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

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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**

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School District No: School District Name:

1. Improving Areas of Student Achievement

What is improving?

Six year completion rates for aboriginal students. They have risen from 45.7% in the 2009/2010 school year to 61.8% in the 2013/2014 school year.

In the 2013/2014 school year grade 4 aboriginal students surpassed non-aboriginal students on the reading component of the FSA's.

In other areas of the FSA's, writing and numeracy aboriginal students' scores have increased over the past 5 years, and the gap between achievement of aboriginal students and non-aboriginal students has decreased.

Kindergarten and grade 1 students' essential literacy skills and reading levels.

What evidence confirms this area of improvement?

In 2009/2010 school year, the six-year completion rate was 45.7% and in 2013/2014 it is 61.8%. The eligible grade 12 graduation rate for aboriginal students in the 2014/2014 school year is 100%.

On the grade 4 FSA results for reading, in the 2013/14 school year, 71% of aboriginal students in grade 4 were meeting expectations, while only 66% of non-aboriginal students were meeting. By grade 7, 59% of aboriginal students were meeting, and 61% of non-aboriginal students were meeting.

In the classrooms participating in the Primary Literacy Pilot:

• Kindergarten students in participating classrooms achievement of essential skill levels ranged between 63 amd 84 per cent by June 2014

• Grade 1 students' achievement of in the six essential literacy skills ranged between 80 and 90 percent. By June 2014.

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2. Challenging Areas

What trends in student achievement are of concern to you?

The number of students who are below grade level in numeracy is an area of concern.

What evidence indicates this is an area of concern?

2013-14 FSA results indicate that 28% of grade 4 and 46% of grade 7 students were not meeting expectations at the time of the assessment. School administrators concede that this is an area frequently cited by teachers as an area of student achievement that is unsatisfactory to them.

The District designed numeracy assessment planned for administration in spring 2015, will provide more information about areas of the numeracy curriculum needing the most attention.

Four schools have achievement rates exceeding 80% for all students in Grades 4 and/or 7 FSA. These schools will be included in the design team for the numeracy skill improvement project planned for 2015-16.

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.

Primary Literacy:

Grade 1 and 2 students from classes participating in the Primary Literacy Pilot, launched in August 2013, are well on track to achieving the goal of reading and writing at grade level by the end of grade 3 (see #1 above).

Qualitative data to indicate that progress is being made in this area, include:

- **The lowest 30% of grade 1 students who were in participating classrooms for the Project, when assessed for Reading Recovery intake in September 2014, came in in with Observation Survey Scores significantly higher across the board in all areas and in particular in writing vocabulary, hearing and recording sounds in words and concepts about print in addition to expected increases in alphabet knowledge.**

- **Students requiring phonological intervention in grade one decreased from 30 to 20 per cent of all grade ones.**

- **The Speech/Language intervention team's caseload has shrunk for the first time in ten years.**

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

Coach/Mentor program with a focus on goal setting, grad and grade coaching for aboriginal students is having a positive impact on aboriginal student achievement as cited in #1 (above) and #4 (below).

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

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

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

The overall goal for literacy is to have 90% of students reading and writing at grade level across all District schools.

In response to the District's ongoing trend of student achievement rates in the 60-70% range, the Primary Literacy Pilot was designed and launched in the 2013-14 school year. Early results are positive as outlined in responses to questions 1 and 3 above.

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

See response to questions 1 and 3 above.

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

As per the achievement Contract, the baseline data for this year in conjunction with additional sources of school and provincial data, will provide staffs at each secondary school with the information they need to set realistic targets for completion rates. This target will be set in May 2015.

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

Not available at this time.

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

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

All schools have a designated (school-based) coach/mentor teacher position and intinerant support staff who have the responsibility to set and monitor individual goals with aboriginal students. As described in question 1 (above) results have been showing continual improvement since 2009. The gap between aboriginal student achievement and overall student achievement is steadily decreasing. A range of 5 and 12 percent represents the gap between aboriginal students and all students in the 2013-14 FSA data for grades 4 and 7 literacy and numeracy. The narrowing gap is most evident at the grade 7 level.

5. Children in Care

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

Those students who have been identified as children in care have an adult mentor assigned to them in each school. We assess the student as to needs they have around emotional and social development and put appropriate supports in place. The majority of our children in care have an IEP in place and we address any additional goals around care and nurturing within the IEP. We have good communication with both foster parents and guardian social workers and plan and engage in interagency meetings as needed. We work together to ensure a safe, caring and productive learning environment for our children in care.

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

We have identified children with continuing custody orders, temporary custody orders, voluntary care agreements and special needs agreements. We meet at least once a year with MCFD to determine who is involved with an agreement or order. Most of the time, the student is identified as being in care upon registration. We are sometimes informed when an agreement changes or the living situation of a child in care is altered.

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

Foster parents take the role as parent for any day-to-day situations involving their foster child. When we need to have a meeting to discuss major issues, foster parents have always attended. We sometimes are able to have social workers attend but sometimes it is difficult for them. When we have to make a significant change to a child's program, we are able to get social workers to the table. Overall, our two-way communication with social workers has been good but certainly could be improved upon. There is a significant workload issue for social workers in our communities.

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

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As with any group of students, we have a range of results. We are able to show success with most of the needs of students regardless of being in care. We do struggle with students who show significant violent behaviours as they pose a safety risk for students and staff. We have been able to work successfully with the foster parents and social workers to adjust programs to allow for success at school even if we have an adjusted school day.

6. Early Learning

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

In order to decrease vulnerabilities in children at the kindergarten door, SD 59 has several strategies in place:

- **StrongStart drop-in programs are in four schools. These programs offer parent / child interactive programming 5 days a week, 3 hours a day, and are free for families.**
- **StrongStart Outreach programs are offered two days a week in three schools.**
- **All elementary schools in SD 59 host a Welcome to Kindergarten event for 4 and 5 year olds entering school in September.**
- **All elementary schools in SD 59 host Ready, Set, Learn events for 3 and 4 year olds not entering school in September.**
- **Through championing the South Peace Building Learning Together (BLT) Society, extra parent / child interactive programming is offered for families in the Hub:**
  - **Infant Interaction – 2 afternoons a week**
  - **Books & Pyjamas – 1 evening a week**
  - **Saturday Family Fun Time – several Saturdays a month**

The BLT has received grant money toward Parenting the Positive Discipline Way:

- **32 people have been trained as Parent Educators in Positive Discipline**
- **Classes for parents are currently offered in Dawson Creek, Chetwynd, and Tumbler Ridge.**

The SD 59 Early Learning Project Manager continues her key role as liaison to the community by sitting at various tables as a partner addressing child vulnerability rates.

Thirteen of the fifteen elementary schools have all (or the greater percentage) of teachers participating in the Primary Literacy Project. The long-term target for this project is that 90% of the Kindergarten cohort of September 2013 will be reading and writing at grade level upon entry to grade 4 in 2017. The overriding rationale behind this project is that intensive and intentional early intervention with ongoing tracking, monitoring and adjustment will decrease the numbers of students unable to meet expectations as they move into the intermediate and secondary years. Ideally, when this cohort and those who follow reach middle and secondary years the need for alternate programs will be significantly decreased.

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7. Other Comments

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

ERASE Training

Levels 1 and 2

School districts in the Peace region took part in another level 1 and 2 training session in Ft. St John on November 3 -5, 2014. 10 staff from around SD. 59 who had not been at previous sessions attended the training. This ensured that each school had a trained team.

Level 3

There will be a level 3 ERASE training session for the Peace Region held in Dawson Creek on March 9 – 10, 2015. We are presently getting the participants list together for each of the three districts.

Skills Training

SD. 59 has increased focus on skills training leading to trades and technical careers. A cohesive Careers Team has been put together across the district to take advantage our longstanding partnerships with Northern Opportunities, Northern Lights College, and local business. There has been an increase in the number of students in Work Experience, SSA and Trades Exploration programs. The District, with a grant from the Ministry, has also developed a careers focus on elementary grades. An Elementary Careers Coordinator has been hired to work closely with elementary teachers and students to increase exposure to hands on learning and working on projects with local business and trades people. This will help to shift students' and parents' perceptions of trades and technical careers prior to choosing pathways in high school.

8. Board approval date:

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