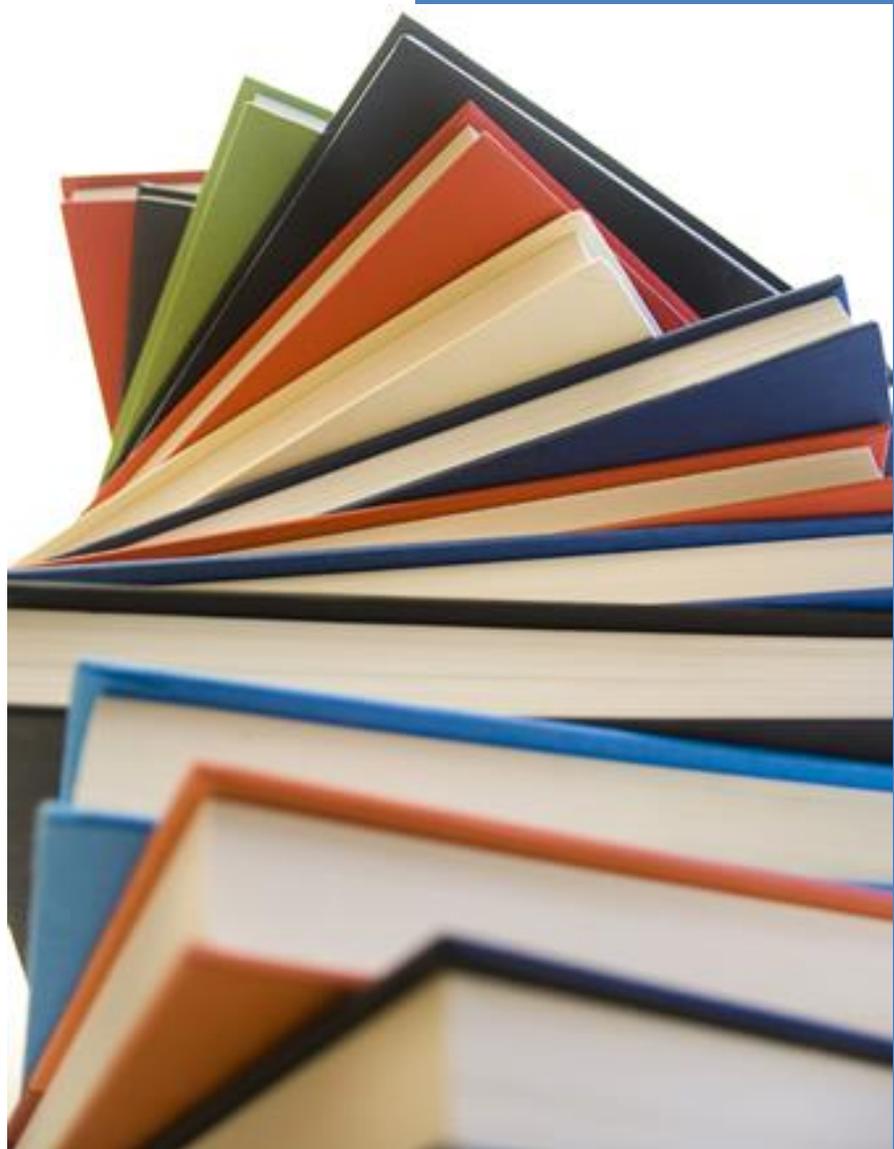




2014-2015

Superintendent's Report on Student Achievement



1. Improving Areas of Student Achievement

What is improving?

Over the past five years we have seen a steady improvement in:

- Dogwood Completion Rate for all students
- Dogwood Completion Rate for all male students
- Dogwood Completion Rate for all female students
- Dogwood Completion Rate for Aboriginal students
- Dogwood Completion Rate for Special Needs students
- Transition Rates for students in grades 9 to 11

Over the last five years we have exceeded the Provincial FSA results in:

- Grade 4 male and female students in Reading

In the past 10 years our Grade 4 male, female and Aboriginal groups have all shown improvement in Reading. The Grade 4 males have improved by 6.5% and our Grade 4 Aboriginal students have improved by 13.9%.

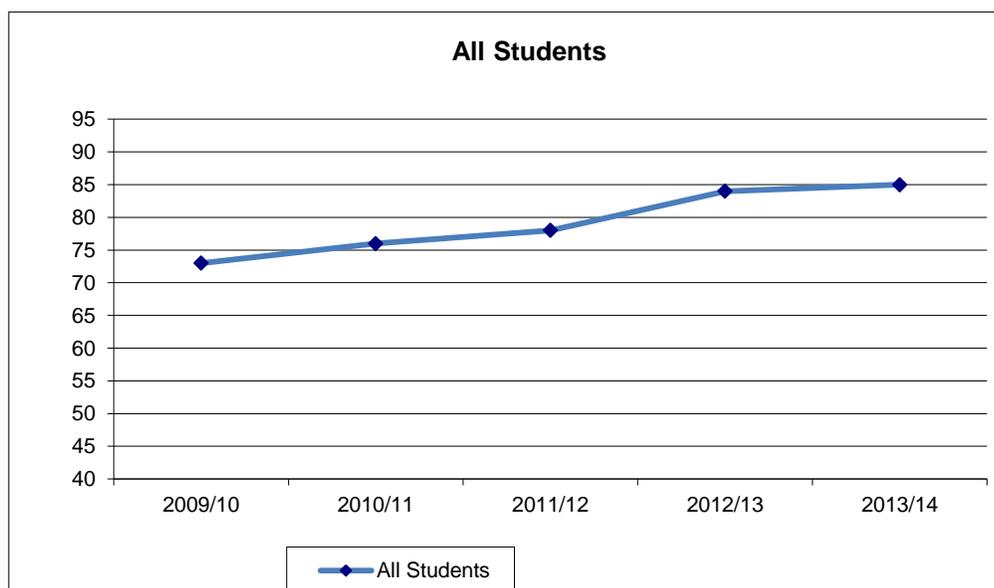
This year our Aboriginal FSA results have exceeded the Provincial results in:

- Grade 4 Reading
- Grade 4 Writing
- Grade 4 Numeracy

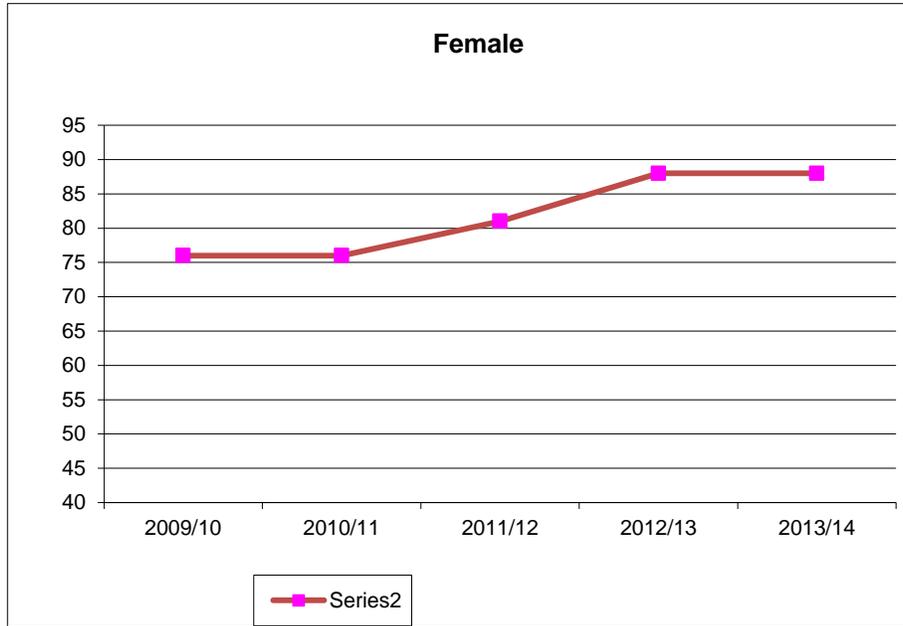
What evidence confirms areas of improvement?

Dogwood Completion Rates

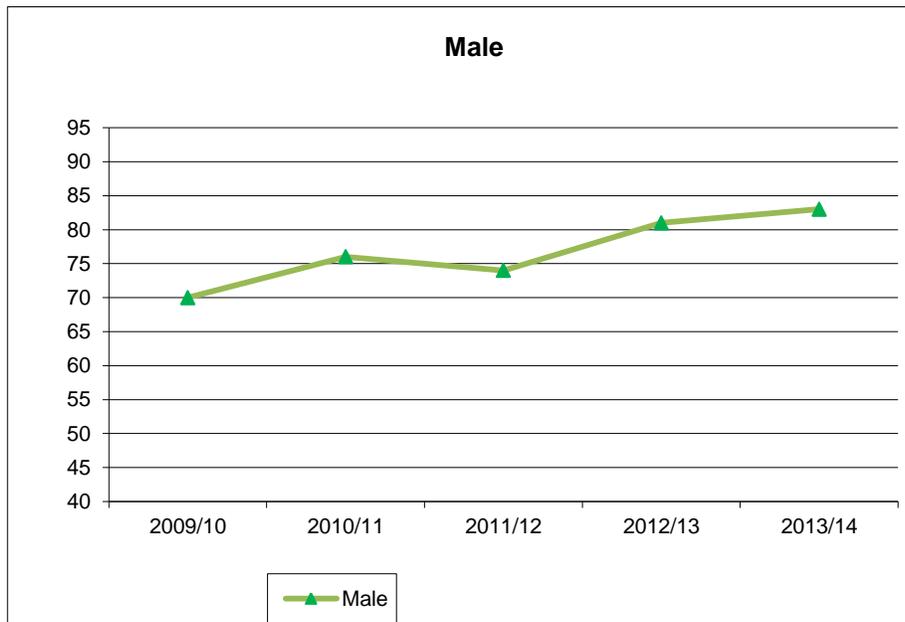
The Dogwood Completion Rate for all students was 85.3%. This completion rate is the highest on record for our District. Our Dogwood Completion Rate improved by an outstanding 12.4% over the past five years from 2009-2010.



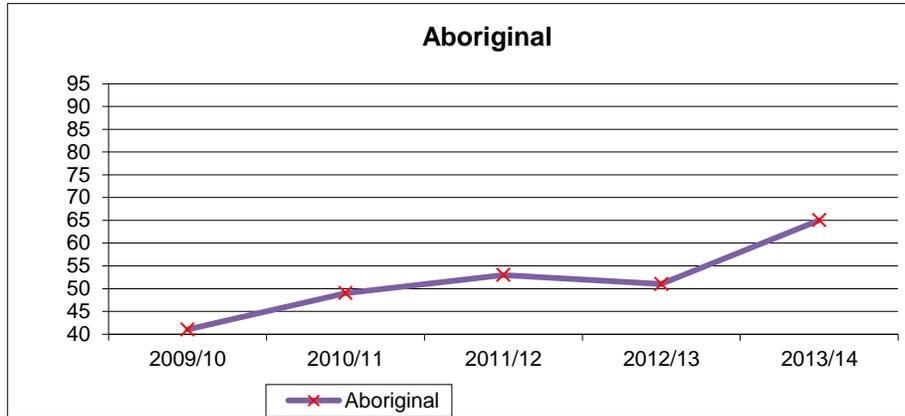
The Dogwood Completion Rate for all female students was 87.8%. This completion rate shows an 11.7% increase since 2009-2010.



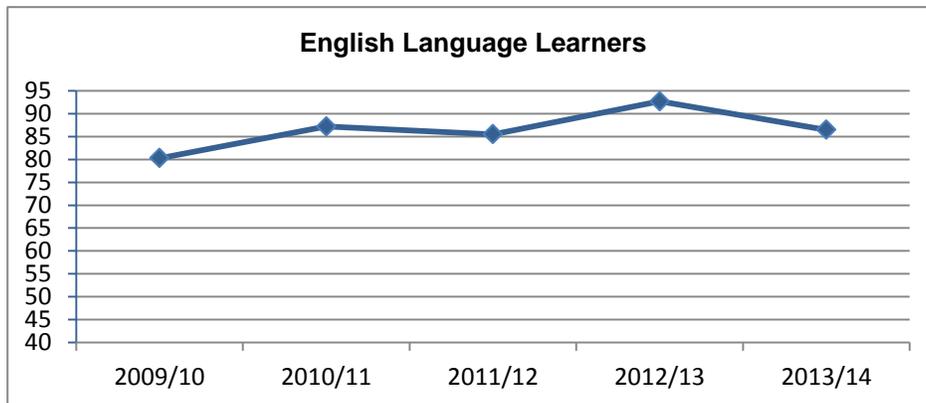
The Dogwood Completion Rate for all male students was 82.8%. This is a 12.8% increase over the past five years.



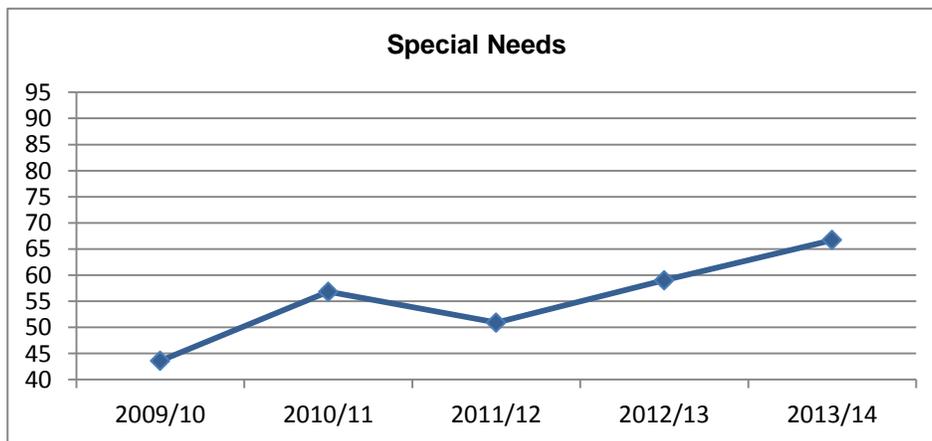
Since 2009-2010 we have shown progress in our Dogwood Completion Rates for Aboriginal students, moving from 40.6% in 2009-2010 to 64.5% in 2013/14. This is an increase of 23.9% over the past five years.



The Dogwood Completion Rate for ELL was 86.5%. This is a 6.2% increase since 2009-2010.



The Dogwood Completion Rate for Special Needs students was 66.7%. This is a significant increase of 23.1% since 2009-2010 when our Dogwood Completion Rate was 43.6%.



Transitions Rates

In 2012/13 the Transition Rates for all students improved over the previous year's results. This is the percentage of students who successfully transitioned to the next grade level.

	Grade 9	Grade 10	Grade 11
2008/09	95%	89%	81%
2009/10	96%	92%	81%
2010/11	97%	93%	84%
2011/12	98%	95%	87%
2012/13	98%	96%	89%

FSA Results

(Performance Level Unknown numbers removed):

Grade 4 and Grade 7

Our District has exceeded the Provincial FSA Results for Grade 4 Aboriginal students in Reading, Writing and Numeracy. Other FSA highlights include:

- 85% of male Grade 4 students were meeting or exceeding expectations in Reading; this is 5.6% above the Provincial average.
- 85.4% of female Grade 4 students were meeting or exceeding expectations in Reading; this is 1.1% above the Provincial average.
- 84.9% of male Grade 4 students were meeting or exceeding expectations in Writing; this is 4.7% above the Provincial average.
- 72.6% of Grade 4 Aboriginal students were meeting or exceeding expectations in Reading; this is a 9.3% increase over the past five years and was 5.6% above the Provincial average.
- 74.1% of Grade 4 Aboriginal students were meeting or exceeding expectations in Writing; this is 6.8% above the Provincial average and a 17.3% increase since 2009-2010.
- 67.5% of Grade 4 Aboriginal students were meeting or exceeding expectations in Numeracy; this is 10.2% above the Provincial average.
- 80.2% of male Grade 7 students were meeting or exceeding expectations in Writing; this is a 9.2% increase over the past five years.
- 84.2% of female Grade 7 students were meeting or exceeding expectations in Reading; this exceeded the Provincial average by 3.2%.

2. Challenging Areas

What trends in student achievement are of concern to you?

Our data indicates a strong upward trend in student achievement. Since 2009 the Dogwood Completion Rate for all students has improved 12.4% and for Aboriginal students the completion rate has improved 23.9%; however, we continue to be acutely focused on ensuring that each and every student completes graduation requirements.

Our data indicates a gradual improvement in Grade 4 Numeracy levels for males, females and Aboriginal students over the past five years. Numeracy has been identified by most of our middle schools as an area of focus.

What evidence indicates this area of concern?

Although our Dogwood Completion Rate has increased for all students in each of the last five years, we continue to monitor, support and track each individual student. Until we reach our goal of each and every student completing their graduation requirements, our completion rate will continue to be an area of concern.

Our District is concerned about the inconsistency of the Grade 7 Numeracy rates over the past 5 years. We will continue to monitor, track and support our students in Elementary and Middle School in order to improve our Numeracy rates in Grade 7.

3. Progress / 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.

Elementary, Middle and Secondary Teacher Inquiry Projects: In 2013-2014, over one hundred and sixty teachers engaged in collective inquiry supported by year-long professional development. This year we have over one hundred and eighty-five teachers involved in Elementary, Middle and Secondary Teacher inquiry projects focused on literacy and numeracy. After completing an assessment of student work, teachers create a goal and implement specific strategies that address a reading and writing connection, a numeracy connection or a science connection. After participating in professional development and facilitated job-embedded learning rounds, teachers report student growth in engagement, achievement and higher order thinking.

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

The Changing Results for Young Readers Project, the K-1 Teacher Inquiry Project, the Engaging Readers and Writers with Inquiry Grades 6 - 12 Project and the Numeracy Teacher Inquiry Grades 4 - 8 Project: All projects use teacher-developed assessment frameworks based on the BC Performance Standards to assess students and formulate an inquiry question which becomes the basis for each teacher's case study. At the end of the project, teachers share qualitative assessment and anecdotal evidence indicating student growth in reading, writing and numeracy. Based on analysis of student data and teacher feedback from last year's completed District projects, the areas that are making a difference in improved student literacy and numeracy achievement are teacher participation in pedagogically-focused professional development and job-embedded collaborative co-planning and co-teaching opportunities with colleagues.

Enhancing Learning Collaborative Inquiry Teams: Regularly since 2008, schools have applied for grants to support teams of teachers, principals and vice-principals working on innovative inquiry projects to improve student learning. School teams share their journey and their results with each other at the end of the school year. This year we have school teams working on 87 inquiry questions. There are a record amount of educators enthusiastically involved in the enhancing learning collaborative inquiry teams. (44 Enhancing Learning Grants, 15 Aboriginal Education Grants, 11 Modern Languages Grants and 17 Project Based Learning Grants for a total of 87 inquiry questions)

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

Changing Results for Young Readers: For the third year, additional Provincial funding provided the structure of year-long modeled professional development and allocated collaborative planning time to K-5 teachers to analyze existing practice in reading and identify elements for change. Teachers used the inquiry process to focus on strategies for supporting learners in reading, strategies for supporting vulnerable learners and examining current research. Teachers were then provided additional time for collaborative co-planning, co-teaching and reflections with colleagues to specifically target vulnerable students in reading. Teachers have indicated that they have observed student growth in reading skills and confidence.

Careers and Transition Programming: Our District Career Coordinator continues to facilitate relationships with community partners to enhance targeted enrolment in TASK, ACE-IT, U-START and

other dual-credit programs. In 2013-14 a plan was implemented to focus on increasing awareness of middle school students of the many benefits of pursuing a technical trade or career. A focus was also put on exposing more girls to careers in the trades. The goals were to increase the graduation rate through increased participation in dual-credit programs and to retain students at risk of withdrawing from school through experimental, high interest trades and academic programs.

4. Targets from the Achievement Contract

I.) Literacy:

- To improve reading success for all students with a particular focus on vulnerable or low performing students

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

- 85% of male Grade 4 students were meeting or exceeding expectations in Reading and 85.4% of female Grade 4 students were meeting or exceeding expectations in Reading. Both exceeded Provincial results. (male students by 5.6% and female students by 1.1%)
- 84.9% of male Grade 4 students were meeting or exceeding expectations in Writing which was 4.7% above the Provincial average.
- 72.6% of Grade 4 Aboriginal students were meeting or exceeding expectations in Reading which was 5.6% above the Provincial average.
- 74.1% of Grade 4 Aboriginal students were meeting or exceeding expectations in Writing which is 6.8% higher than the Provincial average.

II.) Completion Rates:

- To continue to improve Grade to Grade Transition rates
- To continue to improve Dogwood Completion Rates for Aboriginal students
- To continue to improve Dogwood Completion Rates for all students

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

This year our Dogwood Completion Rate is 85.3%; the highest it has been, based on the last five years. Our Dogwood Completion Rate has shown continual improvement from 2009-2010, moving from 72.9% in 2009-2010 to 85.3% in 2013-2014. This is an improvement of 12.4% over five years.

This year our Dogwood Completion Rate for Aboriginal students was 64.5%. This is an improvement of 23.9% since the 2009-2010 when the Dogwood Completion Rate was 40.6%.

Our evidence also indicates that the number of students in Grades 9-12 withdrawing from school has shown a continual decline over the last six years moving from 1.6% in 2009 to .8% in 2014.

The number of Aboriginal students in Grades 9-12 withdrawing from school has shown a continual decline over the last six years moving from 1.7% in 2009 to .9% in 2014.

III.) Aboriginal Education:

- To continue to improve Dogwood Completion Rates for Aboriginal students

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

Since 2009-2010 we have shown progress in our Dogwood Completion Rates for Aboriginal students, moving from 40.6% in 2009-2010 to 64.5% in 2013-2014. This is an improvement of 23.9% in five years.

Each of our schools continues to access the District's First Nations curriculum and cultural integration program resources to provide curriculum support for all teachers and create a sense of caring and belonging for our Aboriginal students. In 2009/10 the Aboriginal Nations Division received 137 requests for cultural classroom sessions; in 2013/14 they received 323 requests and students had Aboriginal teachings in their classrooms.

5. Children in Care

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

Each school continues to have an identified contact person to monitor the success of Children in Care. The District Principal of Student Services updates the roster of Children in Care in consultation with the Ministry of Children and Family Development and each school. This ensures that updated and accurate information is available to the school contact person. Discussions at District Principal and Vice-Principal meetings continue to focus on strategies for increasing the success of our most vulnerable students.

What categories of Children in Care have been successfully identified and are being monitored? (*i.e.*) *continuing custody orders, temporary custody orders, other*

The students who have been identified and are being monitored are children with continuing custody orders and temporary custody orders, or have continuing custody orders through the Aboriginal delegated authority Surrounded by Cedar Child and Family Services.

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

The District Principal of Student Services continues to maintain accurate records of our Children in Care by collecting information on students from each school and cross referencing the names of students with the Ministry of Children and Family Development and Surrounded by Cedar. In November 2014, Student Services tracked those students from the September 2013 list to determine their whereabouts and to notify each school of the students so supports and/or mentoring would be in place.

Schools continue to be required to report monthly on the progress of their Children in Care through the District Children in Care web application. Each school also continues to communicate directly with the foster parents and the social workers as necessary to discuss attendance and academic and social progress. Our District Coordinator of Aboriginal Nations Education continues to liaise with Surrounded by Cedar and communicate with Principals who have students with continuing custody orders with Surrounded by

Cedar. The District First Nations counselors continue to be connected to the Surrounded by Cedar students at each of their schools.

In October Surrounded by Cedar hosts an annual meeting for all Principals who have students in their schools in the custody of Surrounded by Cedar. This provides Principals with an opportunity to meet the social workers responsible for their students and continue to build cooperative working relationships.

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

Children in Care continue to be monitored and tracked by the designated contact person for each school. The school contact person is responsible for ensuring that each student receives the support needed for a successful education program.

In 2013/14, there were 117 children in Care, 48 were Aboriginal students. 11 Children in Care were enrolled in Grade 12 (8 non-Aboriginal students and 3 Aboriginal students).

Of those 11 students:

- 6 students graduated in June 2014 (4 non-Aboriginal students and 2 Aboriginal students)
- 4 students returned to school in the District (4 non-Aboriginal students)
- 1 student needs to complete one Provincial exam in order to graduate (Aboriginal). This student was ill in June and is scheduled to write the exam in January.

6. Early Learning

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

To support student readiness for Kindergarten, the District has six Strong Start Centers. Our Special Education Department continues to work with Strong Start Leaders to facilitate early identification of visual and auditory problems before children enter school. Strong Start Leaders continue to focus on self-regulation and 'learning through play' facilitated through professional development and new resources.

Every one of our elementary schools has a Ready, Set, Learn plan.

Each elementary school has a School Based Team that discusses and addresses the social, emotional, physical and academic needs for our early learners. Our Special Education Department supports the work of the School Based Team.

In addition to working with community agencies as members of the Saanich/Victoria Early Years Table and the Esquimalt Early Years Table, the work with Success by Six led to a District initiative entitled '1000 x 5' which has our elementary and middle schools collecting gently used books from their parent community. These books are then picked up from the schools, leveled and distributed to the Strong Start Programs and Neighbourhood Houses in our District, with the goal being for each child to read 1000 books before they enter Kindergarten. Since March 2011, over 71,400 books have been collected and distributed through our Strong Start Centers and Neighbourhood Houses.

7. Other Comments

The following are examples of school and District initiatives that have an impact on student success and engagement.

Community and Culture Committee: Now in its third year, the Culture and Community Committee, which is comprised of representatives from our stakeholder groups, has worked collaboratively to develop an understanding of and to promote positive change to District culture. Through the discussion and consultation process, the Committee is developing a statement of principles that identifies the characteristics we value for our school communities and the beliefs we share regarding how we engage with each other as students, parents, employees and members of the community.

ERASE: The District is fully committed to ensuring a safe and caring learning environment. As enthusiastic supporters and participants in the Provincial ERASE Anti-Bullying initiative, Greater Victoria hosts the Threat Assessment training for educators and community partners. In addition, we continue to expand our Provincial network through participation in the twice yearly Safe School Coordinators meetings. Senior District staff monitor and respond immediately to any online reports of bullying from students using the online reporting tool.

Gay Straight Alliances: Student committees implement and support activities within the school that create awareness and understanding concerning gender and sexual orientation issues. All secondary schools participate in GSA activities.

Reading Recovery: Reading Recovery is a short-term early literacy intervention designed for Grade 1 students who are experiencing the most difficulty in learning to read and write. Students meet individually with a specially trained teacher for 30 minutes a day for intensive instruction and the instruction typically ranges from 12 to 20 weeks.

Suicide Prevention: Both middle and secondary school counsellors, Principals and Vice Principals have been provided with information and training by NEED2. NEED2 is an organization that provides suicide prevention and awareness education for youth in our middle and secondary schools. All middle and secondary schools have a plan for suicide prevention.

The Red Cross Beyond the Hurt Youth Facilitator Training: Beyond the Hurt Youth Facilitator training is an award-winning program that prepares high school students to deliver workshops to middle school students about issues related to bullying and strategies to create healthy relationships and schools. To date ninety high school students have participated in the program training.

Trades, Skills, and Careers: The Greater Victoria School District provides our students with many academic and trades-related dual credit pathways. Through ACE IT and SSA programming, students can connect with post-secondary institutions (PSI) and their community while still in high school. Through the SIP and U-Start programs, students have the opportunity to take post-secondary courses at both Camosun College and the University of Victoria that provide them with dual credit – credit at the PSI and credit towards their high school graduation. The TASK Program (Trades Awareness, Skills & Knowledge) is another pathway for students who enjoy hands-on learning but are unsure of which trade area they want to pursue. TASK is a trades awareness program delivered in cooperation with Camosun College. In our third year of implementation, the program is currently being offered at Lambrick Park Secondary for both semesters. TASK provides students with knowledge and hands-on experience in five different trades. TASK students also make invaluable connections with our community through work

experience placements. With a solid foundation in carpentry, electrical, welding, sheet metal and plumbing, several of our TASK students have gone on to participate in ACE IT programs, gain full-time positions within industry, and be indentured as apprentices.

Grade 8 Mini Trades: This three-day intensive mini program was designed for students to participate in activities where they could experience hands-on training in a technical trade. Last year's focus areas included Cosmetology, Sheet Metal, Electrical, Auto Body, Joinery, Carpentry, Welding and Automotive.

Choices: This was a one-day conference at Victoria High School and Spectrum Community School where 120 Grade 8 girls from all ten middle schools focused on careers and pathways in business, trades, health care, advertising, engineering, robotics, recreation, farming and many others. Successful women, in these various career pathways, offered workshops for the girls so they could hear about their life changing choices and the exciting journeys they took in order to reach success. The girls reported that they felt inspired, excited and energized at the end of the day and that their futures had lots of opportunity.

2014 WE Day and Follow Up Activities: Fifteen schools representing 300 youth and educators attended WE Day in Vancouver. By participating in WE Schools in Action, schools are supporting students to participate in this movement of caring and compassionate young people who feel responsible for meaningful change and who are becoming active global citizens by exercising their leadership potential. To date our District has raised a total of \$130,000 for our adopted villages in Ecuador.

Youth for Change and Inclusion: Youth for Change and Inclusion works to create teams of trained student leaders and teachers at secondary schools and to establish and maintain connections between schools and community agencies. School-based teams work together to create and implement school action plans with the goal of increasing the welcoming attitude towards diversity at the school.

Re-Cycling, Waste Management Program: We are proud to announce that all forty seven school sites will have implemented a full recycling/waste management program by the end of January 2015. This involves students and staff, in every school community, recycling and managing waste in order to create a reduced waste environment.