



ITEM 5

To: Board of Education

From: Superintendent
Jan Unwin

Re: **REPORT ON STUDENT
ACHIEVEMENT**

Date: December 11, 2013
(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

Section 22 of the *School Act* includes 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 31 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.”

RECOMMENDATION:

THAT the Board approve the Superintendent’s Report on Student Achievement for December 2013 for submission to the Minister of Education no later than January 31, 2014.

Attachment

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:

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- 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



Ministry of
Education

School District No: 42

School District Name: Maple Ridge & Pitt Meadows

1. Improving Areas of Student Achievement

What is improving?

Graduation Rates

Graduation rates continue to be an area of strength. Over the last 5 years, we have targeted this area for improvement. Our strategies have included creating a culture of care and focusing on the student rather than on the content area. We have created a variety of BAA courses, academies, and partnership programs to create choice, flexibility and relevancy for our students.

We have simultaneously focused on keeping kids in school, which may ultimately decrease our grad rate. Graduation rates for students graduating from alternate programs have significantly improved over the past 5 years, though this area requires continued intervention and examination.

Reading Fluency

iPod Literacy Project

Literacy is a key area of competency that students must have in order to be successful after leaving our public school system. We are making progress in this area through different forms of 21st century literacy Initiatives.

Graduation Rates for Alternate Students

We have improved our results over the last 6 years by identifying each student who is struggling and by targeting strategic support interventions.

What evidence confirms this area of improvement?

Graduation Rates

Our 6 year grad rates have gone from 77% in 2008/2009 to the newly released results of 90.7% in 2012/2013.

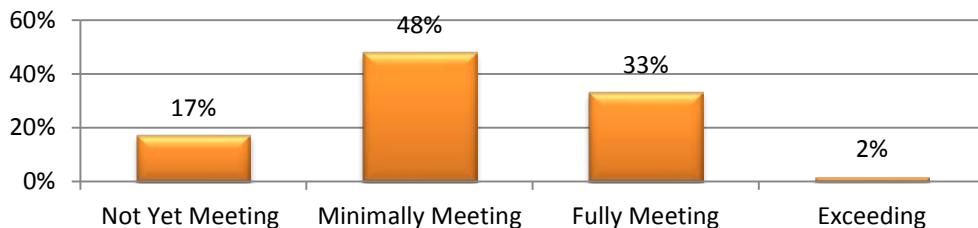


Reading Fluency

In October 2012 with 12 classes (214 Students), 17% of students in the iPod and iPad classes were not meeting the four dimensions of accuracy, phrasing, smoothness, and pace. By April 2013, all students met the expectations on the Multidimensional Fluency Scale.*

* 12 Ministry coded students were excluded from this data.

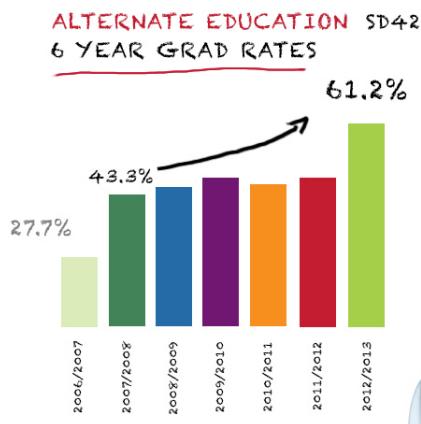
October Percentages for 2012-13



April Percentages for 2012-13

**Graduation Rates for Alternate Students**

All resident students graduating from an alternate program – 6 year graduation rate has gone from 27.7% in 2006/2007 to 61.2% in 2012/2013.



2. Challenging Areas

What trends in student achievement are of concern to you?

Grade to Grade Transition

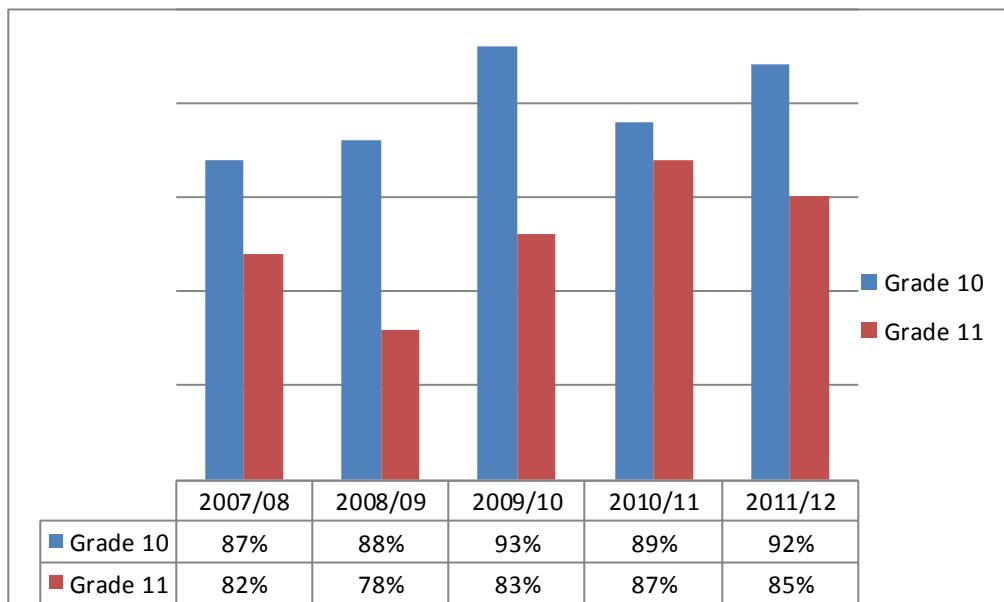
Even though our graduation rates are improving, we are monitoring students' grade-to-grade transitions. Of greatest concern in this area is the transition of grade 10s to grade 11. We need to examine why we are seeing a decrease here and determine what role (if any) provincial exams may play in this decrease. Math may be one of the potential factors.

Children in Care - Attendance

We are concerned about the number of our Children in Care who regularly miss school. There seems to be a disproportionate number of students in care who are absent from school, which impacts their success.

What evidence indicates this is an area of concern?

Grade to Grade Transition – Grade 10 to Grade 11



Children in Care - Attendance

Of the 80 Children in Care students on the June 2013 final report care, 28 students had 15 or more days absent.

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.

Summer Learning

For Summer Learning, we decided to implement a project based learning approach for remedial grades 7, 8 and 9. The concept was to engage students in meaningful and relevant learning that included curriculum based field trips and group work, and which concluded with an exhibition of student work.

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

The following percentages are based on the total number of students from summer learning who finished the 2012-13 year in SD42. The total numbers of courses were 112. It is important to note that every one of these students 'failed' the course during the previous year.

	% of students who successfully completed the 'next' course following summer learning (i.e., after taking math 8 in SL, passed math 9)	% of students who did not successfully complete the 'next' course following summer learning (i.e., after taking math 8 in SL, failed math 9)	% of students who did not fully attempt the 'next' course the following year.
Final results	71%	22%	7%

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

Using Technology to Engage the Learner: Inquiry in the Classroom

Inquiry and challenge-based learning combine the strengths of traditional learning with new directions that engage students and extend and deepen their learning. This project built on the previous strengths of the Wireless Writing Project. Inquiry Learning in the Classroom has built a strong capacity for supporting technology integration, research and inquiry learning in the classroom.

- Almost all groups (over 90%) produced projects that met expectations; approximately half were assessed as "Fully Meeting" or "Exceeding" expectations.
- When compared with previous years, while overall results and mean ratings are very similar, the percent of students who are not meeting expectations continues to decline. On almost all components, as well as overall rating, over 90% of groups meet at least minimum expectation. The one exception is "reasoning" where 85% of groups met expectations.

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

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

Based on our commitment to continuous improvement, our goal is to continue to see an increase in students' ability to read with joy and competency (decoding, comprehension and fluency) by Grade 4.

Elementary Literacy: Thinking Differently to Improve Learning

Literacy is a key area of competency that students must have in order to be successful after leaving our public school system. One of our goals is to increase students' reading skills, self-esteem, self-efficacy and motivation. We have shown that literacy-specific targeted intervention can impact student success.

With district support, teachers have been able to integrate the use of iPods into their daily literacy teaching routines. These new tools allow teachers to observe how technology can be used to improve student learning, and to improve reading fluency in particular. The specific goals of the project are to increase students' engagement in school, reading fluency, and oral language abilities.

Students digitally record reading samples, listen to literature recordings, and interact with a variety of applications and resources. Student self-evaluation is key to the project. Students use the iPod to record themselves reading a variety of books and then listen to their voice memos to improve their fluency, accuracy, phrasing, smoothness and pace.

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

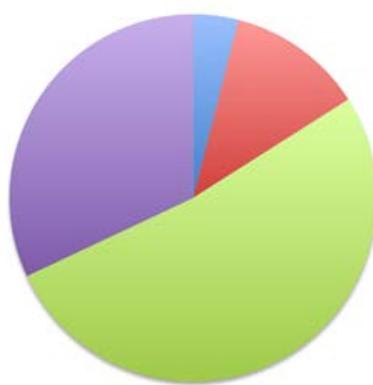
Reading Fluency (Grades 2 to 4) – January and May Comparison

- 1 Not yet meeting expectations
- 2 Minimally meeting expectations
- 3 Fully meeting expectations
- 4 Exceeding expectations

January 2012



May 2012



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

The target we have identified is to improve our graduation rates in all of our programs. We believe that, with the right supports, all students should be able to achieve graduation. This is an ambitious goal, but we hope that if we monitor our students more closely and we know the story of every student who is struggling, we can achieve this goal.

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

We have steadily improved our graduation rates for regular (see page 1), alternate (see page 2) and Aboriginal (see page 7) students over the past 5 years. When you set a culture of continued improvement, you keep “the main thing” the main thing, you know the story of every student who is struggling, and you strategically intervene, good things will happen for kids.

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

The areas we have targeted to improve Aboriginal learners are:

- Attendance
- Graduation Rates

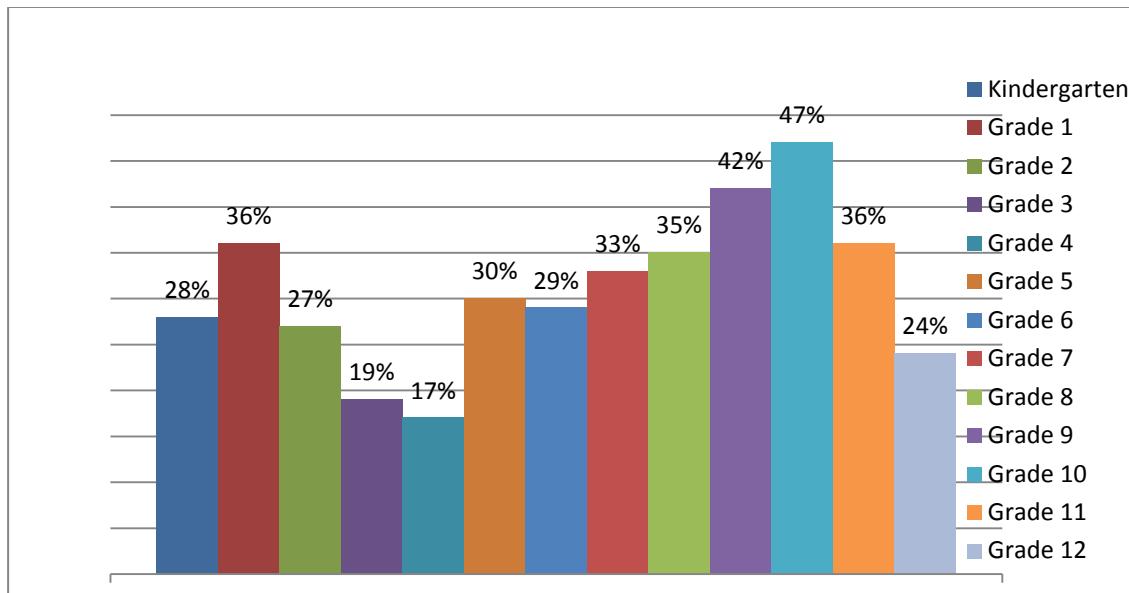
State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.

Attendance

Close monitoring of any student who is absent 20% or more. Absence reviews are carried out every 4 – 6 weeks and intensive follow up occurs with any student who has absences of concern. Absences, particularly at kindergarten are also a concern.

Aboriginal Learners – Attendance Issues

Percentage of Aboriginal Students, by grade, missing 15 or more days of school (September 2012 - March 2013)



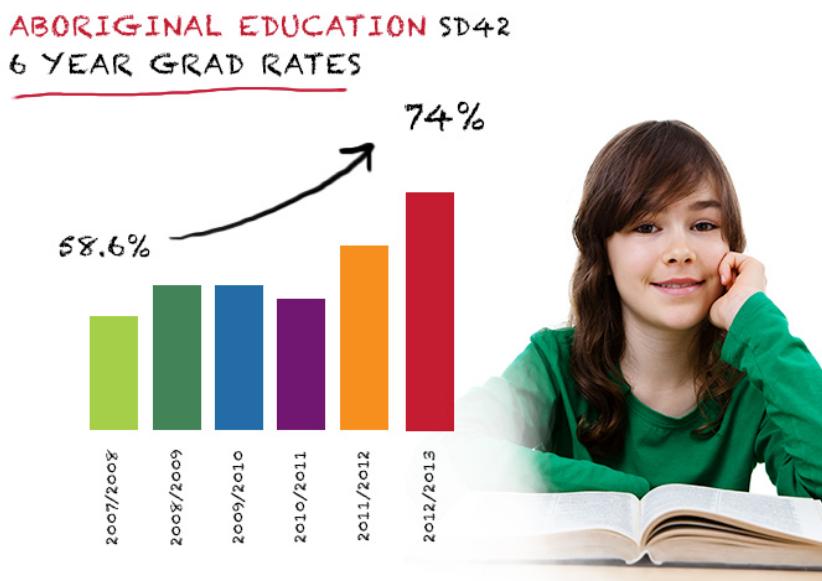
Aboriginal Learner - Grad Rates

Strategies for Improvement include:

- Student inventories have been completed for all students to determine general needs.
- Staff are working more closely with school based teams, class teachers and administrators.
- Staff are attending more ICM's, IEP meetings, reporting meetings, etc.

Evidence of Improvement

Evidence indicates that the 6 year completion rates for Aboriginal students are continuing to increase. Secondary staff continues to work with a case management model. Student inventories have been completed for all students to determine general needs and ways we might provide support. Staff are working more closely with school based teams, class teachers and administrators. Ab. Ed. Teachers have reviewed individual students in grade 12 to determine if they are on track to graduate, and to implement supports if there is a risk (missing courses, struggling in courses). Ab. Ed. Teachers will review all report cards. Secondary teachers review report cards each term to flag any students who are struggling with achievement (flags are: less than 55% in a course or significant attendance concerns).



5. Children in Care

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

Each school has a primary contact for the Children in Care. This person assumes the responsibility for ensuring all other support personnel are in place. This may include pediatricians, counseling, mental health, ASWs, YCWs, RCMP liaison officers, etc. In addition, the primary person also ensures that needed supports are in place IEPs, Positive Behaviour Support plans, safety plans, ICMs, etc. We regularly meet with the primary contacts. Of our 80 students in schools, 49 of them have accompanying IEPs. A further 36 students are in our alternate schools with wrap around supports. We are currently developing a common profile tool for all students in care to ensure consistent supports across the district.

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

As much as possible, we attempt to monitor all children in care including those on continuing orders, temporary orders, youth agreements, and those that are at home but with MCFD involvement. Continuing orders are clear and well communicated, as are those students on independent living. However, many of our children in care have MCFD involvement from outside of our community. When we are aware, we monitor, but communication does not always happen.

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

New students to the district are to be enrolled by the social worker.

Report cards are provided to the social worker.

Participate in ICMs, in take meetings, etc.

We have begun a conversation with MCFD, Ab Ed MCFD, and mental health to attempt to have our services align better.

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

We examined transition rates for our students identified as Children in Care. We found that 117 students were identified at our October 2013 meeting. Of these 117 students,

- 73 transitioned successfully from one grade to the next
- 7 were classified in the same grade (based on passing English)
- 37 students are in Maple Ridge Alternate or Outreach Alternate

6. Early Learning

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

- Continued our comprehensive mentoring program for teachers new to teaching full day kindergarten;
- Our new K/1 mentoring network has doubled in size, supporting teachers new to teaching blended classes in order to help them understand and embrace the unique qualities and opportunities in a blended early learning classroom;
- We continue to offer the after school Early Learning Network (for K, 1 & 2 teachers), giving teachers a venue to meet with colleagues to discuss topics of interest and grow our district's commitment to play based learning. We have added a book study option this year in order to provide the opportunity to delve more deeply and collaboratively into an area of interest;
- Continued to support early learning initiatives such as:
 - StrongStart – provide monthly professional development for staff;
 - Ready Set Learn – many schools now offering a series of sessions rather than a one-time event ; in addition we continue to partner with The ACT theatre and the Maple Ridge Arts Council to provide a community-wide event;
 - Welcome to Kindergarten – offered in 16 of 20 (21) schools;
 - PALS (Parents as Literacy Supporters) – half of the district's elementary schools now involved;

- Expand our PALS programs – with an Aboriginal focus:
 - 5 sessions on the Katzie Reserve (attendance this year is gradually increasing)
 - Offer two new programs based in central Maple Ridge and East Maple Ridge. Attendance at these has been lower
- Established a networking group for teachers interested in learning about pedagogical documentation in order to make learning visible to students and families;
- Using new report cards for both primary and kindergarten with the goal of capturing and communicating student learning in a more authentic manner;
- Created a new data collection tool for Grade one classrooms;
- In September 2013, in partnership with SFU, 18 teachers began a two year Graduate diploma, "Learning in the Early Years". This program focuses on teacher practice, professional development and inquiry into "best practice" in early learning;
- Continuing to support outdoor learning as an alternative and meaningful "classroom";
- Continue to be actively involved in the Maple Ridge – Pitt Meadows Community Early Learning Table.

7. Other Comments

Roadmap to Excellence

In order to ensure that we can actually spend our energy and our resources on "the main thing," we created a roadmap to excellence (a district strategic plan) in order to keep us focused. The roadmap ensures that all background support structures align to supporting student learning. As part of this "district review," we have also created a Facilities Strategic Plan. This plan allows us to project into the future with our buildings and our sites so that we can move to a proactive method of planning for the educational future of our kids. Every dollar spent on the right things and in the right places.

Education Plan Initiatives

We have embraced the Education Plan completely, as it truly supports best practice, great research on what will get us to excellence and good pedagogy. We had embarked upon many innovative things that we are really proud of and the Education Plan arrived to give us credibility and validity. Some but not all of these include:

- Environmental School
- Cyberschool
- Career and Technical Programs (many)
- Academies (many)
- Reporting project (revamping how we report to parents k-7)
- iPad/iPod initiatives
- 1-1 laptop inquiry projects
- BYOD opportunities at high school
- Multi-grade learning opportunities
- Place based and play based focus
- Wheelhouse project
- Alignment of THSS with the Education Plan

Student Achievement

The purpose of everything we do in SD42 is to continue to provide choice, flexibility and optimum learning opportunities for students so that they can experience success and be well prepared to venture into the world beyond high school. We measure that success in many ways, one of which is our High School 6 year completion rates. We have seen great growth in both our regular student success and our Aboriginal student success.

If we could capture in a sentence the essence of how we have done this it would go something like: When you set a culture of continued improvement and you keep the main thing the main thing and you know the story of every student who is struggling and you strategically intervene, good things will happen for kids.

8. Board approval date: December 11, 2013
