.1%	--	2.2%
	Passed	--	98.2%	58	100.0%	--	93.9%	266	97.8%
NTHSD10	Did not pass	--	0.5%	19	16.1%	32	24.1%	52	11.3%
	Passed	--	99.5%	99	83.9%	101	75.9%	409	88.7%
SCIENCE10	Did not pass	--	3.3%	15	21.4%	29	30.5%	50	14.4%
	Passed	--	96.7%	55	78.6%	66	69.5%	298	85.6%
Total		957		434		548		1939	
Total Pass		923	96.4%	371	85.5%	407	74.3%	1701	87.7%
Grade 11									
MATH202	Did not pass	--	12.2%	--	16.7%	--	15.8%	17	14.5%
	Passed	--	87.8%	--	83.3%	--	84.2%	100	85.5%
MATH201	Did not pass	--	4.7%	10	25.6%	--	13.6%	18	10.7%
	Passed	--	95.3%	29	74.4%	--	86.4%	150	89.3%
ELA202	Did not pass	--	5.2%	9	18.8%	16	14.8%	29	12.4%
	Passed	--	94.8%	39	81.3%	92	85.2%	204	87.6%
ELA201	Did not pass	--	0.8%	--	10.9%	--	9.5%	10	4.8%
	Passed	--	99.2%	--	89.1%	--	90.5%	197	95.2%
FRA202	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRA201	Did not pass								
	Passed	--	100.0%					--	100.0%

FLA202	Did not pass								
	Passed								
FLA201	Did not pass								
	Passed	21	100.0%					21	100.0%
SST202	Did not pass	--	4.1%	--	10.9%	12	15.2%	20	10.1%
	Passed	--	95.9%	--	89.1%	67	84.8%	178	89.9%
SST201	Did not pass	--	0.9%			--	16.7%	--	2.2%
	Passed	--	99.1%	50	100.0%	--	83.3%	174	97.8%
Total		564		261		307		1132	
Total Pass		544	96.5%	227	87.0%	263	85.7%	1034	91.3%
Grade 12									
MATH302	Did not pass	--	3.9%	--	8.0%			--	4.8%
	Passed	--	96.1%	--	92.0%	8	100.0%	80	95.2%
MATH301	Did not pass	--	2.2%	--	5.0%	--	15.4%	--	4.0%
	Passed	--	97.8%	--	95.0%	--	84.6%	120	96.0%
ELA302	Did not pass			--	5.9%	14	16.7%	19	8.8%
	Passed	64	100.0%	--	94.1%	70	83.3%	166	91.2%
ELA301	Did not pass	--	2.1%	--	1.5%	--	4.0%	--	2.2%
	Passed	--	97.9%	--	98.5%	--	96.0%	227	97.8%
FRA302	Did not pass			--	20.0%			--	14.3%
	Passed	--	100.0%	--	80.0%			--	85.7%
FRA301	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FLA302	Did not pass								
	Passed								
FLA301	Did not pass								
	Passed	19	100.0%	--	100.0%			20	100.0%
SST302	Did not pass	--	12.1%			--	16.7%	--	10.4%
	Passed	--	87.9%	9	100.0%	--	83.3%	--	89.6%
SST301	Did not pass			--	4.0%	--	15.4%	--	2.7%
	Passed	74	100.0%	--	96.0%	--	84.6%	--	97.3%
Total		477		189		149		815	
Total Pass		466	97.7%	181	95.8%	129	86.6%	776	95.2%

High school graduation rate

Why report on this measure?

Graduating high school is more critical today than it was even a generation ago. More and more employers in the current workforce are looking for job candidates who have finished high school. Statistics across Canada indicate that not having a high school diploma and having a low income are strongly related. Helping students achieve their high school diploma is therefore a key priority of the NWT JK-12 education system.

In 2020, ECE adopted a new approach for measuring graduation rates in the NWT. The 2020 method calculated graduation rates by dividing the number of high school graduates (who are enrolled in Grade 12) by the total number of Grade 12 students.

A new method was developed in 2021 that is more accurate and considers the unique circumstances of students in the NWT. The new method – called the Six-Year Graduation Rate – divides the number of students who graduate within six years of starting Grade 10 by the total number of students who started high school six years ago. The new method uses a migration model to ensure that students who leave the NWT before finishing high school do not get counted as not graduating and make the graduation rate appear lower than it actually is.¹⁵

What do the results tell us?

- In 2021, the Six-Year Graduation Rate for the NWT was 60% (Table 17). When looking at high school graduation rates by community type, Yellowknife had the highest rate in 2021, with 74% (Table 17).
- Graduation rates in Yellowknife and regional centres have remained close over time. Graduation rates in small communities have remained fairly consistent, staying in the 40% range since 2015 (Table 17).
- Overall, graduation rates have been slowly climbing since 2012 (Figure 22).
- Since 2015, the gap between Indigenous student and non-Indigenous student graduation rates has remained around 35% (Figure 23 and Table 18). Thus, while the graduation rate is increasing, it is not due to changes in graduation rates by Ethnicity.

Graduation rates in 2020 and 2021 will have been slightly impacted by the COVID-19 pandemic. However, since the current graduation rate allows students up to six years to complete high school, and the student cohort underlying the 2020 and 2021 rates started

¹⁵ For more information on the new graduation rate method, see the Grad Rate fact sheet on the [Department of Education, Culture and Employment website](#).

high school in the 2014-2015 and 2015-2016 academic years respectively, the effect of the pandemic on that group's graduation rate is small.

Pandemic impacts on the Six-Year Graduation Rate will be more prominent for the cohort where the pandemic corresponds with their 3rd and 4th year since starting high school, which will be the 2022 and 2023 graduation rates.

Figure 22: Six-Year Graduation Rate by community type and NWT, 2012-2021.

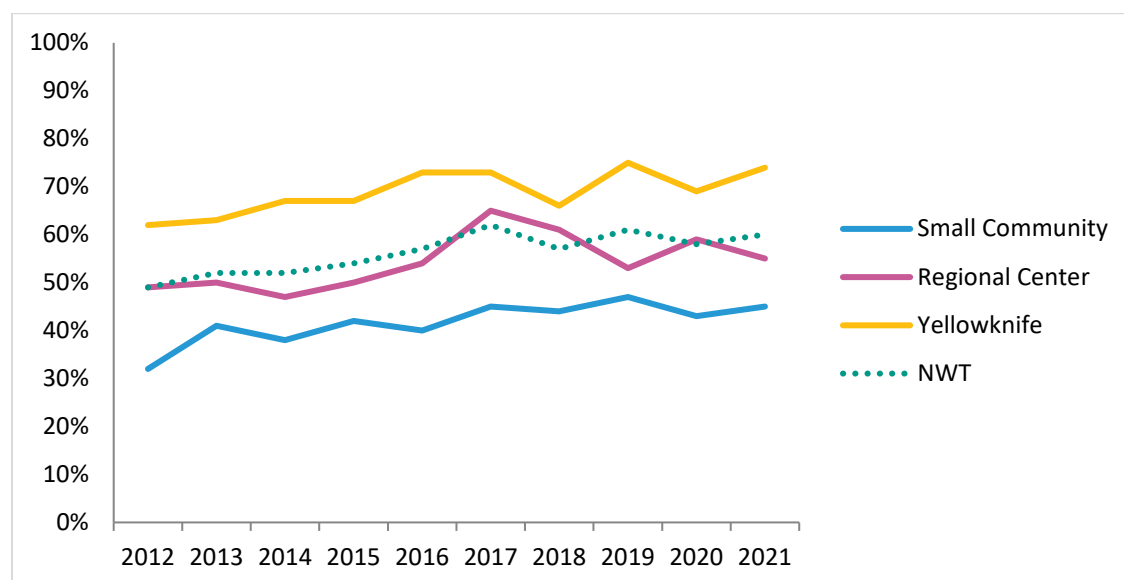


Figure 23: Six-Year Graduation Rate by ethnicity, 2012-2021.

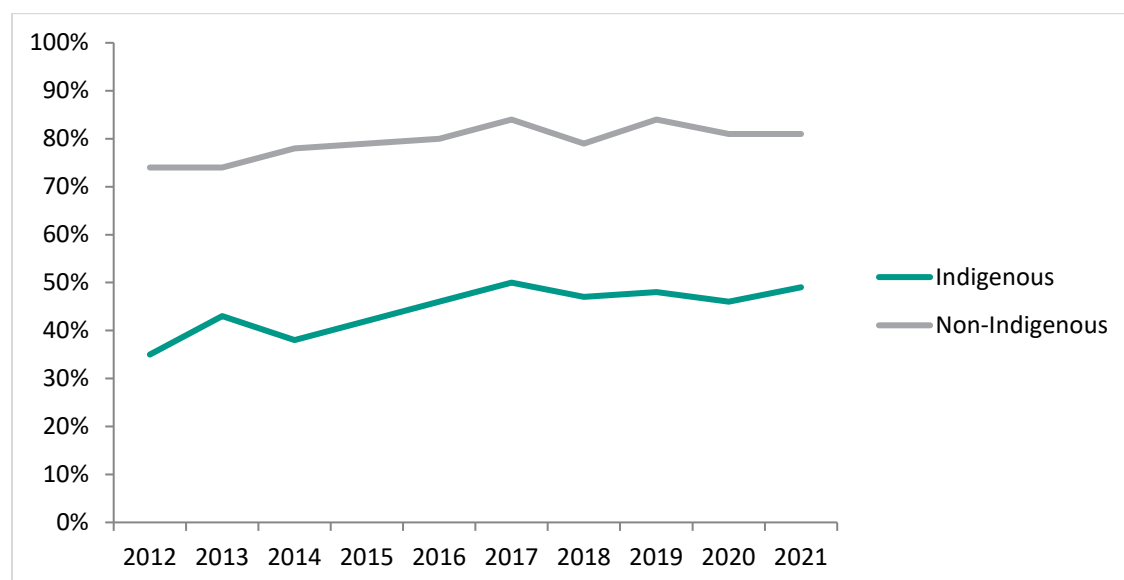


Table 17: Six-Year Graduation Rate by community type, 2012-2021.

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Yellowknife	62%	63%	67%	67%	73%	73%	66%	75%	69%	74%
Regional Centres	49%	50%	47%	50%	54%	65%	61%	53%	59%	55%
Small Communities	31%	41%	38%	42%	40%	45%	44%	47%	43%	45%
NWT	49%	52%	52%	54%	57%	62%	57%	61%	58%	60%

Table 18: Six-Year Graduation Rate by ethnicity, 2012-2021.

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Indigenous	35%	43%	38%	42%	46%	50%	47%	48%	46%	49%
Non-Indigenous	74%	74%	78%	79%	80%	84%	79%	84%	81%	81%

Percent of high school graduates going onto post-secondary programs

Why report on this measure?

The JK-12 education system is designed to help students transition from high school into the next stage of their lives. The next stage may include post-secondary education/training, entering the labour market, or taking a trade or apprenticeship.

The charts and tables in this section show how many students pursue post-secondary programs within three years of graduating high school. The post-secondary programs counted include certificate, diploma, and degree programs as well as Aurora College's University/Occupation & College Access Programs.

What do the results tell us?

- The percentage of high school graduating classes in the NWT from 2014-2018 who go to a post-secondary program within three years of graduating has stayed between 55% and 60%.
- Less than 10% of students who go on to a post-secondary program within three years go into one of Aurora College's Access programs (8% in 2014; 5% in 2015; 7%

in 2016; 5% in 2017; and 5% in 2018). This means that most high school graduates who go on to a post-secondary program within three years of graduating pursue a certificate, diploma, or degree.

- The percentage of graduates in small communities who go to post-secondary education within three years of graduating dropped by 11% between 2014 and 2018.

It would be valuable to know what percent of high school graduates move into the workforce after high school. Post-secondary education and training are not everyone's first choice for life after high school, so it would be meaningful to have a more representative picture of the different options students pursue after high school. ECE is currently working to develop such a measure.

Figure 24: Percent of High School graduates who successfully pursued post-secondary education within three years by community type, 2014-2018.

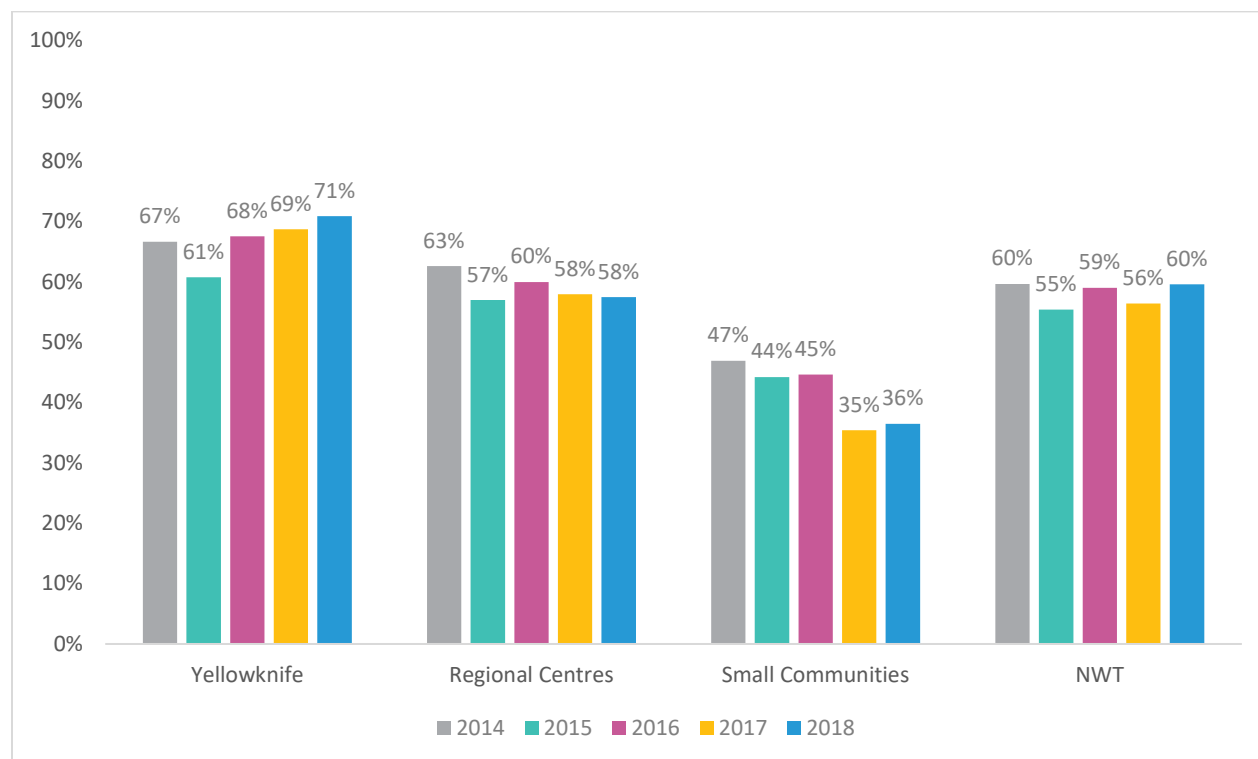


Table 19: High School graduates who successfully pursued post-secondary education within three years by community type¹⁶, 2014-2018.

		High school graduating class count	Number of successful post-secondary applicants from graduating class (within three years)	Percent of successful post-secondary applicants from graduating class (within three years)
2014	Yellowknife	225	150	67%
	Regional Centres	99	62	63%
	Small Communities	147	69	47%
	NWT	471	281	60%
2015	Yellowknife	209	127	61%
	Regional Centres	100	57	57%
	Small Communities	113	50	44%
	NWT	422	234	55%
2016	Yellowknife	179	121	68%
	Regional Centres	75	45	60%
	Small Communities	112	50	45%
	NWT	366	216	59%
2017	Yellowknife	176	121	69%
	Regional Centres	88	51	58%
	Small Communities	110	39	35%
	NWT	374	211	56%
2018	Yellowknife	189	134	71%
	Regional Centres	80	46	58%
	Small Communities	85	31	36%
	NWT	354	211	60%

¹⁶ The number of high school graduates for each school year was tracked over three years to examine how many were approved for NWT Student Financial Assistance (SFA). While almost all NWT high school graduates who go on to post-secondary education apply for SFA, there may be a small number who do not. The numbers reported here, therefore, may be slightly lower than the actual number of students who pursue post-secondary education.

Appendix A | Document Version History

Version	Date	Author	Change Status
1	September 2022	ECE	First issued version
2	March 2023	ECE	Added clarification, and update table on number of NWT Educators (page 22) Updated number of educators in YCS row, and updated percentages of total educators column - all (page 23).