

Report on the Annual Bar Workshop Panel Identifying Learning

U.S. (RICHMOND)
SEPTEMBER 2007



INDIGENOUS LAND ACKNOWLEDGEMENT

The Richmond Board of Education acknowledges and thanks the First Peoples of the h nq min m language group on whose traditional and unceded territories we teach, learn and live.

OUR DISTRICT CONTEXT

The Richmond School District is a large, urban and multicultural school district that lies within the boundaries of the City of Richmond. Our community's shared history began thousands of years ago as a place where the First Peoples gathered and lived. Today, Richmond is located on the traditional and unceded territories of the h nq min m language group, and is a community of over 200,000 people from all over the world.

62 per cent of all Richmond students speak a language other than English as their primary language at home, while 34 per cent of all Richmond students are designated English Language Learners (ELL). Richmond schools welcome Indigenous students from 23 different nations who make up approximately 1% of our total student population. None of these students live on reserve.

The District offers a variety of programs of choice at both the elementary and secondary level. In our 37 elementary schools, programs of choice include early and late French Immersion and Montessori. French Immersion, International Baccalaureate, Mini Schools, and programs with online and blended learning options are available in our 10 secondary schools. There are also 12 different program options for students with disabilities and diverse abilities, including district alternate programs that address a wide range of learning needs and alternate pathways to graduation.

USE OF DATA

The Ministry of Education provided both masked and unmasked raw data to school districts in order to inform the FESL report. As the report is a public document, the charts and tables in this report only refer to data available in the unmasked data set in order to ensure the privacy of individual students where the number of students is very small and individuals could potentially be identified

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

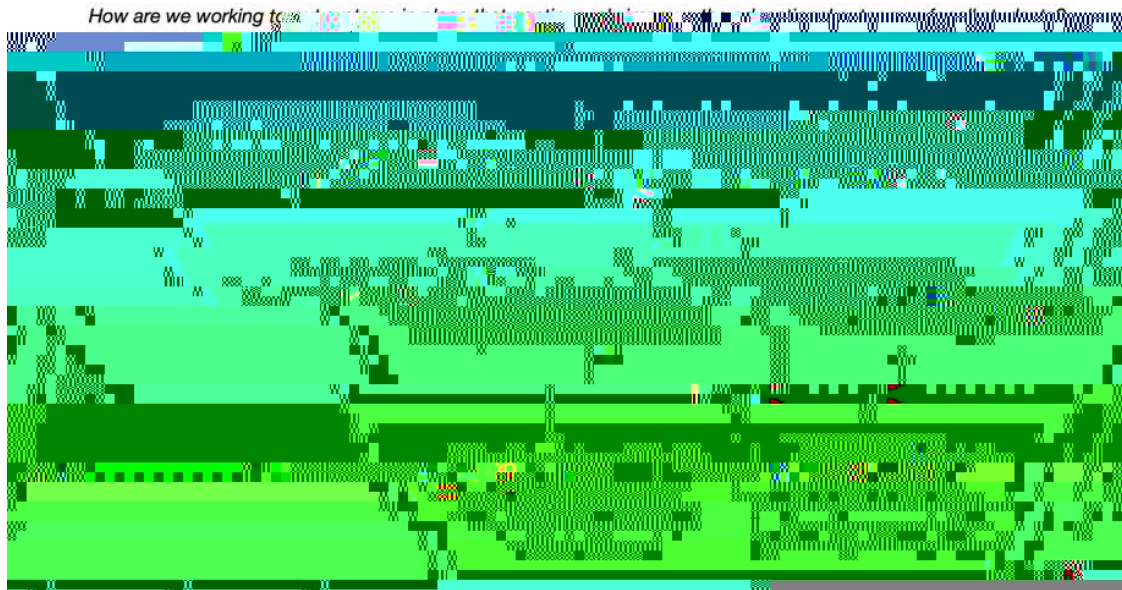


Figure 1: Continuous Improvement of Student Achievement Process

INTELLECTUAL DEVELOPMENT

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

Measure 1.1:

Current year and 3 year trend for the number and percentage of students in Grades 4 & 7 on-track and extending literacy expectations as specified in provincial assessments.

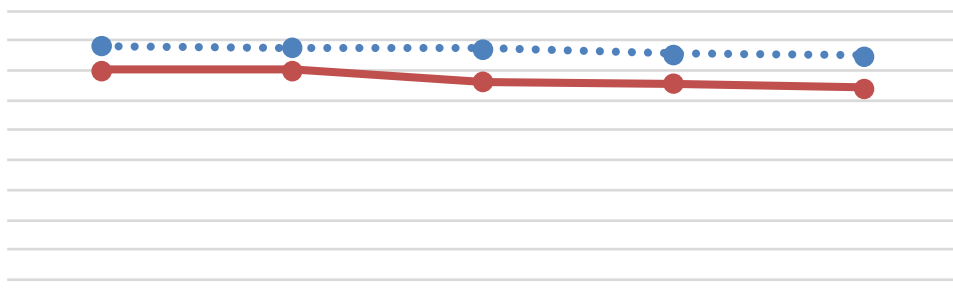


Figure 2- FSA Grade 4 Reading All Resident Students

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 2.2: 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

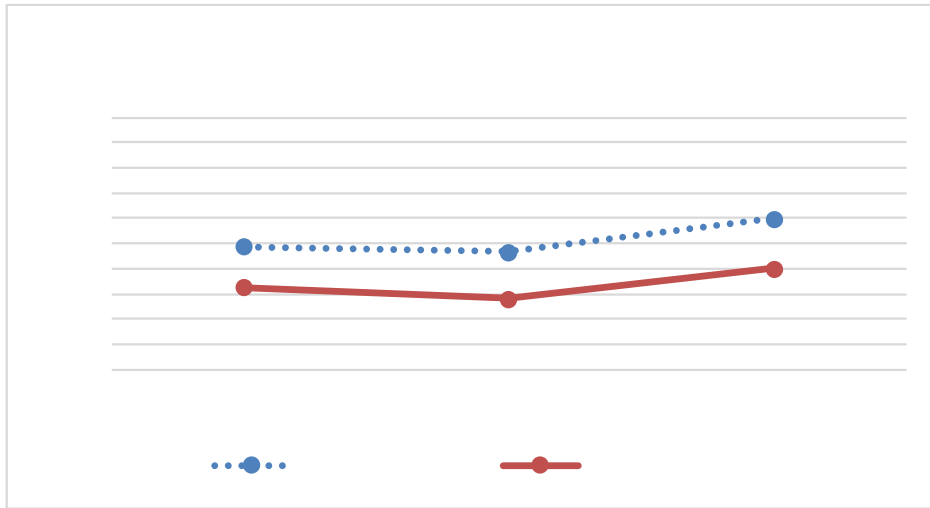


Figure7: Graduation Assessment Grade 10 Numeracy All Resident Students

Measure 2.3 Number and percentage of students who are completing grade to grade transitions on time

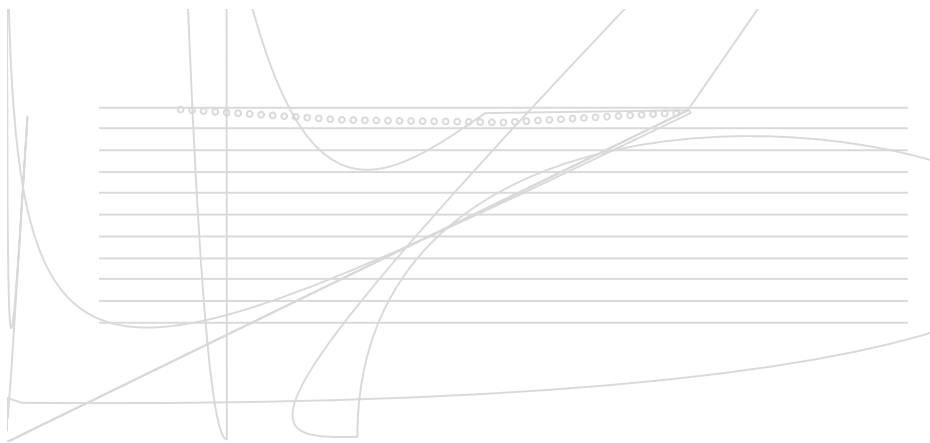


Figure8: Transition Grade 10 to 11 All Resident Students



Figure9: Transition Grade 11 to 12 All Resident Students

Key Findings:

- The Richmond School District has a history of students consistently performing above the provincial average on the numeracy component of the FSA as well as on the grade 10 numeracy assessment.
- With that being said, it is clear there are students who are demonstrating skills at the emerging level in the FSA numeracy component as well as the grade 10 numeracy assessment who would benefit from more targeted numeracy support across the curriculum.
- In particular, Indigenous students and children and youth in care require additional attention and support (please see section C).
- Grade to grade transition rates are high for all students and are very similar to or slightly above provincial rates

Strategies for Increased Success:

- Develop a K-12 numeracy vision and

Measure 3.2: 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.

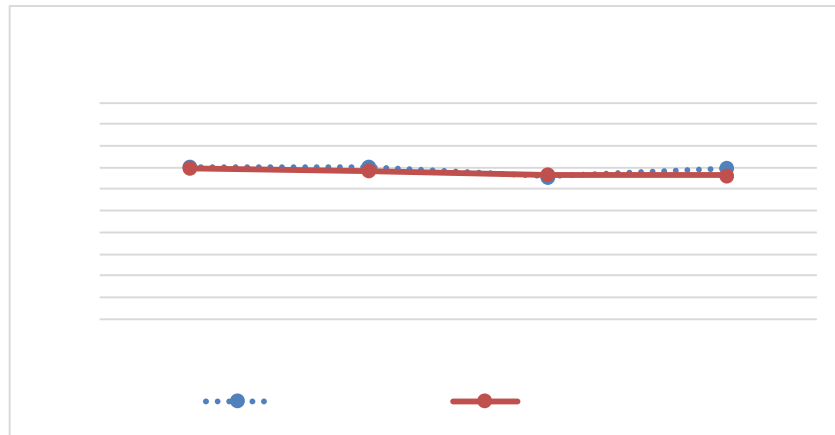


Figure13: SLS Adults Care All Resident Students

Key Findings:

- The majority of students, regardless of grade level, were able to indicate that two or more adults care about them. Three year trend data does demonstrate, however, that there are still a large number of students who are not yet able to identify two or more adults who care about them which requires further investigation and follow-up.

Strategies for Increased Success:

- Develop an action plan for the District’s Strategic Priority Two Equity and Inclusion to enhance the sense of connection, belonging, and positive, personal, and cultural identity. ([Goal 1, Objective 1](#))
- Work with schools to identify students who do not feel that two or more adults care about them all of the time.
- Work with schools to develop understanding as to why students are not feeling cared for all of the time.
- Schools will develop specific practices appropriate to their context to enhance students sense of being cared for by adults.

B. Career Development

Educational Outcome 4: Students will graduate.



Measure 4.1:
Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting grade 8.

Figure14: 5 Year Completion Rate All Resident Students

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-secondary institutions outside of British Columbia.
- Richmond has a relatively high number of English Language Learners who may not be able to meet graduation requirements within the five year period due to language acquisition.
- The graduation rates for Indigenous students and youth in care continue to be lower than for the overall population and require attention (see Section C).

Strategies for Increased Success:

- Work with secondary schools to identify and develop specific targeted support plans to support students who may not be on target for graduating with a Dogwood Certificate within five years.
- Deepen and support learners' abilities to engage in self-assessment and goal setting connected to the curricular and core competencies as reflected in the District's Strategic Plan.

C. Specific Student Populations

Key Findings:

Indigenous Students:

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.

- Masked data for Indigenous students indicates moderate to significant performance gaps on most literacy measures relative to the overall population.
- Masked data for Indigenous students indicates moderate to significant performance gaps on the numeracy portion of the FSA relative to the overall population.
- Indigenous students and children and youth in care tend to indicate lower levels of connection and well-being on the Student Learning Survey relative to the overall population.
- Graduation rates are lower for Indigenous students for non-Indigenous students, however those rates increased to 80% for the 2019/2020 school year.
- The number of Indigenous students transitioning to post-secondary tends to be significantly lower than for other students.

Strategies for Increased Success:

- Continue to focus on early identification and support for Indigenous students who require additional support through the Aboriginal Success Team in addition to district and school-based staff.
- Development and identification of individual support plans for Indigenous students who require additional support.

Children and Youth in Care:

Richmond currently has a very small number of children and youth in care so no public data is available for inclusion in this report.

- Masked data for children and youth in care indicates moderate to significant performance gaps on most literacy measures.
- Data for children and youth in care requires further analysis at the school level due to the extremely small number of students in this category who participated in the numeracy assessments.
- Graduation rates for youth in care are significantly lower than for other students.

Strategies for Increased Success:

- Establish a framework for identifying, monitoring achievement and ongoing reporting to the district for children and youth in care in accordance with Strategic Plan
- Development and identification of individual support plans for children and youth in care.

Students with Disabilities or Diverse Abilities:

- Students with disabilities tend to perform above the provincial average for this student population on most measures discussed in this report.
- Data for students with disabilities or diverse abilities indicates a moderate to significant performance gap on some literacy and numeracy measures relative to the overall population.
- Students with disabilities or diverse abilities tend to indicate similar levels to the overall population on the Student Learning Survey.
- Graduation rates for students with disabilities or diverse abilities tend to be lower than for other students.
- The number of students with disabilities or diverse abilities transitioning to post-secondary tends to be significantly lower than for other students.

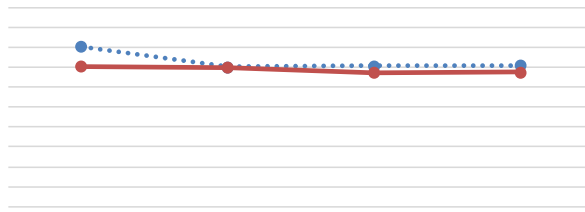


Figure25: SLS Adults Care Students with Disabilities or DiverAbilities

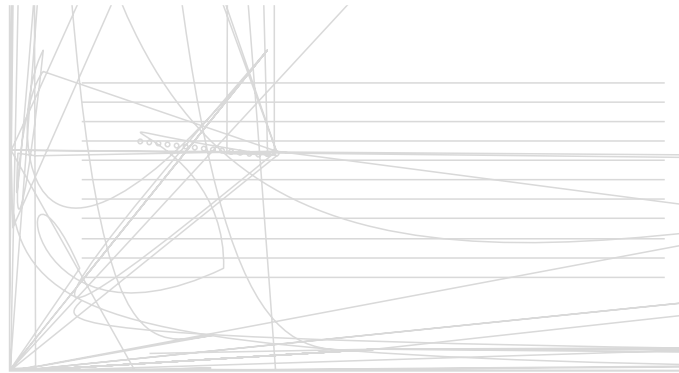


Figure26: 5 Year Completion Rate Students with Disabilities or Diverse Abilities



Figure27: ImmediatePostSecondary Institute TransitionStudents with Disabilities or Diverse Abilities

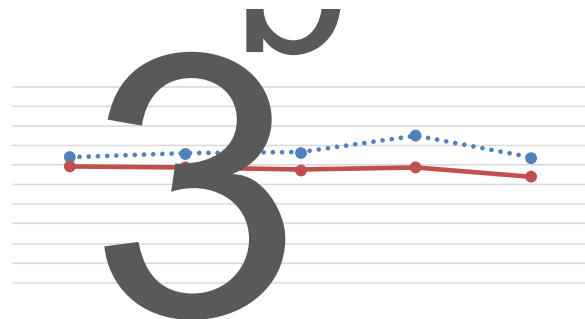
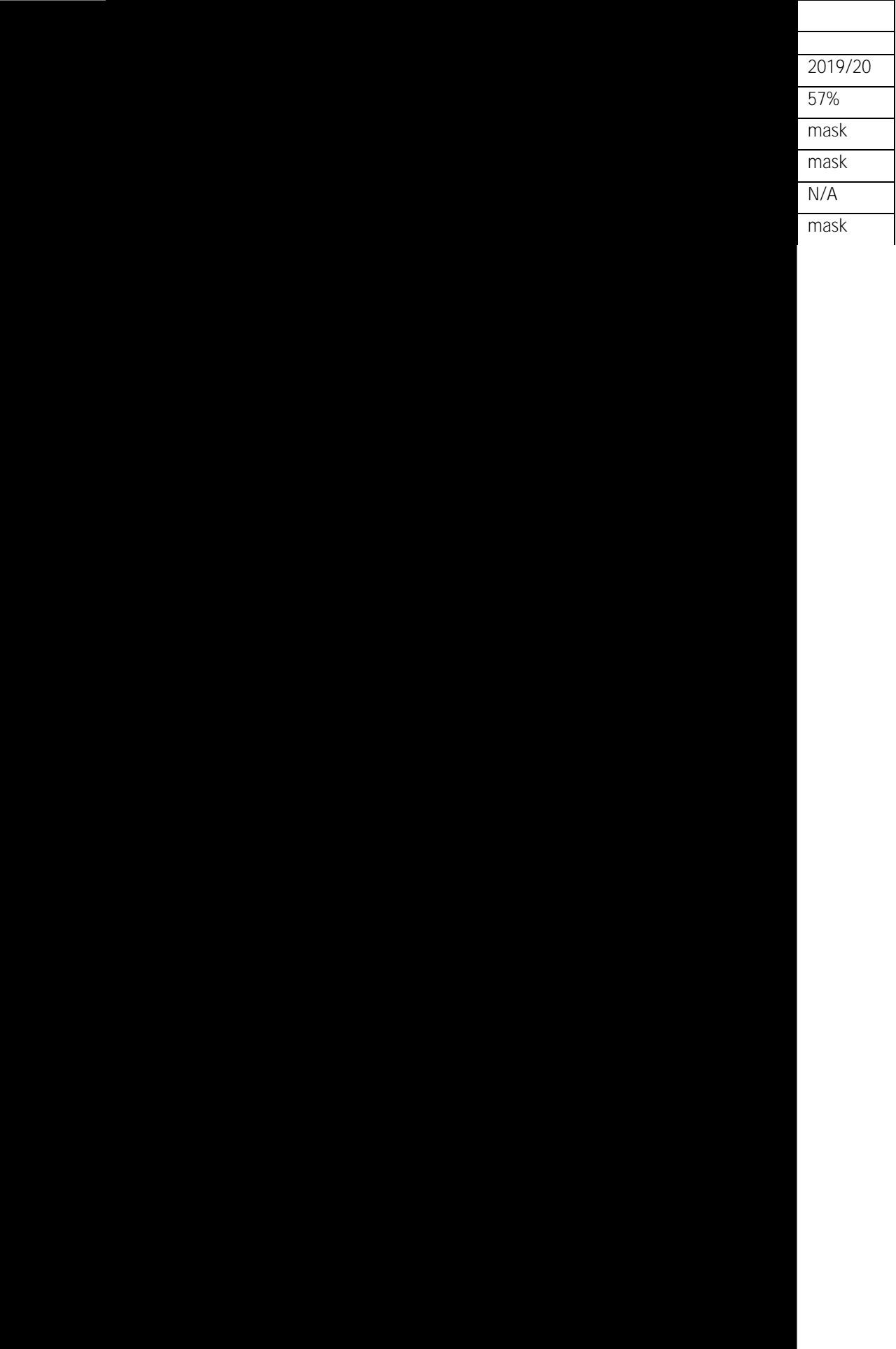


Figure28: 3 YearPostSecondary Institute TransitionStudents with Disabilities or Diverse Abilities

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%	100ng (en-C			

SLS - Feel Welcome					
District		SLS - Feel Welcome			
Positive Response Rate	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	71%	73%	71%	71%
Indigenous Students	N/A	mask	mask	mask	mask
Status - Off Reserve	N/A	mask	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	93%	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	71%	66%	60%	65%



2019/20
57%
mask
mask
N/A
mask

3 Year Post-Secondary Institute Transition			
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