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Students will meet or exceed literacy expectations for each grade level.

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

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

ELL achievement on FSA and

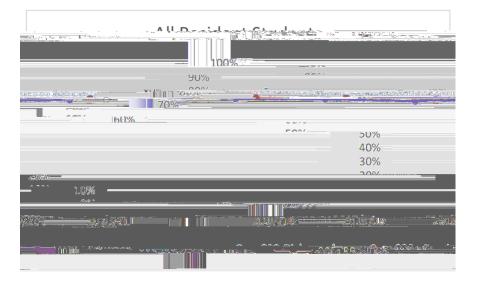
June 2022 report card data % of students proficient or above in Math.

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

- The Richmond School District has a history of and continues to have students consistently performing above the provincial average on the numeracy component of the FSA as well as on the grade 10 numeracy assessment.
- 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.
- Report card data shows growth from the fall FSA/GNA to year end
- 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 provincial rates
- ELL students perform at or slightly above the district average on FSA/GNA assessments.
- Develop and monitor the impact on student learning of a K-12 numeracy vision and framework as referenced in the District's Strategic Plan (Goal 4, Objective 2) and monitor the impact on student learning through local and provincial assessments.
- Work with elementary schools to identify the specific students who are 'emerging' on the FSA numeracy assessments to develop a plan to enhance their numeracy skills.
- Focus on early learning numeracy practices to provide equitable opportunities for success.
- Develop early learning numeracy assessment practices across the district.
- Work with secondary schools to identify students whose numeracy competencies are emerging and develop cross curricular plans to enhance numeracy competencies.
- Track Mathematics learning progress in grades 4, 7, and 10.

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





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- 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, and is trending upwards, but still requires attention. Data also indicates that the feeling of belonging decreases as students become older.
- There is a significant gap between the overall student population and Indigenous students and children and youth in care that requires further analysis and action.
- Develop an action plan for the District's Strategic Priority Two, Equity and Inclusion to develop a sense of connection, belonging, and positive, personal, and cultural identity. (Goal 1, Objective 1).
- Implement the priorities identified in the <u>Diversity and Antiracism Working Group Report</u> including supporting all schools and facilities to be safe and brave spaces.
- Work with schools to examine school specific data and identify students who do not feel a sense of belonging.
- Work with schools to develop understanding as to why students are not feeling a sense of belonging and why students sense of feeling welcome and belonging decreases from grades 4 to 10 through the development of student focus groups.

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.



- The majority of students, regardless of grade level, were able to indicate that two or more adults care about them. Four-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.
- 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)

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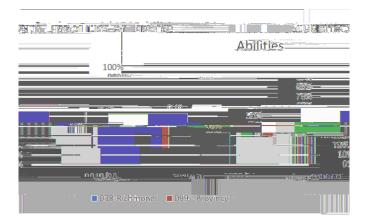
- Richmond has a very high five year overall graduation rate above the provincial average that has steadily increased over the past five years.
- A high number of Richmond students relative to the provincial average transition within three years to post-secondary education and the number may actually be higher as every year a number of Richmond students transition to post-secondary institutions outside of British Columbia.
- 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. (Inspired Learners, Goal 1, Objective 1)

Indigenous Students:

Approximately 1% of the student population in Richmond self-identify as Indigenous and as such, there is very little public data available for this report.

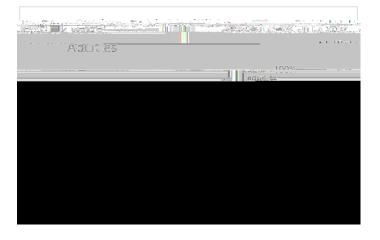
- Masked data for Indigenous students indicates moderate performance gaps on literacy measures relative to the overall population.
- Masked data for Indigenous students indicates significant performance gaps on the numeracy portion of the FSA and GNA relative to the overall population.
- Indigenous students 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 than for non-Indigenous students, and decreased slightly in the 2020/21 school year
- The number of Indigenous students transitioning to post-secondary is lower than for other students.
- Our Indigenous Equity Scan asked indigenous students and parents about their experiences with school and is informing our practice about how to better support these students and their sense of belonging and connection to Indigenous culture.

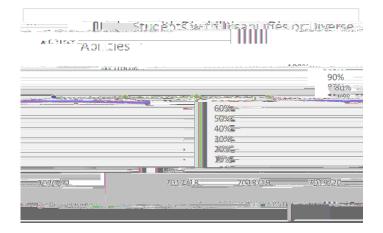
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Status - Off Reserve	#N/A	#N/A	#N/A	100%	72%
Status - On Reserve	#N/A	#N/A	#N/A	0%	0%
Children/Youth In Care	#N/A	#N/A	#N/A	0%	50%
Students with Disabilities or Diverse Abilities	#N/A	#N/A	#N/A	62%	52%
Number of Writers					

All Resident Students

Status - Off Reserve	17	9	9	9	8
Status - On Reserve	1	0	#N/A	#N/A	0
Children/Youth In Care	5	3	1	2	#N/A
Students with Disabilities or Diverse Abilities	66	57	50	51	66

District % Proficient or Extending	2016/17	2017/18	2018/19	2019/20	2020/21

Indigenous Students

95%

85%

95%

96%