



**BOARD OF EDUCATION
SD NO. 40 (NEW WESTMINSTER)
EDUCATION POLICY AND PLANNING COMMITTEE
AGENDA**

Tuesday, February 9, 2021

5:00 pm

Via Webex Livestream

The New Westminster School District recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play and we do our work.

			Pages
1.	<u>Approval of Agenda</u>	5:00 PM	
Recommendation: THAT the agenda for the February 9, 2021 Education Policy and Planning Committee meeting be adopted as distributed.			
2.	<u>Comment and Question Period</u>	5:05 PM	
3.	<u>Reports from Senior Management</u>		
	a. Framework for Enhancing Student Learning: Student Success in New West Schools (B. Cunnings, R. Johal, I. Lancaster, M. McRae-Stanger & M. Naser)	5:10 PM	2
	i. 2020 Enhanced School District Report for SD40		52
4.	<u>Adjournment</u>	6:00 PM	

Framework for Enhancing Student Learning: Student Success in New West Schools

Presentation to the Board of Education
February 9, 2021

Learning Intentions

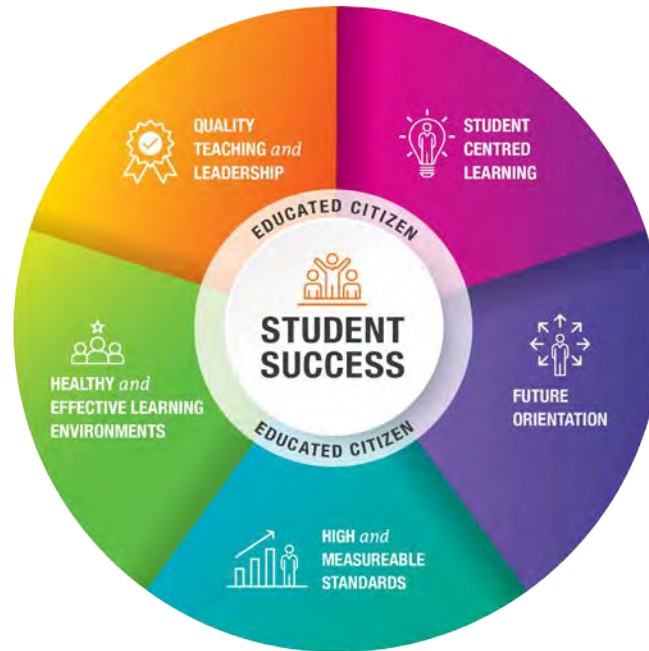
We will explore:

- [Current data that measures student success in New West Schools:](#)
 - Part 1: Intellectual Development
 - Part 2: Human & Social Development
 - Part 3: Career Development



<https://padlet.com/mstanger1/kz3jfyb9xfku6r1a>

What does Success Mean?



FRAMEWORK FOR ENHANCING STUDENT LEARNING



The Students of New West Schools 2019-20

Enrolment	FTE
Student Group	# of Students
Standard Enrolment	6,774
Distributed Learning	582
Continuing Education	562 = 70.25
Alternate Programs	87
Adults	928 = 116
	Total FTE: 7,705

Factor	New West	BC
Non Residents	3.1% (240)	3%
English Language Learners	16.8% (1,297)	12%
Indigenous	3.7% (286)	11%
French Immersion (EFI, LFI)	13.1% (1,011)	9.5%
Special Education	7.7% (596)	12%



Intellectual Development

FSA, Graduation Assessments, Grade to Grade Transitions

Measures of Intellectual Development

Students will meet or exceed literacy and numeracy expectations for each grade level:

- Current year and 3-year trend for the number and percentages of students in Grades 4 and 7 on track or extending **literacy and numeracy** expectations as specified in provincial assessments
- Current year and 3-year trend for the number and percentage of students proficient or extending **literacy and numeracy** expectations as specified in the Grade 10 Literacy and Numeracy provincial assessments



Foundation Skills Assessment

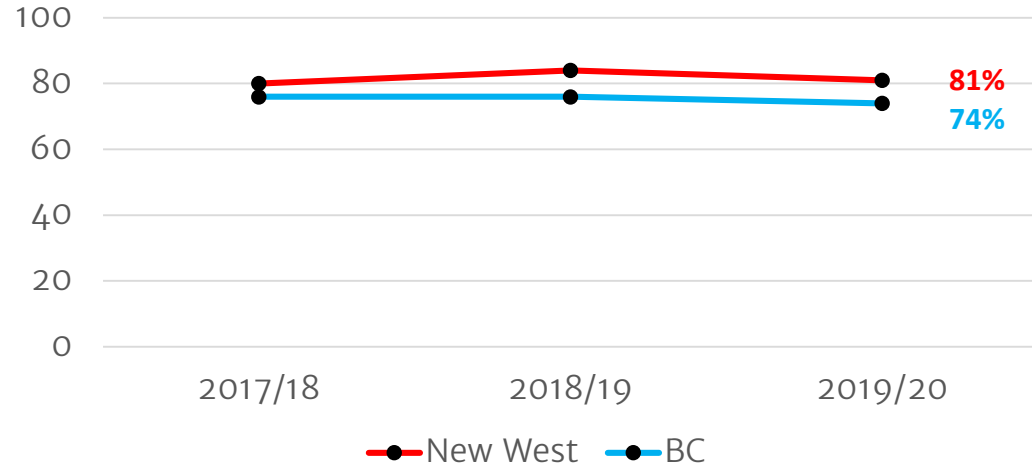
A close-up photograph of a hand holding a red pencil, poised to write on a piece of paper. The background is blurred, showing a person's head and shoulders, suggesting a classroom or study environment. The text 'Foundation Skills Assessment' is overlaid in white at the top.

FSA Participation

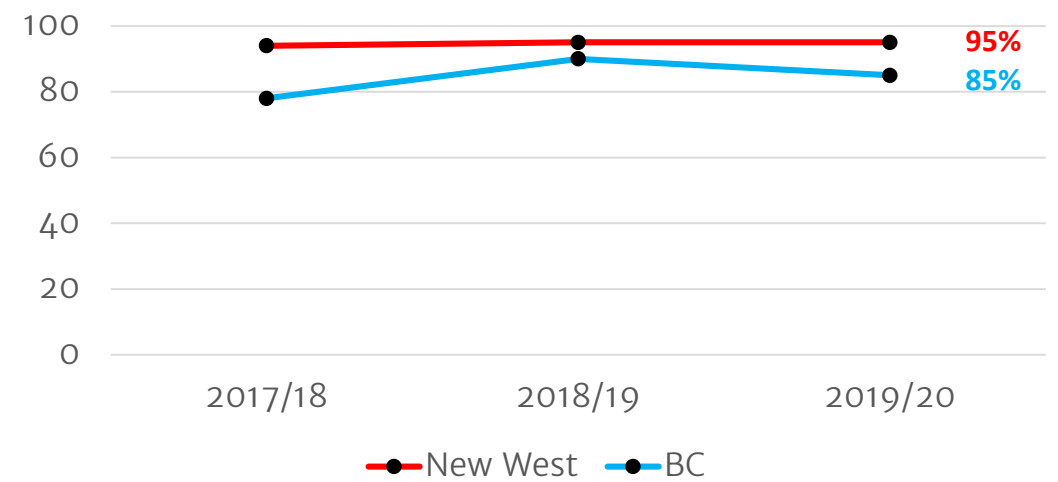
Year/Grade	2017/2018		2018/2019		2019/2020	
	NW	BC	NW	BC	NW	BC
Grade 4	81%	75%	65%	73%	82%	73%
Grade 7	86%	74%	77%	72%	87%	72%

FSA Grade 4: On-Track or Extending

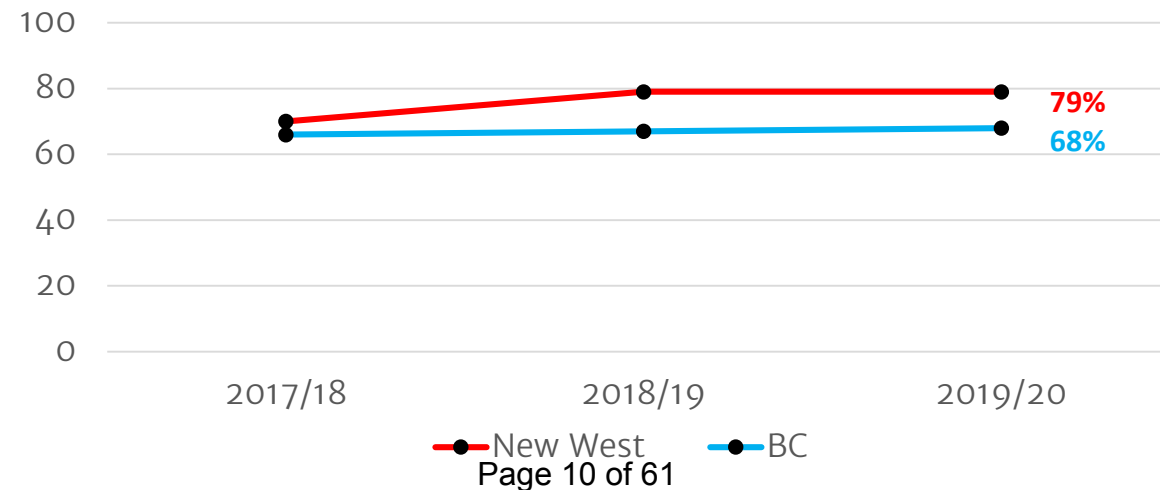
Reading Comprehension



Writing



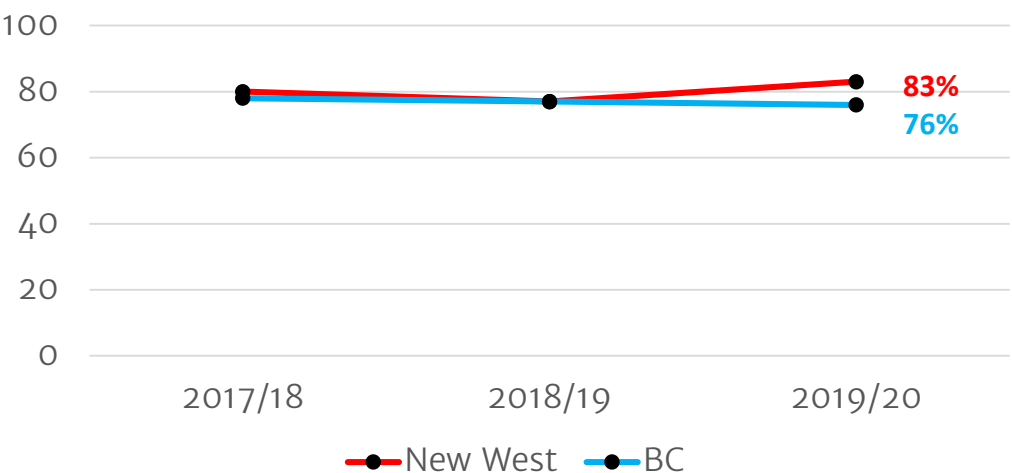
Numeracy



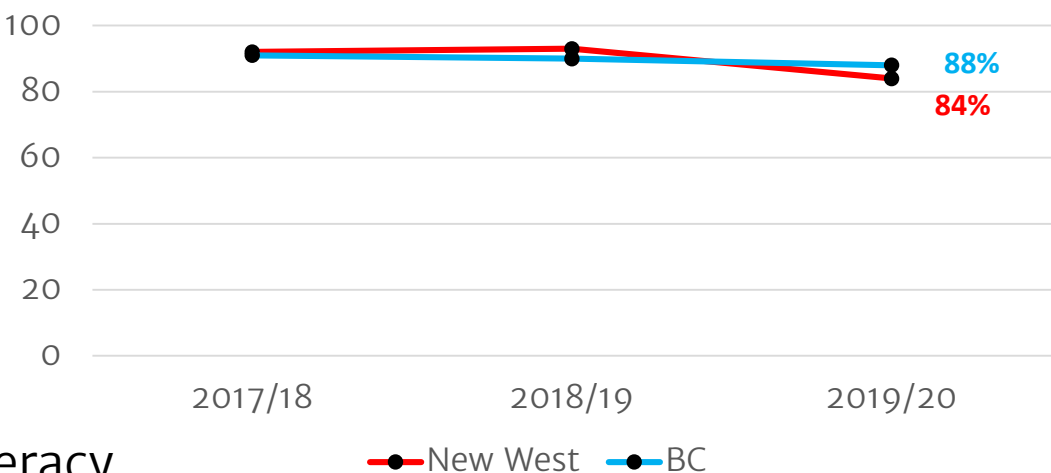
Cohort Size	520
Participation	82%
Writers	426

FSA Grade 7: On-Track or Extending

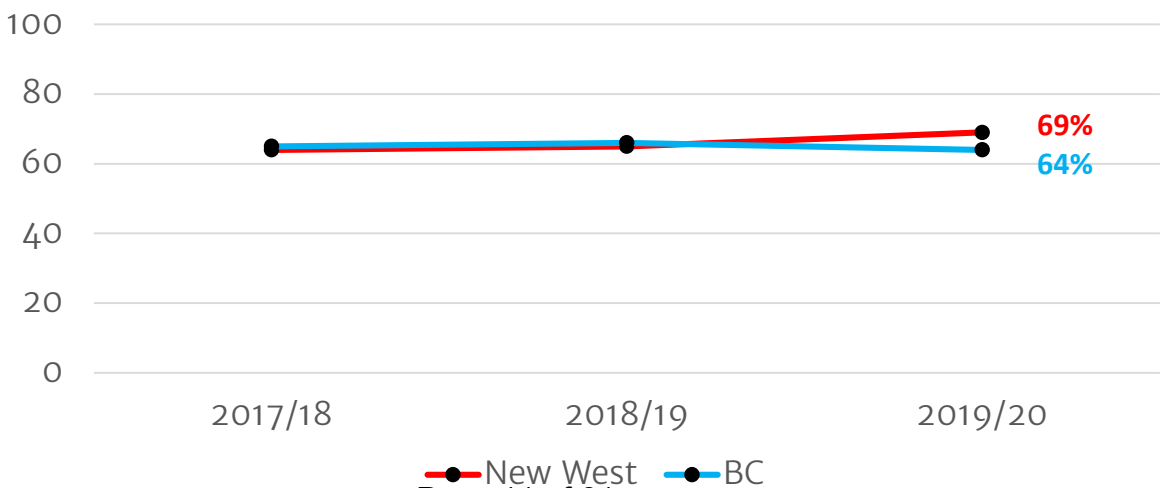
Reading Comprehension



Writing



Numeracy

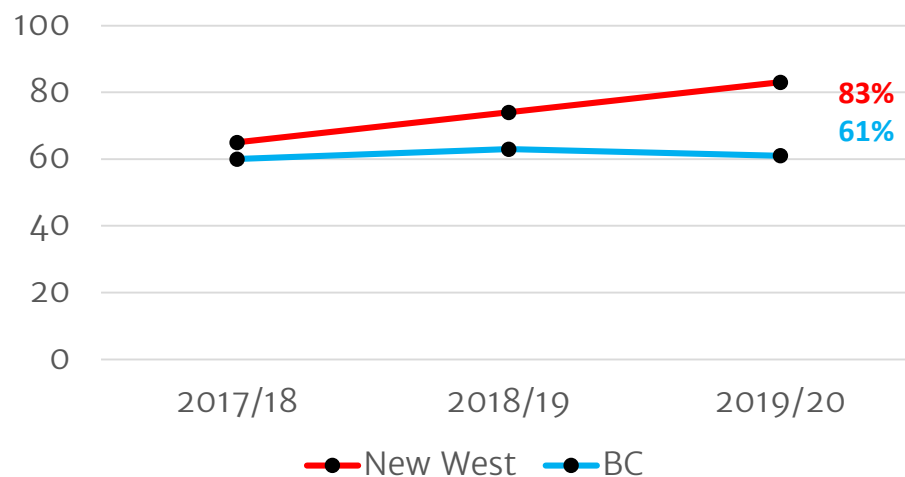


Cohort Size	511
Participation	87%
Writers	445

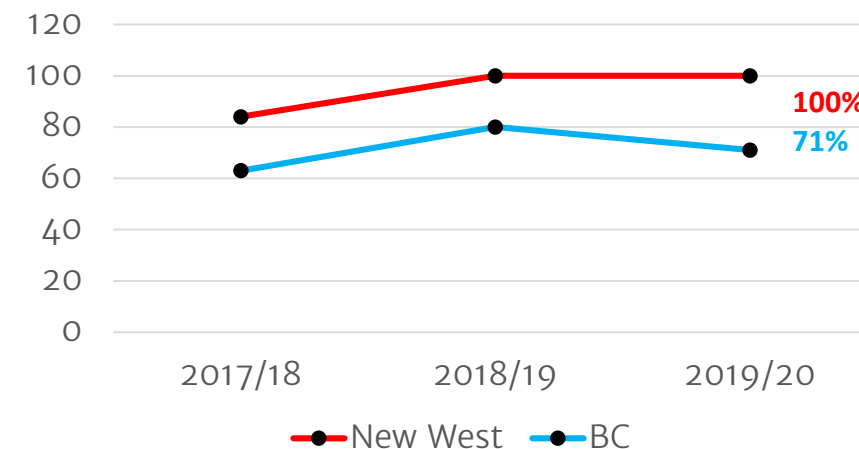
FSA Grade 4: On-Track or Extending



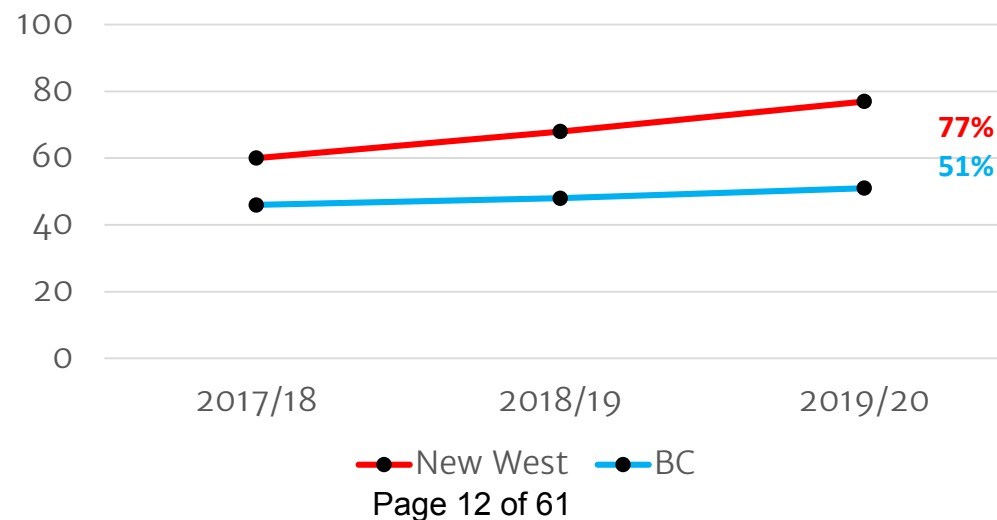
Reading Comprehension



Writing



Numeracy

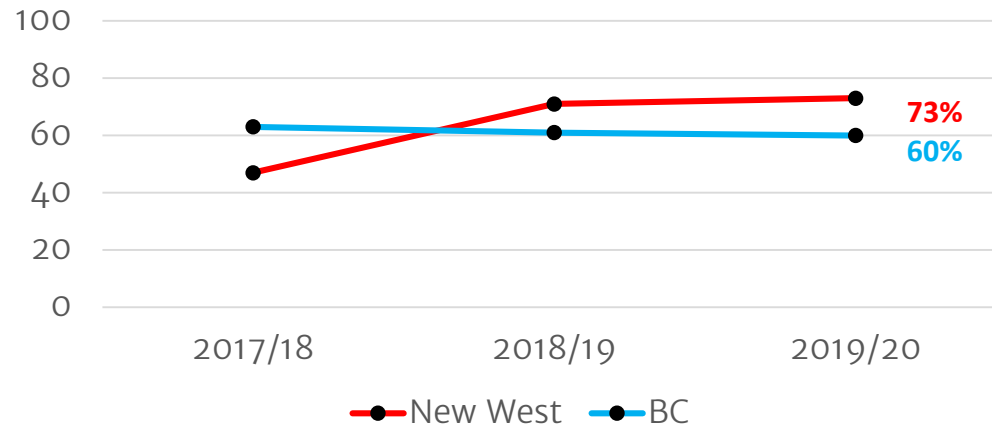


Cohort Size	28
Participation	64%
Writers	18

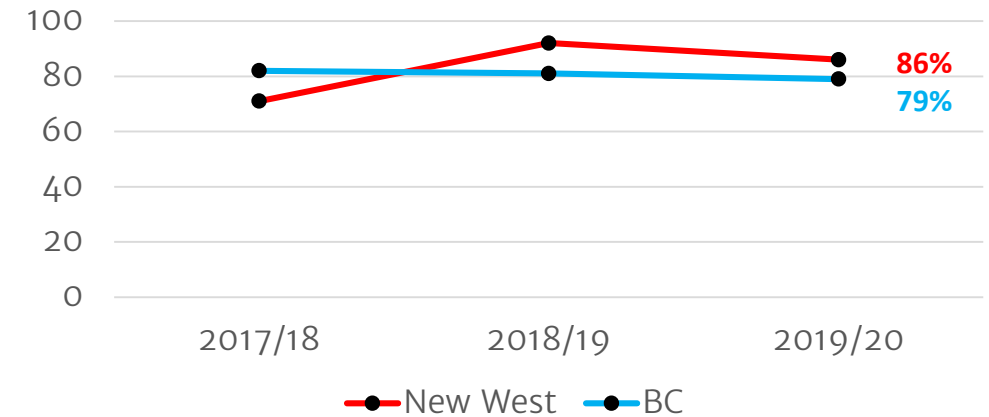
FSA Grade 7: On-Track or Extending



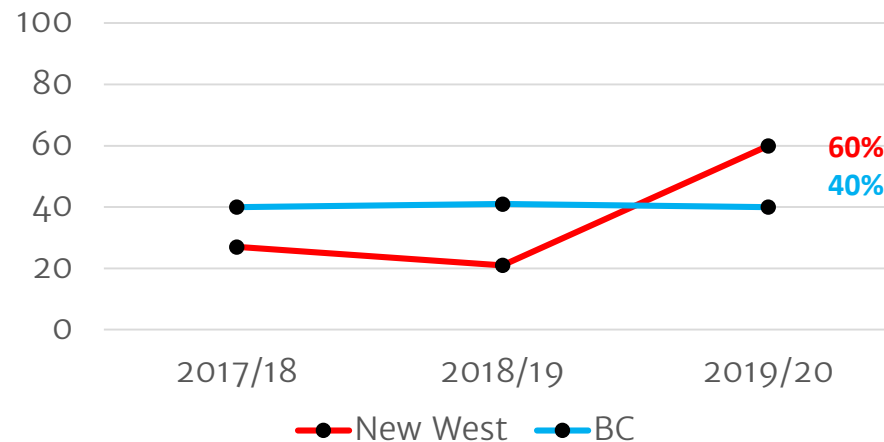
Reading Comprehension



Writing



Numeracy



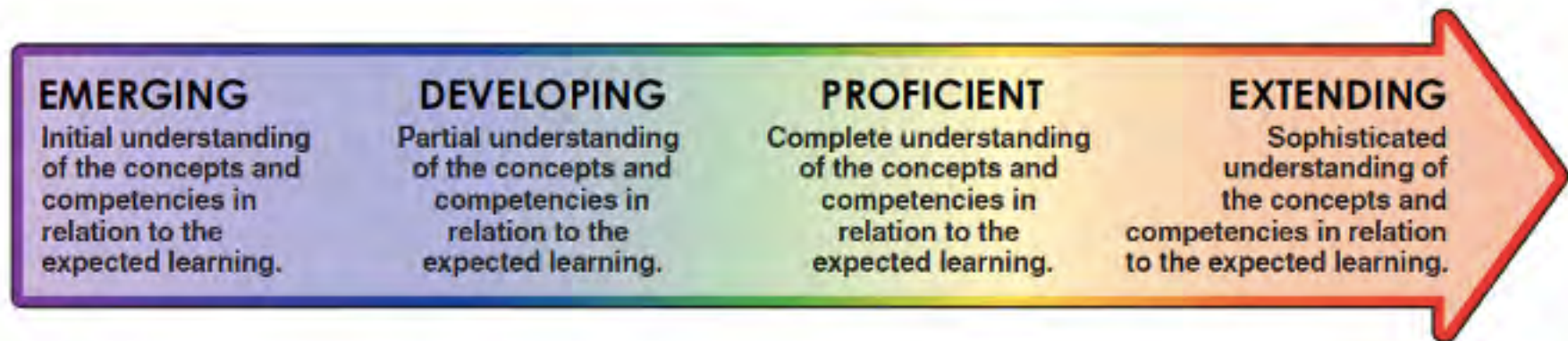
Cohort Size	18
Participation	83%
Writers	15



Graduation Assessments

Literacy & Numeracy Assessments

- Graduation requirement, proficiency not attached to a course
- Cross-curricular approach to literacy & numeracy
- Students have three attempts at each assessment
- Evaluated using Ministry Proficiency Scale
- Graduation Literacy Assessment: Grade 10
- Graduation Literacy Assessment: Grade 12 (launching September 2021)
- Graduation Numeracy Assessment: Grade 10

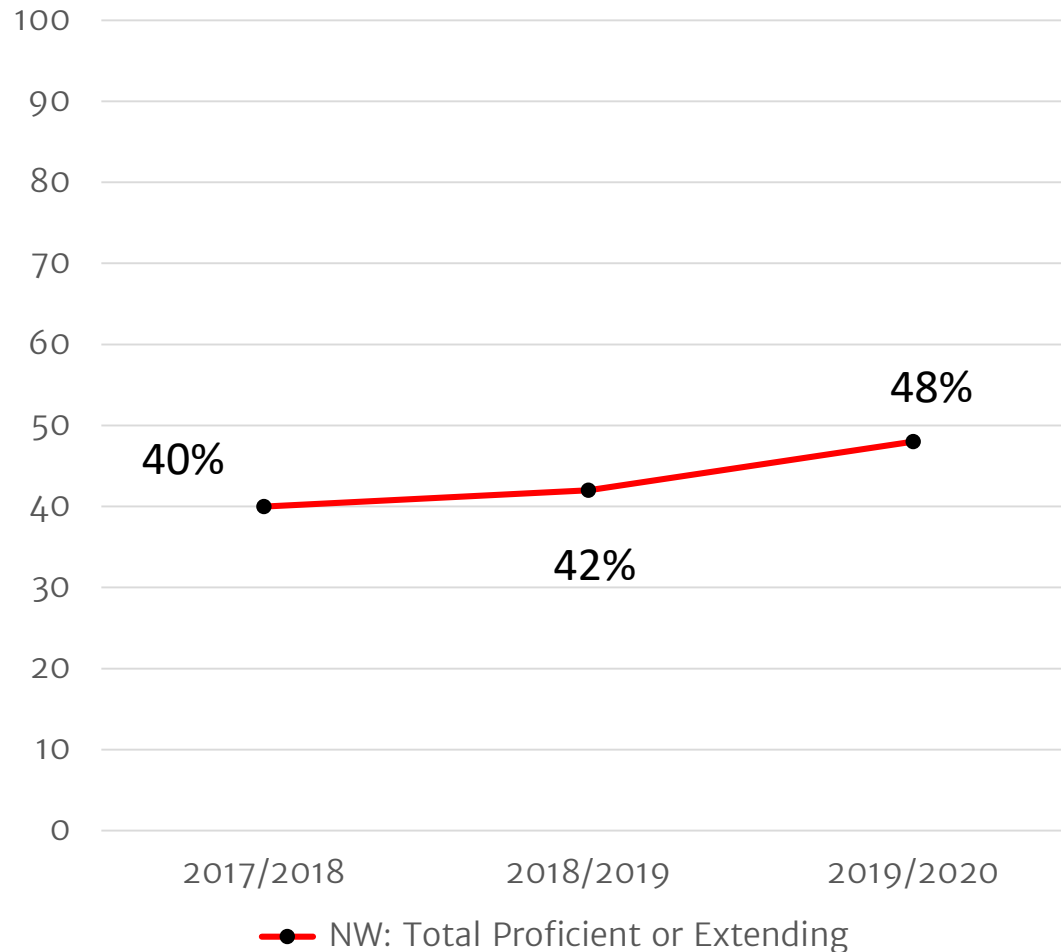


Graduation Literacy Assessment (10)

Year	# of Writers	Emerging	Developing	Proficient	Extending
2019/20	138	1%	17%	70%	12%
Total Proficient or Extending NW				82%	
Total Proficient or Extending BC				74%	

- 2019-2020 first data collection for GLA
- Number of writers impacted by Emergency Remote Learning April-June 2020

Graduation Numeracy Assessment (10)



Year	# of Writers	EMG	DEV	PROF	EXT
2017/18	437	21%	38%	37	3%
Total Proficient or Extending NW				40%	
2018/19	494	22%	36%	35%	7%
Total Proficient or Extending NW				42%	
2019/20	764	18%	33%	40%	8%
Total Proficient or Extending NW				48%	
Total Proficient or Extending BC				40%	

- Data includes all writers from grade 10–12
- 48 repeat writers included
- Limited provincial data

A goldfish is captured mid-jump, leaving a trail of water droplets behind it as it moves from a small, partially filled glass bowl on the left towards a larger, empty glass bowl on the right. The background is a soft, out-of-focus light blue and white.

Grade to Grade Transitions

Grade to Grade Transitions

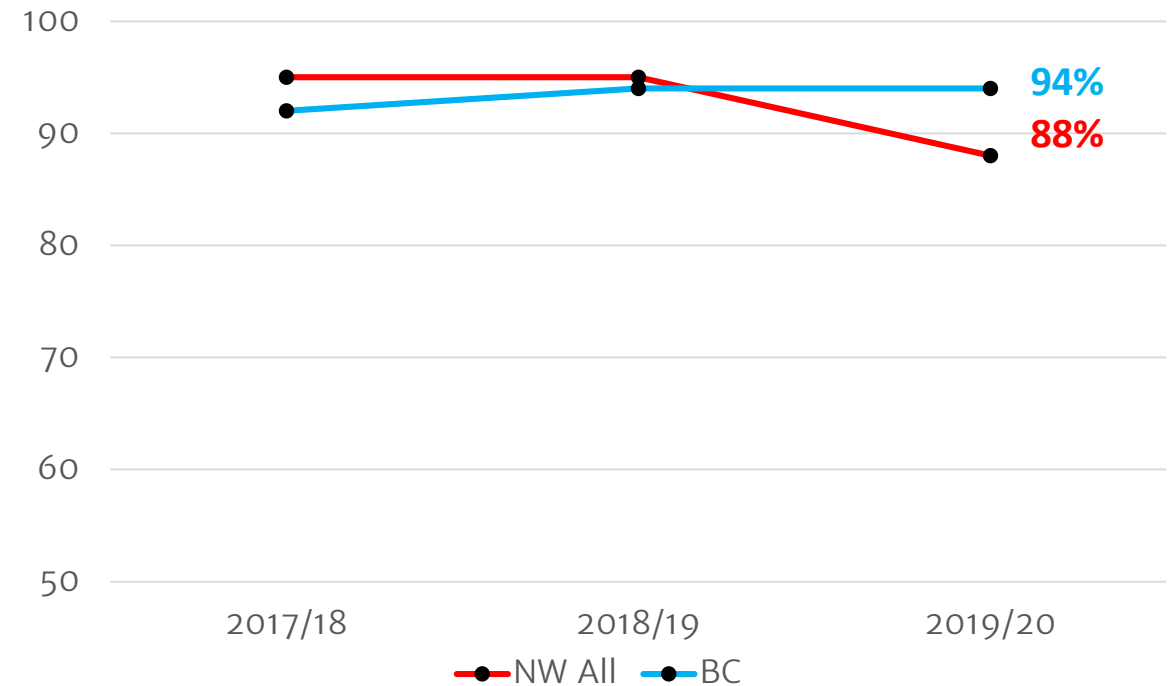
Typical transition rates are 90%+ (K-12)

Positive transitions:

- in district and between public districts & private/independent schools

Not transitions:

- out of province/country
- repeat a grade



Grade 11-12

What Does the Data Tell Us?

Literacy:

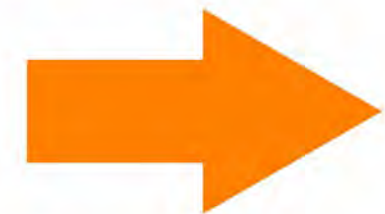
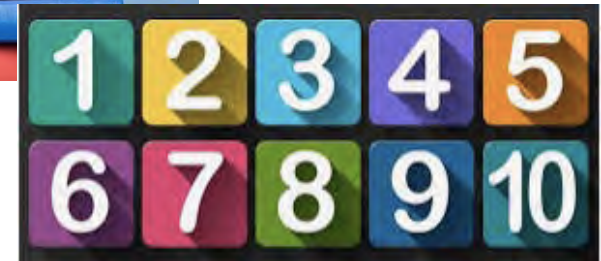
- Consistently strong in all grades
- Above provincial average

Numeracy:

- Challenges in grades 4, 7, 10 (NW & BC)
- Trending upward
- Above provincial average grade 4
- On par with provincial average grade 7

Grade to Grade Transitions:

- Over 90% of students in New West transition successfully between all grades





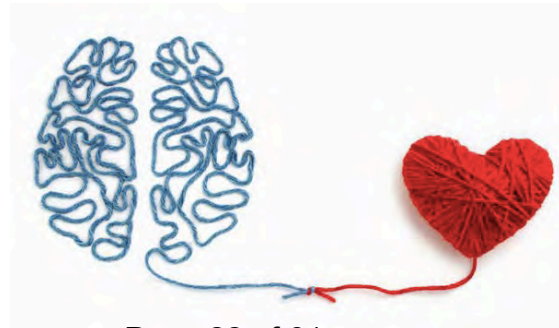
Human and Social Development

EDI, MDI, Student Learning Survey

Measures of Human & Social Development

Students will feel welcome, safe and connected to their school:

- Number and percentage of students in grades 4, 7, 10 and 12 who feel **welcome, safe and have a sense of belonging** in their school
- Number and percentage of students in grades 4, 7, 10 and 12 who feel there are **two or more adults at their school** who care about them





Early Development Instrument

EDI Wave 8 Year 1: New West Schools

- Measures five core areas of early child development that predict:
 - adult health
 - education
 - social outcomes
- February-Kindergarten teachers
- 104 questions

EDI Statistics	NW Wave 8
Students	509
Participation Rate	96%
English Language Learners	32% (163)
Special Education	5.5% (28)
French Immersion	10.9% (55)

Components of EDI



Physical Health & Well-Being

Sample EDI questions: Can the child hold a pencil, pen or crayons? Is the child on time for school each day?



Language & Cognitive Development

Sample EDI questions: Is the child interested in reading and writing? Can the child count and recognize numbers?



Social Competence

Sample EDI questions: Does the child share with others? Is the child self-confident? Will he/she invite bystanders to join in a game?



Emotional Maturity

Sample EDI questions: Is the child able to concentrate? Is the child aggressive or angry? Is the child impulsive (does he/she act without thinking)?



Communication Skills & General Knowledge

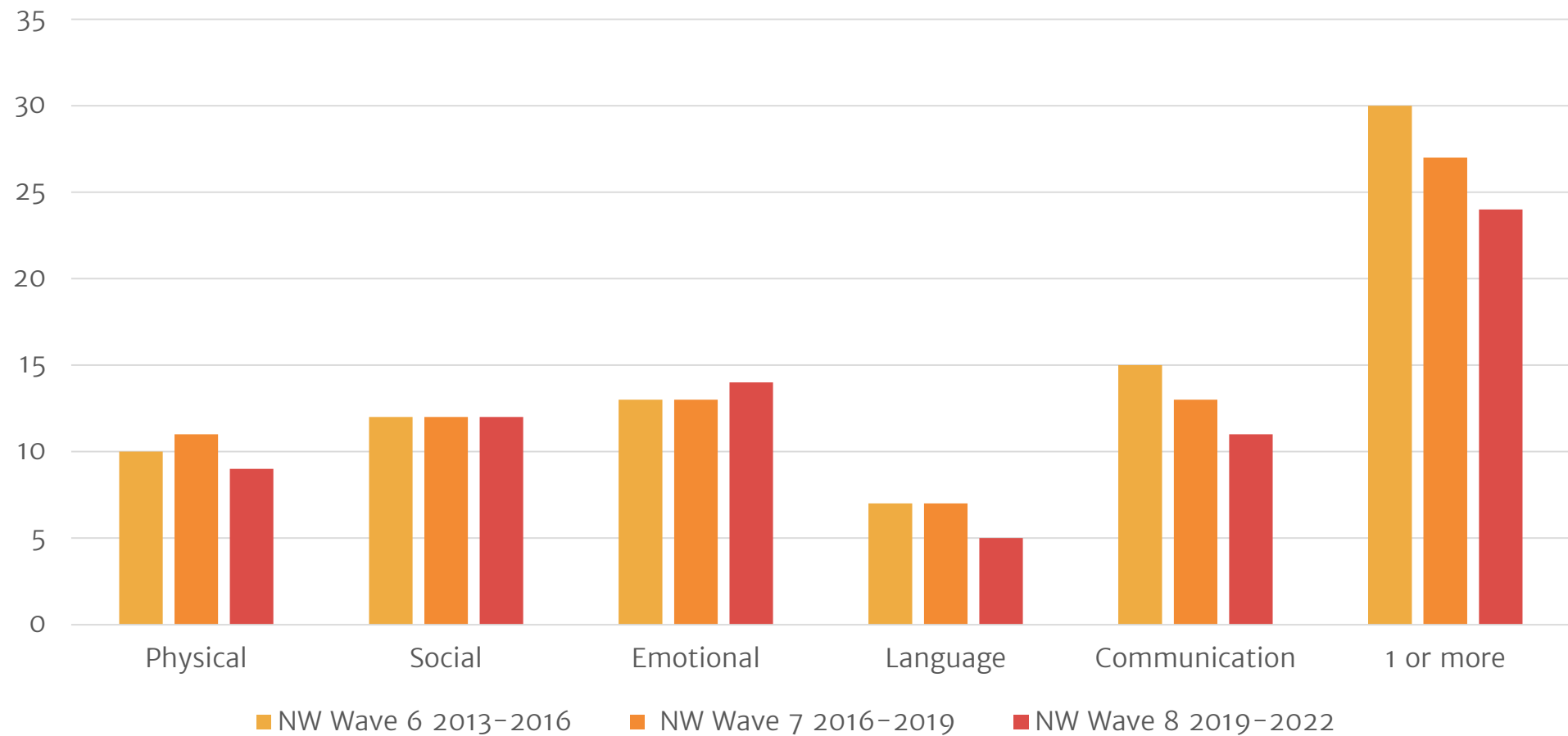
Sample EDI questions: Can the child tell a short story? Can the child communicate with adults and children?

School and District Summary

EDI vulnerability rates for participating schools in SD 40 New Westminster for the 2019/2020 academic year.

School Name	Total EDI Students	Percent Vulnerable					
		Physical	Social	Emotional	Language	Communication	Vulnerable on One or More
Connaught Heights Elementary	26	12	15	15	15	8	19
École Qayqayt Elementary	92	14	20	25	7	14	38
F W Howay Elementary	14	43	64	64	14	21	64
Herbert Spencer Elementary	76	4	5	7	1	11	16
Lord Kelvin Elementary	82	5	13	17	8	17	29
Lord Tweedsmuir Elementary	67	8	5	5	3	5	12
Queen Elizabeth Elementary	79	5	8	7	4	8	18
Richard McBride Elementary	70	9	9	10	4	9	20
New Westminster	506	9	12	14	5	11	24

New Westminster Trends: Wave 6-Wave 8



Comparison: Wave 6-Wave 8 NW & BC

Vulnerability Indicator	NW Wave 6 2013-2016	NW Wave 7 2016-2019	NW Wave 8 2019-2022	BC Wave 6 2013-2016	BC Wave 7 2016-2019	*BC Wave 8 2019-2022
Physical	10%	11%	9%	14.8%	15%	Data not available
Social	12%	12%	12%	15.7%	16%	
Emotional	13%	13%	14%	16.1%	18%	
Language	7%	7%	5%	9.4%	11%	
Communication	15%	13%	11%	14.2%	14%	
1 or more	30%	27%	24%	32.2%	33%	



Middle Years Development Instrument

WELL-BEING INDEX

OPTIMISM

e.g. I have more good times than bad times.

SELF-ESTEEM

e.g. A lot of things about me are good.

HAPPINESS

e.g. I am happy with my life.

ABSENCE OF SADNESS

e.g. I feel unhappy a lot of the time.

GENERAL HEALTH

e.g. How would you describe your health?



High Well-Being (Thriving)

Children who are reporting positive responses on at least 4 of the 5 measures of well-being.



Medium to High Well-Being

Children who are reporting no negative responses, but fewer than 4 positive responses.



Low Well-Being

Children who are reporting negative responses on at least 1 measure of well-being.



Well Being Index: Grades 4 and 7

		New Westminster			All Other Participating Districts		
Asset		2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
Grade 4	Student Participation	(391)	(461)	(450)	(14,650)	(16,508)	(10,302)
	Thriving	40%	36%	37%	42%	39%	38%
	Medium	27%	31%	30%	25%	27%	27%
	Low	33%	33%	33%	33%	34%	35%
Grade 7	Student Participation	(369)	(423)	(447)	(12,945)	(14,026)	(12,761)
	Thriving	34%	32%	31%	38%	33%	31%
	Medium	29%	25%	31%	27%	26%	27%
	Low	36%	42%	38%	35%	41%	42%

ASSETS INDEX



ADULT RELATIONSHIPS

e.g. There is an adult (at school/home/community) who believes I will be a success.



PEER RELATIONSHIPS

e.g. When I am with other kids my age, I feel I belong.



NUTRITION & SLEEP

e.g. How often do you get a good night's sleep? How often do you eat breakfast?



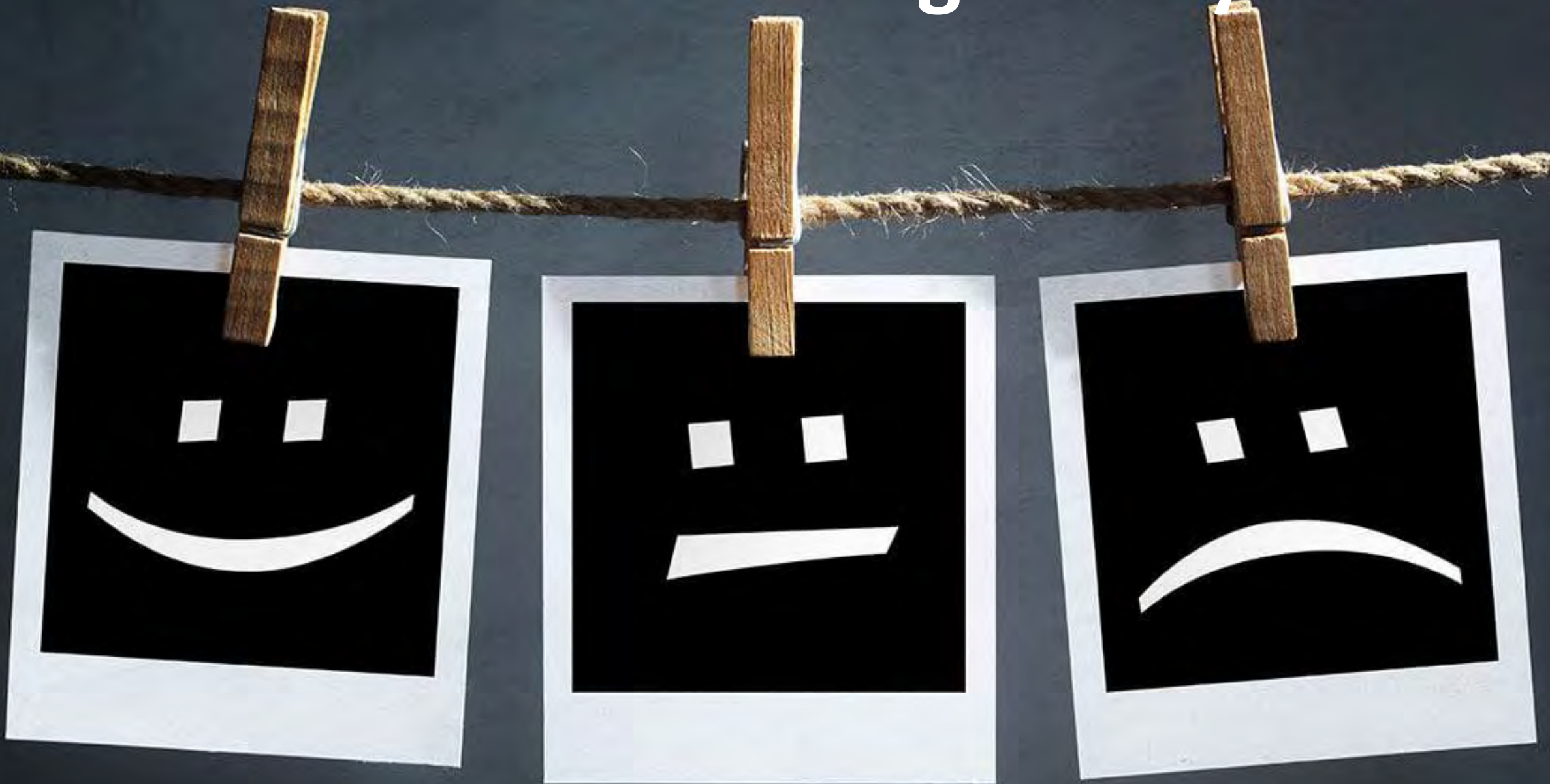
ORGANIZED ACTIVITIES

e.g. During last week after school how many days did you participate in educational lessons or activities?

Assets Index: Grades 4 and 7

		New Westminster			All Other Participating Districts		
Asset		2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
Grade 4	Student Participation	(391)	(461)	(450)	(14,650)	(16,508)	(10,302)
	Adult Relationships	81%	82%	76%	83%	81%	82%
	Peer Relationships	84%	83%	81%	84%	81%	80%
	After School Activities	86%	88%	84%	86%	88%	85%
	Nutrition and Sleep	69%	67%	62%	66%	67%	63%
Grade 7	Student Participation	(369)	(423)	(447)	(12,945)	(14,026)	(12,761)
	Adult Relationships	73%	67%	70%	74%	71%	72%
	Peer Relationships	80%	82%	84%	82%	80%	79%
	After School Activities	86%	84%	81%	85%	84%	82%
	Nutrition and Sleep	63%	63%	62%	67%	62%	58%

Student Learning Survey



Student Learning Survey: Participation

Year	Grade 4	Grade 7	Grade 10	Grade 12
2017-2018	89%	76%	68%	55%
2018-2019	92%	92%	57%	39%
2019-2020	80%	61%	51%	51%

Participation Rate for 19/20 was directly impacted by COVID-19

Is school a place you feel you belong?

	Grade 4			Grade 7			Grade 10			Grade 12		
Year	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20
BC	62%	62%	60%	55%	54%	52%	47%	47%	47%	48%	48%	48%
New West	62%	63%	63%	53%	51%	59%	47%	48%	45%	35%	49%	55%

Students reporting many times or all of the time

Do you feel safe at school?

	Grade 4			Grade 7			Grade 10			Grade 12		
Year	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20
BC	81%	81%	78%	72%	72%	70%	72%	72%	73%	80%	80%	78%
New West	83%	83%	79%	71%	68%	76%	70%	70%	68%	67%	80%	75%

Students reporting often or always

How many adults do you think care about you at school?

	Grade 4			Grade 7			Grade 10			Grade 12		
Year	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20
BC	75%	74%	70%	67%	65%	66%	64%	63%	65%	76%	76%	77%
New West	73%	69%	67%	64%	60%	62%	64%	65%	67%	69%	74%	76%

Students reporting 2 adults or more

Do you feel welcome at your school?

	Grade 4			Grade 7			Grade 10			Grade 12		
Year	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20
BC	78%	78%	76%	68%	66%	65%	62%	61%	62%	64%	64%	63%
New West	79%	76%	74%	68%	61%	66%	60%	60%	65%	48%	64%	64%

Students reporting many times or all of the time

At school do you respect people who are different from you?

	Grade 4			Grade 7			Grade 10			Grade 12		
Year	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20
BC	n/a	n/a	n/a	88%	88%	87%	84%	84%	84%	85%	87%	87%
New West	n/a	n/a	n/a	83%	86%	87%	82%	85%	84%	85%	92%	89%

Students reporting many times or all of the time

What Does the Data Tell Us?

EDI:

- Vulnerable 1 or more significant decrease
- All 5 scales-trending downward
- NW lower than BC on all scales



MDi:

- Grade 4: Adult, Peer and After School Activities are strong
- Grade 7: Peer and School Activities are strong
- Grade 4 & 7: Nutrition and Sleep trending downward
- Grade 7: significant decrease in adult relationships 2 or more
- Alignment with BC numbers



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

SLS:

- Safety and respect for others is higher
- Sense of belonging, welcome, and adult connections lower

Take the survey

Career Development

Completion Rates, Post-Secondary Transitions



Measures of Career Development

Students will graduate and have the Core Competencies to achieve their career & life goals:

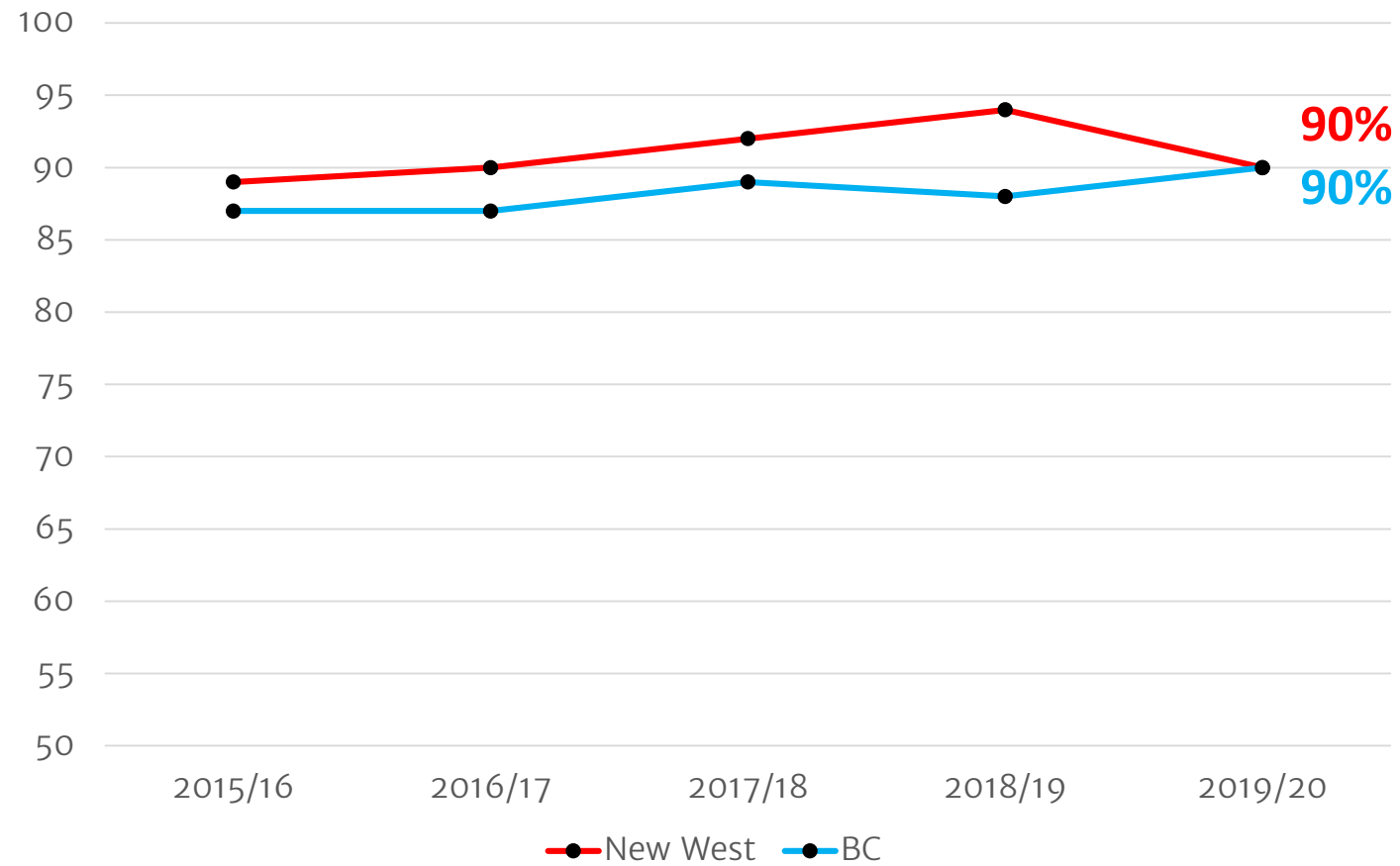
- Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8 (6-year completion rate)
- Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years



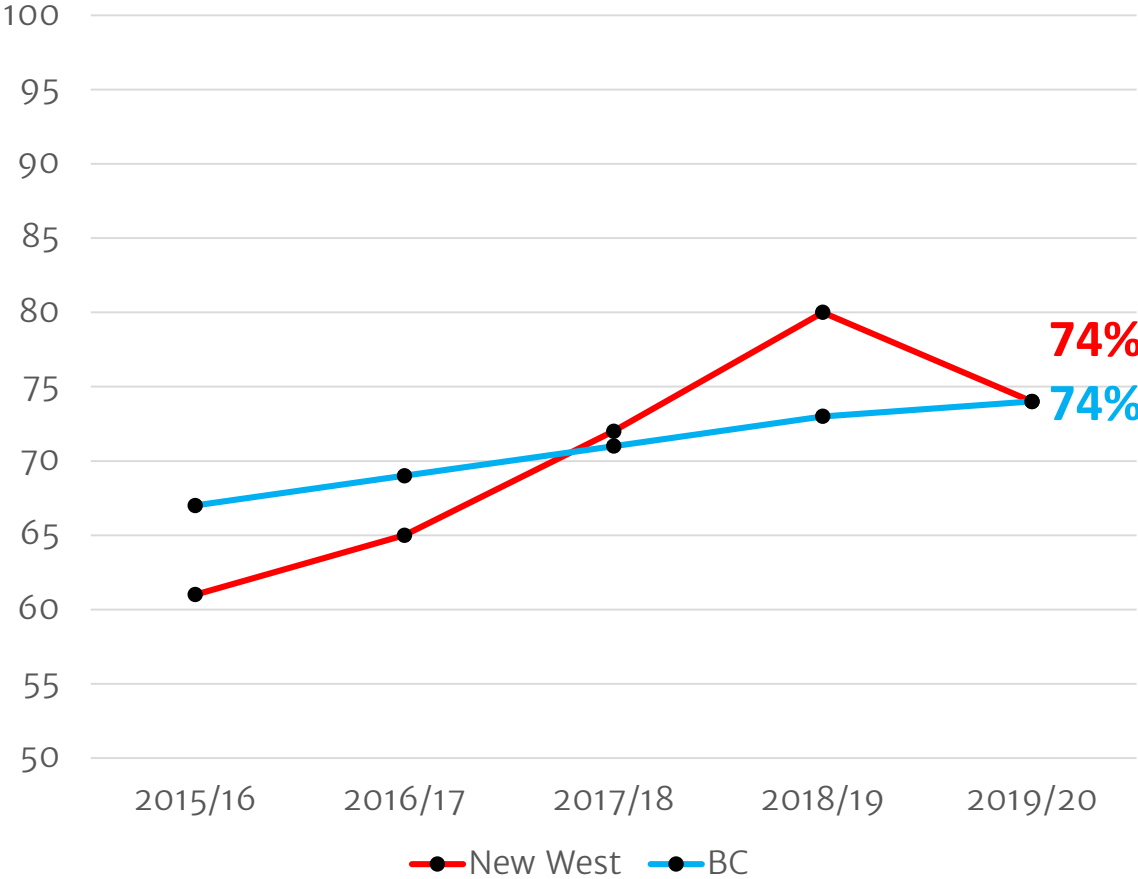
Completion Rates

A black graduation cap with a tassel is positioned in the upper left, resting on a light-colored wooden surface. The tassel is black with a red bead at the top. In the lower right, a rolled-up white diploma is visible, secured with a yellow ribbon. The background is a wooden surface with a visible grain.

BC Residents

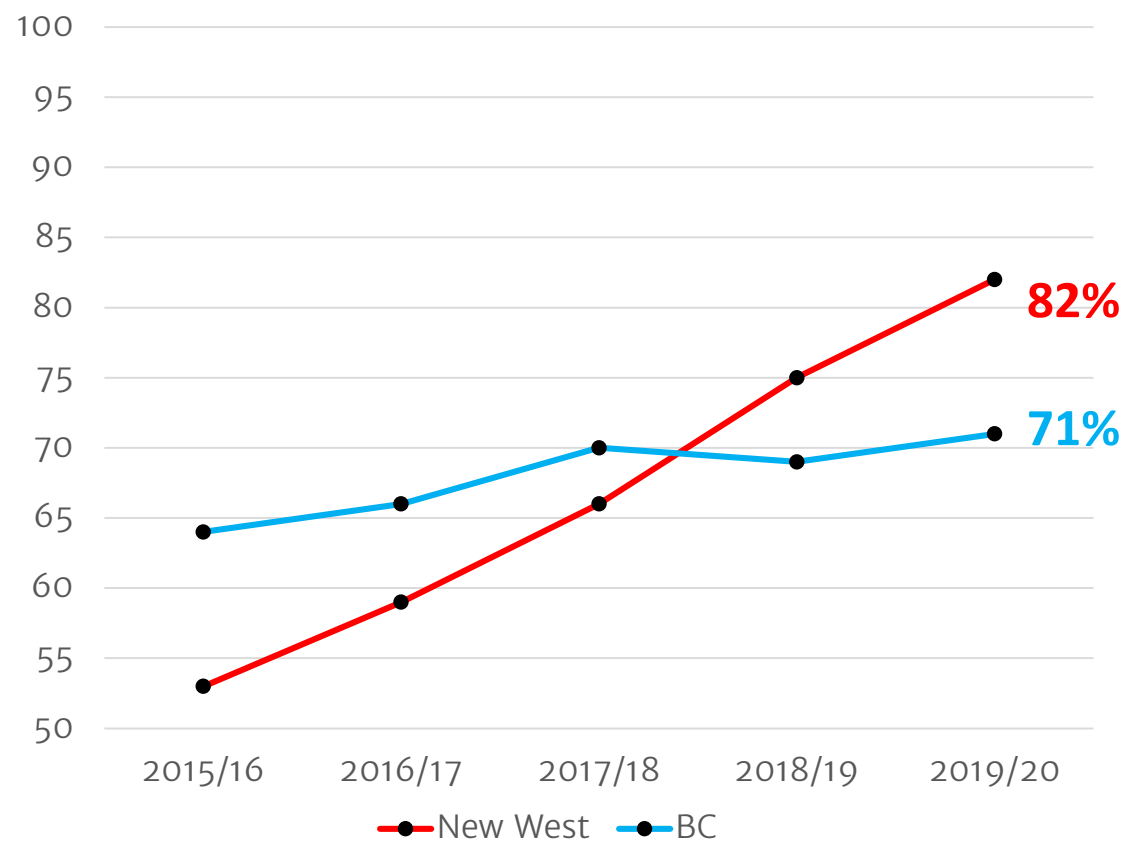


Inclusive Education Students



Year	Cohort	Evergreen	NW	BC
15/16	90	6	61%	67%
16/17	64	5	65%	69%
17/18	63	6	72%	71%
18/19	53	4	80%	73%
19/20	59	8	74%	74%

Indigenous Students



Year	Cohort	NW	BC
15/16	52	53%	64%
16/17	34	59%	66%
17/18	36	66%	70%
18/19	32	75%	69%
19/20	27	82%	71%



Post-Secondary Transitions

Post Secondary Transitions

Grad Year/ Grad Cohort Size	NW 1 Year	NW 3 Years	NW-No Progression	BC 1 Year	BC 3 Years	BC-No Progression
2013/14 (408)	63%	75%	25%	54%	68%	32%
2014/15 (459)	60%	75%	25%	54%	68%	32%
2015/16 (376)	60%	72%	28%	54%	68%	32%

Grad Year	Developmental or College	Institute	Teaching Intensive University	Research Intensive University
2015-2016	49%	10%	10%	31%

No progression = PSI out of province/country, work, travel

Tracking Dogwood Graduates only (no Adult Dogwood, no Evergreen, no non-grads)

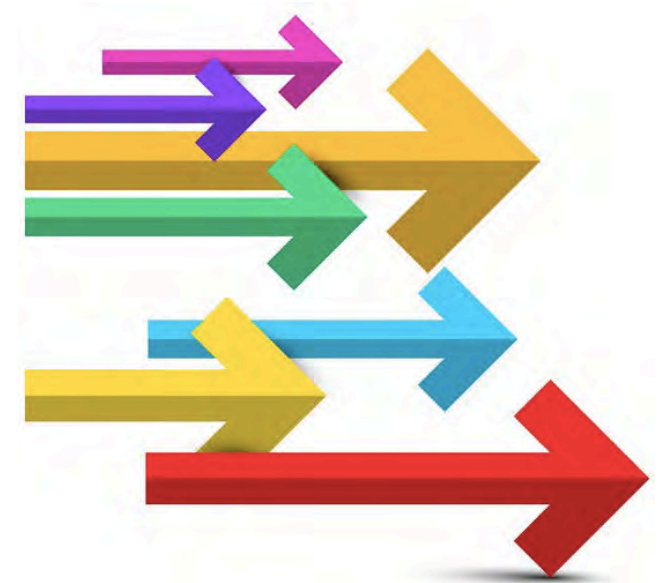
What Does the Data Tell Us?

Completion Rates:

- Strong for all students in NW
- Above or at provincial completion rate for all populations
- Steady increase of Aboriginal completion rates

Post-Secondary Transitions:

- 75% of our graduating students transition to a PSI in BC within 3 years of graduation-most in year 1
- 25% of our graduating students are not tracked: may have transitioned to a PSI out of province/country, working, traveling or ?
- 68% of BC graduating students transition within 3 years
- NW PSI selections- Year 1:
 - 50% College
 - 10% Institute
 - 40% University



Our Learning Journey Continues

The background of the slide features a light gray surface with several paper boats. One boat is orange and is positioned towards the upper left. Four other boats are white, scattered across the lower half of the slide. The boats are simple, folded paper models.

- **Transform the Student Experience**
- **Build Meaningful Relationships**
- **Ensure Full Participation in Learning**
- **Lead into our Future**

Information to support student learning.

This report provides British Columbia citizens with easy access to a comprehensive set of information about each school district in the province.

Our mandate for education: A quality education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system develops educated citizens by supporting each student's intellectual, human and social, and career development, and by considering a wide range of information in all of these areas.



Intellectual Development

Includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge.

Reading, Writing, and Numeracy	3
Grade-to-Grade Transitions	5
Provincial Examinations	5
Completion Rates	6



Human and Social Development

Includes developing a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Early Development	7
Student Satisfaction	8



Career Development

Includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace.

Post-Secondary and Career Preparation	9
Transition to B.C. Post-Secondary Education . . .	9

When reviewing district results, it is important to consider various factors that can influence student learning.

Community demographic and student enrolment information is provided to help inform local planning and continuous improvement efforts.

For information about this district and their plans for enhancing student learning, please refer to: <http://www.sd40.bc.ca>



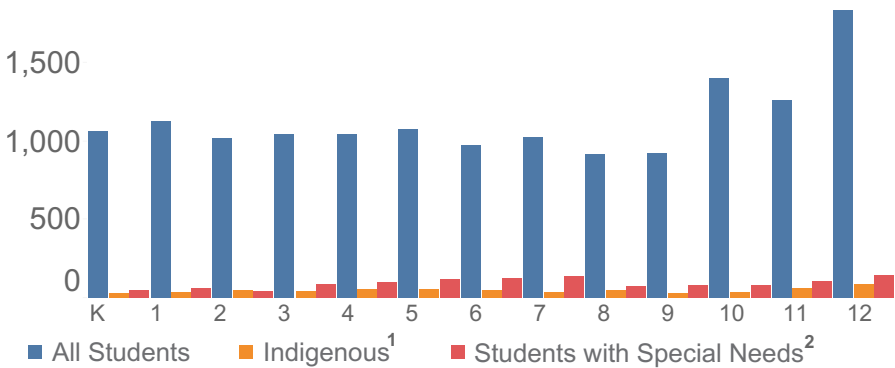
Current Headcount

7,705

Projected change
over next 10 years

-1,214 

Total Students Across All Grades (2019/20)



Community Demographics³

	 Percent of 15-24 year-olds receiving Employment Insurance	 Percent of 25-54 year-olds without Post-Secondary Credentials	 Percent of Lone-Parent Families	 Percent of Participation in Labour Force	 Average Family Income
Province	1.5%	35.2%	15.3%	64.6%	\$91,967
District: New Westminster	1.8%	30.7%	16.0%	69.7%	\$88,691

How to Read the Charts in This Report



The grey band represents **typical performance** for school districts across British Columbia (the range of results f..

The orange line shows this district's **results over time** (for the last ..
Page 53 of 61

The orange dot shows the **most recent results** for this school district.

Intellectual Development

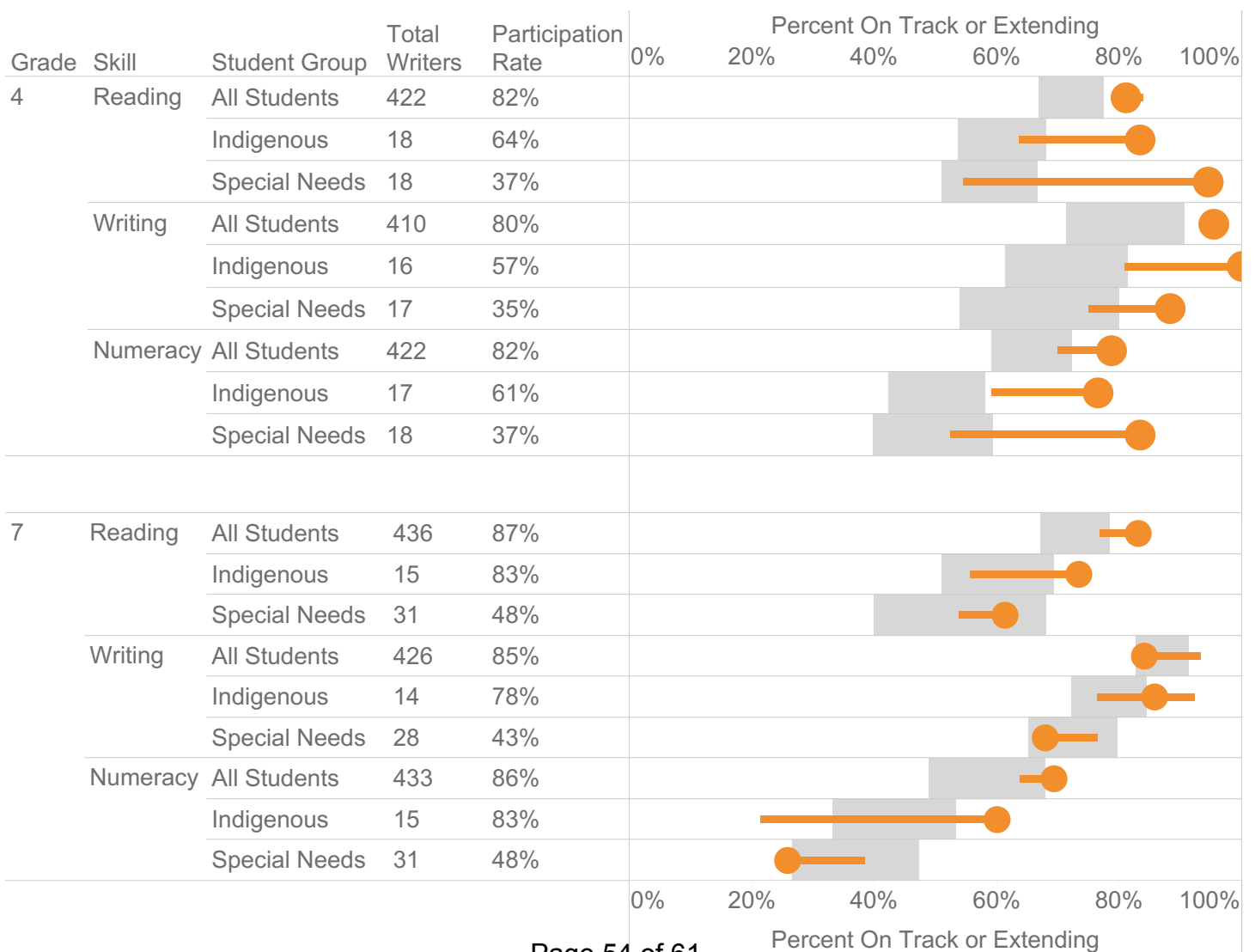
A goal of B.C.'s education system, supported by the family and community, is intellectual development – enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.



Reading, Writing, and Numeracy (2019/20)

The Foundation Skills Assessment (FSA) is a set of reading, writing, and numeracy assessments administered each year to students in Grades 4 and 7, and was completely re-designed for the 2017/18 school year. The FSA is a valuable indicator of where students might have challenges in reading, writing, and numeracy and can be used to help plan their education. It also provides a snapshot of how our education system is meeting the needs of students in these key areas.

**in the chart below the orange bar represents only results in the redesigned FSA: 2017/18 - 2019/20 year range*



Intellectual Development

Student Growth Over Time

These charts follow the performance of a single group of students on their Grade 4 and 7 FSA reading and numeracy assessments. In 2017/18 the assessments were completely re-designed with new score scales developed; as well as moving the assessments earlier in the year. This means scores are not fully comparable across assessments. These charts have still been included for continuity and reference.

See <http://www.bced.gov.bc.ca/reporting/systemperformance>



Reading

Students' 2019/20 Results in Grade 7, Compared to their Grade 4 results

Student Performance Levels in Grade 4 (2016/17)	Number of Students	Extending	On Track	Emerging	Did Not Participate
Exceeds Expectations	42	33%	57%	2%	7%
Meets Expectations	240	3%	82%	9%	5%
Not Yet Within Expectations	56		55%	34%	11%
Did Not Participate	58		31%	22%	47%

Numeracy

Students' 2019/20 Results in Grade 7, Compared to their Grade 4 results

Student Performance Levels in Grade 4 (2016/17)	Number of Students	Extending	On Track	Emerging	Did Not Participate
Exceeds Expectations	27	52%	41%		7%
Meets Expectations	238	11%	64%	19%	6%
Not Yet Within Expectations	74		35%	55%	9%
Did Not Participate	57	7%	12%	30%	51%

Percent of students with the same level of performance in Grade 4 and 7

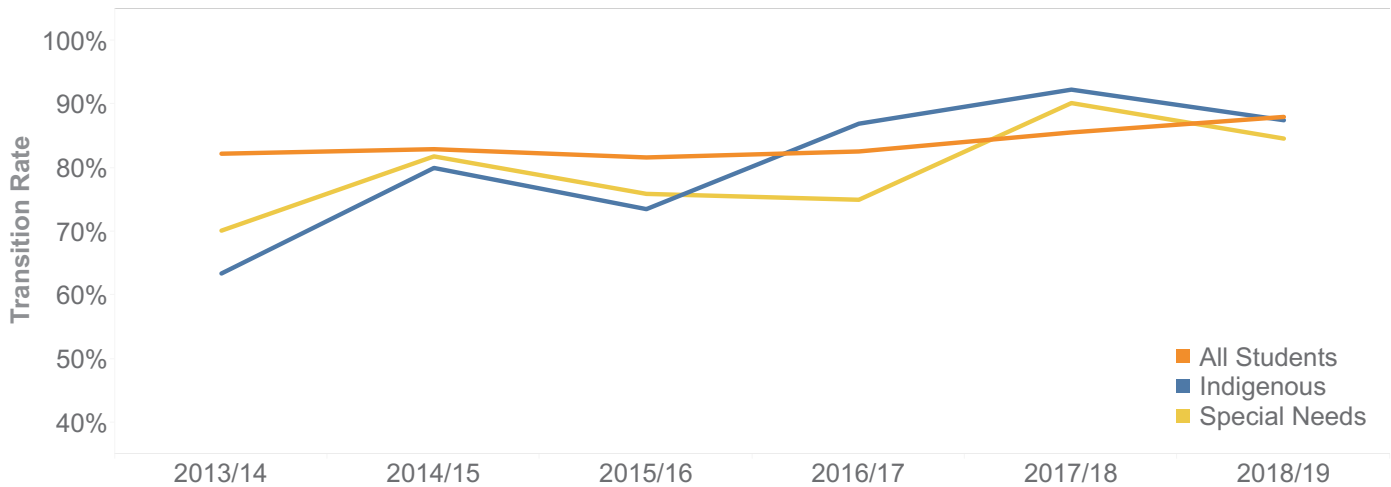
Percent of students with a higher level of performance in Grade 7 than 4

Percent of students with a lower level of performance in Grade 7 than 4

Grade-to-Grade Transitions (2018/19)

Grade-to-Grade transition is the percent of students who make a successful transition to a higher grade the following year.

Shown here are the percent of students in the district making a successful transition from Grade 11 to Grade 12.

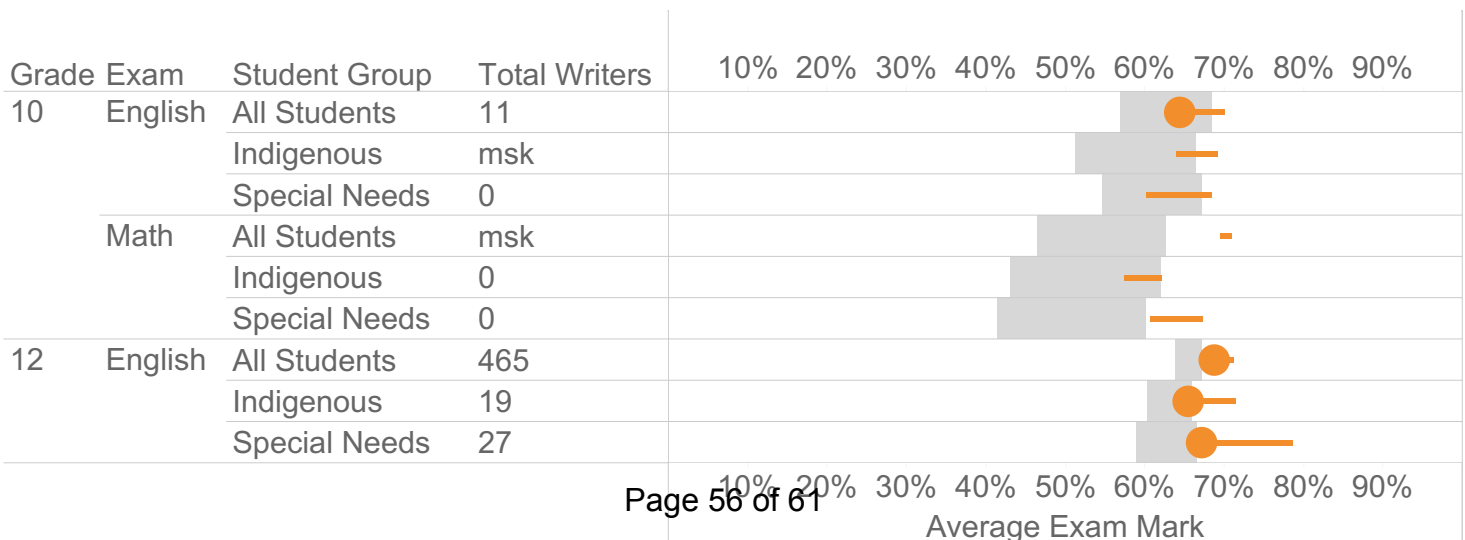


Provincial Examinations (2016/17)

Historically to graduate in B.C. students had to complete provincial examinations in:

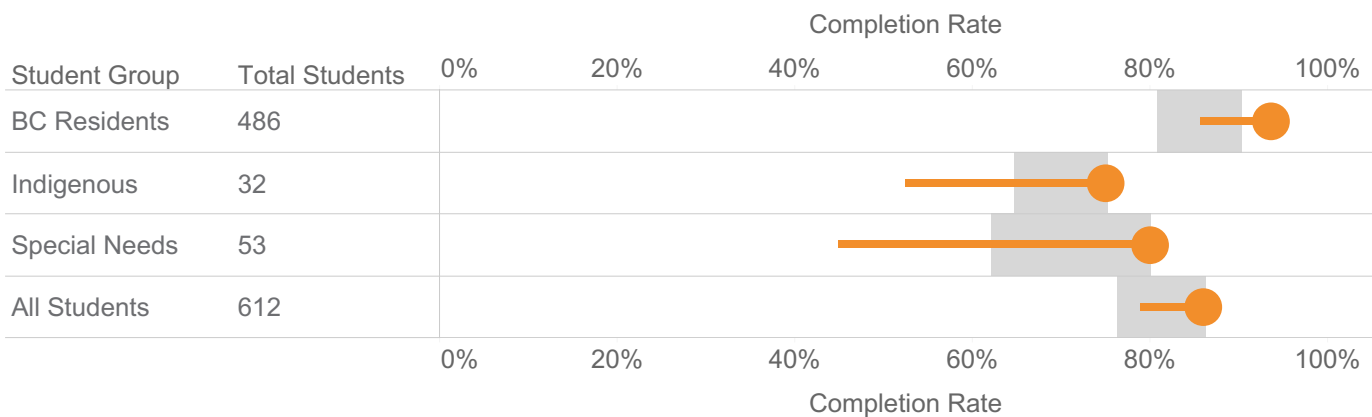
- » Language Arts 10 and 12 (English)
- » Mathematics 10 (Math)

These examinations have been discontinued and replaced with graduation years assessments. The below data on examinations are included for historic context.

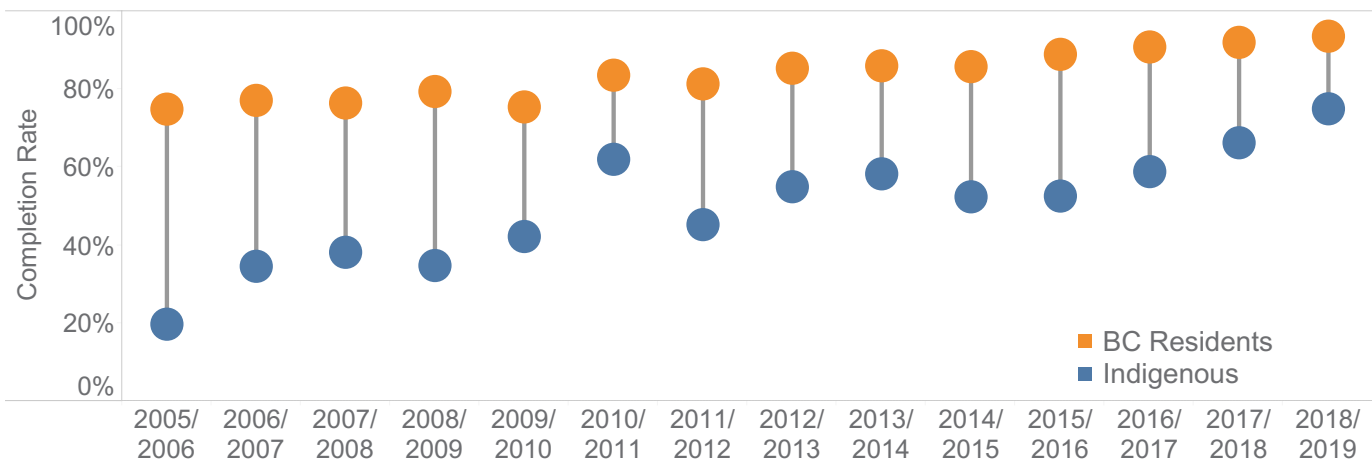


Completion Rates (2018/19)

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 Over Time for Indigenous and All Students

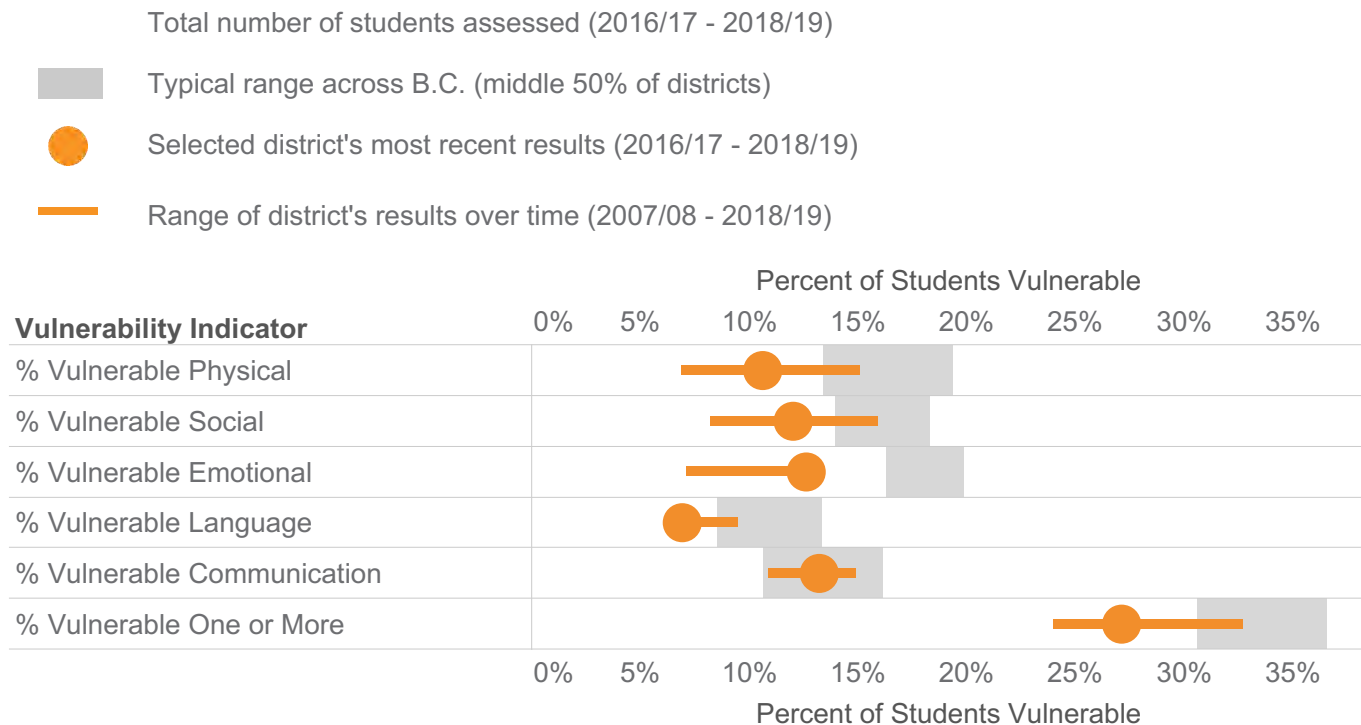


Schools are expected to play a major role, along with families and communities, in helping each student develop a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.



Early Development

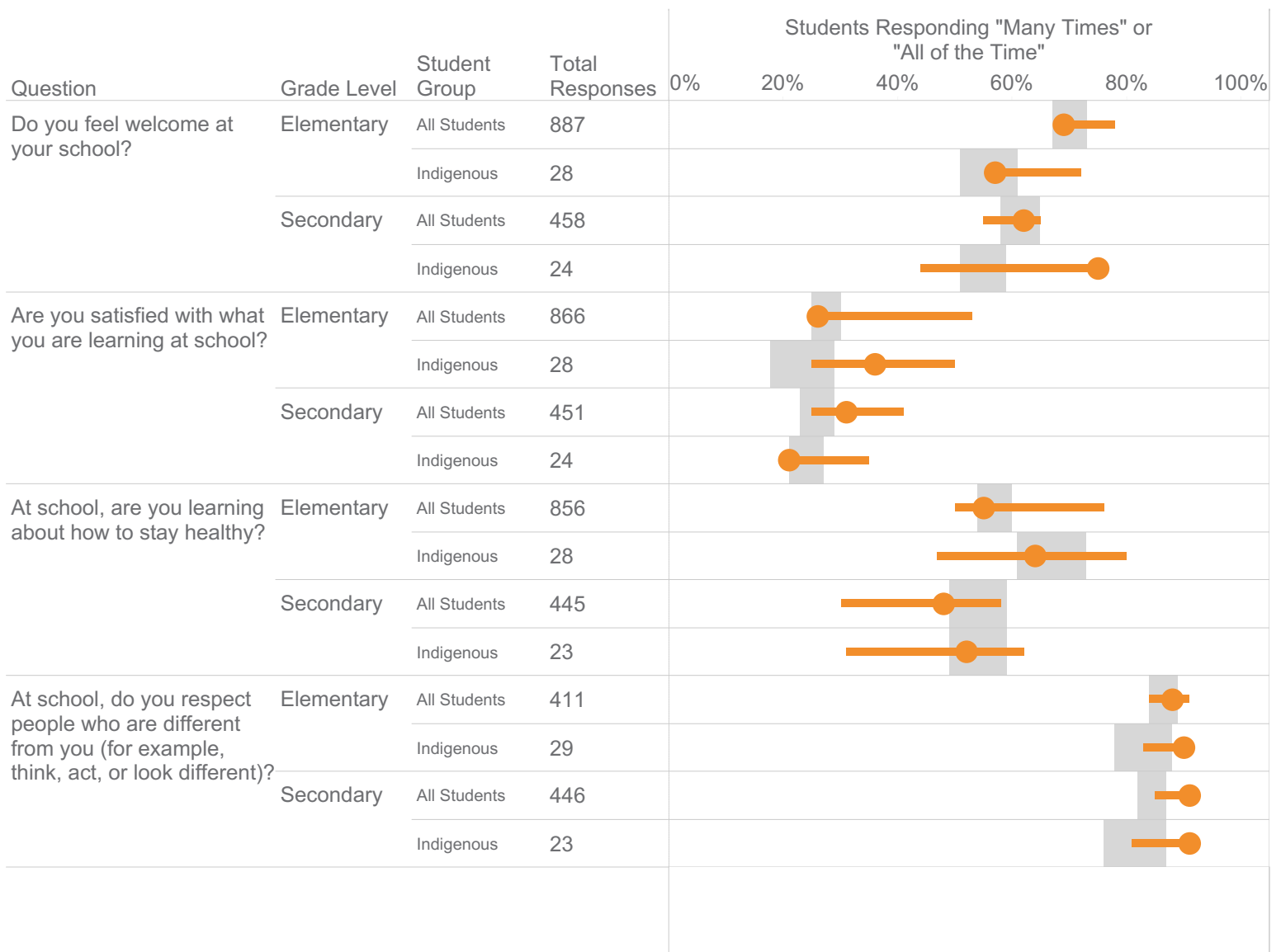
The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers from across British Columbia. The questionnaire measures five core areas of early child development. These areas are good predictions of adult health, education, and social outcomes. Listed below are the percentages of students considered vulnerable in each of these core areas. Learn more about the EDI at <http://earlylearning.ubc.ca/edi>



Human and Social Development

Student Satisfaction (2018/19)

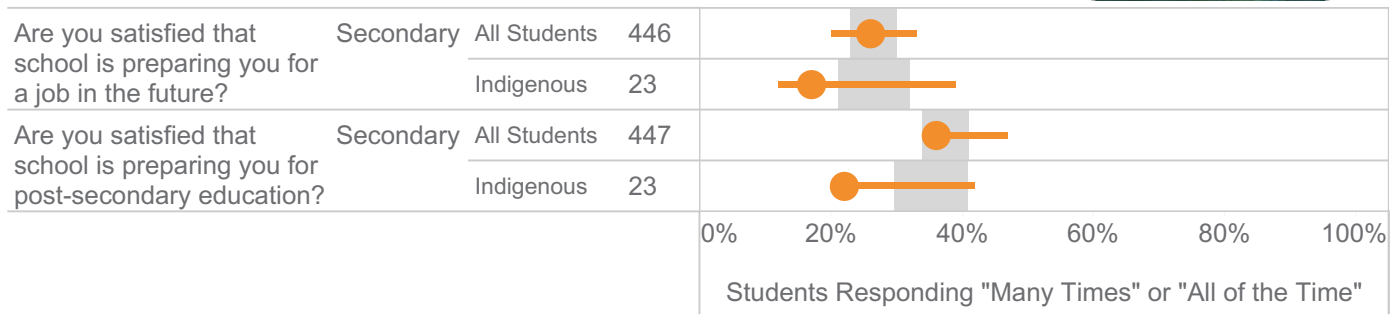
Every year, the B.C. Ministry of Education invites students in Grades 4, 7, 10 and 12 to complete an online survey about their school experience. Results for elementary students (Grades 4 and 7) and secondary students (Grades 10 and 12) are provided.



Schools are expected to play a major role, along with families and communities, in helping students attain their career objectives and develop effective work habits and the flexibility to deal with change in the workplace.



Post-Secondary and Career Preparation (2018/19)

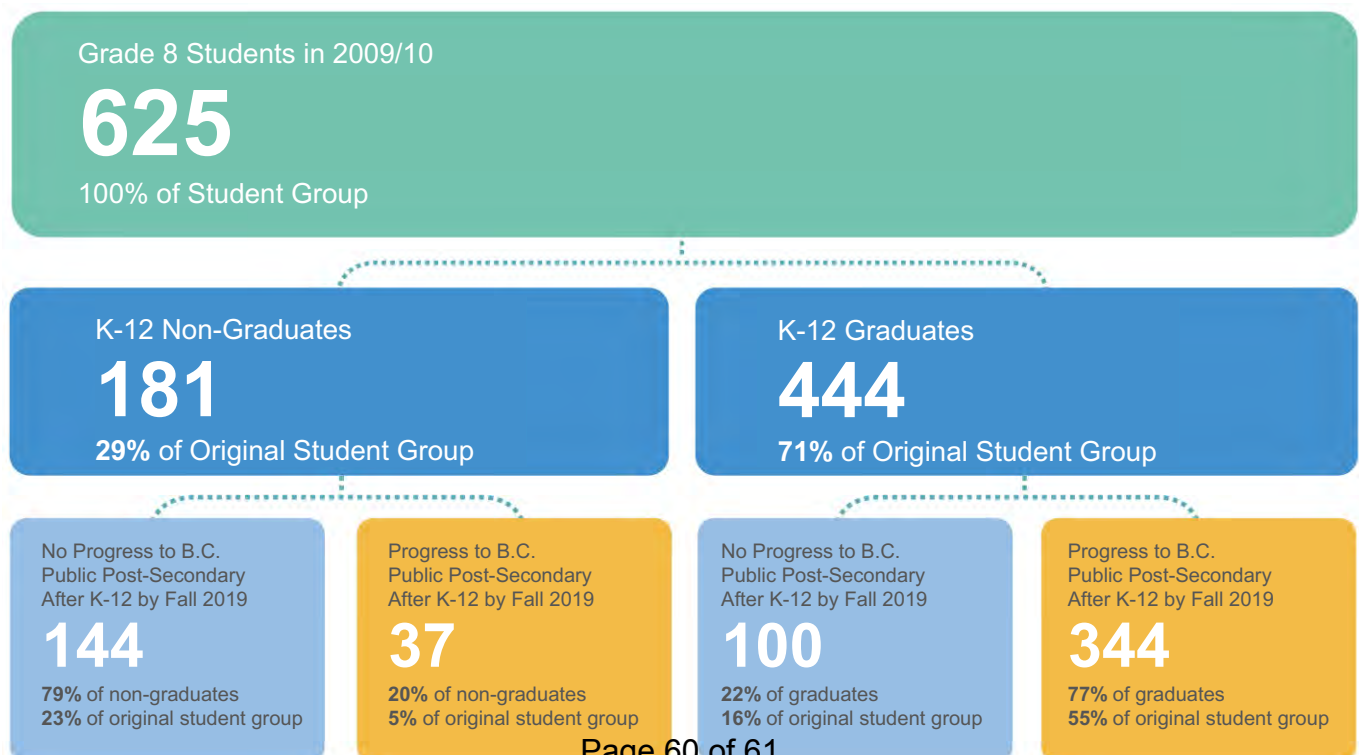


Transition to B.C. Public Post-Secondary Education (2019/20)

The following information shows the transitions of a cohort of students in this district, and:

- » how many of these students graduated from the B.C. school system by fall 2015; and
- » how many of these students enrolled in a B.C. public post-secondary institution by fall 2019⁴

*Note, these results do not include those students who enrolled in post-secondary institutions outside of B.C.



About This Report

This report provides an overview of information collected by the B.C. Ministry of Education for all school districts across the province. It complements new planning and reporting efforts that are underway to enhance student learning in every school and school district in British Columbia.

A complete and interactive version of this report is available at

<https://www.bced.gov.bc.ca/reporting/systemperformance>



Questions to Consider When Reviewing Results

Some questions you might consider when reviewing information in this report include:

- » To what extent do the results align with what you expected to see?
- » How do the results compare with other information that exists?
- » What are areas of strength?
- » What areas may need further attention?
- » Where do you see growth over time?
- » What patterns do you see across particular groups of students?
- » What efforts are underway to support student success, and what role can you play?

We Value Your Feedback

The B.C. Ministry of Education welcomes your feedback on this new way of displaying student information.

Please send any questions, comments, or suggestions for improvement to educ.systemperformance@gov.bc.ca

Visit <https://www.bced.gov.bc.ca/reporting/systemperformance> to view the interactive version of this report.



(1) **Indigenous Students:** students who have self-identified as being of Aboriginal ancestry (First Nations, Métis, or Inuit)

(2) **Students with Special Needs:** when the Ministry of Education reports on the total number of students with special needs, all categories are included. When reporting out on the performance of students with special needs, only the following groupings are included: Sensory Disabilities (Categories E and F), Learning Disabilities (Category Q), and Behaviour Disabilities (Categories H and R)

(3) **Community Demographics:** these data come from Statistics Canada, and reflect data collected in 2010/11 (<http://www12.statcan.gc.ca/nhs-enm/2011/dp-pd/prof/>)

(4) **Transitions to B.C. Public Post-Secondary:** for more information, please refer to <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>