

2015-2016 Student Achievement



End in Mind

❖ Review Student Achievement Data

- Special Education
- Aboriginal Education
- FSA Results
- Grad Rates
- Provincial Exam Results
- EDI & MDI





EARLY LEARNING INSTRUMENT

HELP Provide

ECD Program of Research



 Offord

HUMAN
EARLY LEARNING
PARTNERSHIP



A young child with curly brown hair and large dark eyes is shown in profile, looking towards the left. The child is wearing a light blue sleeveless top with a darker blue pattern. Their right hand is extended forward, palm up. The background is a dark, textured surface, possibly sand or gravel, with a soft, warm light source from the left creating a gentle glow on the child's face and hand.

**Why is
early child development
important?**



The Early Development Instrument



Physical Health & Well-Being

Sample EDI questions: Can the child hold a pencil, pen or crayons? Is the child on time for school each day?



Language & Cognitive Development

Sample EDI questions: Is the child interested in reading and writing? Can the child count and recognize numbers?



Social Competence

Sample EDI questions: Does the child share with others? Is the child self-confident? Will he/she invite bystanders to join in a game?



Emotional Maturity

Sample EDI questions: Is the child able to concentrate? Is the child aggressive or angry? Is the child impulsive (does he/she act without thinking)?



Communication Skills & General Knowledge

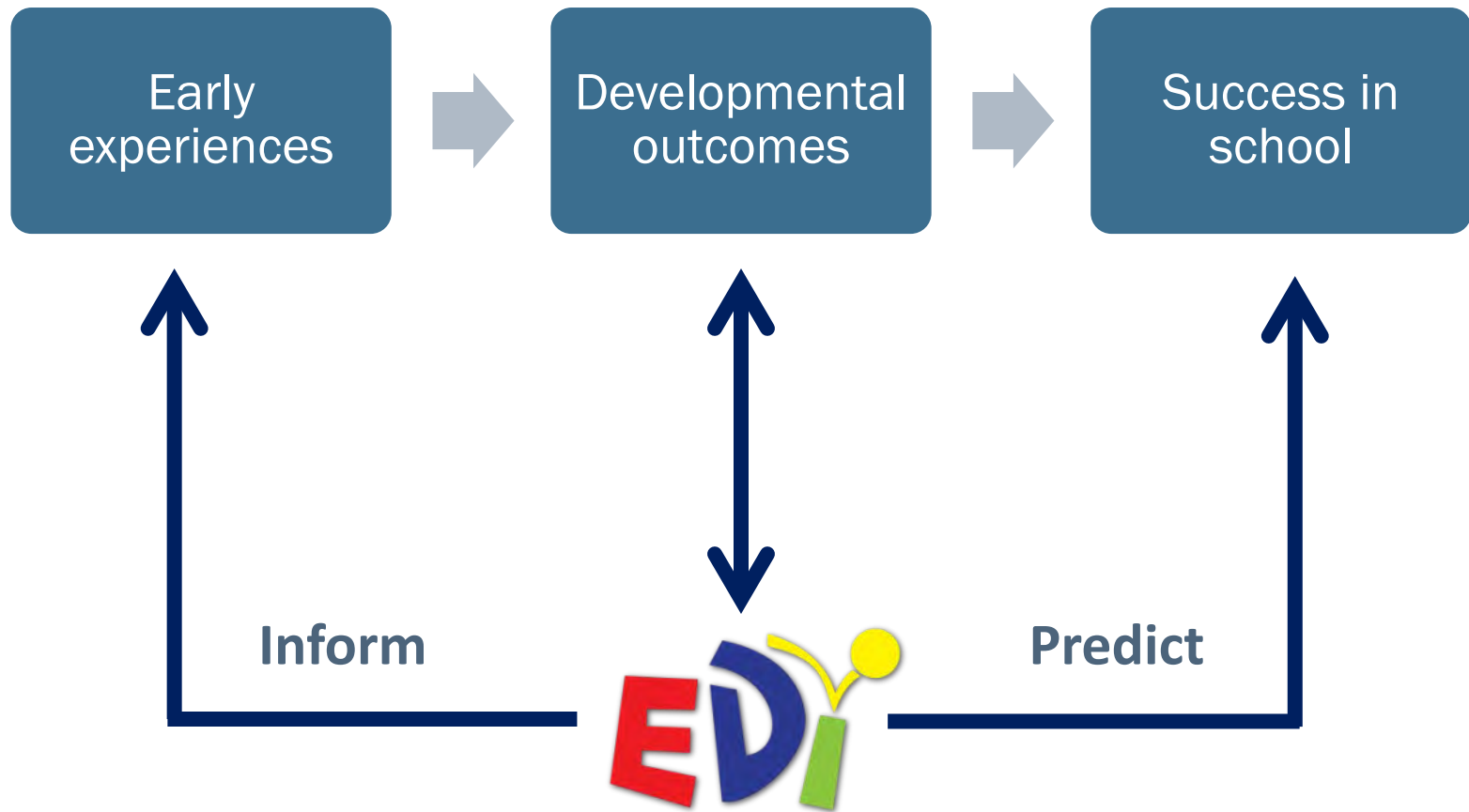
Sample EDI questions: Can the child tell a short story? Can the child communicate with adults and children?



To be vulnerable means that
a child is
at increased risk of encountering
difficulties in the school years
and beyond.



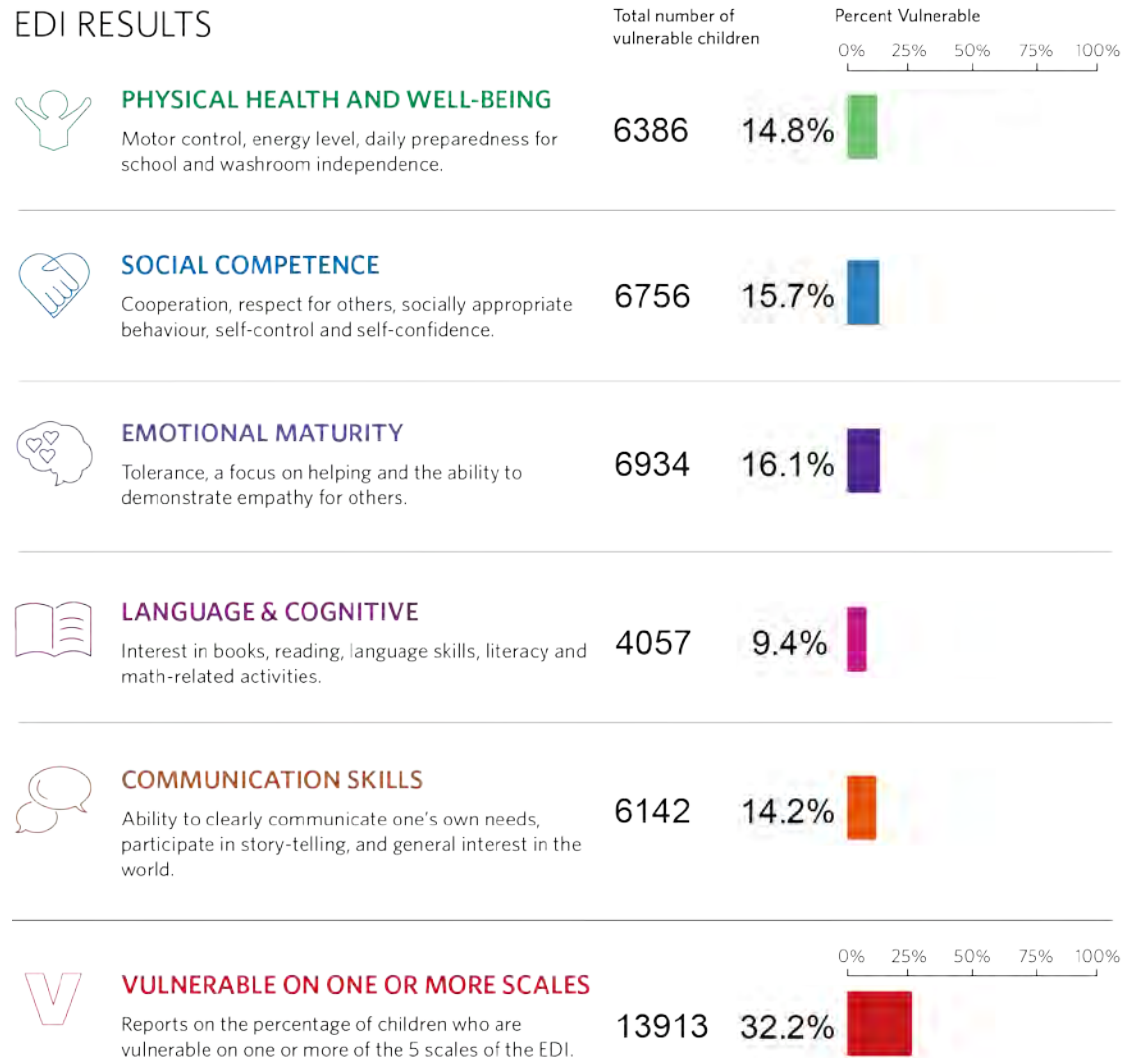
Use of EDI results





Wave 6 Provincial EDI Results

EDI RESULTS





PHYSICAL HEALTH & WELL-BEING

Motor control, energy level, daily preparedness for school and washroom independence.

55

10%



SOCIAL COMPETENCE

Cooperation, respect for others, socially appropriate behaviour, self-control and self-confidence.

65

12%



EMOTIONAL MATURITY

Tolerance, a focus on helping and the ability to demonstrate empathy for others.

72

13%



LANGUAGE & COGNITIVE DEVELOPMENT

Interest in books, reading, language skills, literacy and math-related activities.

39

7%



COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Ability to clearly communicate one's own needs, participate in story-telling, and general interest in the world.

82

15%



VULNERABLE ON ONE OR MORE SCALES

Reports on the percentage of children who are vulnerable on one or more of the 5 scales of the EDI.

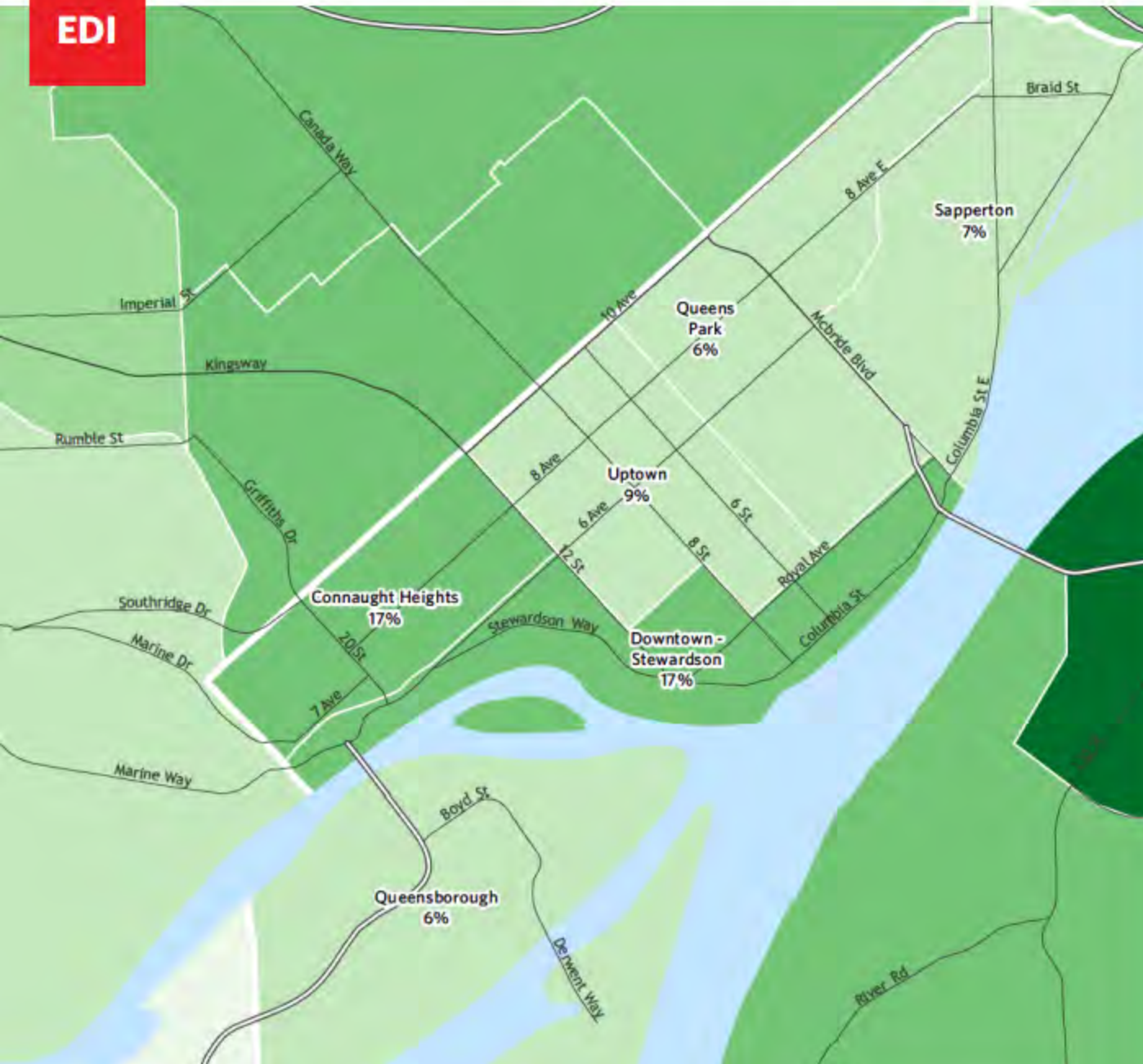
165

30%



NEW WESTMINSTER (SD 40) WAVE 6

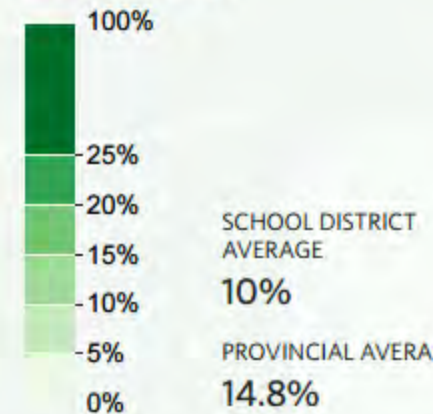
EDI



VULNERABILITY ON THE PHYSICAL HEALTH & WELL-BEING SCALE

Measures things such as motor development, energy level, daily preparedness for school, washroom independence and established handedness.

% VULNERABLE



No Data/
Suppressed

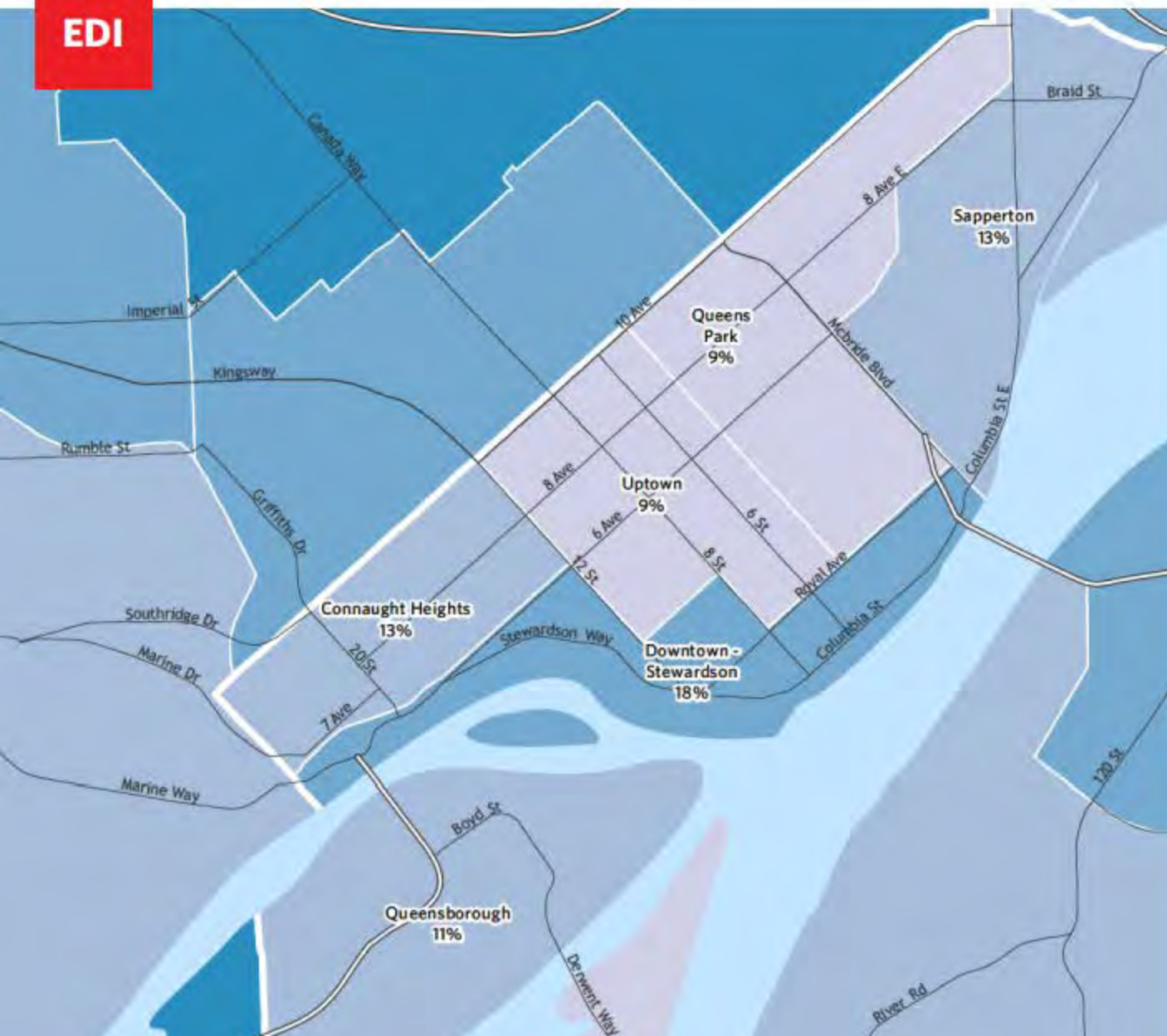
For more information please visit:
earlylearning.ubc.ca/maps/edi

HUMAN
EARLY LEARNING



NEW WESTMINSTER (SD 40) WAVE 6

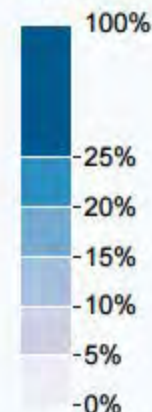
EDI



VULNERABILITY ON THE SOCIAL COMPETENCE SCALE

Measures behaviour in structured environments including cooperation and respect for others, socially appropriate behaviour, self-control and self-confidence

% VULNERABLE



SCHOOL DISTRICT AVERAGE

12%

PROVINCIAL AVERAGE

15.7%

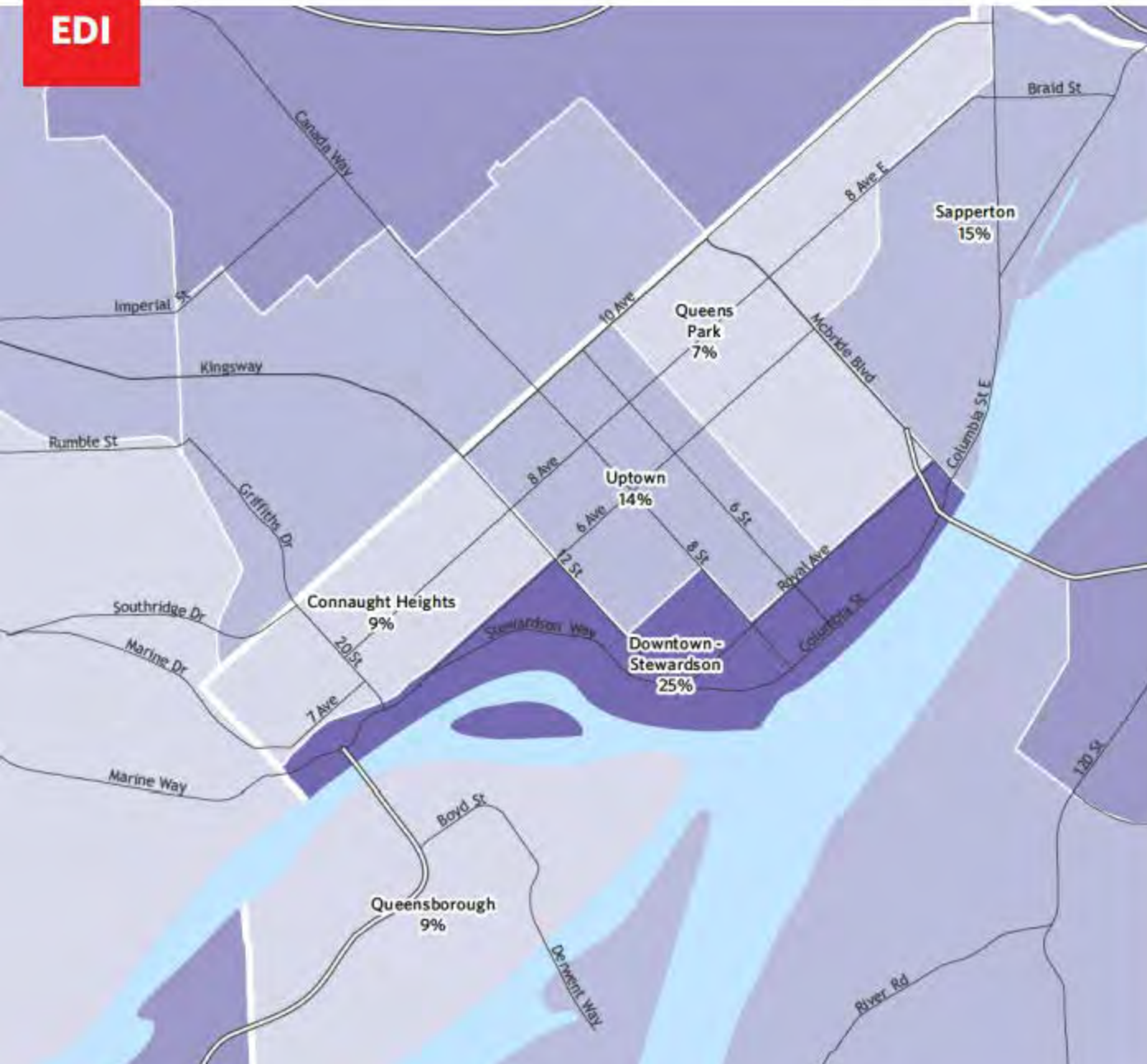
No Data/
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NEW WESTMINSTER (SD 40) WAVE 6

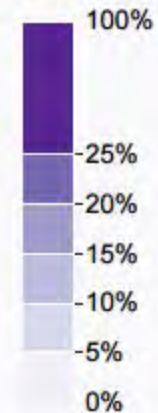
EDI



VULNERABILITY ON EMOTIONAL MATURITY SCALE

Measures things such as behaviour in less formal environments, focusing on helping, tolerance and ability to demonstrate empathy for others.

% VULNERABLE



SCHOOL DISTRICT AVERAGE

13%

PROVINCIAL AVERAGE

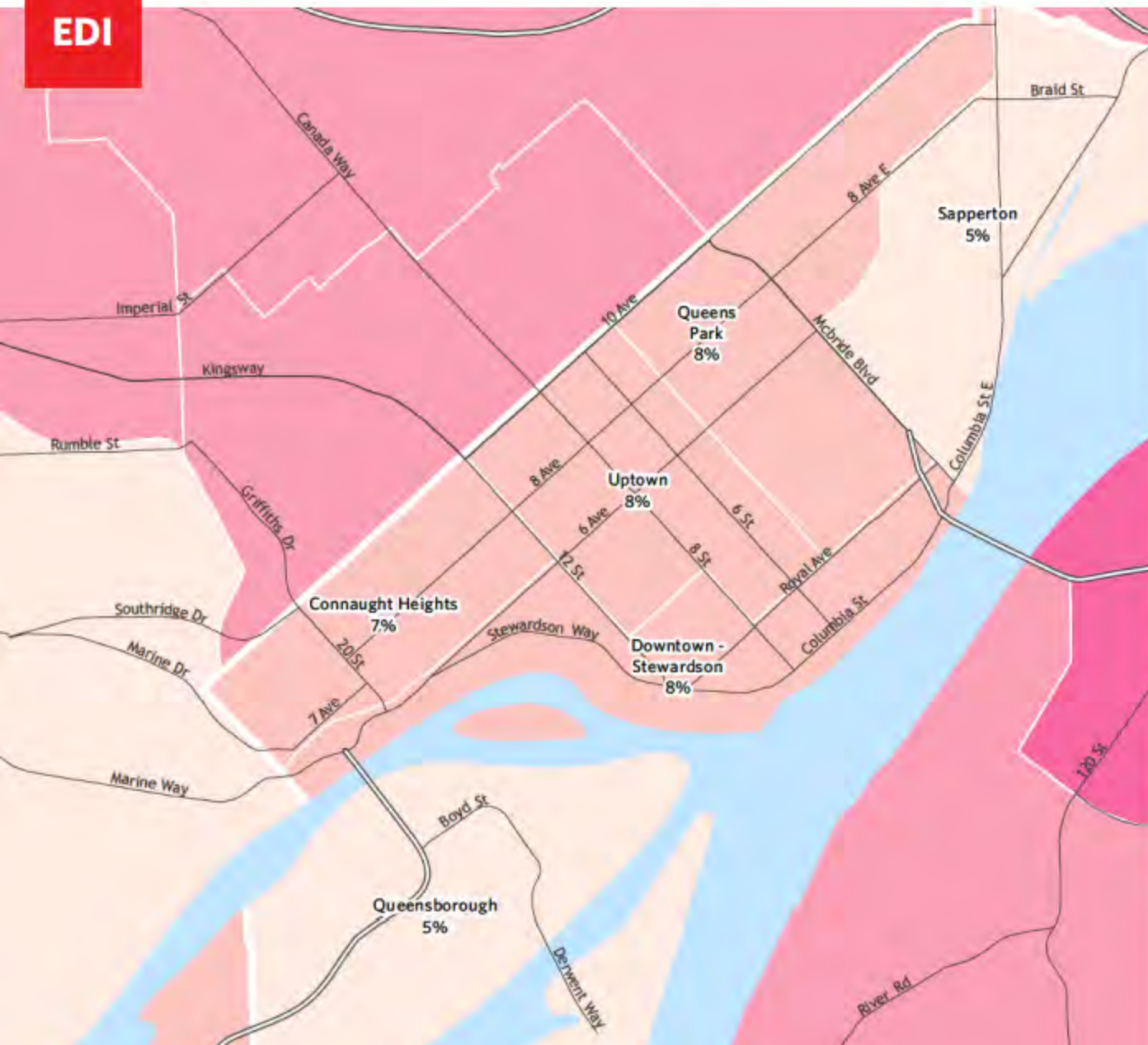
16.1%

No Data/
Suppressed

For more information please visit:
earlylearning.ubc.ca/maps/edi

NEW WESTMINSTER (SD 40) WAVE 6

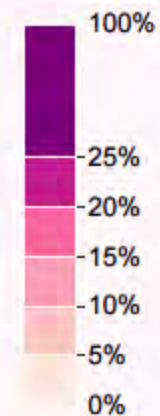
EDI



VULNERABILITY ON THE LANGUAGE & COGNITIVE SCALE

Measures things such as interest in books, reading, language-related activities, literacy and interest in simple math-related activities.

% VULNERABLE



SCHOOL DISTRICT AVERAGE

7%

PROVINCIAL AVERAGE

9.4%

No Data/
Suppressed

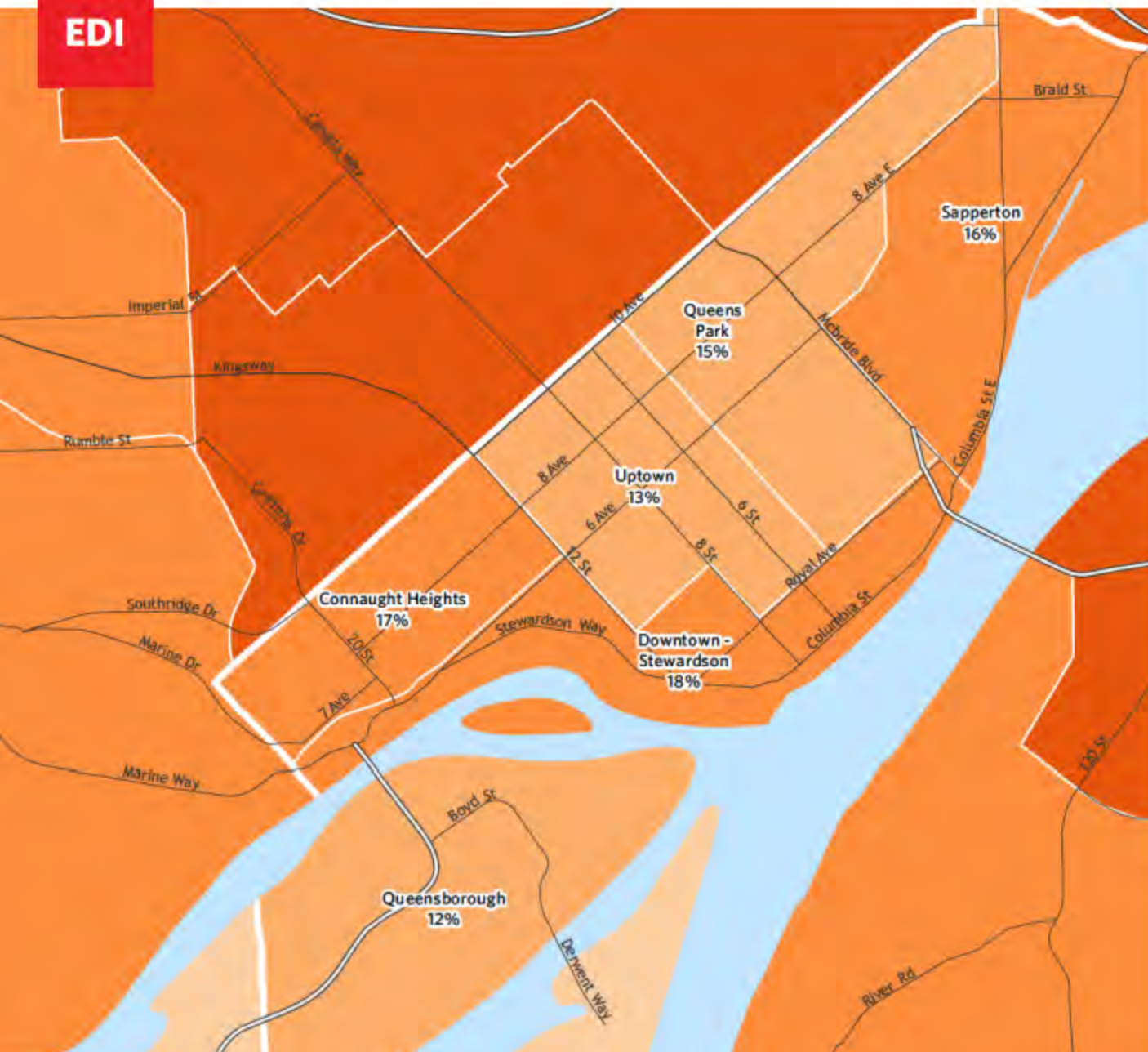
For more information please visit:
earlylearning.ubc.ca/maps/edi

HUMAN

UBC

NEW WESTMINSTER (SD 40) WAVE 6

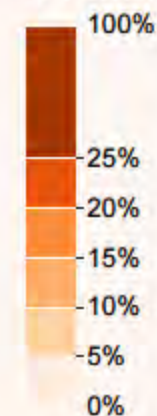
EDI



VULNERABILITY ON COMMUNICATION SKILLS SCALE

Measures things such as the ability to communicate one's needs, understand others in English, actively participate in storytelling and general interest in the world.

% VULNERABLE



SCHOOL DISTRICT AVERAGE

15%

PROVINCIAL AVERAGE

14.2%

No Data/
Suppressed

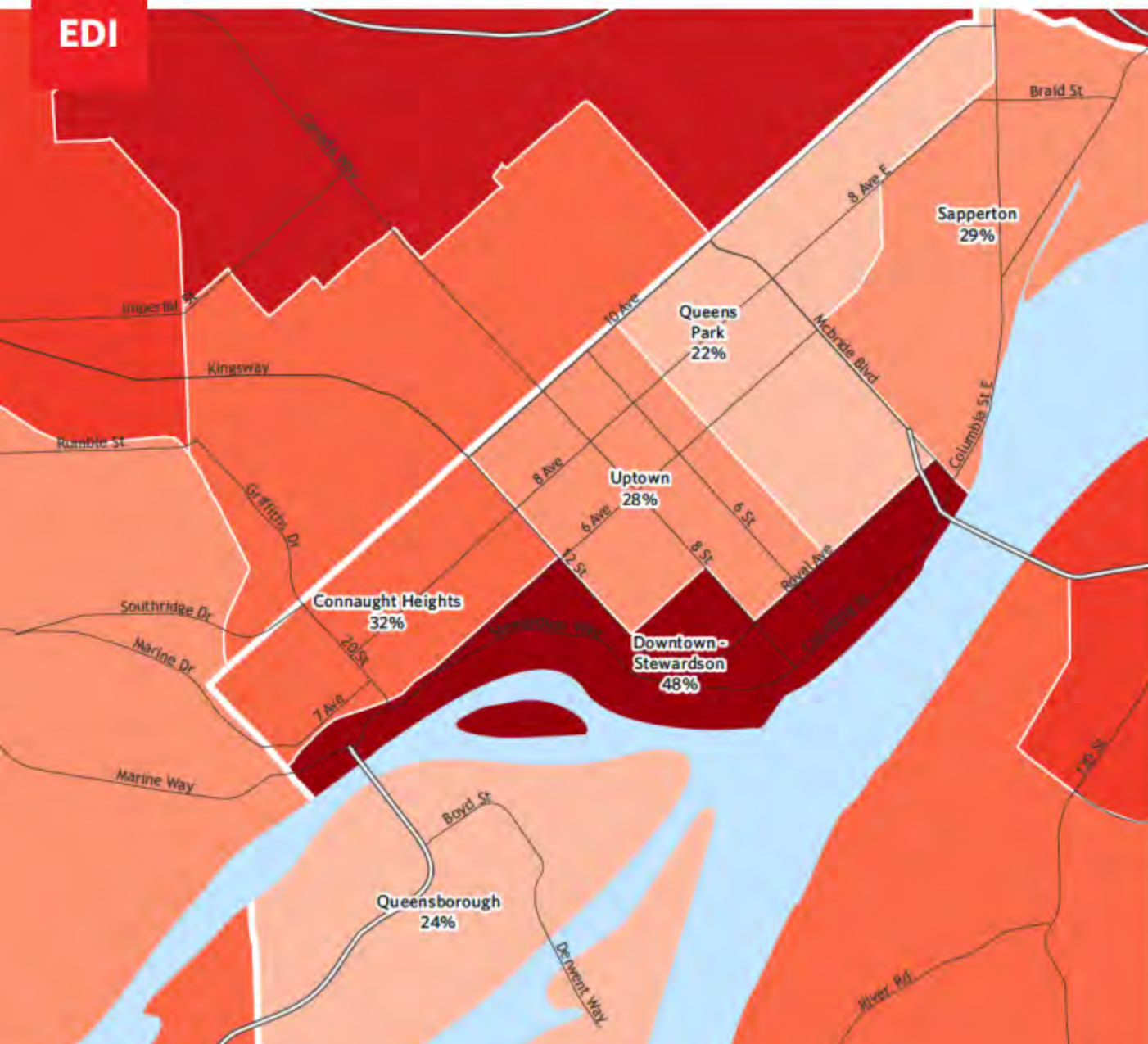
For more information please visit:
earlylearning.ubc.ca/maps/edi

HUMAN



NEW WESTMINSTER (SD 40) WAVE 6

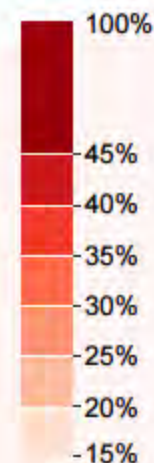
EDI



VULNERABLE ON ONE OR MORE SCALES

Percent of children Vulnerable on One or More Scales of the EDI.

% VULNERABLE



SCHOOL DISTRICT AVERAGE

30%

PROVINCIAL AVERAGE

32.2%

No Data/
Suppressed

For more information please visit:
earlylearning.ubc.ca/maps/edi



MDI DATA PRESENTATION SLIDES

2015/2016 MDI GRADE 4 RESULTS

SCHOOL DISTRICT 40 ■ **NEW WESTMINSTER**

WELL-BEING INDEX

5 DIMENSIONS OF THE MDI



WELL-BEING INDEX

- A measure in the Well-Being Index



SOCIAL & EMOTIONAL DEVELOPMENT

Measures

- **Optimism**
- Empathy
- Prosocial Behaviour
- **Self-Esteem**
- **Happiness**
- **Absence of Sadness**
- Absence of Worries
- Self-Regulation (Short & Long Term)
- *Responsible Decision-Making
- *Self-Awareness
- *Perseverance
- *Assertiveness
- *Citizenship and Social Responsibility

* Grade 7 only



PHYSICAL HEALTH & WELL-BEING

Measures

- **General Health**
- Eating Breakfast
- Meals with Adults at Home
- Frequency of Good Sleep
- Body Image



CONNECTEDNESS

Measures

- Adults at School
- Adults in the Neighbourhood
- Adults at Home
- Peer Belonging
- Friendship Intimacy
- Important Adults



USE OF AFTER-SCHOOL TIME

Measures

- Organized Activities
 - Educational Lessons or Activities
 - Youth Organizations
 - Sports
 - Music or Arts
- How Children Spend Their Time
- After-School People and Places
- Children's Wishes and Barriers



SCHOOL EXPERIENCES

Measures

- Academic Self-Concept
- School Climate
- School Belonging
- Motivation
- Future Goals
- Victimization and Bullying

WELL-BEING INDEX

OPTIMISM

e.g. I have more good times than bad times.

SELF-ESTEEM

e.g. A lot of things about me are good.

HAPPINESS

e.g. I am happy with my life.

ABSENCE OF SADNESS

e.g. I feel unhappy a lot of the time.

GENERAL HEALTH

e.g. How would you describe your health?



High Well-Being (Thriving)

Children who are reporting positive responses on at least 4 of the 5 measures of well-being.



Medium to High Well-Being

Children who are reporting no negative responses, but fewer than 4 positive responses.



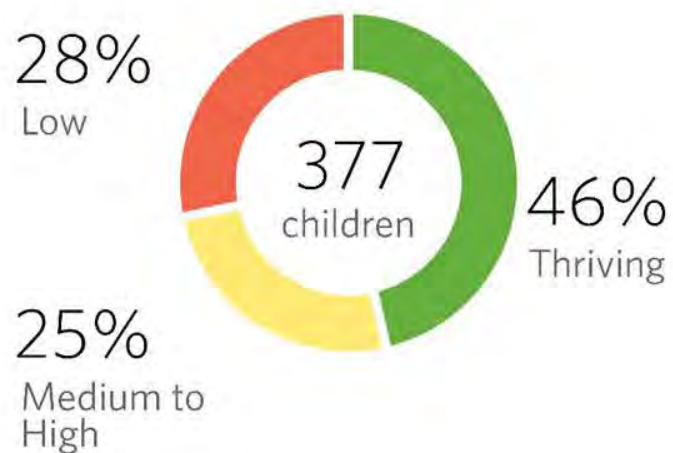
Low Well-Being

Children who are reporting negative responses on at least 1 measure of well-being.

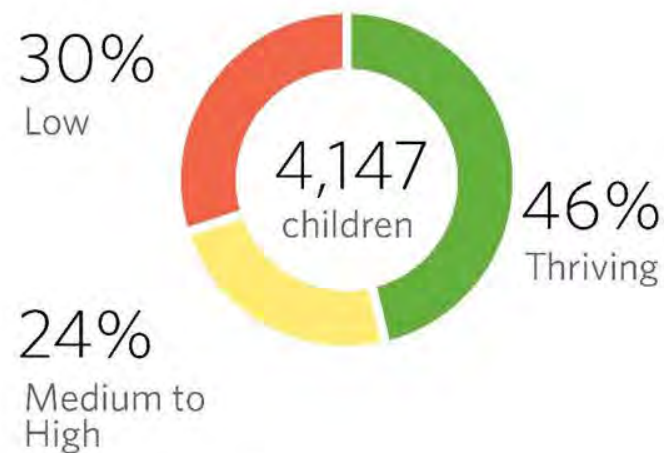


WELL-BEING INDEX

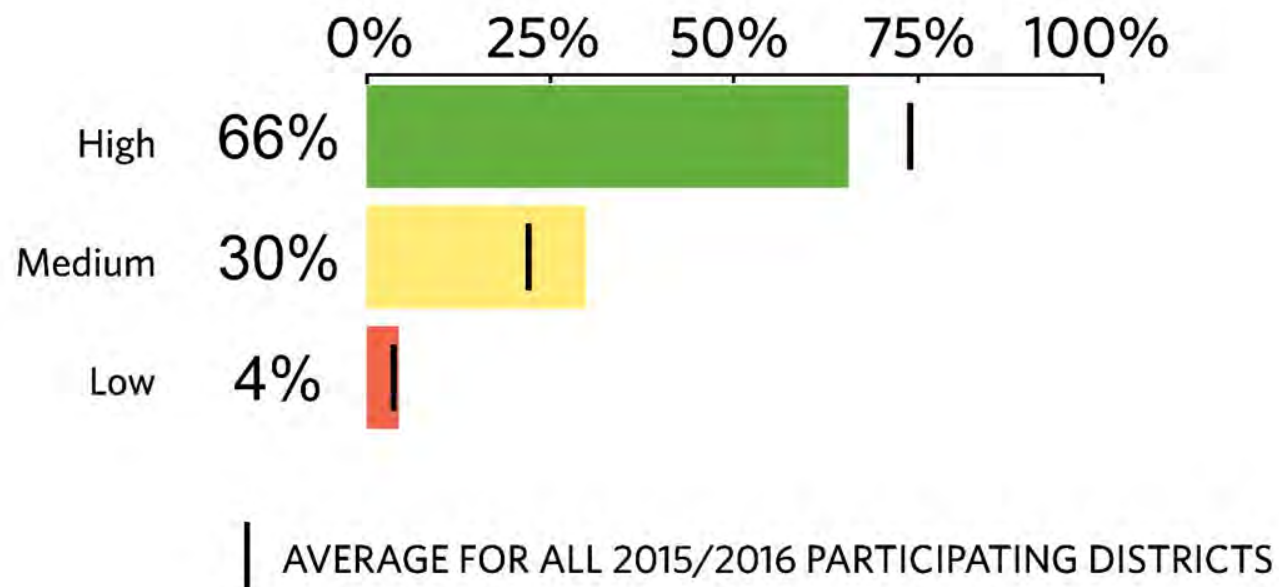
RESULTS FOR NEW WESTMINSTER



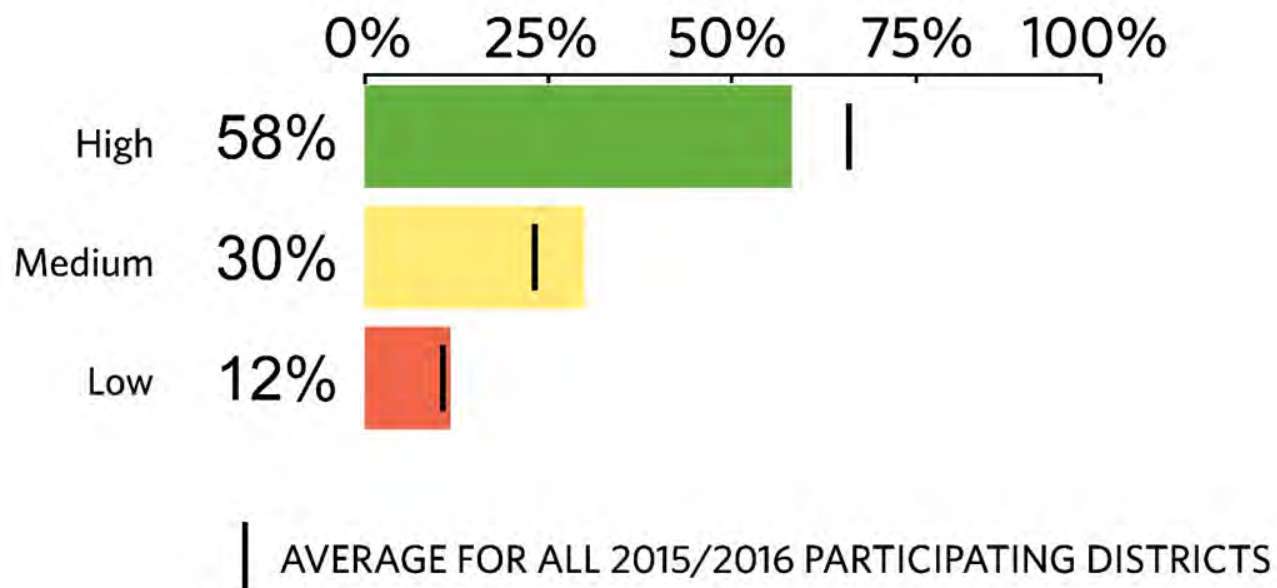
RESULTS FOR ALL PARTICIPATING DISTRICTS



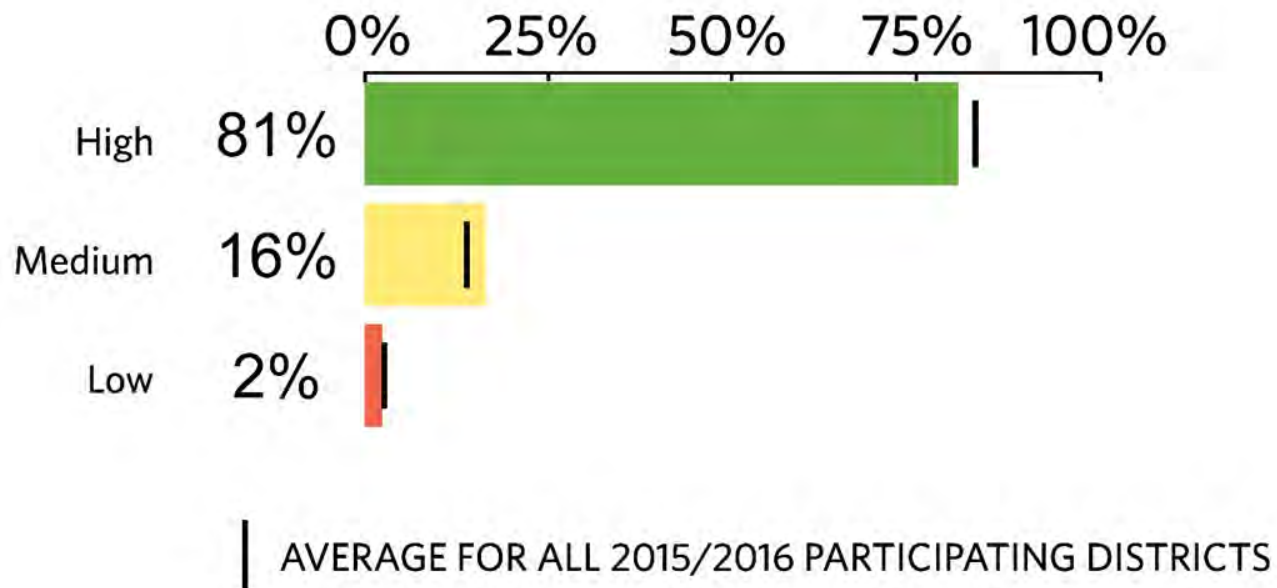
ADULT RELATIONSHIPS - AT SCHOOL



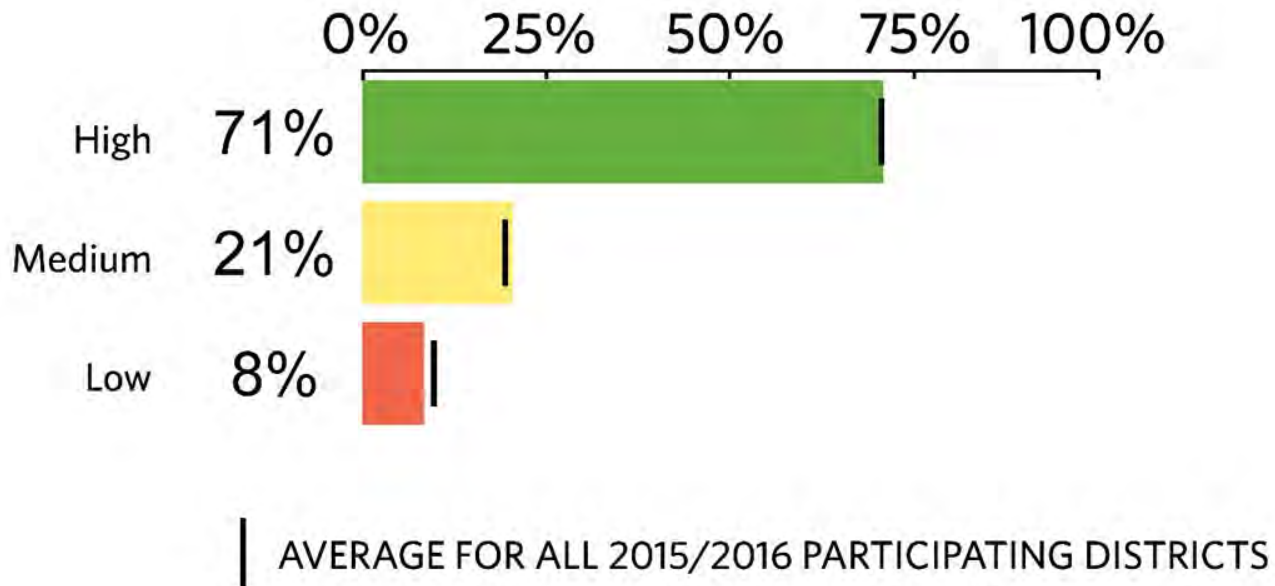
ADULT RELATIONSHIPS - IN THE NEIGHBOURHOOD/COMMUNITY



ADULT RELATIONSHIPS - AT HOME



PEER RELATIONSHIPS - PEER BELONGING





NEW WESTMINSTER (SD 40) 2015/2016

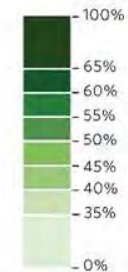
4



WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who report positive responses on at least 4 of the 5 measures are considered to be "thriving."

Percentage of Children Thriving



SD 40

46%

All Participating
Districts

46%

■ Data Suppressed
(<35 students)

Note: Data are mapped using home postal codes, not by where children attend school.

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PARTNERSHIP

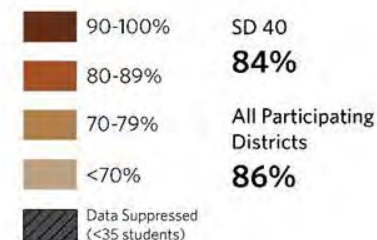




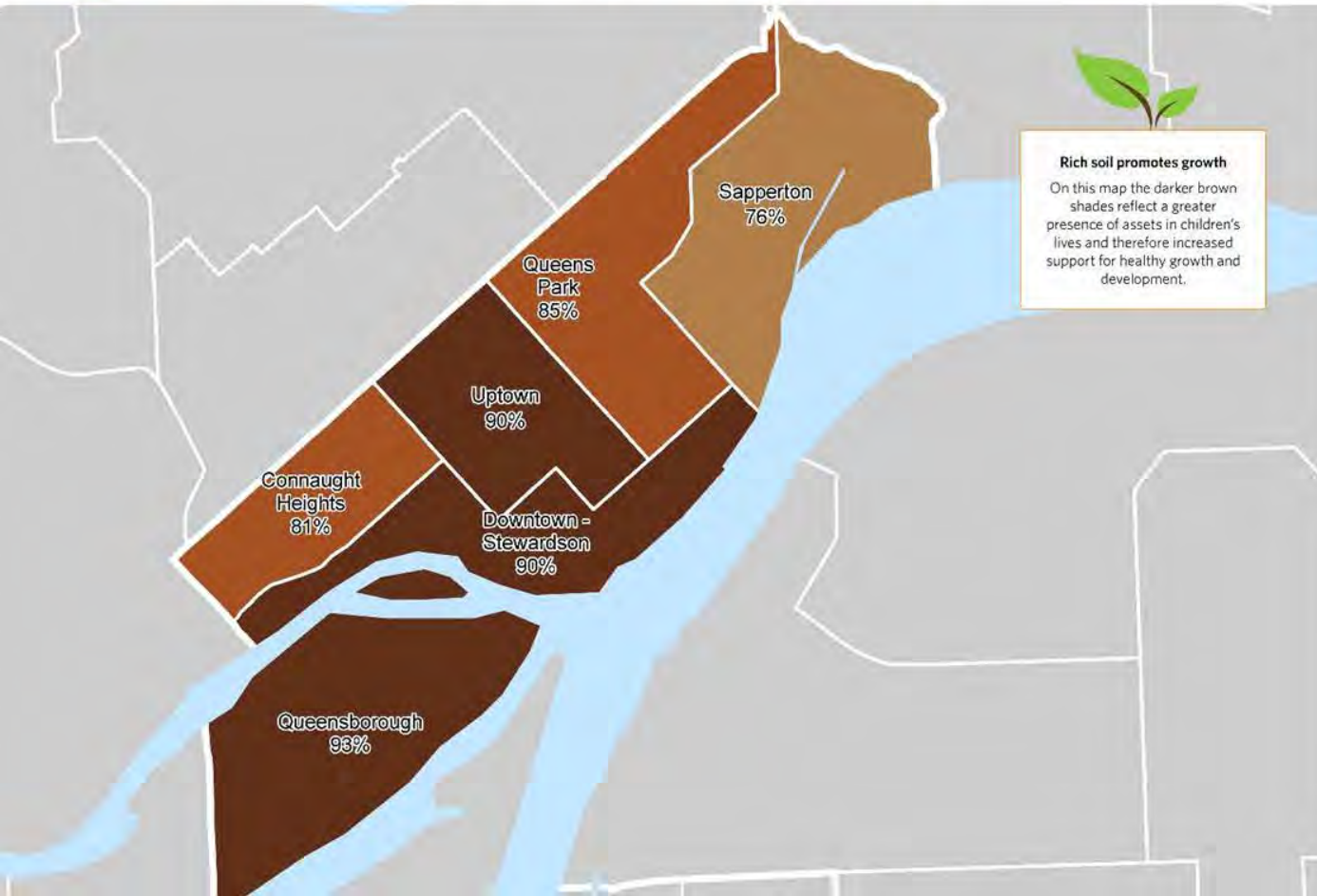
ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of adult relationship assets



Note: Data are mapped using home postal codes, not by where children attend school.



PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of peer relationship assets

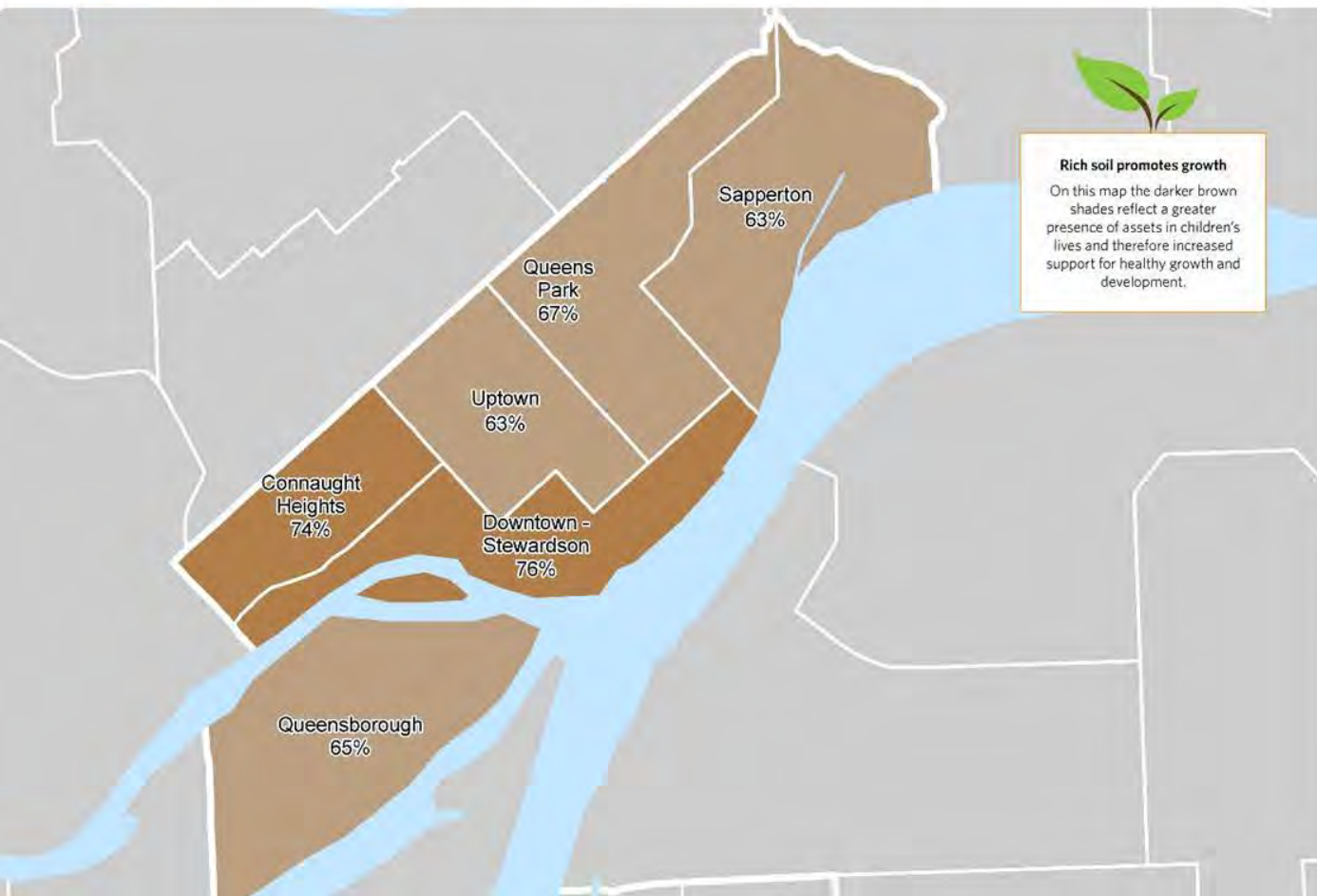
90-100%	SD 40
80-89%	86%
70-79%	All Participating Districts
<70%	85%
Data Suppressed (<35 students)	

Note: Data are mapped using home postal codes, not by where children attend school.



NEW WESTMINSTER (SD 40) 2015/2016

4



NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of nutrition and sleep assets

	90-100%	SD 40
	80-89%	68%
	70-79%	All Participating Districts
	<70%	67%
	Data Suppressed (<35 students)	

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN
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PARTNERSHIP





NEW WESTMINSTER (SD 40) 2015/2016

4



AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of after-school activity assets

	90-100%	SD 40
	80-89%	89%
	70-79%	All Participating Districts
	<70%	87%
	Data Suppressed (<35 students)	

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN
EARLY LEARNING
PARTNERSHIP



SPECIAL EDUCATION



Learning Services – Data on Student Achievement

The following table is a 5-year comparison of the 6-year graduation rates* (District VS Province) of students with designated special needs**

Year	Data	New Westminster	Province
2015/16	Cohort Size (#) Rate (%)	90 60.9	7040 67
2014/15	Cohort Size (#) Rate (%)	85 44.9	7117 65.9
2013/14	Cohort Size (#) Rate (%)	85 61.8	7229 62.2
2012/13	Cohort Size (#) Rate (%)	88 45.1	7262 58.7
2011/12	Cohort Size (#) Rate (%)	96 53.8	7480 55.6

*our cohorts are small compared to provincial totals, so the effect on the graduation rates is substantial

**students on the Dogwood graduation program with Ministry designations for sensory needs (vision or hearing impairments), learning disabilities, or behavioural needs

Quantitative data gives us some useful information. . .

But student achievement is measured in more than test scores and graduation rates

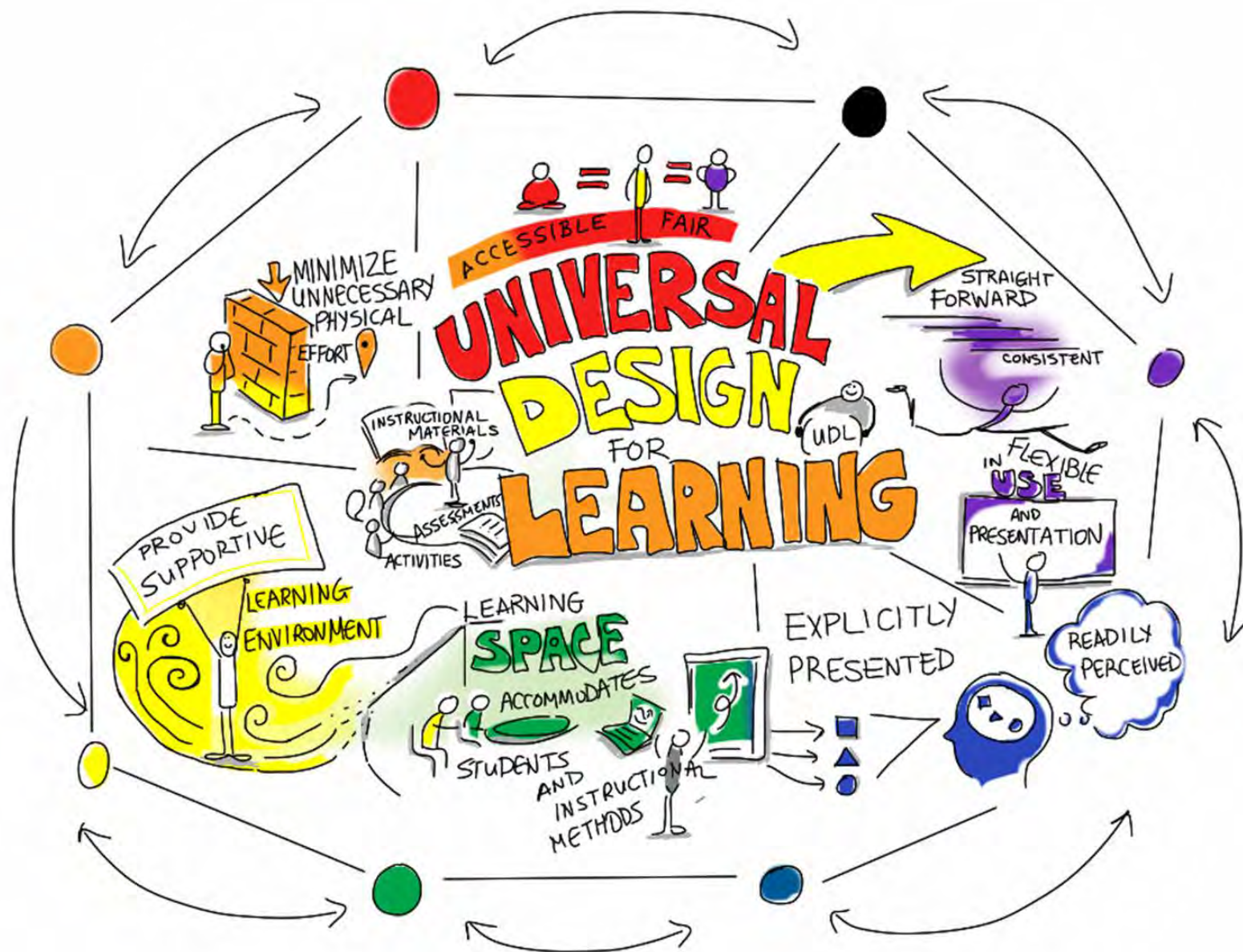




Formal graduation is NOT the goal for ALL students
BUT. . .
Meaningful, engaging inclusive education is!



Lots of great things happening. . . Here are some standouts



A close-up photograph of two hands, one on the left and one on the right, holding two interlocking puzzle pieces. The puzzle pieces are a warm, golden-brown color. The hands are positioned as if they are about to bring the pieces together. The background is a soft, out-of-focus glow of warm light, creating a sense of hope and connection. The overall mood is positive and collaborative.

District Learning
Support Teacher

THE ZONES OF REGULATION®



Blue Zone Tools

Stretch

Green Zone Tools

Drink water

Yellow Zone Tools

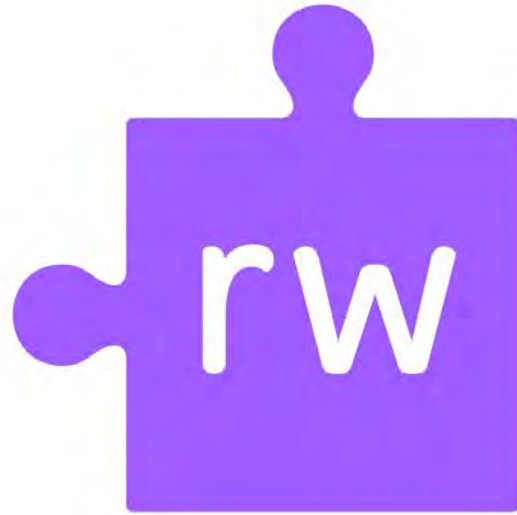
Deep breaths

Red Zone Tools

Take a break



- Individual student support
- Class-wide consultation and intervention support
- ALL available dates have been fully subscribed so far



read&write



SET ▶ BC



SET-BC Classroom Project



7 Kits for Inclusive Learning & Play

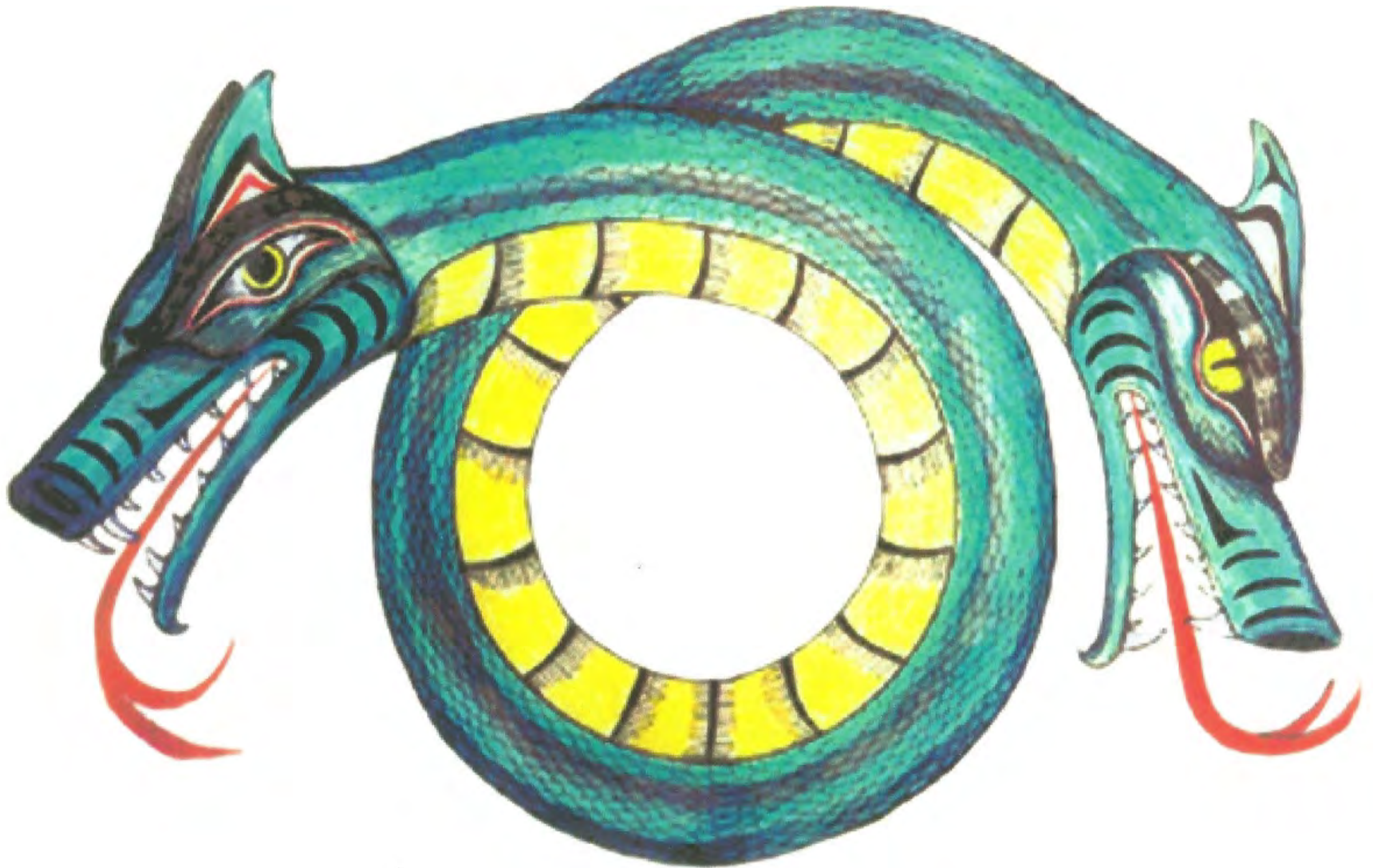




DIGITAL CAFE



ABORIGINAL EDUCATION





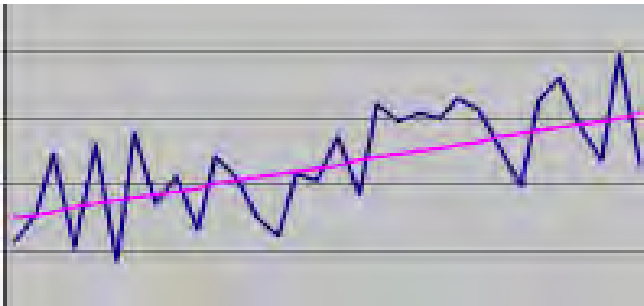
Student Statistics

- 4.3 % self identify as Aboriginal (Provincial: 11%)
- 20% of our students with special needs are of Aboriginal decent
- Behaviour categories comprise the highest number of students of Aboriginal decent
- 63% of our students in care are of Aboriginal decent
- 30% of the students in our alternate programs are of Aboriginal decent

Please consider...



Number of Students



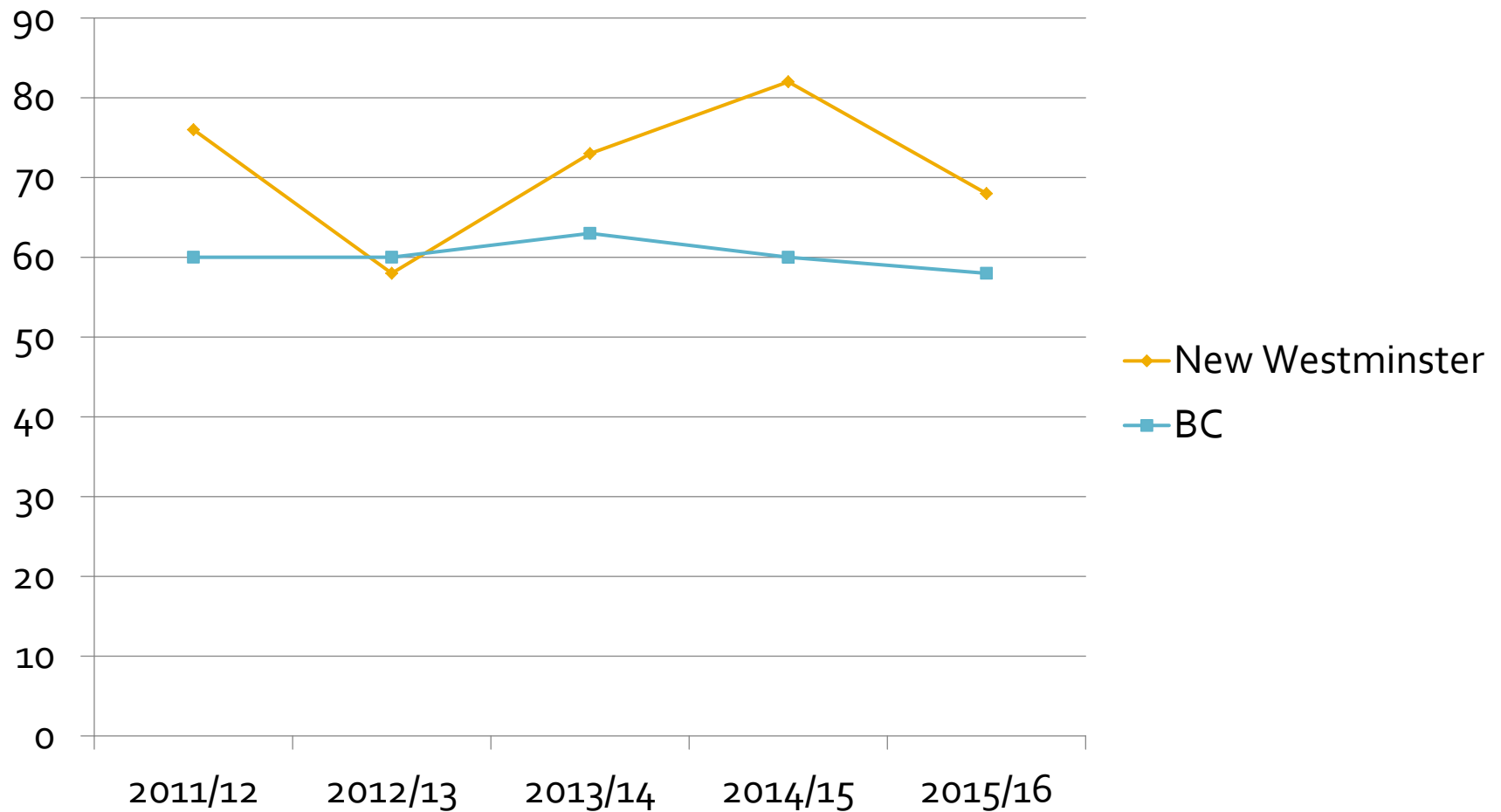
Fluctuations



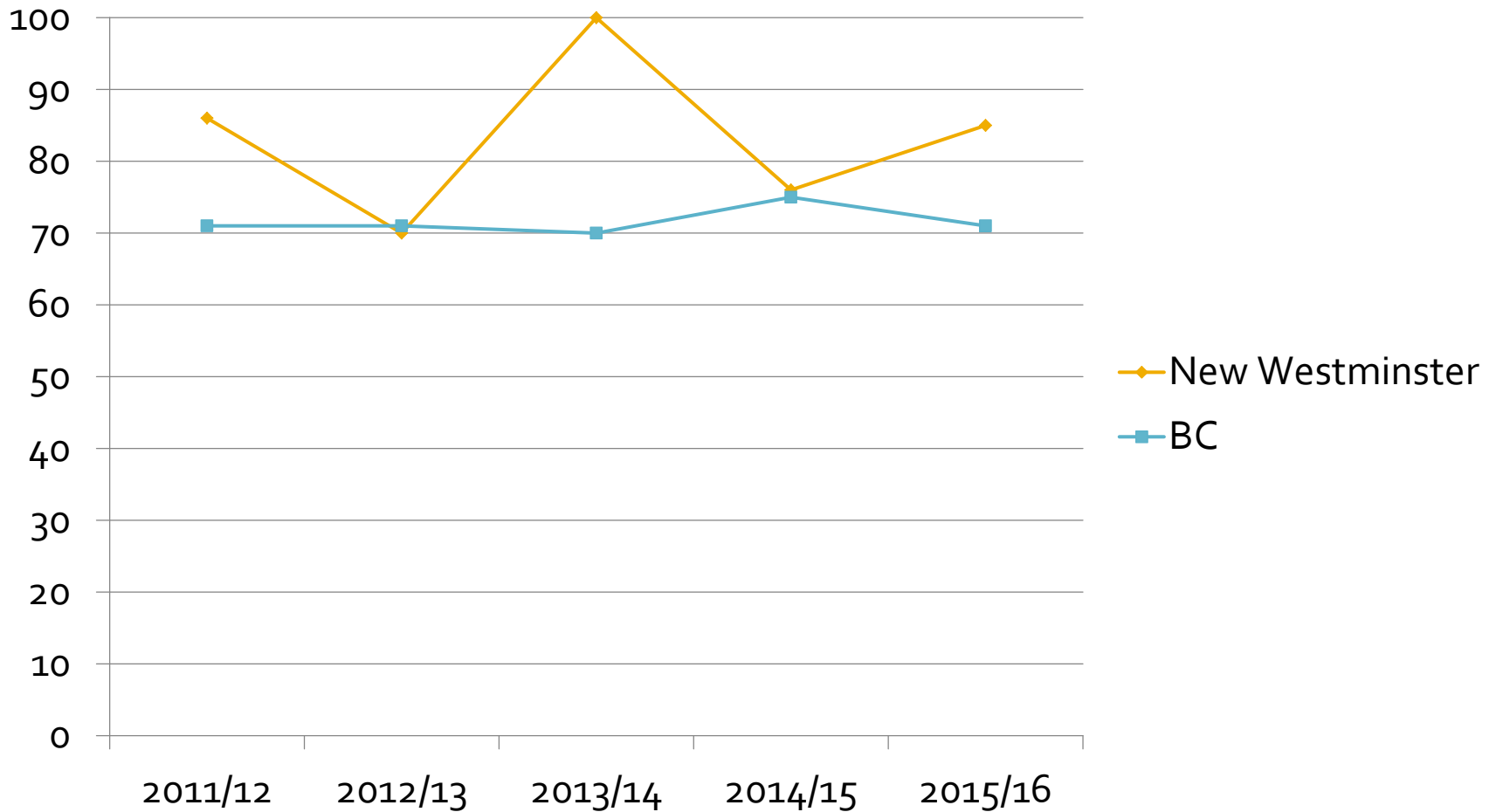
Exclusion Rate



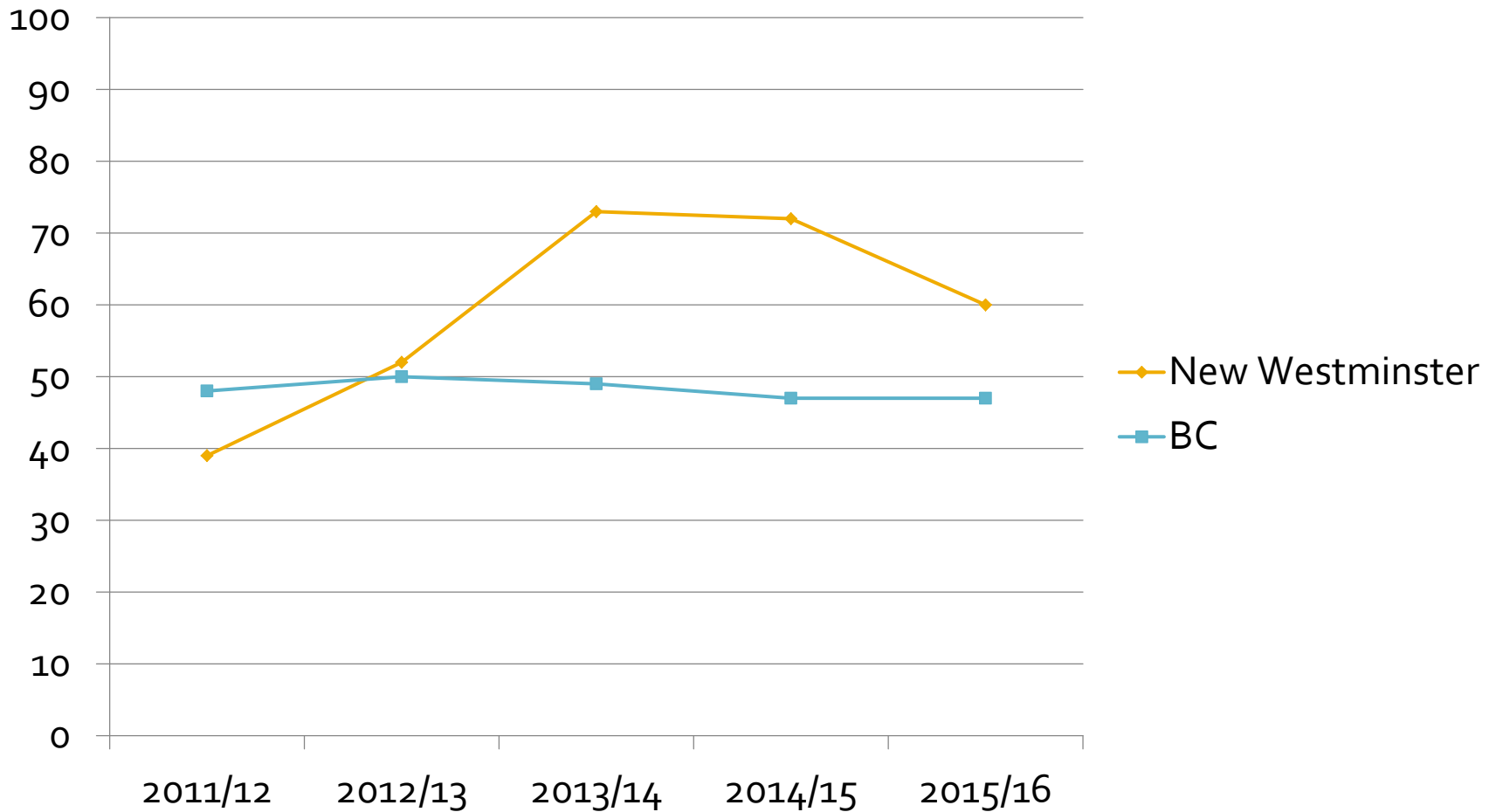
Grade 7 Reading – Aboriginal Students



Grade 7 Writing – Aboriginal Students

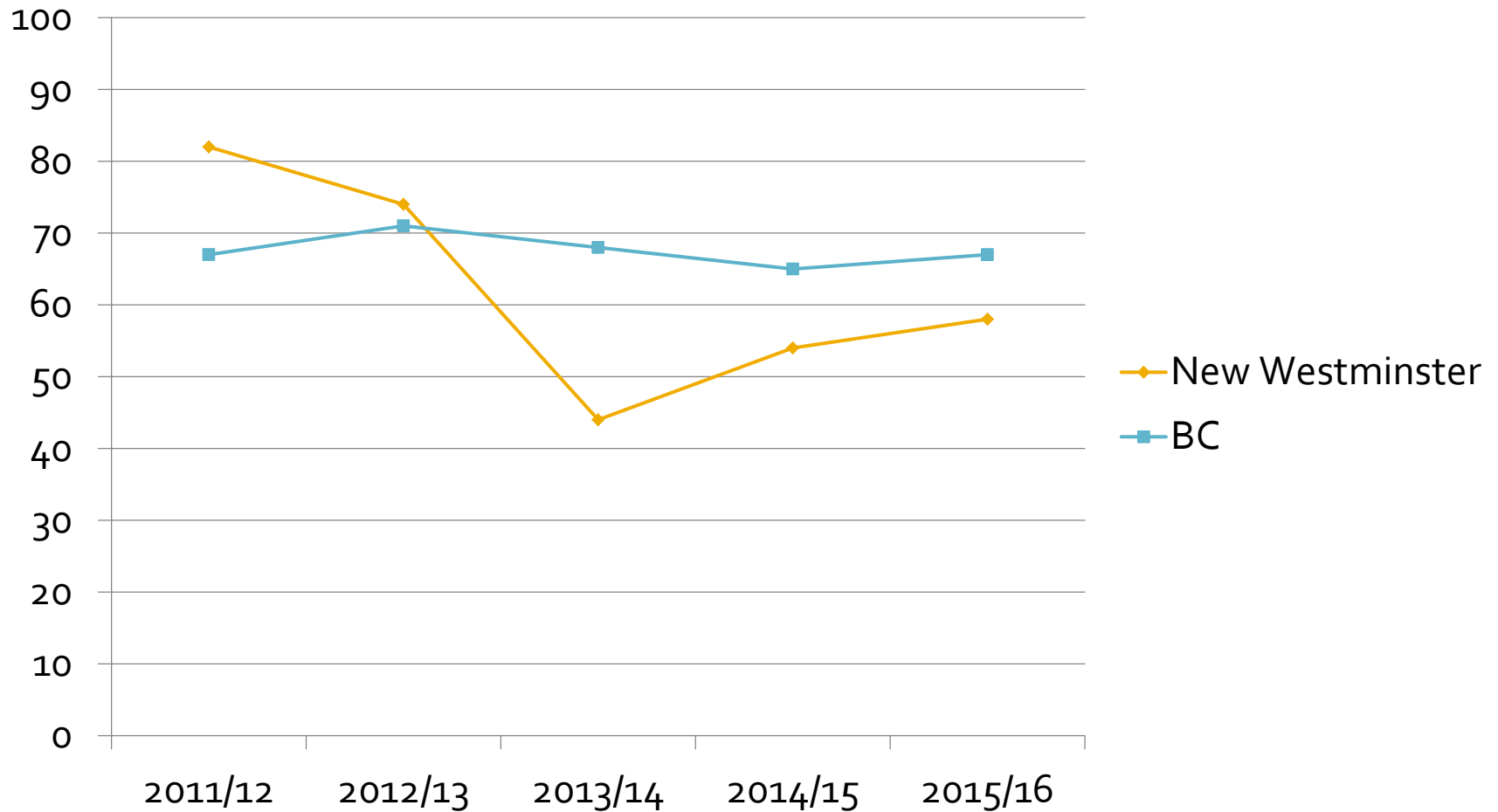


Grade 7 Numeracy – Aboriginal Students

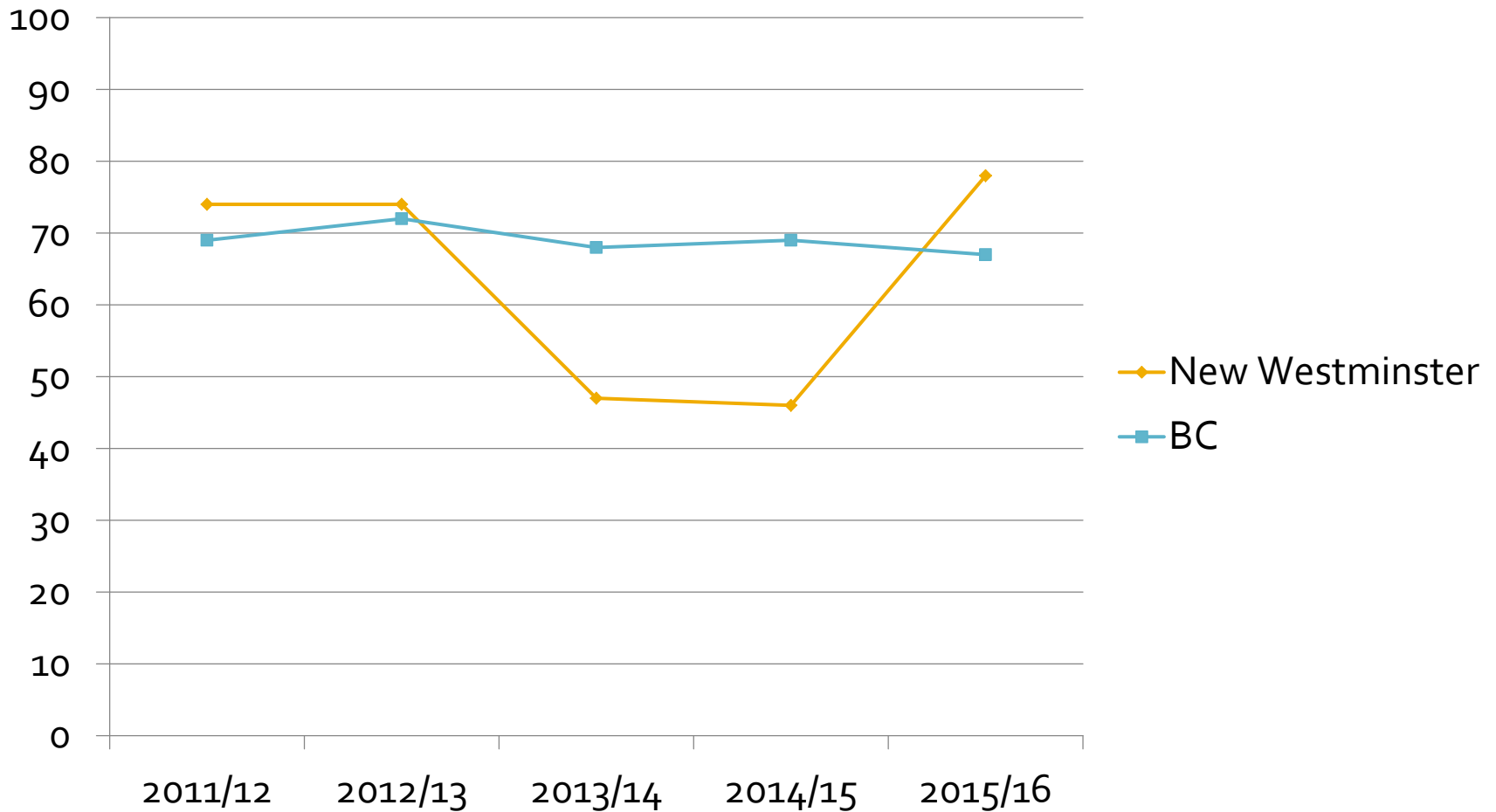




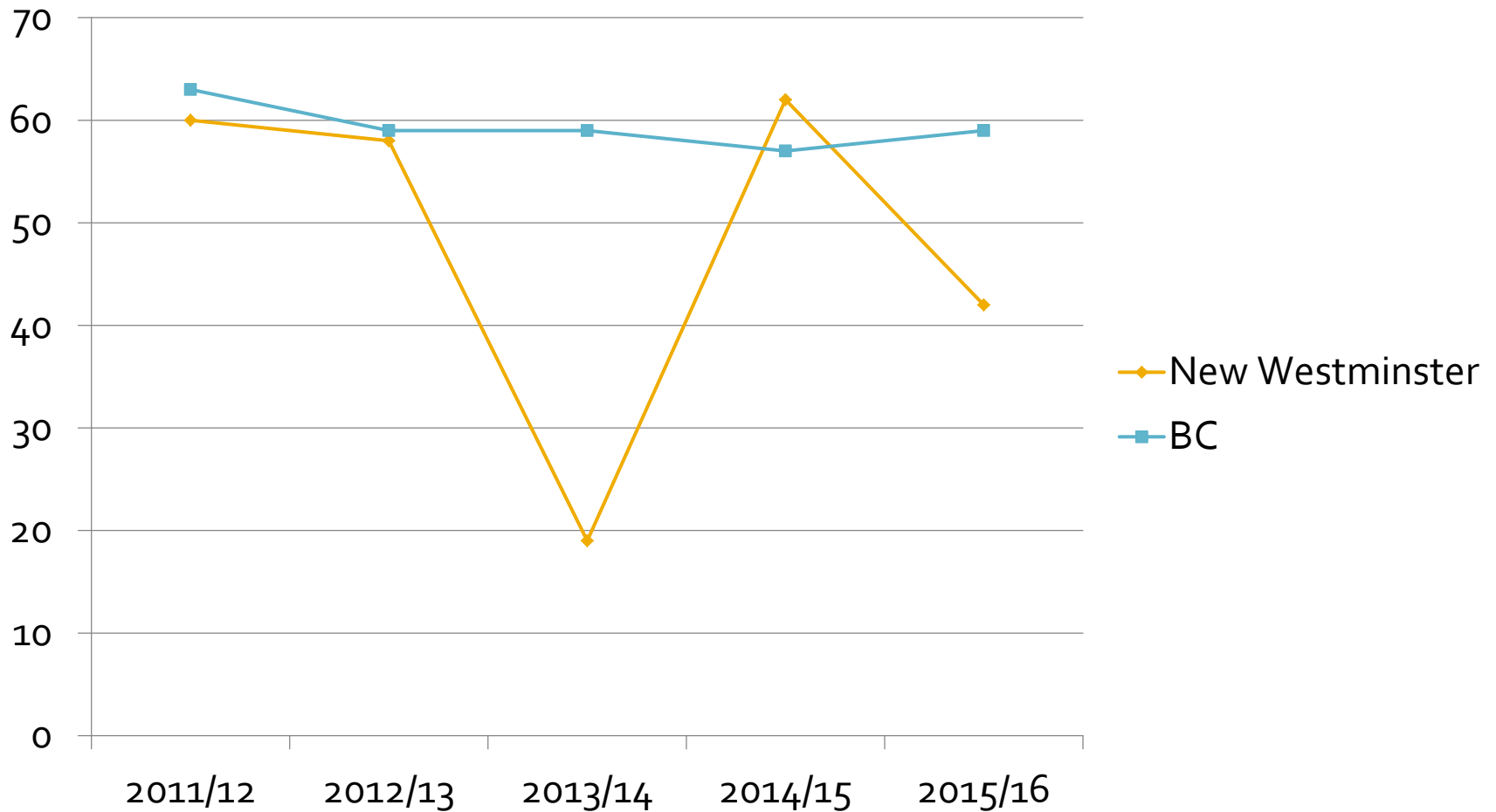
Grade 4 Reading – Aboriginal Students



Grade 4 Writing – Aboriginal Students



Grade 4 Numeracy – Aboriginal Students

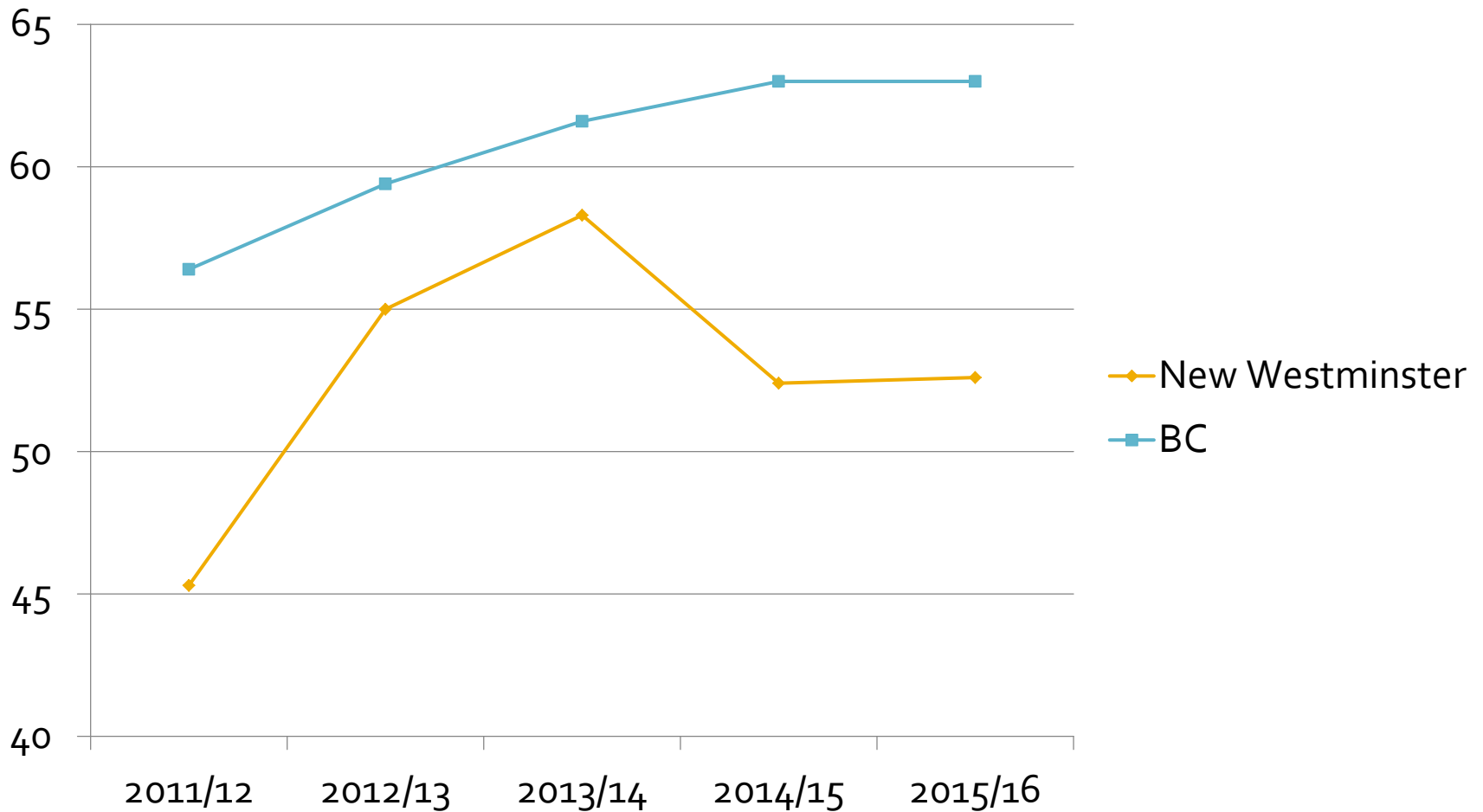


6 Year Completion Rate – Aboriginal Students

	Cohort Size	New Westminster	BC
2011/12	64	45.3	56.4
2012/13	55	55	59.4
2013/14	48	58.3	61.6
2014/15	49	52.4	63
2015/16	52	52.6	63.8



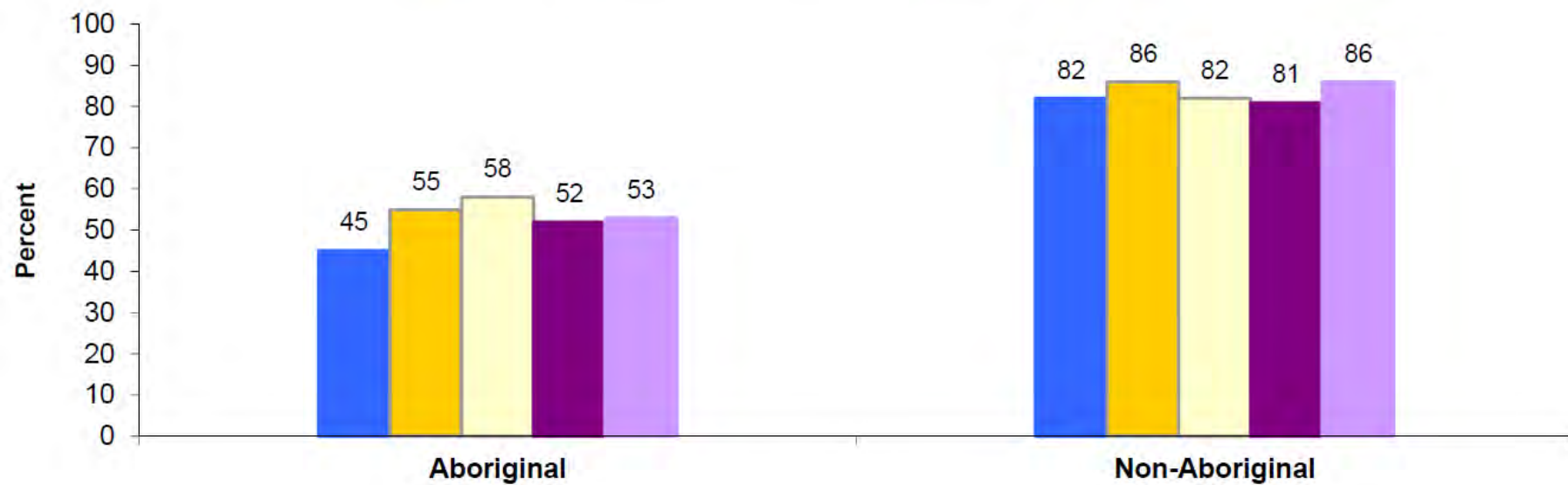
6 Year Completion Rate – Aboriginal Students





Six-Year Completion Rate: Aboriginal/Non-Aboriginal

■ 2011/12 ■ 2012/13 ■ 2013/14 ■ 2014/15 ■ 2015/16



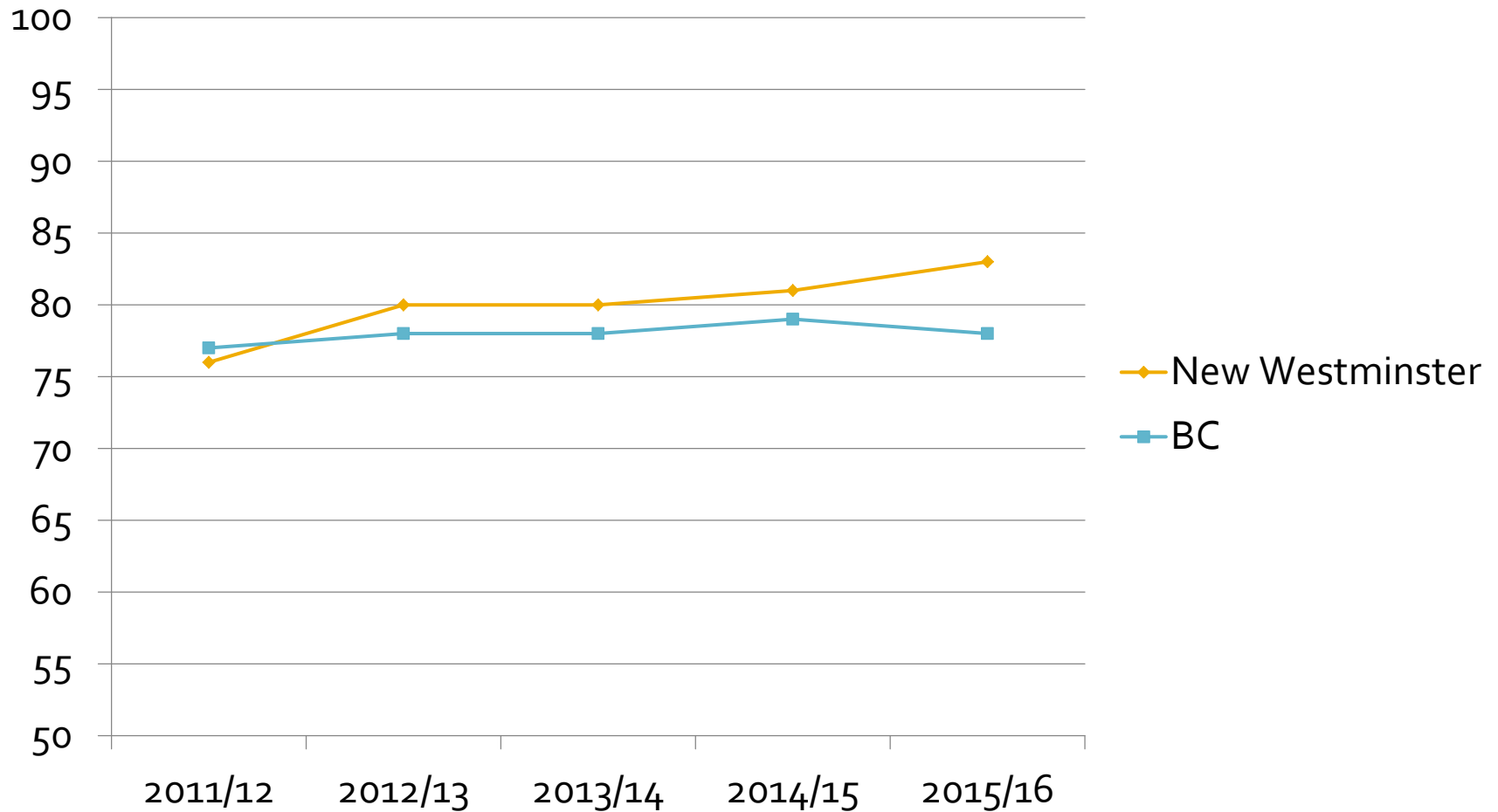


ALL STUDENTS

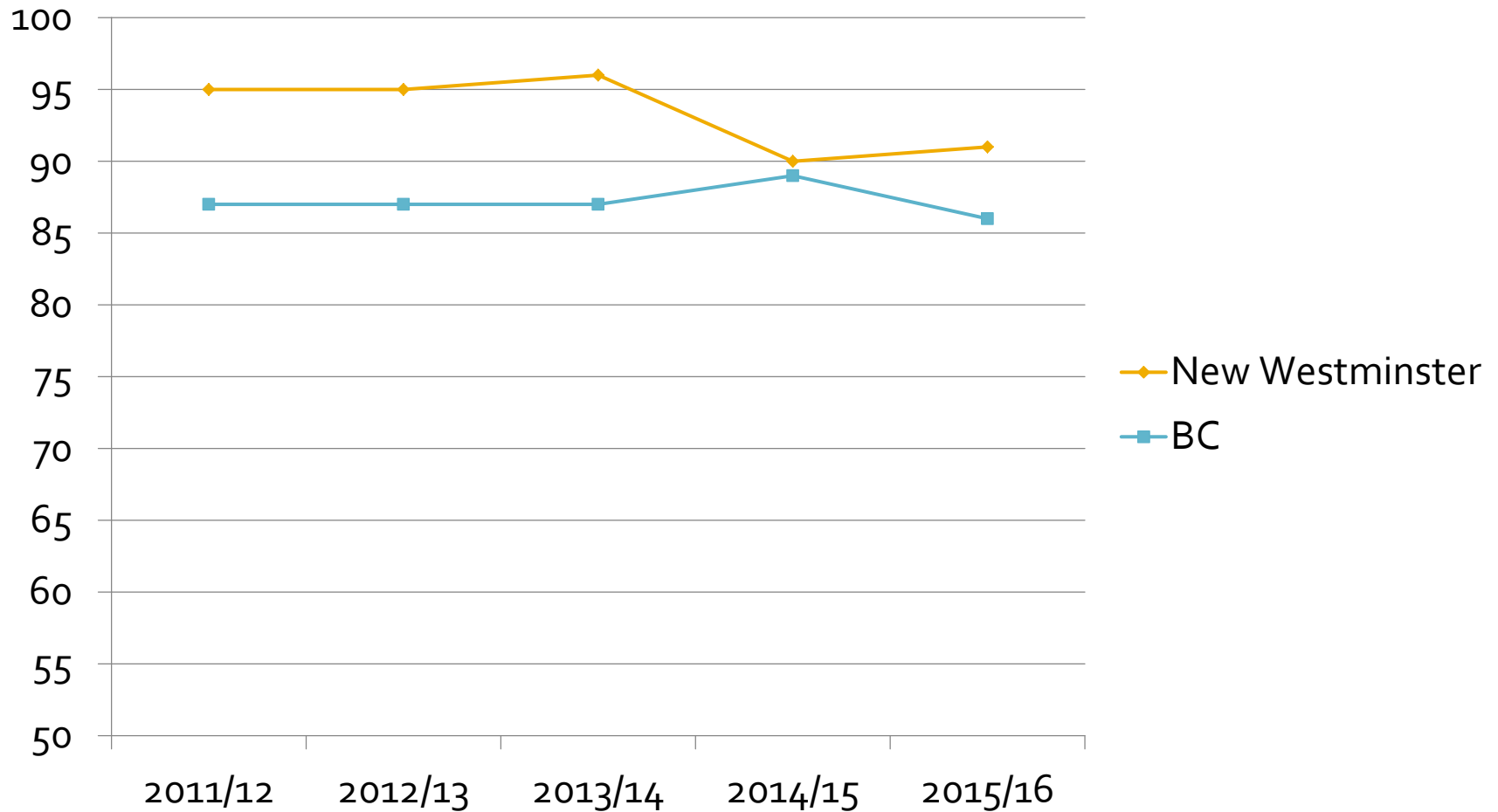
Foundation Skills Assessment



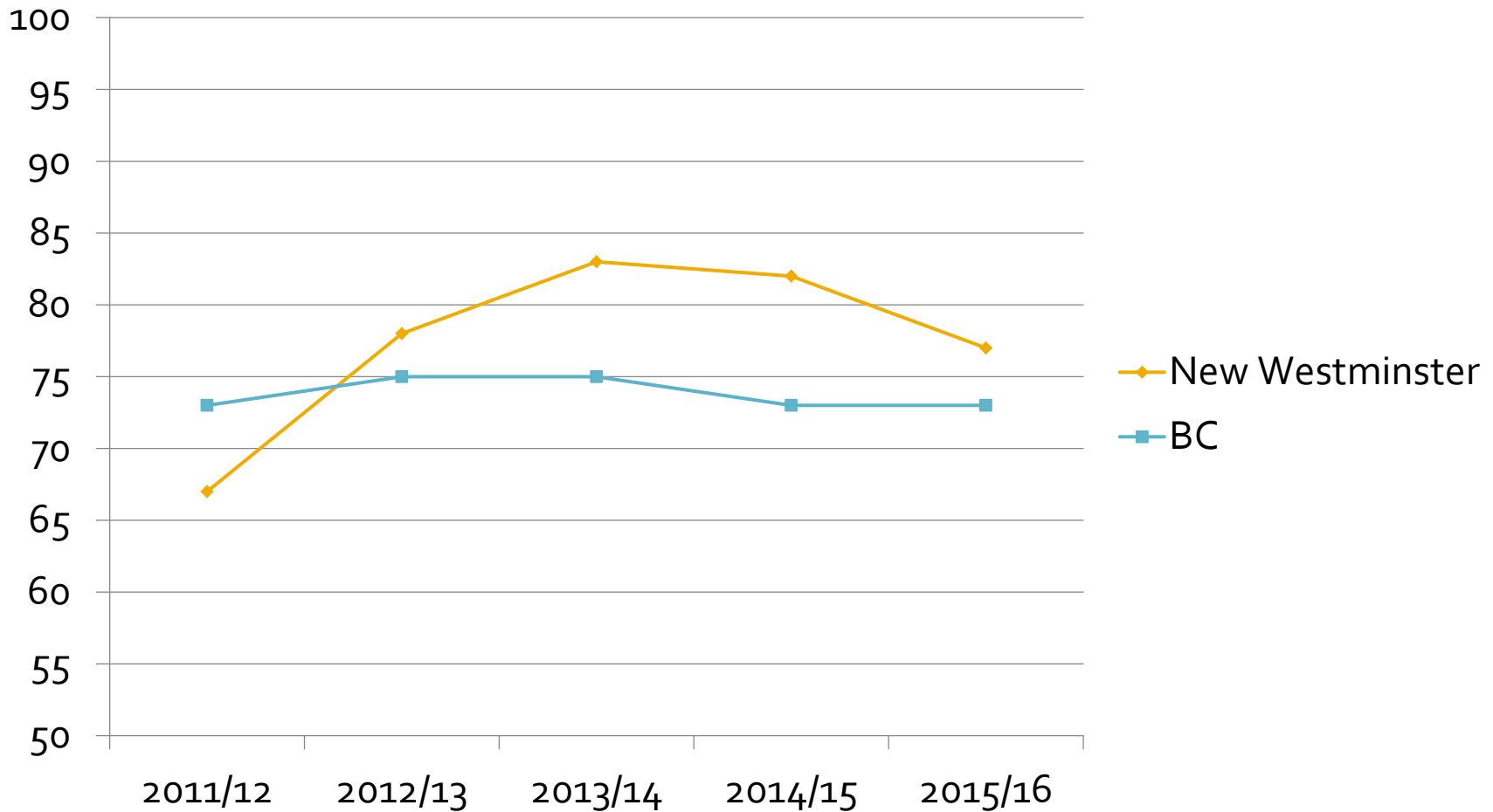
Grade 7 Reading (All Students)



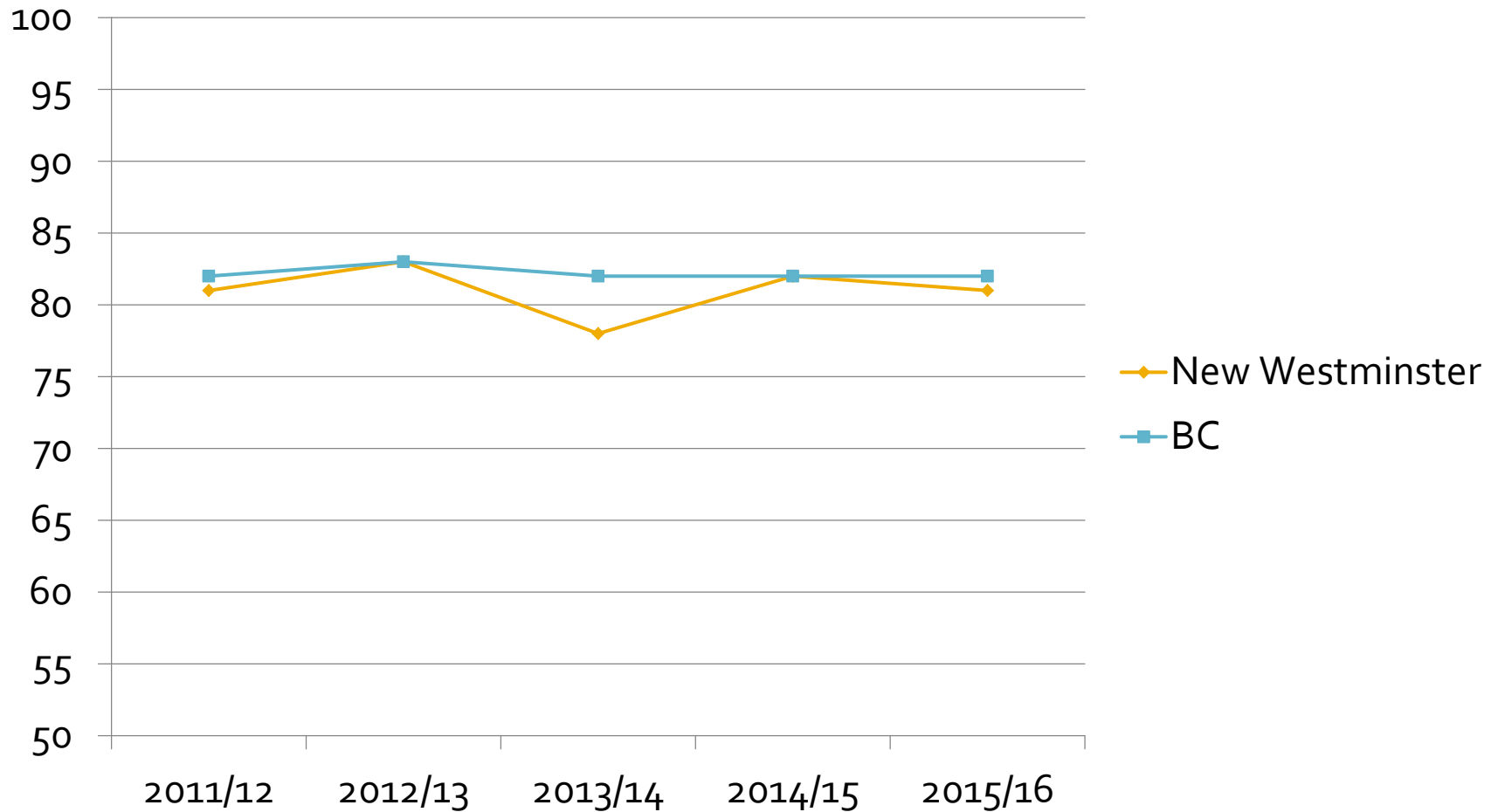
Grade 7 Writing (All Students)



Grade 7 Numeracy (All Students)

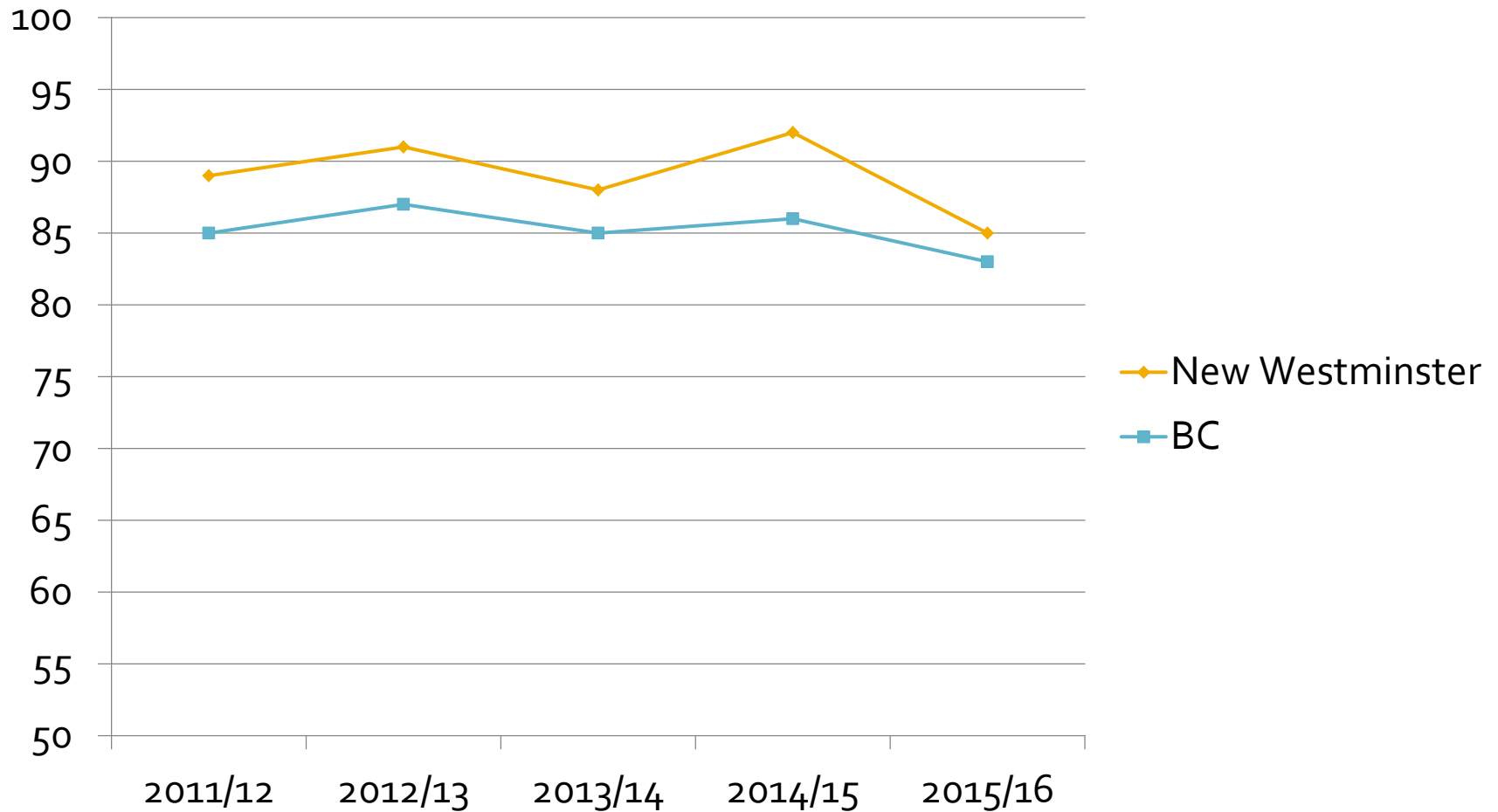


Grade 4 Reading (All Students)



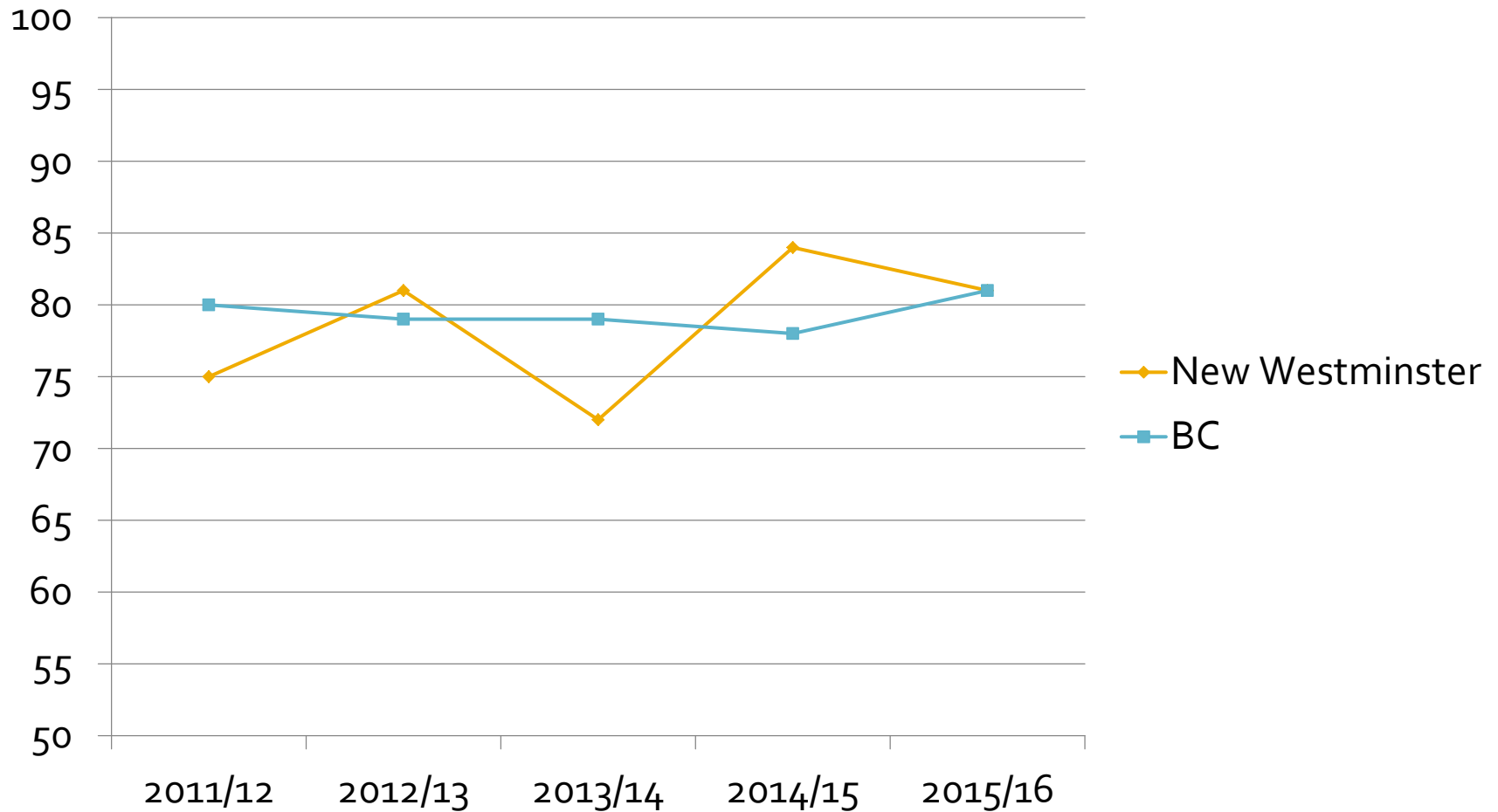


Grade 4 Writing (All students)





Grade 4 Numeracy (All Students)



FSA Over Time...



Graduation Rates

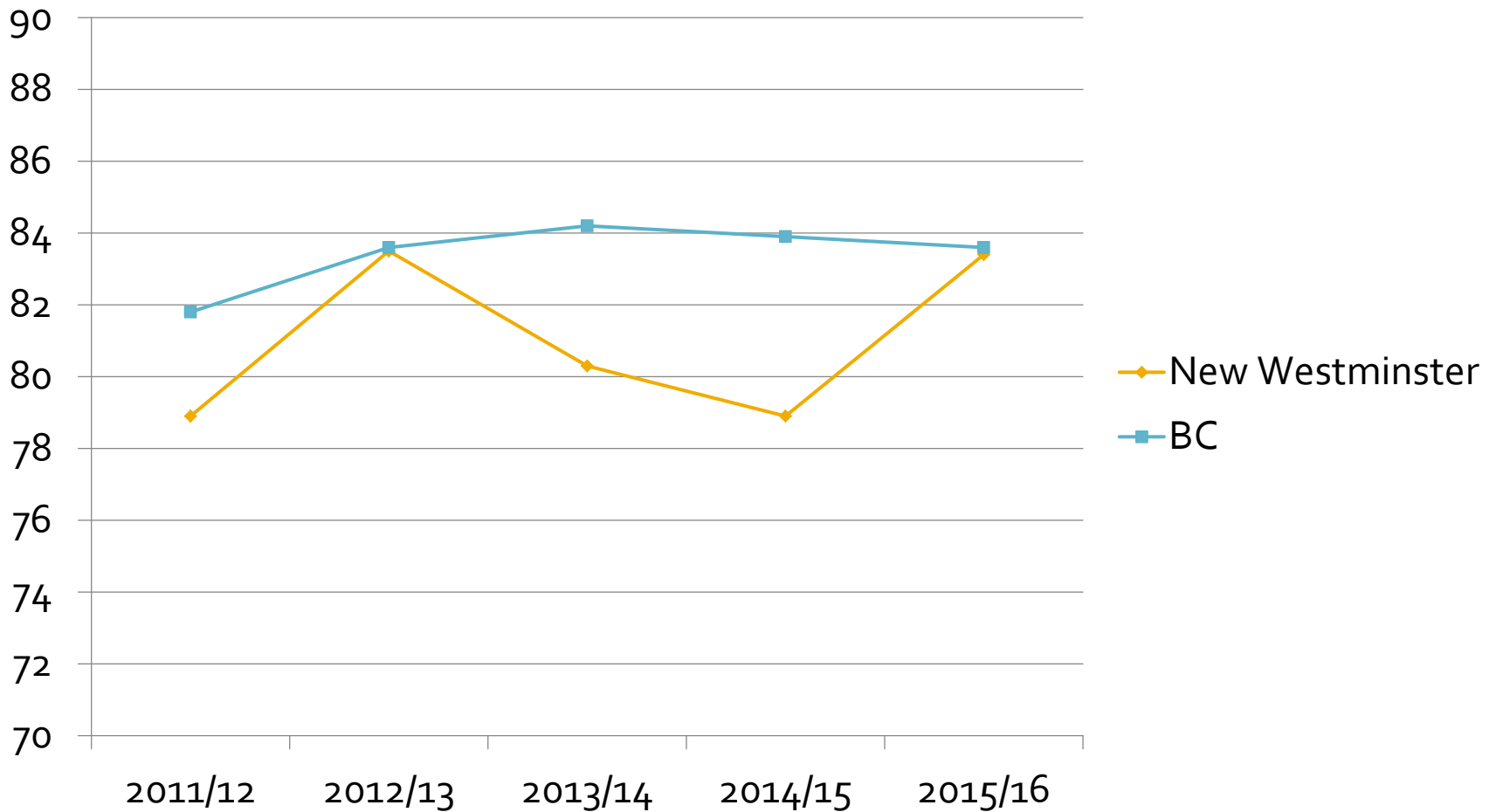


6 Year Completion Rate - District

	Cohort Size	6 Year Completion Rate	Provincial Average
2011/12	657	78.9	81.8
2012/13	632	83.5	83.6
2013/14	634	80.3	84.2
2014/15	625	78.9	83.9
2015/16	620	83.4	83.6



6 Year Completion Rate - District



Provincial Exams



English 10 Blended Marks

New Westminster

Year	C – or Better	C + or Better
2011/12	94	59
2012/13	95	55
2013/14	97	57
2014/15	92	53
2015/16	92	57

Provincial

Year	C – or Better	C + or Better
2011/12	97	69
2012/13	97	70
2013/14	97	70
2014/15	96	70
2015/16	96	71

English 10 Exam Marks

New Westminster

Year	C – or Better	C + or Better
2011/12	88	62
2012/13	91	59
2013/14	88	59
2014/15	86	52
2015/16	86	55

Provincial

Year	C – or Better	C + or Better
2011/12	91	65
2012/13	93	70
2013/14	90	64
2014/15	89	57
2015/16	90	60

English 10 Course Marks

New Westminster

Year	C – or Better	C + or Better
2011/12	96	60
2012/13	95	55
2013/14	98	59
2014/15	95	57
2015/16	93	59

Provincial

Year	C – or Better	C + or Better
2011/12	91	65
2012/13	93	70
2013/14	90	64
2014/15	89	57
2015/16	90	60

English 12 Blended Marks

New Westminster

Year	C – or Better	C + or Better
2011/12	98	77
2012/13	100	70
2013/14	98	77
2014/15	97	74
2015/16	97	71

Provincial

Year	C – or Better	C + or Better
2011/12	98	71
2012/13	98	73
2013/14	98	73
2014/15	98	74
2015/16	98	73

English 12 Exam Marks

New Westminster

Year	C – or Better	C + or Better
2011/12	93	70
2012/13	93	66
2013/14	92	71
2014/15	91	68
2015/16	92	68

Provincial

Year	C – or Better	C + or Better
2011/12	91	60
2012/13	92	63
2013/14	91	61
2014/15	92	63
2015/16	91	61

English 12 Course Marks

New Westminster

Year	C – or Better	C + or Better
2011/12	98	80
2012/13	100	75
2013/14	99	79
2014/15	98	75
2015/16	98	75

Provincial

Year	C – or Better	C + or Better
2011/12	98	77
2012/13	98	79
2013/14	98	79
2014/15	98	80
2015/16	98	80

New Westminster

MATHEMATICS 10, APPRENTICESHIP AND WORKPLACE - Blended Final Marks

		School Year	Total Gr 10 Students*	Students Assigned Blended Final	C- (pass) or Better		C+ (good) or Better	
				Mark	District		District	
				#	#	#	%	#
Blended Final Marks	All Students	2011/12	604	123	104	85	37	30
		2012/13	587	127	117	92	51	40
		2013/14	489	98	92	94	46	47
		2014/15	515	80	80	100	46	58
		2015/16	578	85	80	94	34	40

Provincial Required Examinations - 2015/16

Province - Public and Independent Schools Combined

MATHEMATICS 10, APPRENTICESHIP AND WORKPLACE - Blended Final Marks

			Students		C- (pass) or Better		C+ (good) or Better	
		School	Total	Assigned				
		Year	Gr 10	Blended Final				
			Students*	Mark	Province		Province	
			#	#	#	%	#	%
Blended Final Marks	All Students	2011/12	59304	10919	10092	92	4450	41
		2012/13	55755	10991	10260	93	4729	43
		2013/14	53620	10439	9646	92	4523	43
		2014/15	52834	10561	9731	92	4657	44
		2015/16	53177	10028	9044	90	4538	45

Summary of 5 Year Trend





What Does This All Mean?





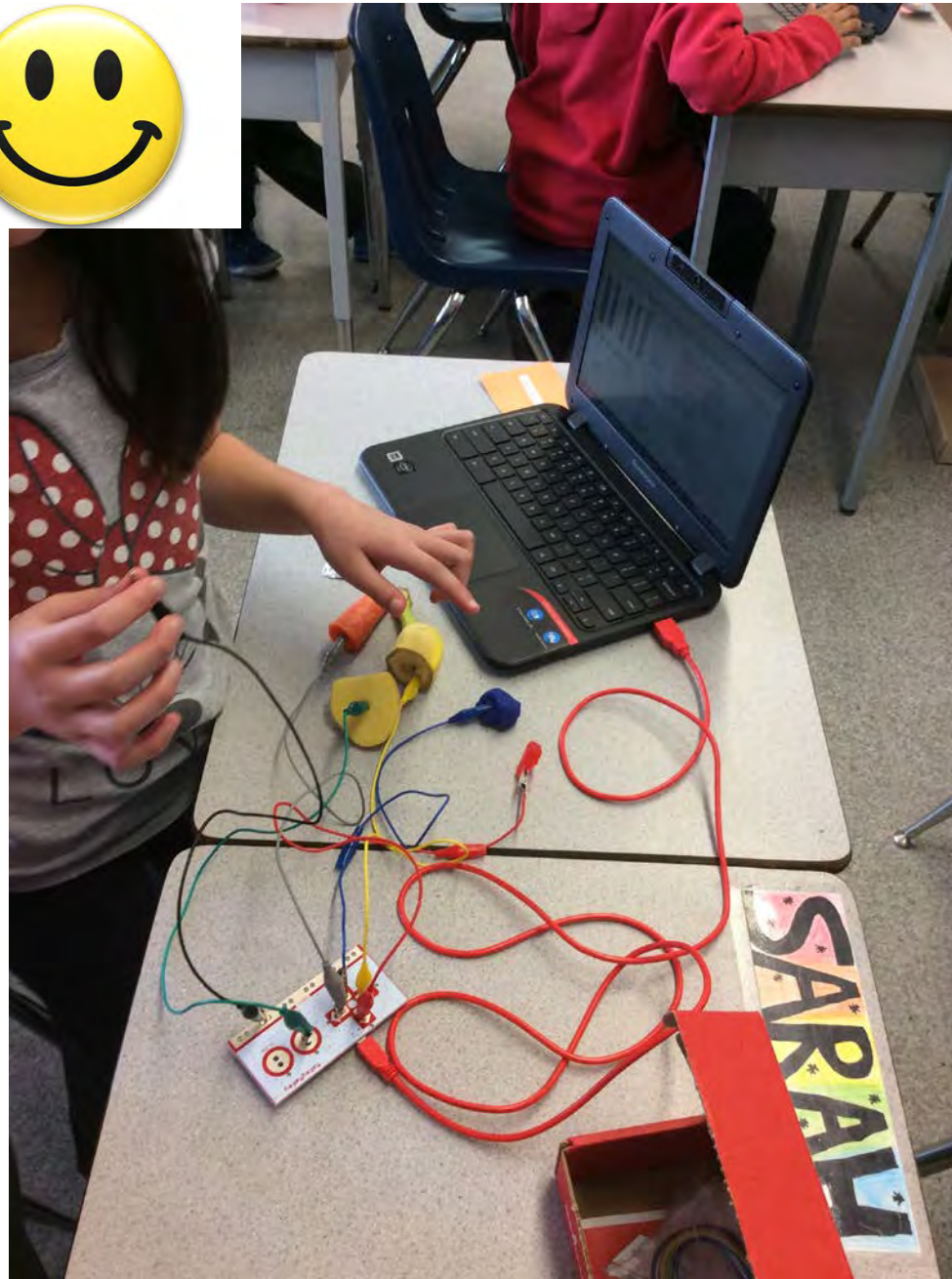


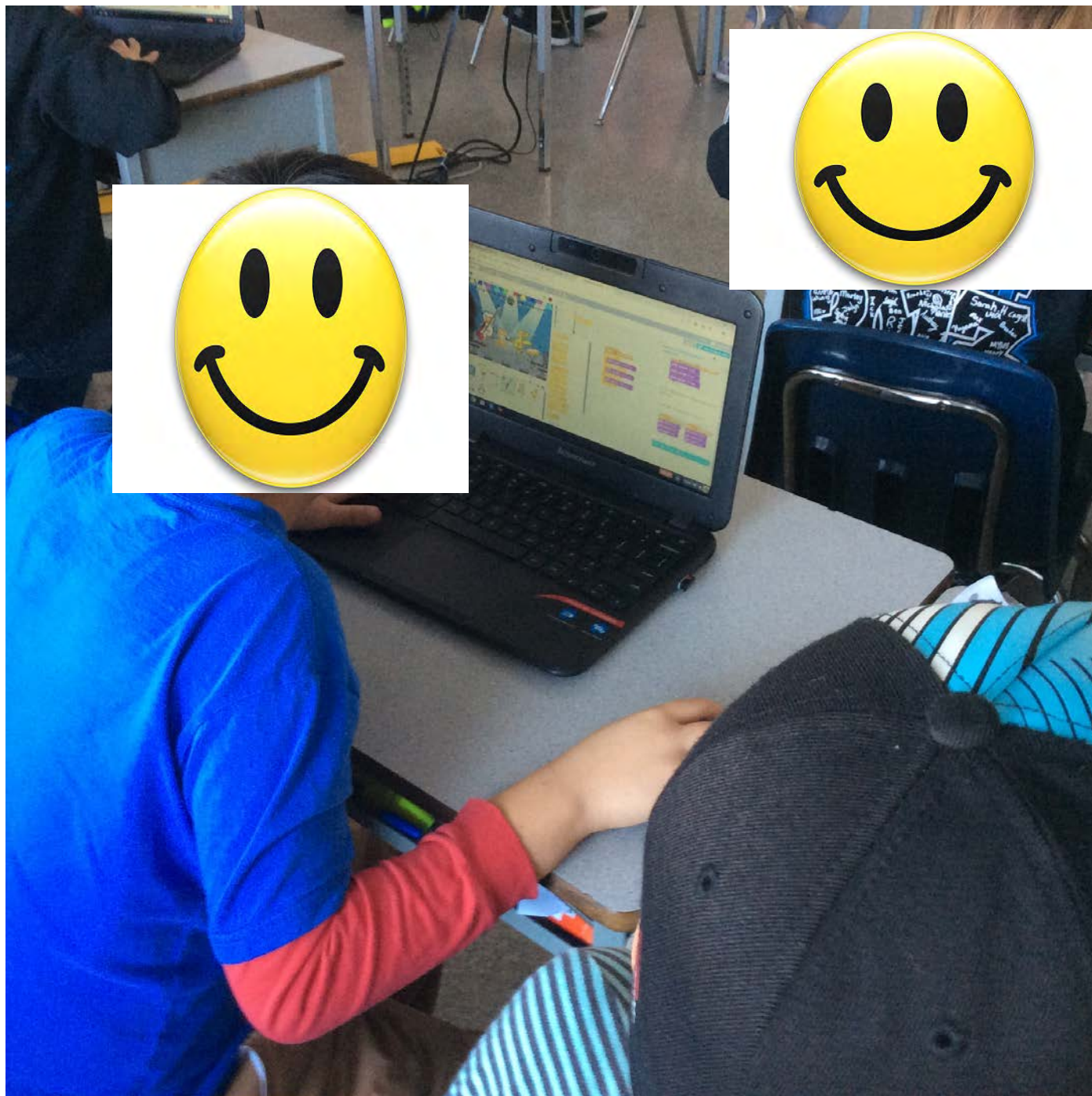
wiseGEEK

















Teaching and Learning in Diverse Classrooms



Teaching and Learning in Diverse Classrooms

Four Areas of Focus:

- **Engagement** and **Personalized Learning**
- **Social Emotional Well-Being** and **Healthy Lifestyles**
- **Communicating Student Learning**
- **Technology** to amplify **Learning**

