

School District No. 79 Cowichan Valley

## 1. Improving Areas of Student Achievement

*What is improving?*

Six Year Completion Rates  
Grade to Grade Transition Rates

*What evidence confirms this area of improvement?*

Six-Year Completion Rates (%)

	2008/09	2009/10	2010/11
All Students	70.1	74.7	77.6
Female	74.2	79.1	81.1
Male	66.4	70.8	74.4
Aboriginal	34.2	35.6	55.1

For Grade to Grade Transition Rates see tables on pages 3 and 4.

## 2. Challenging Areas

*What trends in student achievement are of concern to you?*

- Still concerned about the fact 22% of our students do not graduate within 6 years of beginning grade 8
- Concerned about the success of our boys
- 45 % of our Aboriginal students not graduating within 6 years of entering grade 8

*What evidence indicates this area of concern?*

- Completion data- (see above)
- Transition data – current data not available but our Grade 10 -11 data is below the provincial average
- Alternate programs (32%) of our Aboriginal students as a percent of the population versus 16 % non-Aboriginal

## 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.*

We are at a standstill as a result of teacher job action, District interventions and data collection have stalled.

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

- Improvement in Graduation and Grade to Grade Transition Rates – Data still unavailable

### District/School Initiatives

- in many subject areas students are provided with additional time and alternative options to meet the learning outcomes of courses thus improving course completion results

- a concerted effort in introducing “Assessment for Learning” instructional practice and its adoption in many of our classrooms should result in an improvement in the course completion rates in our classrooms
- a continued focus on career programs including Secondary School Apprenticeship Programs provides alternative options for students to complete Graduation requirements and transition to the workplace and Post Secondary
- a District focus on expanding Distance Learning opportunities has provided more options for students to participate and complete courses in a flexible manner
- partnerships with local Post Secondary institutions (VIU and Camosun) have provided many students with “Dual Credit” opportunities for Graduation and enable a better transition to post secondary programs

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

We have begun conversations with the Ministry data branch to improve our student tracking ability, which will allow a deeper analysis of the reasons for success or lack of.

We have engaged in significant work with our neighbouring post secondary institutes to enhance dual credit opportunities for students.

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

##### **I.) Literacy:**

Improve student literacy skills (K-12) with a focus on reading achievement.

Targets:

District Early Success Assessment

- Increase percentage of K-2 students successful to 85% within three years (June 2012).
- Increase percentage of Grade 1 student success in phonological awareness to 85% or higher within three years (June 2013).

District Primary Reading Assessment

- 75% or more of all grade 1-3 students will fully meet or exceed expectations in reading within three years (June 2012).

DART

- 70% or more of all grade 4-9 students fully meeting or exceeding expectations within three years (June 2012).
- Narrow the gap between male and female students to 10% or less in grades 4-9 within three years (June 2013).

FSA Reading

- 70% or more of students meeting or exceeding expectations within three years (June 2012).

English 10

- Maintain or exceed exam results and increase the participation rate to 80% within three years.

English 12

- Maintain or exceed exam results and increase the participation rate to 80% within three years.

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

- No updated data available for Early success, Primary Reading, DART, or FSA
- Student Achievement in Grade 10 English – 84 % of students achieved a C or better up 1% from last year

- Student Achievement in English 12 – 76% of students achieved a C or better up 1% from last year

**District/School Initiatives**

- there has been an emphasis on integrating Aboriginal Culture into the course and as this increases we anticipate an improvement in the success of our Aboriginal students
- we anticipate that an emphasis on implementing “Assessment for Learning” and other innovative teaching strategies will enable students to achieve greater success
- we anticipate that an increased emphasis on improving literacy skills in the younger grades will result in improved success in the course
- in many schools, innovative support programs have been put in place to improve student success via the following; provide students with an additional block of time for English 10 support, improved exam preparation, extending the completion date to allow additional time for the course, and providing alternative methods of course delivery (DL)

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

Improve middle/secondary grade to grade transitions and increase the number of students successfully transitioning through Grade 12 within six years.

Targets:

Transition Rates

- To meet or exceed the provincial average for grade to grade transitions within three years.

First Time Grade 12 Graduation Rates

- To meet or exceed the provincial average for six year completion rates for all students within three years.

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

**Six-Year Completion Rates (%)**

	2008/09	2009/10	2010/11
All Students	70.1	74.7	77.6
Female	74.2	79.1	81.1
Male	66.4	70.8	74.4
Aboriginal	34.2	35.6	55.1

**District/Provincial Grade to Grade Transition Rates (%)**

	Gr 9-10		Gr 10-11		Gr 11-12	
	Dist	Prov	Dist	Prov	Dist	Prov
2008/09	95	95	89	92	75	85
2009/10	95	96	87	91	76	86
2010/11*	95		88		82	

\*Ministry provincial data not yet available.

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

Targets:

District Primary Reading Assessment

- 50% or more of all grade 1-3 Aboriginal students will fully meet or exceed expectations in reading within three years (June 2012).

DART

- 50% or more of all grade 4-9 Aboriginal students fully meeting or exceeding expectations within three years (June 2012).

Transition Rates

- To meet or exceed the provincial average for grade to grade transitions within three years.

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

Six-Year Completion Rates (%)

	2008/09	2009/10	2010/11
Aboriginal	34.2	35.6	55.1

District/Provincial Grade to Grade Transition Rates – Aboriginal Students (%)

	Gr 9-10		Gr 10-11		Gr 11-12	
	Dist	Prov	Dist	Prov	Dist	Prov
2008/09	82	89	77	81	63	69
2009/10	95	90	68	84	73	73
2010/11*	91		78		71	

\*Ministry provincial data not yet available.

Actions to date include:

- all grade 7 students at Quam participating in Coast Salish Studies exploratory
- all grade 8 students at CHSS participating in Coast Salish Studies exploratory
- CTA at CHSS getting into ALL classes to share a teaching or information related to First Nations people
- FK staff introduction to Aboriginal integration- staff and content
- Mt. Prevost French Language classes integrating Hul'q'umi'num

## 5. Children in Care

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

Children and youth with continuing custody orders have been successfully identified, and their success on a number of indicators tracked and monitored at reporting periods and transition opportunities. School contact (principal) and school learning services teams ensure that appropriate and effective interventions are in place as needed.

When children and youth with temporary custody orders are made known to the school contact, student progress is tracked and monitored at reporting periods and transition opportunities.

What categories of Children in Care have been successfully identified and are being monitored?

*(i.e.) continuing custody orders, temporary custody orders, other...*

Children and youth in continuing custody orders

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

The structures in place to provide effective communications among MCFD offices, social workers, foster parents and school contact at school, families of schools, and district levels include identification, review

and progress monitoring meetings at each reporting period and annual review, January/ June and emergent transition points.

*What results are being achieved by students within the identified categories?  
(as per Spring 2011 data collection)*

**Elementary school aged primary students (n=15) with continuing custody orders:** 55% were successful in oral language, phonological awareness, concepts of print & letter association on the District Early Success Assessment (K-2).

**Elementary school aged intermediate students (n=14) with continuing custody orders:** 60% were meeting on the FSA Grade 4, 71% were meeting on the DART snapshot assessment of reading, 64% were meeting on District Wide Write (DWW) assessment of writing skills.

**Middle school aged students (n=18) with continuing custody orders:** 58% were meeting on the FSA Grade 7, 72% were meeting on DART snapshot assessment of reading, 55% were meeting on District Wide Write (DWW) assessment of writing skills.

**Secondary aged students with continuing custody orders:**

Of the 22 students who participated in English 10, 45% successfully completed with a passing grade or better. Of the 20 students who participated in a Math 10, 36% successfully completed with a passing grade or better.

## 6. Early Learning

*Summarize your district's Early Assessment in kindergarten classes.*

SD 79's locally developed Early Success Kindergarten Screening Assessment Tool (2003) grew out of the Early Success provincial initiative and is based on the work of Marie Clay, Alberta Education Early Literacy Initiatives, and IRA, Elements of Balanced Literacy Programs. It is designed to screen all kindergarten students and identify students who may be 'at-risk' literacy learners for early intervention and instruction in specific areas of literacy learning during their kindergarten year.

Early Success Kindergarten Screening Assessment Cycle:

Kindergarten Teachers administer the following components to their own classes

September/ October:

- Record of Oral Language (adapted from Level 1 of the Record of Oral Language Diagnostic Sentences, Clay 2002)

January/ February:

- Phonemic/ Phonological Awareness (Rhyme Discrimination & Rhyme Production, Syllable & Onset+Rime Blending, Sound Blending, Isolating Initial Sounds & Isolating Final Sounds)
- Concepts of Print
- Letter Association

May:

- Follow-up assessments for students who were identified as 'at-risk' literacy learners to monitor progress, individualize balanced literacy interventions, and refer to Learning Services Team for further small group, focused literacy instruction, learning assistance, and support services.

*What strategies are in place to address the needs identified?*

Balanced Literacy program that provides: daily/ frequent, guided reading & writing instruction and intervention strategies to small, flexible student groups that focus student attention on words, letters,

phonemic awareness, word patterns through structured modeling, coaching and is tied directly to assessment for learning; playful kindergarten classrooms focused on oral language development, explicit phonological awareness instruction interventions (PWIM, Words Their Way); home-school partnerships (PALS; Aboriginal PALS)), community preschool and early literacy program interventions (Books for Babes, Fun Family Literacy Nights, Story & Play Time) led by our District Early Learning Liaison Teacher and Success By 6 partners; continued focus on literacy instruction and assessment practices in collaborative Professional Learning Community Teacher-led inquiry and activities.

- 1.0 Early Learning Liaison Teacher working with K-1
- Early Success meetings and inservice for FDK and K-1 teachers
- Enquiry question focused on developing phonological awareness in grade 1 & 2: "To what degree will a playful classroom which has a focused learning on oral language with direct instruction in phonological awareness improve grade 1 and 2 student achievement in reading and writing?"
- PALS, Aboriginal PALS offered in high needs schools in first half of year.

## 7. Other Comments

Clearly the work of change needs to ultimately impact the classroom and the students if it is going to have any affect. With the disengagement of teachers from working with administration, from District initiated inservice opportunities, and the loss of our District Literacy and Numeracy Specialists due to cutbacks, little has been accomplished since September. We have lost significant momentum around our inquiry approach to change, around our Assessment for Learning initiatives, and in our efforts to improve transition rates through a Family of Schools model. We are sad to think that much of the excellent work of the past three years has been lost, and will be difficult to regain once the strike action is resolved.

We are however encouraged by the changes we have embraced through the collaborative efforts of the School District and our Aboriginal communities through the Joint Hwulmuhw Mustimuhw Education Council. The complete restructuring and focus of our Aboriginal department I believe will lead to increased academic success for our Aboriginal students, and promote to a much greater degree the preservation of their culture and language.

*Board Approval Date: January 18, 2012*