

Priority: Improving student achievement and well-being through high quality instruction.

GOAL: All students to meet or exceed grade level expectations in literacy and numeracy.

ACTION: Report

DATE: January 2018



STUDENT ACHIEVEMENT DATA UPDATE

Current Local Data

Six-Year Completion Rates (All Students) - PROVINCE				
Rate (%)	2013/14	2014/15	2015/16	2016/17
All Students	84	84	84	84
Aboriginal	62	63	64	66

Disaggregated School Completion Rates (Residents) - CSS, SSS and GWG (Average)				
Rate (%)	2013/14	2014/15	2015/16	2016/17
All Students	90	90	87	88
Aboriginal	82	78	80	84

2016/17 RAD		
	NYM	FM/E
Grade 3 ALL	5%	62%
Grade 6 ALL	5%	52%
Grade 8 ALL	11%	47%

2016/17 - PM Benchmarks		
	NYM	FM/E
Grade 1 ALL	38%	53%
Grade 2 ALL	20%	71%
Grade 3 ALL	17%	78%

2016/17 SNAP % Proficient		
	NS	Op
Grade 2 ALL	44%	50%
Grade 3 ALL	41%	41%
Grade 4 ALL	39%	43%
Grade 5 ALL	30%	35%
Grade 6 ALL	26%	34%
Grade 7 ALL	39%	35%

NS: Number Sense

Op: Operations

Highlights

- Greater number of students are completing in 6 years since entering grade 8. We are above the provincial rates for both Aboriginal and All students on the school disaggregated average completion rate (GWG, SSS and CSS)
- Our grade four FSA results continue to be above the provincial average in reading, writing and numeracy.
- As of June 2017, we have district baseline data for our SNAP numeracy assessment.
- We have maintained our results, even though our system is experiencing the most dramatic changes in the history of our district.

Concerns

- There is much work still to be done to ensure all students in care and Aboriginal students are successfully obtaining a Dogwood Diploma at the end of 6-years after entering grade 8.
- Grade 7 FSA results continue to be significantly below provincial average in all areas.
- RAD & SNAP results support the FSA trend data. Student achievement data decreased from primary grades into middle school.
- Change fatigue potentially resulting in a decline in student achievement due to an implementation dip.

New District Initiatives

Reconfiguration

- Elementary School Transformation
 - Re-visioning K – 5
 - Assessment and Reporting
- Middle School Transformation
 - Teaming (pods of teacher teams)
 - Exploratory (introductory fine arts/ADST courses)
 - Advisory (student connections/adult advocate)
 - Collaboration (working together to achieve success)
- Secondary School Transformation
 - Transition secondary schools to a grade 9 – 12 model to enhance success for all students
 - Introduce a grade 11 – 12 mentorship program (LINK CREW) to support grade 9 transitions

Redesign

- Alternate Education Revision
 - District Resource Team (DRT)
 - Programs and Facility
- Fraser Valley Distance Education Redesign
 - Program Redesign
- Career Education
 - Program review and redesign
 - Increasing opportunities for students through enhanced partnerships

Ongoing District Initiatives

Literacy

- Focused support Grade 3 – 9
 - Residency model
 - Development of new district measure for reading (grade 3 – 8)
- Early Intervention K/1
 - School support
 - Residency model

Numeracy

- Focused support grade K – 8
- SNAP (Student Numeracy Assessment & Practice)

Ongoing in-service, workshops and Pro-D opportunities

Redesigned Curriculum

- Curriculum Implementation grade K – 10
- Optional Implementation grades 11 and 12
- Assessment
 - Numeracy 10
 - FSA
- ADST K – 12
- Core Competencies grades K – 12
- Indigenizing curriculum

Foundational District Initiatives

- Established district practices that support student achievement and high quality instruction, which includes staff capacity building, Response to Intervention (RTI) approach, a culture of collaboration, Social Emotional Learning and Indigenizing curriculum.