



**EASTERN SHORES
SCHOOL BOARD**

Annual Report
on the Unsigned
**Partnership
Agreement**

2011 - 2016



COMPLETE VERSION | January 2015

A Review of the General Context

Although the Partnership Agreement 2011-2016 has not been signed by MELS as of the writing of the Annual Report on the Partnership Agreement, ESSB has proceeded with reporting on the goals and strategies used in this unsigned version of the Partnership Agreement for 2013-2014.

In the general context of the Partnership Agreement 2011-2016, economies of scale and socio-economic conditions were highlighted for the clientele that ESSB serves. In addition, the following factors were highlighted for the Gaspésie-Iles-de-la-Madeleine and North Shore regions:

- Unemployment
- Low income
- Linguistic profile
- Education levels

These factors are not the same for each region and therefore the Partnership Agreement lists them separately.

The specific context itemizes each of the five goals mandated by MELS. Within each of the five goals, ESSB provides statistics and explains why the goals that the Partnership Agreement selected were chosen. The data used within the specific context is MELS generated information gathered from several sources; such as:

1. MELS Secondary School Graduation and Qualification Rates – 2011 edition – Goal 1
2. MELS Uniform Examination Results – Goals 1 and 2
3. MELS Nombre de décrocheurs annuel, parmi les sortants en FGJ – Bilan 4 – Goal 1
4. New Registrants under 20 enrolled in Formation Professionnelle – Goal 5

ESSB also uses data collected internally for goals where MELS data is not available; such as:

1. The end of elementary cycle three Math and ELA compulsory exam results – Goals 1 and 2
2. ESSB Common Exam results – secondary 3 – Goal 2
3. Percentage of students on Individual Education Plans (IEPs) – Goal 3
Violence and Bullying Incidents – Goal 4

MELS Goal #1

1a) Increasing student certification and qualification rates before age 20

1b) Decreasing the number of student leavers without certification or qualifications

CONTEXT:

- 1a) In 2010, our qualification and certification rate for students before the age of 20 was 50.0%. Our target qualification and certification rate for the year 2020 has been established by MELS at 79.0%. Eastern Shores School Board (ESSB) has set a target of 72.0% at the end of this Partnership Agreement, 2016.

GOAL 1.1 – The strategy for increasing the success rate of students who receive qualification and certification is:

- To track success results as of June 2011 to support schools in establishing individual school and subject targets each year.

Our review of ESSB subject success rates led us to decide that specifically supporting student success in mathematics would lead to greater student success overall. Further, we believed that better preparing our students in mathematics during their elementary years will better prepare them for high school. Strategies for supporting end of Cycle 3 as well as Secondary 4 CST Math have been developed.

GOAL 1.2 – Strategies for increasing success rates in elementary end of Cycle 3 math results include:

- Organize and provide PD on the Progression of Learning, developmental phases of math & differentiation strategies as outlined by PRIME;
- Implement and support data teams that focus on math instruction. (*Updated strategy as of 2013-2014*)

GOAL 1.3 – Strategies for increasing success rates in secondary 4 math CST 420 – Uses reasoning competency include:

- Conduct annual year-end transitions meetings between elementary math teachers from feeder schools and receiving secondary school math teachers to exchange information and establish priorities;
- Monitor and support school specific measures (such as after-school tutoring sessions, use of SOS LEARN, and summer school programs) to increase success for secondary 4 math students;
- Organize and provide PD specific to Secondary 4 CST math with a focus on the Progression of Learning and Evaluation strategies.

- 1b) After examining the data, we came to the conclusion that we would be able to contribute to the MELS goal of decreasing the number of student leavers without certification or qualification by reducing the student leavers from 40 in 2010 to 30 by 2016.

GOAL 1.4 – Strategies for decreasing the number of students leaving high school without qualification or certification include:

- Schools are to avoid retention of students;
- Monitor student leavers, and report on the follow up measures taken (ie meetings with Adult Ed or SARCA, and families) yearly;

CHART 1.0 A) MELS Goal #1**To increase the graduation and qualification rate of students under the age of 20**

MELS - GOAL 1		BASELINE		TARGET	RESULTS	
OBJECTIVE STATEMENTS		2010	2011	2016	2013	2014
1.1a	To increase the success rate of students who receive qualifications and certification	50%		72.0%	74.8% *	
1.2a	To increase the success rate in Elementary Cycle 3 MELS Compulsory Math Exam		58.7%	70.0%		52.3% **
1.3a	To increase the success rate in Secondary 4 Math, CST Uses Math Reasoning 563-420 MELS Uniform Exam		25.0%	70.0%		52.5% ***
1.4b	To decrease the number of student leaving high school without qualification or certification	40		30	23 *	

* MELS : PORTRAIT DES STATISTIQUES MINISTÉRIELLES - Tableau 1 et 2 - October 2014

** Internal School Board Results on Compulsory Exams – July 2014

*** Report from Charlemagne - Produire le fichier des stats. résultats d'épreuve – July 2014

ANALYSIS: (CHART 1.0)

Level of accomplishment: an analysis of the above results indicates:

- Our success rate of 74.8% for students receiving certification or qualifications in the 7 year cohort 2006-13 surpasses the target of 72.0% by 2.8%. 73.9% of the total students graduated from the Youth Sector, while 0.8% graduated from FG;
- Our success rate for the elementary cycle 3 MELS Compulsory math exam decreased from 68.3% to 52.3% (-16.0%). The largest group in the cohort had inadequate preparation for the exam. Only 14% of that group was successful, which reduced the board's overall success rate. Changes have been made to remedy this situation in 2014-2015.
- Our success rate on the Sec 4 CST math exam (563-420) increased from 40.9% in June 2013 to 52.5%.
- The number of students leaving high school without qualification or certificate has decreased from 40 students in 2010 to 23 students in 2013. This surpasses our target of 30 students by 7 students. Of the 23 students, 14 are indicated as leaving in secondary 3. ESSB has engaged a Student Academic Advisor as well as using SARCA services to identify and provide support to these students in an effort to prevent them from leaving school.

Goal 1.1

The qualification and certification Success Rate result for 2013 is 74.8%. Administrators and consultants tracked term ending results for all students each term. This allowed administrators and consultants to identify issues and to focus resources in order to help schools meet subject targets that were set in the school MESAs. Another important consideration is that our sample size for the seven year cohort may be too small for statistical reliability. Nevertheless, based on the results in Table 1.1 our strategy of tracking success results as of June 2011 to support schools in establishing individual school and subject targets every year is a valid and successful one and will be maintained for another year.

TABLE 1.1 Comparison of Graduation rates 2011 vs. 2012 vs. 2013

Cohort	2004-2011	2005-2012	2006-2013
Total Students	144	128	128
5 year Success	50.0%	66.1%	66.3%
6 year Success	58.7%	74.8%	73.1%
7 year Success	62.7%	76.5%	74.8%

*MELS - SECONDARY SCHOOL GRADUATION AND QUALIFICATION RATES - 2014 ÉDITION

Goal 1.2

Three (3) one day workshops were given on PRIME Patterns & Algebra. Of the 15 teachers, 100% rated the workshop as a positive experience based on the workshop evaluation sheets. A one day workshop on the strand of Patterns & Algebra will be offered to remaining schools. Marian Small, author and International Professional Development Consultant for Improved Mathematics Education, will come in person to give 2 x 1 day elementary math workshops. This strategy will be maintained for the 2014-15 school year.

Extensive Data-team training was given board-wide. Follow-up in form of star student visits was given to each school. Star students are those students who are academically at-risk. Gaspé Elementary School formed a math data-team and the math consultant attended the meetings. An Extramural cycle 3 math data-team was formed, comprising 4 teachers from 4 schools: GES, SPDS, NCHS, NRHS. Teacher and math consultant attended a workshop on Building Common Assessments. A curriculum map for cycle 3 math, 14-15 was developed in June 2014 and made available to all cycle 3 teachers. This strategy should be revised to read: Implement and support data teams that focus on math instruction.

Goal 1.3

Secondary cycle 1 math teachers were invited to participate in the grade 6 compulsory math exam marking centers held regionally. Collaborating with the elementary teachers will ensure that the secondary teachers understand the style of instruction that the students are accustomed to. Of the 8 teachers invited, one teacher was able to attend for the first time. This strategy will be maintained in the 2014-2015 school year.

Supporting school specific measures such as after-school tutoring sessions, use of SOS LEARN, and summer school programs to increase success for secondary 4 math students has been successful. Our success rate on the Sec 4 CST math exam (563-420) increased from 52.5% in June 2014 to 67.5% in August 2014. This increase in success is directly attributable to student summer school programs. ESSB will maintain this strategy for increasing success rates in CST math for the 2014-2015 school year.

A two-day workshop was given to Sec 4 CST teachers in May 2014. Agenda items included a data-analysis of June 2013 results, review of moderation and conversion, exchange of best practices, review of Hattie - *Visible Learning for Teachers* and Jensen - *Engaging Students with Poverty in Mind* research, and evaluation of student samples. Feedback was very positive. Requests were made for future meetings and to observe other teachers' classrooms. ESSB will maintain this strategy in 2014-2015.

Goal 1.4

The students leaving ESSB under 20 without qualification or certification has decreased from 40 in June 2010 to 24 in June 2013.

The MELS system AGIR lists ESSB's percentage of students prolonged in an elementary cycle as being not available for 2012-13. ESSB's internal statistics indicate that the number of students retained dropped from 0.57% in June 2011 to 0.34% in June 2014. ESSB will provide additional support for students who are not successful but who have been placed. Support is provided by ensuring that Individual Education Plans are in place for these students and that resource time is being allocated to help these students obtain the competencies required of their grade level. As this is a long term strategy that will take a few years of monitoring before any evaluation of its effectiveness can take place, ESSB will maintain this strategy for another year.

During the 2013-2014 school year, our SARCA service recorded over 100 second level interviews, that is to say that an agent did an analysis of the client's situation and developed a personal plan with the individual. Within the recorded cases, there were many clients who were under the age of 20 who seemed to be struggling in the youth sector. Many of these individuals were met in order to avoid a potential dropout. Some, due to age, chose to attend an adult education center in an attempt to complete their high school credits. The students who successfully completed their year continue to reach out to the SARCA service for support, motivation and guidance as they continue their educational goals. A review of some strategies may result in reviewing our SARCA plan in 2014-2015 to better serve our English speaking clients.

MELS Goal #2

2a) Improvement in French Second Language (FSL) 2b) Improvement in English Language Arts (ELA)

CONTEXT:

ESSB, as an Linguistic Language School Board, targeted improvements in both French and English to meet MELS objective of improving language competencies. While MELS has not established specific targets for improvement, ESSB has reviewed data for student success in Secondary V FSL, Elementary end of Cycle 3, Secondary 3 ELA, and developed targets and strategies for each level.

Goal 2A – Strategies for Improvement in French Second Language (FSL):

- Provide professional development training to FSL teachers by using training strategies (Daily 5 structure and/or literature circles) and the Progression of Learning document;
- Establishing an FSL professional learning community online.

Goal 2B - Strategies for Improving in English Language Arts (ELA):

- Increase teacher awareness and understanding of criterion required for students to be successful and confident with the end of cycle MELS ELA evaluation situations (*Updated strategy as of 2013-2014*);
- Increase teacher participation in regional marking centers for PD;
- Provide Professional Development induction to new teachers in the ELA philosophy and strategies used, with follow up visits to ensure PD continuity.

CHART 2.0 MELS Goal #2

MELS - GOAL 2		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		JUN-11	JUN-16	JUN-14
2.1	To increase the success rate in secondary 5 FSL 530 Production competency	79.2%	88.0%	*82.6%
2.2	To increase the success rate in secondary 5 FSL MELS Uniform Exam 520 Reading competency	44.4%	65.0%	*59.4%
2.3	To increase the success rate in secondary 5 FSL global result	83.3%	95.0%	*92.9%
2.4	To increase the success rate in elementary end of cycle III ELA MELS compulsory exam	75.2%	95.0%	**90.8%
2.5	To increase the global success rate in secondary III ELA common exam	83.9%	90.0%	-
2.5	To increase the global success rate in secondary II ELA common exam – Replacement Goal	91.7%	90.0%	**85.2%

* Report from Charlemagne - *Produire le fichier des stats. résultats d'épreuve* – July 2014

** Internal School Board Results- tabulated July 2014

ANALYSIS: (CHART 2.0)

Level of accomplishment

An analysis of the above results indicates:

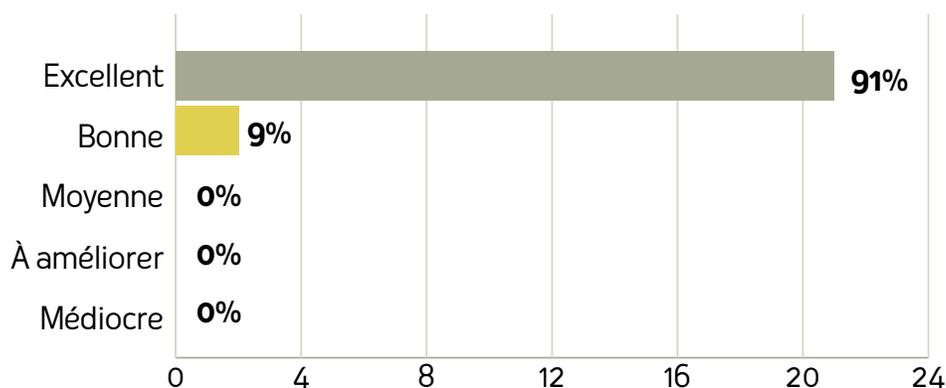
- In FSL secondary V 530 Production, we have increased our success rate of 79.2% in June 2011 to 82.6% in June 2014.
- In FSL secondary V reading, we have not reached our target of 65.0% success. Our June 2014 results indicate a 15.0% increase from our June 2011 baseline. The reading exam is currently under the process of calibration by MELS. The exam went from too easy (2012-2013) to an acceptable level of difficulty in 2013-2014. This explains the drop of our success rate from 2012-2013 to 2013-2014;
- In FSL secondary V 634504 global subject result, we have increased our success rate of 83.3% in June 2011 to 92.9% in June 2014 and are on track to reach our goal of 95.0% success in June 2016.
- In ELA elementary end of cycle, we increased our success rate of 75.2% in June 2011 to 90.8 % in June 2014 and are on track to meet our goal of 95.0% for June 2016;
- In an effort to standardize student success for recommendation to the Work Oriented Pathway, ESSB has removed the common exam for secondary 3 and replaced it with secondary 2.

What worked? What did not? What work lies ahead?

ESSB provided professional development training in FSL writing in the 2013-2014 school year. All teachers who attended workshops given for FSL filled out an evaluation form. Elementary teachers had a three-day workshop in October 2013. Twenty-two (22) teachers attended the workshop and 100% were “completely satisfied” with the workshop. Secondary teachers also had a two-day workshop in December. Fourteen (14) teachers attended the workshop and 100% were “completely satisfied” or “satisfied” with the workshop. Given the trust that the FSL teachers have with the FSL consultant, the FSL consultant was able to follow-up in the classrooms to see if the strategies outlined in the workshops were being implemented. The FSL Consultant noticed the implementation of strategies learned during the writing workshops in several classrooms. A formal evaluation tool was not used to determine the extent of the strategy’s implementation; therefore this is an anecdotal evaluation. In addition, communication with FSL teachers was again a top priority to ESSB. An anonymous survey was issued to teachers at the end of the 2013-2014 school year in order to receive feedback. Reports from the teachers (see survey results) indicate a 91% above average level of satisfaction regarding communication with the FSL Consultant.

TABLE 2.1

QUEL EST VOTRE DEGRÉ DE SATISFACTION SUR LA COMMUNICATION DE LA CP EN FSL?



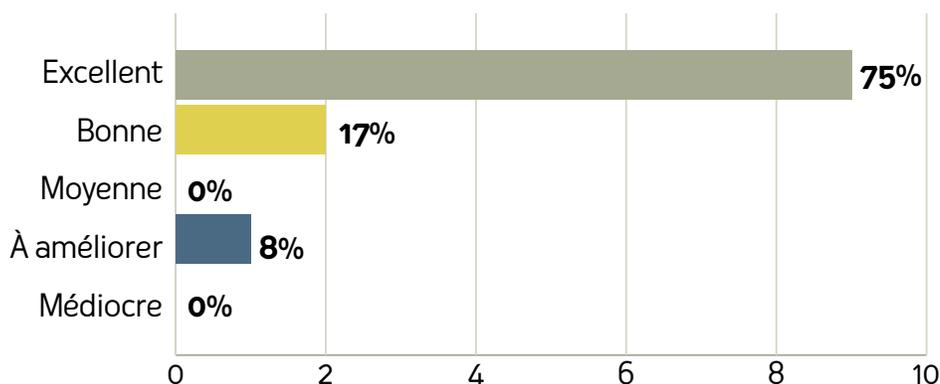
Additional one on one consultation was provided to individual teachers upon request by the teacher or school administration. Based on the improved success rate in the Sec 5 uniform exam for the production competency, ESSB considers this a successful strategy and will continue to employ it for the 2014-2015 school year.

Furthermore, an FSL Professional Learning Community (PLC) was established in 2011-2012. LESs and numerous support documents were placed in a SAKAI portal. Up-to-date, 510 files have been added to this portal and 891 visits were done since 2011-2012. Additional support was provided to teachers through communication using e-mail, phone, Skype, Facetime, VCN and Facebook. ESSB will continue to track the number of times the SAKAI portal is accessed in 2014-2015. This strategy will be maintained for the 2014-2015 school year. Another initiative has been put in place in order to increase the level of collaboration among FSL teachers. The Edmodo platform (professional Facebook like SAKAI but more comprehensive) is now up and running. It was used to share all documents produced during the workshops in 2013-2014 and will also be part of the workshops offered in 2014-2015.

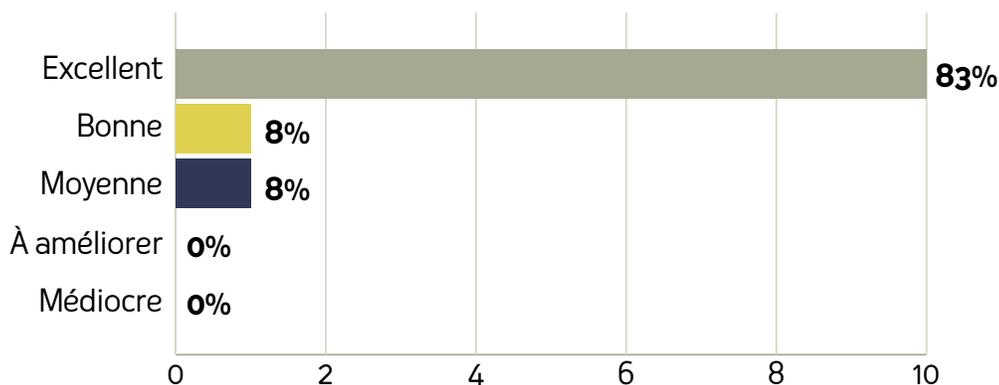
Given the importance of the collaboration with principals, the FSL Consultant requested feedback through an anonymous survey at the end of the 2013-2014 year. Reports (see survey results) indicate a 92% excellent or good level of satisfaction regarding communication with principals by the FSL Consultant and a 91% excellent or good level of satisfaction regarding communication with FSL Teachers according to the principals.

TABLES 2.2 AND 2.3

What is your degree of satisfaction towards the COMMUNICATION WITH PRINCIPALS of the FSL Consultant?



What is your degree of satisfaction towards the COMMUNICATION WITH FSL TEACHERS of the FSL Consultant?



Finally, for the 2014-2015 school year, ESSB will focus workshops on oral production (interaction) to reinforce this component of the language necessary to become a functional citizen (goal of the FSL base program).

Goal 2B –Improvement in ELA

Due to a high staff turnover rate, and geographical challenges unique to our board, the goal of establishing a lead English Language Arts (ELA) teacher in each school, and assessing the efficacy of this strategy in a systematic manner was not achieved. Measurability of this goal remained problematic throughout the course of the year, and as such, it will be omitted from any subsequent ESSB Partnership Agreements as an ELA strategy. ESSB will replace it with the following:

“Increase teacher awareness and understanding of criterion required for students to be successful and confident with the end of cycle MELS ELA evaluation situations.”

Through participation in regional marking centers ESSB’s ELA teachers will be using evaluation as a learning tool to collaboratively review student production, assess strengths and weaknesses in the products, share best practices, and network to form ongoing PLC’s. During the 2013 – 2014 school year regional ELA Marking Centers were held for Cycle 2, Cycle 3, and Secondary 5, thus providing the participating teachers with a professional development opportunity regarding evaluation expectations, best practices for assessment, and as a transitions component, the non – evaluation year teacher participant will obtain awareness of the ability level of the students entering their classrooms in the subsequent year.

To help develop teacher understanding of evaluation as a learning tool the ELA Consultant organized, delivered, supported, and reported on the following:

- Elementary Cycle 2 ELA Teachers were given the opportunity to attend a Cycle 2 ELA marking center. This was a flagship ELA initiative for ESSB. Teachers who had previously been marking the Cycle 2 ES in isolation were given comprehensive professional development on the rubrics, scoring procedures, and how to foster critical reading / thinking in the Cycle 2 classroom. Additionally, a collection of local anchor papers was created as a means to facilitate the marking approach on future assessments at that level. Of the 14 Cycle 2 teachers invited 11 were able to attend, two teachers attended as a transitions measure. On the marking center assessment surveys all participants scored the criteria outlining the workshop as “Proficient” or “Excellent”.
- Secondary 1 ELA teachers were invited to participate with the Grade 6 ELA compulsory exam marking center led by the English Language Arts Consultant, in two regional marking centers. Of the 10 teachers invited, 2 attended and evaluated the marking center as valuable professional development experience on the surveys provided. ESSB will maintain this strategy for the 2014-2015 school year, and the Educational Services Department will seek to make participation in this event mandatory.
- Secondary 4 ELA teachers were invited to participate with the Secondary 5 ELA compulsory exam marking center led by the English Language Arts Consultant, in two regional marking centers. Of the 3 teachers invited, 1 attended and evaluated the marking center as valuable professional development experience on the surveys provided. ESSB will maintain this strategy for the 2014-2015 school year, and the Educational Services Department will seek to make participation in this event mandatory.

Professional development sessions were given to all teachers regarding implementing ESSB’s ELA initiatives in the classroom. The ELA consultant made 17 visits to ESSB’s schools where workshops were given, resources were disseminated and explained, lessons were modeled/observed, and when circumstances warranted, a post class debriefing and a Progression of Learning review was held.

MELS Goal #3

3) Improved levels of retention and academic success for certain target groups (Special Needs)

CONTEXT:

ESSB practices 100% integration of special needs students in regular classrooms. Students having an IEP represent 28% of the 1187 students registered in 2013-2014. Our goal of increasing the number of students with IEPs who receive certification or qualification from 14 students to 24 by June 2016 may be difficult to obtain given our small enrollment. We have modified this goal to include percentages as well.

The Partnership Agreement contains the following strategies:

- Establishing an ESSB transition committee that will provide guidelines to schools for transition meetings;
- Establishing board wide guidelines for the identification and support of Work Oriented Pathway students;
- Providing teachers of multi-level classrooms with training sessions that reinforce strategies for differentiated instruction.

CHART 3.0 *MELS Goal #3*

MELS - GOAL 3		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		JUN-11	JUN-16	JUN-14
1.1	To increase the number of students with IEPs who receive certification or qualification	13	24	14
	Total IEP Students in 7 year cohort	56		30
		23.2%	60.0%	47.0%

Stats generated by ESSB

ANALYSIS: (CHART 3.0)

Level of accomplishment: an analysis of the above results indicates:

- ESSB is working toward the goal of increasing certification or qualification success rates among our special needs students. There was an increase of 1 IEP students receiving certificate or qualification from June 2011 to June 2014. Of the 14 students, 9 graduated with their high school diploma and 5 with a Work Oriented Pathway certification.
- This represents an increase of 23.8% because of a decrease in the number of students having an IEP in the seven year cohort for 2007-2014.

What worked? What did not? What work lies ahead?

At each of the four Eastern Shores Management Committee meetings, there was a presentation about transitions and the principals met in small groups of elementary or/and secondary levels. Documentation was provided explaining transition strategies and each sub-committee was asked to develop and discuss their local plans. Many group discussions and ideas sharing occurred during these meetings. The Transition committee was maintained to ensure that transition activities were put in place in each school, although guidelines were not yet developed. It will be our focus this year as this has been neglected for the last two years. This strategy will be maintained and an action plan is

being designed to ensure that guidelines be established and that a document be produced to assist schools in their transition activities. A section of the guidelines document will be designed especially for the transition of students with special needs.

The hiring of consultant in academic training to coordinate WOP as well as helping with the transition actions was done in August 2013. His main objectives last year were:

- To provide each school with guidelines as per rules and regulations of the WOP;
- to help teachers to understand and implement the program;
- to provide support to teachers who are teaching the program;
- to open and maintain file on students registered in the program;
- to inform and guide students on different academic options;
- to inform parents on various programs : WOP, POP etc... ;
- to support schools in their transition activities as well as participating as supervisor and mentor in various transition activities.

Of all our strategies in place to improve levels of retention and academic success for certain target groups, in particular for students with special needs, this one is what we believe will be the most effective in the long term as it is a direct service to teachers and students. We have already experienced two great success stories of students who were, due to severe behavioral difficulties, on the edge of dropping out, but who decided to stay in school and who are much more motivated to continue their education. Plus, having a consultant who can really explain the WOP and POP programs to parents, students and teachers helps to reduce the stigma around these programs and bring a great value to them. We believe that this strategy will increase retention level and academic success, so we are maintaining it for 2014-2015. More emphasis will be put on the POP program this year as well as explaining the different pathways to students in secondary one and two.

Resources teachers attended the Aldi symposium that was held in Montreal on September 24 and 25, 2013. In all 10 resources teachers and 4 principals participated in the symposium which is especially designed for Advancing Learning in Differentiation and Inclusion. Materials and strategies were then shared in each school during staff meetings.

Other training sessions were organized as needed with the collaboration of different Centers of Excellence:

1. 1 Session in Flemming: Center of excellence for Autism Spectrum Disorder
2. 3 Sessions in the following schools: Belle-Anse, New-Richmond and Metis: Center of Excellence for behavior management.
3. 1 session in New-Richmond High School: Center of excellence for Behaviour management.

This strategy will be maintained for 2014-2014. Each school was asked to list their needs of training in June 2014 and trainings will be offered accordingly.

MELS Goal #4

4) To improve the health and safety of the school environment

CONTEXT:

ESSB believes that healthier and safer school environments will lead to greater school success. The data in the accompanying Table 4.0: MELS Goal #4 indicates the type of violent behavior and number of incidents occurring that were considered serious in all of our youth sector schools. This information prompted ESSB to implement prevention measures to reduce the number of incidents.

The Partnership Agreement contains the following strategy:

- Board will ensure the training of all supervisors and teaching staff in an anti-violence program (i.e. Second Step), along with the purchasing of the Second Step program to be used in all schools to improve social interaction competencies.

TABLE 4.0 MELS Goal #4

TYPE OF VIOLENT INCIDENT	2009-10	2010-11	2011-12	2012-13	2013-14
Fighting	29	18	35	9	5
Bullying	32	27	14	23	0
Verbal intimidation	-	-	-	-	5
Physical Intimidation	-	-	-	-	8
Totals	61	45	49	32	18

ESSB measurement tool and results generated by ESSB schools

CHART 4.1 MELS Goal #4

MELS - GOAL 4		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		2011	2016	2014
1.1	To reduce the number of violent and bullying incidents leading to suspensions	45	40	18

Tally of the suspension letters related to violent and bullying incidents as reported by the schools for 2012-2013.

ANALYSIS: (CHART 4.1)

Level of accomplishment

An analysis of the above results indicates:

- ESSB decreased the number of violent and bullying incidents leading to suspension in schools by 27 incidences from 2011 to 2014.

What worked? What did not? What work lies ahead?

In 2013-2014, 8 of 18 schools have implemented a social competency program. With the use of social competency programs in our schools, the number of violent and bullying incidents leading to suspension has been reduced as students and staff become familiar with using the structures and strategies. Law 19 facilitates the proper use of consequences and follow-up measures. This strategy will be maintained for another year as more time will be needed before clear conclusions can be drawn.

MELS Goal #5

5) To increase enrolment of students under 20 years in Vocational Education for the first time

CONTEXT:

ESSB lists having diverse needs for the adult education centers in their respective regions. ESSB also points out the common issues that the adult clientele have within our areas. ESSB recognizes that vocational training for students under the age of 20 for the first time is an important component for successful transition to the work force.

The Partnership Agreement contains the following strategies:

- Establishing close partnerships between adult education centers and youth sector schools;
- To increase opportunities for exposure to center program offerings and vocational career possibilities;
- To improve sharing of transportation, lab and gym facilities;
- To promote SARCA initiatives.

CHART 5.0 MELS Goal #5

MELS - GOAL 5		BASELINE	TARGET	RESULTS
OBJECTIVE STATEMENTS		JUN-10	JUN-16	2012-2013
1.1	To increase the number of new registrants under 20 years of age in vocational programs	10	15	3

MELS : PORTRAIT DES STATISTIQUES MINISTÉRIELLES - Tableau 4 - October 2014

ANALYSIS: (CHART 5.0)

Level of accomplishment

An analysis of the above results indicates:

- ESSB had 3 new registrants in vocational programs under the age of 20 in June 2013. This is a decrease of 7 students from June 2010. Given small numbers, and limited programs, meeting the target of 15 new registrants by June 2015 may be difficult to achieve. It is important to note that ESSB had a total of 59 inscriptions in FP in 2012-13, 54 of which were 20 years and older which do not count towards our goal.

What worked? What did not? What work lies ahead?

Three of 6 Formation Professionnelle Centers established close partnerships with youth sector schools in 2013-2014. The ANCHOR Formation Professionnelle Center held an exploration opportunity in conjunction with a community organization (CASA) for at risk students from two local secondary schools. 21 students attended classes held one day per week for four months. The day was split between a small engine repair class and an introduction to carpentry class. The students benefited socially by spending the day at the center, having break and lunches with the students registered at the ANCHOR. The instructors reported an increase of interest and capacities with small engine repair as well as the carpentry. Both principals and the center coordinator noted a dramatic improvement in student behavior. At the end of the four months, the students filled out a survey. All students reported being very satisfied with the exploration opportunity. While some student discovered an interest in formation professionnelle, others discovered that this career path was not for them. The Wakeham and Grosse Isle formation professionnelle centers also worked closely with the youth sector schools by offering center tours and holding meeting with students and their parents to explain the programs offered and the prerequisites needed to be eligible to take them. ESSB feels that this is an effective strategy that will be maintained for 2014-2015.

The adult education sector shares transportation of its students with the youth sector schools in two of six centers. This facilitates attendance for those students who would otherwise be unable to continue their education. ESSB feels that this is an important strategy to maintain to help support the adult learners of our region obtain their educational goals. Sharing lab and gym facilities was not done in 2013-2014 but ESSB feels that this is an important strategy to maintain due to changes to the Adult Reform coming in 2014-2015. Although this strategy does not support increasing the number of new registrants under 20 year of age in vocational education directly, it supports the academic upgrading necessary for these students to acquire the prerequisites for the vocational education programs.

ESSB has a total of five SARCA technicians for the year 2013-2014, all of whom provided services to the adult learners in our Vocational Education Centers. At present, we have one SARCA coordinator who oversees and directs the technicians, providing them with support, direction and follow-up according to the goals of the SARCA strategic plan. The SARCA Coordinator continues to establish close ties with our youth sector students by providing support in the schools during school hours and some evenings. ESSB cannot correlate the number of SARCA interviews to any new registrants in vocational education for the 2013-2014 year but feels that this service is of vital importance in supporting the clientele we serve to help them achieve their educational goals. Under the SARCA umbrella, we will continue to employ our strategy in the vocational sector to help increase the new registrants under 20.

ESSB does not have the population size, or the economies of scale, necessary to offer and sustain Adult Education vocational programs on a year-to-year basis, which would make comparative growth a more meaningful statistic. We also do not always have the authorization from the MELS to offer certain vocational programs, removing potential for increasing enrolment beyond our immediate control.

General Summary and Commentary

SECTION 1

OVERVIEW OF PARTNERSHIP AGREEMENT STRATEGY CHANGES

GOAL	STRATEGY	REPLACEMENT STRATEGY
1.2 Increase Elementary Cycle 3 Compulsory Math exam success rates	Implemented cycle- specific Professional Learning Communities (PLCs) and use them to establish and support a board wide curriculum map.	Implement and support data teams that focus on math instruction.
2B Increase Elementary Cycle 3 Compulsory ELA exam success rates	Establishing a lead ELA teacher in each school to mentor other classroom teachers in the balanced literacy approach	Increase teacher participation in regional marking centers for the Cycle 3 and the Sec 5 ELA evaluation situation by including Sec Cycle 1 year 1 ELA teachers, as well as Sec Cycle 2 year 2 ELA teachers as a means of providing a professional development opportunity that addresses evaluation expectations, best practices for assessment, and a transition component.
2B To increase the global success rate in Secondary III ELA results.	Goal Removed	
4 To reduce the number of violent and bullying incidents leading to suspensions	Establish and implement action plans in all schools and centers to prevent and treat violence	
	Board will support all schools and centers in the creation and training of crisis response teams	

SECTION 2

MESURES DE PILOTAGE DE SUIVI

The committee consists of the Director General, Director of Educational Services, Coordinator of Complimentary Services, Consultants (including Math, ELA, FSL, and Analyst), Adult Education, and the Principals of the 18 schools.

At all ESSB meetings of principals and center coordinators, there is a review of progress on MESAs, where issues of data collection and implementation of data driven strategies is discussed. Progress on MESAs is followed by both the DG and the DES, under the guidance and assistance of ESSB consultant team. The ESSB Analyst is responsible for the gathering and distribution of relevant data to all schools (both that which is generated internally through ESSB exams and report cards, and that which is generated by uniform and common exams of the MELS and MaST). A MESA template was provided to all schools for additional guidance.

SECTION 3

MESURES D'ACCOMPAGNEMENT ET DE FORMATION DES DIRECTIONS D'ÉCOLES ET DE PERSONNEL

The focus of the four Management Committee meetings is to familiarize and focus on data driven results. The Director General, as the team leader, as well as the ESSB Analyst benefitted from numerous telephone, email, and personal one-on-one meetings with a key member of the PST.

SECTION 4

LES BONS COUPS ET LES DIFFICULTÉS RENCONTRÉES

There is a continued spirit of cooperation among principals, consultants, and teachers as our schools and school board become increasingly more familiar with using internal and external data to drive practice by redefining strategies based on concrete academic results and the patterns that are derived from those said statistics.

Our principle challenge is that data comes in all shapes and sizes, both regionally and provincially, lacking consistency in both look and location. Accessibility of data, relative to the time frames for completion of the PA task, arrives at different moments, hence creating constant revisions of not only charts and graphs, but analysis and application of the changing data as well.