

## **SUPERINTENDENT'S REPORT ON ACHIEVEMENT**

December 11, 2007

Section 22 of the *School Act* was amended last spring to include the following:

“A board must appoint a superintendent of schools for a school district who, under the general direction of the board...,

- (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year.”

Section 79.3 goes on to say:

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

- (a) immediately, and in any event no later than January 31 of the school year in which the board receives the report, submit that report to the minister, and
- (b) as soon as practicable, make the report available to the public.”

The annual report on student achievement is intended to serve two main purposes;

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

The report which follows is brief because it substantially replicates information included in the Achievement Contract approved by the Board at the end of October. The only new data incorporated is the 2006-2007 Foundation Skills Assessment results and plans the district is working on to begin to address the issue of district level data on individual student achievement.

## Improving areas of student achievement

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

AREAS OF IMPROVEMENT	EVIDENCE SOURCES
<p>As can be seen in Appendix A the FSA results for Grade 4 are relatively consistent and show a general upward trend in all three areas. Female and Aboriginal students scored above the provincial average for their groups in reading, and Male and Aboriginal students exceeded the provincial average for their groups in literacy. We believe that this positive trend can be attributed to the work that has been done to support primary literacy and early intervention for students at risk. We are currently undertaking Oral Language Action Research Projects in 14 district schools.</p> <p>Over the past two years the district has been using teacher judgement and cohort data to identify and track students at risk as they move through the system. It is our belief that by focusing on early interventions for these students we can positively impact their achievement in later years.</p> <p>District completion rates have improved.</p>	<p>FSA 2006-2007</p> <p>District Cohort and At Risk Database (300 files) and Teacher Judgements</p> <p>6 Year Completion Data</p>

### Challenging Areas

- What trends in student achievement are of concern to you?
- What evidence gives rise to this concern?
- What plans are in place or under development in these areas of concern?

<b>TRENDS OF CONCERN</b>	<b>EVIDENCE SOURCES</b>	<b>PLANS TO ADDRESS CONCERNS</b>
<p>Our Grade 7 results on all FSA exams are not showing the growth we had hoped for. As is seen in Appendix A the achievement over time is relatively flat.</p>	<p>FSA scores</p>	<p>We will be tracking individual students and cohorts of students to identify best practices at the intermediate and Grade 7 levels that are showing positive results – one such example is Fast Track Reading which we are using in our neediest Family of Schools. We are also implementing SMART reading which addresses the need for universal design for literacy learning in our Grade 4-9 classrooms. An Early Intervention class to address Grade 2/3 students who are not reading has been implemented.</p>
<p>Our FSA scores for students with special needs and the participation rates for this group are below provincial average.</p>	<p>FSA scores</p>	<p>We will be examining the processes for determining who is excused from these exams and also ensuring that the supports that are outlined in student’s IEP’s are replicated in the FSA assessment process so that students with special needs can successfully demonstrate their learning.</p>

<p>Our district high school completion rate is improving but it is far from where we would like it to be.</p>	<p>6 Year Completion Rates</p>	<p>Pilot shelter/extension projects in middle schools have been established to provide in-school alternative learning settings for significantly at risk students.</p> <p>We will continue to track individual and cohorts of students at the high school level and the interventions that they are receiving to identify where we are making a difference. We also intend to increase our understanding of this data by disaggregating it and tracking students on an individual basis. Our goal – <i>“every student a graduate with opportunities beyond graduation”</i> can only be achieved when we can accurately describe the career paths and choices made by all of our students.</p> <p>Teacher learning is a critical part of this work.</p>
<p>The data for the 2005-06 Provincial Exams (Appendix B) shows a continued trend for low success rates for students in Mathematics. In addition our participation and success rates for Aboriginal students are a source of concern.</p>	<p>Data for Grade 10 and 12 district results for 2006-07 provincial exams is not available at this time.</p>	<p>We intend to work with this data, the district cohort data and the FSA data to continue to track student success over time. We are working towards district wide common exams in the core areas. This will assist teachers in identifying key learning outcomes and support curriculum alignment. We will also be focusing on best practices in assessment with all teaching staff.</p> <p>We are implementing First Steps in Math, K-8 in order to develop a stronger base of mathematical understanding prior to students entering secondary.</p>

**Other**

- What other observations, inferences or conclusions are drawn from district data?
- How does district evidence and data inform planning for improved student achievement?

<b>OTHER OBSERVATIONS</b>	<b>EVIDENCE/DATA SOURCES</b>
Participation rates on FSA scores across all subjects remain high.  The investment the district has made in developing professional learning communities and supporting teacher reflective and collaborative practices is beginning to provide a basis for sharing of best practices and ongoing review of student success.	FSA data  Collaboration reports and school plans

Chilliwack has a long history of community and school district cooperation and collaboration. This has been very beneficial in the development of the Strong Start Programs and District Literacy Plan. Given the results of the recently released EDI data, which shows a significant increase in vulnerability in the Kindergarten students entering our schools, this ongoing cooperation will be critical in meeting the needs of our students and their families.

We are currently working with our Aboriginal communities to update the LEA and the Enhancement Agreements and plan to have new agreements in place during this school year.

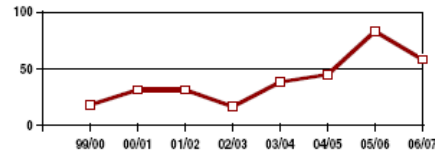
Respectfully submitted,

# APPENDIX A

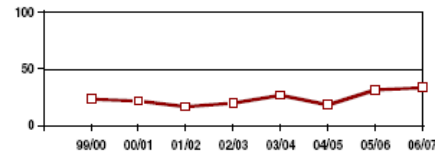
## READING FOUNDATION SKILLS ASSESSMENTS

Percentage Meeting/Exceeding Expectations  
Expressed as Percentiles

GRADE  
4



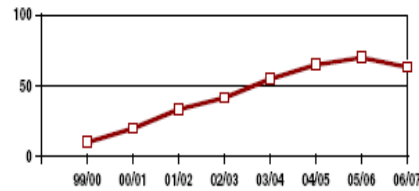
GRADE  
7



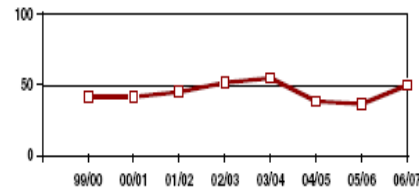
## WRITING FOUNDATION SKILLS ASSESSMENTS

Percentage Meeting/Exceeding Expectations  
Expressed as Percentiles

GRADE  
4



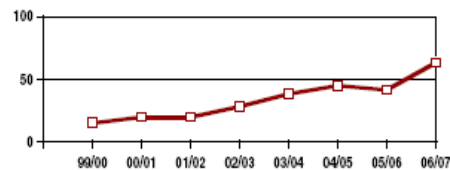
GRADE  
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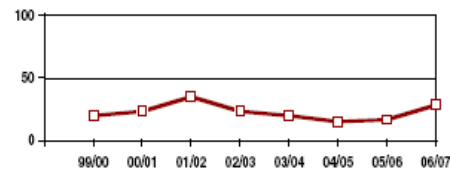
## NUMERACY FOUNDATION SKILLS ASSESSMENTS

Percentage Meeting/Exceeding Expectations  
Expressed as Percentiles

GRADE  
4



GRADE  
7



# APPENDIX B

## 2005/2006 Final Results

## District Summary

Course	Exam & Course Results			Exam Results Only			Exam Results Only		
	Success Rate	Failure Rate	Participation Rate	Success Rates			Mean Score %		
				Boys	Girls	Aboriginal	District	Province	
English 10	92%	8%	81%	91%	94%	83%	69%	71%	
Applications Math 10	82%	18%	12%	74%	78%	77%	57%	61%	
Essentials Math 10	90%	10%	15%	91%	79%	74%	59%	60%	
Principles of Math 10	89%	11%	57%	76%	75%	70%	58%	65%	
Science 10	92%	8%	79%	74%	70%	66%	60%	62%	
Social Studies 11	88%	12%		91%	86%	87%	66%	68%	
Communications 12	98%	2%		94%	95%	90%	68%	66%	
English 12	99%	1%		94%	96%	88%	70%	70%	
English Lit 12	100%	0%		100%	96%	mask	70%	74%	
Applications Math 12	100%	0%		80%	67%	mask	58%	65%	
Principles of Math 12	96%	4%		82%	78%	93%	64%	71%	
Biology 12	98%	2%		93%	93%	94%	71%	69%	
Chemistry 12	99%	1%		100%	99%	100%	76%	72%	
Geology 12	94%	6%		85%	95%	mask	69%	68%	
Physics 12	100%	0%		96%	100%	mask	78%	75%	
Geography 12	100%	0%		94%	98%	100%	70%	71%	
History 12	99%	1%		92%	85%	80%	68%	72%	
BC First Nations 12	100%	1%		100%	100%	100%	68%	62%	
French Immersion 12	100%	0%		mask	100%	mask	71%	71%	
French 12	99%	1%		76%	85%	mask	72%	76%	
Spanish 12	94%	6%		71%	97%	mask	69%	77%	