



**Chilliwack
School District**

Superintendent's Report
on
Student Achievement
2008-2009

"Every student a graduate prepared for opportunities beyond graduation."



Superintendent's Report Student Achievement 2008-2009

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

To ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement.

To 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.

This years report is a summary of the work that has been done in schools and by district staff in reviewing and updating school growth plans and the district achievement contract.



District Achievement Contract Goals and Targets

Goal One: We will improve the academic achievement of each student.

Objective 1.1: To improve the reading achievement of students in Kindergarten through Grade 3.

Objective 1.2: To improve the academic achievement of students in Grades 3 through 10.

Objective 1.3: To improve the academic achievement of students in Grades 10 through 12

Goal Two: Parents, staff, and community members will collaborate in building and enhancing systems and networks of support so that each student will be a successful graduate prepared for opportunities beyond graduation.

Objective 2.1: To increase our transition rates from grades 7 to 8, grades 8 to 9, grades 9 to 10, grades 10 to 11, and grades 11 to 12.

Objective 2.2: To increase our six-year school completion rates.

Review process

- Each school plan and the district plan were reviewed in May to produce a “looking forward - looking back” document that analyzed the areas of growth and challenge through data analysis and school and student stories.
- In October, year end and interim student achievement data were analyzed to confirm the direction of school and district plans.
- School planning councils and school staffs were involved in both of these processes.
- A cross-section of district and school based staff reviewed the district achievement contract in the same manner.



Observations from School Plan Reviews

- In reviewing school and district plans, it became clear that the staff have made great strides over the past two years, in their use of qualitative and quantitative data as tools for directing their work.
- School plans clearly reflect a link between evidence and action, a strong collaborative culture and an abundance of collaborative staff learning that is impacting student learning.
- Achievement targets are being monitored.
- Plans are clearly focused and aligned with student needs.
- The result of all of these efforts is a District Achievement contract that reflects the identified needs of students and staff.



Student Achievement Markers

6 year completion rate

6 Year Completion Rate	2005/2006	2006/2007	2007/2008	2008/2009
SD 33 Achievement	70 %	73 %	69 %	69 %
	Cohort - 1063	Cohort - 1079	Cohort - 1180	Cohort - 1258

4 Year Completion Rate (ALL STUDENTS)	2005/2006	2006/2007	2007/2008	2008/2009
Chilliwack Secondary	82 %	77 %	80 %	82 %
	Cohort - 327	Cohort - 367	Cohort - 395	Cohort - 361
Sardis Secondary	89%	84 %	84 %	85 %
	Cohort - 485	Cohort - 503	Cohort - 520	Cohort - 546

Note: To adjust for outmigration, 6 % of the total cohort has been removed from each site prior to calculation. This is based on the average outmigration factor (ministry of education calculation) for the district during these years of 9 % for 6 years.

The four year completion rate is based on students who were registered at the school on Sept 30th of their grade 10 year.



A Promising trend in Aboriginal Achievement

4 Year Completion Rate (ABORIGINAL)	2005/2006	2006/2007	2007/2008	2008/2009
Chilliwack Secondary	68 %	44 %	65 %	77 %
	Cohort - 50	Cohort - 44	Cohort - 61	Cohort - 46



Comments/Concerns:

The 4 year completion rate for our comprehensive secondary schools is much higher than the school district's 6 year completion rate. This is causing us to look closely at the programs we are providing to support at risk students, both in our Alternate programs and in our comprehensive secondary schools.

In particular we are examining the effectiveness of our interventions in segregating and reintegrating students. Although our Alternate programs are graduating more students each year, the numbers of students transferring to these programs is increasing.

We are concerned that too many of our at-risk students who transfer out of our comprehensive secondary schools, particularly at a young age, are not meeting graduation requirements through our Alternate and on-line programs.



Questions:

What do we need to do differently in our comprehensive secondary schools to meet the needs of diverse learners and to engage all students in learning?

What do we need to do differently in our Alternate schools to provide students with more opportunities to access a full range of programs?

What needs to be done differently at the middle schools to ensure students reach high school and are successful there?

How do we support students in reintegrating back into a comprehensive program?



Student Achievement Markers

English 10

English 10	2005/2006		2006/2007		2007/2008		2008/2009	
	Exam	Course	Exam	Course	Exam	Course	Exam	Course
SD 33 Achievement	69	68	68	69	70	69	68	69

ALL STUDENTS		C- OR BETTER		C+ OR BETTER	
YEAR	TOTAL GR 10 STUDENTS	NUMBER	PERCENT	NUMBER	PERCENT
2005/2006	1074	821	93	469	53
2006/2007	1047	871	92	541	57
2007/2008	1112	965	95	558	55
2008/2009	1098	919	96	531	55
ABORIGINAL STUDENTS		NUMBER	PERCENT	NUMBER	PERCENT
2005/2006	135	82	85	29	30
2006/2007	143	91	81	44	39
2007/2008	157	106	88	44	37
2008/2009	155	106	92	41	36



Comments/Concerns:

The overall English 10 pass rate (C- or better) has improved by 3% over the last four years and has stayed at about 95 % for the last two years.

There has been an increase in the number of aboriginal students at grade 10 and we have seen a significant increase in pass rate (7 %) over the same period of time.

We believe these trends are a reflection of successful interventions and improved tracking and are hopeful that these positive trends that will continue and will impact our completion rates in the near future.

Each of the secondary schools is working with their departments to examine the C+ rates at their school.



Questions:

What other “check points” need to be considered for aboriginal students to improve their graduation rate?

What impact do assessment practices have on completion rates and pass rates?

How do we build greater success for our marginally passing students?

What support do our teachers need to differentiate student learning in their classrooms?



FSA 4 (Reading)	2005/2006		2006/2007		2007/2008		2008/2009	
ALL STUDENTS	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Demo Meeting/Exceeding	726	84	603	75	670	81	892	65
ABORIGINAL	Gr 4 Total	Percent	Gr 4 Total	Percent	Gr 4 Total	Percent	Gr 4 Total	Percent
	77	73	77	63	77	64	141	57

Note: As a district we had a very low participation rate on FSA in 2008-09. This low participation rate does not allow us to draw any conclusions from the 2008/2009 data.

RAD – 2008 - 2009	TOTAL NUMBER IN GRADE	PERCENT – MEETING/EXCEEDING
RAD 3 – ALL STUDENTS	763	64 %
RAD 3 – ABORIGINAL	96	48 %
RAD 6 – ALL STUDENTS	890	44 %
RAD 6 - ABORIGINAL	138	30 %



Comments/Concerns:

Low participation rate on the FSA limits its use for district level analysis for the 2008/2009 school year. As a district we will be working with our parent community to build an understanding of the role of this assessment in guiding our work at a district level.

The RAD is being used to assess reading competency at the grade three and six levels. This data combined with the EDI information suggests that students who come extremely vulnerable into Kindergarten have improved dramatically by grade three. We continue to see additional successes as a result of oral language and early literacy development programs.



Comments/Concerns:

As students move through the intermediate years, there is a significant decrease in the percentage of students who are meeting or exceeding expectation for reading and numeracy. This drop is being addressed through focused work by the curriculum department and schools on assessment practices in intermediate classrooms. In reviewing school plans, it is apparent that on-going work with the intermediate teachers and students in both literacy and numeracy is a major area of focus for our elementary schools.

In our middle schools staff are reviewing pass/fail rates by term and examining the success of their students in earlier and later grades. They are focusing their attention on assessment practices and intervention for at-risk students.

Questions:

What is the relationship between the drop in reading competency in the intermediate grades, the Grade 10 provincial exam results and completion rates?

What is the impact of our retention policies on students' success?

How do we best support students who have not been successful in middle school?

How can we explore "value-added" research using the RAD (Reading Assessment-District), FSA, and Grade 9 English Final Exam data in relation to the classroom-level assessments?

What impact will the increased use of formative assessment have on student learning? How will we know?



Other supports for learning:

The 2008-09 school year saw many advances for the achievement of our students. The First Nation Local Education Agreement was signed by the 10 Chilliwack bands and our Aboriginal Education Enhancement Agreement is in its final revisions. These documents outline supports for our Aboriginal learners and their families that will be implemented jointly by the Aboriginal community, schools and district staff.

Improved tracking of Children in Care will enable staff to better support the achievement of this group of students.

The Community/District Literacy plan continues to play a key role in supporting and developing literacy across the community for students, their families and in the work place.

Our early learning work including eight Strong Starts, teacher-librarian supports, Talking Tables, Moe the Mouse and Oral Language intervention continue to yield positive results.



Report on Recommendation #5 of the Representative of Children and Youth regarding Children in Care

	Yes/No	Comment
Is a person appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions?	Yes	The designated contact person for all Children in Care in a particular school is the school principal.
Have initial rosters of CIC been updated in consultation with local MCFD offices?	Yes	Capitalizing on the existing community-based Inter-Ministerial Policy Committee structure, the roster provided by the Ministry has been updated by both MCFD staff and Xyolhemeylh staff.
Is information shared between district, schools and MCFD in a manner consistent with the interests of CIC?	Yes	The Chilliwack School District has a long history of inter-agency cooperation, especially for students experiencing significant challenges in the school environment.
Are children in temporary care arrangements, by agreement or in the home of a relative included in monitoring and support functions?	No	At this point in time, due to MCFD's concerns about issues of confidentiality and the transitory nature of these arrangements, we have not begun to add these students formally to this work. This is work that will evolve over the next year.
What further steps and activities is the district planning to undertake to make effective the Representative's recommendation?		Early in the New Year, we will be developing consistent district structures to ensure that all Students in Continuing Care are appropriately entered and flagged in BCeSIS.
What measures and evidence will be used to monitor the educational attainment of Children in Care in your School District?		Children in Care is now one of the designated cohorts in all District Achievement Reports and School Growth Plan processes.



Summary

I am very encouraged by the work that I see reflected in the school growth plans.

Staff at the school and district level have made huge steps in aligning their plans with the needs of students.

The work of the curriculum department, student services and aboriginal education are moving us in the right directions.

We have created a sustainable data system that is useable by school and district staff with minimal support to help us to answer the questions that we need to move forward.

We are gradually gaining a clearer picture of where our needs are most prevalent.

Our new Strategic Plan clearly outlines our most important areas of need.



Strategic Plan 2010-15

ENGAGING ALL LEARNERS

Strategic Goal:

Create a community in which students, parents, staff, and community partners are engaged and value working and learning together to support student achievement.

SUCCESSFUL TRANSITIONS

Strategic Goal:

Create support for all learners in making successful transitions.

EFFECTIVE COMMUNICATION

Strategic Goal:

Create and implement a Communication Plan that includes strategies to improve interactive communication.

TECHNOLOGY INTEGRATION

Strategic Goal:

Work and learn through the integration of appropriate technology.



**Chilliwack
School District**

Thank you

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