
Achievement Contract 2014-2015



School District No. 60 (Peace River North)

July 15, 2014

“Together We Learn”



“Blurring the boundaries between school and community”

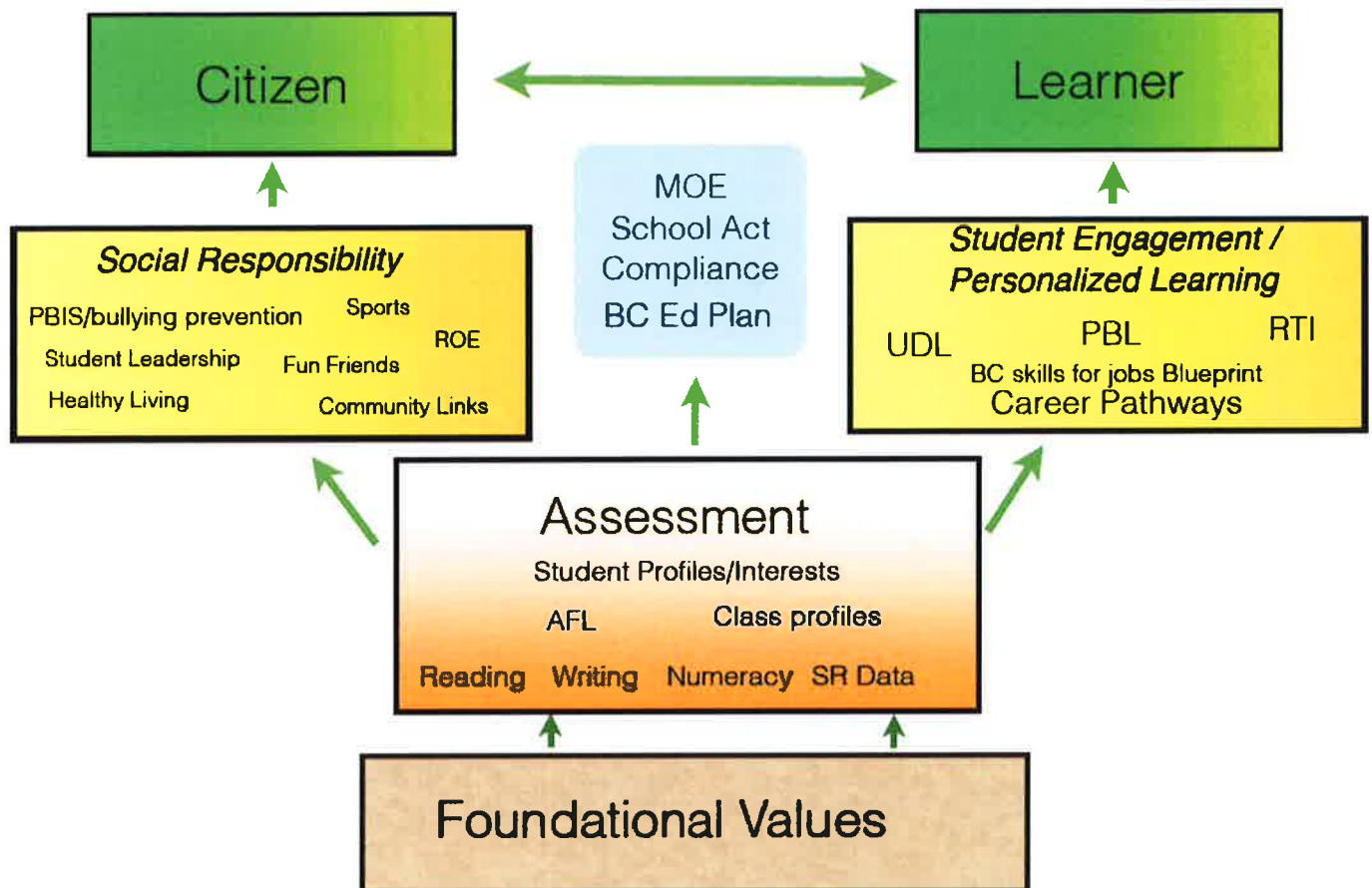
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“Blurring the boundaries between school and community”

School District 60 Achievement Contract and Enhancement Agreement 2014/2015



“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, by the northern edge of the Canadian prairies. The region is characterized by youthful energy and tremendous expansion generated by a positive economic outlook and ongoing growth in the region's energy, forestry and service sectors. The district also has one of the highest birth rates in the province. District enrollment is growing at over 5600 students, with the largest student cohorts in the primary grades.



District schools come in a variety of sizes and configurations. The district's major center, Fort St. John, is home to six modern elementary schools, two middle schools and a large secondary school encompassing two campuses. Elementary schools are located 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, and includes significant numbers of aboriginal, immigrant and ESL students. The character of the district blends rural and urban sensibilities and considers two distinct provincial perspectives in BC and neighboring Alberta. Our learning community exemplifies true northern spirit, valuing personal resilience, entrepreneurial spirit, independence and hard work. Many families have moved here and are either just starting out, or are on career paths that may lead to other locations. 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 will always be a district focus.

Learning in the 21st Century is characterized by change. The district has recently transitioned to a new executive team who remain committed to combining innovative practice with best pedagogical practice to ensure all students a quality education. School District No. 60 continues to look for new and better ways to engage learners. Transitions are not always easy. The middle school model has been adopted for Grades 7 to 9, and an Energetic Learning Campus developed within the Pomeroy Sports Centre provides project based interdisciplinary learning opportunities for up to 160 Grade 10 and 11 students. Positive Behavior Support (PBS) initiatives work to develop students who are socially responsible and can be counted both amongst the best in the world academically, and the best for the world as good citizens and sound environmental stewards.

The district's motto of "Together We Learn". Drawing from past accomplishments, current context and looking to improve in the future, district staff provide this document to illustrate current achievements and to map a path to greater future success. We are proud of the accomplishments of our students and the fine work of our district's learning community, but recognize that there is always room for improvement. A commitment to 21st Century learning means the district accepts the challenge and obligation to provide the community with programs that are relevant, supportive, interesting and useful as we prepare 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" - it is more than just a motto.

- Dave Sloan
Superintendent of Schools

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

STUDENT CITIZEN

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. We seek out ways to measure student progress that are positive, rather than negative or deficit based. 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. Working together and creativity are more important than ever. It is imperative that we design schools to suit the needs of learners as 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

This year 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. 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 where all schools adopt common practices.

The district uses three main initiatives. First, a series of SWPBS sessions are presented to all school and district administrators. Second, we established a district-wide data collection process that includes a simplified implementation guide of assessment that focuses on the six key features of PBS. Finally, we also connect 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 2014 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	We are targeting a positive three year trend in all social responsibility measure reaching 90% meeting and exceeding by 2016.
2. Office Referral Data	<p>For 2014-16: We want to work towards reducing the students from two to five office referrals by 2% in all grade levels.</p> <p>For 2015-16: We want to focus on our middle and secondary schools to further reduce the number of students with two to five referrals.</p>
3. Provincial Satisfaction Survey Results	<p>We will continue to 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	Improve transition rates for all students to 90% or better.
5. Benchmark of Quality	<p>For 2014-15: 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 2015-16: We will monitor and continue to build increases in scores and in implementation in the areas mentioned above.</p>

ACTIONS

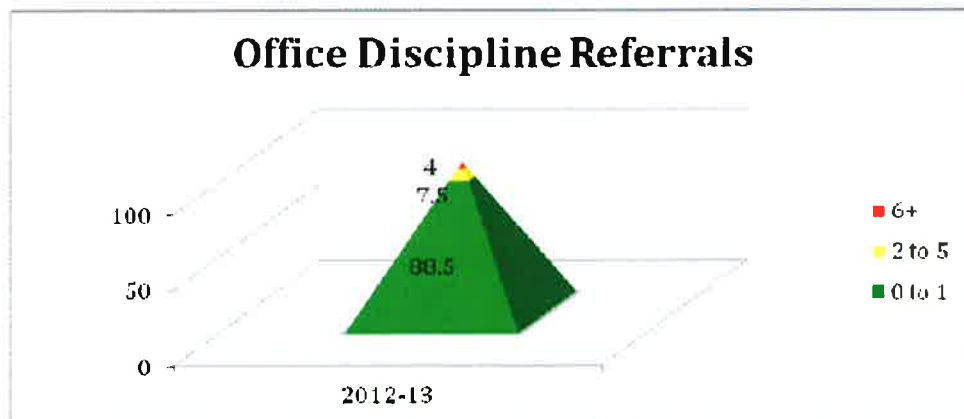
FOCUS AREA #1: Positive Behaviour Interventions and Support (PBIS)

Major PBS Initiatives for 2014-15 include:

- Use the six key features of PBS to assess levels of implementation in all schools.
- Review 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.
- Support District SR/PBS committee meetings to celebrate success, to facilitate collaborative team learning and to collect district SR/PBS data.
- Provide PBS professional development opportunities 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).
- 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.
- Implement 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.

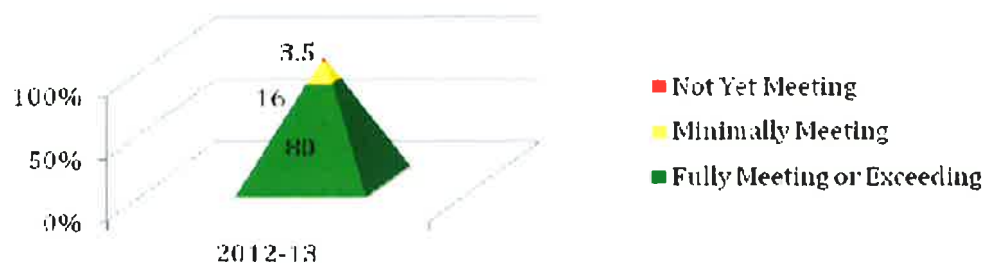
School District No. 60 Elementary PBS Data

**Data not available for the 2013-14 school year due to job action.*

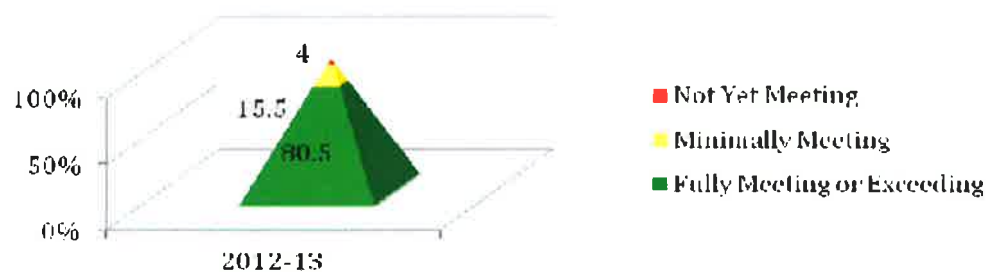


Ministry Social Responsibility Quick Scales

Contributing to the Classroom and School Community

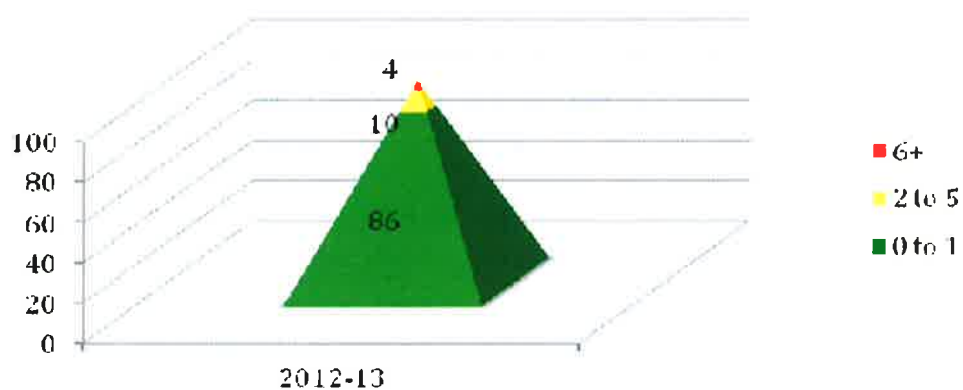


Solving Problems in Peaceful Ways



Middle School PBS Data

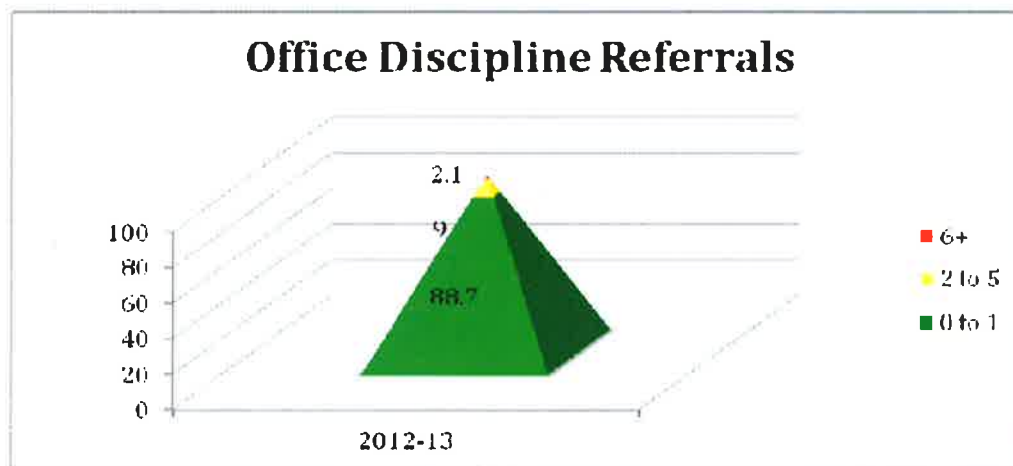
Office Discipline Referrals



2012-13 Ministry Satisfaction Survey Data



Secondary PBS Data



2012-13 Ministry Satisfaction Survey Data



GOAL #2 Student 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 seek to identify and expand on factors contributing to student success and provide analysis of how did we get here and where do we go next.

Student engagement is 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. Demonstrating this approach is the new “Learning Services” direction from the Ministry of Education. Special Education resource teachers are working collaboratively with literacy, numeracy and technology coaches to better support the classroom teacher.



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, changes to 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 development of professional learning communities and the use of collaboration time to continue the implementation of Assessment for Learning strategies.
- 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. 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:

- 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 an 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. It is all about putting the students at the center of education. The district will continue initiatives as described in the BC Education Plan and BC Skills for Jobs Blueprint.

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
6. connecting more female at risk and Aboriginal students with trades

Transitions in Trades

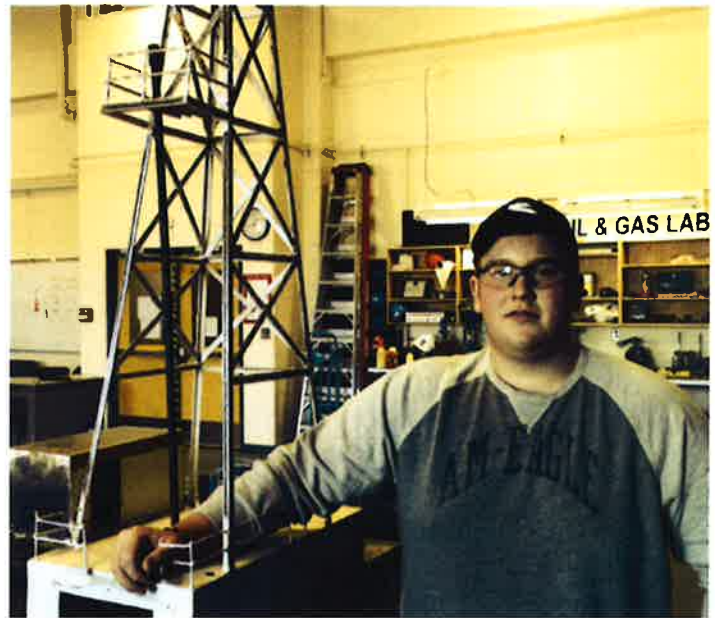
Elliot Knight is a Grade 12 student at North Peace Secondary in Fort St. John. He loves the outdoors and the rugged northern lifestyle. He also likes to get dirty and fix things, and isn't afraid of a hard day's work.

Elliot's dream is to one day work in the oil fields. And thanks to a course at his high school called Transitions to Trades 12, Elliot is on his way to achieving his goal. Transitions to Trades 12 provided Elliot with a solid grounding in woodworking, carpentry, pipe fitting, and electrical. It also gave him the opportunity to complete 8 out of the 11 safety tickets required to enter the Oil and Gas Field Operators course at Northern Lights College.

"Thanks to Shell Canada, there was no out of pocket expense for me or my family for my safety training. Shell paid my costs, which was a huge help," Elliott says. "The teacher was very helpful in communicating with the companies who instructed these courses and for that I am thankful as well. This is truly an awesome course to have at the high school."

In June Elliott will be starting a two-week (80 hour) practicum with Bonavista Energy. He's on his way to the career of his dreams. Best of luck, Elliot!

- Brian Campbell, District Principal



Residential Construction



Project Heavy Duty



Residential Construction Program

The Residential Construction Program is a very successful dual credit career program offered by School District No. 60 to senior high school students, over the past eight years. Each year up to 12 Grade 11 and 12 students participate in a project that involves building a house, including foundation and framing, and completing Level One Technical Training in Carpentry. The program runs full-time from September through January, and students earn up to 20 high school credits upon completion of the program. The students are certified with the Industry Training Authority of BC and receive up to 360 hours of practical experience which can be used for completing the Red Seal Program for Carpentry.

Numerous students who have completed the Residential Construction Program have continued in the trade after graduation from high school. Several of these have earned their Red Seal in Carpentry and others are progressing through their apprenticeships towards this goal. The Residential Construction Program is highly regarded in the community and provides students with the skills, work habits and attitudes to become valued employees in the construction industry in the Fort St. John area and beyond.

Residential Construction - 10 Year Results

Total number of students (2004-05 to present)	102
Program completion rate	95/102 (93%)
Students achieving Level 1	75/95 (79%)
Currently working in construction	33/95 (35%)
Finished school and currently working in Fort St. John	27
Finished school and completed Level 2 and higher	38/85 (45%)
Level 2 - 10	
Level 3 - 2	
Level 4 - 6 (4 with Red Seal pending)	
Red Seal - 10	
Completed Red Seal	17
Completed Graduation Program requirements	90/93 (97%)

FOCUS AREA #4: Aboriginal Student Transition

Transitions mean change and we are finding that our Aboriginal students are struggling with the movement between middle school and secondary school. While all students must feel a 'sense of belonging' in their school, we also understand that the following elements are foundational to successful student transitions: professional trust and respect among schools, differentiated teaching, sound student assessment and achievement data and effective communication from school to school. (Sutton, 2012) Working together with our Aboriginal community, the district has developed an Aboriginal Transition Program where we will create a seamless pathway between Grade 9 and Grade 10. As students experience a measure of success in Grade 10, we believe that this will enable more Aboriginal students to graduate with a plan for a thriving and happy future!

School District No. 60 will:

- Establish onsite 'Aboriginal Transition Coaches' at both the secondary schools, North Peace, Energetic Learning Campus, and Prespatou, as well as the middle schools, Dr. Kearney and Bert Bowes.
- Create personal Learning Journey documents for each at-risk Aboriginal student to discover strengths, challenges, dreams and goals of each student to use in planning a motivating program.
- Co-host an annual 'Welcome to Grade 10' dinner for the families of all Grade 9 Aboriginal students and their families. The purpose of this dinner is to establish a positive first contact between families and the educators of the receiving school.
- Monitor the academic progress of all transitioning students in the four core courses: English, Math, Science and Social Studies. We will use the Response to Intervention triangle as a visual to record our need for support. We will also use a Google Doc to provide for an easy exchange of achievement information between classroom teachers and Aboriginal transition coaches.
- Provide ongoing tutorials for students in the four core course disciplines.
- Link Aboriginal students with careers by:
 - Engaging in collaborative planning by district principals together with their staffs (Brian Campbell, Kim Boettcher, Pat Jansen).
 - Creating a series of 'Lunch and Learns' where students will attend a guest speaker from a particular career to learn about: a typical work day, work environment, useful school courses, and necessary training.
 - Creating a series of "Student for a Day" where students will visit training facilities and job sites to view the work environment first-hand.



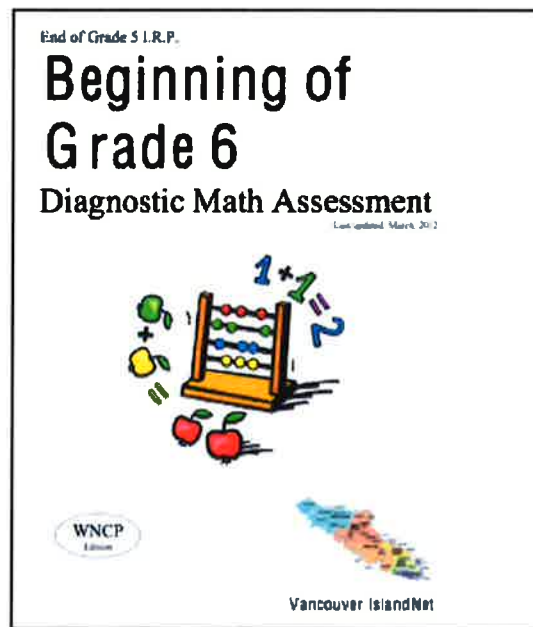
FOCUS AREA #5: Numeracy

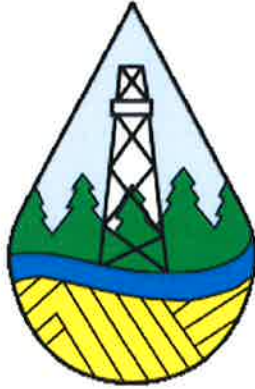
School District No. 60 is committed to implementing a mathematics curriculum that develops important mathematical concepts connecting theory to the real world. Making math relevant and motivating to students while expecting strong mathematical ability demonstrated in both classwork and on assessment tasks, is the balance needed to see a positive trend in achievement.

Attaining proficient numeracy skills continues to be a challenge for students in our district. Noting this as a systemic issue involving all levels, we find that without strong foundational knowledge in 'Number Concepts', students continue to struggle into their high school years seriously hampering their ability to graduate. Through consistent monitoring, formative assessment and a focus on effective, differentiated teaching strategies, the district strives to positively impact student achievement in the area of numeracy.

School District No. 60 will:

- Continue to monitor trends in numeracy achievement through the analysis of FSA data, Vancouver Island Diagnostic Math Assessment data, and provincial exam data.
- Continue to gather district data at the Grade 6 transition year, using the Vancouver Island Math Assessment.
- Implement a district-wide assessment at the Grade 9 transition year, utilizing our onsite math coaches.
- Establish goals for improvement at each middle school, by developing a three year plan for the current cohort of incoming Grade 7 students.
- Establish onsite math coaches at North Peace, Bert Bowes and Dr. Kearney schools. These curriculum specialists will work with teachers to improve the differentiated teaching of mathematical concepts.
- Provide collaborative working sessions for middle and senior math teachers to explore the curriculum to determine a viable curriculum for ALL at each grade, as well as strategies for differentiated instruction - enrichment and intervention.
- Encourage collaboration between SD59 and SD60 math teachers by inviting two teachers from Central Middle School and two teachers from South Peace Secondary to join our math collaboration group in an effort to diverge our thinking.
- Encourage the use of AVID strategies in all middle and secondary math classes.
- Encourage and communicate the link between math and careers: Career 'lunch and learns' and guest speakers (necessary math skills will be emphasized)
- Establish and support a group of "Math Wizards" at the elementary level, who are willing to collaborate with other teachers to work on effective teaching practices





APPENDIX

2014 - 2015

EVIDENCE TABLES

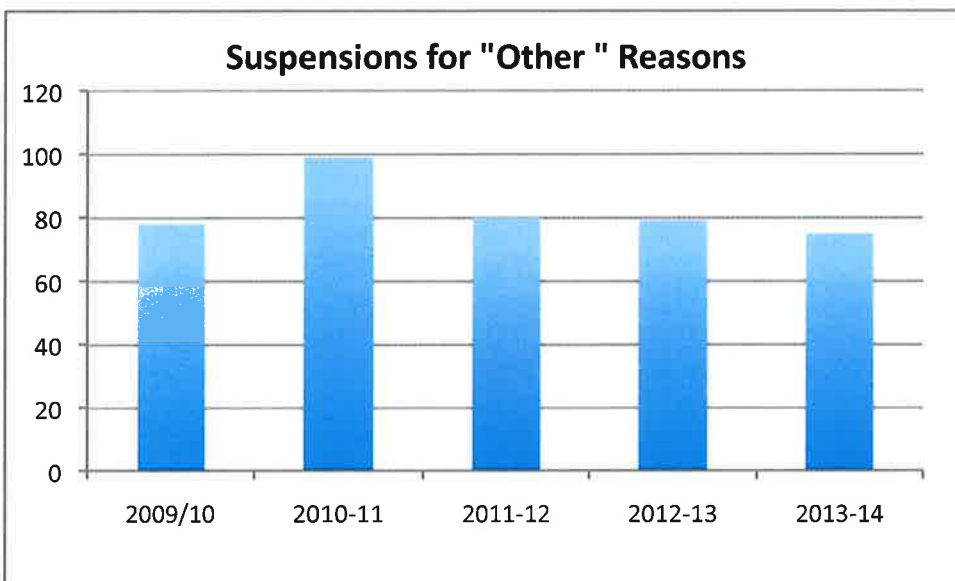


**GOAL #1: Social Responsibility- Citizenry -
"Best FOR the World"**

Suspension Data						
Year	Fighting	Drugs/ Alcohol	Other	TOTAL	Non Aborigin al	Aboriginal
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
2013-14	20	45	75	140	87	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.



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) 2013-14		
Month	Non-Aboriginal	Aboriginal
September	6 (26%)	17 (74%)
October	8 (47%)	9 (53%)
November	8 (47%)	9 (53%)
December	5 (51%)	4 (49%)
January	8 (47%)	9 (53%)
February	3 (19%)	13 (81%)
March	5 (51%)	4 (49%)
April	5 (38%)	8 (62%)
May	2 (22%)	7 (78%)
June	3 (30%)	7 (70%)

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Evidence Tables

**Data for 2013-14 not available due to job action.*

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%
2014	68%		69%		20%	

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%
2014	67%		54%		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%
2014	84%		79%		45%	

*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%
2014	82%		66%		53%	

English 10: Percentage Passing Provincial Exam

	Target	2011	2012	2013	2014	2015
All	90%	85%	84%	86%		
Aboriginal	85%	82%	73%	76%		
Special Needs	85%	50%	76%	70%		

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

	Target	2011	2012	2013	2014	2015
All	75%	47%	59%	55%		
Aboriginal	75%	33%	40%	43%		
Special Needs	75%	10%	33%	26%		

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

	Target	2011	2012	2013	2014	2015
All	85%	73%	82%	81%		
Aboriginal	85%	60%	73%	75%		
Special Needs	85%	80%	74%	100%		

Numeracy**Grade 6: Percentage Correct in Number Concept As Measured By Vancouver Island Diagnostic Math Assessment**

	Target	2013	2014	2015	2016	2017
All	80%	51.9%				
Boys	80%	52.5%				
Girls	80%	51.2%				
Aboriginal	80%	46.5%				

Grade 6: Percentage Correct in Patterns & Relations As Measured By Vancouver Island Diagnostic Math Assessment

	Target	2013	2014	2015	2016	2017
All	80%	62%				
Boys	80%	64.2%				
Girls	80%	59.7%				
Aboriginal	80%	49.1%				

Grade 6: Percentage Correct in Stats & Probability As Measured By Vancouver Island Diagnostic Math Assessment

	Target	2013	2014	2015	2016	2017
All	80%	73.4%				
Boys	80%	74.3%				
Girls	80%	72.4%				
Aboriginal	80%	69.6%				

Grade 6: Percentage Correct in Shape & Space As Measured By Vancouver Island Diagnostic Math Assessment

	Target	2013	2014	2015	2016	2017
All	80%	61%				
Boys	80%	62.2%				
Girls	80%	59.8%				
Aboriginal	80%	55.5%				

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%
2014	69%		65%		30%	

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%
2014	51%		36%		19%	

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

	Target	2011	2012	2013	2014	2015
All	85%	72%	71%	71%		
Aboriginal	85%	69%	53%	56%		
Special Needs	85%	48%	77%	62%		

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

	Target	2011	2012	2013	2014	2015
All	65%	15%	13%	14%		
Aboriginal	65%	8%	4%	5%		
Special Needs	65%	3%	12%	10%		

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

	Target	2011	2012	2013	2014	2015
All	85%	75%	67%	65%		
Aboriginal	85%	63%	55%	46%		
Special Needs	85%	50%	50%	Msk		

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

	Target	2011	2012	2013	2014	2015
All	65%	41%	33%	27%		
Aboriginal	65%	37%	13%	8%		
Special Needs	65%	0%	30%	Msk		

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	90%	77%	93%			
Aboriginal	90%	73%	86%			
Special Needs	90%	82%	Msk			

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)

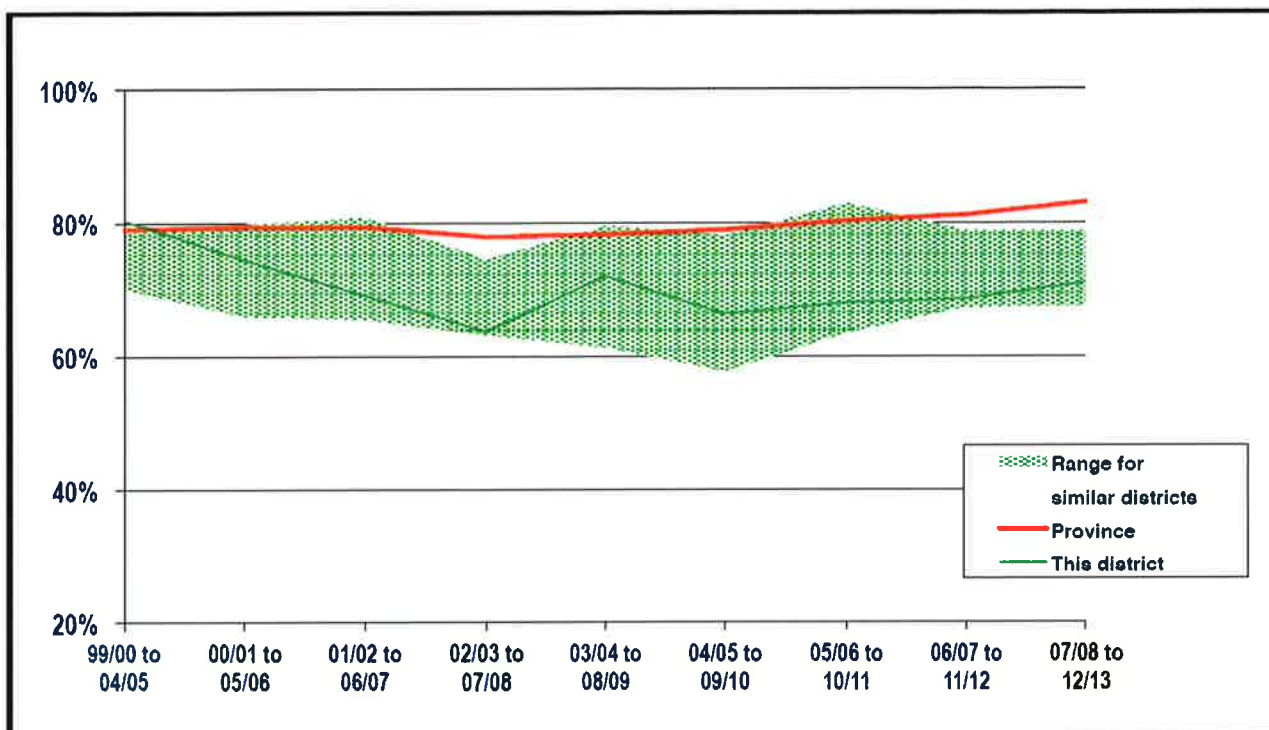
	Target	2011-12	2012-13	2013-14	2014-15	2015-16
All	<10%	23%	21%	23%		
Aboriginal	<10%	17%	37%	31%		
*LD	<10%					

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%	17%		
Aboriginal	<10%		57%	1%		
*LD	<10%					

*Learning Disabilities

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



	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	07/08 to 12/13
Similar districts - maximum	78.5%	79.8%	80.8%	74.6%	79.5%	78.0%	82.9%	78.7%	78.7%
Similar districts - minimum	70.1%	66.0%	65.5%	63.2%	61.3%	57.7%	63.5%	67.3%	67.5%
This district	80.3%	74.5%	69.1%	63.7%	72.0%	66.3%	68.0%	68.5%	71.0%
Province (public only)	79.1%	79.4%	79.4%	77.9%	78.3%	79.0%	80.3%	81.2%	83.1%

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 December, 2013.

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

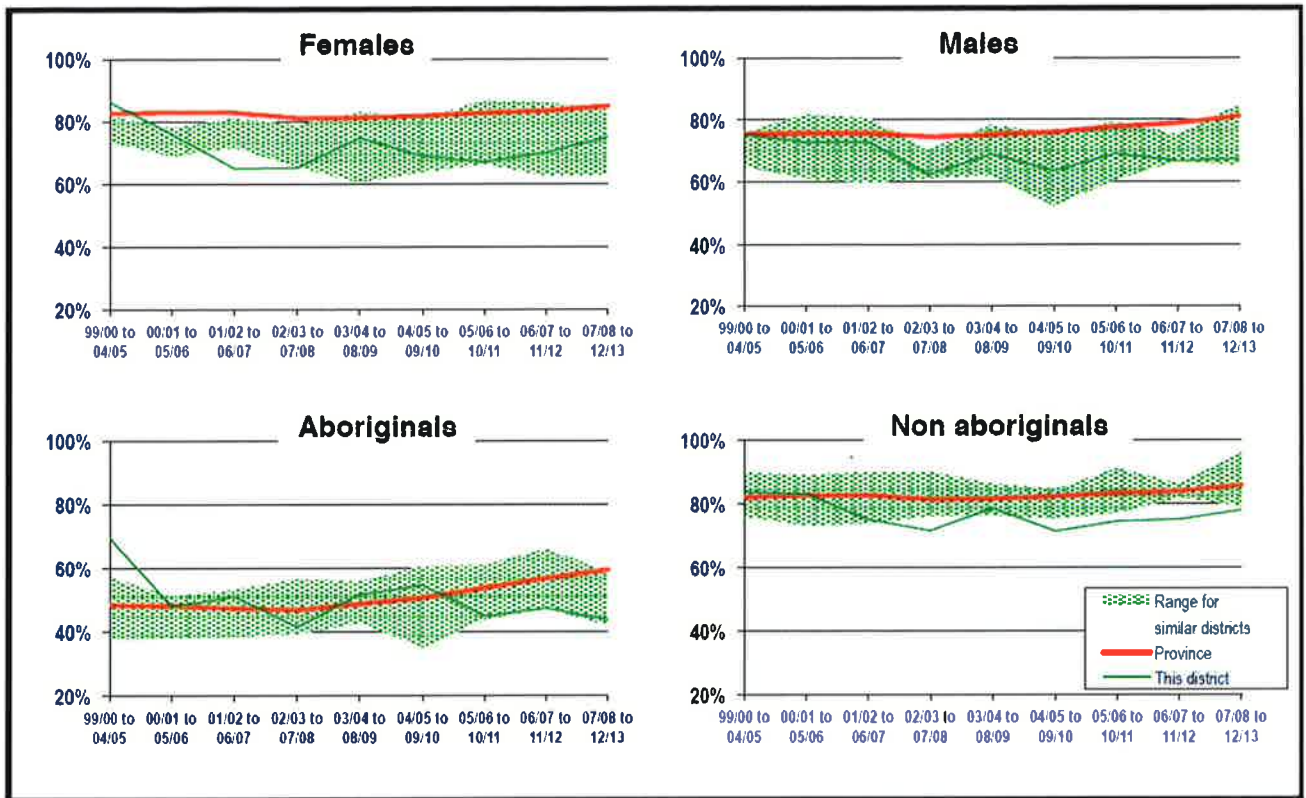
Target

We hope to continue the recent trend towards improving our six year Dogwood completion rate.

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									
	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	07/08 to 12/13
This district	86.2%	76.2%	65.1%	65.2%	74.8%	69.0%	67.1%	70.0%	75.0%
Province (Pub)	82.8%	83.2%	83.1%	81.3%	81.3%	82.0%	82.9%	83.5%	85.0%

Males									
	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	07/08 to 12/13
This district	75.2%	72.8%	72.9%	62.3%	68.9%	63.6%	69.0%	66.8%	67.2%
Province (Pub)	75.6%	75.9%	75.9%	74.8%	75.3%	76.1%	77.9%	79.0%	81.3%

Aboriginals									
	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	07/08 to 12/13
This district	69.7%	48.0%	51.1%	41.6%	51.8%	54.7%	45.0%	47.4%	43.8%
Province (Pub)	48.6%	48.3%	47.6%	47.0%	49.0%	50.9%	54.1%	56.9%	59.6%

Non aboriginals									
	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	07/08 to 12/13
This district	83.8%	83.0%	75.1%	71.6%	78.6%	71.4%	74.5%	75.1%	78.0%
Province (Pub)	82.2%	82.7%	82.9%	81.5%	81.7%	82.4%	83.5%	84.1%	85.9%

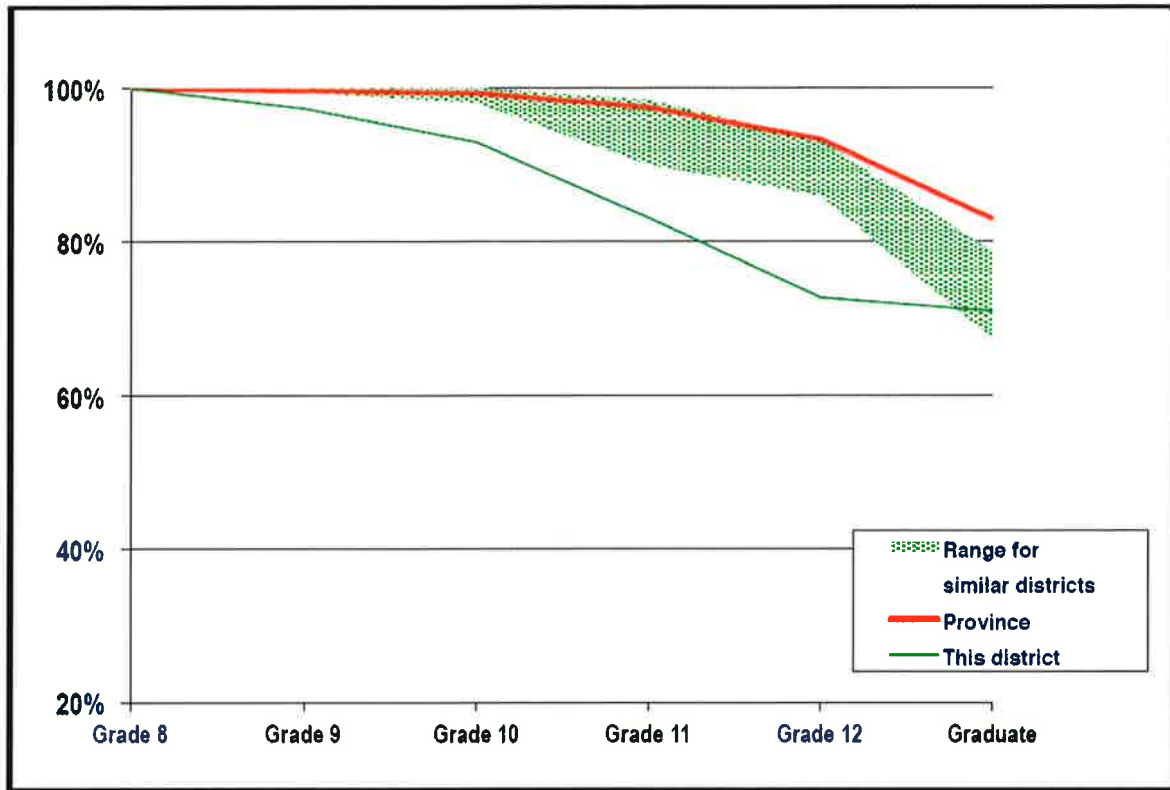
Note. Minor changes have been made to some of the data reported prior to March, 2014.

Source: B.C. Ministry of Education data warehouse, December, 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 2007/08 TO 2012/13, B.C. PUBLIC SCHOOLS



	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Graduate
Similar districts - maximum	100.0%	100.0%	100.0%	98.5%	93.2%	78.7%
Similar districts - minimum	100.0%	99.5%	98.1%	90.1%	86.0%	67.5%
Peace River North	100.0%	97.3%	92.9%	83.2%	72.7%	71.0%
Province (public only)	100.0%	99.7%	99.4%	97.5%	93.4%	83.1%

Notes. Students are tracked over time using their Personal Education Numbers (PENs). Percentages shown are the percentage of Sept. 2007 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, 2014.

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

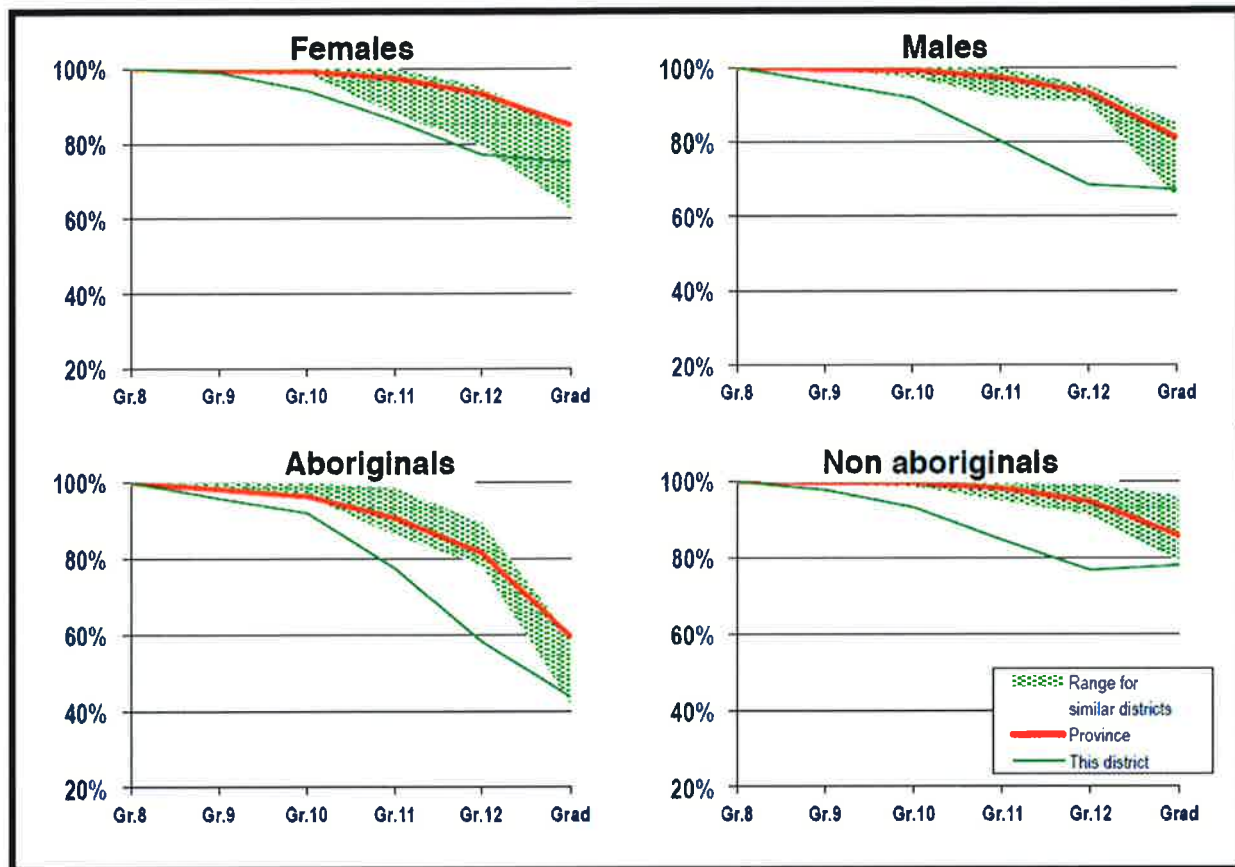
Target

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 2007/08 TO 2012/13, B.C. PUBLIC SCHOOLS



Females		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100.0%	98.9%	94.1%	86.3%	77.2%	75.0%
Province (public only)		100.0%	99.7%	99.4%	97.6%	93.5%	85.0%

Males		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100.0%	95.9%	91.8%	80.2%	68.6%	67.2%
Province (public only)		100.0%	99.7%	99.4%	97.5%	93.3%	81.3%

Aboriginals		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100.0%	95.8%	92.0%	77.6%	58.3%	43.8%
Province (public only)		100.0%	98.3%	96.5%	90.8%	81.7%	59.6%

Non-aboriginals		Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Grad
Peace River North		100.0%	97.8%	93.2%	84.7%	76.8%	78.0%
Province (public only)		100.0%	99.9%	99.8%	98.4%	94.8%	85.9%

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, 2014.

Source: B.C. Ministry of Education data warehouse, December, 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.