

Superintendent's Report on Student Achievement 2012/2013

- ▶ 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.

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 summarize the required elements of the Superintendent's Report.

While images cannot be inserted into the form, you may reference an appendix of supporting materials (e.g. charts, tables) and attach them to the submission email.

The completed report will be published on the Ministry website.

Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: EDUC.Achievement@gov.bc.ca

School District No:

School District Name:

1. Improving Areas of Student Achievement

What is improving?

What evidence confirms this area of improvement?

2. Challenging Areas

What trends in student achievement are of concern to you?

What evidence indicates this is an area of concern?

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.

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

3. Programs / Performance / Results & Intervention (continued)

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.

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

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

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

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

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

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

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

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

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

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

6. Early Learning

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

7. Other Comments

8. Board approval date:
