

Superintendent's Report on Student Achievement 2014/2015

- ▶ 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 by email by January 31

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."

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

School District No: 84

School District Name: Vancouver Island West

1. Improving Areas of Student Achievement

What is improving?

- A greater percentage of students are completing graduation.
- Students continue to experience academic success in provincially examinable courses.

What evidence confirms this area of improvement?

	2010-2011			2011-2012		2012-2013		2013-2014	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab
Completion Rate (%)	52	21	81	40	18	65	34	82	73
F-Math 10 (C- or better)	71	Msk	96	93	Msk	100	Msk	87	Msk
Science 10 (C- or better)	71	50	95	89	83	93	Msk	83	Msk
BCFN 12 (C- or better)	Msk	Msk	96	Msk	Msk	85	80	100	Msk
English 10 (C- or better)	67	40	96	93	Msk	86	Msk	85	Msk
English 12 (C- or better)	100	-	98	100	Msk	100	Msk	100	Msk

All = All District 84 students

Ab = Aboriginal District 84 students

Prov = All BC students

Msk = Data masked

2. Challenging Areas

What trends in student achievement are of concern to you?

- There continues to be a significant gap between the achievement of Aboriginal students and all students.
- Elementary student literacy measures show little improvement.

What evidence indicates this is an area of concern?

	2010-2011			2011-2012		2012-2013		2013-2014	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab
Completion Rate (%)	52	21	81	40	18	65	34	82	73
F-Math 10 (C- or better)	71	Msk	96	93	Msk	100	Msk	87	Msk
Science 10 (C- or better)	71	50	95	89	83	93	Msk	83	Msk
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English 10 (C- or better)	67	40	96	93	Msk	86	Msk	85	Msk
English 12 (C- or better)	100	-	98	100	Msk	100	Msk	100	Msk

% fully meeting or exceeding expectations	2010-2011		2011-2012		2012-2013		2013-2014	
	All	Ab	All	Ab	All	Ab	All	Ab
DART (grade 4-9)	39	15	N/A	N/A	36	11	N/A	N/A
DWW (grade 1-9)	38	21	N/A	N/A	42	17	N/A	N/A

DART = District Assessment Reading Team DWW = District Wide Write N/A = Not Applicable or Available

% meeting or exceeding expectations	2011-2012		2012-2013		2013-2014	
	All	Ab	All	Ab	All	Ab
FSA (reading 4)	59	33	53	32	54	45
FSA (reading 7)	28	14	53	23	44	24
FSA (writing 4)	47	33	39	5	39	18
FSA (writing 7)	32	7	44	23	38	5

FSA = Foundation Skills Assessment

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.

In order to address elementary literacy issues, the District has expanded the Success for Young Readers provincial initiative to include both primary and intermediate teachers, continued tiered reading supports in the elementary grades, continued school wide writing programs, added a primary literacy support teacher, supported a collaborative teacher inquiry project (partnership with SET-BC) on the use of iPads to improve student written expression, and continues the vulnerable readers project with Dr. Janet Mort.

One of the major initiatives to both improve literacy and to close the achievement gap has been to create a district wide focus on improving student attendance. This year, the District is remaining on a nine day fortnight (every second Friday off), to provide families with a positive option to plan dentist, medical and shopping trips on non-instructional days. The District is holding meetings in all communities to encourage more regular school attendance.

The very small numbers of students in each grade cohort in SD84 can lead to substantial changes in most traditional achievement measures due to cohort affects. Therefore, all our goals are to show improvement over time on the selected measures.

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

While it is tenuous to try to draw a direct connection between improved student attendance and improved student achievement, it does seem reasonable to assume that school based interventions are not going to be very effective for those students who are not present to experience them. With that in mind, it would appear that SD 84 students are absent less as a result of the various interventions implemented by the District.

Average School Days Absent By School

	2011/2012	2012/2013	2013/14
Captain Meares	12	15	19
Ray Watkins	13	16	13
Gold River Secondary	27	24	23
Kyuquot	26	27	21
Zeballos	25	24	23

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

SD84 continues to focus on implementing and expanding the programs currently in place which are showing success.

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

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

Improvement over time.

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

	2010-2011			2011-2012		2012-2013		2013-2014	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab
English 10 (C- or better)	67	40	96	93	Msk	86	Msk	85	Msk
English 12 (C- or better)	100	-	98	100	Msk	100	Msk	100	Msk

% fully meeting or exceeding expectations	2010-2011		2011-2012		2012-2013		2013-2014	
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II.) Completion Rates: Identify your district's target(s) for completion rates.

Improvement over time.

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

	2010-2011			2011-2012		2012-2013		2013-2014	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab
Completion Rate (%)	52	21	81	40	18	65	34	82	73

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

Improvement over time. Please note that more detailed information on all aspects of Aboriginal student enhancement is available in the District's Aboriginal Enhancement Agreement Annual Report.

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

	2010-2011			2011-2012		2012-2013		2013-2014	
	All	Ab	Prov	All	Ab	All	Ab	All	Ab
Completion Rate (%)	52	21	81	40	18	65	34	82	73
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5. Children in Care

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

This school year SD84 has focused on continuing to try to communicate effectively with our social service agencies by implementing the understandings gained from a meeting between the Director from USMA (the Nuu-chah-nulth Tribal Council's social services agency) and all SD84 principals and vice-principals. This was a very productive meeting which cleared up many miscommunications and opened productive dialogue around the sharing of information in a timely manner.

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 orders.

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

Each school has an identified contact for Children in Care.

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

Due to the very small numbers of Children in Care in SD84, all results are masked.

6. Early Learning

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

- Each community has a Strong Start centre and/or a community based program.
- All schools take part in the EDI
- Expansion of Success for Young Readers
- Vulnerable Readers project with Dr. Janet Mort

7. Other Comments

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

- District wide expansion of experiential education programs.
- District wide implementation of Positive Behaviour Supports.
- All schools are working with the District's medical Health Officer to develop comprehensive school health plans.

8. Board approval date:
