



SUPPORTING ALL LEARNERS: ENHANCING STUDENT LEARNING REPORT

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

SEPTEMBER 22, 2021

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INTRODUCTION

The Ministry of Education has implemented a public reporting and accountability process for all school districts titled [Framework for Enhancing Student Learning \(FESL\)](#). FESL formalizes the planning and reporting expectations for school districts to enhance student learning and success.

In alignment with FESL, the ministerial [Enhancing Student Learning Reporting Order](#) states boards must prepare and submit annual reports to the Minister of Education. These reports must be completed in accordance with the order and submitted between June 30 and September 30, or a date otherwise determined by the minister. This *Supporting All Learners: Enhancing Student Learning Report* has been developed in alignment with both FESL and the Ministerial Order.

Our school district has developed similar planning and reporting documents for the past four years. We have posted reports related to this work annually on the school district website. The 2018/19 school year was the first time that we began integrating the full planning cycle information into the annual *Supporting All Learners* report, tying the outcomes of our students to our strategic plan and to the work of all school district departments. The [Supporting All Learners](#) annual reports for the [2017/18](#), [2018/19](#), and [2019/20](#) school years can be viewed on our district website.

The strategic planning cycle graphic below describes our annual planning and implementation process. Our strategic planning process is based on a rolling four-year planning cycle that includes an annual review and update process. The current plan spans the period 2020/21 to 2023/24. Our planning in the district begins with priorities developed at the school level to support student learning. Schools embed and present their priorities in their annual school growth plans, which are reviewed and approved by the board of education annually. [School Growth Plans](#) for the 2020/21 school year are posted both on individual school websites and the district website.



Our [Strategic Plan](#) document is also posted on the school district website. This document includes comprehensive departmental operational plans that are annually reviewed and updated, and reflect the deep supportive work of researchers/educational innovators in the areas of literacy, social emotional learning, and Indigenous education. The following documents also inform our work and ensure that our efforts are not only aligned with our stated priorities but also properly supported:

- **Aboriginal Enhancement Agreement** – The process to review and update the 4th Signed Aboriginal Education Enhancement Agreement, April 23, 2015 is well underway but has been stalled by the pandemic.
- **Preliminary Budget 2021/22** – The [Preliminary Budget 2021/22](#) document outlines alignment with our strategic plan and specifically sets out budget changes in support of the plan and the established goals.

Consistent with the reporting requirements as set out in the Ministerial Order, the remaining content of this report is organized in the following three sections: Intellectual Development, Human and Social Development, and Career Development. We have included currently available data and analysis of that data as required in the order, as well as additional data of local relevance in relation to our strategic plan and goals. As per ministry requirements, **data has been masked for subgroups on some measures due to the small population size**. The data set provided by the Ministry of Education is included in Appendix A and our local data set is included in Appendix B.

A. INTELLECTUAL DEVELOPMENT

This section discusses literacy and numeracy and provides a brief description of the context and analysis of our school district data. The district has implemented a range of learning opportunities for staff in literacy and numeracy over the last five years and collects summative year-end reporting data based on the B.C. Performance Standards. We encourage schools to utilize this data to monitor student achievement.

The data set for grades 4 and 7 Foundation Skills Assessment (FSA) results in reading, writing, and numeracy for the years 2015/2016 to 2019/2020 are included in Appendix A; however, analysis of the assessment is not referenced in this report. The very low percentage of participation, which ranges between 23.2% and 36.7%, and the fact that participants were not randomly selected, means the results do not provide a representative sample.

SD42 Foundation Skills Assessment Participation (%)

	READING		WRITING		NUMERACY	
	GR 4	GR7	GR 4	GR 7	GR 4	GR 7
2017/2018	36.3	26.8	33.6	24.8	36.7	26.4
2018/2019	30.0	28.0	28.6	26.1	30.0	27.8
2019/2020	26.4	24.9	24.9	23.2	26.5	24.7

LITERACY

CONTEXT

During the 2016/17 school year, the majority of elementary school growth plans identified the need to focus on literacy as a key goal. Since then, there has been a district-wide strategy to support schools in improving student literacy skills - an effort reflected in our strategic plan, school growth plans, operational plans, and the school district budget.

In collaboration with literacy helping teachers and researchers, many of our elementary teachers employ the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) to complete class-wide formative assessments in the fall to guide instructional strategies. The assessments are administered again in the spring to determine growth and inform the year-end summative assessments. Teachers also use other assessment tools, as needed, to further investigate specific areas of focus with their students. The assessments give the district rich year-end literacy data based on the B.C. Performance Standards for all students in grades 1 to 7. The data is used by schools to inform their growth plans and each teacher has access to their own students' previous year-end literacy assessments so they can plan next steps in literacy learning. At every stage, the information directly impacts students and their needs.

Since 2018, our school district's literacy focus has expanded to the secondary school level. A cohort of teachers continues to meet to address literacy concerns, develop strategies for preparing students for the Graduation Literacy Assessment (GLA 10), and determine professional development opportunities. There have been cross-department conversations where literacy has been a key cross-curricular focus. These cross-department conversations have included the sharing of resources and strategies. The use of the District Assessment of Reading Team (DART) assessment has been explored and used with some of our Grade 8 students, and, for the 2021/22 school year, each high school is being provided 2 blocks of teacher staffing to focus on literacy.

ANALYSIS

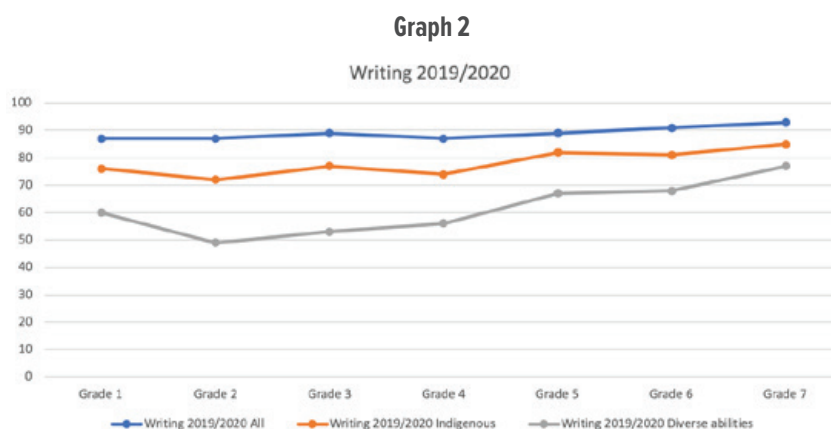
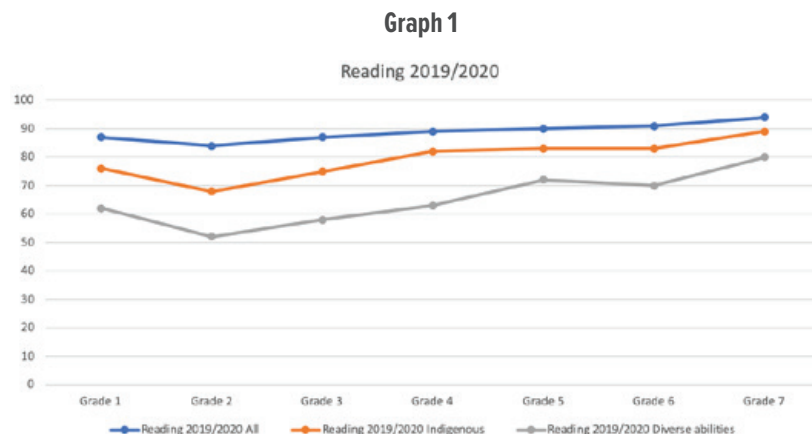
Elementary

This section describes a range of trends among SD42 students in grades 1 to 7 based on local year-end summative data. We will focus on 2019/2020 data here; further historical and other data can be viewed in our appendix.

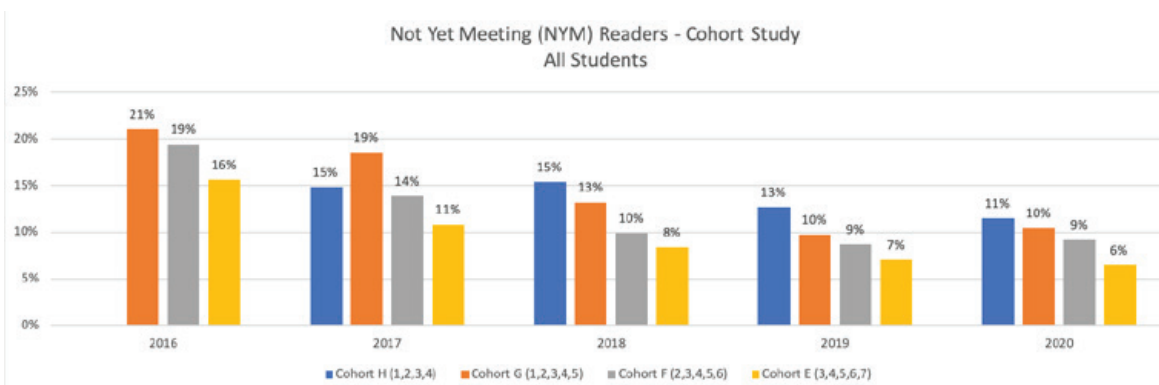
The following graphs compare all students, Indigenous students, and students with disabilities or diverse abilities. The data is from our year-end summative data for 2019/2020 based on teacher assessments of their students using the literacy performance standards in reading (graph 1) and writing (graph 2). The data combines students that are minimally meeting (MM), fully meeting (FM), and exceeding (E), and excludes not yet meeting (NYM).

The graphs show that as students move through the higher grades, they improve in both reading and writing. While there is separation in the various student subgroups in literacy achievement, the gap closes as you compare higher grades. The data in Appendix B shows a similar trend for the two previous years. Conversely, there is also evidence the number of students in the NYM category decreases in both writing and reading as they move through the grades. Our goal is to see even fewer NYM students in all groups.

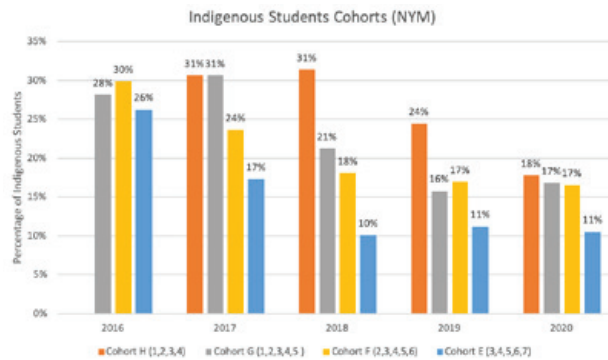
While this data is encouraging, we are making efforts to eliminate this gap so that all students can achieve equitable outcomes. We must continue to look at what leads to these inequities by examining our own practices, biases, and structures. To further examine these trends, the district has broken down the data into striving (those student NYM and MM) and thriving (those FM and EX). This data breakdown can be found in Appendix B.



When we review the progress of student cohorts over five years, we see a continued, steady improvement in literacy rates, as seen in the graph below.



The cohort study graph reveals that the number of students not yet reading at grade level consistently decreased in each cohort group over the last five years. The number of students in the NYM category also decreased year over year from 2016 to 2020. The data clearly demonstrates that our district-wide efforts to improve student literacy skills and to strengthen the literacy teaching and assessment skills of our educators is having a measurable, positive impact. For example, in 2016, when students in cohort G were in Grade 1, 21% were NYM in reading. By the time they reached Grade 5 in 2020, that number dropped to 9%.



Finally, the cohort graph above for Indigenous students who are not yet meeting expectations shows that the overall number of NYM students with ancestry has been decreasing over the past five years (2015/16 to 2019/20). This trend is more evidence that the staff development, approaches, and supports we have implemented as a district are making a difference. These measures have included collaborative work between our helping teachers, Aboriginal resource teachers, administrators, itinerant staff, instructional staff, librarians, and teachers. For example, in 2016, when students in cohort E were in Grade 3, 26% were NYM in reading. By the time cohort E students were in Grade 7 in 2020, that number drops to 11%.

As the number of Indigenous students NYM is still higher than all district students, we must continue to examine our practices, biases and structures to determine how we can better serve our Indigenous students. We are committed to achieving equitable outcomes for all our students.

Secondary

As shown below, our most current data shows that over 75% of SD42 students are proficient or exceeding expectations for the Graduation Literacy Assessment 10 (GLA). This district percentage is slightly higher than the provincial average. Although the Graduation Literacy Assessment is only one marker of literacy for SD42 secondary students, it shows we are on track with the rest of the province. Key areas of concern revolve around students at the emergent level. District-level assessments, such as the District Assessment of Reading Team (DART), will enable us to address strategies to support these students as literacy is crucial for educational achievement and quality of life.

Graduation Assessment - Literacy

(Portion of Grade 10 resident writers Proficient or Extending on Literacy 10 assessment)

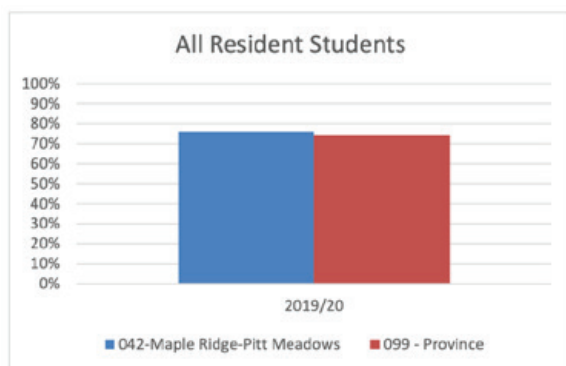


Figure 11: Graduation Assessment Grade 10 Literacy - All Resident Students

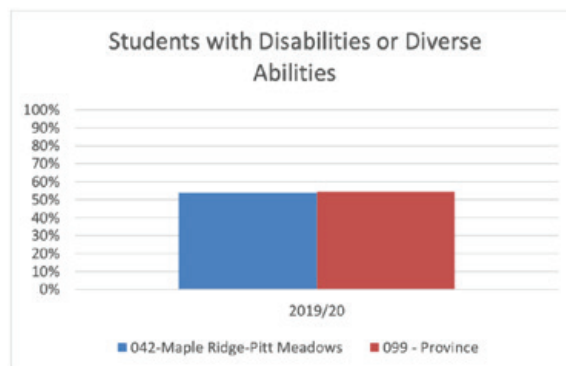


Figure 14: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

NUMERACY

CONTEXT

At the elementary level, we have collected summative performance standards data since 2016, and provided professional development and resources for educators, including teaching strategies for core math skills and concrete understanding of mathematical concepts. This approach ensures better retention and understanding of concepts for a wider variety of students.

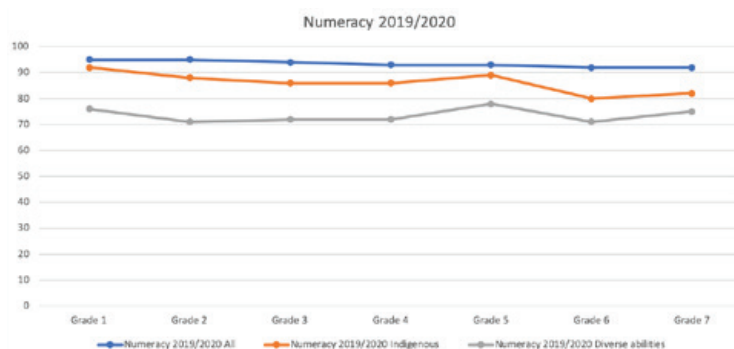
At the secondary level, a cohort of teachers regularly met between 2017 and 2020 to discuss numeracy across the curriculum and to prepare students for the Graduation Numeracy Assessment (GNA 10). In addition, our numeracy and literacy cohorts

met several times between 2018 and 2020 to assess the intersection of the GLA 10 and the GNA 10. From these meetings, it was determined that emphasis should be placed on teaching students how to analyze a greater variety of texts, such as graphs and infographics, coherently organize information using graphic organizers, and use evidence to justify responses.

ANALYSIS

Elementary

Below is the year-end summative numeracy performance standards data for our 2019/2020 school year and a comparison of all learners, Indigenous learners, and learners with disabilities and diverse needs. The data combines students who are minimally meeting (MM), fully meeting (FM), and exceeding (E), and excludes students who are not yet meeting (NYM). The trend over the elementary grades is mostly flat and/or slightly decreasing and the gap among learning subgroups remains mostly unchanged. This data certainly indicates a need for further review and analysis at both the district level and the school level through the growth planning process. It should also be noted that the current performance standards used in this assessment are not fully aligned with the current curriculum, and we have not provided the same extensive training in using the metrics as we have with the literacy performance standards.



Secondary

Currently, SD42 uses the Graduation Numeracy Assessment (GNA 10) to determine the numeracy skills of students. The results over the years have varied tremendously for the all resident student subgroup as shown in Figure 26 below. One possibility for the fluctuation is the age and development of our students. In 2017/18, only Grade 11 students wrote the assessment, with reasonably positive results, especially in comparison with the rest of the province. In 2018/19, at the direction of the Ministry of Education, our schools transitioned to Grade 10 students writing the GNA 10. The change meant that all Grade 10 students completed the assessment in their Grade 10 year. However, the sheer volume of students engaged online was challenging. In 2019/20 in our district, only Grade 10 students completed the evaluation, and the results were below the provincial average. Further clarification from the ministry regarding the provincial results would be helpful for analysis, particularly whether the provincial results for 2018/19 and 2019/20 are limited to Grade 10 students. Additionally, a system to track the results of students who rewrite the assessment in grades 11 and 12 would be beneficial. Again, the available data from this assessment warrants review and analysis at the school level through the growth planning process. Subgroup data for students with disabilities or diverse abilities for district students is limited to the 2018/19 and 2019/20 school year with results slightly lower than provincial results.

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers Proficient or Extending on the Numeracy 10 assessment)

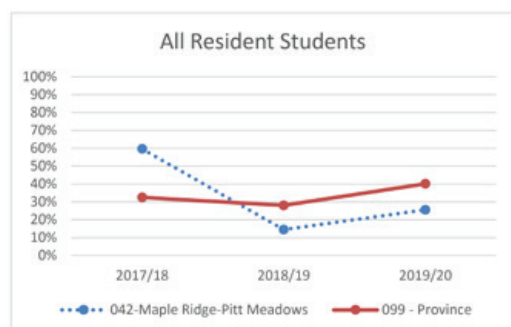


Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students

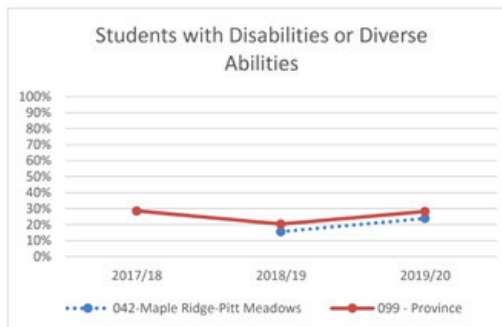


Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

B. HUMAN AND SOCIAL DEVELOPMENT

CONTEXT

Social and emotional learning (SEL) was first identified as a focus during the 2015 growth-planning process. Since then, SEL has become part of the district strategic plan and is reflected extensively in school growth plans, operational plans, and the district budget.

Social and emotional learning is not new. From the days when Aristotle said, “Educating the mind without educating the heart is not education at all,” we have understood the importance of SEL. We know from student forums, the Early Development Instrument (EDI), the Middle Years Development Instrument (MDI), Learning Survey results, and listening to our Aboriginal Elders that we must keep SEL central to the teaching, learning, and assessment in our school communities. Moving forward, we will continue working collaboratively within the structures we have established. We have active members of our SEL district team and have begun looking at ways of expanding their reach to involve more people. We will continue to provide learning opportunities for staff around SEL.

Facilitating SEL learning so that there are opportunities for authentic dialogue and interaction is paramount. We look forward to working with the Integrated Child and Youth teams (ICY), which will help integrate services between school district staff and other agencies to support students and families. The district has also developed a mental health strategy that aligns with the provincial health strategy focusing on compassionate systems leadership, capacity building, and mental health in the classrooms.

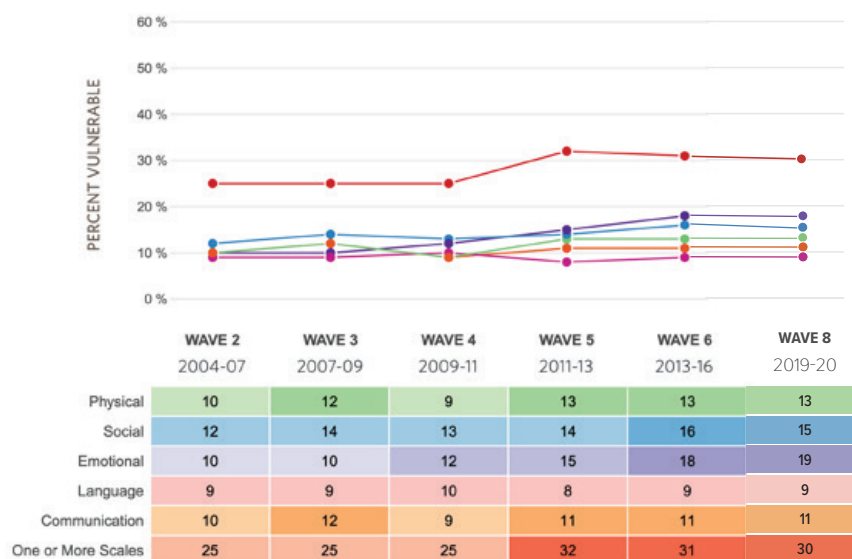
ANALYSIS

EARLY DEVELOPMENT INSTRUMENT (EDI)

The Early Development Instrument (EDI) is a short questionnaire completed by kindergarten teachers across Canada and internationally. The EDI measures the ability of children to meet age-appropriate developmental expectations. The instrument looks at a child’s physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills, and general knowledge.

In the Maple Ridge – Pitt Meadows School District, kindergarten teachers have been completing the EDI for over a decade. The data reveals that although our students show a slight improvement in language and communication, our students entering kindergarten are showing an increased need in the areas of social competence and emotional maturity. Our district’s Wave 8 2019/20 school year EDI data has seen a slight improvement in our students’ social domain, but a slight decrease in their emotional domain. A graph of EDI data for the Maple Ridge – Pitt Meadows School District is included below, showing the percent of vulnerable students in the noted categories.

Our EDI data has reinforced the need for continued development of our SEL framework to support all learners.



Note: Data is suppressed for waves when there are fewer than 35 kindergarten children in the school district.

Source: Early Development Instrument (EDI) data collection 2004-2020.

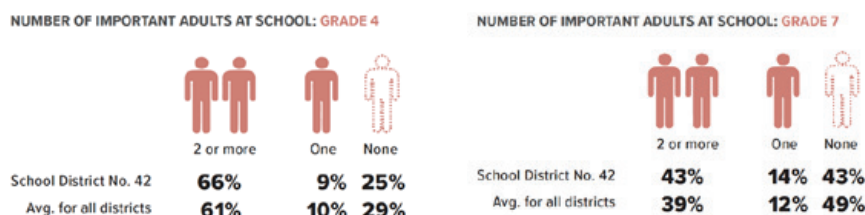
MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)

The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by our students in Grade 4 and Grade 7. It asks them how they think and feel about their experiences both inside and outside of school. Both the Grade 4 and Grade 7 questionnaires include questions related to the five areas of development that are strongly linked to well-being, health, and academic achievement (physical health and well-being, connectedness, social and emotional development, school experiences, and after-school time).

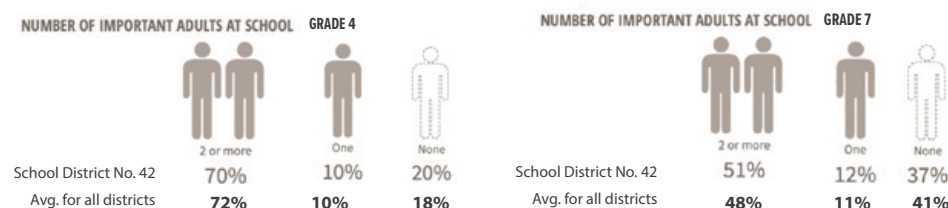
One aspect of the data that should be noted is the number of important adults these students have at school. Research indicates that a relationship with at least one adult can promote resiliency, emotional regulation, and school engagement (Murphy et al, 2013). The school district's 2019/20 MDI shows improvement over last year when it comes to students being able to identify one or more important adults in their lives; however, the Grade 4 figures have dipped below the provincial average.

While our current Well-Being Index data for both our Grade 4 and Grade 7 students shows a higher percentage are thriving, we have seen a decrease with our Grade 7 students. The figures vary depending on school or region. We have been studying the data to determine where to put additional attention and resources to positively impact student well-being.

2018/19 District MDI Data



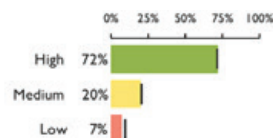
2019/20 District MDI Data



Grade 4

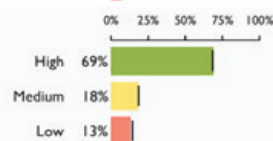
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Note: Black line is the provincial MDI average

Grade 7

SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Note: Black line is the provincial MDI average

Midway through the 2019/20 school year, we held our biannual student forum, which saw over 200 students (primarily from grades 9 to 12) come together to discuss mental health. We selected mental health as the forum theme because the results of the 2018/19 Student Learning Survey indicated that only 33% of our students described themselves as physically and mentally healthy.

Other themes that emerged in this forum included the importance of student connection to adults (particularly for younger students in Grade 9) and the importance of relevant, interactive, collaborative, hands-on learning with flexibility, choice, and an emphasis on learning rather than on assessment. In addition to the general student forum, our school district also hosted a forum for students of Indigenous ancestry.

Students also spoke to what they needed most from their educational experiences, which was a sense of well-being through inclusion. Students suggested several strategies to achieve this outcome, including activating an Aboriginal student leadership group, increasing visibility through Indigenous language curricula, and engaging in inclusive activities and gatherings beyond the traditional acknowledgment. Students were emphatic that a sense of well-being comes from a place of visibility and connection.

activities & GATHERINGS
to bring big groups together

Include assembly beyond land acknowledgment

CONNECTION
• know my name
• help me beyond just classroom
• Parents - teacher conference
• across schools

Indigenous Languages & Curriculum
mandatory Indigenous learning for all & electives

Visibility
Murals, art, Welcoming Space

POW WOW in PE
for Indigenous & non-Indigenous

WHAT DO YOU NEED FROM YOUR SCHOOL COMMUNITY
THE ONLY PERSON WHO CAN TELL YOU "YOU CAN'T" IS YOU

TRUTH Honour Love Respect

I was a successful architect but... depressed...

When I saw spray painting, I came alive...

FOLLOW YOUR VALUES

Being bullied for having DARK SKIN taught me...

DON'T MAKE ASSUMPTIONS TREAT EVERYONE WITH KINDNESS

Indigenous Languages & Curriculum
mandatory Indigenous learning for all & electives

Visibility
Murals, art, Welcoming Space

ABORIGINAL Leadership group

I LOVE WHAT I DO & I DO WHAT I LOVE

SPACE
access to ABED

CULTURAL FOOD

OUT DOOR CULTURAL Learning
• Nature Walks
• field trips

OUR CULTURE SURVIVES because of our ELDERs
• Who hid & preserved our culture in secrecy...
• Who survived residential school & are doing their healing work.

TRUTH Honour Love Respect

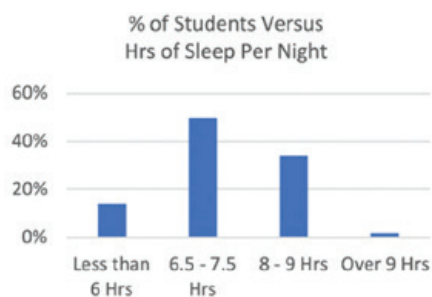
BELONGING

CEDAR is sacred

STUDENT FORUM DATA SUMMARY 2020: IMAGINE A PLACE

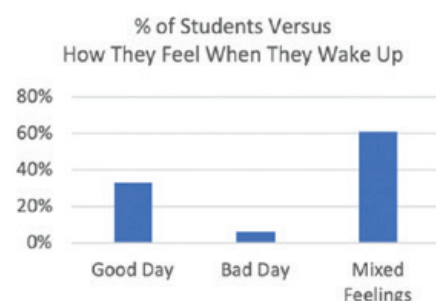
Activity One (Part 1): Student Wellness Survey

1. How many hours of sleep do you get on average on school nights?



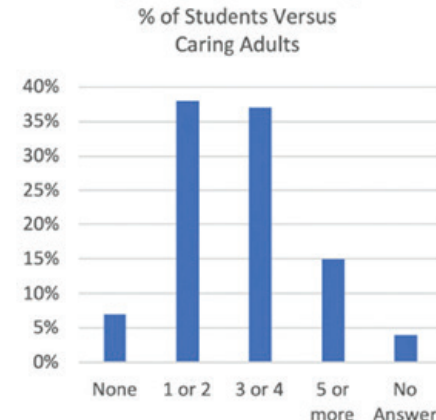
Student data on sleep was evenly distributed across all grades except that no Grade 9 students indicated that they slept less than six hours per night, and 40% of Grade 10 students slept between eight and nine hours a night. In comparison to the Student Learning Survey completed in 2018/19, 17% of students indicated that they got a good night's sleep, while 36% said they did not. These findings are in keeping with the average for Canadian teens according to Statistics Canada but are less than the eight to 10 hours of sleep recommended for teens by the Sleep Foundation. The findings are also consistent with our MDI results on sleep and nutrition.

2. Most days when I wake up, I expect that I will have a: good day, bad day, mixed feelings

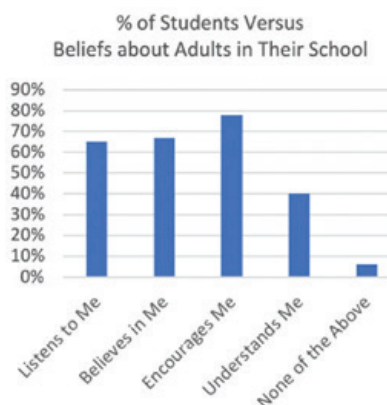


Results were similar across all grades, with the exception of 43% of Grade 10 students indicating they wake up anticipating they will have a good day. Interestingly, the Student Learning Survey question for fitness mirrored the sleep results. The data found 33% of students describe themselves as physically and mentally healthy, 50% being neutral, and 12% stating they are not physically and mentally fit.

3. When you think about your school setting, how many adults care about you?



4. At school I feel there is an adult who...

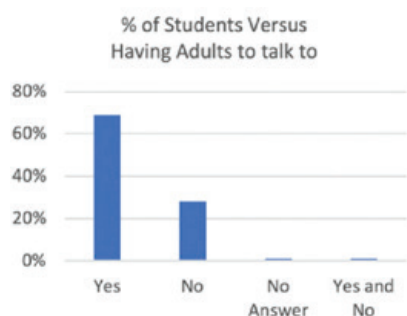


Results are relatively consistent across all grades for questions 3 and 4. (See Appendix B for additional data.)

According to the Student Learning Survey 2018/19 results, 70% of students said they are able to connect with a caring adult in school. The Centre on the Developing Child at Harvard University says, "Every child who ends up doing well has at least one stable and committed relationship with an adult." Although the vast majority of students are in this positive space, there is still some work to do. The data shows 7% of students say they do not have a positive adult relationship in school, while 6% marked "none of the above" when asked whether there is an adult who "listens to me," "believes in me," "encourages me," or "understands me." Some of these students may have a caring adult outside of school, but seven out of 100 students per school indicates connections and relationships continue to be an important part of student success.

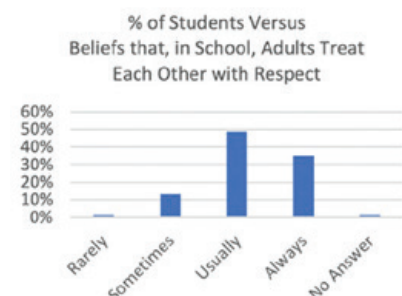
It is also interesting to note that positive relationships with adults seem to increase as students age. For example, 58% of Grade 9 students say an adult in the school believes in them, which rises to 66% in Grade 10 and 78% in Grade 11. The same trend occurs with students stating that teachers encourage them. However, the trend to the response of whether a student has an adult in the school who understands them goes down with age, with 52% in Grade 9, 40% in Grade 10, and 30% in Grade 11. These trends are significant enough to mention and warrant further discussions with students.

5. I have adults I can talk to if something is bothering me.

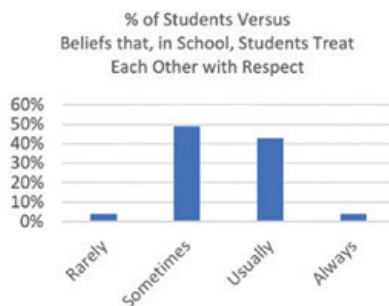


While 69% of all students in the survey said they have an adult they can talk to, the percentage increases with age, similar to question 4.

6. At my school the adults treat each other with respect.



7. At my school the students treat each other with respect



How students perceive respect between adults in the building increases positively with each grade level. At the Grade 9 level, 23% of students perceived that adults sometimes treat each other with respect; at the Grade 10 level, 55% of students in Grade 10 perceive that adults usually treat each other with respect; and at the Grade 11 level, 48% of students perceive that adults always treat each other with respect. In comparison, as seen in figures 6, the average for all grade levels was sometimes (13%), usually (49%), and always (35%). This same phenomenon occurs concerning student perception that students treat each other with respect (see figure 7).

When looking at all of the indicators in the area of connectedness and belonging, the Grade 4 and Grade 12 data tends to be the most positive, while Grade 7 and Grade 10 data indicates more dissatisfaction. Similar trends can be seen both locally and provincially. Our Indigenous data is higher in grades 7 and 10 than all students across all categories. This may be a testament to the work of the Aboriginal Education Department. However, Grade 12 Indigenous students are less positive overall than the all Grade 12s category.

Provincial Learning Survey Data - All Students:

(Grade 4 data can be found in Appendix B)

2019/2020 - 042-Maple Ridge-Pitt Meadows Category: Belonging

	Positive		
	Grade 7	Grade 10	Grade 12
NQ1 - Do adults in the school treat all students fairly?	55%	42%	51%
NQ16 - Do you feel welcome at your school?	67%	59%	65%
Q26A - How many adults at your school care about you? (response indicates 2 or more)	67%	70%	88%
S68 - At school, rules and expectations for behaviour are clear (for example, school rules or codes of conduct).	62%	60%	68%
S81 - Is school a place where you feel like you belong?	55%	40%	52%
S82 - Do you see diverse sexual orientations and gender identities represented in your school or activities?	37%	53%	60%

We need to continue to focus on creating a sense of belonging in our schools so students feel welcome and treated fairly. In particular, the data reflects that our focus should be targeted to the middle year students in grades 7 to 10 to increase their sense of connectedness and belonging. While some of this is developmental with similar trends across the province, the following question remains: What can we do to dig deeper to support this age group? How do we support the adults to connect meaningfully with adolescents who are attempting, as adolescents do, to safely pull away and find their independence? Many of

our current strategies — student forums, student grants, professional development, and parent series — could potentially be targeted to this age range. It should also be noted that students with diverse abilities and youth in care feel less welcome than all students. This is an area for further exploration.

To create a culture of belonging, the Aboriginal Department has responded to student input gathered through the March 2020 Indigenous student forum. The department has formalized leadership opportunities for grade 6 to 12 students with an emphasis on encouraging student participation at key transitions in Grade 8 and Grade 10. A focus on student leadership was reviewed with the Aboriginal Advisory Committee (community members from Katzie First Nation, Kwantlen First Nation, Golden Ears Métis Society, Fraser River Indigenous Society, and school trustees, as well as district staff) in follow up to the student forum. Additionally, a budget allocation to professional services, field trips, and supplies for the leadership program was made as part of the 2021/22 budget process

The process of creating a culture of belonging will need to include interactions with the Elders, knowledge keepers, and Indigenous youth leaders. We will also begin actioning the recommendations that come out of the Equity scan.

2019/2020 - 042-Maple Ridge-Pitt Meadows

Category: Safety

	Positive		
	Grade 7	Grade 10	Grade 12
Q21 - At school, are you bullied, teased, or picked on? (percentage indicates NOT feeling bullied or picked on at no time or few times)	70%	74%	82%
Q22 - Do you feel safe at school?	69%	66%	81%
S108 - I feel safe when I am going from home to school, or from school to home.	77%	74%	85%

Students feeling safe at school has dropped below the provincial average with 69% of grade 7s and 66% of Grade 10s indicating they feel safe at school.

C. CAREER DEVELOPMENT

CONTEXT

One of our current strategic goals is Secondary Innovation. A core component of this goal is to improve levels of student engagement and to improve rates of graduation. In support of this goal, the school district has expanded program options and incorporated intentional tracking of student learning. While recognizing the importance of tracking five-year graduation rates, the district also sees great importance in tracking six-year graduation rates as we see successful completion for all learners being the primary goal. Linked to graduation rates are transition rates to post-secondary and student perceptions of career preparation, which both warrant further inquiry and ongoing analysis.

ANALYSIS OF DATA

Five-Year Graduation Rates

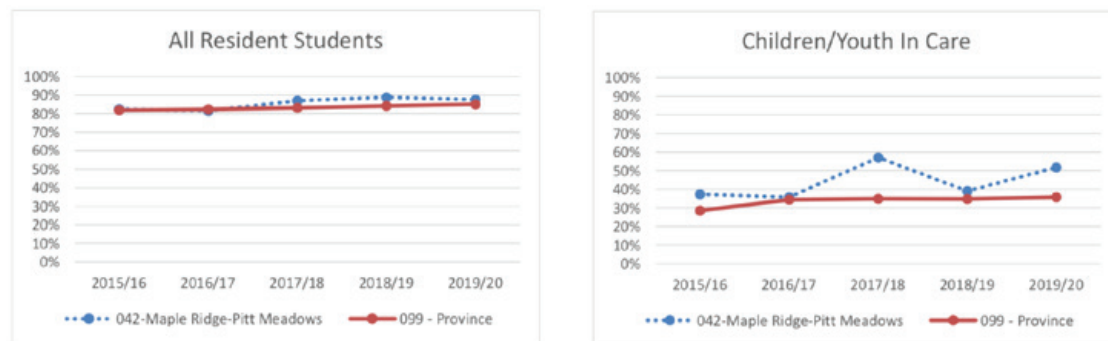
The data for five-year graduation rates generally shows favourable trends over time. Over the period 2015/16 to 2019/20, the five-year graduation rate for the “All Resident Students” group has increased from a low of 81.6% to the most recent level of 87.6%, which sits slightly above the provincial rate of 85.1%.

Worthy of note is the general trend of improvement in the graduation rates for Indigenous students; rates that have sat significantly above the provincial rates spanning over a decade. As shown in the tables that follow, the district graduation rate for Indigenous students over the period 2015/16 to 2019/20 has shown an increase of 14.1%. Additionally, over this same period, the gap between rates for Indigenous and Non-Indigenous subgroups narrowed from 25.4% to 14.8%. In the 2017/18 school year, the gap between the Indigenous and Non-Indigenous subgroups sat at 6.4%.

Of equal note is the general trend of improvement in the graduation rates for students with special needs where rates have also generally sat above provincial rates spanning over a decade. While the graduation rate over the period 2015/16 to 2019/20 has shown an increase of 12.5%, the gap between the Special Needs and the Non-Special Needs subgroups has narrowed from 34.4% to 25.4%.

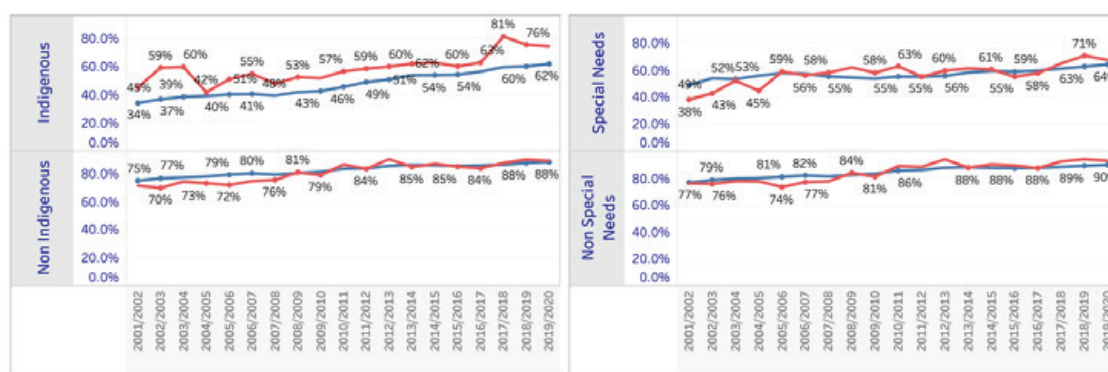
The data specific to the Children/Youth In-Care subgroup is new data for consideration and analysis. The five years of data available shows district results are generally higher than provincial rates, yet concerningly low. The data also shows a significant range in district results over time of over 20%, which may in part be explained by the transiency rates for children attending our schools.

Five Year: Portion of students who graduate with a Dogwood or Adult Dogwood within five years from the first time they enroll in Grade 8, adjusted for outmigration)



Five-Year Data

— Maple Ridge - Pitt Meadows School District No. 42 — Province

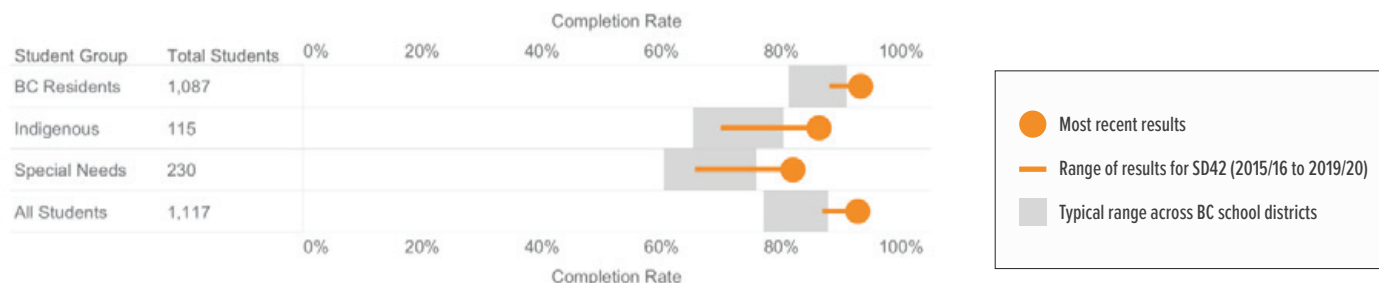


Six-Year Graduation Rates

The data for six-year graduation rates shows overall positive trends and demonstrates the benefits of providing learners with additional time to meet graduation requirements. Overall, the graphic below shows the positive trend over the period 2015/16 to 2019/20 for six-year rates in all categories: BC residents, Indigenous, Special Needs and All Students. Along with demonstrating a positive trend in completion rates for SD42 students, the data set shows results for SD42 are significantly higher than the typical range of results across B.C. school districts.

Six Year Data (2015/16 to 2019/20):

The Six-Year Completion Rate is the proportion of students who graduate with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma within six years from the first time they enrol in Grade 8. Results are adjusted for student migration in and out of British Columbia.



More specifically, over the period 2015/16 to 2019/20, the six-year graduation rate for the All Resident Students category has increased from 88.1% to 93.2%, which sits above the provincial rate of 89.6%.

As shown in the data set below, the six-year graduation rate for the Indigenous subgroup over the period 2015/16 to 2019/20 has shown an increase of 16.3% with the gap between rates for Indigenous and Non-Indigenous subgroups narrowing from 20.2% to 7.8%.

Similarly, the six-year graduation rate for the Special Needs subgroup over the period 2015/16 to 2019/20 has shown an increase of 16.3% with the gap between rates for Special Needs and Non-Special Needs subgroups narrowing from 28.2% to 14.3%.

Six-Year Data

— Maple Ridge - Pitt Meadows School District No. 42

— Province



Career and Life Goals

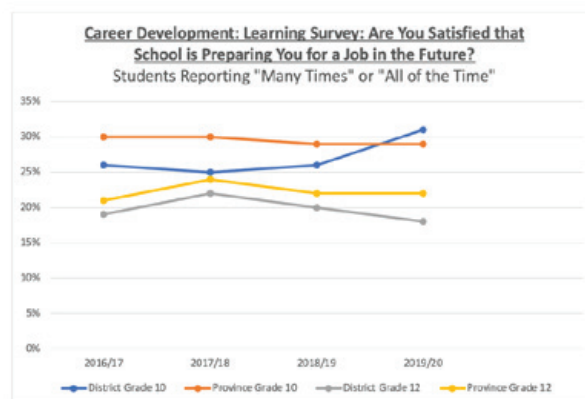
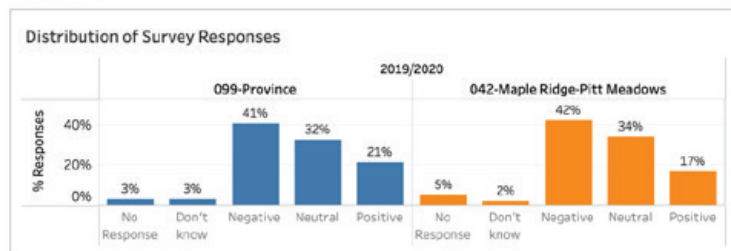
In examining the outcome statement that students will have the core competencies to achieve their career and life goals, data from the Student Learning Survey (2016/17 to 2019/20) provides information based on Grade 10 and Grade 12 student perceptions.

In response to the question, “Are you satisfied that school is preparing you for a job in the future?” provincial and district data generally parallel one another. That over 40% of Grade 10 and Grade 12 students both in-district and provincially perceive that school is not preparing them for a job in the future certainly warrants further inquiry. More specifically, in relation to district data, 42% of respondents in all categories (All Students, Indigenous and Special Needs) indicated a negative response, with only 17% of respondents in all categories indicating a positive response. A review of data over the period 2016/17 to 2019/20 shows a favorable trend for district Grade 10 student responses, while the responses from Grade 12 students (both district and province) are showing a concerning trend.

2019/20 Learning Survey:

Are you satisfied that school is preparing you for a job in the future?

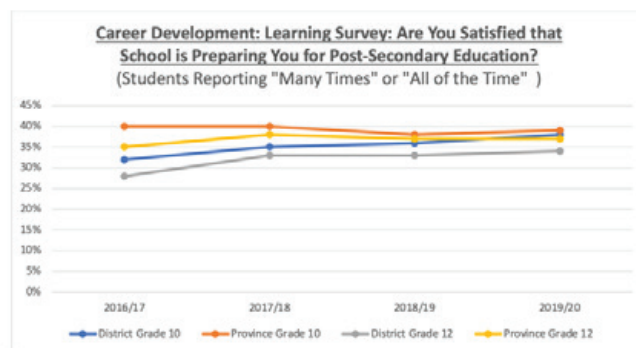
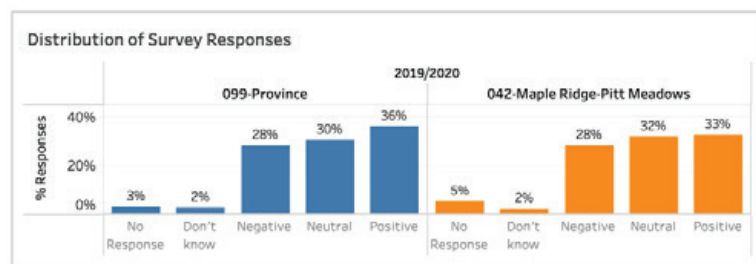
All Students



In response to the question, “Are you satisfied that school is preparing you for post-secondary education?” provincial and district data is also generally aligned. Again, that only just over 30% of students perceive that school is preparing them for post-secondary education warrants further inquiry. More specifically, with respect to district data, while 33% of the All Students and the Special Needs categories indicated a positive response, only 17% of respondents identifying as Indigenous responded positively. A review of data over the period 2016/17 to 2019/20 does show a favorable trend for both district Grade 10 and Grade 12 student responses.

2019/20 Learning Survey:

Are you satisfied that school is preparing you for post-secondary education?



As a district, we incorporated the student feedback received from our student forum in January 2018 regarding career and life preparation into the implementation of the revised Grade 10 and Grade 12 career life curriculum. The 2019/20 school year was the implementation year for the new curriculum and for the district approach to both CLE 10 and CLC 12. CLE 10 has been redesigned to focus on student exploration, community networking, wellness, and life-long learning. The capstone project now required in CLC 12 allows students to demonstrate their in-depth learning in an area they are passionate about and in which they anticipate pursuing further learning and/or a career pathway. With the establishment of this updated secondary career education program, we anticipate students will have more opportunities to explore areas of interest, become more confident about their skills and abilities, and better prepare for their life after Grade 12.

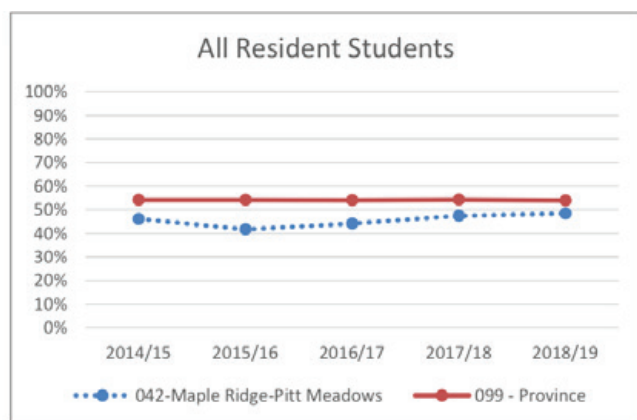
Transition to Post-Secondary

The Post-Secondary Institute Transition (PSI) is a measure that examines the number of students who are eligible to graduate and identifies the proportion of those students who make a transition to a B.C. public post-secondary institution.

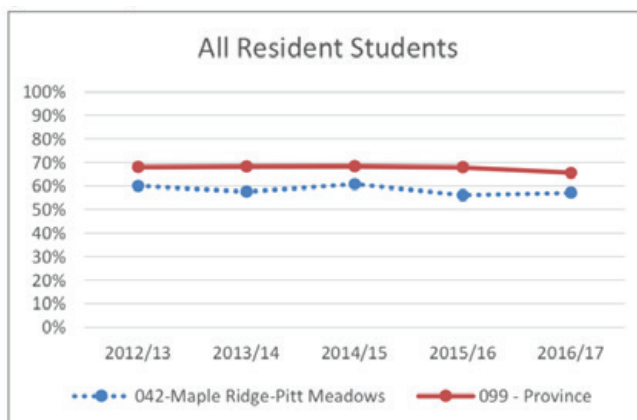
While data specific to immediate transition to post-secondary for district students has shown gradual progression over the period 2015/16 to 2018/19, the rate of immediate transition to post-secondary for our district students continues to fall short of the provincial average. The data on this measure for the Special Needs subgroup parallels the trend over time for the All Resident Students group. Data for the Children/Youth in Care and Indigenous subgroups is masked, as per ministry requirements.

As for the proportion of graduating students who make a transition to a B.C. public post-secondary institution within three years of graduating, the rate for district resident students has remained flat over the five-year period of the available data. Similar to the PSI immediate transition data, the three-year transition data shows district students transitioning at a rate lower than the provincial average. Again, the data on this measure for the Special Needs subgroup parallels the trend over time for the All Resident Students group. Data for the Children/Youth in Care and Indigenous subgroups is masked, as per ministry requirements.

Post-Secondary (PSI) Immediate Transition Rate



Post-Secondary (PSI) 3-Year Transition Rate



In reviewing the PSI data as provided by the Ministry of Education, the question has arisen as to whether our students who enrol in trades partnership programs with public post-secondary institutions prior to meeting graduation requirements are being captured in both the "immediate" and "3-year" PSI data. We have asked for clarification on this important point as this group of students should indeed be reflected in the data even though their transition has actually occurred prior to meeting graduation requirements. Over the period 2017/18 to 2019/20, an average of 125 district students per school year enrolled in public post-secondary trades partnership programs before meeting graduation requirements. Another question that warrants inquiry and

reflection is the extent to which the transition rates for SD42 students to post-secondary is impacted by the absence of local post-secondary opportunities/facilities.

CLOSING

We hope that the presentation, review, and analysis of the data included in this report provides meaningful information in support of the school district's strategic planning cycle and processes. Moving forward, the shifting of timelines set in the ministerial order from June 30/September 30 to November/December would permit consideration of the most current year-end data for the most recently concluded school year.

APPENDIX A

Enhancing Student Learning Report Data

The purpose of this document is to provide a summary of the Ministry data related to the Enhancing Student Learning Ministerial Order (the Order). The report is masked according to the Protection of Personal Information when Reporting on Small Populations policy (<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations>) so it can be shared with the public. Numbers that are masked will not appear on the charts. Please direct questions regarding this report to educ.reportingunit@gov.bc.ca

The student populations specified in the Order are:

Indigenous students	Students who have ever self-identified as Indigenous on an enrolment collection.
Indigenous students living on reserve	Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.
Indigenous students living off reserve	Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.
Children and youth in care (CYIC)	Students who have been identified as Children/Youth in Care in the twelve months prior to September by the Ministry of Children and Family Development.
Students with disabilities or diverse abilities	All 12 categories including Gifted are used in identifying these students.

The measures specified in the Order are:

Measures	Notes	Page(s)
Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	2-3
Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments	As of the 2020/21 school year, only one year of resident student data in BC public schools is available as the Grade 10 literacy assessment started in 2019/20. The measure is based on the first write of grade 10 students.	4
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	5-6
Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments	Included the 3 years of resident student data in BC Public schools as the Grade 10 Numeracy assessments started in 2017/2018. The measure is based on the first-time Grade 10 students wrote the assessment.	7
Number and percentage of students who are completing grade to grade transitions on time	This measure is the rate of Grade 10 and 11 resident students in BC Public schools transitioning into the next higher grade.	8-9
Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school	Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning Survey. The 'Do you feel safe?' question is anonymous so student population breakdown is not available.	10-12
Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them	Resident students in BC Public schools who responded to '2 adults' or '3 adults' or '4 or more adults' to the question, 'At your school, how many adults do you feel care about you?'.	13
Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8	Based on a sub-model of the six-year completion rate process for residents students in BC public schools; therefore, a) Data is not available until one year after the students have graduated ; and b) Data tables refers to year 6 (i.e. one year after the students have graduated).	14
Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years	Information is based on transitions of resident students in BC public schools into BC public post-secondary institutions. However, the Ministry is pursuing information for Canadian institutions.	15-16

See the last page for further information about sub-populations and measures captured in this document.

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

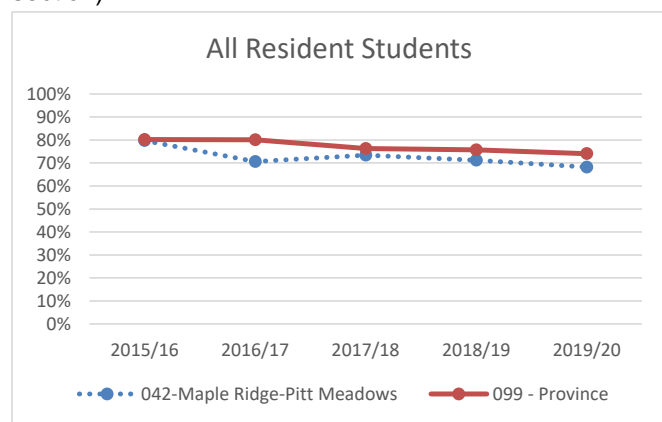


Figure 1: FSA Grade 4 Reading - All Resident Students

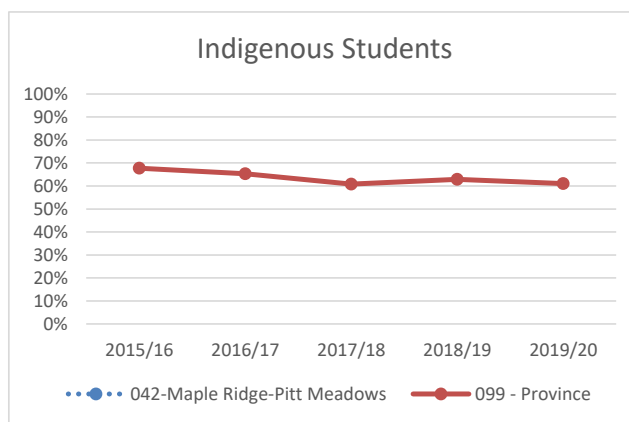


Figure 2: FSA Grade 4 Reading - Indigenous Students

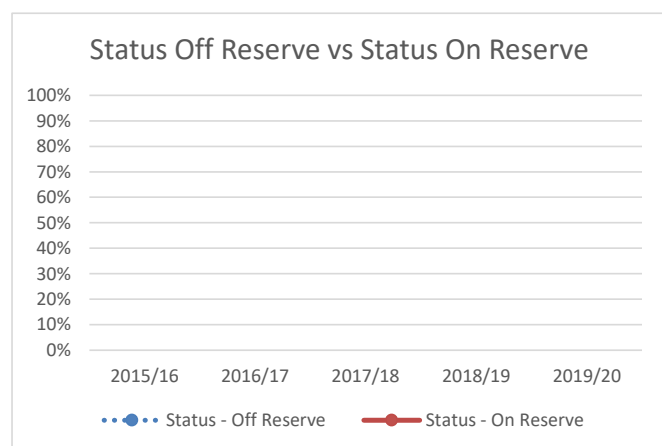


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

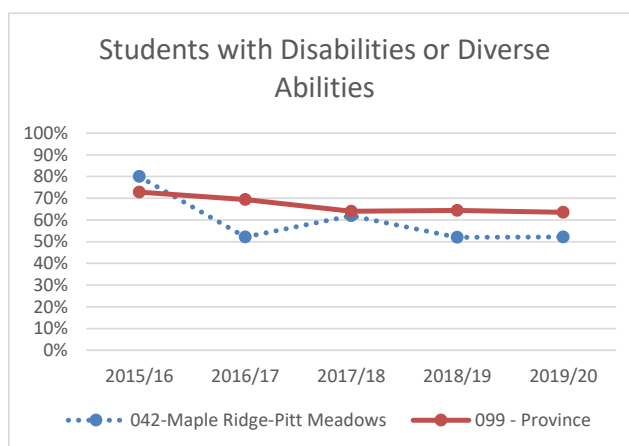


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

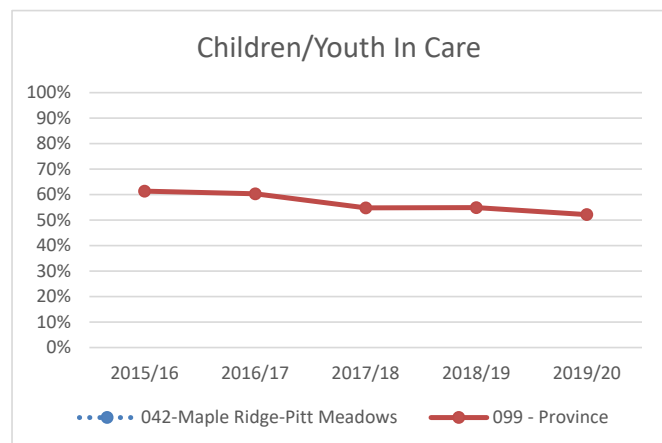


Figure 5: FSA Grade 4 Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

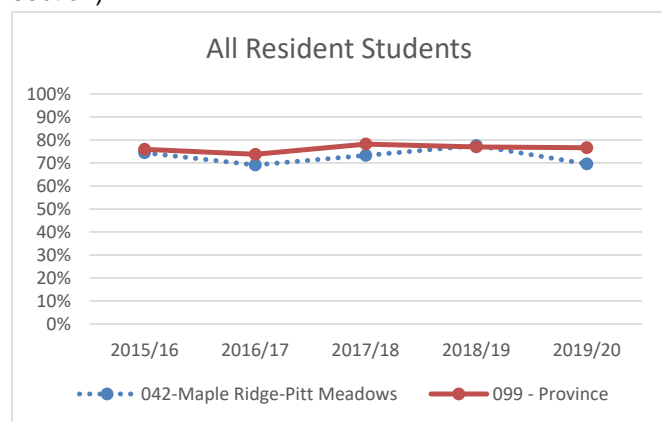


Figure 6: FSA Grade 7 Reading - All Resident Students

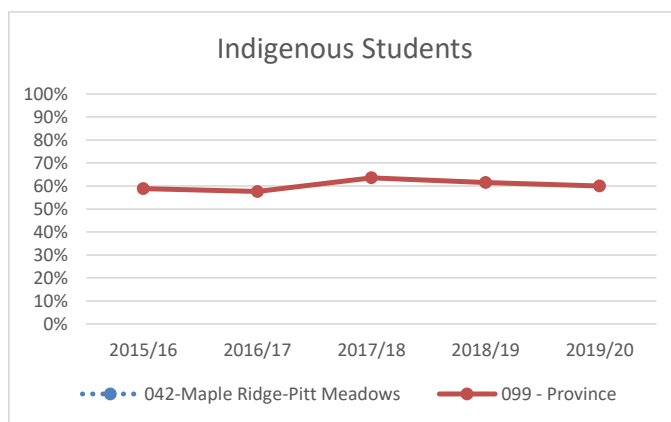


Figure 7: FSA Grade 7 Reading - Indigenous Students

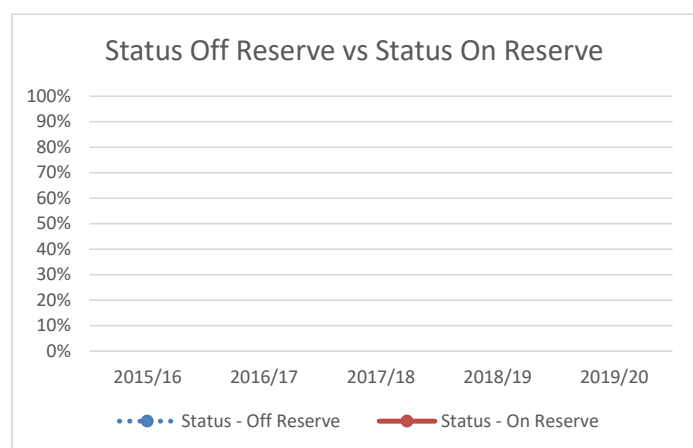


Figure 8: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

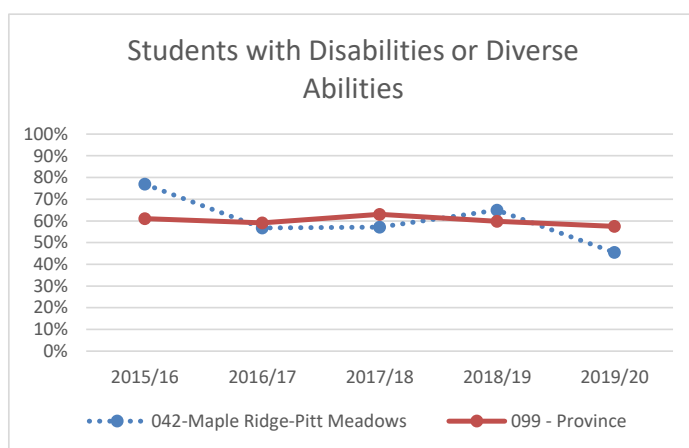


Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

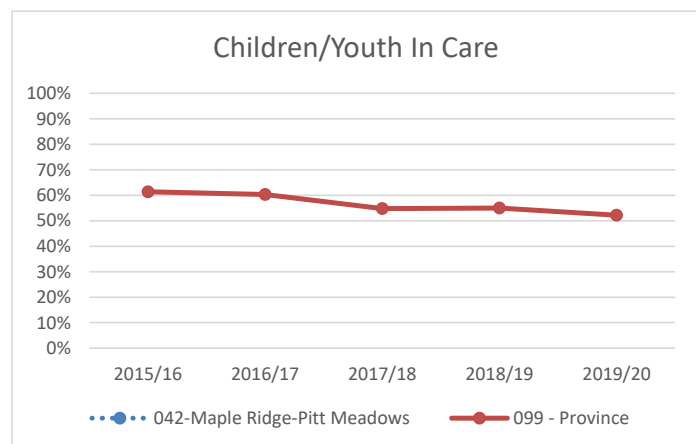


Figure 10: Grade 7 Reading - Children/Youth In Care

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

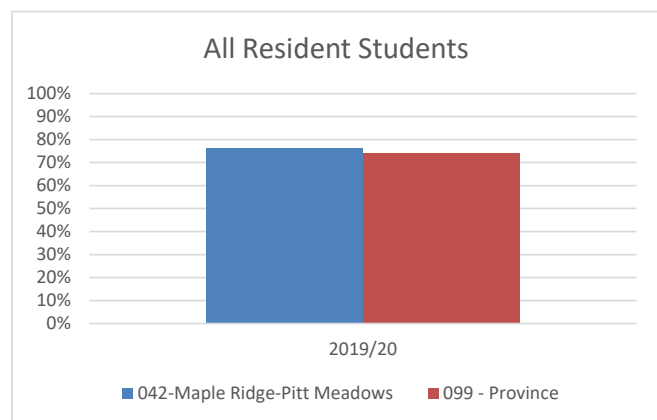


Figure 11: Graduation Assessment Grade 10 Literacy - All Resident Students

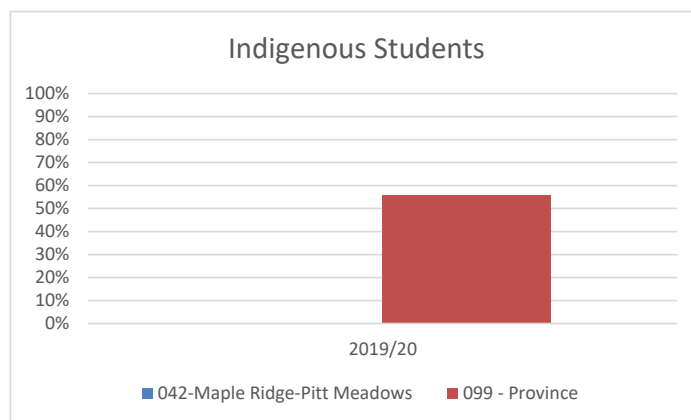


Figure 12: Graduation Assessment Grade 10 Literacy - Indigenous Students

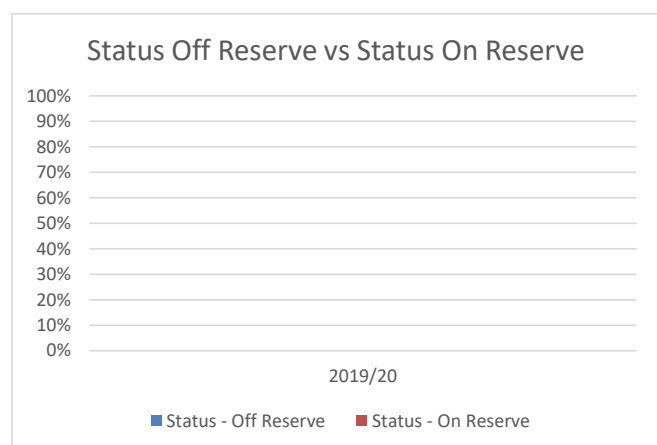


Figure 13: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

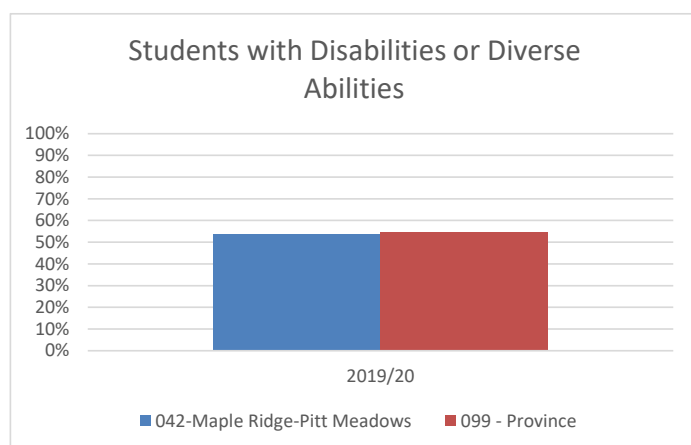


Figure 14: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

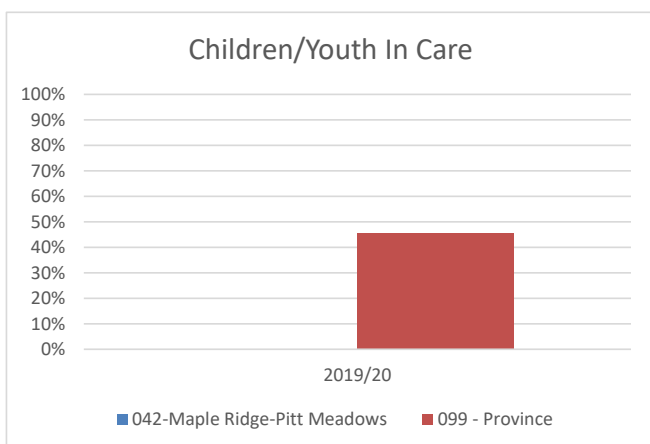


Figure 15: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

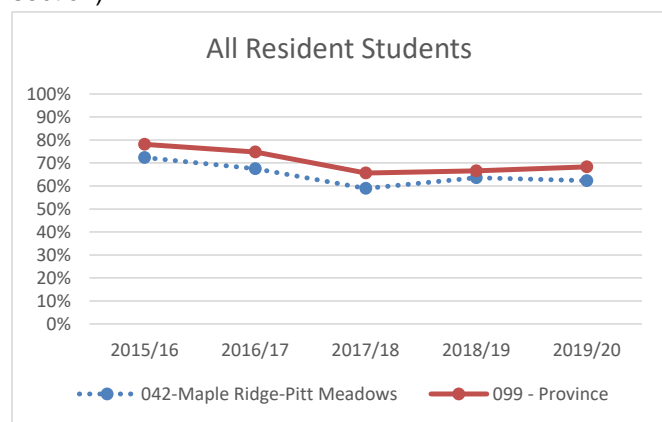


Figure 16: FSA Grade 4 Numeracy - All Resident Students

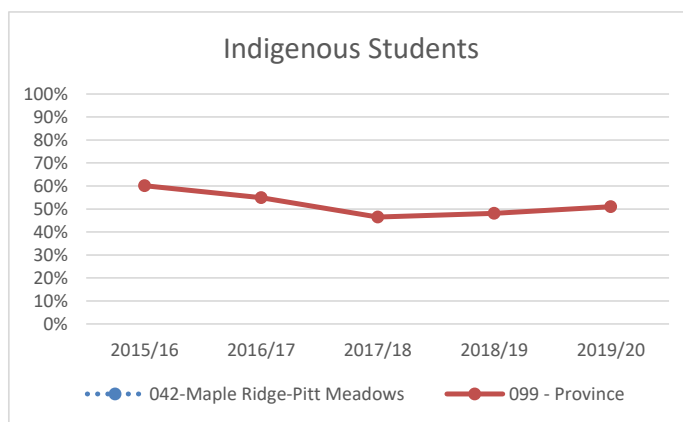


Figure 17: FSA Grade 4 Numeracy - Indigenous Students

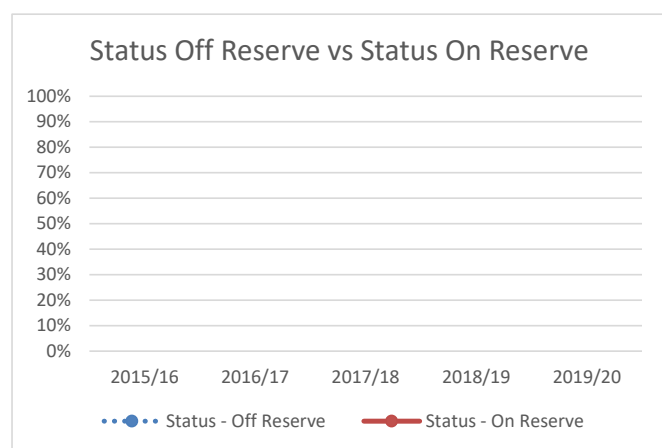


Figure 18: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

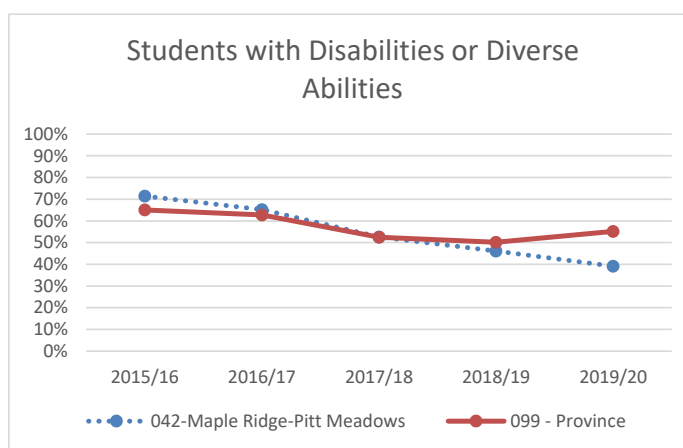


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

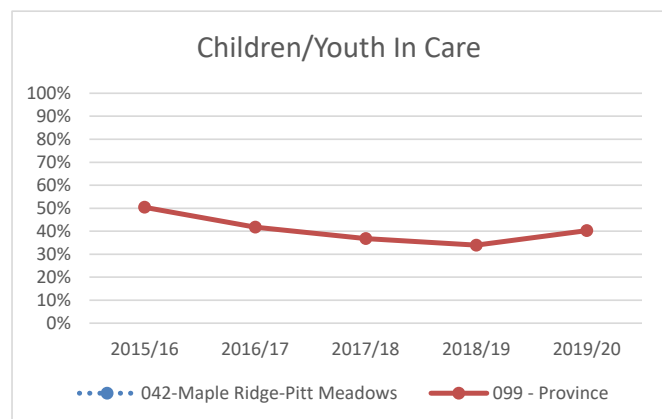


Figure 20: FSA Grade 4 Numeracy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

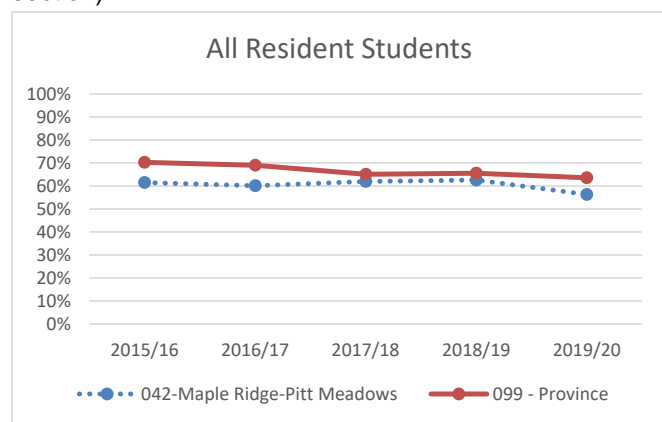


Figure 21: FSA Grade 7 Numeracy - All Resident Students

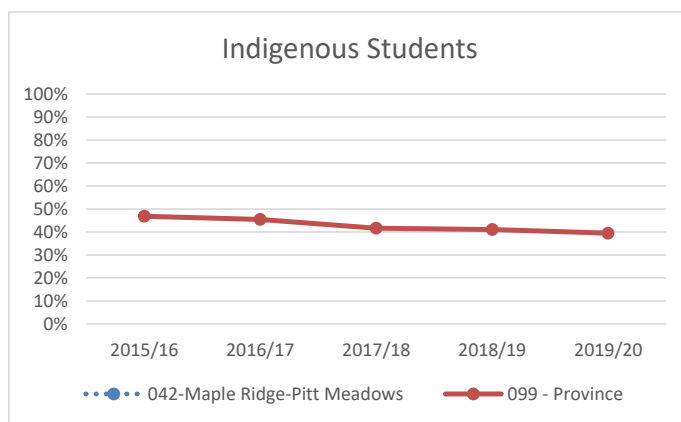


Figure 22: FSA Grade 7 Numeracy - Indigenous Students

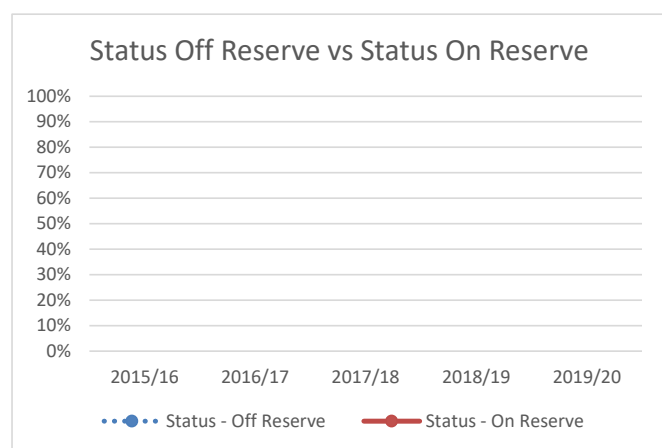


Figure 23: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

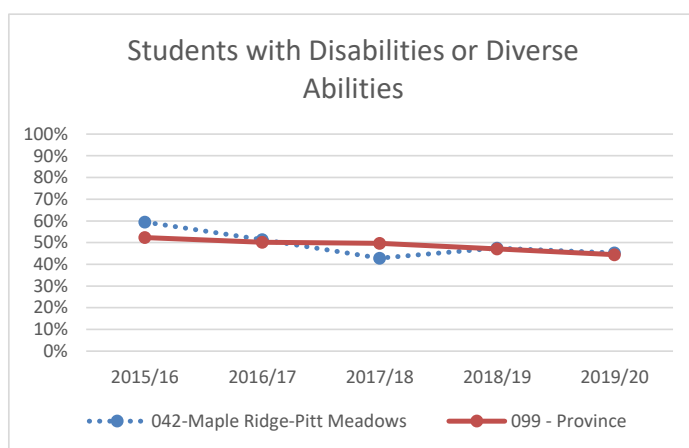


Figure 24: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

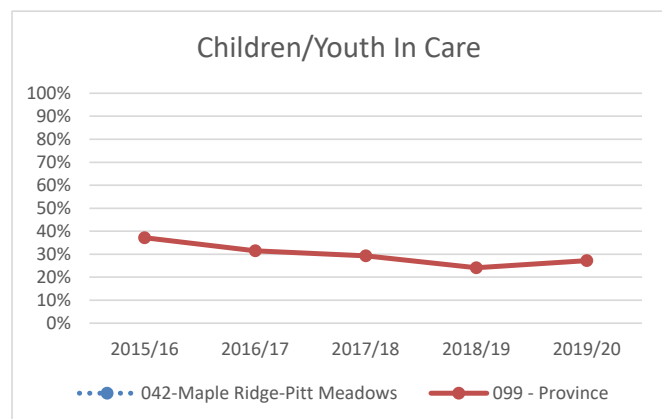


Figure 25: FSA Grade 7 Numeracy - Children/Youth In Care

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

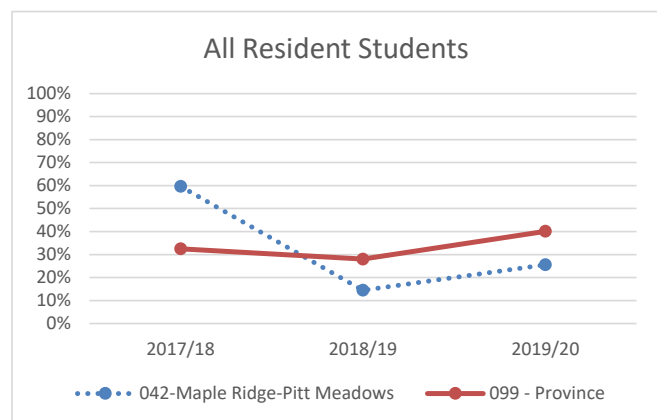


Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students

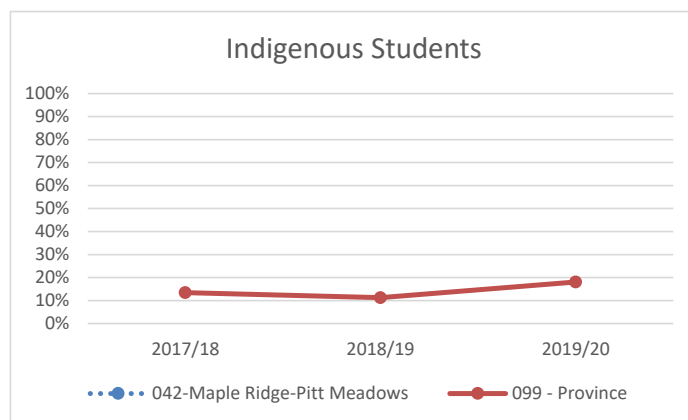


Figure 27: Graduation Assessment Grade 10 Numeracy - Indigenous Students

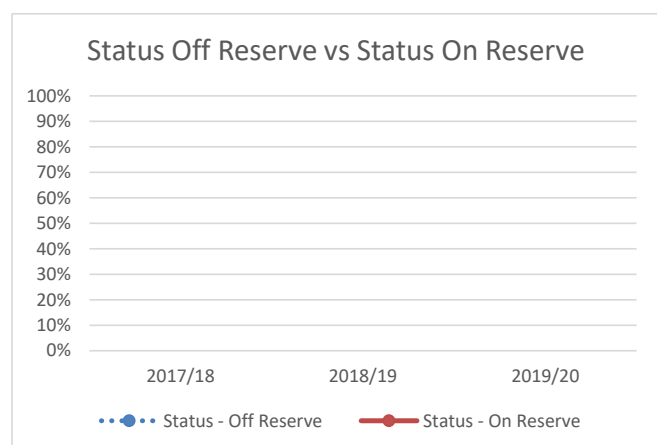


Figure 28: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

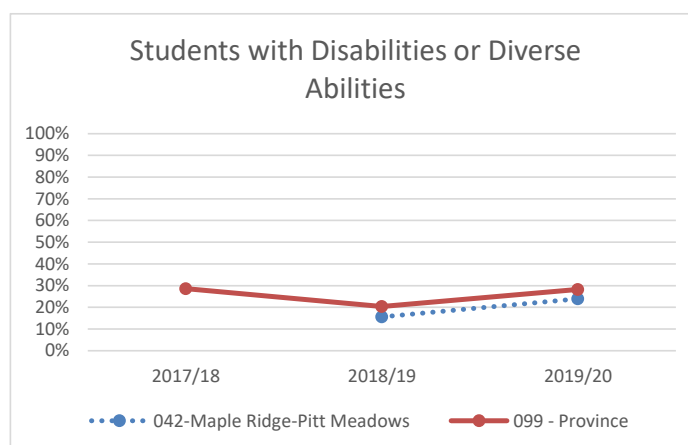


Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

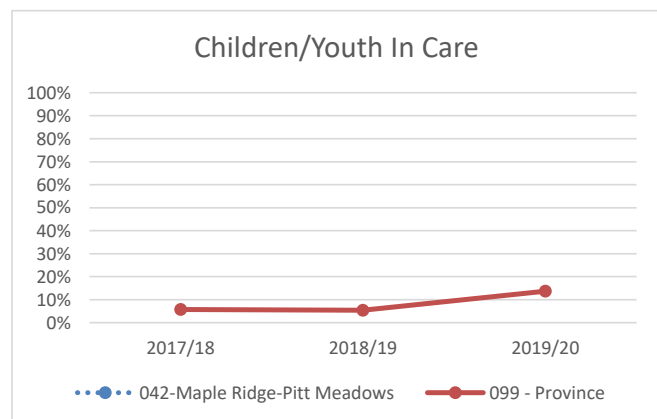


Figure 30: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

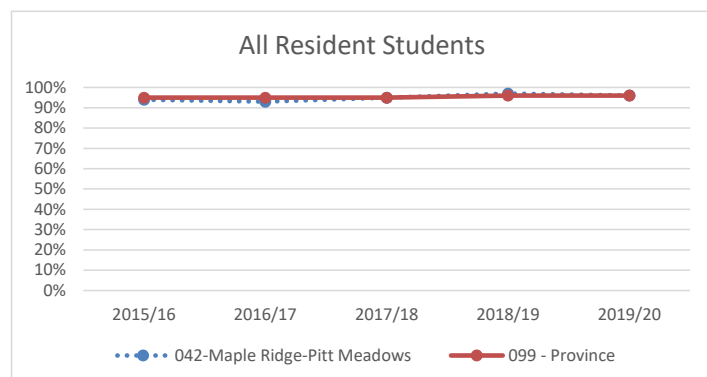


Figure 31: Transition Grade 10 to 11 - All Resident Students

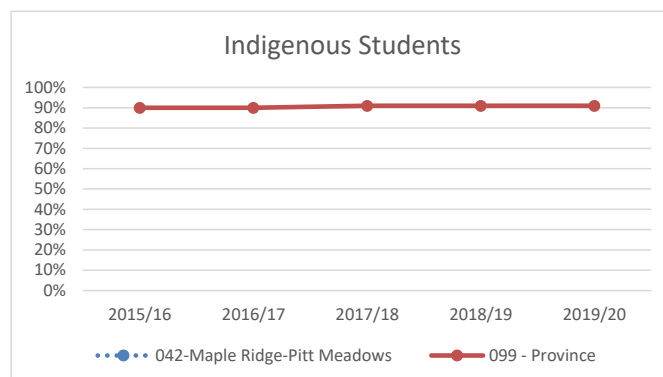


Figure 32: Transition Grade 10 to 11 - Indigenous Students

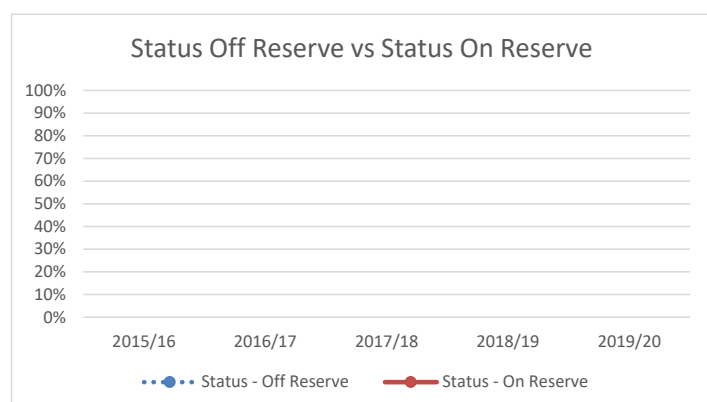


Figure 33: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

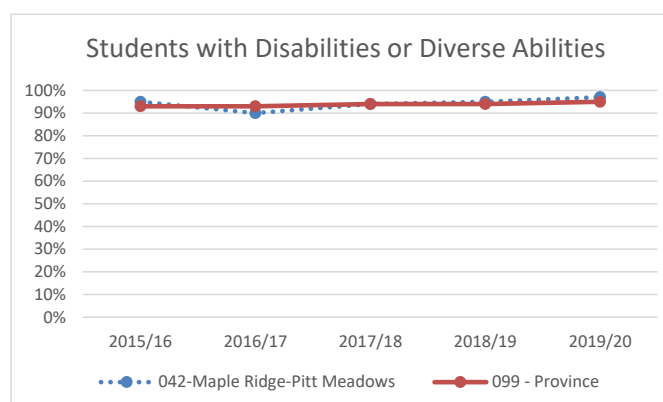


Figure 34: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

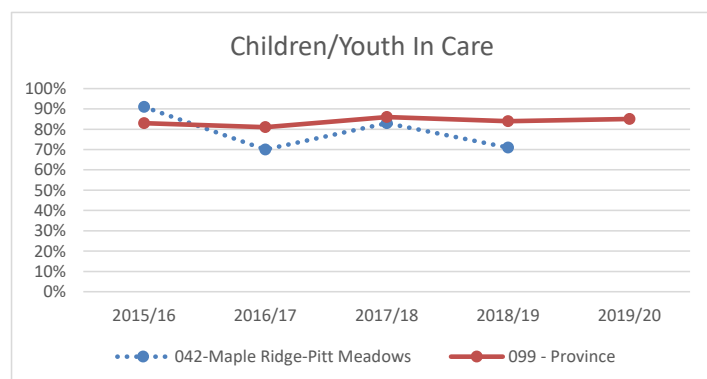


Figure 35: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

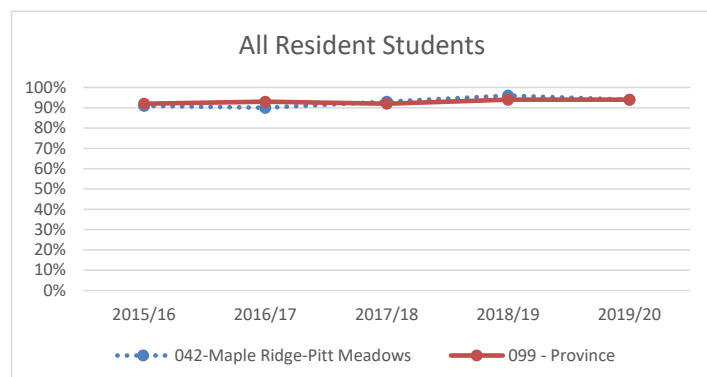


Figure 36: Transition Grade 11 to 12 - All Resident Students

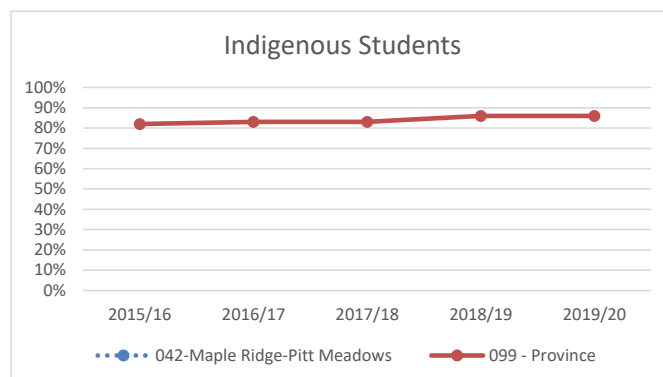


Figure 37: Transition Grade 11 to 12 - Indigenous Students

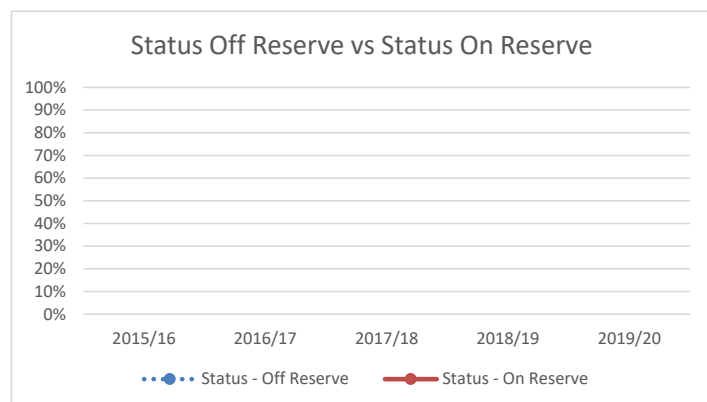


Figure 38: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

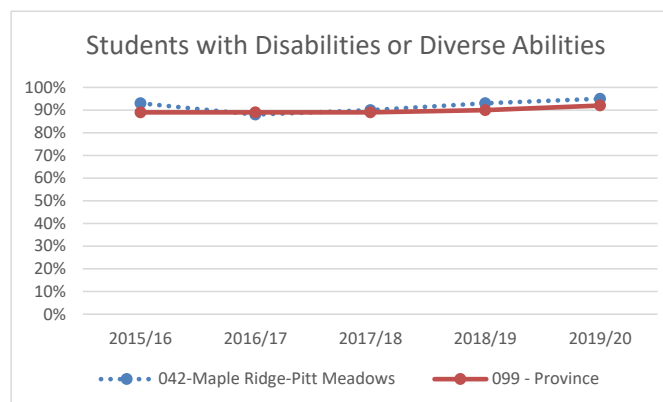


Figure 39: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

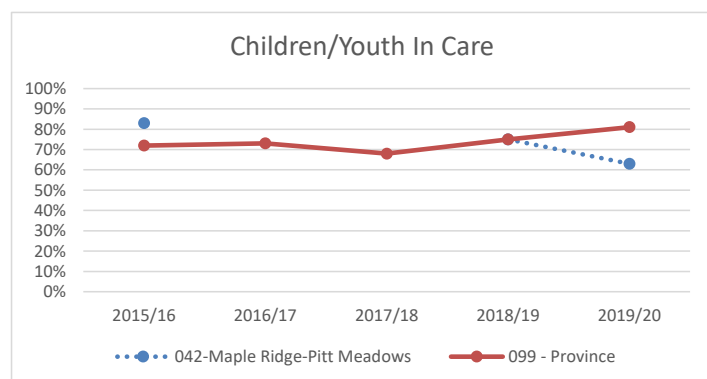


Figure 40: Transition Grade 11 to 12 - Children/Youth In Care

Student Learning Survey (SLS) - Feel Welcome

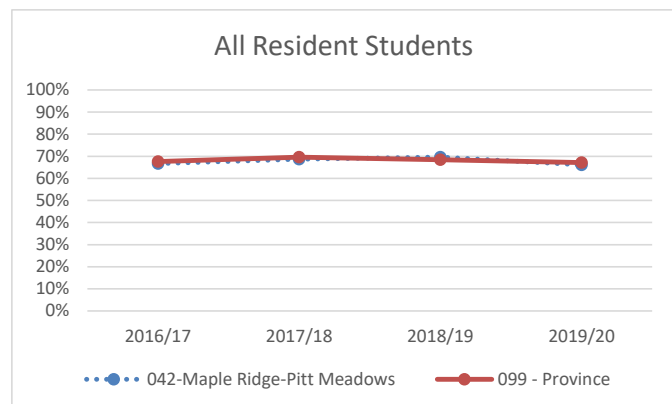


Figure 41: SLS - Feel Welcome - All Resident Students

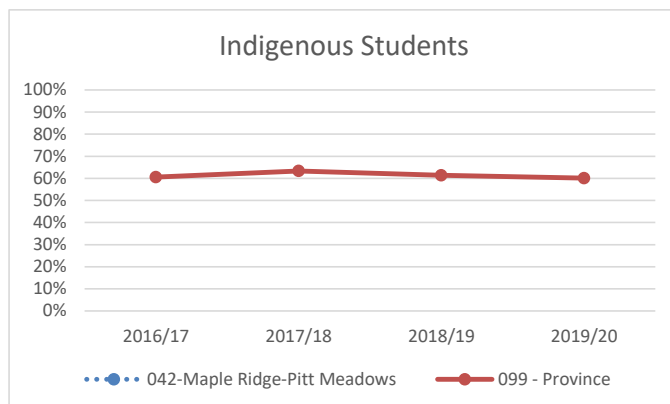


Figure 42: SLS - Feel Welcome - Indigenous Students

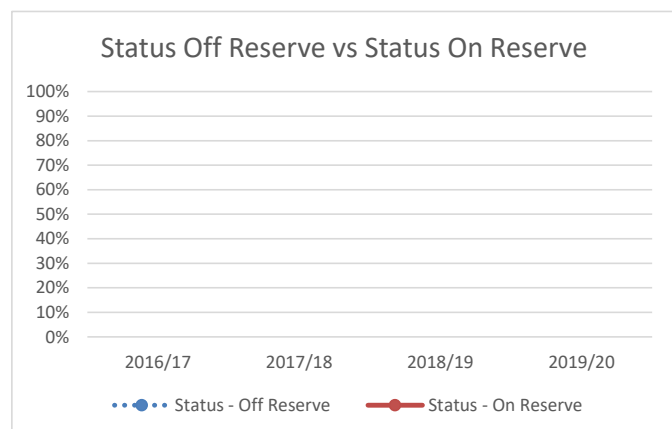


Figure 43: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

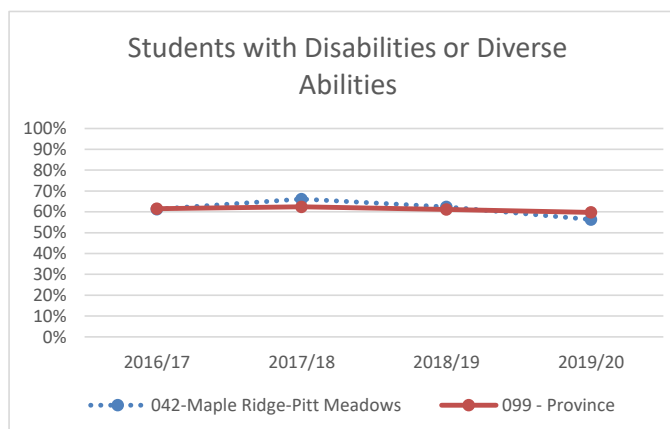


Figure 44: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

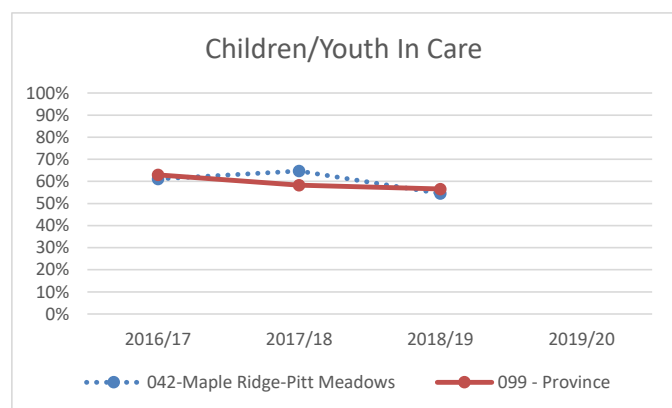


Figure 45: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

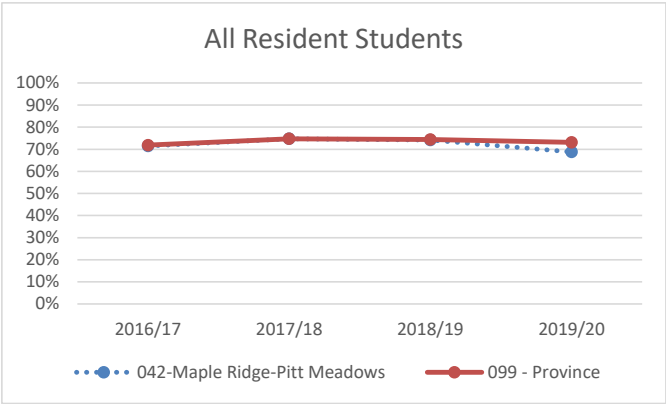


Figure 46: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

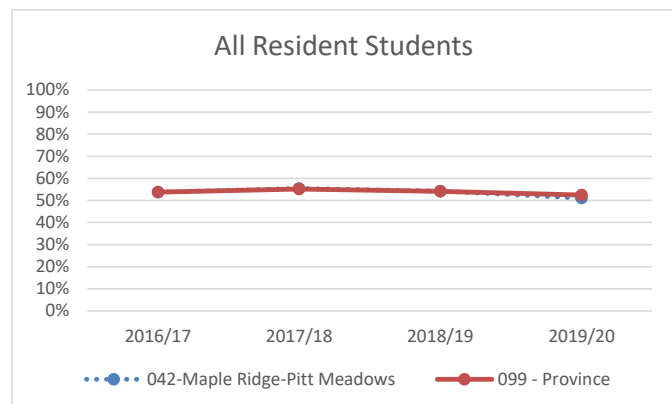


Figure 47: SLS - School Belong - All Resident Students

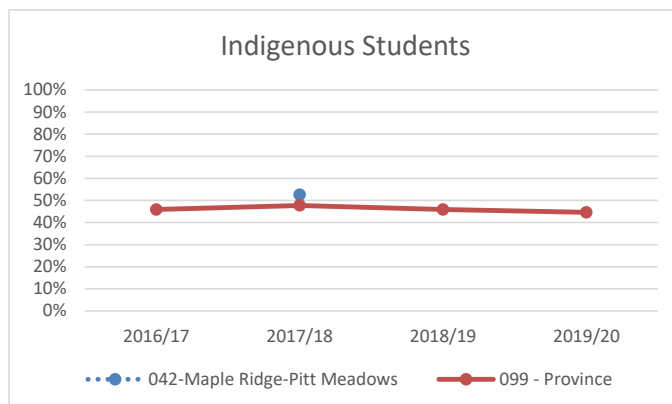


Figure 48: SLS - School Belong - Indigenous Students

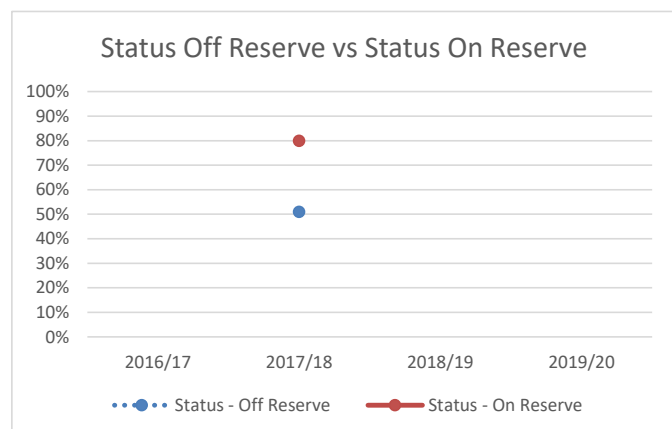


Figure 49: SLS - School Belong - Status - Off Reserve and Status - On Reserve

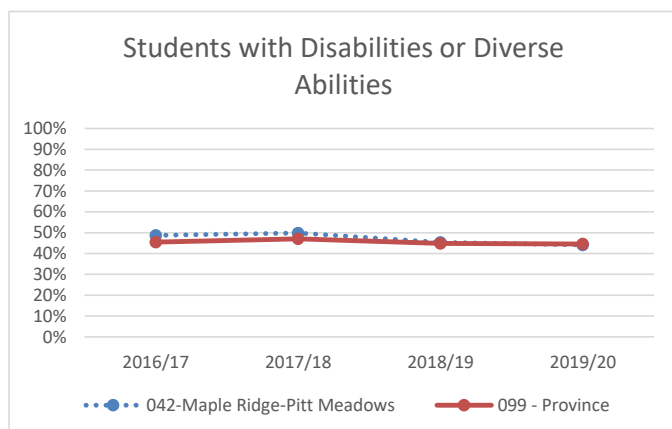


Figure 50: SLS - School Belong - Students with Disabilities or Diverse Abilities

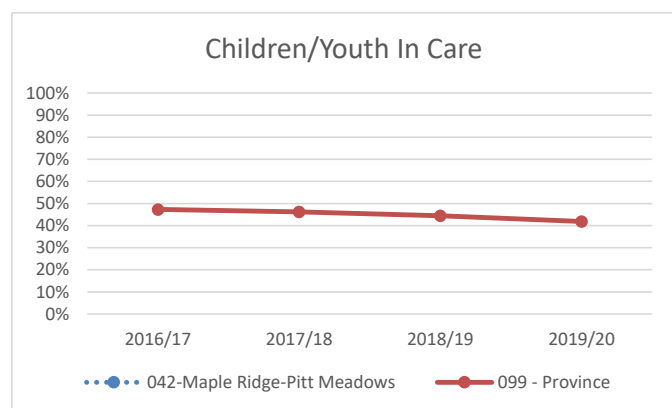


Figure 51: SLS - School Belong - Children/Youth In Care

Student Learning Survey (SLS) - Adults Care

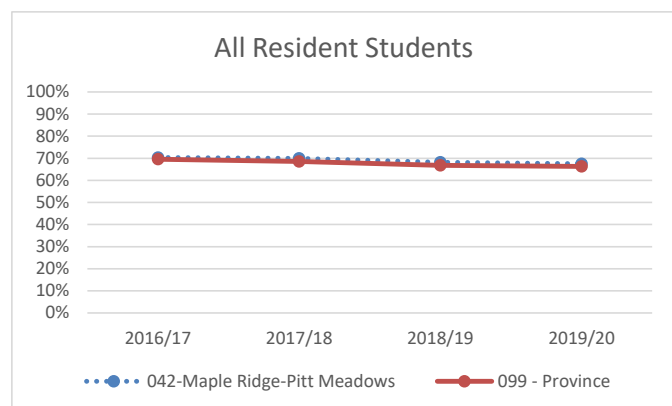


Figure 52: SLS - Adults Care - All Resident Students

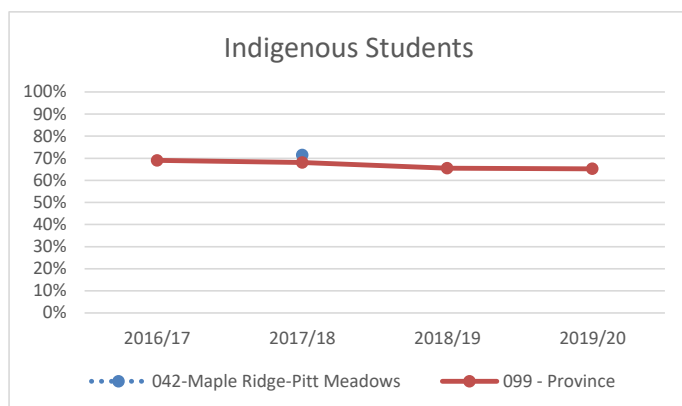


Figure 53: SLS - Adults Care - Indigenous Students

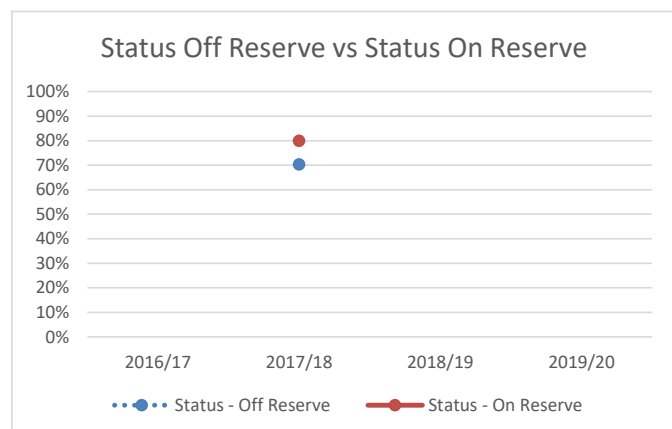


Figure 54: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

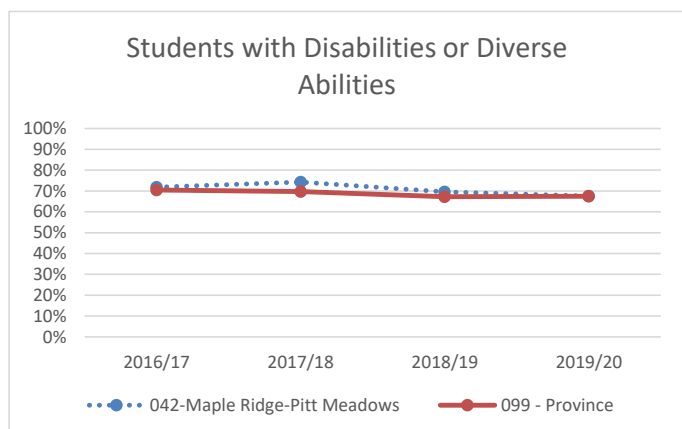


Figure 55: SLS - Adults Care - Students with Disabilities or Diverse Abilities

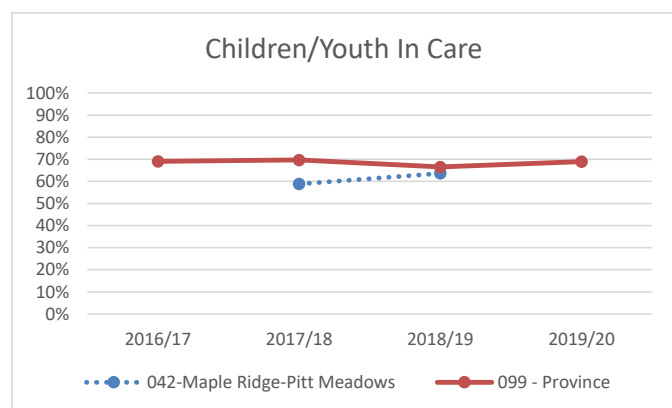


Figure 56: SLS - Adults Care - Children/Youth In Care

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

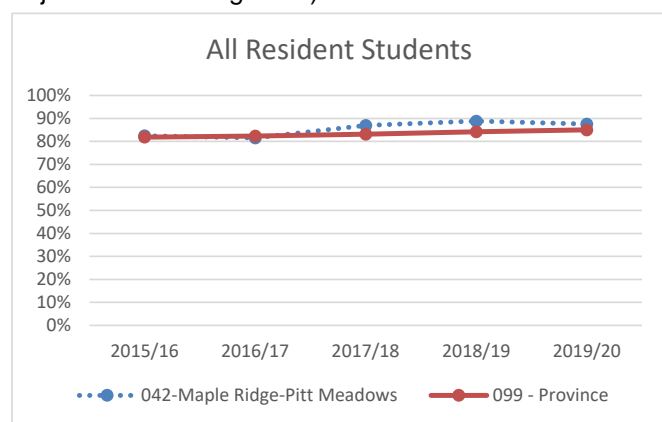


Figure 57: 5 Year Completion Rate - All Resident Students

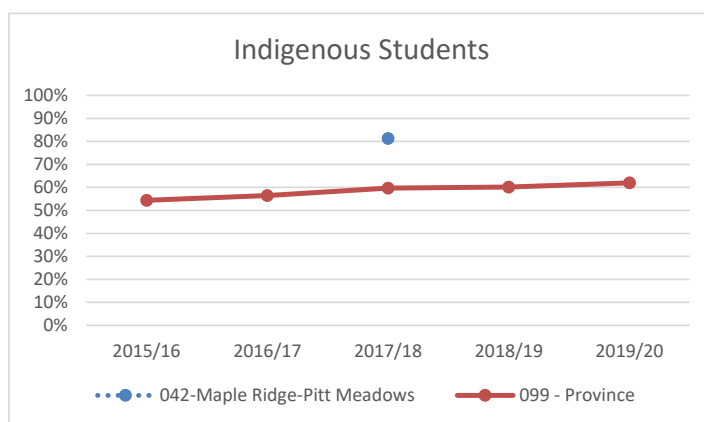


Figure 58: 5 Year Completion Rate - Indigenous Students

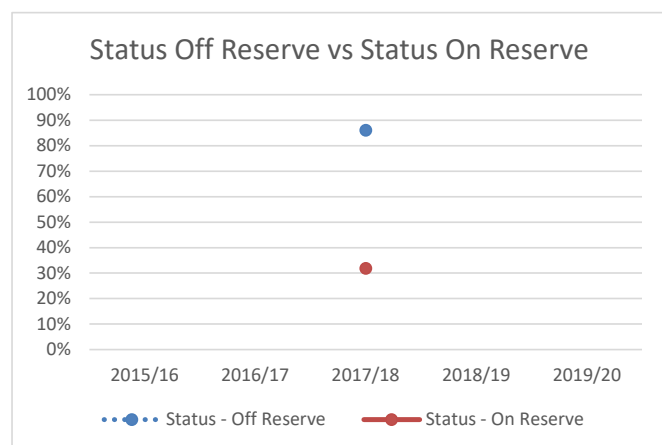


Figure 59: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

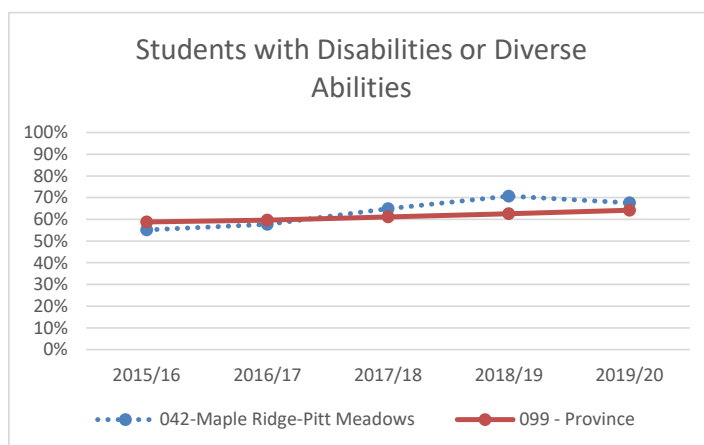


Figure 60: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

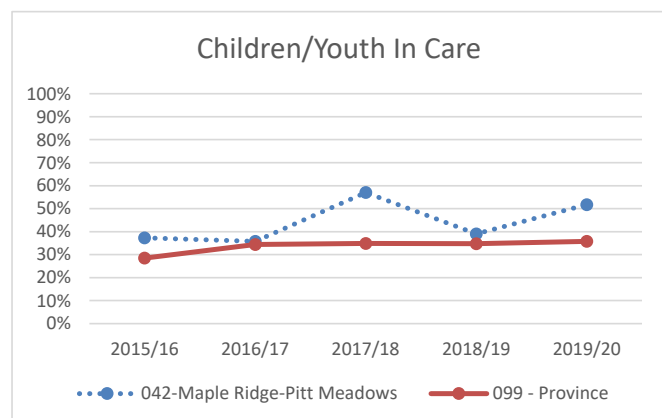


Figure 61: 5 Year Completion Rate - Children/Youth In Care

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

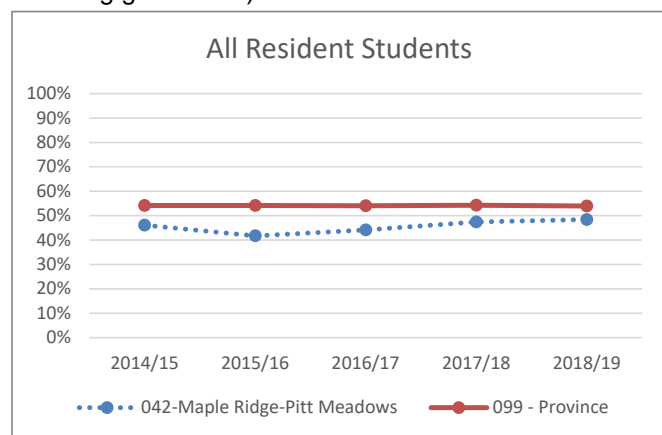


Figure 62: Post-Secondary Institute Transition - All Resident Students

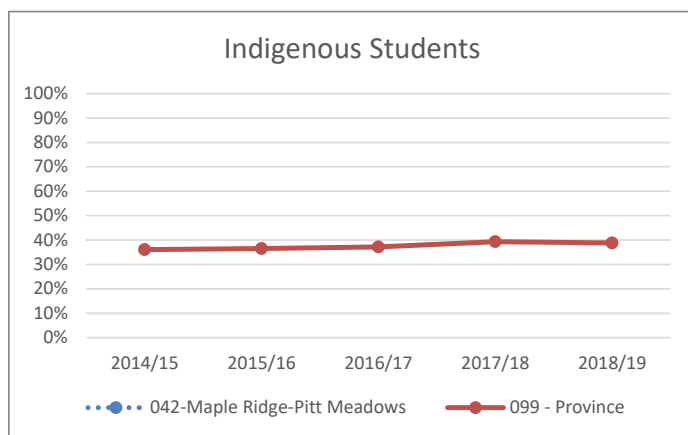


Figure 63: Post-Secondary Institute Transition - Indigenous Students

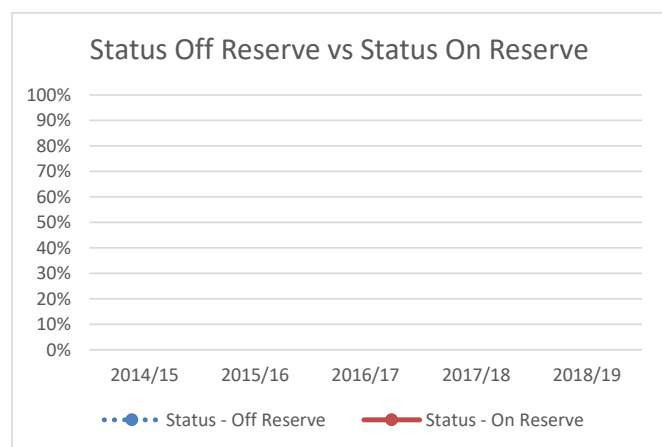


Figure 64: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

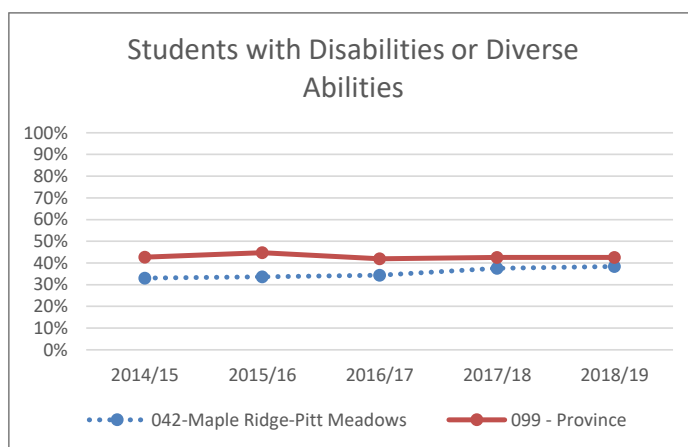


Figure 65: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

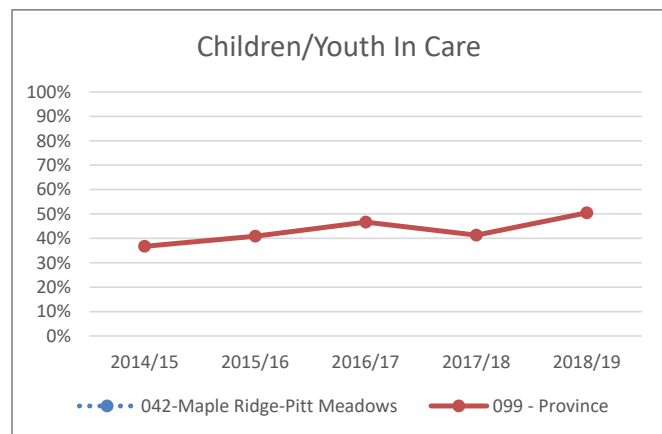


Figure 66: Post-Secondary Institute Transition - Children/Youth In Care

Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

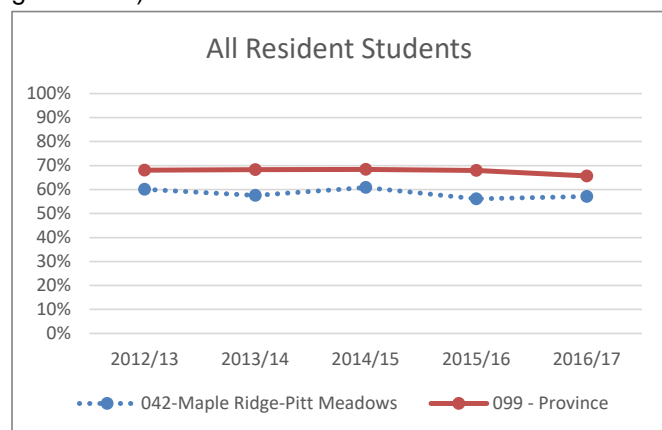


Figure 67: Post-Secondary Institute Transition - All Resident Students

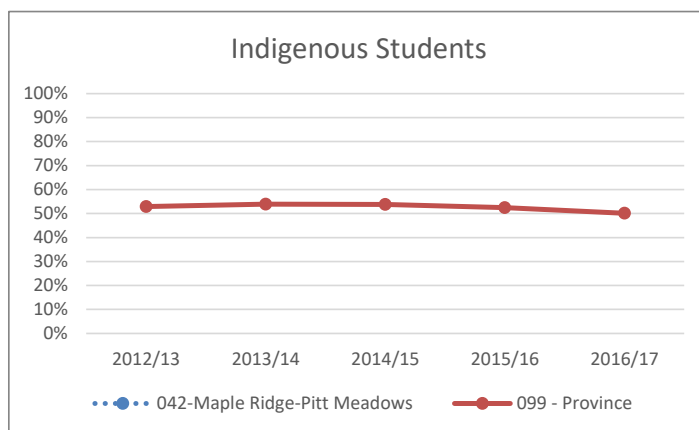


Figure 68: Post-Secondary Institute Transition - Indigenous Students

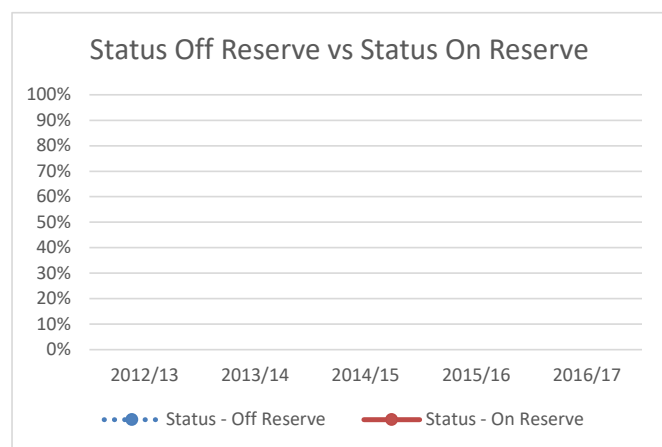


Figure 69: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

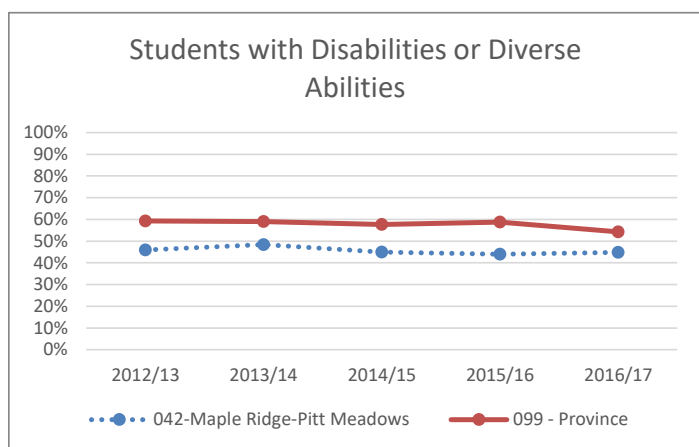


Figure 70: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

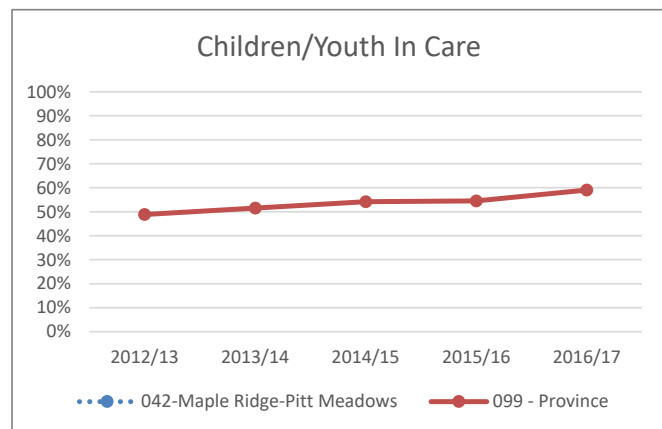


Figure 71: Post-Secondary Institute Transition - Children/Youth In Care

Additional notes

Subpopulations

All Resident Students

Students identified as residents through the annual enrolment collections in September and February.

Indigenous Students

Students who have ever self-identified as Indigenous on an enrolment collection.

Indigenous students living on reserve

Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.

Indigenous students living off reserve

Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.

Children/Youth in Care

Students who have been identified as Children/Youth in Care in the twelve months prior to September.

Students with Disabilities or Diverse Abilities

Students who have been identified in any of the 12 categories: Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability / Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism; Intensive Behaviour Interventions / Serious Mental Illness; Mild Intellectual Disability; Gifted; Learning Disability; Moderate Behaviour Support / Mental Illness.

Foundation Skills Assessment (FSA)

Grade 4 and Grade 7 Participation

Participation is calculated as the number of writers of the assessment divided by the number of expected writers.

Grade 4 and Grade 7 Achievement

Achievement is calculated as the number of writers at or above standard divided by the number of writers.

Note: These charts combine two different administrations of the FSA. The 2015/2016 and 2016/2017 administration took place in February and categorized students as Not Yet Meeting Expectations, Meeting Expectations, or Exceeding Expectations. Later administrations took place in November and categorized students as Emerging, On Track, or Extending.

5-Year Completion Rate

This measure is a sub model of the 6-Year Completion Rate which identifies a cohort of students putatively in Grade 8 and tracks them over time. Since it is a sub-model, it is not available until after students complete Year 6. The year represents the year these students are in their sixth year.

Post-Secondary Institute Transition (PSI)

This measure examines the number of students who are eligible to graduate and identifies the proportion of these students who make a transition into a BC public post-secondary institution.

Student Learning Survey (SLS)

Sense of Belonging

This measure is a combination of three questions on the SLS, School Belonging, Feel Welcome, and Feel Safe. The Feel Safe question is anonymous; therefore, it is included as a subcomponent of only the All Resident Students chart. The other three charts combine the results of the questions School Belonging and Feel Welcome.

School Belonging

This measure is a specific question on the survey where the response is connected to a student.

Feel Welcome

This measure is a specific question on the survey where the response is connected to a student.

Feel Safe

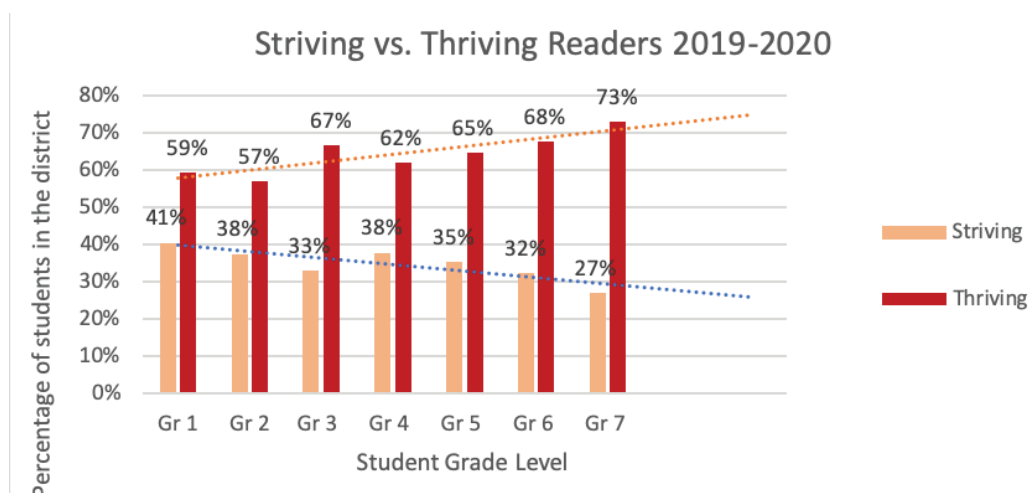
The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.

APPENDIX B

INTELLECTUAL DEVELOPMENT: LITERACY AND NUMERACY

STRIVING AND THRIVING READERS

Using the year-end performance standards data, we can follow student cohorts to assess the progress of their reading ability. In the graph below, for example, we see an overall decrease in our Striving readers — those Not Yet Meeting (NYM) or only Minimally Meeting (MM) — year over year. The same graph shows that as the number of Striving readers decreases, there is a corresponding increase in Thriving readers — those in the Fully Meeting Expectations (FME) or Exceeding Expectations (EE) categories — as students move through their elementary years. Of the 27% of Striving readers in Grade 7 at the end of June 2020, for example, only 6.4% were in the NYM category. Although 6.4% is a small percentage, we continue to set our sights on helping these readers develop the necessary literacy strategies to become more successful learners.



It is important to note that the Striving category contains both students who are Not Yet Meeting expectations and students who are Minimally Meeting expectations, and that there may have been some improvement as students moved from the Not Yet Meeting category to the Minimally Meeting category. A student that moves from NYM to MM is still an achievement as that child is gaining reading skills at grade level in the MM category. This data would not be captured in this graph, however.

Grade 4 Foundational Skills Assessment (FSA) Participation:

Participation - Reading Comprehension - Grade 4

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	1,127	409	36.3%	41,003	30,809	75.1%
2018/2019	1,099	330	30.0%	41,701	30,508	73.2%
2019/2020	1,133	299	26.4%	40,937	29,765	72.7%

Participation - Writing - Grade 4

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	1,127	379	33.6%	41,003	29,233	71.3%
2018/2019	1,099	314	28.6%	41,701	29,258	70.2%
2019/2020	1,133	282	24.9%	40,937	28,437	69.5%

Participation - Numeracy - Grade 4

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	1,127	414	36.7%	41,003	30,781	75.1%
2018/2019	1,099	330	30.0%	41,701	30,397	72.9%
2019/2020	1,133	300	26.5%	40,937	29,683	72.5%

Grade 7 Foundational Skills Assessment (FSA) Participation:

Participation - Reading Comprehension - Grade 7

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	984	264	26.8%	39,714	29,322	73.8%
2018/2019	1,124	315	28.0%	40,618	29,106	71.7%
2019/2020	1,124	280	24.9%	42,902	30,819	71.8%

Participation - Writing - Grade 7

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	984	244	24.8%	39,714	27,664	69.7%
2018/2019	1,124	293	26.1%	40,617	27,414	67.5%
2019/2020	1,124	261	23.2%	42,902	29,076	67.8%

Participation - Numeracy - Grade 7

	042-Maple Ridge-Pitt Meadows			Prov - Public Schools		
	Expected Cnt	Writer Cnt	Participation Percentage	Expected Cnt	Writer Cnt	Participation Percentage
2017/2018	984	260	26.4%	39,714	29,287	73.7%
2018/2019	1,124	313	27.8%	40,618	29,007	71.4%
2019/2020	1,124	278	24.7%	42,902	30,711	71.6%

HUMAN AND SOCIAL DEVELOPMENT

DISTRICT MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)

Source: Middle Years Development Instrument (MDI) data collection: 2019/20.

GRADE 4 RESULTS



High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

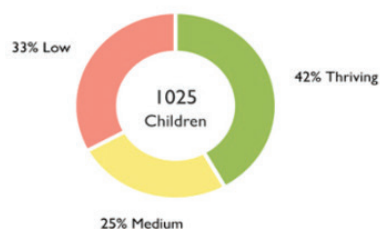


Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

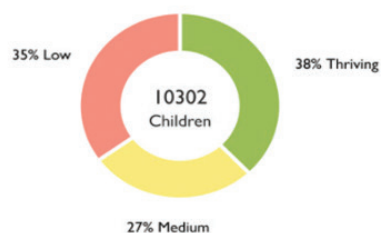


Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MAPLE RIDGE-PITT MEADOWS

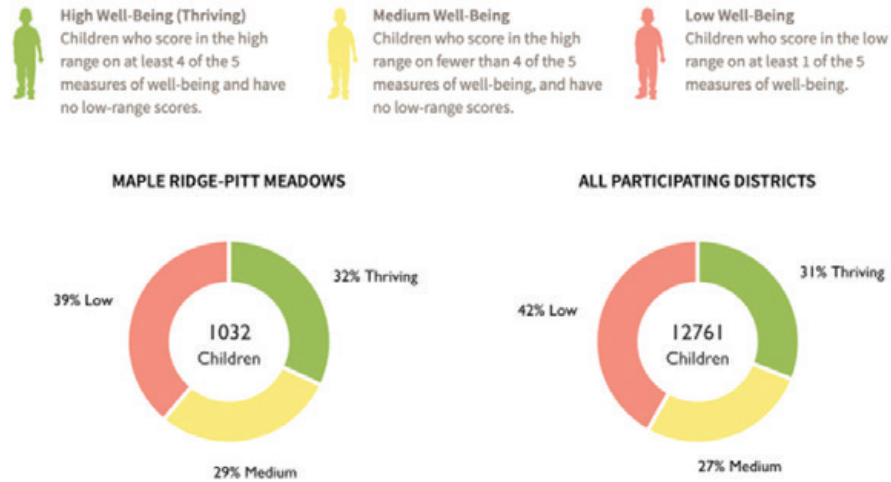


ALL PARTICIPATING DISTRICTS



Source: Middle Years Development Instrument (MDI) data collection: 2019/20.

GRADE 7 RESULTS



ABORIGINAL STUDENT ENGAGEMENT DAY LIVE GRAPHIC



Aboriginal Students Engagement Day
Aboriginal Students Enhancement Agreement, Maple Ridge, March 5, 2020

LIVE GRAPHIC RECORDING | Drawing Change
Tiaré Jung

2019 -2020 STUDENT LEARNING SURVEY DATA

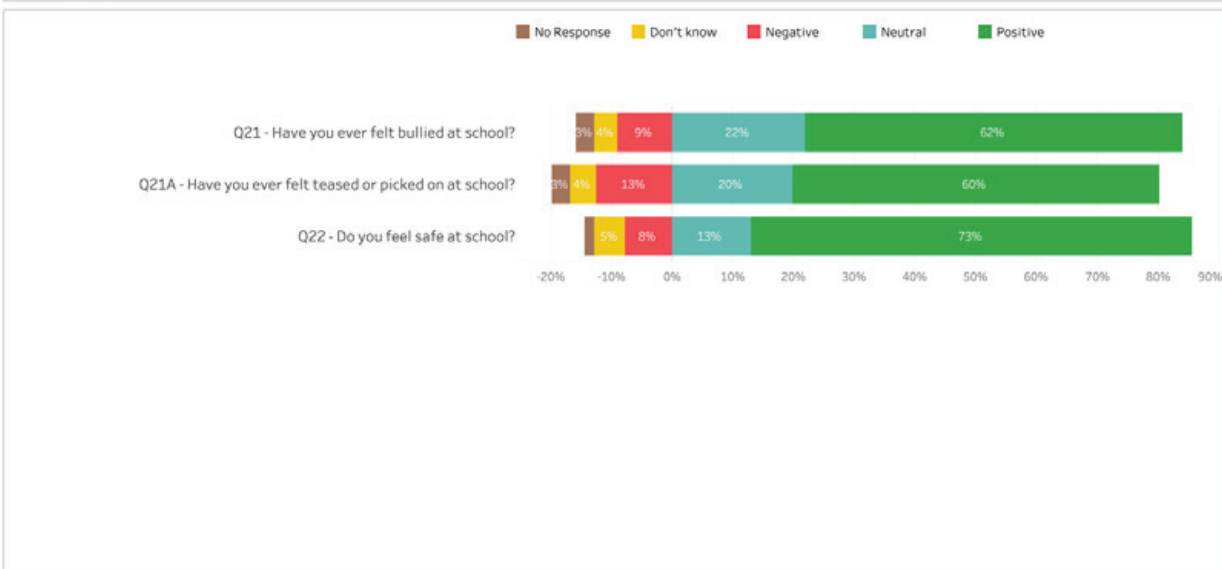
2019/2020 - 042-Maple Ridge-Pitt Meadows - Grade 3 & 4 Students

Category - Belonging



2019/2020 - 042-Maple Ridge-Pitt Meadows - Grade 3 & 4 Students

Category - Safety



MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO.42

22225 Brown Avenue

Maple Ridge BC

V2X 8N6