

School District No:

School District Name:

1. Improving Areas of Student Achievement

What is improving?

Improving areas of student achievement include:

- 1) the six year completion rates for students with special needs; and,
- 2) grade 4 student performance on the Foundation Skills Assessment, in Reading Comprehension and Writing

What evidence confirms this area of improvement?

Evidence in support of improving areas of student achievement include:

- 1) Ministry of Education Six Year Completion and Grade 12 Graduation Rates data:
 - data for the five year period 2007/08 to 2011/12 indicates a six year completion rate for students with special needs low of 44% and a high of 55% (2011/12)
- 2) Ministry of Education Foundation Skills Assessment data:
 - of the students that have participated in the FSA, the data for grade 4 students meeting or exceeding expectations in Reading indicates improvements from a low of 81% to a high of 87% (2011/12)
 - of the students that have participated in the FSA, the data for grade 4 students meeting or exceeding expectations in Writing indicates improvements from a low of 80% to a high of 87% (2011/12)

2. Challenging Areas

What trends in student achievement are of concern to you?

Concerning trends in student achievement include:

- 1) grade to grade transitions for all students:
 - from grade 9 to a higher grade
 - from grade 10 to a higher grade
 - from grade 11 to a higher grade
- 2) grade to grade transition gaps between Aboriginal students and all students, and between students with special needs and all students
- 3) performance gaps between genders
- 4) the six year completion rates for Aboriginal students

What evidence indicates this is an area of concern?

Evidence in support of concerning trends in student achievement include:

- 1) Ministry of Education Grade to Grade Transitions data
 - 5 year grade to grade transition data for all students from grade 9 to a higher grade indicates a high of 97% to a low of 91% in 2010/11, the most recent year of data
 - 5 year grade to grade transition data for all students from grade 10 to a higher grade indicates a high of 93% to a low of 89% in 2010/11, the most recent year of data
 - 5 year grade to grade transition data for all students from grade 11 to a higher grade indicates a high of 93% to a low of 86% in 2010/11, the most recent year of data
- 2) Ministry of Education Grade to Grade Transitions data
 - 5 year grade to grade transition data for Aboriginal students transitioning from grade 9 to a higher grade, from grade 10 to a higher grade indicates that the difference for Aboriginal students in making successful transitions for these grades is between 10 - 20% less than for all students
 - 5 year grade to grade transition data for Aboriginal students transitioning from grade 9 to a higher grade or from grade 10 to a higher grade indicates that the difference for Aboriginal students in making successful transitions for these grades is typically about 25% less than for all students
- 3) Ministry of Education Foundation Skills Assessment data; Ministry of Education Provincial Exam data
 - 5 year Foundation Skills Assessment data indicates that for those students meeting or exceeding expectations, typically, females outperform males in Reading, Writing and Numeracy in grades 4 and 7
 - Foundation Skills Assessment data for 2011/12 indicates that there are more boys than girls with an unknown performance level, for both grades 4 and 7 (an 8 - 10% difference)
- 4) Ministry of Education Six Year Completion and Grade 12 Graduation Rates data
 - 5 year data for the Six Year Completion Rates for Aboriginal students indicates a declining trend, from a high of 74% to a low of 50% for 2011/12

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.

Interventions and programs implemented in relation to goals and targets set out in our Achievement Contract included:

- Early Intervention program, including dedicated teacher time for early intervention in all schools enrolling Kindergarten to grade 2 students
- inquiry project focused on Aboriginal understandings, co-sponsored by the local teachers' union and the Board of Education, occurred and included 16 teachers

Unfortunately, District directed interventions and programs were not operational during the 2011/12 school year due to teachers' job action. Interventions and programs that did not operate included:

- TAL (Teachers as Learners); learning opportunities for teachers focused on reading programming, numeracy programming, assessment practices, inquiry, and personalized learning were all cancelled
- Teacher Learning Committees did not operate
- grade group and department meetings, with District personnel, did not operate
- student achievement data, managed by the District, was not submitted

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

Anecdotally, the following interventions and programs appear to be making a difference:

- the alignment of Professional Development opportunities with District goals
- bringing in "expert" presenters on topics aligned with District goals; most presenters are engaged to work with a group of educators over a long period of time (multiple visits in order for deeper, more committed learning to occur)
- District Learning Coordinator, getting into classrooms and supporting teachers in the change process
- teacher learning opportunities
- targeted funding to schools in support of School Success Plans
- District messaging and conversations, including:
 - personalizing learning
 - quality teaching and learning
 - flexibility and choice for student learning
 - assessment practices
 - technology as a support for student learning
 - "pull in" support model for students, versus "pull out"
 - differentiated learning strategies
 - inquiry
 - the change process and taking risks (challenging the status quo)
 - relevant and engaging learning experiences

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.

Other programs and initiatives implemented in addition to what has previously been listed include:

- Students at Risk data collection project; the District continues to build a data base of students in grades K - 3 who are at risk in one or more of four categories (reading, writing, numeracy, and social/emotional); this information allows the District to track individual student progress, address "hot spots" in terms of student need, and reflect on the efficacy of intervention strategies
- the implementation of 21st Century Learning Stations into all District classrooms has moved teachers' practice, in terms of using technology as part of their daily teaching routine, significantly
- District support of Personalized Learning projects continues with two such projects being supported for each of the past two years
- a focus on improving the success of Aboriginal students continues; the Aboriginal Education Department continues to examine practices and make changes based on the needs of students, schools, and the communities
- a focus on improving the success of students with special needs continues; tracking achievement for students with learning disabilities has allowed the District to track individual student performance and to determine ways in which supports for such students can be determined to maximize their effect; processes and protocols continue to be developed and implemented in order to maximize District resources in support of students with special needs
- the District continues to work closely with service providers, particularly in the area of Early Learning, to provide learning programs to families and children both in and not yet in school

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

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

Due to the teachers' job action, planned meetings to determine targets for District goals were not held. Targets will be determined this school year (2012/13).

It is critically important in our School District that teachers' voice be included in this important task.

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

The School District has articulated a goal to improve reading comprehension for all students, K - 12. Evidence of work towards this goal include:

- streamlined data collection for primary student (grades 1-3) reading performance (comprehension) will begin this school year (2012/13) and will include evidence collected through District approved reading assessments, such as the DRA, PM Benchmarks, and Fountas and Pinell
- streamlined data collection for intermediate student (grades 4-9) reading performance (comprehension) will begin this school year (2012/13) and will include evidence collected from teachers based on the BC Performance Standards; reading assessment tools such as the RAD and the DART will continue to be encouraged
- Kindergarten students will be assessed for reading readiness using a newly framed Kindergarten Assessment tool, to be implemented spring 2013
- students in grades K-3 at risk in reading will continue to be identified through the annual Students At Risk data collection routine; intervention plans will continue to be discussed with District personnel
- Early Intervention teacher time will continue to be provided; collaboration time for EI teachers will be implemented in the fall of 2013, where a more coordinated and strategic approach of supporting struggling readers with this time will be the focus
- students in grades 10-12 struggling with reading comprehension will continue to be identified and supported in their schools

Performance evidence includes:

- 5 year data for grade 4 students that have participated in the Foundation Skills Assessment and are meeting or exceeding expectations in Reading indicates improvements from a low of 81% to a high of 87% (2011/12); percentile ranking for grade 4 performance in reading for 2011/12 = 87
- 5 year data for grade 7 students that have participated in the Foundation Skills Assessment and are meeting or exceeding expectations in Reading indicates improvements from a low of 72% to a high of 80% (2011/12); percentile ranking for grade 7 performance in reading for 2011/12 = 75

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

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

Due to the teachers' job action, planned meetings to determine targets for District goals were not held. Targets will be determined this school year (2012/13).

It is critically important in our School District that teachers' voice be included in this important task.

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

Evidence for completion rates for the District includes:

- 5 year Ministry of Education data for Graduation rates indicates that:
 - the District rate for all students is typically at or slightly above the provincial rate
 - typically, the rate for females graduating is higher than that for males
 - typically, the rate for Aboriginal students graduating is significantly lower than for all students
 - typically, the rate for students with special needs graduating is significantly lower than for all students
- 5 year Ministry of Education data for Six Year Completion rates indicates that:
 - the District rate for all students is at or slightly below the provincial rate
 - the rate for males and females is typically similar
 - typically, the rate for Aboriginal students graduating within 6 years is significantly lower than for all students
 - typically, the rate for students with special needs graduating within 6 years is significantly lower than for all students
 - typically, the rate for students graduating within 6 years is significantly higher in standard schools than non-standard, or alternative schools

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.

Due to the teachers' job action, planned meetings to determine targets for District goals were not held. Targets will be determined this school year (2012/13).

It is critically important in our School District that teachers' voice be included in this important task.

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

Specific evidence and measures of student achievement for Aboriginal Students include:

-Foundation Skills Assessment data:

-for those grade 4 students that participated on the FSA, there is little performance difference between Aboriginal students and non-Aboriginal students on all three components of the FSA (based on FSA data for the past 5 years for Reading Comprehension, Writing and Numeracy)

-for those grade 7 students that participated on the FSA, Aboriginal students typically underperform on all three components of the FSA; Aboriginal students are rarely identified as Exceeding Expectations on this assessment (based on FSA data for the past 5 years for Reading Comprehension, Writing and Numeracy)

-Required exams data:

-the 5 year data trends for required grade 10 and 12 exams indicate little difference between the percentage of Aboriginal students and non-Aboriginal students receiving a final mark (exam + class) of C- (or pass) or better

-the 5 year data trends for required grade 10 and 12 exams indicate the percentage of non-Aboriginal students receiving a final mark (exam + class) of C+ (good) or better is significantly higher than Aboriginal students

-Grade to Grade Transitions data:

-5 year data trends indicate that Aboriginal students transition successfully from one grade to another with little difference than non-Aboriginal students for most grade transitions except from grade 9 to a higher grade, and from grade 10 to a higher grade, where non-Aboriginal student data typically shows 10% more transitioning than Aboriginal students

-Six Year Completion Rates

-5 year data for the Six Year Completion Rates for Aboriginal students indicates a declining trend, from a high of 74% to a low of 50% for 2011/12

-non-Aboriginal student data typically shows significantly higher percentages of students graduating in six years than Aboriginal students

5. Children in Care

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

Work targeting Children in Care (CIC) started in the 2010/11 school year and continued in the 2011/12 school year. District processes and protocols, including some revisions of District forms, continued to be implemented. One specific staff member was identified at each school and was charged with the responsibility of identifying CIC and working with stakeholders (Ministry of Children and Family Development, Mental Health, RCMP, foster parents, and so on). This work has been identified as being critical to ensuring a plan was developed to meet the needs of each identified student. Student data collection continued to be a critical element of this work; included here are assessment scores, IEP goal monitoring, report card information, and anecdotal commentary.

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

Three categories of CIC have been successfully identified and continue to be monitored:

- 1) Children under Continuing Custody Orders
- 2) Children under Temporary Custody Orders
- 3) Children living with a relative

District Alternative Programs also monitor children under Youth Agreements.

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

Key structures in place to provide effective communications between stakeholders include:

- annual meetings with MCFD personnel to identify CIC and to support the development of support plan for children
- monthly District Screening Meetings are held with MCFD and other stakeholder personnel, who are integral members of the screening committee
- the key contact in each school communicates with stakeholders when required

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

Results achieved by students within the identified categories include the following (data for the 2011/12 school year):

- 100% of grade 12 students under Continuing Custody Orders graduated in 2012 with a School Completion Certificate
- 31% of elementary students in grades 4 and above and who are under Continuing Custody Orders are meeting performance expectations in all areas
- 24% of all students under Continuing Custody Orders are in District Alternative programs; 61% of these students are meeting performance expectations in all areas

6. Early Learning

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

Strategies that are in place to address the needs identified in Early Learning include:

- established intake process for students entering school from local day cares and preschools
- Kindergarten assessment tool, used in the fall and again in the spring, to identify student strengths and areas needing development
- grade 2 Math performance task, to identify student strengths and areas needing development
- grade 3 District-wide write, to identify student strengths and areas needing development
- District approved Primary Reading Assessment kits at each school; data collection routines are in place to track student reading performance, to identify needs, and to celebrate success
- Primary Reading Task Force works to identify student and teacher needs, and implements plans to address said needs
- Primary Learning Committee meets to discuss research, student and teacher needs, classroom/school/District issues
- Early Intervention teacher time provided to all schools that enrol students in grades K-2
- District process to identify students considered at risk in one of more of the following categories: reading, writing, numeracy, and social-emotional; District resources moving to a model of equity versus equality
- Aboriginal Support Workers at each school to support the academic, social-emotional, cultural and family needs of Aboriginal students
- Student Support Services teachers, Learning Assistance teachers, and Educational Assistants at each school
- teacher learning opportunities
- Kindergarten teacher meetings and professional development specific to this group
- close working relationships with District StrongStart Centres
- Child Care Workers at each school to support the social-emotional and family needs of students
- community volunteers at each school, typically engaged in One-to-One Reading program
- District personnel involved with community service providers and Early Learning community based programming; many partnerships exist between the District and Early Learning community based service providers (programs such as Mother Goose, Love to Learn, Roots of Empathy, PALS, and so on, are delivered in District schools)
- Children in Care processes are in place in support of student needs while in care
- the District participates in the Early Development Instrument (EDI) initiative and reviews and reacts to the results