

**DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report**

Policy Name	Academic Excellence		
Policy Number	ASD-W-ER2.1	Number of Reports per year	1
Policy	<p><i>Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.</i></p> <p><i>The priorities for academic excellence established by Council:</i></p> <ul style="list-style-type: none"> • <i>Literacy, Numeracy and Science</i> • <i>Critical Thinking Skills</i> • <i>Teaching Excellence</i> • <i>Extend Student Learning</i> 		
Date of Report	November 16, 2018		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	Catherine Blaney, Acting Superintendent		
Report Supported by:	Dianne Kay, Director of Curriculum and Instruction Susan Young, Data and Accountability Supervisor		
<p><u>Interpretation:</u></p> <ul style="list-style-type: none"> • This policy calls for the superintendent to create a learning environment that empowers students to take responsibility for their own learning so they will thrive in their life-long learning pursuits. • Academic excellence will be pursued through: continuous growth in literacy, numeracy and science, development of critical thinking skills, promotion of teaching excellence, and extended student learning opportunities. <p><u>Justification:</u></p> <ul style="list-style-type: none"> • For students to become lifelong learners, they need to develop skills that support adapting to the rapidly changing environment. (Dr. Tony Wagner – <i>Most Likely to Succeed</i> (2015)) 			

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<ul style="list-style-type: none"> • Critical thinking, as defined by the Atlantic Canada Essential Graduation Competencies (2015) states “learners are expected to analyze and evaluate ideas using various types of reasoning and systems thinking to inquire, make decisions and solve problems. They reflect critically on thinking processes”. This involves addressing complex issues and problems. As outlined in provincial curriculum documents, “teachers create environments for students to solve meaningful, real-life situations that require problem-solving, collaboration and communication skills.” (NB Global Competencies, 2018) • Students are motivated as they can articulate what they are learning and why, understand their own learning needs, and know what to do next by becoming assessment capable learners. (NB Global Competencies, 2018) • Teachers’ skills and knowledge affects student achievement. Professor John Hattie’s research shows it is the way teachers teach and the way students see themselves as learners that matters the most. (Visible Learning for Teachers, 2012) • Collective teacher efficacy is defined as the belief that, through collective actions, educators can influence student outcomes and improve student learning. By focusing on teacher efficacy, we can guide educators’ actions and behaviours to affect student outcomes. (Jenni Donohoo, 2017) • Empowering students to pursue their passions is connected to success in school. Embedded classroom learning opportunities and experiences will improve student learning and foster both engagement and motivation. (Doug Wilms, 2011) 	
<p><u>Compliance:</u></p>	
<ol style="list-style-type: none"> 1. District develops and monitors a District Improvement Plan (DIP). (Education Act 48(2)(c)) The DIP focuses on engagement, formative assessment, and collective efficacy, in order to see improvements in literacy, numeracy and science. Teachers will explore tools and strategies to enhance practices to support assessment capable learning K-12. <ul style="list-style-type: none"> - Students will achieve at the meeting or excelling expectation levels 1% above previous end of year performance, as noted on the K-8 report cards. - Students in high school Language Arts courses, (both FI and Prime), Science courses and Numeracy courses will achieve 2% above previous end of year’s performance. 2. District encourages learning opportunities for students that extends experiences inside and outside of the regular learning environment. ASDW Policy 350-2 Gifted and/or Talented Learners support Gifted and Talented youth and programming. 3. ASDW has an established policy for staff growth, as outlined in Policy 250-15, 250-15A. In development is a district tracking process. 4. As noted in provincial curriculum documents, teachers provide extended learning opportunities to support curriculum expectations. These occur in the classroom and as co and extra-curricular. OurSchool Data will demonstrate an increase in students responding that teachers provide feedback and help them set goals for learning. 	

Policy Name

Academic Excellence

Evidence:

- **Appendices A: School Report Card Data**
- **Policy 350-2 – Gifted and/or Talented Learners - Opportunities**
- **Policy ASD-W 250-15 – Employee Performance Evaluation**
- **Employee Growth Process**
- **Appendices B – Provincial Assessment Data**
- **District Improvement Plan**
- **District Positive Learning & Working Environment Plan**

Compliance: I report compliance with this policy.

Superintendent's Signature: _____

DEC Chair Signature: _____

Date: _____

ANGLOPHONE WEST SCHOOL DISTRICT

SCHOOL REPORT CARD MONITORING

STUDENTS MEETING OR EXCELLING EXPECTATIONS Grades K-8 Report Card Data (3,3+,4,4+)

Anglophone West School District	June 2017	June 2018	Nov. 2018	Apr. 2019	June 2019	Nov. 2019	Apr. 2020	June 2020	
K-2 Language Arts	80%	78%							English Language Arts K, 1, 2 FI Language Arts 1
3-5 Language Arts	83%	84%							English Language Arts 3, 4, 5, FI Language Arts 3, 4, 5, Intensive French 5, Pre-Intensive French 3, 4, Pre-Intensive French (Combined) 3, 4,
6-8 Language Arts	88%	87%							English Language Arts 6, 7, 8, FILA 6, 7, 8 (Gr 3 Entry) and (Gr 6 Entry), FI Language Arts 6, 7, 8, Post-Intensive French 6, 7, 8,
K-2 Mathematics	90%	90%							Mathematics K, Mathematics 1, Mathematics 2
3-5 Mathematics	88%	87%							Mathematics 3, 4, 5, FI Mathematics 3, 4, 5
6-8 Mathematics	88%	87%							Mathematics 6, 7, 8, FI Mathematics 6, 7, 8
K-2 (You & Your World)	98%	99%							You and Your World K, 1, 2
3-5 Science	93%	94%							Science 3, 4, 5, FI Science 3, 4, 5
6-8 Science	91%	88%							Science 6, 7, 8, FI Science 6, 7, 8

Appendix A

Excellent (4, 4+) Student learning and work show strong and/or exceptional achievement.

Meeting (3, 3+) Student learning and work shows appropriate and/or proficient achievement.

	Number of Teachers at Improving/Doing/Sustaining		Percent of teachers at Improving/Doing/Sustaining		Number of Teachers at Doing/Sustaining		Percent of teachers at Doing/Sustaining		Total # Teachers	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
FA Literacy	206	239	97%	98%	132	190	62%	78%	212	244
FA Numeracy	154	234	94%	98%	100	173	61%	72%	164	239

PDU June 2017 & 2018 Data on Formative Assessment K-2 English

** We have increased in all areas.

ANGLOPHONE WEST SCHOOL DISTRICT

SCHOOL REPORT CARD MONITORING

STUDENTS MEETING OR EXCELLING EXPECTATIONS Grades 9-12 Report Card Data % 60>

Anglophone West School District	June 2017	June 018	Jan. 2019	June 2019	Jan. 2020	June 2020	
Language Arts 9	91%	92%					English Language Arts 9, FI Language Arts 9, FI(E) Language Arts 9, FI(L) Language Arts 9, Post-Intensive French 9
Language Arts 10	90%	91%					English Language Arts 10, FI Language Arts 10, FI(E) Language Arts 10, FI(L) Language Arts 10, Post Int French 10
Language Arts 11	91%	93%					English Language Arts 111, 112, 113, FI Language Arts 110, Post Intensive French 110, Reading 110, Writing 110
Language Arts 12	92%	93%					English Language Arts 121, 122, 123, FI Language Arts 120, Journalism 120, Post Intensive French 120
Mathematics 9	82%	84%					FI Mathematics 9, FI Mathematics A 9, FI Mathematics B 9, Mathematics 9, Mathematics A 9, Mathematics B 9
Mathematics 10	80%	81%					FI Geo Meas& Fin 10, FI Num Rel & Fun 10, Geo Measure & Fin 10, Num Rel & Funct 10
Mathematics 11	82%	82%					FI Fds Math 110, FI Fin & Work Math 110, Fin & Work 110, Foundation Math 110, Pre-Calculus 110
Mathematics 12	91%	90%					Calculus 120, Fin & Work Math 120, Foundation Math 120, Pre&AP Cal AB (3cr) 120, Pre-Calculus A120, Pre-Calculus B 120
Science 9	87%	90%					FI Science 9, Science 9
Science 10	86%	87%					FI Science 10, Science 10
Science 11	89%	89%					Biology 111, Biology 112, Chemistry 111, Chemistry 112, FI Biology 122, FI Chemistry 112, Physics 111, Physics 112
Science 12	89%	90%					AP Physics 2 120, Biology 121, Biology 122, Chemistry 121, Chemistry 122, FI Biology 122, Into Env Sc 120, Oceanography 120, Physics 121, Physics 122, Science 122

OurSCHOOL DATA REVIEWED

Formative Assessment Practices %

Students were asked: "My Teacher gives me feedback and helps me set goals for my learning."

ASD-W Elementary (4-5) Fall

	2016-17	2017-18	2018-19	2019-20
- Never or Hardly Ever	10%	11%		
- About Once a Week	16%	16%		
- About 2-3 Times/Week	16%	18%		
- Almost Every Day	29%	20%		
- Every Day	28%	29%		

ASD-W Elementary (6-8) Fall

	2016-17	2017-18	2018-19	2019-20
- Never or Hardly Ever	18%	18%		
- About Once a Week	26%	26%		
- About 2-3 Times/Week	23%	24%		
- Almost Every Day	18%	20%		
- Every Day	15%	13%		

ASD-W Elementary (9-12) Fall

	2016-17	2017-18	2018-19	2019-20
- Never or Hardly Ever	32%	30%		
- About Once a Week	35%	34%		
- About 2-3 Times/Week	20%	21%		
- Almost Every Day	8%	9%		
- Every Day	5%	5%		

ANGLOPHONE WEST SCHOOL DISTRICT

Provincial Assessment Results

Appendix B

ASD-W 2016-2017	Grade 2 Reading Appropriate or Above	Grade 6 Reading Appropriate or Above	Grade 6 Math Appropriate or Above	Grade 6 Science Appropriate or Above	Grade 6 FSL Oral Proficiency Intermediate or Above	Grade 9 ELPA (Reading) Appropriate or Above	Grade 10 FSL Oral Proficiency Intermediate or Above 2015-2016	Grade 12 French Oral Proficiency		
								Early FI Advanced or Above	Late FI Intermediate Plus or Above	PIF Intermediate or Above
ASD-W	75.9%	61.2%	39.0%	32.7%	*28.6%	80.6%	*44.1%	43.7%	58.3%	25.0%
Province	75.7%	62.0%	38.3%	31.7%	*25.4%	80.5%	*45.0%	40.2%	52.5%	28.1%

*Conducted biennially (every two years) from a random sample (target = minimum 10%)

Anglophone West District Results	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Gr. 2 Reading	78.0%	80.3%	76.8%	77.3%	75.2%	75.9%	
Gr. 4 Reading, Math & Science					Field Test	N/A	
Gr. 6 Reading			Field Test	Main Administration	53.0%	61.2%	
Gr. 6 Math			Field Test	Main Administration	18.8%	39.0%	
Gr. 6 Science			Field Test	Main Administration	25.9%	32.7%	
Gr. 6 FSL Oral Proficiency						*28.6%	
Gr. 9 ELPA	73.5% (Reading)	78.6% (Reading)	80.4% (Reading)	78.5% (Reading)	82.8% (Reading)	80.6% (Reading)	
	82.0% (Writing)	83.2% (Writing)	89.5% (Writing)	91.1% (Writing)			
Gr. 10 Reading, Math & Science				Field Test	Main Administration	N/A	
Gr.10 FSL Oral Proficiency	N.A.	N/A	*32.1%	N/A	*44.1%	N/A	
Gr. 12 FSL Oral Proficiency	Voluntary			44.7% (Early)	48.9% (Early)	43.7% (Early)	
	Voluntary			54.5% (Late)	58.4% (Late)	58.3% (Late)	
	Voluntary				32.6% (PIF)	25.0% (PIF)	

PROVINCIAL TARGETS

Gr. 2 Reading	90%
Gr. 4 Reading, Math & Science	90%
Gr. 6 Reading, Math & Science	90%
Gr. 6 FSL OPI Intermediate Level	70%
Gr. 9 ELPA Reading	90%
Gr. 10 Reading, Math & Science	90%
Gr. 10 FSL OPI Intermediate Level	70%
Gr. 12 FSL OPI Early Immersion Advanced Level	90%
Gr. 12 FSL OPI Late Immersion Intermediate Plus Level	90%
Gr. 12 FSL OPI Post Intensive Intermediate Level	90%