



**Chilliwack  
School District #33**

**Accountability  
Contract**

**November 16, 2005**

## Chilliwack School District #33

### Accountability Contract for 2005/2006

#### ***Introduction:***

The Chilliwack School District believes in the importance of working together to provide an educational environment that will enable all students to be active and successful learners. It is the combined efforts of students, parents, employees and community members that will result in success for students. It was with this in mind that in January 2004 the Board of Trustees embarked on a strategic planning process to answer the question, “what do we, the Board, need to do to meet and exceed the needs of the students of tomorrow?”

The strategic planning process culminated in October 2004 with publication of The Chilliwack School District Strategic Plan 2004-2008. This Strategic Plan articulates the district’s organizational values, beliefs, vision, mission, and strategic directions.

The plan states that the most effective governance model, structure, policies, procedures, practices and environment must exist to ensure achievement of its ultimate goal. For the next four to five year period, the district will devote its efforts and resources and will continue to move toward:

1. Improving student learning and the development of skilled, engaged and socially responsible individuals.
2. Increasing choice of, and excellence in, programs and services to meet the current and emerging needs of our students within the parameters of our funding.
3. Further developing committed, engaged and highly competent employees.
4. Increasing community and stakeholder engagement, understanding and public confidence in our system.
5. Further developing an effective and efficient structure to support the delivery of programs and services.

The Minister of Education expects school districts to prepare an “Accountability Contract” for submission annually by October 31, to the Ministry of Education. The Accountability Contract is a school district plan to improve student achievement in particular areas selected by the school board. The Chilliwack School District Accountability Contract details the plans our district will undertake primarily in relation to Key Direction #1 of our Strategic Plan: Improving student learning and the development of skilled, engaged and socially responsible individuals.

**Demographics of Chilliwack School District:**

District Statistics

- The School District provides educational programs for:
  - Approximately 12,600 students (headcount) in Grades k-12
  - Approximately 1500 students (headcount) are of Aboriginal Ancestry
  - Special education students identified as follows: 20 students as Level 1, 336 students as Level 2, and 140 students as Level 3
  - 206 ESL students
  - 652 students enrolled in the Fraser Valley Distance Education Connect Program (k-12)
- The District operates 20 elementary schools, 5 middle schools, 2 secondary schools, the Fraser Valley Distance Education School, as well as 3 Alternate programs coordinated through the Chilliwack Education Centre
- Currently under construction is a new Middle/Secondary school which will be open in September 2006

Statistics Canada (2001) provides the following community information and the provincial comparisons:

	<b>Chilliwack</b>	<b>Province</b>
Percentage of the population aged 20-34 that have less than a high school certificate	21.1%	14.6%
Percentage of the population aged 20-34 that have a high school graduation certificate and/or some post-secondary	37.1%	34.5%
Percentage of the population aged 20-34 that have a trades certificate or diploma	12%	10.5%
Percentage of the population aged 20-34 that have a college certificate or diploma	17.2%	17%
Percentage of the population aged 20-34 that have a university certificate, diploma, or degree	12.5%	23.5%
Percentage of the population aged 35-44 that have a university certificate, diploma, or degree	12.8%	23%
Median family income for 'lone parent families'	\$26,219	\$30,070
Median family income for 'couple families'	\$54,934	\$60,278

**Our Successes:**

When we look at the 'subgroups' in our student population, as measured on our FSA, we see a slowly improving trend for:

- Boys, aboriginal, and special education students in reading (gr. 4).
- All students in writing (gr. 4)
- All students in numeracy (gr. 4)
- Special Education students in reading (gr. 7)
- All students in writing (gr. 7)
- Special Education students in numeracy (gr.7)

When tracking cohort groups we have seen improvement in reading achievement from grade 1 to grade 2 for the past 3 years.

The 2004/05 English 10 results indicate that 90% of grade 10 students have been successful.

The success rate for English 12 continues to remain high with 93% of our grade 12 students passing the provincial exam.

Ministry of Education Satisfaction Survey Results for “Safety” indicate that there is an improvement trend in students feeling safe at school at the grade 3/4 and grade 7 levels.

Chilliwack students and staff have demonstrated success in a wide variety of ways including:

- Our apprenticeship program resulted in 64 students receiving apprenticeship scholarships in 2004.
- Chilliwack Middle School Marching Band has been invited to perform at the Grey Cup 2005 and also at the Rose Bowl.
- Award winning Destination Imagination teams
- A partnership with UCFV in moving forward with the ‘Ace It’ program in the area of welding
- The Central Gateway for Families program
- Implementation of F.G. Leary Fine Arts Neighbourhood School
- Vedder Middle School has been recognized as a national demonstration school for AVID
- Chilliwack AVID educators are providing leadership in implementation of AVID across the province
- Teachers have been recognized for teaching excellence (Prime Minister’s Award of Excellence and the Sylvan Learning Centre Excellence in Teaching awards)
- Implementation of the Halq’emeylem language program
- Successful sports and athletics programs

***Our Challenges:***

Chilliwack School District continues to strive to improve our students’ achievement in the areas of literacy and numeracy. Although we have seen some progress at the elementary level we still have much work to do in these areas at the elementary, middle and secondary levels. We are particularly concerned about the achievement of our aboriginal students, boys, and students who are ‘chronic low achievers’.

Our Accountability Contract for 2005/06 identifies literacy and numeracy as our highest academic priorities for improved student achievement.

Data collected provincially by the Human Early Learning Partnership indicate significant vulnerable populations exist within some of the neighborhoods in our community. A

challenge for the district is to determine the type of ‘differentiated support’ necessary for schools in these areas to enable students to successfully meet grade level expectations.

***District Review:***

The district underwent a District Review March 14-16, 2005. As a result of the review, the Review Team made the following recommendations:

- Consider reducing the number of goals in the Accountability Contract
- Provide on-going assistance to School Planning Councils to ensure that all school goals are reflective of student achievement data
- Continue to build the understanding of assessment literacy throughout the District
- Actively pursue an Aboriginal Enhancement Agreement that addresses the needs of all Aboriginal students
- Consider differentiating resources to meet the needs of those schools enrolling a significant percentage of vulnerable students
- Continue to support both the Literacy Project and numeracy initiatives.

The district progress towards these recommendations is as follows:

- The Board has indicated a desire to maintain goals in the areas of Literacy, Numeracy, Social Responsibility, and Student Engagement.
- A district training committee has met to discuss and plan training for School Planning Councils. Each School Planning council will be asked to include a profile of their student population and include a goal/objectives to address the specific needs of ‘chronically low achieving students’ in their 2006/07 Annual School Plan.
- The District will develop a policy and comprehensive plan for data collection and strategic analysis of data. An initial meeting has been held with Dr. Victor Glickman.
- We have identified the leadership necessary to undertake the aboriginal enhancement agreement process. This work will be a key priority for our Aboriginal Advisory Committee in 2005/06.
- We are developing school profiles that will show the demographic data and student achievement data for each school. From this we anticipate reviewing and revising our funding allocation formulas to develop a system of more intentional differentiation of resources to provide schools with more vulnerable populations more focused support for student learning.
- We have expanded the Literacy Project to the secondary level as well as increased the number of elementary schools involved.
- We have increased the helping teacher support for our numeracy initiatives.

### ***District and School Connections:***

The District Strategic Plan provides the framework for district improvement efforts. The Board identified Literacy, Numeracy, Social Responsibility, and Student Engagement as key areas for focus in improving student achievement.

School Planning Councils develop their school growth plan after considering a variety of provincial, district and school-based information. Annual School Plans are submitted to the superintendent at the end of May. A series of “family of schools” meetings are set up during June. At these meetings each principal presents his/her school’s plan to the executive team as well as the principals from the family of schools.

The executive team makes observations and recommendations for improvement of each plan. The Board has delegated to the superintendent the approval of school annual plans. The liaison trustee for each school is provided with a copy of the school plan.

School Planning Councils are invited to a district meeting in October to view and discuss the district data and make suggestions for Accountability Contract Development.

### **New Directions with Achievement Data**

The Chilliwack School District has made considerable strides with regard to using data to inform instruction at the classroom level. School Annual Growth Plans indicate a growing awareness of how data can be used to set goals and objectives as well as track progress of student achievement.

At the district level we have worked at providing schools with the Mark Tracker tool to help make the collection and analysis of data more effective. We have also moved toward having consistent district level data by implementing district wide assessments such as the kindergarten screens, grade 1 & 2 PM Benchmark or D.R.A. assessment of student reading level, and District Reading Assessment (D.A.R.T.) at Grades 3, 6 and 9.

As a district, we are committed to improving the collection, strategic analysis and use of district-wide data to improve student learning.

To achieve our new directions with Indicators and Measures the district will immediately embark on a process to establish a full and comprehensive policy and practice that will consider the following characteristics:

- A Board policy statement that will indicate the key outcomes/indicators desired for students in our district.
- Research on and determination of the measures/assessments that will be used to inform instructional decisions and track progress in relation to our key outcomes
- A commitment to, and a rationale for, which key outcomes/indicators will be assessed in which years. (For example, we may choose to assess reading in Grades one through nine each year, but in alternate years for writing)

- A clear understanding that these assessments will be useful for teachers in terms of informing their work with students, curriculum and instructional strategies
- A commitment from teachers and administrators to complete these assessments as required to provide the best system-wide data for improvement.
- A district commitment to provide the resources necessary for training and effective administration of the assessments.
- A record-keeping system that facilitates transfer of classroom collected data to a district 'data warehouse'.
- Record keeping connected to student by Provincial Education Number (PEN) in order to allow tracking of progress over time in relation to our key outcomes/indicators

## THE FOUR MAJOR GOALS

### GOAL ONE

Increase student literacy skills.

### GOAL TWO

Increase student Numeracy skills.

### GOAL THREE

Promote socially responsible student behaviours.

### GOAL FOUR

Increase student engagement in school.



**Goal 1: Increase student literacy skills**

**Rationale:**

The Board has identified ‘literacy’ as a key objective in Strategic Direction #1 of the Strategic Plan for 2004-2008. Foundation Skills Assessment (F.S.A.) results indicate that students at Grade 4 and 7 levels in Chilliwack School District are below the provincial average level. However, there is an improvement trend, over time. The majority of School Annual Plans for Chilliwack schools have selected improvement in student reading and/or writing skills as a goal. At a district wide meeting for School Planning Councils, a continued district focus on student literacy skill development was strongly endorsed.

We are concerned with the persistent number over time (25-30 % or more in some schools) of students who are not yet meeting expectations in literacy. These “chronically low-achieving” students (C.L.A.S.) are now being identified as early as Kindergarten and Grade 1 as being “at-risk” for success.

**Objective 1:** Increase the percentage of students who are meeting grade level expectations in reading at grade 1, 2 and 3.

**Key Performance Indicator 1:** Independent Reading Levels

- Independent reading levels are determined by:

**Grade 1:** A student minimally meeting expectations would have a score of Level 11 on PM Benchmarks or Diagnostic Reading Assessment (D.R.A.)

**Grade 2:** A student minimally meeting expectations would have a score of Level 17 on PM Benchmarks or D.R.A.

<b>Goal 1 Objective 1</b>	<b>Literacy – Primary Students – Grades 1 and 2</b>					
Evidence: Indicator 1	Percentile Score 2001/02	Percentile Score 2002/03	Percentile Score 2003/04	Target 2004/05	Actual Percentile Score 2004/05	Target 2005/06
Grade 1	70	72	72	75	74	76
Grade 2	NA	86	88	88	87	89

**Key Performance Indicator 2:** Grade 3 District Assessment of Reading (D.A.R.T.)

The D.A.R.T. assessment measures reading comprehension and is based on the Performance Standards set by the Ministry of Education. It is provided twice during the school year. In the Fall the assessment is used to assess student ability for the purpose of guiding instruction (“Assessment for learning”). In the Spring the assessment is used to assess student learning (“Assessment of learning”). Classroom teachers administer the assessment with their students. All Grade 3 teachers have been trained in using the assessment. Teacher marking teams are organized at the district level to assess student ability. Results are provided to schools and teachers.

**Grade 3:** A student who scores a 2 or 3 on the 4- point scale will be meeting expectations for Grade 3. The following information indicates the percentage of students meeting or exceeding expectations.

<b>Goal 1 Objective 1</b>	<b>Literacy – Primary Students – Grade 3</b>				
Evidence: Indicator 2 (D.A.R.T.)	2001/02	2002/03	2003/04	2004/05	2005/06
Grade 3	N/A	N/A	88	91	93
Grade 3: Males	N/A	N/A	N/A	87	89
Grade 3: Females	N/A	N/A	N/A	95	97

<b>Goal 1 Objective 1</b>	<b>D.A.R.T. District Results – Spring 2005</b>		
Evidence: Indicator 2 (D.A.R.T.)	Not Yet Meeting	Meeting	Exceeding
Grade 3: All Students	7	91	2
Grade 3: Males	11	87	2
Grade 3: Females	4	95	1

**Summary of Progress:**

- The targets set for Grade 1 and 2 were appropriate but were not met. In both Grade 1 and 2 the actual scores achieved were within one percent of the target. The actual score for Grade 1 is an improvement over previous years and indicates a positive trend of improvement. The actual score for Grade 2 was within the percentile range of recent years.
- For Grade 3 the target of 72% of all students “fully meeting or exceeding” expectations in 2004/05 was not appropriate, given that the actual score in 2003/04 was 59%.
- We continue to see improvement in student achievement from Grade 1 to Grade 2.
- There is an improvement trend over time, particularly for students with Special Needs.
- Our Helping Teachers provided on-site staff development at nine of our Literacy Project Schools, this continued developing instructional leadership among participating teachers.
- Data for Grade 1 and 2 student results has been broken out to include all four categories on independent reading level assessment – Not Yet, Minimally Meets, Fully Meets and Exceeds expectations (Appendix 1). Administrators, Helping Teachers, and classroom teachers use this data to inform decisions for instruction.
- Our Helping Teachers provided training for all “Primary Literacy Reps” at each elementary school to improve literacy instruction strategies and the use of Performance Standards.
- Data for Grade 3 D.A.R.T. results has been broken out to include all four categories – Not Yet Meeting, Minimally Meeting, Fully Meeting and Exceeding expectations. This data is being used by administrators, Helping Teachers, and classroom teachers to inform decisions for instruction.

**Objective 2:** Increase the percentage of students who meet or exceed grade level expectations in reading and writing in Grades 4 through 7

**Key Performance Indicator 1:** Foundation Skill Assessment (F.S.A.) – Grades 4 and 7  
– Reading and Writing

The following information indicates percentage of students meeting or exceeding expectations on the provincial Foundation Skills Assessment.

<b>Goal 1 Objective 2</b>	<b>Literacy – Intermediate Students – Gr. 4 Reading Comprehension – F.S.A.</b>							
Evidence: Indicator 1	2000/01	2001/02	2002/03	2003/04	Target 2004/05	2004/05	Province 2004/05	Target 2005/06
All Students	72	74	71	76	78	75	79	78
Male	70	71	70	76	N/A	74	78	77
Female	74	78	72	77	N/A	76	81	80
Aboriginal	55	54	53	59	N/A	61	61	63
ESL	43	69	MSK	64	N/A	60	67	63
Special Education	53	52	35	30	N/A	53	60	56
Gifted	100	100	100	Msk	N/A	Msk	100	100

<b>Goal 1 Objective 2</b>	<b>Literacy – Intermediate Students – Gr. 7 Reading Comprehension – F.S.A.</b>							
Evidence: Indicator 1	2000/01	2001/02	2002/03	2003/04	Target 2004/05	Actual 2004/05	Province 2004/05	Target 2005/06
All Students	71	68	69	73	76	67	77	78
Male	68	62	65	65	N/A	63	73	76
Female	74	74	73	80	N/A	71	80	80
Aboriginal	47	45	41	58	N/A	43	53	47
ESL	Msk	25	33	40	N/A	27	56	31
French Immersion	91	90	92	91	N/A	95	91	93
Special Education	27	42	47	58	N/A	53	48	57
Gifted	100	100	100	100	N/A	100	99	100

<b>Goal 1 Objective 2</b>	<b>Literacy – Intermediate Students – Gr. 4 Writing – F.S.A.</b>							
Evidence: Indicator 1	2000/01	2001/02	2002/03	2003/04	Target 2004/05	Actual 2004/05	Province 2004/05	Target 2005/06
All Students	84	90	92	89	95	92	93	95
Male	79	85	89	85	N/A	89	90	92
Female	90	95	95	93	N/A	97	96	98
Aboriginal	81	80	80	90	N/A	85	84	89
ESL	43	100	Msk	93	N/A	100	93	100
Special Education	60	67	55	72	N/A	76	74	75
Gifted	100	89	100	Msk	N/A	Msk	99	100

<b>Goal 1 Objective 2</b>	<b>Literacy – Intermediate Students – Gr. 7 Writing – F.S.A.</b>							
Evidence: Indicator 1	2000/01	2001/02	2002/03	2003/04	Target 2004/05	Actual 2004/05	Province 2004/05	Target 2005/06
All Students	74	81	75	86	85	85	90	87
Male	63	74	65	78	N/A	75	85	80
Female	84	88	86	94	N/A	94	95	95
Aboriginal	52	72	60	75	N/A	77	75	80
ESL	Msk	50	78	100	N/A	82	84	85
French Immersion	94	99	95	96	N/A	94	96	96
Special Education	40	52	42	59	N/A	74	63	76
Gifted	95	100	100	100	N/A	88	98	100

### **Summary of Progress:**

- The targets set for 2004/05 were not met, with one exception (Grade 7 Writing). The targets were appropriate and consistent with the intention of developing an improving trend over time.
- At Grade 4 the actual scores were above the five-year average for the district for both reading comprehension and writing but below the target scores and below the provincial average. (See Appendix 2)
- At Grade 7 the actual score for reading comprehension was lower than projected and lower than each of the previous four years.
- Our Helping Teachers provided staff development on-site at nine of our Literacy Project Schools, developing instructional leadership among participating teachers.
- All Grade 6 and 9 teachers were trained in the use of D.A.R.T. as assessment for learning (Fall 2004) and of learning (Spring 2005).
- Our Helping Teachers provided training for all “Intermediate Literacy Reps” at each elementary school to improve literacy instruction strategies and the use of Performance Standards.

**Key Performance Indicator 2:** D.A.R.T. Reading Assessment – Grade 6.

**Grade 6:** The following information indicates the percentage of students Meeting Expectations.

<b>Goal 1 Objective 2</b>	<b>Literacy – Intermediate Students – Grade 6</b>					
Evidence: Indicator 2	2000/01	2001/02	2002/03	2003/04	2004/05	Target 2005/06
Grade 6	N/A	N/A	N/A	N/A	90	92
Grade 6: Males					88	90
Grade 6: Females					92	94

**Grade 6:** The following information indicates the percentage of students Meeting Expectations.

<b>Goal 1 Objective 2</b>	<b>D.A.R.T. District Results – Spring 2005 – Grade 6: All Students</b>			
Evidence: Indicator 2 (D.A.R.T.)	Not Yet Meeting		Meeting	Exceeding
Grade 6: All Students	9		90	1
Grade 6: Males	11		88	1
Grade 6: Females	6		92	2

**Summary of Progress:**

- In 2004-2005, 91% of all students were meeting or exceeding expectations.
- More efficient administration of the District Assessment of Reading (D.A.R.T.) has led to a more accurate assessment of student achievement.
- In 2004/05 the data gathered for student achievement was baseline data. No target was set for student achievement.
- With the improvement plan strategies and structures identified for instruction in Primary we will focus on continued improvement.
- Our Helping Teachers provided staff development on-site at nine of our Literacy Project Schools, developing instructional leadership among participating teachers.
- All Grade 6 and 9 teachers were trained in the use of D.A.R.T. as assessment for learning (Fall 2004) and of learning (Spring 2005).
- Data for Grade 6 D.A.R.T. results has been broken out to include all four categories – Not Yet Meeting, Minimally Meeting, Fully Meeting and Exceeding expectations. Administrators, Helping Teachers, and classroom teachers to inform decisions for instruction are using this data.

# Strategies

## Objective 1

To increase the percentage of students who meet or exceed grade level expectations in reading at Grade 1, 2 and 3.

- The District will facilitate :
  - data collection and sharing of results from the reading assessment indicators.
  - tracking student achievement by student cohort groups.
  - data collection and sharing of results from the reading assessment indicators for the Literacy Project Schools
  - disaggregation of results for specific student groups ( Aboriginal students, males, Special Education and Gifted students).
- The District will provide professional development:
  - on reading practices and interventions that support the struggling reader in primary classrooms.
  - to improve consistency in the collection of assessment data.
  - to improve consistency in the analysis and use of assessment by teachers and administrators to improve instruction.
  - on the use of Performance Standards to improve instruction.
- The District will provide instructional resources to school educators to meet the needs of struggling learners.

## Objective 2

Increase the percentage of students who meet or exceed grade level expectations in reading and writing in Grades 4 through 7.

- The District will facilitate:
  - data collection and sharing of results from the reading assessment indicators for Grades 4, 6 and 7.
  - tracking student achievement of student cohort groups.
  - data collection and sharing of results from the reading assessment indicators for the Literacy Project Schools.
  - disaggregation of results for specific student groups ( Aboriginal students, males, Special Education and Gifted students).
  - continued training of administrators on school-level assessment.
  - a comprehensive review of assessment with Dr. V. Glickman of Edudata.

- The District will provide professional development:
  - for all teachers on the use of Performance Standards to improve literacy instruction
  - to improve consistency in the collection of assessment data.
  - to improve consistency in the analysis and use of assessment to improve instruction.
  - on effective intervention programs at the Intermediate level.
  - on best practice in reading instruction.
  
- The District will provide:
  - instructional resources to school educators to meet the needs of struggling learners.
  - expansion of summer program to provide reading support for Intermediate students “at risk” for reading comprehension.
  - a common assessment for students in Grades 4 through 6.

## **Structures**

- The District will:
  - increase the number of schools participating in the Literacy Project to eleven schools.
  - provide resources to the eleven Literacy Project Schools (Literacy Innovation Grant)
  - maintain smaller class sizes at Primary and Intermediate Grades serving “vulnerable” student populations as identified by the Early Developmental Inventory (E.D.I.).
  - revise the K, Grade 1 and Grade 2 Early Identification Screening Package to use normed assessment tools for both instructional purposes and as well as for data collection at the school and district levels.
  - increase opportunities for schools to become involved in community literacy, such as PALS, Families In Motion and Central Gateway.
  - develop a component within the district student data base at Student Services to identify and track the progress of those students who are “chronically low-achieving students” (C.L.A.S.).
  - provide release time and resources for early intervention training.
  - provide the resources for a summer program for Literacy instruction for identified students.
  - provide resources to help schools meet the needs of the struggling learners.
  - identify and provide effective, research-based programs and resources to help schools meet the needs of the struggling learners (C.L.A.S.).
  - provide the funding to support the training plan for Special Education.
  - increase the support for Physio-Therapy, Occupational Therapy and Speech Language Program.

- The District will develop:
  - District guidelines on student retention and promotion.
  - District guidelines for an adapted and modified curriculum
  - District guidelines and a staff development plan for differentiated instruction.
  
- The District will review:
  - school organization for Literacy instruction and Literacy activities across the curriculum.
  - the results and recommendations from the C.L.A.S. Pilot Projects at A.D. Rundle Middle School and Robertson Elementary School.
  - support to teachers and administrators on-site at the project schools.
  - the allocation of Literacy Helping Teachers (2.4 FTE) time used to provide support to teachers and administrators on-site at the project schools.
  - School Annual Plans for evidence of objectives, strategies and structures to meet the needs of struggling learners (C.L.A.S.).
  - The effectiveness of the Project School model.
  
- A Literacy Coordinator will be hired to provide leadership and coordination of the Literacy initiatives.

**Objective #3:** Increase the percentage of students meeting/exceeding Grade level expectations in reading and writing in Grades 8 through 10.

**Performance Indicators: Grade 10 English** Provincial Exam and Final Results

- Pass rates - (Minimally Meeting Expectations = C-)
- A or B Percentage Rates
- Results for our boys / girls / Aboriginal students

**District - Grade 10 English “Provincial Exam” Results 2004/2005**

<b>All Students</b>		<b>Females</b>		<b>Males</b>	
A or B %	26	A or B %	31	A or B %	21
Success Rate	87	Success Rate	93	Success Rate	81
Minimally Meeting (C-)	14	Minimally Meeting (C-)	12	Minimally Meeting (C-)	16
Participation Rate	81	Participation Rate	81	Participation Rate	81
Failure - % of total	13	Failure - % of total	7	Failure - % of total	19

**District - Grade 10 English “Final” Results 2004/2005**

<b>All Students</b>		<b>Females</b>		<b>Males</b>	
A or B %	40	A or B %	49	A or B %	30
Success Rate	90	Success Rate	95	Success Rate	85
Minimally Meeting (C-)	21	Minimally Meeting (C-)	18	Minimally Meeting (C-)	24
Participation Rate	81	Participation Rate	81	Participation Rate	81
Failure - % of total	10	Failure - % of total	5	Failure - % of total	15

**Chilliwack Secondary – English 10 Provincial Exams (2004/2005)**

<b>All Students</b>		<b>Females</b>		<b>Males</b>	
A or B Exam %	22	A or B Exam %	26	A or B Exam %	18
Average Exam %	64	Average Exam %	68	Average Exam %	61
Success Rate (Exam)	85	Success Rate (Exam)	92	Success Rate (Exam)	78
Minimally Mtg. (Exam)	13	Minimally Mtg. (Exam)	12	Minimally Mtg. (Exam)	14
Failure Rate (Exam)	15	Failure Rate (Exam)	8	Failure Rate (Exam)	22
Participation Rate	87	Participation Rate	88	Participation Rate	89

**Sardis Secondary – English 10 Provincial Exams (2004/2005)**

<b>All Students</b>		<b>Females</b>		<b>Males</b>	
A or B Exam %	35	A or B Exam %	38	A or B Exam %	32
Average Exam %	68	Average Exam %	71	Average Exam %	65
Success Rate (Exam)	90	Success Rate (Exam)	95	Success Rate (Exam)	84
Minimally Mtg. (Exam)	14	Minimally Mtg. (Exam)	13	Minimally Mtg. (Exam)	15
Failure Rate (Exam)	10	Failure Rate (Exam)	5	Failure Rate (Exam)	16
Participation Rate	100	Participation Rate	100	Participation Rate	100

**South Campus – English 10 Provincial Exams (2004/2005)**

<b>All Students</b>		<b>Females</b>		<b>Males</b>	
A or B Exam %	19	A or B Exam %	25	A or B Exam %	14
Average Exam %	64	Average Exam %	67	Average Exam %	61
Success Rate (Exam)	87	Success Rate (Exam)	92	Success Rate (Exam)	82
Minimally Mtg. (Exam)	14	Minimally Mtg. (Exam)	10	Minimally Mtg. (Exam)	18
Failure Rate (Exam)	13	Failure Rate (Exam)	8	Failure Rate (Exam)	18
Participation Rate	89	Participation Rate	88	Participation Rate	90

\*Please note – The data for our Aboriginal students, ESL students, and Special Needs students is not available at this time.

**Summary of Progress:**

- The 2004/05 Provincial Exam results were to serve as the baseline data in determining objectives and strategies for 2005/2006.
  - The results for the boys, compared to the girls, are approximately 10% lower in the following areas: “A or B %” and the overall “Success Rate” on the English 10 Provincial Exam. Also, the “failure rate” for boys is approximately 10% higher than for the girls on both the Provincial Exam and the Final English 10 results.
  - The 2004/2005 English 10 results indicate that 90% of our students have been successful. Of this 90% of Grade 10 students, 21% are earning the bare passing level of a C-.
  - The District Participation Rate for English 10 (Final) is 81%. (The District Participation Rate includes all programs: our high schools, Ed Centre, & FVDES). The interesting fact here is that the Participation Rate for CSSS, SSS and the South Campus averages approximately 92%.

**Targets for 2005 / 2006 – Grade 10 English (Final Results) District**

<b>All Students</b>	2004/05	<b>2005/06</b>	<b>Females</b>	2004/05	<b>2005/06</b>	<b>Males</b>	2004/05	<b>2005/06</b>
A or B Final %	40	<b>43</b>	A or B Final %	49	<b>50</b>	A or B Final %	30	<b>35</b>
Success Rate	90	<b>93</b>	Success Rate	95	<b>95</b>	Success Rate	85	<b>90</b>
Minimally Meeting (C-)	21	<b>18</b>	Minimally Meeting (C-)	18	<b>16</b>	Minimally Meeting (C-)	24	<b>20</b>
Participation Rate	92	<b>94</b>	Participation Rate	92	<b>94</b>	Participation Rate	92	<b>94</b>

**Objective #4:** Increase the percentage of Grade 12 students who participate in and pass the English 12 provincial exam with special attention to reducing the gap between males/females and aboriginal/non-aboriginals

**Performance Indicator: Grade 12 Provincial Exam Results**

- Maintain a pass rate of 96% for the 2004/2005 results for English 12.
- Increase the Participation Rate by the following amount:

	2004/2005	2005/2006
Aboriginal students	45%	55%
Non-Aboriginal students	70%	75%
Male	65%	70%
Female	74%	75%

**Summary of Progress: 2004/2005 English 12**

Overall **District** Results (2004 / 2005)

- Please note the specific 2004/2005 data for our Aboriginal students was not available at the time of writing.

<b>All Students</b>		<b>Females</b>		<b>Males</b>	
A or B Exam %	31	A or B Exam %	38	A or B Exam %	22
A or B Final %	44	Average Exam %	55	Average Exam %	30
Exam Mark Mean %	68				
Final Mark Mean %	71				
Success Rate (Exam)	<b>93</b>	Success Rate (Exam)	<b>94</b>	Success Rate (Exam)	<b>92</b>
Success Rate (Final)	<b>99</b>	Success Rate (Final)	<b>100</b>	Success Rate (Final)	<b>98</b>
Minimally Mtg. (Exam)	10	Minimally Mtg. (Exam)	6	Minimally Mtg. (Exam)	8
Failure Rate (Exam)	7	Failure Rate (Exam)	6	Failure Rate (Exam)	8
*Participation Rate	41	*Participation Rate	44	*Participation Rate	38

\*The Participation Rate is determined by the number of students in the entire District enrolled as Grade 12 students, divided by the number of Grade 12 students enrolled in English 12. (The District includes students enrolled in the Education Center, FVDES, the Connect Program and the two secondary schools).

**Chilliwack Secondary English 12 Results** (2004/2005)

<b>All Students</b>		<b>Females</b>		<b>Males</b>	
A or B Exam %	20	A or B Exam %	22	A or B Exam %	17
A or B Final %	39	A or B Final %	45	A or B Final %	26
Exam Mark Mean %	66				
Final Mark Mean %	69				
Success Rate (Exam)	92	Success Rate (Exam)	92	Success Rate (Exam)	92
Success Rate (Final)	99	Success Rate (Final)	99	Success Rate (Final)	98
Minimally Mtg. (Exam)	25	Minimally Mtg. (Exam)	22	Minimally Mtg. (Exam)	28
Failure Rate (Exam)	8	Failure Rate (Exam)	8	Failure Rate (Exam)	8
Participation Rate	<b>76</b>				

**Sardis Secondary English 12 Results** (2004/2005)

<b>All Students</b>		<b>Females</b>		<b>Males</b>	
A or B Exam %	38	A or B Exam %	48	A or B Exam %	25
A or B Final %	45	A or B Final %	59	A or B Final %	26
Exam Mark Mean %	70				
Final Mark Mean %	71				
Success Rate (Exam)	96	Success Rate (Exam)	96	Success Rate (Exam)	96
Success Rate (Final)	99	Success Rate (Final)	100	Success Rate (Final)	99
Minimally Mtg. (Exam)	7	Minimally Mtg. (Exam)	4	Minimally Mtg. (Exam)	12
Failure Rate (Exam)	4	Failure Rate (Exam)	4	Failure Rate (Exam)	4
Participation Rate	<b>97</b>				

### District – English 12 Exams – Trends Over Time

	2001/2002	2002/2003	2003/2004	2004/2005
District Exam Mean Score	69.9	69.3	66.2	68.6
Province Exam Mean Score	67.8	68.5	67.6	
District Success Rate	96.2	96.9	92.2	93
Province Success Rate	91.6	92.1	90.8	
District Female Success Rate	97	97	95	94
District Male Success Rate	95	97	89	92
Aboriginal Success Rate	97	100	88	
Scholarship Rate	31	25	19	
A & B Rate %	33	31	26	31

#### Summary of Progress –

The 2004/2005 results indicate that the Participation Rate for English 12 for our two high schools is approximately 87%. (SSS – 97%; CSS – 76%). When reviewing the Ministry Data, it indicates that the Participation Rate in our District for English 12 is 42%. The Ministry considers all possible programs when determining their statistics: students enrolled at the Ed Centre, FVDES, Connect Program, and the high schools. Thus, when reviewing the Ministry Data for Participation Rate, the information is misleading.

- For the 2004/2005 results we have not yet received the Participation Rate for the specific groups.
- The Success Rate for students in our two high schools for English 12 continues to remain high. 99% of our Grade 12 students are successful in passing English 12. (40% Exam and 60% Course Combined).
- For the Provincial Exam the Success Rate is 93%. (The Exam portion is equivalent to 40% of the students' overall mark.) Our District is currently approximately 2% higher than the Provincial Average.
- There is approximately a 15% discrepancy between the Honour Roll results for the boys compared to the girls on the English 12 Provincial Exam. 22% of the boys earn Honour Roll status on the Provincial Exam compared to 38% of the girls.
- The “exam mean” on the Provincial Exam for 2004/2005 for the District was 68%. This is similar to the results that have occurred in our District over the last four years. Also, these results remain slightly above the Provincial Average.

## Targets For 2005/2006

<b>All Students</b>	<b>2004/05</b>	<b>2005/06</b>	<b>Females</b>	<b>2004/05</b>	<b>2005/06</b>	<b>Males</b>	<b>2004/05</b>	<b>2005/06</b>
A or B Exam %	31	34	A or B Exam %	38	40	A or B Exam %	22	28
Success Rate (Exam)	93	95	Success Rate (Exam)	94	96	Success Rate (Exam)	92	94
Failure Rate (Exam)	7	5	Failure Rate (Exam)	6	5	Failure Rate (Exam)	8	6
Scholarship Rate	No Info. Yet	2% increase						

## Strategies and Structures

- The **Literacy Lead Teachers** (Secondary School) will:
  - work with the English Departments from the High Schools to assess instructional strategies and to implement concrete strategies to achieve the four targets for 2005/2006.
  - provide leadership and support for the English teachers at the high school level to better meet the 2005/2006 objectives.
  - work with the district helping teachers to develop a K-12 perspective.
  - facilitate the development of common exit exams in English 9 and 11.
  - provide support for middle school / grade 10 teachers in the area of DART assessments to improve instruction.
  - provide leadership and implementation of the performance standards for writing and differentiated learning strategies.
  
- **The District will provide release time:**
  - to the English Department Chairs from the High Schools and their “feeder” Middle Schools to review Grade 10 Provincial Exam specifications in order to develop strategies in order to meet the 2005/2006 objectives for the four categories: “A / B Final %”, ”Success Rate”, “Minimally Meeting”, and “Participation Rate.”
  - to a group of English teachers to develop common exit exams throughout the District for English 9 and 11.
  - to English Department Heads from each high school in order for them to meet with their counterparts from their feeder middle schools (vertical integration).
  - to English Department Heads to work with their school-based colleagues in the areas of course expectations, alignment of skills and strategies. (Horizontal integration)

- **The District will provide professional development:**
  - For all English teachers, on the use of Performance Standards to improve instruction. The District’s expectation is that all teachers at the Middle School Level will be using Performance Standards in Writing throughout 2006/2007 to inform instruction and for assessment purposes
  - For English teachers, on differentiated instructional strategies, with the expectation that Middle Schools and Secondary schools will develop specific instructional strategies for boys, our Aboriginal students and our CLAS students.
  - For Literacy Lead Teachers at the Secondary Level in the area of Literacy Strategies (Faye Brownlie).
  
- **The District will provide:**
  - resources to support the implementation of district-wide final exams in Grade 9 and Grade 11.
  - resources to support the two high schools to develop an Honours Program in English at the Grade 10 level to be implemented for 2006/07.
  - Resources to support the development of a “scholarship culture” at the high school level.
  - Resources to assist middle and secondary school teachers and administrators to review student achievement, by middle school designation, for the Grade 10 Provincial Exam results
  
- **The District will review:**
  - the effectiveness of the Secondary Literacy Lead Teacher model at the end of the 2005/2006 school year.
  - the “Core” Pilot Project in grade 10 at Chilliwack Secondary.

## Goal 2: Increase student Numeracy skills

### Rationale:

The Board has identified ‘Numeracy’ as a key objective in Strategic Direction #1 of the Strategic Plan for 2004-2008. Foundation Skills Assessment (F.S.A.) results indicate that students in Grades 4 and 7 in the Chilliwack School District are not succeeding to the level expected. At a district wide meeting for School Planning Councils, a continued district focus on student numeracy skill development was strongly endorsed. Math 10 is a new addition to the list of provincially examinable subjects. Student achievement in all three strands of Math 10 will be tracked this year to identify a baseline. Future targets and strategies will then be set and determined from this data.

**Objective 1:** To increase the percentage of students meeting or exceeding expectations on the Grade 4 F.S.A. Numeracy Assessment

### Key Performance Indicator 1: F.S.A. Grade 4 Numeracy Assessment

The following information indicates percentage of students meeting or exceeding expectations on the provincial Foundation Skills Assessment.

Goal 2 Objective 1	Numeracy – Gr. 4 F.S.A.							
Evidence: Indicator 1	2000/01	2001/02	2002/03	2003/04	Target 2004/05	2004/05	Province 2004/05	Target 2005/06
All Students	75	78	84	85	86	83	87	85
Male	75	80	96	88	N/A	87	88	89
Female	75	76	83	81	N/A	80	86	82
Aboriginal	64	61	77	65	N/A	70	72	75
ESL	29	76	Msk	86	N/A	75	83	78
Special Education	55	72	60	45	N/A	82	68	82
Gifted	100	100	100	Msk	N/A	Msk	100	100

### Summary of Progress:

- The achievement target of 86% was not met however the results were within the range of achievement scores for the past two years and still indicate significant growth over the five-year period. With the improvement plan strategies and structures identified below for instruction in Primary and Intermediate we will focus on continued improvement.

**Objective 2:** To increase the percentage of students meeting or exceeding expectations on the Grade 7 F.S.A. Numeracy Assessment

**Key Performance Indicator 1:**

F.S.A. Grade 7 Numeracy Assessment

The following information indicates percentage of students meeting or exceeding expectations on the provincial Foundation Skills Assessment.

<b>Goal 2 Objective 1</b>	<b>Numeracy – Gr. 7 F.S.A.</b>							
Evidence: Indicator 1	2000/01	2001/02	2002/03	2003/04	Target 2004/05	2004/05	Province 2004/05	Target 2005/06
All Students	72	77	76	72	80	70	83	73
Male	73	78	75	74	N/A	72	84	75
Female	71	76	76	70	N/A	68	81	71
Aboriginal	60	64	67	62	N/A	54	62	57
ESL	Msk	60	64	80	N/A	82	79	85
French Immersion	83	91	90	84	N/A	95	91	91
Special Education	50	49	62	73	N/A	63	59	66
Gifted	100	100	100	100	N/A	100	99	100

**Summary of Progress:**

The achievement target of 80% was not met. With the improvement plan strategies and structures identified below for instruction in Grades 5 and 6 we will focus on continued improvement.

**Strategies**

**Objective 1**

To increase the percentage of students meeting or exceeding expectations on the Grade 4 F.S.A. Numeracy Assessment

- The District will provide professional development workshops for:
  - all Primary teachers in the use of Performance Standards for Numeracy
  - all elementary administrators on school-level assessment.
- The District will review Performance Indicators (F.S.A., Numeracy 4, Item Analysis & Common Exams) to identify strengths & areas of concern for improving student performance and teacher practice.

- The District will continue to develop/adapt/modify assessment tools to be used as performance indicators of student achievement such as:
  - an early assessment at Grade 1 as recommended by pilot schools
  - a diagnostic achievement assessment at Grade 4
- The District will provide:
  - networking sessions and mentorship among teachers.
  - resources for intervention strategies in the classroom (i.e., manipulatives).
- The District will facilitate:
  - school-based parent evenings with teachers & administrators
  - site-based “Power Hours” for staff development.

## **Objective 2**

To increase the percentage of students meeting or exceeding expectations on the Grade 7 F.S.A. Numeracy Assessment

- The District will provide professional development workshops for:
  - all Grade 5 teachers in the use of Math Makes Sense, the curriculum resource for Grade 5.
  - Primary and Intermediate Numeracy Reps
  - instructional practices and interventions that support struggling students (C.L.A.S.) in primary classrooms.
  - teachers interested in piloting the Grade Numeracy Assessment Program (GNAP) for Grade 5 in Chilliwack.
  - teachers interested in piloting Phase 2 of GNAP for 5.
- The District will review Performance Indicators (F.S.A., Numeracy 7, Item Analysis & Common Exams) to identify strengths & areas of concern for improving student performance and teacher practice.
- The District will continue to develop/adapt/modify assessment tools to be used as performance indicators of student achievement such as:
  - a common district assessment at Grades 7
  - modify GNAP at Grade 5 to address recommendations & concerns identified by pilot teachers during Phase 1 (Spring '05)
  - consider upcoming changes to F.S.A. Numeracy and align Grade Numeracy Assessment Program (GNAP) format & specifications
  - coordinate/facilitate marking, feedback, review of results & any required adaptations
- The District will provide:
  - networking sessions and mentorship among teachers.
  - resources for intervention strategies in the classroom (i.e., manipulatives).
- The District will facilitate:
  - school-based parent evenings with teachers & administrators
  - site-based “Power Hours” for staff development.

## Structures

- The District will support district-wide math events such as *Math Celebration* and the use of *Math Fare* to raise the profile of mathematics as problem solving & highlight students' problem-solving abilities.
- The District will provide resources to support:
  - site-based math celebrations to involve more students.
  - Numeracy Project Schools
  - Teachers at Grades 6 and 7 review together the Performance Standards and student achievement results.
- The District will review:
  - the allocation of Helping Teacher time for project schools, for professional development and staff development activities.
  - review the roles, responsibilities and resources provided to the Director of Instruction – Curriculum and Staff Development.
- A Numeracy Coordinator will be hired to provide leadership and coordination of the Numeracy initiatives.

**Objective #3:** To establish a pass rate baseline for students writing **Math 10** Provincial Exams. (Principles, Applications & Essentials).

**District Math 10 Provincial Exam Results 2004/2005**

**Results for the Provincial Exams in 2004/2005**

<b>All District Students</b>	<b>Principles of Math 10 Exams</b>	<b>Applications of Math 10</b>	<b>Essentials of Math 10</b>
A or B %	18	19	5
Average %	61	63	56
Success Rate	82	87	74
Participation Rate	56	13	11
*Failure - % of total	11	14	8
<b>Females</b>			
A or B %	18	14	4
Average %	60	61	54
Success Rate	82	83	70
Participation Rate	60	12	4
*Failure - % of total	11	11	10
<b>Males</b>			
A or B %	19	23	6
Average %	62	64	57
Success Rate	84	90	77
Participation Rate	52	14	13
*Failure - % of total	11	17	6

\* Failure rate of combined total = Failure rate of the Exam (20%) and the Course (80%) combined.

**Chilliwack Secondary – Math 10 Exam Results 2004/2005**

	<b>Principles of Math 10 Exams</b>	<b>Applications of Math 10</b>	<b>Essentials of Math 10</b>
A or B %	16	18	2
A or B % Females	18	14	5
A or B % Males	12	22	0
Average %	61	63	51
Female Average %	62	61	50
Male Average %	61	64	51
Failure Rate	13	13	42
Failure Rate Females	13	17	43
Failure Rate Males	13	10	41
Success Rate	87	87	58
Success Rate Females	87	83	57
Success Rate Males	87	90	59
Participation Rate	45	34	14
Female Part. Rate	51	33	11
Male Part. Rate	40	36	16

**Sardis Secondary – Math 10 Exam Results 2004/2005**

	<b>Principles of Math 10 Exams</b>	<b>Applications of Math 10</b>	<b>Essentials of Math 10</b>
A or B %	23	N/A	6
A or B % Females	20	N/A	6
A or B % Males	26	N/A	6
Average %	63	N/A	60
Female Average %	62	N/A	60
Male Average %	64	N/A	61
Failure Rate	10	N/A	8
Failure Rate Females	5	N/A	11
Failure Rate Males	16	N/A	6
Success Rate	90	N/A	92

	<b>Principles of Math 10 Exams</b>	<b>Applications of Math 10</b>	<b>Essentials of Math 10</b>
Success Rate Females	95	N/A	88
Success Rate Males	84	N/A	94
Participation Rate	91	N/A	14
Female Part. Rate	90	N/A	12
Male Part. Rate	92	N/A	16

**South Campus - Math 10 Exam Results 2004/2005**

	<b>Principles of Math 10 Exams</b>	<b>Applications of Math 10</b>	<b>Essentials of Math 10</b>
A or B %	13	N/A	7
A or B % Female	12	N/A	0
A or B % Male	15	N/A	11
Average %	57	N/A	58
Female Average %	57	N/A	51
Male Average %	58	N/A	62
Failure Rate	27	N/A	21
Failure Rate Females	27	N/A	36
Failure Rate Males	26	N/A	11
Success Rate	73	N/A	79
Success Rate Females	73	N/A	64
Success Rate Males	74	N/A	89
Participation Rate	69	N/A	12
Female Part. Rate	73	N/A	10
Male Part. Rate	66	N/A	15

\* Please note that the 2004/2005 Grade 10 results for the entire Province were not available at this time.

**Summary of Progress:**

The 2004/05 Provincial Exam results were to serve as the baseline data in determining objectives and strategies for 2005/2006.

- There was no significant difference between the results for the boys compared to the girls in the Math 10 Principles Program.

- At the District Level for Math 10 Principles, 19% of students earned “A or B” status on the Exam, whereas 43% earned “A or B” status on the Course Work portion. This is a discrepancy of 24%.
- The Average % on the Principles of Math 10 Exam for the District was 61%.
- Math 10 Applications is offered at CSSS only.
- In Math 10 Applications the Success Rate for boys is 7% higher than the Success Rate for the girls. (90% vs. 83%)
- The Failure rate for the Math 10 Essentials exam was 26%.

### Targets for 2005 / 2006 – Math 10

All Students	2004/05	2005/06	Females	2004/05	2005/06	Males	2004/05	2005/06
<b>Math 10 Principles</b>		Target			Target			Target
A or B Exam %	18	23	A or B Exam %	18	23	A or B Exam %	19	24
Success Rate (Exam)	82	87	Success Rate (Exam)	82	87	Success Rate (Exam)	84	88
Failure Rate (Exam)	18	13	Failure Rate (Exam)	18	13	Failure Rate (Exam)	16	12
Scholarship Rate	No Info. Yet	2% increase						
<b>Math 10 Applications</b>								
A or B Exam %	19	23	A or B Exam %	14	20	A or B Exam %	23	27
Success Rate (Exam)	87	89	Success Rate (Exam)	83	87	Success Rate (Exam)	90	91

## Strategies

- The **Numeracy Helping Teacher** will take a leading role in Vertical and Horizontal Articulation for Math teachers at the Middle and Secondary Levels to:
  - Ensure a smooth transition for students from Grades 6 to 7 and Grades 9 to 10.
  - Identify issues & areas for support
  - Build leadership capacity at site level
  - Develop and then implement a Math 10 student resource booklet to assist students throughout the course and in preparation for the provincial exam (Strategy for 2005/2006).

- The District will:
  - review Performance Indicators (F.S.A. Num 7 Item Analysis, Provincial Math 10 Exams & Common Exams) to identify strengths and areas of concern for improving student performance and teacher practice.
  - continue development of Common District Assessment at Grades 7, 8 & 9. Work with Department Heads and Grade 10 teacher delegates to identify issues, areas of concern and student support strategies.
  - work with Administrators to co-ordinate and/or facilitate Math 9/10 teacher meetings to identify gaps and areas of growth for both students and teachers.
  - continue to develop a district math assessment profile as a tool for district/school improvement planning, tracking student achievement and improving student performance.

Review with the administration team of the two high schools the current status of Honours Programs in Math at the Grade 10 level.

**Objective 4: To increase student success in Math 12 Principles**

Objective 4.1. : To increase our pass rate for students writing the Principles of Math 12 Provincial exams.

Objective 4.2. : To maintain the District Participation rates for students writing the Principles of Math 12 exams.

**Math 12 Principles – Chilliwack Secondary School – 2004/2005**

<b>All Students</b>		<b>Females</b>		<b>Males</b>	
A or B Exam %	33	A or B Exam %	30	A or B Exam %	36
Exam Mark Mean %	63	Exam Mark Mean %	63	Exam Mark Mean %	64
Course Mark Mean %	74	Course Mark Mean %	76	Course Mark Mean %	72
Success Rate (Exam)	76	Success Rate (Exam)	72	Success Rate (Exam)	80
Failure Rate (Exam)	24	Failure Rate (Exam)	28	Failure Rate (Exam)	20
Participation Rate	36	Participation Rate	33	Participation Rate	39

**Math 12 Principles – Sardis Secondary School – 2004/2005**

<b>All Students</b>		<b>Females</b>		<b>Males</b>	
A or B Exam %	36	A or B Exam %	37	A or B Exam %	34
Exam Mark Mean %	65	Exam Mark Mean %	66	Exam Mark Mean %	63
Course Mark Mean %	69	Course Mark Mean %	71	Course Mark Mean %	67
Success Rate (Exam)	79	Success Rate (Exam)	82	Success Rate (Exam)	76
Failure Rate (Exam)	21	Failure Rate (Exam)	18	Failure Rate (Exam)	24
Participation Rate	50	Participation Rate	52	Participation Rate	48

**District Math 12 Exam Results – Trends Over Time**

	2001/2002	2002/2003	2003/2004	2004/2005
District Exam Mean Score	71	70	62	64
District Success Rate	88	87	74	78
Province Success Rate	88	88	86	Not Available
District Female Success Rate	89	87	75	77
District Male Success Rate	87	86	73	78
Aboriginal Success Rate	93	88	59	Not Available
Scholarship Rate	31	31	17	Not Available
A & B Rate %	47	45	30	35
*Participation Rates	31	33	33	Not Available

\* The Participation Rate is determined by the number of students in the entire District enrolled as a Grade 12 students divided by the number of Grade 12 students enrolled in Math 12. (The District includes students enrolled in the Ed. Centre, FVDES, the Connect Program and the two high schools.)

### Summary of Progress:

- there is no significant difference between the results for the females and the males.
- the District Exam Average percentage and the District Success Rate percentage in Math 12 Principles have improved from the previous year by 2 – 4%.
- the Failure Rate for the Math 12 Principles exam for our District was 22%.
- the Scholarship Rate has not yet been determined. However, preliminary indications are that the Scholarship Rate will be approximately 20%. This is an increase from the previous year but still 10% below the results from 2001 – 2003, where the Scholarship Rate was 31%.

### Targets For 2005 / 2006 – Math 12 Principles

All Students	2004/05	2005/06	Females	2004/05	2005/06	Males	2004/05	2005/06
A or B Exam %	35	40	A or B Exam %	34	39	A or B Exam %	35	41
Exam Mark Mean %	64	68	Exam Mark Mean %	65	68	Exam Mark Mean %	64	68
Success Rate (Exam)	79	83	Success Rate (Exam)	82	85	Success Rate (Exam)	76	79
Failure Rate (Exam)	21	17	Failure Rate (Exam)	18	15	Failure Rate (Exam)	24	21
Scholarship Rate	20 (app.)	24						

### Strategies

- the Numeracy Helping Teacher will assist the Math Department Chairs in the areas of Horizontal and Vertical Articulation.
- Math Department Chairs from both high schools will meet to review the results of the provincial exams and pinpoint areas of focus for growth in teaching and learning.
- Math Department Chairs from both high schools will meet regularly to discuss issues related to Principles of Math 12 and set goals for supporting teachers and students.
- the District will meet with the administration team and the Math Department Chairs from both schools will meet with Senior Management to discuss strategies to improve the Scholarship Results for Math 12 Principles.

### **Goal 3: *Promote socially responsible student behaviours***

#### **Rationale:**

Students who demonstrate social responsibility develop a foundation for their learning and achievement.

The Board has identified “Social Responsibility” as a key objective in Strategic Direction #1 of the Strategic Plan for 2004-2008.

Objectives pertaining to Social Responsibility are highlighted in many of the School Plans and the desire to maintain Social Responsibility as an area of focus in our district has been recommended by parents at the School Planning Council Forum and by the Curriculum and Instruction Committee. Community Links has identified drugs and alcohol as the number one concern for schools with vulnerable populations.

#### **Objective 1: Increase positive school behaviors among all students.**

#### **Summary of Progress:**

- There are 15 schools implementing Effective Behaviour Support (E.B.S.) as a school-wide strategy for Social Responsibility (Source: E.B.S. Year-End Report – 2004-2005).
- The E.B.S. Steering Committee provided the structure and strategies to support an implementation plan and staff development.
- The Safe Schools Committee has developed a training plan for Risk Assessment training for 2005-2006. A budget has been allocated to provide the funding resources. Level 1 Training is scheduled for February 2006.
- Student achievement indicators and a data collection strategy were not developed in 2004-2005. This remains a target for 2005-2006.
- Ministry of Education Satisfaction Survey Results for “Safety” indicate that there is an improvement trend in students feeling safe at school at the Grade 3/4 and Grade 7 levels: in 2004-2005 88% of Grade 3/4 students felt safe at school, a three percentage increase over 2003-2004; 76% of Grade 7 students felt safe at school, a 5% increase over the previous year. In Grade 12 the results in this category remained the same as the previous year, 75% of respondents felt safe at school. In Grade 10, the result was 70% of students responding they felt safe at school, compared to 72% for the previous three years. (See Appendix 3).

**Targets:** Baseline data will be collected in 2005-2006.

## **Strategies:**

- The district will develop:
  - the indicators to measure student achievement
  - a plan to implement the use of Social Responsibility Performance Standards in all schools.
  - an implementation plan for Restorative Justice.
  
- The district will support:
  - schools implementing the recommendations from the Safe, Caring and Orderly Schools Task Force by providing professional development
  - the goal, objectives and work plan of the E.B.S. Advisory Committee.
  - the goal, objectives and work plan of the Safe Schools Committee.
  
- The district will:
  - research different models for the development of a Restorative Justice program in middle and secondary schools.
  - review the mandate of the Safe Schools Committee
  - incorporate the Performance Standards for Social Responsibility, the recommendations from the Safe, Caring and Orderly Schools Task Force and the Satisfaction Surveys into objectives for social responsibility for the 2006-2007 Accountability Contract.

## **Structures:**

- The district will continue:
  - to provide resources for staff development and professional development for implementation and sustaining of E.B.S.
  - to provide Community Link resources to support at-risk students in targeted schools.
  - to provide the resources needed to support the Annual Safe Schools Student Forum.
  - to support the YMCA initiative that promotes involvement in fitness and leadership among students not involved in school athletics or student leadership programs.
  
- The district will review the school Codes of Conduct using the standards guide developed by the Ministry of Education Task Force on Safe, Caring and Orderly Schools.
- The district will develop the student achievement indicators and the data collection strategy.
- The district will provide resources to research and develop an implementation plan for Restorative Justice.

## **Objective 2: To help students make safe and healthy choices about drugs and alcohol.**

### **Summary of Progress:**

- A committee of school and community participants reviewed the Drug and Alcohol Protocol and provided a report to the Superintendent of Schools.
- The first year of the drug and alcohol counseling program partnership with the Ministry of Children and Families Chilliwack Addiction & Prevention Services (C.A.P.S.) has been completed. A referral process and counseling program has been implemented.

**Targets:** Baseline data will be collected in 2005-2006.

### **Strategies**

- The district will research and determine measures of achievement for this objective.
- The district will continue:
  - to support the partnership with the community to develop a prevention program
  - to support the drug and alcohol counseling program partnership with the Ministry of Children and Families. (C.A.P.S.)
- The district will review the Community Link Program partnership and make budget recommendations for 2006-2007.
- The district will research best practice in this area

### **Structures**

- The district will provide:
  - the policy and administrative regulations based on research and best practice.
  - the resources and time for the development of the Drug and Alcohol policy.
- The district will continue to work with the Chilliwack Drug and Alcohol Prevention, Intervention and Treatment Program (C.A.P.S.).
- The district will continue to work with the Ministry of Children and Families on the Community Link Funding

**Goal 4: To increase student 'engagement' in school.**

**Rationale:**

Students who are 'engaged' in their schooling will be more satisfied with their school experience, perceive it as more relevant to their future and will demonstrate their achievements. A higher degree of student engagement should result in increased graduation rates. There will be a review of middle and secondary school education with a follow up with objectives, strategies and structures to implement change.

**Objective 1: Increase the percentage of grade 8-12 students who successfully progress from grade to grade, with special attention to reducing the gap between male and female students and between aboriginal and non-aboriginal students.**

**Indicator 1: Transition Rates – Grade Progression Over 6 Years**

The following information indicates the percentage of students who successfully progress to the next grade. \*

<b>Goal 4 Objective 1</b>	<b>Ministry of Education Transition Rates</b>				
Evidence: Indicator 2	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Province	100	99.8	99.2	96.9	88.7
Chilliwack	100	98.2	97.2	92.5	67.8
Chilliwack Secondary					
Sardis Secondary					

\*Percentages shown are the percentage of 1998 Grade 8 students who reached Grade 9 within 2 years; Grade 10 within 3 years; Grade 11 within 4 years; and Grade 12 within 5 years. (Source: Adminfo Resources, p.26.1)

**Objective 2: Increase the percentage of grade 8-12 students who successfully complete Grade 12 within six years, with special attention to reducing the gap between male and female students and between aboriginal and non-aboriginal students.**

**Indicator 1: Ministry of Education Dogwood Completion Rate**

<b>Goal 4 Objective 1</b>	<b>Ministry of Education Dogwood Completion Rates</b>				
Evidence: Indicator 1	Actual Score 2001/02	Actual Score 2002/03	Actual Score 2003/04	Actual Score 2004/05	Target 2005/06
All Students	71	72	71		75
Male	65	67	67		70
Female	80	77	74		80
Aboriginal	35	41	40		45

## **Summary of Progress:**

\* The information for 2004-2005 district results on graduation rates is not available at the time of writing.

- Planning 10 has been implemented as a course at both secondary schools.
- Portfolio Assessment has been implemented for all Grade 10 and Grade 11 students at both secondary schools.
- The Aboriginal Career Education, Work Experience and Apprenticeship Program Support Worker was hired in January 2004 and has implemented a number of strategies to involve more students in Work Experience and Apprenticeship Programs.
- A program to help chronically low-achieving students with reading comprehension has been piloted at Robertson Elementary School and also at A.D. Rundle Middle School as part of an initiative from the Chronic Low Achieving Student (C.L.A.S.) Report's Implementation Committee.
- A program of intensive support has been initiated for identified students in Grade 10 at Chilliwack Secondary School.

## **Strategies**

- Develop an Aboriginal Enhancement Agreement to address the needs of all Aboriginal students in the Chilliwack School District.
- Develop initiatives to involve Aboriginal parents more in their children's education.
- Continue with the "Math Stretch" Program that was initiated in 2004-2005 to challenge Gifted students, Grades 5 through 8.
- Review the effectiveness of initiatives for the Gifted student.
- Implement the recommendations from the CLAS Report for program considerations, instructional practices, assessment and evaluation, reporting student progress and student transitions.
- Review the effectiveness of the pilot programs at Robertson Elementary School and A.D. Rundle Middle School.
- Review the effectiveness of the intensive support program for identified Grade 10 students at Chilliwack Secondary School.
- Review the data to determine issues related to the transition rates.
- Review the "99" classification that both secondary schools implement for students who are carrying Grade 11 required courses in their Grade 12 year.
- Develop a means of identifying the reason students withdraw from school.

## **Structures**

- Review the progress of the CLAS Implementation Committees
- Target resources for leadership and management of the Enhancement Agreement.
- Provide resources for the programs identified as strategies to achieve the objective for Goal 4.

# Appendix 1

## **Goal 1 – Literacy**

**Objective 1:** Increase the percentage of students who meet / exceed Grade level expectations in reading at Grade 1, 2 and 3

**Key Performance Indicator 1:** Independent Reading Levels

- Independent reading levels are determined by:

Grade 1: A student meeting or exceeding expectations would have a score of Level 11 or above on PM Benchmarks or D.R.A.

<b>Grade One Independent Reading Level Data – 2004-2005 – Student Groups – By Gender</b>				
District	At Risk	Min. Mtg	Fully Mtg.	Exceeding
Total: 696	<b>26</b>	<b>14</b>	<b>40</b>	<b>20</b>
Males: 337	<b>32</b>	<b>13</b>	<b>36</b>	<b>19</b>
Females: 359	<b>21</b>	<b>14</b>	<b>43</b>	<b>21</b>

Grade 2: A student meeting or exceeding expectations would have a score of Level 17 or above on PM Benchmarks or D.R.A.

<b>Grade Two Independent Reading Level Data – 2004-2005 – Student Groups – By Gender</b>				
District	At Risk	Min. Mtg	Fully Mtg.	Exceeding
Total: 825	<b>13</b>	<b>7</b>	<b>38</b>	<b>42</b>
Males: 438	<b>16</b>	<b>9</b>	<b>37</b>	<b>38</b>
Females: 397	<b>9</b>	<b>5</b>	<b>40</b>	<b>47</b>

## Appendix 2

### Goal 1 – Literacy

**Objective 2:** Increase the percentage of students who meet or exceed grade level expectations in reading and writing in Grades 4 through 7

#### Grade 4 F.S.A. Results – Five Year Scores

The following data includes results over five years, a comparison (“5 Year Mark”) between the 2004/05 scores and the first year of F.S.A. (2000/01), and a five year average.

<b>Grade 4 F.S.A. Reading Comprehension Five Year Scores</b>	2000/01	2001/02	2002/03	2003/04	2004/05	5Year Mark	5 Year Avg
<b>District</b>	72	74	71	76	75	3%+	73%
<b>Province</b>	77	79	77	79	78		
<b>School</b>							
Greendale	75	78	86	90	89	14%+	83.6
Yarrow	78	87	78	86	89	11%+	83.6
Cheam	73	91	91	81	81	8%+	83.4
Unsworth	79	89	81	84	80	1%+	82.6
LME	83	79	75	81	88	5%+	81.2
Tyson	79	67	84	81	76	3% -	77.4
Watson	75	76	73	76	85	10%+	77
Promontory	47	78	79	86	74	27%+	72.8
Strathcona	74	60	73	81	75	1%+	72.6
Evans	71	71	62	70	87	16%+	72.2
McCammon	78	71	69	73	67	11% -	71.6
Sardis	68	80	63	65	82	14%+	71.6
Bernard	70	83	66	61	65	5% -	69
E.Chilliwack	75	91	48	63	68	7% -	69
Rosedale	64	55	66	72	87	23%+	68.8
Vedder	76	63	66	77	62	14% -	68.8
Cultus Lake	67	78	44	67	76	9%+	66.4
Central	59	73	71	85	43	16% -	66.2
Robertson	64	50	68	55	62	2% -	59.8
F.G. Leary	53	64	45	62	65	12%+	57.8

## Appendix 3

### **Goal 1 – Literacy**

**Objective 1:** Increase the percentage of students who meet / exceed Grade level expectations in reading at Grade 1, 2 and 3

#### **Cohort Tracking**

The following data tracks student achievement results for cohorts of students. The first table includes data for the 2001/2002 Grade 1 cohort group: the percentage of students minimally meeting, fully meeting or exceeding expectations according to the assessment indicators.

<b>Goal 1 Objective 1</b>	<b>Literacy – 2001/02 Grade 1 Cohort Group</b>	
	2001/02 Evidence: Indicator 1	2002/2003 Evidence: Indicator 1
Grade 1 (2001/02)	70	
Grade 2 (2002/03)		86

#### **Cohort Tracking (continued)**

The following data is for the Grade 1 cohort group for the year 2002/2003: the percentage of students minimally meeting, fully meeting or exceeding expectations, according to the assessment indicator.

<b>Goal 1 Objective 1</b>	<b>Literacy – 2002/2003 Grade 1 Cohort Group</b>	
	2002/03 Evidence: Indicator 1	2003/2004 Evidence: Indicator 1
Grade 1 (2001/02)	72	
Grade 2 (2002/03)		88

The following data is for the Grade 1 cohort group for the year 2003/2004: the percentage of students minimally meeting, meeting or exceeding expectations, according to the assessment indicator. (Indicator 1)

<b>Goal 1 Objective 1</b>	<b>Literacy – 2003/2004 Grade 1 Cohort Group</b>		
	2003/04 Evidence: Indicator 1	2004/05 Evidence: Indicator 1	2005/06 Evidence: Indicator 1
Grade 1 (2003/04)	72		
Grade 2 (2004/05)		87	
Grade 3 (2005/06)			TBA

## Appendix 4

**Goal 3:** *To promote and support programs and initiatives in various schools and at the district level which enhance socially responsible students*

The data presented in Appendix 3 refers to the student results in the Chilliwack School District on the Satisfaction Surveys provided by the Ministry of Education.

Indicator 1: Satisfaction Survey – “Students feel safe at school.”

The percentage of students who feel safe at school, most of the time or all of the time.

<b>Satisfaction Survey Results: Chilliwack School District</b>	Students feel safe at school					
Student Results	2001/02	2002/03	2003/04	2004/05	Province 2004/05	Target 2005/06
Grade 3/4	84	83	85	88	86	90
Grade 7	78	73	71	76	79	80
Grade 10	72	72	72	70	70	75
Grade 12	80	79	75	75	77	80

Indicator 2: Satisfaction Survey – “Students know how they are expected to behave.”

The percentage of students who indicated that they know how they are expected to behave, most of the time or all of the time.

<b>Satisfaction Survey Results: Chilliwack School District</b>	Students know how they are expected to behave					
Student Results	2001/02	2002/03	2003/04	2004/05	Province 2004/05	Target 2005/06
Grade 3/4	N/A	N/A	92	92	89	95
Grade 7	N/A	N/A	84	86	83	90
Grade 10	N/A	N/A	66	65	67	70
Grade 12	N/A	N/A	68	70	69	75