

Superintendent's Report on Student Achievement 2014/2015 School District No. 57 (Prince George)

December 15, 2014

Brian Pepper, Superintendent/CEO

- ▶ 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 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

Submission

Submit your document, by January 31, 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: 57

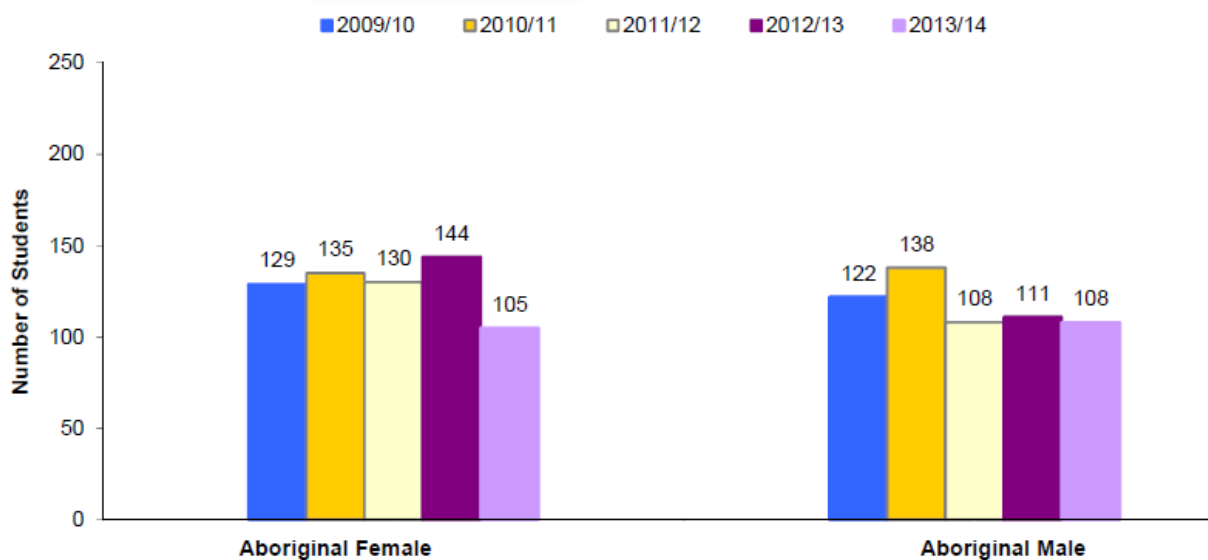
School District Name: Prince George

1. Improving Areas of Student Achievement

What is improving? What evidence confirms this area of improvement?

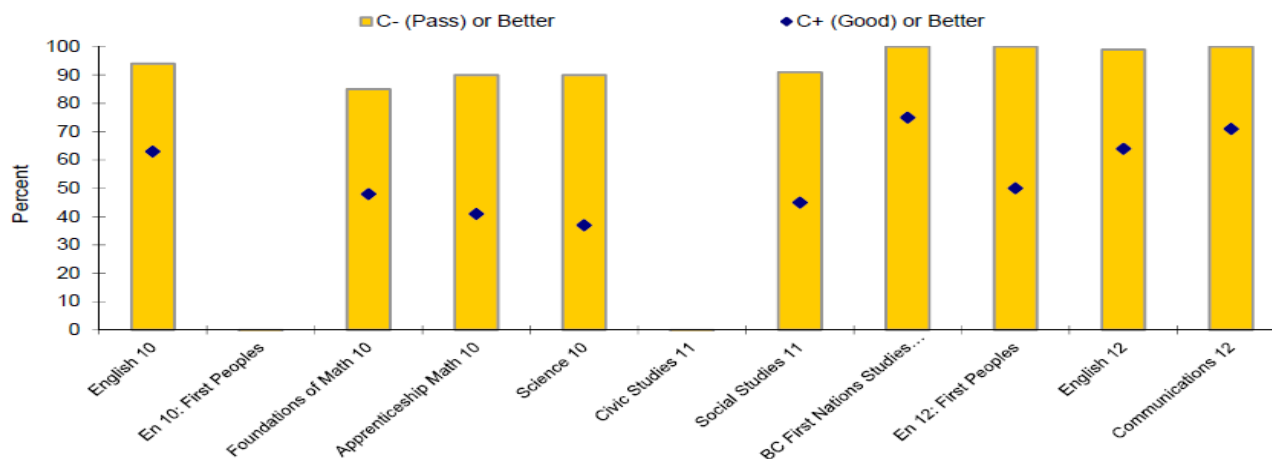
- Number of Aboriginal Students enrolled in Alternate Programs is declining. This means more Aboriginal Students are remaining in the regular program and therefore providing increased opportunity for graduation in five years.

SD Data: Number of Aboriginal Students in Alternate Programs



- Required exam results for Aboriginal students at performance level C- or better was 86% or higher for the 2013-14 school year.

Required Exams Overview: Aboriginal Results 2013/14



3. Performance scores C+ or better on the English 10 provincial exam for both Aboriginal and Non-Aboriginal students is increasing: an upward trend.

ENGLISH 10

Final Mark	School Year	Aboriginal				Non-Aboriginal							
		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark		C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%	#	%	#	%	#	%	#	%
		#	%	#	%	#	%	#	%	#	%	#	%
	2009/10	268	94	252	94	151	56	924	96	885	96	634	69
	2010/11	241	95	228	95	140	58	820	98	803	98	567	69
	2011/12	262	94	247	94	148	56	769	97	746	97	541	70
	2012/13	239	97	232	97	143	60	773	98	758	98	581	75
	2013/14	229	94	215	94	144	63	707	97	684	97	542	77

4. Performance Scores C+ or better on the English 12 provincial exam for Non-Aboriginal students is increasing: an upward trend.

Non-Aboriginal

Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	%	#	%
704	695	99	470	67
804	794	99	515	64
717	708	99	489	68
630	625	99	454	72
599	596	99	441	74

5. The number of students receiving BC School Completion Certificates (Evergreen) is declining both in numbers and as percentage of Grade 12 population: a welcome downward trend as evidence that more students are remaining in the BC Dogwood graduation program.

BC SCHOOL COMPLETION CERTIFICATE

School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Students #	BC School Completion Certificate *		Gr 12 Students #	BC School Completion Certificate *	
		#	%		#	%
2009/10	316	41	13	1020	35	3
2010/11	361	21	6	1,087	17	2
2011/12	367	33	9	1,066	26	2
2012/13	343	45	13	980	35	4
2013/14	360	31	9	874	21	2

6. More students (Aboriginal and Non-Aboriginal) are receiving provincial scholarship money for post-secondary training.

*Eligible students may receive scholarships and awards for post-secondary study at designated institutions and approved industry Training Authority (ITA) providers. The provincial government awards \$1,000 to a student who meets basic eligibility, is qualified to graduate and meets required Grade 12 provincial exam achievement. \$2,500 is awarded when a student ranks in the top twenty among those who were awarded these scholarships.

GRADE 12 GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP

School Year	Aboriginal Students					Non-Aboriginal Students				
	Sep/Feb Gr 12 Students #	Scholarship Recipients \$1,000		Scholarship Recipients \$2,000 or \$2,500		Sep/Feb Gr 12 Students #	Scholarship Recipients \$1,000		Scholarship Recipients \$2,000 or \$2,500	
		#	%	#	%		#	%	#	%
2008/09	336	2	1	0	0	1,141	19	2	0	0
2009/10	339	0	0	0	0	1,084	12	1	0	0
2010/11	399	1	0	0	0	1,162	10	1	0	0
2011/12	382	11	3	0	0	1,114	141	13	1	0
2012/13										

7. Grade-to-Grade Transition rates for Grade 9 to Grade 10 and also for Grade 10 to Grade 11 are equal to or higher than the provincial rate for all students.

SD057 - Prince George											
Grade-to-Grade Transitions											
Successful Transition (%)	From Grade 9 to Higher					From Grade 10 to Higher					
	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13	
All Students	96	96	97	96	96	91	94	94	92	94	
Female	96	96	97	97	94	91	94	94	92	94	
Male	96	96	97	95	98	91	94	94	91	94	
Aboriginal (included in figures above)	92	93	95	95	94	84	88	88	91	91	
Province - All Students	95	96	96	96	96	92	91	90	91	92	

8. Foundation Skills Assessment Grade 4 Reading results are improving: an upward trend.

Meeting or Exceeding Expect. (%)	Reading				
	2009/10	2010/11	2011/12	2012/13	2013/14
All Students	64	64	68	75	68
Female	70	67	73	78	71
Male	59	62	63	73	66
Aboriginal (included in figures above)	53	56	56	68	54
Province - All Students	67	69	70	71	70

9. Foundation Skills Assessment Grade 7 Reading, Writing and Numeracy are improving: an upward trend.

Foundation Skills Assessment						Grade 7									
Meeting or Exceeding Expect. (%)	Reading					Writing					Numeracy				
	2009/10	2010/11	2011/12	2012/13	2013/14	2009/10	2010/11	2011/12	2012/13	2013/14	2009/10	2010/11	2011/12	2012/13	2013/14
All Students	60	60	67	68	67	59	68	67	77	70	52	48	56	59	57
Female	67	64	71	73	67	69	74	76	86	75	53	49	57	59	57
Male	54	56	63	62	67	50	63	60	70	64	51	47	54	58	56
Aboriginal (included in figures above)	47	49	59	56	57	50	59	58	70	59	39	37	42	42	40
Province - All Students	65	66	64	66	66	68	72	71	72	72	62	62	60	63	62

10. First time Grade 12 Aboriginal Grad Rate average in our 8 secondary schools is a 75%. First time grad rate is a measure of students recorded as being in grade 12 for the first time in September who then graduate in that same school year. Of the total 249 Aboriginal students who were first time grade 12 students in 2013-14, 187 graduated.

11. Eligible Grade 12 Grade Rate is the proportion of eligible to graduate Grade 12 students who graduate in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year. In School District #57 175 or 86% of 203 Aboriginal students eligible to graduate did so in 2013-14.

Name	Aboriginal Student # Eligible Gr 12 Graduation 2013/14	Aboriginal Student # graduate Gr 12 2013/14	% Aboriginal Students graduating by School/Program 2013/14
SD57	203	175	86
School/Program A	1	1	100
School/Program B	3	2	67
School/Program C	7	5	71
School/Program D	3	3	100
School/Program E	3	3	100
School/Program F	45	37	82
School/Program G	29	24	83
School/Program H	31	27	87
School/Program I	18	15	83
School/Program J	10	9	90
School/Program K	53	49	92

2. Challenging Areas

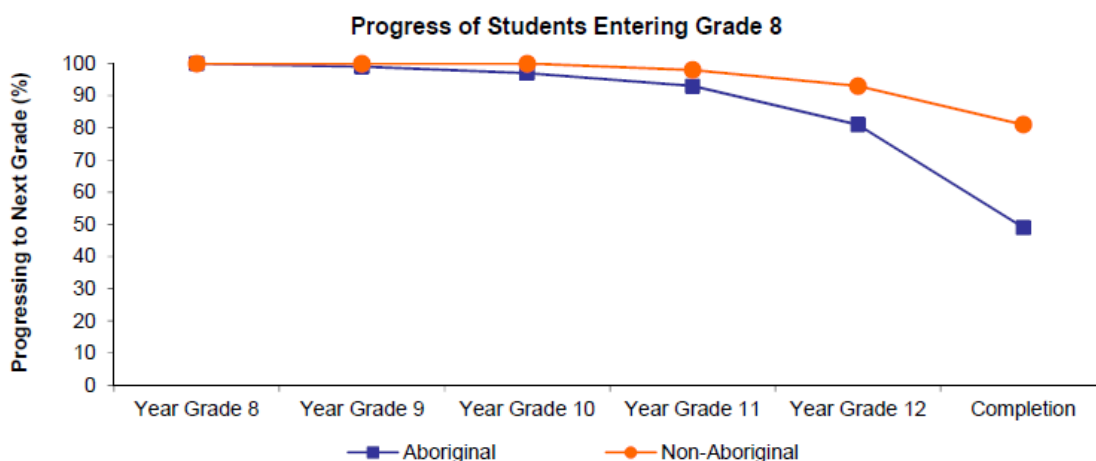
What trends in student achievement are of concern to you? What evidence indicates this is an area of concern?

- Grade-to-Grade Transitions Grade 11 to higher are below the provincial rate and appear to have levelled at present rates. We are in the range 5-9% behind the province in moving students into the Grade 12 year for graduation. There is an even greater delay for Aboriginal students transitioning at grade 11 to 12 which also impacts the district's graduation rate.

	2008/09	2009/10	2010/11	2011/12	2012/13
All Students	79	81	81	82	79
Female	78	82	81	81	80
Male	80	81	81	82	78
Aboriginal	70	73	72	75	71
Province: All Students	85	86	86	87	88

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2009

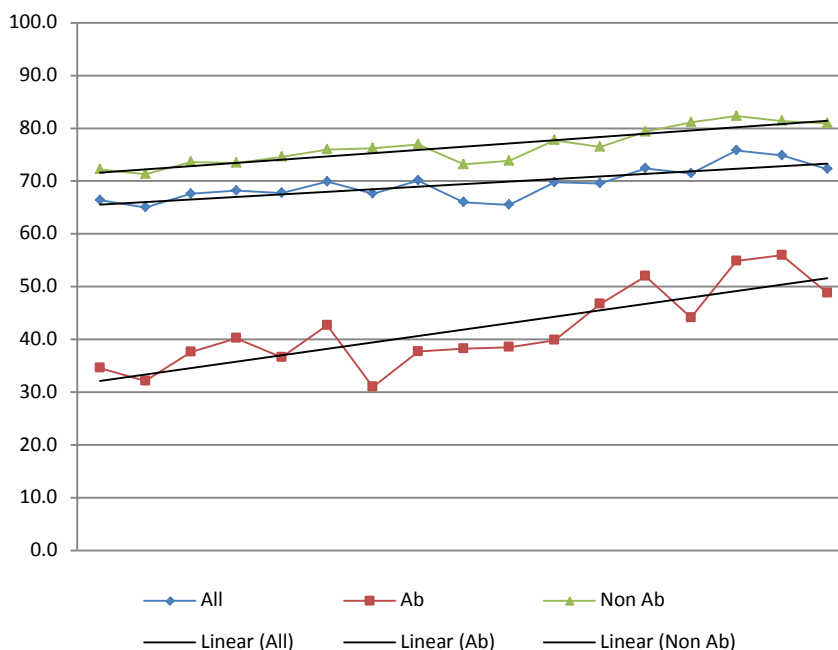
School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2009/10	Grade 8	100	100	100	100	100	100
	Grade 9	99	98	99	100	100	100
	Grade 10	97	97	98	100	100	100
	Grade 11	93	94	92	98	98	99
	Grade 12	81	82	81	93	91	94
2013/14	Completion	49	56	43	81	82	80



3. Six-Year Completion Rate has levelled out at 81% for non-Aboriginal students in SD57. This is below the Provincial Six-Year Completion Rate. A significant positive, however, is the upward trend for District Six-Year Completion Rates: Aboriginal, Non-Aboriginal and All. This is encouraging and reflective of the intensive learning focus in our district.

Six-Year Completion Rate

School Yr	All	Female	Male	Ab	Non Ab
1997/98	66.4	73.0	60.4	34.6	72.2
1998/99	65.0	70.7	60.5	32.1	71.3
1999/00	67.6	73.0	62.7	37.6	73.6
2000/01	68.2	74.3	62.8	40.2	73.4
2001/02	67.7	75.8	60.3	36.6	74.6
2002/03	69.9	74.6	65.3	42.7	76.0
2003/04	67.6	74.9	61.2	31.0	76.2
2004/05	70.1	75.5	65.1	37.7	77.0
2005/06	66.0	72.0	61.1	38.2	73.2
2006/07	65.5	71.8	59.7	38.5	73.8
2007/08	69.8	72.6	67.1	39.9	77.7
2008/09	69.6	72.3	67.1	46.7	76.5
2009/10	72.4	76.6	68.4	52.0	79.3
2010/11	71.4	74.9	68.0	44.1	81.1
2011/12	75.8	77.8	74.0	54.9	82.3
2012/13	74.9	74.5	75.2	56.0	81.4
2013/14	72.3	75.4	69.6	48.8	81.0



3. Programs / Performance / Results & Intervention/Targets

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract. Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference? List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

I.) 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 realized. II.) 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. III.) 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.

Our District Achievement Contract described two goals:

Goal 1: Improve Student Achievement

In terms of achievement, our targets are lofty:

- We want all students to graduate in five or six years (grades 8-12).
- We want all students to perform at or above provincial rates in areas of reading and numeracy.
- We want all students to perform at or above provincial rates in all required graduation program exams: English 10 and 12, Science 10, Mathematics 10, and Social Studies 11.
- We want to close the Aboriginal performance gap especially in areas of FSA reading and numeracy, required graduation program exams, secondary grade-to-grade transition and six-year completion rates.
- We expect all staff will be data literate and that each year the principal will involve appropriate staff in data review and discussion in order to better meet the learning needs of each student. For this reason all schools are provided the following data packages:

Elementary School Package Contents	
DART Data	District Assessment of Reading Team Assessment data
DART Overviews	Gr. 3 and 6 graph overview of data
DMA Data	IslandNet Diagnostic Mathematics Assessment data
DMA Overview	Gr. 5 graph overview of data
DMA Multiple Choice Data	IslandNet Diagnostics Mathematics Assessment Multiple Choice data
DMA Multiple Choice	Gr. 5 graph overview of data

Overview	
DRA Data	Developmental Reading Assessment data
Writing Experience Data	Grades 2 and 5 data including conventions, form, meaning, snapshot, and style
FSA February 2013	Foundation Skills Assessment overview as of February 2013
FSA Raw Data	Foundation Skills Assessment raw data for reading, writing, and numeracy
Grade to Grade Transitions	Number of students making successful transitions to a higher grade
	Percent of students making successful transitions to a higher grade
	Percent of all students progressing to a higher grade
Satisfaction Survey	Student's school survey results from 2009-2014
School's Vulnerability Profile 2013-2014	Previous Vulnerability Profile
School's Vulnerability Profile 2014-2015	Current Vulnerability Profile to be completed by each school

Secondary School Package Contents	
DART Data	District Assessment of Reading Team Assessment data
Data Package 2011-2013	Students With an English 10 Exam Mark Less Than 60%
	Students With an English 10 Exam Mark Greater or Equal To 60%
	English 10 Exam and Course Mark Differences by School
	List of Grade 10 Students Who Did Not Write the English 10 Provincial Exam in Grade 10
	List of Students Who Passed Provincial Exams, but had an "F" as a Course Mark
	List of Students Who Did Not Pass the English 10 Exam
	Six-Year Completion Rate Cohort
SD No. 57 Required Exams Data Package	District data of blended, exam, and course marks for English 10, Math 10 (Foundations of and Pre-calculus), Math 10 (Apprenticeship and Workplace), Science 10, Social Studies 11, Civic Studies 11, BC First Nations Studies 12, English 12, English 12: First Peoples, and Communications 12
School's Required Exams	District data of blended, exam, and course marks for English 10, Math 10 (Foundations of and Pre-calculus), Math 10 (Apprenticeship and Workplace), Science 10, Social Studies 11, Civic Studies 11, BC First Nations Studies 12, English 12, English 12: First Peoples, and Communications 12
Grad Rates and Grade Transitions	Graduation Completion Rates
	Number of students making successful transitions to a higher grade
	Percent of students making successful transitions to a higher grade
School's Vulnerability Profile 2013-2014	Previous Vulnerability Profile
School's Vulnerability Profile 2014-2015	Current Vulnerability Profile to be completed by each school

School District No. 57 is committed to supporting our classrooms with professional development learning support so that we can meet the following objectives and strategies.

- Objective 1: Improve Literacy for All Learners

- Complete District Assessment Reading Test (DART) in all grade 3, 6, 9 English classrooms. Utilize this data to provide individual interventions to address areas of deficiencies.
- Differentiated funding for five Primary Progress schools, which allows for lower class-size in primary grades and participation in joint learning opportunities and professional development for Primary Progress staff.
- Differentiated Learning Improvement Funding for our eight most vulnerable schools to provide additional learning supports for our most vulnerable learners.
- Development of a learning profile for all Primary Progress students – this will enable data driven dialogue for learning intervention as required.
- Student profiles are being developed using Assessment Management System (AMS) to enable staff to identify and meet the needs of individual students. The AMS project will allow us to monitor student progress and utilize evidence-based decision making more efficiently and effectively.
- Increase the use of differentiated instruction in every classroom to meet the needs of all learners.
- Embed formative assessment strategies in every classroom, to encourage students to own their own learning.
- Performance target to improve results on required provincial exams by 1% (English 10, English 12, Communications 12).

- Objective 2: Improve Numeracy for All Learners

- Increase the use of differentiated instruction in every classroom to meet the needs of all learners.
- Embed formative assessment strategies in every classroom, to encourage students to own their own learning.
- Student profiles are being developed using Assessment Management System (AMS) to enable staff to identify and meet the needs of individual students. The AMS project will allow us to monitor student progress and utilize evidence-based decision making more efficiently and effectively.
- The Math Enhancement Project consists of a District Math Resource Teacher who works with five mathematics specialists – one for each family of schools in the City of Prince George. These Math Enhancement Teachers have a block of time (.2FTE) to

work in classrooms, teach lessons, meet with teachers, collaborate with staff and do "whatever it takes" to improve the chances for each child to be successful in mathematics.

- Our District Math Resource Teacher has developed online learning lessons for teachers and parents and continues to offer monthly hands on math learning experiences for district parents.
 - A meaningful math goal and implementation strategy is to be included in each School Plan for Student Success (SPSS) and it is expected that a learning plan must be developed for each child not meeting learning outcomes for mathematics. Grade 8 three-term Math is required in every district secondary school to ensure an optimal opportunity for learning.
 - Mathematics one-year performance target to improve results by 1% for Apprenticeship and Workplace Mathematics 10 required provincial exam and also a 1% performance improvement on Foundations of and Pre-calculus Mathematics 10 required provincial exam.
- Objective 3: Improve Achievement for Aboriginal Learners
 - Five Aboriginal Learning Foci: Rediscovery and Traditional Environmental Knowledge, Elders and Indigenous Knowledge, Restitution and Restorative Practice, Youth Leadership, and Culture and Language are Aboriginal Programs assigned to all district schools and all students on a rotational basis. The learning is helping to improve achievement and provide a greater sense of understanding and belonging for all students. A substantial portion of this work is the result of collaboration with the Aboriginal community.
 - School plans include an Aboriginal goal with support of school site Aboriginal Education workers.
 - Aboriginal learning team grants allow teachers time to weave Aboriginal ways of knowing into classroom lessons. Lesson plans are shared with our District Learning Commons so that all teachers can access the work for the learning benefit of students in their classrooms.
 - The district's first Aboriginal Education Enhancement Agreement is currently being developed through collaborative and consultative processes between our Aboriginal Department and Aboriginal Communities within the boundaries of School District No. 57. Meetings have taken place in Valemount, McBride, Mackenzie and McLeod Lake during the period September to December 2014. Similar meetings will occur in Prince George beginning in January 2015.
 - A specific performance target of improving the grade-to-grade transition rate of Aboriginal students, Grade 11, by 3%.

- Objective 4: Improve Enrolment in Skills and Technical Training
 - In September 2014, a full time Principal, Learning Innovation, (Funded by 1 year Ministry of Education grant) proficient in developing, implementing and evaluating programs is working throughout our district to increase K-12 student enrolment in hands-on skills training in areas which include:
 - Improving and building services and supports for trades training throughout our district.
 - Working in concert with teachers overseeing work experience, secondary school apprenticeship and ACE-IT programs to increase student access to programming.
 - Working with the Aboriginal Education Department to ensure equal access to programs for Aboriginal students.
 - Working closely with industry (forest, construction, health and mining) to facilitate learning opportunities for elementary and secondary students, increase collaboration and develop hands-on programming reflective of our regional context.

Goal 2: Improve Conditions for Learning

- Embed the “Essential Eight” throughout our system. To best meet the needs of our learners, we have worked closely with teachers and principals to identify those practices and interventions that are most likely to improve the life chances of each child. Through the collaborative efforts of schools, departments, senior learning team and global research, we have identified eight practices we are utilizing to increase administrator, teacher and support staff capacity:
 - Assessment for Learning
 - Data-Driven Evidence for Learning
 - Cultural Competencies
 - Social and Emotional Learning
 - Poverty and Student Learning
 - Differentiation and Universal Designs for Learning
 - Enhanced Learning through Technology
 - Growing as Adult Learners: Supervision of Instruction and Mentorship/Training

The most useful measure as we begin our work of the Essential Eight is the Six-Year Completion Rate. If we meet the conditions for learning with the Essential Eight, we are confident that our strong educational system can meet the academic needs of our students. We will also closely watch our grade-to-grade transition rates. If we retain students, we can help them to graduate.

In September 2014, we assigned Essential Eight time blocks to two principals and six teachers to allow them to deliver Essential Eight learning to our schools. As of December 1, 2014, the Essential Eight team has met with principals to assess staff capacity in each of the Essential Eight components (40 schools), presented to school staffs, delivered professional learning on non-instructional days, initiated a learning series in Essential Eight training, including after-school inservice, supported schools in their action research (learning team grants) and worked with individual teachers in their classrooms as a team or modelling Essential Eight skills. Anecdotal data collected to date suggests the program is being well received by school staff.

4. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care. What categories of Children in Care have been successfully identified and are being monitored? (For example: continuing custody orders, temporary custody orders, other...). What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools? What results are being achieved by students within the identified categories?

We have approximately 200 Continuing Custody Order (CCO) students in our district. Continuing Custody Order means that the Director of Child Welfare is the sole guardian of a child. The Ministry of Children and Family Development has a longer-term involvement with these students and representatives (generally social workers and foster parents) are included in development of Individual Education Plans at the school level and regular monitoring of school attendance, achievement and social emotional well-being.

Principals have been assigned the responsibility of monitoring all Children in Care in their respective schools.

The principal accepts the same responsibility for students who have Temporary Custody Orders (TCO) but tracking and monitoring is far more complex due to the temporary and sometimes multiple placement during a school year.

One Assistant Superintendent sits on a Community Development Board (membership includes multiple youth-oriented service organizations, Ministry of Social Services, Ministry of Children and Families, Aim-Hi, Intersect, RCMP and Ministry of Health) to work on more efficient and effective macro-level interventions for youth at risk.

Continuing Custody 6-Year Graduation Rate is a significant concern. As of 2013-14, our six year graduation rate was 17%. This is the lowest rate in the last five years: a downward trend from 39% in 2009-10.

5. Early Learning

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

- Eight StrongStart programs situated in 8 schools, two StrongStart outreach programs which provide direct support to 5 schools, and the Malaspina Early Learning Program provide a wide range of early learning opportunities for children and families prior to school entry.
- Ready, Set, Learn is offered at every elementary school throughout the district for three and four year old youth.
- Learning Innovation Department sponsorship: Early Learning Conference, January 2015. Featured presenters include Katie Keier (Catching Readers Before they Fall), Carole Fullerton (What's Worth Learning, Teaching and Assessing in Math) and Adrienne Geer (Reading and Writing Power). The conference will focus on improving students' reading and numeracy skill sets.

6. Other Comments

Education Transformation:

- In recognition of the changing complexity of school classrooms many prevention programs have been developed and are supported by our Student Support Services department in collaboration with school staff. The intent is to give students a good foundation for learning and also to provide supports for those students who experience physical and/or mental health complexities. Social emotional learning programs, behaviour camps, elementary support program, behaviour teams, grants for students with learning disabilities are examples of critical supports in place.
- Polar Project-Based Learning: a grade 9-11 personalized learning option at PGSS. English, Science, Planning and Social Studies curricula are utilized in a multi-grade learning program.

8. Board approval date: January 27, 2015
