

2014 SD #10 Achievement Contract

Improving Achievement For All Learners

**SCHOOL DISTRICT NO. 10
(ARROW LAKES)**

July 15, 2014

Terry Taylor, Superintendent/Secretary-Treasurer

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District Mission

Our mission is to provide all our students with an equal opportunity to achieve academic excellence to the utmost of their abilities, to learn to manage change, to learn to live and work in harmony with others and their environment and thus to grow into caring, intelligent and productive citizens. We believe our mission can only be achieved by a highly professional staff and with the active cooperation of family and community members.

1. District Context

Demographics

School District No. 10 (Arrow Lakes) is a small, rurally-dispersed district in southeastern B.C. with 479 students in 2013-14 served by six (6) schools: *Nakusp Elementary School*, a K – 7 school with 187 students, *Nakusp Secondary School*, with Grades 8 – 12 with a population of 158 students, *Lucerne Elementary-Secondary*, a K –12 school with a population of 89 students, *Edgewood Elementary School*, a K-7 school with 22 students, *Burton Academy School*, an academy school re-opening in September 2014, with projected enrollment of 20 students, and *Arrow Lakes Distributed Learning School* comprised of 22 students: home-based learners and youth aged 15-20+. Of the 479 students, there are 50 Special Needs students or 10.4% of the total student population. 15.4% of our students self-identified in 2013-14 with Aboriginal ancestry.

The District serves three incorporated municipalities - Silvertown, New Denver, and Nakusp - and the unincorporated areas of Hills, Rosebery, Trout Lake, Burton, Fauquier, and Edgewood.

The District experienced an enrollment decline of 29% between 1999 and 2009. (812 students in 1999 to 581 students in 2009). Between 2009 and 2014 our enrollment declined a further 18%. We anticipate that this declining trend will continue for the next few years given preschool populations and high unemployment rates but will then stabilize.

In 2013-14, the district employed 33,96 FTE teachers, 5.0 FTE principals/vice-principals, 29.75 FTE support staff workers and 4.0 FTE excluded staff.

Unique Characteristics and District Strengths

The District is proud of the following initiatives:

- Our innovation in place-conscious learning as a signature pedagogy
- Our work in transitioning to classroom cultures which are *Collaborating to Engage All Learners* - Dr. Leyton Schnellert, along with our Learning Resource Teachers, classroom teachers and Education Assistants are immersed in this inclusive and exciting work
- Excellence in student documentary film work on social justice issues through partnership with professional filmmakers – www.tellingthestoriesofthenikkei.wordpress.com; www.valuesofdoukhoborcommunity.wordpress.com; Reconciliation Through Art – to be posted

- Selection by the *ArtStarts Gallery* in Vancouver in 2011-12 and in 2013-14, the Arrow Lakes DL School: *Patterns and Geometry in Nature* and also *The Language of Insects*.
- Our partnership with Dr. Susan Crichton and *UBC-Okanagan* and our participation in the 1st Inaugural Small Rural Secondary School Think Tank in May 2013. Each of our small secondary schools is revising to best meet the needs of all learners and to dovetail with the BC ED Plan's educational transformation agenda.
- Our *Aboriginal Education Enhancement Agreement*, its focus on Aboriginal learners' success and our increasing numbers of students who self-identify with Aboriginal ancestry
- Our district focus on "Aboriginal literacy" and Aboriginal cultural opportunities for all students - which is increasing Aboriginal understanding for all and sense of belonging
- Our selection as presenters on the 2013-14 Reconciliation Through Art project at *Investigating our Practices (IOP)*, *Growing Innovations* and *BCSSA Summer Conference*. The project connected three schools across the district.
- Our successful partnership with *UBC's West Kootenay Teacher Education Program* to share our expertise in Place-Conscious Learning and in multi-age classrooms
- Integrated community model including *Columbia Basin Alliance for Literacy* programs, *Strong Start*, *Early Learning* connections through the *Healthy Families Committee*, as well as a *Violence Threat Risk Assessment* working model.
- Partnership with *Selkirk College* for DL School, ACE-IT programs and Burton Outdoor Education Academy
- *District Professional Learning Teams* comprised of teachers and EAs who learn and collaborate on integrating best learning practices in their classrooms – in 2013-14 over 32% of our staff participated in one or more learning teams, demonstrating a high commitment to professional learning
- Providing differentiated resources to classrooms within the district that have the greatest number of vulnerable learners. High learning support ratios, reduced class sizes (2013-14 ratio is 15.7 to 1), at-level print resources and educational technology resources are provided. This has resulted in demonstrable improvement in student achievement in literacy skills and in socio-emotional learning.
- Our leadership in innovative *Online Literature Circles* which connect teachers and students in learning opportunities across schools in our district using technology.

District Challenges

- Enrollment continues to decline across the district though it is projected to plateau shortly. Burton School was closed as a K-4 school in 2012-13 and will reopen as Burton Academy School in 2014-15. Each of our schools faces a drop in enrollment again next year bringing district enrollment from 479 students in 2013-14 to a projected 448 in 2014-15. The district is imaginatively looking at ways to restructure to meet these challenges.
- Social-emotional issues are impacting learning environments in elementary classrooms in the district. High unemployment, poverty, parents needing to work out of town at camp jobs to provide for their families, and other related social stressors are affecting the health and well-being of our children. The district is committed to providing resources, staffing, and professional learning to help intervene, provide more strategies for self-regulation and thereby increase learning for all students.

- Poverty is a tremendous and growing challenge for our students and their families. Every school now offers breakfast programs and lunch programs of some sort to help address the issues. KSCU has partnered with Lucerne School in New Denver and Arrow and Slocan Lakes Community Services partnered with Nakusp Elementary to help support a healthy breakfast programs. PACs in every school are committed to extending nutrition to our vulnerable children.

District and School Connections

The District Leadership Committee, comprised of the five school principals/vice-principals, Director of Learning, and Superintendent, work together analyzing classroom, school, school district, and provincial data sources, and set priorities based on this analysis. In addition, School Growth plans developed through the work of the School Planning Councils inform the District Achievement Contract. A primary focus for the District Achievement Contract is to support each school in achieving the goals outlined in their growth plans. The alignment of district and school goals in our commitment to literacy improvement using an expanded definition is evident both in the Achievement Contract, and in School Growth plans. These collaborative efforts enhance the connections between schools in the District.

Coherence between school and district professional learning initiatives is evidenced across these four core themes:

- collaboration
- diversity
- engagement
- inquiry

The goals of the Achievement Contract are shared with the broader education community at Committee of the Whole meetings and on the SD10 website. In addition, School Growth Plans are reviewed by the Board and presented by each School Planning Council (SPC) and approved at a regular Board Meeting.

2. Goals and Expectations (Targets)

The District plans to continue with long term goals of improving student achievement in Literacy with an expanded definition that includes Social-Emotional learning, Aboriginal learning, Numeracy and Digital Literacy.

VISION --

The district is committed to a vision of educational transformation which includes integration of the BC ED Plan grounded in evidence-based pedagogy. Our focus is on four thematic strands:

- a) collaboration
- b) diversity
- c) engagement
- d) inquiry

a. GOAL STATEMENT and Objectives

“To improve student achievement in Literacy K-12” through the following objectives:

- 1) To increase the number/ percentage of Kindergarten students’ readiness to read before Grade One.
- 2) To increase the number/ percentage of children reading at grade level by the end of Grade 4.
- 3) To provide continued support and intervention to ensure students in the intermediate and secondary (Grades 4-12) program read at grade level expectations.
- 4) To enhance and increase all students’ social-emotional learning, Aboriginal learning and digital literacy
- 5) To enhance learning experiences which address the gender gap in our achievement results
- 6) To foster personalization of learning including a revisioning of secondary learning

b. Rationale - Overview

Our goal encompasses an expanded definition of literacy, responsive to the needs of our schools and communities, informed by a range of qualitative and quantitative data, and confirmed by school planning councils and school growth plans as well a community consultative Strategic Planning Session held in January 2013.

We have successfully focused on reading and writing achievement for several years in the district and have made good gains. Yet, the need to keep our attention on this target is clearly evident. EDI data continues to show that our students enter Kindergarten with high vulnerability. Likewise, the 2012-13 results from Early Literacy Screener, PM Benchmarks, Early Primary Reading Assessment and District Literacy Assessments point out that though we have steadily increased achievement in reading and writing over the past nine years, there remains the need to improve results for all children. Our goals remain to focus our attention on grey area students, while also increasing the number of students exceeding expectations. Because our district is small, we are able to track the progress of each student over time and our attention is on improving results for all learners.

Numeracy data from the FSA in Grade 4 show that student success in this area is less robust. Our Grade 7 cohort results indicated a stronger performance in numeracy this year. We have identified Numeracy as a need in the District Literacy Plan for the past three years and in last year's Achievement Contract. 2013-14 saw the introduction of the use of the DMA assessment to inform teacher practice and provide a robust model of formative and summative assessment in numeracy. We require a continued focus on improving student achievement in numeracy.

Analysis of Grade 4 and 7 FSA data over the past five years indicates strong correlation between reading and numeracy results. Therefore, a continued focus on reading is critical. We need to change results for all readers.

Likewise, social emotional learning has been identified at all schools as an area of significant challenge. In 2014-15, elementary counselling services are embedded in staffing at all schools. Our special education consultants have provided professional learning opportunities for support staff and teachers. Additionally, our district professional learning teams have deepened their understanding and practice in SEL and self-regulated learning strategies. SEL remains an area that is crucial to address as it impacts academic achievement.

The district is proud of our growth in enhancing Aboriginal understanding. We identify this as an area of student learning that we will continue to enhance in an inclusive manner.

Providing diverse and personalized pathways for student success was a goal identified at the January 19, 2013 Strategic Planning Session. This is a district-wide focus and is embraced in the many professional learning teams from Collaborative Inquiry to Changing Results for Young Readers. The 2013 Small School Think Tank at UBC-Okanagan provided a foundation for greater cross-curricular and competency-based learning, and also identified next steps to increase personalization to better meet the skills students need for 21st century learning.

c. Performance Indicators – Sources of Data

- **EDI Results*
- *Early Literacy Screener* - Kindergarten - Phonological Awareness, Letter Recognition, Concepts about print.
- *Early Literacy Screener* - Grade 1 and 2 - Phonological Awareness, Letter Recognition, Test of Written Vocabulary, Graded Sight Word Recognition, Developmental Spelling Test
- *PM Benchmarks Reading Assessment*
- *Early Primary Reading Assessment* – K-2
- *District Assessment Reading Team (DART)* - Grade 3-8
- *District Writing Assessment* - Grade 1-10
- **Provincial FSA data* - Grade 4 and 7
- **Provincial Exam results in English* - Grade 10 and 12
- **Graduation rate data*
- *SD 68 Aboriginal Understandings Performance Standards data* – Aboriginal Information Circles

- *Qualitative data – Social Responsibility; Social Emotional Learning*
- *DMA Numeracy Assessment*

** Due to 2014 strike action only these limited sources of data are available.*

d. Performance Targets

- Identify Kindergarten children with weaknesses in reading readiness by December/January each year. Once this assessment is done, personalized targets are set for children who have been identified as at risk.
- Within the next five years, 90% of primary students, with the exception of students with Special Needs will meet or exceed grade level expectations in Reading and Writing by the end of Grade 4.
- Within the next three years, 90% of Grade 5-8 students, with the exception of special needs students, will meet or exceed grade level expectations in Reading and Writing by the end of Grade 8.
- Within three years, 90% of students in Grades 4 and 7, with the exception of special needs students, will meet or exceed grade level expectations in numeracy as demonstrated on the FSA.
- Within three years, secondary student achievement on provincially examinable courses will exceed provincial averages by 10% in both the C- or better and C+ or better categories.
- Within three years, 95% of Aboriginal students will meet or exceed grade level expectations in numeracy, reading and writing.
- Provide support to all students requiring social-emotional assistance, coaching and counselling.

e. Rationale: Evidence to support goal and targets **Early Learning Data K-3**

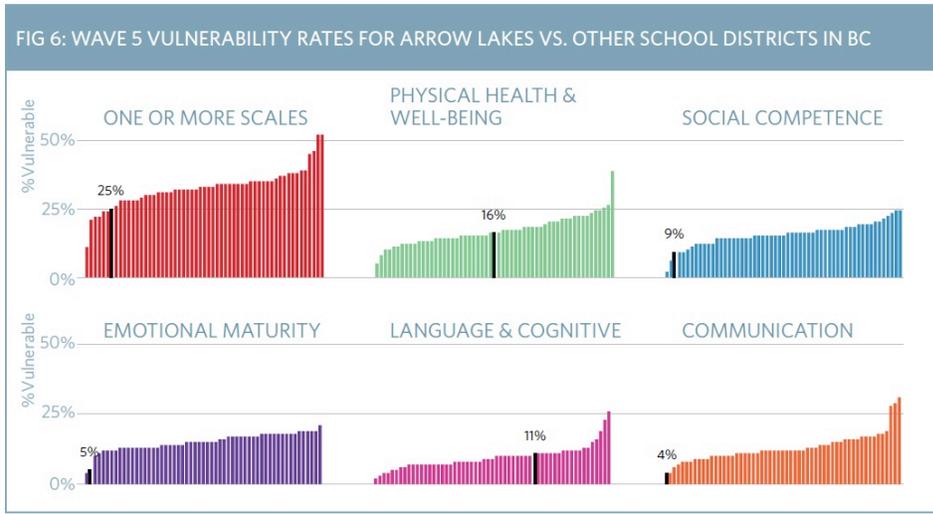
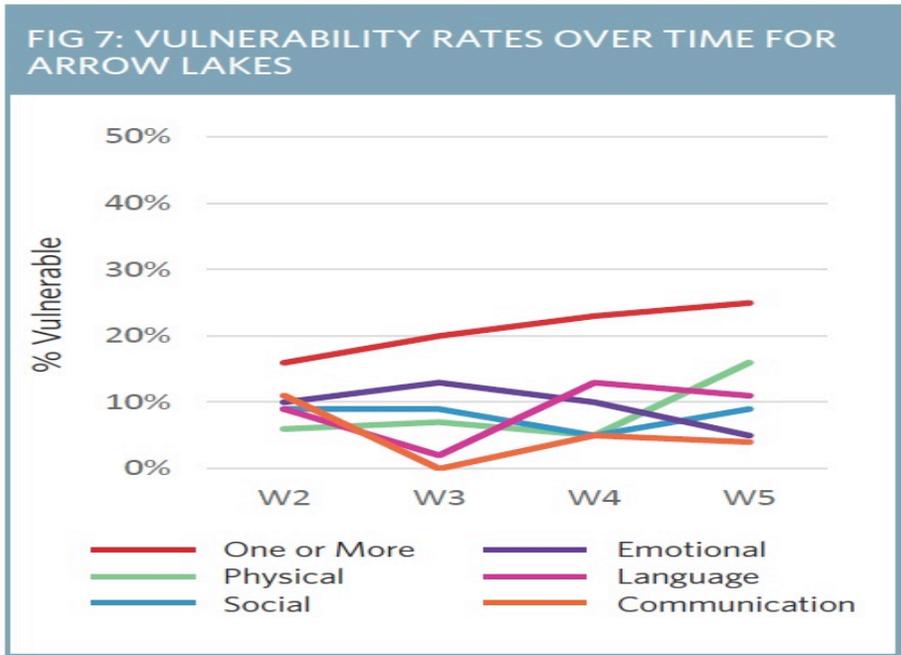
i. 2012-13 EDI (Early Development Indicator) Results – Wave 5 Data

The EDI (Early Development Indicator) was completed for 23 Kindergarten students in Arrow Lakes in the 2013. The table below illustrates the proportion of children vulnerable on each scale.

Arrow Lakes's Wave 5 overall vulnerability rate of 25% was below the provincial rate of 32.5%. Arrow Lakes' EDI results have fluctuated over time. The Communication Skills, Emotional Maturity, and Language & Cognitive Development scales all decreased in vulnerability between Waves 4 and 5. The Social Competence and Physical Health & Well-Being scales both increased during this same time.

Arrow Lakes' overall vulnerability rate has increased consistently over time. Over the last three Waves, between a fifth and a quarter of Arrow Lakes' kindergarten population was vulnerable.

Scale	Percentage of Students Vulnerable
Physical Health & Well-Being	16%
Social Competence	9%
Emotional Maturity	5%
Language & Cognitive Development	11%
Communication Skills & General Knowledge	5%
Vulnerable on at least 1 EDI Scale	25%



SD 10 EDI Results – Summary Waves 2 – 5 data

- District-wide in 2013, 25% of Kindergarten children were vulnerable on at least one scale of

development in Wave 5. This is a significant increase from Wave 3 (10%), and a slight increase from Wave 4 (23%).

- The largest proportion of children identified as vulnerable were at risk on the Physical Health and Wellbeing scale 16%. The 2013 cohort shows a change in vulnerability trend from Language and Cognitive Development to Physical Health and Wellbeing.
- Given the small population in Arrow Lakes, slight changes in population can have a large impact on the results. EDI data changes of over 9% are seen to be statistically significant when measured over time. However, as the district tracks each child individually as well as in cohort groups, the data is useful in identifying targets and showing progress.

ii. K – 3 Early Literacy Screener Data

Analysis of Student Performance

The district’s Early Literacy Screener data shows similar trends of vulnerability to the data provided in the EDI study. 2014 Early Literacy Screener data indicates that 4 of the 32 of next year’s Grade 1 students (17%) require reading intervention and support programs. Of note also according to the Screener data, is the trend since 2010 that by Grade 2 in our district, student vulnerability decreases significantly.

Interpolation of the Early Literacy Screener data with Early Primary Reading Assessment data will help us more closely choose and monitor our early reading interventions as the EPRA more aptly tracks reading comprehension while the Screener identifies a bank of pre-reading subtests including PM Benchmarks.

Kindergarten Vulnerability- in 3 more areas of Early Literacy Screener					
School Year	Vulnerable in 3 or greater areas	Total Number of students	Performance Level Unknown	Number of Students Vulnerable	Percentage of Students Vulnerable
2013-14	Kindergarten * Only NES K data was available due to teacher strike action	32	8	4	17%
2012-13	Kindergarten	41	0	11	27%
	Grade 1	38	0	9	24%
	Grade 2	22	0	1	4.5%
2011-12	Kindergarten	36	0	4	9%
	Grade 1	27	2	6	24%
	Grade 2	40	2	6	16%
2010-11	Kindergarten	28	0	7	25%
	Grade 1	36	0	9	25%
	Grade 2	31	0	1	3%
2009-10	Kindergarten	39	0	10	26%
	Grade 1	30		8	26%
	Grade 2	36		9	25%
2008-09	Kindergarten	33	0	9	27.3%

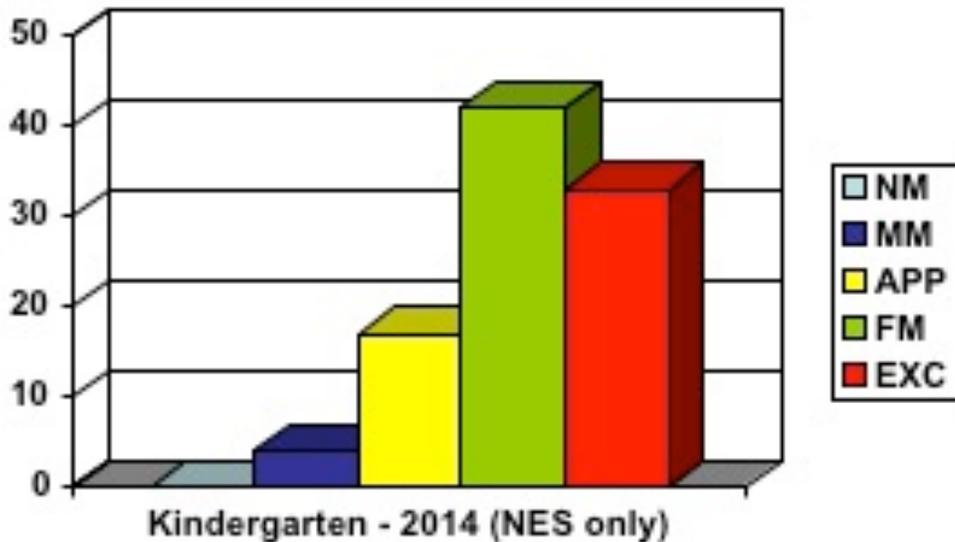
2007-08	Kindergarten	37	0	14	38%
2006-07	Kindergarten	35	0	8	35%
2005-06	Kindergarten	37	0	7	19%

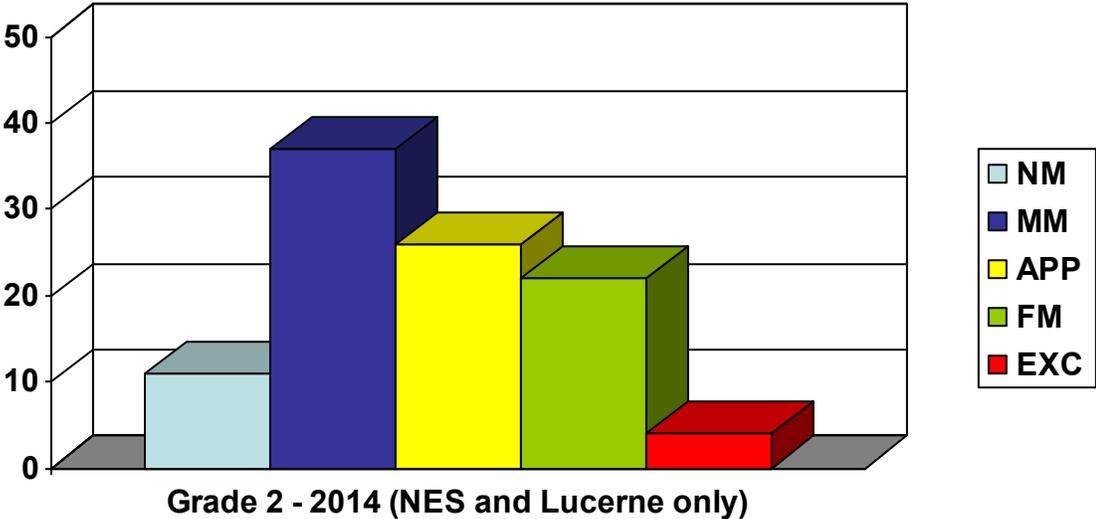
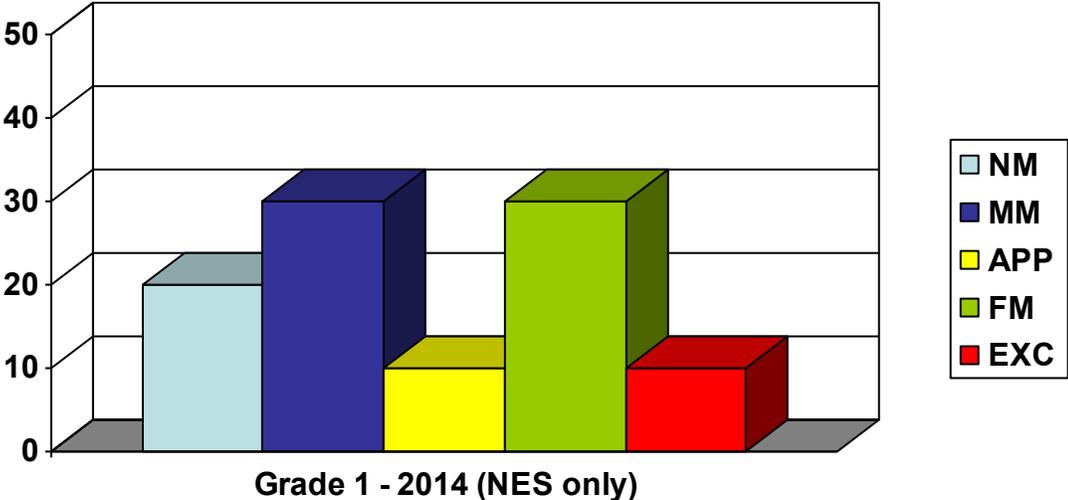
In 2014-15, the district plans to invite all primary and intermediate teachers to Changing Results for Readers initiative. We will continue, for the second year, to augment the provincial CR4YR with learning rounds and professional learning focus on evidence-informed literacy strategies. We recognize the need to address vulnerabilities in our early learners and to scaffold professional learning based on an expanded definition of literacy inclusive of Aboriginal learning, socio-emotional factors, digital literacy and numeracy.

iii. Early Primary Reading Assessment Data

The District began using the Early Primary Reading Assessment (EPRA) in 2012 and conducted spring assessments of all K-2 students in May 2014. The following graphs summarize student achievement in reading. The students' ability to comprehend text is demonstrated by EPRA results and not assessed using the Early Literacy Screener. Our 2014 data suggests that in the Grade 1 and 2 cohorts there is an increase in the number of students not meeting expectations and a decrease in the number of students who are fully meeting and exceeding expectations in reading. This counterintuitive result raises the possibility that due to strike action and other factors, reliability of the data is in question.

Note: Due to challenges with teacher strike action, data was available only from Nakusp Elementary and Lucerne Grade 2.





Analysis of Student Performance

This year, 2014, marks the second year that the Early Primary Reading Assessment has been used in the district. We chose this instrument as it is well-researched and was developed by Faye Brownlie and a consortium of BC primary teachers and corresponds with BC Performance Standards in Reading. Whereas the Screener identifies vulnerability using a range of sub-tests, the EPRA measures a range of comprehension indicators and shows student progress over five scale points (NYM, MM, APP, FM, EXC).

EPRA data shows different patterns than the Early Literacy Screener and will help us refine our efforts to build on successful literacy practices and to intervene more strategically.

EPRA Kindergarten results:

Early Primary Reading Assessment results show a range of student achievement with all students meeting or exceeding expectations for reading -- versus the Early Literacy Screener data which indicate 17% of children vulnerable in 3 or more areas. Instead EPRA indicates that while 4% of Kindergarten students are minimally meeting expectations in reading, the remainder of Kindergarten students are approaching expectations (17%), fully meeting (42%) and exceeding expectations (33%).

EPRA Grade 1 results:

There is a marked change in the results of the Grade 1 cohort from their Kindergarten results last year. While all students, in their Kindergarten year, were minimally meeting and above last year on the EPRA, this year the results indicate that 20% of Grade 1 students are not yet meeting expectations in reading. Student outcomes fall within the range of minimally meeting (30%), approaching expectations (10%), fully meeting (30%), and exceeding expectations in reading (10%).

EPRA Grade 2 results:

There is a marked change in the results of the Grade 2 cohort from their Grade 1 results last year. While all but 5% were meeting expectations last year, in 2014, 11% did not meet expectations in reading. The rate of students minimally meeting expectations in this same cohort rose from 19% in 2013 to 37% in their Grade 2 year. A likewise disturbing result is that whereas 14% of the cohort exceeded expectations in 2013, only 4% exceeded in their Grade 2 year.

Implications and Action

Based on input from teachers and senior leadership, Faye Brownlie will work with the district next year to enhance consistent practices in coding, implementation, using data to inform instruction and as a data source for personalizing learning and using assessment to deepen understanding.

The district needs to continue to monitor both EPRA and Early Literacy Screener data at both the individual and class level. We will use this information in our fall 2014 Class Review processes to help meet the needs of all students, identify Learning Resource teacher and Education Assistant support, and use a fall EPRA assessment to thoughtfully inform classroom instruction. Collaboration time will focus on co-planning to meet the needs of all learners.

iv. FSA Reading, Writing and Numeracy – Grade 4

In 2012 and 2014, both teacher strike action years, student participation rates in FSAs were lower. Nevertheless, FSA results over time show similar patterns.

Analysis of Student Performance

Gr 4	Reading	Writing	Numeracy
2010	77%	91%	74%
2011	94%	100%	74%
2012	52%	76%	60%
2013	84%	91%	85%
2014	70%	94%	70%

***Reading and numeracy results tend to be less robust than writing past five years.*

***There appears to be an achievement percentage correlation between reading and numeracy results within cohorts. This parallels the provincial pattern in FSA results.*

***Provincial research indicates success in grade 4 reading predicts future student success.*

***Vulnerability noted in the 2012 cohort continues to be a district focus.*

Comparison of SD 10's 2014 Grade 4 FSA results with provincial FSA results shows that the district results are lower than provincial averages in Reading and Numeracy this year:

2014 FSA Results - Reading		2014 FSA Results - Writing		2014 FSA Results - Numeracy	
District	Province	District	Province	District	Province
70%	83%	94%	87%	70%	79%

Note: These results are calculated on those who wrote the assessment, not "performance unknown".

Implications and Action

FSA results over time show relatively consistent results. Our results tend to be stronger in writing than in reading and numeracy, indicating a need for action in addressing student reading and numeracy achievement. Continuing to focus our efforts on student writing is also important.

The FSA data suggests that the district's continued efforts in addressing literacy are well-founded. As a result, our Achievement Contract goal with its expanded definition of literacy is appropriately grounded.

v. FSA Reading, Writing and Numeracy – Grade 7

In 2012 and 2014, both teacher strike action years, student participation rates in FSAs were lower. Nevertheless, FSA results over time show similar patterns.

Analysis of Student Performance

Gr 7	Reading	Writing	Numeracy
2010	80%	94%	86%
2011	81%	96%	70%
2012	93%	100%	75%
2013	86%	97%	77%
2014	87%	100%	90%

***Reading and numeracy results tend to be less robust than writing over time as in Grade 4 FSA.*

***There appears to be a correlation between reading and numeracy results within cohorts, paralleling the provincial FSA result pattern.*

***Continued district and school emphasis on enhancing reading achievement is indicated.*

Overall, 2014 Grade 7 results are consistent with trends over time, which indicate a need for continued focus in the district in improving reading, writing and numeracy achievement. We are doing well, but need to stay the course.

In comparison with provincial FSA results, the district shows strong achievement on FSAs (see chart below).

2014 FSA Results - Reading		2014 FSA Results - Writing		2014 FSA Results - Numeracy	
District	Province	District	Province	District	Province
87%	78%	100%	87%	90%	76%

Note: These results are calculated on those who wrote the assessment, not “performance unknown”.

Implications and Action

The continued need to enhance numeracy achievement and to improve reading and writing performance is indicated, as results in Grade 7 FSAs over time are fairly consistent.

vi. District Assessment Reading Team (DART) Reading Assessment– Grade 3-8

2014 was the first year of implementing the District Assessment Reading Team (DART) assessments, a reading assessment based on the BC Performance Standards in Reading. Results generally show increases in student achievement.

Due to teacher job action, district reading assessments were not done in 2012. District 2011, 2010 and 2013 data therefore serves to help frame past trends. Again, due to teacher strike action, the district has limited reading assessment data available in 2014. Classrooms which did provide data form the 2014 results.

Typically, reading assessments are assessed collaboratively by teachers from across the district using the BC Performance Standards in Reading. That did not take place this year due to BCTF strike. Our district practice is to disaggregate results for boys and girls, for Aboriginal students, for special needs students. This more specific data for student achievement is tracked over time by cohort group and PEN number.

Analysis of Student Performance

2014 Reading assessment data showed improvement in several areas:

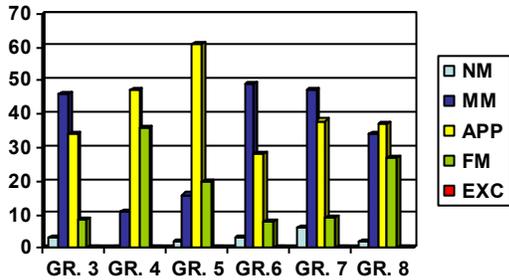
- The trend over time in the district continues to show an increase in the number of students who fully meet and exceed expectations in reading. All cohorts demonstrate increased reading achievement between Grade 3 and Grade 7.
- The Grade 3 cohort is identified as having vulnerabilities - with 13% not yet meeting expectations in reading. (This represents three children who will be individually monitored and supported.)
- Reading achievement for Grade 4 students has improved. All students in Grade 4 who were not yet meeting expectations in Grade 3, meet expectations by the end of Grade 4. FSA results also confirm this trend in the Grade 4 cohort.
- High vulnerability in the current Grade 6 cohort has been identified in every previous year. Yet, in 2014, all students meet expectations in reading.
- In 2014, 76% of Grade 7 students are fully meeting and/or exceeding expectations. This is a trend over time of increased reading performance for this cohort from Grade 3 to their Grade 7 year.

Implications and Action

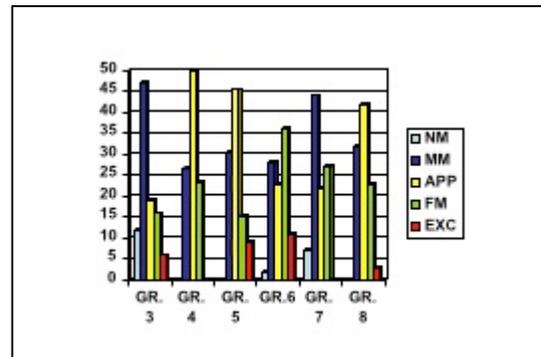
Our 2014 Grade 3 cohort include students who are not meeting expectations in reading. We must address these students' learning needs and will track them individually over the course of the year to intervene and closely monitor their progress.

Another area to improve, remains further reducing the number of students only minimally meeting expectations in reading (Grade 3, 6 and 7 cohorts), as well as increasing the percentage in each cohort of students fully meeting and exceeding expectations. Continued focus on reading across all grade and content levels is crucial to improve life chances and opportunities for all learners.

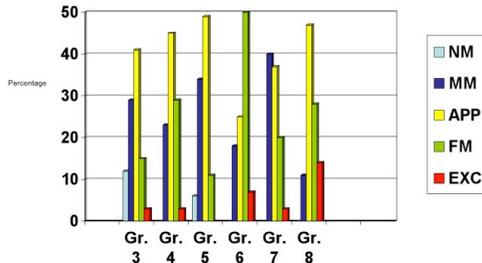
2010 School District No. 10
 (Arrow Lakes)
 District Reading Assessments



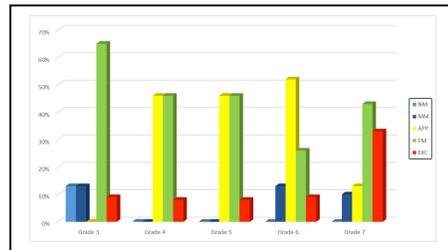
2011 School District No. 10
 (Arrow Lakes)
 District Reading Assessments



School District No. 10
 Arrow Lakes
 District Reading Assessments
 Spring 2013



2014 School District No. 10 (Arrow Lakes)
 District Reading Assessments (DART)



vii. District Writing Assessment – Grade 2-10

2014 Writing assessment data is not available due to teacher strike action; the assessments are completed, but not yet coded. Previous years’ results show continued strength overall. Due to teacher job action, district writing assessments were not done in 2012. Our 2013, 2011 and 2010 data therefore remains to help frame results in writing.

District achievement in writing is very strong. We will stay the course, and continue to support this critical literacy skill.

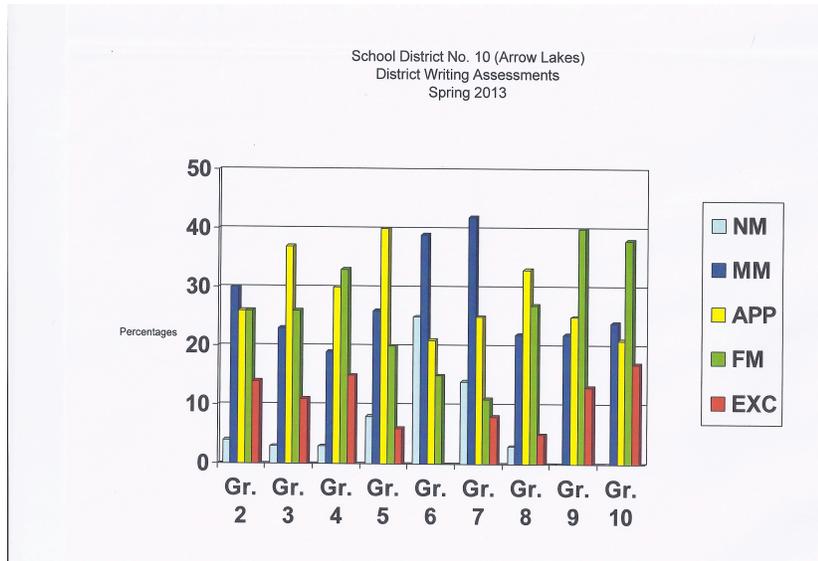
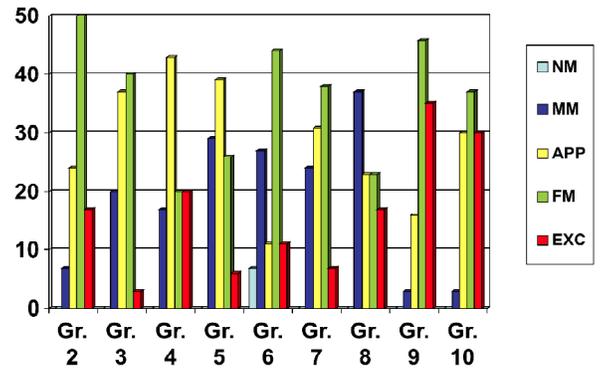
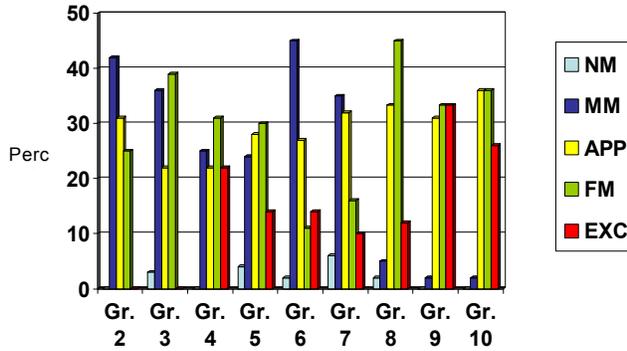
Analysis of Student Performance

In 2013, District Writing results show improvement and some regression to earlier levels. Since 2010, the following are observed:

1. Continued increase in number of students fully meeting or exceeding expectations in all cohorts
2. An increase in students not yet meeting expectations in Grades 2-7.
3. Several cohorts with over 20% of students minimally meeting (Grade 2, 3, 5, 6, 7, 8, 9, 10)

2010 School District No. 10
 District Writing Assessments

2011 School District No. 10
 District Writing Assessments



Implications and Action

Clearly, although writing has typically been a district strength and continues to be solid, it is important to ensure that our students have all the skills necessary to communicate well using the English language. We need to continue to teach our students skills in expressing their ideas with power and concision. During the 2013 district marking, teachers noted that many students wrote long, but not very compelling work. We will focus on improving this.

viii. Provincial Exam Mark Results

English 10 Provincial Exam Marks

Exam Marks	School Year	Students		C- (pass) or Better		C+ (good) or Better	
		Total Gr 10 Students*	Assigned Exam Mark	District		District	
		#	#	#	%	#	%
All Students	2008/09	67	63	60	95	43	68
	2009/10	54	55	49	89	33	60
	2010/11	58	52	45	87	34	65
	2011/12	37	37	35	95	25	68
	2012/13	31	29	27	93	19	66
Female	2008/09	35	33	33	100	28	85
	2009/10	26	28	27	96	22	79
	2010/11	31	28	27	96	22	79
	2011/12	19	19	19	100	14	74
	2012/13	11	13	12	92	10	77
Male	2008/09	32	30	27	90	15	50
	2009/10	28	27	22	81	11	41
	2010/11	27	24	18	75	12	50
	2011/12	18	18	16	89	11	61
	2012/13	20	16	15	94	9	56
Aboriginal	2008/09	8	6	6	100	4	67
	2009/10	6	7	7	100	3	43
	2010/11	9	7	6	86	4	57
	2011/12	1	1	1	100	1	100
	2012/13	6	6	5	83	3	50
ELL	2008/09	-	-	-	-	-	-
	2009/10	-	-	-	-	-	-
	2010/11	-	-	-	-	-	-
	2011/12	-	-	-	-	-	-
	2012/13	-	-	-	-	-	-
Special Needs	2008/09	2	3	3	100	0	0
	2009/10	3	3	1	33	1	33
	2010/11	3	3	2	67	2	67
	2011/12	3	4	2	50	0	0
	2012/13	1	1	1	100	0	0

Analysis of Student Performance

Given that student performance on the English 10 exam is a valid predictor of graduation, the district trends are very good over time. District averages for students passing the English 10 exam with 50% or better range from 86% to 97% from 2008 to 2013.

Of concern is that, although, 50% of our Aboriginal students passed the English 12 exam, 50% did not pass. Though the numbers are small, this has implications for interventions with individual students.

Implications and Action

Most certainly the district will use this data to intervene with students at risk based on not passing the English 10 exam. This is an area of secondary student vulnerability we have not previously addressed, but in which we will take action in the coming year.

ix. Provincial Final Blended Mark Results

Analysis of Student Performance

A number of district trends stand out:

- Again, Mathematics achievement for the same cohort, viewed over time is lower than English Language Arts results for these same cohorts. For example, Math 10 results are lower than English 10 in all years from 2006/07 till the present.
- There is a significant discrepancy between the achievement of boys and girls on English 12 blended final marks over a six year period. Boys perform between 7% to 46% lower in each of the years between 2006/07 and 2012/13 in achieving blended grades of C+ and better. Eg. 37% of boys versus 83% of girls in 2012/13 scored at C+ or better; This trend is also evident in English 12 exam results and in English 10 blended course marks.
- A gender gap is evident throughout secondary courses which does not appear in the FSA data for the same cohorts in their Grade 4 or 7 years. Boys have higher failure rates and lower achievement than girls in all provincially examinable courses including Social Studies 11, First Nations 12, Science 10, English 10 and all Math 10 courses. (see chart below)
- Exam and class marks are generally contiguous across most courses. Surprisingly, given the district's strong results in reading and writing achievement, students are not as strong in English 10 or 12 achievement.

Gender Gap Comparisons – students achieving C+ or better

Gender Gap Comparison		2006/07	2007/08	2008/09	2009/10	2010/11	2012/13
English 10 Blended Mark	Girls	84	80	82	75	81	92
	Boys	64	65	50	44	42	69
Science 10 Blended Mark	Girls	60	43	64	60	59	65
	Boys	26	46	50	36	37	52
SS 11 Blended Mark	Girls	69	76	50	81	94	94
	Boys	43	42	50	76	MSK	100
English 12 Blended Mark	Girls	79	93	80	86	93	83
	Boys	56	70	54	79	63	37

Though there is a provincial gender gap in the same courses, the district gap between boys' and girls' success is much greater.

English 10 Final Blended Mark

School Year	# students	District % <i>C- or better</i>	Province % <i>C- or better</i>	# students	District % <i>C+ or better</i>	Province % <i>C+ or better</i>
04/05	30	100 %	96 %	23	77 %	65 %
05/06	64	100 %	96 %	42	66 %	65 %
06/07	50	100 %	96 %	37	74 %	65 %
07/08	51	100 %	95 %	36	73 %	65 %
08/09	63	97 %	96 %	42	67 %	66 %
09/10	54	98 %	96%	33	60 %	66%
10/11	58	98 %	96%	34	67%	67%
11/12	35	95%	96%	24	65%	68%
12/13	28	97%	96%	23	79%	70%

District results in C- or better range parallels the provincial averages but does not exceed by only 1 or 2%; district achievement in the C+ or better scores on English 10 is marginally lower in some years or only a small amount higher. This is an area to focus our efforts.

Mathematics 10 - Foundations and Pre-Calculus Final Blended Mark

School Year	# students	District % <i>C- or better</i>	Province % <i>C- or better</i>	# students	District % <i>C+ or better</i>	Province % <i>C+ or better</i>
10/11	58	90 %	92%	15	48%	63%
11/12	33	97%	93%	19	56%	63%
12/13	18	86%	93%	10	48%	65%

Of note is the fact that district results in Foundations and Pre-Calculus 10 are consistently lower than the provincial average.

Mathematics 10 – Apprenticeship and Workplace Math Final Blended Mark

School Year	# students	District % <i>C- or better</i>	Province % <i>C- or better</i>	# students	District % <i>C+ or better</i>	Province % <i>C+ or better</i>
10/11	58	86 %	88%	8	36%	39%
11/12	9	56%	92%	3	19%	41%

12-/3	7	70%	91%	3	30%	43%
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Similarly, the district results in Apprenticeship and Workplace Math 10 trail the provincial average.

English 12 - Final Blended Mark

School Year	# students	District % C- or better	Province % C- or better	# students	District % C+ or better	Province % C+ or better
03/04	37	100%	98%	30	81%	65%
04/05	50	96%	98%	31	62%	68%
05/06	40	100%	98%	33	83%	68%
06/07	30	97%	98%	20	67%	68%
07/08	56	98%	98%	46	82%	69%
08/09	44	95%	98%	29	66%	66%
09/10	41	100%	98%	34	83%	69%
10/11	56	100%	98%	44	79%	71%
11/12	40	93%	98%	27	63%	71%
12/13	48	100%	98%	31	65%	73%

District achievement in English 12 over time shows a close correlation between provincial results in those students reaching C- or better. For the most part, the district averages in the C+ or better range have been higher than the provincial average, but not strikingly or consistently so.

Implications and Action

Secondary schools will review provincially examinable courses to increase opportunities for relevant, real-world and experiential learning to better engage all students and in particular, boys. Results from provincial exams will be reviewed at staff meetings and in collaborative conversations.

3. Engage and Act (Actions)

a. Strategies and Actions

Improving Reading and Writing

- All K-7 teachers in the district will be invited to participate in the *Changing Results for Readers* team. As well, an Early Reading Advocate and Director of Learning will continue our work with this reading initiative.
- The district will continue to use the EPRA and DART reading assessments and expand their use into the fall of 2014 to help inform instruction and classroom based interventions.
- We will continue reading readiness activities in the StrongStart and StrongStart Outreach programs throughout the District.
- With the support of our CLAC (Community Literacy Advisory Council), the district will enhance and expand our One to One Reading programs in all elementary schools. Both youth and adult volunteers will be trained to read each week with children.
- Continue to provide focused support and interventions for students not reading at grade level expectations. Ongoing monitoring of student progress in reading as measured on the Early Primary Reading Assessment, Early Literacy Screener, and the District Assessment Reading Team will guide instruction and inform resourcing for at risk-learners.

- Collaboratively develop and refine primary literacy learning toolkits using a range of reading strategies and resources. These kits are intended to rotate through primary classrooms in the district and enrich learning resources available in primary classes.
- Provide 1-1 support and intervention in Grades 4-12. District Reading assessments and Grade 10 and 12 provincial exam reading tasks will guide classroom instruction and individual reading interventions. Student progress will be monitored at the school and district level and interventions implemented to address learning needs.
- Continue collaborations and partnerships with early learning partners: community pre-schools, families, Columbia Basin Alliance for Literacy (CBAL), Healthy Families Group, and Strong Start Centres on language development activities to increase, language skills prior to kindergarten. This strategy is foundational to the District Literacy Plan.
- Continue to support the District Writers Festival bringing authors and illustrators into the classroom in residencies.
- Continue to offer Writing 12 as both a classroom-based and an online district course providing opportunities for excellence in creative writing.
- Build capacity through voluntary professional learning teams which are open to teachers, school and district leaders, Education Assistants, and UBC-WKTEP student teachers:
 - **Collaborating to Engage All Learners** team led by Leyton Schnellert will again use a lesson study focus in classrooms across the district as we implement strategies to increase the success of all learners in inclusive classroom environments.
 - **Changing Results for Readers** team: We are expanding the membership of CR4YR to include K-7 teachers and Educational Assistants. We are aiming for 100% participation from our K-7 teachers this year on this vital team focusing on literacy success.
 - **District Assessment Marking team** which will meet to code district writing assessments, record results, and feedback data to assist classroom teachers.
 - **Aboriginal Education learning team:** This team will focus on supporting Aboriginal learners academically, and deepen the learning through varied cultural programming.
 - **Learning Resource Teacher team:** district LRTs monthly team meetings focus on individual student success, evidence-based practices and professional development.
 - **Collaborative Inquiry:** In 2014-15, Collaborative Inquiry projects will be supported by the district at the school level to create enhanced alignment with school and district goals of collaboration, engagement and inquiry.
 - **May 15, 2015 – District Pro-D day:** Professional Learning Teams and projects will be shared and celebrated with all district staff, parents, and with community.

Improving Numeracy

- The district will continue use of the DMA numeracy assessment to gather baseline data and gauge success in improving numeracy achievement.
- Preparation of Grades 4 and 7 students for the Numeracy section of the FSA will be implemented. Problem-solving strategies will be modeled and practiced.
- School and district numeracy initiatives will be coordinated and results shared.

Improving Aboriginal Learning

- Increase academic success for all Aboriginal students through inclusive and whole class strategies.

- Continue successful integration of Aboriginal cultural learning in all classrooms.
- Renewal of SD10 Enhancement Agreement.
- Expand membership on the Aboriginal Education Enhancement Council.
- Continue with the elders/grandmothers program in schools to further support Aboriginal students.
- Expand pathways for graduation including a new Carpentry ACE-IT program and a new Outdoor Education program with a focus on Ground Search and Rescue (GSAR)
- Expand our database of scholarships and bursaries to share with Aboriginal students and their families, supporting transition to post-secondary.

Improving Social Emotional Learning

- Continue *Fun Friends* and *Friends for Life* programs in elementary grades
- Continue to implement *Mind Up* program in elementary schools
- Continue skill-building with students in Self-Regulation strategies
- 2014-15 marks the first year for our district itinerant elementary counsellor position which will serve all three elementary schools. A district counselling team will also collaboratively plan to address socio-emotional needs in schools.
- Coordinate school and district goals in social emotional learning.
- Explore hosting 2-3 day institute for teachers and EAs with UBC researcher, Kimberly Shonert-Reichl in collaboration with UBC – WKTEP Program
- Further implement “pull-in” in-class support.
- Continue to transform teaching and learning practices to better meet the needs of vulnerable learners in their classroom environments using inquiry, project-based learning, experiential learning, and place-conscious learning pedagogies.

b. Structures to Support Goals – Teaching and Learning

- Implement and refine use of Early Literacy assessments and interventions for all primary students
- 2014-15 District Professional Learning Plan created to enhance instructional strategies and student achievement in literacy, numeracy, Aboriginal learning and social-emotional learning
- Invite all primary and intermediate staff to join K-7 CR4R (*Changing Results for Readers*) team
- Expand use of student inquiry, differentiated instruction, project-based learning, portfolio assessments, assessment for learning by offering professional learning teams and targeted district professional development days
- Expand use of BC Performance Standards and Aboriginal Understanding rubric to improve teaching and learning.
- Continue use of archived webcasts and synchronous online technologies as a means of conducting teacher in-service and collaborative work within the district and across the province.
- Continue participation in *Growing Innovation in Rural Sites of Learning*, the *Network of Inquiry and Innovation*, and the *Aboriginal Education Schools Network*, as well as other provincial and district-based action research and inquiry projects in reading, writing, numeracy, aboriginal learning and social-emotional learning.

- Continue to build teacher leadership and capacity within the district through a range of teacher learning teams and teacher inquiries.
- Continue to foster distributed leadership networks including instructional and literacy mentoring among teachers; support of CBAL programs in the schools such as the *One to One Reading Program*, *Roots of Empathy*, and buddy reading programs.
- Enhance partnerships for at-risk secondary students between Arrow Lakes DL School, Burton Academy School, Selkirk College, and WorkBC.
- Continue to differentiate resources and strategies for those students/classes in highest need.
- Continue to increase use of Aboriginal texts and learning resources for all learners K – 12 as per goals in our Aboriginal Education Enhancement agreement
- Provide support for principals and vice-principals in BCPVPA Supervision for Learning strategies and Summer Short Course.

c. Organizational Structures to Support Goals

District Structures

- District professional learning teams and school-based collaborative inquiry teams
- School Planning Councils
- School PACs and DPAC
- School plans and staffing with professional collaboration, inquiry and engagement at the core
- Monthly school staff meetings sharing professional learning and collaborative inquiry work
- Monthly Leadership team meetings with all Principals, Vice-Principals, Director of Learning and Superintendent
- Local marking of FSAs and English 10 exams using provincial standards
- District database tracks all students' achievement by PEN number and cohort from Kindergarten to Grade Ten. This evidence informs school and district goals, professional learning plans and school resourcing.
- Additional structures and resources provided to vulnerable cohorts and groups of students (eg: Education Assistants, Learning Resource Teacher time, increased elementary counselling, nutrition programs, differentiated program resources and materials)
- District literacy coordination and literacy leadership
- District Elementary Counselling, Learning Resource, and Aboriginal Education Teacher support teams
- Collaborative coding of literacy assessments
- Aboriginal Education Support Teachers (Elementary and Secondary)

Regional Structures

- Regional partnerships between East and West Kootenay districts
- Partnership with UBC West Kootenay Teacher Education program and UBC-Okanagan
- Selkirk College partnerships with Arrow Lakes DL School, Burton Academy School, and Nakusp Secondary School

Provincial Structures

- Provincial Changing Results for Young Readers Resource Team
- Growing Innovation in Rural Sites of Learning network

- Network of Inquiry and Innovation

4. Assessment and Evaluation

a. Dogwood/School Completion Graduation Rates 2002 – 2013

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
All Grad	88	95	93	98	91	87	94	100	95	95	94
Aboriginal Grad Rate			100	n/a	100	88	100	100	100	100	100
Special Needs			83	100	100	83	100	100	100	100	75

The district is successfully capturing and providing for the needs of students who had not graduated previously or who need greater flexibility in their graduation plan. Both district secondary schools and the Arrow Lakes Distributed Learning School through a partnership with Selkirk College, are helping meet these needs and increase graduation and transition to post-secondary and/or the workplace.

Our partnership with UBC-Okanagan to revision our three secondary schools and better meet the needs of 21st century learners, and, school and district actions and planning for educational transformation as a result, are furthering the work to meet the graduation and transition needs of our secondary students in 2014-15 and beyond.

b. Aboriginal Education Enhancement Agreement

71 students self-identified as having Aboriginal ancestry in 2013-14 – 15.6% of our students. The percentage of students acknowledging their ancestry continues to increase as the district Aboriginal learning grows roots.

School Year	All Students #	District Aboriginal Students	
		#	%
01/02	809	17	2.1
02/03	708	22	3.1
03/04	692	62	9.0
04/05	678	73	10.8
05/06	668	85	12.7
06/07	625	81	13.0
07/08	625	75	12.0
08/09	601	71	11.8
09/10	580	75	12.9
10/11	562	72	12.8
11/12	519	67	12.9
12/13	489	71	15.6

Analysis of Student Performance

Aboriginal student performance results on FSAs was strong in 2013-14.

- All Aboriginal students in Grade 7 meet expectations in reading, numeracy and writing.
- In Grade 4 FSA results, all Aboriginal students meet expectations in writing
- 4 students are not yet meeting expectations in reading and numeracy.

On provincial exams, while the majority of results are positive, a few Aboriginal students' results are more varied. For example:

- Five out of six Aboriginal students passed English 10; the one student in the cohort who did not pass was Aboriginal.
- All Aboriginal students passed Math 10, Social Studies 11, BC First Nations 12 and English 12.
- Of concern, is that Science 10 saw three out of eight Aboriginal students fail the course and the exam.

Despite the above-noted individual difficulties in some provincial assessments, **SD 10 graduation rate for Aboriginal students holds steady at 100% over the past five years.** Of note, is that several Aboriginal students have returned from other schools in and out of the district to successfully complete their graduation program in SD 10. Diverse pathways for individual success are important to preserve and continue to foster.

Implications and Action

There is much to celebrate in our Aboriginal student achievement. And some things to watch.

In the last five years, the Aboriginal student graduation rate has consistently been 100%. However, there is a need for continued monitoring of Aboriginal student achievement and focused interventions. Student learning plan conferences and individual goals will be set with parents, students, and Aboriginal Education Support Teachers in October. Individual Aboriginal student progress will be monitored on a monthly basis.

Aboriginal Education Enhancement Agreement Consultation and Renewal

On June 20, 2010 after three years of thoughtful and respectful work, our first Aboriginal Education Enhancement Agreement was completed and signed by the Ministry, School District, Sinixt Nation, and Circle of Aboriginal Women and Friends. Representatives of Aboriginal parents and elders, Community members, Nakusp and District Museum, Circle of Aboriginal Women & Friends, and School District No.10 share the collective responsibility for the Arrow Lakes Aboriginal Enhancement Agreement through the *Arrow Lakes Aboriginal Educational Enhancement Council* (ALAEEC).

Ongoing consultation and reflection on how best to meet the needs of our Aboriginal learners was a focus in the 2012-13 year as we revisited our Enhancement Agreement and refined the work we do to

further increase Aboriginal student achievement and foster their sense of belonging. This work will be revisited for the renewal of the Enhancement Agreement in 2014-15.

It is acknowledged that there is no defined First Nations Band within the Arrow Lakes School District boundaries. The district is on contested land, claimed by the Okanagan Alliance, the Ktunaxa Nation, and the Sinixt people. The school district is located on the traditional territory of the Sinixt Nation. The ALAEEC acknowledges this relationship with Sinixt heritage as well as a commitment to embrace other Aboriginal peoples, since we have a diverse population of students with Aboriginal ancestry.

Our revised Enhancement Agreement has two goals:

Goal #1: Enhance the Aboriginal student's sense of belonging and improve well-being

Rationale: We believe that increased awareness, knowledge, appreciation, and respect for Aboriginal culture, history and contemporary issues will improve students' sense of belonging and well-being

Goal #2: To improve Aboriginal student achievement

Rationale: We believe that although our district achievement results for students with Aboriginal ancestry exceed many other districts in the province, we remain committed to doing all that we can to ensure success for all our students with Aboriginal ancestry.

Summary: What's working, what can be improved, what's next

Overall, School District #10 (Arrow Lakes) is doing well in meeting the needs of students.

Successes

- Though students enter our schools each year with high vulnerability based on data from both EDI and district literacy assessments, by the end of Grade 4, over the past five years, between 52% and 100% meet or exceed expectations in Reading, Writing, and Numeracy as determined in the provincial FSA (Foundation Skills Assessments)
- By the end of Grade 7, FSA results are 11-15% higher than provincial averages in Reading, Writing and Numeracy
- 76% of Grade 7 students Fully Meet or Exceed Expectations in Reading based on DART (District Assessment Reading Team) data
- Writing results tracked over four years on both provincial FSAs and in district assessments, show strength and also growth in achievement for each cohort
- High graduation rates for all students over the past 10 years – 87% - 98% graduate within five years of secondary school and 94% - 100% in the past five years.
- Aboriginal student achievement remains high with graduation rates well above the provincial rates.
- Participation on professional learning teams remains high – between 32% and 70% of teachers in the past three years have been on one or more teams.

Challenges

- More students are identified as Not Yet Meeting Expectations in Reading between Grade 1 and 3 in our 2013-14 data
- Though Numeracy results on the Grade 4 FSA are 9% lower than the provincial average, Grade 7 FSAs are 14% higher.
- Gender gap surfaces in the provincially examinable courses in Grades 10, 11 and 12 with boys achievement lower than girls. Though this is a provincial, national and international trend, it needs to be addressed.
- While achievement results are good overall for Aboriginal and non-Aboriginal students, there remain vulnerable learners in specific cohorts which indicate need to continue to support and monitor.

Next Steps

- Focus on the individual learner with greater tracking of their progress and needs at the school level
- More effective leverage of resources to address student needs through collaboration, co-planning and co-teaching
- Continued focus on in-class support model
- Growth in using district and provincial assessments throughout the year to inform instruction and planning and better meet the needs of students
- Integrate evidence-informed assessment practices and use assessment for learning
- Increase opportunities for inquiry, engagement, collaboration, and diversity in learning for students and staff
- Deepen our practice in place-conscious learning as our signature pedagogy
- Continued focus on expanded definition of literacy (Reading, Writing, Numeracy, Aboriginal Understanding, Socio-Emotional Learning, and Digital Literacy)
- Showcase and celebrate our success and innovative practices through presentations at provincial conferences, district events, and in marketing and communication.
- Continue to grow an International Program and innovative Burton Academy and DL School programs.
- Deepen post-secondary partnerships with UBC's West Kootenay Teacher Education program, with UBC-Okanagan, and with Selkirk College.