



**Education, Culture and Employment**

# JK-12 Education Review Performance Measures Technical Report

*Education Renewal and Innovation Framework Formative Evaluation*

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Government of Northwest Territories  
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## Introduction

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

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

As you read this document, it is important to keep in mind that the ERI Framework is only half-way through its 10-year lifespan. The changes hoped to be achieved by ERI are complicated, multi-sided, and need time. Persistent gaps in student outcomes, especially in small communities, are a result of numerous factors which require the efforts of the GNWT, Indigenous Governments, communities and families to effect change.

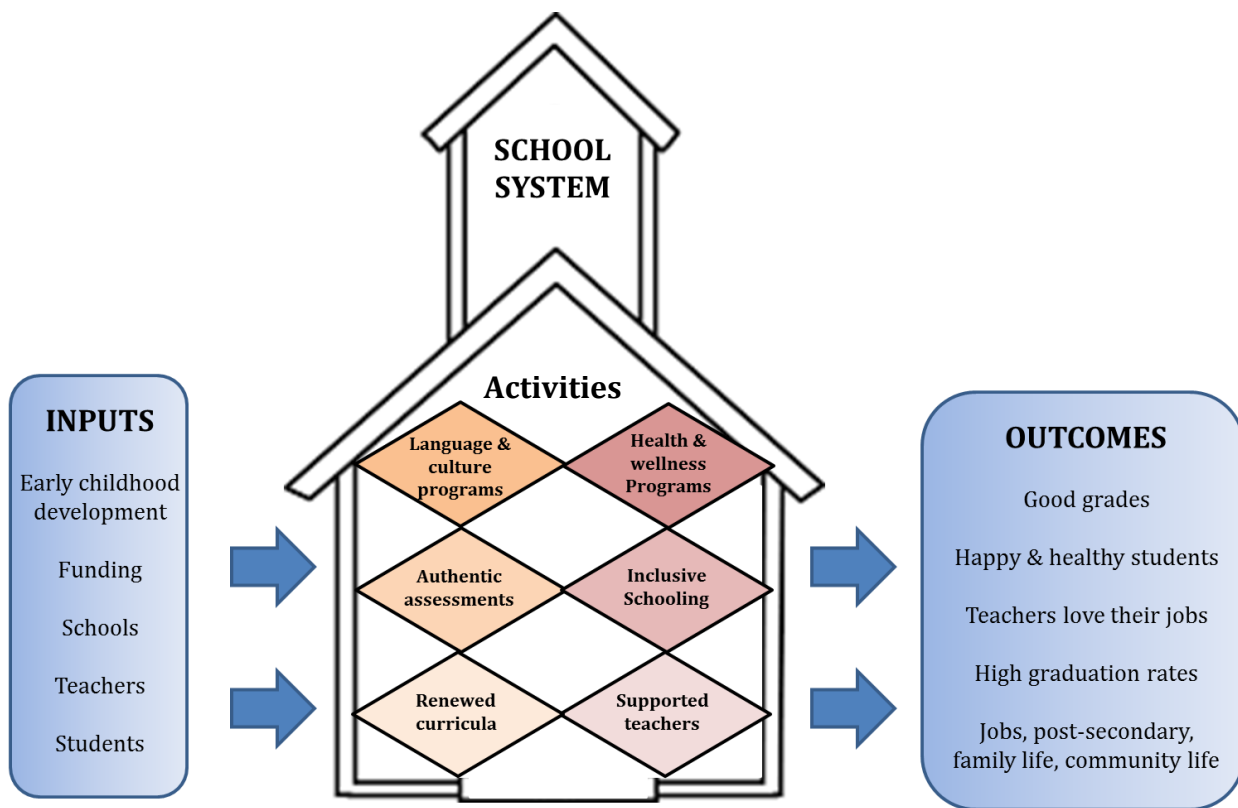
## This Report

The purpose of this document is to report on the current state of the NWT education system with respect to the changes implemented by the ERI Framework in 2013. It provides results from measures that have been chosen to speak to the performance of the education system.

Like many systems, the education system is a complex, interconnected compilation of many parts. It is a network of organizations, people, programs, resources, materials, and actions. As such, it is important to understand how the education system functions *as a system*.

The measures reported in this document each fall into one of three system categories: system 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 has to work with. An education system's activities are those things that the system *does*, like programs, courses, and assessment practices. They comprise the different ways the education system is mobilized to teach and support students. Finally, an education system's outcomes are the *results* of the system. They are things like grades, graduation rates, and the wellbeing of students. They are what the system produces at the end. 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. Understanding the results of this report in the context of inputs, activities, and outcomes helps shed light on how the education system is doing as an integrated whole.





The remainder of this introduction offers a summary of the results of the inputs, activities, and outcome measurements of the NWT's education system. This summary will talk about the significance of the results and highlight achievements of the education system as well as some areas for growth.

## Executive Summary

### Inputs

The inputs to an education system are perhaps what the education system has the least control over. To provide an understanding of what the NWT's education system inputs are, this report offers information on the following measures:

- Children's development upon entering grade 1
- Student mental health and wellbeing during school
- Number of schools
- Number of students
- Number of teachers
- Budget per education body

Monitoring inputs is useful because they let us know what the system needs in order to do its work. For instance, knowing how children are doing developmentally just before they enter the school system at grade 1 can tell us whether the education system should invest in extra supports

for children in younger grades such as food programs, speech and language supports, or options for medical supports (like hearing aids). As it turns out, many children in the NWT do need extra supports due to how they are faring developmentally. This report presents results from the Early Childhood Development Instrument, a developmental survey that 5-year-olds in the NWT participate in every year. These numbers show that overall, less than half of children in the NWT are developmentally on track by the time they enter grade 1.

Results in Yellowknife and regional centres are more positive than in small communities. This has been the case since the Early Childhood Development instrument was introduced in the NWT in the 2011-2012 school year. These results provide important information because they tell us what the education system needs to be prepared for. In this case, a large portion of the incoming NWT student body needs extra care, attention, and accommodation. For this reason, some of the key activities undertaken through the ERI Framework focus explicitly on providing early childhood development supports, including launching the Junior Kindergarten program and designing and launching a made-in-the NWT Junior Kindergarten/Kindergarten curriculum.

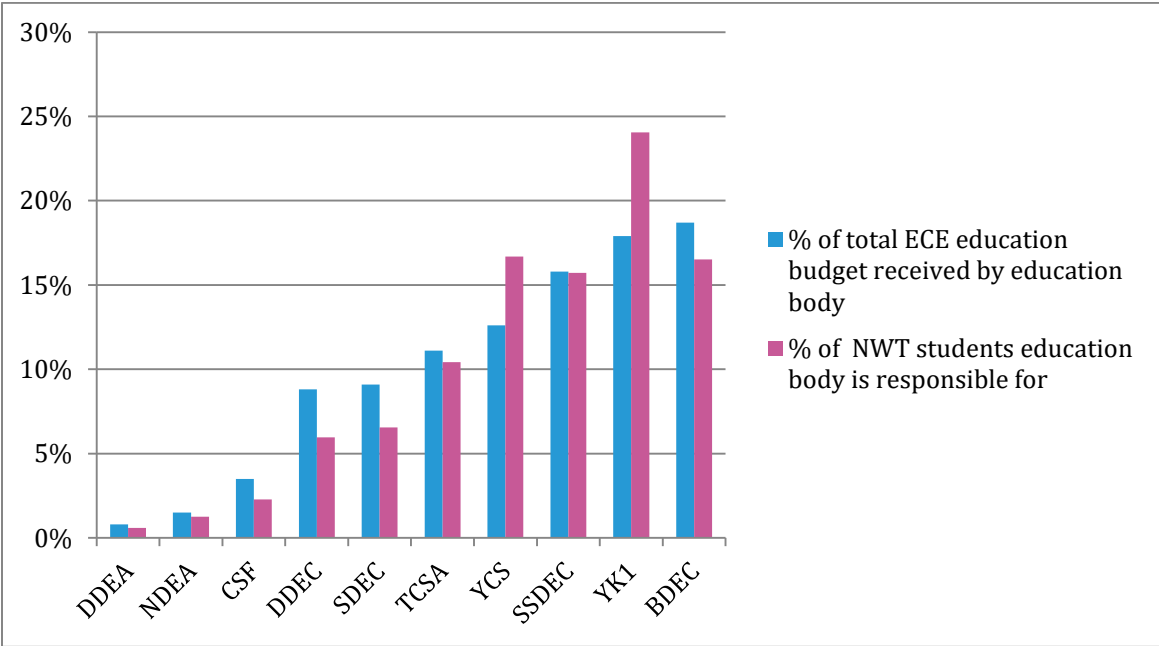
Similarly, knowing student mental health and wellbeing throughout the school-aged years is important to understand the student body that the education system is aiming to support. A student body with mental health and wellbeing needs suggests the education system could invest in extra supports such as school-based health professionals or educational programming focused on mental health and wellbeing. The Middle Years Development Instrument is a questionnaire that is completed by elementary school students in grades 4 and 7. The results of this annual questionnaire show that less than half of grades 4 and 7 students are thriving in terms of their mental health and wellbeing, since the tool was introduced in the 2015-2016 school year.

As with the Early Childhood Development Instrument, the Middle Years Development Instrument results are more positive for Yellowknife and regional centres than small communities. These results suggest that the education system and all partners involved in supporting school-aged children need to take care to support child and youth mental health and wellbeing in all of the work that they do. For this reason, some of the key activities undertaken through the ERI Framework focus explicitly on wellness, including renewing the NWT Health and Wellness curriculum, and bringing child and youth counsellors into NWT schools.

Information gathered from inputs is also useful in that it gives us a snapshot of what the makeup of the education system is. How many students are there in the NWT, across regions, per education body? How many teachers are there to teach these students? How much money do education bodies have to support teachers and students? Is the money distributed fairly? These are all questions that data (information) from input measures can answer. For instance, **Figure 1** below helps answer the question about whether school funding is fairly distributed. The bars in the chart show the relation between what proportion of the education budget a given education body receives and what proportion of NWT students that education body is responsible for. With the exception of YK1 and YCS who have their own funding as well as ECE funding, the blue and pink bars are generally very close in height for all the education bodies. This means that there is a close relationship between how many students an education body is responsible for and how much money they receive from ECE.

As you read the rest of this report, however, it will become clearer that perhaps the answer to the question the bar chart is tackling is not that simple. In particular, just because funding for schools is *evenly* distributed does not mean it is *fairly* distributed. Information from other measures will show that despite the fact that many schools in small communities receive equal funding, they have many additional challenges that schools in regional centres (Hay River, Fort Smith, and Inuvik) and Yellowknife do not have. In other words, schools in small communities might need *extra* funding in order to obtain the same outcomes that schools in regional centres and Yellowknife do. While such a funding structure would not be *equal*, it could be a fairer structure because all schools would be better able to get the same results.

**Figure 1 Percent of ECE education funding received by education bodies compared to how many students education bodies are responsible for**



**Activities**

The activities of the education system are the different programs and strategies that go into enabling happy, well, and capable students. Some of the activity measures included in this report are:

- Student enrollment in JK/K
- Student enrollment in Indigenous language programs
- Student enrollment in French language programs
- Number of students with Student Support Plans
- Number of students with Individual Education Plans
- Number and type of developed/renewed or piloting curricula occurring across the NWT
- NWT curriculums with standard / common assessments

- Grade 6 and 9 Alberta Achievement Tests (AATs) results
- NWT diploma exam results
- Number of hours of personal time spent by teachers on tasks related to teaching position
- Educator participation in the New to the NWT Educators Conference

These measures differ from the input measures discussed earlier because they can tell us how effective the education system's efforts are in fulfilling ERI commitments. There are findings in this section that show evidence that some of the education system's efforts/activities are on the right track. These findings include:

**2017-2018 enrollments in JK/K are high.** The results show that over 80% of 4 and 5-year-old children in the NWT were enrolled in JK/K for the 2017-2018 school year. These numbers suggest that the GNWT is fulfilling its promise to ensure the availability of early childhood programming across the territory.

**40% of students in grades 1 – 9 throughout the NWT took advantage of Student Support Plans in the 2017-2018 school year.** One of the ERI commitments is to ensure that learners experience supported and personalized quality education. Because such a large proportion of NWT students are participating in Student Support Plans, this means the education system is offering a service that is meeting a genuine need for supported and personalized education in the territory.

**The school system has developed and nearly completed the full implementation of four of territory-wide curricula.** The chart in Figure 2 shows that the school system has been able to innovate four new programs and curricula that are in line with different ERI commitments including commitments to make NWT curricula more relevant to northern students, help revitalize Indigenous languages, make quality early childhood programming available throughout the territory, and promote student wellness and identity development.

The above results are a testament to some of the strategies and programs that the NWT education system has implemented in its efforts to fulfill ERI commitments and enable students to feel and perform their best at school.

**Figure 2 New curricula developed in the NWT since the beginning of ERI**

New curricula developed since beginning of ERI	Description	Piloting or currently in use
Health and Wellness Curriculum	Teachers guide students in their explorations of health and wellness topics. Students are encouraged to take ownership of their learning and to draw conclusions based on the knowledge they gain.	Piloting
Our Languages Curriculum	A new curriculum for Indigenous language instruction in Junior Kindergarten to grade 12. Its goal is to grow NWT's nine Indigenous languages, and to help students on their journey of becoming/living as capable people.	Piloting
Junior Kindergarten Program and Curriculum	A play-based curriculum for 4 year olds, designed to foster curiosity, learning, a sense of identity, communication, teamwork, problem solving, creativity, and the basics of reading, writing and math.	In use
Northern Studies Curriculum	An expanded version of Northern Studies 10 developed in 1991. Its goal is to help all students know about NWT land, languages, histories and cultures. It is mandatory for graduation.	In use

Unfortunately, not all the results for the activities measures in this report are good results. There are a handful of results which suggest that some of the programs and strategies that the education system is employing need to do more in order to promote the ideal outcomes ERI is aiming for. For instance, some of the results for NWT standardized tests (AATs and diploma exams) raise questions about the appropriateness of the administration of AATs in particular in the NWT. Results show that, over time, between 20% and 35% of NWT students have been either excused or absent from writing AATs. This is a substantial proportion of students. Given that one of the main purposes of standardized tests is to be able to assess the level of academic achievement of students within a given region, it seems the NWT is not achieving this purpose given the large numbers of students who do not write AATs. While results show that between 40% and 55% of grade 6 and 9 students score acceptable or higher on AATs, we cannot be certain that these numbers are representative of student scoring in the NWT because we do not know how the students who have not written the AATs would score. Given the sizeable portion of students excluded from this information, it may be time to consider implementing a more appropriate assessment.

Data from AATs and diploma exams, as well as results from a few of the other activity measures, reveal another concern with the education system's activities more broadly. Results from across these measures show that current activities in the school system (e.g. the curriculum, teaching methods, assessments) are not well designed for students in small communities. Scores on AATs and diploma exams in particular show quite starkly that students from small communities are

scoring well below the scoring level of students from regional centres and Yellowknife. Numbers of students who are on Student Support Plans for working below grade level are also substantially higher in small communities than in regional centres and Yellowknife. Both of these types of result reveal that NWT school system activities are not doing enough to support students in small communities to reach a level of academic achievement that is equal with the rest of the territory. Small communities face ongoing and complex difficulties in terms of infrastructure, teacher shortages, high costs, and poverty. These difficulties often make matters much worse for student achievement. Because of this, supporting students in their academic achievement must go hand in hand with initiatives that support wellness and the quality of life in small communities more generally.

As seen in the inputs with respect to the Early Childhood Development Instrument and Middle Years Development Instrument results, and as you will see in the next section, inequity between small communities and regional centres and Yellowknife is a reoccurring and troubling result. All students in the NWT should have equitable opportunity to benefit from the school system.

## Outcomes

Remember that the outcomes of the education system are the end results of the system. If the goal of the education system is to produce well and capable students, then the outcome measures will be those measures that tell us how close the education system has come to this goal. Some examples of outcome measures reported in this document include:

- EDI on track rates by JK participation
- MDI relationship with adult at school results
- Health Behavior in School-Age Children feel accepted by their teacher results
- Attendance rates
- Transition and reenrollment rates by grade
- Course completion rates for core subject high school courses
- High school graduation rate
- Percent of grade 12 students going onto postsecondary certificate, diploma, or degree programs
- Difference between diploma exam and course marks for senior secondary students
- Teacher satisfaction with New to the NWT Educators Conference
- Teacher satisfaction with NWT JK/K Training Opportunities
- Teacher satisfaction with job

The results of these measures speak to certain successes of the education system including student achievement, student health and wellbeing, student engagement in school (attendance), and teacher satisfaction. If all the results in this section were positive, then the NWT could be confident in the success of its education system. Happily, some of the results are indeed positive. Here are some of the highlights:

**Preliminary findings suggest Junior Kindergarten may be contributing positively to early childhood development.** Children who attend Junior Kindergarten are more likely to be developmentally on track than children who do not attend Junior Kindergarten. This

result is positive because it shows that quality early learning opportunities offered through NWT educational programming can help children at a developmental level. It takes a community to raise a child and the school is part of the community. It is good, then, to see evidence that NWT schooling is contributing positively to the efforts needed to raise happy and healthy children.

**Between 75% and 80% of students in grades 6 to 10 feel their teachers accept them for who they are.** This result is a good one because it means that most NWT students feel safe in their identities with their teachers. For a comparison, these percentages are very similar to historical Canadian averages for this measure. This is important for healthy identity development and feeling calm and relaxed in the class room. This result speaks well about NWT teachers. They are doing something right to be gaining this kind of trust with so many of their students.

**Between 80% and 90% of high school students pass their core subject courses every year.** Core high school subject courses are math, English, social studies, French, science, and Northern Studies. This is a strong overall pass rate. This number shows that NWT students are engaged in their courses enough that a vast majority of them are able to meet all the requirements for passing.

**65% of NWT high school graduates go on to take post-secondary education or training within three years.** This is a good result because it shows that a majority of NWT high school graduates are able to use their high school training to get them into the next stage of their lives. It would also be valuable to know what percent of high school graduates move into the workforce after high school. Post-secondary education and training is not everyone's first choice for life after high school, so it would be meaningful to have a more representative picture of the different options students pursue after high school. ECE is currently working to develop such a measure.

**84% of NWT teachers are satisfied with their jobs.** This is very important as teachers are possibly the most critical component of the education system. They are at the very front lines supporting students and helping them grow into themselves as learners and thinkers. An education system full of tired, unhappy teachers will be an education system full of tired, unhappy students. It is a great thing to see that a large percentage of NWT teachers are satisfied in their places of work.

The above results are encouraging and signal that many NWT students are receiving what they need from the school system in order to feel and do well at school. However, not all results for the outcome measures are positive. There are many results that suggest the outcomes of the education system are not ideal. In particular, the data show time and time again that there are inequities between outcomes of schools in small communities and outcomes of schools in Yellowknife and regional centres. These inequities show up beginning in early childhood and follow right through to high school, graduation, and participation in post-secondary education/training. Consider some of these results. Compared to students in regional centres and Yellowknife, fewer children in small communities:



- are developmentally on track before entering grade 1;
- are thriving in terms of their mental health and wellbeing in grades 4 and 7;
- feel they belong at school;
- attend school 90% of the time;
- pass their diploma exams;
- graduate in their first year of enrolling in grade 12;
- take post-secondary education/training.

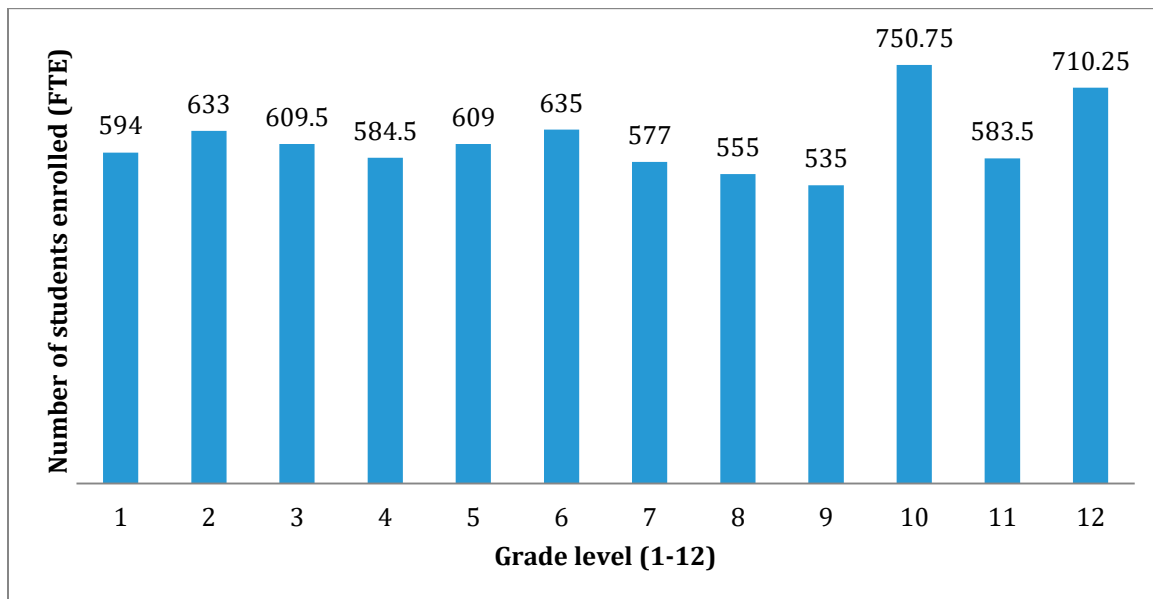
These results are very clear. Students in small communities face difficulties that many students in Yellowknife and regional centres do not face, but these difficulties are not being offset by the current supports of the school system. The school system must invest more substantially in programming that is specific to enabling students in small community schools to benefit more from school.

More supports are especially needed for students in senior high grades (i.e., grades 10, 11, and 12). The NWT's inclusive schooling policy for grades 1 to 9 is informed by research that shows the benefits of keeping children in class with their peers even if they are working at a grade level that is below their peers. Because of this policy, students in grades 1 to 9 transition smoothly from one grade to the next. The policy changes after grade 9 as high school courses have prerequisites and minimum requirements. As a result, there is a bottleneck in grade 10 where many students need to remain in that grade for longer than a year because they need more time to work up to the required level. This result is shown in Figure 3 where the grade 10 enrollment results are the highest of any grade in the JK-12 system.

More generally, students re-enroll in grades at relatively high rates at the senior high level in the NWT. Results on this measure over time show that between 20% and 30% of grade 10 students re-enroll in grade 10, and between 25% and 35% of grade 12 students re-enroll in grade 12. These percentages suggest more extensive inclusive schooling supports need to be offered in high school grades. Changes to the high school system and approach are coming through the introduction of High School Pathways in the 2019-2020 school year. These changes will be monitored and reported on after the next 5 years of the ERI Framework.



**Figure 3 NWT student enrollments by grade, full-time equivalent (FTE)**



### Scope of Report

This report does not provide an exhaustive picture of the JK-12 system. Rather, it offers a snapshot of current JK-12 education system activities and outcomes. System activities are what happen within the system, such as course offerings and assessment practices, to produce the resulting outcomes of the system, such as student wellbeing and success. The collection of input, activity and outcome performance measures in this report was developed by ECE staff, management, and partners.

### Data Sources and Limitations

The numbers for this report primarily come from the ECE system including NWT education bodies, as well as the NWT Department of Human Resources, and the NWT Bureau of Statistics.

Depending on the source of data, there can be delays of a year or more for when the data are available for use.

The numbers and rates in this report may be revised in the future and are not necessarily comparable to numbers in other tabulations and reports. The numbers and rates in this report rely on information systems and estimates that are continually updated and often revised. Any changes that do occur are usually small.

The quality of data available varies across the various data systems that this report collects from and is dependent on the techniques available for collection. Some information systems are paper based, and others are electronic. Some have long histories and others are relatively new. Some collect a lot of detail and others do not.

## **Future Directions**

Future reports will see new performance measures added or eliminated depending on data availability and ongoing development of the performance measures. As performance measures are tracked, significant changes over the years will be noted. Feedback on this report is welcome and should be directed to ECE (ecephublicaffairs@gov.nt.ca).

## **List of Appendics**

- **Appendix 1: Input Performance Measures**
- **Appendix 2: Activity Performance Measures**
- **Appendix 3: Outcome Performance Measures**



**Education, Culture and Employment JK-12 Education Review**

# Appendix 1 – Input Performance Measures

Government of Northwest Territories / Gouvernement des Territoires du Nord-Ouest

## Inputs to the Education System

Part 1 of this document outlines the context of the NWT education system. This includes those contextual factors that the education system must address through its operations and activities in order to achieve the expected results for students. For example, the education system must provide service to a changing number of students each year. The information in this section tells us how the context of the education system is fluctuating over time, and can help explain changes to the activities of the education system in response.

## Inputs for the JK-12 Education System

- Student development upon entry into grade 1
- Health and wellbeing of students in grades 4 and 7
- Number of NWT schools
- Number of NWT students
- Number of NWT educators
- Education Budgets from ECE

## Inputs for the JK-12 Education System

### 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 in order to provide information about their students' learning and development. Results from the EDI help to inform about how ready children are for grade 1 and how they are doing in five different areas of development:

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

Depending on how children are doing in these areas, they will meet the scoring criteria for one of the following categories: “on track”, “vulnerable”, or “at risk”. If a child is “on track” it means they scored at or above the “on track” cut off on all five of the developmental domains. These children are considered ready for the learning opportunities and different experiences of grade 1. If a child scores “vulnerable,” then they have scored at or below the “vulnerable” cut off on one or more of the five developmental domains. Being vulnerable means that children are at an increased risk of difficulties and, without additional support, may continue to experience challenges. “At Risk” describes the children whose scores fall between vulnerable and on track. An at risk EDI score is often a mixture of on track scores and scores that fall between on track and vulnerable. Although children who land in the “at risk” category are not vulnerable, research shows they are more likely to fall behind in academic achievement in later grades. Monitoring EDI results in the NWT helps keep families, communities, schools, and decision makers stay informed about how young children in different NWT regions are doing so that proper attention can be given to any who may need extra supports.

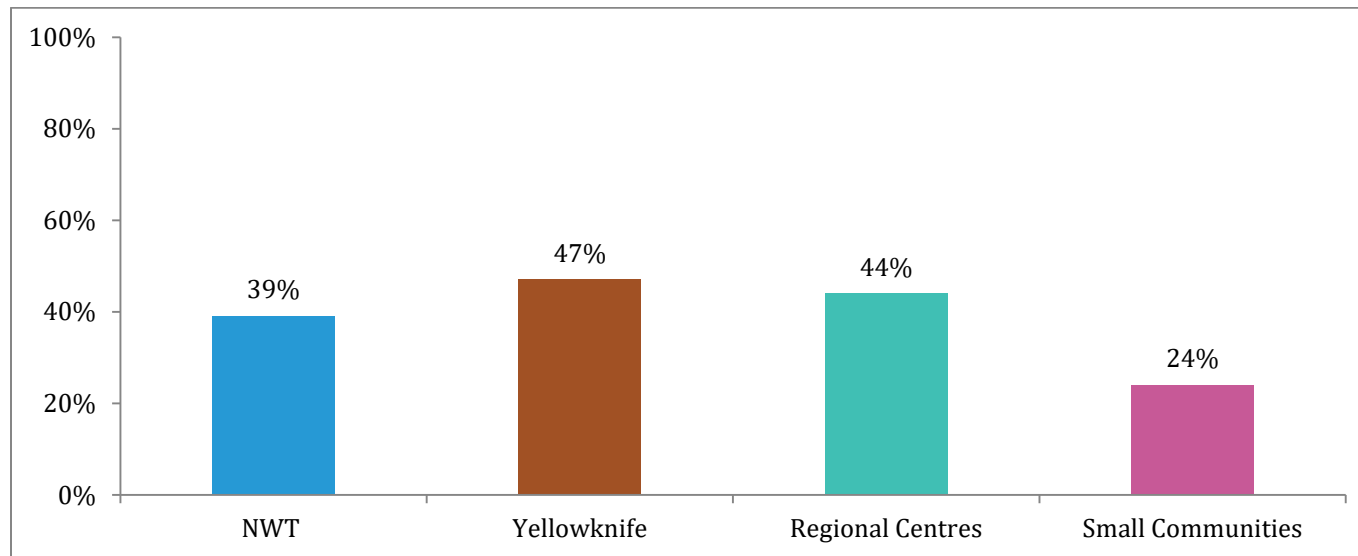
#### What do the results of this measure tell us?

EDI results for the NWT over time show that there are a high number of children who need extra supports.

Figure 4 shows the overall percentage of children across the community types who were developmentally on track for all the years between 2012 and 2018. Small communities tend have the lowest on track rates. It is about half of the on track rate of Yellowknife. It is clearly critical, then, that children in small communities receive the supports they need.

Table 1 provides the consolidated numbers from 2012 - 2018 for the number and percent of children on track in the territory and community types.

**Figure 4 Percent of NWT kindergarten children who are developmentally “on track” by community type over time, 2013-2014 to 2017-2018**



**Table 1 Number of children who are developmentally “on track” by community type, 2012-2018**

	Small Communities		Regional Centres		Yellowknife		NWT	
	Count	%	Count	%	Count	%	Count	%
<b>Percent/number of children developmentally “on track”</b>	298	24	402	44	804	47	1504	39

## Health and wellness 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 that are strongly connected to well-being:

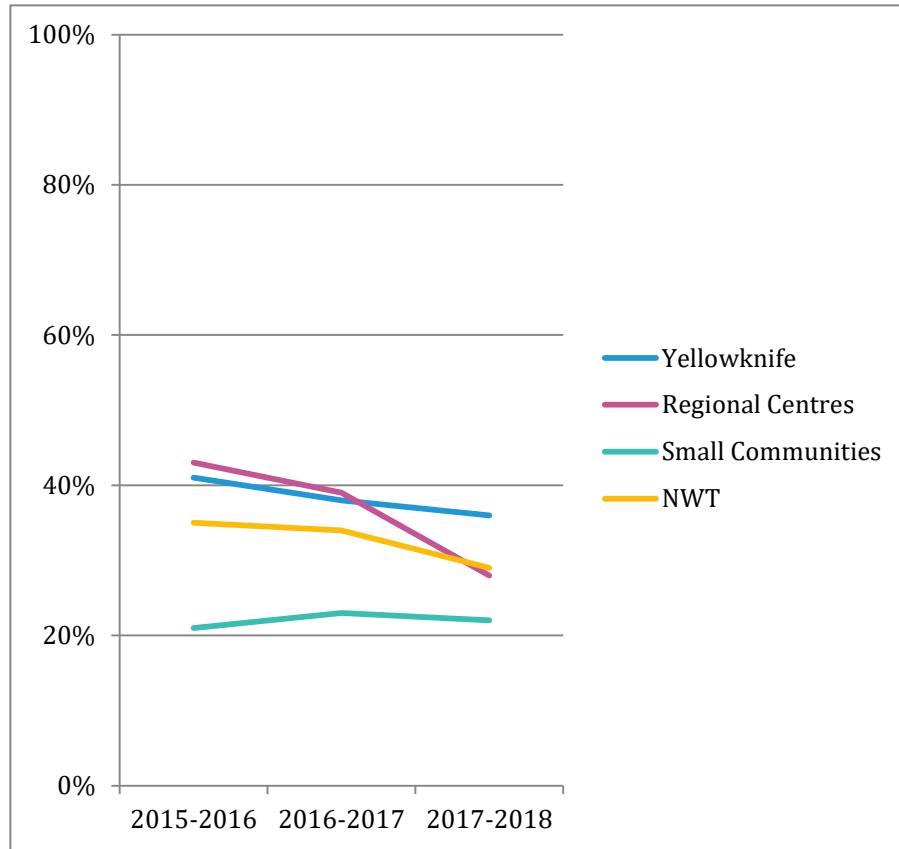
- Optimism;
- Self-esteem;
- Happiness;
- Absence of sadness;
- General health.

Depending on how many “positive” and “negative” responses children report in the five areas of well-being, they are scored as either “thriving,” “medium to high well-being,” or “low well-being.” The expectation is that, as the NWT JK-12 school system becomes better able to reflect the cultures of the NWT and support students to flourish as capable and healthy persons, MDI “thriving” scores should increase.

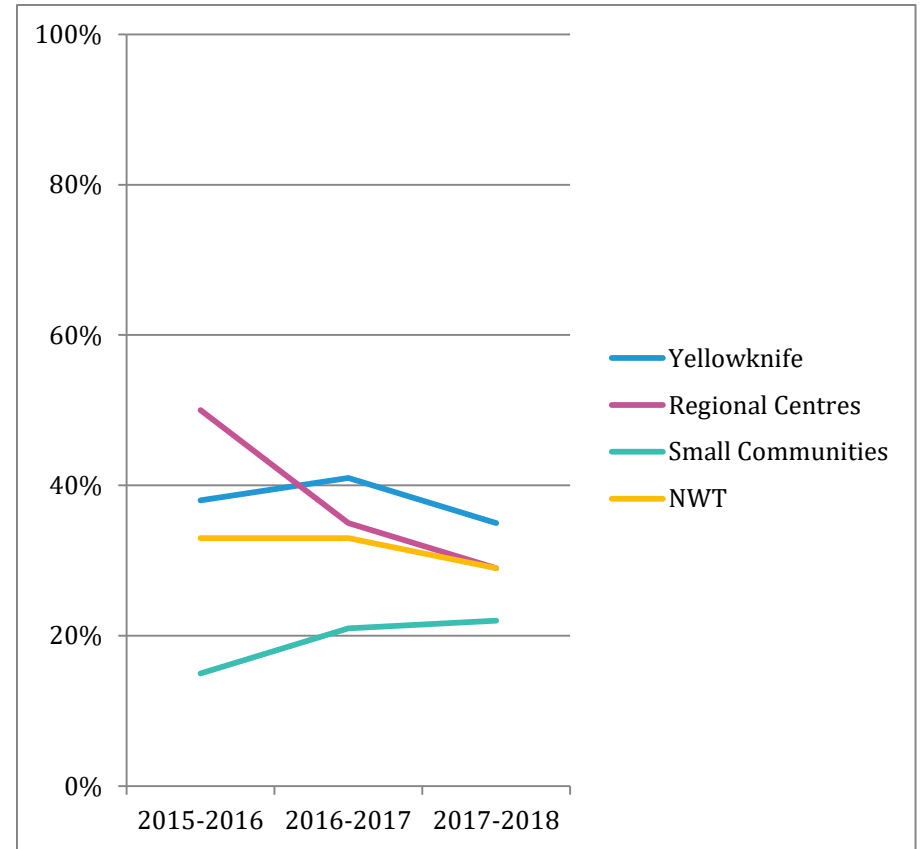
### What do the results of this measure tell us?

Consistent with other trends across community types, the percentages of students who are thriving in Yellowknife and regional centres are overall higher than the percent of students in small communities who are thriving as shown in Figure 5 and Figure 6. Small community “thriving” scores for both grades have increased slightly over time. Thriving rates in Yellowknife have remained relatively stable and have decreased slightly in regional centres. It is important that the school system continues to work with communities, families and other decision makers to enhance the well-being of young NWT students. Table 2 and Table 3 provide the percentages in the charts.

**Figure 5 Percent of grade 4 students who are “thriving” by community type over time, 2015-2016 to 2017-2018**



**Figure 6 Percent of grade 7 students who are “thriving” by community type over time, 2015-2016 to 2017-2018**





**Table 2 Percent of grade 4 students who are “thriving” according to MDI by community type, 2015-2016 to 2017-2018**

	Percent grade 4 students “thriving”		
	2015-2016	2016-2017	2017-2018
<b>Yellowknife</b>	41	38	36
<b>Regional Centres</b>	43	39	28
<b>Small Communities</b>	21	23	22
<b>NWT</b>	35	34	29

**Table 3 Percent of grade 7 students who are “thriving” according to MDI by community type, 2015-2016 to 2017-2018**

	Percent grade 7 students “thriving”		
	2015-2016	2016-2017	2017-2018
<b>Yellowknife</b>	38	41	35
<b>Regional Centres</b>	50	35	29
<b>Small Communities</b>	15	21	22
<b>NWT</b>	33	33	29

## Number of NWT Schools

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

The number of schools in the NWT, by community, and by education body reflects the size of the NWT and regional student body, as well as the geographic dispersion of education services. This indicator tells us whether we are offering education services to the full spectrum of NWT communities.

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

Table 4 presents the number of schools in the NWT by community type: Yellowknife, regional centres, and small communities. Table 4 shows that there are schools located in every NWT community. Most communities have schools that offer programming options from JK through to grade 12. In some communities, students must travel to a different community to participate in grade 10-12 programming.

**Table 4 Number of schools by community type, 2017-2018**

Community Type	Communities included	Number of Schools	Schools included
<b>NWT</b>	All	49	All NWT schools
<b>Yellowknife</b>	Yellowknife	10	École Allain St-Cyr (Grade 1 to 12) École St. Joseph School (JK to 7) École St. Patrick High School (Grade 8 to 12) École J.H. Sissons School (JK to 5) École Sir John Franklin High School (Grade 9 to 12) École William McDonald School (Grade 6 to 8) Mildred Hall Elementary School (JK to 8) N.J. Macpherson School (JK to 5) Range Lake North School (JK to 8) Weledeh Catholic School (JK to 7)
<b>Regional Centres</b>	Hay River, Fort Smith, Inuvik	8	Diamond Jenness Secondary School (Grade 8 to 12) East Three Elementary School (JK to 6) East Three Secondary School (Grade 7 to 12) École Boréale (JK to 12) Harry Camsell School (JK to 3) Joseph Burr Tyrrell School (JK to 6) P.W. Kaeser High School (Grade 7 to 12) Princess Alexandra School (Grade 4 to 7)
<b>Small Communities</b>	Aklavik, Behchokò, Colville Lake, Deline, Detah, Enterprise, Fort Good Hope, Fort Liard, Fort McPherson, Fort Providence, Fort Resolution, Fort Simpson, Gameti, Jean Marie River, Kakisa, Katlodeeche, Łutselk'e, Nahanni	31	Alexis Arrowmaker School (K to 10) Angik School (JK to 12) Charles Tetcho School (JK to 9) Charles Yohin School (JK to 10) Chief Albert Wright School (JK to 12; Northern Distance Learning for some 10 to 12 ) Chief Jimmy Bruneau School (JK to 12)

	<p>Butte, Norman Wells, Paulatuk, Sachs Harbour, Sambaa K'e, Tsiigehtchic, Tuktoyaktuk, Tulita, Ulukhaktok, Wekweeti, Whati, Wrigley</p>	<p>Chief Julian Yendo School (JK to 9)  Chief Julius School (JK to 12)  Chief Paul Niditchie School (JK to 9)  Chief Sunrise Education Centre (JK to 12)  Chief T'Selehye School (JK to 12; Northern Distance Learning for some 10 to 12 )  Colville Lake School (JK to 12; Northern Distance Learning for some 10 to 12 )  Deh Gáh Elementary &amp; Secondary School (JK to 12)  Deninu School (JK to 12)  Echo-Dene School (JK to 12)  Elizabeth Mackenzie Elementary (JK to 6)  Helen Kalvak Elihakvik (JK to 12)  Inualthuyak School (JK to 9)  Jean Wetrade Gamètì School (JK to 12)  Louie Norwegian School (JK to 9)  Kakisa Territorial School (JK to 9)  K'álemì Dene School (JK to 12)  Kaw Tay Whee School (JK to 12)  Łíídlı́ Kúé Elementary School (previously Bompas Elementary School) (JK to 6)  Łíídlı́ Kúé Regional High School (previously Thomas Simpson Secondary School) (Grade 7 to 12)  Lutsel K'e Dene School (JK to 12)  Mackenzie Mountain School (JK to 12)  Mangilaluk School (JK to 12)  Mezi Community School (JK to 12)  Moose Kerr School (JK to 12)  ?ehtseo Ayha School (JK to 12; Northern Distance Learning for some 10 to 12 )</p>
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## Number of NWT Students

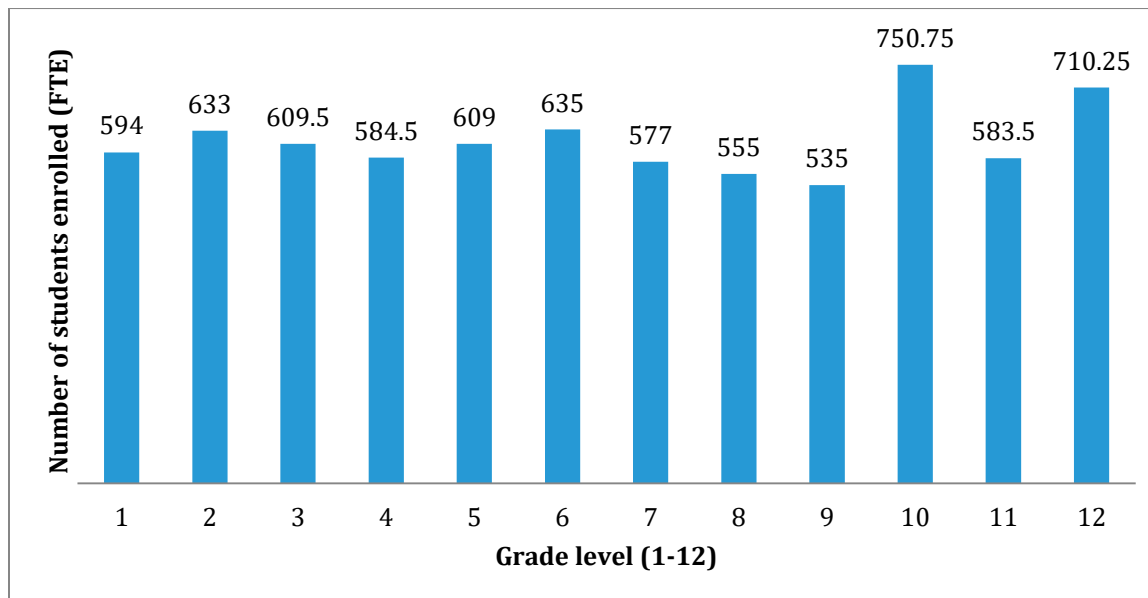
### Why report on this measure?

Understanding who the student body is and how many students the NWT school system supports helps decision-makers direct services to students. Furthermore, understanding participation and outcomes by different student categories (grade, ethnicity, region, education body) helps decision makers direct those services equitably.

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

Figure 7 shows that in 2017-2018, no more than 635 students were enrolled in each grade except for grades 10 and 12 which have enrollments that exceed 700. The high enrollments in grades 10 and 12 are due to the higher numbers of students who repeat these grades (please see more information on this in the section on Transition and Reenrollment Rates by Grade for 10-12). Table 5 gives the numbers for the enrollment breakdowns across ethnicity, education body, and community type.

**Figure 7 Number of Full Time Equivalent<sup>1</sup> students enrolled in the NWT by grade, 2017-2018**



<sup>1</sup> Full Time Equivalent includes those students who attended school at least 60% of the time, as of September 30, 2017.

**Table 5 Enrollment (Full Time Equivalent) Grade 1 - 12, 2017-2018<sup>2</sup>**

	Grade 1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>NWT</b>													
Overall	594	633	609.5	584.5	609	635	577	555	535	750.75	583.5	710.25	7376.5
Indigenous	366.5	399.5	373	382	371	401	370	375.5	331	549.25	386.25	488.75	4793.75
Non-Indigenous	227.5	233.5	236.5	202.5	238	234	207	179.5	204	201.5	197.25	221.5	2582.75
<b>Education Body</b>													
<b>BDEC</b>													
Overall	103	118	123	111	101	91	84	90	91.5	173	68	64.5	1218
Indigenous	89	104	111	98	89	82.5	70	83.5	83	161	62	61	1094
Non-Indigenous	14	14	12	13	12	8.5	14	6.5	8.5	12	--	3.5	124
<b>CSF</b>													
Overall	14	11	17	12.5	19	23.5	12.5	12	13	8	11	14	167.5
Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	25
Non-Indigenous	13	10	15	10.5	16	19.5	10.5	10	11	7	9	11	142.5
<b>DDEC</b>													
Overall	32	35	36	39	30	29	35.5	45	32.5	34	36	55.5	439.5
Indigenous	31	28	32	35	26	28	34.5	43	27.5	33	35.5	50.5	404

<sup>2</sup>

- “ -- ” stands for suppressed data, usually having to do with numbers or percentages that are too small. Small numbers or percentages are suppressed for privacy purposes.
- “ ” (blank cell) stands for no record or a record of zero.

Non-Indigenous	--	7	--	--	--	--	--	--	--	--	--	--	35.5
<b>DDEA</b>													
Overall	--	--	--	--	--	--	--	--	--	--	--	--	43
Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	52
Non-Indigenous													
<b>NDEA</b>													
Overall	9	10	9	7	11	7	8	7	--	--	12	--	93
Indigenous	9	10	9	7	11	7	8	7	--	--	12	--	93
Non-Indigenous													
<b>SDEC</b>													
Overall	37	31	31	38	31	56	46	31	36	57	44	44.75	482.75
Indigenous	28	28	24	36	24	50	36	26	29	53	41	40.75	415.75
Non-Indigenous	9	3	7	--	7	6	10	5	7	--	--	--	67
<b>SSDEC</b>													
Overall	94	105	67.5	87	93.5	111.5	91	92	79.5	130.5	117.25	90.5	1159.25
Indigenous	71.5	77.5	49	71	69.5	84.5	72.5	76	56.5	110	93.75	72	903.75
Non-Indigenous	22.5	27.5	18.5	16	24	27	18.5	16	23	20.5	23.5	18.5	255.5
<b>TCSA</b>													
Overall	59	61	61	56	62	45	52	62	46	59	53.5	152.5	769
Indigenous	58	60	61	55	62	45	52	61	46	58.5	53.5	152.5	764.5
Non-Indigenous	--	--	--	--	--	--	--	--	--	--	--	--	--

<b>YK1</b>													
Overall	149	158.5	139	129	149	148	137	126	150	145.25	155.25	187.5	1773.5
Indigenous	43	47	36	37	44	51	39	38	58	62.25	54.5	67	576.75
Non-Indigenous	106	111.5	103	92	105	97	98	88	92	83	100.75	120.5	1196.75
<b>YKCS</b>													
Overall	94	100.5	123	101	105.5	122	107	88	79.5	133	82.5	95	1231
Indigenous	33	41	46	37	35.5	47	52	37	22	53.5	25.5	35.5	465
Non-Indigenous	61	59.5	77	64	70	75	55	51	57.5	79.5	57	59.5	766
<b>Community Type</b>													
<b>Small Communities</b>										10			
Overall	192	201	192	207	190	199.5	191.5	206.5	175.5	265.5	185.25	304	2509.75
Indigenous	180	188	180	199	179	190.5	179.5	198.5	162.5	265	184.25	295	2401.25
Non-Indigenous	12	13	12	8	11	9	12	8	13	--	--	9	108.5
<b>Regional Centres</b>													
Overall	141	158	136.5	130	140.5	142	126	116.5	118	193	140.5	110.75	1652.75
Indigenous	101.5	113.5	102	101	97.5	105.5	91.5	93	82.5	157.5	106	85.25	1236.75
Non-Indigenous	39.5	44.5	34.5	29	43	36.5	34.5	23.5	35.5	35.5	34.5	25.5	416
<b>Yellowknife</b>													
Overall	229	232.5	233	208.5	238	233.5	196.5	230	239.5	286.25	253.75	293.5	2874
Indigenous	85	98	91	82	91.5	105	99	82	84	120.75	92	106.5	1136.75
Non-Indigenous	144	134.5	142	126.5	146.5	128.5	97.5	148	155.5	165.5	161.75	187	1737.25



## Number of NWT Educators

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

Just as it is important to understand our student population, our educator population is a key part of the NWT education system. Knowing how many educators there are is useful for understanding who NWT educators are, their workloads, and the quality of education they can offer their students.

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

Table 6 and Table 7 tell how many teachers there are across the community types and education bodies. To assess the proportion of teachers available to full-time students, we can compare the community type table (Table 6) with the student enrollment table (Table 5 from the section above). We see that the proportion of teachers to full-time students is similar across the community types. There are about 10.8 students per one teacher in Yellowknife, 12 students per one teacher in regional centres, and 10.5 students per one teacher in small communities. One thing to bear in mind about these seemingly similar proportions, however, is that many teachers in small communities and some teachers in regional centres are required to teach multiple grade levels within a single class. This is quite challenging and can add substantially to teacher workloads.

**Table 6 Number of teachers by community type, 2017-2018**

Community type	Number of teachers	% total teacher population
Yellowknife	266	41.2
Regional centres	136	21.1
Small communities	243	37.7
NWT	645	100.0

**Table 7 Number of teachers by education body, 2017-2018**

Education body	Number of teachers	% total teacher population
BDEC	109	16.9
CSF	25	3.9
DDEA	5	0.8
DDEC	42	6.5
NDEA	11	1.7
SDEC	49	7.6
SSDEC	97	15.0
TCSA	56	8.7
YCS	125	19.4
YK1	126	19.5

## Education System Budget

### Why report on this measure?

The amount of funding available to the NWT education system is an important measure for understanding what NWT schools can do. The most important criterion for determining how much funding a school or education body is to receive is the number of students served by that school or education body. Another major factor that is taken into consideration for funding formulas is teacher salaries. Teachers in small communities often require higher salaries than teachers in regional centres and Yellowknife as the cost of living in small communities is much higher.

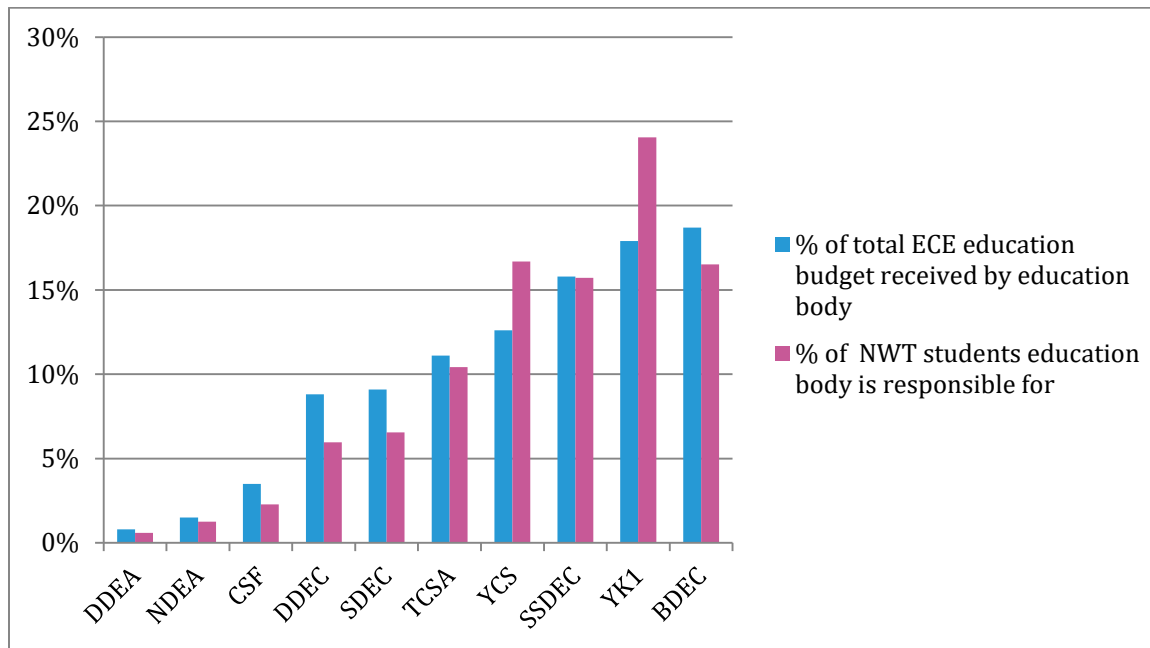
### What do the results of this measure tell us?

Table 8 presents the dollar amount each education body received in funding from ECE in the 2017-2018 school year. Referring to student enrollments (Table 5 from the section on student enrollment), the amount of funding an education body receives is proportional to how many students that education body serves. For instance, Figure 8 shows that South Slave Divisional Education Council received 15.8% of the total ECE education body budget and serves 15.3% of NWT students. Likewise, Detah District Educational Authority (DDEA) received 0.8% of ECE's education body budget and serves 0.6% of the NWT students.

Notice, however, that the difference between how much funding an education body receives and how many students it serves is a bit bigger for those education bodies that have relatively high teacher salaries. For instance, because Sahtu Divisional Education Council (SDEC) serves exclusively small communities, its teacher salaries are higher as teachers in small community schools or isolated community schools tend to receive higher compensation packages.

YCS and YK1 have their own funding in addition to ECE. This is why the blue bars in Figure 8 are much lower for these education bodies.

**Figure 8 Percent of ECE education budget education bodies receive compared to number of students served, 2017-2018**



**Table 8 Budget by education body, 2017-2018**

<b>Education body</b>	<b>Budget (\$)</b>	<b>% total ECE education budget provided to education bodies</b>
<b>BDEC</b>	29,620,133	18.7
<b>CSF</b>	5,565,355	3.5
<b>DDEA</b>	1,296,267	0.8
<b>DDEC</b>	13,980,674	8.8
<b>NDEA</b>	2,423,062	1.5
<b>SDEC</b>	14,444,421	9.1
<b>SSDEC</b>	25,094,380	15.8
<b>TCSA</b>	17,573,688	11.1
<b>YCS</b>	19,987,033	12.6
<b>YK1</b>	28,365,554	17.9



**Education, Culture and Employment JK-12 Education Review**

## Appendix 2 – Activity Performance Measures

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## Activities of the Education System

Part 2 of this report presents measures that concern the internal features of the education system that, collectively, lead to the outcomes of the system. For instance, course offerings and assessment practices are both activity features of an education system because they play a role in shaping how successful students in that system can be (an outcome). In order to succeed academically, students must be taught appropriate courses and graded effectively. The performance measures in this section, then, give a snapshot of how the NWT's JK-12 system is doing in regards to its system activities.

### Activity Performance Measures For JK-12 Students

- Student enrollment in JK/K
- Student enrollment in alternative education options
- Student enrollment in Indigenous language programs
- Student enrollment in French language programs
- Number of students with Individual Education Plans
- Number of students with Student Support Plans
- Number and type of developed/renewed or piloting curricula occurring across the NWT
- NWT curriculums with standard / common assessments
- Grade 6 and 9 AAT results
- Number of NWT grade 6 and 9 students excused from AATs
- Senior secondary student Diploma Exam results

### For Teachers

- Number of hours of personal time spent by teachers on tasks related to teaching position
- Educator participation in the New to the NWT Educators Conference

### For the System

- Education bodies plan for the coming year in their schools, and communicate these plans publicly
- Education bodies report on the past year at their schools, and communicate these reports publicly
- ECE reports on the overall performance of the education system and shares this publicly

## Activity Performance Measures For JK-12 Students

### Student Enrollment in JK/K

#### Why report on this measure?

Research shows that play is very important for early childhood development. The NWT just recently made Junior Kindergarten (JK) available to all communities throughout the territories. JK programming is play-based and designed to support child development through social interaction, play, and structured learning environments. Both JK and Kindergarten (K) are optional programs that are popular for NWT families with combined enrollments reaching over 80% of the NWT's 4-5 year-old population.<sup>3</sup>

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

Table 9 provides the numbers by ethnicity, education body and community type for how many students were enrolled in JK/K classes in 2017-2018. Overall, just over 1000 students were registered in JK/K classes during 2017-2018. Out of the community types, the table shows that students from Yellowknife had the highest number of enrollments in JK/K classes in 2017-2018 followed by small communities and regional centres. NWT's small communities are predominantly Indigenous, and this is reflected in the number of Indigenous students enrolled in JK-K classes in the small communities.

**Table 9 Enrollment (Full Time Equivalent)<sup>4</sup> Junior Kindergarten and Kindergarten, 2017-2018**

	JK	K			JK	K
<b>NWT</b>				<b>SSDEC</b>		
Overall	439	595		Overall	31	95
Indigenous	225	350		Indigenous	24	72
Non-Indigenous	214	245		Non-Indigenous	7	23
<b>Education Body</b>				<b>TCSA</b>		
<b>BDEC</b>				Overall	47	46

<sup>3</sup> Age populations provided by the NWT Bureau of Statistics: <https://www.statsnwt.ca/population/population-estimates/>.

<sup>4</sup> Full Time Equivalent includes those students who attended school at least 60% of the time, as of September 30, 2017.



Overall	52.5	123		Indigenous	46	41
Indigenous	41	101		Non-Indigenous	--	--
Non-Indigenous	11.5	22		<b>YK1</b>		
<b>CSF</b>				Overall	127	142.5
Overall	10	22		Indigenous	31	41
Indigenous	3	3		Non-Indigenous	96	101.5
Non-Indigenous	7	19		<b>YKCS</b>		
<b>DDEC</b>				Overall	101	86.5
Overall	19.5	35		Indigenous	23	25
Indigenous	15	29		Non-Indigenous	78	61.5
Non-Indigenous	4.5	--		<b>Community Type</b>		
<b>Dettah</b>				<b>Small Communities</b>		
Overall	--	--		Overall	146	184
Indigenous	--	--		Indigenous	126.5	164
Non-Indigenous	--	--		Non-Indigenous	19.5	20
<b>Ndilo</b>				<b>Regional Centres</b>		
Overall	7	11		Overall	51	155
Indigenous	7	10		Indigenous	36.5	106
Non-Indigenous	--	--		Non-Indigenous	14.5	49
<b>SDEC</b>				<b>Yellowknife</b>		
Overall	43	31		Yellowknife Overall	213	226.5
Indigenous	34	25		Yellowknife Indigenous	62	79
Non-Indigenous	9	--		Non-Indigenous	151	147.5

## Student Enrollment in Alternative Education Options

### Why report on this measure?

The traditional classroom context does not suit all students equally. Alternative schooling offers NWT students opportunities that cater the schooling they receive within the JK-12 system to better fit their own learning styles or life demands. For instance, a program like Route 51 is designed to better accommodate students who might need flexible scheduling or more one-on-one instruction. Higher enrollments in these programs demonstrate that alternative schooling is a real need in the NWT, one that the JK-12 system is rightfully working to fulfill. Below is a complete list and description of NWT's alternative education options:

**Route 51 Learning Institute (Yellowknife):** Route 51 Learning Institute is an outreach facility of École Sir John Franklin High School. It is designed for students over 15 years of age who would prefer to enroll in and complete high school credit courses in an alternative setting to daily high school programming. Route 51's setting offers a relaxed atmosphere, smaller student-teacher ratio, smaller space, not as many people, flexible attendance, and the option to focus on one course at a time.

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

**Chief Albert Wright True North Program (Tulita):** The True North Program allows students to study at their own pace and during hours outside of regular school hours. True North offers evening courses Monday to Thursday for those 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.

**Homeschooling (NWT wide):** Parents/guardians in the NWT have the option to educate their children at home so long as their children are registered through a public school. The principal or superintendent's designate of the school that the homeschooled children are registered through are responsible for ensuring the children are progressing through their education programs and have all the support they need to do so. Homeschooling is often a suitable option for

families who move around a lot due to parent/guardian's work demands. It is also helpful to students who wish to learn at their own pace, or learn extra material not covered by the NWT curriculum.

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

Table 10 shows the number of students enrolled in different community, school, or regionally-specific alternative education programs in 2017-2018. For example, the Phoenix School (see above) is an in-demand program. Its enrollments are the highest in the table and do not include individuals on its waiting list. These results suggest there is a need to continue considering and providing and possibly expanding current alternative education options in the NWT.

**Table 10 Number of students registered in alternative education options, 2017-2018<sup>5</sup>**

<b>Alternative Education Options</b>	<b>Number of Students Registered (2017-2018)</b>
<b>Route 51 Learning Institute (YK1)</b>	103
<b>Phoenix School (South Slave)</b>	149
<b>Chief Albert Wright True North Program (Tulita)</b>	17
<b>Homeschooling (NWT wide)</b>	71

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<sup>5</sup> Students registered in alternative education options might also be registered in regular JK-12 educational programming.

## Student Enrollment in Indigenous Languages Programs

### Why report on this measure?

The ERI Framework makes the important connection between colonization, residential schooling, and the loss of Indigenous languages. ERI aimed to support reconciliation and language revitalization in particular by recognizing that part of being a capable northern student is participation and success in the Indigenous language(s) of the region and community. The NWT has nine official Indigenous languages and it is important that they are supported, respected, and thriving. Schools can help foster this through the provision of strong Indigenous languages programming as part of the curriculum.

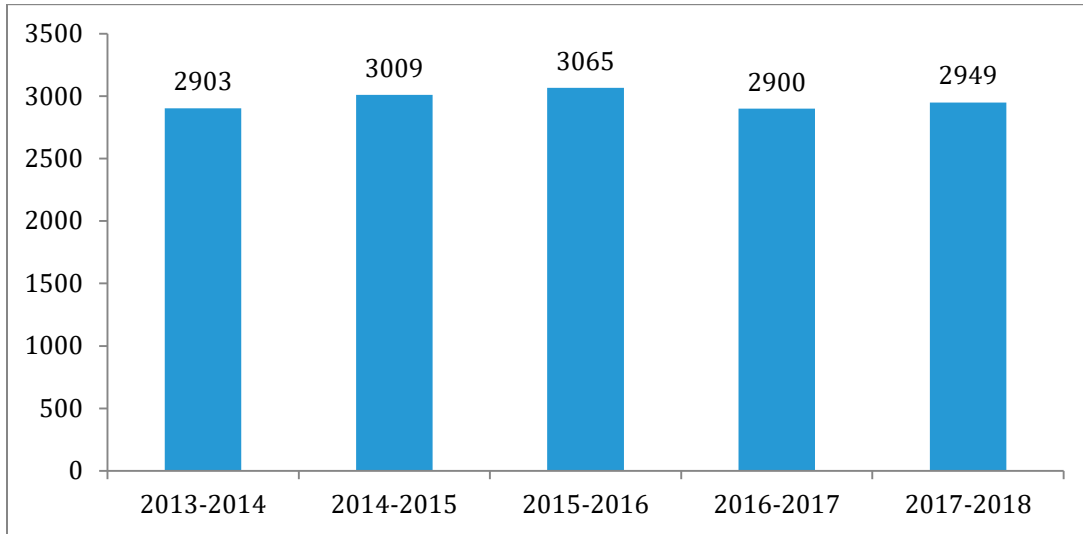
### What do the results of this measure tell us?

Figure 9 shows that roughly 3,000 students have been enrolled annually in Indigenous languages courses in the NWT overall since 2013-2014. This number has remained relatively stable over time. Where there are discrepancies is across grades and community types. Figure 9 shows Indigenous languages enrollments in 2017-2018 as a percent of overall enrollments by grade category and community type. The percentages of students enrolled in Indigenous languages courses are much lower for grades 10 to 12 in all community types, but they are especially low for those grades in Yellowknife and regional centres. It will be valuable to monitor these numbers moving forward. The JK-12 system recently renewed the Our Languages Curriculum which takes a “whole-school” approach to language instruction. This approach ensures Indigenous languages are heard and spoken throughout the schools, assemblies, during routines, and in all NWT classrooms. As Indigenous languages become more a part of the NWT school experience, the hope is to see enrollment increases.

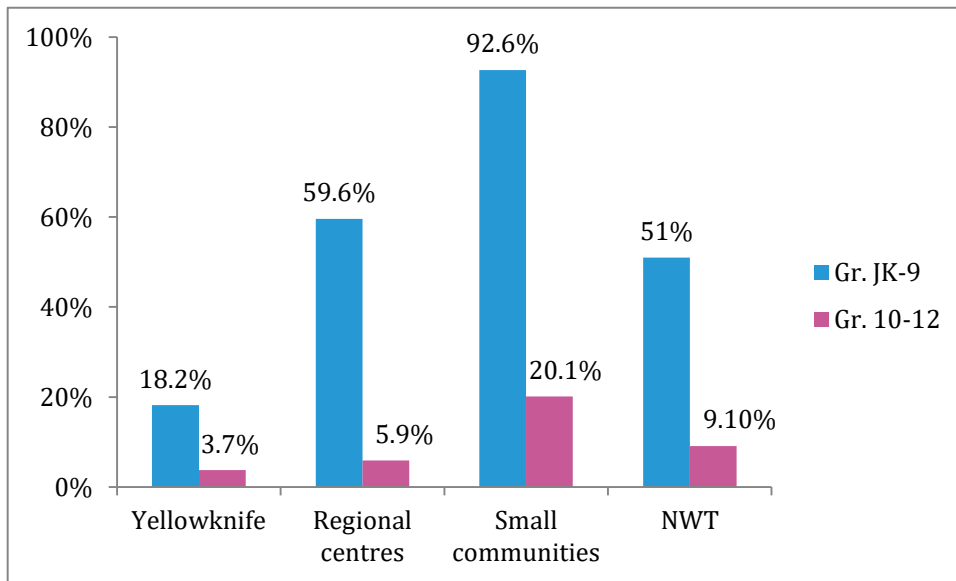
Table 11, Table 12, and Table 13 provide Indigenous languages course enrollment numbers by grade, region and education body in 2017-2018. The highest use of Indigenous language programs is seen amongst students from small communities where the populations are predominantly Indigenous.

Deh Gah School in DDEC and Elizabeth Mackenzie in TCSA offered Indigenous language immersion classes to younger students enrolled in JK-3 classes in 2017-2018.

**Figure 9 Number of students in NWT enrolled in Indigenous languages programs over time, 2013-2014 to 2017-2018**



**Figure 10 Indigenous languages enrollments as a percent of total community type and grade category enrollments, 2017-2018**



**Table 11 Number of students enrolled in Indigenous languages courses by community type, 2017-2018**

	Grade															
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
<b>Yellowknife</b>			28	43	48	49	51	42	51	36	23	--	--	--	--	380
<b>Regional Centres</b>		--	73	94	75	93	74	81	85	72	73	18	8	--	--	750
<b>Small Communities</b>	67	77	168	167	165	178	158	176	159	170	141	41	65	46	41	1819
<b>NWT</b>	67	79	269	304	288	320	283	299	295	278	237	64	76	49	41	2949

**Table 12 Number of students enrolled in Indigenous languages courses by education body, 2017/2018**

	Grade															
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
<b>BDEC</b>	20	25	87	111	107	106	89	90	79	85	85					884
<b>DDEC</b>	13	11	20	17	21	16	13	18	21	23	16	9	18	12	--	232
<b>SSDEC</b>	24	28	33	27	23	39	25	50	35	25	28	--	8	9		358
<b>SSDEC</b>		--	42	47	28	51	44	57	57	48	40	25	18	--		463
<b>TSCA</b>	10	13	59	59	61	59	61	42	52	61	45	21	29	23	37	632
<b>YCS</b>			--	20	21	13	15	20	24							119
<b>YK1</b>			22	23	27	36	36	22	27	36	23	--	--	--		261
<b>Total</b>	67	79	269	304	288	320	283	299	295	278	237	64	76	49	41	2949

**Table 13 Number of students enrolled in Indigenous language immersion programs, 2017-2018**

Board	School	Grades	Enrollment (FTE)
<b>DDEC</b>	Deh Gah	JK - 3	38.50
<b>TCSA</b>	Elizabeth Mackenzie	JK - 2	114

## Student Enrollment in French Language Programs

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

Student wellness and the development of a positive sense of identity are promoted when the education system is able to meet its student body's diversity. For French-speaking students, being able to learn French and French culture at school is integral to strengthening their sense of cultural identity.

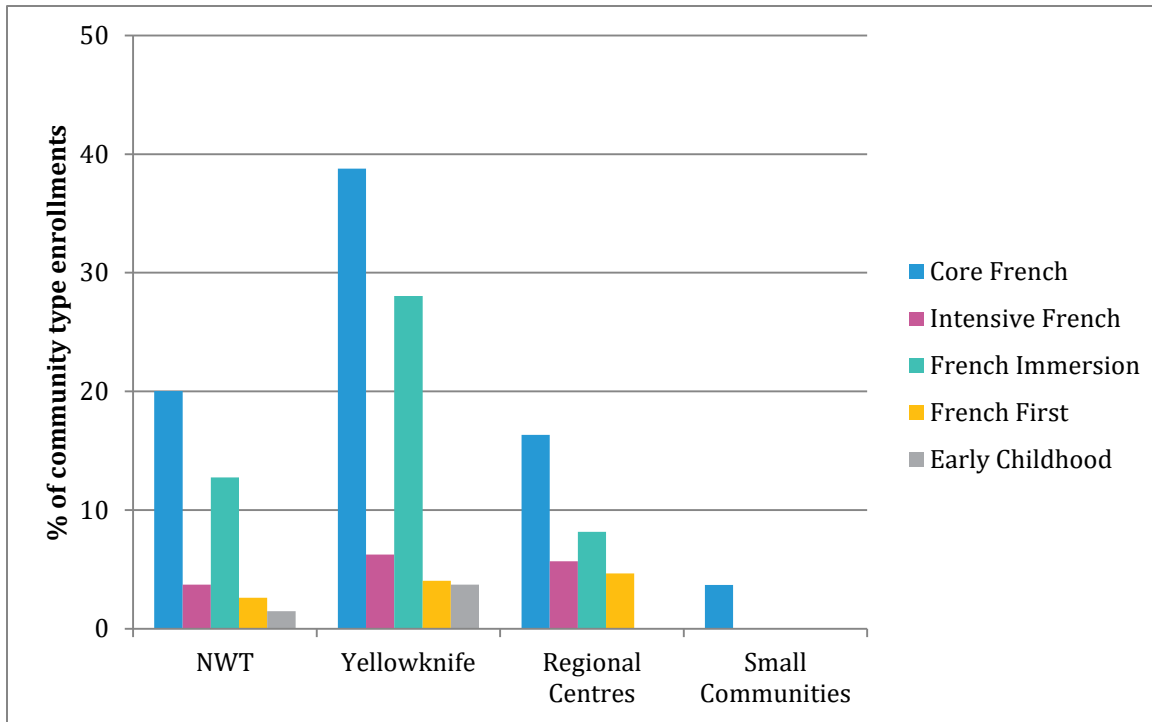
### **What do the results of this measure tell us?**

Figure 11 shows enrollments in French language courses by community type and course category as a percent of overall enrollments. Looking across the community types, a higher percentage of students in Yellowknife take French courses than students in small communities or regional centres. This is largely because much of the NWT's French-speaking community lives in Yellowknife. There are also large discrepancies between course categories. Higher percentages of students take French Immersion and Core French than the other courses.

Table 14 and Table 15 show how many students were enrolled in French language courses across the community types and education bodies in the 2017-2018 school year.



**Figure 11 French language enrollments as a percent of community type enrollments and course category, 2017-2018**



**Table 14 Number of students enrolled in French language courses by community type, 2017-2018**

	Core French	Intensive French	French Immersion	French First	Early Childhood
<b>Yellowknife</b>	1114	180	806	116	107
<b>Regional Centres</b>	270	94	135	77	--
<b>Small Communities</b>	93				
<b>NWT</b>	1477	274	941	193	110

**Table 15 Number of students enrolled in French language courses by education body, 2017-2018**

	Core French	Intensive French	French Immersion	French First	Early Childhood
<b>BDEC</b>	8		78		
<b>CSF</b>				193	11
<b>DDEC</b>	43				
<b>SDEC</b>	50				
<b>SSDEC</b>	262	94	57		
<b>YCS</b>	527		357		54
<b>YK1</b>	587	180	449		45

## Number of Students with Individual Education Plans

### Why report on this measure?

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

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

Table 16 shows student enrollment in IEPs by the different community types in 2017-2018. It shows that a small proportion of school-aged children in NWT are accessing IEPs for the 2017-2018 school year. While the proportion of students on IEPs is small, it is important to recognize that implementing IEPs requires a great deal of work and coordination on the part of schools and teachers, as well as involvement from students themselves, parents and guardians, community, and in some cases, the other supports from places like the health system.

**Table 16 Number of students (and as a % of regional enrollments)<sup>6</sup> in IEPs by community type, 2017-2018<sup>7</sup>**

	Number of Students on IEPs	% of Student Body on IEPs
Yellowknife	55	1.6
Regional Centres	10	0.5
Small Communities	103	3.5
NWT	168	1.9

<sup>6</sup> Total for regional enrollments taken from 2017-2018 official headcounts.

<sup>7</sup> Small counts do not allow for a breakdown of number of students in Individual Education Plans by education body.

## Number of Students with Student Support Plans

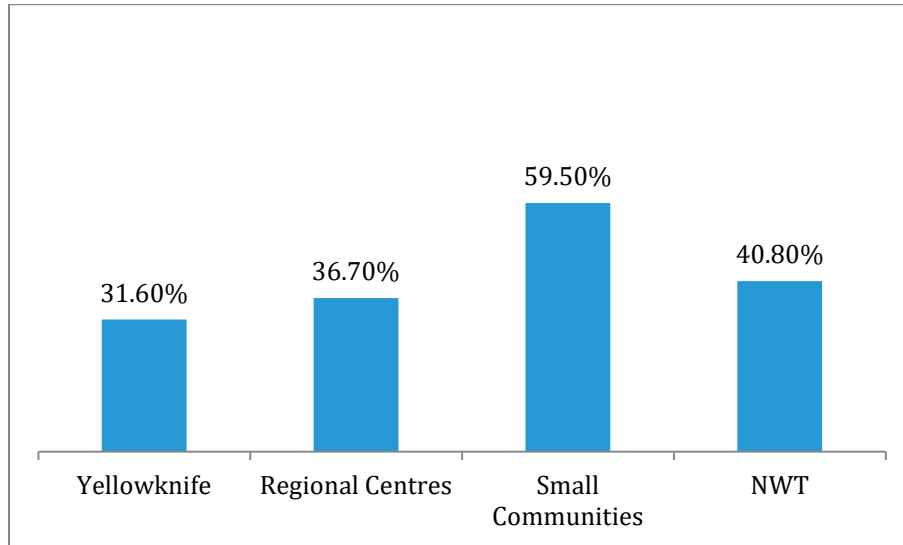
### Why report on this measure?

Student Support Plans (SSPs) are records of supports for learning which document accommodations or modifications required for a student to best experience success within their programming. Different kinds of SSPs exist: Regular Education Program with Accommodations for Difficulty (JK-12); Regular Education Program with Accommodations for Enrichment (JK-12), Modified Education Program – Below Grade Level (JK-9); Modified Education Program – Above Grade Level (JK-9).

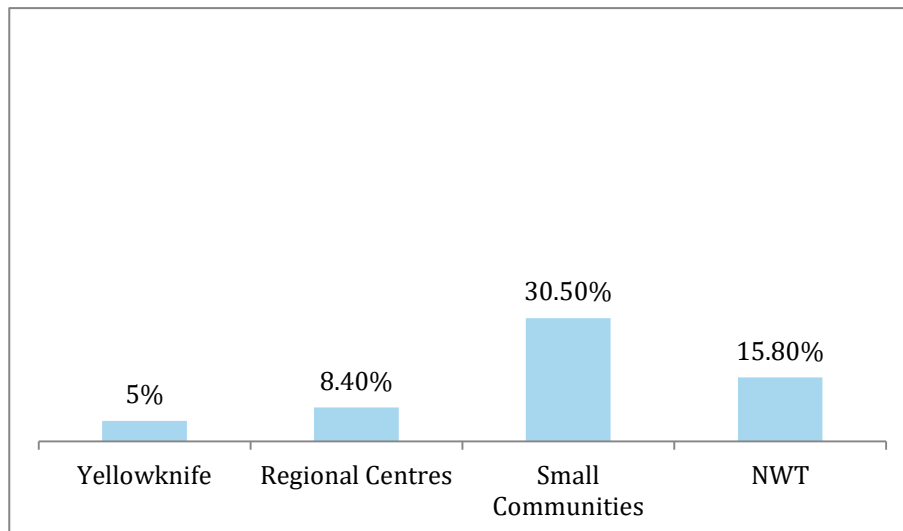
### What do the results of this measure tell us?

Figure 12 shows the percent of students accessing SSPs in 2017-2018 across NWT's different community types. Table 17 and Table 18 show student enrollment in SSPs by community type and education body in 2017-2018. About 40% of the students in NWT were on SSPs in 2017-2018. In small communities, more than half of students benefited from this type of individualized programming. This means that a large portion of NWT's student body requires the kind of tailored educational programming that is provided through an SSP. While it is positive that NWT students are getting the tailored, individualized programming to support their learning, this is an important consideration for understanding the complexity of NWT classrooms and the workloads of NWT educators. Figure 12 and Figure 13 show that a much higher proportion of students in small communities require modified programming, including modified programming for working below grade level. This adds substantially to teacher workloads in small communities, especially considering that many classrooms in small communities are already multi-grade.

**Figure 12 Percent of student body on Student Support Plans , 2017-2018**



**Figure 13 Percent of student body by community type on Student Support Plans for working below grade level, 2017-2018**



**Table 17 Number of students (and as a % of regional enrollments)<sup>8</sup> in Student Support Plans by community type, 2017-2018**

	Regular Program with Accommodations for Difficulty		Modified Program Working Below Grade Level		Regular Program with Accommodations for Enrichment		Modified Program Working Above Grade Level		Total	
	#	% of region enrollment	#	% of region enrollment	#	% of region enrollment	#	% of region enrollment	#	% of region enrollment
<b>Yellowknife</b>	871	24.8	177	5	62	1.8	--	--	--	31.6
<b>Regional Centres</b>	384	20.8	294	8.4	--	--	--	--	679	36.7
<b>Small Communities</b>	835	28.2	903	30.5	12	0.4	9	0.3	1759	59.5
<b>NWT</b>	2090	24	1374	15.8	75	0.9	10	0.1	3549	40.8

<sup>8</sup> Total for regional enrollments taken from 2017-2018 official headcounts.

**Table 18 Number of students enrolled in Student Support Plans by education body, 2017-2018**

	Regular Program with Accommodations for Difficulty		Modified Program Working Below Grade Level		Regular Program with Accommodations for Enrichment		Modified Program Working Above Grade Level		Total	
	#	% of ed. body enrollment	#	% of ed. body enrollment	#	% of ed. body enrollment	#	% of ed. body enrollment	#	% of ed. body enrollment
<b>BDEC</b>	383	31.4	364	29.9	--	--	--	--	752	61.7
<b>CSF</b>	77	46.0	--		--	--			84	50.1
<b>DDEA</b>	--		--						--	18.6
<b>DDEC</b>	106	24.1	166	37.8					277	63.0
<b>NDEA</b>	27	29.0	23	24.7					50	53.8
<b>SDEC</b>	127	26.3	58	12.0	--	--	--	--	193	40.0
<b>SSDEC</b>	209	18.0	211	18.2			--	--	--	36.5
<b>TCSA</b>	329	42.8	366	47.6	--	--			--	90.5
<b>YCS</b>	341	27.7	81	6.6	--	--			--	34.4
<b>YK1</b>	489	27.6	93	5.2	60	3.4	--	--	--	36.3

## Number and Type of Developed/Renewed or Piloting Curricula Occurring Across the NWT

### Why report on this measure?

Just prior to 2013, ECE conducted an extensive review of the NWT JK-12 education system. ECE determined that urgent changes to the system were needed including more Indigenized education and the provision of earlier interventions and supports for students not meeting learning and grade level objectives. The 2013 *Education Renewal and Innovation Framework: Directions for Change* (ERI), which is the guiding framework for educational change based on the review, emphasizes the need for developing and redesigning curricula, teaching and learning practices, and resources to support a renewed definition of student success in the NWT.

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

Table 19 below provides the names and brief descriptions of the NWT curricula that have recently been developed or redesigned for the purposes of meeting ERI proposed changes. There are a total of four curricula that the school system has been able to innovate that are in line with different ERI commitments including commitments to make NWT curricula more relevant to northern students, help revitalize Indigenous languages, make quality early childhood programming available throughout the territory, and promote student wellness and identity development.



**Table 19 Name and description of newly developed/renewed curricula in the NWT**

Curriculum	Description	Piloting/in use	Developed/ Renewed
Health and Wellness	ECE is renewing the NWT grade 1-9 Health and Wellness curriculum (HWC). In this curriculum teachers play the role of facilitators, guiding students in their explorations of health and wellness topics. Students are encouraged to take ownership of their learning and to draw conclusions based on the knowledge they gain. HWC is currently piloting for various grades across most NWT schools.	X	X
Our Languages	The goal of the Our Languages curriculum (OLC) is to grow NWT's nine Indigenous languages, and to help students on their journey of becoming/living as capable people. OLC is a new curriculum for Indigenous language instruction in Junior Kindergarten to grade 12 throughout the NWT. OLS is currently piloting for various grade / language learning levels across most NWT schools.	X	X
Junior Kindergarten	Junior Kindergarten is a play-based curriculum for 4 year olds, designed to foster curiosity, learning, a sense of identity, communication, teamwork, problem solving, creativity, and the basics of reading, writing and math. Beginning in 2013/2014, Junior Kindergarten was made available in a phased approach starting with schools	In use	X

	in small communities then later in regional centres then finally in Yellowknife by 2017/2018.		
Northern Studies	In 1991, ECE created the original Northern Studies curriculum with the goal that all students would know about NWT land, languages, histories and cultures. In 2011, Northern Studies 10 was expanded from a 3 credit course to a 5 credit course. It is mandatory for graduation.	In use	X

## NWT Curricula with Standard / Common Assessments

### Why report on this measure?

The ERI stresses that the JK-12 system needs better ways of gathering, understanding, and sharing meaningful data about the progress of NWT learners and their environments. In particular, the ERI stresses the need for standard/common assessments that can accurately and meaningfully tell us about how students are performing academically in the NWT. Assessment practices can differ quite a bit from teacher to teacher and even from school to school. This is why it is important to have a few kinds of assessment that are the same across all schools.

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

Currently, the NWT only has two standard/common assessments: the Alberta Achievement Tests and Alberta diploma examinations. The AAT is a territory-wide exam that tests on English Language Arts, French Language Arts, and mathematics. Students are required to take the exam in grades six and nine. The purpose of the AAT program is to:

- determine if students are learning what they are expected to learn;
- report how well students have achieved territorial standards at given points in their schooling;
- assist schools, authorities, and the GNWT in monitoring and improving student learning.

Alberta diploma examinations are based on Alberta curricula for specific grade 12 courses. Because the NWT high school curriculum is also based on the Alberta curriculum, NWT high school students are also required to take Alberta diploma exams. Not all grade 12 courses have diploma exams. For the courses that do, a student's overall mark is a blend of the course mark and the mark that the student receives on the exam. The purpose of the diploma exam program is to:

- certify the level of individual student achievement in selected grade 12 courses,
- ensure that territory-wide standards of achievement are maintained, and
- report individual and group results.

According to the ERI framework, it is in the interests of NWT students that additional or new standard/common assessments be developed. Especially given the high numbers of students who do not take AATs (see grade 6 and 9 AAT Results), the AATs combined with diploma exams are not enough to offer a comprehensive and accurate picture of student learning in the NWT.

## Grade 6 and 9 AAT Results

### Why report on this measure?

The Alberta Achievement Tests (AATs) are standardized tests developed by Alberta Education. They are written in all territorial schools in grades 6 and 9 at the end of each school year. They have been adopted by the NWT to monitor student academic achievement in English Language Arts (ELA) and mathematics (MATH) and to provide valuable data to inform policy decisions.<sup>9</sup>

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

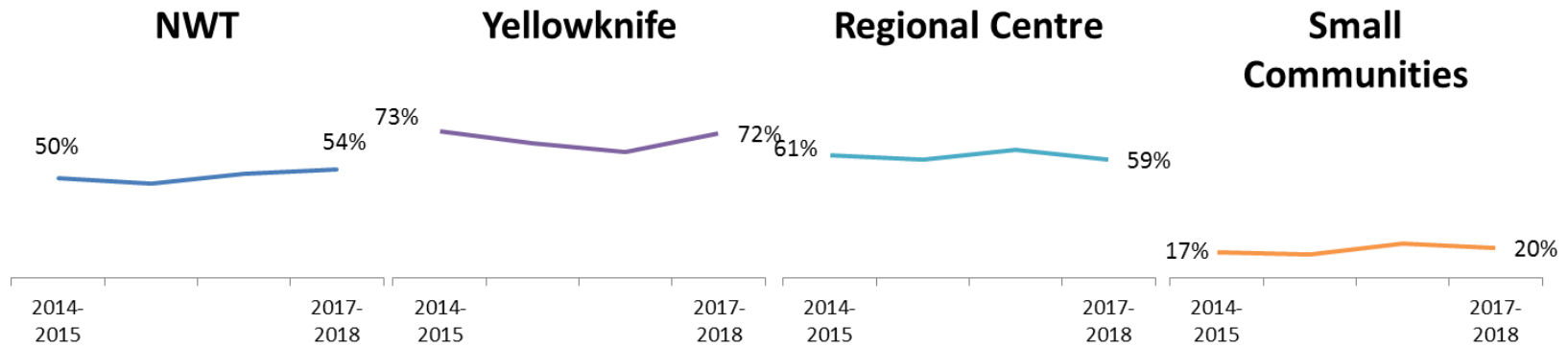
Figure 14 and Figure 15 show the percent of students who score “acceptable” or higher on AATs by subject and community type over time. More students earn acceptable marks in ELA than MATH. Overall, around half of NWT students achieve acceptable marks on eELA AATs. Less than half, however, earn acceptable marks on MATH AATs. This suggests that across the NWT, mathematics and numeracy need to be an area of greater focus.

Figure 16 shows what percent of students overall in the NWT scored acceptable or higher on ELA and MATH AATs compared to the percent of students in Alberta who did. In every category, over 20% more Alberta students score in the acceptable range on AATs than NWT students.

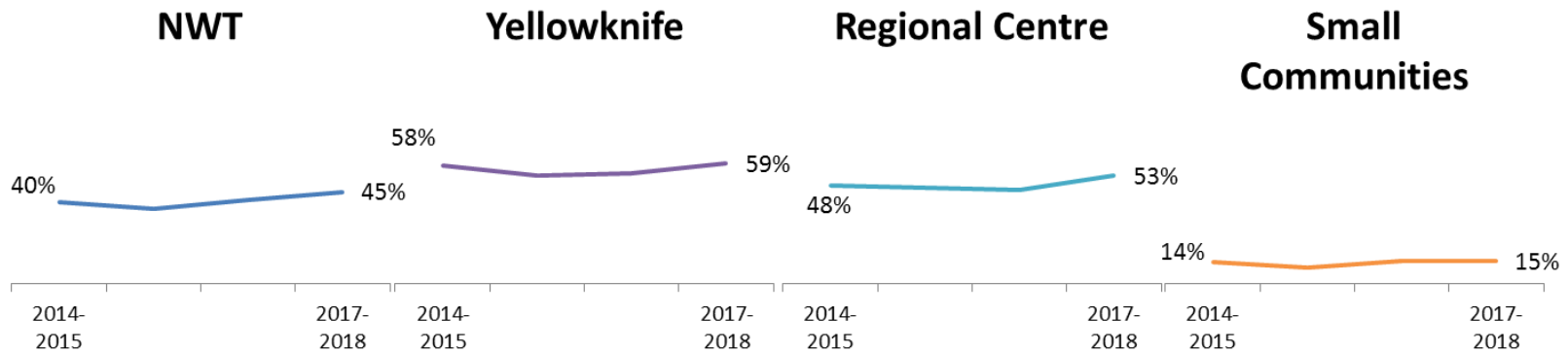
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<sup>9</sup> There are AAT exams for English Language Arts (ELA), mathematics, and French Language Arts (FLA). For the purposes of this review, only results from student performances on ELA and math are reported since these are the exams most NWT students take.

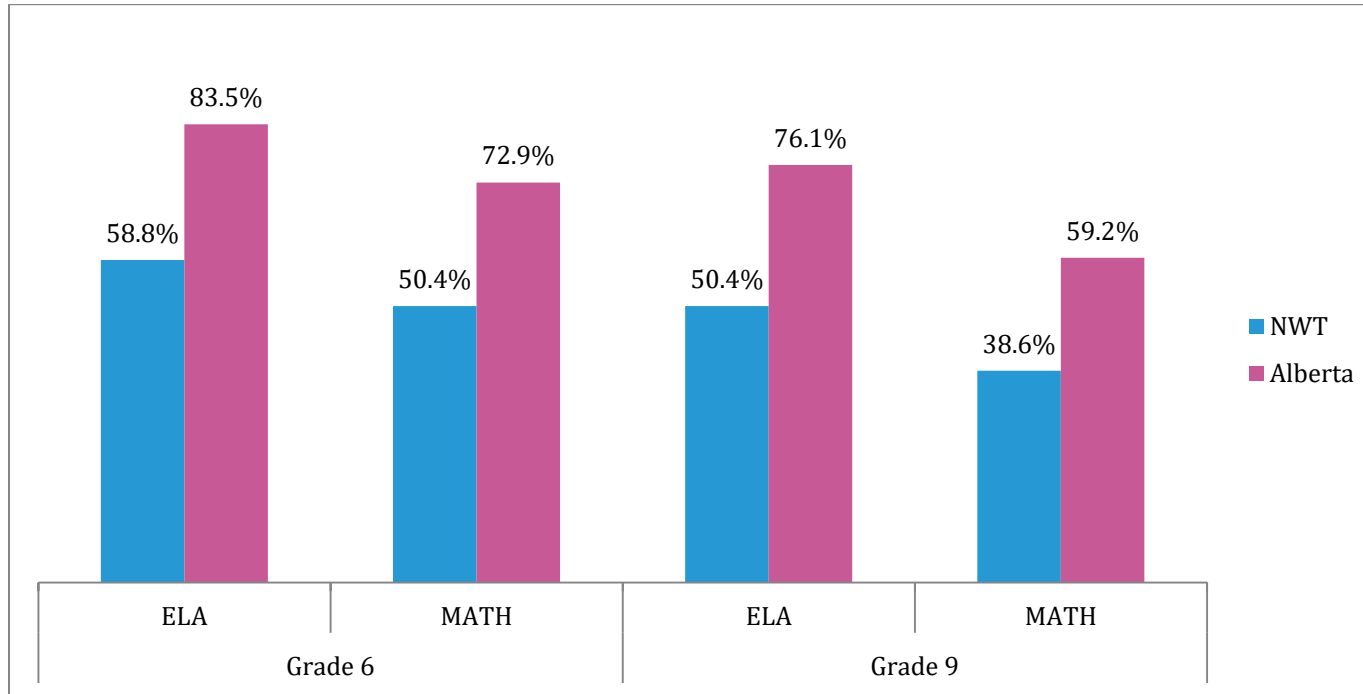
**Figure 14 Percentage of students scoring “acceptable” on ELA AAT by NWT and community type, 2014-15 to 2017-18**



**Figure 15 Percentage of students scoring “acceptable” on MATH AAT by NWT and community type, 2014-15 to 2017-18**



**Figure 16 Percent of students who scored acceptable or higher on AATs in the NWT compared to Alberta, 2017-2018**



## Number of NWT Grade 6 and 9 Students Absent at or Excused from AATs

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

Not all NWT students write the AATs. Some students are excused because they are working at different grade levels, through student support plans, or because they have mental health challenges associated with test taking. Other students are absent on the AAT exam days and miss the opportunity to write these exams.

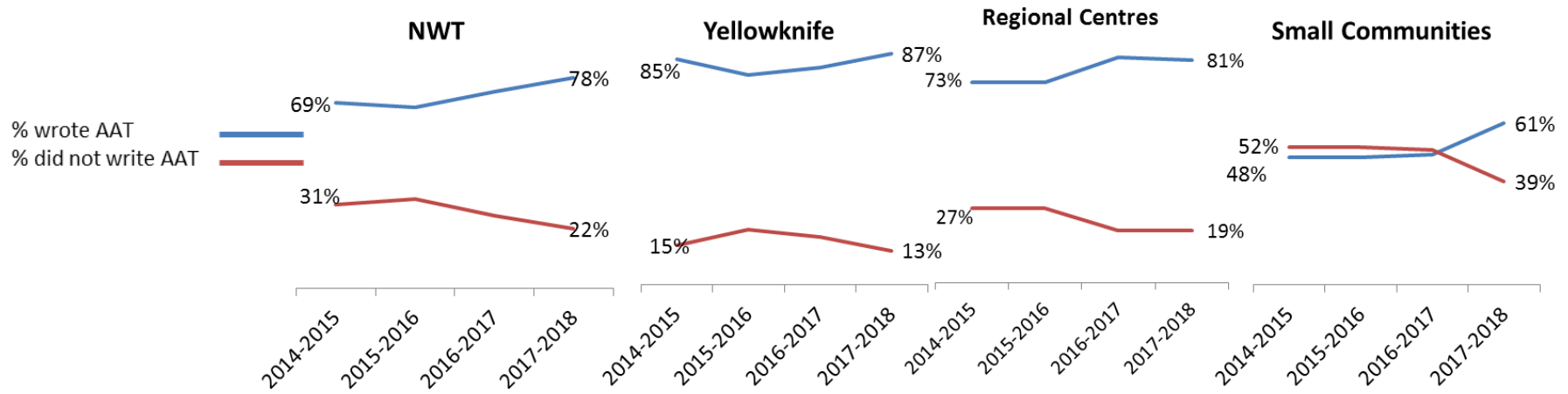
### **What do the results of this measure tell us?**

Figure 17 shows the percentage of students who write or do not write AATs by subject and community type. Overall, about 70% - 85% of students in Yellowknife and regional centres wrote AATs and 15% - 30% are excused or absent. The numbers look different for small communities where 50% - 60% of students wrote AAT exams and 40% - 50% are excused or absent.

Table 20 and Table 21 provide a more detailed breakdown for 2017-2018 AAT results by education body.

While AATs provide valuable information on how NWT students are doing individually and as a group, the significant percentages of students excused or absent from AATs indicates that the AAT results are not as representative of the NWT student body as they might initially appear to be, and may call into question the validity of these standardized assessments at the group level.

**Figure 17 Percentage of students who wrote/did not write AATs by NWT and community type, 2014/15 to 2017/18**





**Table 20 Alberta Achievement Test (English Language Arts) results, by school and grade, Northwest Territories, 2017-2018**

	Total		Grade 6		Grade 9	
	#	%	#	%	#	%
<b>Northwest Territories</b>	1,009	100.0	560	100.0	449	100.0
Wrote Exam	752	74.5	429	76.6	323	71.9
Acceptable Standard	546	54.1	329	58.8	217	48.3
Excellent Standard	67	6.6	34	6.1	33	7.3
Below Acceptable	206	20.4	100	17.9	106	23.6
Excused	110	10.9	67	12.0	43	9.6
Absent/Other	147	14.6	64	11.4	83	18.5
<b>Education Body</b>						
<b>BDEC</b>	155	100.0	79	100.0	76	100.0
Wrote Exam	97	62.6	52	65.8	45	59.2
Acceptable Standard	45	29.0	27	34.2	18	23.7
Excellent Standard	--	0.6			--	--
Below Acceptable	52	33.5	25	31.6	27	35.5
Excused	15	9.7	11	13.9	--	--
Absent/Other	43	27.7	16	20.3	27	35.5
<b>CSF</b>	37	100.0	24	100.0	13	100.0
Wrote Exam	34	91.9	23	95.8	11	84.6
Acceptable Standard	26	70.3	18	75.0	8	61.5
Excellent Standard	--	--	--	25.0	--	--
Below Acceptable	--	--	--	20.8	--	--
Excused						
Absent/Other	3	8.1	1	4.2	--	--
<b>DDEC</b>	34	100.0	14	100.0	20	100.0
Wrote Exam	22	64.7	11	78.6	11	55.0

Acceptable Standard	17	50.0	7	50.0	10	50.0
Excellent Standard						
Below Acceptable	--	--	--	--	--	--
Excused						
Absent/Other	12	35.3	--	--	9	45.0
<b>SDEC</b>	83	100.0	55	100.0	28	100.0
Wrote Exam	57	68.7	38	69.1	19	67.9
Acceptable Standard	21	25.3	13	23.6	8	28.6
Excellent Standard	--	--2			1	3.6
Below Acceptable	36	43.4	25	45.5	11	39.3
Excused	--	--	--	--	--	--
Absent/Other	20	24.1	13	23.6	7	25.0
<b>SSDEC</b>	154	100.0	93	100.0	61	100.0
Wrote Exam	122	79.2	74	79.6	48	78.7
Acceptable Standard	100	64.9	68	73.1	32	52.5
Excellent Standard	8	5.2	--	--	--	--
Below Acceptable	22	14.3	--	--	16	26.2
Excused	17	11.0	13	14.0	4	6.6
Absent/Other	15	9.7	--	--	9	14.8
<b>TCSA</b>	64	100.0	23	100.0	41	100.0
Wrote Exam	15	23.4	--	--	9	22.0
Acceptable Standard	--	1.6	--	--		
Excellent Standard						
Below Acceptable	14	21.9	--	--	9	22.0
Excused	34	53.1	10	43.5	24	58.5
Absent/Other	15	23.4	7	30.4	8	19.5
<b>YCS</b>	196	100.0	119	100.0	77	100.0
Wrote Exam	153	78.1	89	74.8	64	83.1

Acceptable Standard	124	63.3	77	64.7	47	61.0
Excellent Standard	13	6.6	--	--	8	10.4
Below Acceptable	29	14.8	12	10.1	17	22.1
Excused	27	13.8	22	18.5	--	--
Absent/Other	16	8.2	8	6.7	8	10.4
<b>YK1</b>	273	100.0	146	100.0	127	100.0
Wrote Exam	245	89.7	131	89.7	114	89.8
Acceptable Standard	210	76.9	116	79.5	94	74.0
Excellent Standard	38	13.9	19	13.0	19	15.0
Below Acceptable	35	12.8	15	10.3	20	15.7
Excused	9	3.3	7	4.8	--	--
Absent/Other	19	7.0	8	5.5	11	8.7
<b>Community Type</b>						
<b>Yellowknife</b>	491	100.0	282	100.0	209	100.0
Wrote Exam	419	85.3	236	83.7	183	87.6
Acceptable Standard	351	71.5	206	73.0	145	69.4
Excellent Standard	56	11.4	29	10.3	27	12.9
Below Acceptable	68	13.8	30	10.6	38	18.2
Excused	36	7.3	29	10.3	7	3.3
Absent/Other	36	7.3	17	--	--	9.1
<b>Regional Centres</b>	233	100.0	128	100.0	105	100.0
Wrote Exam	179	76.8	101	78.9	78	74.3
Acceptable Standard	137	58.8	87	68.0	50	47.6
Excellent Standard	10	4.3	--	--	--	--
Below Acceptable	42	18.0	14	10.9	28	26.7
Excused	17	7.3	11	8.6	--	--
Absent/Other	37	15.9	16	12.5	21	20.0
<b>Small Communities</b>	285	100.0	150	100.0	135	100.0
Wrote Exam	154	54.0	92	61.3	62	45.9

Acceptable Standard	58	20.4	36	24.0	22	16.3
Excellent Standard	--	--			--	--
Below Acceptable	96	33.7	56	37.3	40	29.6
Excused	57	20.0	27	18.0	30	22.2
Absent/Other	74	26.0	31	20.7	43	31.9

**Table 21 Alberta Achievement Test (Math) results, by school and grade, Northwest Territories, 2017-2018**

	Total		Grade 6		Grade 9	
	Count	%	Count	%	Count	%
<b>Northwest Territories</b>	1,005	100.0	559	100.0	446	100.0
Wrote Exam	785	78.1	449	80.3	336	75.3
Acceptable Standard	454	45.2	282	50.4	172	38.6
Excellent Standard	65	6.5	31	5.5	34	7.6
Below Acceptable	331	32.9	167	29.9	164	36.8
Excused	112	11.1	62	11.1	50	11.2
Absent/Other	108	10.7	48	8.6	60	13.5
<b>Education Body</b>						
<b>BDEC</b>	154	100.0	79	100.0	75	100.0
Wrote Exam	112	72.7	59	74.7	53	70.7
Acceptable Standard	44	28.6	25	31.6	19	25.3
Excellent Standard	--	--			--	--
Below Acceptable	68	44.2	34	43.0	34	45.3
Excused	9	5.8	7	8.9	--	--
Absent/Other	33	21.4	13	16.5	20	26.7
<b>CSF</b>	37	100.0	24	100.0	13	100.0
Wrote Exam	35	94.6	22	91.7	13	100.0
Acceptable Standard	29	78.4	20	83.3	9	69.2
Excellent Standard	7	18.9	7	29.2		

Below Acceptable	--	--	--	--	--	--
Excused						
Absent/Other	--	--	--	--	--	--
<b>DDEC</b>	34	100.0	14	100.0	20	100.0
Wrote Exam	26	76.5	9	64.3	17	85.0
Acceptable Standard	12	35.3	--	--	--	--
Excellent Standard	--	--	--	--	0	0
Below Acceptable	14	41.2	--	--	11	55.0
Excused						
Absent/Other	8	23.5	--	--	--	--
<b>SDEC</b>	82	100.0	54	100.0	28	100.0
Wrote Exam	56	68.3	38	70.4	18	64.3
Acceptable Standard	13	15.9	9	16.7	--	--
Excellent Standard						
Below Acceptable	43	52.4	29	53.7	14	50.0
Excused	10	12.2	--	--	--	--
Absent/Other	16	19.5	10	18.5	--	--
<b>SSDEC</b>	154	100.0	93	100.0	61	100.0
Wrote Exam	125	81.2	81	87.1	44	72.1
Acceptable Standard	81	52.6	64	68.8	17	27.9
Excellent Standard	9	5.8	7	7.5	--	--
Below Acceptable	44	28.6	17	18.3	27	44.3
Excused	17	11.0	7	7.5	10	16.4
Absent/Other	12	7.8	--	--	7	11.5
<b>TCSA</b>	63	100.0	23	100.0	40	100.0
Wrote Exam	20	31.7	9	39.1	11	27.5
Acceptable Standard	--	--	--	--	--	--
Excellent Standard						

Below Acceptable	17	27.0	7	30.4	10	25.0
Excused	33	52.4	10	43.5	23	57.5
Absent/Other	10	15.9	--	--	--	--
<b>YCS</b>	196	100.0	119	100.0	77	100.0
Wrote Exam	160	81.6	94	79.0	66	85.7
Acceptable Standard	92	46.9	54	45.4	38	49.4
Excellent Standard	12	6.1	--	--	9	11.7
Below Acceptable	68	34.7	40	33.6	28	36.4
Excused	27	13.8	22	18.5	--	--
Absent/Other	9	4.6	--	--	--	--
<b>YK1</b>	272	100.0	146	100.0	126	100.0
Wrote Exam	244	89.7	132	90.4	112	88.9
Acceptable Standard	178	65.4	100	68.5	78	61.9
Excellent Standard	32	11.8	12	8.2	20	15.9
Below Acceptable	66	24.3	32	21.9	34	27.0
Excused	14	5.1	10	6.8	--	--
Absent/Other	14	5.1	--	--	10	7.9
<b>Community Type</b>						
<b>Yellowknife</b>	490	100.0	282	100.0	208	100.0
Wrote Exam	424	86.5	241	85.5	183	88.0
Acceptable Standard	289	59.0	168	59.6	121	58.2
Excellent Standard	50	10.2	21	7.4	29	13.9
Below Acceptable	135	27.6	73	25.9	62	29.8
Excused	41	8.4	32	11.3	9	4.3
Absent/Other	25	5.1	9	3.2	16	7.7
<b>Regional Centres</b>	232	100.0	128	100.0	104	100.0
Wrote Exam	189	81.5	107	83.6	82	78.8
Acceptable Standard	123	53.0	85	66.4	38	36.5
Excellent Standard	13	5.6	8	6.3	--	--

Below Acceptable	66	28.4	22	17.2	44	42.3
Excused	22	9.5	10	7.8	12	11.5
Absent/Other	21	9.1	11	8.6	10	9.6
<b>Small Communities</b>	283	100.0	149	100.0	134	100.0
Wrote Exam	172	60.8	101	67.8	71	53.0
Acceptable Standard	42	14.8	29	19.5	13	9.7
Excellent Standard	--	--	--	--		
Below Acceptable	130	45.9	72	48.3	58	43.3
Excused	49	17.3	20	13.4	29	21.6
Absent/Other	62	21.9	28	18.8	34	25.4

## Senior Secondary Student Diploma Exam Results

### Why report on this measure?

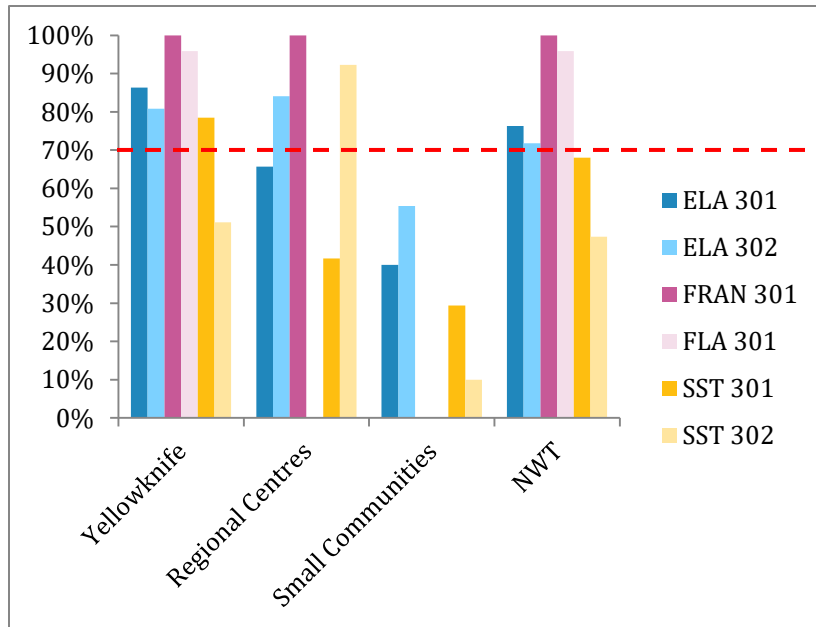
NWT schools use Alberta curricula for high school courses and require NWT students to write the standardized Alberta diploma examinations for select grade 12 courses. The overall mark for these select courses is split between the school-based course mark (70%) and the diploma examination mark (30%). The results of the Alberta diploma examinations are important for telling us to what extent NWT high school students are able to meet “province-wide” (in this case, Alberta + NWT) standards for student achievement. Any increase in diploma exam marks is valuable to NWT students as higher exam marks boost students’ chances for acceptance into many postsecondary programs.

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

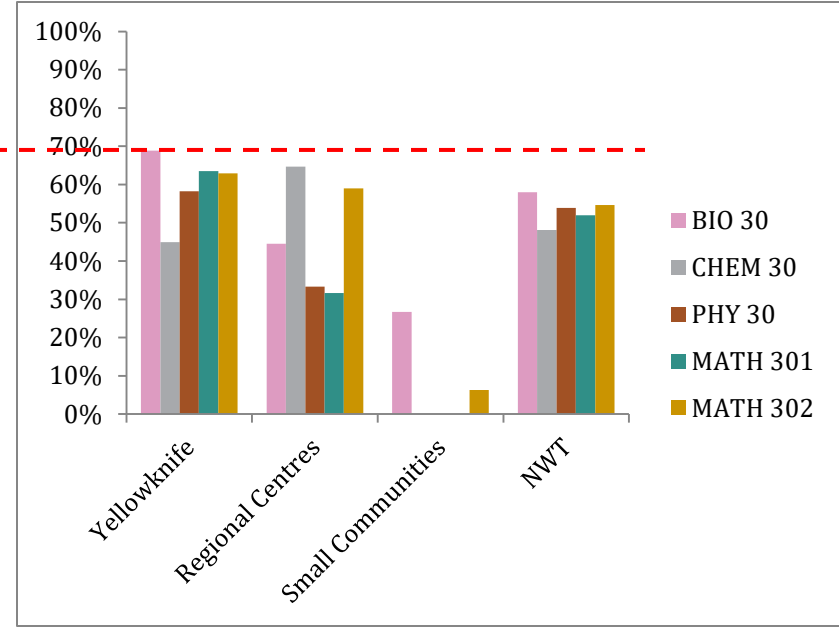
Figure 18 and Figure 19 show the percentage of students who scored “acceptable” or higher (50% or higher) on 2017-2018 NWT diploma exams by community type. Figure 18 shows these results for the languages and social studies diploma exams and Figure 19 shows the results for the math and science diploma exams. The red dashed line indicates the highest proportion of students in the math and sciences who scored acceptable or higher. This shows that many more students scored acceptable or higher on the language and social studies exams than on the math and science exams. These results are similar to those seen in the AAT results and further point to the need for an increased focus on mathematics in NWT schools. Table 22 provides a more detailed breakdown for the 2017-2018 diploma exam results presented in the charts.



**Figure 18 Percent of students who scored “acceptable” or higher on language and social studies diploma exams by community type, 2017-2018**



**Figure 19 Percent of students who scored “acceptable” or higher on math and science diploma exams by community type, 2017-2018**



**Table 22 Number of students who scored “below acceptable” (below 50%), “acceptable” (50% or higher), or “excellent” (80% or higher) on diploma exams by region, 2017-2018**

		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
<b>ELA 301</b>	Below Acceptable	20	13.7	12	34.3	18	60	50	23.7
	Acceptable	117	80.1	23	65.7	12	40	152	72
	Excellent	9	6.2					9	4.3
	Total	146	100	35	100	30	100	211	100
<b>ELA 302</b>	Below Acceptable	16	19.3	10	15.9	41	44.6	67	28.2
	Acceptable	56	67.5	47	74.6	51	55.4	154	64.7
	Excellent	11	13.3	--	--			17	7.1
	Total	83	100	63	100	92	100	238	100
<b>MATH 301</b>	Below Acceptable	34	36.6	13	68.4	13	100	60	48
	Acceptable	41	44.1	--	--			45	36
	Excellent	18	19.4	--	--			20	16
	Total	93	100	19	100	13	100	125	100
<b>MATH 302</b>	Below Acceptable	30	37	9	40.9	15	93.8	54	45.4
	Acceptable	47	58	12	54.5			59	49.6
	Excellent	--	--	--	--	--	--	--	--
	Total	81	100	22	100	16	100	119	100

<b>FRAN 301</b>	Acceptable	--	--	4	100			--	--
	Excellent	--	--					--	--
	Total	--	--	--	--			7	100
<b>FLA 301</b>	Below Acceptable	--	--					--	--
	Acceptable	19	79.2					19	79.2
	Excellent	--	--					--	--
	Total	24	100					24	100
<b>SOCIAL 301</b>	Below Acceptable	20	21.5	7	58.3	12	70.6	39	32
	Acceptable	56	60.2	--	--	--	--	66	54.1
	Excellent	17	18.3					17	13.9
	Total	93	100	12	100	17	100	122	100
<b>SOCIAL 302</b>	Below Acceptable	21	48.8	--	--	18	90	40	52.6
	Acceptable	21	48.8	12	92.3	--	--	35	46.1
	Excellent	--	--					--	--
	Total	43	100	13	100	20	100	76	100
<b>BIO 30</b>	Below Acceptable	41	31.1	20	55.6	22	73.3	83	41.9
	Acceptable	66	50	14	38.9	8	26.7	88	44.4
	Excellent	25	18.9	--	--			27	13.6
	Total	132	100	36	100	30	100	198	100

<b>CHEM 30</b>	Below Acceptable	49	55.1	--	--			55	51.9
	Acceptable	27	30.3	--	--			33	31.1
	Excellent	13	14.6	--	--			18	17
	Total	89	100	17	100			106	100
<b>PHY 30</b>	Below Acceptable	18	41.9	--	--			24	46.2
	Acceptable	18	41.9	--	--			20	38.5
	Excellent	7	16.3	--	--			8	15.4
	Total	43	100	9	100			52	100

## For Teachers

### Number of Hours of Personal Time Spent by Teachers on Tasks Related to Teaching Position

#### Why report on this measure?

While teaching comes with high levels of responsibility, these levels should not be so high that NWT teachers must use up all of their personal time to complete work-related tasks. The Survey of NWT Classroom Teachers includes questions about teaching work-life balance. Answers to these questions will tell us how many hours of personal time teachers are spending on work-related tasks.

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

Table 23 and Table 24 show how many hours teachers across the education bodies reported spending on teaching related tasks during their “personal time” such as evenings and weekends. Table 23 presents results from the 2017 Survey of NWT Classroom Teachers and Table 24 presents results from the 2018 survey. Across both years, over 25% of teachers spend 20 hours or more on teaching related tasks in their personal time every week, and over 60% of teachers spend 10 hours or more.

Monitoring how many hours teachers spend working during evenings and weekends is one check on NWT teacher workloads. NWT schools have been working to try to reduce NWT teacher workloads, in part through implementing the Strengthening Teacher Instructional Practice (STIP) project. Since the implementation of STIP in 2016-2017, schools across the NWT have seen an overall average reduction of 35 hours in teacher workloads. And while this might sound like a success, it is important to keep in mind that this is just an average. Whereas some schools have seen large reductions in work hours (as many as 82 hours), other schools have seen increases (as high as 22 hours). NWT schools are continuing to hone how they apply STIP to help enhance the working lives of their teachers.

**Table 23 Number of hours teachers spend on teaching-related tasks during personal time by education body, 2017**

	Teacher Total		BDEC		CSF		DDEC		SDEC		SSDEC		TCSA		YCS		YK1		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Time spent on teaching related tasks during personal time (e.g. evenings and weekends)																			
Less than 10 hours	97	27.2	23	35.9	2	16.7	5	19.2	14	40.0	16	29.1	15	41.7	11	26.2	10	13.0	
10 - 14 hours	90	25.3	17	26.6	4	33.3	5	19.2	5	14.3	10	18.2	13	36.1	10	23.8	22	28.6	
15 - 19 hours	61	17.1	11	17.2	2	16.7	1	3.8	7	20.0	10	18.2	1	2.8	10	23.8	16	20.8	
20 hours and more	88	24.7	9	14.1	1	8.3	14	53.8	8	22.9	14	25.5	6	16.7	10	23.8	25	32.5	
Not Stated	20	5.6	4	6.3	3	25.0	1	3.8	1	2.9	5	9.1	1	2.8	1	2.4	4	5.2	
<b>Total</b>	356	100	64	100	12	100	26	100	35	100	55	100	36	100	42	100	77	100	

**Table 24 Number of hours teachers spend on teaching-related tasks during personal time by education body, 2018**

	Teacher Total		BDEC		CSF		DDEC		SDEC		SSDEC		TCSA		YCS		YK1		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<i>Time spent on teaching related tasks during personal time (e.g. evenings and weekends)</i>																			
<b>Less than 10 hours</b>	122	32.0	26	33.8	7	50.0	6	20.7	8	25.8	19	35.2	17	54.8	15	26.3	24	27.3	
<b>10 - 14 hours</b>	89	23.4	23	29.9	1	7.1	5	17.2	7	22.6	15	27.8	4	12.9	16	28.1	18	20.5	
<b>15 - 19 hours</b>	42	11.0	7	9.1	0	0.0	6	20.7	3	9.7	7	13.0	4	12.9	2	3.5	13	14.8	
<b>20 hours and more</b>	97	25.5	19	24.7	6	42.9	12	41.4	10	32.3	7	13.0	2	6.5	17	29.8	24	27.3	
<b>Not Stated</b>	31	8.1	2	2.6	0	0.0	0	0.0	3	9.7	6	11.1	4	12.9	7	12.3	9	10.2	
<b>Total</b>	381	100	77	100	14	100	29	100	31	100	54	100	31	100	57	100	88	100	

## Educator Participation in the New to the NWT Educators Conference

### Why report on this measure?

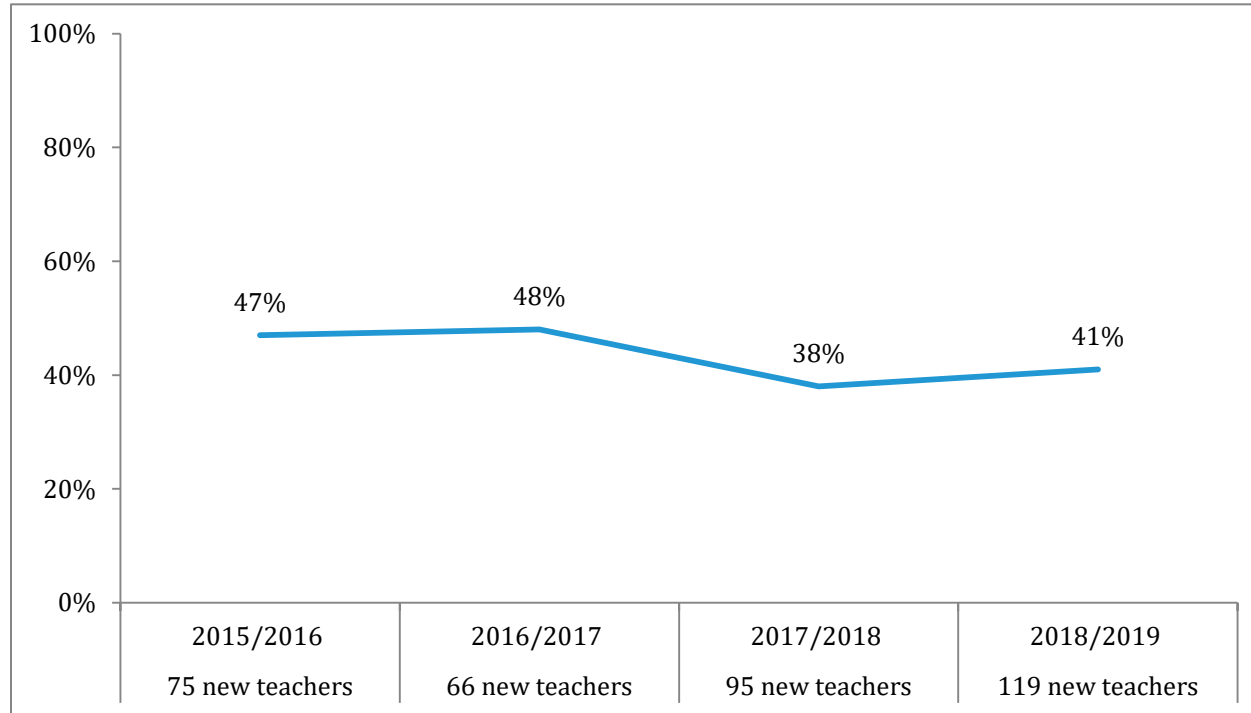
New to the NWT Educators' Conference (N2NEC) is a three-day conference that all new JK-12 educators to the NWT are invited to attend. The conference teaches new educators about the NWT, its residents, their cultures, and the NWT's unique learning environments. At the same time, the conference provides new educators with a foundation of supportive structures for their professional well-being. The conference is intended to help new teachers arrive in the NWT feeling prepared, welcomed, and supported.

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

Figure 20 shows the percent of new NWT teachers who have attended the N2NEC since 2015. N2NEC is offered on a yearly basis. Along the bottom, the chart also states how many new teachers were hired in the NWT each year. The data show that between 38% and 48% of newly hired teachers attend the training on a yearly basis. One major barrier to attendance is location. Teachers who are located in remote communities have reported that it is difficult to attend the conference given the distance they need to travel. Table 25 shows the numbers behind Figure 20.



**Figure 20 Percent of new NWT teachers who attend N2NEC over time, 2015-2016 to 2018-2019**



**Table 25 Number of new teachers who attend N2NEC, 2015-2016 to 2018-2019**

Year	Total Number Hired Teachers	Number of Hired Teachers who attended N2NEC	% of Hired Teachers who attended N2NEC
2018/2019	119	49	41
2017/2018	95	36	38
2016/2017	66	32	48
2015/2016	75	35	47

## For the System

### Education Bodies Plan for the Coming Year in Their Schools, and Communicate These Plans Publicly

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

It is important that education bodies are held accountable to their stakeholders (schools, teachers, parents, students, GNWT). One way they can do this is by being transparent about their financial and operating plans. This means letting their stakeholders know what kind of funding they receive, what they plan to do with the funding, and how they think their plans will benefit students, school staff, etc.

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

Education bodies have recently made efforts towards being transparent with their operating plans. Beginning in the 2017-2018 school year, all 10 education bodies began compiling their financial and operating plans for the upcoming year in a publically available report. These plans are tabled in the Legislative Assembly each year and can be accessed by anyone through the Legislative Assembly's website.

### Education Bodies Report on the Past Year at Their Schools, and Communicate These Reports Publicly

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

A next step to education bodies holding themselves accountable to their stakeholders is to provide a follow up to their financial and operating plans. Whether or how well the education body was actually able to follow through on their financial and operating plans is just as important for stakeholders to know. Otherwise, plans could turn into empty promises.

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

Beginning in the 2017-2018 school year, all 10 education bodies also made available their "annual reports." These reports inform about how and to what extent the education bodies were able to follow through on their financial and operating plans. They also contain information about the student body and programs offered that year. These reports are available on the ECE website.

## ECE Reports on the Overall Performance of the Education System and Shares This Publicly

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

It is in the interest of the residents of the NWT to be informed about the overall performance of the JK-12 school system. Parents want to know if they are sending their children to good schools; students want to know if their schools will be able to help them get a job or into college/university; the GNWT wants to know if its investments in the school system are leading to valuable outcomes; employers want to know about the quality of education and training their present and future employees are receiving, and so on. These needs are another reason to make the present document available to NWT education stakeholders.

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

This report is the first comprehensive education performance report since the discontinuation of the 'Towards Excellence' reports on education in the NWT in 2007. The performance measures in this report give parents, students, educators, GNWT personnel, industry representatives and community and territorial leaders valuable information as to what is working and what needs to be improved in the education system. By making this information available, and evaluating the education system in a way that is open, stakeholders can be more informed about and in a better position to make decisions concerning the education system.



**Education, Culture and Employment JK-12 Education Review**

## Appendix 3 – Outcome Performance Measures

Government of Northwest Territories    Gouvernement des Territoires du Nord-Ouest

## Outcomes of the Education System

Part 3 of this document reports on performance measures that concern the results or outcomes of the JK-12 system activities. Many of the outcomes in this section regard measures of student and educator success and wellbeing. For instance, the measures address questions such as: do NWT youth feel they belong at school? Are NWT high school students completing their courses? What is the NWT graduation rate? Are NWT high school students transitioning successfully after they graduate? The results seen in this section are the product of more than just the education system; all NWT residents and organizations have a role in supporting positive outcomes in the NWT education system.

### For JK-12 Students

- EDI On track rates by JK participation
- MDI thriving rates for grade 4 and 7
- Health Behavior in School Age Children results
- Attendance rates by grade for 1-12
- Transition and reenrollment rates by grade for 10-12
- Course completion rates for core subject high school courses
- High school graduation rate
- Percent of grade 12 students going onto postsecondary certificate, diploma, or degree programs
- Percent of grade 12 graduates returning to the JK-12 education system

### For NWT Teachers

- Difference between diploma exam and course marks for senior secondary students
- Teacher satisfaction with New to the NWT Educators Conference
- Teacher satisfaction with NWT JK/K Training Opportunities
- Teacher satisfaction with job

## For JK-12 Students

### EDI On Track, At Risk, and Vulnerable Rates by JK Participation

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

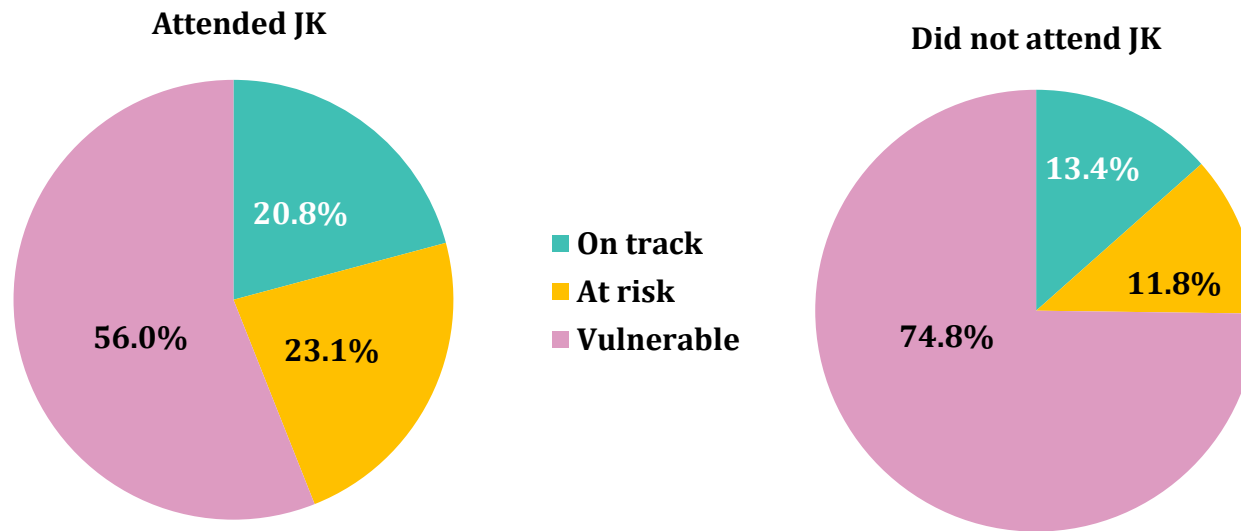
In the inputs section, data was presented which showed that a relatively small proportion of NWT children fit into the 'on track' category according to Early Development Instrument (EDI) results (see Student Development upon Entry into Grade 1). There are, however, some promising findings regarding the benefits that NWT Junior Kindergarten (JK) might have on children's development. Schools in small communities had the option to offer JK programming for 4-year old children beginning in the 2014-2015 school year. Since this time, ECE has been able to compare EDI rates of those children who participated in JK with the EDI rates of children who did not participate.

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

Figure 21 shows the percentages for small communities (by Attended JK and Did not attend JK) for children who scored in the on track, at risk, and vulnerable categories. Notice that while there are only 7.4% more children in the Attended JK group who are on track overall than the Did not attend JK group, there are also 11.3% more children in the Attended JK group who are at risk overall. This helps explain why the differences in vulnerability across the Attended JK and Did not attend JK groups are much larger than the on track differences. It seems JK is helping many children move out of the vulnerable category, but not all are moving right into the on track category. Some are moving into the at risk category.

These results show that while JK programming is having a positive effect on early childhood development in the NWT, it is insufficient on its own to help all NWT children reach their full development potential. Communities, families, and governments need to continue to work together to enhance the learning, health, and well-being of children in the NWT.

**Figure 21 On track, at risk, and vulnerable rates for small communities by participation in Junior Kindergarten, consolidated data from 2015-2016 to 2018-2019**



## Grades 4 and 7 Students' Sense of Connectedness to Adults at School

### Why report on this measure?

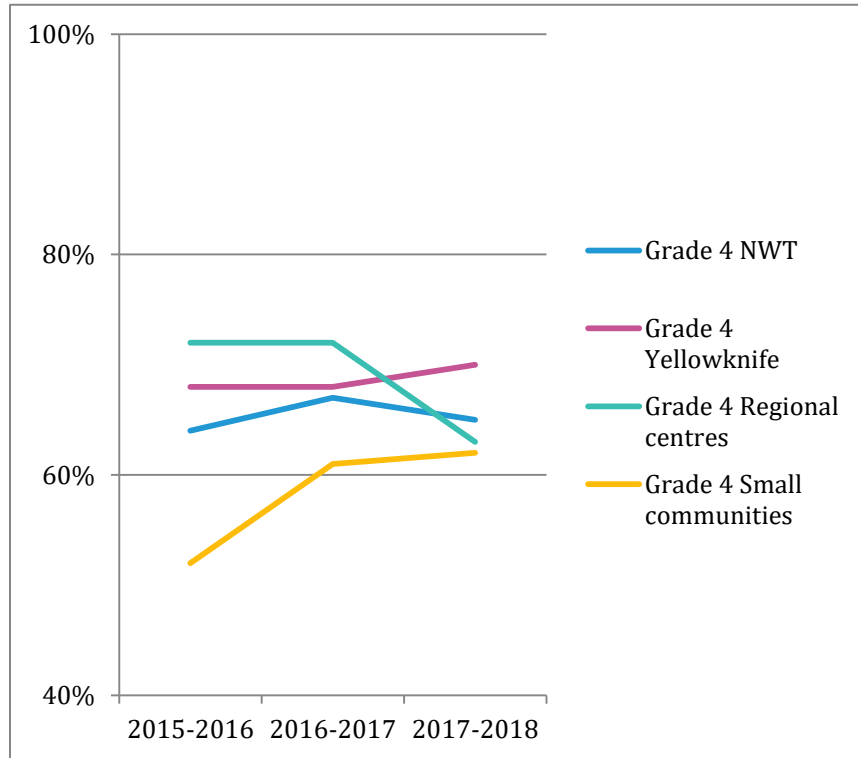
Recall that the Middle Years Development Instrument (MDI) introduced in the Inputs to the Education System section is used in the NWT to help assess grades 4 and 7 students on their overall well-being. This section talks about how it is also used to assess grades 4 and 7 students specifically on their well-being in their relationships 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 help with student levels of anxiety and behavioural challenges. As well, students who feel cared for by their teachers report feeling more motivated to do well academically and relate more positively to others.

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

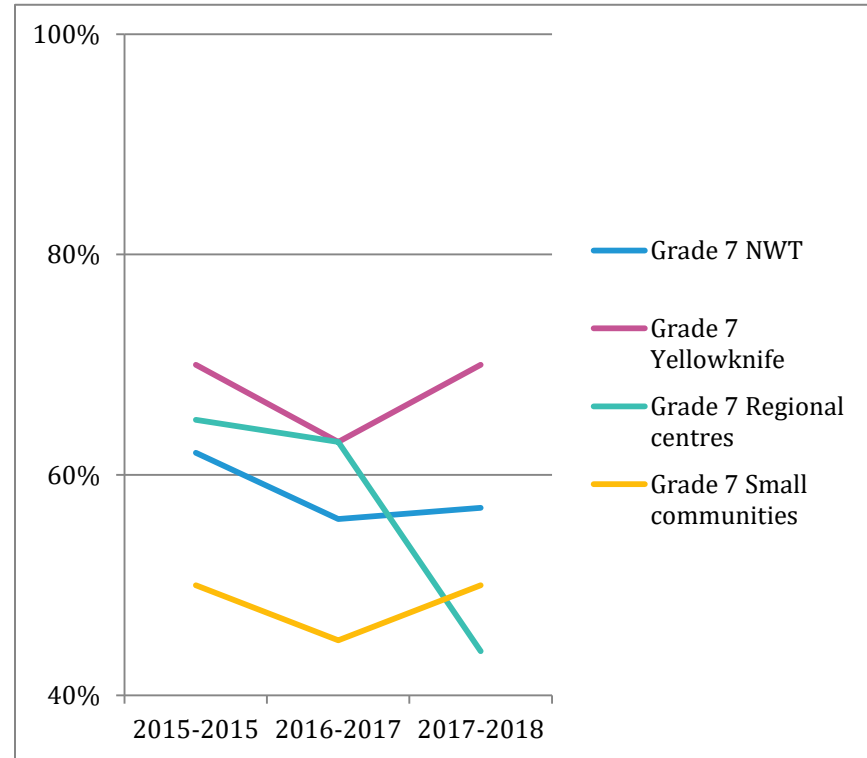
Figure 22 and Figure 23 below show the percent of students across the community types and over time who have reported “high well-being” in their relationships with adults at school. High well-being in a student-adult relationship means that there are one or more adults at school who the student feels believes in them, listens to them, and cares about them. The figures present results for grades 4 and 7 students respectively. For the NWT as a whole, a modest majority (55%-65%) of students report high well-being in their relationships with adults at school. These numbers tend to be higher for grade 4 students. Across the community types, fewer students in small communities report high well-being in relationships with adults at school than students in Yellowknife and regional centres. Across both grades in regional centres, there has been a decrease in the number of children who report high well-being in their relationships with adults at school. Taken together, there still remains a large proportion of students who are not reporting high well-being in their relationships with adults who work in NWT schools. The school system must address this. Promoting healthy close relationships between students and adults at school is a responsibility of the school system. All NWT students should have strong role models and adults who care about them at school.



**Figure 22 Percent of grade 4 students who report “high well-being” in their relationships with adults at school**



**Figure 23 Percent of grade 7 students who report “high well-being” in their relationships with adults at school**



## Health Behaviour in School-Age Children Results

### Why report on this measure?

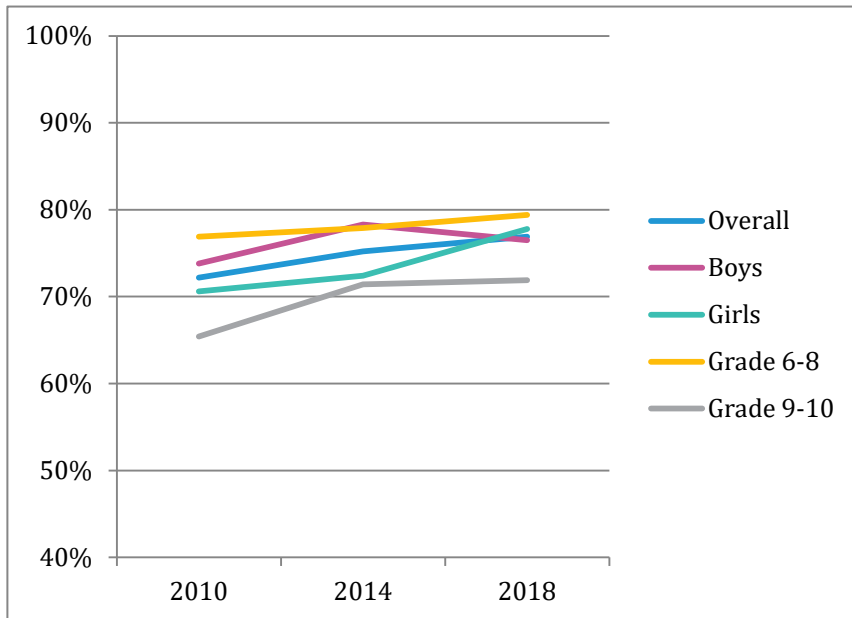
Student achievement is dependent on many factors beyond reading, writing, or arithmetic skills. There are many other factors such as health, well-being, and positive relationships with self and others that are also highly essential to learning. The NWT participates in the Health Behaviour in School-Age Children (HBSC) survey which is part of an ongoing international study that collects data every four years on the health, well-being and health behaviours of youth in grades 6-10. Results from the study can help inform education and health policy programs. Results concerning two of the items on this questionnaire are reported here to help us understand to what extent NWT youth feel accepted by their teachers and belong at school.

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

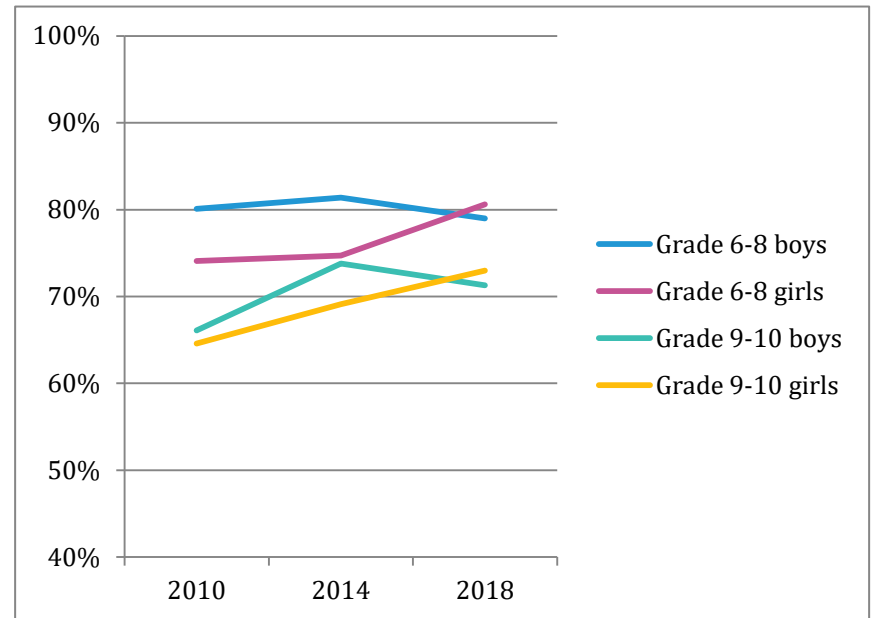
Figure 24 and Figure 25 show the percent of NWT students over time by gender and grade category who agree with the statement on the HBSC survey, “I feel that my teachers accept me as I am”. More students have agreed with this statement recently (78%) than eight years ago (71%). A higher percentage of grades 6-8 students agree with the statement than grades 9-10 students, as do a higher percentage of boys than girls.

Figure 26 and Figure 27 show the percent of students overall (by grade category and gender) and within grade categories who agree with the statement on the HBSC survey, “I feel I belong at this school.” Fewer students have agreed with this statement recently (55%) than eight years ago (58%). A higher percentage of grades 6-8 students feel they belong at school than grades 9-10 students, as do a higher percentage of boys than girls. The results for girls in grades 9-10 are particularly low for this survey item (Figure 27). The most recent results tell us that less than half of girls in that grade category feel they belong at school. It is critical that schools, parents, and ECE make efforts to understand this trend in more depth. Feeling like one does not belong is not only distressing, it can also negatively affect how one participates in their social and learning environments.

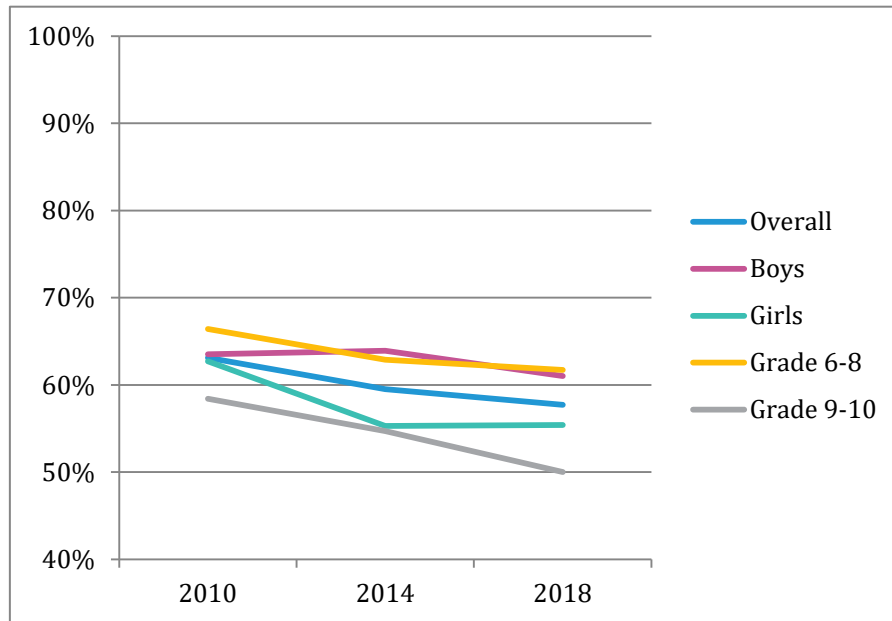
**Figure 24 Percent of students overall by gender and grade who agree with the statement "I feel that my teachers accept me as I am"**



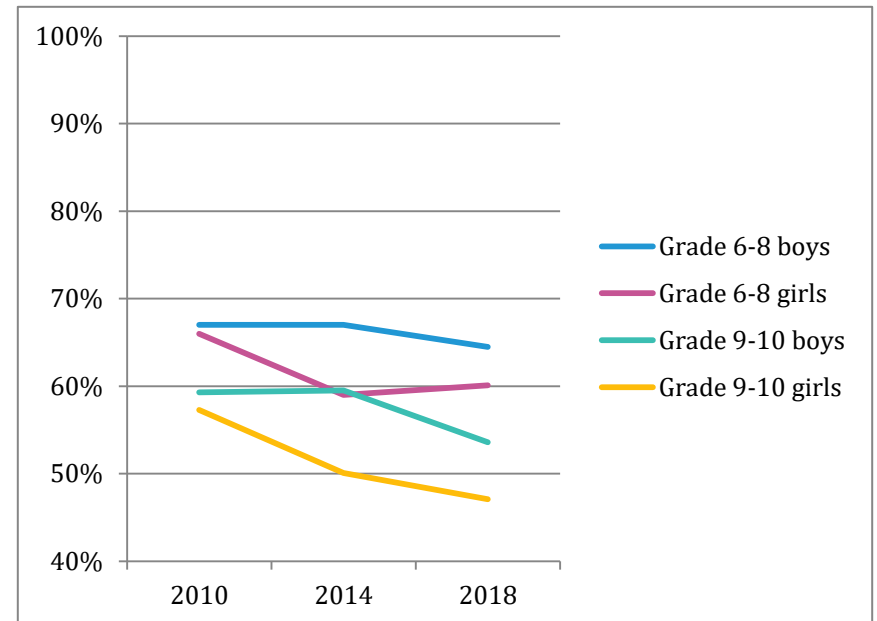
**Figure 25 Percent of grades 6-8 and 9-10 students by gender who agree with the statement "I feel that my teachers accept me as I am"**



**Figure 26 Percent of students overall by gender and grade who agree with the statement "I feel I belong at this school"**



**Figure 27 Percent of grades 6-8 and 9-10 students by gender who agree with the statement "I feel I belong at this school"**



## Attendance Rates by Grade for 1-12

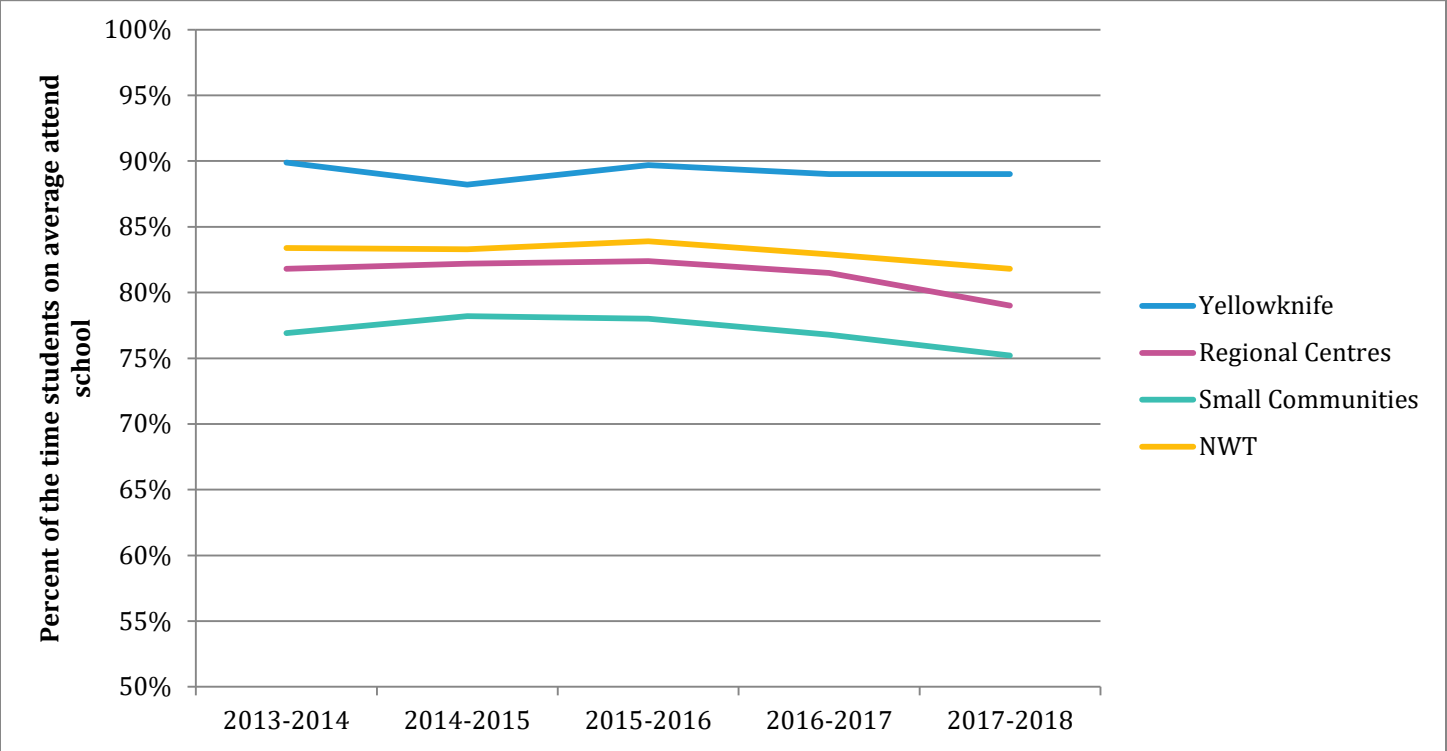
### Why report on this measure?

Attending school every day is essential to both student learning and to increase academic success.

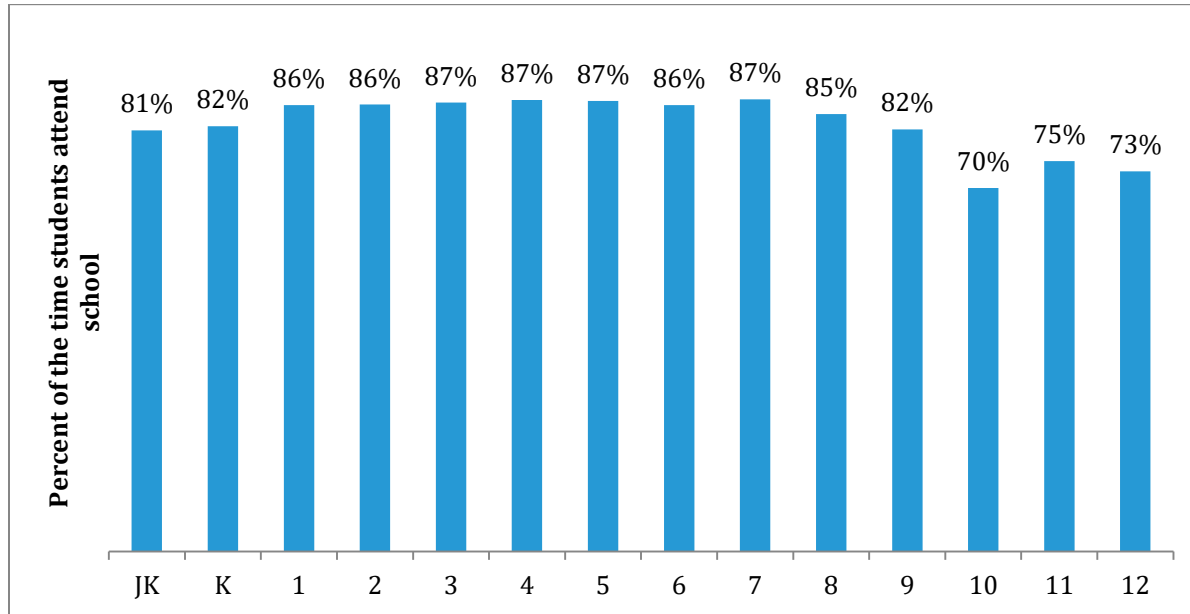
### What do the results of this measure tell us?

Since 2013, students in NWT have an attendance rate of a little over 80%. While over 80% might seem like a high number, students who attend 80% of the time still miss quite a bit of school, about a full day every week. If a student attends 80% of the time starting in grade 1, then they will miss 2 full years of school by the time they are in grade 10. Attendance rates in Yellowknife and regional centres are slightly higher than the NWT overall rate and lower in small communities (between 75% and 80%). The charts below, Figure 28 and Figure 29, and the table that follows, Table 26, provide a more detailed look at attendance rates in 2017-2018. The charts show attendance rates by grade in the NWT. Attendance is much higher between JK and grade 9, and then drops noticeably in grade 10. This may be because students in grade 10+ encounter more difficulties attending school regularly (e.g. distance), have other competing priorities on their time (e.g. work, care-taking responsibilities), or face other challenges in attending school regularly.

**Figure 28 Average rate of attendance (%) by community type over time, 2013-2014 to 2017-2018**



**Figure 29 Average rate of attendance (%) in NWT by grade, 2017-2018**



**Table 26 Average rate of attendance (%) by grade and community type / education body, 2017-2018**

	Overall %	Pre K %	K %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	11 %	12 %
<b>NWT</b>	81.8	81.3	82.1	86.2	86.3	86.7	87.2	87.0	86.2	87.3	84.5	81.5	70.2	75.4	73.4
<b>BDEC</b>	72.1	67.9	73.0	76.2	76.5	75.8	81.5	78.1	79.1	80.9	71.0	70.2	56.4	66.2	63.1
<b>CSFTNO</b>	92.9	94.4	91.2	91.8	95.3	96.2	94.9	94.4	93.6	96.3	96.9	94.5	94.8	88.9	79.4
<b>DDEC</b>	80.6	88.7	80.3	83.5	92.5	83.1	83.6	84.7	82.7	83.7	84.2	83.6	77.4	67.2	67.1
<b>Dettah Kaw Tay Whee School</b>	86.7	95.3	79.8	71.0	80.7	93.0	93.5	87.0	67.5	83.3	-	99.6	97.5	95.9	99.1
<b>N'Dilo - K'alemi Dene School</b>	89.5	81.1	93.4	90.7	84.1	88.0	87.2	92.3	96.4	87.3	91.7	71.9	68.7	62.2	82.4
<b>SDEC</b>	73.8	71.6	74.5	85.0	81.0	88.7	82.4	86.3	81.6	83.0	83.1	81.6	60.4	60.2	54.8
<b>SSDEC</b>	80.2	73.2	81.7	85.6	84.4	86.3	84.4	84.4	81.3	85.2	81.7	76.7	70.0	75.2	78.2
<b>Tlichio</b>	76.8	71.4	75.1	82.3	82.6	80.0	84.2	80.0	83.0	92.0	95.3	90.5	70.1	66.6	62.2
<b>YCS</b>	90.2	88.6	89.1	93.0	94.3	93.9	93.2	93.1	94.0	93.8	88.5	89.6	83.2	86.0	83.5
<b>YK1</b>	87.8	91.5	90.3	91.5	91.4	92.6	91.6	92.6	91.0	88.9	88.5	81.9	77.5	82.2	84.4
<b>Community type</b>															
<b>Yellowknife</b>	89.0	90.5	90.0	92.1	92.7	93.3	92.4	92.8	92.5	91.2	88.9	85.2	80.3	83.7	84.4
<b>Regional Centres</b>	79.0	75.5	79.4	82.6	84.2	83.2	83.7	85.3	82.3	85.7	78.3	78.1	64.6	74.5	75.2
<b>Small Communities</b>	75.2	72.1	74.5	81.5	80.8	80.4	83.3	80.5	80.3	83.6	83.3	79.0	64.6	65.7	62.4



## Transition and Reenrollment Rates by Grade for 10-12

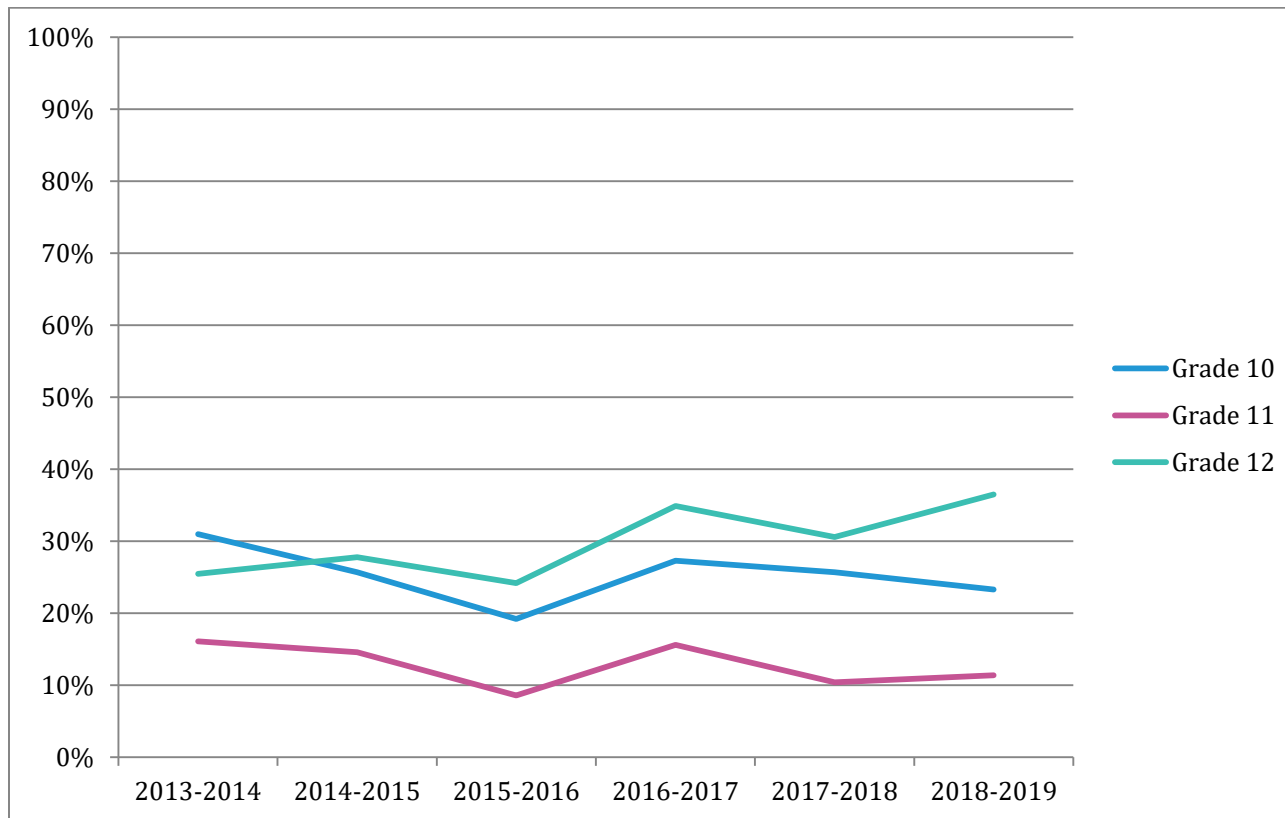
### Why report on this measure?

Research suggests that students do better at school when they stay with their peers. This insight informs the NWT's inclusive schooling policy that allows students in grades 1 - 9 to stay with their peers even if the work they do in class is at a lower grade level than their classmates. Because of this policy, grades 1 - 9 students in the NWT transition between grades at relatively high rates. This is not true of high school, however. Grade progression in high school is much lower because high school courses have prerequisites and minimum requirements. It is important that the NWT monitors grade progression in high school because taking multiple years to complete a grade can be hard on students and is connected to not finishing high school.

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

Figure 30 shows the percent of students who were enrolled in grade 10, 11, or 12 for more than one year. Over the years, between 20% and 30% of grade 10 students have been enrolled in grade 10 for longer than a year and between 25% and 40% of grade 12s have been enrolled in grade 12 for longer than a year. The percentages are smaller for grade 11. Figure 31 shows that the proportion of first-time grade 10 students who have since graduated is higher than the proportion of re-enrolled grade 10 students who have graduated. For instance, over 60% of first-time grade 10 students in 2011-2012 have since graduated whereas only 18% of students who were re-enrolled in grade 10 that same year have graduated. Table 27 and Table 28 provide the numbers behind the charts. There are many paths to graduation, and while all paths are valid and should be supported, it is important that students are transitioning through grades at a pace that suits them. If remaining in high school for long periods of time is demotivating to students, then the school system as well as NWT families and communities need to do more to help students to achieve their educational goals within a suitable timeframe.

**Figure 30 Percent of high school students re-enrolling in grades 10, 11, and 12 in the indicated year, 2013-2014 to 2018-2019**



**Table 27 Number of high school students within a given grade who are in that grade for the first time or are re-enrolling the grade, 2013-2014 to 2018-2019<sup>1011</sup>**

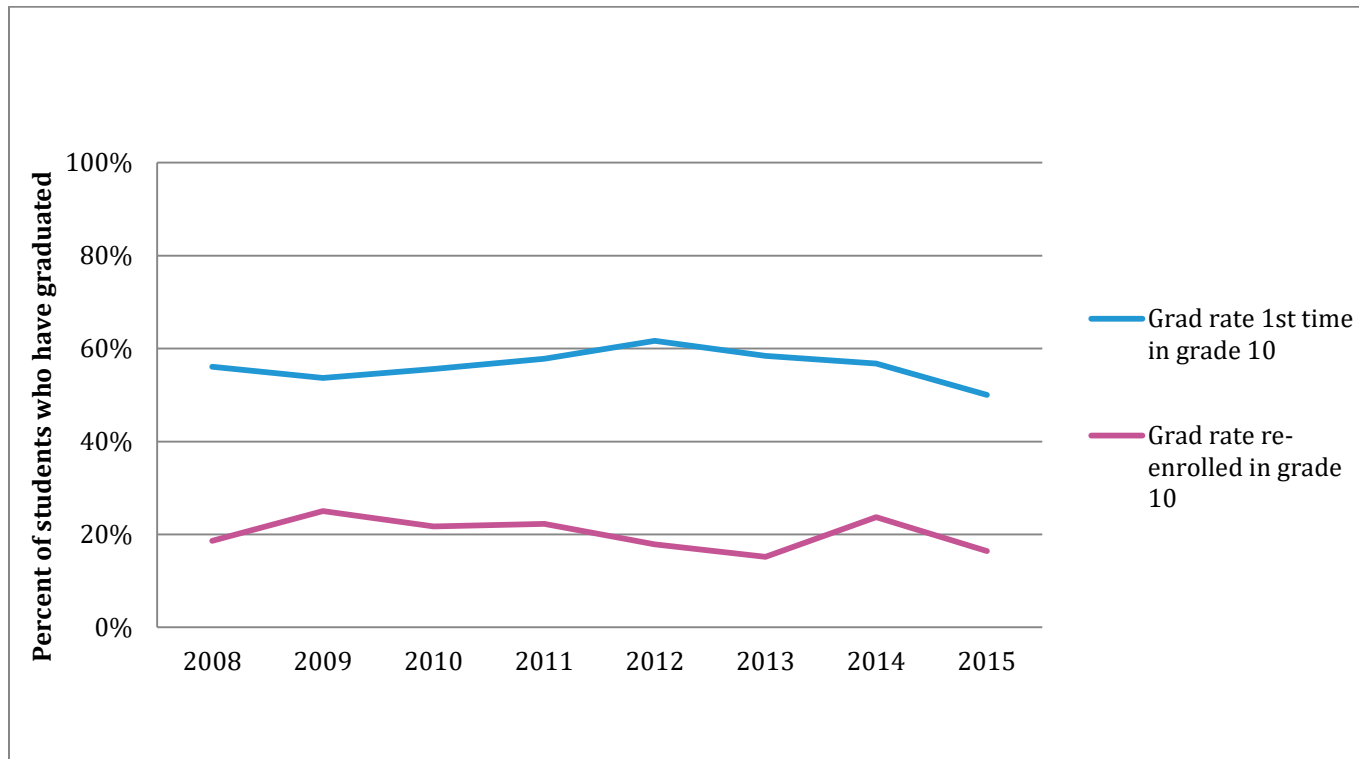
	Grade 10		Grade 11		Grade 12	
	#	%	#	%	#	%
<b>2013-2014</b>						
Total enrollment	791	100	564	100	615	100
Students in grade for the first time	495	62.6	462	81.9	440	71.5
Students re-enrolling in grade	245	31	91	16.1	157	25.5
<b>2014-2015</b>						
Total enrollment	689	100	591	100	593	100
Students in grade for the first time	482	70	494	83.6	388	65.4
Students re-enrolling in grade	177	25.7	86	14.6	165	27.8
<b>2015-2016</b>						
Total enrollment	666	100	581	100	664	100
Students in grade for the first time	490	73.6	509	87.6	469	70.6
Students re-enrolling in grade	128	19.2	50	8.6	161	24.2
<b>2016-2017</b>						
Total enrollment	773	100	538	100	647	100
Students in grade for the first time	485	62.7	418	77.7	412	63.7
Students re-enrolling in	211	27.3	84	15.6	226	34.9

<sup>10</sup> Results prepared by the NWT Bureau of Statistics. At the time of this report, 2017-2018 or later graduation data is not available to the Bureau of Statistics.

<sup>11</sup> Numbers for “students re-enrolling in grade” represent the number of students within a grade who were enrolled in that same grade the previous year. It is important to note, however, that there may be other students who re-enroll in grades who are not captured by these numbers. In particular, NWT grade progression data also show that some enrollees within a given grade were in fact enrolled in a higher grade the year before. Further analyses would be needed to examine whether such students are enrolling in these lower grades for the first time or repeating them. As such, the counts for grade re-enrollment provided in the table may be an underestimation.

grade						
<b>2017-2018</b>						
Total enrollment	713	100	541	100	612	100
Students in grade for the first time	495	69.4	468	86.5	394	64.4
Students re-enrolling in grade	183	25.7	56	10.4	187	30.6
<b>2018-2019</b>						
Total enrollment	656	100	545	100	647	100
Students in grade for the first time	470	71.6	456	83.7	382	59.0
Students re-enrolling in grade	153	23.3	62	11.4	236	36.5

**Figure 31 Percent of grade 10 students who go on to graduate: students re-enrolled in grade 10 versus first-time grade 10 students, 2007-2008 to 2014-2015**



**Table 28 Percent of grade 10 students who go on to graduate: students re-enrolled in grade 10 versus first-time grade 10 students, 2007-2008 to 2014-2015**

	<b>Enrolled in School Year</b>	<b># Now Graduated</b>	<b>% Now Graduated</b>
<b>2007-2008</b>			
Students in grade 10 for the first time	633	355	56.1
Students re-enrolled in grade 10	226	42	18.6
<b>2008-2009</b>			
Students in grade 10 for the first time	609	327	53.7
Students re-enrolled in grade 10	276	69	25
<b>2009-2010</b>			
Students in grade 10 for the first time	577	321	55.6
Students re-enrolled in grade 10	304	66	21.7
<b>2010-2011</b>			
Students in grade 10 for the first time	650	376	57.8
Students re-enrolled in grade 10	350	78	22.3
<b>2011-2012</b>			
Students in grade 10 for the first time	525	324	61.7
Students re-enrolled in grade 10	263	47	17.9
<b>2012-2013</b>			
Students in grade 10 for the first time	507	296	58.4
Students re-enrolled in grade 10	224	34	15.2
<b>2013-2014</b>			
Students in grade 10 for the first time	495	281	56.8
Students re-enrolled in grade 10	245	58	23.7
<b>2014-2015</b>			
Students in grade 10 for the first time	482	241	50
Students re-enrolled in grade 10	177	29	16.4

## Course Completion Rates for Core Subject High School Courses

### Why report on this measure?

For high school students to move successfully from one grade to the next, they must pass the required courses. High numbers of students repeating courses is an indication that many students are not passing the courses they need to in order to complete the grade. What percent of high school students in the NWT pass their courses in a given grade in a given year? The charts and tables in this section offer a snapshot of the proportion of high school students who earn 50% or higher in grade 10, 11, and 12 core subject courses. Core subjects are those subjects that all high school students must take in order to complete a grade and/or high school requirements (these are math, English, French, social studies, science, and Northern Studies).<sup>12</sup>

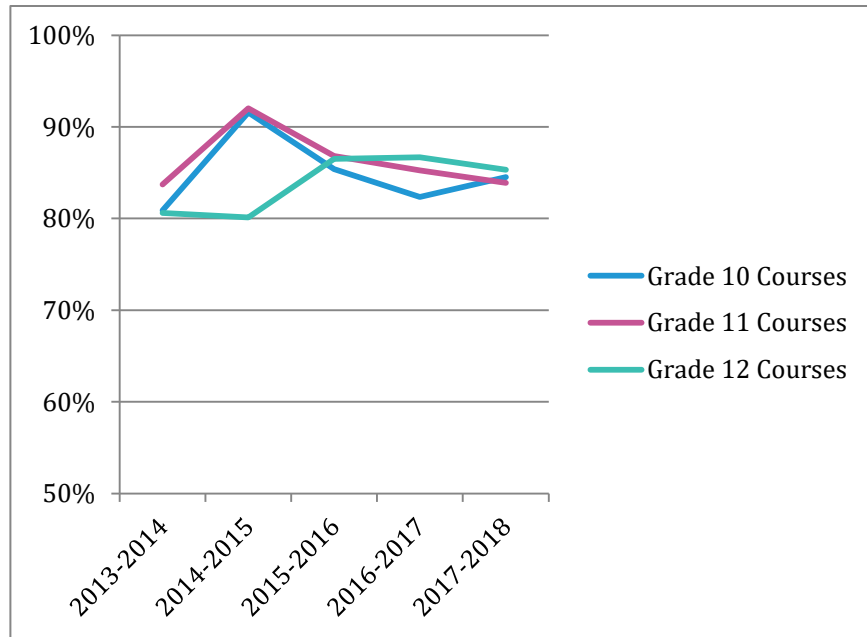
### What do the results of this measure tell us?

Figure 32, Figure 33, Figure 34, Figure 35 show by community type and over time the percent of NWT high school students who pass core subject courses. A “pass” represents a final mark of 50% or higher in that course. The NWT chart (Figure 32) shows that between 80% and 92% of students enrolled in grades 10, 11, and 12 courses for core subjects within a given year tend to pass those courses. This is a strong overall average pass rate. The percent of students who pass core subject courses is higher for Yellowknife and regional centres and lower for small communities. Table 29 gives a detailed breakdown of the number of students who passed or did not pass core subject courses in 2017-2018.

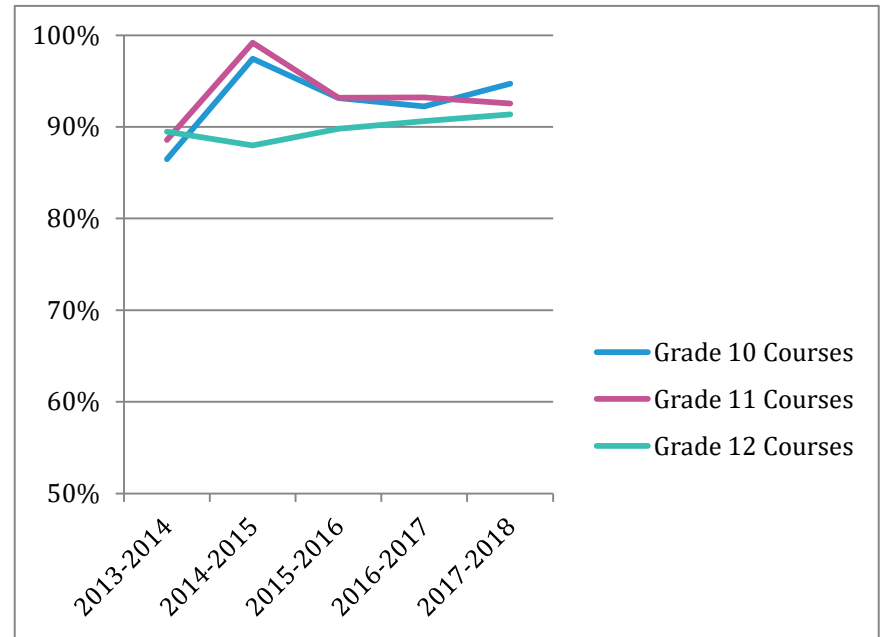
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<sup>12</sup> A complete list of core subject courses included in the analyses in this section are Science 10 and Northern Studies and the following dash 1 and dash 2 courses: MATH 20-2; MATH 20-1; MATH 30-2; MATH 30-1; ELA 10-2; ELA 10-1; ELA 20-2; ELA 20-1; ELA 30-2; ELA 30-1; FRA 10-2; FRA 10-1; FRA 20-2; FRA 20-1; FRA 30-2; FRA 30-1; FLA 10-2; FLA 10-1; FLA 20-2; FLA 20-1; FLA 30-2; FLA 30-1; SST 10-2; SST 10-1; SST 20-2; SST 20-1; SST 30-2; SST 30-1.

**Figure 32 NWT - Percent of students who complete core subject courses by grade over time, 2013-2014 to 2017-2018**

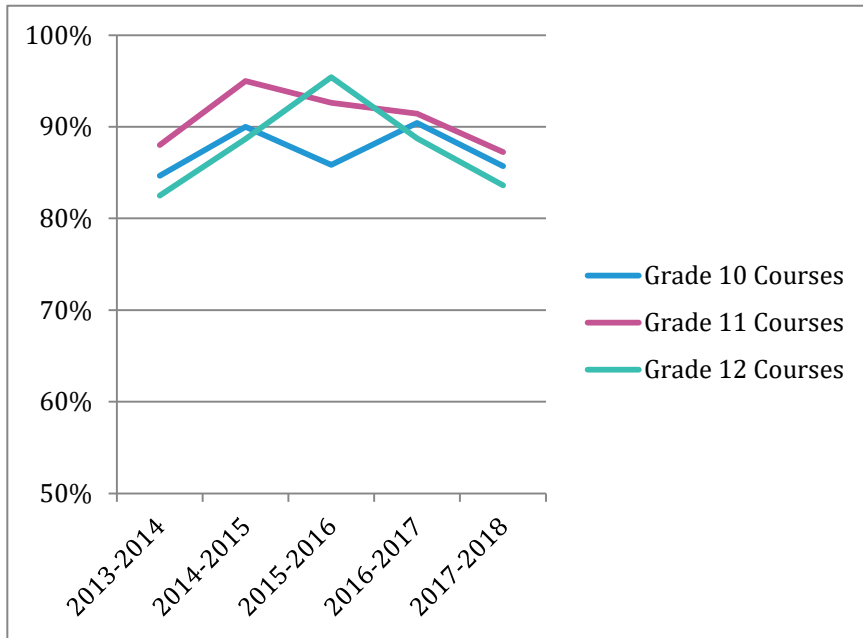


**Figure 33 Yellowknife - Percent of students who complete core subject courses by grade over time, 2013-2014 to 2017-2018**

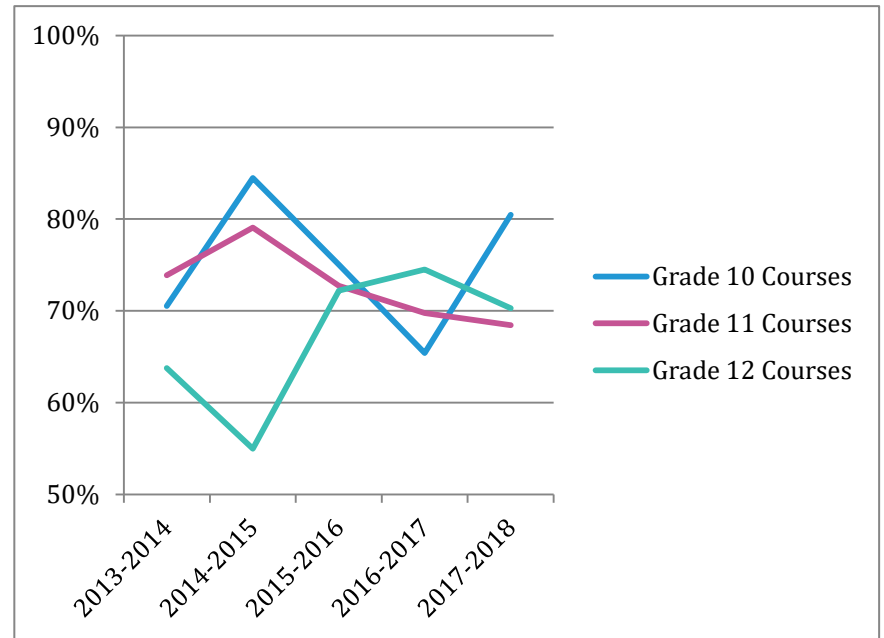




**Figure 34 Regional Centres - Percent of students who complete core subject courses by grade over time, 2013-2014 to 2017-2018**



**Figure 35 Small Communities - Percent of students who complete core subject courses by grade over time, 2013-2014 to 2017-2018**



**Table 29 Number of students who passed / did not pass high school core subject courses by community type and grade, 2017-2018**

2017-2018		Community type							
		Yellowknife		Regional Centres		Small Communities		NWT	
		#	%	#	%	#	%	#	%
<b>Grade 10</b>									
<b>ELA102</b>	Did not pass	12	17.1	15	28.8	56	38.9	83	31.2
	Passed	58	82.9	37	71.2	88	61.1	183	68.8
<b>ELA101</b>	Did not pass	--	--	--	--	--	--	7	2.9
	Passed	150	98.7	41	95.3	45	93.8	236	97.1
<b>FRA101</b>	Passed	--	--	--	--			8	100.0
<b>FLA102</b>	Passed			--	--			--	--
<b>FLA101</b>	Did not pass	--	--					--	--
	Passed	45	97.8	--	--			48	98.0
<b>SST102</b>	Did not pass	--	--	19	27.9	38	31.4	62	23.8
	Passed	66	93.0	49	72.1	83	68.6	198	76.2
<b>SST101</b>	Did not pass	--	--	7	17.1	14	28.0	24	9.8
	Passed	150	98.0	34	82.9	36	72.0	220	90.2
<b>NTHSD10</b>	Did not pass	21	10.1	15	14.9	37	19.4	73	14.6
	Passed	186	89.9	86	85.1	154	80.6	426	85.4
<b>SCIENCE10</b>	Did not pass	15	7.6	8	13.8	25	24.8	48	13.5
	Passed	182	92.4	50	86.2	76	75.2	308	86.5
<b>Total</b>		887		357		599		1926	
<b>Total Pass</b>		840	94.7	306	85.7	482	80.5	1628	84.5
<b>Grade 11</b>									
<b>MATH202</b>	Did not	--	--	--	--	13	33.3	19	17.4

	pass								
	Passed	43	91.5	21	91.3	26	66.7	90	82.6
<b>MATH201</b>	Did not pass	--	--	7	17.5	12	35.3	24	12.4
	Passed	115	95.8	33	82.5	22	64.7	170	87.6
<b>ELA202</b>	Did not pass	14	18.7	13	21.7	43	29.3	70	24.8
	Passed	61	81.3	47	78.3	104	70.7	212	75.2
<b>ELA201</b>	Did not pass	--	--	--	--	11	55.0	19	9.8
	Passed	118	95.9	47	94.0	9	45.0	174	90.2
<b>FRA202</b>	Did not pass	--	--	--	--			--	--
	Passed	--	--	--	--			--	--
<b>FRA201</b>	Passed	--	--	--	--			7	100.0
<b>FLA201</b>	Did not pass	--	--					--	--
	Passed	23	95.8					23	95.8
<b>SST202</b>	Did not pass	14	17.9	--	--	41	30.8	61	22.0
	Passed	64	82.1	60	90.9	92	69.2	216	78.0
<b>SST201</b>	Did not pass	--	--	--	--	--	--	8	4.5
	Passed	120	99.2	32	91.4	16	80.0	168	95.5
<b>Total</b>		592		282		393		1267	
<b>Total Pass</b>		548	92.6	246	87.2	269	68.4	1063	83.9
<b>Grade 12</b>									
<b>MATH302</b>	Did not pass	12	14.5	--	--	9	47.4	25	20.2
	Passed	71	85.5	18	81.8	10	52.6	99	79.8
<b>MATH301</b>	Did not pass	10	10.5	7	35.0	--	--	21	16.4
	Passed	85	89.5	13	65.0	9	69.2	107	83.6
<b>ELA302</b>	Did not pass	7	8.3	9	14.1	37	32.7	53	20.3

	Passed	77	91.7	55	85.9	76	67.3	208	79.7
<b>ELA301</b>	Did not pass	8	5.3	--	--	--	--	18	8.3
	Passed	143	94.7	31	86.1	25	83.3	199	91.7
<b>FRA302</b>	Passed	--	--					--	--
<b>FRA301</b>	Passed	--	--	--	--			7	100.0
<b>FLA301</b>	Passed	24	100.0					24	100.0
<b>SST302</b>	Did not pass	7	16.3	--	--	--	--	14	18.4
	Passed	36	83.7	12	92.3	14	70.0	62	81.6
<b>SST301</b>	Did not pass	--	--	--	--	--	--	10	8.2
	Passed	87	93.5	10	83.3	15	88.2	112	91.8
<b>Total</b>		578		171		212		961	
<b>Total Pass</b>		528	91.3	143	83.6	149	70.3	820	85

## High School Graduation Rate

### Why report on this measure?

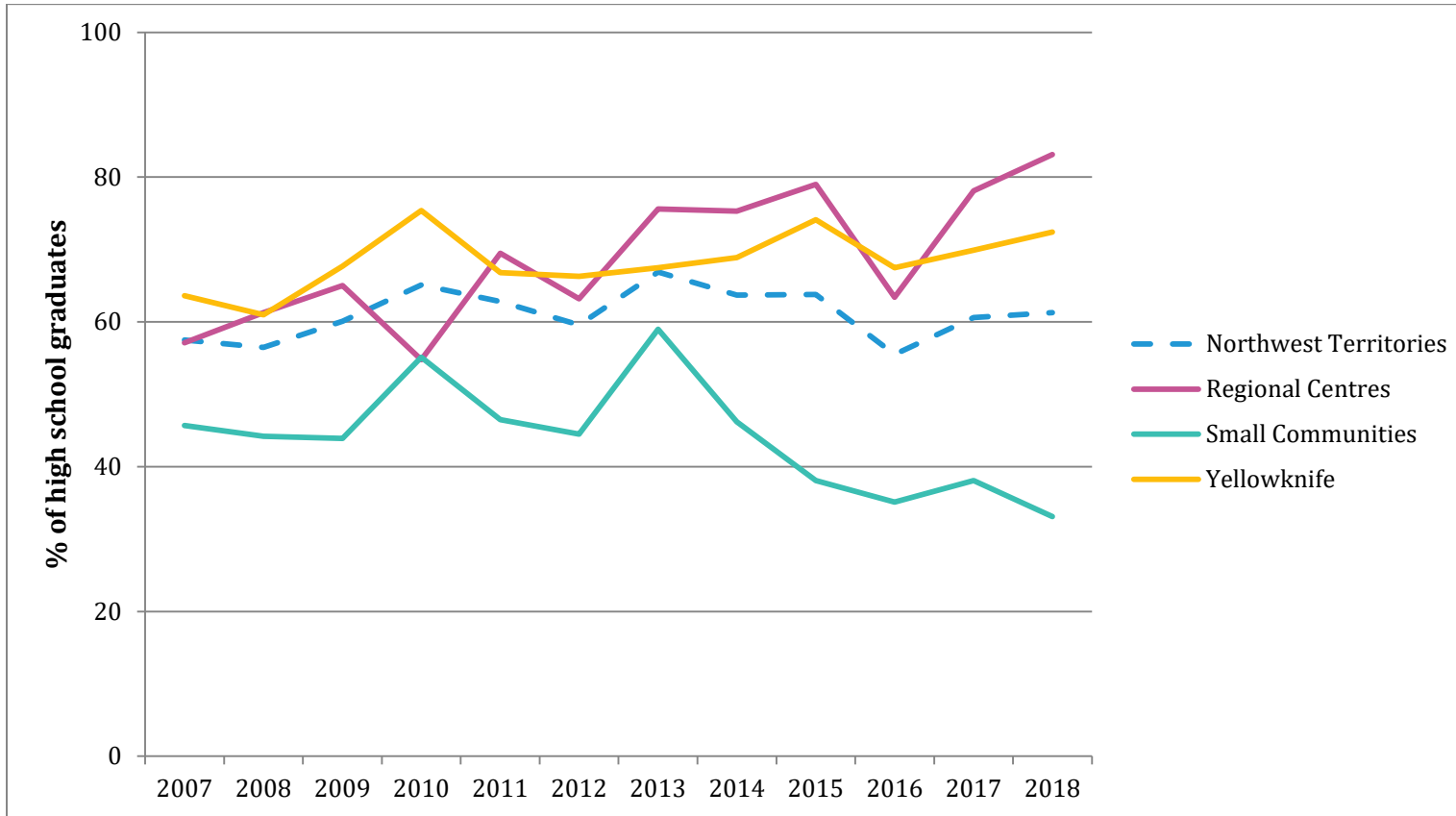
Graduating high school is more critical today than it was even a generation ago. More and more employers in the current workforce are looking for job candidates who have finished high school. Statistics across Canada indicate that low income and not having a high school diploma are strongly related.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

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

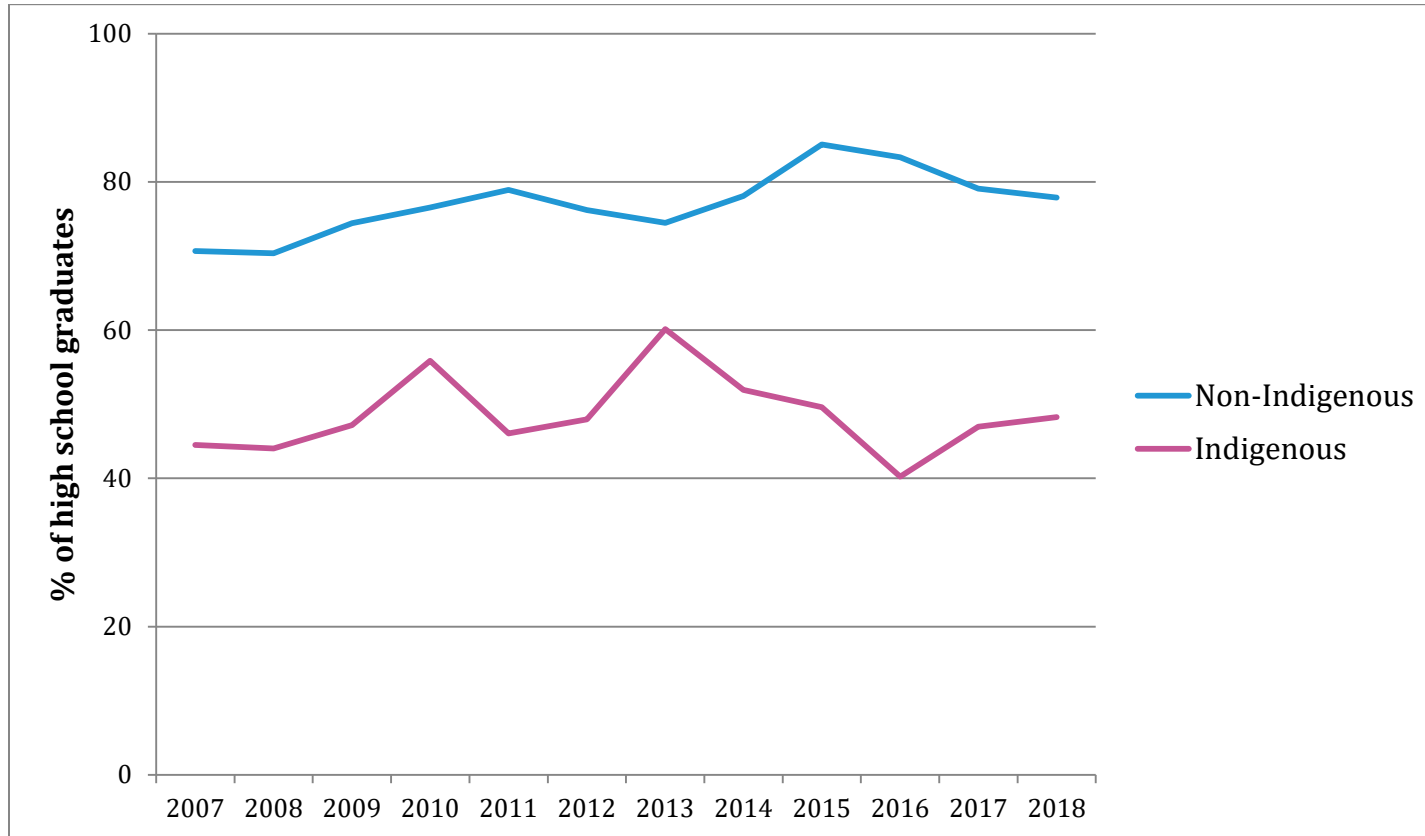
Figure 36 shows the graduation rates for the NWT, across community types, and over time for students who enter grade 12 for the first time then graduate that same year (the 'first-time grade 12 graduation rate'). Graduation rates in Yellowknife and regional centres are increasing slightly whereas they are decreasing in small communities. Across community types, higher proportions of first-time grade 12 students graduate in Yellowknife and the regional centres (55%-83%) than in small communities (33%-59%).

Figure 37 shows the first-time grade 12 graduation rate for Indigenous versus non-Indigenous students. Non-Indigenous students graduate at higher rates than Indigenous students. There is not much change in the rates over the years since 2014 suggesting that the changes expected by ERI have not yet begun to take effect or are not having the desired impact. Table 30 and Table 31 provide the numbers behind the graduation percentages.

**Figure 36 Percent of first-time grade 12s who graduate that same year by community type, 2007 to 2018**



**Figure 37 Percent of first-time grade 12s who graduate that same year by ethnicity, 2007 to 2018**



**Table 30 Percent of first-time grade 12 students who graduate the same year by community type, 2007 to 2018<sup>13</sup>**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>NWT</b>	57.5	56.5	60.1	65.1	62.8	59.6	66.9	63.7	63.8	55.5	60.6	61.3
<b>Regional Centres</b>	57.1	61.3	65.0	54.8	69.5	63.2	75.6	75.3	79.0	63.4	78.1	83.1
<b>Small Communities</b>	45.7	44.2	43.9	55.1	46.5	44.5	59.0	46.2	38.1	35.1	38.1	33.1
<b>Yellowknife</b>	63.6	61.0	67.7	75.4	66.8	66.3	67.5	68.9	74.1	67.5	69.9	72.4

<sup>13</sup> Grade 12s who previously graduated or who graduated from Aurora College were excluded from grade 12 and graduate counts.



**Table 31 Number of first-time grade 12 students who graduate the same year by ethnicity, 2007 to 2018<sup>14</sup>**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>Indigenous</b>	44.5	44.0	47	55.9	46.1	48.0	60.2	52.0	49.6	40.3	47.0	48.3
<b>Non-Indigenous</b>	70.7	70.4	74	76.5	78.9	76.2	74.5	78.1	85.1	83.3	79.1	77.9

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<sup>14</sup> Grade 12s who previously graduated or who graduated from Aurora College were excluded from grade 12 and graduate counts.

## Percent of Grade 12 Students going onto Postsecondary Programs

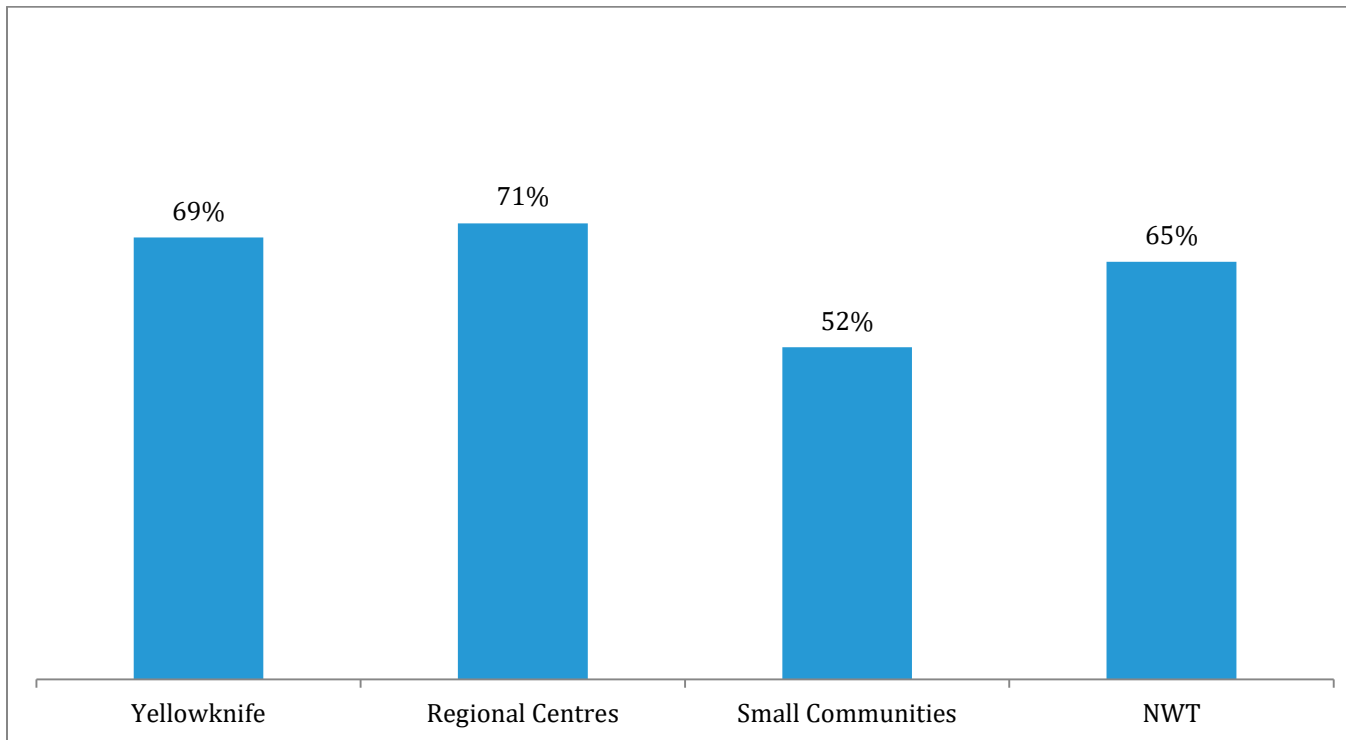
### Why report on this measure?

The JK-12 education system is designed to help students transition from the education system into the next stage of their lives. A successful transition out of the education system is the ultimate goal for each and every NWT student. The next stage may include post-secondary education/training, entering the labour market, or taking a trade or apprenticeship. The charts and tables in this section tell how many students pursue post-secondary programs including certificate, diploma, and degree programs as well as Aurora College's University/Occupation & College Access Programs. It would also be valuable to know what percent of high school graduates move into the workforce after high school. Post-secondary education and training is not everyone's first choice for life after high school, so it would be meaningful to have a more representative picture of the different options students pursue after high school. ECE is currently working to develop such a measure.

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

Figure 38 shows the percentage of 2013-2014 high school graduates who went on to pursue post-secondary programs within three years of graduating from high school. The numbers show that a majority of NWT high school graduates go onto post-secondary training (65%). These numbers are further evidence that achieving a high school diploma is important for NWT students as it is a gateway for further education and training and suggests that NWT high school graduates are making positive transitions into the next stage in their lives. Table 32 provides the numbers behind the chart.

**Figure 38 Percent 2013-2014 high school graduates who successfully pursue post-secondary education (within three years)**



**Table 32 Number of 2013-2014 high school graduates who successfully pursue post-secondary education (within three years) by community type<sup>15</sup>, 2013-2014 to 2016-2017**

	2013-2014 high school graduating class count	Number of successful post-secondary applicants from 2013-2014 graduating class (within three years)	Percent of successful post-secondary applicants from 2013-2014 graduating class (within three years)
<b>Yellowknife</b>	211	145	68.7
<b>Regional Centres</b>	79	56	70.9
<b>Small Communities</b>	95	49	51.6
<b>NWT</b>	385	250	64.9

<sup>15</sup> 385 high school graduates from the 2013-2014 school year were tracked over three years (January 1, 2014 – December 31, 2017) to examine how many were approved for NWT Student Financial (SFA) Assistance. While almost all NWT high school graduates who go on to post-secondary education apply for SFA, there may be a small number who do not. The numbers reported here, therefore, may be slightly lower than the actual number of students who pursue post-secondary education.

## Percent of Grade 12 Graduates Returning to the JK-12 Education System

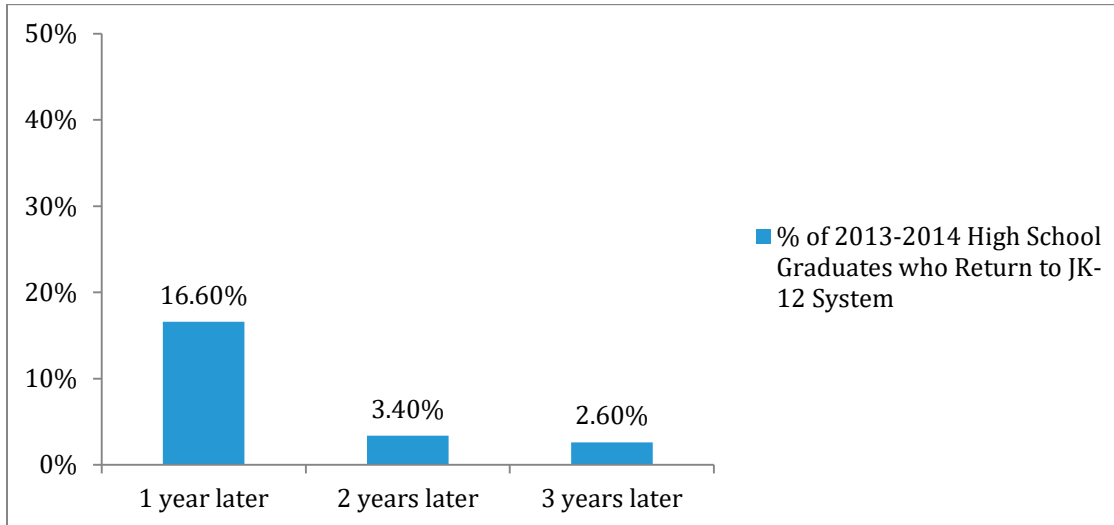
### **Why report on this measure?**

Some students may need to upgrade their high school education by retaking some courses to get higher grades, or by taking different courses altogether. High numbers of students who upgrade is an indication that the JK-12 education system must adjust its programs, services and supports to better meet these individuals' educational and learning needs.

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

Figure 39 and Table 33 show the percent of 2013-2014 high school graduates who returned for upgrading within three years after completing high school. In total, over 20% of 2013-2014 high school graduates returned for upgrading. This shows there is a continuing demand for programs and services that help students further develop their skills and learning objectives to successfully enter education/training or the job market after they graduate from high school.

**Figure 39 2013-2014 High school graduates who return to the JK-12 system in subsequent years for upgrading**



**Table 33 Number of high school students who return to the JK-12 system for upgrading**

	Count	% of 2013-2014 high school graduating class
High school graduates in 2013-2014 graduating class	385	100
High school graduates from 2013-2014 graduating class who returned to the JK-12 system 1 year later	64	16.6
High school graduates from 2013-2014 graduating class who returned to the JK-12 system 2 years later	13	3.4
High school graduates from 2013-2014 graduating class who returned to the JK-12 system 3 years later	10	2.6
<b>Total</b>	<b>87</b>	<b>22.6</b>

## For NWT Teachers

### Difference between Diploma Exam and Course Marks for Senior Secondary Students

#### Why report on this measure?

Keeping track of the difference between course marks and diploma exam marks across NWT schools is both a check on success and fairness. Success: because a student's overall mark in a diploma examination course is a blend of the school-based mark and the diploma exam mark, schools that can successfully prepare their students for these exams help their students achieve higher overall marks. Fairness: it is also true that students could achieve higher overall marks if their schools were to inflate their course-based marks. This is why standardized exams help keep marks consistent across NWT schools.

According to research, diploma course marks and exam marks throughout Alberta tend to differ by about 7 – 10% where the course marks are usually the higher of the two.<sup>16</sup> This difference, however, is going to vary by school and different regions might have different standards for diploma course/exam differences. The results for the differences between NWT diploma course and exam marks presented in this section offer an over-time look 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 for differences between course and exam marks.

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

Figure 40 shows the average differences for 2017-2018 between diploma course and exam marks across different subjects and community types. In many cases, NWT differences between courses and exams are higher than the 7% - 10% that is typical for Alberta (the dashed red line). The average differences between MATH 301 course and exam marks exceed 10% in all three community types, further suggesting that the NWT students could benefit from a greater focus on mathematics throughout their school experience. Table 34 and Table 35 present the differences between diploma course marks and exam marks by subject across the community types and education bodies (2017-2018).

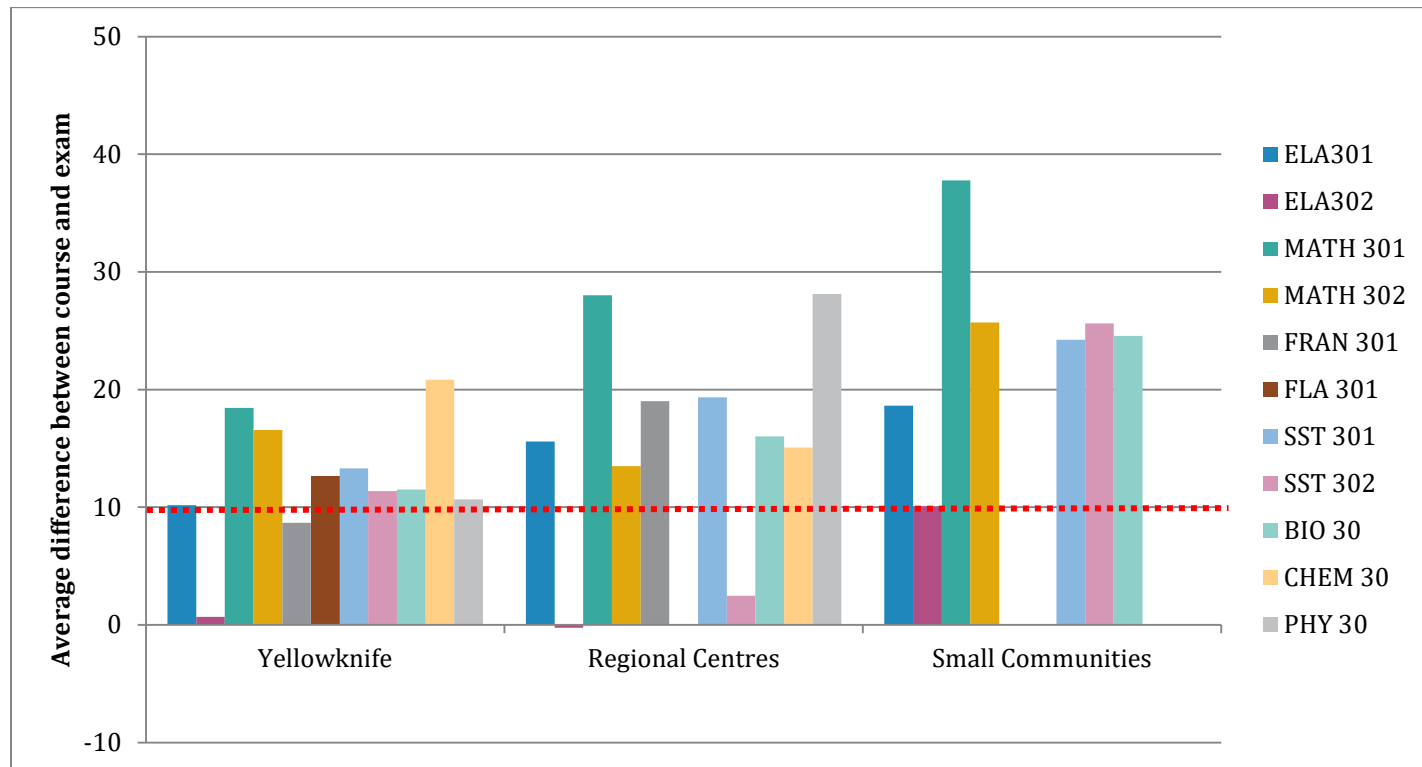
Figure 41 and Figure 42 show the differences between diploma course and exam marks over time for ELA 302 and MATH 302 across the community types. The differences between ELA 302 diploma courses and exam marks (Figure 41) are generally the largest in small communities, smallest in Yellowknife, and in between in regional centres. For differences between MATH 302

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<sup>16</sup> Eight Leaves. Diploma Exam Marks vs. School Marks (2017). <https://www.eightleaves.com/diploma-exam-marks-vs-school-marks-alberta-high-schools>

diploma courses and exam scores, the trends across the communities are less defined with Yellowknife and regional centres seeing large changes from year to year (Figure 42).

**Figure 40 Average difference between diploma course and exam marks by subject and community type, 2017-2018**





**Table 34 Average difference (%) between diploma exam mark and course mark by subject and community type, 2017-2018**

	Yellowknife	Regional Centres	Small Communities	NWT	
English Language Arts 301	10.17	15.57	18.62	12.14	
English Language Arts 302	.67	-.25	10.06	4.08	
MATH 301	18.45	28.00	37.77	21.91	
MATH 302	16.58	13.48	25.69	17.27	
FRANCAIS 301	8.67	19.00		14.57	
French Language Arts 301	12.63			12.63	
Social Studies 301	13.31	19.33	24.24	15.43	
Social Studies 302	11.37	3.75	25.63	13.80	
Biology 30	11.51	16.03	24.55	14.26	
Chemistry 30	20.84	15.07		20.00	
Physics 30	10.67	28.11		13.69	
<b>Total Average Difference</b>	10.17	15.57	18.62	12.14	

Over 10% difference

Over 15% difference

**Table 35 Average difference between diploma exam mark and course mark within education body, 2017-2018**

	BDEC	CSF	DDEC	NDEA	SDEC	SSDEC	TCSA	YCS	YK1
<b>English Language Arts 301</b>	9.50	19.00	25.67		11.33	16.22		5.29	12.89
<b>English Language Arts 302</b>	6.93	-1.25	6.19	7.00	11.14	.96	8.98	-7.57	5.69
<b>MATH 301</b>	41.11	36.67	28.57			20.09		18.84	17.71
<b>MATH 302</b>	26.20		31.25			13.32	13.50	18.57	15.02
<b>FRANCAIS 301</b>		14.57							
<b>French Language Arts 301</b>								20.88	8.50
<b>Social Studies 301</b>	18.57	34.00	19.83		28.13	21.25		9.55	14.40
<b>Social Studies 302</b>	12.80		20.00		6.00	2.56	34.70	-6.45	17.50
<b>Biology 30</b>	26.71	10.50	24.43		16.00	9.38	22.83	9.11	12.82
<b>Chemistry 30</b>	41.50	36.67				3.91		18.48	21.86
<b>Physics 30</b>	28.00	34.17				14.33		6.71	12.21

Over 10% difference  
Over 15% difference

**Figure 41 Average difference between ELA 302 course and exam marks over time by community type, 2014-2018**

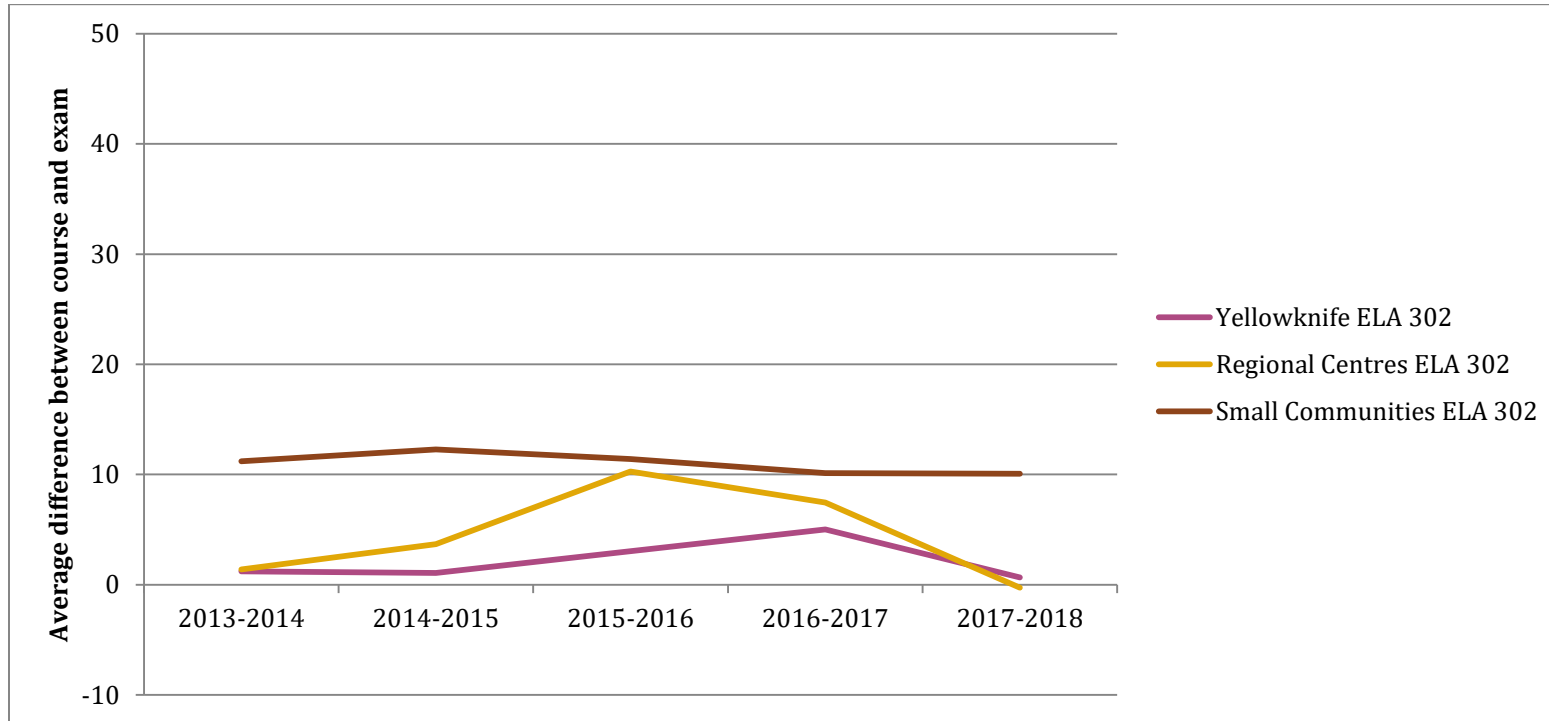
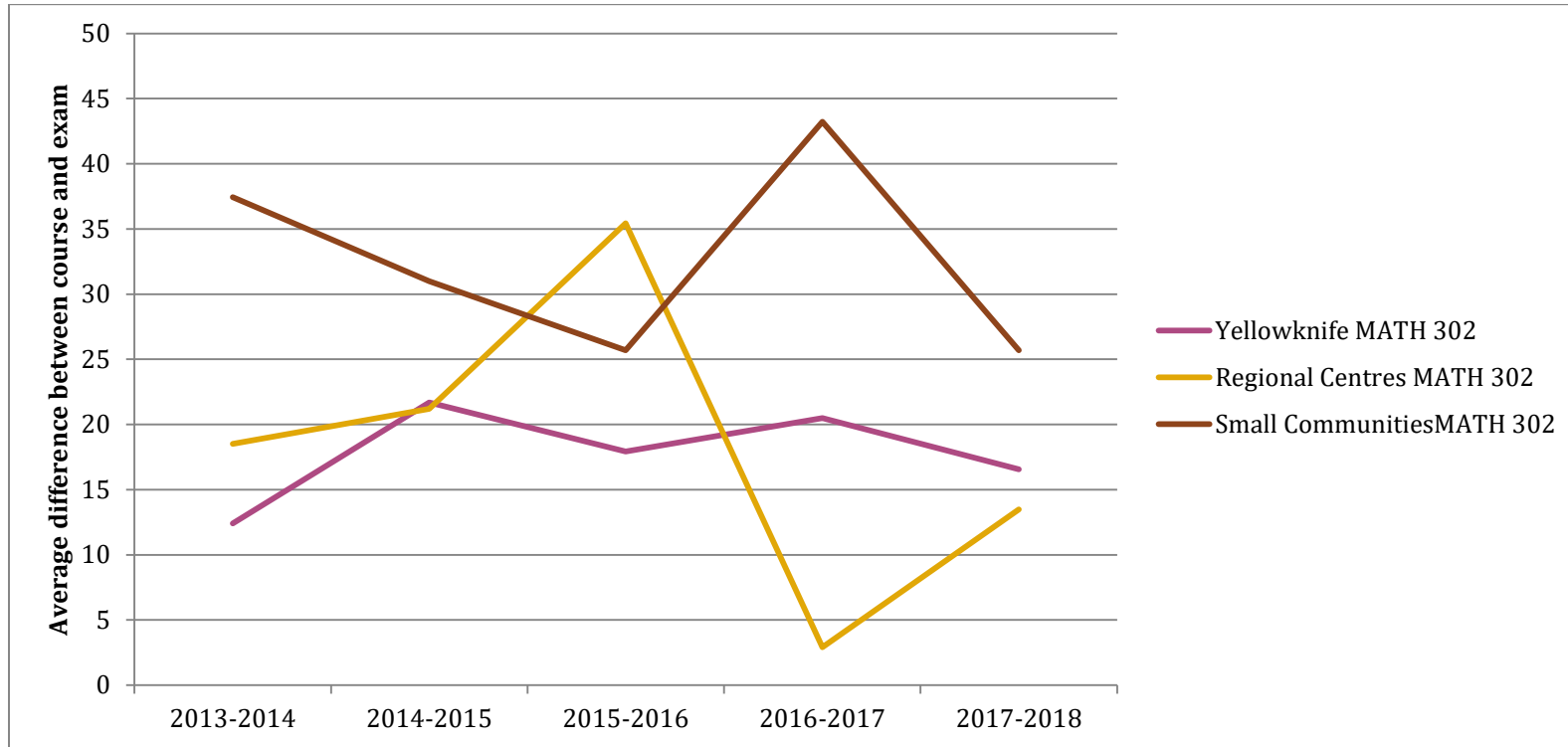


Figure 42 Average difference between MATH 302 course and exam marks over time by community type, 2014-2018



## Teacher Satisfaction with New to the NWT Educators' Conference

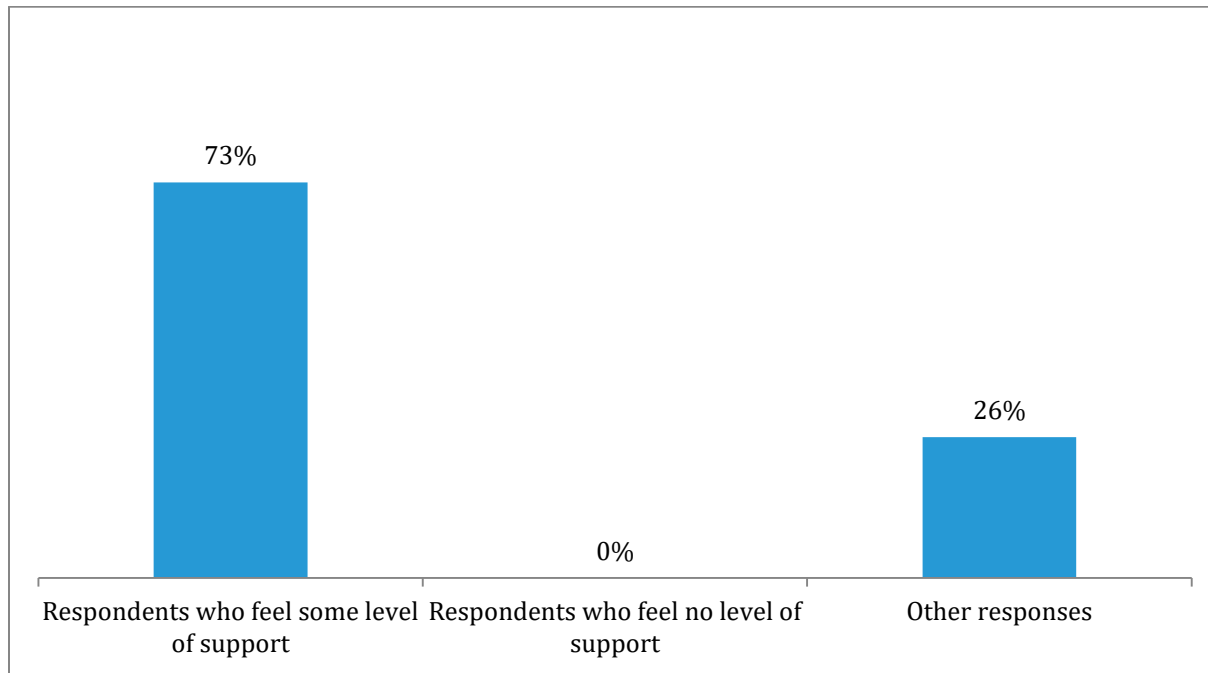
### **Why report on this measure?**

New to the NWT Educators' Conference (N2NEC) is a three-day conference that all new JK-12 educators to the NWT are invited to attend. The conference teaches new educators about NWT citizens, their cultures and unique learning environments. At the same time the conference provides new educators with an initial foundation of supportive structures for their professional well-being. The hope with the conference is that teachers arrive in the NWT feeling prepared, welcomed, and supported.

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

New NWT educators who attended the 2017 N2NEC were asked about whether they felt supported with respect to working and living in the NWT, after having participated in N2NEC. A sizable majority of N2NEC participants felt supported working and living in the NWT after attending this conference, suggesting the conference is helping orient new teachers as intended. Table 36 presents the numbers behind the percentages in Figure 43.

**Figure 43 Percent of N2NEC respondents who felt supported living and working in the NWT since attending N2NEC, 2017**



**Table 36 Number of N2NEC respondents who felt supported living and working in the NWT since attending N2NEC, 2017**

	<b>Count</b>	<b>% of total number of respondents</b>
<b>Total Number of Respondents</b>	56	100
<b>Respondents who feel some level of support</b>	44	73
<b>Respondents who feel no level of support</b>	0	0
<b>Other responses</b>	16	26

## Teacher Satisfaction with JK/K Training Opportunities

### Why report on this measure?

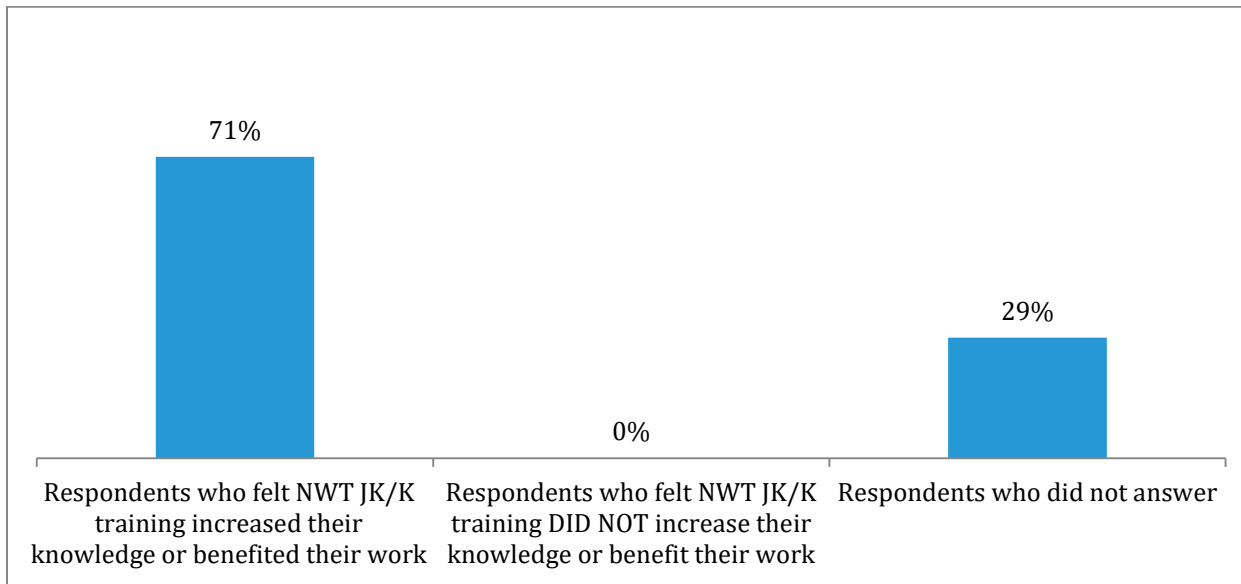
NWT JK/K educators are offered a variety of training opportunities throughout the calendar year. Such opportunities include but are not limited to training by teleconference, webinar, and the face-to-face JK/K Play-Based Training and In-Service that is offered biannually in Yellowknife. The hope is that these training opportunities increase JK/K teachers' knowledge of what they teach and/or benefits their work in some other way. In a 2018 JK/K training survey, educator participants were asked if any specific topics in the training increased their knowledge or benefited their work.

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

Figure 44 shows that most teachers who responded to the survey thought that the JK/K training they took increased their knowledge or benefited their work. Encouragingly, no JK/K teachers felt that the training did not increase their knowledge or benefit their work. However, nearly 30% of survey respondents did not answer this question, suggesting the wording or survey delivery method may need to be adjusted. Table 37 presents the numbers behind the percentages in the chart.



**Figure 44 Percent of JK/K teacher respondents who felt NWT JK/K training increased their knowledge or benefited their work, 2018**



**Table 37 Number of JK/K teacher respondents who felt NWT JK/K training increased their knowledge or benefited their work, 2018**

	Count	% of total number of respondents
<b>Total Number of Respondents</b>	28	100
<b>Respondents who felt NWT JK/K training increased their knowledge or benefited their work</b>	20	71
<b>Respondents who felt NWT JK/K training DID NOT increase their knowledge or benefit their work</b>	0	0
<b>Respondents who did not answer</b>	8	29

## Teacher Satisfaction with Job

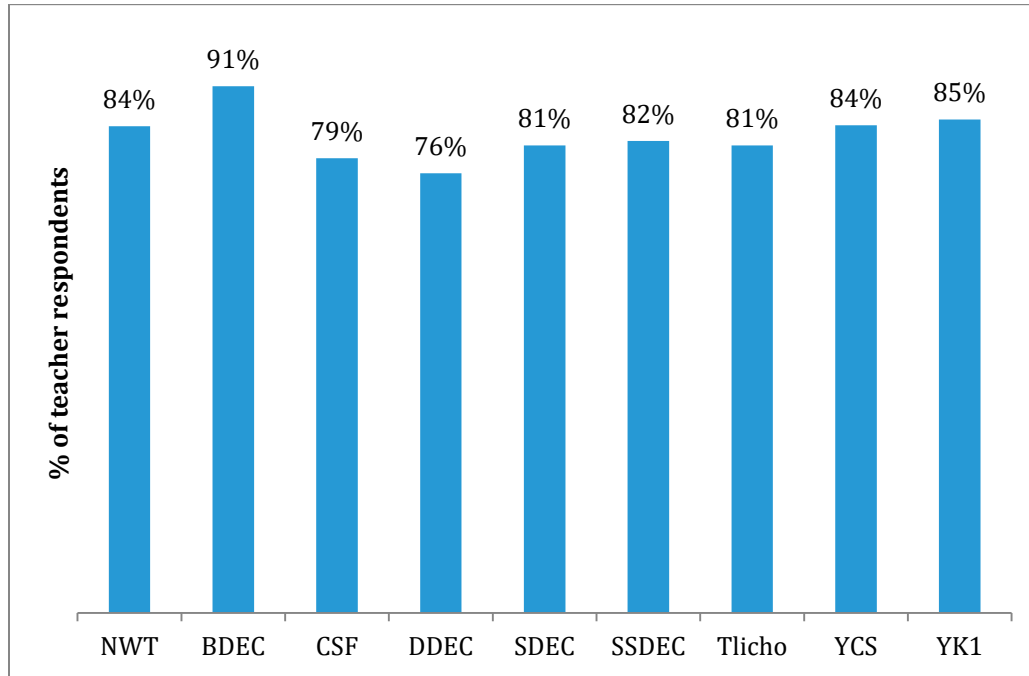
### Why report on this measure?

Teachers are more likely to stay in the NWT if they are satisfied with their jobs. One effective way to check whether NWT teachers are satisfied with their jobs is to ask them. The 2018 Survey of NWT Classroom Teachers was administered to over 300 teachers in the spring of 2018 and includes questions regarding work satisfaction. Answers to these questions can be used to determine what more NWT can do to better meet its teachers' needs.

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

Figure 45 shows the percent of teacher respondents in the 2018 Survey of NWT Classroom Teachers who selected “Agree” or “Strongly Agree” to the survey item “Satisfied with job.” Results are examined by education body and overall. It appears that Beaufort Delta Education Council has the highest percentage of teachers who are satisfied with their jobs (91%) and the Dehcho Education Council the lowest (76%). However, this spread is fairly low with just 12 percentage points separating the highest from the lowest indicating that most NWT teachers are satisfied with their jobs (84% overall) regardless of where they work. Table 38 provides the numbers behind the percentages in the chart.

**Figure 45 Percent of 2018 Teacher Survey respondents “satisfied with job” by education body and overall**



**Table 38 Number of teachers who “agree” or “strongly agree” with the Teacher Survey item “Satisfied with job” by education body and overall, 2018<sup>17</sup>**

Education Body	Number of teacher respondents who are "satisfied with job"	% teacher respondents who are "satisfied with job"
NWT	320	84
BDEC	70	90.90
CSF	11	78.50
DDEC	22	75.90
SDEC	25	80.70
SSDEC	44	81.50
Tlicho	25	80.70
YCS	48	84.20
YK1	75	85.20

<sup>17</sup> The data collected for this survey does not permit a breakdown by community type.