

Superintendent's Report on Student Achievement 2013/2014

School District No: 39

School District Name: Vancouver

1. Improving Areas of Student Achievement

Early Literacy:

The district's Early Intervention Initiative continues to show improved results for students who are identified as most at-risk for age-appropriate literacy development. Students who are identified as not meeting expectations at the beginning of Grade One are provided with intensive reading intervention. The progress of these students is tracked through to Grade 3. By the end of Grade 3 only 15% of these students were still not meeting grade level expectations in reading; 58% were meeting or exceeding expectations; and 27% of students had moved from the schools so were not included in the overall percentages. Since the beginning of the initiative, there has been a notable increase in the percentage of students who not only fully meet, but exceed expectations in reading.

Aboriginal Student Success:

An increasing percentage of Aboriginal students are graduating with a Dogwood certificate within the six year completion time period.

Evidence used to confirm this area of improvement.

Early Literacy:

We have gathered data from all children and their cohorts over a 3 year period in 39 schools that provide Early Intervention in Reading and Reading Recovery.

Aboriginal Student Success:

Evidence of this improvement is found in the Ministry of Education publication of Six-Year Completion and Grade 12 Graduation Rates - 2012/13.

2. Challenging Areas

These trends in student achievement are of concern

Literacy Rates

Aboriginal Student Success

- Transition rates
- Completion rates

Evidence that indicates this is an area of concern.

Literacy Rates:

The district has recognized the importance of Early Intervention as a key strategy in supporting student success in literacy development. We have data from our Kindergarten students in 39 Early Intervention schools which shows that 43% of them are identified as being at-risk in the area of literacy development in January of their Kindergarten year. The percentage of identified at-risk students remains fairly constant on an annual basis, and is an indicator that targeted interventions are needed to address this concern.

Aboriginal Student Success:

The completion and graduation rate of Aboriginal students (43.3%) is significantly less than the overall student population (86.7%) in Vancouver School District. Some areas of the district have a highly transient Aboriginal student population, and this disruption can impact transition and completion rates for these students.

3. Programs / Performance / Results & Intervention

Effects of interventions and programs, with specific reference to goals and targets set out in the last District Learning Plan (Achievement Contract).

Literacy Rates:

Continued excellent gains are being made in the Early Intervention initiative in terms of improving the achievement of students who were identified as at-risk in Kindergarten and Grade One. The evidence is collected through the following assessment tools and practices:

- The Kindergarten assessment in January of the Kindergarten year
 - An Observation Survey of Early Literacy Achievement at the beginning of Grade One
 - Benchmark reading assessments in Grade One to Three
 - Three Step Writing Assessment
- June 2013 data indicates that the number of at-risk Kindergarten students in the 2012-13 school year decreased from 43% to 17% between January to June through focused small group work, and classroom intervention.
 - In Grade One, the number of children identified as at-risk through An Observation Survey of Early Literacy Achievement decreased by two thirds through Reading Recovery, small group intervention and comprehensive classroom literacy practice.
 - Based on the 2010 to 2013 cohort of students in Early Intervention Schools, by the end of Grade 3 only 15% of these students were still not meeting grade level expectations in reading; 58% were meeting or exceeding expectations; and 27% of students had moved from the schools so were not included in the overall percentages.

Aboriginal Student Success:

The district has restructured the service delivery model to Aboriginal students. This began with a pilot project in April 2013, and was expanded to the whole department for September 2013. Through

the Aboriginal Intervention Management System AIMS, there is a tracking of the type and number of interventions which are provided to each student over the year. These interventions are aligned with the three goals of the Aboriginal Education Enhancement Agreement; Belonging, Mastery, Culture and Community.

Each senior student's Transcript Verification Record was reviewed to determine their readiness for meeting graduation requirements, and individual plans were developed to provide all at-risk students with a personalized plan of action. This included ensuring that students had met outstanding learning outcomes and completed Planning 10 and provincial exam requirements. As a result of the intervention in the spring, a number of identified students were provided with support and a plan to successfully meet graduation requirements for June 2013. Students in Grades 10 and 11 also were supported with their graduation requirements to place them in a better position for graduation in 2014 and 2015.

Interventions and programs which appear to be making a difference.

Early Literacy:

Evidence from the Early Intervention initiative shows that providing targeted support to at-risk students can significantly improve their literacy development and opportunities for success in reading skill acquisition. The broader Early Intervention Model also provides teachers with professional development on related strategies for supporting all students, within the classroom setting. This includes:

- Comprehensive Classroom Literacy Program with Differentiated Instruction
- Small Group Instruction Using Guided Reading Format (Fountas and Pinnell Leveled Literacy in 26 Early Intervention Schools)
- Reading Recovery (daily one to one support for most vulnerable students in reading and writing in 39 schools)

Aboriginal Student Success:

At the district level and at the school level, staff are taking a team approach to addressing the issue of Aboriginal student success, on a student by student basis. An increased emphasis on the goal of Mastery has provided a clear focus for the work of the Aboriginal Education Enhancement Teachers in supporting students with their academic achievement, and in meeting graduation requirements. This is a new initiative; results in June 2013 were promising however the district is approaching this as task which will require a continued focus on developing flexible, personalized plans for individual students.

These achievement programs have been implemented in addition to previous years' goals and targets.

- Expanded Early Intervention initiative to 49 schools as of September 2013. This was achieved through the Board approval in Spring 2012 of a five-year plan to extend the Early Intervention initiative to all schools by 2017.
- Participated in the Ministry of Education Changing Results for Young Readers initiative for the second year and have expanded to 8 new elementary schools.
- Introduced a secondary cohort for Changing Results for Adolescent Readers initiative in 3 high schools as of September 2013.
- Continue to provide Literacy support through specialist teachers at the district level.
- Continue to support Assessment for Learning through teacher professional development and collaboration.

- Initiated PILOT (Professionals Investigating Learning Opportunities with Technology) P.D. model to support teachers from K-12 and Adult Education with the meaningful integration of technology into student learning opportunities.
- Developed a District Inquiry facilitation team model to support schools in their Collaborative Teacher Inquiry projects around student learning and engagement with a district-wide sharing event scheduled for May 2014.
- Introduced the Multi-Interdisciplinary Support Team model to provide timely resources and support to schools in areas related to Resource services, psycho-educational assessments, speech and language assessments/interventions, counselling, and positive behaviour supports.
- Continued to collaborate with the Ministry of Education staff to identify and clarify relevant student success data for Aboriginal students.

4. Targets and evidence as set out in the District Learning Plan (Achievement Contract)

i.) Literacy: District target(s) for literacy, and evidence.

To increase the percentage of students who are meeting or exceeding expectations in reading by the end of Grade 3.

Evidence of improvement is being tracked through the Early Intervention Initiative which was expanded to 49 schools as of September 2013. The data indicates that 58% of students identified as at-risk, are meeting or exceeding grade level reading expectations by the end of Grade 3.

ii.) Completion Rates: District target(s) for completion rates, and evidence.

Improvement in the 6 year graduation rates of one to two percent for all students.

Improvement in the 6 year graduation rate of one to two percent for Aboriginal students.

Evidence of improvement is based on the Ministry of Education Six-Year Completion Rates from District Reports and includes the following:

- All students in District 39 had an 86.7% Six-Year Completion Rate in 2013 in comparison to an 83.8% Six-Year Completion Rate in 2012. The target was met for a second consecutive year.
- Aboriginal students in District 39 had a 43.3% Six-Year Completion Rate in 2013 in comparison to a 30.8% Six-Year Completion Rate in 2012. The target was met.

III.) Aboriginal Education: District target(s) for aboriginal student improvement, and evidence.

To increase Aboriginal Student Six-Year Completion rates.

From 2002 to 2013 the Six-Year Completion Rate of Aboriginal students has increased from 21.1% to 43.3%.

5. Children in Care

Our Child in Care team (established at the district level in September 09) is now in year four of implementation and a central data base of names has been established for children in continuous custody.

MCFD provides a revised list in March which is then reviewed and amalgamated with our district data base. This information is updated on an ongoing basis as information is received from MCFD offices and from school principals.

Principals are provided with the names of the children in continuous custody and, in turn, send copies of the required documentation of progress to the Director of Learning Services.

For all students in continuous custody, we require a copy of the current year's report cards.

Additional information is collected, as follows:

- A copy of the current IEP is required for those who are identified in special education funding categories.
- A copy of the current AIP is required for ELL students.
- A copy of the graph of interventions recorded in the Aboriginal Intervention Management System (AIMS) is required for Aboriginal students.

These data are reviewed by the District Child in Care Team for patterns, issues and overall planning for achievement.

These categories of Children in Care have been identified and are being monitored.

- MCFD provides a list of children in continuous custodial care.
- The district provides the same tracking and monitoring for children in temporary care based on the information received from site based administrators, district counselling teams, district alternative, special education, and aboriginal education staff.
- We are also aware that there are a number of voluntary, temporary custody orders for students with special needs in some specific populations. These include: adolescents with autism and significant challenging behaviour, adolescents with developmental delays and significant mental health issues.

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

A number of structures support our collective work with MCFD. These include:

- Informal and ongoing meetings that are called on an as needed basis, both school based and district. These can be related to a specific student or related to a topic or issue emerging through MCFD, Health or Education.
- Formal ICM or IEP opportunities that include the parent and or guardian as well as MCFD and education personnel.
- MCFD staff meet frequently (three times per year) with whole district staff groups such as the Elementary Area Counselling Team and Secondary Counselling Department Heads to exchange information, strategies and initiatives.
- Senior staff meet three times a year with community partners in MCFD and VCH to exchange information, review protocols and develop initiatives.

These results are being achieved by students within the identified categories.

We continue to develop closer connections with our community partners in Health, MCFD and the VPD around the support for Children in Care which has had many benefits for all the students whom the agencies serve. The sense of trust around the issues of confidentiality has grown as well as a greater sense of collaboration with the purpose of achievement for the students we serve.

- The student outcomes are related to the structures, resources, services and supports provided through a variety of educational frameworks.
- Students working on Individual Education Plans are tracked through their growth on individual goals and measures. Their achievement is also represented through data collected for the purpose of informing literacy initiatives such as the Early Intervention work described in our district plan.
- Aboriginal students' progress is viewed through the lens of the Aboriginal Education Enhancement Agreement and data is recorded in the Aboriginal Intervention Management System (AIMS) which allows staff to track daily interventions. This tool enables those working with students to identify the type and number of intervention which have been provided to students by various staff. This data is used for planning purposes to better address gaps in service and reduce redundancies.

6. Early Learning

These strategies are in place to address the needs identified in Early Learning.

- All K students in Early Intervention schools are assessed to determine whether they are at-risk. The data is disaggregated according to Ministry designation (Aboriginal, ELL, Special Needs).
- From January to June Kindergarten students are monitored, given small group support and classroom instructional interventions, and reassessed in June.
- The district has adopted an Early Intervention 5 Year Plan for 2012-2017, which will provide for the expansion of this initiative to all schools.
- Nineteen StrongStart programs support families in developing children's readiness for Kindergarten.

7. Other Comments

Vancouver School District #39 has a highly diverse district with a student population representative of a wide socioeconomic demographic. Among the varied student population are a high percentage of ELL students, students living in poverty, and urban Aboriginal students. Many of these students are also very transient and move in and out of schools and to other districts, and provinces, within the school year. As noted in the 2013 Child Poverty Report Card, B.C. child poverty rates continue to be the highest in the country, and the impact of this is evident in the challenges faced by many Vancouver students in their readiness and ability to achieve success in school. The district continues to advocate for, and seek resources and strategies to support these students, with inter-related organizations.

The district is actively engaged in the gathering of data related to student readiness and social-emotional learning through participation in the EDI and MDI with the Human Early Learning Partnership (HELP). Staff have demonstrated a continued interest in supporting the development of students' self-regulation through programs such as MindUP, and FRIENDS. District staff revised the recommended Social-Emotional Learning and Prevention Programs' Scope and Sequence for Elementary Schools. Dr. Kimberly Schonert-Reichl addressed all Administrators about the research related to Social-Emotional Learning, and shared results from the Middle Years Development Instrument (MDI) pilot.

The ERASE strategy has been supported through actions such as the following:

- provision of sessions for staff and/or students on topics such as 'Addressing Bullying: New Research and Practical Strategies'; Steps to Respect; 'Break the Silence: The Power of Active Witnessing'; Pridespeak; Out in Schools
- distribution of ERASE resources to schools and Anti-racism Contacts
- ERASE training sessions with school staff, community partners and others
- presentation for Grade 8 students on safe ways to report, including to trusted adults, through Crime Stoppers and the ERASE reporting tool.
- established Safe Contacts network and encouraged establishment of GSAs in Secondary Schools; distributed anti-discrimination resources.
- development of a funding proposal, at the invitation of the City of Vancouver and in partnership with LiveWires Design (who develop online educational games for use in the classroom), for a City of Vancouver Innovations grant to update and deliver sexual exploitation prevention education in grade 6 – 9 Vancouver classrooms.

All schools have included the following goal in their School Plans which is related to the goals set out in the Aboriginal Education Enhancement Agreement: *To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.* This goal is being supported at the district level through the creation of an Aboriginal Cultural Coordinator position, and the work of the Aboriginal Education Enhancement Workers. The district is working in partnership with First Nations organizations to connect with cultural programs, workshops, and people, to provide meaningful experiences to students and staff.

On February 21st 2014, National Chief Shawn Atleo will be speaking to the district on the topic of: **Public Education and Urban Aboriginal People: Reconciliation and Collaboration.** The ongoing reconciliation process is fundamental to supporting Aboriginal students in achieving success in school, and beyond.

8. Board approval date: January 27, 2014
