

School District No: School District Name:

1. Improving Areas of Student Achievement

What is improving?

Grade-to-Grade Transitions and Completion Rates of Specific Student Populations

- 1) Aboriginal Students
- 2) Students with Special Needs

What evidence confirms this area of improvement?

Our Aboriginal school completion rate, at 70%, is 13% higher than the provincial average. This is one of the highest completion rates for Aboriginal students in any given year over the past decade (ten-year district average 65%). Another indicator is the grade-to-grade transition rate. Between 2007-08 and 2011-12, an increasing number of Aboriginal students successfully transitioned from Grade 11 to Grade 12 (73% to 76% to 77% to 87% to 88%).

The completion rate of students with special needs, at 76%, is 20% higher than the provincial average. The six-year completion rate has steadily increased from 56% to 76% over the past five years. More students with special needs are successfully transitioning from Grade 10 to 11 and Grade 11 to 12. 12% more Grade 10 students successfully transitioned to Grade 11 and 2% more Grade 11 students successfully transitioned to Grade 12 in 2011-12 as compared to 2007-08.

Measure: Grade-to-Grade Transition Rates, Six-Year Completion Rates, "Special Needs Report: How Are We Doing?"

2. Challenging Areas

What trends in student achievement are of concern to you?

Literacy Achievement of Specific Student Populations

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

What evidence indicates this is an area of concern?

As early as Kindergarten and through to Grade 12, female students on average perform better than male students.

Results, in part: **Primary** - male: 88% (avg.) - female: 94% (avg.); **Intermediate reading results: Gr. 4 FSA** - male: 66% - female: 72%; **Gr. 7 FSA** - male: 56% - female: 64%; **Intermediate writing results: Gr. 4 FSA** - male: 69% - female: 78%; **Gr. 7 FSA** - male: 69% - female: 76%; **English exam results: Gr. 10** - male: 91% - female: 95%; **Gr. 12** - male: 87% - female: 91%*

A second challenge is to ensure consistently high literacy achievement for all Aboriginal students.

Results, in part: **Literacy** - all: 91% (avg.) - Aboriginal: 78% (avg.); **Intermediate reading results: Gr. 4 FSA** - all: 69% - Aboriginal: 56%; **Gr. 7 FSA** - all: 60% - Aboriginal: 44%; **Intermediate writing results: Gr. 4 FSA** - all: 73% - Aboriginal: 57%; **Gr. 7 FSA** - all: 72% - Aboriginal: 54%; **English exam results: Gr. 10** - all: 93% - Aboriginal: 88%; **Gr. 12** - all: 89% - Aboriginal 85%*

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

** For additional results, please see the 2012-13 District Achievement Contract (male/female student achievement) and/or Targets: Aboriginal Education on page 7 of this document (Aboriginal student achievement).*

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?

In addition to a wide variety of career program options, a focus on community partnerships to support students with special needs and a variety of programs that address unique student learning needs such as Fast ForWord, Suwa'lkh, CAFE, Encompass, LINC, COL and others, 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, coordinated case management at the school level and opportunities for teacher-led collaboration and dialogue on district assessment and marking. All of the teacher support 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. This leads to increased capacity, for example, to teach students with special needs and to differentiate instruction.

3. Programs / Performance / Results & Intervention (continued)

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 2012-13 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 include ERASE Bullying training, the designation of a Safe Schools Coordinator and the development of a Digital Citizenship strategy and toolkit. Some examples include:

Partnership in the Canadian Self-Regulation Initiative: The district is participating in the Canadian Self-Regulation Initiative (CSRI; <http://www.self-regulation.ca>) through a pilot school project with Dr. Stuart Shanker, his staff and five other BC school districts. The Initiative has been established to help parents and educators "re-frame" a child's behaviour; to understand the reasons why a child might be having trouble paying attention; ignoring distractors; inhibiting his impulses; modulating his emotions; and overall, maintaining a state of being calmly focused and alert. The CSRI team is working to coordinate and share the best work being done through self-regulation programs and practices from across Canada.

Safe School Task Force and Advisory Committee: The task force (consisting of administrators, coordinators and counsellors in anticipation of the ERASE bullying strategy) was formed to support schools in navigating and implementing key aspects of the ERASE strategy and to investigate, understand and support key considerations for creating a safe school climate. The goal is to provide an evidence-based framework for understanding, promoting and sustaining safe schools in the district. An advisory committee with representatives from all the key partnerships has now been formed to support ongoing collaboration and implementation.

New structures and strategies that began in September 2012 include Community Hub Schools, the Learning Improvement Fund (LIF) Network and the Changing Results for Young Readers Project. Implementation update:

Community Hub Schools: Three middle schools with the highest number of at-risk students have been provided with additional counselling, youth worker and Learning Support Teacher staffing in order to facilitate greater connections between students and the school and focused teacher collaboration for differentiation efforts to promote greater engagement and academic success for at-risk students. These schools have devoted one school-based professional development day to clarify a vision, and goals and structures, to achieve success for the most vulnerable students.

Learning Improvement Funds (LIF) Network: The LIF funding has been strategically allocated three ways to support vulnerable learners. First, schools have applied for funding to increase learning specialist teacher staffing in order to support classroom teachers working with at-risk students. Second, funds have been set aside for professional development for these specialist teachers to collaborate with others in similar positions to share successful classroom instructional and assessment strategies and practices. Third, schools have applied for funding to enable teachers to be released to co-plan and design effective, differentiated lessons for at-risk students.

Changing Results for Young Readers Project: This year-long project connected with the provincial initiative involves one to three primary teachers working together to conduct case studies on individual struggling readers or small groups of struggling readers in three elementary classrooms. This inquiry is directed at evaluating and sharing the effectiveness of evidence-based reading interventions with the intent of spreading the success widely at the conclusion of the project.

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

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

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.

Results in relation to the targets:

Oral language, etc.: **Kindergarten:** 93%

Reading results: **Gr. 1:** 90%; **Gr. 3** - all: 92% - Aboriginal: 88%; **Gr. 4 FSA** - all: 69% - Aboriginal: 56% - male: 66%; **Gr. 6** - all: 89% - Aboriginal: 75%; **Gr. 7 FSA** - all: 60% - Aboriginal: 44% - male: 56%; **Gr. 9** - all: 91% - Aboriginal: 78%

English exam results: **Gr. 10** - all: 93% - Aboriginal: 88% - male: 91%; **Gr. 12** - all: 89% - Aboriginal: 85% - male: 87%

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

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

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 of the 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.

90% of students are meeting graduation requirements within six years (including non-residents).

Results in relation to the targets:

Transition rate results: **Gr. 8 to 9** - all: 98% - Aboriginal: 96% - students with challenging behaviours: 100%; **Gr. 9 to 10** - all: 97% - Aboriginal: 95%; **Gr. 10 to 11** - all: 97% - Aboriginal: 93% - students with challenging behaviours: 77%; **Gr. 11 to 12** - all: 92% - Aboriginal: 88%

Completion rate results: **Six-Year completion rate** - all: 90% - Aboriginal: 70% - students with challenging behaviours: 57%; **Eligible Grade 12 graduation rate** - all: 95% - Aboriginal: 92%

Measures: Grade-to-Grade Transition Rates, Six-Year Completion Rates, "Special Needs Report: How Are We Doing?"

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

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); (3) 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.

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.

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

Results in relation to the targets:

Literacy results: **Kindergarten:** 64%; **Gr. 2** - writing: 68% - oral language: 80%; **Gr. 3:** 88%; **Gr. 4 FSA** - reading: 56% - writing: 57%; **Gr. 6:** 75%; **Gr. 7 FSA** - reading: 44% - writing: 54%; **Gr. 9:** 78%; **English prov. exam** - Gr. 10: 88% - Gr. 12: 85%

Numeracy results: **Gr. 4 FSA:** 47%; **Gr. 5:** 76%; **Gr. 7 FSA:** 35%; **Gr. 8:** 66% (avg.); **Gr. 9:** 85%; **Math prov. exams** - Gr. 10 Foundations and Precalculus: 73% - Gr. 10 Apprenticeship and Workplace: 77%

Sense of Safety & Belonging results: **Gr. 3-4:** 78%; **Gr. 6-8:** 77%; **Gr. 9-12:** 68% (avg.)

Transition rates: **Gr. 8-9:** 96%; **Gr. 9-10:** 95%; **Gr. 10-11:** 93%; **Gr. 11-12:** 88%

Completion rates: **Six-Year completion rate:** 70%; **Eligible Grade 12 graduation rate:** 92%

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. As of February 2012, 85 students (42% female and 58% male) were being monitored in 30 schools (13 elementary, 9 middle and 8 secondary). 47% of the students attended three or more schools between September 2007 and February 2012.

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.

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

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 percentage of students meeting expectations from one year to another. Children in Care are generally experiencing success although many experience challenges. Over 56% 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** - 44%; **FSA Gr. 7 reading**: 29%; **Gr. 10 English exam**: 63%; 54% of Gr. 11 and 12 CCO students wrote the exam.

6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

With the extended day (Full Day Kindergarten) teachers and students have the opportunity to spend long periods of time outdoors engaged in explorative play-based learning experiences. Professional development structures include Early Learning Support Teachers and an Early Learning Coordinator; substantial support for the implementation of the Full Day Kindergarten program highlighting aspects of the Full Day Kindergarten Program Guide, early primary mentoring opportunities; and district-based learning teams focused on documentation of learning, emergent curriculum, nature-based learning and K/1 combinations to provide more in-depth learning, networked across schools, that ensures that the strategies teachers use are developmentally appropriate, play-based and learning-focused.

Supports for learning include 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 and the developmental continua to support students in moving forward; partnerships and transitions support between StrongStart facilitators and primary teachers; in-class ESL Support Pilot Project; School-Based Team (SBT); using parents as supporters of learning in the classroom (class website, documentation of learning, shared reading, class activities, etc.); and making connections with community service providers where appropriate.

7. Other Comments

For more information:

2012-13 SD43 (Coquitlam) District Achievement Contract

<http://www.sd43.bc.ca/Resources/ParentResources/Documents/SD43%20District%20Achievement%20Contract%202012.pdf>

Tri-Cities Integrated Community Literacy Plan

<http://www.sd43.bc.ca/Resources/ParentResources/Documents/SD43%20District%20Literacy%20Plan%202012.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>

Coquitlam School District International Education

2012-2013 Term 1 Grade 10-12 International students average mark: 74.5%

<http://www.internationalel.com>

8. Board approval date: