

Accountability for Improving Student Achievement

It's *all* about
student achievement,
all achievements, and
achievements for *all*...

Change ...

From

then

to

now



School Plans

Student achievement includes:

- **intellectual**
- human and social development, and
- career development

The primary focus is on *intellectual* development

School Plans

- School plans must reflect the context of the school and the full range of students served
- School goals should be **SMART** goals:
specific, measurable, achievable, relevant and timely

Data sources

School level: attendance data, behavioural information, school-wide assessments, ...

Classroom level: performance standards information, report card data, teacher observations, ...

District and Ministry level: graduation rates, grade to grade transitions (Grade 6-12), FSA data, government exam results, participation rates, Parent, staff and student surveys, ...

School Plans must include

- clearly stated goals with an analysis and rationale for the selection of these goals
- data sources used in the analysis
- an indication of specific performance targets for improving student achievement
- groups specified for focused attention
- a description of the data that the school will be using to track progress

District accountability contracts

- Districts will consider provincial, district and school level data in the development of plans
- Districts determine how individual schools and groups of students are performing
- Districts develop strategies to improve the achievement of the lowest performing schools and groups of students
- District achievement goals should be *SMART* goals

District accountability contracts

are to include:

- a description of context - unique characteristics, strengths, and challenges
- clearly stated goals and a data-based rationale for the selection of these goals
- an identification of specific targets both long term and annual
- a summary of the progress made in the previous year(s) in moving toward the desired target and the data used to determine the progress

District accountability contracts

are to include a description of:

- the way in which the district is making a connection with school plans
- the strategies the district is using to support lower achieving schools in the district
- the efforts the district is making to raise the performance of identified groups of students

School Boards must submit the District Accountability Contract to the Minister by October 31st

School Planning Councils

- Purpose of the SPC is to formally acknowledge the importance of **parental involvement** in improving student achievement
- The SPC is an **advisory** body. The main responsibility is to **consult** with the school community in developing, monitoring and reviewing school plans for improving student achievement
- **2002 -2003 is a transition year** to provide School Boards with the flexibility required to align current planning processes with the new model.

School Planning Councils

Consist of:

- the School Principal
- one teacher elected by secret ballot from the teaching staff
- three representatives elected by secret ballot from the school's PAC (one rep must be an elected officer of the PAC).

School Planning Councils

Provide advice to the School Board with respect to:

- Allocation of staff and resources in the school
- Matters contained in the Board's Accountability Contract relating to the school
- Educational services and educational programs in the school

Do not engage in discussion or provide advice regarding:

- Personal/confidential information on students, teachers, parents or other employees
- Complaints about individuals
- Personnel matters

School Planning Councils

- should consider the performance of significant groups within the population:
e.g., Gender, Aboriginal/non-Aboriginal, ESL, Special Needs...
- are to consider district and school goals in the development of school plans
- 'inherit' current accreditation growth plans and 2001 annual school progress reports for this next year

Timelines - SPC

- Late Aug. and early Sept. - meet with local partner groups (DTA, DPAC, ADSA) to draft policy
- Sept. 23rd - District team attends provincial training
- September - policy development
- Election of SPCs - November and later
- Nov. 7th - training for school partner teams

Timelines - SPC

■ Fall - Winter

- Monitor and revise current growth plans as needed
- SPCs work with schools as the schools begin to collect and analyze data for 2003/2004 school plans

■ Winter - Spring

- SPCs develop school plans for fall 2003, and submit plans to the district by a set date.

Our strategies:
staff/PAC/students

Best practices

**Looking at
patterns of results**

Assessment data
Performance standards

**Caring
Inclusive
Community**

Teamwork skills
Dialogue
Respect
Getting to 'yes'

**Province
g in
District
Community**

**Learning
where
we need
to grow**

Ethical fit

Two goals

Our vision:
**Improving
learning
for kids**

Accountability

The Challenges ahead...

...for the School Planning Council lies in the dynamic interplay of people, tasks, and processes.

What really matters is how people make decisions and take actions - how the team thinks and acts together.

Jacque Taylor, Superintendent, SD 33

Understand the context we are in... a challenge to the monopoly of public education. Ignore the noise... the proceduralists. Don't forget about the kids!

Robin Brayne, Superintendent, SD 44

In classrooms... what does good student achievement look like?

Emery Dossall, Deputy Minister

Alice speaks to Cheshire Cat



'Would you tell me, please, which way I ought to go from here?'

'That depends a good deal on where you want to get to,' said the Cat.

'I don't much care where--' said Alice.

'Then it doesn't matter which way you go,' said the Cat.

'--so long as I get *somewhere*,
' Alice added as an explanation.

'Oh, you're sure to do that,' said the Cat,
'if you only walk long enough.'



The year ahead?



We've got to dig deep...

...and have a goal in sight!