Superintendent's Report on Student Achievement 2011-2012

- Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

Districts may report additional areas of student achievement arising from the most recent achievement contract.

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

The Superintendent's Report

- Should be brief and to the point.
- Should be focussed on results and evidence of acquired results.
- Should be a useful point of departure for future planning.
- Must be submitted to the Board of Education by December 15.
- Must be approved by the Board and submitted by email by January 31

Ministry of Education School Act

Section 22 of the School Act states the following:

" A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year:

Section 79.3 goes on to say:

" On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report, A) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and...

B) As soon as practicable, make the report available to the public."

Please use this form to summarize the required elements of the Superintendent's Report.

Once Board approval has been granted, use the "submit by email" to forward to Ministry.

Questions and/or Concerns

Direct questions and/or concerns to the **Achievement Division by email:** educ.achievement@gov.bc.ca

1. Improving Areas of Student Achievement

What is improving? (Evidence used in parenthesis)

- Since 2008, the number of students "meeting" (or better) expectations in Reading at grade three has been increasing after a decline for a few years. (Grade three District Reading Assessment).

- Since 2001 the *average* number of students "not yet meeting" expectations in Reading at grade three has declined (1994 – 2000 avg. was 6.86%; 2001 to 2011 avg. was 3.45%)

- For the last four years the number of non-aboriginal students in grade 3 who have been meeting and exceeding expectations has increased in Reading (District Reading Assessment); In this past year there was an increase in the number of grade 3 aboriginal students fully meeting/exceeding expectations.

- The number of aboriginal students receiving C+ or higher in the areas of math and science has improved. (District Final Letter Grades)

- Noted improvement in exam and pass rates in Sc. 10 and English over the last 5 yrs

- The number of Aboriginal students completing their Dogwood in 6 years (56.2%) is higher than the provincial average (50.2%)

- Aboriginal student participation in grade 11 and 12 courses has remained constant or improved as have success /pass rates. (Ministry and district data)

- More aboriginal students are graduating with an honours designation (Based on provincial data and district data)

- Transition rates for our aboriginal students continue to be strong (Gr. 9 to 10 is 98%, 10 to 11 is 89% and Gr. 11 to 12 is 85% Provincial Data).

2. Challenging Areas

What trends in student achievement are of concern to you?

- Since 2007, the number of students fully meeting/ exceeding expectations in Reading has consistently been decreasing at both the grade 3, grade 6 and grade 9 levels for both aboriginal and non-Aboriginal students

- Cohort data indicates that we are not having significant improvement in student reading over time (Results from various assessment tools are consistent with this) It is interesting to note, however that the results at the grade ten level show that our English 10 Pass Rate has been consistently 94% (+ or - 1)

- FSA Reading results at grade 4 & 7 indicate we have been losing ground to similar districts & provincial averages between 2007 and 2010.

- We have concerns in math and this is especially noted once students go into grade 10 ; informal comments from students and parents tell us that students need more help, teachers say they need more time to teach the concepts, and the number of students receiving support tutors has increased

- Our own district math assessment in grade nine shows that there is a high correlation between its final results and letter grades in grade 10.

- Our Math 10 and Social Studies 11 exam scores have been lower than the provincial average, however pass rate remains within 2% of Prov.

- Concerns in difference between Female/Male Dogwood completion within 6 years; Females noticeably higher (Provincial data for the last three years show an average difference of 9%)

- Completion Rate for students enrolled in non-standard school is below Provincial average, yet our enrolment is increasing (Provincial Data 08/09 **18%** lower and in 09/10   **9.5%** lower).

- The percentage of Aboriginal students completing their Dogwood in 6 years remains approximately 30% below the percentage of non-Aboriginal students.

- The number of all students achieving honours classification is consistently 6-9% below the Provincial average in the last 4 years (05/06-09/10).

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.

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

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

All of the following interventions/programs have been designed specifically with our Achievement goal in mind
Goal: All students who enter our system will successfully complete their education with dignity and purpose, well prepared to enter the next phase of their life.

- **Elementary Intervention Support**: Extra staffing (1.5 teachers) has been allocated to schools yearly that identify a need for intervention support in the area of academic and/or social/emotional development. These schools submit baseline data as part of their application rationale. Once approved, the intervention support is provided. At the end of the intervention, schools submit data to show results. Overall the data has been very positive.

- **Extra staffing** given to schools based on the data from the **EDI** (Early Development) instrument. Working with the District Leadership Team, schools use that extra staffing to structure intervention programs to meet identified needs.

- **Tyee Program** for grade 10 students **Carihi** is designed to increase student engagement and retention during the transition year (grade 10). They receive four subjects with one teacher during the first semester. This program is aboriginal themed and while it enrols some non-aboriginal students it has made a difference for many of our vulnerable aboriginal students. It is a continuous progress program

- **Transition 10 Class** at Timberline enrols students who have been identified that may need extra support during that transition to high school. These students meet with one teacher for three core classes (two first semester and one second semester).

- **AVID Program:** A program for those students "in the middle". This intervention program has shown that it does have a positive impact on student achievement (as evidenced in improved letter grades, attendance data, and led to greater participation in extracurricular activities). Due to AVID requirements for training and our own staff changes due to retirement, we had to reduce our AVID program to only one school and one grade level.

- **Timberline's "Top 40"** program has yielded some impressive results for some of our disconnected or unengaged students at the secondary level. The program includes three key strategies; connecting with an adult, peer tutoring, and case coordination.

- **Robron Centre Alternative program offerings** have been designed to support students in grades 7-12 who have unique learning or cultural/ social/emotional needs. It includes both full and part day programs. Evidence is presently being collected on the effects on these programs on student engagement, retention, and course or school completion and grad rates.

- **Distance Learning programs** – eBlend is offered for homeschooled children K-9; e-Connect enrols students in grades seven to nine. Students complete most of their work at home with regular daily/weekly support from a teacher; Distributed Learning programs where DL students are supported by teachers within their school is successful; DL has consistent enrolment – 60% course completion rate 2010-11.

- **Free tutoring** offered to students in Math and Science 10 at all our middle and secondary schools daily

- **Our on-line tutorial videos in Math and Science** have been well received based on student surveys

- **Dual Credit / Apprenticeship Update**
The partnership between SD 72 and North Island continues to grow and strengthen. The following are some highlights and summaries of enrollment data over the past 2 years

2010 – 2011

    i) 17 students enrolled in trades programs in the following:
        9 - Carpentry
        2 - Cook Training
        2 - Electrical
        2 – Welding
        1 – Heavy Duty Mechanic

1 - Plumbing

ii) 17 students were enrolled in Psychology 130 – These students also received a grade 12 credit as well as a post sec credit (which is transferable).

2011 – 2012
i) 20 students enrolled in trades programs in the following:
    14 - Carpentry
    1 - Cook Training
    3 - Welding
    1 - Automotive Tech.
    1 - Plumbing

ii) 19 students were enrolled in Psychology 130 – These students also received a grade 12 credit as well as a post sec credit (which is transferable).

iii) 1 student is enrolled in Criminology 131 – a dual credit course

Summary / Observations
North Island College region is comprised of 4 School Districts. In 2010/11 we had the greatest number of students enrolled in dual credit / apprenticeship programs in the Region.

In 2011/12 again we had the most students registered in dual credit / apprenticeship programs in the Region. As well as we saw an increase in both the number of students actually enrolled and the number of students who requested programs.
Planning is underway to expand course offering for next year.

NOTE:
We are starting the 5th year of the ACE-IT program. Since its inception at least 4 students have achieved Red Seal Journeyman status (most before the age of 22)and many more have completed the 2nd and 3rd year of their apprenticeship.

4. Targets *(Summarize the targets set out in your Achievement Contracts)*
NEW

Literacy/ Completion Rates: Identify your district's target(s) for literacy /completion rates.

- See the 2011-12 Achievement contract for updated goals, targets, rational and evidence.

- To achieve the goal and targets within our Achievement Contract, we have identified four key priorities for the 2011-2012 year:

1. **Revisiting Our Beliefs for Teaching and Learning as we reconfigure our schools.**
   - We have engaged members of school community (students, parents, and educators) in a visioning process through which four beliefs were identified
   - We will be using those beliefs about learning to guide all of our decisions as we prepare to implement reconfiguration. These beliefs will guide our actions in our other priorities as well.
   - We are very excited about the work being done and feel strongly that this work will have a significant impact on improving student learning as we move forward.

2. **Assessment for Learning**
   - Continuing our efforts to build assessment capacity at the classroom level as per our assessment policy that was created with educators at all levels
   - Create an on-line new report card as per teacher request
   - Complete our descriptors for a successful student at all levels of our system
   - Determine the sources of evidence
   - Create the structures we need to collect, input and reflect on the data
   - Continue to engage in our School Support Conversations two times a year

3. **Curriculum**
   - Early learning, Numeracy, and Engagement are our curriculum focuses for the year
   - Each of the focus areas have targets for this year

4. **Technology for Learning**
   - Implement and provide training for SharePoint
   - Continue providing mentorship support at all levels for integrating technology into instruction

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

State the specific evidence and measures of *student achievement for aboriginal students* and the results that have been realized.

Summary of Progress Made in Achieving the Goals of the Second Aboriginal Education Enhancement Agreement 04-09

This is a summary of the progress the district has made in achieving the goals of the Second Aboriginal Enhancement Agreement 2004-2009. As a district we have met with a number of successes especially at the secondary school level. An analysis of the data indicates the need to re-focus on our Aboriginal students' literacy and numeracy success particularly in the primary years. These will be the areas the department and Advisory Council, in collaboration with schools; will be paying focused attention to.

Successes	Future Focus Areas	Interesting trends

Successes

Goal #1: Improving literacy and Numeracy
- Students meeting or exceeding expectations in *Gr. 2 Writing* has improved the past three years. 62% of students met or exceeded expectations in 2009-10. Baseline 2006/07 (48%) (Target Met)
- *Gr. 9 students* meeting or exceeding expectations in the *District Reading Assessment* has improved from 26% in 2004/05 to 45% in 2009/10.
- *FSA Gr. 4 and Gr. 7 Numeracy Results*

If using Provincial reporting of results since 2007-08 the number of students meeting expectations in numeracy has decreased. *This is due to the province including students who did not write as part of the results.* However if calculating student performance using the students who actually wrote, student results have improved.

Grade	2008/09	2009/10
Gr. 4 Numeracy Baseline 2007/08 - 40%	48% Prov. **Of the 69 students who did write 42/69 met or exceeded (61%) ***	36%* Prov. **Of the 58 students who did write 36/58 met or exceeded (62%)**
Gr. 7 Numeracy	45% * Prov. **Of the 74**	18%* Prov. **Of the 29**

Future Focus Areas

Early Literacy (Grs. 1, 2 and 3): Since establishing the Gr. 1 and 2 baseline and targets in 2004/05 student success in fully meeting and meeting expectations in reading in gr. 1 has decreased. Gr. 2 student reading success has remained constant for the duration of the agreement.

Gr. 1 Baseline 2004/05 – 75%
2009/10 – 66%
Gr. 2 Baseline 2004/05 – 72%
2009/10 – 71%

- *Grade 3 Reading*: Students meeting expectations on the Gr. 3 district reading assessment has decreased significantly since the baseline was established.
Baseline 2004/05 – 73%
2009/10– 39%

Goal #1: Improving Literacy and Numeracy Grs. 4-9
- *Gr. 5 Writing*: Students meeting expectations on the Gr. 5 district writing assessment has decreased since the baseline was established.
Baseline 2006/07 – 35%
2009/10 –28%
- *Grade 6 Reading*: Students meeting expectations on the Gr. 6 district reading assessment has decreased significantly since the

Interesting trends

Early Literacy (Grs. 1, 2 and 3): The number of gr. 1 students meeting expectations in *reading* in grade 2 the following year does increase which demonstrates students typically improve their literacy skills. However the number of grade 2 students who meet expectations the following year on the Gr. 3 district reading assessment decreases.

	05/06	06/07	07/08	08/09	09/10
Gr. 1	56%	53%	47%	60%	51%
Gr. 2		60%	59%	79%	71%
Gr. 3			48%	34%	38%

- Non- Aboriginal students continue to meet with greater success in meeting and exceeding expectations than Aboriginal students.

Goal #3 Increasing the number of Aboriginal students having met post-secondary requirements.

- Gr. 10 Principles of Math participation has increased over the course of the agreement however Gr. 10 Principles of Math performance has decreased from a 90% pass rate to 62%. Will this trend continue over the course of

Baseline 2007/08 - 38%	students who did write 43/74 met or exceeded (58%)	students who did write 12/29 met or exceeded (41%)

Goal #2 Improvement in Aboriginal Students Graduating

- *Transition rates* have improved steadily at the gr. 9-10; gr. 10-11 and gr. 11-12 levels
  Gr. 9 to 10
  Baseline 2004/05 - 92%
  2009-10- 98% <mark>Target Met</mark>
  Gr. 10-11
  Baseline 2004/05 - 73%
  2009-10 - 89%
  Gr. 11-12
  Baseline 2004/05 - 64%
  2009-10 - 85%
- *The six-year completion rate* has fluctuated since 2004/05 but has improved from 46% to 56% in 2009/10. <mark>Target Met</mark>
- *First time grad rate* in 2009/10 was 56%
- *Gr. 12 Cohort Graduation rate* has improved from 58% in 2004-05 to 90% in 2009-10. <mark>Target Met</mark>

Goal #3 Increasing the number of Aboriginal students having met post-secondary requirements.

- *Gr. 10 English participation* is being calculated locally and has resulted in improved and more accurate rates.
  Baseline 2004/05 - 50%
  2009/10 – 93% <mark>Target Met</mark>
- *Gr. 10 English performance* has improved.
  Baseline 2004/05 - 61%
  2009/10 – 78% <mark>Target Met</mark>
- *Gr. 10 Science participation* is being calculated locally and has resulted in improved and more accurate rates.
  Baseline 2004/05 - 51%
  2009/10 – 84% <mark>Target Met</mark>

baseline was established.
Baseline 2004/05 – 79%
2009/10– 29%

- *Gr. 8 Writing*: Students meeting expectations on the Gr. 8 district writing assessment has decreased since the baseline was established.
  Baseline 2007/08 – 40%
  2009/10 – 35%

- *Grade 9 Reading*: Students meeting expectations on the Gr. 9 district reading assessment has improved significantly since the baseline was established, however less than 50% our students meet or exceed expectations.
  Baseline 2004/05 – 26%
  2009/10– 45%

- *FSA Gr. 4:* If using provincial reporting of results since 2007-08 the number of students meeting expectations in *reading* and *writing* has decreased. *This is due to the province including students who did not write as part of the results.* However if calculating student performance using the students who actually wrote, student results have improved. However less that 50% of gr. 4 students are meeting expectations in reading. Writing has improved.

Gr. 4 FSA	2008/09	2009/10
Reading **Baseline 2007/08 - 47%**	38%* Prov. **Of the 68 students who did write 33/68 met or exceeded (49%)**	29%* Prov. **Of the 59 students who did write 29/59 met or exceeded (49%)**
Writing Baseline 2007/08 - 44%	56%* Prov. **Of the 66 students who did write 48/66 met or exceeded (73%)**	41%* Prov. **Of the 54students who did write 41/54 met or exceeded (76%)**

the new agreement or will participation decrease.

- *Gr. 12 English performance* has decreased as the participation rates have gone up.
  Performance   Baseline 2004/05 - 88%
  2009/10 – 79%
  Participation   Baseline 2004/05 - 28%
  2009/10 – 41%

- *Gr. 10 Science performance* has improved.
  Baseline 2004/05 – 65%
  2009/10 – 74% (Provincial data 84% - if using this figure ==Target Met==)
- *Gr. 10 Principles of Math participation* is being calculated locally and this has resulted in more accurate rates. The number of students taking Principles of Math 10 has increased.
  Baseline 2004/05 - 21%
  2009/10 – 43% ==Target Met==
- *Gr. 11 Principles of Math performance* has improved.
  Baseline 2004/05 - 71%
  2009/10 – 89% ==Target Met==
- *Gr. 12 English participation* is being calculated locally and has resulted in improved and accurate rates.
  Baseline 2004/05 - 28%
  2009/10 – 41%
  ==Target Met==
- *Gr. 10 Planning Performance* has improved since 2004/5.
  Baseline 2004/05 - 51%
  2009/10– 74% ==Target Met==
- *Career Program (gr. 10-12) Participation rates* have improved in the last four years.
  2005/06 - 18%
  2009/10 – 22%

Goal #4 Increase a positive sense of identity and self-acknowledgement for Aboriginal students.

- *Participation rates in Liq'wala/Kwakwala 7-12* have remained constant since 2004/05
  Baseline 2004/05 – 32%
  2009-10– 31%

FSA Gr. 7: The number of students in gr. 7 meeting or exceeding expectations in *reading* and *writing* decreased in 2009-10.

Gr.7 FSA	2008/09	2009/10
Reading Baseline 2007/08 - 43%	44%* Prov. Of the 74 students who did write 42/74 met or exceeded (57%)	21%* Prov. Of the 29 students who did write 14/29 met or exceeded (48%)
Writing Baseline 2007/08 - 40%	48%* Prov. Of the 70students who did write 46/70 met or exceeded (66%)	25%* Prov. Of the 28 students who did write 17/28 met or exceeded (61%)

Numeracy:

Gr. 4 and 7 FSA data indicates the need to increase the number of students meeting or exceeding expectations in Numeracy as less than 50% of grade 7's are meeting expectations and about 60% of gr. 4 students are meeting expectations. The district needs to develop more assessment devices to measure student numeracy success at the Achievement Contract milestones.

Goal #3 Increasing the number of Aboriginal students having met post-secondary requirements.

- *AVID participation rates* have decreased since the baseline was established but have increased from 8% over the last 3 years.
  Baseline 2004/05 – 26%
  2009/10 – 11%

Note: Since the creation of the Third Enhancement Agreement and the monitoring of individual students and cohorts, targets will be set specific to the cohort. This is in progress. 2010-11 data will be available at visit.

5. Children in Care

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

- We know who our children with continuing custody orders but often struggle to get up to date lists that include the temporary placements.
- We have counsellors in our middle and secondary schools who monitor the progress of these students.
- Youth Care and Aboriginal Support Workers along with our Aboriginal Support and Behaviour Resource teachers generally work with those students who require additional support around behavioural, social and emotional issues. Often, children in care require these services.
- Transitions for these students are also supported by these staff members. They also work closely with the students' families.
- Integration and Support teachers work with those in care who have other identified needs. This support usually takes place in the classroom setting.

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

- It is difficult to monitor children in temporary custody because they change so often
- The continuing custody orders who have long-term placements are easier to track
- Because many of the children in Care have not written the FSA's (since the dispute), most of our evidence is based on classroom, school and district assessments

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

- District meetings with MCFD (and other community agencies) occur biannually which focus on improvements or changes we need to make. Individual ICM meetings for most Children in Care are held twice a year or when there are issues that need immediate attention.
- Middle and secondary schools hold weekly meetings between counsellors and administration. These conversations always involve sharing information around our vulnerable students which often include our children in care. Follow up actions often

include communication with MCFD, social workers as well as teachers and foster parents

6. Early Learning

Summarize your district's Early Assessment in kindergarten classes. What strategies are in place to address the needs identified?

- **Oral language screening** assessments are completed in all K classes by a SLP. Using the assessment data, the SLP creates a class profile. Plans to address the needs are identified and followed. This includes:
  - direct service
  - referral to the SBT
  - strategies are given to teacher to embed in the classroom
  - support is provided to parents in terms of strategies they can carry out in the home

Our kindergarten teachers have fully embraced these assessments and very much use the information they provide to inform their next steps in the classroom.

- **Assessment *for* Learning practices** are used in our Kindergarten classes. This year we have created an **Instructional support teacher position** for our FDK and K/1 classes. One of the key focuses for this position is to increase the instructional capacity of our teachers in the area of 'how to gather assessment information in a play-based environment to guide instruction so that we can move the learning of all students forward".

- Many teachers use the **Performance Standards** from the Kindergarten Learning Project to make observations of student progress in the areas of *Social Responsibility* and **Oral language**. They use this data to plan for whole group, small group and one on one instruction.

- Some teachers are using the **Early Reading Assessment** (Faye Brownlie's Reading assessment) as well as our **Phonemic awareness** screening tool.

- **Power Speak**, **Talking Tables**, and **Moe the Mouse** are three programs used in many Kindergarten classrooms. We are seeing some excellent results. The information we

have gathered from one of our Network of Performance Based Schools inquiry projects led to the creation of an **Aboriginal Power Speak Program.**

- Our **Aboriginal Head Start programs** are invited to participate in pro-d sessions with our K teachers (such as The Kindergarten Learning Project and Moe the Mouse).

7. Other Comments (….for consideration and/or action)

For The Ministry of Education:

- There is still discrepancy between some of our district data and that of FSA and other Provincial data (Eg. Our district writing data shows that we have 9% of our grade two not yet within expectations, FSA results when they are in grade 4 show that 21% not meeting and a year later our grade five district writing assessment show that only 5% not yet meeting expectations;) Participation rates: Province reported Aboriginal participation in English 10 was 68% while our District data indicates it is 93%; Grad Rates are similar. Some data in Ministry documents change from year to year. (Eg. Aboriginal graduation rates)

- While improvement has been noted, it is still a challenge to acquire up to date accurate information regarding our students in care from MCFD on an ongoing basis.

- We would like to know how the data is determined for non-standard schools in terms of completion rates.

For Our Future Planning:

- As assessment is one of our priorities in our strategic plan, a target we identified for this year is to establish what success looks like at all levels of our system; the early years, the primary years, the intermediate years, the middle years and the secondary years. We will create descriptors for 'student fully meeting expectations" and determine evidence sources to gather. The evidence data would be triangulated (products, observations, and conversations) and could include data from educators, students and parents. Schools would gather this data and during our School Fall and Spring Conversations we would be in a better position to determine where we are in terms of student achievement from a district perspective….our evidence would be more valid and reliable. We believe that possibly our new report cards would be an excellent resource for us. We started this work a few years ago and plan to carry on.

- We believe that" improvement data" is probably more important than achievement data. This lines up better with our beliefs about learning as it recognizes that children all have different starting points and learn at different rates. Improvement data would show whether or not the student is learning…and if our strategies are making a difference.

- Improve our data management system; Once we have determined what success looks like at all the levels, we will develop an easy to use system to input data, student success rates as they move through the levels as well as tag students who receiving intervention; we have just created a tag for 'children in care'.

- We will revisit and improve the structures we have in place which allow us to more regularly reflect on our student achievement, both at the school and district level. This would also include measurement of growth within a year.

- Ensure that report cards for students in care are forwarded to MCFD (to be done by student services) at each reporting time. This will help to ensure that MCFD and School District records are aligned.

- Gather PR Card data at the end of the year for all primary students

- Clarify the process way we track students who withdraw from and re-enter our schools during the school year

- We will revisit the success of our intervention programs; how do we know they are making a difference for student learning (what would the evidence look like?, and what evidence do we need to include?).

- Gather numeracy data at all levels

- Explore strategies at our middle and secondary schools to help students who struggle in Math and Science (particularly at the grade ten level) such as increasing instructional time.

Board Approval Date: January 10, 2012

Thomas G.S. Longridge
Superintendent of Schools
School District 72