

District Accountability Contract

Guidelines: 2006/07

Available on the Ministry of Education website
www.gov.bc.ca/bced/



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Guidelines for 2006/07 District Accountability Contracts

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Guidelines for District Accountability Contracts

Introduction

British Columbia's school boards are required, by legislation, to prepare and submit to the Minister of Education an annual Accountability Contract with respect to improving student achievement and any other matters ordered by the Minister.

The purposes of Accountability Contracts are:

- to focus school district attention and resources on improving student achievement;
- to detail the specific goals that school boards have set as they work to enhance student achievement and to describe the steps they are taking to achieve those goals; and
- to communicate these efforts to a variety of audiences.

The 2006/07 *District Accountability Contract Guidelines* are intended to assist school boards in the preparation of Accountability Contracts by identifying and describing key elements to be included in them. This is not a "how-to" guide. It is not intended to prescribe either the process undertaken by boards to prepare Accountability Contracts or the presentation of information contained in them. Each school board, in consultation with its education community and parents, will design a district planning process and contract format that suits its community's unique needs and circumstances.

These guidelines have been developed using current research, reflections, observations and examples taken from Accountability Contracts prepared by school boards in previous years.

Overview of Accountability Contracts

Accountability Contracts articulate how the District's overarching efforts and directions link to and reflect annual school plans developed throughout the school community in support of student achievement.¹ They further describe the connection between the Accountability Contract, school plans and the District's Aboriginal Education Enhancement Agreement.² Additionally, Accountability Contracts outline the actions taken by the district in response to the recommendations of the District Review.³ Accountability Contracts are intended to build a coherent process of collecting information related to student achievement, analyzing this information, developing plans for improvement, implementing the plans, reviewing results, and communicating with the public.

District Planning

Effective school districts have a clear focus on improving student achievement. Decisions are based on a range of data and information and are supported by effective planning and resource allocation. Planning and decision-making support safe, caring and orderly schools and are the result of broad consultation, with attention paid to vulnerable students and healthy schools. Progress towards achievement is reported regularly to parents and to the community.

¹ For more information on School Planning Councils and school plans refer to www.bced.gov.bc.ca/spc/

² Please refer to Ministry website (www.bced.gov.bc.ca/abed/agreements) for information about Aboriginal Education Enhancement Agreements

³ Please refer to Ministry website (www.bced.gov.bc.ca/review) for information about District Reviews

Accountability Contracts: Key Elements

Context

The context of a District includes:

- Demographic data identifying major community groups (such as ESL, Aboriginal, Special Education) as well as student enrolment information;
- Unique Characteristics of the District;
- Two or three areas of strength based upon student performance; and
- District's response to the District Review

Example

Demographics

- *The District population is 55,000. Rural population is 25.8%. Approximately 3.8% of the homes are non-English speaking and 4.9% are Aboriginal (from the 2001 census)*
- *Enrolment is 9,642 and has been decreasing since 1996. It is projected to decrease each year until 2006 when it should then rise each year until 2010 when enrolment is expected to be approximately 9,800*
 - *5,409 - elementary and 4,233 secondary*
 - *695 - Aboriginal students enrolled in this district*
 - *138 - enrolled in low incidence/high cost Special Education programs*
 - *1,468 - enrolled in Career Preparation programs*

Unique Characteristics and District Strengths

The District faces the challenge of declining enrolment due largely to economic changes within the region and a widely dispersed population. The District provides a full offering of academic and career preparation programs. We are particularly proud of the Transitions program, initiated several years ago, providing students with preparatory pre-apprenticeship for college credit. Increasing numbers of students are enrolling in this program and successfully making the transition to post secondary. We are also proud of our work in Human and Social Development. We have systematically addressed issues related to violence, bullying and racism and have seen a decrease in the number of behavioural incidents. EBS, Restorative Justice and the tracking of behavioural incidents are ongoing priorities in the district.

District Review April 2004

The District underwent a District Review in Spring, 2004. As a result of the review, the Review Team made two specific recommendations for the district to address. Progress made toward each of these recommendations is described below:

- *That the District combine related goals and assist schools to determine relevant data, performance targets and dates*
 - *The Accountability Contract was revised to focus on three goal areas*
 - *In-service on use of data was undertaken with all Administrative staff and SPCs*
 - *A School Growth Plan template was provided*
- *That the District continue to identify and collect additional school and district-based data*
 - *The Early Literacy project provides classroom, school and district level data for Kindergarten to Grade 3 reading readiness and reading skill development*
 - *The District Numeracy Committee has reviewed mathematics report card letter grades for three cohort groups over four years*
 - *Elementary schools are using the Social Responsibility Performance Standards to assess and track student performance in "Problem Solving in Peaceful Ways"*

District and School Connections

Efforts to improve student achievement are enhanced through a common vision, shared goals, effective use of resources, and connections among district, school and parent priorities.

A description of the connection between district and schools illustrates the relationship between the District Accountability Contract and school plans, as well as the Aboriginal Education Enhancement Agreement (EA). This description includes:

1. The process used to approve school plans.
2. The process to consult with School Planning Councils about:
 - a) the allocation of staff and resources in schools,
 - b) the contents of the District Accountability Contract in relation to school plans,
 - c) educational services and educational programs in schools.
3. The connection between the EA, the District Accountability Contract and school plans illustrating the collective responsibility for promoting the success of all Aboriginal students.

Examples

Each school growth plan was developed through the work of the School Planning Council. This plan considered a variety of information including: classroom, school, district and provincial data; school and parent priorities; as well as the Resource Allocation Form. District staff and trustees reviewed each school growth plan (April-May) and consulted with each SPC. SPCs submit the school growth plans to the Board for approval in June. Board approves School Plans. Information from the school growth plans determined district-level priorities. A District Administration Team, comprised of school principals, analyzed student achievement data. The District's Accountability Contract was developed based upon goals generated by each school community and data analysis conducted by the principals.

A District committee identified District priorities through an analysis of classroom, school, district and provincial data. District priorities, the Resources Allocation Form provided to each principal and a variety of student data sources were considered by each School Planning Council when developing their school plans. A team of district staff and trustees met with each SPC to review their school plans and to provide input and advice. When school plans were inconsistent with district priorities, the school provided the District with a student-focused rationale for the departure. The Superintendent approved the school plans and provided the plans to the Board of School Trustees in September. An opportunity for input into the District Contract was provided for school staff and parents when the District Contract was discussed in a public forum.

The District entered into an Aboriginal Education Enhancement Agreement (EA) in 2002/03. The EA includes goals, key performance indicators and targets, with accompanying strategies designed specifically to monitor and support Aboriginal students in our District. The EA forms part of each school's annual growth plan as well as the District's Accountability Contract. A copy of the District's most recent Annual Report on Aboriginal students is attached to the Accountability Contract.

The District entered into an Aboriginal Education Enhancement Agreement (EA) in September 2006. The EA includes goals, key performance indicators and targets, with accompanying strategies designed specifically to monitor and support Aboriginal students in our District. Although the targets within the EA are currently established for five years, the intent of the District is to visit them annually and adjust the targets accordingly. Therefore, rather than create a separate goal focusing on Aboriginal students, the EA will serve as the basis for enhancing Aboriginal success in the District. The EA will form part of each school's annual growth plan as well as the District's Accountability Contract. A copy of the EA is attached to this Accountability Contract.

Goals and Objectives

Goals

Clear Goals help to focus district priorities for improving student learning. District priorities are made visible in two to three goals based on analysis of student performance data from a range of sources.

Goal statements from the previous contract are brought forward each year until the Goal is no longer applicable. Plans for improvement may require changes as a result of circumstances in the district. If a goal has been eliminated from a previous contract, an explanation is provided (e.g., The previous Writing goal has been removed as steady progress has been made in this area and raised parental concerns have heightened the need to focus on safety.)

Examples

Goal 1: Increase Student Reading skills

Goal 2: Improve school completion rate

Objectives (Specific Area of Focus)

Objectives help to focus district goals into more specific areas of attention. The District considers the performance of all students, including any specific group of under-performing students, when determining objectives.

Objectives from the previous contract are brought forward each year until the Objective is no longer applicable. If an objective has been eliminated from a previous contract, an explanation is provided (see Goals above).

Examples

Goal 1: Increase Student Reading skills

Objective 1: Improve Reading in K – 3

Objective 2: Improve Reading in Grade 7 – 10 boys

Goal 2: Improve school completion rate

Objective 1: Increase the number of Aboriginal students successfully completing school

Objective 2: Increase the number of students with special needs successfully completing school

Rationale

Providing a rationale demonstrates that student performance information, community context and values have been considered when identifying goals and determining objectives. The rationale connects the analysis of student performance (classroom, school, district and provincial data) and other pertinent information with goal decisions. A clearly understood rationale builds commitment to the goals and objectives.

Examples

Goal 1: Increase Student Reading Skills

Analysis of reading results in FSA, Language Arts report card results, and Grade 12 English exams indicated a slightly lower than expected level of success, with students in Grade 4 and boys in Grade 7 – 10 falling significantly below expectations. For the next two years, the District will focus on improving the reading skills of all students in Kindergarten to Grade 3, and boys in Grades 7 – 10.

Goal 2: Improve school completion rate
Secondary enrolment is growing in this District. Reviewing District drop-out figures, Dogwood completion rates and Reading FSA data in 2003/04 emphasized students in Grades 7 through 12, across the District, are not succeeding to the level expected. In collaboration with principals, teachers, and parents it has been determined that the success of Aboriginal students and students with special needs should be the most immediate priority.

Performance Indicators / Evidence

Performance indicators are measures used to indicate progress towards attainment of goals and objectives. A variety of indicators, that are suitable for showing student performance over time, generate a more complete picture of student achievement in a district. Indicators include sources of information drawn from classroom, school, district and provincial data.⁴ Once performance indicators have been identified, expected results are set (see Performance Targets).

Performance Targets (Expected Results)

Clearly articulated expectations for short-term (one to two years) and long-term (three to five years) results support district planning for enhanced student performance. They help to determine progress towards meeting goals and objectives. Performance targets are directly linked to established goals and objectives, expressing both the desired level of student performance to be attained and the anticipated timeframe for achievement.

When examining student performance it is important to consider trends over time. Several years of data are needed (a minimum of three years) before a trend may be suggested.

Examples

Goal 1: Objective 1: Improve Reading in K-3

District Benchmark Reading Assessment – Grade 3

<i>Evidence</i>	<i>03/04 Baseline</i>	<i>04/05 Target</i>	<i>04/05 Results</i>	<i>05/06 Target</i>	<i>05/06 Results</i>	<i>06/07 Target</i>	<i>06/07 Results</i>	<i>07/08 Target</i>
<i>Meeting Expectations</i>	45% <i>n=303</i>	48%	49% <i>n=325</i>	51%	53% <i>n=333</i>	55%		59%
<i>Participation</i>	95% <i>n=674</i>		94% <i>n=664</i>		94% <i>n=628</i>			

Goal 2: Objective 1: Increase the number of Aboriginal students successfully completing school

The results of 3 cohort groups of Aboriginal students (assessed as at risk of not succeeding in Reading) entering Grade 7 over a 4-year period are tracked using District Literacy Assessment results. The participation rate for all cohort groups remains 98% – 100% throughout the 2003/04 – 2005/06 assessments. Targets for meeting expectations follow.

Cohort 1 (n=43) In 2003/04, the number of students meeting expectations: 13(baseline); targets are to increase the number of students meeting expectations to 17 in 2004/05, to 21 in 2005/06 and to 25 in 2006/07.

Cohort 2 (n=46) In 2004/05, the number of students meeting expectations: 19(baseline); the target was set to increase the number of students meeting expectations to 22 in 2005/06, however, as the 05/06 target was not met this target has been maintained for 2006/07.

Cohort 3 (n=47) In 2005/06, the number of students meeting expectations: 21(baseline); the target is to increase the number of students meeting expectations to 25 in 2006/07.

⁴ Please refer to Ministry website (<http://www.bced.gov.bc.ca/reporting/>) for information about provincially collected data.

Goal 2: Objective 1: Increase the number of Aboriginal students successfully completing school

Evidence	03/04 Baseline	04/05 Target	04/05 Result	05/06 Target	05/06 Results	06/07 Target
6-Year Dogwood Completion Rate Aboriginal Students	45%	48%	50%	55%	52%	55%

Achievement of Performance Targets

Achievement, or progress towards achievement, of established performance targets informs ongoing district planning. Performance targets are presented as "met" or "not met". When targets are not met, results are presented accompanied by an explanation and any additional plans or modifications made to support increased student achievement.

Examples

Goal 1: Objective 1: Improve Reading in K-3

District Benchmark Reading Assessment – Grade 3

Evidence	03/04 Baseline	04/05 Target	04/05 Results	Target Met	05/06 Target	05/06 Results	Target Met	06/07 Target	06/07 Results	07/08 Target
Meeting Expectations	45% n=303	48%	49% n=325	yes	51%	53% n=333	yes	55%		59%
Participation	95% n=674		94% n=664			94% n=628				

Goal 2: Objective 1: Increase the number of Aboriginal students successfully completing school

The table below follows the results of 3 cohort groups of Aboriginal students assessed as at risk in Reading. A baseline is established in Gr 7 for each cohort.

Number of Aboriginal Students Meeting Expectations

Evidence	Cohort Groups	03/04 Results	Target Met	04/05 Target	04/05 Results	Target met	05/06 Target	05/06 Results	Target met	06/07 Target
District Literacy Assessment	Cohort 1 N = 43	13 Gr 7 Baseline	N/A	17	18	yes	21	21	yes	25
	Cohort 2 N = 46				19 Gr 7 Baseline	N/A	22	18	no*	22
	Cohort 3 N = 47							21 Gr 7 Baseline	N/A	25

N = the number of students in the cohort group entering Grade 7.

* An analysis of student results has led to the development of improved strategies designed to strengthen connections between the school and Aboriginal parents

Note: The participation rate for all cohort groups remains 98% - 100% throughout the 2003/04 – 2005/06 assessments.

Goal 2: Objective 1: Increase the number of Aboriginal students successfully completing school

<i>Evidence</i>	<i>03/04 Baseline</i>	<i>04/05 Target</i>	<i>04/05 Result</i>	<i>Target Met</i>	<i>05/06 Target</i>	<i>05/06 results</i>	<i>Target Met</i>	<i>06/07 Target</i>
<i>6 year Dogwood Completion Rate Aboriginal Students</i>	45%	48%	50%	√	55%	52%	Not met ¹	55%

1. The results have not improved as rapidly as expected. In consultation with teachers and Aboriginal parents an evaluation plan has been developed to assist in monitoring the effectiveness of improvement strategies. Completion rates will continue to be closely monitored for any indication of trends in student completion rates.

Strategies

Clearly articulated strategies connect district efforts and activities with desired student results. Strategies clearly link to the district goals and objectives. They are the actions and activities, directed toward student learning in the classroom. The strategies selected to achieve the goals and objectives are drawn from research, best practice, and innovative thinking.

Examples

Goal 1: Objective 1: Improve Reading in K – 3

- *Select and/or develop an instrument for screening students at risk for reading failure.*
- *Introduce the Firm Foundations Program (Reading 44) – placing an emphasis on phonological awareness.*
- *WiggleWorks early reading software installed on computers at all schools and training of teachers and support workers provided this year.*

Goal 2: Objective 1: Increase the number of Aboriginal students successfully completing school

- *Revamping the service delivery model to focus specifically upon Aboriginal students at high risk of not succeeding to provide effective methods of delivery instruction that lead to Dogwood certificates.*
- *Implementing Journey to Literacy intervention programs for Aboriginal students*
- *Expanding tutorial support for middle and secondary Aboriginal students to improve performance in Reading.*
- *Continuing implementation of strategies developed to increase Aboriginal student attendance, e.g. Extended Learning Salmon Release Program.*
- *Enhancing connections with parents and the community to support improved student Literacy: consulting with First Nation Education Committee and individual parents to develop strategies for increased performance in Literacy including: Literacy-related information in school and Band newsletters; increasing the awareness of Literacy intervention programs offered in the District; developing strategies to encourage aboriginal students and their parents to participate in Library assessment and book purchasing opportunities.*
- *Providing Aboriginal cultural opportunities for students within the school setting at all levels.*
- *An evaluation plan, developed in consultation with teachers and aboriginal parents, to assist in monitoring the effectiveness of improvement strategies.*

Structures

Structures underpin strategies. Structures reflect the way the district has organized resources, time, personnel and organizational planning to support achievement of goals and objectives. This includes allocating resources in the areas of highest need for improvement. Structural changes made in the district to support improved student learning are clearly linked to achieving district goals and objectives.

Examples

Goal 1: Objective 1: Improve Reading in K-3

- *Reduce Primary class size and provide enhanced professional development in the five lowest performing schools*
- *Target the Early Literacy Support teacher positions to focus on "at-risk" students in specified schools*
- *District professional development will make Early Literacy a priority*

Goal 2: Improve school completion rate

- *Realign schedules and timetables for later secondary school start time*
- *Implement a secondary school common timetable*

Reporting

Although education planning and decision making is an ongoing process in the district, the Accountability Contract between the District and the Minister is an annual occurrence. Each year, the District Contract is submitted on or before October 31 as follows.

A paper copy is sent to:
Honourable Shirley Bond
Minister of Education
Parliament Buildings
Victoria BC V8V 1X4

An electronic copy (PDF format) is sent to:
EDUC.AMR@gov.bc.ca

The District ensures that a copy of the Contract that was submitted to the Minister October 31 is available for public review in the District office in both electronic and a hard copy formats. This Contract is also placed on the Ministry website.

Appendix A: Accountability Contract Elements

The following items are required to be included in each year's District Accountability Contract.

1. District Context, including response to District Review
2. Explanation of District and School connections, including the Aboriginal Education Enhancement Agreement (if applicable), the process used to approve school plans, and process to consult with SPCs
3. District priority Goal statements¹
4. Objectives¹ supporting each Goal
5. Rationale for the selection of each Goal
6. Performance Indicators¹ directly linked to each Objective
7. Performance Targets (Expected Results)¹ and Timelines¹ directly linked to each Objective
8. Achievement of Performance Targets
9. Strategies directly linked to each Objective
10. Structures aligned to support achievement of Objectives
11. Accountability Contract Reporting
12. Copy of the most recent Enhancement Agreement Annual Report (if applicable)

¹ A brief explanation accompanies any significant changes to established Goal statements, Objectives, Performance Indicators, Targets, Timelines.

Appendix B: Partial Contract Samples

The illustrations that follow have been drawn from district contracts. These are offered as partial examples only of some key elements. While it is advantageous to use the same or similar format for presenting district data year-over-year, each district should present the information in a way that most suits the needs of those it serves.

Contract year for all the following examples is 2006/07.

Partial Contract Example 1

Goal 2: Improve school completion rate

Rationale: Secondary enrolment is growing in this District. Reviewing District drop-out figures, Dogwood completion rates and Reading FSA data in 2003/04 emphasized students in Grades 7 through 12, across the District, are not succeeding to the level expected. In collaboration with principals, teachers, and parents it has been determined that the success of the lowest performing students should be the most immediate priority.

Objective 1: Increase the number of Aboriginal students successfully completing school

How are we doing?

Aboriginal Students*

Evidence	2003/04 Baseline	2004/05 Target	2004/05 Results	Target Met	2005/06 Target	2005/06 Results	Target Met	2006/07 Target
6 year Dogwood Completion Rate	45%	48%	50%	√	55%	52%	Not Met ¹	55%
Attendance Rates Gr 8	72%	80%	87%	√	90%	93%	√	95%
Attendance Rates Gr. 9	70%	76%	77%	√	82%	85%	√	90%
Transition Rates Gr 9 – 10	75%	80%	76%	Not Met ₂	85%	88%	√	90%
FSA Reading Gr 7 meeting/exceeding	36% n =25	42%	44% n =36	√	48%	47±5% n =36	√	55%
FSA Reading Gr 7 Participation # and (%)	70 (84%)	----	83 (86%)	----	----	78 (80%)	----	N/A ³

* Additional data is included in the Enhancement Agreement Annual Report attached to this Accountability Contract.

1. The results have not improved as rapidly as expected. In consultation with teachers and aboriginal parents an evaluation plan has been developed to assist in monitoring the effectiveness of improvement strategies. Completion rates will continue to be closely monitored for any indication of trends in student completion rates.
2. With increasing attendance rates and the introduction of Stay-in-School initiatives and Extended Learning programs (e.g. Salmon release) as well as formalized communication with parents related to the value of learning outside the classroom, it is felt that the long range goal (06/07) of 90% will be achieved.
3. Participation rates were included in the analysis when setting targets for student achievement. Participation rates will be included as a specific focus in next years' contract.

The table below follows the results of 3 cohort groups of Aboriginal students assessed as at risk in Reading. A baseline is established in Grade 7 for each cohort.

Number of Aboriginal Students Meeting Expectations

Evidence	Cohort Groups	03/04 Results	Target Met	04/05 Target	04/05 Results	Target Met	05/06 Target	05/06 Results	Target met	06/07 Target
District Literacy Assessment	Cohort 1 N =43	13 Gr 7 Baseline	N/A	17	18	yes	21	21	yes	25
	Cohort 2 N = 46				19 Gr 7 Baseline	N/A	22	18	no*	22
	Cohort 3 N = 47							21 Gr 7 Baseline	N/A	25

N = the number of students in the cohort group entering Grade 7.

* An analysis of student results has lead to the development of improved strategies designed to strengthen connections between the school and Aboriginal parents

Note: The participation rate for all cohort groups remains 98% - 100% throughout the 2003/04 – 2005/06 assessments.

What are we doing?

Strategies

- Revamping the service delivery model to focus specifically upon Aboriginal students at high risk of not succeeding to provide effective methods of delivery instruction that lead to Dogwood certificates.
- Implementing Journey to Literacy intervention programs for Aboriginal students.
- Expanding tutorial support for middle and secondary Aboriginal students to improve performance in Reading.
- Continuing implementation of strategies developed to increase Aboriginal student attendance, e.g. Extended Learning Salmon Release Program.
- Enhancing connections with parents and the community to support improved student Literacy: consulting with First Nation Education Committee and individual parents to develop strategies for increased performance in Literacy including: Literacy- related information in school and Band newsletters; increasing the awareness of Literacy intervention programs offered in the District; developing strategies to encourage Aboriginal students and their parents to participate in Library assessment and book purchasing opportunities.
- Providing Aboriginal cultural opportunities for students within the school setting at all levels.
- An evaluation plan, developed in consultation with teachers and aboriginal parents, to assist in monitoring the effectiveness of improvement strategies.

Structures

- Realign schedules and timetables for later secondary school start time.
- Implement a secondary school common timetable.

Partial Contract Example 2

Goal 2: Improve school completion rate

Secondary enrolment is growing in this District. Reviewing District dropout figures, Dogwood completion rates and Reading FSA data in 2003/04 emphasized students in Grades 7 through 12, across the District, are not succeeding to the level expected. In collaboration with principals, teachers, and parents, it has been determined that the success of the lowest performing students should be the most immediate priority.

Objective 1	Indicator/Evidence	Target	Results	2005/06 Target Achievement
Increase the number of Aboriginal students successfully completing school	6 year Dogwood Completion Rate	2004/05: 48% 2005/06: 55% 2006/07: 55%	2003/04: Baseline 45% 2004/05: 50% 2005/06: 52%*	*Target not met. The results have not improved as rapidly as expected. In consultation with teachers and Aboriginal parents an evaluation plan has been developed to assist in monitoring the effectiveness of improvement strategies. Completion rates will continue to be closely monitored for any indication of trends in student completion rates.
	Attendance Rates Gr 8	2004/05: 80% 2005/06: 90% 2006/07: 95%	2003/04: Baseline 72% 2004/05: 87% 2005/06: 93%	Target met
	Attendance Rates Gr 9	2004/05: 76% 2005/06: 82% 2006/07: 90%	2003/04: Baseline 70% 2004/05: 77% 2005/06: 85%	Target met
	Transition Rates Gr 9 - 10	2004/05: 80% 2005/06: 85% 2006/07: 90%	2003/04: Baseline 75% 2004/05: 76% 2005/06: 88%	Target met
	FSA Reading Gr 7 meeting/exceeding expectations	2004/05: 42% 2005/06: 48% 2006/07: 55%	2003/04: Baseline 36% (n=25) 2004/05: 44% (n=36) 2005/06: 47% ± 5% (n=36)	Target met
	FSA Reading Gr 7 Participation # and (%)	-----	2003/04: Baseline 70 (84%) 2004/05: 83 (86%) 2005/06: 78 (80%)	N/A – Participation rates were included in the analysis when setting targets for student achievement. Participation rates will be included as a specific focus in next years' Contract.

Objective 1 (Continued)	Indicator/Evidence	Target	Results	2005/06 Target Achievement
	District Literacy Assessment: # of Aboriginal Students (at risk in Reading) meeting expectations*	Cohort 1 2004/05: 17 students 2005/06: 21 students 2006/07: 25 students	Cohort 1: 43 students entering Gr 7 in 2003/04 2003/04: Baseline 13 students 2004/05: 18 students 2005/06: 21 students	Target Met
	District Literacy Assessment: # of Aboriginal Students (at risk in Reading) meeting expectations*	Cohort 2 2005/06: 22 students 2006/07: 22 students	Cohort 2: 46 students entering Gr 7 in 2004/05 2004/05: Baseline 19 students 2005/06: 18 students	Target Not Met: An analysis of student results has lead to the development of improved strategies designed to strengthen connections between the school and Aboriginal parents.
	District Literacy Assessment: # of Aboriginal Students (at risk in Reading) meeting expectations*	Cohort 3 2006/07: 25 students	Cohort 3: 47 students entering Gr 7 2005/06 2005/06: Baseline 21 students	

*Note: The participation rate for all cohort groups remains 98% - 100% throughout the 2003/04 – 2005/06 assessments

Strategies

- Revamping the service delivery model to focus specifically upon Aboriginal students at high risk of not succeeding to provide effective methods of delivery instruction that lead to Dogwood certificates.
- Implementing Journey to Literacy intervention programs for Aboriginal students.
- Expanding tutorial support for middle and secondary Aboriginal students to improve performance in Reading.
- Continuing implementation of strategies developed to increase Aboriginal student attendance, e.g. Extended Learning Salmon Release Program.
- Enhancing connections with parents and the community to support improved student Literacy: consulting with First Nation Education Committee and individual parents to develop strategies for increased performance in Literacy including: Literacy- related information in school and Band newsletters; increasing the awareness of Literacy intervention programs offered in the District; developing strategies to encourage Aboriginal students and their parents to participate in Library assessment and book purchasing opportunities.
- Providing Aboriginal cultural opportunities for students within the school setting at all levels
- An evaluation plan, developed in consultation with teachers and Aboriginal parents, to assist in monitoring the effectiveness of improvement strategies.

Structures

- Realign schedules and timetables for later secondary school start time.
- Implement a secondary school common timetable.