



## SD51 SUPERINTENDENT'S REPORT ON ACHIEVEMENT

December 10, 2007

Fullan's comment makes a lot of sense. He says that what works is to develop levels of ownership throughout the system. But to do that, we must create an organizational culture

*"If you're too loose, you don't get the focus, but if you're too focused, you get prescription, and narrowness, and rebellion... The holy grail of school reform on a large scale is large-scale ownership."  
- Michael Fullan, *Leading in a Culture of Change*, 2001*

that has focus, opportunity and support. The reform must be based on the understanding that we all (students, staff, parents, community) rally around the moral purpose - improving the life chances of ALL students by closing the achievement gap and raising standards of achievement. Indeed, the critical foundation for creating and sustaining change is ownership. That concept has been fundamental to the improvement efforts in our schools and district.

### **Why this report? T**

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.



TRENDS OF CONCERN	EVIDENCE SOURCES	PLANS TO ADDRESS CONCERNS
<p>FSA Reading Results overall trend is declining. When examining our District Wide Reading Assessments we have 13%-16% of our students not meeting expectations.</p>	<p>FSA District Wide Reading Assessment</p>	<p>A core group of principals, Special Education teachers and classroom teachers are participating in the Regions Struggling Readers project with Leyton Schnellert. The focus is Universal Design to address diversity in the Classroom.</p> <p>Plans are underway for sessions with Adrienne Gear to present Reading Power and the SD40 team on SMART Reading Tools will be in the Boundary in January 2007.</p>
<p>Alcohol use among high school students in the Boundary is above provincial averages on weekends, weekdays and even during school time.</p>	<p>2007 Safe School and Social Responsibility Survey</p>	<p>Secured partnership grants with the City of Grand Forks and a grant with Safer Boundary Communities Initiative to provide additional intervention.</p>
<p>Declining academic Achievement for Grades 8 &amp; 9 has been a growing concern.</p>	<p>Report Card marks, Study Habit Marks.</p>	<p>Two initiatives are in place. In one school a supervised lunch time study hall has started. Staffed by a TA, volunteer teachers and administrators. Students can self refer or be refereed by a teacher. At another school an after hours school bus runs twice a week. Students can stay for extra curriculans or for extra assistance from volunteer teachers.</p>
<p>District Wide Assessments are indicating that 32% of our Grade 6 students are not meeting expectations in</p>	<p>District Wide SMART Learning Reading and Writing Assessments for 2006-2007.</p>	<p>School support conversations identify school needs. Teaching Assistant support for grey</p>

<p>Writing and 30% are not meeting Expectations in Reading. Two- thirds of these students are boys. A high percentage of this group is aboriginal.</p>		<p>area students has been added at all schools. Resources are being allocated on the basis of data- supported proposals for additional support. August 2008 inservice has been arranged with Barry MacDonald. All aboriginal students not meeting or minimally meeting have a student support plan in place.</p>
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**Other**

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

OTHER OBSERVATIONS	EVIDENCE/DATA SOURCES
<p>Although the Boundary is one of the least vulnerable districts in the province we struggle to gain ground on the most vulnerable families in our community. We are working with our Community Partners to connect and support these families and to connect them with our Family Centres and StrongStart.</p>	<p>Early Development Indicators Report from the Human Early Learning Project. Our own Observations of our success and need for next steps.</p>

Given declining enrolment, the economic uncertainties in our area we are anticipating increasing levels of vulnerability and poverty within our communities. Educational staff along with our community partners will have to continue refining and developing intervention strategies used at all levels of the system.

Respectfully submitted,



Michael Strukoff  
Superintendent of Schools