

# 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.

*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."

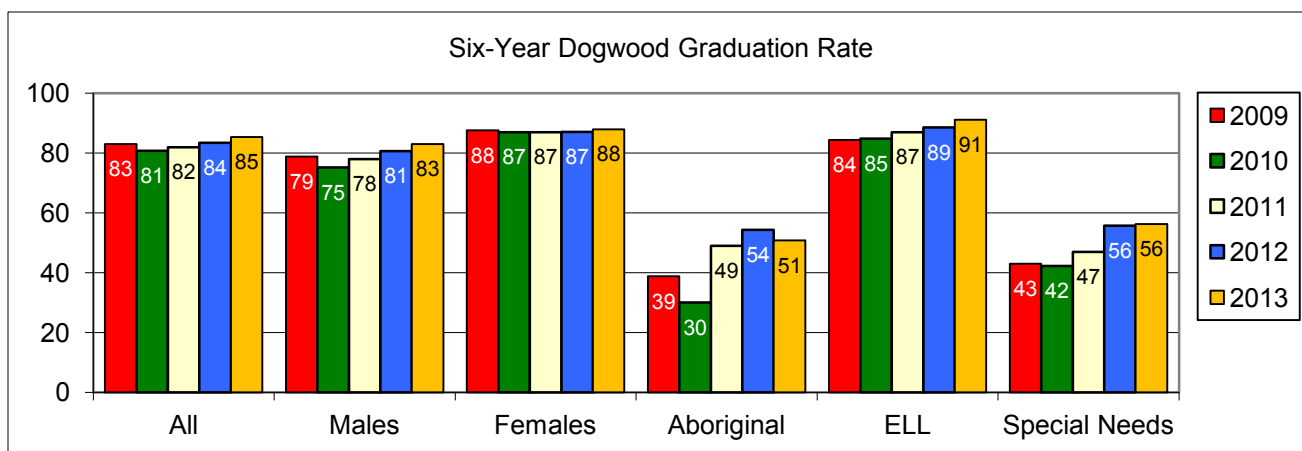
School District No: 41

School District Name: Burnaby

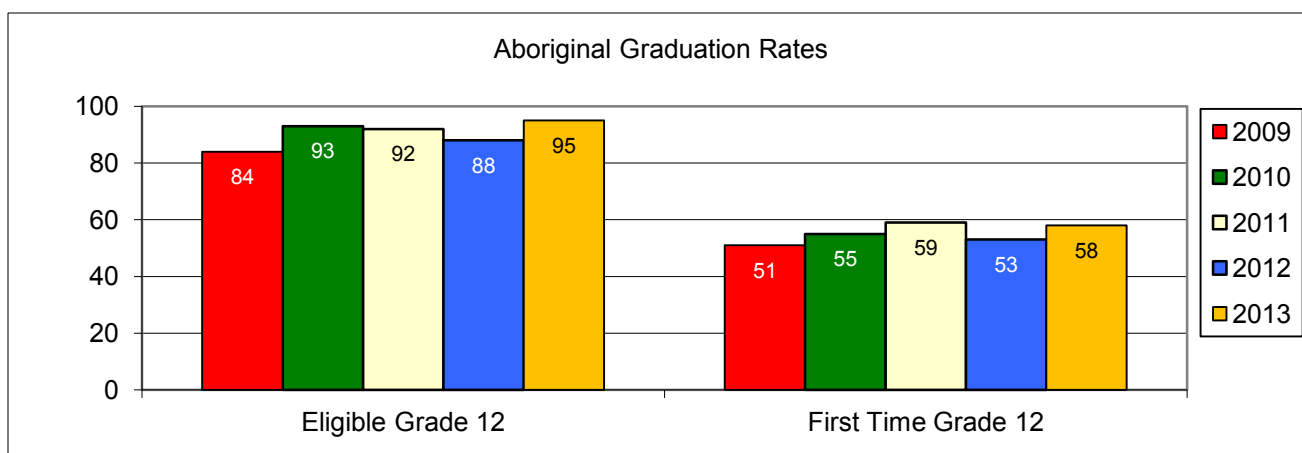
## 1. Improving Areas of Student Achievement

What is improving?

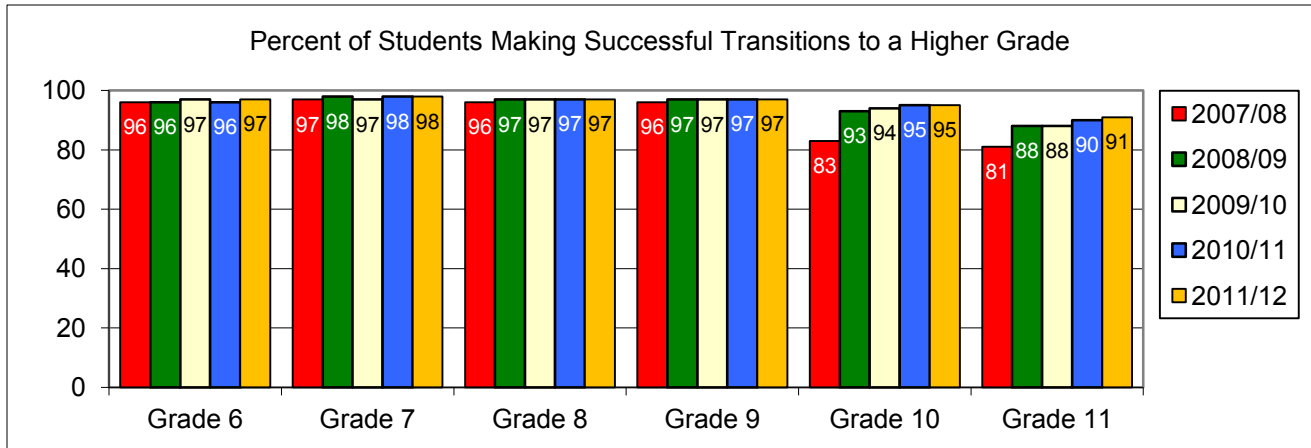
- There has been an increase in the six-year Dogwood graduation rate in each of the last 3 years; the 2012/13 completion rate is 85.4%
- The six-year Dogwood graduation rate for male students is higher that it has been in over 10 years



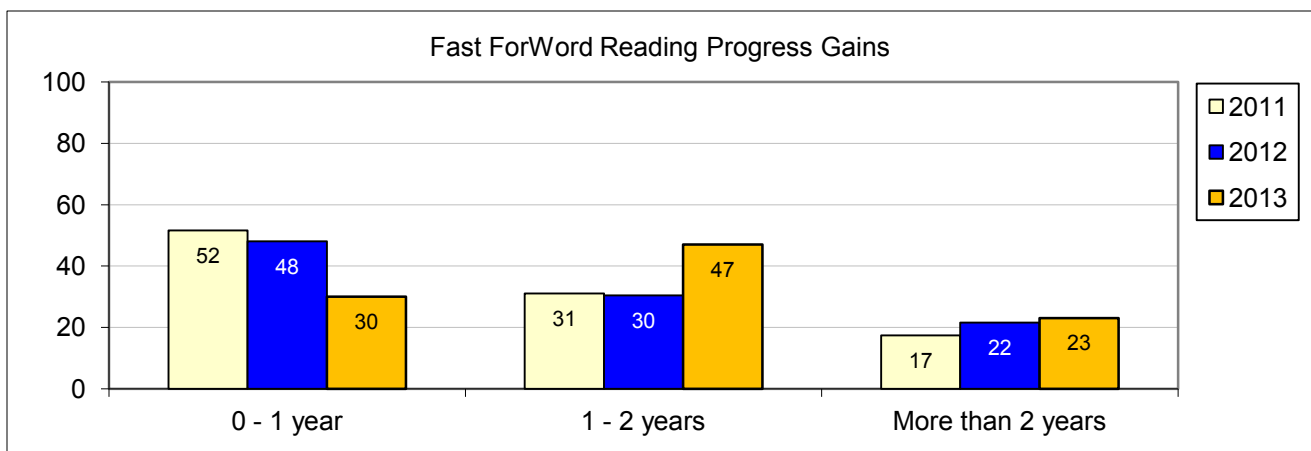
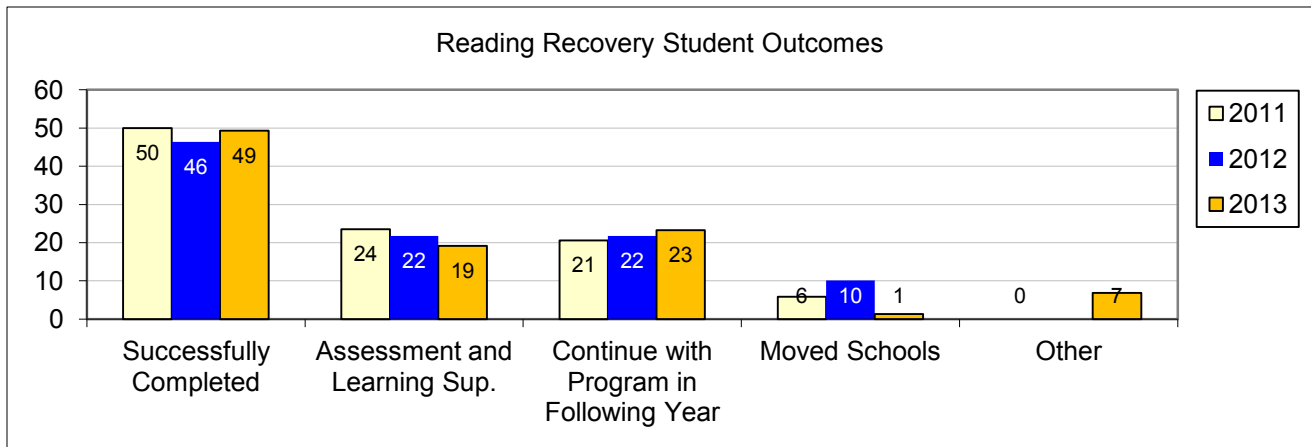
- The First-Time Grade 12 graduation rate and the Eligible Grade 12 graduation rates for Aboriginal students have both increased compared to last year



- Transition rates in all grades are at their highest in 5 years



- Reading is improving in targeted populations as demonstrated by Reading Recovery, Fast ForWord and Later to Literacy results



What evidence confirms this area of improvement?

- Ministry of Education Achievement Reports
- Local data collection and analysis for specific interventions

## 2. Challenging Areas

What trends in student achievement are of concern to you?

- The continued underperformance of aboriginal students in comparison to their non-aboriginal peers
- The overall graduation rate remains below 100% of students who are capable of graduating with a Dogwood

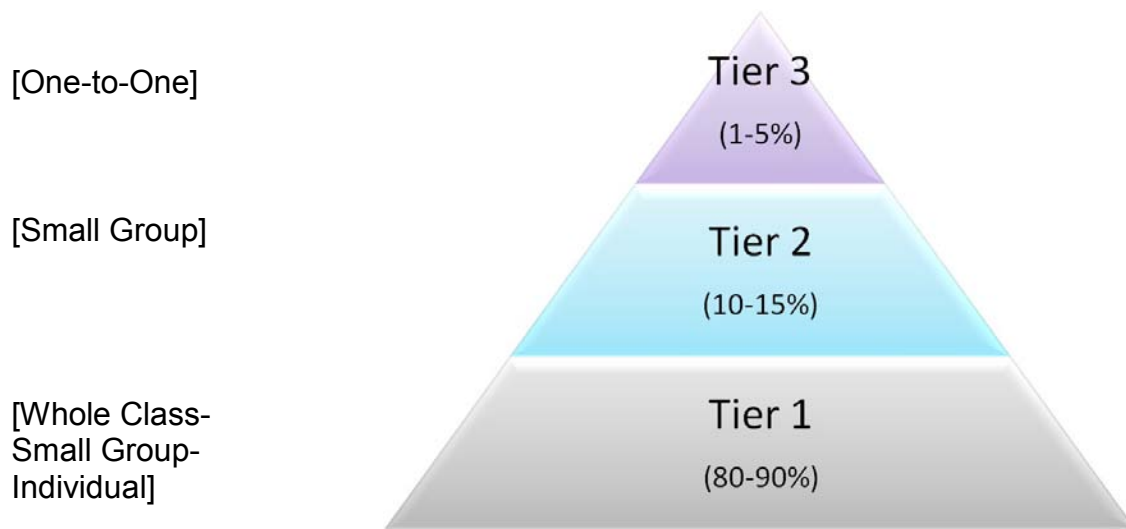
What evidence indicates this is an area of concern?

- Ministry of Education Achievement Reports
- School District tracking of students who do not graduate

## 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.

The Response to Intervention Framework illustrates what is being done to support students' literacy development.



Tier 2 interventions include:

#### Links to Literacy

- An early prevention/intervention program targeting K students that assists students in building pre-literacy skills
- Program addresses three key domains for development for early learners: Language and Communications, Cognitive and Emotional, and Social Development

#### Reading Recovery

- A research-based early intervention program designed to develop effective strategies for reading and writing to reach grade level classroom performance
- Target audience is grade one students who are significantly below grade level in literacy development

#### Fast ForWord

- A series of software programs designed to develop effective strategies for reading and writing to reach grade level classroom performance
- Target audience is students who are 2 grade levels below their reading proficiency

#### Later to Literacy

- A reading and writing intervention program focusing on youth struggling with literacy skills
- Target audience is secondary students with significant gaps in literacy learning

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

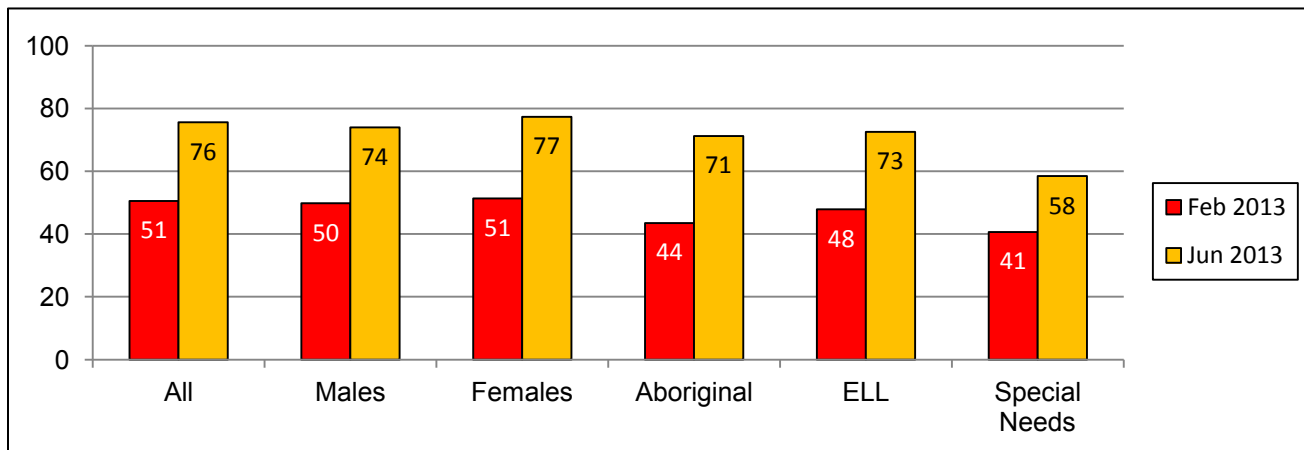
#### Links to Literacy

- 658 students participated in 23 schools
- Pre- and post test data indicate an improvement in all categories of Kindergarten students; males, females, Aboriginal, ELL and students with Special Needs
- Data indicate that Aboriginal students have demonstrated significant improvement with an average pre-test score of 44 and post-test score of 71. This cohort is small and will be tracked over time

#### Reading Recovery

- 73 students participated
- Reading Recovery is increasing the number of grade one students who are meeting expectations in reading and writing
- Methodology is impacting students beyond the targeted students in this program

- 73% of the students successfully completed the program or are continuing in the program in the following year and 19% of students have been identified as needing additional assessment and learning support
- An in-house teacher leader in Reading Recovery affords us the opportunity for sustained program support and expansion



#### Fast ForWord

- 273 students participated
- Data indicate that all students participating in the program have demonstrated an increase in reading levels and 23% of students gained more than 2 years
- There is a 18% increase in the number of students who have improved their reading levels by more than 1 year
- Anecdotal data gathered indicate improvement in students who were formally struggling with attending school, focusing in class and participating in activities

#### Later to Literacy

- 44 students participated in 6 schools
- All students showed increased literacy levels, increased confidence and a more positive attitude towards reading
- Refugee students – improved basic reading skills with some students showing rapid acceleration in reading

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

- The District is implementing the Advanced Placement Capstone program in two schools
- The District is implementing the Multi-age Cluster Class program for high performing learners

- The District is implementing the First Wave program to support student self-regulation at Secondary schools
- The District is engaged in projects with UBC regarding Social Emotional Learning.
- The Mandarin language

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

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

Reading long term targets;

- Each student (100%) will learn to read by the end of grade three
- Each student (100%) will be able to read to learn
- Each student who has challenges that prevent competency in these areas will meet 100% of their IEP goals

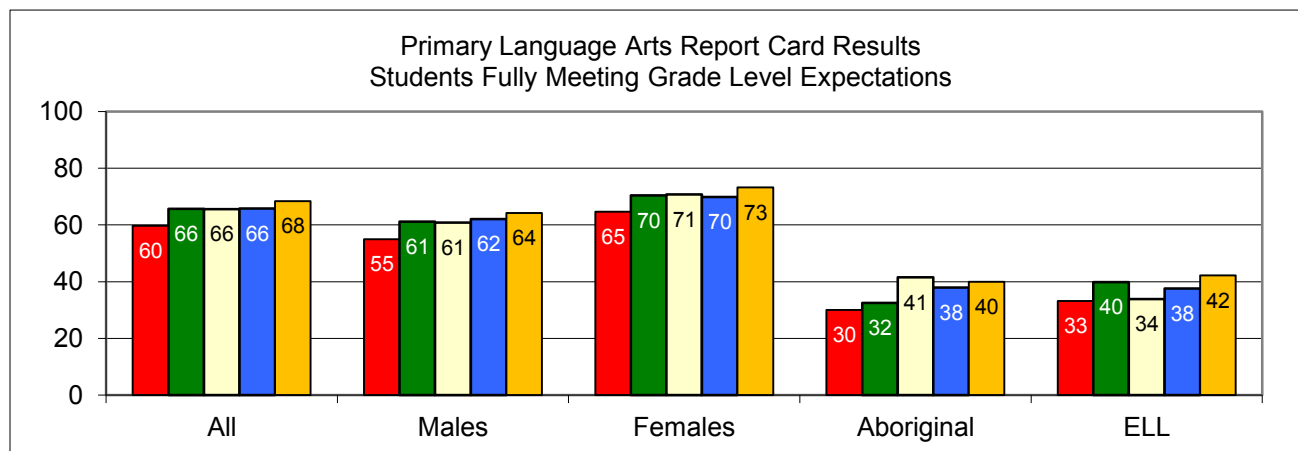
Reading short term targets;

- Each student (95%) will learn to read by the end of grade three
- Each student (95%) will be able to read to learn by the end of grade seven
- Each student who has challenges that prevent competency in these areas will meet 100% of their IEP goals

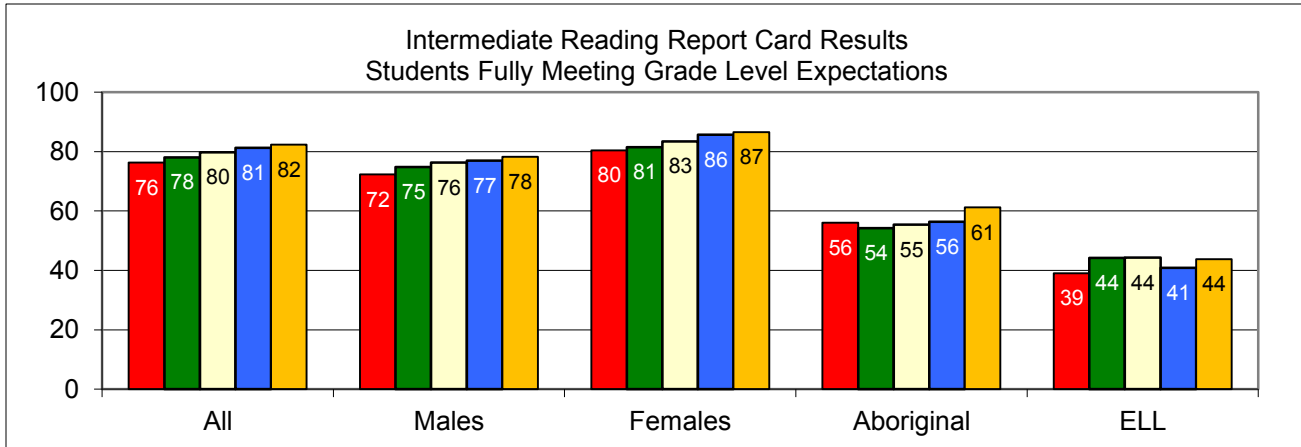
State the specific evidence and measures of student achievement in literacy and the results that have been realized.

2013 Language Arts Report card results

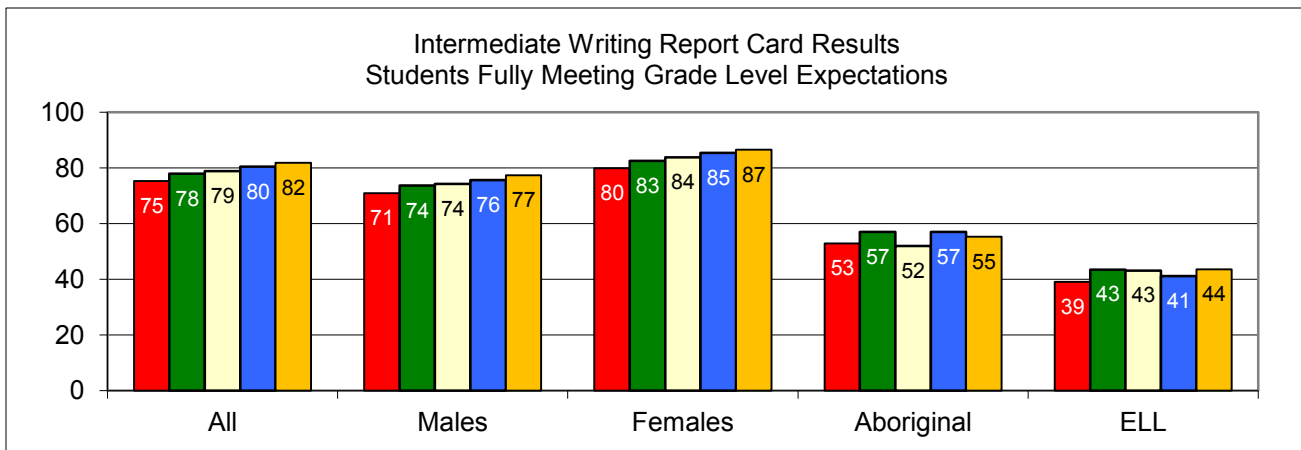
- 68% of Primary students fully meet grade level expectations
- This is an 8% improvement over 5 years



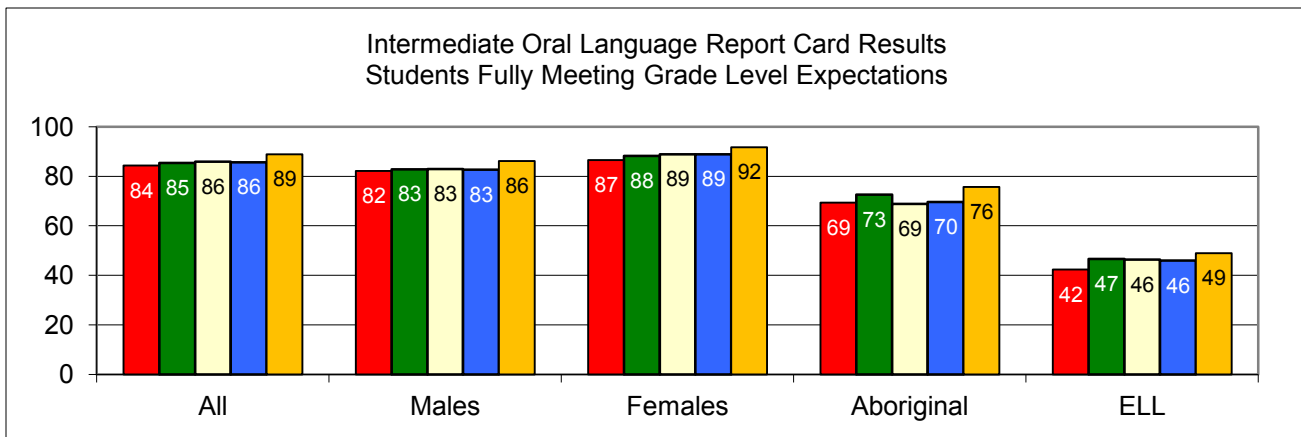
- 82% of Intermediate students fully meet grade level expectations in reading
- This is an 6% improvement over 5 years



- 82% of Intermediate students fully meet grade level expectations in writing
- This is a 7% improvement over 5 years

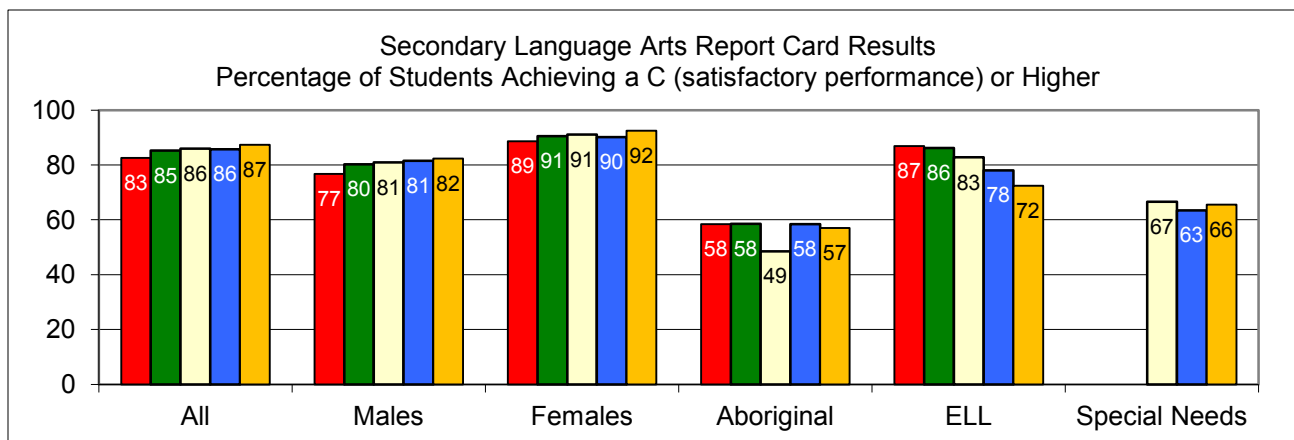


- 89% of Intermediate students fully meet grade level expectations in oral language
- This is a 5% improvement over 5 years



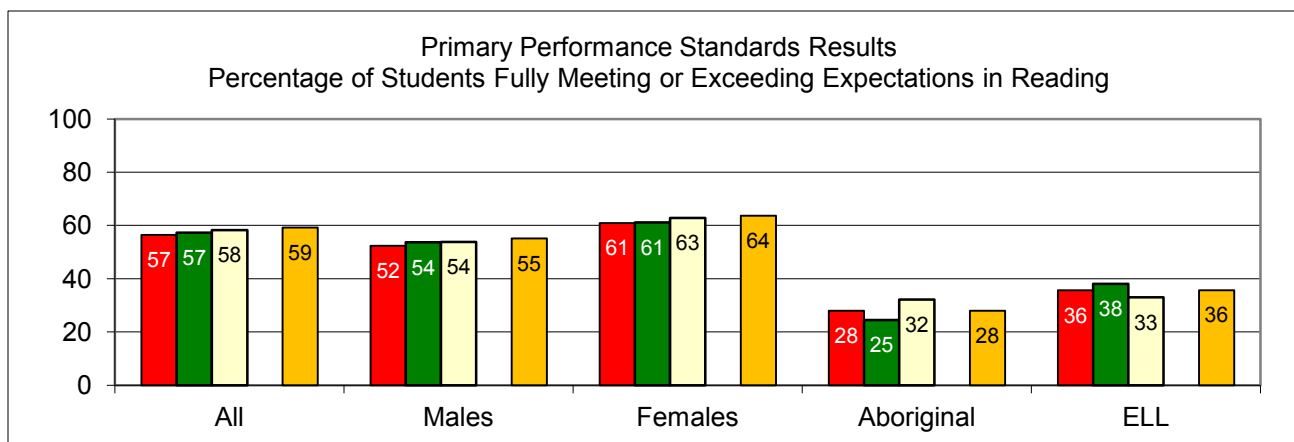


- 87% of Secondary students achieve a grade C or higher
- This is a 4% improvement over 5 years

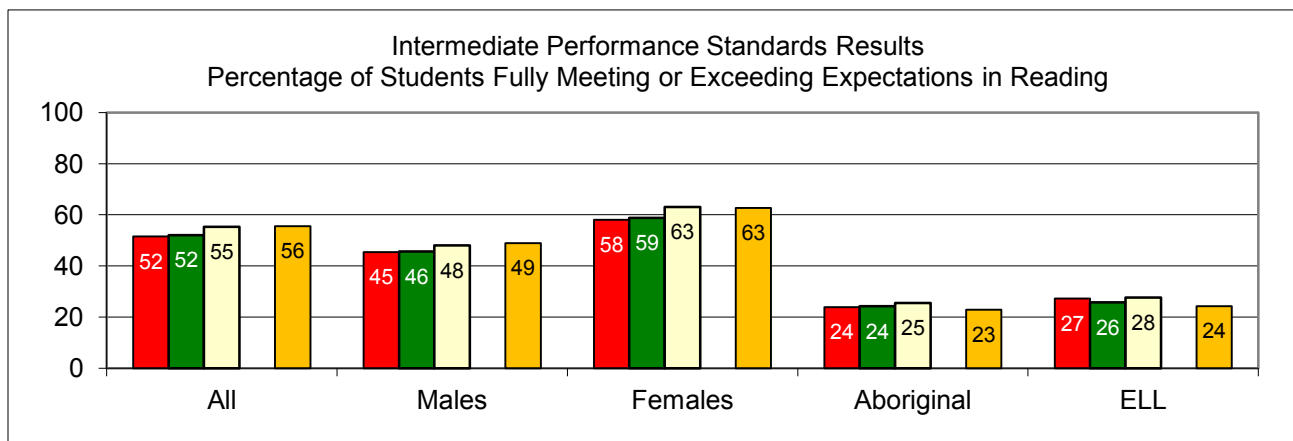


**2013 Performance Standards Results**

- 59% of Primary students fully meet or exceed grade level expectations in reading
- This is a 2% improvement over 5 years

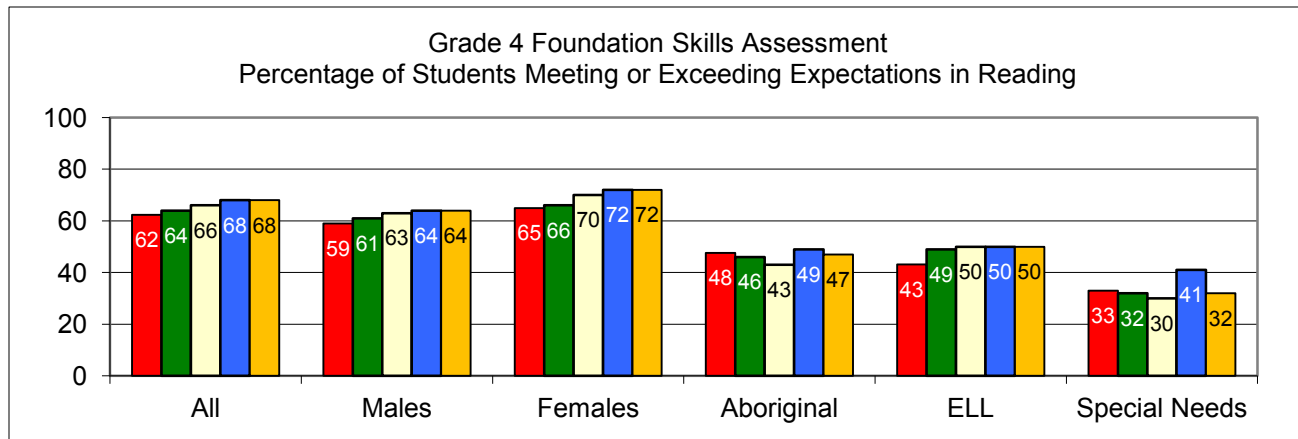


- 56% of Intermediate students fully meet or exceed grade level expectations in reading
- This is a 4% improvement over 5 years

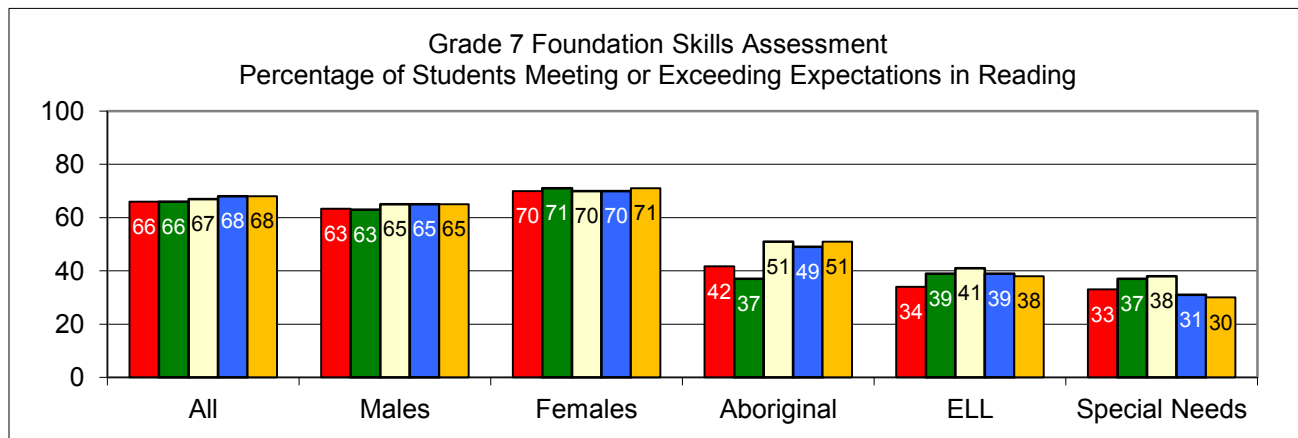


2013 Foundation Skills Assessment

- 68% of grade 4 students meet or exceed expectations in reading
- This is a 6% improvement over 5 years

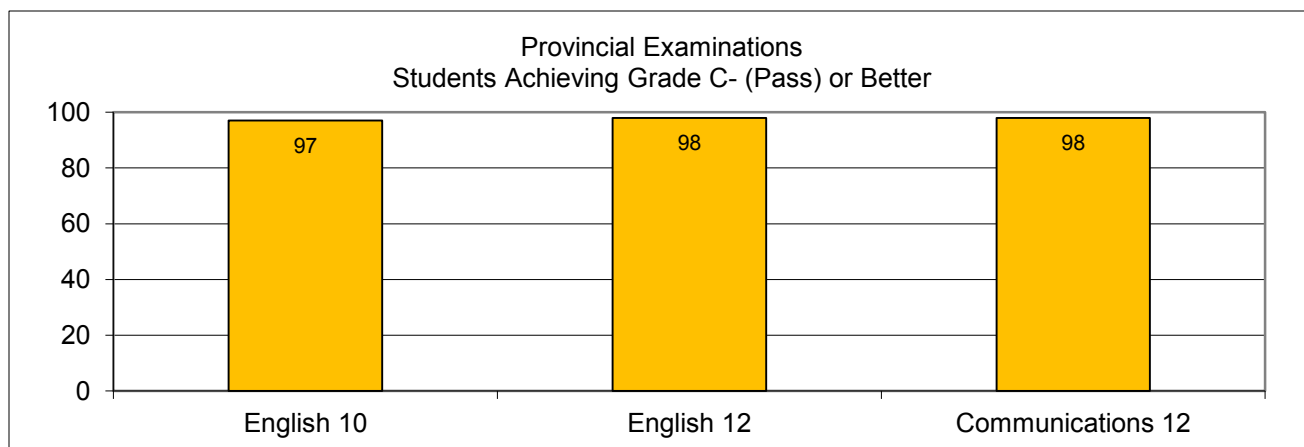


- 68% of grade 7 students meet or exceed expectations in reading
- This is a 2 % improvement over 5 years



## 2013 Provincial Examinations

- 97% of students achieve grade C- (pass) or better in English 10
- 98% of students achieve grade C- (pass) or better in English 12
- 98% of students achieve grade C- (pass) or better in Communications 12



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

- 100% of our students who are capable will graduate
- All students who are not capable because of specific challenges will achieve Evergreen certificate and leave schooling with a transition plan that ensures they will continue progressing

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

- Transition rates in all secondary grades have increased from or stayed the same as in the previous year
- There has been an increase in the six-year Dogwood graduation rate in each of the last 3 years; the 2012/13 completion rate is 85.4%
- The graduation rate for grade 12 students eligible to graduate is 95%

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

- To have all Aboriginal students who are capable graduate with a Dogwood. To have all Aboriginal students who have challenges achieve an Evergreen certificate
- To improve graduation and transition rates for Aboriginal students to match their non-Aboriginal peers.

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

- The Aboriginal Support team targets individual students by ensuring they are personally known and case managed by a team consisting of the Aboriginal Teacher and the Aboriginal Youth Care Worker
- Aboriginal students 6 year graduation rate is 51% in 2013. This is a slight decline from 2012 but is the second highest completion rate in the last 10 years

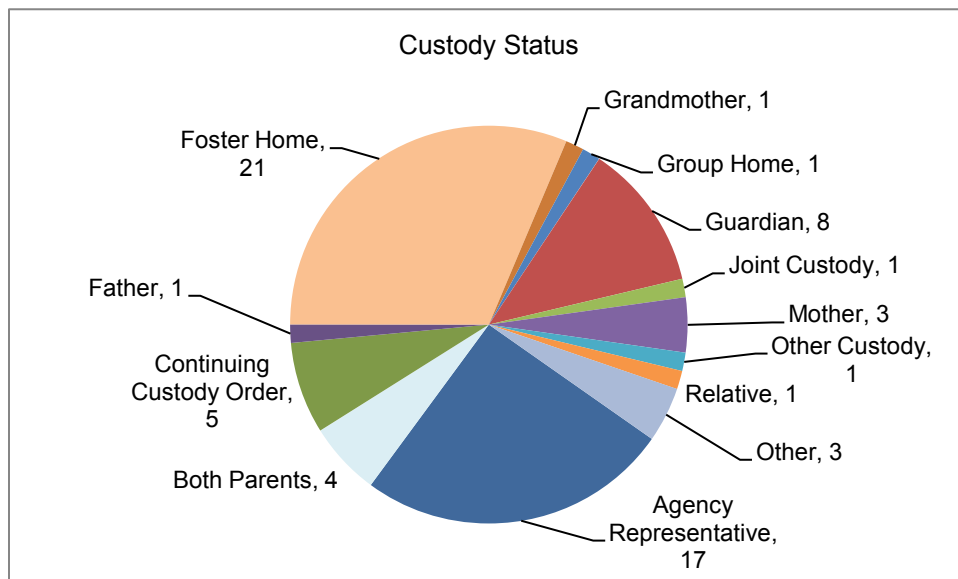
Care must be taken when looking at percentages in relation to Aboriginal students as the cohort numbers are small in comparison with the total population. There are between 50 and 70 Aboriginal students in each grade in Burnaby schools.

## 5. Children in Care

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

- Students are identified and tracked at the school and district level
- Learning Support Services supports students who qualify with IEPs and Educational Assistant Supports
- Student Learning Plans are provided to students who do not qualify for IEPs but require support
- Students have Functional Behavioural Assessment with Positive Behaviour Support Plan - regular behavioural data is tracked

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



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

Children who are in care and who are enrolled in a district alternate program at the elementary level are being tracked in the following manner:

- 2 meetings per year with guardian for IEP Meetings
- At least one meeting per year for Integrated Case Management Planning
- Weekly to bi-weekly communication with guardians
- Known to District staff, District Counsellor and the Director of Instruction, Learning Support Services. Formal student reviews occur up to 3 – 4 times per year.

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

Individual student results are tracked in grade 4 and grade 7 FSA and in grade 10 and grade 12 provincial examinations. Due to the very small cohort at each grade level the results are not summarized in line with the Ministry Protection of Personal Information when Reporting on Small Populations policy.

## 6. Early Learning

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

All Kindergarten teachers complete a Kindergarten Assessment Summary on each student at the end of the school year. This district report identifies the number of Kindergarten students who are not yet meeting expectations in Kindergarten literacy development and may require additional literacy support in grade 1.

- The district continues to track target groups – male, Aboriginal and English Language Learners
- Plan to increase the number of elementary schools that provide research-based early literacy intervention for struggling learners

## 7. Other Comments

The Burnaby School District provides a comprehensive educational program to meet the individual needs and interests of a large community of early, school-age and adult learners. District enrolment continues to remain stable with a slight decrease in overall enrolment for the 2012-2013 school year. This includes:

- 2,000 children, between birth and 5 years supported in numerous Early Learning programs, services and initiatives designed to support families in literacy and to promote school readiness and success
- 24,500 K-12 students enrolled in 41 elementary schools and 8 secondary schools
- Over 17,000 part-time students served by a wide-ranging Adult and Continuing Education Program
- 8800 students enrolled in a comprehensive Summer Elementary and Secondary Program
- 700 student of Aboriginal descent are supported by the Aboriginal Education Support Team. Much progress has been made in reorganizing service delivery structures that align with the Aboriginal Education Enhancement Agreement
- Burnaby Online provides services for over 2000 students all delivered online
- Nearly 100 students attend the B.C. Provincial School for the Deaf or the B.C. Provincial Oral Program for Deaf and Hard of Hearing Students
- The District also provides a number of Alternative Education programs designed to address the varied needs of students

Burnaby is a multicultural community where approximately 90 languages are spoken in the homes of our students. The district offers a comprehensive English Language Learners (ELL) program to more than 4600 students. The district operates an ELL Reception and Welcome Centre that supports new Canadians with language assessment and school placements and with information regarding community supports. Through the work of the Welcome Centre staff, families receive support in transitioning to schools and to the City of Burnaby. The Burnaby school district prides itself in its efforts to create a safe, caring and inclusive environment that fosters positive relationships and supports all learners.

### **Unique Programs and Initiatives**

A wide array of innovations and initiatives are offered to meet the needs of all members of the learning community. The list which follows highlights some of the growing programs and is, by no means, exhaustive:

- early, late and secondary French Immersion Programs;
- Elementary Mandarin Language Program;
- an expansive Advanced Placement Program;
- an exciting International Education Program;
- Accelerated Career Education and Industry Training Programs;
- community schools;
- a growing array of Independent Direct Study opportunities;
- Learning Transition Services;
- Soccer and Hockey Academies;
- Education Through the Arts Program;
- Teacher Mentorship and Administrator Leadership Development Programs;
- Building Your Leadership Capacity Program;
- Safe and Caring Schools Division.

## District Strengths

Burnaby's greatest strength is its people who participate in collaborative and collegial partnerships to help learners succeed.

- The District Literacy Plan enables the Burnaby School District and its broader literacy community to determine an “inventory” of practices to support literacy. Together, we provide extensive learning opportunities for early, school-age, adult and aboriginal learners
- Burnaby hosts one of the largest Advanced Placement (AP) Programs in North America. In 2012, 950 students enrolled in one or more AP Courses. *National Scholar* status was achieved by 66 students and 80 students achieved *Scholar with Distinction*. *Scholar with Honours* and *Scholar* status was achieved by 42 and 99 students, respectively. Learners continue to excel in the program, gaining enriched opportunities in secondary and university programs
- Burnaby students have done exceptionally well on Ministry examinations, achieving high standards and winning an impressive amount of provincial and external scholarships. Last year students in Burnaby won over 5.6 million dollars in provincial and external scholarships providing expanded post-secondary opportunities for our learners
- The most recent Student Transitions to BC Public Post-Secondary Institutions report shows that 67% of Burnaby graduates transition to post-secondary programs compared to the provincial average of 52%
- Burnaby takes great pride in the opportunities created in the area of the Arts for and in the accomplishments of all learners. Burnaby employs 52 music teachers—the only school district in the province in which music is taught, K-7, by specialist teachers. At the secondary school level, almost 7,000 students, out of a total of 10,400 students, are enrolled in Visual and Performing Arts courses in grades 8-12.
- Burnaby runs extensive Transitions Services and Career programs including ACE-IT, Industry Training, Industry Connect, Summit Learning: Business Administration and Work Experience programs. The district currently offers 17 Transitions Services and Career Programs including:
  - i.) ACE-IT (Apprenticeship Training): Auto Collision, Auto Refinishing, Automotive Service Technician, Carpentry, Construction Electrician, Cooks Training, Hairstyling, Millwright, Painting & Decorating, Plumbing, Metal Fabrication
  - ii.) Industry Certification: Computer Networking Technician, Fitness Leadership Instructor, Hotel & Event Management
  - iii.) Industry Connect: Digital Sound, Film & Broadcast and Graphics/Media Arts
  - iv.) Transition to Trades: a pre-apprenticeship program - students explore 6 trades

Over 4000 students enrol in and experience the world of work at over 1200 worksites supported by our extensive community network of work placement sites.

- Our unique Alternate programs such as Introduction to Trades Training and the YOUth Hub are examples of innovative approaches to supporting at-risk youth that change life trajectories in a positive direction. The YOUth Hub is a unique partnership of 3 Ministries and over 13 community organizations that provides wrap-around support, including educational programs, a health clinic, counselling services, tutoring and career support programs. The program graduated 8 students last year that would otherwise have been lost to the system.

Together, staff, students and community partnerships create a most rewarding and unique experience for Burnaby learners. These are all examples of the community working together with the district to support student learning.

New opportunities exist for students for in-depth learning in areas of personal or academic interest with community or academic mentors. These opportunities can be found at both the elementary and secondary school levels through “Reggio like” programs,” Learning in Depth” approaches and district supported independent directed studies. One of the most enduring strengths of the Burnaby School District is our community partnership with the City of Burnaby, whether it is through the supports and programs offered to families in our community schools or our School Liaison Officer program in partnership with the Burnaby RCMP who work closely with our Safe and Caring Schools district and school staff.

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## 8. Board approval date: December 10, 2013

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