

School District No. 43 (Coquitlam)

Tom Grant, Superintendent of Schools

## 1. Improving Areas of Student Achievement

What is improving?

### Completion Rates

- 1) Overall Completion Rate
- 2) Completion Rates of Specific Student Populations:
  - a) Male Students
  - b) Aboriginal Students
  - c) Students with Special Needs

What evidence confirms this area of improvement?

The overall completion rate continues to improve and is now 91%, our highest ever result and 10% higher than the provincial average. For the first time ever, the completion rate of male students is 90%, 11% higher than the provincial average. Our Aboriginal six-year completion rate at 63% is 9% higher than the provincial average. The completion rate of students with special needs has increased 12.5% since 2006-2007 and at 70% is 18% higher than the provincial average. Our most recent completion rate for students with challenging behaviours (Category H & R) was 53%, which is 21% higher than the provincial average.

*Measure:* Six-Year Completion Rates

## 2. Challenging Areas

What trends in student achievement are of concern to you?

### Achievement of Specific Student Populations

- 1) Continuing Differences Between Male and Female Student Achievement
- 2) Aboriginal Student Achievement

*\* For additional results, please see the 2011-12 District Achievement Contract (male/female student achievement) and/or Targets: Aboriginal Education on page 4 of this document (Aboriginal student achievement).*

What evidence indicates this area of concern?

As early as Kindergarten and through to Grade 12, female students on average perform better than male students and complete school at a higher rate. *Results, in part\**: **Primary** - male: 88% (avg.) - female: 94% (avg.); **Gr. 4 FSA** - male: 67% (avg.) - female: 72% (avg.); **Gr. 7 FSA** - male: 65% (avg.) - female: 72% (avg.); **Gr. 10 English exam** - male: 89% - female: 94%; **Completion rates** - male: 90% - female: 92%. A second challenge is to ensure consistently high achievement for all Aboriginal students. *Results, in part\**: **Literacy** - all: 91% (avg.) - Aboriginal: 78% (avg.); **Gr. 4 FSA** - all: 69% (avg.) - Aboriginal: 49% (avg.); **Gr. 7 FSA** - all: 68% (avg.) - Aboriginal: 46% (avg.); **Gr. 10 English exam** - all: 91% - Aboriginal: 90%; **Completion rates** - all: 91% - Aboriginal: 63%

*Measures:* Classroom Assessments Based on Teacher Judgment, FSA, District-Wide Assessment, Exams, Six-Year Completion Rates

### 3. Programs / Performance / Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

Each goal area (*Literacy, Numeracy, Transitions, and Social Responsibility*) has identified district-wide and classroom-focused programs and interventions to address needs. Interventions and programs targeted to specifically support classroom teachers on an ongoing basis have the greatest effect on maintaining or increasing performance toward the targets in each goal area.

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

Ongoing support for individual classroom teachers has the greatest effect. Evidence that indicates this includes: Learning Teams, Learning Support Teachers and the Professional Network Series, in addition to the Strong Classrooms, Strong Schools Project and Secondary Success Project, and opportunities for teacher-led collaboration and dialogue on district assessment and marking. All of the structures are part of an open model of professional inquiry where teachers talk concretely about improving student learning with evidence and examples from their classrooms.

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

Implementation of the strategies and structures detailed in the 2011-12 District Achievement Contract, Tri-Cities Integrated Community Literacy Plan and the Aboriginal Education Enhancement Agreement and Yearly Report is currently underway.

New strategies and structures recently added that are in addition to those detailed in the district plans:

*Suwa'lkh*: Meaning "First Beginning" in Stó:lō, includes culturally relevant curriculum to support Aboriginal students within the district who are struggling to succeed. The program will include support from teachers, youth workers, support workers, community members, parents and Elders. Inclusion of local knowledge, culture and traditions will help students connect with their urban community. It is important to note that each student will still remain registered in his/her home school. *Suwa'lkh* is housed at Minnekhada Middle School.

*Reggio Influenced Program of Choice for K-3*: Reggio-influenced teaching and learning is an approach to education that encourages children and teachers to explore, question, discover and acquire skills of critical thinking and collaboration in beautiful stimulating environments. Children express interests and ideas, research for further information, reflect on the experience and form conclusions. Through this process, children develop confidence and independence with encouragement from parents, teachers and community members. The program will be housed at Meadowbrook Elementary School.

## 4. Targets *(Summarize the targets set out in your Achievement Contracts)*

NEW

### I.) Literacy: Identify your district's target(s) for

School District 43's literacy goal has four objectives:

- 1) Early Literacy (K-1)
- 2) Grade 3-9 Reading Comprehension (All students)
- 3) Grade 3-9 Reading Comprehension (Aboriginal students)
- 4) Male students

All four objectives have the target of 95% of students meeting or exceeding expectations by 2015.

State the specific evidence and measures of student achievement in *literacy* and the results that have been realized.

91% of students are meeting or exceeding expectations in literacy.

*Oral language, etc.:* **K.:** 93%; *Reading results:* **Gr. 1:** 90%; **Gr. 3** - all: 92% - Aboriginal: 88%; **Gr. 4 FSA** - all: 67% - Aboriginal: 43% - male: 64%; **Gr. 6** - all: 89% - Aboriginal: 75%; **Gr. 7 FSA** - all: 65% - Aboriginal: 45% - male: 61%; **Gr. 9** - all: 91% - Aboriginal: 78%; *English exam results:* **Gr. 10** - all: 91% - Aboriginal: 90% - male: 89%; **Gr. 12** - all: 91% - Aboriginal: 94% - male: 89%

*Measures:* Classroom Assessments Based on Teacher Judgment, FSA, District-Wide Assessment, Provincial Exams

### II.) Completion Rates: Identify your district's target(s) for completion rates.

School District 43's transition and completion rate goal has three objectives:

- 1) Transition Rates (Grade 8-12)
- 2) Transition Rates (Aboriginal students)
- 3) Transition Rates (Students with challenging behaviours)

All four objectives have the target of 95% of students transitioning from grade-to-grade and completing their Dogwood by 2015.

State the specific evidence and measures of student achievement for *completion rates* and the results that have been realized.

91% of students are meeting graduation requirements within six years (including non-residents).

*Transition rate results:* **Gr. 8 to 9 to 10** - all: 98% (avg.) - Aboriginal: 97% (avg.); **Gr. 8 to 9 students with challenging behaviours:** 88%; **Gr. 10 to 11** - all: 97% - Aboriginal: 95% - students with challenging behaviours: 84%; **Gr. 11 to 12** - all: 91% - Aboriginal: 77%; *Completion rate results:* **Six-Year completion rate** - all: 91% - Aboriginal: 63%; **Eligible Grade 12 graduation rate** - all: 94% - Aboriginal: 90%

*Measures:* Grade-to-Grade Transition Rates, Six-Year Completion Rates

## 4. Targets (cont'd)

NEW

### III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

Achievement Contract:

- 1) *Literacy* - Grade 3-9 Reading Comprehension (Aboriginal students)
- 2) *Numeracy* - [Grade 4-9] Problem Solving (Aboriginal Students)
- 2) *Completion Rates* - Transition Rates (Aboriginal students)

Objectives 1 and 2 have the target of 95% of Aboriginal students meeting or exceeding expectations by 2015; objective 3 has the target of 95% of Aboriginal students transitioning from grade-to-grade and completing their Dogwood by 2015.

***This section continues on page 6***



State the specific evidence and measures of *student achievement for aboriginal students* and the results that have been realized.

*Literacy results: K: 64%; Gr. 2 - writing: 68% - oral language: 80%; Gr. 3: 88%; Gr. 4 FSA - reading: 43% - writing: 56%; Gr. 6: 75%; Gr. 7 FSA - reading: 45% - writing: 53%; Gr. 9: 78%; English prov. exam - Gr. 10: 90% - Gr. 12: 94%; Numeracy results: Gr. 4 FSA: 49%; Gr. 5: 76%; Gr. 7 FSA: 41%; Gr. 8: 66% (avg.); Gr. 9: 85%; Math prov. exams - Gr. 10 Foundations and Precalculus: 69% - Gr. 10 Apprenticeship and Workplace: 61%; Sense of Safety & Belonging results: Gr. 3-4: 78%; Gr. 6-8: 77%; Gr. 9-12: 68% (avg.); Transition rates: Gr. 6-9: 98% (avg.) - Gr. 10-11: 95% - Gr. 11-12: 77%; Completion rate: 63%; Eligible Grade 12 Grad. rate: 90%*

*Measures: Oral Language Screening Assessment, Classroom Assessments Based on Teacher Judgment, FSA, District-Wide Assessment, Provincial Exams, Satisfaction Survey, Grade-to-Grade Transition Rates, Six-Year Completion Rates*

## 5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

The Guardian/MCFD Social Worker will participate in the planning of the child's educational program in a collaborative manner and participate in IEP development when appropriate, is expected to attend SBT and Parent/School meetings when requested and participate in supportive interventions if necessary and is responsible for home/school communications when the student is experiencing issues at home or in the community. School staff members ensure attendance, academic performance and social emotional well being is being monitored and will communicate around student progress and issues that arise.

What categories of Children in Care have been successfully identified and are being monitored?

*(i.e.) continuing custody orders, temporary custody orders, other...*

Children on a Temporary Care Order for more than six months will be monitored in the same way as those on a Permanent Care Order. Protocols are in place to ensure Children in Care (CIC) lists are continually being updated for accuracy. District staff are also encouraged to monitor situations involving children who have been in care for less than six months.

## 5. Children in Care (cont'd)

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

Data is uploaded monthly via BCeSIS through MCFD and the school district; this is performed centrally so that there is immediacy to the information. Schools and MCFD have regular communication about each child's needs/successes. CIC students are monitored regularly at SBT consultation meetings. In addition, the official parent/MCFD Social Worker (and foster parents) are included at IEP meetings, course planning meetings, etc. This is considered to be identical to the natural and regular supports provided to any student in the district.

### NEW

What results are being achieved by students within the identified categories?

As of December 2011, 70 students were being monitored in 28 schools. Because the number of Children in Care is relatively small, it is most useful to look at trends and patterns over time rather than to consider small changes in the percent of students meeting expectations from one year to another. Children in Care are generally experiencing success although many experience challenges. Over 59% of students in the continuing custody order category, for example, have an identified special need; predominately challenging behaviours requiring intensive interventions or a serious mental illness, or a learning disability (**FSA - Gr. 4 reading** - 42%; **FSA Gr. 7 reading**: 34%; **Gr. 10 English exam**: 64%, 52% of Gr. 11 and 12 CCO students wrote the exam).

## 6. Early Learning

### NEW

Summarize your district's Early Assessment in kindergarten classes.

Kindergarten students are assessed by teachers in multiple ways including through observations and the documentation of learning, use of the Social Responsibility Performance Standards and the Kindergarten continuum scales (oral language, numeracy, social responsibility, reading and viewing, writing) and via the Classroom Assessments Based on Teacher Judgment (oral language, writing and representing, reading and viewing).

What strategies are in place to address the needs identified?

Professional support for teachers including: substantial support for the implementation of the Full Day Kindergarten (FDK) program highlighting aspects of the FDK Program Guide, learning teams focused on emergent curriculum, nature-based learning and K/1 combinations to provide more in-depth learning that ensures that the strategies teachers use are developmentally appropriate, play-based and learning-focused; the development of sets of posters on self regulation and play to provide tools to engage in these practices; assessment for learning and the use of descriptive feedback to support students in moving forward; in-class ESL Support Pilot Project; School-Based Team (SBT); using parents as supporters of learning in the classroom (class website, PALS, class activities, etc.) and making connections with community service providers where appropriate.

## 7. Other Comments

### For more information:

*2011-12 SD43 (Coquitlam) District Achievement Contract*

<http://www.sd43.bc.ca/Publications/2011%20SD43%20District%20Achievement%20Contract.pdf>

*Tri-Cities Integrated Community Literacy Plan*

<http://www.sd43.bc.ca/Publications/2011%20SD43%20District%20Literacy%20Plan.pdf>

*Aboriginal Education Enhancement Agreement and Yearly Reports*

<http://www.sd43.bc.ca/Programs/AboriginalEd/Pages/EnhancementAgreement.aspx>

*Learning Without Boundaries: Professional Development Opportunities Calendar*

<http://www.sd43.bc.ca/NewsEvents/PDCalendar/Pages/default.aspx>

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### Continued from page 3:

Aboriginal Education Enhancement Agreement:

- 1) Increase knowledge and respect for Aboriginal cultures and history for all district students
- 2) Increase the number of Aboriginal students reporting feelings of safety and sense of belonging
- 3) Improve Aboriginal students' academic achievement
- 4) Improve transition rates and the six-year completion rate for Aboriginal students

Objective 2 has the target of 86% of Aboriginal elementary students and 80% of Aboriginal middle years students reporting they feel safe at school all or some of the time; objective 3 has the target of 90% of Kindergarten and Grade 2 Aboriginal students and 85% of Grade 3 Aboriginal students meeting or exceeding expectations in literacy and 88% of Grade 5 and 75% of Grade 8 Aboriginal students meeting or exceeding expectations in numeracy (problem solving); objective 4 has the target of 100% of Aboriginal students transitioning from Grade 6 through 9, 95% of Aboriginal students transitioning from Grade 8 through 12 and 70% of Aboriginal students completing their Dogwood within six years of entering secondary school.

**Board Approval Date:** December 13, 2011

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