

# Superintendent's Report on Student Achievement 2011/12

**School District No. 83**

**North Okanagan-Shuswap**

## **1. Improving Areas of Student Achievement**

What is improving?

- a) Reading at the Grade 2-8 level
- b) Continued upward trend of graduates transitioning to post-secondary institutes
- c) Aboriginal success at secondary level continues upward trend

What evidence confirms this area of improvement?

- a) Improved results in Reading for Literature Performance Standards in 5 of 7 grade levels
- b) 43% and 39% respectively in 08/09- 09/10 compared to 36% and 30% in 05/06-06/07
- c) Aboriginal students achieving C+ or better in English 10, English 12, and Communications 12 increased from previous years. Aboriginal grad rate at 60.9% compared to 50.4% provincially. Number of aboriginal graduates with Honours standing increased to over 20% (22%) for the first time.

## **2. Challenging Areas**

What trends in student achievement are of concern to you?

- a) The number of students who come from generational poverty and their increasing basic needs that directly impact their ability to function in a typical classroom setting.
- b) Increase in students identified with Intensive Behavioural Disabilities and Severe Mental Health issues despite our District's overall population decrease creates significantly more complex learning environments and challenges in our classrooms. The extreme needs of these students impacts classroom delivery to the neurotypical student and therefore impacts achievement.
- c) Our slow progress towards significant measureable improvement in overall reading, writing, and numeracy skills despite concerted efforts, in-service, and implementation of research-based instructional strategies. We are also concerned with the levels of student engagement in their learning and the potential connection between these two considerations.

What evidence indicates this area of concern?

- a) The significant increase in requests for breakfast and lunch funding from our schools- 6 schools who hadn't shown interest in the past applied for Breakfast Clubs of Canada grants this year
- b) The recent data from the Ministry regarding prevalence of disability/categorization- currently we are 1.3% over the provincial norm
- c) Student satisfaction survey responses to the questions, "Do you like school?" (Gr. 3 /4-- 64%, Gr. 7 --48%, Gr. 10 --39% and Gr. 12-- 46%), Do you like what you are learning at school? (Gr. 3 /4 --65%, Gr. 7 --36%, Gr. 10 --50% and Gr. 12 --67%).

### **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.

#### *Literacy Objectives:*

We are in our fourth year of all grades 1-8 teachers electronically tracking the BC Performance Standards for Reading, Writing, Numeracy and Social Responsibility. We value this data as it is teacher driven and is a summative evaluation of one full year of assessment. To date, we have three years of data summarized, and are beginning to track trends, both of cohort groups and individual students. This data shows we are mostly maintaining or improving in reading and writing. We are confident that our focus on Reading Power, and the work our District Literacy Helping Teacher is doing using the Daily Five Program is making a positive difference. This year we have expanded these programs into our middle schools and have begun working with secondary humanities teachers as well. We are fortunate to have an excellent Literacy Outreach Coordinator who works closely with our district and has implemented a Volunteer "One to One" Reading Program in 13 of our 17 Elementary schools.

The Aboriginal Education Workers (AEW's) are working with teachers to build resilient learners by enhancing Aboriginal students reading in K-4 either with one on one reading or group reading supports. The Aboriginal Education Department is supporting an Early Intervention Reading program offered at MV Beattie, SAW, South Broadview and Parkview. Our afternoon Literacy program named "Coyote Café" and supporting students from South Broadview, Hillcrest and Bastion school meets on Tuesday and Thursday afternoons. The students' are learning – "reading is fun!"

#### *Numeracy Objectives*

Our District Numeracy Teacher position has been cut back as we have greater confidence in the successful secondary implementation of the new Math Curriculum. The DNT works specifically with grade 11 teachers this year, and will work directly with grade 12 teachers next year. Our elementary "buy in" to the math curriculum has continued to grow. In the last two years,

Carole Fullerton has completed a series of four sessions with K-8 teachers to assist with acceptance of the Math Makes Sense program and we are seeing positive changes. We look forward to the Ministry's development of the new Numeracy Performance Standards to assist us in tracking our progress.

Middle school and high schools have an Aboriginal Enhancement teacher available to encourage and support the academic achievement of our Aboriginal students. A number of our schools also provide tutorial support with peers and/or other tutors. ALF and MVB have after school homework/tutorial programs

### *Social Responsibility Objectives*

Our district wide focus on "Contributing to the Classroom and Community" has continued as per our Achievement Growth Plan. We have seen a much greater participation rate from our secondary schools and are inspired by the number of students "giving back" to their local and global communities. Our Student Human and Social Development Survey shows a concerning drop at the grade 10 level which we will continue to track (page 4,5 of BC Ministry of Education July 2011 data). We are continuing our focus on relationships and attachment. We are concerned by the data in the student survey on school environment (pg 7 of Ministry document) which shows a very low response to the questions, "Do you like school?" (Gr. 3 /4 64%, Gr. 7 48%, Gr. 10 39% and Gr. 12 46%), Do you like what you are learning at school? (Gr. 3 /4 65%, Gr. 7 36%, Gr. 10 50% and Gr. 12 67%) and "Do your teachers help you with your schoolwork when you need it?" (Gr. 3 /4 78%, Gr. 7 69%, Gr. 10. 50% and Gr. 12 67%), and will be investigating better ways of engaging students.

The AEW's are offering afterschool "Girl Power" groups at ALF, and Carlin school. Also, we have a "Young Warriors" for boys at ALF and Salmon Arm area. Friendship groups during school and after school are also available in our program. The Sacred Circle Leadership Program for 25 youth from grade 6, 7&8 throughout the district is a wonderful program for our youth to develop their leadership skills and sense of social responsibility. The students have decided to host a Fund Raising Pow Wow to "Shannen's Dream of Attawapiskat in Northern Ontario.

### *Building Resilient Learners*

As we continue to investigate how to support building resilient learners the Healthy Schools Facilitator has created a greater awareness via a Healthy Schools Action Team the importance of active living, healthy eating and positive social-emotional relationships.

We have implemented grade K- 8 SEL (Social Emotional Learning) outcomes through FRIENDS programming, "Mindup", "iMinds" and Strong Kids. The Healthy Schools Facilitator's background is in healthy eating (Dietician) and has worked with schools around healthy breakfast programs, BC Fruit and Veg. Program and promoting "Action Schools" involvement. We continue to explore ways to encourage more students to be active daily.

The Aboriginal department staff are striving to build relationships with parents, families and communities by ensuring each parent/guardian is contacted at the beginning of the school year. This year we have three Family School Liaison personnel whose primary goal is to provide support to students and families with access to counseling and connections to outside agencies. A number of our AEW's hosted parent information luncheons or dinners for parents and families which always prove to be a huge success. MV Beattie continues on with the tradition of Bridging the Community dinners on a regular basis.

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

Included in the description above.

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

#### *Early Literacy Intervention Program*

We began our Early Intervention program in September 2011. We hired a .6 Literacy Intervention Teacher (LIT) for South Broadview and MV Beattie, and a .4 LIT for Salmon Arm West and Parkview Elementary. The LIT's have assessed all grade 1 students in their schools (our four most vulnerable elementary school) and are now working one to one with 4-6 students each. They will continue this intensive intervention until each child reaches PM Benchmark 16. In the Spring, they will assess kindergarten students considered at risk by the kindergarten teachers in their schools and begin intervention as appropriate. We look forward to assessing the effect of this program formally at the end of the school year. Evidence to date suggests that the students receiving the intensive intervention from the LIT's will be at grade level by the end of grade 1.

#### *Partnership with Thompson Rivers University*

TRU investigators and assistants are working with kindergarten teachers in six of our kindergarten classrooms from January to June. The focus of the literacy research project is to improve early literacy skills. TRU staff will conduct an initial baseline assessment of children. There will be a treatment group and a control group. Teachers will be given professional development on the most current research evidence on effective language and literacy instruction in Kindergarten and Gr. 1, provided with resources, and will implement the language and literacy enrichment activities (for treatment group) through direct and explicit instruction. The final assessment of the children will take place in April.

### *Increased support for Aboriginal Learners*

We are moving towards implementing an “Adopt an Elder” program with our schools. Instruction of the Secwepemc language program at Salmon Arm West Elementary will continue this year. M.V. Beattie Elementary celebrates a young drum group of students in grade 5-7. The district is striving to support Aboriginal Content in the curriculum and hopes to fill the role of Aboriginal Resource Teacher in the near future. Currently, our AEW’s are supporting teachers in the classroom as a cultural resource. A number of high school teachers are integrating Aboriginal literature in the regular English curriculum. There are a number of Aboriginal school based initiatives that are supported throughout the School District; many schools are attending the Kamloops Museum, inviting Aboriginal authors and artists into schools to support Aboriginal IRP’s in the curriculum. ESpirit- the Aboriginal business competition continues to thrive in several secondary schools.

#### **4. Targets**

##### *I. Literacy; specific evidence and measures of student achievement in literacy and the results that have been realized*

See #3

##### *II. Completion Rates; specific evidence and measures of student achievement for completion rates and the results that have been realized*

Our target is to have, by 2014, an 80% completion rate for all students and 75% completion rate for students of Aboriginal origin. We are encouraged by our progress in this area (78.6% and 60.9% respectively).

##### *III. Aboriginal Education; specific evidence and measures of student achievement for Aboriginal Education and the results that have been realized*

See #1 and #3

#### **5. Children in Care**

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

We continue to struggle with the initial identification process and lack of identification. We receive a list of students MCFD have identified as students who are living in Care. Some of these students have relocated to another District, have a different name than the one included in the list presented. We have found with our most recent survey that approximately 20

students who possess Continuing Custody Order status were not included in the recent information share.

This data gathering and sharing accurate information continues to present a challenge when attempting to identify these students (who may be at risk) and then to generate accurate data to share with our District.

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

Now in our third year of this process, we generate what we believe to be an accurate roster of CCOs in our District near the end of December. We believe our primary concern for students in care (whether it is temporary or continuing) is the continuing awareness at the school level of the students care order and assisting the school based teams in understanding what our role is as an educational system in supporting these students. We currently are extracting and cross referencing the students who are categorized and with CCO designation; once we have established qualitative criteria for success with these students (as they are on an IEP) we will pull the other tagged CCO students and determine whether they are meeting expectations in Math and Language Arts. We will again share this data with our School Principals.

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

Informally we monitor all students who are at-risk when we meet monthly with our Inter-ministerial support staff at our District Screening (and build community relationships). Many of these students discussed informally are in care (“couch surfing”, living unofficially with relatives, temporarily in care and CCO). It is these conversations that we all value. We believe that the strong relationships our District has with community (CYMH, Family Resource Centre, Mandella Project, MCFD, Interior Health Drugs and Alcohol workers ) are what best support our at-risk youth.

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

Longitudinal comparison from 2007/08 to 2009/10—Math

22% -- improved

23% -- maintained

18% -- declined in performance

37% -- unable to determine (not part of cohort, new IEP, etc.)

Longitudinal comparison from 2007/08 to 2009/10—Language Arts

22% -- improved

25% -- maintained

15% -- declined in performance

38% -- unable to determine (not part of cohort, new IEP, etc.)

## **6. Early Learning**

### Summarize your district's Early Assessment in kindergarten classes

Because of job action, we have not had our annual kindergarten assessment meetings with our kindergarten teachers. We are assuming (hopefully correctly) that our K teachers are continuing with our usual procedures. Each October, the district provides release time for kindergarten teachers to complete either the Prince George or the Kamloops screen individually with each of their students. With the exception of this year, we meet with all teachers and share the screening tools. Teachers are asked to complete the screen and keep it in each child's file. LRT's are advised in the case of our at risk learners. At our second kindergarten meeting of the year, we review the Kindergarten Learning Continuum (Pat Holburn) which a number of our teachers provided feedback on during the development stage. Teachers use this continuum to assess the development of their children throughout the year. We value this continuum as it allows for natural development in a play based kindergarten environment.

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

The Learning Intervention Teachers (LIT's) described in section 3 will screen kindergarten children identified as being at risk for lack of early literacy skills in the Spring at our most vulnerable schools. They will then complete a 2-3 week "one to one" literacy intervention program.

## **7. Other Comments**

Suggest reading our 2011-12 Student Achievement Growth Plan for context. Accessible at [www.sd83.bc.ca](http://www.sd83.bc.ca)