

Superintendent's Report to the Board of Education

On Student Achievement

In School District No. 79 (Cowichan Valley)

For the 2010/11 School Year

Submitted on December 15, 2010

The Superintendent's Report on Student Achievement

Introduction

This report focuses on student achievement results in School District No. 79 (Cowichan Valley). Specific evidence and measures of student achievement in literacy and school completion are included.

Our actions continue to be guided by the following four points of inquiry:

1. How are the needs of vulnerable students reflected in your action plan?
2. Which evidence-based interventions that we know make a difference are you using in your action plan?
3. How will classroom instructional practice make a difference to student achievement and transitions?
4. How will Assessment for Learning Strategies make a difference to student achievement and transitions?

This year our actions focus on four specific initiatives. These will be reported out in next year's Achievement Contract.

1. To what degree will a focus on improving phonological awareness improve student achievement in grades 1 and 2?
2. To what degree does providing students with ongoing descriptive feedback improve their ability to read for information?
3. To what degree will integrating Aboriginal content into the grade 10 Science and grade 10 English courses improve Aboriginal student participation and completion rates?
4. To what degree will providing a self-paced learning environment increase the transitional success of our vulnerable grade 10 population in the central family?

Improving Areas of Student Achievement

Our District Goal is to Improve Success for each student with a focus on vulnerable learners. We are concentrating our efforts on literacy and transitions.

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

- Grade 4 FSA in Writing shows noticeable improvement from 2008 to 2010.

Grade 4 Writing (Meeting or Exceeding Expectations)	2007/08	2008/09	2009/10
Grade 4 - District	59%	65%	67%
Grade 4 - Province	71%	68%	69%

- Grade 10 English Aboriginal exam and course work have improved over the last 2 years.

District English 10 Average Exam and Course Mark

All Students	2005/06		2006/07		2007/08		2008/09		2009/10	
	Exam	Course	Exam	Course	Exam	Course	Exam	Course	Exam	Course
English 10 Avg. Exam & Course Mark										
All students	72	75	72	75	72	74	72	76	70	72
Females					76	79	75	79	73	76
Males					67	71	69	73	67	69
Aboriginal	66	66	60	65	63	68	64	67	67	70

- Dart results show improvement for all grade 3, 4 and 7 students and for grade 3, 4 and 9 Aboriginal students.

DART Assessment of Reading - Percentage fully meeting, exceeding

	Grade 3		Grade 4	
	All Students	Aboriginal	All Students	Aboriginal
2007	55%	26%	65%	45%
2008	67%	41%	57%	30%
2009	54%	18%	53%	22%
2010	59%	38%	54%	24%

	Grade 7		Grade 9	
	All Students	Aboriginal	All Students	Aboriginal
2007	52%	7%	36%	9%
2008	54%	28%	39%	13%
2009	57%	28%	53%	17%
2010	57%	32%	51%	24%

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

Transitions:

- We are encouraged by the transitions of our Aboriginal students particularly at the grade 11 level. We continue to be encouraged with the general overall improvement.

Grade - to - Grade Transitions 2005/06 – 2009/10

All Students	Gr 6 to higher		Gr 7 to higher		Gr 8 to higher		Gr 9 to higher		Gr 10 to higher		Gr 11 to higher	
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
2005/06	98	97	97	97	96	95	92	94	84	89	73	82
2006/07	97	97	96	97	96	95	92	95	85	90	74	83
2007/08	98	97	98	97	97	96	94	95	89	90	73	83
2008/09	97	97	97	97	96	96	95	95	89	92	75	85
2009/10	Data not available											

Aboriginal	Gr 6 to higher		Gr 7 to higher		Gr 8 to higher		Gr 9 to higher		Gr 10 to higher		Gr 11 to higher	
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
2005/06	97	97	92	96	89	90	78	85	58	76	53	63
2006/07	94	97	93	96	85	89	79	86	60	76	50	67
2007/08	98	97	96	96	88	91	86	87	75	77	47	67
2008/09	94	97	93	96	94	93	81	89	76	81	63	69
2009/10	Data not available											

- We are excited about the significant improvement in our overall completion rate and we are encouraged by our slight increase in the Aboriginal completion rate.

District Six Year Completion Rate

All Students	2006/07	2007/08	2008/09	2009/10
Six-Year Completion Rate (District)	70	72	70	75
Six-Year Completion Rate (Province – Public Schools)	80	79	79	79

Aboriginal Students	2006/07	2007/08	2008/09	2009/10
Six-Year Completion Rate (District)	33	36	34	36
Six-Year Completion Rate (Province – Public Schools)	47	47	49	N/A

Challenging Areas

We need to continue to monitor participation rates and continue to promote district wide administrative practices for collecting both Literacy and Transition Assessment Data.

Literacy:

- Based on our DART results, we continue to be concerned about the percentage of students not yet within and approaching in grades 3-9 for reading. We continue to be concerned that less than 60% of our students (grades 3-9) are fully meeting or exceeding our expectations in reading.

DART Assessment of Reading - Percentage fully meeting, exceeding

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
2007	55%	26%	65%	45%	63%	30%	65%	31%	52%	7%	48%	12%	36%	9%
2008	67%	41%	57%	30%	58%	34%	63%	40%	54%	28%	46%	16%	39%	13%
2009	54%	18%	53%	22%	61%	34%	61%	41%	57%	28%	54%	28%	53%	17%
2010	59%	38%	54%	24%	53%	28%	58%	30%	57%	32%	44%	18%	51%	24%

- Based on district Early Success Assessment, we continue to be concerned with the percentage of students not yet successful in the early years.

District Early Success Assessment: Percentage of Students that are Successful

	Kindergarten				Grade 1				Grade 2			
	Percentage Successful	Male	Female	Aboriginal	Percentage Successful	Male	Female	Aboriginal	Percentage Successful	Male	Female	Aboriginal
Jun-08	80%	77%	84%	62%	74%	69%	80%	28%	80%	76%	82%	29%
Jun-09*	77%	71%	83%	36%	77%	71%	81%	62%	77%	66%	84%	33%
Jun-10	76%	74%	79%	33%	73%	67%	80%	31%	77%	72%	81%	39%

* Participation rates improved 2009

Transitions:

- While improving, we continue to be concerned with our transition from grade 11 to 12.
- While improving, our six year completion rate continues to be a concern for our students.

Grade - to - Grade Transitions 2005/06 – 2009/10

Year	All Students		Grade 11 to higher All students		Grade 11 to higher Boys		Grade 11 to higher Girls	
	District	Province	District	Province	District	Province	District	Province
2005/06	73	82	70	81	77	81		
2006/07	74	83	72	82	76	82		
2007/08	73	83	70	83	77	83		
2008/09	75	85	74	85	75	83		
2009/10	Data not available							

Progress Made with Respect to Goals and Targets

The overall effect of our district intervention as outlined in our achievement contract has contributed to a 5% increase in six year completion rates from 70 % to 75% for both male and female. Within this, our aboriginal students have improved by 2%.

Literacy	
Three Year Performance Target	Update
Decrease percentage of K-2 students at risk to 15% or less within three years using District Early Success Assessment (by 2012).	Not met in year one. More data available June 2011.
Increase percentage of Grade 1 student success in phonological awareness to 85% or higher within three years (new target for 2013).	Data available June 2011.
75% or more of all grade 1-3 students will fully meet or exceed expectations in reading within three years, using District Primary Reading Assessment (by 2012).	Not yet met. More data available June 2011.
50% or more of all grade 1-3 Aboriginal students will fully meet or exceed expectations in reading within three years, using District Primary Reading Assessment (by 2012).	Not yet met. More data available June 2011.
70% or more of all grade 3-9 students fully meeting or exceeding expectations within three years, using DART Assessment (by 2012).	Not yet met. More data available June 2011.
50% or more of all grade 3-9 Aboriginal students fully meeting or exceeding expectations within three years, using DART Assessment (by 2012).	Not yet met. More data available June 2011.
Narrow the gap between male and female students to 10% or less in grades 4-9 within three years (new target for 2013).	Data available June 2011.
70% or more of Grade 4 and 7 students meeting or exceeding expectations in Reading Comprehension within three years using FSA (by 2012).	Not yet met. Participation rate is down. February 2010 - Grade 4 at 63 % February 2010 - Grade 7 at 59 %
Maintain or exceed English 10 exam results and increase the participation rate to 80% within three years.	Not yet met. 09/10 Pass rate at Provincial average, Participation rate 4% below.
Maintain or exceed English 12 exam results and increase the participation rate to 80% within three years.	Not yet met. 09/10 Pass rate at Provincial average, Participation rate 71% which is 5% above Provincial average.

Transitions	
Three Year Performance Target	Update
To meet or exceed the provincial average for grade to grade transitions within three years for all students.	At or approaching for Grades 6 to 10. Grade 11 moving in a positive direction.
To meet or exceed the provincial average for grade to grade transitions within three years for Aboriginal students.	At or approaching for Grades 6 to 10. Grade 11 significant improvement from 47% to 63%. Now nearing target of 69%.
To meet or exceed the provincial average for six year completion rates for all students within three years.	Significant improvement from 70% to 75%. Notable inside of this is the fact that both boys and girls improved by 5%.
To meet or exceed the provincial average for six year completion rates for Aboriginal students within three years.	Slight increase from 34% to 36%. Still significantly below the provincial average. (49% in 08/09. 09/10 data not available)

Connections and Alignment

There is a strong connection among the Achievement Contract, the Community/District Literacy Plan and the Early Learning Plan. We are improving communications with hopes for a renewed Aboriginal Enhancement Agreement.

The Community Literacy Plan and the Early Learning initiatives continue to be referenced and integrated with the Achievement Contract. There is a strong connection between the Cowichan Literacy Plan and the District Achievement Contract. Both speak to the on-going commitment to improve literacy across the Cowichan School District for people of all ages. An important part of the Cowichan Literacy Plan is the continued commitment to networking, collaboration and partnerships within the broader community.

Report on the Work Following Initial Implementation of Recommendation #5 of the Representative of Children and Youth regarding Children in Care

- a. Children and youth in continuing care agreements have been successfully identified and their success on a number of indicators are reviewed and monitored at each reporting period and transition opportunity. Children and youth in temporary care agreements that are made known to the principal (the person appointed in each school to monitor the success of children in care) through parent, foster parent, relative, social workers, advocates, and/ or MCFD personnel are tracked and their success indicators reviewed and monitored at each reporting period and transition.
- b. The structures in place to provide effective communications among MCFD offices, social workers, foster parents and schools at the school level, at the families of schools level, and at the district level include identification, review and progress monitoring meetings at each reporting period and annual review/ January and June transition points and other emergent transition opportunities.
- c. The evidence and data that is being collected to determine if monitoring and structures are having an impact are: report card data, District Early Success Assessment K-2, District Primary Reading Assessment 1-3, District Wide Write 1-8, DART 3-9, FSA 4 and 7 Reading, final marks in English 10, Principles of Math 10, Essentials of Math 10, English 12, Communications 12; course completion, determination if on track for Dogwood (graduation) or Evergreen (school completion) Certificate, IEP goal attainment ratings, Annual Instructional Plan ESL/ ESD Level, Student Learning Plan data (if applicable), attendance – unexcused absences and lates, grade to grade transition, number of different schools during course of school history.