

Memorandum
vancouver school board



ITEM 4

April 15, 2015

TO: Education and Student Services - Committee III

FROM: Maureen Ciarniello, Associate Superintendent
Jessica Land, Supervisor Enhanced Support

RE: **Enhanced Services Update – Tier 3 Data**

INTRODUCTION:

This report is for information purposes.

BACKGROUND:

An update was provided to the Education and Student Services Committee III on March 25, 2015 on the implementation of recommendations in the Report for Re-visioning Inner City and CommunityLINK Resources (Feb. 2014).

Staff shared information on data trends related to noticeable shifts in populations of vulnerable students, which have also been anecdotally recognized at the school and community level. Students are appearing in greater numbers and percentages at schools not traditionally described as 'inner city'. The shifts are significant enough that determining a set of Tier 3 schools, as outlined in the February 2014 report, and confirming a 5 year set of supports for those schools, will likely have the unintended result of increasing inequities for students.

District staff indicated they would bring forward further information on the trends, the numbers of schools affected, and describe how supports might be provided to identified schools.

This report provides information on data trends for schools ranked below Tier 1 and 2. Based on a set of described assumptions, staff are presenting a plan to provide services and supports to 9 schools rather than 6.

DATA TRENDS:

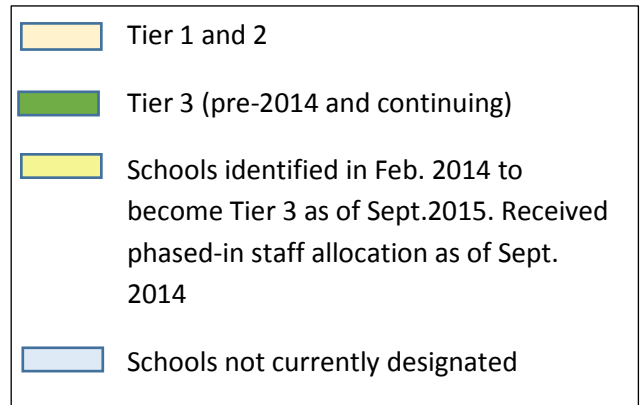
The February 2014 report identified 6 schools as Tier 3, to receive services to support students with literacy development and social-emotional learning/community connectedness.

In the chart below school data has been represented with letters instead of school names.

The chart shows:

- vulnerability ranking based on a combination of percentage (%) of vulnerable children, and number (#) of vulnerable children (%+#);
- comparison of 5 year, 3 year and 2 year rankings as of 2013-2014;
- insignificant change in the vulnerability ranking of the Tier 1 schools;
- slight decrease in vulnerability of schools ranked 12 or lower;
- several schools with equivalent vulnerability to others in Tier 3 are currently not receiving services; and,
- some schools in Tier 3 are trending lower in terms of vulnerability measures, while new schools are emerging on the list.

Order	5 yr.	%+#	3 yr.	%+#	2 yr.	%+#
1	A	188	A	188	A	197
2	B	128	B	131	C	128
3	C	123	C	130	B	127
4	D	116	D	118	D	119
5	E	95	E	97	E	98
6	F	90	F	93	F	87
7	G	84	G	80	G	72
8	H	60	H	54	I	58
9	I	58	I	53	J	57
10	J	52	K	53	H	56
11	K	48	J	52	K	53
12	L	47	M	47	M	44
13	M	45	N	43	N	41
14	N	44	O	42	R	39
15	O	42	L	40	O	38
16	P	41	U	36	P	37
17	Q	39	V	36	L	37
18	R	38	P	35	Q	37



CONSIDERATIONS:

In reviewing the data trends, district staff is considering possible service approaches based on the following assumptions:

- that more equitable supports need to be provided to schools with similar data, whether or not they were designated Tier 3 in February 2014;
- that for 2015-16, schools with a ranking of 35+ would be considered eligible for supports;
- that any options developed should be funded from the current Tier 3 allocation;
- that going forward, data needs to be analyzed on an annual basis, and include a comparison of 3, 2, and 1 year trends to recognize changing patterns;
- that services and supports should be allocated in more fluid manner to respond to demographic changes; and
- that where data shows that a school population may have a decreased or increased need for service, that an effort would be made to effect that transition over the period of a school year.

POSSIBLE SERVICE APPROACHES:

Using the funding allocated to Tier 3, it would be possible to provide some level of support to each of the 9 identified schools (i.e. J-Q on chart) for the 2015-2016 school year.

The service solutions would be:

- somewhat site dependent;
- based on supporting vulnerable students in receiving enhanced services to address needs related to the goal areas: literacy, social-emotional learning, and community connectedness;
- developed at the school level in consultation with district staff; and,
- would include consideration of other school-based and district-based staffing allocations to that site.

Staffing might be provided to deliver one or more of the following services, perhaps with partial FTE assignments, within the funding allocation.

- literacy support
- support for attendance strategy and home/school connections with an SSA position, with flexible assignment
- support for Kindergarten class with an SSA, with Special Ed and ECE qualifications

District staff would also align services with Community Schools Coordinators and YFWs to support access to out-of-school programming for vulnerable students.

The Community LINK small grant allocations would be reviewed, to potentially provide an increase to each of the 9 schools.

ANALYSIS:

If supports are provided to all 9 schools for September 2015, it would mean that the 6 schools originally identified as Tier 3 would receive smaller staffing allocations than originally indicated in the Feb. 2014 report. They would receive staffing equivalent to approximately 65% of the original planned expenditure. It would, however, allow for services to be provided to students at all 9 of the schools.

Implications:

- 4 schools (J, M, O, Q) who have been 'inner city' designated for several years, and were already anticipating decreased staff allocations as a result of Feb. 2014 report, would have further reductions for Sept. 2015;
- 2 schools (P, L) who have been receiving 'phased-in' staffing this year, would maintain current staffing level, with some small increase which would be less than anticipated; and
- 3 schools (K, N, R) would receive enhanced service staffing for the first time.

NEXT STEPS:

District staff would begin consultation with each of the 9 schools to start the development and implementation of each site's service plan for September 2015.