



# JK-12 Education System Performance Measures Technical Report 2021-22

Education, Culture and Employment

Summer 2023

English

French

Cree

Tłuchę

Chipewyan

## South Slavey

## North Slavey

Gwich'in

Inuvialuktun

## Inuktitut

Inuinnaqtun

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# Introduction

The purpose of this document is to report annually on the current state of the Northwest Territories (NWT) education system. These annual reports will feed into an evaluation of the Education Renewal and Innovation (ERI) Framework at a later date.

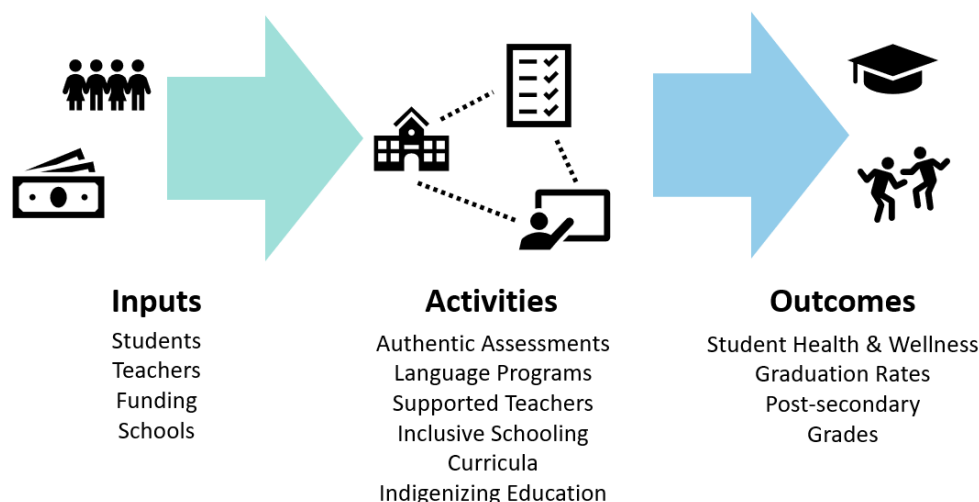
The ERI Framework embraces a more holistic way of teaching and learning with a goal of supporting students to become capable and contributing people. This model respects the NWT's Indigenous cultures as well as the needs and expectations of the 21<sup>st</sup> century. Learning and knowing how to survive 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 so it is more relevant to northern students and can better foster their growth into whole and capable people.

The changes the Government of the Northwest Territories (GNWT) hopes this framework will achieve are complicated, multi-sided, and will take time. Persistent gaps in student outcomes, especially in small communities, are a result of numerous factors that require the efforts of the GNWT, Indigenous Governments, communities, and families to effect change.

## Executive Summary

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



An education system's **inputs** are things that go into the system, like money, teachers, and students. They are what the education system must work with.

An education system's **activities** are those things that the system does, like programs, courses, and assessment practices, such as tests. They include the different ways the education system is mobilized to teach and support students.

An education system's **outcomes** are the results of the system, like grades, graduation rates, and the well-being of students. Ideally, the outcomes of a good education system will be students who are happy, well, capable, and ready to start the next phase of their lives.

The 2021-22 school year, which is included in this report, was impacted by the COVID-19 pandemic. Some of the data we use was affected due to the changes in the way education was delivered in order to slow the spread of the virus (i.e., the move to at-home/remote learning). Where relevant, it is noted in this report whether and how that data was influenced by the pandemic. Some of the impacts of COVID-19 on education may take longer to understand.

## Summary of Results

“Performance measures” refer to the various pieces of data that the Department of Education, Culture and Employment, (ECE) uses to assess how the education system is doing, such as survey results, graduation and attendance rates, test results, etc. Many of the performance measures in this report show historical data side-by-side with the newest data from the 2021-22 school year. This makes it easier to see the areas where the system is doing well, where it is improving, and to identify parts of the education system that need support. Here is a high-level summary of the findings of the 2021-22 report:

- Since Junior Kindergarten (JK) was introduced territory-wide in the 2017-18 school year, students who attend the program are consistently more likely to be prepared for learning in Grade 1. Hopefully the beneficial effects of JK will continue to show in the coming years as those students get older.
- The number of educators in the NWT has steadily increased over the last two years.
- A higher percentage of students scored “acceptable” or higher on language and social studies diploma exams than on math and science diploma exams.
- Attendance rates are trending downwards across the NWT.

Previous annual JK-12 Education System Performance Measures Technical Reports can be found on the [ECE website](#).

## Part 1 – Input Performance Measures

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

Measures reported on in this section are the following:

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



## Student Development upon Entry into Grade 1

### Why report on this measure?

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

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

Depending on how children are doing in these areas, their results will be: "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.
- "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 in all three categories over time, and across community types, we are better able to see where additional supports are most needed.

### What do the results of this measure tell us?

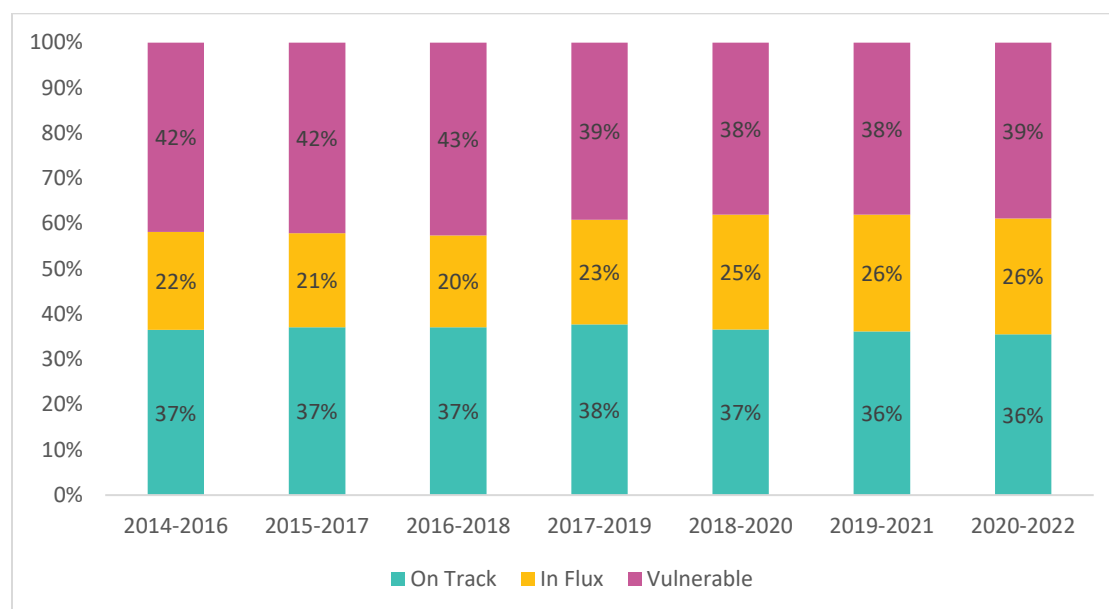
Because of the small student population in the NWT, a small change in the results of the EDI can appear as a large change overall, skewing the results. For this reason, EDI results are grouped into three-year clusters (i.e., 2019-21, 2020-22).

Overall, the combined percent of children in the NWT who are "on track" or "in flux" over the last three years is 62% (Figure 1). This is the same result as we saw in the last two clusters (2018-20 and 2019-21).

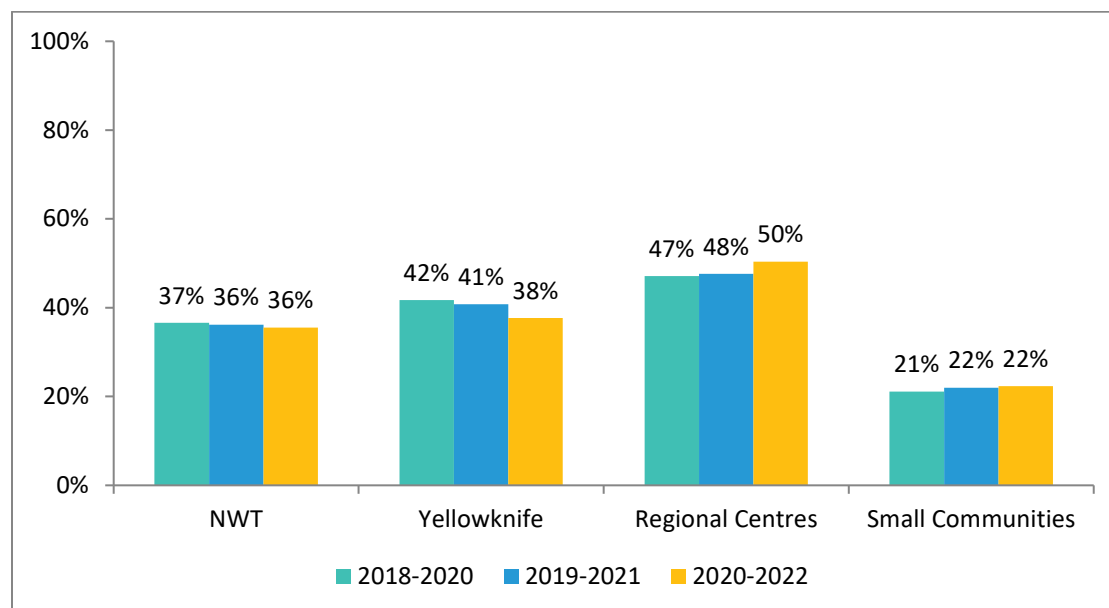
Small communities continue to have a lower percentage of children who are “on track” compared to regional centres (Hay River, Inuvik, and Fort Smith) and Yellowknife (Figure 2). However, as shown later in the report, the introduction of JK has had an overall positive impact on children in the NWT (Figure 23).

The EDI results have remained consistent across categories and community types. There continues to be no indication in the results that there were any obvious impacts of the COVID-19 pandemic on the development of students in Kindergarten. However, any potential impacts of the pandemic may take longer to see in this data, as children who were younger during the pandemic enter Kindergarten and are assessed through the EDI.

**Figure 1: Percent of children who are developmentally "on track," in flux" and "vulnerable" in the NWT, from 2014-2022, as three-year clusters.**



**Figure 2: Percent of children who are developmentally "on track" by community type\*, from 2018-2022, as three-year clusters.**



\*Regional Centres include Hay River, Inuvik, and Fort Smith. Small Communities are communities outside the Regional Centres and Yellowknife.

**Table 1: Number of, and percent of, children who are developmentally "on track" by community type, 2020-21 and 2021-22.**

		NWT	Yellowknife	Regional Centres	Small Communities
2020-2021	Count	193	121	42	30
	%	39%	45%	53%	20%
2021-2022	Count	161	89	43	29
	%	35%	36%	49%	24%

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

### Why report on this measure?

The Middle Years Development Instrument (MDI) is a questionnaire that is completed by elementary students in Grade 4 and Grade 7. It measures five areas of development (physical health and well-being, connectedness, social-emotional development, school experiences and use of after-school time) that are strongly connected to well-being, health, and academic achievement. As part of the MDI, the Well-Being Index provides a summary of children's social, emotional and physical health. It combines five measures from the MDI:

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

Depending on how children respond in the five areas of well-being, they are assigned an overall result that is either “thriving,” “medium to high well-being,” or “low well-being.”

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

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

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

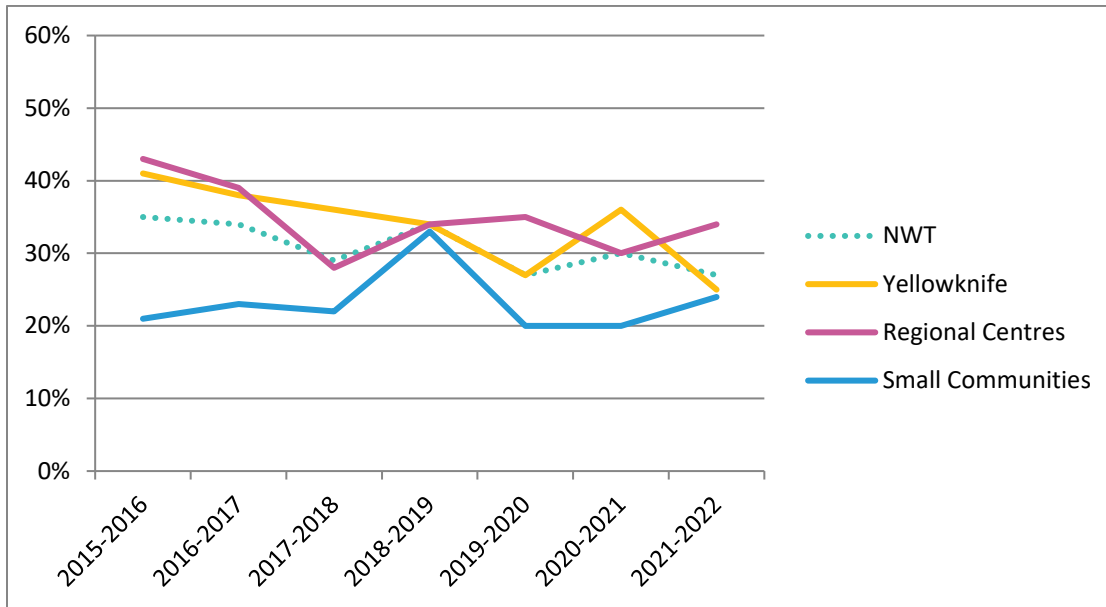
### What do the results of this measure tell us?

MDI results should be interpreted with some caution, as they are likely impacted by the COVID-19 pandemic. There has been lower MDI participation in the NWT in recent years, which aligns with results in other jurisdictions. Given the low participation rate, MDI results are not necessarily representative of the student population.

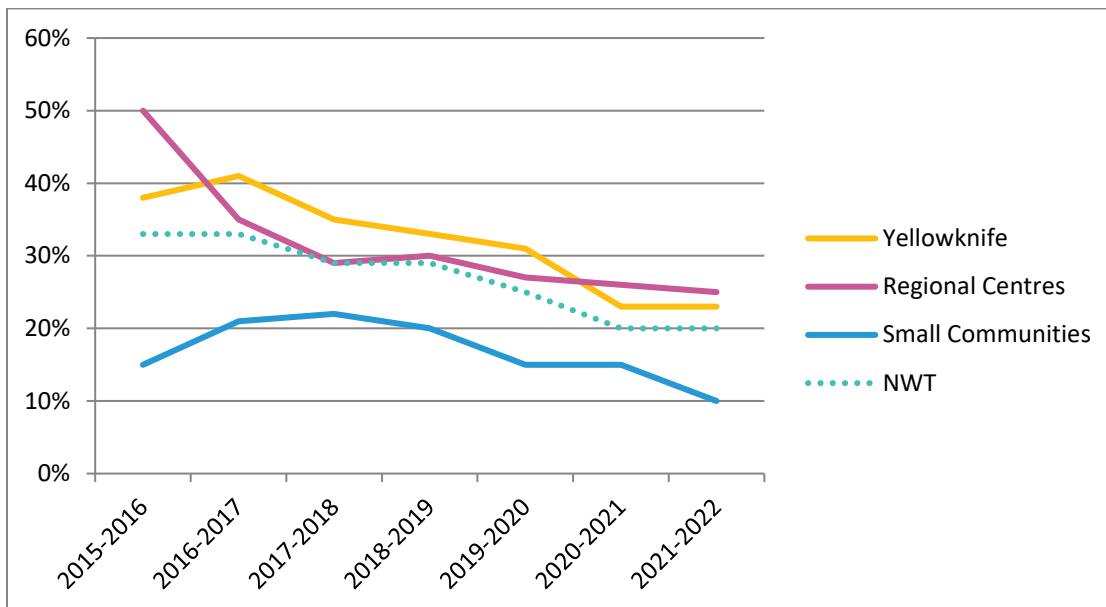
The percentage of Grade 4 students who participated in the MDI who are “thriving” has increased in regional centres and small communities between 2020-2021 and 2021-2022 (Figure 3 and Table 2). Over time, trends for Grade 4 students across community types are less defined and show sharper changes from year to year (Figure 3).

The percentage of Grade 7 students who participated in the MDI who are “thriving” continues to be on a downward trend in the NWT overall and across all community types (Figure 4). Decreases in “thriving” scores continue to suggest that the NWT education system can do more to better support students’ well-being throughout the middle grades.

**Figure 3: Percent of Grade 4 students who are “thriving” by community type over time, 2015-16 to 2021-22.**



**Figure 4: Percent of Grade 7 students who are “thriving” by community type over time, 2015-16 to 2021-22.**



**Table 2: Percent of Grade 4 and Grade 7 students who are “thriving,” according to the MDI by community type, 2020-21 and 2021-22.**

		NWT	Yellowknife	Regional Centres	Small Communities
2020-2021	Grade 4	30%	36%	30%	20%
	Grade 7	20%	23%	26%	15%
2021-2022	Grade 4	27%	25%	34%	24%
	Grade 7	20%	23%	25%	10%

## 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 the size of the student body by region, as well as how education services are distributed across the territory.

### What do the results of this measure tell us?

The results show us that JK-12 is available in all NWT communities, with the exception of high school in Sachs Harbour, Tsiigehtchic, Dettah, Kakisa, Nahanni Butte, Sambaa K'e, Wrigley, and Wekweètì. Students in these communities travel to other communities or use the [Northern Distance Learning](#) program to complete their education. Comparing Table 3 to previous years, it shows us that no new schools opened in the NWT in the 2021-22 school year.

École J.H. Sissons School in Yellowknife was demolished in the 2021-22 school year. The new school, École Itł'ò, opened in the 2022-23 school year. This indicator will be updated accordingly in the 2022-23 JK-12 Performance Measures Report.

**Table 3: 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) <sup>1</sup> 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)

<sup>1</sup> École J.H. Sissons School was demolished during the 2021-22 school year. The new school, École Itł'ò, opened in the 2022-23 school year. This list will be updated accordingly in the 2022-23 JK-12 Performance Measures Report.

			Range Lake North School (JK to 8) Weledeh 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, Délı̨nę, Dettah, Enterprise, Fort Good Hope, Fort Liard, Fort McPherson, Fort Providence, Fort Resolution, Fort Simpson, Gamètì, Jean Marie River, Kakisa, Kátł'odeeche, Łutselk'é, Ndı̀lq, Nahanni Butte, Norman Wells, Paulatuk, Sachs Harbour, Sambaa K'e, Tsiigehtchic, Tuktoyaktuk, Tulita, Ulukhaktok, Wekweètì, Whatì, Wrigley	31	Alexis Arrowmaker School (JK to 10) Angik School (JK to 12) Charles Tetcho School (JK to 9) Charles Yohin School (JK to 10) Chief Albert Wright School (JK to 12) 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) Colville Lake School (JK to 12) Deh Gáh Elementary & Secondary School (JK to 12) Deninu School (JK to 12)



			<p>Echo-Dene School (JK to 12)</p> <p>Elizabeth Mackenzie Elementary (JK to 6)</p> <p>Helen Kalvak Elihakvik (JK to 12)</p> <p>Inualthuyak School (JK to 9)</p> <p>Jean Wetrade Gamètì School (JK to 12)</p> <p>Louie Norwegian School (JK to 9)</p> <p>Kakisa Territorial School (JK to 9)</p> <p>K'álemì Dene School (JK to 12)</p> <p>Kaw Tay Whee School (JK to 9)</p> <p>Łíídlı́ Kúę Elementary School (JK to 6)</p> <p>Łíídlı́ Kúę Regional High School (Grade 7 to 12)</p> <p>Lutsel K'e Dene School (JK to 12)</p> <p>Mackenzie Mountain School (JK to 12)</p> <p>Mangilaluk School (JK to 12)</p> <p>Mezi Community School (JK to 12)</p> <p>Moose Kerr School (JK to 12)</p> <p>ᑭeᑭᑦᑭe Ayha School (JK to 12)</p>
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## Unplanned School Closures

### **Why report on this measure?**

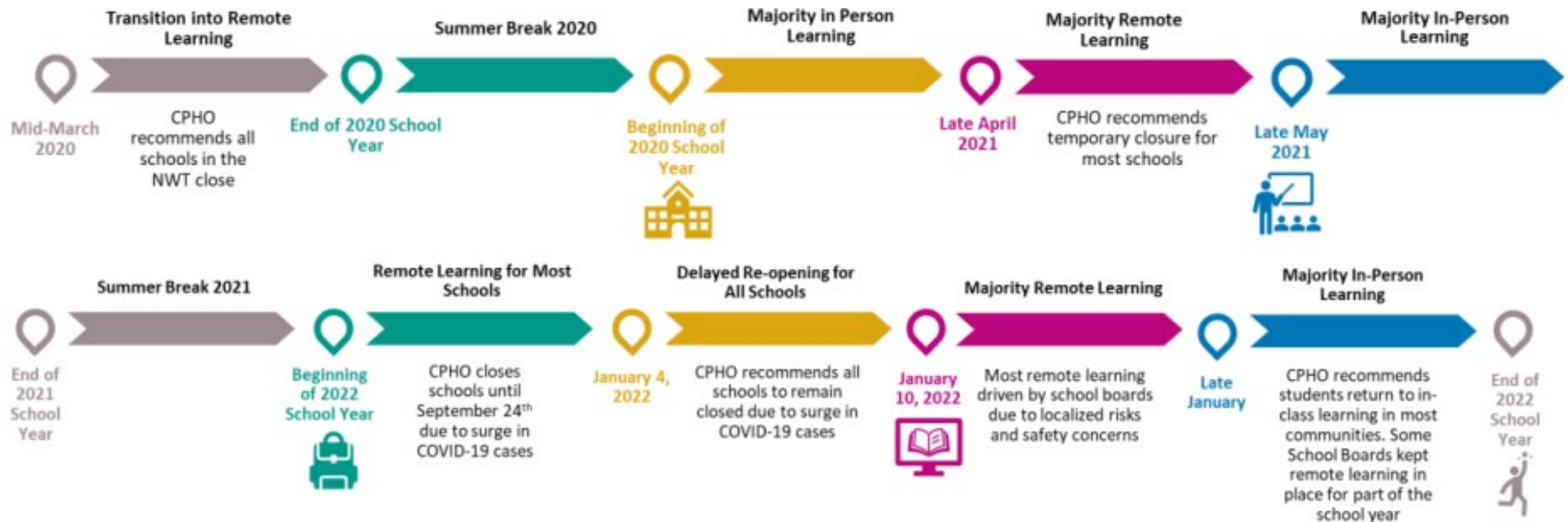
In recent years, unplanned school closures have greatly impacted the NWT education system. In particular, the COVID-19 pandemic led to school closures and shifts to remote learning. Understanding when and why schools were unexpectedly closed helps us understand and assess the results we're seeing in education data.

Beginning with the next Performance Measures report (2022-23), this indicator will reflect all unplanned school closures, not just those related to COVID-19, such as flooding, cold weather, infrastructure issues, etc.

### **What do the results of this measure tell us?**

For this 2021-22 report, this indicator is only focused on school closures related to the COVID-19 pandemic.

The following infographic provides a high-level overview of the pandemic-related school closures and re-openings between March 2020 and April 2022.



During the 2019-20 school year, recommendations from the Office of the Chief Public Health Officer (CPHO) were driving the decision for school closures. As COVID-19 cases became more prevalent in the territory over the next two school years, school boards made the decision whether to pivot to remote learning based not only on CPHO recommendations, but also on localized risk and safety concerns related to the pandemic.

Figure 5 summarizes the average proportion of the school year that NWT schools were open to in-person learning, remote learning or completely shutdown, due to the pandemic.

The 2019-20 school year was the most impacted by school closures and shifts to remote learning, reflecting the national response to the pandemic.

- In March 2020, the transition to remote learning was extremely challenging, as teachers and students were just returning, leaving, or in the middle of their spring breaks. Following the announcement to close schools, some of the territory's teachers scheduled to travel back to the NWT experienced flight disruptions, with no access to their school or teaching materials they needed to provide their lessons.
- Coupled with the difficulty in preparing for remote learning that wasn't planned for, this resulted in delayed and varying start-times for students to fully resume their schoolwork remotely.
- As well, students were not able to continue courses that relied on in-school, hands-on instruction, such as Career and Technology Studies, Physical Education, or work toward their community services hours.

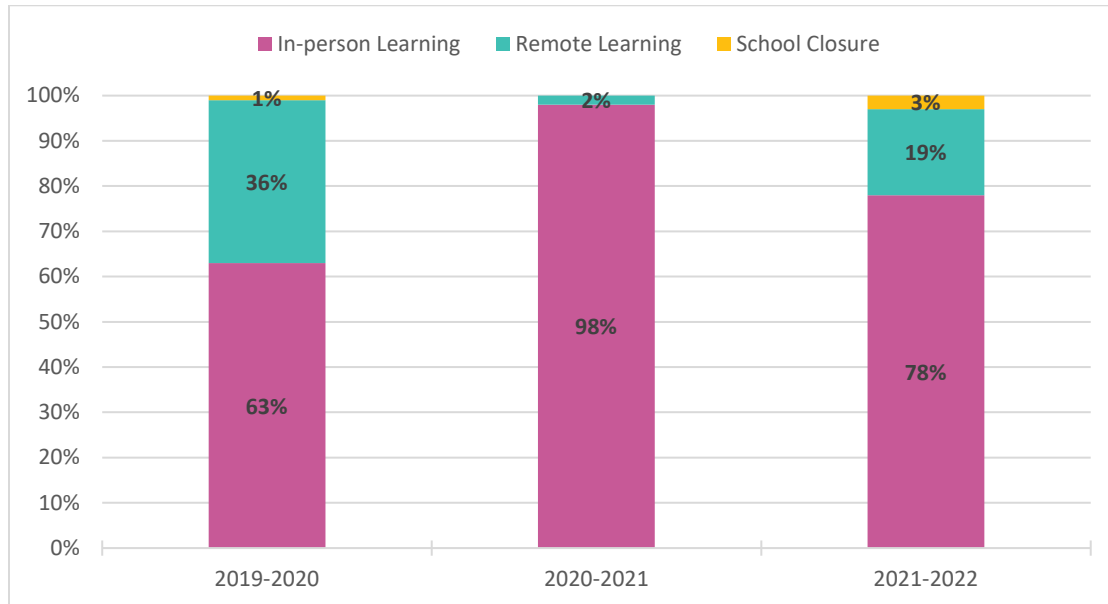
The 2020-21 academic year was the least affected by the pandemic in terms of school closures. On average, schools were in remote learning for 2% of the academic year, due to CPHO recommendations.

- Some students may have spent more time out of school if, for example, parents chose to keep their children home when schools were open.
- Despite that most of the school year was in person, the strict guidelines to keep students and staff safe meant it was not reflective of a normal school year.
- Students and staff had to adhere to strict distancing requirements for junior and senior high schools, which meant not all schools had students returning full-time.
- Students over 19 years old also were not allowed to attend in person.
- Extracurricular activities, particularly sports or physical activity-related, drama and music programs were all significantly affected.

The 2021-22 school year had the most interruptions and complete school shutdowns, based on school closure data. Additionally, the impact of the COVID-19 pandemic has not been distributed equally across the territory.

As noted in other indicators in this report, schools in the Hay River area were also impacted by flooding in spring 2022. Those school closures are not captured in this indicator for 2021-2022.

**Figure 5: Proportion of the NWT School Year by learning location, over time.**



## 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?

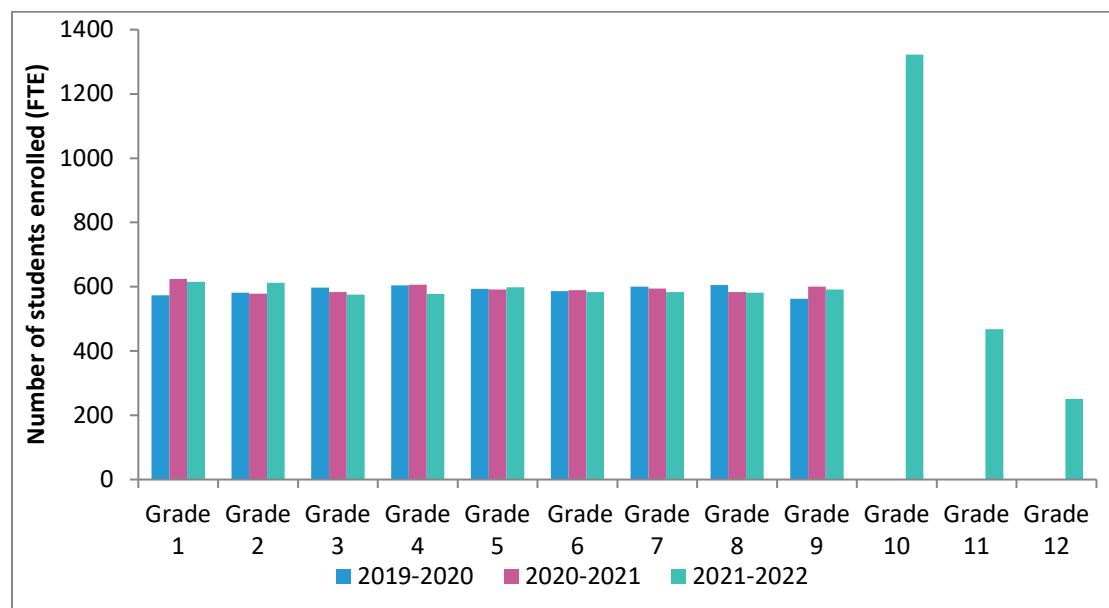
This measure reports enrolments based on a “Full-Time Equivalent” calculation. Full-Time Equivalent (FTE) includes students who attended school at least 60% of the time, as of September 30 in the school year reported.

Students who do not attend school at least 60% of the time, such as home-schooled, part-time students, adult students and students enrolled in alternative high school programs, count as less than 1.0 FTE. For example, two part-time students enrolled as 0.5 FTE would equal 1.0 FTE. We report on FTE enrolments because they are tied to the funding that ECE provides schools (see [page 23](#) for more information). For information on school attendance, please see [page 58](#).

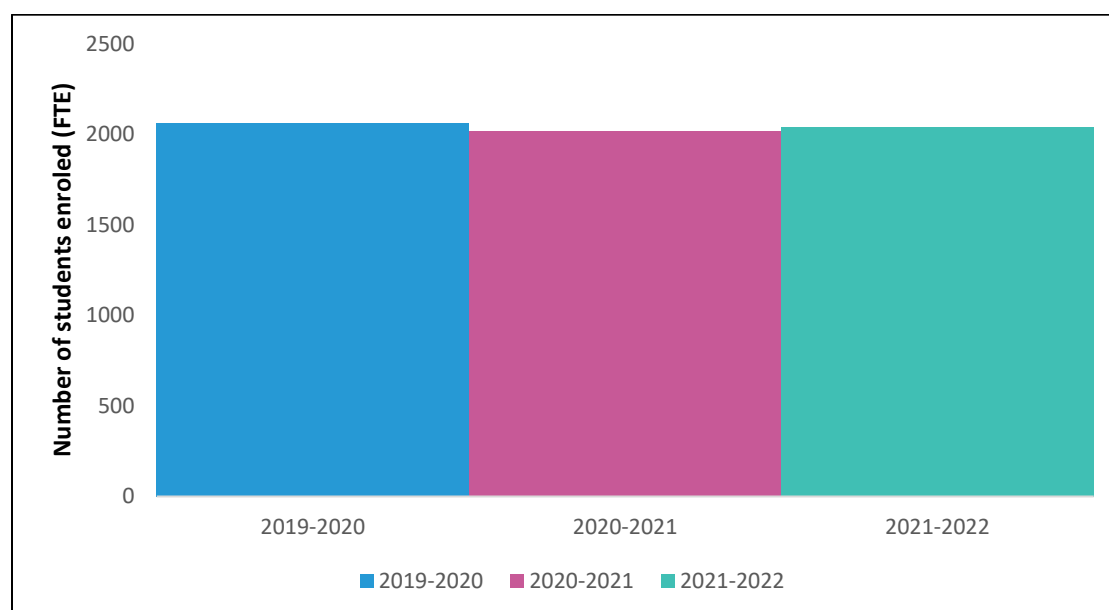
The number of NWT students enrolled in Grades 1-9 (Figure 6) and in high school (Figure 7) continued to be relatively stable since the 2019-20 school year. According to the data, the pandemic still does not appear to have made an impact on student enrolment in the NWT.

Prior to the 2021-22 school year, enrolment in high school was reported as a group and not separated by grade (as seen in Figure 7) due to errors in the grade designation for many Grade 11 and 12 students across the territory. Beginning in the 2021-22 school year, these errors have been fixed and high school grades will be presented separately moving forward. Historical high school data will remain combined.

**Figure 6: Number of Full-Time Equivalent<sup>2</sup> (FTE) students enrolled in the NWT in Grades 1-12 in 2019-20, 2020-21, and 2021-22.<sup>3</sup>**



**Figure 7: Number of Full-Time Equivalent students enrolled in High School in the NWT in 2019-20, 2020-21, and 2021-22.**



<sup>2</sup> Full-Time Equivalent includes students who attended school at least 60% of the time, as of September 30 in the school year reported.

<sup>3</sup> Prior to 2021-22, enrolment in high school was reported as a group and not separated by grade due to errors in the grade designation for many Grades 11 and 12 students across the territory. Beginning in the

**Table 4: Enrolment (Full-Time Equivalent) Grades 1-12, 2021-22.<sup>4</sup>**

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>NWT</b>													
Overall	615.0	612.0	575.0	577.5	598.5	583.5	583.5	581.0	591.5	1322.5	467.5	251.0	7358.5
Indigenous	351.5	355.0	345.0	361.5	371.5	374.5	362.5	382.5	369.0	1052.5	277.0	102.0	4704.5
Non-Indigenous	263.5	257.0	230.0	216.0	227.0	209.0	221.0	198.5	222.5	270.0	190.5	149.0	2654.0
<b>Education Body</b>													
<b>Beaufort Delta</b>													
Overall	118.0	116.0	94.0	115.0	105.0	105.5	116.0	109.0	96.0	219.0	58.5	19.5	1271.5
Indigenous	104.0	95.5	82.5	101.5	94.5	95.5	--	95.0	85.0	209.0	45.5	--	1129.5
Non-Indigenous	14.0	20.5	11.5	13.5	10.5	10.0	--	14.0	11.0	10.0	13.0	--	142.0
<b>CSF<sup>5</sup></b>													
Overall	26.0	22.0	18.0	22.0	11.5	12.0	15.5	--	--	13.0	11.0	--	172.5
Indigenous	--		--	--		--	--	--	--	--	--	--	17.5
Non-Indigenous	--	22.0	--	--	11.5	--	--	--	--	--	--	--	155.0
<b>Dehcho</b>													
Overall	--	32.0	27.0	27.0	34.0	26.0	35.5	32.0	29.5	102.0	16.5	--	388.0
Indigenous	--	--	--	--	--	--	--	--	29.5	--	16.5	--	370.0
Non-Indigenous	--	--	--	--	--	--	--	--		--			18.0
<b>Dettah</b>													
Overall	--	--	--	--	--	--	--	--	--	8.0		--	42.0
Indigenous	--	--	--	--	--	--	--	--	--	8.0		--	42.0
Non-Indigenous													
<b>Ndiloq</b>													
Overall	12.0	9.0	12.0	9.0	9.0	9.0	--	9.0	--	17.0	13.0	--	113.0
Indigenous	--	9.0	12.0	--	9.0	9.0	--	9.0	--	17.0	13.0	--	--
Non-Indigenous	--			--									--
<b>Sahtu</b>													
Overall	33.0	40.0	45.0	29.5	36.0	25.5	28.0	43.0	29.0	100.0	30.5	13.0	452.5
Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	390.0
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	62.5
<b>South Slave</b>													
Overall	70.5	82.0	83.5	85.0	92.5	91.5	70.5	82.0	89.5	224.5	64.25	38.0	1073.75
Indigenous	47.0	50.0	58.0	64.5	65.0	66.5	54.0	63.5	61.0	187.5	48.25	24.5	789.75
Non-Indigenous	23.5	32.0	25.5	20.5	27.5	25.0	16.5	18.5	28.5	37.0	16.0	13.5	284.0

2021-22 school year, these errors have been fixed and high school grades will be presented separated moving forward. Historical high school data will remain aggregated, as seen in Figure 7.

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

<sup>5</sup> Commission scolaire francophone Territoires du Nord-Ouest.



<b>Tłjchq</b>													
Overall	45.0	48.0	51.0	40.0	55.0	52.0	56.0	57.0	61.0	210.5	57.25	12.5	745.25
Indigenous	--	--	--	--	55.0	--	--	57.0	61.0	--	57.25	12.5	--
Non-Indigenous	--	--	--	--		--	--			--			--
<b>YK1</b>													
Overall	153.0	175.0	131.5	142.5	147.5	138.0	141.0	145.5	149.0	252.0	139.0	95.0	1809.0
Indigenous	49.0	58.5	37.5	55.5	46.0	55.5	44.5	52.0	56.0	128.0	45.0	25.5	653.0
Non-Indigenous	104.0	116.5	94.0	87.0	101.5	82.5	96.5	93.5	93.0	124.0	94.0	69.5	1156.0
<b>YCS</b>													
Overall	131.5	85.0	112.0	102.5	104.0	118.0	112.5	95.5	116.5	176.5	77.5	59.5	1291.0
Indigenous	46.5	31.0	35.0	36.0	34.0	41.0	37.5	32.0	39.0	96.0	23.0	12.5	463.5
Non-Indigenous	85.0	54.0	77.0	66.5	70.0	77.0	75	63.5	77.5	80.5	54.5	47.0	827.5
<b>Community Type</b>													
<b>Small Communities</b>													
Overall	199.0	202.0	203.5	184.5	205.5	176.5	199.0	209.0	196.0	616.0	154.0	38.0	2583.0
Indigenous	182.0	182.0	195.0	169.0	--	--	188.5	--	186.0	605.5	--	--	2460.0
Non-Indigenous	17.0	20.0	8.5	15.5	--	--	10.5	--	10.0	10.5	--	--	123.0
<b>Regional Centres</b>													
Overall	110.5	135.0	113.0	131.0	132.5	144.0	119.0	127.0	130.0	270.0	91.0	51.5	1554.5
Indigenous	73.0	83.5	75.5	99.0	92.0	107.0	92.0	94.5	88.0	223.0	61.0	33.5	1122.0
Non-Indigenous	37.5	51.5	37.5	32.0	40.5	37.0	27.0	32.5	42.0	47.0	30.0	18.0	432.5
<b>Yellowknife</b>													
Overall	305.5	275.0	258.5	262.0	260.5	263.0	265.5	245.0	265.5	436.5	222.5	161.5	3221.0
Indigenous	96.5	89.5	74.5	93.5	80.0	96.5	82.0	85.0	95.0	224.0	68.0	38.0	1122.5
Non-Indigenous	209.0	185.5	184.0	168.5	180.5	166.5	183.5	160.0	170.5	212.5	154.5	123.5	2098.5

## Number of NWT educators

### Why report on this measure?

Knowing the number of educators is useful for understanding the supports available to students across the NWT. ‘Educator’ is a broad category that includes teachers, school administrators (such as principals and vice-principals), and support staff (such as classroom or support assistants).<sup>6</sup>

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

### What do the results of this measure tell us?

Table 5 and Table 6 tell us how many educators there are across the community types and education bodies. The number of educators in the NWT has increased steadily over the last two years. The increase in positions can likely be attributed to third-party funding, such as [Jordan’s Principle](#) and the [Inuit Child First Initiative](#).

**Table 5: Number of educators by community type, 2020-21 to 2021-22.**

		Yellowknife	Regional Centres	Small Communities	NWT
2020-2021	Number of educators	418	269	504	1,191
	% of total NWT educator population	35.1%	22.6%	42.3%	
2021-2022	Number of educators	457	288	511	1,256
	% of total NWT educator population	36.4%	22.9%	40.7%	

<sup>6</sup> Further details on the definition of “educator” can be found [here](#).

**Table 6: Number of educators by education body, 2020-21 to 2021-22.**

Education body	2020-2021		2021-2022	
	Number of educators	% total educators	Number of educators	% total educators
Beaufort Delta Divisional Education Council (BDDEC)	267	22.4%	258	20.5%
Commission scolaire francophone (CSF)	46	3.9%	40	3.2%
Dettah District Education Authority (DDEA)	6	0.5%	5	0.4%
Dehcho Divisional Education Council (DDEC)	67	5.6%	75	6.0%
Ndilo District Education Authority (NDEA)	13	1.1%	16	1.3%
Sahtu Divisional Education Council (SDEC)	81	6.8%	82	6.5%
South Slave Divisional Education Council (SSDEC)	188	15.8%	205	16.3%
Tłı̨ch̨ Community Services Agency (TCSA)	135	11.3%	144	11.5%
Yellowknife Catholic Schools (YCS)	193	16.2%	196	15.6%
Yellowknife Education District No. 1 (YK1)	195	16.4%	235	18.7%

## 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 school budgets and school spending.

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

### What do the results of this measure tell us?

As per student enrolments (Figure 6), the amount of funding an education body receives is proportional to how many students it serves.

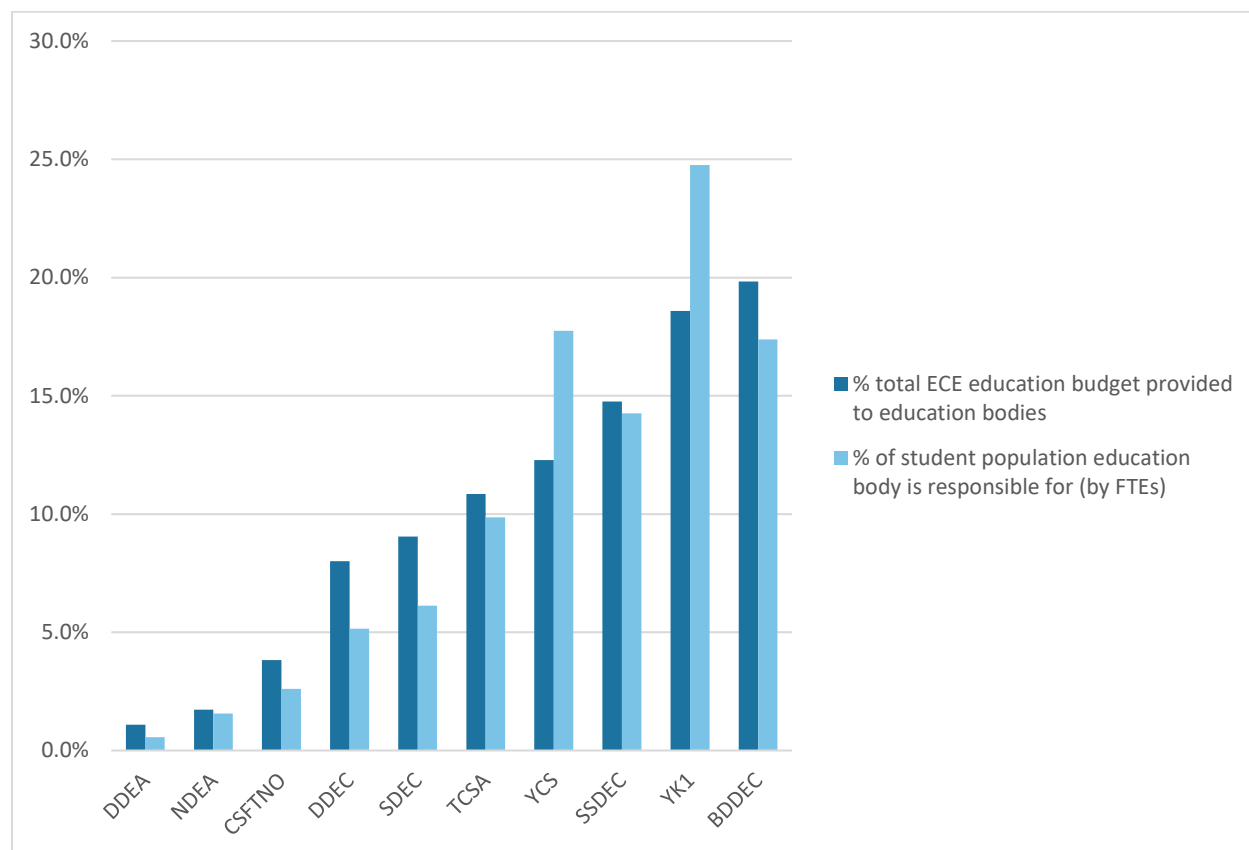
- For instance, Figure 8 shows that the South Slave Divisional Education Council (SSDEC) received 14.6% of ECE's total education body budget in 2021-22 and serves 14.3% of NWT students.
- Likewise, the Dettah District Education Authority (DDEA) received 1.1% of ECE's education body budget and serves 0.6% of NWT students.

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

- For instance, the Sahtu Divisional Education Council (SDEC) serves exclusively small communities, so its teacher salaries and benefits will be higher. Therefore, it receives proportionally higher ECE funding, as shown by SDEC's relatively high dark blue bar (Figure 8).

Yellowknife Catholic Schools (YCS) and Yellowknife Education District No. 1 (YK1) are funded by City of Yellowknife taxpayers as well as ECE, so they receive proportionally less funding from ECE than other education bodies. ECE covers 80% of their costs and City of Yellowknife taxpayers cover the remaining 20%. Therefore, the dark blue bars for these education bodies in Figure 8 are much lower than their corresponding light blue bars since they are funded at a lower rate.

Funding provided to education bodies has not changed considerably over the last two years, as shown in Table 7.

**Figure 8: Percent of ECE education budget that education bodies receive compared to the number of students served, 2021-22.****Table 7: Budget by education body, 2020-21 to 2021-22.**

Education body	Budget (\$)	% total ECE education budget	Budget (\$)	% total ECE education budget
	2020-2021		2021-2022	
BDDEC	32,793,674	20.0	33,227,293	19.8
CSF	6,291,317	3.8	6,415,036	3.8
DDEA	1,846,000	1.1	1,821,900	1.1
DDEC	12,956,337	7.9	13,414,295	8.0
NDEA	2,721,000	1.7	2,885,000	1.7
SDEC	13,250,945	8.1	15,158,598	9.0
SSDEC	25,894,276	15.8	24,721,003	14.8
TCSA	17,622,236	10.7	18,167,291	10.8
YCS	20,595,755	12.5	20,561,989	12.3
YK1	30,282,184	18.4	31,138,938	18.6

## Part 2 – Activity Performance Measures

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

Measures reported on in this section are the following:

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

## Student enrolment in JK/K

### Why report on this measure?

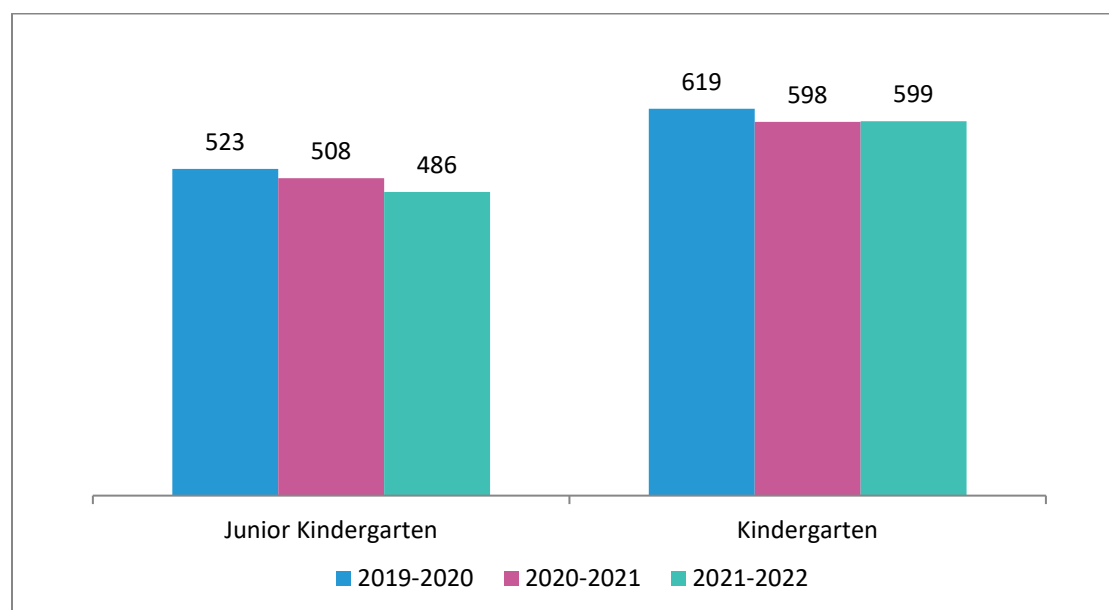
Research shows that play is very important for early childhood development. In the 2017-18 school year, the NWT made Junior Kindergarten (JK) available to all communities in the territory. JK programming is play-based and designed to support child development through social interaction, play, and structured 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. In 2021-22, enrolment in both programs reached just over 90% of the NWT's 4- to 5-year-old population (Table 8). This is up 5% from 2020-21, which saw just over 85% of the NWT's 4- to 5-year-old population enrolled.

These results could be due to parents and guardians keeping their children home during the COVID-19 pandemic; therefore, the increase in the percentage of enrolments in JK and K in the 2021-22 school year may be a return to pre-pandemic enrolments (Table 8).

**Figure 9: Number of students enrolled (Full-Time Equivalent) in Junior Kindergarten and Kindergarten, 2019-20 to 2021-22.**



**Table 8: Percent (%) of 4-5-year-olds in JK/K in the NWT, over time.<sup>7</sup>**

	JK/K Enrolment	Number of 4–5-year-olds in the NWT	Percent (%) of 4–5-year-olds in JK/K in the NWT
2019-2020	1,142	1,268	90%
2020-2021	1,106	1,301	85%
2021-2022	1,085	1,199	90%

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<sup>7</sup> Number of 4–5-year-olds is provided by the [NWT Bureau of Statistics](#).



## Student enrolment in alternative education options

### Why report on this measure?

The traditional classroom setting does not suit all students. Alternative schooling options offer students learning opportunities that cater their schooling to better fit their learning needs or lifestyles, such as part-time jobs or being on-the-land.

For instance, a program like Route 51 is designed to better accommodate students who might need flexible scheduling or more one-on-one instruction. Enrolments in these programs over time demonstrate that alternative schooling is a need in the NWT, one that the JK-12 system is working to meet.

Below is a list and descriptions of many of the NWT's alternative education options, and which education body offers it:

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

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

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

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

**K'àlemì Dene Alternative High School Program (NDEA):** The K'àlemì Dene Alternative High School Program provides an alternative learning environment that focuses on individualized attention, smaller groups, and allowing students to progress at their own pace with customized learning plans. The program can also be

paused if there are unforeseen absences. As well, there is a focus on wellness and ensuring students have the tools they need to be successful.

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

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

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

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

**Homeschooling (NWT-wide):** Parents/guardians in the NWT have the option to educate their children at home. Homeschooled students must be registered in an NWT school. A principal or superintendent of the school where the homeschooled children are registered is the designate responsible for ensuring the children are progressing through their education programs and have the support they need. 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 each alternative education program varies by region year to year (Table 9). The Phoenix School had the most notable change in enrolments over the last two years.

**Table 9: Number of students enrolled in alternative education programs, by year.<sup>8</sup>**

	2019-2020	2020-2021	2021-2022
Route 51 Learning Institute (YK1)	114	89	72
Ecole St. Patrick High School Learning Centre (YCS)	129	155	149
Phoenix School (SSDEC)	0 <sup>9</sup>	50	20
ʔehtseo Ayha Alternative Education Program (SDEC, Déljné)		--	10
Chief Albert Wright True North Program (SDEC, Tulít'a)	8	11	--
K'àlemi Dene Alternative High School Program (NDEA)	--	9	--
Birchbark Discovery Centre (YK1)	18		38
Homeschooling (NWT-wide)	123	138	138

<sup>8</sup> Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

<sup>9</sup> The Phoenix School uses the standard enrolment funding model and did not have any alternative high school funding in the 2019-2020 school year.

## Student enrolment in Indigenous language programs

### Why report on this measure?

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

The NWT has nine official Indigenous languages, and it is important that they are supported, respected, and thriving. In the 2020-21 school year, the JK-12 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 yet 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 specifically.

The method for calculating the percentage of students enrolled in Indigenous language programs by community type has 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.
- Two schools in small communities that offer Indigenous language courses, but didn't have records of student enrollment in the database used for this report, are excluded.
- The new OLC courses are included in the list of Indigenous language courses.

### What do the results of this measure tell us?

Total enrolments for the territory have decreased from 2018-19 to 2021-22 (Figure 10).

A possible explanation for this decrease is the impacts of the COVID-19 pandemic. Some schools only offered core subjects due to pandemic interruptions, and Indigenous language classes were not available. The decrease could also be impacted by changing student populations, which is why it is important to consider the percentage of students enrolled in Indigenous language courses as well as *overall* enrolment counts.

When looking at the percentage of students enrolled in Indigenous language courses throughout the NWT since the 2017-18 school year, enrolment has remained relatively steady around 50% for Grades 1-9 and 10% for Grades 10-12 (Figure 11). Taking a second

language course is not mandatory in high school, which is likely why there is a gap in enrolments between the lower grades and the high school grades. Additionally, instructor availability may also be impacting the ability of high school students to take an Indigenous language course.

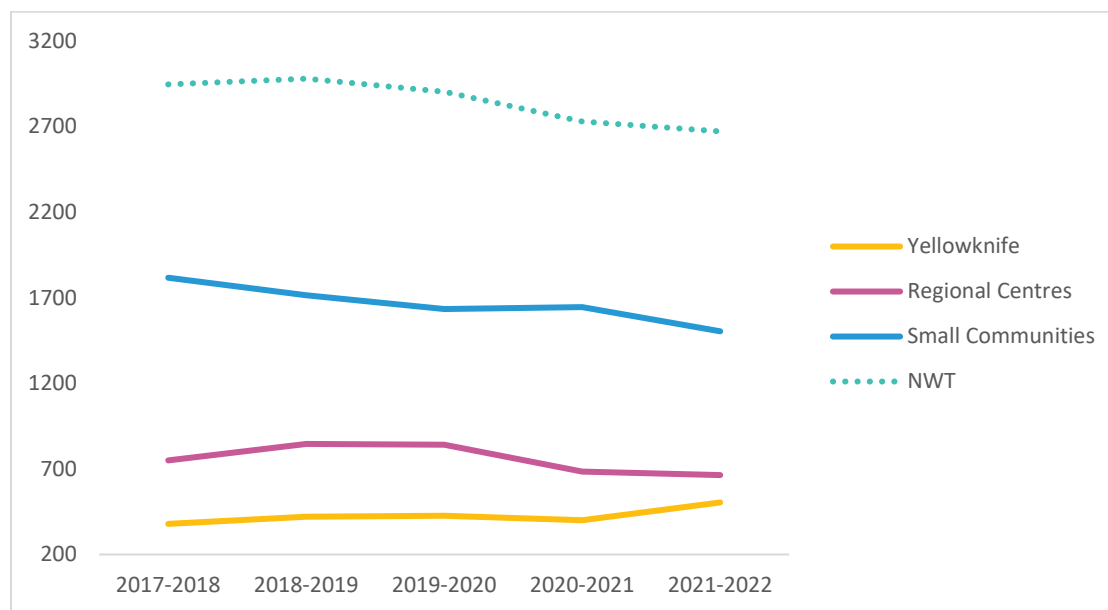
*It is also important to note that ECE is making changes to how these courses are captured in its databases, which should reflect more accurate enrolment numbers going forward.*

**Table 10: Total number of students enrolled in Indigenous language courses, by community type and year (2013-14 to 2021-22).<sup>10</sup>**

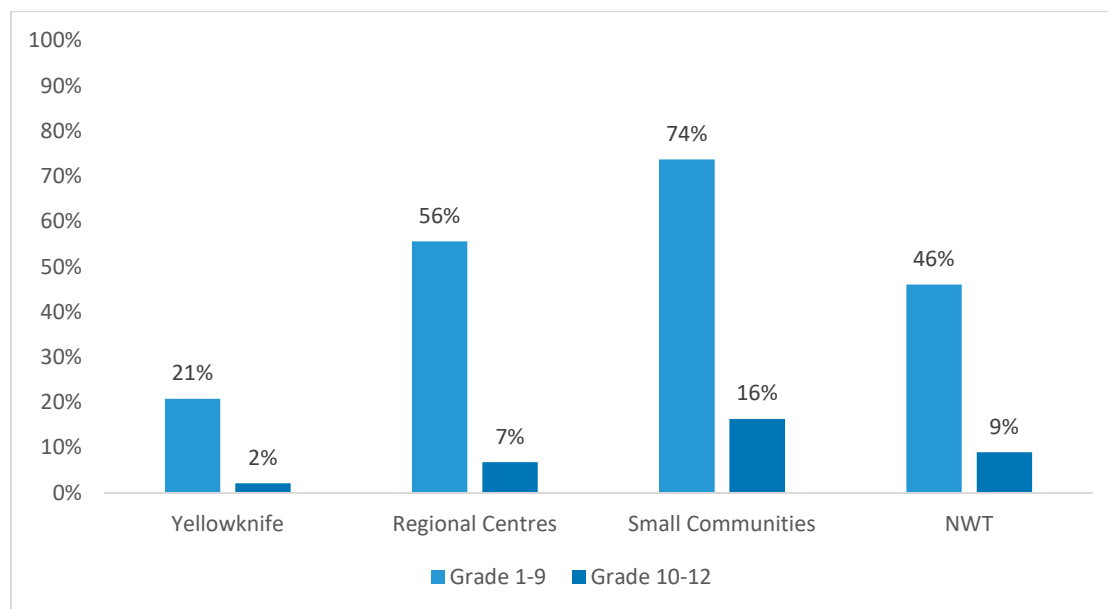
	NWT	Yellowknife	Regional Centres	Small Communities
2013-2014	2,903			
2014-2015	3,009			
2015-2016	3,065			
2016-2017	2,900			
2017-2018	2,949	380	750	1,819
2018-2019	2,980	420	846	1,714
2019-2020	2,903	427	841	1,635
2020-2021	2,730	401	684	1,645
2021-2022	2,672	504	664	1,504

<sup>10</sup> The breakdown by community type became available for the 2017-18 school year and onwards, which aligns with the implementation of the Our Languages Curriculum.

**Figure 10: Number of students enrolled in Indigenous language courses from 2017-18 to 2021-22 by community type.**



**Figure 11: Percent of students enrolled in Indigenous language courses by grade level and community type, 2021-22.**



## Student enrolment in French language programs

### Why report on this measure?

Student wellness and developing a positive sense of identity are supported when the education system matches the diversity of its 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.

Below is the list and description of the four French language programs available in the NWT JK-12 education system:

**Core French:** Core French is a French Language Program offered in grades 1-12 that provides students with basic French conversation skills and an openness to and appreciation of Francophone cultures. Students receive up to 120 minutes of French instruction weekly.

**Intensive French:** Intensive French is a French Language Program involving intensive exposure to French (70% instruction for one-half of the year and 25% for the remaining half). It is designed for students with limited or no previous exposure to French.

**French Immersion:** The French Immersion program provides students with an education equivalent to that available in the English Language Program while providing students with the opportunity to acquire a high proficiency in French. Students typically enter Early Immersion in Junior Kindergarten/Kindergarten (occasionally in Grade 1). Upon graduation from the program in Grade 12, students should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction, and accept employment with French as the language of the workplace.

**French First Language:** French First Language is an education program provided in accordance with section 23 of the *Canadian Charter of Rights and Freedoms*, where French is the language of instruction. All the subjects are taught in French. The exception is English, taught in English and introduced in Grade 4.

### What do the results of this measure tell us?

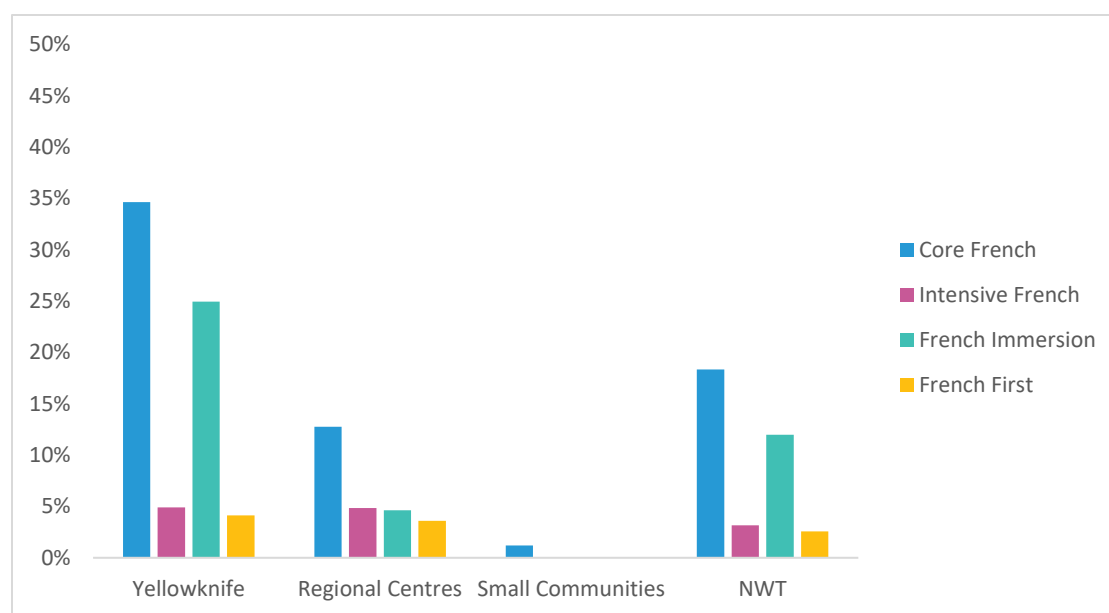
Figure 12 shows enrolments in French language courses by community type and the type of French program as a percent of overall school enrolments. Table 11 and Table 12 show how many students were enrolled in French language courses across community types and education bodies in the 2020-21 and 2021-22 school years.

Looking across community types, a higher percentage of students in Yellowknife take French courses than students in small communities<sup>11</sup> or regional centres. This is largely because much of the NWT's French-speaking community lives in Yellowknife.

Enrolment in French language courses has remained relatively consistent over the last two school years (Table 11 and Table 12). The most notable difference between 2020-21 and 2021-22 is a decrease in French language course enrolment in regional centres across course types. ECE will continue to monitor this indicator for emerging trends.

Higher percentages of students continue to take French Immersion and Core French compared to the other course types (Figure 12).

**Figure 12: Proportion of students enrolled in French language programs by community type in 2021-22.**



**Table 11: Number of students enrolled in French language courses, by community type and course type, 2020-21 to 2021-22.<sup>12</sup>**

<sup>11</sup> The only small communities that offer French language programs, as of the 2021-22 school year, are Fort Simpson, Norman Wells and Fort Liard.

<sup>12</sup> Table note: Blank cells stand for no record or a record of zero.



		Core French	Intensive French	French Immersion	French First
2020-2021	Yellowknife	1,137	206	935	165
	Regional Centres	353	104	103	81
	Small Communities	39			
	NWT	1,529	310	1,038	246
2021-2022	Yellowknife	1,323	187	953	158
	Regional Centres	231	88	84	65
	Small Communities	36			
	NWT	1,590	275	1,037	223

**Table 12: Number of students enrolled in French language courses, by education body and course type, 2020-21 to 2021-22.**

		Core French	Intensive French	French Immersion	French First
2020-2021	BDDEC			55	
	CSF				246
	DDEC	11			
	SDEC	28			
	SSDEC	353	104	48	
	YCS	498		478	
	YK1	639	206	457	
2021-2022	BDDEC			49	
	CSF				223
	DDEC	11			
	SDEC	25			
	SSDEC	231	88	35	
	YCS	613		460	
	YK1	710	187	493	

## Number of students with Individual Education Plans

### Why report on this measure?

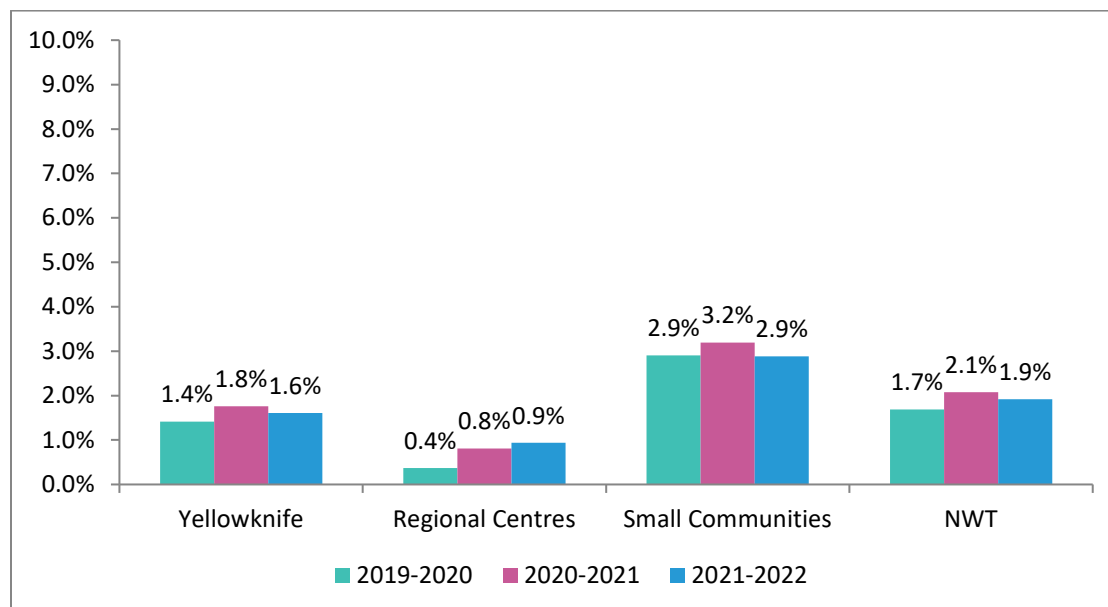
An Individualized Education Program is a program with annual objectives for a specific student. It is documented in an Individualized Education Plan (IEP) and the short-term objectives may or may not include the student meeting the expected learning outcomes of the NWT curricula (knowledge or skills students should have by the end of a particular assignment, class, course, or grade). A student with an IEP is most successful with supports in place, accommodations, resources and/or equipment beyond those required by their peers.

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

### What do the results of this measure tell us?

The percent of students on IEPs in the NWT has decreased since the 2020-21 school year but has not changed significantly. The number of students on IEPs is small and interpreting the results should be done with caution because small changes can appear large when reported as percentages.

**Figure 13: Percent of students on IEPs by community type, 2019-20 to 2021-22.**



**Table 13: Number and percent of students on IEPs by community type, 2021-22.**

		Yellowknife	Regional Centres	Small Communities	NWT
<b>2021-2022</b>	Number of students on IEPs	53	15	77	145
	% of student body on IEPs	1.6%	0.9%	2.9%	1.9%

## Number of students with Student Support Plans

### Why report on this measure?

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

#### **Student Support Plan for Accommodations: (Grades 1-12)**

- Regular Education Program with Accommodations for Difficulty
- Regular Education Program with Accommodations for Enrichment

#### **Student Support Plan for Modifications: (Grades 1-9)**

- Modified Education Program – Below grade Level
- Modified Education Program – Above grade Level

Accommodations are available for students in Grades 1-12. Accommodations for Difficulty assist students who are struggling with the Regular Education Program. It can help them achieve success and be better supported to meet the expected learning outcomes.

Accommodations for Enrichment supports students who may benefit from opportunities to enhance or deepen their learning.

Accommodations may include additional supports, changes to the teaching process, learning environment, time demands/deadlines, the way the student is evaluated and/or how they demonstrate their learning. Accommodations do not change the expectation that students reach most of the grade-level learning outcomes. Students with an SSP for accommodations must still achieve the Regular Education Program.

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

The Modified Education Program (MEP) is based on a student's strengths, needs and interests and includes modified learning goals, teaching methods, and ways to evaluate the student. A MEP is available for Grades 1-9; however, students generally would not be placed on a Modified Education Program until they reach Grade 4.

### What do the results of this measure tell us?

The overall percentage of NWT students on SSPs has remained around 45% in both 2020-21 and 2021-22 (Table 14).

Figure 14 shows the percentage of the student body that are on a Regular Education Program with Accommodations by community type for 2019-20 to 2021-22. This includes both accommodations for difficulty and accommodations for enrichment.

- The percent of students on REPs with Accommodations has increased across all community types, with an over 10%-point increase in the NWT overall between 2019-20 and 2021-22 (Figure 14).
- Specifically, there has been an increase in the number and percent of students on REPs with Accommodations for Difficulty between 2020-21 and 2021-22 (Table 14).

Figure 14 shows the percentage of the student body that are on a Modified Education Program by community for 2019-20 to 2021-22. This includes MEPs for working above grade level and working below grade level.

- The percent of students with MEPs has remained consistent but is beginning to decrease (Table 14).
- By community type, small communities continue to have the highest proportion of students on MEPs.

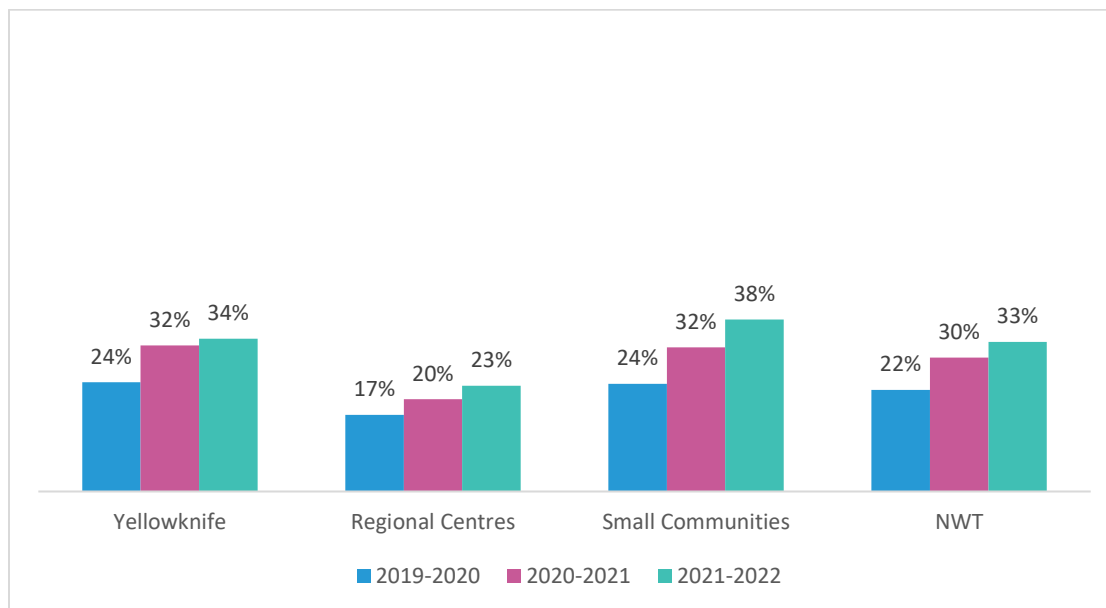
This indicator may be starting to reveal potential impacts of the COVID-19 pandemic. In the 2019-20 school year, 36% of NWT students were on SSPs.<sup>13</sup> Yellowknife and small communities have both seen an increase of around 10 percentage points in the number of students on SSPs between 2019-20 and 2021-22. These increases may be due to a general increase in need across the territory. Additionally, funding from programs like Jordan's Principle and Inuit Children's First Initiative allow students to have more access to assessment services.

ECE continues to work on developing new performance measures for tracking the *effectiveness* of SSPs beyond counting the number of students on these plans.

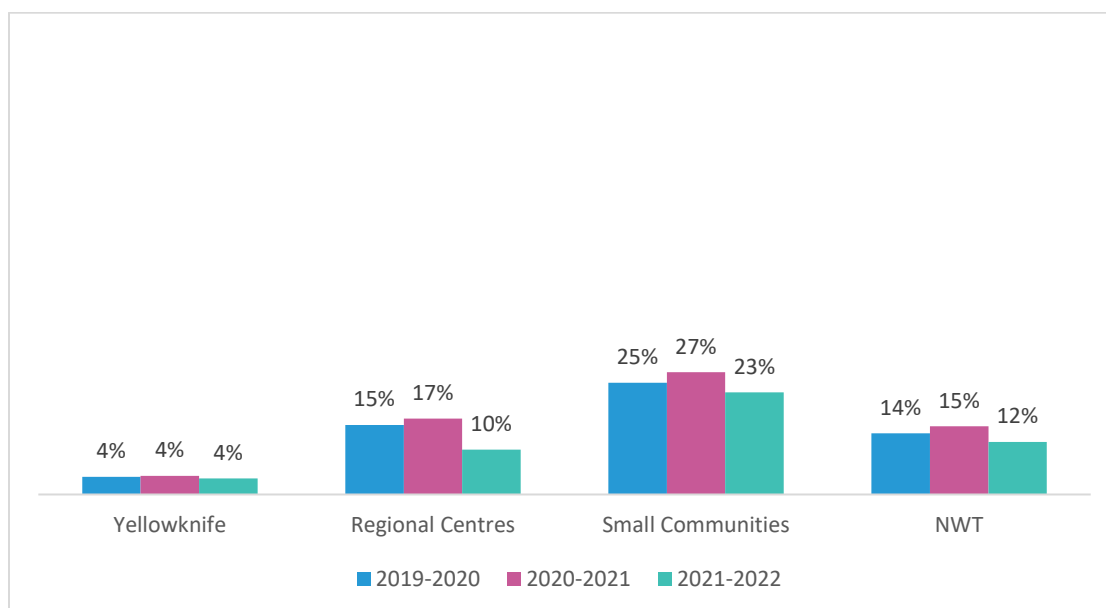
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<sup>13</sup> Breakdown of the 2019-20 data can be found in the 2020-21 JK-12 Annual PM Report on the [ECE website](#).

**Figure 14: Percent of student body on a Regular Education Program with Accommodations by community type, 2019-20 to 2021-22.**



**Figure 15: Percent of student body on a Modified Education Program by community type, 2019-20 to 2021-22.**



**Table 14: Number and percent of students on SSPs by community type, 2020-21 to 2021-22.<sup>14</sup>**

			Yellowknife	Regional Centres	Small Communities	NWT
2020-2021	Regular Program with Accommodations for Difficulty	Count	1008	321	852	2181
		% of region enrolment	31.1%	20.0%	31.3%	28.8%
	Modified Program Working Below Grade Level	Count	133	270	734	1137
		% of region enrolment	4.1%	16.8%	26.9%	15.0%
	Regular Program with Accommodations for Enrichment	Count	39	--	--	61
		% of region enrolment	1.2%	0.4%	0.6%	0.8%
	Modified Program Working Above Grade Level	Count			--	--
		% of region enrolment			0.1%	0.0%
	Total	Count	1180	598	1604	3382
		% of region enrolment	36.4%	37.2%	58.9%	44.7%
2021-2022	Regular Program with Accommodations for Difficulty	Count	1063	368	999	2430
		% of region enrolment	32.3%	23.0%	37.4%	32.2%
	Modified Program Working Below Grade Level	Count	116	158	603	877
		% of region enrolment	3.5%	9.9%	22.6%	11.6%
	Regular Program with Accommodations for Enrichment	Count	47	--	--	69
		% of region enrolment	1.4%	0.4%	0.6%	0.9%
	Modified Program Working Above Grade Level	Count	--			--
		% of region enrolment	0.0%			0.0%
	Total	Count	1227	532	1618	3377
		% of region enrolment	37.3%	33.3%	60.6%	44.7%

<sup>14</sup> Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

## Grade 6 and 9 AAT results

### Why report on this measure?

The Alberta Achievement Tests (AATs) are standardized exams developed by Alberta Education. They are written by Grade 6 and 9 students in all NWT schools. The NWT adopted these tests to monitor student academic achievement and to provide valuable data for informing decisions around policies, programs, and services for students.

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

Standardized tests do not provide a comprehensive picture of student learning. They provide a snapshot of student performance in that particular course. 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 registered to take each respective AAT exam.

Due to the COVID-19 pandemic, AATs were not written in 2019-20 or 2020-21. The AAT exams returned in the 2021-22 school year (June session only); however, a number of students were excused or absent from AATs that school year, which was significantly higher than other years:

- Schools could request that individual students be excused from the exam, as well as entire classes that were greatly impacted by the pandemic.
- The Hay River area experienced major spring flooding that displaced residents.

Therefore, AAT results presented here only represent the portion of NWT students in Grade 6 and Grade 9 that wrote the exams. This makes it difficult to draw conclusions about how NWT students are doing academically.

For the NWT overall, the percentage of students scoring "acceptable" or higher on AAT exams has continued its downward trend since 2017-18 for Grade 9 ELA (Figure 17) and both the Grade 6 and Grade 9 Math AATs (Figure 18 and Figure 19).

Results for small communities have remained consistent over time for both grades and exam types.



Overall, less students earned “acceptable” marks on Math AATs (Table 16) than ELA AATs (Table 15). This suggests that across the NWT, mathematics and numeracy need to be an area of greater focus.

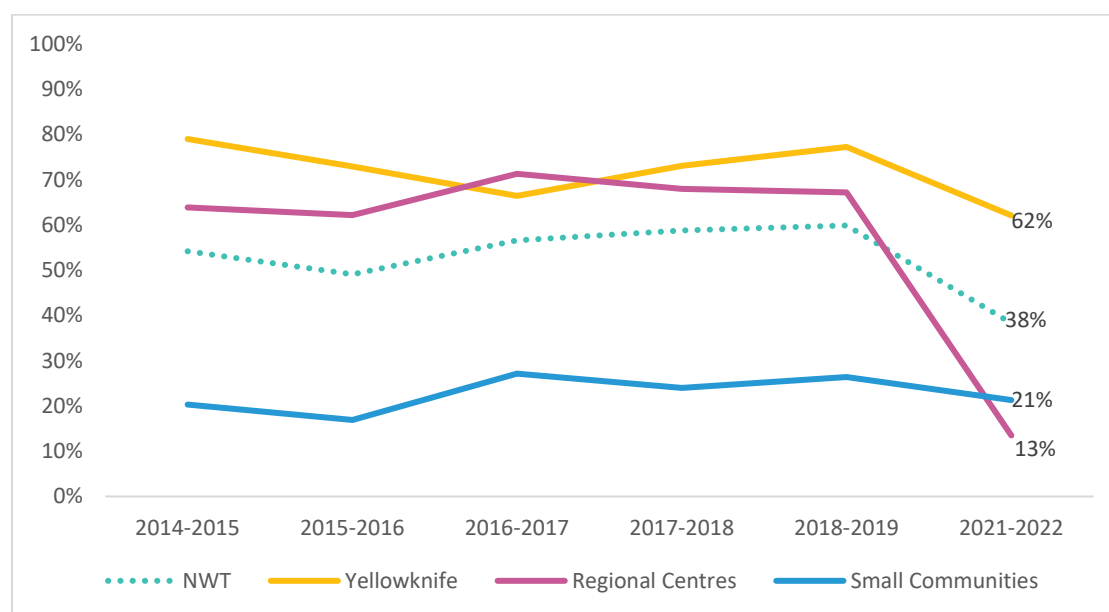
As part of [NWT JK-12 Curriculum Renewal](#) and the shift to British Columbia’s curriculum, AATs will soon be phased out, with the last sitting being June 2023.

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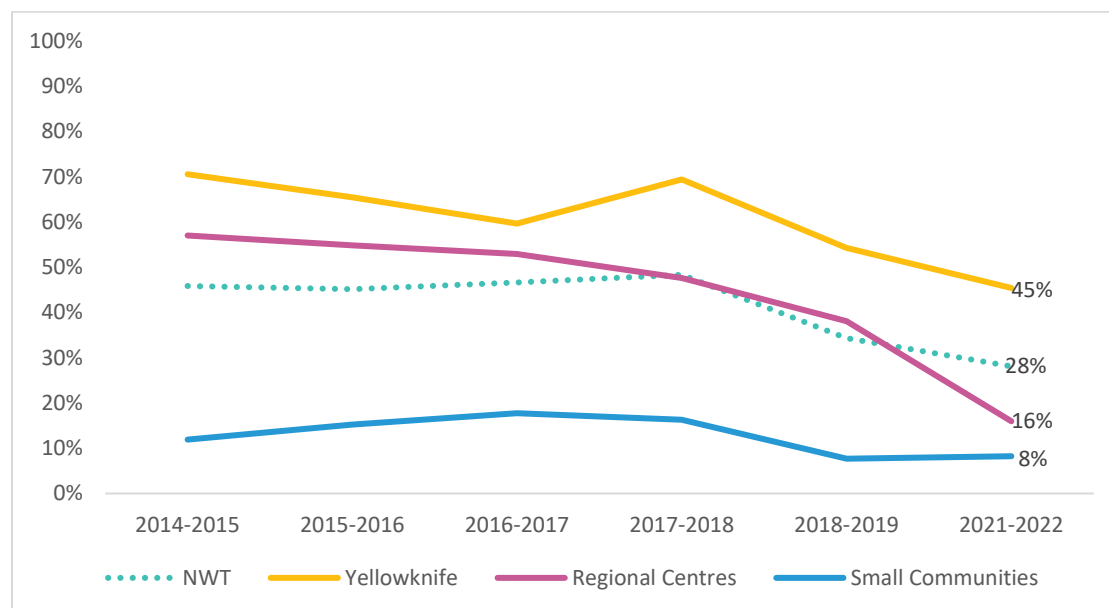
*As noted above, it is important to remember that the high number of students excused or absent from the AATs in 2021-22 has greatly impacted the data in this indicator, particularly in regional centres. Data should be interpreted with caution.*

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**Figure 16: Percent of Grade 6 students scoring "Acceptable" or higher on English Language Arts AAT by community type, over time.**



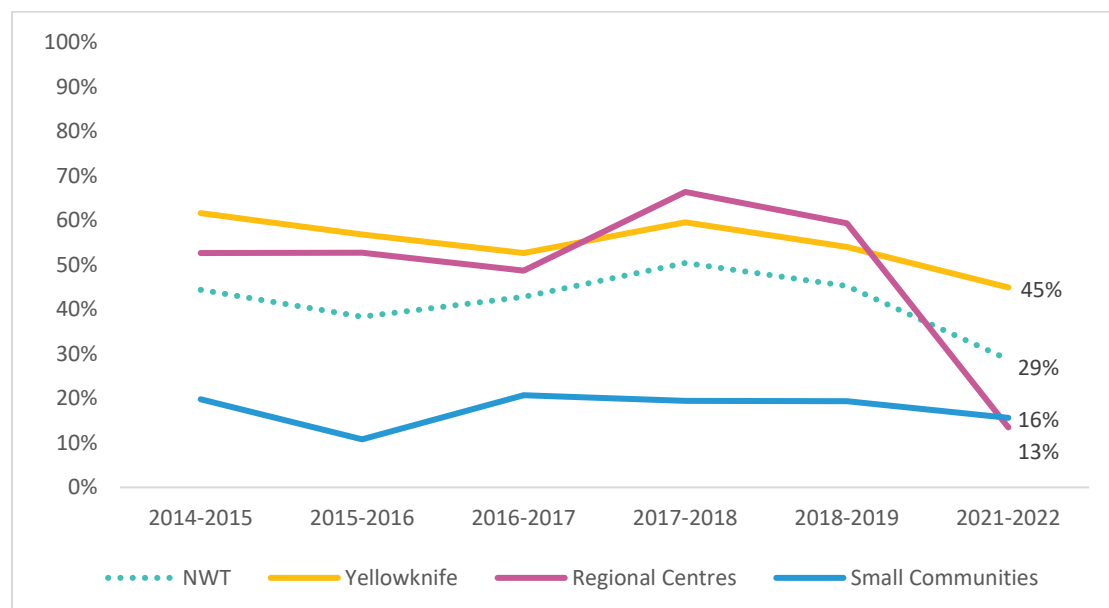
**Figure 17: Percent of Grade 9 students scoring "Acceptable" or higher on English Language Arts AAT by community type, over time.**



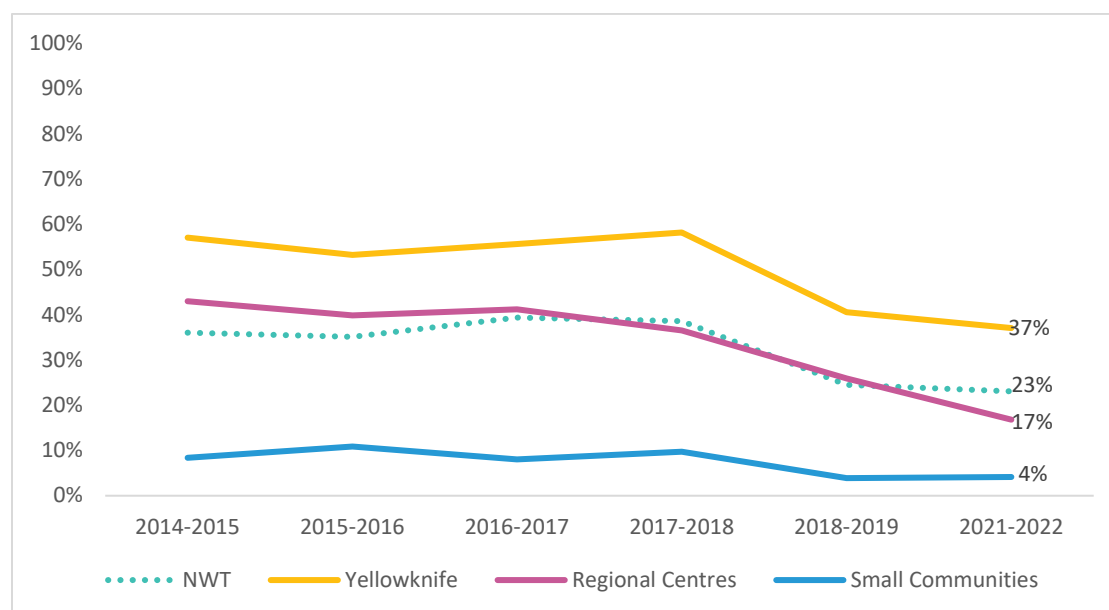
**Table 15: Percent of students scoring "Acceptable" or higher on ELA AAT by community type, 2018-19 and 2021-22.**

		NWT	Yellowknife	Regional Centres	Small Communities
2018-2019	Grade 6	60%	77%	67%	26%
	Grade 9	34%	54%	38%	8%
2021-2022	Grade 6	38%	62%	13%	21%
	Grade 9	28%	45%	16%	8%

**Figure 18: Percent of Grade 6 students scoring "Acceptable" or higher on Math AAT by community type, over time.**



**Figure 19: Percent of Grade 9 students scoring "Acceptable" or higher on Math AAT by community type, over time.**



**Table 16: Percent of students scoring "Acceptable" or higher on Math AAT by community type, 2018-19 and 2021-22.**

		NWT	Yellowknife	Regional Centres	Small Communities
2018-2019	Grade 6	45%	54%	59%	19%
	Grade 9	25%	41%	26%	4%
2021-2022	Grade 6	29%	45%	13%	16%
	Grade 9	23%	37%	17%	4%

## Number of NWT Grade 6 and 9 students excused from writing 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 Individualized Education Plan or Modified Education Plan, or if students are working at two or more grade levels below the grade they're in.

### What do the results of this measure tell us?

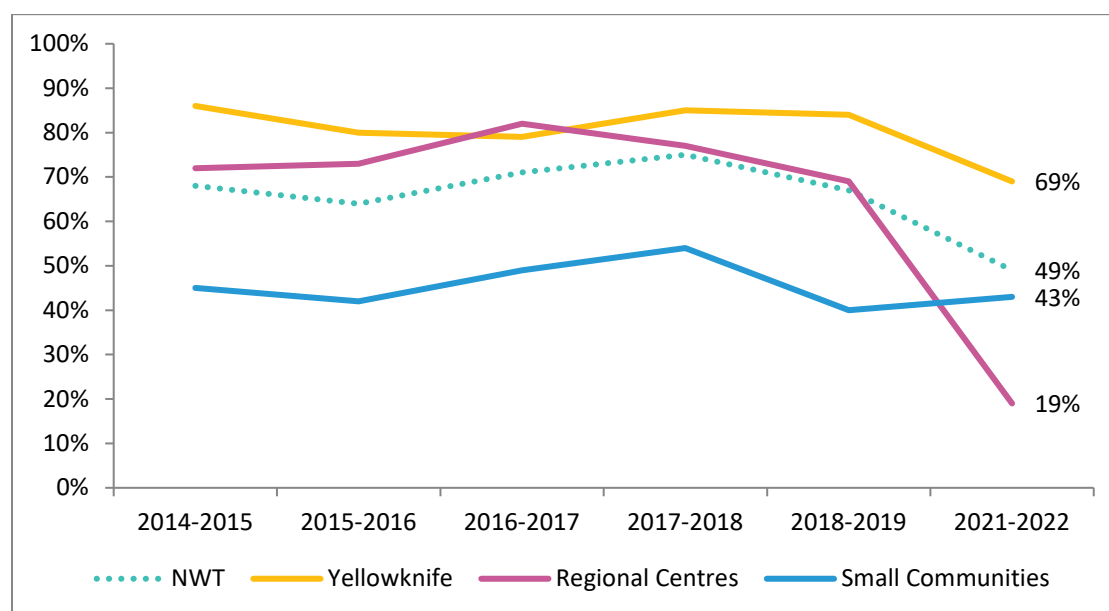
To get the percentages reported below, the number of students who wrote the AATs is divided by the total number of students registered to write the AATs. *Grade 6 and Grade 9 results are combined for this indicator.*

In the 2021-22 school year, across the NWT, only 49% of all students registered to write English Language Arts AATs and 63% of students registered to write Math AATs ended up writing the exams (Figure 20 and Figure 21).

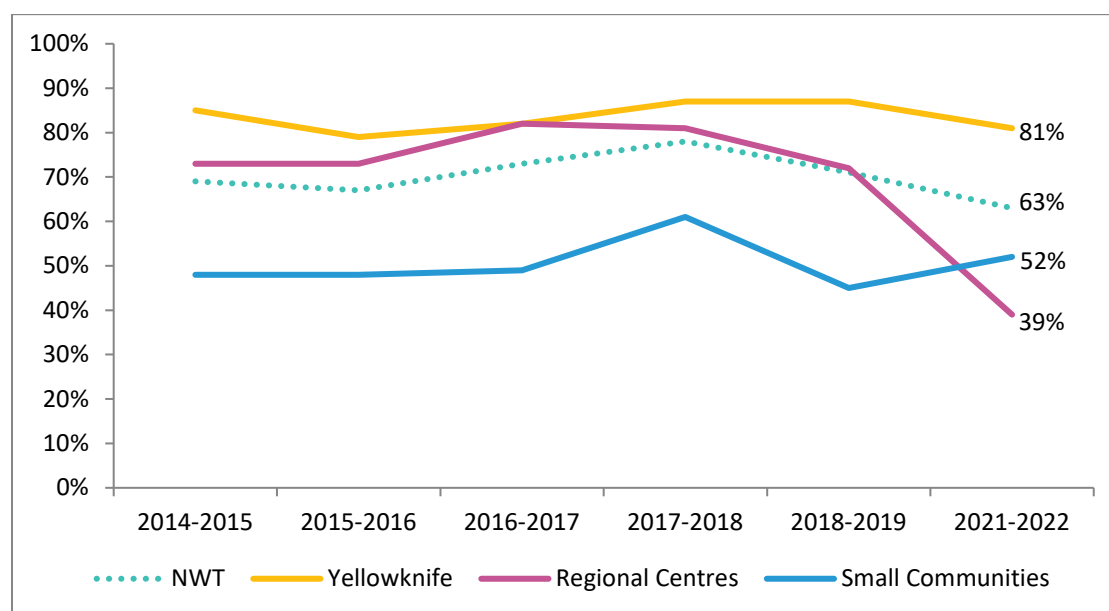
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*The significant percentages of students excused or absent from AATs make it difficult to draw any conclusions about how NWT students are doing academically, as results are not representative of the whole NWT student body.*

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**Figure 20: Percent of students who wrote ELA AAT by community type, over time.****Table 17: Percent of students who wrote/did not write ELA AAT by community type, 2018-19 and 2021-22.**

	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
<b>2018-2019</b>	67%	33%	84%	16%	69%	31%	40%	60%
<b>2021-2022</b>	49%	51%	69%	31%	19%	81%	43%	57%

**Figure 21: Percent of students who wrote Math AAT by community type, over time.****Table 18: Percent of students who wrote/did not write Math AAT by community type, 2018-19 and 2021-22.**

	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
<b>2018-2019</b>	71%	29%	87%	13%	72%	28%	45%	55%
<b>2021-2022</b>	63%	37%	81%	19%	39%	61%	52%	48%

## Senior secondary (high school) Diploma Exam results

### Why report on this measure?

In 2021-22, NWT schools used the Alberta curricula for high school courses. In January and June, NWT students were required to write the standardized Alberta diploma examinations for select courses. This indicator looks at the results for the following diploma exam courses: English Language Arts (ELA) 30-1, English Language Arts 30-2, Français (FRAN) 30-1, French Language Arts (FLA) 30-1, Social Studies (SST) 30-1, Social Studies 30-2, Biology 30, Chemistry 30, Physics 30, Math 30-1, and Math 30-2.

In 2021-22, the overall mark for these courses was split between the mark students received for their work in the class (90%) and the mark on their diploma exam (10%)<sup>15</sup>. The results of the Alberta diploma examinations are important for telling us to what extent NWT high school students are meeting the standards set out in the curriculum.

### What do the results of this measure tell us?

The last full year of diploma exam results was the 2018-19 school year (those results can be found in [this report](#)).

- Diploma exams were only written in the January session of the 2019-20 school year due to the COVID-19 pandemic.
- Diploma exams were optional in the 2020-21 school year and less than 30 exams were written across the territory; therefore, results were not published for that year.
- Diploma exams resumed in the 2021-22 school year (June session only); however, some schools received exemptions from writing during that sitting.
  - The Hay River area, for example, experienced major spring flooding, which caused more disruption to the education system.

For the purposes of this report, the 2019-20 results (Table 19) and the 2021-22 results (Table 20) are the most comparable, as both school years only had one sitting.

- Figure 22 and Figure 23 show the percentage of students who scored “acceptable” or higher (50% or higher) on 2021-22 diploma exams by community type.
- Figure 22 shows these results for the languages and social studies diploma exams and Figure 23 shows the results for the math and science diploma exams.

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<sup>15</sup> Diploma Exam results typically make up 30% of a student’s final mark. Due to learning impacts of the COVID-19 pandemic, ECE reduced the weighting of the Diploma Exams to 10% of the student’s final mark for the 2021-22 school year.

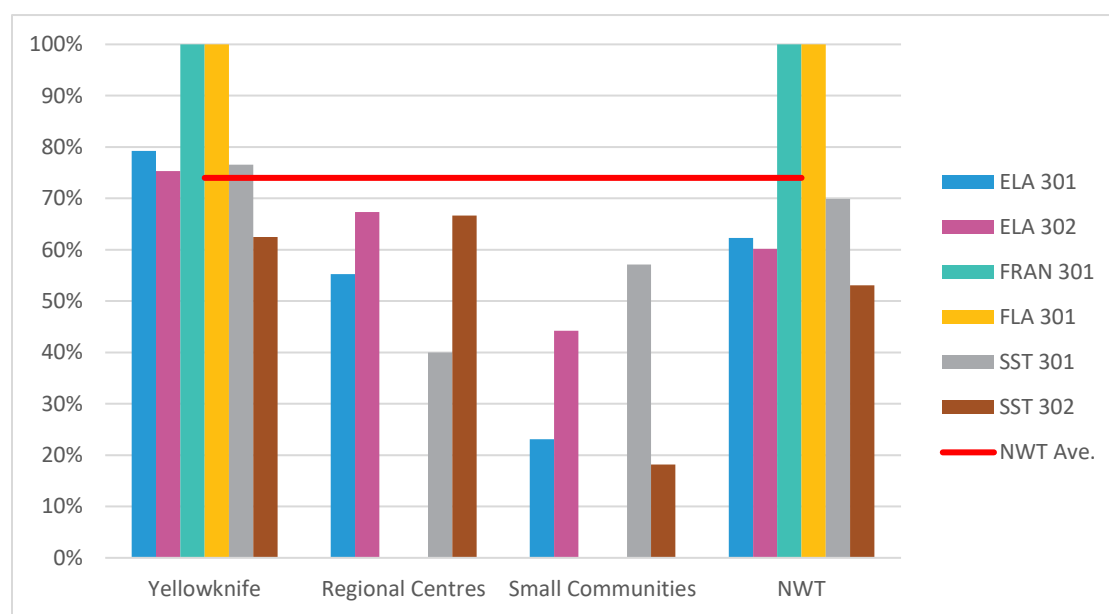


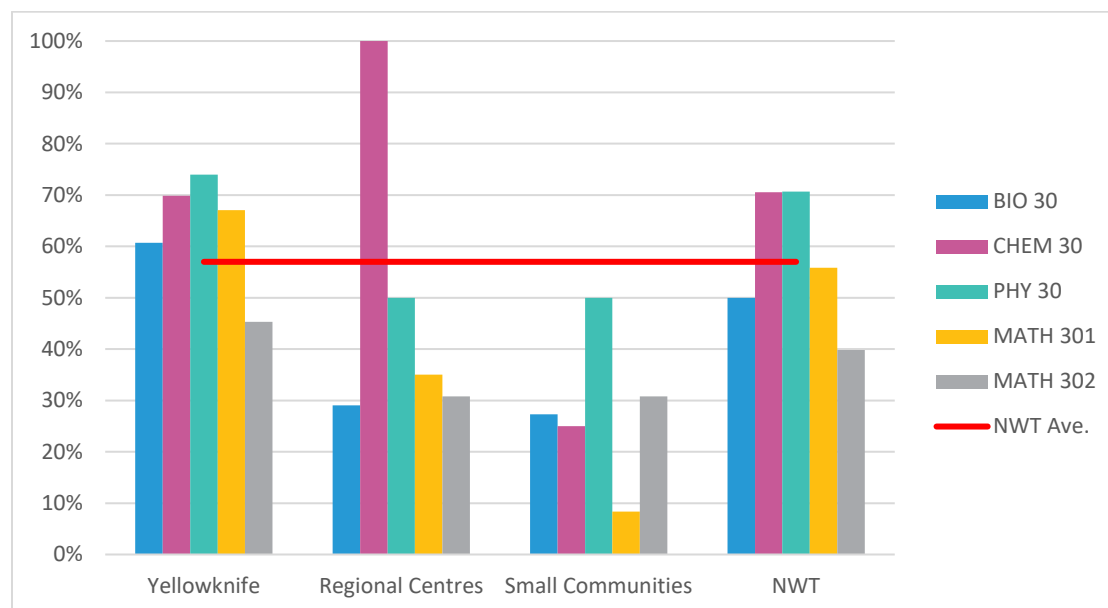
- The red line (“NWT Ave”) indicates the average percentage of NWT students scoring “acceptable” or higher on exams for each grouping of courses.

This shows that more students scored “acceptable” or higher on language and social studies exams (NWT average of 74%) than on the math and science exams (NWT average of 57%). These results are similar to those seen in the AAT results and further point to the need for an increased focus on math and science in NWT schools.

Table 19 and Table 20 provide a more detailed breakdown for the 2019-20 and 2021-22 diploma exam marks, respectively. The percentage of students scoring “below acceptable,” “acceptable,” or “excellent” on their diploma exams is consistent between the two school years. Because results from both school years only include one sitting, it is difficult to draw many conclusions from the results.

**Figure 22: Percent of students who scored “acceptable” or higher on language and social studies diploma exams by community type, 2021-22.**



**Figure 23: Percent of students who scored "acceptable" or higher on math and science diploma exams by community type, 2021-22.****Table 19: Number and percentage of students who scored "Below Acceptable" (below 50%), "Acceptable" (50% or higher), or "Excellent" (80% or higher) in diploma exams by community type, 2019-20.<sup>16</sup>**

		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
ELA 30-1	Below Acceptable	--	--	--	--	26	70.3%	69	34.3%
	Acceptable	93	70.5%	20	62.5%	11	29.7%	124	61.7%
	Excellent	--	--	--	--			8	4.0%
	Total	132	100.0%	32	100.0%	37	100.0%	201	100.0%
ELA 30-2	Below Acceptable	--	--	--	--	--	--	125	33.9%
	Acceptable	84	74.3%	62	86.1%	86	46.7%	232	62.9%
	Excellent	--	--	--	--	--	--	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	--	--					--	--

<sup>16</sup> Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

	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	--	--	--	--	--	--	34	37.8%
	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%	--	--	--	--	30	40.5%
	Total	30	100.0%	--	--	--	--	74	100.0%
BIO 30	Below Acceptable	--	--	20	66.7%	--	--	86	49.4%
	Acceptable	61	54.0%	--	--	--	--	74	42.5%
	Excellent	--	--	--	--			14	8.0%
	Total	113	100.0%	30	100.0%	31	100.0%	174	100.0%
CHEM 30	Below Acceptable	50	52.1%	--	--	--	--	60	51.7%
	Acceptable	--	--	--	--			41	35.3%
	Excellent	--	--	--	--			15	12.9%
	Total	96	100.0%	--	--	--	--	116	100.0%
PHYSICS 30	Below Acceptable	--	--	--	--			16	37.2%
	Acceptable	18	46.2%					18	41.9%
	Excellent	9	23.1%					9	20.9%
	Total	--	--	--	--			43	100.0%

**Table 20: Number and percentage of students who scored "Below Acceptable" (below 50%), "Acceptable" (50% or higher), or "Excellent" (80% or higher) in diploma exams by community type, 2021-22.**

		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
ELA 30-1	Below Acceptable	--	--	--	--	30	76.9%	69	37.7%
	Acceptable	73	68.9%	20	52.6%	9	23.1%	102	55.7%
	Excellent	--	--	--	--			12	6.6%
	Total	106	100.1%	38	100.0%	39	100.0%	183	100.0%
ELA 30-2	Below Acceptable	--	--	--	--	--	--	88	39.8%
	Acceptable	50	64.9%	32	65.3%	41	43.2%	123	55.7%
	Excellent	--	--	--	--	--	--	10	4.5%
	Total	77	100.0%	49	100.0%	95	100.0%	221	100.0%
MATH 30-1	Below Acceptable	--	--	13	65.0%	--	--	53	44.2%
	Acceptable	38	43.2%	--	--	--	--	44	36.7%

	Excellent	--	--	--	--			23	19.2%
	Total	88	100.0%	20	100.0%	12	100.0%	120	100.0%
<b>MATH 30-2</b>	Below Acceptable	35	54.7%	--	--	--	--	62	60.2%
	Acceptable	--	--	--	--	--	--	40	38.8%
	Excellent	--	--					--	--
	Total	64	100.0%	13	100.0%	26	100.0%	103	100.0%
<b>FRANCAIS 30-1</b>	Acceptable	--	--					--	--
	Excellent	--	--					--	--
	Total	--	--					--	--
<b>FLA 30-1</b>	Acceptable	--	--					--	--
	Excellent	--	--					--	--
	Total	22	100.0%					22	100.0%
<b>SOCIAL STUDIES 30-1</b>	Below Acceptable	19	23.5%	--	--	--	--	31	30.1%
	Acceptable	53	65.4%	--	--	--	--	63	61.2%
	Excellent	9	11.1%					9	8.7%
	Total	81	100.0%	--	--	--	--	103	100.0%
<b>SOCIAL STUDIES 30-2</b>	Below Acceptable	12	37.5%	--	--	--	--	23	46.9%
	Acceptable	20	62.5%	--	--	--	--	26	53.1%
	Total	32	100.0%	--	--	--	--	49	100.0%
<b>BIO 30</b>	Below Acceptable	33	39.3%	--	--	--	--	63	50.0%
	Acceptable	--	--	--	--	--	--	49	38.9%
	Excellent	--	--	--	--			14	11.1%
	Total	84	100.0%	31	100.0%	11	100.0%	126	100.0%
<b>CHEM 30</b>	Below Acceptable	--	--			--	--	28	29.5%
	Acceptable	30	41.1%	--	--	--	--	38	40.0%
	Excellent	--	--	--	--			29	30.5%
	Total	73	100.0%	14	100.0%	8	100.0%	95	100.0%
<b>PHYSICS 30</b>	Below Acceptable	--	--	--	--	--	--	17	29.3%
	Acceptable	25	50.0%	--	--	--	--	28	48.3%
	Excellent	--	--	--	--			13	22.4%
	Total	50	100.0%	--	--	--	--	58	100.0%

## Part 3 – Outcome Performance Measures

Part 3 of this document focuses on performance measures related to outcomes of the JK-12 system, like grades, graduation rates, and the well-being of students. Many of the outcomes in this section are measures of students' and educators' success and well-being. For instance, they address questions such as: Are NWT high school students completing their courses? What is the NWT graduation rate? Are NWT high school students transitioning successfully after they graduate?

The results presented in this section are about 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 JK-12
- Course completion rates for core high school subjects
- Difference between diploma exam and course marks for senior secondary (high school) students
- High school graduation rate
- Percent of high school graduates going onto post-secondary programs
- Percent of high school graduates returning to the JK-12 education system

## EDI ‘on track’ rates by JK participation

### Why report on this measure?

In Part 1 of this document, the Early Development Instrument (EDI) data showed there is work to do to support children developmentally. There are, however, some promising findings about the benefits that Junior Kindergarten (JK) might have on children’s development.

The EDI is a snapshot of children’s experiences in their first five years of development. The EDI reflects all the experiences and influences that contribute to a child’s developmental health, including nutrition, housing, prenatal care, and early learning opportunities.

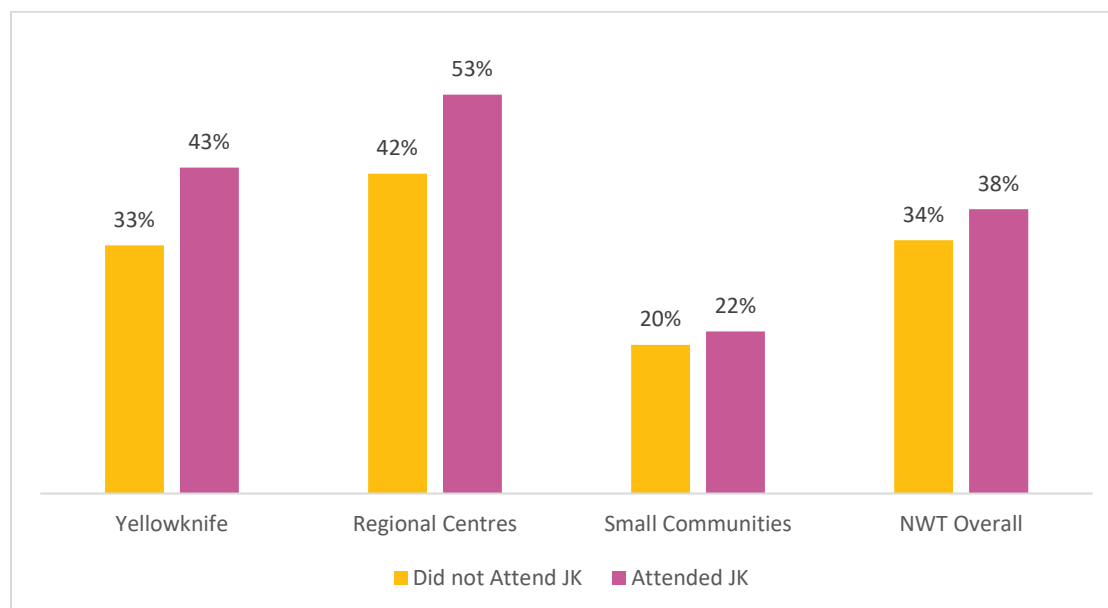
While ECE recognizes the value of all early learning opportunities before children enter JK, including at-home and/or licensed-based programs (like daycares), in this report, the EDI results are used to report on the JK-12 education system as well as children’s experiences prior to attending school.

### What do the results of this measure tell us?

The JK program rolled out across the NWT in the 2017-18 school year. Since this time, ECE has been able to compare EDI rates of children who attended JK with the EDI rates of children who did **not** attend JK.

Thirty-eight percent of children who attended JK are developmentally “on track” by Kindergarten, while 34% of children who did not attend JK are developmentally “on track” (Figure 24). While the difference is not large, it has been consistent over time and aligns with research suggesting that participation in early learning programs is beneficial to children. This difference is most pronounced in Yellowknife and regional centres.

**Figure 24: Percent of Kindergarten students who are developmentally “on track” by participation in JK and community type (2017-18 to 2021-22).**



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

### Why report on this measure?

As discussed in the 'Health and well-being of students in Grades 4 and 7' section (page 11), the Middle Years Development Instrument (MDI) provides insight into the overall well-being of NWT students in Grades 4 and 7. 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 promotes mental health and overall well-being.<sup>17</sup> A sense of connectedness in a student-adult relationship means there are one or more adults at school who the student feels believes, listens, and cares about them.

### What do the results of this measure tell us?<sup>18</sup>

In the NWT overall in the 2021-22 school year, 63% of Grade 4 students and 57% of Grade 7 students who participated in the MDI reported high well-being in their relationships with adults at school. Results for the NWT have remained relatively stable over time (Figure 25 and Figure 26).

Across both Grades 4 and 7 in most community types, there has been an increase in the percent of students who report high well-being in their relationships with adults at school compared to the 2020-21 school year. The exception is Grade 4 students in Yellowknife, where there has been a decrease since 2020-21.

This increase across grades and community types is likely explained by the return to in-person learning after the start of the COVID-19 pandemic. While there were still disruptions to the NWT education system in the 2021-22 school year, schools were better able to adapt to these circumstances as time went on. This likely allowed students to better connect with adults at school and build meaningful relationships that promote high well-being.

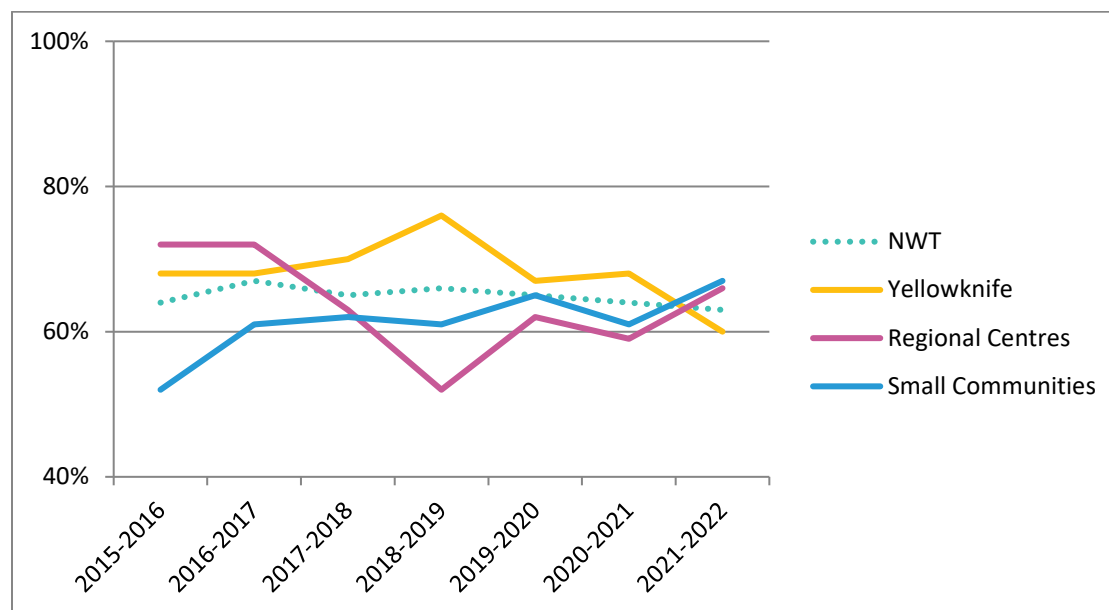
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<sup>17</sup> Werner, E.E. (2013). What can we learn about resilience from large-scale longitudinal studies? In S. Goldstein & R.B. Brooks (Eds.), *Handbook of resilience in children* (pp. 87-102). Springer US.  
[https://doi.org/10.1007/978-1-4614-3661-4\\_6](https://doi.org/10.1007/978-1-4614-3661-4_6)

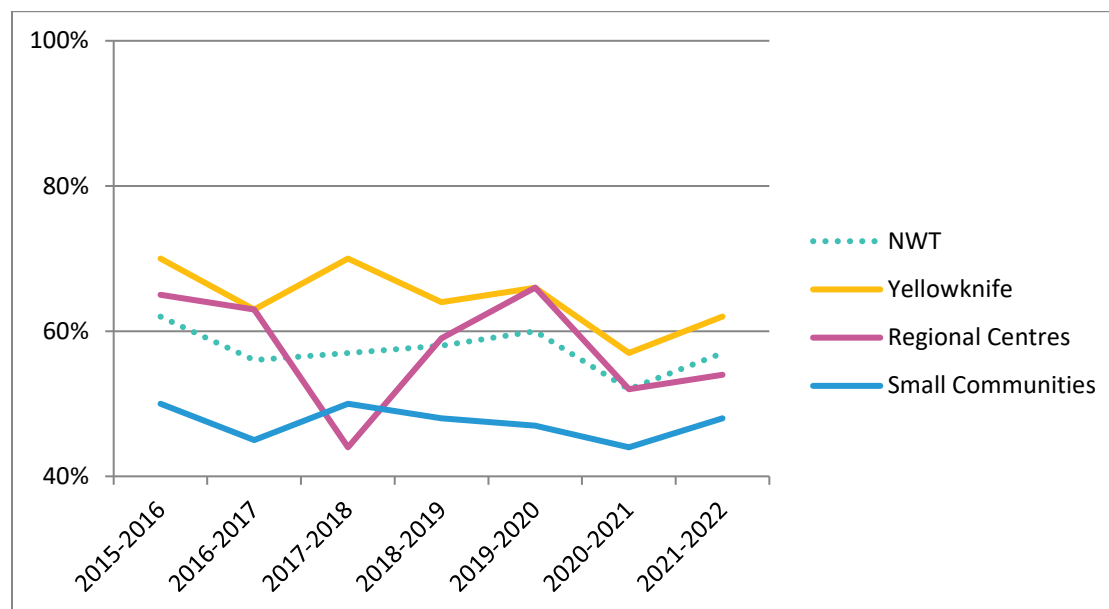
<sup>18</sup> Data provided by Human Early Learning Partnership, University of British Columbia. All rights reserved.



**Figure 25: Percent of Grade 4 students who reported "high well-being" in their relationships with adults at school (2015-16 to 2021-22).**



**Figure 26: Percent of Grade 7 students who reported "high well-being" in their relationships with adults at school (2015-16 to 2021-22).**



## Attendance rates by grade for JK-12

### Why report on this measure?

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

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

### What do the results of this measure tell us?

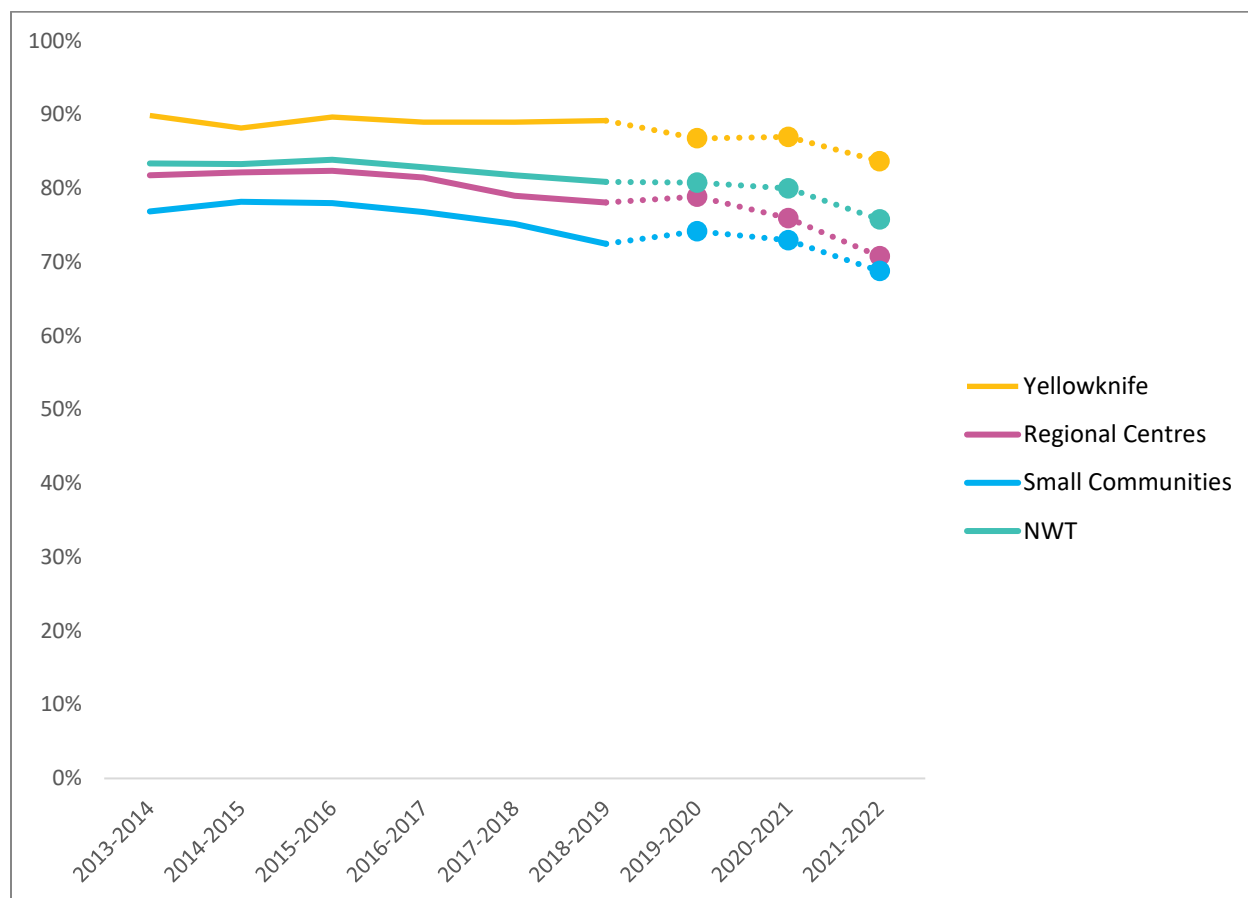
Overall attendance in the NWT for the 2021-22 school year was 75.8% (Table 21). This means, on average, students in the NWT miss more than one day of school each week.

The overall attendance for 2021-22 is a slight decrease compared to the overall attendance rate of 79.9% in the 2020-21 school year.

Attendance rates for all community types have been on the decline since the 2018-19 school year (Figure 27). This is likely a direct impact of the COVID-19 pandemic. As shown in Figure 27, attendance rates have not been comparable since the start of the pandemic in the 2019-20 school year.

The 2019-20 attendance rates only reflect a portion of the school year, prior to the COVID-19 pandemic. The following years, including the 2021-22 school year, have also been impacted by the pandemic, as well as flooding in the Hay River area. Therefore, drawing conclusions about attendance rate trends should be done with caution, and those years are represented with a dotted line.

**Figure 27: Average rate of attendance by community type from 2013-14 to 2018-19 and 2019-20 to 2021-22<sup>19</sup>.**



<sup>19</sup> The attendance rates for the 2019-20 school year only reflect the portion of the year that included in-person learning (September 2, 2019 to March 13, 2020). As a result, attendance rates are not directly comparable to previous years because the 2019-20 does not reflect the entire school year.

-The attendance rates for 2020-21 and 2021-22 are also not comparable due to the continued impacts of the COVID-19 pandemic, as well as flooding in the Hay River area. The dashed line connecting those data points is a reminder that trends between them cannot be interpreted.

**Table 21: Average rate of attendance by grade and community type/education body, 2021-22.<sup>20</sup>**

	Overall	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>NWT</b>	75.8%	70.9%	72.8%	75.6%	77.1%	78.6%	76.5%	78.3%	76.1%	76.6%	76.0%	77.1%	70.9%	79.7%	85.0%
<b>Yellowknife</b>	83.7%	80.3%	79.7%	83.0%	84.1%	86.5%	82.7%	83.7%	83.8%	84.2%	85.4%	83.3%	82.4%	86.4%	88.5%
<b>Regional Centres</b>	70.8%	65.8%	69.5%	67.5%	72.2%	74.3%	68.5%	71.2%	71.4%	71.3%	67.9%	75.3%	67.9%	74.9%	80.0%
<b>Small Communities</b>	68.8%	60.8%	65.0%	68.6%	70.4%	71.1%	73.5%	76.0%	68.5%	69.6%	69.4%	69.3%	65.3%	72.4%	76.8%
<b>BDEC</b>	61.4%	50.2%	53.8%	60.4%	61.4%	67.1%	62.3%	67.4%	61.2%	62.7%	60.9%	64.8%	58.6%	70.2%	75.7%
<b>CSF</b>	90.1%	83.3%	86.5%	89.2%	91.1%	93.4%	92.3%	91.7%	93.6%	94.7%	95.9%	87.9%	94.3%	82.4%	87.8%
<b>DDEC</b>	71.2%	64.4%	78.3%	81.5%	74.2%	77.3%	74.0%	80.3%	78.8%	73.9%	69.1%	73.9%	58.5%	73.0%	81.2%
<b>Dettah</b>	81.2%	72.4%	83.3%	77.9%	87.1%	92.0%	75.4%	87.0%	81.4%	86.1%	69.6%	81.9%	74.4%		97.0%
<b>N'dilo</b>	68.6%	77.2%	75.6%	73.8%	68.2%	76.3%	70.3%	71.7%	68.8%	49.6%	63.0%	56.7%	58.8%	75.8%	45.5%
<b>SDEC</b>	74.3%	73.2%	73.4%	76.1%	80.2%	78.9%	80.7%	81.8%	72.2%	77.5%	74.3%	69.1%	65.5%	78.0%	75.4%
<b>SSDEC</b>	74.5%	72.4%	76.8%	71.4%	77.6%	75.3%	76.4%	74.0%	74.5%	75.7%	70.7%	72.8%	73.0%	75.7%	82.0%
<b>Tłı̨chq</b>	70.3%	59.5%	61.5%	64.4%	69.6%	66.0%	73.9%	76.3%	69.9%	72.3%	77.4%	79.3%	69.1%	70.7%	76.6%
<b>YCS</b>	80.4%	73.5%	74.8%	76.0%	78.7%	81.3%	77.3%	79.3%	78.2%	79.0%	85.4%	85.0%	82.1%	87.0%	89.1%
<b>YK1</b>	85.6%	84.1%	82.2%	88.0%	86.2%	89.7%	85.3%	86.4%	87.6%	87.5%	85.1%	82.0%	82.4%	85.8%	88.4%

<sup>20</sup> Table note: Blank cells stand for no record or a record of zero.

## Course completion rates for core high school subjects

### Why report on this measure?

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

Core subjects are those subjects that all high school students must take to complete a grade and/or meet high school requirements (these are math, English, French, social studies, science, and northern studies).<sup>21</sup>

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

### What do the results of this measure tell us?

The NWT education system has been affected by several events in recent years. The COVID-19 pandemic led to changes in how education was delivered and caused a few schools to experience full closures due to outbreaks. The South Slave also experienced major flooding in Spring 2022, which further impacted the education system. It is important to note these impacts when considering the results of this section.

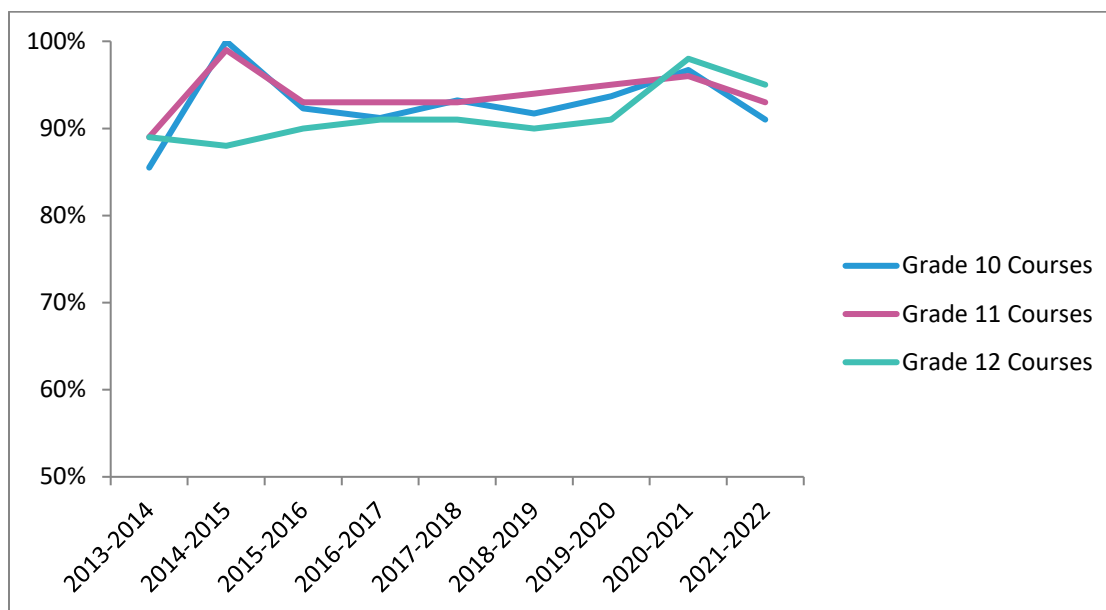
Course completion rates in the 2021-22 school year were consistent with the 2020-21 results across community types. In Yellowknife, 91% to 95% of students completed their core courses in high school in 2021-22. In regional centres, 85% to 94% of students completed their core courses. In small communities, 75% to 88% of students completed their core courses.

Looking at course completion rates over time, Yellowknife has remained relatively stable (Figure 28). However, regional centres (Figure 29) and small communities (Figure 30) have both experienced more fluctuation in course completion rates over time.

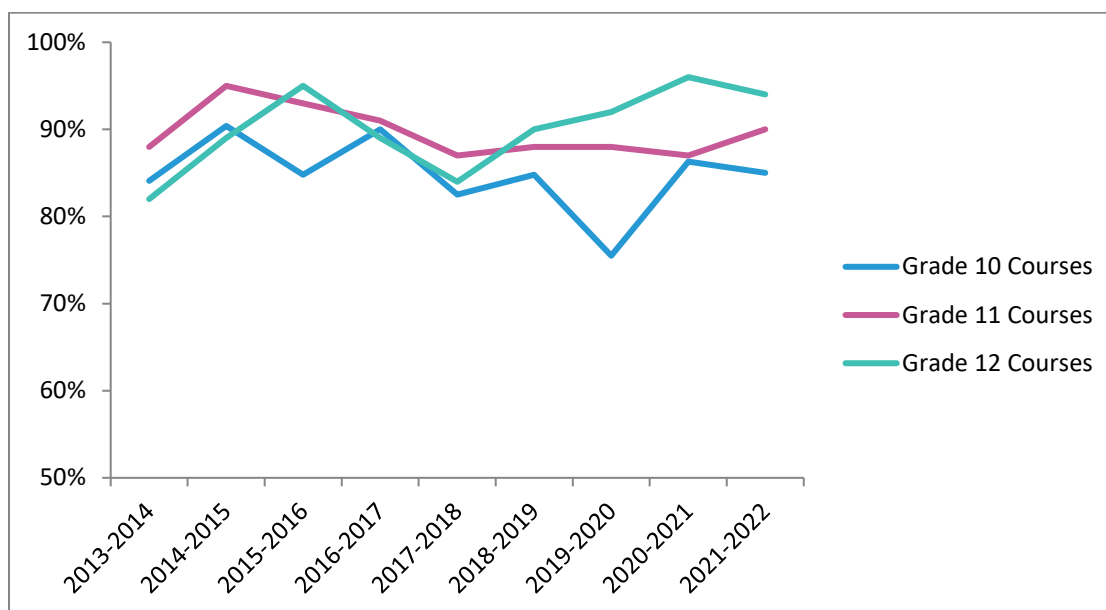
- One notable fluctuation is the spike in Grade 10 course completion in the 2019-20 school year. This is likely an impact of the COVID-19 pandemic.
- Another notable trend is the increase in Grade 12 course completion in small communities over time. The total number of students taking these courses has declined since 2017-18, which is likely contributing to a higher passing rate.

<sup>21</sup> [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 28: Percent of students who completed core subject courses by grade in Yellowknife from 2013-14 to 2021-22.**



**Figure 29: Percent of students who completed core subject courses by grade in Regional Centres from 2013-14 to 2021-22.**



**Figure 30: Percent of students who completed core subject courses by grade in Small Communities from 2013-14 to 2021-22.****Table 22: Number of students who passed/did not pass high school core subject courses by type and grade, 2021-22.<sup>22</sup>**

2020-2021		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
Grade 10									
MATH10	Did not pass	19	9.9%	18	23.1%	12	17.9%	49	14.6%
	Passed	172	90.1%	60	76.9%	55	82.1%	287	85.4%
MATH103	Did not pass	11	16.9%	15	24.2%	28	26.7%	54	23.3%
	Passed	54	83.1%	47	75.8%	77	73.3%	178	76.7%
ELA102	Did not pass	--	8.8%	--	23.4%	39	28.5%	61	21.7%
	Passed	--	91.3%	--	76.6%	98	71.5%	220	78.3%
ELA101	Did not pass	9	5.6%	--	4.3%	--	12.5%	17	6.3%
	Passed	152	94.4%	--	95.7%	--	87.5%	253	93.7%
FRA101	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRA102	Did not pass	--	40.0%					--	33.3%
	Passed	--	60.0%	--	100.0%			--	66.7%
FLA102	Did not pass								
	Passed								

<sup>22</sup> Table note: "--" stands for suppressed data. Small numbers are suppressed for privacy purposes. Data alongside these small numbers may also be suppressed so numbers cannot be inferred. Blank cells, on the other hand, stand for no record or a record of zero.

FLA101	Did not pass	--	2.6%					--	2.4%
	Passed	--	97.4%	--	100.0%			41	97.6%
SST102	Did not pass	12	19.0%	8	16.0%	39	32.5%	59	25.3%
	Passed	51	81.0%	42	84.0%	81	67.5%	174	74.7%
SST101	Did not pass	8	4.7%	--	7.9%			13	4.8%
	Passed	161	95.3%	--	92.1%	--	100.0%	260	95.2%
NTHSD10	Did not pass	20	8.6%	15	12.5%	37	26.2%	72	14.6%
	Passed	212	91.4%	105	87.5%	104	73.8%	421	85.4%
SCIENCE10	Did not pass	19	10.0%	11	13.9%	27	28.7%	57	15.7%
	Passed	171	90.0%	68	86.1%	67	71.3%	306	84.3%
Total		1196		594		745		2535	
Total Pass		1088	91.0%	504	84.8%	558	74.9%	2150	84.8%
Grade 11									
MATH202	Did not pass	--	9.3%	--	16.1%	--	4.2%	10	10.2%
	Passed	--	90.7%	--	83.9%	--	95.8%	88	89.8%
MATH201	Did not pass	--	1.0%	--	21.2%	--	18.8%	14	8.2%
	Passed	--	99.0%	--	78.8%	--	81.3%	156	91.8%
ELA202	Did not pass	--	15.3%	--	13.0%	19	28.8%	39	19.0%
	Passed	--	84.7%	--	87.0%	47	71.2%	166	81.0%
ELA201	Did not pass	--	4.2%	--	6.7%	--	9.7%	12	5.5%
	Passed	--	95.8%	--	93.3%	--	90.3%	207	94.5%
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			--	100.0%			--	100.0%
FLA201	Did not pass								
	Passed	37	100.0%					37	100.0%
SST202	Did not pass	18	21.7%	--	6.8%	--	19.3%	37	17.6%
	Passed	65	78.3%	--	93.2%	--	80.7%	173	82.4%
SST201	Did not pass	--	3.6%			--	5.6%	--	3.0%
	Passed	--	96.4%	42	100.0%	--	94.4%	193	97.0%
Total		640		253		254		1147	
Total Pass		593	92.7%	228	90.1%	208	81.9%	1029	89.7%
Grade 12									
MATH302	Did not pass	--	7.0%	--	12.5%	--	15.0%	10	9.9%
	Passed	--	93.0%	--	87.5%	--	85.0%	91	90.1%
MATH301	Did not pass	--	2.7%	--	5.3%			--	3.0%
	Passed	--	97.3%	--	94.7%	--	100.0%	--	97.0%
ELA302	Did not pass	--	8.5%			--	18.5%	16	10.1%



	Passed	--	91.5%	33	100.0%	--	81.5%	142	89.9%
<b>ELA301</b>	Did not pass	--	2.0%	--	7.3%	--	6.1%	--	4.1%
	Passed	--	98.0%	--	92.7%	--	93.9%	--	95.9%
<b>FRA302</b>	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
<b>FRA301</b>	Did not pass								
	Passed	--	100.0%					--	100.0%
<b>FLA302</b>	Did not pass								
	Passed								
<b>FLA301</b>	Did not pass								
	Passed	14	100.0%					14	100.0%
<b>SST302</b>	Did not pass	--	20.0%	--	11.1%	--	16.7%	--	17.5%
	Passed	--	80.0%	--	88.9%	--	83.3%	--	82.5%
<b>SST301</b>	Did not pass	--	1.6%	--	4.5%			--	2.2%
	Passed	--	98.4%	--	95.5%	8	100.0%	--	97.8%
<b>Total</b>		410		149		128		687	
<b>Total Pass</b>		390	95.1%	140	94.0%	112	87.5%	642	93.4%

## Difference between Diploma Exam and course marks for senior secondary (high school) students

### Why report on this measure?

Keeping track of the difference between marks NWT students get on their diploma exams and marks they get for their course work is to measure success, but also done in fairness. Success: because a student's *overall* mark in a course that has a diploma examination is a blend of their school-based mark and the diploma exam mark; schools that can successfully prepare their students for these exams will help their students achieve higher overall marks. Fairness: students could achieve different overall marks if some schools grade differently than others. This is why standardized exams help keep marks consistent across NWT schools.

According to research, throughout Alberta, students' class marks tend to be higher than their exam marks by about 7-10% in diploma courses.<sup>23</sup> However, this difference will vary by schools and regions as they might have different standards for the difference between diploma course marks and exam marks.

The results for this section offer a look over time at how students in the different community types do in their diploma courses versus on their exams. Schools and education decision-makers can use this information to develop NWT standards between course and exam marks, where an acceptable difference would be set.

### What do the results tell us?

The last full year of diploma exam results was the 2018-19 school year (those results can be found in [this report](#)).

- Diploma exams were only written in the January session of the 2019-20 school year due to the COVID-19 pandemic.
- Diploma exams were optional in the 2020-21 school year and less than 30 students across the territory wrote exams; therefore, results are not published for that year.
- Diploma exams resumed in the 2021-22 school year (June session only); however, some schools received exemptions from writing during that sitting.
  - The Hay River area, for example, experienced major spring flooding, which caused more disruption to the education system.

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<sup>23</sup> Eight Leaves. Diploma Exam Marks vs. School Marks (2017). <https://www.eightleaves.com/diploma-exam-marks-vs-school-marks-alberta-high-schools>

The results for this indicator, therefore, will not include all students who took the below courses in the 2021-22 school year; rather, it only looks at those students who took these courses **and** wrote a diploma exam in that year.

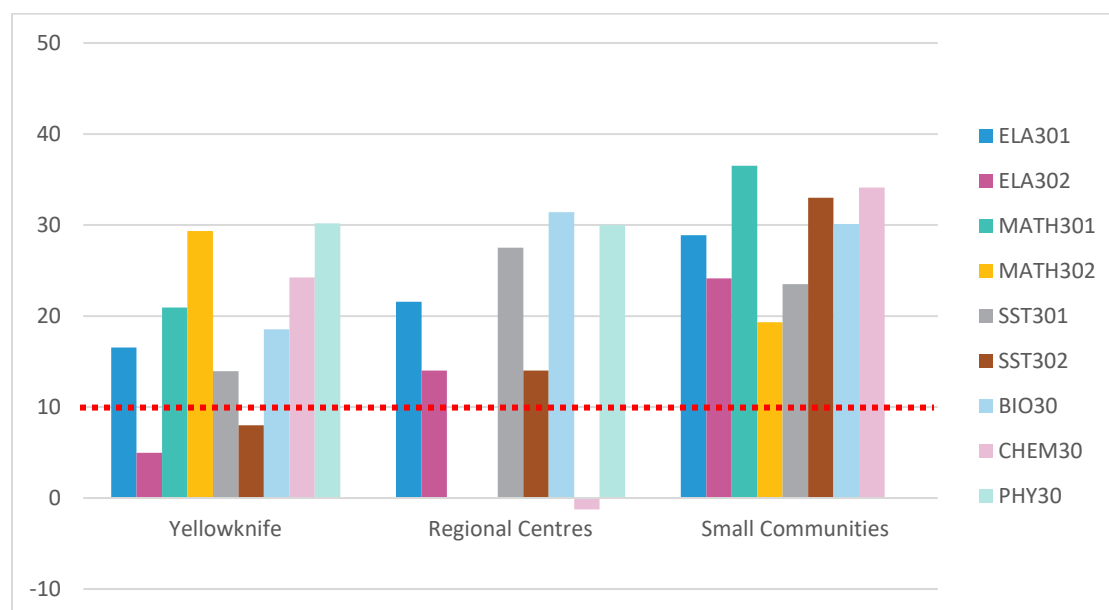
Figure 31 shows the average differences for 2021-22 between diploma exam and course marks across different subjects and community types. In many cases, NWT differences between courses and exams are higher than what is typically seen in Alberta (**the dashed red line**). English Language Arts 301, Social Studies 301, Biology 30, and Physics 30 were the courses where the difference between exam and course marks was higher than the Alberta average across all community types.

Table 23 and Table 24 break down the differences between exam and course marks for the 2021-22 school year by subject, community type, and education body.

Figure 32 and Figure 33 show the difference between diploma exam and course marks over time for English Language Arts (ELA) 302 and Math 302 across the community types. The trend for ELA 302 has remained relatively the same over time: Yellowknife having the smallest gap, small communities having the largest, and regional centres being somewhere in the middle (Figure 32).

Between 2019-20 (the last sitting pre-pandemic) and 2021-22 (the first sitting post-pandemic), the difference between diploma exam and course marks across community types has increased. This is likely an indication of the impact of the pandemic on the education system in the NWT.

For Math 302, trends across the community types are less defined and show sharper changes from year to year (Figure 33). Like ELA 301, however, we do see that the difference between diploma exam and course marks in Yellowknife and small communities increased throughout the pandemic. Results for Math 302 were unavailable for regional centres for the 2021-22 school year.

**Figure 31: Average difference (%) between diploma exam and course marks by subject and community type, 2021-22.<sup>24</sup>****Table 23: Average difference (%) between diploma exam and course marks by subject and community type, 2021-22.<sup>25</sup>**

	Yellowknife	Regional Centres	Small Communities	NWT	
ELA 301	16.54	21.56	28.88	19.36	
ELA 302	4.97	14.0	24.13	13.06	
MATH 301	20.93		36.5	22.0	
MATH 302	29.34		19.33	25.51	
SST 301	13.95	27.5	23.5	17.2	
SST 302	8.0	14.0	33.0	14.75	
BIO 30	18.53	31.71	30.13	22.63	
CHEM 30	24.25	-1.27	34.13	19.96	
PHYSICS 30	30.19	30.0		30.16	
<b>Total Average Difference</b>	18.52	19.6	28.70	20.51	

Over 10% difference
  Over 15% difference

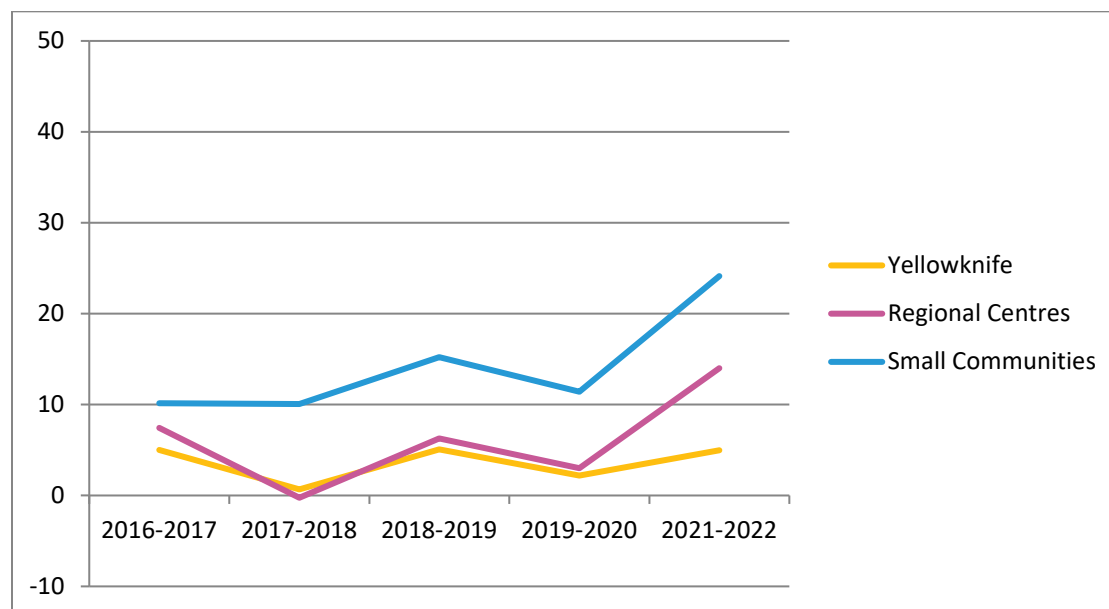
<sup>24</sup> Courses abbreviated in this figure are as follows: English Language Arts 30-1, English Language Arts 30-2, Math 30-1, Math 30-2, Social Studies 30-1, Social Studies 30-2, Biology 30, Chemistry 30, and Physics 30.

<sup>25</sup> Negative figures (Table 23, 24 CHEM 30 results; Figure 32 ELA 302 Regional Centre results) are due to how this indicator is calculated. Each student's exam mark is subtracted from their course mark, and then an average is taken of those figures. For example, in Figure 32, students in regional centres on average had a -0.25% difference between their course and exam marks, meaning 0.25% did better on the exam).

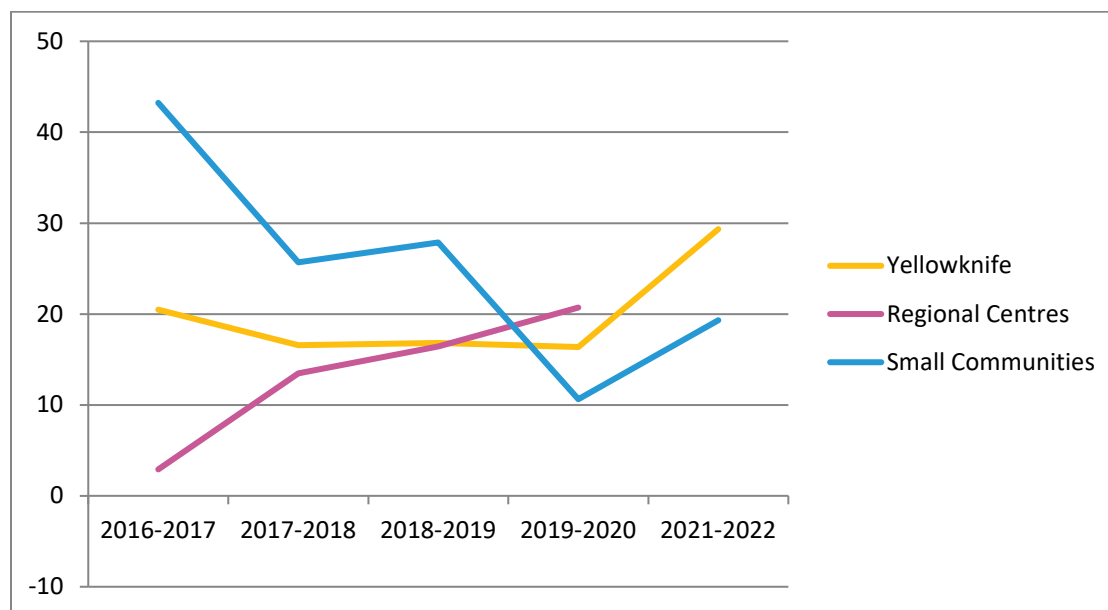
**Table 24: Average difference (%) between diploma exam and course marks by subject and education body, 2021-22.**

	BDEC	CSF	DDEC	NDEA	SDEC	SSDEC	TCSA	YCS	YK1	
ELA 301	18.80	33.0	24.0		38.75	25.0	26.71	17.35	15.59	
ELA 302	27.47	13.0	21.0	28.0	11.0	8.75	15.63	6.08	2.44	
MATH 301					23.0	50.0		23.45	19.19	
MATH 302	17.2				20.15			31.71	27.13	
SST 301	29.0				23.5	25.0		14.89	13.64	
SST 302	14.0			54.0	29.0		16.0	8.0		
BIO 30	48.45	34.33	32.0	24.5	23.0	9.25		16.83	16.27	
CHEM 30	63.0	33.75			30.0	-1.27		18.11	25.40	
PHYSICS 30	36.0	40.67				12.0		27.82	39.0	

Over 10% difference  
Over 15% difference

**Figure 32: Average difference (%) between ELA 302 course and exam marks by community type, overtime.**

**Figure 33: Average difference (%) between Math 302 course and exam marks by community type, overtime.**



## 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 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.

ECE developed a new graduation rate method in 2021 that considers the unique circumstances of students in the NWT. [The new method – called the Six-Year Graduation Rate](#) – starts by grouping students into a cohort. A student's cohort is the school year that they first enrolled in Grade 10. To get the graduation rate, the number of students who graduate within six years of starting Grade 10 is divided by the total number of students in the cohort. The new method ensures that students who leave the NWT before finishing high school do not get counted as not graduating and make the graduation rate appear lower than it actually is.<sup>26</sup>

### What do the results tell us?

In 2022, the Six-Year Graduation Rate for the NWT showed that 56% of students graduated (Table 25). This is a decrease of 4% since 2021. Overall, graduation rates have been slowly climbing since 2013 (Figure 34). Over the last ten years, the gap between Indigenous student and non-Indigenous student graduation rates has remained between 30-40% (Figure 35 and Table 26).

When looking at high school graduation rates by community type, Yellowknife and small communities have both seen a decrease in their graduation rates since last year (Table 25).

Regional centres, on the other hand, have seen an increase in their high school graduation rate (Table 25). Digging into this data further, this increase does not indicate a larger number of graduates, but rather a smaller number of students in the cohort.

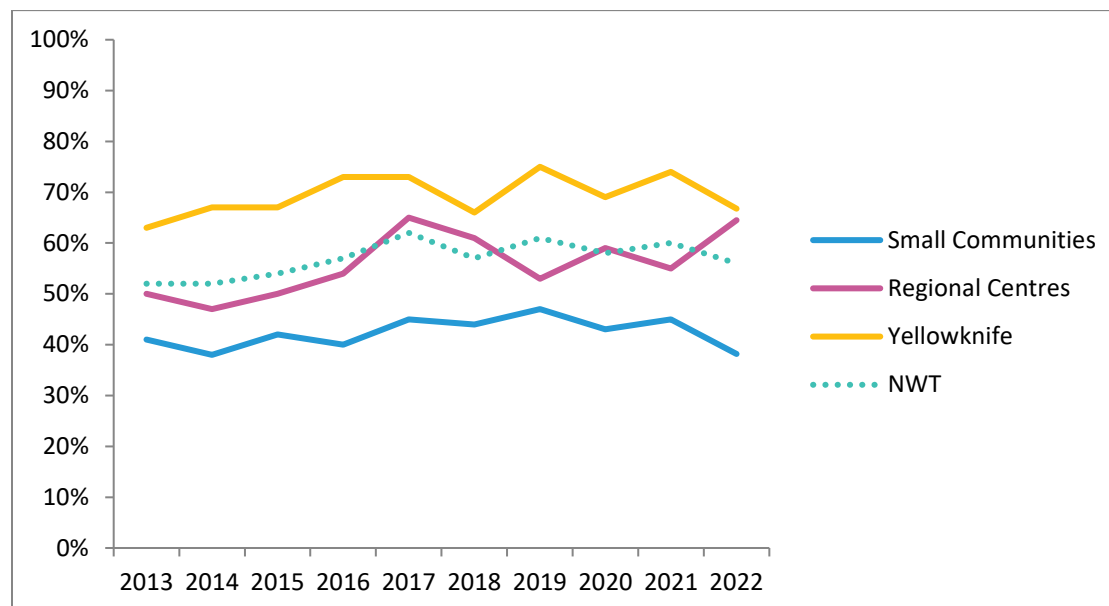
Since the graduation rate allows students up to six years to complete high school, the student cohort for the 2022 results started high school in the 2016-17 school year. This means the COVID-19 pandemic would have impacted this cohort's 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> years since starting high school. It is possible the decreases seen in the graduation rates are related to the pandemic.

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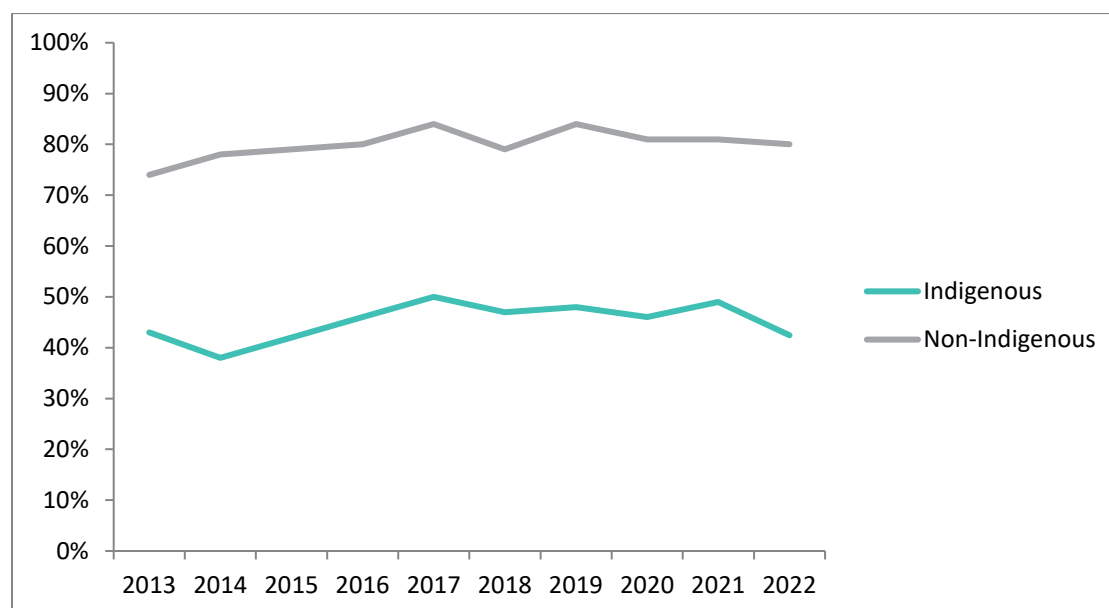
<sup>26</sup> For more information on the new graduation rate method, see the Grad Rate fact sheet on the [Department of Education, Culture and Employment website](#).

The impact of the pandemic will likely be more prominent in the 2023 graduation rate, as it disrupted the cohort's 3<sup>rd</sup> year since starting high school.

**Figure 34: Six-Year Graduation Rate by community type and NWT, 2013-22.**



**Figure 35: Six-Year Graduation Rate by ethnicity, 2013-22.**





**Table 25: Six-Year Graduation Rate by community type, 2013-22.**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Yellowknife</b>	63%	67%	67%	73%	73%	66%	75%	69%	74%	67%
<b>Regional Centres</b>	50%	47%	50%	54%	65%	61%	53%	59%	55%	65%
<b>Small Communities</b>	41%	38%	42%	40%	45%	44%	47%	43%	45%	38%
<b>NWT</b>	<b>52%</b>	<b>52%</b>	<b>54%</b>	<b>57%</b>	<b>62%</b>	<b>57%</b>	<b>61%</b>	<b>58%</b>	<b>60%</b>	<b>56%</b>

**Table 26: Six-Year Graduation Rate by ethnicity, 2013-22.**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Indigenous</b>	<b>43%</b>	<b>38%</b>	<b>42%</b>	<b>46%</b>	<b>50%</b>	<b>47%</b>	<b>48%</b>	<b>46%</b>	<b>49%</b>	<b>42%</b>
<b>Non-Indigenous</b>	74%	78%	79%	80%	84%	79%	84%	81%	81%	80%

## Percent of high school graduates going onto post-secondary programs

### Why report on this measure?

The JK-12 education system is designed to help students transition from high school into the next stage of their lives. The next stage may include post-secondary education/training, getting a job, or pursuing 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 include certificate, diploma, and degree programs, as well as Aurora College's University/Occupation & College Access Program, which provides prerequisite and college preparation courses to enable students to enter the school's post-secondary programs.

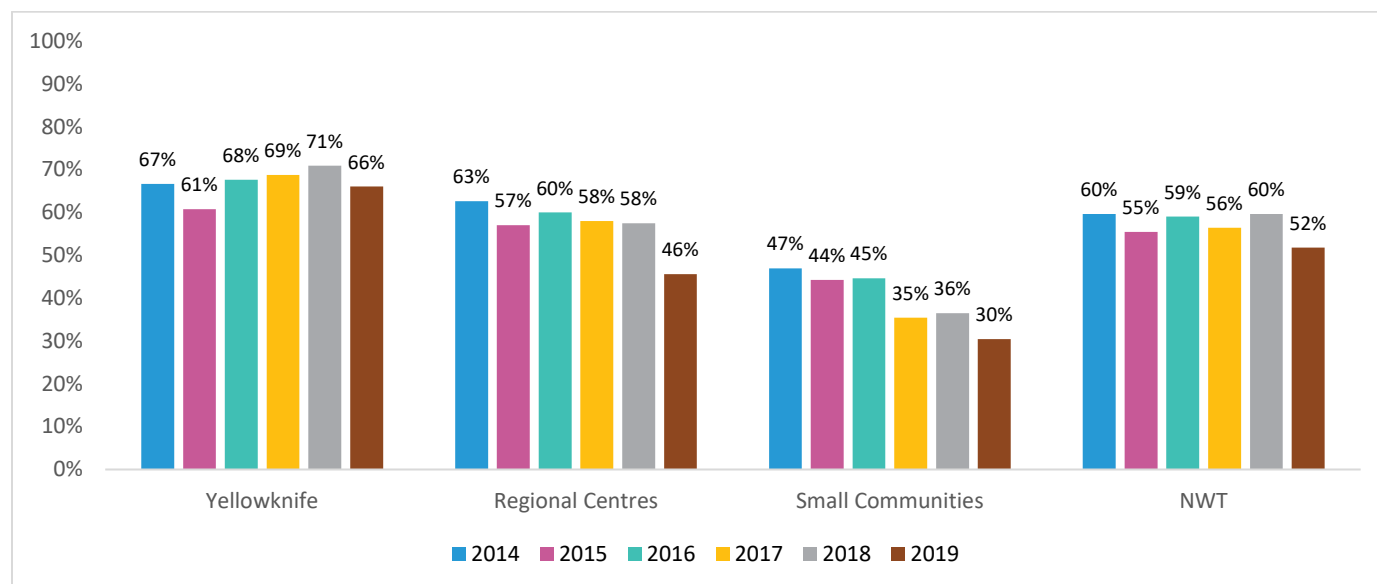
### What do the results tell us?

The newest data for this indicator looks at students who graduated in the 2018-19 school year and went on to post-secondary between 2019 and 2022. Across community types, we see a decrease in the percentage of high school graduates who enrolled in post-secondary education within three years (Figure 36). This is likely an impact of the COVID-19 pandemic.

Looking at results over time, regional centres and small communities continue to be on a downward trend (Figure 36).

Between 2014 and 2019, less than 10% of students who went on to a post-secondary program enrolled in Aurora College's Access program; this indicates that most high school graduates are pursuing a certificate, diploma or degree.

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

**Figure 36: Percent of high school graduates who successfully pursued post-secondary education within three years of graduation, by community type, 2014-19.****Table 27: High school graduates who successfully pursued post-secondary education within three years of graduation, by community type<sup>27</sup>, 2014-19.**

		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)
<b>2014</b>	Yellowknife	225	150	67%
	Regional Centres	99	62	63%
	Small Communities	147	69	47%
	NWT	471	281	60%
<b>2015</b>	Yellowknife	209	127	61%
	Regional Centres	100	57	57%
	Small Communities	113	50	44%
	NWT	422	234	55%
<b>2016</b>	Yellowknife	179	121	68%
	Regional Centres	75	45	60%
	Small Communities	112	50	45%

<sup>27</sup> The number of high school graduates for each school year was tracked over three years to examine how many were approved for NWT Student Financial Assistance (SFA). While almost all NWT high school graduates who go on to post-secondary education apply for SFA, there may be a small number who do not. The numbers reported here, therefore, may be slightly lower than the actual number of students who pursue post-secondary education.

	NWT	366	216	59%
<b>2017</b>	Yellowknife	176	121	69%
	Regional Centres	88	51	58%
	Small Communities	110	39	35%
	NWT	374	211	56%
<b>2018</b>	Yellowknife	189	134	71%
	Regional Centres	80	46	58%
	Small Communities	85	31	36%
	NWT	354	211	60%
<b>2019</b>	Yellowknife	171	113	66%
	Regional Centres	79	36	46%
	Small Communities	92	28	30%
	NWT	342	177	52%

## Percent of high school graduates returning to the JK-12 education system

### Why report on this measure?

Some students may need/want to upgrade their high school education after they've graduated by retaking some courses to get higher grades or taking different courses altogether. This is an indication that these students graduated without the necessary grades or courses to support the next stage of their lives, whether that be applying to post-secondary schools, pursuing a trade, or getting a job. High numbers of students who upgrade is an indication that the JK-12 education system must adjust its programs, services and supports to better support students' learning and goals after high school.

### What do the results tell us?

Table 28 shows the percent of 2018-19 high school graduates who returned to the JK-12 education system within three years after completing high school, referred to as "*Total Individual Returners*." Over the three years, 16.4% of 2018-19 graduates returned to the JK-12 education system. Most of them returned in the first school year after graduating, the 2019-20 school year. These results align with the data reported the [last time this indicator was published](#).

This data shows that there is a continuing demand for programs and services that help students develop their skills and learning to successfully enter college, university, trades, training or the job market after they graduate from high school.

**Table 28: Number and percent of 2018-19 high school graduates who returned to the JK-12 education system within three years.**

	Count	% of 2018-2019 high school graduating class
High school graduates in 2018-19	342	
Total Individual Returners <sup>28</sup>	56	16.4%
Returned 1 year later	55	16.1%
Returned 2 years later	3	0.9%
Returned 3 years later	0	0.0%

<sup>28</sup> The “Total Individual Returners” (56) **does not** equal the sum of the breakdown by year (58) because students may have returned for more than one year. Therefore, the breakdown by year totals the number of *times* graduates returned, not the number of graduates.