



## SPECIAL EDUCATION IN BRITISH COLUMBIA: A POPULATION-BASED INVESTIGATION Grade-to-Grade Transition Report

### Province

This **Grade-to-Grade Transition** report describes the pace, over time, students with special needs and disabilities progressed through grade levels.

We have identified four transition paces, which we define as follows:

- **Typical Pace:** Student reached Grade 12 **on time** (12 years after Kindergarten), and also did not repeat Grade 12 or have any other grade enrollment information after Grade 12.
- **Increased Pace:** Student reached Grade 12 **earlier** than we would anticipate (**fewer** than 12 years after Kindergarten).
- **Decreased Pace:** Student reached Grade 12 **later** than we would anticipate (**more** than 12 years after Kindergarten). Also if student did not reach Grade 12, but was classified as Secondary Ungraded in their “Grade 12” year.
- **Other Pace:** Student followed pace other than those above (see Additional Notes below).

Results are presented in percentages—specifically, the percentage of students who followed a given grade-to-grade transition pace. The numbers in parentheses refer to the designation-specific sample size.

Province-level reports represent all releasable district-level data compiled to the level of the province.



## Grade-to-Grade Transition Report

### Additional Notes

- (1) The “Other Pace” category includes students who were in Grade 12 two or more times, either: earlier than expected/later than expected, earlier than expected/on time, earlier than expected/on time/later than expected, on time/later than expected, and/or had non-Grade 12 grade enrollment information in the year after Grade 12 was reached.
- (2) We retained for this report’s analyses only those Cohort 1/2/3/4/5 students who had in the database a Grade 12 flag sometime in/before the 2015/2016 school year and, if Grade 12 was not reached, a Secondary Ungraded flag in their “Grade 12” year. Given the numerous ways individual students progress through grade levels, combined with the fact that some students, for example, temporarily moved out of province between Kindergarten and Grade 12, we opted to look only at when Grade 12, specifically, was reached, rather than the specific paces at which the in-between grades were reached.
- (3) Some students in later cohorts, such as Cohorts 4/5, may have reached Grade 12 after the research end date (2015/2016).
- (4) All school-age students are funded and eligible to attend a BC public school until the end of the school year in which they reach the age of 19. A student is considered school-age if they are between the age of 5 by December 31 of the current calendar year and 19 on or after July 1 of the current school year. The results of this report do not fully take into account school-age students remaining the BC public school system past their 13th year (K-12 inclusive).



## Grade-to-Grade Transition Report

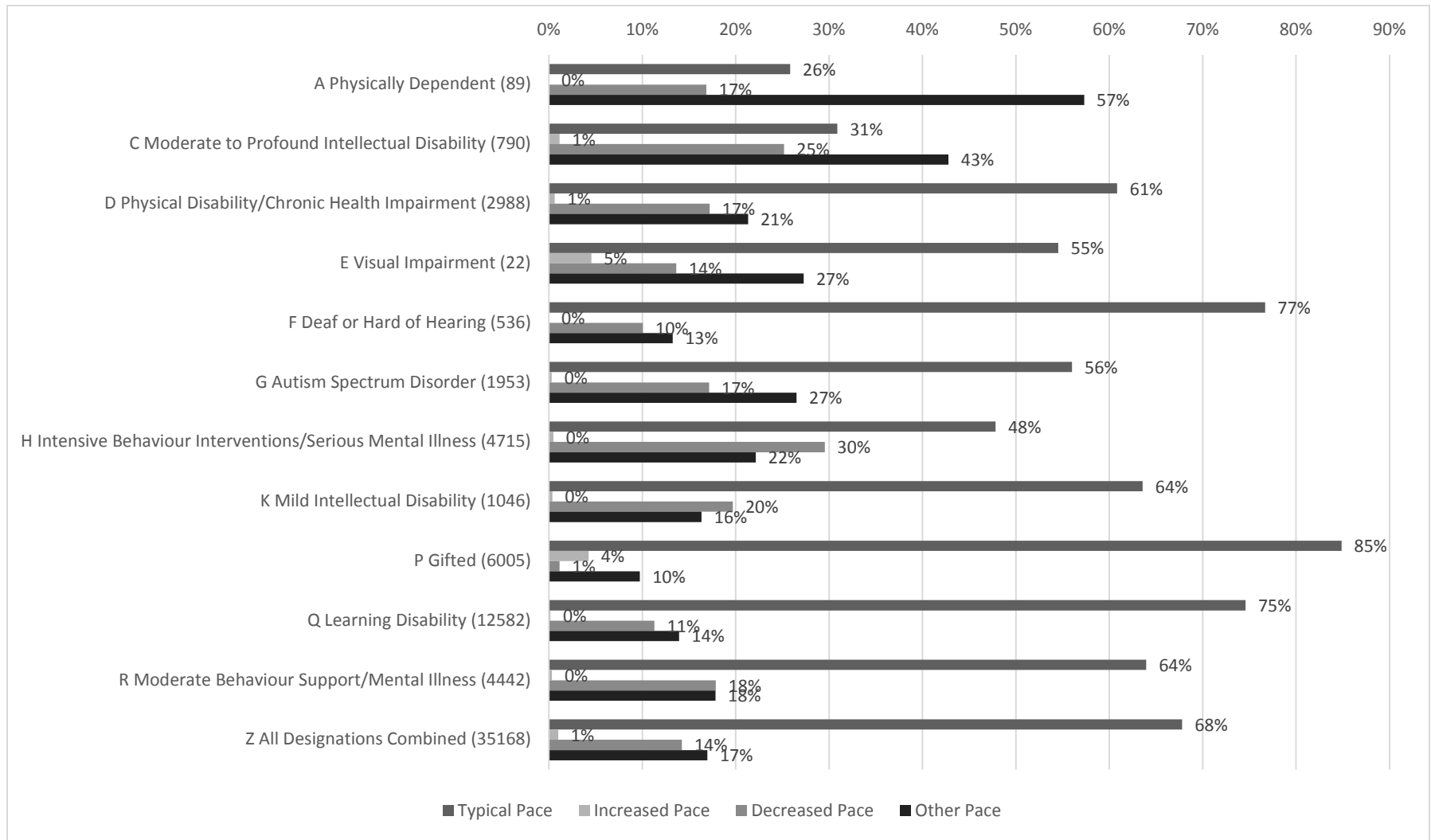
### Additional Notes (cont'd)

- (5) As a general disclaimer about all our reports: Although the large majority of students have a consistent special needs designation over time, some students may not have a consistent special needs designation over time (i.e., their designation may change over time). Being designated in one of the BC MED's special needs categories is not a requirement for supports and services to be provided to a student. Designation in a special needs category is for the purpose of funding alone, not service or support provision.
- (6) As a general disclaimer about all our reports: Population counts and outcome measures within our reports will differ from those reported by the BC Ministry of Education, as our reports follow specific cohorts of students over time, whereas Ministry reporting allows for students to enter and exit cohorts.



## Province Grade-to-Grade Transition Report

### Percentage of Students who Followed Each Grade-to-Grade Transition Pace





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**For Further Information:**

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**Download the Province-Level Reports at:**

<http://spice.nursing.ubc.ca/>

**Suggested Citation for this Report:**

Lloyd, J.E.V. and Baumbusch, J.L. (2019). "SPECIAL EDUCATION IN BC: A POPULATION-BASED INVESTIGATION" district- and province-level reports: Grade-to-grade transition, Province. Vancouver, BC: Supporting Progressive Inclusive Child-centered Education (SPICE) Lab, School of Nursing, University of British Columbia. Available at: <http://spice.nursing.ubc.ca/>.

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May 23, 2019

(Thanks to Graduate Academic Assistant, Danjie Zou, M.A., for his quality-checking assistance)