

# Superintendent's Report on Student Achievement 2013/2014

- ▶ 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 insert the required elements of the Superintendent's Report.*

*The completed report will be published on the Ministry website, as a PDF document.*

## Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: [EDUC.Achievement@gov.bc.ca](mailto:EDUC.Achievement@gov.bc.ca)

## Submission

Submit your document, by January 31, to the Ministry by email: [EDUC.Achievement@gov.bc.ca](mailto: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 31<sup>st</sup> 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: 73

School District Name: Kamloops/Thompson

## 1. Improving Areas of Student Achievement

### A. What is improving?

Foundation Skills:

- ✓ District FSA results show that non-Aboriginal and Aboriginal students score consistently above provincial results in *ALL* categories of the Foundation Skills Assessment
- ✓ SD 73 has an upward trend in all areas of the Foundation Skills Assessment for grade 7
- ✓ Grade 7 numeracy is at an all-time high at 69% for all students
- ✓ Grade 7 writing result is 25% higher than the provincial average for Aboriginal students
- ✓ Grade 4 reading result is at an all-time high at 66% for Aboriginal students
- ✓ SD 73 has a 95% participation rate in the Foundation Skills Assessment in grades 4 and 7 compared to the provincial rate of 85% in grade 4 and 83% in grade 7

### What evidence confirms this area of improvement?

Foundation Skills Assessment: All Students									
All	Reading			Writing			Numeracy		
Year	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
<b>Grade 4</b>									
SD 73	74	74	80	83	80	78	72	73	72
Province	69	70	72	73	72	73	76	68	68
Variance	+5	+4	+8	+10	+8	+5	-4	+5	+4
<b>Grade 7</b>									
SD 73	75	72	77	84	82	88	66	65	69
Province	66	64	66	72	71	72	62	60	63
Variance	+9	+8	+11	+12	+11	+16	+4	+5	+6

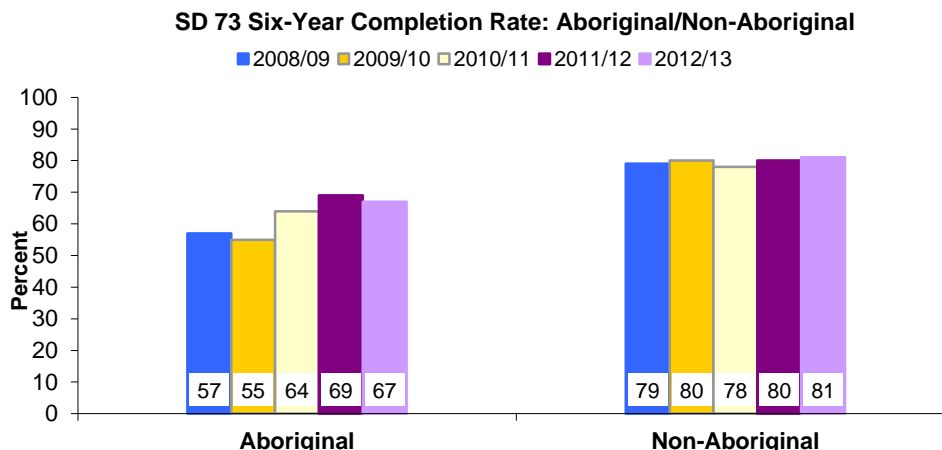
Foundation Skills Assessment: Aboriginal Students									
Aboriginal	Reading			Writing			Numeracy		
Year	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13
<b>Grade 4</b>									
SD 73	58	62	66	71	70	61	54	65	55
Province	51	53	57	53	53	56	45	49	47
Variance	+7	+9	+9	+18	+17	+5	+9	+16	+8
<b>Grade 7</b>									
SD 73	66	55	65	79	69	79	48	46	51
Province	49	45	48	55	53	54	38	36	39
Variance	+17	+10	+17	+24	+16	+25	+10	+10	+12

**B. What is improving?**

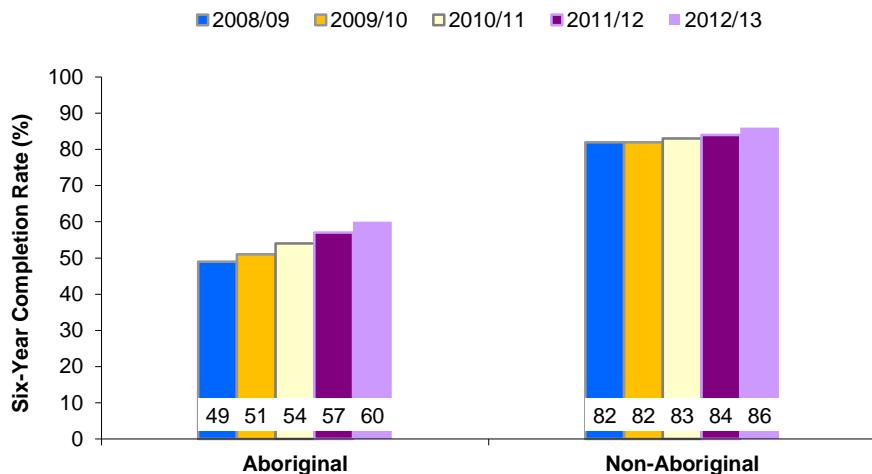
Aboriginal Student Completion (Graduation with a Dogwood within 6 Years):

- ✓ There is an upward trend in the Six-Year Completion Rate for Aboriginal students
- ✓ SD 73 is consistently and significantly higher than the provincial average for Aboriginal student completion by 8.2%
- ✓ In 2012/13 Aboriginal females outperformed their provincial counterparts by 11%
- ✓ Aboriginal females are the fastest improving demographic in SD 73

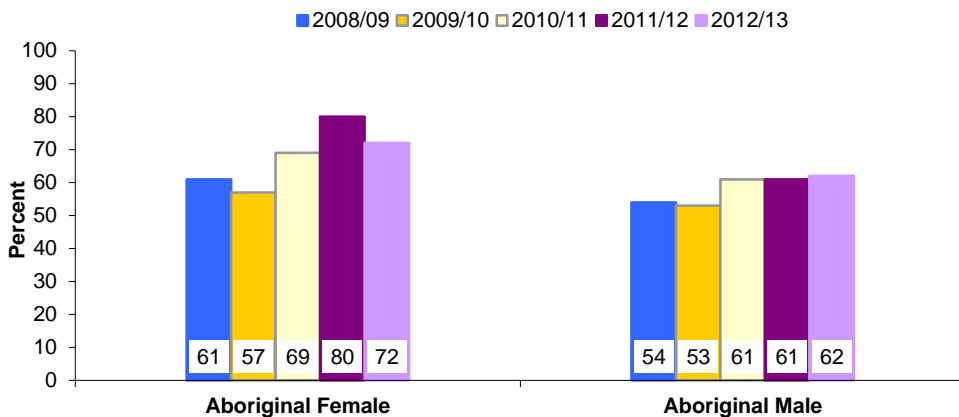
**What evidence confirms this area of improvement?**



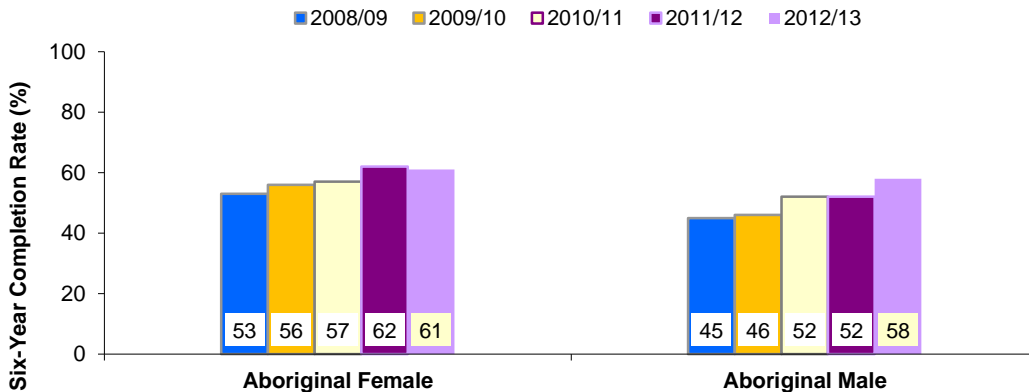
**Provincial Six-Year Completion Rate: Aboriginal/Non-Ab**



**SD 73 Six-Year Completion Rate: Aboriginal by Gender**



**Provincial Six-Year Completion Rate: Aboriginal by Gender**

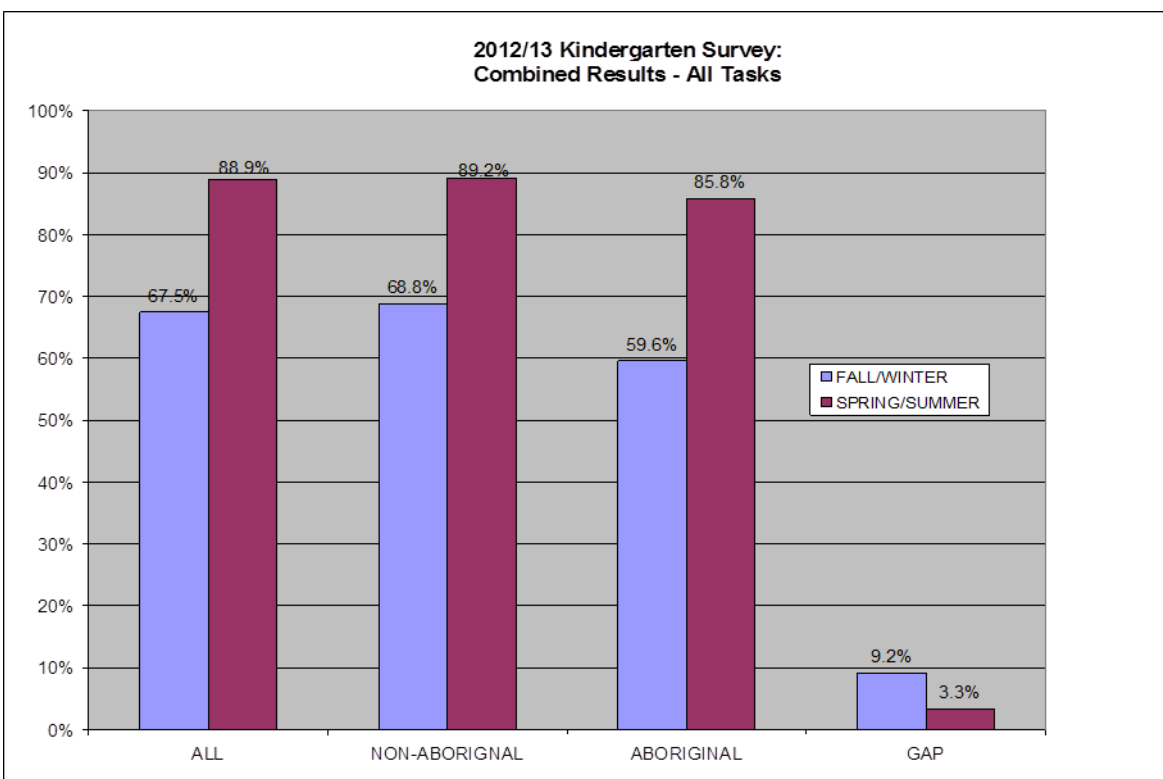


### C. What is improving?

#### Kindergarten Readiness Skills:

- ✓ The combined totals for all tasks indicates that both Aboriginal and non-Aboriginal students have made significant gains in their kindergarten year
- ✓ Aboriginal students made a gain of 26.2%, from a fall score of 59.6% to a spring score of 85.8%
- ✓ Non-Aboriginal students made a gain of 20.4%, from a fall score 68.8% to a spring score of 89.2%
- ✓ The overall gap between the two groups narrowed from 9.2% to 3.3%
- ✓ The achievement gap decreased between Aboriginal and non-Aboriginal students by 6% during this kindergarten year

#### What evidence confirms this area of improvement?



## 2. Challenging Areas

### What trends in student achievement are of concern to you?

Points of Inquiry for 2014-15 Achievement Contract Goals:

- ✓ Why are the grades 4 and 7 Foundation Skills Assessment results consistently higher than the provincial?
  - There is a positive variance between district and provincial FSA results in both grades 4 and 7 over the last 3 years
- ✓ Why are the Six-Year Completion Rates consistently lower than the provincial average for ALL students?
  - There is a negative variance in school completion results between district and provincial data for both male and female students over the last 3 years

There are discrepancies in the provincial school completion data which are being explored with the Ministry of Education. An **Internal Adjusted Success Rate** which accurately reflects our school completion rate will be published in February.

### What evidence indicates this is an area of concern?

Three-Year Average Variance in Foundation Skills Assessment between the District and Province			
	Reading	Writing	Numeracy
Grade 4 Three-Year Average Variance	+5.7 %	+7.6%	+1.6%
Grade 7 Three-Year Average Variance	+9.3%	+13%	+5%

Three-Year Average Variance in School Completion between the District and Province			
	All	Male	Female
All	-4.8%	-6.1%	-3.4%
Aboriginal	+9%	+7.3%	+13.6%

### 3. Summarize the targets set out in your Achievement Contracts

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

Literacy Goal: Improve students' literacy skills K-12

Literacy remains a primary focus for the school district. Through the work of the literacy coordinator, elementary and secondary literacy leaders, and school principals, teachers have been collaborating on evidenced-based literacy strategies, such as Reading Power and the Daily 5. Supporting early learners has been enhanced by StrongStart, summer literacy programs, a focus on student oral language, as well as phonological awareness activities such as Talking Tables. Currently six schools are participating in the Changing Results for Young Readers' pilot program to support at-risk early readers through differentiated instructional practices and formative assessment techniques.

#### Literacy Targets

1. *Target: Annual improvement and reduction in the gap between Aboriginal and non-Aboriginal students in Kindergarten*  
*Evidence: District Reading Levels (Approaching or Better)*

Target **met** for writing

Target **not met** for reading

Kindergarten Students	Reading (Approaching or Better)				Writing (Approaching or Better)			
	09/10	10/11	11/12	12/13	09/10	10/11	11/12	12/13
Aboriginal	80	82	82	81	82	82	78	85
Non-Aboriginal	87	90	90	90	89	90	88	87

2. *Target: 90% of Primary students will meet or exceed expectations in District reading levels*  
*Evidence: Whole Class Reading Assessment (Approaching or Better)*

Target **not met** in grade 1

Target **met** in grades 2 and 3

Primary Grades	District Reading Levels Approaching or Better		
	10/11	11/12	12/13
1	85	89	85
2	89	91	90
3	90	93	92

3. *Target:* 90% of Primary students will meet or exceed expectations in reading and writing  
*Evidence:* Report card marks

Target **met**

Primary Grades	Reading – Report Card (English schools only)			Writing – Report Card (English schools only)		
	10/11	11/12	12/13	10/11	11/12	12/13
1	90	89	89	93	93	93
2	92	91	92	93	94	94
3	94	93	94	94	94	95

4. *Target:* 90% of Grades 4-11 students will achieve a C or higher in reading and writing and English Provincial Exam marks will be at or above the Provincial averages  
*Evidence:* Report card marks and Provincial exam scores

Target **met** in Grades 5-7

Target **not met** in Grade(s) 4, 8-11

Grade	Reading			Writing			English					
	10/11	11/12	12/13	10/11	11/12	12/13	10/11	11/12	12/13			
4	92	89	91	91	89	89						
5	94	92	93	93	91	91						
6	92	94	93	93	93	92						
7	94	92	94	94	91	93						
8										83	87	85
9										82	86	83
10										78	81	78
11							78	75	81			

5. *Target:* To meet or exceed the provincial pass rate average for the final blended mark in English exams and to show continuous improvement  
*Evidence:* Exam marks

Target **met** for English 10 and Communications 10 and 12

Exam	2009/10		2010/11		2011/12		2012/13	
	Province	District	Province	District	Province	District	Province	District
Eng 10	91	89	90	93	91	93	96	96
Com 12	88	88	87	89	87	84	98	98
Eng12	92	92	92	95	91	92	98	98



**B. Numeracy: Identify your district' target(s) for numeracy. State the specific evidence and measures of student achievement in numeracy and the results that have been realized.**

Numeracy Goal: Improve students' numeracy skills K-12

In an effort to improve the outcomes for students in the area of numeracy, A Superintendent's Committee was struck in 2010-11 to examine results and programming. Parents, students, teachers, administrators and professors from Thompson Rivers University were asked to participate in the Committee and to recommend strategies for supporting numeracy achievement. This year the District hired an elementary literacy coordinator who is working collaboratively with teachers to implement the recommendations outlined by the Superintendent's Committee; including, release time for teachers to examine new curriculum and discuss effective teaching ideas, collaboration time for secondary math teachers, transition meetings in June for teachers to share student achievement in math, development of a district-wide assessment for grades 6 and 9, an assessment of the time spent on math instruction for students K-12, and the development of on-line tutorials for students and parents.

**Numeracy Targets**

1. *Target:* Annual improvement and reduction in the gap between Aboriginal and non-Aboriginal students in kindergarten  
*Evidence:* Primary report card assessments

*Target met*

Kindergarten Students	Numeracy - Approaching or Better			
	09/10	10/11	11/12	12/13
Aboriginal	84	85	83	86
Non-Aboriginal	91	94	92	91
<i>Variance</i>	-7	-9	-9	-5

2. *Target:* 90% of Primary students will approach expectations in Numeracy  
*Evidence:* Primary report cards

*Target met*

Primary Grades Meeting or Exceeding			
Grade	10/11	11/12	12/13
1	87	98	98
2	86	97	98
3	85	96	97

3. *Target:* Grades 4 and 7 FSA results will be at or above the provincial averages and show yearly improvement.

*Evidence:* Foundations Skills Assessment - percentage meeting or exceeding

*Target met for above provincial average*

*Target not met for yearly improvement*

Numeracy Grade 4	Province (Public)	SD 73 All	Aboriginal	Female All	Male All
09/10	61	74	59	73	74
10/11	65	72	55	74	70
11/12	66	73	65	76	70
12/13	68	72	55	73	71

*Target met for above provincial average*

*Target met for yearly improvement*

Numeracy Grade 7	Province (Public)	SD 73 All	Aboriginal	Female	Male
09/10	60	67	52	70	64
10/11	60	66	49	68	65
11/12	57	65	45	65	65
12/13	63	69	51	68	69

4. *Target:* 90% of Grades 4-11 students will achieve a C or higher in mathematics.

*Evidence:* Report Card Marks

*Target met Gr. 4-7*

*Target not met Gr. 8-10*

Intermediate Grades C or Higher in Mathematics			
Grade	10/11	11/12	12/13
4	93	90	92
5	92	90	93
6	89	91	92
7	84	86	91
8	79	69	78
9	67	65	71
10	68	66	69
11	74	91	72

5. *Target:* Provincial exam pass marks will be at or above provincial averages and show improvement  
*Evidence:* Provincial Exam Blended Final Marks

*Target* **not met** for FMC10

*Target* **met** for AWM10

Exam	District	Province	District	Province	District	Province
	10/11		11/12		12/13	
Foundations Math Pre-Calculus 10	72	85	89	92	92	94
Apprenticeship and Workplace Math 10	70	73	89	89	91	91

**C. Completion Rates: Identify your district's target(s) for completion rates. State the specific evidence and measures of student achievement for completion rates and the results that have been realized.**

Completion Goal: 6-Year School Completion Rate at 85% by 2015

In an effort to increase our rate of students successfully transitioning to the next grade as well as improving our Six-Year and Eligible Grade 12 Graduation Rates, a committee of school administrators was struck in 2010-11 to explore the factors that contribute to successfully completing school. In June 2012, a list of non-graduates was compiled from across the District and a sub-committee of secondary administrators developed strategies to re-engage these students in pursuit of their graduation. As a result of those efforts an additional 32 students graduated from the District.

Since September, the Secondary School Completion Coordinator has helped 40 non-graduates from June 2013 achieve their Dogwood.

Encouraged by the success of the strategy a Secondary School Completion Coordinator was hired to work with the 110 non-graduates from the 2012-13 school year, and to develop the capacity of counsellors to act as completion coaches within their respective schools. Since September 40 of the 110 non-graduates identified have completed school and we are hopeful that more will follow. Future recommendations from the Secondary School Completion Counsellors will be considered for implementation in 2014-15.

**Completion Targets**

1. *Target:* Positive trend line for grade to grade transitions for all students  
*Evidence:* Percent of Students Making Successful Transition to a Higher Grade

*Target* **met**

Grade-to-Grade Transitions	6	7	8	9	10	11
07/08	98	98	95	94	89	83
08/09	98	99	97	93	92	89
09/10	98	98	97	95	93	86
10/11	98	97	97	95	92	85
11/12	98	98	97	95	94	88

2. *Target:* 1-2% annual improvement in grade 8 Cohort Dogwood Completion Rates for Aboriginal Students  
*Target:* Positive trend line for Six-Year Dogwood Completion Rates for all students  
*Evidence:* 6-Year Completion Rate

*Target met for Positive Trend Line for Aboriginal Six-Year Completion Rate*  
*Target met for Positive Trend Line for Six-Year Completion Rate for All*

Completion Rates	08/09	09/10	10/11	11/12	12/13
All	75.4	76.1	75.9	77.8	78.4
Female	79.8	76.3	81.1	80.2	81.3
Male	71.5	75.9	71.0	75.6	75.5
Aboriginal	57.3	54.9	64.4	69.0	66.7

3. *Target:* Positive trend line for Eligible Grade 12 Graduation Rates for all students  
*Evidence:* Percent of eligible grade 12s who graduate with a Dogwood

*Target partially met*

Eligible Graduation Rates	08/09	09/10	10/11	11/12	12/13
All Students	95	94	92	89	93
Female	94	93	94	90	94
Male	95	92	91	88	93
Aboriginal	92	90	88	80	90

**D. Aboriginal Education: Identify your district's target(s) for aboriginal student improvement. State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.**

Aboriginal Student Achievement Goal: Improve the overall achievement results

School District 73 has worked in partnership with the First Nations Education Council to improve supports and services for Aboriginal students. In 2010 the First Nations Education Council and Board of Education successfully signed and implemented its third Aboriginal Enhancement Agreement which sets the goals for Aboriginal student success and guides the work of staff.

Did you know that in 1999 School District No. 73 and the First Nations Education Council were the first in the province to sign an Aboriginal Enhancement Agreement?

One of the key strategies for Aboriginal student support is the First Nation Education Worker (FNEW) Program. FNEWs are employed in the majority of schools to provide frontline academic, social, and cultural support to Aboriginal students. Over the last six years, the Kamloops/Thompson School District has offered Girls Groups for Aboriginal students in Grades 4 – 12. This “prevention model” program is led by First Nations

Family Counsellors with assistance and support from First Nations Education Workers and Aboriginal agency professional service providers. Providing social and emotional support for Aboriginal students and families is another key strategy for improving school success and ensuring that students stay in school and are positively engaged.

Focusing on early learning readiness programs at the Kindergarten to Gr. 3 levels are the work of the District Aboriginal Early Learning teacher. The SOLVED (Student Oral Language Vocabulary Experiences and Development) Program has been offered to K-2 Aboriginal students for more than ten years. Talking Tables and Making Words are additional programs that support the development of language and early reading skills. Aboriginal StrongStart is offered in one elementary school where families take part in activities with their child. A very successful Reading and Recreation program for primary literacy development is offered in partnership with one of the bands.

The District Aboriginal Resource Teacher works closely with teachers and other school staff to increase awareness of the strengths and contributions of Aboriginal people regionally, provincially and nationally. Aboriginal students have a greater sense of pride and connection to their cultural backgrounds. Additionally all students gain a deeper appreciation and understanding of their fellow students.

A unique program in its' third year, TRU START enables Gr. 12 Aboriginal students, who have completed graduation requirements in their first semester, to attend TRU in their second semester and take three first year level university courses (biology, math/statistics and English).

### Aboriginal Targets

1. *Target:* Improve Aboriginal students' literacy skills in K-12 by 1%  
*Evidence:* Report card marks for Aboriginal students receiving a C or Better
2. *Target:* Improve Aboriginal students' numeracy skills in K-12 by 1%  
*Evidence:* Report card marks for Aboriginal students approaching expectations or better

*Target met in Primary literacy*

*Target met in Primary numeracy*

*Target not met for Intermediate numeracy in grade 4*

*Target met in Intermediate numeracy for grades 5-7*

Primary Achievement (Approaching or Better) for Aboriginal Students												
Grade	Math				Reading				Writing			
	09/10	10/11	11/12	12/13	09/10	10/11	11/12	12/13	09/10	10/11	11/12	12/13
1	95	92	95	96	77	83	76	82	79	86	86	86
2	92	94	95	98	86	86	84	88	86	90	89	87
3	94	92	91	94	87	87	87	89	91	90	88	90
Intermediate Achievement (C or Better) for Aboriginal Students												
4		86	82	82		83	80	81		85	80	80
5		84	78	88		85	82	88		83	80	82
6		75	82	83		83	89	83		89	88	80
7		71	72	87		87	82	91		89	78	87

3. **Target:** Improve Aboriginal students' graduation rates and post-secondary options by 1%  
**Evidence:** Passing blended (course and exam) final mark for Aboriginal students

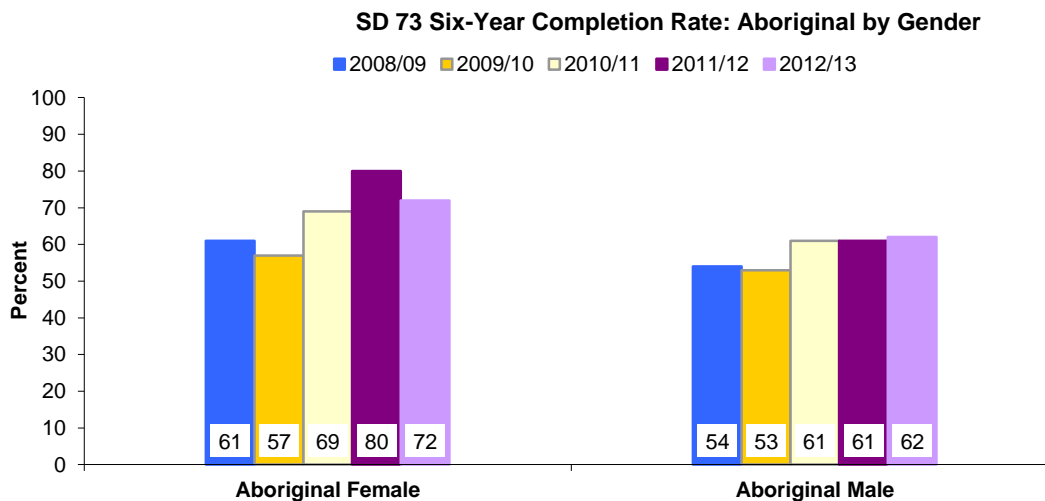
Students who pass English 10 *on schedule* are more likely to complete school with a Dogwood certificate.

Target **met** in Eng 12, Comm 12, Pre-Calc 10, Socials 11, and BC FN 12  
 Target **not met** in English 10, Science 10 and Workplace and Apprenticeship Math 10

Exam	09/10	10/11	11/12	12/13
English 10	95	95	94	92
Science 10	95	92	93	92
Communications 12	98	96	96	100
English 12	100	97	94	99
Foundations/Pre-Calc 10	n/a	88	88	89
Workplace/Apprenticeship Math 10	n/a	92	89	88
Socials 11	94	97	93	97
BC First Nations 12	100	100	90	93

4. **Target:** Improve Aboriginal student Grade 8 cohort completion data by 1%  
**Evidence:** 6 Year Completion Rate

Target **met** for Aboriginal Males  
 Target **not met** for Aboriginal Females





## 4. Children in Care

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

Each year the Learning Assistance Resource Teachers in the elementary schools and the counsellors in the secondary schools receive a form from the district office that lists students with Continuing Care Orders in their school. Schools are asked to submit the care plan, data collection form and report card by the end of term one. At the end of the school principals submit the data and final report card to district office. The data collections sheet tracks the number of absences and late arrivals, office referrals, courses and marks, special education goals, school and community extra-curricular activities, meeting dates, and topics discussed with social worker, foster parent, and school team. At the end of each year, this data is collated and shared with administrators and the guardian workers from the Ministry of Children and Families.

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

Since the collection of data on Children in Care began the District has successfully identified and monitored children and youth with a continuing custody order (CCO). The data is collected and shared annually by the Regional Office of MCFD and is reviewed and revised by the School District to ensure accuracy. MCFD staff does not readily have access to all the Children in Care with a CCO in the Region nor do they always have access to the data held by designated authorities such as the Secwepemc Children and Family Services. It is a collaborative effort and the strong working relationship of the partner agencies ensures better outcomes for the students.

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

The case manager at each school is responsible for contacting the social worker at least twice a year to discuss the achievement of the student. We have established a Community Agency Support Team (CAST) monthly meeting. This meeting is co-chaired by the Assistant Superintendent for Student Support Services and the Team Leader for MCFD. Community agency personnel attend as well as principals. The focus of the meeting is to discuss problems and further enhance communication and knowledge of mandates for the people attending. It has resulted in strong partnerships. Each of the schools involved has a social worker assigned to the school.

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

<b>Secondary Students with a CCO</b>							
Year	Total Students	Total Non-Aboriginal Students	Total Aboriginal Students	Total Special Needs Students	% of Secondary Students with C or Better in English	Total Involved in School Activities	
10/11	58	30	28	15	41	12	
11/12	Data was not submitted as a result of teacher job action						
12/13	58	24	34	29	70	Data not available	
<b>Primary and Intermediate Students with a CCO</b>							
Year	Total Students	Total Non-Aboriginal Students	Total Aboriginal Students	Total Special Needs Students	% of Primary Approaching Expectations or Better in Reading	% of Intermediate Approaching Expectations or Better in Reading	Total Involved in School Activities
10/11	40	17	23	9	63	84	13
11/12	Data was not submitted as a result of teacher job action						
12/13	27	8	18	13	61	100	Data not available

*Note: in 2011-12 data was not submitted as a result of teacher job action*

## 5. Early Learning

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

Kamloops/Thompson is committed to reducing the achievement gap between Aboriginal and non-Aboriginal students at the earliest opportunity. The School District Kindergarten Survey was created to assess kindergarten student performance upon entry into kindergarten and prior to grade one. The Kindergarten Survey is used to assess numeracy, oral language, print awareness and attention span for all students enrolled in English kindergarten. The Phonological Awareness skills are assessed by mid-January. All of the same skills are reassessed by June. Aboriginal and non-Aboriginal students are monitored and tracked to determine areas for support and to determine differences in the average achievement between the groups. This year, Aboriginal students have narrowed the gap in ten of the fifteen tasks measured this year.

The current Kindergarten Survey has been used by the district since 2004-2005. This year the survey was refined as a result of input from a research team from Thompson Rivers University and our kindergarten teachers.

## 6. Board approval date: