

# Superintendent's Report on Student Achievement 2014/2015

- ▶ 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 by email by January 31

*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](mailto:EDUC.Achievement@gov.bc.ca)

## Submission

Submit your document, by January 31, to the Ministry by email: [EDUC.Achievement@gov.bc.ca](mailto: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 31<sup>st</sup> 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."

School District No: 43

School District Name: Coquitlam

## 1. Improving Areas of Student Achievement

### What is improving?

Grade-to-Grade Transition rates for All Students, Female Students, Male Students, Aboriginal Students and Students with Special Needs continue to improve and are near or above 97%.

Six-year Completion rates for All Students, Female Students, Male Students, Aboriginal Students, and Students with Special Needs continue to be well above the provincial average, in the top two in the Metro Region and in the top four in the province.

### What evidence confirms this area of improvement?

**Average Transition Rates for Grades 6 to 11 (in percent)**

| Students      | Average Transition Rates<br>2008 - 2009 | Average Transition Rates<br>2012 - 2013 | Difference |
|---------------|---|---|------------|
| All           | 95.50                                   | 97.17                                   | 1.67       |
| Female        | 95.67                                   | 97.00                                   | 1.33       |
| Male          | 94.50                                   | 96.83                                   | 2.33       |
| Aboriginal    | 92.83                                   | 97.33                                   | 4.50       |
| ELL           | 85.67                                   | 87.50                                   | 1.83       |
| Special Needs | 94.17                                   | 96.83                                   | 2.66       |

**Six-Year Completion Rates (in percent)**

| Students      | SD 43<br>2013-2014 | Prov Average<br>2013-2014 | Above Prov<br>Average |
|---------------|--------------------|---------------------------|-----------------------|
| All           | 91.9               | 84.2                      | 7.7                   |
| Female        | 95.9               | 86.4                      | 9.5                   |
| Male          | 88.1               | 82.1                      | 6.0                   |
| Aboriginal    | 75.1               | 61.6                      | 13.5                  |
| ELL           | 88.1               | 86.6                      | 1.5                   |
| Special Needs | 85.4               | 62.2                      | 23.2                  |

Source information provided by the BC Ministry of Education.

## 2. Challenging Areas

### What trends in student achievement are of concern to you?

The Grade 4 Foundation Skills Assessment results for Children in Care and for Aboriginal Students and for are significantly lower than those of the general population of students. While performance indicators for these students improve in the later school years, these results indicate that earlier intervention for Children in Care and Aboriginal Students is important.

The gap in performance at school between male and female students is an ongoing concern.

### What evidence indicates this is an area of concern?

#### Grade 4 FSA Reading (in percent)

| Students   | Performance Unknown | Not Yet Meeting | Meeting Expectations | Exceeding Expectations |
|------------|---------------------|-----------------|----------------------|------------------------|
| All        | 14                  | 17              | 58                   | 10                     |
| Aboriginal | 29                  | 27              | 36                   | 8                      |
| In Care    | 63                  | 11              | 24                   | 3                      |

#### Grade 4 FSA Writing (in percent)

| Students   | Performance Unknown | Not Yet Meeting | Meeting Expectations | Exceeding Expectations |
|------------|---------------------|-----------------|----------------------|------------------------|
| All        | 16                  | 11              | 70                   | 3                      |
| Aboriginal | 35                  | 12              | 54                   | 0                      |
| In Care    | 63                  | 11              | 24                   | 3                      |

#### Grade 4 FSA Numeracy (in percent)

| Students   | Performance Unknown | Not Yet Meeting | Meeting Expectations | Exceeding Expectations |
|------------|---------------------|-----------------|----------------------|------------------------|
| All        | 15                  | 16              | 53                   | 9                      |
| Aboriginal | 33                  | 18              | 44                   | 5                      |
| In Care    | 62                  | 16              | 19                   | 3                      |

The gap between male and female performance is evident in almost all indicators of student performance.

Source information provided by the BC Ministry of Education.

### 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.**

Each goal area (Literacy, Numeracy, Transitions and Social Responsibility) has identified district-wide and classroom focused programs and interventions to address needs. Interventions and programs targeted to specifically support classroom teachers on an ongoing basis have the greatest effect on maintaining or increasing performance toward the targets in each goal area.

The district has well-established collaborative structures that encourage alignment and support professional learning and improved student learning. The Learning Without Boundaries framework supports these well-established collaborative structures. In addition, initiatives such as the Safe Schools Task Force, Learning Improvement Fund initiatives, the Self-Regulated Learning initiative and our International Education Program provide focus, support and resources to continually enhance student learning.

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

Implementation of the strategies and structures detailed in the 2013-14 District Achievement Contract, the Tri-Cities Community Literacy Plan and the Aboriginal Education Enhancement Agreement are currently underway.

The ongoing work of the Safe Schools Task Force, the ERASE Bullying training and the explicit teaching of Digital Citizenship continue to enhance learning and support the development of social responsibility in students.

Structures and strategies that continue to improve student learning include Community Hubs, the Learning Improvement Fund (LIF) Network, the Changing Results for Young Readers Project and curriculum initiatives such as work with the Ministry on Communicating Student Learning and the development of the Communication Competencies.

***Innovative Practices in Schools:*** Elementary, middle and secondary schools are making a significant difference in student engagement and student learning. Teachers, administrators and support staff are working to enhance student engagement, apply formative assessment strategies, personalized learning and finding alternate ways of communicating student learning. School-based change initiatives are a major driver in improved student learning. The development and implementation of Board/Authority Authorized courses, Elite Performers in Coquitlam (EPIC), along with the leading edge work in Trades and Transition Education further contribute to high levels of student engagement and student learning evident in School District 43 – Coquitlam.

***Programs of Choice:*** Schools provide a broad spectrum of programs of choice. These programs provide a wide range of options and a variety of learning experiences that contribute to high levels of engagement and student learning. Programs of choice include French Immersion, Mandarin language programs, and a variety of programs for Gifted students, Montessori, Reggio Influenced instruction and the International Baccalaureate program.

***Options and Innovations in Learning:*** A wide variety of Apprenticeship Programs and Transition Programs help students successfully transition to employment and post-secondary education as well as contributing to the high completion rates in the district. There is an array of options for students to achieve success in school. These programs include Coquitlam Open Learning, the Inquiry Hub, Coquitlam Alternate Basic Education (CABE), Goal Oriented Alternative Learning and Community Hubs and Community Schools.

***Community Hub Schools:*** Two middle schools with the highest number of at-risk students have been provided with additional counseling, youth worker and Learning Support Teacher staffing in order to facilitate greater connections between students and the school and focused teacher collaboration for differentiation efforts to promote greater engagement and academic success for at-risk students. These schools have devoted one school-based professional development day to clarify a vision, and goals and structures, to achieve success for the most vulnerable students.

***Learning Improvement Funds (LIF) Network:*** The LIF funding has been strategically allocated three ways to support vulnerable learners. First, schools have applied for funding to increase learning specialist teacher staffing in order to support classroom teachers working with at-risk students. Second, funds have been set aside for professional development for these specialist teachers to collaborate with others in similar positions to share successful classroom instructional and assessment strategies and practices. Third, schools have applied for funding to enable teachers to be released to co-plan and design effective, differentiated lessons for at-risk students. The effectiveness of Learning Improvement Fund initiatives is greatly enhanced through the strong and active support of the Coquitlam Teachers Association, CUPE local 561 and by the work of principals and vice principals.

***Changing Results for Young Readers Project:*** This project, connected with the provincial initiative, involves one to three primary teachers working together to conduct case studies on individual struggling readers or small groups of struggling readers in three elementary classrooms. This inquiry is directed at evaluating and sharing the effectiveness of evidence-based reading interventions with the intent of spreading the success widely at the conclusion of the project.

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

***District Student Intervention Committee:*** In September of 2014, the district formed a District Student Intervention Committee to support the learning of students with complex and multi-faceted learning challenges. School-level, district-level, community agency leaders are engaged and in planning and implementing programs and interventions to help ensure the success of the most vulnerable learners in the school district. Connections with all levels of MCFD staff are created and maintained in the service of addressing the needs of these students and their families. The District Student Intervention meets on a weekly basis and has provided support to Children and Youth in Care, Aboriginal Students, Students with Special Needs and students who present challenging behaviours.

***Learning Services:*** The once separate departments of Staff Development and Student Services are now united to provide integrated services that blend professional learning with addressing the unique needs of students and groups of students. Learning Services is making a concerted effort to collaborate and align their work in support of schools and teachers, especially classroom teachers.

***An Array of Support for Students with Special Needs:*** The School District has enhanced its supports for students with special needs especially in the area of community partnerships and transition to employment, post-secondary education and independent living. Many practices that are essential for some students and good for all, such Self-Regulation are becoming more widespread.

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

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

School District 43's literacy goal has four objectives:

- 1) Early Literacy (K-1)
- 2) Grade 3-9 Reading Comprehension (All students)
- 3) Grade 3-9 Reading Comprehension (Aboriginal students)
- 4) Male students

All four objectives have the target of 95% of students meeting or exceeding expectations by 2015.

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

Results in relation to the targets:

**Grade 4 FSA Reading (in percent)**

| Students   | Meeting or Exceeding |
|------------|----------------------|
| All        | 68                   |
| Male       | 65                   |
| Aboriginal | 44                   |

**Grade 7 FSA Reading (in percent)**

| Students   | Meeting or Exceeding |
|------------|----------------------|
| All        | 64                   |
| Male       | 61                   |
| Aboriginal | 43                   |

**Grade 4 FSA Writing (in percent)**

| Students   | Meeting or Exceeding |
|------------|----------------------|
| All        | 73                   |
| Male       | 68                   |
| Aboriginal | 54                   |

**Grade 7 FSA Writing (in percent)**

| Students   | Meeting or Exceeding |
|------------|----------------------|
| All        | 76                   |
| Male       | 72                   |
| Aboriginal | 57                   |

**Grade 7 FSA Writing (in percent)**

| Students   | Meeting or Exceeding |
|------------|----------------------|
| All        | 76                   |
| Male       | 72                   |
| Aboriginal | 57                   |

**Grade 7 FSA Writing (in percent)**

| Students   | Meeting or Exceeding |
|------------|----------------------|
| All        | 76                   |
| Male       | 72                   |
| Aboriginal | 57                   |

**English 10 Marks (in percent)**

| Students   | Pass or Better |
|------------|----------------|
| All        | 96             |
| Male       | 96             |
| Aboriginal | 95             |

**English 12 Marks (in percent)**

| Students   | Pass or Better |
|------------|----------------|
| All        | 97             |
| Male       | 97             |
| Aboriginal | 96             |



Results in relation to the targets (continued):

**Communications 12 Marks (in percent)**

| Students   | Pass or Better |
|------------|----------------|
| All        | 99             |
| Male       | 99             |
| Aboriginal | 97             |

Source information provided by the BC Ministry of Education.

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

School District 43's transition and completion rate goal has three objectives:

- 1) Grade-to-Grade Transition Rates (All students)
- 2) Grade-to-Grade Transition Rates (Aboriginal students)
- 3) Grade-to-Grade Transition Rates (Male students)

All three of the objectives have the target of 95% of students transitioning from grade-to-grade and completing their Dogwood by 2015.

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

Results in relation to the targets:

**Average Transition Rates for Grades 6 to 11 (in percent)**

| Students      | Average Transition Rates<br>2008 - 2009 | Average Transition Rates<br>2012 - 2013 | Difference |
|---------------|---|---|------------|
| All           | 95.50                                   | 97.17                                   | 1.67       |
| Female        | 95.67                                   | 97.00                                   | 1.33       |
| Male          | 94.50                                   | 96.83                                   | 2.33       |
| Aboriginal    | 92.83                                   | 97.33                                   | 4.50       |
| ELL           | 85.67                                   | 87.50                                   | 1.83       |
| Special Needs | 94.17                                   | 96.83                                   | 2.66       |



Results in relation to the targets:

**2013-14 Six-year Completion Rates (in percent)**

| <b>Students</b> | <b>SD 43<br/>Coquitlam</b> | <b>BC Provincial<br/>Average</b> | <b>SD43 Above<br/>BC Average</b> |
|-----------------|----------------------------|----------------------------------|----------------------------------|
| All             | 91.9                       | 84.2                             | 7.7                              |
| Female          | 95.9                       | 86.4                             | 9.5                              |
| Male            | 88.1                       | 82.1                             | 6.0                              |
| Aboriginal      | 75.1                       | 61.6                             | 13.5                             |
| ELL             | 88.1                       | 86.6                             | 1.5                              |
| Special Needs   | 85.4                       | 62.2                             | 23.2                             |

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

*Achievement Contract:*

1. Literacy - Grade 3-9 Reading Comprehension (Aboriginal students)
2. Numeracy - [Grade 4-9] Problem Solving (Aboriginal Students)
3. Completion Rates - Transition Rates (Aboriginal students)

Objectives 1 and 2 have the target of 95% of Aboriginal students meeting or exceeding expectations by 2015; objective 3 has the target of 95% of Aboriginal students transitioning from grade-to-grade and completing their Dogwood by 2015.

*Aboriginal Education Enhancement Agreement:* (1) Increase knowledge and respect for Aboriginal cultures and history for all district students; (2) Increase the number of Aboriginal students reporting feelings of safety and sense of belonging; (3) Improve Aboriginal students' academic achievement; (4) Improve transition rates and the six-year completion rate for Aboriginal students

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

Please refer to the tables above for information on Aboriginal student achievement, other than numeracy. Information on the achievement of Aboriginal students in numeracy is presented at the beginning of the next page.

**Grade 4 FSA Numeracy (in percent)**

| Students   | Meeting or Exceeding |
|------------|----------------------|
| All        | 69                   |
| Aboriginal | 49                   |

**Grade 7 FSA Numeracy (in percent)**

| Students   | Meeting or Exceeding |
|------------|----------------------|
| All        | 62                   |
| Aboriginal | 45                   |

**Math 10 Marks (in percent)**

| Students   | Pass or Better |
|------------|----------------|
| All        | 94             |
| Aboriginal | 91             |

**2013-2014 Satisfaction Survey Information  
Related to the SD 43 Aboriginal Enhancement Agreement**

| Questions:  | Grade    | Responding - All or Many Times<br>(In percent) |                |
|---|----------|--|----------------|
|   |          | Aboriginal                                     | Non-Aboriginal |
| Do you feel safe at school?   | Grade 4  | 76   | 83             |
|   | Grade 7  | 78   | 82             |
|   | Grade 10 | 70   | 81             |
|   | Grade 12 | 71   | 84             |
| At school, are you being taught about Aboriginal peoples in Canada? | Grade 4  | 66   | 49             |
|   | Grade 7  | 30   | 15             |
|   | Grade 10 | 30   | 40             |
|   | Grade 12 | 29   | 25             |

## 5. Children in Care

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

The School District has strengthened its collaborative relationship with Tri-Cities MCFD. This includes regular collaboration and communication regarding Children in Care. Learning Services Coordinators at the District level work with school-based counselors to track Children in Care.

Guardian/MCFD Social Workers are encouraged to participate in the planning of the child's educational program, participate in the Individualized Education Plan development when appropriate, and are expected to attend School Based Resource Team meetings and parent/school meetings when requested. In addition, Guardian/MCFD Social Workers are encouraged to participate in supportive interventions, if necessary, and are responsible for home/school communications when the student is experiencing issues at home or in the community. School staff members ensure that attendance, academic performance and social emotional well being are monitored. School staff members communicate student progress and issues that arise to Guardian/MCFD Social Workers.

### **What categories of Children in Care have been successfully identified and are being monitored?**

**For example: continuing custody orders, temporary custody orders, other...**

Children on a Temporary Care Order for more than six months are monitored in the same way as those on a Permanent Care Order. Protocols are in place to ensure Children in Care lists are updated for accuracy, three times per school year. As of September 2014, 99 students were being monitored in 36 schools (13 elementary, 12 middle and 11 secondary).

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

Data is uploaded on a regular basis from the Tri-Cities MCFD main office to BCeSIS, the School District's student information system. This information is verified through the work of school-based counselors and Coordinators in Learning Services. Changes are made and reported back to MCFD. Children in Care are monitored at School Based Resource Team meetings. In addition the Guardian/MCFD Social Worker (and foster parents) are included in Individualized Education Plan meetings, course planning and other decision-making processes. Support in schools is provided to Children and Youth in Care based on their individual and family needs.

Collaboration and cooperation takes place between MCFD and School District 43 Coquitlam, at every level of management, including senior management.

**What results are being achieved by students within the identified categories?****Children and Youth in Care - FSA Test Information (%)**

| <b>FSA Test</b> | <b>Unknown Performance</b> | <b>Meeting or Exceeding</b> | <b>Not Yet Meeting</b> |
|-----------------|----------------------------|-----------------------------|------------------------|
| Gr 4 Reading    | 63                         | 27                          | 10                     |
| Gr 4 Writing    | 62                         | 27                          | 11                     |
| Gr 4 Numeracy   | 62                         | 23                          | 16                     |
| Gr 4 Reading    | 44                         | 36                          | 19                     |
| Gr 4 Writing    | 48                         | 43                          | 9                      |
| Gr 4 Numeracy   | 47                         | 24                          | 28                     |

**Children and Youth in Care - Secondary Course Final Marks**

| <b>Secondary School Courses</b> | <b>Number of CYIC</b> | <b>Average Final Mark (%)</b> |
|---------------------------------|-----------------------|-------------------------------|
| English 10                      | 15                    | 71                            |
| Math 10                         | 15                    | 67                            |
| Math 11                         | 9                     | 65                            |
| English 11                      | 9                     | 58                            |
| English 12                      | 3                     | 71                            |
| Math 12                         | 1                     | 54                            |

Monitoring of the social and emotional well-being is important in supporting the achievement of Children in Care. The School District is refining and enhancing a support system for Children in Care that involves school counselors and administrators at the school level and Learning Services Coordinators and senior managers at the district level. The formation of the District Student Intervention Committee will be especially beneficial to Children and Youth in Care.

## 6. Early Learning

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

Full Day Kindergarten is now established and teachers and students have the opportunity to spend long periods of time outdoors engaging in explorative play-based learning experiences. Support for early learning comes in the form of professional learning opportunities for teachers and StrongStart facilitators. These sessions focus on the early literacy development, project-based learning, inquiry-based learning, documentation of student learning, emergent curriculum, nature-based learning and working with students in blended K/grade 1 classes. Leadership in Early Learning supports teaching strategies that are developmentally appropriate, play-based and learning-focused.

Supports for learning include the use of posters on self-regulation and play. Partnerships and cooperation between StrongStart facilitators and primary teachers are encouraged and supported. Community partnerships enhance Early Learning, especially linkages with the Tri-Cities Early Childhood Development Committee and the Tri-Cities Literacy Committee.

Welcome to Kindergarten, Welcoming Conversations and Pre-School Transition Support for Students with Special Needs help to ensure that early learning is well supported in School District 43 Coquitlam.

## 7. Other Comments

For example: education transformation, student wellness, ERASE, skills training

The Learning Without Boundaries Framework continues to influence and align the work of the School District. The Safe Schools Task Force in conjunction with Erase and an array of Social Emotional Learning initiatives are evident in every school in the School District. The Learning Improvement Fund initiatives along with Social Emotional Learning Initiatives support inclusionary classroom and school practices and help to improve learning for all students.

The Self-regulated Learning initiative along with the work of the International Education Program and a variety of Social Emotional Learning initiatives support the personal, social and cultural development of all students in the district.

Learning Services supports an inclusive approach to meeting the learning needs of all students. In addition to the many well-established structures in the School District it, along with the Learning Improvement Fund initiatives, have placed a renewed emphasis on the prime role of the classroom teacher, the importance of class reviews and of universal design for learning.

**For more information:**

2012-2015 SD43 (Coquitlam) District Achievement Contract

<http://www.sd43.bc.ca/Resources/ParentResources/Documents/District-Achievement-Contract-2012-2015.pdf>

Tri-Cities Integrated Community Literacy Plan

<http://www.sd43.bc.ca/Resources/ParentResources/Documents/2014.2015.District%20Community%20Literacy%20Plan.pdf>

Aboriginal Education Enhancement Agreement and Yearly Reports

<http://www.sd43.bc.ca/AbEd/Pages/EnhancementAgreement.aspx>

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**8. Board approval date: January 13, 2015**

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