



School District No: 37

School District Name: Delta

Date: December 18, 2014

Note: This is the third Superintendent’s Report on Achievement based on the new District Achievement Contract and therefore, reflects the goals for 2012 – 2015.

1. Improving Areas of Student Achievement

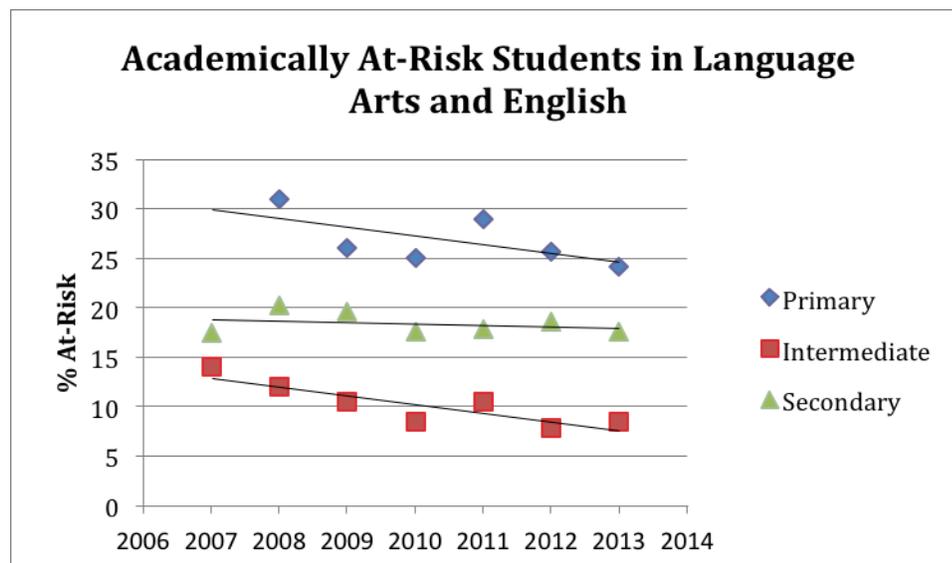
What is improving?

All Students:

Due to the unusual nature of the Provincial Job Action in June of 2014, final report card data is not available. As such, we are unable to provide comparative data for the 2013-14 school year. The graph below represents the report card data for 2007– 2013.

Based on this information, we continue to be mindful of the relative percent of at-risk learners at the secondary level. We also continue to monitor and provide interventions to the primary students.

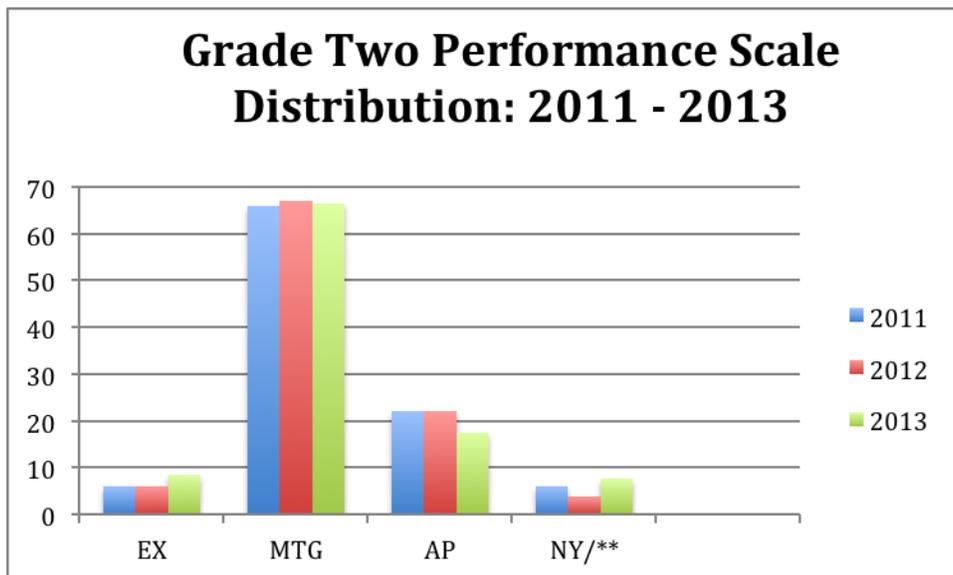
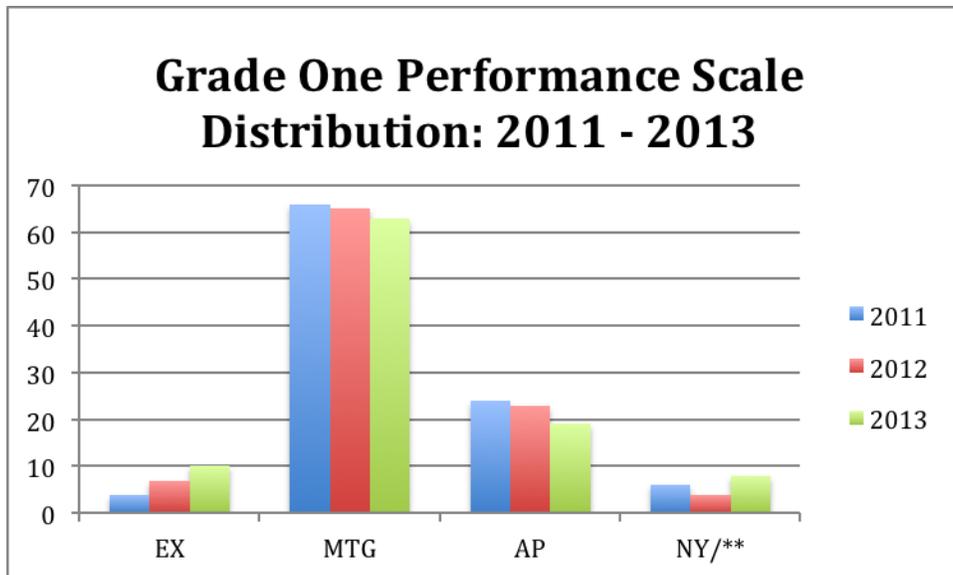
An area of focus that the data reveals is the discrepancy between the percentages of primary students identified at-risk compared to the corresponding cohort at the intermediate level. Special attention is being given to establishing common benchmarks for grades 1-3. We are also establishing a district-wide focus on grade 3 to 4 transitions.



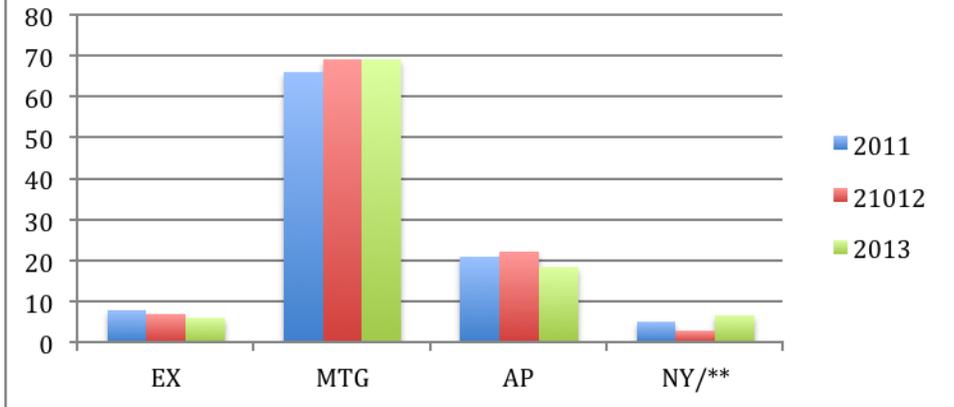
Primary Students:

As in the previous year, we have been tracking the data for our primary students with the goal of decreasing the number of at-risk students and increasing the number of students who are exceeding expectations. This work continues.

Although the report card data for the 2013-14 school year is not available, we will continue to track this data moving forward.



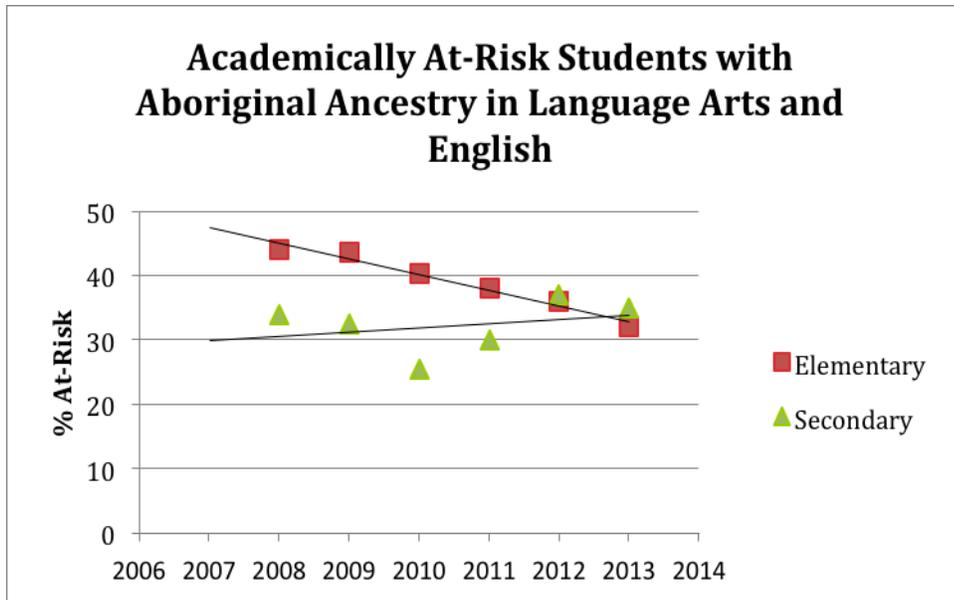
Grade Three Performance Scale Distribution: 2011 - 2013



Students with Aboriginal Ancestry:

Despite having no report card data for 2013-14, our district continues to monitor any student with Aboriginal ancestry who has been identified as academically at-risk. We are currently engaged in a process to review each individual student and develop a collaborative support and intervention plan for those students not experiencing success.

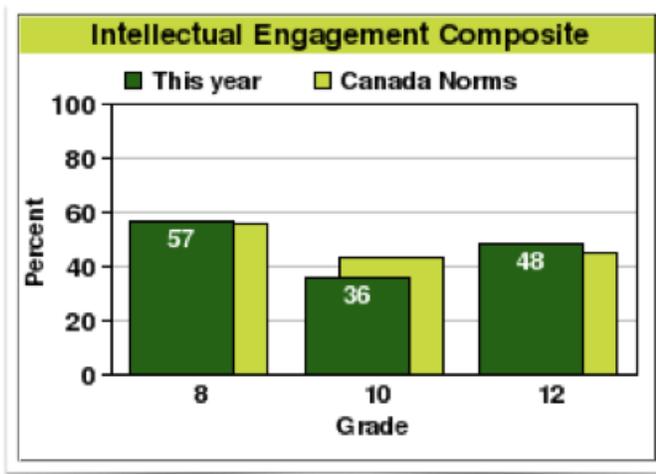
Academically At-Risk Students with Aboriginal Ancestry in Language Arts and English



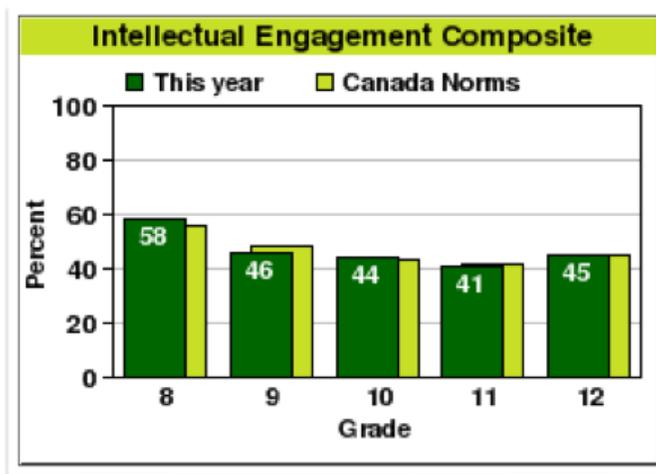
*Based on June Final Report Card Data

Intellectual Engagement:

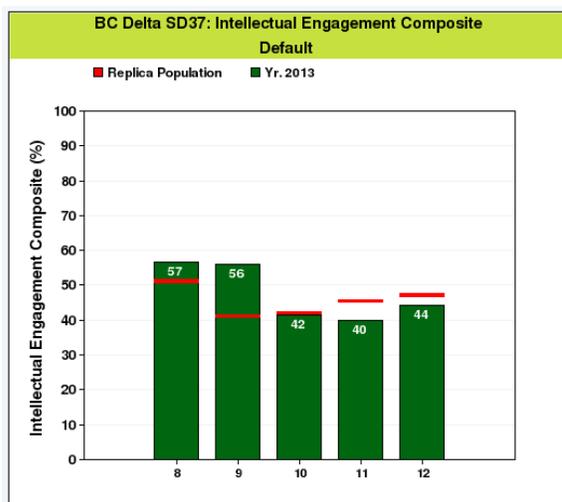
“Student engagement is "a disposition towards learning, working with others, and functioning in a social institution".¹ It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early - during the primary grades or even earlier - and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.”
 (Definition from the Tell Them From Me Survey)



*2011-12



*2012-13

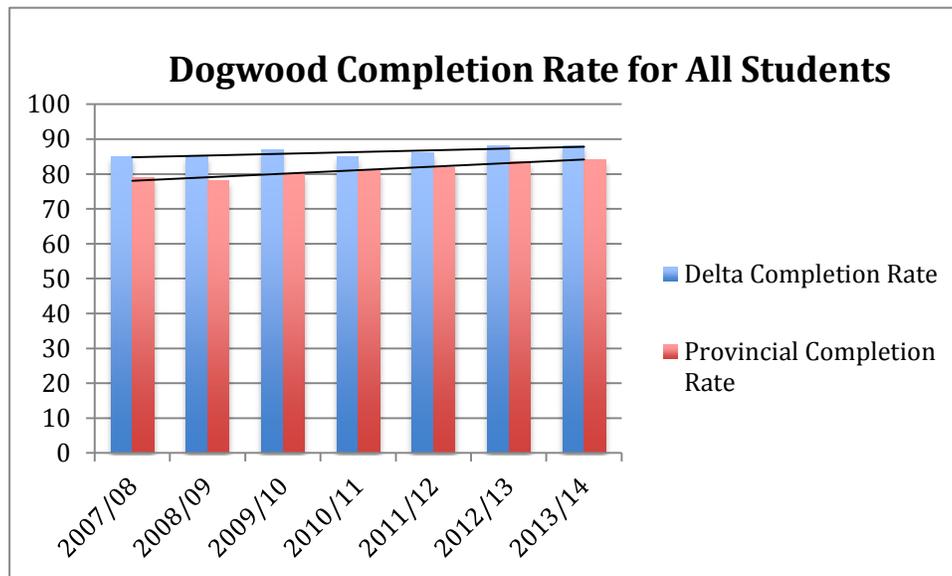


*2013-14

There has been a significant improvement in the percent of students who report being intellectually engaged at the grade 9 level. (Tell Them From Me Survey).

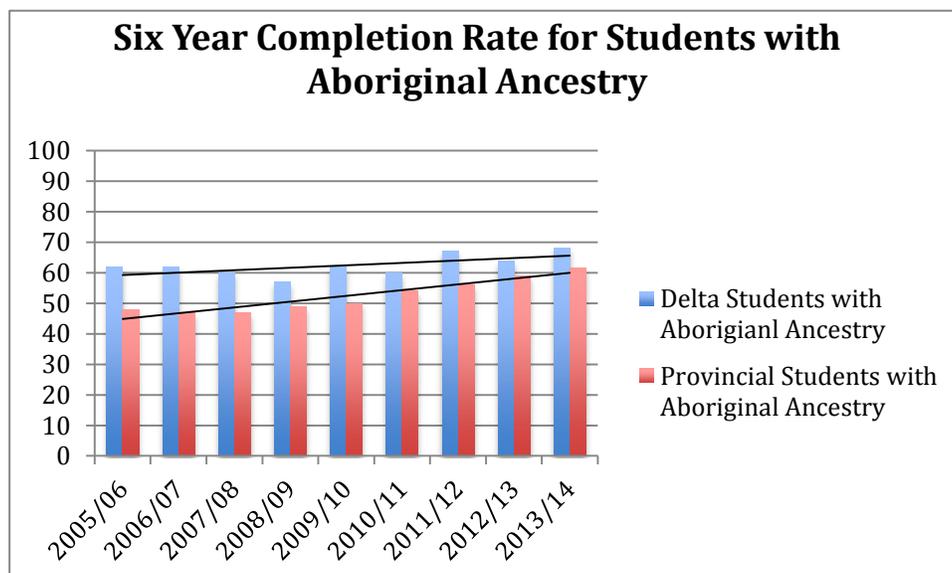
Completion Rates for All Students:

There has been an improving trend over the past six years with Delta School District being above the provincial average.



Completion Rates for Students with Aboriginal Ancestry:

There is an improving trend in the Six-Year Completion rate for our students with Aboriginal ancestry in Delta. Our completion rate is 68.2% compared to the Provincial Six-year Dogwood completion rate of 61.6%.



What evidence confirms this area of improvement?

- Final Report Card Data (not for 2013-14)
- Ministry Six-Year Completion Data
- Tell Them From Me Survey Data

2. Challenging Areas

What trends in student achievement are of concern to you?

- Although there is an improving trend in Language Arts for our primary students, we are still concerned by the number of primary students who are approaching expectations or not yet meeting expectations in reading. As of 2012-13, 24.2% of our primary students fall into this category. We will be reviewing our 2015 year-end results to determine whether we are meeting our goals.
- As of 2013, there had been an improving trend in the number of academically at-risk elementary students with Aboriginal ancestry in Language Arts/English. With no available report card data in the 2013-14 school year, we will continue to work to monitor this cohort of students closely as more data becomes available. For example, we will monitor report card data by term in 2014-15.
- We continue to be concerned with the number of secondary students with Aboriginal ancestry who are academically at-risk in English/Communications (35% in 2013).
- Although there is an improving trend for our students with Aboriginal ancestry in their six-year dogwood completion rate, we are still concerned that 31.8% of our students are not graduating with a Dogwood certificate.
- While the percentage of grade 9 students reporting that they are intellectually engaged in school has improved significantly, we are concerned that less than half of our grade 11s and 12s are not self-reporting as intellectually engaged.

What evidence indicates this area of concern?

- Final Report Card Data
- Ministry Six-Year Completion Rate
- Tell Them From Me Survey Data

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 following interventions and strategies are in place to address Goal One of our Achievement Contract. Goal One is: “To raise the achievement of primary and secondary students in Language Arts/English”.

Language Arts/English:

- 2.0 FTE is dedicated to providing leadership in evidence-based practices for Literacy Instruction in schools. We have a Coordinator of Elementary Literacy who developed resource handbooks for early primary teachers to assist them with classroom instruction and assessment. As well, we have a District Vice-Principal of Curriculum, Instruction and Assessment who is working with secondary schools and grade 6 and 7 teachers to improve the literacy levels of our adolescent learners. The District Vice-Principal also worked with a district committee to develop policy and procedures related to sound assessment practices. This work is currently being implemented system-wide.
- On-going support with our Coordinator of Early Learning for Kindergarten teachers in the teaching of emergent literacy skills.
- We are continuing to provide on-going support and job-embedded professional development for teachers involved in implementing ERIP (Early Reading Intervention Program) and LLI (Levelled Literacy Intervention). Teachers continue to meet throughout the year to discuss reading instruction and intervention with a focus on specific students.
- Early Reading Intervention Program (ERIP) – provides 1-1 reading intervention for academically at-risk grade 1 and 2 students in nine schools.
- We continue to provide district-wide professional development on evidence-based reading and writing practices (e.g., strategy instruction for both decoding & comprehension, Daily 5 framework, writing process/writer’s workshop, Six Traits writing model, running records & retelling of benchmark texts to monitor progress and guide programming).
- Co-teaching of Words Their Way in primary classrooms (literacy coordinator & classroom teachers).
- Provision of a list of academically at-risk students to schools to allow for targeted intervention through the School-Based Team and Learning Support Teachers.

- All of our schools have built collaborative time into their timetable to allow for teachers to dialogue around factors that affect student achievement.
- We have continued the implementation of the Delta District Teacher Resource for Grades One and Two Literacy Instruction and Assessment, including professional learning sessions with all grade one and two teachers three times per year.
- We are continuing to provide all primary classes with recently published resources that reflect a balanced literacy approach.
- Multiple projects are underway related to literacy:
 - “Talk Inquiry”: Joint Kindergarten/Learning Support Inquiry project in our high ELL and French Immersion schools. We are focusing on oral language development via an emphasis on in-class learning opportunities including co-teaching and Talking Tables
 - Levelled Literacy Intervention provides intensive supplementary small group reading intervention for academically at-risk grade one and some grade two students in 24 elementary schools
 - Changing Results for Young Readers (six elementary schools)
 - Changing Results for Adolescent Readers (four elementary schools)
 - In-class language instruction for our ELL learners in kindergarten

The following strategies are in place to address the student achievement of the academically at-risk sub-group:

Students with Aboriginal Ancestry:

- The appointment of a Coordinator of Aboriginal Learner Success
- On-going work of the Aboriginal curriculum development committee focused on developing resources for teachers from K-12
- Additional Educational Assistant instructional time is provided to support individual Aboriginal students in academic subject areas
- Aboriginal Support Workers continue to provide a wide range of cultural programs for students, and in particular, for students with Aboriginal ancestry
- Academic Language Development (ALD) Program provides additional instruction in oral and written language for identified students with Aboriginal ancestry
- Use of literacy resources with Aboriginal content (e.g. Turtle Island and Voices levelled readers)
- Aboriginal cultural teachings are integrated across the curriculum and pro-d for teachers continues to be offered on an on-going basis

- Three secondary schools have additional learning assistance teacher time dedicated for academically at-risk students with Aboriginal ancestry
- There is a concerted effort in all of our secondary schools to support students with Aboriginal ancestry to complete their Dogwood or Evergreen certificate
- 6 schools continue to be involved in the AESN (Aboriginal Enhancement Schools Network)

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

As we move into the 2015-16 school year, our District continues to focus on identifying and providing a consistent array of evidence-based interventions and supports based on a Response to Intervention Framework.

Both Levelled Literacy Intervention and ERIP initiatives continue to be making a difference in improving the learning for individual grade one students who were identified as being academically at-risk in Reading and requiring intervention to acquire the skills to be successful grade one readers.

On-going results and feedback from Learning Support Teachers indicate that LLI is improving student learning for those students being identified as requiring focused instructional support. LLI is being used mainly with academically at-risk (reading) primary students and a handful of schools are exploring the use of the intermediate kits.

In classrooms where our literacy coordinator has modeled the use of 'Words Their Way', we continue to note gains in students' phonological awareness.

At the secondary level, targeted intervention for successful course completion is provided to academically at-risk students. All of our secondary schools have developed structures to assist students to complete their Dogwood certificate through the provision of a number of personalized supports, interventions and pathways.

For our students with Aboriginal ancestry, we continue to provide academic, cultural and emotional support in alignment with the goals of the Aboriginal Enhancement Agreement. By developing a Framework for Action to support the system-wide implementation of the AEA, we expect to see a continued reduction in the number of academically at-risk students. The Framework for Action will encompass a multi-prong approach to monitoring and providing a wide-range of supports and interventions to students of Aboriginal ancestry that are not experiencing success.

The Grades One & Two Literacy Handbook continues to provide a district-wide framework for classroom instruction and assessment for students at those grade levels.

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

Due to the number of primary students who are being identified as academically at-risk in Reading based on the June report card data, District staff have fully implemented a literacy handbook for Grade One and Two teachers that focuses on classroom instruction and assessment. This comprehensive resource outlines the approaches to teaching literacy that are grounded in research, and includes reading passages for each term that provide a benchmark for “meeting expectations”. There is also a developmental continuum of skills that have been identified as characteristic of successful primary readers/writers; the goal is that using this profile as an individualized formative assessment package will guide teachers to reflect on the differentiated instruction required to address the specific strengths and areas of need for each child. The District has committed funds (i) to facilitate training for all Grade One and Two teachers in the use of this resource as a roadmap to improvement in classroom programming, and (ii) to ensure that all Grade One, Two and Three students have access to exemplary literacy materials.

In the fall of 2014, based on the developed District Procedure on Assessment, our District launched a model of professional learning and school development that focuses on Curriculum, Instructional-Design and Assessment. Collaborative learning teams have been established in each of our Elementary and Secondary Schools. This model supports rich job-embedded learning with the teams also engaging in 3 full days of District-wide professional learning. This structure is based on an inquiry model that promotes networks of practice within and across schools.

MSLN (Maximizing Student Learning Network) is another structure that resulted from the implementation of the District Procedure on Assessment. The structure promotes networks of professional learning with teams engaging in a book study on topics relevant to each team’s learning need.

4. Targets

I) Literacy:

Identify your district’s target(s) for Literacy

Target One: The District will show a decrease in the percent of academically at-risk primary and secondary students in Language Arts/English by June 2015.

Our goal is to raise the achievement of primary and secondary students in Language Arts/English. Our target is based on continuous improvement. We are aiming to increase the number of secondary students who are achieving a letter grade of C or higher in English/Communications, or the number of primary students who are meeting or exceeding expectations in Language Arts.

Target Two: The district will show an increase in the percent of primary students who are academically above average in Language Arts by June 2015.

Over the past number of years, the district has been concerned by the small percentage of primary students who are exceeding expectations in reading. Only 8% of all of our primary students are currently identified as exceeding expectations (based on the year end Language Arts final report card mark).

Target Three: The district will show a decrease in the percent of students with Aboriginal Ancestry (K-12) who are academically at risk in Language Arts/English by June 2015.

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

In reviewing our report card grades for Language Arts and English/Communications, we note there is continuous improvement at the primary level, and little improvement at the secondary level over the past seven years.

Our results are based on the final report card letter grades/comments for each school year. Over the past seven years, from 2007 to 2013, we have seen continuous improvement for our primary students. As of June 2013, there had been limited progress at secondary as a whole. In analyzing each grade level there were significant improvements noted at grades 8,10, 11 and 12. However, at the grade 9 and 11 levels, the percentage of at-risk students remains at over 20%.

II) Student Engagement: To increase the level of intellectual engagement of our secondary students, especially at grades 11 and 12.

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

Target One: The District will attain an improved Six-Year Completion Rate for all students by June 2015.

Target Two: The District will attain an improved Six-Year Completion Rate for students with Aboriginal ancestry by June 2015.

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

Over the past five years, the Delta District's average Six-Year Completion Rate has been 88.1% compared to the Provincial average of 84.2%. This statistic does not include those students with special needs who complete an Evergreen Certificate. If these students were to be factored in, our completion rates would be higher.

For our Aboriginal students, the District's Six-Year Completion average over the past five years has been 68.2% compared to a Provincial Completion five-year rate of 61.6%. This marks the highest completion rate over the past five years for our students of Aboriginal ancestry. Although this increase is encouraging, it is clear there continues to be much work ahead to realize our goal of seeing all students of Aboriginal ancestry graduate with dignity, purpose and options.

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

Target Three: The district will show a decrease in the percent of students with Aboriginal Ancestry (K-12) who are academically at-risk in Language Arts/English by June 2015.

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

When analyzing the past six years of report card data for Language Arts and English, we see an improving trend at the elementary level. Although improvement was shown in 2014, we continue to monitor student progress on a term-by-term basis to ensure that our goal is being reached at both the Elementary and Secondary level. In 2013, 35% of Aboriginal secondary students were identified as academically "at-risk".

The District is also tracking transition rates for our Aboriginal students. Our transition rates have remained unchanged from last year with 90% of our grade eight students still in the system in grade twelve. In spite of a large majority of students continuing to transition successfully through their secondary years, there still remains a large percentage that are not completing their Dogwood requirements in the six-year window. There is a strong emphasis in grades ten, eleven and twelve to ensure that our Aboriginal students graduate successfully.

Finally, we also track six, seven and eight-year completion rates for our Aboriginal students. This year we noted a 5% improvement in the seven-year completion rate. This may be due to the fact that our Continuing Education Department and our Aboriginal Support Workers continue to support and encourage students to finish their missing courses.

5. Children in Care

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

As in previous years, we continue to have a very strong working relationship with our local MCFD office and are actively working on building a more connections with our Aboriginal serving MCFD offices and the other community offices that have Delta CIC's. In 2010, we have established a process in the South Fraser between MCFD and the three school districts (Surrey, Langley and Delta) where MCFD provides the social worker contact for any child enrolled in our schools. Each school has assigned a teacher/counsellor or administrator to take primary responsibility for monitoring the success of children in care at the school level. We continue to strive to have annual Care Team Meetings for every child in care in Delta. These meetings include social workers, foster parents, school personnel, and where applicable, community agency representatives. As in past years, we continuing to provide copies of report cards and individual education plans to social workers in order to keep them informed of student progress

As of December 3, 2014, there are 65 children and youth in care actively attending school in Delta. This is roughly a 20% decline compared to the previous school year (81). Of the current 65 children and youth in care in Delta, 23 of the students had one or more documented care team meeting and/or phone contact with the social worker since January of 2014. This is a slight increase from the prior year (32%). We are also aware that 12% of our children in care left Delta throughout the course of the year, which is more than the year before (7%). Delta will continue to monitor our children in care in a manner similar to other groups of children. Of the 65 current students in care, 43% are Aboriginal and 83% are students identified with special needs. These numbers remain relatively similar to the previous year. Due to the absence of June 2014 report card data, we do not feel we have adequate information to identify and accurate percentage of students academically "at-risk" at the time of this report. We will endeavour to use December 2014 report card data as a source for this analysis.

Currently, 40% of the CIC are attached to social workers that are in a Delta serving office (Delta MCFD and Circle 5 MCFD Aboriginal). This figure is very close to the same percentage of students as the 2012/13 school year (41%). Thirteen different MCFD offices serve the 65 students currently attending Delta schools.

Given the transient nature of this particular population of students, the special needs that they present with, and the number that are served by social workers in multiple MCFD offices, it is not surprising that this group of students requires close monitoring by both the School District and MCFD. As a School District, we continue to make the active monitoring of our children in care a significant priority. As well, we can report that our MCFD partners express a similar level of on-going commitment and focus.

What categories of Children in Care have been successfully identified and are being monitored? (i.e.) continuing custody orders, temporary custody orders, other....

In Delta, we have identified and are monitoring all categories of children in care. We have used a broad definition of Children in Care to include any student living in a foster home. However, of the 65 children in care in 2013/14 in Delta, 72% (47 students) have continuing custody orders while 28% (18 students) fall under temporary custody order by the Ministry.

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

The School District mailed copies of student report cards and IEPs to the social worker responsible for monitoring the students' progress in school. We also invite social workers to CARE Team meetings in schools. At a systems level, we work with our local MCFD Community Services Manager that has oversight for CIC and regularly share information regarding the movement of students and any highlighted issues related to schooling. As stated in previous sections of this report, our partnership with MCFD has created excellent inter-agency communication.

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

Due to the fact that we use a broad definition of Children in Care, we cannot comment on the results within individual categories.

6. Early Learning

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

Our District has a pre-school to kindergarten transition process. All students who have been identified by our service providers for four-year olds (including StrongStart) participate in a transition/planning process designed to identify student needs and provide appropriate supports for kindergarten.

At our kindergarten registration in February, student who have not attended pre-school are offered a free eight-week kindergarten readiness program. This program is a joint effort between the School District and our Early Childhood community partners. Almost one hundred percent of the children who did not attend a pre-school are seen to benefit from this program.

When children arrive in kindergarten who have not benefited from the transition planning or the readiness program, we offer support through a quick response application process that provides additional resources to address academic and behavioural needs.

Students who are identified as struggling in their kindergarten year are referred to the Learning Support Team.

The District tracks the academically at-risk data for students in all grade levels. According to the June, 2012 report card data, 13% of our kindergarten fall into the “not yet meeting” or “approaching expectations” categories in Mathematics and 17% in Language Arts. These students are tracked for support as they transition from kindergarten to grade one.

In addition, monthly kindergarten meetings offer professional learning for teachers based on the needs they identify. Therefore, the meetings often are focused on the needs of challenging learners. As well, kindergarten teachers have developed a conference on First Class that allows them to ask questions and share best practices with one another.

In addition, our District tracks the EDI results and looks for areas of concern in order to allocate support resources to schools based on need.

7. Other Comments

Three years ago, the District went through a Visioning process. The Delta School District has implemented a new model of professional learning for teachers based on networked, collaborative inquiry. Coordinators of Inquiry have been established in each of our schools in order to facilitate professional dialogue amongst teachers centered on student achievement. Each school has established a question of inquiry that is based on student learning needs as well as professional learning for teachers. Grants for School Inquiry will be made available to each site to facilitate collaboration and dialogue amongst staff. In addition, the Coordinators of Inquiry will meet together on a regular basis to share their learning across schools and the District.

At the secondary level, the District Principal of Innovation and Inquiry is working with two secondary teachers from each school to focus on embedding student inquiry into their practice.

* “Academically At-Risk” is defined as any primary student receiving “not yet meeting” or “approaching expectations” on their June final report card, or intermediate and secondary students who receive a “C-“ or lower on their final June report card. We are tracking academically at-risk students in Language Arts/English and Mathematics.