

Education Renewal & Innovation

Five-Year Evaluation Findings

NWT JK-12 school system

\$158.4 million

in annual GNWT budget for the school system



49 Schools



8700 Students

Changes We're Making

53% ERI Initiatives fully implemented to reshape and improve the school system

86% of NWT 4-year-olds enrolled in Junior Kindergarten

9 Indigenous languages taught under the new Our Languages Curriculum

18 counsellors now working with children and youth at school under the Child and Youth Care Counsellor program

15 additional communities now providing Northern Distance Learning to offer higher-level academic high school courses

100 more hours per teacher per year directed to strengthening instructional practices

500 teachers and ECE employees trained in residential school awareness

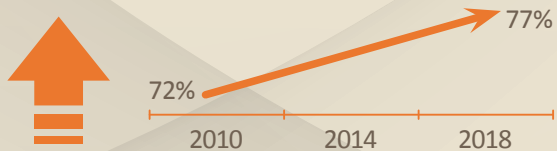
\$15.1 million

in GNWT funding for ERI initiatives over 5 years (*2014-2015 to 2018-2019)



83% average attendance for K-12 *2013-2014 to 2017-2018

Results we're seeing



Student sense of acceptance
The percent of students who feel accepted by their teachers is on the rise.

80%-90%

Course Completion
NWT high school students complete their core subject courses (2013-2018).

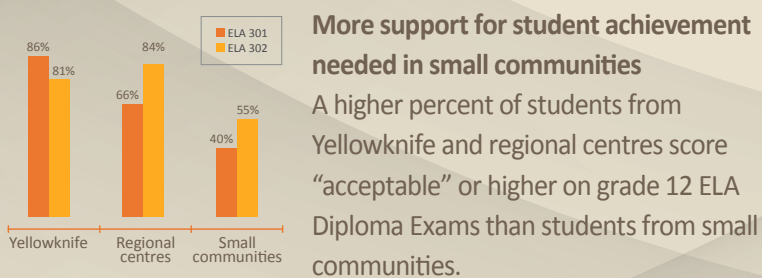


72% Yellowknife

83% Regional Centres

33% Small Communities

Gap for small communities persists all the way to graduation
Graduation rates for students in Yellowknife and regional centres are higher compared to small communities.



More support for student achievement needed in small communities
A higher percent of students from Yellowknife and regional centres score "acceptable" or higher on grade 12 ELA Diploma Exams than students from small communities.

84%

Job Satisfaction
NWT teachers are satisfied with their jobs (2018 Survey of NWT Classroom Teachers).



More individualized learning supports needed for students in grades 10 to 12.
This graph shows the percentage of students who are not advancing to the next grade. In some years, almost a third of students are remaining in grades 10 and 12.

Small communities underrepresented in AAT scores
58% of students from small communities take Alberta Achievement Tests (AATs) compared to 79% and 86% of students from regional centres and Yellowknife.



First Time **Remaining**
Students remaining in grade 10 for longer than 1 year have lower average graduation rates than students in grade 10 for the first time (2007-2015).

Education Renewal & Innovation

Five-year evaluation findings

The Education Renewal and Innovation (ERI) Framework is a 10-year strategy focused on reshaping and improving the NWT education system, from junior kindergarten to grade 12.

The initiative was launched in 2013 to improve student experiences and outcomes, improve accountability throughout the education system, and better help NWT students grow into healthy, capable people.

The end of the 2018-2019 school year marked the halfway point of ERI Framework implementation. The Department of Education, Culture and Employment (ECE) evaluated the work undertaken in these first five years to see which ERI initiatives are working well, which need improvement, and which may not be relevant any longer.

ECE evaluated a selection of the many programs the school system has developed since the start of ERI, as well

as a long list of student outcomes to see how student performance and experiences at school are being influenced by ERI efforts.

Results of the evaluation give a snapshot of the state of the NWT education system. Evaluators found encouraging results and early successes in a number of areas, while also

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identifying where additional work is needed to address remaining gaps in student achievement and outcomes, especially in small communities. Their findings recommend continuing a number of promising programs and further assessing others to potentially adjust their approach for better student outcomes.

The results of the evaluation will be essential in informing how ECE continues to work with education partners, leaders and experts to improve experiences and outcomes

for students in every community of the NWT. These results will help to shape changes to education renewal and innovation over the next five years to ensure continued improvements to student outcomes in the NWT.

Next steps

The results of this evaluation will be used to inform the Action Plan to Improve Student Outcomes, which will be developed in collaboration with our partners and used to guide how we move forward with improving student outcomes in the territory. Among these next steps, the evaluation recommends prioritizing the following areas:



SMALL COMMUNITIES

The evaluation recommends revising our ERI goals to make small communities a greater priority. This includes potentially revising our funding approach to increase supports for community schools, and working more closely with Indigenous governments on initiatives that will better support our students.

MENTAL HEALTH AND WELLNESS SUPPORTS

Initiatives such as the Child and Youth Care Counsellor program have shown promising results in providing mental health and wellness supports to students and communities. The evaluation recommends these be continued alongside additional initiatives to improve well-being.

INNOVATIVE CURRICULUM DEVELOPMENT

Based on evaluation findings, there should be continued support for the unique and well-received Indigenous languages curriculum at all levels, as well as the new health and wellness curriculum.

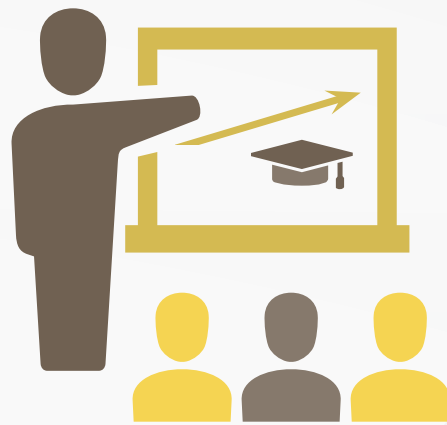


TEACHER TRAINING AND DEVELOPMENT

Findings from the evaluation indicate ECE should continue to focus on training and development for teachers to support their work within a northern context.

USE OF AATS

Low participation in AATs means these tests don't provide an accurate or meaningful understanding of student success in the NWT. The evaluation recommends their usefulness as an assessment tool be reexamined.



ENHANCED SUPPORTS FOR STUDENTS IN GRADES 10 TO 12

Some of the achievement measures show that many students in grades 10 to 12 are not receiving the supports they need to pass their courses and finish school within a timeframe that suits them. 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 should be carefully monitored and reported to ensure their effectiveness.

ALIGNMENT WITH ERI FOUNDATIONS

Moving forward, more emphasis should be placed on ensuring all new JK-12 initiatives are in line with the foundational statements and goals of the ERI Framework.

CONTINUED MONITORING AND EVALUATION

should be carried out for the JK-12 education system to determine if our efforts are improving student outcomes.

How we deliver quality education in the NWT is critical for ensuring the development of healthy, capable northerners, and is a responsibility we share with communities, families, students, GNWT departments, Indigenous governments, education leaders and other partners. ECE will continue to build on encouraging results and early successes related to student achievement, well-being and engagement, while strengthening our efforts to address remaining gaps in student achievement and outcomes, especially for our smallest communities.



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