



Junior Kindergarten- Grade 12 Education System Performance Measures Technical Report 2022-23

Education, Culture and Employment

Une version française de ce document est disponible.

Government of
Northwest Territories

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Introduction

The purpose of this document is to report on the current state of the Northwest Territories (NWT) education system. This annual report will feed into an evaluation of the Education Renewal and Innovation Framework.

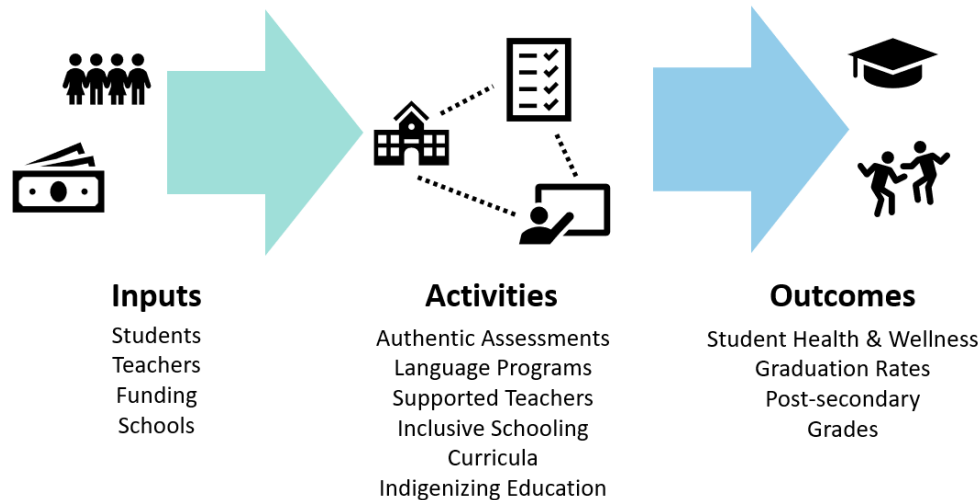
The Education Renewal and Innovation Framework embraces a more holistic way of teaching and learning with the goal of supporting students to become capable and contributing people. This model respects the NWT's Indigenous cultures as well as the needs and expectations of the 21st century. Learning and knowing how to survive on the land and contribute to your community requires a complex and flexible skillset, one that spans across the capacities of a whole person.

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

The changes that 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 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 NWT education system has been impacted by many events in recent years, such as the COVID-19 pandemic, major flooding, and wildfires. Where relevant, it is noted in this report whether and how the data may be influenced by these events. Some impacts on the education system 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 2022-23 school year. This makes it easier to see the areas where the system is improving, and to identify areas that need support. Here is a high-level summary of the findings of the 2022-23 report:

- The number of educators in the NWT has steadily increased over the last two years.
- The percentage of 4–5-year-olds enrolling in Junior Kindergarten/Kindergarten has 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.
- The percentage of Grade 7 students in small communities reporting their relationships with adults at school as “High Quality” has increased over the last two years.
- Attendance rates are trending downwards across the NWT.
- The Six-Year Graduation Rate has remained relatively steady over the last decade.

Previous annual Junior Kindergarten to Grade 12 Education System Performance Measures Technical Reports can be found on the [ECE website](#).

Part 1 – Input Performance Measures

This first part of this report 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 Early Development Instrument 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 support.

Monitoring Early Development Instrument 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 Early Development Instrument can appear as a large change overall, skewing the results. For this reason, Early Development Instrument results are grouped into three-year clusters (i.e., 2020-22, 2021-23).

Overall, the combined percentage of children in the NWT who are "on track" or "in flux" over the last three years is 63 percent (Figure 1). Regional centres continue to have a

higher percentage of children who are “on track” compared to Yellowknife and small communities. (Figure 2). However, as shown later in the report, the introduction of Junior Kindergarten has had an overall positive impact on children in the NWT (Figure 23).

The Early Development Instrument 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 enroll in Kindergarten and are assessed through the Early Development Instrument.

Figure 1: Percentage of children who are developmentally "on track," in flux" and "vulnerable" in the NWT, from 2015-2023, as three-year clusters.

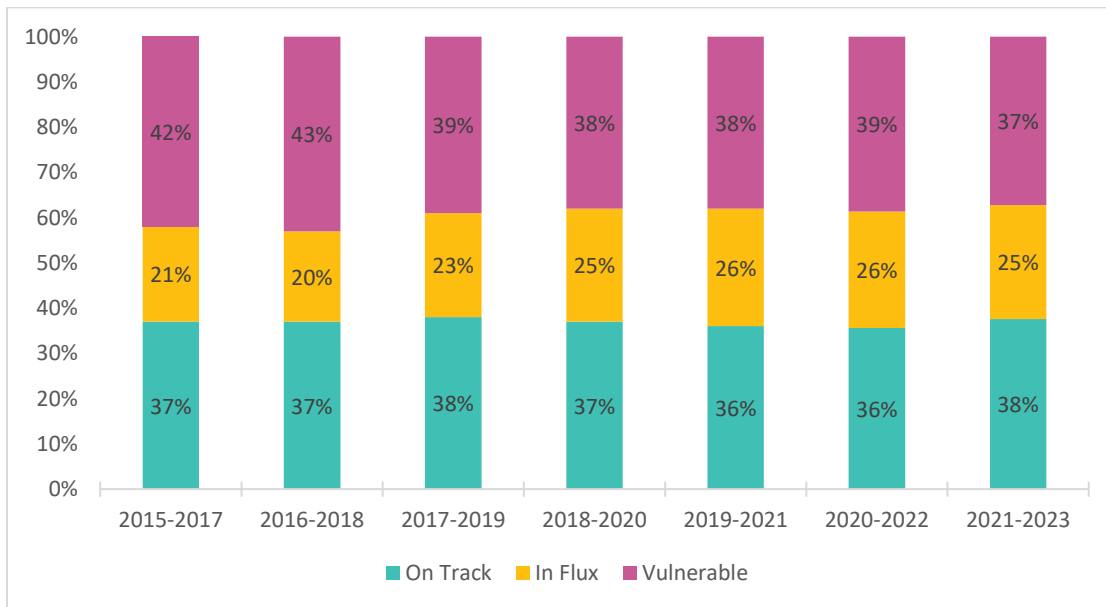


Figure 2: Percentage of children who are developmentally "on track" by community type, from 2019-2023, as three-year clusters.¹

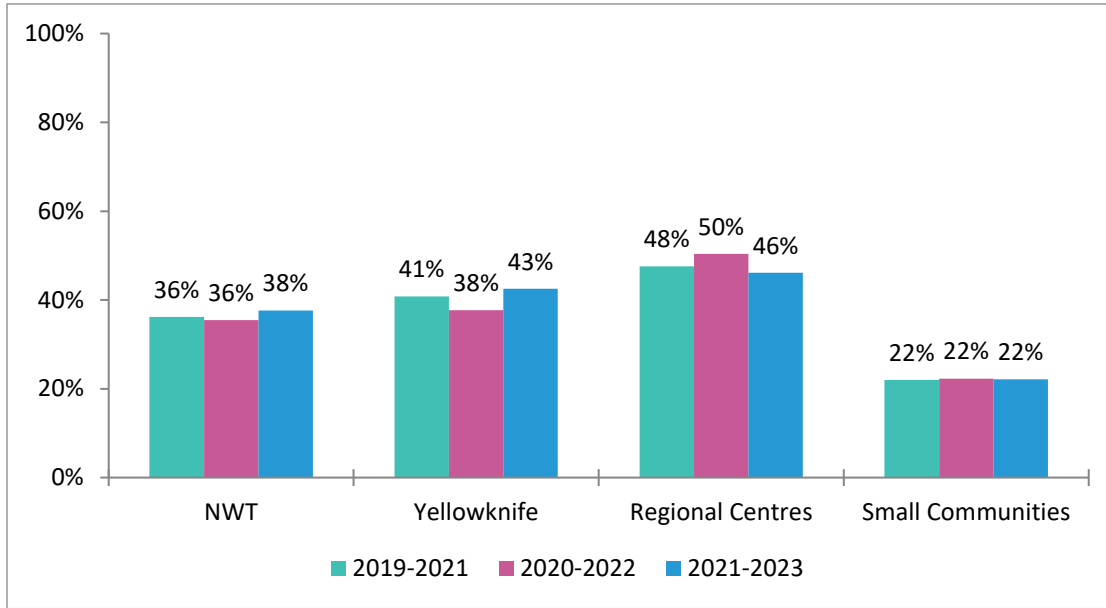


Table 1: Number of, and percentage of, children who are developmentally "on track" by community type, 2021-22 and 2022-23.

		NWT	Yellowknife	Regional Centres	Small Communities
2021-22	Count	161	89	43	29
	%	35%	36%	49%	24%
2022-23	Count	163	104	34	25
	%	38%	47%	37%	23%

¹ Regional centres include Hay River, Inuvik, and Fort Smith. Small communities are communities outside the regional centres and Yellowknife.

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 Middle Years Development Instrument, the Well-Being Index provides a summary of children’s social, emotional and physical health. It combines five measures from the Instrument:

- 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 Junior Kindergarten to Grade 12 school system becomes better able to reflect the cultures of the NWT and support students to flourish as capable and healthy persons, Middle Years Development Instrument “thriving” scores should increase.

It is important to note that Middle Years Development Instrument “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 this Instrument 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?

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

The percentage of Grade 4 students who participated in the Middle Years Development Instrument who are “thriving” decreased in regional centres and small communities between 2021-22 and 2022-23 (Figure 3 and Table 2). Over time, trends for Grade 4 students across community types are less defined and show more fluctuations from year to year (Figure 3).

The percentage of Grade 7 students who participated in the Middle Years Development Instrument who are “thriving” increased in small communities between 2021-22 and 2022-23. However, there continues to be a downward trend in the NWT overall and across Yellowknife and regional centres (Figure 4). Decreases in “thriving” scores suggest that the NWT education system can do more to better support students’ well-being throughout the middle grades.

Figure 3: Percentage of Grade 4 students who are “thriving” by community type, over time.

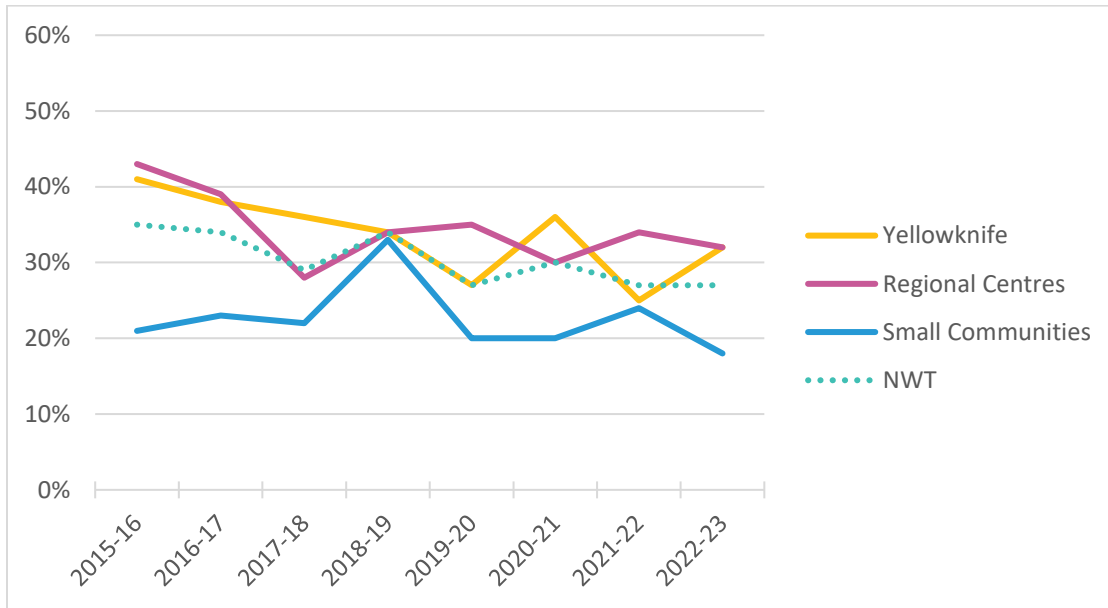


Figure 4: Percentage of Grade 7 students who are “thriving” by community type, over time.

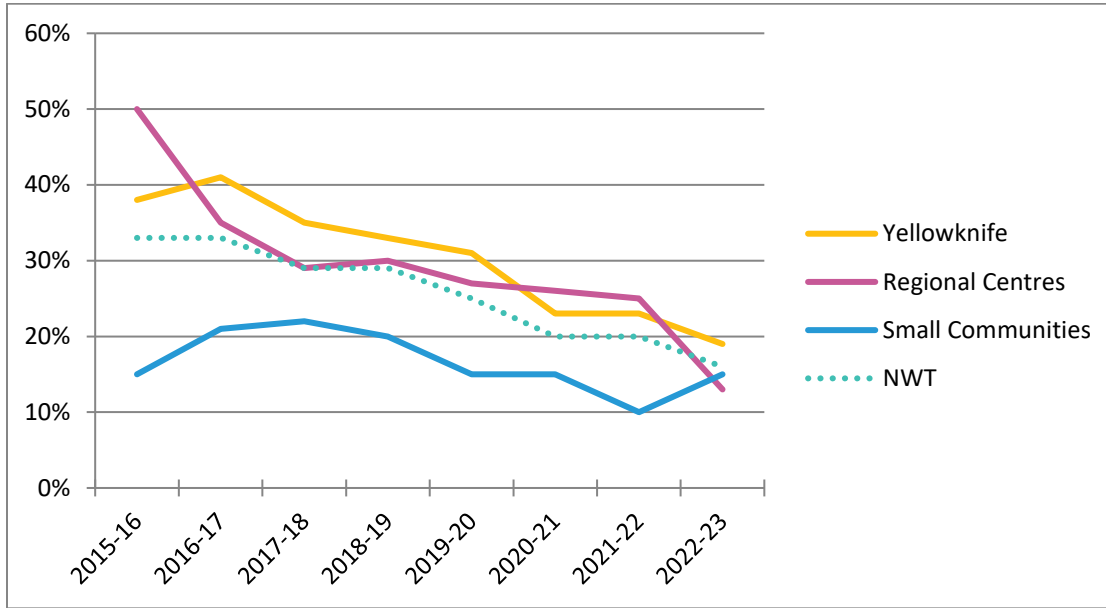


Table 2: Percentage of Grade 4 and Grade 7 students who are “thriving,” according to the Middle Years Development Instrument by community type, 2021-22 and 2022-23.

		NWT	Yellowknife	Regional Centres	Small Communities
2021-22	Grade 4	27%	25%	34%	24%
	Grade 7	20%	23%	25%	10%
2022-23	Grade 4	27%	32%	32%	18%
	Grade 7	16%	19%	13%	15%

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 Junior Kindergarten to Grade 12 is available in all NWT communities; however, students in Enterprise, Sachs Harbour, Tsiigehtchic, Dettah, Kakisa, Nahanni Butte, Sambaa K'e, Wrigley, and Wekweètì must travel to other communities or use the [Northern Distance Learning](#) program to complete their high school education.

In the 2022-23 school year, a new school École Itł'ò was established in Yellowknife, following the demolition of École J.H. Sissons School in the 2021-22 school year.

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 Itł'ò (JK to 5) École Sir John Franklin High School (Grade 9 to 12) École William McDonald School (Grade 6 to 8) Mildred Hall Elementary School (JK to 8) N.J. Macpherson School (JK to 5) Range Lake North School (JK to 8) 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)

			<p>East Three Secondary School (Grade 7 to 12)</p> <p>École Boréale (JK to 12)</p> <p>Harry Camsell School (JK to 3)</p> <p>Joseph Burr Tyrrell School (JK to 6)</p> <p>P.W. Kaeser High School (Grade 7 to 12)</p> <p>Princess Alexandra School (Grade 4 to 7)</p>
Small Communities	<p>Aklavik, Behchokò, Colville Lake, Délı̄ne, Dettah, Fort Good Hope, Fort Liard, Fort McPherson, Fort Providence, Fort Resolution, Fort Simpson, Gamètì, Jean Marie River, Kakisa, Kát'odeeche, Łutselk'e, Ndı̄ł, Nahanni Butte, Norman Wells, Paulatuk, Sachs Harbour, Sambaa K'e, Tsiigehtchic, Tuktoyaktuk, Tulita, Ulukhaktok, Wekweètì, Whatì, Wrigley</p>	31	<p>Alexis Arrowmaker School (JK to 10)</p> <p>Angik School (JK to 12)</p> <p>Charles Tetcho School (JK to 9)</p> <p>Charles Yohin School (JK to 10)</p> <p>Chief Albert Wright School (JK to 12)</p> <p>Chief Jimmy Bruneau School (JK to 12)</p> <p>Chief Julian Yendo School (JK to 9)</p> <p>Chief Julius School (JK to 12)</p> <p>Chief Paul Niditchie School (JK to 9)</p> <p>Chief Sunrise Education Centre (JK to 12)</p> <p>Chief T'Selehye School (JK to 12)</p> <p>Colville Lake School (JK to 12)</p> <p>Deh Gáh Elementary & Secondary School (JK to 12)</p> <p>Deninu School (JK to 12)</p> <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'álemi Dene School (JK to 12)</p> <p>Kaw Tay Whee School (JK to 9)</p>

			<p>Łídlı́ Kúé Elementary School (JK to 6)</p> <p>Łídlı́ Kúé 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>ʔehtseo 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. Understanding when and why schools were unexpectedly closed helps us understand and assess the results we're seeing in education data.

What do the results of this measure tell us?

Table 4 breaks down the list of unplanned school closures in the 2022-23 school year by school. The table also presents the percentage of instructional time missed due to the closures, as well as the reasons for the closures.

The overall average amount of instructional time missed due to school closures in the NWT in 2022-23 was 3.1%. This aligns with the amount of school closures seen in the previous school year.² The four main reasons for school closures were wildfire evacuation, weather, staff illness, and infrastructure issues. The 2022-23 school year was the first year since the pandemic began to not experience a school closure due to the COVID-19 pandemic.

Table 4: Breakdown of Unplanned School Closures, 2022-23.³

Education Body	Community	School	Instructional Time Missed (%)	Reasons
South Slave Divisional Education Council	Hay River	Harry Camsell School	4.0%	Wildfire evacuation
		Princess Alexandra School	4.0%	Wildfire evacuation
		Diamond Jenness Secondary School	4.5%	Wildfire evacuation
	K'atlodeeche First Nation Reserve	Chief Sunrise Education Centre	7.2%	Wildfire evacuation
Commission scolaire francophone Territoires du Nord-Ouest	Hay River	École Boréale	4.1%	Wildfire evacuation
Dehcho Divisional	Fort Simpson	Łíídlıı Kúé Regional High School	1.7%	Staff illness

² See "Unplanned School Closures" in the [2021-22 JK-12 Report](#) for more details on pandemic-related school closures.

³ Yellowknife Education District No. 1 and Yellowknife Catholic Schools did not have any unplanned school closures in the 2022-23 school year.

Education Council	Nahanni Butte	Charles Yohin School	2.3%	Staff illness Infrastructure issues
	Wrigley	Chief Julian Yendo School	0.3%	Community events
	Sambaa K'e	Charles Tetcho School	9.2%	Wildfire evacuation
	Kakisa	Kakisa Lake School	2.3%	Staff illness
Tłı̄chǫ Community Services Agency	Behchokǫ	Elizabeth Mackenzie Elem.	2.0%	Infrastructure issues
		Chief Jimmy Bruneau School	0.6%	Infrastructure issues
	Wekweètì	Alexis Arrowmaker School	0.3%	Infrastructure issues
Beaufort-Delta Divisional Education Council	Fort McPherson	Chief Julius School	1.7%	Flooding
	Uluksaktok	Helen Kalvak Elihakvik	4.0%	Weather Staff illness
	Inuvik	East Three Elementary School	0.6%	Student safety
		East Three Secondary School	0.6%	Student safety
	Paulatuk	Angik School	1.7%	Weather Infrastructure issues
	Sachs Harbour	Inualthuyak School	3.1%	Weather Infrastructure issues Staff illness
	Tsiigehtchic	Chief Paul Niditchie School	0.6%	Infrastructure issues
	Tuktoyaktuk	Mangilaluk School (Elementary)	1.7%	Weather Infrastructure Issues
		Mangilaluk School (JH/SH)	2.0%	Weather Infrastructure Issues
Sahtu Divisional Education Council	Colville Lake	Colville Lake School	15.0%	Community events Student safety Staff illness Weather Infrastructure issues
	Délı̄ne	ʔehtseo Ayha School	0.9%	Weather Infrastructure issues Community events
	Fort Good Hope	Chief T'Selehye School	2.6%	Staff illness Infrastructure issues
	Tulita	Chief Albert Wright School	4.0%	Infrastructure issues Weather
NWT OVERALL AVERAGE			3.1%	

Number of NWT Students

Why report on this measure?

Knowing how many students are supported by the NWT school system 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 includes students who attended school at least 60 percent of the time, as of September 30 in the school year reported.

Students who do not attend school at least 60 percent 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 Full-Time Equivalent. For example, two part-time students enrolled as 0.5 would equal 1.0 Full-Time Equivalent. We report on Full-Time Equivalent enrolments because they are tied to the funding that ECE provides schools (see [page 25](#) for more information). For information on school attendance, please see [page 62](#).

The number of NWT students enrolled in Grades 1-9 (Figure 5) continued to be relatively stable since the 2020-21 school year. High school enrolment (Figure 6) increased in the 2022-23 school year.

Before the 2021-22 school year, enrolment in high school was reported as a group and not separated by grade (as seen in Figure 6) due to errors in the grade designation for many Grade 11 and Grade 12 students across the territory. Beginning in the 2021-22 school year, these errors were fixed, and high school grades are now presented separately. Historical high school data will remain combined.

Figure 5: Number of Full-Time Equivalent⁴ students enrolled in the NWT in Grades 1-12, over time.⁵

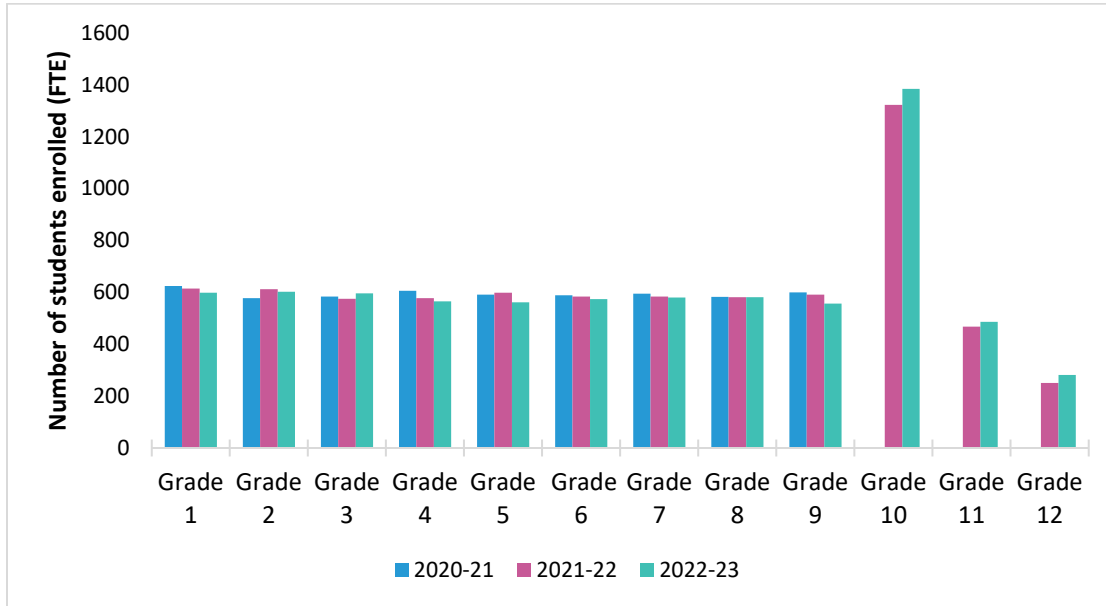
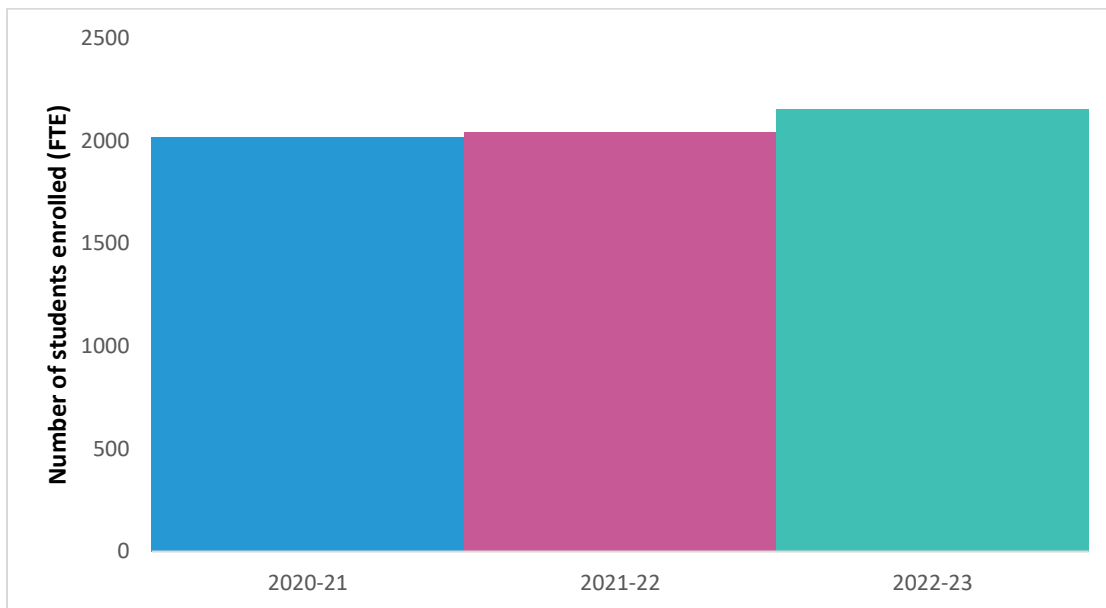


Figure 6: Number of Full Time Equivalent students enrolled in High School (Grades 10-12) in the NWT, over time.



⁴ Full-Time Equivalent includes students who attended school at least 60 percent of the time, as of September 30 in the school year reported.

⁵ 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 Grade 11 and Grade 12 students across the territory. Beginning in

Table 5: Enrolment (Full-Time Equivalent) Grades 1-12, 2022-23.⁶

Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
NWT													
Overall	599	603	596.5	565.5	561.5	574	580.5	581	556.5	1384.25	486.5	281.75	7370
Indigenous	348.5	336	352	341	351	357	376	367	362	1092.75	295	109.25	4687.5
Non-Indigenous	250.5	267	244.5	224.5	210.5	217	204.5	214	194.5	291.5	191.5	172.5	2682.5
Education Body													
Beaufort Delta Divisional Education Council													
Overall	105	110.5	107	90	110.5	98.5	92.5	114.5	107	220	63	34.5	1253
Indigenous	85.5	97.5	92	82	97	89	--	106.5	94	211	53	--	1120.5
Non-Indigenous	19.5	13	15	8	13.5	9.5	--	8	13	9	10	--	132.5
Commission scolaire francophone Territoires du Nord-Ouest													
Overall	25.5	32	22	19	24	11	12	15	--	8.5	13	--	194
Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	21
Non-Indigenous	--	--	--	--	--	11	--	--	--	--	--	--	173
Dehcho Divisional Education Council													
Overall	31	--	31.5	24	31	34	29	36	34	87	26.5	--	390.5
Indigenous	--	--	--	--	--	--	--	--	--	--	26.5	--	363.5
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	27
Dettah District Education Authority													
Overall	--	--	--	--	--	--	--	--	--	12.5	--	--	44.5
Indigenous	--	--	--	--	--	--	--	--	--	12.5	--	--	44.5
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	--
Ndilo District Education Authority													
Overall	13	11	--	12	13	9	9	--	--	23	10	--	120.5
Indigenous	--	--	--	12	--	9	--	--	--	23	10	--	116.5
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	--
Sahtu Divisional Education Council													
Overall	33	31	38	46	30	33	33	32	36	98	19	10	439
Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	385
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	54
South Slave Divisional Education Council													
Overall	93	68	81.5	84.5	82	94	106	65	80.5	251.75	78.5	42	1126.75
Indigenous	67	42.5	46	61	61	67	78.5	48	59	212.75	56	25	823.75
Non-Indigenous	26	25.5	35.5	23.5	21	27	27.5	17	21.5	39	22.5	17	303
Tłı̨ch̨ Community Services Agency													
Overall	49	53	49	50	41	56	55	54	54	235	55	10.25	761.25
Indigenous	--	53	49	--	--	--	--	--	54	235	--	--	753.25

the 2021-22 school year, these errors were fixed, and high school grades are now presented separated. Historical high school data will remain aggregated, as seen in Figure 6.

⁶ 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.

Non-Indigenous	--			--	--	--	--	--			--		8
Yellowknife Education District No. 1													
Overall	138.5	151	171.5	133	134	144.5	135	136.5	148.5	262.5	139	107.5	1801.5
Indigenous	43	42.5	64	38.5	52.5	42	51	41.5	52	130	46	22	625
Non-Indigenous	95.5	108.5	107.5	94.5	81.5	102.5	84	95	96.5	132.5	93	85.5	1176.5
Yellowknife Catholic Schools													
Overall	108	120.5	86	106	94	91	104	117.5	82.5	186	79.5	64	1239
Indigenous	34	42.5	31.5	34.5	27.5	31	33	44.5	27	86.5	27.5	15	434.5
Non-Indigenous	74	78	54.5	71.5	66.5	60	71	73	55.5	99.5	52	49	804.5
Community Type													
Small Communities													
Overall	208.5	206	195	202.5	191.5	200	189	199	198	638	148.5	41.25	2617.25
Indigenous	192	188.5	178	192.5	178.5	--	--	--	--	--	--	--	2496.75
Non-Indigenous	16.5	17.5	17	10	13	--	--	--	--	--	--	--	120.5
Regional Centres													
Overall	123.5	99.5	129	108	122	129.5	143.5	117	124.5	296.25	112.5	63	1568.25
Indigenous	77.5	60.5	78.5	74.5	89.5	91	109	89	91	245.25	78	37.5	1121.25
Non-Indigenous	46	39	50.5	33.5	32.5	38.5	34.5	28	33.5	51	34.5	25.5	447
Yellowknife													
Overall	267	297.5	272.5	255	248	244.5	248	265	234	450	225.5	177.5	3184.5
Indigenous	79	87	95.5	74	83	73	85	86	80	216.5	73.5	37	1069.5
Non-Indigenous	188	210.5	177	181	165	171.5	163	179	154	233.5	152	140.5	2115

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).⁷

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

What do the results of this measure tell us?

Table 6 and Table 7 tell us how many educators there are in the NWT 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 6: Number of educators by community type, 2021-22 and 2022-23.

		Yellowknife	Regional Centres	Small Communities	NWT
2021-22	Number of educators	457	288	511	1,256
	% of total NWT educator population	36.4%	22.9%	40.7%	
2022-23	Number of educators	470	302	514	1,286
	% of total NWT educator population	36.5%	23.5%	40.0%	

⁷ Further details on the definition of “educator” can be found [here](#).

Table 7: Number of educators by education body, 2021-22 and 2022-23.

Education body	2021-22		2022-23	
	Number of educators	% total educators	Number of educators	% total educators
Beaufort Delta Divisional Education Council	258	20.5%	269	20.9
Commission scolaire francophone Territoires du Nord-Ouest	40	3.2%	40	3.1%
Dettah District Education Authority	5	0.4%	5	0.4%
Dehcho Divisional Education Council	75	6.0%	77	6.0%
Ndilq District Education Authority	16	1.3%	12	0.9%
Sahtu Divisional Education Council	82	6.5%	82	6.4%
South Slave Divisional Education Council	205	16.3%	213	16.6%
Tłjchq Community Services Agency	144	11.5%	147	11.4%
Yellowknife Catholic Schools	196	15.6%	203	15.8%
Yellowknife Education District No. 1	235	18.7%	238	18.5%

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 is much higher.

What do the results of this measure tell us?

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

- For instance, Figure 7 shows that the South Slave Divisional Education Council received 14.7 percent of ECE's total education body budget in 2022-23 and served 14.8 percent of NWT students.
- Likewise, the Dettah District Education Authority received 1.1 percent of ECE's education body budget and serves 0.6 percent 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 serves exclusively small communities, so its teacher salaries and benefits will be higher. Therefore, it receives proportionally higher funding, as shown by the Council's relatively high dark blue bar (Figure 7).

Yellowknife Catholic Schools and Yellowknife Education District No. 1 are funded by the City of Yellowknife taxpayers as well as ECE, so they receive proportionally less funding from ECE than other education bodies. ECE covers approximately 81 percent of their costs and City of Yellowknife taxpayers cover the remaining 19 percent. Therefore, the dark blue bars for these education bodies in Figure 7 are much lower than their corresponding light blue bars since they are funded at a lower rate.

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

Figure 7: Percent of ECE education budget that education bodies receive compared to the number of students served, 2022-23.

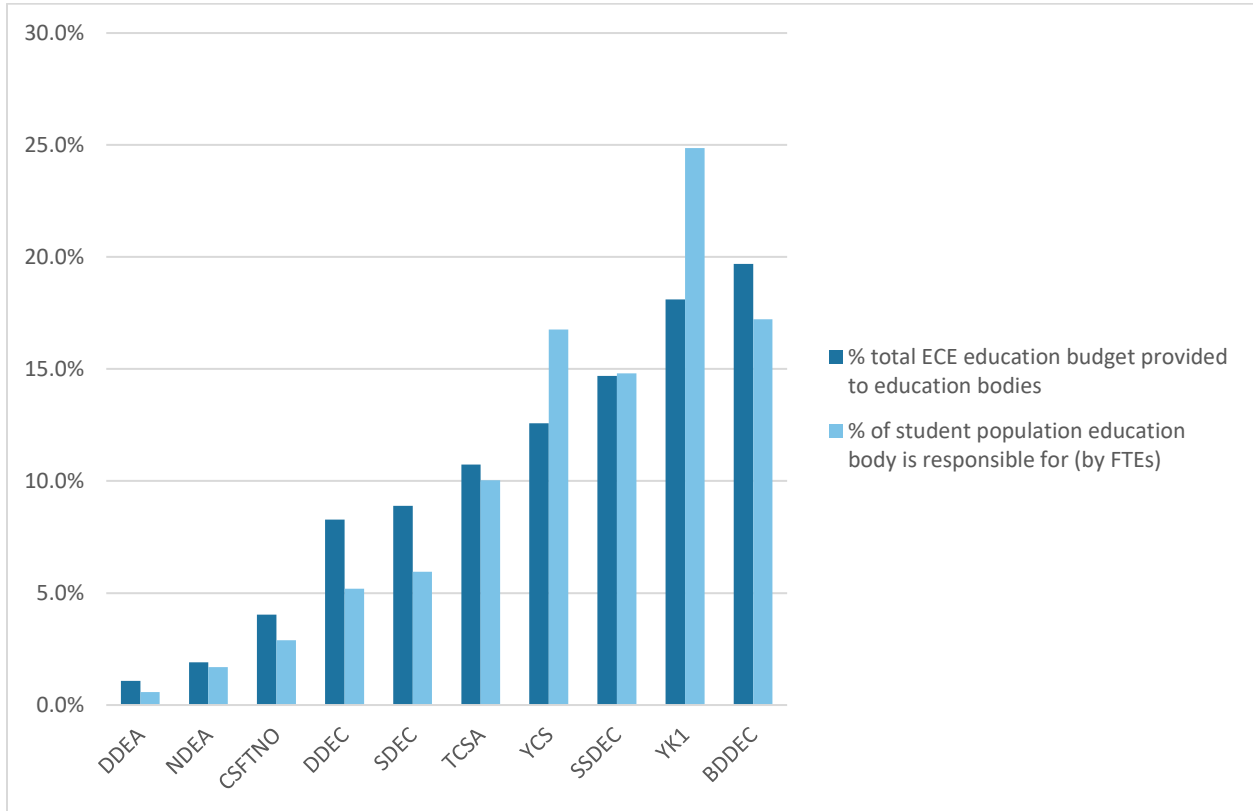


Table 8: Budget by education body, 2021-22 and 2022-23.

Education body	Budget (\$)	% total ECE education budget	Budget (\$)	% total ECE education budget
	2021-22		2022-23	
Beaufort Delta Divisional Education Council (BDDEC)	33,227,293	19.8	33,320,574	19.9
Commission scolaire francophone Territoires du Nord-Ouest (CSFTNO)	6,415,036	3.8	6,833,095	4.1
Dettah District Education Authority (DDEA)	1,821,900	1.1	1,816,200	1.1
Dehcho Divisional Education Council (DDEC)	13,414,295	8.0	13,993,383	8.4
Ndilq District Education Authority (NDEA)	2,885,000	1.7	3,235,000	1.9
Sahtu Divisional Education Council (SDEC)	15,158,598	9.0	15,053,672	9.0
South Slave Divisional Education Council (SSDEC)	24,721,003	14.8	24,851,292	14.9
Tłı̄chq Community Services Agency (TCSA)	18,167,291	10.8	18,148,761	10.8
Yellowknife Catholic Schools (YCS)	20,561,989	12.3	21,273,011	12.7
Yellowknife Education District No. 1 (YK1)	31,138,938	18.6	30,618,867	18.3

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 Junior Kindergarten/Kindergarten
- 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 results
- Number of NWT Grade 6 and 9 students excused from Alberta Achievement Tests
- Senior secondary (high school) Diploma Exam results

Student enrolment in Junior Kindergarten/Kindergarten

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 available to all communities in the territory. Junior Kindergarten 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 Junior Kindergarten and Kindergarten are optional programs that are available to NWT families. In 2022-23, enrolment in both programs reached just over 94 percent of the NWT's 4- to 5-year-old population (Table 9). This is up 4 percentage points from 2021-22, which saw just over 90 percent of the NWT's 4- to 5-year-old population enrolled.

These results could be due to families and/or guardians keeping their children home during the COVID-19 pandemic; therefore, the increase in the percentage of enrolments in Junior Kindergarten and Kindergarten in the 2022-23 school year may be a return to pre-pandemic enrolments (Table 9).

Figure 8: Number of students enrolled (Full-Time Equivalent) in Junior Kindergarten and Kindergarten, over time.

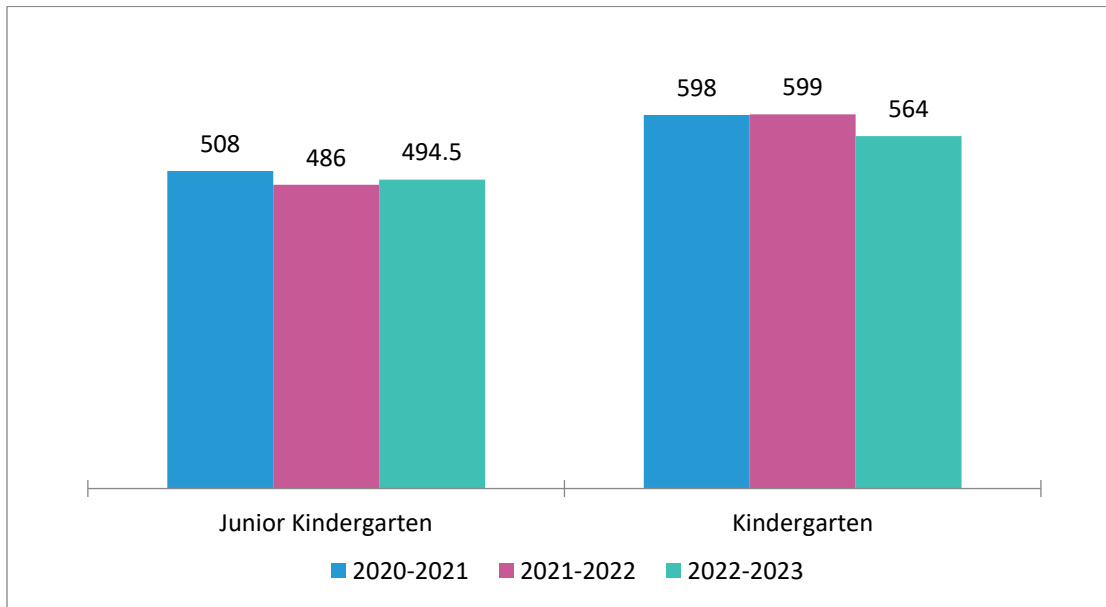


Table 9: Percent (%) of 4-5-year-olds in Junior Kindergarten/Kindergarten in the NWT, over time.⁸

	Junior Kindergarten/Kindergarten Enrolment (Full-Time Equivalent)	Number of 4–5-year-olds in the NWT	Percent (%) of 4–5-year-olds in Junior Kindergarten/Kindergarten in the NWT
2017-18	1,034	1,267	82%
2018-19	1,106	1,247	89%
2019-20	1,142	1,268	90%
2020-21	1,106	1,301	85%
2021-22	1,085	1,199	90%
2022-23	1,058.5	1,132	94%

⁸ 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 alternative education option programs over time demonstrate that alternative schooling is a real need in the NWT, one that the Junior Kindergarten - Grade 12 system is rightfully working to fulfill.

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

Route 51 Learning Institute (Yellowknife Education District No. 1): 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 centre 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, a smaller student-teacher ratio, a smaller space, not as many people, flexible attendance, and the option to focus on one course at a time.

Birchbark Discovery Centre (Yellowknife Education District No. 1): 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 (Ndilo District Education Authority): 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 Learning Centre (Yellowknife Catholic Schools): The École St. Patrick High School 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 (South Slave Divisional Education Council): The Phoenix School is an alternative program that provides flexible assistance to students to help them achieve their high school education and 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 occur between the student and teacher to review progress and re-assess goals if necessary.

Chief Albert Wright True North Program (Sahtu Divisional Education Council): 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.

ʔehtseo Ayha Alternative Education Program (Sahtu Divisional Education Council): The ʔehtseo Ayha Alternative Education Program allows students to study at their own pace and outside of regular school hours.

Homeschooling (NWT-wide): Parents/guardians in the NWT have the option to educate their children at home. Homeschooled students must be registered in an NWT school. A principal or superintendent of the school where the homeschooled children are registered is designated 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 vary by region year to year (Table 10). There has been an increase in the number of students being homeschooled in 2022-23.

Table 10: Number of students enrolled in alternative education programs by program, over time.⁹

	2019-20	2020-21	2021-22	2022-23
Route 51 Learning Institute (Yellowknife Education District No. 1)	114	89	72	31
Ecole St. Patrick High School Learning Centre (Yellowknife Catholic Schools)	129	155	149	8
Phoenix School (South Slave Divisional Education Council)	0 ¹⁰	50	20	45
ʔehtseo Ayha Alternative Education Program (Sahtu Divisional Education Council, Déljne)		--	10	--
Chief Albert Wright True North Program (Sahtu Divisional Education Council, Tulit’a)	8	11	--	11
K’àlemi Dene Alternative High School Program (Ndilq District Education Authority)	--	9	--	
Birchbark Discovery Centre (Yellowknife Education District No. 1)	18		38	40
Homeschooling (NWT-wide)	123	138	138	167

⁹ 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.

¹⁰ The Phoenix School uses the standard enrolment funding model and did not have any alternative high school funding in the 2019-20 school year.

Student enrolment in Indigenous language programs

Why report on this measure?

The Education Renewal and Innovation Framework makes the important connection between colonization, residential schooling, and the loss of Indigenous languages. Education Renewal and Innovation 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 Junior Kindergarten - Grade 12 Our Languages Curriculum was implemented in all schools in the NWT. It aims to ensure that Indigenous languages are heard and spoken throughout school, at assemblies, and in NWT classrooms. The full effects of the Our Languages Curriculum are not yet reflected in this performance measure. ECE is working to develop a new performance measure to track the impact of Our Languages Curriculum programming specifically.

There are a few things to note regarding the method for calculating this indicator:

- This indicator focuses on core Indigenous language courses.
- Junior Kindergarten/Kindergarten have been excluded because enrolment numbers for these grades are reported differently than for grades 1-12.
- Enrolments for schools that offer immersion in an Indigenous language and/or do not offer Indigenous language courses are excluded.
- Schools in small communities that offer Indigenous language courses but didn't have records of student enrolment in the database used for this report, are excluded.

What do the results of this measure tell us?

Total enrolments for the territory have increased over time (Table 11). During the COVID-19 pandemic, Indigenous language classes were not available in some schools. This increase suggests enrolments and class availability are returning to pre-pandemic levels.

Enrolment in Indigenous language programs has increased across community types (Table 11 and Figure 9). Notably, the 2022-23 school year had the highest number of Indigenous language program enrolments in Yellowknife and regional centres.

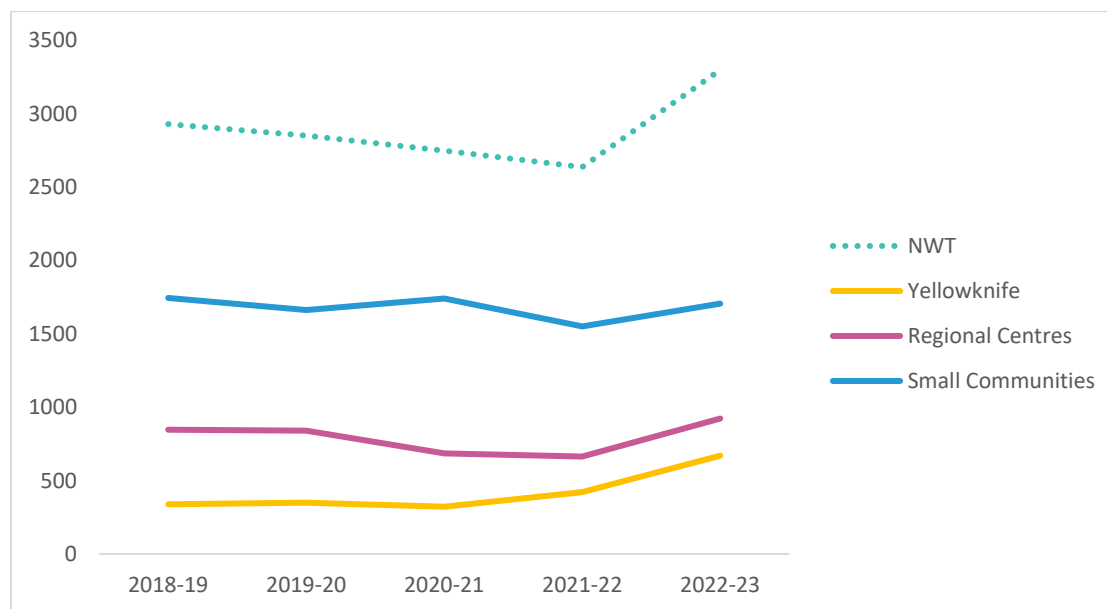
When looking at the percentage of students enrolled in core Indigenous language courses in the NWT over time, enrolments have remained relatively steady around 50 percent for grades 1-9 and 10 percent for grades 10-12 (Figure 10). Taking a second language course is not mandatory in high school, which is likely why there is a gap in enrolments between the

lower grades and the high school grades. Additionally, instructor availability may also impact the ability of high school students to take an Indigenous language course.

Table 11: Total number of students enrolled in Indigenous language courses by community type, over time.¹¹

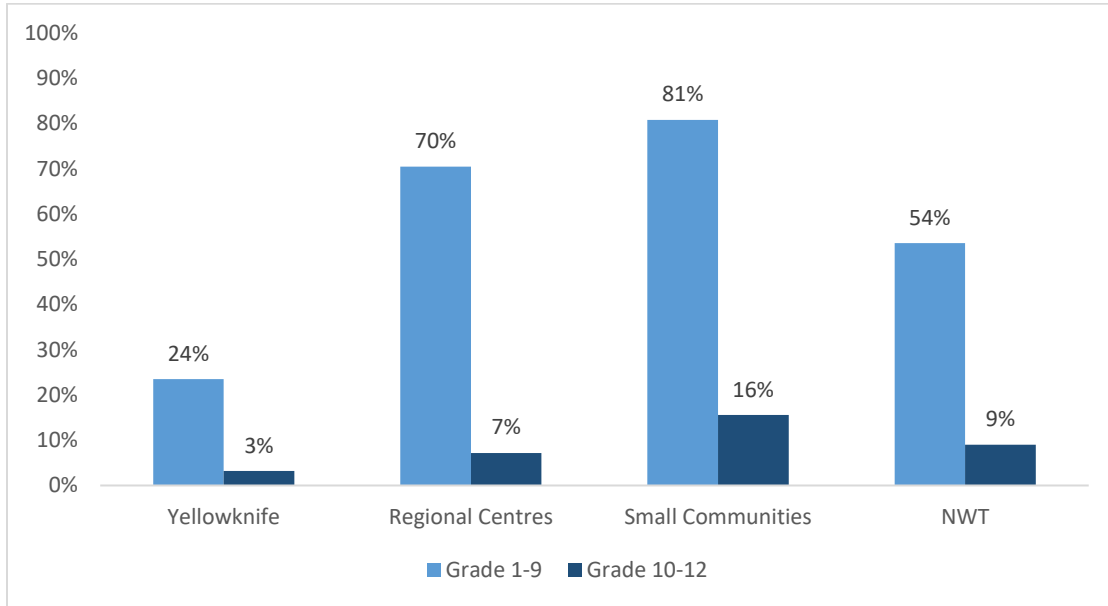
	NWT	Yellowknife	Regional Centres	Small Communities
2013-14	2,903			
2014-15	3,009			
2015-16	3,065			
2016-17	2,900			
2017-18	2,825	309	750	1,766
2018-19	2,929	338	846	1,745
2019-20	2,852	349	841	1,662
2020-21	2,750	322	686	1,742
2021-22	2,637	422	664	1,551
2022-23	3,299	670	923	1,706

Figure 9: Number of students enrolled in Indigenous language courses by community type, over time.



¹¹ 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. Community type breakdown is unavailable before 2017-18.

Figure 10: Percentage of students enrolled in Indigenous language courses by grade level and community type, 2022-23.



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 Junior Kindergarten - Grade 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. Subjects are taught 75 percent in French and 25 percent in English for the first half of the first year (usually Grade 6), and then 25 percent French and 75 percent English for the remaining half of the year. The Intensive French program continues with strong French instruction in the following years (Post-Intensive French). 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 11 shows enrolment in French language programs by community type as a percent of overall school enrolment in 2022-23.

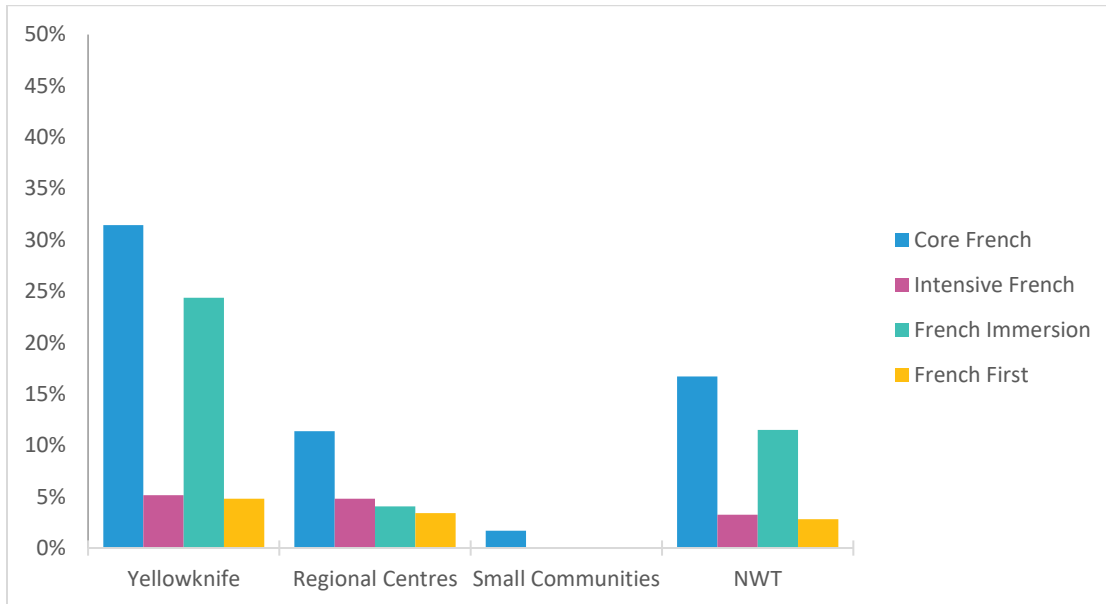
Table 12 and Table 13 show how many students were enrolled in French language courses across community types and education bodies in the 2021-22 and 2022-23 school years.

Looking across community types, a higher percentage of students in Yellowknife take French courses than students in small communities¹² 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 12 and Table 13). Enrolment in Core French has declined across community types and education bodies. A possible explanation could be students choosing to enroll in an Indigenous language program instead of a French language program. A shortage of French teachers could be another possible explanation, which can impact education body’s ability to offer French language courses.

Higher percentages of students continue to take French Immersion and Core French compared to the other course types (Figure 11).

Figure 11: Proportion of students enrolled in French language programs by community type, 2022-23.



¹² The only small communities that offer French language programs, as of the 2022-23 school year, are Fort Simpson and Norman Wells.

Table 12: Number of students enrolled in French language courses by community type and course type, 2021-22 and 2022-23.¹³

		Core French	Intensive French	French Immersion	French First
2021-22	Yellowknife	1,323	187	953	158
	Regional Centres	231	88	84	65
	Small Communities	36			
	NWT	1,590	275	1,037	223
2022-23	Yellowknife	1,194	195	926	182
	Regional Centres	208	88	74	62
	Small Communities	52			
	NWT	1,454	283	1,000	244

Table 13: Number of students enrolled in French language courses by education body and course type, 2021-22 and 2022-23.

		Core French	Intensive French	French Immersion	French First
2021-22	BDDEC			49	
	CSF				223
	DDEC	11			
	SDEC	25			
	SSDEC	231	88	35	
	YCS	613		460	
	YK1	710	187	493	
2022-23	BDDEC			47	
	CSF				244
	DDEC	20			
	SDEC	32			
	SSDEC	208	88	27	
	YCS	603		428	
	YK1	591	195	498	

¹³ Table note: Blank cells stand for no record or a record of zero.

Number of students with Individual Education Plans

Why report on this measure?

An Individualized Education Program is a program with annual objectives for a specific student. It is documented in an Individualized Education Plan 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 Individualized Education Plan is most successful with supports in place, accommodations, resources and/or equipment beyond those required by their peers.

While the proportion of students on Individualized Education Plans is typically small, it is important to recognize that implementing these plans requires a great deal of work and coordination. It 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 percentage of students on Individualized Education Plans in small communities has decreased over time 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 12: Percentage of students on Individualized Education Plans by community type, over time.

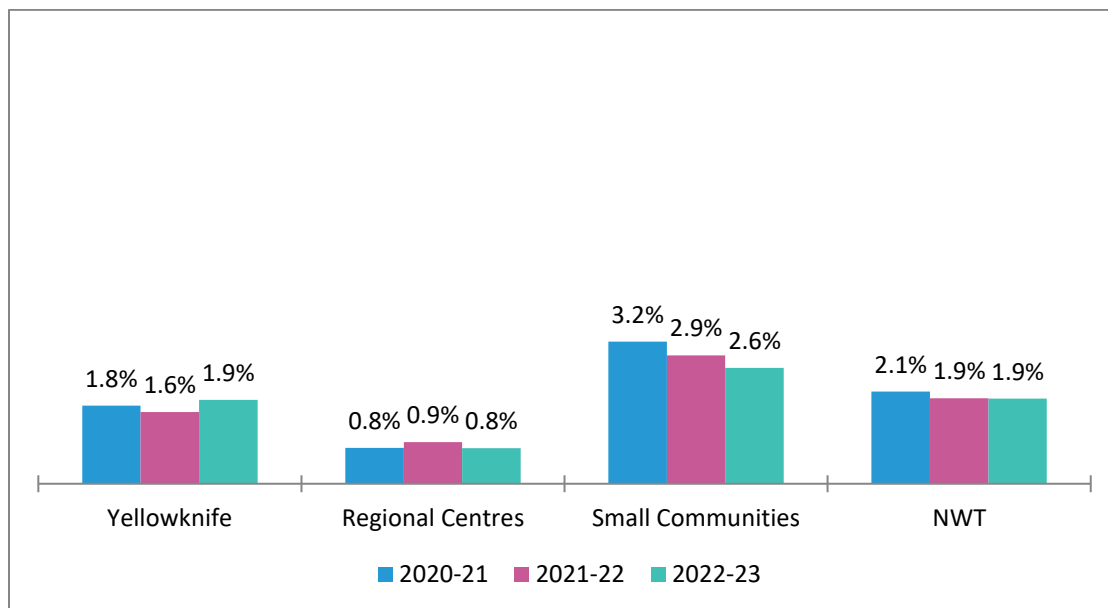


Table 14: Number and percentage of students on Individualized Education Plans by community type, 2022-23.

		Yellowknife	Regional Centres	Small Communities	NWT
2022-23	Number of students on Individualized Education Plans	62	13	71	146
	% of student body on Individualized Education Plans	1.9%	0.8%	2.6%	1.9%

Number of students with Student Support Plans

Why report on this measure?

Student Support Plans are education supports for students who require accommodations or modifications to the Regular Education Program. 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 Student Support Plan 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 a Student Support Plan 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.

The Modified Education Program is based on a student's strengths, needs and interests and includes modified learning goals, teaching methods, and ways to evaluate the student. A Modified Education Program 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 Student Support Plans increased in the 2022-23 school year (Table 15).

Figure 13 shows the percentage of the student body that is on a Regular Education Program with Accommodations by community type for 2020-21 to 2022-23. This includes both accommodations for difficulty and accommodations for enrichment.

- The percentage of students on Regular Education Programs with Accommodations has increased across all community types.
- Specifically, there has been an increase in the number and percent of students on Regular Education Program with Accommodations for Difficulty between 2021-22 and 2022-23 (Table 15).

Figure 14 shows the percentage of the student body that is on a Modified Education Program by community type for 2020-21 to 2022-23. This includes Modified Education Program for working above grade level and working below grade level.

- The percentage of NWT students with Modified Education Programs has decreased over time.
- Regional centres had the largest decrease in the percentage of students with Modified Education Programs.
- Small communities continue to have the highest proportion of students on Modified Education Program.

Increases in the number of students with Student Support Plans 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 Student Support Plans beyond counting the number of students on these plans.

Figure 13: Percentage of student body on a Regular Education Program with Accommodations by community type, over time.

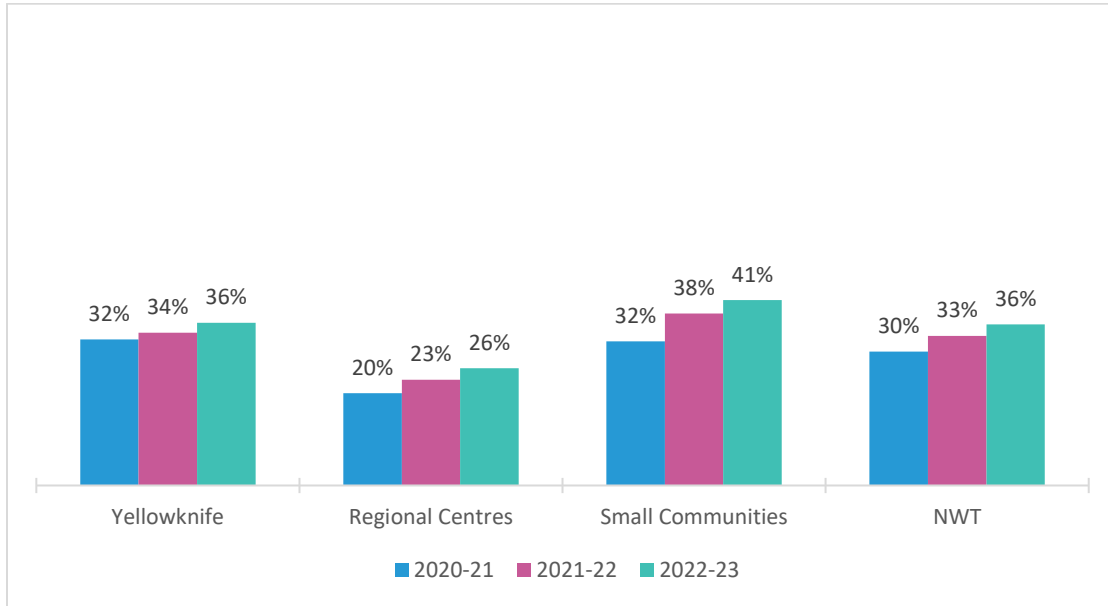


Figure 14: Percentage of student body on a Modified Education Program by community type, over time.

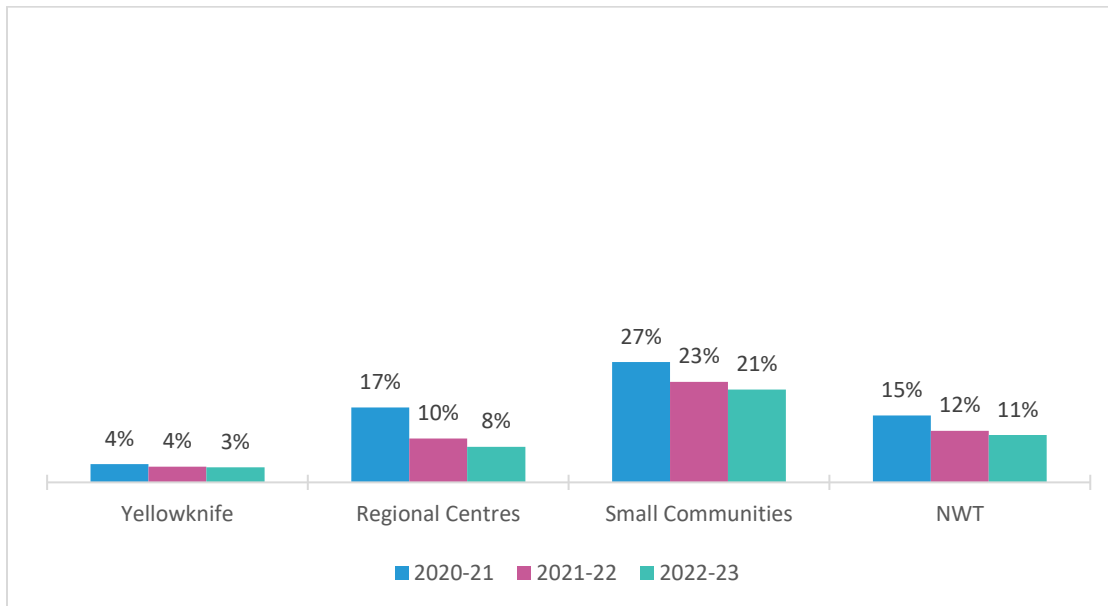


Table 15: Number and percentage of students on Student Support Plans by community type, 2021-22 and 2022-23.¹⁴

			Yellowknife	Regional Centres	Small communities	NWT
2021-22	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%	
2022-23	Regular Program with Accommodations for Difficulty	Count	1141	419	1101	2661
		% of region enrolment	34.7%	25.8%	40.4%	34.9%
	Modified Program Working Below Grade Level	Count	111	130	567	808
		% of region enrolment	3.4%	8.0%	20.8%	10.6%
	Regular Program with Accommodations for Enrichment	Count	41	--	--	57
		% of region enrolment	1.2%	0.1%	0.5%	0.7%
	Modified Program Working Above Grade Level	Count	--	--	--	--
		% of region enrolment	0.0%	0.0%	0.1%	0.0%
Total	Count	1294	551	1684	3529	
	% of region enrolment	39.4%	33.9%	61.8%	46.2%	

¹⁴ 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 Alberta Achievement Tests results

Why report on this measure?

The Alberta Achievement Tests 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 Alberta Achievement Tests written in the NWT, two of which are included in this report: English Language Arts and Mathematics. The other two, French Language Arts and Français, are not reported on because they are not as widely written as English Language Arts and Math.

Standardized tests do not provide a comprehensive picture of student learning. They provide a snapshot of student performance in that particular course. The 2022-23 school year was the last year for Alberta Achievement Tests in the NWT. They are being discontinued as the NWT transitions to the British Columbia curriculum and assessment tools.

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 Alberta Achievement Tests is divided by the total number of students registered to take each respective exam.

Due to the COVID-19 pandemic, Alberta Achievement Tests were not written in 2019-20 or 2020-21. The exams returned in the 2021-22 and 2022-23 school years; however, several students were excused or absent from Alberta Achievement Tests, which was a significantly higher amount than in 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.
- Some areas in the NWT experienced major spring flooding and wildfires that displaced residents and prevented students from writing the exams.

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

In the NWT overall, the percentage of students scoring “acceptable” or higher on Alberta Achievement Test exams has continued its downward trend in English Language Arts Grade 6 (Figure 15) and Math for both grades (Figure 17 and Figure 18). The Alberta Achievement Test for English Language Arts Grade 9, on the other hand, has seen an

increase in the percentage of students scoring “acceptable” or higher across the NWT between 2021-22 and 2022-23 (Figure 16).

Overall, fewer students earned “acceptable” or higher marks on Math Alberta Achievement Tests (Table 17) than English Language Arts (Table 16). This suggests that across the NWT, mathematics and numeracy need to be an area of greater focus.

As part of the [NWT JK-12 Curriculum Renewal](#) and the shift to British Columbia’s curriculum, Alberta Achievement Tests are being phased out and the final sitting was June 2023.

As noted above, it is important to remember that the high number of students excused or absent from the Alberta Achievement Tests in 2021-22 and 2022-23 has greatly impacted the data in this indicator, particularly in regional centres. Data should be interpreted with caution.

Figure 15: Percentage of Grade 6 students scoring "Acceptable" or higher on English Language Arts Alberta Achievement Tests by community type, over time.

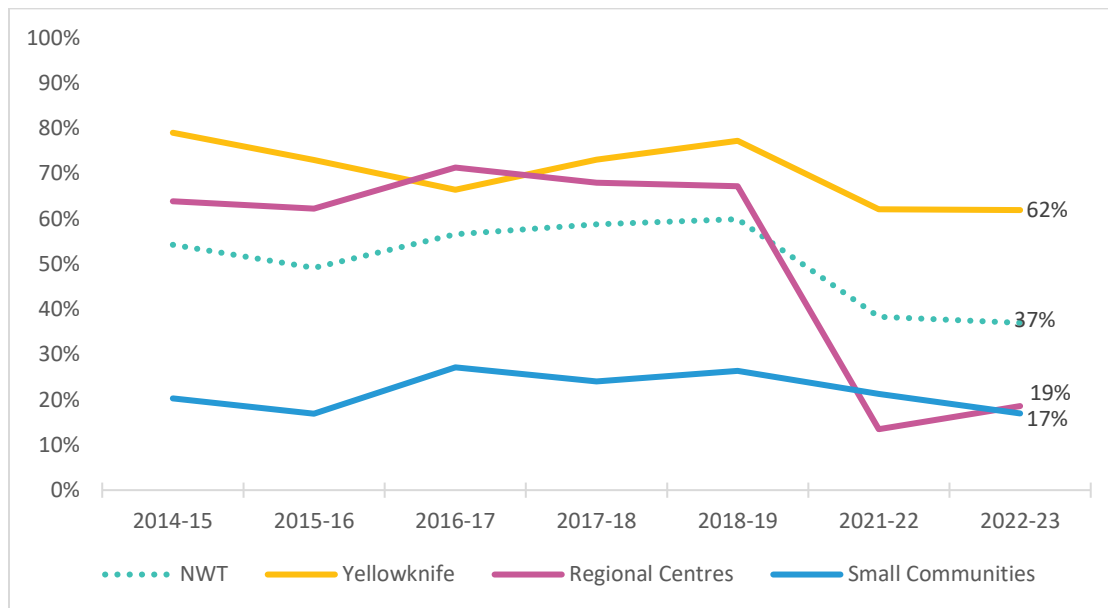


Figure 16: Percentage of Grade 9 students scoring "Acceptable" or higher on English Language Arts Alberta Achievement Tests by community type, over time.

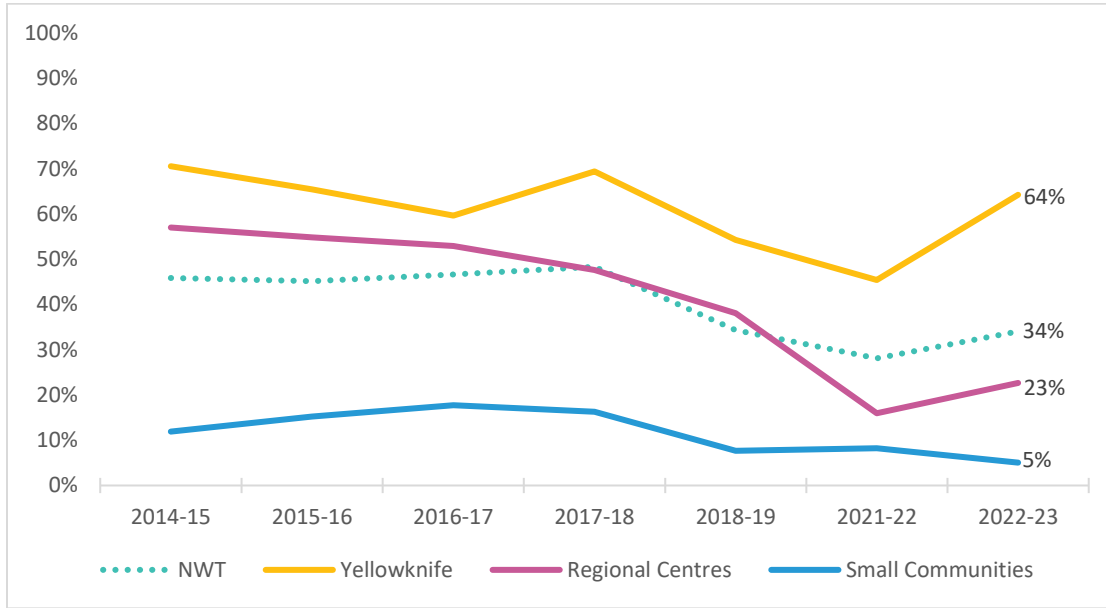


Table 16: Percentage of students scoring "Acceptable" or higher on English Language Arts Alberta Achievement Tests by community type, overtime.

		NWT	Yellowknife	Regional Centres	Small Communities
2018-19	Grade 6	60%	77%	67%	26%
	Grade 9	34%	54%	38%	8%
2021-22	Grade 6	38%	62%	13%	21%
	Grade 9	28%	45%	16%	8%
2022-23	Grade 6	37%	62%	19%	17%
	Grade 9	34%	64%	23%	5%

Figure 17: Percentage of Grade 6 students scoring "Acceptable" or higher on Math Alberta Achievement Tests by community type, over time.

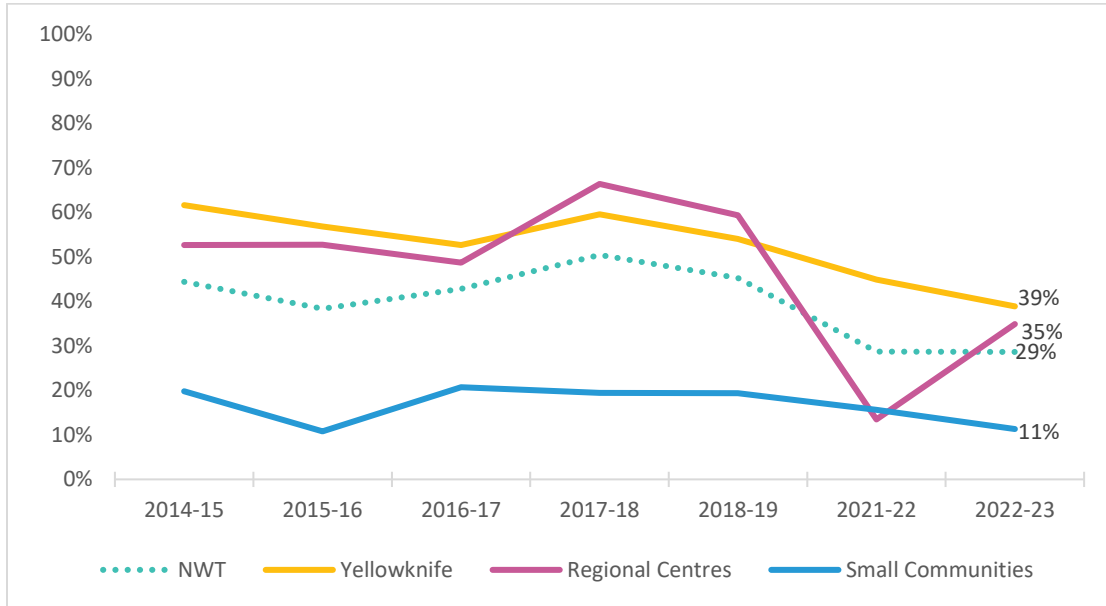


Figure 18: Percentage of Grade 9 students scoring "Acceptable" or higher on Math Alberta Achievement Tests by community type, over time.

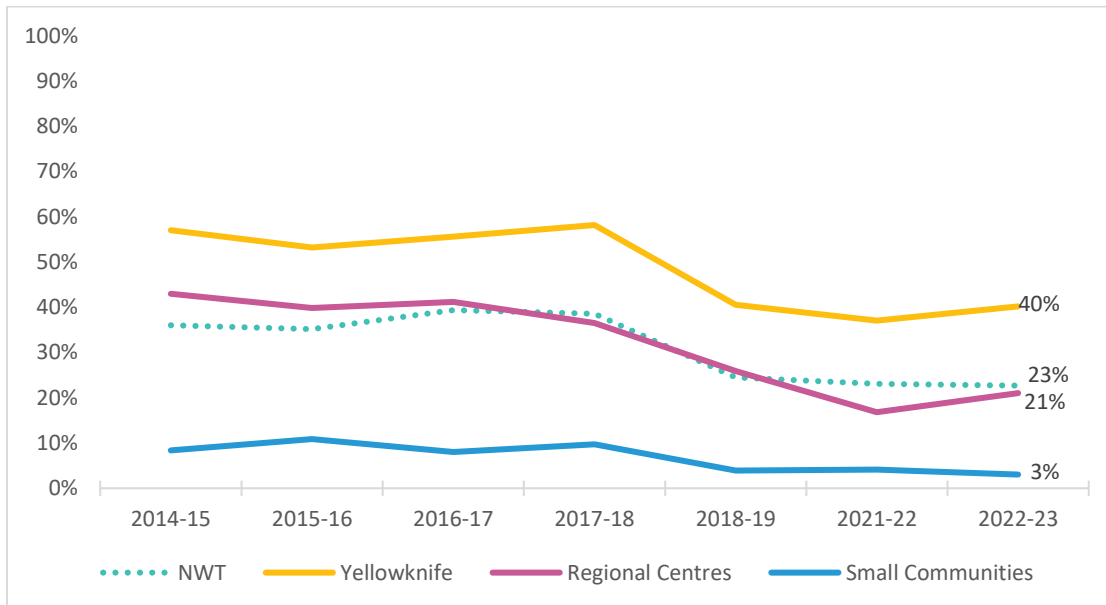


Table 17: Percentage of students scoring "Acceptable" or higher on Math Alberta Achievement Tests by community type, over time.

		NWT	Yellowknife	Regional Centres	Small Communities
2018-19	Grade 6	45%	54%	59%	19%
	Grade 9	25%	41%	26%	4%
2021-22	Grade 6	29%	45%	13%	16%
	Grade 9	23%	37%	17%	4%
2022-23	Grade 6	29%	39%	35%	11%
	Grade 9	23%	40%	21%	3%

Number of NWT Grade 6 and 9 students excused from writing Alberta Achievement Tests

Why do we report on this measure?

Not all NWT students write the Alberta Achievement Tests. Since 2007, when changes were made to the NWT Alberta Achievement Test Exclusion Policy, superintendents have been able to excuse students from writing the exams 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 that they are in.

What do the results of this measure tell us?

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

Students are registered to write the Alberta Achievement Tests at the beginning of the school year, but the exam is written at the end of the year. Several factors in recent years have impacted students' ability to write the Alberta Achievement Tests. Due to the COVID-19 pandemic, the exams were not written in 2019-20 or 2020-21. The exams returned in 2021-22 and 2022-23; however, several students were excused or absent from Alberta Achievement Tests in those years:

- Schools could request that individual students be excused from the exam, as well as entire classes that were greatly impacted by the pandemic.¹⁵
- Some areas in the NWT experienced major spring flooding and wildfires that displaced residents and prevented students from writing the exams.

In the 2022-23 school year, across the NWT, only 51 percent of all students registered to write English Languages Arts Alberta Achievement Tests and 57 percent of students registered to write Math Alberta Achievement Tests ended up writing the exams (Figure 19 and Figure 20).

¹⁵ Inconsistent reporting of excused students may also be impacting this data; therefore, results should be interpreted with some caution.

The significant percentages of students excused or absent from Alberta Achievement Tests 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.

Figure 19: Percentage of students who wrote English Language Arts Alberta Achievement Tests by community type, over time.

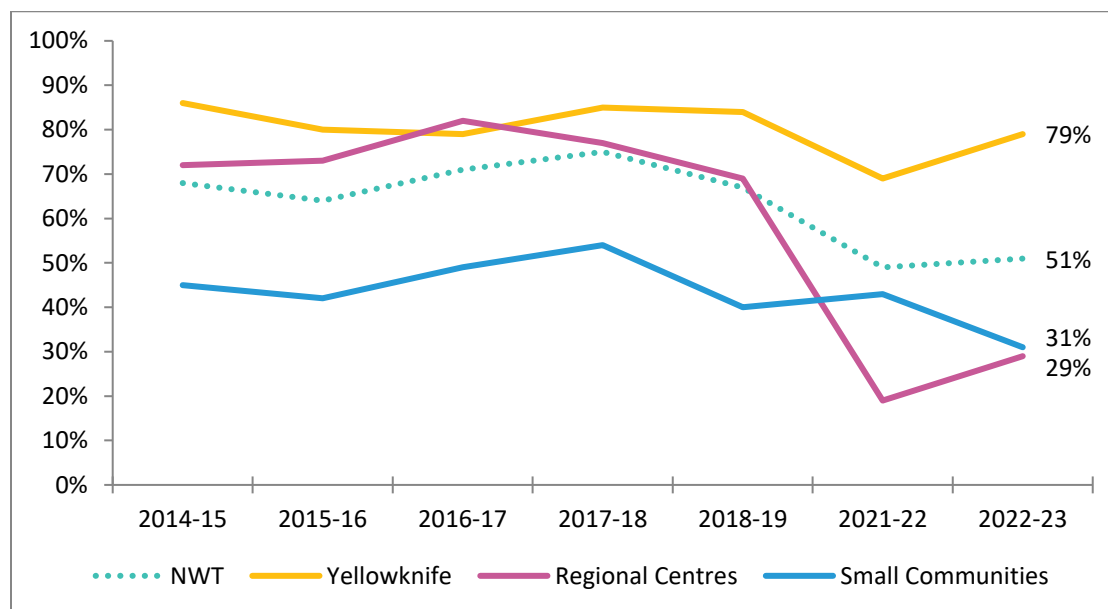


Table 18: Percentage of students who wrote/did not write English Language Arts Alberta Achievement Tests by community type, over time.

	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
2018-19	67%	33%	84%	16%	69%	31%	40%	60%
2021-22	49%	51%	69%	31%	19%	81%	43%	57%
2022-23	51%	49%	79%	21%	29%	71%	31%	69%

Figure 20: Percentage of students who wrote Math Alberta Achievement Tests by community type, over time.

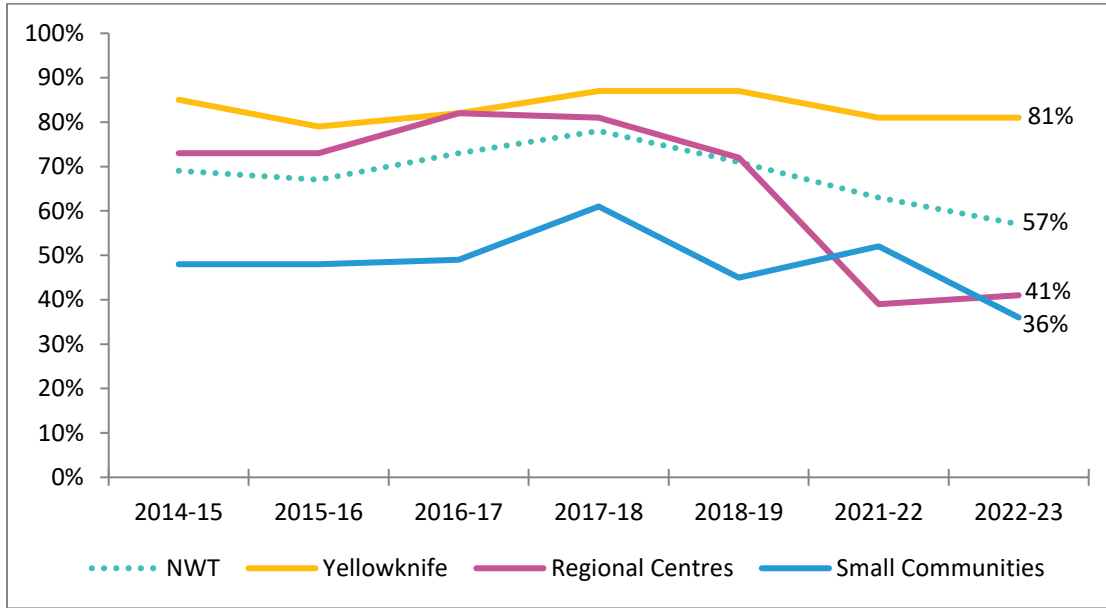


Table 19: Percentage of students who wrote/did not write Math Alberta Achievement Tests by community type, over time.

	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
2018-19	71%	29%	87%	13%	72%	28%	45%	55%
2021-22	63%	37%	81%	19%	39%	61%	52%	48%
2022-23	57%	43%	81%	19%	41%	59%	36%	64%

Senior secondary (high school) Diploma Exam results

Why report on this measure?

In 2022-23, 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 301, English Language Arts 302, Français 301, French Language Arts 301, Social Studies 301, Social Studies 302, Biology 30, Chemistry 30, Physics 30, Math 301, and Math 302.

In 2022-23 the overall mark for these courses was split between the mark students received for their work in the class (80 percent) and the mark on their diploma exam (20 percent)¹⁶. 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. 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) and the full 2022-23 school year; however, some schools received exemptions from writing during these years.¹⁷
 - Some areas experienced major spring flooding and wildfire evacuations, which caused more disruption to the education system.

Figure 21 and Figure 22 show the percentage of students who scored “acceptable” or higher (50 percent or higher) on the 2022-23 diploma exams by community type. Figure 21 shows these results for the language and social studies diploma exams and Figure 22 shows the results for the math and science diploma exams. The red line (“NWT Ave”) indicates the average percentage of NWT students scoring “acceptable” or higher on exams for each grouping of courses.

¹⁶ Diploma Exam results typically make up 30 percent of a student’s final mark. Due to learning impacts of the COVID-19 pandemic, ECE reduced the weighting of the Diploma Exams to 20 percent of the student’s final mark for the 2022-23 school year.

¹⁷ Students who did not write Diploma Exams in the 2020-21, 2021-22, or 2022-23 school years received their course mark as their final mark.

The results show that more students scored “acceptable” or higher on language and social studies exams (NWT average 74 percent) than on the math and science exams (NWT average 61 percent). These results are similar to those seen in the Alberta Achievement Test results, and further point to the need for an increased focus on math and science in NWT schools.

Table 20 provides a more detailed breakdown of the 2022-23 diploma exam results by community type and course.

Figure 21: Percentage of students who scored "Acceptable" or higher on language and social studies diploma exams by community type, 2022-23.

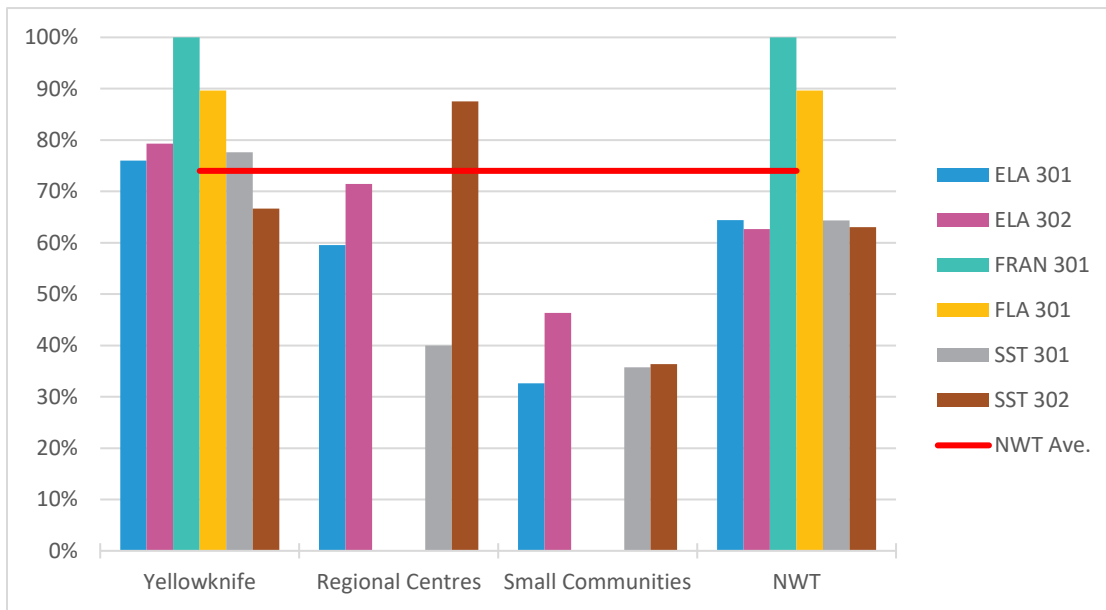


Figure 22: Percentage of students who scored "Acceptable" or higher on math and science diploma exams by community type, 2022-23.

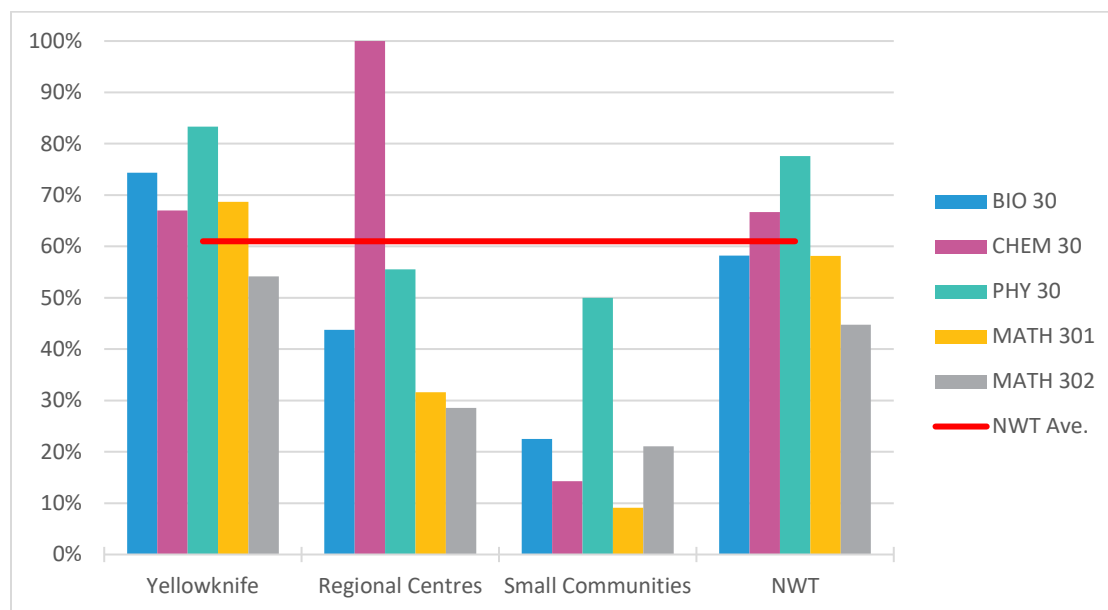


Table 20: Number and percentage of students who scored "Below Acceptable" (below 50 percent), "Acceptable" (50 percent or higher), or "Excellent" (80 percent or higher) in diploma exams by community type, 2022-23. ¹⁸

		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
ENGLISH LANGUAGE ARTS 301	Below Acceptable	--	--	--	--	31	67.4%	85	35.6%
	Acceptable	97	66.4%	27	57.4%	15	32.6%	139	58.2%
	Excellent	--	--	--	--			15	6.3%
	Total	146	100.0%	47	100.0%	46	100.0%	239	100.0%
ENGLISH LANGUAGE ARTS 302	Below Acceptable	--	--	--	--	--	--	102	37.4%
	Acceptable	63	72.4%	43	68.3%	55	44.7%	161	59.0%
	Excellent	--	--	--	--	--	--	10	3.7%
	Total	87	100.0%	63	100.0%	123	100.0%	273	100.0%
MATH 301	Below Acceptable	--	--	13	68.4%	--	--	54	41.9%
	Acceptable	43	43.4%	--	--	--	--	48	37.2%
	Excellent	--	--	--	--			27	20.9%
	Total	99	100.0%	19	100.0%	11	100.0%	129	100.0%
MATH 302	Below Acceptable	33	45.8%	--	71.4%	--	78.9%	58	55.2%
	Acceptable	--	--	--	--	--	--	43	41.0%
	Excellent	--	--	--	--			--	--
	Total	72	100.0%	14	100.0%	19	100.0%	105	100.0%

¹⁸ 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.

		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
FRANCAIS 301	Acceptable	--	--					--	--
	Excellent	--	--					--	--
	Total	--	--					--	--
FRENCH LANGUAGE ARTS 301	Below Acceptable	--	--					--	--
	Acceptable	--	--					--	--
	Excellent	--	--					--	--
	Total	29	100%					29	100%
SOCIAL STUDIES 301	Below Acceptable	17	22.4%	--	--	--	--	41	35.7%
	Acceptable	47	61.8%	--	--	--	--	62	53.9%
	Excellent	12	15.8%					12	10.4%
	Total	76	100.0%	25	100.0%	14	100.0%	115	100.0%
SOCIAL STUDIES 302	Below Acceptable	9	33.3%	--	--	--	--	17	37.0%
	Acceptable	18	66.7%	--	--	--	--	29	63.0%
	Total	27	100.0%	8	100.0%	11	100.0%	46	100.0%
BIOLOGY 30	Below Acceptable	--	--	--	--	--	--	79	41.8%
	Acceptable	67	57.3%	--	--	--	--	87	46.0%
	Excellent	--	--	--	--			23	12.2%
	Total	117	100.0%	32	100.0%	40	100.0%	189	100.0%
CHEMISTRY 30	Below Acceptable	--	--			--	--	37	33.3%
	Acceptable	38	40.4%	--	--	--	--	44	39.6%
	Excellent	--	--	--	--			30	27.0%
	Total	94	100.0%	--	--	--	--	111	100.0%
PHYSICS 30	Below Acceptable	--	--	--	--	--	--	15	22.4%
	Acceptable	27	50.0%	--	--	--	--	31	46.3%
	Excellent	--	--	--	--			21	31.3%
	Total	54	100.0%	--	--	--	--	67	100.0%

Part 3 – Outcome Performance Measures

Part 3 of this document focuses on performance measures related to outcomes of the Junior Kindergarten - Grade 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 'on track' rates by Junior Kindergarten participation
- Grade 4 and 7 students' sense of connectedness to adults at school
- Attendance rates by grade for Junior Kindergarten - Grade 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 Junior Kindergarten - Grade 12 education system

Early Development Instrument ‘on track’ rates by Junior Kindergarten 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 might have on children’s development.

The Early Development Instrument is a snapshot of children’s experiences in their first five years of development. This Instrument 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 Junior Kindergarten, including at-home and/or licensed-based programs (like daycares), in this report, the Early Development Instrument results are used to report on the Junior Kindergarten – Grade 12 education system as well as children’s experiences prior to attending school.

What do the results of this measure tell us?

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

Thirty-eight percent of children who attended Junior Kindergarten are developmentally “on track” by Kindergarten, while 32 percent of children who did not attend Junior Kindergarten are developmentally “on track” (Figure 23). 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 23: Percentage of Kindergarten students who are developmentally "on track" by participation in Junior Kindergarten and community type (2017-18 to 2022-23).



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 promote mental health and overall well-being.¹⁹ A sense of connectedness in a student-adult relationship means there are one or more adults at school who the student feels believe, listen, and care about them.

What do the results of this measure tell us?²⁰

In the NWT overall in the 2022-23 school year, 64 percent of Grade 4 students and 55 percent of Grade 7 students who participated in the Middle Years Development Instrument reported their relationships with adults at school as "high quality" (Figure 24 and Figure 25). Results for Grade 7 students in small communities have steadily increased in the last two years (Figure 25).

There has been fluctuation in the results of this indicator in recent years. This is likely explained by the impacts of the COVID-19 pandemic and other disruptions to the NWT education system. These disruptions impact students' ability to build meaningful relationships with adults at school; however, schools have worked to adapt to these circumstances.

¹⁹ 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

²⁰ Data provided by Human Early Learning Partnership, University of British Columbia. All rights reserved.

Figure 24: Percentage of Grade 4 students who reported their relationships with adults at school as "High Quality" by community type, over time.

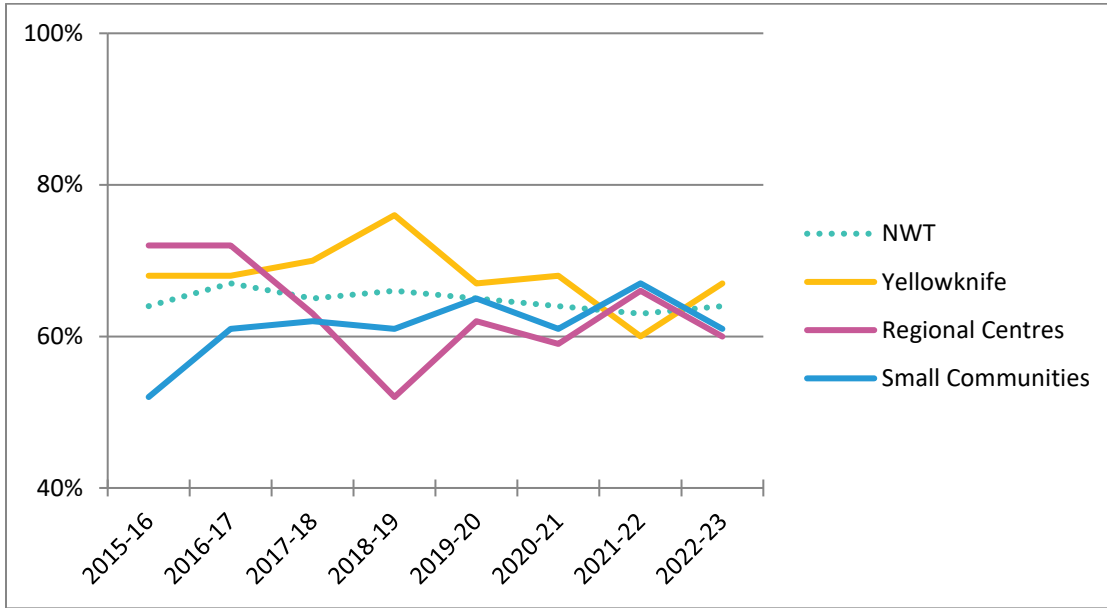
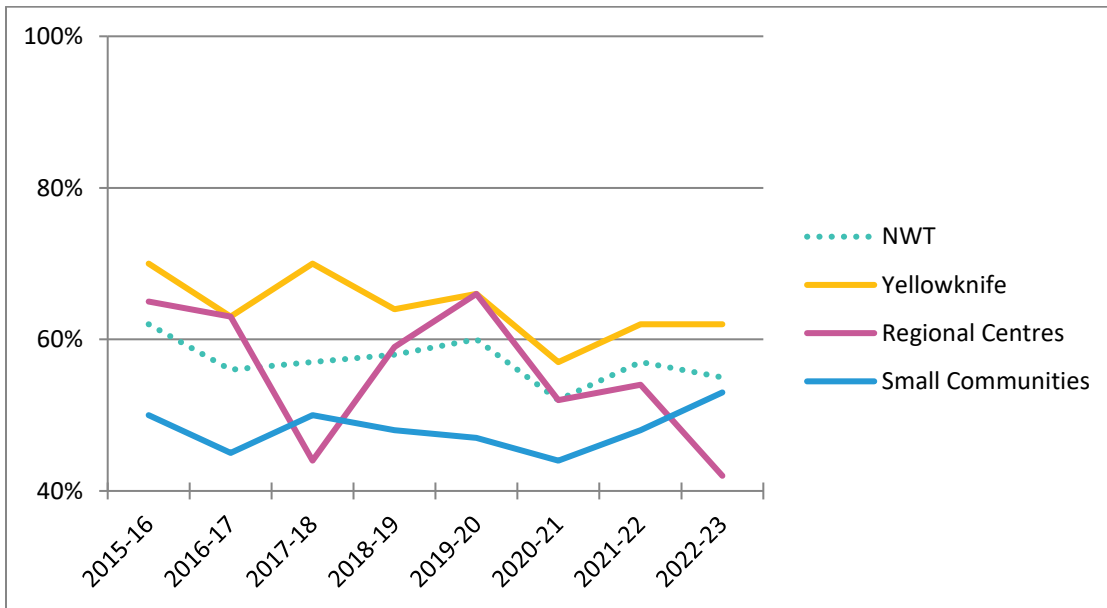


Figure 25: Percentage of Grade 7 students who reported their relationships with adults at school as "High Quality" by community type, over time.



Attendance rates by grade for Junior Kindergarten – Grade 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. Attendance improves 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.

The Education Renewal and Innovation Framework, through the development of new curricula, aims to improve these measures. The expectation is that, as the NWT Junior Kindergarten – Grade 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.

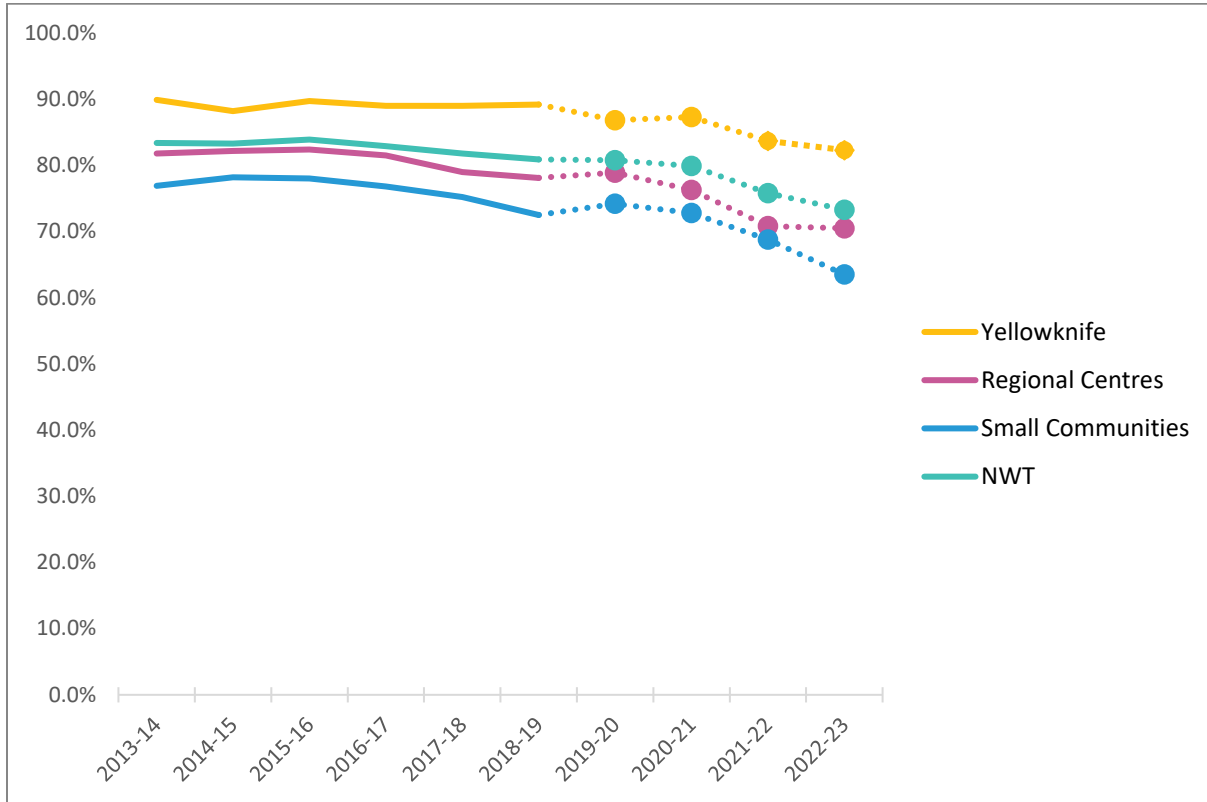
What do the results of this measure tell us?

Overall attendance in the NWT for the 2022-23 school year was 73.3 percent (Table 21). This means, on average, students in the NWT miss more than one day of school each week.

Attendance rates in the NWT and for all community types have been on the decline since the 2018-19 school year (Figure 26).

Overall, attendance rates have been impacted for several years due to the COVID-19 pandemic and other disruptions to the NWT education system. As shown in Figure 26, attendance rates have not been comparable since the start of the pandemic in the 2019-20 school year. Therefore, drawing conclusions about attendance rate trends should be done with caution, and those years are represented with a dotted line.

Figure 26: Average rate of attendance by community type, from 2013-14 to 2018-19 and 2019-20 to 2022-23. ²¹



²¹ 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. 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, 2022-23.

	Overall	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
NWT	73.3%	70.2%	72.4%	73.4%	77.3%	76.9%	77.3%	77.0%	75.7%	74.5%	74.6%	69.3%	65.1%	75.4%	80.2%
Yellowknife	82.3%	81.1%	81.0%	84.0%	86.1%	84.5%	85.8%	83.8%	83.9%	81.7%	83.9%	79.2%	75.1%	79.0%	86.7%
Regional Centres	70.5%	63.0%	70.5%	73.3%	75.1%	74.3%	75.9%	76.2%	72.7%	73.8%	63.1%	59.4%	66.4%	75.2%	74.2%
Small Communities	63.5%	56.8%	61.8%	59.4%	65.1%	67.4%	67.0%	68.1%	66.6%	65.4%	68.8%	62.9%	58.5%	69.1%	67.3%

Table 22: Average rate of attendance by grade and education body, 2022-23. ²²

	Overall	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
Beaufort Delta Divisional Education Council	59.0%	47.1%	54.1%	55.9%	63.0%	66.1%	68.4%	67.8%	62.1%	57.7%	61.0%	53.6%	53.5%	62.7%	63.1%
Commission scolaire francophone Territoires du Nord-Ouest	88.9%	83.3%	88.6%	89.7%	90.0%	92.2%	89.7%	91.4%	94.6%	91.3%	93.6%	95.2%	72.6%	85.8%	88.0%
Dehcho Divisional Education Council	62.6%	62.8%	62.1%	65.6%	71.6%	70.5%	70.7%	64.7%	74.2%	78.6%	75.9%	72.8%	38.3%	59.3%	62.5%
Dettah District Education Authority	73.4%	73.8%	70.9%	72.5%	77.4%	80.6%	94.9%	63.5%	90.7%	56.7%	68.7%		82.9%		
N'dilo District Education Authority	69.0%	75.5%	85.9%	80.7%	71.3%	67.3%	82.2%	69.4%	68.7%	74.1%	57.8%	54.6%	54.0%	27.5%	77.8%
Sahtu Divisional Education Council	64.5%	63.1%	66.9%	73.7%	71.7%	72.0%	77.2%	75.3%	74.7%	63.1%	67.7%	54.9%	53.2%	68.1%	49.3%
South Slave Divisional Education Council	73.4%	65.8%	75.0%	75.2%	78.8%	76.6%	72.3%	77.6%	74.9%	78.0%	66.9%	68.4%	68.5%	79.9%	77.5%
Tłjchq Community Services Agency	67.5%	65.0%	65.4%	53.3%	59.4%	64.5%	60.9%	70.2%	64.1%	68.7%	70.3%	64.1%	70.8%	77.6%	82.1%
Yellowknife Catholic Schools	81.7%	79.7%	75.6%	83.2%	83.9%	81.4%	84.1%	84.1%	80.1%	80.1%	85.2%	84.4%	76.4%	82.3%	86.1%
Yellowknife Education District No. 1	82.0%	81.8%	82.9%	83.1%	87.1%	85.5%	86.5%	82.5%	85.7%	82.0%	81.8%	75.8%	74.2%	75.8%	87.0%

²² 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 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).²³

The charts and tables in this section offer a snapshot of the percentage of high school students who earned 50 percent or higher in Grades 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. Some schools were also closed due to major flooding and wildfires. It is important to note these impacts when considering the results presented in this section.

In Yellowknife, 88 percent to 93 percent of students completed their core courses in high school in 2022-23. In regional centres, 84 percent to 89 percent of students completed their core courses. In small communities, 76 percent to 81 percent of students completed their core courses.

Looking at course completion rates over time, Yellowknife has remained relatively stable (Figure 27). However, regional centres (Figure 28) and small communities (Figure 29) have both experienced more fluctuations 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.
- Some of the fluctuations can be explained by the total number of students taking these courses. A decline in course enrolment can contribute to a higher passing rate.

²³ [A complete list of core subject courses](#) included in the analyses in this section are Science 10 and Northern Studies 10 and the following dash 1 and dash 2 courses: MATH 10C; MATH 103; MATH 202; MATH 201; MATH 302; MATH 301; ELA 102; ELA 101; ELA 202; ELA 201; ELA 302; ELA 301; FRA 102; FRA 101; FRA 202; FRA 201; FRA 302; FRA 301; FLA 102; FLA 101; FLA 202; FLA 201; FLA 302; FLA 301; SST 102; SST 101; SST 202; SST 201; SST 302; SST 301.

Figure 27: Percentage of students who completed core subject courses by grade in Yellowknife, over time.

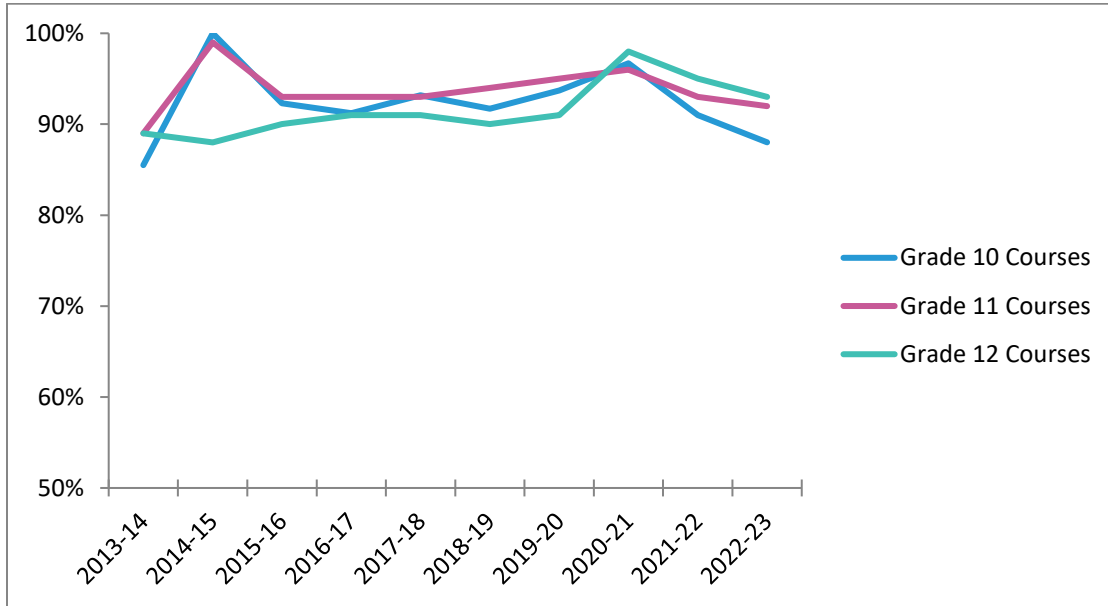


Figure 28: Percentage of students who completed core subject courses by grade in Regional Centres, over time.



Figure 29: Percentage of students who completed core subject courses by grade in Small Communities, over time.



Table 23: Number of students who passed/did not pass high school core subject courses by course and community type, 2022-23.²⁴

2022-23		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
Grade 10									
MATH 10	Did not pass	15	8.6%	18	20.0%	9	11.8%	42	12.4%
	Passed	159	91.4%	72	80.0%	67	88.2%	298	87.6%
MATH 103	Did not pass	25	26.9%	14	24.6%	34	25.2%	73	25.6%
	Passed	68	73.1%	43	75.4%	101	74.8%	212	74.4%
ENGLISH LANGUAGE ARTS 102	Did not pass	22	22.9%	16	21.1%	48	29.1%	86	25.5%
	Passed	74	77.1%	60	78.9%	117	70.9%	251	74.5%
ENGLISH LANGUAGE ARTS 101	Did not pass	--	3.6%	--	3.0%	--	15.4%	14	5.2%
	Passed	--	96.4%	--	97.0%	--	84.6%	256	94.8%
FRANCAIS 101	Did not pass								
	Passed			--	100.0%			--	100.0%
FRANCAIS 102	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%

²⁴ 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.

2022-23		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
FRENCH LANGUAGE ARTS 102	Did not pass								
	Passed								
FRENCH LANGUAGE ARTS 101	Did not pass								
	Passed	--	100.0%	--	100.0%			43	100.0%
SOCIAL STUDIES 102	Did not pass	26	24.5%	12	19.4%	36	23.8%	74	23.2%
	Passed	80	75.5%	50	80.6%	115	76.2%	245	76.8%
SOCIAL STUDIES 101	Did not pass	--	3.8%	--	6.3%	--	22.2%	16	6.4%
	Passed	--	96.2%	--	93.8%	--	77.8%	233	93.6%
NORTHERN STUDIES 10	Did not pass	27	10.6%	21	17.1%	25	17.1%	73	14.0%
	Passed	227	89.4%	102	82.9%	121	82.9%	450	86.0%
SCIENCE 10	Did not pass	25	12.7%	12	14.8%	37	32.7%	74	18.9%
	Passed	172	87.3%	69	85.2%	76	67.3%	317	81.1%
Total		1286		629		852		2767	
Total Pass		1134	88.2%	530	84.3%	651	76.4%	2315	83.7%
Grade 11									
MATH 202	Did not pass	--	8.3%	--	6.7%	--	17.1%	13	10.4%
	Passed	--	91.7%	--	93.3%	--	82.9%	112	89.6%
MATH 201	Did not pass	--	5.0%	--	6.1%			8	4.7%
	Passed	--	95.0%	--	93.9%	17	100.0%	161	95.3%
ENGLISH LANGUAGE ARTS 202	Did not pass	--	18.1%	--	25.5%	28	24.1%	57	22.4%
	Passed	--	81.9%	--	74.5%	88	75.9%	197	77.6%
ENGLISH LANGUAGE ARTS 201	Did not pass	--	2.3%	--	7.0%	--	12.8%	12	5.2%
	Passed	--	97.7%	--	93.0%	--	87.2%	217	94.8%
FRANCAIS 202	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRANCAIS 201	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRENCH LANGUAGE ARTS 202	Did not pass								
	Passed								
FRENCH LANGUAGE ARTS 201	Did not pass	--	6.9%					--	6.9%
	Passed	--	93.1%					--	93.1%
SOCIAL STUDIES 202	Did not pass	--	21.3%	--	14.0%	18	18.4%	44	18.6%
	Passed	--	78.7%	--	86.0%	80	81.6%	193	81.4%
SOCIAL STUDIES 201	Did not pass	--	3.0%	--	1.9%	10	21.7%	15	6.4%
	Passed	--	97.0%	--	98.1%	36	78.3%	219	93.6%
Total		654		283		351		1288	

2022-23		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
Total Pass		600	91.7%	253	89.4%	284	80.9%	1137	88.3%
Grade 12									
MATH 302	Did not pass	--	9.0%	--	19.0%	--	12.5%	12	11.5%
	Passed	--	91.0%	--	81.0%	--	87.5%	92	88.5%
MATH 301	Did not pass	--	4.7%	--	15.8%	--	23.1%	10	8.5%
	Passed	--	95.3%	--	84.2%	--	76.9%	108	91.5%
ENGLISH LANGUAGE ARTS 302	Did not pass	--	13.9%	--	19.6%	28	27.5%	47	21.4%
	Passed	--	86.1%	--	80.4%	74	72.5%	173	78.6%
ENGLISH LANGUAGE ARTS 301	Did not pass	--	3.0%	--	2.2%	10	21.3%	15	6.6%
	Passed	--	97.0%	--	97.8%	37	78.7%	212	93.4%
FRANCAIS 302	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRANCAIS 301	Did not pass								
	Passed	--	100.0%	--	100.0%			--	100.0%
FRENCH LANGUAGE ARTS 302	Did not pass								
	Passed								
FRENCH LANGUAGE ARTS 301	Did not pass	--	3.2%					--	3.2%
	Passed	--	96.8%					--	96.8%
SOCIAL STUDIES 302	Did not pass	--	17.4%	--	28.6%	--	10.0%	--	17.5%
	Passed	--	82.6%	--	71.4%	--	90.0%	33	82.5%
SOCIAL STUDIES 301	Did not pass	--	5.6%			--	23.1%	--	6.5%
	Passed	--	94.4%	--	100.0%	--	76.9%	101	93.5%
Total		491		166		201		858	
Total Pass		458	93.3%	147	88.6%	154	76.6%	759	88.5%

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 that NWT students get on their diploma exams and marks that they get for their course work allows us to measure success and 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 percent in diploma courses.²⁵ 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. Less than 30 exams were written across the territory; therefore, results were not published for that year.

²⁵ Eight Leaves. Diploma Exam Marks vs. School Marks (2017). <https://www.eightleaves.com/diploma-exam-marks-vs-school-marks-alberta-high-schools>

- Diploma exams resumed in the 2021-22 school year (June session only) and the full 2022-23 school year; however, some schools received exemptions from writing during these years.²⁶
 - Some areas experienced major spring flooding and wildfire evacuations, which caused more disruption to the education system.

The results for this indicator, therefore, will not include all students who took the below courses in the 2022-23 school year; rather, it only looks at those students who took these courses **and** wrote a diploma exam that year.

Figure 30 shows the average difference between diploma exam and course marks by subject and community type for 2022-23. In many cases, NWT differences between course mark and exam mark is higher than what is typically seen in Alberta (**the dashed red line**). English Language Arts 301, Math 301, Math 302, Biology 30, and Physics 30 were the courses where the difference between course and exam mark was higher than the Alberta average across all community types.

Table 24 and Table 25 break down the differences between course and exam marks for the 2022-23 school year by subject, community type, and education body.

Figure 31 and Figure 32 show the difference between course and exam marks over time for English Language Arts 302 and Math 302 across the community types. The trend for English Language Arts 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 31). The difference between course and exam marks for English Language Arts 302 declined between 2021-22 and 2022-23 across community types, which may suggest a return to pre-pandemic results.

For Math 302, trends across the community types are less defined and show sharper changes from year to year (Figure 32). One notable trend is the difference between course and exam marks for Math 302 in small communities increasing since 2019-20. Results for Math 302 were unavailable for regional centres in the 2021-22 school year and are represented as a dashed line in Figure 32.

²⁶ Students who did not write Diploma Exams in the 2020-21, 2021-22, or 2022-23 school years received their course mark as their final mark.

Figure 30: Average difference (%) between diploma exam and course marks by subject and community type, 2022-23.²⁷

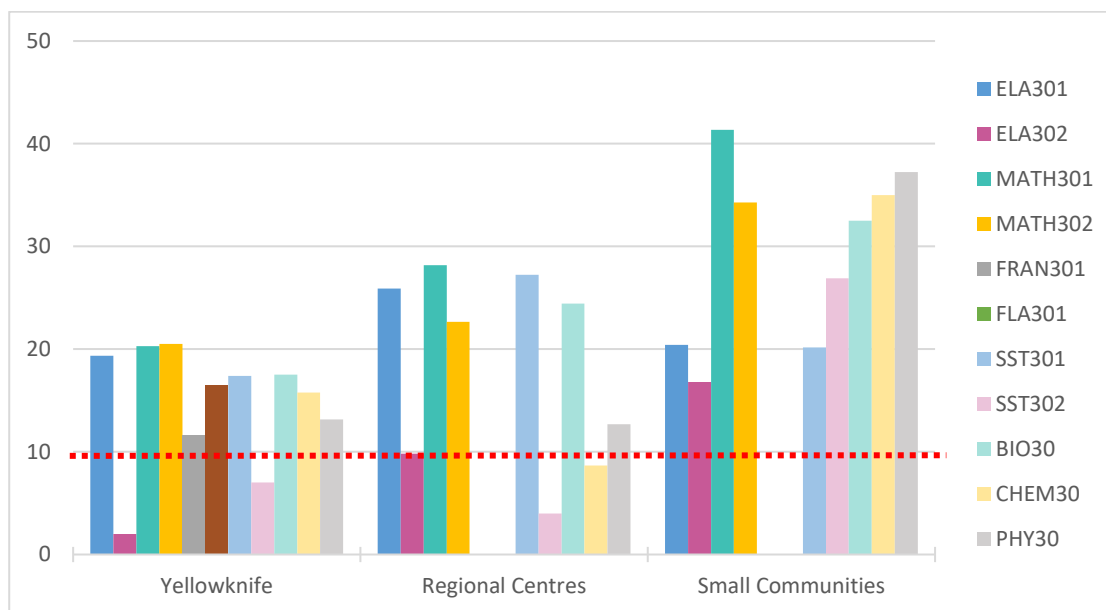


Table 24: Average difference (%) between diploma exam and course marks by subject and community type, 2022-23.

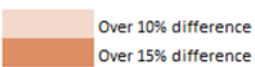
	Yellowknife	Regional Centres	Small Communities	NWT
ENGLISH LANGUAGE ARTS 301	19.36	25.89	20.42	20.72
ENGLISH LANGUAGE ARTS 302	2.00	9.81	16.79	10.04
MATH 301	20.28	28.16	41.36	23.65
MATH 302	20.51	22.67	34.27	22.98
SOCIAL STUDIES 301	17.40	27.23	20.15	19.80
SOCIAL STUDIES 302	7.00	4.00	26.88	11.03
BIOLOGY 30	17.50	24.43	32.49	21.85
CHEMISTRY 30	15.76	8.67	35.00	16.35
PHYSICS 30	13.15	12.67	37.25	14.57
Total Average Difference	14.65	18.17	29.40	17.20

Over 10% difference
 Over 15% difference

²⁷ 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.

Table 25: Average difference (%) between diploma exam and course marks by subject and education body, 2022-23.^{28 29}

	BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL	COMMISSION SCOLAIRE FRANCOPHONE TERRITOIRES DU NORD-OUEST	DEHCHO DIVISIONAL EDUCATION COUNCIL	NDILQ DISTRICT EDUCATION AUTHORITY	SAHTU DIVISIONAL EDUCATION COUNCIL	SOUTH SLAVE DIVISIONAL EDUCATION COUNCIL	TLICHO COMMUNITY SERVICES AGENCY	YELLOWKNIFE CATHOLIC SCHOOLS	YELLOWKNIFE EDUCATION DISTRICT NO. 1
ENGLISH LANGUAGE ARTS 301	20.17	30.78	18.33	35.00	23.92	26.73	22.46	19.02	18.75
ENGLISH LANGUAGE ARTS 302	20.90	-11.00	18.50	12.20	19.33	10.09	8.24	3.87	0.93
MATH 301	36.80	48.20	59.00		43.50	11.25	65.00	26.35	14.06
MATH 302	19.67	21.50		36.50	39.67	29.11	34.20	19.14	21.49
SOCIAL STUDIES 301	27.29		20.00		17.63	27.90	19.50	17.27	17.44
SOCIAL STUDIES 302	24.00		36.00		15.33	8.17		3.00	9.46
BIOLOGY 30	28.27	21.20	38.00	36.50	30.91	22.20	30.23	12.94	19.64
CHEMISTRY 30	13.00	33.25			34.00	8.67	59.00	11.97	16.49
PHYSICS 30	28.57	9.00			36.50	-2.50		21.67	10.64



Over 10% difference
Over 15% difference

²⁸ Negative figures (Table 25, English Language Arts 302 CSFTNO and Physics 30 SSDEC results; Figure 31 English Language Arts 302 regional centres 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 31, students in regional centres on average had a -0.25% difference between their course marks and exam marks in the 2017-18 school year, meaning 0.25% of these students did better on the exam.

²⁹ Table note: Blank cells stand for no record.

Figure 31: Average difference (%) between English Language Arts 302 course and exam marks by community type, over time.

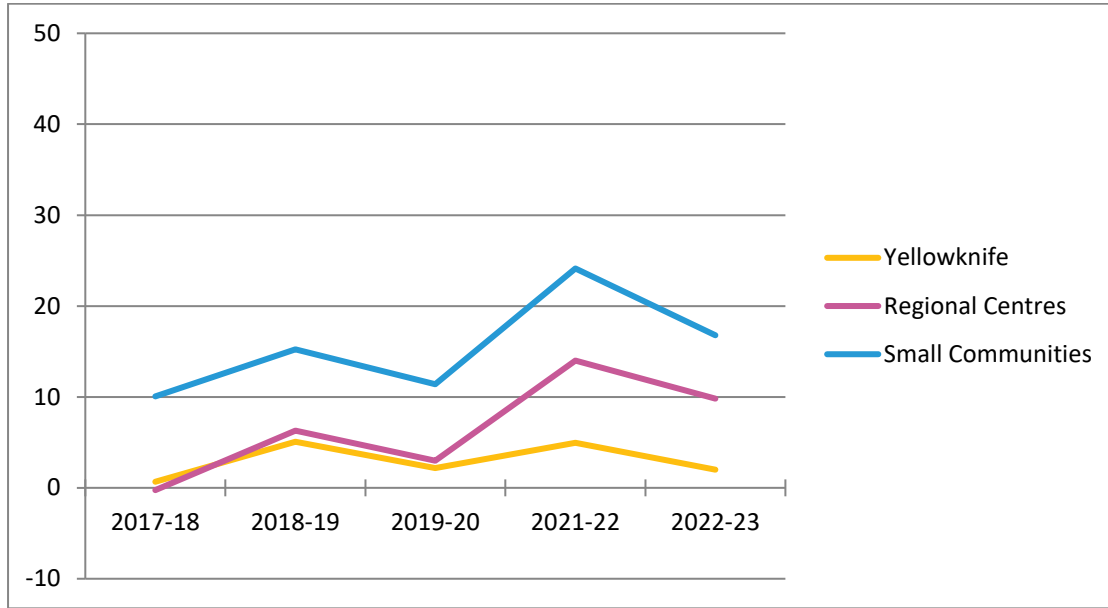
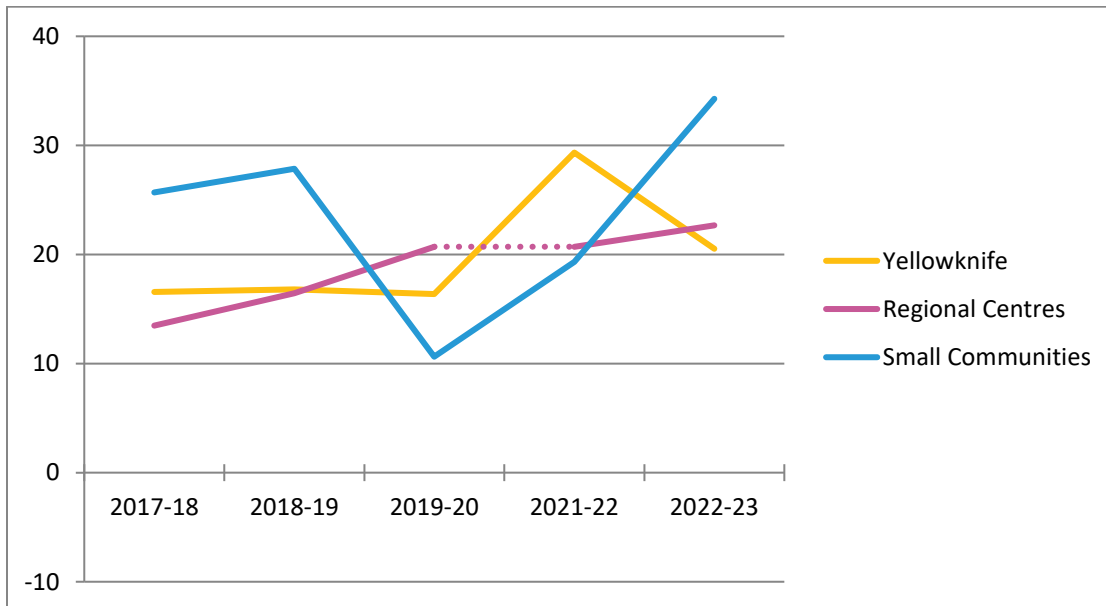


Figure 32: Average difference (%) between Math 302 course and exam marks by community type, over time.³⁰



³⁰ The dashed line for regional centres represents no data available in the 2021-22 school year.

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 Junior Kindergarten – Grade 12 education system.

ECE developed a new graduation rate measurement 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.³¹

What do the results tell us?

In 2023, the Six-Year Graduation Rate for the NWT showed that 59 percent of students graduated (Table 26). This is an increase of 4-percentage points since 2022. Overall, graduation rates have remained relatively stable over the last decade (Figure 33). The gap between Indigenous student and non-Indigenous student graduation rates has remained around 30-40 percent (Figure 34 and Table 27).

When looking at results by community type, Yellowknife and small communities have both seen an increase in their Six-Year Graduation Rate (Figure 33 and Table 26). Regional centres, on the other hand, saw a decrease in their high school graduation rate in 2023.

Since the graduation rate allows students up to six years to complete high school, the group of students (cohort) represented in the 2023 rate started high school in the 2017-18 school year. This means the COVID-19 pandemic would have impacted this cohort's 3rd, 4th, and 5th years since starting high school. As such, it is possible the fluctuations seen in the graduation rates are related to the pandemic.

³¹ For more information on the new graduation rate method, see the Grad Rate fact sheet on the [Department of Education, Culture and Employment website](#).

Figure 33: Six-Year Graduation Rate by community type, over time.

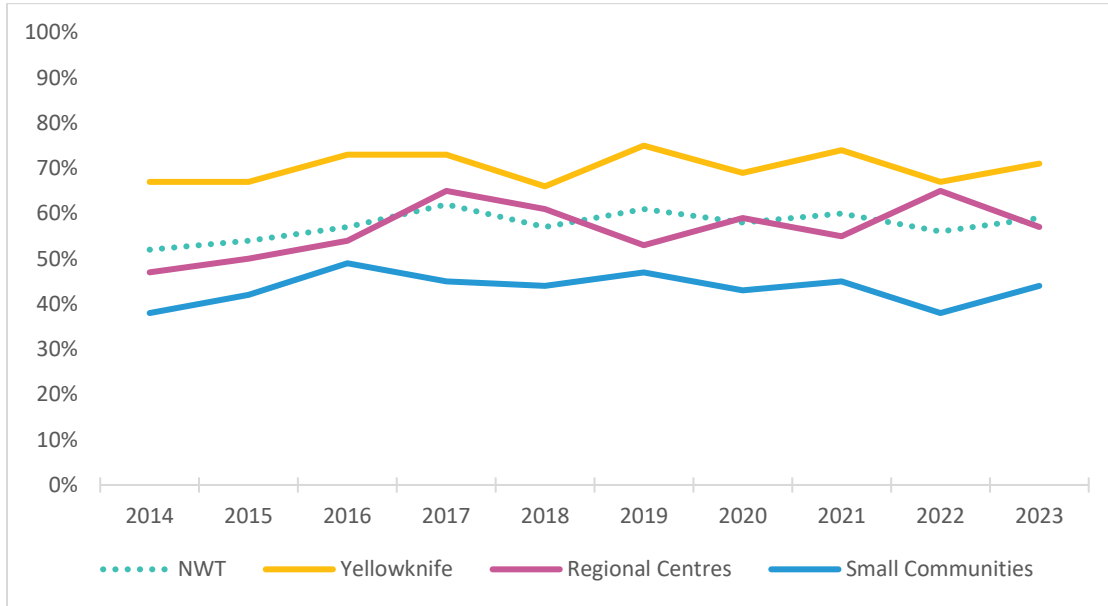


Figure 34: Six-Year Graduation Rate by ethnicity, over time.

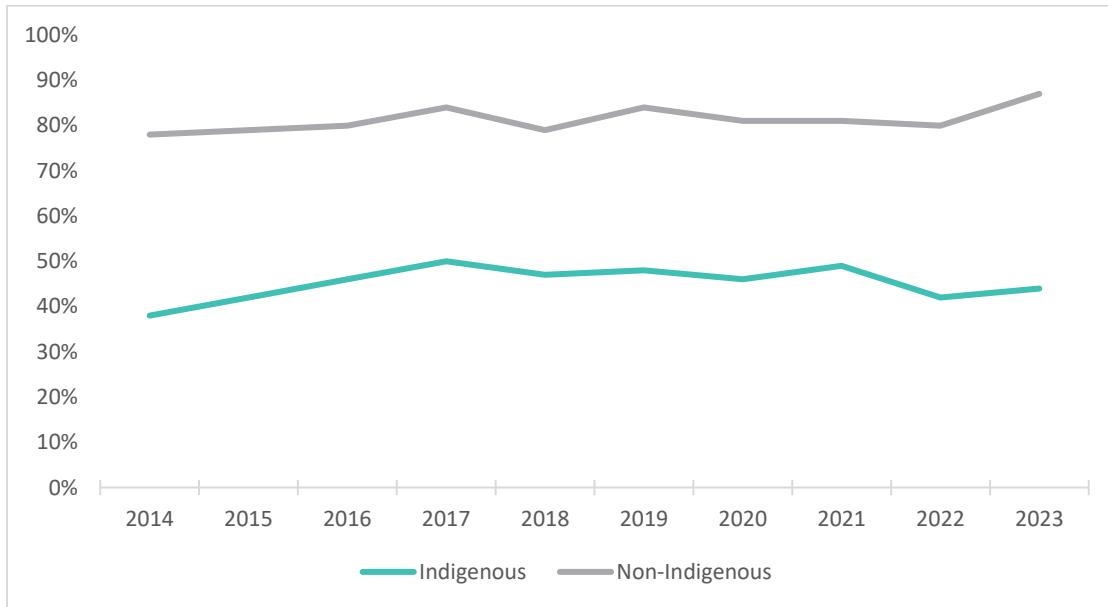


Table 26: Six-Year Graduation Rate by community type, over time.

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Yellowknife	67%	67%	73%	73%	66%	75%	69%	74%	67%	71%
Regional Centres	47%	50%	54%	65%	61%	53%	59%	55%	65%	57%
Small Communities	38%	42%	40%	45%	44%	47%	43%	45%	38%	44%
NWT	52%	54%	57%	62%	57%	61%	58%	60%	56%	59%

Table 27: Six-Year Graduation Rate by ethnicity, over time.

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Indigenous	38%	42%	46%	50%	47%	48%	46%	49%	42%	44%
Non-Indigenous	78%	79%	80%	84%	79%	84%	81%	81%	80%	87%

Percentage of high school graduates going on to post-secondary programs

Why report on this measure?

The Junior Kindergarten – Grade 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 2019-20 school year and went on to post-secondary between 2020 and 2023. Across community types, we see an increase in the percentage of high school graduates who enrolled in post-secondary education within three years (Figure 35).

Between 2014 and 2020, less than 10 percent of students who went on to a post-secondary program enrolled in Aurora College's Access program; this indicates that most high school graduates who pursue further education are pursuing a certificate, diploma, or degree.

It would be valuable to know what percentage 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 35: Percentage of high school graduates who successfully pursued post-secondary education within three years of graduation by community type, over time.

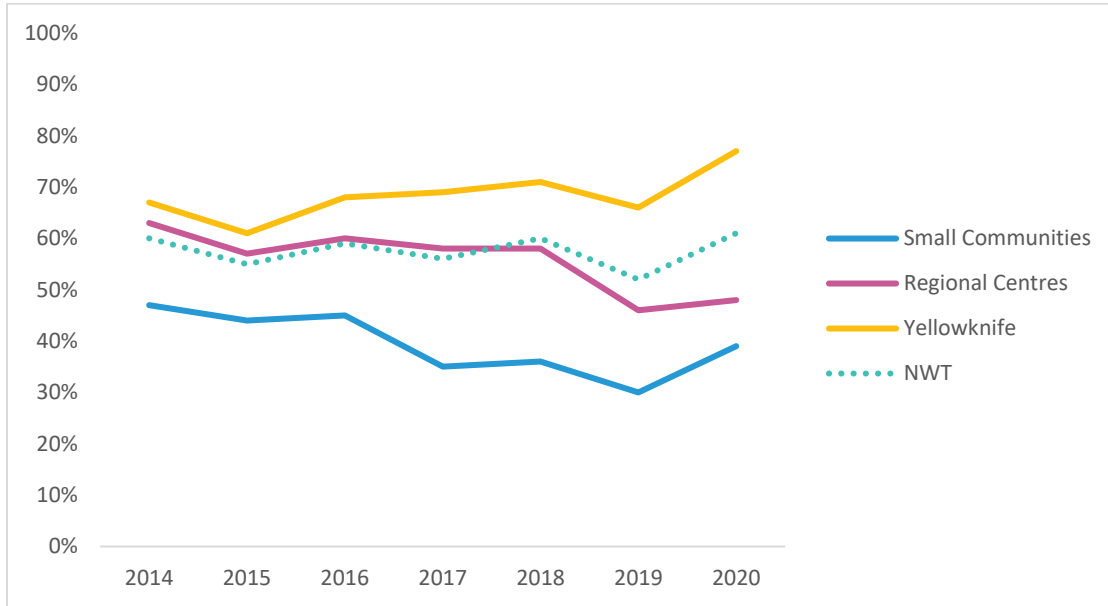


Table 28: High school graduates who successfully pursued post-secondary education within three years of graduation, by community type³², over time.

		High school graduating class count	Number of successful post-secondary applicants from graduating class (within three years)	Percent of successful post-secondary applicants from graduating class (within three years)
2014	Yellowknife	225	150	67%
	Regional Centres	99	62	63%
	Small Communities	147	69	47%
	NWT	471	281	60%
2015	Yellowknife	209	127	61%
	Regional Centres	100	57	57%
	Small Communities	113	50	44%
	NWT	422	234	55%
2016	Yellowknife	179	121	68%
	Regional Centres	75	45	60%
	Small Communities	112	50	45%
	NWT	366	216	59%
2017	Yellowknife	176	121	69%
	Regional Centres	88	51	58%
	Small Communities	110	39	35%
	NWT	374	211	56%
2018	Yellowknife	189	134	71%
	Regional Centres	80	46	58%
	Small Communities	85	31	36%
	NWT	354	211	60%
2019	Yellowknife	171	113	66%
	Regional Centres	79	36	46%
	Small Communities	92	28	30%
	NWT	342	177	52%
2020	Yellowknife	186	143	77%
	Regional Centres	69	33	48%
	Small Communities	85	33	39%
	NWT	340	209	61%

³² 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. While almost all NWT high school graduates who go on to post-secondary education apply for Student Financial Assistance, 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.

Percentage of high school graduates returning to the NWT education system

Why report on this measure?

Some students may need or 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.

The tables in this section show how many students returned to the NWT education system within three years of graduating high school. Schools and education decision-makers can use this information to adjust their programs and services and ensure that students are supported with the learning and skills required for a successful post-high school life.

What do the results tell us?

Table 29 shows the percentage of 2019-20 high school graduates who returned to the NWT education system within three years after completing high school, referred to as "Total Individual Returners." Over three years, 21.2 percent of 2019-20 graduates returned to high school. Most of them returned in the first school year after graduating, the 2020-21 school year.

Table 30 shows us the percentage of individuals that returned to high school within three years of their graduating year, over time. There was an increase in the percentage of students who returned, which may be an impact of the COVID-19 pandemic.

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 of the job market after they graduate from high school.

Table 29: Number and percentage of 2019-20 high school graduates who returned to the NWT education system within three years.

	Count	% of 2019-20 high school graduating class
High school graduates in 2019-20	340	
Total Individual Returners ³³	72	21.2%
Returned 1 year later	64	18.8%
Returned 2 years later	13	3.8%
Returned 3 years later	7	2.1%

Table 30: Percentage of individual high school graduates who returned to the NWT education system within three years, over time.

	% of individuals from a high school graduating class that returned
2018-19	16.4%
2019-20	21.2%

³³ The “Total Individual Returners” (72) **does not** equal the sum of the breakdown by year (84) 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.