



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**SPECIAL COMMITTEE OF THE WHOLE
AGENDA**

June 9, 2015 from 5:00-5:30 p.m.
School Board Office – Gibsons, BC

1. Board Evaluation Process
2. Ministry's Framework for Enhancing Student Learning (feedback requested)

Board evaluation process

Submitted by Betty Baxter, Board Chair

In past years we have used our Role of the Board Policy as a template for a survey on our concerns/successes. Last year the Board requested some changes to that process. We still need to review our work based on the Role of the Board but the following questions are proposed for a short questionnaire (to be anonymous and on line) for info collection over the next few weeks.

1. What do you feel is going well with our work as a collective Board?
2. What areas in our work need improvement or attention in the next year?
3. What are any new areas of work you think we should be initiating?

The process would be to collect this feedback online in June and have a meeting to reflect on the information as a full board in late August or early September.

Feedback or additional thoughts are welcome.



May 29, 2015

Ref: 182165

To: All Board Chairs

Over the last year, Ministry of Education staff have been working closely with the BCSTA and other provincial partner organizations to develop a *Framework for Enhancing Student Learning*. This work has been informed and continually refined through discussions with over 1,000 individuals across more than 50 partner meetings.

Effective July 1, 2015, this new framework will replace existing legislative requirements such as Achievement Contracts, Superintendents' Reports on Student Achievement, District Literacy Plans, Superintendents of Achievement, and School Planning Councils.

We are now in the process of developing guidelines and policy statements to reflect the work to date and are seeking province-wide feedback to inform this important work.

Attached please find:

- An overview of the *Framework for Enhancing Student Learning* and a feedback form.
- Reference material, including past presentations to BCSTA, a summary of sample engagement opportunities ahead, 2014/15 guidelines for Achievement Contracts, and template for January 2015 Superintendent's Report on Student Achievement.

Please review the attached material and **provide your responses by 4:00 p.m. on Wednesday June 10, 2015 to Mike Roberts, CEO, BCSTA at mroberts@bcsta.org**. BCSTA will consolidate feedback and provide both a summary and individual Board responses to the Ministry and all Boards by Monday June 15, 2015.

If you have any questions about this work prior to responding, please feel free to contact Dean Goodman, Director for Accountability, at Dean.Goodman@gov.bc.ca or Mike Roberts regarding any questions about Board submissions.

The Ministry of Education is fully committed to consulting with trustees and our other education partners on the implementation of recent legislative changes. To this end, Ministry staff are currently developing a consultation plan with the BCSTA regarding the work ahead that builds on purposeful discussions and activities that have taken place to date. You will be receiving information about these further processes shortly.

.../2

Thank you for your valued input regarding this important work and for your ongoing efforts to support student learning.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dave Byng". The signature is fluid and cursive, with the first name "Dave" being more prominent than the last name "Byng".

Dave Byng
Deputy Minister

Attachments

pc: All Superintendents
All Secretary Treasurers

DRAFT

BC's Framework For Enhancing Student Learning

Guiding Principles

1. all education partners are responsible for student learning;
2. system-wide focus on each student;
3. meaningful, impactful, flexible, realistic, and sustainable;
4. address differences in performance amongst groups of students;
5. strength-, support-, evidence-, and results-based;
6. system-wide commitment to continuous improvement and life-long learning; and
7. continue to enhance confidence in public education.

Elements of the Framework

System-wide Focus

Clear, system-wide goals for enhancing student learning.

Meaningful and Effective Planning for Continuous Improvement

Multi-year district and school plans, updated annually

Meaningful and Effective Communication of Evidence

Reported at least annually, by districts and province

System-wide Capacity Building

Existing and tailored networks for building on strengths and for supporting continuous improvement

Linkages with existing local agreements to ensure consistent and meaningful support of Aboriginal students.

Related Procedures and Activities

- Enhance student learning in relation to intellectual, human & social, and career development
- Consistent with the existing *Mandate for the School System* (1989)
- Specific priorities within each goal area to be determined at local level

Guidelines (available by June 30) and plans will reflect local efforts to support each student and specific groups

- Aboriginal students
- children in care
- students with special needs

Plans developed with local partners and in consideration of available evidence.

- Provincial guidelines for reporting, allowing for local flexibility
- Requirement to report on Aboriginal and children in care outcomes
- Descriptive, growth-based rubrics for local use
- Balance of provincial and local evidence

- Networking and team-based structures and approaches that are support focussed
- Provincial priorities co-developed with education partners
- Provincial advisory group
- Annual provincial meetings to facilitate continuous improvement

Our Commitment

Education partners are committed to work together to continuously improve student learning and this Framework.
2015/16 will be a key year and opportunity for partners to continue to collaborate on the implementation and refinement of this Framework.

BCSTA Province-Wide Dialogue – May 27, 2015

BC's Framework for Enhancing Student Learning

What opportunities do you see for your school district coming from this Framework?
You may wish to refer to the 'Elements of the Framework' provided.

What recommendations do you have to help inform the development of related / supporting procedures and activities?

Thank you for your advice and input to help us continuously improve this work!
Please feel free to connect with the BCSTA or Dean Goodman - MOE if you would like further information regarding it.
Dean Goodman, Director for Accountability, Ministry of Education, Dean.Goodman@gov.bc.ca

BCSTA Province-Wide Dialogue – May 27, 2015

BC's Framework for Enhancing Student Learning

What would you like to see (and not see) in the initial guidelines for districts (anticipated for use in September 2015)?

What further engagement opportunities do you recommend for the 2015/16 school year (provincially and locally)?

Thank you for your advice and input to help us continuously improve this work!
Please feel free to connect with the BCSTA or Dean Goodman - MOE if you would like further information regarding it.
Dean Goodman, Director for Accountability, Ministry of Education, Dean.Goodman@gov.bc.ca

BCSTA Province-Wide Dialogue – May 27, 2015

BC's Framework for Enhancing Student Learning

Any other questions, comments or suggestions?

Thank you for your advice and input to help us continuously improve this work!
Please feel free to connect with BCSTA or Dean Goodman - MOE if you would like further information regarding it.
Dean Goodman, Director for Accountability, Ministry of Education, Dean.Goodman@gov.bc.ca

Improving BC's K-12 Accountability Framework

BCSTA Provincial
Council

October 24, 2014

Accountability:

What does it mean to you?

BC's Current K-12 Accountability Framework

BC's Current K-12 Accountability Framework

Consists of the following legislated elements:

1. District Achievement Contracts
2. District Superintendent's Reports on Student Achievement
3. Annual school plans developed by School Planning Councils
4. Superintendents of Achievement
5. Special Advisors, Official Trustees and administrative directives for student achievement

Other Related Activities

Not formally part of the Accountability Framework, but with obvious connections:

- District Literacy Plans
- Aboriginal Education Enhancement Agreements
- Aboriginal Education Enhancement Agreement Annual Reports

Reflection

*To what extent does the current
Framework reflect...*

- *what you value?*
- *what you know about supporting
student learning and success?*

Our Proposed Journey

- Overarching principle guiding this effort:

Together we are all responsible for supporting student success.

- Meaningful collaboration, with timely, effective, and actionable outcomes
- Focused on student success and continuous improvement

Proposed 3-Phase Plan and Principles for Improving BC's K-12 Accountability Framework

Discussion
DRAFT

BC's K-12 Accountability Framework – Proposed Multi-Phase
Plan for Consultation, Revision, and Implementation

Planning Phase

June to August 2014

Initial dialogue with education partner groups regarding their interest to review and improve the current K-12 Accountability Framework, and to discuss a proposed process for carrying out this work.

Begin the co-construction of:

- a shared understanding on the need for change and possibilities regarding BC's K-12 Accountability Framework
- a process and draft principles to inform the revision of the Accountability Framework

Co-Construction Phase

September 2014 to January 2015

Provincial Advisory Group on Accountability

Approximately 4 meetings with representatives of provincial partner groups to co-develop:

1. a revised K-12 Accountability Framework, and
2. proposed structures and supports to ensure successful and sustainable implementation.

Proposed first meeting: late-October 2014

Accountability Working Group

Sub-group of Provincial Advisory Group on Accountability (PAGA)

Constructs materials to be reviewed by PAGA and supports collaboration across partner groups.

Partners to work with their members, communities, and other stakeholders to inform possible directions.

Draft Revised Accountability Framework

Co-constructed draft completed by
January 15, 2015.

Pre-Implementation Phase

February to June 2015

Broader Province-Wide Dialogue on Draft Framework

- Where possible, leverage existing partner meetings, conferences, and structures
- Partner organizations to play leadership roles in this dialogue
- Opportunity to refine and create understanding about proposed Accountability Framework
- Transition preparation

Implementation of Revised K-12 Accountability Framework

Working Proposal: To have a new K-12 Accountability Framework in place for September 2015, with flexibility to improve the Framework as needed in subsequent years.

Draft Principles to Inform the Development of an Improved K-12 Accountability Framework

British Columbia's K-12 Accountability Framework will:

1. be grounded on the belief that together all education partners are responsible for student success;
2. focus on student learning and success, helping to ensure that each student in BC achieves his or her full potential;
3. be meaningful, impactful, flexible, and sustainable;
4. be strength-, support-, and evidence-based;
5. reflect system-wide commitment to continuous improvement; and
6. continue to build public confidence in BC's education system.

What will an Improved Accountability Framework look like?

Is the task ahead.

Will be created together.

*Will require courage (to act, both in co-development
and in implementation).*

DREAM

BIG

win small!

A better place
(achieved)

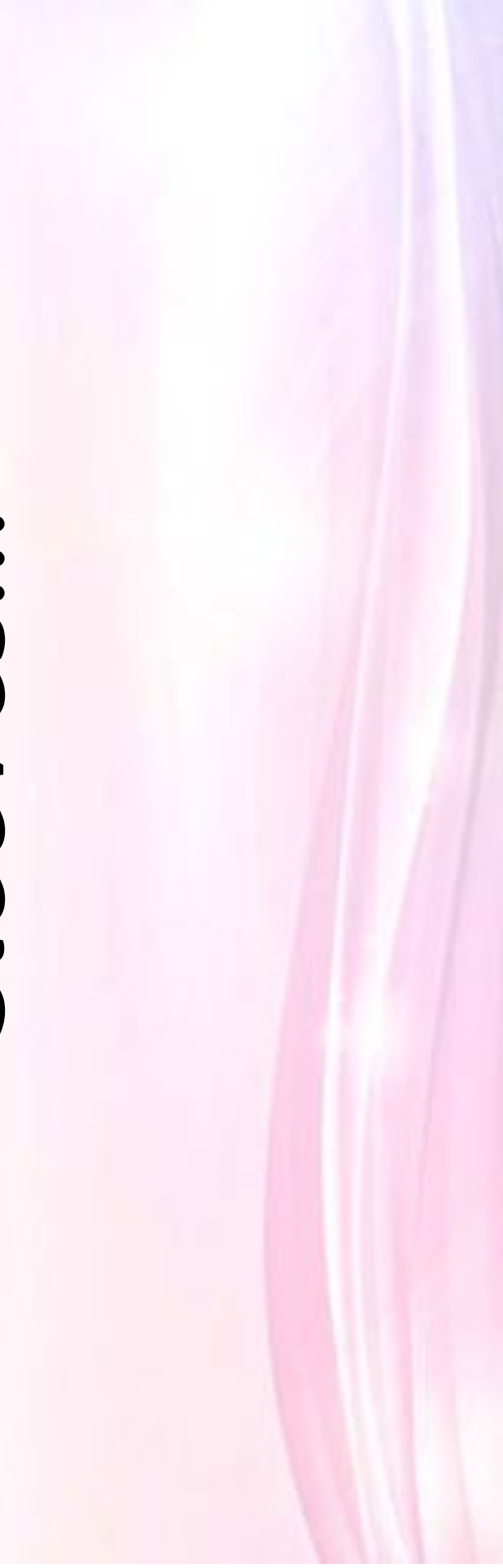
Or

Perfection
(not achieved)

Your Initial Reactions

What do you think about this effort?

Rolling Up Our Sleeves...



Brainstorming

What would you like to see (and not see) in an improved K-12 Accountability Framework?

What structures and promising practices could we activate/build-upon to support this work over the long-term?

You Are Key

How would you like to get involved in moving this work forward (as trustees and as leaders in your districts and in the province)?

Much More to Come!

This is just the beginning. Please ponder the possibilities and connect with each other, your partners, and us.

THANK YOU!

*Teresa Rezansoff
Dean Goodman*

Improving BC's K-12 Accountability Framework

A Dialogue with Education Leaders
at the BCSTA Trustee Academy

December 4, 2014



Ministry of
Education

Accountability

What does it mean to you?



BRITISH
COLUMBIA

Ministry of
Education



BC's Current K-12 Accountability Framework



BRITISH
COLUMBIA

Ministry of
Education



BC's current Accountability Framework consists of the following legislated elements:

1. District Achievement Contracts
2. District Superintendent's Reports on Student Achievement
3. Annual school plans developed by School Planning Councils
4. Superintendents of Achievement
5. Special Advisors, Official Trustees and administrative directives for student achievement



Other Related Activities

Not formally part of the Accountability

Framework, but with obvious connections:

- District Literacy Plans
- Aboriginal Education Enhancement Agreements
- Aboriginal Education Enhancement Agreement
Annual Reports



Reflection

To what extent does the current

Framework reflect...

- *what you value?*
- *what you know about supporting student learning and success?*



Initial Questions for Provincial Education Partners

- *Is the framework working as intended to support student success? No*
- *Can it and should it be improved? Yes*
- *If so, how? Together, for the benefit of our students*



Draft Guiding Principles

British Columbia's K-12 Accountability Framework will:

1. be grounded on the belief that together all education partners are responsible for student success;
2. create a system-wide focus on student learning and success, helping to ensure that each student in BC achieves his or her full potential;
3. be meaningful, impactful, flexible, realistic, and sustainable;



Draft Guiding Principles

4. address differences in performance amongst particular groups of students, most notably Aboriginal students and children in care;
5. be strength-, support-, and evidence-based;
6. reflect system-wide commitment to continuous improvement; and
7. continue to build public confidence in BC's education system.



Process

- *Working proposal*: to have an improved Accountability Framework in place for **September 2015**, with legislation that is less prescriptive and more enabling
- Advisory group comprising all major provincial K-12 partners is currently co-creating a proposed Framework
- **Draft Framework prepared by mid-January 2015.**



Process

- **September onwards:** Discussions with partners at any opportunity, in ways that work for them
- **February through August 2015:** Province-wide dialogue to:
 - create understanding about the proposed Framework
 - identify and make any necessary refinements
 - prepare for transition together
- **Continuous improvement** – is fundamental to this work

A better place
(achieved)

Or

Perfection
(not achieved)





Creating Shared Understandings to Inform our Accountability Directions

1. *In terms of education, what is most important to you?*
2. *We want each student in BC to be successful. What does “success” mean to you?*
3. *Based on your answers to the above, what would you like to see (and not see) in an improved K-12 Accountability Framework?*



Moving This Work Forward, Together

Please ponder the possibilities and connect with each other, your partners, and us about ways in which we can improve this important framework.

THANK YOU!

Dean Goodman, Director for Accountability
Ian Rongve, ADM, Knowledge Management and Accountability
BC Ministry of Education

dean.goodman@gov.bc.ca ian.rongve@gov.bc.ca



BC's Framework For Enhancing Student Learning

Guiding Principles

1. all education partners are responsible for student learning;
2. system-wide focus on each student;
3. meaningful, impactful, flexible, realistic, and sustainable;
4. address differences in performance amongst groups of students;
5. strength-, support-, evidence-, and results-based;
6. system-wide commitment to continuous improvement and lifelong learning; and
7. continue to enhance confidence in public education.

Elements of the Framework

System-wide Focus
Clear, agreed-upon goals and accountabilities for our education system

Meaningful and Effective Planning for Continuous Improvement
Multi-year district and school plans, updated annually

Meaningful and Effective Communication of Evidence
Reported at least annually, by districts and province

System-wide Capacity Building
Collaborative engagement teams and Provincial Partner Advisory Group

Linkages with existing local agreements to ensure consistent and meaningful support of Aboriginal students.

Related Procedures and Activities

- Enhance student learning in relation to intellectual, human & social, and career development, and the Mandate for School System.
- Specific aspects to be determined in consultation with education partners.

Guidelines and plans will reflect efforts to support:

- each student
- Aboriginal students
- children in care
- students with special needs

Will be developed with local partners and in consideration of available evidence.

- Provincial guidelines for reporting, allowing for local flexibility
- Performance standards
- Requirement to report on Aboriginal and children in care outcomes
- Balance of provincial and local measures

- Provincial support teams to enhance student learning across the province and in districts
- Provincial priorities co-developed with education partners
- Annual provincial meetings to facilitate continuous improvement

Our Commitment

Education partners are committed to work together to continuously improve student learning and this Framework.

BC School Trustees Association AGM – April 16, 2015

A Dialogue on Improving K-12 Accountability in BC: *A Framework for Enhancing Student Learning*

What opportunities do you see with this Framework and the approach being taken with its development?
How could this new provincial Framework help you in your local efforts to enhance student learning?

What recommendations do you have to help inform the development of related procedures and activities?

Other questions or comments you may have to help inform this work?

Thank you for your advice and input to help us continuously improve this work!
Please feel free to connect with your Association or me if you would like further information regarding it.
Dean Goodman, Director for Accountability, Ministry of Education, Dean.Goodman@gov.bc.ca

BC's Framework for Enhancing Student Learning An Update on Partner Engagement Activities and Opportunities

Meaningful partner engagement is a core and ongoing priority in the development of *BC's Framework for Enhancing Student Learning*. The process is driven by a process of co-development and continuous improvement.

In October 2014, a provincial advisory group was formed to help co-construct an improved K-12 Accountability Framework, which was renamed the *Framework for Enhancing Student Learning* to reflect its focus and intent. All major provincial education partners are involved in this advisory group (BCSTA, BCSSA, BCASBO, BCPVPA, BCTF, FNEESC, BCCPAC, Student Voice, BCCASE, Office of the Representative for Children and Youth). This group will play an important role in supporting the ongoing implementation and continuous improvement of this new Framework.

In the last 11 months, over 50 meetings with education partners have occurred to inform the development of the *Framework for Enhancing Student Learning*, involving over 1000 individuals. Examples include sessions with BCSTA Provincial Council, BCSTA Trustee Academy, BCSTA 2015 AGM; all six BCSSA regional chapters; BCPVPA Provincial Council; BC Student Voice conference, and with other students; BCCPAC Annual Conference; meetings with FNEESC staff, FNEESC Board of Directors, and First Nations Leadership Council; and BCCASE Annual Conference.

Consistent with the Framework's guiding principle that together all education partners are responsible for student success, continued dialogue with education partners is planned throughout the 2015/16 school year to ensure the effective implementation of this new Framework and to facilitate further refinements and improvements where and as needed. The ministry sees the 2015/16 as an important opportunity for individuals across BC to be involved in shaping the Framework and its implementation at the local and provincial levels.

Example engagement activities to continue partner involvement in the *Framework on Enhancing Student Learning* include:

May 2015

Meetings with BCSSA regional chapters

Meeting with FNEESC Board of Directors

Conference call with BCSTA on the *Framework* and to solicit advice and input from BCSTA Board chairs and district senior staff on initial guidelines for districts, and to identify further engagement opportunities in the year ahead

Through the provincial advisory group, invite all partners to provide input on the initial guidelines to districts and ongoing engagement opportunities in the year ahead.

June 2015

Meeting with provincial partner advisory group

Develop and discuss draft initial guidelines with partner advisory group

Feedback from partners to inform initial guidelines and ongoing engagement opportunities.

Meetings with BCSSA chapters

Initial guidelines to districts by June 30, 2015, informed by work and feedback to date

Summer 2015

Session at BCSSA Summer Conference to support implementation of Framework

Other partner sessions (TBD)

Fall 2015

Advisory group meeting

Meetings with Executive of provincial partner groups (and any others who are interested)

Networking and district team building strategies to support Aboriginal student success

Sessions at BCSTA and BCSSA provincial fall meetings

Networking opportunities for districts and regions to work together to support elements of the *Framework for Enhancing Student Learning* and priorities regarding student learning.

Spring 2016

Initial report developed by districts and made available to their community and the public

Districts invited to come together to share and discuss 2015/16 plans and evidence, and to help identify provincial needs, priorities, and strategies for improving student learning. This could be done both regionally and provincially.

Revised guidelines to districts based on feedback and learning from the 2015/16 school year.

Plus any other engagement opportunities recommend by partners. Suggestions appreciated!

May 28 Discussion Draft

Please forward any feedback and further ideas for partner dialogue on this topic to Dean Goodman, Director for Accountability, at Dean.Goodman@gov.bc.ca

District Achievement Contract Guidelines

2014-2015



April 2014

Available on the Ministry of Education website:
www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/

Introduction

The *School Act* requires each Board of Education in British Columbia to prepare and submit to the Minister of Education an Achievement Contract that represents both a plan and public commitment to improve learning and success for each student.

Successful students are capable, engaged, and confident, ready to thrive and succeed in a rapidly changing world. To meet the needs of learners, the Ministry, Boards of Education and all partners acknowledge that every student has their own unique learning styles, interests, passions and must be effectively supported to achieve their goals.

To help ensure that every student reaches their full potential, the BC Education Plan was introduced as a guiding vision for the future of education in British Columbia. Achievement Contracts are a tool that can help support the education transformation outlined in the BC Education Plan. They are intended, on behalf of every student, to ensure that all school districts are engaged in planning for and enabling continuous improvement.



Purpose

Each Achievement Contract is a three-year plan, updated annually; and forms the basis for the annual Superintendent's Report on Student Achievement to the Board of Education. Achievement Contracts outline a district's goals for improving student success, describe strategic actions, and identify how the district monitors progress and makes adjustments to improve results. The plan should align with other improvement initiatives including reading, early learning, student wellness, and Aboriginal Education Enhancement Agreements (EAs).

District Achievement Contract Elements

In preparing their three-year Achievement Contract, the district must include five elements:

1. District Context

Each district has a unique context that influences its operations. The district should describe the contextual elements that have a major impact on its decision-making, including the assets and challenges that affect the district's ability to improve student achievement.

2. Goals And Expectations (Targets)

While all districts should have success for each student as a long-term, overarching goal, districts must also articulate, over a three-year cycle, goals and **expected results (targets)** for student performance. Achievement Contracts focus goals and targets on:

- student reading results;
- school completion levels;
- improving achievement results for Aboriginal learners;
- increasing enrolment in Skills and Technical training; and
- other matters as determined by the district.

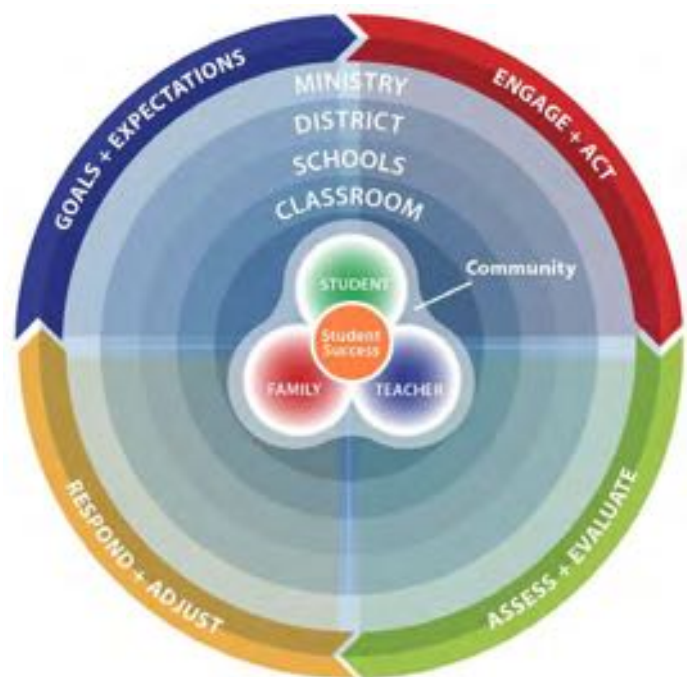
*Goals and **expected results (targets)** can be established by tracking individual students' progress, determining expected levels and aggregating results to forecast expected achievement of groups of students. A coherent Achievement Contract will have a clearly articulated rationale connecting the decisions about goals with analysis of student performance, achievement of established targets and other pertinent information.*

3. Engage and Act (Actions)

Clearly articulated strategies and actions connect district activities with desired student results. Actions are the key resources, strategies and organizational structures directed toward accomplishing the district's goals. It is expected that the district will provide an evidence-based rationale for its selection of actions.

4. Assessment and Evaluation

The district uses formative and summative data to monitor the impact of its actions on learners and intervenes appropriately when such actions are not having the desired impact. Evaluation processes are used to decide upon the value of the actions in relation to improved outcomes for students.



5. Respond and Adjust

Evidence from assessment and evaluation processes, including progress towards achievement of expected results (targets), should lead the district to confirm and maintain, or strategically adjust their goals and actions.

Strategies for Effective Achievement Planning

The following is a general set of strategies that can help inform district improvement planning.

Planning that Supports a Cycle of Improvement

- The district uses a planning cycle of goals and expectations, engagement and action, assessment and evaluation, and response and adjustment at all levels of the system.
- The district's plan has a clearly articulated rationale connecting the decisions about goals and actions with analysis of student performance and other pertinent information.
- The district's plan is aligned with and supports other improvement initiatives, including educational transformation, early learning, student wellness, Aboriginal Education Enhancement Agreements, and District Literacy Plans.

Evidence-Based Decision Making

- Through analysis and consideration of evidence from the district, schools, and province, the district makes decisions about plans and actions that are connected to desired student results.

Continuous Professional Development

- The district implements a model of continuous professional development that reflects the unique needs of the district and its students.
- The district's professional development is firmly grounded in current research on system transformation and innovative practice, and supports understanding of personalized learning within and across schools.
- The district enables networking and the development of professional learning communities within and across schools.

Student and Family Engagement

- The district focuses on enabling and enhancing student engagement and ownership in learning through structures, strategies, schedules, and programs that support increasingly personalized approaches to learning.
- The district implements a variety of innovative strategies that welcome members of students' families to engage with school staff and programs.
- The district implements a variety of initiatives that support parent/caregiver engagement in their children's learning.

Community Engagement

- The district implements a variety of initiatives that support seamless connections between schools and communities.
- The district involves local community members in school-based planning efforts to support student success.

Collaboration and Alignment

- The district uses collaborative processes and structures at all levels.
- The district regularly collaborates with other BC school districts to share practices and support mutual improvement.
- The Superintendent collaborates with ministry and other education partner groups to support the diffusion of promising practices throughout the province.

Openness and Transparency of District Information

- The district's achievement data is available for public use and known to all staff.
- The district supports members of their school communities to learn how to access, analyze, and use data to support student learning.
- The district takes an inquiry-based approach to data in order to develop a higher degree of understanding of student performance.

Supports and Evidence to Help Inform District Planning Efforts

To inform their planning efforts, districts make meaningful use of a well-rounded suite of evidence gathered at the local and provincial levels.

Some examples of local evidence being used by districts across various Achievement Contracts include results from district reading, writing, and numeracy assessments; student satisfaction surveys tailored to local needs and contexts; local use of BC Performance Standards; early literacy assessments; and report cards; other evidence such as student attendance and social-emotional indicators are also being used by some districts.

Some examples of provincial data that are available at the district- and school-levels include provincial assessment and examination results, school completion rates, year-to-year transition rates, transition rates to post-secondary institutions, and results on provincial satisfaction surveys. A complete list of available data reported at the provincial, district, and school levels is available at <https://www.bced.gov.bc.ca/reporting/province.php>.

These lists are not intended to be exhaustive or prescriptive, and any measures used for planning should be meaningful to and reflect the needs and context of the district.

Do you have questions about available data or need some support in conducting secondary analyses that can inform your district planning? Please contact the Ministry's Accountability and Knowledge Management Team at EDUC.Achievement@gov.bc.ca regarding the services and reports that it can provide.

Reporting

Electronic file or Web site link to Achievement Contract is sent to the Ministry:
EDUC.Achievement@gov.bc.ca

Districts are encouraged to be innovative in the presentation of their Achievement Contract in order to meet their needs and the required elements of the guidelines. The district must ensure that a copy of their contract is available for public review on their district Web site and in their district office.

Legislated Timelines

- Three-year District Achievement Contract **[July 15]**
- Superintendent's Report on Student Achievement **[January 31]**

Questions and/or Concerns

Direct questions and/or concerns to the Ministry by email:
EDUC.Achievement@gov.bc.ca

Links and Resources

Achievement Contracts and Reports on Student Achievement
www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/

Data Reports for the Province, Districts, and Schools
<https://www.bced.gov.bc.ca/reporting/province.php>

BC School Act
www.bced.gov.bc.ca/legislation/schoollaw/

Superintendent's Report on Student Achievement 2014/2015

- ▶ Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement; and
- ▶ Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments.

Districts may report additional areas of student achievement arising from the most recent achievement contract.

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

The Superintendent's Report

- Should be brief and to the point.
- Should be focussed on results and evidence of acquired results.
- Should be a useful point of departure for future planning.
- Must be submitted by email by January 31

Please use this form to insert the required elements of the Superintendent's Report.

The completed report will be published on the Ministry website, as a PDF document.

Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: EDUC.Achievement@gov.bc.ca

Submission

Submit your document, by January 31, to the Ministry by email: EDUC.Achievement@gov.bc.ca

Ministry of Education School Act

Section 22 of the School Act states 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 31st 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."

School District No:

School District Name:

1. Improving Areas of Student Achievement

What is improving?

What evidence confirms this area of improvement?

2. Challenging Areas

What trends in student achievement are of concern to you?

What evidence indicates this is an area of concern?

3. Programs / Performance / Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

4. Targets (Summarize the targets set out in your Achievement Contracts)

I.) Literacy: Identify your district's target(s) for literacy.

State the specific evidence and measures of student achievement in literacy and the results that have been realized.

II.) Completion Rates: Identify your district's target(s) for completion rates.

State the specific evidence and measures of student achievement for completion rates and the results that have been realized.

III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.

5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

What categories of Children in Care have been successfully identified and are being monitored?
For example: continuing custody orders, temporary custody orders, other...

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

What results are being achieved by students within the identified categories?

6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

7. Other Comments

For example: education transformation, student wellness, ERASE, skills training

8. Board approval date:
