

Western Quebec School Board

Partnership Agreement Objectives and Targets

Annual Report 2011-2012

Report on Partnership Agreement 2011-2012

MELS Goal and Objective(s)

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| Objective: 1 1.b | <i>1.a. Increased certification(graduation) and qualification rates before age 20</i> <i>1.b. Decreased number of student leavers without certification or qualification</i> |
|---|---|

Context

Framework for Success

Western Quebec is building a framework for success to ensure its schools and centres are viable, sustainable and provide the same quality of opportunity for all. At the same time, WQ is committed to increasing graduation and qualification rates in all sectors and closing the achievement gap for all students.

Western Quebec's strategic directions are:

Direction 1: Continue to increase individual student achievement

Direction 2: Promote staff development and learning within a culture of best practices

Direction 3: Establish sustainable school learning communities

It is through these strategic directions and the organization and delivery of services centred around a knowledge management system that Western Quebec has set its objectives, strategies and actions. Key to our framework is strategic direction number one with a specific emphasis on increasing **individual** student achievement. We want all students to reach their individual potential, whatever that may be. Our professional dialogues around success emphasize this core value with our schools and centres. In this way we will ensure that all our students achieve success.

Western Quebec School Board Overview:

In 2008, Western Quebec' graduation and qualification rate (7 year cohort) for students before the age 20 was 74.4%, approximately 2 percentage points above the provincial average for public schools.

Of this seven year cohort, approximately 66 % of students obtained their qualifications or diploma from the youth sector while on average 7% acquired it from the adult sector.

The rate of students acquiring qualifications or diplomas from the adult sector is higher than both the public system and provincial rates (5 and 4.7% respectively). Very few WQ students (.3% in 2008) acquired a diploma or qualification from the vocational training sector. This is significantly lower than the public system overall (2.7% in 2008).

In 2010, Western Quebec' graduation and qualification rate (7 year cohort) for students before the age 20 was 69.3%, slightly more than one 1 percentage point above the provincial average for public schools. The breakdown of the sector (youth, adult and vocational) where the student obtained the diploma or qualification is not available.

Gender breakdown

Male

Slightly more than 71% of WQ male students in 2008 (7 year cohort) acquired a diploma or qualification before the age of 20 compared to 61 % in the public system. This is significantly higher than the overall provincial rate of 65.9% (public and private schools). The rate for males acquiring a qualification or diploma in vocational training (.6% in 2008) was significantly lower than that of the

public system (3.6 in 2008) as well as the provincial rate (3.2 % in 2008)

In 2010, 63.6% male students (7 year cohort) acquired a diploma or qualification before the age of 20 compared to 61 % in the public system. (Further breakdown of data not available)

Female

In 2008 (7 year cohort year), 78% of WQ female students acquired a diploma or qualification compared to approximately 76% of female students in the public system. This rate is consistent with the provincial rate of 79% (public and private schools). The rate for females acquiring a qualification or diploma in vocational training (on average .4 over three cohort years but 0% in 2008) was 1.4 % below the public system and provincial rates.

In 2010 (7 year cohort year), 75.5% of WQ female students acquired a diploma or qualification compared to 75.2% of female students in the public system. (Further breakdown of data not available)

First Nations

There are a significant number of First Nations students attending Western Quebec schools, specifically in Maniwaki Woodland (54%), Golden Valley (40%) and G. Theberge (50%). Western Quebec used the 2010-2011 year to gather baseline data on graduation and qualification rates of First Nations students.

In order to achieve the above objectives, the Western Quebec School Board set a series of specific objectives to increase the success rate of students in the following Secondary IV certifying subjects: History and Citizenship, Math and Science. Other than Math, which has been consistently above the provincial average for public schools, WQ performance in these subjects has been below the provincial average.

In addition, in order to increase success in Math as well as the core subjects of French Second Language and English Language Arts, and to improve knowledge acquisition and skill development, we have targeted improvement at the elementary level.

School Leavers

Based on MELS statistics and definition of a school leaver without diploma or qualification, the Western Quebec School Board rate of leavers in 2006-2007 (bilan 4) was 40.2 %. This rate represents 324 leavers without diploma or qualification from secondary I to V. This rate is considerably higher than the rate for the public system (23.9%) and the provincial rate (20.7%) for all schools (private and public). Of the Western Quebec leavers, 74 or 22.8 % were in secondary V, comparable to 26.7% for the public system and 24.9% province-wide (all schools, public and private). In Western Quebec, 86 leavers or 26.5% were in secondary IV, 58 or 17.6% in secondary 3 and 106 or 32.7% in secondary cycle 1 (secondary I and II). **It is important to note that WQ has tracked its school leavers and found a large number of them have left the province of Quebec and are therefore, by MELS definition, considered leavers without certification and factored into the statistics provided by the MELS.**

Targets

- The MELS target established for Western Quebec for the year 2020 is 84% graduation and qualification before age 20. Our target for the year 2013, the end of this partnership agreement, is 80%.
- WQ established a target of 74% graduation and qualification for male students for the year 2013.
- WQ established a target of 81% graduation and qualification for female students for the year 2013.

- WQ has established a target to increase the graduation and qualification rates of First Nations students by 5% by the year 2013.
- WQ has established a target to reduce the number of school leavers without certification or qualifications by 10 in 2010-2011 and 30 by the year 2013.

Core Strategies

WQ has undertaken a number of core strategies to ensure that we achieve the targets set for the MELS and board objectives in increasing graduation and qualification rates of students under the age of 20.

These strategies are intended to impact teaching and learning and therefore student achievement, both in the short-term and the long- term. As such, they are reviewed annually within the length of the plan (3 years) and may be adapted, improved or discarded.

| Objective | | | Current Results | | |
|----------------------|--|---|-----------------|--|--|
| Objective Statements | | Baseline 2010 | Target 2013 | Board 2011 | Province 2011 |
| 1. | To increase the graduation and qualification rate of students under the age of 20 | 74.0% (2008) | 80.0% | 72.9% (2004-7 year cohort -2011 grad. Yr.) | 69.3% (2004-7 year cohort-2011 grad. Yr.) |
| | To increase the graduation and qualification rate of male students under the age of 20 | 71.3% (2008) | 74.0% | 66.5% (2004-7 year cohort -2011 grad. Yr.) | 63.1% (2004-7 year cohort -2011 grad. Yr.) |
| | To increase the graduation and qualification rate of female students under the age of 20 | 78.1% (2008) | 81.0% | 79.0% (2004-7 year cohort -2011 grad yr.) | 75.9% (2004-7 year cohort -2011 grad. Yr.) |
| | To increase the graduation and qualification rate of First Nations students under the age of 20 (it is difficult to establish a baseline year as movement in and out is great. Therefore, the data presented here is the % of secondary V First Nations students who graduated in 2010-11) | 53.0% (First Nations students in Sec. V in 2010-2011 who graduated) | 58.0% | 55.0% | NA |

| Objective | | | Current Results | | |
|---|--|-----------------------------------|------------------------------------|---|--------------------------------------|
| Objective Statements | | Baseline 2010 | Target 2013 | Board 2011-12 | Province 2011-12 |
| Increase the success rates on uniform exams on Secondary IV certifying subjects | | | | | |
| To increase the success rate of students on the Secondary IV History and Citizenship uniform exam.(includes Histoire) | | 68.0% (2008) | 75.0% | Overall: 60.0% (M- 57.0% F-63.0%) | 60.0% |
| To increase the success rate of students on the Secondary IV Math uniform exams. | | CST:73.0% S&T:75.0% S:85.0% | CST:79.0% S&T:82.0% S: 85.0% | CST:76.0% (F-80.0% M-72.0%) S&T: Not offered S:77.0% (F-72.0% M-82.0%) | CST:52.0% S:79.0% |
| To increase the success rate of students on the Secondary IV Science uniform exams. | | App.73.0% Gen.78.0% | App. 80.0% Gen.80.0% | App.53.0% (F-50.0% M-55.0%) Gen.83.0% (F-74.0% M-91.0%) | App.47.0% Gen.57.0% |

| Objective | | | Current Results | |
|---|------------------|------------------------|--|------------------|
| Objective Statements | Baseline 2010 | Target 2013 | Board 2011-12 | Province 2011-12 |
| To increase the success rate on Cycle 3.2 elementary (exit exams) | | | | |
| To increase the success rate of students in elementary Cycle 3 French Second Language | 66.0% | 75.0% 85.0% (IM) | 81.0% (F-83.0% M-79.0%) 95.0%(IM) (F-93.0% M-93.0%) | NA |
| To increase the success rate of students in elementary cycle 3 English Language Arts | 69.0% | 75.0% | 86.0% (F-86.0% M-81.0%) | NA |
| To increase the success rate of students in elementary cycle 3 Math | 70.0 % (2009) | 75.0% | 66.0% (F- 64.0% M-66.0%) | NA |

| Objective Statements | Baseline 2010 | Target 2013 | Board 2011-12 | Province 2011-12 |
|---|-------------------------|-------------|---------------|------------------|
| | | | | |
| To reduce the number of school leavers without qualifications by 30 students by 2013(secondary 3-5) (bilan 4) | 218 (2006-07) | 188 | NA | NA |

Analysis

Level of accomplishment:

An analysis of our results indicate:

- Western Quebec's graduation and qualification rate for the 2004-7 year cohort is 72.9%, almost 4.0% points higher than the public system rate. Our female graduation and qualification rate for the same time period was 79.0%, three percentage points higher than the public system and within two points of our 2013 target. Our male graduation and qualification rate was 66.5%, slightly more than 3.0 % higher than that of the public system overall. While WQ's rate for males is significantly lower than our projected target of 74.0%, it is an increase from the previous year. Western Quebec's 2004-7 year cohort graduation and qualification rate is significantly lower than our projected target of 80.0%, however, WQ firmly believes that the calculation of our graduation rate is negatively impacted by the MELS definition of school leavers. The number of students leaving WQ for other provinces over the 7 year cohort distorts both our graduation and qualification rates and our school leaver's rate. In looking at the strategies implemented both at the board and school level, we feel that, while according to MELS statistics we will not meet our target of 80.0%, we are making progress in both retaining and qualifying our students.
- The rate of First nation graduation and qualification rate in 2012 was 55.0%. This is progress towards our goal of 58.0% in 2013. There are a significant number of First Nation students who leave mid-year to return to home communities and this is impacting greatly on the graduation and

qualification rate. Additionally FSL requirements play a major impact on success.

- Our results for Secondary IV History and Citizenship and Histoire and Citoyenneté, are below our 2013 target of 75.0% success. Our board-wide success on the compulsory uniform exam (both History and Histoire factored in) is 60.0%. Overall male (57.0%) and female (63.0%) student success are below the established board target. In examining our results, we find that our New Approaches New Solutions schools have an overall success rate of 78.0% compared to our larger secondary schools whose success rate is 56.0%. While we recognize that the smaller class sizes in our NANs schools may be a factor, an analysis is underway to determine what other factors may have played a role (approach, teacher stability etc.). First Nation student success is above overall board results at 68.5%. Female First Nations students (86.0%) performed significantly better than male First Nations students (55.5%) on the History exam. It is important to note that the English school boards are undertaking a thorough examination of the History exam and results.
- We have made significant progress on our target in CST secondary IV. Our success rate on the June 2012 CST MELS uniform exam (Competency 2-Uses Mathematical Reasoning) is 76 percent. While this is three percentage points lower than our established 79.0% target for 2013, it is significantly higher than the provincial success rate of 52.0%. While WQSB performance by both male and female students is acceptable at 72.0% and 80.0% respectively, the significant gap between the rate of female student success and that of male students requires examination and targeted action. First Nation student success on CST math is 76.0%. Both male (80.0%) and female (66.0%) show progress towards our target for 2013.
- At 77.0% success, we are below our 85.0% target in Science Math. Success of female students in Science math is 72.0% while that of males is 10 percentage points higher (82.0%). First Nations student success in science Math is 83.0%.
- We have exceeded our target in Secondary IV General Science but are significantly below our target for Applied Science. However, in both General and Applied Science our success rates are higher than the provincial rate. Female and male student results in General Science show a significant gap with male students outperforming females by 17.0 %. In applied science the gap is 5.0% with males again outperforming females. In General Science the First Nation success rate is 87.5% but significantly lower in Applied Science at 50.0%. In both sciences the First Nation male success rate (75.0%) is higher than that of female First Nation students (66.0%). It is relevant to note that there were several issues with the MELS science exams which resulted in questions being removed.
- We have exceeded our 2013 target (75.0%) for French Second language in Cycle 3.2 elementary with 81.0% of our students succeeding on the board exam in June 2012. The success rate for female students was 83.0% while that of male students was 79.0%. In French Immersion we have exceeded our target. Our First Nations students are not experiencing the same success with pass rates of just 37.0%. Although much work is being done in the schools with regard to support for aboriginal students, FSL in general, poses a major challenge that will require consistent support over several years.
- We have exceeded our 2013 target for English Language Arts in Cycle 3.2 elementary with 86.0% of our students succeeding. The success rate for female students was 86.0% while that of male students was 81.0%. Our First Nations students are not experiencing the same success with pass rates of just 45.0%. Although much work is being done in the schools with regard to support for aboriginal students, the ELA MELS exam continues to pose a major challenge that will require consistent support over several years.
- The Cycle 3.2 elementary Math results have improved. While the 66.0% success is still significantly below our 2013 target of 75.0% success, we are once again seeing progress. Our First Nations students are not experiencing the same success with pass rates of just 35.0%. Although much work is being done in the schools with regard to support for aboriginal students, the Math MELS exam continues to pose a major challenge that will require consistent support over several years. Strategies put in place in 2011-2012 will be continued and reinforced.(See below)

- *Data not available from the MELS. WO continues to track leavers and according to our internal information from 2011-2012, 132 students from secondary 3 to 5, including WOTP, left their school of registration on September 30, 2011. Of these, only 32 indicated that they had actually “quit”. More than 30 moved out of province and the remainder indicated they had shifted to another school in the board or Quebec, including Adult Education Centres.*
- *WO statistics demonstrate that in the years 2005 to 2008, our migration rate ranged from 13.0% to 22.0%. This was consistent in the ensuing years (in process of verifying data). This is a major deviance from the MELS estimated rate of 2.6%. In addition this is occurring during a time of declining enrollment.*

Core Strategies - What worked, what did not and what work lies ahead:

- We continue to work with the progression of learning at both elementary and secondary levels. Our subject consultants have been working with teachers to create curriculum maps, pacing guides and exemplars. This work has been re-inforced and supported through the subject networks, both at the elementary and secondary level. This is serving to ensure consistency in curriculum delivery and evaluation.
- Our summer school has been successful in providing opportunities for students to acquire success in certifying subjects. The success rates on the August exam session are as follows: FSL 20 of 29; ELA 7 of 7; CST Math 16 of 26; Science Math 19 of 21; History 21 of 52. In addition, courses at the secondary 3 and 4 level were offered to allow students to transition to the next level successfully.
- Our professional development strategies continued to focus on improving instructional practices with the Instructional Intelligence strand imbedded in our New Teacher Induction Program. In addition, several of our NANS K-11 schools have Outstanding Teaching Teams focused on building teaching and learning capacity in the school.
- Our New Teacher Induction Program continues to support new staff into the board. Of the 60 teachers hired in 2011-2012, 39(65.0%) have been retained with the board. These teachers were observed by the board team and have been deemed to be satisfactory or better.
- The subject networks at secondary, Social Science and Science, continue to work together to develop common assessments at the different levels as well as to share and explore effective ways to deliver the curriculum. Both networks have established portals to post and share resources. The network focus in 2012-2013 will be to analyze results and identify areas for improvement and professional development.
- We have seen significant progress in CST Math. The Math consultant continues to coordinate a senior secondary math network to validate assessments, create curriculum maps and pacing guides as well as provide targeted professional development in curriculum delivery and assessment. He has initiated specific support in several of our NANS schools where our CST results, while slightly improved, continue to be an area of concern.
- The Transition Project continues to provide valuable information regarding transitioning students to our secondary schools. Although slow to start, schools are beginning to use the data regarding struggling students to support learning.
- Elementary level improvements in FSL, MATH and ELA have been significant. Our strategies continue to have an impact.
- WQSB’s main literacy focus in 2011-2012 was to reinforce the delivery of the balanced literacy model (language development, reading and comprehension, and strengthening writing skills). The language arts consultant visited elementary classrooms to model balanced literacy as well as the use of age appropriate reading materials and picture books. Lead literacy teachers in our cycles 1 and 2 networks as well as our transitions network (Cycle 3 and secondary Cycle 1) participated in professional development sessions. These sessions focused on reading comprehension and narrative writing. WQSB continued to administer the Benchmark Assessment System (BAS) to

track the growth and progress of every student's English reading level, fluency, accuracy and comprehension. This assessment is conducted every fall and spring.

- In FSL, the major focus has been the continued development of teacher networks. The focus in 2011-2012 was a joint strategy with ELA to improve practice in the instruction of both languages.
- Math at the elementary level continues to be our greatest challenge although we have seen progress in the 2011-2012 results. This continues to be an issue in our NANS schools. The math consultant is working closely with teachers in these schools in the use of pacing guides and appropriate assessments. The pacing guides were created to ensure students are instructed in all required content. The math consultant continues to support a targeted initiative for our NANS beacon school.
- WQSB held marking centres for all of our Government English Language Arts exams (elementary and secondary) to provide common marking standards across all of our schools. Our language arts consultant worked with the ministry to ensure that anchor papers and marking guides met the ministry's standards .
- Consultants in the core subjects of ELA, FSL and Math, provide overview, anchoring and common marking sessions for teachers at the Cycle 3.2 level. These are having a positive impact on creating an understanding of expectations and evaluations for student performance.
- Our strategies to decrease the number of school leavers (these include identifying potential leavers as early as possible, and having SARCA counselors contact leavers to bring them back into the system as well as support transition between sectors) are having a positive impact. According to our initial data, in 2011-2012, 132 students, secondary three to five, departed from our schools. Of these, 59 were female and 73 were male. According to our records, 32 students indicated quit as the reason for leaving, 17 male, and 15 female. The remainder transferred to other schools or centres in Quebec or moved out of province or country. SARCA counsellors contacted or attempted to contact all leavers to verify information or to provide guidance or support to have students return to the system. We will maintain these strategies.
- In 2008-09, WQ established an Alternative Education Program for students whose needs were not being met in the traditional elementary or secondary school environment. In 2008-09, 21 students were referred to the program, of which 12 attended on a regular basis. These students were potential candidates for expulsion from the school board. In the 2011-12 school year, 18 students were enrolled in the program. All of these students were considered to be potential 'school leavers'. Of the 18 students, only 2 left the program. Given the complexity of the students' needs, training of staff is both necessary and on-going. The increased professional expertise of the staff is reflected in the students' improving academic and personal/social development. The program is supported by board staffing and a 3 year federal grant.

Report on Partnership Agreement 2011-2012

MELS Goal and Objective(s)

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|---------------|--|
| Obj. 2 | <p>a. To improve the quality of French second Language</p> <p>b. To improve the mastery of English Language Arts</p> <p>a. The required indicator for this objective is the success rate on the writing component of the Secondary V Ministry French Second Language exam.</p> <p>b. The required indicator for this objective is the success rate on the Secondary V Ministry English Language Arts exam.</p> |
|---------------|--|

Context

FSL

The board has identified that success in French Second Language on the secondary V MELS exam is a challenge for a significant number of our students. Western Quebec's overall success has been below the success rate of the public system throughout the 2005 to 2009 period. In the writing component of the MELS, WQ has been on a par or above the results in the public system; however, our results on the reading component have been below that of the average for the public system in all years. These results are particularly poor, with success below 60 % in the last three years. While the MELS is targeting increased success on the writing component of the secondary V exam, Western Quebec is targeting success on both the writing and reading components.

ELA

Western Quebec's overall success rate on the English Language Arts exam is generally consistent with results for the public system. The majority of our students are successful in English Language Arts at the secondary V level. In support of student learning we will be examining more closely the results on Cycle 1 Secondary English Language Arts as this is an important transition period for students. Once we have the data it is our intention to set appropriate targets in Cycle 1 secondary ELA to ensure that more students move successfully through this transition period. We will also examine the degree of proficiency acquired by students (average pass mark) in secondary V ELA in order to improve.

Targets

- Western Quebec will increase the success rate on the written component of the Secondary V MELS French Second Language exam from 89% to 91% by 2013.
- Western Quebec will increase the success rate on the reading component of the Secondary V MELS French Second Language exam from 56% to 62% by 2013.
- Western Quebec will increase the overall success rate of First Nations students on the Secondary V MELS French Second Language exam by 5% in 2013.
- Western Quebec will increase the success rate on the Secondary V English Language Arts exam from 92% to 93% by 2013
- Western Quebec will increase the success rate of First Nations students on the Secondary V English Language Arts exam by 5% by 2013.

Core Strategies

WQ has undertaken a number of core strategies to ensure that we achieve the targets set for the MELS and board objectives in increasing graduation and qualification rates of students under the age of 20. These strategies are intended to impact teaching and learning and therefore student achievement, both in the short-term and the long-term. As such, they are reviewed annually within the length of the plan (3 years) and may be adapted, improved or discarded.

| Objective | | | | Current Results | |
|----------------------|--|---------------------|----------------|--|---------------------|
| Objective Statements | | Baseline 2009-10 | Target 2013 | Board 2011-12 | Province 2011-12 |
| 1. | To increase the success rate on the writing component of the Secondary V Ministry French Second Language exam. | 89.0% | 91.0% | 73.0% (F-83.0% M-59.0%) *Include Enrichi exam and success rate is 80.0% | 80.0% |
| 2. | To increase the success rate on the reading component of the Secondary V Ministry French Second Language exam. | 56.0% | 62.0% | 64.0% (F-70.0% M-59.0%) | 78.0% |
| 3. | To increase the overall success rate of First Nations students on Secondary V French Second Language exam | 45.0% (2010) | 50.0% | 54.0% | NA |
| 4. | To increase the success rate on the Secondary V Ministry English Language Arts exam. | 92.0% | 93.0% | 93.0% (F-95.0% M-88.0%) | 94.0% |
| 5. | To increase the success rate of First Nations students on the Secondary V Ministry English Language Arts exam. | 75.0% (2010) | 80.0% | 100.0% | NA |

Analysis

Level of accomplishment:

- Results on the writing component of the secondary V FSL exam have declined for the second year in a row. Our rates have decreased from 77.0% success in June 2011 to 73.0% success in June 2012. However, when we factor in the students who wrote the Secondary V Enrichi exam, the success rate increases to 80.0%. An analysis of the June 2011 exam revealed a change in the task demanded of students as well as new, more stringent criteria for marking. Work was undertaken with senior secondary teachers to address this area. Female students continue to significantly (24.0%) outperform male students. A more in depth analysis of overall French performance (not just MELS exam results) is currently underway to determine what area of teaching and learning need to be targeted for improvement. In addition, particular attention will be paid to the difficulties faced by male students.
- We have exceeded our target on the reading component in FSL. Female students outperform male students by 11.0 %.
- We have exceeded our target (50.0%) for First Nation success on the secondary V FSL exam in 2011-2012. The First Nation success rate was 54.0%.
- We are on target in ELA. Female student success rates are approximately six percentage points higher than male success rates. In 2012-2013 we will be focusing on proficiency levels as well as success rates.

- At 100.0 %, we have significantly exceeded our target for First Nation success on the ELA exam.

Core Strategies - What worked, what did not and what work lies ahead: FSL

- In analyzing the 2011 results on the writing component of the FSL exam, we determined some significant changes to the exam that may have been a factor in the decrease in success. Strategies were developed and put in place. We created the role of senior secondary FSL teacher leader. The role of the teacher leader is to support teachers at secondary 3, 4 and 5. The teacher leader held professional development sessions (focus on evaluation and assessment, grammar, program content) and will continue to do so in 2012-2013. Based on our 2012 results it is difficult to say that this is having an impact however, we believe over time it will directly impact student achievement. The strategy is reviewed annually.
- The use of Rosetta Stone continues to provide positive impact for students with limited or little French at the early secondary levels (First Nations, newcomers to Quebec). It also serves to supplement learning for struggling students.
- We continue to struggle with the recruitment and retention of FSL teachers, specifically in our outlying schools. A board strategy needs to be developed to address this issue.
- The FSL consultant continues to work with teachers to ensure content delivery and a consistent understanding of learner expectations.

Core Strategies - What worked, what did not and what work lies ahead: ELA

- At the secondary level, our language arts consultant worked with our secondary lead teacher to support both the transition and senior (cycle 2 secondary) classes. At the transition level the focus was extending reading comprehension by working on inferential comprehension and at the senior level, on developing media literacy and talk. This work was modelled in classrooms and extended through working with lead teachers from each school through our networks.
- The consultant continued to provide support for Write Traits and the Advanced Five at the cycle 1 secondary level. This supported the transition of students from elementary to secondary.
- The work in networks continues to provide valuable support and professional development for teachers.

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MELS Goal and Objective(s)

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|-------------|---|
| Objective 3 | <p>Improving the retention and academic success of certain groups of students including students with handicaps, social maladjustments or learning disabilities</p> <p>Note: Western Quebec has established the following indicator: the rate of students with special needs who obtain a qualification or certification.</p> |
|-------------|---|

Context

Western Quebec Overview

In the years 2004-2005 through 2007-2008 the proportion of students identified as EHDAA has remained relatively consistent, with approximately 16% identified at the primary level and 24 % at the secondary level. In both cases this is higher than the proportion identified in all public schools, although not significantly at the primary level (less than 1%). At the secondary level, however, the rate of students identified as EHDAA is significantly higher than that in the public schools.

Gender Breakdown

In 2007-2008 the proportion of male to female EHDAA students was a 2 to 1 ratio. This has been consistent with previous years with 40 to 50% more male EHDAA students than female students.

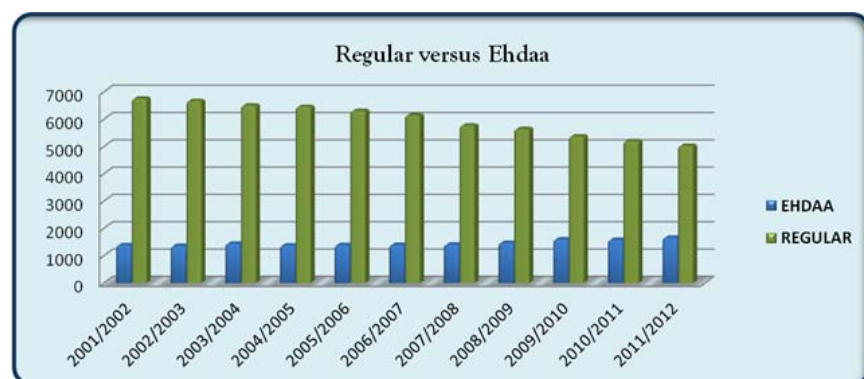
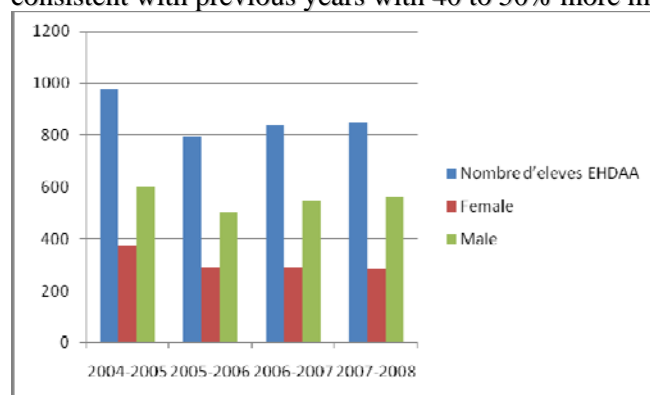


Chart at left shows student population increase proportionate to regular population

Qualification and Graduation

As we had little available data, WQ began compiling baseline data in June 2010.

First Nations

We are in the process of gathering data on First Nations students.

Targets

- WQ established a target to increase the graduation and qualification rate of students with special

needs by 5% by the year 2013. Specifically, we would target success in the new pathways, the Work-Oriented Training Program, Pre-work and Semi-skilled. At the secondary level, we have also targeted the success rates of students with a diagnosed learning disability (special exam conditions) on uniform exams.

- Western Quebec established a target to increase the success rate of students with special needs in achieving Individual Education Plan goals objective for elementary cycles 1, 2 and 3 and secondary cycle 1 to 70.0% by 2013. Work in this area would ensure that relevant and meaningful goals were set in IEPs and therefore advance students learning and achievement.

Core Strategies

WQ has undertaken a number of core strategies to ensure that we achieve the targets set for the MELS and board objectives in increasing graduation and qualification rates of students with special needs. These strategies are intended to impact teaching and learning and therefore student achievement, both in the short-term and the long- term. As such, they are reviewed annually within the length of the plan (3 years) and may be adapted, improved or discarded.

| Objective | | | Current Results | | |
|-----------------------------|--|----------------------|------------------------|----------------------|-------------------------|
| Objective Statements | | Baseline 2010 | Target 2013 | Board 2011-12 | Province 2011-12 |
| 1. | To increase the graduation and qualification rate of students with special needs: Pre-work | 31.0% | 60.0%* | 68.0% | NA |
| 2. | To increase the graduation and qualification rate of students with special needs: Semi-skilled | 48.0% | 53.0% | 48.0% | NA |
| 3. | To increase the success rate of students with a diagnosed learning disability on uniform exams* | 75.0% | 80.0% | See list page 15 | NA |
| 4. | a. To increase the success rate of students with special needs in achieving Individual Education Plan goals (regular IEPs) | 62.0% | 70.0% | 67.0% | NA |
| | b. To increase the success rate of students with special needs in achieving Individual Education Plan goals (Handicape IEPs) | 45.0% | 70.0% | 71.0% | NA |
| *New target | | | | | |

Analysis

PRE-WORK

Level of accomplishment

- As we had exceeded our initial target of 36% qualification rate in Pre-Work, we have adjusted our target up to 60.0%. In 2012 we have exceeded this target in Pre-work.

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Core Strategies - What worked, what did not and what work lies ahead:

- The availability of the Pre Work program of study in every school where students wished to access has had a significant impact on success. Schools have made progress in ensuring appropriate work placements for students (in the student's area of interest). One school did not offer the program in 2011-12 however, 2 rural schools were able to create the program for 1 or 2 students each. The consultant supported those schools, newly offering the program, by providing

the necessary information and material that they needed to introduce the Pre Work program.

- Last year, we observed that we were losing a substantial number of students after year 2 of the Pre Work program. As a result, we began to track data regarding the percentage of students who were enrolled in year 2 and went on to successfully complete year 3. In 2011-12 we were able to retain 78.0% of the year 2 students into year 3. However, only 56.0% of that year 2 cohort actually completed their Pre Work certification. The consultant will liaise more closely with school staffs to attempt to intervene with students who are identified as being at risk of dropping out.
- In some cases, the students who drop out of the program stated that they were leaving to go to Adult Ed. The consultant will be working with our Adult Ed colleagues to encourage students to complete the program and to ensure a smooth transition.
- The consultant is working at developing more appropriate and meaningful curriculum materials.
- We have improved at identifying the students who are eligible for this program, but more work needs to be done with school staffs to improve the identification process. – psycho-educational assessments, Elementary-Secondary Transition meetings with Consultants, Resource Teachers Network., meeting with Guidance Counsellors, preparation of ‘Placement’ document.
- We still meet resistance from students and parents about the value of this program. – PD with Administrators, Resource Teachers Network, issue addressed by psychologists and Consultants in Parent meetings, Learning Community of Pre Work teachers.

SEMI-SKILLED

Level of accomplishment:

- We have seen a decrease in success in Semi-Skilled. Of the students registered in SS on September 30, 2011, less than half successfully completed the qualification. We have identified problems with the appropriate placement of students. In addition, several schools have reported a decline in the numbers of students completing the program and are adjusting program delivery and organization.

Core Strategies -What worked, what did not and what work lies ahead:

- The most important factor in this improvement was ensuring the availability of the SST program of study in every school where students wished to access it. This was not the case in 2011-12.
- Not all schools were offering the precise course load specified by the MELs for the SST program. This also led to reporting difficulties. The consultant has worked with administrators to adjust so as to ensure that all of the required courses and requisite hours are included in the SST program within the framework of the regular timetable. This is still a ‘work in progress’.
- Teachers of the SST program have a difficult task addressing the unique learning needs of their students. They need to provide differentiated and relevant content, based on the Secondary Cycle One curriculum, to students who have struggled academically and who will only spend half of the school year in their class. This may lead to some frustration for the students and may lead them to drop-out because of their discouragement. The consultant will lead and support a Professional Development Innovation Grant (PDIG) to create SST curriculum guides for English, French and Math.
- Staff members have been successful in establishing the adequate work placement opportunities for the students. More work needs to be done in this area so that students can be guaranteed a placement in an area of interest. – The consultant is working to expand the jobs listed in “the Directory of Semi-skilled Trades” to include jobs that are of interest to our students. Unfortunately we had 4 out of 7 students who were not successful in their work placement from one school. –The Consultant will work more closely with the Technician in better preparing the students for their placements.

- We have improved at identifying the students who are eligible for this program. The consultant worked with school staffs to improve the identification process. Unfortunately, a few of the students listed on Sept 30 as SST students were not correctly identified and were a factor in our lower success rate. As a result, the Consultant now ensures that all SST placements are correct and established before Sept 30.
- We still meet resistance from students and parents about the value of this program. Since most of the students come from the regular academic program, they tend to view this placement as a 'failure'. – PD with Administrators, Resource Teachers Network, issue addressed by psychologists and Consultants in Parent meetings, Learning Community of SST teachers.
- Some candidates for this program choose to attend Adult Education instead of the SST program. Adult Education is a very appropriate option for these students, once they have completed the program. We are working with our Adult Ed colleagues to develop a smooth transition for students who complete the SST program and then move on to Adult Ed to pursue further academic accreditation (leading to Vocational Studies where possible).

Certification of 21 year old Students in Life Skills programs

- In June 2012, the MELS implemented an *Attestation of Competencies* certificate for students who had reached the age of 21 years old and had successfully completed the CHALLENGES/DEFI life skills program. We had one student who was eligible for this attestation and he was successful in completing the program. In the 2012-13 school year, we will have 4 students in the program who will reach the age of 21 years of age and we anticipate that 100% of them will successfully meet the requirements for certification.
- In 2011-12 we had fully implemented the CHALLENGES/DEFI program in our 3 largest secondary schools that have enclosed programs. (Strategies include Consultant support, Learning Community, Resource Teachers Network, psycho-educational assessments.)
- It is a challenge to implement this program effectively in our rural schools, where individual candidates for the program are not able to travel to the Centres. Currently, there is 1 student who is eligible for the CHALLENGES program who has been integrated into a WOTP class setting.

Students with a diagnosed learning disability on uniform exams

Level of accomplishment:

In some subjects we are above our target of 80.0% success while in others we are below. In all cases, with the exception of French, students with special exam conditions performed at or above the board level on uniform exams.

Success rates:

ELA – Competency 2: 84.6% Competency 3: 73%

FSL – Competency 2: 66.75% Competency 3: 47.6%

CST Math – 72.7%

Science Math – 100.0%

Applied Science – 63.0%

Science (general)-100.0%

History-60.0%

Core strategies -What worked, what did not and what work lies ahead:

- The June 2012 exam session involved electronic copies of the uniform exams for the identified students to access. The Complementary Services Dept. provided laptops loaded with adaptive software recommended by the MELS: WordQ/Speak Q. (this was supported by *funding for adaptive hardware and software from measure 30810, and training of personnel by the Technology Dept.*)

STUDENTS WITH SPECIAL NEEDS IN ACHIEVING IEP GOALS (regular IEPs)

Level of accomplishment:

We have seen a slight increase and are on target to meet our 2013 goal.

Core Strategies -What worked, what did not and what work lies ahead:

- We continue to work with our Resource teachers and classroom teachers on the creation of IEPs. (Strategies include Resource Teacher Network, Consultant support, PD with Administrators, SLP involvement, ASD Technician)
- We continue to work with our Resource teachers and classroom teachers on the implementation of appropriate instructional strategies as per the student's IEP. (Strategies include Resource Teacher Network, Consultant support, PD with Administrators, psycho-educational assessments, SLP involvement, ASD Technician.)
- We were not satisfied with this success rate and did not feel that enough progress was being made to guarantee that we would be able to reach the target for June 2013. As a result, we analyzed a sample of IEPs from each school and then met with each administrator to discuss the commonalities of the IEPs from their school. With few exceptions, we found that the most common difficulties were in establishing the SMART goals. Typical errors include goals that were: too broad, too challenging and/or related to issues outside of the control of school personnel. However, we have been allocated a much larger budget this year to release teachers to collaborate and work together and with professional staff on the creation, implementation and evaluation of IEPs. We are encouraging administrators to make use of this time and to schedule professional support to assist their teachers. (Strategies include consultants for Students with Special Needs, Consultant WOTP, Pedagogical Consultants, and involvement from the SLPs, psychologists and ASD technician.)

STUDENTS WITH SPECIAL NEEDS IN ACHIEVING IEP GOALS (handicape IEPs)

Level of accomplishment:

We have exceeded our 2013 target.

What worked, what did not and what work lies ahead:

- We continue to work with our Resource teachers and classroom teachers on the creation of IEPs. (Strategies include Resource Teacher Network, Consultant support, PD with Administrators, Learning Community, ASD Technician)
- We continue to work with our Resource teachers and classroom teachers on the implementation of appropriate instructional strategies as per the student's IEP. (Strategies include –Resource Teacher Network, Consultant support, PD with Administrators, psycho-educational assessments, SLP involvement, ASD Technician).
- We met with each school principal this year to encourage even greater improvement in these results for June 2013. Principals were taught how to develop goals from a developmental perspective in a variety of domains. (Strategies include–Consultant support)

Report on Partnership Agreement 2011-2012

MELS Goal and Objective(s)

| | |
|-------|---|
| Obj.4 | Improving the health and safety environment in schools |
|-------|---|

Context

Safety in Schools

All Western Quebec Schools have initiated actions under the MELS Action Plan on Preventing and Dealing with Violence in the Schools. The nature of these initiatives differs depending on the situation in each school. These include bullying awareness and safe schools workshop for all staff and The Teachability Factor with Gordon Neufeld.

Western Quebec is in the process of compiling data on student perception of the safety aspects of their schools, specifically bullying and incidences of violence. This information will allow us to measure the effectiveness of safe school intervention programs adopted in our schools and to move to increase school safety where necessary.

Our indicators, the rate of students who feel bullied as indicated on the TTFM+ survey questions and the rate of students who feel safe at school as indicated on the TTFM+ survey questions, will establish baseline data for the 2010-2011 school year.

Extra-curricular Activities

Western Quebec has set as a board objective, in line with pathway 9 in the MELS "I Care About School" Plan for student success, to identify current participation and increase participation in extracurricular sports and cultural activities. We are in the process of compiling data on student participation rates board wide by level and gender. This information will allow us to move forward with specific support in identified areas.

Healthy Eating Habits

Western Quebec has set as a board objective to improve the healthy eating habits of students and staff.

Targets

Based on the results of the TTFM+ survey, Western Quebec will decrease the rate of students who feel bullied by 5 % by 2013.

Based on the results of the TTFM+ survey, Western Quebec will increase the rate of students who feel safe by 5 % by 2013.

All schools and centres will have nutrition policies in place by the year 2012.

Core Strategies

WQ has undertaken a number of core strategies to ensure that we achieve the targets set for the MELS and board objectives in increasing graduation and qualification rates of students under the age of 20.

These strategies are intended to impact teaching and learning and therefore student achievement, both in the short-term and the long-term. As such, they are reviewed annually within the length of the plan (3 years) and may be adapted, improved or discarded.

| Objective | | Current Results | | | |
|-----------------------------|---|---|---|---|-----------------------------|
| Objective Statements | | Baseline 2009 | Target 2013 | Board 2011-12 | Province 2011-12 |
| 1. | To decrease the rate of students who feel bullied. | Sec. 22.0% Elem. 27.0% | Sec. 17.0% Elem. 22.0% | Sec. 20.0% Elem. 23.0% | NA |
| | To increase the rate of students who feel safe. | Sec. 77.0% Elem. 79.0% | Sec. 82.0% Elem. 84.0% | Sec. 83.0% Elem. 87.0% | NA |
| | To increase the rate of students who participate in extracurricular sports and culture activities | Sec. Sports 51.0% Clubs 49.0% Elem. Sports 64.0% Clubs 47.0% | Sec. Sports 56.0% Clubs 54.0% Elem. Sports 69.0% Clubs 52.0% | Sec. Sports 54.0% Clubs 51.0% Elem. Sports 57.0% Clubs 49.0% | NA |
| | To have nutrition policies in place in all our schools and centres by the year 2012 | 10 | 28 (2012) | 28 | NA |

Analysis

Level of accomplishment:

- We have not met our target at the secondary level in the number of students who feel bullied, although we are progressing. At the elementary level we are very close (1.0% from target) to achieving the target.
- At both the secondary level and elementary levels we have exceeded our targets for the rate of students who feel safe at school.
- We have exceeded our target to increase secondary student participation in clubs at 51.0%. We have exceeded our target to increase secondary participation in sports activities at 54.0%.
- According to the TTFM survey elementary student participation in both clubs and sports activities has decreased from 2010. It is difficult to engage accuracy with this objective and the method in which we are gathering the data as it cannot be verified. It is likely the board will remove this objective and indicator in the next partnership agreement.
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Note: it is important to understand the transportation challenges faced by many schools in organizing extra-curricular activities.

Core Strategies -What worked, what did not and what work lies ahead:

- Strategies include the Anti-violence program and working with schools to ensure they have an understanding of and use the TTFM data. In order to increase the validity of TTFM data, the consultant responsible for this dossier worked with the schools, including staff and students, on a clear, consistent definition of bullying.
- Several schools implemented the Olweys Program (anti-bullying program) in 2011-2012. In 2012-2013, all our elementary schools as well as our K-11 schools will implement the program. Our three large high schools have implemented programs as well. The board supports these programs through the work of a consultant.
- In 2011-2012: the consultant met with each school to align the TTFM results with programs and interventions to ensure a targeted focus.

Report on Partnership Agreement 2011-2012

MELS Goal and Objective(s)

| | |
|-------|---|
| Obj.5 | Increase the number of students under the age of 20 in vocational training |
|-------|---|

Context

Western Quebec Overview

In the years 2004-2005 to 2007-2008, the proportion of students under the age of 20 registered in vocational training has been consistently between 18 and 20 % of total registrations. This is below the average rate of 25% of total registrations in the public system. In Western Quebec this varies greatly by program and centre. In our urban centre (WQCC), the majority of students under the age of 20 can be found in the automobile mechanics program while in our large rural centre (Pontiac), there is a consistently higher number in the commerce programs of Accounting and Secretarial. In our small rural centre (Maniwaki) the number of students under the age of 20 in our vocational training programs is negligible.

Offer of Service

Attracting students under the age of 20 can be difficult for a variety of reasons, some which are more easily resolved such as raising awareness of vocational training, while others, such as offer of service are more difficult to solve. A diverse, current offer of service that meets the needs and interests of both males and female students is a key factor in attracting younger clientele to vocational training. In the last six years Western Quebec has attempted to diversify its program base with the addition of programs that meet labour market needs but also interest male students. These include welding and fitting, drafting among others.

Targets

WQ set a target to increase the number of students under the age of 20 registered in vocational training by 15 by the year 2013.

Core Strategies

WQ has undertaken a number of core strategies to ensure that we achieve the targets set for the MELS and board objectives in increasing graduation and qualification rates of students under the age of 20. These strategies are intended to impact teaching and learning and therefore student achievement, both in the short-term and the long- term. As such, they are reviewed annually within the length of the plan (3 years) and may be adapted, improved or discarded.

| Objective | | | Current Results | | |
|-----------|---|---------------|-----------------|-----------------|--------------------|
| | Objective Statements | Baseline 2009 | Target 2013 | Board 2010-2011 | Province 2010-2011 |
| 1. | The number of students under the age of 20 in vocational training | 40 | 55 | 34 | 12,555 |

Analysis

Level of accomplishment:

- The number of students under the age of 20 registered for the first time using MELs official statistics from the year 2010-2011 has decreased. The provincial statistics for the same period also show a decreased number of under 20s registered in vocational training for the first time. The age split was as follows for WQSB: 0-16 year olds, 12 -17 year olds, 12-18 year olds, 10-19 year olds. There were 12 males, 22 females. The majority (24) of the under 20 group are coming without interruption to their studies and 62% had an initial diploma (SSD). It is important to note that we do not believe the number of registrations are important, rather the retention and success of students in the vocational training programs. This is where we are focusing our strategies in 2012-2013.

Core Strategies -What worked, what did not and what work lies ahead:

- The guidance counsellors committee continues to have a positive impact on the understanding of and valuing of vocational training as a valid choice for students. Counsellors are more aware of vocational training programming in general as well as the pre-requisites required for each program. In addition, they are actively promoting board and regional events such as centre visits, student for a day programs and exploration of vocational training.
- The collaborative work between principals, centre directors, guidance counsellors and board departments is ensuring smooth transitions between sectors.
- A major focus of the Vocational training centres is not the recruitment of the under 20 age group, but the retention and success of this group. New orientation procedures have been put in place for all students with the under 20 group receiving specific attention. Students are monitored closely throughout the year in the areas of attendance, success on modules etc.

Summary

Monitoring

The Western Quebec School Board Partnership agreement structure includes a process that allows for the following:

- A monitoring team composed of the education directors and the assistant director of complementary services
- Timely and consistent monitoring
- Ad hoc teams (composed of consultants and teacher leaders) to analyze results, monitor core strategies and progress
- Alignment with Management and Educational Success Agreements and continuous work with schools and centres

A monitoring structure is in place for each objective with a member of the core monitoring team responsible for tracking results, implementation of core strategies and providing support and guidance to schools and centres in meeting MESA objectives and targets. Reviews of results and progress are undertaken every 6 to 8 weeks (term or semester end).

Support for Schools and Centre in Management and Educational Success Agreements

Our schools and centres are organized in school success groupings to facilitate planning and alignment of improvement work and strategy implementation. They are grouped as follows: NANS (Agir Autrement) schools, Gatineau urban core and area and Aylmer urbaine core schools and centres. These groups are the venue used to support the schools in implementing their MESAs and ensure alignment with the partnership agreement as well as consistency in data analysis, planning for success and evaluation of core strategies, impact and progress. Each group has a member of the partnership agreement monitoring team assigned to act as support and provide guidance to principals. In addition, the groups meet 5 times a year to exchange and share challenges, successes and best practices.

Challenges

An initial challenge was the timely acquisition of relevant, valid, reliable data for indicators and objectives. Not only did we want to access the information readily, we wanted to ensure that it was reliable. We have worked extensively with the manager of information and data services to overcome this challenge. The monitoring team, principals and consultants now have all the data related to objective and indicators in both the partnership agreement and management and educational success agreements. This has facilitated the analysis of results and monitoring of progress. The use of the LUMIX program has streamlined this further, making data readily available.

