Superintendent's Report on Student Achievement
2014-2015
North Vancouver School District

1. Improving Areas of Student Achievement

<u>What is Improving?</u>

- Five-Year and six-year completion rates for students of Aboriginal ancestry
- Eligible Grade 12 Graduation Rates for students of Aboriginal ancestry
- Transition rates for students of Aboriginal ancestry at Grade 10

<u>What evidence confirms this area of improvement?</u>

- Six-year completion rates for students of Aboriginal ancestry improved from 50% to 62%, while five-year completion rates improved from 39% to 50%
- Eligible Grade 12 Graduation Rates improved from 80% to 93% for students of Aboriginal ancestry
- Transition rates for students of Aboriginal ancestry at Grade 10 improved from 82% to 87%

2. Challenging Areas

<u>What trends in student achievement are of concern to you?</u>

- Six-Year completion rates for all students remains an area of concern.
- Achievement progress of students of Aboriginal ancestry remains significantly below our average achievement rate.
- Achievement progress of students with special needs and students in alternate programs remains considerably below our average achievement rate.
- Monitoring the progress of children and youth in care (66% are students of Aboriginal Ancestry) remains a challenge.
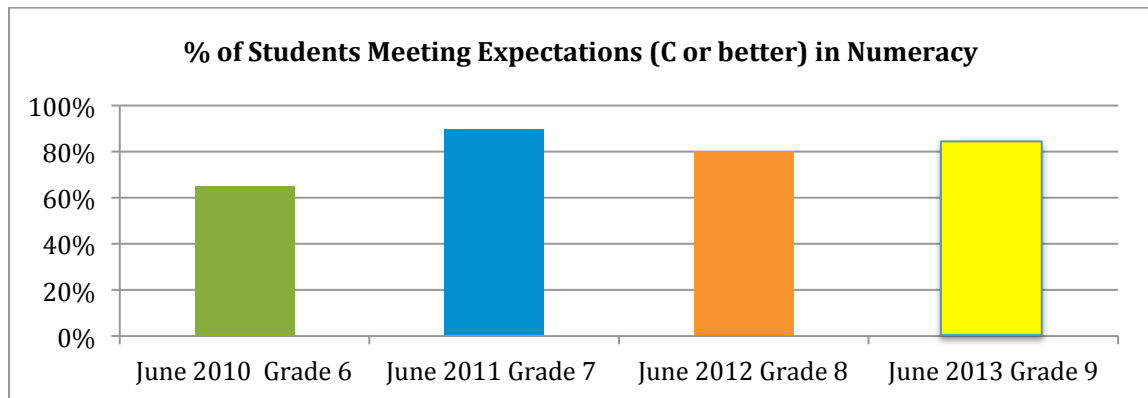
<u>What evidence indicates this area of concern?</u>

- Six-year completion rates for all students have been relatively constant at 84% for the past three years, consistent with the Provincial average of 84%
- Six-year completion rates for students of Aboriginal ancestry, although improved at 62%, remains significantly below the district average of 84%.
- Six-year completion rates for students with special needs at 70% remains considerably below the district average of 84%.
- First-time Grade 12 graduation rates of 39% for students enrolled in district alternate programs are below the district average of 85%.
- Monitoring the progress of children and youth in care (66% are students of Aboriginal Ancestry) remains a challenge. Some key findings that support the complexity of this area include: a) 55% of our Children in Care are supported through an Individual Education Plan; b) 66% of identified Children in Care are children of Aboriginal ancestry, and c) 34% of our children are both on an IEP and of Aboriginal ancestry.

3. Programs / Performance / Results & Intervention

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

- o System-wide use of Math assessments at K, grade 6 and 8 – working on other grade level assessments – goals met between 2010-2013 – achievement in numeracy grade 6-9 from 65% to 83%.

% of Students Meeting Expectations (C or better) in Numeracy

| | June 2010 Grade 6 | June 2011 Grade 7 | June 2012 Grade 8 | June 2013 Grade 9 |

- o Trend data for this objective has fluctuated somewhat; however, there has been improvement in the results for this cohort based on District Numeracy Assessments in 2010 (65%), 2012 (80%), and 2013 (83%). While our data collection for this objective is complete, we will continue to monitor progress for this group of students as they enter grade 10 next year.
- o Adoption of district-wide Social Responsibility Survey
- o Creation of Aboriginal Survey as part of Aboriginal Enhancement Agreement
- o Expansion of Career, Trades and Work Experience programs
- o Development of Mountainside Secondary School and Choices intervention classes
- o Enhanced partnerships with community agencies (VCH, MCFD, others)
- o Expansion and continued development of Distributed Learning
- o Review of technology intervention tools to support best practice
- o Expansion of Board Authority Authorized Courses (102 courses now available)

<u>Please include comments on the effect of interventions and programs. Based on acquired evidence what appears to be making a difference?</u>

- o System-wide use of Test of Phonological Awareness (TOPA) and DIBELS and intervention programs (Firm Foundations, Our Turn To Talk) continue to be important for screening and tracking at-risk learners and for allocating limited resources in support of interventions.
- o Classroom use of Reading 44 and other programs for guided reading has provided additional support for students at risk
- o Implementation of school-wide programs to promote pro social behavior and self-regulated learning (e.g. Positive Behaviour Support, Minds Up, Zones of Regulation, SuperFlex, etc.) are making a positive difference for struggling readers, particularly in the primary grades
- o System-wide use of Math assessments at K, grade 6 and 8 has enabled focused interventions and supports

- o Social Responsibility Survey and Aboriginal Survey have served to increase the focus on student engagement and connected relationships for students. This has also contributed to enhanced partnerships with community agencies (VCH, MCFD, others)

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

- o Implementation of new Family of Schools support model (FOS Leaders and Teacher Leaders) to provide district and school-based support in the Four Pillars of Educational practice (curriculum design, instruction, assessment, and social emotional learning)
- o Continued implementation of the Literacy 44 eBook to enhance teachers' instructional repertoire and understanding of best practices in literacy instruction (oral language, reading, writing).
- o Development and implementation of a District Assessment Handbook and related District in-service opportunities to increase the consistency and quality of teachers' assessment practices from K-12
- o Year 3 of Changing Results for Young Readers (CR4YR) will focus on developing a system-wide understanding of the core components of literacy instruction in the primary grades; the in-service series in 2015 will continue to promote Indigenous Principles of Learning, Self-Regulation, Teacher Inquiry, Formative Assessment practices, and the need for more collaborative models of intervention for the full continuum of learners.
- o The implementation of the Choices Intervention classes, the Mountainside Secondary School, and the expansion of Career and Distributed Learning programs continues to increase the sense of belonging for students and provided an expanded description of student success and achievement
- o The expansion of Board Authority Authorized Courses to 102 available courses has enabled students and teachers to provide enhanced opportunities for personalized learning experiences.

4. Targets (Summarize the targets set out in your Achievement Contracts)
State the specific evidence and measures of student achievement in literacy and the results that have been realized.

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

From the District Literacy Plan:

- o Goal 1: To increase the number of children who enter school ready for Kindergarten

- o Goal 2: To increase the literacy skills of students K-12

From the District Achievement Contract:

- o Objective 1.1: To increase the number of children who enter school ready for Kindergarten
  - Total attendance in *StrongStart* programs has increased steadily over the past four years in all seven of our centres. Total attendance reached 3341 in January 2013,

very close to the target of 3500 established in 2012. Attendance figures for the 2013/14 year are not yet available.
- We continue to improve our efforts at designing and promoting *Ready Set Learn* to enhance children's readiness for Kindergarten.

- o Objective 1.2: To improve the literacy achievement of primary students, identified as at risk (below the 25th percentile) on the June Kindergarten TOPA re-assessment
  - 2013 TARGET: *14 of 28 identified students will meet expectations by the end of grade 2 – June 2013 DIBELS*
  - The original cohort of 35 at risk Kindergarten students (2011) declined to 28 (2012), then to 27 (2013), and then to 17 (2014) due to a variety of factors, including moves out of the district. Targeted and intensive literacy support and intervention for the cohort has continued in grades 1-2, and the total number of students identified as at-risk based on the DIBELS assessments in grades 1-2 is slowly decreasing. However, it should be noted that many of these students have complex special needs and their progress will be slower than other students in the same age range. We will continue to monitor this cohort into grade 3 next year.

- o Objective 1.3: To improve the literacy achievement of intermediate students, beginning in grade 4 (no data available in 2011 due to job action)
  - 2014 TARGET: *90% of students achieving C+ or above in English Language Arts - March 2014 Grade 6 Report Card*
  - Results from the March 2014 report cards indicate that improvement in students' literacy skills has been maintained from the prior year (86%).

- o Objective 1.4: To improve the literacy achievement of secondary students of Aboriginal ancestry
  - 2013 TARGET: *60% of students of Aboriginal ancestry with C+ (good) or better.*
  - Results in English 10 for students of Aboriginal ancestry have been inconsistent over the past three years. Fluctuations in results may be attributed to differences in these small cohort groups. However, the results remain a concern as the 2011 baseline (46%), was followed by decreased results in subsequent years (2012 = 33%, 2013 = 35%, 2014 = 33%). We will continue to monitor this data for students of Aboriginal Ancestry, observing trends in progress, developing student learning plans, and providing support to enhance achievement.

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

- o Improve six-year completion rate to 90% for all students (2011 baseline: 86%)
- o Improve six-year completion rate to 70% for students of aboriginal ancestry (2011 baseline: 49%)
- o Improve six-year completion rates for students enrolled in alternate programs to 50% (2011 baseline: 30%)

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

Comparing 2013 results to 2014 results;

- Six-year completion rates remained constant in the past year at 84% for all students
- Six-year completion rates increased considerably in the past year from 50% to 62% for students of aboriginal ancestry (larger change due to small cohort size)
- Six-year completion rates for students enrolled in alternate programs are not available. Eligible graduation rates are 93%, while first time graduation rates are 39%.

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

The North Vancouver Aboriginal Education Enhancement Agreement provides direction for Aboriginal education for the period, June 30, 2011 to June 30, 2016. The goals identified in this Agreement align with those of the North Vancouver School District Achievement Contract. They are goals for which the data can be effectively and accurately measured, and can be tracked with integrity and over time. Some of this data arises from the Aboriginal Education Survey, which was be created and administered during the 2011-2012 school year, and establishes a baseline to determine our success in achieving our goals.

This Agreement encompasses four main goals:

Goal #1 *To improve the sense of belonging and presence of students of Aboriginal ancestry.*

Goal #2 *To increase the awareness and provision of healthy choices that will enhance the wellbeing of students of Aboriginal ancestry.*

Goal #3 *To increase the academic success of students of Aboriginal ancestry.*

Goal #4 *To increase the number of students of Aboriginal ancestry who graduate from secondary school motivated to further their education, realize their career goals, and pursue their dreams.*

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

Goal #1: To improve the sense of belonging and presence of students of Aboriginal ancestry.

Student Performance Indicators:

The following data are used to determine our success in achieving this goal:
- Increased attendance rates by grade, as measured by attendance records in North Vancouver School District's elementary and secondary schools.
  - 2011/12 baseline data 69% (2012/13 = 76%, *2013/14 = 77%)* of grade 3 students attended 90% or more days of school; 74% (2012/13 = 80%, *2013/14 = 83%)* of grade 7 students attended 90% or more days of school; 76% (2012/13 = 81%, *2013/14 = 77%)* of grade 10 students attended 90% or more days of school
  - Increased level of satisfaction related to sense of place, caring and belonging, as indicated in data obtained from the Aboriginal Education Survey.
    - 2011/12 baseline data 78% *(2012/13 = 84%, 2013/14 = 84%)* of students in grades 8 to 12 have a high level of satisfaction; 71% (2012/13 = 76%, *2013/14 =*

79%) of students in grades 4 to 7 have a high level of satisfaction related to sense of place, caring and belonging

Goal #2: *To increase the awareness and provision of healthy choices that will enhance the wellbeing of students of Aboriginal ancestry.*

Student Performance Indicators:

The following data are used to determine our success in achieving this goal:
- o Increased level of participation in school and community activities, as indicated in data obtained from the Aboriginal Education Survey.
  - • 2011/12 baseline data 31% (2012/13 = 49%, *2013/14 = 55%)* of students in grades 8 to 12; 52% (2012/13 = 74%, *2013/14 = 74%)* of students in grades 4 to 7 participate in school and community activities
- o Increased number of students who do not become hungry throughout the day, as indicated in data obtained from the Aboriginal Education Survey.
  - • 2011/12 baseline data 35% (2012/13 = 24%, *2013/14 = 23%)* of students in grade 4 to 7 come to school without a lunch

Goal #3: *To increase the academic success of students of Aboriginal ancestry.*

Student Performance Indicators:

The following data will be used to determine our success in achieving this goal:
- o Increased number of students fully meeting/exceeding expectations in Grade 4 Language Arts assessments and other district assessments.
  - • 2012/13 school year (61%) established baseline, *2013/14 = 61%)*
  - • Increased number of students fully meeting/exceeding expectations on Grade 8 report cards and other district assessments.
  - • 2011/12 baseline data 55% (2012/13 = 64%), *(2013/14 = 63%)* of students fully meeting/exceeding expectations on Grade 8 report cards

Goal #4: *To increase the number of students of Aboriginal ancestry who graduate from secondary school motivated to further their education, realize their career goals, and pursue their dreams*.

Student Performance Indicators:

The following data will be used to determine our success in achieving this goal:
- o Increased number of students who believe they are being successful at school, as indicated in data obtained from the Aboriginal Education Survey.
  - • 2011/12 baseline data 63% (2012/13 = 68%), *(2013/14 = 71%)* of students in grades 8 to 12; 72% (2012/13 = 73%), *(2013/14 = 73%)* of students in grades 4 to 7 believe they are successful at school
- o Increased number of students who graduate with a Dogwood Diploma or School Completion certificate with their cohort of students.
  - • 2011/12 baseline data; 16 of 20 students (80%) achieved graduation as Eligible Grade 12s; 28 of 30 (93%) achieved graduation as Eligible Grade 12s in 2012/13, 23 of 29 = 79% achieved graduation as Eligible Grade 12s in *2013/14.*

- o Increased number of students who want to continue their education after secondary school, as indicated in data obtained from the Aboriginal Education Survey.
  - • 2011/12 baseline data 68% (2012/13 = 68%), (*2013/14 = 70%)* in grades 8 to 12

5. Children in Care

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

The following procedures (structures) have been implemented in the North Vancouver School District:

- o A staff member has been appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions. In most cases this will be the Principal or Case Manager.
- o Student information of CIC has been updated in consultation with local MCFD offices and shared with each school-based designate.
- o Information is shared between district, schools and the MCFD in a manner that is consistent with the interests of CIC.
- o We have worked with school personnel to ensure CIC students are properly identified within BCeSIS to allow for tracking across the district.
- o Individual schools and the district are focusing on key factors that impact a CIC students success rate including: in-school supports, transiency rates, report card results and school connectedness, as measured through our surveys. Some key findings that support the complexity of this area include: 55% of our Children in Care are supported through an Individual Education Plan and 66% of identified CIC students are children of aboriginal ancestry.
- o Children in temporary care arrangements, by agreement or in the home of a relative, are included in our monitoring and support functions.

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

While all categories have been successfully identified, the monitoring has been limited due to available resources.

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

The following procedures (structures) have been implemented:

- o A staff member has been appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions.
- o Student information of CIC has been updated in consultation with local MCFD offices.
- o Information is shared between district, schools and the MCFD in a manner that is
- o consistent with the interests of CIC.
- o Children in temporary care arrangements, by agreement or in the home of a relative, are included in our monitoring and support functions.

The School District continues to use BCeSIS (student information system) reporting capabilities and locally developed software to assist with the monitoring and tracking of students' achievement data, grade transitions, attendance, and behaviour.

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

- The results achieved by students within the identified categories vary widely on an individual basis. Presently, the achievement of Children in Care is being monitored within the respective cohort group, whether as students with special needs, students of Aboriginal ancestry, students in alternate programs, or as a student 'at-risk'.
- Our capacity to monitor the progress of children and youth in care at both the school and district level is particularly challenging due to the limited staff resources available.
- Due to the transiency of CIC students it is imperative that identification and information sharing is done as soon as possible across all school districts. This is not always the case as up to date information from the Ministry is often several months old and some students may be sponsored through other MCFD offices outside of the North Shore. A more comprehensive and up to date tracking and sharing process would assist in identifying and supporting new CIC placements and in providing support materials if the student moves to another school district.

6. Early Learning

Summarize your district's Early Assessment in kindergarten classes.

System-wide use of:
- System-wide use of Test of Phonological Awareness (TOPA) for screening at-risk Learners
- System-wide use of K Numeracy Test
- Our Turn To Talk program - assessment and interventions
- Firm Foundations program - assessments and interventions
- Reading 44 – assessments and interventions
- Review of the 2013 EDI Assessment – (no participation required for 2014)

What strategies are in place to address the needs identified?

- System-wide literacy (Our Turn to Talk, Firm Foundation, Reading and Writing 44, Literacy 44 eBook) and math (Math 44) programs in place with in-service and classroom support provided to kindergarten and learning assistance/support teachers
- Additional FTE in Learning Services to provide in-service and support for differentiated literacy instruction within the Family of Schools model
- Targeted intervention for K students identified as below 25th percentile in January TOPA screening
- TOPA re-assessment in June to monitor progress of at-risk learners
- Continued intervention for at risk learners in grade 1 with DIBELs assessments to monitor progress
- Opportunities for enhanced dialogue, collaboration and in-service opportunities for K teachers and Early Learning partners, StrongStart Facilitators, Early Learning Foundation (ELF) providers (to deepen understanding of the Early Learning Framework

- o *Changing Results for Young Readers* **2014-2015**: Primary teachers (from all elementary sites) participating
- o Continued implementation of a *Literacy 44 eBook* to promote best practices for literacy instruction K-12
- o Many school-based collegial conferencing projects in place to enhance teachers' professional growth in the area of literacy and math instruction; social emotional learning
- o Curriculum Implementation Day January 2015 (to provide district-wide introduction of the new BC Curriculum Framework, with a particular focus on the new Core Competencies and related Student Profiles for assessment
- o Increased evidence of inquiry-based, play-based, and project-based curriculum design and instruction in place in classrooms K-12 as a result of on-going district in-service initiatives (e.g. annual Designs series) and support.

7. Other Comments

- o The provincial grant available to the Board of Education has been insufficient to sustain service levels to students. This has constrained the School District's capacity to provide services that contribute towards improved student achievement and personal success.

- o Positions of leadership and the resources necessary to support capacity building have been constrained. While demands have continued to increase, there has been a reduction in the time allocated for these important positions and functions.

- o While we have developed an increased capacity to monitor progress and intervene more quickly when a student is at risk of not fulfilling graduation requirements, we are financially challenged to maintain the teaching, support and administrative staff to provide these important services to students.

Significant unmet needs and challenges identified with our partner groups include:

- • Complex class composition challenges related to a diversity of students
- • Actual costs associated with supports for students with special learning needs compared to provincial funding levels
- • Increased professional and program development supports needed for teachers and support staff working directly with students
- • Costs associated with expanded mandates and provincially negotiated contracts
- • Applications of information technology: hardware, software and technical supports

Respectfully submitted,

ORIGINAL SIGNED

John Lewis
Superintendent of Schools

> *The 2014/15 Superintendent's Report on Achievement was Approved by the Board of Education at the Public Board Meeting of December 9, 2014.*