Superintendent's Report on Student Achievement 2013/2014

► Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and

► Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

Districts may report additional areas of student achievement arising from the most recent achievement contract.

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

The Superintendent's Report

- ☐ Should be brief and to the point.
- ☐ Should be focussed on results and evidence of acquired results.
- ☐ Should be a useful point of departure for future planning.
- ☐ Must be submitted to the Board of Education by December 15.
- ☐ Must be submitted by email by January 31.

Ministry of Education School Act

Section 22 of the School Act states the following:

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year.

Section 79.3 goes on to say:

"On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report,

A) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and

B) As soon as practicable, make the report available to the public."

Please use this form to insert the required elements of the Superintendent's Report.

The completed report will be published on the Ministry website, as a PDF document.

Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: **EDUC.Achievement@gov.bc.ca**

Submission

Submit your document, by January 31, to the Ministry by email: **EDUC.Achievement@gov.bc.ca**

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School District No: **43**   School District Name: **Coquitlam**

1. Improving Areas of Student Achievement

What is improving?

Achievement of Aboriginal students (89.8% Six-Year Completion Rate)

Achievement of Students with Special Needs (82.0% Six-Year Completion Rate)

Achievement Male students (91.5% Six-Year Completion Rate)

Overall improvement in student achievement as reflected by Six-Year Completion Rates

What evidence confirms this area of improvement?

Achievement of Aboriginal students – the Six-Year Completion Rate exceeds the Provincial average by 30.4%. It has increased by 20% from 2011-2012.

Achievement of Students with Special Needs – the Six-Year Completion Rate exceeds the Provincial average by 23.3%. It has increased by 6.3% from 2011-2012.

Achievement of Male students – the Six-Year Completion Rate exceeds the Provincial average by 9.6%. It has increased by 3.8% from 2011-2012. The gap between Male and Female students has narrowed slightly.

2. Challenging Areas

What trends in student achievement are of concern to you?

1) Continuing differences between male and female student achievement.

2) Aboriginal Student Achievement

What evidence indicates this is an area of concern?

There is a pattern that begins in Kindergarten and persists through to grade 12 of female students (on average) perform better than male students and Non-Aboriginal Students performing better (on average) than Aboriginal Students.

For example, Classroom Based Assessment Based on Teacher Judgment (CBA) – (April 2013) for Kindergarten students indicated 73% of Aboriginal Students were Emerging (EM) or Beginning Readers (BG); 44% of Males were EM or BG; and 31% of Females were EM or BG; (69% of Females were at the higher level - Applying (AP) or Developing (DV) Readers stage.

Foundation Skills Assessment results (2012/13) Grade 7 Writing: 89% of Aboriginal Students were Meeting or Exceeding the standard compared to 93% of Males and 97% of Females.

English 12 Blended Final Marks (June 2013) 53% of Aboriginal Students scored C+ or Better compared to 65% Males and 79% Females.

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.

The district has well-established collaborative structures that encourage alignment and support professional learning and improved student learning. The Learning Without Boundaries framework supports these well-established collaborative structures. In addition, initiatives such as the Safe Schools Task Force, Learning Improvement Fund initiatives, the Self-Regulated Learning initiative and our International Education Program provide focus, support and resources to continually enhance student learning.

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

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 are currently underway.

New strategies and structures recently added that are in addition to those detailed in the district plans include the Safe Schools Task Force, ERASE Bullying training and the development of a Digital Citizenship strategy and toolkit.

Structures and strategies continue to improve student learning include Community Hubs, the Learning Improvement Fund (LIF) Network and the Changing Results for Young Readers Project and curriculum initiatives such as work with the Ministry on Communicating Student Learning and the development of the Communication Competencies.

Innovative Practices in Schools: Elementary, middle and secondary schools are making a significant difference in student engagement and student learning. Teachers, administrators and support staff are working to enhance student engagement, apply formative assessment strategies, personalize learning and finding alternate ways of communicating student learning. School-based change initiatives are a major driver in improved student learning. The development and implementation of Board Authorized and Approved courses, Elite Performers in Coquitlam (EPIC), along with the leading edge work in Trades and Transition Education further contribute to high levels of student engagement and student learning evident in School District 43 – Coquitlam.

Programs of Choice: Schools provide a broad spectrum of programs of choice. These programs provide a wide range of options and a variety of learning experiences that contribute to high levels of engagement and student learning. Programs of choice include French Immersion, Mandarin language programs, a variety of programs for Gifted students, Montessori, Reggio Influenced instruction and the International Baccalaureate program.

Options and Innovations in Learning: A wide variety of Apprenticeship Programs and Transition Programs help students successfully transition to employment and post-secondary education as well as contributing to the high completion rates in the district. There is an array of options for students to achieve success in school. These programs include Coquitlam Open Learning, the Inquiry Hub, Coquitlam Alternate Basic Education (CABE), Goal Oriented Alternative Learning and Community Hubs and Community Schools.

Community Hub Schools: Two middle schools with the highest number of at-risk students have been provided with additional counseling, 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.

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

The Uniting of Student Services and Staff Development: The Staff Development and Student Services are making a concerted effort to collaborate and align their work in support of schools and teachers, especially classroom teachers.

An Array of Support for Students with Special Needs: The School District has enhanced its supports for students with special needs especially in the area of community partnerships and transition to employment, post-secondary education and independent living. Many practices that are essential for some students and good for all, such Self-Regulation are becoming more widespread.

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.

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

Results in relation to the targets:

Literacy including oral language (Classroom Assessment Based on Teacher Judgment - CBA):
Kindergarten: 92%

Gr. 1: 90%; **Gr. 3** - all: 92% - Aboriginal: 76%; **Gr. 4 FSA** - all: 70% - Aboriginal: 53% - male: 67%; **Gr. 6** - all: 90% - Aboriginal: 78%; **Gr. 7 FSA** - all: 60% - Aboriginal: 44% - male: 56%; **Gr. 9** - all: 92% - Aboriginal: Unknown

English exam results (C- Pass or better): **Gr. 10** - all: 97%; Aboriginal: 96%; male: 90%; **Gr. 12** - all: 98%; Aboriginal: 97%; male: 77%

The information presented is based on the Foundation Skills Assessment in Reading for grades 4 and 7. Classroom Assessment Based on Teacher Judgment data is used for Kindergarten, grades 1, 3, 6 and 9. Provincial Examination results for English are used for grades 10 and 12.

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.

93.4% of students are meeting graduation requirements within six years of entering grade 8.

Results in relation to the targets:

Completion rate results: **Six-Year completion rate** - all: 93.4%; Males 91.5%; Females 95.6%; Aboriginal: 89.8%; Students with special needs 82.0%; English Language Learners (ELL) 90.4%.

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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:** 73%; **Gr. 2** - writing: 70%; **Gr. 3:** 76%; **Gr. 4 FSA** - reading: 52% - writing: 53%;

Gr. 6: 78%; **Gr. 7 FSA** - reading: 45% - writing: 53%; **Gr. 9:** 78%; **English prov. exam** - Gr. 10: 90% - Gr. 12: 97% (C- or better); *Numeracy results:* **Gr. 4 FSA:** 37%; **Gr. 5:** 81%; **Gr. 7 FSA:** 34%; **Gr. 8:** 61% (avg.); **Math prov. exams** - Gr. 10 90% (C- or better);

Foundations of Math 90% - Gr. 10 Apprenticeship and Workplace: 94% (C- or better); *Sense of Safety & Belonging results:* **Gr. 4:** 77%; **Gr. 7:** 70%; **Gr. 10:** 76%; **Gr. 12:** 73%; *Completion rates:* **Six-Year completion rate:** 89.8%; **Eligible Grade 12 graduation rate:** 98%

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

5. Children in Care

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

The School District has strengthened its collaborative relationship with Tri-Cities MCFD. This includes regular collaboration and communication regarding Children in Care. Student Services Coordinators at the District level work with school-based counselors to track Children in Care.

The Guardian/MCFD Social Worker will participate in the planning of the child's educational program, participate in the Individualized Education Plan development when appropriate, is expected to attend School Based Resource Team meetings and parent/school meetings when requested. In addition, the Guardian/MCFD Social Worker will 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 are monitored. School staff members will communicate student progress and issues that arise to the Guardian/MCFD Social Worker.

What categories of Children in Care have been successfully identified and are being monitored? For example: continuing custody orders, temporary custody orders, other...

Children on a Temporary Care Order for more than six months are monitored in the same way as those on a Permanent Care Order. Protocols are in place to ensure Children in Care lists are updated for accuracy, three times per school year. As of September 2013, 76 students were being monitored in 28 schools (13 elementary, 8 middle and 7 secondary).

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

Data is uploaded on a regular basis from the Tri-Cities MCFD main office to BCeSIS, the School District's student information system. This information is verified through the work of school-based counselors and Coordinators in Student Services. Changes are made and reported back to MCFD. Children in Care are monitored at School Based Resource Team meetings. In addition the Guardian/MCFD Social Worker (and foster parents) are included in Individualized Education Plan meetings, course planning and other decision-making processes. Support in school to

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Children in Care, apart from special monitoring, is identical to supports provided to other students in the School District.

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

Foundation Skills Assessment information for Children in Care, as of September 30, 2103 indicates that for Grade 4 Reading 82% of the students were meeting or exceeding the standard when they were assessed and for Grade 7 Reading 75% were meeting or exceeding the standard. Twelve Children in Care wrote the English 10 Provincial examination and scored on average 62.8%.

Monitoring of the social and emotional well-being is important in supporting the achievement of Children in Care. The School District is refining and enhancing a support system for Children in Care that involves school counselors and administrators at the school level and Student Services Coordinators and an Assistant Superintendent at the district level.

6. Early Learning

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

Full Day Kindergarten is now established and teachers and students have the opportunity to spend long periods of time outdoors engaging in explorative play-based learning experiences. Support for early learning comes in the form of staff development opportunities for teachers and StrongStart facilitators. These sessions focus on the documentation of student learning, emergent curriculum, nature-based learning and working with students in blended K/grade 1 classes. Leadership in Early Learning supports teaching strategies that are developmentally appropriate, play-based and learning-focused.

Supports for learning include the use of posters on self-regulation and play. Partnerships and cooperation between StrongStart facilitators and primary teachers are encouraged and supported. Community partnerships enhance Early Learning, especially linkages with the Tri-Cities Early Childhood Development Committee and the Tri-Cities Literacy Committee.

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7. Other Comments

The Learning Without Boundaries Framework continues to influence and align the work of the School District. The Safe Schools Task Force in conjunction with Erase and an array of Social Emotional Learning initiatives are evident in every school in the School District. The Learning Improvement Fund initiatives along with Social Emotional Learning Initiatives support inclusionary classroom and school practices and help to improve learning for all students.

The Self-regulated Learning initiative along with the work of the International Education Program and a variety of Social Emotional Learning initiatives support the personal, social and cultural development of all students in the district.

The united department of Student Services and Staff Development supports an inclusive approach to meeting the learning needs of all students. In addition to the many well-established structures in the School District it, along with the Learning Improvement Fund initiatives, have placed a renewed emphasis on the prime role of the classroom teacher, the importance of class reviews and of universal design for learning.

For more information:

2012-2013 SD43 (Coquitlam) District Achievement Contract

http://www.sd43.bc.ca/Resources/ParentResources/Documents/sd43%20District%20Achievement%20Contract%20212.pdf

Tri-Cities Integrated Community Literacy Plan

http://www.sd43.bc.ca/Announcements/Attachments/139/SD43%20District%20Literacy%20Plan%202012.pdf

Aboriginal Education Enhancement Agreement and Yearly Reports

http://www.sd43.bc.ca/AbEd/Pages/EnhancementAgreement.aspx

8. Board approval date: December 10, 2013

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