



“Bringing Learning to Life”

**SUPERINTENDENT'S REPORT
ON
STUDENT ACHIEVEMENT**

December 2009

Background

Section 22 of the School Act requires that the Superintendent of Schools prepares and submits a report to the Board of Education on student achievement in the district for the previous year. This report must be submitted to the Board of Education on or before December 15 of a school year. Upon approval of the report, the Board must submit the report to the Minister no later than January 31st, and make the report available to the public.

Purpose

The report on student achievement has two main purposes:

- To ensure transparency and accountability for the school district’s ongoing responsibility to improve student achievement.
- To provide information to shape and influence plans at the school and district level that focus and support improvements in student learning.

The report focuses on student achievement results in literacy, numeracy, and school completion, as well as on aboriginal student achievement. Both provincial and local data are referenced.

Submitted by Kathy Bedard
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School District No. 85
(Vancouver Island North)

Improving Areas of Student Achievement

1. Graduation and Completion Rates

- Six-Year Completion rates for Aboriginal students improved from 50% to 57% in the last three years.
- Six-Year Completion rates for students with Behavior Disabilities/Mental Illness improved from 39% to 59% over the last three years.
- First-Time Graduation rate for all students has improved from 76% to 85% in the last five years.
- First-Time Graduation rate for students with Special Needs has improved from 63% to 80% in the last five years.
- First-Time Graduation rate for Aboriginal students has improved from 50% to 75% in the last five years.
- Science 10 Provincial exam pass rate for all students, including Aboriginal and Special Needs students, has improved in the last three years.
- Social Studies 11 Provincial exam pass rate for all students, including Aboriginal, has improved in the last two years.

2. Literacy

- Grade 2 PM Benchmark results show increases for boys, girls and Aboriginal students in reading over the last three years.
- Grade 4 FSA Writing results show an increase for girls from 2008 to 2009.
- Grade 7 FSA Writing results improved for all students including Aboriginal students from 2008 to 2009.
- English 10 Provincial exam pass rate is at 100% for students with Learning Disabilities in the last two years.
- English 10 Provincial exam pass rate for female students increased from 81% - 95% over four years.
- English 10 Provincial exam pass rate for Aboriginal students improved from 65% - 71% over four years.
- Communications 12 Provincial exam pass rate for all students improved from 81% to 93% over 5 years.
- Communications 12 Provincial exam pass rate for Aboriginal students improved from 70% to 93% over 5 years.

3. Numeracy

- On the grade 8 DMA, Aboriginal boys’ results for meeting the district standard in math improved by 32% in the last two years.
- Principles of Math 10 pass rate for Aboriginal students improved by 17% over four years.

Challenging Areas

1. Completion Rates

- Even though the completion rates for Aboriginal and Special Needs students have improved, we are not satisfied with our current results. Current Aboriginal student six-year completion rate is 57% and the 07-08 completion rate for students with Special Needs is 56%. We continue to focus on these as areas for further improvement.
- Grade 10 and 11 transitions for Aboriginal and female students show downward trends. In the last five years, Aboriginal student grade-to-grade transitions have declined by an average of 9% and female student grade-to-grade transitions have declined by an average of 5% .

Literacy

- Despite our focus on improving literacy, reading comprehension results on the DART and FSA assessments are not improving as anticipated. In order to show trends over time in DART results for all students at grades 3, 6 and 9, we need at least one more year of assessment information. However, over three years, Aboriginal student results have declined for grade 3 and grade 6 by 11% and 17% respectively. Improving reading comprehension continues to be a challenge for our district.

2. Numeracy

- District and provincial data indicate numeracy results are declining at primary, intermediate and secondary levels. In order to show trends over time on our district math assessment (DMA), and the revised FSA, we need at least two more years of data. However, results for all students at the grade 3 level indicate a decline by 14% over the last three years. Only 34% of grade 8 students are achieving the district standard of 60% or better. From 07-08 to 08-09, grade 4 FSA Numeracy results show an alarming drop for Aboriginal students from 42% to 22% meeting expectations. Further analysis is required at the school level to identify what the problems are and how they can be addressed.

Comments on Results**All Students**

	2005/2006		2006/2007		2007/2008		2008/2009	
Six Year Completion Rate	76		78		70		75	
English 10 Avg. Exam & Course Mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	68	69	65	69	63	68	61	68
* FSA Gr. 4 Reading Meeting Exceeding	67		55		68		67	

Aboriginal Students

	2005/2006		2006/2007		2007/2008		2008/2009	
Six Year Completion Rate	50		55		58		57	
English 10 Avg. Exam & Course Mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	61	62	60	66	59	63	53	61
* FSA Gr. 4 Reading Meeting Exceeding	42		42		43		44	

Six-Year Completion Rate

- Our six-year completion rate for non-Aboriginal students is consistently higher than the provincial average. We need to continue to focus on improving the completion rate for Aboriginal students in order to meet the district standard of 85% for all students.

English 10 Average Exam and Course Marks

- There is a decline in exam marks for all students including Aboriginal students. Course marks have stayed relatively consistent, resulting in an increasing discrepancy between exam and course marks. This indicates the need for further analysis and response at the school and district levels.

FSA Grade 4 Reading (Meeting/Exceeding)

- Reading has been a focus in our district for the last five years and we have introduced a variety of innovative programs. We have established a district standard of an 85% success rate in literacy. In order to achieve this we are beginning to track student achievement on provincial and district assessments on an individual basis. The information will be used to provide earlier intervention through more timely identification of students whose learning is at risk.
- We note that our participation rate on this assessment has been higher than the provincial average for three of the four years identified.
- While all our students achieved at the provincial average in 2008/09, our Aboriginal students are achieving at a lower average than Aboriginal students provincially.

Comments on Progress on Goal #1, Student Achievement

Objective #1: Graduation Completion Rates	<p>To improve the Six-Year Dogwood Completion rate for all students to the District Standard of 85%</p> <ul style="list-style-type: none"> • Increase the Aboriginal student completion rate to 62% for the 2009-2010 school year (57% in 2008-2009) • Increase the completion rate of students with special needs to 60% for the 2009-2010 school year (56% in 2007-2008)
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Action Plan	Progress to Date
<ul style="list-style-type: none"> • Connect grades 5 and 6, 7 and grade 8 teachers to identify and support vulnerable students. 	<ul style="list-style-type: none"> • LART’s, SEWs met to share information about vulnerable students • Counsellors met to share information about vulnerable students
<ul style="list-style-type: none"> • Create a grade 5 to 12 Kwak’wala Language IRP. 	<ul style="list-style-type: none"> • IRP is in final draft stage
<ul style="list-style-type: none"> • Support secondary schools in offering First Peoples’ English 12. 	<ul style="list-style-type: none"> • School visits and student/staff in-service by First Nations Education Steering Committee scheduled for February 2010
<ul style="list-style-type: none"> • Build capacity to provide effective intervention strategies for students with special needs. 	<ul style="list-style-type: none"> • Numerous workshops are offered: Kurzweil, FASD, POPARD, Sensory Integration, Threat Assessment, etc.
<ul style="list-style-type: none"> • Encourage staff/student mentorship to support vulnerable students. 	<ul style="list-style-type: none"> • District provided funding for teams to attend Graduation Completion Forums and for teachers to participate in action research projects
<ul style="list-style-type: none"> • Monitor transitions at all levels. 	<ul style="list-style-type: none"> • Introducing Individual Student Data Collection (grade 1-12)
<ul style="list-style-type: none"> • Improve our structures and strategies with respect to transition from elementary to secondary school and from Band schools to Public schools. 	<ul style="list-style-type: none"> • Secondary counselors, student transition leaders visited elementary schools to meet with Grade 7 students • Grade 7 students and parents visited high schools for orientation activities • Grade 5 students in the south zone participated in a common fund raising activity for a common field trip • Grade 7 students in the south zone participated in a common field trip, presentations
<ul style="list-style-type: none"> • Monitor the participation and success rates of students on provincial exams in grades 10, 11 and 12. 	<ul style="list-style-type: none"> • Superintendent met with principals to review individual student results • Tracking individual student achievement
<ul style="list-style-type: none"> • Support trades training initiatives such as YES 2 IT, ACE-IT, and Secondary School Apprenticeship programs. 	<ul style="list-style-type: none"> • Funding and staffing provided
<ul style="list-style-type: none"> • Commit resources to a partnership with other school districts and North Island College to support a Transitions Coordinator. 	<ul style="list-style-type: none"> • Partnership is in place and active • Transitions Coordinator works with our counselors, Career teachers

Objective #2: Literacy	To improve the student success rates in literacy for all students to the District Standard of 85% <ul style="list-style-type: none"> • Increase the percentage of grade 2 students that are reading at level 18 on PM Benchmarks to 85% by 2010. • Increase the percentage of Aboriginal students who meet expectations on the grades 6 and 9 DART to 75% and 65% respectively in 2010. • Increase the percentage of grade 7 boys who meet expectations on the FSA Writing Assessment to 76% in 2010. 	
Action Plan		Progress to Date
<ul style="list-style-type: none"> • Continue oral language and reading components of the Kindergarten Learning Project (KLP). 	<ul style="list-style-type: none"> • Teacher in-service and curriculum development in preparation for all day K 	
<ul style="list-style-type: none"> • The Early Learning Support Teacher to co-ordinate family literacy initiatives such as ‘Ready, Set, Learn’, Mother Goose, Literacy Bus, ALAPS and PALS. 	<ul style="list-style-type: none"> • Ongoing • PALS and ALAPS curriculum developed for use with Aboriginal families and communities 	
<ul style="list-style-type: none"> • First Nation Early Literacy teacher to provide professional development and demo lessons with an oral language focus in classrooms from kindergarten to grade 3. 	<ul style="list-style-type: none"> • Newly implemented (September, 2009) 	
<ul style="list-style-type: none"> • Continue to bring teachers together for in-service focusing on effective comprehension strategies using resources relevant to boys and Aboriginal students (BARC). 	<ul style="list-style-type: none"> • Continuing in January 2010 	
<ul style="list-style-type: none"> • Literacy Innovation Grant will continue to focus on a writing project to improve writing of all students. 	<ul style="list-style-type: none"> • Ongoing until June 30, 2010 	

Objective #3: Numeracy	To improve the student success rate in numeracy to the District Standard of 85% <ul style="list-style-type: none"> • Increase the percentage of grade 3, 5 and 8 students who meet the new base line of 60% on the District Math Assessment in 2010. • Increase the percentage of all grade 5 students meeting the base line to 65% in 2010. • Increase the percentage of grade 8 students meeting the base line to 50% in 2010. • Increase the percentage of grade 5 and grade 8 Aboriginal students meeting the baseline to 50% in 2010. 	
Action Plan		Progress to Date
<ul style="list-style-type: none"> • District Numeracy Helping Teacher to provide in-service for teachers implementing new math curricula. 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Continue to provide in-service opportunities for First Nations In-school Support Workers, Special Education Workers and LARTs on effective intervention strategies for supporting numeracy learning. 	<ul style="list-style-type: none"> • Continuing • Teachers and SEWs have received in-service 	
<ul style="list-style-type: none"> • Train math leaders to support the implementation of numeracy teaching strategies. 	<ul style="list-style-type: none"> • Continuing high school and grade 7 math teacher in-service 	
<ul style="list-style-type: none"> • Coordinate meetings of grade 7 and grade 8 teachers of math. 	<ul style="list-style-type: none"> • Starting January 2010 	
<ul style="list-style-type: none"> • Support the implementation of the new grade 9 math curriculum with a plan of in-service and new resources. 	<ul style="list-style-type: none"> • Ongoing 	

Recommendation # 5 of the Representative of Children and Youth regarding Children in Care

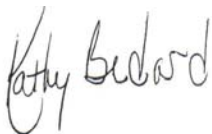
	Yes/No	Comment
Is a person appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions?	Yes	The principal of each school has volunteered to be the school contact.
Have initial rosters of CIC been updated in consultation with local MCFD offices?	Yes	Since the majority of CIC are Aboriginal, the District Principal of First Nations Programs joined the District Principal of Student Services and the Superintendent to form the District Office CIC Team. Together, they worked with the MCFD contact person to confirm rosters of CIC and send those rosters to the School Contacts.
Is information shared between District, schools and MCFD in a manner consistent with the interests of CIC?	Yes	Even though our schools already have excellent communication and relationships with MCFD staff, we have noted improvements and refinements in communication and information sharing since we began to implement the recommendation. To improve further, we have offered in-service to foster parents and social workers on school topics such as special education programs and “How to express a concern about your foster child’s school program.”
Are children in temporary care arrangements, by agreement or in the home of a relative included in monitoring and support functions?	Yes/No	Although children in temporary care are included in our CIC monitoring and support, we are currently unable to generate a roster of students who live in the home of a relative or are in transient living situations.

- Individual tracking of all students will provide a powerful tool to make Recommendation #5 effective and to monitor the educational attainment of Children in Care. Starting this school year, schools will track provincial and district data using a standardized format that includes a field for students’ CIC status.

Planning for results

The challenging areas noted in this report are reflected in the student achievement objectives of our Achievement Contract. School, district and provincial achievement data have informed our planning for improvement at all levels. We are focusing on improving student achievement through assessment for learning, with an emphasis on the achievement of aboriginal students and students with special needs. We will be collecting and monitoring individual student achievement data starting this year.

Approved: December 14, 2009



Kathy Bedard
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School District 85 (Vancouver Island North)



Leighton Wishart, Chairperson
Board of Education