

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: 27

School District Name: Cariboo-Chilcotin

1. Improving Areas of Student Achievement

What is improving?

Learning and development for 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, School wide write results in grades 1, 2, 3, 6 and 7 with most improvement shown in grades 6 and 7.
- Grade 11 to Grade 12 transition rate for all students has improved to 85% (2011-12) from the following percentages in past years: 79% (2010-11), 70% (2009-10), 67% (2008-09)
- Grade 11 to Grade 12 transition rate for First Nations students has improved to 76% (2011-12) from the following percentages in past years: 59% (2010-11), 59% (2009-10), 49% (2008-09)
- First Time Grade 12 Graduation Rate for First Nations students has improved to 68% (2012-13) from the following percentages in past years: 60% (2011-12), 57% (2010-11), 38% (2009-10), 37% (2008-09)
- The Six-Year Completion Rate for First Nations students has improved marginally to 44.2% (2012-13) from the following percentages in past years: 43.4% (2011-12), 38.3% (2010-11), 42% (2009-10), 33% (2008-09)
- The Eligible Grade 12 Graduation Rate for First Nations students has improved to 92% (2012-13) from the following percentages in past years: 78% (2011-12), 88% (2010-11), 78% (2009-10), 84% (2008-09)

We continue to have evidence that all students (including First Nations students) who are successful in reaching Grade 12 have a very high graduation rate.

What evidence confirms this area of improvement?

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

- Reading, writing and numeracy Foundation Skills Assessments (FSA)
- District School Wide Write (SWW) data
- Provincial transition 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
- Six-year completion rates (for all students, and especially for First Nations students), while continuing to show improvement, are still far too low
- Grade to grade transition in secondary schools particularly from Grade 10 to Grade 11. The transition rates for Grade 10 First Nations students is of significant concern.
- The achievement gap between First Nations students and non-First Nations students, although shrinking, remains a concern.

What evidence indicates this is an 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 (2009-2011), 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
- Provincial FSA results

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. Literacy Interventions - Teacher leaders at district and school levels support students and school staff; focused 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.

Goal II. Graduation - The District is working with Assessment Management System (AMS) to develop attendance reports which will provide schools with the information they need to keep students, parents and staff informed regarding attendance patterns of students and cohorts. Increased use of in-school suspension rooms in secondary to keep students connected to schools. Effect - Still too early in the use of AMS for administrators to be using it to make evidence-based plans

Goal III. Sense of Belonging Interventions - School comprehensive health plans, resources from CommunityLINK for vulnerable students, Positive Behaviour System embedded in school culture, the use of "Positive Action" (a proven evidence-based program for improving academics, behaviour, and character) in our elementary schools, the "Making Connections" alternative to suspension program, and a strength based approach to indefinite suspensions.

Effect - Grade to grade transition rates improving and suspension rates decreasing.

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
- Literacy Success Framework:
 - There are some overriding principles of literacy development that must be practiced at all levels:
 - The Assess, Analyze, Plan, Teach Cycle is effective in linking assessment to teaching practice
 - Good teaching practice encompasses the 6 Big Assessment for Learning practices
 - The Three Pillar Model of Literacy Development is effective in meeting the needs of all children
 - Understanding of current literacy theory and instructional strategies is imperative
 - Specific strategies for vulnerable students, developed through consultation and recorded in an individual plan, will support best classroom practice
 - Professional development that includes learning theory, guided practice and reflection is essential.
- District wide inquiry - Focused schools on inquiry process which has led to schools focusing on learning new strategies and testing those results. The inquiry process has led to many innovative practices to improve literacy and numeracy. Inquiries include implementing Adrienne Gear's Reading Power, Writing Power and Non-fiction Reading Power.

- A district-wide focus on Reading Strategies (i.e. teachers learning to use Reading Recovery literacy theory strategies with small groups and whole class primary teaching).
- Professional Learning Communities - The culture of learning in the district continues to improve as Professional Learning Communities (PLC) at each school become embedded in all that we do. Staffing time is provided at all schools for PLC's.
- An increasing number of educators involved in professional book clubs

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

- Since September 2012, the district has been involved in "Changing Results for Young Readers" (CR4YR), a provincial initiative which involves teams of educators (administrators and teachers) from elementary schools working together to implement instructional practices based on reading theory. This year, we have moved forward with the CR4YR project. Last year, our project included four elementary schools and submitted data to Maureen Dockendorf, Superintendent of Reading. In the second semester of 2013-2014, the district began a Later Literacy group. This year, we have four literacy groups running:
 - CR4YR Year One – Three schools conducting projects and submitting data to Maureen Dockendorf
 - CR4YR Year Two – Two of the schools from last year's project are moving their projects forward
 - CR4YR Intermediate project – Intermediate teachers
 - CR4YR Later Literacy – Secondary school teachers.

In each of these projects, teachers develop an inquiry question and select a case study student.

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

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

*Literacy achievement will improve for all students through the use of thoughtful, coordinated, research based, assessment driven teaching practices in all classrooms (Strategy: Inquiry based process of school planning that focuses on instructional practice improvement in both general teaching practice as well as literacy specific teaching practices.)

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

Target - 75% of all students will read at grade level by Grade 4 by 2014-15.

Target - 76% of all students will read at grade level by Grade 7 by 2014-15.

Target - 79% of all students will write at grade level by Grade 4 by 2014-15.

Target - 84% of all students will write at grade level by Grade 7 by 2014-15.

Target - 70% of all Grade 3 students will meet or exceed expectations on School Wide Writes by 2014-15.

Target - 75% of all Grade 7 students will meet or exceed expectations on School Wide Writes by 2014-15.

Target - 90% of all students will earn C- or better on English 10 Provincial Exams by 2014-15.

Target - 92% of all students will earn C- or better on English 12 Provincial Exams by 2014-15.

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 2012-2013:

Grade 4 Reading 72%, from 67% (11-12), 68% (10-11), 66% (09-10)----provincial average 2012-13 is 72%

Grade 7 Reading 67%, from 70% (11-12), 70% (10-11), 71% (09-10)----provincial average 2012-13 is 66%

Grade 4 Writing 64%, from 67% (11-12), 73% (10-11), 70% (09-10)----provincial average 2012-13 is 73%

Grade 7 Writing 68%, from 71% (11-12), 78% (10-11), 74% (09-10)----provincial average 2012-13 is 72%

Grade 1 School Wide Write 66.3%, from 62% (11-12), 60.2% (10-11)

Grade 2 School Wide Write 70.5%, from 60% (11-12), 67.6% (10-11)

Grade 3 School Wide Write 52.1%, from 41% (11-12), 60.7% (10-11)

Grade 4 School Wide Write 55.2%, from 56% (11-12), 61.4% (10-11)

Grade 5 School Wide Write 57.1%, from 64% (11-12), 58.4% (10-11)

Grade 6 School Wide Write 71.9%, from 65% (11-12), 62.3% (10-11)

Grade 7 School Wide Write 81.1%, from 65% (11-12), 66.6% (10-11)

English 10 Provincial Exams - 91% of all students earned C- or better (2012-13), from 92% (2011-12)

English 12 Provincial Exams - 93% of all students earned C- or better (2012-13), from 90% (2011-12)

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

* Improve transition rates

Target - Improve Grade 7 to Grade 8 transition rates for all students to 99% by 2014-15.

Target - Improve Grade 8 to Grade 9 transition rates for all students to 97% by 2014-15.

Target - Improve Grade 9 to Grade 10 transition rates for all students to 95% by 2014-15.

Target - Improve Grade 10 to Grade 11 transition rates for all students to 90% by 2014-15.

Target - Improve Grade 11 to Grade 12 transition rates for all students to 85% by 2014-15.

* Improve graduation rates

- Target - Improve First Time Grade 12 Graduation Rate for all students to 75% by 2014-15.
- Target - Improve Six-Year Completion for all students to 75% by 2014-15.
- Target - Improve Eligible Grade 12 Graduation Rate for all students to 95% by 2014-15.
- Target - Improve First Time Grade 12 Graduation Rate for First Nations students to 62% by 2014-15.
- Target - Improve Six-Year Completion for First Nations students to 46% by 2014-15.
- Target - Improve Eligible Grade 12 Graduation Rate for First Nations students to 95% by 2014-15.

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

While graduation rates for 2012-13 are available, transition rates for 2012 - 2013 are not. Results for previous years are in the June 2013 Achievement Plan and Ministry of Education at http://www.bced.gov.bc.ca/reporting/district_data_summary.php

Transition rates:

*All students

Grade 7 to Grade 8 transition rate: 99% (2011-12), 97% (2010-11), 97% (2009-10), 97% (2008-09)

Grade 8 to Grade 9 transition rate: 93% (2011-12), 94% (2010-11), 96% (2009-10), 94% (2008-09)

Grade 9 to Grade 10 transition rate: 92% (2011-12), 91% (2010-11), 91% (2009-10), 93% (2008-09)

Grade 10 to Grade 11 transition rate: 86% (2011-12), 85% (2010-11), 89% (2009-10), 86% (2008-09)

Grade 11 to Grade 12 transition rate: 85% (2011-12), 79% (2010-11), 70% (2009-10), 67% (2008-09)

* First Nations students

Grade 9 to Grade 10 transition rate: 83% (2011-12), 81% (2010-11), 83% (2009-10), 87% (2008-09)

Grade 10 to Grade 11 transition rate: 70% (2011-12), 75% (2010-11), 81% (2009-10), 77% (2008-09)

Grade 11 to Grade 12 transition rate: 76% (2011-12), 59% (2010-11), 59% (2009-10), 49% (2008-09)

Graduation rates :

*All students:

First Time Grade 12 Graduation Rate: 78% (2012-13), 77% (2011-12), 69% (2010-11), 59% (2009-10), 60% (2008-09)

Six-Year Completion: 69.7% (2012-13), 65% (2011-12), 67.7% (2010-11), 65% (2009-10), 64% (2008-09)

Eligible Grade 12 Graduation Rate: 95% (2012-13), 86% (2011-12), 91% (2010-11), 89% (2009-10), 91% (2008-09)

* First Nations students:

First Time Grade 12 Graduation Rate: 68% (2012-13), 60% (2011-12), 57% (2010-11), 38% (2009-10), 37% (2008-09)

Six-Year Completion: 44.2% (2012-13), 43.4% (2011-12), 38.3% (2010-11), 42% (2009-10), 33% (2008-09)

Eligible Grade 12 Graduation Rate: 92% (2012-13), 78% (2011-12), 88% (2010-11), 78% (2009-10), 84% (2008-09)

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

Target - 60% of First Nations students will read at grade level by Grade 4 by 2014-15.

Target - 64% of First Nations students will read at grade level by Grade 7 by 2014-15.

Target - 69% of First Nations students will write at grade level by Grade 4 by 2014-15.

Target - 70% of First Nations students will write at grade level by Grade 7 by 2014-15.

Target - 55% of First Nations students will meet or exceed expectations on School Wide Writes by Grade 3 by 2014-15.

Target - 65% of First Nations students will meet or exceed expectations on School Wide Writes by Grade 7 by 2014-15.

Target - 80% of First Nations students will earn C- or better on English 10 Provincial Exams by 2014-15.

Target - 90% of First Nations students will earn C- or better on English 12 Provincial Exams by 2014-15

Target - Improve Grade 9 to Grade 10 transition rates for First Nations students to 90% by 2014-15.

Target - Improve Grade 10 to Grade 11 transition rates for First Nations students to 85% by 2014-15.

Target - Improve Grade 11 to Grade 12 transition rates for First Nations students to 75% by 2014-15.

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

From FSA 2012-2013:

Grade 4 Reading 63% from 56% (11-12), 56% (10-11), 57% (09-10)----provincial average 2012-13 is 57%

Grade 7 Reading 53% from 57% (11-12), 58% (10-11), 52% (09-10)----provincial average 2012-13 is 48%

Grade 4 Writing 47% from 55% (11-12), 63% (10-11), 54% (09-10)----provincial average 2012-13 is 56%

Grade 7 Writing 55% from 61% (11-12), 64% (10-11), 57% (09-10)----provincial average 2012-13 is 54%

51.9% of First Nations students in Grade 3 met or exceeded expectations on School Wide Writes in 2010-11.

56.5% of First Nations students in Grade 7 met or exceeded expectations on School Wide Writes in 2010-11.

English 10 Provincial Exams - 83% of First Nations students earned C- or better (2012-13), from 83% (2011-12)

English 12 Provincial Exams - 95% of First Nations students earned C- or better (2012-13), from 76% (2011-12)

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? For example: 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

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

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

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

- The School District is working in partnership with community and provincial ministries and organizations to develop a system of helping parents and guardians to determine the developmental levels of their children. In this regard, the Early Childhood Development Network has developed rack cards, encouraging parents to complete a questionnaire by the time their child is the age of three. These rack cards have been distributed through StrongStart programs, child care providers, public health, the Child Development Centre, the Pregnancy Outreach Program, Child Care Resource & Referral, the public library, Ministry of Children & Family Development, preschools, Denisiqi Services Society, and the Cariboo Friendship Society. The questionnaire being used is the Nipissing District Developmental Screen.
- Speech and Language Pathologists (SLP's) do a Kindergarten assessment on each Kindergarten student.
- At the end of Kindergarten, the Reading Strategies teacher uses SLP information to reassess students at risk of having reading difficulties to recommend those who may require Reading Recovery or Reading strategies support in the following year.
- Recommendations from SLP and Reading Strategies evaluations are also forwarded to Student Support Services for other possible interventions for students starting in Grade 1.
- Reading Recovery in Grade 1 and Reading Strategies (small group and whole class instructional programs) starting in Grade 1.
- Speech and Language Pathologist may provide service or develop a program for school and/or home
- Learning Assistance
- Counseling
- Teacher Assistant support from K-12

7. Other Comments

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

- The district recently completed ERASE training for all principals, vice principals, teacher representatives, and community partners. All of these stakeholders have now received training in bullying prevention and threat assessment.

- New Skills Training Initiative: The district ran “Explore for More Youth Camp of Discovery” in June 2013. The camp was a free four-day camp held at the Gavin Lake Education Camp. The inspiration and design of the camp introduced students to the mining industry and all that it offers in the way of careers in a fun and interactive way. Our district along with Finning Canada, Imperial Metals - Mount Polley Mine, Taseko – Gibraltar Mine, Thompson Rivers University, and local businesses worked together to provide this opportunity to the students. We expect the camp to run again for a second year in June 2014.
- Other ongoing trades and skills training initiatives continue to be very successful: ACE – IT, Secondary School Apprenticeship, the Youth Apprenticeship program with local mines, YES 2 IT, and Heavy Metal Rocks.
- “Making Connections” (alternative to suspension program) – Our district and Communities that Care received funding to implement an alternative to suspension program. The overall goal of this program is to create an intervention that will provide students with a safe and supportive environment in which they can learn to create, choose, and practice positive behaviours, and in which they feel a sense of belonging. The project objectives are:
 - To provide an Alternative to Suspension program for youth who are suspended or at risk of being suspended
 - To identify the needs of these youth and to provide a range of programming appropriate to these needs
 - To have a variety of community stakeholders provide culturally relevant and targeted programming
 - To use the strength of our partnerships through Communities that Care to provide a truly comprehensive continuum of support to vulnerable students
- More about the Professional Learning Communities Inquiry Process in School District No. 27 (Cariboo-Chilcotin):
 - The literacy inquiries at the elementary level involve a focus on both reading and writing. In the past most inquiries focused on writing, likely due to requiring participation in our school wide writing assessment. Due to our teachers’ experiences with school wide writing, there is a built-in assessment process that is consistent over time. We have also had a focus on Adrienne Gear's “Writing Power” book and welcomed Adrienne Gear to our district for multiple teacher in-service sessions in the spring of 2013.
 - The reading focus has increased significantly this year – likely due to the provincial funding for the Changing Results for Young Readers (CR4YR) project. We have been as creative as possible with this funding to include later literacy projects paralleling the CR4YR model. The grades 4-6 and 7-12 late literacy projects are using this opportunity to further develop teaching and assessment practices to meet the needs of our diverse students. Superintendent of Reading Maureen Dockendorf is very excited and supportive of the work we are doing here for late literacy.

- There is an increase in the number of inquiries into numeracy at our schools. We also have a Multi-school Guided Math inquiry happening this year that involves teachers from seven of our elementary schools working and learning together to focus on teaching and assessment methods. Teachers want an authentic assessment tool that can be used both to inform their instruction and measure the improvement similar to what we have for School Wide Writes. Based on what we learned from our inquiries last year, the Math Profile Assessment Tool (developed in Alberta) and the Vancouver Island Diagnostic math assessment are useful tools that help inform teachers' instruction.
- At the secondary level, the inquiries are significantly more diverse, due in part to the nature of the specializations of the secondary teachers. We have an inquiry into assessment for learning practices at the secondary level in math, the comprehension and use of academic vocabulary in reading and writing, departmental inquiries about adaptations and differentiation of instruction to support the diverse range of students we have in our classrooms. There is an overall focus on the value of embedding formative assessment practices in our classrooms at the secondary level.
- There is also an inquiry into finding a way to effectively manage student and teacher learning. Lake City Secondary will be piloting an initiative in our district to embed opportunities for clubs, academic intervention and teacher collaboration within the timetable. A team of teachers and administrators recently traveled to Prince George Secondary to observe a secondary school that has implemented this system. This team has used this information to develop an initiative that will meet the needs of our students and staff at Lake City Secondary.

8. Board approval date: December 10, 2013
