

Superintendent's Report on Student Achievement 2012/2013

- ▶ Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- ▶ Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

Districts may report additional areas of student achievement arising from the most recent achievement contract.

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

The Superintendent's Report

- Should be brief and to the point.
- Should be focussed on results and evidence of acquired results.
- Should be a useful point of departure for future planning.
- Must be submitted to the Board of Education by December 15.
- Must be submitted by email by January 31.

Please use this form to summarize the required elements of the Superintendent's Report.

While images cannot be inserted into the form, you may reference an appendix of supporting materials (e.g. charts, tables) and attach them to the submission email.

The completed report will be published on the Ministry website.

Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: EDUC.Achievement@gov.bc.ca

Ministry of Education School Act

Section 22 of the School Act states the following:

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year.

Section 79.3 goes on to say:

"On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b.1), the board must, on approval of the report,

- A) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and
- B) As soon as practicable, make the report available to the public."

School District No: **48** School District Name: **Sea to Sky**

1. Improving Areas of Student Achievement

What is improving?

School Completion Information:

- SD48 boys' and Aboriginal students' six year completion rates
- SD48 Aboriginal students' and All students' grade 11 to 12 transition rates

Literacy Information:

- Kindergarten to grade 9 reading and writing results
- Secondary literacy

Numeracy Information:

- SD48 grade 4 All students' and Aboriginal students' (FSA) numeracy results
- SD48 grade 10 blended and provincial exam marks for Foundations of Math and Pre-Calculus

Satisfaction Surveys Information (2010/2011 and before):

- SD48 grades 4, 7, and 10 students' trend results for the question, "How many adults at your school care about you?"
- SD48 grades 4, 7, 10, and 12 students' trend results for the question, "Do you feel safe at school?"
- SD48 grades 4, 7 and 10 students' trend results for the question, "At school, are you bullied, teased, or picked on?"
- SD48 grades 4 and 7 students' trend results for the question, "Do you know what your school's expectations are for student behavior?"
- SD48 blended and provincial exam final marks for 2011/12 Math 10, Foundations of and Pre-Calculus show an improvement for all students for C+ or better from 63%-71% and 53%-57% respectively

What evidence confirms this area of improvement?

Completion Rates:

- SD48 Aboriginal students' six year completion rates improved more than 25 percentage points from (35%) 2008/09 to (61%) 2011/12, being the highest Aboriginal student completion rate ever for SD48
- For the past two years, SD48 Aboriginal students' six year completion rates (56% and 61%) have exceeded the provincial Aboriginal student completion rates (54% and 56%)
- SD48 boys' six year completion rates improved 10 percentage points from (67%) 2009/10 to (77%) 2011/12
- 2011/12 SD48 boys' results (77%) are within 3% of the provincial boys' six year completion rate (80%)
- Trend data for SD48 All students' grade 11 to 12 transitions improved by 3 percentage points between (82%) 2009/10 and (85%) 2010/11
- Trend data for SD48 Aboriginal students' grade 11 to 12 transitions improved by 14 percentage points between (68%) 2009/10 and (82%) 2010/11

Literacy:

- SD48 grade 4 and 7 All students' and Aboriginal students' FSA reading and writing year to year results are higher than the Provincial averages (as are the participation rates)
- Kindergarten Report Cards indicate improved results from last year for 'Reading and Viewing', 'Writing and Representing', 'Oral Language'
- Report Card data indicate improving trend lines for two primary cohorts over three years for 'Reading and Viewing' and 'Writing'
- Report Card results over time for grades 10 to 12 (English) are showing improving trends for the number of students achieving a C+ to A
- Grade 10 and 12 English Provincial Exam results for the number of students achieving a C+ to A are generally improving over time
- Grade 10 English Provincial Exam results for Aboriginal students showing the number of students achieving a C+ to A are generally improving over time

Numeracy:

- SD48 grade 4 and 7 student FSA numeracy year to year results are higher than the Provincial averages (same for participation rates)
- SD48 grade 4 Aboriginal student FSA numeracy year to year results are higher than the Provincial averages (same for participation rates)
- SD48 grade 10 blended (school mark combined with provincial exam mark) (C+ or better) for Foundations of Math improved between (63%) 2010/2011 and (71%) 2011/2012
- SD48 grade 10 blended provincial exam marks alone (C+ or better) for Foundations of Math improved between (53%) 2010/2011 and (57%) 2011/2012

Satisfaction Surveys (2010/2011 and before):

- 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 2008/09 through to 2010/11
- SD48 students in grades 4, 7, 10, and 12 indicated improving trend results for the question, “*Do you feel safe at school?*”
- SD48 students in grades 4, 7 and 10 showed improving trend results for the questions, “*At school, are you bullied, teased, or picked on?*”
- SD48 students in grades 4 and 7 showed improving trend results for the questions “*Do you know what your school’s expectations are for student behavior?*”

2. Challenging Areas

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:

- Aboriginal students’ reading and writing results
- SD48 boys’ reading and writing results

Numeracy Information:

- SD48 Aboriginal students’ numeracy results

Satisfaction Surveys Information (2010/2011 and before):

- 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’ trend results for the question, “*Do you know what your school’s expectations are for student behavior?*”
- Grade 10 and 12 SD48 students’ responses related to job preparation
- Grade 10 and 12 SD48 students’ responses related to post-secondary preparation

What evidence indicates this area of concern?

Completion Rates:

- SD48 students’ six year completion rates are generally improving, but remain below provincial graduation rates
- SD48 Aboriginal students’ trend results for six year completion rates remain well below trend results for all other groups of students
- 39% of SD48 Aboriginal students still do not complete school within six years
- SD48 boys’ six year completion rates trend results are below the provincial results, and most other student groups’ completion rates
- 23% of SD48 boys still do not complete school within six years
- Both All students’ and Aboriginal students’ year to year and trend results for the grade 11 to grade 12 transition rates are below the same groups’ provincial results

Literacy:

- Aboriginal students’ Kindergarten Report Cards indicate much lower results than SD48 All students’ results for ‘Reading and Viewing’, ‘Writing and Representing’, ‘Oral Language’
- Report Card data indicate that 20 to 30% of SD48 primary cohorts are not meeting expectations for ‘Reading and Viewing’ and ‘Writing’
- Report Card data indicate that 50 to 60% of SD48 primary Aboriginal cohorts are not meeting expectations for ‘Reading and Viewing’ and ‘Writing’
- Report Card data indicate that 30 to 55% of SD48 intermediate Aboriginal cohorts are not meeting expectations for Language Arts
- SD48 grade 4 and 7 boys’ FSA reading and writing year to year results are lower than SD48 girls’ results
- SD48 grade 4 and 7 Aboriginal students’ FSA reading and writing year to year results are much lower than SD48 All students’ results
- Aboriginal students’ Report Card results for grades 10 to 12 (English) indicate that 50% are achieving below a C+
- Grade 10 and 12 English Provincial Exam results for SD48 All students indicate that 30 to 40% are achieving below a C+
- Grade 10 and 12 English Provincial Exam results for Aboriginal students indicate that 60 to 70% are achieving below a C+

Numeracy:

- SD48 grade 7 student FSA numeracy results indicate that 30% of students are not meeting expectations
- SD48 grade 4 Aboriginal students' FSA numeracy results indicate that 44% or more students continue to not meet expectations over time
- SD48 grade 7 Aboriginal students' FSA numeracy results indicate that only 30% of these students are meeting or exceeding expectations

Satisfaction Surveys (2010/2011 and before):

- On the specific question "How many adults at your school care about you?", SD48 students in grades 4, 7, and 10 all have improving trend lines from 2008/09 through to 2010/11, but still do not meet the established targets
- Grades 10 and 12 SD48 students' trend results for the question, "Do you know what your school's expectations are for student behavior?" are not improving
- Fewer than 50% of grade 10 and 12 SD48 students feel that school is preparing them for a job in the future
- Fewer than 50% of grade 10 and 12 SD48 students feel that school is preparing them for post-secondary opportunities
- The specific question related to preparation for post-secondary shows 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 37% of students in 2010/11

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.

We are currently engaged in the final steps of a collaborative process with all of our partners to jointly build a new education plan, 'Pathways to Learning'. We are scheduled to launch this new plan widely by the end of February, 2013. The SD48 Achievement Contract in July of 2013 will report this new plan, and will include the programs and data below which are having positive traction for student learning.

SD48 PATHWAYS TO LEARNING ...



OUR GOAL

One overarching goal statement is being created to drive instructional change toward multiple pathways to learning and authentic involvement for all students.

OUR BOTTOM LINE

All students will meet or exceed expectations in literacy.

Targets for Our Goal _ Learning as a Process

During the district process for building our 'Pathways to Learning', targets are being established for students to demonstrate the skills, knowledge and/or competencies of a successful learner for the future. All student information will be collected over time and, whenever possible, will be triangulated from multiple sources in order to create the most valid and reliable data for deeper system understanding and suitable response. Performance standards and/or rubrics at specific grade levels will be created to support system understanding of progress toward this end (ie. Grades 6, 9, and 12). A student engagement survey will be created to provide additional information toward targets. Report Card results will provide a third source of information to guide the 'Learning as a Process' action planning.

Targets for Our Bottom Line _ Learning as a Foundation

As part of the new plan, achievement information will also be collected from multiple sources over time to 'dipstick' student performance progress.

In the future, Literacy data will be triangulated from classroom information (Report Cards), classroom based common District assessments, and Provincial assessments (FSA and Provincial Exams).

Readiness will be tracked in Kindergarten and then again during the Graduation Program years. In Kindergarten, EDI data, key Report Card results (Reading and Viewing, Writing and Representing, Oral Language) and classroom based assessments, will determine a student's vulnerability. We will then use this Readiness information to track progress toward reduction of vulnerability. In the Graduation Program, Readiness will be determined using completion rates for the specific Graduation Program courses at each grade level. In grade 10, this entails successful on-time completion of English 10, Socials 10, Science 10, a Math 10, and Physical Education 10. In grade 11, this entails successful on-time completion of English 11, Socials 11, a Science 11, a Math 11, and including Planning 10. This means that a student is determined 'Ready' if they successfully complete 5 out of 5 of the required courses 'on time' during these two years.

Intervention through Collaborative Models of Support (CMOS)

Within the context of Response to Intervention, CMOS are being created. Learning Teams of teachers (particularly at the elementary level), are being created and supported by school based and district level specialist teachers to address student learning needs through a tiered response. Authentic classroom data will guide Tier One, classroom based instructional efforts. Tier Two interventions will include full Learning Team supports and in-class support from specialist teachers. Finally, school wide, district supported interventions will be the third tier of response. To date, both the Instructional Leadership Team and School Based Learning Teams have been involved in this learning and planning.

SD48 academic Readiness Data (Grad Program) and Secondary School Intervention

Secondary Schools will also work toward establishing CMOS for intervention planning which will use multiple aspects of information to look at vulnerability of each student from various outlooks (social emotional, academic, physical health, etc.). The use of Readiness data, as a school and district, is currently being used as an academic (ready for graduation) vulnerability factor to drive targeted school level interventions. As such, students with a Readiness indicator of 5 will be considered by the principal for further disaggregation of information and action, such as learning how many of those students may have had C- in some of their courses, thus indicating continued vulnerability. Students with a Readiness indicator of 4 will be given to the principal and school counselor for consideration. Students may be re-timetabled to pick up the missing course. They may be scheduled for assistance with their learning. They may be recommended for consideration by the School Based Team (SBT) if continued vulnerability is a concern, etc. Students with a Readiness indicator of 3 or less will be considered at SBT and plans for individualized support will be developed.

University Readiness

We are currently working on two additional data pieces that will be utilized to support students in regard to university readiness. First, as success in English is a requirement for all university programs, our data piece indicating percentage of students Meeting or Exceeding in Language Arts will be continued from grades 4-9 into grades 10-12. Second, a new data piece will be created to give all secondary students a university readiness rating. This will mean compiling a list of courses that post-secondary institutions require for entrance, and creating a five point scale to rate students' course completion in regard to these key requirements. Our intention is to workshop school leadership and counsellors in regard to encouraging choices in programs that lead to post-secondary success, hold ourselves accountable for growing student university readiness, and involve parents by providing them with much clearer course selection information to support their own student's academic choices from an early age right through secondary school.

Missing in Education (MIE)

SD48 Secondary Schools have been tracking individual student progress toward graduation and learning plan completion, including bringing students back to school. This MIE individualized identification and tracking is intended to locate students who have previously left school or who are discovered to be disconnected from school. Efforts are then made to retrieve these students, set them up with services through community partnerships, and establish a meaningful education plan. In the 2011/2012 school year 8 students remained MIE in SD48 and 7 were reconnected with supports and an individualized education plan. This is a strategy that will continue, combined with the advent of new programs in remote locations to reach some of these distant groups.

Northern Outreach

Northern Outreach is a flexible, technology rich environment that centers on the needs of the learner. SD48 has an existing program in the south for our Squamish area students. According to the MIE data, there was great need for a similar flexible program to reach out to our students in the Pemberton and far northern areas of our district. In partnership with the Mount Currie Band and Capilano University, a room at the T'szil Learning Center in Mount Currie has been established for this new RAP North program, now referred to as the "Cedar Program". Since the establishment of this program in September, 2012, 8 students and 4 adult students are attending the program regularly.

School Based Learning Teams

School Based Learning Teams (ie. multi-disciplinary, multi-age, etc.) are being created to support complex classrooms. This is intended to support teachers through collaboration and support students through broader differentiation opportunities (CMOS). Teams are made up of classroom teachers and then layered with learner support specialist teachers. Together these teams are collaborating through examination of classroom data, team planning, team teaching, broad differentiation strategies, etc. We are excited about the success that teachers are reporting through this model.

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

Our Approach to Systemic Change

We have begun the work of naming and removing common systemic barriers to move our systems, for ALL learners, from:

- Isolation to Collaboration
- Reaction to Purpose
- Compliance to Engagement

Tony Wagner, et al., Change Leadership, 2005

Instructional Leadership Team

An Instructional Leadership Team is supporting shared leadership for moving all learning forward.

The Essential Supports for School Improvement, Consortium on Chicago School Research, 2006

Pathways to Learning: Instructional Leadership Team (ILT)...

A whole team approach is being used for all aspects of our plan. Clear contact leads have been assigned in order to provide the most relevant and direct support to schools in specific areas. For example, see below.



INSTRUCTIONAL LEADERSHIP TEAM for OUR GOAL

One overarching goal statement is being created to drive instructional change toward multiple pathways to learning and authentic involvement for all students.

- **Director of Instruction: Innovation and Technology**
- **Teacher Leader: Technology in the Classroom / Access to Information**
- **Principal: Learning Lab**
- **Teacher Leader: Project Based Learning (DI)**
- **Teacher Leader: Intermediate / Secondary**
- **Site Based Leaders**
- *Director of Instruction: Learning Services*
- *Teacher Leader: Early Learning*
- *Teacher Leader: Literacy / Changing Results for Young Readers*
- *Speech and Language Pathologist*
- *French Language Leader*

INSTRUCTIONAL LEADERSHIP TEAM for OUR BOTTOM LINE

All students will meet or exceed expectations in literacy.

- **Director of Instruction: Learning Services**
- **Teacher Leader: Early Learning**
- **Teacher Leader: Literacy / Changing Results for Young Readers**
- **Speech and Language Pathologist**
- **French Language Leader**
- **Site Based Leaders**
- *Director of Instruction: Innovation and Technology*
- *Teacher Leader: Intermediate / Secondary*
- *Teacher Leader: Technology in the Classroom / Access to Information*
- *Principal: Learning Lab*
- *Teacher Leader: Project Based Learning (DI)*

Pathways to Learning Communication Plan

Our ILT is beginning to work with a district 'Developing Pathways to Learning Committee' to collate all input, compare and contrast with research, honour current best practice, consider our current results, and ultimately create a clear plan for our three year Pathways to Learning. Big Ideas, Evidence of Learning, and a clear Action Plan will form the various aspects of this framework. Following this process, a communication plan will be created. The ILT will attempt to build the communication model in such a way as to allow all staff to have an entry point to the learning and work.

Building Capacity through Professional Learning

We continue to create shared leadership and collaborative systems for advancing learning for our one goal and our bottom line, at all levels. The ILT are supporting staff through a balance of adult professional learning approaches.

Site Based, Job Embedded Systems

- Learning Lab*
- Learning Practice Communities*
- Collaborative Models of Support*

The Instructional Leadership Team is creating opportunities for teachers to observe, collaborate, coach, and be invigorated by learning together. Both school based and district level approaches are being used. At the district level, a Learning Lab model will be created to provide a Learning Practice Community for teacher observation, engagement and reflection. As well, a system for Collaborative Models of Support is beginning to enhance student learning while also creating job embedded learning for teachers, through collaboration, differentiation and reflective practice.

Tony Wagner et al., Change Leadership, 2005
Instructional Rounds in Education, Elizabeth City, 2009

Expert Infusion Opportunities

The Instructional Leadership Team is ensuring that teams of professional learners are able to attend leading edge learning with change leadership experts, such as, BUCK Institute: Project Based Learning, Anne Davies: The Connections Group, Stuart Shanker: Self-Regulation, Bruce Wellman: Using Data, Colleen Politano: Early Learning, etc. Some of these opportunities are outside of our district. As much as is practicable, we endeavour to bring these learning opportunities to the district for wider reaching impact. For example, this year we brought literacy expert, Faye Brownlie, to our district. 100% of our teachers attended this session.

SD48 Summer Symposiums

Symposiums that bring learning teams together for specific, purposeful learning are being created annually. For example, there were two district sponsored Summer Symposiums which took place this past August, 2012. One hosted 50 teachers and community leaders for a one day Early Learning Symposium. The other hosted approximately 105 teachers and 10 administrators for a three day Project Based Learning Symposium, with two job embedded follow up sessions being executed throughout this school year. This means that approximately 50% of our teachers engaged in this learning model this school year.

District Learning Day (Implementation Day)

One day each year we focus on whole district learning. This year, these sessions focussed on purposeful and intentional learning toward the creation of positive social emotional learning environments. 100% of our teachers participated in this learning opportunity.

In-service Learning

Ongoing in-service opportunities are being provided for 'just in time' learning for our staff. For example, in-service sessions to date have included such topics as using French language performance standards, building Collaborative Models of Support, communicating student learning, Daily 5, iPad learning, Smart Boards in the classroom, etc.

Leadership Learning Networking

District education staff and site based administrators continue to participate as a team in regular learning sessions to deepen collective understanding and commitment to supporting teachers and all staff through change efforts. This year 100% of the team is engaged in personal professional Inquiry Projects.

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.

Positive Action

SD48 has worked with the local Aboriginal Bands (Lil'wat, N'Quatqua, Skatin, Douglas, Samahquam) in the northern region to join a community partnership through Public Safety Canada. The partnerships exist with the National Aboriginal Crime Prevention Unit (NACPF) and other local Pemberton community groups, such as Sea to Sky Community Services and Communities that Care (C6 Local Branch). This is an internationally recognized, comprehensive K-12 character development program intended to enhance behaviour and academic achievement. Year one, 2010/2011 was focused on implementation of counseling support. Year two and three, 2011 to 2013 are intended to fully implement primary program curriculum. Planning is already underway for intermediate level curriculum implementation in 2013/2014.

Current Promising Instructional Practices

The ILT continues to support promising instructional practices which are currently advancing the SD48 teaching and learning environment.

Assessment for Learning

Assessment for Learning has been a key area of focus for SD48 for several years. Through the input process for our new goal, strategies to continue this work will remain. Assessment for Learning will be a core thread through all that we do. All conversations about student learning will be infused with meaningful student information to drive responsive instruction.

School Wide Writes

Many schools currently use School Wide Writes to assess and communicate student progress toward writing performance standards. This important work will be developed further to support all students' writing. The use of common assessments will be expanded to also support all students' reading and numeracy progress.

Daily 5

Across SD48, teachers have been learning how to help their students develop daily habits of reading. The Daily Five is a series of literacy tasks which students complete daily while the teacher meets with small groups or conferences with individuals. Currently, seven elementary schools are working on this learning together.

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

- I.) **Literacy:** Identify your district's target(s) for literacy and state the specific evidence and measure of student achievement in literacy and the results that have been realized.
- II.) **Completion Rates:** Identify your district's target(s) for completion rates and state the specific evidence and measure of student achievement for completion rates and the results that have been realized.

SOURCE OF EVIDENCE	INDICATOR OF IMPROVEMENT	2010	2011	2012	2013	2014	2015	2016
PRIMARY PROGRAM	BOTTOM LINE: TRIANGULATE INFORMATION FROM MULTIPLE SOURCES FOR LITERACY (VULNERABILITY, READING, AND WRITING)							
Kindergarten Report Card	Reduction of vulnerable students. 90% of all students will be meeting or exceeding expectations in key areas of learning by the end of Kindergarten.							
	Reading and Viewing	87%	83%	87%				
	Writing and Representing	86%	83%	87%				
	Oral Language	90%	84%	86%				
	90% of Aboriginal students will be meeting or exceeding expectations in key areas of learning by the end of Kindergarten.							
	Reading and Viewing	80%	80%	71%				
Writing and Representing	76%	79%	68%					
Oral Language	65%	77%	67%					
Kindergarten EDI Results	Reduction of vulnerable students.	Wave 2 2007 to 2009	Wave 3 2009 to 2011	Wave 4 2012				
	80% of all students in Kindergarten will be assessed as ready for school.	70.3%	75%	70%				
Grades 1 to 3 Report Cards (Reading and Viewing)	Reduction of all at-risk students in Reading. 90% of all students will be meeting or exceeding expectations by the end of Grade 3.							
	Grade 1	70%	77%	75%				
	Grade 2	70%	73%	78%				
	Grade 3	78%	80%	77%				
	90% of Aboriginal students will be meeting or exceeding expectations by the end of Grade 3.							
	Grade 1	62%	65%	76%				
Grade 2	41%	52%	55%					
Grade 3	38%	50%	48%					
Grades 1 to 3 Report Cards (Writing)	Reduction of all at-risk students in Writing. 90% of students will be meeting or exceeding expectations by the end of Grade 3.							
	Grade 1	71%	75%	79%				
	Grade 2	70%	73%	77%				
	Grade 3	78%	77%	75%				
	90% of Aboriginal students will be meeting or exceeding expectations by the end of Grade 3.							
	Grade 1	62%	58%	71%				
Grade 2	47%	48%	48%					
Grade 3	38%	42%	52%					

SOURCE OF EVIDENCE	INDICATOR OF IMPROVEMENT	2010	2011	2012	2013	2014	2015	2016
INTERMEDIATE PROGRAM (GRADES 4 TO 9)	BOTTOM LINE: TRIANGULATE INFORMATION FROM MULTIPLE SOURCES FOR READING AND WRITING.							
Intermediate Report Card (Language Arts)	<p>Increase all intermediate students Meeting to Exceeding Expectations in Language Arts.</p> <p>90% of all students will achieve a C+ to A by the end of:</p> <p>Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9</p> <p>90% of Aboriginal students will achieve a C+ to A by the end of:</p> <p>Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9</p>	81% 83% 79% 77% 73% 69%	79% 80% 83% 84% 72% 85%	84% 81% 79% 90% 78% 74%				
Intermediate FSA (Reading)	<p>Increase intermediate students Meeting to Exceeding Expectations in Reading.</p> <p>90% of all students will meet or exceed expectations in Reading.</p> <p>Grade 4 Grade 7</p> <p>90% of Aboriginal students will meet or exceed expectations in Reading.</p> <p>Grade 4 Grade 7</p>	78% 77% 49% 46%	78% 79% 58% 68%	78% 73% 60% 44%				
Intermediate FSA (Writing)	<p>Increase all intermediate students Meeting to Exceeding Expectations in Writing.</p> <p>90% of all students will meet or exceed expectations in Writing.</p> <p>Grade 4 Grade 7</p> <p>90% of Aboriginal students will meet or exceed expectations in Writing.</p> <p>Grade 4 Grade 7</p>	73% 84% 47% 61%	79% 92% 53% 86%	78% 84% 65% 72%				

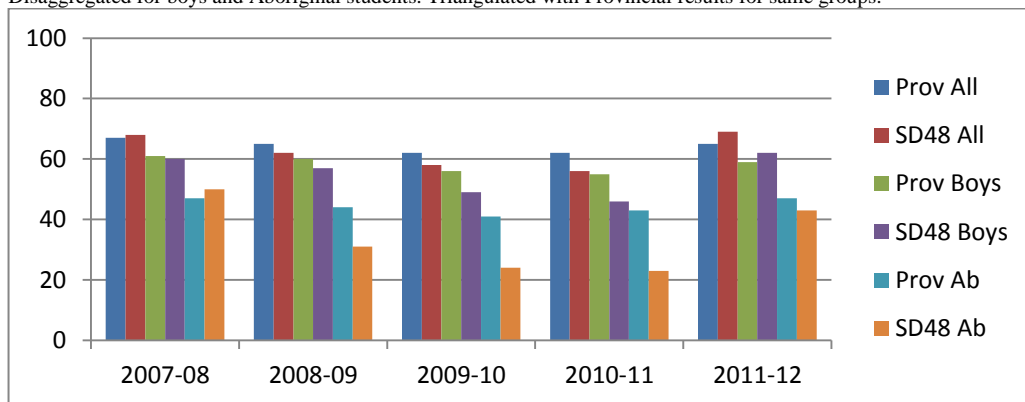
SOURCE OF EVIDENCE	INDICATOR OF IMPROVEMENT	2010	2011	2012	2013	2014	2015	2016
GRAD PROGRAM YEARS	BOTTOM LINE: TRIANGULATE INFORMATION FROM MULTIPLE SOURCES FOR LITERACY AND READINESS.							
Report Card Results (English)	<p>Increase all secondary students Meeting to Exceeding expectations in English.</p> <p>75% of all students will achieve C+ to A on their report card.</p> <p>Grade 10 English Grade 11 English Grade 12 English Grade 11 Communications Grade 12 Communications</p> <p>75% of Aboriginal students will achieve C+ to A on their report card.</p> <p>Grade 10 English Grade 11 English Grade 12 English Grade 11 Communications Grade 12 Communications</p>	56% 63% 68% 21% 48%	67% 64% 70% 40% 40%	72% 72% 74% 26% 41%				
		12% 39% 62% 22% 47%	40% 35% 50% 41% 32%	48% 55% 35% 18% 40%				

Provincial Exam Results (English and Communications)	<p>Increase all Secondary students Meeting to Exceeding Expectations in English or Communications. 75% of all students will achieve a C+ to A on their Provincial Exams. Grade 10 English 58% 56% 68% Grade 12 English 54% 53% 62% Grade 12 Communications 58% 49% 44% 75% of Aboriginal students will achieve a C+ to A on their Provincial Exams. Grades 10 English 24% 23% 43% Grade 12 English 50% 44% 33% Grade 12 Communications 52% 46% 38%</p>							
Grade Readiness Information	<p>Increase all Secondary students 'Ready' for school completion each year according to Grad Program requirements: 90% of all students will be ready for Grade completion after Grades 10 and 11. Gr10: En10 SS10 Ma10 Sc10 PE10 Readiness of 5 N/A N/A 74% Readiness of 4 12% Readiness of 3 or less 14% Missing in Education (MIE) Mask Gr11: En11 SS11 Ma11 Sc11 Planning10 Readiness of 5 60% Readiness of 4 14% Readiness of 3 or less 26% Missing in Education (MIE) Mask 90% of Aboriginal students will be ready for Grade completion after Grades 10 and 11. Gr10: En10 SS10 Ma10 Sc10 PE10 Readiness of 5 45% Readiness of 4 15% Readiness of 3 or less 40% Missing in Education (MIE) Mask Gr11: En11 SS11 Ma11 Sc11 Planning10 Readiness of 5 17% Readiness of 4 22% Readiness of 3 or less 61% Missing in Education (MIE) Mask</p>							
Grade to Grade Transitions	<p>Increase all Secondary students successfully moving from one grade to the next. 95% of all students will successfully transition from Grade to Grade. Grade 9 to 10 98% 94% N/A Grade 10 to 11 95% 89% Grade 11 to 12 82% 85% 95% of Aboriginal students will successfully transition from Grade to Grade. Grade 9 to 10 93% 90% N/A Grade 10 to 11 92% 85% Grade 11 to 12 68% 82%</p>							
Student 6 Year Graduation Rate	<p>Increase the 6 year Graduation Rate for all students. 90% of all students will successfully Graduate within 6 years of beginning Grade 8. 73% 80% 79% 90% of Aboriginal students will successfully Graduate within 6 years of beginning Grade 8. 39% 56% 61%</p>							

English 10 Provincial Exam Results

The % of students who achieve C+ or better on the English 10 Provincial Exam.

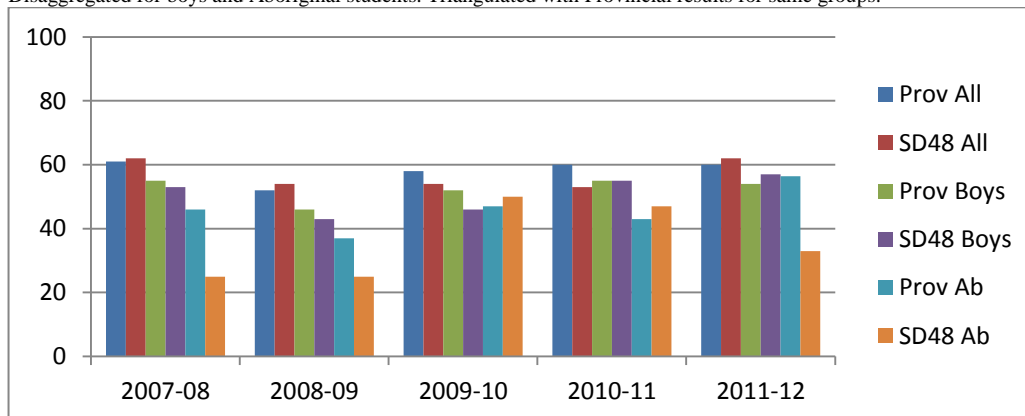
Disaggregated for boys and Aboriginal students. Triangulated with Provincial results for same groups.



English 12 Provincial Exam Results

The % of students who achieve C+ or better on the English 12 Provincial Exam.

Disaggregated for boys and Aboriginal students. Triangulated with Provincial results for same groups.



Communications 12 Provincial Exam Results

The % of students who attain 50% or higher on the Communications 12 Provincial Exam.

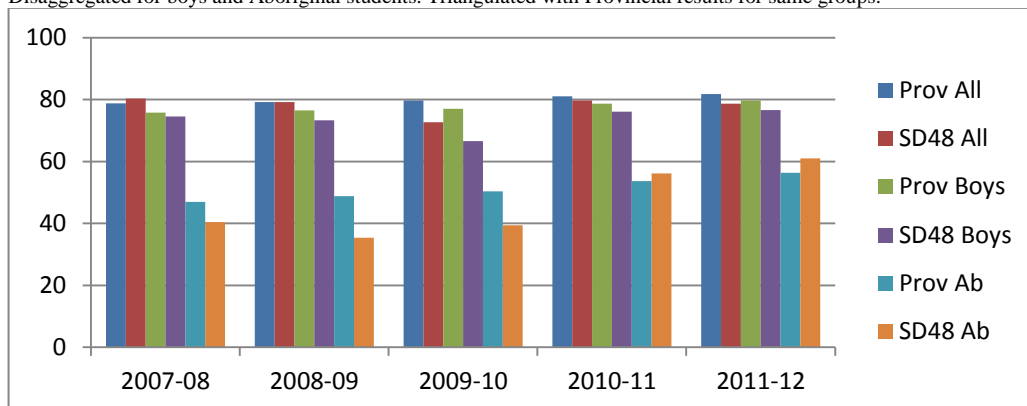
Disaggregated for boys and Aboriginal students. Triangulated with Provincial results for same groups.



Six Year Completion Rates

The % of students who graduate within six years of enrollment in Grade 8.

Disaggregated for boys and Aboriginal students. Triangulated with Provincial results for same groups.


Satisfaction Survey Results

Targets set for 100%.

How many adults at your school care about you? (2 or more)	Grade 3/4	Grade 7	Grade 10	Grade 12
2009-2010	97	85	68	82
2010-2011	97	93	75	80
2011-2012	Not completed.	Not completed.	Not completed.	Not completed.
Three Year Average	97	89	72	81

Satisfaction Survey Results

Targets set for 80%.

Are you satisfied that school is preparing you for a job in the future? (Many Times/All of the Time)	Grade 10	Grade 12
2009-2010	38	31
2010-2011	37	33
2011-2012	Not completed.	Not completed.
Three Year Average	38	32

Satisfaction Survey Results

Targets set for 80%.

Are you satisfied that school is preparing you for post-secondary (ie. College, University, Trade School)? (Many Times/All of the Time)	Grade 10	Grade 12
2009-2010	47	47
2010-2011	44	48
2011-2012	Not completed.	Not completed.
Three Year Average	38	33

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

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

Performance Indicator	2011-12 Target		2011-12 Results		5 year average	
Goal 1: Improve successful school completion for Aboriginal students.						
Trades and Apprenticeship Completion (Eligible Students)	100%		80%		67%	
6 Year Aboriginal Dogwood Completion Rate	60%		61%		47.1%	
Graduation: First Time Aboriginal Grade 12 Students	95%		59%		52.4%	

Performance Indicator	2011-12 Target		2011-12 Results		5 year average	
Goal 2: Improve performance of Aboriginal students identified as having behavioural and learning needs according to Ministry of Education designation criteria.						
Gr 4-7 Social Studies (Ab Students H, Q or R Categories receiving a C- or better on RC)	March 2012	June 2012	March 2012	June 2012	March 2012	June 2012
	80%	90%	97%	86%	79%	82%
Gr 4-7 Science (Ab Students H, Q or R Categories receiving a C- or better on RC)	80%	90%	92%	86%	82%	81%

Performance Indicator	2011-12 Target		2011-12 Results		5 year average	
Goal 3: Improve academic performance of "at-risk" Aboriginal students.						
Gr 4 Social Studies (Receiving C- or better on RC)	March 2012	June 2012	March 2012	June 2012	March 2012	June 2012
	95%	100%	97%	96%	97%	99%
Gr 4 Science (Receiving C- or better on RC)	95%	100%	92%	96%	99%	99%
Gr 7 Social Studies (Receiving C- or better on RC)	85%	100%	97%	98%	84%	82%
Gr 7 Science (Receiving C- or better on RC)	85%	100%	95%	98%	84%	81%
Transition Rate Gr 8 to higher grade	100%		Unavailable		Unavailable	
Transition Rate Gr 9 to higher grade	100%		Unavailable		Unavailable	
Transition Rate Gr 10 to higher grade	100%		Unavailable		Unavailable	
Transition Rate Gr 11 to higher grade	100%		Unavailable		Unavailable	
Graduation: Aboriginal First time Grade 12	95%		59%		52%	
6 Year Aboriginal Dogwood Completion Rate	60%		61%		47%	
Gr 4 FSA Reading (Meeting or Exceeding Expectations)	65%		60%		55%	
Gr 7 FSA Reading (Meeting or Exceeding Expectations)	65%		44%		50%	

Performance Indicator	2011-12 Target		2011-12 Results		5 year average	
Goal 4: Improve literacy for Aboriginal students.						
Gr 4 FSA Reading (Meeting or Exceeding Expectations)	65%		60%		55%	
Gr 7 FSA Reading (Meeting or Exceeding Expectations)	65%		44%		50%	
Gr 1 Reading Report Card (meeting or exceeding)	100%		89%		82%	
Gr 3 Reading Report Card (meeting or exceeding)	100%		77%		73%	
Gr 4 Reading Report Card (meeting or exceeding)	100%		93%		90%	
Gr 7 Reading Report Card (meeting or exceeding)	100%		98%		83%	
English 10 Completion (C- or better) and Participation Results	Comp 100%	Part 100%	Comp 90% (38/42)	Part 81% (42/52)	Comp 82%	Part 57%
English 12 Completion (C- or better) and Participation Results	100%	75%	100% (24/24)	30% (24/79)	94%	31%
Communications 12 Completion (C- or better) and Participation Results	100%	25%	100% (24/24)	30% (24/79)	90%	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 2011/12 six year completion rate of 61% is the highest six year completion rate for SD48 Aboriginal students and is 5% higher than the provincial rate of completion for Aboriginal students
- During the 2011/12 school year the 59% first time graduation rate for Aboriginal students was maintained
- 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 Social Studies and Science and for grade 4 students in Science improved
- FSA results for grade 4 (reading) have improved over the last four years
- FSA results for grade 7 (reading) have decreased, with the lowest results in 2011/12
- English 10 completion rates during the 2011/12 school year are at 90%, which is a 2% drop from the previous year
- English 12 completion rates have ranged from 88-100% over the past 5 years
- Communication 12 completion rates have increased over the last 5 years
- English 10 participation rates have declined from 100% to 81% over the last two years

5. Children in Care

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

A Director of Instruction is identified as the SD48 contact for the Ministry of Children and Families (MCFD). The Director of Instruction held regular review meetings with the MCFD managers and 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 has a designated staff member responsible for Children in Care. School 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 take the lead in contacting social workers and foster families when new students arrive at the school.

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

Kids in Care: Continuing Custody					
Year	Grade	Number	Special Education Designations	Aboriginal Students	Reading Last FSA Score (If written)
2011/2012	K to 12	31	20	25	Meeting: 61% Not Meeting: 39%
2012/2013	K to 12	30	19	25	Meeting: 26% Not Meeting: 26% Unknown: 43%

6. Early Learning

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

Early Learning Goal: To reduce the vulnerability rates of children ages zero to six.

EDI Data and Partnerships

SD48 does not currently 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.

EDI data is collected in two year cycles or "waves", allowing for province wide participation over that time. The 2011/12 data collection is the first year of Wave 5. These results from 2011/2012 are provided on an interim basis only. Complete results for Wave 5 will combine EDI data from 2011/2012 and 2012/2013. The Wave 5 results in the chart below for 2011/2012 reflect the results from one single year, in comparison to previous Waves that reflect data from multiple years.

Overall SD48 has a vulnerability rate of 30%. District-wide, the highest level of vulnerability is Physical Health and Well Being at 17%. The smallest proportion of children vulnerable is on the Language and Cognitive Development scale at 7%. Whistler area has the lowest level of vulnerability at (14%). The highest vulnerability is 46% in Squamish South. The overall vulnerability rate will be determined upon completion of Wave 5.

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 during 2011/2012. For example, the children were provided with opportunities for the supervised use of scissors and improved physical fitness programs for outdoor and indoor play.

Specific strategies to address 'Social Competence' continue in SD48. Five 'High Scope' Pre-Schools and several 'High Scope' inspired Pre-Schools continue to operate with high levels of attendance and demand. Three of these programs are housed in SD48 schools. SD48, together with the Early Learning community, participated in a summer Early Learning Symposium focused on play based learning and self-regulation.

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.

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

2011/2012 Kindergarten Strategies Impacted by EDI Results		
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 Aboriginal children and 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).
Community mobilization for healthy and accessible playground spaces.	Before and After School Care and Pre-School Programs in four schools.	Teacher Professional Development: <ul style="list-style-type: none"> • Summer Early Learning Symposium • Play Based Learning • Project Based Learning • Self-Regulation

Early Development Index (EDI) Results for Kindergarten			
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%)
Interim Wave Five: 2011-2012			
Pemberton	64	27	(42%)
Whistler	66	14	(21%)
Squamish North	137	32	(23%)
Squamish South	68	46	(68%)

Strong Start

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. StrongStart registration numbers are higher than facilities can manage for daily attendance. Therefore, families are working together to manage their number of visits to share the use equally.

‘StrongStart’ Attendance				
Age	Registration Numbers		Number of Visits	
	2010/2011	2011/2012	2010/2011	2011/2012
3 Years	148	197	1590	1823
4 Years	118	110	2068	901
5 Years	23	78	253	604
Total	287	385	3911	3364

‘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. Each year the ‘Putting Children First Committee’ reviews their progress. The outcomes of the data are 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).

Community Literacy:

During the 2011-2012 year the Parents as Literacy Supporters (PALS) was delivered in both Pemberton and Whistler using Raise a Reader funds as a complement to already existing community pre-school programs.

7. Other Comments

SD48 Pathway to Learning Education Plan

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

This collaborative process includes the creation of a new Board of Education Strategic Plan and a ‘Pathways to Learning’ education plan developed through a large scale input process involving all partners. As well, it is intended that this plan will align with the annual Achievement Contract with the Ministry of Education, and the 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 have begun this work by asking essential questions to guide understanding around the collective hope for what students should know and be able to do for a successful future. Specific areas of concern from data are infusing the conversations. For example, 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 align well with the Ministry of Education planned changes to curriculum, and education planning efforts. A single new goal will be established for SD48, in order to align our efforts and provide a clear focus for our District. The SD 48 Achievement Contract for July 2013 will report this plan to the Ministry of Education.

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

Action planning will include promising practices. In keeping with educational research, teaching and learning will be the emphasis of our new Pathway to Learning plan. Core foundational skills will also be an area of focus. Finally, there will be a continued focus on collaborative models of support, for responsive instruction and intervention.

We are currently engaged in this very exciting process and look forward to significantly improving results in the future as students are placed at the heart of their own learning.

8. Board approval date: Wednesday, December 12, 2012