



Memorandum

Date: November 1, 2024
To: Education and Student Services Committee
From: Jon Rever, Acting Deputy Superintendent of Schools
Information Item: Numeracy Update

1.0 RELEVANT BOARD MOTION/DIRECTION

September 25, 2024 Public Board Meeting – Main 24P-096

THAT: The Board of Education receive and approve the Annual Enhancing Student Learning Report 2024, as presented at the September 25, 2024 Public Board Meeting.

CARRIED

2.0 BACKGROUND

The Board of Education Strategic Plan 2021 -2026 specifies the purpose of Central Okanagan Public Schools is:

"To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community".

The strategic focus for all students K - 12 is indicated in the District's Overarching Goal:

"Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens".

To achieve the goals for student learning, the Strategic Plan outlines four research-based strategic directions that guide the District's coherent instructional guidance system for school leaders and educators. The Strategic Directions include: Equity and Excellence in Learning, Transformative Leadership, Family and Community Engagement and System Wellbeing. Each strategic direction outlines the systems, strategies and structures that guide the work of educators to realize the goals and outcomes for students specified in the strategic plan.

3.0 INFORMATION STATEMENT

The analysis of provincial assessment data indicating students' proficiency in numeracy supports the District priority to focus on improving student's foundational skills in numeracy across all grade levels. In the 2024/2025 school year, the District will enhance assessment and support for students in priority populations to reduce performance differences. In addition, the District will focus numeracy development efforts on students in middle and secondary schools with particular attention on students in priority populations.

Interpretation of Provincial Numeracy Assessment Data

Over the past 6 years, the provincial Numeracy Assessment data as measured on the Foundation Skills Assessment and Graduation Numeracy Assessment indicates an average of 50% of students across all grade levels are on-track/extending or proficient in Numeracy. This is 5% below the provincial average for all students in all grade levels.

The 6-year trend in numeracy proficiency as students progress from grade 4 to grade 12 is "U-shaped". On average, proficiency in numeracy for students in grade 4 is 70%. This drops to 52% for students in grade 7 and decreases to 29% for students in grade 10.

The disaggregation of numeracy proficiency data for priority populations (Indigenous students, students with disabilities and diverse abilities, and children and youth in care) follows a similar "U-shaped" pattern as these students progress from grades 4 to grade 12. Furthermore, the numeracy proficiency data for students in priority populations continues to reveal differences in levels of proficiency for students in these populations when compared to the proficiency of all students. Students in priority populations in Central Okanagan Public Schools tend to demonstrate lower levels of proficiency in numeracy when compared to provincial averages.

Local Numeracy Performance Data – Analysis, Trends and Patterns

Student performance trends and results on provincial numeracy assessments are consistently lower than local classroom assessments and student report card results in numeracy and mathematics courses. Analysis of local numeracy data indicates a greater percentage of students meeting or exceeding curricular standards in numeracy and mathematics across all grade levels and populations as reported in the annual Superintendent of Schools/CEO Report on Student Achievement in 2023 and 2024.

4.0 ACTING DEPUTY SUPERINTENDENT'S COMMENTS

The District has developed robust student achievement data systems to continuously track, monitor and report on the numeracy development of each child as they progress from K – 12. The District recognizes that students' numeracy proficiency has been lower than provincial averages for a number of years and has become an area of focus for school administrators and classroom teachers. There have been significant investments in District Numeracy support teams, teacher professional development and Numeracy assessment resources.

5.0 NEXT STEPS

The following actions represent the District's commitment to Numeracy development for all students K - 12:

- Middle School Numeracy Assessment Grade 6 – 8 (Pilot)
- Continued investment into STEM (science, technology, engineering, and mathematics) related learning opportunities such as robotics, cybersecurity, expo of awesome, and environmental science learning opportunities
- District Early Learning, Instructional Leadership and Technology Learning Team support with direct services to schools
- Equity in Action Agreement for Truth and Reconciliation 2020 – 2025, Equity in Action Annual Reports to the Board of Education, How Are We Doing Reports
- Indigenous Advocates, Tutors, Wellness Workers and Indigenous Information Management System
- Inclusive Education Team and Competency Based Individual Education Plan
- Continue teacher professional learning with the Middle Level Numeracy Assessment Network
- Focus Instructional Leadership Team support for school-based administrators and teachers focused on numeracy pedagogy and instructional practice
- Continue to provide training for administrators and teachers in the use of student performance analytical tools that inform instruction (EdPlan Insight)

6.0 APPENDICES

- A. [District Strategic Plan 2021 - 2026](#)
- B. [SD23 Enhancing Student Learning Report September 2024](#)