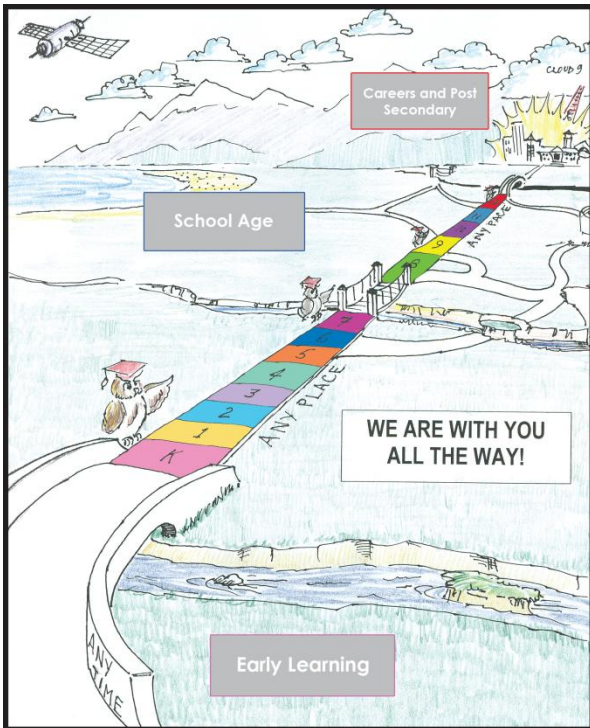


# 2010 Superintendent's Report on Student Achievement



*Supporting the educational journey  
from early learning, to school age,  
to adult.*

January 2011

# District Context

Burnaby's diversity poses many challenges in our desire to meet the needs of each learner.

However, this diversity also highlights the strengths of our instructional strategies, structures and programs that are delivered by a committed staff and supported by an informed community.

# Student Learning and Achievement

## *We are ... Improving Learning*

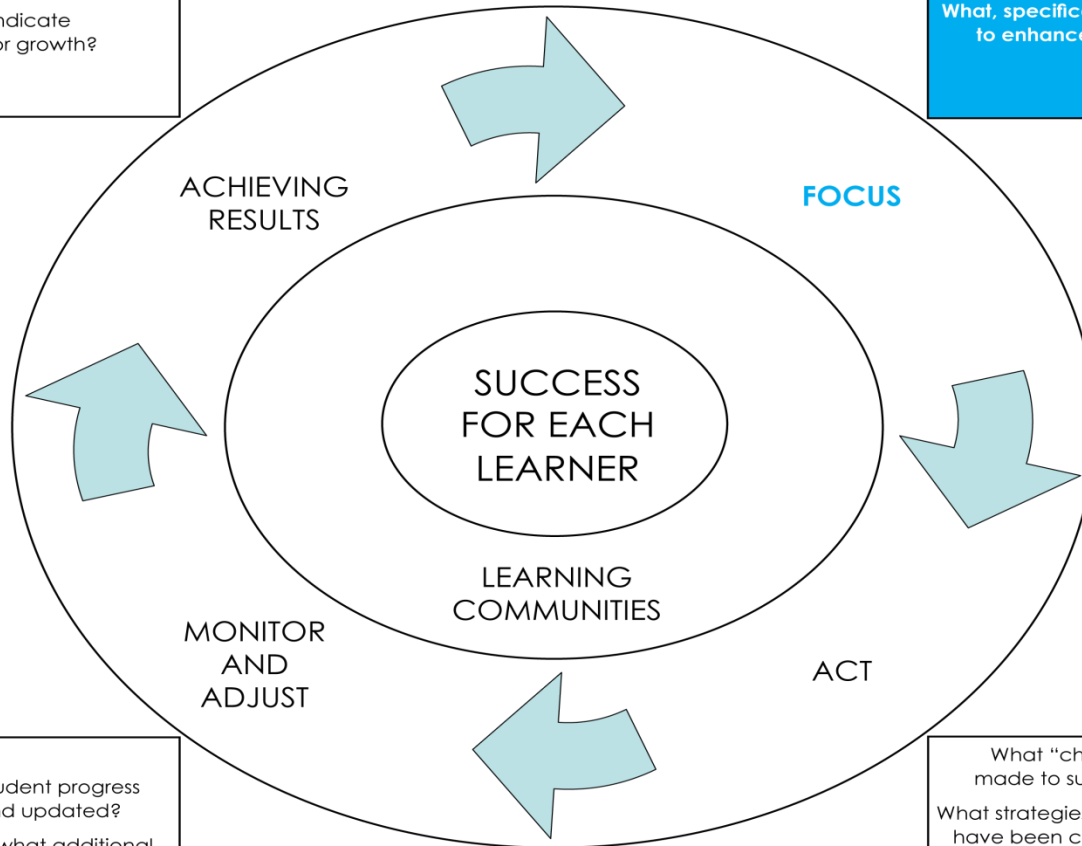
Burnaby uses the achievement cycle and its guiding questions to:

- ❑ frame our work in improving the achievement for each learner
- ❑ identify our ongoing strengths and challenges
- ❑ plan and implement the instructional strategies, programs and assessment practices utilized across the district
- ❑ report on student achievement and learning to the Burnaby community

# The Achievement Cycle and Guiding Questions

Are strategies/structures/interventions making a difference?  
Does data indicate improvement or growth?

Who, specifically, are your learners?  
What, specifically, are you focusing on to enhance their achievement?



How is individual student progress being tracked and updated?  
Given your findings, what additional deletions/changes will you put in place to continue to enhance student achievement?

What "changes" have been made to support their learning?  
What strategies/structures/interventions have been considered/put in place to support these learners?  
How are you organizing your school community to ensure instructional improvement?

# Student Learning and Achievement Focus ... District Goal 2008-11

To improve the reading achievement of Burnaby learners—early through adult including:

- Aboriginal learners
- Male learners
- Kindergarten and Grade 1 learners
- English Language and Refugee learners

# 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 Individual Education Plan goals

# Reading - Specific Annual Targets

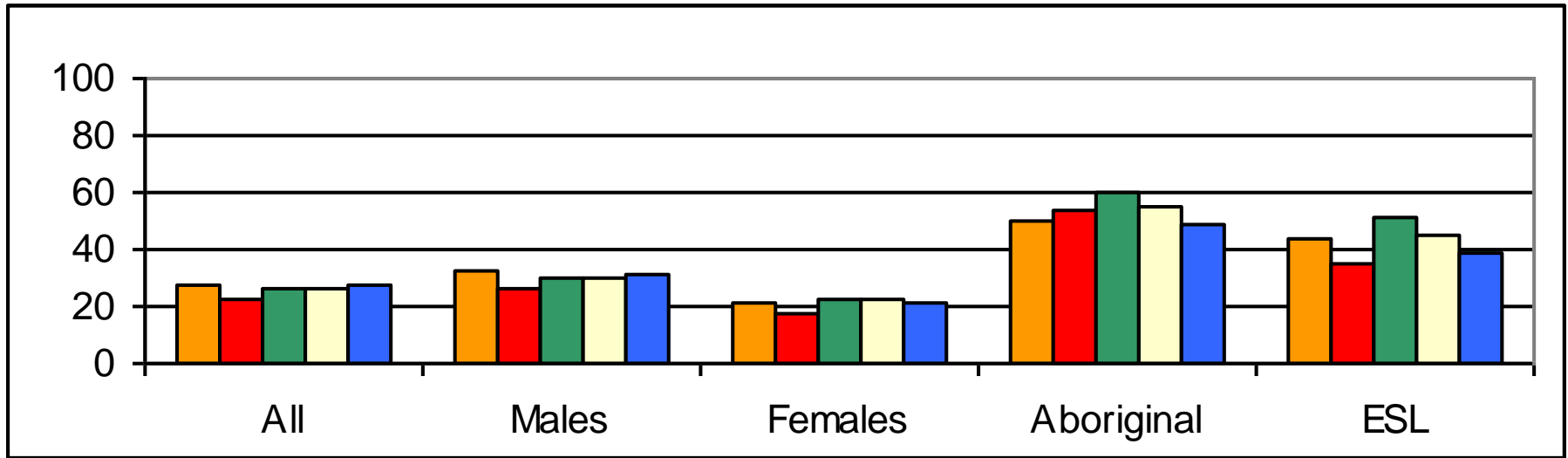
- 95% of students not on a modified program meet or exceed the “minimally meet” performance standards on school, district and provincial measures in reading
- 70 % of students not on a modified program meet or exceed the “meeting” performance standards on school, district and provincial measures in reading

# Student Learning and Reading Achievement Summary of Evidence

The following tables and charts summarize the school, district and provincial evidence during the 2009-2010 school year. Evidence is used to focus, monitor and adjust the district's progress on meeting the literacy needs of each learner.

# Kindergarten Assessment Summary

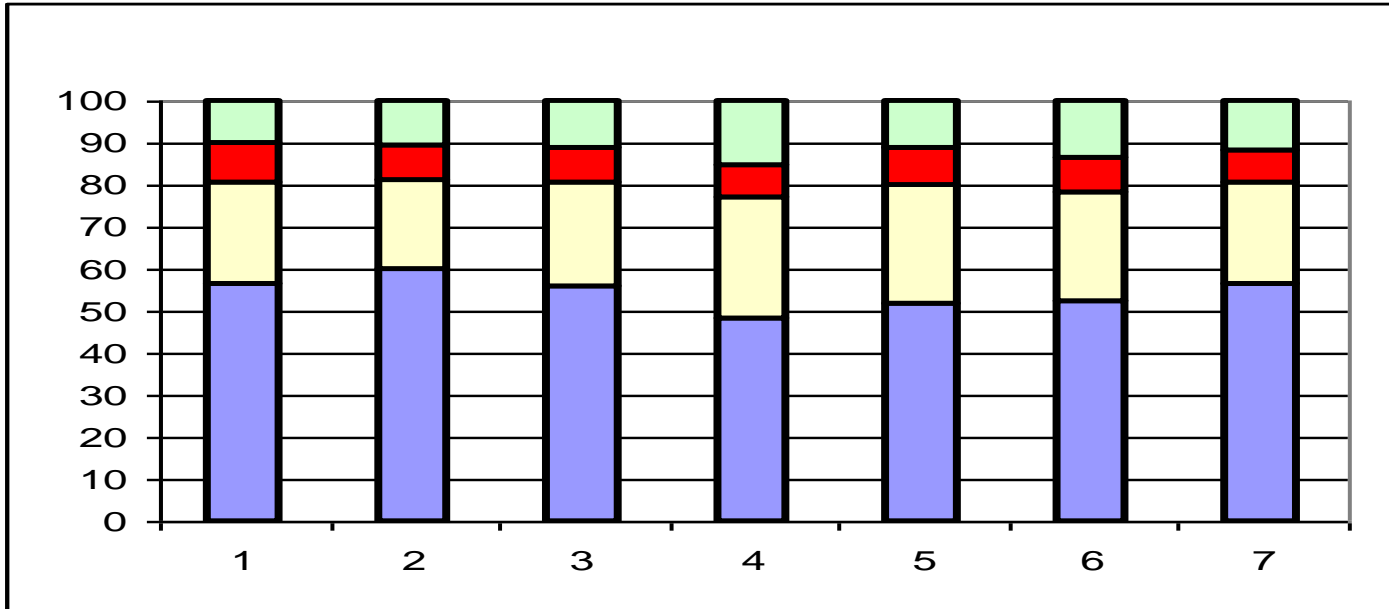
Percentage of students not meeting expectations in Kindergarten Literacy Development who may require additional support in grade 1



	All	Males	Females	Aboriginal	ESL
2010	27	32	22	49	39
2009	26	29	22	55	45
2008	26	30	22	60	51
2007	22	26	18	54	35
2006	28	33	21	50	44

# BC Performance Standards - Reading

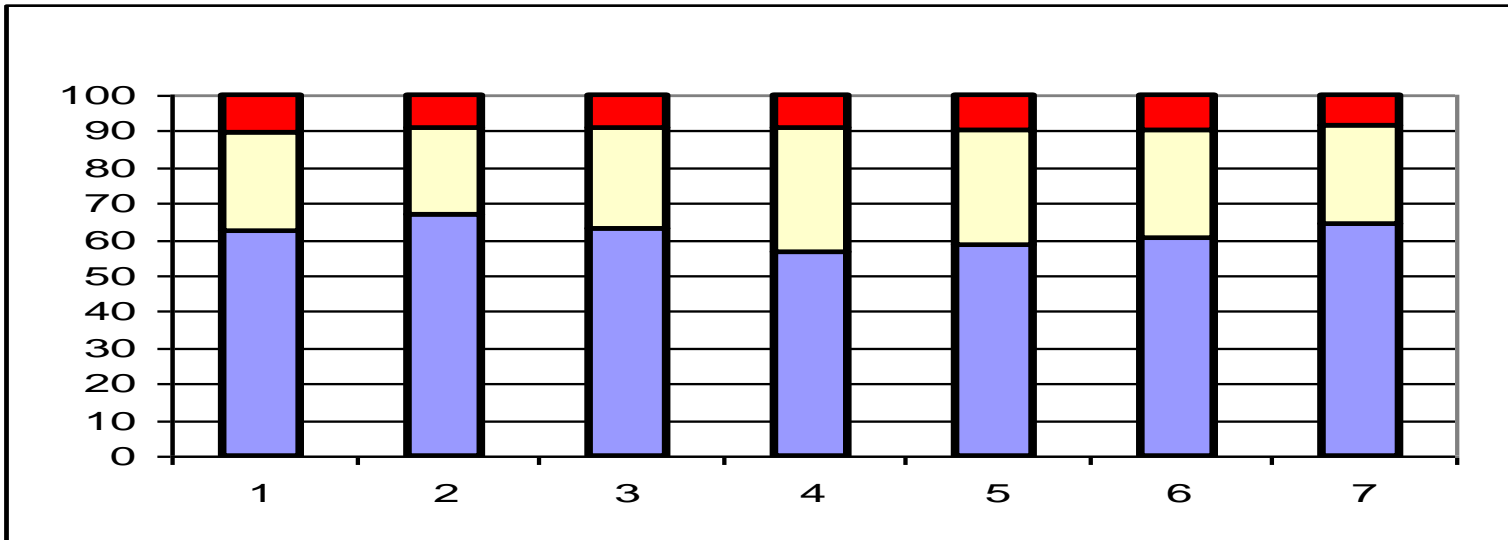
Grade 1-7. Percentage of students on a modified program, not yet meeting, minimally meeting and meeting or exceeding expectations



	1	2	3	4	5	6	7
Modified Prog	10	10	11	15	11	13	12
Not Yet Meeting	10	8	8	8	9	8	7
Minimally Meeting	24	21	25	29	28	26	24
Meeting or Exceeding	56	60	56	48	52	52	56

# BC Performance Standards - Reading

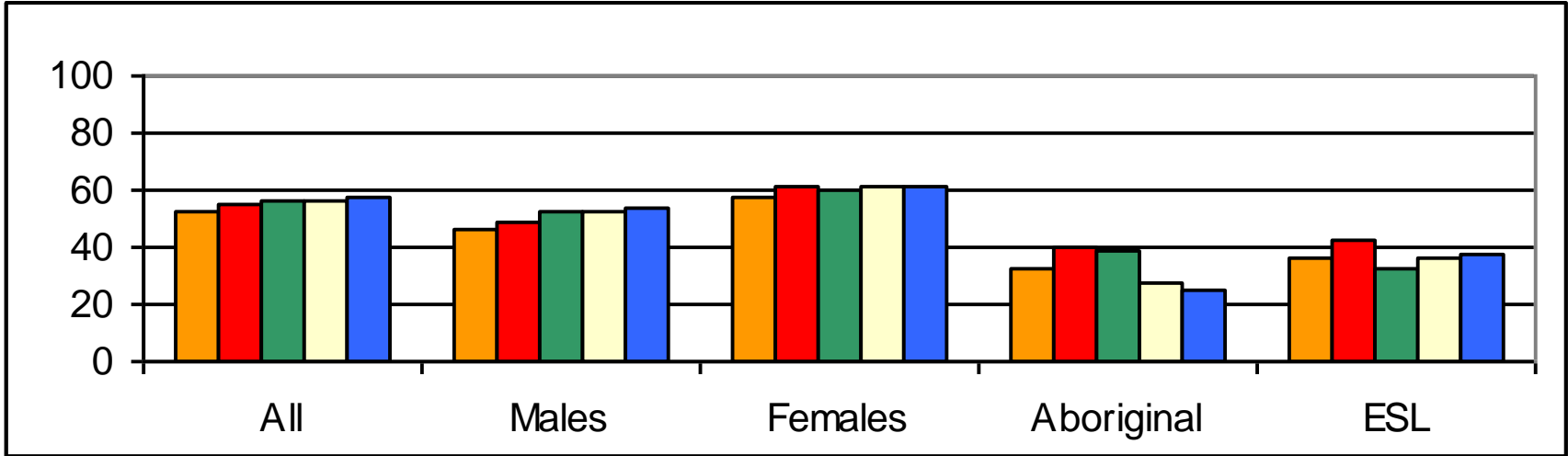
Grade 1-7. Percentage of students not on a modified program not yet meeting, minimally meeting and meeting or exceeding expectations



	1	2	3	4	5	6	7
Not Yet Meeting	11	9	9	9	10	10	8
Minimally Meeting	27	24	28	34	32	30	28
Meeting or Exceeding	63	67	63	57	58	60	64

# BC Performance Standards - Reading

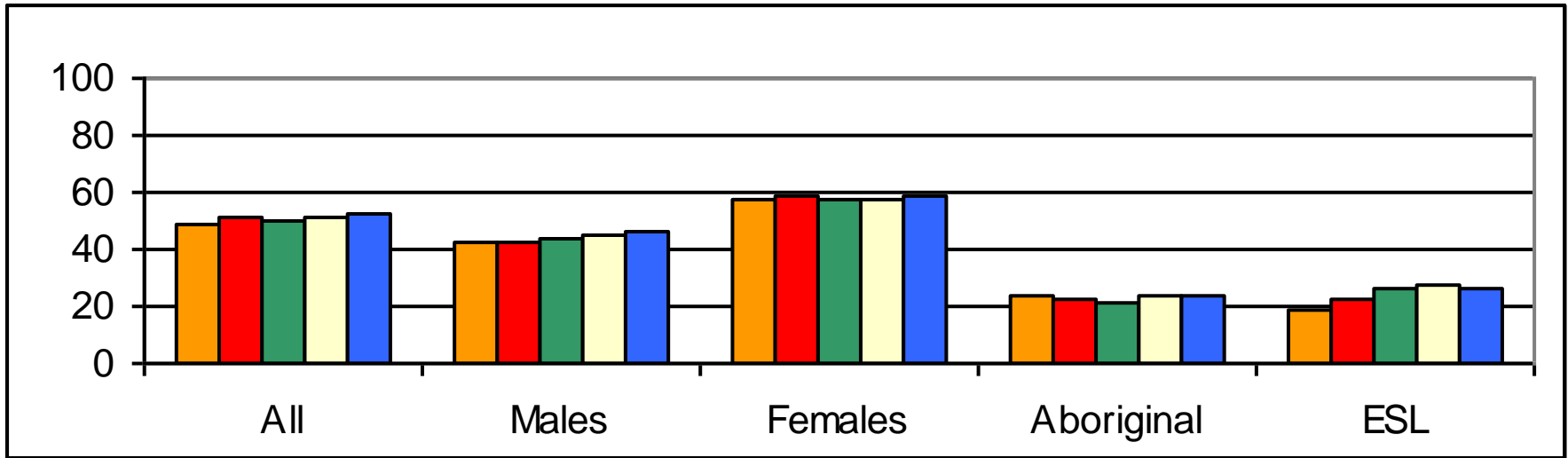
Grade 1-3. Percentage of students fully meeting or exceeding expectations



	All	Males	Females	Aboriginal	ESL
2010	57	54	61	25	38
2009	57	52	61	28	36
2008	56	52	60	38	33
2007	55	49	61	40	42
2006	52	46	58	32	36

# BC Performance Standards - Reading

Grade 4-7. Percentage of students fully meeting or exceeding expectations

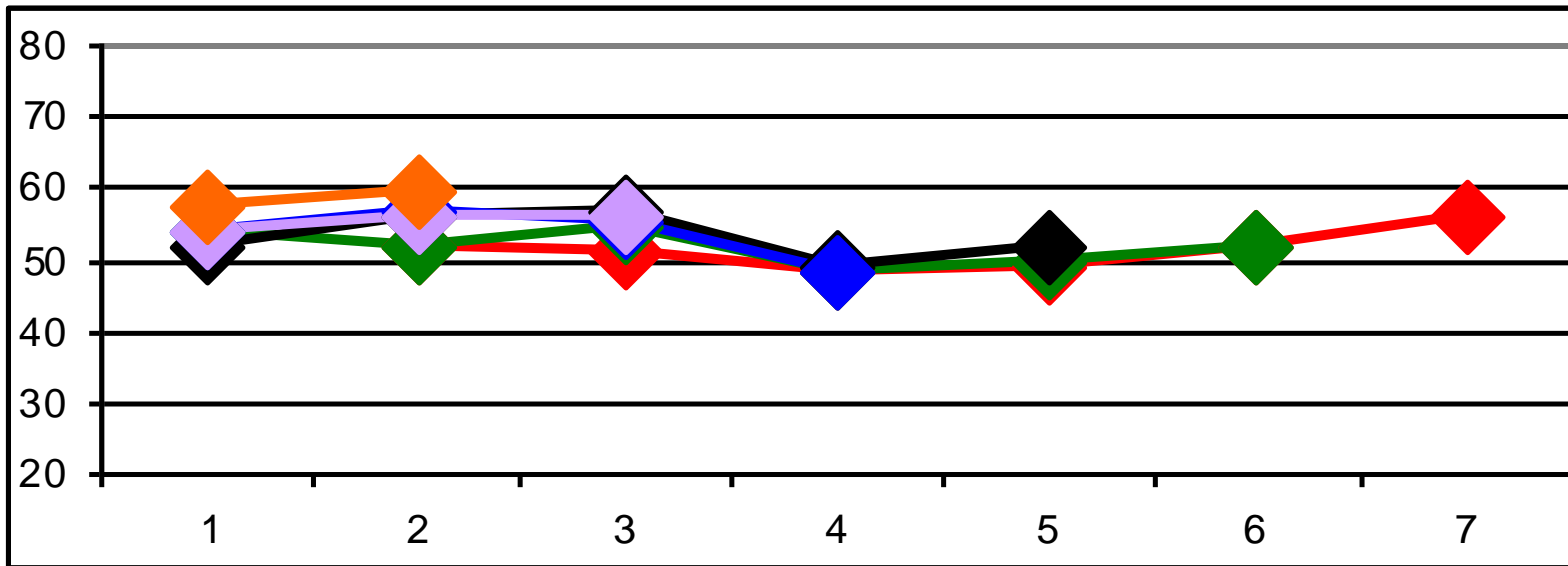


	All	Males	Females	Aboriginal	ESL
2010	52	46	59	24	26
2009	52	45	58	24	27
2008	51	44	58	21	27
2007	51	43	59	22	23
2006	49	42	57	24	19

# BC Performance Standards - Reading

## Grade 1-7 Cohort Tracking

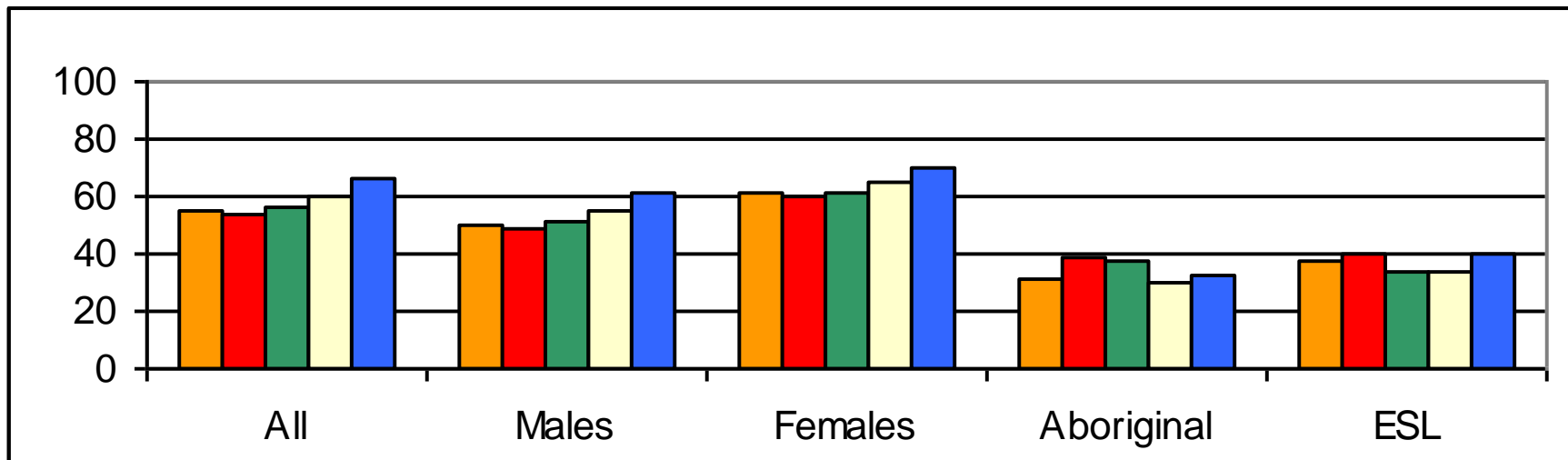
Percentage of students fully meeting or exceeding expectations



	1	2	3	4	5	6	7
09/10 Gr 7		52	51	48	49	52	56
09/10 Gr 6	54	52	55	48	50	52	
09/10 Gr 5	52	56	57	49	52		
09/10 Gr 4	54	56	56	48			
09/10 Gr 3	54	56	56				
09/10 Gr 2	58	60					

# Report Card Results – Language Arts

Grade 1-3. Percentage of students fully meeting grade level expectations

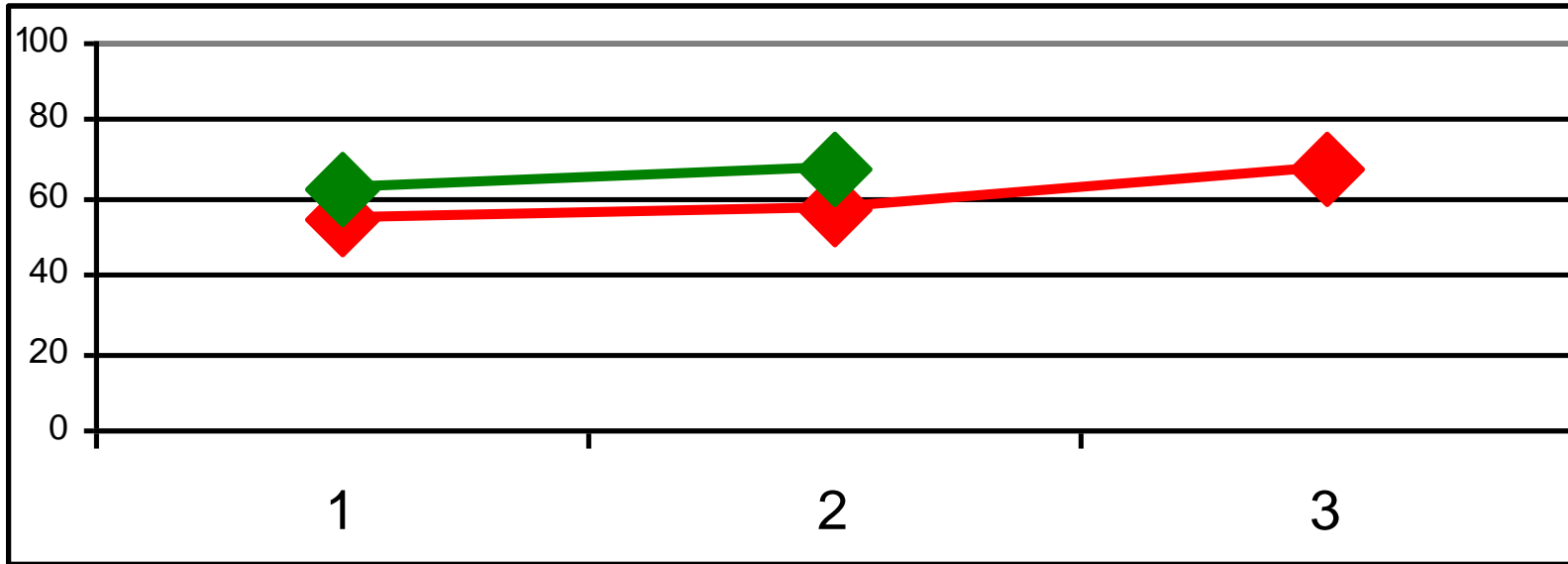


	All	Males	Females	Aboriginal	ESL
2010	66	61	70	32	40
2009	60	55	65	30	33
2008	57	52	61	38	33
2007	54	49	60	39	40
2006	55	50	61	31	38

# Report Card Results – Language Arts

Grade 1-3 Cohort Tracking

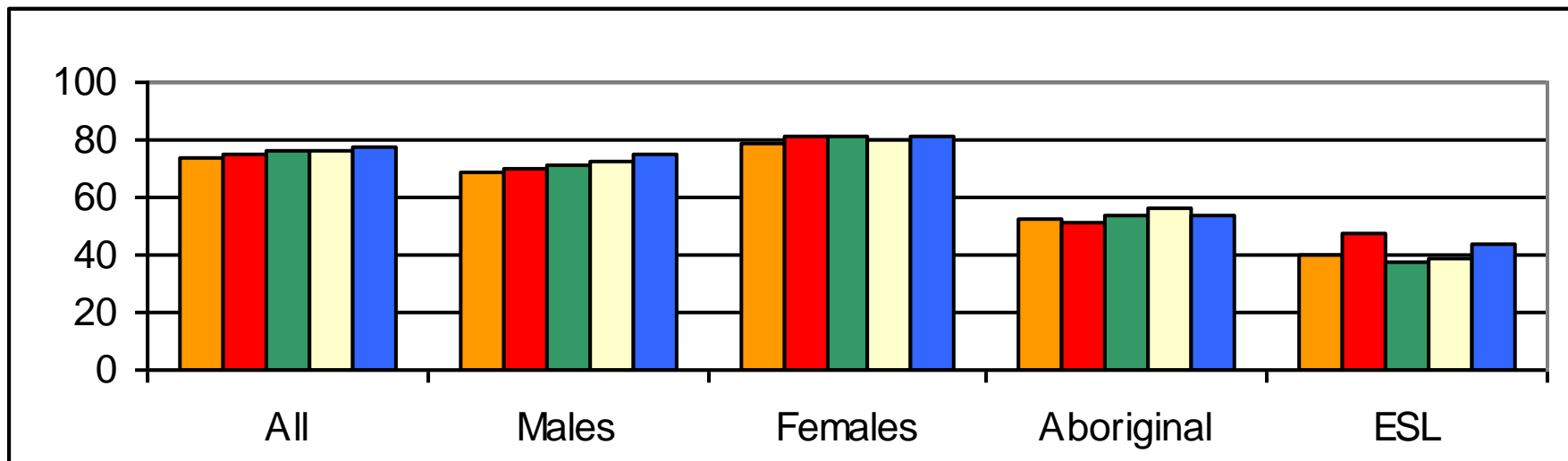
Percentage of students meeting or exceeding expectations



	1	2	3
09/10 Gr 3	55	58	67
09/10 Gr 2	62	67	67

# Report Card Results – Language Arts

Grade 4-7 Reading. Percentage of students achieving a C (satisfactory performance) or higher

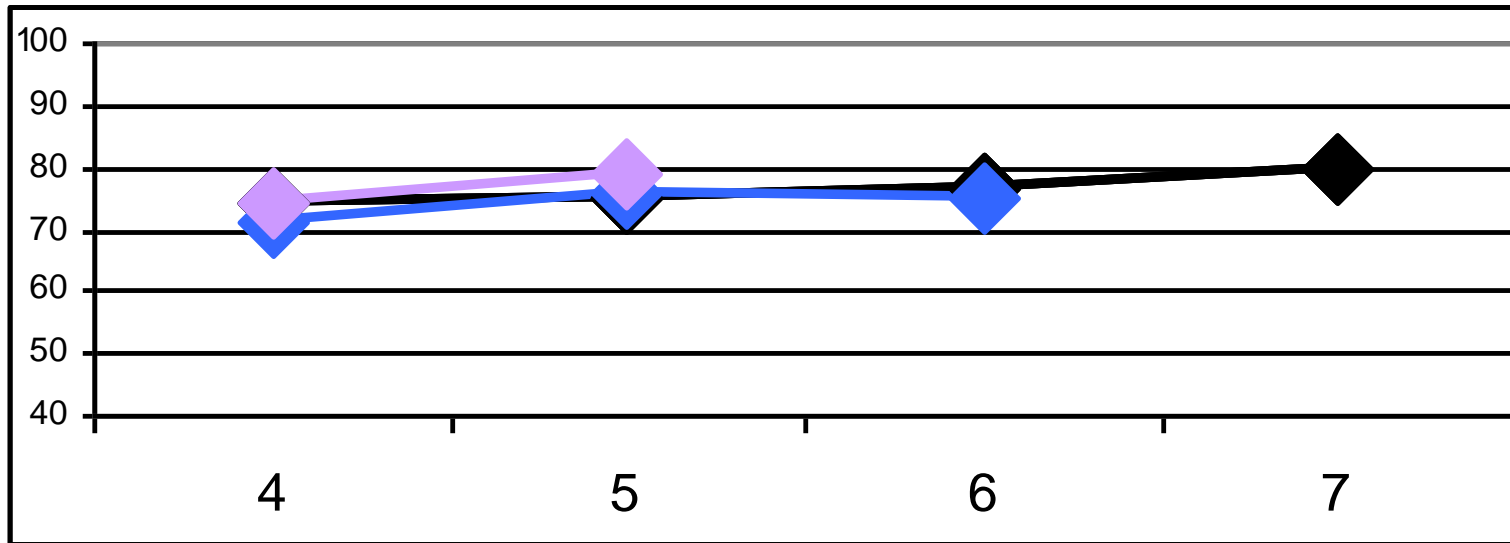


	All	Males	Females	Aboriginal	ESL
2010	78	75	81	54	44
2009	76	72	80	56	39
2008	76	71	81	53	38
2007	75	70	81	51	47
2006	74	69	79	52	40

# Report Card Results – Language Arts

Grade 4-7 Cohort Tracking

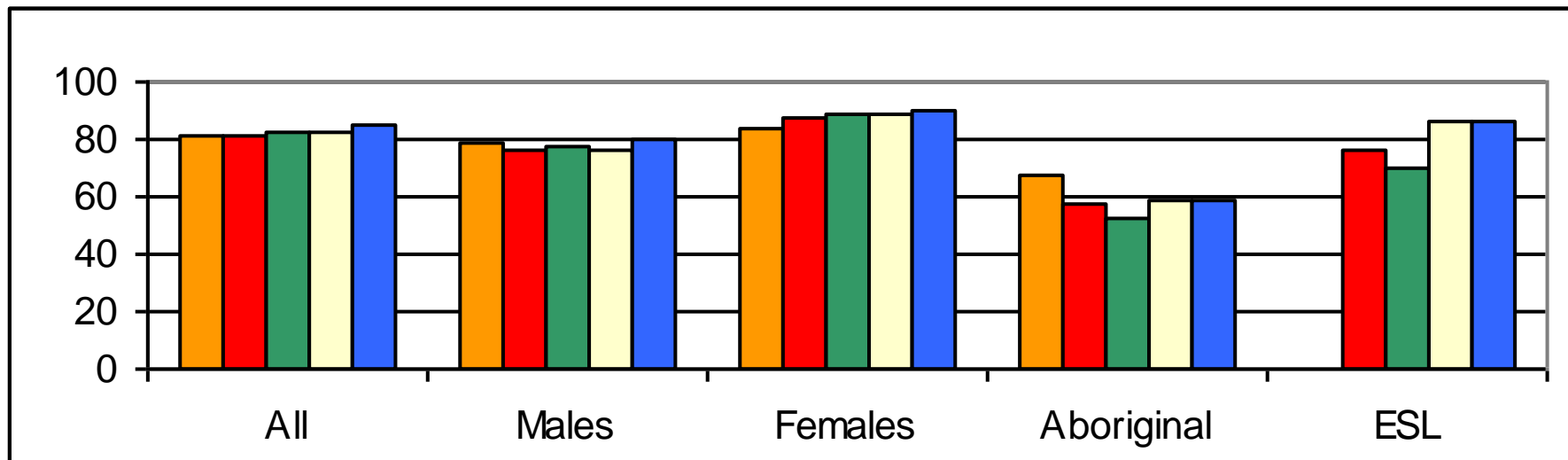
Percentage of students achieving a C (satisfactory performance) or higher



	4	5	6	7
09/10 Gr 7	74	75	77	80
09/10 Gr 6	71	76	75	
09/10 Gr 5	74	79		

# Report Card Results – Language Arts

Grade 8-11. Percentage of students achieving a C (satisfactory performance) or higher

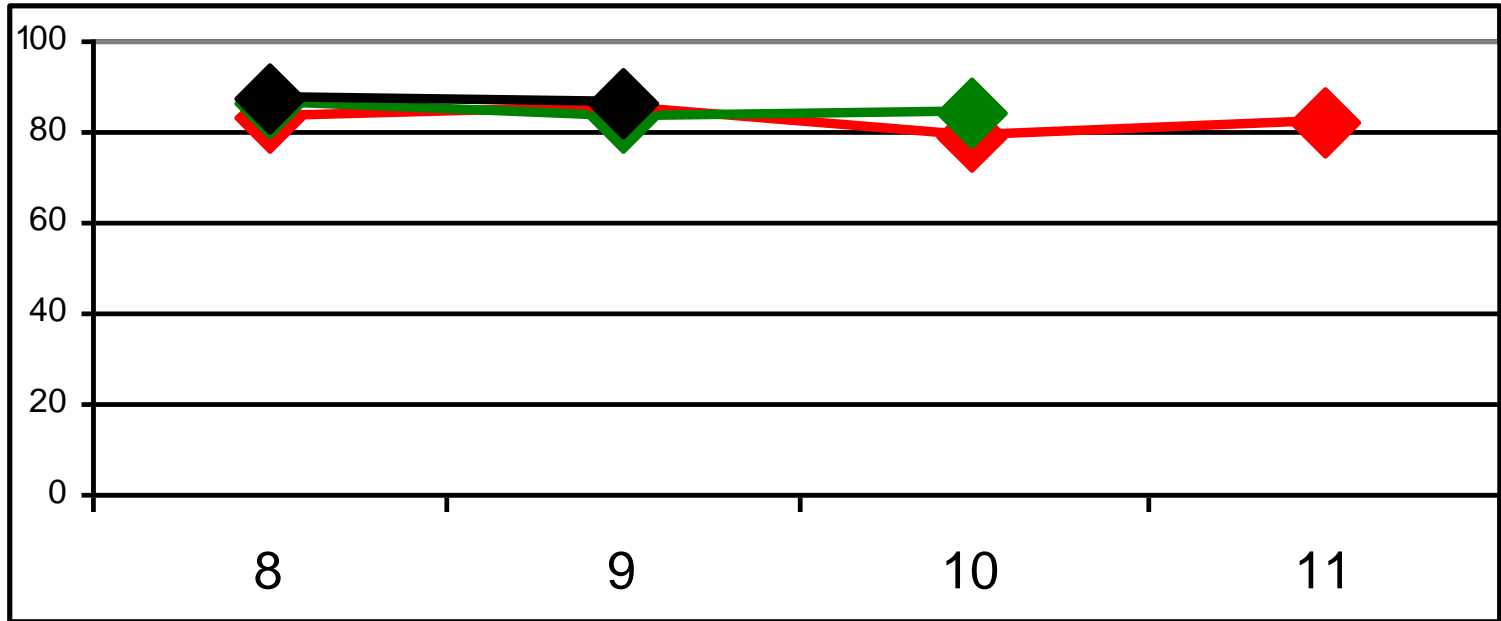


	All	Males	Females	Aboriginal	ESL
2010	85	80	91	58	86
2009	83	77	89	58	87
2008	83	78	88	53	69
2007	81	76	87	58	76
2006	81	79	84	68	N/A

# Report Card Results – Language Arts

Grade 8-11 Cohort Tracking.

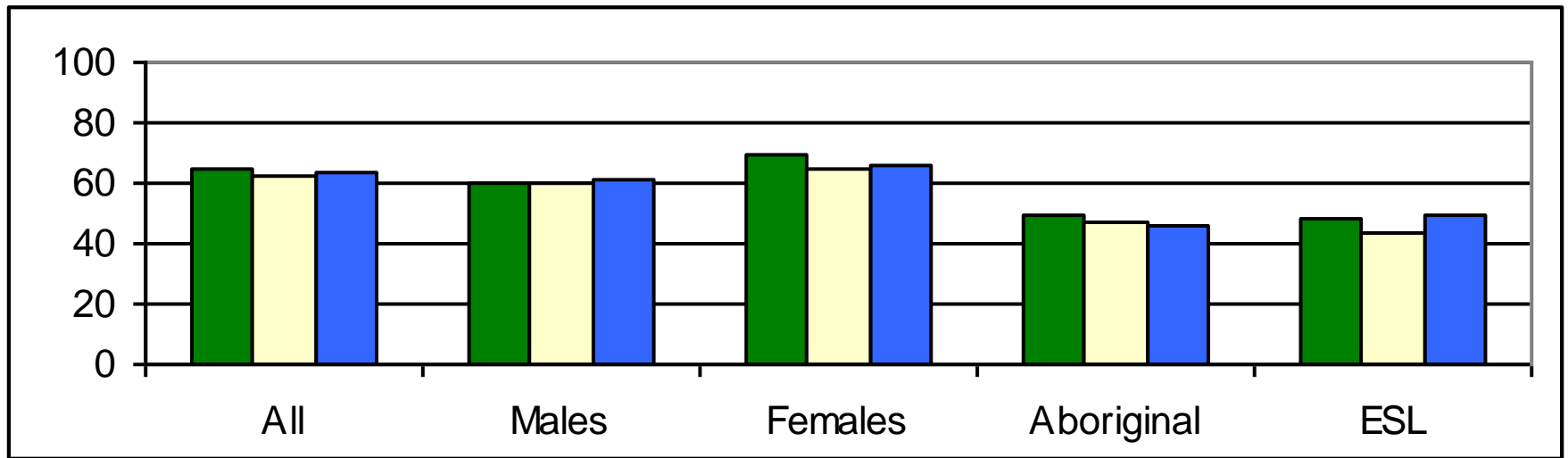
Percentage of students Achieving a C (satisfactory performance) or higher



	8	9	10	11
09/10 Gr 11	83	85	79	82
09/10 Gr 10	86	83	84	
09/10 Gr 9	87	86		

# Foundation Skills Assessment

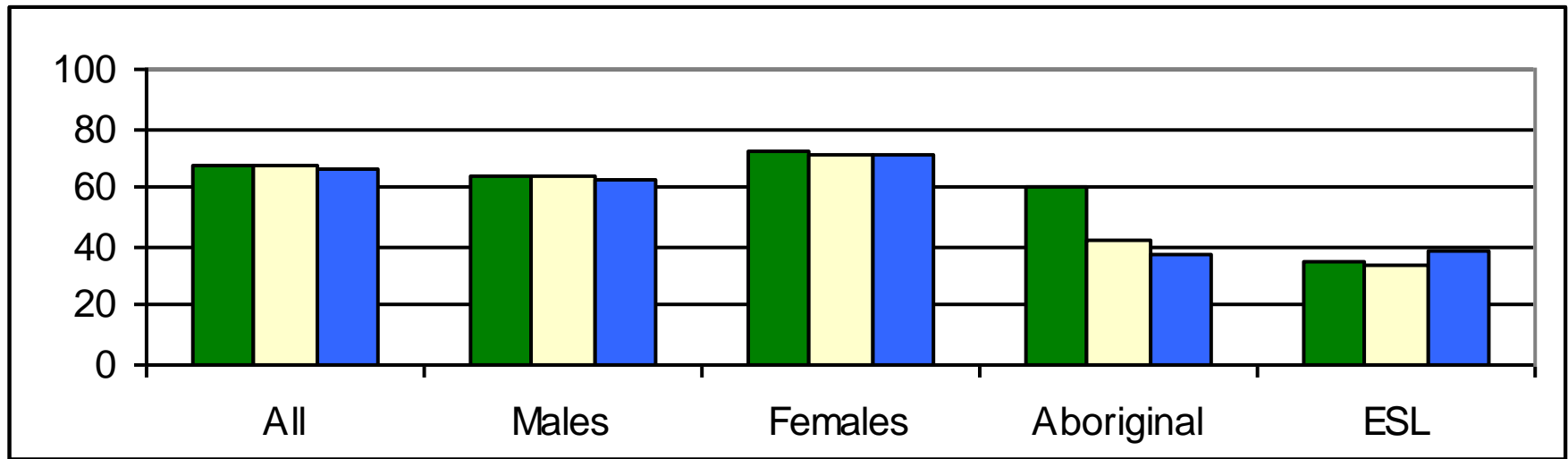
Grade 4 Reading. Percentage of students meeting or exceeding expectations



	All	Males	Females	Aboriginal	ESL
2010	64	61	66	46	49
2009	62	60	65	48	43
2008	65	60	70	50	48

# Foundation Skills Assessment

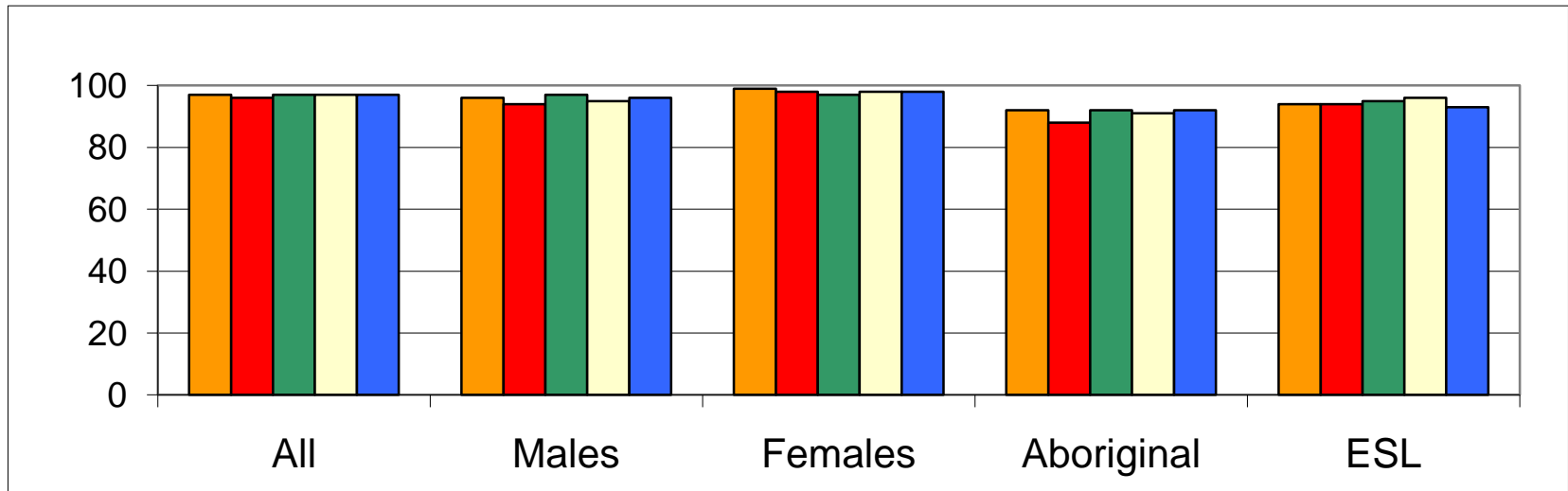
Grade 7 Reading. Percentage of students meeting or exceeding expectations



	All	Males	Females	Aboriginal	ESL
2010	66	63	71	37	39
2009	67	63	71	42	33
2008	68	64	72	60	35

# Grade 10 Language Arts Provincial Examination Results

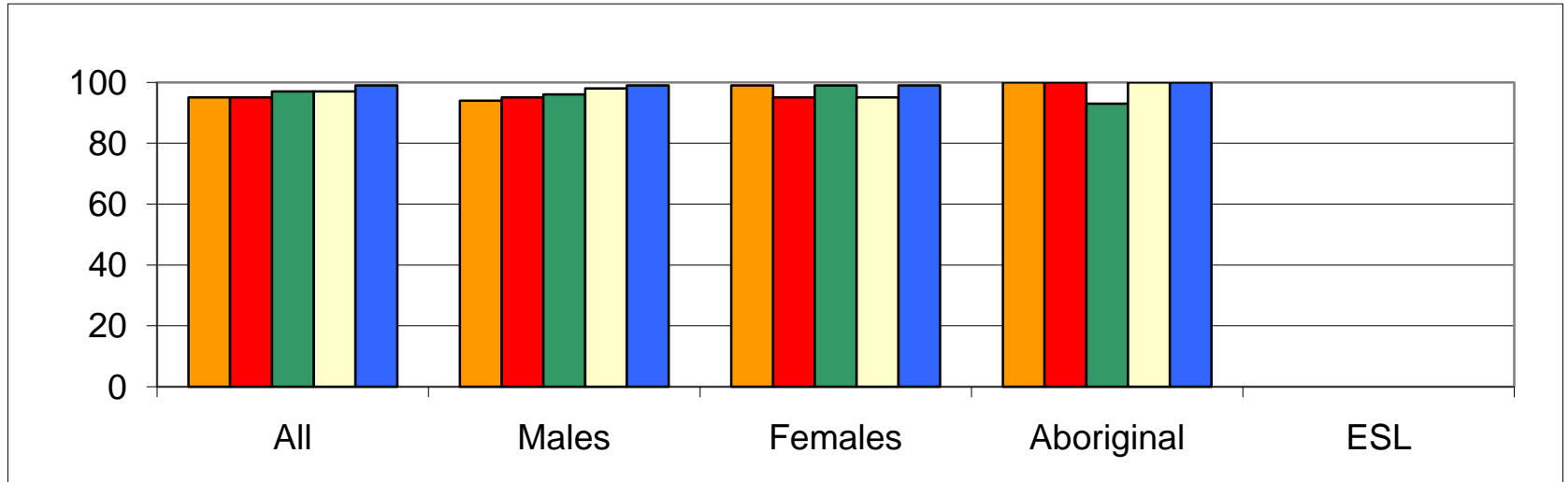
## English 10. Pass rate



	All	Males	Females	Aboriginal	ESL
2010	97	96	98	92	93
2009	97	95	98	91	96
2008	97	97	97	92	95
2007	96	94	98	88	94
2006	97	96	99	92	94

# Grade 12 Language Arts Provincial Examination Results

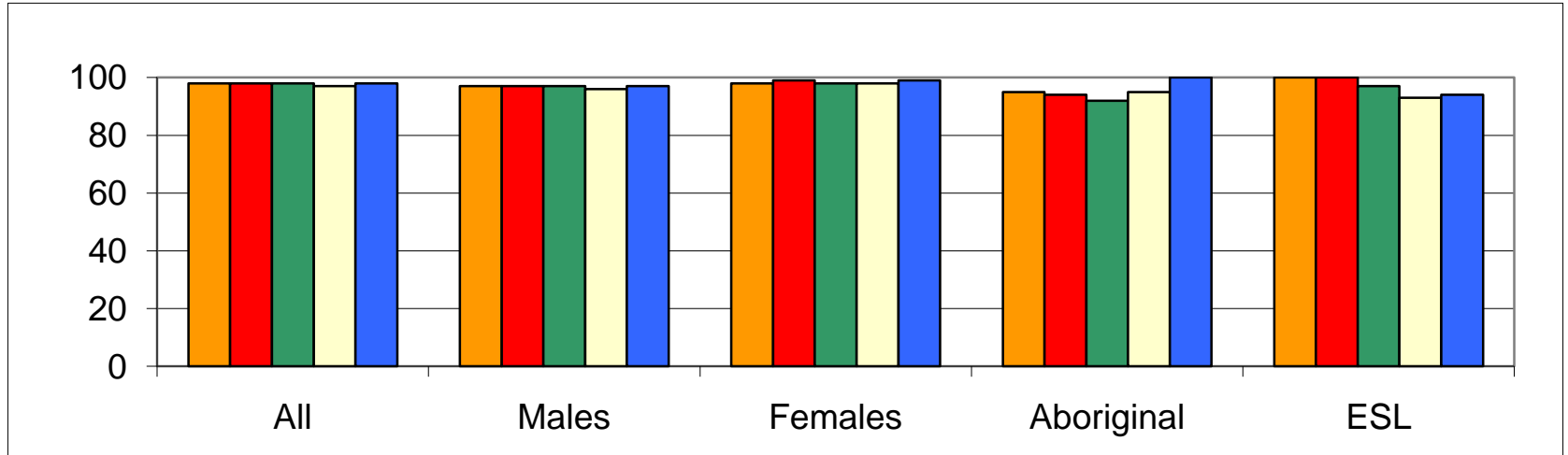
## Communications 12. Pass rate



	All	Males	Females	Aboriginal	ESL
2010	99	99	99	100	Msk
2009	97	98	95	100	Msk
2008	97	96	99	93	
2007	95	95	95	100	Msk
2006	95	94	99	100	Msk

# Grade 12 Language Arts Provincial Examination Results

## English 12. Pass rate



	All	Males	Females	Aboriginal	ESL
2010	98	97	99	100	94
2009	97	96	98	95	93
2008	98	97	98	92	97
2007	98	97	99	94	100
2006	98	97	98	95	100

## Results- Specific Annual Targets for Reading

- 91% of students not on a modified program meet or exceed the “minimally meet” performance standards on district and provincial measures in reading, meeting our 2009-10 target
- 62 % of students not on a modified program meet or exceed the “meeting” performance standards on district and provincial measures in reading. This is short of the 2009-10 target but is a 2% improvement over our 2009 results.

# Results (Objective 1.3)

## To improve the reading achievement of Kindergarten and Grade 1 learners

- Kindergarten Assessment results indicate that:
  - More than 50% of Aboriginal kindergarten students may require additional support in grade one
  - More than 25% of male students may require additional support in grade one
  - Almost 50% of English Language Learners may require additional support in grade one
  - On the Performance Standards district assessments, Grade one students achieving a “meeting or exceeding” standard improved by 4%

# Results (Objective 1.1)

## To improve the reading achievement of at risk Aboriginal learners

- Aboriginal learners are not achieving as well as the general population and cohort tracking indicates students generally decline in their achievement after grade 3 in elementary school
- Cohort tracking shows students improve performance in both Language Arts and Report Card marks by grade 7
- Report card and Performance Standards results for primary Aboriginal students show a “plateau” in reading achievement
- Report card results for secondary Aboriginal students show a slight improvement in achievement
- Aboriginal students demonstrate consistently good results in both English 12 and Communications 12 pass rates

# Results (Objective 1.2)

## To improve the reading achievement of male learners

- Report card and Performance Standards results for male learners in elementary show a lower achievement rate than females
- Cohort tracking for report card and Performance Standards results for male and female learners in elementary show a lower achievement rate after transitions from grades 3 to 4 and grades 9 to 10
- Cohort tracking for report card and Performance Standards results for male and female learners in elementary show a improving achievement trends as students move through grades 1 to 3, 4 to 7, 8 to 9, and 10 to 11
- Language Arts pass rates for grades 10 and 12 students indicate that male learners achieve consistently strong results

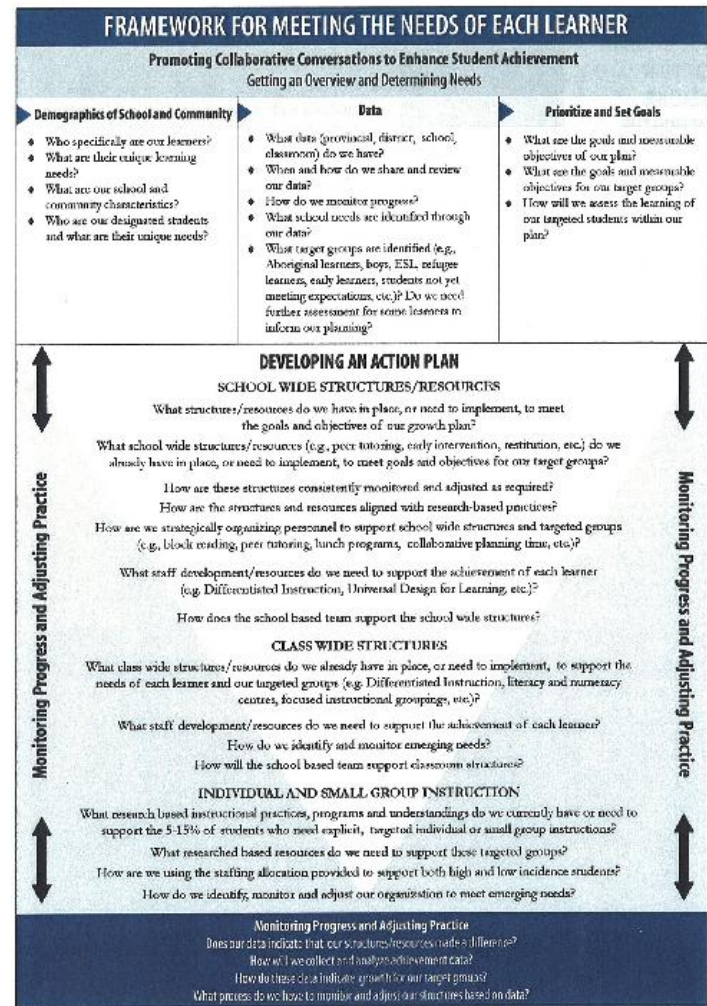
# Results (Objective 1.4)

## To improve the reading achievement of English language learners and refugee learners

- District evidence demonstrates that 67% of the elementary English language learners population is minimally meeting or meeting expectations
- Cohort tracking for Report card and Performance Standards results for male and female elementary students show a lower achievement rate after transitions from grades 3 to 4
- Disaggregated data demonstrates that Level 3 and 4 English language learners are approaching district averages in Performance Standards
- Evidence at the secondary level indicates that English language learners achieve consistently high pass rates

# Framework for Meeting the Needs of Each Learner

The District uses a progressive intervention strategy to support the most vulnerable learners.



# Literacy Interventions & Supports

- Links to Literacy
  - An early prevention / intervention program that assists students in building pre-literacy skills
  - Target audience is Kindergarten students
  - Program runs from February-June
- Reading Recovery
  - An early intervention program designed to develop effective strategies for reading and writing to reach grade level classroom performance
  - Target audience is Grade 1 students who are significantly below grade level in literacy development
  - Short-term intervention lasting 12 -20 weeks
- Fast ForWord
  - A series of software packages that are designed to build language processing skills required for reading and learning
  - Target audience are students who are 2 grade levels below in their reading proficiency and may have an auditory processing problem
  - Short-term intervention lasting 12 – 24 weeks
- Later to Literacy
  - A reading and writing intervention program focussing on youth struggling with literacy skills
  - Target audience is secondary students with significant gaps in literacy learning
  - Short-term intervention to accelerate the reading and writing progress using strategies from Reading Recovery
- SIOP - Sheltered Instruction Observation Protocol
  - An ESL program designed to support English Language Learners in the acquisition of language.
  - Target audience is all secondary school level 1 & 2 ESL students
  - Language instruction is embedded in content delivery

# Links to Literacy

- Participation:  
Kindergarten = 240
- Gender ratio:  
Male = 134  
Female = 106
- Aboriginal students:  
Male = 4  
Female = 2
- ESL students:  
Elementary = 47

Participating Schools:

- 13 Elementary Schools

## Reading Readiness Scores

February Pre-test  
average scores:

Male = 42%  
Female = 46%

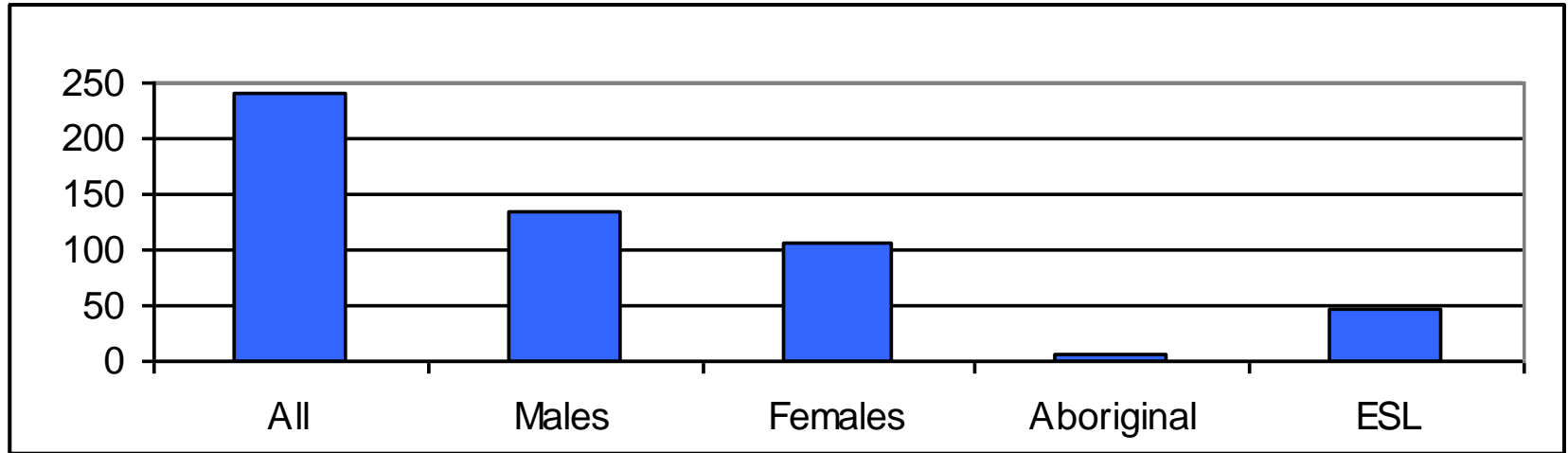
June Post-test  
average scores:

Male = 63%  
Female = 68%

Students are monitored for consideration of additional learning supports or interventions.

# Links to Literacy

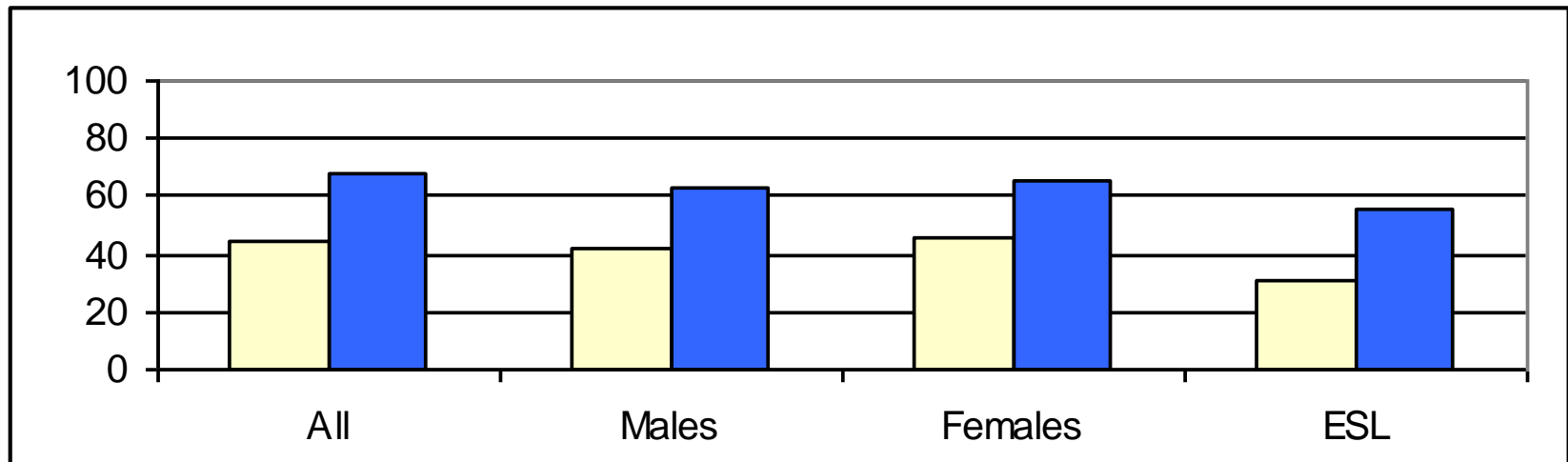
Number of participating students in 13 schools



	All	Males	Females	Aboriginal	ESL
2010	240	134	106	6	62

# Links to Literacy

## Reading Readiness Average Scores



	All	Males	Females	ESL
Jun 2010	68	63	65	56
Feb 2010	44	42	46	31

# Reading Recovery

- Participation:  
Grade 1 = 84
- Gender ratio:  
Male = 50  
Female = 34
- Aboriginal students:  
Male = 4  
Female = 1
- ESL students:  
Elementary = 33

## Participating Schools:

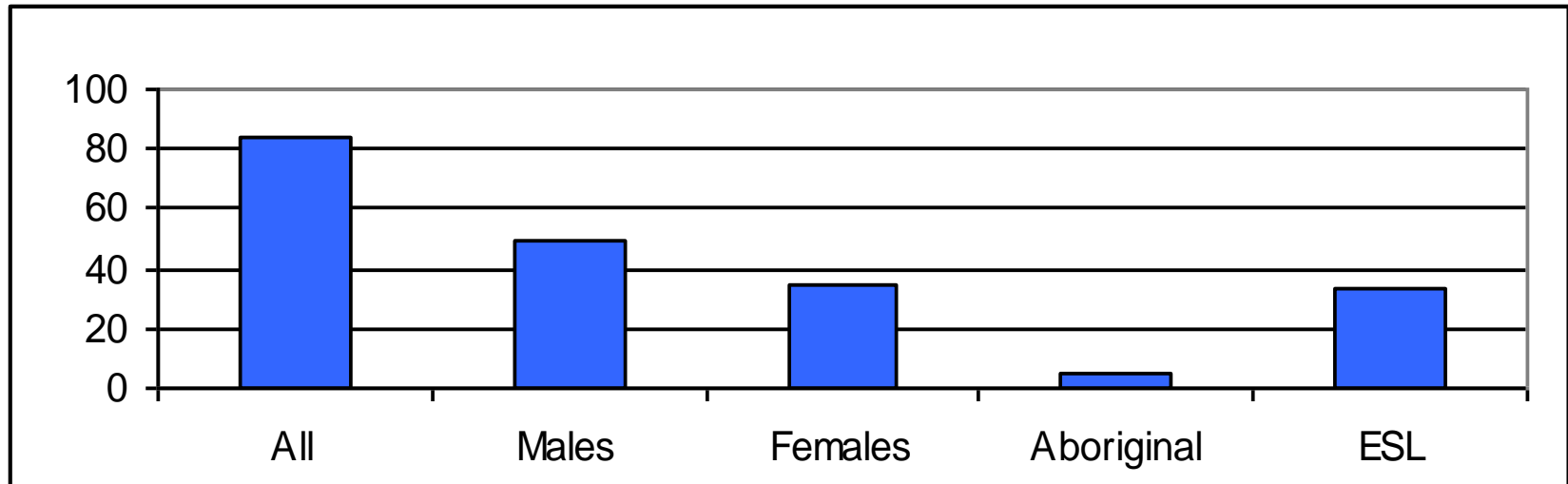
- 11 Elementary Schools

## Achievement Scores

- Students achieving grade level reading readiness:  
Grade 1 =  $48/84 = 57\%$
- Students not achieving grade level reading readiness:
  - Students recommended for additional learning supports.

# Reading Recovery

Number of participating grade 1 students in 11 schools



	All	Males	Females	Aboriginal	ESL
2010	84	50	34	5	33

# Fast ForWord

- Participation:  
Elementary = 108  
Secondary = 43

- Gender ratio:  
Male = 116  
Female = 35

- Aboriginal students:  
Male = 10  
Female = 10

- ESL students:  
Elementary = 36  
Secondary = 4

## Participating Schools:

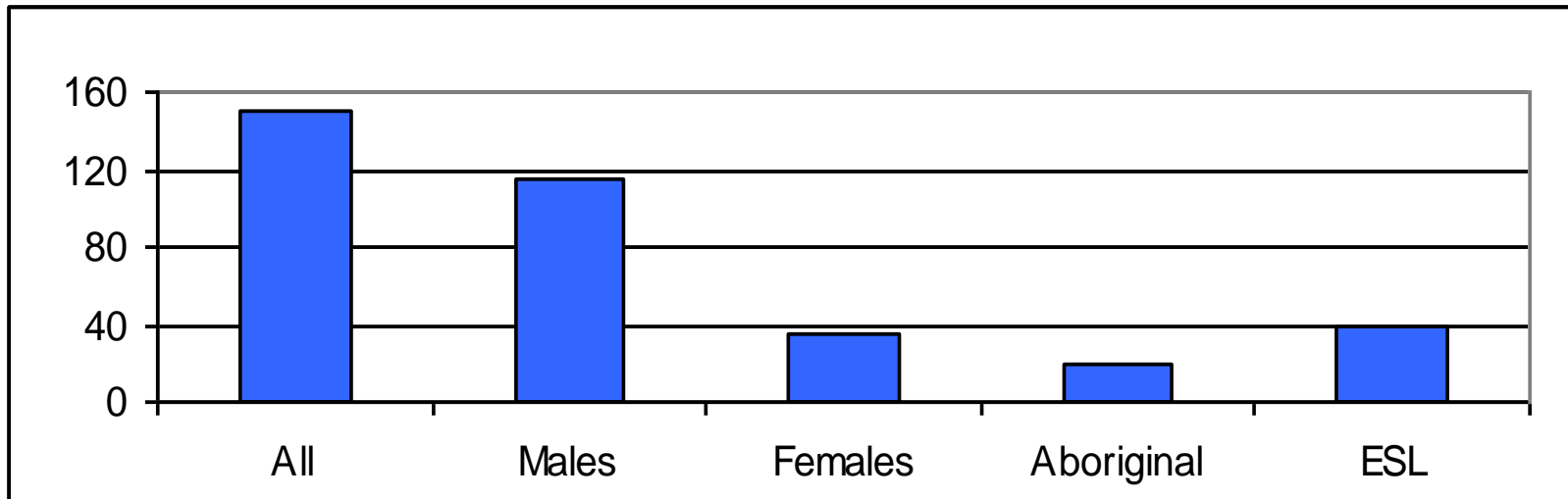
- 8 Elementary Schools
- 3 Secondary Schools
- 1 Provincial Resource Program

## Achievement Scores

- Students achieving RPI gains of more than 8 months:  
Elementary =  $66/108 = 61\%$   
Secondary =  $30/43 = 70\%$
- Students not achieving RPI gains of more than 8 months:
  - Additional interventions being implemented for these students
  - Student selection criteria being refined

# Fast ForWord

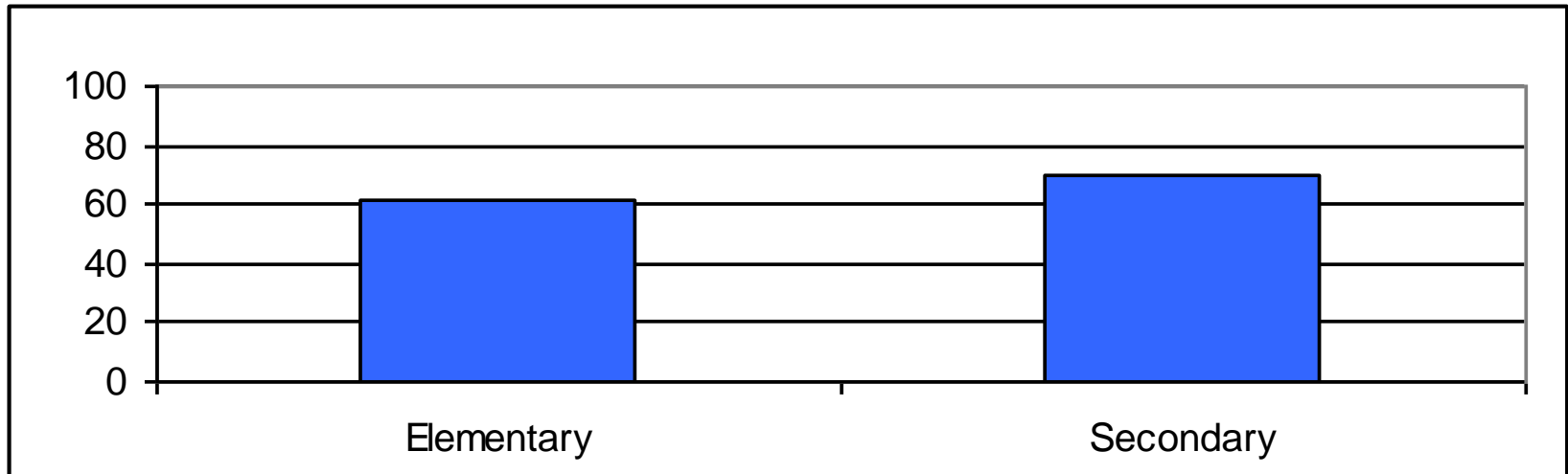
Number of participating students in 8 elementary/3 secondary schools and 1 provincial resource program



	All	Males	Females	Aboriginal	ESL
2010	151	116	35	20	40

# Fast ForWord

Percentage of students achieving RPI gains of more than 8 months

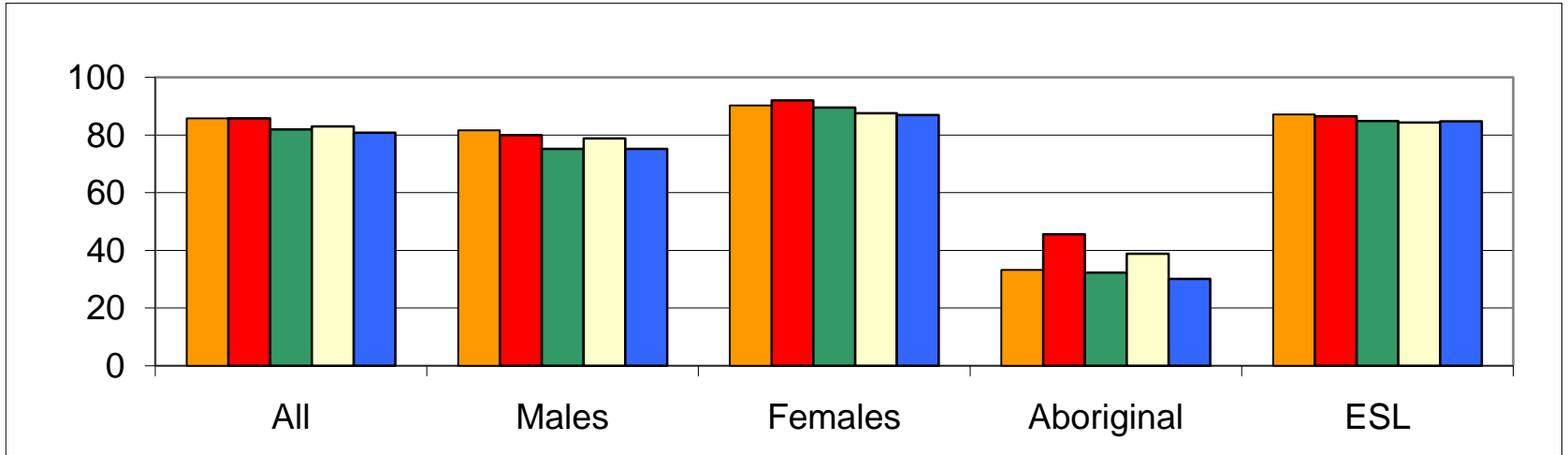


	Elementary	Secondary
2010	61	70

# Student Learning and Achievement: Grade 12 Completion

- ❑ The District will, as one of its core undertakings, continue to increase opportunities for students to achieve success through Dogwood completion
- ❑ Highlights for our district include Burnaby graduates earning over four million dollars in scholarships, 66% of our graduates transitioning to post secondary education, and 83% of our Advanced Placement students receiving a 3+ score on the AP exams

# Six-Year Completion Rates



	All	Males	Females	Aboriginal	ESL
2010	81	75	87	30	94
2009	83	79	88	39	93
2008	82	75	90	32	97
2007	86	80	92	46	100
2006	86	82	90	33	100

# Student Learning and Achievement: Grade 12 Completion - Evidence

Evidence shows:

- ❑ A six-year Dogwood completion rate which had risen to a 87% success rate in 2007, declined in the majority of learners except for a slight increase for English Language Learners. Results are still above the provincial average.
- ❑ This year's student completion rates of our Grade 12 students including Aboriginal learners, male learners and English Language Learners (ELL) continues to be an area of concern for the district.

# Actions to Improve Completion Rates

The District will continue to analyze the grade 12 completion evidence to determine a rationale for the decline in results, to plan and to implement the following actions:

- Learning Transitions meetings between Secondary schools and the family of elementary schools occur in all zones
- School Teams and District staff are tracking “at risk” students before they exit school to ensure interventions are in place
- Refinement of engagement and tracking practices for Distributed Learning to improve completion rates
- Early Intervention support to most vulnerable school populations

# Actions to Improve Completion Rates

The District will continue to analyze the grade 12 completion evidence to determine a rationale for the decline in results, to plan and to implement the following actions:

- Reviewing and improving practice in our District Secondary Alternate Programs
- Regional Student Transitions Coordinator initiatives
- Reorganization of Learning Support Services to enhance service to “at risk” students
- Analyze the progress of students attending the Youth Services Hub – a new program developed in collaboration with community partners to support at risk students
- Actions of the 2008-2011 Achievement Contract

# Student Learning and Achievement: Future Directions

- ❑ The district continues to strive to find ways to improve instruction through differentiation and improved student assessment practices
- ❑ Targeting resources to those individual students most in need will continue, but will require constant review
- ❑ Understanding which interventions are working for specific students and replicating them is an ongoing process in our achievement cycle
- ❑ Continuing to focus on improving student engagement particularly supporting interventions during key transition periods: early learning to grade 1, grades 3 to 4, grades 7 to 8, grades 9 to 10, and grade 12 and beyond
- ❑ Continuing to refine the school conversation (monitor and adjust) processes

# Children in Care in School District #41

## Progress on Implementation:

- ❑ A District Children in Care Coordinating Committee continues to plan develop, and monitor implementation
- ❑ Each school has a school administrator assigned to plan, develop and monitor school implementation. The school administrator is also responsible for communication with the district, with MCFD personnel and with guardians
- ❑ The school administrator and school team are responsible for monitoring the success of the children in care, collect relevant evidence and ensure that appropriate interventions are in place. The district intervention framework is used to assist in planning interventions.

# Children in Care in School District #41

## Progress on Implementation:

- ❑ In addition to tracking student progress through current school and district measures, the Coordinating Committee continues to work with schools to develop individual “learner profiles”.
- ❑ The majority of the students in care are identified as our most vulnerable learners including aboriginal learners, learners with identified special needs and alternate program learners.
- ❑ Student information provided continues to be updated when received. MCFD offices in our region has changed resulting in some difficulties in updating student information. Updated student information received has been sent to the district and to schools.
- ❑ The District has assisted the Ministry in piloting the use of BCeSiS to track and monitor the progress and achievement of the Children in Care.