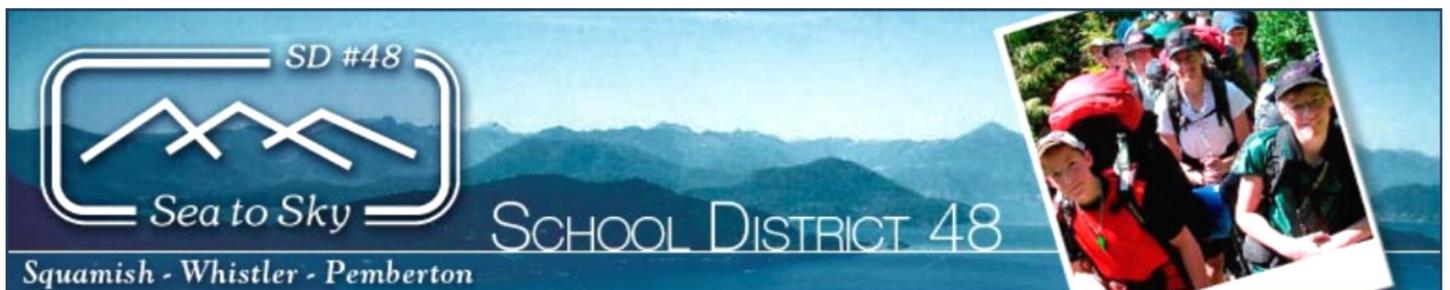


School District No.48
Superintendent's Report on Student Achievement
January 2012



What is improving?

School Completion Information:

- 2010/11 six year completion rate for SD48 Aboriginal students
- 2010/11 SD48 boys' six year completion rate
- SD48 students' grade 11 to 12 transition rates

Literacy Information:

- SD48 grade 4 and 7 FSA trend results for reading
- SD48 grade 4 and 7 Aboriginal student FSA reading trend results
- 'Grade 3 Reading Project' Aboriginal and 'All Student' participants' reading levels

Numeracy Information:

- SD48 grade 4 and 7 students' (FSA) numeracy results
- SD48 grade 7 Aboriginal students' (FSA) numeracy trend results
- SD48 grade 2 and 6 students' (ANIE) numeracy results from 2008/09 through to 2010/11
- SD48 grade 2 Aboriginal student (ANIE) numeracy results from 2008/09 through to 2010/11

Satisfaction Surveys Information:

- SD48 grades 4, 7, and 10 students' trend results for the question, "How many adults at your school care about you?"
- SD48 grades 7, 10, and 12 students' trend results for the question, "Do you feel safe at school?"
- SD48 grades 4, 7 and 12 students' trend results for the question, "At school, are you bullied, teased, or picked on?"
- SD48 grades 7 and 12 students' trend results for the question, "Do you know what your school's expectations are for student behavior?"

What evidence confirms this area of improvement?

Completion Rates:

SD48 Aboriginal six year completion rates improved 17% from (39%) 2009/10 to (56%) 2010/11. This completion rate also exceeded the provincial Aboriginal student completion rate (54%) by 2% in the same year. This one time improvement is encouraging.

SD48 boys' six year completion rates improved 9% from (67%) 2009/10 to (76%) 2010/11. The 2010/11 boys' results were within 3% of the provincial boys' completion rate (79%). This one time improvement is also encouraging.

As well, the trend data for SD48 students' grade 11 to 12 transitions slightly improved, with a successful grade to grade transition rate of 82% in 2009/10. Transition rate data is not yet available for 2010/11.

Literacy:

SD48 grade 4 and 7 FSA results for reading were well above the provincial year to year and trend results. SD48 grade 4 and 7 Aboriginal students' FSA reading results exceeded the provincial Aboriginal results for 2010/11. Trend lines for this same group were similar to provincial results over 3 years.

The 'Grade 3 Reading Project', involving the Repeat Reading intervention program, resulted in 77% of all selected grade 3 students and 69% of SD48 selected grade 3 Aboriginal students improving in grade level reading.

Numeracy:

2010/11 Numeracy (FSA) results for SD48 grade 4 students indicate that 80% of students were meeting or exceeding expectations. This is up from 66% the previous year, and exceeds the 2010/11 provincial results by 13%. As well, the 2010/11 Numeracy (FSA) results for SD48 grade 7 students indicate that 71% of students were meeting or exceeding expectations. This is up from 68% the previous year, and exceeds the 2010/11 provincial results by 9%.

The trend line for SD48 Aboriginal grade 7 student (FSA) numeracy results is consistently improving, from 27% in 2007/08 to 55% in 2010/11.

Math results from the Assessment for Numeracy Education Evaluation (ANIE) assessment tool indicated that SD48 grade 2 and 6 students improved numeracy results from 2008/09 through to 2010/11, with 82% (grade 2) and 74% (grade 6) of students meeting or exceeding expectations. Similarly, the grade 2 Aboriginal students had an improving trend line over this same time frame, with 81% meeting or exceeding expectations last school year.

Satisfaction Surveys:

On the specific question "How many adults at your school care about you?", SD48 students in grades 4, 7, and 10 all had improving trend lines from 2007/08 through to 2010/11. SD48 students in grades 7, 10, and 12 indicated improving trend results for the question, "Do you feel safe at school?". As well, SD48 students in grades 4, 7 and 12 showed improving trend results for the questions, "At school, are you bullied, teased, or picked on?", and "Do you know what your school's expectations are for student behavior?"

What trends in student achievement are of concern to you?

School Completion Information:

- SD48 students' six year completion rates
- SD48 Aboriginal six year completion rates trend results
- SD48 boys' six year completion rates trend results
- SD48 students' grade 11 to 12 transition rates
- SD48 Aboriginal grade 11 to 12 transition rates

Literacy Information:

- SD48 grade 4 and 7 Aboriginal students' (FSA) reading results
- SD48 grade 3 Aboriginal and 'All Student' reading results (Grade 3 Reading Project)

Numeracy Information:

- SD48 grade 4 and 7 Aboriginal students' (FSA) numeracy results
- SD48 grade 6 Aboriginal students' (ANIE) numeracy results from 2008/09 through to 2010/11

Satisfaction Surveys Information:

- SD48 grades 4, 7, and 10 students' results related to the specific question "*Do your teachers care about you?*"
- Grade 10 and 12 SD48 students' responses related to job preparation
- Grade 10 and 12 SD48 students' responses related to post secondary preparation
- Grades 10 and 12 SD48 students' trend results for the question, "*Do you know what your school's expectations are for student behavior?*"

What evidence indicates this area of concern?

Completion Rates:

SD48 students' six year completion rates were inconsistent, but remain below provincial graduation rates. In 2010/11, 80% of SD48 students completed school within six years.

SD48 Aboriginal six year completion rates trend results remained well below provincial trends for the same students, and all other groups of students, except in 2010/11. However, in 2010/11, 44% of SD48 Aboriginal students did not complete school within six years.

SD48 boys' six year completion rates trend results were below the provincial results, and most other student groups' completion rates. In 2010/11, 24% of SD48 boys did not complete school within six years.

Both "All Student" and Aboriginal students' year to year and trend results for the grade 11 to grade 12 transition rates were below the same provincial results. In 2009/10, 82% of SD48 students, and 68% of SD48 Aboriginal students, successfully transitioned from grade 11 to 12.

While, the trend data for SD48 students' grade 11 to 12 transitions slightly improved, the actual year to year transition rates were still below provincial results. As well, the SD48 Aboriginal grade 11 to 12 transition rates were generally about 5% below provincial rates for the same group of students.

Literacy:

SD48 grade 4 Aboriginal students' (FSA) reading results indicate that 42% or more students continue to not meet expectations, over time. As well, SD48 grade 7 Aboriginal students' (FSA) reading results indicate that 32% of these students were not meeting or exceeding expectations.

As well, although 'The Grade 3 Reading Project' resulted in 69% of at-risk SD48 grade 3 Aboriginal students improving their grade level reading rates, 31% of these students still did not meet the improvement targets. As well, 77% of at-risk SD48 grade 3 'All Students' improved their grade level reading, but 23% did not.

Literacy results were a challenge in that there was very little authentic classroom information available to deeply understand SD48 students' specific strengths and areas of concern.

Numeracy:

SD48 grade 4 Aboriginal students' (FSA) numeracy results indicate that 49% or more students continue to not meet expectations, over time. As well, SD48 grade 7 Aboriginal students' (FSA) numeracy results indicate that only 55% of these students were meeting or exceeding expectations.

Similarly, the Aboriginal grade 6 Numeracy results remained a concern over the three years of using the ANIE assessment tool to

guide instruction. In 2008/09, 67% of SD48 Aboriginal students were meeting or exceeding expectations on the ANIE, and only 50% of the same group achieved these results in 2010/11.

Numeracy results were a challenge in that there was very little authentic classroom information available to deeply understand SD48 students' specific strengths and areas of concern.

Satisfaction Surveys:

On the specific question "How many adults at your school care about you?", SD48 students in grades 4, 7, and 10 all had improving trend lines from 2007/08 through to 2010/11, but still did not meet the established targets. As well, the Grades 10 and 12 SD48 students' trend results for the question, "*Do you know what your school's expectations are for student behavior?*" were not improving.

Fewer than 50% of grade 10 and 12 SD48 students felt that school was preparing them for a job in the future. Similarly, fewer than 50% of grade 10 and 12 SD48 students felt that school was preparing them for post secondary opportunities. This specific question showed a significantly decreasing trend of confidence from SD48 grade 10 students with results decreasing from 56% (indicating 'all of the time' or 'many times') of students in 2007/08 to 33% of students in 2010/11.

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

Literacy Initiatives

To improve student achievement in Literacy.

Targets:

- Grade 4 and 7 FSA Reading results will be equal to or greater than the Provincial results for 'All Students'.
- Grade 4 and 7 FSA Reading results will be equal to or greater than the Provincial results for 'Aboriginal Students'. Additionally, the Aboriginal three year trend target for 2008 to 2011 is to meet the Provincial average for 'All Students'.
- Grade 3 Reading Project: 100% of students meeting/exceeding 'Reading for Information' expectations in Grade 3 using BC Performance Standards – *Reading for Information*.

Grade 3 Reading Project:

Across the district, grade 3 students, and specifically grade 3 Aboriginal students, who were not yet reading at grade level were selected for participation in a reading intervention program.

School Completion Initiatives

To improve student completion rates.

Targets:

- **Six Year Completion Rates:** 100% of All Students and Aboriginal Students will complete their Dogwood within 6 years of enrollment Grade 8.
- **Transition Rates for Grade 11 to 12:** All Students and Aboriginal Students will have improving year to year results for successful transition from Grade 11 to 12.
- **Satisfaction Surveys:** All Students' and Aboriginal Students' results will improve each year on three specific Ministry of Education, Satisfaction Survey questions:
How many adults (2 or more) at your school care about you?
Are you satisfied that school is preparing you for a job in the future?
Are you satisfied that school is preparing you for post secondary education (ie. College, University, Trade School) in the future?

Missing in Education (MIE) Initiative:

New 2010/11 improved results regarding the SD48 six year completion rates for Aboriginal students and boys demonstrate that the MIE drop-out prevention strategies may be having a positive effect.

Numeracy Initiatives

To improve student achievement in Numeracy.

Targets:

- Grade 4 and 7 FSA Numeracy results will be equal to or greater than the Provincial year to year and trend results for 'All Students'.
- Grade 4 and 7 FSA Numeracy results for 'Aboriginal Students' will be within 5% of the SD48 'All Student' Numeracy results.
- 100% of grade 2 and 6 'All Students' and Aboriginal students will meet or exceed expectations using the ANIE.

District Numeracy 'Assessment for Learning' Project:

Results from this project indicated that SD48 grade 2 and 6 students showed an improving trend for their numeracy problem solving results from 2008/09 through to 2010/11. Grade 2 Aboriginal students' results demonstrated similar improvement trends.

Early Learning Initiatives

To reduce the vulnerability rates of children ages 0 to 6.

Targets:

- To reduce the vulnerability rate, as indicated on one or more scales of the EDI, to 20% of our total Kindergarten population.

StrongStart and Kindergarten Partnerships:

SD48 had 287 child registrations in three StrongStart Programs. The Kindergarten teachers collaborated with StrongStart community partners using EDI data.

KLP Assessment Tool:

The Kindergarten teachers also used aspects of the Kindergarten Learning Project (KLP) as an assessment tool.

'Putting Children First' Planning Committee:

SD48, together with community organizations, formed a committee called 'Putting Children First'. The purpose of the committee was to look for long term trends and needs in the 0-6 population, and to plan for improvements.

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

Literacy Initiatives

Grade 3 Reading Project:

This project has been underway for three school years now. Over these years, the teachers changed their criteria for the reading project intervention strategies based on their collective learning. In 2010/11, grade three teachers, along with the Literacy Coordinator, met and reviewed research linking 'Reading Fluency' with 'Reading for Information'.

These grade 3 teachers then used the BC Performance Standards – *Reading for Information*, to identify At Risk readers (students not yet able to read at grade level). These students received 'Repeat Reading' as an intervention. The intervention was provided primarily by Teaching Assistants and usually occurred for a half hour per day, for six to eight weeks. The strategy included a 'face to face, shoulder to shoulder' approach to intervention. The student reading rates were measured before and after the intervention. The teachers met with the Literacy Coordinator three times during the school year to analyze the data and complete group marking sessions using the same Performance Standards.

After the intervention strategy, 69% of the Aboriginal students were reading at grade level according to the criteria from the Performance Standard – *Reading for Information*. As well, 77% of all selected students were reading at grade level according to the same criteria.

Anecdotally, the teachers reported significant improvements in students' confidence in reading. An unintended outcome also anecdotally reported by the same teachers was the implication that the relationship from a caring adult seemed to make a difference to the children's overall happiness and confidence at school. These qualitative findings, combined with the quantitative increase in Aboriginal students reading at grade level are positive indicators to drive further consideration.

With this in mind, the use of Performance Standards to focus understanding of student learning, combined with a collaborative and targeted approach to intervention, and budget alignment to this same effect, was a 'Promising Practice' we plan to continue and further explore. The Grade Three Reading Project would appear to be making significant achievement gains for those involved students.

School Completion Initiatives

Missing in Education (MIE) Initiative:

These drop-out prevention strategies are aimed at reducing truancy and increasing school completion rates. This initiative was aligned with the SD48 Aboriginal Enhancement Agreement. First, 'Missing in Education' (MIE) Students (students who did not graduate since 2007/2008) were tracked to find out why they had not yet completed grade 12. The MIE Team assisted schools in keeping students in school, tracking students not in school and identifying strategies that keep students engaged. The MIE team worked with students not attending school and liaised with family and community agencies in both the Squamish and Pemberton/Whistler areas. In alignment with this initiative, four other significant strategies were implemented:

- Two half time 'Aboriginal Student Success' Completion Advisors were hired (North and South);
- The suspension policy and codes of conducts were written to emphasize restorative practices;
- A 'RAP' Alternative Program (Reconnect Alternative Program) was further established for those students, for whom the regular school system was not working. From within this program, both academic and social emotional supports were provided.; and,
- A Distributed Learning (DL), through on-line learning, program was enhanced to offer choice and flexibility for students to meet graduation requirements.

New 2010/11 improved results regarding the SD48 six year completion rates for Aboriginal students and boys demonstrated that these MIE drop-out prevention strategies may be having a positive effect. It is, however, unclear at this point which specific interventions were working most effectively. With this in mind, the use of specific student tracking, research based exploration for enhancing academic, social, and intellectual engagement strategies, staff collaboration, community partnerships, and program building provided a sound foundation for continued planning and action.

Numeracy Initiatives

District Numeracy 'Assessment for Learning' Project:

This Numeracy Project involved a team of grade 2 and 6 teachers, along with the District Numeracy Coordinator using the Assessment for Numeracy Education Evaluation (ANIE) to gain an understanding of student learning in problem solving. Because of their work and learning, the District Numeracy Assessment for Learning Team focused on grade 2 and 6 students for the building of district baseline data. This data was intended to be used for tracking numeracy student development and the effectiveness of problem-solving instructional approaches. This data was further disaggregated for Aboriginal Grade 2 and 6 student information. Although the Aboriginal grade 6 students do not show gains through this approach alone, results from this project indicated that SD48 grade 2 and 6 students realized an improving trend for their numeracy problem solving results from 2008/09 through to 2010/11. Similarly, grade 2 Aboriginal students had an improving trend line over these same three years.

Once again, this use of specific formative assessment information to focus on a deep and data driven understanding of student learning, combined with a collaborative and targeted approach to instructional response is a 'Promising Practice' we plan to continue and further explore.

Early Learning Initiatives

StrongStart and Kindergarten Partnerships:

StrongStart Centers for three to four year olds operated in partnership with "Sea to Sky Community Services" at Squamish Elementary (Squamish), Valleycliffe Elementary (Squamish), and Signal Hill Elementary (Pemberton) Schools. The StrongStart initiative was in place to help promote positive early childhood development. While specific data was not yet available to measure this progress, anecdotally, these programs were reported

by Kindergarten teachers to significantly assist children with Kindergarten readiness. The hope is to implement more StrongStart Centers in the various SD48 communities.

Additionally, Kindergarten teachers collaborated with community partners to influence StrongStart programming. These groups used the EDI data for their decision making. For example, large groups of Kindergarten students were previously identified as being low on the physical characteristics included in the EDI results. From there, new tools were provided to the StrongStart Programs for enhancing pre-Kindergarten students' fine motor skill development.

KLP Assessment Tool:

The Kindergarten teachers also used aspects of the Kindergarten Learning Project (KLP) as an assessment tool. The language from the KLP (Emerging, Developing, Applying, Extending) was used as a Performance Standard for reporting to parents. This data was used exclusively at the classroom level and was not available for District reporting, but is another 'Promising Practice' worthy of further perusal.

'Putting Children First' Planning Committee:

SD48, together with community organizations, formed a committee called 'Putting Children First'. The purpose of the committee was to look for long term trends and needs in the 0-6 population, and to plan for improvements. This committee met monthly to assess needs, plan for programming, align resources and provide updates to stakeholders. Again, no specific data was available yet to report progress, however, the committee created a Strategic Plan. This plan included the vision of "Safe inclusive communities empowering children and families to be whole – physically, mentally, emotionally and spiritually." The Strategic Plan included guiding principles, priorities and goals. As well, it contained strategies and data collection processes. For the purpose of educational planning, this committee primarily used EDI data.

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

The Board of Education, with public input, developed a set of Board Goals around “1.0 Engagement”, “2.0 Sustainability” and “3.0 Leadership”. Under the “1.0 Engagement” category, the Board and district staff further developed an “Education Plan 2009-2011” with two distinct goals.

Goal 1.1 SCHOOL AND CLASSROOM CULTURE: Provide clear expectations and support for the continuing development of safe, inclusive, caring, respectful, and collaborative school and classroom learning environments.

Objective: 100% (or 0%) of SD48 students in gr. 4, 7, 10 and 12 participating in the Ministry of Education’s annual Satisfaction Survey in the section on “safety” will respond “all of the time” or “many times” to the following questions.

Do you feel safe at school? (100%)

Grades	2007 / 2008	2008 / 2009	2009 / 2010	2010 / 2011
Grade 12	72	75	79	83
Grade 10	72	76	67	76
Grade 7	77	71	75	87
Grade 3/4	83	79	80	84

At school, are you bullied, teased, or picked on? (0%)

Grades	2007 / 2008	2008 / 2009	2009 / 2010	2010 / 2011
Grade 12	10	10	4	7
Grade 10	11	9	12	8
Grade 7	10	10	8	3
Grade 3/4	10	15	9	7

Do you know what your school’s expectations are for student behavior? (100%)

Grades	2007 / 2008	2008 / 2009	2009 / 2010	2010 / 2011
Grade 12	62	68	64	67
Grade 10	67	64	54	60
Grade 7	81	73	77	87
Grade 3/4	90	84	87	91

Goal 1.2 INSTRUCTION: Promote the organization and delivery of instruction in classrooms, school and the community in ways that enable student responsibility for learning, active engagement in tasks of learning, and success.

Objective: Use “Assessment for Learning” practices to achieve improving results in the following areas.

Six Year School Completion Targets and Trends

TARGET (= or > Province)	Province ALL Students	SD48 ALL STUDENTS	Province ABORIGINAL STUDENTS	SD48 ABORIGINAL STUDENTS
<i>2007-2008 Baseline</i>	77	80	47	40
Target for 2008-2009	79	79 met	49	35 not met
Target for 2009-2010	80	73 not met	50	39 not met
Target for 2010-2011	81	80 not met	54	56 met
3 Year Average Target 2008/09 to 2010 /11	80	77 not met	51	43 not met

Grade 3 Reading Project Targets and Trend Information

BC Performance Standard – Reading for Information

TARGET	ALL STUDENTS		ABORIGINAL	
Target for 2010-2011	100	77	100	69

Numeracy (problem based) ANIE Results

Target and Trend Information:

Grades	Targets meeting / exceeding expectations	2008 / 2009	2009 / 2010	2010 / 2011
Grade 6 All	100%	67	86	74
Grade 6 Aboriginal	100%	67	67	50
Grade 2 All	100%	54	84	82
Grade 2 Aboriginal	100%	67	77	81

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

Literacy:

Identify your district's target(s) for Literacy

Literacy Goal:

To improve student achievement in Literacy.

Targets:

- Grade 4 and 7 FSA Reading results will be equal to or greater than the Provincial results for 'All Students'.
- Grade 4 and 7 FSA Reading results will be equal to or greater than the Provincial results for 'Aboriginal Students'. Additionally, the Aboriginal three year trend target for 2008 to 2011 is to meet the Provincial average for 'All Students'.
- Grade 3 Reading Project: 100% of students meeting/exceeding 'Reading for Information' expectations in Grade 3 using BC Performance Standards – *Reading for Information*.

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

Summary of SD48 Grade 4 FSA Reading results (% = or > equal to or greater than provincial rate)

TARGET	ALL STUDENTS		ABORIGINAL	
Target for 2008-2009	= or > 69	76 exceeded	= or > 52	51 not met
Target for 2009-2010	= or > 68	78 exceeded	= or > 51	49 not met
Target for 2010-2011	= or > 69	78 exceeded	= or > 51	58 exceeded
3 Year Average Target 2008/09 to 2010/11	= or > 69	77 exceeded	= or > 51	53 exceeded
			Aboriginal Trend Target is to meet Provincial Average for All Students = or > 69	53 not met

Summary of SD48 Grade 7 FSA Reading results (% = or > equal to or greater than provincial rate)

TARGET	ALL STUDENTS		ABORIGINAL	
Target for 2008-2009	= or > 67	78 exceeded	= or > 48	46 not met
Target for 2009-2010	= or > 65	77 exceeded	= or > 46	46 met
Target for 2010-2011	= or > 66	79 exceeded	= or > 49	68 exceeded
3 Year Average Target 2008/09 to 2010 /11	= or > 66	78 exceeded	= or > 48	53 exceeded
			Aboriginal Trend Target is to meet Provincial Average for All Students = or > 66	53 not met

Grade 3 Reading Project Descriptor:

Teachers in each school used the BC Performance Standards – *Reading for Information* to identify 'At Risk' readers. Each school identified students as 'At Risk'. The Table below reflects the percentage of these identified 'At Risk' students who were reading at grade level for the *Reading for Information* strand, after the intervention.

Grade 3 Reading Project Targets and Trend Information

TARGET	ALL STUDENTS		ABORIGINAL	
Target for 2010-2011	100	77	100	69

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

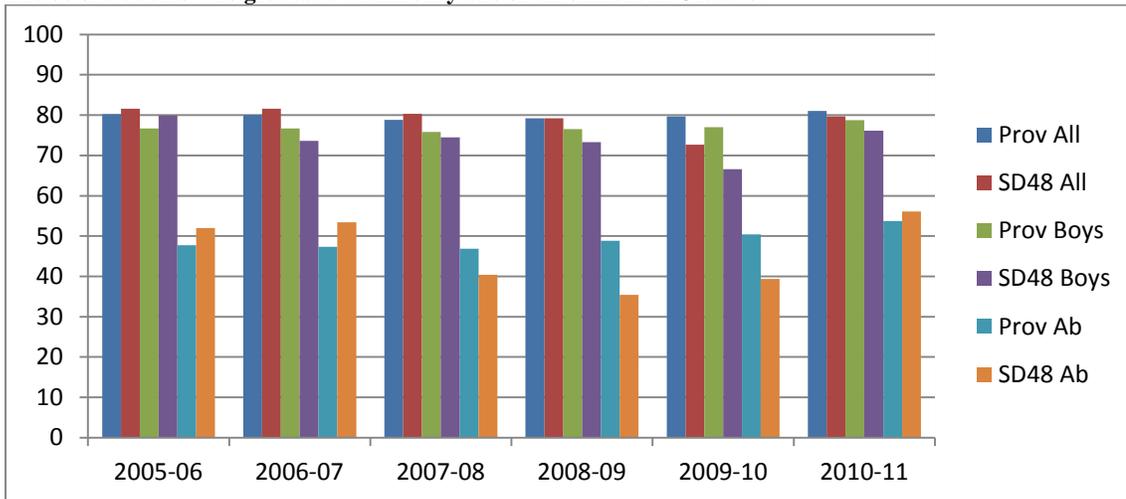
School Completion Goal:
To improve student completion rates.

Targets:

- **Six Year Completion Rates:** 100% of All Students and Aboriginal Students will complete their Dogwood within 6 years of enrollment in Grade 8.
- **Transition Rates for Grade 11 to 12:** All Students and Aboriginal Students will have improving year to year results for successful transition from Grade 11 to 12.
- **Satisfaction Surveys:** All Students' and Aboriginal Students' results will improve each year on three specific Ministry of Education, Satisfaction Survey questions:
How many adults (2 or more) at your school care about you?
Are you satisfied that school is preparing you for a job in the future?
Are you satisfied that school is preparing you for post secondary education (ie. College, University, Trade School) in the future?

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

Six Year Completion Rates:
The % of students who graduate within six years of enrollment in Grade 8.



Six Year Completion Rate Targets and Trend Information

TARGET (= or > Province)	Province ALL Students	SD48 ALL STUDENTS	Province ABORIGINAL STUDENTS	SD48 ABORIGINAL STUDENTS
<i>2007-2008 Baseline</i>	77	80	47	40
Target for 2008-2009	79	79 met	49	35 not met
Target for 2009-2010	80	73 not met	50	39 not met
Target for 2010-2011	81	80 not met	54	56 met
3 Year Average Target 2008/09 to 2010 /11	80	77 not met	51	43 not met

Transition Rates for Grade 11 to 12:

The % of students who successfully transition from Grade 11 to 12.

TARGET (= or > Province)	Province ALL Students	SD48 ALL STUDENTS	Province ABORIGINAL STUDENTS	SD48 ABORIGINAL STUDENTS
<i>2007-2008 Baseline</i>	84	76	67	70
Target for 2008-2009	85	79 not met	69	66 not met
Target for 2009-2010	86	82 not met	73	68 not met
Target for 2010-2011		Not yet available		Not yet available
3 Year Average Target 2008/09 to 2010 /11				

Satisfaction Surveys: ‘Many Times’/’All of the Time’

Do your teachers care about you?

TARGET	GRADE 3 / 4		GRADE 7		GRADE 10	
<i>2007-08 Baseline</i>	93		80		54	
Target for 2008-2009	95	86 not met	85	67 not met	60	55 not met

New question as of 2009/10: How many adults at your school care about you? (2 or more)

Target for 2009-2010	98	97 not met	90	85 not met	70	68 not met
Target for 2010-2011	100	97 not met	95	93 not met	80	75 not met
3 Year Average Target 2008/09 to 2010 /11	98	94 not met	90	82 not met	70	66 not met

Satisfaction Surveys: ‘Many Times’/’All of the Time’

“Are you satisfied that school is preparing you for a job in the future?” Targets and Trends

TARGET	GRADE 10 Prepared for Job		GRADE 12 Prepared for Job	
<i>2007-2008 Baseline</i>	50		35	
Target for 2008-2009	55	50 not met	50	35 not met
Target for 2009-2010	70	38 not met	60	31 not met
Target for 2010-2011	80	37 not met	70	33 not met
3 Year Average Target 2008/09 to 2010 /11	68	42 not met	60	33 not met

Satisfaction Surveys: ‘Many Times’/’All of the Time’

“Are you satisfied that school is preparing you for post secondary education (ie. College, University, Trade School) in the future?” Targets and Trends

TARGET	GRADE 10 Prepared for Post-Secondary		GRADE 12 Prepared for Post-Secondary	
<i>2007-2008 Baseline</i>	56		46	
Target for 2008-2009	60	56 not met	50	49 not met
Target for 2009-2010	70	47 not met	60	47 not met
Target for 2010-2011	80	44 not met	70	48 not met
3 Year Average Target 2008/09 to 2010 /11	70	49 not met	60	48 not met

Identify your district's target(s) for aboriginal student improvement.

Performance Indicator	2010-11 Target		2010-11 Results		5 year average	
Goal 1: Improve Successful School Completion for Aboriginal Students						
Trades and Apprenticeship Completion	100%		100%		64%	
6 Year Aboriginal Dogwood Completion Rate	100%		56%		45%	
Graduation: First Time Aboriginal Grade 12 Students	100%		59% (33/56)		52%	

Performance Indicator	2010-11 Target		2010-11 Results		5 year average	
Goal 2: Improve Performance of Aboriginal Students Identified as having Behavioural and Learning Needs According to Ministry of Education Criteria						
Gr 4-7 Social Studies (Ab Students H, Q or R Categories receiving a C- or better on RC)	March 2011	June 2011	March 2011	June 2011	March 2011	June 2011
	80%	100%	93%	67%	80%	82%
Gr 4-7 Science (Ab Students H, Q or R Categories receiving a C- or better on RC)	March 2011	June 2011	March 2011	June 2011	March 2011	June 2011
	80%	100%	93%	67%	82%	79%

Performance Indicator	2010-11 Target		2010-11 Results		5 year average	
Goal 3: Academic Performance of "At-Risk" Aboriginal Students						
Gr 4 Social Studies (Receiving C- or better on RC)	March 2011	June 2011	March 2011	June 2011	March 2011	June 2011
	95%	100%	87%	89%	96%	98%
Gr 4 Science (Receiving C- or better on RC)	March 2011	June 2011	March 2011	June 2011	March 2011	June 2011
	95%	100%	90%	89%	96%	98%
Gr 7 Social Studies (Receiving C- or better on RC)	March 2011	June 2011	March 2011	June 2011	March 2011	June 2011
	85%	100%	68%	86%	81%	82%
Gr 7 Science (Receiving C- or better on RC)	March 2011	June 2011	March 2011	June 2011	March 2011	June 2011
	85%	100%	73%	86%	79%	79%
Transition Rate Gr 8 to higher grade	100%		91% 2009/10 only available		93% 2005/06 to 2009/10	
	100%		93% 2009/10 only available		91% 2005/06 to 2009/10	
Transition Rate Gr 9 to higher grade	100%		92% 2009/10 only available		87% 2005/06 to 2009/10	
	100%		68% 2009/10 only available		60% 2005/06 to 2009/10	
Transition Rate Gr 10 to higher grade	100%		68% 2009/10 only available		60% 2005/06 to 2009/10	
	100%		68%		60%	
Graduation: Aboriginal First time Grade 12	100%		56%		45%	
6 Year Aboriginal Dogwood Completion Rate	100%		56%		47%	
Gr 4 FSA Reading (Meeting or Exceeding Expectations)	69%		58%		52%	
Gr 7 FSA Reading (Meeting or Exceeding Expectations)	67%		68%		49%	

Performance Indicator	2010-11 Target		2010-11 Results		5 year average	
Goal 4: Improve Literacy for Aboriginal Students						
Gr 4 FSA Reading (Meeting or Exceeding Expectations)	69%		58%		52%	
Gr 7 FSA Reading (Meeting or Exceeding Expectations)	67%		68%		49%	
Gr 1 Reading Report Card (meeting or exceeding)	100%		69%		77%	
Gr 3 Reading Report Card (meeting or exceeding)	100%		71%		71%	
Gr 4 Reading Report Card (meeting or exceeding)	100%		89%		89%	
Gr 7 Reading Report Card (meeting or exceeding)	100%		76%		77%	
English 10 Completion (C- or better) and Participation Results	Comp 100%	Part 100%	Comp 92% (44/48)	Part 100%	Comp 81%	Part 56%
English 12 Completion (C- or better) and Participation Results	100%	75%	89% (16/18)	27%	92%	32%
Communications 12 Completion (C- or better) and Participation Results	100%	25%	96% (25/26)	91%	91%	27%

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

Specific Information from the Aboriginal Enhancement Agreement

- The trend for trades and apprenticeship completion results for Aboriginal students increased over the last five years with 100% of Aboriginal students completing their programs in 2010/11
- The 2010/11 results indicated the highest six year completion rate over the last 5 years at 56%
- Over the last four years the first-time grade 12 graduation rate increased
- Report Card data for Social Studies and Science measures improvement from March to June each year. In 2011, Report Card letter grades for grade 7 students in the two subject areas and for grade 4 students in Social Studies improved
- FSA results for grade 4 (reading) improved over the last three 3 years
- FSA results for grade 7 (reading) improved over the last five years with the highest results in 2010/11 school year
- English 10 completion rates increased over the past 5 years to 92% in 2010/11
- English 12 completion rates have been maintained between 88-100% over 5 years
- Communication 12 completion rates increased over the past 4 years
- Participation rates for English 10 improved for 2010/11, with 100% of Aboriginal students taking English 10 in their grade 10 year

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

A District Principal was identified as the SD48 contact for the Ministry of Children and Families (MCFD). The District Principal held monthly meetings with the MCFD managers. As well, the District Principal liaised with the Social Development Department of the Squamish Nation.

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

SD48 initially identified and monitored children with Continuing Custody Orders (CCO) only. More recently, SD48 expanded the monitoring to include children with Temporary Care Orders (TCO) and Youth Care Agreements (YAG).

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

Each school had a designated staff member responsible for Children in Care. These designates review the 'Change in Living' and 'Change in School' documents with families, teachers and social workers before September 30th each year. School District employees took the lead in contacting social workers and foster families when new students arrived at the school.

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

Kids in Care: Continuing Custody 2010 / 2011				
Grade	Number	Special Education Designations	Aboriginal Students	Reading Last FSA Score (If written)
K to 12	31	20	25	Meeting: 61% Not Meeting: 39%

Summarize your district’s Early Assessment in kindergarten classes.

Early Learning Goal:

To reduce the vulnerability rates of children ages zero to six.

SD48 does not have any classroom based assessment information for Kindergarten students, other than EDI data. Kindergarten teachers complete the Early Development Index (EDI) annually for each of their students.

Early Development Index (EDI) Results for Kindergarten 2010 / 2011			
Wave	Valid Assessments	Vulnerable on 1 or more Scales Raw Data	Vulnerable on 1 or more Scales Percentage
Two: 2004-2007			
Pemberton	48	14	(29%)
Whistler	57	10	(18%)
Squamish North	108	27	(25%)
Squamish South	78	29	(37%)
Three: 2007-2009			
Pemberton	54	23	(43%)
Whistler	60	14	(23%)
Squamish North	95	18	(19%)
Squamish South	73	29	(40%)
Four: 2009-2011			
Pemberton	114	9	(16%)
Whistler	118	25	(21%)
Squamish North	205	49	(24%)
Squamish South	158	62	(39%)

SD48 participated in all four waves of the EDI data collection. Overall SD48 had a vulnerability rate of 26%. District-wide, the highest level of vulnerability was on the Emotional Maturity scale at 14%. The smallest proportion of children vulnerable was on the Language and Cognitive Development scale at 8%. The Pemberton neighborhood had the lowest level of vulnerability (16%). The highest vulnerability was 39% in Squamish South. The overall vulnerability rate remained consistent between Wave 2 and Wave 4.

Despite the consistency, some of the short term trends should be noted and monitored. Promising interventions were put in place as a response to the EDI data. Planning for continued intervention will be based on discussions regarding community trends.

Specific strategies to address the vulnerability in ‘Physical Health and Well Being’ were put in place in all SD48 StrongStart Centres and Day Care Centres. For example, the children were provided with opportunities for the supervised use of scissors (fine motor skills) and improved physical fitness programs for outdoor and indoor play (gross motor skills). Vulnerability trend rates in the ‘Physical Health and Well Being’ category improved in 3 of the 4 communities in SD48.

As well, specific strategies to address ‘Social Competence’ items were put in place in SD48. For example, 5 ‘High Scope’ Pre Schools and several ‘High Scope’ inspired centres were accredited. Two of these programs were housed in SD48 schools. SD48, and the Early Learning community, also hosted an Early Childhood Education (ECE) Conference for parents and teachers, focused on attachment and resilience. Vulnerability trend rates have also improved in the category of ‘Social Competence’ in 3 of the 4 communities in SD48.

High Scope: The philosophy of the High Scope Program features active learning that is planned both by parents and children. The children learn through direct hands on experiences with objects, events and ideas. Trained adults provide guidance, support and scaffolding.

The Kindergarten teachers also used the Kindergarten Learning Project (KLP) as an assessment tool. Due to the depth and breadth of the tool, teachers did not use the entire tool each term. SD48 also developed a two-page document with all of the Prescribed Learning Outcomes (PLO) organizing the different subject areas. This was developed to help teachers focus the PLOS in both planning and practice. The language of the KLP (Emerging, Developing, Applying, Extending) was used as a Performance Standard for reporting to parents. This data was used exclusively at the classroom level and is not available for District reporting.

The StrongStart initiative was in place to help promote positive early childhood development. These programs were reported by Kindergarten teachers to significantly assist children with Kindergarten readiness. Three successful programs existed within SD48.

‘StrongStart’ Attendance 2010 / 2011		
Age	Registration Numbers	Number of Visits
3 Years	148	1590
4 Years	118	2068
5 Years	23	253
Total	287	3911

What strategies are in place to address the needs identified?

SD48 shared zonal and school EDI results with Kindergarten teachers and Principals, each school year. Meetings were held to discuss the information in detail. As previously mentioned, these conversations then translated into planning for differentiated strategies within the classrooms and community programs, to meet the needs of different schools.

In the 2010-2011 school year the following school based strategies and interventions were used in Kindergarten classrooms:

General	Specific	Teacher/Parent Education
Vision and Dental Screening for all Kindergarten children. Discreet Hearing Testing at Health Fairs and Ready, Set, Learn events.	The purchase of gymnasium equipment.	Parent in-service and education on the importance of play-based learning (Squamish, Whistler, Pemberton).
Playground improvements to foster accessibility and gross motor growth in young children.	Transition planning for children with Special Needs.	Teacher education sessions on the implementation of Full Day Kindergarten.
Implementation and use of the Language Performance Standards for primary.	Occupational Therapy assessments in Kindergarten classrooms with classroom-based follow up strategies implemented.	Parent education regarding building resilient children (ex. Hyper Parent, Anxious Kids; Attachment Theory sessions; The Sea to Sky Early Learning Conference).
Community mobilization for healthy and accessible playground spaces.	Before and After School Programs in some schools.	Teacher Professional Development: <ul style="list-style-type: none"> • Web Casts • Play Based Learning • Project Based Learning • Self Regulation

Putting Children First: Community Strategic Plan

SD48 together with community organizations formed a committee called ‘Putting Children First’. The purpose of the committee was to look for long term trends and needs in the 0-6 population, and to plan for improvements. This committee met monthly to assess needs, plan for programming, align resources and provide updates to stakeholders.

This committee created a Strategic Plan with the vision of “Safe inclusive communities empowering children and families to be whole – physically, mentally, emotionally and spiritually.” This Strategic Plan included guiding principles, priorities and goals. As well, it contained strategies and data collection processes. For the purpose of educational planning, this committee primarily used EDI data.

Each year the ‘Putting Children First Committee’ reviewed their progress. The outcomes of the data were then used to drive program planning for neighbourhoods (ex. Mother Goose, Nobody’s Perfect), in-service for teachers (ex. Sea to Sky Early Learning Conference), and grant applications (ex. Accessible Playgrounds).

One Vision, One Goal

The SD48 Board of Education approved an Education Plan in 2009 as a part of their established goal areas. We will continue with this work through to the end of the 2012/13 school year, as we synchronously develop a collaborative community process for SD48's new direction.

This collaborative process will include the creation of a new Education Plan developed through a large scale input process involving all partners. As well, it is intended that this plan will align with our Achievement Contract with the Ministry of Education, and our Enhancement Agreement for the next five years. A new educational technology plan will be embedded in these conversations and, ultimately, in the plan itself. We envision a very exciting process through to significantly improving results in the future.

Fall 2012: Desired Results

The objective of our visioning and goal setting process will be to seek input from our various partners and community. We will ask essential questions to guide our understandings around our collective hope for what students should know and be able to do for a successful future. Specific areas of concern from our data will infuse the conversations in order to check for understanding through our input. For example, our grade 10 and 12 students not feeling ready for either jobs or post secondary opportunities in the future are of significant concern. Efforts to this end will align well with the Ministry of Education planned changes to curriculum, and education planning efforts. A single new goal will be established for our work, in order to align our efforts and provide a clear focus for our District.

Early 2013: Assessment Evidence

After gaining input throughout the many communities of the School District, targets for our work will be determined. A clear plan for the collection of both direct and indirect assessment evidence will be charted.

Spring 2013: Action Plan

Throughout the action planning process, existing 'Promising Practices' of noticeable improvement will be honoured and maintained. As well, authentic student data to drive our planning, actions and budget alignment, will be a necessary area for consideration. In keeping with educational reform research, teaching and learning will be the emphasis of the new Education Plan. The 'Core Foundational Skills' of student learning will also be a continued thread through our new work. Finally, our Education Plan of the future will have a continued focus on collaborative models of support, for responsive instruction and intervention.

Students will be placed at the heart of their own learning.