

## 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](mailto:educ.reportingunit@gov.bc.ca)

### The student populations specified in the Order are:

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

### The measures specified in the Order are:

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

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

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

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

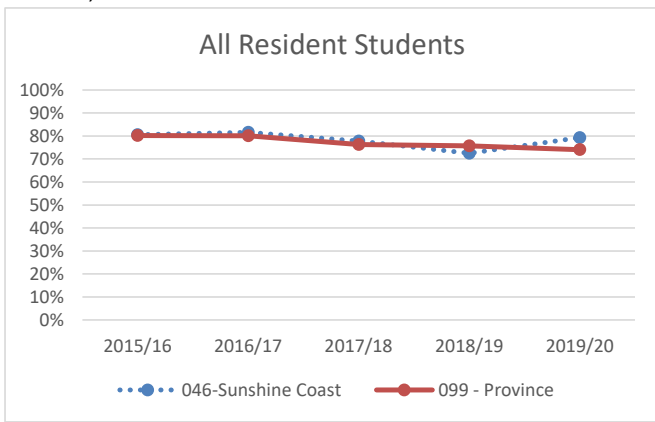


Figure 1: FSA Grade 4 Reading - All Resident Students

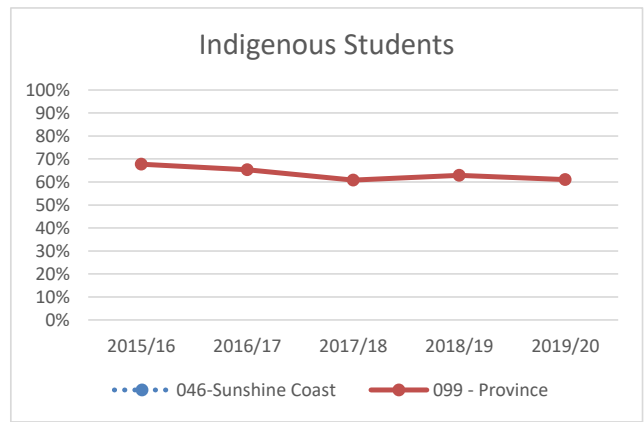


Figure 2: FSA Grade 4 Reading - Indigenous Students

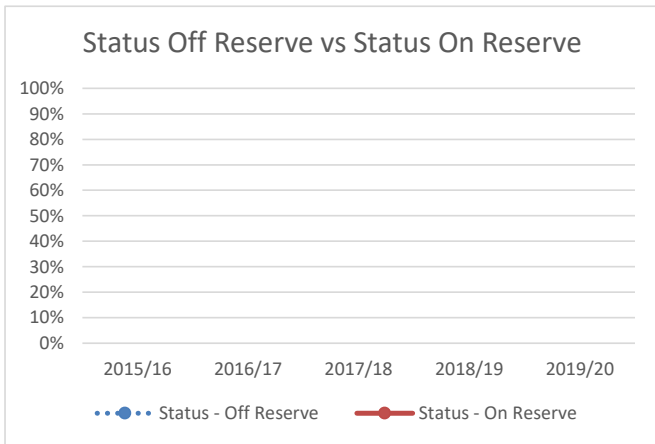


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

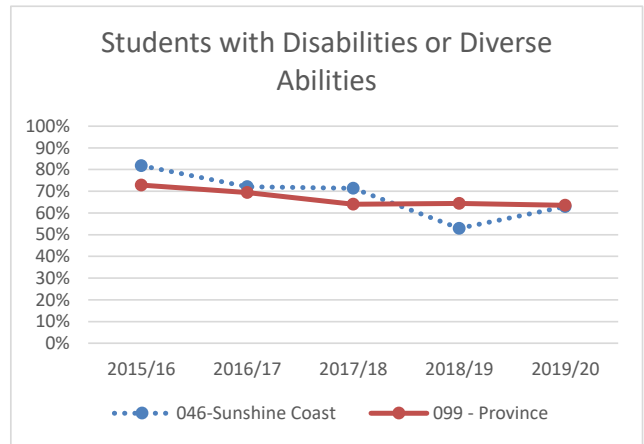


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

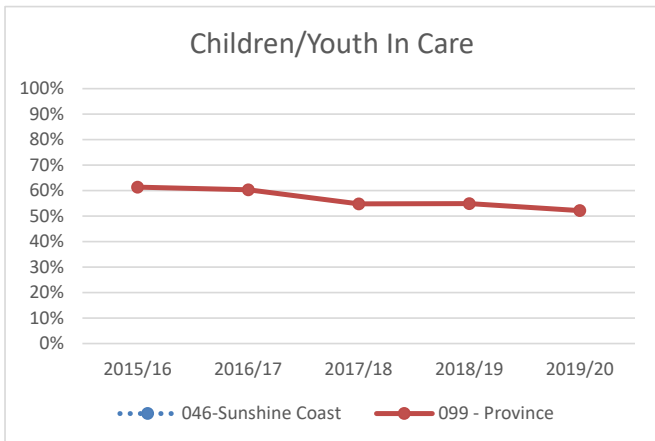
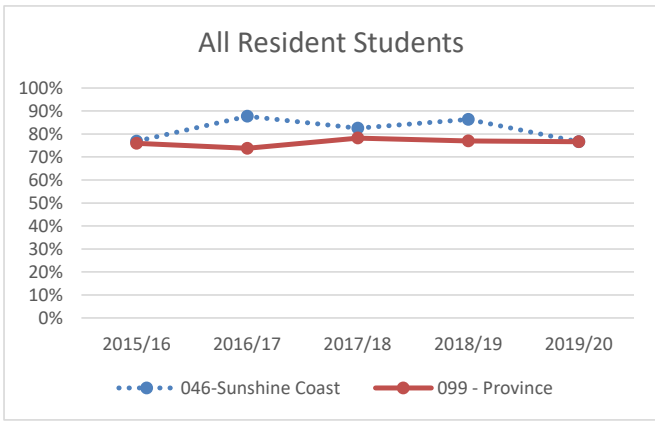


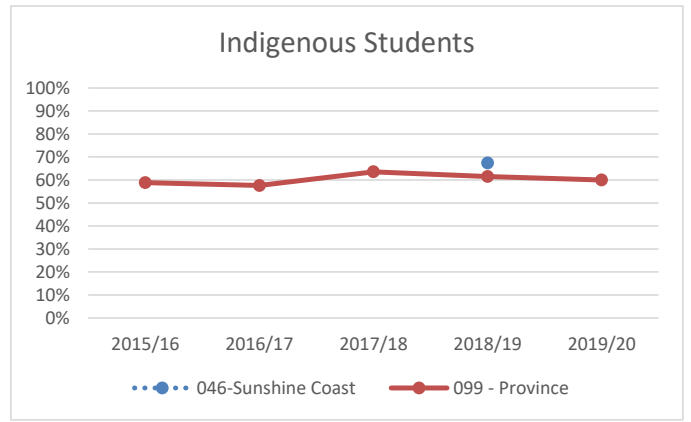
Figure 5: FSA Grade 4 Reading - Children/Youth In Care

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

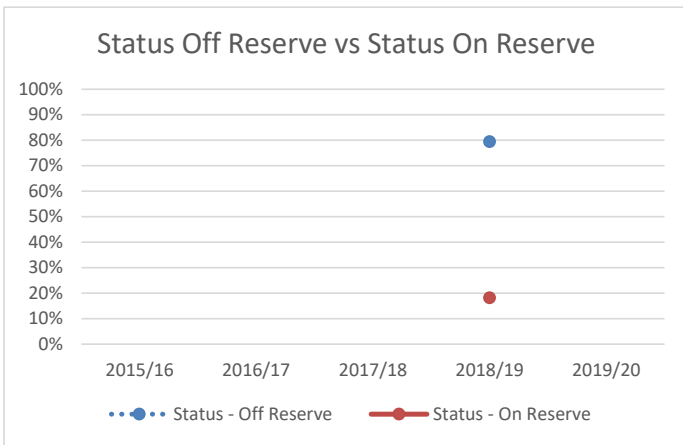
(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)



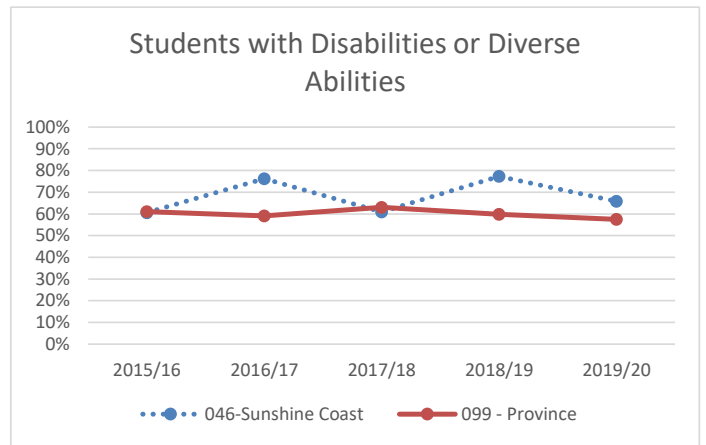
**Figure 6: FSA Grade 7 Reading - All Resident Students**



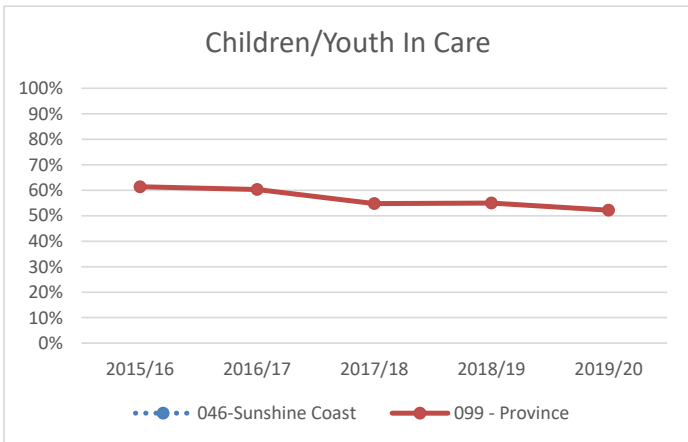
**Figure 7: FSA Grade 7 Reading - Indigenous Students**



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



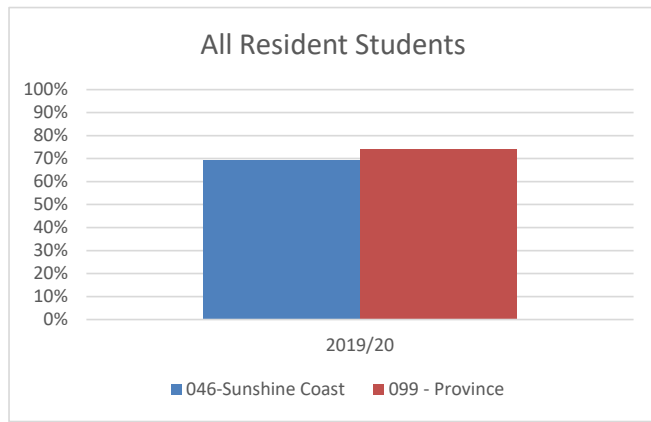
**Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities**



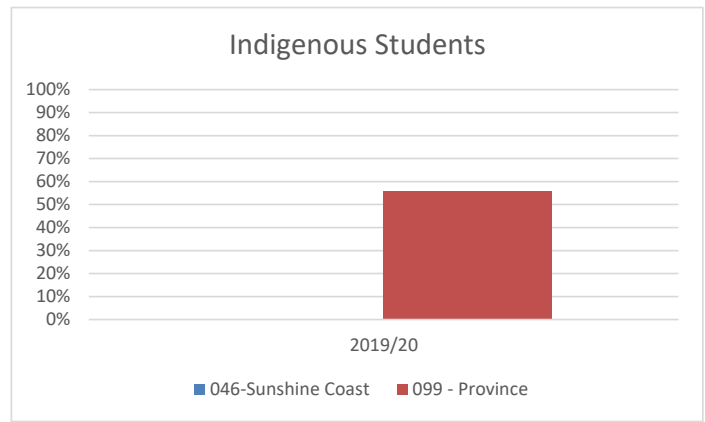
**Figure 10: Grade 7 Reading - Children/Youth In Care**

## Graduation Assessment - Literacy 10

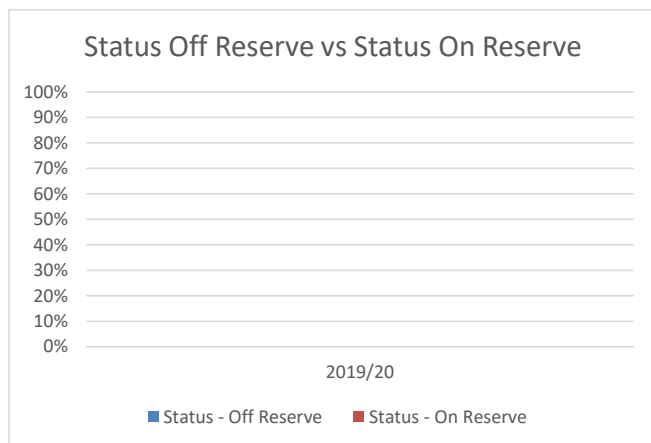
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)



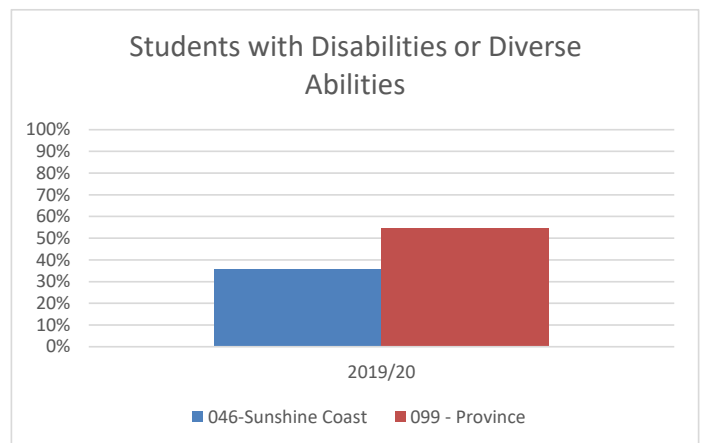
**Figure 11: Graduation Assessment Grade 10 Literacy - All Resident Students**



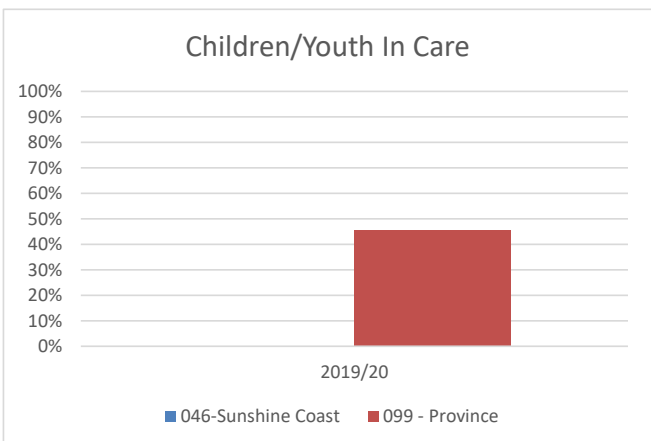
**Figure 12: Graduation Assessment Grade 10 Literacy - Indigenous Students**



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



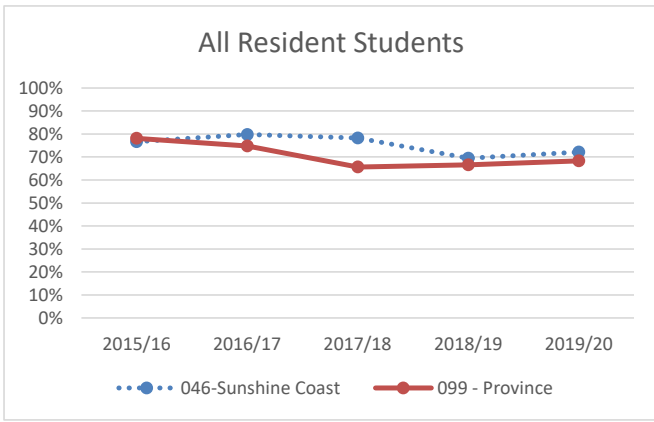
**Figure 14: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities**



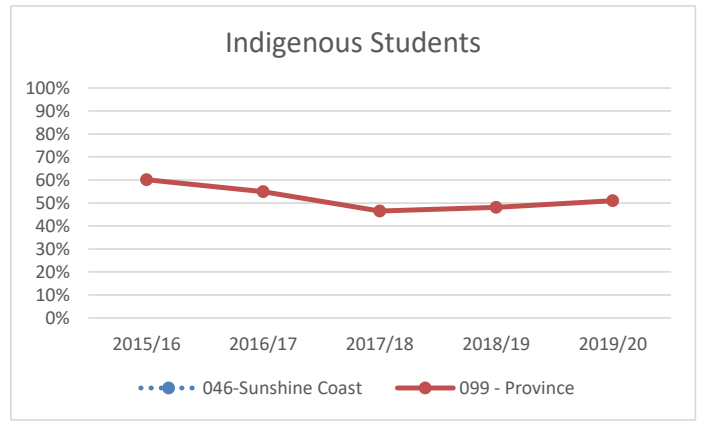
**Figure 15: Graduation Assessment Grade 10 Literacy - Children/Youth In Care**

**Foundation Skills Assessment (FSA) Numeracy - Grade 4**

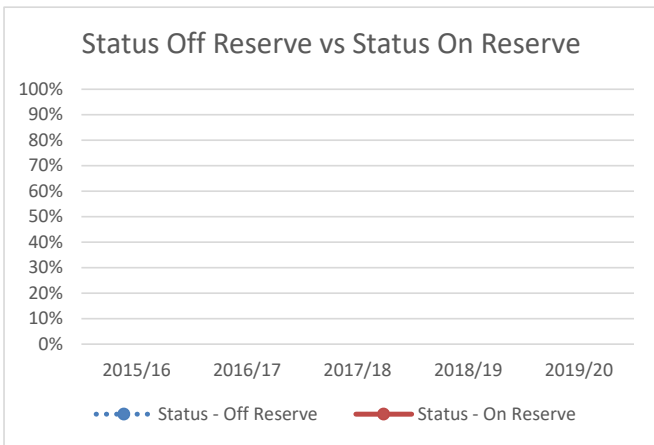
(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)



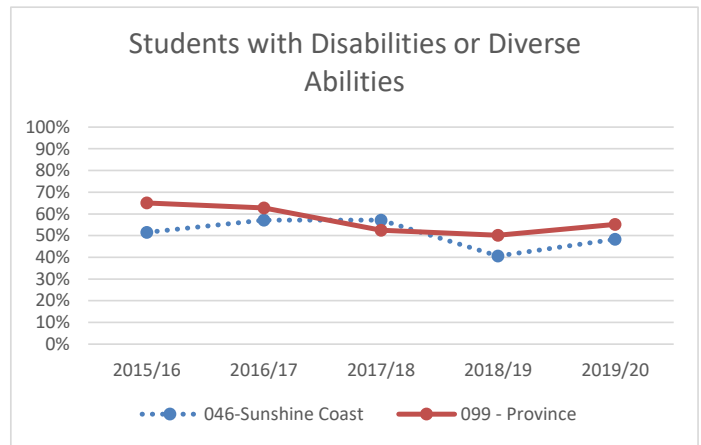
**Figure 16: FSA Grade 4 Numeracy - All Resident Students**



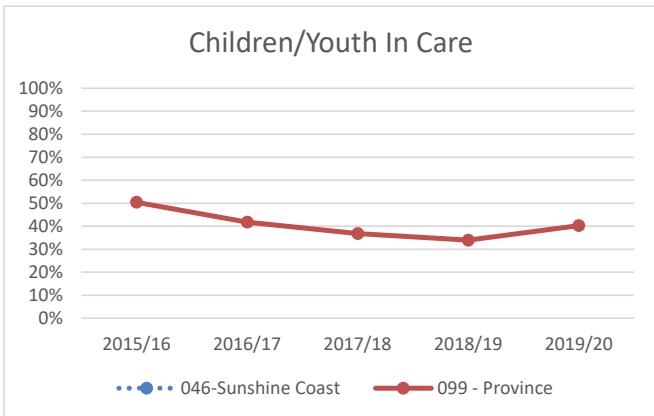
**Figure 17: FSA Grade 4 Numeracy - Indigenous Students**



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



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



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

## Foundation Skills Assessment (FSA) Numeracy - Grade 7

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

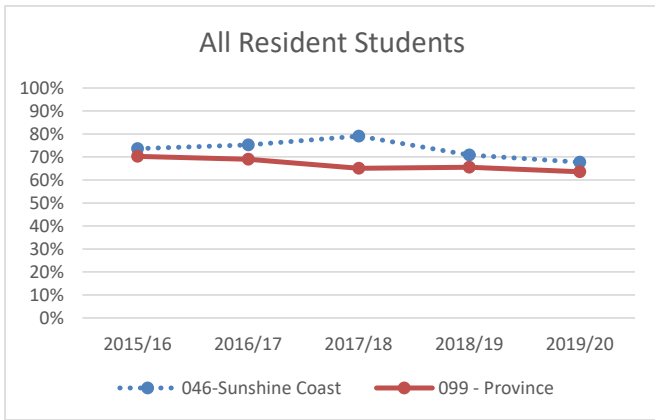


Figure 21: FSA Grade 7 Numeracy - All Resident Students

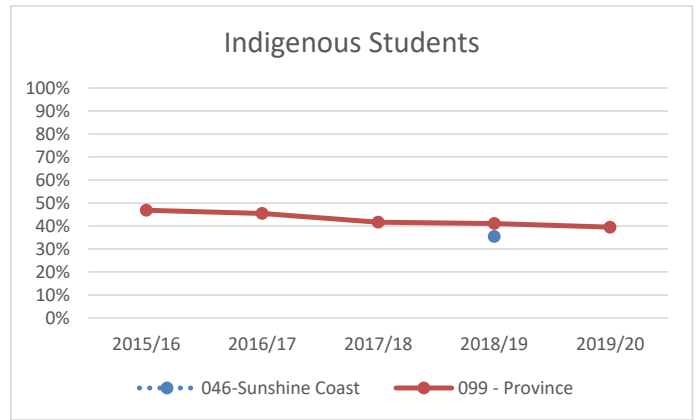


Figure 22: FSA Grade 7 Numeracy - Indigenous Students

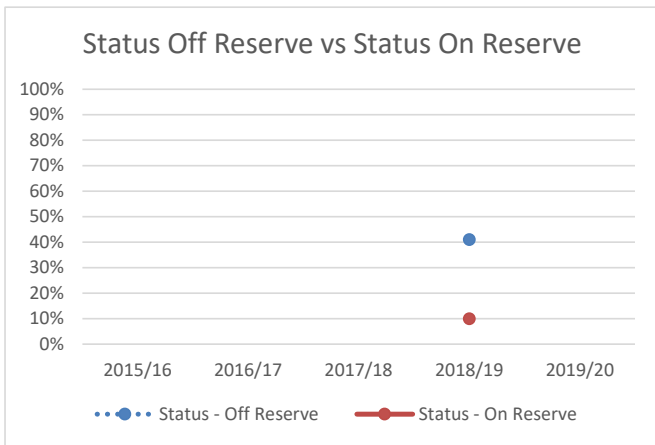


Figure 23: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

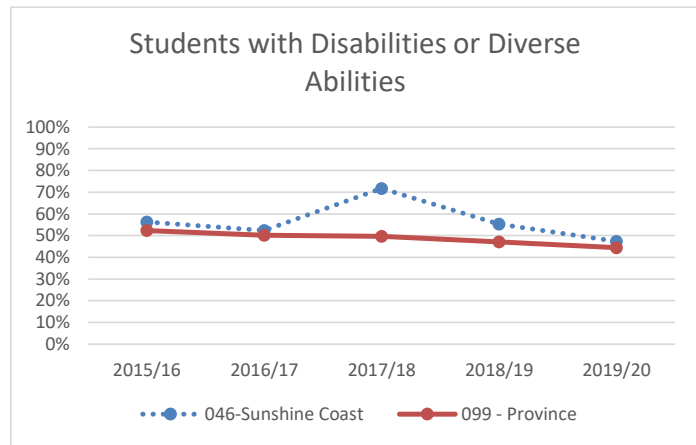


Figure 24: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

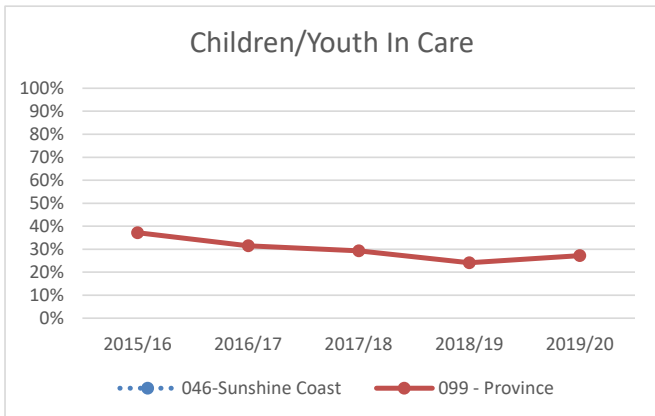
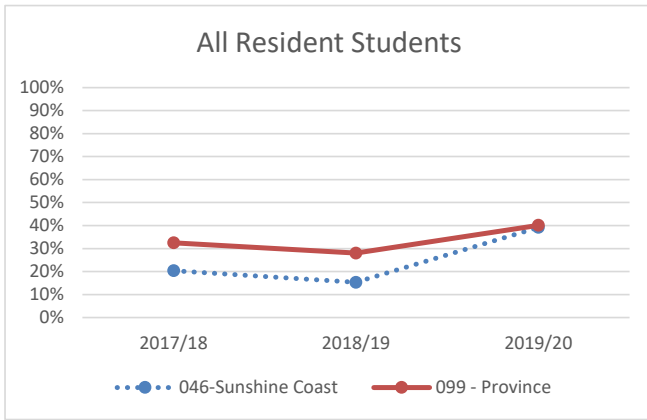


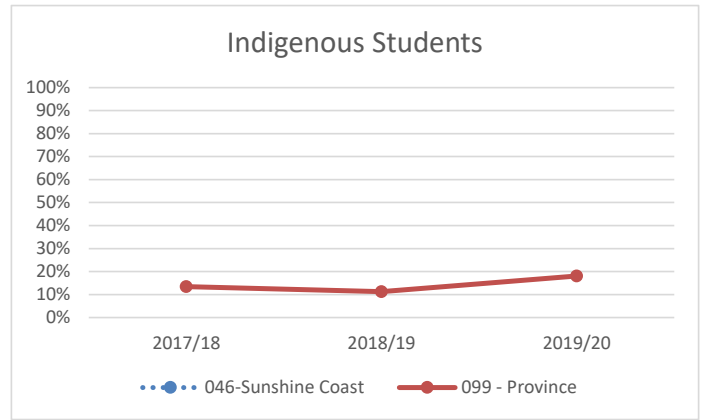
Figure 25: FSA Grade 7 Numeracy - Children/Youth In Care

## Graduation Assessment - Numeracy 10

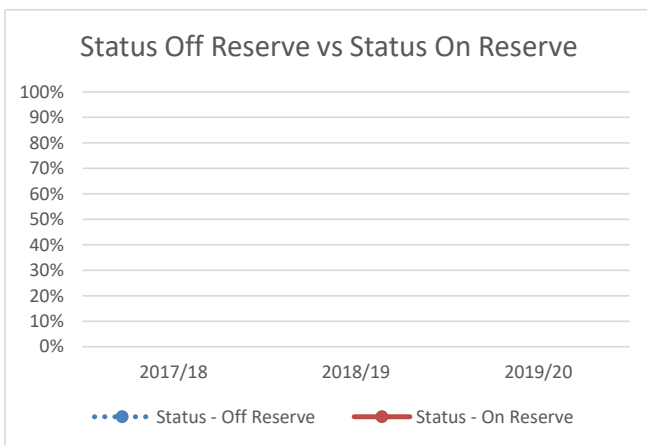
(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)



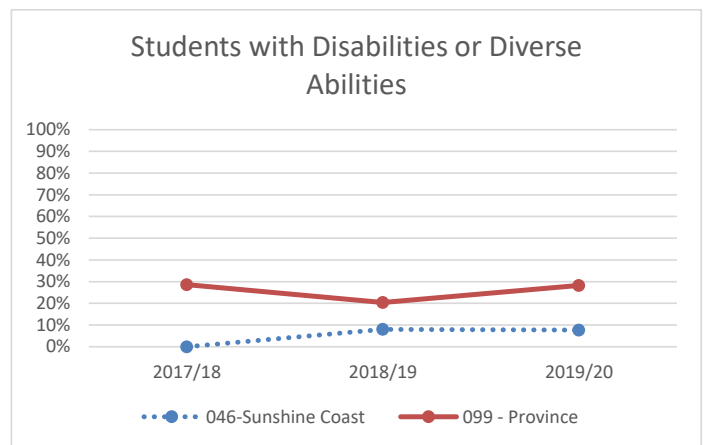
**Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students**



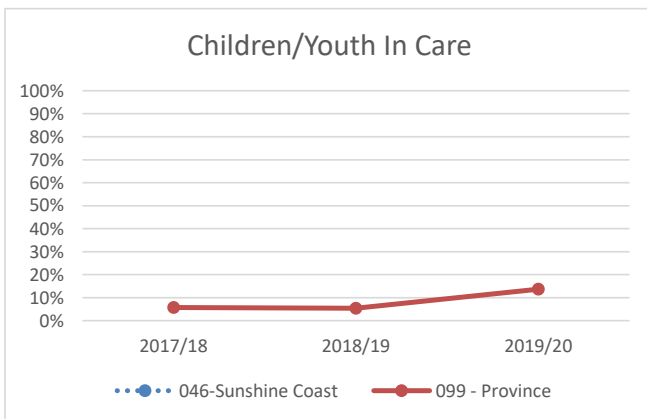
**Figure 27: Graduation Assessment Grade 10 Numeracy - Indigenous Students**



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



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



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

## Grade to Grade Transition - Grade 10

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

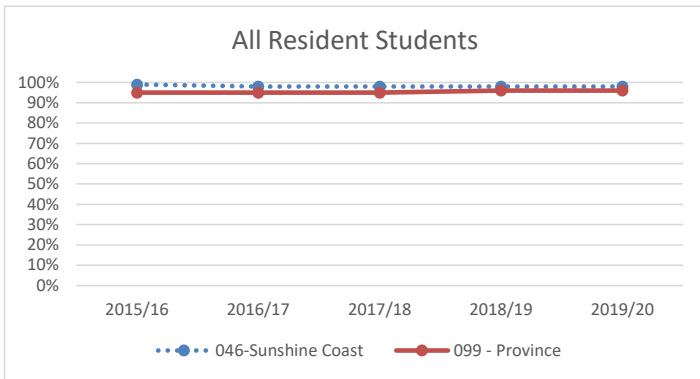


Figure 31: Transition Grade 10 to 11 - All Resident Students

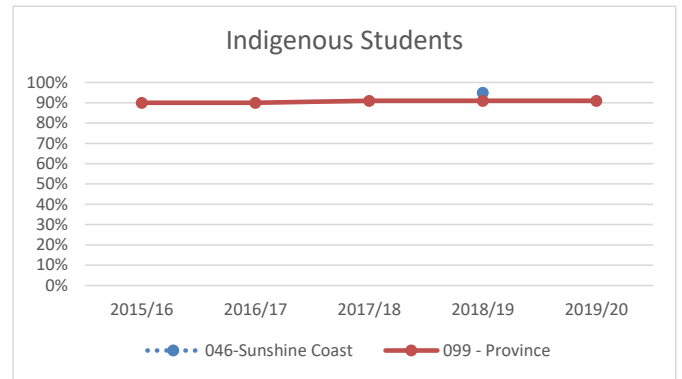


Figure 32: Transition Grade 10 to 11 - Indigenous Students

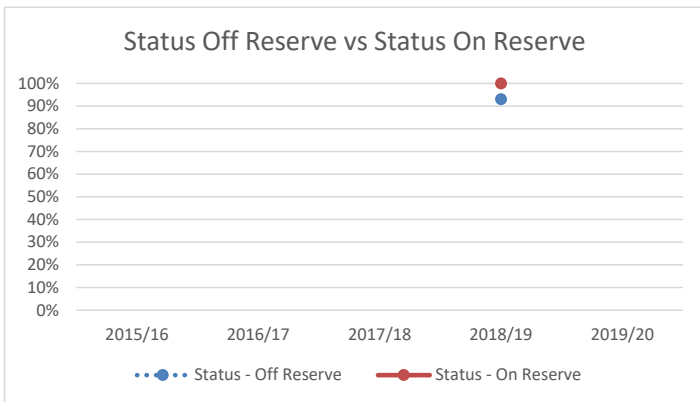


Figure 33: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

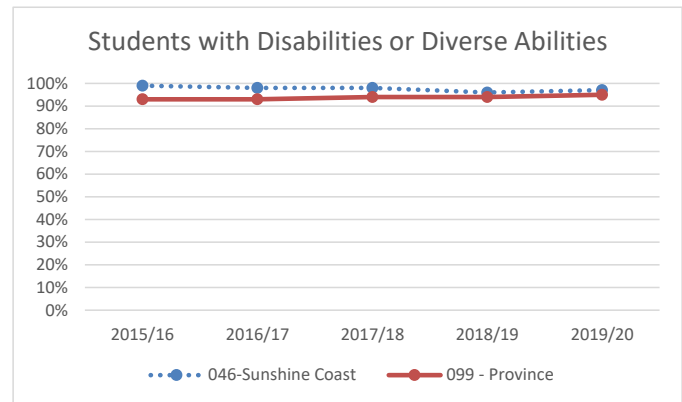


Figure 34: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

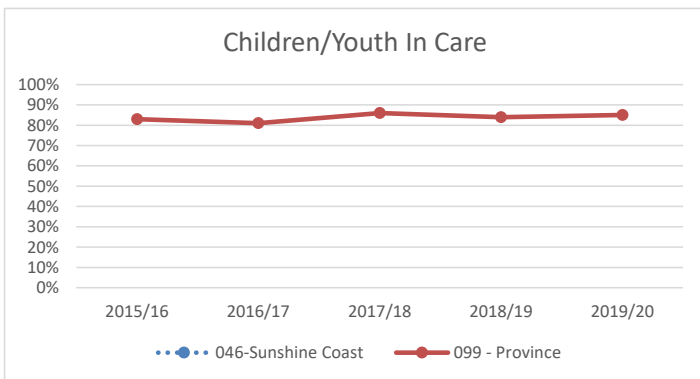


Figure 35: Transition Grade 10 to 11 - Children/Youth In Care



## Grade to Grade Transition - Grade 11

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

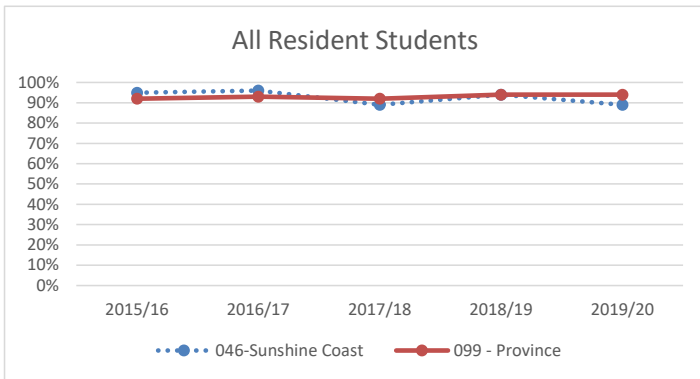


Figure 36: Transition Grade 11 to 12 - All Resident Students

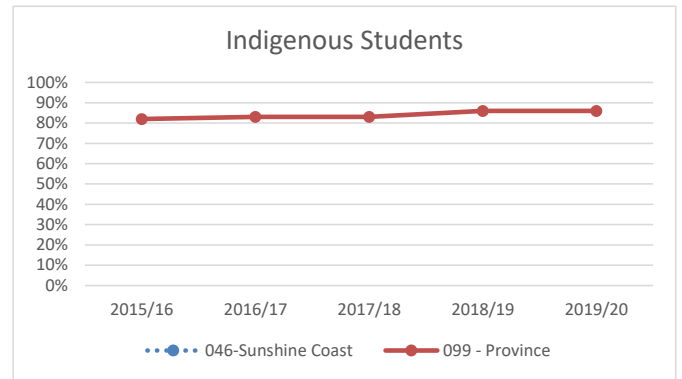


Figure 37: Transition Grade 11 to 12 - Indigenous Students

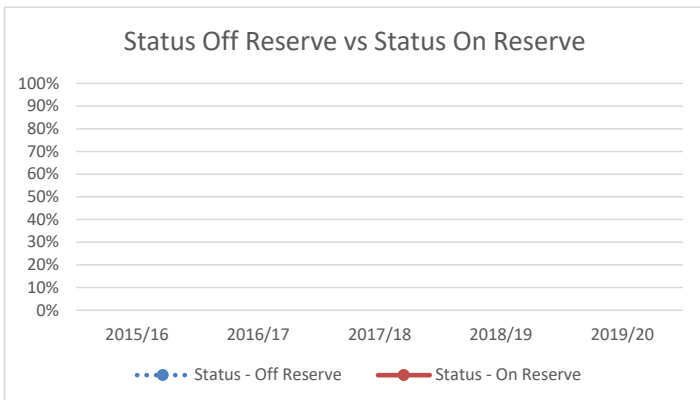


Figure 38: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

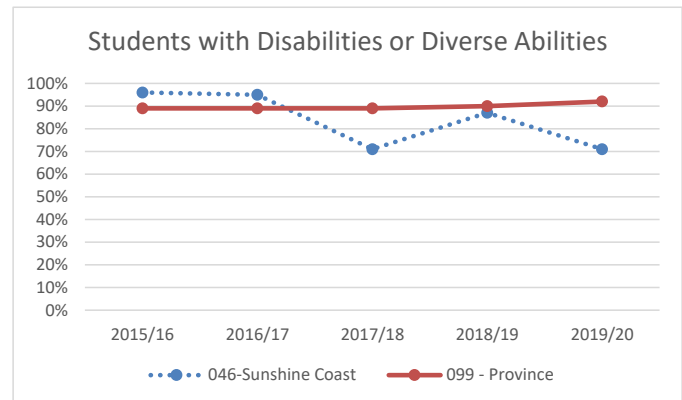


Figure 39: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

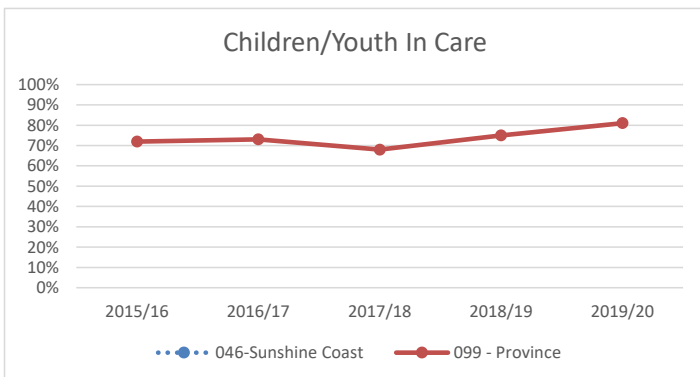


Figure 40: Transition Grade 11 to 12 - Children/Youth In Care

## Student Learning Survey (SLS) - Feel Welcome

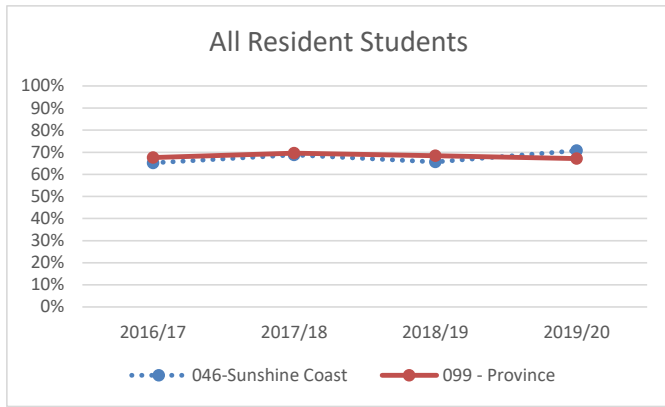


Figure 41: SLS - Feel Welcome - All Resident Students

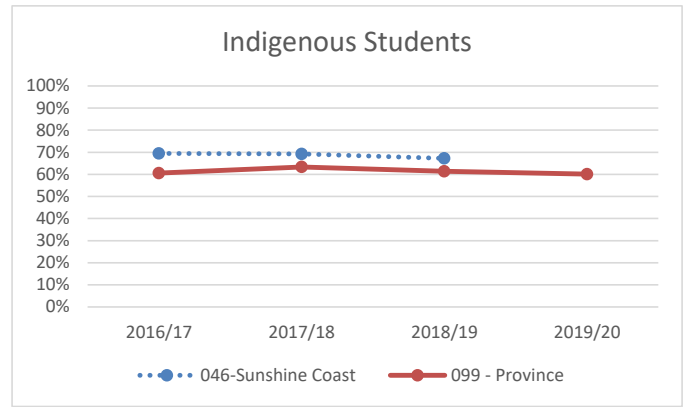


Figure 42: SLS - Feel Welcome - Indigenous Students

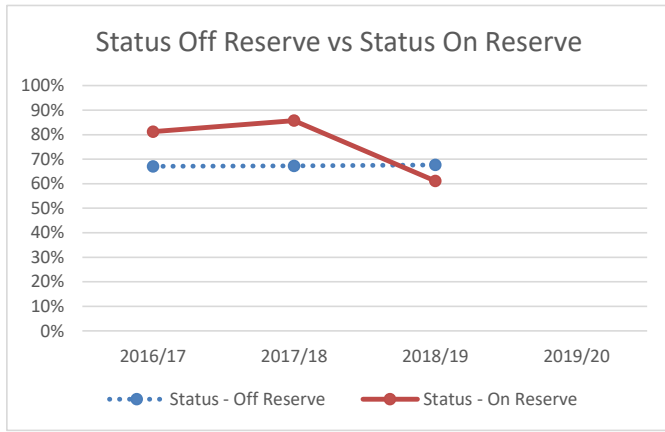


Figure 43: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

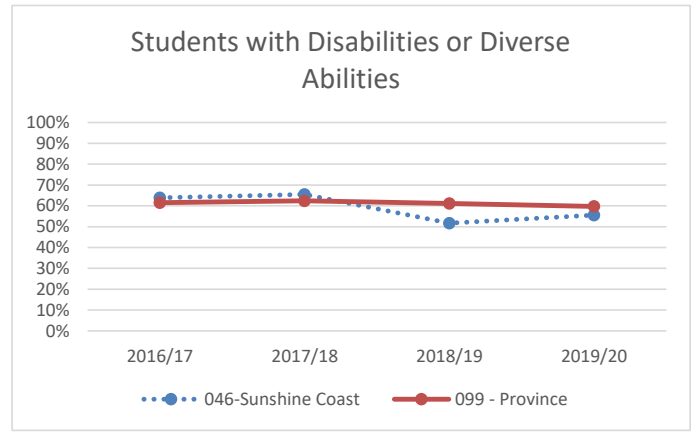


Figure 44: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

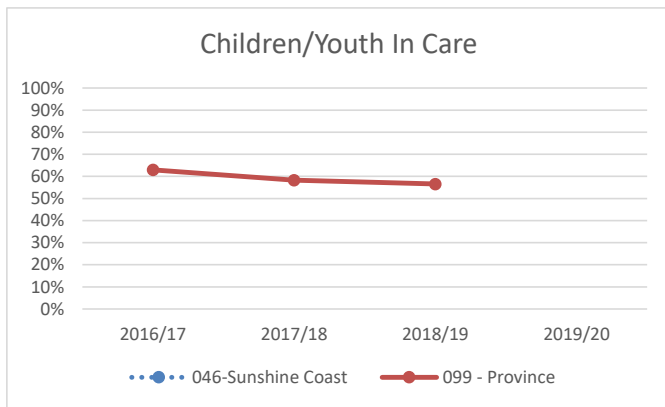


Figure 45: SLS - Feel Welcome - Children/Youth In Care

## Student Learning Survey (SLS) - Feel Safe

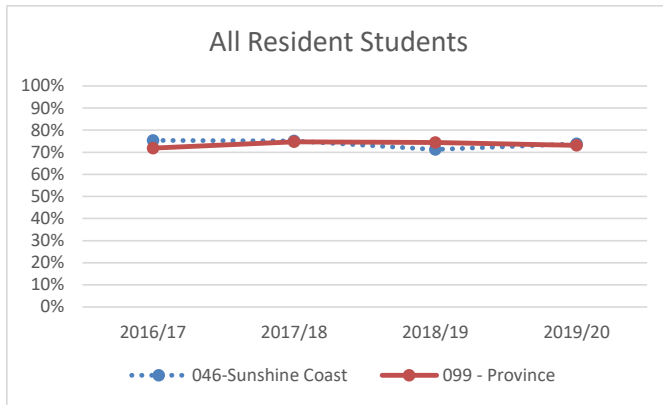


Figure 46: SLS - Feel Safe - All Resident Students

## Student Learning Survey (SLS) - School Belong

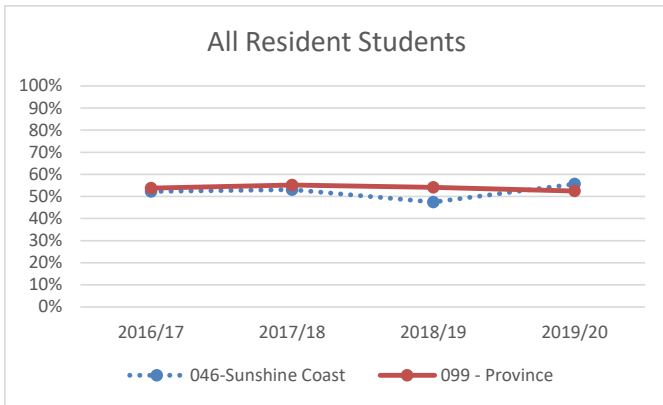


Figure 47: SLS - School Belong - All Resident Students

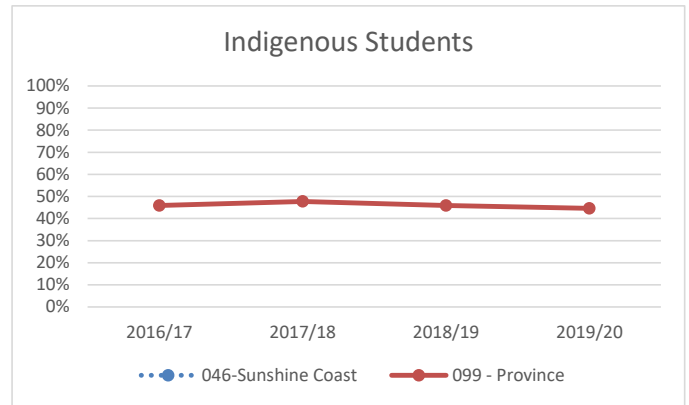


Figure 48: SLS - School Belong - Indigenous Students

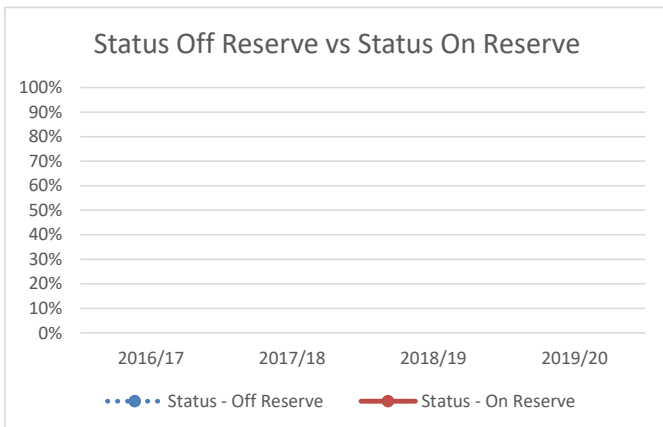


Figure 49: SLS - School Belong - Status - Off Reserve and Status - On Reserve

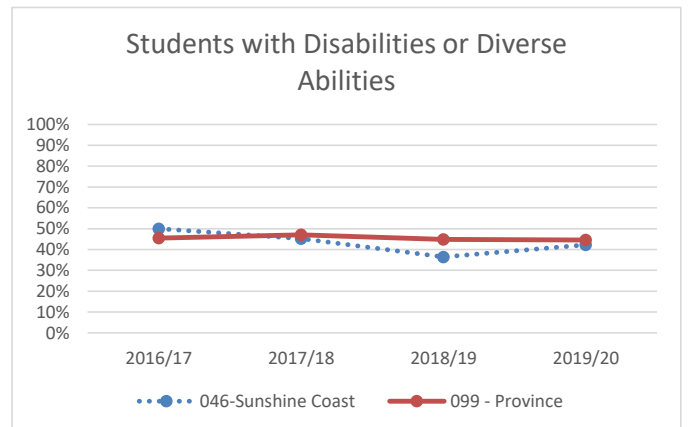


Figure 50: SLS - School Belong - Students with Disabilities or Diverse Abilities

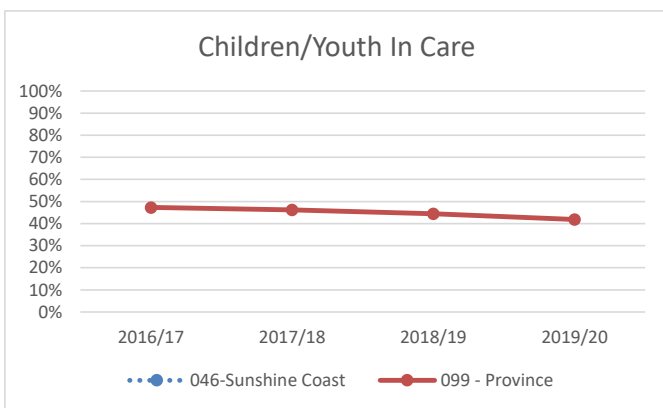


Figure 51: SLS - School Belong - Children/Youth In Care

## Student Learning Survey (SLS) - Adults Care

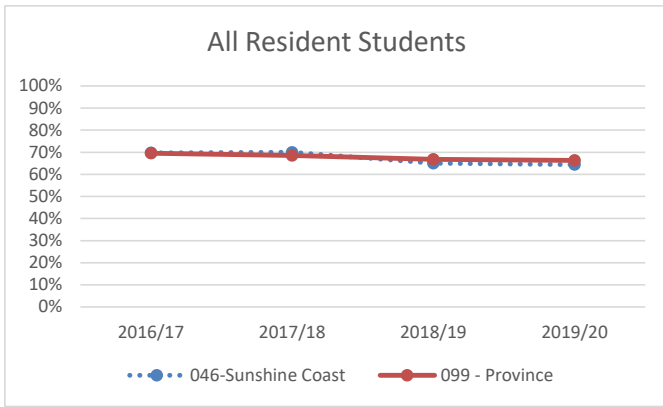


Figure 52: SLS - Adults Care - All Resident Students

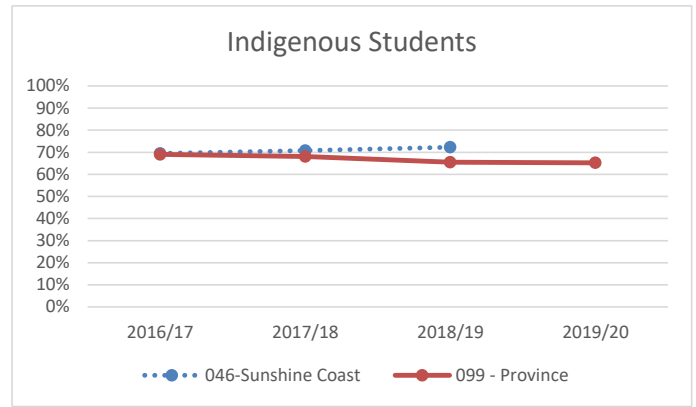


Figure 53: SLS - Adults Care - Indigenous Students

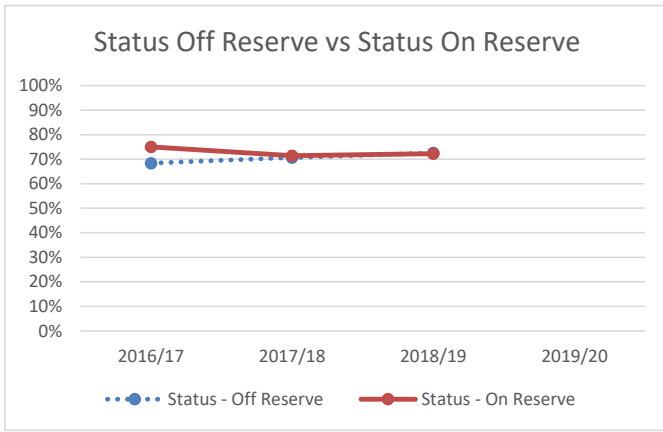


Figure 54: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

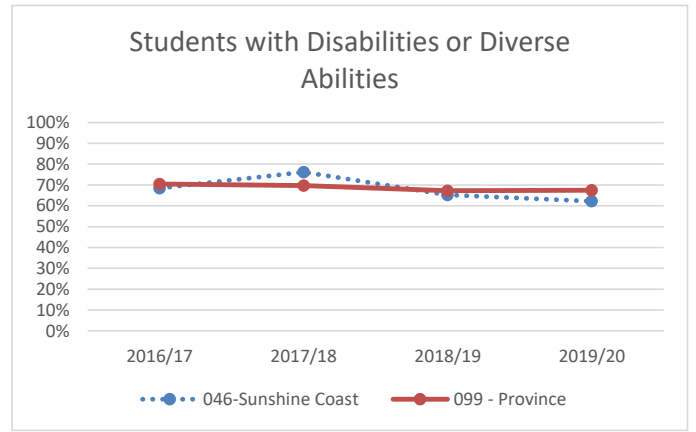


Figure 55: SLS - Adults Care - Students with Disabilities or Diverse Abilities

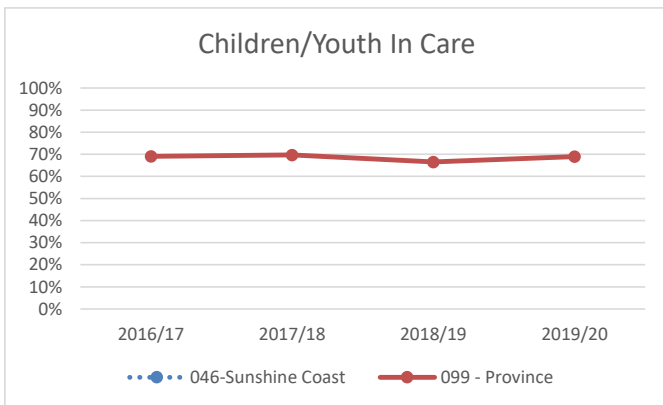


Figure 56: SLS - Adults Care - Children/Youth In Care

## 5 Year Completion Rate

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

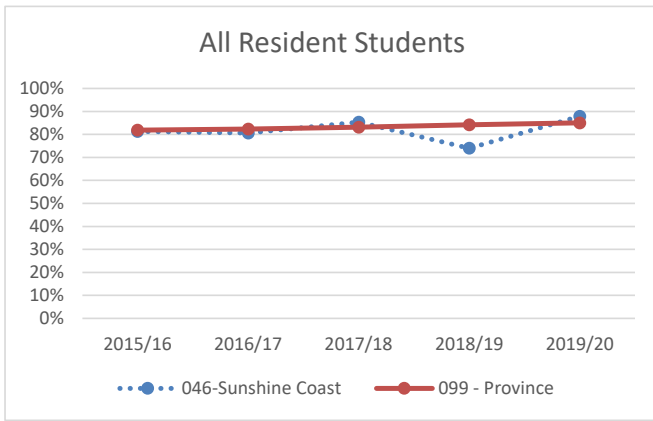


Figure 57: 5 Year Completion Rate - All Resident Students

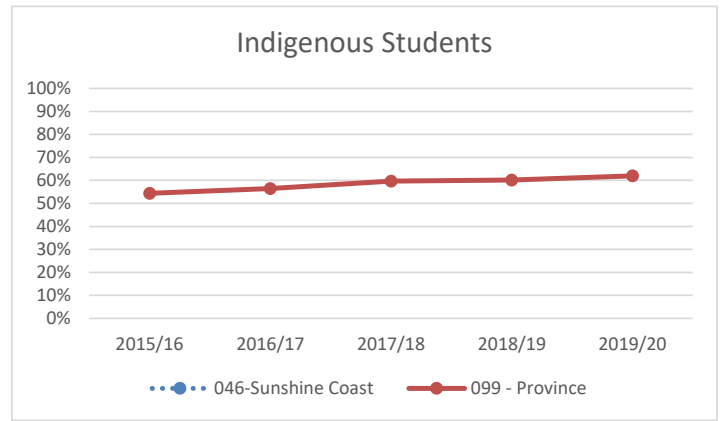


Figure 58: 5 Year Completion Rate - Indigenous Students

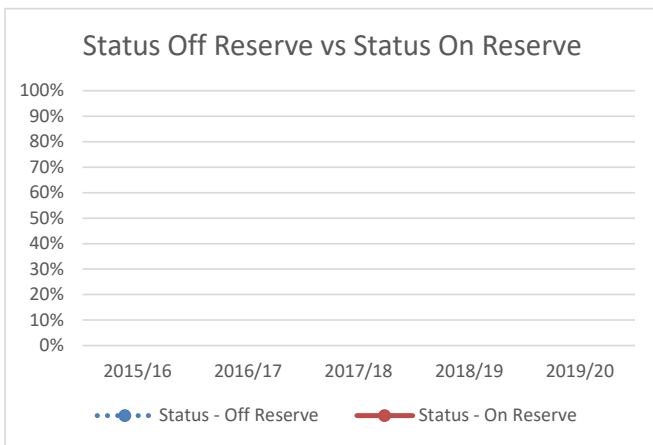


Figure 59: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

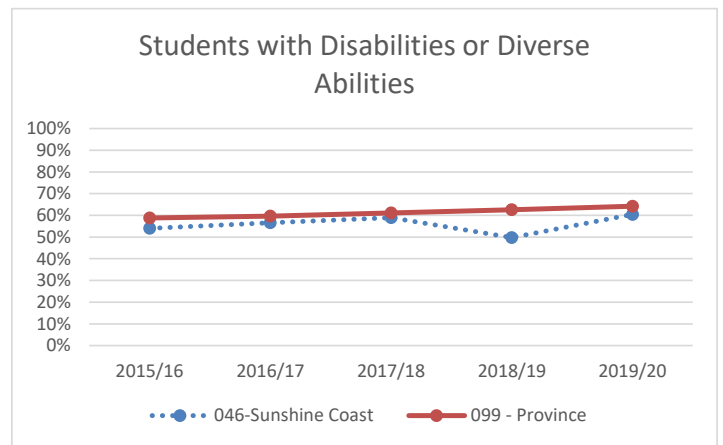


Figure 60: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

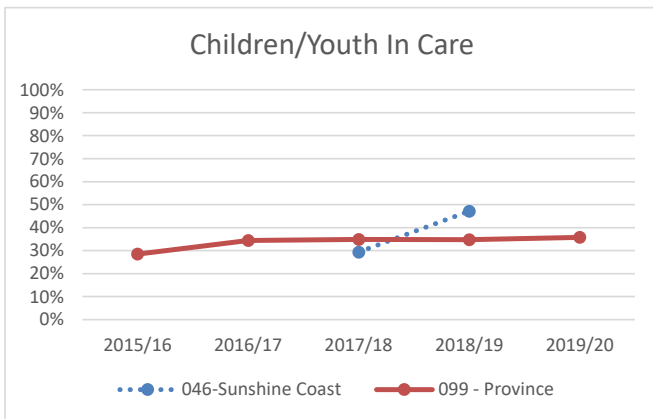
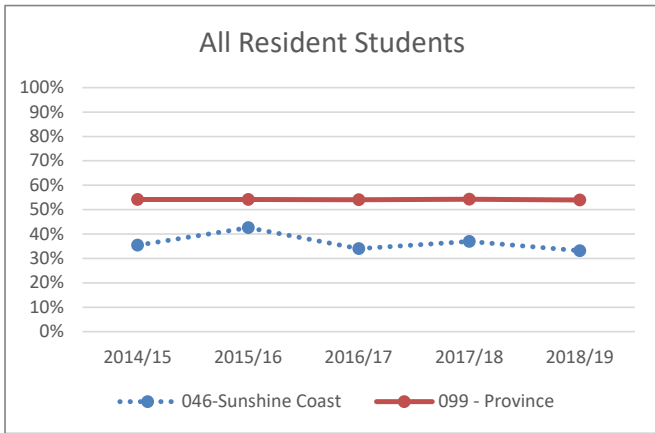


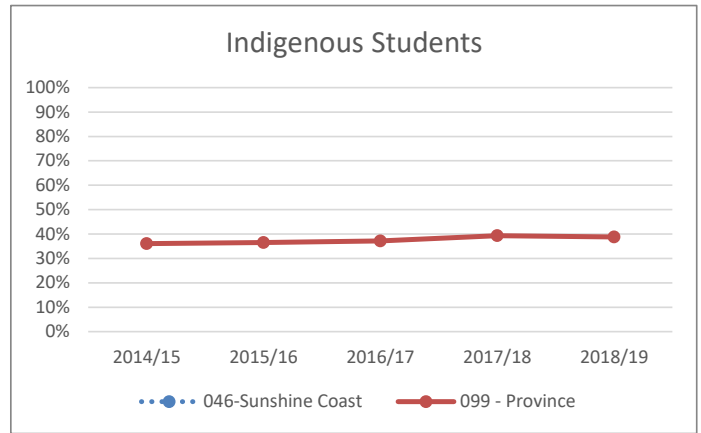
Figure 61: 5 Year Completion Rate - Children/Youth In Care

## Post-Secondary Institute (PSI) Immediate Transition Rate

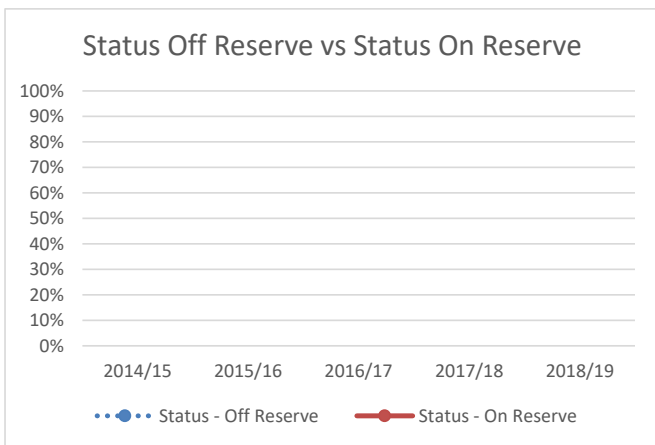
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)



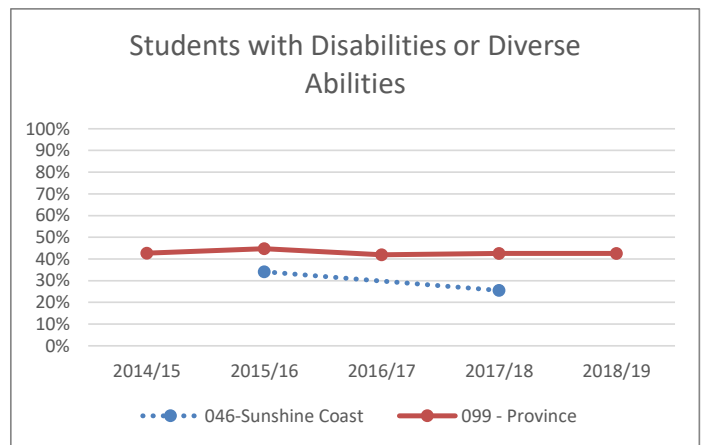
**Figure 62: Post-Secondary Institute Transition - All Resident Students**



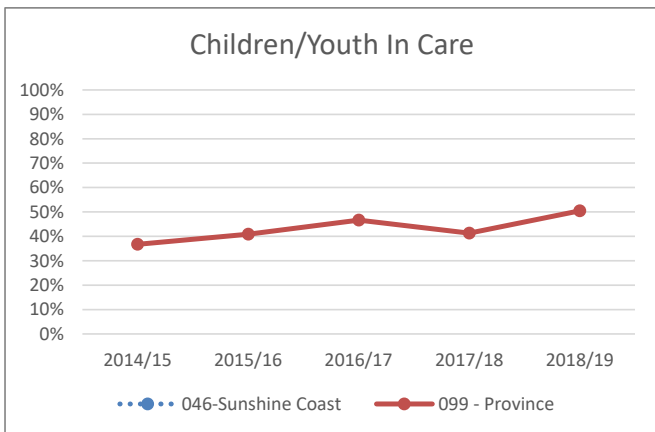
**Figure 63: Post-Secondary Institute Transition - Indigenous Students**



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



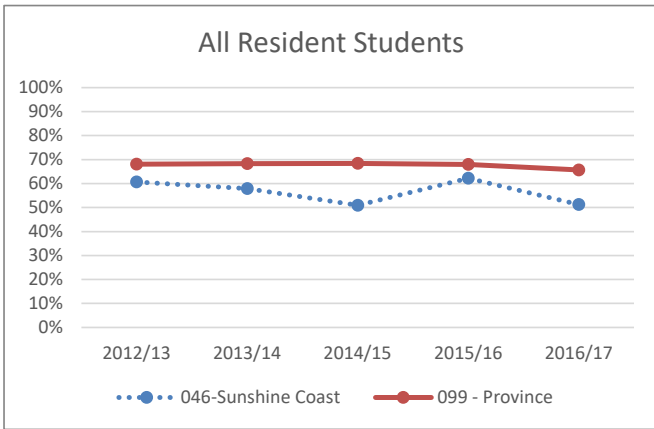
**Figure 65: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities**



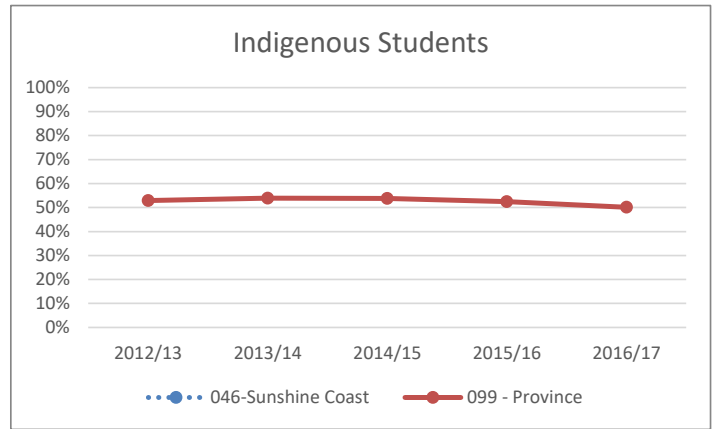
**Figure 66: Post-Secondary Institute Transition - Children/Youth In Care**

### Post-Secondary Institute (PSI) 3 Year Transition Rate

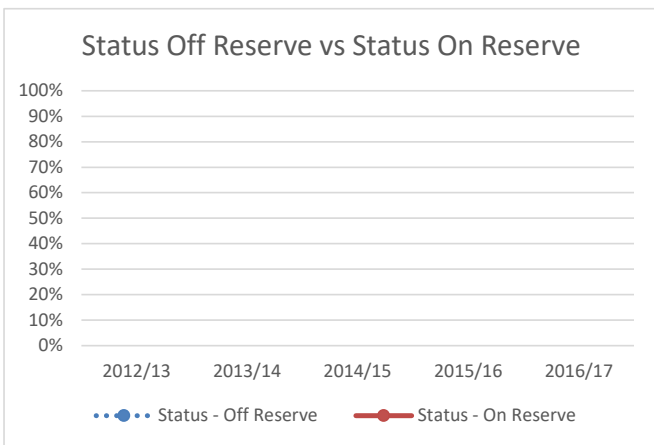
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)



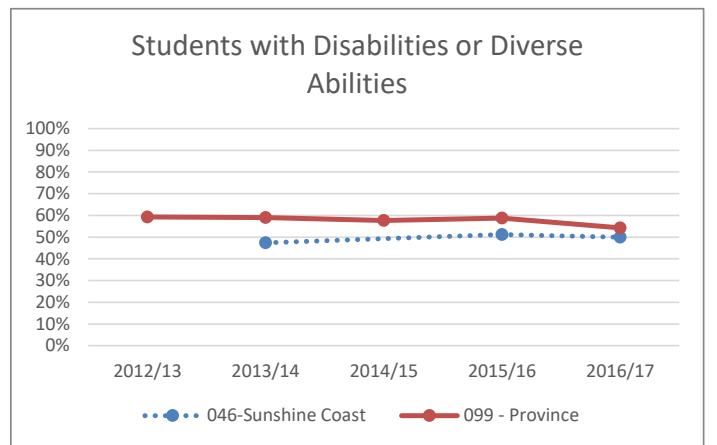
**Figure 67: Post-Secondary Institute Transition - All Resident Students**



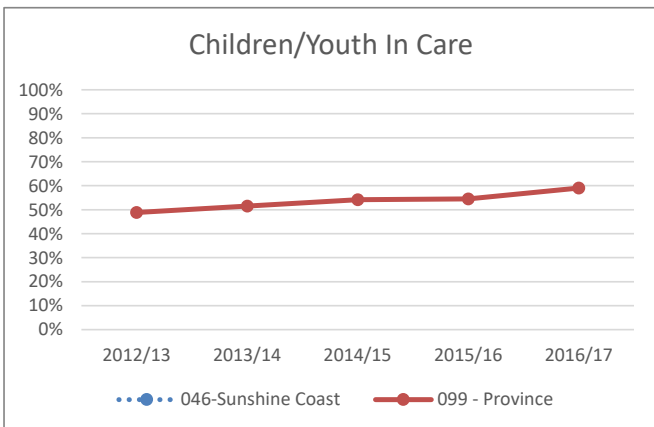
**Figure 68: Post-Secondary Institute Transition - Indigenous Students**



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



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



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



## **Additional notes**

### **Subpopulations**

#### **All Resident Students**

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

#### **Indigenous Students**

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

#### **Indigenous students living on reserve**

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

#### **Indigenous students living off reserve**

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

#### **Children/Youth in Care**

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

#### **Students with Disabilities or Diverse Abilities**

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

### **Foundation Skills Assessment (FSA)**

#### **Grade 4 and Grade 7 Participation**

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

#### **Grade 4 and Grade 7 Achievement**

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

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

### **5-Year Completion Rate**

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

### **Post-Secondary Institute Transition (PSI)**

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

### **Student Learning Survey (SLS)**

#### **Sense of Belonging**

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

#### **School Belonging**

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

#### **Feel Welcome**

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

#### **Feel Safe**

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