1

The following image describes the interconnectedness amongst the FESL, Strategic Plan and school level planning:

Figure 1: Continuous Improvement of Student Achievement Process

INTELLECTUAL DEVELOPMENT

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Strategies for Increased Success:

- Develop a K-12 literacy vision and framework as referenced in the District's Strategic Plan. (Goal 4, Objective 1) and monitor its impact on student achievement.
- Work with schools to identify the specific students who are 'emerging' on the FSA reading and writing assessments to develop individual plans to enhance their literacy skills. Special attention should also be paid to local classroom based measures.
- Focus on early learning literacy practices to provide equitable opportunities for success.
- Develop early learning literacy assessment practices across the district. For example, an assessment in K for reading readiness and an early primary reading assessment protocol.
- Work with secondary schools to identify students whose literacy competencies are emerging and develop cross curricular plans to enhance literacy competencies for identified students.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1:
Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending as specified in provincial assessments.
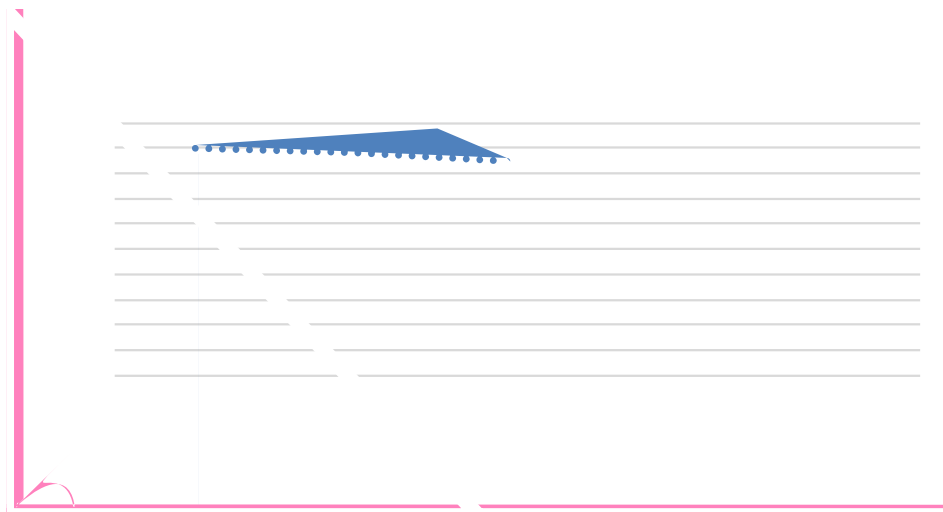

Figure 5: FSA Grade 4 Numeracy - All Resident Students

Figure 6: FSA Grade 7 Numeracy - All Resident Students

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Measure 2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments

Figure 7:

Figure 11: SLS - Feel Safe - All Resident Students

Figure 12: SLS - School Belong - All Resident Students

Key Findings:
- The percentage of students overall who indicate on the Student Learning Survey that they feel welcome, safe and a strong sense of belonging is slightly above that of the provincial average but still requires attention.
- Trend data indicates that the feeling of belonging decreases as students become older.
- There is a significant gap in this area between the overall student population and Indigenous students and children and youth in care that requires further analysis and action.

Strategies for Increased Success:
-

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1: Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

Figure 15: Immediate Post-Secondary Institute Transition - All Resident Students

Figure 16: 3 Year Post-Secondary Institute Transition - All Resident Students

Key Findings:
- Richmond has a very high five year overall graduation rate that is above the provincial average and has steadily increased over the past five years.
- A high number of Richmond students relative to the provincial average transition within three years to post-secondary education and the number may actually be higher as every year a number of Richmond students transition to post-

C. Specific Student Populations

Key Findings:
<u>Indigenous Students:</u>
Fewer than 1% of the student population in Richmond self-identify as Indigenous and as such, there is very little public data available for inclusion in this report. None of these students live on-reserve so all data provided is for students living off-reserve.

Figure 17: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

Figure 18: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

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

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

Figure 21: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities
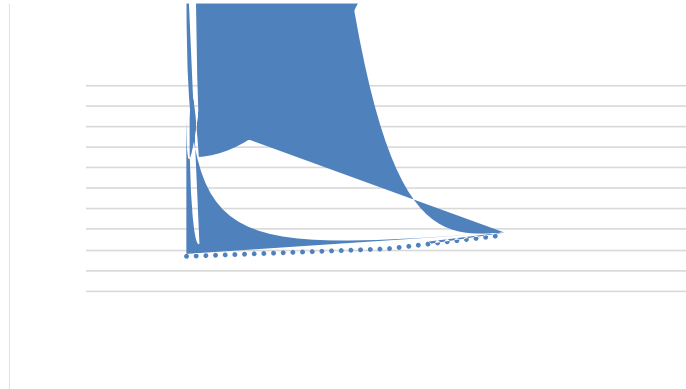

Figure 22: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities
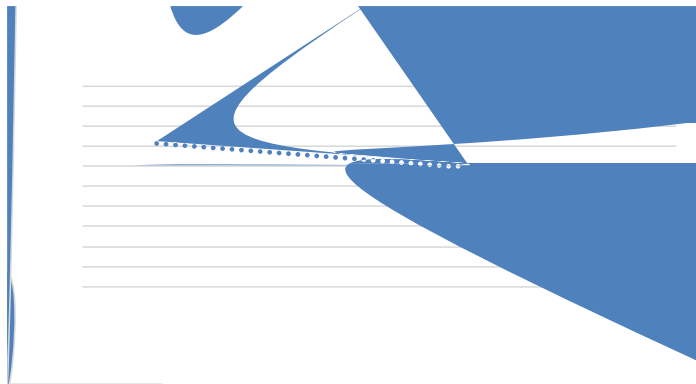

Figure 23: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

Figure 24: SLS - School Belong - Students with Disabilities or Diverse Abilities
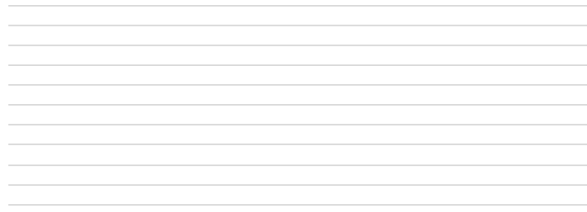
Figure 25: SLS - Adults Care - Students with Disabilities or Diverse Abilities

Figure 26: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities
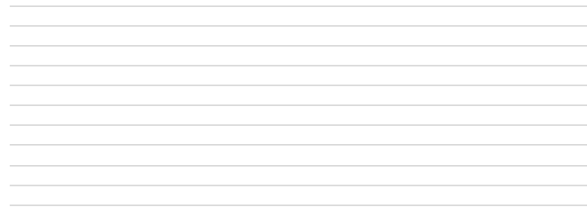
Figure 27: Immediate Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

Figure 28: 3 Year Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

Appendix A: Tables of Counts and Percentages

FSA Grade 4 Reading			

Grade to Grade Transition (10 to 11)					
District		10 to 11			
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	99%	94%	93%	97%	98%
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	99%	100%	97%	95%	98%
Number of Writers					
All Resident Students	1,711	1,744	1,678	1,563	1,639
Indigenous Students	mask	mask	mask	mask	mask
Status - Off Reserve	mask	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	mask	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	143	129	135	149	172

Grade to Grade Transition (11 to 12)					
District		11 to 12			

SLS - Feel Welcome					
District	SLS - Feel Welcome				

SLS -

Draft K-12
Student Reporting Policy
Background & Rationale

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Student Reporting Policy in B.C.

From 1994 to 2016, student reporting policy in B.C. remained largely unchanged. However, in 2016 British Columbia began implementing a newly developed provincial curriculum. This curriculum is flexible, maintains a focus on literacy and numeracy, and supports deeper learning through concept-based and competency-driven approaches. The goal of this curriculum is to support the development of educated citizens who are critical and creative thinkers and communicators, and who are personally and socially responsible in all areas of their lives. The new curriculum honours the ways in which students think, learn, and grow, and prepares them for a successful lifetime of learning where ongoing change is constant.

Such a significant change in how and what students are learning in the classroom requires a change to student assessment and reporting policies and practices. As a result, B.C.'s student reporting policy needs to align with key principles of the new curriculum, such as developing essential skills and competencies and making students more active participants in their learning.

To ensure curricular alignment, and a clear and consistent framework for communicating student learning across B.C., the Ministry of Education has worked with education partners to develop a new draft K-12 Student Reporting Policy. This revised policy unifies three existing policy options into a single policy and creates alignment and consistency across reporting practices in every school in B.C. This policy will ensure students, parents

Between September 2017 and June 2020, the Ministry also ran a reporting pilot, formally involving several districts, to inform the creation of a new K-12 reporting policy aligned with the new curriculum. The Pilot Implementation Team provided valuable feedback and information about the opportunities and challenges associated with using the Provincial Proficiency Scale and with different reporting schedules.

The Ministry also conducted national and international research and a survey of piloting districts to explore desirable directions for B.C. student reporting. Feedback was also gathered from non-participating districts to inform the resulting draft policy to determine what was being done across the education sector. Extensive research as well as School District, educator and parental feedback have all been used to craft the proposed K-12 Student Reporting Policy.

Elements of the New Policy

The proposed new K-12 Student Reporting Policy is comprehensive, curriculum-aligned, and designed to create a consistent standard for all learners province-wide. The new policy will require descriptive feedb   pr31eedbpt6t80 Td(l)d)4 (y)4 (8/ s/ 533df(e)3 ()( )TJ0.(e)TJ200 ( )1(-)Tj0.005

Key Differences	
Current State	*Future State*
Three policy options, K-12	One K-12 reporting policy
Seventeen proficiency scales province-wide	One provincial proficiency scale
No timing requirement on first report	A learning update required within the first 25% of instructional time
Student self-assessment of core competencies, K-9	Student self-assessment of core competencies, K-12
Student goal setting not required	Student goal setting required, K-12
Different reporting requirements for students with diverse abilities	Inclusive education reporting requirements aligned

Multiple differences between K-

able to *do* in a given grade or area of learning (Curricular Competencies) and define what students should *know* in a given area of learning at a particular grade level (Content). Teachers use the Learning Standards to decide what types of learning activities happen in their classroom and then use appropriate criteria to evaluate and communicate student learning.

While stu

Summary of Learning

teacher feedback on student attendance, areas of significant growth, and opportunities for further development

student self-assessment of the Core Competencies

student goal setting

The Provincial Proficiency Scale

The four-point provincial proficiency scale is used to communicate student progress in all areas of learning. It is a requirement for student reporting in Grades K-9 and may be used in Grades 10-12. The four points on the scale include Emerging, Developing, Proficient, and Extending.

Proficiency Scale[1]
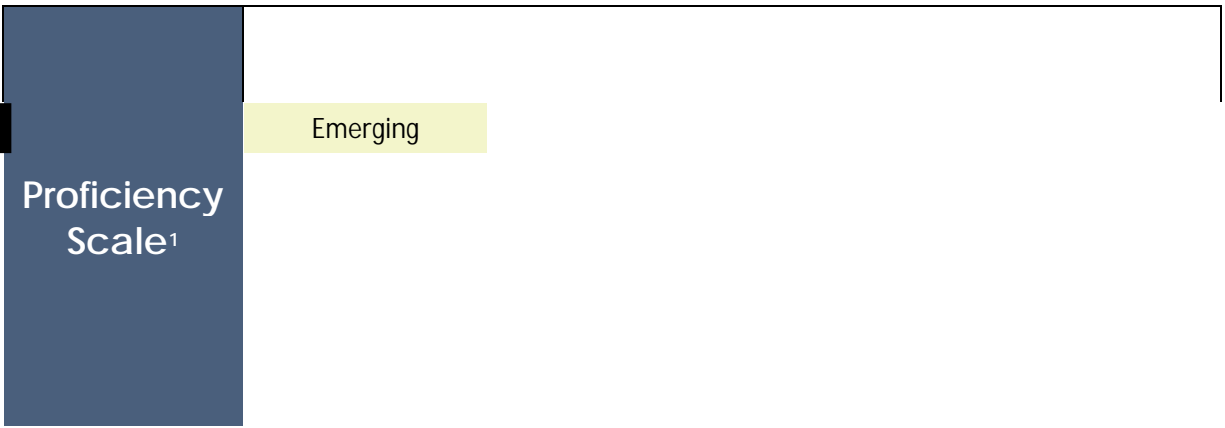
Emerging

6. The teacher describes student progress as "Emerging," "Developing," "Proficient,' or "Extending" expectations

7. The teacher incorporates descriptive feedback on how the student demonstrated their learning to inform the given placement on the scale and makes recommendations to support further competency development

It is important to remember that students come into every learning situation with their own experiences and background knowledge. Students do not necessarily begin at Emerging or Developing at the beginning of each school year. Similarly, students do not only reach Proficient at the end of the school year. It is also important to recognize that

At the end of the school year or at the completion of a course, teachers assign a letter grade to indicate each student's overall progress in the area of learning or course. Due to the cumulative nature of learning, the final term work may be more heavily weighted as it indicates more accurately the performance of the student in relation to the Learning Standards.

Descriptive Feedback

Descriptive feedback includes strength based, written comments or documented conversations that are aligned to the Learning Standards and describe student progress, as well as identify specific goals for future growth. A strength-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and at different rates. Feedback is focused on what the student can do and what they are working toward.

Parents' perceptions of the validity of student reporting are often directly related to the quality of these descriptive written comments. The following are some guidelines teachers may use for the creation of comprehensive descriptive written comments:

write meaningful feedback that refers specifically to the student's strengths and growth since the last communication of student learning

include information on areas of needed development including goals a student can work on, both at school and at home

write directly to parents about what their child is

Student Self-

providing ongoing and repeated opportunities for students to set goals and reflect on their learning and progress toward their goals

asking open-ended questions and strategies such as think-alouds to prompt student self-reflection and the acquisition of metacognitive language and skills

encouraging students to talk about and document their strengths and areas for development in relation to the Core Competencies and in different areas of learning

Through self-assessment of the Core Competencies, students are encouraged to set goals and take increased responsibility for their learning, rather than relying on external direction.

Student Goal Setting

Students who set goals gain greater ownership of their learning, particularly when teachers are able to provide students with detailed feedback that supports achieving their goals. Such goals encourage ownership over learning and may include personal, educational, or career-related contexts. Student goals may emphasize experiential learning, cultivating community connections, gathering authentic evidence of learning, reflecting on learning in school and/or out of school, and improving Core Competency development.

Format of Student Goal Setting

The new K-12 Student Reporting Policy requires that student-generated goal setting content must be included in at least 2 written learning updates and the summary of learning. However, in the interest of flexibility for students and their learning, the policy does not specify how student goal setting should be taught or documented. The form and process to support goal setting are to be outlined and determined by the district or school and integrated into local practice.

Supporting Student Goal Setting

Teachers can support student goal setting by providing guidance through ongoing conversations and feedback. Some ideas for how teachers can support student goal setting include:

cultivating a mentoring relationship with students and encouraging regular self-assessment of the Core Competencies

offering ongoing conversations focused on students' learning and life aspirations to encourage the development and refinement of personal learning goals

supporting students in developing action plans to support their goals and helping them navigate challenges

facilitating development and learning opportunities related to specific goals; this may include introducing students to suitable resources, opportunities, other educators or community partners relevant to their goals

Insufficient Evidence of Learning

The proposed K-12 Student Reporting Policy introduces a new reporting symbol, "IE." This symbol is used to alert parents and caregivers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum. This means that teachers do not have enough information to adequately assess a student using the four-point Provincial Proficiency S Tw 12 3Td( )Tj. 0.003 Tc 0.00-3 Tw 0.3 0 Td(h)-112 ()-1 (0 T

schedules aligned with the policy. The example below demonstrates how the policy could be interpreted for a year-

Appendix B – Roles & Responsibilities in Student Reporting

The Ministry, school boards, school administrators and teachers have different, yet complementary, roles and responsibilities in communicating student learning to parents.

It is the responsibility of the Ministry to:

provide legislation and policy regarding communicating student learning and make this information available to parents; this includes the new Student Reporting Policy (2022)

provide relevant provincial curriculum that defines the expected Learning Standards for each grade and area of learning

provide descriptions of student proficiency through provincial assessment activities

provide resources to assist school boards and districts and educators in their work to implement provincial policies

provide reporting templates on MyEducation BC

evaluate the effectiveness of reporting requirements

provide parents with information about what they can expect their children to be learning and how this learning will be communicated with them

It is the responsibility of school boards to:

ensure that provincial legislation and policy is followed in schools

devise reporting practices that best reflect their local communities and align with the new Student Reporting Policy (2022)

offer each school assistance in following reporting policy and procedures

approve the use of local student reporting form that satisfy Ministry content requirements, if the provincial forms are not used

monitor the effectiveness of new reporting practices and address deficiencies

It is the responsibility of school administrators to:

ensure that teachers follow provincial legislation and policy

communicate to teachers the procedures outlined in the chosen reporting policy, as well as the reporting format and timeline for their school

use approved reporting forms

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assist teachers with reporting procedures

monitor parental satisfaction with reporting policies

establish a school policy for withdrawal and transfer of students in Grades 8 to 12

maintain complete and accurate records of reports as required by the School Act, regulations made under it, and ministerial orders

determine the most appropriate way of ensuring that schools respond to parents' requests for information on the curriculum taught in schools

It is the responsibility of teachers to:

follow provincial legislation and policy for reporting on student progress

plan and implement comprehensive classroom assessments that will gather robust data that a teacher can use to effectively report on student progress

provide parents with complete, easily understood and accurate evaluations of their children's proficiency and progress based on the Learning Standards of the curriculum, additional support provided through accommodations, or individualised goals for students supported through replacement Learning Standards.

provide information on student progress to parents of students with diverse abilities and disabilities that follow the legislation,ow throuthw t-1.22 Td(Tf0.005 TcfTd ( )10 (pa o)12 nd7 (i)14 (

Ministerial Order 295/95, the Required Areas of Study Order (PDF)
Ministerial Order 231/19, the Educational Program Guide Order (PDF)
Ministerial Order 638/95, the Individual Education Plan Order (PDF)