

Superintendent's Report on Student Achievement 2012/2013

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

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

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

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

The Superintendent's Report

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

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

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

The completed report will be published on the Ministry website.

Questions and/or concerns

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

Ministry of Education School Act

Section 22 of the School Act states the following:

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

Section 79.3 goes on to say:

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

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

School District No: 45

School District Name: West Vancouver

1. Improving Areas of Student Achievement

What is improving?

Inquiry:

An increase in the number of teachers / schools using inquiry-based learning

Academic Achievement:

- Maintaining very strong achievement levels in Literacy – English 10, FSAs Grades 4 and 7
- Maintaining a strong achievement level in English 12
- Improved achievement levels in Reading at the Grade 4 level
- Maintaining strong achievement levels in Grade 4 Numeracy

What evidence confirms this area of improvement?

Specific evidence and measures of student achievement in literacy and results realized:

Inquiry:

Four additional schools have school-wide, inquiry-based models which continue to evolve (Gleneagles, Bowen Island, Caulfeild, Ridgeway) and Rockridge Secondary has submitted its MYP application.

Academic Achievement:

FSA Results

FSAs Grade 4 Numeracy -	95% meeting or exceeding expectations
FSAs Grade 4 Reading -	97% meeting or exceeding expectations
FSAs Grade 4 Writing -	100% meeting or exceeding expectations
FSAs Grade 7 Reading -	92% meeting or exceeding expectations
FSAs Grade 7 Numeracy -	94% meeting or exceeding expectations
FSAs Grade 7 Writing -	99% meeting or exceeding expectations

Government Program Exams:

English 10 -	98% pass or better and 80% C+ or better
English 12 -	99% pass or better and 82% C+ or better

2. Challenging Areas

What trends in student achievement are of concern to you?

There is an increasing gender gap in both Literacy and Numeracy between elementary and secondary school results.

Student active engagement of their learning

What evidence indicates this is an area of concern?

Gender Gap

FSA at Grades 4 and 7 show minimal gap between boy and girl achievement in Reading, Writing and Numeracy.

English 10 Blended Marks: Grade 10 English Blended Marks show 86% of girls versus 74% of boys achieve C+ or greater.

Note: Gap even more emphasized with 26% girls obtaining A's and 12% of boys Grade 10, English Blended

Note: Provincial average is 77% C+ (or greater) girls and 58% C+ (or greater) boys

Therefore, our gap is smaller than the provincial average

English 10 Blended Marks by school: Rockridge - girls 86% C+ or better, boys 68%; Sentinel - girls 91% C+ or better, boys 74%, and West Vancouver Secondary - girls 82% C+ or better, boys 76%

English 12 Blended Marks: Grade 12 English Blended Marks show 84% of girls versus 79% of boys achieve C+ or greater.

Grade 10 Math Blended Marks (foundations of and precalculus): shows 80% of girls versus 70% of boys achieve C+ or greater

Note: Gap for A's is 38% for girls, while 24% for boys

Note: Provincial average shows 65% girls obtaining C+ or better on Math 10 Blended, while 60% of boys are obtaining C+ or better. Therefore, our gap is larger than provincial average

Grade 12 Honour Graduates: Graduating with honours, district is 60% of all students, with 68% of girls and 52% boys achieving honours standings while provincially graduating with honours is 46% with 54% of females achieving honours and 38% of male earning honours standing

Engagement

2012 Satisfaction Survey Data indicates we are doing better than the provincial average for Student Engagement

Are you doing your best at school? "many of the time or all of the time": There has been a slight increase at the Grades 10 and 12 levels over a three-year period; Grade 10 - 67% to 76% and Grade 12 - 71 to 75%.

Note: Provincial average is 70% for Grade 10 and 67% for Grade 12 (2012 data)

Do you like school? Many of the time or all of the time?

Do you like what you are learning? Many of the time or all of the time?

Grade 4	56	Province:	Grade 4	60	Grade 4	60	Province:	Grade 4	62
Grade 7	61		Grade 7	51	Grade 7	51		Grade 7	45
Grade 10	50		Grade 10	39	Grade 10	50		Grade 10	38
Grade 12	54		Grade 12	45	Grade 12	51		Grade 12	44

3. Programs / Performance / Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

Programs/Performance/Results and Interventions:

- Interventions and programs related to Literacy have had an impact on our learners with increased opportunities for innovative learning and teaching models. Our goals to increase student achievement in Writing have been highly successful at the Grades 4 and 7 level, and we continue to see digital literacy programs improve the skills of students in Grades 4 - 7 after the implementation of a comprehensive teacher support program last year.
- Interventions and programs related to *Foundations for Learning* continue to have an impact on targeted students, and have enhanced community awareness in the district. There is a strong focus on our middle years' students, and community projects such as the *Rights of the Child* and *Me to We*, have increased student involvement in community initiatives.

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

Efforts that appear to be making a difference:

- Participation in the *Network of Inquiry and Innovation* has had an impact on teaching practices with specific progress in Writing.
- *Inquiry-Based Models* for teaching and learning have been developed in five elementary schools and one secondary school, with progressive results in expanding and improving students' skills in *Core Competencies* and *Digital Literacy*.
- A focus on the use of a personalized web portfolio (student dashboard) for Grades 8 - 10 students, and increased teacher professional development with web portfolios and virtual classrooms, has enhanced student inquiry and improved research and digital literacy outcomes.
- District-wide participation in *Me to We* and the *Rights of the Child* programs have increased awareness and participation in community projects.
- Digital writing at the Grades 4 - 7 level has increased student participation and improved digital literacy in student blogs. This program also encourages purpose and audience in student writing, as well as frequency of writing. Literacy Support teachers have provided in-class support for teachers and modelled inquiry lessons in all Grades 4 - 7 classrooms.

3. Programs / Performance / Results & Intervention (continued)

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

Additional Achievement Programs this year:

- The District *Aboriginal Education Committee* now includes student and parent representatives who are directly involved in program development and district initiatives for bringing *Indigenous Principles of Learning* to the classroom
- **Changing Results for Young Readers (CR4YR):** six schools are now either formally or informally involved in CR4YR, which directly impacts literacy instruction for early learners. Professional development and networking opportunities are enabling teachers and learners to improve literacy skills. Parent involvement and teamwork with student support staff is key to the success of this process.
- A partnership with Stuart Shanker: participating in the *Canadian Self-Regulation Initiative (CSRI)* with lead schools West Bay Elementary and Hollyburn Elementary is enhancing teacher instruction in Social-Emotional learning
- Innovation Grants: over 60 teachers are currently working with professional learning teams in developing inquiry projects to enhance student achievement in a variety of areas. Both elementary and secondary teachers are focussing on Literacy, Science, Numeracy, Core Competencies and Social-Emotional Learning projects
- **District Fine Arts Initiative:** professional learning teams of Fine Arts teachers are currently working to develop Inquiry models for learning, student collaborative projects and digitally-enhanced visual arts and music projects. Plans for an Honour Choir and developmental Theatre programs are underway

Promising Practices:

- District Student Leadership Council provided a voice for secondary students to engage with school, community & district issues
- Schools have aligned all professional development days to encourage and support collaboration between schools and programs
- District-wide, Occupational Therapist has provided in-class training around self-regulation and is expanding support to secondary classrooms
- Digital resources are more accessible to support student learning opportunities, including math (DreamBox) and Science (Discovery Techbook)
- Classroom modernization initiative has provided all staff with a mobile computer to support planning, teaching, assessment and communication
- Grade 7 to 8 transition initiatives are providing teachers with the opportunity to understand and engage with each other with a focus on learning requirements during transitions
- Teacher Librarians have begun to re-examine their spaces and roles within schools under the discussion of "Learning Commons" to better support learning and teaching today.

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

1.) Literacy: Identify your district's target(s) for literacy.

Literacy - District target:

- Continue to monitor and reduce the number of students "Not Yet Within Expectations" on the FSA and DART assessments
- Continue to increase the number of students obtaining C+ or better on the Blended Final Mark (combination of school and exam mark) in English 10, SS 11, English 12 and Communications 12 to above 80% by 2015
- Continue to monitor and maintain current graduation rates

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

Results Realized:

FSA Grade 4 Reading - 97% meeting or exceeding expectations
 FSA Grade 4 Writing - 100% meeting or exceeding expectations
 FSA Grade 7 Reading - 92% meeting or exceeding expectations
 FSA Grade 7 Writing - 100% meeting or exceeding expectations

English 10 - 98% passed and 80% C+ or greater
 Socials 11 - 97% passed and 71% C+ or greater
 English 12 - 99% passed and 82% C+ or greater
 Communications 12 - 93% passed and 43% C+ or greater

District Reading Assessment 2011 Results: - Grade 2 - 97%; Grade 3 - 96%; Grade 4 - 96%; Grade 5 - 98%; Grade 6 - 97%; Grade 7 - 97% (exam not conducted in 2012)

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

II.) Completion Rates: Identify your district's target(s) for completion rates.

- Continue to monitor and maintain current graduation rates

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

We continue to meet this target

West Vancouver Graduation Rates and Six-Year Dogwood Completion Rates continue to be among the strongest in the province. The most recent data indicates the Six-Year Completion Rate of 97% (all students); 60% of all students receive Honours (Grade 12); 68% of girls receive Honours, and 52% of boys.

Six-Year Completion Rate: 2008 - 93%; 2009 - 93%; 2010 - 91%; 2011 - 90%; 2012 - 97%

The Dogwood Graduation Rate is 98%. In June of 2012, 699 of 720 eligible students graduated on time.

Within the graduation rate, it is interesting to note that 2011/12 was the highest total for students with Honours Graduates (those graduating with a B average or higher): One area for further consideration is the difference between males and females graduating with honours. While they graduate in similar numbers, there is a gender gap (favouring females) for honours.

This is occurring as the population of the West Vancouver School District continues to become diverse. There has been an increase in the number of students with special education designations, and an increase in the number of English Language Learners. Both of these sub-groups have graduation rates similar to the full population.

Ministry of Education Dogwood Graduation Rates: 2005 - 97%; 2007 - 98%; 2009 - 98%; 2011 - 98%; 2012 - 97%

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

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

- To increase the number of Aboriginal Students who are "minimally meeting" and "fully meeting" expectations in Secondary English and Social Studies
- Continue to monitor and maintain graduation rates

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

- Secondary English - 94% students meeting or exceeding expectations (16 of 17 students)
- Secondary SS - 60% students meeting or exceeding expectations (9 of 15 students)
- In 2012, all four Grade 12 Aboriginal students graduated.

5. Children in Care

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

- Every year, Children in Care are monitored by individual school principals, classroom teachers, and support teachers, staff such as counsellors, and learning support teachers, etc. (where applicable). Children in Care in secondary schools also have access to school-based youth workers. Individual supports are put in place as needed

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

- Children in Care by Continuing Custody Orders
 - Children in Care by Temporary Custody Orders
 - Children in Voluntary Care; Children in Extended Family Care, and
 - Children in Special Needs Arrangement

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

- District administrator communicates with the MCFD office on the North Shore
 - School principals communicate with social workers for individual students
 - School principals communicate with foster parents
 - School principals maintain regular contact with the district administrator regarding individual student support and care

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

- There are four (4) students in continuing care agreements with the *Ministry for Children and Family Development* (MCFD). All of these students are meeting expectations in their academic achievements. One student also has an *Individual Education Plan* (IEP) and is working successfully toward the goals and objectives listed in the IEP. In addition to the students in continuing care agreements, there are two students in temporary care agreements, and one in a special needs agreement with MCFD. Both students, in temporary care, are meeting expectations in their academic achievements. The student in the special needs agreement has significant needs and is working toward successfully meeting the goals and objectives outlined in the IEP

6. Early Learning

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

- Monthly Strong Start/Kindergarten/Grade 1 teachers' meetings
- Cross-district completion of *West Vancouver School District Kindergarten/Grade 1 Literacy Screener* focussing on letter naming, sound-symbol recognition, phonemic awareness, rapid object naming, and sight/word recognition; plus the addition of developmental spelling and reading benchmark assessments for Grade 1
- Cross-district completion of the *West Vancouver School District Kindergarten Language Developmental Screener* in spring 2013
- Partnership and active participation - *West Vancouver Child and Family Hub*
- Partnership and active participation - *WECAN/North Shore Early Childhood Planning Table*
- Partnership and active participation - *Bowen Island Early Learning Partners*
- Ongoing teacher professional development in areas of 'School Readiness and Self-Regulation' and enhanced literacy instructional practices (i.e. *The Daily 5, Guided Reading etc.*)
- Professional development session and provision of Aboriginal children's literature for all Kindergarten classes and Strong Start centers
- Participation of four elementary schools (targeting Kindergarten/Grade 1/2 classes) in *BC Changing Results for Young Readers*
- Building partnerships with on-site preschool providers through shared early learning professional development sessions (i.e. self-regulation, formative documentation strategies etc.) with Early Childhood Education preschool staffs, Strong Start Instructors and Kindergarten teachers
- Exploring *Reggio Emilia* and nature-based learning opportunities in our early learning/Kindergarten programs
- District Self-Regulation Team to work with all Kindergarten teachers to enhance learning environments and enhance tier one interventions for children with regulation needs
- District Self-Regulation Team to consult with preschool providers to enhance transitions for preschool children entering Kindergarten
- Increased parent education opportunities for early learners focussing on parenting skills/strategies, self-regulation and school readiness
- Participation in Early Developmental Instrument (winter 2013)
- Kindergarten/Grade 1 teachers focusing on *Oral Language Development* using *Oral Language Rubrics* to inform instruction and tier one intervention strategies provided by District SPL team
- Revising all contracts with on-site preschool providers early learning contracts to ensure congruence with the *BC Early Learning Framework*
- Participation in *Welcome to Kindergarten* program
- Partnership with *West Vancouver Child and Family Hub* to create a weekend offering of *Ready, Set, Learn* at West Vancouver Community Center (this is year three of this model)

7. Other Comments

The Superintendent's Report on Achievement tells an important part of the West Vancouver story, but only one part of the story.

We continue to provide a variety of excellent and engaging programs to support all learners, and our achievement levels are consistently near the 100th percentile among BC School Districts on FSA and government program exams, as well as Graduation and Six-Year Completion Rates.

We continue to focus on improving literacy skills, with a concerted effort on our primary-aged students through the *Ministry Early Reading Initiative*.

In addition to the focus on improvement and achievement, there is a commitment to innovation. This commitment has led to some thoughtful work in the arts, an example being the *Serles45* connection to our community theatre, the Kay Meek. There is also a commitment to embracing inquiry, and finding ways technology can assist the adoption and engagement of new Pedagogies. Finally, both self-regulation and sustainability are programs that continue to gain momentum, and there are many innovations across the district (in both areas) which encourage engagement.

The West Vancouver School District continues to be exceptionally high performing jurisdiction on all measures. The continual amazing results - regularly at the 100th percentile, are often dismissed as routine, but are a credit to the outstanding students, teachers and parents who work together in the district to make these results and the stories of the students who make up the results, possible.

8. Board approval date: