

District Achievement Contract Guidelines

2013-2014



April 2013

Available on the Ministry of Education website:

http://www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/welcome.htm

Introduction

The *School Act* requires each Board of Education in British Columbia to prepare and submit to the Minister of Education an Achievement Contract with respect to student performance and plans for improving achievement.

District Achievement Contracts are a public commitment made by the Board of Education to improve success for each student in the District. The contracts ensure that all districts are engaged in continuous improvement.

Each Achievement Contract is a three-year plan, updated annually, and is the basis for the annual Superintendent's Report on Student Achievement to the Board of Education. Achievement Contracts outline a district's goals for the improvement of student success, describe strategic actions, and identify how the District will monitor progress and make adjustments to improve results. The plan aligns with other improvement initiatives including education transformation, early learning, student wellness, Aboriginal Education Enhancement Agreements (EAs), and District Literacy Plans (DLPs).



District Achievement Contract Elements

In preparing the three-year Achievement Contract the District must include the following 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 response to improving student achievement.

2. Goals And Expectations (Targets)

While all districts should have a long-term, overarching goal of success for each student, districts must also articulate goals and expected results (targets) for student performance over the next three years. Achievement Contracts focus specifically on:

- student reading results;
- school completion levels;
- improving achievement results for Aboriginal learners; and
- other matters as determined by the District.

Goals and expected results (targets) should be established by tracking each student's progress, determining if the student is working at the expected level, and aggregating the results to forecast 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 previously established targets, and other pertinent information.

3. Engage and Act (Actions)

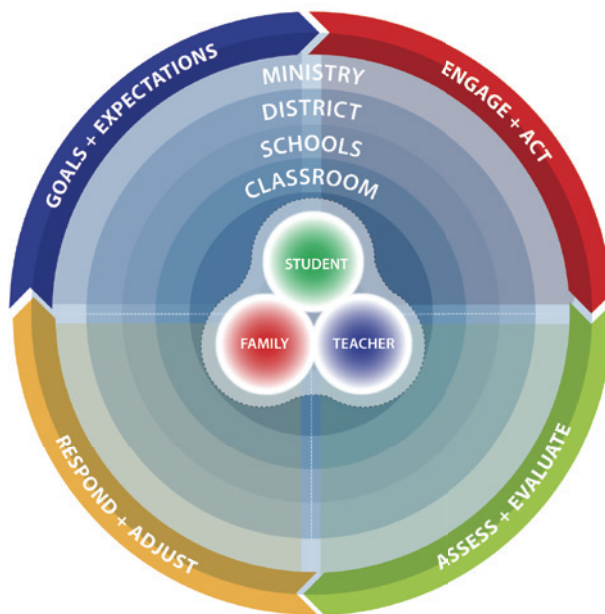
Clearly articulated strategies and actions connect district activities with desired student results. Actions are the key resources, strategies and organizational structures directed toward accomplishing the District's goals. It is expected that districts will provide an evidence-based rationale for selection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

4. Assessment and Evaluation

The District uses data formatively to monitor the impact of its actions on learners and intervenes appropriately when students are not responding to such actions. 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 performance targets, should lead the District to confirm or adjust their goals and actions.



Draft District Learning Performance Standards

The Draft District Learning Performance Standards are a general set of strategies to guide district improvement. These strategies have been identified through research as strongly related to increasing student achievement.

The standards are a valuable tool to guide school districts in organizing their processes to support success for each student. Districts may choose to refer to some, none, or all of the standards in preparing their Achievement Contract.

Standard One: Planning that Supports a Cycle of Improvement

- The District uses a planning cycle of goals and expectations, engagement and action, assessment and evaluation, response and adjustment at all levels of the system.
- The District's plan includes the translation of general goals into specific goals or objectives, determining measures that will let the District know whether the goals are achieved, and setting out actions that will be taken to achieve the goals.
- The District's plan has a clearly articulated rationale connecting the decisions about goals with analysis of student performance and other pertinent information.
- The District's plan is aligned with other improvement initiatives including education transformation, early learning, student wellness, Aboriginal Education Enhancement Agreement (EA), and District Literacy Plans.

Standard Two: Evidence-based Decision Making

- The District makes decisions about plans and actions that are connected to desired student results through consideration of evidence.
- The District selects sets of activities (programs) to evaluate for their effectiveness in improving student success.

Standard Three: Continuous Professional Development

- The District implements a collaborative model of continuous professional development that reflects the unique needs of the District and is inclusive of educators, paraprofessionals and parents.
- The District enables networking and the development of professional learning communities within and across schools.
- 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.

Standard Four: Student and Family Engagement

- The District focuses on enhancing and enabling 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 working with their children and the teacher in setting and meeting the educational goals of their children.

Standard Five: Community Engagement

- The District implements a variety of initiatives that support seamless connections between schools and communities.
- The District makes district/school data available to local communities.
- The District involves local community members in school-based planning.

Standard Six: Collaboration and System-based Alignment

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

Standard Seven: Openness and Transparency of District Information

- The District's achievement data is available for public consumption.
- The District supports members of their school communities in learning how to access and analyze data for the purpose of strengthening public assurance.
- The District takes an inquiry-based approach to data in order to develop a higher degree of understanding.

Reporting

Electronic copies are sent to the Ministry:

EDUC.Achievement@gov.bc.ca

An electronic copy (PDF format) is preferable and paper copies are not required.

The district will ensure that a copy of their Achievement Contract is available for public review in the district office. The Ministry will also place each Achievement Contract on the Ministry website.

Legislated Timelines

- Ministry Service Plan [February]
- Ministry Annual Report [July]
- Three-year District Achievement Contract [July 15]
- Superintendent's Report on Student Achievement [January 31]

Links and Resources

Achievement Contracts and Reports on Student Achievement

http://www.bced.gov.bc.ca/schools/sdinfo/acc_contracts/

Ministry Service Plan

<http://www.bcbudget.gov.bc.ca/2013/sp/pdf/ministry/educ.pdf>

BC School Act

<http://www.bced.gov.bc.ca/legislation/schoollaw/>

