

Superintendent's Report on Student Achievement 2014/2015

- ▶ 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 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: **82**School District Name: **Coast Mountains Board of Education**

1. Improving Areas of Student Achievement

What is improving?

We are committed to improving:

- Literacy levels for all learners in elementary schools.
- Success and graduation rates for all learners.

We are improving data collection needed to measure improvement in these areas. By June 2015, we will have a system to generate school and district level evidence of reading achievement for all primary grades. A triangulation of evidence which includes report card marks, primary reading results, and provincial exam results will provide a more accurate picture of our learners.

What evidence confirms this area of improvement?

- Literacy: FSA, Report Card marks, Kindergarten screen, Reading Assessments grades 1, 2, 3 and School-Wide Writes
- Success and graduation rates: Ministry data

2. Challenging Areas

What trends in student achievement are of concern to you?

- High vulnerability in early learners.
- FSA results for all students and Aboriginal learners remain very low.
- Six-year completion rates for all learners and for Aboriginal learners show a reduced rate of success well below provincial average.

What evidence indicates this is an area of concern?

- Cumulative early learning vulnerability level of 22.7% in June 2013.
- Despite minor improvement in some areas of FSA, our results indicate that a significant percentage of students are not learning at acceptable levels in reading, writing, and numeracy.
- FSA results: Grade 4 reading for all students meeting or exceeding:

2011 – 55%

2012 – 45%

2013 – 57%

2014 – 55%

- FSA results: Grade 4 writing for all students meeting or exceeding:
 - 2011 – 28%
 - 2012 – 40%
 - 2013 – 53%
 - 2014 – 43%

- FSA results: Grade 4 numeracy for all students meeting or exceeding:
 - 2011 – 44%
 - 2012 – 45%
 - 2013 – 39%
 - 2014 – 44%

- FSA results: Grade 7 reading for all students meeting or exceeding:
 - 2011 – 53%
 - 2012 – 38%
 - 2013 – 49%
 - 2014 – 52%

- FSA results: Grade 7 writing for all students meeting or exceeding:
 - 2011 – 37%
 - 2012 – 49%
 - 2013 – 40%
 - 2014 – 42%

- FSA results: Grade 7 numeracy for all students meeting or exceeding:
 - 2011 – 42%
 - 2012 – 35%
 - 2013 – 36%
 - 2014 – 32%

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:

- To show an increasing trend in demonstrating readiness to learn factors in Kindergarten and Grade 1 students.
- To increase the percentage of all Grade 4 and 7 learners who meet and exceed expectations on the provincial FSA exams, as revealed by incremental success rate gains each year.
- To increase the percentage of all Grade 4 and 7 Aboriginal learners who meet and exceed expectations on the provincial FSA exams, as revealed by incremental success rate gains each year.

Goal:

- To increase success and graduation rates for all learners including Aboriginal learners.

Targets:

- To establish trends in graduation rates for all learners that move closer each year to the provincial average, through incremental success gains yearly.
- To establish trends in graduation rates for Aboriginal learners that move closer each year to the provincial average, through incremental success gains yearly that reflect the huge need to improve.
- To continue to make significant changes in program delivery in the district that reflect the needs of our diverse 21st Century Coast Mountains' learners.

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 and participation in professional learning opportunities, particularly Guided Reading, Talking Tables for vocabulary development and culturally relevant pedagogy and assessment tools.

Graduation Rates:

Continued implementation of Middle Schools in 2014 and expansion of culturally relevant delivery options for Aboriginal learners appears to be increasing student engagement in learning. Particularly at our two new Middle Schools, student enthusiasm, attendance and successful participation in curricular and extracurricular activities is high.

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

- Coast Mountains School District is working in partnership with Dr. Lorna Williams to increase the capacity of educators to incorporate culturally relevant pedagogy into the daily learning experiences of our students. We are committed to increasing student engagement and success.
- Chris Weber is working with our district to implement timely and effective intervention strategies at the classroom, school and district levels to establish a Response to Intervention (RTI) framework which ensures that each learner succeeds at high levels.
- Powell River Educational Services Society is working with the Board of Education and district staff to create a Career/Trades Technical Centre and school-based trades experiences to increase engagement and opportunities for non-university bound students.
- We are currently working with stakeholders to develop a comprehensive and long-term District Literacy Strategy which will align resources and efforts to improve literacy levels for all of our learners.
- The district is working with school-based principals and parents to improve FSA participation rates so that we may accurately track the majority of students with this assessment.

- The district has changed the fundamental way instructional support services are delivered by migrating from a Special Education pull-out approach to an inclusive Learner Support Model, K-12. To decrease vulnerability in the early years and increase success for all learners, we are following best Learner Support examples from other districts where this shift in thinking and delivery has had a positive impact on student learning. A key component has been the provision of professional learning opportunities for both teaching and support staff.
- Early learning interventions include Talking Tables for vocabulary development, StrongStart Programs, Guided Reading, and developing more culturally relevant Aboriginal instructional and assessment materials.

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

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

Goal:

- To raise literacy in all district elementary schools.

Targets:

- To show an increasing trend in demonstrating readiness to learn factors in Kindergarten and Grade 1 students.
- To increase the percentage of all Grade 4 and 7 learners who meet and exceed expectations on the provincial FSA exams, as revealed by incremental success rate gains each year.
- To establish school and district-wide writes in all intermediate grades by September 2014.

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 are still high in all primary grades.
- FSA success results for all learners and Aboriginal learners are very low.

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.

Goal:

- To increase success and graduation rates for all learners.

Targets:

- To establish trends in graduation rates for all learners that move closer each year to the provincial average, through incremental success gains yearly.

Targets: (continued)

- To establish trends in graduation rates for Aboriginal learners that move closer each year to the provincial average, through incremental success gains yearly that reflect the huge need to improve.
- To continue to make significant changes in program delivery in the district that reflect the needs of our diverse 21st Century Coast Mountains' learners.

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

Since 2007, our six-year completion rates have gone from:

All Students:	68% to 68%
Female:	69% to 70%
Male:	67% to 65%
Aboriginal:	44% to 42%

While some of these trends are encouraging, our results are still well below the provincial average of 84% for all students and 62% for Aboriginal students.

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

Goal:

- To raise literacy in all district elementary schools.

Targets:

- To show an increasing trend in demonstrating readiness to learn factors in Kindergarten and Grade One Students.
 - Assign a First Nations Support Worker to each Kindergarten classroom with significant First Nations student population for a minimum of one hour a day. The mandate of the First Nations Support Worker is to promote First Nations culture and create a sense of belonging for those students of First Nations ancestry.
 - Kindergarten First Nations Support Workers also work with students on academics and language development in small groups, through play, and as part of interventions for those students who struggle.
 - Six in-service sessions for Kindergarten teachers to focus on: introducing and guiding teachers through an inquiry approach for improving practice to increase achievement; discussions and presentations on language development and vocabulary; and focused sessions on using centres for numeracy and literacy development.
 - Six in-service sessions for the First Nations Support Workers that work in Kindergarten classrooms will focus on skill development in the areas of academic support and vocabulary development, and the incorporation of First Nations culture through games, stories, and play.

Targets: (continued)

- To establish baseline evidence of reading skills in Grades 1, 2 and 3 by June 30, 2015.
- To increase the percentage of all Grade 4 and 7 Aboriginal learners who meet and exceed expectations on the provincial FSA exams, as revealed by incremental success rate gains each year.
- To establish school and district-wide writes in all intermediate grades by September 2014.

Goal:

- To increase success and graduation rates for all learners including Aboriginal learners.

Targets:

- To establish trends in graduation rates by Aboriginal learners that move closer each year to the provincial average, through incremental success gains yearly that reflect the huge need to improve.
- To continue to make significant changes in program delivery in the district that reflects the needs of our diverse learners:
 - Building intervention teams within classrooms and schools through an RTI framework.
 - Increasing the cultural fluency of First Nations Support Workers and First Nations Rehabilitation workers through professional development that is centered around the artisan works that are traditional to local First Nations cultures. While gaining the technical skills they will also learn the historical and technical aspects for the instruments, crafts, and tools. Students will see school as being connected to their culture and develop a sense of belonging to engage learning.
 - Increasing the historical knowledge among all school workers of the local Aboriginal groups including the histories, lifestyle, clan systems, and cultural influences. This will include knowledge and understanding of the residential school history and its effect on Aboriginal people, families, and communities.

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 results: Grade 4 reading for Aboriginal students meeting or exceeding:
 - 2011 – 41%
 - 2012 – 35%
 - 2013 – 48%
 - 2014 – 45%

- FSA results: Grade 4 writing for Aboriginal students meeting or exceeding:
 - 2011 – 18%
 - 2012 – 24%
 - 2013 – 39%
 - 2014 – 34%

- FSA results: Grade 4 numeracy for Aboriginal students meeting or exceeding:
 - 2011 – 29%
 - 2012 – 33%
 - 2013 – 33%
 - 2014 – 28%

- FSA results: Grade 7 reading for Aboriginal students meeting or exceeding:
 - 2011 – 43%
 - 2012 – 30%
 - 2013 – 40%
 - 2014 – 37%

- FSA results: Grade 7 writing for Aboriginal students meeting or exceeding:
 - 2011 – 25%
 - 2012 – 39%
 - 2013 – 26%
 - 2014 – 31%

- FSA results: Grade 7 numeracy for Aboriginal students meeting or exceeding:
 - 2011 – 26%
 - 2012 – 27%
 - 2013 – 24%
 - 2014 – 17%

Aboriginal learners' Completion Rates have gone from 50% to 42%.

5. Children in Care

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

Children in Care is a student sub-population we disaggregate in our conversations regarding meeting the needs of all learners.

We see an improvement in communication within our Aboriginal Education Department with First Nations Bands, which will be very beneficial to First Nations students in care.

School district participation in the Safe Relations Committee with community agencies is solidifying our connection and communication with other agencies in our communities.

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

Each school has a designated staff member to identify and monitor custody orders for Children in Care. These contacts are kept updated with the Ministry of Education. Staff awareness of the variety of other agreements (Independent Living, Voluntary Care Agreements) is growing and methods of recording and monitoring these are being developed.

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

District Staff attend regular Kid Specific Meetings and Interagency Meetings with community agencies. In addition, school-based principals and their teams are responsible to ensure proper protocols are followed for IEP meetings, school registration/entry, suspension and re-entry. This includes:

- Communication with Ministry of Children and Family Development; Social Worker/Guardian
- Appropriate communication with foster parent(s)
- Liaison with other agencies
- Reporting of discipline issues and academic progress to appropriate sources
- Providing relevant information to school and district staff as needed

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

- Baseline data currently includes; Demographics, Special Needs Status, FSA results and Provincial Exam Results
- At present, there is no clear trend regarding achievement results for students in care
- The district is developing a data management system which will track Children in Care. Attendance, report card data, primary reading results, Ministry data and student discipline will be included.

6. Early Learning

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

Strategies:

This is one of our main goals and we are committed to making a difference over time through the following strategies:

- Establishing a district Early Learning Team to work with schools on early learning strategies and issues:
 - Through the use of our Literacy Support Teacher, promotion and instruction in the use of running records as a tool for assessment as well as a tool that would drive instruction.
 - Encourage and support the Primary Teachers Groups in each of our communities. Assist in the development of these informal teacher groups with a structure that promotes sharing of best practices.
 - Development of a District Kindergarten and Grade One Assessment Tool Kit.
- To further extend the reach of StrongStart Programs out to the communities:
 - StrongStart Programs have "Outreach Days" at each centre where the program is brought out to locations within the community such as the food bank or the mall on specific days.
 - StrongStart Programs partner with local learning events such as Literacy Week, Learning Fairs and Health Unit events that centre around the child. They will set up centers at each event with information and activities for students.

- Implementing a Learner Support Model:
 - We are building intervention teams within classrooms and schools through an RTI framework.
 - These teams consist of Classroom Teachers, Resource Teachers, support personnel including Literacy Support Teachers, Educational Assistants, and First Nations Support Workers.
- Supporting teachers in their professional learning, focusing on Kindergarten:
 - Six in-service sessions for Kindergarten teachers to focus on: introducing and guiding teachers through an inquiry approach for improving practice to increase achievement; discussions and presentations around language development and vocabulary; and focused sessions on using centres as learning centers for math and literacy.
- Creating more culturally-relevant learning and assessment opportunities for our Aboriginal learners.
- Participating in the Ministry Changing Results for Young Readers initiative and Vancouver Island University Reading Research Project.
- Cultivating improved Inter-Agency communication and coordination of services.
- Documenting strategies and interventions in Student Intervention Plans for students not designated in a special needs category.

Challenges:

- Kindergarten Assessment May 2013: Vulnerability 29.3% 2014 – 27.8%
- EDI February 2013: Vulnerability 22.7% no data for 2014
- Kindergarten Report Card June 2013: Vulnerability 22.0% 2014 – 21.8%

7. Other Comments

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

For the third year in a row, we hosted the regional ERASE training sessions in our district. On November 12 we offered Level One: *Ensuring Safe & Caring School Communities*. 20 Coast Mountain School District employees participated along with 11 teachers and administrators from other districts, and one community member. On November 13 and 14 we offered Level Two: *Basic Threat & Risk Assessment Training*. 10 school district staff members, 8 teachers and administrators from other districts and 15 community members participated.

We were especially pleased to have a significant contingent from the RCMP, the Ministry of Children & Family Development, and the Mental Health & Addictions Team, Northern Health present at the ERASE training sessions. We will be offering Level Three training in May; District Staff, Principals, Vice-Principals, School Counsellors, and Community Partners will be invited.

The economic pressures of our area have impacted our schools and communities, in particular with the cost of affordable housing. On a positive note it has also fueled interest and participation in trades-related opportunities within the district.

Powell River Educational Services Society is working with the Board of Education and district staff to create a Career/Trades Technical Centre and school-based trades experiences to increase engagement and opportunities for non-university bound students.

8. Board approval date: January 21, 2015
