

DETAILED ACTION PLAN

An Audit of the Education of Aboriginal Students in the B.C. Public School System, Released 11/15 and Progress Audit, Released June 2019 -

<http://www.bcauditor.com/pubs>

PAC Meeting Plan ¹	02/03/16	Prepared by: Ted Cadwallader, Ministry of Education	Reviewed by: Dave Byng, Deputy Minister
1 st APPA Update	11/17/17	Prepared by: Ted Cadwallader, Ministry of Education	Reviewed by: Dave Byng, Deputy Minister
2 nd APPA Update	09/12/19	Prepared by: Kaleb Child/Cloe Nicholls, Ministry of Education	Reviewed by: Jennifer McCrea, Assistant Deputy Minister and Scott MacDonald, Deputy Minister
3 rd APPA Update	02/26/20	Prepared by: Kaleb Child, Ministry of Education	Reviewed by: Cloe Nicholls, A/Assistant Deputy Minister
4 th APPA Update	02/25/21	Prepared by Gail Hughes-Adams, Nicole Ryan, Patricia Kovacs Ministry of Education	Reviewed by: Jennifer McCrea, ADM; Reg Bawa, ADM and Scott MacDonald, DM

Footnotes

¹ The audited organization will be required to present their initial action plan at this meeting (i.e. First three columns completed for each OAG recommendation included in the audit report)

² For each recommendation, the audited organization should state whether or not they have accepted the recommendation and plan to implement it fully by typing either “Yes” or “No” under the number of the recommendation.

³ Target date is the date that audited organization expects to have “fully or substantially implemented” the recommendation. If several actions are planned to implement one recommendation, indicate target dates for each if they are different.

⁴ The Select Standing Committee on Public Accounts (PAC) will request that the audited organization provide a yearly update (i.e. completed “Assessment of Progress and Actions Taken” column) until all recommendations are fully implemented or otherwise addressed to the satisfaction of the PAC. This is for the APPA update.

⁵ This action plan and the subsequent updates have not been audited by the OAG. However, at a future date that Office may undertake work to determine whether the entity has implemented the recommendations. The results of that work will be reported in a separate report prepared by the OAG.

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
1 Yes	We recommend that the Ministry of Education collaborate with boards of education, superintendents and Aboriginal leaders and communities, to develop a system-wide strategy with accountabilities for closing the gaps between Aboriginal and non-Aboriginal student outcomes.	<p>(Revised) The First Nations Education Steering Committee (FNESC) and the Ministry of Education see the BC Tripartite Education Agreement (BCTEA) as the foundational strategy for First Nations education in BC. In addition to the BCTEA, the Ministry's main actions to meet this recommendation include BC's Framework for Enhancing Student Learning and the Equity in Action project.</p> <p>(Revised) The Framework for Enhancing Student Learning (the Framework) supports a system wide focus on improving student outcomes for every student in British Columbia with a particular emphasis on Indigenous students, children and youth in care, and students with disabilities and diverse abilities. The Framework has annual reporting requirements and its implementation and requirements are supported by a ministerial order.</p> <p>(Revised) The Equity in Action project addresses the "racism of low expectations" identified by the OAG in the 2015 report and provides a strategic plan for school districts to address equity gaps in graduation rates. The equity scanning tool supports school districts to use student data to drive actions and to identify and remove impediments to success and well-being for Indigenous learners which result in low graduation rates. The Ministry's goal is to increase the involvement of school districts so that all school districts are participating in the project, whereby each district is taking collective responsibility for locally-driven responsive actions along with their Indigenous communities to close the equity gap in performance.</p>	<p>Progress Assessment: Partially Implemented</p> <p>Actions Taken since March 2020 or Planned to be Taken:</p> <ul style="list-style-type: none"> As a result of BCTEA, the Ministry is committed to creating First Nations Educational Outcome Improvement Teams (FNEOIT). FNEOIT continues its ongoing work with the first District selected in April 2019. Two additional districts were selected in December 2019 to participate. Although some of the meetings were cancelled during the beginning of the pandemic, March through June 2020, the work has continued and returned to a regular meeting schedule as of September 2020. The 2019/20 Framework pilot concluded in March 2020, when the COVID-19 pandemic started. District and education stakeholders, including the First Nations Education Steering Committee (FNESC), provided feedback that was incorporated in the final Enhancing Student Learning Ministerial Order (Order) and Framework for Enhancing Student Learning Policy (Policy). The Order and Policy came into effect in September 2020. The Order and Policy's purpose is to improve educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities. The implementation strategy for 2020/21, entitled Framework in Action virtual Learning Series, including speaker sessions and the practical Gearing Up sessions, invites the BC education sector to build their capacity to implement the Order and Policy. Topics of focus include Indigenous engagement and strategies to establish measures that enhance the life chances of all students. A series of short videos, entitled Sector Talks, features leaders in BC's education sector are being produced to build capacity within the sector. Topics include adapting systems for all students, including Indigenous students, using research and data to inform more inclusive education for Indigenous students and increasing graduation rates, Indigenous engagement in urban and rural settings and cultural and language reconciliation. Since January 2021, six districts have been piloting an accelerated version of the Continuous Improvement Program (CIP) in advance of a full launch in the 2021/22 school year. CIP was first introduced in the August 2020 Framework Implementation Guide to ensure districts are supported through a cycle of continuous improvement. Participation in the CIP pilot will improve the ability of districts to use data in making evidence-based decisions, improve alignment between strategic and operational plans, and ensure the focus is on improving student outcomes, particularly for Indigenous students, children and youth in care, and students with disabilities or diverse abilities. Under the Order, boards will have to submit an annual Enhancing Student Learning Report to the Minister outlining student intellectual, human, and social, and career development. The Report requires the performances of student sub-populations, including Indigenous students living on and off reserve, to be detailed separately to encourage initiatives to improve the equity of their outcomes.

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
		<p>Target Date: FESL - School year 2020/21 and Equity in Action – School year 2021/22.</p>	<ul style="list-style-type: none"> • The Equity in Action project has increased to include 46 of 60 school districts and supports 88% of the Indigenous student population. • Ministry leadership in the equity project is underway with the 15 school districts who joined in school year 2020/21, and the previous 31 participating districts continue to receive support as needed to implement their district equity plans. <p>Actions Taken through February 2020:</p> <ul style="list-style-type: none"> • The Framework pilot implementation was underway involving 9 school districts. The objective of the pilots was to refine the policy for the Framework and ensure all levels of the system are engaged in strategic planning. A legislative order was prepared to support province-wide implementation of the Framework in school year 2020/21. At a minimum, school districts will report annually on the five outcomes and can augment them with additionally locally developed outcomes. • The Framework has developed in stages: in 2017, an enhanced public reporting site was developed by the Ministry to demonstrate results of Indigenous and non-Indigenous students on key outcomes. In 2018/19, five provincial performance outcomes and accompanying evidence-based measures were collaboratively established. • On November 26, 2019, government passed legislation to implement the United Nations Declaration on the Rights of Indigenous Peoples. The B.C. Declaration on the Rights of Indigenous Peoples Act aims to create a path forward respecting the human rights of Indigenous peoples while introducing better transparency and predictability in the work Indigenous people and government do together. The Province is preparing an Action Plan to implement the Declaration Act and the Ministry of Education will participate in the development of the Government-wide Action Plan by employing a distinction-based approach in identifying education-related priority actions with FNEOSC and Métis Nation BC (MNBC) to improve Indigenous student outcomes. • In response to the 2015 audit, the Ministry drafted an Indigenous Education Strategy with an intent to co-develop the strategy with FNEOSC. However, due to a range of circumstances, FNEOSC was not adequately consulted in the early stages. As the Ministry and FNEOSC were working to correct this, the environmental context shifted, and the Ministry prioritized negotiations on the new BC Tripartite Education Agreement (BCTEA) at the request of FNEOSC. Both parties see BCTEA as the foundational system-wide strategy for First Nations education in BC. • BCTEA commits the Ministry to build school district capacity to improve outcomes for First Nations students and to prioritize support for those districts who historically have inequitable outcomes. One of the mechanisms to accomplish this is FNEOIT (referenced above). In June of 2019 the first district to work with FNEOIT was selected. • Through BCTEA and in collaboration with FNEOSC and Canada, the Ministry has made improvements in transportation for First Nation students allowing them improved access throughout the province to attend schools off-reserve and participate in extra-curricular activities. This work continues. • BCTEA also commits the Ministry to support the promotion and use of Local Education Agreements (LEAs). LEAs are

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
			<p>funding, accountability, and relationship documents between a board and one or more First Nations regarding students living on reserve and attending public schools. They are mechanisms to improve accountability, relationships, and student success. Work continues toward building capacity for school boards and First Nations to negotiate a LEA which captures a locally driven solution to closing the gap in graduation rates for First Nation students.</p> <ul style="list-style-type: none"> In 2019/20 the Equity in Action project increased to include 31 of 60 school districts and supported 67% of the Indigenous student population. School district uptake has increased each year – from 6 in 17/18; to 21 in 18/19 to 31 in 19/20. Unique school district data profiles called dashboards have been built for all 60 districts, regardless of whether the districts are participating in the project. In June 2018 the Ministry wrote a position paper on Indigenous Education articulating the reasons for reconciliation, the need to improve Indigenous student success and a vision for collective actions. This paper and a video were created collaboratively with education partners and Indigenous rightsholders and were presented at the OECD Conference in Paris.
2 Yes	We recommend that the Ministry of Education provide support to boards of education and superintendents to ensure they have the capacity to achieve results.	<p>(Revised) The Ministry’s main actions to meet this recommendation centre around strengthening efforts to provide advice to boards of education and superintendents on effective evidence-based approaches being employed in other regions of the province. This is communicated through provincial gatherings, publicly posting results, monthly Zoom circle meetings involving school district Indigenous leaders, Superintendent Bulletins, and providing feedback on annual reports submitted by boards. The Ministry will engage with school districts that are not achieving the desired outcomes to collaboratively implement actions to increase success levels.</p> <p>Target Date: School year 2020/21</p>	<p>Progress Assessment: Partially implemented (but on Track to Substantially Implemented)</p> <p>Actions Taken since March 2020 or Planned to be Taken:</p> <ul style="list-style-type: none"> The second annual Jointly Convened Annual Meeting was held virtually on Zoom over two mornings on November 17 and 18, 2020. The theme was Supporting First Nation Student Success. The keynote speaker on the <i>B.C. Declaration on the Rights of Indigenous Peoples Act</i> was Jessica Wood (Si Sityaawks), Assistant Deputy Minister, Reconciliation Transformation and Strategies Division, MIRR. The event was organized between BC, FNESC and Canada, and included presentations on the BC Declaration on the Rights of Indigenous Peoples Act, Local Education Agreements and panel presentations from Indigenous students and from school district on their implementation of the Indigenous Focused Professional Learning Day. In February 2021, FNESC and the Ministry agreed to work together to develop capacity building plans which will include continuous improvement for monitoring and focused intervention of the public system, capacity building plans for Indigenous Education and a plan for the Ministry of Education to ensure support for Indigenous staff within the Ministry and School Districts, and collaborating on cultural competency training for the education sector. This is also referenced in recommendation 3. The Indigenous Education Provincial Gathering planned for 2020 (April 7) was cancelled in response to advice from the Provincial Health Officer regarding the novel coronavirus (COVID-19) and to support public health and safety Planning is underway for the annual provincial gathering with district Indigenous Education leadership to be held virtually on the mornings of April 7 and 8, 2021. This year’s gathering is focussed on discussing strategies and actions to close the equity gap for Indigenous learners.

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
			<ul style="list-style-type: none"> • 15 school districts had one full day of Equity in Action onboarding session with Ministry staff which included identifying inequality toward indigenous students and thoughtful approaches, using data to support findings and targeting students in need of help, and sharing Equity in Action successes from other districts. • Several participating Equity school districts have engaged Ministry staff in facilitating district/board discussions and professional development sessions that address equity of opportunity for Indigenous learners. (This is also relevant to Recommendation 6b. • The Education Analytics Office (EAO) has been supporting the implementation of the Framework for Enhancing Student Learning Policy and the Enhancing Student Learning Ministerial Order, in particular the Continuous Improvement Program (CIP) pilot. EAO is building the data and analytical capabilities of six pilot school districts by facilitating an individual data room, where a district can provide local context to their Ministry data. In participating, the district dives into their student outcome data and can identify equity gaps, which will inform areas of improvement. By using this systemic approach, districts will work to align their strategic and operational plans to address and improve student outcomes, particularly for Indigenous students – including potential differences between Indigenous students living on or off reserve. This also relates to Recommendation 10. • The Ministry participates in province-wide regional sessions hosted by FNEC. The regional sessions were cancelled due to COVID in the spring of 2020 but are continuing virtually in the spring of 2021. These workshops offer an opportunity for the Ministry, and its partners, to learn about First Nation education issues and to share information. • The Indigenous Analytics team provides targeted data analysis support to individual districts, thereby nurturing understanding of how to use data for improving Indigenous student outcomes. • The broader Education Analytics Office also provides Data Rooms (a 3-hour event with multiple executives from the Ministry and superintendent and 2 to 5 key district staff) to support districts in better leveraging their data. The Ministry is currently supporting 12 districts in establishing data rooms in order to continue to build capacity and partnerships across the system; two more districts are in progress. This will also be discussed in Recommendation 10. <p>Actions Taken through February 2020</p> <ul style="list-style-type: none"> • In accordance with BCTEA, the Ministry is committed to co-hosting an annually convened meeting with FNEC for school district representatives to build capacity, support the implementation of Local Education Agreements, the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, Tsilhqot’in decision, and the 10 Draft Principles that Guide the Province of BC’s Relationship with Indigenous Peoples. • The first Jointly Convened Annual Meeting was held on October 16, 2019 for School District Superintendents and Chairs of Indigenous Education Councils to increase capacity, build partnerships, and raise awareness about Local Education Agreements.

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
			<ul style="list-style-type: none"> The Indigenous Education Branch, Ministry of Education, hosts an annual provincial gathering with district leadership to share outcomes and effective practices to increase Indigenous student success. The Ministry participates annually in regional sessions held by FNEC throughout the province to build capacity in school district planning and continuous improvement efforts. The Equity in Action project includes an equity scanning tool to identify barriers to Indigenous student achievement and success. Learning Profiles containing student data unique to each school district have been designed and made accessible to all school districts irrespective of whether they are participating in the project. This project is perceived by educators as a driver for systemic change and an excellent hands-on way to learn how to use, evaluate and report on Indigenous student achievement trends and to address systemic challenges. In 2018/19, the Deputy Minister met with all 60 superintendents three times to support school districts to build capacity to achieve results. Indigenous student outcomes were discussed at each meeting. As referenced in Recommendation 1, through BCTEA, the Ministry has implemented First Nations Educational Outcome Improvement Teams to work with school districts having consistently low outcomes for First Nation students. The Ministry seconded an Advocate for Indigenous Learner Success to lead this work collaboratively with FNEC, school districts and First Nations to support the development and implementation of a plan to improve educational outcomes for First Nation learners. In Spring 2019, the Ministry redirected federal funding of \$3 million to help school districts and First Nations build capacity to negotiate and implement LEAs, which play a key role in government-to-government relationships and have been shown to have a positive impact on Indigenous student outcomes. In 2019, the Ministry significantly expanded its Data and Analytics Branch to include an Indigenous Data section and hired a Director of Indigenous Analytics. This enabled the Ministry to develop the Data Use in Education project to give targeted data analysis support to individual districts. The Ministry helps school districts by building custom dashboards available on a confidential SharePoint site, and supports districts in understanding how to use data and evidence informed decisions for improving student outcomes. Further information on this is outlined in Recommendation 10.
3 Yes	We recommend that the Ministry of Education take action when districts have not achieved expected results for Aboriginal students	(Revised) The Ministry's main action to meet this recommendation is to collaboratively work with education partners, Indigenous communities, and school districts to fully implement the Framework. The Framework and its supporting policy provide opportunities for the Ministry to work directly with school districts to support improved outcomes for Indigenous students. Student results are to be reported annually and publicly available. The Ministry will contribute to improving educational outcomes by	<p>Progress Assessment: Partially Implemented (but on Track to Substantially Implemented)</p> <p>Actions Taken since March 2020 or Planned to be Taken:</p> <ul style="list-style-type: none"> The Enhancing Student Learning Order requires school districts to annually report to the Minister on student outcomes, including separate reporting for Indigenous students on and off reserve. As of January 2021, six districts have been piloting an accelerated version of the Continuous Improvement Program (CIP) in advance of a full launch in the 2021/22 school year. The Ministry will support districts with their continuous improvement in strategic planning, reporting and student outcomes through CIP. Participation in the CIP pilot will

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
		<p>supporting local district strategic planning and reporting as part of a cycle of continuous improvement.</p> <p>Additionally, through the commitments in BC Tripartite Education Agreement (BCTEA), First Nations Education Outcome Improvement Teams are going to selected districts to discuss improving success for Indigenous students.</p> <p>The June 2019 OAG Progress Audit report references the use of the Ministry's appointment of Special Advisors to school districts as a measurement of action in response to this recommendation. The <i>School Act</i> provides that a Special Advisor may be appointed by the Minister in matters where the Minister deems it necessary. The Ministry's policy and practice is to start by working collaboratively with non-performing school districts to address their needs and to build capacity. The Ministry has a spectrum of intervention approaches (i.e., communicate, facilitate, etc.) and appoints Special Advisors as an intervention of last resort when all other attempts to build capacity and accountability have been unsuccessful.</p> <p>Target Date: School Year 2020/21</p>	<p>improve the ability of districts to use data in making evidence-informed decisions, improve alignment between strategic and operational plans, and ensure the focus is on improving student outcomes, particularly for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.</p> <ul style="list-style-type: none"> • The First Nations Educational Outcome Improvement teams (FNEOIT) work with the first District selected in 2019 is ongoing. Two additional districts, in January 2020, were selected to work with FNEOIT to improve First Nation student education outcomes. Although some of the FNEOIT meetings were cancelled due to COVID during the Spring of 2020, the work has continued and returned to a regular meeting schedule as of September 2020. • The release in school year 2020/21 of the newly developed Grade 10 FSA for literacy and numeracy, despite COVID setbacks, indicates the Ministry's commitment to data to drive decision making and discussions on changes to address gaps in performance. • In January of 2020, the Ministry released the 21st annual <i>Aboriginal: How are We Doing?" Report</i> (AHAWD), The Report is a key starting place to gain insight on the experience of Indigenous learners in BC. The AHAWD furnishes conversations among districts, Nations, teachers, and parents on how we can collectively improve outcomes for Indigenous learners. In collaboration with FNEOIT this year's report has some key changes: the addition of Grade 10 Numeracy and Literacy Assessments, replacement of final provincial examination marks with course mark sections for some courses selected by FNEOIT, and First Nation language data. See https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/reports/ab-hawd/ab-hawd-school-district-public.pdf • Through BCTEA commitments, First Nation Education Improvement Teams (FNEOIT) are going to selected school districts to discuss and engage in strategies to improve success for Indigenous students. (Also see Recommendation 1). The teams are engaging with three school districts to develop and/or implement school district plans to improve educational outcomes for First Nation students in that school district. The outcome of the team's intervention is shared by the ADM with First Nations of the school district the board of education and the Indigenous Education Council. Any further interventions recommended by the FNEOIT is shared by the ADM to the Deputy Minister. • In February 2021, FNEOIT and the Ministry agreed to work together to develop capacity building plans which will include continuous improvement for monitoring and focused intervention of the public system, capacity building plans for Indigenous Education and another plan for the Ministry of Education to ensure support for Indigenous staff within the Ministry and School Districts, and collaborating on cultural competency training for the education sector. This is also referenced in recommendation 2 above. • Since February 2020, Ministry representatives have met (often multiple times depending on the complexity of the issue) with 19 school districts/superintendents to discuss low completion rates and support for improving Indigenous student outcomes This figure is in addition to meetings in connection with the Equity in Action project and FNEOIT.

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
			<p>Actions Taken through February 2020</p> <ul style="list-style-type: none"> • The <i>Aboriginal: How Are We Doing? Report</i> was released in December 2019 in accordance with BCTEA commitments. Ministry executive hosted a focus session to review outcomes and trajectories among all the school districts. • Beginning in 2020/21, school districts were required through ministerial order to report out annually on 5 provincial educational outcomes under the Framework. This purpose was to establish a province wide approach to data collection and reporting. Districts were also to report on specific student outcomes, including Indigenous students. • To support capacity building during implementation of the Framework, the Ministry has established Sector Mentors, Sector Liaisons, a Data Team, and a Continuous Improvement Steering Team. Through a continuum of supports from communication, facilitation, intervention and direction, the Ministry is working with school districts to improve Indigenous student educational outcomes. To date, 5 school districts have participated in data literacy meetings with a focus on improving student results. • BCTEA commitments require, the Ministry to build school district capacity to improve outcomes for First Nations students and to prioritize support for those districts who historically have inequitable outcomes. This is the work of the First Nation Educational Outcome Improvement Team and it involves increasing partnership between a school district probing for systemic change and looking into historic relationship issues in order to move forward collaboratively. The first school district to work with the FNEOIT was selected in April 2019. • BCTEA is also the mechanism through which the Ministry does multiple data transfers with FNEESC to assist in reporting requirements and transparency of outcomes. • During school year 2018/19, the Deputy Minister has directly connected with a minimum of 17 school districts to discuss low completion rates and to support improved student outcomes. • The Indigenous Analytics team engages with Ministry and district partners when seeing lower than expected results from data analysis • The School Act provides that a Special Advisor may be appointed by the Minister where the Minister deems it necessary. Since 2015, the Ministry has appointed Special Advisors to 5 school districts for issues relating to relationships and improving student outcomes. • In the Spring of 2019, the Ministry redirected federal funding of \$3 million to help school districts and First Nations build capacity to negotiate and implement LEAs, which play a key role in government-to-government relationships and have been shown to have a positive impact on Indigenous student outcomes.
4 Yes	We recommend that the Ministry of Education evaluate the effectiveness of targeted funding and	(Revised):The Ministry reviewed Enhancement Agreements in 2016. Based on the review, the Ministry shifted away from directly supporting school districts with Enhancement Agreements towards Equity in Action,	<p>Progress Assessment: Partially Implemented (but On Track to Substantially Implemented)</p> <p>Actions Taken since March 2020 or Planned to be Taken:</p>

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
	<p>enhancement agreements as strategies to close the gaps in education outcomes between Aboriginal and non-Aboriginal students, and use the results to improve its policies to better support Aboriginal student outcomes.</p>	<p>negotiating a new tripartite agreement (BCTEA) and building capacity to negotiate LEAs. The OAG Progress Audit of 2019 states “as enhancement agreements are no longer being used as a strategy to close the gaps, the recommendation to evaluate is no longer relevant.” Moving forward, the Ministry will be reporting on the recommendation related to targeted funding only.</p> <p>The Ministry’s remaining action to respond to this recommendation is to implement and evaluate the new Indigenous Education Targeted Funding policy as a part of Phase 1 of the Funding Model Review.</p> <p>Target Dates: Enhancement Agreements: Completed April 2016.</p> <p>Indigenous Targeted Funding Policy: initial version of policy in 2020/21 school year.</p>	<ul style="list-style-type: none"> • Since the 2016/17 school year the Indigenous Education Targeted Funding Rate has increased by 24.2% to \$1,500 per student, an increase of \$270 per student, to support equity and Indigenous student outcomes. Over the same time period, the total amount of funding has increased by 30.6% to \$90.9 million. • To improve equity and accountability, the Ministry has been co-developing the draft Indigenous Education Targeted Funding Policy with FNEC and MNBC since March 2020. • FNEC, FNEC’s Board and Metis Nation have made recommendations regarding the content of the draft policy, including: mandatory Indigenous Education Councils (IECs), joint sign-off between Boards of Education and IECs on plans and reports on the use of Targeted Funds and shared-decision making. Implementing some of these recommendations will require changes to the School Act. • Ministry executive presented to the FNEC Board on the draft Indigenous Education Targeted Funding Policy in Fall 2020 and a session on the draft Indigenous Education Targeted Funding Policy was provided at the Jointly Convened Annual Meeting (JCAM) in November. • The Ministry, FNEC and MNBC are working to finalize the draft Indigenous Education Targeted Funding Policy through Spring 2021. • Ministry staff will be working with FNEC and MNBC on an approach for co-developing implementation support materials. • Legislative changes will be required to fully implement the policy. Discussion on an approach for the 2021/22 school year will also take place in Spring 2021. Full implementation of the policy will be July 1, 2022 at the earliest. <p>Actions Taken through February 2020:</p> <ul style="list-style-type: none"> • Independent Panel to Review K-12 Public Education Funding System: Final working group reports were submitted in October 2019. The Ministry and its partners are now developing detailed implementation strategies. Refer to the K-12 Public Education Funding Model Implementation website for more information. • Ministry staff continue to meet with MNBC and FNEC to discuss existing policy and incorporate feedback. • In 2016, the Ministry contracted with a team of post-secondary research educators to research the effectiveness of Enhancement Agreements in closing the gap in outcomes between Indigenous and non-Indigenous students. The pursuant report contained six recommendations to make Enhancement Agreements more effective; however, the Ministry made a policy decision to shift its efforts toward the Equity in Action project. • After 16 years of Ministry support with Enhancement Agreements, most school districts were using these agreements as part of their regular course of business and had developed the capacity to lead the work themselves. Many of the Enhancement Agreement goals became part of district plans and school plans. The Ministry chose to focus its efforts on providing leadership to school districts on new and emerging Indigenous education initiatives.

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
			<ul style="list-style-type: none"> The current Ministry funding model allocates funding over and above the basic per student amount to Boards of Education for each self-identified Indigenous student receiving eligible services. This funding is targeted and must be spent on the provision of Indigenous education programs and services. In February 2018, the Minister of Education named an Independent Panel to complete a review of the K-12 Public Education funding system. Targeted funding for Indigenous students was part of the review. In June of 2018, the Panel completed a report for the Minister: Improving Equity and Accountability: Report of the Funding Model Review Panel. The report contains 22 recommendations focused on equity for students, financial management, and accountability. The panel recommended maintaining targeted funding to increase equity and close the outcomes gap between Indigenous and non- Indigenous students. The panel also recommended reviewing the targeted funding policy with First Nations and Indigenous partners to ensure it is supporting student outcomes. As a part of preparing for the implementation of the Funding Model Review, a new Indigenous targeted funding policy is being developed in collaboration with FNEC and MNBC. In June and July of 2019, the draft policy was also reviewed with 9 school districts. Key shifts being considered include strengthened consultation with Indigenous peoples on the use of the funds and more flexibility to support student outcomes. Progress on the revised Indigenous Education Targeted Funding Policy slowed over Fall 2019 while the Ministry sought approval for release of the Funding Model Review Panel report. Announcement of the report and actions plans took place in February 2020. Phase 1 of the action plan includes implementation of the two recommendations related to targeted funding. The Indigenous Education Targeted Funding Policy is an important policy revision that will be implemented for the fall 2020/21 school year, pending government approval. Starting in 2019, the Ministry has collaborated with FNEC and MNBC on development of the annual reporting template for School Districts to report on Indigenous Targeted Funding. School Districts must report by September 30 of each year on expenditures in the following financial categories: staffing, programs, number of students receiving programs and services. School Districts must also report qualitative information and Indigenous Education Councils or local equivalent, how data is informing the targeted funding plans, and highlights of 2-3 initiatives funded. Summary reporting is then shared back with FNEC and MNBC to inform policies and guidance to School Districts.
5 Yes	We recommend that the Ministry of Education work with boards of education to ensure School Completion Certificates are only granted to	(Revised) The Ministry responded to this recommendation by reviewing and revising the Student Credential Order concerning the use of School Leaving Certificates, so the issuance of these certificates is in alignment with the original intent. The Ministry also communicated the updated policy to school boards and established a method	<p>Progress Assessment: Fully Implemented</p> <p>Actions Taken:</p> <ul style="list-style-type: none"> The Student Credential Order was updated on January 26, 2016 to ensure Student Leaving Certificates (also known informally as Evergreen Certificates) are limited to students who are designated in one of the Ministry of Education’s 12

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
	students who require a modified program due to a special need that prevents them from working toward graduation	to monitor school districts' use of these certificates and follow-up with any non-compliance. Target Date: Completed February 2016	Special Needs Categories and have a corresponding Individual Education Plan. <ul style="list-style-type: none"> School Districts were notified of this on February 9, 2016, and Ministry staff review the data yearly and follow up with any school districts that are not in compliance with the Order. Since the amendment to the Student Credentials Order, the number of Indigenous students who received an Evergreen Certificate and had no designation at the time of completion has decreased from 48 in 2014/15 to 10 in 2018/19. This is a decrease from 5.6% of total Evergreen Certificates in 2014/15 to 1.5% of total Evergreen Certificates in 2018/19. Between 2014/15 and 2018/19, there was a 91% reduction in the number of Evergreen Certificates given to Indigenous students who have never been designated compared to a 71% decrease for their non-Indigenous counterparts. The Ministry is committed to on-going monitoring of this policy to ensure that the numbers continue to decrease over time and that the Evergreen Certificate is being provided appropriately.
6a Yes	We recommend that the Ministry of Education collaborate with boards of education and Aboriginal leaders and communities to: (a)-provide all students with a curriculum that addresses the past and present effects of the colonization of Aboriginal people in British Columbia	(Revised) The Ministry responded to this recommendation by redesigning curriculum with embedded Indigenous content, perspectives, and history and implementing it in all school districts from Kindergarten through Grade 12. Target Date: Complete: Beginning of School year 2019/20.	Progress Assessment: Fully Implemented Actions Taken: <ul style="list-style-type: none"> Although the ministry has completed this recommendation, there are on-going implementation efforts to ensure supports for educators and school districts. For example, the Ministry has completed or is developing the following supports for educators: <ul style="list-style-type: none"> Continuing our Learning Journey: Indigenous Education in BC: four videos and a facilitator's guide, available on Ministry's website. Indigenous Knowledge and Perspectives in the Curriculum: a series of documents that reflect Indigenous knowledge and Perspectives in K-12 Curriculum (released November 2019). Indigenous Education Resource Inventory: available on Ministry's website (January 2020) Indigenous Education: Personal and Professional Guide: educator guide to support personal and professional understanding of Indigenous perspectives. (planned for completion in 2020) Educator guide on working collaboratively with local Indigenous communities to create resources and bring local knowledge into the classroom. (planned for completion in 2020). The Ministry completed the curriculum redesign and embedded Indigenous cultures, histories, and perspectives across the curriculum from Kindergarten to Grade 12. As of school year 2019/20 this work has been completed. The Ministry also developed and released "Aboriginal Worldviews and Perspectives in the Classroom" in 2015 to help build teacher capacity and support integration and inclusion of Indigenous worldviews and perspectives into the learning environment. As agreed upon in BCTEA, the School Calendar Regulation under the School Act was amended to provide for one instructional day during each of school years (2019/20, 2020/21, 2021/22 and 2022/23) for educators to participate in

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
			discussions and activities related to enhancing Indigenous student achievement and integrating Indigenous worldviews and perspectives into learning environments.
6b Yes	<p>We recommend that the Ministry of Education collaborate with boards of education and Aboriginal leaders and communities to:</p> <p>(b) address obstacles to ensuring safe, non-racist, culturally relevant learning environments through teacher professional development, cultural awareness training, and strategies to hire the best people to work with Aboriginal students.</p>	<p>(Revised) The Ministry's main action to respond to this recommendation is the Equity in Action project designed in response to the OAG's 2015 audit through collaboration and consultation with numerous education partner groups and Indigenous educators and communities. The project provides direction at the district, school and classroom level and is focused on positively impacting Indigenous student achievement through identification of impediments to success as well as promising practices. Equity in Action directly address "the racism of low expectations of Indigenous learners", by facilitating courageous conversations between all rightsholders and stakeholders, and co-creating solutions to implement actions that combat Indigenous racism.</p> <p>In addition to the Equity in Action, the Ministry has demonstrated leadership in educator professional development, cultural awareness training for district staff, and encouraging inclusive hiring practices by school boards to help increase the number of available Indigenous teachers.</p> <p>Target Date: School year 2021/22</p>	<p>Progress Assessment: Partially Implemented (but On Track to Substantially Implemented)</p> <p>Actions Taken since March 2020 or Planned to be Taken:</p> <ul style="list-style-type: none"> • Equity in Action: worked with the 15 new participating school districts (20121/20 intake) is underway and the previous 21 districts continue to receive support as needed. • Several participating Equity school districts have engaged Ministry staff in facilitating district/board discussions and professional development sessions that address equity of opportunity for Indigenous learners. (This is also relevant to Recommendation 2 regarding supporting boards to achieve results.) • To ensure 100% project participation throughout the Province, the Ministry will contact all remaining non-Equity Districts for 2021/2011 school year implementation. • Created online "equity hub" repository of resources, including Action Plan exemplars from participating Equity Districts to support the success of other districts. • Worked with 14 new participating school districts that joined in school year 2020/21. The previous 31 districts continue to receive support as needed. • The Framework in Action virtual learning series and Sector Talk videos touch on the importance of cultural awareness training and strategies to improve outcomes for Indigenous students. • The Teachers Regulation Branch of the Ministry is developing a resource video to support implementation of the 9th Professional standard to be completed in October 2021. The video's focus is on the process and work of reconciliation. This resource will be publicly available online and embedded into the Ministry's Indigenous Education Resource Hub. Websites for BC Teachers' Council and the Commissioner will contain links to the video. • Based on the inventory developed in 2019/20, and in collaboration with FNESC, the Ministry is designing an inventory to gather information on positive outcomes from the Indigenous professional development day held by school districts throughout the province. Results will be shared among school districts to encourage best practices and the creation of culturally relevant learning environments. • As part of B.C.'s K-12 Gang and Gun Violence Prevention Action Plan, FNESC is leading the development of a provincial gang and gun anti-violence strategy for Indigenous youth in partnership with the Ministries of Education and Public Safety and Solicitor General. Part of this strategy includes a literature review, currently in progress, that looks at: <ul style="list-style-type: none"> • Root causes of gang formation and involvement among Indigenous youth, • Risk factors and pathways to gang involvement among Indigenous youth, • Examples of prevention and intervention programs, approaches and strategies developed for Indigenous

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
			<p>youth involved in gang and gun activity in a number of jurisdictions,</p> <ul style="list-style-type: none"> • Information on funding opportunities for First Nation communities, • Inventory of current program opportunities and program outcomes. <ul style="list-style-type: none"> • Findings will inform next steps of the action plan. Activities are delayed due to COVID-19 impacts. • The Ministry of Education is developing an Anti-Racism Action Plan focusing on systemic change through policy and program review, curriculum, and resource updates, collecting race-based data, teacher recruitment, and professional development for all levels of staff in education. • A distinct Indigenous Action Plan will also be co-created with Indigenous organizations. • Actions in both plans reflect feedback received from the July 2020 Minister’s Community Roundtable, as well as feedback collected from community dialogues in summer 2019 by Ministry of Tourism exploring how government can build a safer, more inclusive province. The Minister’s Community Roundtable participation included 10 Indigenous education partners from 6 organizations. • While strategies to hire the best people to work with Aboriginal students is beyond the immediate scope and mandate of the Ministry of Education, hiring Indigenous and cultural aware educators and other staff is discussed as part of school districts involvement in the Equity in Action project. Equity in Action participating school districts are asked to examine existing policies and practices in their school district and look at needed changes to address equity. The Make a Future Provincial Steering Committee, which includes representatives from school districts, the BC Association of School Business Officials, and the BC School Superintendents Association, is determining whether its terms of reference require amendment to specifically articulate enhancement and support of diverse hiring practices in school districts. This work is at its initial stages and discussion has commenced on specific measures, including a review of district hiring practices to promote diversity. <p>Actions Taken through February 2020:</p> <ul style="list-style-type: none"> • Cultural awareness and professional development occur through the jointly convened annual meeting, co-hosted by the Ministry and FNEC under BCTEA. The first meeting was held on October 16, 2019 and was attended by Superintendents and Chairs of Indigenous Education Councils from across the province. • As part of B.C.’s K-12 Gang and Gun Violence Prevention Action Plan, FNEC is leading the development of a provincial gang and gun anti-violence strategy for Indigenous youth in partnership with the Ministries of Education and Public Safety and Solicitor General. • In school year 2019/20 the Ministry conducted an inventory on benefits emerging from the annual Indigenous professional development day held by school districts. The findings suggest increased system-wide networking opportunities and the sharing and development of Indigenous teacher resources. system-wide networking opportunities

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
			<p>and the sharing and development of teacher resources. In 2016, the Ministry funded a research project in collaboration with FNEC to design an effective approach to investigating racism in public schools. The recommendations from the research report were taken into consideration in the design and implementation of the Equity in Action project.</p> <ul style="list-style-type: none"> Equity in Action engages multiple systems level objectives and responds to the Auditor General’s 2015 recommendation that recognized a ‘racism of low expectations’ evident for Indigenous learners in the BC school system. Equity in Action involves school districts working collaboratively with the Ministry of Education team to complete an equity scan, construct an equity profile, determine a theory of change, and develop an equity action plan in service to Indigenous learners, families, and communities. The equity profiles are available for all school districts to promote the sharing of best practices and evidence-informed decisions. Professional Standards for Educators, were revised in June 2019 to include a 9th standard, requiring teachers to commit to truth, reconciliation, and healing, including a provision to address racism. These standards encourage educators to critically examine their own biases, attitudes, beliefs, values, and practices to facilitate change. See Rec # 6a for information on the designation in the School Calendar Regulation for annual professional development days for educators to participate in discussions and activities related to enhancing Indigenous student achievement and integrating Indigenous worldviews and perspectives into learning environments. The Early Learning Framework and the LEAs to be negotiated between school districts and First Nations can also function as tools to support educator professional development at the local level. In 2018, the Ministry provided \$260,00 to UBC to pilot a community-based, Indigenous Teacher Education Program in Williams Lake and Quesnel. As of Spring 2019, the Ministry has funded 20 post-secondary seats specifically for Indigenous educators in regional post-secondary institutes.
7 Yes	We recommend that the Ministry of Education collaborate with boards of education and Aboriginal leaders and communities to define and implement standardized monitoring and assessment of key indicators of Aboriginal and non-Aboriginal students’ progress at key stages throughout their school career	<p>(Revised) The Ministry’s main action to respond to this recommendation is providing school districts and rightsholders (FNEC/FNSA) with provincial-level data on Indigenous student performance indicators at various grades. The data are used in monitoring and annual reporting at all levels.</p> <p>Target Date: Started in 2018/19</p> <p>The Framework and its associated policy involve the collaborative development of provincial performance outcomes and measures and includes reporting requirements for both the Ministry and school boards. The</p>	<p>Progress Assessment: Partially Implemented</p> <p>Actions Taken since March 2020 or Planned to be Taken:</p> <ul style="list-style-type: none"> The Enhancing Student Learning Ministerial Order (Order) and Framework for Enhancing Student Learning Policy (Policy) were developed with input from school district representatives and education stakeholders and rightsholders – including Metis Nation, First Nations Education Steering Committee (FNEC), BC School Trustees Association (BCSTA), BC School Superintendent’s Association (BCSSA), BC Association of School Business Officials (BCASBO), BC Confederation of Parent Advisory Councils (BCCPAC), BC Principals and Vice Principals Association (BCPVPA), Canadian Union of Public Employees (CUPE) and BC Teachers’ Federation (BCTF). The implementation of the Order, Policy and the Continuous Improvement Program (CIP) will create a system-wide focus on continuously improving educational outcomes for all BC public education students through its focus on improving student outcomes, particularly for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
		<p>Framework's purpose is to create a system-wide focus on continuously improving educational outcomes for all students in British Columbia's public education system. Improving outcomes requires an emphasis on improving equity for Indigenous students, children-in-care, and students with diverse abilities or disabilities.</p> <p>Target Date: School year 2020/21</p>	<ul style="list-style-type: none"> With the Policy, the Ministry has established expected provincial educational outcomes and measures in intellectual, human, and social development and career development that must be reported by boards annually in accordance with the Order. The newly developed Grade 10 Numeracy and Literacy assessments rolled out in school throughout the province despite COVID interruptions to the learning environments. The Ministry realized the importance of using these assessments to provide evidence of student performance. <p>Actions Taken through February 2020:</p> <ul style="list-style-type: none"> The Ministry continues to work with partners to monitor and evaluate education programs and interventions to determine their impact on student success. For example, recent Ministry evaluations have found that Dual Credit programs for both trades and non-trades courses as well as the Take a Hike alternative program have had positive impact on Indigenous student outcomes. The Ministry provides school districts with data on all students, including Indigenous student data, through a protected SharePoint; releases data publicly on Ministry websites; and through the annual <i>Aboriginal: How Are We Doing? Report</i> the Ministry also provides data to the public through the Open Data BC platform. The Ministry and FNEC are collaborating on monitoring of First Nation student outcomes. Under BCTEA, the Ministry and FNEC established a First Nations Student Data Committee which meets regularly. The terms of reference provide a foundation to build an Information Sharing Agreement/Protocol. The Data Committee will conduct an environmental scan of currently available data on the achievement of Indigenous students and identify any need for further monitoring. The Student Success website is an easy to use public website that outlines results for all students on key provincial indicators, including Indigenous students and students with special needs. These system-wide indicators are related to students' intellectual, human and social, and career development at key stages throughout their school career (e.g., early development, year-to-year transition rates, grade 4 and 7 reading, writing, and numeracy performance, grade 10 and 12 provincial examinations, completion rates, student satisfaction, post-secondary and career preparation, and transition to post-secondary education). This website has ongoing support and is updated regularly. Consistent with current research on the significance of cross-curricular competencies and the application of critical thinking skills, the Ministry has made a shift in its requirements for graduation. Course content driven provincial examinations will no longer be required at the provincial level and literacy and numeracy will be assessed on a province-wide basis. These assessments will be centrally marked as to opposed marking at the local school district level. The assessment results of non- Indigenous and Indigenous students will continue to be reported upon.
8 Yes	We recommend that the Ministry of Education establish responsibility within the Ministry for developing a systematic	(Revised) The Ministry responded to this recommendation by strengthening the capacity of the Government and Analytics Department with an increased budget and the hiring of a Director of Indigenous Analytics. Although this recommendation is fully implemented, the Ministry	<p>Progress Assessment: Fully Implemented</p> <p>Actions Taken:</p> <ul style="list-style-type: none"> In December 2018, the Ministry hired a Director of Indigenous Analytics to work exclusively on Indigenous data and reporting. The Director is responsible for fulfilling the Ministry's commitments regarding data on outcomes for Indigenous

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
	approach to data analysis on Aboriginal student achievement	<p>continues to undertake a systemic approach to data analysis on Indigenous student achievement. For example, the on-going implementation of the Framework and its policy will help further establish a systemic approach to Indigenous student achievement.</p> <p>Target Date: Completed December 2018</p>	<p>students.</p> <ul style="list-style-type: none"> To help further inform a systemic approach to data analysis on Indigenous student achievement, the Ministry engages regularly with FNEC staff to discuss and identify improved data strategies and information sharing through the BCSEA First Nations Student Data Committee. The purpose of the Framework's policy is to enable and ensure a system-wide focus on continuously improving educational outcomes for all students in British Columbia's public education system. The goal of the Framework's policy is to align efforts at all levels of the K-12 system around educational outcomes and measures based on common values and a shared commitment to improve student performance and equity of outcomes for all students with a focus on Indigenous students, Children in Care, and students with diverse abilities or disabilities. Under the Framework, the Ministry will implement a more focussed approach for data analysis and reporting that is directly tied to province-wide continuous improvement efforts. System-wide strategies for analyzing and interpreting local data are a key part of the framework. As part of their annual planning and reporting efforts, districts will be expected to make use of both local and provincial evidence and will be required by a Ministerial Order to report annually on Indigenous student outcomes, examinations, completion rates, student satisfaction, post-secondary and career preparation, and transition to post-secondary education.
9 Yes	We recommend that the Ministry of Education use the evidence from its data analysis to inform Ministry decision-making and clarify its expectations of boards of education	<p>(Revised) During 2018/19, the Ministry undertook a movement to strengthen its culture around data driven decisions and has made significant investments to the Governance and Analytics Division to increase capacity and support school districts to improve Indigenous student outcomes.</p> <p>Target Date: Completed December 2018</p>	<p>Progress Assessment: Fully Implemented</p> <p>Actions Taken:</p> <ul style="list-style-type: none"> Substantive efforts have been taken to improve analytic capacity and evidence used to inform Ministry decision making, including the hiring of a Director of Indigenous Analytics, substantive investments in new data analysts, economists, analytic and data visualization software, a next-generation educational data warehouse; and an increase in the Ministry's Education Analytics Branch's budget (excluding salaries and benefits) from \$713,000 in 2016/17 to \$1.7 million in 2018/19. Through the Equity in Action and First Nations Educational Outcome Improvement Team visits to school districts, expectations were clarified for districts in terms of data and Indigenous student results. School districts were encouraged to use evidence and data in decision making and to highlight data trends.
10 Yes	We recommend that the Ministry of Education support superintendents in their work with boards of education, staff,	<p>(Revised) The Ministry is acting to respond to this recommendation through developing and implementing various strategies to support school districts to build capacity to use data and evidence to plan for Indigenous student achievement. Examples are as follows: Continuous</p>	<p>Progress Assessment: On Track to Substantially Implemented</p> <p>Actions Taken since March 2020 or Planned to be Taken:</p> <ul style="list-style-type: none"> Ministry staff have engaged in several virtual technical support sessions with district leadership regarding the access to share point data and navigation through the operation of the Equity Data Dashboard

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
	<p>Aboriginal leaders and communities, and other districts to develop capacity to use data and evidence to plan for Aboriginal student achievement</p>	<p>reporting requirements established through the Framework and its policy, Educational Outcome Improvement Team visits established through BCTEA, the hiring of secondees to work directly with school districts through Equity in Action, hosting regional workshops focussing on strategic planning and data analysis and the sharing of best practices through professional development and gatherings.</p> <p>As part of an initial capacity-building and implementation strategy for the Framework, the Ministry is working with the BC School Superintendents Association, British Columbia Association of School Business Officials, and the BC Superintendents and Trustees to develop and share capacity in evidence-based planning and to involve their local education partners, including boards of education, staff, and Indigenous community members, in the planning process.</p> <p>The Ministry has also taken action through Equity in Action to provide support to participating school districts on data analysis and data-driven decision making.</p> <p>Target Date: School year 2020/21</p>	<ul style="list-style-type: none"> Equity is a standing item on monthly Indigenous education district lead zoom sessions. Here district leads share approaches and resources that address barriers to equity throughout the Province. The Education Analytics Office (EAO) has been supporting the implementation of the Framework for Enhancing Student Learning Policy and the Enhancing Student Learning Ministerial Order, in particular the Continuous Improvement Program (CIP) pilot. EAO is building the data and analytical capabilities of six pilot school districts by facilitating an individual data room, where a district can provide local context to their Ministry data. In participating, the district dives into their student outcome data and can identify equity gaps, which will inform areas of improvement. By using this systemic approach, districts will work to align their strategic and operational plans to address and improve student outcomes, particularly for Indigenous students – including potential differences between Indigenous students living on or off reserve. Enhancements were made to the <i>Aboriginal: How Are We Doing? Report</i> in collaboration with FNEESC. Changes to the report include the inclusion of 5-year completion rates and February enrollment counts. <p>Actions Taken through February 2020:</p> <ul style="list-style-type: none"> Unique school district data profiles have been built for all 60 districts, including the 31 districts participating in Equity in Action. In October 2019, Ministry Executive met with all School District Superintendents to present a deep dive into data and Equity. Equity was discussed as a central concept and a process to improve performance gaps was explored in detail. The definition of equity was recognized as multi-faceted with a focus on Indigenous learners, and other priority populations including socioeconomic and gender diversities. In December 2019, two additional school districts were selected for the First Nations Educational Outcomes Improvement Teams initiative, through which they will receive supports for capacity building to use data and evidence to build a plan for improved educational outcomes for First Nation students. In February 2019, the Ministry launched a new initiative called “Data Use in Education Team”. Eight school districts participated in school year 2018/19 and worked with the Ministry to develop a district-specific Data Use in Education Plan. In all instances, the Ministry and school districts reviewed the gap in performance data between Indigenous and non-Indigenous students. The goal is to ensure districts use data evidence to assess whether a student is on track for graduation and help determine appropriate interventions. As part of this initiative, the Ministry showed leadership by proactively approaching districts that need more support with data analysis. This work has migrated to the Indigenous Analytics team, and this team is currently supporting 12 school districts in establishing data rooms in order to continue to build capacity and partnerships across the system; two more districts are in progress. The Ministry is piloting early implementation of the draft the Framework policy during school year 2019/20. In school year 2020/21, the Ministry intends to officially implement the Framework which will include direction that districts use

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
			<p>evidence-based planning to improve student performance, including the performance of Indigenous students. The Ministry will work with boards to build capacity along a continuum of needs and will facilitate and/or intervene to assist school districts in addressing challenges when needed.</p> <ul style="list-style-type: none"> • BCTEA commits the Ministry to build school district capacity to improve educational outcomes for First Nations students and to prioritize support for those districts who historically have inequitable outcomes through the establishment of First Nations Educational Outcome Improvement Teams. Three school districts are being supported through this initiative. • The Director of Indigenous Analytics provides an integration of leadership function through continuous involvement in the BCTEA First Nation Student Data Committee, First Nations Educational Outcomes Improvement Team, the Framework, Equity in Action and supporting school districts in improving data use and reporting on Indigenous student achievement.
11 Yes	<p>We recommend that the Ministry of Education collaborate with boards of education, superintendents, Aboriginal leaders, and communities to define and implement expectations for regular provincial and district reporting on:</p> <ul style="list-style-type: none"> • Aboriginal student (on- and off-reserve, First Nations, Métis, and Inuit) achievement • progress in meeting targets to close the gaps • effectiveness of strategies for Aboriginal students 	<p>(Revised) The Ministry is taking the following actions to respond to the recommendation:</p> <p>The Ministry has collected data on self-identified Indigenous students since 1991, and, since 1998/99, it has published an annual report called Aboriginal Report—How Are We Doing? to help the public-school system serve Indigenous students.</p> <p>The Framework promotes and supports multi-year district and school plans, updated annually, and meaningful and effective evidence to improve student outcomes. Under this Framework, districts and the province will be expected to report annually on overall results, as well as Indigenous students, children and youth in care, and students with disabilities and diverse abilities. District plans will be expected to reflect local efforts to support each student, as well as to continuously improve outcomes for these groups of students.</p> <p>Another key component of the Framework is system-wide capacity building through team-based supports.</p>	<p>Progress Assessment: Partially Implemented</p> <p>Actions Taken since March 2020 or Planned to be Taken:</p> <ul style="list-style-type: none"> • The Equity in Action project has increased to include 46 of 60 school district and supports 88% of the Indigenous student population. Fifteen new districts are participating in the 2020/21 school year. Unique school district data profiles have been built for all 60 districts, • 31 school districts have reported on the outcomes from their previous Equity Action Plans, and definitively stated actions and strategies that they commit to implementing for this school year. • The Enhancing Student Learning Ministerial Order and the Framework for Enhancing Student Learning Policy require school boards to submit an annual report, entitled Enhancing Student Learning Report, to the Minister outlining their students’ intellectual, human, and social, and career development. The Report requires the performances of student sub-populations, including Indigenous students living on and off reserve, to be detailed separately as to encourage initiatives to improve the equity of their outcomes. Districts are expected to expand on their local context and how they use their local success measures to ensure their district and its students in continuously improving their outcomes. • The Ministry works with education stakeholders and rightsholders through the Framework Advisory Committee to define and implement initiatives that improve the outcome of Indigenous students. Committee membership includes First Nations Education Steering Committee (FNESC), BC School Trustees Association (BCSTA), BC School Superintendent’s Association (BCSSA), BC Association of School Business Officials (BCASBO), BC Confederation of Parent Advisory Councils (BCCPAC), BC Principals and Vice Principals Association (BCPVPA), Canadian Union of Public Employees (CUPE) and BC Teachers’ Federation (BCTF). • The Framework in Action and Gearing Up virtual learning series, and Sector Talks short videos build the capacity of trustees and senior district leaders to improve their Indigenous engagement, make evidence-informed decisions, create culturally-sensitive learning and working environments to improve Indigenous students’ learning outcomes). • The enhancements to the 21st annual <i>Aboriginal: “How are We Doing?” Report</i> provide a closer look into Indigenous

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com

Rec. # Accepted? Yes / No ²	OAG Recommendations	Actions Planned & Target Date(s) ³	Assessment of Progress to date ⁴ and Actions Taken ⁵ (APPA update)
		<p>The Ministry will work with its education partners to better utilize existing structures (e.g., regional and provincial partner meetings, non-instructional days, etc.) to discuss and promote effective practices for Indigenous students. It will also work with its education partners to build new team-based supports to act on provincial and local priorities and needs.</p> <p>Target Date: School year 2020/21</p>	<p>student performance and enrollment to help strengthen dialogue between partners of actions that can be taken to close gaps in equity.</p> <p>Actions Taken through February 2020:</p> <ul style="list-style-type: none"> • In school year 2019/10, the Equity in Action project increased to include 31 of 60 school districts and supports 67% of the Indigenous student population. Ten new districts are participating in the 2019/20 school year. Unique school district data profiles have been built for all 60 districts. • As part of the Equity in Action and First Nations Educational Outcome Improvement Team work visits were made to school districts, expectations were clarified, and data trends were highlighted for districts. • The Ministry's Director of Indigenous Education consults regularly with school districts to provide support on Indigenous student performance and data reporting, and effectiveness of strategies for Indigenous students. The Director of Indigenous Education is also reaching out to school districts regularly to share current Indigenous education information, resources, and Ministry updates. • As part of BCTEA, the Ministry is continuously collaborating with FNEESC on improvements to the <i>Aboriginal: How Are We Doing? Report</i> and sharing student achievement data for Indigenous students (on and off-reserve) and progress in meeting targets to close equity gaps. • Under the Framework, the Ministry will implement a more focussed approach for data analysis and reporting that is directly tied to province-wide continuous improvement efforts. System-wide strategies for analyzing and interpreting local data are a key part of the framework and include such things as the development of school and district-based rubrics and analytic tools connected to BC's student information system.

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia Comptroller.General@gov.bc.ca

Cc email to: the Office of the Auditor General of British Columbia actionplans@bcauditor.com