



Education, Culture and Employment

JK-12 Education System Performance Measures Technical Report 2019-2020

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Government of Northwest Territories Gouvernement des Territoires du Nord-Ouest

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Introduction

The NWT Education Renewal and Innovation (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.

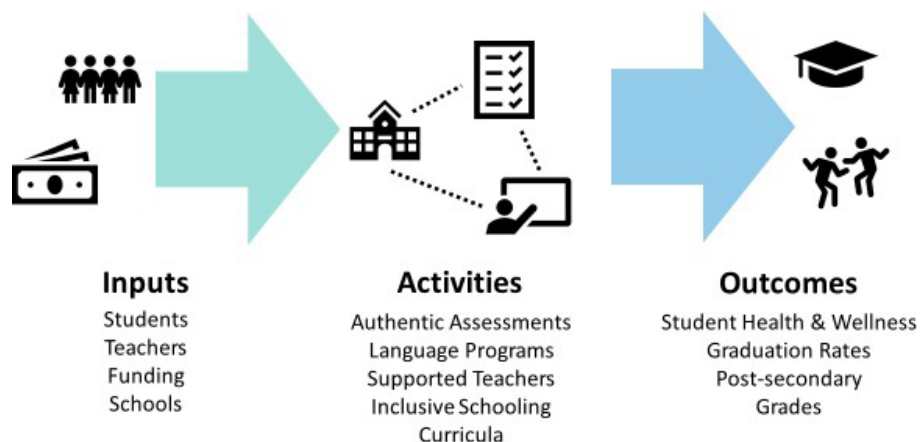
The ERI framework is a 10-year initiative that was first implemented in 2013. It is aimed at improving the NWT Junior Kindergarten to Grade 12 (JK-12) education system such that it is more relevant to northern students and can better foster their growth into whole and capable people.

As you read this document, it is important to keep in mind that it reflects the first seven 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.

The purpose of this document is to report annually on the current state of the NWT education system with respect to the changes implemented by the ERI framework in 2013.

Executive Summary

This document reports on the current state of the Northwest Territories (NWT) education system and shows how the system has been changing over the last three 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 wellbeing 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 2019-2020 school year, which is included in this report, was the year that the COVID-19 pandemic began. 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. 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 will become clearer when the 2020-2021 school year is complete, while other impacts of COVID-19 on education delivery may take longer to understand.

Summary of Results

Many of the performance measures in this report present the data from the 2017-2018, 2018-2019 and 2019-2020 school years side by side. This makes it easier to see the areas where the system is doing well, where it is improving, and to identify the parts of the education system that need continued support. Previous years' results are available in the first version of this report, [titled JK-12 Education Review Performance Measures Technical Report](#), published in 2020. Here is a high-level summary of the findings of this 2019-2020 version.

- Since the territory-wide introduction of Junior Kindergarten (JK) in the 2017-2018 school year, the percent of Kindergarten students across the NWT who participated in Junior Kindergarten and are developmentally on track has consistently improved. The beneficial effects of the JK program will, hopefully, continue to show in the coming years as the students get older.
- A downward trend in the overall wellbeing of students in Grade 4 and Grade 7 continues.
- Attendance amongst students in regional centres and small communities has also continued to trend downward.
- The number of homeschooled children in the NWT has steadily increased since the 2017-2018 school year.
- Grade 12 course completion rates in small communities and regional centres continue to increase.
- 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 the 2017-2018 school year.



Education, Culture and Employment JK-12 Education Review

Part 1 – Input Performance Measures

Government of Northwest Territories Gouvernement des Territoires du Nord-Ouest

Input Performance Measures

This first part of this document outlines inputs into the NWT education system. For instance, the health and wellbeing of students entering the school system is important information to know what kinds of supports students will need. Information about numbers 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 wellbeing 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 wellbeing;
- Social competence;
- Emotional maturity;
- Language and cognitive development;
- Communication skills and general 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 the 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.

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). 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 since 2018. As shown later in this report, the introduction of JK has had an overall positive impact on children in the NWT (Page 63, Figure 27).

One finding of concern is that the percent of children who are developmentally “on track” in Yellowknife decreased by 6% in the latest three years (Table 1).

The 2019-2020 EDI results do not reflect the impact of the COVID-19 pandemic. EDI surveys are filled out in February and March, and so they were completed before the pandemic began in 2020.

Figure 1: Percent of children who are developmentally “on track,” “in flux” and “vulnerable” in the NWT from 2012-2020 as three-year clusters.

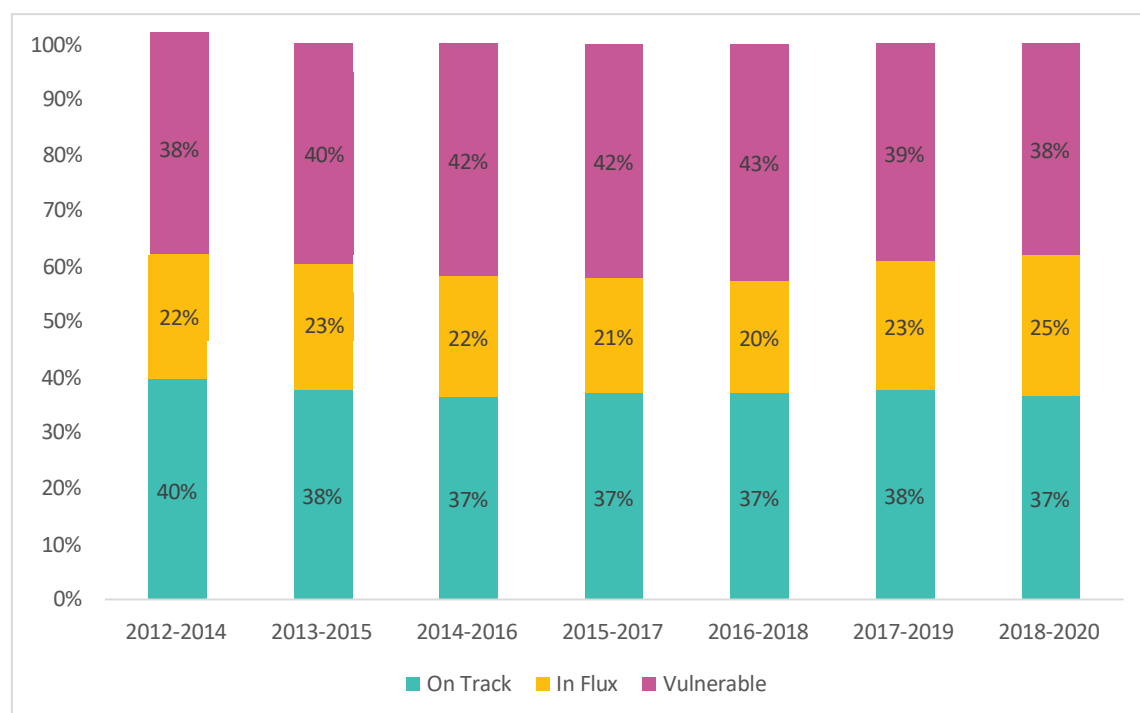


Figure 2: Percent of children who are developmentally “on track” by community type as three-year clusters.

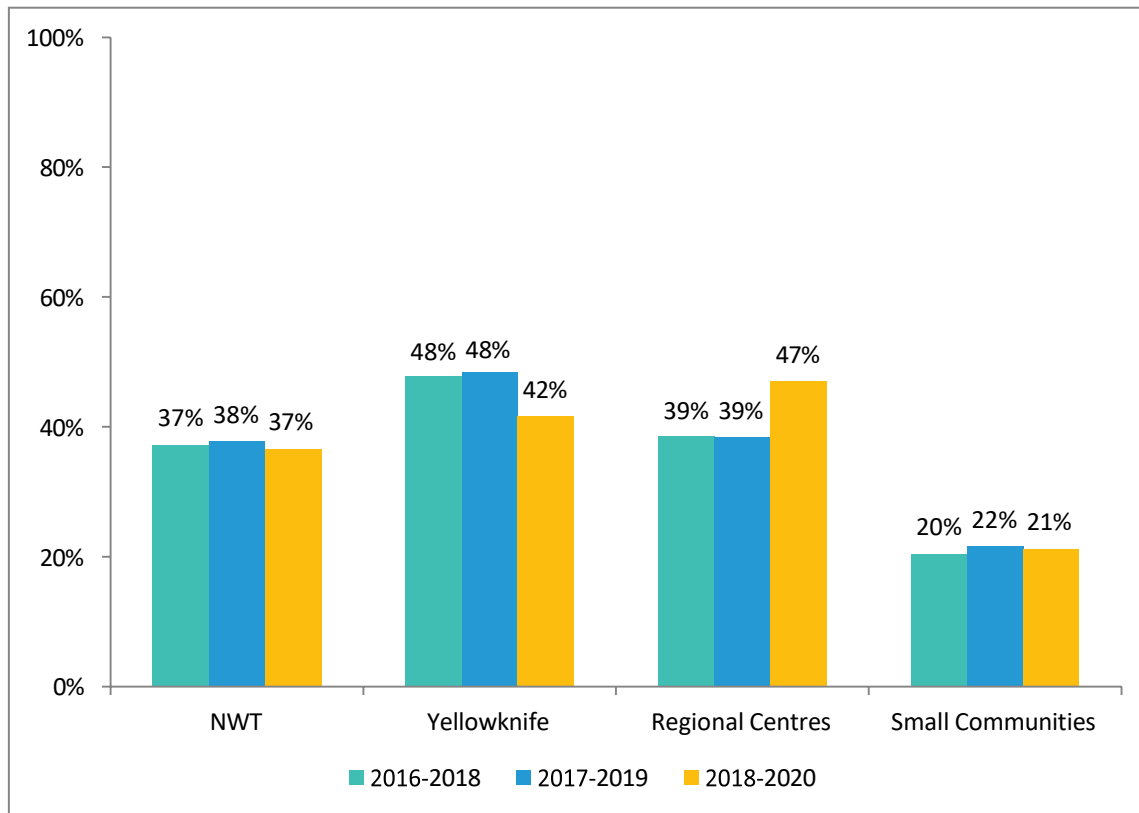


Table 1: Percent of children who are developmentally “on track” by community type from 2017-2018 to 2019-2020 as three-year clusters.

	NWT	Yellowknife	Regional Centres	Small Communities
2016-2018	39%	48%	39%	20%
2017-2019	37%	48%	39%	22%
2018-2020	33%	42%	47%	21%

Health and wellbeing 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 wellbeing, connectedness, social emotional development, school experiences and use of after-school time) that are strongly connected to wellbeing, health, and academic achievement. The wellbeing 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 wellbeing, they have a result that is either “thriving,” “medium to high wellbeing,” or “low wellbeing.” The expectation is that, as the NWT Junior Kindergarten-Grade 12 (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 wellbeing 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 wellbeing is significantly and positively related to the number of “assets” they perceive as being present in their lives (i.e. adult relationships, peer relationships, after-school activities, nutrition and sleep, school experiences).

What do the results of this measure tell us?

For Grade 4 students the percent that are “thriving” has decreased, which is a consistent trend overall across the NWT. By Grade 7 the percent of students across the NWT who are “thriving” is decreasing, especially between the 2018-2019 and 2019-2020 school years. These decreases in “thriving” scores suggest that the NWT school system can do more to better support wellbeing in students throughout the middle grades.

Regional centres, since the 2017-2018 school year, have shown an increase in the percent of Grade 4 students who are “thriving.” This goes against the general trend in the NWT and is a positive finding.

The 2019-2020 results do not reflect the impact of the COVID-19 pandemic. MDI surveys are filled out in January and February, and so students filled out the survey before the pandemic began in 2020.

Figure 3: Percent of Grade 4 students who are “thriving” by community type over time, 2015-2016 to 2019-2020.

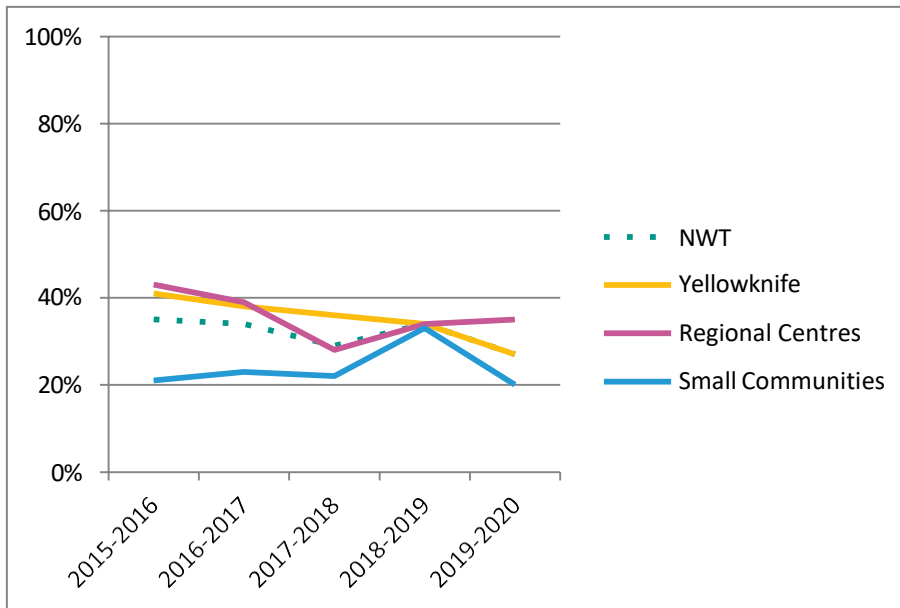


Figure 4: Percent of Grade 7 students who are “thriving” by community type over time, 2015-2016 to 2019-2020.

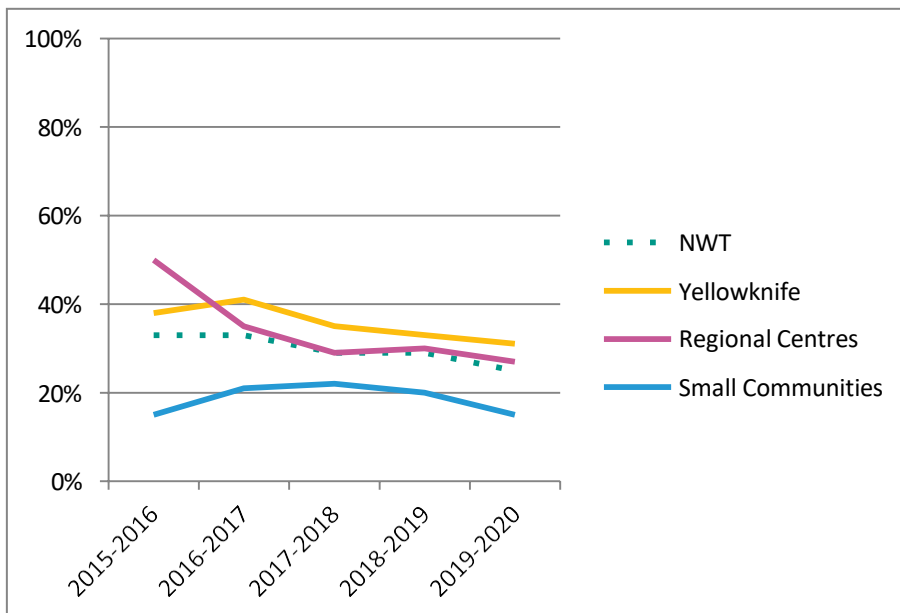


Table 2: Percent of Grade 4 students who are “thriving” according to the MDI by community type, 2015-2016 to 2019-2020.

	Percent Grade 4 students “thriving”				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Yellowknife	41%	38%	36%	34%	27%
Regional Centres	43%	39%	28%	34%	35%
Small Communities	21%	23%	22%	33%	20%
NWT	35%	34%	29%	34%	27%

Table 3: Percent of Grade 7 students who are “thriving” according to the MDI by community type, 2015-2016 to 2019-2020.

	Percent Grade 7 students “thriving”				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Yellowknife	38%	41%	35%	33%	31%
Regional Centres	50%	35%	29%	30%	27%
Small Communities	15%	21%	22%	20%	15%
NWT	33%	33%	29%	29%	25%

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 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, Déline, Dettah, Enterprise, Fort Good Hope, Fort Liard, Fort McPherson, Fort Providence, Fort Resolution, Fort Simpson, Gamètì, Jean Marie River, Kakisa, Katlodeeche, Łutselk'e, Nahanni Butte, Ndilo, Norman Wells, Paulatuk, Sachs Harbour, Sambaa K'e, Tsiigehtchic, Tuktoyaktuk, Tulita, Ulukhaktok, Wekweètì, Whatì, Wrigley	31	Alexis Arrowmaker School (Kindergarten 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)

			Jean Wetrade Gamètì School (JK to 12) Louie Norwegian School (JK to 9) Kakisa Territorial School (JK to 9) K'álemì Dene School (JK to 12) Kaw Tay Whee School (JK to 12) Łíídlı Kué Elementary School (previously Bompas Elementary School) (JK to 6) Łíídlı Kué Regional High School (previously Thomas Simpson Secondary School) (Grade 7 to 12) Lutsel K'e Dene School (JK to 12) Mackenzie Mountain School (JK to 12) Mangilaluk School (JK to 12) Mezi Community School (JK to 12) Moose Kerr School (JK to 12) ?ehtseo Ayha School (JK to 12; Northern Distance Learning for some 10 to 12)
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Table 5: Number of schools by educational bodies

Educational body	Number of Schools	Schools included
Beaufort Delta Educational Council (BDEC)	9	Moose Kerr School (JK to 12) Chief Julius School (JK to 12) East Three Elementary School (JK to 6) East Three Secondary School (Grade 7 to 12) Angik School (JK to 12) Inualthuyak School (JK to 9) Chief Paul Niditchie School (JK to 9) Mangilaluk School (JK to 12) Helen Kalvak Elihakvik (JK to 12)
Commission Scholaire	2	École Boréale (JK to 12)

Francophone, Territories Du Nord-Ouest (CSFTNO)		École Allain St-Cyr (JK to 12)
Dehcho Divisional Education Council (DDEC)	9	Charles Tetcho School (JK to 9) Charles Yohin School (JK to 10) Chief Julian Yendo School (JK to 9) Deh Gáh Elementary & Secondary School (JK to 12) Echo-Dene School (JK to 12) Kakisa Territorial School (JK to 9) Łíídlı Kué Elementary School (previously Bompas Elementary School) (JK to 6) Łíídlı Kué Regional High School (previously Thomas Simpson Secondary School) (Grade 7 to 12) Louie Norwegian School (JK to 9)
Dettah District Educational Authority (DDEA)	1	Kaw Tay Whee School (JK to 12)
N'dilo District Educational Association (NDEA)	1	K'álemı Dene School (JK to 12)
Sahtu District Educational Council (SDEC)	5	Colville Lake School (JK to 12; Northern Distance Learning for some 10 to 12) ?ehtseo Ayha School (JK to 12; Northern Distance Learning for some 10 to 12) Chief T'Selehye School (JK to 12; Northern Distance Learning for some 10 to 12) Mackenzie Mountain School (JK to 12) Chief Albert Wright School (JK to 12; Northern Distance Learning for some 10 to 12)
South Slave District Educational Council (SSDEC)	8	Chief Sunrise Education Centre (JK to 12) Diamond Jenness Secondary School (Grade 8 to 12) Deninu School (JK to 12) Harry Camsell School (JK to 3) Joseph Burr Tyrrell School (JK to 6) Lutsel K'e Dene School (JK to 12) Princess Alexandra School (Grade 4 to 7) P.W. Kaeser High School (Grade 7 to 12)
Tlicho Community Service Agency (TCSA)	5	Chief Jimmy Bruneau School (JK to 12) Elizabeth Mackenzie Elementary (JK to 6) Mezi Community School (JK to 12) Jean Wetrade Gamètı School (JK to 12) Alexis Arrowmaker School (Kindergarten to

		10)
Yellowknife Education District No. 1 (YK1)	6	Mildred Hall Elementary School (JK to 8) École J.H. Sissons School (JK to 5) École William McDonald School (Grade 6 to 8) N.J. Macpherson School (JK to 5) Range Lake North School (JK to 8) École Sir John Franklin High School (Grade 9 to 12)
Yellowknife Catholic Schools (YCS)	3	École St. Joseph School (JK to 7) École St. Patrick High School (Grade 8 to 12) Weledeh Catholic School (JK to 7)

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?

Enrollments have continued to be relatively stable since the 2017-2018 school year in grades 1-5 (Figure 5) and high school (Figure 6). High school enrollments are reported as an aggregate. This is because ECE became aware of a data quality issue that arises from the inconsistent way schools enter data into the student information system. Specifically, the requirements for determining grade designation for many Grades 11 and 12 students are not consistently applied. These errors are in the process of being corrected, and until they are high school enrollment data will be reported as an aggregate.

Enrolment counts are collected at the end of September. The 2019-2020 counts were collected before the pandemic began in spring 2020.

Figure 5: Number of Full Time Equivalent¹ (FTE) students enrolled in the NWT in Grades 1-9 in 2017-2018, 2018-2019, and 2019-2020.

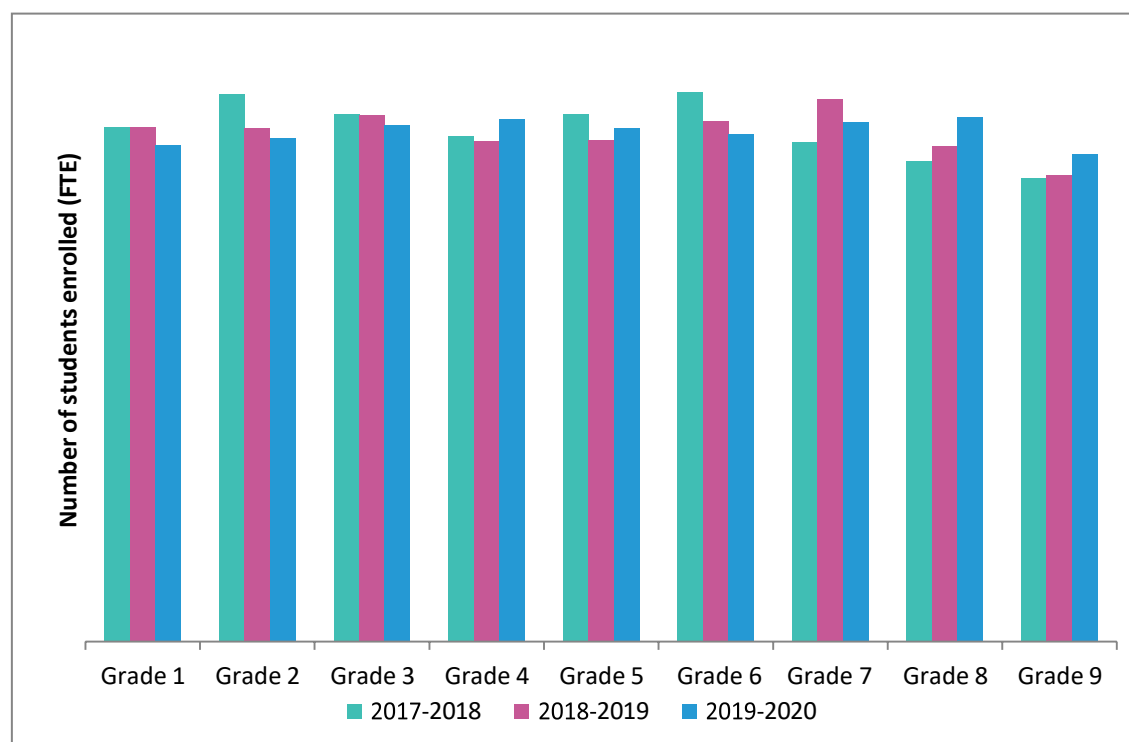
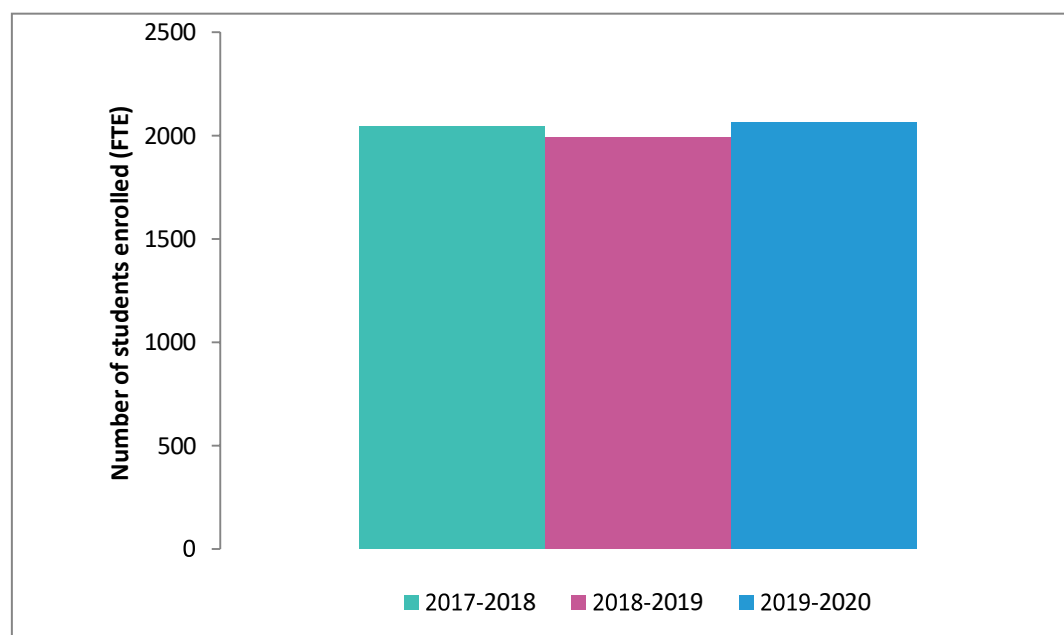


Figure 6: Number of Full Time Equivalent (FTE) students enrolled in High School in the NWT in 2017-2018, 2018-2019, and 2019-2020.



¹ Full Time Equivalent includes those students who attended school at least 60% of the time, as of September 30 in the school year reported.

Table 6: Enrolment (Full Time Equivalent) grades 1 – 9 and High School, 2018-2019².

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	High School	Total
NWT											
Overall	594.5	593	608.5	578.5	579	601.5	627	572.5	539.5	1992.25	7286.25
Indigenous	352	366	383.5	366.5	375.5	361.5	400.5	362.5	363	1357.5	4688.5
Non-Indigenous	242.5	227	225	212	203.5	240	226.5	210	176.5	634.75	2597.75
Education Body											
Beaufort Delta											
Overall	120.0	103.5	118.0	118.5	109.5	100.0	92.5	84.0	89.5	320.25	1255.75
Indigenous	102.0	89.5	104.0	110.5	96.5	87.0	84.5	71.0	82.5	295.75	1123.25
Non-Indigenous	18.0	14.0	14.0	--	13.0	13.0	--	13.0	--	24.5	132.5
CSF											
Overall	24	15	13	23	14.5	18	21	12	10	28	178.5
Indigenous	--	--	--	--	--	--	--	--	--	--	22
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	156.5
Dehcho											
Overall	26	34	32	35	37	29	28	31.5	40	99.5	392
Indigenous	--	--	--	--	--	--	--	--	--	--	364
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	28
Dettah											
Overall	--	--	--	--	--	--	--	--	--	--	37.5
Indigenous	--	--	--	--	--	--	--	--	--	--	37.5
Non-Indigenous	0	0	0	0	0	0	0	0	0	0	0
Ndilo											
Overall	12	--	11	--	--	8	--	10	10	16	94
Indigenous	--	--	--	--	--	8	--	10	10	16	--

² Table note: “—” stands for suppressed data. Small numbers and percentages derived from small numbers are suppressed for privacy purposes. Adjacent counts may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

Non-Indigenous	--	--	--	--	--	--	--	0	0	0	--
Sahtu											
Overall	29.5	41.5	28	32	42	28	57.5	42	30	126	456.5
Indigenous	--	33	--	23	--	20	--	--	--	110	386.5
Non-Indigenous	--	8.5	--	9	--	8	--	--	--	16	70
South Slave											
Overall	84	87.5	96	61.5	80	90.5	111.5	95.5	84.5	312.75	1103.75
Indigenous	66	67	71.5	47	65	65	84.5	74	70.5	239.25	849.75
Non-Indigenous	18	20.5	24.5	14.5	15	25.5	27	21.5	14	73.5	254
Tlicho											
Overall	46	50	58	59	57	60	41	53	54	291.5	769.5
Indigenous	--	--	--	59	--	60	41	53	54	291.5	760.5
Non-Indigenous	--	--	--	0	--	0	0	0	0	0	9
YK1											
Overall	158	159.5	148	132.5	129.5	154.5	148.5	134.5	124	512.75	1801.75
Indigenous	53	50.5	45	36	39	49	56	40	43	215	626.5
Non-Indigenous	105	109	103	96.5	90.5	105.5	92.5	94.5	81	297.75	1175.25
YCS											
Overall	91	92	100.5	117	98.5	107.5	119	107	94	279.5	1206
Indigenous	27	34	36	47	37	37.5	44	41	34.5	89.5	427.5
Non-Indigenous	64	58	64.5	70	61.5	70	75	66	59.5	190	778.5
Community Type											
Small Communities											
Overall	186.5	195	202	235	252	237	250.5	192.5	205.5	761.25	2717.25
Indigenous	169	182.5	192	214.5	231.5	206	223.5	--	--	734.75	2539.75
Non-Indigenous	17.5	12.5	10	20.5	20.5	31	27	--	--	26.5	177.5
Regional Centres											
Overall	143	138.5	152	89	87.5	94.5	95	131.5	109	426.75	1466.75
Indigenous	101	99	110.5	69	67	68	77	94	87	318.25	1090.75
Non-Indigenous	42	39.5	41.5	20	20.5	26.5	18	37.5	22	108.5	376

Yellowknife											
Overall	265	259.5	254.5	263.5	239.5	270	281.5	248.5	225	804.25	3111.25
Indigenous	82	84.5	81	83	77	87.5	100	81	77.5	304.5	1058
Non-Indigenous	183	175	173.5	180.5	162.5	182.5	181.5	167.5	147.5	499.75	2053.25

Table 7: Enrolment (Full Time Equivalent) grades 1 – 9 and High School, 2019-2020.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	High School	Total
NWT											
Overall	573.5	581.5	597	604	593.5	586.5	600	605.5	562.5	2066	7370
Indigenous	328	353	372	379	361	385.5	360.5	389.5	352	1441.5	4722
Non-Indigenous	245.5	228.5	225	225	232.5	201	239.5	216	210.5	624.5	2648
Education Body											
Beaufort Delta											
Overall	96.5	118	103.5	111.5	113.5	113	95	92	84	339.25	1266.25
Indigenous	83.5	97	90.5	99	--	99	81	--	69	316.25	1122.75
Non-Indigenous	13	21	13	12.5	--	14	14	--	15	23	143.5
CSF											
Overall	19.5	26.5	12.5	14	24.5	13	17.5	20	11	30.5	189
Indigenous	--	--	--	--	--	--	--	--	--	--	32
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	157
Dehcho											
Overall	29.5	28	30	28	35	35	30	27.5	30	116	389
Indigenous	--	--	--	--	--	--	--	--	--	--	363
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	26
Dettah											
Overall	--	--	--	--	--	--	--	--	--	--	43
Indigenous	--	--	--	--	--	--	--	--	--	--	43
Non-Indigenous	0	0	0	0	0	0	0	0	0	0	0

N'dilo											
Overall	--	12	9	8	--	--	8	--	8	25	98
Indigenous	--	11	9	8	--	--	8	--	8	--	--
Non-Indigenous	--	--	0	0	--	--	0	--	0	--	--
Sahtu											
Overall	43	23.5	37	25	27	36	27	51.5	35	112.75	417.75
Indigenous	--	--	--	25	--	--	--	--	--	97.75	363.75
Non-Indigenous	--	--	--	0	--	--	--	--	--	15	54
South Slave											
Overall	80	88	91	100	64	85.5	94.5	105.5	89	304.5	1102
Indigenous	57	70	71	72	49.5	68.5	69	79	69	246	851
Non-Indigenous	23	18	20	28	14.5	17	25.5	26.5	20	58.5	251
Tłı̨chǫ											
Overall	47	39	53	50	61	56	66	44	54	304.5	774.5
Indigenous	--	--	53	--	--	56	66	--	54	304.5	--
Non-Indigenous	--	--	0	--	--	0	0	--	0	0	--
YK1											
Overall	134	150.5	162	157	146.5	136.5	144.5	141	141	507	1820
Indigenous	29.5	52	52.5	54	44	46	44	54	47	211	634
Non-Indigenous	104.5	98.5	109.5	103	102.5	90.5	100.5	87	94	296	1186
YCS											
Overall	114	93	96	105.5	113	101.5	111.5	115	106.5	314.5	1270.5
Indigenous	34	31	33	41	40	40	35.5	42	40	112.5	449
Non-Indigenous	80	62	63	64.5	73	61.5	76	73	66.5	202	821.5
Community Type											
Small Communities											
Overall	191.5	177	194.5	176.5	198.5	212.5	200	200	182	820.75	2553.25
Indigenous	179	164	--	170	185.5	--	189	192.5	---	798.25	2442.25
Non-Indigenous	12.5	13	--	6.5	13	--	11	7.5	--	22.5	111
Regional Centres											

Overall	120	143	137.5	158	119.5	125	135	135.5	126	407.25	1606.75
Indigenous	83.5	101	101	114	90.5	85	91	101	90	317.25	1174.25
Non-Indigenous	36.5	42	36.5	44	29	40	44	34.5	36	90	432.5
Yellowknife											
Overall	262	261.5	265	269.5	275.5	249	265	270	254.5	838	3210
Indigenous	65.5	88	85.5	95	85	87	80.5	96	87	326	1095.5
Non-Indigenous	196.5	173.5	179.5	174.5	190.5	162	184.5	174	167.5	512	2114.5

Number of NWT educators

Why report on this measure?

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

The method for calculating the number of educators changed since the last performance measures report. The data reported below include the recalculated 2017-2018 data. Vice principals, principals and support assistants are now included in the educator count. As well, educators who work with children in the classroom but do not necessarily lead the class – such as support assistants and program support teachers – were included so that this performance measure better reflects the number of adults in classrooms.

What do the results of this measure tell us?

Table 8 and Table 9 tell us how many educators there are across the community types and education bodies. The number of educators in the NWT and within each region has remained stable over the last three years.

Data that would allow us to include educational assistants in some schools in Yellowknife was not available at the time this report was prepared. As a result, the counts below for Yellowknife are an underestimate. ECE is working with the education bodies to ensure that information is available for future years.

Table 8: Number of educators by community type.

		Yellowknife	Regional Centres	Small Communities	NWT Overall
2017-2018	Number of educators	395	198	377	970
	% of total NWT educator population	40.7%	20.4%	38.9%	
2018-2019	Number of educators	397	221	381	999
	% of total NWT educator population	39.7%	22.1%	38.1%	
2019-2020	Number of educators	398	238	437	1073
	% of total NWT educator population	37.1%	22.2%	40.7%	

Table 9: Number of educators by education body, 2017-2018, 2018-2019 and 2019-2020.

Education body	2017-2018		2018-2019		2019-2020	
	Number of educators	% total educators	Number of educators	% total educators	Number of educators	% total educators
BDEC	151	15.6%	177	17.7%	238	22.2%
CSFTNO	34	3.5%	34	3.4%	36	3.4%
DDEA	7	0.7%	7	0.7%	8	0.7%
DDEC	76	7.8%	71	7.1%	66	6.2%
NDEA	14	1.4%	15	1.5%	16	1.5%
SDEC	77	7.9%	76	7.6%	70	6.5%
SSDEC	148	15.3%	152	15.2%	150	14.0%
TCSA	87	9.0%	91	9.1%	112	10.4%
YCS	138	14.2%	138	13.8%	142	13.2%
YK1	238	24.5%	238	23.8%	235	21.9%

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 NWT schools can do. The most important criterion for determining how much funding a school or education body is to receive is the number of students served by that school or 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 8 shows that South Slave Divisional Education Council (SSDEC) received 15.9% of the total ECE education body budget in 2018-2019 and serves 14.6% of NWT students. Likewise, Dettah District Educational Authority (DDEA) received 1.0% of ECE's education body budget and serves 0.5% of the 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, Sahtu Divisional Education Council (SDEC) serves exclusively small communities so its teacher compensation packages will be higher. This translates into proportionately higher ECE funding as shown by SDEC's relatively high yellow bars (Figure 9). YCS and 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 yellow bars for these education bodies in Figure 9 are much lower than their corresponding blue bars since they are funded at a lower rate.

Funding provided to the education bodies has not changed considerably over the last three years.

Figure 7: Percent of ECE education budget education bodies receive compared to the number of students served, 2017-2018.

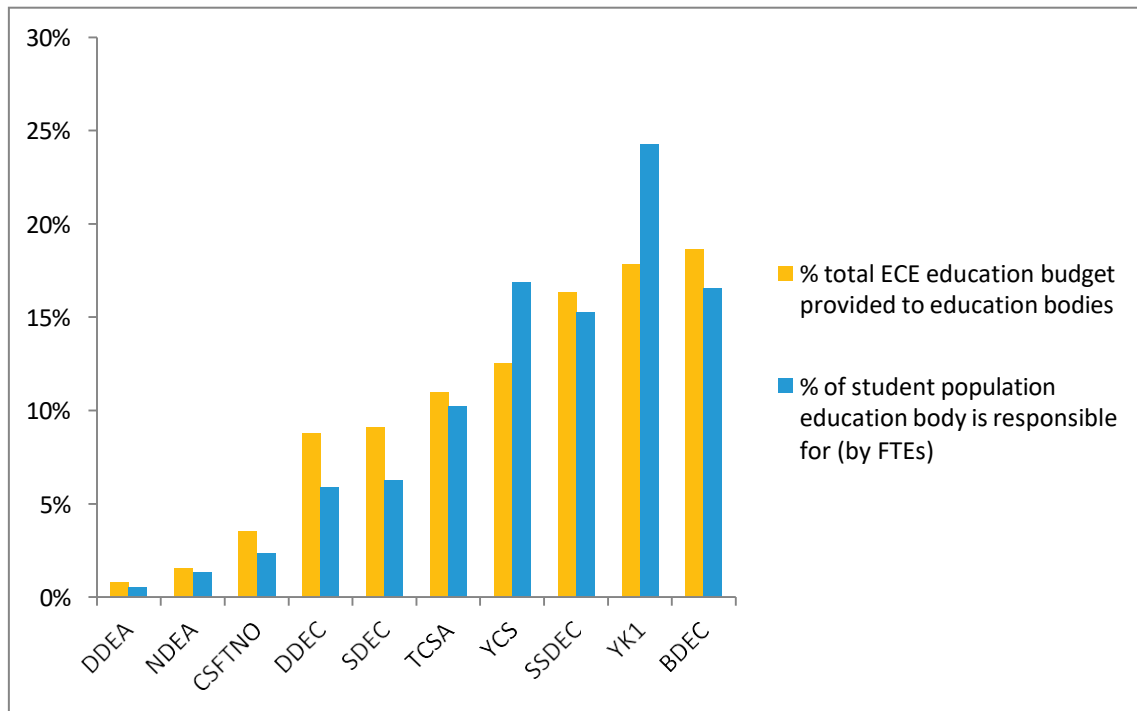


Figure 8: Percent of ECE education budget education bodies receive compared to the number of students served, 2018-2019.

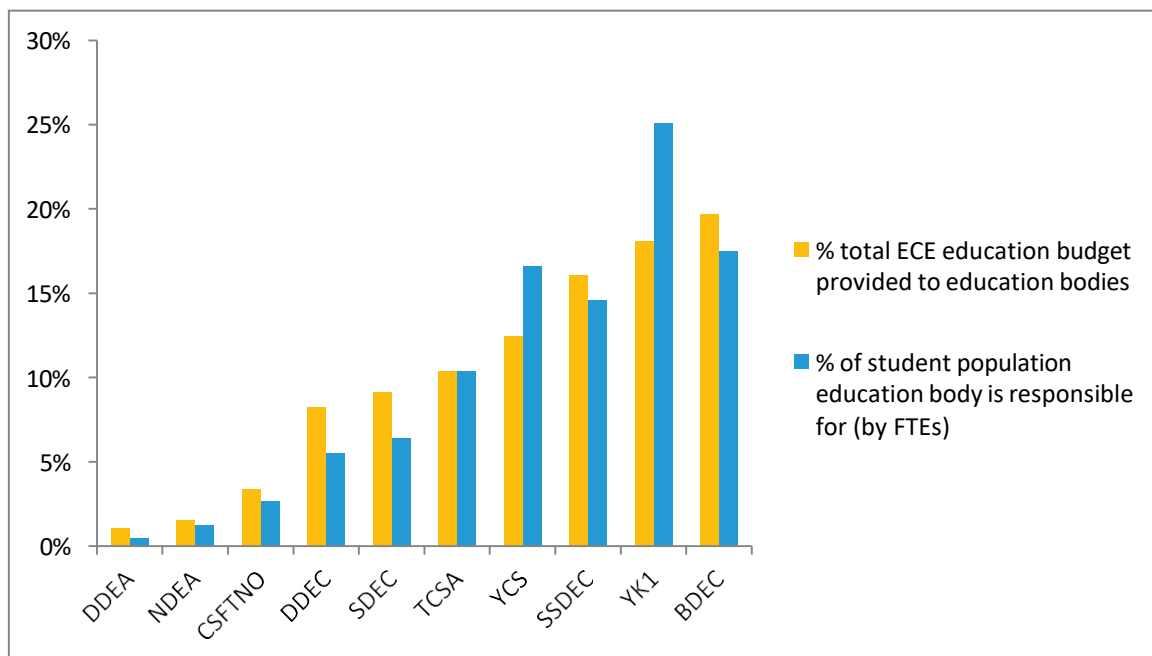


Figure 9: Percent of ECE education budget education bodies receive compared to the number of students served, 2019-2020.

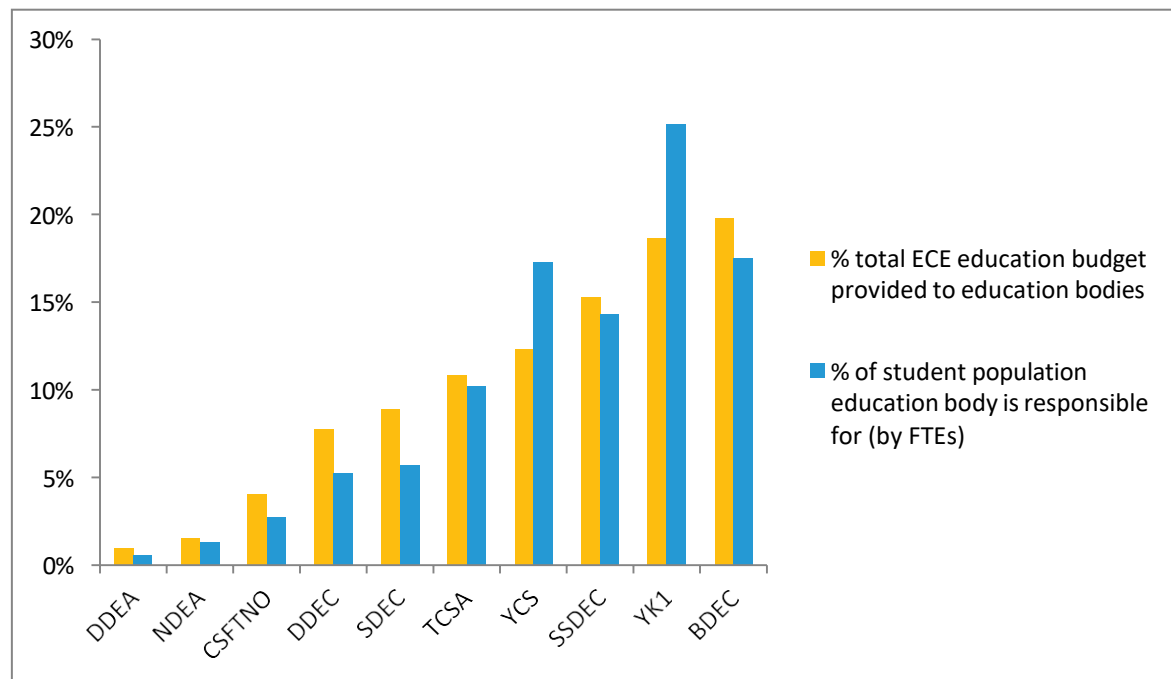


Table 10: Budget by education body, 2017-2018 to 2019-2020.

Education Body	Budget (\$)	% total ECE education budget	Budget (\$)	% total ECE education budget	Budget (\$)	% total ECE education budget
	2017-2018		2018-2019		2019-2020	
BDEC	29,620,133	18.6	31,117,170	19.7	31,469,241	19.8
CSFTNO	5,589,605	3.5	5,359,885	3.4	6,384,463	4.0
DDEA	1,302,667	0.8	1,624,744	1.0	1,580,556	1.0
DDEC	13,980,647	8.8	13,023,962	8.2	12,327,108	7.8
NDEA	2,423,062	1.5	2,430,646	1.5	2,430,646	1.5
SDEC	14,444,421	9.1	14,464,596	9.1	14,114,613	8.9
SSDEC	25,955,547	16.3	25,466,017	16.1	24,294,029	15.3
TCSA	17,433,688	11.0	16,433,580	10.4	17,256,542	10.9
YCS	19,987,033	12.6	19,729,197	12.5	19,575,809	12.3
YK1	28,365,554	17.8	28,615,844	18.1	29,600,450	18.6



Education, Culture and Employment JK-12 Education Review

Part 2 – Activity Performance Measures

Activity Performance Measures

Part 2 of this report presents measures of the activities in the education system that have been put in place to help bring about desired student outcomes. For instance, course offerings and assessment practices are both activities within an education system because they play a role in shaping how successful students can be. To succeed, students must be taught 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 Alberta Achievement Test (AAT) results
- Number of NWT grade 6 and 9 students excused from AATs
- Senior secondary student Diploma Exam results

Student enrolment in JK/K

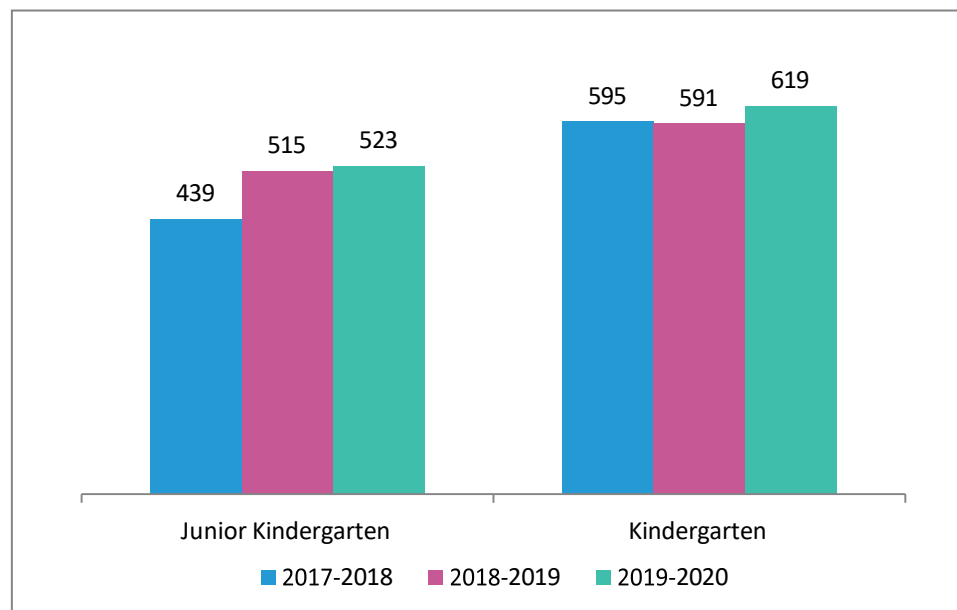
Why report on this measure?

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 nearly 90% of the NWT's 4 to 5-year-old population in 2019-2020. This is up by nearly 10% from just over 80% of the NWT's 4 to 5-year-old population in 2017-2018.

Figure 10: Number of students enrolled (Full Time Equivalent) in Junior Kindergarten and Kindergarten, 2017-2018 to 2019-2020.



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 the schooling they receive to better fit their own 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 old. 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): 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): 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 students can pace their learning, and their progress can be paused with if there are unforeseen absences. As well, there is a focus on wellness and ensuring students have the tools they need to be successful.

Phoenix School (SSDEC): 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 School have the option of taking a variety of courses ranging from skill-building programs designed to help them meet the pre-requisites of other courses, to locally supported distance education courses, to courses offered by the regular high school. Students and teachers regularly meet to 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): True North Program allows students to study at their own pace and during hours outside of the regular school day. 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 and goals of the students, which may or may not include core subjects.

Homeschooling (NWT-wide): Parents/guardians in the NWT have the option to educate their children at home so long as their children are registered through a public school. The principal or a designate at the registered school are responsible for ensuring the homeschooled children are progressing through their education programs and have access to 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 11). The most notable change is the steady increase in the number of students in homeschooling across the NWT, which has increased by approximately 20 students each year.

Table 11: Number of students enrolled in alternative education programs, by year.

	Route 51 Learning Institute (YK1)	Phoenix School (South Slave)	Chief Albert Wright True North Program (Tulita)	Birchbark Discovery Centre (YK1)	Homeschooling (NWT-wide)
2017-2018	103	149	17	N/A (not open)	71
2018-2019	120	0 ³	23	15	95
2019-2020	114	0 ³	8	18	123

³ The Phoenix School uses the standard enrolment funding model and did not have any alternative high school funding in the 2018-2019 and 2019-2020 school years.

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 2019-2020 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 percent 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.
- Three schools in small communities that offer Indigenous language courses but have no entries in the enrolment database used for this report are excluded.
- The enrolments in the new OLC courses were added to the analysis.

For these reasons, the 2017-2018 results are re-calculated with this new method and reported here (Figure 12).

What do the results of this measure tell us?

Total enrolment counts for the territory have decreased from 2017-2018 to 2019-2020. However, this does not necessarily mean Indigenous language enrolment is decreasing, as it could also be that student populations are changing. For this reason, it is important to consider the percentage of students enrolled in Indigenous language courses as well as the enrolment counts.

In small communities, enrolment in grades 1-9 Indigenous language courses has increased from 76% in 2017-2018 to 82% in 2019-2020 (Figure 12, Figure 13, and Figure 14). The percent of students enrolled in Indigenous language programs throughout the NWT has held steady at around 50% for grades 1-9 and 10% for grades 11-12 since the 2017-2018 school year.

Table 12: Total number of students enrolled in Indigenous language courses, by community type and year.

	NWT Overall	Yellowknife	Regional Centres	Small Communities
2017-2018	2949	380	750	1819
2018-2019	2980	420	846	1714
2019-2020	2903	427	841	1635

Figure 11: Number of students enrolled in Indigenous language courses from 2017-2018 to 2019-2020 by community type.

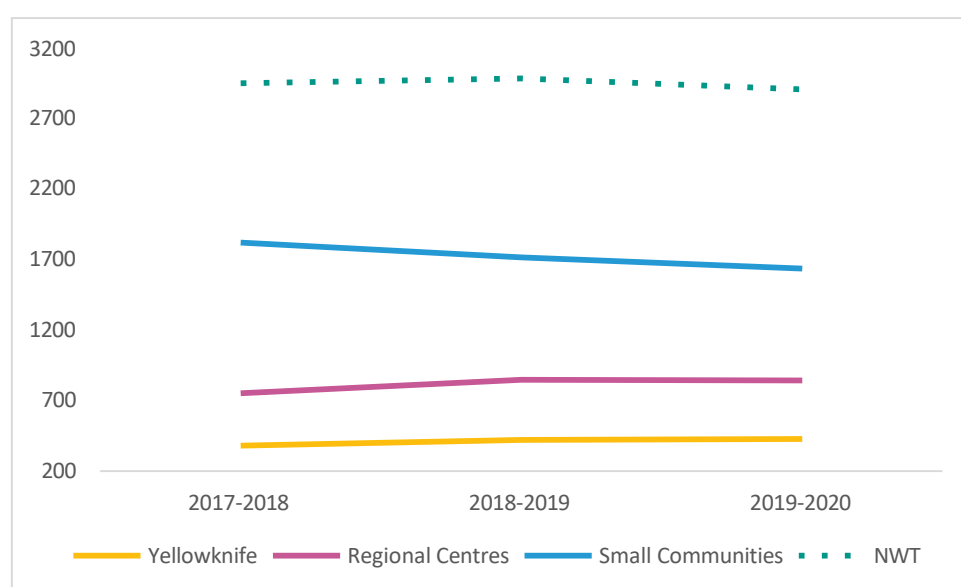


Figure 12: Percent of students enrolled in Indigenous language courses by grade level and community type, 2017-2018.

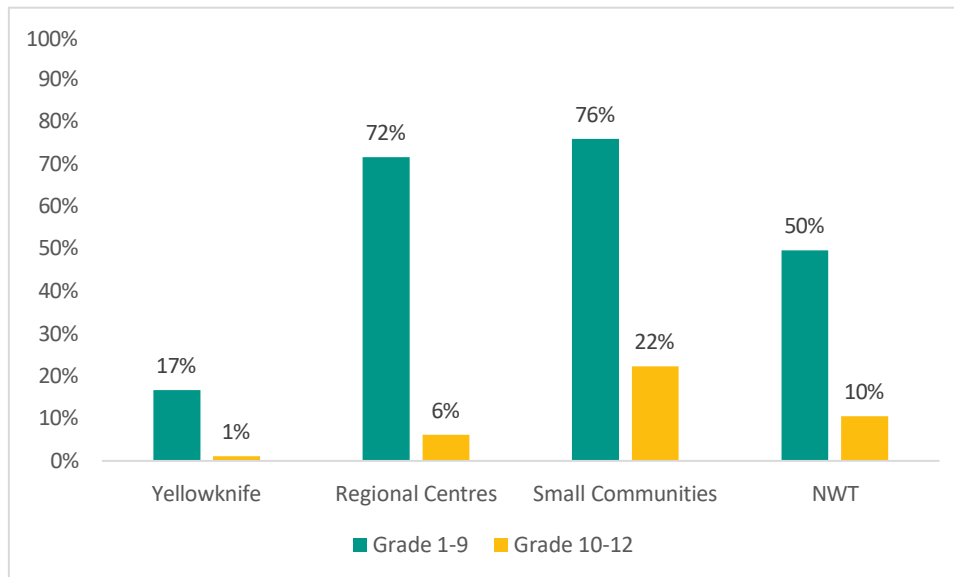


Figure 13: Percent of students enrolled in Indigenous language courses by grade level and community type, 2018-2019.

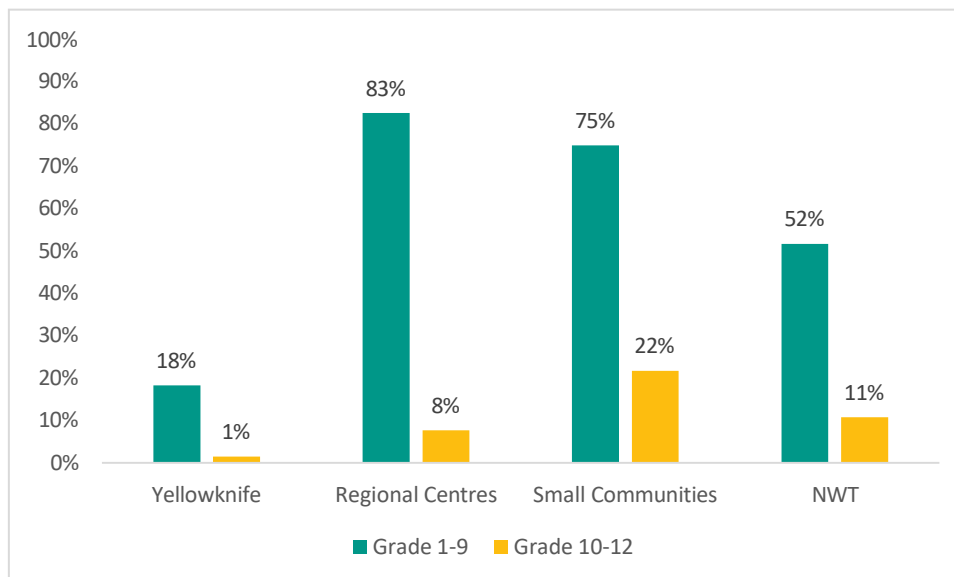
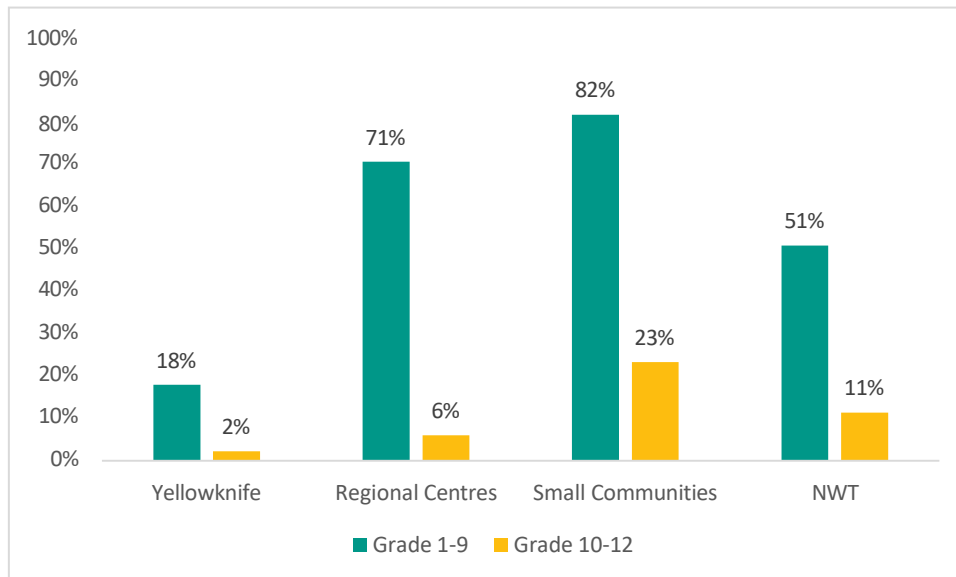


Figure 14: Percent of students enrolled in Indigenous language courses by grade level and community type, 2019-2020.



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 15, Figure 16 and Figure 17 show 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 communities 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 13 and Table 14 show how many students were enrolled in French language courses across community types and education bodies in the 2017-2018 to 2019-2020 school years.

Figure 15: Proportion of students enrolled in French language programs by community type in 2017-2018.

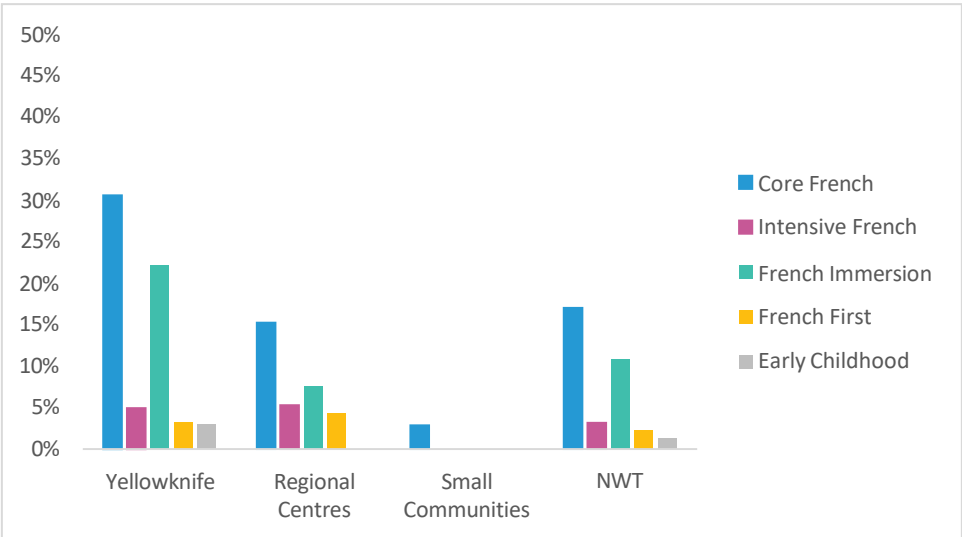


Figure 16: Proportion of students enrolled in French language programs by community type in 2018-2019.

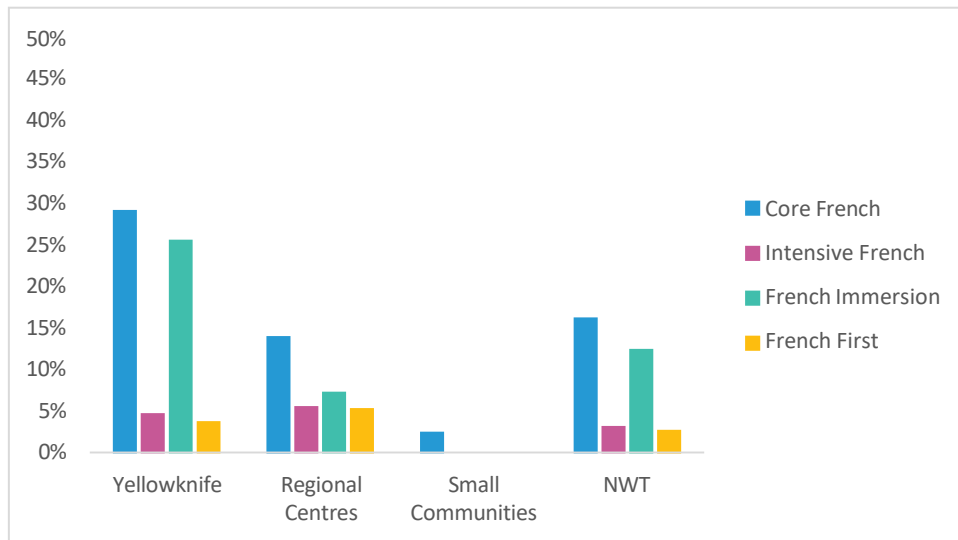


Figure 17: Proportion of students enrolled in French language programs by community type in 2019-2020.

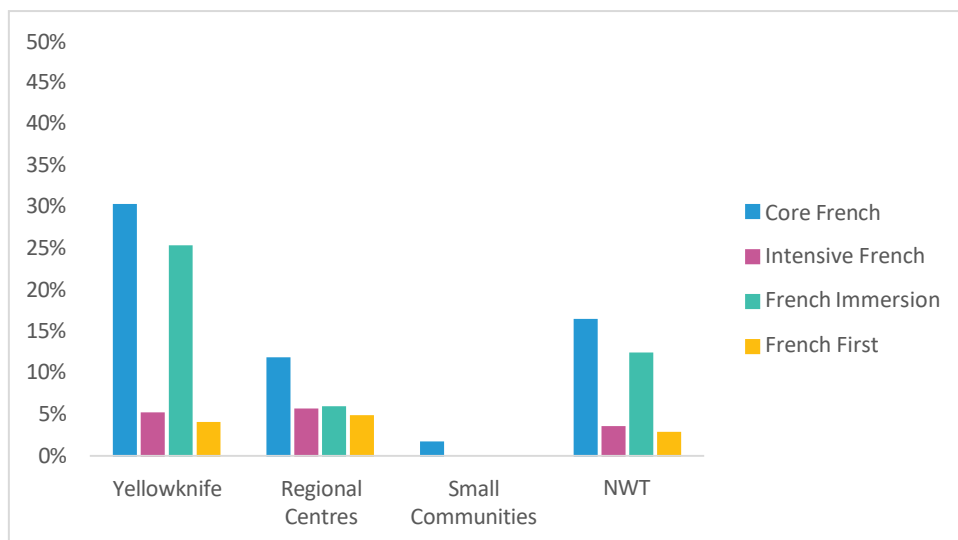


Table 13: Number of students enrolled in French language courses, by community type and course type, 2017-2018 and 2019-2020.

		Core French	Intensive French	French Immersion	French First	Early Childhood ⁴
2017-2018	Yellowknife	1114	180	806	116	107
	Regional Centres	270	94	135	77	--
	Small Communities	93				--
	NWT	1477	274	941	193	110
2018-2019	Yellowknife	1068	170	937	135	
	Regional Centres	242	95	125	91	
	Small Communities	76				
	NWT	1386	265	1062	226	
2019-2020	Yellowknife	1152	196	963	152	
	Regional Centres	221	105	110	90	
	Small Communities	49				
	NWT	1422	301	1073	242	

Table 14: Number of students enrolled in French language courses, by education body and course type, 2017-2018 and 2019-2020.

		Core French	Intensive French	French Immersion	French First	Early Childhood
2017-2018	BDEC	8		78		
	CSF				193	11
	DDEC	43				
	SDEC	50				
	SSDEC	262	94	57		
	YCS	527		357		54
	YK1	587	180	449		45
2018-2019	BDEC			75		
	CSF				226	
	DDEC	38				

⁴In the 2017-2018 school year, 'Early Childhood' was used to report JK French programming. In the 2018-2019 school year and onward the JK/K enrolments were no longer reported separately.

	SDEC	38				
	SSDEC	242	95	50		
	YCS	482		426		
	YK1	586	170	511		
2019- 2020	BDEC			58		
	CSF				242	
	DDEC	17				
	SDEC	32				
	SSDEC	221	105	52		
	YCS	534		461		
	YK1	618	196	502		

Students with Individual Education Programs

Why report on this measure?

An Individualized Education Program (IEP) is a student-specific program with annual student-specific outcomes and shorter-term objectives. It may or may not include learning the outcomes of the NWT curricula. A student on an IEP is usually most successful with specialized supports, accommodations, facilities, resources and/or equipment.

What do the results of this measure tell us?

The percent of students on IEPs has not changed significantly from 2017-2018 to 2019-2020. 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 on the part of schools and teachers, as well as involvement from students themselves (when appropriate), parents and guardians, community, and in some cases, people from other parts of the government like the health system.

Figure 18: Percent of students in IEPs by community type, 2017-2018 to 2019-2020.

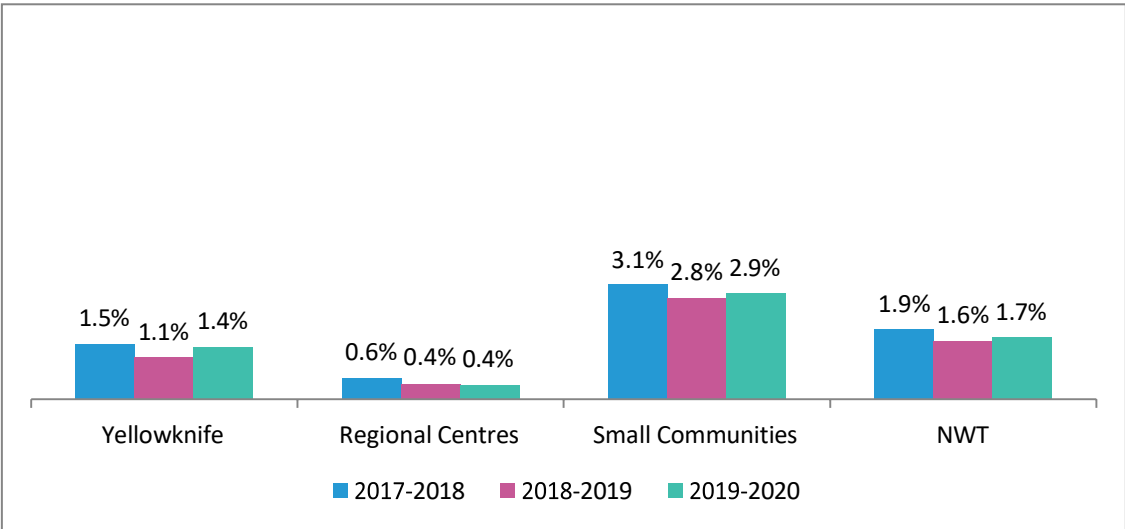


Table 15: Number and percent of students in IEPs by community type.⁵

		Yellowknife	Regional Centres	Small Communities	NWT Overall
2017-2018	Number of students on IEPs	55	10	103	168
	% of student body on IEPs	1.5%	0.6%	3.1%	1.9%
2018-2019	Number of students on IEPs	--	--	--	--
	% of student body on IEPs	1.1%	0.4%	2.8%	1.6%
2019-2020	Number of students on IEPs	--	--	--	--
	% of student body on IEPs	1.4%	0.4%	2.9%	1.7%

⁵ Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Adjacent counts may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

Students with Student Support Plans

Why report on this measure?

Student Support Plans (SSPs) are the records of supports for individual students' learning, where accommodations or modifications are required for them to best experience success within their programming.

There are four kinds of SSPs: Regular Education Program with Accommodations for Difficulty (JK-12); Regular Education Program with Accommodations for Enrichment (JK-12), Modified Education Program – Below Grade Level (JK-9); Modified Education Program – Above Grade Level (JK-9).

What do the results of this measure tell us?

The percent of students with SSPs decreased in 2019-2020 (Figure 19) since the 2017-2018 school year (Figure 20). Fewer students in regional centres and small communities have SSPs, while more students in Yellowknife have SSPs (Table 16).

The reduced number of SSPs in small communities and regional centres is not necessarily a sign that there is a decreased need for them in the territory. The reduced numbers could also be due to:

- improvements to the SSP documentation procedures (e.g., eliminating duplicate SSPs or those created in error);
- some classes adopting supports at the classroom level and as a result eliminating some individual SSPs;
- some schools not having access to the services needed for SSP supports. SSPs that cannot be implemented may then be removed from the system.

Because of these additional reasons, it is hard to know simply based on the data presented here whether the need for SSPs is decreasing in small communities or regional centres. ECE is working on developing new performance measures for tracking the effectiveness of SSPs beyond counting individual records.

Figure 19: Percent of student body on SSPs by community type, 2017-2018 to 2019-2020.

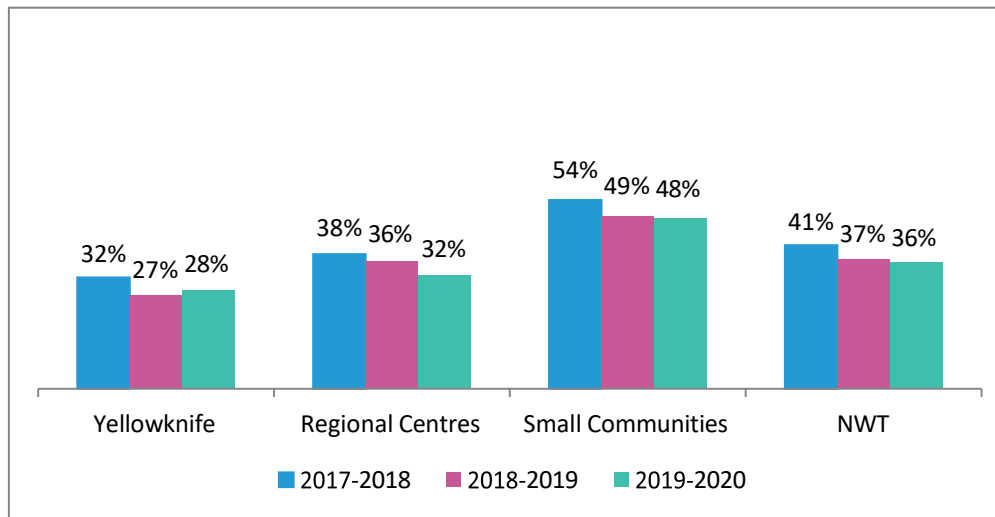


Figure 20: Percent of student body on SSPs for working below grade level by community type, 2017-2018 to 2019-2020.

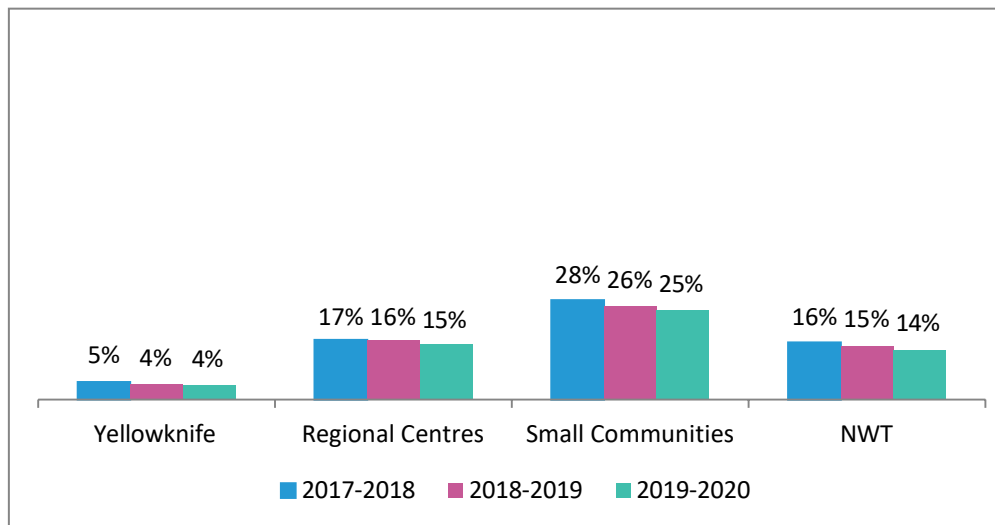


Table 16: Number and percent of students on SSPs by community type.

			Yellowknife	Regional Centres	Small Communities	NWT
2017-2018	Regular Program with Accommodations for Difficulty	Count	871	384	835	2090
		% of region enrolment	23.9%	21.6%	25.5%	24.0 %
	Modified Program Working Below Grade Level	Count	177	294	903	1374
		% of region enrolment	4.9%	16.6%	27.5%	15.8 %
	Regular Program with Accommodations for Enrichment	Count	62	--	12	75
		% of region enrolment	1.7%	--	0.4%	0.9%
	Modified Program Working Above Grade Level	Count	--	--	9	10
		% of region enrolment	--	--	0.3%	0.1%
	Total	Count	--	679	1759	3549
		% of region enrolment	31.6%	38.3%	53.6%	40.8 %
2018-2019	Regular Program with Accommodations for Difficulty	Count	777	341	723	1841
		% of region enrolment	21.1%	19.6%	22.7%	21.4 %
	Modified Program Working Below Grade Level	Count	153	285	823	1261
		% of region enrolment	4.2%	16.4%	25.9%	14.7 %
	Regular Program with Accommodations for Enrichment	Count	47	--	13	62
		% of region enrolment	1.3%	0.1%	0.4%	0.7%
	Modified Program Working Above Grade Level	Count		--	--	7
		% of region enrolment		0.1%	0.2%	0.1%
	Total	Count	977	630	1564	3171
		% of region enrolment	26.6%	36.2%	49.1%	36.9 %
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	7	9	59
		% of region enrolment	1.1%	0.4%	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 %

Grade 6 and 9 Alberta Achievement Test 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 reported here, English Language Arts (ELA) and mathematics (Math). The other two, 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?

To get the percentages reported below, the number of students who scored "Acceptable" or "Excellent" on the AATs is divided by the total number of students who wrote AATs.

The percent of Grade 6 students scoring "Acceptable" or higher on the ELA AAT has remained consistent year to year in the NWT (Figure 21). The percent of Grade 9 students scoring "Acceptable" or higher on the ELA AAT has decreased by 5% in the NWT between the 2017-2018 school year and 2018-2019 school year (Figure 22). The percent of Grade 9 students scoring "Acceptable" or higher on the Math AAT has decreased by 14% in the NWT between the 2017-2018 and 2018-2019 school years (Figure 24).

The percent of students scoring "Acceptable" or higher in small communities, across both ELA and Math and Grade 6 and 9, is much lower than both Yellowknife and regional centres. Although there are many factors that can impact student performance on the AATs, these results show that small communities need additional educational supports.

Overall, around half of NWT students achieve acceptable marks on ELA AATs. Less than half, however, earn acceptable marks on Math AATs. This suggests that across the NWT, mathematics and numeracy need to be an area of greater focus.

Due to the COVID-19 pandemic AATs were not written in 2019-2020.

Figure 1: Percent of Grade 6 students scoring “Acceptable” or higher on ELA AAT by NWT and community type, 2014-2015 to 2018-2019.

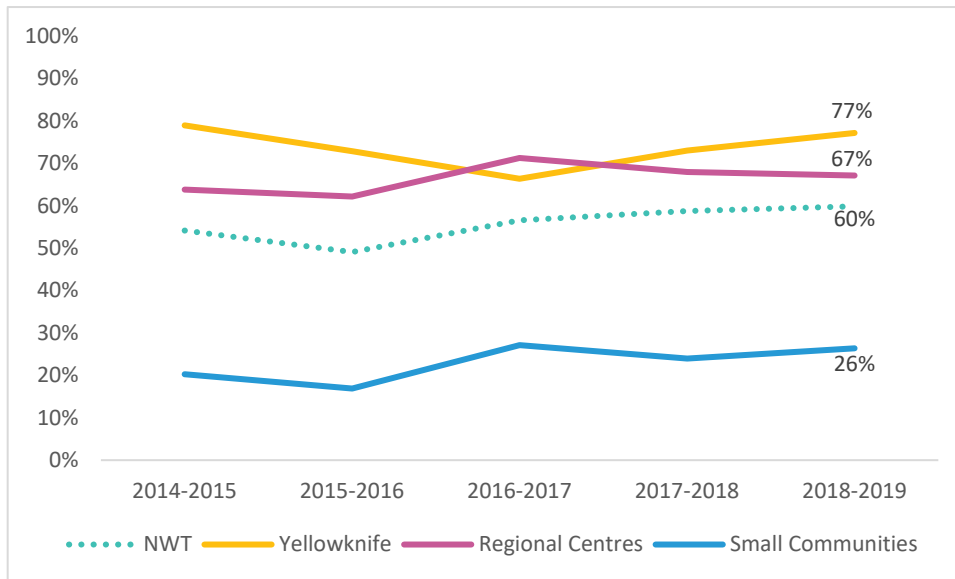


Figure 2: Percent of Grade 9 students scoring “Acceptable” or higher on ELA AAT by NWT and community type, 2014-2015 to 2018-2019.

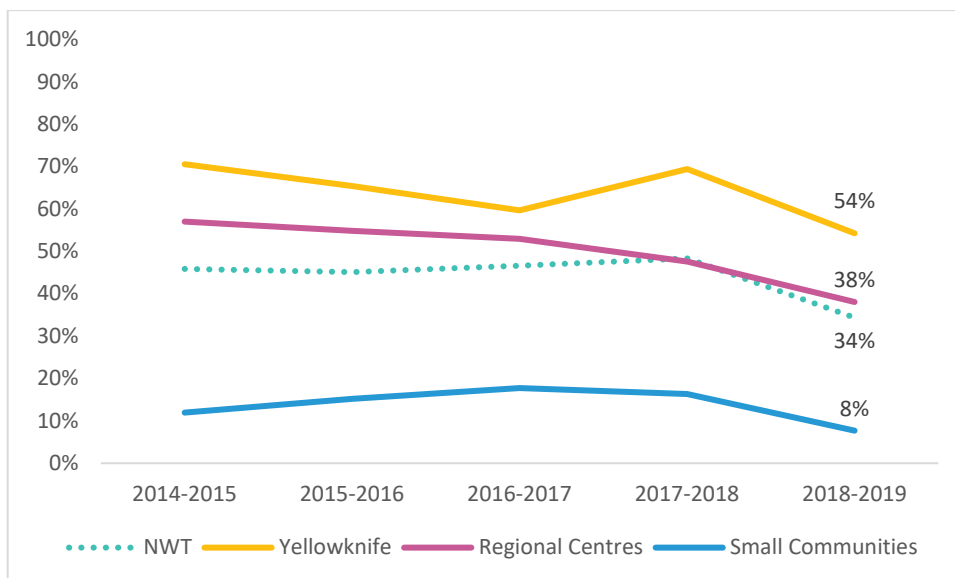


Table 1: Percent of students scoring “Acceptable” or higher on ELA AAT by NWT and community type.

		NWT	Yellowknife	Regional Centres	Small Communities
2014-2015	Grade 6	54%	79%	64%	20%
	Grade 9	46%	71%	57%	12%
2015-2016	Grade 6	49%	73%	62%	17%
	Grade 9	45%	65%	55%	15%
2016-2017	Grade 6	57%	66%	71%	27%
	Grade 9	47%	60%	53%	18%
2017-2018	Grade 6	59%	73%	68%	24%
	Grade 9	48%	69%	48%	16%
2018-2019	Grade 6	60%	77%	67%	26%
	Grade 9	34%	54%	38%	8%

Figure 3: Percent of Grade 6 students scoring “Acceptable” or higher on Math AAT by NWT community type, 2014-2015 to 2018-2019.

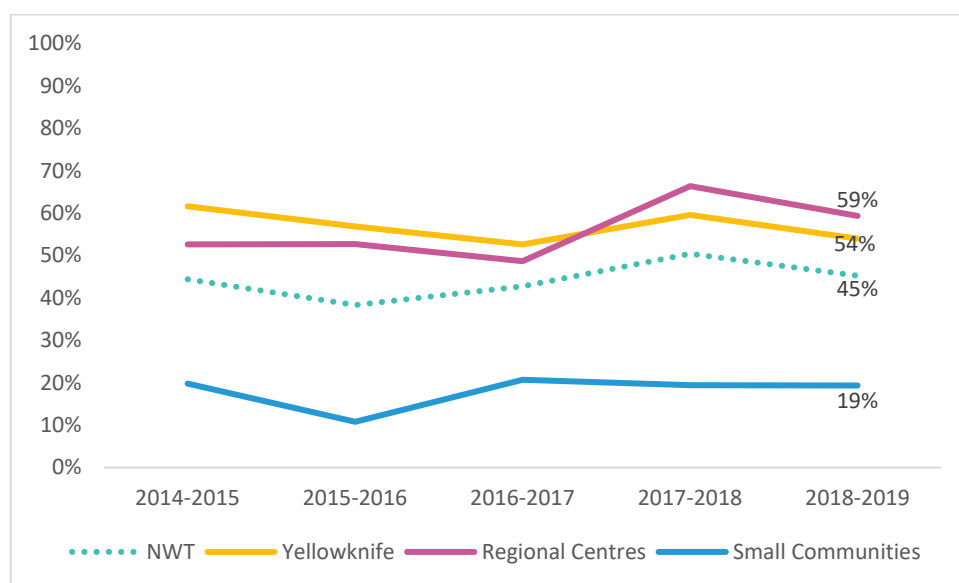


Figure 4: Percent of Grade 9 students scoring “Acceptable” or higher on Math AAT by NWT community type, 2014-2015 to 2018-2019.

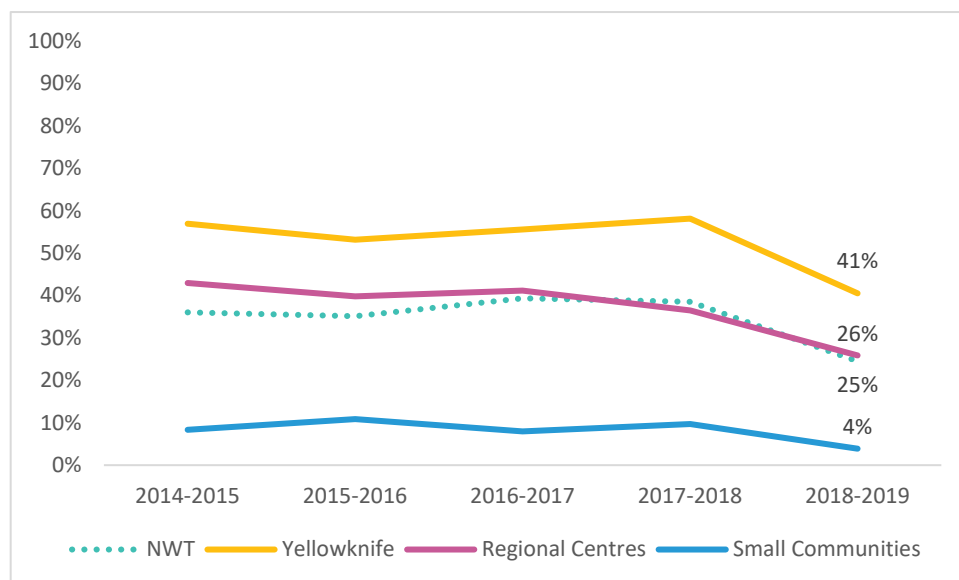


Table 2: Percent of students scoring “Acceptable” or higher on Math AAT by NWT and community type.

		NWT	Yellowknife	Regional Centres	Small Communities
2014-2015	Grade 6	44%	62%	53%	20%
	Grade 9	36%	57%	43%	8%
2015-2016	Grade 6	38%	57%	53%	11%
	Grade 9	35%	53%	40%	11%
2016-2017	Grade 6	43%	53%	49%	21%
	Grade 9	39%	56%	41%	8%
2017-2018	Grade 6	50%	60%	66%	19%
	Grade 9	39%	58%	37%	10%
2018-2019	Grade 6	45%	54%	59%	19%
	Grade 9	25%	41%	26%	4%

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?

The percent of students in small communities and regional centres who wrote the ELA and Math AATs continues to decrease year to year (Figure 25, Figure 26). Across the NWT, only 67% of students wrote the ELA AATs and 71% wrote the Math AATs. While AATs provide valuable information on how NWT students are doing, the significant percentages of students excused or absent from AATs indicates that the AAT results are not as representative of the NWT student body as they were originally envisioned, and may call into question the validity of these standardized assessments at the group level.

Due to the COVID-19 pandemic AATs were not written in 2019-2020.

Figure 25: Percent of students who wrote ELA AATs by community type.

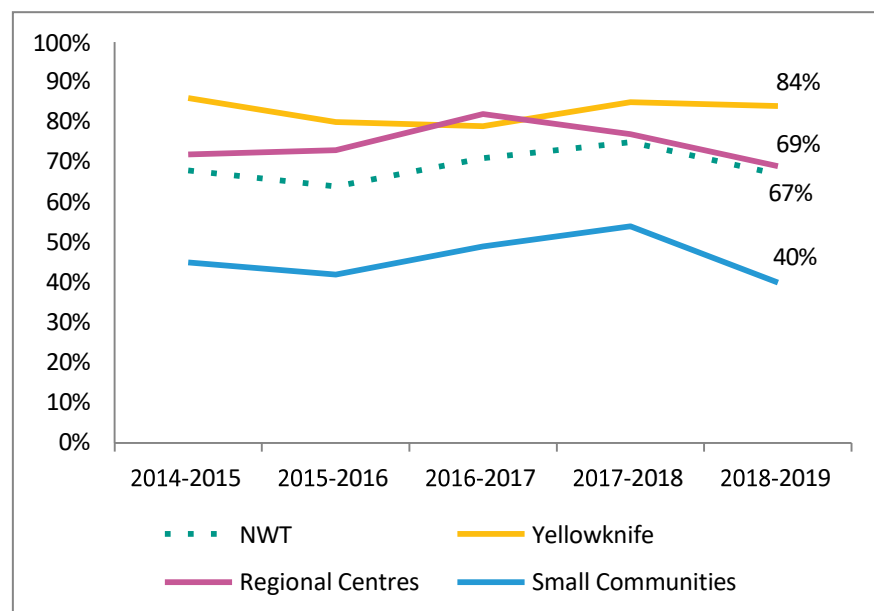


Table 19: Percent of students who wrote/did not write ELA AAT by NWT and community type.

	NWT		Yellowknife		Regional Centres		Small Communities	
	% wrote AAT	% did not write AAT	% wrote AAT	% did not write AAT	% wrote AAT	% did not write AAT	% wrote AAT	% did not write AAT
2014-2015	68%	32%	86%	14%	72%	28%	45%	55%
2015-2016	64%	36%	80%	20%	73%	27%	42%	58%
2016-2017	71%	29%	79%	21%	82%	18%	49%	51%
2017-2018	75%	25%	85%	15%	77%	23%	54%	46%
2018-2019	67%	33%	84%	16%	69%	31%	40%	60%

Figure 26: Percent of students who wrote the Math AAT by community type.

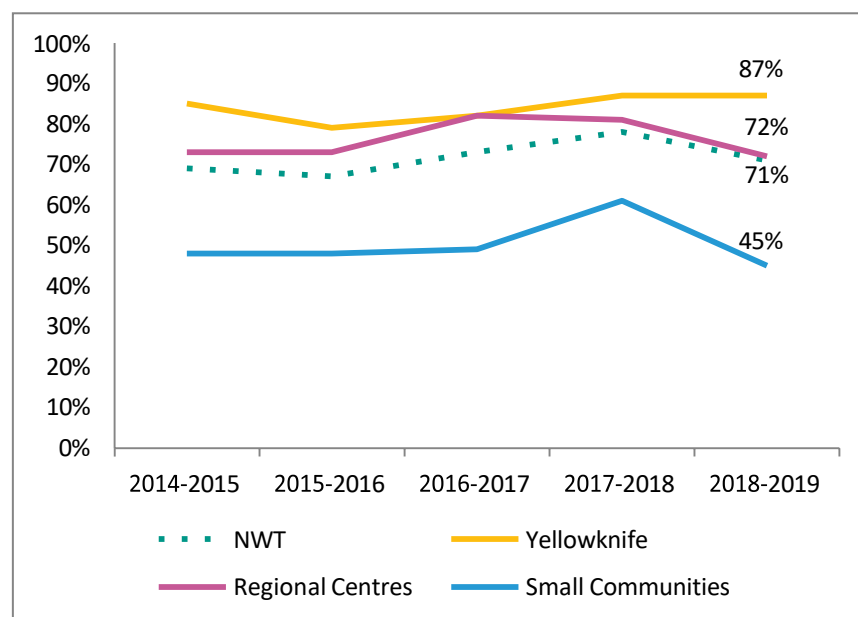


Table 20: Percent of students who wrote/did not write Math AAT by NWT and community type.

	NWT		Yellowknife		Regional Centres		Small Communities	
	% wrote AAT	% did not write AAT	% wrote AAT	% did not write AAT	% wrote AAT	% did not write AAT	% wrote AAT	% did not write AAT
2014-2015	69%	31%	85%	15%	73%	27%	48%	52%
2015-2016	67%	33%	79%	21%	73%	27%	48%	52%
2016-2017	73%	27%	82%	18%	82%	19%	49%	51%
2017-2018	78%	22%	87%	13%	81%	19%	61%	39%
2018-2019	71%	29%	87%	13%	72%	28%	45%	55%

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 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?

The 2019-2020 diploma exam results were impacted by the COVID-19 pandemic. Because of this it is difficult to draw any conclusions from the results presented below.

Diploma exam results in 2019-2020 were affected by the COVID-19 pandemic. The number of students who wrote diploma exams in 2019-2020 is lower than expected because exams were not offered after the pandemic began in March 2020. Students who were unable to write their diploma exam were assigned their school-based course mark for their overall mark.

Table 21: Number of students who scored "Below Acceptable" (below 50%), "Acceptable" (50% or higher), or "Excellent"(80% or higher) on diploma exams by region, 2018-2019.

		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
ELA 30-1	Below Acceptable	45	20.8%	--	--	41	64.1%	109	30.5%
	Acceptable	152	70.4%	52	67.5%	23	35.9%	227	63.6%
	Excellent	18	8.3%	--	--			21	5.9%
	Total	216	100.0%	77	100.0%	64	100.0%	357	100.0%
ELA 30-2	Below Acceptable	30	17.8%	22	16.4%	143	51.3%	195	33.5%
	Acceptable	124	73.4%	105	78.4%	--	--	363	62.4%
	Excellent	15	8.9%	7	5.2%	--	--	24	4.1%
	Total	169	100.0%	134	100.0%	279	100.0%	582	100.0%
MATH 30-1	Below Acceptable	54	33.5%	14	40.0%	--	--	85	39.7%
	Acceptable	64	39.8%	14	40.0%	--	--	79	36.9%
	Excellent	43	26.7%	7	20.0%			50	23.4%
	Total	161	100.0%	35	100.0%	18	100.0%	214	100.0%
MATH 30-2	Below Acceptable	45	42.1%	13	61.9%	--	--	97	56.1%
	Acceptable	55	51.4%	8	38.1%	--	--	69	39.9%
	Excellent	7	6.5%					7	4.0%
	Total	107	100.0%	21	100.0%	45	100.0%	173	100.0%
FRANCAIS 30-1	Acceptable	--	--					--	--
	Excellent	--	--					--	--
	Total	--	--					--	--
FLA 30-1	Below Acceptable	--	--					--	--
	Acceptable	50	82.0%					50	82.0%
	Excellent	--	--					--	--
	Total	61	100.0%					61	100.0%

SOCIAL STUDIES 30-1	Below Acceptable	34	25.8%	--	--	--	--	58	32.8%
	Acceptable	85	64.4%	12	57.1%	--	--	103	58.2%
	Excellent	13	9.8%	--	--			16	9.0%
	Total	132	100.0%	21	100.0%	24	100.0%	177	100.0%
SOCIAL STUDIES 30-2	Below Acceptable	28	50.0%			45	77.6%	73	57.5%
	Acceptable	28	50.0%	13	100.0%	13	22.4%	54	42.5%
	Excellent								
	Total	56	100.0%	13	100.0%	58	100.0%	127	100.0%
BIO 30	Below Acceptable	57	32.6%	32	50.8%	40	80.0%	129	44.8%
	Acceptable	98	56.0%	23	36.5%	10	20.0%	131	45.5%
	Excellent	20	11.4%	8	12.7%			28	9.7%
	Total	175	100.0%	63	100.0%	50	100.0%	288	100.0%
CHEM 30	Below Acceptable	72	49.7%	20	40.8%	--	--	97	48.3%
	Acceptable	52	35.9%	21	42.9%	--	--	75	37.3%
	Excellent	21	14.5%	8	16.3%			29	14.4%
	Total	145	100.0%	49	100.0%	7	100.0%	201	100.0%
PHY 30	Below Acceptable	21	30.9%	10	71.4%			31	37.8%
	Acceptable	33	48.5%	--	--			35	42.7%
	Excellent	14	20.6%	--	--			16	19.5%
	Total	68	100.0%	14	100.0%			82	100.0%

Table 22: Number of students who scored "Below Acceptable" (below 50%), "Acceptable" (50% or higher), or "Excellent"(80% or higher) in diploma exams by region, 2019-2020.

		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
ELA 30-1	Below Acceptable	32	24.2%	--	--	26	70.3%	69	34.3%
	Acceptable	93	70.5%	20	62.5%	11	29.7%	124	61.7%
	Excellent	7	5.3%	--	--			8	4.0%
	Total	132	100.0%	32	100.0%	37	100.0%	201	100.0%
ELA 30-2	Below Acceptable	20	17.7%	--	--	97	52.7%	125	33.9%
	Acceptable	84	74.3%	62	86.1%	--	--	232	62.9%
	Excellent	9	8.0%	--	--	--	--	12	3.3%
	Total	113	100.0%	72	100.0%	184	100.0%	369	100.0%
MATH 30-1	Below Acceptable	43	38.1%	--	--	--	--	53	40.5%
	Acceptable	40	35.4%	--	--	--	--	46	35.1%
	Excellent	30	26.5%	--	--			32	24.4%
	Total	113	100.0%	9	100.0%	9	100.0%	131	100.0%
MATH 30-2	Below Acceptable	31	49.2%	--	--	--	--	66	62.9%
	Acceptable	--	--	--	--	--	--	--	--
	Excellent	--	--					--	--
	Total	63	100.0%	12	100.0%	30	100.0%	105	100.0%
FRANCAIS 30-1	Acceptable	--	--					--	--
	Excellent	--	--					--	--
	Total	--	--					--	--
FLA 30-1	Below Acceptable	--	--					--	--
	Acceptable	34	85.0%					34	85.0%
	Excellent	--	--					--	--
	Total	40	100.0%					40	100.0%

SOCIAL STUDIES 30-1	Below Acceptable	--	--	--	--	--	--	--	--
	Acceptable	49	65.3%	--	--	--	--	54	60.0%
	Excellent	--	--					--	--
	Total	75	100.0%	--	--	11	100.0%	90	100.0%
SOCIAL STUDIES 30-2	Below Acceptable	13	43.3%			31	77.5%	44	59.5%
	Acceptable	17	56.7%	--	--	9	22.5%	30	40.5%
	Excellent								
	Total	30	100.0%	--	--	40	100.0%	74	100.0%
BIO 30	Below Acceptable	41	36.3%	20	66.7%	--	--	86	49.4%
	Acceptable	61	54.0%	--	--	--	--	74	42.5%
	Excellent	11	9.7%	--	--			14	8.0%
	Total	113	100.0%	30	100.0%	31	100.0%	174	100.0%
CHEM 30	Below Acceptable	50	52.1%	7	41.2%	--	--	60	51.7%
	Acceptable	35	36.5%	--	--			41	35.3%
	Excellent	11	11.5%	--	--			15	12.9%
	Total	96	100.0%	17	100.0%	--	--	116	100.0%
PHY 30	Below Acceptable	12	30.8%	--	--			16	37.2%
	Acceptable	18	46.2%					18	41.9%
	Excellent	9	23.1%					9	20.9%
	Total	39	100.0%	--	--			43	100.0%



Education, Culture and Employment JK-12 Education Review

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 wellbeing. 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 seen 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:

- Early Development Instrument (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

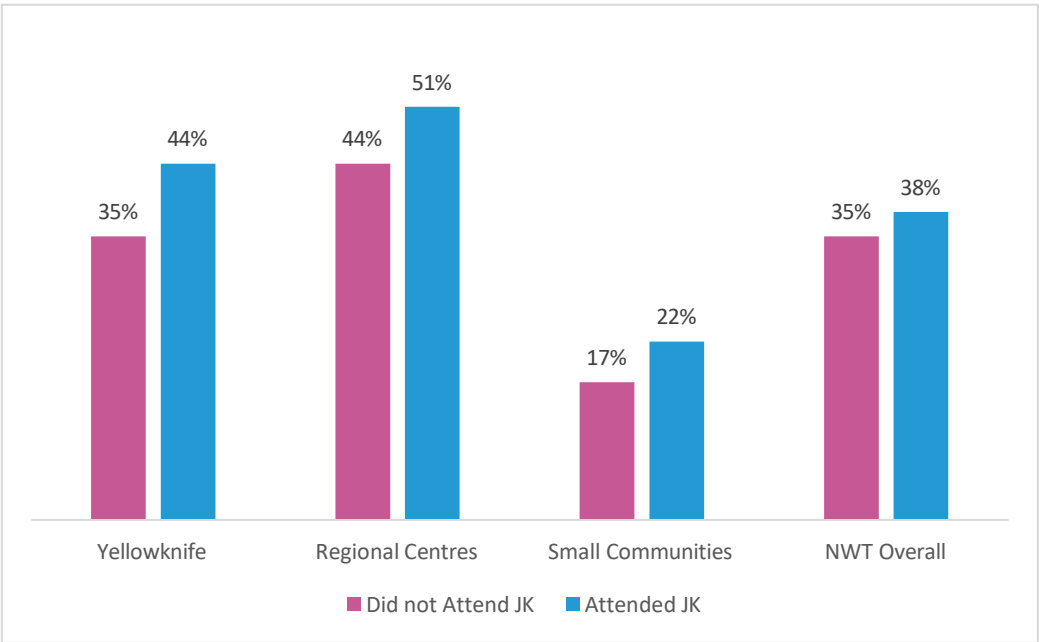
Why report on this measure?

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.

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 35% of children who did not attend JK are developmentally “on track” (Figure 27). This difference is most pronounced in Yellowknife.

Figure 27: Percent of Kindergarten students who are developmentally “on track” by participation in JK and by community type (2017-2020).



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) introduced in the 'Health and wellbeing of students in grades 4 and 7' section (page 9) is used in the NWT to help provide insight into the overall wellbeing of grades 4 and 7 students. 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 wellbeing.⁶ A sense of connectedness in a student-adult relationship means that 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, 65% of Grade 4 students and 60% of Grade 7 students reported high wellbeing in their relationships with adults at school in the 2019-2020 school year.

Across the community types, in the 2018-2019 and 2019-2020 school years, fewer Grade 4 students in regional centres reported high wellbeing in relationships with adults at school compared to other community types. In contrast, fewer Grade 7 students in small communities reported high wellbeing in relationships with adults at school compared to other community types.

Across both Grade 4 and 7 in regional centres, there has been an increase in the percent of students who report high wellbeing in their relationships with adults at school since the 2018-2019 school year. The percent of Grade 4 students in Yellowknife reporting high wellbeing in their relationships with adults at school has, over the same time, decreased.

Taken together, there remains a large proportion of students who are not reporting high wellbeing in their relationships with adults who work in NWT schools. For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional wellbeing, increase motivation, engagement, and success in school for children in early adolescence.⁷ All NWT students should have strong role models and adults who care about them at school and who see them as capable people.

⁶ 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

⁷ Oberle, E., Guhn, M., Gadermann, A. M., Thomson, K., & Schonert-Reichl, K. A. (2018). Positive mental health and supportive school environments: A population-level longitudinal study of dispositional optimism and school relationships in early adolescence. *Social Science & Medicine*, 214, pp. 154–161.

Figure 28: Percent of Grade 4 students who reported "high wellbeing" in their relationships with adults at school, 2015-2016 to 2019-2020.

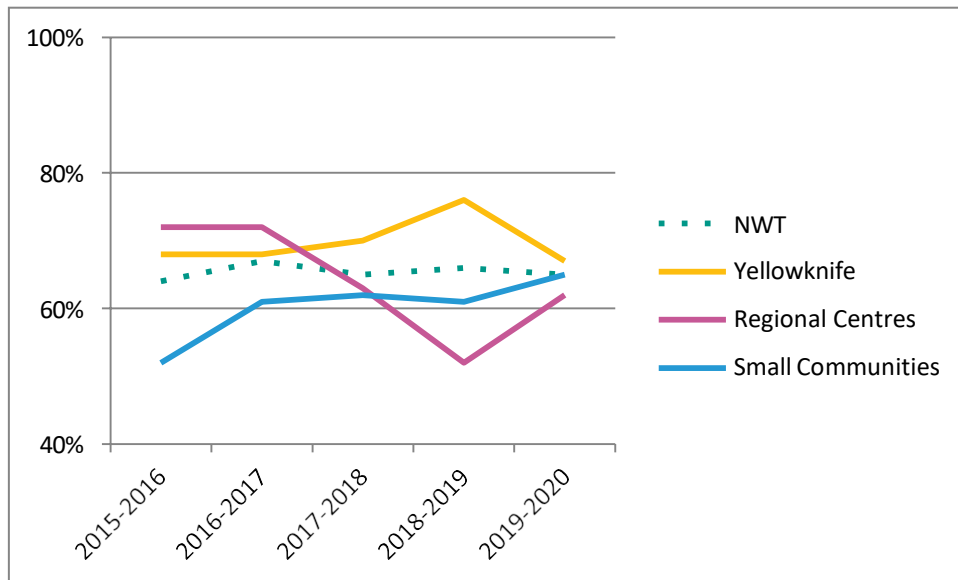
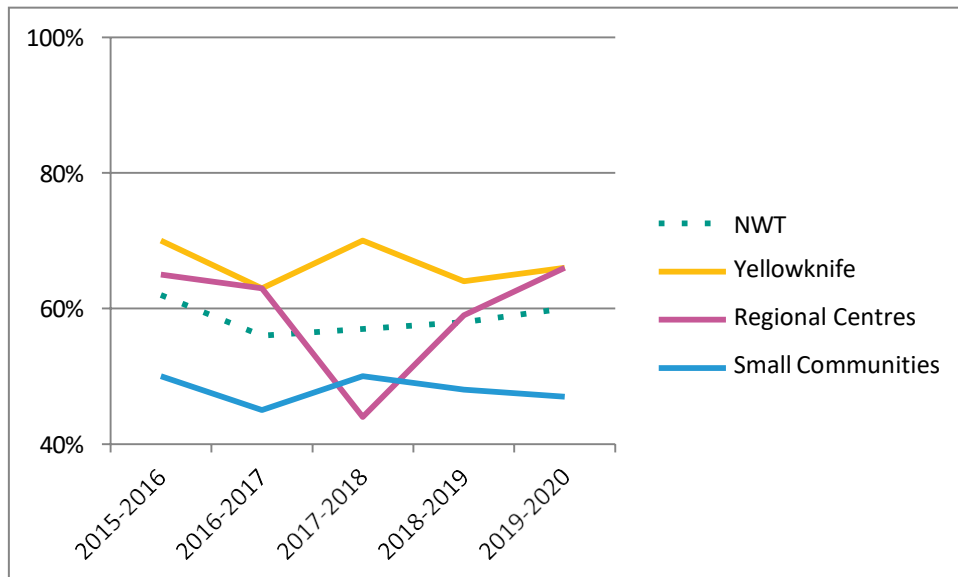


Figure 29: Percent of Grade 7 students who reported "high wellbeing" in their relationships with adults at school, 2015-2016 to 2019-2020.



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, not the reason for a school's strength. 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, then students will attend school. 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 support students to flourish as capable and healthy persons, attendance rates may increase.

What do the results of this measure tell us?

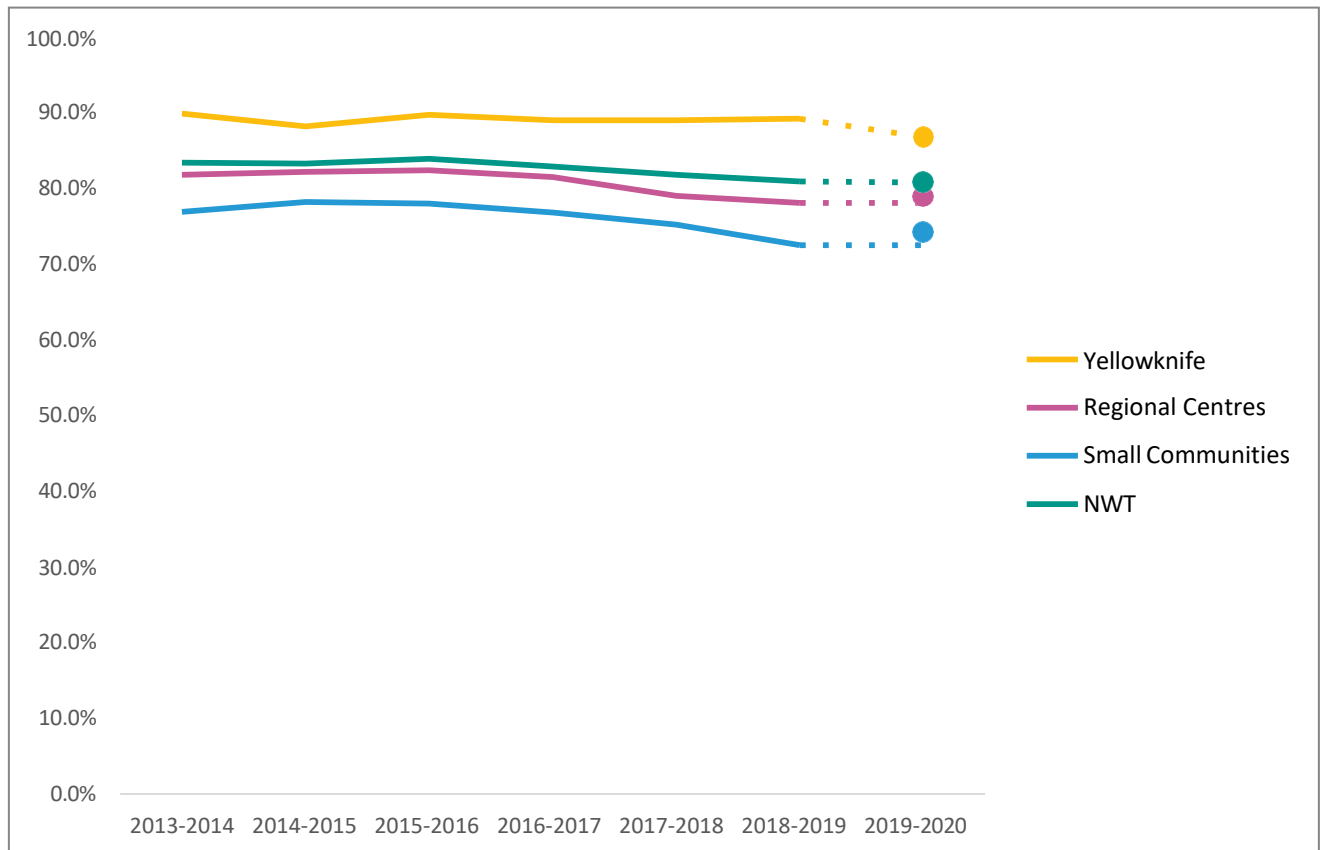
In response to the COVID-19 pandemic, NWT schools were closed, and students transitioned to remote learning in the spring of 2020. The attendance rates presented in this report represent the portion of the school year that included in-person instruction. Accurate attendance data was not available from the time students transitioned to remote learning. Because of this missing data, the attendance rates provided for 2019-2020 may not be representative or comparable to other years. Additionally, due to data issues related to high school enrolments, high school attendance has been grouped and grade 10, 11 and 12 are not reported separately.

Overall attendance in the NWT for the months in which attendance data was recorded in 2019-2020 was 80.8% (

Table 24). Average school attendance in the NWT was 80% in the 2018-2019 school year. This means, on average, students in the NWT miss one day of school each week. Average attendance in regional centres and small communities has steadily declined since the 2015-2016 school year (Figure 30). The apparent increase in attendance rates in small communities and regional centres, and decrease in Yellowknife, between 2018-2019 and 2019-2020, could be a side effect of the missing data from spring 2020, and should not be taken to be an indication of a change in the previous trends. Attendance rates since the 2016-2017 school year have trended downwards in small communities and regional centres and held steady in Yellowknife (Figure 30).

The 2019-2020 attendance rates 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).

Figure 30: Average rate of attendance by community type from 2013-2014 to 2018-2019 and 2019-2020⁸.



⁸ In response to the COVID-19 pandemic, in the spring of 2020 students in the NWT transitioned to online learning. The attendance rates for the 2019-2020 school year only reflect the portion of the year that included in-person 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 dashed line connecting those data points is a reminder that trends between them cannot be interpreted.

Table 23: Average rate of attendance by grade and community type/education body, 2018-2019.

	Total	JK	K	1	2	3	4	5	6	7	8	9	High School
NWT	80.90%	74.40%	83.30%	84.10%	85.80%	85.50%	86.60%	87.00%	85.40%	86.10%	83.00%	79.60%	72.30%
Yellowknife	89.20%	86.30%	93.50%	92.00%	93.30%	93.00%	93.70%	94.10%	91.80%	91.60%	88.30%	85.50%	82.90%
Regional Centres	78.10%	63.90%	76.20%	80.10%	81.20%	83.00%	81.20%	84.20%	85.00%	82.40%	81.70%	76.50%	72.60%
Small Communities	72.50%	67.80%	75.40%	76.30%	79.20%	77.90%	80.30%	80.40%	76.80%	81.00%	77.00%	74.70%	60.70%
Education Body													
BDEC	72.00%	59.70%	71.60%	74.90%	76.30%	79.30%	78.00%	82.80%	76.90%	77.80%	75.40%	66.70%	63.10%
CSFTNO	92.10%	83.90%	89.00%	93.40%	86.40%	93.60%	95.80%	95.20%	92.30%	95.30%	96.10%	97.20%	91.00%
DDEC	77.00%	76.90%	80.90%	71.80%	83.80%	85.60%	83.10%	78.80%	83.10%	89.50%	77.70%	73.60%	66.60%
DDEA	87.60%	84.30%	97.40%	85.70%	86.80%	81.10%	84.30%	89.60%	88.70%	93.00%	78.80%	97.60%	90.60%
NDEC	82.90%	81.50%	87.40%	79.40%	89.70%	90.00%	87.40%	92.90%	75.10%	81.50%	86.70%	91.50%	65.00%
SDEC	75.30%	71.90%	76.90%	78.20%	83.40%	76.80%	87.10%	79.70%	84.80%	82.20%	81.50%	77.60%	61.00%
SSDEC	79.20%	76.30%	79.30%	84.60%	83.90%	82.40%	84.20%	83.60%	84.30%	81.60%	81.50%	79.60%	72.10%
TCSA	68.10%	58.60%	69.90%	74.10%	74.20%	73.70%	74.60%	78.30%	74.00%	82.40%	75.20%	77.90%	58.20%
YCS	90.60%	90.00%	95.40%	93.90%	95.30%	95.80%	95.30%	96.10%	94.40%	93.20%	86.50%	89.20%	82.00%
YK1	87.90%	83.10%	91.80%	90.60%	92.00%	91.10%	91.90%	92.50%	89.90%	89.60%	89.50%	82.10%	83.20%

Table 24: Average rate of attendance by grade and community type/education body, September 2, 2019 to March 13, 2020.

	Total	JK	K	1	2	3	4	5	6	7	8	9	High School
NWT	80.90%	74.40%	83.30%	84.10%	85.80%	85.50%	86.60%	87.00%	85.40%	86.10%	83.00%	79.60%	74.60%
Yellowknife	89.20%	86.30%	93.50%	92.00%	93.30%	93.00%	93.70%	94.10%	91.80%	91.60%	88.30%	85.50%	82.90%
Regional Centres	78.10%	63.90%	76.20%	80.10%	81.20%	83.00%	81.20%	84.20%	85.00%	82.40%	81.70%	76.50%	74.60%
Small Communities	72.50%	67.80%	75.40%	76.30%	79.20%	77.90%	80.30%	80.40%	76.80%	81.00%	77.00%	74.70%	65.90%
Education Body													
BDEC	72.00%	59.70%	71.60%	74.90%	76.30%	79.30%	78.00%	82.80%	76.90%	77.80%	75.40%	66.70%	60.20%
CSFTNO	92.10%	83.90%	89.00%	93.40%	86.40%	93.60%	95.80%	95.20%	92.30%	95.30%	96.10%	97.20%	91.10%
DDEC	77.00%	76.90%	80.90%	71.80%	83.80%	85.60%	83.10%	78.80%	83.10%	89.50%	77.70%	73.60%	66.00%
DDEA	87.60%	84.30%	97.40%	85.70%	86.80%	81.10%	84.30%	89.60%	88.70%	93.00%	78.80%	97.60%	96.70%
NDEC	82.90%	81.50%	87.40%	79.40%	89.70%	90.00%	87.40%	92.90%	75.10%	81.50%	86.70%	91.50%	71.60%
SDEC	75.30%	71.90%	76.90%	78.20%	83.40%	76.80%	87.10%	79.70%	84.80%	82.20%	81.50%	77.60%	66.80%
SSDEC	79.20%	76.30%	79.30%	84.60%	83.90%	82.40%	84.20%	83.60%	84.30%	81.60%	81.50%	79.60%	74.00%
TCSA	68.10%	58.60%	69.90%	74.10%	74.20%	73.70%	74.60%	78.30%	74.00%	82.40%	75.20%	77.90%	72.40%
YCS	90.60%	90.00%	95.40%	93.90%	95.30%	95.80%	95.30%	96.10%	94.40%	93.20%	86.50%	89.20%	85.10%
YK1	87.90%	83.10%	91.80%	90.60%	92.00%	91.10%	91.90%	92.50%	89.90%	89.60%	89.50%	82.10%	81.20%

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. The charts and tables in this section offer a snapshot of the percent of high school students who earn 50% or higher in grade 10, 11, and 12 core subject courses, and show how that has changed over time in different communities. 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).⁹

What do the results of this measure tell us?

In the 2019-2020 school year there was a decrease in the percent of Grade 10 students who completed their core courses in small communities and regional centres. In regional centres the completion rate for Grade 10 courses dropped from 86% to 73%, and in small communities it dropped from 74% to 61%. In the same year, the course completion rates for Grade 12 increased. They rose from 90% to 92% in regional centres and from 74% to 85% in small communities. This increase, while affected by the COVID-19 pandemic, continues what is now a two-year trend. Course completion rates in Grade 12 for small communities and regional centres have been increasing since the 2017-2018 school year.

Course completion rates in 2019-2020 were affected by the COVID-19 pandemic. The switch to remote learning, and changes to how education was delivered during the pandemic – such as the inability to write diploma exams – impacted course completion rates. Comparing these rates to previous years requires considering the changes to educational instruction in response to the COVID-19 pandemic.

⁹ 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.

Figure 31: Percent of students who completed core subject courses by grade in Yellowknife from 2013-2014 to 2019-2020.

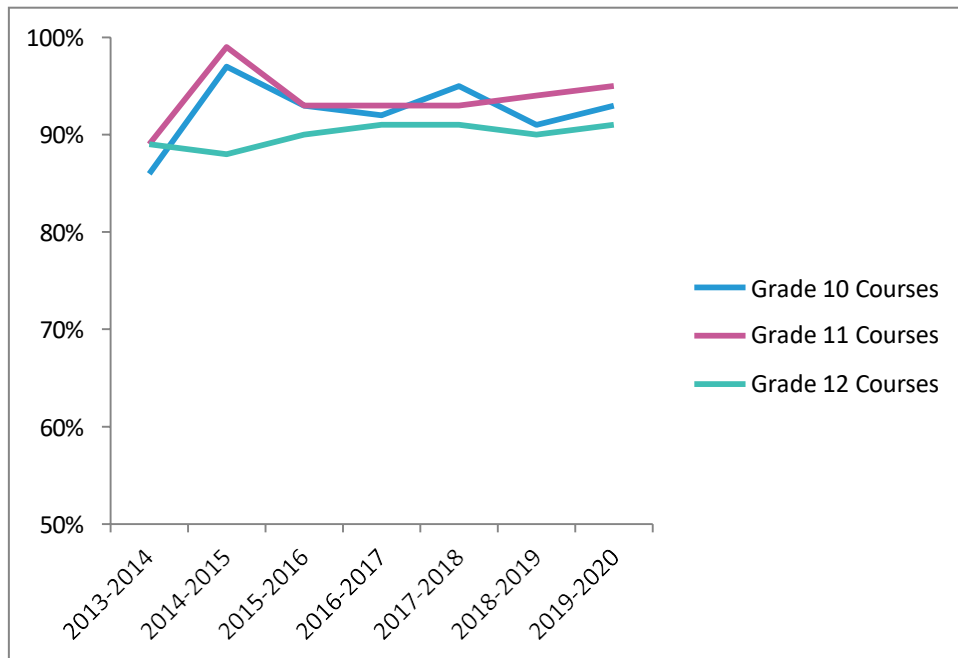


Figure 32: Percent of students who completed core subject courses by grade in regional centres from 2013-2014 to 2019-2020.

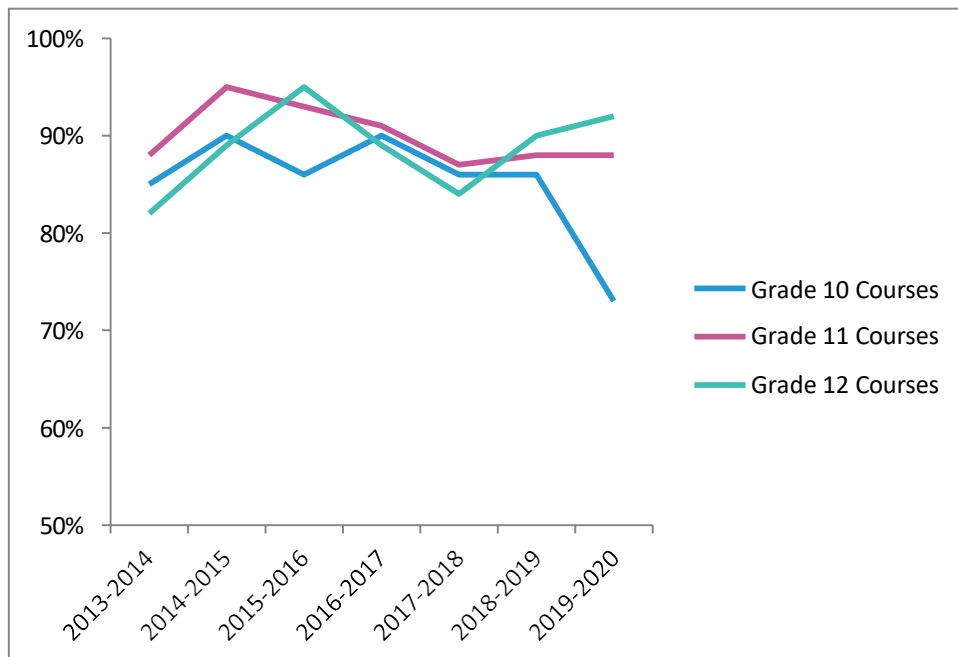


Figure 33: Percent of students who completed core subject courses by grade in small communities from 2013-2014 to 2019-2020.

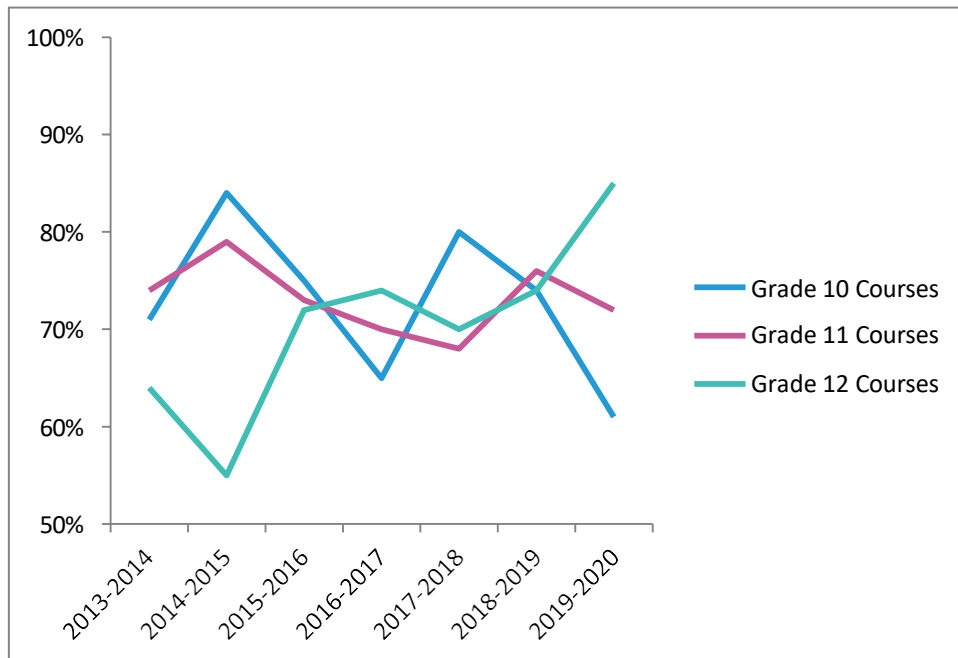


Table 25: Number of students who passed/did not pass high school core subject courses by type and grade, 2018-2019.

2018-2019		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
Grade 10									
ELA102	Did not pass	11	15.1%	11	20.4%	64	41.3%	86	30.5%
	Passed	62	84.9%	43	79.6%	91	58.7%	196	69.5%
ELA101	Did not pass	7	4.5%	8	13.1%	--	16.7%	20	8.1%
	Passed	149	95.5%	53	86.9%	--	83.3%	227	91.9%
FRA101	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRA102	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FLA102	Did not pass								
	Passed								
FLA101	Did not pass	--	1.9%					--	1.5%
	Passed	--	98.1%	7	100.0%	7	100.0%	--	98.5%
SST102	Did not pass	20	22.2%	10	20.0%	33	23.2%	63	22.3%
	Passed	70	77.8%	40	80.0%	109	76.8%	219	77.7%
SST101	Did not pass	--	3.3%	8	12.5%	--	11.5%	16	6.6%
	Passed	--	96.7%	56	87.5%	--	88.5%	225	93.4%
NTHSD10	Did not pass	30	11.0%	10	10.8%	28	20.0%	68	13.5%
	Passed	242	89.0%	83	89.2%	112	80.0%	437	86.5%
SCIENCE10	Did not pass	15	7.7%	11	14.7%	22	25.3%	48	13.5%
	Passed	179	92.3%	64	85.3%	65	74.7%	308	86.5%
Total		992		411		587		1990	
Total Pass		903	91.0%	353	85.9%	432	73.6%	1688	84.8%
Grade 11									
MATH202	Did not pass	--	7.5%	--	19.0%	13	37.1%	22	17.9%
	Passed	--	92.5%	--	81.0%	22	62.9%	101	82.1%
MATH201	Did not pass	--	3.1%	--	17.9%	--	5.0%	9	6.2%

	Passed	--	96.9%	--	82.1%	--	95.0%	136	93.8%
ELA202	Did not pass	16	16.5%	--	6.8%	36	27.3%	55	20.1%
	Passed	81	83.5%	--	93.2%	96	72.7%	218	79.9%
ELA201	Did not pass	7	4.5%	7	16.3%	--	15.0%	20	8.4%
	Passed	147	95.5%	36	83.7%	--	85.0%	217	91.6%
FRA202	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRA201	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FLA202	Did not pass								
	Passed								
FLA201	Did not pass								
	Passed	32	100.0%	--	100.0%			33	100.0%
SST202	Did not pass	11	13.6%	--	6.0%	44	27.8%	58	20.1%
	Passed	70	86.4%	--	94.0%	114	72.2%	231	79.9%
SST201	Did not pass	--	1.3%	--	12.1%	--	3.1%	7	3.2%
	Passed	--	98.7%	--	87.9%	--	96.9%	214	96.8%
Total		687		224		417		1328	
Total Pass		643	93.6%	198	88.4%	316	75.8%	1157	87.1%
Grade 12									
MATH302	Did not pass	8	12.3%	--	22.2%	7	33.3%	17	17.9%
	Passed	57	87.7%	--	77.8%	14	66.7%	78	82.1%
MATH301	Did not pass	7	7.6%	--	11.5%	--	66.7%	12	9.9%
	Passed	85	92.4%	--	88.5%	--	33.3%	109	90.1%
ELA302	Did not pass	9	11.8%	--	11.5%	36	28.8%	51	20.2%
	Passed	67	88.2%	--	88.5%	89	71.2%	202	79.8%
ELA301	Did not pass	14	9.9%	--	8.5%	--	19.4%	24	11.0%
	Passed	127	90.1%	--	91.5%	--	80.6%	195	89.0%
FRA302	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRA301	Did not pass								
	Passed	--	100.0%					--	100.0%

FLA302	Did not pass								
	Passed			--	100.0%			--	100.0%
FLA301	Did not pass	--	4.2%					--	4.2%
	Passed	--	95.8%					--	95.8%
SST302	Did not pass	8	27.6%	--	16.7%	--	9.5%	11	19.6%
	Passed	21	72.4%	--	83.3%	--	90.5%	45	80.4%
SST301	Did not pass	8	10.7%	--	5.6%	--	33.3%	10	10.4%
	Passed	67	89.3%	--	94.4%	--	66.7%	86	89.6%
Total		505		163		204		872	
Total Pass		450	89.1%	146	89.6%	150	73.5%	746	85.6%

Table 26: Number of students who passed/did not pass high school core subject courses by type and grade, 2019-2020.

2019-2020		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
Grade 10									
ELA102	Did not pass	10	11.8%	29	43.9%	95	48.0%	134	38.4%
	Passed	75	88.2%	37	56.1%	103	52.0%	215	61.6%
ELA101	Did not pass	--	6.8%	--	8.6%	--	31.1%	--	11.6%
	Passed	--	93.2%	--	91.4%	--	68.9%	--	88.4%
FRA101	Did not pass	--	25.0%					--	16.7%
	Passed	--	75.0%	--	100.0%			--	83.3%
FRA102	Did not pass								
	Passed	--	100.0%					--	100.0%
FLA102	Did not pass								
	Passed								
FLA101	Did not pass								
	Passed	31	100.0%	--	100.0%			33	100.0%
SST102	Did not pass	--	10.4%	--	46.3%	--	45.8%	--	36.5%
	Passed	--	89.6%	--	53.7%	--	54.2%	--	63.5%
SST101	Did not pass	--	2.0%	--	18.4%	--	25.0%	--	8.2%
	Passed	--	98.0%	--	81.6%	--	75.0%	--	91.8%
NTHSD10	Did not pass	15	7.6%	20	16.3%	49	28.0%	84	16.9%
	Passed	183	92.4%	103	83.7%	126	72.0%	412	83.1%
SCIENCE10	Did not pass	12	7.2%	26	32.9%	35	39.8%	73	21.9%
	Passed	155	92.8%	53	67.1%	53	60.2%	261	78.1%

Total		861		446		674		1981	
Total Pass		802	93.1%	326	73.1%	409	60.7%	1537	77.6%
Grade 11									
MATH202	Did not pass	--	5.9%	--	6.9%	--	11.1%	--	7.4%
	Passed	--	94.1%	--	93.1%	--	88.9%	--	92.6%
MATH201	Did not pass	--	2.6%	--	8.6%	9	30.0%	15	8.4%
	Passed	--	97.4%	--	91.4%	21	70.0%	164	91.6%
ELA202	Did not pass	--	8.8%	--	23.7%	--	37.7%	--	25.0%
	Passed	--	91.3%	--	76.3%	--	62.3%	--	75.0%
ELA201	Did not pass	--	3.3%	--	1.7%	--	15.8%	--	4.0%
	Passed	--	96.7%	--	98.3%	--	84.2%	--	96.0%
FRA202	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRA201	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FLA202	Did not pass								
	Passed								
FLA201	Did not pass	--	25.0%					--	24.2%
	Passed	--	75.0%	--	100.0%			--	75.8%
SST202	Did not pass	--	3.0%	--	26.9%	--	22.2%	--	17.5%
	Passed	--	97.0%	--	73.1%	--	77.8%	--	82.5%
SST201	Did not pass	--	1.6%	--	6.8%	--	23.8%	10	5.3%
	Passed	--	98.4%	--	93.2%	--	76.2%	178	94.7%
Total		574		266		293		1133	
Total Pass		546	95.1%	234	88.0%	212	72.4%	992	87.6%
Grade 12									
MATH302	Did not pass	--	9.5%	--	5.9%	--	30.8%	--	11.4%
	Passed	--	90.5%	--	94.1%	--	69.2%	--	88.6%
MATH301	Did not pass	--	1.4%	--	21.1%			--	5.2%
	Passed	--	98.6%	--	78.9%	--	100.0%	92	94.8%
ELA302	Did not pass	--	17.8%	--	2.4%	--	17.3%	31	14.6%
	Passed	--	82.2%	--	97.6%	--	82.7%	182	85.4%
ELA301	Did not pass	--	6.4%	--	8.1%	--	14.8%	16	7.8%
	Passed	--	93.6%	--	91.9%	--	85.2%	189	92.2%
FRA302	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRA301	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FLA302	Did not pass								
	Passed								
FLA301	Did not pass								

	Passed	30	100.0%					30	100.0%
SST302	Did not pass	--	26.3%	--	10.0%	--	10.0%	13	19.1%
	Passed	--	73.7%	--	90.0%	--	90.0%	55	80.9%
SST301	Did not pass	--	6.0%	--	6.7%			--	5.5%
	Passed	--	94.0%	--	93.3%	12	100.0%	--	94.5%
Total		545		145		158		848	
Total Pass		496	91.0%	134	92.4%	134	84.8%	764	90.1%

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 the Department of Education, Culture and Employment (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 6 Year Graduation Rate – divides the number of students who graduate within 6 years of starting Grade 10 by the total number of students who started high school 6 years prior. 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 rate appear lower than it actually is.¹⁰

What do the results tell us?

In 2020, the 6 year high school graduation rate for the NWT was 58% (Table 27). When we look at high school graduation rates by community type, Yellowknife had the highest 6 Year Graduation Rate in 2020, with 69% (Table 27). Graduation rates in Yellowknife and regional centres have remained close over time. Overall, 6 Year Graduation Rates have been slowly climbing since 2012 (Figure 34).

Graduation rates in small communities have declined sharply since 2013, while the rates in Yellowknife have remained close to 60%. Regional centres tend to have a higher graduation rate than Yellowknife, but there is not a consistent upward or downward trend in graduation rates in regional centres (Figure 34).

Since 2015, the gap between Indigenous student and non-Indigenous student graduation rates has remained around 35% (Figure 35 and Table 28). Thus, while the 6 Year Graduation Rate is increasing, it is not due to changes in graduation rates by Ethnicity.

¹⁰ For more information on the new graduation rate method, see the Grad Rate Factsheet on the website for the Department of Education, Culture and Employment.

Graduation rates in 2020 will have been slightly impacted by the COVID-19 pandemic. However, since the 6 Year Graduation Rate allows students up to 6 years to complete high school, and the student cohort underlying the 2020 rate started high school in the 2014-2015 academic year, the effect of the pandemic on that group is likely small.

Pandemic impacts on the 6 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 6 Year Graduation Rates.

Figure 5: 6 Year Graduation Rate each year by community type, 2011-2020.

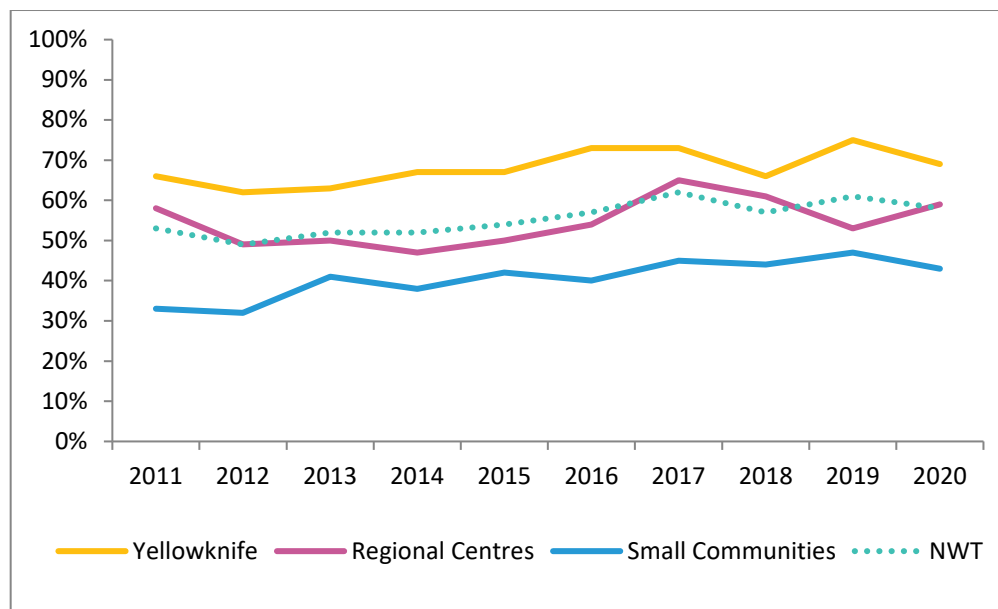


Figure 6: 6 Year Graduation Rate each year by ethnicity, 2011-2020.

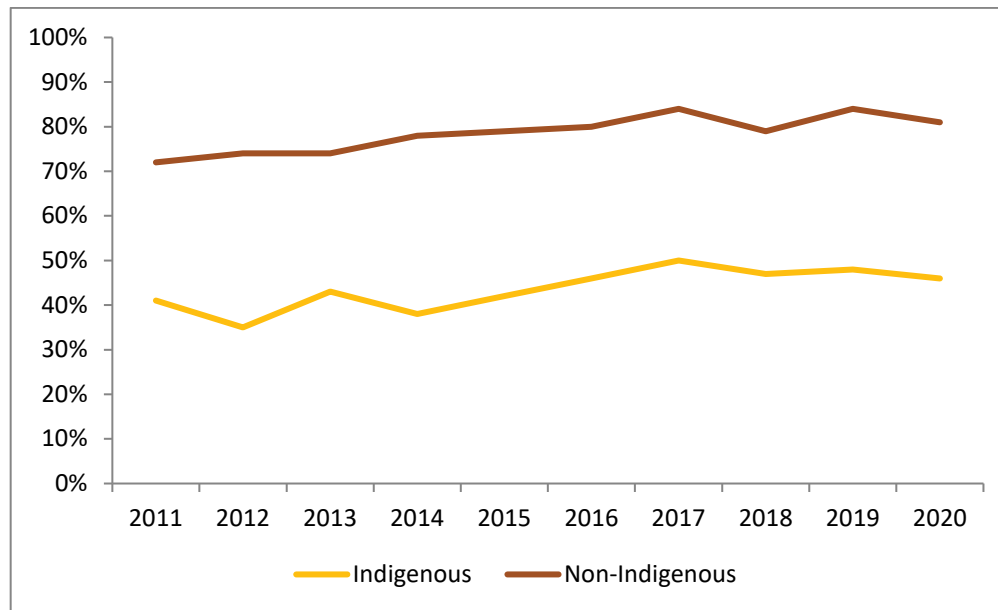


Table 3: Percent (%) of Grade 12 students who graduated each year by community type, 2010-2020.

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Yellowknife	66%	62%	63%	67%	67%	73%	73%	66%	75%	69%
Regional Centres	58%	49%	50%	47%	50%	54%	65%	61%	53%	59%
Small Communities	33%	32%	41%	38%	42%	40%	45%	44%	47%	43%
NWT	53%	49%	52%	52%	54%	57%	62%	57%	61%	58%

Table 4: Percent (%) of Grade 12 students who graduated each year by ethnicity, 2010-2020.

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Indigenous	41%	35%	43%	38%	42%	46%	50%	47%	48%	46%
Non-Indigenous	72%	74%	74%	78%	79%	80%	84%	79%	84%	81%

Percent of Grade 12 Students going onto post-secondary programs

Why report on this measure?

The JK-12 education system is designed to help students transition from the education system into the next stage of their careers. 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/Occupations and College Access Programs.

What do the results tell us?

The percent of the high school graduating classes from 2014-2017 in the NWT who go onto a post-secondary program within three years of graduating has stayed between 55% and 60%. Less than 10% of students who go onto 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; and 5% in 2017). 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 percent of graduates in small communities who go on to postsecondary education within three years of graduating has dropped by 12% between 2014 and 2017.

It would be valuable to know what percent of high school graduates move into the workforce after high school. Post-secondary education and training is 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 36: Percent of high school graduates who were accepted into post-secondary education within three years by community type, 2014-2017.

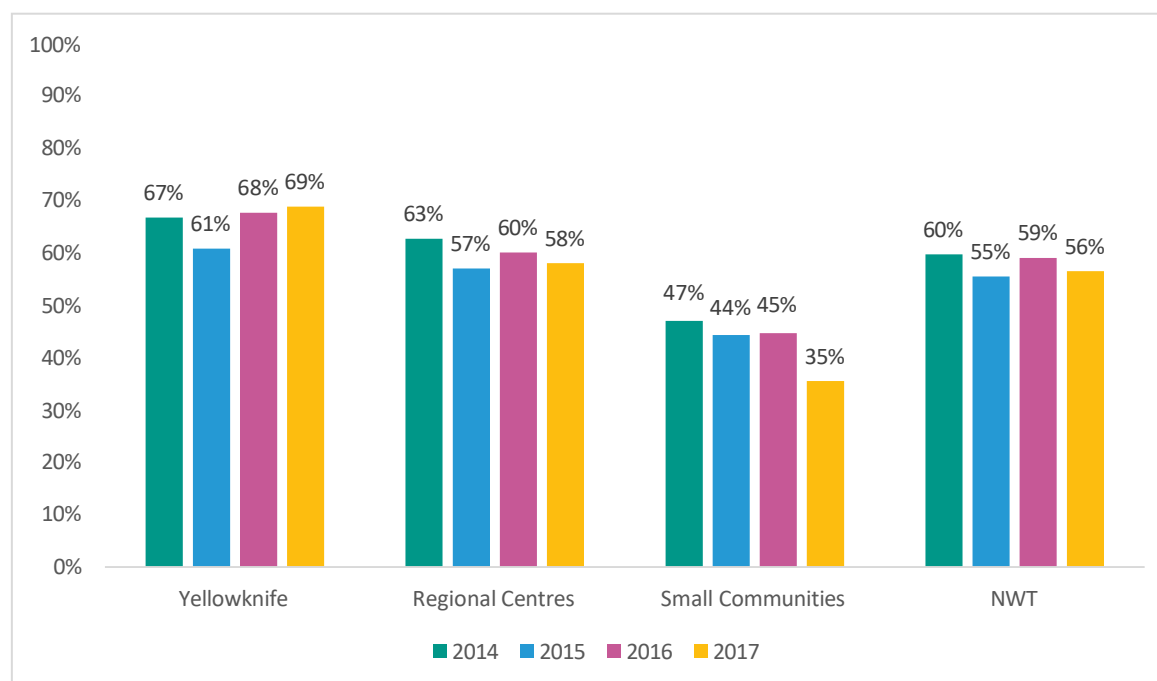


Table 29: High school graduates who were accepted into post-secondary education within three years by community type, 2014-2017.

		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%