

Delta School District 2021 Enhancing Student Learning Report

The 2021 Enhancing Student Learning Report details the progress made towards the four goals (Connectedness, Reading, Assessment and Graduation) outlined in the district's [Framework for Enhanced Student Learning 2018-2021](#) (FESL - see Appendix A). It should be noted that where data for the previous school year (2020/2021) is not yet available, we have included data for the previous year (2019/2020). This report should be read in conjunction with the district's [Strategic Plan \(2021-2024\)](#).

Like the district's Strategic Plan, the 2021 Enhancing Student Learning Report is a component of a comprehensive cyclical review process that includes the following stages:

- 1) goal setting at both the school and district level
- 2) implementation of strategies and initiatives
- 3) annual evaluation
- 4) communication of progress
- 5) ongoing consultation and collaboration with key stakeholders
- 6) annual re-calibration of strategies and initiatives to ensure student achievement targets remain on track

Throughout this process, the district will continue to use the [Spiral of Inquiry](#) (Halbert and Kaiser, 2013) as a common framework for change that supports our strategic priorities and improves student outcomes. For the past decade, the goal setting, change management and decision-making process for the district and all schools has been the Spiral of Inquiry and this will continue moving forward. The district's focus on inquiry ensures that we use evidence-informed data and research to develop goals and make decisions that reflect students' needs.

About Delta School District

Delta School District's 24 elementary and seven secondary schools are spread across the three communities of Ladner, North Delta and Tsawwassen. Currently, the district has 15,900 students, with approximately 600 students identifying as having Indigenous ancestry and more than 1,400 students with disabilities or diverse abilities that require varying levels of support. The district employs more than 2,260 staff and has an annual operating budget for 2021/2022 of \$169.480 million.

We are proud to provide safe, culturally diverse and nurturing learning environments from kindergarten through Grade 12 to meet unique learning needs. The district offers a wide variety of quality programs including traditional schools, sports and fine art academies, International Baccalaureate and French Immersion programs, Distributed Learning programs (Home Quest and DeltaAccess), an International Student Program, and a wide range of continuing education programs (Delta Community College) to engage students in stimulating and relevant educational experiences. In addition, our dedication to social responsibility teaches our students to respect themselves, their environment and each other, and encourages them to find ways to give back to their local communities.

Ranking highly in student and parent satisfaction surveys, we constantly strive to build and deliver the best education, experiences and opportunities for our students, including giving them voice and choice. We do this by ensuring that our educators have a solid knowledge and understanding of the curriculum, pedagogical approaches and assessment for learning.

Currently, our graduation rates are among the highest in British Columbia and our students frequently gain recognition for their academic successes, leadership abilities and contributions to the school, local and global communities. All of these accomplishments are due to the dedication and hard work of students working in close collaboration with committed and supportive teachers, district staff, parents and caregivers.

Review of Provincial and District Results

This report highlights provincial results and details the progress made towards the district's FESL goals of Connectedness, Reading, Assessment and Graduation.

Connectedness – For the past four years, student connectedness has been a goal area in the district. Based on research that suggests a direct relationship between a student's sense of self-efficacy and their success in school, our goal has been for all students to have at least two adults in their school who believe that they will be a success in life.

Using a district developed survey, elementary schools have tracked this data for grades five and six students on a site-by-site basis with the goal being continuous improvement. This has allowed staff to identify and respond to individual students who feel they do not have two adult advocates. Approximately 83% of our schools participated in gathering this data. Of those schools who administered the survey, 90% of grade five students and 87% of grade six students have two or more adults who believe they will be a success in life, with some schools having 100% of students responding positively.

Strategies that have worked effectively in this area include:

- having staff “adopt” a student for the purpose of getting to know and connect with them
- elevating student leadership opportunities
- knowing these students' interests and passions
- making a point of greeting and welcoming students into the school day using their names.

The school survey results cited are supported by the connectedness results of the MDI for grade four and seven this past year. These results declined last year, which may be as a result of the COVID-19 pandemic. We will continue our efforts to identify and track students who lack connectedness to improve these results.

Connectedness with Adults at...	Grade 4 High-Medium-Low			Grade 7 High-Medium-Low			Grade 8 High-Medium-Low		
School	67%	27%	6%	66%	29%	5%	53%	38%	9%
Neighbourhood/Community	54%	29%	17%	47%	29%	25%	47%	28%	25%
Home	81%	15%	4%	79%	17%	4%	74%	21%	6%

While the results for connectedness with adults has remained consistent for school, there has been a slight reduction in the percentage of grade seven students feeling connected with adults in the neighbourhood/community and at home.

Grade 8 results provided new baseline data for the past year. Strategies to specifically address the transition from elementary to high school include:

- open houses hosted by students
- welcome barbecues
- administrators reaching out to the new grade eight students with home visits
- grade eights paired with senior student mentors
- a district inquiry examining the transition from grade seven to eight.

In addition, we track the Ministry satisfaction survey questions which relate to connectedness. The response to the question “How many adults at your school care about you?” has been above the provincial average for students in grades 3/4 and 7. For the past two years, there has also been a positive shift in the results for grade 10 with results now being above the provincial average. The district will continue to focus on senior students as for the past five years our grade 12s have reported responses that are below the provincial average.

The Ministry responses to the question related to students feeling welcome in school show that while our results for all students are at or above the provincial average, we need to address the inequity for our students with disabilities or diverse abilities as there is a 10% difference between the groups. As our results for Indigenous students and Children/Youth In Care are masked, there is a need to dig deeper into these sub-groups to measure their sense of feeling welcome.

A third question from the satisfaction survey measures students’ sense of school belonging. While our results for all students are slightly above the provincial average, there is still much work to be done in this area as only 57% of students gave a positive response.

Finally, in response to the question related to adults caring about students, the positive response rate for Delta is above the provincial average (73% compared to 66%). In addition, the response for our students with disabilities or diverse abilities is slightly above provincial results.

Once again, as our results for students with Indigenous ancestry and Children/Youth in Care are masked, there is a need to explore these sub-groups to measure their responses.

Feedback gathered from the Vision 2030 process identified the need for the district's goal of connectedness to become broader to support effective learning. As a result, the new goal, as outlined in our strategic plan for the next three years, calls for *Powerful, Inspiring Learning Environments* that include both the humanistic elements of learning (relationships, connectedness, belonging etc.), as well as the curricular, pedagogical, and assessment strategies of an effective learning environment.

Reading - Increasing student success in reading has been a significant district focus for the past three years as a significant body of research suggests that the ability to read by grade 3 is a strong predictor of academic success and future graduation. We have initiated a number of reading initiatives from kindergarten to grade 12, however our main focus has been to have all students reading at grade level by the end of grade 3. The need to focus on reading was also evident in our FSA results in reading, as well as reading scores on our elementary report cards.

Delta Reading Results: FSA

	2016/2017	2017/2018	2018/2019	2019/2020
Grade 4 On track or extending:	79%	77%	73%	74%
Grade 7 On track or extending:	75%	78%	81%	75%

Delta Reading Results: Teacher Report Cards

Percentage Meeting or Exceeding	2018/19	2020/2021
KIndergarten	81%	*Unavailable
Grade 1	63%	81%
Grade 2	73%	68%
Grade 3	79%	71%
Grade 4	76%	76%
Grade 5	76%	78%
Grade 6	75%	79%
Grade 7	80%	78%

The first step toward achieving our goal was to implement additional reading-specific data collection. Starting four years ago, as part of each reporting period, all grade 1-3 teachers began

submitting student reading levels, and Kindergarten teachers submitted a score of student development toward 17 foundational reading skills.

We created various ways for teachers, schools and district staff to access these results to determine trends in student learning. One of these allows individual grade 1-3 teachers to access a report that shows each of their students' reading scores over the last three terms. From this data we have seen that of those Kindergarten students who reach 16 or 17 on the foundational skills profile, more than 85% are reading at grade level in Grade 1 Term 1.

Delta Reading Benchmarks: Term 3 2020/21

	Grade 1	Grade 2	Grade 3
% of students reading at grade level	67%	73%	79%

Clearly, the collection and analysis of student reading data alone is not sufficient to impact student reading levels. To support the necessary shifts in practice, three years ago we invested in a program of sustained, timetable-embedded professional learning communities in our eight most vulnerable reading schools. We had 18 months of this program before the COVID pandemic forced us to pause this work. At the same time, half of our elementary schools implemented a school focus on literacy, with the majority working to improve student reading.

Over the last two years we have shifted our focus. As the evidence for effective reading practices has become more solidified, we have invested significant time developing a multi-department reading team, with the goal of reframing some of our core messages around impactful reading research. This has led to the creation of a number of new resources, instructional supports and assessment tools including:

- Foundational Skills Assessment Scope and Sequence (K-3)
- Phonological Awareness Toolkit (with teacher guide, scope and sequence, and classroom assessments)
- Decoding Skills Toolkit (with teacher guide, scope and sequence, and classroom assessments)
- Success with Short Texts Project - an instructional framework (with curriculum-based bundles of articles) for increasing reading comprehension in grades 4-7
- Professional Learning series on including: Taste of Literacy Workshop (a series of 24 mini-workshops on foundational literacy).

We are optimistic that our evidence-informed approach will have a positive impact on student learning, and in particular, student reading over the next three years. Our work in this area is far from finished; we have plans to expand our district focus on reading success into the new goal of *Strong Foundations in Literacy and Numeracy* as highlighted in our strategic plan. This aligns well with direction from the Ministry of Education and our schools' goals.

Assessment - The decision to incorporate a district goal on improving teachers' assessment for learning (AFL) came about because research has shown the impact of AFL on student learning is significant (in the range of .32 effect size). Also, a number of our schools had implemented AFL school goals.

We believe that AFL is a core element of effective teaching and student learning in all grades and all subject areas. We entered into this district goal knowing that a positive and substantial impact will only come about "if each teacher finds his or her own ways of incorporating the lessons and ideas that are set out above into her or his own patterns of classroom work. This can only happen relatively slowly, and through sustained programmes of professional development and support".¹

Student data for this goal was somewhat problematic to gather as it is focused more on teacher practice rather than a specific area of student learning. For one source of data, we considered the quality of outward facing communications such as term previews and course outlines, and found that descriptions of assessment policies became clearer and better aligned with principles of AFL over the course of the three years. Likewise, the type of requests the Learning Services department received evolved from requests for a workshop about fair grading or assessment for learning, to requests for information on how assessment practices can support the inclusion of diverse learners.

One of the structural changes implemented to support growth in assessment literacy was the elementary report card. Four years ago, we switched from letter grades to proficiency scales (K-7) and integrated a student self-assessment space for student voice and goal setting in each term. This resulted in a dramatic shift in the number of one-to-one learning conversations between teachers and students. We also included a space where teachers outlined the 'key learning' outcomes that were the focus of the term. This provoked conversations about the impact of learning targets, both during day-to-day practice and formalized reporting.

Meanwhile, the secondary report card shifted in Grades 8 and 9 where, after a committee was struck to determine standard language, teachers could opt to report out with the proficiency scales rather than letter grades. To prepare for this shift, the English department heads and the Social Studies department heads met with one of our Teacher Coordinators to create a set of performance standards for their courses that align with the revised curriculum. This powerful work has deepened teacher understanding of their discipline, while building a shared understanding of AFL across the district.

To support these changes, the Learning Services department created two robust resources (www.deltalearns.ca/justonething and www.deltalearns.ca/powerfullearning) for educators and designed professional learning spaces to engage teachers in this learning. Engagement from elementary schools started out strong and secondary school teachers are now showing a marked interest and increase in engagement also.

¹ Black, P. J. & Wiliam, D. (1998b) *Inside the black box: raising standards through classroom assessment* (London, King's College London School of Education). p. 15

Using *The Big Three* (What are you learning? How is it going? Where to next?) as a metric has been helpful and its impact can be seen in data such as the Student Satisfaction Survey below.

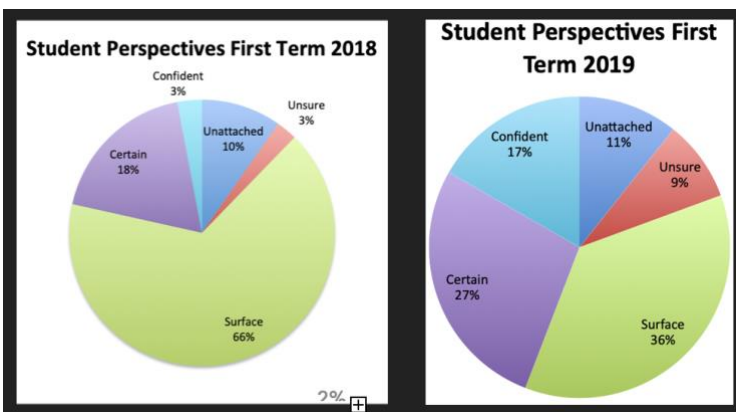
Do you know what things are considered when your work is marked? (Grade 3/4 in 2016/17 and grades 7, 10, 12)
Do you know what things are considered when your work is assessed? (Grade 3/4 from 2017/18)

2016/17	431	47	3	533	55	1	295	47	1	379	56	5
2017/18	382	45	4	511	56	2	400	52	6	454	56	3
2018/19	332	38	-2	551	57	5	467	50	3	479	57	3
2019/20	170	33	-3	340	58	7	210	58	9	213	63	10
2020/21	282	37	2	465	54	3	483	55	4	394	59	3

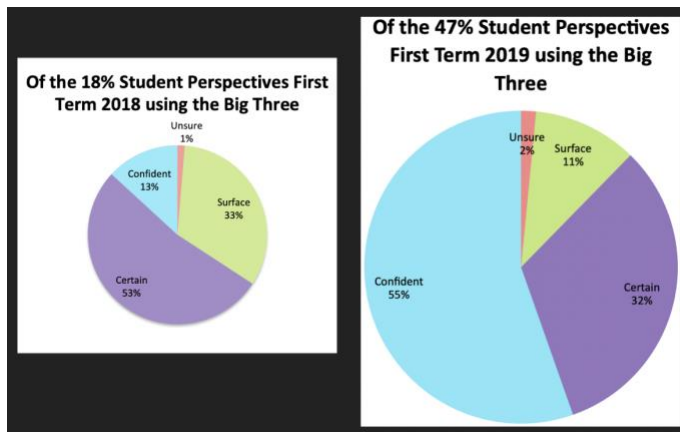
Since we began on this journey, teachers have been using *The Big Three* more often, even embedding it into their everyday practice. *The Big Three* is now how we talk about students' cognitive engagement across elementary schools. It has become "how we do things around here."

The student perspective section of the elementary report cards has offered some data in this regard. Using *The Big Three* proficiency scale developed with teachers to support this work, we can see there is a stark difference in students' ability to communicate their metacognitive thinking about their learning between 2018 and 2019.

	Unsure "going through the motions"	Surface "learning is done to them"	Certain "actions are starting to connect to learning"	Confident "owning their learning"
--	----------------------------------------------	----------------------------------------------	-----------------------------------------------------------------	---------------------------------------------



Also of note is the increase in the number of students using *The Big Three* as a way of organizing their thinking. This is important because students who can answer *The Big Three* have a significantly higher likelihood of academic success.



In addition to these efforts, we have continued to support teams in schools who are seeking to improve their assessment practice through collaborative inquiry. There has been ample space for the new learning involved in these inquiries. Delta School District hosted the *Canadian Assessment for Learning Network Conference* and supported 15 Delta educators in presenting at the event. Over the course of this goal, we have supported more than 57 educators to present at workshops, conferences, and other professional learning sessions about AFL, thereby deepening their own learning as they reach out to deepen that of others. As well, in 2020-2021 specific school teams worked with Shelley Moore and UBC on the implementation of universal and inclusive assessment practices.

While this learning journey is far from over, it's encouraging to see such an increase in engagement. Moving forward, the goal of improving our assessment strategies will be broadened into the goal of creating *Powerful, Inspiring Learning Environments* to encompass making the curriculum inspiring and real to learners, and delving into the most effective instructional practices. An important aspect of this goal includes the relational side of a positive learning environment, where students feel they belong, are known and valued.

Graduation - The goal of having all students graduate with dignity, purpose, passion and options was identified as a priority through a comprehensive scan of the district's completion rate data in 2017, as research shows that students who graduate from high school have better life outcomes than those who don't.

Although both the district's five- and six-year completion rates for all students have shown a positive trend since 2010, it is clear that significant achievement gaps for particular sub-populations of students still persist.

In 2017, our Learning Services department and school-based teams implemented a wide range of support structures to track student success in grade-to-grade transitions in order to provide timely interventions to students not experiencing success. These structures have proven to be effective in ensuring students who are not on-track to graduate within five years, will receive wrap-around support until they complete all graduation requirements. Although the Ministry of

Education does not currently include students graduating with an Evergreen Certificate in the current five-year graduation rate data, we continue to ensure that students working toward an Evergreen are challenged and supported to graduate at their maximum potential and are counted in our local graduation data.

Highlighted strategies to support this goal include:

- Partnering with Tsawwassen First Nation in 2019 to create a satellite school for students who prefer to work in smaller, more personalized learning environments.
- Providing staffing for Indigenous Support Advocates at each high school to monitor the ongoing progress of students with Indigenous ancestry. There are two Indigenous Success Coordinator positions at the district level that support the school-based support personnel and student support teams.
- Funding the ongoing Indigenous Literacy Initiative, focused on improving the reading of all Indigenous students from K - 3 with the goal of having them reading at grade level.
- Assigning .5 teaching FTE to work with Intermediate and secondary Indigenous students who are not reading at grade level.
- Establishing after school and summer programs through our Community Schools Partnership, partially funded by the United Way, to keep our students actively engaged with healthy community activities.

Over the past five years, we have observed five-year completion rates for all Delta students increase from 92% (2015/16) to 93% (2019/20). This is currently 8% higher than the Provincial rate. However, further analysis of this data shows that if we look only at those students who have never been identified with disabilities or diverse abilities, our five-year completion rates have increased from 95% (2015/16) to 98% (2019/20). Continuing to disaggregate the data into student sub-populations, we have seen a positive trend in closing the achievement gap for students with Indigenous ancestry. Over the past five years, we have increased graduation rates for students with Indigenous ancestry by 30%. This is 21% above the Provincial rate. We have also seen a positive increase in the five-year completion rate for students with disabilities or diverse abilities from 78% (2015/16) to 84% (2019/20). This is 20% above the Provincial rate. In addition, for students who are identified as Children/Youth In Care, we have seen a slight increase from 30% (2015/16) to 38% (2019/20). This is 2% above the Provincial rate.

Another area of improvement has been in the number of students transitioning from Grade 11 to Grade 12. Historically, Delta has seen higher grade-to-grade transitions than neighbouring districts and our rates remain very high. Since 2015, we have seen a slight improvement from 97% to 99% (2019/20). Similarly, as we look at student sub-populations, we see the transition rates for students with disabilities or diverse abilities increasing from 91% (2015/16) to 99% (2019/20).

Although we continue to be encouraged by the positive trends observed in student graduation and transition rates, an achievement gap remains for students with Indigenous ancestry, students with disabilities or diverse abilities and Children/Youth In Care despite a multi-year focus on improving outcomes in these sub-populations. As a result, *Graduation For All* remains

one of the district's strategic goals moving forward. We will continue to focus on equity and allocate resources as needed, with the goal of having all of our students graduate from school with dignity, purpose and options.

Strategic Plan 2021-2024

The district's [Strategic Plan 2021 - 2024](#) sets out six guiding principles (*Equity, Universal and Inclusive Approaches/Practices, Diversity, Indigenous Worldviews and Knowledge, Wellbeing and Connectedness and Core Competencies*), and five goals (*Graduation For All, Powerful and Inspiring Learning Environments, Strong Foundations in Literacy and Numeracy, Engaged, Empowered and Healthy Workforce and Strong Governance and Stewardship of Resources*) that will guide our actions over the next three years and drive progress towards achieving our Vision 2030.

These guiding principles and goals were developed during January - June 2021. The district and schools used the Spiral of Inquiry to determine whether sufficient progress had been made on our previous FESL goals of Connectedness, Reading, Assessment and Graduation when developing goals for the next three years. In addition, input from students, families/caregivers, local Indigenous peoples, and education and community partners was gathered and considered through the 2030 visioning process and the district's annual budget cycle.

It became clear that some of the district's FESL goals needed to remain, some had evolved over time, and some broader goals were needed to address gaps in learning and to support student and staff wellness. The guiding principles and goals set out in our new three-year strategic plan are intended to help us meet these needs moving forward.

Appendix A: District Framework for Enhancing Student Learning 2018 – 2021

GOAL ONE

Connectedness

All students will have at least two adults in their school who believe that they will be a success in life.

THE WHY

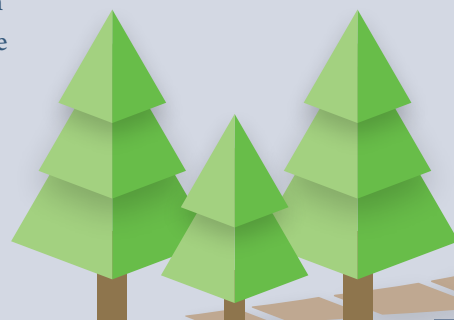
Extensive research suggests a direct relationship between students' sense of self-efficacy and their success in school. Those students who feel they have two or more significant adults in the school who genuinely believe they will be a success in life are more likely to graduate.

THE HOW

All students will be surveyed on an annual basis with the question, "Are there two or more adults in your school who believe that you will be a success in life?"

THE WHAT

The results of the survey will be shared with school staff and strategies implemented to support those students who are not feeling a sense of connectedness. Data will be tracked at the school and district level over time.



THE WHAT

On-going tracking of multiple data sources at both the school and district level will include: PM Benchmarks data, report card data, Levelled Literacy Intervention Kits.

THE HOW

An annual cycle of screening and assessment will be implemented across all schools in the district. Students demonstrating reading challenges will receive tiered intervention strategies.

THE WHY

A significant body of research indicates that the ability to read by grade three is a strong predictor of academic success and future graduation.



GOAL TWO

Reading

All students in the Delta School District will achieve grade level literacy by grade three, with the first three years of this goal focusing specifically on reading.

GOAL THREE

Assessment

All students will demonstrate an understanding of themselves as learners by being able to answer the "Big Three" questions: What am I learning? How is my learning going? Where to next?

THE WHY

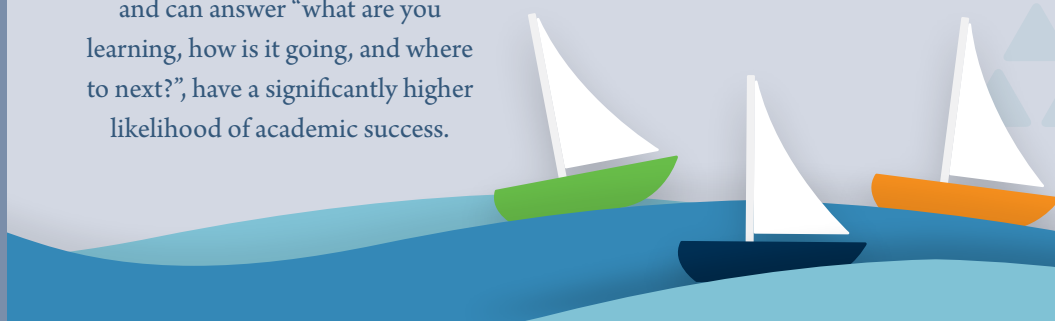
To prepare students for post-secondary life, it is essential that we teach them to be self-regulated, life-long learners. Students who understand themselves as learners and can answer "what are you learning, how is it going, and where to next?", have a significantly higher likelihood of academic success.

THE HOW

Teachers will engage students in the "Big Three" questions and will use this feedback to monitor and adjust teaching strategies in response to student needs.

THE WHAT

Extensive school and district level professional learning and resourcing will support teachers in becoming assessment literate. All staff members will be aware of and understand the District's Procedure on Assessment. SD37 AFL Website as a resource will continue to be developed.



THE WHAT

Implement a comprehensive set of interventions in response to students who are not experiencing success and/or appear to be at risk of not graduating.

THE HOW

Intensive tracking of student success in grade-to-grade transitions in order to provide timely interventions to students.

THE WHY

Students who graduate from high school have better life outcomes than those students who do not graduate. We believe that our current 6 year completion rate of 88.9% (2016) is not yet sufficient. We also believe that all students can learn and are able to graduate. Of particular concern are the significantly lower graduation rates for students with special needs, students in care, and students of Indigenous ancestry.

GOAL FOUR

Graduation

All students will graduate with dignity, purpose, passion, and options.



Appendix B: Ministry of Education 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)

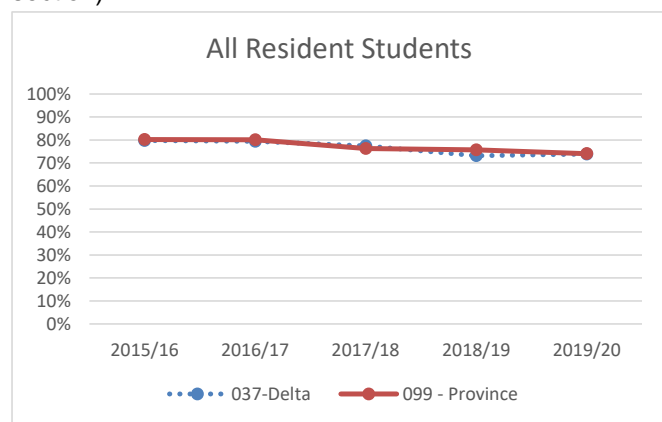


Figure 1: FSA Grade 4 Reading - All Resident Students

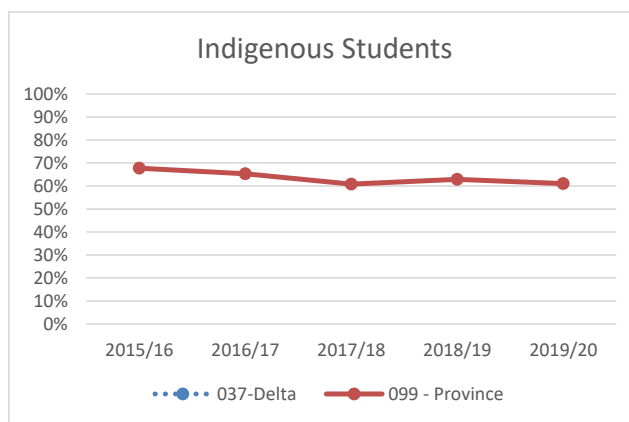


Figure 2: FSA Grade 4 Reading - Indigenous Students

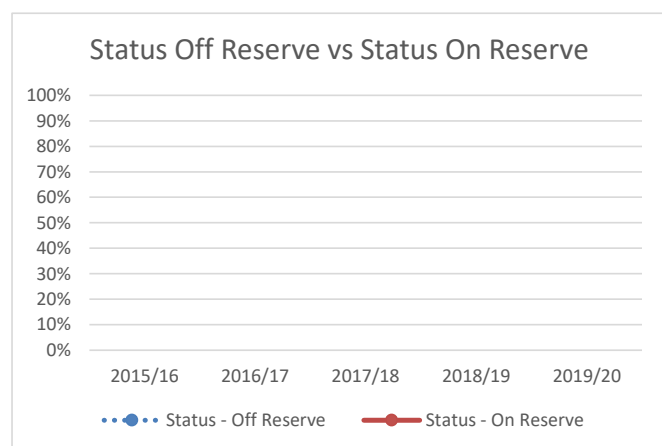


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

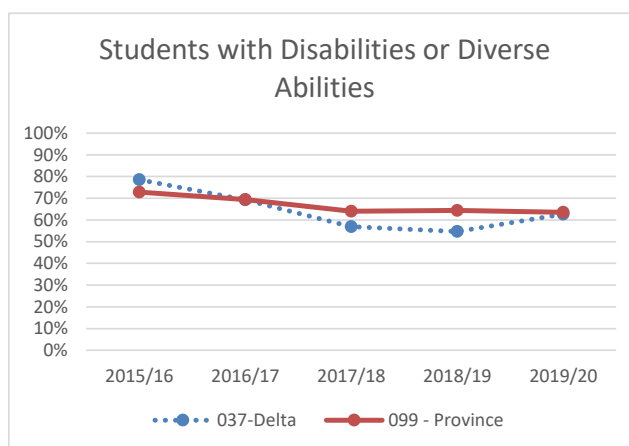


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

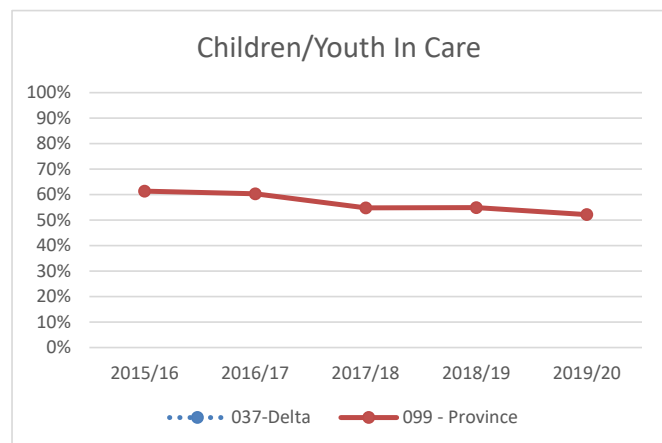


Figure 5: FSA Grade 4 Reading - Children/Youth In Care

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)

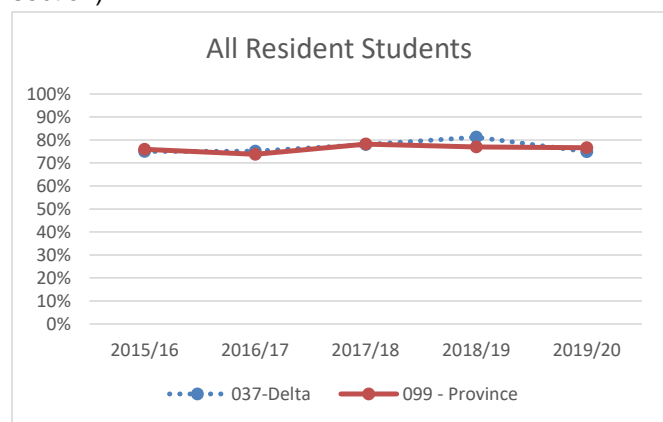


Figure 6: FSA Grade 7 Reading - All Resident Students

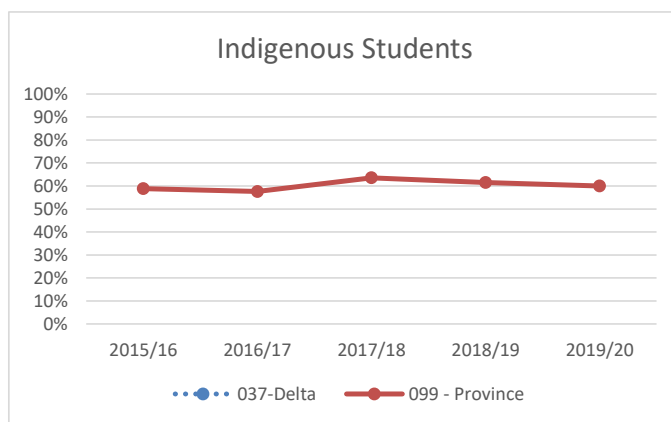


Figure 7: FSA Grade 7 Reading - Indigenous Students

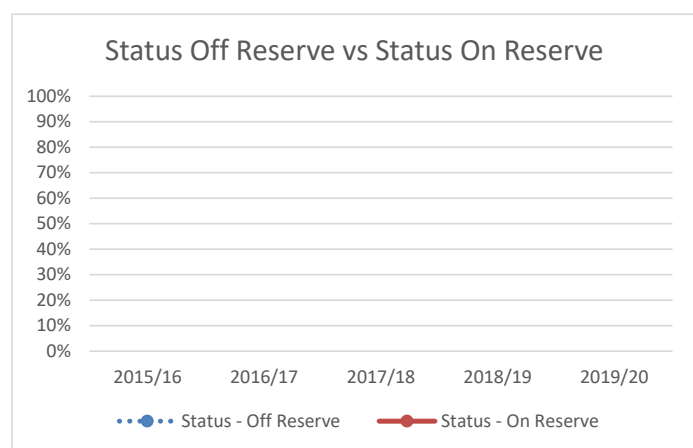


Figure 8: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

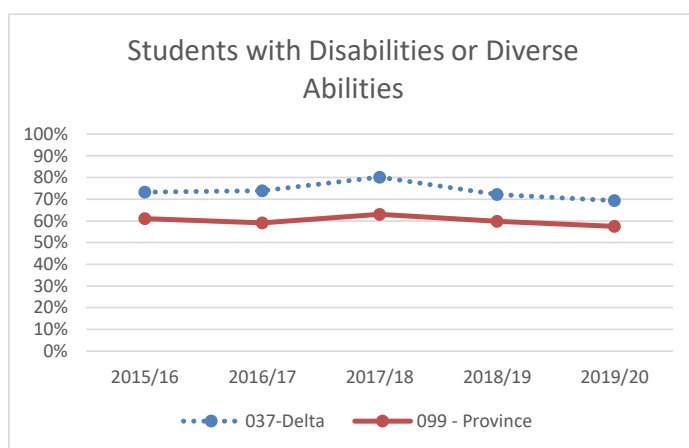


Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

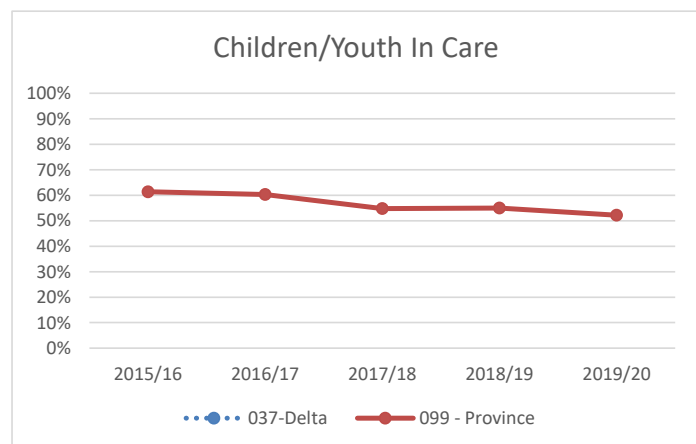


Figure 10: Grade 7 Reading - Children/Youth In Care

Graduation Assessment - Literacy 10

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

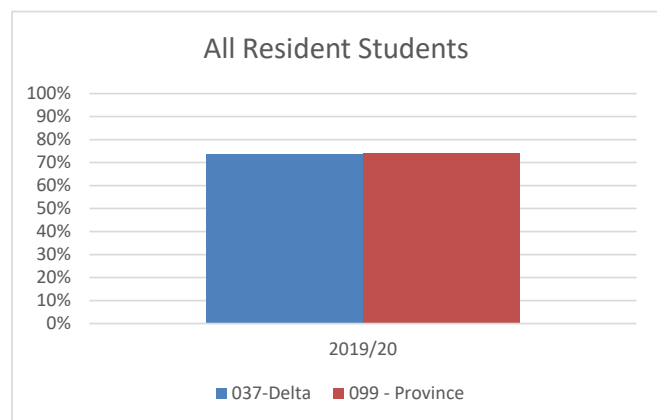


Figure 11: Graduation Assessment Grade 10 Literacy - All Resident Students

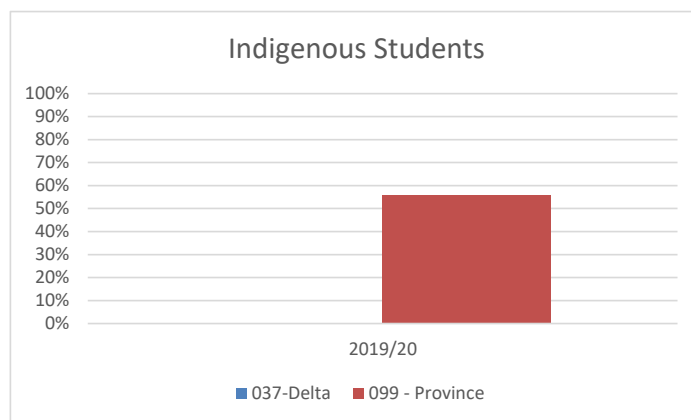


Figure 12: Graduation Assessment Grade 10 Literacy - Indigenous Students

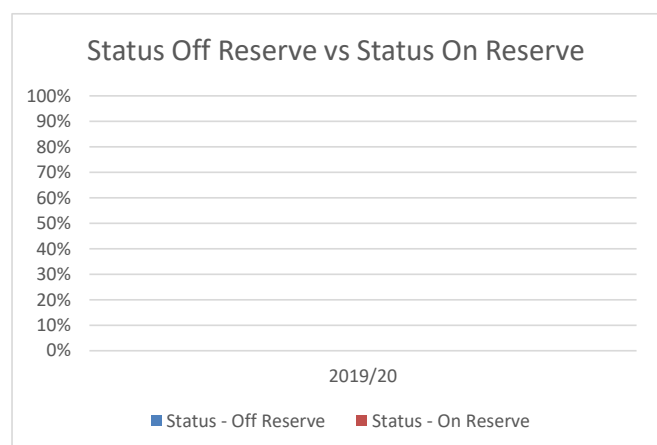


Figure 13: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

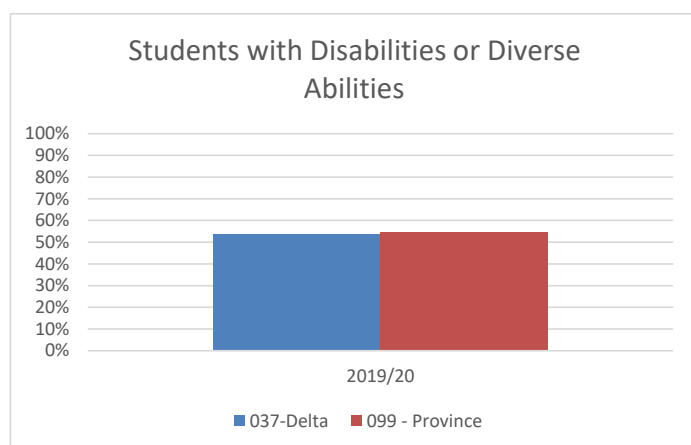


Figure 14: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

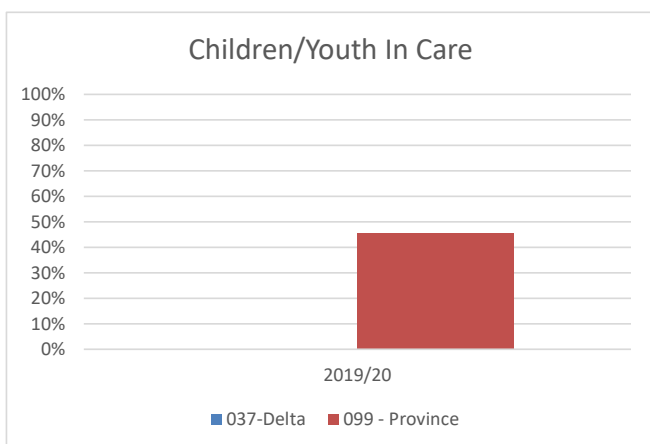


Figure 15: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

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)

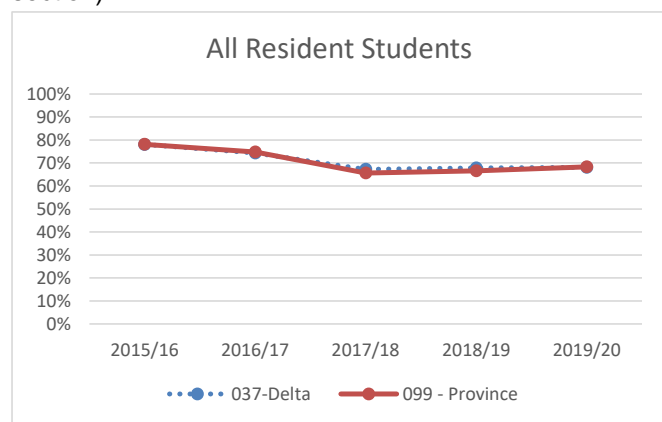


Figure 16: FSA Grade 4 Numeracy - All Resident Students

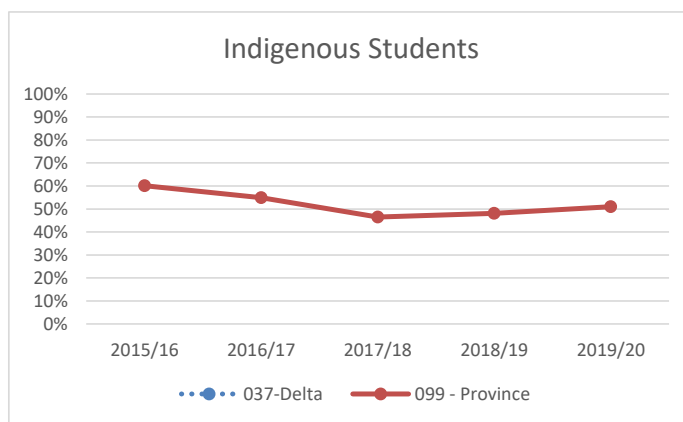


Figure 17: FSA Grade 4 Numeracy - Indigenous Students

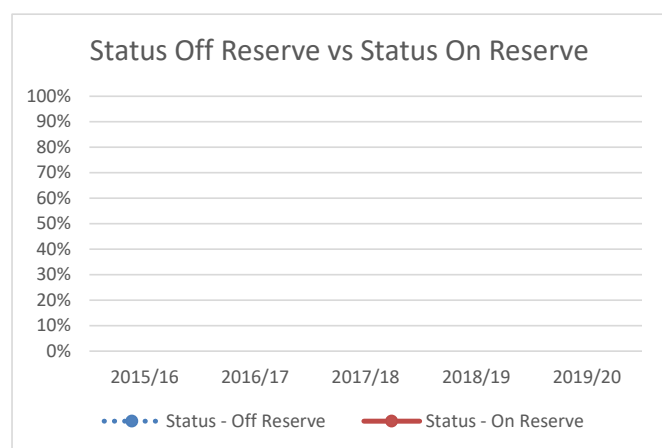


Figure 18: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

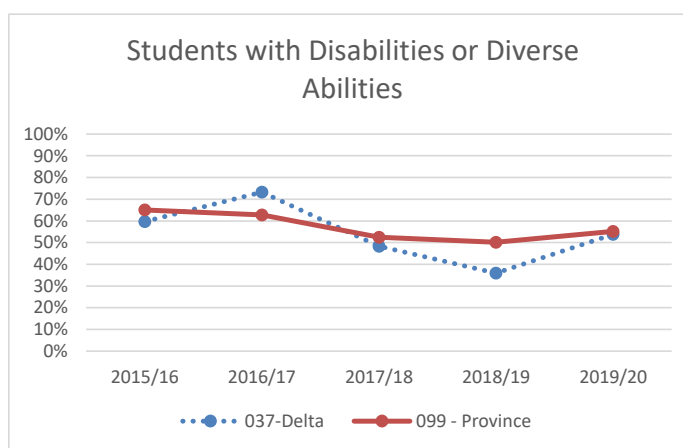


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

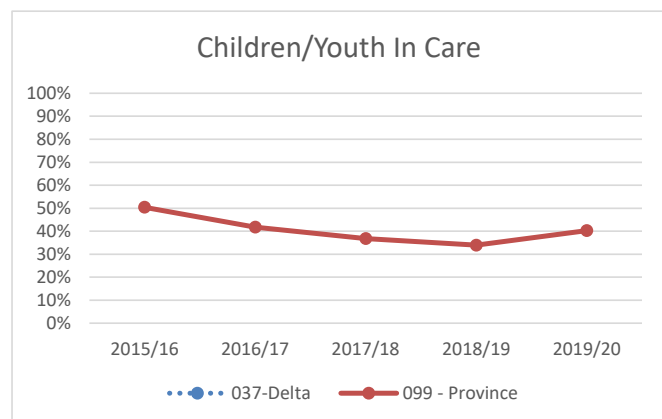


Figure 20: FSA Grade 4 Numeracy - Children/Youth In Care

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)

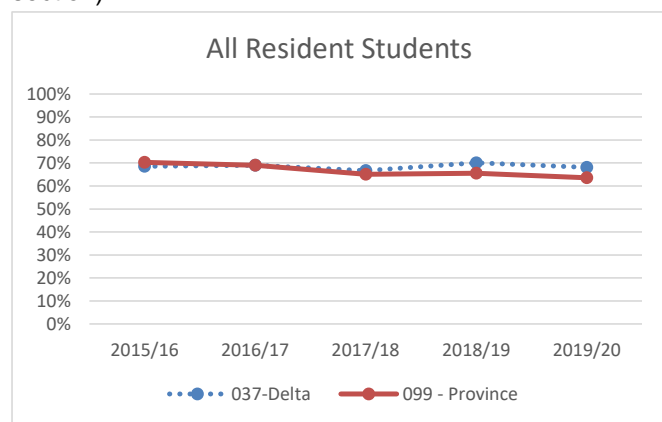


Figure 21: FSA Grade 7 Numeracy - All Resident Students

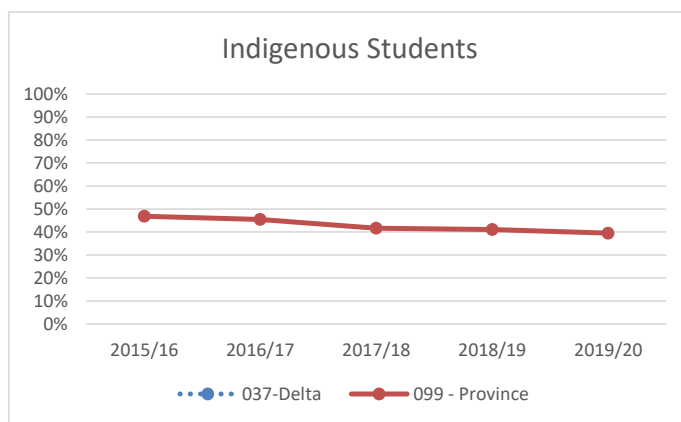


Figure 22: FSA Grade 7 Numeracy - Indigenous Students

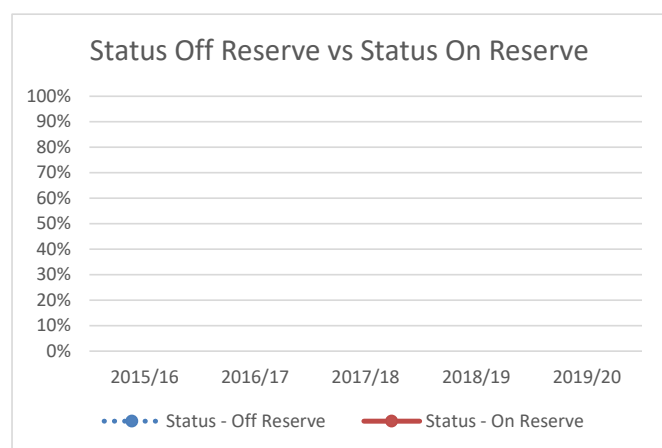


Figure 23: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

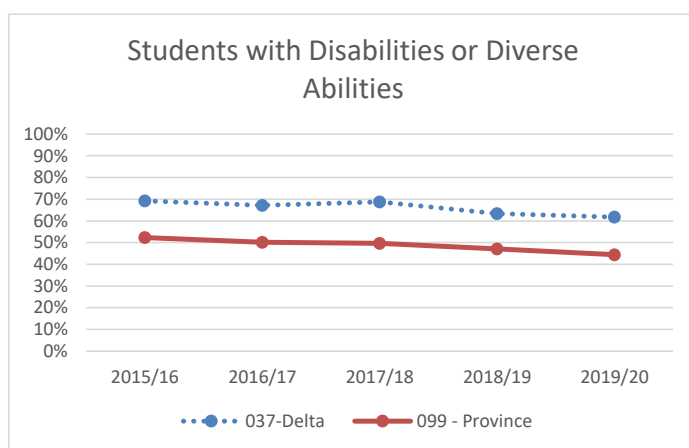


Figure 24: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

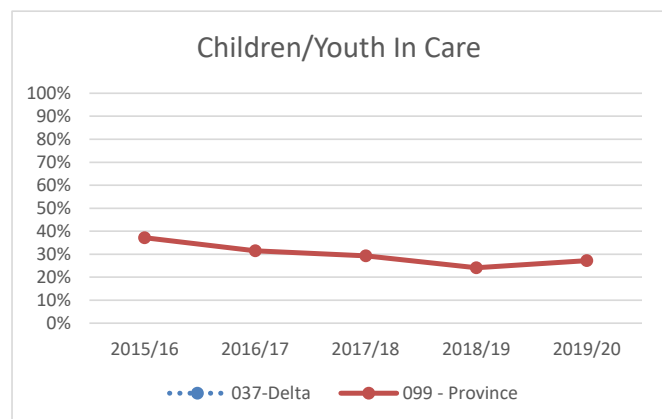


Figure 25: FSA Grade 7 Numeracy - Children/Youth In Care

Graduation Assessment - Numeracy 10

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

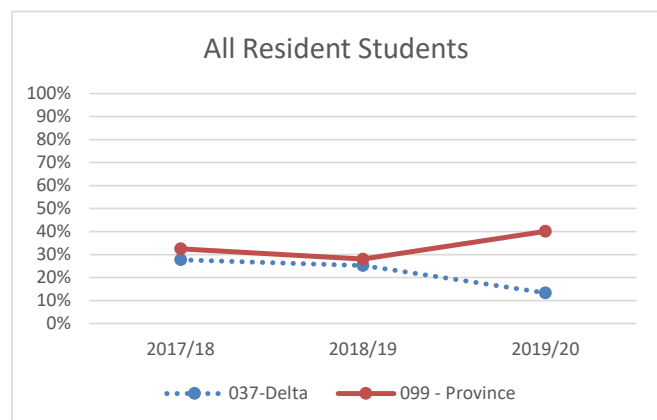


Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students

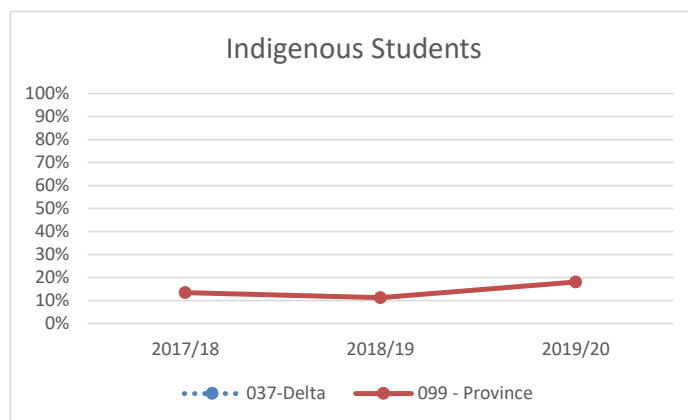


Figure 27: Graduation Assessment Grade 10 Numeracy - Indigenous Students

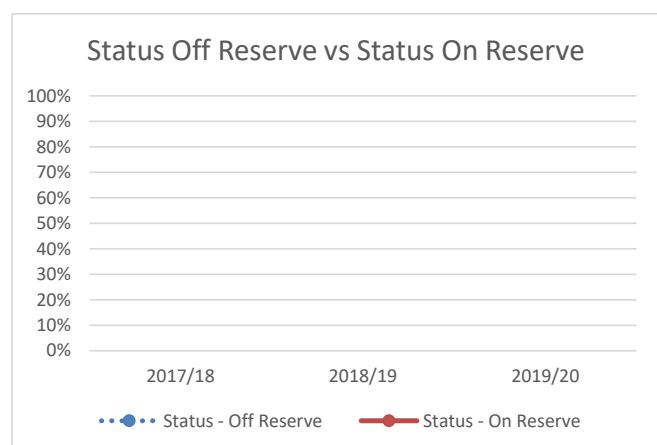


Figure 28: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

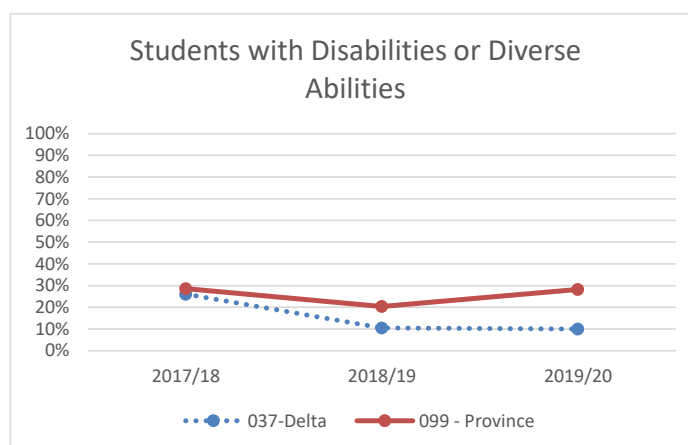


Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

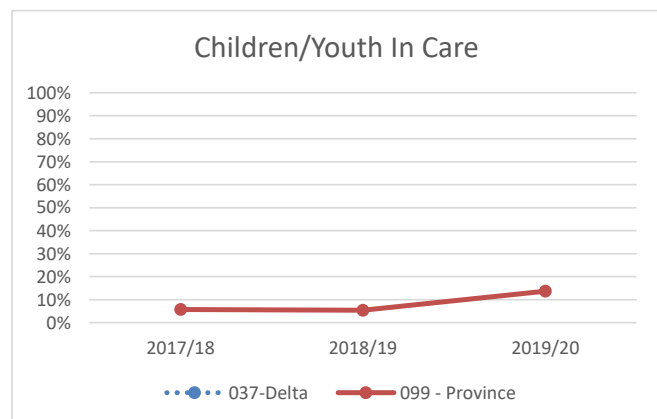


Figure 30: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Grade to Grade Transition - Grade 10

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

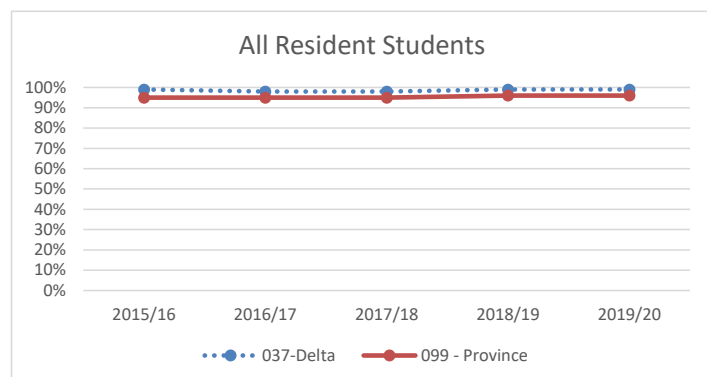


Figure 31: Transition Grade 10 to 11 - All Resident Students

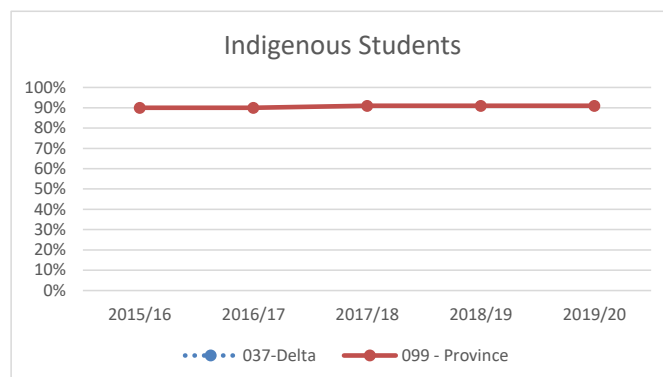


Figure 32: Transition Grade 10 to 11 - Indigenous Students

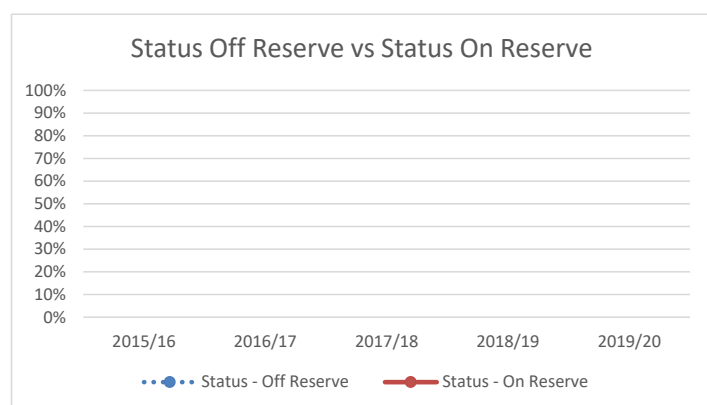


Figure 33: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

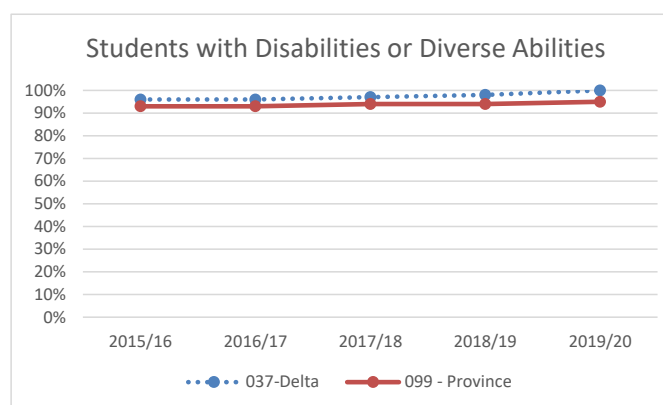


Figure 34: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

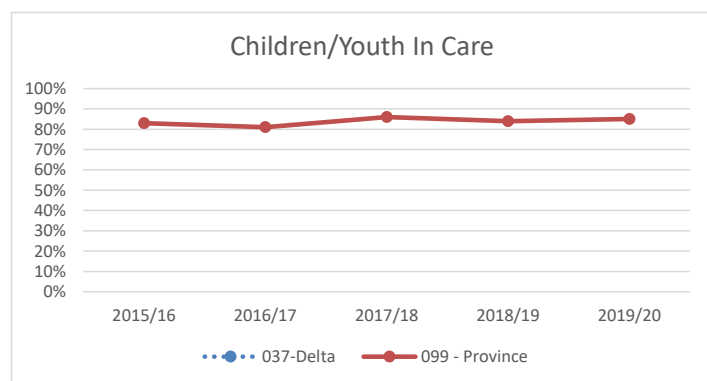


Figure 35: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

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

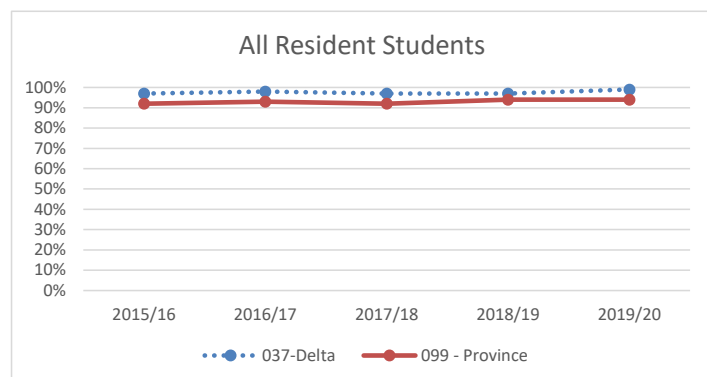


Figure 36: Transition Grade 11 to 12 - All Resident Students

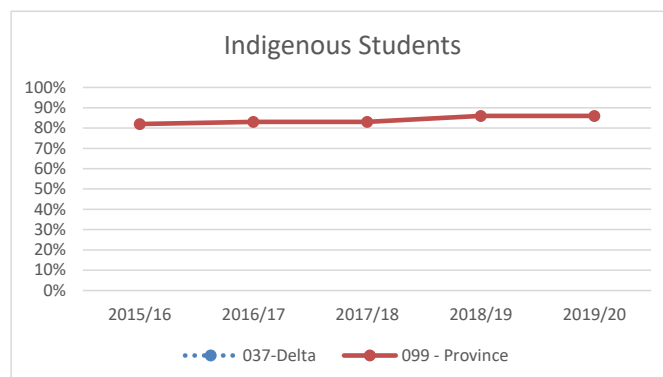


Figure 37: Transition Grade 11 to 12 - Indigenous Students

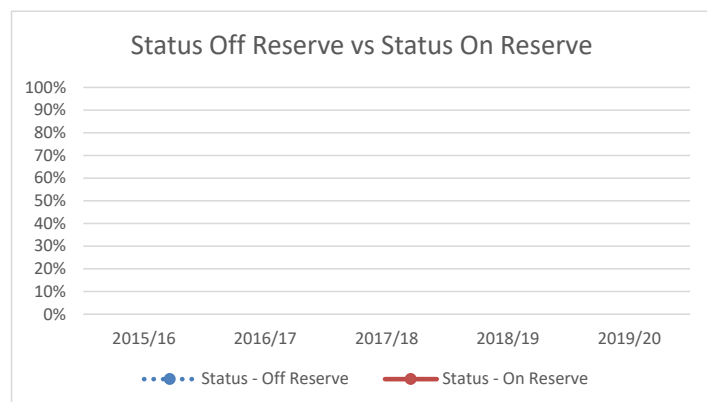


Figure 38: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

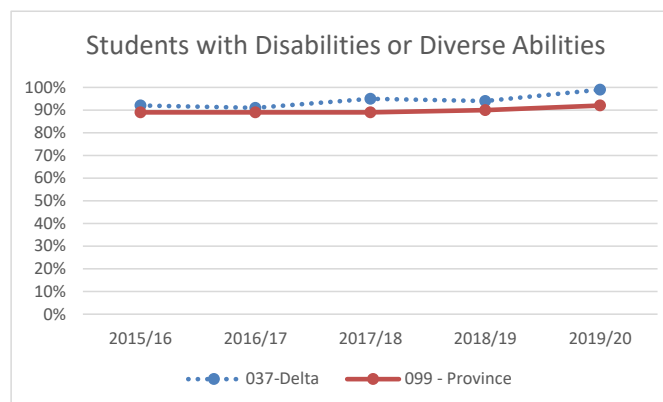


Figure 39: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

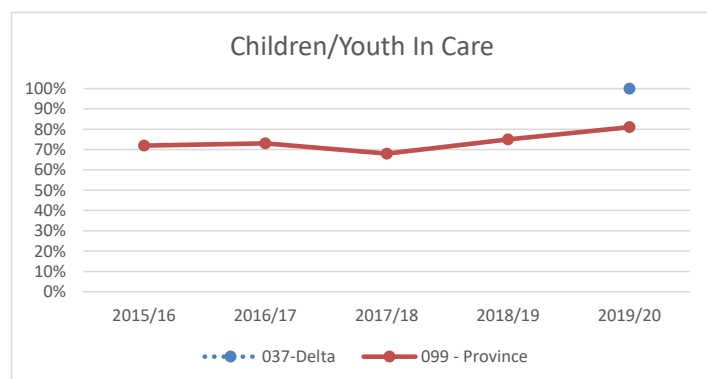


Figure 40: Transition Grade 11 to 12 - Children/Youth In Care

Student Learning Survey (SLS) - Feel Welcome

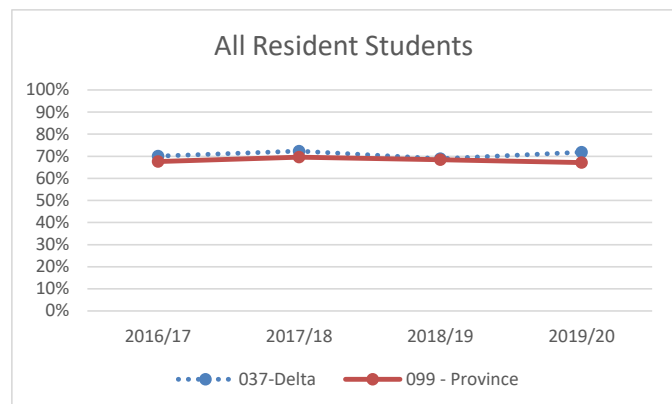


Figure 41: SLS - Feel Welcome - All Resident Students

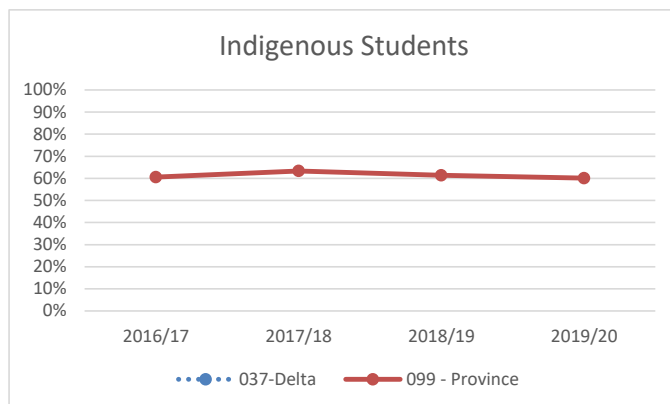


Figure 42: SLS - Feel Welcome - Indigenous Students

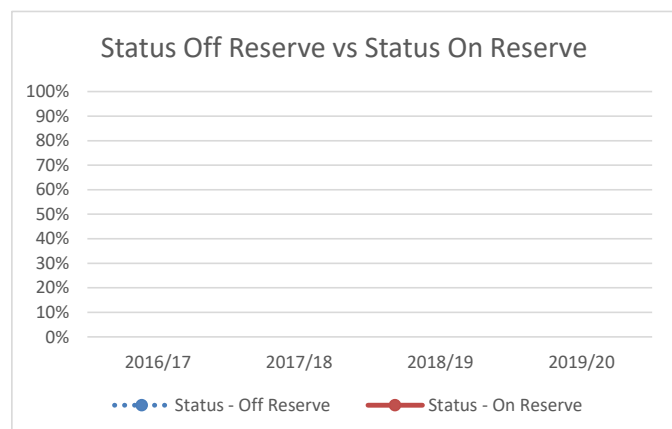


Figure 43: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

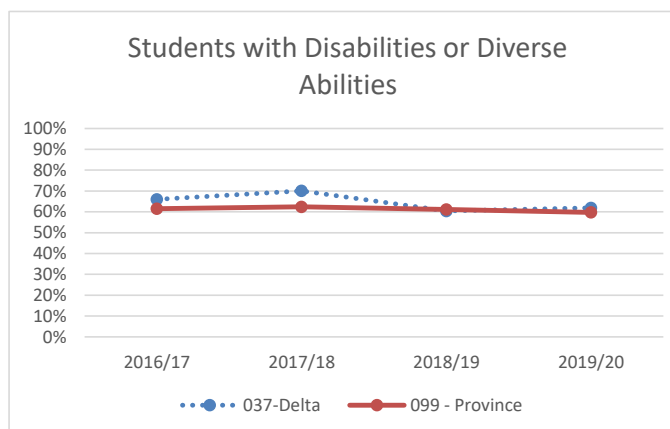


Figure 44: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

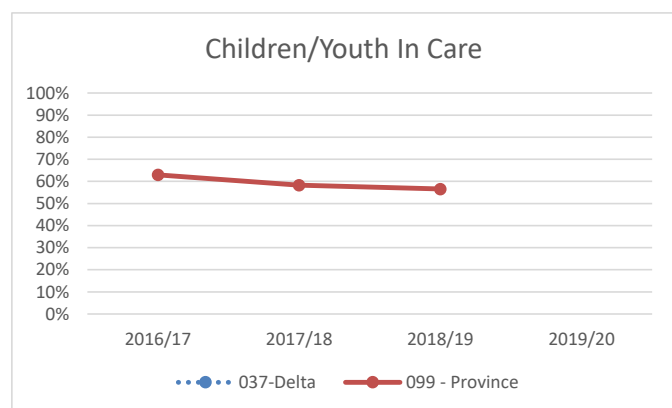


Figure 45: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

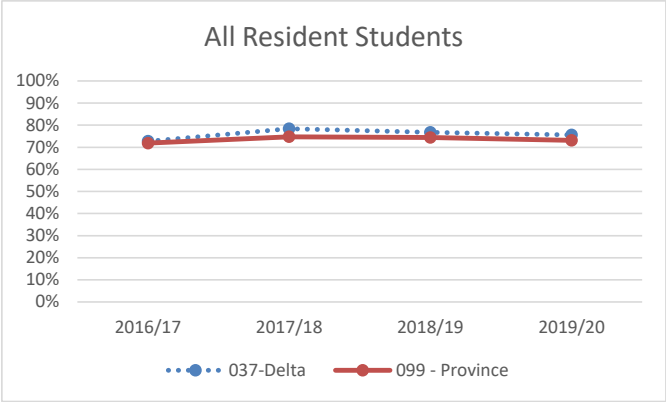


Figure 46: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

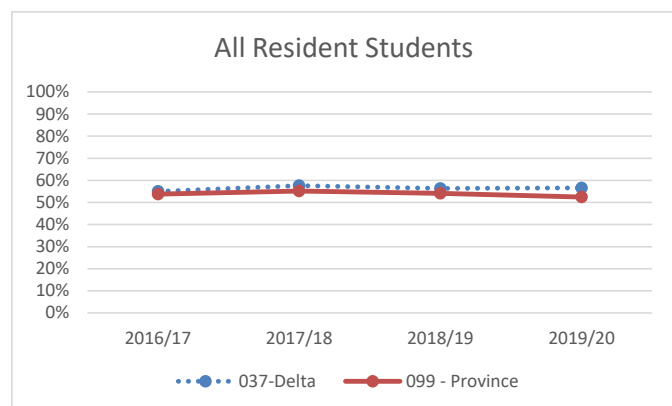


Figure 47: SLS - School Belong - All Resident Students

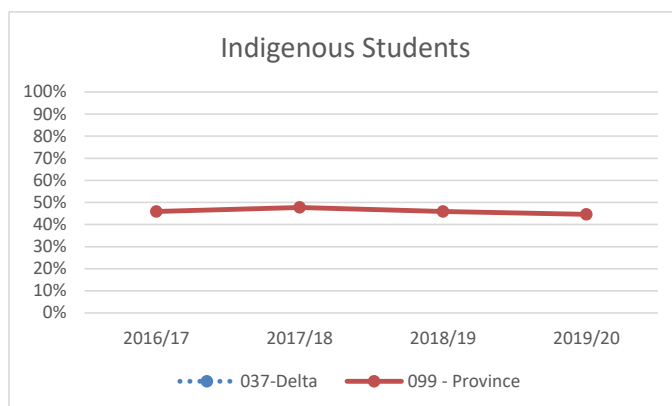


Figure 48: SLS - School Belong - Indigenous Students

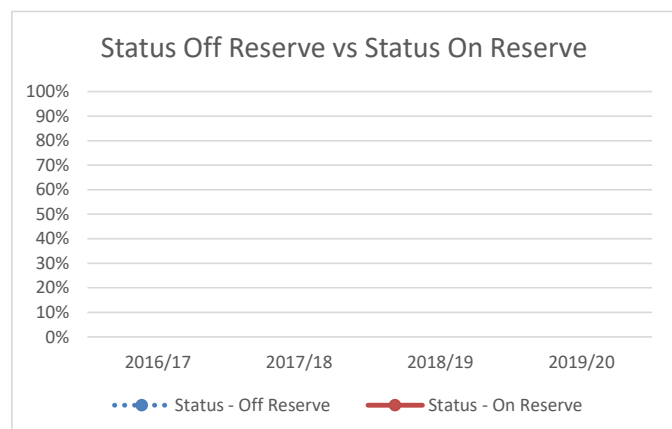


Figure 49: SLS - School Belong - Status - Off Reserve and Status - On Reserve

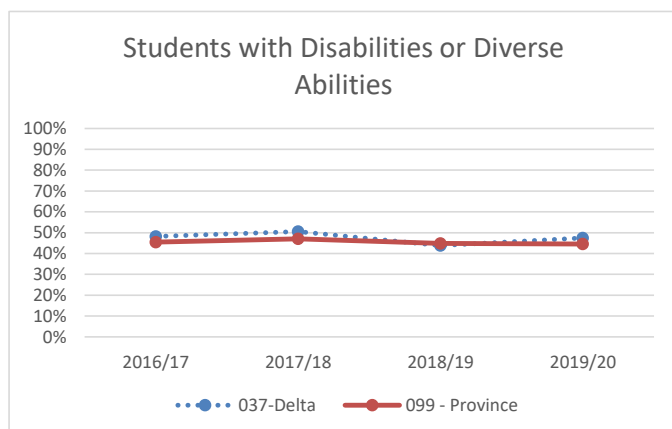


Figure 50: SLS - School Belong - Students with Disabilities or Diverse Abilities

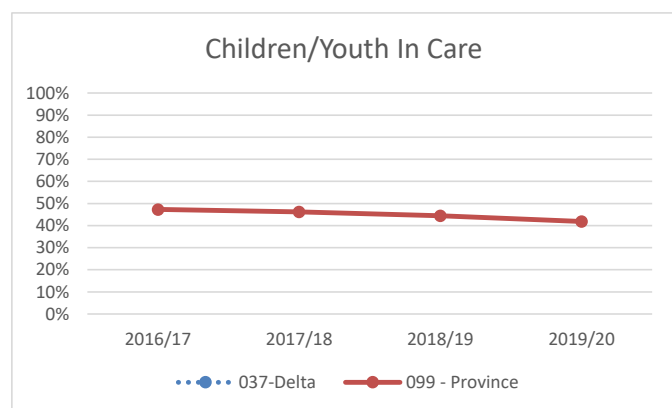


Figure 51: SLS - School Belong - Children/Youth In Care

Student Learning Survey (SLS) - Adults Care

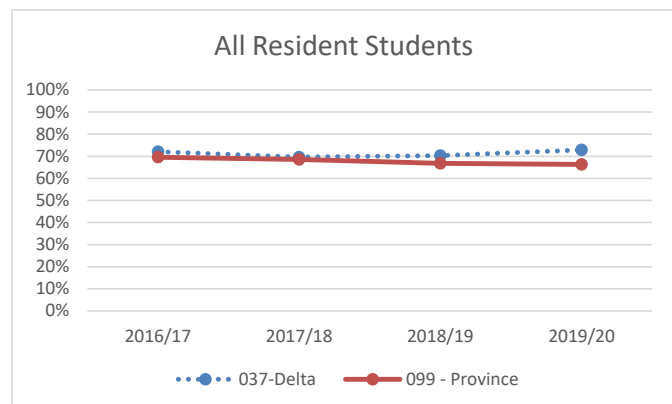


Figure 52: SLS - Adults Care - All Resident Students

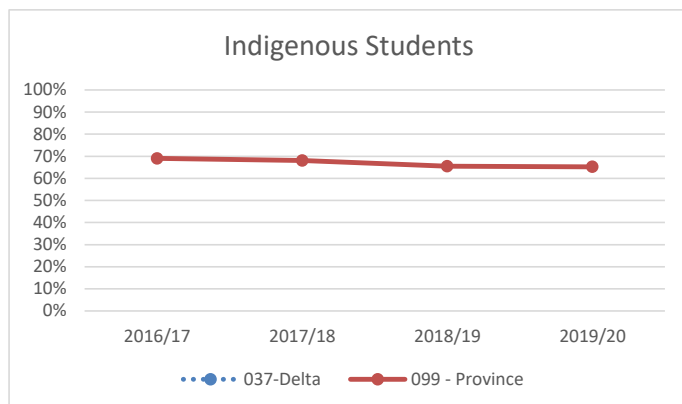


Figure 53: SLS - Adults Care - Indigenous Students

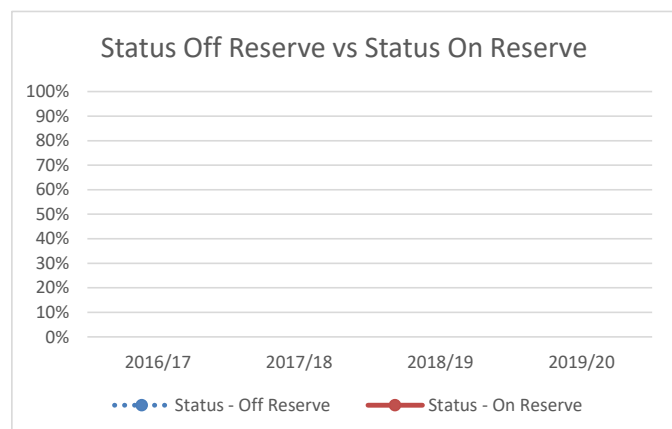


Figure 54: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

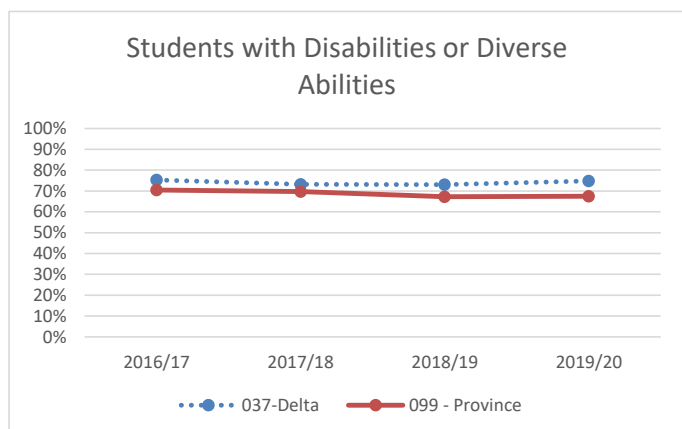


Figure 55: SLS - Adults Care - Students with Disabilities or Diverse Abilities

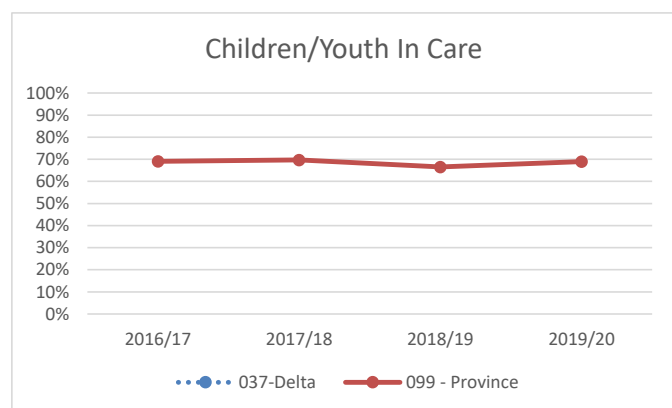


Figure 56: SLS - Adults Care - Children/Youth In Care

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)

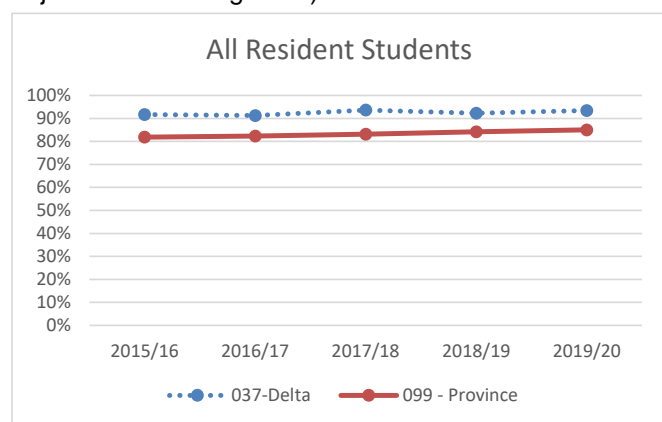


Figure 57: 5 Year Completion Rate - All Resident Students

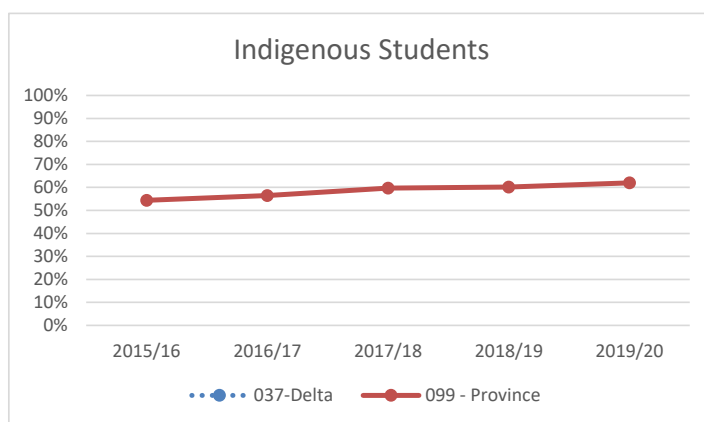


Figure 58: 5 Year Completion Rate - Indigenous Students

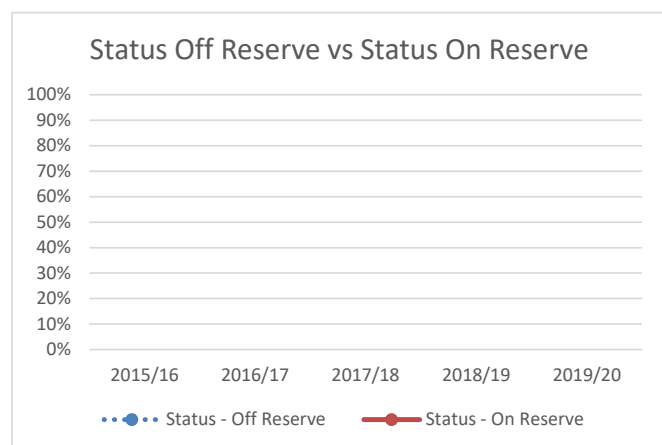


Figure 59: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

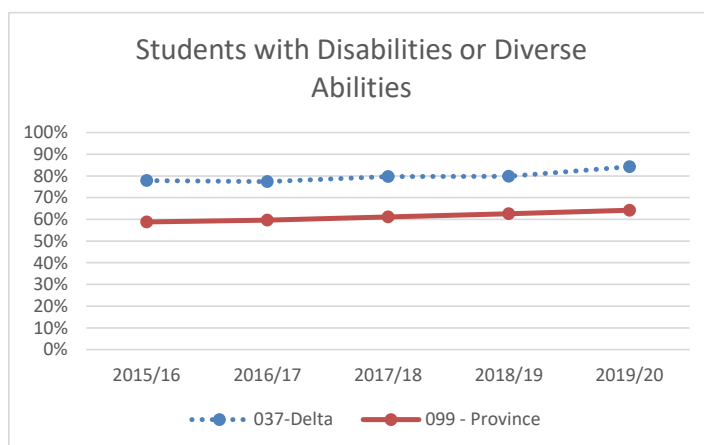


Figure 60: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

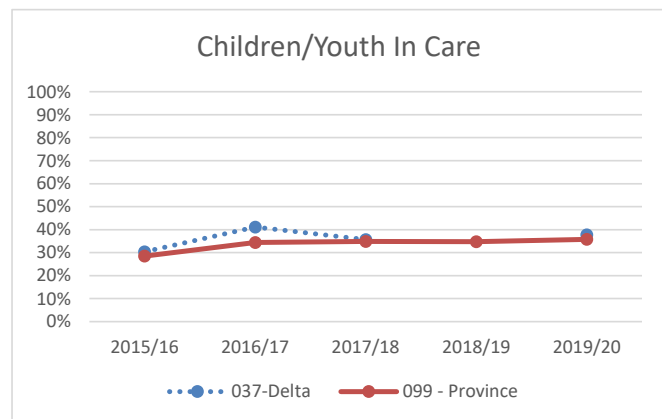


Figure 61: 5 Year Completion Rate - Children/Youth In Care

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)

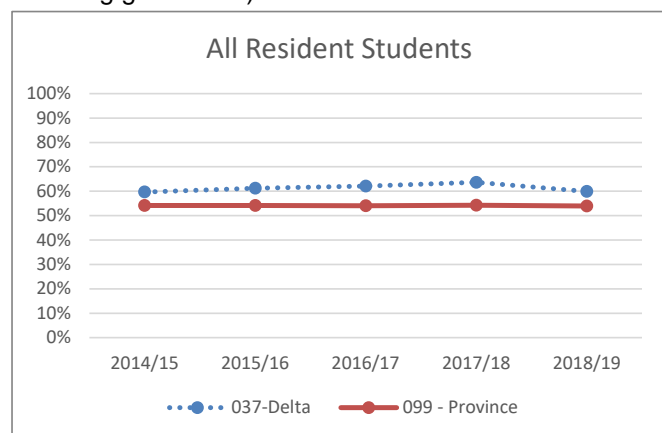


Figure 62: Post-Secondary Institute Transition - All Resident Students

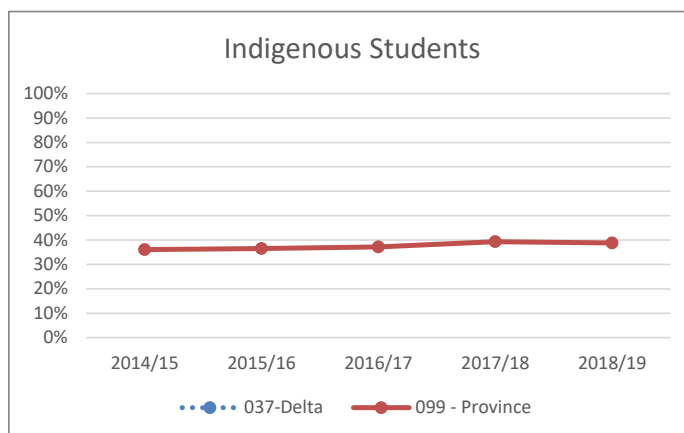


Figure 63: Post-Secondary Institute Transition - Indigenous Students

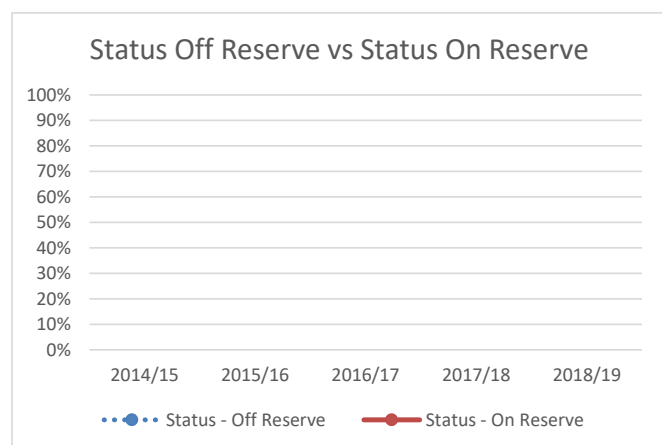


Figure 64: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

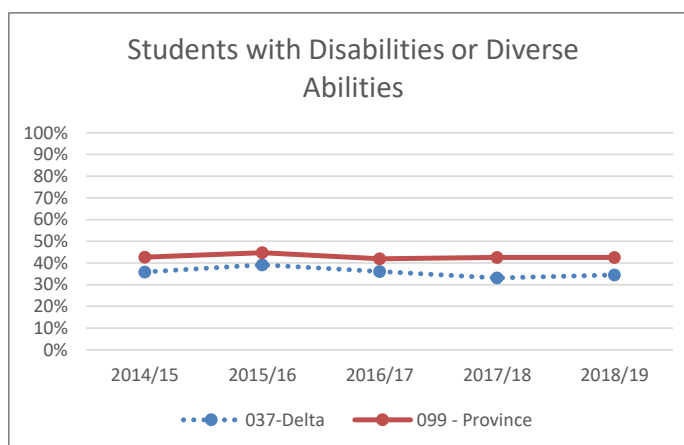


Figure 65: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

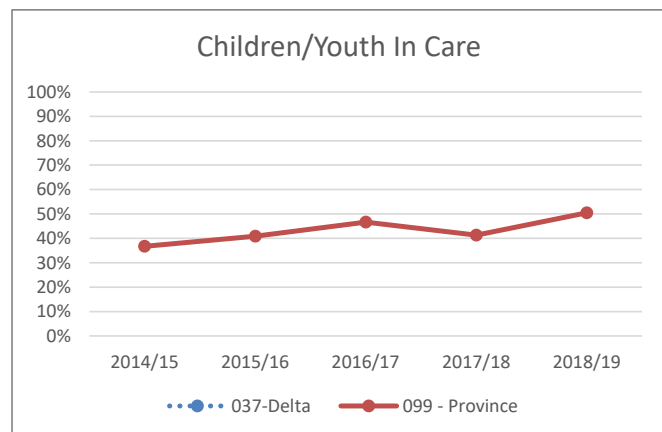


Figure 66: Post-Secondary Institute Transition - Children/Youth In Care

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)

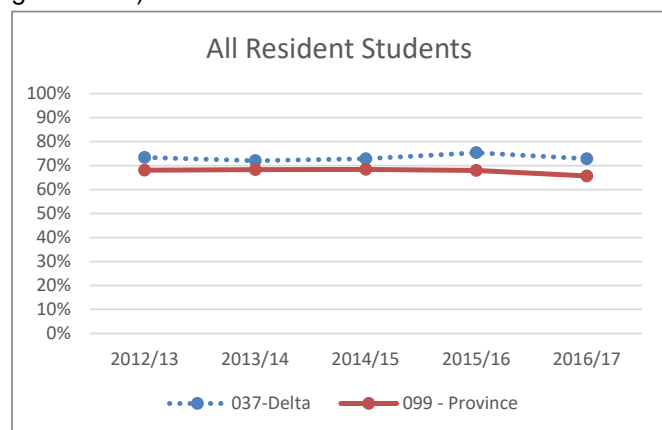


Figure 67: Post-Secondary Institute Transition - All Resident Students

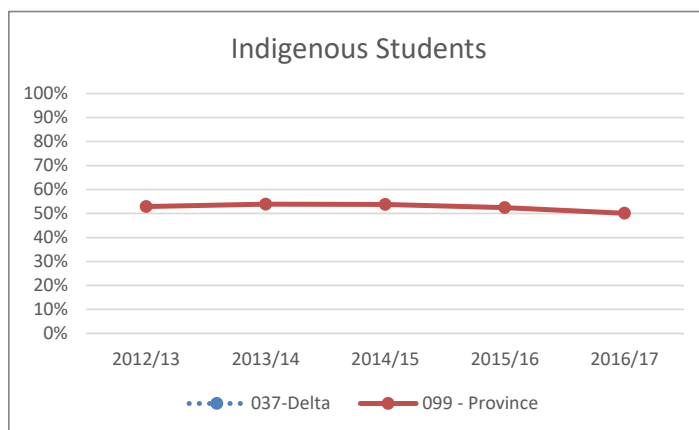


Figure 68: Post-Secondary Institute Transition - Indigenous Students

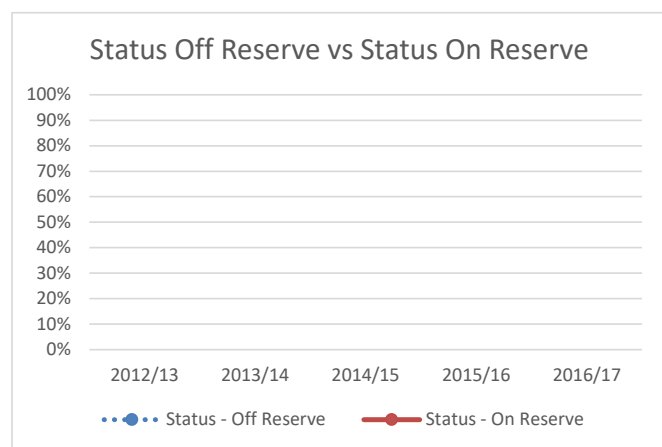


Figure 69: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

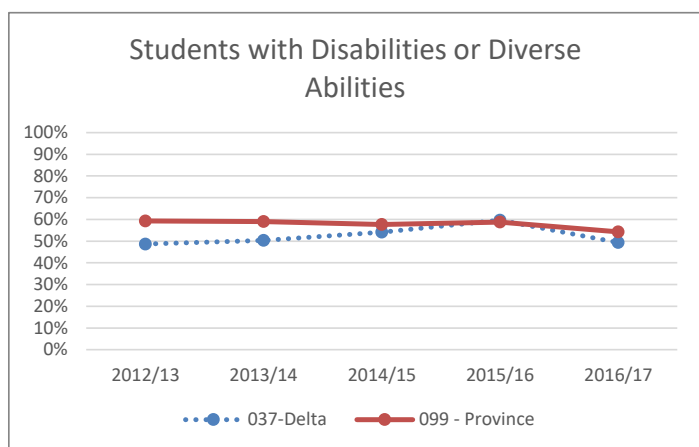


Figure 70: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

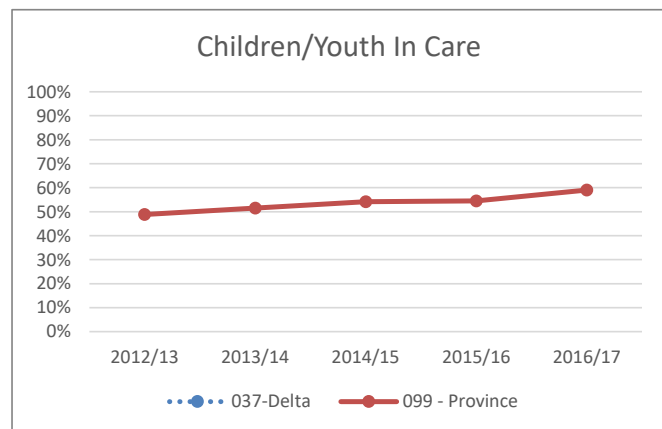


Figure 71: Post-Secondary Institute Transition - Children/Youth In Care

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 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)

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.