Respectfully submitted by: Paul Carriere, Superintendent of Schools, December 14, 2010

Introduction

Section 22 of the School Act requires that the Superintendent of Schools prepare and submit a report on student achievement in the District for the previous year. The report is to be reviewed by the Board, approved with any necessary revisions and submitted to the Ministry of Education by January 31.

The report focuses on improving areas and areas of challenge, provides commentary on the results, references the goals and targets set out in the Achievement Contract , reports on the work following Recommendation #5 regarding children in care, and discusses the connectedness of the plans that are in place to support student learning.

Early Learning

The Early Development Instrument (EDI) is a research tool that assesses the state of children's development in kindergarten. The most recent results have been released and show that District wide, 26.2% of children were vulnerable on at least one scale of development in 2009-2010, which is Wave 4 (Year 1). This is a modest increase in vulnerability from Wave 3 (24.3%) yet considerably higher than Wave 1 (16.7%).

- District wide, the largest proportion of children vulnerable was on the Physical Health and Well-Being scale (15.8%).

- The smallest proportion of children vulnerable was on the Language and Cognitive Development scale (7.3%).

- All of the scales have fluctuated – for the most part minimally – with the largest increase being in the Physical domain, which rose from 8.7% in Wave 3 to 15.8% in Wave 4 (Year 1).

- This represents a consistent trend of approximately one-quarter of the children in the Rocky Mountain population vulnerable in kindergarten.

- Link to EDI Community Summary
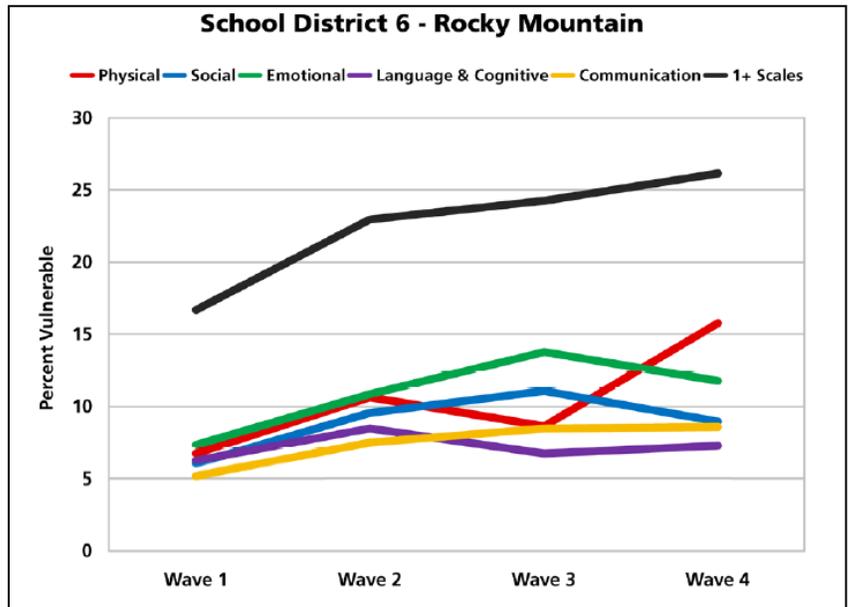
> *2009-2010 Goal:*
> - *By 2011 the vulnerability rate of children as measured by the EDI will be reduced from 27% In the district to 15%.*

Successes:

Early learning coalitions are established in each zone of the District, and there are a large number of early learning/literacy services available to children and families which are jointly supported by the community and SD6, including our StrongStart centres which are implemented through the District. We enjoy an amazing partnership in our Literacy Planning Teams, with the essential support of the Columbia Basin Alliance for Literacy. The Early Childhood Development teams in each zone link to the work of the District through the Literacy Planning Teams and this work is enhanced by the regular participation of our Primary School Principals in meetings. We know that for the families that access services, the benefits are clear when the children enter Kindergarten.

Challenges:

We have seen a modest increase in vulnerability from 2008-09 to 2009-10 which is of concern and raises the challenge of meeting the above goal of reducing vulnerability to 15% by 2011. One of the persistent concerns shared by the District and our Early Learning partners is that we have difficulty connecting some of the families most in need of services to the available early learning programs. We are very geographically diverse, and distance to travel and work schedules can present significant barriers. In the case of the outreach program, while the program is available, it is only 1-2 days per week for those families.
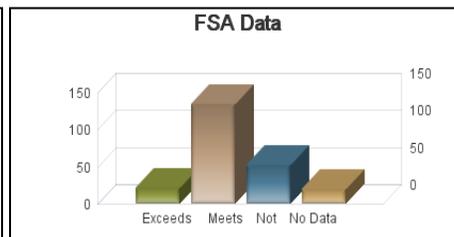
Literacy

Reading

Primary Reading on Report Cards

Gr. 4 FSA Reading
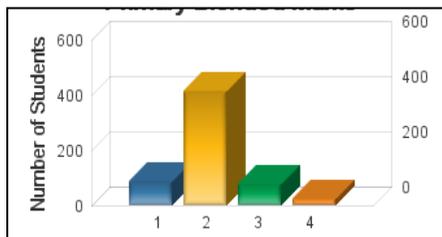
Gr. 7 FSA Reading

- This graph shows the final report card results for all grade 1-3 students for 2009-2010.
- 96% of students were at least minimally meeting expectations for reading; 83% were at fully meeting or exceeding.
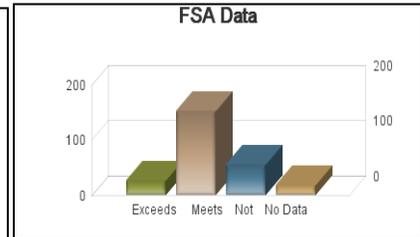
- This graph shows the FSA results for grade 4 reading for 2009-2010.
- 90% of students in Gr. 4 wrote the FSA.
- Of those, 75% were at meeting or exceeding.

- This graph shows the FSA results for grade 7 reading for 2009-2010.
- 93% of students in Gr. 7 wrote the FSA.
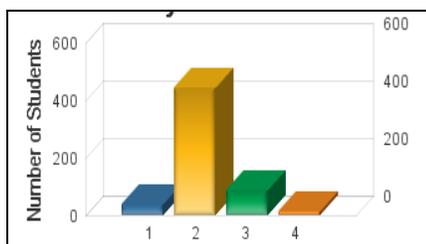- Of those, 76% were at meeting or exceeding.

Foundation Skills Assessment trend data for reading for the three year period for comparison indicates a slight decrease at Grade 4. At Grade 7, there is a dip in FSA scores for reading in 2008-2009 and a return to the baseline level in 2009-2010. We have included District Data from report cards to give a picture of our primary students because it is now possible for us to extract the information from eSIS.
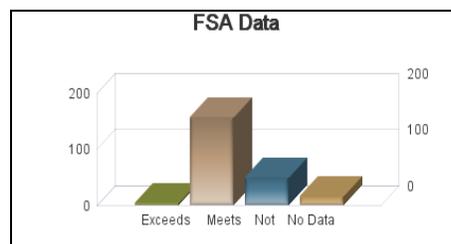
Writing

Primary Writing on Report Cards

Gr. 4 FSA Writing

Gr. 7 FSA Writing

- This graph shows the final report card results for all grade 1-3 students for 2009-2010.
- 97% of students were at least minimally meeting expectations for writing; 83% were at fully meeting or exceeding.
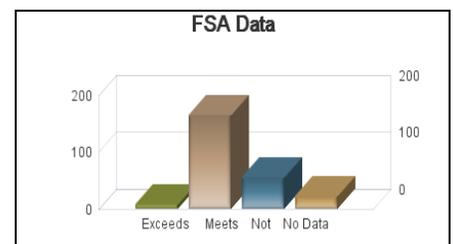
- This graph shows the FSA results for grade 4 writing for 2009-2010.
- 93% of students in Gr. 4 wrote the FSA for writing
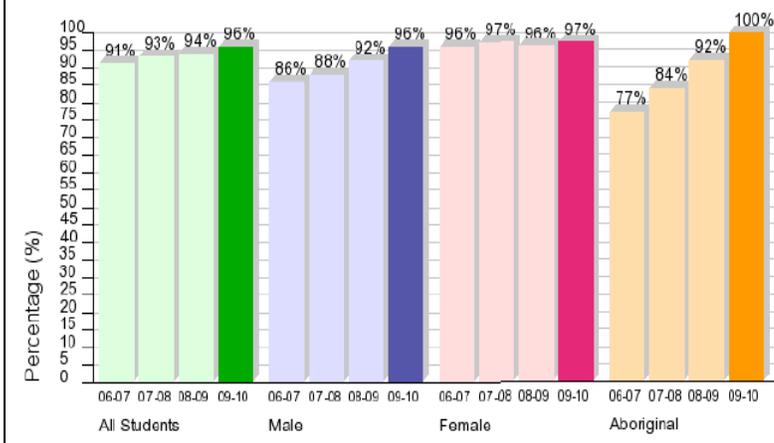- Of those, 76% were at meeting or exceeding.

- This graph shows the FSA results for grade 7 writing for 2009-2010.
- 91% of students in Gr. 7 wrote the FSA for writing
- Of those, 76% were at meeting or exceeding.

FSA trend data for the three year period for comparison indicates an increase in writing scores at Grade 4, and also for Aboriginal students and boys over the period; all other scores dipped in 2008-2009 and returned to a level comparable to the baseline in 2009-2010.

SMART Write District results:

93 – 99% of students in grades 1 to 8 meet or exceed expectations. - SMART Write District cohort data shows an increase in success for 'all students' in the grade 2, 4, 5, 6 and 8 cohorts, for 'male students' in the grade 4, 5, 6 and 8 cohorts with the grade 2 and 7 cohorts maintaining their success, for 'female students' in the grade 2, 3, 4, 5, 6 and 8 cohorts and for 'Aboriginal students' in the grade 4, 7 and 8 cohorts with the grade 6 cohort maintaining their success. 2006-2007/2009-2010 'Aboriginal' student cohort data demonstrates an 11% improvement in success for the students in the grade 4 cohort, a 2% improvement in success for the students in the grade 5 cohort, a 6% improvement in success for students in the grade 6 cohort, 7% improvement for students in the grade 7 cohort and a 12% improvement in success for the students in the grade 8 cohort. - 2006-2007/2009-2010 'male student' cohort data shows a 1% improvement in success for students in the grade 4 cohort, a 6% improvement in success for students in the grade 5 cohort, a 5% improvement in the grade 6 cohort, a 1% improvement in the grade 7 cohort, and a 7% improvement in the grade 8 cohort. - The District Write trend line continues to be generally positive or flat in all grades.

SD 6 Provincial Exams: English 10: Pass Rate (C- or Better)

C- or Better (% of Students)	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
All Students	88	89	90	94	89	90
Female	93	91	97	97	93	94
Male	84	87	84	90	87	87
Aboriginal	81	92	80	93	77	87
Province - All	92	94	93	92	92	91

We continue to administer District SMART write through Grade 8, and we continue to have results on the Grade 10 English Provincial in line with the provincial average. Our Aboriginal learner results improved in 2009/10 bringing us closer to our goal of closing the gap between Aboriginal and all students. We have been targeting professional development funds to SMART learning mostly at the elementary level; we have begun to do the same at Secondary and will continue this work.

Successes:

SMART Write District Results provide evidence that the first goal has been already been met. Grade 7 SMART Write District Results (% meeting or exceeding expectations) are:

- All Students 96%
- Male 96%
- Aboriginal 100%

The District write process was designed from the beginning to provide useful information to classroom teachers about the learning needs of their students. With a baseline established each fall in Grades 1-8, and an annual spring assessment, we have good information about our students and thus we are able to plan interventions and support for students who are not yet meeting expectations at their level. The trend in SMART write data is toward improved achievement.

We are currently researching our options with regard to the implementing of a district reading assessment and look forward to broadening our sources of data to give us a more complete picture of each student.

Challenges:

Although Grade 4 FSA reading results are at or above the provincial average, and writing results jumped 11 points this year (all students), there continues to be a gap between the FSA results and the District SMART Write results. There are a number of possible reasons for this, including significantly different assessment formats, which we will continue to investigate. The "dip" in results that occurred, particularly in Grade 7 FSA in 2008-09 was discussed in the 2010-11 Achievement Contract.

Numeracy

Primary Numeracy on Report Cards

Gr. 4 FSA Numeracy
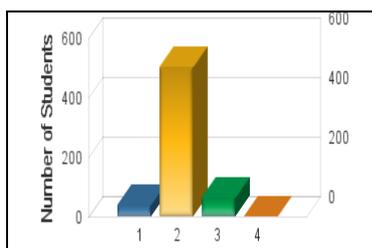
Gr. 7 FSA Numeracy

- This graph shows the final report card results for all grade 1-3 students for 2009-2010 in Math.
- 99% of students were at least minimally meeting expectations for Math; 89% were at fully meeting or exceeding.
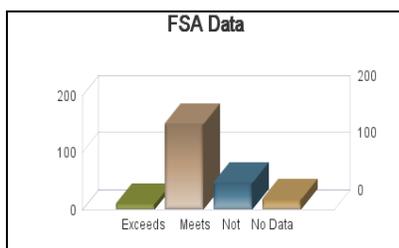
- This graph shows the FSA results for grade 4 Numeracy for 2009-2010.
- 92% of students in Gr. 4 wrote the FSA for Numeracy
- Of those, 77% were at meeting or exceeding.
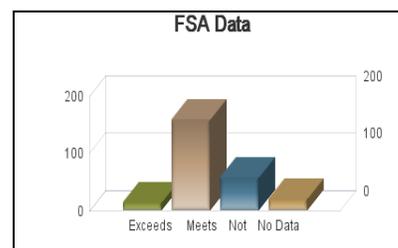
- This graph shows the FSA results for grade 7 Numeracy for 2009-2010.
- 92 % of students in Gr. 7 wrote the FSA for Numeracy
- Of those, 75% were at meeting or exceeding.

FSA trend data for the three year period for comparison indicates an improvement overall. The results for males increased by 14% and for Aboriginal students by 6%. Participation and results are above the provincial average.

District Numeracy Assessment

Considering 2006-2007 and 2009-2010 results, 'Aboriginal' students in grade 3 have shown improvement of 21% in Problem Solving (written response), 6% in Procedural Skills and Conceptual Knowledge and a decline of 9% in Problem Solving (selective response). It is encouraging to note that a positive trend to improve results in Problem Solving (selective response) is noted between 2007-2008 and 2009-2010. - With results for the last 3 years the District trend line demonstrates improvement in all aspects of the assessment in grade 5 for Aboriginal students. - District Numeracy assessment cohort data shows a decline in success in all aspects other than 'male' student Problem Solving (selective response) and 'Aboriginal' student Procedural Skills and Conceptual Knowledge.

Numeracy District Results, Grade 3, Problem Solving (written response)

District Numeracy Cohort Results, Grade 5, Problem Solving (written response)
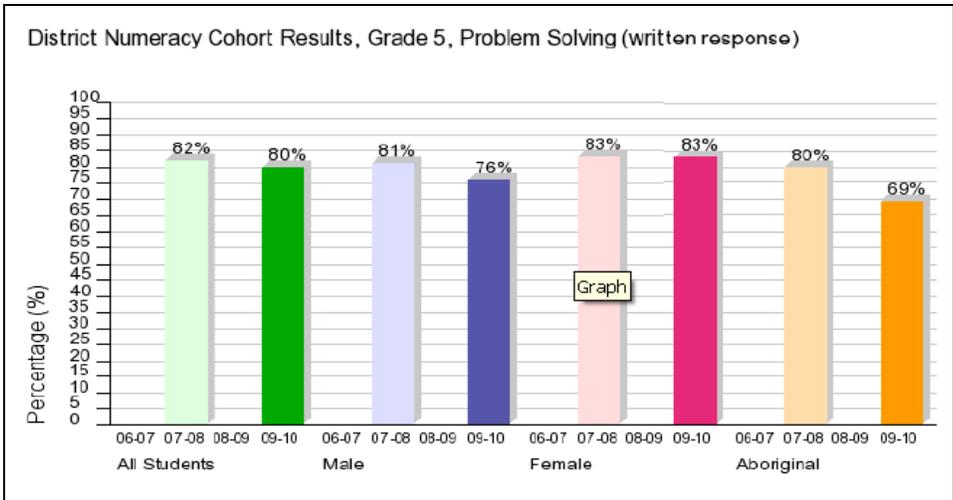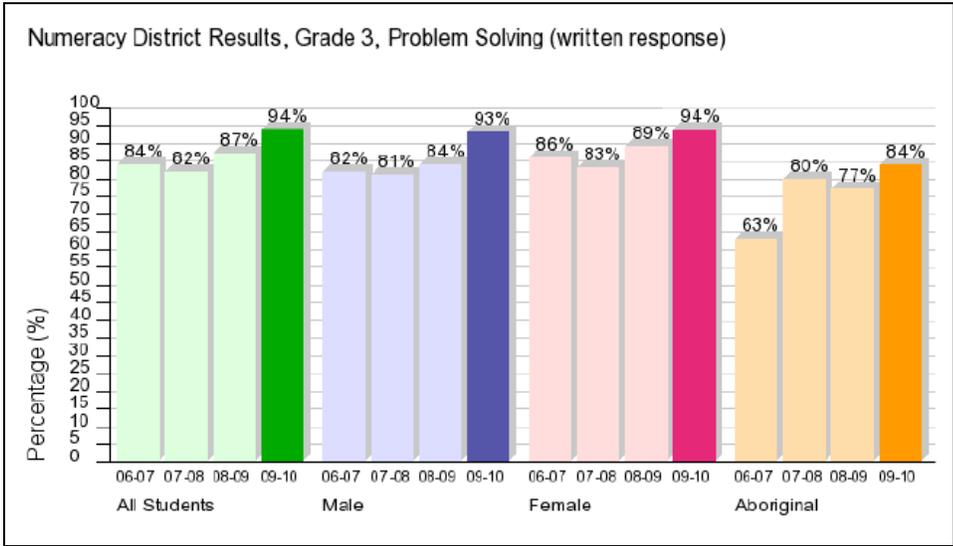
SD 6 Provincial Exams: Principals of Math 10: Pass Rate (C- or Better)

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
C- or Better (% of Students)						
All Students	80	85	79	80	83	81
Female	79	88	83	78	80	81
Male	80	82	75	83	84	80
Aboriginal	87	90	69	63	67	65
Province - All	91	88	87	85	87	87

SD 6 Provincial Exams: Applications of Math 10: Pass Rate (C- or Better)

C- or Better (% of Students)	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
All Students	-	92	84	77	71	78
Female	-	Msk	81	85	72	77
Male	-	Msk	86	69	70	78
Aboriginal	-	Msk	75	60	58	75
Province - All	-	84	82	81	81	79

Our Provincial Exam results for Grade 10 in Principles of Math show a slight decline from last year for the cohort. The trend has been fairly stable over time with some fluctuations in Aboriginal student results. Our Applications of Math results are noticeably higher than last year with males rising 8% and Aboriginal student scores up by 17%. Our Essentials of Math results are higher than provincial averages for all groups. We will look for a positive trend across all Math exams with a district focus on numeracy.

2009-10 Goal: Track cohort groups. By 2011: 90% of All Students in all grades will meet or exceed expectations as measured by the District Numeracy Assessment.

Successes:
We are seeing good improvements in problem solving in Grade 3 over time, as well as improvement over time in all aspects of the assessment for Grade 5 Aboriginal students. These are very encouraging trends.

Challenges:
There is an area of concern around the grade 5 cohort for Aboriginal students. We have seen a decline in the cohort data (same students, Grade 3 to Grade 5) that is significant for this group of students. There has been a modest decline in the cohort data across all groups. This means that we will need to create a stronger focus on staff development and interventions in the area of numeracy.

Completion Rates & Grade to Grade Transitions
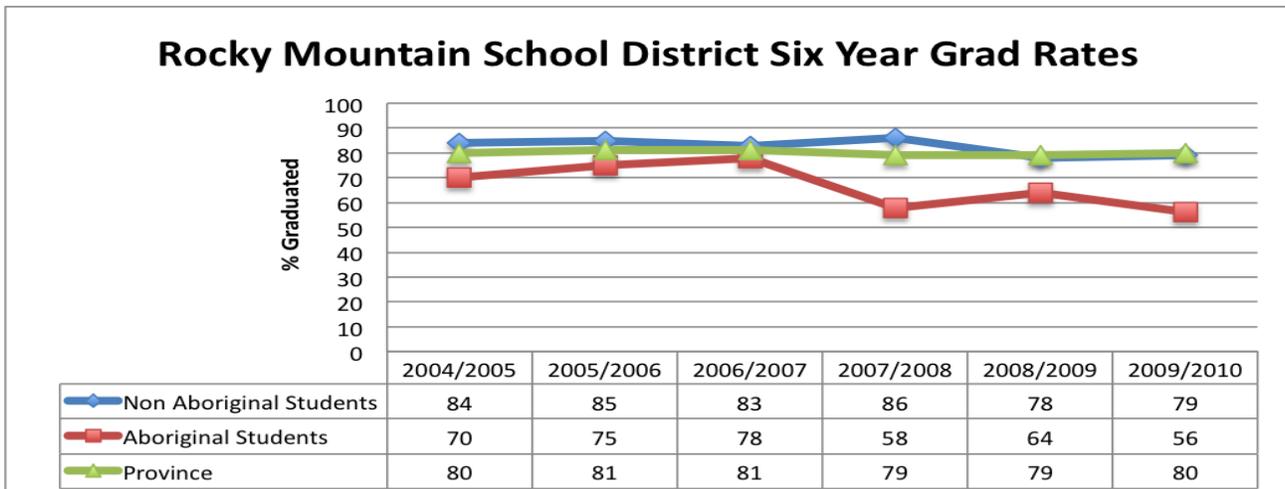
Rocky Mountain School District Six Year Grad Rates

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Non Aboriginal Students	84	85	83	86	78	79
Aboriginal Students	70	75	78	58	64	56
Province	80	81	81	79	79	80

Successes:
In 2008-2009 78% of all students, 64.3% of Aboriginal students and 76.5% of male students achieved 6 year Dogwood completion. 83% of all students, 67% of Aboriginal students and 76% of male students achieved success as 'First-Time Grade 12 Graduates'. In 2009-10 the completion rate was at 79% for non-Aboriginal students.

Challenges:
We would like to see completion rates higher for all students. The Aboriginal completion rate is concerning, although above the provincial average. These rates are lower than we have seen in the past for both groups, and we plan to "drill down" and see what is happening in our context. In particular, since migration out of the Province factors into these rates, we wonder to what degree that may be affecting SD6 data.

SD006 - Rocky Mountain

Grade-to-Grade Transitions

	From Grade 9 to Higher					From Grade 10 to Higher					From Grade 11 to Higher				
Successful Transition (%)	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05	2005/06	2006/07	2007/08	2008/09
All Students	94	94	94	92	95	92	89	89	89	93	86	83	79	84	79
Female	94	94	93	91	96	95	89	91	90	95	87	81	81	89	76
Male	94	95	95	92	93	90	90	88	88	92	85	85	79	80	83
Aboriginal (included in figures above)	88	94	89	83	90	86	87	82	87	93	77	73	74	82	72
Province - All Students	94	94	95	95	95	90	89	90	90	92	81	82	83	84	85

Successes:
The trend over the past 3 years has been toward higher Grade 11-12 transition rates for male students, moving from 78% up to 83% during that period.

Challenges:
Female student Grade 11-12 transition was at a high of 89 in 2007-08 and has typically been above 80%. The drop in 2008-09 to 76% is of concern and this will be monitored. Aboriginal transition rates for Grade 11-12 have been between 70-80% over the past 5 years, with fluctuations every year (this is a smaller group so more fluctuations would be expected). It is important that we look to ensuring supports are in place for all students and that we increase our focus in this area.

Children in Care

We recognize that children in care are a vulnerable group of learners. We have a person in every school responsible for monitoring the needs and achievement of each child in this category. Families, caregivers, and agencies connected with students are involved in planning programs and supports. The students in care in our District in 2009-10 were a small group (20 students out of a total population of 3,295 in 2009-10). Their achievement in Math and English shows some difference from the group not in care, as illustrated by this graph. We will continue to monitor marks and a variety of factors to reduce the vulnerability of this group of children.
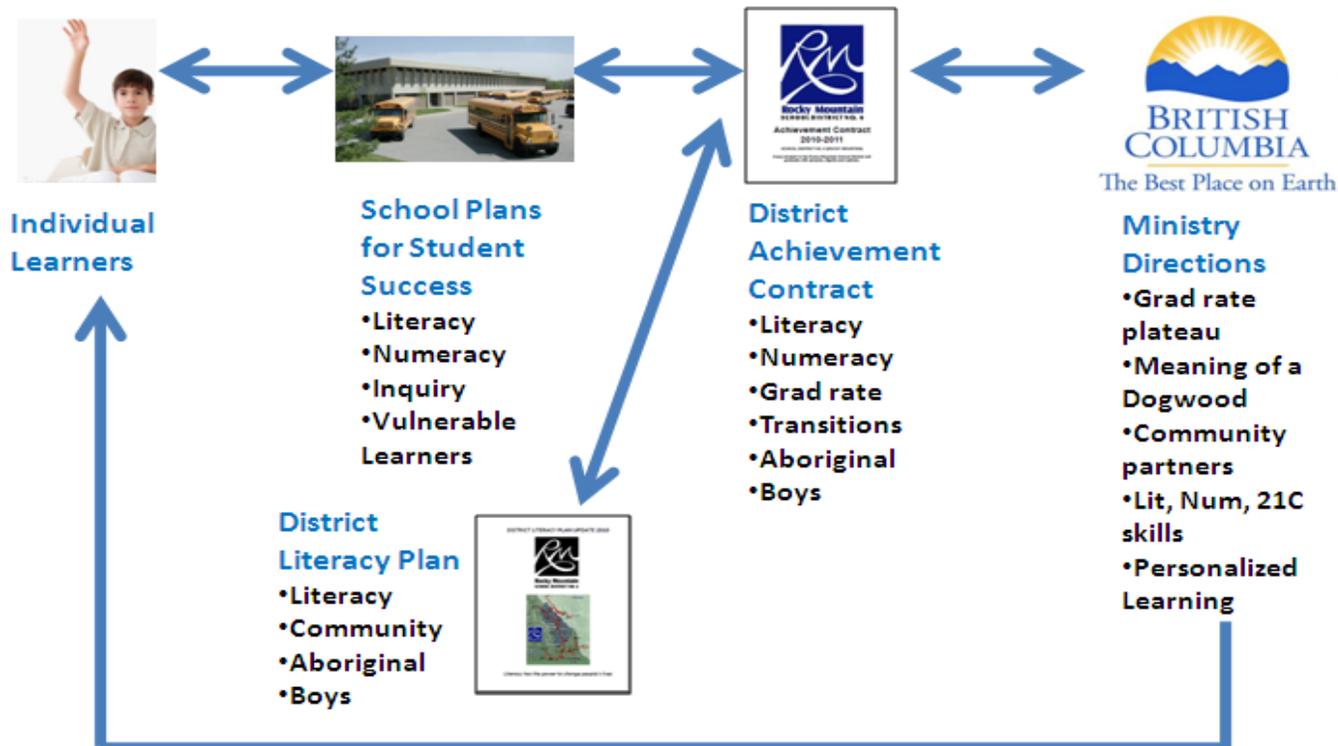
Challenge: a challenge for working with students in care has been transience. We had 35% of our group move or drop out of the system last year. (Of the 20 students in care we had last year 3 graduated, 11 are still in our schools, and 6 moved or left school.) It is more difficult to impact long term outcomes for children with limited periods of contact.

09/10 LG Grades in Language Arts and Math

	1	2	3	4	A	B	C	C-	C+	F	I	NM	SG	W
Not In Care	3.1	19.1	3.1	0.7	16.5	23.3	9.8	7.2	12	2.3	0.6	0.1	0.2	1.9
In Care	0	0	0	0	7.1	28.6	14.3	14.3	21.4	7.1	7.1	0	0	0

(y-axis: % LG Issued)

What categories of Children in Care have been successfully identified and are being monitored?	Shary McTighe, District Principal of Student Services, updates and revises the list of CIC students we are working with in the District. Currently, these include students with continuing custody orders, students in temporary care arrangements, and two students placed by parental agreement in care. Shary works with school staff to ensure the currency of the list and that appropriate monitoring is taking place.
What structures are in place to provide effective communications among MCFD offices, social workers, foster parents, and schools?	Schools and MCFD are in regular communication, and involve foster parents in planning and discussions regarding student programs. We have created a BCeSIS report for providing an achievement snapshot of each student.
What evidence and data is being collected to determine if monitoring and structures are having an impact?	Attendance, lates, academic progress, work habits, district/provincial achievements, extra-curricular involvement, contact with MCFD and foster parents.

We will continue to develop our capacity to meet the needs of children in care in Rocky Mountain.

Connectedness

Individual Learners

School Plans for Student Success
- Literacy
- Numeracy
- Inquiry
- Vulnerable Learners

District Literacy Plan
- Literacy
- Community
- Aboriginal
- Boys

District Achievement Contract
- Literacy
- Numeracy
- Grad rate
- Transitions
- Aboriginal
- Boys

Ministry Directions
- Grad rate plateau
- Meaning of a Dogwood
- Community partners
- Lit, Num, 21C skills
- Personalized Learning

This report refers to the goals set out in the Achievement Contract and refers to the data that informs those goals. District literacy and numeracy assessment data is reviewed by schools but is collected centrally in each spring; the district data referred to in this report was collected in May and June, 2010.

Schools prepare "school plans for student success" each August/September, which are approved by School Planning Councils and Trustees. These plans target individual learners and their needs, in particular vulnerable students, and they are based upon an action research model. Each spring a celebration of success is held to share the outcomes of the plan. These plans and this process help to inform the Achievement Contract for the District.

Cheryl Dyer, Assistant Superintendent, works with our community partners on the District Literacy Plan. This group refers to the Achievement Contract in the development and modification of the plan, and it contains strategies supporting the Achievement Contract.

Early Learning Coalitions in all three zones of the District are made up of representatives of the same community organizations as those represented in the development of the District Literacy Plan. The work is therefore interconnected and this allows for consistent focus in goal setting. There are a large number of early learning/literacy initiatives which are jointly supported by the community and the District which flow from community early learning plans and connect to the District Literacy Plan and the Achievement Contract.

The Aboriginal Enhancement Agreement was developed in 2006 and has been approved by all partners with the exception of one Band. We hope to reach agreement and have the document signed this year.

Approved by the Board of Education of School District No. 6 (Rocky Mountain).

Board Chair:_____Date:_____