



SUPPORTING ALL LEARNERS: ENHANCING STUDENT LEARNING REPORT

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42
SEPTEMBER 2022

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INTRODUCTION

The Ministry of Education and Child Care 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 \(September 1, 2020\)](#) states that boards must prepare and submit annual reports to the Minister of Education and Child Care. 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 (September 2022) has been developed in alignment with both FESL and the ministerial order. In the development of this second annual report, consideration has also been given to ministerial order-related and relevant feedback we received in the FESL peer review process for our September 2021 report.

Before the completion of the first [Supporting All Learners: Enhancing Student Learning Report \(September 2021\)](#), our school district had already developed similar planning and reporting structures and documents, which are posted to the school district website annually. 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 [the 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. 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 2021/22 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 (pages 6 to 43), which were reviewed and updated in February 2022, and reflect the deep supportive work of researchers/educational innovators in the areas of literacy, social emotional learning, and Indigenous education. Beyond the deep engagement at the school level with growth planning and goal setting processes, the following documents serve as some additional key examples of engagement which serve to inform our work and ensure that our efforts are not only aligned with our stated strategic priorities but that they are also properly supported:

- **Equity in Action Report (June 2022)** - [Deepening Indigenous Education and Equity: Supporting the Wholistic Success of Indigenous Learners, Families, and Communities in Maple Ridge – Pitt Meadows School District No. 42](#). The research methodology undertaken for this report included extensive engagement to inform the drafting of the report and re-engagement with the same stakeholders/groups/individuals for feedback on the living/working draft. Stakeholders included

Katzie First Nation, Kwantlen First Nation, Golden Ears Métis Society, Fraser River Indigenous Society, school district Board of Education, senior administration team, managers, teachers, principals/vice-principals, students, support staff, caregivers, and community members. The report focusses on three key questions:

- How can we deepen ongoing efforts in Indigenous education to collaborate with all stakeholders in School District 42 to critically examine district policies, governance structures, practices, curriculum, programs, initiatives, and Indigenous community engagement mechanisms to identify promising practices and systemic barriers that are impacting equitable outcomes for Indigenous learners?
- How can we collaborate with school district personnel to begin implementing equity and anti-Indigenous racism strategies in district policies, governance structures, practices, curriculum, programs, initiatives, and Indigenous community engagement mechanisms to enhance the wholistic success of diverse Indigenous learners, families, and communities in School District 42?
- How can we collaborate with stakeholders to develop a model of Indigenous education for School District 42 that includes the cultural diversity of Indigenous learners, families, and communities that are represented in the school district?

The Board of Education received the completed report at its public meeting on June 15, 2022, and approved the initiation of a process for staff to develop an action plan, giving consideration to the recommendations included in this report and to the calls to action identified in the provincial *Declaration on the Rights of Indigenous Peoples Act Action Plan*.

- **Strategic Facilities Plan (March 2022)** - In order to ensure that future capital plan submissions to the Ministry of Education and Child Care accurately reflect the priorities and needs of the Maple Ridge – Pitt Meadows School District, the board directed staff to update the comprehensive school district [Strategic Facilities Plan](#) in consultation with local First Nations, Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, the public, and the two municipalities.
- **Aboriginal Enhancement Agreement** – The process to review and update the 4th Signed Aboriginal Education Enhancement Agreement is nearing completion.
- **Preliminary Budget 2022/23** – The [Preliminary Budget 2022/23](#) document outlines alignment with our strategic plan and specifically sets out budget changes in support of school growth plans and operational plans on pages 44 to 55.
- **Strategic Information Technology Plan** – During the 2021/22 school year, the school district undertook a formal review of its *IT Strategic Plan* to assess the current state of IT infrastructure, services, and technologies, and to help develop a prioritization framework that will guide future IT investment and work priorities. To ensure the updated *IT Strategic Plan* reflects the current and anticipated needs and priorities of the school district community, we gathered feedback from local First Nations, Métis community, urban Indigenous organizations, education partners, staff, students, stakeholders and people with diverse lived experiences. Our goal was to create a vision for information technology that reflected educational, operational, and community needs now and into the future. The information gathered through the engagement process will inform the updating of the *IT Operational Plan*.

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 and Child Care is included in Appendix A and our local data set of relevance to our strategic plan 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 2020/2021 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 25.3% and 32.4% for 2020/21, and the fact that participants were not randomly selected, means the results do not provide a representative sample.

SD42 Foundation Skills Assessment Participation (%)

YEARS	READING		WRITING		NUMERACY	
	GR 4	GR 7	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
2020/2021	32.3	27.1	31.1	25.3	32.4	26.3

LITERACY

CONTEXT

The majority of elementary school growth plans continue to identify the need to focus on literacy as a key goal in 2020/2021. We utilize 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. Literacy continues to be a focus during department conversations across content areas. Educators in each school have continued to design learning opportunities to develop students' abilities to use critical and reflective thinking to make meaning from a diverse array of texts and to communicate their understanding and ideas. A cohort of teachers continues to meet to address literacy concerns and develop and share structures and strategies for preparing students for the Graduation Literacy Assessment (GLA 10). The use of the District Assessment of Reading Team (DART) assessment has been explored and used with many of our Grade 8 students, and for the 2021/22 school year, each high school was provided two blocks of teacher staffing to focus on literacy.

ANALYSIS

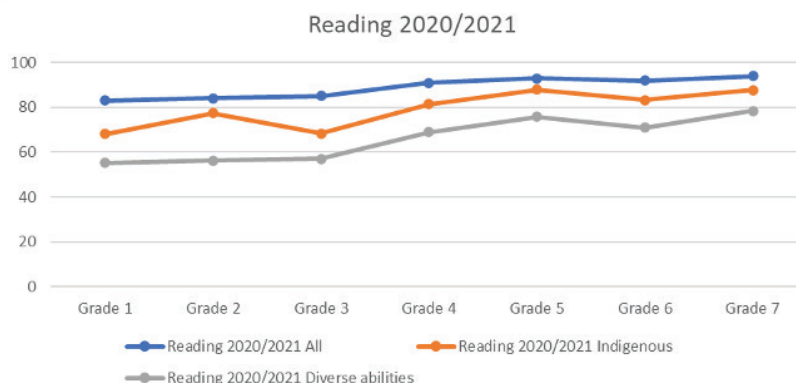
Elementary

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 2020/2021 data here; further historical and other data can be viewed in Appendix B.

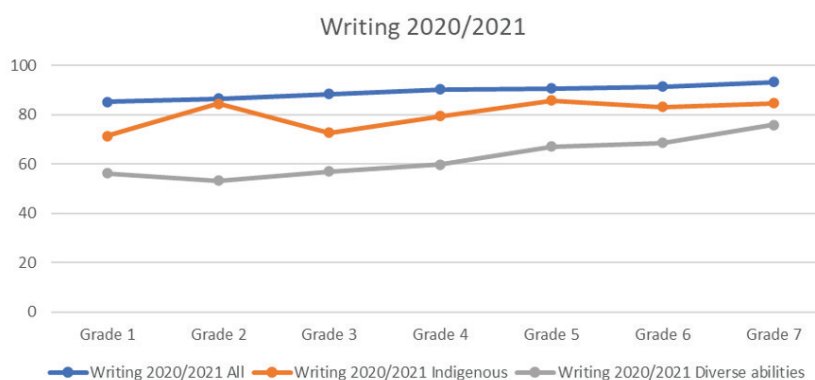
The following graphs compare All Students, Indigenous students, and Students with Disabilities or Diverse Abilities. The data is from our year-end summative data for 2020/2021 based on teacher assessments of their students using the literacy performance standards in reading (Graph 1) and writing (Graph 2). The data combines students that are minimally meeting (MM), fully meeting (FM), and exceeding (E), and excludes not yet meeting (NYM). Next year's analysis will shift to the use of the proficiency scale based on performance standards.

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 continues to be to have even more students meeting literacy targets in all groups. We are doing this through student-specific targeted structured intervention processes as well as class-wide approaches.

Graph 1

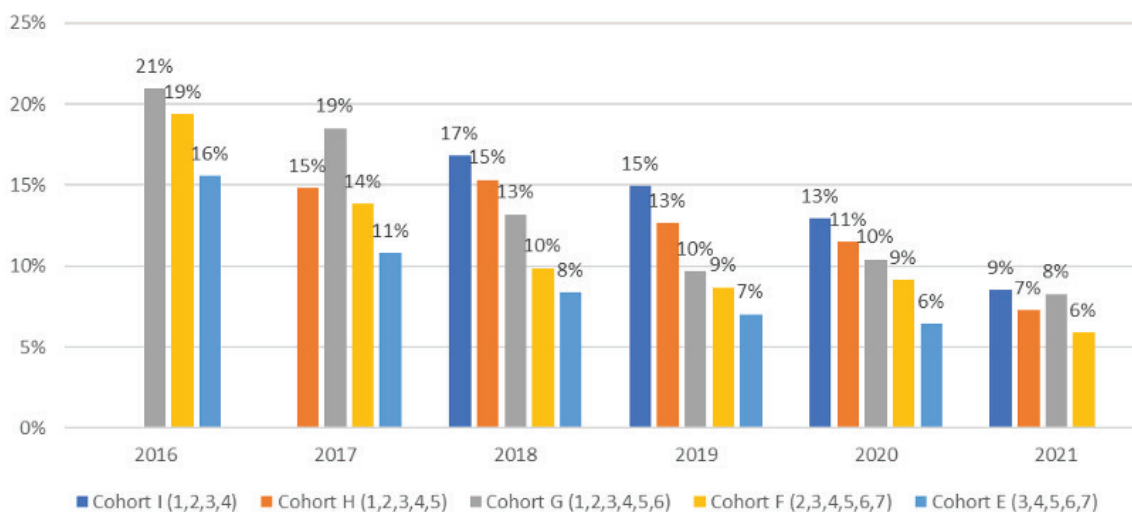


Graph 2



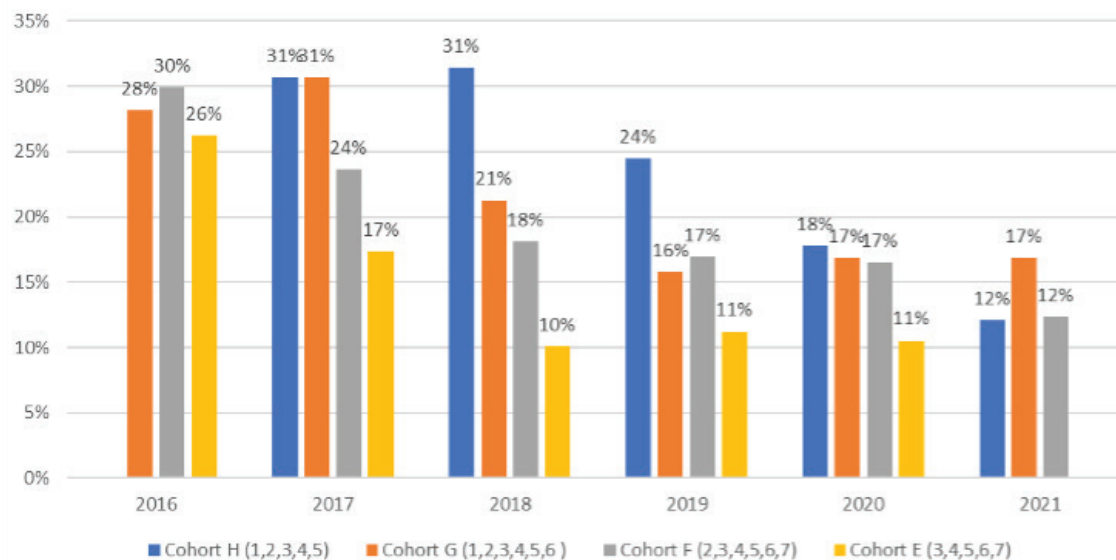
When we review the progress of student cohorts over five years, we see a continued, steady improvement in literacy rates, as seen in the graph below.

Not Yet Meeting (NYM) Readers — Cohort Study All Students (2020/2021)



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 2021. The data demonstrates that our district-wide efforts to improve student literacy skills and to strengthen the literacy teaching and assessment skills of our educators are 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 6 in 2021, that number dropped to 8%.

Indigenous Students Cohorts (NYM) 2020/2021



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 2020/21). 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 F were in Grade 2, 30% were NYM in reading. By the time cohort F students were in Grade 7 in 2020, that number drops to 12%. Schools and the Aboriginal education department spend time looking more deeply into this data, examine the stories of the individual students, and work towards helping these students develop literacy skills.

The [Equity in Action](#) report gives us recommendations around critical literacy. We need to provide staff with further learning and development in this area and examine instructional strategies and assessments that recognize the strengths and interests of Indigenous learners. As the number of Indigenous students NYM is still higher than All 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 of our students.

Secondary

As shown below, our most current data shows a decrease in the percentage of All Resident Students who achieved an assessment of proficient or extending on the GLA 10 between 2019-20 (76%) and 2020-21 (71%), more notable in Students with Disabilities or Diverse Abilities (54%-43%). The data gathered by the GLA 10 Assessment in 2019-20 revealed that SD42 students' literacy skills ranked above the provincial average, while in 2020-21, results dropped below the provincial average. 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. The two blocks of teacher staffing during the 2020/21 school year was used to further build literacy supports that meet the needs of the learners in the school communities. The impact of this work will support further reflection and response moving forward.

Graduation Assessment - Literacy

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

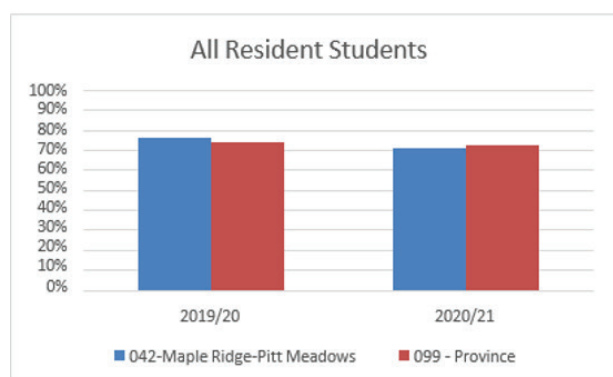


Figure 1: Graduation Assessment Grade 10 Literacy - All Resident Students

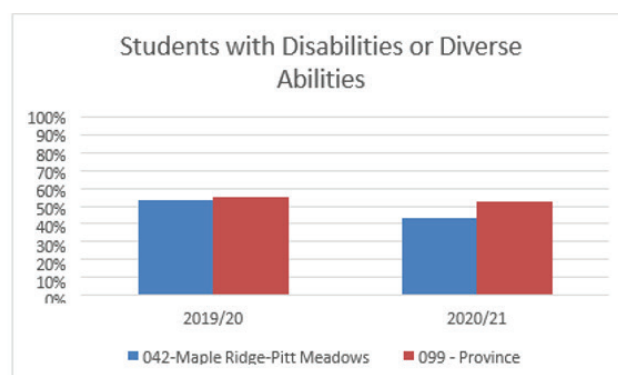


Figure 2: Graduation Assessment Grade 10 Literacy with Disabilities or Diverse Abilities

LITERACY KEY TAKE-AWAYS

The district wide approach to literacy continues to impact our learners as evidenced by the performance standards data. At elementary, year over year, we see that students continue to develop stronger literacy skills, and that the gap between all resident students and our diverse and Indigenous learners is decreasing. At secondary, we did see our Grade 10 learners drop slightly below the provincial average in 2020/2021 compared to 2019/2020.

As a result, we need to continue our district wide approach to literacy instruction and assessment. Although we continue to see more students developing these necessary literacy skills for equitable learning outcomes, we still need to take both a systemic and individualized approach for the benefit of all students. This will require the continuation of staff development, collaboration and co-teaching as teachers look deeply and collectively at their own individual students through formative assessment approaches.

As recommended in the Equity in Action report, we need to take a strength based and wholistic approach to all learners. Students need to be able to demonstrate their learning in multiple ways, including orally, as we value the voice and identity of every learner. This includes more land-based, play-based, and use of authentic resources with effective instructional literacy strategies. This will help us remove the historical systemic barriers that have existed for our Indigenous learners.

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.

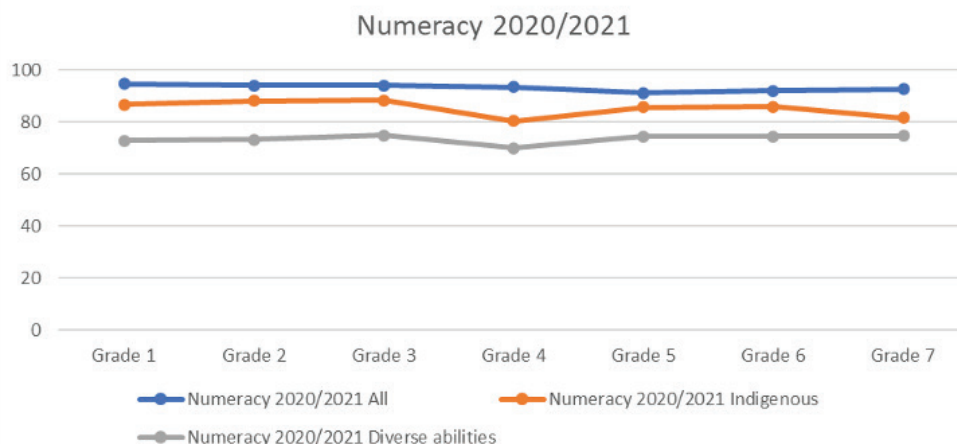
At the secondary level, department conversations during 2020 continued to focus on numeracy across the curriculum. A cohort of teachers also regularly met between 2017 and 2020 to highlight numeracy across content areas and to prepare students for the Graduation Numeracy Assessment (GNA 10). Teachers continue to embed a diversity of text types, including graphs and infographics, into student learning opportunities to develop students' abilities to analyze, solve, communicate, and connect their thinking.

ANALYSIS

Elementary

Included below is the year-end summative numeracy performance standards data for the 2020/21 school year and a comparison of All Learners, Indigenous Learners, and Learners with Disabilities or Diverse Abilities (Special 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 continues to demonstrate the need for further review and analysis at both the district level and the school level through the growth planning process. When sharing this data last year, we had started to see some schools identify numeracy as a goal in their school growth plans. It should also be noted that the current performance standards used in this assessment are not fully aligned with the current curriculum. We look forward to fully implementing the use of the updated numeracy performance standards once they are issued by the ministry.



Secondary

As outlined in the graphs below, our most current data shows a continued increase in the percentage of All Resident Students who achieved an assessment of proficient or extending on the GNA 10 between 2019-20 (26%) and 2020-21 (32%). The 2020/21 results for All Resident Students and Students with Disabilities or Diverse Abilities (Special Needs) remain slightly lower than the provincial average, but with the gap closing. We will provide continued support and instruction to further increase student numeracy skills.

Graduation Assessment - Numeracy 10

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

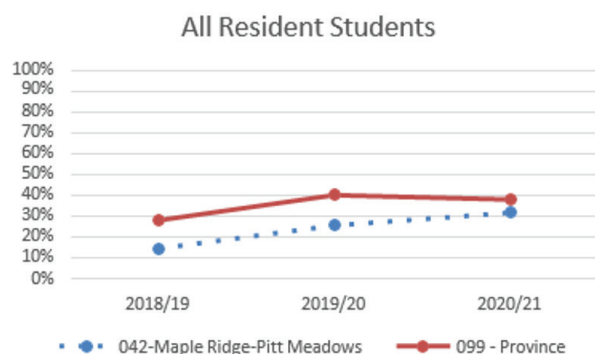


Figure 3: Graduation Assessment Grade 10 Numeracy - All Resident Students

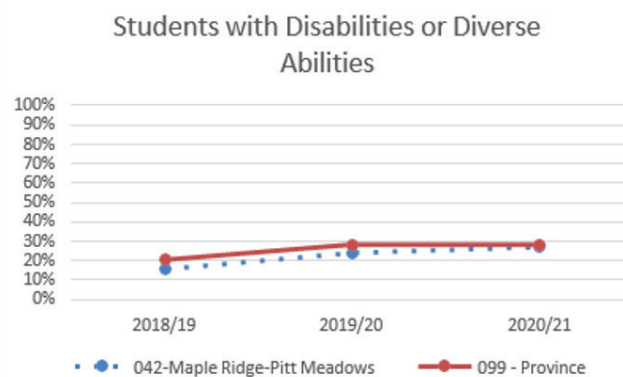


Figure 4: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

NUMERACY KEY TAKE-AWAYS

We continue to see similar results in our numeracy data as we did last year. Overall we see little change over the grades through the elementary years, and at secondary we see a slight improvement in our secondary results. We continue to need further review and analysis at both the district level and the school level through the growth planning process. In addition, we need to look at the most effective ways to support numeracy instructional practices and assessment systemically with the support of both in- and out-of-district expertise. We will be able to further support our students' learning when the numeracy performance standards are updated to better align with the current curriculum.

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), Youth Development Instrument (YDI), ministry Learning Survey results, and listening to Aboriginal Elders that we must keep SEL central to the teaching, learning, and assessment in our school communities.

During 2021/22, the focus has been on the development and implementation of mental health strategies. The need for a focus on mental health is reinforced by student forums and survey results. Part of the mental health focus included anti-racism, completing a review of Indigenous families’ experiences, and completing a series of learning opportunities on trauma informed practice.

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 (SD42), kindergarten teachers have been completing the EDI for over a decade. 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 SD42 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, specifically in the areas of mental health and wellbeing.

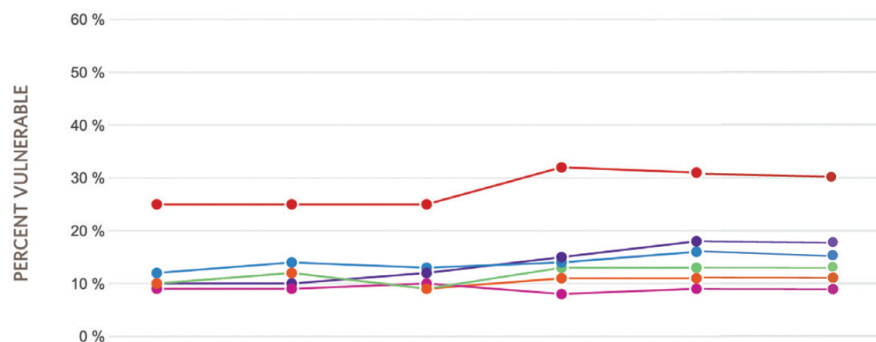
Maple Ridge - Pitt Meadows School District No. 42 plans to conduct EDI Wave 9 in the fall of 2023.

2012/20 District EDI Data: Percentage Vulnerable (Raw Numbers)

	WAVE 2 2004-07	WAVE 3 2007-09	WAVE 4 2009-11	WAVE 5 2011-13	WAVE 6 2013-16	WAVE 8 2019-20
Physical	10	12	9	13	13	13
Social	12	14	13	14	16	15
Emotional	10	10	12	15	18	19
Language	9	9	10	8	9	9
Communication	10	12	9	11	11	11
One or More Scales	25	25	25	32	31	30

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

2019/20 District EDI Data: Percentage Vulnerable



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 2020/21 MDI data shows improvement over last year when it comes to students being able to identify one or more important adults in their lives for Grade 4, but a decrease for Grade 7. In relation to the sense of school belonging, both grades are near or at the provincial average.

Our current Well-Being Index data for both our Grade 4 and Grade 7 students shows a lower percentage are thriving, and we suspect that the ongoing global pandemic is the source of this negative impact. 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.

2020/21 District MDI Data

Grade 4

NUMBER OF IMPORTANT ADULTS AT SCHOOL



Grade 7

NUMBER OF IMPORTANT ADULTS AT SCHOOL

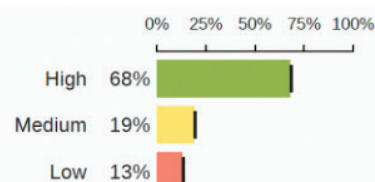


Grade 4 2020/21 Results

Note: Black line is the provincial MDI average

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."



Grade 4 2020/21 MDI Results: Well-Being (Thriving)



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.

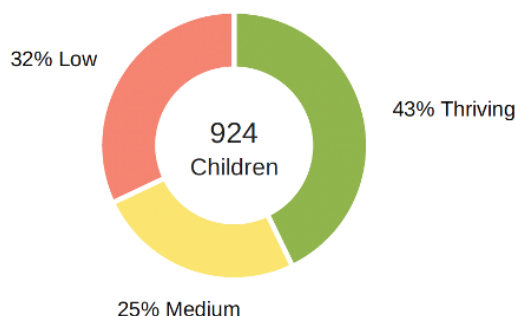


Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

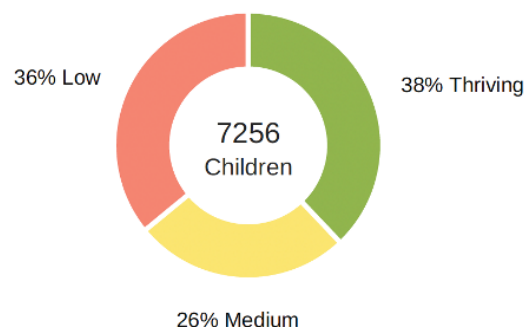


Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MAPLE RIDGE-PITT MEADOWS



ALL PARTICIPATING DISTRICTS

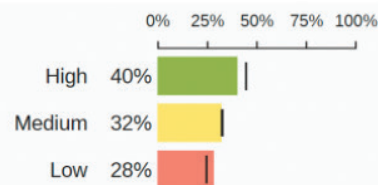


Grade 7 2020/21 MDI Results: School Belonging

Note: Black line is the provincial MDI average.

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."



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.

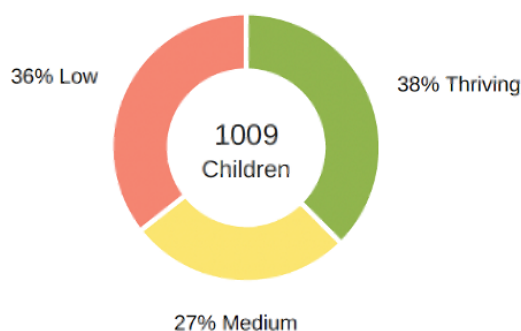


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

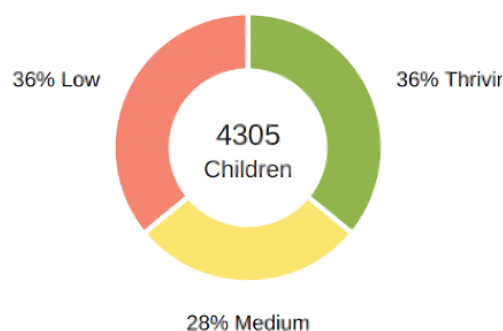


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MAPLE RIDGE-PITT MEADOWS



ALL PARTICIPATING DISTRICTS

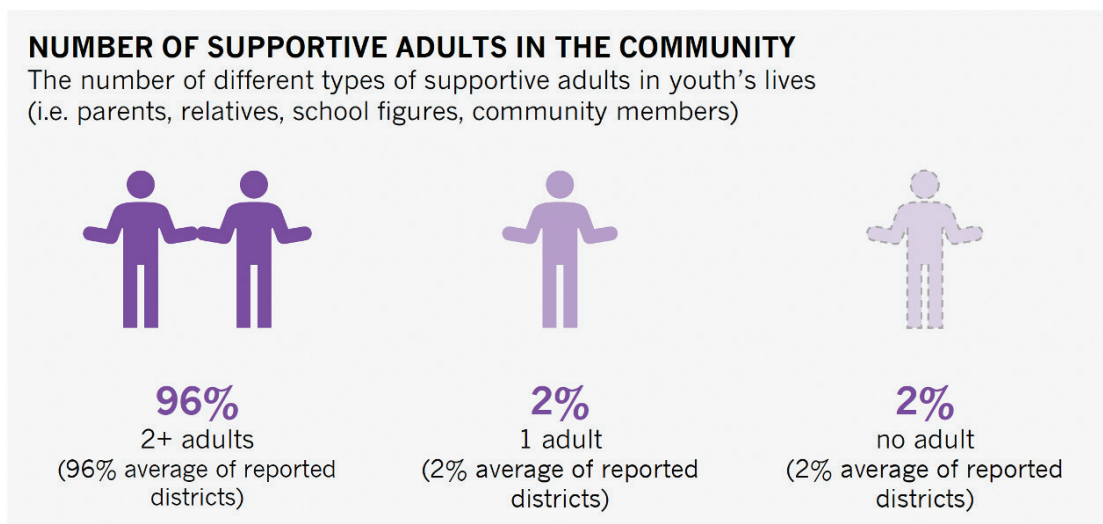


2020/21 YOUTH DEVELOPMENT INSTRUMENT (YDI)

The Youth Development Instrument (YDI) is a self-report questionnaire completed by students in Grade 11. The instrument seeks to understand the health and well-being of Grade 11 students. This survey takes a strength-based approach and includes the domains of Social and Emotional Development, Social Well-being, Learning Environment and Engagement, Physical and Mental Well-being and Navigating the World.

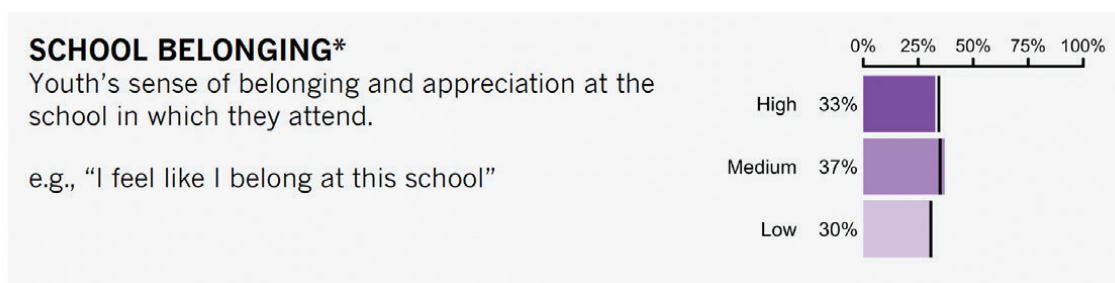
The 2020/21 YDI data shows that 98% of students are able to connect with a caring adult. The Centre on the Developing Child at Harvard University says, “Every child who ends up doing well has at least one stable and committed relationship with an adult.” 70% of Grade 11 students also indicate they feel like they belong (medium to high) at school. This aligns with provincial averages. Of concern is that 45% of Grade 11 students indicate they have low well-being. This data is reinforced by both our Aboriginal student forum and our grade 9-12 student forums from 2019/20, in which students identified mental health education as a priority.

2020/21 District YDI Data: Number of Important Adults



2020/21 District YDI Data: School Belonging

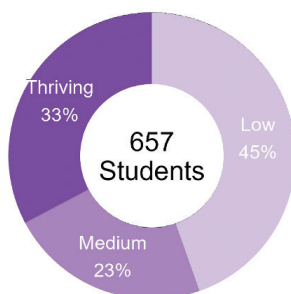
Note: Black line is the provincial YDI average.



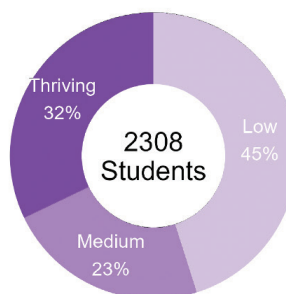
2020/21 District YDI Data: Thriving



Maple Ridge & Pitt Meadows



All Participating Districts



2020/21 PROVINCIAL LEARNING SURVEY DATA - ALL STUDENTS

For the most part, the protective factors around a sense of safety are positive. In grades 4 and 7, 11% of students report being bullied often or always. By grades 10 and 12, fewer than 1% indicate they are bullied often or always. As was indicated in the development instruments, emotional health is an area that requires attention. In Grade 4, 71% of students indicate they feel good about themselves. By Grade 7, this number drops to 49% and by Grade 10 only 41% of students indicate they feel good about themselves often or always. Similarly, only 14% of Grade 4 students indicate feeling stress often or always. This number increases to 32% by Grade 7 and by Grade 12 is increased to 68%. Finally, when students are asked to speak to their health in Grade 7, 44% of students indicate it is positive but by Grade 12 only 22% describe their mental or physical health as positive. The detailed Provincial Learning Survey data for grades 4, 7, 10 and 12 is included in Appendix B.

When we review our students' sense of belonging data (shown below), we find that our general school population is more positive than our Indigenous learners and students with special needs. For example, our Grade 12 general school population report that 47% of them often/always feel that school is a place where they belong. In contrast, only 40% of our Indigenous students feel this way and only 37% of students with disabilities or diverse abilities feel they often/always belong.

2020/21 Grade 7, Grade 10, and Grade 12

Supportive factors: 0% 100%

All Students

Is school a place where you feel like you belong?

	Don't know	Rarely/Never	Sometimes	Often/Always
Grade 7 students	5%	9%	40%	46%
Grade 10 students	5%	10%	42%	44%
Grade 12 students	3%	6%	45%	47%

Indigenous Students

Is school a place where you feel like you belong?

	Don't know	Rarely/Never	Sometimes	Often/Always
Grade 7 students	6%	8%	45%	41%
Grade 10 students		6%	43%	51%
Grade 12 students		5%	56%	40%

Students with Special Needs

Is school a place where you feel like you belong?

	Don't know	Rarely/Never	Sometimes	Often/Always
Grade 7 students	5%	14%	38%	43%
Grade 10 students	6%	11%	44%	40%
Grade 12 students	5%	8%	51%	37%

While key indicators of belonging and safety are relatively strong in our data, the indicators of school stress, self-esteem, and mental health highlight areas where continued focus is required. For example, only 43% of Grade 12 students surveyed say they feel good about themselves often or always (see Appendix B). It will be important to continue to create a culture of belonging in our schools so students feel welcomed and treated fairly. In previous student forums, our students spoke to what they need most from educational experiences is a sense of well-being through inclusion. Indigenous students spoke to needing a leadership group, increasing visibility in all curriculums, and engaging in inclusive activities. Students were emphatic that a sense of well-being comes from a place of visibility and connection.

One of the three goals from the *Equity in Action* process is to collaborate with stakeholders to develop a model of Indigenous education that includes cultural diversity and Indigenous knowledge(s) of the Indigenous learners, families, and communities that are represented in our district. Students shared their insights about their educational experience in April 2022 as a part of the *Equity in Action* report-development process. One student expressed wanting to “just feel connected. It is really important to feel connected,” while another added it is “amazing feeling connected to Elders”. The need for mental health supports was also reaffirmed. Students noted in their feedback that “mental health supports is extremely important,” that students “need better access to mental health supports,” and that it was “affirming to see in the report.” The feedback also underscored the need for urbanized Indigenous students to have access to cultural teachings. It is recognized within an Indigenous worldview that access to Elders, Knowledge Keepers, and cultural teachings has an impact on the affective domain, that it is seen as medicine, and that it is considered necessary for developing a sense of belonging and connection to identity.

The process of creating a culture of belonging will need to include interactions with Elders, Knowledge Keepers, and Indigenous youth. We will begin actioning the recommendations outlined in the *Equity in Action* report in consultation with community rights holders.

KEY TAKE-AWAYS

While our students have a good sense of belonging and safety overall, student well-being must continue to be an area of focus. Although some of these needs may be surfacing as a result of the COVID pandemic and other global factors, the impact is clear: the data indicates that students are feeling stressed and that 54% of students do not feel good about themselves. Students in the YDI survey indicated a 10% decline in how they felt about their mental/emotional health since COVID (see data as follows). We also see a four-year negative trend in our MDI data (see data as follows) in the areas of absence of sadness and optimism.

A continued inclusion-based focus on sexual orientation and gender identity (SOGI), anti-racism, and equity will ideally positively impact all students and bolster their self-identity. When we break out data for Students with Disabilities or Diverse Abilities and Indigenous students, we continue to see a gap between our general school population. Ideally, an increased focus on inclusion will help narrow some of these gaps.

Additionally, we need to work with staff to help students develop skills that help manage and reduce stress, including mindful practices, feeling gratitude, making positive contributions, and play-based and outdoor learning.

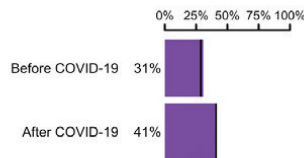
Building educator capacity in preventative education, adverse childhood experiences and trauma informed practice, mental health literacy, and restorative actions will continue to be a focus.

Grade 11 2020/21 YDI Results: Pre and Post COVID

Note: Black line is the provincial YDI average.

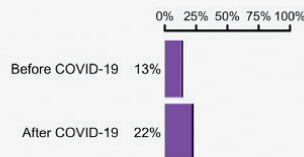
MENTAL/EMOTIONAL HEALTH

Percentage of youth rating their mental/emotional health as 'poor' or 'fair' before COVID-19 compared to during COVID-19.



QUALITY OF LIFE

Percentage of youth rating their quality of life as 'poor' or 'fair' before COVID-19 compared to during COVID-19.



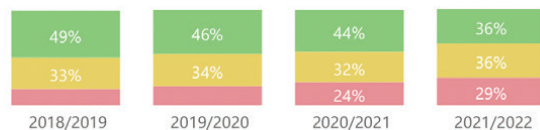
Grade 7 MDI Results: Four-Year District Averages

Grade 7 - District Average

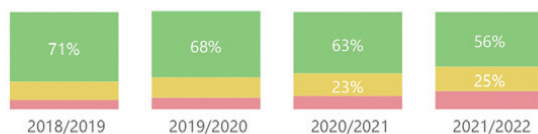
The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health. Learn more about the the well-being index in the [Discover MDI Field Guide](#)

Optimism

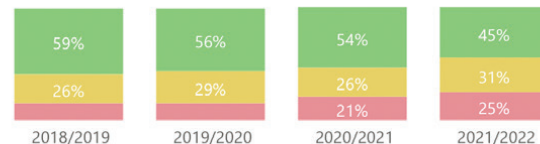
● Low ● Medium ● High



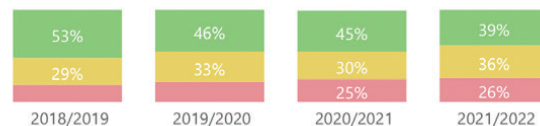
Self-Esteem



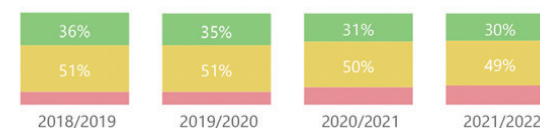
Happiness



Absence of Sadness



General Health



C. CAREER DEVELOPMENT

CONTEXT

Secondary Innovation is currently one of the strategic goals for our school district. 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 we recognize the importance of tracking five-year graduation rates, we feel tracking six-year graduation rates is also extremely important since the successful completion for all learners is the primary goal. Transition rates to post-secondary schools and student perceptions of career preparation are closely linked to graduation rates and warrant further inquiry and ongoing analysis.

ANALYSIS OF DATA

FIVE-YEAR GRADUATION RATES

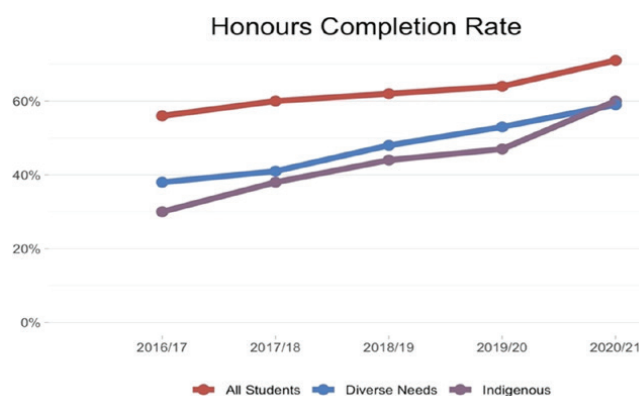
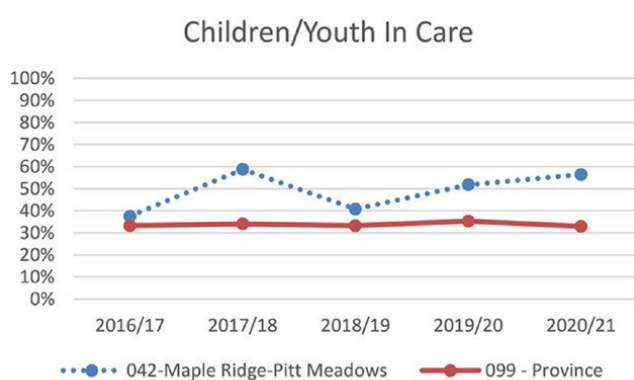
The data for five-year graduation rates generally shows favourable trends over time. Over the period 2016/17 to 2020/21, the five-year graduation rate for the “All Students” group has increased from a low of 81.6% to the most recent level of 91.4%, which places our district results above the provincial rate of 85.6%.

The general trend of improvement in the district graduation rates for Indigenous students have been significantly above the provincial rates over the last decade. As shown in the graphs that follow, the district graduation rate for Indigenous students over the period 2016/17 to 2020/21 has shown an increase of 13.3%. Over this same period, the gap between rates for Indigenous and non-Indigenous subgroups narrowed from 21% to 17%. In the 2017/18 school year, the gap between the Indigenous and non-Indigenous subgroups sat at 7%.

The general trend of improvement in the graduation rates for Students with Special Needs have also generally sat above provincial rates spanning over a decade. While the graduation rate over the period 2016/17 to 2020/21 has shown an increase of 15.9%, the gap between the subgroups of Students with Special Needs and All Students has narrowed from 23.9% to 17.8%.

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 Completion Rate — Children/Youth In Care

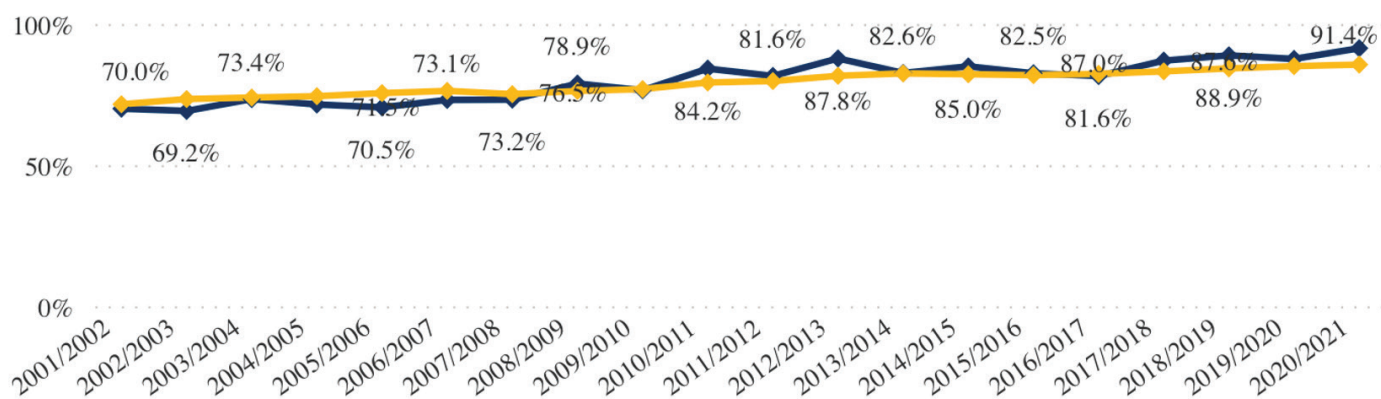


Examining the five-year graduation data more closely, we can see that the quality of graduation achieved by our students has steadily improved over the 2016/17 – 2020/21 period. When considering the percentage of students achieving graduation with honours, there is an obvious increase in all three student subgroups. The percentage in the All Students group over this five-year period has increased from 55% to 70%; the percentage of Indigenous students has advanced from 30% to 60%, and the overall percentage of students with Special Needs achieving honours has gone from 38% to 59%. (The Ministry of Education and Child Care assigns honours standing based on the highest grades of all credits contributing to completion of the provincial graduation requirements.)

FIVE-YEAR DATA

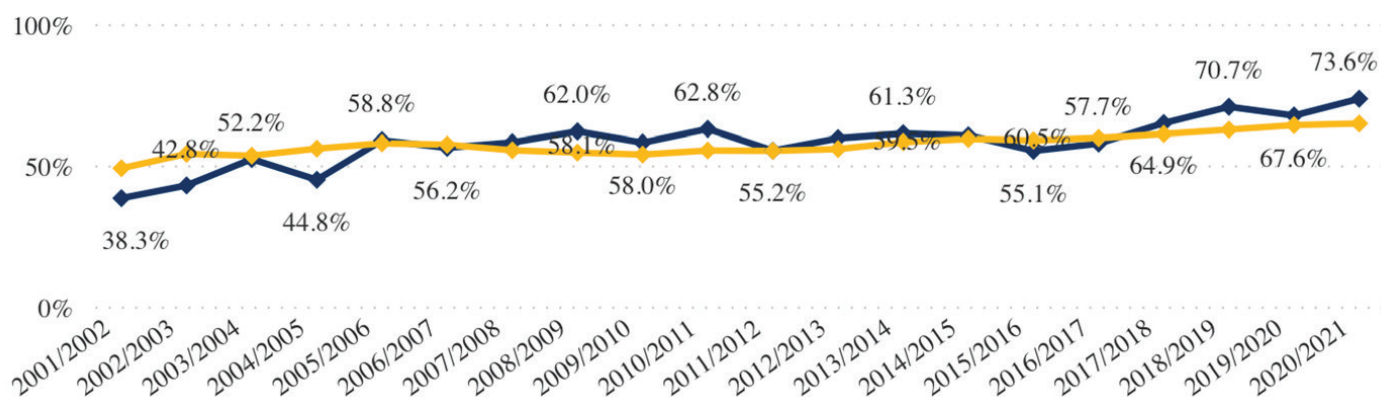
All Students – Five-Year Grad Rates

◆ District ◆ Province



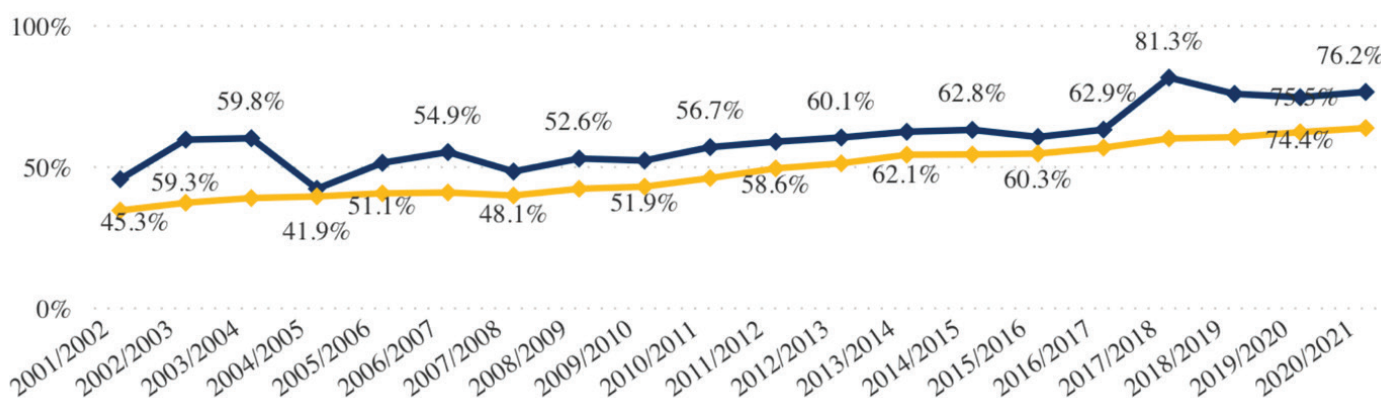
Students with Special Needs – Five-Year Grad Rates

◆ District ◆ Province



Indigenous Students – Five-Year Grad Rates

◆ District ◆ Province

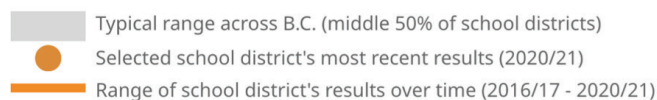


SIX-YEAR GRADUATION RATES

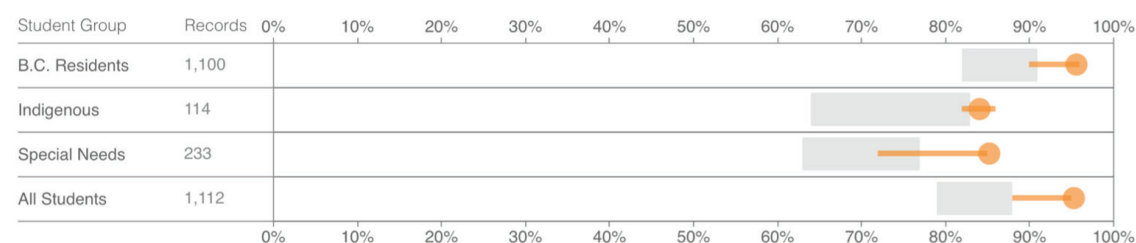
The data for six-year graduation rates shows overall positive trends and demonstrates the benefits of providing learners with additional time to meet graduation requirements. Overall, the graph below shows the positive trend over the period 2016/17 to 2020/21 for six-year rates in all categories: BC residents, Indigenous, Special Needs, and All Students. Along with demonstrating a positive trend in completion rates for SD42 students, the dataset shows results for SD42 are significantly higher than the typical range of results across B.C. school districts.

SIX YEAR DATA (2016/17 TO 2020/21)

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.



Completion Rates



More specifically, over the period 2016/17 to 2020/21, the six-year graduation rate for the All Resident Students category has increased from 89.5% to 95.6%, which sits above the provincial rate of 90.1%.

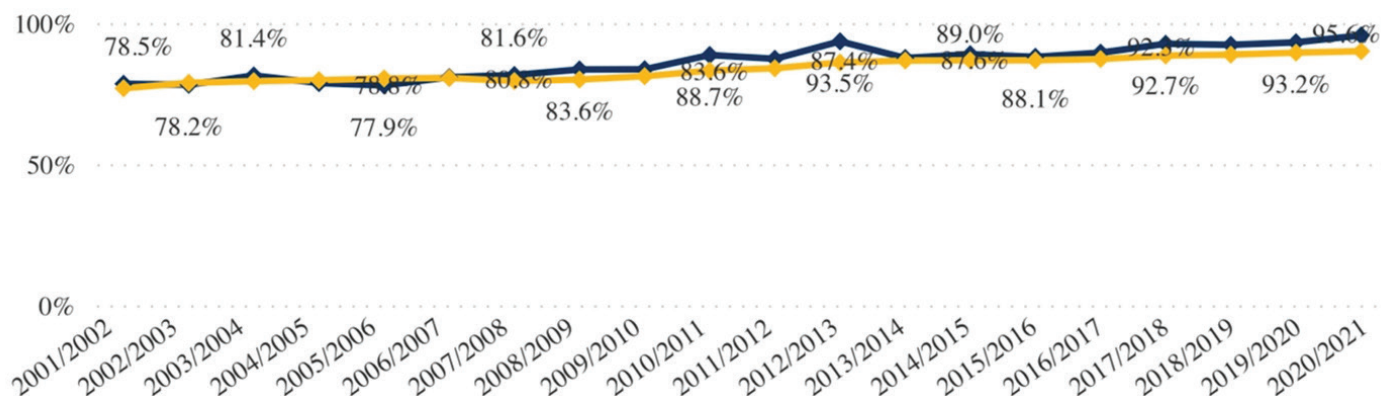
As shown in the graphs below, the six-year graduation rate for Indigenous students over the period 2016/17 to 2020/21 has shown a range of 83.5% to 86.2% with the 20/21 measure being 84.1%. The gap between rates for Indigenous and non-Indigenous student has a range of 6% to 13% with the smallest gap in the 20/21 data of 6%.

Similarly, the six-year graduation rate for students with special needs over the period 2016/17 to 2020/21 has shown an increase of 13.5% with the gap between rates for Students with Special Needs and Resident subgroups narrowing from 17.7% to 10.3%.

SIX-YEAR DATA

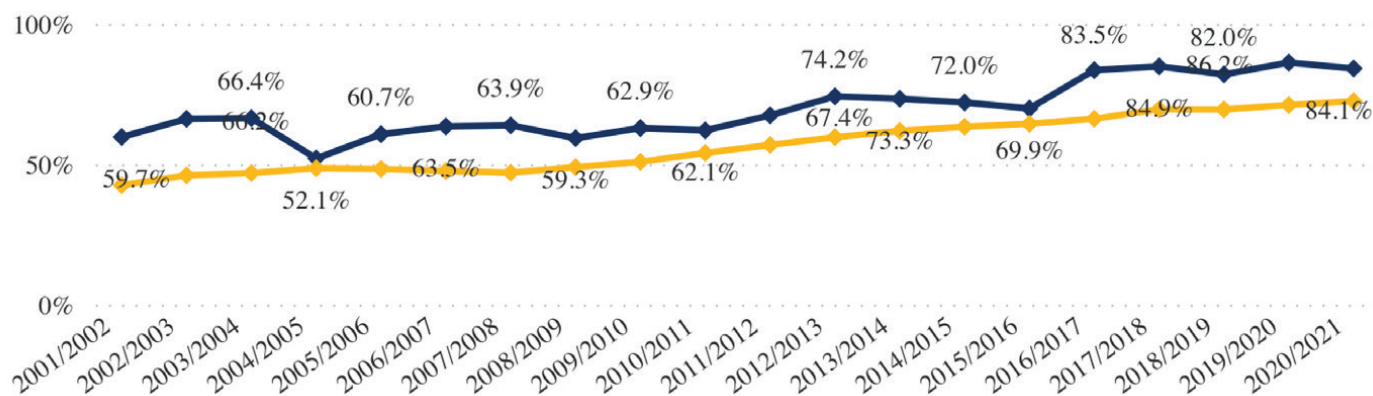
All residents

◆ District ◆ Province



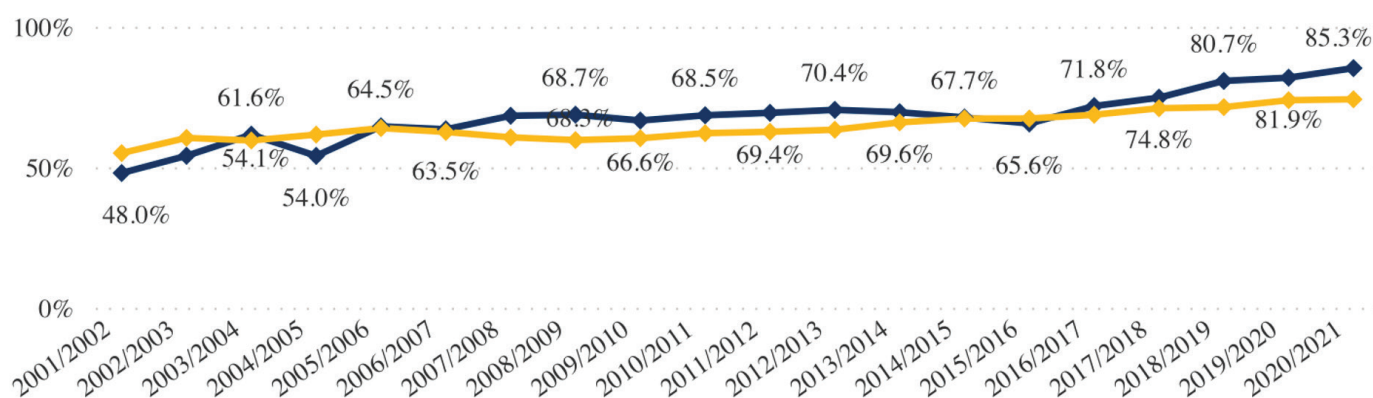
Indigenous

◆ District ◆ Province



Special Needs

◆ District ◆ Province



CAREER AND LIFE GOALS

Data from the Student Learning surveys (2016/17 to 2020/21) provides us with some insight into how Grade 10 and Grade 12 students feel about how the core competencies have prepared them to achieve career and life goals.

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

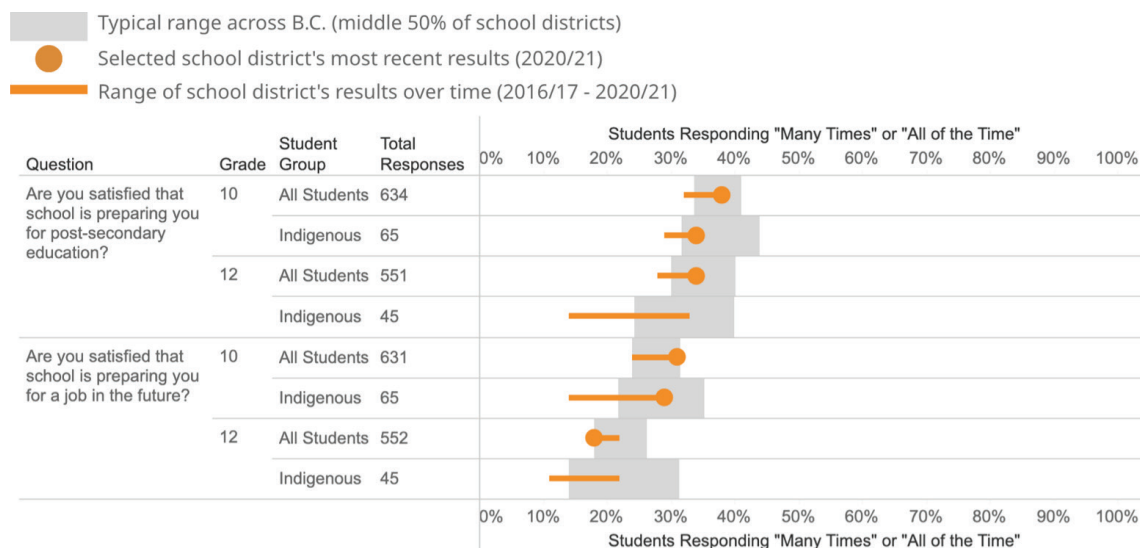
A closer examination of the response categories *Many Times* and *All of the Time* to the question “Are you satisfied that school is preparing you for a job in the future?” shows that the results for our school district are within the typical provincial range. This is captured in the graph that follows. In this graph, the shift in results over the five-year period (from 2016/17 to 2020/21) is indicated by a solid orange line, with an orange dot marking the most recent results (2020/21). When we look at the Grade 10 All Student and Indigenous student responses, we see evidence of continuous improvement, with the *Many Times* and *All Times* responses peaking in the 2020/21 Student Learning Survey. The same, however, is not true of the Grade 12 student results over the five-year period. In the case of Grade 12 students, the 2020/21 Student Learning Survey results mark the lowest score in the five-year timeline. While these results align with overall provincial result, it is nevertheless an area that warrants further examination and analysis, given that 39% of Grade 10 students and 44% of Grade 12 students indicated a negative response with only 23% of Grade 10 students and 19% of Grade 12 students providing a positive response to the question.

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

In response to the question, “Are you satisfied that school is preparing you for post-secondary education?” provincial and district data are also generally aligned (see following graph). For this question, the *Many Times* and *All Times* responses peak for all groups in the 2020/21 Student Learning Survey. For All Students (Grade 10), the five-year range runs from 32% in 2016/17 to 38% in 2020/21; for Indigenous students (Grade 10), this range runs from 29% in 2016/17 to 34% in 2020/21; and for All

Students (Grade 12) the range runs from 28% to 34%. The most recent data for Grade 12 Indigenous students has been masked due to low numbers.

While the district survey responses to this question show an upward trend over the five-year period, we will continue to target resources to support this work given that only 35% of Grade 10 students and 31% of Grade 12 students provide a positive response to the question.



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 Career Life Education 10 (CLE 10) and Career Life Connection 12 (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. The graduating class of 2022 will be our first generation of graduates to have experienced the redesigned curriculum during their 3 years in the graduation program.

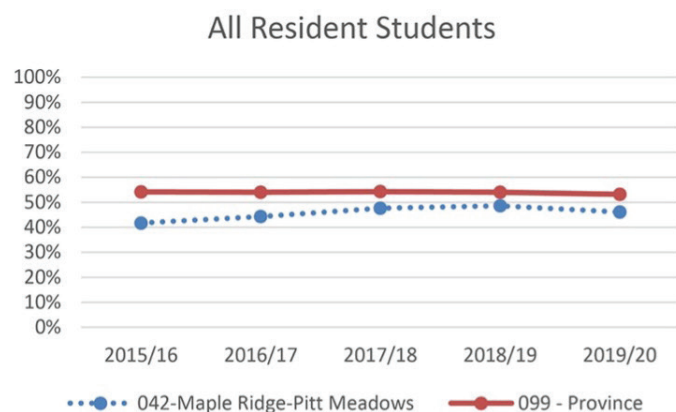
TRANSITION TO POST-SECONDARY

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.

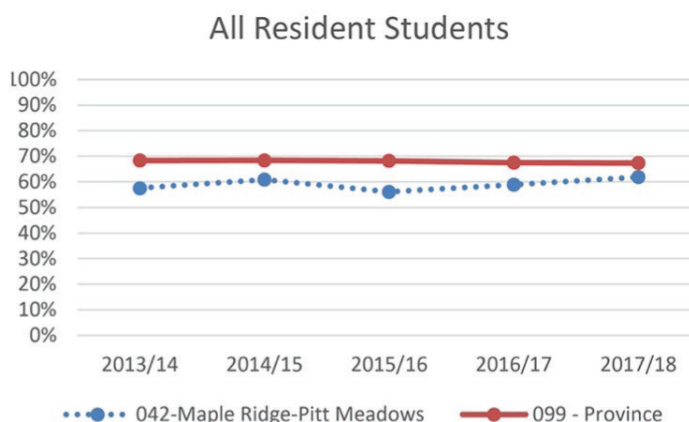
While data specific to immediate transition to post-secondary for district students has shown gradual progression over the period 2015/16 to 2018/19, the rate of immediate transition to post-secondary for our district students continues to fall short of the provincial average. The data on this measure for the Disabilities or Diverse Abilities (Students with 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.

The proportion of graduating resident district students who make a transition to a B.C. public post-secondary institution within three years of graduating has remained consistent over the five-year data period. 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 Disabilities or Diverse Abilities 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



The Maple Ridge - Pitt Meadows School District has a very healthy Train in Trades program. Each year, the district typically has 125 Grade 12 students concurrently enrolled in first year post-secondary trades programs. We have confirmed with the Ministry of Education and Child Care that the Grade 12 Train in Trades students are not included in our PSI transition data. Based on our five-year average graduation group size of 1128 students, our trades students represent 11% of the graduation class missing from this annual PSI transition data. The missing data is significant for both the All Residents student data and the disabilities or diverse abilities subgroup. The inclusion of our Train in Trades students would likely position our district above the provincial average in both student subgroups in the immediate transition and three-year transition data sets.

To help us better understand our district PSI transition pattern, we included four additional questions in the 2021/22 student satisfaction survey. The purpose of the questions is to help us better understand student perception regarding their PSI preparedness, interest, and access.

KEY TAKE-AWAYS

Overall, our district graduation data in each of the student subgroups remains above the provincial average with a pattern of improvement year over year over the five year period between 2016/17 to 2020/21. As a district, we will continue to examine our operational and educational decisions to ensure they support the eventual elimination in the gap between subgroup graduation rates.

While our student learning survey results regarding job and post-secondary preparedness are well within the provincial average, there is opportunity for us to examine our existing career preparation program structures for areas of potential improvement. As compared to the Grade 12 responses, the Grade 10 student responses demonstrate a higher level of satisfaction. This elevation could be attributed to the recent implementation of the district's redesigned career program curriculum. The graduating class of 2022 will be our first generation of graduates to have experienced the redesigned curriculum during their three years in the graduation program.

To better understand our PSI transition data, we have included additional questions in the 2021/22 student satisfaction survey. The questions are designed to provide us with additional information regarding student perception of their PSI preparedness, interest, and access. We have confirmed that year over year our Grade 12 Train in Trades students are not reflected in our district PSI transition data. These students typically represent 11% of our graduating students each year and if they were included in our district data then our district results would likely be positioned above the provincial average in both the All Residents and the Diverse Abilities subgroups.

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 Reporting 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 FSA data in BC Public schools based on a) proficiency scores and b) percentage of Literacy/Reading selected response questions that students in grades 4 and 7 answered correctly.	2-5
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.	6
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student FSA data in BC Public schools based on number of students Exceeding and Extending divided by Writers.	7-8
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.	9
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.	10-11
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.	12-14
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?'.	15
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).	16
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.	17-18

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)

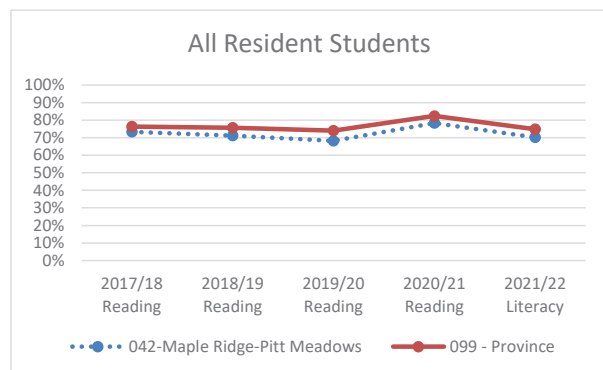


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

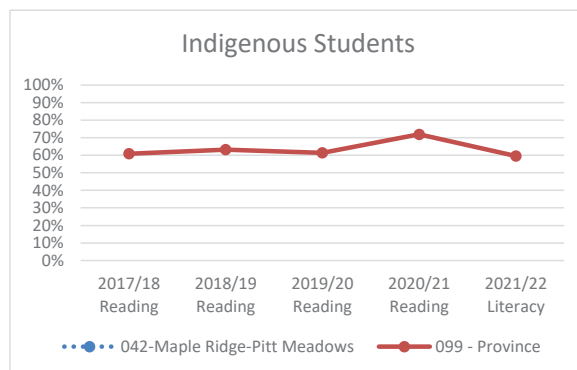


Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students

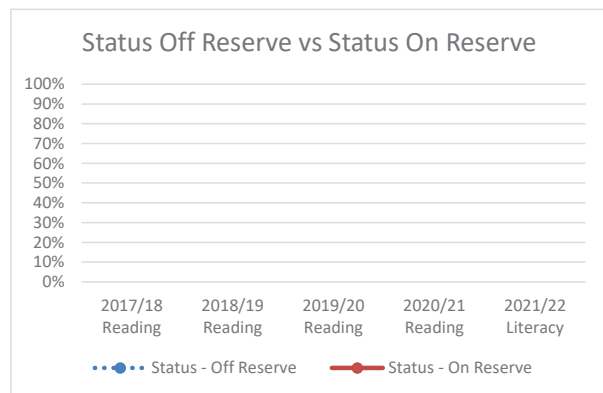


Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve

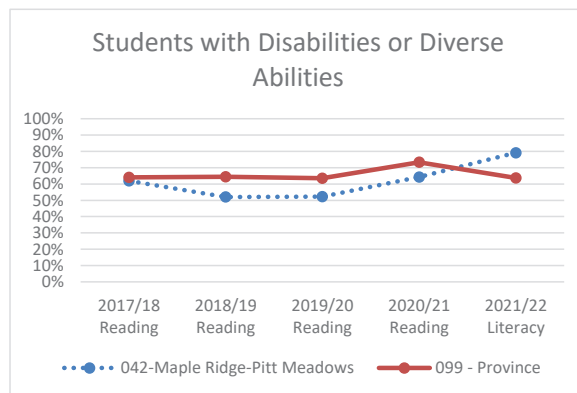


Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities

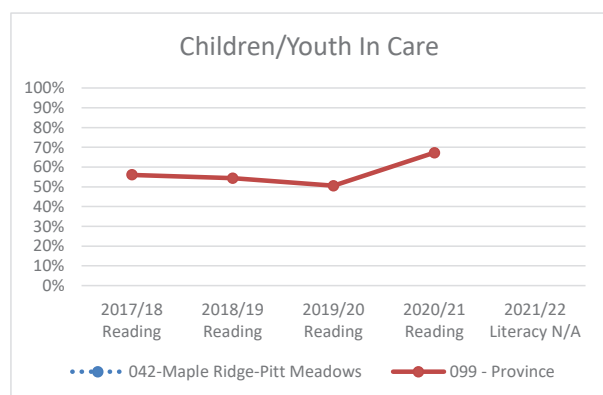


Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care

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)

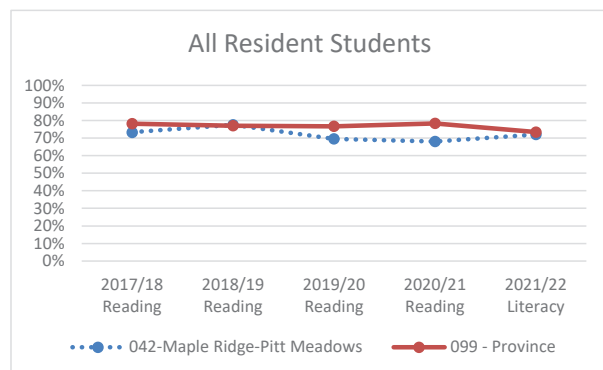


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

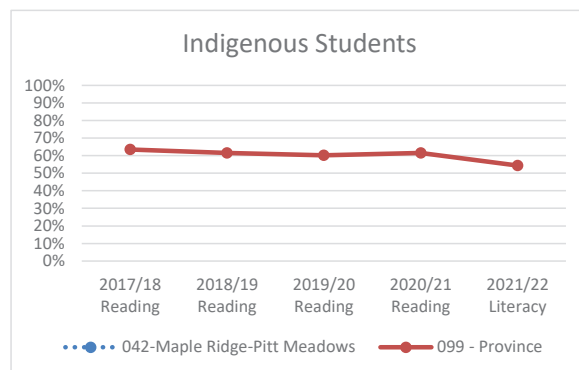


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

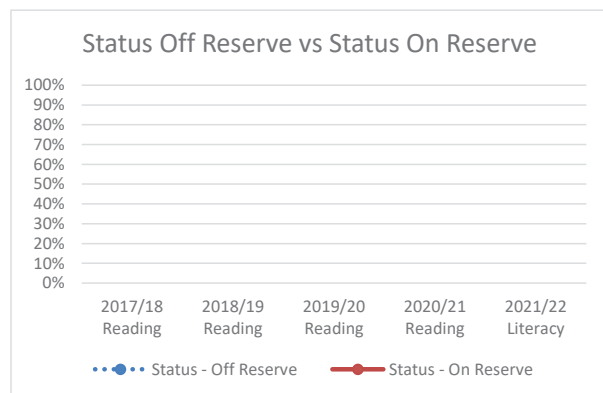


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

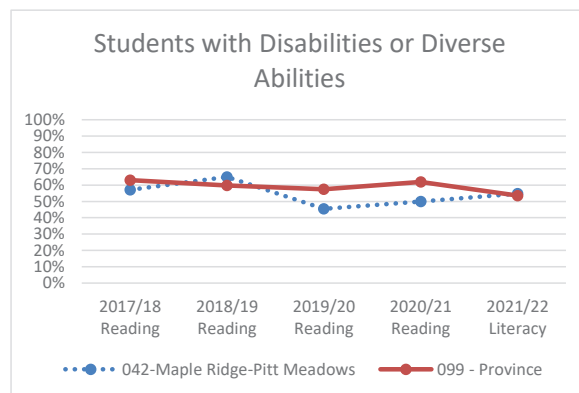


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

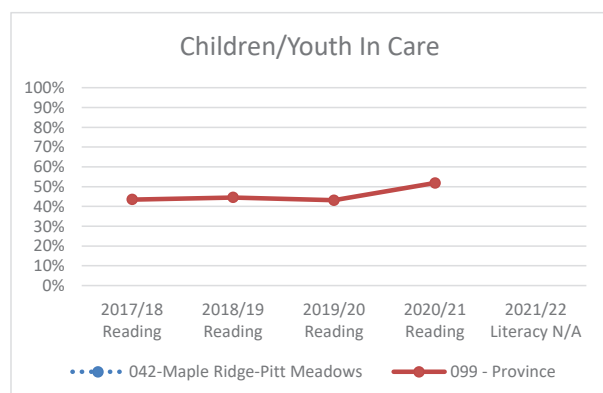


Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care

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

(Percentage of Literacy/Reading selected response questions that students in grade 4 answered correctly)

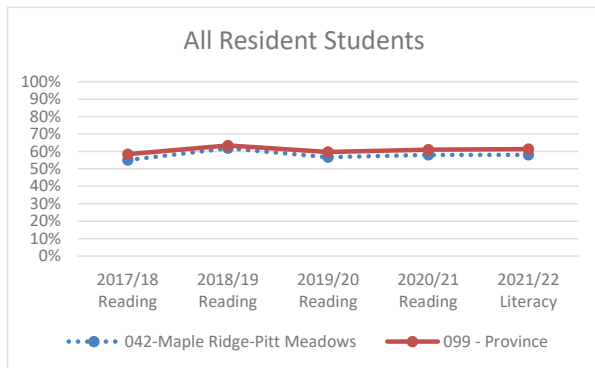


Figure 11: FSA Grade 4 Reading - All Resident Students

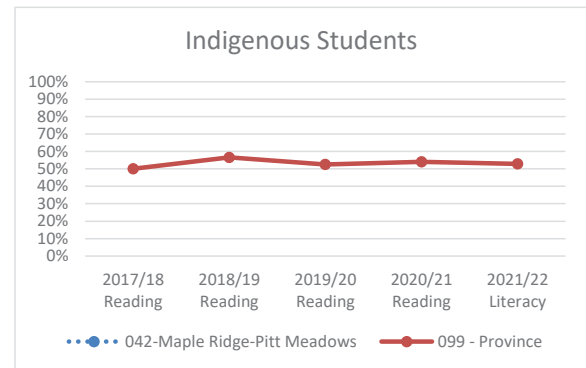


Figure 12: FSA Grade 4 Reading - Indigenous Students

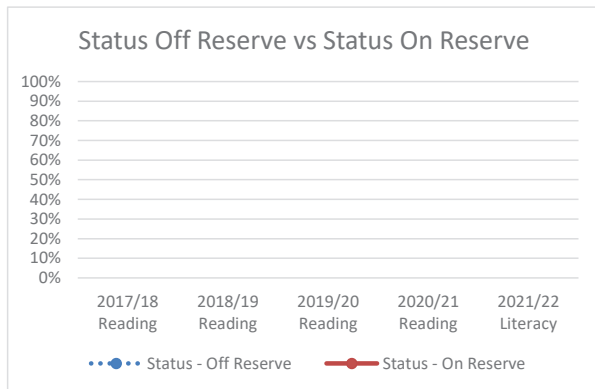


Figure 13: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

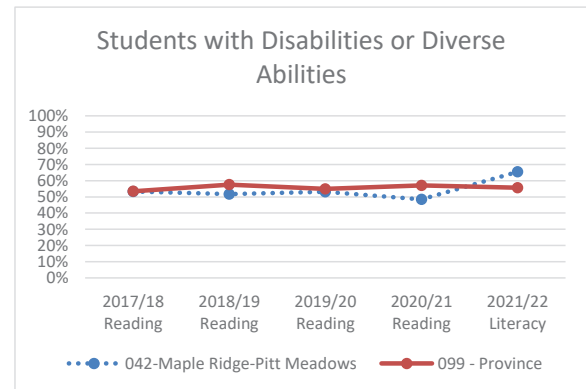


Figure 14: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

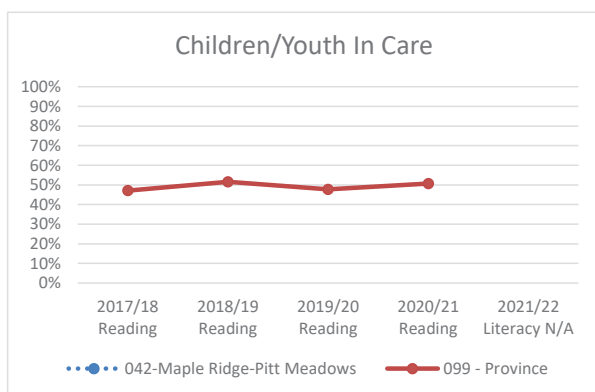


Figure 15: FSA Grade 4 Reading - Children/Youth In Care

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

(Percentage of Literacy/Reading selected response questions that students in grade 7 answered correctly)

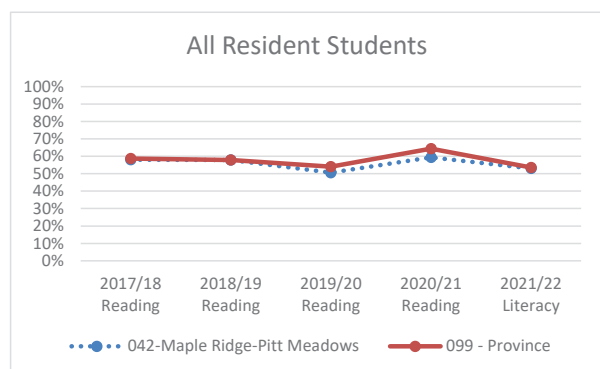


Figure 16: FSA Grade 7 Reading - All Resident Students

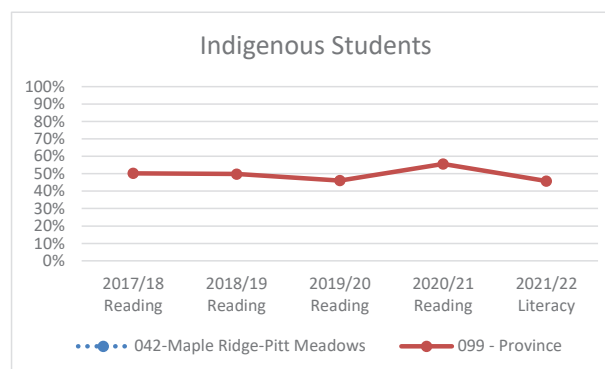


Figure 17: FSA Grade 7 Reading - Indigenous Students

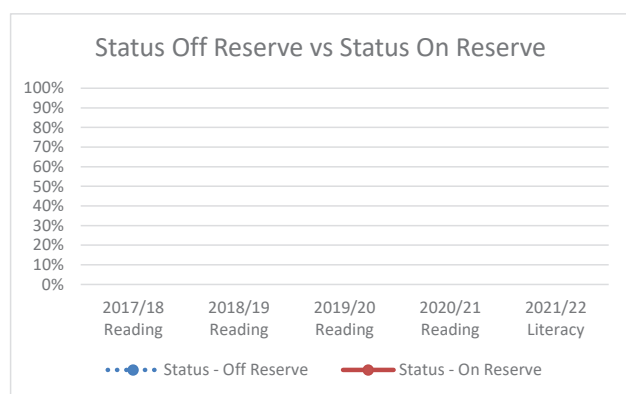


Figure 18: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

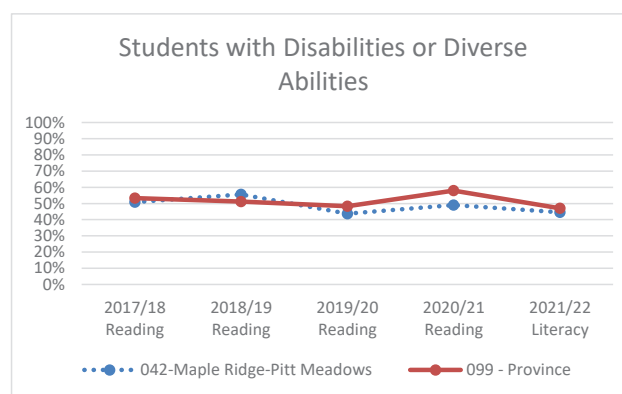


Figure 19: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

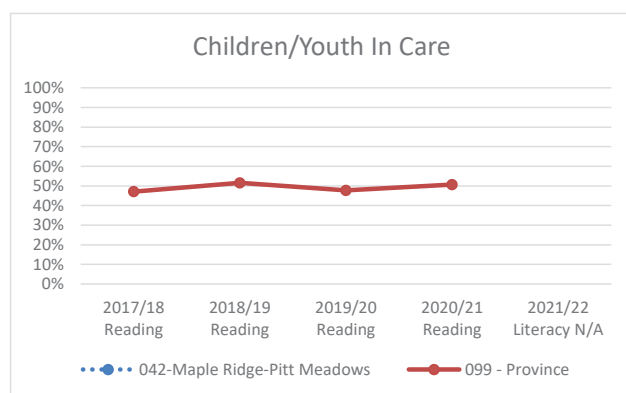


Figure 20: Grade 7 Reading - Children/Youth In Care

Graduation Assessment - Literacy 10

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

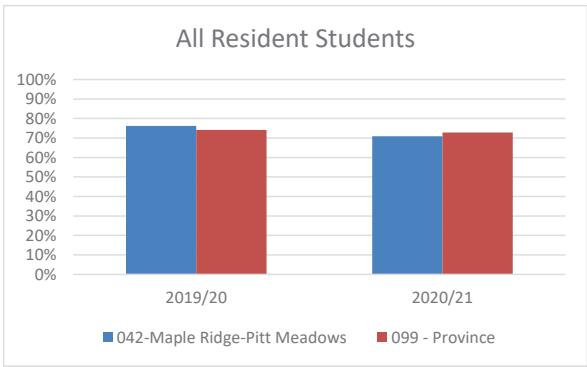


Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students

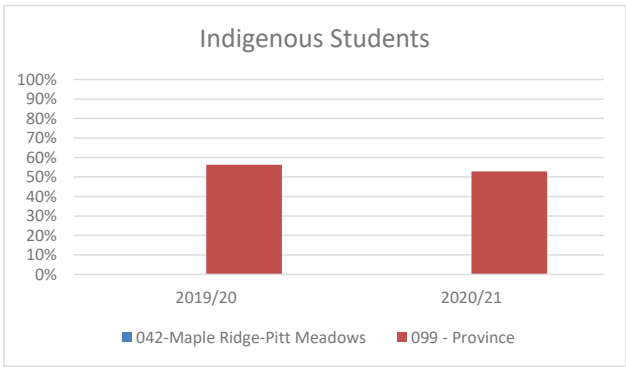


Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students

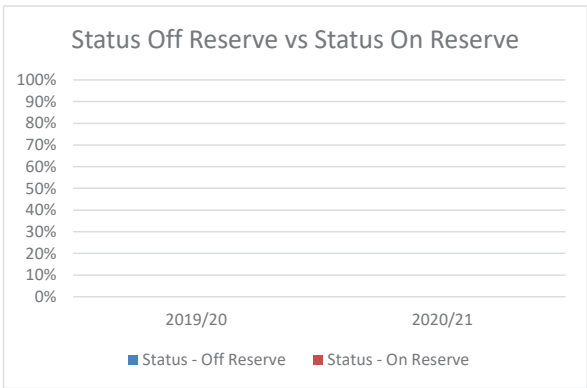


Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

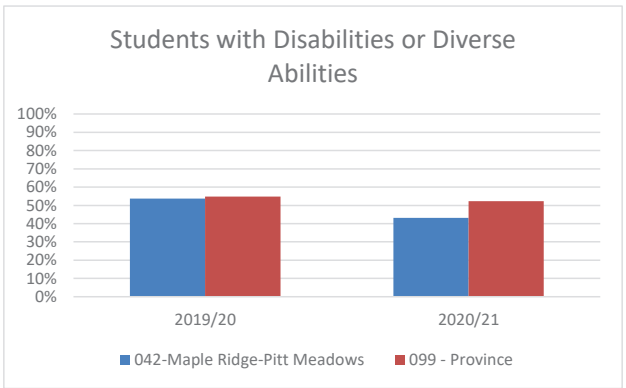


Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

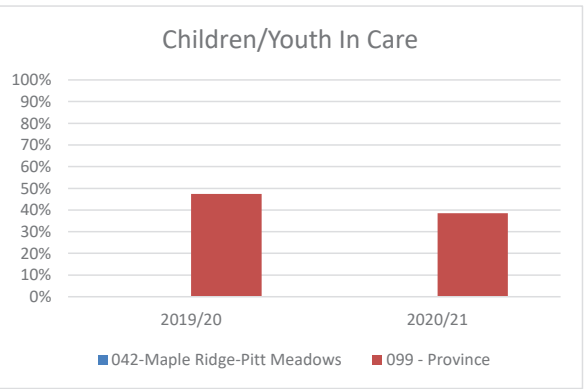


Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

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)

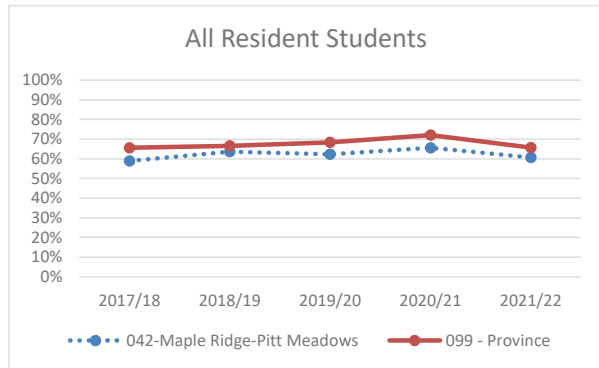


Figure 26: FSA Grade 4 Numeracy - All Resident Students

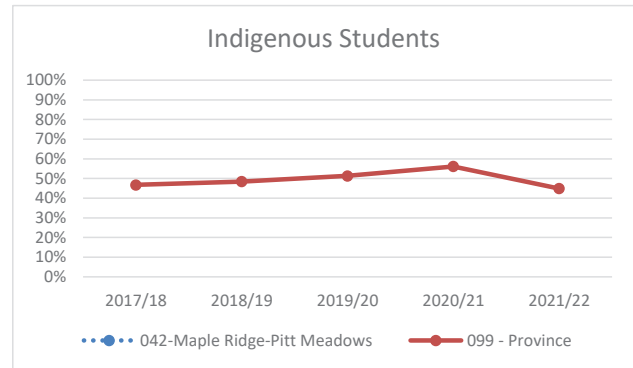


Figure 27: FSA Grade 4 Numeracy - Indigenous Students

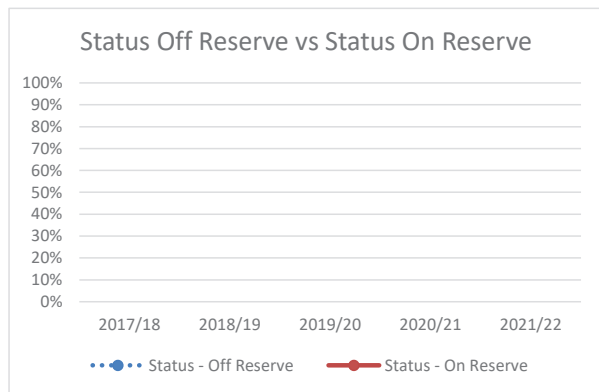


Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

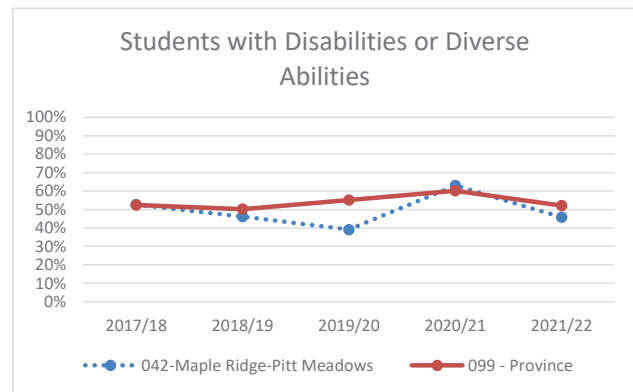


Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

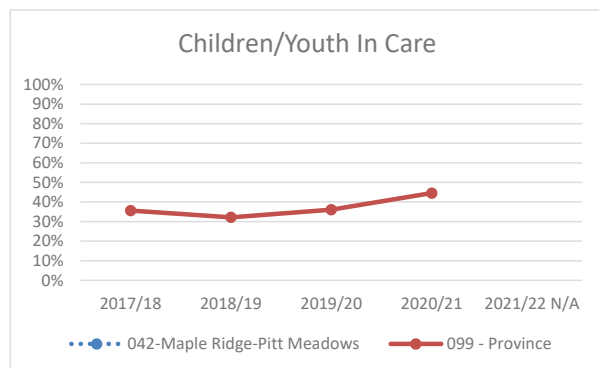


Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care

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)

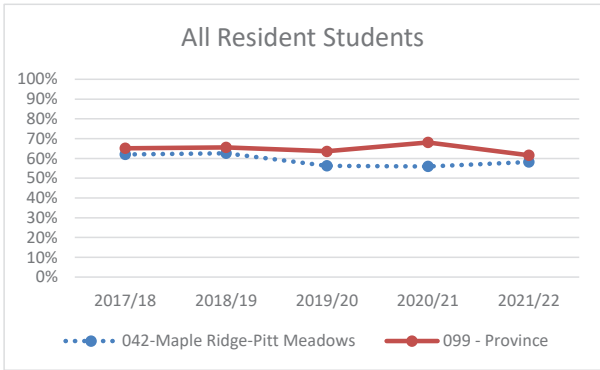


Figure 31: FSA Grade 7 Numeracy - All Resident Students

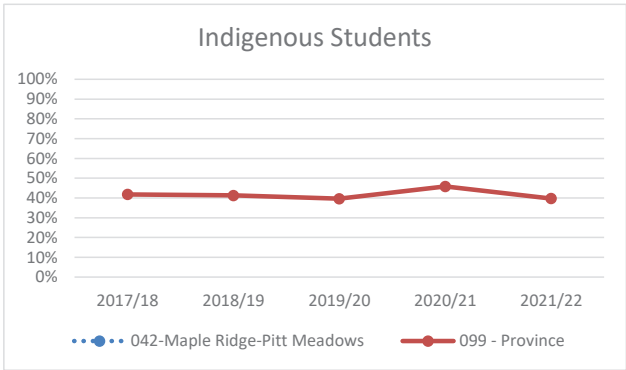


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

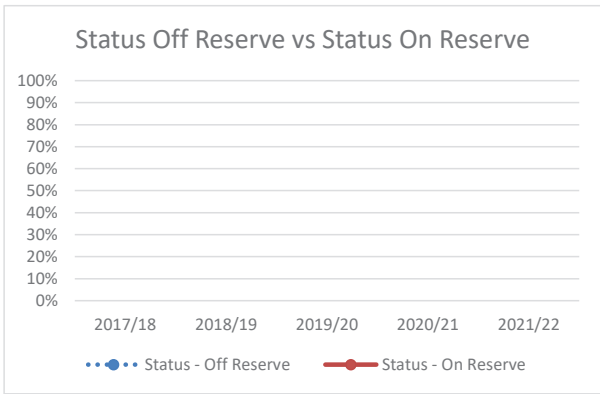


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

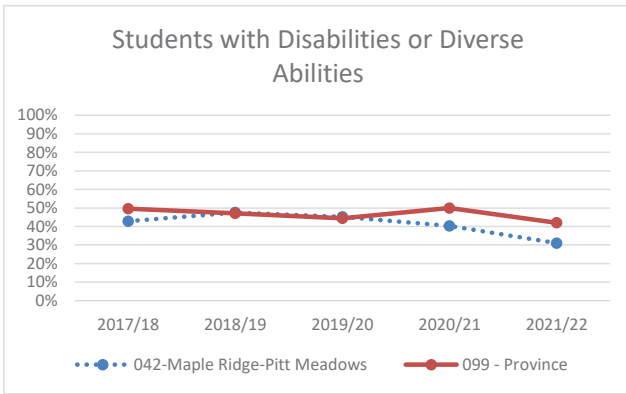


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

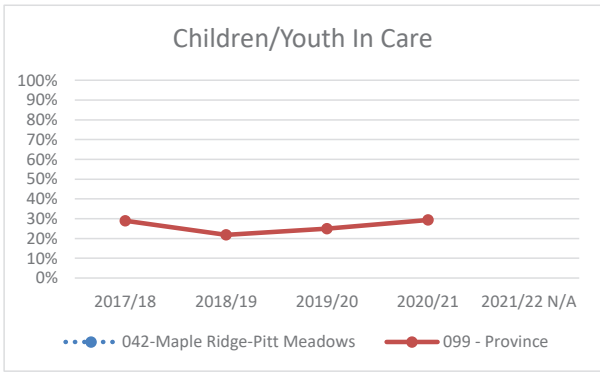


Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care

Graduation Assessment - Numeracy 10

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

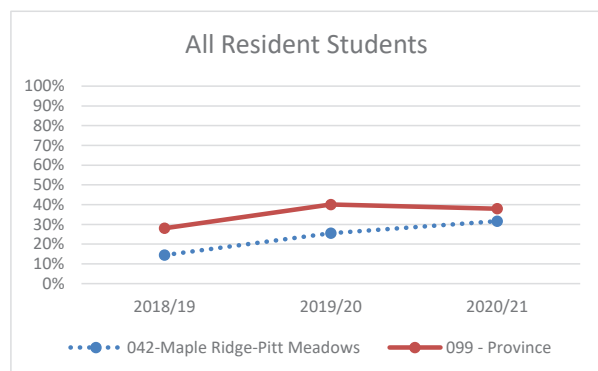


Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students

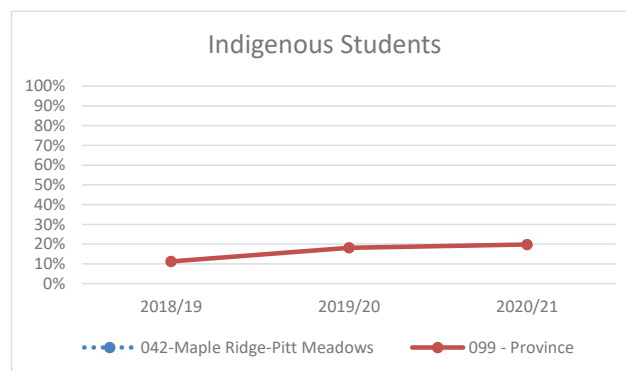


Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students

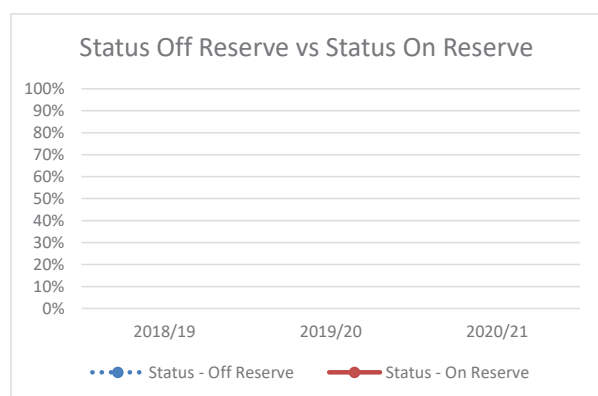


Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

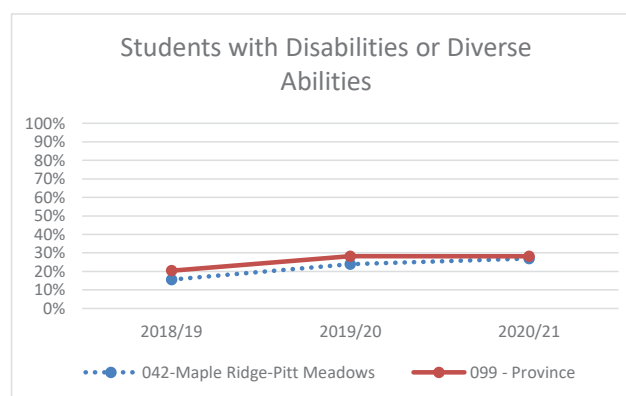


Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

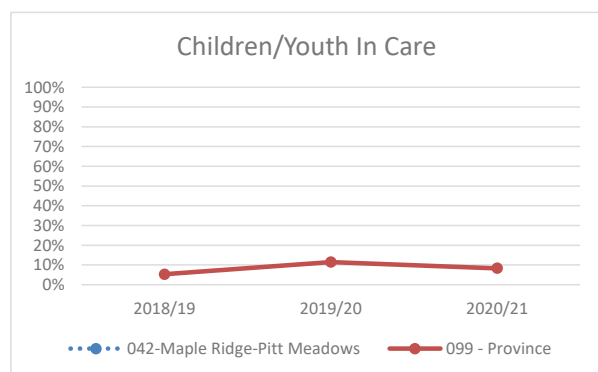


Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Grade to Grade Transition - Grade 10

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

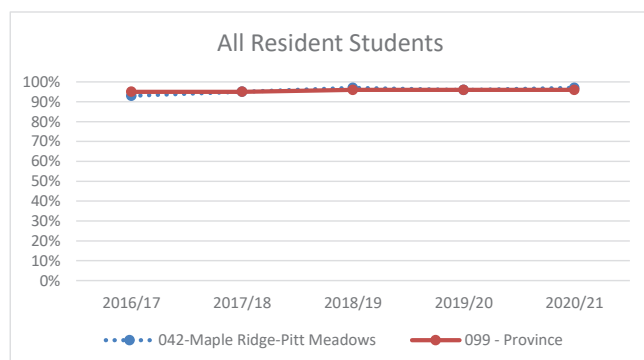


Figure 41: Transition Grade 10 to 11 - All Resident Students

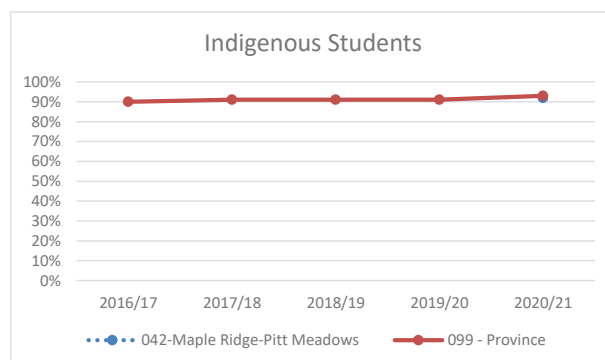


Figure 42: Transition Grade 10 to 11 - Indigenous Students

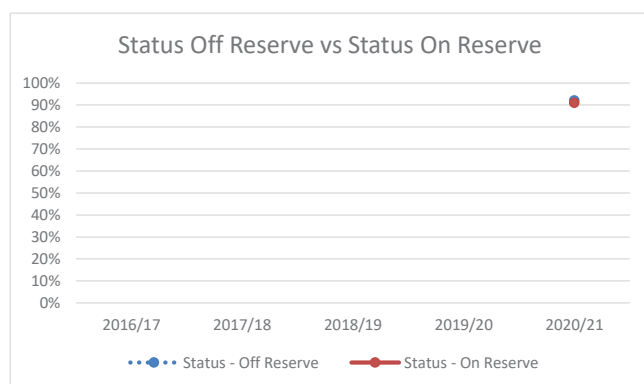


Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

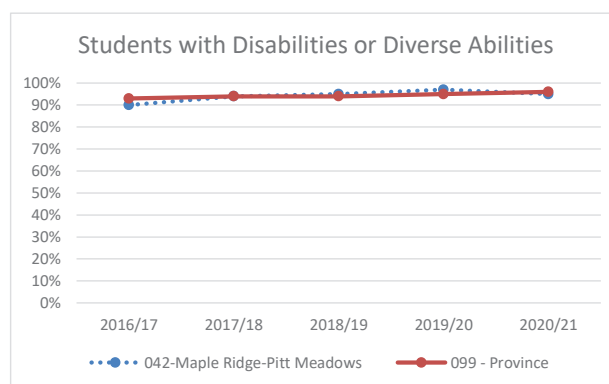


Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

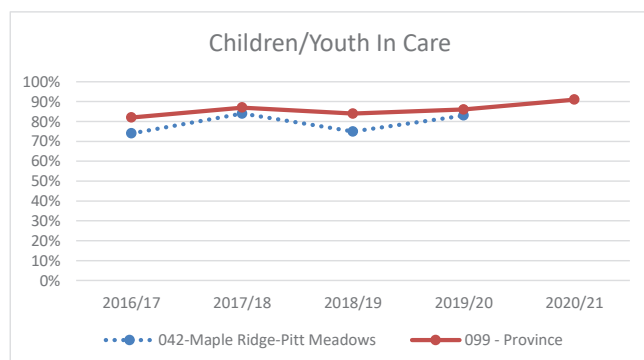


Figure 45: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

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

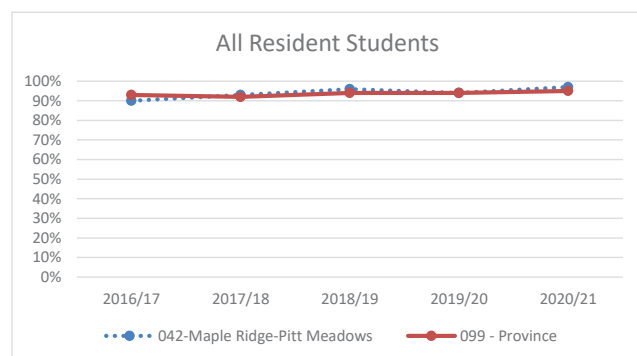


Figure 46: Transition Grade 11 to 12 - All Resident Students

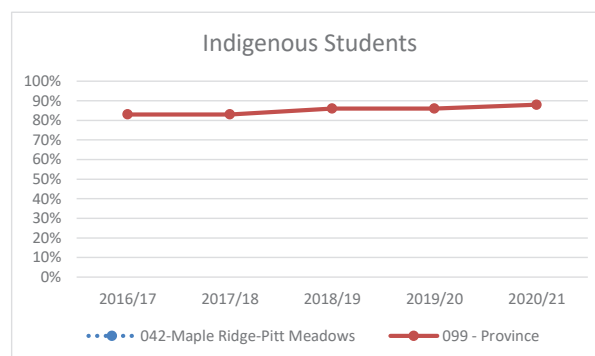


Figure 47: Transition Grade 11 to 12 - Indigenous Students

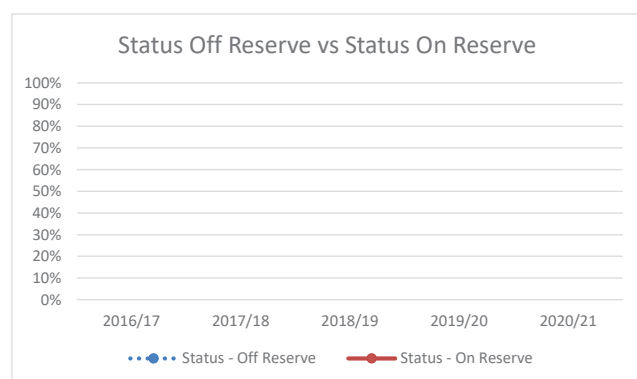


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

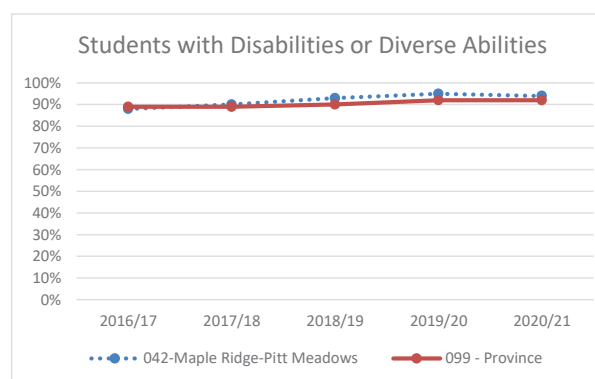


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

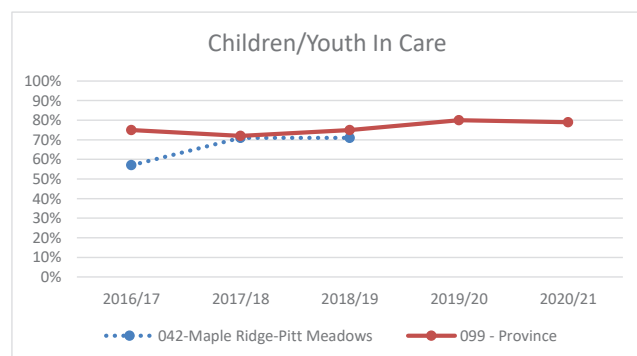


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care

Student Learning Survey (SLS) - Feel Welcome

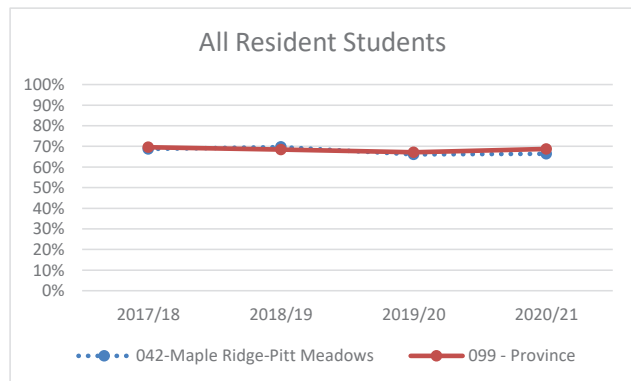


Figure 51: SLS - Feel Welcome - All Resident Students

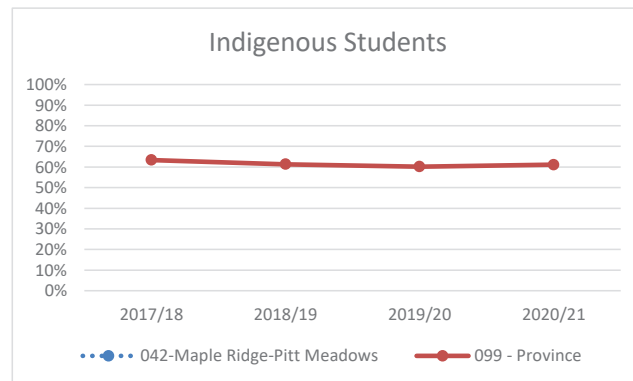


Figure 52: SLS - Feel Welcome - Indigenous Students

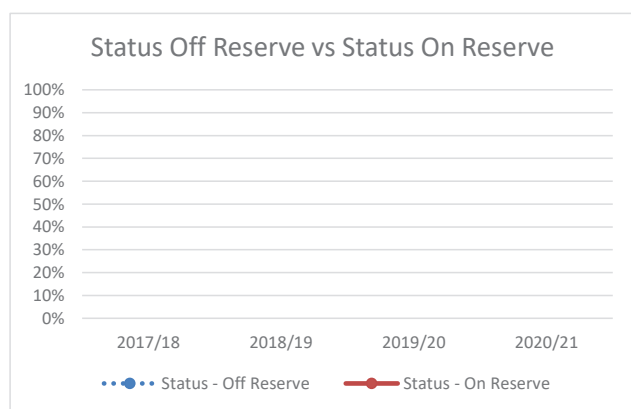


Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

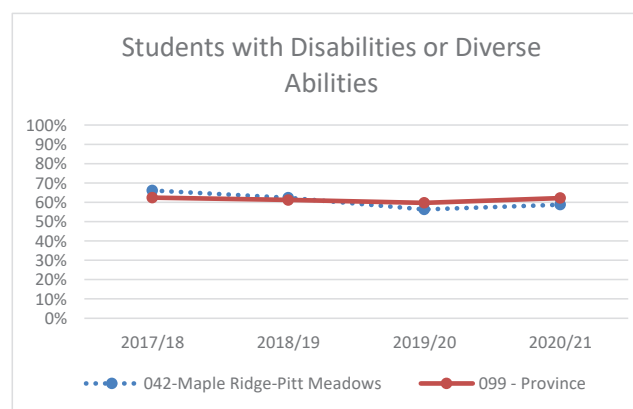


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

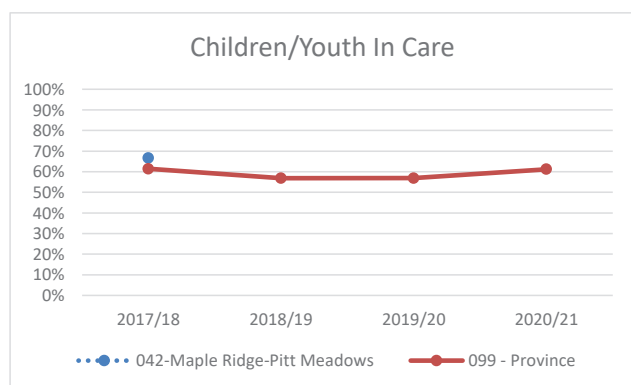


Figure 55: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

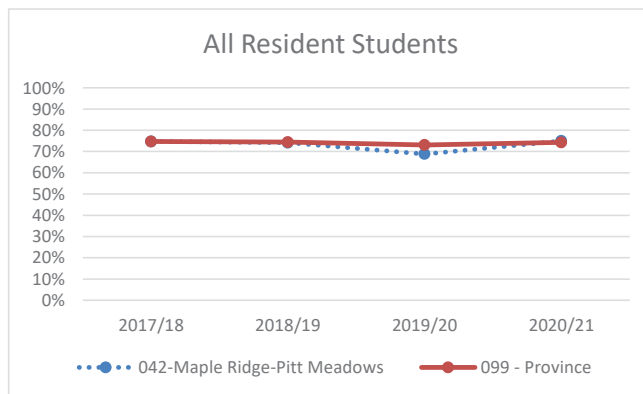


Figure 56: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

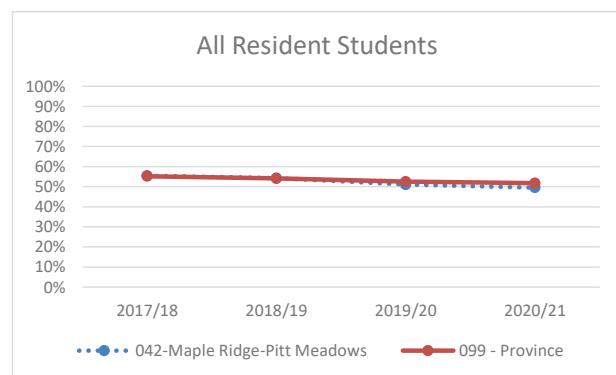


Figure 57: SLS - School Belong - All Resident Students

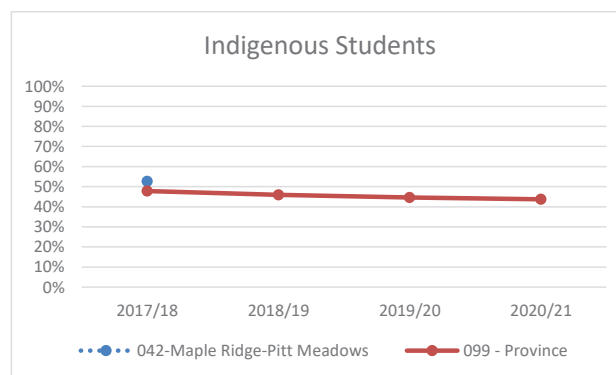


Figure 58: SLS - School Belong - Indigenous Students

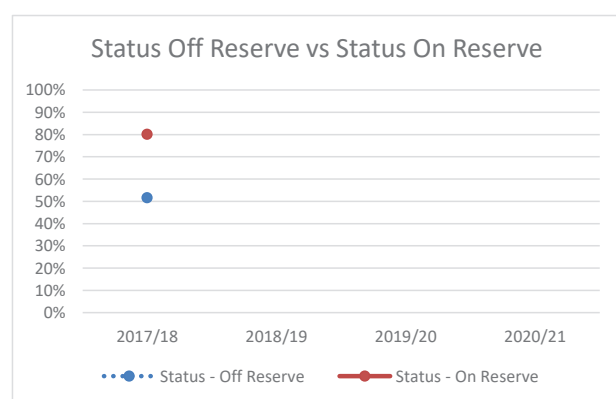


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

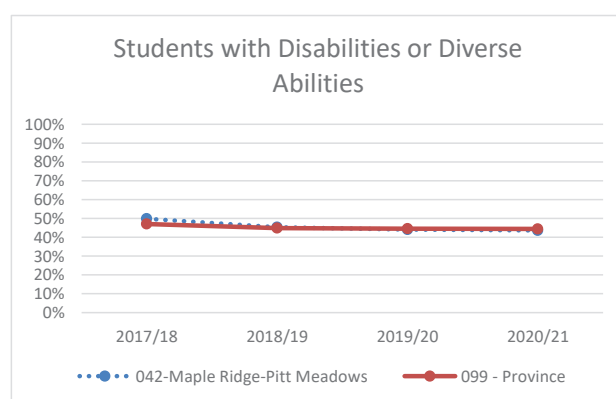


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

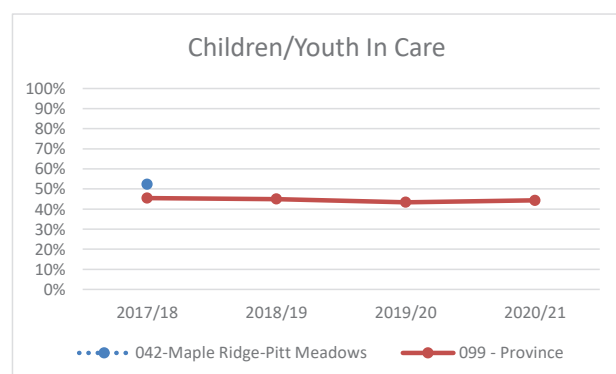


Figure 61: SLS - School Belong - Children/Youth In Care

Student Learning Survey (SLS) - Adults Care

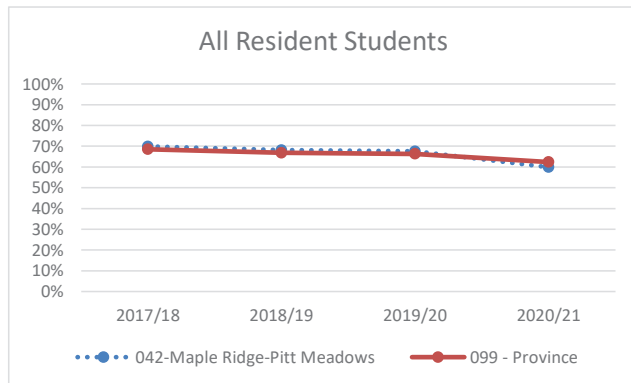


Figure 62: SLS - Adults Care - All Resident Students

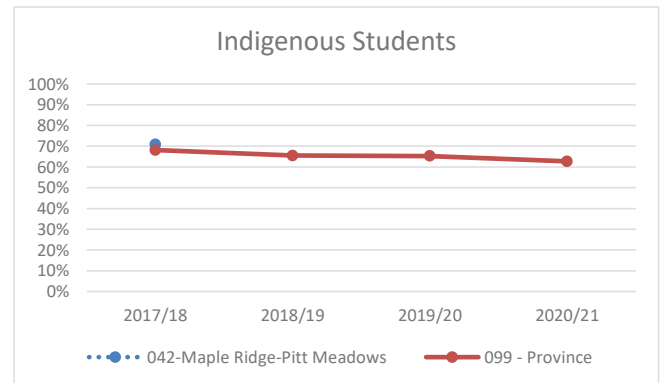


Figure 63: SLS - Adults Care - Indigenous Students

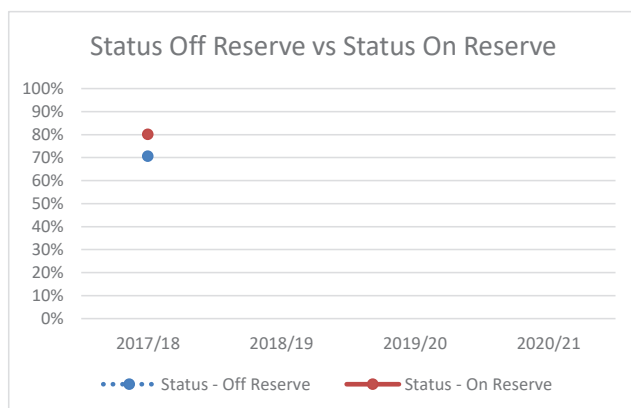


Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

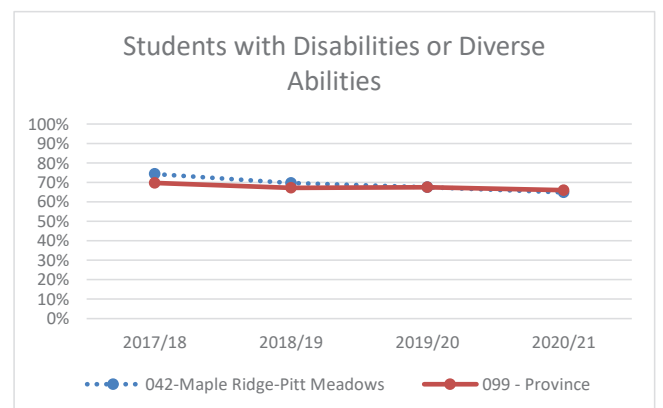


Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities

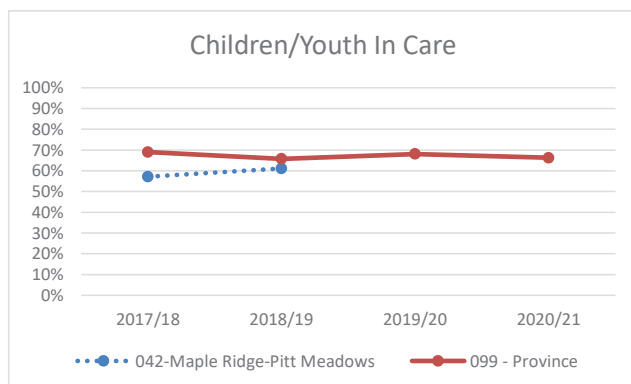


Figure 66: SLS - Adults Care - Children/Youth In Care

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)

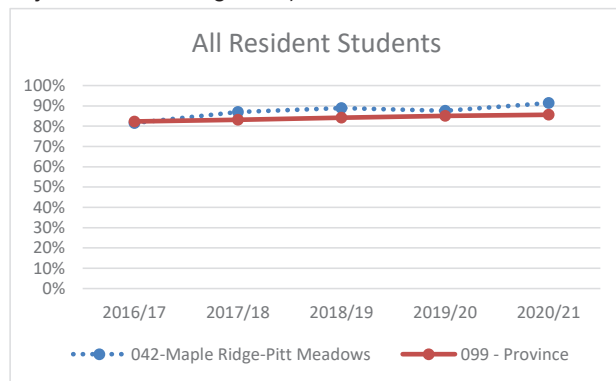


Figure 67: 5 Year Completion Rate - All Resident Students

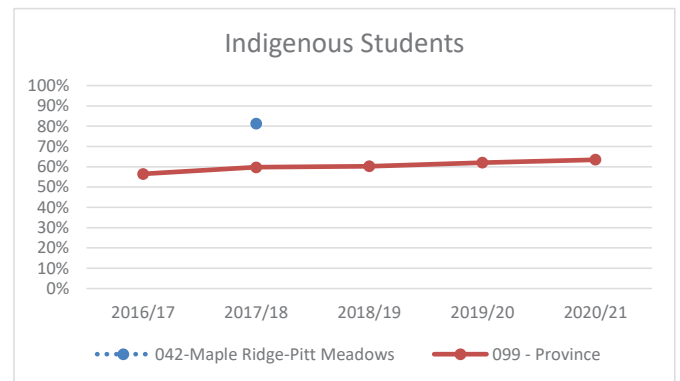


Figure 68: 5 Year Completion Rate - Indigenous Students

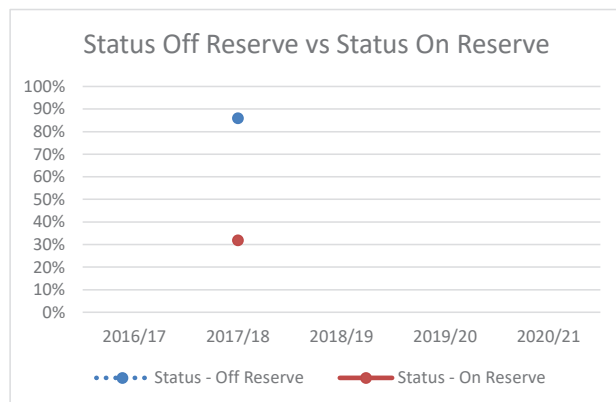


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

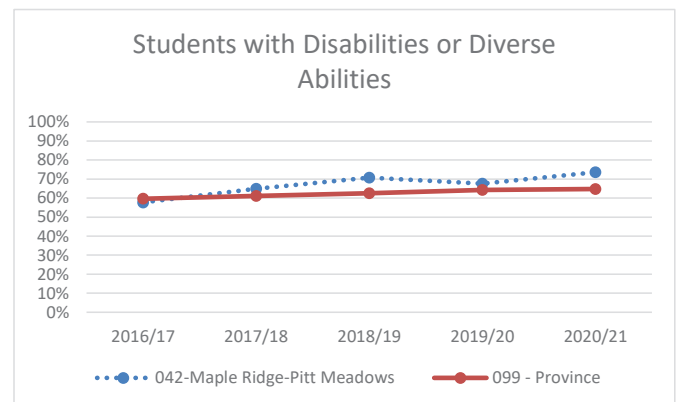


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

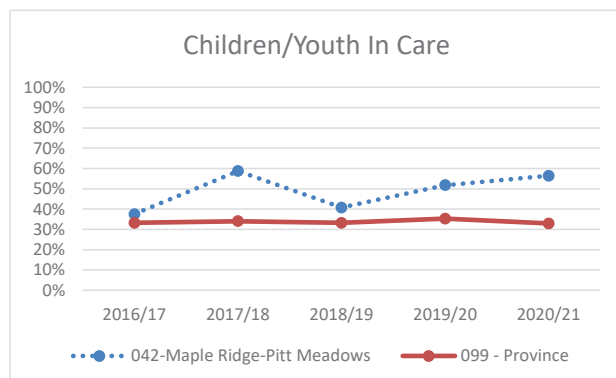


Figure 71: 5 Year Completion Rate - Children/Youth In Care

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)

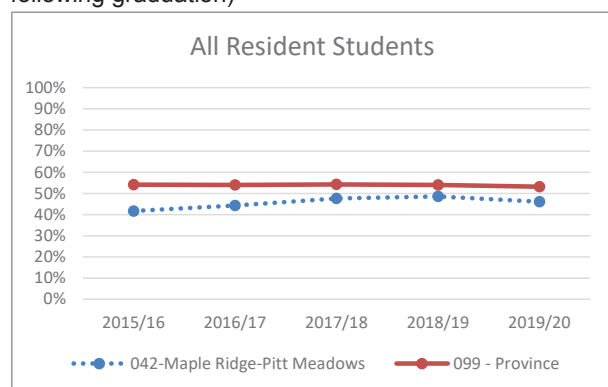


Figure 72: Post-Secondary Institute Transition - All Resident Students

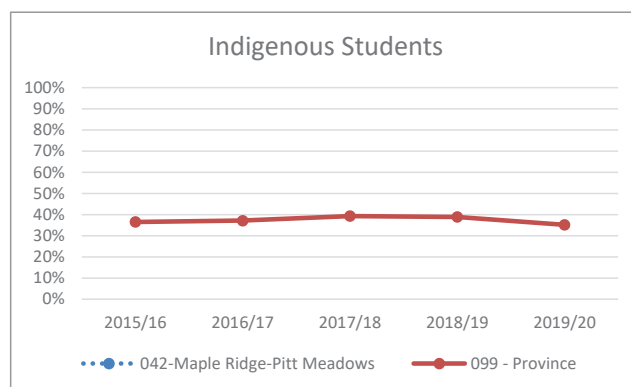


Figure 73: Post-Secondary Institute Transition - Indigenous Students

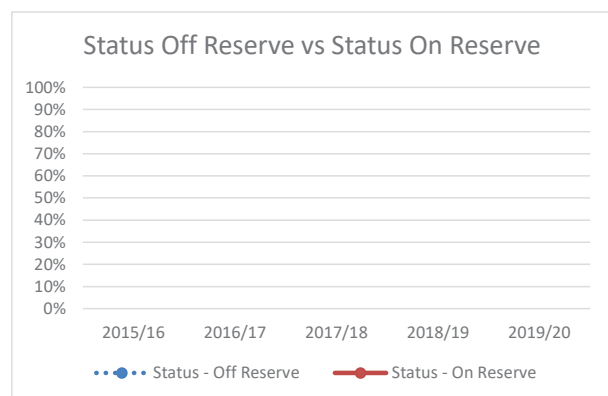


Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

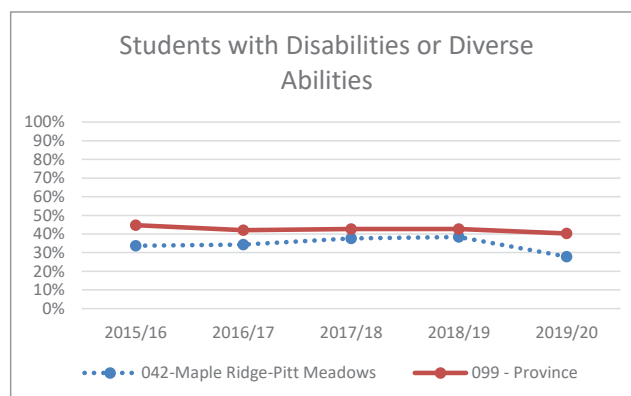


Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

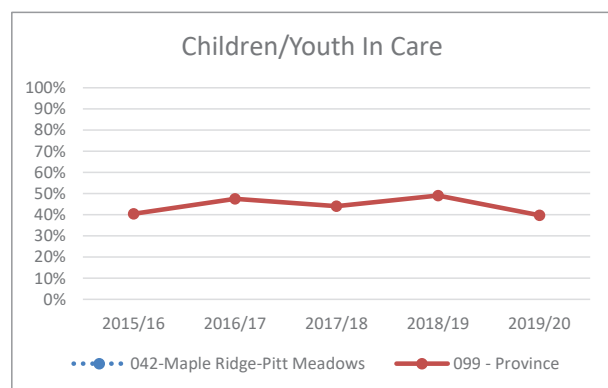


Figure 76: Post-Secondary Institute Transition - Children/Youth In Care

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)

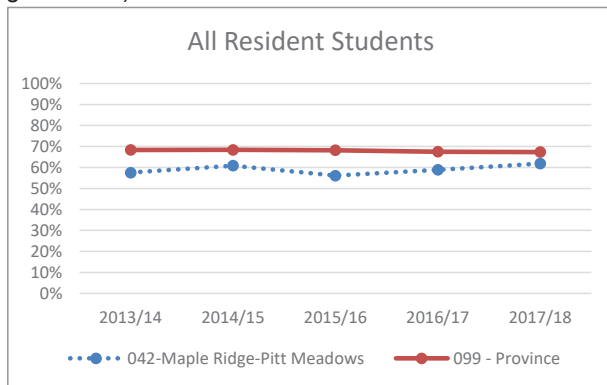


Figure 77: Post-Secondary Institute Transition - All Resident Students

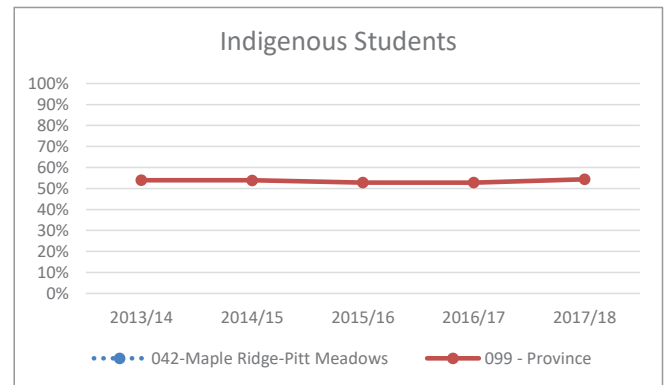


Figure 78: Post-Secondary Institute Transition - Indigenous Students

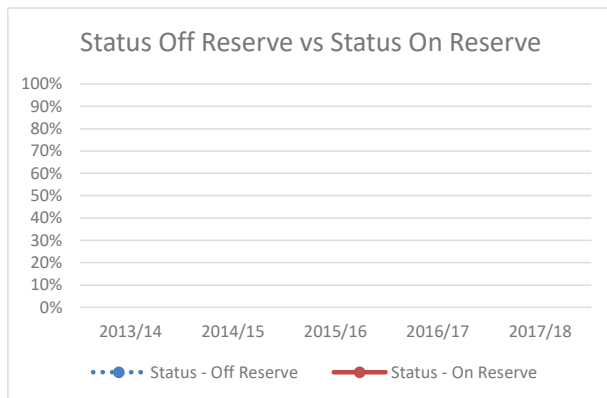


Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

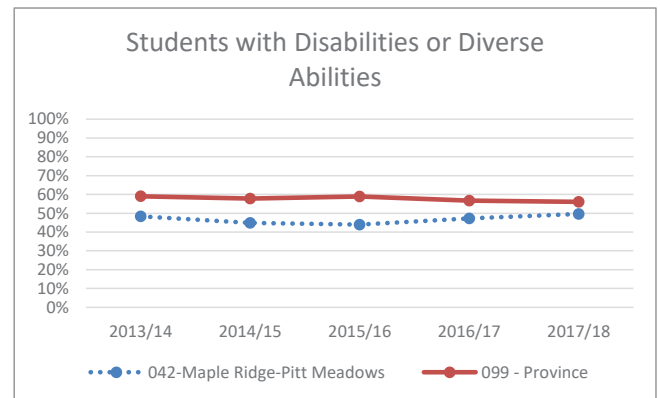


Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

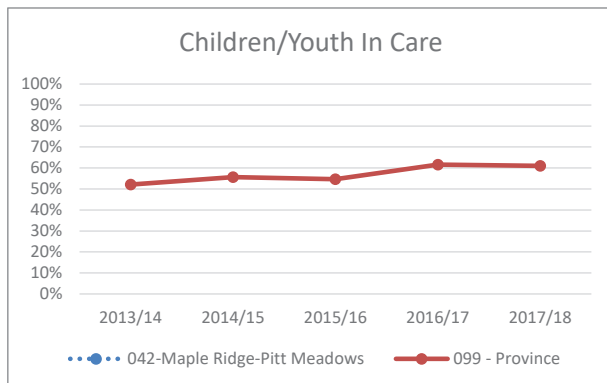


Figure 81: Post-Secondary Institute Transition - Children/Youth In Care

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 a 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)

FSA 2021/2022

Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy.

As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. It remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results as this shift is not expected to significantly impact overall proficiency levels.

In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. This additional data has been provided in the PDF.

Participation rates for the FSA 2021/22 FSA continue to be impacted by the COVID-19 pandemic, potentially affecting results.

FSA 2020/2021

Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the results of this year's administration to other years.

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

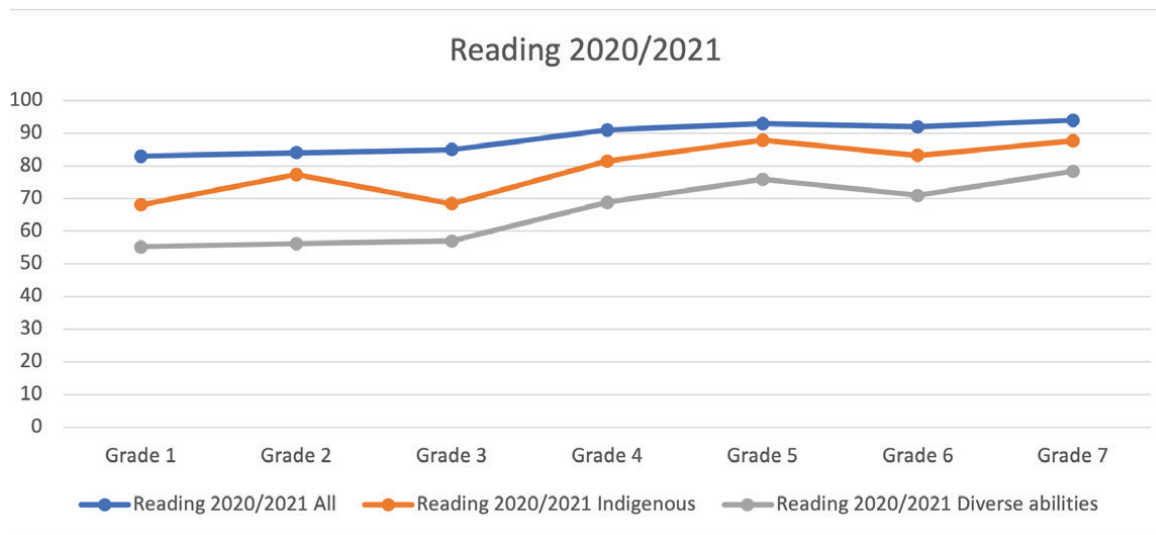
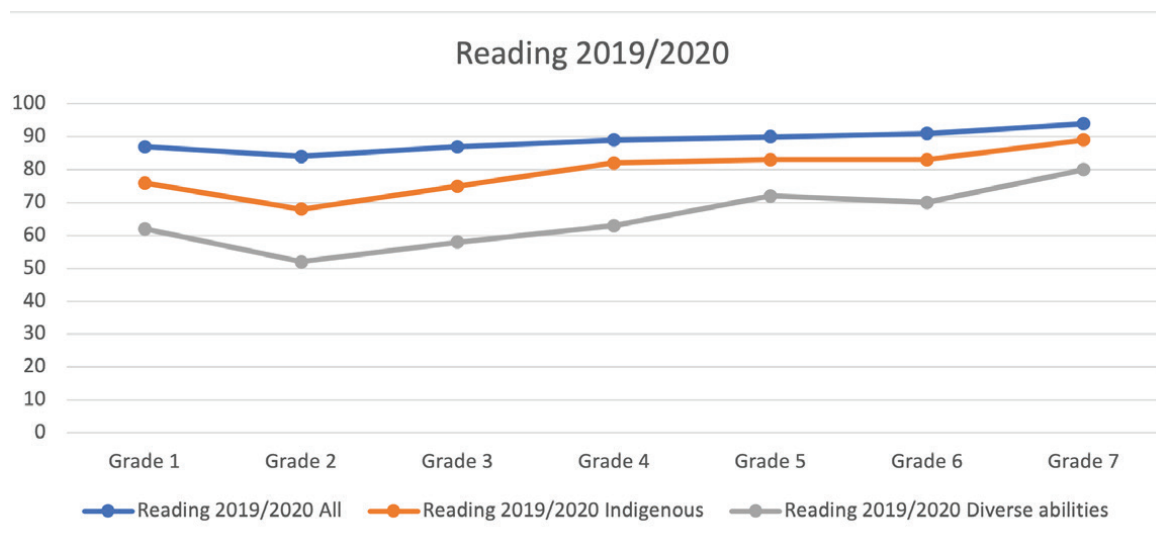
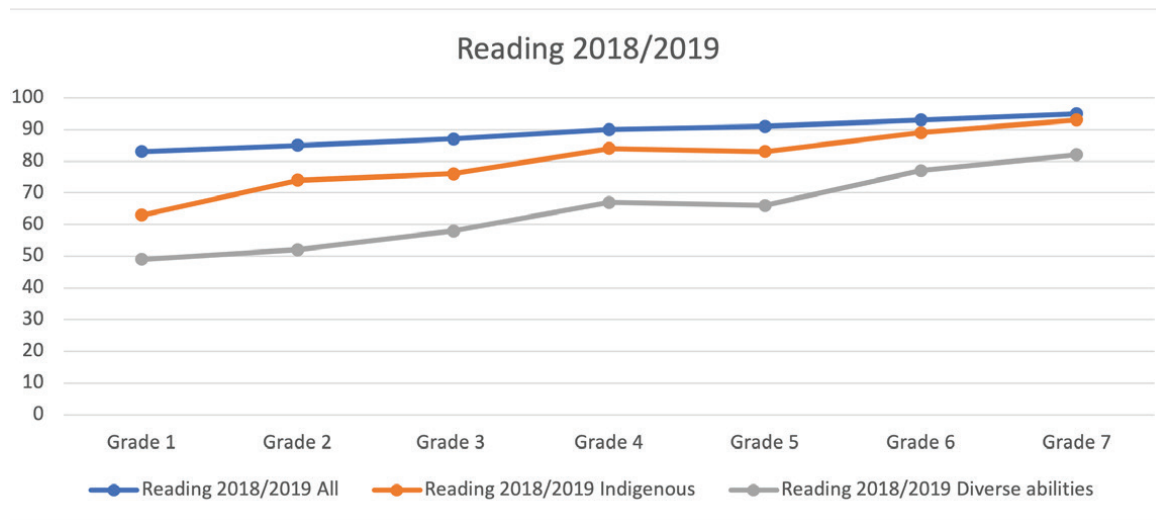
This measure is a specific question on the survey where the response is connected to a student.

Feel Safe

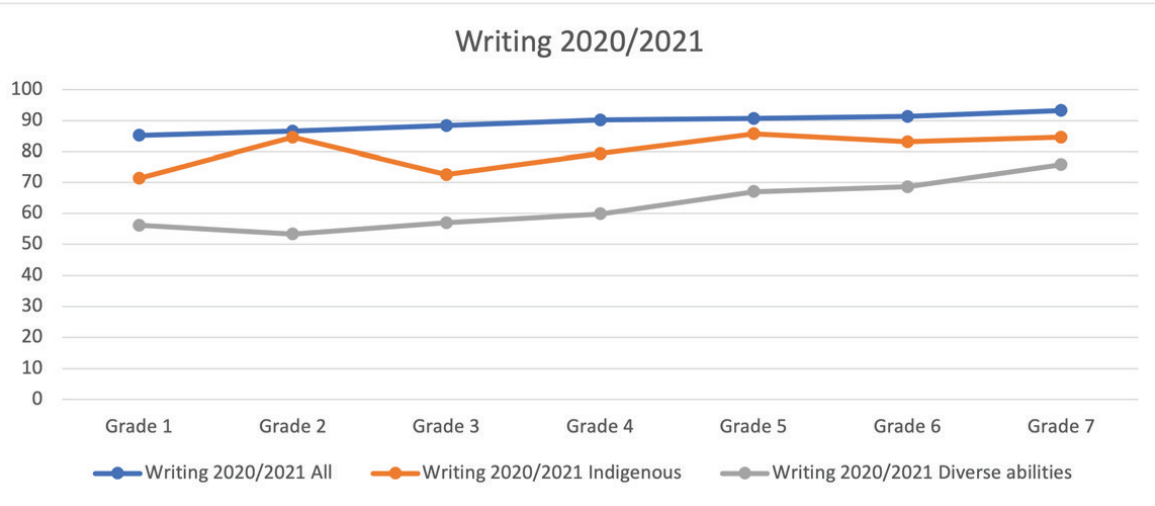
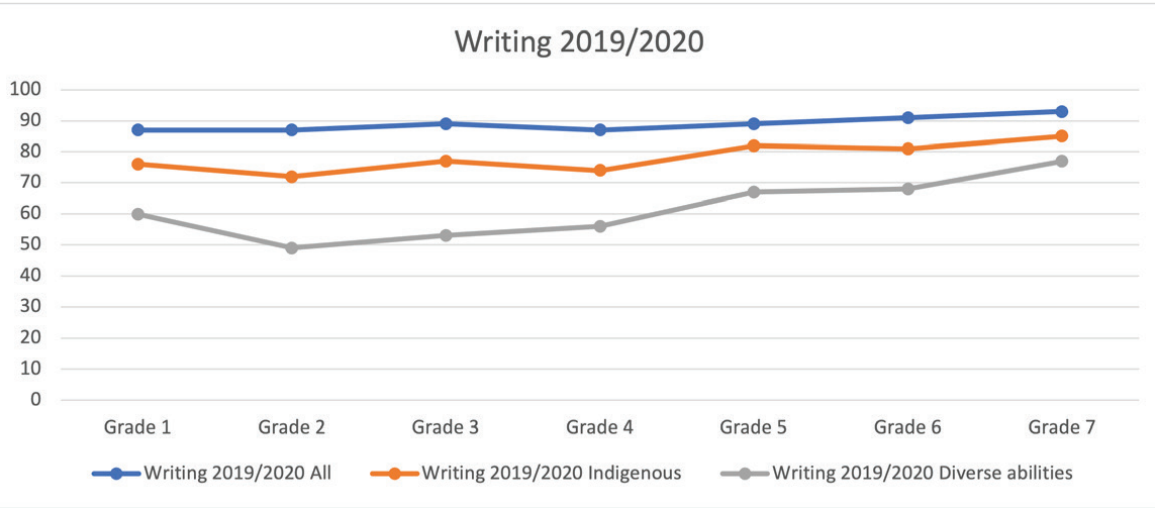
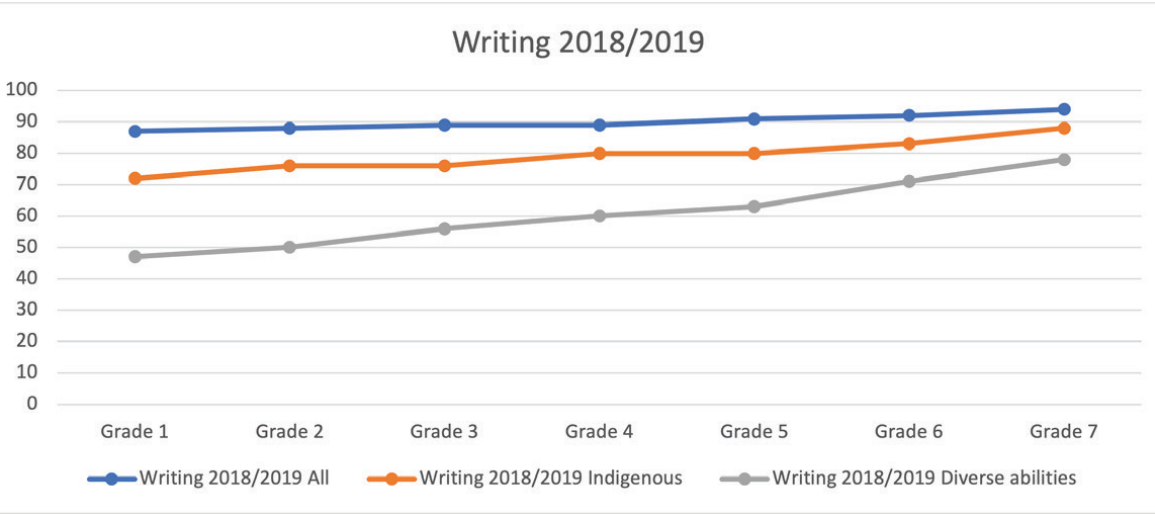
The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.

APPENDIX B

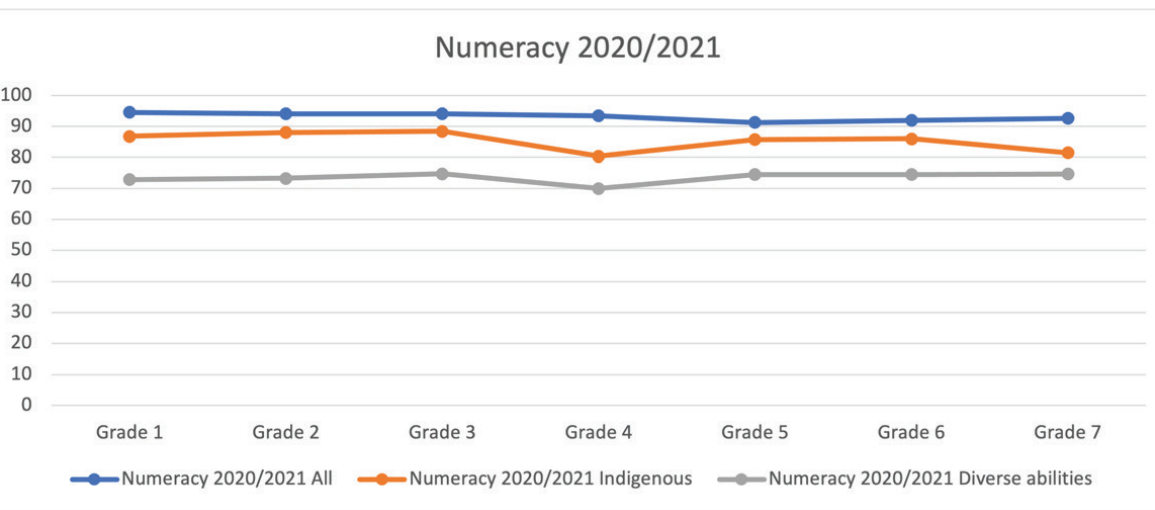
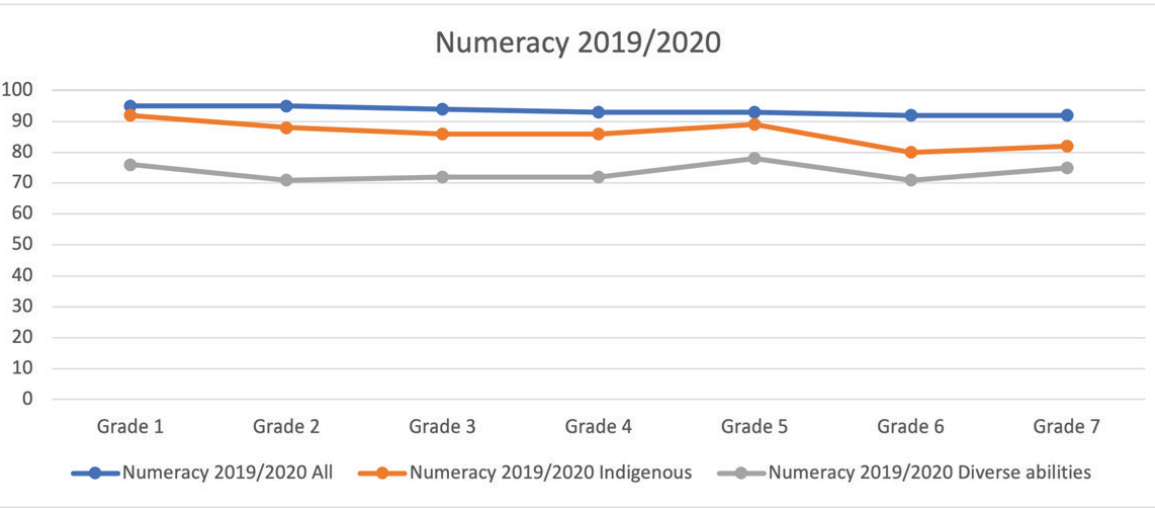
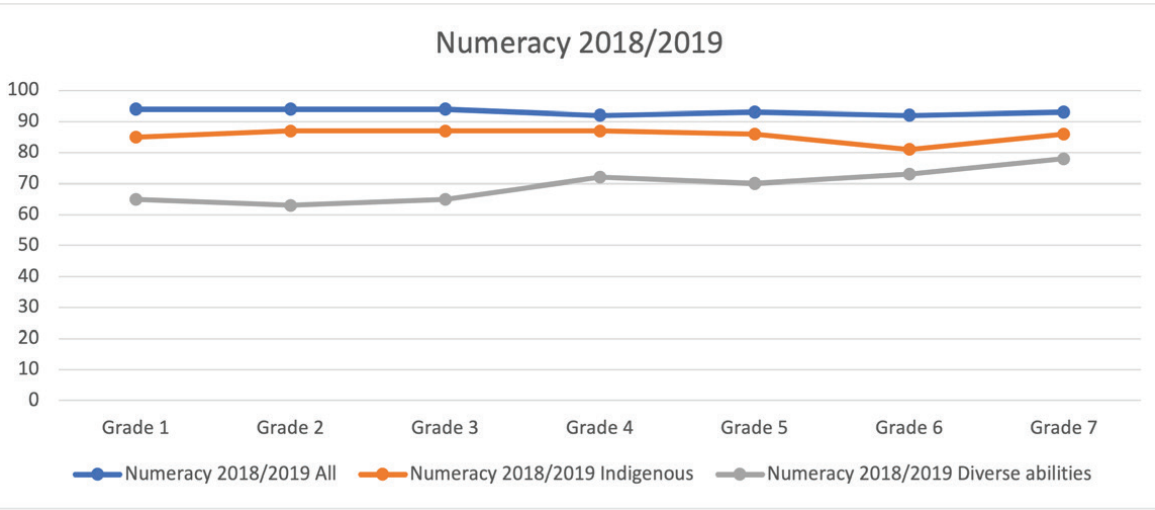
Additional Data: Literacy and Numeracy



Additional Data: Literacy and Numeracy

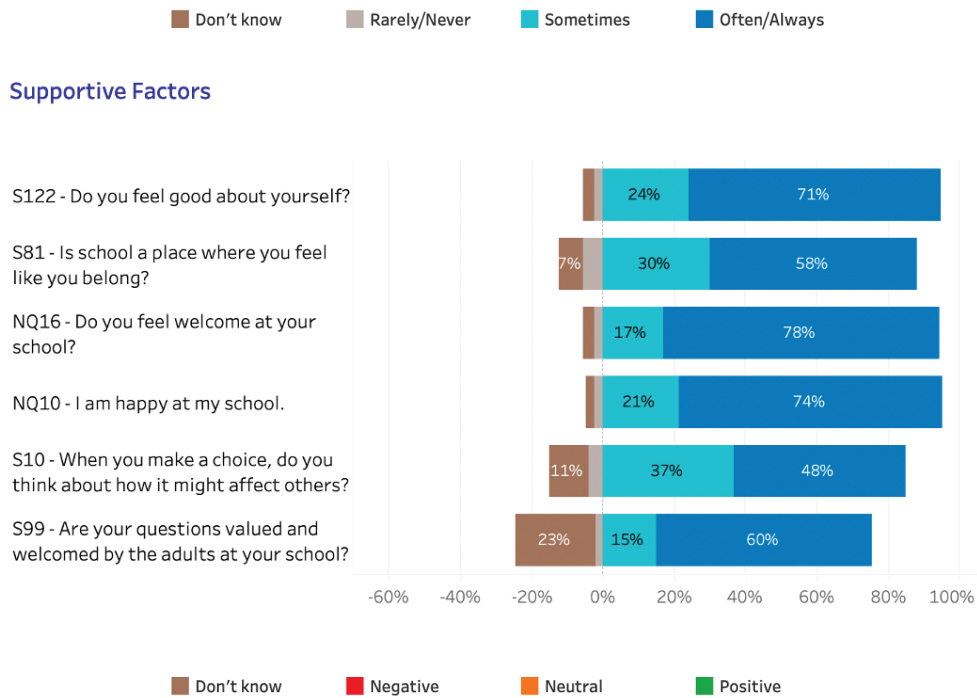


Additional Data: Literacy and Numeracy

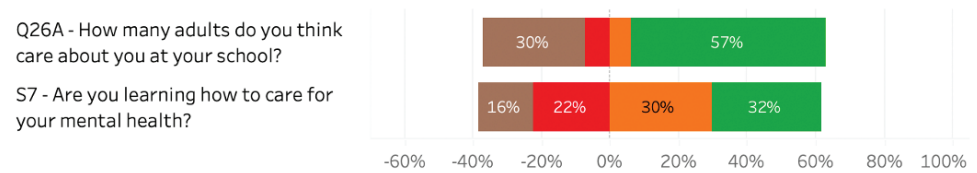


Additional Data: Human and Social

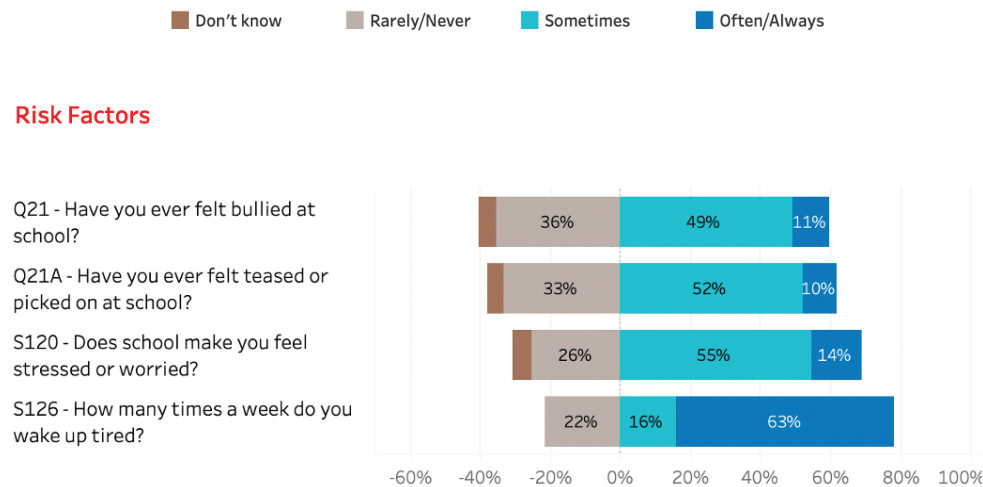
Grade 4: Provincial Learning Survey (Supportive Factors)



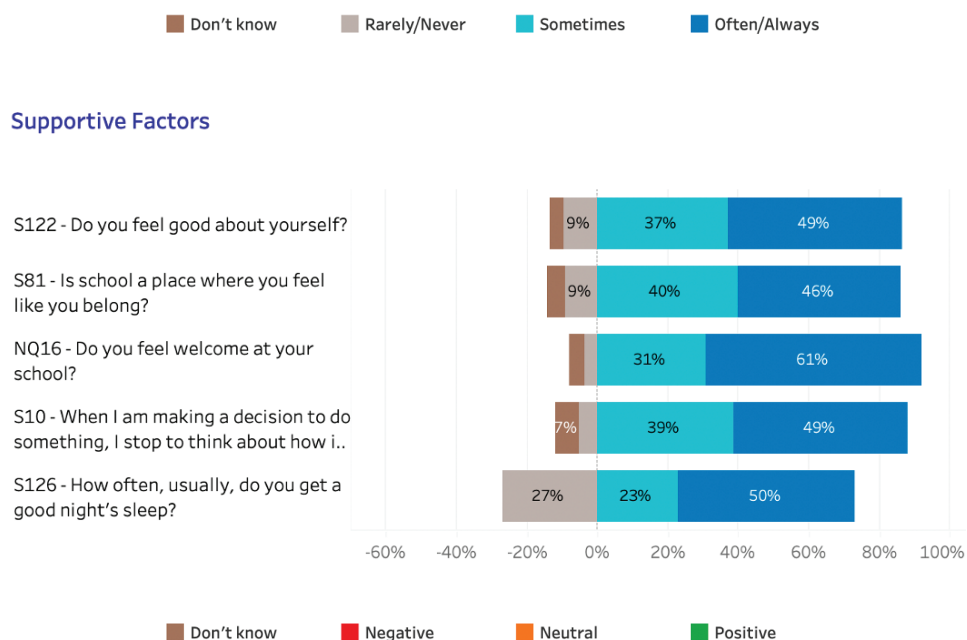
Supportive Factors



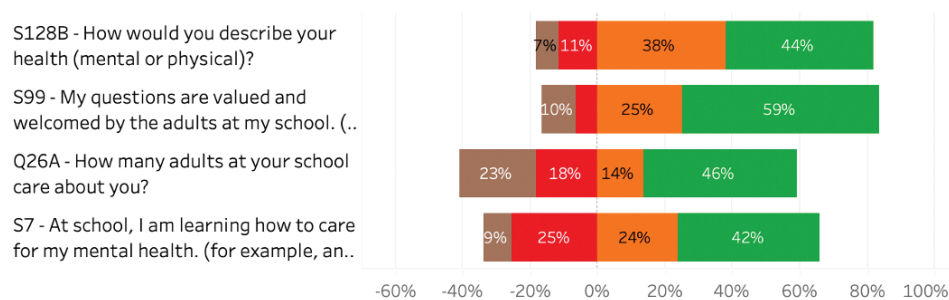
Grade 4: Provincial Learning Survey (Risk Factors)



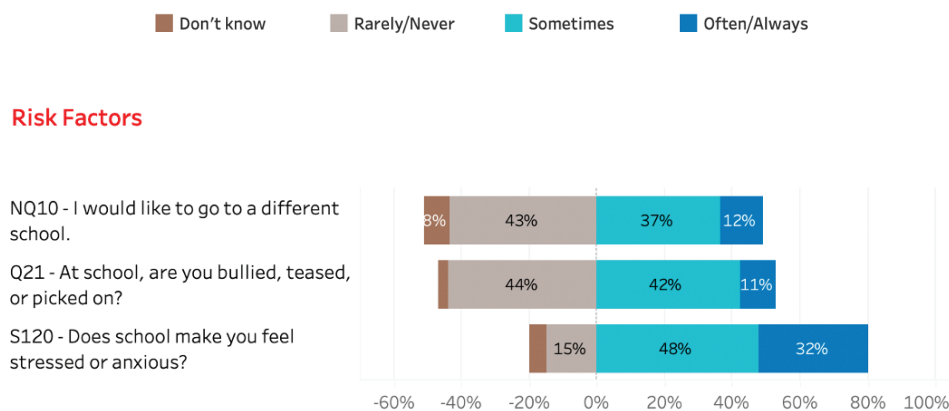
Grade 7: Provincial Learning Survey (Supportive Factors)



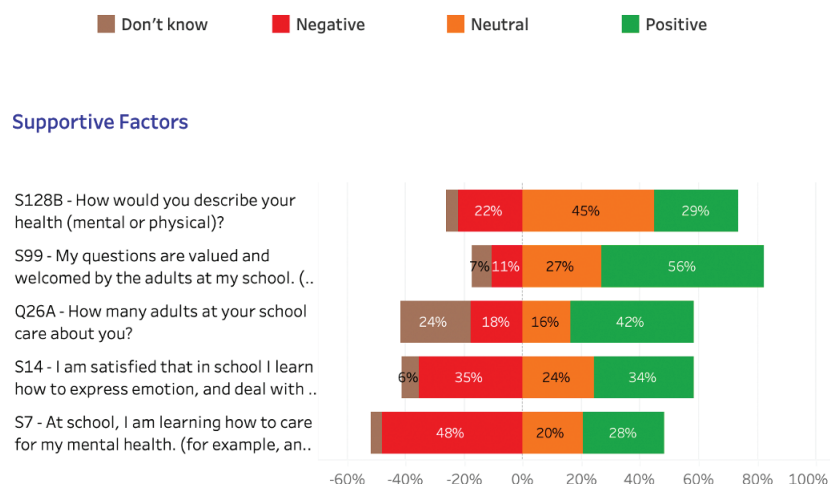
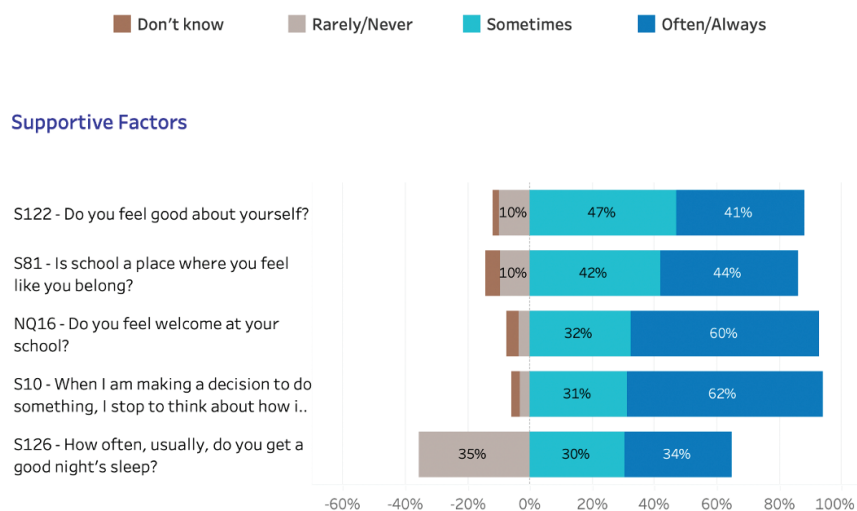
Supportive Factors



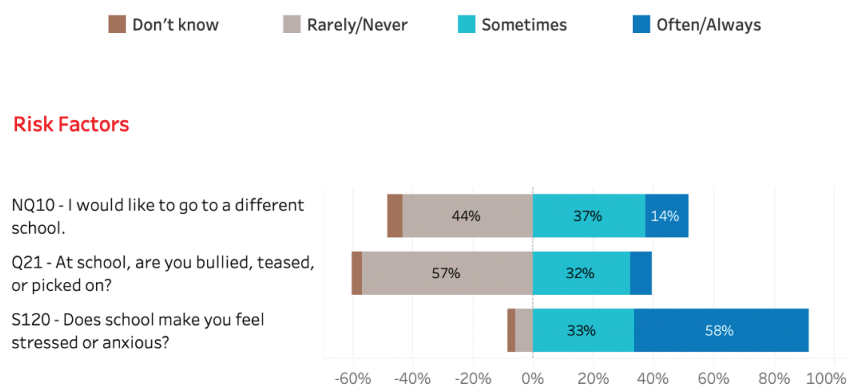
Grade 7: Provincial Learning Survey (Risk Factors)



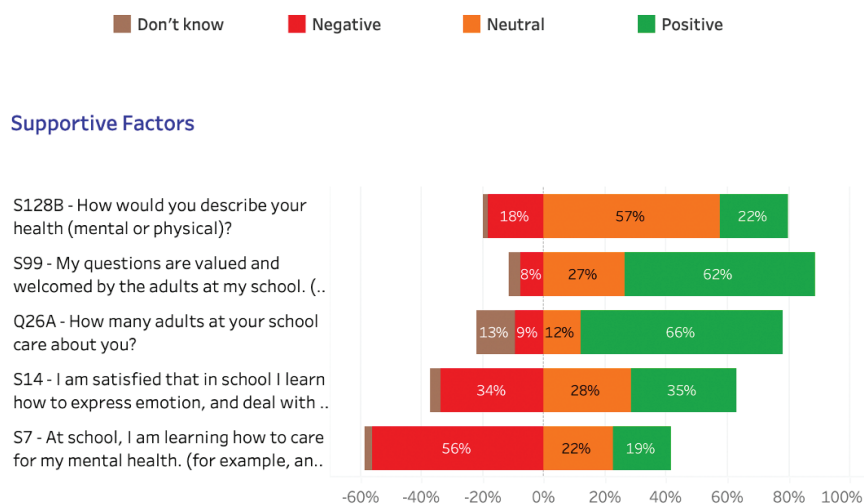
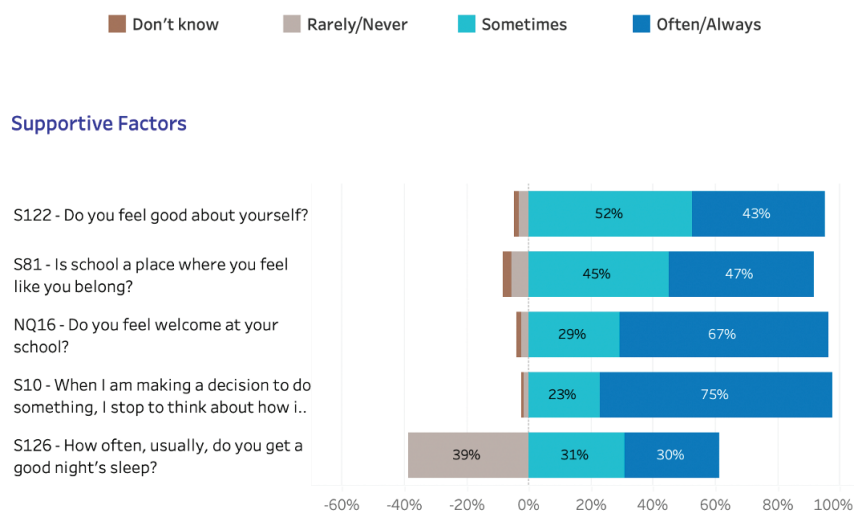
Grade 10: Provincial Learning Survey (Supportive Factors)



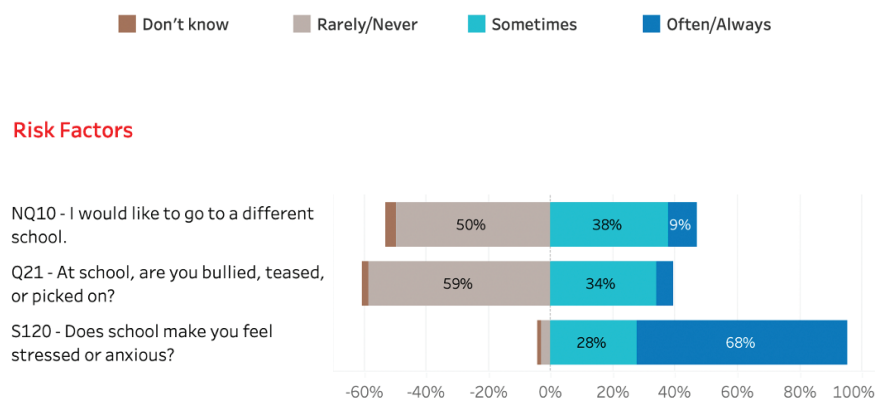
Grade 10: Provincial Learning Survey (Risk Factors)



Grade 12: Provincial Learning Survey (Supportive Factors)



Grade 12: Provincial Learning Survey (Risk Factors)



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