

Superintendent's Report on Student Achievement 2012/2013

- ▶ 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.

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

While images cannot be inserted into the form, you may reference an appendix of supporting materials (e.g. charts, tables) and attach them to the submission email.

The completed report will be published on the Ministry website.

Questions and/or concerns

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

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."

Superintendent's Report on Student Achievement 2012-2013

North Vancouver School District

1. Improving Areas of Student Achievement

What is Improving?

- Six-year completion rates for students of aboriginal descent.
- Six-year completion rates for students with special needs and Eligible Grade 12 Graduation Rates.

What evidence confirms this area of improvement?

- Six-year completion rates for students of aboriginal descent improved from 49% to 61%.
- Six-year completion rates for students with special needs improved from 60% to 62% and Eligible Grade 12 Graduation Rates improved from 91% to 93%. School Completion (Evergreen) certificates were received by 26 students in 2012.

2. Challenging Areas

What trends in student achievement are of concern to you?

- Six-Year completion rates for all students.
- Achievement progress of students of Aboriginal ancestry remains significantly below our average achievement rate.
- Achievement progress of students with special needs remains significantly below our average achievement rate.
- Achievement progress of students enrolled in district alternate programs is significantly below our average achievement rate.
- Monitoring the progress of children and youth in care (60% are students of Aboriginal Ancestry) and providing additional supports at the district level is particularly challenging.

What evidence indicates this area of concern?

- Six-year completion rates for all students decreased slightly from the prior year (86% to 84%). This remains above the Provincial average of 82%
- Six-year completion rates for students of Aboriginal ancestry improved considerably from the prior year (49% to 61%). This is significantly below the district average of 84%
- Six-year completion rates for students with special needs improved from 60% to 62%, but remains considerably below the district average of 84%.
- Achievement progress of students enrolled in district alternate programs is significantly below the district average of 84%. The data for this cohort group has not been reported separately by the Ministry.
- Monitoring the progress of children and youth in care (60% are students of Aboriginal Ancestry) and providing additional supports has not been received focused attention as a result of limited district resources.

3. Programs / Performance / Results & Intervention

Comment on the effect of interventions with specific reference to goals and targets set out in your last Achievement Contract. * (a number of data sources were not available in 2012 due to BCTF job action)

- System-wide use of Test of Phonological Awareness (TOPA) and DIBELS for screening and tracking at risk learners
- System-wide use of intervention programs (Firm Foundations, Our Turn To Talk)
- Classroom use of Reading 44 and other programs for guided reading for students at risk
- System-wide use of Math assessments at K, grade 6 and 8 – working on other grade level assessments – goals met between 2010-2011 – achievement in numeracy grade 6-7 from 65% to 89.7%

Baseline	Target	Actual
65% of students meeting expectations (C or better) on Grade 6 Math Assessment – June 2010	85% of students achieving C or above in Math on Grade 7 Report Card – June 2011	89.7% of our grade 7 students received a "C" or better as a final mark in June of 2011.

- Increased numbers of teachers using Writing 44 – requests for workshops and resources continue; increase in numbers of schools doing School Wide Writes
- Increased requests for in-service on differentiated literacy instruction
- Adoption of district-wide Social Responsibility Survey
- Creation of Aboriginal Survey as part of Aboriginal Enhancement Agreement
- Expansion of Career, Trades and Work Experience programs
- Development of Community Learning Program and Choices intervention classes
- Enhanced partnerships with community agencies (VCH, MCFD, others)
- Expansion and continued development of Distributed Learning
- Review of technology intervention tools to support best practice
- Expansion of Board Authority Authorized Courses (5 in 2012)

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

- System-wide use of Test of Phonological Awareness (TOPA) and DIBELS and intervention programs (Firm Foundations, Our Turn To Talk) has been important for screening and tracking at risk learners and for allocating limited resources in support of interventions.
- Classroom use of Reading 44 and other programs for guided reading has provided additional support for students at risk
- System-wide use of Math assessments at K, grade 6 and 8 has enabled focused interventions and supports
- Increased numbers of teachers using Writing 44 and schools doing School Wide Writes has likely contributed to improved achievement results in FSA and Provincial Examinations.
- 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.

- The implementation of the Choices Intervention classes, the Community Learning Program, and the expansion of Career and Distributed Learning programs has increased the sense of belonging for students and provided an expanded description of student success and achievement
- The expansion of Board Authority Authorized Courses over the past two years (26) has enabled students and teachers to provide enhanced opportunities for personalized learning experiences.

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

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

From the District Literacy Plan:

- Goal 1: To increase the number of children who enter school ready for Kindergarten
- Goal 2: To increase the literacy skills of students K-12

From the District Achievement Contract:

- Objective 1.1: To increase the number of children who enter school ready for Kindergarten
 - Target of 3500 students total *StrongStart* attendance in January 2013 – attendance to date surpasses this target.
- 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: 14/28 of identified students will meet expectations by the end of grade 2 – June 2013 DIBELS
- Objective 1.3: To improve the literacy achievement of intermediate students, beginning in grade 4 (no data available in 2011 due to job action)
 - 2013 TARGET: 90% of students achieving C+ or above in English Language Arts - March 2013 Grade 6 Report Card
- 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.

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

- StrongStart attendance is higher than ever again this year – positive trend towards increasing school readiness and enhancing children's pre-literacy skills
Available Data: StrongStart Attendance Summary –
Total attendance Sept/Oct 2011 = 3829
Total attendance Sept/Oct 2012 = 4059
Increase from prior year = 6%

- Positive June TOPA results indicate that K intervention programs and strategies between pre and post-test are successful. A total of 35 students below the 25th percentile were retested on DIBELS in June 2012 – Result: 6/28* meeting expectations – tracking and intervention will continue through the primary grades to continue to support students (many with complex learning issues) in their reading development (*NB: cohort of 35 reduced to 28)
- Increased numbers of classroom teachers using Writing 44 and other writing instructional tools; increase in numbers of schools doing School Wide Writes

*Specific measures of achievement difficult to report given new baselines were set in June 2011 Achievement Contract and the actuals will not be available until June 2012

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

- Improve six-year completion rate to 90% for all students (2011 baseline: 86%)
- Improve six-year completion rate to 70% for students of aboriginal ancestry (2011 baseline: 49%)
- 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 2011 results to 2012 results;

- Six-year completion rates decreased slightly in the past year from 86% to 84% for all students
- Six-year completion rates increased considerably in the past year from 49% to 61% for students of aboriginal ancestry
- Six-year completion rates improved slightly in the past year from 60% to 62% for students with special needs
- Six-year completion rates for students enrolled in alternate programs are currently not available

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 in the school district 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 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 will be 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% of grade 3 students attended 90% or more days of school; 74% of grade 7 students attended 90% or more days of school; 76% 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% of students in grades 8 to 12 have a high level of satisfaction; 71% 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 will be used to determine our success in achieving this goal:

- Increased level of participation in school and community activities, as indicated in data obtained from the Aboriginal Education Survey.
 - 2011/12 baseline data 31% of students in grades 8 to 12; 52% of students in grades 4 to 7 participate in school and community activities
- 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% 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:

- Increased number of students fully meeting/exceeding expectations in Grade 4 Language Arts assessments and other district assessments.

- 2012/13 school year will provide baseline data (this was due to job action)
- Increased number of students fully meeting/exceeding expectations on Grade 8 report cards and other district assessments.
 - 2011/12 baseline data 55% of students fully meeting/exceeding expectations on Grade 8 report cards
- Increased number of students achieving C+ or better on Grade 10 provincial exams.
 - 2011/12 baseline data recorded for future comparison indicates large variation due partially to the small cohort.

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:

- 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% of students in grades 8 to 12; 72% of students in grades 4 to 7 believe they are being successful at school
- 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; 17 of 28 (61%) achieved graduation as First-Time Grade 12 graduates.
- 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% 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:

- A staff member has been appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions.
- Student information of CIC has been updated in consultation with local MCFD offices.
- Information is shared between district, schools and the MCFD in a manner that is consistent with the interests of CIC.
- 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: 59% of our Children in Care are supported through an Individual Education Plan and 64% of identified CIC students are children of aboriginal ancestry.

- 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:

- A staff member has been appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions.
- Student information of CIC has been updated in consultation with local MCFD offices.
- Information is shared between district, schools and the MCFD in a manner that is consistent with the interests of CIC.
- 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. At the present time, 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.

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
- Our Turn To Talk program - assessment and interventions
- Firm Foundations program - assessments and interventions
- Participation in the EDI Assessment – (participation planned for 2013)
- K Numeracy Assessment
- K Observation form developed by K teachers will be implemented in the future

What strategies are in place to address the needs identified?

- System-wide literacy (Our Turn to Talk, Firm Foundations, Inspirations 44, Reading and Writing 44) and math (Math 44) programs in place with in-service and classroom support provided to kindergarten and learning assistance teachers
- Additional 0.4 FTE in Learning Services to provide in-service and support for differentiated literacy instruction
- 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
- Enhanced dialogue, collaboration and in-service opportunities for K teachers and Early Learning partners, StrongStart Facilitators, Early Learning Foundation (ELF) providers (e.g. North Shore Neighbourhood House) to deepen understanding of new Ministry FDK program and its alignment with the Early Learning Framework
- **Changing Results for Young Readers 2012-2013**: Five school teams (classroom and learning assistance teachers, First Nations Support Workers) participating from schools with at-risk readers
- Implementation of a **Literacy 44 iBook** to promote best practices for literacy instruction K-12
- Many school-based collegial conferencing projects in place to enhance teachers' professional growth in the area of literacy and math instruction; social emotional learning
- Curriculum Implementation Day on Self-Regulation with Stuart Shanker –Jan 2013 (his book is also a focus for the Changing Results initiative)

7. Other Comments

- We continue to analyze the 'non-graduates' data to address the foundational importance of social-emotional learning and to engage secondary students and their parents more directly in discussions related to the graduation requirements.
- 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 have been financially challenged to maintain the teaching and administrative staff that previously provided this important service to students.
- Positions of leadership and the time and resources necessary to support leadership activities and initiatives have been reduced at both the administrator and teacher level. While administrative demands have continued to increase, there has been a reduction in the time allocated for these important positions. Administrators and teachers both serve as instructional leaders at their schools in supporting improved student achievement.
- The funding available to the Board of Education has been insufficient to sustain service levels to students. This has severely constrained the capacity of the School District to restore and provide services that contribute towards improved student achievement and personal success.

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 for teachers and support staff working directly with students
- Actual costs associated with expanded mandates, expanded accountability measures, and provincially negotiated contracts
- Applications of information technology: hardware, software and technical supports
- School and classroom supplies and materials.

Respectfully submitted,

John Lewis
Superintendent of Schools