

# 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](mailto:EDUC.Achievement@gov.bc.ca)

## Submission

Submit your document, by January 31, to the Ministry by email: [EDUC.Achievement@gov.bc.ca](mailto: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 31<sup>st</sup> 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: SD 72

School District Name: Campbell River

## 1. Improving Areas of Student Achievement

### What is improving? What evidence confirms this area of improvement?

- By the time students reach grade nine, our District Writing Assessment data shows that we have been increasing the number of students who are fully meeting and exceeding expectations in writing.
- Student achievement has steadily increased on the English 10 Exam Marks; from **56%** achieving C+ or better in 2008/2009 to **66%** achieving C+ or better in 2012/2013.
- Our six-year completion rates for all students have improved from **74.6%** in 2008-2009 to **82.5%** in 2012-2013. There has also been an improving trend for the six-year completion rate for males. We have increased from a completion rate of 70.4% in 2008-2009 to an **81.8 %** completion rate in 2012-2013. Furthermore, the gap between the male and female six year completion rates has narrowed from **9%** to **1.5%**.
- The number of students who are taking Distributive Learning courses has increased over the last three years. Our data shows that from September 2012 to August 21, 2013, there were 242 activations. 149 of the courses were completed for a overall completion rate of 62%. The remaining 93 courses are still active.
- Graduation rates at Robron Center (Alternative Programs) are continuing to increase. In terms of our **Continuing Education Program**, 229 courses were activated in 2012-2013 and 152 of these were completed for a success rate of 51%.

### Outcomes for Aboriginal Students.

- Over the four years of our Enhancement Agreement, there has been improvements in completion rates of our aboriginal students; from **50%** in 2008/2009 to **62%** in 2012/2013. It is significant to note that aboriginal student completion rates for 2012/2013 was **72%**.
- **97%** of our aboriginal students who enter grade 12, successfully graduate.
- The number of aboriginal students taking Foundations and Pre-Calculus 10 is improving and the number of students who are successfully passing has increased from **72%** to **85%** in the last three years. **45% of those who passed in 2013 received an honours standing.**
- Our District data shows that the number of aboriginal students who take Grade 12 English as opposed to Communications 12 has increased over the course of the present Enhancement Agreement. Twice as many aboriginal students take English 12. **93%** of the students who took English 12 passed it and of those **58%** received a mark of C+ or better.

## 2. Challenging Areas

**What trends in student achievement are of concern to you? What evidence indicates this is an area of concern?**

- The data (both our District Reading Assessment and FSA scores) shows that while student achievement in reading generally improves in the primary years, there appears to be a decline in student **reading achievement** as they move up in the intermediate years until grade 10. This is true for both our aboriginal and non-aboriginal students.
- **Numeracy:** It is challenging to determine our success rates in numeracy at the elementary and middle school levels because we have only **48 to 55%** of the students in grades four and seven writing the FSA. It is however evident through school review data, anecdotal observations shared by educators, the number of students who are requiring tutoring both in and out of school, as well as the number of teachers requesting professional development support in this area, that numeracy is a 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?)**

### All Three Goals:

- **Robron Center Alternative Programs** continues to support students in grades 7 – 12 who have unique learning, cultural or social and emotional needs. It also serves adult students who come back to complete adult dogwoods or upgrade for post-secondary studies. The center provides both full and part day programs. Student engagement, course/school completions and grad rates continue to improve. Grade 8 to 12 students were enrolled in a total of 650 courses. Of those, **59%** were successfully completed during the 2012-2013 school year.
- **Intervention Grants:** Our district provides intervention supports for schools to address targeted student learning needs identified in their yearly Student Success. The support our Board of Education has allocated for this purpose is equivalent to one full time teaching position. Using an inquiry approach or Response to Intervention (RTI) framework, schools are tracking the student learning progress made through these interventions.
- **Extra staffing** is provided for schools based on EDI data to support vulnerable students. Three of our elementary schools receive such support each year. This past year vulnerable students at these schools received extra support in the areas of literacy, self-regulation, and social responsibility. The support our Board of Education has allocated for this purpose is equivalent to 1.5 teaching positions.

- **Transition Program for students with developmental challenges (Grade 13):** While we are only in our second year of implementation, this program appears to be making a significant difference based on initial feedback from employers, parents, as well as community organizations. This program focuses on independent living skill development while creating opportunities for the students to do meaningful work in the community.

### Professional Development for Teachers:

- **“Tribes Training” for Teachers:** Over 140 educators (Administrators, Teachers and Educational Assistants) have been certified in Tribes Training. Schools are actively working on implementation strategies. Tribes training fits well with goal one of our Achievement Contract as it centers on creating a safe and positive learning environment.
- **Professional Reading Groups:** We have approximately 150 teachers involved in reading groups this year. Topic focuses vary from Numeracy (Number Talks), Mindfulness (Ten Mindful Minutes), Self-Regulation (Calm, Alert and Learning), and Technology. In addition to reflecting on the main ideas presented in books and articles, teachers collaborate around potential application strategies of such ideas in the classroom setting.
- **First Steps In Math Training** – Over 130 teachers have been trained at both our elementary and middle school levels. Those who have been trained collaborate regularly and receive *in classroom* Instructional Support to further the successful implementation of the FSiM approach.
- **Teacher Mentorship Program:** We have over 25 active teacher mentorship partnerships in the district. These mentorships focus both on supporting new teachers as well as teachers who move into new roles/assignments.
- **Pro-d Series:** Our upcoming series will focus on the following themes: “Assessment for Learning”, “Supporting Aboriginal Learners”, “Supporting Students with Unique Learning Needs”, and “Promoting Mental and Emotional Well Being”
- **Response To Intervention:** Presently we have four educators who have been completely trained and we have provided a solid introductory session for all school support teachers and student services staff. Based on the results of some initial work, there is much enthusiasm and positive promise for potential improvement in student learning using this framework.

## 3. Programs / Performance / Results & Intervention

### Instructional Support Teachers:

- Our Instructional Support teachers provide side by side coaching for teachers in the classroom. The focus areas include: Literacy, Numeracy, Assessment, Play Based Learning, and Technology.

### 3. Programs / Performance / Results & Intervention continued...

#### Supports from our Student Services and Aboriginal Education Departments:

- Our **Elementary counselling support** continues to make a positive difference for a number of our elementary students, especially as it relates to their social and emotional well-being. This is the second year the district has been able to provide such support. The need was identified from a number of our schools in their Learning Improvement Fund application.
- **Youth Care Workers** and **Aboriginal Support Workers** who are assigned full time to specific elementary, middle and secondary school continue to yield positive results.
- Our **Behavioural Resource Teachers** and **Integration Support Teachers** provide much needed support to students in the classroom by providing teachers with strategies for inclusion and differentiated instruction in a "side by side coaching" approach.

#### Goals Two and Three:

- **Changing Results for Young Readers:** 70 educators (teachers and school based leaders) have participated in the professional development/inquiry project which represents twelve out of our fourteen elementary schools. Twenty students have been the focus of these inquiries. This year, we have expanded this initiative to include a team from each of our two middle schools.
- Our **Summer School** and **DL** programs continue to allow more time and opportunity for secondary students to successfully complete academic courses. This past summer 504 students enrolled in Summer School. Eighty two of those were secondary students enrolled in either Math or English. The elementary Rec and Read programs provided literacy support for our vulnerable elementary students who were recommended to the program by their teachers. In terms of Distributive Learning, there were 18 courses activated in the summer (post June 30<sup>th</sup>) and of those there were 13 or 72% of the courses completed.
- **Secondary Tutoring Programs:** Afterschool tutoring programs, generally focused in the areas of Math and Science, provide much needed support for students who struggle. Feedback from both the students and parents have been very positive. Students also find the individual support teachers give students before school, at lunch, and after school invaluable.
- **Secondary Flex Programs:** In addition to summer school our secondary flex programs provide a number of students with the extra time they need to complete courses as well get more support.
- The **Carihi Academic Intervention Program** was a big success in its first year of implementation. Analysis of student performance revealed that Grade 11 and 12 students respond well to established interventions and as such primary interventions had positive effects. For example, in term 1, 80 Grade 12 students were failing 1 course and through our established practices, this number was reduced to 24 by the end of the semester.



- Focus this past year was placed on Grade 9 and 10 students (who were new to the school) and through our intervention process, the 103 students identified were reduced to 41 that were viewed as at-risk of not achieving academic success. Of these 41, 20 were identified to participate in the CAIP program at Robron, where 15 (75%) achieved success to the level that they were able to pass the courses based on their individualized plan. Typically this plan involved a focus on 1 or 2 academic courses. In the past, these 20 students would have been either withdrawn or would have failed most or all of their courses. This is only one of many school based interventions that are making a difference for students.

#### 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.**

**Target One:**

By the end of grade three, all students will be meeting expectations in reading and oral language. They will like to read.

- Our data for the past two years shows that we have approximately 90% of our students in grade three who are minimally meeting to exceeding expectations in reading. 57% (or 33/58) of our aboriginal students are minimally meeting to exceeding expectations in reading.
- Given our new Language Arts Learning Progressions that will be used by all teachers to assess student achievement, we will have the data regarding student achievement with respect to oral language specifically.

**Target Two:**

By the end of grade five, all students will be fully meeting expectations in reading and oral language. They will enjoy reading.

- Given that our new Language Arts Learning Progressions that will be used by all teachers to assess student achievement this year, we will now have this data regarding student achievement with respect to reading and oral language available at the end of June.

**Target Three:**

By the end of grade eight, all students will meet the cross curricular competencies of thinking and communicating.

- Given that our grade eight Learning Progressions include these competencies and will be used by all teachers to assess student achievement this year, we will have the data regarding student achievement with respect to the cross curricular competencies of thinking and communicating available at the end of June.

**Target Four:**

By the end of grade twelve, all students will fully meet the cross curricular competencies of thinking and communicating.

- A District wide assessment conversation for secondary schools with an end in mind to develop a district vision for assessment practices will begin in January. Assessment of this target area will become an embedded component of those conversations.

**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.**

**Target:**

The six-year completion/graduation rate for **all** of our students will be **100%**. We would also like to see a continued growth in the percentage of Honors Graduates for all students.

**Current Data:**

- Our completion rates for all students have steadily increased from **74.6%** in 2008/2009 to **82.5%** in 2012/2013.
- Our completion rates for aboriginal students have steadily increased from **49.9%** in 2008/2009 to **62%** in 2012/2013. (In 2011/2012 our aboriginal completion rate was at its highest ever at **71.9%**)

**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.**

**Goal One: Year by year improvement in literacy and numeracy achievement by all Aboriginal students at the Elementary, Middle & Secondary School Levels (K - 12).**

- The general trend is that aboriginal student success in literacy and numeracy decrease from grades three to nine.

**Goal Two: To increase the number of Aboriginal students who graduate with a Dogwood Certificate. All Aboriginal students will be well prepared and knowledgeable about how to achieve their career and life goals.**

- See above for graduation rates
- Student Satisfaction data about how students feel in terms of being prepared for the workplace has decreased in the last four years.
- Student Satisfaction data about how students feel in terms of being prepared for secondary education has improved.

**Goal Three: Year by year improvement in the transition rates of all aboriginal students at every grade level.**

- The number of students who transition from grade 11 to 12 has increased by 12% since 2009/2010. As a result, we have enjoyed higher graduation rates.

**Goal Four: To increase all Aboriginal students sense of pride and ensure they have opportunities to participate in and learn about their heritage and culture.**

- 71% of the ninety parents surveyed report that their children are learning about their language and culture in the school
- Participation rates in Kwakwaka'wakw remain consistent over the last four years (38%).
- In 2011/2012 a class of First Nations Studies 12 was offered at both secondary schools.
- All students (aboriginal and non-aboriginal students) receive one course of First Nations Studies as part of their middle school Exploration experience at Southgate.

## 5. Children in Care

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

- Under the supervision of our Director of Student Services, the list of Continuing Custody Orders we receive from MCFD are reviewed twice a year to ensure that our records align accordingly.
- Students in Care are tracked by our school based administrators, school counsellors and/or other support staff who act as case managers for these students to ensure they are given the best opportunity to be successful in school.
- Counsellors, Youth Care and Aboriginal Support Workers, Behaviour Resource teachers generally work with those students who require additional support around behavioural, social and emotional issues. Often, children in care require these services.
- Transitions for these students are also supported by these same people. They also work closely with the students' care givers.
- Integration and Support teachers work with those in care that have other identified needs as well. This support usually takes place in the classroom setting.



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

- It continues to be difficult to monitor children in temporary care because they change so often and information about these changes are not always communicated to the district. We would like to search for ways to improve this communication in order to be more actively responsive the student needs.
- The continuing custody orders who have long-term placements are easier to track.

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

- The director of Student Services contacts the local MCFD office and requests an updated list be sent to the school district. The list is updated and sent back with current information with regards to student progress. Foster parents are updated regularly by the school much the way a regular parent would be. It is difficult to communicate with the appropriate social worker as they seem to be moved into different positions often. As well, their case loads seem to make regular communication difficult.

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

- Students in all category areas who are in long term care are generally doing well.
- We continue to feel concerned with the emotional health and academic success of those students who are not in permanent homes.

## 6. Early Learning

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

- District staff including teachers are active members of a number of Early Learning committees and working groups within the community.
- In the past year we have formed an **Early Learning Leadership** Team consisting of educators and members of our Early Learning Community. The purpose of this team is to continue to build connections between the school district and community organizations by supporting families of young children in order to foster healthy social, physical, intellectual and creative development of children from birth to five years of age.
- Use **Ready Set Learn** funds to support transition to Kindergarten throughout the school year rather than for hosting just a single event at each school.

- A number of K teachers are working in a focused way at **assessing student performance in a play based environment** in order to provide play based intervention support within the classroom.
- Hosted an information session with our Early Learning Community to explore the most current **EDI data** and share strategies around how we can further support our early learners in the areas identified as most vulnerable.
- We piloted a **dual credit course** for our secondary students who are interested in pursuing a possible career in Early Childhood Education.

## 7. Other Comments

- We continue our work on increasing the capacity of teachers to implement sound **Assessment for Learning** practices in their classrooms. Our "**Communicating Student Learning**" initiative which started as a pilot and has now be implemented district wide K to 7 has really helped move our AFL agenda forward. AFL forms the foundation of CSL and descriptive feedback that appears in our co-created Learning Progressions will replace letter grades at grades four to seven. Information about the big curricular ideas that are the focus as well as individual student learning progress is being communicated to parents monthly
- Our **District Calendar** has been adjusted to allow for two **student-led conference** days thereby increasing student ownership of their learning as well as the number and quality of face to face interactions between parents and teachers.
- A **student information system** has almost been completed that will drastically improve access to student learning data at a classroom, school and district level K-8 which in turn will help us be more responsive to learning needs by guiding instructional practices and supports.
- **Whole school Tribes** training and implementation is occurring in three of our schools.
- We will continue to implement **First Steps in Math (FSiM) diagnostics** as a way of becoming more responsive to students' numeracy needs.
- Continue to develop and create a variety of **project and interest based integrated courses** for our secondary students. A few that have been developed to date include the Nautical Sciences, DRIVE, and the Forestry Program.
- Have developed through the collaboration with BC Hydro a number of exceptional learning opportunities for our students....
- Have solicited strong community and School District support for the development of a **Traditional First Nations Village**.

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8. Board approval date: December 18, 2014

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