



# SCHOOL DISTRICT 72 Achievement Report 2019-2020

Prepared for the Board of Education by:  
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Superintendent of Schools  
School District 72 (Campbell River)

March 16, 2021

The purpose of this review is to offer a scan of the types of social-emotional and academic data gathered. The intent is to use the data to inform staff about appropriate interventions, identify areas needing support and to recognize successes.

▶ Social -Emotional Data Points

- ▶ EDI
- ▶ MDI
- ▶ Student report comments
- ▶ Others to be included as data becomes available

▶ Academic Data Points

- ▶ Individual student report data
- ▶ Benchmark results Grades 1-3 (classroom)
- ▶ Grades 2-8 District Read/Write assessments (school)
- ▶ Grade 4 & 7 FSA (district)
- ▶ Graduation rates (5 & 6 year)
- ▶ Grade to grade transitions
- ▶ Others to be included as data points increase year to year

# Priority One: Improve Student Achievement



Students will fully meet or exceed expectations in literacy and numeracy



Students will have improved graduation rates



Indigenous and non-Indigenous students will have equity across all measures



Staff will provide parents and the community with clear and consistent achievement data

# Students At A Glance

- 18 schools
- 5513 FTE students  
(2490 K-5 Elementary, 1269 Middle school, 1731 Secondary School, 70 at Continuing Education, 83 at eBlend, 163 at Elm Alternate, eHub - 192 Elementary, 148 Middle)
- 1234 Indigenous students
- 412 Elementary French Immersion students
- 31 International students (most are from Germany and Italy, with one from Japan)
- The vulnerability rate for the region is 35% as measured by the Early Development Instrument in five developmental domains. This means that 35% of our Kindergarten students were vulnerable, and that without additional support they may face future challenges. (last updated in Campbell River 2019)

# Our Vision

School District 72 is dedicated to the achievement of personal excellence for all members of its learning community.



This EDI School Report provides EDI data and demographic information for Kindergarten students in your school for the 2019/2020 academic year. These data provide a common starting point for facilitating discussion and inquiry on the status of early child development within schools, districts and communities. We encourage school and district administrators to share this information with their teachers, staff, parents and community partners at their discretion.



### PHYSICAL HEALTH & WELL-BEING

Children's gross and fine motor skills, physical independence and readiness for the school day. E.g., *Can the child hold a pencil? Is the child able to manipulate objects? Is the child on time for school?*



### SOCIAL COMPETENCE

Children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things. E.g., *Is the child able to follow class routines? Is the child self-confident? Is the child eager to read a new book?*



### EMOTIONAL MATURITY

Children's prosocial and helping behaviours, as well as hyperactivity and inattention, and aggressive, anxious and fearful behaviours. E.g., *Does the child comfort a child who is crying or upset? Does the child appear fearful or anxious? Is the child impulsive, acts without thinking?*



### LANGUAGE & COGNITIVE DEVELOPMENT

Children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory. E.g., *Is the child interested in reading and writing? Can the child count and recognize numbers? Is the child able to read simple sentences?*



### COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Children's English language skills and general knowledge. E.g., *Can the child tell a story? Can the child communicate with adults and children? Can the child take part in imaginative play?*

### HOW DOES THE EDI MEASURE CHILDHOOD VULNERABILITY?

Data gathered from the EDI are used to report on rates of vulnerability in groups of children across BC.

Each scale of the EDI has a vulnerability cut-off. Children whose scores fall below the vulnerability cut-off on a particular EDI scale are said to be vulnerable in that area of development. Vulnerable children are those who, without additional support and care, are more likely to experience challenges in their school years and beyond.

### REPORTING ON EDI VULNERABILITY

#### EDI Scale Vulnerability

Vulnerability on the EDI is measured and reported as a vulnerability rate. The vulnerability rate is the percentage of children who are vulnerable on each of the five scales of the EDI.

#### Vulnerable on One or More Scales

Vulnerable on One or More Scales is a summary measure that reports the percentage of children who are vulnerable on at least one or more of the five scales of the EDI. Children captured by this measure may be vulnerable on only one scale or may be experiencing vulnerabilities on two, three, four or all five scales of the EDI.

Contact us at [edi@help.ubc.ca](mailto:edi@help.ubc.ca) or visit our website: [earlylearning.ubc.ca/edi](http://earlylearning.ubc.ca/edi).

# Campbell River in Relation to Provincial Ranges of the 5 EDI Scales

## Difference Across BC School Districts

There is a wide range in vulnerability rates across all BC school districts in Wave 7. On the measure Vulnerable on One or More Scales, across **school districts** in BC, the lowest vulnerability rate is 13% while the highest is 54%.

For individual scales, the lowest vulnerability rate across school districts is found on the Communication Skills and General Knowledge Scale at 2%, as well as the highest, at 34%.

Figures 13 and 14 illustrate Campbell River's vulnerability rates on One or More Scales of the EDI and each of the five scales, for Wave 7, in comparison to data from all other school districts in the province. Each coloured bar represents one school district's vulnerability rate, which are ordered from the lowest to highest vulnerability. **The grey bar represents Campbell River's vulnerability rates.**

See Appendices 1A and 1B for a detailed comparison of EDI data for all school districts in the province.

FIGURE 13. WAVE 7 VULNERABILITY IN CAMPBELL RIVER WITHIN A PROVINCIAL CONTEXT

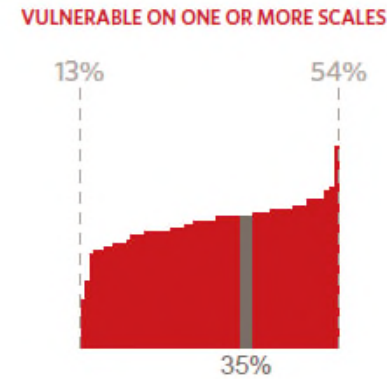
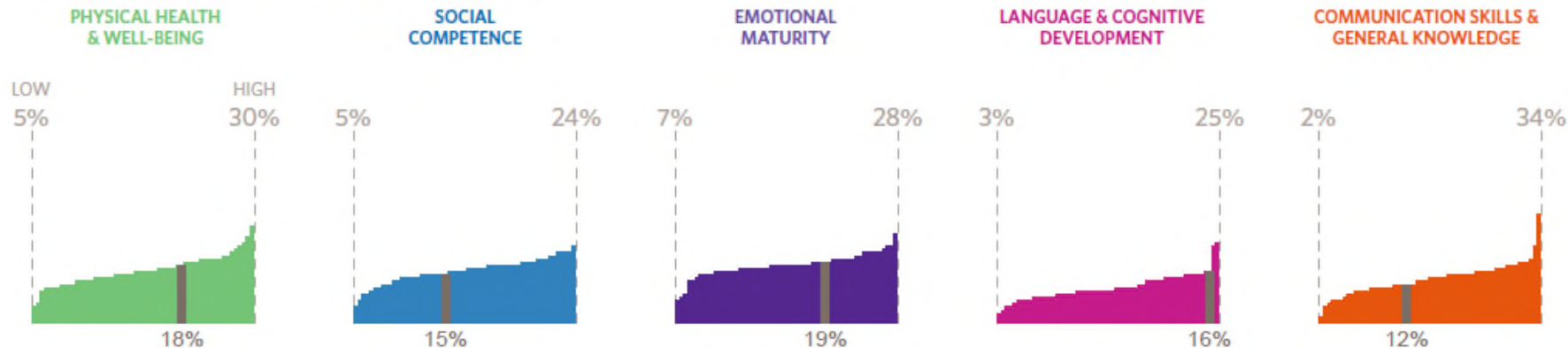
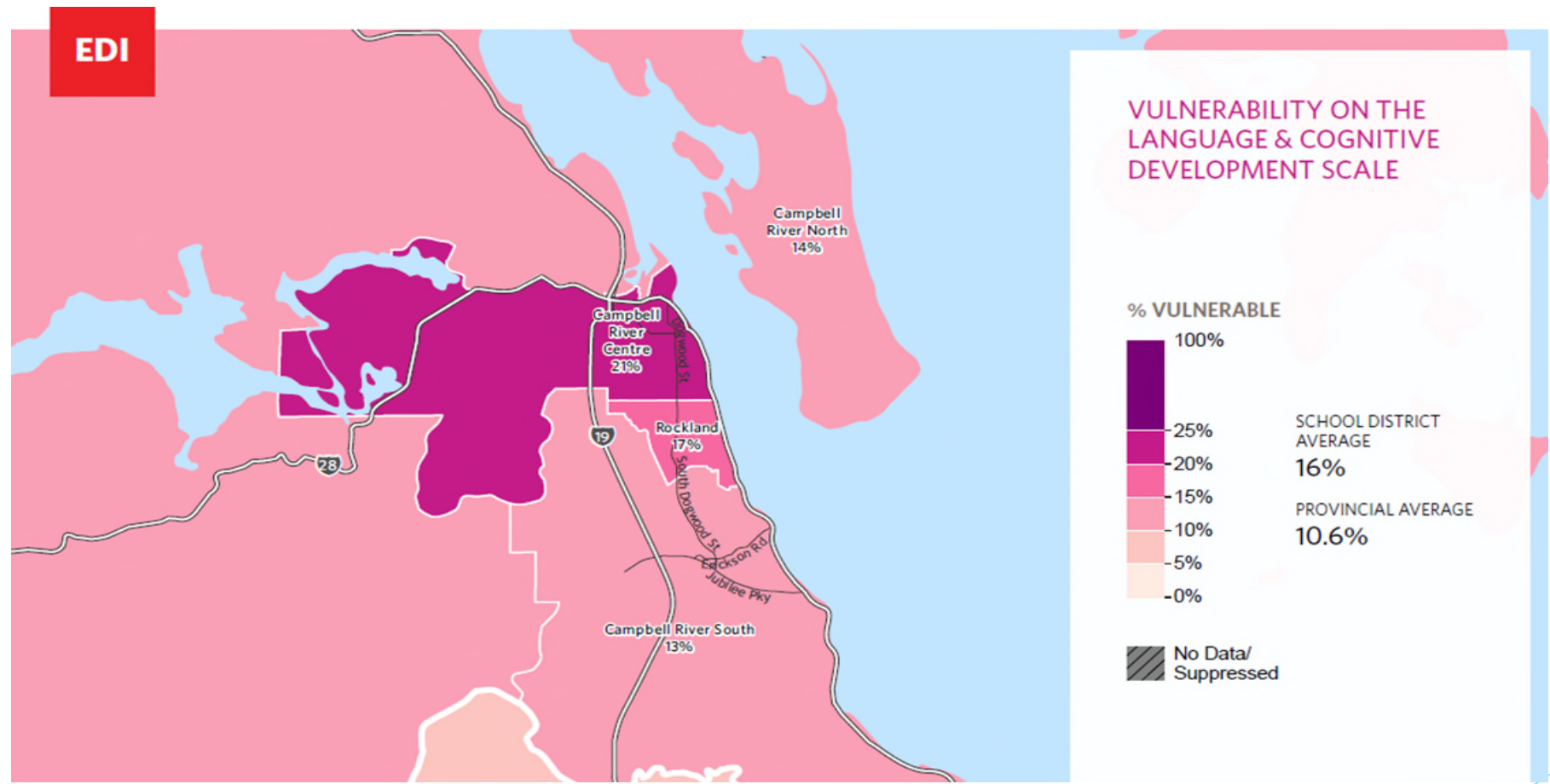


FIGURE 14. WAVE 7 SCALE-LEVEL VULNERABILITY IN CAMPBELL RIVER WITHIN A PROVINCIAL CONTEXT





While Campbell River stayed at or below the Provincial Averages for the 5 EDI scales, our vulnerability on the language and cognitive development scale increased from 9 to 16% since the last wave





# Grade Four



HUMAN  
EARLY LEARNING  
PARTNERSHIP



**MDI**  
**GRADE 7**



## WHAT IS THE MIDDLE YEARS DEVELOPMENT INSTRUMENT?

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. It is a unique and comprehensive questionnaire that helps us gain a deeper understanding of how children are doing at this stage in their lives. Researchers working at the Human Early Learning Partnership (HELP) are using results to learn more about children's social-emotional health and well-being. In addition, the MDI is being used across sectors to support collaboration and inform policy and practice.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. In addition, the MDI focuses on highlighting the promotive and protective factors and assets that are known to support and optimize development in middle childhood. These areas are: *Social and Emotional Development*, *Physical Health and Well-Being*, *Connectedness*, *Use of After-School Time* and *School Experiences*. Each of these dimensions is made up of several measures. Each measure is made up of one or more individual questions.

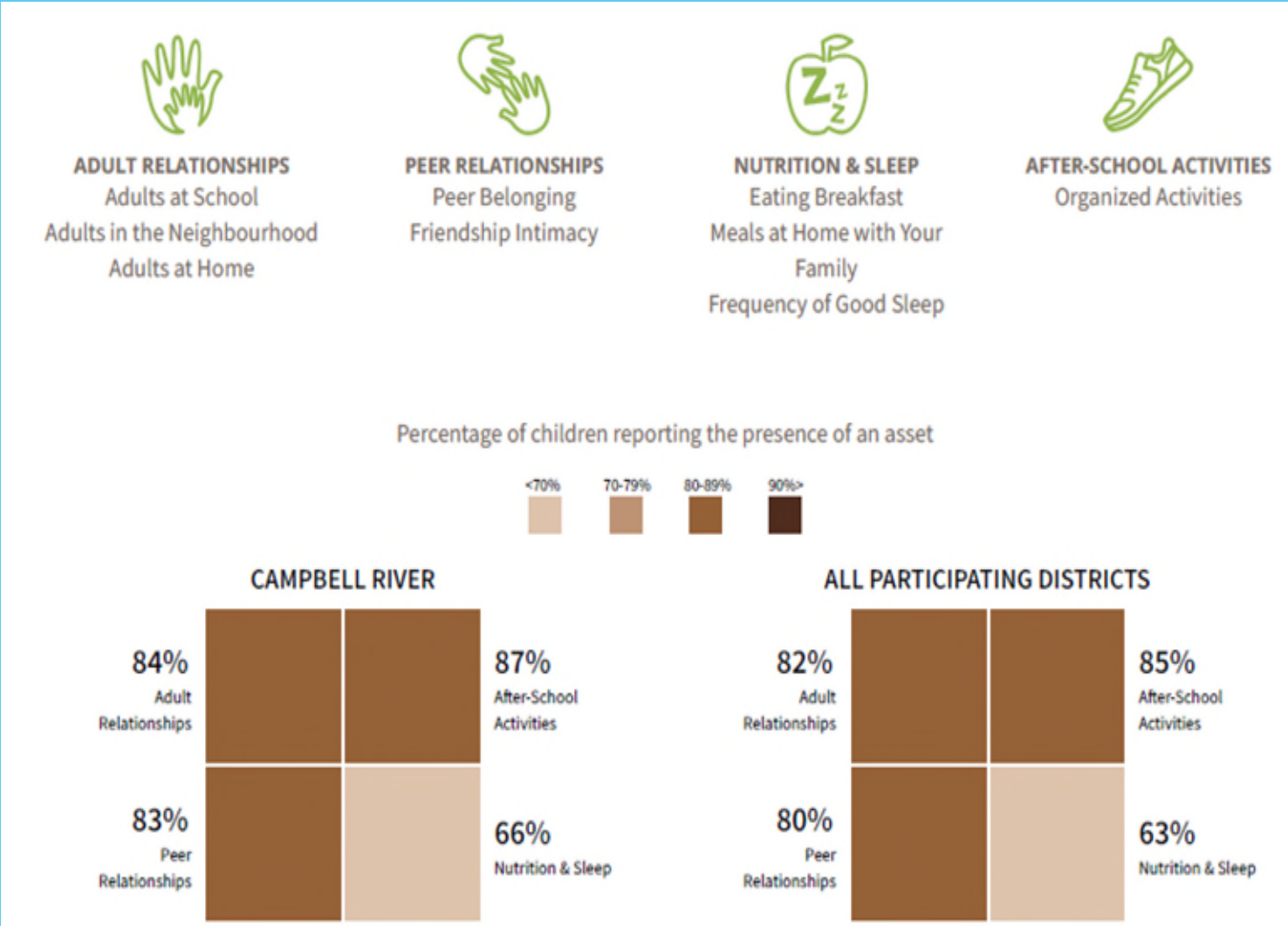
Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices: The Well-Being Index and the Assets Index.

The following illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-Being and Assets Indices.

# Assets Index

The Assets Index combines MDI measures that highlight four key assets that help to promote children’s positive development and well-being. Assets are positive experiences, relationships or behaviours present in children’s lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

## Grade 4





# Well-Being Index

The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

## MEASURES

Optimism  
Happiness  
Self-Esteem  
Absence of Sadness  
General Health

## Grade 4



### High Well-Being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



### Medium Well-Being

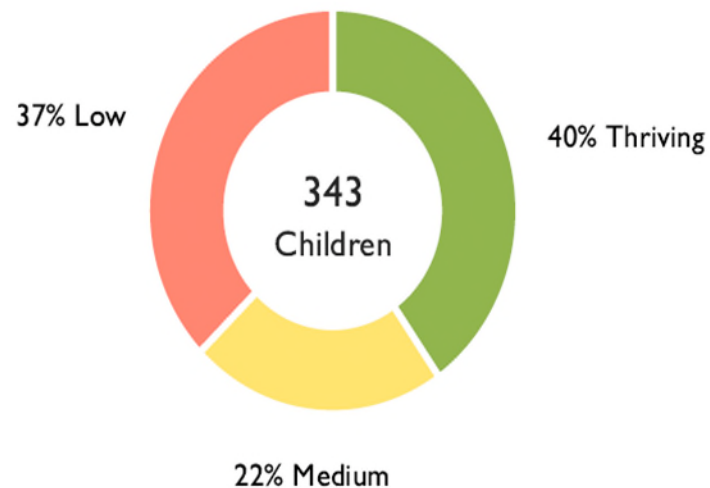
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



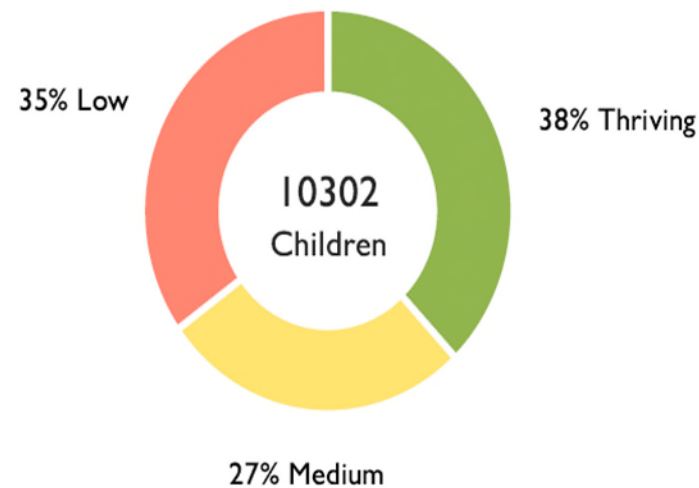
### Low Well-Being

Children who score in the low range on at least 1 of the 5 measures of well-being.

### CAMPBELL RIVER



### ALL PARTICIPATING DISTRICTS





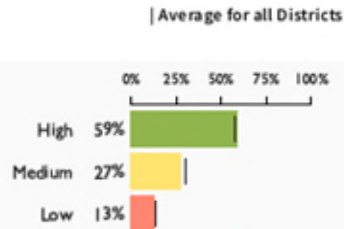
# SOCIAL & EMOTIONAL DEVELOPMENT

The development of social and emotional skills, including empathy, optimism and self-esteem, are important for supporting positive mental health during middle childhood and at all ages to follow. These skills help children understand and manage their emotions, build and maintain positive relationships, and regulate their own behaviour. Opportunities to develop social and emotional skills can be created in many supportive environments: at school with teachers and peers, in the home with elders, family or caregivers and during after-school programs with community members.

## Grade 4

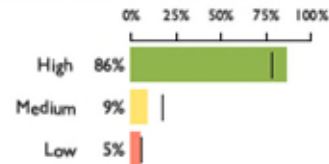
### OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



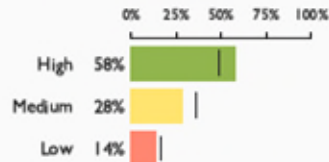
### EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



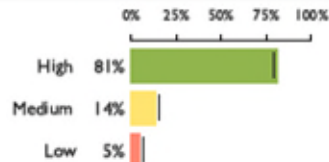
### PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



### SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



### HAPPINESS

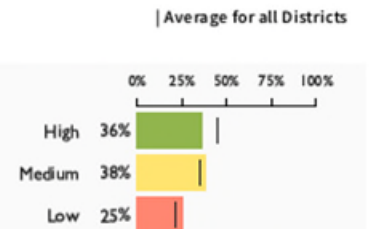
Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



## Grade 7

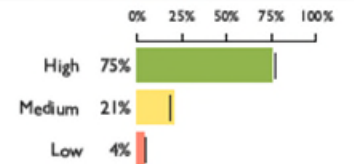
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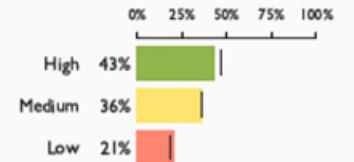
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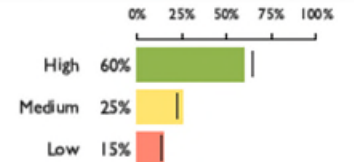
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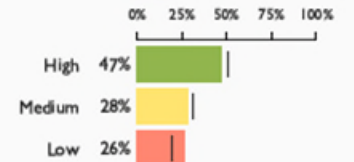
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# Grade 7



## ADULT RELATIONSHIPS

Adults at School

Adults in the Neighbourhood

Adults at Home



## PEER RELATIONSHIPS

Peer Belonging

Friendship Intimacy



## NUTRITION & SLEEP

Eating Breakfast

Meals at Home with Your Family

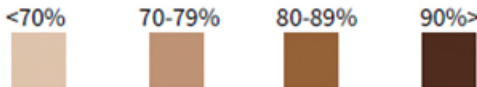
Frequency of Good Sleep



## AFTER-SCHOOL ACTIVITIES

Organized Activities

Percentage of children reporting the presence of an asset



### CAMPBELL RIVER

77%

Adult Relationships

73%

After-School Activities

77%

Peer Relationships

52%

Nutrition & Sleep

### ALL PARTICIPATING DISTRICTS

72%

Adult Relationships

82%

After-School Activities

79%

Peer Relationships

58%

Nutrition & Sleep

# Grade 7



**High Well-Being (Thriving)**  
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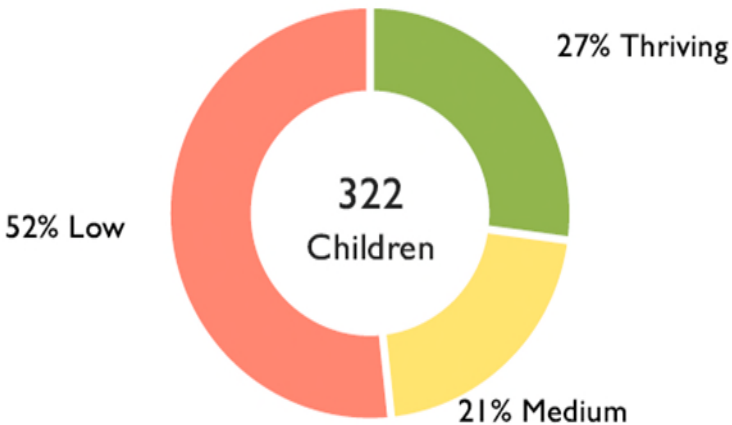


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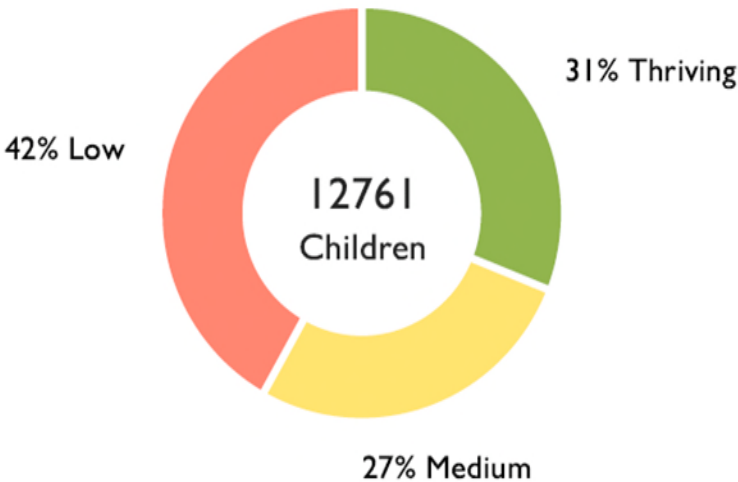


**Low Well-Being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.

CAMPBELL RIVER



ALL PARTICIPATING DISTRICTS





## CONNECTEDNESS

Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school and in the community, can promote positive mental health and minimize risks that may be present in children's lives.

Having one adult, such as a parent or auntie, an elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community, as well as land, language and culture also play an important role in encouraging a strong and healthy sense of identity.

### NUMBER OF IMPORTANT ADULTS AT SCHOOL



2 or more

40%



One

13%



None

47%

Average for all Districts

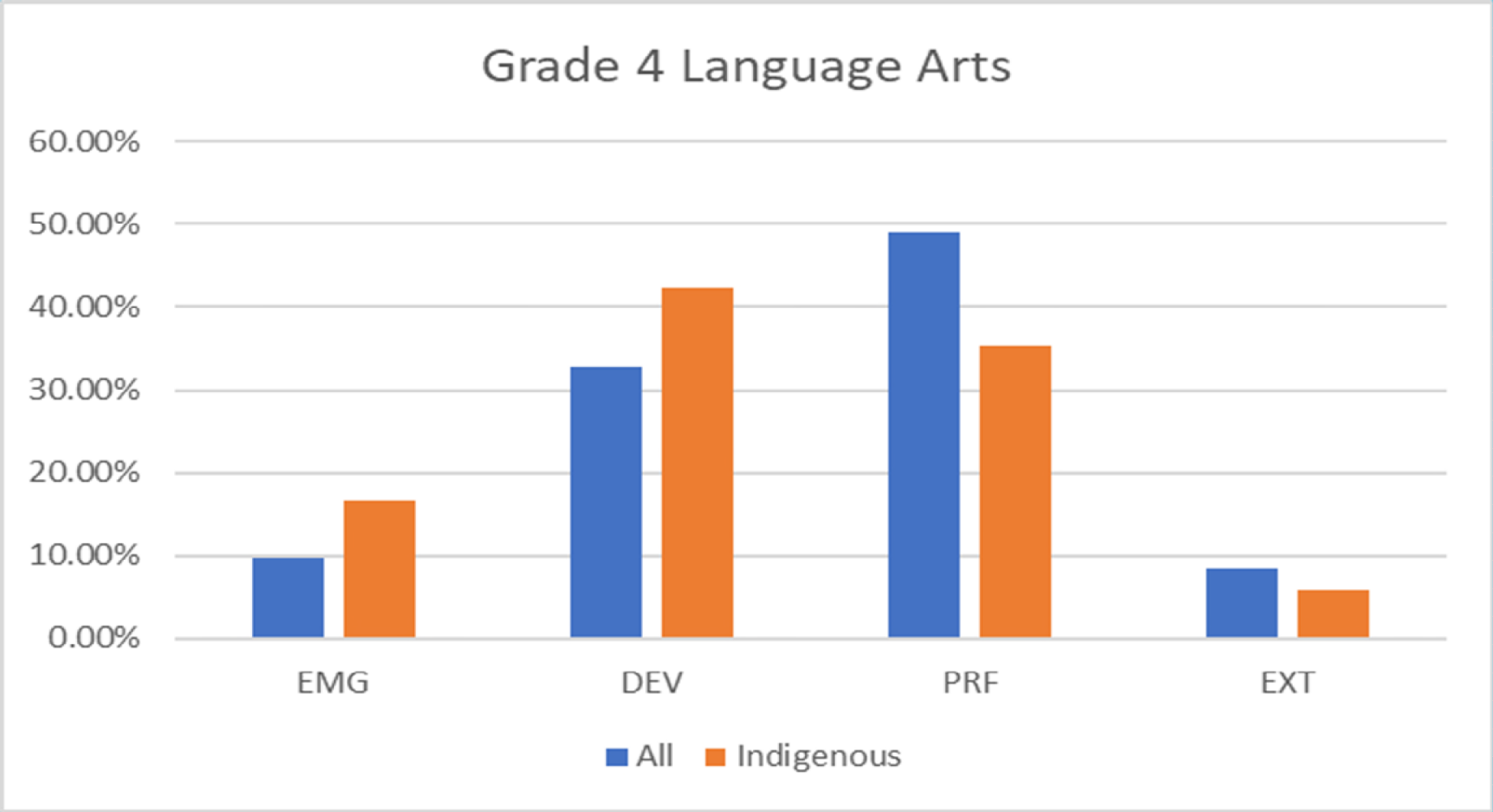
48%

11%

41%

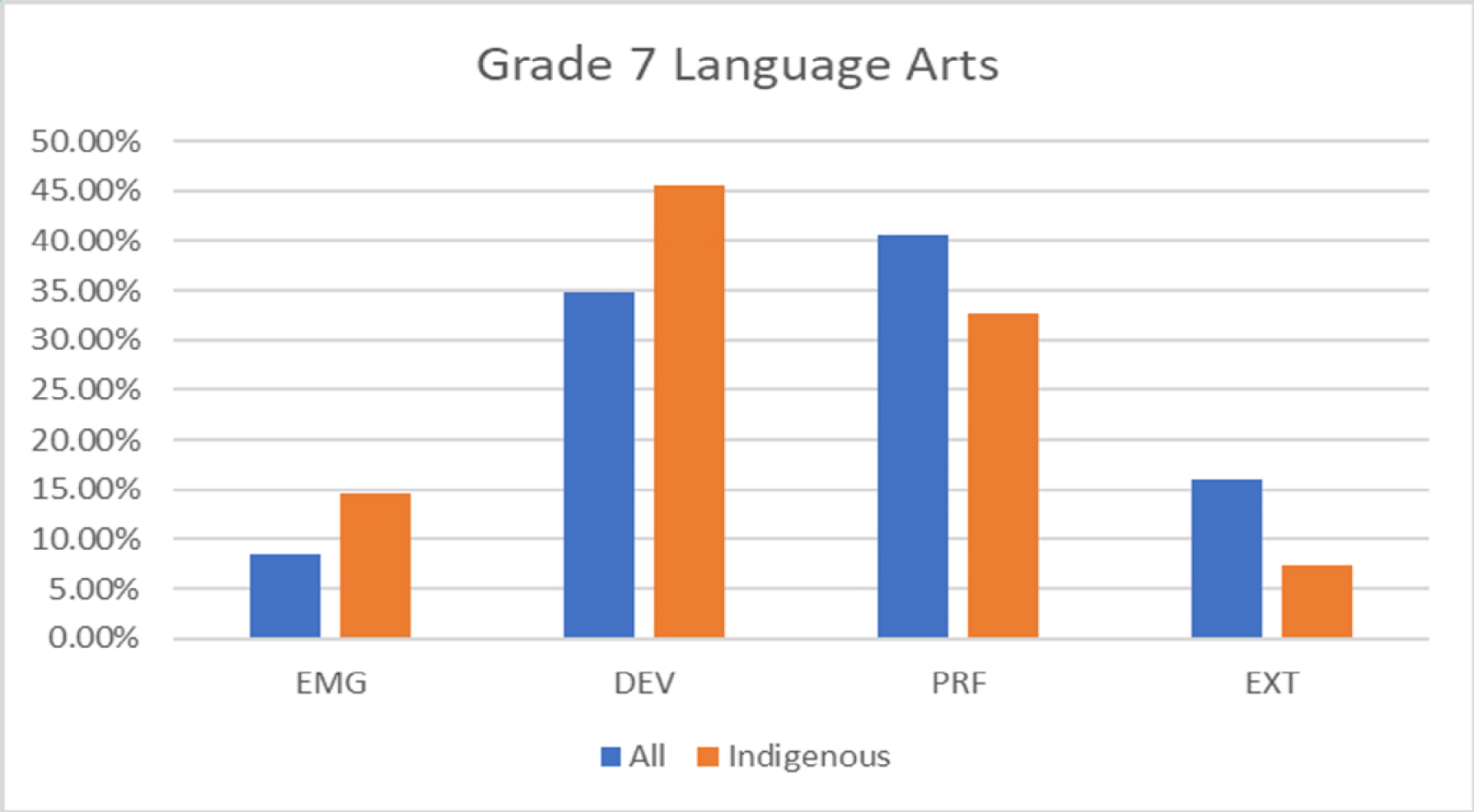
Grade 7

# District Language Arts Achievement - Grade 4 - June 2020



Number of records 378

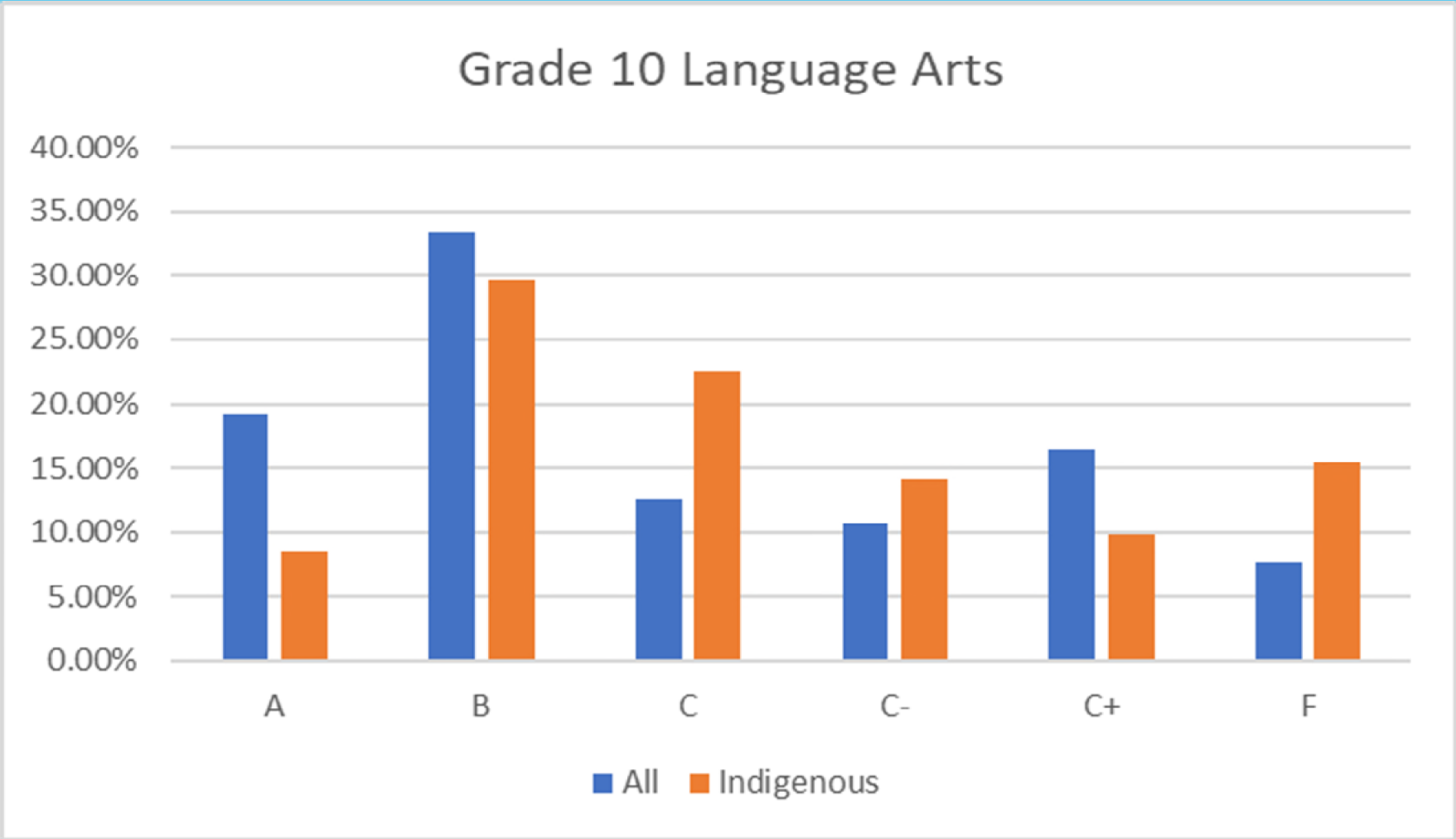
# District Language Arts Achievement - Grade 7 - June 2020



Number of records 339

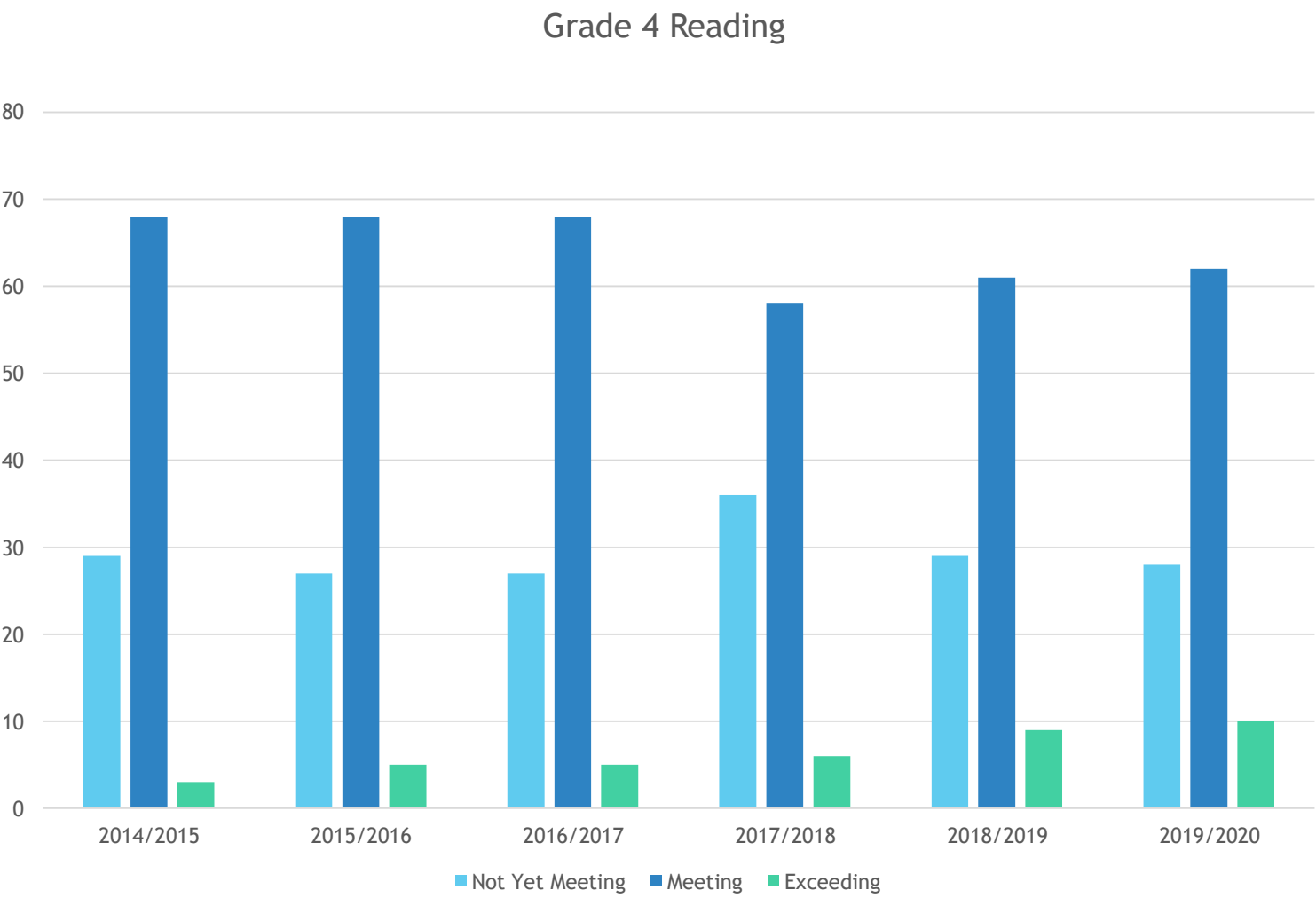


# District Language Arts Achievement Grade 10 - June 2020

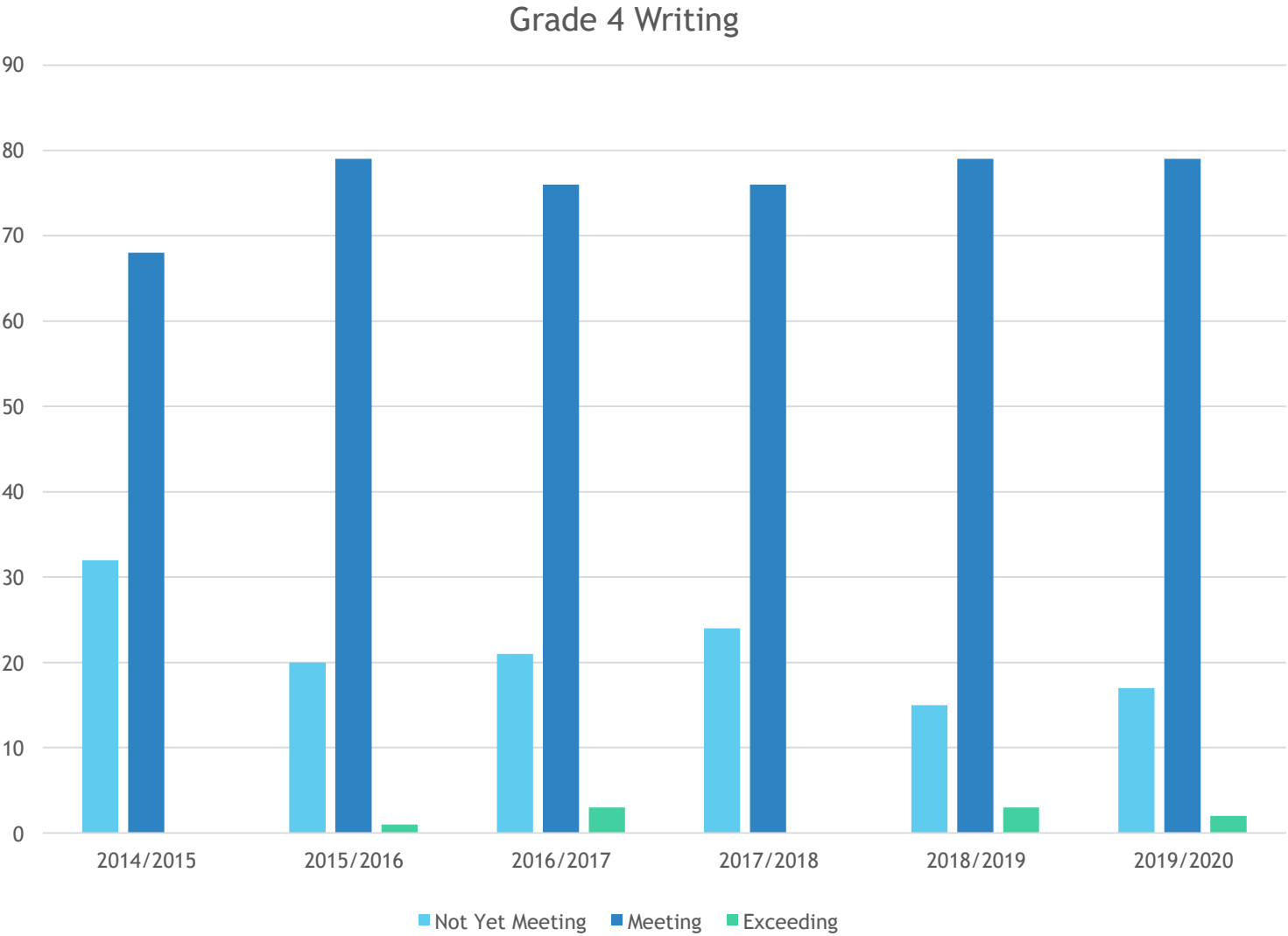


Number of records 365

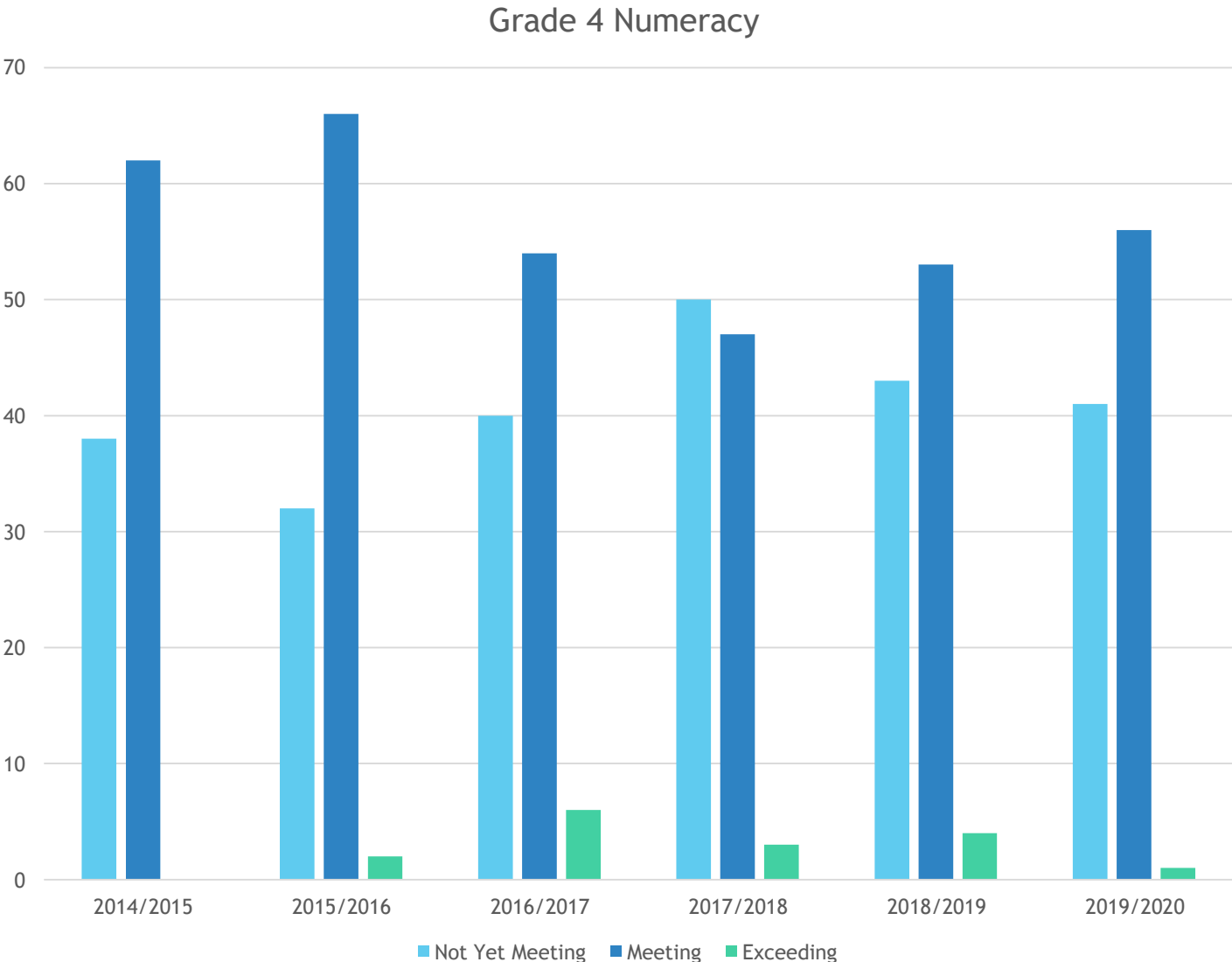
# FSA Grade 4



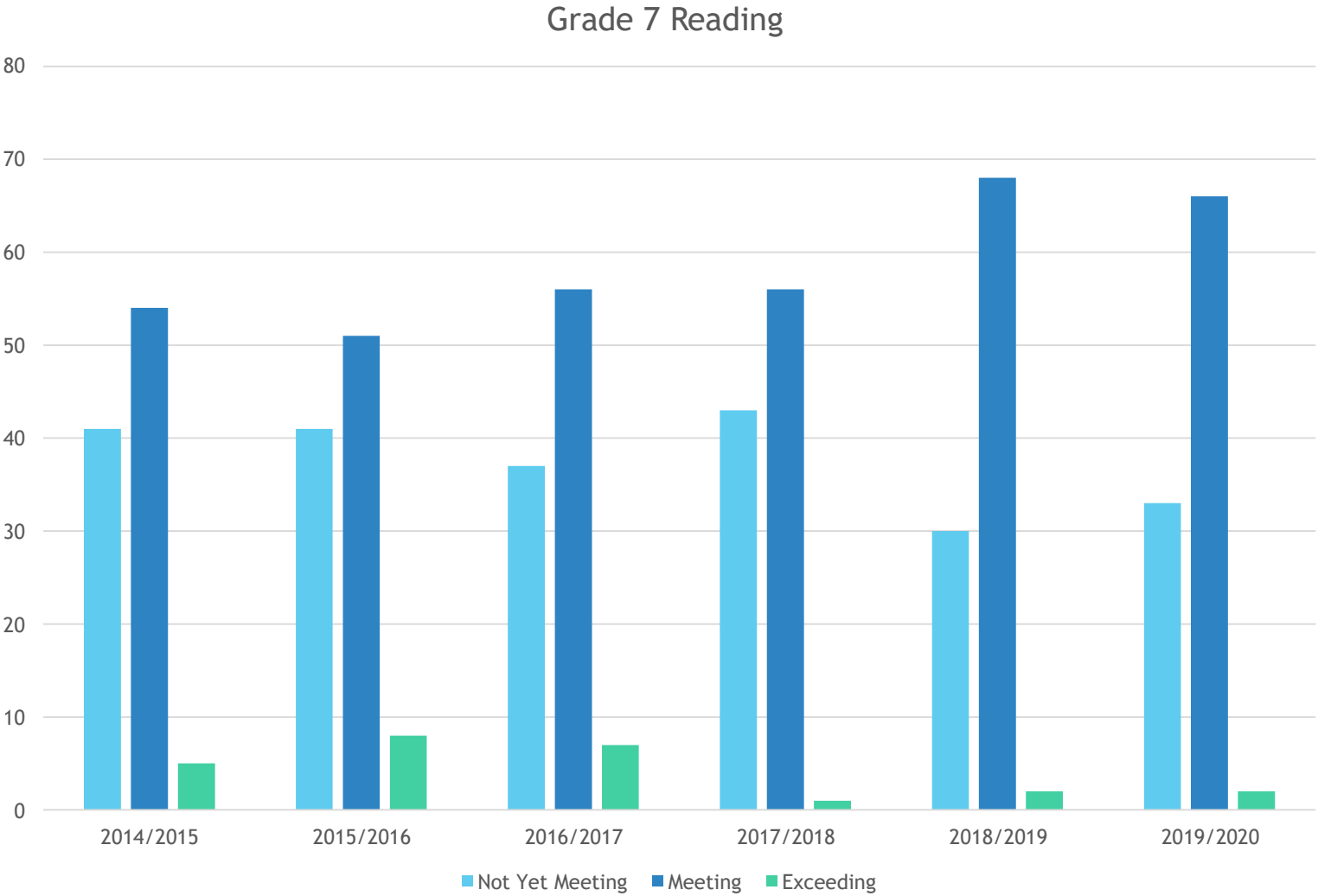
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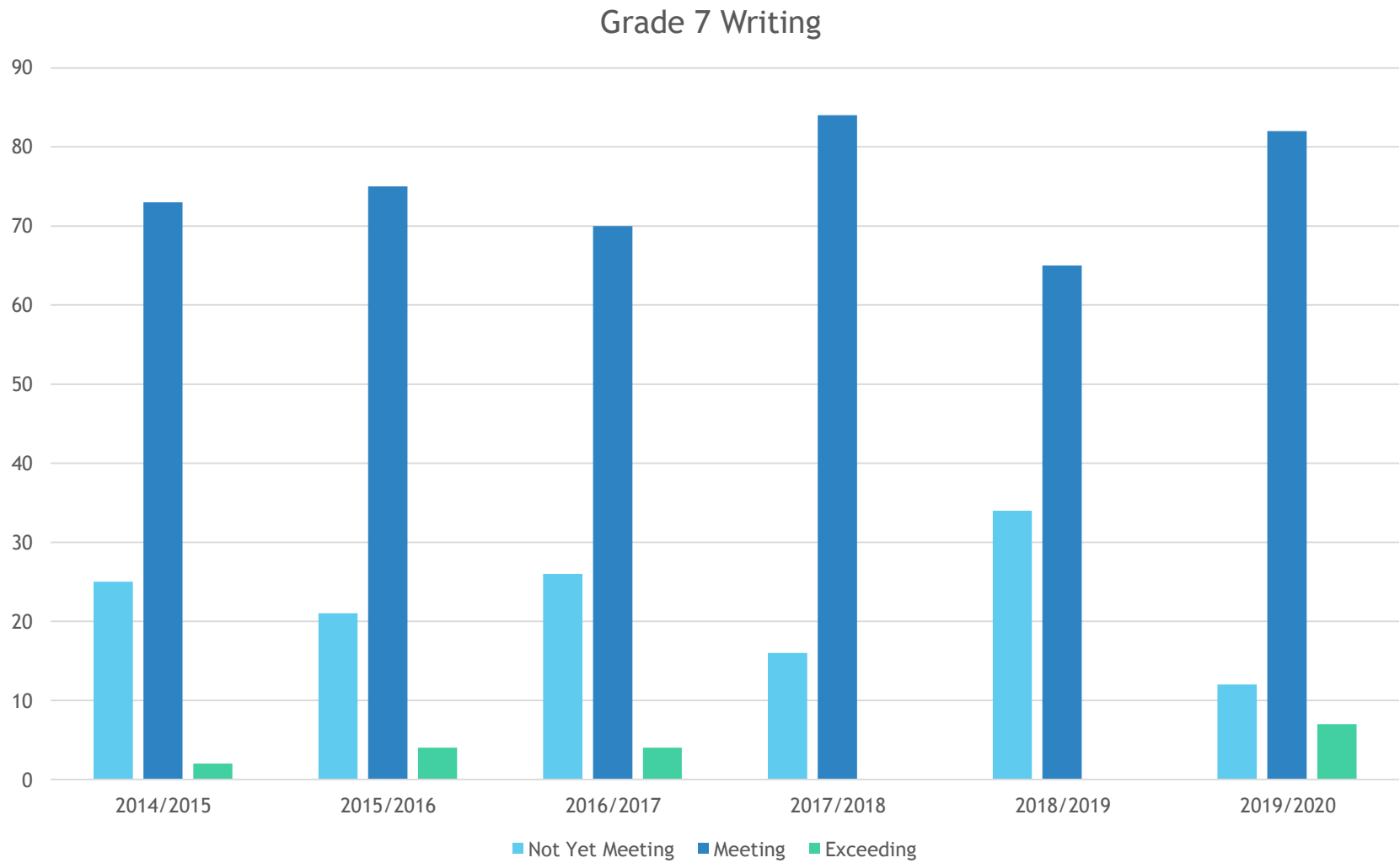


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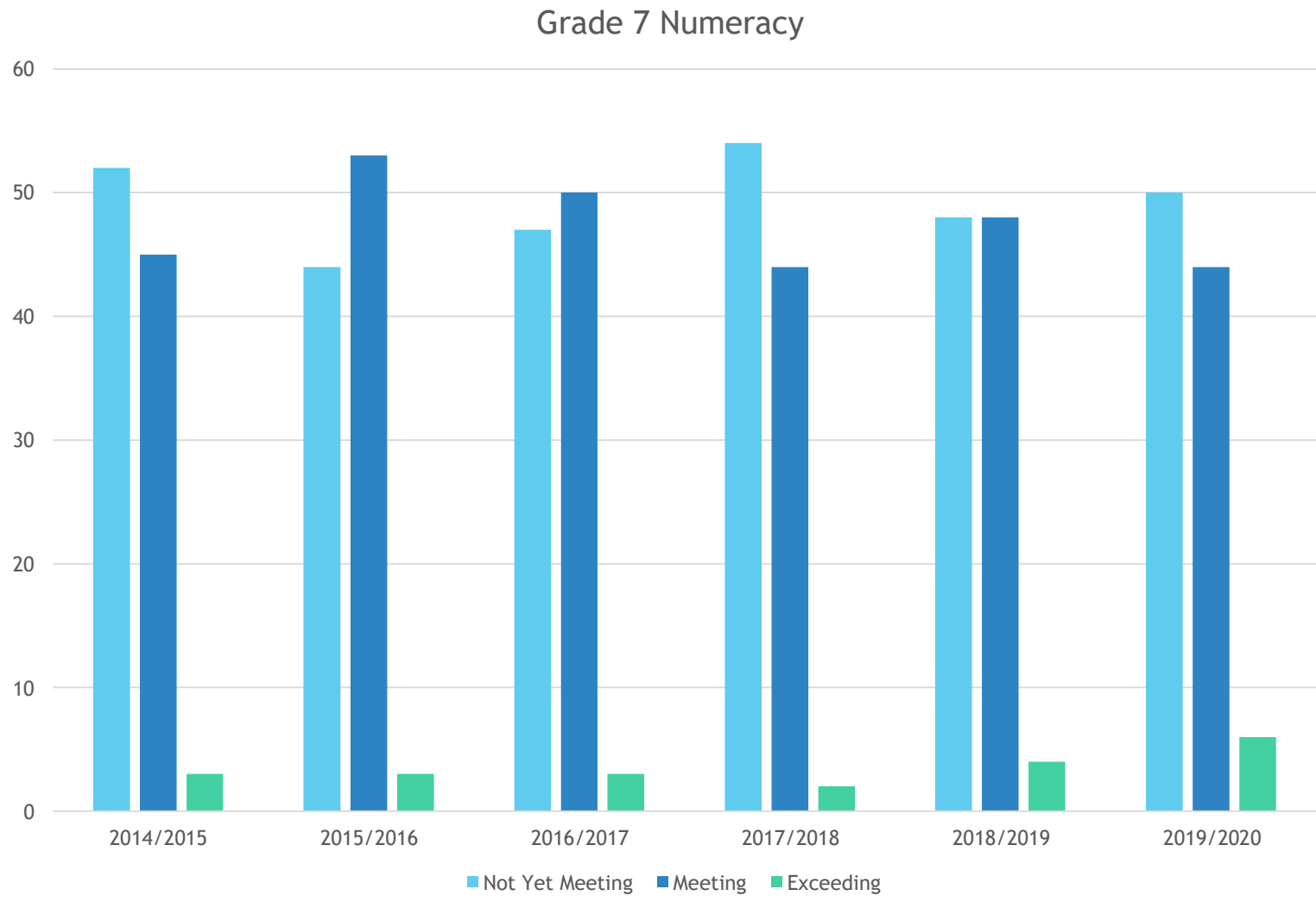




# FSA Grade 7

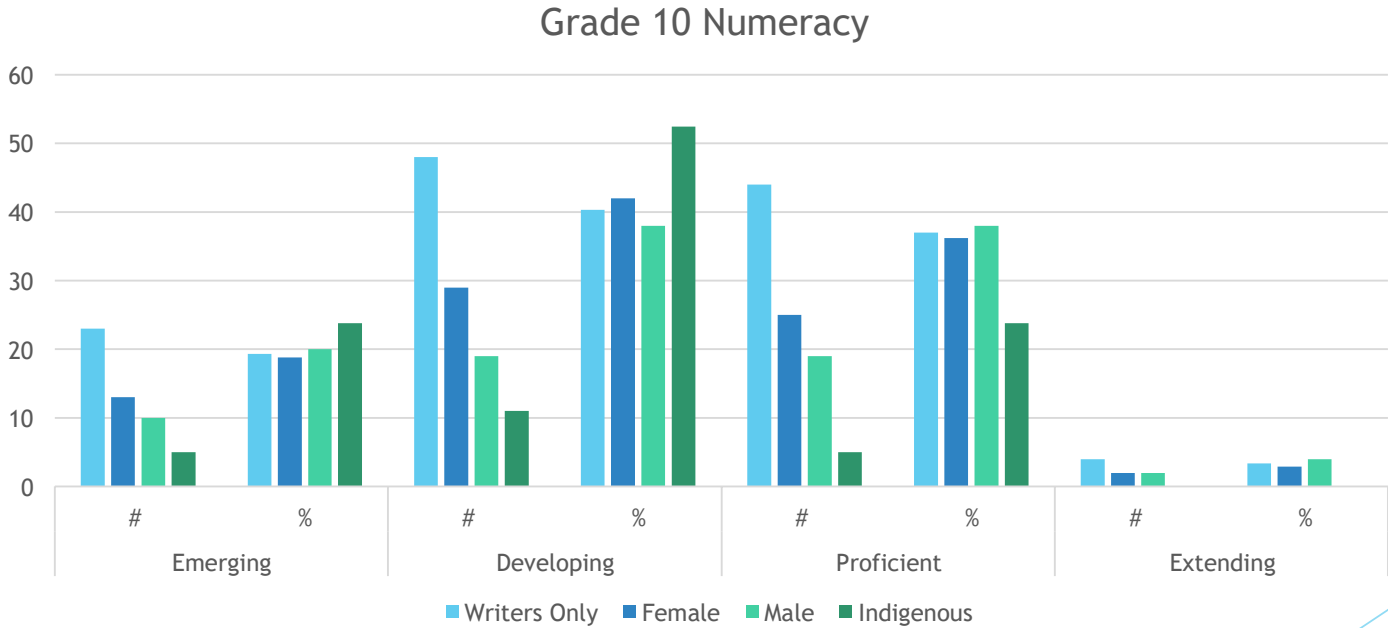


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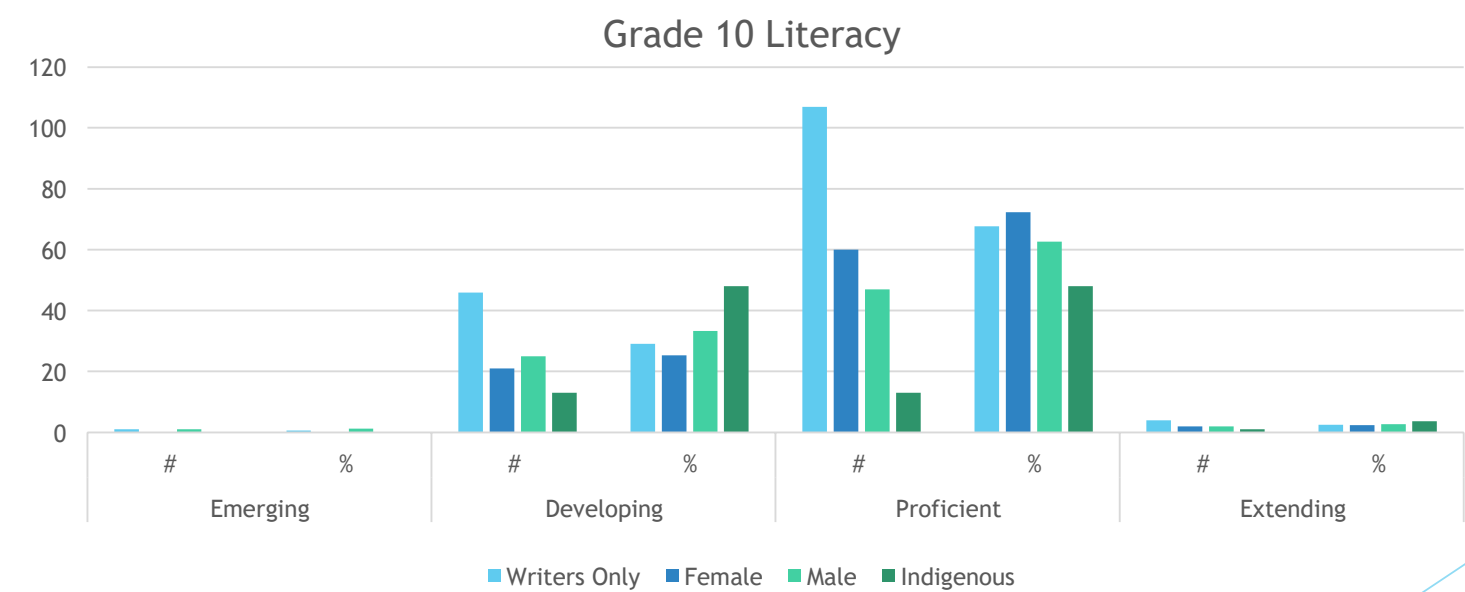
# Grade 10 Numeracy Assessment

	Emerging		Developing		Proficient		Extending	
Students	#	%	#	%	#	%	#	%
Total Students	23	19.3	48	40.3	44	37	4	3.4
Female	13	18.8	29	42	25	36.2	2	2.9
Male	10	20	19	38	19	38	2	4
Indigenous	5	23.8	11	52.4	5	23.8	0	0

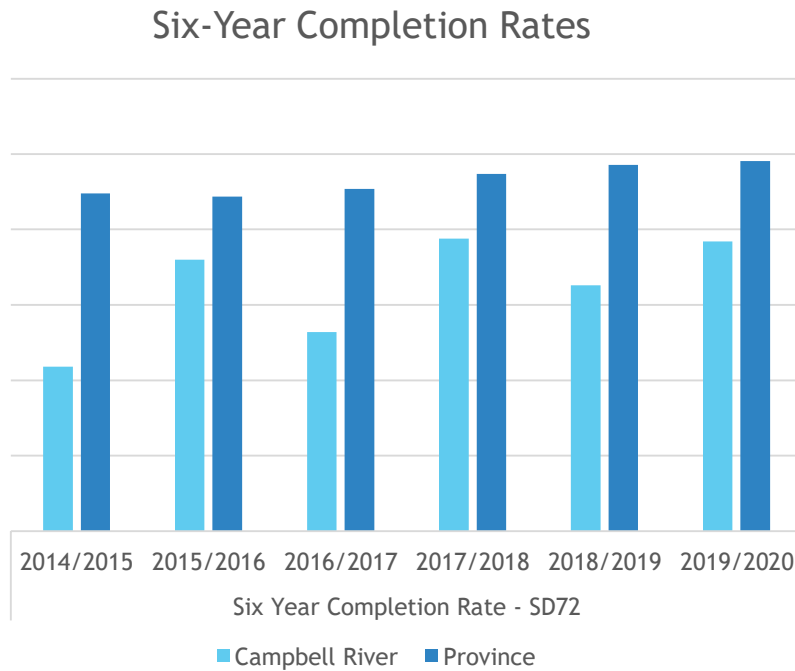


# Grade 10 Literacy Assessment

	Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%
Total Students	1	0.6	46	29.1	107	67.7	4	2.5
Female	0	0	21	25.3	60	72.3	2	2.4
Male	1	1.3	25	33.3	47	62.7	2	2.7
Indigenous	0	0	13	48.1	13	48.1	1	3.7



# Six-Year Completion Rates - All Students



		Campbell River	Province
All Students	2014/15	75.9	87.4
	2015/16	83.0	87.2
	2016/17	78.2	87.7
	2017/18	84.4	88.7
	2018/19	81.3	89.3
	2019/20	84.2	89.6
Indigenous	2014/15	50.6	63.0
	2015/16	65.9	63.8
	2016/17	61.3	65.9
	2017/18	67.9	69.0
	2018/19	65.7	69.1
	2019/20	58.9	71.0
Special Needs	2014/15	51.5	65.9
	2015/16	63.2	67.0
	2016/17	61.7	69.4
	2017/18	67.5	71.7
	2018/19	62.1	73.3
	2019/20	62.3	73.8

**Six-Year Completion Rate** – The proportion of students who graduate, with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma, within six years from the first time they enroll in Grade 8, adjusted for migration in and out of British Columbia. The data are only available at district and province level.