



SUPERINTENDENT OF SCHOOLS/CEO REPORT ON STUDENT ACHIEVEMENT 2020



**Central Okanagan
Public Schools**

Together We Learn

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CENTRAL OKANAGAN PUBLIC SCHOOLS



MISSION STATEMENT

Our Mission: To educate students in a safe, inspirational learning environment where each student develops the knowledge and skills to be a lifelong learner and a healthy productive member of our global society.

VISION STATEMENT

Our Vision: Central Okanagan Public Schools is a progressive leader in education, which sets the standard for educational excellence and strives to ensure that each student has opportunities to succeed.



CULTURAL VALUES

- **Honesty** is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.
- **Responsibility** is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.
- **Respect** is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.
- **Empathy** is a feeling of concern, compassion and understanding of another's situation or feelings.
- While recognizing individual situations and differences, **Fairness** is ensuring impartiality where everyone plays by the same rules.

CENTRAL OKANAGAN PUBLIC SCHOOLS



OUR OVERARCHING GOAL

"Each Central Okanagan Public School student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator, and contributor."

CENTRAL OKANAGAN PUBLIC SCHOOLS



- Serve over 200,000 citizens in 4 municipalities (Peachland, West Kelowna, Kelowna and Lake Country), Westbank First Nation and the Regional District of Central Okanagan
- 5th largest District in the province (4% of provincial enrollment)
- 44 Schools: 31 Elementary, 7 Middle (soon to be 8), 5 Secondary, and 1 Alternative Education (4 campuses)
- Partnerships with 16 Preschools
- 8 Strong Start Centres

Partners Include:

- Central Okanagan Teacher's Association (COTA)
- Canadian Union of Public Employees Local 3523 (CUPE)
- Central Okanagan Principals' & Vice Principals' Association (COPVPA)
- Central Okanagan Parent Advisory Council (COPAC)
- District Student Council (DSC)

Management Team:

- Central Okanagan School Business Officials (COSBO)
- BC School Superintendents Association (BCSSA)



CENTRAL OKANAGAN PUBLIC SCHOOLS OUR STUDENTS



	H/C*
Elementary	10,890
Middle	4,739
Secondary	7,122
Alternate Programs	1,228
	23,502
International Ed	477
TOTAL:	23,979

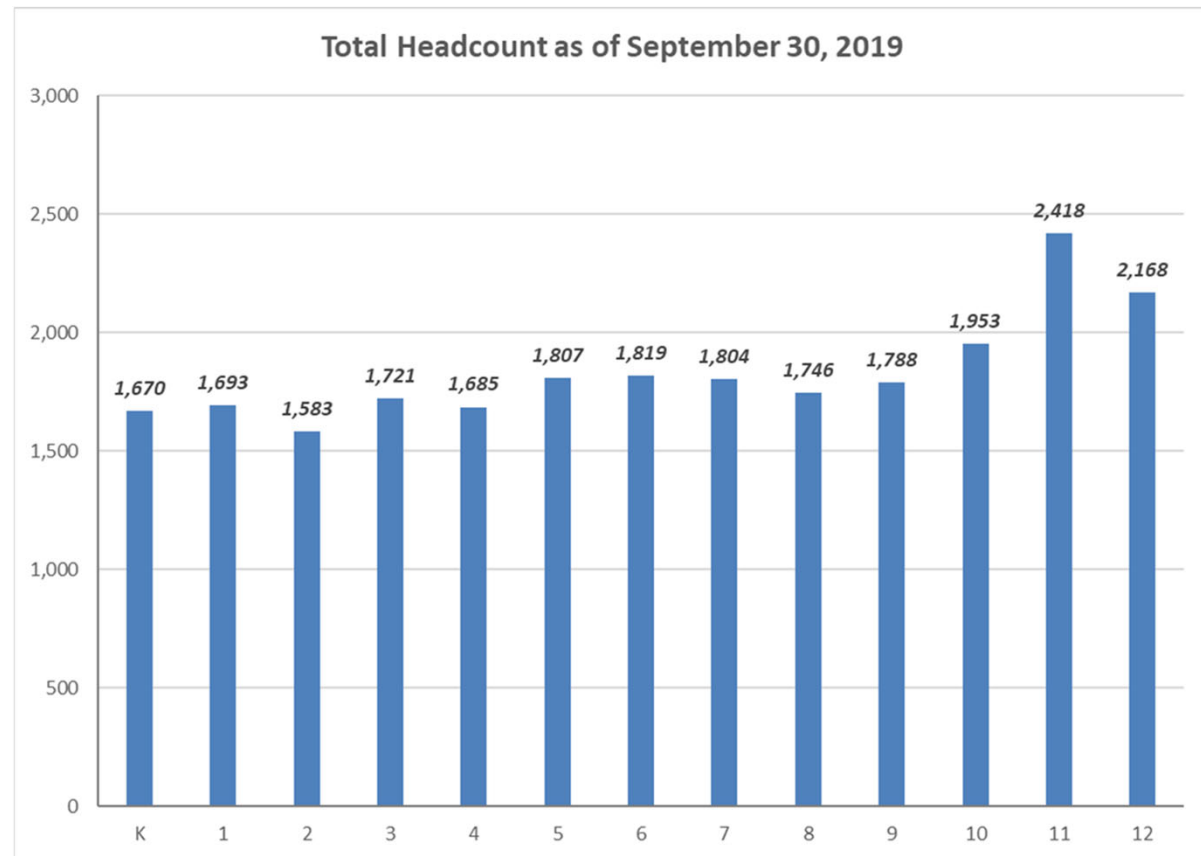
- *H/C = headcount
- Data as of September 30, 2019



CENTRAL OKANAGAN PUBLIC SCHOOLS OUR STUDENTS



GRADE LEVEL DISTRIBUTION



COVID-19



<p>STAGE 1</p> <p>SCHOOL DENSITY TARGETS</p> <p>100%</p>	<p>STAGE 2</p> <p>SCHOOL DENSITY TARGETS</p> <p>K-7: 100%</p> <p>Grade 8-12: 40%</p>	<p>STAGE 3</p> <p>SCHOOL DENSITY TARGETS</p> <p>K-5: 50%</p> <p>Gr. 6-12: 20%</p>	<p>STAGE 4</p> <p>SCHOOL DENSITY TARGETS</p> <p>K-12: 20%</p>	<p>STAGE 5</p> <p>SCHOOL DENSITY TARGETS</p> <p>K-12: 0%</p>
<p>In-class instruction:</p> <p>K-12: 5 day per week</p>	<p>In-class instruction:</p> <p>K-7: 5 days per week</p> <p>Grade 8-12: 2 days per week</p> <p>-----</p> <p>5 days per week available for:</p> <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports <p>-----</p> <p>Remote/online instruction:</p> <p>Balance of learning</p>	<p>In-class instruction:</p> <p>K-5: 2 to 3 days per week</p> <p>Gr. 6-7: 1 day per week</p> <p>Gr 8-12: 1 day per week</p> <p>-----</p> <p>5 days per week available for:</p> <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports <p>-----</p> <p>Remote/online instruction:</p> <p>Parent/Guardian choice to return to in-class instruction optional</p> <p>Balance of learning</p>	<p>In-class instruction:</p> <p>K-12: Limited</p> <p>-----</p> <p>5 days per week available for:</p> <ul style="list-style-type: none"> ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports <p>-----</p> <p>Remote/online instruction:</p> <p>K-12: Majority of all students</p>	<p>In-class instruction:</p> <p>K-12: None</p> <p>-----</p> <p>Suspend all in-class instruction for all grades and students</p> <p>-----</p> <p>Remote/online instruction:</p> <p>K-12: All Students</p>

INDIGENOUS EDUCATION Through the Lens of Equity



- Over 3000 students (K-12) identify as Indigenous (First Nations, Metis, or Inuit)
- Indigenous students have opportunities to engage in cultural learnings and protocols through the Indigenous Education Department
- Indigenous content is embedded in curriculum (K-12), supporting our focus on Reconciliation



INDIGENOUS EDUCATION Through the Lens of Equity



- A District Equity Scan Committee, comprised of Elders, District staff, Teachers, Indigenous Student Advocates, and community members was formed in 2018 to explore equitable practices for Indigenous learners and to make recommendations on goals and priorities to the Board of Education.
- On February 20th, 2020, the Board of Education and the Indigenous communities within the Okanagan Territory came together to sign the five-year **“Equity in Action Agreement”**.



Equity Empowers each learner to thrive holistically

INDIGENOUS EDUCATION GRADUATION



CENTRAL OKANAGAN PUBLIC SCHOOLS INTERNATIONAL EDUCATION



- The Internationalization of local schools is accelerating with the growth of the community and in the 2019/2020 school year the Central Okanagan Public Schools:
 - processed and supported **408** new clients (parents and children) through the District Welcome Centre resulting in the enrolment of **358** newly arrived students from **49** countries
 - had a total of **1438** new immigrant children from **79** countries enrolled across the District
- The diversity coming into the community is also reflected in the data collected by Immigration, Refugees and Citizenship Canada:
 - during the 2019/2020 school year, **182** economic class immigrants, **37** family class immigrants and **175** refugees were serviced through the District Welcome Centre
 - the most prevalent countries represented in new immigrant numbers in the Central Okanagan by volume were: Syria, Philippines, Peoples Republic of China, Germany, Great Britain, United States, South Africa, Republic of Korea, Mexico, Jamaica, and India.

CENTRAL OKANAGAN PUBLIC SCHOOLS INTERNATIONAL EDUCATION



Together We Learn



Central Okanagan
Public Schools

International Education



- Further cultural diversity was introduced to local schools through the Central Okanagan Public Schools International Education Program in the 2019/2020 school year:
 - **573** students totaling **410** FTE from **33** countries and jurisdictions enrolled in local schools
 - the countries sending the most students to the Central Okanagan by volume were: Germany, China (including Hong Kong and Macau), Mexico, Spain, Japan, Korea, Brazil, Italy, Belgium, Columbia and Slovakia.



CENTRAL OKANAGAN PUBLIC SCHOOLS INTERNATIONAL EDUCATION – OUR STUDENTS



- Aside from the benefits inherent to interactions with students from other cultures, such as becoming more globally aware, local students also benefit from increased services and support due to having an international program in the District:
 - in 2019/2020, over **\$3.8** million dollars was distributed to schools and the District which supplemented funding from the Ministry of Education; and
 - structures, services and support required to provide a robust international program continue to be leveraged to better support students in all schools.

HUMAN EARLY LEARNING PARTNERSHIP



Early Development Instrument (EDI)



The collection of the Early Development Instrument (EDI) data over the last decade, through the work of the late Dr. Clyde Hertzman of UBC’s Human Early Learning Partnership (HELP), indicates approximately **30%** of children living in the Central Okanagan are developmentally vulnerable in one or more area when they enter Kindergarten.

MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)



The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. The MDI is not an assessment for individual children. Instead, it is a unique and comprehensive population-based measure that helps us gain a deeper understanding of children's health and well-being during middle childhood. Researchers at the Human Early Learning Partnership (HELP) are using results from the MDI to understand the factors that promote children's social-emotional health and well-being. In addition, the MDI is being used to inform policy and practice and support collaboration across education, health and community sectors.

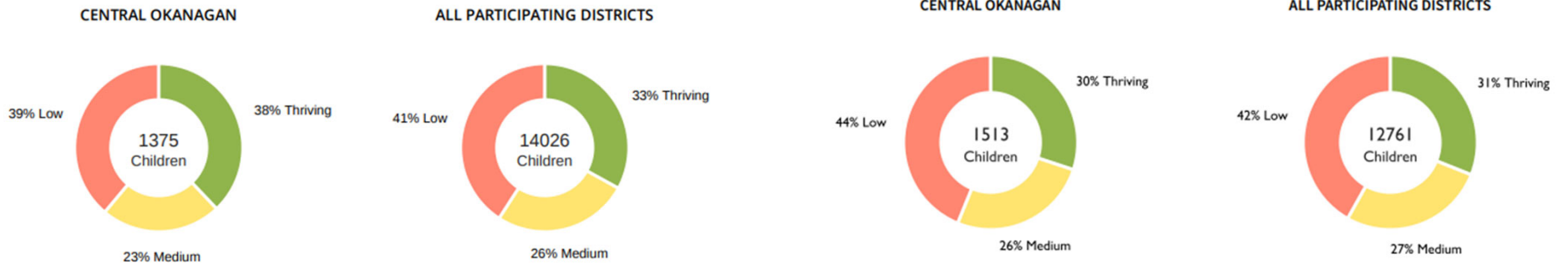
Children's self-reported well-being is directly related to the number of assets they perceive in their lives; as the number of assets in a child's life increases, they are more likely to report higher levels of well-being (Gadermann et al., 2016).

MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI) – Grade 7 Social and Emotional Development Results



2018-2019 (Gr. 7)

2019-2020 (Gr. 7)



High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



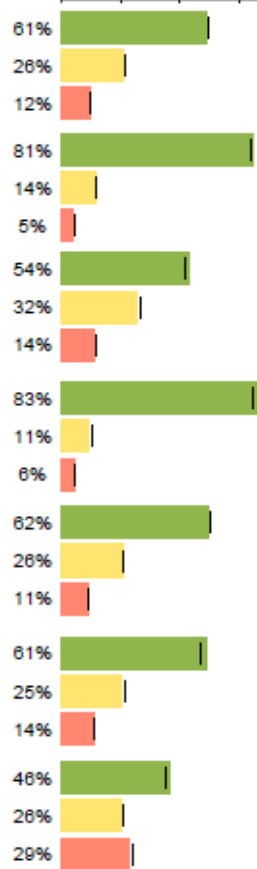
Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI) – Grades 4 & 7 Social and Emotional Development Results



2017-2018 (Gr. 4)

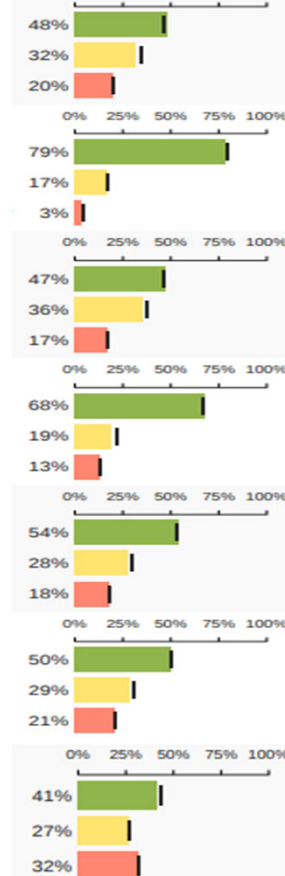
0% 25% 50% 75% 100%



Number of children: 1,467

2018-2019 (Gr. 7)

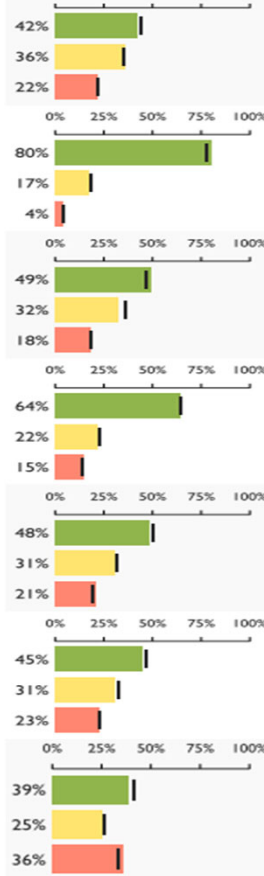
0% 25% 50% 75% 100%



Number of children: 1,375

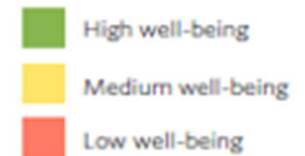
2019-2020 (Gr. 7)

0% 25% 50% 75% 100%



Number of children: 1,513

Percentage of children who reported:



Average for all districts *

* The average for all districts participating in the 2016/17 MDI represents 7,599 children, including those from your district. See page 9 for a list of participating districts.

EARLY LEARNING PROGRAMS



In partnership with families and community, we support the development of the whole child through competency driven, child centered, place-based pedagogy so that each child develops the attributes of a learner, thinker, innovator, collaborator and contributor.



EARLY YEARS PARTNERSHIPS



- We currently have **16** preschools and **8** StrongStart programs nested in Central Okanagan Public Schools. Serving approximately **600** families each year in preschool programs and more than **1800** families through StrongStart, these programs have had a profound impact on learner and school readiness. It is one of our most effective practices for ensuring safe, seamless and well-supported transitions from home to school.
- We also recognize the need to transition all **1713** children entering kindergarten in the coming year, through a family-centered approach. We know that each family entering public education is unique as circumstance and context varies from family to family.
- We currently have **18** School Aged Out-of-School Care Programs, operating from schools and providing a seamless day for families.
- We are exploring the possibility of prototyping a K-2 seamless day program at one of our schools for the 2020-21 school year. Funding from the Ministry of Education is pending.



EARLY LEARNING PROFILE



Emergent literacy assumes that literacy acquisition begins at birth and emerges gradually over time. Long before children can read and write in a conventional sense, they are learning about literacy especially when immersed in literate-rich environments. Children arrive at preschools, StrongStart programs and Kindergarten with varying degrees of emerging literacy knowledge dependent upon their prior experiences.

A strong focus of the Central Okanagan over the last decade has been on ensuring that foundational decoding skills are in place prior to the end of grade two to facilitate reading comprehension and to foster the joy of reading literature independently at grade three.

PM Benchmarks are used to assess students reading skills (accuracy, fluency and comprehension) and help us as a District monitor the reading skills of our learners.

Teacher Resource Package

Early Literacy Essential Skills Profile



Kindergarten to Grade 3

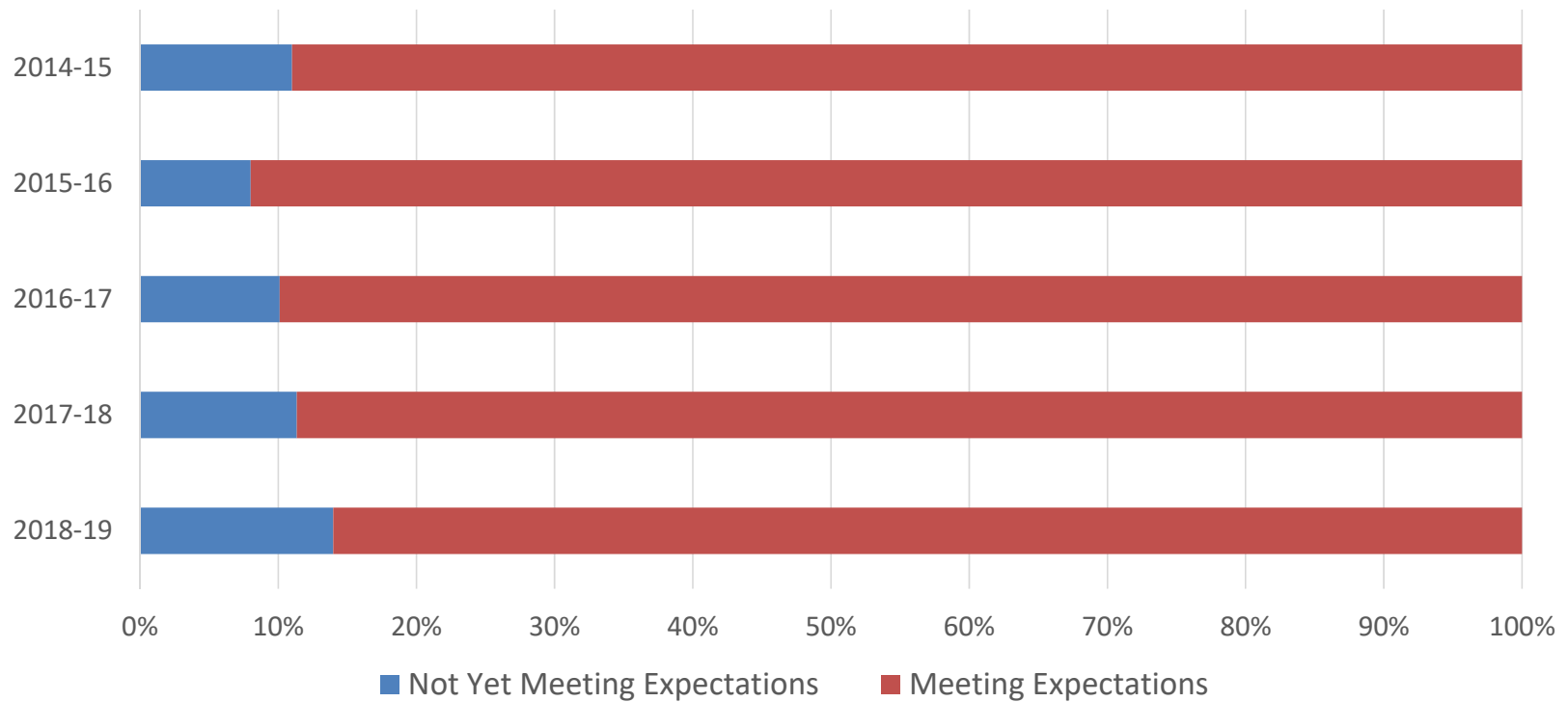
2017

BUILDING FOUNDATIONAL SKILLS - LITERACY



READING PERFORMANCE

PM Benchmark Results - Grade 3

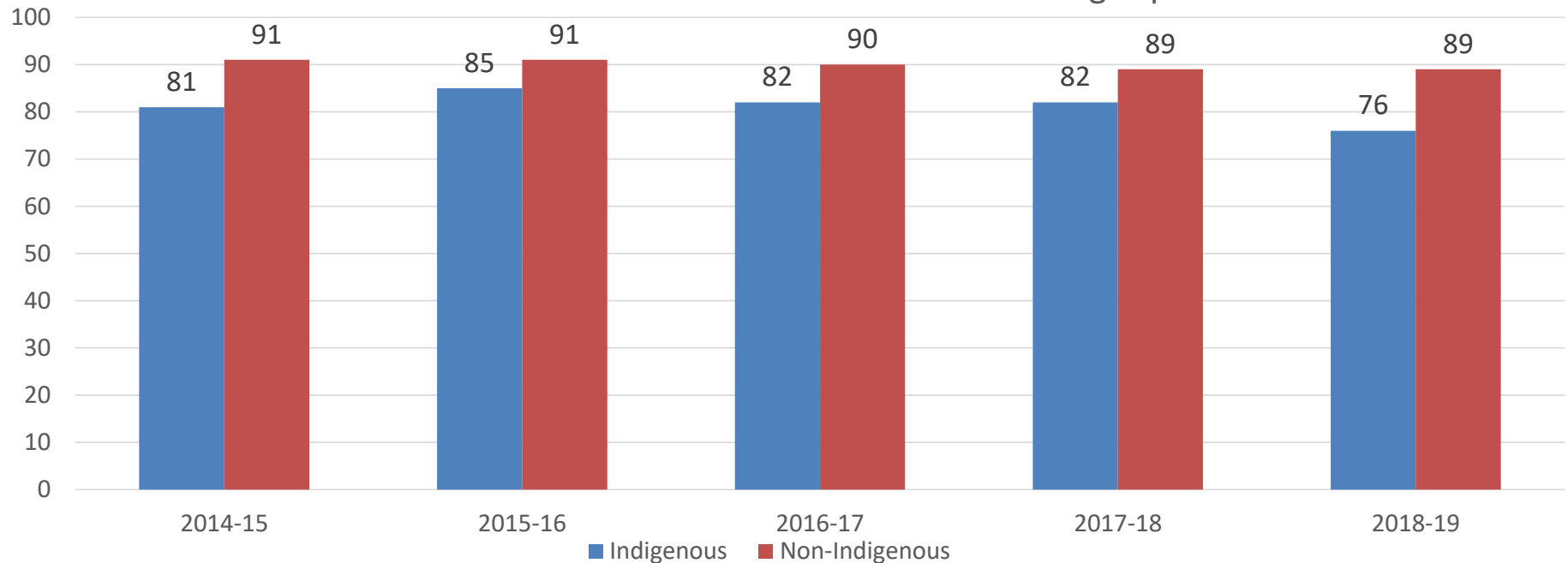


BUILDING FOUNDATIONAL SKILLS - LITERACY



READING PERFORMANCE

Grade 3 - PM Benchmark Results- % Students Meeting Expectations



To address disparity of literacy results, the Collaborative Learning Services Team (Early Learning, Instructional Leadership, Indigenous Ed, Student Support Services) will be focusing efforts in the Fall to provide additional classroom support in schools with highest levels of vulnerability.

BUILDING FOUNDATIONAL SKILLS - LITERACY



TRANSFER OF LITERACY FOUNDATIONAL SKILLS

Having a strong foundation of literacy skills contributes to each student acquiring the attributes of a learner. We believe that as competent communicators that they will thrive as they acquire the attributes of thinker, innovator, collaborator and contributor.

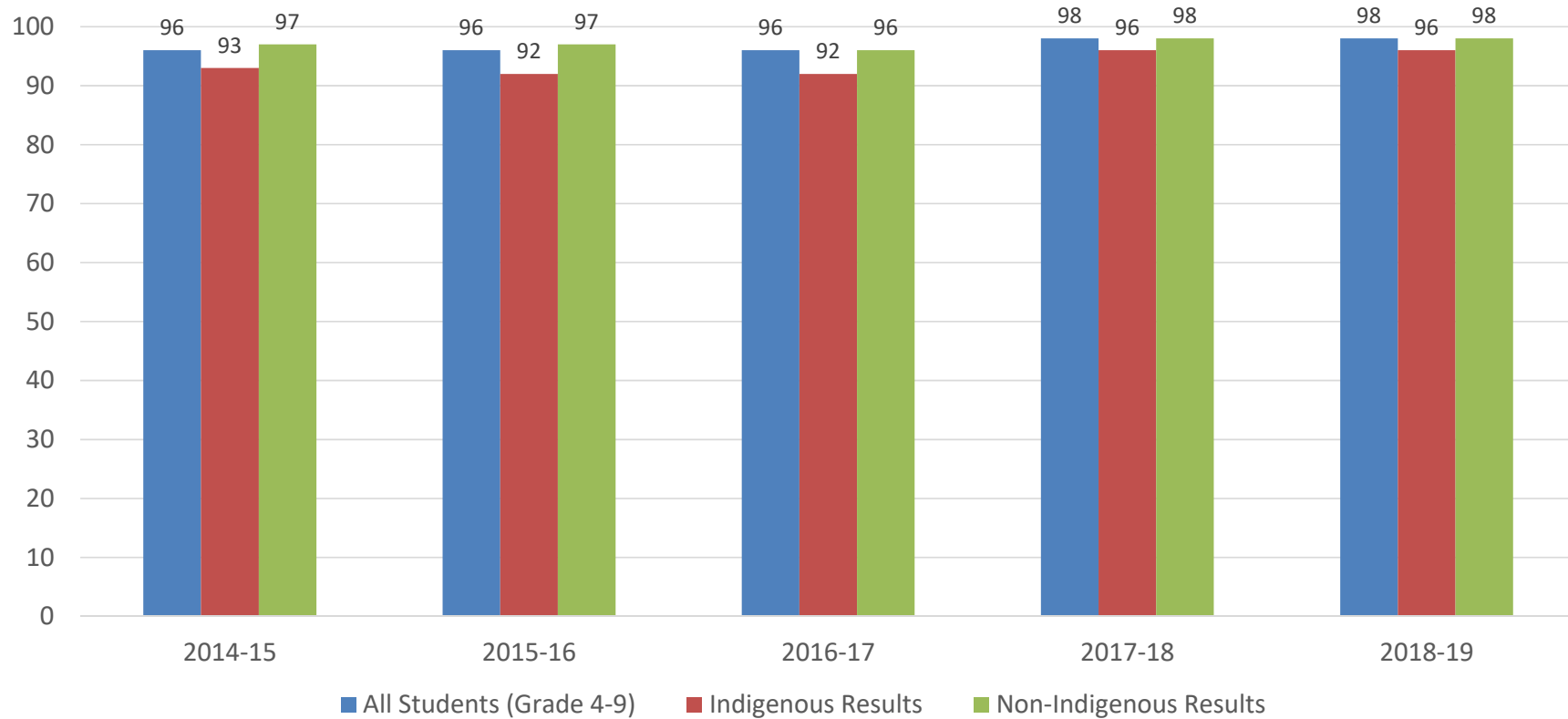
We use the School Wide Write to assess the achievement of our students beyond the primary grades.



BUILDING FOUNDATIONAL SKILLS - LITERACY



SCHOOL WIDE WRITE RESULTS Students in Grades 4-9



BUILDING FOUNDATIONAL SKILLS - SCIENCE

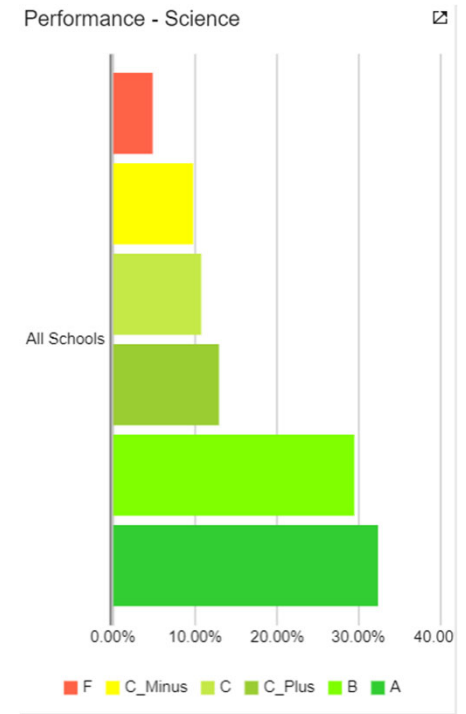
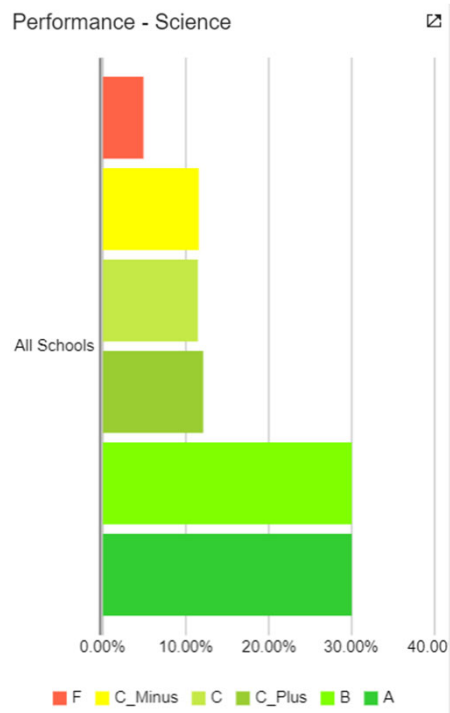
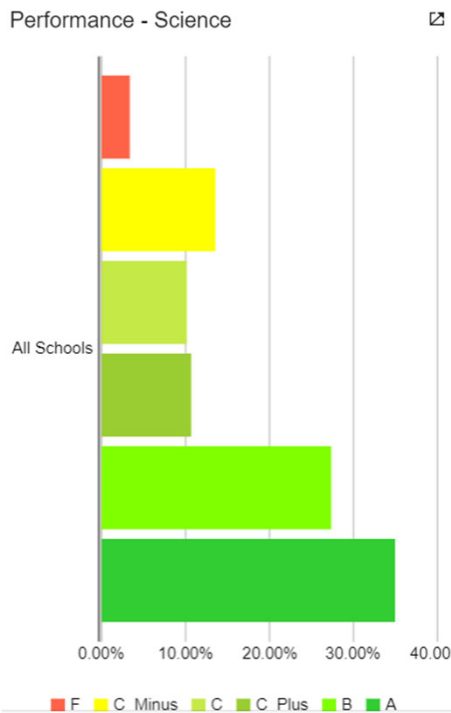


FINAL MARK DISTRIBUTION FOR SCIENCE COURSES BY GRADE - 2018-2019

Grade 10

Grade 11

Grade 12

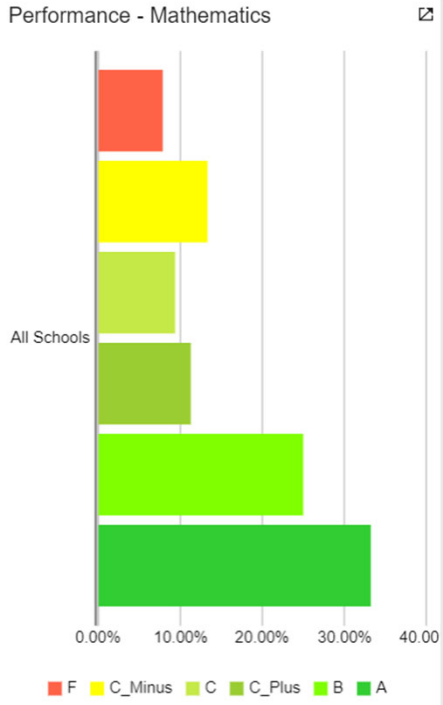


BUILDING FOUNDATIONAL SKILLS – MATHEMATICS

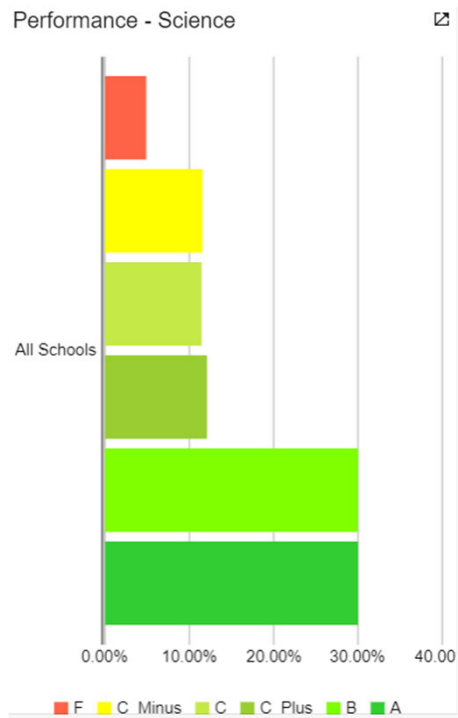


FINAL MARK DISTRIBUTION FOR MATH COURSES BY GRADE 2018-2019

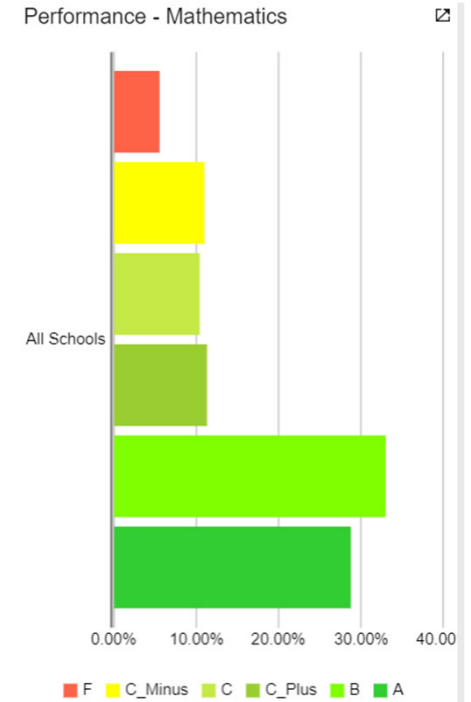
Grade 10



Grade 11



Grade 12



BUILDING FOUNDATIONAL SKILLS – GRADE 10 MATHEMATICS



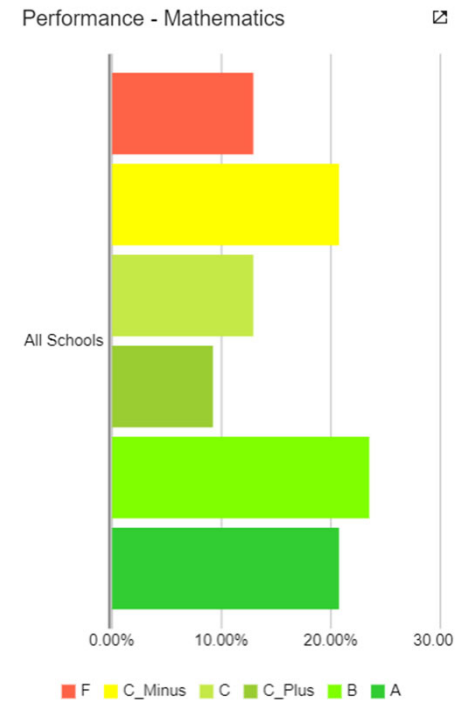
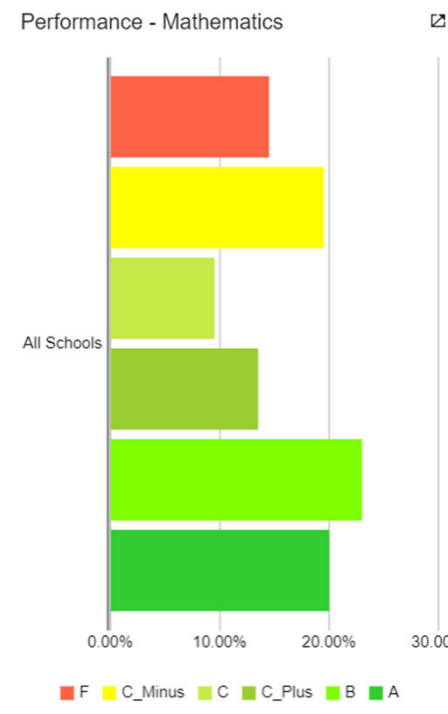
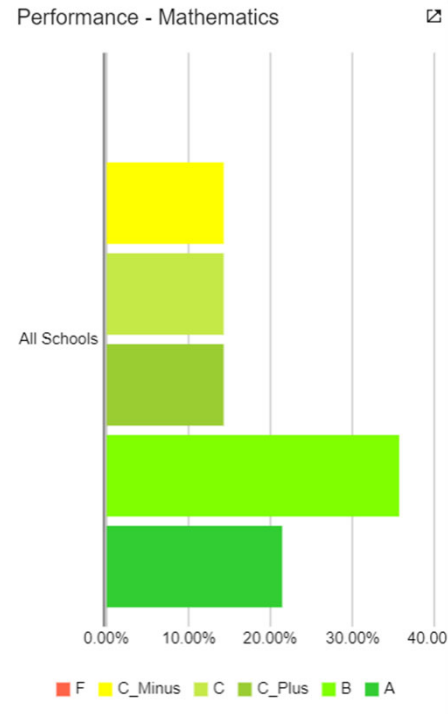
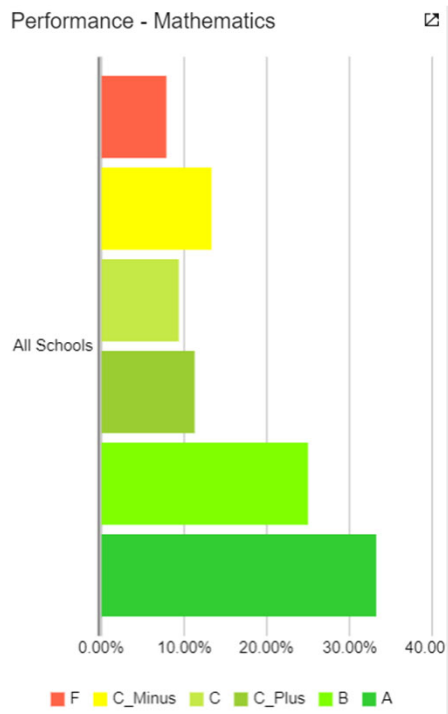
FINAL MARK DISTRIBUTION FOR GRADE 10 MATH COURSES 2018-2019

All Students

ELL

Aboriginal

Special Needs

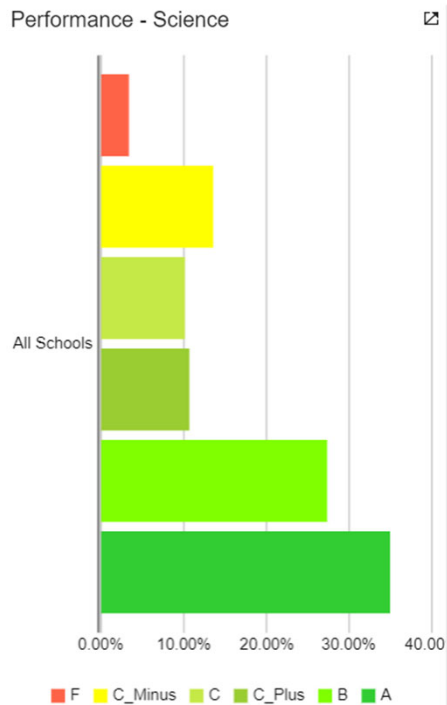


BUILDING FOUNDATIONAL SKILLS – GRADE 10 SCIENCE

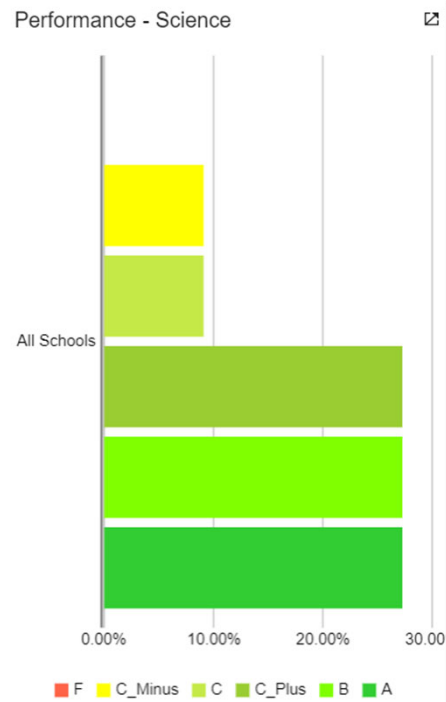


FINAL MARK DISTRIBUTION FOR GRADE 10 SCIENCE COURSES - 2018-2019

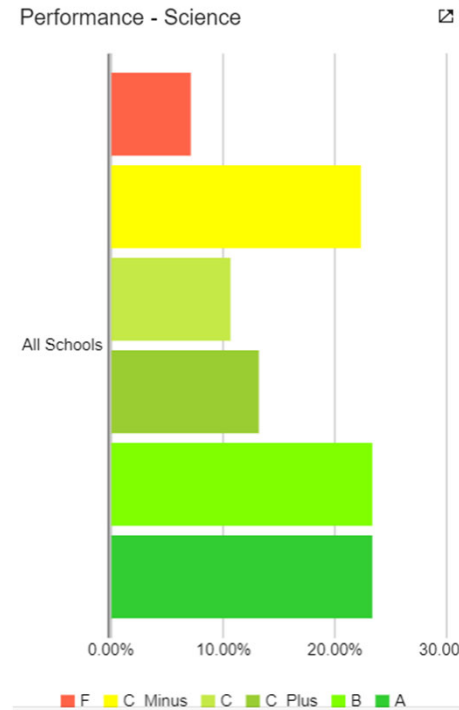
All Students



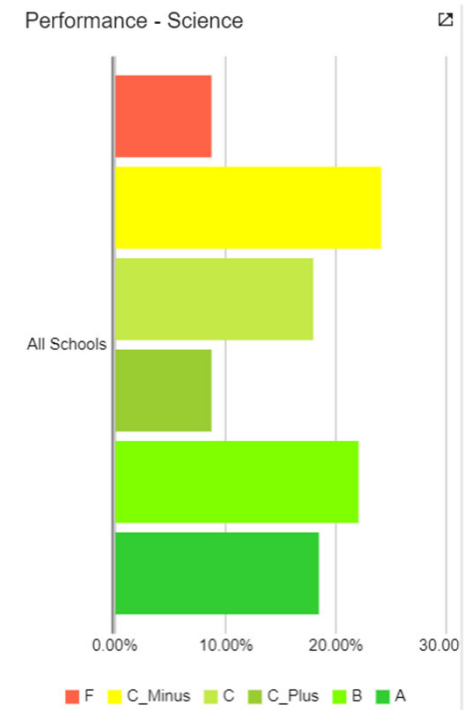
ELL



Aboriginal



Special Needs



BUILDING FOUNDATIONAL SKILLS – GRADE 10 LANGUAGE ARTS



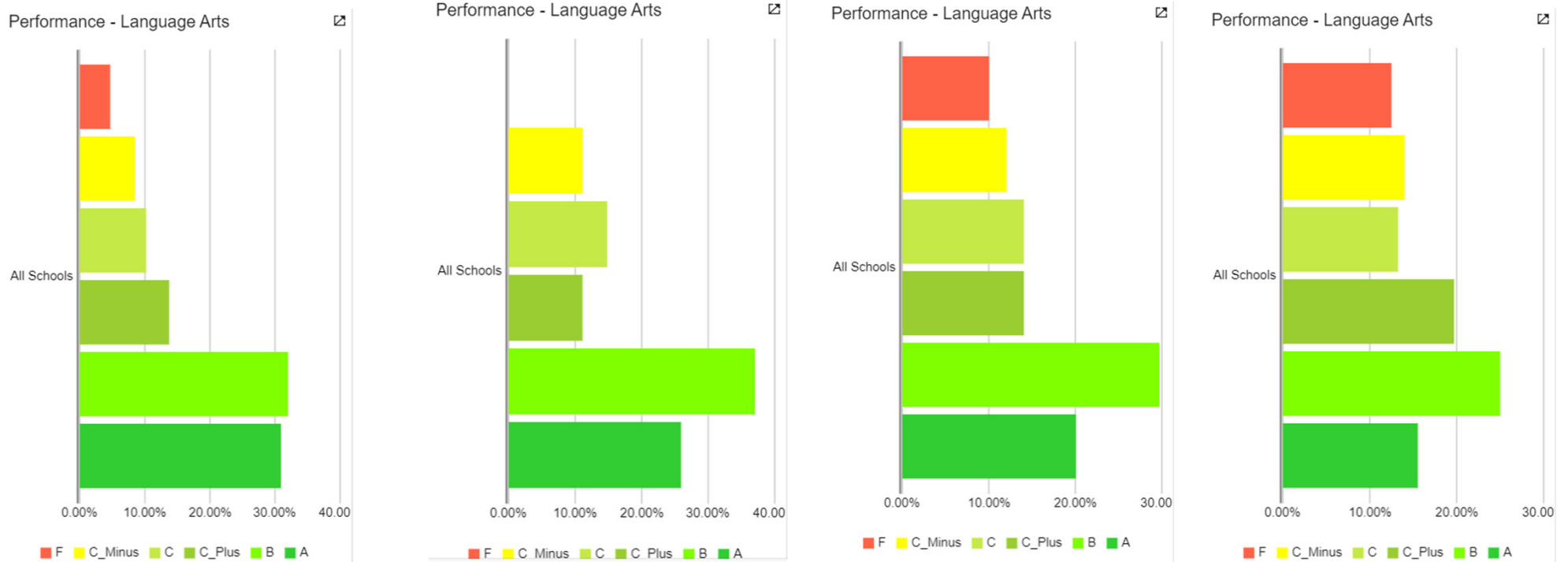
FINAL MARK DISTRIBUTION FOR GRADE 10 LANGUAGE ARTS - 2018-2019

All Students

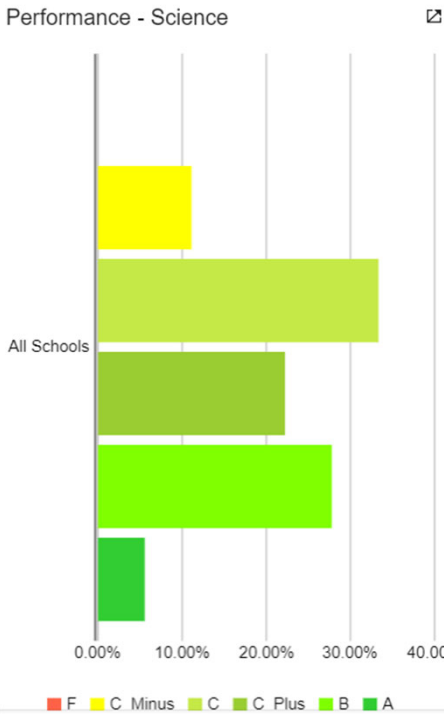
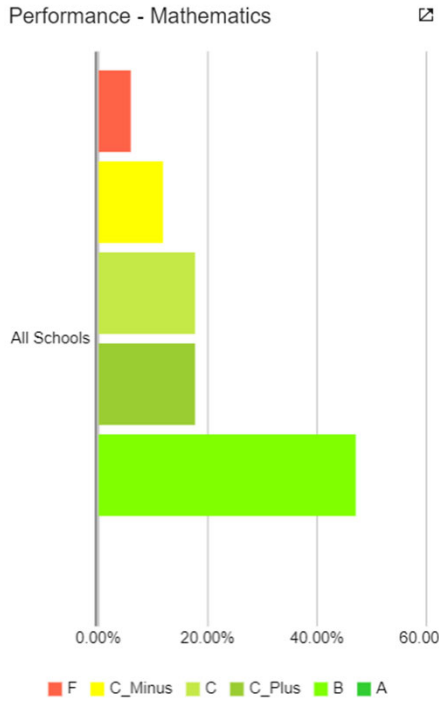
ELL

Aboriginal

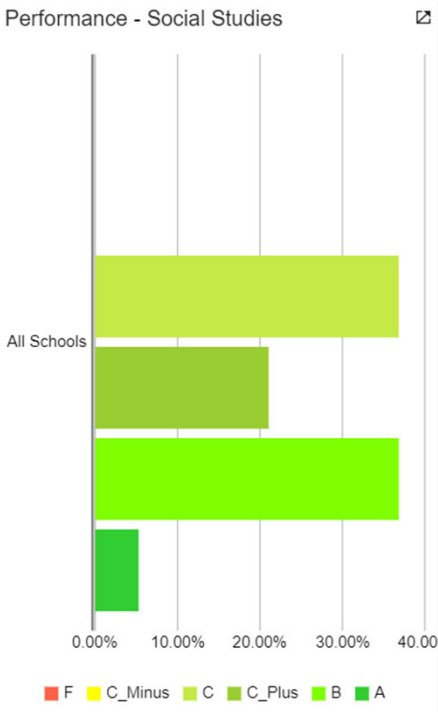
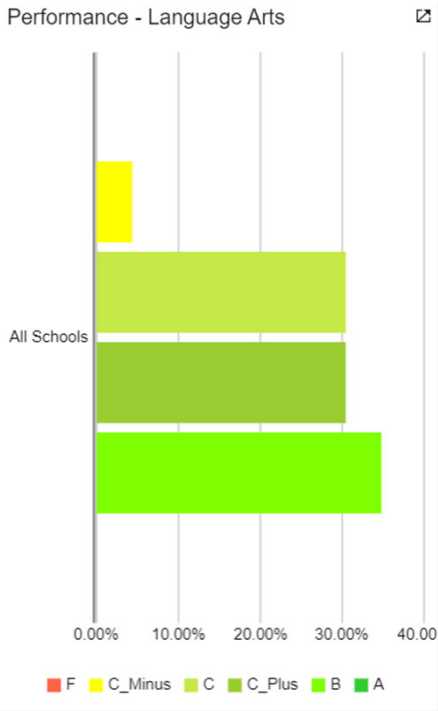
Special Needs



CHILDREN IN CARE - SCIENCE AND MATH 2018-2019



CHILDREN IN CARE - SOCIAL STUDIES AND LANGUAGE ARTS 2018-2019

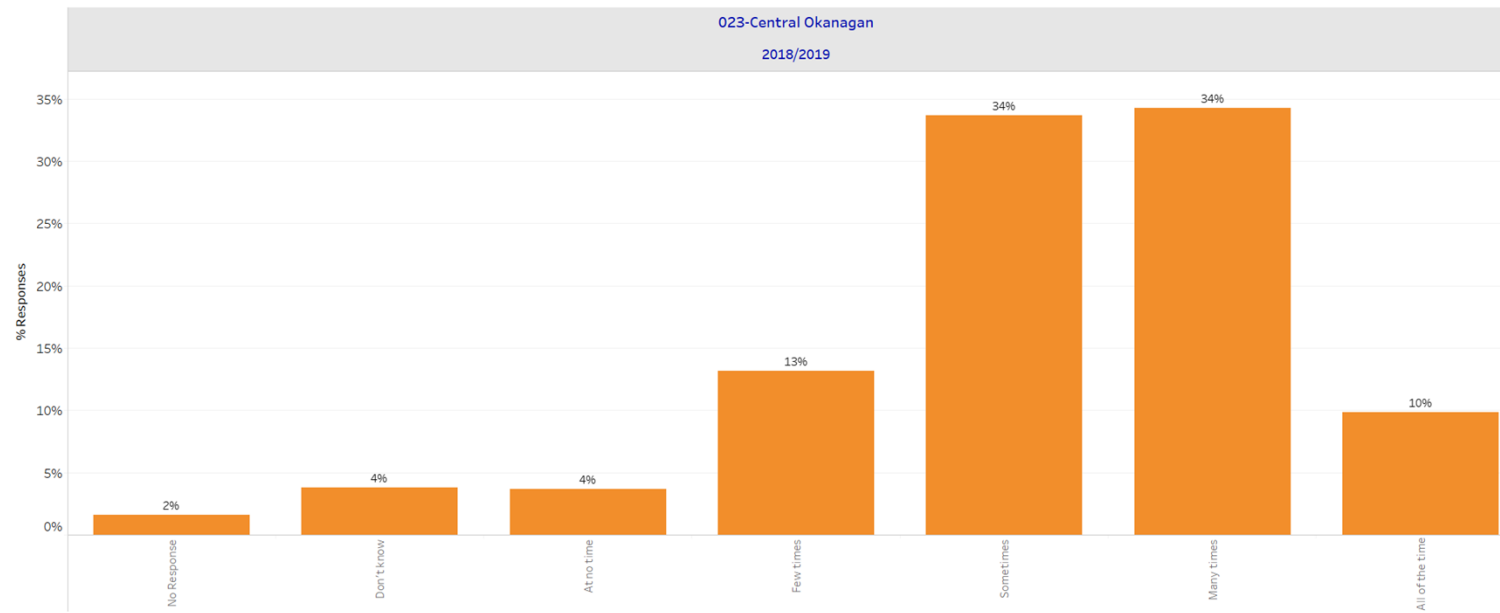


STUDENT LEARNING SURVEY OVERARCHING GOAL – CRITICAL THINKING



2018/2019 - 023-Central Okanagan - Grade 12 Students

Category: Intellectual Development - S17 - At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)



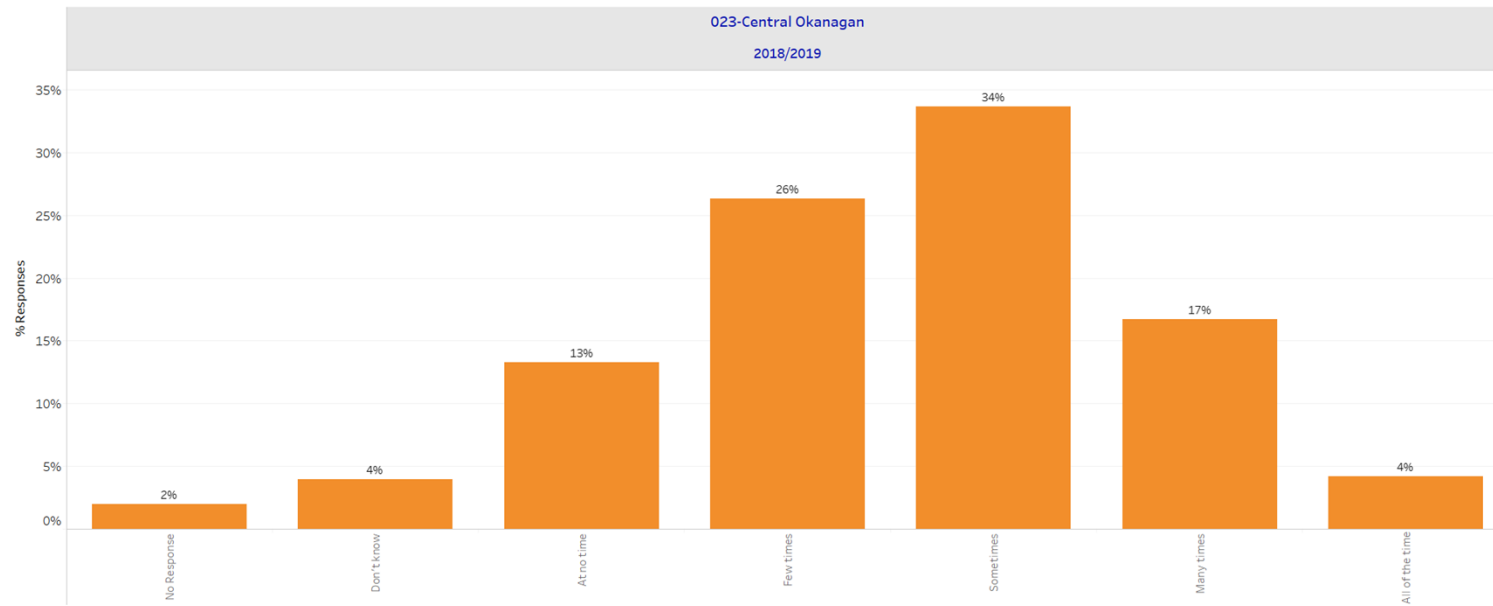
91 % responded positively

STUDENT LEARNING SURVEY OVERARCHING GOAL – CREATIVE THINKING



2018/2019 - 023-Central Okanagan - Grade 12 Students

Category: Intellectual Development - S16 - At school, are you learning ways to become more creative? (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)



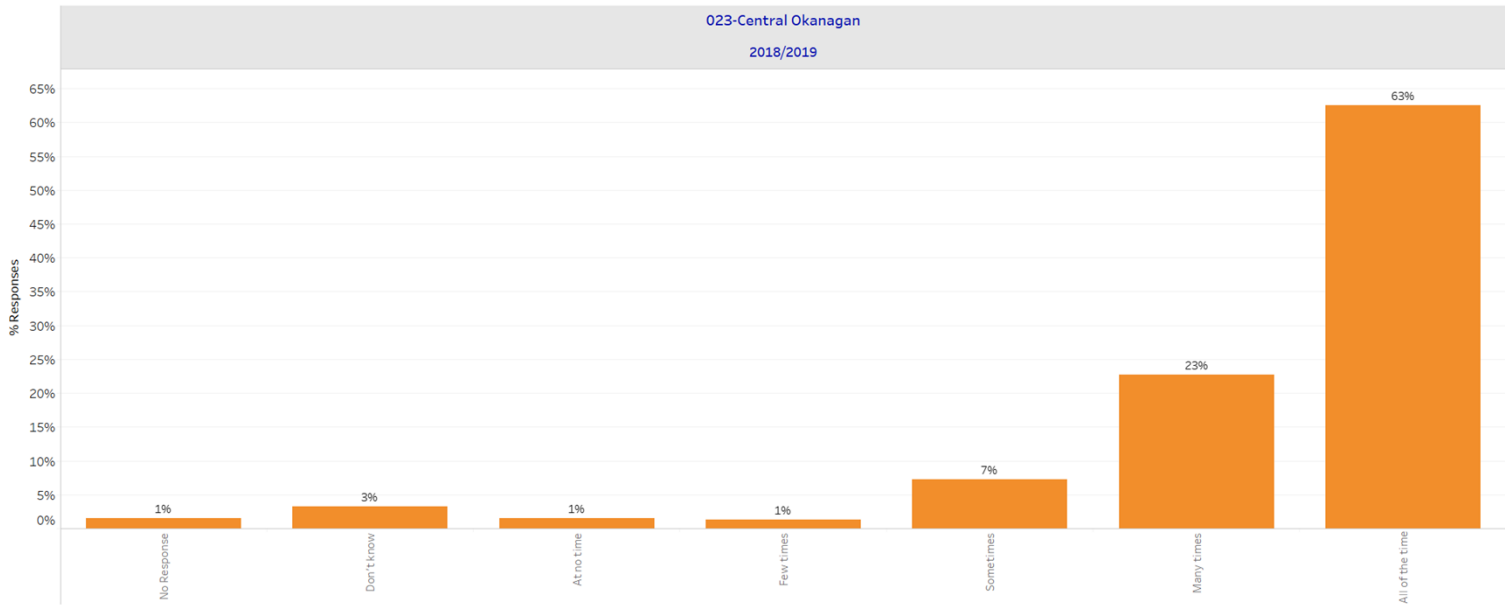
81 % responded positively

ENHANCING STUDENT LEARNING FRAMEWORK

HUMAN AND SOCIAL COMPETENCIES



2018/2019 - 023-Central Okanagan - Grade 12 Students
Category: Social Development - Q18 - At school, do you respect people who are different from you (for example, think, act, or look different)?



94% responded positively

ENHANCING STUDENT LEARNING FRAMEWORK HUMAN AND SOCIAL COMPETENCIES



All schools and programs in the Central Okanagan Public Schools have a focus that is directly or indirectly around the Social and Emotional Wellness of each learner. Some of the major themes are identified as:

1. Sense of Belonging and Connectedness
2. Focus on Cultivating a Culture of Kindness
3. Empowering students to develop a Growth Mindset
4. Fostering Curiosity and Engagement
5. Fostering Determined Learners
6. Fostering Positive Relationships in all learners
7. Designing Collaborative Learning Communities by starting with EMPATHY
8. Fostering an adventure for learning through the social, emotional and physical well-being in our school community
9. Supporting Self-Regulated Learners
10. OECD Learning Principles – learners at the centre, learning is a social process and emotions are integral to learning
11. Critical, creative and compassionate thinking
12. Effective personal and inter-personal skills
13. Personal and social responsibility

DUAL CREDIT RESULTS - BCIT and SCHOOL-BASED



BCIT

Electricity & Industrial Electronics (Construction Electrician) - (Graham)
Heavy Duty Equipment Technician

School Based

Auto Service Technician
Culinary Arts
Hairstylist
Forestry/Utility Arborist
Certified Education Assistant
Forestry/Utility Arborist
Fire Academy 12
Emergency Medical Responder (Justice Institute of BC)

BCIT and School Based

YEAR	2016/17	2017/18	2018/19
Completion Rate	83%	83%	89%

2018-19
Students
enrolled in
Dual Credit
Programs **204**

DUAL CREDIT RESULTS - OKANAGAN COLLEGE



Aircraft Maintenance Engineer (AME) M-License
 Aircraft Maintenance Engineer (AME) Structures
 Automotive Refinishing Prep Technician
 Automotive Service Technician (Mechanic)
 Carpentry/Joinery
 Collision Repair Refinishing Prep Technician
 Culinary Arts (Certificate – PC 1&2)
 Culinary Arts (PC1 - Technical)
 Electrician Pre-Apprenticeship (Construction Electrician)
 Heavy Mechanical

Plumbing & Piping Trades
 Recreation Vehicle Service Tech
 Refrigeration & Air Conditioning Mechanic
 Residential Construction
 Sheet Metal
 Welder
 Health Care Assistant
 Trade Sampler Program

Okanagan College Completion Rates

YEAR	2016/17	2017/18	2018/19
Completion Rate	73%	86%	79%

WORK EXPERIENCE 12 (A and B)



Standards for Authentic Work Experience

Ministry Work Experience courses consist of authentic workplace experiences. These authentic workplace experiences should:

- provide students with new learning experiences that go beyond those they receive in a school setting
- provide students with opportunities to apply in-school learning to the world of work
- provide students with opportunities to prepare them for the transition from a school environment to a workplace environment
- be community-based



	2016/17	2017/18	2018/19
WEx. 12 A	1184	1253	1297
Completion	77% (911)	77.5% (971)	87.4% (1133)
WEx. 12 B	126	130	220
Completion	100%	100%	88.6% (195)



GRAD TRANSITIONS



	District Authority Scholarship	Youth Work in Trades Scholarship	BC Achievement Scholarship	BC Excellence Scholarship (55 in Province)
2018-2019	194	25	361	2
2017-2018	173	7	341	1
2016-2017	186	2	351	3
2015-2016	160	7	*	*

* new awards created in 2016/2017

Awarded to 2019 Graduates

\$ 509,135 Central Okanagan Bursary and Scholarship Society (COBSS)*

\$ 728,750 BC Ministry Scholarships
\$1,237,885

+ Millions of dollars in University Entrance and other Post-Secondary Scholarships

* Currently for 2020 over \$513,000

GRADUATION



COMBINED SIX-YEAR COMPLETION RATE (With Evergreen Successes)

Six-Year Completion Rate (Ministry Reported)	82.8%
Students in Cohort Adjusted for Ministry (Migration Factor)	1940
Students in Cohort (-213) (Adjusted for Non-Resident Students)	1727
Number of Completers (+54) (Adjusted for “Evergreens”)	1660
Combined Six-Year Completion Rate	96.1%

(We were targeting a 93% combined rate in June 2016)

GRADUATION



COMPLETION DATA (2012/2013 – 2018/2019)

	12/13	13/14	14/15	15/16	16/17	17/18	18/19
BC Resident Rate	88.3%	91.8%	90.6%	90.0%	90.2%	92.7%	91.4% (-1.3%)
Six-Year Combined Rate	91.7%	94.6%	94.2%	96.4%	93.7%	96.9%	96.1% (-0.8%)
Provincial Six-Year Completion Rate	83.6%	84.2%	83.9%	83.6%	84.0%	84.8%	85.4% (+0.6%)

GRADUATION



ABORIGINAL COMPLETION DATA WITH EVERGREEN IN THE COHORT (2018/2019)

	13/14	14/15	15/16	16/17	17/18	18/19
Six-Year Completion Rate	72.9%	74.8%	73.8%	76.9%	78.1%	76.7% (-1.4%)
Six-Year Combined Rate	No previous calculations		78.1%	80.1%	81.9%	80.8% (-1.1%)
Provincial Six-Year Completion Rate	61.6%	63.0%	63.8%	65.9%	69.0%	69.1% (+0.1%)

GRADUATION



CELEBRATING GRADUATION SUCCESS 2020 CONGRATULATIONS

- Indigenous Education Grad Class = **208** students
- Alternate Education Grad Class = **122** students



CENTRAL OKANAGAN PUBLIC SCHOOLS



- Central Okanagan Public Schools is a high performing District in BC
- Student achievement results above both the national and provincial norms on almost every measure

