

School District No: 79

School District Name: Cowichan Valley

## 1. Improving Areas of Student Achievement

### What is improving?

Six year completion rates for all students is beginning to show a trend that we are sustaining improvement from earlier years. Male success is approaching female (76%-78%) We have sustained completion rates near the provincial average over the last three years compared to a 10% gap over the previous decade. See Appendix 1

Student participation in dual credit career trades programs and academic courses have increased significantly. This participation rate increase has also resulted in a high completion success rate. See Appendix 2

While transition data is not available it is positive to note less than one percent of the Aboriginal students in the completion cohort did not transition past Middle School over the last three years.

The participation rate, successful completion and provincial exam and course marks have shown an increase at the District level in both English 10 and English 12. See Appendix 3

### What evidence confirms this area of improvement?

See Appendix 1 - recently published 6 year completion data.

The current school year enrollment in dual credit career programs and academic courses has increased by approximately 25% from the previous year. Student who are currently enrolled in Fall 2012 programs are demonstrating a strong commitment to maintaining their participation in their programs based on student reports and feedback from the post secondary institutions. (See Appendix 2 - Dual Credit Participation)

English 10 and English 12 participation rates and overall marks have shown some improvement. Exam and course marks have shown an overall improvement. Student participation in Communications 12 has decreased with a corresponding increase in participation in English 12.

Aboriginal student participation in English 12 has increased from 26% in 2009/10 to 29% in 2011-12. English 10 participation sits at 53%. See Appendix 3.

## 2. Challenging Areas

What trends in student achievement are of concern to you?

We continue to be concerned about:

- the success of our vulnerable learners,
- our students' ability to read for information with understanding, and
- The number of aboriginal students that are not graduating within 6 years.
- The percentage of Aboriginal students not successfully completing English 10
- The number of Aboriginal students referred or self referred to Alternate/Adult programs in the Graduation program years (approximately 1/3rd)

What evidence indicates this is an area of concern?

2010-2011 DART Data: 36%-48% of students in grades 4-9 are Approaching or Not-Yet Within expectations in their ability to "read for information".

2011-2012 FSA Data: 38% of all Grade 4 students and 42% of all grade 7 students are Not Yet Within expectations in their ability to "read for information with understanding".

2011-2012 Report Card Data: 29%-36% of our grade 4-6 students are Approaching or Not Yet Within expectations in their ability to "read for information with understanding".

Six year completion rates for Aboriginal students dropped to 44% from a high of 55% last year. Aboriginal success is significantly higher for those students who remain in the mainstream programs 56-68% as compared to 11-29%

Last year 53% of Aboriginal students attempted the English 10 exam with 41% passing.

### 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.

Goal One: To improve student literacy skills with a focus on reading achievement

- Improving K-3 literacy skills: An innovative inquiry project and support from a district literacy coordinator is impacting the acquisition of phonological, fluency and comprehension skills for Kindergarten to grade 3 students in 11 elementary schools. Strategies include social emotional awareness, self-regulation, and play-based learning. Narrative comments from teachers indicate an excitement in the growth in skill acquisition that is already being noticed.
- Improving Intermediate Non-fiction literacy skills: An inquiry project targeting non-fiction reading strategies at the intermediate level and instructional practices is in development. The focus is to provide scaffolding and direct instruction with non-fiction strategies to maximize student success. Strategies include direct instruction, inclusion of aboriginal culture, differentiation, technology and on-going assessment for learning. Evidence for this project will be available at a later date.

Goal Two: To increase the percentage of Grade 8 students who successfully achieve a Graduation Diploma within a six year period

- Middle and Secondary Schools are working together within the "Family of Schools" model to develop support and intervention programs to assist students in making successful transitions to Secondary Schools. In particular, a middle school counselor works with at-risk students transitioning to secondary school to support them in their academic programs
- Recommendations made by the "Small Secondary Schools Task Force" are being acted upon as schools explore utilizing Distributed Learning, Independent Directed Studies and Dual Credit Career options
- The "Coast Salish Studies" program that develops the understanding of aboriginal language and culture in Middle School classrooms has expanded to another Middle School

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

• Over the last few years we have been developing a culture of inquiry based learning. Last year 20 Kindergarten and grade one teachers we involved in 2 different inquiry projects. This year we have over 75 teachers engaged in collective inquiry with another group of at least 15 to start in January.

• Because of the diversity in programs that are being offered to secondary students (DL, IDS, Dual Credit, and other learning opportunities outside the classroom) students are taking a more active role in choosing their learning opportunities resulting in greater opportunities for successful transitions. This is reflected in the additional students enrolling in these courses and programs and their high completion rates.

There is a District focus on developing more opportunities for our aboriginal students to participate in Grade 12 courses that connect students with their learning goals in order to keep them engaged with their graduation plans. In particular, the two "Intro to Trades" program cohorts that we are running this year to engage aboriginal students have the potential to provide students with a large number of their grade 12 credits as well as provide them with the motivation to complete their graduation.

### 3. Programs / Performance / Results & Intervention (continued)

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

The district is piloting a number of projects focused on increasing student achievement and engagement. These projects use teacher inquiry as a method of transforming practice. We will gain insights about teaching, learning and the impact on student achievement through these projects.

- **Assessment for Learning:** With our continued efforts to introduce and enhance AFL instructional practice and its adoption into classrooms, we have provided funding support to teams of teachers to deepen their understanding and practice with AFL. Target: 1/3 of our teachers using AFL strategies in following 3 areas: 1. "I can" Learning Intentions, 2. Criteria, and 3. Descriptive feedback. Move to 50% of teachers using AFL strategies.

- **Innovative Practice:** We are also encouraging and promoting schools to think about Personalized and 21st Century Learning. We have provided funding to support teams of teachers to think about teaching in different ways and to try an innovative practice. We have 2 teams already and momentum is growing.

- **Teaching and Technology:** Teachers have been challenged to develop inquiry projects that infuse the iPad/iPod technology into their daily practice. The purpose of these studies is to evaluate the effectiveness of the iPad/iPod as learning tools to support collaborative, self-directed, and differentiated learning for students. Eighteen ten-week pilots will run during the 2012-13 school year.

Evidence of student learning and/or engagement will be collected over the course of each pilot. This is baseline data to determine future direction.

**Aboriginal Education Goal: Develop a K-12 language program**

- **Hul'q'umi'num' Language Programs:** We are striving to create and maintain a strong and vibrant K-12 Hul'q'umi'num language program. We have introduced the language programs into all of our schools. Language acquisition of students is assessed at annual Spuqtitul. Target: At elementary schools with high first nations populations, students receive 20 minutes of language instruction each day.

In partnership with Simon Fraser University and local nations, our Cultural Teaching Assistants have embarked on a two-year language proficiency program aimed at improving their fluency and teaching practice.

In partnership with Vancouver Island University we continue to offer Hul'q'umi'num language classes for our administrators, teachers and support staff. Evidence of its impact will be collected over the course of the year.

- **Coast Salish Studies:** Coast Salish 7 or 8 is an exploratory course designed to enhance and promote understanding of aboriginal groups in Canada. This course is currently offered at three of the five middle schools in the district. Evidence of student learning and/or engagement will be collected over the course of the year. Target: Offer course throughout the district.

**Trades**

- In joint partnership involving Cowichan Tribes, Vancouver Island University, local private industry, and the School District, three new initiatives are starting. The intent is to increase achievement, engagement options and graduation opportunities for our aboriginal youth.

- Intro to Trades program - introduces aboriginal youth to building maintenance skills and several trades areas. The program also re-connects student with their graduation program, and provide them with a pathway to apprenticeship programs.

- Intro to Trades program held on-site at the Cowichan Cultural Centre (Duncan). Through dual credit and academic support, the focus of the program will be on connecting students with their academic goals as well as introducing them to apprenticeship programs.

- For the 2013-2014 school year: Trades programs in welding and heavy duty mechanic training

Evidence of student learning and transition will be collected over the course of the year.

Target: to increase Aboriginal graduation rates

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

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

**Targets:**

- To improve reading success for all students K-12 with a particular focus on vulnerable or low performing students
- To engage teachers in collective inquiry in order to increase student success and engagement in literacy

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

- The evidence from our assessment screens, report cards, FSA and DART, at the middle and elementary level indicates a need to continue our focus on improving literacy for all students, but in particular for our vulnerable students.

See Appendix 4 - DART data

- Target: 70% of all grade 4-9 students fully meeting or exceeding expectations within 3 years and 50 % of all grade 4 - 9 Aboriginal students fully meeting or exceeding expectations within 3 years.

- The evidence from our grade 10 exam results show an increase in both the results and the participation rates, however we have not yet met our grade 12 exams target to maintain or exceed exam results and increase the participation rate to 80% within three years. Target: All English 12 results to be at or above the Provincial average.

See Appendix 5 - Provincial Exam results



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

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

**Targets**

- To increase the number of students who successfully achieve a Graduation Diploma within a six-year period.
- To increase programs that assist students in making a successful transition to Secondary School and reduce the number of students who leave school early
- To increase access to learning through alternative program delivery models
- To increase Aboriginal content and perspective into Middle and Secondary programs

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

- Evidence from the six-year graduation completion rate reports and the grade transition rates indicate that there are gains being made in some areas but there is still the need to continue the focus on improvement, particular for our vulnerable learners and our Aboriginal male students.
- The District continues to create multiple pathways to enable student with diverse learning needs to achieve a Dogwood Certificate. Our program data indicate the following: The number of students enrolled in ACE-IT programs and dual credit programs has increased significantly, the number of student enrolled in on-line courses through our Distributed Learning program has increased as we expand these opportunities throughout all of our secondary schools.
- The District Alternate program that provides services both at the Cowichan Valley Open Learning Centre and within each of the secondary schools continues to provide alternative educational programs for many students to keep them on their graduation track.
- The graduation rate of the District Alternate Program has increased over the past several years. The number of students successfully completing their Dogwood Graduation has increased significantly every year. Also, students in the Alternate Program have embraced dual credit career training programs with the number participating increasing on a yearly basis.

#### Six-Year Completion and Grade 12 Graduation Rates, Cowichan Valley Open Learning Co-op

	Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
	Total		Honours		Total		Honours	
	Gr 12	Graduates	Graduates	%	Gr 12	Graduates	Graduates	%
All Students	#	#	%	%	#	#	%	%
2007/08	-	-	-	-	3	0	0	0
2008/09	3	2	67	0	63	6	10	2
2009/10	7	5	71	0	62	16	26	2
2010/11	4	12	86	7	63	26	41	10
2011/12	18	16	89	11	73	37	51	15

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

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

**DART Reading Assessments**

Target: 50% or more of all grade 4-9 Aboriginal students fully meeting or exceeding expectations within 3 years (June 2013).

**Transition Rates - Aboriginal**

To improve the transition and Graduation rates of our Aboriginal learners in all grade areas (8-12)

**Aboriginal Performance Target - for 2010-12**

To meet or exceed the provincial average for grade to grade transitions within three years. Target met Grades 6-9 and Grade 11. Target not met Grade 10. (Grade 10: 73% à 63% - Provincial average 84%)

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

Many of our Aboriginal students begin to use IDS courses as an opportunity to achieve graduation course credits while making a connection with their language and culture

- Updated 2011-12 Transition rates not available at this date
- A 2012-13 Transition Planning Initiative of Quamichan Middle and Cowichan Secondary is tracking 28 students currently in grade 10 who were enrolled in Quamichan Middle last year. These students were consider to be at risk of dropping out of school. This year of the 28 students being tracked: 25 are enrolled at Cowichan Secondary, 1 is enrolled with S.I.D.E.S., and 2 are currently not attending. The initiative is also currently tracking 26 Quamichan grade 9 students closely who are considered to be the current at risk students. Background: 2011/12 - of the 122 students completing grade 9 at Quamichan, 2 are currently not attending school this year; 2012/13 - 136 students are currently enrolled in grade 9 at Quamichan.

## 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, year end review 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 are successfully identified and monitored. Some of the children and youth in temporary custody orders are beginning to be identified and monitored however, the short-term nature of the term of temporary custody orders makes it difficult to successfully identify and monitor all of children and youth in temporary custody orders with current staffing levels available in the district and with our service partners with level C6 delegation.

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?

Elementary school aged primary students with continuing custody orders: 48% 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 with continuing custody orders: 63% were meeting on the FSA Grade 4.  
Middle school aged students with continuing custody orders: 54% were meeting on the FSA Grade 7. SD 79 assessment measures: the DART snapshot assessment of reading, District Wide Write (DWW) assessment of writing skills were not collected in 2011-12.  
Secondary aged students with continuing custody orders: of the students who participated in English 10, 42% successfully completed with a passing grade or better. Of the students who participated in a Math 10, 31% successfully completed with a passing grade or better.



## 6. Early Learning

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

School District 79 recognizes the importance of early literacy screening and intervention for Kindergarten students in order to build strong foundation skills for literacy development in the later grades.

- Our Early Success Screen is given in to all primary students (Kindergarten to grade 2) in January. Those children identified as at risk are reassessed in March and again in June. Those still at risk are tracked through to grade 2.
- The EDI is also administered to our K students in February. Results of the EDI inform what it focused on within our Early Learning Initiatives and programs

To address the needs identified, Early learning programs, developed in partnership with government agencies and community organizations, help ensure that more students enter Kindergarten with the skills that will help them be successful in school. These early learning programs include; preschools and childcare facilities, StrongStart centres, both PALS (Parents as Literacy Supporters) and Aboriginal PALS program, Fun Family Literacy Nights, Mother Goose, Whale Tales, and Ready, Set, Learn initiatives as well as Kindergarten and grade one teacher inservice.

Kindergarten grade one initiatives:

Two innovative early learning projects are impacting the acquisition of oral language and phonological skills for students in 12 of our elementary schools. With support from our Early Learning Coordinator, Kindergarten and grade one teachers are working on two inquiry projects. The first focuses on phonemic awareness and the second on dramatic play. The intent of both projects is to build teacher capacity and increase students' oral language abilities in a play based environment. Last year 20 Kindergarten and grade one teachers we involved in the inquiry projects and this year, the number of teachers participating has doubled.

Through the generous support of a Special Education District Innovation Project grant, our learning assistance/ resource teachers, English language learners teachers, speech-language pathologists, and district school psychologists are also involved inquiry projects to assess the needs of students who are vulnerable or students with special needs and support them with inclusive, 'in-class', early interventions through a collaborative, response to intervention process.

## 7. Other Comments

- An "E-Reader" initiative at one of our secondary school library programs has resulted in an increase in the level of engagement for students in reading for personal enjoyment and for reference purposes. The opportunity to expand this program to the rest of the district library programs at all grade levels offers great potential to connect all of our learners through technology
- New in February 2013: Intro to Trades program offered at Frances Kelsey Secondary (Camosun South Island Partnership). The program is a trades awareness program. Students will experience a variety of trades as well as receive dual credit and transition opportunities heading towards apprenticeship programs
- Over 15% of our Grade 12 students are enrolled in 1st year university/college English courses in their graduating year through dual credit opportunities (VIU and Camosun College). Students will experience this transition opportunity that better prepares them for post secondary programs while at the same time exploring their career options.
- Middle Schools have developed joint elective program experiences that enable students to participate in program opportunities at a different school that specializes in programs that are not available to the student in their resident school. As a result, students are more engaged in choosing their own learning opportunities and schools can focus on offering programs that they are better suited at presenting.

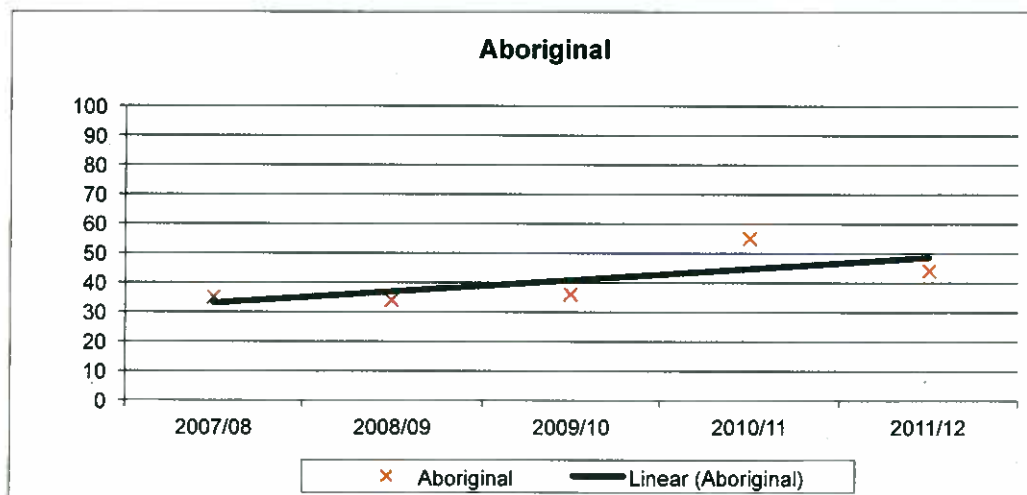
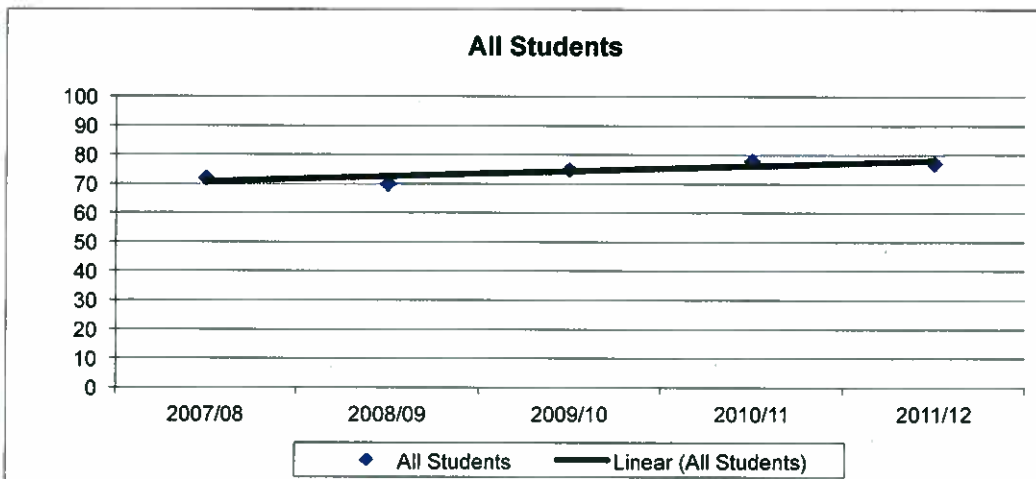
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## Appendix 1

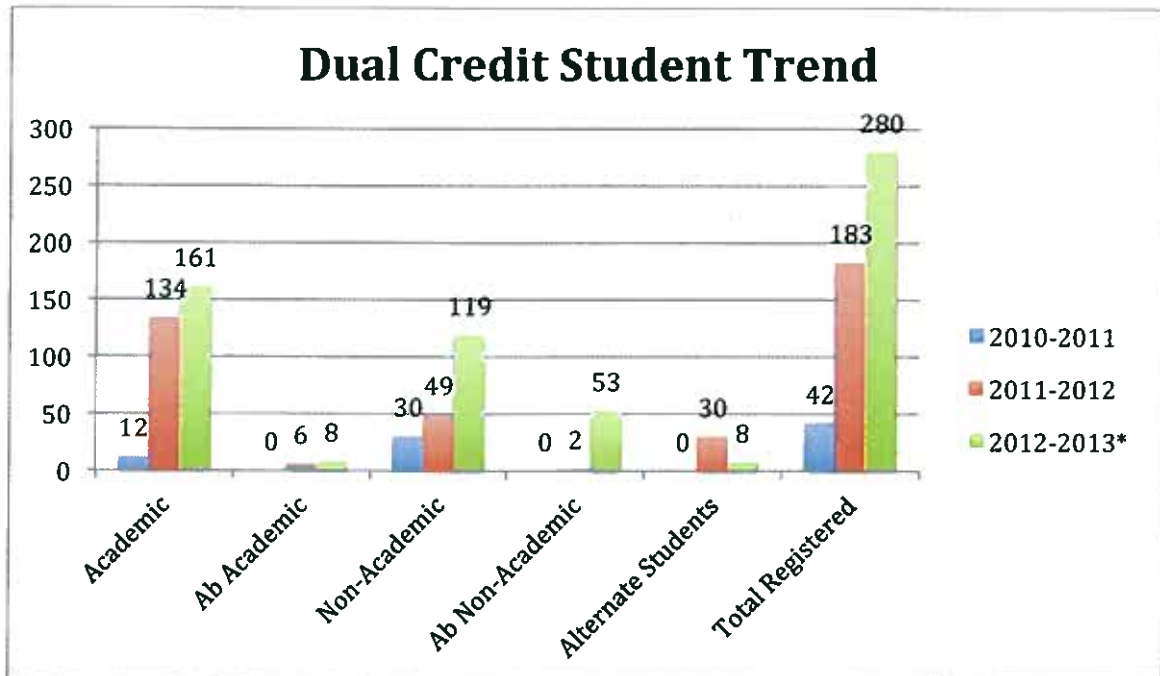
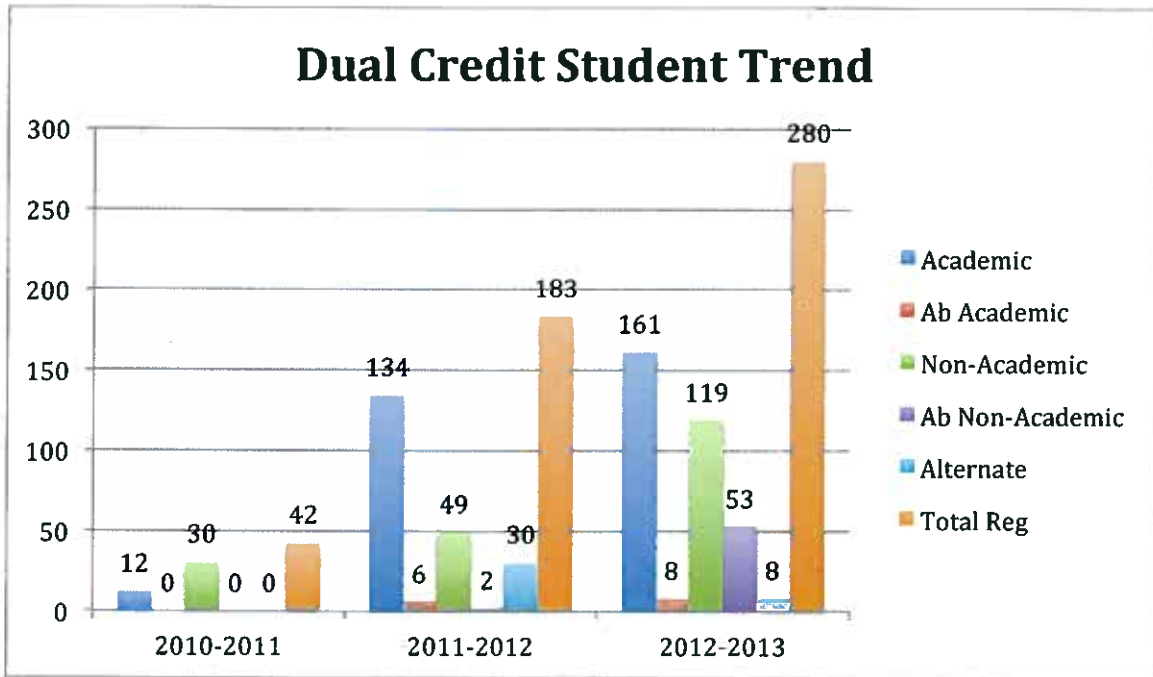
### SD79 (Cowichan Valley) Six-Year Completion Rate Charts

Rate (%)	2007/08	2008/09	2009/10	2010/11	2011/12
All Students	72	70	75	78	77
Female	75	74	79	81	78
Male	69	66	71	74	76
Aboriginal (included in figures above)	35	34	36	55	44



## Appendix 2

### SD79 (Cowichan Valley) Dual Credit Participation



### Appendix 3

#### SD79 (Cowichan Valley) Ab Ed English 10/12 Participation Rates

Ab Ed Participation Rates		
	English 10	English 12
2009-10	50%	26%
2010-11	60%	27%
2011-12	53%	29%

### Appendix 4

#### SD79 (Cowichan Valley) DART data

Year	Grade 5		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
2009	51	22	61	34	61	41	57	28	54	28	53	17
2010	54	24	53	28	58	30	57	32	44	18	51	24
2011	53	26	57	37	61	31	64	35	52	24	53	26
2012	67	46	70	42	62	37						

Target: 70% of all grade 4 – 9 students fully meeting or exceeding expectations within 3 years and 50% of all grade 4 – 9 Aboriginal students fully meeting or exceeding expectations within 3 years

### Appendix 5

#### SD79 (Cowichan Valley) Provincial exam data

	English 10				English 12				
	All Students		Aboriginal		All Students		Aboriginal		
	Dist %	Prov %	Dist %	Prov %	Dist %	Prov %	Dist %	Prov %	
	C+	C+	C+	C+	C+	C+	C+	C+	
09/10	62	62	53	40	09/10	52	58	45	47
10/11	65	62	55	43	10/11	52	60	36	43
11/12	71	65	63	47	11/12	54	60	40	48

\* % of students who achieve a C+ or better on Provincial exam

Target: All English 12 results to be at or above the Provincial average.