

Superintendent's Report on Student Achievement 2013/2014

- ▶ 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 submitted by email by January 31.

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

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: 59

School District Name: Peace River South

1. Improving Areas of Student Achievement

What is improving?

- Students' social emotional learning in the elementary schools
- Students' ownership of their learning and ability to talk about their thinking
- Student engagement and ability to talk about their learning
- Literacy results at the grade 4 level

What evidence confirms this area of improvement?

The teaching and learning of Habits of the Heart/Mind are evident in elementary schools. Students can be seen using their understanding of empathy, curiosity, integrity, self-confidence and reflection as they support each other in collaborative working groups and in social settings. Evidence of their learning in these areas is also seen in students' presentations and demonstrations of learning, the critiquing process and risk taking.

Students are able to distinguish between product and process. There is a growing understanding that learning is in the process, not the product. Students are increasingly demonstrating use of 21st Century competencies such as critical thinking, collaboration, problem solving and communicating.

Student engagement and ownership are evident in the number of presentations of learning occurring throughout the district. Students have also been making presentations to the Board of Education.

There is an increase in the percentage of students who are meeting/exceeding on the grade 4 FSA reading assessment.

2. Challenging Areas

What trends in student achievement are of concern to you?

There continue to be students who are not engaged in learning. It appears when students are not challenged or find what they are being asked to do is not important to them, they disengage.

Literacy levels of intermediate students continue to be an area of concern.

What evidence indicates this is an area of concern?

- Significant attendance issues amongst our vulnerable student population at the secondary level
- Secondary student interview data
- Fountas and Pinnell reading assessment data

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.

Mind Up, Positive Discipline in the Classroom, Me to We, I Can, restorative practices and Habits of the Heart are having a positive impact on school culture and peer-to-peer interactions.

Many schools have adopted an inquiry-based approach resulting in increased levels of student engagement. Presentations of learning occur throughout the year and are extremely well attended by parents and community members.

The development of classroom profiles and instructional plans based on individual student data is impacting the design of classroom instruction based on the Response to Intervention (RTI) model. Collaboration time is provided for teachers to co-design instruction based on achievement data and RTI. We are moving from knowing about the needs of students to implementing differentiated instructional practices and supports that make a difference.

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

- Group work by the counseling department focuses on students developing new skills that they are able to apply across environments
- 71% of the students are able to demonstrate a skill outside of the group setting
- 95% of the students are able to articulate improved social skills such as respect, anger management, self-esteem and impulse control
- 55% of the students in after school programs have shown progress in social skill development

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

Later to Literacy intervention teachers are now working in every elementary school. These teachers provide additional reading and writing instruction to targeted students in grades 2-7 who are not reading at grade level. The results are positive. In all schools, the majority of participating students show several levels of improvement and many achieve at grade level as a result of the intervention.

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

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

- Primary Literacy Project launched in September 2013 with a goal of 90% of students entering grade 4 in 2017 meeting or exceeding grade level reading and writing expectations

- 90% of intermediate students reading and writing at grade level

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

- Kindergarten screening and grade 1 assessments include Alphabet Knowledge, Phonological Awareness Assessments, Concepts About Print
- Fountas and Pinnell (Grades 1-8)
- Report Card Data (K-12)
- Performance Standards (Grades 1-9)
- Later to Literacy intervention data (Grades 2-7)

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

- Completion rate – 90%

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

Six-year completion rates:

We continue to meet with students as a means of monitoring and adjusting programs.

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

All aboriginal learners will be reading at grade level by the end of grade 3.

The district completion rate for aboriginal learners will be 90%.

All students will be engaged in their learning.

School culture will be inclusive, safe and caring.

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

The district is disaggregating the data for aboriginal students in order to be able to set the most relevant goals for this group. Support programs include Family Liaison Workers, Grade/Grad Coaches and Aboriginal Support Workers. Teachers in each school will work with setting individual targets for each aboriginal learner in our classrooms. We continue to make incremental gains in our completion rates.

The District completion rate for aboriginal learners continues to trend in the positive direction and this would suggest that the initiatives we have put in place over the past few years are producing positive results.

We have been interviewing students both in small groups and one-on-one about their learning experience and using this information to develop positive and inclusive school cultures.

Students are reporting that the coach/mentor teachers are providing support and assistance. Students report that the caring relationship that exists between coach/mentors and students is helping the students to set goals and achieve them.

5. Children in Care

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

Continuing custody orders are most consistently identified and monitored. Where each school has knowledge of other custody arrangements, those students are identified and monitored.

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

We have had very positive communication with foster parents around children in care. They are fully involved in consultations regarding the child's programming. The guardian social workers are also involved in any major planning or decision making around these students. We have been able to participate in most Integrated Case Management meetings.

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

Achievements vary depending on the child's situation. We are always flexible about changing in response to the child's needs. We have had some great success with students involved with Special Needs Agreements and continue to advocate for the children under other agreements.

6. Early Learning

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

After years of steadily increasing vulnerability rates, there was a significant improvement in EDI results for children entering kindergarten in September 2012. In School District No. 59 the child vulnerability rate dropped from 38% (1 in 4 children) in 2011/12 to 32% (1 in 3 children) in 2012/13. Children in the South Peace region are now within the range of the provincial statistic, indicating that 32.5% of children, province wide have significant vulnerabilities in two or more domains.

In five waves of data (beginning in 2006) the Physical Development and Language & Cognitive Development domains were consistently rated as the areas in which most children were vulnerable. The latest data indicates that these areas are no longer the areas of highest concern. District wide, vulnerability was highest on the Emotional Maturity scale at 18%. Child vulnerability was lowest on the Language & Cognitive Development scale at 10%.

A variety of District initiatives have targeted the early learning community and their parents. The six StrongStart Facilitators have had extensive professional development in language development and are currently completing the Hanen Centre's "Learning Language and Loving It". In turn, their goal is to mentor parents in using these high impact language development strategies at home.

The District has significant partnerships with other early learning groups and agencies in the community which have resulted in a full calendar of options for families at the District/Kiwanis Early Learning Hub. Kindergarten KickStart, Infant Interaction, Books & Pyjamas, and Family Fun Saturdays to name a few. There has also been an overwhelming response to "Positive Discipline for Parents" training with 65 parents graduating from the 7-week courses offered over the past year

7. Other Comments

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

At present, we provide relevant programs for ELL students and sometimes their families (as a result of our partnership with the Dawson Creek Literacy Society). We have a helping teacher to ensure that appropriate programs are in place for school age learners. Adult Literacy programs are active in each of our three communities. Communities are being intentional around providing available resources through the public libraries and Literacy Societies who provide workshops for ESL adults.

ERASE training has been completed by all schools. The VTRA protocol has been signed off by MCFD, RCMP and CYMH. The protocol has been successfully implemented across the district with a direct result of greater communication.

8. Board approval date:
