



Superintendent's Report on Student Achievement 2014/2015

School District No: 58

School District Name: Nicola-Similkameen

‘Success for ALL Learners ~ Today and Tomorrow’

1. Improving Areas of Student Achievement

What is improving?

- Overall Six Year Dogwood Completion Rate – For the 2013/14 school year the overall completion rate was 73.4%. This is up very slightly from last year and the second time that the completion rate for the district has been above 70%. This remains a positive trend.
- Six Year Completion Rate for Aboriginal students – For the 2013/14 year a percentage of 58.3 is a drop from the previous year and is slightly below the provincial average of 61.6%; however, the trend from 2005/2006 remains a positive. The trend is a positive, but the drop is a concern.
- Six year Completion Rate for students identified with a special need.
 - Students identified with a Learning Disability – 53% up from 08/09 – 24%
 - Students identified with a Sensory Disability – 43%
 - Students identified with a Behavior Disability – 38% up from 08/09 17%
- English 12 Pass Rate – in all categories of students the district is equal to or higher than the provincial average. Of special note is the district's Aboriginal pass rate which is above the provincial pass rate.
- Data collection – Through collaboration of teacher teams the following assessment tools were identified and partially implemented (job action) within the district -DMS (numeracy Grades 2-9), Primary Bench Marks (Grades 1-3), Kindergarten Assessment (including social emotional assessment), Ontario Comprehension assessment & QUICK (Grades 4-10).

2. Challenging Areas

What trends in student achievement are of concern to you?

- Completion Rates – 2013/2014 saw us maintain and slightly improve our overall completion rates; however, we still need to strive to meet the provincial average (84.2%). It will be our goal to reach a new district high of 75%
 - Aboriginal completion rates – Considering the percentage of Aboriginal students (approx. 48%) enrolled in the district, and while a completion rate of 58.3% is close to provincial average (61.6%), this rate needs to continue to improve.
- Foundational Skills (Numeracy, Literacy, Writing) – The students meeting or exceeding grade level expectations is below provincial average as indicated by FSA results. In the past school and classroom evidence (PM Benchmarks, Diagnostic Math Assessment, Report Card Marks) also indicated this as a concern.
- Graduation Rate – 2013/2014 saw a drop in both the Eligible Grade 12 Graduation Rate and the First-Time Grade 12 Graduation Rate. It is our hope that this reflects fewer students leaving our system before grade 12; however, it requires further investigation.
- Well Being
 - Social Emotional Learning – Based on the EDI results the district serves two needy communities. We need to discover ways to engage and partner with community agencies / parents effectively to address the social, emotional and physical well being of our students.

- Self-regulation - The district is experiencing a higher number of Kindergarten and Grade 1 students with extreme behavioural issues. More district resources have been designated to the lower grade levels.
- Engagement – Attendance data, Satisfaction Surveys, Enhancement Agreement Surveys, Student Performance Indicators and anecdotal reports indicate that student engagement needs to be addressed. Differentiation, personalization and innovative practices will continue to be supported and initiated to move forward in the area.
- Inclusion and meeting the needs of a wide range of learners is at the core of our vision, mission and values; however, it remains a challenge to provide success for all students. Transition rates between grade 9 through grade 12 continue to be lower than targets.

3. Programs / Performance / Results & Intervention

Examples:

A district wide kindergarten assessment for social emotional learning was developed with the intention that the Social Emotional Learning Team will support the identified needs with curriculum, programs and intervention. This will include the connecting the parents of Aboriginal Students who are struggling in this area with First Nations Support Workers.

Results – 39% of kindergarten students scored 18/27 or lower showing vulnerability. The highest are of vulnerability (33%) was managing anger and expressing feelings.

District wide reading and numeracy assessments were developed at the grade 2 to grade 9 level.

Result – Not available due to job action.

Increased support of social and emotional wellness through the development of universal curriculum, programs and services, and a district scope and sequence. This included explicit and school wide teaching of selected topics at the high school level.

Results – Scope and Sequence approximately 60% complete / Social Emotional Learning Framework (SELF) in place at Princeton Secondary School / Social Emotional Coordinator in place at Merritt Secondary School.

Strong Start Coordinator meetings and professional development were focused on improving children's physical health, well being, and emotional maturity.

Pre-school transition meetings and action items were supported through the work of the Behaviour Support / Transitions teacher.

Increased student transition support from elementary school to high school:

- increased number of transition activities between the elementary schools and the high school
- increased teacher and student teaming at the grade 8 level reducing the number of teacher contacts
- grade 8 and 9 literacy blocks targeting students who need extra support with reading and writing

Result – 97% of grade 8 students transition to grade 9. 36 days of student suspension in 2013/2014 at the grade 7 and grade 8 level compared to 132 days of student suspension in 2008/2009.

District wide professional development was provided in the area of differentiated instruction and Aboriginal Education

Result – All teachers and administrators in attendance.

Changing Results for Young Readers continued to be supported and well attended by primary and intermediate teachers.

Result – Information available at <http://changingresultsforyoungreaders.ca/index.html>

Local First Nations culture camps continue to be well supported and attended by administration, teachers and community members.

Results – 141 participants to date.

The Early Child Educator support was expanded from the Kindergarten level to the grade 1 level. Support for gr. 1 classrooms being provided for the first 5 months of the year and support for Kindergarten being provided in the second 5 months of the year.

Result – unknown due to job action (June assessment not completed).

The Primary Literacy Support program targeting Aboriginal Students at the grade 2 and grade 3 level was revamped with the goal of increasing transference of skills by focusing on in class support and team teaching.

Result – Sample of data and anecdotal comments from one of three vulnerable schools involved indicate a positive impact on reading performance at the grade 2 and grade 3 level. Small snapshot of average PM Benchmarks gain was 11.9.

A local First Nations Cultural calendar was developed providing a framework of district wide school and classroom activities.

Result – Over 50 programs, services and actions on record.

The expansion of the Aboriginal Academy 9 was supported with the development of a year long grade 8 Aboriginal Academy.

Result – 14 students enrolled.

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

I.) Literacy: Identify your district's target(s) for literacy. State the specific evidence and measures of student achievement in literacy and the results that have been realized.

District targets for ALL students by 2014/15 (FSA):

1. Grade 4 to be at or above 80%.
2. Grade 7 to be at or above 65%.

Based on the **2013/14** data the following is evidence of student achievement for the FSA and the results that have been realized:

- Grade 4 All Students Reading:
 - The percentage of students meeting or exceeding expectation was 65%.
- Grade 7 All Students Reading:
 - The percentage of students meeting or exceeding expectations was 63% with the highest number of students exceeding ever at 12%

District targets for ABORIGINAL students by 2014/15 (FSA results):

1. Grade 4 to be at or above 80%.
2. Grade 7 to be at or above 55%.

Based on the **2013/14** data the following is evidence of Aboriginal student achievement for the FSA and the results that have been realized:

- Grade 4 Aboriginal Reading:
 - 58% of Aboriginal students were meeting or exceeding expectations. A drop from previous years.
- Grade 7 Aboriginal Reading:
 - 47% of Aboriginal students were meeting or exceeding expectations. This is up slightly from previous years but not significantly.

District targets by 2014/2015 (English 10):

1. The passing rate for all Students to be at or above 95%.

2. The passing rate for Aboriginal Students to be at or above 90%.

Based on the **2013/14** data the following is evidence of student achievement for English 10 and the results that have been realized:

- The pass rate for all students was 87%. This reflects a 4% decline in the pass rate for male students and a 1% decline for female students from 2012/13.
- The pass rate for Aboriginal students was 77%. A significant drop from the 86% pass rate from 2012/13.

District targets by 2014/15: (English 12)

1. The passing rate for all Students to be at or above 98%.
2. The passing rate for Aboriginal Students to be at or above 98%.

Based on the **2013/14** data the following is evidence of student achievement for English 12 and the results that have been realized:

- The pass rate for all students is 99%.
- The pass rate for Aboriginal students is 98%.

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

1. The completion rate for all students will be at 75% or better.
2. The completion rate for Aboriginal students will be at 65% or better.
3. The completion rate for students with a Learning Disability designation will be 60% or better.
4. The completion rate for students with a Behaviour Disability designation will be 50% or higher.

Based on the **2013/14** data the following are evidence of student achievement for completion rates and the results that have been realized:

- Since a low of 53.0% in 2007/08 the overall completion rate has grown to 73.4%.
- Since a low of 37.4% in 2008/09 the Aboriginal completion rate climbed to a high of 64.7% in 2012/13 and dropped last year to 58.3%.
- The completion rate for students with Learning Disability designation is up 6% to 53% for 2012/2013.
- The completion rate for students with a Behaviour Disability designation is up 12% to 38% in 2012/13 and has been going up steadily from 17% in 2008/2009.

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

Transitional Rates:

1. Transition rate for Aboriginal students moving from grade 9 to 10 and 10 to 11 will be at 90% or better.
2. Transition rate for Aboriginal students moving into grade 12 will be at 80% or better.

Six-Year Completion Rates:

1. The 2014/15 completion rate for Aboriginal students will be at 65% or better.

Based on the **2012/13** data the following are evidence and measures of Aboriginal student achievement and the results that have been realized:

- The transition rate for Aboriginal students moving from grade 9 to 10 is 89% and from grade 10 to grade 11 is 84%.
- Transition rate for Aboriginal students moving into grade 12 is 74%
- Since a low of 37.4% in 2008/09 the Aboriginal completion increased to 64.7% in 2012/2013 and for **2013/14** was 58.3%

5. Children in Care

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

Much of the work and efforts are now imbedded in the yearly routine. School contacts are informed of the Children in Care (CIC) attending their school and school plans are developed. School teams will either use the CIC School Based Team Form or they will use an Individual Education Plan (IEP) process if one is in place. These plans and a District review follow the same timeline as IEP. This year Reporting Child Abuse and Neglect protocols will continue to be reviewed, and included in these protocols, will be procedures for planning for Children in Care. These protocols will be reviewed with Scw'exmx Child and Family Services as well as with the Ministry of Children and Family Development in both Princeton and Merritt.

What categories of Children in Care have been successfully identified and are being monitored? For example: continuing custody orders, temporary custody orders, other...

The following students have been successfully identified and monitored: 1) Continuing Custody Orders 2) Youth Agreements 3) Some Temporary Care Situations.

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

The following structures are in place:

- District Contacts
- Ministry Contacts (MCFD and Scw'exmx Child and Family Services)
- School Contacts
- School Based Teams Planning Forms
 - Planning, case conferencing and review to follow IEP timeline
- District Planning Review

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

Ranked 4th highest in the Province, the district has a high percentage of Children in Care. However, with this said the district continues to track students on an individual level. We have reviewed 19 students that we presently have information for, and have found that ten students (53%) are showing good progress and experiencing success. While still a concern, five of the students (26%) are showing some progress and four of the students (21%) are experiencing difficulties in one or more areas of learning. Children in Care contacts at the school level will be made aware of these situations and asked to follow up. A second review of these students will take place during the second reporting period.

6. Early Learning

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

- Kindergarten assessment includes social emotional and literacy components
 - Identifies and tracks cohort and individual student need (formative and summative)
- Kindergarten teachers and StrongStart coordinators are attending professional development on social emotional health, wellness and self-regulation.
- Early Child Education support is provided in kindergarten classrooms, freeing the Kindergarten teacher to work directly with vulnerable students as identified by district assessment.
- Ready Set Learn continues to be offered with a different focus at each school.
- StrongStart outreach is in place based on community connection self-assessment tool.
- District connection with community early year's tables.
- Transition teacher supporting the transition of complex or vulnerable students and families into kindergarten in partnership with community agencies.
- Social Emotional Learning Team working directly with Kindergarten teacher to develop universal support for students (tier 1), as well as small groups (tier 2) and individual supports as needed (tier 3).

7. Other Comments

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

- All administrators have developed professional growth plans aimed at improving their practice and work within their schools and district.
- The district and school planning for improvement will be aligned with the 5 year strategic plan.
- The 4 goal areas of Learning, Well Being, Community and Organizational Excellence will provide a consistent framework for improving learning

- District teams will be developed to address inquiry questions at the Early Learning, Primary, Intermediate/Middle Years and Graduate program level.

8. Board approval date: January 14, 2015
