

Superintendent's Report on Student Achievement 2011-2012

- ▶ 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 approved by the Board and submitted by email by January 31

Please use this form to summarize the required elements of the Superintendent's Report.

Once Board approval has been granted, use the "submit by email" to forward to Ministry.

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."

Questions and/or Concerns

Direct questions and/or concerns to the **Achievement Division by email: educ.achievement@gov.bc.ca**

School District No. 27Cariboo-Chilcotin

1. Improving Areas of Student Achievement

What is improving?

Learning and development for all all students is improving through a focus on literacy and sense of belonging supported by assessment for learning and instructional practices. We continue to see improvements in the following areas:

- * All students: Grade 4 reading, writing, numeracy; Grade 7 writing; English 10 and graduation rates for Six-Year and First-Time in grade 12.
- * First Nations students: Grade 4 writing, numeracy; Grade 7 reading, writing; English 10; and graduation rates for Eligible Grade 12 and First-Time Grade 12.

What evidence confirms this area of improvement?

Evidence of improved results for all students and aboriginal students is found in:

- * the reading, writing and numeracy Foundation Skills Assessments (FSA)
- * District School Wide Write (SWW) data
- * Provincial exam results and graduation rates

Details of these results are found in the following pages of this report, District Key Information from ADMINFO, Ministry of Education at http://www.bced.gov.bc.ca/reporting/district_data_summary.php

2. Challenging Areas

What trends in student achievement are of concern to you?

We celebrate and acknowledge the improved student learning and development results and remain relentless in our pursuit for improved results for every student. Particular areas of concern are:

- * The significant number of students entering our schools in kindergarten vulnerable in one or more domains.
- * Grade to grade transition in secondary schools particularly from grade 11 to 12.
- * Graduation rates for first-time in grade 12 and six-year completion for all students and aboriginal students.

What evidence indicates this area of concern?

* Early Development Index (EDI) results for students vulnerable in one or more domains entering kindergarten. This district had a vulnerability rate of 33% in Wave 4 EDI, compared to 30.9% province-wide. The EDI ranged from 23 % to 45% in different neighborhoods in the district.

* Evidence of grade to grade transitions and graduation rates is found in the following pages of this report, Ministry of Education at http://www.bced.gov.bc.ca/reporting/district_data_summary.php

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 I. Sense of Belonging Interventions - school plan with comprehensive health domains, resources from CommunityLINK for vulnerable students, Positive Behaviour System embedded in school culture, strength based approach to indefinite suspensions.
Effect - grade to grade transition rates improving and suspension rates decreasing.

Goal II. Literacy Interventions - teacher leaders at district and school levels support students and school staff; focussed school plan, inquiry and collaboration linked to reading strategies and professional learning communities; focus on evidence based programs, strategies and instructional practices; support for early learning programs.
Effect - improving results in student reading and writing.

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

School Comprehensive Health Plan - improvements for student sense of belonging

- * This universal approach has emerged from an earlier focus on vulnerable students
- * Incorporates all the domains for learning and health and thereby sets the foundation for a sense of belonging

School Literacy Plans - improvements for student reading and writing

- * Focussed schools on inquiry process which has led to schools focusing on learning new strategies and testing those results
- * Helped to create a culture of learning in schools and the district
- * Gave schools real support through the Professional Learning Community (PLC) structure

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

An option for School Plans: Numeracy Planning

- * Instructional learning opportunities and inquiries are available through the PLC structure.
- * Effect - six schools are working on a numeracy inquiry.

A shift in approach: Literacy Success Framework - improvements for student reading and writing

- * Has given structure and process to how literacy interventions are organized and sequenced in the District.
- * Has organized one-to-one, small group and whole class instruction based on reading theory for primary classrooms.
- * Effect - increased number of teachers are working together to implement instructional practices based on reading theory.

The next focus: District wide inquiry

A significant strength of our current work is the interconnection of plans, resources and work by staff at every school to ensure improved learning and development for students. The next step toward continually improved outcomes for our students is to extend and deepen staff engagement, understanding and alignment of the work as we build capacity across the system. This approach will begin when all staff are able to engage in the process.

4. Targets (Summarize the targets set out in your Achievement Contracts)**NEW****I.) Literacy:** Identify your district's target(s) for

All students and First Nations students:

Improve school readiness skills and skills for struggling readers in grade one.

Target - The vulnerability of students entering kindergarten will be reduced to provincial goal of 15% on the EDI by 2015.

Target - Ongoing improvements in School Wide Write, PM Benchmarks.

Improve reading comprehension and writing.

Target - Every nine year old will be literate (reading, writing and oral language).

Target - Ongoing improvements in School Wide Write, FSA, English 10 and 12 provincial exams

Note: due to restrictions with this form the literacy evidence for First Nations students is found under item 4. III.

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

All Students: Early Learning - decrease vulnerability for kindergarten entry on EDI: wave 4 - 33%, wave 3 - 31%, wave 2 - 38%.

Percentage of students meeting and exceeding on FSA 2010 -11:

Grade 4 Reading 68%, from 66% (09-10), 63% (08-09), 65% (07-08)---provincial average 2010-11 is 69%

Grade 7 Reading 70%, from 71% (09-10), 61% (08-09), 63% (07-08)---provincial average 2010-11 is 66%

Grade 4 Writing 73%, from 70% (09-10), 67% (08-09), 53% (07-08)---provincial average 2010-11 is 73%

Grade 7 Writing 78%, from 74% (09-10), 58% (08-09), 74% (07-08)---provincial average 2010-11 is 72%

English 10 86% students earned C- or better, from 84% previous year

English 12 88% students earned C- or better, from 91% previous year

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

All students and First Nations students:

* Improve grade to grade transition rates

Target - ongoing improvement grades 8 to 10, special focus on grade 11 to 12 transition rate improving to 85% over five years.

* Improve graduation rates

Target - ongoing improvements in first time in grade 12, six year completion and eligible and do graduate in grade 12

State the specific evidence and measures of student achievement for *completion rates* and the results that have been realized.Transition rates for 2010 - 2011 are not available. Results for previous years are in the June 2011 Achievement Plan and Ministry of Education at http://www.bced.gov.bc.ca/reporting/district_data_summary.php

Graduation rates:

*All students:

First time in grade 12: 2010-11 68%, 2009-10 59%, 2008-09 60%, 2007-08 64%

Six year completion: 2010-11 67.7%, 2009-10 65%, 2008-09 64%, 2007-08 66%

Eligible and do graduate in grade 12: 2010-11 89%, 2009-10 88%, 2008-09 91%, 2007-08 90%

*First Nations students:

First time in grade 12: 2010-11 56%, 2009-10 38%, 2008-09 37%, 2007-08 34%

Six year completion: 2010-11 38.3%, 2009-10 42%, 2008-09 33%, 2007-08 42%

Eligible and do graduate in grade 12: 2010-11 87%, 2009-10 78%, 2008-09 84%, 2007-08 76%

4. Targets (cont'd)

NEW

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

Targets for First Nations students are embedded in the achievement plan. The targets, as for all students, is ongoing improvements in literacy, grade to grade transition and graduation. We have identified the transition rate of First Nations students from grade nine through grade eleven is of particular concern and have set specific targets to increase the transition of students for this school year.

Evidence of First Nations students grade to grade transition and graduation rates is noted above in part 3. iii. Due to restrictions with this form the evidence for literacy achievement is noted below.

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

Grade 4 Reading 56% from 57% (09-10), 60% (08-09), 46% (07-08)—provincial average 2010-11 is 51%
 Grade 7 Reading 58% from 52% (09-10), 41% (08-09), 43% (07-08)—provincial average 2010-11 is 49%
 Grade 4 Writing 63% from 54% (09-10), 62% (08-09), 33% (07-08)—provincial average 2010-11 is 53%
 Grade 7 Writing 64% from 57% (09-10), 45% (08-09), 57% (07-08)—provincial average 2010-11 is 55%

English 10 73% students earned C- or better from 70% previous year

English 12 85% students earned C- or better from 86% previous year

5. Children in Care

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

Building on the Ministry of Education and Ministry of Children and Families Development (MCFD) program for supporting Children in Care, the district has worked closely with MCFD to develop an effective system of sharing information that has accomplished the following: identification of Children in Care; development of support structure within schools; constant update of information from social worker to school; regular report from school to social worker on positive accomplishments; monthly team leader meetings to discuss issues of common concern; designation of social worker for each school; development of role/ activities of social worker in schools that benefits all parties; implementation of regular weekly social worker connection with school.

What categories of Children in Care have been successfully identified and are being monitored?
 (i.e.) *continuing custody orders, temporary custody orders, other...*

- * Continuing Custody Order and Permanent Care – dated by Social Worker
- * Temporary Custody Order – dated and updated by Social Worker to Schools
- * Voluntary Care - students are discussed at monthly Team Leader meetings and information is shared with school counselors



5. Children in Care (cont'd)

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

- *Template of information on each student is sent by social worker to district office with updates as information changes
- *BCeSIS alert screen of each Children In Care is maintained by district office
- *School list of Children in Care is provided and updated by district office
- *Children in Care contact team at each school - principal, secretary, Children in Care contact person
- *Children in Care contact person: connects with classroom teachers, connects daily with students, connects with foster parents, collects student attendance and report card information
- *Social workers assigned to each school - regular weekly connection and involved in School Base Team meetings
- *Team Leader meetings monthly

NEW

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

Students report to social workers and foster parents that they "feel special" and noticed in a positive way by the Children in Care contact person in their school. Positive information is shared with the social worker and foster parent and they express appreciation for having this information as they share those stories with their charges.

We have asked the Ministry of Education for technical assistance to develop a report that can be generated by BCeSIS for marks and attendance of all Children in Care in our district.

6. Early Learning

NEW

Summarize your district's Early Assessment in kindergarten classes.

- * Speech and Language Pathologists (SLP's) do a Kindergarten assessment on each Kindergarten student.
- * At the end of Kindergarten, the Reading Strategies teacher leader uses SLP information to reassess students at risk of having reading difficulties to recommend those who may require reading strategies support.
- * Recommendations from SLP evaluation are forwarded to Support Services for other possible interventions for students starting in Grade 1.

What strategies are in place to address the needs identified?

- * Reading Strategies (for individual students, small group and whole class instructional programs) starting in grade 1.
- * Learning Assistance, Speech and Language Pathologist provides service or develops a program for school and/or home, counseling, teacher aide support from K-12

7. Other Comments

What must a district do to improve student learning and development?

The answer is founded in research which states systemic strategies are critical for measurable improvements in student learning. Michael Fullan's research notes:

- "... the key to system-wide success is to situate the energy of educators and students as the central driving force (p. 3, April 2011)."
- There are four systemically related lead drivers: social capital to build the profession; the learning-instruction-assessment nexus; the need of pedagogy to match technology; and systemic energy (April 2011).
 - This district is implementing Fullan's lead drivers. As a result a culture of learning is the force driving improved student learning and development in our district.

What are the systemic approaches School District No. 27 has implemented and what are the outcomes?

- Each school develops focused co-constructed goals for improved student learning and development through a distributed leadership model built on opportunities for staff inquiry, collaboration and professional development.
 - This process is extending and deepening instructional practice.
 - As student learning is improving intrinsic motivation is evident and there is increased energy and synergy for the work ahead.
- Learning at all levels is inter-connected. The critical component is that student evidence drives the cycle of assess-analyze-plan-teach to inform instruction, create inquiries, and develop school and district plans.
 - Evidence of student learning is monitored and analyzed to ensure our work leads to improved outcomes for students.
 - The information from school plans and inquiries contributes to our knowledge about what programs, strategies and interventions improve learning in various contexts.
 - With this knowledge, our teachers are deepening their learning about assessment, analysis of student evidence, instruction and the selection of evidence based strategies.
- The district is working to provide teachers with technology to support pedagogy. There have been two significant areas of focus. The first is the Rural Secondary Program for students in grade 8 to 10 in remote locations. Using technology, students and teachers are connected in real time for the core academic classes so students have a cohort of learners and an expert teacher. The second focus is to support teachers in the collection and use of classroom assessment to inform instruction with the Assessment Management System (AMS).
 - The course completion rate for students in rural secondary schools is at 81% from 68%.
 - Teachers now have immediate access to information about a student's progress and do not have to wait for files to be transferred.
 - Teacher leaders are working with school staff to review and analyze student assessment information for instruction and school inquiries.
- There is improved pedagogy as teachers have opportunities to deepen their understanding of the theory behind instructional practices and strategies - this is the heartbeat of improvement in our district.
 - There is continuous focus on instructional improvement.
 - Teachers request collaboration time and professional learning opportunities regarding instruction.
 - Student evidence is analyzed and the interventions or strategies which contribute to improvements are noted in reports.
- Ownership and engagement for education by all members of the community has been fostered. Community partners across the region were invited into our schools to work with families and support students in their areas of expertise.
 - The work of our community partners was noted in the June 2011 Achievement Contract. The district is grateful for the contributions and partnerships.
 - As our partners work with students and families, our teachers have more time to focus on their work - instruction.

The moral imperative of education is to actually improve lives and society (Fullan, 2011). This district's vision and focus is to ensure every student demonstrates a sense of belonging, mastery, independence and generosity. We are very proud of the improvements we see in student learning and this provides the motivation and commitment to sustain relentless action for ongoing improvements for our students.

Fullan, M. (April 2011). "Choosing the Wrong Drivers for Whole System Reform." Melbourne: Centre for Strategic Education

Fullan, M. (2011). "The Moral Imperative Realized." Thousand Oaks, CA: Corwin

Board Approval Date: 31 January 2012

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