

SUPERINTENDENT'S REPORT ON ACHIEVEMENT
December 14, 2010

PART A: IMPROVING AREAS OF STUDENT ACHIEVEMENT

- **What is improving?**
 - **What evidence confirms this area of improvement?**
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1. LITERACY

As we review our provincial and district data we continue to be puzzled over the discrepancy between results. Our district data (DART/Writing/GNAP) continues to show increases in student achievement over a 5 year period. However, our FSA data for the last three years has shown a decline in student performance which corresponds with an increase in the percentage of students not writing the FSA. Our district continues to have a strong emphasis on early learning and reading at the grade 4 - 9 level, with an ongoing focus on professional development opportunities with Adrian Gear, Stuart Shanker, Ruth Sutton, Carole Fullerton and Action Research at both school and district levels. A large percentage of our staff is involved with this critical work.

Source: District Reading Assessment (DART) 2009 – 2010

- 91% or more of our grade 3 students have been meeting or exceeding expectations in reading for the last 3 years.
- On average 91% of our aboriginal grade 3 students have been meeting or exceeding expectations in reading for the last 3 years.
- 96% or more of our grade 6 students have been meeting or exceeding expectations in reading for the last 3 years.
- On average 92% of our aboriginal grade 6 students have been meeting or exceeding expectations in reading for the last 3 years
- On average 82% of our grade 9 students have been meeting or exceeding expectations in reading over the past 3 years.
- On average 77% of our grade 9 aboriginal students have been meeting or exceeding expectations in reading over the past 3 years.

Source: District Writing Assessment 2009 – 2010

- 93% or more of our grade 3 students are meeting or exceeding expectations in writing over the past 3 years.
- 80% or more of our aboriginal grade 3 students are meeting or exceeding expectations in writing over the past 3 years.
- 90% or more of our grade 6 students are meeting or exceeding expectations in writing over the past 3 years.
- 78% or more of our aboriginal grade 6 students are meeting or exceeding expectations in writing over the past 3 years.
- 90% or more of our grade 9 students are meeting or exceeding expectations in writing over the past 3 years.
- 74% or more of our grade 9 aboriginal students are meeting or exceeding expectations in writing over the past 3 years.

2. ENGLISH 10

Source: Ministry of Education Report 2009 – 2010

When reviewing our English 10 district exam and course mark data for all students we continue to be encouraged with the consistency between the provincial exam and the school course mark, for all students including our aboriginal students. We are aware our aboriginal student results continue to lag behind our non-aboriginal students and we have increasingly made staff aware of aboriginal materials and resources.

We are encouraged that there is an upward trend of the number of grade 10 students passing the English 10 provincial exam. 86% of our grade 10 students successfully passed the exam in 2009 – 2010. There continues to be approximately a 10% discrepancy between our female and male students.

- 86% or more of all our students successfully passed the grade 10 English provincial examination for the last 3 years.
- 73% or more of our aboriginal students successfully passed the grade 10 English provincial examination for the last 3 years.

3. NUMERACY

Source: District Numeracy Assessment (GNAP) 2009 – 2010

When analyzing district numeracy data (GNAP) our students at grade 5 and grade 8 continue to demonstrate improved ability in the area of problem solving. Although we recognize that the FSA is a more comprehensive numeracy assessment, we find it difficult to reconcile the difference in student achievement between the district and provincial assessments.

We have noted that there has been a significant decline in student FSA participation over the past three years and we wonder what impact this might be having on our district FSA data.

In the 2009-2010 school year:

- 93% of our grade 5 students met or exceeded expectations in numeracy.
- 87% of our grade 5 aboriginal students met or exceeded expectations numeracy.
- 89% of grade 8 students met or exceeded expectations in numeracy.
- 58% of our grade 8 aboriginal students met or exceeded expectations in numeracy.

4. COMPLETION RATES

Source: Ministry of Education Report 2009 – 2010 Six Year Completion Rate Data

Our 2009 – 2010 six-year completion rates for all students were 80.1%. The provincial average for all public schools was 79.0%. We have shown an improvement of 4% in the last 5 years and 13% in the past 10 years.

In addition our current aboriginal student's six-year completion rate of 63.9%. The provincial average for all aboriginal students in public schools is 50.9%. We have shown an improvement of 5.9% in the last 5 years and 18.9% in the past 10 years.

We will continue to support the strategies we have articulated in our annual Achievement Contract to ensure all students move towards a successful completion. We are very proud of the gains we have made towards meeting this goal.

The district continues to...

Implement policies and practices to enable students to feel safe, feel a sense of belonging, a sense of meaningful accomplishment and that school is a positive environment.

Implement plans for staff to monitor all students with a focus on aboriginal, behaviour disabilities, our most able and our most vulnerable to ensure comprehensive supports are put into place.

Provide a continuum of support and intervention for those students in need.

Provide opportunities for all students to learn aboriginal cultural values and appreciate cultural diversity.

Promote an inclusive culture for all students.

5. TRANSITIONS

Source: Ministry of Education Report 2009 – 2010

- 95% of our grade 7 students successfully transition to grade 8.
- 91% of our grade 7 aboriginal students successfully transition to grade 8.
- 100% of our grade 7 behaviour challenged students successfully transition to grade 8.
- 96% of our grade 9 students successfully transition to grade 10.
- 88% of our grade 9 aboriginal students successfully transition to grade 10.
- Our 2008 – 2009* six-year completion rates for behaviour challenged students were 26%, an increase of 11% in the last 4 years. The provincial completion rate for behaviour challenged students is 32%.

(* Information from 2008-09 is the most recent information released by the Ministry at the time of this report.)

The literacy goals as articulated in the Achievement Contract are embedded into our Community Literacy Plan and work in unison with the Aboriginal Enhancement Agreement to focus our energy and resources in providing quality learning opportunities for all learners in Mission. Specific goals, objectives and actions are clearly articulated and identify our continued support for learning programs.

Mission is proud to have 4 StrongStart programs firmly established in the community, along with an outreach program serving 3 rural elementary schools. Each of our elementary schools is involved with Ready Set Learn, Books for Breakfast and Mission Little Readers Program all serving early learners and their families.

School district personnel are active participants in a variety of community committees focussing on the development and achievement of all our children. This process includes identifying literacy assets and gaps in our community and providing a direction for future planning.

We work collaboratively with individuals and community agencies to support early learning opportunities. We are presently involved with a 0-8 Early Years project with Coquitlam School District demonstrating our commitment to ensuring a seamless support framework to support families and children from birth through the years. The spirit of collaboration amongst literacy partners and key stakeholders has enabled us to create a shared understanding of the human resources and knowledge that can be utilized to support literacy development within our community.

PART B: CHALLENGING AREAS

- **What trends in student achievement are of concern to you?**
 - **What evidence gives rise to this concern?**
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1. EARLY YEARS

Source: Early Development Indicators Report from the Human Early Learning Project

Our EDI indicators continue to show vulnerability in the communication skills, emotional maturity and social competence. As a community we have identified that 33% of our children are vulnerable in one or more categories.

Our EDI and district kindergarten screen results continue to show us that we have a significant portion of students entering kindergarten “at risk”. The two major subgroups we will continue to focus on are aboriginal students and our boys.

Source: District Kindergarten Screen

Source: District Developmental Reading Assessment

- 73% of all our grade 1 students are meeting or exceeding expectations in reading.
- 66% of our grade 1 aboriginal students are meeting or exceeding expectations in reading.

Plans to address concerns:

- We are currently working with Ministry of Children and Family Development, Fraser Valley Aboriginal Children and Family Services Society and the District of Mission to design a neighbourhood centre that better serves our families and their varied needs (Ecole Mission Central).
- We have chosen 2 elementary schools to pilot the 0-8 framework each developing and action plan that meets their community needs (Albert McMahon, Ecole Mission Central).
- Working with our kindergarten teachers and the 0-6 coordinator to better connect and communicate our programs and how we might share resources including professional development.
- Four StrongStart sites are now effectively open and 3 outreach rural schools provide support to our 3 & 4 year olds and their families.
- Continue the promising practice of using literacy mentors (parents, grandparents, elders, peer tutors and work experience students).
- Continue to increase awareness of aboriginal material and resources available to teachers.
- Continue to monitor and assess the impact of aboriginal academic support teachers, liaison workers and language experience teachers on student progress.
- Continue to provide opportunities for early learners through Ready Set Learn, Books for Breakfast and Little Readers.

2. INTERMEDIATE YEARS

Source: FSA 2009 – 2010

Over the past three years we have begun to see a decline in our students meeting or exceeding expectations in reading on the FSA both at grade 4 and grade 7. This trend shows:

- Grade 4 average for all students is 68%.*
- Aboriginal student's average is 57%*.
(*The percentage of grade 4 students not writing the FSA ranges from 9-13% in the past three years)
- Grade 7 average for all students is 66%.
- Aboriginal student's average is 53%.
(*The percentage of grade 7 students not writing the FSA ranges from 9-17% in the past three years)

FSA Item Analysis

The chart demonstrates the increasing percentage of students at both grade 4 and 7 who do not take the FSA examination because of parent request for exclusion.

Performance Level Unknown			
Reading	2008	2009	2010
Gr. 4	9%	13%	10%
Gr. 7	9%	17%	16%
Writing			
Gr. 4	11%	13%	11%
Gr. 7	11%	19%	17%
Numeracy			
Gr. 4	9%	14%	10%
Gr. 7	9%	18%	17%

Plans to address concerns:

- Continue to assess for English as a second dialect support.
- Continue to emphasize the focus on a balanced literacy approach across curricular areas.
- Continue the promising practice of offering summer learning camps focused at grades 4-6 (vulnerable schools targeted).
- Emphasize feedback for learning strategies, built on Ruth Sutton's work in district.
- Continue to monitor and assess the impact of aboriginal academic support teachers, liaison workers and language experience teachers on student progress.

3. SECONDARY

A specific goal in our Achievement Contract is to improve school graduation and completion rates. We continue to support the work of our secondary schools in successfully transitioning an increasing percentage of all students, but especially aboriginal students from grade 8 to grade 12. The goal for all our secondary students is to earn a Dogwood or School Completion Certificate within 6 years of beginning high school.

Plans to address concerns:

- The district is implementing a middle school model (grades 7-9) within each secondary school.
- Plans to support a successful middle school implementation have been developed including ongoing opportunities for professional development
- The district continues to support vulnerable students at their neighbourhood schools
- Ensure counsellors and youth care workers are part of the support team for both aboriginal and behaviour disabilities students in their schools.
- Provide opportunities for secondary students to meet with teachers, counsellors and administrators to articulate their graduation transition plans.
- Support students identified as “at risk” for not graduating by assigning a staff mentor.
- Increase the number of students able to access career development programming options.
- Offer a variety of learning opportunities for students, including Riverside College. Another option, Summit Learning Centre is a distributed learning program that allows teachers and students to meet in a face to face or virtual environment.

PART C: CHILDREN IN CONTINUING CARE SUPPORT PLAN

The district has successfully identified children in continuing care in all schools. Schools have a student progress report for all the children in continuing care. During the school year all care team meetings and student progress report meetings are recorded on the student progress form. Schools send in an updated report of each student to the district twice a year (December and June). We are currently preparing to collect first term data for the 2010-2011 school year.

The student progress reports ensure that the students are being monitored and as a result of this structure, students are receiving more attention and support in the schools. A case manager in each school is assigned to oversee the progress of children in continuing care. The case manager is able to help the students in a timely fashion when the student starts to have problems in school.

Students in elementary schools transitioned every year into the next grade. At the secondary schools, students are being tracked for their success in each course. Further, secondary schools closely monitor all their students as they transitioned into the next grade. Our achievement data shows us that over the last few years the transition of all students each year from grade 7 to grade 12 has improved.

PART D: CONCLUSION

Our graduate completion rates provide clear evidence that Mission Public Schools continues to be a successful, progressive and innovative school district. We benefit from the exceptional quality and dedication of the staff throughout the district. While we acknowledge that there remains much work to be done, we also remain steadfastly committed to the success of every child.
