



The Superintendent's Report on Student Achievement 2010-2011

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THE SUPERINTENDENT'S REPORT ON STUDENT ACHIEVEMENT

Background:

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.

The report is to focus on student achievement results in School District No. 67. 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 2011 achievement contract. Data and evidence used to report student achievement should include provincial and local measures.

This report highlights many of the areas covered in detail in our District Achievement Contract, Aboriginal Enhancement Agreement, District Literacy Plan and Early Learning Program.

The Ministry of Education requires that the Superintendent's report respond to the following questions:

1. Improving areas of student achievement

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

Six-Year Completion Rates: The trend data for special needs students indicate that the six-year completion rates have gradually improved over the past five years. Most notable, the six-year completion rate for aboriginal students in 2010 and 2011 has shown significant improvement, reaching an all-time high of 60%.

Leading Performance Indicator(s)	Baseline Results	Results			
	2007	2008	2009	2010	2011
Six Year Dogwood Completion Rate					
All Students	85%	81%	82%	84%	84%
Aboriginal	56%	49%	48%	60%	60%
Special Needs	54%	46%	56%	58%	57%

Grade 3 Reading Results: Three years ago, our district implemented the use of the *Whole Class Reading Assessment (WCRA)* to attain comprehensive information on the reading levels of students. Last year, 64% of Grade 3 students were fully meeting or exceeding expectations on the year-end *WCRA*; a full 12% higher than the original baseline levels established in 2009.

Leading Performance Indicator	Baseline Results	Results	
(Fully Meeting/Exceeding Only)	2009	2010	2011
Whole Class Reading Assessment Gr. 3	52%	57%	64%

Grade 5 Numeracy Results: Last year our Grade 5 students (general and Aboriginal populations) reached all-time highs on the district numeracy assessments. Overall, 89% of Grade 5 students were meeting or exceeding expectations on the assessment and 78% of our Grade 5 Aboriginal students also met or exceeded expectations.

Leading Performance Indicator(s)	Baseline Results	Results		
	2007-08	2008-09	2009-10	2010-11
District Numeracy Assessment results for All Students				
Grade 5	82%	84%	82%	89%
District Numeracy Assessment results for Aboriginal Students				
Grade 5	70%	68%	55%	78%

2. Challenging Areas

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

Six-Year Completion Rates: While our six-year completion rates are consistently at or above the provincial averages, we still have a non-completion rate of 16%. This remains a concern. Even though we have seen improvement in the completion rate for Aboriginal students, these rates remain below the completion rates for all students. Specifically, trend data indicates that FSA performance and participation, a behaviour designation and/or Aboriginal ancestry are all predictors of school completion.

Leading Performance Indicator(s)	Baseline Results	Results				
	2007	2008	2009	2010	2011	
Six Year Dogwood Completion Rate						
Aboriginal	56%	49%	48%	60%	60%	
<i>Aboriginal Provincial Avg.</i>	<i>47%</i>	<i>47%</i>	<i>49%</i>	<i>50%</i>	<i>54%</i>	
All Students	85%	81%	82%	84%	84%	

During our Achievement Review process, we tracked all of the students in the district that entered high school (Grade 9) in 2004/05. Of the 614 students that entered Grade 9, 498 completed graduation requirements by the end of 2008/09 (six-year completion) while 115 did not. The purpose of tracking this cohort was to identify those who were not graduating and to analyze the data for patterns and trends. If we can put a “face” on our data and we can “predict” our results, then we can “change our results”.

Our data analysis indicated the following:

- 48% of the aboriginal students in this cohort graduated
- 37% of students in this cohort that identified as moderate or severe behaviour at some point in their schooling graduated
- FSA performance and participation was a relatively strong predictor of graduation, especially at the Grade 4 level
- Among all graduates and non-graduates, the success rate is very close to the participation rate; almost all students who wrote provincial exams were successful

Grade 3 Reading Results: Although we have only 5% of students’ *not yet meeting* expectations on the *Whole Class Reading Assessment*, we still have 31% of students’ only *minimally meeting* expectations. This continues to be a concern.

Grade 8 Reading Results: Over the last few years we have been concerned about the consistent downward trend in our students' literacy results between elementary school and middle school. Specifically, we consistently see the number of students *fully meeting* or *exceeding* expectations on assessments drop between Grades 3 and 8. This goal reflects the concern related to improving fluency, comprehension, and reading rate by using reading strategies for all students. Although our data indicates that 88% of students are meeting expectations using the *Whole Class Reading Assessment*, many of these students are *minimally meeting* expectations.

SCHOOL LITERACY DATA COLLECTION FROM MIDDLE SCHOOLS								
Whole Class Reading Assessment - Performance Standards								
Grade 8 Students								
	May 2008		May 2009		May 2010		May 2011	
	#	%	#	#	#	%	#	%
Not Yet Meeting	24	4.7%	57	10.9%	33	6.5%	53	11.8%
Minimally Meeting	280	54.3%	300	57.1%	324	63.9%	293	65.0%
Fully Meeting	194	37.6%	159	30.3%	141	27.8%	101	22.4%
Exceeding	18	3.5%	9	1.7%	9	1.8%	4	0.9%
Total Number Writing	516	97.5%	525	95.1%	507	96.4%	451	95.6%
Total Number of Students	529	100%	552	100%	526	100%	472	100%

It is also concerning that fewer than 1 in 5 boys (17.6%) and approximately 1 in 4 Aboriginal students (24.6%) did not meet expectations on the assessment. These are two groups who continue to emerge as needing extra support.

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 district's efforts at identifying students who are at risk of not completing their programs, building positive relationships with students and providing relevant, engaging learning experiences for students are resulting in increased transition and school completion rates.

The Early Literacy Intervention Program at the Grade 1 level and literacy intervention support provided by learning assistance staff are structures that provide support for

the most at-risk readers, reducing the number of Grade 3 students in the *Not Yet Meeting* category to 5%. Efforts to build capacity with effective strategies and processes in the classroom will continue to be a focus to support the development of literacy skills.

Our Grade 3 district math assessment results continue to be strong with 91% of students *meeting/exceeding* expectations. Our Grade 5 student results hit a four-year high with 89% *meeting/exceeding* expectations. Our Grade 8 results have not changed over the last number of years.

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

Results from inquiry projects demonstrate that many of our research based initiatives, programs and supports, such as Early Literacy Intervention, Tribes, Friends, Differentiated Instruction, Work Experience and Career Preparation, SmartLearning, Alternate Programs and Support Services are effective in meeting the needs of the majority of our students.

Beginning in September of 2009, our school improvement plans underwent a major revision to more accurately reflect our shift to an inquiry-based model for school improvement. While the format of the school plan was significantly revised, school improvement plans, and the subsequent inquiry questions, must still fall within one of the three district goals of Literacy, Numeracy and School Completion.

The inquiry process is a reflective approach, designed to “focus and deepen” the work and to support the implementation of effective practices throughout the district. Each school’s current School Improvement Plan can be viewed in its entirety on our district website: www.sd67.bc.ca/schoolplans

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

In 2009, our district initiated a project, titled “*Looking Back to Change the Future*”, which involved tracking all of the students in the district that entered high school (Grade 9) in 2004-05 to identify those who were not graduating and to analyze the data for patterns and trends.

The analysis of this cohort data provided guidance in the District Achievement Review process, which occurred during the 2010-11 school year. The purpose of the review was to refine our work and assist in targeting support and resources where they are most needed. The data confirmed that the roots of non-completion begin to

take hold as students emerge from their primary years, still not meeting expectations, and as such, we recognize a need to continue to support the development of the necessary foundational literacy skills. While we have our Early Literacy Intervention Program, strategies for supporting ongoing intervention is needed in Grade 2 and beyond. Levelled literacy interventions will be implemented to support the notion of early-and-often intervention for students who need support.

As well, our data indicates that male students either with a behaviour designation and/or Aboriginal ancestry are underperforming compared to the rest of our student population. Our next steps are to develop routines, systems and structures that individualize our students' education and prevent them from continuing their non-completion trend. Many of these students will require intensive and individualized support, and more often than not, this support includes services from outside community agencies. Our next step involves developing a district-wide pyramid of interventions to provide focused, strategic and individualized support for students.

4. Targets (Identify your district's target(s) for)

I. Literacy:

Targets:

- By June 2012, 75% of Grade 3 students will *fully meet* or *exceed* expectations on the *Whole Class Reading Assessment*.
- By June 2012, 98% of Grade 8 students will *fully meet* or *exceed* expectations on the *Whole Class Reading Assessment*.

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

Grade 3 students: In 2011, 64% of Grade 3 students were *fully meeting* or *exceeding* expectations on the year-end *WCRA*; a full 12% higher than the original baseline levels established in 2009. Although only 5% of students are *not yet meeting* expectations, there are still 31% of students that are *minimally meeting* expectations.

Grade 3 students continued:

SCHOOL LITERACY DATA COLLECTION FROM ELEMENTARY SCHOOLS						
Whole Class Reading Assessment (Gardner/Peters) – Performance Standards						
Grade 3 Students						
	May 2009		May 2010		May 2011	
	#	%	#	%	#	%
Not Yet Meeting	19	5%	10	3%	17	5%
Minimally Meeting	165	43%	135	38%	113	31%
Fully Meeting	180	47%	161	45%	192	53%
Exceeding	18	5%	43	12%	29	11%
Total Number Writing	382	95%	346	98%	361	96%
Total Number of Students	403	100%	358	100%	376	100%

II. Completion Rates:

Target:

- By June 2012, a positive trend of Dogwood Certificates completion will be evident.
- **State the specific evidence and measures of student achievement in school completion and the results that have been realized.**

Six-Year Completion Rates:

The trend data for special needs students indicate that the six-year completion rates have gradually improved over the past five years. In addition, the six-year completion rate for aboriginal students in 2010 and 2011 has shown significant improvement, reaching an all-time high of 60%. As well, the completion rates for our general, male, female, aboriginal, and special needs students continues to be above the provincial average.

	2007	2008	2009	2010	2011
Six Year Dogwood Completion Rate					
All Students	85%	81%	82%	84%	84%
<i>Provincial Avg.</i>	<i>81%</i>	<i>79%</i>	<i>79%</i>	<i>80%</i>	<i>81%</i>
Female	89%	89%	90%	87%	87%
<i>Female Provincial Avg.</i>	<i>84%</i>	<i>82%</i>	<i>82%</i>	<i>83%</i>	<i>83%</i>
Male	86%	78%	82%	83%	80%
<i>Male Provincial Avg.</i>	<i>77%</i>	<i>76%</i>	<i>77%</i>	<i>77%</i>	<i>79%</i>
Aboriginal	56%	49%	48%	60%	60%
<i>Aboriginal Provincial Avg.</i>	<i>47%</i>	<i>47%</i>	<i>49%</i>	<i>50%</i>	<i>54%</i>
Special Needs	54%	46%	56%	58%	57%
<i>Special Needs Provincial Avg.</i>	<i>44%</i>	<i>44%</i>	<i>46%</i>	<i>49%</i>	<i>53%</i>

III. Aboriginal Education:

Targets:

- To improve Aboriginal students' success in completing school.
- To improve the awareness and appreciation of Aboriginal history and culture by both the Aboriginal and general populations of students.
- To improve the literacy of learners of Aboriginal ancestry.
- To improve the numeracy of learners of Aboriginal ancestry.

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

Six-Year Completion Rates: Our district's overall six-year school completion rate reached an all-time high of 60% in 2010 and 2011. Of the 56 Aboriginal students that were eligible to graduate in 2011, 53 graduated, meaning the majority of aboriginal students transitioning into Grade 12 are meeting with success.

Leading Performance Indicator(s)	Baseline Results	Result				
	2007	2008	2009	2010	2011	
Six Year Dogwood Completion Rate						
Aboriginal	56%	49%	48%	60%	60%	
<i>Aboriginal Provincial Avg.</i>	<i>47%</i>	<i>47%</i>	<i>49%</i>	<i>50%</i>	<i>54%</i>	
All Students	85%	81%	82%	84%	84%	

In addition, in 2010, our grade-to-grade transition rates also reached unprecedented levels:

- 99% of grade 8 Aboriginal students moved to grade 9.
- 97% of grade 9 Aboriginal students moved to grade 10.
- 92% of grade 10 Aboriginal students moved to grade 11 (previous high was 88% in 2006)
- 74% of grade 11 Aboriginal students moved to grade 12 (previous high was 65% in 2009)

Aboriginal History and Culture: Our district is currently conducting a review of our Aboriginal Education program and services. During that review process, the external facilitator made the following observation:

“The District with the support of the First Nations Education Council offers a rich and wide array of programs and services in support of Aboriginal students”.

5. Children in Care

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

Each school is assigned a designate to oversee the programming and support for children in care. This is an adult in the building who ensures that s/he meets with the students on a regular basis. Currently, we have 25 students who are in continuing care. Of these, 15 students are designated with special needs and 9 students are Aboriginal (7 of the 9 Aboriginal students are also designated special needs. As a result, 17 of these students are receiving additional supports within the school ranging from one-on-one time with the special education teacher, CEA support and/or Aboriginal cultural support. The remaining 8 students are monitored by the counsellor, principal and/or vice principal at the school. Every effort is made to notify social workers if students are not attending on a regular basis and/or if academic results are dropping.

- **What categories of Children in Care have been successfully identified and are being monitored?**

Children who have continuing care custody orders are being monitored.

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

The Team Leader Family Services from MCFD provides the district's Director of Instruction (Student Support Services) with a list of students who are in continuing care at the beginning of the school year. Each school in the district has a designate who receives a list of the students that are in the building. Communication at the school level occurs between teachers, the school-based team, administrators, foster parents and social workers.

After each reporting period, schools provide data to the Director of Instruction who then meets with the Team Leader Family Services to discuss the data and review the collaboration between school designates and social workers in the field.

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

Types of evidence being collected to determine if monitoring is having an impact include: Language Arts Achievement Level, Numeracy Achievement Level, Reading

Level, extracurricular involvement and the number of absences and days late. At this point in time, there has been little change in the results being achieved by students.

It is difficult to determine, when progress is made, whether this is because of the increased communication between MCFD and the school or whether it is because of the services they receive from the district and the supplemental funding it receives.

6. Early Learning

- **Summarize your district's Early Assessment in kindergarten classes.**

Research indicates that student achievement in reading by the end of Grade 3 is the best predictor of later academic success, and more specifically, that levels of phonemic awareness in the first two years are directly related to this success. Subsequently, in May, all kindergarten students are assessed using the *Kindergarten Assessment & Early Literacy Screen*, which assesses phonemic awareness. In addition, classroom observations and documentation of learning based on teacher judgement using a variety of structures and strategies is also used to assess student readiness for Grade 1.

- **What strategies are in place to address the needs identified?**

Early Years:

The district works collaboratively with *Literacy Now South Okanagan-Similkameen*, to offer a variety of community early literacy programs, including *Books for Babies*, evening *Mother Goose Programs*, a *Connecting Generations for Grandparents Program* and a regional *Take a Book, Leave a Book Program*. As well, there are four StrongStart Centres in the district and every year, the coordinators of the program offer a StrongStart PALS Program.

Kindergarten:

Kindergarten teachers offer the PALS Program and/or Ready Set Learn Activities. As well, the Fun FRIENDS Program is offered at the kindergarten/Grade 1 level.

Primary Years:

The District Early Literacy Intervention Program (ELI) provides one-to-one support to our early at-risk readers in Grade 1. These students are identified using the kindergarten screener. ELI focuses on knowledge and use of the phonemic structure of written language. In addition, a variety of reading initiatives are implemented in elementary schools to enhance reading fluency and comprehension, including guided reading, SmartLearning, Reading Power, a home reading program using levelled books, buddy reading programs with seniors, Big Brothers Big Sisters Readers and/or students, and a One-to-One Literacy Program.

7. Other Comments

As in previous years, School District No. 67 has much to celebrate. For the past several years, School District No. 67 has supported a tremendous amount of work in pursuing the vision of “improving the achievement of all students – each and every student”. This was accomplished by building instructional capacity; supporting staff in deepening their knowledge, understanding and classroom practice. Our 2010-2011 results suggest that these efforts have had a positive impact on student success. The next step in improvement for the district is to “focus and deepen the work”, meaning taking the capacity we have built and strategically supporting the implementation of effective practices throughout the system.

The Board of Education and district and school staffs are working diligently to improve the life chances for all our students. Conversations about our successes and challenges are hopeful and reflective, with an increased focus on each and every student.

I would like to acknowledge and thank the staff, parents and Board for their collective effort and commitment to enhancing student achievement in School District No. 67.