

## 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>

<b>PAC Meeting Plan<sup>1</sup></b>	<b>02/03/16</b>	<b>Prepared by: Ted Cadwallader, Ministry of Education</b>	<b>Reviewed by: Dave Byng, Deputy Minister</b>
<b>1<sup>st</sup> APPA Update</b>	<b>11/17/17</b>	<b>Prepared by: Ted Cadwallader, Ministry of Education</b>	<b>Reviewed by: Dave Byng, Deputy Minister</b>
<b>2<sup>nd</sup> APPA Update</b>	<b>09/12/19</b>	<b>Prepared by: Kaleb Child/Cloe Nicholls, Ministry of Education</b>	<b>Reviewed by: Jennifer McCrea, Assistant Deputy Minister and Scott MacDonald, Deputy Minister</b>
<b>3<sup>rd</sup> APPA Update</b>	<b>02/26/20</b>	<b>Prepared by: Kaleb Child, Ministry of Education</b>	<b>Reviewed by: Cloe Nicholls, A/Assistant Deputy Minister</b>

### Footnotes

<sup>1</sup> 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)

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> 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](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (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 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 initiative.</p> <p>The Framework for Enhancing Student Learning (FESL) 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. FESL has annual reporting requirements and its implementation and requirements will be supported by a ministerial order.</p> <p>The Equity in Action initiative addresses the "racism of low expectations" identified by the OAG in the 2015 report. The equity scanning tool supports school districts to use student data to drive actions and to identify and remove barriers impacting Indigenous student outcomes. The goal is to increase the involvement of school districts so that all (or almost all) school districts are participating in the project.</p> <p><b>Target Date:</b> FESL - School year 2020/21 and Equity in Action – School year 2021/22.</p>	<p><b>Progress Assessment:</b> Partially Implemented</p> <p><b>Actions Taken since October 2019:</b></p> <ul style="list-style-type: none"> <li>• First Nations Educational Outcome Improvement (FNEOI) Teams: Work with the first District selected in 2019 is ongoing. Two additional districts were selected in January 2020 to participate and are beginning their work with the FNEOI teams.</li> <li>• FESL: Pilot implementation of FESL is underway involving 9 school districts. The objective of the pilots is to refine the policy for the framework and ensure all levels of the system are engaged in strategic planning. A legislative order is being prepared to support province-wide implementation of FESL 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.</li> <li>• Equity in Action: work with the 10 new participating school districts is underway and the previous 21 districts continue to receive support as needed.</li> <li>• On November 26, 2019, government passed legislation to implement the United Nations Declaration on the Rights of Indigenous Peoples. The B.C. <i>Declaration on the Rights of Indigenous Peoples Act</i> 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 develop this Action Plan in collaboration with rightsholders and education partners.</li> </ul> <p><b>Actions Taken &amp; Discussion up to September 2019:</b></p> <ul style="list-style-type: none"> <li>• In response to the 2015 audit, the Ministry began drafting an Aboriginal Education Strategy with an intent to co-develop the strategy with the First Nations Education Steering Committee (FNESC). However, due to a range of circumstances, FNESC was not adequately consulted in the early stages. As the Ministry and FNESC 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 FNESC. Both parties see BCTEA as the foundational strategy for First Nations education in BC.</li> <li>• 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.</li> <li>• FESL 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 (see Appendix A).</li> <li>• The Equity in Action initiative has increased to include 31 of 60 school districts and supports 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 initiative.</li> <li>• 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.</li> </ul>

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
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, 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><b>Target Date:</b> School year 2020/21</p>	<p><b>Progress Assessment:</b> Partially implemented (but on Track to Substantially Implemented)</p> <p><b>Actions Taken since October 2019:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Planning is underway for the annual provincial gathering with district Indigenous Education leadership on April 7, 2020.</li> </ul> <p><b>Actions Taken &amp; Discussion up to September 2019</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The Ministry participates annually in regional sessions held by FNEC throughout the province to build capacity in school district planning and continuous improvement efforts.</li> <li>The Equity in Action initiative 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 initiative. This initiative 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.</li> <li>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.</li> <li>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 Indigenous peoples to build local capacity and awareness.</li> <li>In Spring 2019, the Ministry provided \$3 million in funding to help school districts and First Nations build capacity to negotiate and implement Local Education Agreements (LEAs), which play a key role in government-to-government relationships and have been shown to have a positive impact on Indigenous student outcomes.</li> <li>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 initiative 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.</li> </ul>

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
3 Yes	We recommend that the Ministry of Education take action when districts have not achieved expected results for Aboriginal students	<p>(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 FESL. FESL 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 supporting local district strategic planning and reporting as part of a cycle of continuous improvement.</p> <p>Additionally, through the commitments in BCTEA, First Nations Education Outcome Improvement Teams are going to selected districts to discuss improving success for Indigenous students.</p> <p><b>Target Date:</b> School Year 2020/21</p>	<p><b>Progress Assessment:</b> Partially Implemented (but on Track to Substantially Implemented)</p> <p><b>Actions Taken since October 2019:</b></p> <ul style="list-style-type: none"> <li>• First Nations Educational Outcome Improvement (FNEOI) Teams: Work with the first District selected in 2019 is ongoing. Two additional districts were selected in January 2020 to participate and are beginning their work with the FNEOI teams.</li> <li>• The <i>Aboriginal How Are We Doing?</i> Report 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.</li> </ul> <p><b>Actions Taken &amp; Discussion up to September 2019</b></p> <ul style="list-style-type: none"> <li>• Beginning in 2020/21, school districts will be required through ministerial order to report out annually on 5 provincial educational outcomes under FESL, see Appendix A. This will establish a province wide approach to data collection and reporting. Districts will also have to report on specific student outcomes, including Indigenous students.</li> <li>• To support capacity building during implementation of FESL, the Ministry has established Sector Mentors, Sector Liaisons, a Data Team, and a School District Health 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.</li> <li>• In complement to FESL, through BCTEA, the Ministry committed to build school district capacity to improve outcomes for First Nations students and to prioritize support for those districts who historically have inequitable outcomes.</li> <li>• Since school year 2018/19 to date, the Deputy Minister has directly connected with a minimum of 17 school districts to discuss low completion rates and to support improved student outcomes.</li> <li>• Another intervention approach for non-performing school districts is the Data Use in Education Team initiative which provides targeted data analysis support to individual districts. The Ministry helps school districts by building customized dashboards and supporting the districts in understanding how to use data for improving student outcomes. 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 be discussed further in Recommendation 10.</li> <li>• 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.</li> <li>• In the Spring of 2019, the Ministry provided \$3 million in funding 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. This is in support of BCTEA commitments to support LEAs.</li> </ul>

**Please provide your email response to:**

Email: Comptroller General's Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
4 Yes	<p>We recommend that the Ministry of Education evaluate the effectiveness of targeted funding and 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>(Revised)</p> <p>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, 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><b>Target Dates:</b> Enhancement Agreements: Completed April 2016.</p> <p>Indigenous Targeted Funding Policy: initial version of policy in 2020/21 school year.</p>	<p><b>Progress Assessment:</b> Partially Implemented (but On Track to Substantially Implemented)</p> <p><b>Actions Taken since October 2019:</b></p> <ul style="list-style-type: none"> <li>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 <a href="#">K-12 Public Education Funding Model Implementation</a> website for more information.</li> <li>Ministry staff continue to meet with Metis Nation BC and FNEESC to discuss existing policy and incorporate feedback.</li> </ul> <p><b>Actions Taken &amp; Discussion up to September 2019:</b></p> <ul style="list-style-type: none"> <li>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 initiative.</li> <li>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. The Ministry chose to focus its efforts on providing leadership to school districts on new and emerging Indigenous education initiatives.</li> <li>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.</li> <li>In 2019/20 the Ministry increased the Indigenous Targeted Funds to \$1,450 per student; an increase of \$220 per student, an additional \$90M province-wide, to support equity and Indigenous student outcomes.</li> <li>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: <a href="#">Improving Equity and Accountability: Report of the Funding Model Review Panel</a>. 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.</li> <li>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 FNEESC and Metis Nation BC. In June and July of 2019, the draft policy was also reviewed with 9 school districts. Key shifts being considered include strengthened consultation Indigenous peoples on the use of the funds and more flexibility to support student outcomes.</li> <li>The Indigenous Education Targeted Funding Policy is an important policy revision that will be implemented in its initial version, pending government approvals, for the 2020/21 school year.</li> </ul>

**Please provide your email response to:**

Email: Comptroller General’s Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
5 Yes	We recommend that the Ministry of Education work with boards of education to ensure School Completion Certificates are only granted to students who require a modified program due to a special need that prevents them from working toward graduation	(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 to monitor school districts' use of these certificates and follow-up with any non-compliance.  <b>Target Date:</b> Completed February 2016	<p><b>Progress Assessment:</b> Fully Implemented</p> <p><b>Actions Taken since October 2019:</b></p> <ul style="list-style-type: none"> <li>The Ministry is working on quality assurance of Evergreen Certificate data and continuing to monitor policy compliance.</li> </ul> <p><b>Actions Taken &amp; Discussion up to September 2019:</b></p> <ul style="list-style-type: none"> <li>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 Special Needs Categories and have a corresponding Individual Education Plan.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

**Please provide your email response to:**

Email: Comptroller General's Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)



Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
6a Yes	<p>We recommend that the Ministry of Education collaborate with boards of education and Aboriginal leaders and communities to:</p> <p>(a)-provide all students with a curriculum that addresses the past and present effects of the colonization of Aboriginal people in British Columbia</p>	<p>(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.</p> <p><b>Target Date:</b> Complete: Beginning of School year 2019/20.</p>	<p><b>Progress Assessment:</b> Fully Implemented</p> <p><b>Actions Taken/Planned since October 2019:</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ <a href="#">Continuing our Learning Journey: Indigenous Education in BC</a>: four videos and a facilitator’s guide, available on Ministry’s website.</li> <li>○ <b>Indigenous Knowledge and Perspectives in the Curriculum</b>: a series of documents that reflect Indigenous knowledge and Perspectives in K-12 Curriculum (released November 2019).</li> <li>○ <a href="#">Indigenous Education Resource Inventory</a>: available on Ministry’s website (January 2020)</li> <li>○ <b>Indigenous Education: Personal and Professional Guide</b>: educator guide to support personal and professional understanding of Indigenous perspectives. (planned for completion in 2020)</li> <li>○ <b>Educator guide on working collaboratively with local Indigenous communities</b> to create resources and bring local knowledge into the classroom. (planned for completion in 2020).</li> </ul> </li> </ul> <p><b>Actions Taken &amp; Discussion up to September 2019:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• As agreed upon in BCTEA, the School <a href="#">Calendar Regulation</a> under the <i>School Act</i> 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 discussions and activities related to enhancing Indigenous student achievement and integrating Indigenous worldviews and perspectives into learning environments.</li> </ul>

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
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 initiative designed in response to the OAG's 2015 audit through collaboration and consultation with numerous education partner groups and Indigenous educators and communities. The initiative 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.</p> <p>In addition to the Equity in Action initiative, 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><b>Target Date:</b> School year 2021/22</p>	<p><b>Progress Assessment:</b> Partially Implemented (but On Track to Substantially Implemented)</p> <p><b>Actions Taken since October 2019:</b></p> <ul style="list-style-type: none"> <li>Equity in Action: work with the 10 new participating school districts (2019/20 intake) is underway and the previous 21 districts continue to receive support as needed.</li> <li>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.</li> <li>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.</li> <li>Preliminary results from a recent Ministry inventory on how school districts are using the annual instructional day indicate that outcomes are increased system-wide networking opportunities and the sharing and development of teacher resources.</li> </ul> <p><b>Actions Taken &amp; Discussion up to September 2019:</b></p> <ul style="list-style-type: none"> <li>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 initiative.</li> <li>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.</li> <li><a href="#">Professional Standards for Educators</a>, revised in June 2019, includes a 9<sup>th</sup> 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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

**Please provide your email response to:**

Email: Comptroller General's Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)



Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
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 (FNESC/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><b>Target Date:</b> Started in 2018/19</p> <p>FESL and its associated policy involves the collaborative development of provincial performance outcomes and measures and includes reporting requirements for both the Ministry and school boards. FESL'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><b>Target Date:</b> School year 2020/21</p>	<p><b>Progress Assessment:</b> Partially Implemented</p> <p><b>Actions Taken since October 2019:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Actions Taken &amp; Discussion up to September 2019:</b></p> <ul style="list-style-type: none"> <li>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?</i> Report the Ministry also provides data to the public through the Open Data BC platform.</li> <li>The Ministry and FNESC are collaborating on monitoring of First Nation student outcomes. Under BCTEA, the Ministry and FNESC 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.</li> <li>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.</li> <li>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 opposed marking at the local school district level. The assessment results of non-Indigenous and Indigenous students will continue to be reported upon.</li> </ul>

**Please provide your email response to:**

Email: Comptroller General's Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
8 Yes	We recommend that the Ministry of Education establish responsibility within the Ministry for developing a systematic approach to data analysis on Aboriginal student achievement	<p>(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 continues to undertake a systemic approach to data analysis on Indigenous student achievement. For example, the on-going implementation of FESL and its policy will help further establish a systemic approach to Indigenous student achievement.</p> <p><b>Target Date:</b> Completed December 2018</p>	<p><b>Progress Assessment:</b> Fully Implemented</p> <p><b>Actions Taken &amp; Discussion</b></p> <ul style="list-style-type: none"> <li>• 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 students.</li> <li>• 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 BCTEA First Nations Student Data Committee.</li> <li>• The purpose of FESL’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.</li> <li>• The goal of FESL’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.</li> <li>• Under FESL, 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.</li> <li>• 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.</li> </ul>

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
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	(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.  <b>Target Date:</b> Completed December 2018	<b>Progress Assessment:</b> Fully Implemented  <b>Actions Taken &amp; Discussion</b> <ul style="list-style-type: none"> <li>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.</li> <li>Through the Equity in Action initiative 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.</li> </ul>

Please provide your email response to:

Email: Comptroller General's Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
10 Yes	We recommend that the Ministry of Education support superintendents in their work with boards of education, staff, Aboriginal leaders and communities, and other districts to develop capacity to use data and evidence to plan for Aboriginal student achievement	<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 reporting requirements established through FESL 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 FESL, 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><b>Target Date:</b> School year 2020/21</p>	<p><b>Progress Assessment:</b> On Track to Substantially Implemented</p> <p><b>Actions Taken Since October 2019:</b></p> <ul style="list-style-type: none"> <li>Enhancements were made this year to the <i>Aboriginal How Are We Doing?</i> Report in collaboration with FNESC. Changes to the report include the inclusion of 5-year completion rates and February enrollment counts.</li> <li>Unique school district data profiles have been built for all 60 districts, including the 31 districts participating in Equity in Action.</li> <li>In October 2019, Ministry Executive met with all School District Superintendents to present a deep dive into data and Equity. Equity as a central concept and a process 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.</li> <li>In January 2020, 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 plan for improved Indigenous student success.</li> </ul> <p><b>Actions Taken &amp; Discussion up to September 2019:</b></p> <ul style="list-style-type: none"> <li>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. A dashboard is being developed to help school districts drill down to the individual student level. As part of this initiative, the Ministry showed leadership by proactively approaching districts that need more support with data analysis. 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.</li> <li>The Ministry is piloting early implementation of the draft FESL policy during school year 2019/20. In school year 2020/21, the Ministry intends to officially implement FESL which will include direction that districts use 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.</li> <li>In complement to FESL, 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 through the establishment of First Nations Education Outcome Improvement Teams. Three school districts are being supported through this initiative.</li> <li>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, FESL, Equity in Action and supporting school districts in improving data use and reporting on Indigenous student achievement.</li> </ul>

Please provide your email response to:

Email: Comptroller General’s Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

Rec. # Accepted? Yes / No <sup>2</sup>	OAG Recommendations	Actions Planned & Target Date(s) <sup>3</sup>	Assessment of Progress to date <sup>4</sup> and Actions Taken <sup>5</sup> (APPA update)
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"> <li>Aboriginal student (on- and off-reserve, First Nations, Métis and Inuit) achievement</li> <li>progress in meeting targets to close the gaps</li> <li>effectiveness of strategies for Aboriginal students</li> </ul>	<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 <i>Aboriginal Report—How Are We Doing?</i> to help the public-school system serve Indigenous students.</p> <p>FESL 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 FESL is system-wide capacity building through team-based supports.</p> <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><b>Target Date:</b> School year 2020/21</p>	<p><b>Progress Assessment:</b> Partially Implemented</p> <p><b>Actions Taken Since October 2019:</b></p> <ul style="list-style-type: none"> <li>The Equity in Action initiative has 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.</li> <li>Through the Equity in Action and First Nations Educational Outcome Improvement Team visits to school districts, expectations were clarified and data trends were highlighted for districts.</li> <li>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.</li> <li>As part of BCTEA, the Ministry is collaborating with FNEC on improvements to the <i>Aboriginal How Are We Doing?</i> Report and sharing student achievement data for Indigenous students (on and off-reserve) and progress in meeting targets to close equity gaps.</li> </ul> <p><b>Actions Taken &amp; Discussion up to September 2019:</b></p> <ul style="list-style-type: none"> <li>Under FESL, 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.</li> <li>In addition, the Ministry is developing a systematic approach to evaluate educational program outcomes and student achievement and will establish specific responsibilities in the Ministry in this regard.</li> <li>As an additional response to this recommendation, in consultation with education partners, the Ministry will produce a public report of provincial evidence, for each district and, as appropriate, for groups of districts; on all indicators. This will include reporting of specific results for Indigenous students.</li> <li>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 in school year 2020/21 to report annually on Indigenous and non-Indigenous student outcomes, examinations, completion rates, student satisfaction, post-secondary and career preparation, and transition to post-secondary education.</li> </ul>

**Please provide your email response to:**

Email: Comptroller General's Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)

## Appendix A to Detailed Action Plan

FESL Outcomes and Measurables (current as of July 2019):

Educational Outcome 1: Students will feel welcome, safe & connected to their school.

- Measures
- 1.1 Number and percentage of students in grade 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.
  - 1.2 Number and percentage of students in grade 4, 7, and 10 who feel there are two or more adults at their school who care about them.
  - 1.3 Number and percentage of students who are completing grade to grade transitions on time.

Educational Outcome 2: Students will meet or exceed literacy expectations for each grade level.

- Measures
- 2.1 Current year and 3-year trend for the number and percentage of students in grade 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.
  - 2.2 Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Literacy 10 provincial assessment.

Educational Outcome 3: Students will meet or exceed numeracy expectations for each grade level.

- Measures
- 3.1 Current year and 3-year trend for the number and percentage of students in grade 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.
  - 3.2 Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Numeracy 10 provincial assessment.

Educational Outcome 4: Students will graduate.

- Measure
- 4.1 Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

**Please provide your email response to:**

Email: Comptroller General's Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)



Measure

5.1 Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

**Please provide your email response to:**

Email: Comptroller General's Office of the Government of British Columbia [Comptroller.General@gov.bc.ca](mailto:Comptroller.General@gov.bc.ca)

Cc email to: the Office of the Auditor General of British Columbia [actionplans@bcauditor.com](mailto:actionplans@bcauditor.com)