

Framework Measures Report

The purpose of this report 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 so it can be shared with the public.

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	Information is currently unavailable. Once an Information Sharing Agreement is signed with the Ministry of Children and Family Development, data will be shared.
Students with disabilities or diverse abilities	All 12 categories including Gifted are used in identifying these students.

The measures specified in the Order are:

Framework Measure	Notes	Page(s)
Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations	Five years of data for resident students in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	1-2
Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments	One year of data for resident students in BC schools as the Grade 10 Literacy assessments started in 2019/2020. The measure is based on the first write of Grade 10 students.	3
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of data for resident students in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	4-5
Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments	Included the 3 years of data for resident students in BC 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.	6
Number and percentage of students who are completing grade to grade transitions on time	This measure is the rate of Grade 11 resident students transitioning into Grade 12.	7
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 anonymous question 'Do you feel safe?'. Student population breakdown is not available.	8-10
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?'. 	11
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).	12
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.	13-14

See the last page for further information about sub populations and measures captured in this report

Foundation Skills Assessment 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)

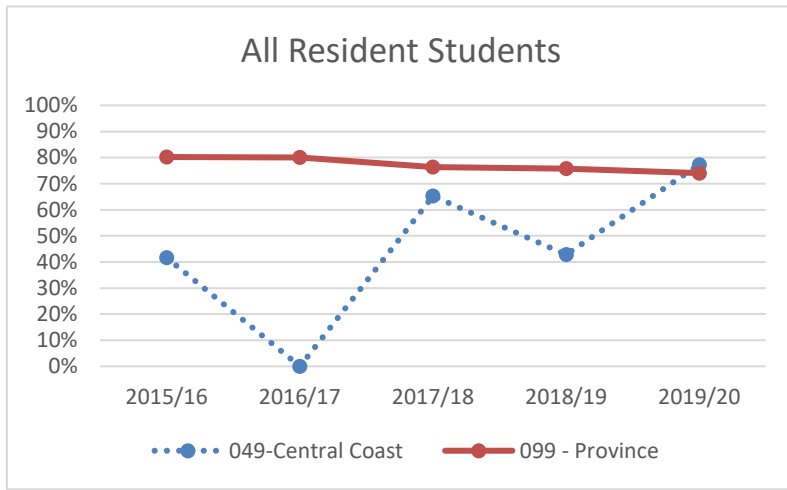


Figure 1: FSA Grade 4 Reading - All Resident Students

- In 2019/20, SD49 performed at a rate 3% higher than the province.

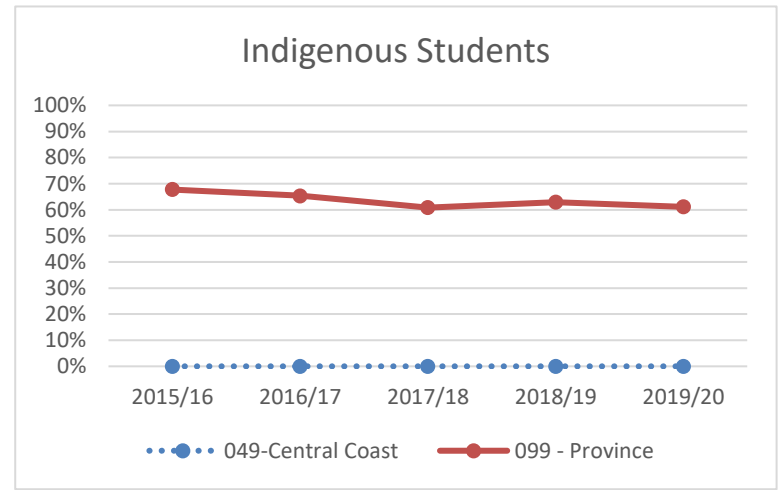


Figure 2: FSA Grade 4 Reading - Indigenous Students

- In 2019/20, information is masked.
- Over 5 years, information is masked.

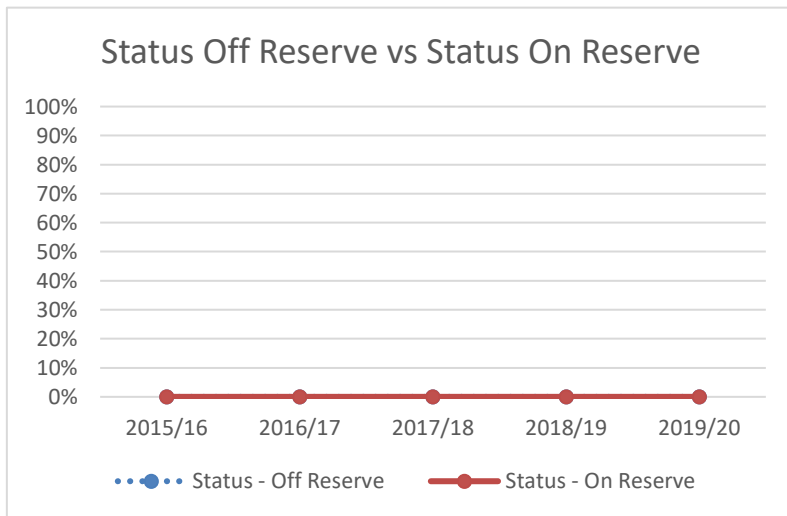


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

- In 2019/20, information is masked.
- Over 5 years, information is masked.

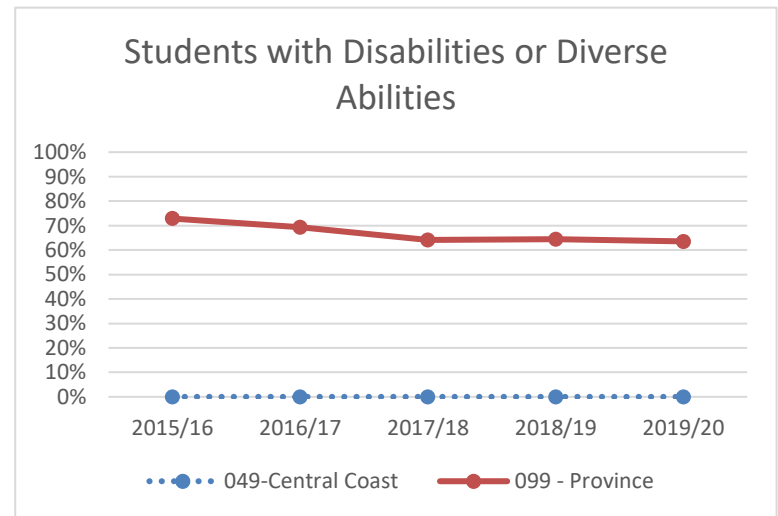


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

- In 2019/20, information is masked.
- Over 5 years, information is masked.

Foundation Skills Assessment 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)

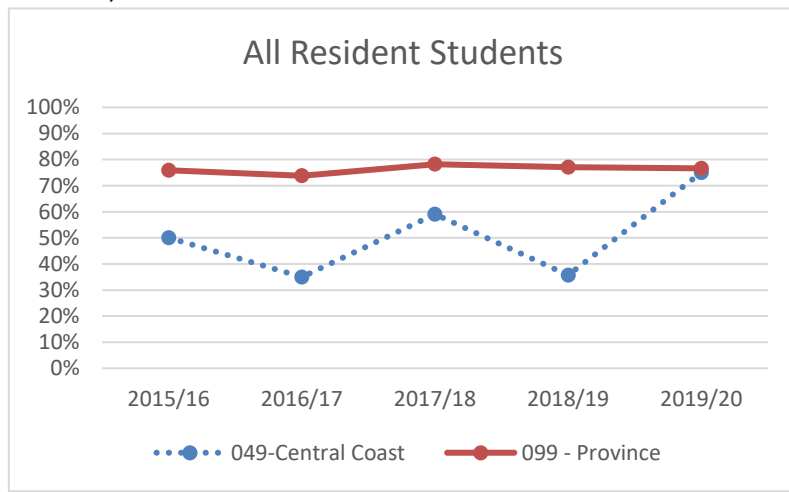


Figure 5: FSA Grade 7 Reading - All Resident Students

- In 2019/20, SD49 performed at a rate 2% lower than the province.
- Over 5 years, SD49 performed at a rate 26% lower than the province.

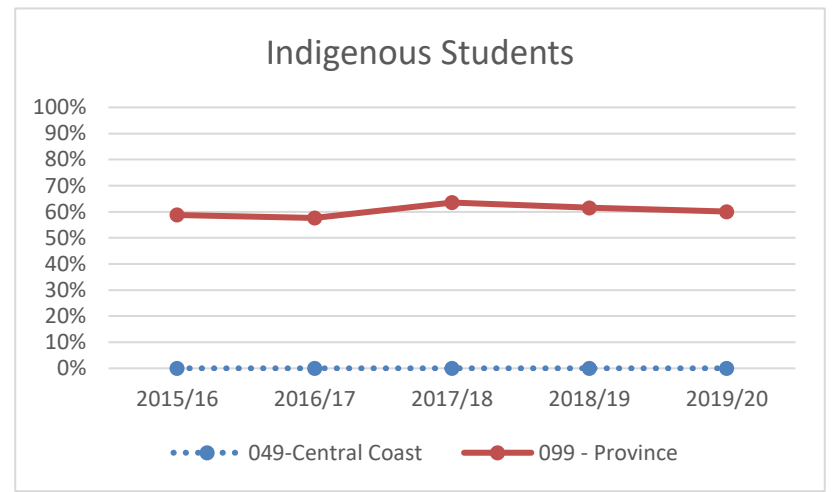


Figure 6: FSA Grade 7 Reading - Indigenous Students

- In 2019/20, information is masked.
- Over 5 years, information is masked.

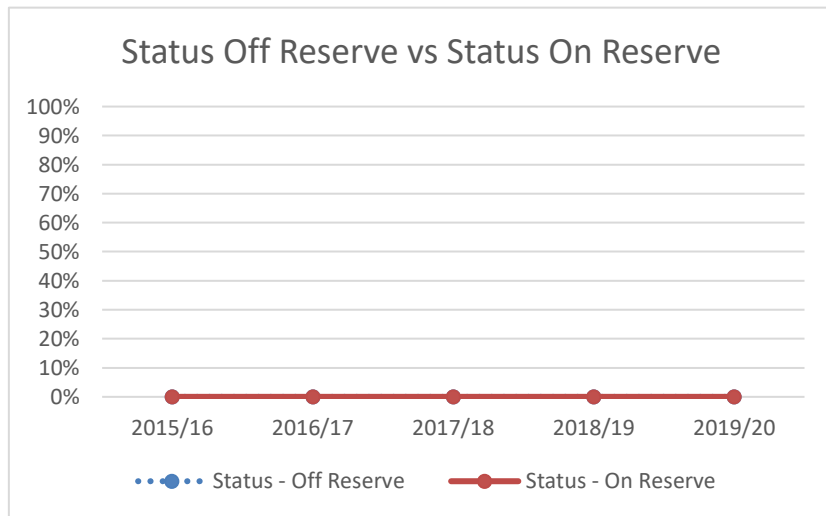


Figure 7: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

- In 2019/20, information is masked.
- Over 5 years, information is masked.

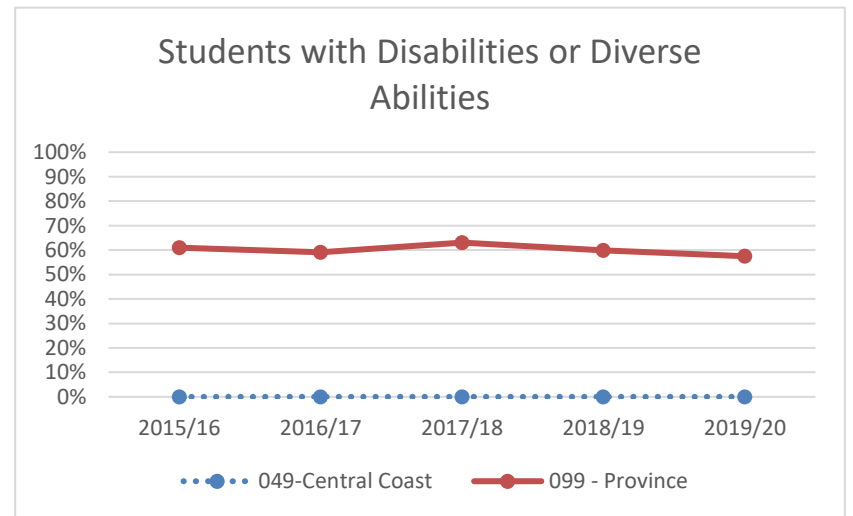


Figure 8: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

- In 2019/20, information is masked.
- Over 5 years, information is masked.

Graduation Assessment - Literacy 10

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

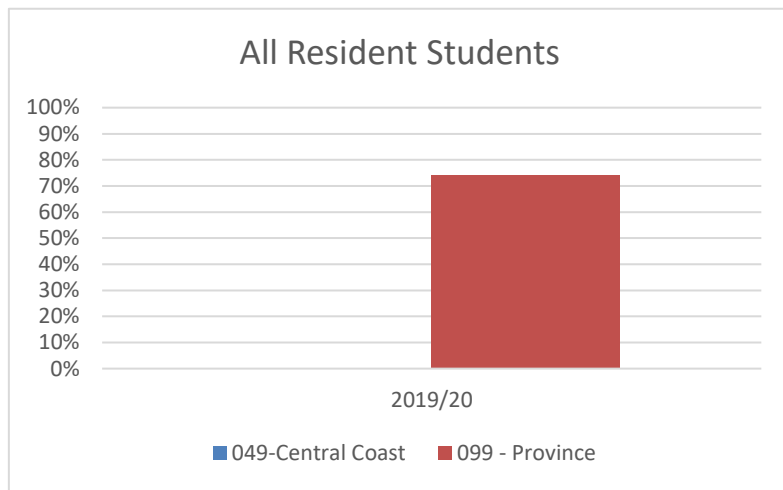


Figure 9: Graduation Assessment Grade 10 Literacy - All Resident Students

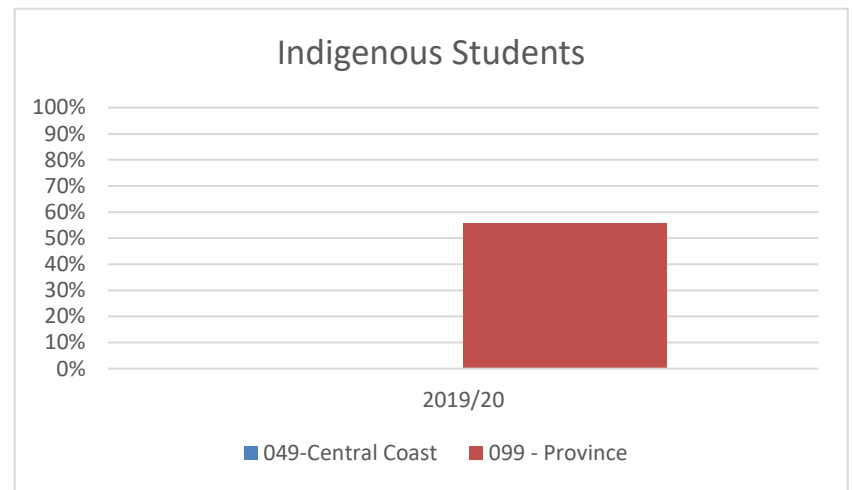


Figure 10: Graduation Assessment Grade 10 Literacy - Indigenous Students

• In 2019/20, information is masked.

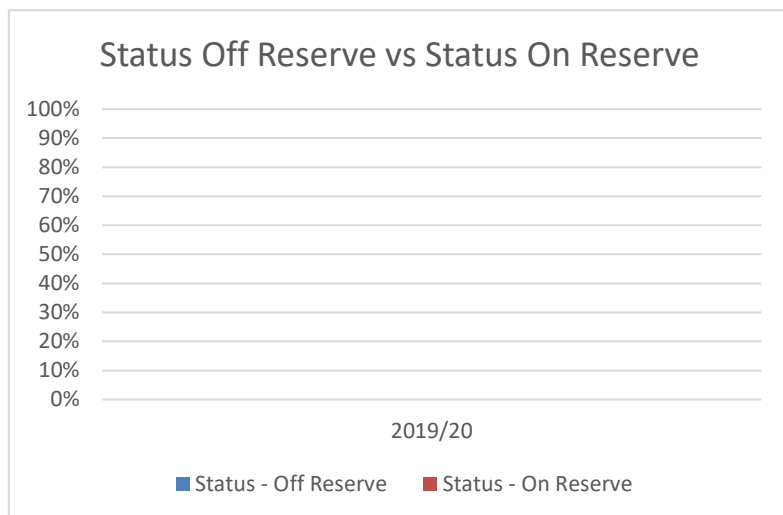


Figure 11: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

• In 2019/20, information is masked.

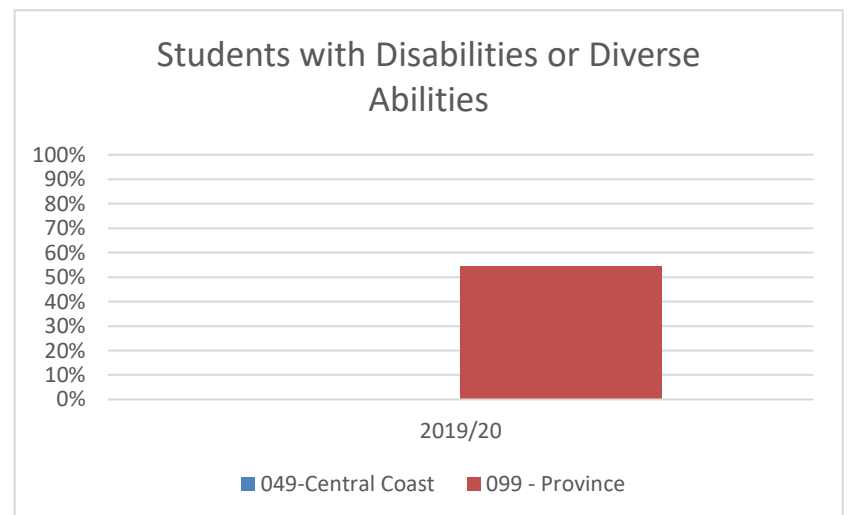


Figure 12: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

• In 2019/20, information is masked.

Foundation Skills Assessment Literacy - 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)

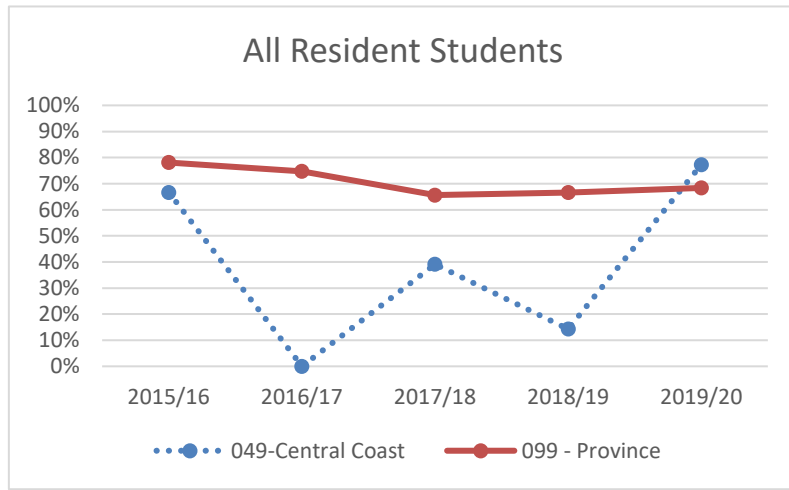


Figure 13: FSA Grade 4 Numeracy - All Resident Students

- In 2019/20, SD49 performed at a rate 9% higher than the province.

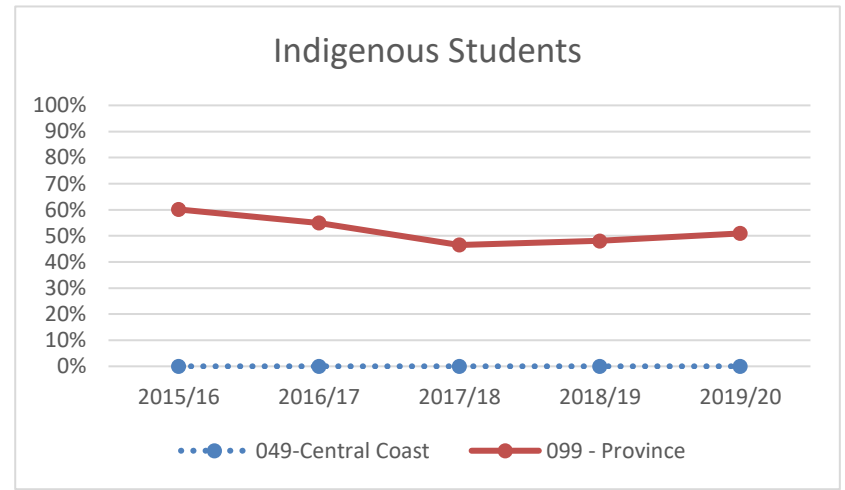


Figure 14: FSA Grade 4 Numeracy - Indigenous Students

- In 2019/20, information is masked.
- Over 5 years, information is masked.

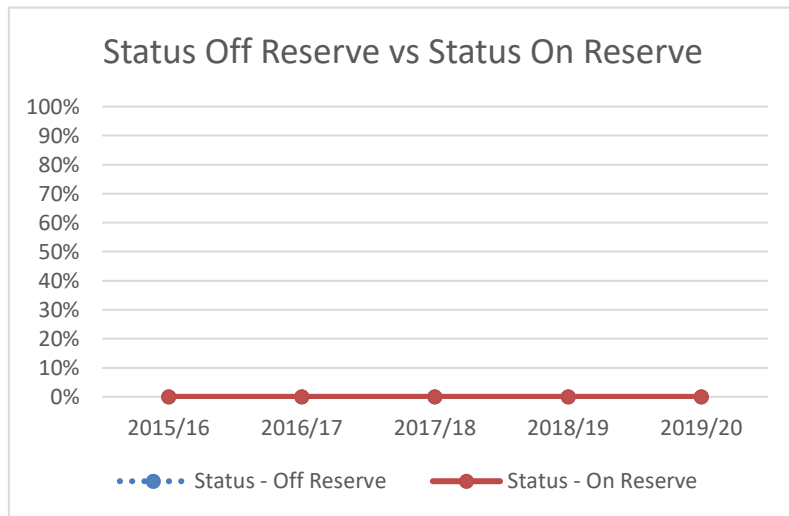


Figure 15: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

- In 2019/20, information is masked.
- Over 5 years, information is masked.

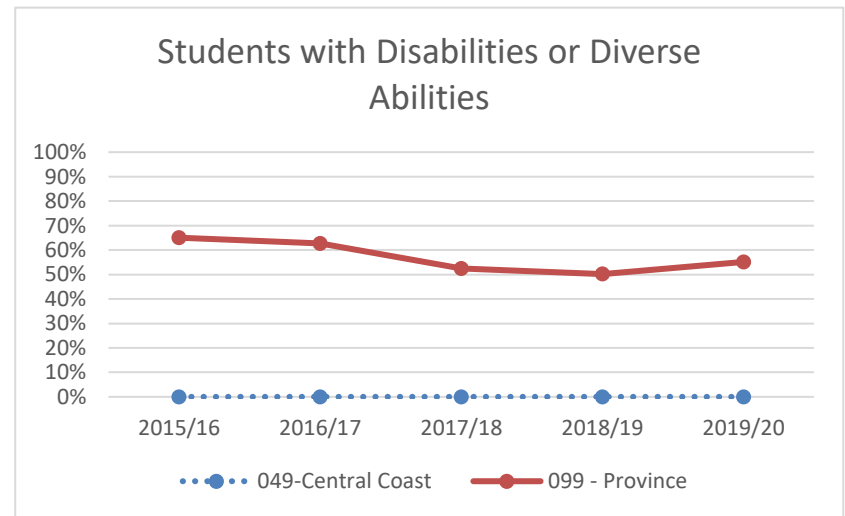


Figure 16: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

- In 2019/20, information is masked.
- Over 5 years, information is masked.

Foundation Skills Assessment Literacy - 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)

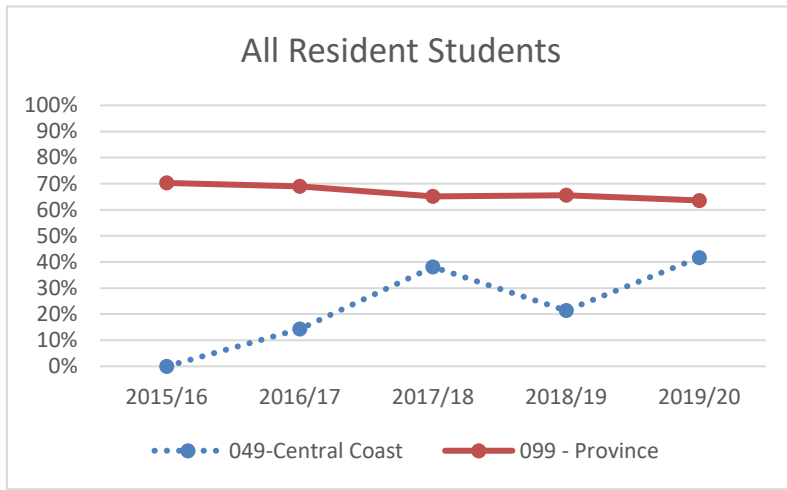


Figure 17: FSA Grade 7 Numeracy - All Resident Students

- In 2019/20, SD49 performed at a rate 22% lower than the province.

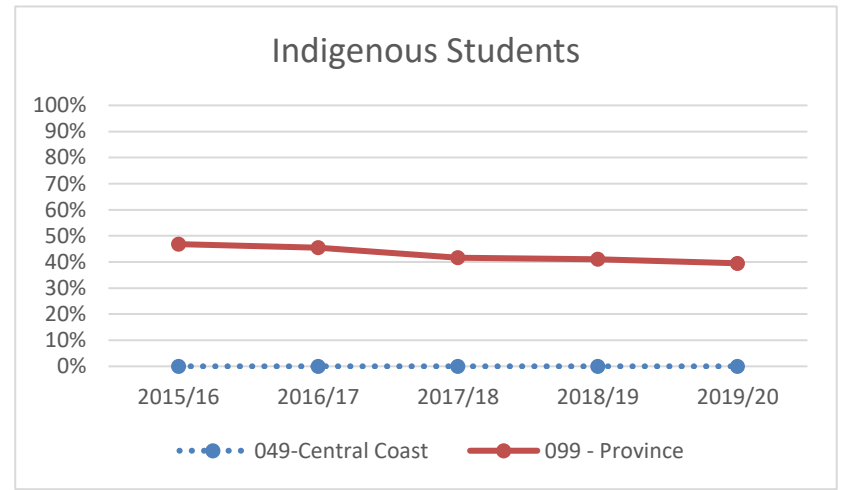


Figure 18: FSA Grade 7 Numeracy - Indigenous Students

- In 2019/20, information is masked.
- Over 5 years, information is masked.

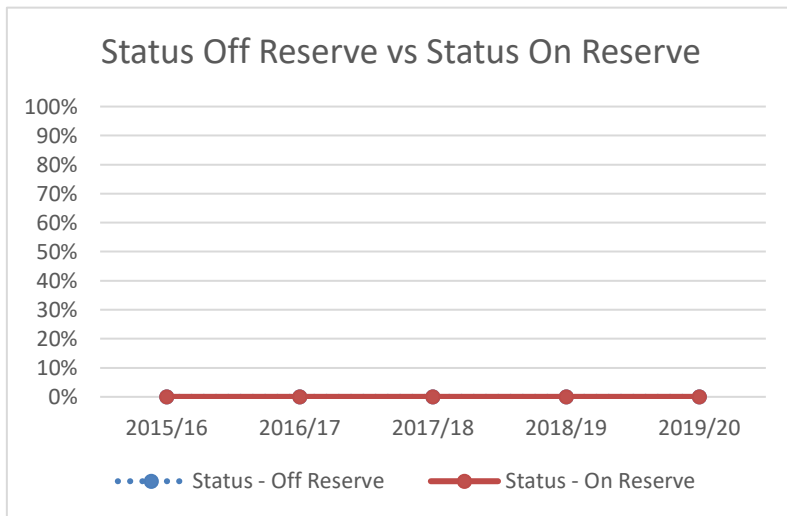


Figure 19: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

- In 2019/20, information is masked.
- Over 5 years, information is masked.

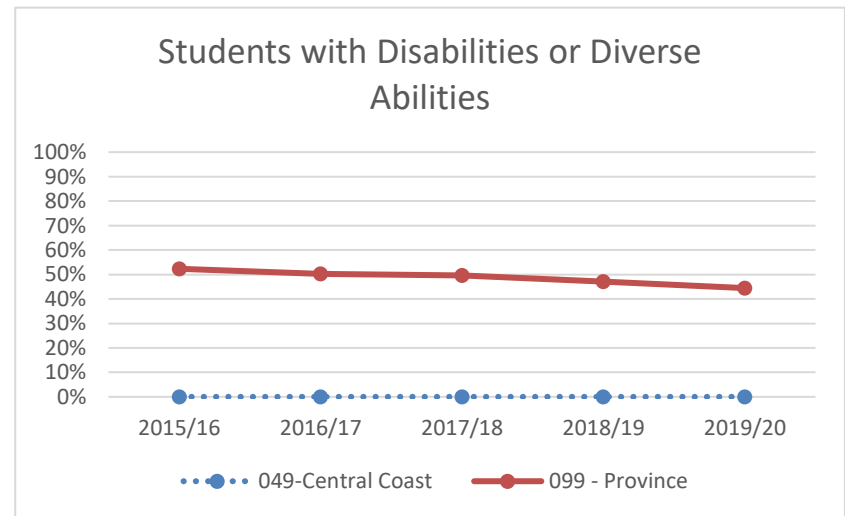


Figure 20: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

- In 2019/20, information is masked.
- Over 5 years, information is masked.

Graduation Assessment - Numeracy 10

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

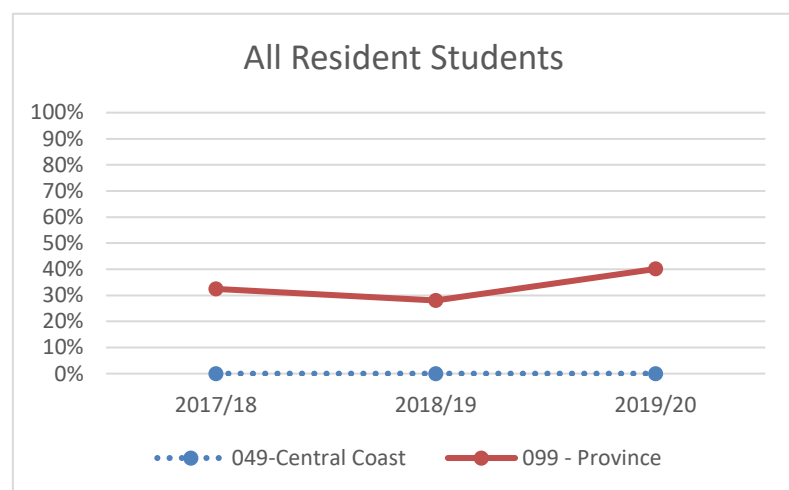


Figure 21: Graduation Assessment Grade 10 Numeracy - All Resident Students

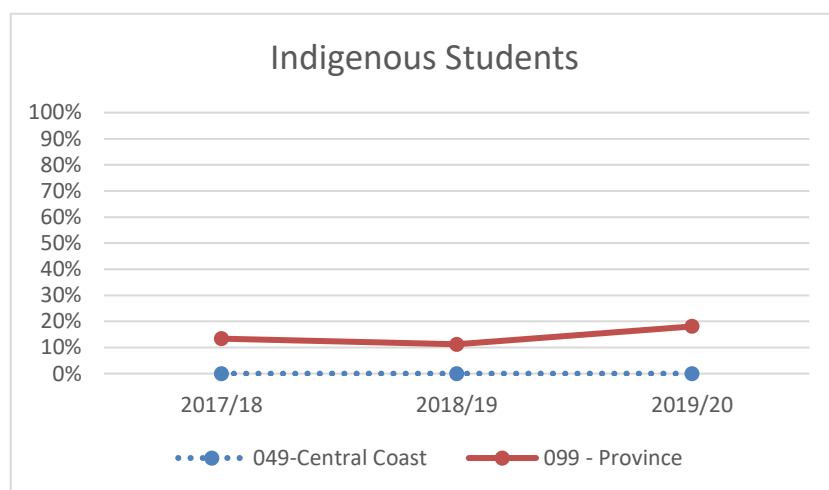


Figure 22: Graduation Assessment Grade 10 Numeracy - Indigenous Students

- In 2019/20, information is masked.

- Over 3 years, information is masked.

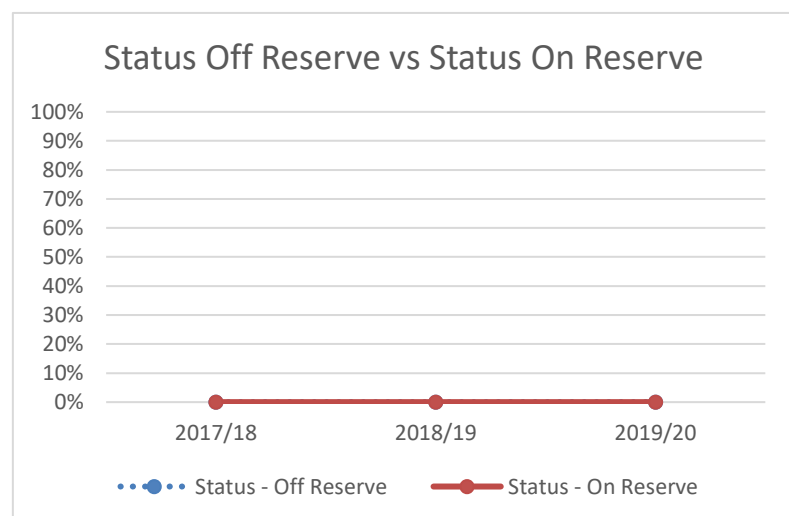


Figure 23: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

- In 2019/20, information is masked.

- Over 3 years, information is masked.

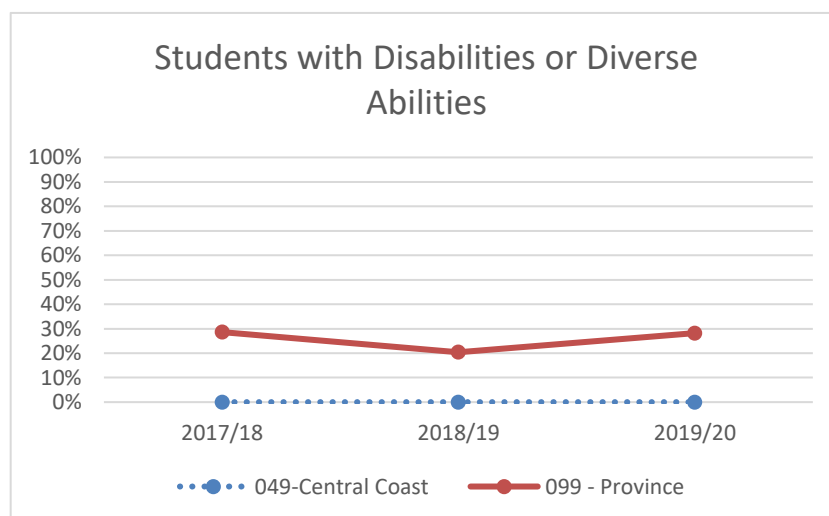


Figure 24: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

- In 2019/20, information is masked.

- Over 3 years, information is masked.

Grade to Grade Transition - Grade 11

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

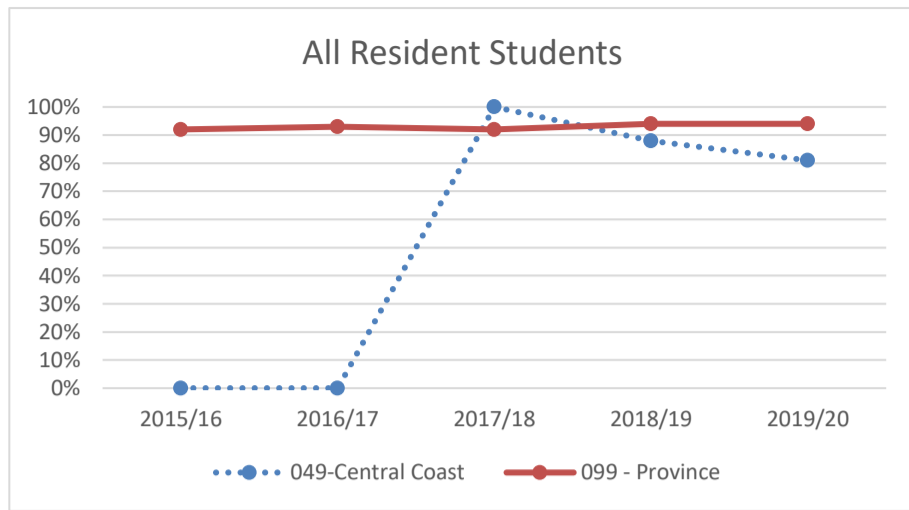


Figure 25: Transition Grade 11 to 12 - All Resident Students

- In 2019/20, SD49 performed at a rate 13% lower than the province.

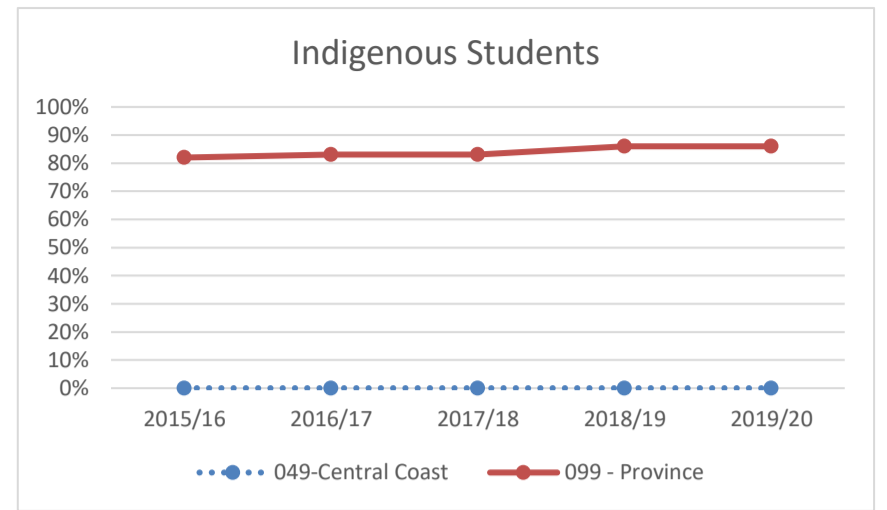


Figure 26: Transition Grade 11 to 12 - Indigenous Students

- In 2019/20, information is masked.
- Over 5 years, information is masked.

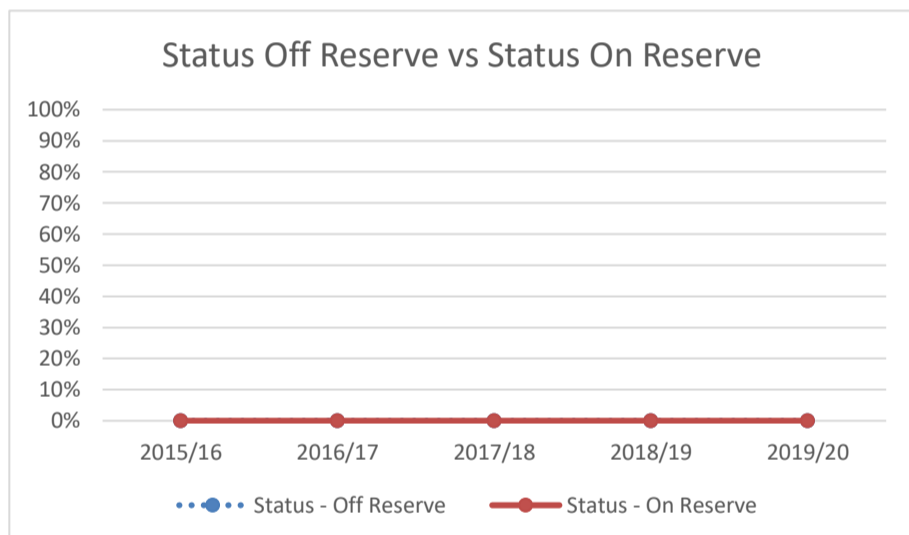


Figure 27: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

- In 2019/20, information is masked.
- Over 5 years, information is masked.

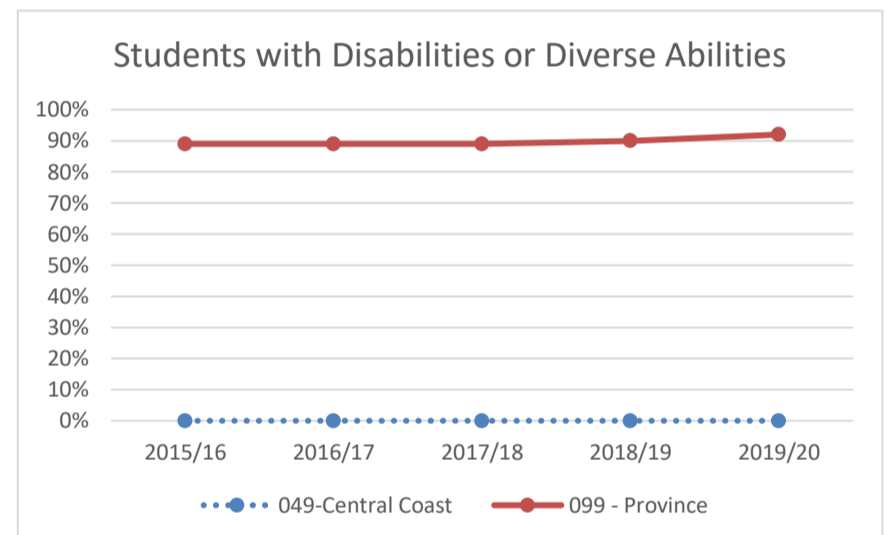


Figure 28: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

- In 2019/20, information is masked.
- Over 5 years, information is masked.

Student Learning Survey (SLS) - Feel Welcome

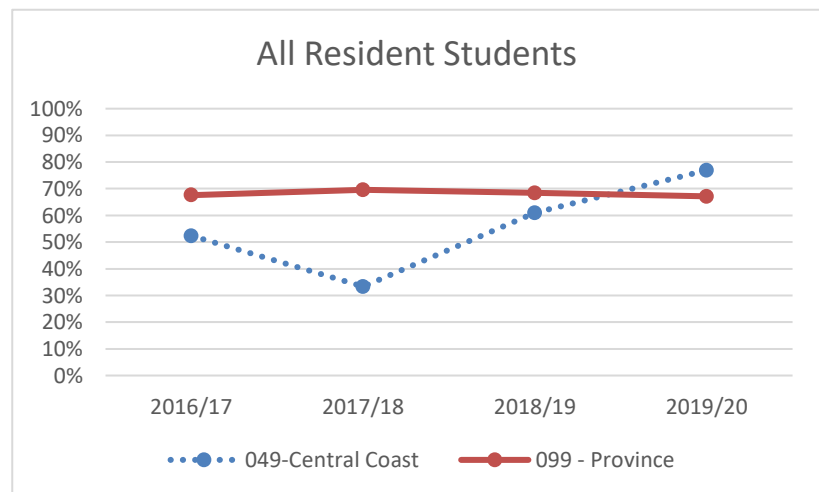


Figure 29: SLS - Feel Welcome - All Resident Students

- In 2019/20, SD49 performed at a rate 10% higher than the province.
- Over 4 years, SD49 performed at a rate 12% lower than the province.

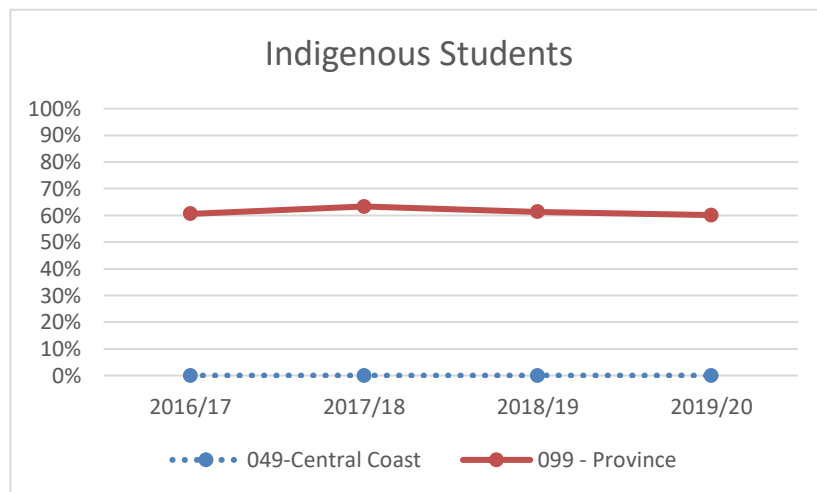


Figure 30: SLS - Feel Welcome - Indigenous Students

- In 2019/20, information is masked.
- Over 4 years, information is masked.

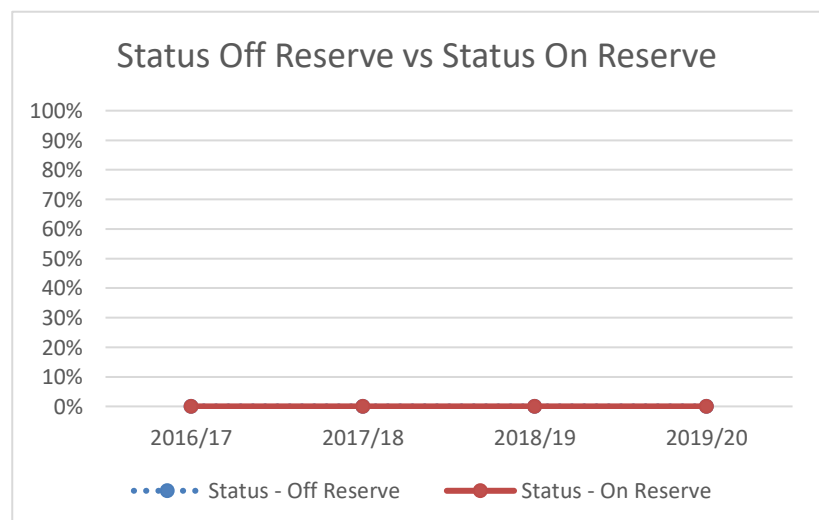


Figure 31: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

- In 2019/20, information is masked.
- Over 4 years, information is masked.

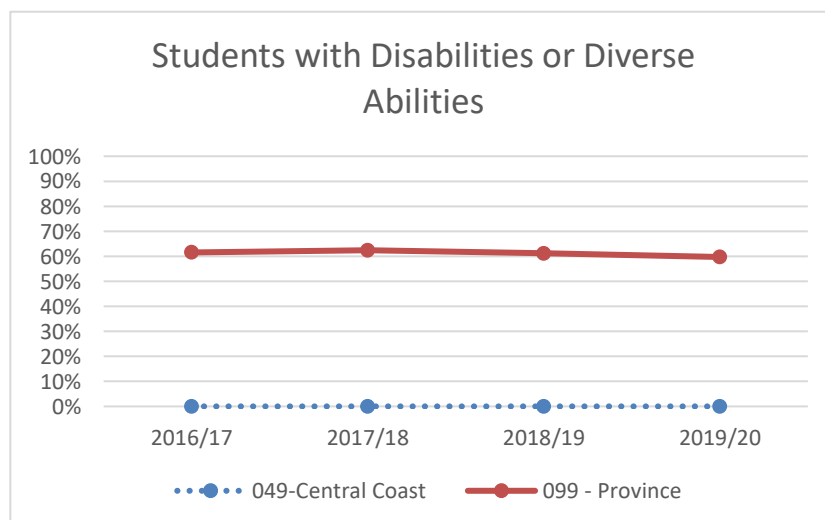


Figure 32: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

- In 2019/20, information is masked.
- Over 4 years, information is masked.

Student Learning Survey (SLS) - Feel Safe

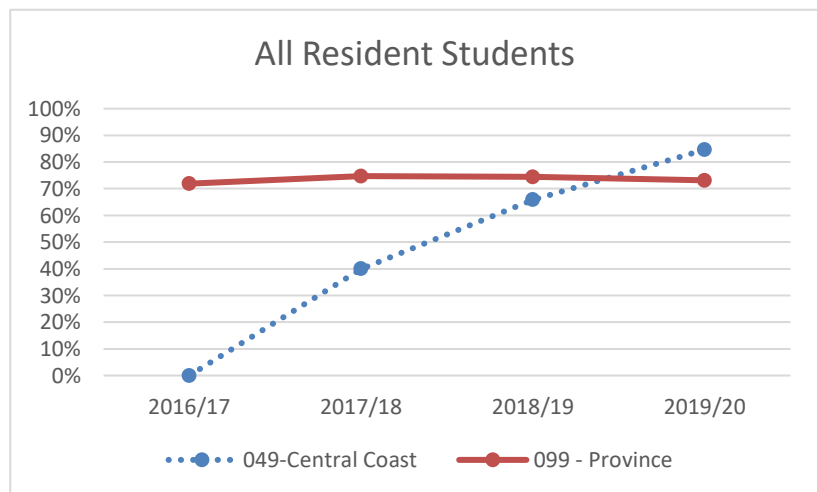


Figure 33: SLS - Feel Safe - All Resident Students

- In 2019/20, SD49 performed at a rate 12% higher than the province.

As 'Do you feel safe at school?' is an anonymous question on the SLS, subpopulation is not data available for further analysis.

Student Learning Survey (SLS) - School Belong

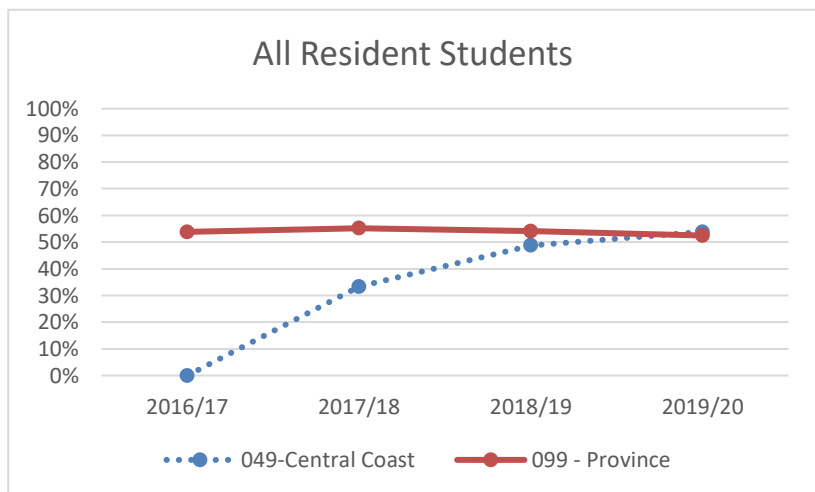


Figure 34: SLS - School Belong - All Resident Students

- In 2019/20, SD49 performed at a rate 1% higher than the province.

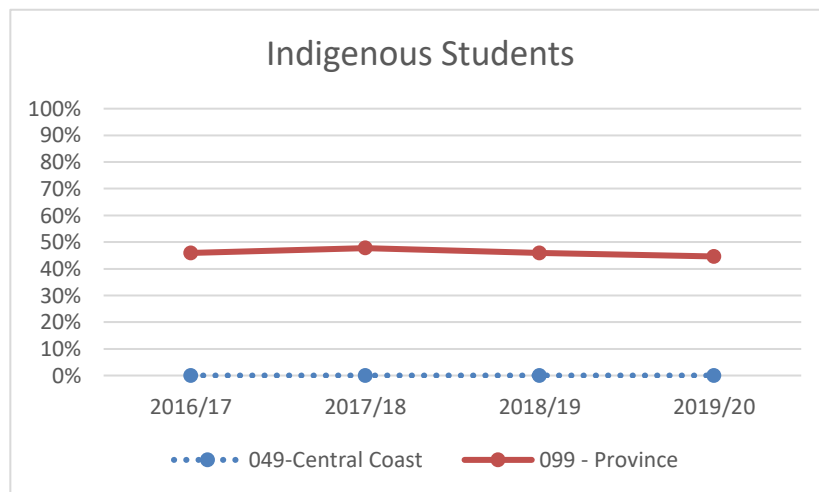


Figure 35: SLS - School Belong - Indigenous Students

- In 2019/20, information is masked.
- Over 4 years, information is masked.

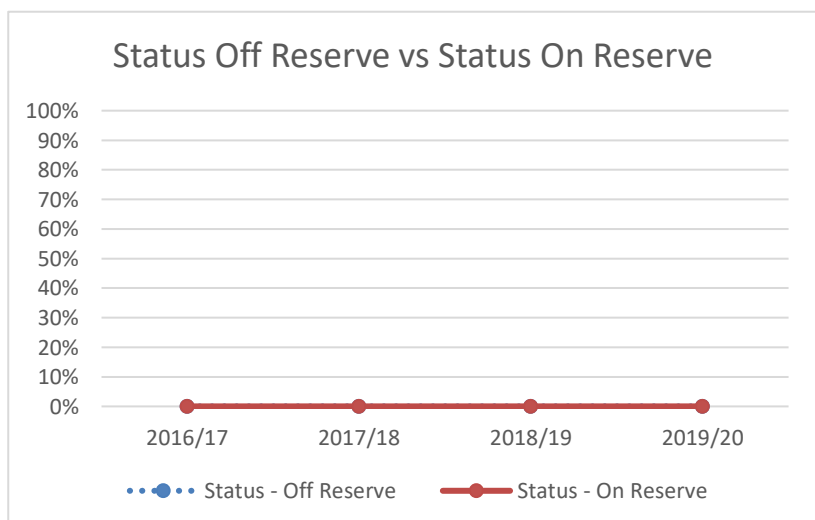


Figure 36: SLS - School Belong - Status - Off Reserve and Status - On Reserve

- In 2019/20, information is masked.
- Over 4 years, information is masked.

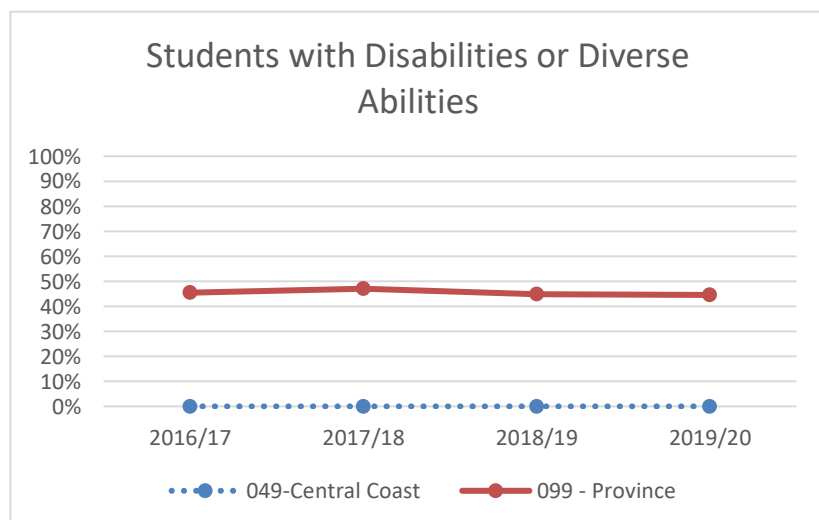


Figure 37: SLS - School Belong - Students with Disabilities or Diverse Abilities

- In 2019/20, information is masked.
- Over 4 years, information is masked.

Student Learning Survey (SLS) - Adults Care

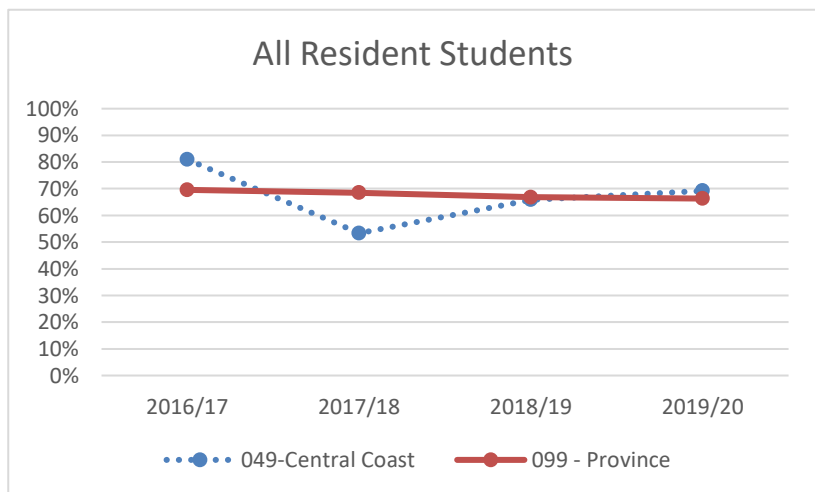


Figure 37: SLS - Adults Care - All Resident Students

- In 2019/20, SD49 performed at a rate 3% higher than the province.
- Over 4 years, SD49 performed at a rate 2% lower than the province.

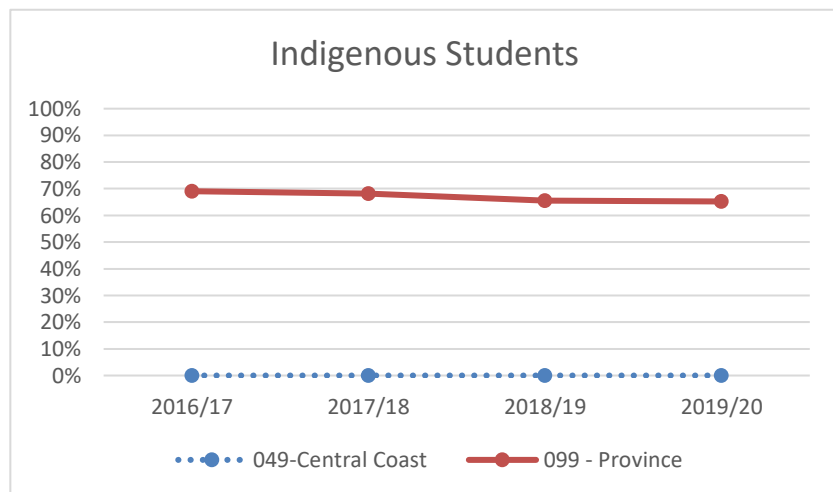


Figure 38: SLS - Adults Care - Indigenous Students

- In 2019/20, information is masked.
- Over 4 years, information is masked.

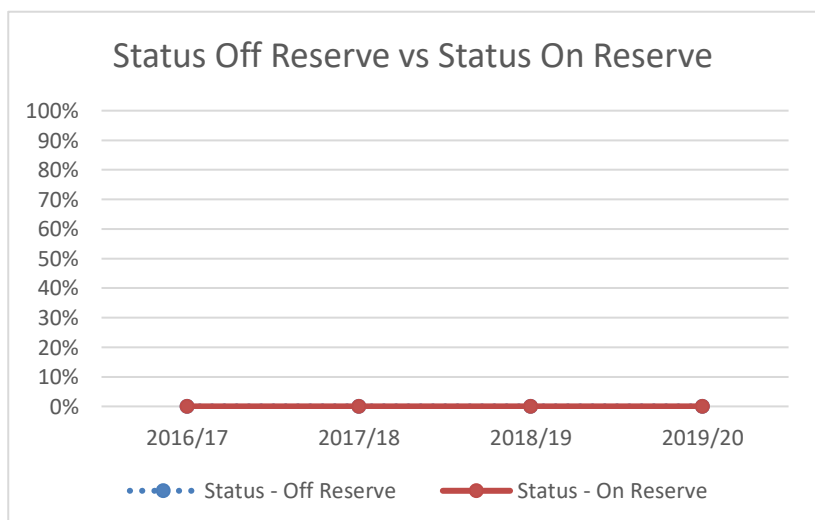


Figure 39: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

- In 2019/20, information is masked.
- Over 4 years, information is masked.

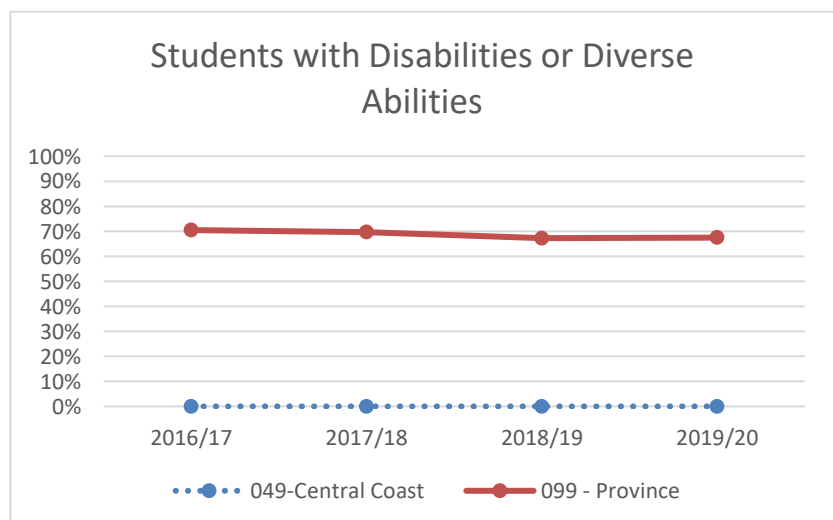


Figure 40: SLS - Adults Care - Students with Disabilities or Diverse Abilities

- In 2019/20, information is masked.
- Over 4 years, information is masked.

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)

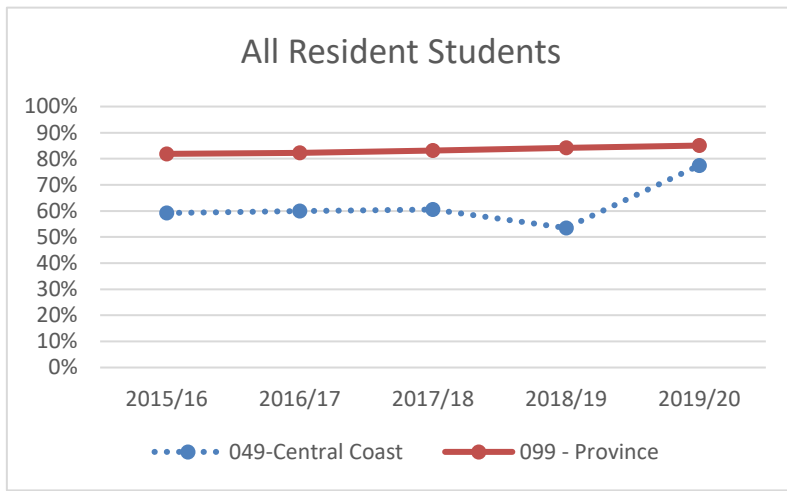


Figure 41: 5 Year Completion Rate - All Resident Students

- In 2019/20, SD49 performed at a rate 8% lower than the province.
- Over 5 years, SD49 performed at a rate 21% lower than the province.

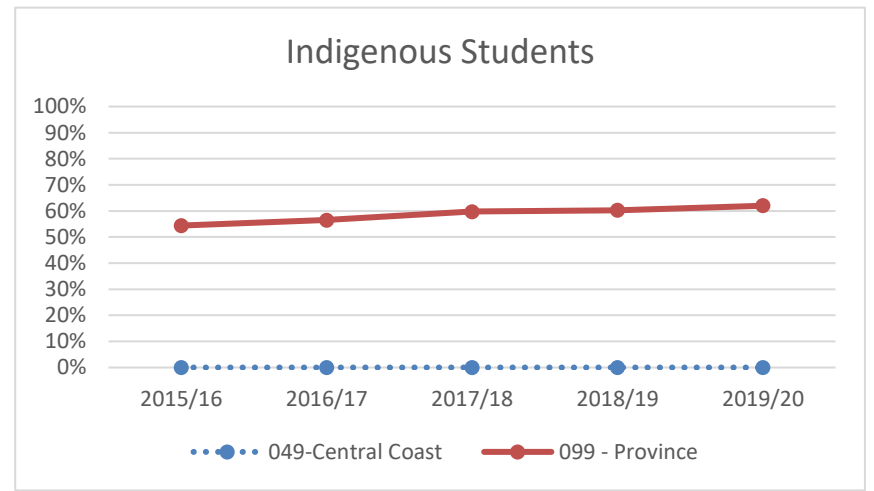


Figure 42: 5 Year Completion Rate - Indigenous Students

- In 2019/20, information is masked.
- Over 5 years, information is masked.

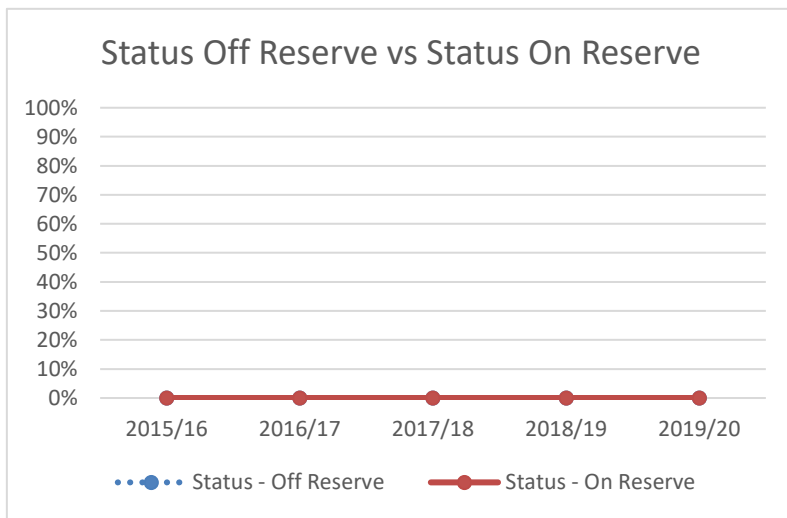


Figure 43: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

- In 2019/20, information is masked.
- Over 5 years, information is masked.

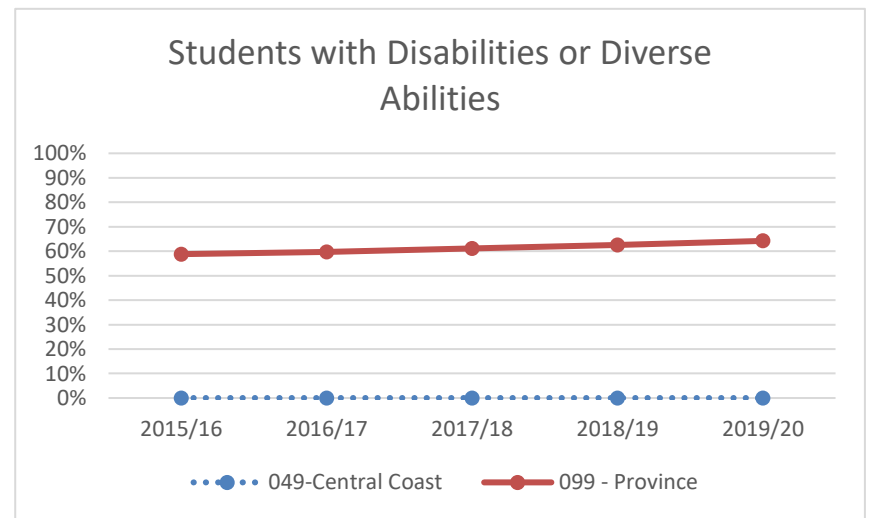


Figure 44: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

- In 2019/20, information is masked.
- Over 5 years, information is masked.

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)

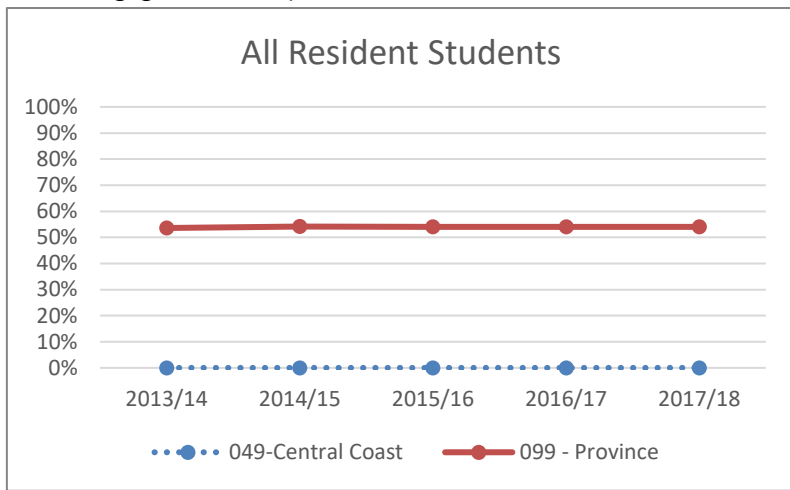


Figure 45: Post-Secondary Institute Transition - All Resident Students

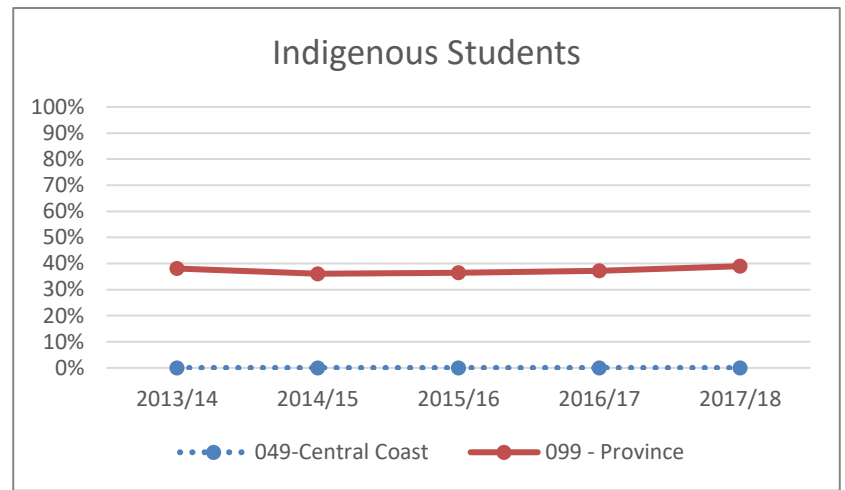


Figure 46: Post-Secondary Institute Transition - Indigenous Students

- In 2017/18, information is masked.

- Over 5 years, information is masked.

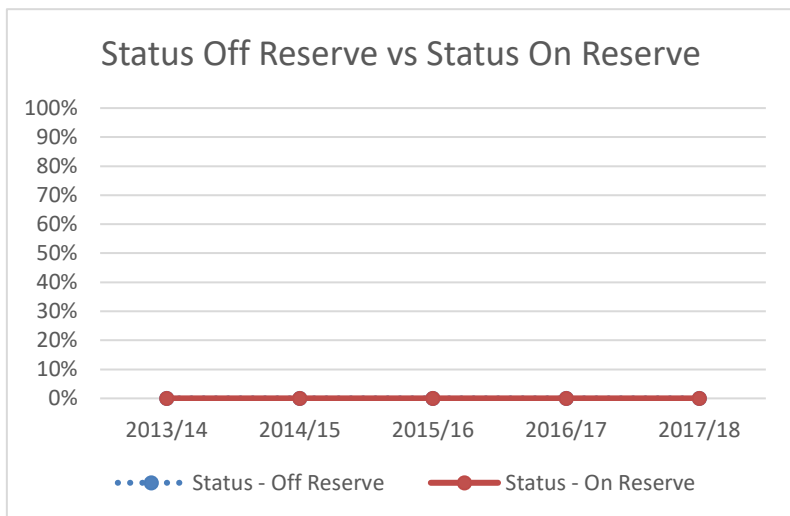


Figure 47: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

- In 2017/18, information is masked.

- Over 5 years, information is masked.

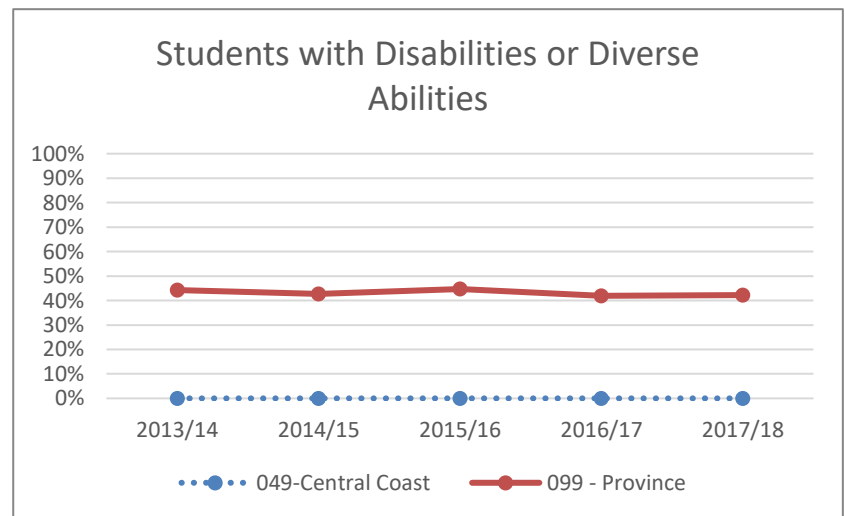


Figure 48: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

- In 2017/18, information is masked.

- Over 5 years, information is masked.

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)

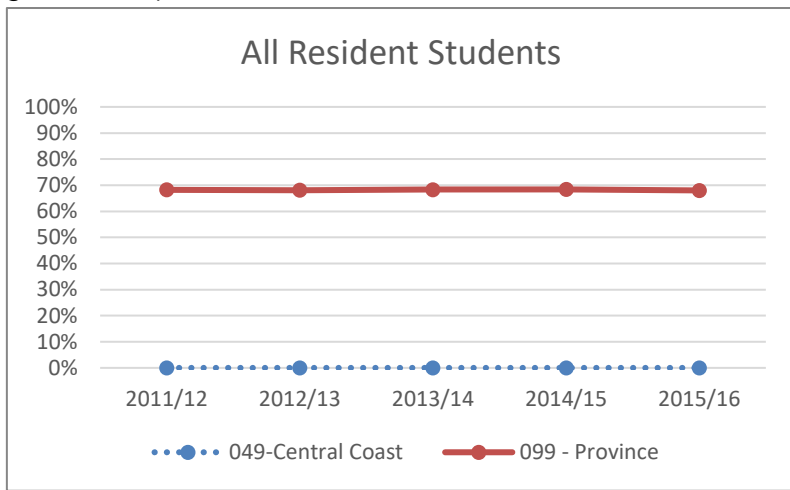


Figure 49: Post-Secondary Institute Transition - All Resident Students

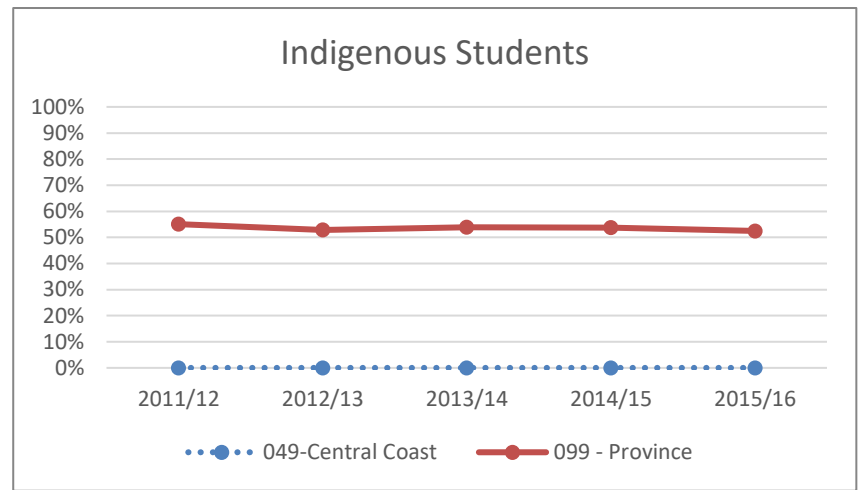


Figure 50: Post-Secondary Institute Transition - Indigenous Students

- In 2015/16, information is masked.

- Over 5 years, information is masked.

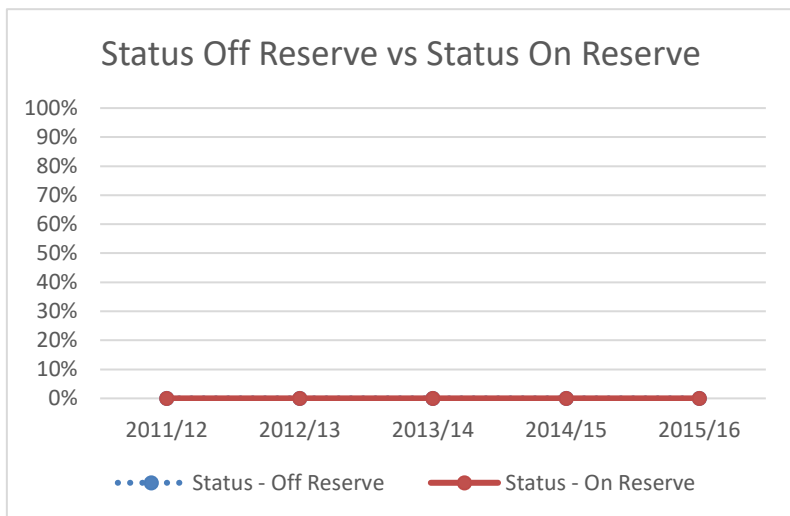


Figure 51: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

- In 2015/16, information is masked.

- Over 5 years, information is masked.

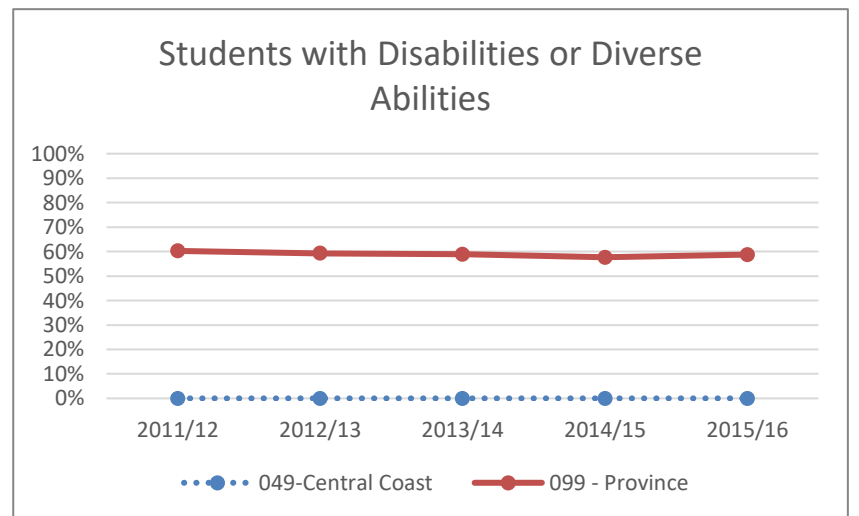


Figure 52: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

- In 2015/16, information is masked.

- Over 5 years, information is masked.

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

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

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.