

Saanich Schools

**School District 63 Saanich
Superintendent's Report on Achievement
December 15, 2009**

EXECUTIVE SUMMARY

Every year, our Superintendent, Dr. Keven Elder, prepares a report on student achievement and shares that report with the community. This report is completed in order to comply with a reporting requirement of the School Act, but more than that it is an opportunity to share some district thinking on progress that we are making in key areas of learning. It also provides us with a chance to speak of some challenges and what we are doing to affect improvement.

The eight-page report is attached and contains considerable detail including data analysis in relation to our adjusted school-completion (graduation) rate. It also includes updates on sixteen objectives contained in our district achievement contract.

The report is divided into four areas, summarized as follows:

1. Our provincial results continue to be strong in overall in areas such as Foundation Skills Assessment, provincial exam results and parent satisfaction. Our six-year completion rate for all students is 64% according to Ministry of Education data, but the adjusted rate for Saanich students is a healthy **84%**.

The lower Ministry number incorporates international students who were not here to graduate as well as students who came to Saanich after grade 10 to take at least one course at SIDES or ILC (our very successful distributed learning and alternate schools). We are proud of those programs and the fact that they offer hope and success to so many students

from around the province. The Saanich six-year completion rate for aboriginal students is 28% according to Ministry data, but our adjusted rate, as described in the full report, is **49%**. Our goal is to have the First Nations completion rate be the same as the overall district completion rate.

2. Our achievement contract targets are, for the most part, being met or exceeded in our goal areas of completion rate, literacy achievement, numeracy achievement and social responsibility. But we are not complacent. We have identified specific concerns, and we are confident that the initiatives, innovations and strategies that we have put in place will make a difference in key areas of achievement.

3. Connections among the achievement contract, the superintendent's report on achievement, the district literacy plan, our early learning plan and the W'SANEC, Other First Nations, Metis and Inuit Education Enhancement Agreement are described in the report.

4. Our children in care initiatives are described in the report, and we are proud to say that our schools all have people assigned to monitor the successes of children in care. Connections with the Ministry of Children and Families are also in place to ensure regular communication and consistency of support for children in care.

Questions or comments are welcome at any time, including via email directly with Superintendent Elder at kelder@sd63.bc.ca.

Saanich Schools

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School District 63 (Saanich)

The Superintendent's Annual Report on Student Achievement

Prepared by Dr. Keven Elder, Superintendent of Schools

December 15, 2009

Section 22 of the *School Act* says that a superintendent 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. On receipt of the report the board must, on approval of the report,

- (a) immediately, and in any event no later than January 31 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.”

The report is intended to serve two main purposes:

- Ensure transparency and accountability for each school district in terms of it's responsibility for improving student achievement;
- Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels as subsequent school plans and district achievement contracts are developed.

The report should be focussed on student achievement results in the school district. Specific evidence and measures of student achievement in literacy and school completion are required. In addition, student achievement indicators for students of aboriginal descent must be reported along with student findings arising from the 2009 achievement contract. Data and evidence used to report student achievement should include provincial and local measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

The Superintendent's report should answer the following questions for each School District.

Improving areas of student achievement

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

Challenging Areas

- What trends in student achievement are of concern to you?
- What evidence gives rise to this concern?

The answers to the questions noted above (improvements and challenges with evidence) will be answered in the following four required sections of this report.

1. PROVINCIAL RESULTS

District 63 - Saanich

All Students

	2005/06		2006/07		2007/08		2008/09	
Six-Year Completion Rate	72		78		72		64 ADJUSTED: 84%	
English 10 Avg. Exam & Course Mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	73	74	74	74	74	74	72	73
*FSA Gr. 4 Reading Meeting-Exceeding	80		83		88		76	

Aboriginal Students

	2005/06		2006/07		2007/08		2008/09	
Six-Year Completion Rate	30		30		21		28 ADJUSTED: 49%	
English 10 Avg. Exam & Course Mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	63	61	65	61	58	63	52	58
*FSA Gr. 4 Reading Meeting-Exceeding	59		48		73		50	

* Beginning in 2007/08 students completed the FSA in February, almost three months earlier than in previous years. Consequently, the 2007/08 and 2008/09 results cannot be compared to those of previous years.

Explanatory Note 1: Six-Year Completion Rate Adjusted to 84%

The published completion rate of 64% for Saanich is much lower than expected and requires context, as will be provided in this explanatory note. First of all, it should be noted that as important as these data are, what is critical for us is to ensure that every student is given every chance to succeed. To that end we have created support programs that focus on connections for vulnerable children, enhanced support for First Nations learners, enriched secondary environments to make them more relevant and responsive, and ensured that our elementary and middle schools are engaging students in ways that will set students up for success during their graduation years.

Still, the numbers need to be understood. For Saanich, 1073 students are in the full 2009 completion cohort, meaning that they started grade eight in September 2003 and, regardless of where they were in 2003, were registered in Saanich as of June 2009. Many students moved into Saanich during that time and became ours for the purposes of completion data, but clearly some moved out as well. The Ministry has reviewed demographic data for that six year period and removed 96 students for “out-migration”, making the cohort 977. The completion rate of 64% is derived from dividing 626 completers by 977 in the cohort.

There is one group of students counted as non-completers that we believe should be considered completers within the six-year analysis, those being students with designated special needs who received school leaving certificates in keeping with their individual education plans (IEPs). In Saanich there were 17 such students, plus six who graduated after the cut-off date for the 2009 data, meaning that within the cohort of 977 students 649 (626 + 23) completed and 328 did not complete.

Among the 328 students who did not complete are:

International students who were not here to graduate	60
Late arriving SIDES * students from other districts.....	150
Late arriving ILC ** students from other districts	23
Adjustment *** for Saanich students who left to be “late arrivers” elsewhere.....	(30)
TOTAL.....	203

The adjusted number in the Saanich cohort, to allow Saanich data to be valid in comparison to other districts’ data, is 774 (977 – 203). **Of those 774 students, 649 completed (84%)** and 125 did not complete. Again, it is important to note that many of those 125 students are still engaged in school.

* SIDES (South Island Distance Education School) is a Saanich school that had 214 non-completers. 150 of those students were not in Saanich for any previously reported data period including for grade 10 exams. With students being allowed to register at SIDES from any other district in the province, these 150 students saw SIDES as a good option for one or two courses either after withdrawing from schools in other districts or while being co-enrolled in those schools then subsequently dropping enrolment there. We welcome those students in large numbers even though we realize that because they are unlikely to graduate on time they will bring our six-year completion data down substantially. We are proud to say that most of those students are still engaged in schooling in some way, many of them at SIDES in year seven.

** ILC (Individual Learning Centre) is our very successful alternative learning environment. ILC had 52 students who did not complete, 23 of whom were not in Saanich for any previously reported data period including grade 10 exams. As is the case with SIDES we welcome these students from other districts even though we anticipate it taking them longer to graduate. And also like SIDES students, most of the ILC non-completers remain engaged in school in some way. We consider that to be a real success.

*** To make the data valid, we recognize that as we remove “late arrivers” we should add back an estimated 30 students who left Saanich to be late arrivers in other districts.

The Adjusted Completion Rate for Saanich is 649 / 774 or 84%

Explanatory Note 2: First Nations 6-Year Completion Rate Adjusted to 49%

While the First Nations Completion rate increased from 21% to 28%, this rate is still of significant concern for the district. A review of this completion rate requires (1) an analysis of student level data to ensure that the number is valid, and (2) a comment on what we are doing in Saanich to improve graduation success rates for students of First Nations heritage.

The Numbers:

We know from Ministry statistics that 12 students of First Nations ancestry graduated, meaning that for a 28% completion rate the number of First Nations students in the cohort (adjusted for out-migration) is 43. Many of these students were registered at SIDES and ILC, some of who remain there successfully engaged in year seven.

Of particular interest is the completion data in relation to Stelly’s Secondary School, as historically that is where most students of First Nations heritage attend. There were 33 students in the 2008/09

completion cohort at Stelly's, all of whom were members of one of the four Saanich Peninsula bands that make up the W'SANEC Nation. Of those 33 students, nine received Dogwood completion certificates within six years of being in grade eight. Of the remaining 24, what we know of them is as follows:

- Six received school leaving certificates having successfully completed their IEP-defined graduation requirements as students with special needs.
- Two received Dogwood certificates after the cut-off for the 2008/09 data.
- Two are deceased.

This changes the number of students who completed to 20, within a cohort of 41. **The Adjusted First Nations Completion Rate for Saanich is 20 / 41 or 49%.**

Further analysis shows the following:

- Three of the "non-completers" are currently enrolled in the Saanich Indian School Board's adult education program.
- Two of the students are enrolled at our Individual Learning Centre.
- One student is enrolled at Camosun.
- Eight of the students are not currently in school (one moved out of the country, one is working, two became parents and four are unknown)

Supports for First Nations Learners and Families:

In School District 63 (Saanich) we are very proud of the W'SANEC, Other First Nations, Metis and Inuit Education Enhancement Agreement that was built through extensive collaboration within the community and incorporates the following three goal areas:

1. All students will develop an increased awareness of, and respect for W'SANEC, other First Nations, Metis and Inuit peoples' histories, cultures and traditions.
2. W'SANEC, other First Nations, Metis and Inuit students will develop an increased sense of identity and belonging within the school's learning community.
3. W'SANEC, other First Nations, Metis and Inuit secondary students will experience successful transitions (including graduation).

In Saanich we believe that we have the foundation for success for First Nations children and families. The enhancement agreement provides evidence of deep and meaningful connections that we have with children, families and communities. Younger children are better connected and supported, and programs for older students are more relevant and personalized. Our relationships with the four villages are very strong and focused on connections for children and families. Also, we know every student, including those who are either out of school or at risk of leaving, and we have people working closely and personally to make school and schooling attractive and relevant.

We look forward to seeing those successes become more evident and to seeing the completion rate improve. To put this in a research frame, our "leading indicators" in terms of programs and connections are positive; our "trailing indicators", including completion rates, will come.

Explanatory Note 3: Foundation Skills Assessment (FSA) and Provincial Exams

- The Saanich School District performance of 76% of students meeting expectations in Grade 4 reading in FSA is well above the provincial average (69%). Saanich also has a high participation rate of 93% (province 84%).
- This performance is matched by strong results in Grade 4 writing (Saanich 82%, province 68%).
- Performance in all FSA indicators is well above the provincial average for each test.
- The gender gap that existed in the past was reduced in 2009 FSA scores. We believe that the performance of boys may have improved due to the new electronic format for the test.
- Saanich results in the English 10 Provincial Exam and Course marks show consistently high performance over the last three years. Pass rates and A and B rates are also higher than the provincial average.
- The performance of aboriginal students in Grade 4 FSA reading dropped significantly (from 78% to 50%) in 2009 and is an area of concern. However the provincial performance was comparable (52%). The Saanich aboriginal grade 4 cohort was 34 students in 2009. Due to small cohort sizes, the performance tends to fluctuate from year to year.
- The performance of Saanich aboriginal Grade 4 students in FSA writing was 56% and above the provincial average of 51%.
- Overall, the greater concern is the performance of aboriginal students in Grade 7 (reading 35%, writing 27%, numeracy 21%). This situation will be monitored closely.
- There has been a decline in performance of Saanich aboriginal students in the last two years in the English 10 exam. This situation will also be monitored. The greater concern is that approximately half of the aboriginal students eligible to take the course are not eventually successful in English 10.

2. ACHIEVEMENT CONTRACT TARGETS:

The 2009/10 District Achievement Contract contains four goals with sixteen embedded objectives.

Goal	Objective	Target	Status
Improve Dogwood completion rate	Increase overall completion rate	Completion rate of 85% in 2009, then sustained	Adjusted rate of 84% as explained above
	Improve rate for First Nations learners	Completion rate of 60% in 2009, then sustained	Adjusted rate of 49% as explained above
	Improve student engagement	WDYDIST survey data improvements by 2012	In progress (see 2009 Achievement Contract)
Improve literacy achievement	Improve primary reading achievement	Benchmarks will show 95% reading at level	Targets met in 2008/09, single year and cohort
	Improve intermediate and middle reading achievement	Intermediate (grade 4/5) DART 95%, middle (grade 6-8) DART 90%	Targets met in 2008/09. FSA targets not met, setting new baseline
	Improve intermediate, middle First Nations reading achievement	Grades 4 and 7 FSA 60%, middle DART 70% meet/exceed	Targets not met, resetting baseline and providing support
	Improve intermediate and middle writing achievement	Grade 4 FSA 95%, grade 7 FSA 90%, boys within 3% of girls	Targets not met, resetting baseline per change in FSA format
	Improve intermediate, middle First Nations writing achievement	Grade 4 FSA 80%, grade 7 FSA 70%,	Targets not met, resetting baseline and providing support
	Improve middle engagement in Language Arts	WDYDIST survey data improvements by 2012	In progress (see 2009 Achievement Contract)
	Improve secondary achievement and engagement (L Arts)	English 10 95% pass, 50% A/B, English 12 99% pass, 55% A/B	Targets met, WDYDIST engagement survey targets are for 2012
Improve numeracy and mathematics achievement	Improve intermediate and middle achievement and engagements	Grade 4 and 7 FSA 90%	Close to meeting target, resetting baseline due to change in FSA format
	Improve int/middle and secondary First Nations achievement	Grade 4 and 7 FSA 70%	Targets not met, resetting baseline and providing support
	Improve secondary achievement and engagement	High targets for all math pass and A/B rates	Analysis ongoing, targets primarily met, WDYDIST targets 2012
	Improve students' social responsibility	Ministry survey goals set around 90%	Meeting targets for students and parents, e.g. safety
	Improve secondary students' levels of social responsibility	Ministry survey and WDYDIST goals	Meeting targets for students and parents, e.g. safety
	Increase attendance at school and participation in activities	WDYDIST survey data improvements by 2012	In progress (see 2009 Achievement Contract)

3. CONNECTIONS (Achievement Contract, Superintendent's Report, District Literacy Plan, Early Learning Plan and Aboriginal Enhancement Agreement)

The Achievement Contract is strategically connected to other district planning documents as well as to school plans and level plans (elementary, middle and secondary) for student achievement. More specifically, the Achievement Contract contains aspects of and references to the District Literacy Plan, the Learning Plan and the Enhancement Agreement. Examples include:

- Three StrongStart Centres (one each zone) have been established in support of early childhood development and literacy.
- The District Literacy Plan is nearing completion and will be submitted to the Ministry of Education in January.
- The Achievement Contract has been reorganized with a focus on school completion and student engagement.
- The District Graduation Rate Improvement Team (GRIT) has identified school attendance, sense of belonging, grade 9 course success and early reading as priorities and has developed strategies for schools.
- The District Student Advocate position (0.5 FTE) has been maintained to address school completion issues as described in the Achievement Contract and the Enhancement Agreement (Goal 3: Transitions).
- We have a stronger focus on students being identified earlier in terms of challenges in literacy.
- Findings from the "What Did You Do In School Today" survey are now informing work related to the Achievement Contract (intellectual engagement, attendance) and the Enhancement Agreement (sense of belonging, transitions).

This superintendent's report has been prepared in conjunction with the 2008 Enhancement Agreement Report which serves as a companion document and provides details in relation to goal attainment and strategies for success for First Nations learners.

4. CHILDREN IN CARE

Following is an update on the implementation of recommendation 5 of the Representative of Children and Youth regarding Children in Care.

	Yes/No	Comment
Is a person appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions?	YES	<i>In most cases an administrator is the person responsible for overseeing the success of children in care and promoting appropriate interventions.</i>
Have initial rosters of CIC been updated in consultation with local MCFD offices?	YES	<i>We have verified the Ministry lists with each school and worked with the managers of MCFD for list verification as well. In addition to Children in Continuous Care, we are beginning to identify those students in Interim Care (temporary care).</i>
Is information shared between district, schools and MCFD in a manner consistent with the interests of CIC?	YES	<i>We are expanding collaboration with MCFD in terms of sharing Individual Educational Plans (IEP) and CARE plans.</i>
Are children in temporary care arrangements, by agreement or in the home of a relative, included in monitoring and support functions?	YES	<i>When we are made aware of these situations, monitoring and support are put in place. MCFD has made a commitment to improving communication regarding children in Interim Care (temporary care). All students new to our district who are in care of the Ministry receive an inter-agency intake meeting in order for supports to be put in place.</i>

What further steps and activities is the district planning to undertake to make effective the Representative's recommendation?

Our Assistant Superintendent (Student Services) will continue to work collaboratively with the Managers of MCFD to expand on the Ministry of Education, Continuing Custody Order Form sent to Districts. The Saanich School District has also created a *School Checklist: Children and Youth in Care*. The additional information to be collected will assist schools to better monitor the successes and achievements of Children in Care. MCFD and School District 63 (Saanich) believe that continuous collaborative inter-agency work will be the best way to meet the multiple and complex needs of children in care.

What measures and evidence will be used to monitor the educational attainment of Children in Care in your School District?

The school contact and the case manager will be tracking the goal attainment in the student's IEP. Should the student not have an IEP, a learning plan will be developed and the goal attainment monitored. In addition to FSA Grade 10 and 12 exam results, absenteeism and report card results will also be monitored.