

# District Achievement Contract Guidelines

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Available on the Ministry of Education website:  
[www.bced.gov.bc.ca/schools/sdinfo/acc\\_contracts/](http://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.

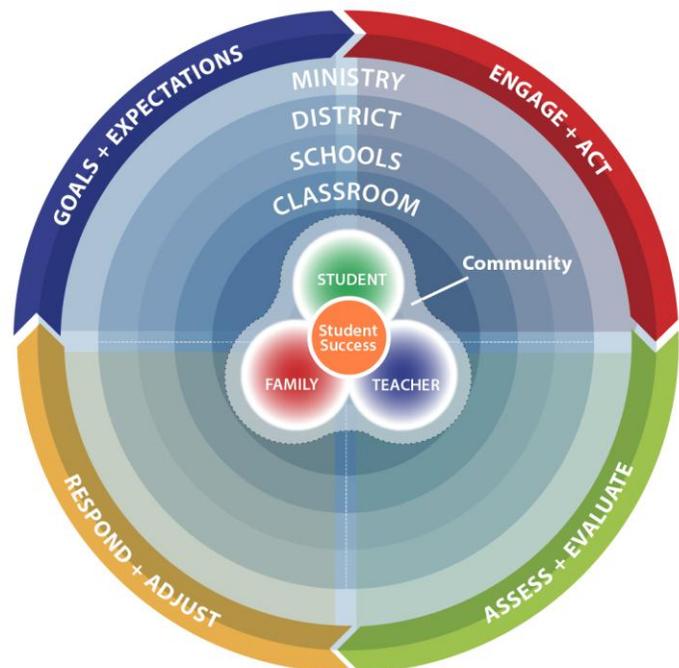
*Goals and **expected results (targets)** can be established by tracking individual students' progress, determining expected levels and aggregating results to forecast expected achievement of groups of students. A coherent Achievement Contract will have a clearly articulated rationale connecting the 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](mailto: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](mailto: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](mailto:EDUC.Achievement@gov.bc.ca)

## Links and Resources

Achievement Contracts and Reports on Student Achievement

[www.bced.gov.bc.ca/schools/sdinfo/acc\\_contracts/](http://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/](http://www.bced.gov.bc.ca/legislation/schoollaw/)