

School District No. 38 (Richmond)

1. Improving Areas of Student Achievement

What is Improving?

Literacy:

- Results for reading for information and reading for literature have shown steady improvement over the past 5 years in grades 1-7.
- Results for reading for information have improved up to 20% between spring and fall of the year over the past three years for students entering grade 8

What evidence confirms this area of improvement?

Elementary schools submit primary and intermediate results on the Performance Standards for Reading in a snapshot format to the district each spring and track progress in reading at the school and classroom level as outlined below.

Essentially, these results indicate a yearly improvement both at each grade level and within some cohort groups.

PERCENTAGE OF STUDENTS MEETING OR EXCEEDING EXPECTATIONS IN READING FOR INFORMATION (school-based assessments)

Grade	2006-2007	2007-2008	2008-2009	2009-2010	2010- 2011
Grade 1	57	62	63	65	63
Grade 2	58	55	62	57	65
Grade 3	57	57	65	54	59
Grade 4	47	50	55	48	54
Grade 5	50	49	47	51	52
Grade 6	50	50	56	48	52
Grade 7	52	58	65	53	72

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PERCENTAGE OF STUDENTS MEETING OR EXCEEDING EXPECTATIONS IN **READING LITERATURE** (school-based assessments)

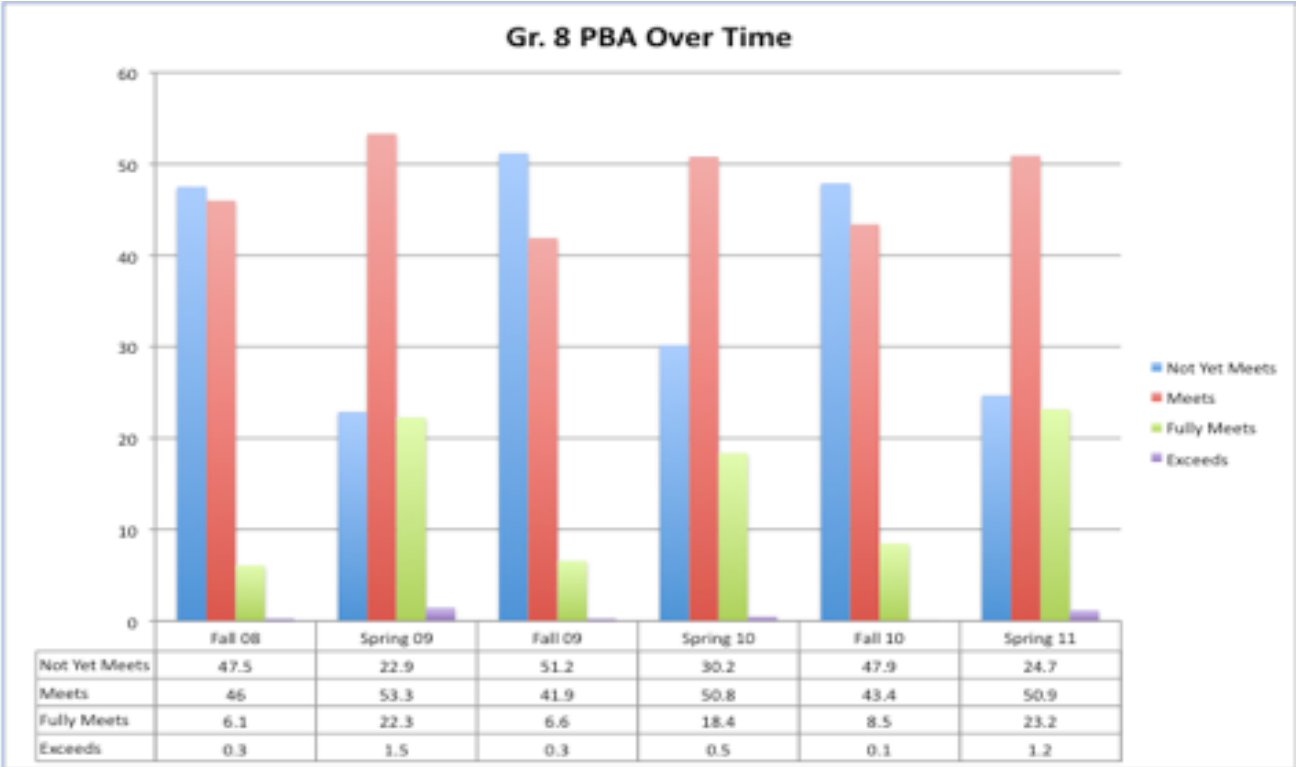
Grade	2006-2007	2007-2008	2008-2009	2009-2010	2010- 2011
Grade 1	57	62	63	65	63
Grade 2	59	73	66	61	80
Grade 3	60	59	46	48	68
Grade 4	50	58	56	58	64
Grade 5	54	49	59	66	68
Grade 6	59	59	49	65	68
Grade 7	60	58	74	61	75

While these results are encouraging, we note that “Reading for Information” results are considerably lower than those for “Reading Literature”. This is one of the reasons the Grade 8 component of our Richmond Literacy Initiative has a focus on Reading for Information. Assessment information indicates that this is a priority area in terms of literacy.

As indicated below, the results of each secondary school’s Performance Based Assessments show significant improvement in the number of grade 8 students meeting or exceeding expectations in Reading for Information from fall to spring over the course of the year. As the teachers deliberately plan instruction around areas that need attention based on the fall assessment, these results reinforce the positive effects on student achievement in literacy when assessment is linked to instruction.

On average over the years, these results show a decrease of at least 21% in grade 8 students not yet meeting expectations between the fall and spring assessments.

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In terms of ongoing sustained improvements in literacy over time, the following chart illustrates results of Grade 10 provincial exam results among students who were not meeting expectations in literacy at the time they were assessed in Grade 4. The results from the Grade 4 Foundation Skills Assessment data for this cohort group were compared to their pass rates on the Grade 10 provincial Language Arts Exam.

The data from 2009-2010 indicates that 78% of the same students who did not meet expectations at the time that they completed their Grade 4 FSA in reading were able to meet expectations by achieving a letter Grade of C- or better on their Grade 10 English Provincial Exam several years later. This is a noteworthy improvement and, along with other factors, supports the sustained positive effect of the Richmond Literacy Initiative as an intervention.

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Grade 10 English Exam Mark	Grade 4 FSA Reading					
	Does not meet expectations		Meets expectations		Exceeds expectations	
	Count	Percent	Count	Percent	Count	Percent
No Exam Mark	18	10.78%	30	3.29%	1	2.50%
F	19	11.38%	29	3.18%	0	0.00%
C-	27	16.17%	36	3.95%	0	0.00%
C	52	31.14%	154	16.90%	0	0.00%
C+	33	19.76%	231	25.36%	5	12.50%
B	14	8.38%	288	31.61%	15	37.50%
A	4	2.40%	143	15.70%	19	47.50%
Grand Total	167	100.00%	911	100.00%	40	100.00%

2. Challenging Areas

What trends in student achievement are of concern to you?

Achievement Gaps Between Males and Females

We have not yet been successful in lowering the number of boys who enter Grade 8 each year and are not meeting expectations in Reading for Information. This number has also remained relatively constant from one year to the next.

Over the years, Richmond’s 6-year completion rate has ranked consistently at the top, or close to the top of provincial results. While we have not yet been able to close the gap between our male and female students to less than 5.6% and our target has been 3%, it is worthwhile to note that the results for our male students are still well above the provincial average for all students of 79-80%, as well as the provincial average for boys which remains around 75-77%.

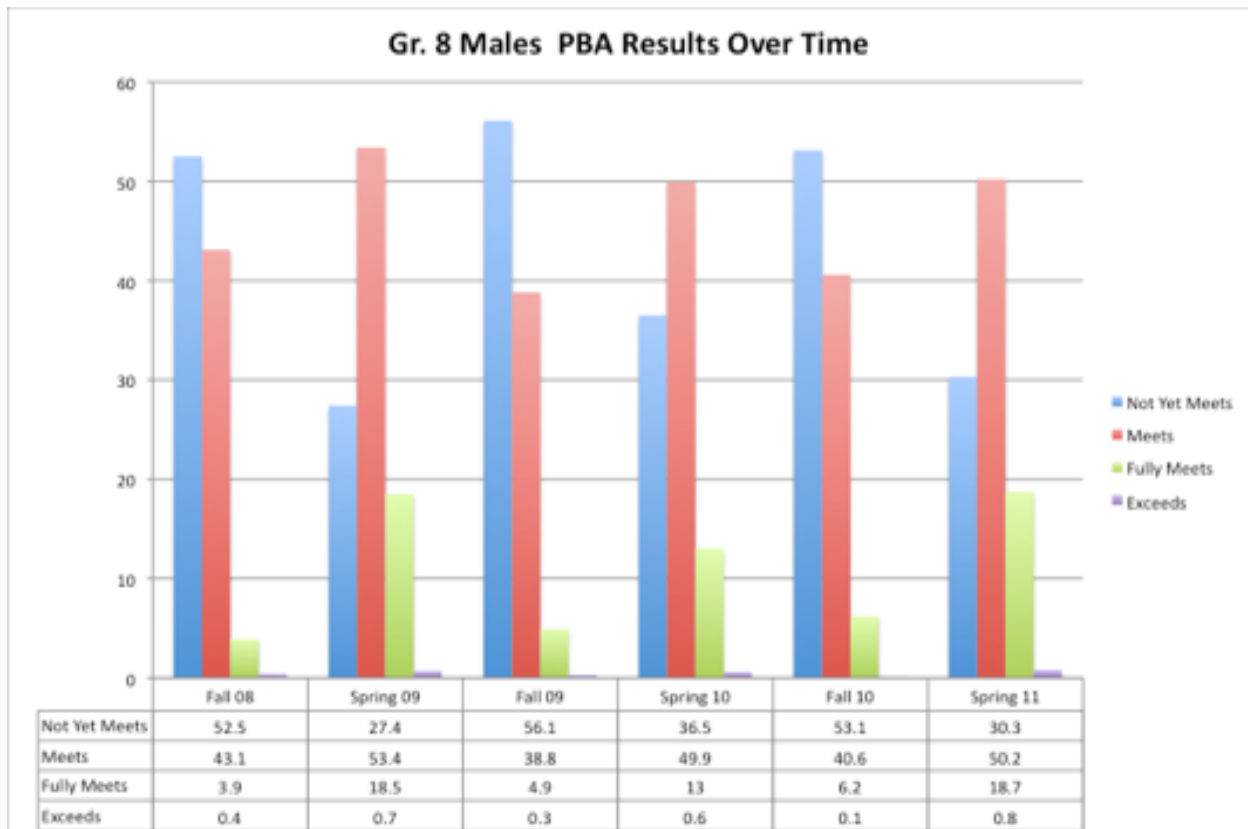
Results for Aboriginal Students

The completion rate for Aboriginal students is far lower, than that of the general population, ranging from 45% to 65% over the past 5 years. A factor in these swings is the fact that our Aboriginal population is small, just over 200 out of 22,000 students. However, the fact remains that the completion rate for Aboriginal students is significantly lower than that of the school population as a whole in Richmond.

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What evidence indicates this area of concern?

Once again, while the graph below indicates a clear improvement in the results of Performance Based Assessments of Grade 8 boys over the year (a decrease of at least 20% in boys not yet meeting expectations between the fall and spring assessments), we have not yet been successful in lowering the number of boys who enter Grade 8 each year and are not meeting expectations. This number has also remained relatively constant from one year to the next (Fall 08 = 52.5%, Fall 09 = 56.1%, and Fall 10 = 53.1%).



Since our first Aboriginal Enhancement Agreement was signed in June, 2011, we can anticipate a more careful monitoring of the transition and completion rates of Aboriginal students along with a concerted effort to improve their success and to foster respect for and awareness of Aboriginal culture as part of implementing that agreement. The table below lists the completion rates of Aboriginal students for the past five years. As mentioned above, these completion rates are significantly lower than those of the general student population.

Six-Year Completion and Grade 12 Graduation Rates - 2010/11
038 - Richmond

		Six-Year Completion	
		Rate %	
All Students	2006/07	92.1	
	2007/08	91.2	
	2008/09	89.0	
	2009/10	90.5	
	2010/11	89.8	
Female	2006/07	95.6	
	2007/08	96.4	
	2008/09	92.6	
	2009/10	93.5	
	2010/11	94.8	
Male	2006/07	88.9	
	2007/08	86.1	
	2008/09	85.5	
	2009/10	87.9	
	2010/11	85.2	
Aboriginal	2006/07	58.4	
	2007/08	65.1	
	2008/09	62.8	
	2009/10	63.9	
	2010/11	45.0	

3. Programs/Performance/Results & Intervention

The driver for our literacy initiatives is assessment “for” learning. When instruction is targeted on areas preliminary assessments indicate need attention, student results improve. As a result we’re continuing to support opportunities for teachers to explore, use and discuss ways to link assessment and instruction.

Our new assessment policy, which was approved by the Board of Education in November 2011, has already generated much discussion and affirmation for practices that were well underway in certain locations, and a response draft was out for a full year prior to approval of the policy.

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In addition, the District, working with Edudata at UBC, has put in place a secure data and reporting capability which provides schools and classroom teachers a easily accessible means to collect, aggregate, and report data to inform classroom instruction. Our districts story telling capacity through the use of data has successfully been implemented for Performance Based Assessments (PBA) - Reading for Information for additional grades (grades 6,7,8,9). We currently have a plan to extend our data story/ instructional support system to PBA - Reading to grades 1 to 5 and grades 10 to 12 and to add DART K-7. As a next step Victor Glickman from UBC has agreed to facilitate several conversations with district staff in the January - April period to assist us to reflect on :

- what we have put in place, and; how we could lever the current Edudata reporting capability for informing instruction and supporting personalized learning
- a prudent 3-year plan that would further develop our data story/instructional support activities.

4. Targets

Performance Targets for Literacy

Goal 1: To improve all students' literacy

This past year, the Richmond Literacy Initiative has continued to be a primary focus of this goal in the Achievement Contract. As a result, the targets expressed for 2009-10 were directly related to this initiative. The tighter focus and use of more school-based indicators should give us more immediate data on our progress towards these targets within the next three years.

- Reduce the number of Grade 8 students not meeting expectations for Reading Comprehension as measured by the Performance Based Assessments for Reading by 5% over the next 3 years
- Reduce, more specifically, the number of Grade 8 boys not meeting expectations for Reading Comprehension as measured by the Performance Standard for Reading by 8% over the next three years
- Increase the completion rate for Grade 12 boys so it is within 3 percentage points of that of girls over the next six years

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Literacy Performance targets for 2011-12 will also include:

- Increase the number of Grade 8 students fully meeting expectations for Reading Comprehension as measured by the Performance Based Assessments for Reading by 5% over the next 3 years
- Increase the number of Grade 8 boys fully meeting expectations for Reading Comprehension as measured by the Performance Based Assessments for Reading by 5% over the next 3 years

Performance Targets for Aboriginal Education

As we signed our first Aboriginal Enhancement Agreement in June of 2011, our targets have not been established and we are focusing on establishing base lines for setting targets in the future. Our planned activities for 2011-2012 include:

- Gather baseline data around the graduation rates among Aboriginal students
- Gather baseline data around the transition rates for Aboriginal students into the Graduation Program (Grade 10 year)
- Gather baseline data around Aboriginal student performance in Language Arts and Math at Grades 4 and 7

Performance Targets for Completion Rates

Increase the completion rate for Grade 12 boys so it is within 3 percentage points of that of girls over the next six years.

Six-Year Completion Rate for SD #38 (2005-2011)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
All students	93.4	92.1	91.2	89.0	90.5	89.8
Female	96.7	95.6	96.4	92.6	93.5	94.8
Male	90.4	88.9	86.1	85.5	87.9	85.2
Difference	6.3%	6.7%	10.3%	7.1%	5.6%	9.6%

We are focusing on closing the gender gap between male and female completion rates despite a sustained high rate of overall school completion.

5. Children in Care

Area Superintendents meet regularly throughout the school year with the administrators of the schools they supervise, and at those meetings request verification of and information regarding the list of Children in Care provided by MCFD.

At these same meetings, the individual progress of these students is discussed, along with interventions and resources necessary.

The categories of Children in Care identified include:

- continuing custody orders
- independent living situations
- "family custody" (grandparents/aunts, etc, raising the children in lieu of their parents)
- some temporary orders, but only if divulged by the guardian at the school level

Structures in place to provided effective communication among BCFD offices, social workers, foster parents and schools include:

- District Counselor oversees District lists, etc and acts as district liaison when necessary
- individual schools maintain close contact with those adults involved in the education of the students, including social workers, foster parents, etc through both formal and informal manners (IEP meetings, School-based team meetings, parent teacher conferences, phone calls, email, etc.)

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

Children in Care is not a category that can be disaggregated from Ministry data, like Aboriginal, ESL, or students with special needs, therefore no district data has been gathered in this area. However, in conversations with school administrators, individual students seem to be meeting or exceeding expectations in their learning, and if not, are being provided with the appropriate supports and resources at their schools.

6. Early Learning

The Richmond School District mandated the use of DISCOVER, a performance-based assessment framed around the Multiple Intelligences approach for kindergarten. However, it was discontinued several years ago when it became too challenging to implement in terms of time and resources necessary to complete the assessment

There are a variety of practices at the current time.

Most of the assessment at Kindergarten is done through collecting work samples (portfolios) and teacher observations. In addition, there is some use of checklists for specific skills and some photo documenting happening in some schools. Many Kindergarten teachers are doing the DART assessments for Reading. Some are collecting writing samples during school wide writing assessments (fall and spring).

The Speech/Language Pathologists have been prioritizing Kindergarten classrooms for observations in order to support K teachers in both proactive communication support through their centres as well as early identification. Kindergarten teachers are working closely with their resource teachers if there are concerns.

Our District Support Team (district consultants with expertise in curriculum and special education) have made it a priority to work with Kindergarten teachers and the members of the School Based Teams to make sure that students with special needs have a good start. This includes not only consultation visits to the schools that include demonstration teaching/lesson study and participation in IEP development but also an inservice series entitled "Great Beginnings".

7. Other Comments

Overall our approach has been to support activities and professional growth opportunities that strengthen the link between assessment and instruction, especially in the area of literacy. This has demonstrated results in terms of improving literacy and helping teachers to target interventions and instruction to best meet the diverse needs of students.

Board Approval Date: January 3, 2012