

School District No: 79

School District Name: Cowichan Valley

## 1. Improving Areas of Student Achievement

### What is improving?

- Five-year trend in Six-Year Completion Rates – all students and Aboriginal students.
- The pass rate for English 10 and 12 for all students is 97.5%.

### What evidence confirms this area of improvement?

- Improvement in success rate of all students, females, males, Aboriginal students, ELL and Special Needs.

SD79 (Cowichan Valley) Six-Year Completion Rate Charts

District Six-Year Completion Rate (%)	2008/09	2009/10	2010/11	2011/12	2012/13
All Students	70	75	78	77	80
Female	74	79	81	78	83
Male	66	71	74	76	78
Aboriginal (included in figures above)	34	36	55	44	57
ELL	30	41	43	31	44
Special Needs	35	45	51	50	62

## 2. Challenging Areas

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

- Despite a trend towards improvement, completion rates continue to be below the provincial average in all categories except special needs. The positive trend appears to be continuing based on transition rates and we look to reaching provincial averages and beyond in the near future.
- In particular, the success of our males to transition from grade-to-grade and to graduate continues to lag behind our females and we look to the expansion of trade opportunities to help mitigate this trend.
- We continue to see very little improvement in literacy (Reads for Information) in the intermediate grades, particularly at grade 8 and 9. (See literacy sections 3 and 4 for more information.)

### What evidence indicates this is an area of concern?

District Six-Year Completion Rate Comparison with the Province

Six-Year Completion Rate (%)	2008/09		2009/10		2010/11		2011/12		2012/13	
	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov	Dist	Prov
All Students	70	79	75	80	78	81	77	82	80	84
Female	74	82	79	83	81	83	78	84	83	85
Male	66	77	71	77	74	79	76	80	78	82
Aboriginal (included in figures above)	34	49	36	50	55	54	44	56	57	59
ELL	30	82	41	82	43	83	31	83	44	86
Special Needs	35	46	45	49	51	53	50	56	62	59

Graduation rate of boys versus girls, and drop in Aboriginal student First time Grade 12 Graduation Rate.

Grade 12 Grad Rate (%)	2008/09	2009/10	2010/11	2011/12	2012/13
Boys	97	97	96	98	99
Girls	98	99	99	97	97

First-Time Grade 12 Grad Rate (%)	2011/12	2012/13
Aboriginal	68	59

### 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.

- District goals for literacy are focused on improving literacy skills for all our students K-12 with a specific focus on phonological awareness at the K/1 level, reading achievement at the K-3 level and reading for information at the grades 4-9 level. Our Literacy Coordinator along with our two Literacy Helping Teachers are working with classroom teachers to support classroom instruction and assessments through inquiry support, coaching and learning rounds.
- Ten schools are involved in Changing Results for Young Readers and another nine schools are involved in Changing Results for Adolescent Readers (Non-fiction focused). These are both inquiry-driven, case-studies where teams of teachers at each site are focused on improving reading results for their students. Reading achievement evidence will be collected over the course of the year. The Helping Teachers support this work.
- The Literacy Coordinator and Helping Teachers have also supported each of the schools in the implementation and scoring of the DART to increase consistency, intensify purpose, and focus our formative assessment that provides direction for instruction. The grade 8 and 9 DART will be an area to further focus our support this year, as these results are showing the least amount of improvement.

Goal Two: Transitions – Improve grade-to-grade transitions at the secondary level (8-12) and increase the number of students successfully transitioning through grade 12 within six years.

- Support and expand school programs that increase differentiated and inclusive learning opportunities for students.
  - *Increase number of teachers introducing “project based learning” opportunities within their classrooms.*
    - Chemainus and Lake Cowichan Secondary programs have incorporated an inquiry approach in many of their courses. This initiative is in the formative stages this fall but we expect increased academic success.
  - *Establish District Distributed Learning baseline data from the 2012-2013 school year and improve upon course completion results for 2013-2014 school year.*
    - Current and projected enrolment in DL (in grades 10-12) is up by 6.5 FTE over last year (20 versus 13.5 FTE).
    - Current and projected enrolment in DL (in grades K-9) is similar to last year (3 FTE).
  - *Increase the participation rate in specialty PE BAA courses and academy programs.*
    - Two new academies (Hockey and Climbing) have begun.
- Develop and promote career and post-secondary transition programs.
  - *Increase the number of Grade 11/12 students (District wide) participating in Dual Credit Programs (240 students in 2012-2013) by 10% in 2013-2014.*
    - Currently 250 students are projected to complete 750 courses.
  - *Increase number of Aboriginal students participating in dual credit courses (both academic and trades training) from 42 students in 2012-2013 to 50-60 students in 2013-2014.*
    - 50 students are currently enrolled in programs plus 16 adults who are also completing Adult Dogwood.
- Integrate and add Aboriginal content and perspective into our secondary programs.
  - Frances Kelsey is working with the Malahat Nation to provide IDS credit for students participating in on-reserve projects.
  - Coast Salish Studies at Chemainus Secondary and Cowichan Secondary is being offered.

- Science 10 at Chemainus Secondary is integrating canoeing with physics.
- Lake Cowichan School has significantly increased the number of Aboriginal education presentations throughout the curriculum.
- *The transition rate of our Aboriginal learners continues to improve in all grade areas (8-12) to exceed the provincial average.*

2011-12 Aboriginal Transition Rates (%)	Gr 6-7	Gr 7-8	Gr 8-9	Gr 9-10	Gr 10-11	Gr 11-12
District	96	95	93	86	85	83
Province	97	97	95	91	85	75

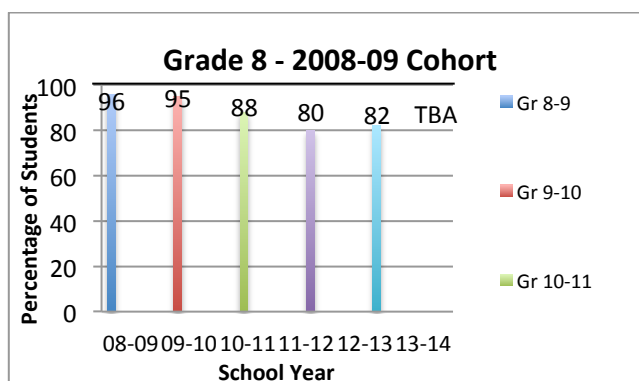
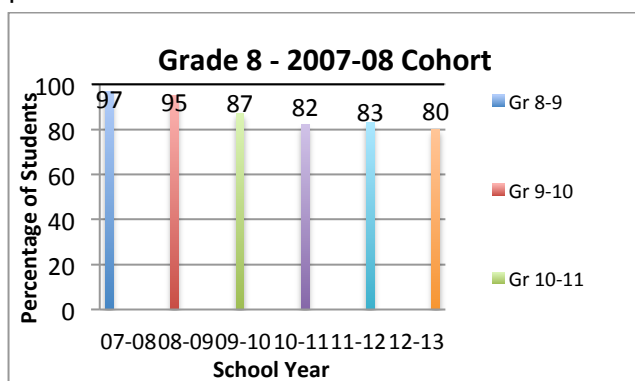
\*2012/13 Data not yet available.

- *The graduation rate of our Aboriginal learners improves to meet and exceed the provincial average within 3 years (2016).*
  - Rate improved from 43.5% to 57%, just two percentage points below the provincial average.

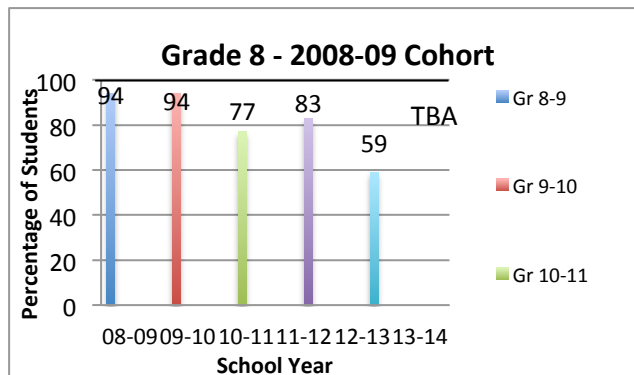
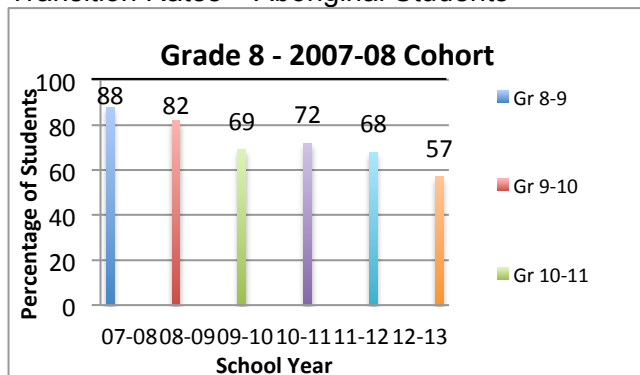
**Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?**

- The development of our Trades Training Centre at Koksilah with an Aboriginal focus has just started with two welding cohorts this Fall. We have an Introduction to Trades Program exclusive for Aboriginal students also running, and Aboriginal student participation in Hairdressing, Residential Building Maintenance and Carpentry Programs. In the New Year, an Introduction to Culinary Program for Aboriginal youth will also begin. With significant community support, and partnership with Vancouver Island University, we hope to create significant success for our youth.
- Recognizing the learning that our Aboriginal students do in their community is valuing culture and community. This will greatly contribute to student success as they see themselves reflected in their learning. We continue to explore ways to accomplish this by working side by side with community.

Transition Rates - All Students – Projecting forward, it appears that our results next year continue to look positive.



Transition Rates – Aboriginal Students



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

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

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

Goal One: To improve student literacy skills K-12

- Improve phonological skills for Kindergarten and grade one learners.
  - Increase percentage of grade 1 students' success in Phonological Awareness to 85% or higher by 2015. (June 2012: 80%, June 2013: 80%)
- Improve grade K-3 reading achievement.
  - Increase percentage of grade 1-3 students fully meeting and exceeding in reading to 75% by 2015. (June 2011: 66%, June 2012: 65%, June 2013: 66%)
  - Increase percentage of K-2 student successful on the Early Success Screen to 85% by 2015. (June 2012: 73%, June 2013: 73%)
  - All students are meeting expectations in reading by the end of grade 3. (June 2013: 68%)
- Improve reading for information skills at grades 4-7.
  - Increase percentage of grade 6 students fully meeting/exceeding in reading for information based on report card data to 80% by 2015. (June 2012: 62%, June 2013: 62%)
  - Increase percentage of grade 4-9 students fully meeting or exceeding expectations in the DART to 70% or higher by 2015. (June 2012: n/a, June 2013: 59%)
  - Increase percentage of grade 4-9 Aboriginal students fully meeting or exceeding expectations to 60% by 2015. (June 2013: 30%)

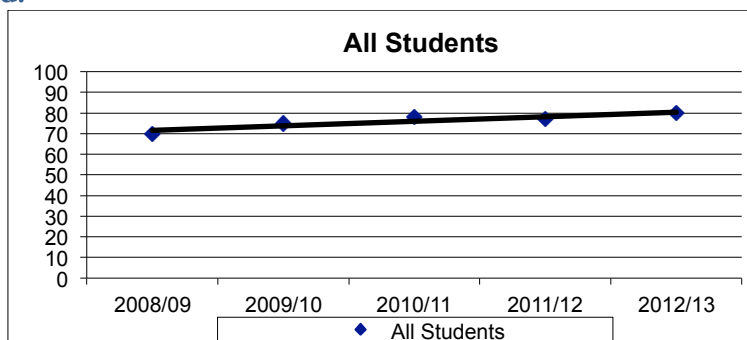
State the specific evidence and measures of student achievement in literacy and the results that have been realized.

- Grade 4 FSA results show that 58.5% of all students are meeting &/or exceeding expectations, which is a 5% improvement over the previous 2 years. 44% of Aboriginal students are meeting &/or exceeding expectations, which is a 3.5% improvement over the previous 2 years.
- Grade 7 FSA results show that 45.5% of all students are meeting &/or exceeding expectations, which is a 3% improvement over the previous 2 years. 25% of Aboriginal students are meeting &/or exceeding expectations, which is a 1.5% improvement over the previous 2 years.
- The pass rate for English 10 was 95.5% for all students, with 63.5% achieving a C+ or better. Our non-Aboriginal students saw an 8.5% improvement over the previous 2 years, where as our Aboriginal students saw a 12% drop over the previous 2 years.
- The pass rate for English 12 was 100% for all students with 61% achieving a C+ or better. For Aboriginal students 100% passed, with 50% achieving a C+ or better.
- For the past five years (minus 2012), the DART results have consistently remained at an average of 56% (2009–56%, 2010–53%, 2011–57%, 2013–57%). In grades 4, 5, 6, & 7, we are trending upwards from 59% (fully meeting, exceeding) to 63%. Grades 8 & 9 are not showing the same improvement and dropped from 52% to 44%. Females continue to do better than males by an average margin of 17%. Our Aboriginal students continue to score below other comparison groups by an average of 27%.

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

- To meet and exceed the provincial average for six year completion rates for all students within three years (2016).
  - Target not met. (75% -> 78% -> 77%-80% - Provincial average 82%)

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



- We are moving Frances Kelsey Secondary which was exclusively self-paced towards offering pathways to be more inclusive to the full range of learners it services. Improved six year completion rates are the goal.

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

Targets previously identified on pages 2-3.

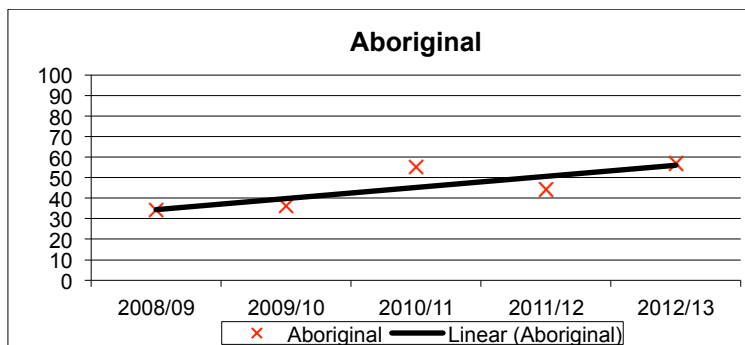
- Improve reading for information skills at grades 4-7.
  - \* Increase percentage of grade 4-9 Aboriginal students fully meeting or exceeding expectations to 60% by 2015. (June 2013: 30%)
- Support and expand school programs that increase differentiated and inclusive learning opportunities for students.
  - \* To meet and exceed the provincial average for Aboriginal grade-to-grade transitions within three years. Target met in 2013.
    - Pilot project in French Immersion integrating Metis content.
- Develop and promote career and post-secondary transition programs.
  - Increase number of Aboriginal students participating in dual credit courses (both academic and trades training) from 42 students in 2012-2013 to 50-60 students in 2013-2014.
    - 50 students currently enrolled in programs plus 16 adults who are also completing Adult Dogwood.
- Integrate and add Aboriginal content and perspective into our secondary programs.
  - Frances Kelsey is working with the Malahat Nation to provide IDS credit for students participating in on-reserve projects.
  - Coast Salish Studies at Chemainus Secondary and Cowichan Secondary is being offered.
  - Science 10 at Chemainus Secondary is integrating canoeing with physics.
  - Lake Cowichan School has significantly increased the number of Aboriginal education presentations throughout the curriculum.
  - The transition rate of our Aboriginal learners continues to improve in all grade areas (8-12) to exceed the provincial average.

2011-12 Aboriginal Transition Rates (%)	Gr 6-7	Gr 7-8	Gr 8-9	Gr 9-10	Gr 10-11	Gr 11-12
District	96	95	93	86	85	83
Province	97	97	95	91	85	75

\*2012/13 Data not yet available.

- The graduation rate of our Aboriginal learners improves to meet and exceed the provincial average within 3 years (2016).
  - Rate improved from 43.5% to 57%, just two percentage points below the provincial average.

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



\*other data included in District Goals (page 2 and 3)

## 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? For example: continuing custody orders, temporary custody orders, other...**

- Children and youth in continuing custody orders have been successfully identified and are being monitored. We have had limited success in identifying children and youth in temporary custody orders as these seem to begin as informal arrangements that become temporary custody orders that are very brief in duration.

**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 2013 data collection)

- **Elementary school primary students with continuing custody orders:** 68% were successful in oral language, phonological awareness, concepts of print & letter association on the District Early Success Assessment (K-2).
- **Elementary school intermediate students with continuing custody orders:** 52% were meeting on the FSA Grade 4, 67% were meeting on the DART snapshot assessment of reading, 63% were meeting on District Wide Write (DWW) assessment of writing skills.
- **Middle school aged students 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 students with continuing custody orders:** Of the students who participated in English 10, 95% successfully completed with a passing grade or better. Of the students who participated in a Math 10, 22% successfully completed with a passing grade or better.

## 6. Early Learning

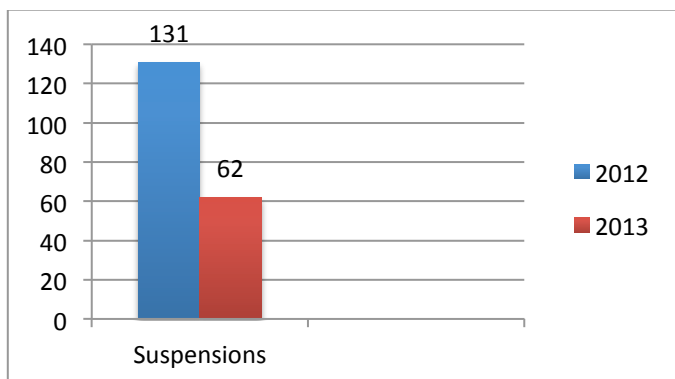
### What strategies are in place to address the needs identified in Early Learning?

- The district has a strong community connection with Early Learning in the Cowichan Valley. We participate in monthly meetings that bring together Aboriginal, Success by Six, Health and Early Childhood and Local business partners.
- Our StrongStart facilitators and Early Learning Coordinator meet regularly and we encourage joint professional development and transition work between our Early Childhood Educators and our K and K/1 teachers.
- We have 5 StrongStarts and one outreach StrongStart bus. We are also in the process of creating a Community partnered Early Learning Centre. The goal for each of these centres is to provide quality early learning experiences for children aged 0 – 5, to encourage families to support early learning activities in the home, and to connect families with community resources and supports.
- PALS – Parents and Literacy Supporters is offered at 8 of our Elementary schools. This is coordinated and facilitated by our Early Learning Coordinator who works closely with the classroom teachers. PALS focuses on early learning principles through play based activities and include explicit instruction with parents and caregivers. We also have Aboriginal PALS in 2 of our schools.
- We host 4 Ready, Set Learn sessions in the Spring. Each session provides a variety of Early Learning experiences and connects families to community resources.
- In the Spring, each of our schools offers an 'Introduction to Kindergarten' session. The focus is to provide an advance look into what Kindergarten looks like as well as the opportunity to experience some early learning activities that can be replicated at home to support the transition to Kindergarten.
- Fun Family Literacy Nights are held 8 times throughout the year in partnership with the Duncan Mall. The purposes are to provide quality early learning literacy based experiences for children aged 0 – 7, to encourage families to replicate the activities in the home, and to connect families with community resources and supports.
- We have 6 schools participating in phonological awareness inquiry project for K and K/1 teachers. The Early Learning Coordinator and one the Literacy Helping Teachers are supporting this work. The goals are to build teacher capacity and increase students' acquisition of phonemic awareness.
- We have approximately 23 primary teachers, primarily at the K and grade 1 level, participate in a dramatic play bin inquiry. This project has taken on a life of its own and we now have approximately 25 large bins filled with a variety of items that include dress-up clothes, puppets, and books that simulate a child's sense of play and creativity. The focus of this project is to increase students' oral language abilities in a play-based environment.
- Last year, we revised our Early Success Screen to more clearly communicate instructions for each screen, to better assess oral language skills, and to include the grade 3's. Previously, the Screen only went to grade 2. It was implemented this Fall and it is hoped it will give us assessment information that is more consistent and better aligned from grades K-3.

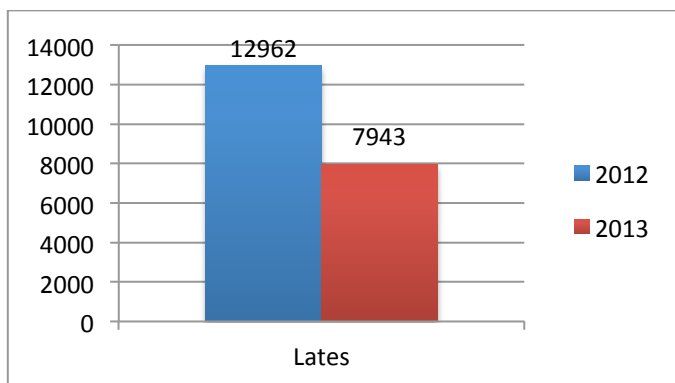
## 7. Other Comments

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

- ERASE Regional Training in Preventing Bullying and Ensuring Safe & Caring School Communities in January 2013 with elementary teams as well as our restructuring of all elementary schools to a common K-7 system may have contributed to 50% fewer suspensions as teams work together to build positive school cultures, set clear, consistent expectations, and implement proactive interventions earlier.



- The introduction of later school start and stop times for 2013-14 at our secondary schools (8-12) through our restructuring process may have contributed to a positive improvement in secondary student rates of attendance and numbers of lates from September to November 2013. There is a significant decline in District number of reported lates.
- An initial comparison of attendance rates is not possible due to the varied means of reporting, by last year's schools.



- A common grade level elementary K-7 system across our district achieved through restructuring will allow us to compare grade 7 FSA and DART outcomes and evaluate more consistently the outcomes of our late intermediate nonfiction literacy interventions in 2013-14.
- School team inquiry-based learning during our six professional learning community 80 minute early dismissals and school-based implementation days will provide teachers with opportunities to develop and implement instructional strategies to engage students in 21st century skills of creativity, critical thinking, innovation, communication, and collaboration to help promote personalized learning and increase student engagement across curricular areas. For example, at Khowhemun Elementary, staff has embarked on a 2013-14 'Thuyulshen um' pilot project to create a learning environment that promotes the use of self-regulation (S. Shanker, 2012) and social-emotional learning strategies with all students.



- As a District, we are proud of our progress on improving success for each student with a particular focus on our vulnerable learners. We recognize that the success we achieve is the result of the dedication and care of our staff, parents, volunteers, community partners, and most importantly, our students. As life-long learners, it is our intention to continue to collaborate, explore, refine and improve our practices to better serve all of our learners in the Cowichan Valley School District.

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**8. Board approval date:** January 15, 2014

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