

School District 79 Cowichan Valley Achievement Contract 2009/10

COWICHAN VALLEY
SCHOOL DISTRICT



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District Context

Students at a Glance

The Cowichan Valley is about people...

Who are we?

- 63,000 Cowichan Valley people
- Predominately rural (63%)
- 8,959 K-12 students (8,415 FTE)
- 800 part time adult learners
- 250 summer session learners
- 1200 staff
- 310 alternate school students
- 1229 Aboriginal students
- 14 per cent of student population is Aboriginal
- 368 ESL/ESD students
- 101 SSA/ ACE-IT program students
- 325 low incidence/ high cost students
- 589 high incidence/ low cost students
- 659 French Immersion students
- 50 international learners

School District 79 (Cowichan Valley) is located on the east coast of central Vancouver Island, extending north to Saltair, south to Spectacle Lake on the Malahat, and west to the Lake Cowichan region, including Honeymoon Bay and Youbou. A majority of students use the school district transportation system to get to school.

Over the past 10 years, the district has experienced a steady decline in enrolment and it is anticipated to continue until approximately 2010. Serving a population of approximately 8400 students in 31 school sites, the district has an operating budget of approximately \$72 million.

Community Demographics:

The Cowichan Valley is predominately a rural (63%) community of approximately 63,000 people. Approximately 2.5% of homes are non-English speaking and about 9% are Aboriginal. The major industries in the area are pulp and paper, forestry, fishing, farming, tourism and wineries.

Award winning athletics and fine arts productions at the district secondary schools are a big part of the community pride, and approximately 120 local businesses support the District's Work Experience Programs.

School District 79 Profile

We are places to learn...

Enrolment for September 2009 is projected to be 8255 students attending:

- 18 Elementary schools
- 4 Middle schools
- 4 Secondary schools
- 7 Alternate satellite programs
- 2 Adult Education Centres



Programs of Choice

- French Immersion
- Online Learning
- Career Programs (Post-Secondary Partnerships)
- Self Paced Delivery Program (Frances Kelsey)
- Rural Traditional school
- International Education
- Alternate Education
- Adult Education
- Partners in Learning Program (Chemainus Elementary Community School)

Aboriginal Education

Ongoing support includes:

- Hwulmuhw Mustimuhw/ Aboriginal Support Workers (ASW) and Cultural Teaching Assistants (CTA)
- Coordinators
- 6 Aboriginal Education Teachers
- 4.5 English as a Second Dialect Teachers
- 4 Student Achievement Teachers

Characteristics Unique to Cowichan Valley School District

The Cowichan Valley has had declining enrolment since 1997. In order to meet the diverse needs of all of our learners within this challenging environment, some unique delivery models have been implemented.

Some examples include:

- A self-paced delivery program at Frances Kelsey Secondary, which also houses a college culinary arts program on site.
- Participation with the community in programs such as, Success by Six, Literacy/ Numeracy Nights, PALS, Ready, Set, Learn (sponsored by the Ministry), Ready, Set, Go, Books for Babes, Resiliency Project, and Roots of Empathy.
- A strong and growing French Immersion program (K-12), located at four sites.
- Expanding partnerships at the Secondary level with Vancouver Island University and Camosun College offering programs including chef training, residential framing, carpentry, HVAC, welding, residential home support care and our newest program, joinery at Lake Cowichan.
- A growing evening Adult Education program.

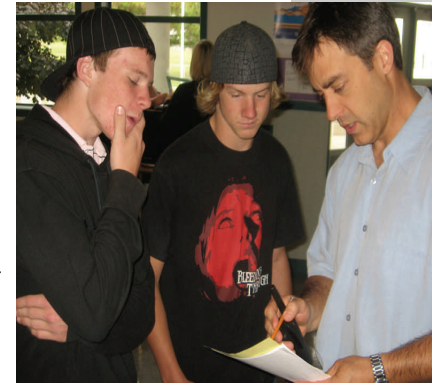


Cowichan Valley School District Strengths

- District success on the required and optional provincially examinable courses is at or above the provincial average for both aboriginal and non-aboriginal students.
- Transition rates to grade 10 have shown steady improvement.
- A focus on early learning programs is a significant strength.
- The District Review Team (2007) identified many innovative programs as effective initiatives to support student success and performance. Some examples include:
 - The district-wide administration of DART assessment and its connection to informing instruction.
 - The collection and use of individual student data to track success for each student at some schools. (Early Success Assessment Grades K-12, EDI, Institute of Safe Schools Grades 8-12 Secondary Survey, Problem Solving Math Assessment Grades 7-8, District Wide Write Grades 1-8, DART assessment). The number of schools tracking individual student data continues to expand.

We are partners in learning...

- Our Aboriginal Enhancement Agreement, originally developed in 2001, was implemented in the spirit of improving Aboriginal student achievement. With the guidance and support of the Hwulmuhw Mustimuhw Education Council a second Enhancement Agreement will be developed.
- A collaborative pilot project to develop a K-7 Aboriginal Education culture and language program that focuses on aboriginal student achievement and grade to grade transition continues for September 2009. In addition, a school based Wireless Learning Project will continue to focus on improving student reading comprehension and encouraging student engagement.
- Significant school involvement in the Performance Based Network of Schools supports and reinforces the use of BC Performance Standards in our classrooms.
- Active partnership with the community in the development of the Cowichan Community Literacy Plan.
- Collaborative development of a Teacher Leadership program with other island districts (ILC).



District and School Connections

District and School Plans Connection

School Improvement Plans are developed annually by the school communities through collaborative processes inclusive of staff, School Planning Councils, parents, and at the secondary level, students.

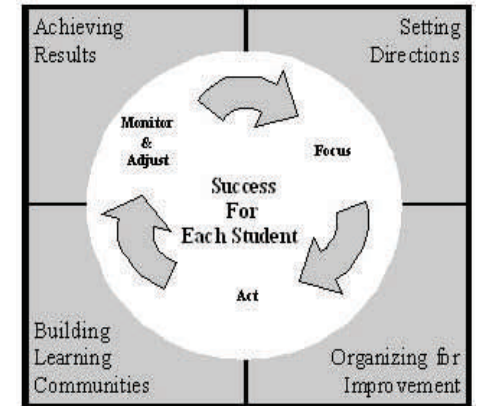
School District 79 provides support for members of the School Planning Councils (SPC) to build a broader understanding of student achievement. Special training sessions for School Planning Councils and District Partners are held annually to provide each school's SPC information about the process involved.

The School Improvement Plans are submitted to and reviewed by District Staff by April 30th each year and endorsed by the Board of Education in June. The information within the School Improvement Plans then assists the Senior Management Team in determining priorities for the District, including goals and objectives, budget, learning resources and staff development initiatives. It is interesting to note that each of our District's schools have at least one, and often all, of their goals aligned with the District Achievement Contract.

Schools throughout the district are organized into families of schools to facilitate collaboration and sharing of impetus. This structural alignment allows schools to focus on K-12 student achievement, transitions, and the development of common language and practices. The opportunity to meet regularly as a family enables schools to develop integrated structures for our vulnerable students. In addition, it fosters a shared responsibility for the successful achievement of a six year graduation cycle.



This year (May 2009) schools gathered as families of schools and presented their school improvement goals, objectives and action plans to trustees, senior staff and other schools in their “family”. This was very productive and promoted a strong sense of interconnectedness and shared practice.



Other Connections

Aboriginal Education

During the spring and summer of 2008, the seven local Aboriginal bands and the Metis community organized into a council known as the Hwulmuhw Mustimuhw Education Council. This group approached the Board of Education and asked to be recognized as the official voice of the local Aboriginal people in matters relating to the educational services provided to children of Aboriginal descent in SD79 (Cowichan Valley). This structure was recognized by the Board of Education as the preferred communication structure for the local band education coordinators.



The school district will be working with the Aboriginal community to renew the currently expired Enhancement Agreement (2001-2006). We intend to map the services we provide and to collaboratively review services with a goal to improve student success levels for our Aboriginal students.

As we renew our communication structures with the Aboriginal community, we will continue to move toward a renewal of the Enhancement Agreement with support structures to improve our success data.

The Cowichan Valley School District is strongly committed to improving the life's chances for all of our Aboriginal students and is working to achieve this in a collaborative and focused manner.

Early Learning Programs

School District 79 has been very committed to Early Learning for many years. The District Review Team (2007) identified Early Learning Programs as a significant strength. We have continued to fine-tune and expand these programs over the last two years.

The District has had an Early Learning Liaison Teacher in place for five years. The position includes time to work with Early Primary teachers and a variety of community groups to support early learning initiatives and school readiness as well as to promote the use of the Early Learning Framework and the Early Learning Continuum.

The focus continues to include supporting a variety of pre-school literacy programs such as PALS, Play and Learn, Fun Family Literacy Nights, Books for Babes, Story and Play Time, Mother Goose.





Community/ District Literacy Plan

A Literacy Now Cowichan Task Group, made up of School District 79 and community stakeholders, was formed in May 2007 to develop a Community Literacy Plan using the Provincial Literacy Now Community Planning Process. The group worked diligently throughout the 2007-2008 school year to identify goals, objectives and strategies to address literacy needs in the Cowichan region. The first Community Literacy Plan was finalized in June 2008.

During 2008-09, participants of Literacy Now Cowichan worked together to implement the goals of the Community Literacy Plan. School District 79 has been well represented in this collaborative process.

The School District 79 Literacy Plan and the Community Literacy plan have now been amalgamated to form the new Cowichan Literacy Plan 2009. There is a strong connection between the Cowichan Literacy Plan and the revised District Achievement Contract. Both speak to the on-going commitment to improve literacy across the Cowichan School District for people of all ages. An important part of building the Cowichan Literacy Plan has been developing and extending the networking, collaboration and partnerships within the broader community.

District Review Response

The recommendations of the District Review in 2007 continue to be a focus of our efforts to improve student achievement. Recent highlights include:

- A renewed emphasis to improve success for Aboriginal students
- The creation of “families of schools” to enhance student achievement and transition rates particularly for our vulnerable students.
- Integrating Assessment for Learning into our focus on instructional strategies.
- Increasing the number of StrongStart Centres.
- Increasing public consultation with the community.
- A focused effort on developing a Strategic Plan for the district with input from the community.



District Goal and Objectives

District Goal: Improve Success for each student with a focus on vulnerable learners

Rationale

We will continue to improve our ability to track individual student achievement to address learning needs on a student by student basis. Our transition rates, while improving at grades 8 to 10, have reached a plateau in the grade 11 and 12 years. While strategies will be focused directly on these students, we must also examine our interventions at earlier years before students reach the Graduation Program.

The improvement in transition rates will ensure an increase in Graduation rates as our success with first time grade 12's is above the provincial average in achieving Graduation.

Our inquiry will be driven by the following four points:

1. How are the needs of vulnerable students reflected in your action plan?
2. Which evidence-based interventions that we know make a difference are you using in your action plan?
3. How will classroom instructional practice make a difference to student achievement and transitions?
4. How will Assessment for Learning Strategies make a difference to student achievement and transitions?

Objectives

1. **Literacy** - Improve student literacy skills (K-12) with a focus on reading achievement.
2. **Transitions** - Improve middle/secondary grade to grade transitions and increase the number of students successfully transitioning through Grade 12 within six years.



Objective 1: Literacy - Improve student literacy skills (K-12) with a focus on reading achievement.

Rationale

In order to improve success for each student, especially vulnerable learners, we need to focus on literacy skills K-12 and develop students ability to “read to learn” across all curricular areas. Performance targets and strategies are designed to include all students K-12, including our most vulnerable learners.

The district believes the integration of Assessment for Learning strategies into daily classroom instruction will enhance overall student achievement including for literacy. The increased focus on Oral Language in the new English Language Arts IRP will support development of literacy skills K-12 especially for Aboriginal students. Literacy and a concern for vulnerable students is a focus in all schools. This focus is also a key part of the Cowichan Community Literacy Plan.

Concerted efforts to increase participation rates requires us to evaluate/ fine tune out administrative practices for collecting all assessment data. Although our performance on the required English exams is at or above the provincial average, we continue to be concerned about those students who do not write the exam or who are delayed in writing. Primary achievement data indicates female students are closer to meeting targets than male students and Aboriginal learners. DART Reading Assessments indicate a need to increase the focus on Fall DART as Assessment For Learning, especially for grades 6-9.



Objective 1: Improve student literacy skills (K-12) with a focus on reading achievement

Performance Indicators

- District Early Success Assessments K-2
- Primary Reading Assessments based on BC Performance Standards

Summary of Progress

- District Early Success Assessments indicate fewer number of grade 1 students and fewer grade 1 & 2 Aboriginal students at risk
- Primary Reading Assessments indicate students fully meeting or exceeding has increased over three years.
- Data indicates female students are close to meeting target while male students and Aboriginal learners are not

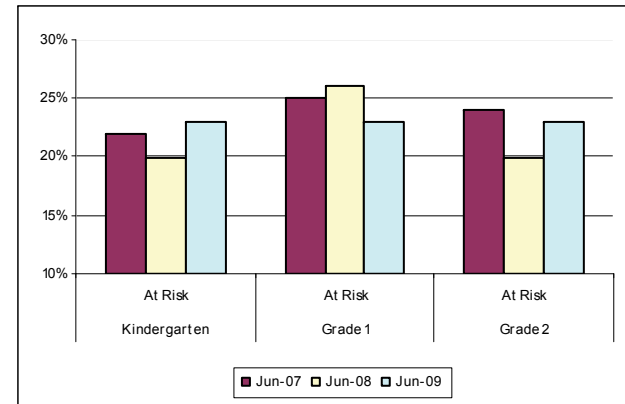
(more details in appendix)

District Early Success Assessment

(% at risk in one or more areas of oral language, phonemic awareness, concepts of print)

Performance Target

- Decrease percentage of students at risk to 15% or less within three years.

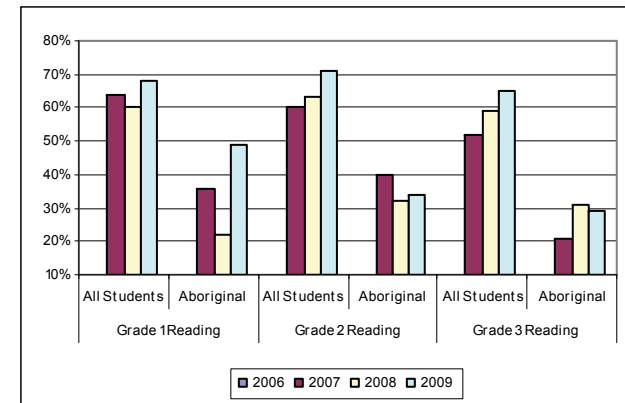


District Primary Reading Assessment

(based on BC Performance Standards % fully meeting, & exceeding)

Performance Target

- 75% or more of all grade 1-3 students will fully meet or exceed expectations in reading within three years.
- 50% or more of all grade 1-3 Aboriginal students will fully meet or exceed expectations in reading within three years.



Objective 1: Improve student literacy skills (K-12) with a focus on reading achievement.

Performance Indicators

- DART Reading Assessments grade 3 - 9
- FSA reading comprehension grade 4 & 7

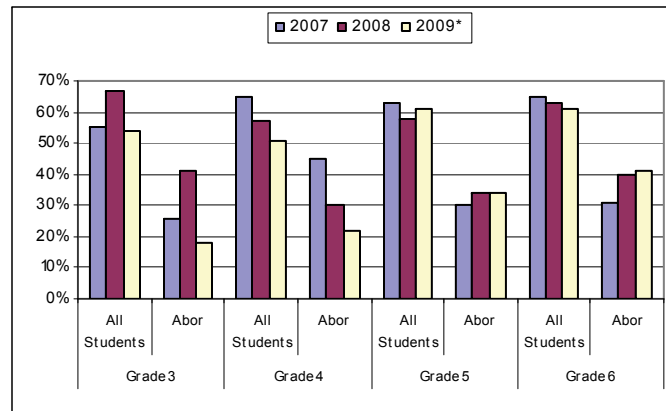
Summary of Progress

- Noticeable gains noted in Grade 7-9 DART for Aboriginal and all students over last 4 years.
- Need to further explore inconsistencies of our DART Assessment (i.e., administration and data collection practices, participation rates).

(more details in appendix)

Performance Target

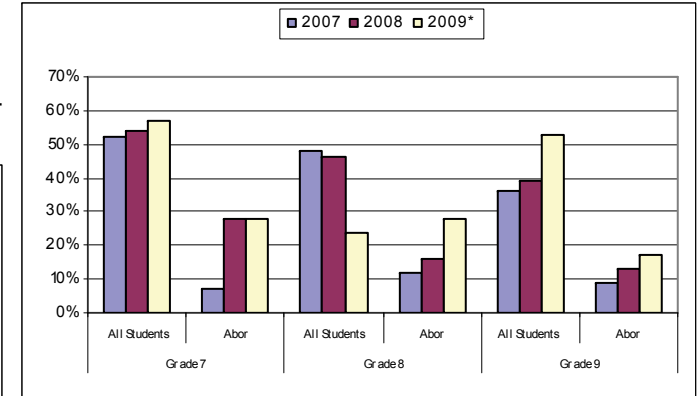
- 70% or more of all grade 3-9 students fully meeting or exceeding expectations within three years.
- 50% or more of all grade 3-9 Aboriginal students fully meeting or exceeding expectations within three years.



Performance Target

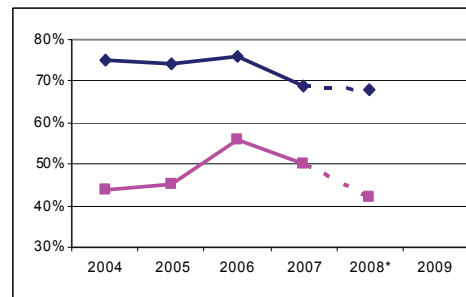
- 70% or more of students meeting or exceeding expectations within three years.

DART (Snapshot Assessment of Reading Data - % fully meeting & exceeding)

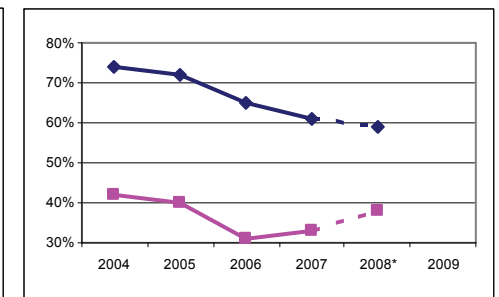


* Participation rates for 2009 showed significant improvement over 3 years.

Grade 4 FSA Reading



Grade 7 FSA Reading



NOTE: new baseline for FSA 2008

All Students —
Aboriginal —

Objective 1: Improve student literacy skills (K-12) with a focus on reading achievement.

Performance Indicators

- English 10 & English 12 required Provincial exam results

Performance Target

- Maintain or exceed exam results and increase the participation rate to 80% within three years.

Summary of Progress

- Although our performance on the required English exams is at or above the provincial average, we continue to be concerned about those students who do not write the exam or who are delayed in writing the exam.

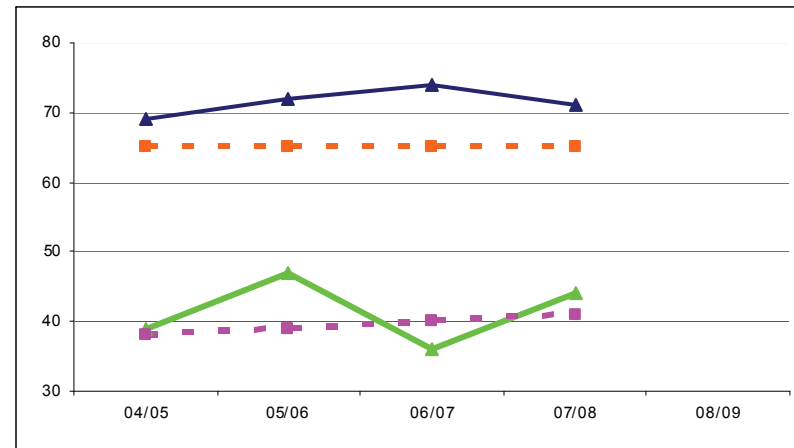
(more details in appendix)

Performance Target

- Maintain or exceed exam results and increase the participation rate to 80% within three years.

English 10

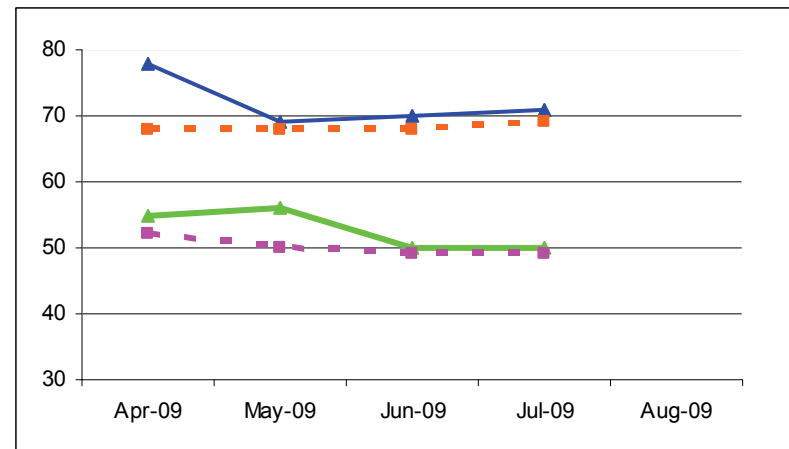
(% of students whose blended final mark is C+ or better)



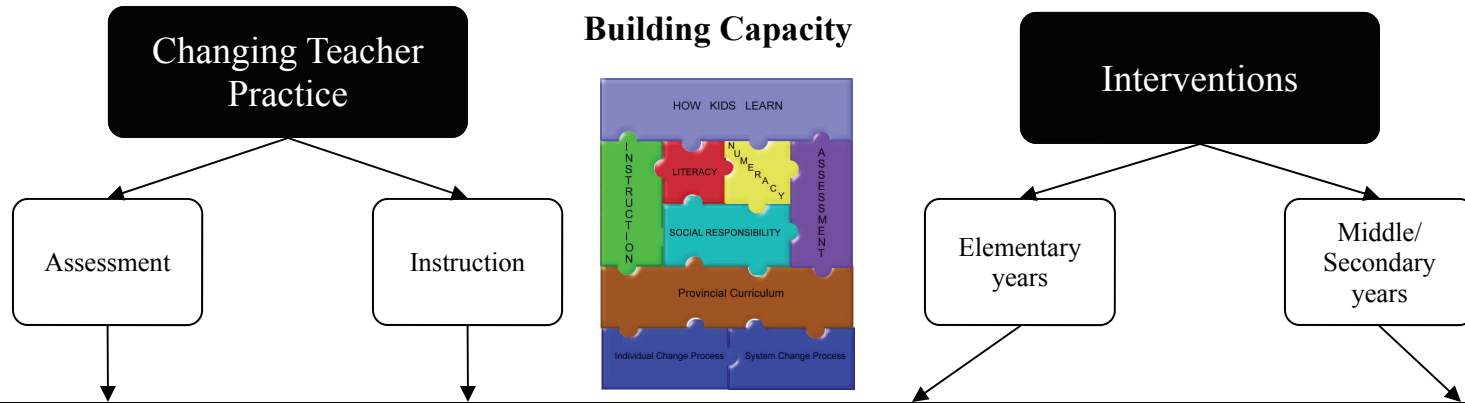
English 12

(% of students whose blended final mark is C+ or better)

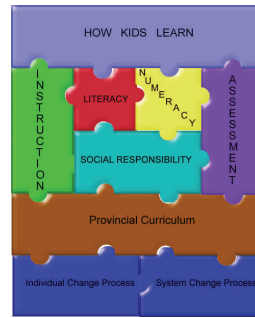
All Students District ————
 All Students Provincial - - - - -
 Aboriginal District ————
 Aboriginal Provincial ······



Literacy Actions



Building Capacity



Changing Teacher Practice

Assessment

Instruction

Interventions

Elementary years

Middle/
Secondary years

| | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> Expand use of Six Big Assessment For Learning Strategies through webcasts, Performance Based Schools Network and ILC Support teachers in group marking and analysis of assessment data to inform instruction Teams of teachers researching, analyzing data and creating AFL tools | <ul style="list-style-type: none"> Expand use of Professional Learning Rounds focused on improving instruction Continue and expand focus on Instructional Intelligence Strategies and SMART Learning Expand opportunities for coaching, mentoring and demonstration lessons provided by District Specialist Teachers and others Expand support for teachers to develop and implement strategies for differentiation of instruction and increase achievement for vulnerable learners Support collaborative teamwork through Professional Learning Community Early Dismissal Days and School Based inservice funds | <ul style="list-style-type: none"> Performance targets/strategies designed to include all K-12 students including most vulnerable “Families of schools” created with common goal of improving student achievement rates. Monthly meetings to discuss vulnerable students and design interventions Schools creating “who we are worried about” lists and building connections with their action plans Continue to support the implementation of the Early Learning initiatives Increase support for DART as AFL with training and group marking Support grade 2/3 Phonemic Awareness project and the development of Oral Language /PWIM strategies First Steps in Math inservice to increase teachers’ ability to intervene early with vulnerable students Intensified interventions and resources in schools with vulnerable populations | <ul style="list-style-type: none"> Performance targets/strategies designed to include all K-12 students, including most vulnerable “Families of schools” created with common goal of improving student achievement and transition rates. Monthly meetings to discuss vulnerable students and design interventions Schools creating “who we are worried about” lists and building connections with their action plans District/ School tracking of vulnerable students in order to design interventions Evening classes for secondary students offered through Adult Education “Catch up opportunities” provided for middle students falling behind in English Self-paced “open learning” classrooms created to encourage reconnection to secondary schools and allow students to keep pace Increase support for DART as AFL with training and group marking; Quamichan DART AFL project Support secondary English teachers in integrating Aboriginal content Intensified interventions and resources in schools with vulnerable populations |
|---|---|--|---|

Objective 2: Transitions - Improve middle/secondary grade to grade transitions and increase the number of students successfully transitioning through Grade 12 within six years.

Rationale

Grade-to-grade transitions have been a focus of our conversation since the introduction of our “families of schools” model in October of 2008. In order to improve our six-year school completion rate, it is clear that we must improve the retention of students along the way as once students arrive in grade 12 we do an excellent job of getting them through to graduation. Clearly, this is a K-12 challenge that we are embracing through our literacy efforts and focus on transitions.



Objective 2: Improve middle/secondary grade to grade transitions and increase the number of students successfully transitioning through Grade 12 within six years.

Performance Indicators

- District grade to grade transitions compared to provincial averages.

Summary of Progress

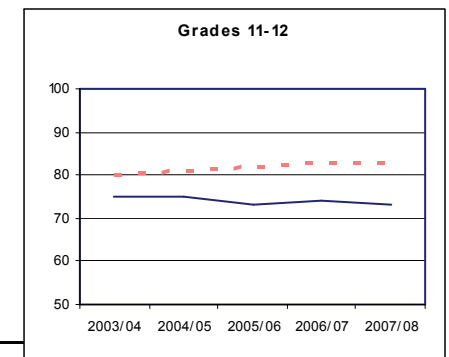
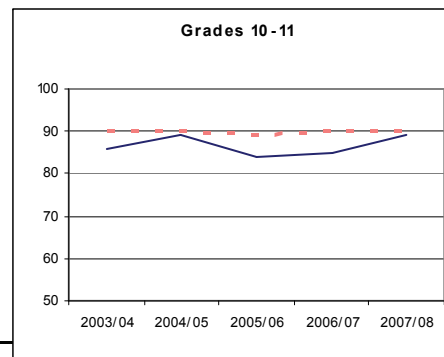
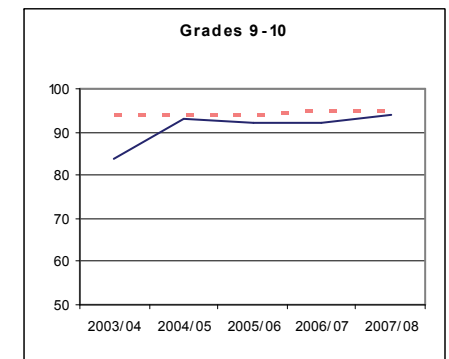
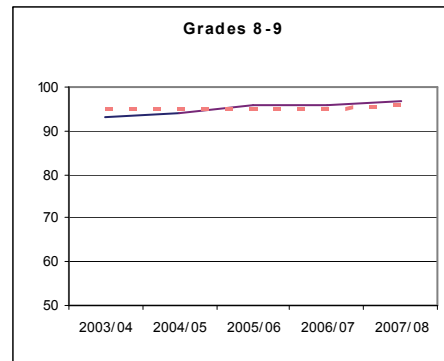
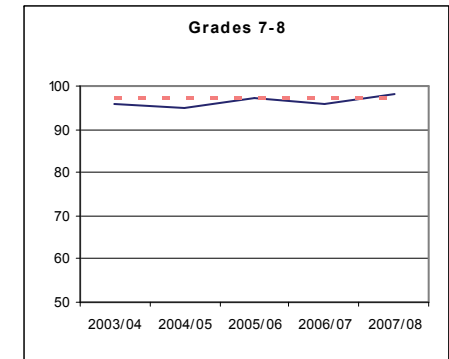
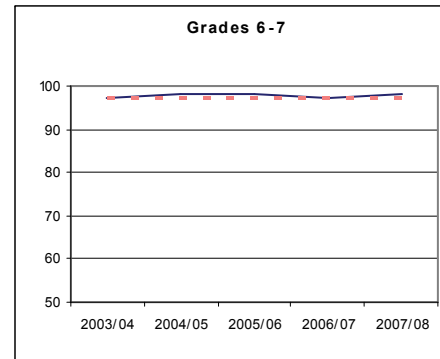
- Through the middle years and up to grade 10 transition has consistently risen to near the provincial average.
- Grade 11 continues to be a place where a significant number of students struggle to successfully transition to grade 12.

Performance Target

To meet or exceed the provincial average for grade to grade transitions within three years.

District — Provincial

Transition Rates - All Students



Objective 2: Improve middle/secondary grade to grade transitions and increase the number of students successfully transitioning through Grade 12 within six years.

Summary of Progress

- Through the middle years and up to grade 10 transition has consistently risen to near the provincial average.
- Grade 11 continues to be a place where a significant number of students struggle to successfully transition.

Performance Indicators

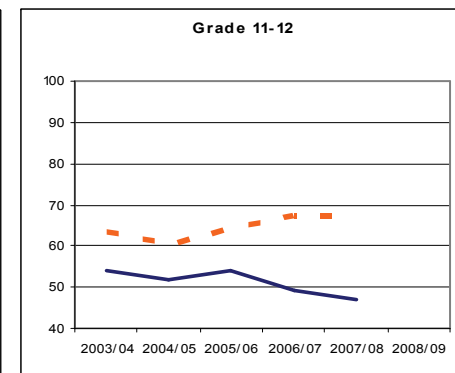
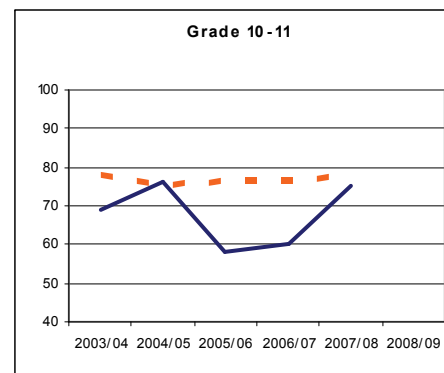
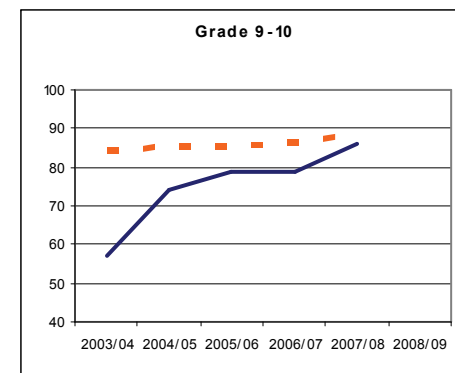
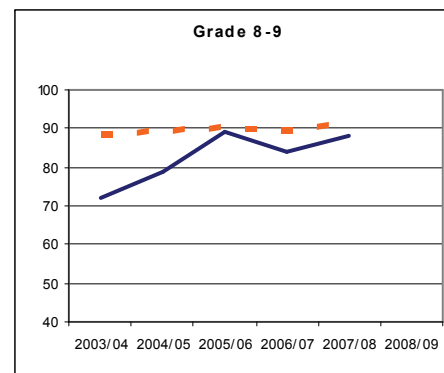
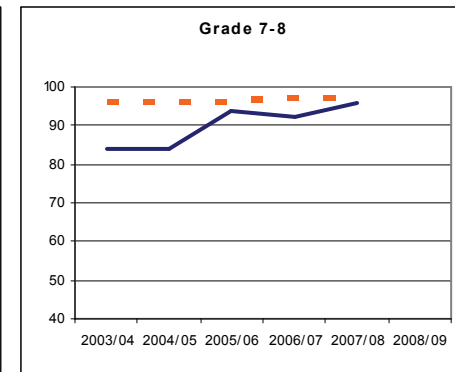
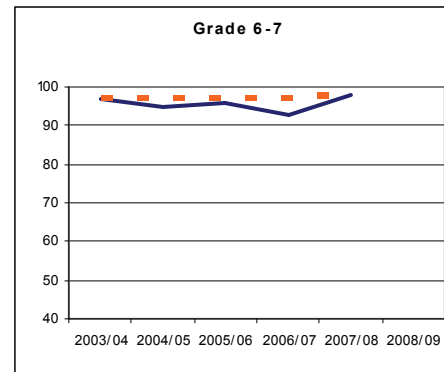
- District grade to grade transitions compared to provincial averages.

Performance Target

To meet or exceed the provincial average for grade to grade transitions within three years.

District ——— Provincial ·····

Transition Rates - Aboriginal



Objective 2: Transitions

Performance Indicators

- First Time Grade 12 Graduation
- Six-year completion Rate

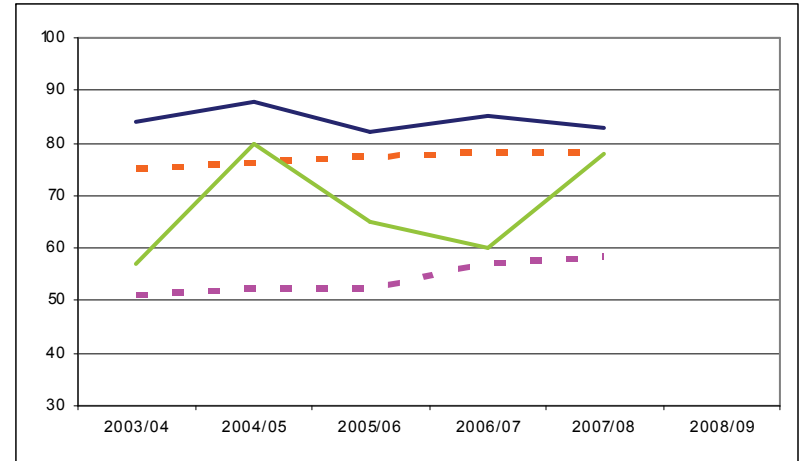
Performance Target

To meet or exceed the provincial average for six year completion rates for all students within three years.

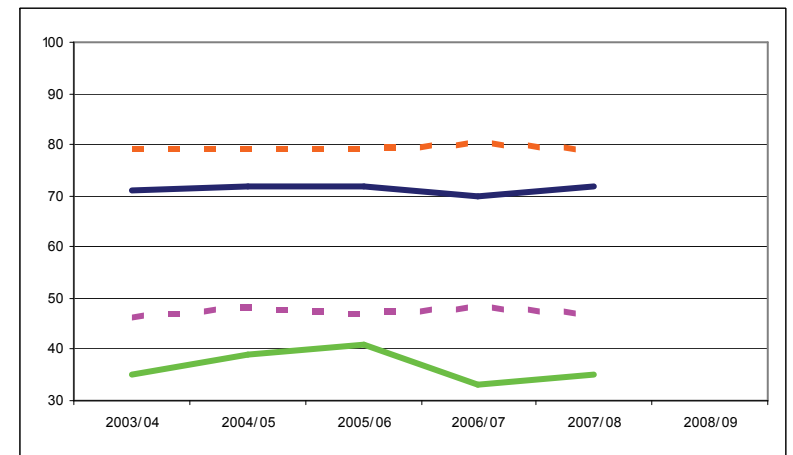
Summary of Progress

- While those students who reach grade 12 continue to outperform their provincial counterparts in successfully graduating, our six-year rate is below the provincial average because of attrition along the way. .

First Time Grade 12 Graduation Rates

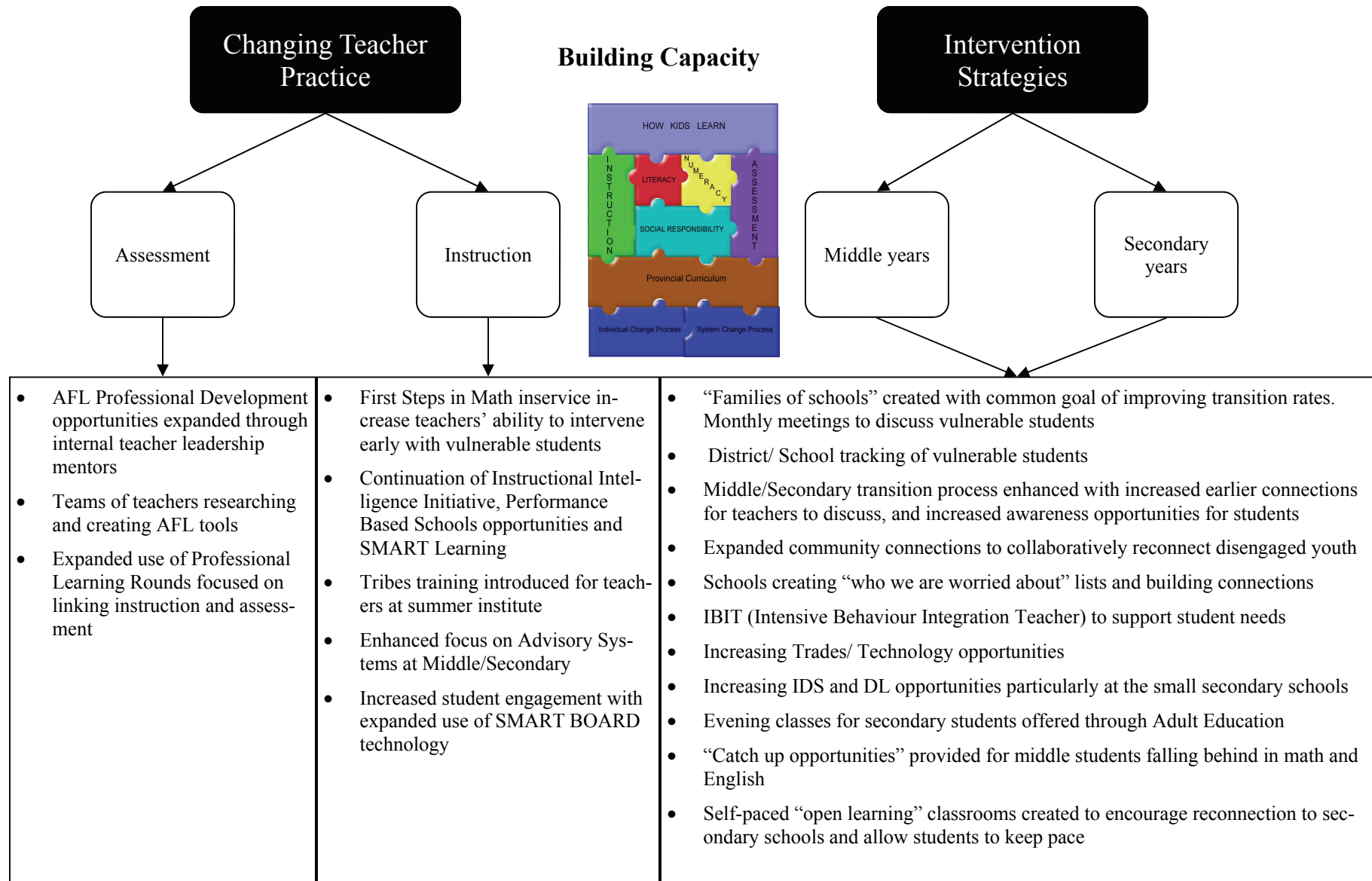


District Six-Year School Completion Rate



All Students District ———
 All Students Provincial
 Aboriginal District ———
 Aboriginal Provincial

Transition Actions



Appendix 1 - Data Tables for Literacy

TABLE 1: District Early Success Assessment % at Risk
(data from one or more areas of oral language, phonemic awareness, concepts of print)

| | Kindergarten | | | | Grade 1 | | | | Grade 2 | | | |
|----------|--------------|------|--------|------------|---------|------|--------|------------|---------|------|--------|------------|
| | At Risk | Male | Female | Aboriginal | At Risk | Male | Female | Aboriginal | At Risk | Male | Female | Aboriginal |
| Jun-07* | 22% | | | | 25% | | | | 24% | | | |
| Jun-08 | 20% | 23% | 16% | 38% | 26% | 31% | 20% | 72% | 20% | 24% | 18% | 71% |
| Jun-09** | 23% | 29% | 17% | 64% | 23% | 29% | 19% | 38% | 23% | 34% | 16% | 67% |

* Incomplete data

** Increased participation rates

TABLE 2: District Early Success Assessment % at Risk - Cohort Groups
(data from one or more areas of oral language, phonemic awareness, concepts of print)

| | All Students | Male | Female | Aboriginal |
|--------------------|--------------|------|--------|------------|
| Kindergarten 2006* | 28%* | | | |
| Grade 1 2007* | 25% | | | |
| Grade 2 2008 | 20% | 24% | 18% | 71% |
| Kindergarten 2007* | 22% | | | |
| Grade 1 2008 | 26% | 31% | 20% | 72% |
| Grade 2 2009** | 23% | 34% | 16% | 67% |
| Kindergarten 2008 | 20% | 23% | 16% | 38% |
| Grade 1 2009** | 23% | 29% | 19% | 38% |
| Grade 2 2010 | | | | |

Appendix 1 - Data Tables for Literacy

TABLE 3: District Primary Reading Assessment
(based on BC Performance Standards, % fully meeting and exceeding)

| | All Students | Male | Female | Aboriginal | Aboriginal Male | Aboriginal Female |
|---------------|--------------|------|--------|------------|-----------------|-------------------|
| Grade 1 2007 | 64% | 55% | 72% | 36% | | |
| Grade 1 2008 | 60% | 52% | 68% | 22% | 21% | 25% |
| Grade 1 2009* | 68% | 64% | 73% | 49% | 45% | 51% |
| Grade 2 2007 | 60% | 53% | 69% | 40% | | |
| Grade 2 2008 | 63% | 58% | 70% | 32% | 32% | 31% |
| Grade 2 2009* | 71% | 67% | 74% | 34% | 30% | 40% |
| Grade 3 2007 | 52% | 50% | 53% | 21% | | |
| Grade 3 2008 | 59% | 58% | 61% | 31% | 37% | 26% |
| Grade 3 2009* | 65% | 61% | 68% | 29% | 24% | 36% |

*Participation rates improved significantly over the last three years

TABLE 4: District Primary Reading Assessment - Cohort Groups
(based on BC Performance Standards, % fully meeting and exceeding)

| | All Students | Male | Female | Aboriginal | Aboriginal Male | Aboriginal Female |
|---------------|--------------|------|--------|------------|-----------------|-------------------|
| Grade 1 2007 | 64% | 55% | 72% | 36% | | |
| Grade 2 2008 | 63% | 58% | 70% | 32% | 32% | 31% |
| Grade 3 2009* | 65% | 61% | 68% | 29% | 24% | 36% |
| Grade 1 2008 | 60% | 52% | 68% | 22% | 21% | 25% |
| Grade 2 2009* | 71% | 67% | 74% | 34% | 30% | 40% |
| Grade 3 2010 | | | | | | |

Appendix 1 - Data Tables for Literacy

TABLE 5: DART

(Snapshot Assessment of Reading - % fully meeting, exceeding)

| | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grade 9 | |
|-------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|--------------|------|
| | All Students | Abor | All Students | Abor | All Students | Abor | All Students | Abor | All Students | Abor | All Students | Abor | All Students | Abor |
| 2007 | 55% | 26% | 65% | 45% | 63% | 30% | 65% | 31% | 52% | 7% | 48% | 12% | 36% | 9% |
| 2008 | 67% | 41% | 57% | 30% | 58% | 34% | 63% | 40% | 54% | 28% | 46% | 16% | 39% | 13% |
| 2009* | 54% | 18% | 51% | 22% | 61% | 34% | 61% | 41% | 57% | 28% | 54% | 28% | 53% | 17% |

TABLE 6: DART COHORT GROUPS

(Snapshot Assessment of Reading - % fully meeting, exceeding)

| | All Students | Aboriginal |
|---------------|--------------|------------|
| Grade 3 2007 | 55% | 26% |
| Grade 4 2008 | 57% | 30% |
| Grade 5 2009* | 61% | 34% |

* DART participation rates improved significantly over three years

| | | |
|---------------|-----|-----|
| Grade 4 2007 | 65% | 58% |
| Grade 5 2008 | 65% | 58% |
| Grade 6 2009* | 61% | 41% |

| | | |
|---------------|-----|-----|
| Grade 5 2007 | 63% | 30% |
| Grade 6 2008 | 63% | 40% |
| Grade 7 2009* | 57% | 28% |

| | | |
|---------------|-----|-----|
| Grade 6 2007 | 65% | 31% |
| Grade 7 2008 | 54% | 28% |
| Grade 8 2009* | 54% | 28% |

| | | |
|---------------|-----|-----|
| Grade 7 2007 | 52% | 7% |
| Grade 8 2008 | 46% | 16% |
| Grade 9 2009* | 53% | 17% |

Appendix 1 - Data Tables for Literacy

TABLE 7: FSA Results - Grades 4 & 7 Reading and Writing

| Grade 4 Reading | | | Grade 7 Reading | | Grade 4 Writing | | | Grade 7 Writing | |
|-----------------|-----|------------|-----------------|------------|-----------------|-----|------------|-----------------|------------|
| | All | Aboriginal | All | Aboriginal | | All | Aboriginal | All | Aboriginal |
| 2004 | 75% | 44% | 74% | 42% | 2004 | 79% | 61% | 85% | 68% |
| 2005 | 74% | 45% | 72% | 40% | 2005 | 89% | 76% | 85% | 59% |
| 2006 | 76% | 56% | 65% | 31% | 2006 | 78% | 67% | 80% | 52% |
| 2007 | 69% | 50% | 61% | 33% | 2007 | 86% | 75% | 76% | 59% |
| 2008* | 68% | 42% | 59% | 38% | 2008* | 59% | 33% | 60% | 40% |

* New baseline FSA data 2008

TABLE 8: English Provincial Exam Marks

| English 10 | | | | | English 12 | | | | |
|------------|--------------|--------|------------|--------|------------|--------------|--------|------------|--------|
| | All Students | | Aboriginal | | | All Students | | Aboriginal | |
| | Dist % | Prov % | Dist % | Prov % | | Dist % | Prov % | Dist % | Prov % |
| | c+ | c+ | c+ | c+ | | c+ | c+ | c+ | c+ |
| 04/05 | 69 | 65 | 39 | 38 | 04/05 | 78 | 68 | 55 | 52 |
| 05/06 | 72 | 65 | 47 | 39 | 05/06 | 69 | 68 | 56 | 50 |
| 06/07 | 74 | 65 | 36 | 40 | 06/07 | 70 | 68 | 50 | 49 |
| 07/08 | 71 | 65 | 44 | 41 | 07/08 | 71 | 69 | 50 | 49 |
| 08/09 | | | | | 08/09 | | | | |

TABLE 9: English Prov Exam Participation Rates

| DISTRICT | 04/05 | 05/06 | 06/07 | 07/08 | 08/09 |
|-------------------------|-------|-------|-------|-------|-------|
| English 10 All Students | 76 | 77 | 76 | 72 | |
| English 10 Aboriginal | 56 | 38 | 42 | 45 | |
| English 12 All Students | 87 | 77 | 81 | 77 | |
| English 12 Aboriginal | 59 | 54 | 41 | 51 | |

| PROVINCIAL | 04/05 | 05/06 | 06/07 | 07/08 | 08/09 |
|-------------------------|-------|-------|-------|-------|-------|
| English 10 All Students | 79 | 84 | 87 | 87 | |
| English 10 Aboriginal | 55 | 60 | 63 | 63 | |
| English 12 All Students | 68 | 68 | 71 | 70 | |
| English 12 Aboriginal | 35 | 36 | 38 | 40 | |

Appendix 2 - Data Tables for Transition

TABLE 10: District/Provincial Transition Rates - All Students
(percentages)

| | Gr 6-7 | | Gr 7-8 | | Gr 8-9 | | Gr 9-10 | | Gr 10-11 | | Gr 11-12 | |
|---------|--------|------|--------|------|--------|------|---------|------|----------|------|----------|------|
| | Dist | Prov | Dist | Prov | Dist | Prov | Dist | Prov | Dist | Prov | Dist | Prov |
| 2003/04 | 97 | 97 | 96 | 97 | 93 | 95 | 84 | 94 | 86 | 90 | 75 | 80 |
| 2004/05 | 98 | 97 | 95 | 97 | 94 | 95 | 93 | 94 | 89 | 90 | 75 | 81 |
| 2005/06 | 98 | 97 | 97 | 97 | 96 | 95 | 92 | 94 | 84 | 89 | 73 | 82 |
| 2006/07 | 97 | 97 | 96 | 97 | 96 | 95 | 92 | 95 | 85 | 90 | 74 | 83 |
| 2007/08 | 98 | 97 | 98 | 97 | 97 | 96 | 94 | 95 | 89 | 90 | 73 | 83 |
| 2008/09 | | | | | | | | | | | | |

TABLE 11: District/Provincial Transition Rates - Aboriginal Students
(percentages)

| | Gr 6-7 | | Gr 7-8 | | Gr 8-9 | | Gr 9-10 | | Gr 10-11 | | Gr 11-12 | |
|---------|--------|------|--------|------|--------|------|---------|------|----------|------|----------|------|
| | Dist | Prov | Dist | Prov | Dist | Prov | Dist | Prov | Dist | Prov | Dist | Prov |
| 2003/04 | 97 | 97 | 84 | 96 | 72 | 88 | 57 | 84 | 69 | 78 | 54 | 63 |
| 2004/05 | 95 | 97 | 84 | 96 | 79 | 89 | 74 | 85 | 76 | 75 | 52 | 60 |
| 2005/06 | 96 | 97 | 94 | 96 | 89 | 90 | 79 | 85 | 58 | 76 | 54 | 64 |
| 2006/07 | 93 | 97 | 92 | 97 | 84 | 89 | 79 | 86 | 60 | 76 | 49 | 67 |
| 2007/08 | 98 | 98 | 96 | 97 | 88 | 91 | 86 | 88 | 75 | 78 | 47 | 67 |
| 2008/09 | | | | | | | | | | | | |

TABLE 12: First Time Grade 12's Graduation Rates

| | 2003 2004 | 2004 2005 | 2005 2006 | 2006 2007 | 2007 2008 | 2008 2009 |
|----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| All Students (District) | 84 | 88 | 82 | 85 | 83 | |
| All Students (Provincial) | 75 | 76 | 77 | 78 | 78 | |
| Aboriginal Students (District) | 57 | 80 | 65 | 60 | 78 | |
| Aboriginal Students (Provincial) | 51 | 52 | 52 | 57 | 58 | |

TABLE 13: Six-year School Completion Rates

*Adjusted for international & school completion certificate students

| | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 |
|--------------------------------|---------|---------|---------|---------|---------|---------|
| All Students District | 71 | 72 | 72 | 70 | 72 | |
| All Students Provincial | 79 | 79 | 79 | 80 | 79 | |
| Aboriginal District | 35 | 39 | 41 | 33 | 35 | |
| Aboriginal Provincial | 46 | 48 | 47 | 48 | 47 | |
| *District Adjusted | | | | | 75 | |

Appendix 3 - Reference Links

- District Data Summary: http://www.bced.gov.bc.ca/reports/pdfs/sd_perf/079.pdf
- Ministry of Education Required Provincial Exam data - Cowichan School District: <http://www.bced.gov.bc.ca/reports/pdfs/exams/req/079.pdf>
- Ministry of Education Grade to Grade Transition data: <http://www.bced.gov.bc.ca/reports/pdfs/transition/public.pdf>
- Ministry of Education Grade 12 Graduation Rates data: <http://www.bced.gov.bc.ca/reports/pdfs/graduation/prov.pdf>
- Ministry of Education Six-Year Completion Rate data: http://www.bced.gov.bc.ca/reports/pdfs/exams/comp_rate/prov.pdf
- District Aboriginal Report data: http://www.bced.gov.bc.ca/reports/pdfs/sd_perf/079.pdf
- Ministry of Education FSA data: <http://www.bced.gov.bc.ca/reports/pdfs/fsa/079.pdf>
- School Goal Plans: www.sd79.bc.ca
- Cowichan Literacy Plan: http://www.2010legaciesnow.com/fileadmin/user_upload/Embrace_Learning/PDF/Cowichan%20Community%20Literacy%20Plan.pdf
- Adminfo District Key Information

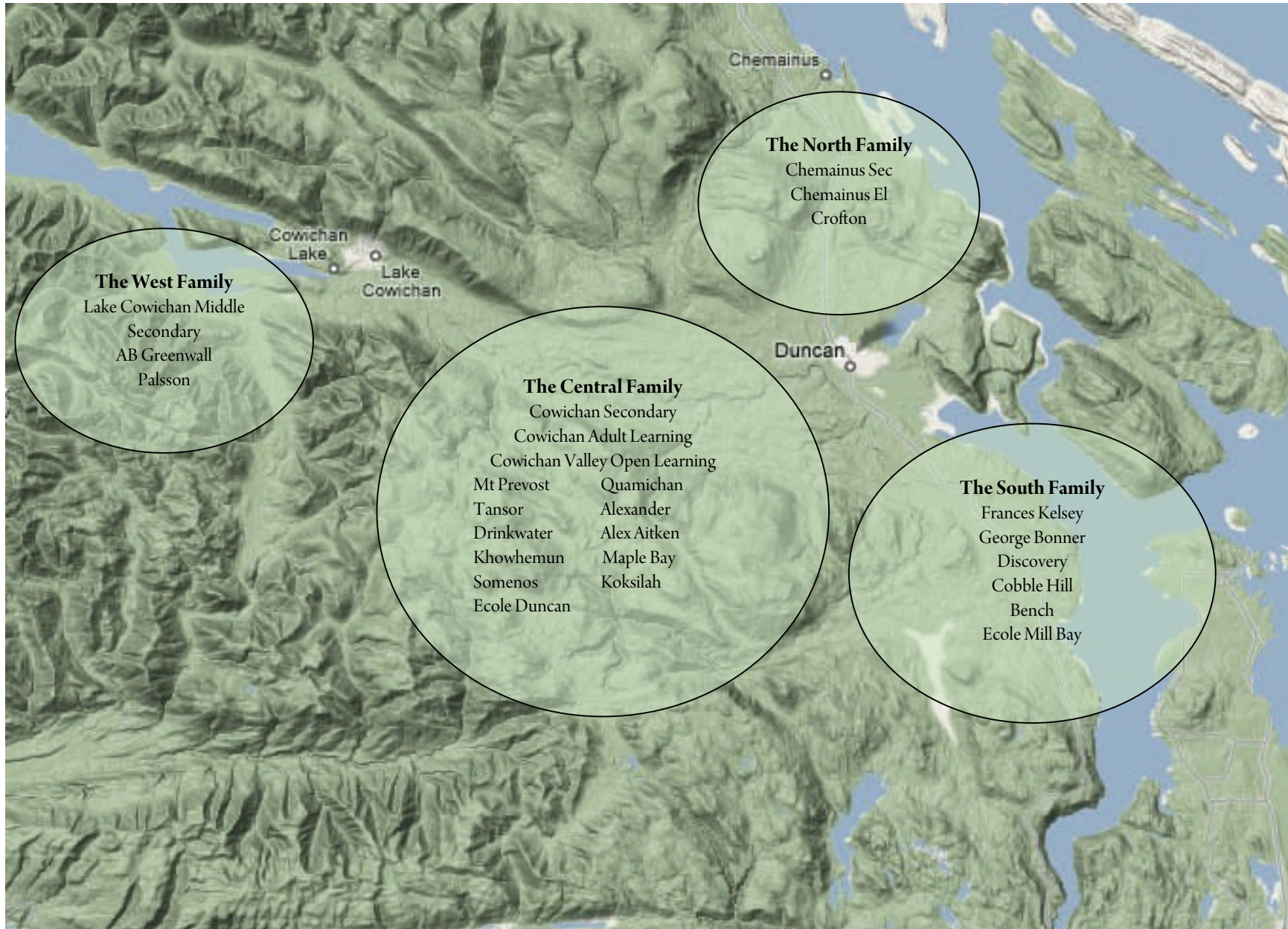
Appendix 4 - School Goals Chart

| SCHOOL | GOAL 1 | GOAL 2 |
|----------------------------|--|--|
| Central Family | | |
| Cowichan Sec | To implement plans and programs that will help to improve the success for all vulnerable or “at risk” students | |
| Quamichan Middle | Improve literacy skills across the curriculum | |
| Alex Aitken | To develop in our students a strong sense of personal and social responsibility | |
| Alexander | To improve students’ reading performance | |
| Maple Bay | To improve student achievement in reading comprehension in non-fiction and content areas | To improve students’ understanding and engagement in Science and the scientific process |
| Koksilah | To increase First Nations’ cultural knowledge and Hul’q’umi’num’ use for students and staff in every classroom and throughout the school. | To increase reading comprehension |
| Mt Prevost Middle | To strengthen and entrench the multigrade advisory system into the culture and traditions of Mt Prevost | To increase the success of our most vulnerable students |
| Ecole Duncan El | To improve student achievement through differentiation of Literacy Instruction K-12 with a focus on Reading Comprehension / Reading for Learning. Through this goal, we will improve French Oral Language abilities of all students. | |
| Drinkwater | To improve student achievement in reading comprehension through differentiated instruction | |
| Khowhemun | To improve student achievement through the “Differentiation of Literacy Instruction, With a Focus on Reading Comprehension / Reading For Learning” | Family of Schools Goal #1 – Action Plan reflects the Khowhemun School focus |
| Somenos | To improve student Literacy through a focus on Reading Comprehension / Reading for Learning through Differentiated Instruction | Social Responsibility: To develop personal responsibility, with a focus on respectful and considerate behaviour. |
| Tansor | Improve Student Achievement with a focus on Reading Comprehension and Reading for Learning through differentiated instruction | Social Responsibility: solving problems in a peaceful way |
| Alternate Education | To increase success of all learners | To improve attendance and retention of all learners |
| Adult Education | To improve the student success of all adult and school aged learners | Improve the recruitment and retention of all students |

Appendix 4 - School Goals Chart

| SCHOOL | GOAL 1 | GOAL 2 |
|---------------------------------------|--|--|
| West Family | | |
| Lake Cowichan Middle/Secondary | Improved student learning | |
| AB Greenwell | To improve the quality of student writing | |
| Palsson | To improve students' reading skills | |
| South Family | | |
| Frances Kelsey Sec | To increase student performance by improving wellness, recognizing the importance of physical, social and emotional health | To work as a South End Family of Schools to support District Transitions. |
| George Bonner Middle | To further develop written communication skills using purposeful, thoughtful, persuasive, critically reflective language | |
| Bench | To improve student success in numeracy | To improve student success in reading To assist students to make healthy life choices, encourage good nutrition, physical activity and improve student physical fitness |
| Cobble Hill | To meet the learning needs of our students in literacy | |
| Ecole Mill Bay | Improve all students' reading skills | |
| Discovery | Increase the percentage of students whose writing fully meets or exceeds expectations | |
| North Family | | |
| Chemainus Sec | To Improve the grade to grade transition rate and graduation rate of all our students | To increase student enrolment through all grade levels |
| Chemainus El | Will a focus for instruction on the oral language outcomes in the English Language Arts curriculum improve student achievement in reading and writing at each level? | |
| Crofton | Will teaching metacognitive reading strategies to grade 4-7 students using fiction and non-fiction text result in improved reading comprehension, particularly for boys? | Will using the student friendly performance standards and the "6 Traits of Writing" result in improved writing ability? |

Appendix 5 - Families of Schools



Appendix 6 - District Review Response

As a result of the District Review Process in April 2007, the review team made four recommendations. The 2007 District Review Team acknowledged that the District's strengths include a strong staff commitment and a high level of staff and parent involvement, as well as a "desire" of everyone to work collaboratively to find solutions to the academic, relational, and financial challenges that face the district.

| RECOMMENDATIONS | RESPONSES |
|---|--|
| <p><u>Setting Directions</u> Initiate or build on efforts to: Use performance data to identify the most important priorities that will lead the district to a preferred future. Identify focused goals and objectives that will work toward increasing success for all learners. Ensure that goals and objectives demonstrate the shared responsibility for quality education for Aboriginal learners. Identify the most promising practices for increasing student success and ensure their sustainability.</p> | <p>A second Enhancement Agreement is currently under development. The District will work with partner groups to ensure that the Agreement promotes improved learning for all Aboriginal students through a shared responsibility for the goal of improved student achievement. District in-service continues to focus on effective instructional practice and the integration of assessment for learning strategies. Development of effective tracking and monitoring systems of individual student and cohort group student achievement is in the initial stages. This initiative will help us to profile students who are unsuccessful in grade to grade transition and respond with appropriate interventions.</p> |
| <p><u>Organizing for Improvement</u> Initiate or build on efforts to: Work with district and school staff to identify which structures/strategies have the greatest impact on ensuring success for students. Work collaboratively with the Hwulmuw Mustimuhw Education Council to ensure the shared responsibility for Aboriginal Education. Focus on strategies to support success for middle and secondary learners. Develop a consistent district plan to ensure successful transition experiences for all students. Identify the challenges faced by students transitioning between elementary to middle or middle to secondary school and implement practices to improve transition rates. Strengthen trades and alternate paths to success for students in SD 79. Align district staff support to reflect focused Goals and Objectives. Identify and make use of expertise within the district.</p> | <p>District staff will continue to review in-service activities and committees to focus and align resources with the objectives in the Achievement Contract. This review is supported by the 2007 District Review and reinforced by the Special Adviser's Report to the Minister of Education. The Aboriginal Education Department continues with six full time teachers to support Aboriginal student achievement. We continue to focus on the overall success for <u>each</u> student by supporting initiatives for students "at risk" in the transition from middle school to secondary school. We are continuing to strengthen and expand our programs and partnerships with post-secondary institutions. ACE-IT Programs have been implemented in three of the four secondary schools with plans to develop a program for Lake Cowichan Secondary school. Partnerships with Camosun and Vancouver Island University continue to enhance learning opportunities for our career oriented students.</p> |
| <p><u>Building Learning Communities</u> Initiate or build on efforts to: Provide a variety of venues and opportunities for mutually respectful two-way communication between the district, partner groups and the greater community. Strengthen the work of School Planning Councils. Work closely with the Hwulmuw Mustimuhw Education Council to demonstrate shared responsibility for increasing success for Aboriginal students and the completion of a second Enhancement Agreement.</p> | <p>Annual visits with Families of Schools School Planning Councils continue to enhance dialogue around school plans. These visits include senior staff, trustees, and our specialist teachers as support for the implementation of the goals. Renewed focus on developing respectful, two-way relationships with our aboriginal community. The second Enhancement Agreement will continue to be developed with all partners having input. There is a need to revisit some of the L.E.A.'s with some of our Aboriginal Bands in the near future. School based Professional Learning Community (PLC) activities continue to be supported by the Board of Education.</p> |
| <p><u>Achieving Results</u> Initiate or build on efforts to: Focus on success for each student. Improve transition rates and graduation rates especially for Aboriginal students. Improve the success of all students in the early years through systemic early intervention. Improve success for students in alternate programs. Decrease the number of students graduating with a school leaving certificate and increase the number of graduates Strengthen the use of classroom assessments to inform instruction and track individual student achievement over time. Monitor and adjust strategies to support students on an ongoing basis to ensure success. Expect a commitment at each school that reflects the belief that all students are in a cycle of continuous improvement (including the most vulnerable students, those in the middle and the high achievers).</p> | <p>There is a hope that the implementation of StrongStart Centres and other early learning initiatives the District will continue to improve school readiness. There also has been an increase in the number of Day Dare Centres now operating out of school excess space. At the most needy and vulnerable schools, additional staffing has been put in place to help improve student achievement and early intervention. Schools receiving this extra staffing are Khowhemun, Koksilah, Alexander, Quamichan and Cowichan Secondary. An increased focus on students who do not transition from grade to grade will enable the district to understand and then develop their plans for improvement.</p> |