

Superintendent's Report on Student Achievement 2013/2014

- ▶ 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 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 insert the required elements of the Superintendent's Report.

The completed report will be published on the Ministry website, as a PDF document.

Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: EDUC.Achievement@gov.bc.ca

Submission

Submit your document, by January 31, to the Ministry by email: EDUC.Achievement@gov.bc.ca

School District No 22 (Vernon)

1. Improving Areas of Student Achievement

What is improving?

• English 10	Provincial Exam	Increased pass rate
• English 10	100% pass rate for course	
• Mathematics 10	Foundations and Pre Calculus (Aboriginal)	Increased pass rate
• Mathematics 10	Apprenticeship and Workplace Math	Increased pass rate
• Mathematics 10	Apprenticeship and Workplace Math	Increased pass rate
• First Nations 12	100% pass rate for course	
• English 12 First Peoples	100% pass rate for course	
• Honours Grad Rate	Increase from 49% to 51%	
• FSA Gr 4 Reading	Increase from 68% to 72%	Meeting & Exceeding
• FSA Gr 7 Reading	Increase from 66% to 71%	Meeting & Exceeding
• FSA Gr 7 Writing	Increase from 75% to 85%	Meeting & Exceeding
• FSA Gr 7 Math	Increase from 59% to 62%	Meeting & Exceeding
• PM Benchmarks	Grades 1 and 2 up 1%	Meeting & Exceeding
• WCRA	Grade 5 up 3%	Meeting & Exceeding

What evidence confirms this area of improvement?

DATA SOURCE	AREA OF IMPROVEMENT	RESULT
English 10	Increased exam pass rate	91% to 92 %
English 10	Increased exam pass rate (males)	88% to 90%
English 10 First Peoples	Pass rate	100%
Mathematics 10	Foundations / Pre Calculus pass rate (Aboriginal)	90% to 91%
Mathematics 10	Apprenticeship and Workplace Math pass rate	92% to 96%
Mathematics 10	Apprenticeship and Workplace Math pass rate (Aboriginal)	85% to 92%
First Nations Studies 12	Pass rate	100%
English 12 First Peoples	Pass rate	100%
Honours achievement	Number of graduates	46% Honours
Aboriginal Grad Rate	Highest completion rate	61% to 67%
FSA Grade 4	Increased Reading results	68% to 72%
FSA Grade 7	Increased Reading, Writing and Math results	See above
Grade 1 PM	Increased Reading results	60% to 61%
Grade 2 PM	Increased Reading results	64% to 65%
Grade 3 PM	Increased Reading results	74% to 77%

2. Challenging Areas

What trends in student achievement are of concern to you?

Trends of Concern

- English 10 Aboriginal pass rate
- Provincial exams - lower pass rates for males in most exams
- Elementary Math results
- Kindergarten Readiness
- Aboriginal graduation rates
- Primary reading results

What evidence indicates this is an area of concern?

DATA SOURCE	AREA OF CHALLENGE						
English 10	Aboriginal pass rate 85%						
Gender Pass Rates	Course	En 10	Ma 10 (Pre Calc)	Ma 10 (A&W)	Sc 10	SS 11	En 12
	Gender Pass rate percentage	M F 95 96	M F 92 96	M F 97 95	M F 95 97	M F 95 98	M F 95 99
FSA	Grade 4 numeracy	66% Meeting or Exceeding					
FSA	Grade 7 numeracy	62% Meeting or Exceeding					
EDI	Kindergarten Readiness	31% of students entering Kindergarten are vulnerable on at least 1 EDI scale. The 5 scales are Physical Health and Well being, Emotional Maturity, Social Competence, Language and Cognitive Skills, Communication Skills and General Knowledge					
Graduation Rates	Aboriginal Grad Rates	Are improving (up 6.5 %) but still below the overall district grad rate					
PM Benchmarks	Percentage of students Meeting or exceeding expectations	Grade 1	61% Meeting or Exceeding				
		Grade 2	65% Meeting or Exceeding				
		Grade 3	74% Meeting or Exceeding				

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.

The goal in our existing Achievement Contract is:

To achieve a 100% completion rate for all students. It is our intent that every student will cross the stage with dignity, purpose and a plan for the future.

The specific areas we are working on to help reach our goal are Early Learning, Literacy, Numeracy, Aboriginal Programs and Services, completion rates and social responsibility. The following provides an overview of our work in the goal areas:

1. Early Learning

- Continue to work with the NOECD committee to promote school readiness programs
- Continue to work with the Boys and Girls Club for PALS and RSL
- Use our StrongStart facilitators to work with specific kindergarten classes in afternoon sessions

2. Literacy

- 4 schools participated in the Changing Results for Young Readers programs
- Schools continued with Buddy Reading, letter names and sounds kits, sight word kits and One to One Reading
- Some schools did 10-12 week reading blitzes, where classroom teachers, LRTs, school administrators, District Literacy Coordinator and librarians focused on small group reading instruction.
- Parent programs continued: PALS and Come Read with Me
- Reading intervention teachers were hired with LIF monies
- Continued after school and summer reading programs

3. Numeracy

- Carole Fullerton worked in 8 schools providing demo lessons, teaching strategies and resources
- Carole also ran after school Pro D for all teachers and an evening workshop for parents
- 30 teachers completed the First Steps in Math Program
- Math strategy kits were developed to support the FSiM diagnostics
- Numeracy intervention teachers were hired from LIF monies
- Parent Programs continued such as : You Can Count on Me

4. Aboriginal Department

- The Aboriginal Department has numerous programs in place to support Aboriginal learners including Aboriginal Academies, tutoring programs, ASW support, cultural awareness programs, professional development for teachers and The Elders Project.
- Purchased approximately \$20,000 worth of Aboriginal books, providing guided reading materials for every school.

5. Completion Rates

- The graduation rates for all students are as follows:

	08/09	09/10	10/11	11/12	12/13
6 yr Completion Rate	78.3%	78.4%	79.3%	81.9%	80.7%
First time Grade 12 Grad Dates	80%	85%	85%	85%	88%

6. Social Responsibility

- Each school has successful Effective Behaviour Support or Positive Behaviour Support Programs in place. All administrators have been trained on the ERASE bullying and Threat Assessment Program. The district has received only 2 reports on the ERASE site.
- Schools continue to work on self regulation programs

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

1. Early Learning

- Positive relationships and support from the Early Learning Community are evidenced by increased cooperation and professional development between the school district and Early Learning Community.

2. Literacy

- The Changing Results for Young Readers program has changed the way many primary teachers are teaching early reading strategies and oral language.
- The 10-12 week reading blitz intervention has helped make significant improvements in grades 2 and 3 reading levels

3. Numeracy

- Carole Fullerton's work has helped teachers' understanding and practice of teaching for understanding in Mathematics.

4. Aboriginal Department

- Substantial improvement in the Aboriginal grad rate is noted but more needs to be done.

5. Completion Rates

- The grad rates indicate that if students transition through to grade 12, their grad rate improves significantly. More needs to be done to improve the transition rate from grade 9 to 10, 10 to 11 and 11 to 12.

6. Social Responsibility

- The results indicate that most students feel safe in school and feel comfortable sharing issues with an adult in their school.
- More needs to be done to reduce the number of drug and alcohol suspensions in secondary schools.

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

The following Professional Development Programs have been initiated in September 2013 to help address areas of concern:

- Kindergarten Makes a Difference PD – 2 groups of 16
- Changing Results for Young Readers – 3 groups
 - 1 returning group of 19
 - 2 new groups of 15
- Still Learning to Read (grades 4-8) – 1 group of 23
- It's All About Thinking Book Study – 1 group of 18
- Intermediate Reading Course in partnership with UBCO – 1 group of 25
- Partnering with the VTA to provide funding and support for teacher inquiry groups
- Carole Fullerton working with 8 new schools and providing 8 afterschool Pro D sessions for teachers along with a parent workshop
- Lynne Reside from NOECD is providing Pro D for our StrongStart Facilitators
- StrongStart Facilitators working with Kindergarten teachers in 4 Kindergarten classrooms during the afternoons
- Three Technology Helping Teachers are developing training videos and providing in school support on ways to integrate the new technology into classrooms
- Learning to Lead – group of 22

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

I.) Literacy: Identify your district's target(s) for literacy.

State the specific evidence and measures of student achievement in literacy and the results that have been realized.

TARGET	EVIDENCE			
<p><u>Literacy</u></p> <p>Increase the number of students who meet or exceed expectations in reading and writing at all grade levels.</p>	Year	2010/2011	2011/2012	2012/2013
	PMs Gr 1	62%	60%	61%
	Gr 2	68%	64%	65%
	Gr 3	74%	74%	74%
	FSA - Gr 4 reading	66%	68%	72%
	Gr 4 writing	72%	77%	76%
	Gr 7 reading	67%	66%	71%
	Gr 7 writing	82%	75%	85%
	En 10 C+ or better	64%	67%	63%
	En FP 10 C+ or better		60%	56%
	En 12 C+ or better	67%	66%	66%
	Comm 12 C+ or better	31%	31%	39%
	Whole Class Reading results Gr.4	69%	72%	70%
	Grade 5	76%	74%	77%
	Grade 6	79%	79%	77%
Grade 7	76%	82%	79%	

II.) Completion Rates: Identify your district's target(s) for completion rates

State the specific evidence and measures of student achievement for completion rates and the results that have been realized.

<p><u>Completion Rates</u></p> <p>To achieve a 100% completion rate for both Aboriginal and Non Aboriginal (Dogwood or meaningful school completion). This includes students on IEPs who receive School Leaving Certificates. It is our intent that every student will cross the stage with dignity, purpose and a plan for the future.</p>	SIX YEAR COMPLETION RATE			
	Year	2010/2011	2011/2012	2012/2013
	All Students	79.3%	81.9%	80.7%
	All Male	76.6%	78.0%	78.1%
	All Female	81.9%	86.2%	83.4%
	Aboriginal	61.1%	61.1%	67.6%
	Special Needs	52%	56.2%	45.9%
	FIRST TIME GRADE 12 GRADUATION RATE			
	All Students	85%	85%	88%
	All Male	85%	85%	88%
	All Female	86%	85%	88%
	Aboriginal	70%	74%	81%
	Special Needs	72%	80%	100%

III.) 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.

<u>Aboriginal Education</u>	Year	2010/2011	2011/2012	2012/2013
Increase the number of students who successfully transition between grades.	9 →10	92%	92%	
	10 →11	84%	84%	
	11 →12	88%	88%	
Increase the Aboriginal 6 year completion rate		61.1%	61.1%	67.6%
Increase the percentage of Aboriginal students who graduate with Pre Calculus 11 and English 12.	Pre Calculus 11		13%	18%
	English 12 and English 12 First Peoples		59%	73%
Increase the percentage of grade 3 students reading at grade level (PM Benchmark level 38)	Year	2010/2011	2011/2012	2012/2013
	Aboriginal Males	58%	60%	58%
	Aboriginal Females	45%	47%	53%
Increase the percentage of students meeting or exceeding expectations on the FSA in reading and writing.	Gr 4 reading	60%	58%	59%
	Gr 4 writing	68%	70%	63%
	Gr 7 reading	59%	56%	62%
	Gr 7 writing	83%	66%	76%

5. Children in Care

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

Children in Care

Our Efforts to date have focused on:

- Identifying the students and the adults that are supporting them
- Working with MCFD staff to plan programs and services
- Monitor through School Based Team
- Report card monitoring and follow up meetings

What categories of Children in Care have been successfully identified and are being monitored?
For example: continuing custody orders, temporary custody orders, other...

Categories

- We are focusing on students who are on a Continuing Custody Order
- Working with some students who are on voluntary or temporary custody orders, especially with Mara House students

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

Structures

- Regular meetings with MCFD staff
- Director of Student Support Services – meets with Children Youth Mental Health Committee
- Monitoring through School Based Teams
- Report card follow up and monitoring
- Contact at each school for CIC
- Regular contact with guardian

What results are being achieved by students within the identified categories?

Results

- Achievement levels within the CIC group vary significantly depending on the stability of the custody situation and the program in which the students are enrolled. Some students are performing well in regular schools and others are performing better in alternate programs.

6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

Early Learning

- All StrongStart Facilitators have received training on the Ages and Stages Questionnaire and the Social Emotional Index.
- Lynne Reside is providing Pro d for the StrongStart Facilitators
- The four StrongStart Facilitators are working for 100 hours in four of our highest EDI schools Kindergarten classes under the direction of the Kindergarten teacher and the Literacy Coordinator
- 32 Kindergarten teachers are working with the District Literacy coordinator on oral language and literacy development. All of these teachers are using the Early Literacy Screener.
- Continued partnership with Junction Literacy and the Boys and Girls Club to offer PALS, RSL, Come Read with Me, You Can Count on Me and after school reading programs.

7. Other Comments

For example: education transformation, student wellness, ERASE, skills training

Other Comments

- We are committed to providing programs and services to ensure every student will be successful
- We have increased and will continue to provide Academies and Specialized Programs that are personalized and engaging
- Continue to work with Okanagan College and other post secondary institutions to offer more SSA, ACE it and trades options for students.
- Support schools as they implement the BC Ed Plan through PD
- Continue to partner with the VTA to fund and support Inquiry projects
- Develop leaders through the Learning to Lead / Leading to Learn program
- Work with secondary schools as they examine ways to reorganize to personalize education and meet the needs of their students.
- In the spring of 2014 all Aboriginal partner groups will be invited to participate in the creation of an Aboriginal Enhancement Agreement
- In the spring all partner groups will be asked to help develop an Achievement Contract for 2014-2017 that will be based on the overall goal of success for every student.

8. Board approval date:

The report was approved by SD22 Board of Education on January 22, 2014.