

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

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

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."

School District No. 82

Coast Mountains

1. Improving Areas of Student Achievement

What is improving?

We are committed to improving:

- Literacy levels in all Elementary schools
- Success and Graduation rates for all learners

We are improving data collection needed to measure improvement in these areas beginning with this benchmark year.

We know that our new district focus on these goal areas and planned interventions could create learning improvement.

What evidence confirms this area of improvement?

Coast Mountains School District is in a benchmark year of measuring student learning improvement.

This report is the preliminary document to review improvement results.

Evidence identifying progress in goal areas will be measured from 2010/2011 benchmark results.

2. Challenging Areas

What trends in student achievement are of concern to you?

High vulnerability rates in early learners that are stagnant and not improving.

FSA results showing a disturbing decrease in the percentage of all learners and Aboriginal learners in Grade 4 & 7 meeting or exceeding expectations since 2007/2008, or over the last three years of the District Achievement Contract.

Six year Completion Rates for all learners and for Aboriginal learners showing little sustained improvement since 2007/2008, or over the last three years of the District Achievement Contract, and well below provincial average.

What evidence indicates this area of concern?

June 2011 cumulative early learning vulnerability of 30% with some indicators (May 2011 Grade 1 RAD) showing a vulnerability rate of 49%

Decreasing numbers of all Grade 4 & 7 learners and Aboriginal learners meeting or exceeding expectations on FSA results since 2007/2008

Six year completion rates not improving and well below provincial average for all learners and Aboriginal learners

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.

Goal - To raise literacy levels in all district elementary schools

Targets - lower vulnerability rates in K and Grade 1 learners by 2%/yearly, increase FSA success for all Grade 4 & 7 learners

*Early learning interventions include Talking Tables for vocabulary development, Strongstart Programs, Guided Reading strategies, developing more culturally relevant Aboriginal instructional & assessment materials & Professional Learning opportunities for teachers and administrators.

Goal - To increase success & graduation rates for all learners.

Targets - establish grad rates trends for all learners that move closer yearly to the provincial average by 2%, establish grad rates trends for Aboriginal learners that move closer yearly to the provincial average, by 3%.

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

* Early Learning - we have high teacher interest & participation in Professional Learning opportunities, particularly Guided Reading and Culturally relevant Kindergarten strategies and assessment tools.

*Grad rates - creating Middle School & Grad Program Schools & examining Alternate Program delivery models are practices designed to keep more learners engaged, in school and on a successful path to Graduation.

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

The district has started to change the fundamental way we view the delivery of instructional support services & we are migrating from a Special Ed pull out approach to an inclusive Learner Support Model, K-12. For both decreasing vulnerability in the early years and for increasing success in the later years, we are following best practice Learner Support examples from other districts where this shift in thinking and delivery has had a positive impact on student learning.

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

NEW

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

Goal - To raise literacy levels in all district elementary schools

Targets

- To lower vulnerability rates in Kindergarten & Grade 1 by at least 6% over a three year period, with an annual 2% reduction
- To increase the percentage of all Grade 4 & 7 learners who meet & exceed expectations on FSA, by at least 2% a year
- To increase the percentage of Aboriginal learners who meet & exceed expectations on FSA, by at least 3% a year

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

With 2010/2011 as our benchmark year we know that:

- vulnerability rates have remained high
- FSA success results for all learners and Aboriginal learners have been decreasing since 2007/2008

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

Goal - To increase success and graduation rates for all learners

Targets

- To establish trends in Grad rates for all learners that move closer each year to the provincial average, by at least 2% annually
- To establish trends in Grad rates for Aboriginal learners that move closer to the provincial average, by at least 3% annually

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

With 2010/2011 as our benchmark year we know that:

- for all learners completion rates have improved from 68% to 69.7% since 2007/2008 but are still below the provincial average of 81%
- for Aboriginal learners completion rates have improved from 44 % to 45.8% since 2007/2008 but are still below the provincial average of 53.7%

4. Targets (cont'd)

NEW

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

Goal - To raise literacy levels in all district elementary schools

Targets

- To lower vulnerability rates in Kindergarten & Grade 1 by at least 6% over a three year period, with an annual 2% reduction
- To increase the percentage of Aboriginal learners who meet & exceed expectations on FSA, by at least 3% yearly

Goal - To increase success and graduation rates for all learners

Targets

- To establish trends in Grad rates for Aboriginal learners that move closer to the provincial average, by at least 3% yearly

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

With 2010/2011 as our benchmark year we know that:

- FSA success results for Aboriginal learners have been decreasing since 2007/2008
- for Aboriginal learners completion rates have improved from 44 % to 45.8% since 2007/2008 but are still below the provincial average of 53.7%

5. Children in Care

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

Children in Care are included in our learning conversation of "all learners".

We are in the process of:

- clarifying different levels of care agreements
- establishing reporting processes to enable district tracking
- coordinating with our Aboriginal Education Department to facilitate communication with First Nations Bands

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

(i.e.) *continuing custody orders, temporary custody orders, other...*

The majority of our Children in Care are temporary custody orders.

5. Children in Care (cont'd)

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

School based administrators have been charged with the responsibility to endure proper protocols with respect to:

- communication with MCFD and foster parent
- appropriate information sharing with school staff
- liaison with other agencies such as First Nations
- reporting of discipline issues and academic progress

NEW

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

We are not able to report on this at this time and will include it in our planning.

6. Early Learning

NEW

Summarize your district's Early Assessment in kindergarten classes.

- Kindergarten Assessment May 2011 - vulnerability 28.3%
- EDI February 2011 - vulnerability scale 23%
- Kindergarten Report Card June 2011 - vulnerability 15%

What strategies are in place to address the needs identified?

This one of our main goal areas and we are committed to making a difference over time through such actions as:

- moving district schools to a Learner Support Model
- supporting teachers in their Professional Learning
- creating more culturally relevant learning and assessment opportunities for our Aboriginal learners
- continuing to work with the Ministry on improving our student achievement data collection, analysis and warehousing

7. Other Comments

Coast Mountains School District is seriously committed to continuing the good work that is already taking place in district schools and also to improving practice to positively impact the learning environment particularly in our goals areas of literacy and school completion.

The district is on the move, with some catching up to do.

Board Approval Date:

Submit by Email
