

EDUCATION COMMITTEE
PUBLIC MEETING AGENDA

DATE: WEDNESDAY, OCTOBER 20, 2021
LOCATION: REMOTE MEETING VIA ZOOM
TIME: 6:00 PM

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm (hun-ki-meen-um) language group on whose traditional and unceded territories we teach, learn and live.

- 1. ADOPT AGENDA**
- 2. APPROVE MINUTES**
Attachment: Public minutes from meeting held June 16 , 2021
- 3. ENHANCING STUDENT LEARNING REPORT**
- 4. DRAFT K-12 REPORTING POLICY**
- 5. NEXT MEETING DATE – NOVEMBER 17, 2021**
- 6. ADJOURNMENT**

Report to the Education Committee (Richmond) PUBLIC

DATE: October 20, 2021

FROM: Lynn Archer, Assistant Superintendent

SUBJECT: Enhancing Student Learning Report

The following report to the Education Committee is for information only. No further action on the part of the Board is required at this time.

Introduction

The purpose of this report is to provide an introduction to the Enhancing Student Learning Report for the Education Committee. The full Enhancing Student Learning Report is attached to the Education Committee's public agenda.

Background

Each year school districts are required to submit an Enhancing Student Learning Report to the Ministry of Education. In general, the report connects schools and the district's focus areas, reviews provincial learning measures and local measures, and outlines strategies for enhancing student learning. The required provincial measures are intellectual development – literacy and numeracy, human and social development, and career development. As well, the report provides information about three specific student populations: Indigenous students, children and youth in care, and students with disabilities and diverse abilities.

Conclusion

The Annual Enhancing Student Learning Report is aligned with the Board of Education's Five Year Strategic Plan 2020-2025, in particular, Priority One: Inspired Learners and Priority Two: Equity and Inclusion. Our plan was submitted to the Ministry of Education on September 30, 2021 as required. We look forward to engaging collaboratively with our stakeholders about the report at upcoming Education Committee meetings.

Respectfully submitted,
Lynn Archer
Assistant Superintendent

Annual Report on the Framework for Enhancing Student Learning

SCHOOL DISTRICT NO. 38 (RICHMOND)
SEPTEMBER 2021



   | sd38.bc.ca

RICHMOND
SCHOOL DISTRICT NO. 38

INDIGENOUS LAND ACKNOWLEDGEMENT

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm 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 hən̓q̓əmiñəm 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. Where appropriate, the unmasked data has been used to validate assumptions about trends documented in this report. For the purposes of brevity, percentages rather than numbers have been provided in the main body of this report. Numbers, where available, are indicated in the appendices section of the report.

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

The Board of Education's [Five Year Strategic Plan 2020-2025](#) was developed during the 2019-2020 school year. Over the course of several months, the Board engaged in a significant amount of consultation beginning with students and then expanding to include staff, parents and members of the community. Through this process, five strategic priorities were identified: *Inspired Learners*, *Equity and Inclusion*, *Optimized Facilities and Technology*, *A Progressive Workplace* and *A Connected Learning Community*.

The Strategic Plan has two strategic priorities focused specifically on enhancing student learning: *Inspired Learners* and *Equity and Inclusion*. Both priorities' goals focus on intellectual, human and social, and career development. Specific attention is paid within those priorities to supporting Indigenous learners, children and youth in care, and learners with diverse abilities or disabilities.

The District has developed an annual planning cycle that links the Strategic Plan to the [district story](#) which is, in turn, linked to school stories. Throughout the year, each school engages in a [process](#) to continuously monitor and revise its school story to demonstrate how the school is working on improving learning outcomes for students by setting a focus to improve student achievement based on a continual cycle of inquiry. The district story demonstrates how the district is working to improve student outcomes in the Strategic Plan. The district story is driven by examples from school stories as well as district and ministry level data.

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

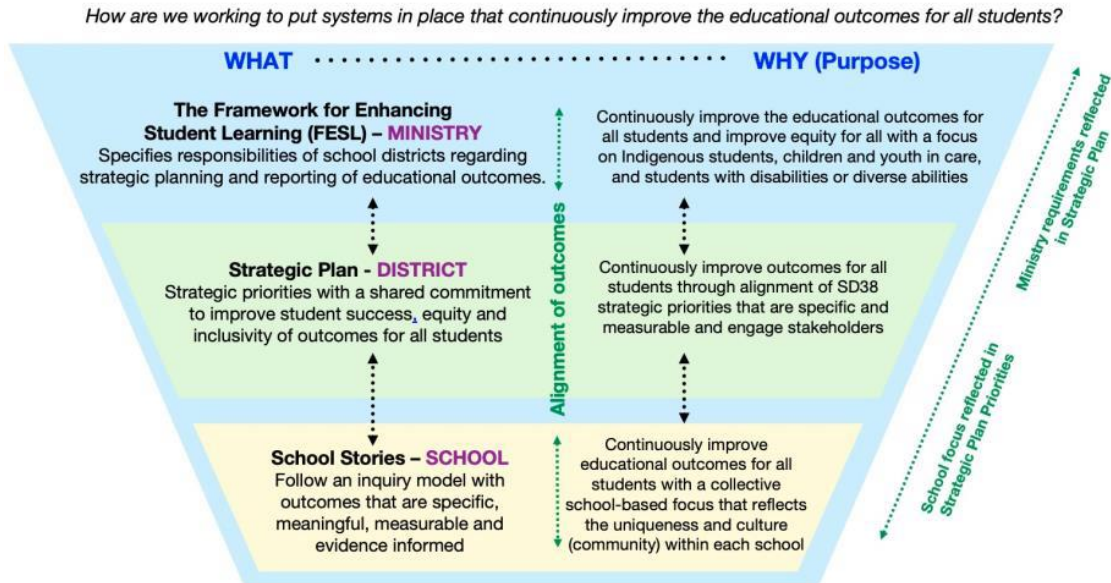


Figure 1: Continuous Improvement of Student Achievement Process

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.

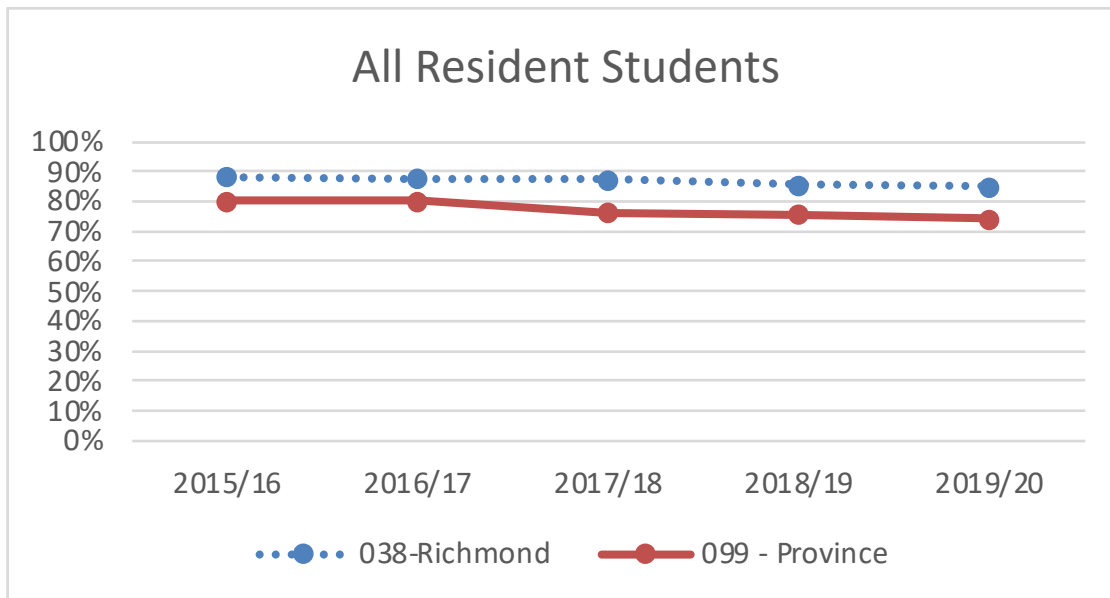


Figure 2- FSA Grade 4 Reading- All Resident Students

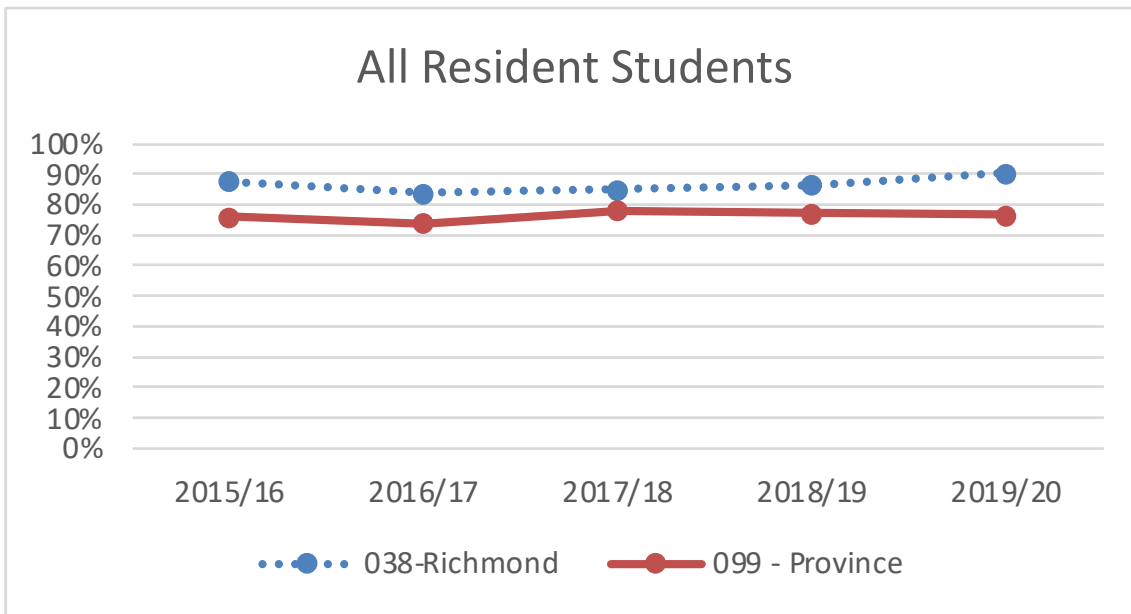


Figure 3- FSA Grade 7 Reading - All Resident Students

Measure 1.2:

Current and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the grade 10 literacy assessments.

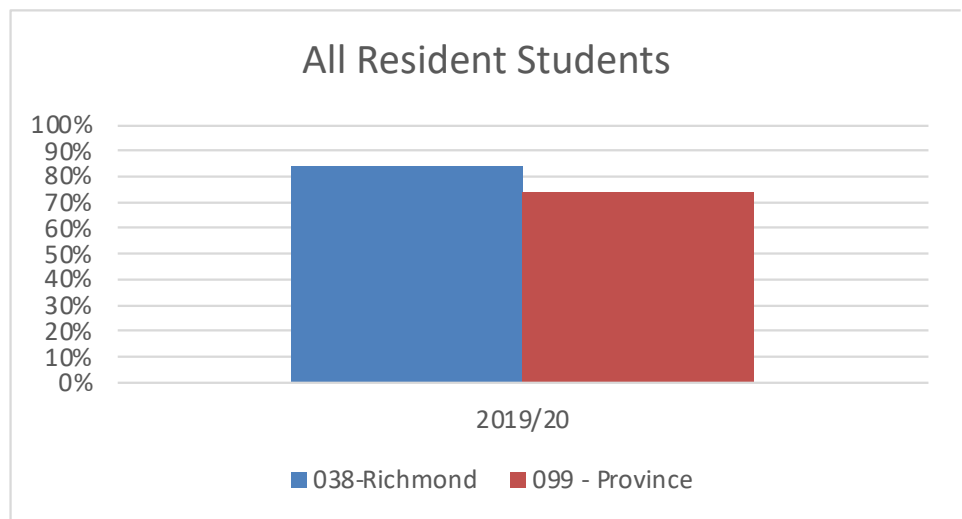


Figure 4- Graduation Assessment Grade 10 Literacy - All Resident Students

Key Findings:

- The Richmond School District has a history of students consistently performing above the provincial average on the literacy components of the FSA as well as on previous measures such as the English 12 examination and now the grade 10 literacy assessment.
- With that being said, it is clear there are students who are demonstrating skills at the emerging level in the FSA literacy components and the grade 10 literacy assessment who would benefit from more targeted literacy support across the curriculum.
- In particular, Indigenous students and children and youth in care require additional attention and support (please see section C).

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.

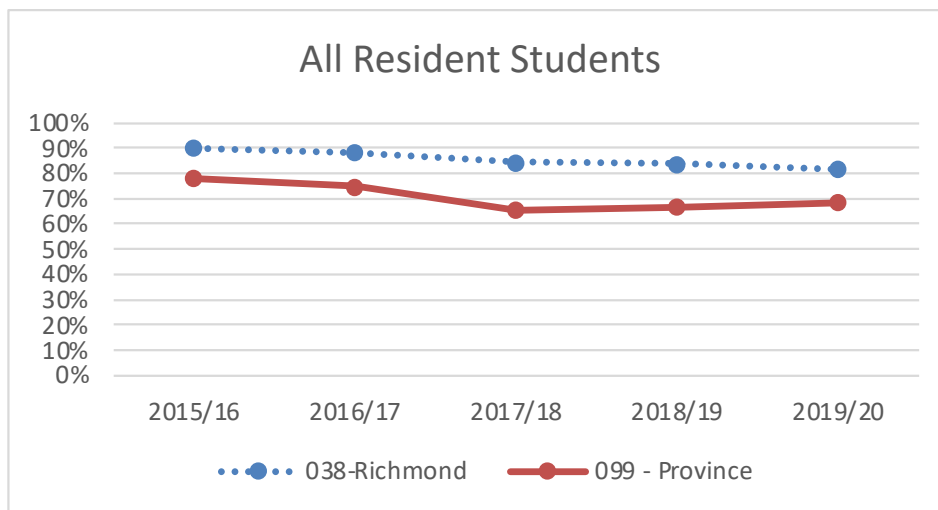


Figure 5: FSA Grade 4 Numeracy - All Resident Students

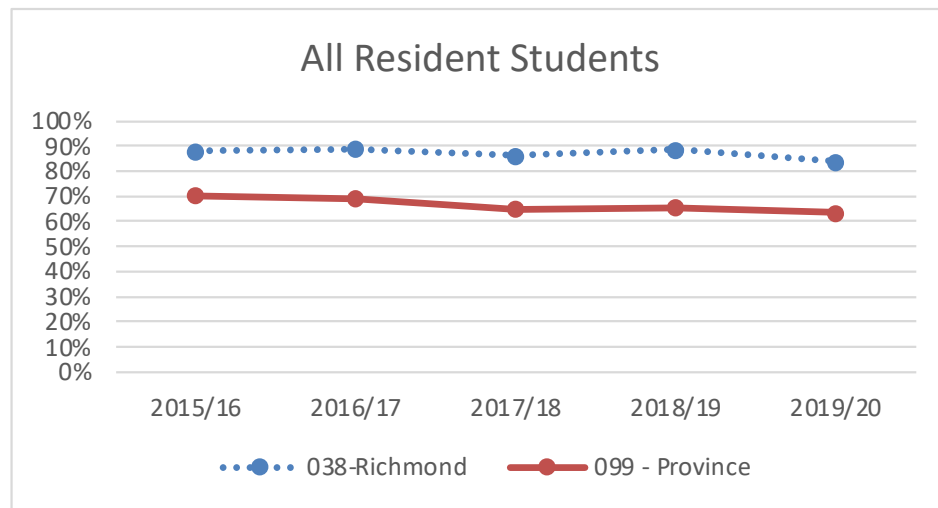


Figure 6: FSA Grade 7 Numeracy - All Resident Students

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

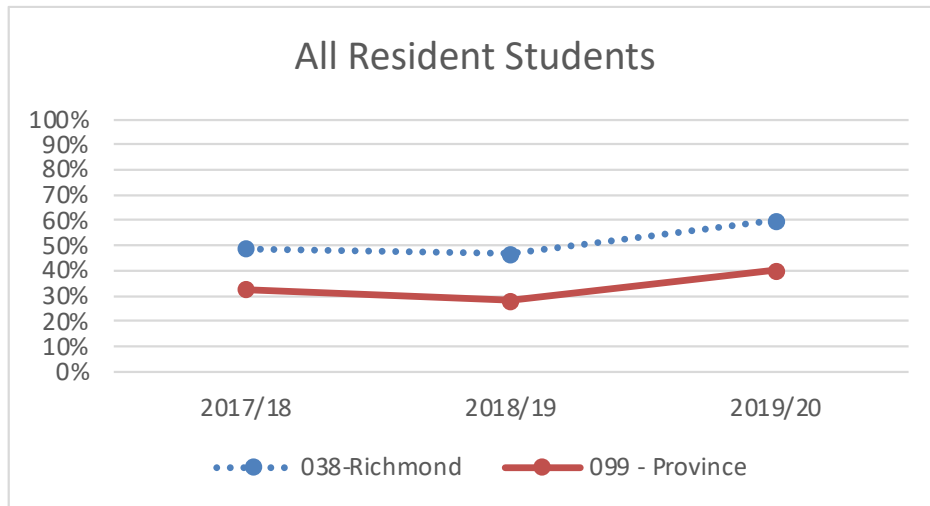


Figure 7: Graduation Assessment Grade 10 Numeracy - All Resident Students

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

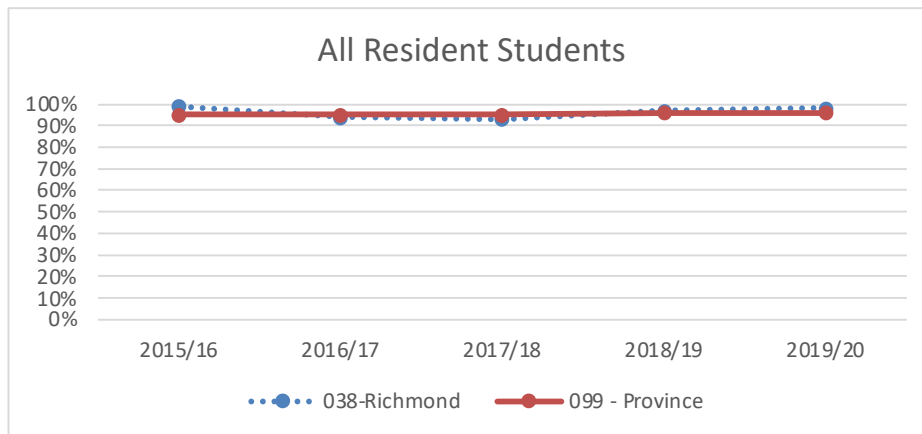


Figure 8: Transition Grade 10 to 11 - All Resident Students

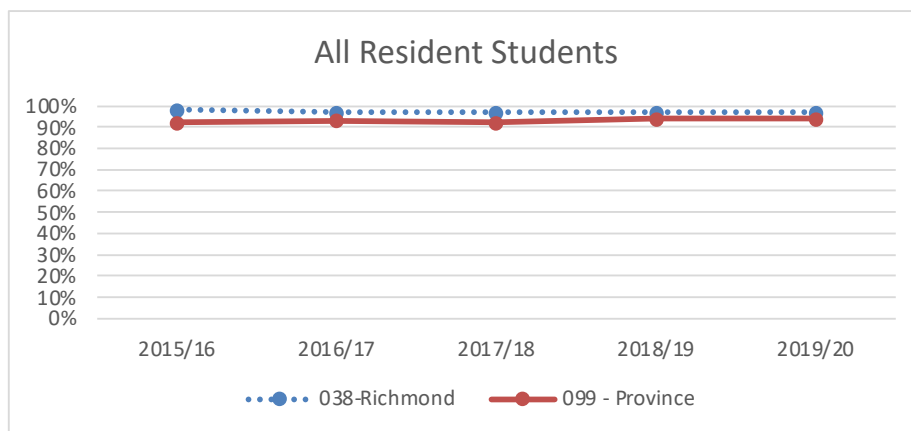


Figure 9: Transition Grade 11 to 12 - All Resident Students

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 framework as referenced in the District’s Strategic Plan. ([Goal 4, Objective 2](#)) and monitor its impact on student learning.
- 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. Special attention should also be paid to local classroom based measures.
- 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.

A. Human and Social Development

Educational Outcome 3: Students will feel welcome, safe and connected to their school.

Measure 3.1: Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school (many times or all of the time).

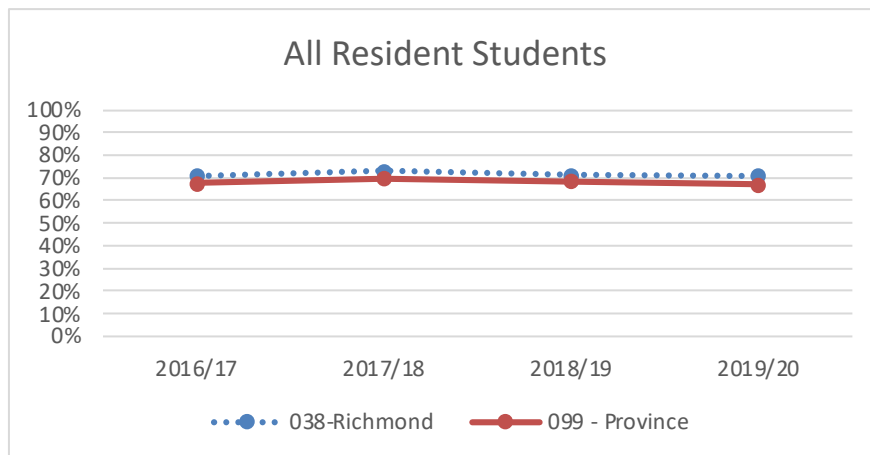


Figure 10: SLS - Feel Welcome - All Resident Students

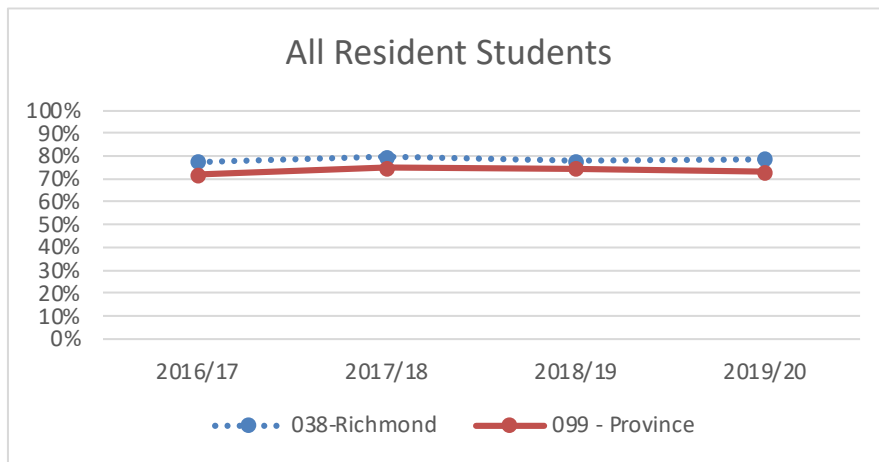


Figure 11: SLS - Feel Safe - All Resident Students

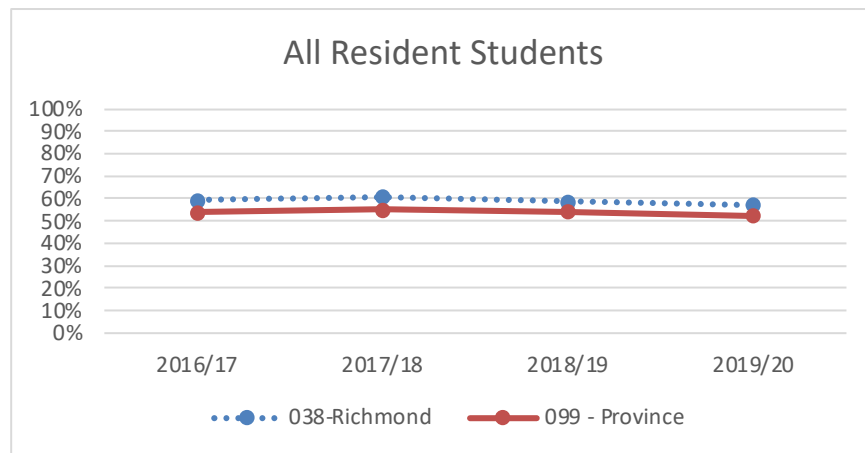


Figure 12: SLS - School Belong - All Resident Students

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:

- 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](#))
- 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.

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.

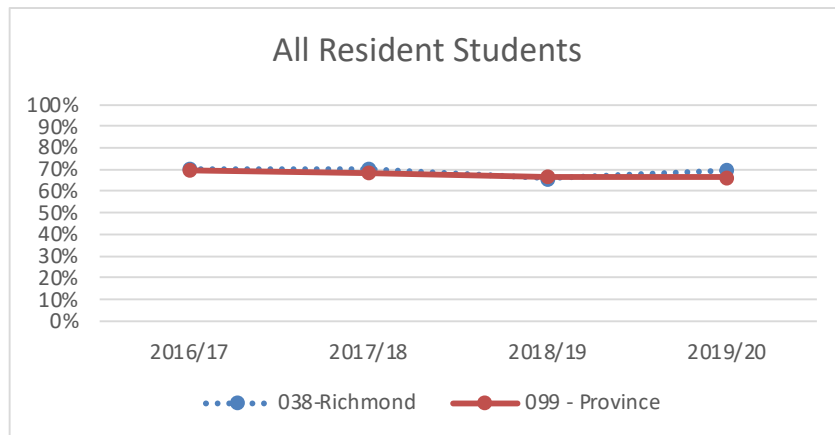


Figure 13: SLS - Adults Care - All Resident Students

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.

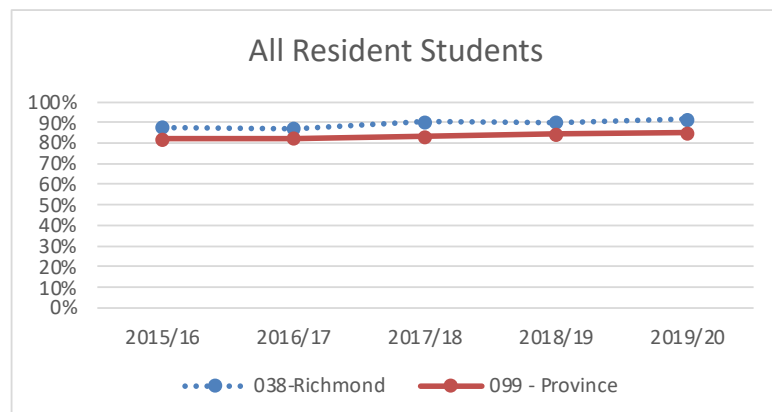


Figure 14: 5 Year Completion Rate - All Resident Students

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.

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.

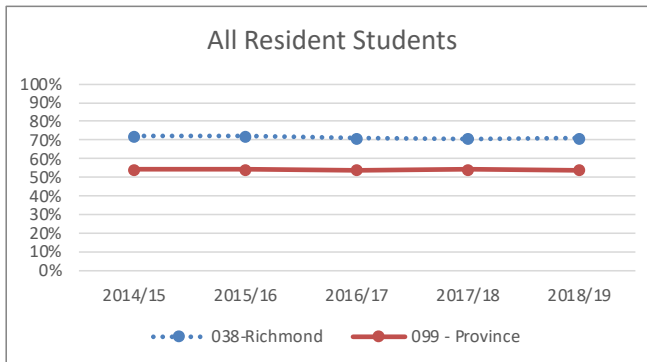


Figure 15: Immediate Post-Secondary Institute Transition - All Resident Students

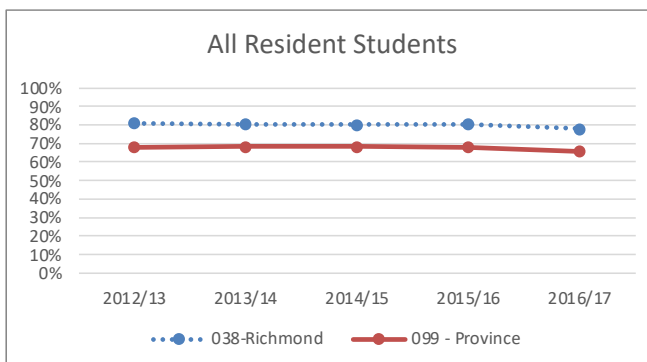


Figure 16: 3 Year Post-Secondary Institute Transition - All Resident Students

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. ([Inspired Learners, Goal 1, Objective 1](#))

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.

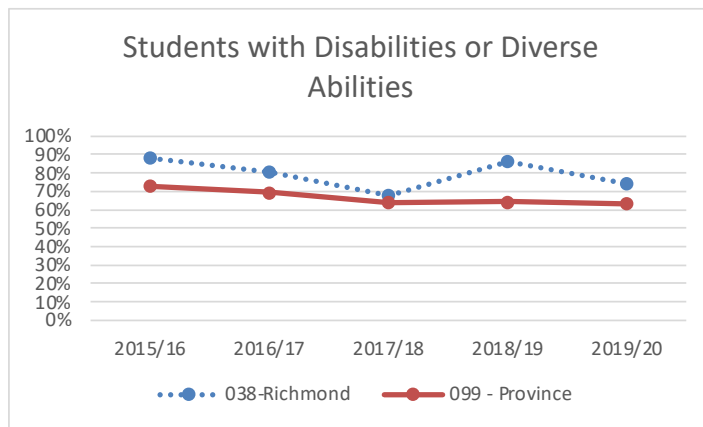


Figure 17: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

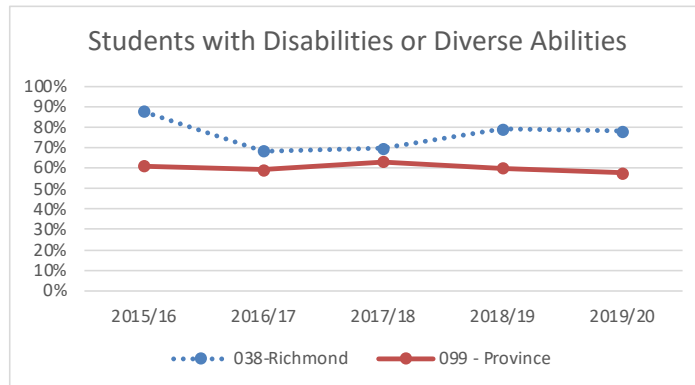


Figure 18: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

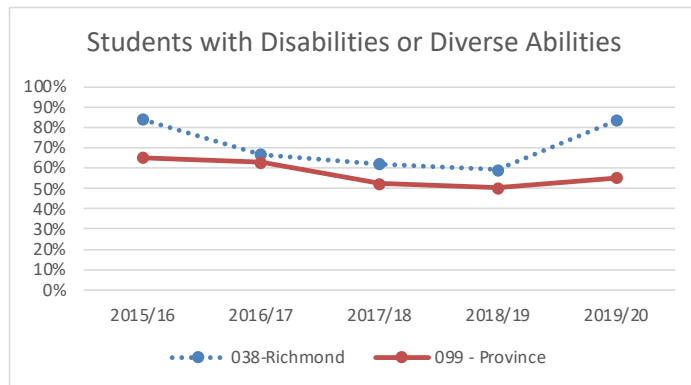


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

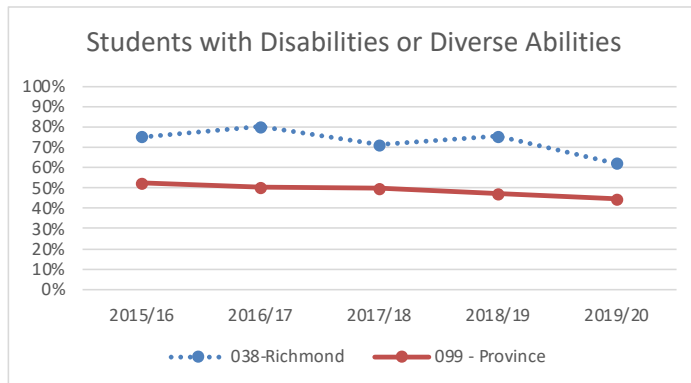


Figure 20: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

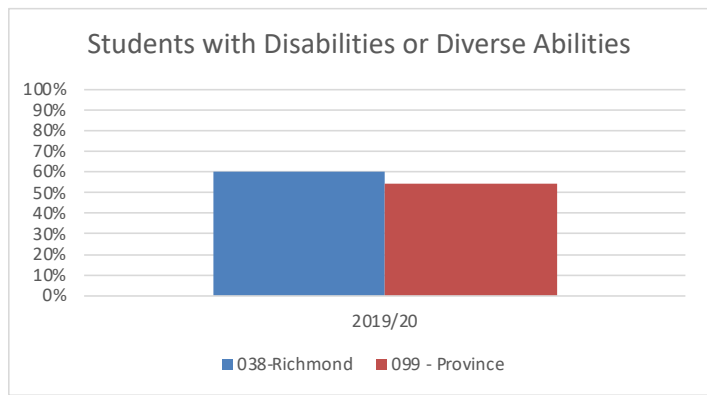


Figure 21: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

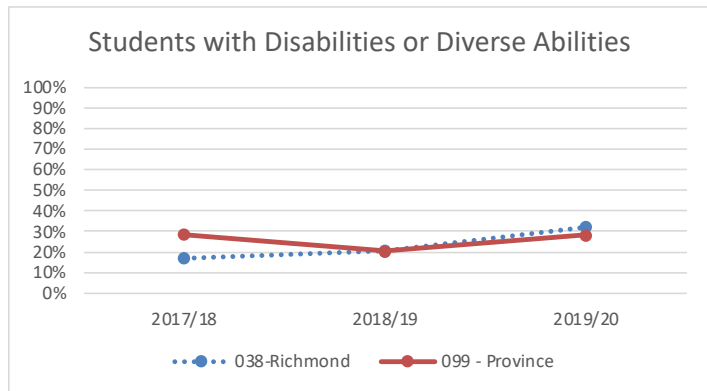


Figure 22: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

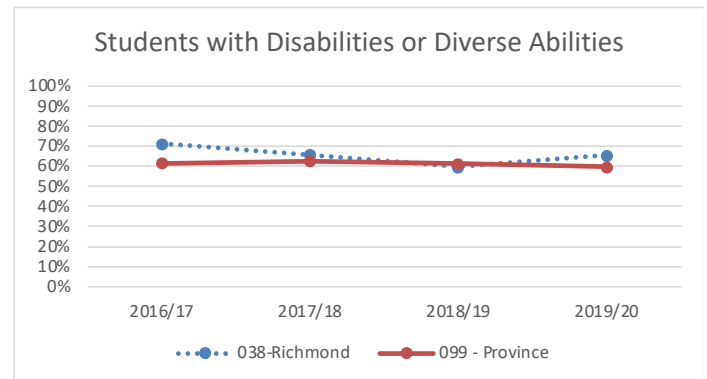


Figure 23: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

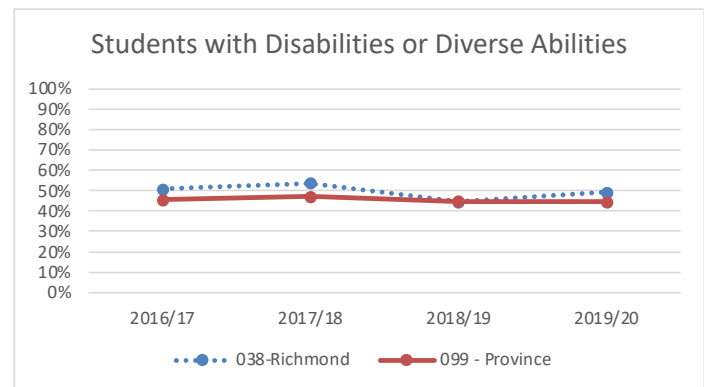


Figure 24: SLS - School Belong - Students with Disabilities or Diverse Abilities

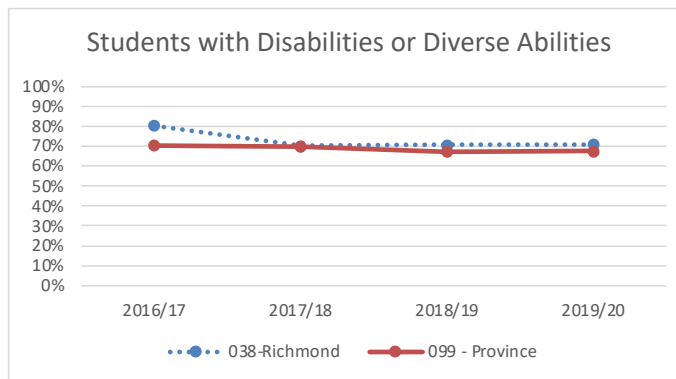


Figure 25: SLS - Adults Care - Students with Disabilities or Diverse Abilities

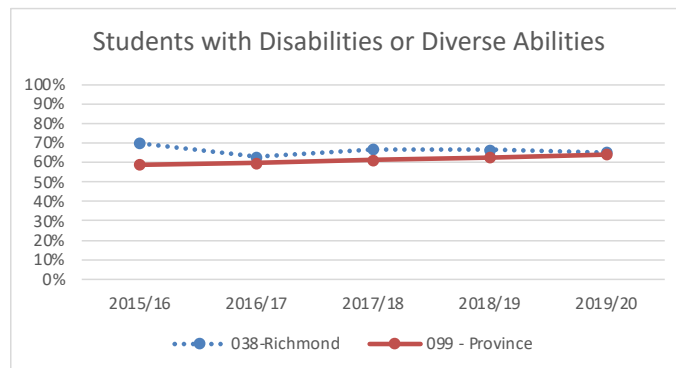


Figure 26: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

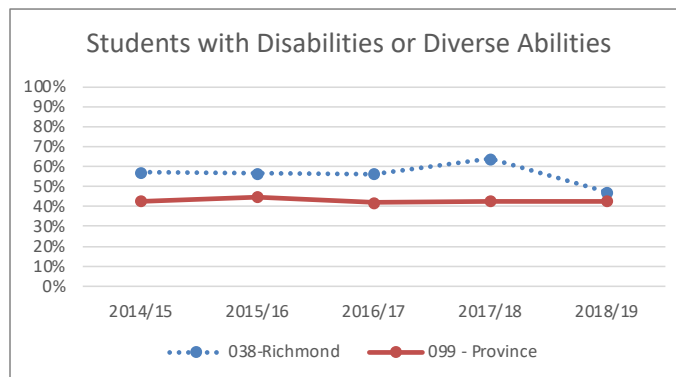


Figure 27: Immediate Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

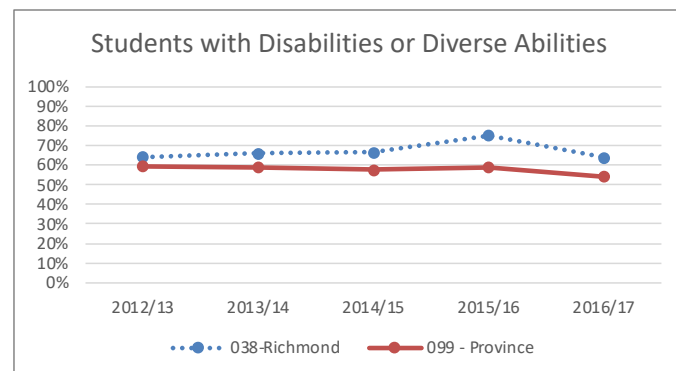


Figure 28: 3 Year Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

APPENDICES

Appendix A: Tables of Counts and Percentages

FSA Grade 4 Reading					
District			Reading		
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	88%	88%	87%	86%	85%
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	88%	81%	68%	86%	74%
Writers					
All Resident Students	1,112	985	868	839	792
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	42	31	28	29	31

FSA Grade 7 Reading					
District			Reading		
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	88%	84%	85%	86%	90%
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	88%	68%	70%	79%	78%
Writers					
All Resident Students	1,144	1,057	945	953	938
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	72	82	69	57	50

GLA Grade 10 Literacy					
District			Literacy		
Proficient or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	N/A	N/A	N/A	84%
Indigenous Students	N/A	N/A	N/A	N/A	mask
Status - Off Reserve	N/A	N/A	N/A	N/A	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	N/A	N/A	N/A	mask
Students with Disabilities or Diverse Abilities	N/A	N/A	N/A	N/A	60%
Number of Writers					
All Resident Students	N/A	N/A	N/A	N/A	608
Indigenous Students	N/A	N/A	N/A	N/A	mask
Status - Off Reserve	N/A	N/A	N/A	N/A	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	N/A	N/A	N/A	mask
Students with Disabilities or Diverse Abilities	N/A	N/A	N/A	N/A	45

FSA Grade 4 Numeracy					
District			Numeracy		
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	90%	88%	84%	84%	82%
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	84%	67%	62%	59%	83%
Writers					
All Resident Students	1,113	986	872	831	789
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	44	33	29	27	30

FSA Grade 7 Numeracy					
District			Numeracy		
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	88%	89%	86%	89%	84%
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	75%	80%	71%	75%	62%
Writers					
All Resident Students	1,147	1,057	941	949	934
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	72	75	66	57	50

GNA Grade 10 Numeracy					
District			Numeracy		
Proficient or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	N/A	49%	47%	60%
Indigenous Students	N/A	N/A	mask	mask	mask
Status - Off Reserve	N/A	N/A	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	N/A	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	N/A	17%	21%	32%
Number of Writers					
All Resident Students	N/A	N/A	555	1141	1077
Indigenous Students	N/A	N/A	mask	mask	mask
Status - Off Reserve	N/A	N/A	mask	mask	mask
Status - On Reserve	N/A	N/A	N/A	N/A	N/A
Children/Youth In Care	N/A	N/A	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	N/A	35	68	87

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			
On Track or Extending	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	98%	97%	97%	97%	97%
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	92%	91%	mask	mask	mask
Students with Disabilities or Diverse Abilities	97%	96%	96%	95%	95%
Number of Writers					
All Resident Students	1,654	1,761	1,732	1,622	1,591
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	12	11	mask	mask	mask
Students with Disabilities or Diverse Abilities	152	140	130	152	151

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%
Respondents	N/A				
All Resident Students	N/A	3,859	3,152	3,345	2,889
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	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	274	270	258	269

SLS - Feel Safe					
District	SLS - Feel Safe				
Positive Response Rate	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	78%	80%	78%	79%
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	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	mask	mask	mask	mask
Respondents	N/A				
All Resident Students	N/A	4,029	3,717	3,860	3,008
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	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	mask	mask	mask	mask

SLS - School Belong					
District	SLS - School Belong				
Positive Response Rate	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	59%	61%	59%	57%
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	73%	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	51%	54%	45%	49%
Respondents	N/A				
All Resident Students	N/A	3,859	3,152	3,345	2,889
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	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	274	270	258	269

SLS - Adults Care					
District	SLS - Adults Care				
Positive Response Rate	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	N/A	70%	70%	66%	70%
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	73%	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	80%	70%	71%	71%
Respondents	N/A				
All Resident Students	N/A	3,859	3,152	3,345	2,889
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	mask	mask	mask	mask
Students with Disabilities or Diverse Abilities	N/A	274	270	258	269

5 Year Completion Rate					
District	Completion Rate				
Rate	2015/16	2016/17	2017/18	2018/19	2019/20
All Resident Students	88%	87%	90%	90%	92%
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	42%	24%	52%	43%	40%
Students with Disabilities or Diverse Abilities	70%	63%	67%	66%	65%
Cohort Size					
All Resident Students	2,007	1,963	1,741	1,817	1,791
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	254	221	207	223	212

Immediate Post-Secondary Transition					
District	Post-Secondary Transition				
Rate	2014/15	2015/16	2016/17	2017/18	2018/19
All Resident Students	72%	72%	71%	71%	71%
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	57%	57%	56%	64%	47%
Cohort Size					
All Resident Students	1,682	1,636	1,507	1,555	1,567
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	98	76	80	72	68

3 Year Post-Secondary Institute Transition					
District		Post-Secondary Institute Transition			
Rate	2012/13	2013/14	2014/15	2015/16	2016/17
All Resident Students	81%	80%	80%	80%	78%
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	64%	66%	66%	75%	64%
Cohort Size					
All Resident Students	1,834	1,734	1,682	1,636	1,506
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	75	91	98	76	80

K-12 Student Reporting Policy

Date came into force or revised

July 1, 2022

Status

New

Policy statement

Consistent, timely and meaningful student reporting across British Columbia’s K-12 school system supports student learning by ensuring parents/caregivers and students are informed about student progress.

The K-12 Student Reporting Policy (the “Policy”) outlines the requirements for reporting on student learning: it requires Descriptive Feedback in clear and accessible language and the use of the Provincial Proficiency Scale to ensure all students understand what they can do to ensure proficiency and growth. The Policy also requires Student Self-Assessment and Student Goal Setting as part of the reporting process.

The Policy applies to all students, including students with disabilities and diverse abilities and English and French language learners.

Rationale

Consistent, timely and meaningful student reporting in clear and accessible language enables parents/caregivers, students, teachers and administrators to proactively work together to enhance student success. Students are best positioned for success when parents/caregivers are made aware of learning challenges and prompted to provide support.

The use of the Provincial Proficiency Scale gives students and parents/caregivers a clear understanding of both what students can already do and areas for future growth. Self-reflection is an important part of learning and developing: Student Self-Assessment and Student Goal Setting help to involve students in the assessment process and encourage a sense of ownership over performance.

All students, including students with disabilities and diverse abilities as well as English and French language learners, should be working toward the Learning Standards of the Provincial Curriculum and should receive Learning Updates and Summaries of Learning.

Authority

See the following Ministerial Orders and Regulation:

- Ministerial Order 192/94, the [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 191/94, the [Student Progress Report Order \(PDF\)](#)
- Ministerial Order 190/91, the [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 295/95, the [Required Areas of Study in an Educational Program Order \(PDF\)](#)
- Regulation 265/89, the [School Regulation \(PDF\)](#)

Definitions

Core Competencies – Sets of intellectual, personal, social and emotional proficiencies all students need in order to engage in deep, lifelong learning. The Core Competencies are Communication, Thinking, and Personal and Social.

Descriptive Feedback – Written comments and/or documented conversations that describe student performance in relation to the Learning Standards and may describe how student learning will be supported by the teacher. This feedback should be in clear language that is accessible to parents/caregivers.

Learning Updates – Responsive and timely updates to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. The requirements for Learning Updates are detailed in the Student Reporting Policy and ensure parents/caregivers are well informed about student learning.

Learning Standards – The curricular competency Learning Standards (including the skills, strategies, and processes that students develop over time) and the content Learning Standards (the essential topics and knowledge at each grade level), as set out in the Provincial Curriculum.

Provincial Proficiency Scale – The four categories of student performance (Emerging, Developing, Proficient or Extending) as defined in the Provincial Letter Grades Order and the Student Progress Report Order.

Student Goal Setting – Student goals for their own learning and development for the given school year. Goal setting should begin as early in the year as possible and is usually a year long process. Goals should be informed by Student Self-Assessment of the Core Competencies and may connect learning to broader career and life aspirations.

Student Self-Assessment – Student reflection on their personal progress in developing the Core Competencies and student reflection on their learning engagement and responsibility. These reflections should inform Student Goal Setting.

Summary of Learning – A summative, written report to parents/caregivers that describes student progress and achievement at the end of a school year.

Student Reporting Policy for Grades K-12

As specified by the Student Progress Report Order, Boards of Education must provide all parents/caregivers with at least 4 Learning Updates during the school year and 1 Summary of Learning at the end of the school year.

Learning Updates

Learning Updates provide responsive and timely information to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. During the school year, parents/caregivers must be provided with at least 4 Learning Updates, at least 2 of which must follow the requirements below.

Grades K-9

For Grades K-9, at least 2 of the Learning Updates provided during the school year must be written and must include:

- communication of progress in each subject area currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale and Descriptive Feedback;
- feedback on student attendance, areas of significant growth and opportunities for further development; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

Timing of Learning Updates is determined at the district level, but at least 1 Learning Update must take place within the first 25% of scheduled instructional time.

Grades 10-12

For Grades 10-12, at least 2 of the Learning Updates provided during the school year must be written and must include:

- communication of progress in each subject area currently being studied in relation to the Learning Standards, using letter grades and percentages and Descriptive Feedback—these Learning Updates may also include the Provincial Proficiency Scale;
- feedback on student attendance, areas of significant growth and opportunities for further development; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

Timing of Learning Updates is determined at the district level, but at least 1 Learning Update must take place within the first 25% of scheduled instructional time.

Summary of Learning

As specified by the Student Progress Report Order, at the end of the school year Boards of Education must provide 1 written Summary of Learning to parents/caregivers. The Summary of Learning will use clear and accessible language to provide information about student progress in relation to the Learning Standards of the Provincial Curriculum.

Grades K-9

For Grades K-9, the Summary of Learning must include:

- a summary of student progress in all subject areas studied during the school year using the Provincial Proficiency Scale and Descriptive Feedback;
- a summary of student attendance, areas of significant growth, and opportunities for further development; and
- a student-generated summary of Student Self-Assessment of the Core Competencies and Student Goal Setting.

Grades 10-12

For Grades 10-12, the Summary of Learning must include:

- a summary of student progress in all subject areas studied during the school year using letter grades and percentages and Descriptive Feedback—the Summary of Learning may also include the Provincial Proficiency Scale;
- a summary of student attendance, areas of significant growth, and opportunities for further development; and
- a student-generated summary of Student Self-Assessment of the Core Competencies and Student Goal Setting.

Inclusive Education

This Policy applies to all students, including students with disabilities or diverse abilities, English Language Learners, and French Language Learners, who may also have individual learning goals identified in a document such as an Individual Education Plan (IEP) or an Annual Instruction Plan (AIP).

Insufficient Evidence of Learning

As defined in the Provincial Letter Grades Order, the "IE" reporting symbol will be used on Learning Updates to alert parents/caregivers when students, for a variety of reasons, have provided insufficient evidence of learning in relation to the Learning Standards of the Provincial

Curriculum. The “IE” symbol is temporary and indicates that further information is required before students can be assessed.

When an "IE" reporting symbol has been assigned teachers must:

- identify the subject areas where there is insufficient evidence of learning
- develop a plan of action to support students in meeting the Learning Standards of the Provincial Curriculum; and
- inform students and parents/caregivers and provide an opportunity to discuss the plan of action, including the insufficient evidence of learning, any problems the student is having, possible solutions, suggested supports and a timeline for resolution.

DRAFT

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 and caregivers are informed of where students are now and where they are headed in their learning throughout the school year. Once finalized, this policy would come into effect in the 2022/2023 school year.

Developing the New Policy

To better align student reporting with the new BC curriculum, in the 2016/17 school year the Ministry of Education introduced a pilot, [Interim Reporting Policy](#). This interim policy provided School Districts an opportunity to innovate their reporting practices and provide recommendations and feedback on how to best report and support student learning under the new curriculum. Under this interim policy, for Grades K-9 School Districts could either:

- develop a local student reporting policy as per the [Interim Student Reporting Guidelines](#); or
- follow the general [Student Reporting Policy](#).

For Grades 10-12, School Districts were required to follow the general [Student Reporting Policy](#). This interim arrangement provided interested School Districts an opportunity to begin exploring student assessment and reporting practices in Grades K-9 and to share recommendations with the Ministry of Education.

The Ministry also engaged extensively with the education sector through the formation of stakeholder and partner groups. This included conversation with the BC Teachers Federation (BCTF), the BC Confederation of Parent Advisory Councils (BCCPAC), the First Nations Education Steering Committee (FNESC) and the Federation of Independent Schools (FISA).

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 feedback in clear and accessible language, areas of significant growth and opportunities for further development, and student-generated content including student self-assessment and goal setting across Grades K-12. For Grades K-9, communication of student progress in each subject will be conveyed using the Provincial Proficiency Scale. For Grades 10-12, communication of student progress in each subject will use letter grades and percentages and may also include the Provincial Proficiency Scale.

The policy will require four learning updates provided to parents and caregivers throughout the school year—two of which must be written reports—as well as a written summary of learning at the end of the school year. The format and schedule for each reporting event is to be outlined and determined by the district or school. However, the new policy will require educators to share feedback within the first 25% of scheduled instructional time. This new policy will apply to all students, including students with disabilities and diverse abilities and English and French Language Learners.

The key similarities and differences between the current state and the future state are summarized below:

Key Similarities	
<i>Current State</i>	<i>Future State</i>
Minimum of 5 reports during the year including 2 formal written reports and 1 summative report at the end of the year or semester.	Minimum of 5 updates during the school year; 2 written learning updates provided during the year and one written summary of learning provided at the end of the year.
For each area of learning, formal written reports must include written comments and descriptions of progress in relation to the Learning Standards of the curriculum.	For each area of learning, two written learning updates must include written comments about learning progress up to that time, with descriptive feedback in each subject area the student is currently studying.

Key Differences	
<i>Current State</i>	<i>Future State</i>
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-9 and 10-12 reporting requirements	One difference between K-9 and 10-12 reporting requirements; letter grades and percentages remain for 10-12

What is Student Reporting?

Students are best positioned for success when parents/caregivers are made aware of learning challenges and prompted to provide support. Consistent, timely and meaningful student reporting in clear and accessible language enables parents/caregivers, students, teachers, and administrators to proactively work together to enhance student success.

The goal of communicating student learning and progress is to ensure that:

- teachers have flexibility in communicating with students and parents
- teachers have opportunities to regularly share updates with students and parents, including information about learning progress, student strengths and opportunities for further development
- students are engaged in meaningful conversations that help them take ownership over and extend their learning and progress
- parents are well informed and are involved in dialogue about their child’s progress and the best ways to support and extend student learning

The use of the Provincial Proficiency Scale gives students and parents/caregivers a clear understanding of what students can already do and areas for future growth. Self-reflection is an important part of learning and developing: Student Self-Assessment and Student Goal Setting help to involve students in the assessment process and encourage a sense of ownership over performance.

Criteria for Student Assessment: Using the Learning Standards

Student assessment and reporting is based on the Learning Standards of the provincial curriculum. Learning Standards are explicit statements of what students are expected to be

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 student issues such as behaviour and attendance may need to be communicated home, these issues are separate from the Learning Standards of the provincial curriculum.

Communicating Student Learning to Students, Parents & Caregivers

Effective communication between teachers, students, and parents/caregivers, is central to student success. Communication of student learning is most effective when:

- students are provided with information that is meaningful to them and helps them to improve their own learning
- parents and caregivers are well informed about student progress
- parents and caregivers are involved as partners in a dialogue about student progress and the best ways to support and improve learning

Communications about student learning must be timely, consistent, and easy to understand. In B.C., the frequency, format and content of these communications is set out in student reporting policy.

Types of Reporting

Learning Update

Learning updates provide responsive and timely information to parents and caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. Written learning updates for Grades K-9 must include:

- *communication of progress* in each subject area currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale and descriptive feedback
- *feedback* on student attendance, areas of significant growth and opportunities for further development
- *student-generated content* including student self-assessment of the Core Competencies and student goal setting

A written learning update for Grades 10-12 has the same content requirements, with one exception: in Grades 10-12 the *communication of progress* in each subject area currently being studied must use letter grades and percentages and may also include the Provincial Proficiency Scale.

Summary of Learning

At the end of the school year students, parents, and caregivers must be provided with 1 written summary of learning. The summary of learning is a written report that describes and summarizes student progress and achievement across the year in clear and accessible language.

A summary of learning for Grades K-9 must include:

- *a summary of progress* in all subject areas studied during the school year, using the Provincial Proficiency Scale and Descriptive Feedback
- *a summary of feedback* on student attendance, areas of significant growth and opportunities for further development
- *a summary of student-generated content* including student self-assessment of the Core Competencies and student goal setting

A summary of learning for Grades 10-12 has the same content, with one exception: in Grades 10-12 the *summary of progress* in all subject areas studied during the year must use letter grades and percentages and may also include the Provincial Proficiency Scale.

Format Requirements

The proposed K-12 Student Reporting Policy will require the same format requirements for Grades K-12:

- two of the four learning updates received throughout the year must be provided in writing, which can include either digital or printed documents
- other learning updates may be provided in a variety of formats, including student-led conferences, parent-teacher conferences, in-person or virtual discussions, telephone calls, emails, digital portfolio posts and written summaries
- the summary of learning at the end of the school year must be provided in writing, which can include either digital or printed documents

For learning updates provided in formats other than in writing, teachers are encouraged to keep a record of such communication, noting the date, the topic or focus of the meeting, a summary of the discussion and follow-up actions.

Required Reporting Content


The learning update and summary of learning content requirements include:

- Provincial Proficiency Scale (required for Grades K-9; optional for Grades 10-12)
- letter grades and percentages (required for Grades 10-12)
- descriptive feedback

- 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 Scale¹				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Teachers use the four-point provincial proficiency scale and descriptive feedback to communicate ongoing student progress during the year via learning updates and a final proficiency level for each area of learning via a summary of learning. The following steps outline a process that teachers may use to determine student placement on the provincial proficiency scale:

1. The teacher chooses Learning Standards that will be taught
2. The teacher develops criteria relevant to the Learning Standards, including students in the process whenever possible
3. The teacher models or provides examples of the desired quality of work
4. Students participate in learning activities to demonstrate their understanding of the required Learning Standards
5. The teacher collects assessment information and evaluates student performance

¹ The definitions within the Provincial Proficiency Scale are currently undergoing refinement. This table is not a final version and the definition language may change prior to final policy implementation.

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 obtaining proficiency is not the end of learning; if a student enters a learning experience with proficient understanding or achieves proficiency during the school year, the goal becomes to dig deeper and to reach toward extending their understanding.

Every student needs to find a place on the scale. As such:

- the Emerging indicator includes both students at the lower end of grade level expectations, as well as those before grade level expectations
- the Proficient indicator is not synonymous with perfection. Proficient means that a student can demonstrate grade level appropriate competency consistently or most of the time
- the Extending indicator includes both students at the upper end of grade level expectations, as well as those exceeding grade level expectations
- students who are not yet passing a given course or learning area can be placed in the Emerging category

Letter Grades and Percentages

Letter grades are used in Grades 10-12 to indicate a student’s level of performance in relation to the Learning Standards. The process for Letter grade symbols and corresponding percentages and definitions are set out in the [Provincial Letter Grades Order](#).

Letter Grade	Percentage Range	Definition
A	86 - 100	The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or subject and grade.
B	73 – 85	The student demonstrates very good performance in relation to the learning outcomes for the course or subject and grade
C+	67 – 72	The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.
C	60 – 66	The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.
C-	50 – 59	The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.

F	0 – 49	The student has not demonstrated, or is not demonstrating, minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.
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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 able to do when commenting on areas of further development (for example, instead of “when writing, Jason often needs to be reminded to use correct punctuation,” write “Jason has a good grasp of sentence structure but continues to work on using punctuation correctly”)
- provide information about specific supports the child is receiving or could receive to move them forward in their learning
- describe further ways in which the child’s learning will be supported by the teacher and how the parents might help
- provide evidence by connecting feedback to examples demonstrated in the classroom
- outline how the child approaches the learning process
- anticipate the questions parents may ask about their children’s growth and progress
- use plain language as parents may vary widely in their educational experiences and familiarity with educational terms and levels of English language proficiency may vary

- keep sentences short, using only as many words as necessary to make the message clear
- avoid unfamiliar expressions and, if a word may be unfamiliar to parents, provide an explanation in parentheses (for example, instead of “... able to decode words and use context clues” say “... able to figure out unfamiliar words by using clues from surrounding words” and if you use a term like “high-frequency spelling words” add “common words used often in writing” in parentheses)

Descriptive written comments about what a student can do should note significant events in the student’s growth and learning. Where possible, this feedback should provide evidence to students and parents about how the student demonstrated their abilities by connecting to real learning experiences that occurred in class.

Teacher Feedback on Attendance, Areas of Growth & Opportunities for Development

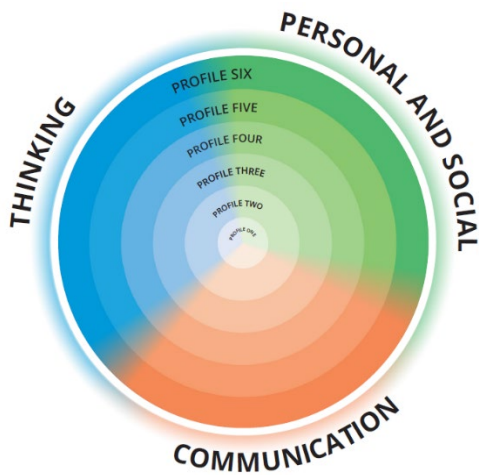
Parents and caregivers need to know about student attendance, the areas in which students are excelling, and areas that may require further attention or development. Ideally, teachers should communicate with parents and caregivers about major concerns in any of these areas before they receive a written learning update. However, in a written learning update or in the summary of learning, teachers will provide written feedback that clearly states concerns, provides specific examples, and describes methods to support further skill development.

Parents also need to know areas in which their children have strengths. A written learning update and a summary of learning will use written feedback to clearly articulate what strengths a student possesses and opportunities to reinforce and expand these abilities.

When directing attention to areas of further development, student self-assessment and goal setting becomes important. Self-assessment is a student-led process that may require structuring and support from teachers. While some goals may be set by teachers, others should be developed collaboratively or set by students. Parents should be informed of this goal setting process so they can offer support at home for continued success at school.

Student Self-Assessment of the Core Competencies

By design, the Core Competencies (Communication, Thinking, and Personal and Social) underpin all provincial curricula and are central to the development of educated citizens.



Integrated self-assessment across the school year ensures that students are always mindful of their growth in the Core Competencies. As self-reflection becomes a natural part of the learning process, it promotes personalization, inclusion, diversity, and student ownership of learning.

Research indicates that students have quite accurate perspectives on their own learning and that self-assessment can play a significant role in helping students work towards greater achievement.

Reflection and self-assessment allow students to develop the ability to describe themselves in relation to the Core Competencies. Self-assessment also

connects to the student's sense of engagement and responsibility for their learning.

Format of Self-assessments

The new K-12 Student Reporting Policy requires that student self-assessment must be included in at least 2 written learning updates and the summary of learning. In the interest of flexibility for students, and to honour the needs and values of the local community, the new policy does not specify how the Core Competencies should be self-assessed; the format and process of the self-assessment are determined either at the district or school level. Student profiles of the Core Competencies are available on the ministry website to help districts, schools, and teachers in shaping the format and process for student self-assessment of the Core Competencies.

Supporting Student Self-assessment

Teachers can support students in self-assessment by intentionally noticing, naming, and connecting the Core Competencies with their learning in school and beyond. The Core Competencies are embedded within the curriculum's subject-specific Curricular Competencies; therefore, through their formative and summative assessment of the Curricular Competencies in each area of learning, teachers are also supporting and assessing student growth in the Core Competencies. This relationship between student self-assessment of the Core Competencies and subject-specific teacher assessment of the Curricular Competencies is an intentional one, designed to provide teachers with opportunities to support students in their Core Competency growth through an area or areas of learning. Some ideas for ways in which teachers can support self-assessment of the Core Competencies in the classroom include:

- explicitly developing the language of Core Competencies with their students through authentic experiences and learning opportunities
- taking opportunities to talk with students about how self-reflection can support them in achieving their learning goals

- 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

- supporting students as they gather evidence of learning and accomplishment from areas of learning within and outside of school to assess progress toward their goals
- helping students recognize and celebrate their successes

The reciprocal process of student self-assessment and student goal setting nurtures student ownership and voice. These processes infuse learning with personal meaning and emphasizes working toward future possibilities while developing the confidence, knowledge, and competencies necessary to succeed in an ever-changing world.

Inclusive Education

British Columbia promotes an inclusive education system in which all students, regardless of needs, are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their educational programs. Assessment and evaluation practices must be inclusive of all learners.

Students with Disabilities and Diverse Abilities

Regular reporting procedures will be used to indicate progress for students with disabilities or diverse abilities. Many students will be assessed according to their achievement of the Learning Standards of the provincial or Board Authority Authorized curriculum and their achievement of goals supported through supplemental Learning Standards. Few students will be assessed according to replacement Learning Standards and their achievement of essential learning goals. All students can be assessed according to their achievement of Curricular Competencies.

A student with a disability who is not capable of achieving the Learning Standards of the provincial or Board Authority Authorized curriculum, and whose learning is supported through replacement Learning Standards, will also have specific individual goals and objectives established in his or her Individual Education Plan (IEP). Reporting student progress to parents and caregivers will be in relation to these specific individual goals as they relate to a student's Individual Education Plan (XSIEP) or locally developed non-credit (LD) course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

For students with disabilities who are not working toward the Learning Standards of the provincial or Board Authority Authorized curriculum, but rather toward individualised goals or objectives in an IEP, the most appropriate form of reporting will be in a similar format to what all students are receiving but that reflects student proficiency in their individualized goals.

English Language Learners (ELL) & French Language Learners (FLL)

An English language learner, or a French language learner in a Francophone program, will follow the Learning Standards of the provincial curriculum or a local program and regular reporting procedures are used to show progress. Where these students are not following the Learning Standards of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

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 Scale. The "IE" symbol is temporary and may be used at any time during the school year on a learning update or a summary of learning. The underlying principle is that parents and students should be alerted to a potential assessment problem as soon as teachers detect it.

Some examples of when an "IE" symbol might be required include:

- when a student has recently moved to a new school or district, resulting in a lack of submitted work or observable learning
- when a student has been ill or away from school for a significant period of time, resulting in a lack of submitted work or observable learning
- when a student has not submitted a significant volume of work for other reasons

When an "IE" reporting symbol has been assigned, teachers will provide students and parents with an opportunity to consult and discuss the situation, including the subject areas where evidence of learning is unavailable, the potential needs of the student and possible solutions and supports. Teachers must also provide a clear timeline for resolution, student needs, and a specific plan of action to arrive at a possible solution.

Scheduling

Frequency

Under the new K-12 Student Reporting Policy, students in all grades from K-12 will receive a minimum of 5 communications on student learning over the course of the school year—four learning updates throughout the year and one summary of learning at the end of the year. The policy also requires that teachers share the first learning update within the first 25% of scheduled instructional time, which can be interpreted by a school or district as the school year, a term, or a semester. These frequency requirements ensure students and parents are receiving timely and consistent feedback throughout the school year to best support student learning and success. These requirements also represent the minimum requirements for communicating student learning.

School Reporting Schedules

The proposed K-12 Student Reporting Policy requires a minimum of four learning updates and one summary of learning, totalling five communications with parents and caregivers on student progress each school year. Schools and districts are encouraged to develop responsive

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

Non-Semester System				
School Year				
October	December	February	March	June
Learning Update 1 (varied format)	Learning Update 2 (written)	Learning Update 3 (varied format)	Learning Update 4 (written)	Summary of Learning (written)

Semester-systems and Schools with Alternative Calendars

As there are a wide variety of school calendars and delivery models used in B.C., the proposed K-12 Student Reporting Policy is purposefully not prescriptive regarding how these requirements are translated into a school schedule. Developing a schedule that meets the minimum requirements set out in the policy is a school or district responsibility. For example, semester-system schools may choose to schedule written learning updates in each semester to meet or exceed the minimum four required communications of this type. It is recommended that semester-system schools provide parents and caregivers with a summary of learning at the end of each semester to ensure timely summative reporting is provided for each subject a student has studied.

Applying the proposed K-12 Student Reporting Policy in a semester-system or an alternative calendar may increase the overall frequency of reporting. However, the number of reports generated per student, per subject, will remain relatively constant across scheduling systems.

Appendix A – Key Words and Definitions

Core Competencies – Sets of intellectual, personal, social and emotional proficiencies all students need in order to engage in deep, lifelong learning. The Core Competencies are Communication, Thinking, and Personal and Social.

Descriptive Feedback – Written comments and/or documented conversations that describe student performance in relation to the Learning Standards and may describe how student learning will be supported by the teacher. This feedback should be in clear language that is accessible to parents/caregivers.

Learning updates – Responsive and timely updates to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. The requirements for learning updates are detailed in the Student Reporting Policy and ensure parents/caregivers are well informed about student learning.

Learning Standards – The curricular competency Learning Standards (including the skills, strategies, and processes that students develop over time) and the content Learning Standards (the essential topics and knowledge at each grade level), as set out in the Provincial Curriculum.

Provincial Proficiency Scale – The four categories of student performance (Emerging, Developing, Proficient or Extending) as defined in the Provincial Letter Grades Order and the Student Progress Report Order.

Student Goal Setting – Student goals for their own learning and development for the given school year. Goal setting should begin as early in the year as possible and is usually a year long process. Goals should be informed by Student Self-Assessment of the Core Competencies and may connect learning to broader career and life aspirations.

Student Self-Assessment – Student reflection on their personal progress in developing the Core Competencies as well as their learning engagement and responsibility. These reflections should inform Student Goal Setting.

Summary of Learning – A summative, written report to parents/caregivers that describes student progress and achievement at the end of a school 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

- 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, guidelines and procedures established in the policy related to students with special needs
- indicate, in relation to the Learning Standards of the provincial or Board Authority Authorized curriculum or individually set goals for students using replacement Learning Standards, what each student is able to do (strengths), areas in which the student requires further attention or development (goals), and ways of supporting the student in their learning (strategies)
- follow the guidelines when assigning indicators on the Provincial Proficiency Scale
- follow the guidelines when assigning an "IE" or any other letter grades if applicable

Relevant Legislation, Regulation & Orders

- Provincial Legislation, [BC School Act](#)
- Regulation 265/89, the [School Regulation \(PDF\)](#)
- Ministerial Order 192/94, the [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 191/94, the [Student Progress Report Order \(PDF\)](#)
- Ministerial Order 190/91, the [Permanent Student Record Order \(PDF\)](#)

- 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 \(PDF\)](#)
- Ministerial Order 150/89, the [Special Needs Students Order \(PDF\)](#)