
Achievement Contract 2013-2014



School District No. 60 (Peace River North)

July 15, 2013

“Together We Learn”



“Blurring the boundaries between school and community”

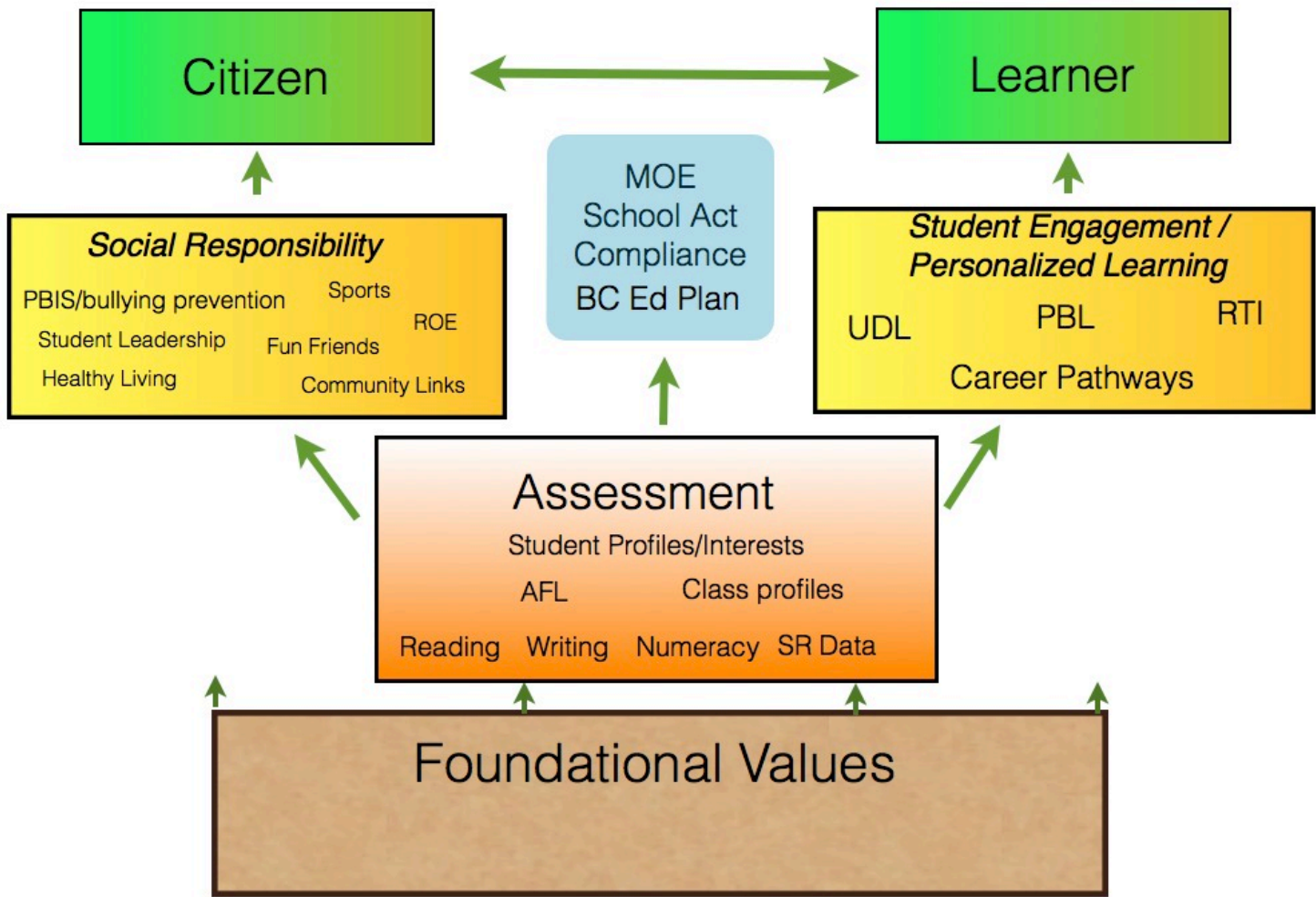
Table of Contents



District Context	1
Goal #1 -- Social Responsibility	2
Goal #2 -- Learner	7
Appendix -- Evidence Tables	12
Enhancement Agreement	24
District Literacy Plan 2013-14	Appendix A

“Blurring the boundaries between school and community”

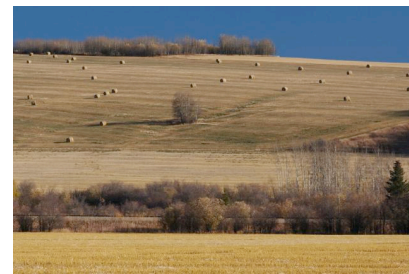
School District No. 60 Achievement Contract and Enhancement Agreement 2013-2014



“Blurring the boundaries between school and community”

District Context

School District No. 60 (Peace River North) is located in the eastern side of the Northern Rockies in the northeast corner of British Columbia at the northern edge of the Canadian prairies. The region is characterized by youthful energy and expansion generated by a positive economic outlook caused by ongoing growth in the petro-chemical, energy, forestry and service sectors. This growth is reflected in the district having one of the highest birth rates in the province. District enrollment remains steady around 5600 students with the largest student cohorts in the primary grades.



District schools display a wide range in size, number and nature. They include two-room rural schools, kindergarten to secondary community schools, and an acclaimed Distance Education Program. The district's major center, Fort St. John, is home to six modern elementary schools, two middle years schools, and a large secondary school. Elementary schools reside in the surrounding communities of Baldonnel, Taylor and Charlie Lake. Community elementary/secondary schools are located in the more distant centers of Hudson's Hope, Prespatou, Clearview and Upper Pine. The Northern BC Distance Education School, centered in Fort St. John, services all of northeastern British Columbia and parts of the Yukon and Northwest Territories.

The district's student population is diverse including significant aboriginal, immigrant and ESL populations. The character of the district is equally diverse, blending rural and urban sensibilities as well as two distinct provincial perspectives in BC and neighbouring Alberta. Our learning community exemplifies true northern spirit, valuing personal resilience, entrepreneurial spirit, independence and hard work. Many families are short-term residents either just starting out, or on career paths that will lead them to other locations later in life. As a result, many schools experience a high transiency rate with student populations changing significantly through the school year. Similarly, the district's teaching complement is also amongst the youngest in the province. Recruiting, retaining and professionally developing quality teachers continues to be an ongoing district effort.

Learning in the 21st Century is subject to the pressures of enormous changes. At the executive staff level, district leadership is transitioning to a new team who remain committed to combining innovative practice with the commitment to provide all students a quality education. School District No. 60 looks for new and better ways to engage learners. The transitions from traditional to innovative practice are often not easy. A middle school model has been adopted for Grades 7 to 9, and the Energetic Learning Campus developed within the Pomeroy Sports Centre provides project based interdisciplinary learning opportunities for up to 160 Grade 10 students. Positive Behavior Support (PBS) initiatives are being implemented to develop students who are socially responsible and can be both amongst the best in the world academically and best for the world as good citizens and sound environmental stewards.

The district's motto of "Together We Learn" is clearly demonstrated in this document. Drawing from past accomplishments, current context and looking towards an improving future, district staff generated this document to illustrate current achievements and map a path to greater success in the future. We are proud of the accomplishments of our students and the good work of our district's learning community, but recognize that there is room for improvement. A commitment to 21st Century learning means the district accepts such challenges as an obligation to provide the community with programs that are relevant, supportive, interesting and useful in preparing students for the future.

TOGETHER WE LEARN

“Together We Learn.” This is the motto that appears on the district logo, letterhead and the Board Office. These three simple words are truly represent what this district works towards.

People learn best when they have conversations. Dialogue and collaboration require people to work together as partners. Collaboration has never been more important for educators as BC strives to adapt our system for the kids of the future. Conversations, dialogue and collaboration all require people to be together.

It may be a cliché but two (or more) heads are truly better than one. The move from “me” to “we” is a movement the world is embracing. If solutions are to be found to the tremendous challenges future generations will face, recognizing that we are all in this together will be key.

Education is currently undergoing a shift from “teaching” to “learning.” The system can no longer be satisfied with we “taught it” the kids did not “learn it.” In fact, even if kids just “learn it” for the exam and don’t need or retain their learning beyond their school years, the system is not working as it should.

“Together We Learn” Its more than just a motto.

- Dave Sloan

Superintendent of Schools

<http://www.leadership.prn.bc.ca>

Goal #1: Social Responsibility: Citizenry - “Best FOR the World”

Rationale:

School District No. 60 believes that Social Responsibility is foundational to academic achievement, and that our district is proactive in its approach to developing socially responsible students. Our focus has been to find ways to measure student progress that are positive rather than negative or deficit based. Through ongoing conversations with stakeholders, it has become apparent that relationships are vitally important to everyone. Relationships are crucial to powerful learning, inspired teaching, and to the creation of professional learning communities. Social Responsibility is more than good classroom behaviour. Our district is committed to developing responsible citizens. At a time when working together and creativity are more important than ever, it is imperative that we design schools to suit the needs of learners especially if we want them to be “the best FOR the world” as well as the “best IN the world.”

Objectives / Focus Areas:

FOCUS AREA #1 – School-Wide Positive Behavior Support

The 2012-13 school marked a renewed focus and commitment to our School-Wide Positive Behavior Supports (SWPBS) objective. SWPBS as an evidence-based school framework, promotes proactive and preventative practices and explicitly teaches socially responsible behaviour. Schools implementing SWPBS are more likely to report positive school cultures and relationships. Schools with safe and positive cultures also cultivate higher levels of academic achievement. In evaluating the current SWPBS implementation throughout the district, we are moving ahead with a multi year development and implementation plan. The main focus is to expand our successful PBS efforts from pockets of exceptional practices to a more robust district wide understanding where all schools adopt common practices.

This past school year the district put forth three main initiatives. First, a series of SWPBS sessions were presented to all school and district administrators. Second, we established a district-wide data collection process (previously used with only the PBS network schools) that included a simplified implementation guide of assessment that focuses on the six key features of PBS. Lastly, we connected the provincial ERASE Bullying Initiative to our district’s current PBS framework to ensure sustainability and ongoing implementation. These initiatives build a district-wide infrastructure from which we continue to build.

For September 2013 our new SWPBS initiatives will deepen the understanding and skills of our PBS school teams. One initiative is a collaborative pilot project between one middle school and a district PBS team involving the development of a new behavior incident reporting and intervention process. Within this project, an electronic reporting and data based platform could serve as a district template in the future. Year long PBS coaching support and professional development is also planned to help school staff create meaningful and sustainable processes.

Another initiative is a school-wide PBS bullying prevention program in alignment with ERASE training and guidelines; we have several schools piloting this program.

In the years to come we have two more areas to explore. One is to move our school-wide PBS insights and skills into the classroom to maximize our Social Responsibility learning opportunity. The other is exploring different ways to engage and work with our support staff, parents, and other community members in supporting our students’ social responsibility learning.

Goal #1: Social Responsibility -- Citizenry -- “Best FOR the World”

EVIDENCE	TARGETS
1. Social Responsibility Performance Standards	<p>2013-14: We want to work towards a 5% increase from the previous year's scores in the fully meeting and meeting category for both SR scales.</p> <p>2014-15: We will target another 3% increase on the same scale from the previous year's results.</p>
2. Office Referral Data	<p>For 2013-14: We want to work towards reducing the students from two to five office referrals by 2% in all grade levels.</p> <p>For 2014-15: We want to focus on our middle and secondary schools to see if we can reduce the students from two to five office referrals by another 2%.</p>
3. Provincial Satisfaction Survey Results for Secondary/Middle Schools	<p>For 2013-14: We will work on increasing participation rates for Grades 7, 10 and 12.</p> <p>For 2014-15: We will work with our middle and secondary schools to move our scores on questions with feeling “welcomed” and “safe” to be more reflective of the provincial results.</p>
4. Grade-to-Grade Transition Rates for Target Populations	<p>Improve transition rates for all students to 90% or better.</p>
5. Benchmark of Quality	<p>For 2013-14: We want to work towards a 10% increase from our previous BOQ data specifically in key features of Positive Reinforcement (Elementary), Explicit Instruction (Middle) and PBS team and Collaboration (Secondary).</p> <p>For 2014-15: We want to monitor and continue to build increases in scores and in implementation in the areas mentioned above.</p>

ACTIONS

FOCUS AREA #1: Positive Behaviour Interventions and Support (PBIS)

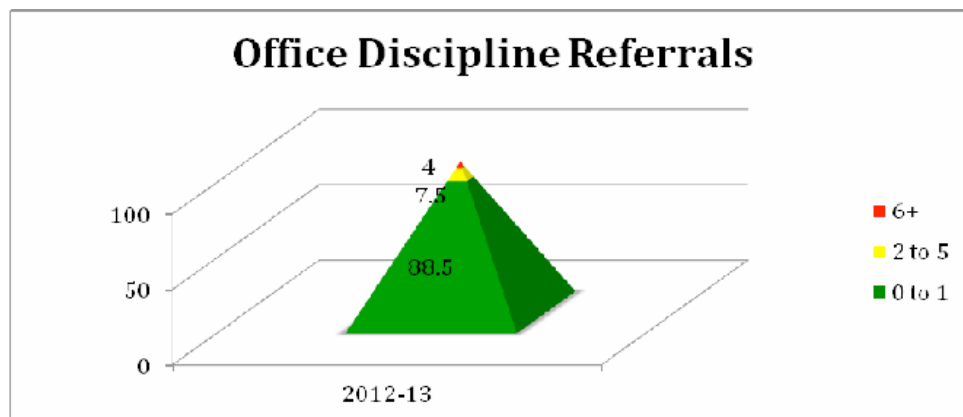
Major PBS Initiatives for 2012-13 include:

- Use the six key features of PBS to assess levels of implementation in all schools.
- Provide a series of PBS sessions at the monthly leadership team meetings for school and district administrators that focus on the six key features of SWPBS with examples from schools in the district.
- One-day team-leader training with PBS data collection and a bully-prevention focus.
- Provide training, data templates, coaching support, and establish a district-wide school PBS data collection and sharing process for all schools.
- Re-establish District SR/PBS committee meetings to celebrate success, to facilitate collaborative team learning and to collect district SR/PBS data.
- Provide PBS professional development opportunity to staff in a variety of means (in and out of district training) and different levels (from new to PBS to tier 2 & 3 level planning and intervention).

Major PBS Initiatives for 2013-14 include:

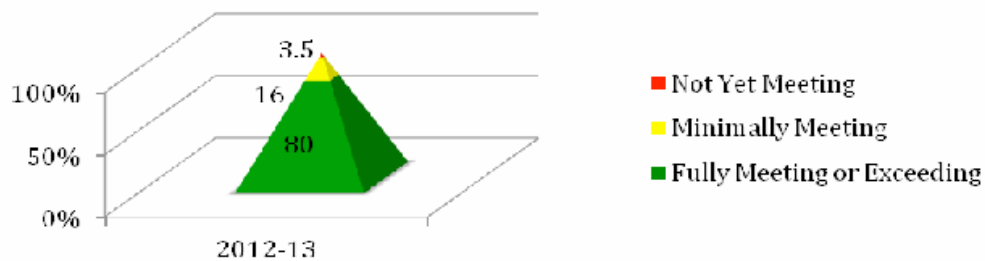
- Collaborate and coach a middle school to re-design their behavior incident reporting and responding process. This includes providing ongoing coaching support, in and out of district professional development on effective teaching and management strategies, and piloting a data reporting and processing platform.
- Explore possibilities of developing a district behavioral incident reporting and collection template from our work with the middle schools.
- Provide coaching support to schools working to establish a PBS school-wide Bullying Prevention Program and continue to work on integrating the ERASE Bullying Level 2 Training into our SWPBS process.
- Continue to refine and support the district-wide PBS school data process by moving from initial data collecting processes to sharing and using the data in decisions regarding proactive social responsibility teaching.

School District No. 60 Elementary PBS Data

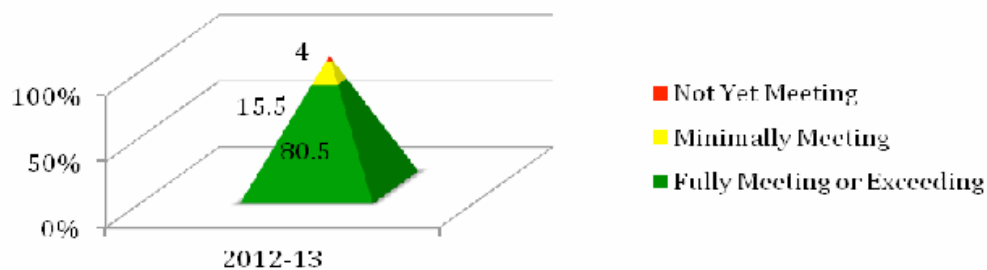


Ministry Social Responsibility Quick Scales

Contributing to the Classroom and School Community

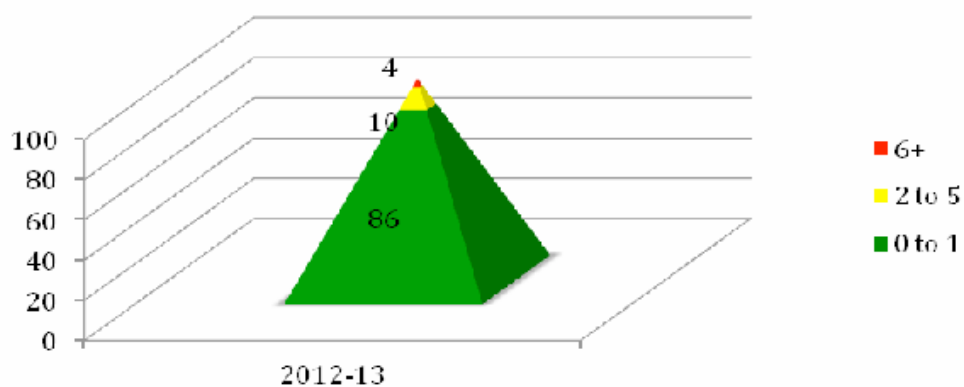


Solving Problems in Peaceful Ways



Middle School PBS Data

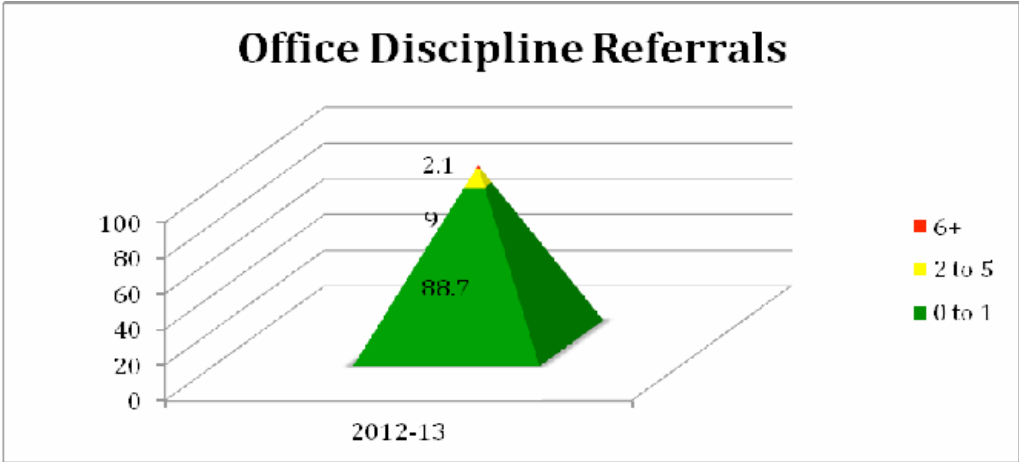
Office Discipline Referrals



2012-13 Ministry Satisfaction Survey Data



Secondary PBS Data



2012-13 Ministry Satisfaction Survey Data



GOAL #2 Learner

Improve Academic Achievement Through Increased Student Engagement and Personalized Learning

RATIONALE

Each year student achievement data is reviewed in a range of course/subject areas, paying attention to subgroups and individual students who have difficulty meeting district targets. District conversations traditionally focus on learning deficits and the factors that may be contributing to lack of success. The district has shifted to combine an Appreciative Inquiry approach seeking to identify and expand on factors contributing to student success with the traditional analysis of how did we get here and where do we go next?

Over a number of years different participant groups cited student engagement as an important factor in successful learning. Engaged students attend regularly and actively participate fully in learning tasks. They reflect upon and share their thinking, and demonstrate self-monitoring behaviors. When asked about the students they are most concerned about, particularly at the Grade 6 to 12 levels, teachers express frustration with students who show very low levels of engagement. These students seem not to be motivated by letter grades, have difficulty connecting with the learning tasks, and frequently fail to complete assignments. At times, these students have been identified as having learning challenges, but more often, they are students with high learning potential.

Our plan is to develop and implement a systematic plan utilizing the UDL Framework and to continue our work with teachers and administrators for “planning for diversity” throughout the learning process. Complementary to this approach is the new “Learning Services” direction from the Ministry of Education. Special Education resource teachers will work collaboratively with literacy, numeracy and technology coaches to better support the classroom teacher.



Project Based Learning

Project Based Learning is student-centered learning technique in which students learn about a subject through experience and problem solving. Students learn both thinking strategies and domain knowledge. Working in groups or alone, students identify what they already know, what they need or want to know, and how and where to access new information. The role of the teacher is to facilitate learning by supporting, guiding, and monitoring the learning process. Teachers build students' confidence to take on challenges, and encourage the students while stretching their understandings. PBL represents a paradigm shift from traditional teaching and learning which was often lecture based to relational learning involving choice, options, and student driven engagement.

EVIDENCE & TARGETS

READING PERFORMANCE	READING TARGETS
1. Early Literacy Cohort Data	<p>1. 80% Aboriginal and non-Aboriginal students meeting reading level targets for Grades 1 and 2.</p> <p>Year-end reading targets are: Grade 1 Level 16 Grade 2 Level 22</p>
2. District and Provincial results for Reading FSA at Grades 4 and 7.	2. Percentage of Aboriginal and non-Aboriginal students meeting or exceeding in reading exceeds the provincial average.
3. District-wide year-end reading assessment at the Grades 3 - 9 levels.	<p>3. 80% of students in Grades 3 - 6 will be meeting or exceeding in comprehension.</p> <p>Results in Grades 7 - 9 will improve upon previous year's results with a goal of 80% meeting or exceeding by the end of Grade 9.</p> <p>70% of Aboriginal students will be meeting or exceeding in comprehension by the end of Grade 6.</p> <p>60% of Aboriginal students will be meeting or exceeding in comprehension in Grades 7 - 9.</p>

WRITING PERFORMANCE	WRITING TARGETS
1. District and Provincial results for Writing FSA at Grades 4 and 7.	1. Percentage of Aboriginal and non-Aboriginal students meeting or exceeding in writing will meet or exceed the provincial average.
2. District and Provincial results for the English 10 Graduation Program exam.	2. 95% of all students will pass the provincial exam. 90% of all students enrolled in Grade 10 as of September 30th will take the exam.

NUMERACY PERFORMANCE	NUMERACY TARGETS
1. District and Provincial results for Numeracy FSA at Grades 4 and 7.	1. Percentage of Aboriginal and non-Aboriginal students meeting or exceeding in numeracy will meet or exceed the provincial average.
2. District and Provincial results for the two strands of Grade 10 Math.	2. 95% of all students will pass the provincial exam. 90% of all students enrolled in Grade 10 as of September 30th will take the exam.
3. Grade 3, 6, 9 numeracy results	3. 80% of Aboriginal and non-Aboriginal students will be meeting or exceeding expectations in Grades 3, 6, and 9.
4. Withdrawal rates for Grades 10, 11, 12	4. Fewer than 10% for all students. Data to be broken out for each school and for special cohorts.

ACTIONS

FOCUS AREA #1: Assessment for Learning

The impact of formative assessment on student achievement is compelling. A landmark Black & William study (1998) went so far as to say that assessment explicitly designed to promote learning is the single most powerful tool educators have for raising achievement. With the potential to help all students, assessment yields particularly good results with low achievers. Assessment for learning fosters motivation by emphasizing progress and achievement rather than failure. The district continues to build the knowledge base of the six essential elements of assessment for learning with all of our teachers and administrators. We assist teachers to identify elements of assessment for learning that they are implementing successfully, and to choose elements to focus upon for ongoing professional development.

School District No. 60 continues to:

- Teach Assessment for Learning explicitly, in context, in all district workshops on reading, writing, and numeracy, and in mentoring sessions for new teachers.
- Support the development of professional learning communities and the use of collaboration time to continue the implementation of Assessment for Learning strategies. Link an Assessment for Learning focus to all applications for collaboration grants.
- Provide training on Assessment for Learning for all teachers in department head positions in secondary schools and help them to develop and share practical tools for different subject areas and course content. Relate Assessment for Learning practices with grading practices.
- Assist administrators in recognizing Assessment for Learning strategies when used successfully by classroom teachers and give them appropriate feedback.

FOCUS AREA #2: Differentiated Instruction through Universal Design for Learning

The Goal of Universal Design for Learning (UDL) is to create expert learners and is based on three key principles:

1. Multiple means of representation to give diverse learners options for acquiring information and knowledge.
2. Multiple means of action and expression, to provide learners options for demonstrating what they know.
3. Multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation.” (Center for Applied Special Technology [CAST], 2011a)

UDL provides a framework for curriculum design, instructional processes, and assessment that gives all students equal opportunities to learn and to demonstrate what they have learned. Based on neurological research, UDL recognizes that learning is different for each individual, and therefore, for optimal learning to occur a variety of methods and materials to implement, support and measure learning are needed. Instructional technology and arts integration are key vehicles for the successful implementation of a UDL framework.

School District No. 60 continues to:

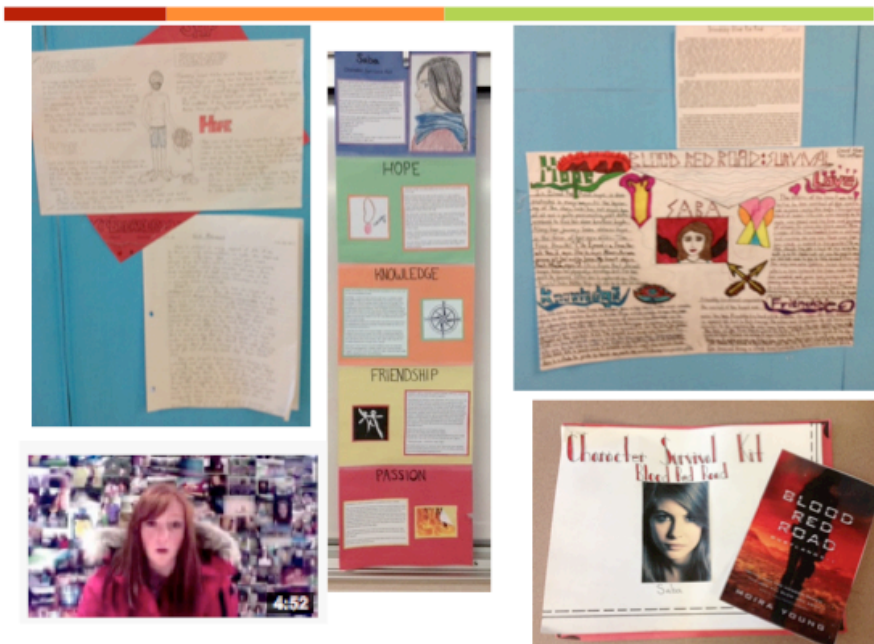
- Incorporate the UDL framework at all levels. This entails training with coaches and itinerants to develop an overall model to support classroom teachers. Work will continue with administrators in regards to the development, implementation, and supervision of the framework at the school level.
- Identify classrooms utilizing the UDL framework and provide means to observe and collaborate with these teachers and coaches.
- Model and debrief elements of Differentiated Instruction in all demonstration lessons.
- Support a coaching and collaboration model in the district that prioritizes schools in need.
- Support a 0.4 FTE Instructional Technology coach to work with teacher teams seeking to personalize learning through the integration of technology.
- Assist administrators in recognizing Differentiated Instruction strategies when used successfully by classroom teachers and give appropriate feedback.

FOCUS AREA #3: Personalized Learning

Student-centered learning that is focused on the needs, strengths, and aspirations of each individual young person. Students will play an active role in designing their own education and will be increasingly accountable for their own learning success. *BC Education Plan*

School District No. 60 continues to develop and support:

1. hands-on, project based learning
2. expanded dual credit opportunities
3. additional resources and support for student transitional needs
4. flexible learning environments and schedules
5. explore technology as a tool to enhance learning



Voice and Choice

Giving students multiple entry points to assignments can generate authentic engagement and learning. The days of one size fits all instruction are numbered. Structuring lessons in ways that allows students a choice in what and how they present their learning goes a long way towards helping students understand why curriculum is important and allows students to play to their strengths at the same time they are acquiring new skills.

Project Heavy Duty



Residential Construction



Project Heavy Duty

Project Heavy Duty is a highly regarded program offered by School District No. 60, in collaboration with the North Peace business community, designed to prepare high school students for employment in the heavy construction industry. Sixteen senior high school students take part in Project Heavy Duty, scheduled for one week in late May of each year. Under the close supervision of qualified operators, students receive hands-on training with heavy equipment such as crawler/dozers, excavators, graders, rock trucks, and a variety of logging equipment on a job site. Students in the program are selected from district high schools and have expressed interest in operating heavy equipment as a career.

Over three hundred students have participated in Project Heavy Duty during its eleven year history. Many of these students are now employed in the heavy equipment industry as operators or heavy-duty mechanics. The success of Project Heavy Duty over the years can be attributed to the ongoing partnership between the business and heavy construction community and School District No. 60, with the goal of helping young people develop employable skills related to the heavy construction industry.

Residential Construction - 9 Year Results

Total number of students (2004-05 to present)	92
Program completion rate	85/92 (92%)
Students achieving Level 1	68/85 (80%)
Currently working in construction	31/85 (36%)
Finished school and currently working in Fort St. John	27
Finished school and completed Level 2 and higher	30/74 (41%)
<ul style="list-style-type: none"> Level 2 - 10 Level 3 - 2 Level 4 - 6 (4 with Red Seal pending) Red Seal - 10 	
Completed Red Seal	15
Completed Graduation Program requirements	71/74 (96%)



APPENDIX

2013 - 2014

EVIDENCE TABLES



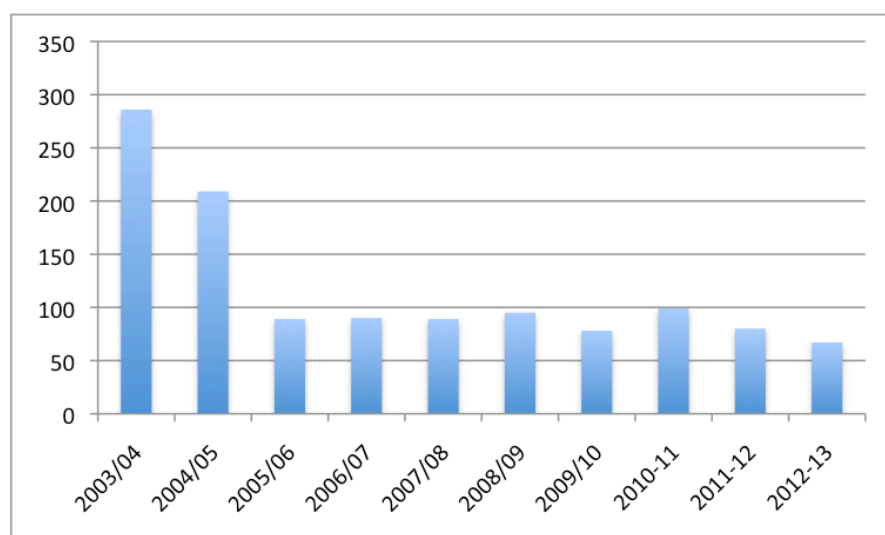
GOAL #1: Social Responsibility- Citizenry - “Best FOR the World”

Suspension Data						
Year	Fighting	Drugs/ Alcohol	Other	TOTAL	Non Aborigin	Aboriginal
2003-04	92	95	286	473	N/A	N/A
2004-05	116	52	209	377	N/A	N/A
2005-06	82	44	89	215	N/A	N/A
2006-07	83	65	90	238	N/A	N/A
2007-08	102	75	89	266	N/A	N/A
2008-09	88	35	95	218	N/A	N/A
2009-10	85	26	78	189	117	72
2010-11	68	34	99	201	129	72
2011-12	49	41	80	177	110	67
2012-13	49	30	79	158	105	53

The number of formal suspensions has been reduced significantly in the past five years.

We are now looking closely at student withdrawal information to ensure that suspensions have not simply become withdrawal statistics.

Suspensions for “Other “Reasons



Although reduced, Aboriginal suspensions still account for one-third of our total.

The use of aboriginal “Healing Circles” instead of suspensions is intended to improve engagement rates among Aboriginal students.

Suspensions by Month (Percentages) 2012-13		
Month	Non-Aboriginal	Aboriginal
September	5 (62%)	3 (38%)
October	18 (62%)	11 (38%)
November	7 (70%)	3 (30%)
December	15 (75%)	5 (25%)
January	5 (56%)	4 (44%)
February	15 (58%)	11 (42%)
March	1 (33%)	2 (67%)
April	13 (68%)	6 (32%)
May	16 (84%)	3 (16%)
June	10 (59%)	7 (41%)

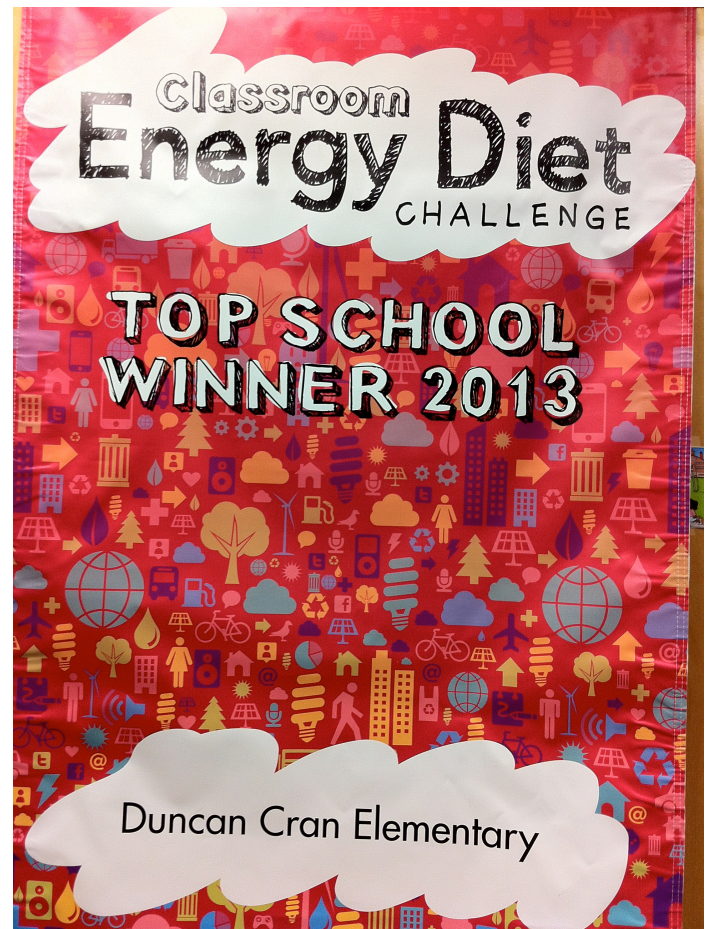
GOAL #1: Social Responsibility- Citizenry -

***Duncan Cran Elementary School
Classroom -Energy Diet Challenge Top
School Winner in all of Canada
Second Year in a Row***

The world needs people that are motivated, creative and critical thinkers. Duncan Cran participated in a contest that engages students to be creative and critical thinkers. The Shell and Canadian Geographic Energy Diet challenge is important because it is an engaging way for students to learn about energy, to increase their awareness about the needs of the world, and to learn how to conserve energy. Each challenge is different with a different energy focus and provides opportunities to reach the varying multiple intelligences and learning styles of students. The students are engaged! The students bring learning home! The students OWN their own learning and carry it far beyond the end of the challenge.

The challenges have become part of the school culture. We are a school that focuses on being good global citizens and this has become a part of our school culture. Together we learn that we can help the Earth by our actions. The students have learned that we can take their learning beyond the walls of the school and out into the community to teach community members about saving energy and in turn how to take care of the earth in a sustainable manner.

- Christine Todd, Vice-Principal



Evidence Tables

District Literacy Assessment: Percentage of students Meeting or Exceeding in Reading Assessment (Fluency for Grades 1 and 2 and Comprehension for Grades 3 - 9)

Grade 1

	Target	2010	2011	2012	2013	2014
All	80%	78%	72%	75%	75%	
Aboriginal	80%	N/A	67%	71%	68%	

Grade 2

	Target	2010	2011	2012	2013	2014
All	80%	80%	80%	77%	80%	
Aboriginal	80%	76%	76%	71%	70%	

Grade 3

	Target	2010	2011	2012	2013	2014
All	80%	67%	77%	70%	72%	
Aboriginal	80%	45%	63%	66%	72%	
*LD	50%	25%	22%	22%	14%	

Grade 4

	Target	2010	2011	2012	2013	2014
All	80%	64%	75%	73%	73%	
Aboriginal	80%	57%	67%	67%	68%	
*LD	50%	11%	50%	54%	39%	

Grade 5

	Target	2010	2011	2012	2013	2014
All	80%	65%	68%	74%	70%	
Aboriginal	80%	54%	65%	69%	69%	
*LD	50%	0%	40%	50%	35%	

Grade 6

	Target	2010	2011	2012	2013	2014
All	80%	48%	66%	64%	66%	
Aboriginal	80%	40%	52%	53%	68%	
*LD	50%	13%	30%	28%	31%	

*Learning Disabilities

Grade 7

	Target	2010	2011	2012	2013	2014
All	80%	64%	61%	49%	60%	
Aboriginal	80%	45%	47%	31%	49%	
*LD	50%	6%	24%	10%	25%	

Grade 8

	Target	2010	2011	2012	2013	2014
All	80%	N/A	64%	56%	62%	
Aboriginal	80%	N/A	45%	36%	52%	
*LD	50%	N/A	40%	24%	20%	

Grade 9

	Target	2010	2011	2012	2013	2014
All	80%	N/A	59%	60%	57%	
Aboriginal	80%	N/A	43%	39%	43%	
*LD	50%	N/A	31%	14%	20%	

FSA - Grade 4 Reading: Percentage Meeting or Exceeding. Target is above Province.

Year	District	Province	District-Aboriginal	Province-Aboriginal	District LD	Province LD
2010	68%	68%	62%	51%	20%	31%
2011	76%	69%	72%	51%	58%	40%
2012	68%	70%	62%	53%	30%	40%
2013	77%	72%	73%	57%	70%	42%

FSA - Grade 7 Reading: Percentage Meeting or Exceeding. Target is above province.

Year	District	Province	District-Aboriginal	Province-Aboriginal	District LD	Province LD
2010	65%	65%	49%	46%	35%	34%
2011	62%	66%	49%	49%	36%	37%
2012	63%	64%	53%	45%	28%	34%
2013	62%	66%	58%	48%	28%	36%

FSA - Grade 4 Writing: Percentage Meeting or Exceeding. Target is above province.

Year	District	Province	District-Aboriginal	Province-Aboriginal	District LD	Province LD
2010	81%	69%	78%	54%	30%	28%
2011	84%	73%	78%	53%	71%	39%
2012	84%	72%	76%	53%	53%	39%
2013	88%	73%	85%	56%	65%	39%

*Learning Disabilities

FSA - Grade 7 Writing: Percentage Meeting or Exceeding. Target is above Province.

Year	District	Province	District-Aboriginal	Province-Aboriginal	District LD	Province LD
2010	78%	68%	67%	49%	55%	38%
2011	78%	72%	73%	55%	54%	43%
2012	80%	71%	75%	45%	75%	34%
2013	83%	72%	80%	54%	59%	41%

English 10: Percentage Passing Provincial Exam

	Target	2011	2012	2013	2014	2015
All	95%	85%	84%			
Aboriginal	95%	82%	73%			
Special Needs	95%	50%	76%			

English 10: Percentage Receiving C+ or Better - Provincial Exam

	Target	2011	2012	2013	2014	2015
All	95%	47%	59%			
Aboriginal	95%	33%	40%			
Special Needs	95%	10%	33%			

English 10: Enrolled in Grade 10 September & February Who Wrote Provincial Exam

	Target	2011	2012	2013	2014	2015
All	95%	73%	82%			
Aboriginal	95%	60%	73%			
Special Needs	95%	80%	74%			

Numeracy**Grade 3: Percentage of Students Meeting or Exceeding in Numeracy Assessments**

	Target	2013	2014	2015	2016	2017
All	80%					
Aboriginal	80%					
*LD	80%					

*Learning Disabilities

Grade 6: Percentage of Students Meeting or Exceeding in Numeracy Assessments

	Target	2013	2014	2015	2016	2017
All	80%					
Aboriginal	80%					
*LD	80%					

Grade 9: Percentage of Students Meeting or Exceeding in Numeracy Assessments

	Target	2013	2014	2015	2016	2017
All	80%					
Aboriginal	80%					
*LD	80%					

FSA - Grade 4 Numeracy: Percentage Meeting or Exceeding. Target is at Province.

Year	District	Province	District-Aboriginal	Province-Aboriginal	District LD	Province LD
2010	67%	63%	63%	45%	30%	27%
2011	73%	67%	60%	45%	58%	34%
2012	68%	68%	56%	49%	30%	35%
2013	71%	68%	54%	47%	43%	34%

FSA - Grade 7 Numeracy: Percentage Meeting or Exceeding. Target is at Province.

Year	District	Province	District-Aboriginal	Province-Aboriginal	District LD	Province LD
2010	56%	63%	37%	39%	30%	28%
2011	56%	62%	36%	38%	21%	31%
2012	54%	60%	40%	36%	31%	24%
2013	53%	63%	50%	39%	24%	29%

Grade 10 Provincial Exam -- Math:**Apprenticeship and Workplace Math Provincial Exam -- Percentage Passing**

	Target	2011	2012	2013	2014	2015
All	95%	72%	71%			
Aboriginal	95%	69%	53%			
Special Needs	95%	48%	77%			

Apprenticeship and Workplace Math Provincial Exam -- Percentage Receiving C+ or Better

	Target	2011	2012	2013	2014	2015
All	95%	15%	13%			
Aboriginal	95%	8%	4%			
Special Needs	95%	3%	12%			

*Learning Disabilities

Foundations of Math and Pre-Calculus 10 Provincial Exam - Percentage Passing

	Target	2011	2012	2013	2014	2015
All	95%	75%	67%			
Aboriginal	95%	63%	55%			
Special Needs	95%	50%	50%			

Foundations of Math and Pre-Calculus 10 Provincial Exam - Percentage Receiving C+ or Better

	Target	2011	2012	2013	2014	2015
All	95%	41%	33%			
Aboriginal	95%	37%	13%			
Special Needs	95%	0%	30%			

Percentage of Students Enrolled in Grade 10 Math Course Who Take the Provincial Exam

	Target	2011-12	2012-13	2013-14	2014-15	2015-16
All	95%	77%				
Aboriginal	95%	73%				
Special Needs	95%	82%				

Percentage of Grade 10, 11, 12 Students That Are Withdrawn in a Year from North Peace Secondary School (number of students who withdrew in first semester and returned for second semester is unknown)

	Target	2011-12	2012-13	2013-14	2014-15	2015-16
All	<10%	23%	21%			
Aboriginal	<10%	17%	37%			
*LD	<10%					

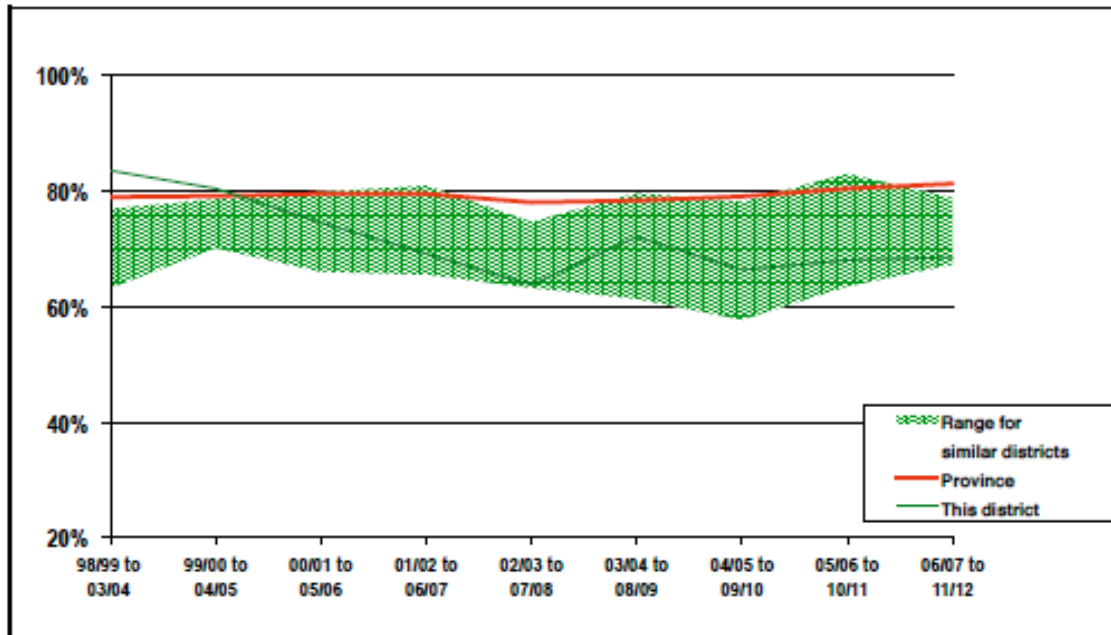
*Learning Disabilities

Percentage of Grade 10 Students That Are Withdrawn in a Year from Energetic Learning Campus

	Target	2011-12	2012-13	2013-14	2014-15	2015-16
All	<10%		22%			
Aboriginal	<10%		57%			
*LD	<10%					

*Learning Disabilities

**DOGWOOD COMPLETION WITHIN 6 YEARS
B.C. PUBLIC SCHOOLS**



	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10	05/06 to 10/11	06/07 to 11/12
Similar districts - maximum	76.8%	78.5%	79.8%	80.8%	74.6%	79.5%	78.0%	82.9%	78.7%
Similar districts - minimum	63.2%	70.1%	66.0%	65.5%	63.2%	61.3%	57.7%	63.5%	67.3%
This district	83.4%	80.3%	74.5%	69.1%	63.7%	72.0%	66.3%	68.0%	68.5%
Province (public only)	78.9%	79.1%	79.4%	79.4%	77.9%	78.3%	79.0%	80.3%	81.2%

Notes. Students are tracked over time using their Personal Education Numbers (PENs). Students for whom this is the last district of enrolment are included in all district computations, regardless of the first grade of enrolment. Students moving to another district are excluded from all district computations. The number of students moving out of the province in the 6-year period is estimated from the emigration of grades 2 to 4 students. Most graduates in the 6th year are excluded, since most graduates graduate within 5 years. Minor changes to the methodology and storage of data in the Ministry's data warehouse have resulted in minor changes to some of the data reported prior to March, 2013.

Source: B.C. Ministry of Education data warehouse, March, 2013

Source: B.C. Ministry of Education data warehouse, January, 2012.

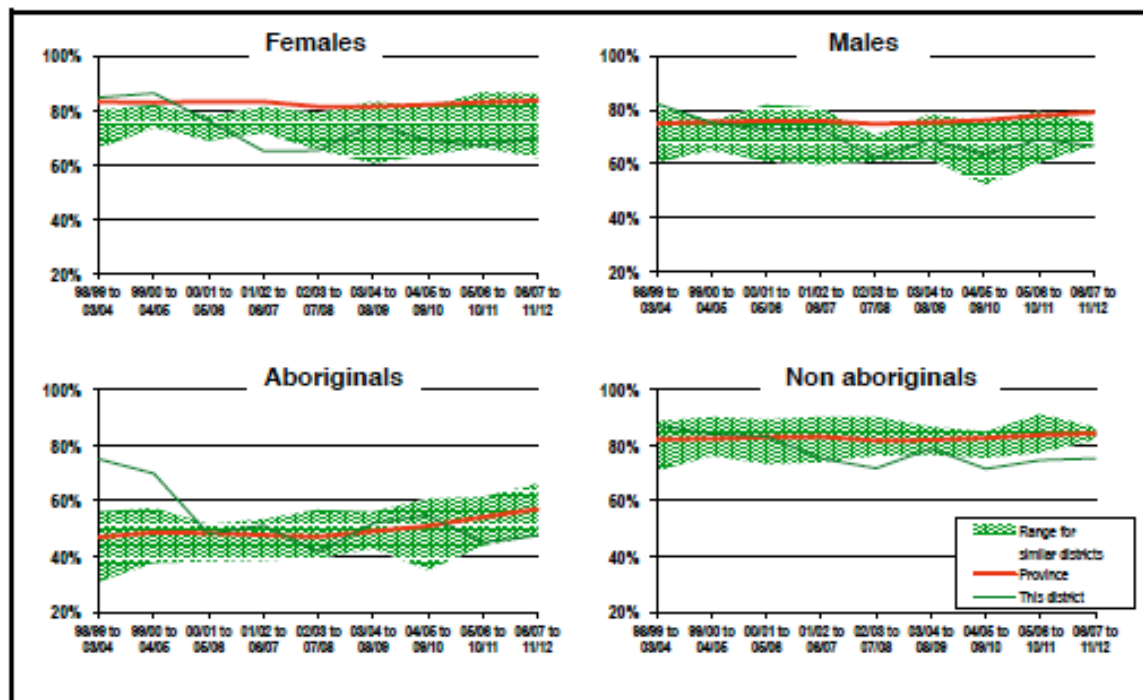
Target

In the past, we have enjoyed an 83% Dogwood Completion Rate. Our target is to turn around the more recent declining trend and work towards a 90% completion rate by 2015.

Results

We continue to work on student reconnection / withdrawal data to help us understand factors contributing to these results.

**DOGWOOD COMPLETION WITHIN 6 YEARS
B.C. PUBLIC SCHOOLS**



Females										Males									
	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10	05/06 to 10/11	06/07 to 11/12		98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10	05/06 to 10/11	06/07 to 11/12
This district	84.7%	86.2%	78.2%	86.1%	86.2%	74.8%	88.0%	87.1%	70.0%	82.8%	75.2%	72.8%	72.9%	82.9%	88.9%	83.8%	88.0%	88.8%	
Province (Pub)	83.1%	82.8%	83.2%	83.1%	81.3%	81.3%	82.0%	82.9%	83.5%	74.9%	75.8%	75.9%	75.9%	74.8%	75.3%	78.1%	77.9%	78.0%	

Aboriginals										Non-Aboriginals									
	98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10	05/06 to 10/11	06/07 to 11/12		98/99 to 03/04	99/00 to 04/05	00/01 to 05/06	01/02 to 06/07	02/03 to 07/08	03/04 to 08/09	04/05 to 09/10	05/06 to 10/11	06/07 to 11/12
This district	74.8%	88.7%	48.0%	61.1%	41.8%	61.8%	64.7%	46.0%	47.4%	87.0%	83.8%	83.0%	75.1%	71.8%	78.8%	71.4%	74.5%	75.1%	
Province (Pub)	48.8%	48.8%	48.3%	47.8%	47.0%	48.0%	50.9%	54.1%	58.9%	81.9%	82.2%	82.7%	82.9%	81.5%	81.7%	82.4%	83.5%	84.1%	

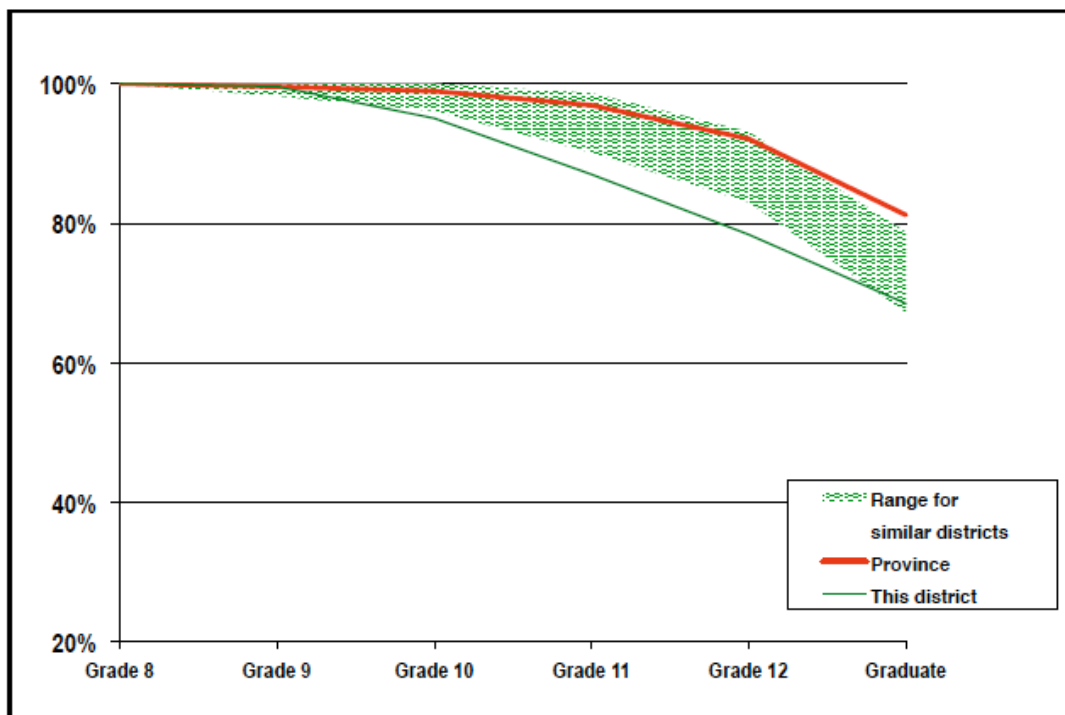
Note. Minor changes have been made to some of the data reported prior to March, 2013.

Source: B.C. Ministry of Education data warehouse, March, 2013

Results

We remain concerned with subgroup results. The Aboriginal subgroup will be a key focus for the coming year.

GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS 2006/07 TO 2011/12, B.C. PUBLIC SCHOOLS



	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Graduate
Similar districts - maximum	100.0%	100.0%	100.0%	98.6%	93.1%	78.7%
Similar districts - minimum	100.0%	98.2%	96.1%	90.2%	83.0%	67.3%
Peace River North	100.0%	99.6%	95.0%	87.0%	78.4%	68.5%
Province (public only)	100.0%	99.6%	98.9%	96.9%	92.1%	81.2%

Notes. Students are tracked over time using their Personal Education Numbers (PENs). Percentages shown are the percentage of Sept. 2006 grade 8 students who reached grade 9 within 2 years; grade 10 within 3 years; grade 11 within 4 years; grade 12 within 5 years; and the percentage who graduated with a Dogwood certificate within 6 years. The number of students who moved out of the province in the six-year period is estimated from the proportion of students in grades 2 to 4 who moved out of the province during the same period. Most graduates in the sixth year are excluded, since most graduates graduate within five years. Minor changes have been made to some of the data reported prior to March, 2013.

Source: B.C. Ministry of Education data warehouse, March, 2013

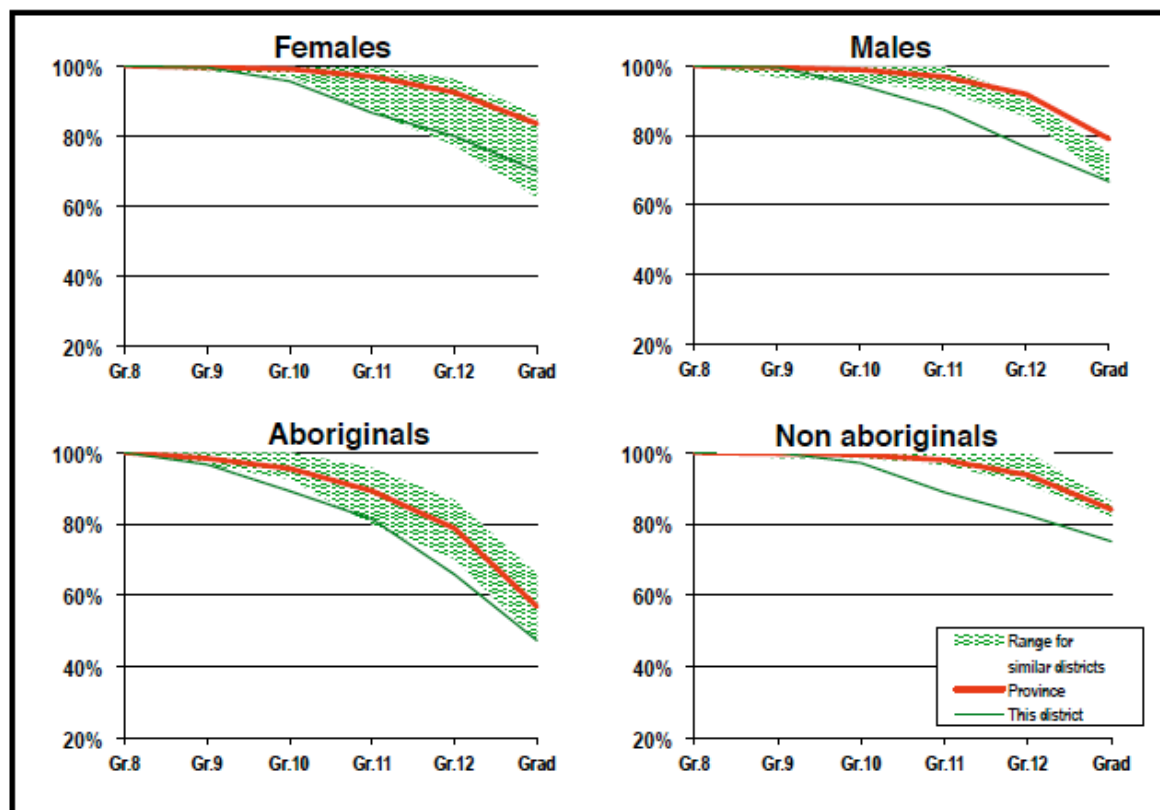
Target

To improve our district progression rates to meet or exceed the provincial transition rates with the general population and all subgroups.

Results

District progression rates continue to concern us. We will seek to fully understand and address factors contributing to the downward trend.

GRADE PROGRESSION OF SINGLE COHORT OVER 6 YEARS 2006/07 TO 2011/12, B.C. PUBLIC SCHOOLS



		Females					
		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100.0%	99.5%	95.6%	86.6%	80.0%	70.0%
Province (public only)		100.0%	99.6%	99.1%	96.9%	92.4%	83.5%

		Males					
		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100.0%	99.6%	94.4%	87.5%	76.6%	66.8%
Province (public only)		100.0%	99.5%	98.8%	96.9%	91.8%	79.0%

		Aboriginals					
		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100.0%	96.6%	89.2%	81.3%	65.9%	47.4%
Province (public only)		100.0%	98.3%	95.5%	89.2%	78.8%	56.9%

		Non-aboriginals					
		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100.0%	100.0%	97.1%	88.8%	82.4%	75.1%
Province (public only)		100.0%	99.7%	99.4%	97.9%	93.7%	84.1%

Note. See previous page and accompanying definitions and notes for methodology and interpretive comments.
Minor changes have been made to some of the data reported prior to March, 2013.

Source: B.C. Ministry of Education data warehouse, March, 2013

Results

All subgroup outcomes continue to concern us.



ENHANCEMENT AGREEMENT 2013 - 2014

Our Enhancement Agreement was signed in November of 2009. We believe it is one of the best in the province. Over twenty meetings with community members gathered the information included in the agreement. It is currently being implemented.

In April of 2008, the External Review Team commented that our First Nations Education Center's processes for tracking and supporting individual students is exemplary and, in fact, could be a model for other districts to consider.

In every area of achievement that we are tracking we are breaking out the Aboriginal subgroup and monitoring progress.

The Enhancement Agreement is attached.