

Columbia Falls School District #6

CNA Data Analysis

School Demographic Data

Narrative of Locale:

School District 6 is geographically the largest school district in the state of Montana, covering a large portion of northern Flathead County. The district has about 2,300 students in two K-5 elementary schools (Glacier Gateway and Ruder Elementary), one 6-8 Junior High, and one 9-12 High School.

Enrollment Data					
PK-6	1037	7-8	543	9-12	672

Student Characteristics					
Free and Reduced	1233	ELL	21	IEP	369

Race/Ethnicity							
White	1936 86%	American Indian or Alaskan Native	28 1.2%	Hispanic	124 5.5%	Multi-Racial	157 7%
Black or African American	1 .04%	Asian	3 .13%	Native Hawaiian or Other Pacific Islander	3 .13%	Unknown Ethnicity	0

Columbia Falls School District #6
CNA Data Analysis

School Data				
	CFHS	CFJH	Glacier Gateway	Ruder
Student to Teacher Ratio	15:1	14:1	14:1	16:1
Attendance 22-23	88.6%	89.9%	91%	91.3%

Columbia Falls School District #6

CNA Data Analysis

Curriculum Narrative:

A written sequential curriculum shall be developed that aligns each program area with the appropriate content standards, grade-level or grade-band learning progressions and the District's educational goals. A curriculum review cycle and timelines for curriculum development and evaluations shall be established.

In all program areas and at all levels, the District shall assess student progress toward achieving content standards and content-specific grade-level learning progressions including:

- *Content and data;*
- *Accomplishment of appropriate skills;*
- *Development of critical thinking and reasoning; and*
- *Attitude.*

The District will use assessment results to improve the educational program and use effective and appropriate tools for assessing such progress.

This may include, but is not limited to:

- *Standardized tests;*
- *Criterion-referenced tests;*
- *Teacher-made tests;*
- *Ongoing classroom evaluation;*
- *Actual communication assessments such as writing, speaking and listening assessments;*
- *Samples of student work and/or narrative reports passed from grade to grade;*
- *Samples of students' creative and/or performance work; and*
- *Surveys of carry-over skills to other program areas and outside of school.*

The District may receive and/or provide distance, remote, or offsite learning programs, as provided in Montana law. These learning programs and/or courses shall meet the learner expectations adopted in the District and shall be aligned with state content standards and content specific grade-level or grade-band learning progressions. The Superintendent/designee is directed to develop procedures regarding the District's distance, remote, or offsite delivered learning.

Columbia Falls School District #6

CNA Data Analysis

The District will provide gifted and talented coursework. The District will provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students and a framework for considering a full range of alternatives for addressing student needs. The building principal shall be responsible for the supervision and implementation of the adopted curriculum. The teaching staff has a significant responsibility in the development of curricula and the primary responsibility for the implementation of curricula.

Observations and Instructional Practices Narrative:

The District has instructional levels for grades pre-kindergarten through twelve. A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are: class size, peer relations, student/teacher relations, instructional style of individual teachers and any other variables that will affect the performance of the student. The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

The writing program is guided by the Montana Common Core Standards in English Language Arts and specifically in the College and Career Readiness Standards for Writing. Additionally, writing will be taught in all subjects as defined by the Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects.

Components of the effective writing program include (but are not limited to):

- *Explicit writing instruction is part of the course content as a significant, recurring activity;*
- *Students use writing as a tool for learning and understanding course content;*
- *Students develop information literacy by finding, evaluating and using information effectively;*
- *Students formulate and express opinions and ideas in writing;*
- *Students learn to write in forms and for purposes and audiences typical of disciplines and professions;*
- *Students receive constructive responses to their writing, with feedback explicitly directed at improving the quality of their writing; and*
- *Students revise formal documents as part of the process of writing;*

Specific core reading programs used in the district include:

- *Journeys K-5*
- *Springboard 6-12*

Columbia Falls School District #6

CNA Data Analysis

Specific core math programs used in the district include:

- *Eureka Math K-5*
- *Big Idea Math 6-8*
- *HMH Math 9-12*

Specific core science programs used in the district include:

- *Mystery Science K-5*
- *Amplify Science 6-8*

Specific Social Studies programs used in the district include:

- *TCI History Alive 6-12*

Family/Community Involvement:

Engaging parents/families in the education process is essential to improved academic success for students.

Parent/family involvement shall include the following these goals:

- 1. Encourage families to actively participate in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;*
- 2. Encourage families and school staff to engage in regular, two-way meaningful communication about student learning;*
- 3. Encourage families and school staff to continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;*
- 4. Empower parents to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;*
- 5. Encourage families and school staff to be partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs;*
- 6. Encourage families and school staff to collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation; and*
- 7. Encourage families and school staff to collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.*

Columbia Falls School District #6

CNA Data Analysis

The District plan for meeting these parent/family involvement goals is to:

- 1. Provide activities that will educate parents/families regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the District and other agencies or school/community groups (such as parent-teacher groups, Head Start, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.*
- 2. Implement strategies to involve parents/families in the educational process and laws regarding parent/family rights, including:*
 - Keeping parents/families informed of opportunities for involvement and encouraging participation in various District programs.*
 - Providing access to Board policies, handbooks, Board and committee agendas, District grievance procedure, and contact information for administrators and Trustees on the District website.*
 - Providing access to educational resources and the course of study for parents/families to use together with their children.*
 - Keeping parents/families informed of the objectives of District educational and activity programs, their child's participation and progress within these programs, and methods to opt out of educational and instruction programs consistent with parent/family rights.*
 - Promoting parents/families and teacher cooperation in homework, attendance, and discipline.*
 - Providing information about the nature and purpose of student clubs and groups meeting at the school and the right of parents to consent to such participation or withdraw their child from a club or group.*
 - Providing an explanation of rights regarding student name and pronoun use consistent with the Family Education Rights and Privacy Act.*
- 3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into District policies and volunteer time within the classrooms and school programs.*
- 4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.*
- 5. Perform regular evaluations of parent/family involvement at each school and at the District level.*
- 6. Provide access, upon request, to any instructional material used as part of the educational curriculum.*
- 7. If practical, provide information in a language understandable to parents.*
- 8. Provide annual notification of educational opportunities of the District.*

Columbia Falls School District #6

CNA Data Analysis

Services and Programs Offered:

- IEP Program (Special Education)
- 504 Program
- Gifted and Talented Program
- English as a Second Language Program
- School Meal Program (free and reduced lunch)
- Physical Activity Programs
- Interscholastic Sports Programs (6-12)
- Full-day Kindergarten Program
- Early Childhood Program
- Work Program
- Title One Intervention Services
- Homeless Student Assistance Services
- Health Services
- Translation Services
- School Based Mental Health Services
- Student and Family Advocate Services

Columbia Falls School District #6

CNA Data Analysis

Performance Data

% Proficient District

Assessment Name: STAR Winter of 2023

Reading	1	2	3	4	5	6	7	8	9	10	11
	69	63	73	60	65	54	59	42	54	56	51

Math	1	2	3	4	5	6	7	8	9	10	11
	85	78	77	70	74	60	57	57	NA	NA	NA

% Growth Percentile Data for District (at or above growth 35th %ile - current school year)

Assessment Name: STAR

Reading	1	2	3	4	5	6	7	8	9	10	11
From: Fall To: Winter											
	79	74	72	66	76	69	64	62	69	64	66

Math	1	2	3	4	5	6	7	8	9	10	11
From: Fall To: Winter											
	93	55	75	64	79	59	57	59	73	74	68

Columbia Falls School District #6 CNA Data Analysis

% Proficient for SBAC 2022-2023 (2021-2022) same cohort

Math	3	4	5	6	7	8
Novice	21% (NA)	26 (26)	40 (28)	38 (48)	34 (31)	41(32)
Nearing	29 (NA)	41 (33)	29 (35)	34 (30)	26 (39)	34 (37)
Proficient	32 (NA)	24 (27)	12 (20)	15 (11)	25 (20)	14 (19)
Advanced	18% (NA)	9 (15)	19 (15)	13 (12)	15 (11)	12 (12)

ELA	3	4	5	6	7	8
Novice	21 (NA)	35 (29)	36 (34)	23 (33)	21 (20)	19 (18)
Nearing	29 (NA)	30 (36)	21 (21)	36 (29)	26 (24)	23 (24)
Proficient	25 (NA)	19 (19)	28 (25)	30 (23)	41 (45)	46 (46)
Advanced	24 (NA)	17 (17)	15 (20)	11 (15)	13 (11)	12 (12)

% Proficient for MSA 2022-2023 (2021-2022) different cohort

Science	5	8
Novice	30 (21)	17 (15)
Nearing	37 (44)	44 (37)
Proficient	26 (24)	29 (28)
Advanced	7 (10)	10 (20)

Columbia Falls School District #6

CNA Data Analysis

ACT Percent Meeting At Or Above College Readiness Score % 2022-2023 (vs year prior)

	Composite	ELA	Mathematics	Science
ACT Score	29% (+2)	49% (+4)	26% (-1)	30% (+4)

Columbia Falls School District #6

CNA Data Analysis

CNA Data Analysis

Data Analysis

Highlights the areas of greatest strengths and greatest weaknesses. Prioritize your weaknesses according to need.

Top 3 Strengths

1. Fall to Winter reading proficiency for 2nd-8th grade has shown strong growth on STAR assessments. All these grade levels have shown 62% or higher growth (at or above growth 35th percentile) for this school year.
 2. On the ACT test, CFHS students showed growth on the 2023 spring administration in ELA, Science, and Composite scoring as compared to the prior year. These scores reflect the percentage of students who are at or above college readiness.
 3. CNA data from our perception survey this fall indicates that our stakeholders see strengths in climate, culture, and safety. On a 4 point scale in which 3.0 is considered proficient, climate and culture came in at 2.99 while safety came in at 2.86.
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Top 3 Weaknesses

1. Fall to Winter math proficiency for 2nd-8th grade has shown limited growth on STAR assessments. Only 3 of 7 grade levels have shown 62% or higher growth (at or above growth 35th percentile) for this school year.
 2. On the ACT test, CFHS students showed a decline on the 2023 spring administration in scoring as compared to the prior year. Only 26% percent of students were at or above college readiness in math.
 3. CNA data from our perception survey this fall indicates that our parents rated the district lowerer than any other stakeholder group on academics. On a 4 point scale in which 3.0 is considered proficient, parents rated the district's academics at a 2.29.
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