

The Superintendent's Report on Student Achievement December 2010

Section 22 of the *School Act* includes 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 31 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."

The report is intended to serve two main purposes:

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

The report should be focussed on student achievement results in the school district. Specific evidence and measures of student achievement in literacy and school completion are required. In addition, student achievement indicators for students of aboriginal descent must be reported. Districts may report additional areas of student achievement arising from the 2009 achievement contract. Data and evidence used to report student achievement should include provincial and local measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

The Superintendent's report should answer the following questions for each School District.

Improving areas of student achievement

- What is improving?
- What evidence confirms this area of improvement?

Challenging Areas

- What trends in student achievement are of concern to you?
- What evidence gives rise to this concern?

AREAS OF IMPROVEMENT	EVIDENCE SOURCES
<p>1. Six Year Completion Rate, Aboriginal students: Our six year completion rate for Aboriginal students continues to be above the provincial average. The provincial average (all schools) is 50%, Vernon is 62%. Although we are proud of this progress, we still have work to have the six year completion rate for Aboriginal students at the same level as that of non-Aboriginal students. With the ongoing work of our three Aboriginal lead teachers ,our 13 Aboriginal support workers and a focus on improving learning, we hope to reach our 2011 goal.</p>	<p>Ministry Reports</p>
<p>2. Mathematics 10. In all three strands of Mathematics, our district results were slightly higher than the provincial average. As well our English 10 results were equal to the provincial average.</p>	<p>Ministry Reports</p>
<p>3. The accomplishments of our students in Fine Arts and athletics continue to excel.</p>	<p>Zone / Provincial Banners Music / Drama competition and performances/ District Project Scholarship submissions</p>

CHALLENGING AREAS	EVIDENCE SOURCES	ACTIONS
<p>1. While our FSA results show an improvement over last year, we will monitor the achievement and participation in this assessment. We will also look to our PM benchmarks and Whole Class Reading Assessment (WCRA) to monitor the achievement of our students. Approximately 25% of our students, at the end of grade seven are not yet meeting expectations in reading.</p>	<p>Ministry Reports</p>	<p>Monitor PM Benchmarks/ whole class reading assessments</p>
<p>2. While our six year completion rate for our Aboriginal students is higher than the provincial average, we continue to be concerned and focused on these students and in particular our male Aboriginal students.</p>	<p>Ministry Reports</p>	<p>Several structures and initiatives have been implemented to support learning. Continue to monitor and track progress.</p>
<p>3. Our six year completion rate for all students has declined from 81% (2005/2006) to 78% (2009/2010).</p>	<p>Ministry Reports</p>	<p>Review individual student data with schools to see who (male/female) is not completing, with possible reasons why?</p>

1. Provide commentary or explanatory notes regarding these results.

District 022 - Vernon										
All Students										
	2005/06		2006/07		2007/08		2008/09		2009/10	
Six-Year Completion Rate	81		79		78		78		78	
English 10 Avg. Exam & Course Mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	71	71	71	71	70	74	70	74	70	74
*FSA Gr. 4 Reading Meeting-Exceeding	77		75		72		63		71	

Aboriginal Students

	2005/06		2006/07		2007/08		2008/09		2009/2010	
Six-Year Completion Rate	60		56		60		62		62	
English 10 Avg. Exam & Course Mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course		
	66	63	67	63	67	70	64	68	64	65
*FSA Gr. 4 Reading Meeting-Exceeding	67		66		68		50		58	

Beginning in 2007/2008 students completed the FSA in February, almost 3 months earlier than in previous years. Consequently, the data from those previous years cannot be used for comparison purposes.

Six year completion rate: Our Aboriginal students' completion rate has increased slightly and our non-Aboriginal students' completion rate has declined slightly. (From 81% in 2005/2006 to 78% in 2008/2009). We will continue to monitor these results and continue our work with our schools to identify those students who may be at risk of not graduating and work to support their successful graduation.

2. Comment on progress made with respect to goals and targets set out in your last achievement contract citing evidence of this progress.

Whole Class Reading Assessments

Percent of students Exceeding, Fully Meeting & Moderately Meeting Expectations

All Students

Year	Grade 4			Grade 7		
	# of Students EX, FM, MD	Total Students	% of Students	# of Students EX, FM, MD	Total Students	% of Students
2008/2009	415	604	68.71%	477	640	74.53%
2009/2010	382	536	71.27%	474	635	74.65%

Aboriginal Students

Year	Grade 4			Grade 7		
	# of Students EX, FM, MD	Total Students	% of Students	# of Students EX, FM, MD	Total Students	% of Students
2008/2009	44	77	57.14%	43	65	66.15%
2009/2010	45	79	56.96%	47	77	61.04%

PM Benchmarks

Percent of students Exceeding & Meeting Expectations

All Students

Year	Grade 1			Grade 3		
	# of Students EX & ME	Total Students	% of Students	# of Students EX & ME	Total Students	% of Students
2008/2009	324	535	60.56%	382	526	72.62%
2009/2010	391	598	65.38%	435	598	72.74%

PM Benchmarks show a gain in improvement from grade 1 (65.38%) to grade 3 (72.74%).

Whole class reading assessment results have shown improvement from the grade 4 to the grade 7 level overall.

One of our changes in strategies is that our curriculum leaders have been targeted to support those schools showing the greatest need based on the data provided. They follow a 'residency' model to support these targeted schools in both reading and numeracy. Four of our schools which have struggling Aboriginal readers, have instituted after school reading programs for both Aboriginal and non Aboriginal student.

The district is currently working closely with the Resource and grade 1 teachers on developing consistent and effective reading instruction. Schools are also monitoring cohorts of students to track their achievement levels.

3. Discuss the connectedness of the Achievement Contract, Superintendent's Report, District Literacy Plan, Early Learning Plan and Aboriginal Enhancement Agreement.

Improving students' competency in literacy remains one of our primary goals. We work closely with our regional literacy coordinator and have strong roots in the community. We have strong connections with the community Early Childhood Development Coalition that supports the work of our StrongStart Centres. Our district literacy lead teacher has provided inservice for early childhood providers in the community. We have offered a summer reading program for at risk grade one and two students, by scheduling 40 hours of intensive reading instruction, at no cost to the parents. It has been successful in raising the reading levels of these students. Last summer ninety-six students attended this program. (Sixty attended the previous year.) The program was offered in Vernon, and Head of the Lake.

Although we do not have an Enhancement Agreement in place at present, each school has commitment statements that support our Aboriginal learners. We currently have three Aboriginal lead teachers who work with schools and individual teachers to embed Aboriginal learning across the grade level and curriculum. Our thirteen Aboriginal support workers also support our Aboriginal learners academically and culturally. We hope that with a proposed strategic planning session with our Aboriginal Education Committee we will be able to move forward with the development of our Enhancement Agreement in the next year.

We continue to offer support to our teachers in after and during school workshops focussing on improving learning. These sessions are very well attended by teachers and administrators. Monthly meetings with administrators focus on strategies to support improving student learning. District staff meet regularly with school based administrators to discuss school results and the strategies they are using to support student learning.

While this statistical information provides some indicators of accountability for the Vernon School District, it falls short of describing the complete offerings and accomplishments of our District. Our schools offer a wide range of courses to support our learners varied learning needs and work diligently to improve learning.

4. Report on the implementation of Recommendation #5 of the Representative of Children and Youth regarding Children in Care.

a. What categories of Children in Care have been successfully identified and are being monitored?

All students in permanent care are being monitored.

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

A structure has been established with a minimum of three meetings per year to monitor the progress of these students. Social Workers will be invited to attend each of these meetings and records regarding the dates and outcomes of each meeting will be kept.

c. What evidence and data is being collected to determine if monitoring and structures are having an impact?

- Report card information
- PM Benchmarks
- Whole Class Reading Assessment
- Ministry Assessments
- Attendance /Lates