

EASTERN TOWNSHIPS SCHOOL BOARD

COMMITMENT TO SUCCESS PLAN 2018 - 2022

COMMITMENT TO SUCCESS PLAN 2018 - 2022

Goal of the Commitment to Success Plan	2
Legal Framework	2
Groups Involved in the Development of the Commitment to Success Plan	2
Consultations Held as Part of the Elaboration of this Plan	3
Context in which the Eastern Townships School Board (ETSB) Evolves	3
Declaration by the ETSB of the Services and Quality of Services Offered	6
Orientations and Objectives Determined by the Ministry	7
Orientations and Objectives Determined by the ETSB	11
Signatories	12

ANNEXES

Annex 1: Orientations and Objectives Determined by the Ministry	14
Annex 2: Orientations and Objectives Determined by the ETSB	22

GOAL OF THE COMMITMENT TO SUCCESS PLAN

The Eastern Townships School Board (ETSB) Commitment to Success Plan aims to share, with all its employees, parents and community partners, a common vision of our efforts and challenges in the task of offering the highest quality education to our students. This Commitment to Success Plan will also allow all stakeholders to know what the priority orientations and objectives of the *Ministère de l'Éducation et de l'Enseignement supérieur (MÉES/Ministry)* and the ETSB are for the next five years. This plan is coherent with provincial orientations and objectives for the educational success of all our students, be they youth or adult.

LEGAL FRAMEWORK

The ETSB Commitment to Success Plan is in compliance with amendments made to the Education Act (Law 105), as well as with the Ministry of Education's first Policy on Educational Success and its 2017-2022 Strategic Plan. The Ministry is also directing that each school and centre's Educational Project be drawn up in coherence with the school board's Commitment to Success Plan and the Ministry Policy and Strategic Plan.

GROUPS INVOLVED IN THE DEVELOPMENT OF THE COMMITMENT TO SUCCESS PLAN

The ETSB formed a Commitment to Success Plan Working Committee made up of people representing all of the school board's constituents for the development of the first draft of its Commitment to Success Plan. The working committee was comprised of teachers, support staff, professionals and administrators from the elementary, secondary, adult and vocational sectors. These were joined by representatives of the Central Parents' Committee, the Special Education Advisory Committee, Commissioners, Pedagogical and Complementary Services and head office staff. Members of this committee collaborated to develop the foundation of the first draft of the Plan.

CONSULTATIONS HELD AS PART OF THE ELABORATION OF THIS COMMITMENT TO SUCCESS PLAN

The ETSB also undertook an extensive consultation as part of its process to develop this Commitment to Success Plan. To gain a better understanding of our context, we obtained insight from all the major constituent groups, using the same guiding questions, and we met with the Central Student Advisory Committee, the Pedagogical and Complementary Services teams, the Management Committee, the Special Education Advisory Committee, the Teacher Advisory Committee, and the head office personnel for this reflection exercise. As for the larger groups, the teachers and general population of parents, we sent a digital survey and received a response of 40.5% from teachers and 14.8% from parents. The results of these discussions and surveys are reflected in this Commitment to Success Plan and, as a result of this process, we are better equipped to identify and to address local priorities.

We also sent an adapted questionnaire to 160 community members, comprised of public and non-profit health and social service agencies, advocacy groups, local enterprises, all municipalities on our territory and local political representatives. Again, we were encouraged by the response rate of 21.3%. A majority of responses highlighted the essential role the ETSB plays in the identity and sustenance of the English community in the Eastern Townships, a clear openness to collaboration, and a call for improved communication from the ETSB to their organizations.

CONTEXT IN WHICH THE EASTERN TOWNSHIPS SCHOOL BOARD (ETSB) EVOLVES

The ETSB was established in 1998, subsequent to the amalgamation of the former District of Bedford School Board, headquartered in Cowansville, and the already established Eastern Townships School Board, headquartered in Sherbrooke in the borough of Lennoxville. The current ETSB board office is in Magog and it employs over 700 people on regular and part-time basis, which represents a solid career option to the English speaking youth of the Eastern Townships. As is the norm in the educational system throughout Québec and Canada, the majority of our employees are women, especially in the elementary sector. This clearly offers women the opportunity for excellent careers and career advancement.

The ETSB serves 5,973 students who learn within an inclusive environment within its 20 elementary and 3 secondary schools, 2 vocational training centres and 2 adult education centres. We have 3,406 elementary students (of which 176 are in pre-kindergarten), 1912 in secondary, 437 in vocational training and 218 in adult education. We also have students attending our Distance Education centre, as well as international students who have the opportunity to study with us. We promote and celebrate multiculturalism as exchange students from China, Thailand, Mexico, Brazil, and European countries, among others, join us.

Our population of students, families and personnel is comprised of a relatively homogenous racial composition of English and French speaking constituents. Approximately 53% of our students in the youth sector define themselves as English first-language, 45% French first-language and 2% of another language. We feel enriched to include among our educational community members several different cultures and, while we do welcome all, we, at the same time, understand and respect the language law in Québec.

It is a bit of an anomaly that in our three largest urban cities, Sherbrooke, Granby and Drummondville, approximately 78% of the students beginning Kindergarten with us are French first-language, and arrive with very little English. We are proud to demonstrate that, by grade 3, the majority of these students are nearly fully bilingual. We are also proud to include two ETSB schools and two adult centres that are shared with a French school board, the *Commission scolaire du Val-des-Cerfs*, where our personnel have opportunities to dialogue regularly and students share such facilities as gyms, libraries, cafeterias, theatres, public spaces and buses.

With respect to the socio-economic levels of our community, the *Indice de milieu socio-économique (IMSE)* survey in 2016-2017 revealed that eight (8) of our elementary schools meet the criteria of a New Approaches, New Solutions (NANS) school, where three schools are rated 8, four are rated 9 and one is rated 10.

Correlated to socio-economic status are results from the 2012 Quebec Survey of Child Development in Kindergarten (QSCDK) that show that the ETSB students have a higher percentage of preschool vulnerability when compared to the Estrie School Boards, English School Boards, and province, especially in the areas of physical health & wellbeing and communication skills & general knowledge as noticed in the chart below.

Percentage (%) of Vulnerable Children									
	Québec			Estrie			ETSB		
Category	Total	Male	Female	Total	Male	Female	Total	Male	Female
Physical Health & Wellbeing	9.5	11.8	7.2	9.5	11.0	7.9	22.8	22.7	22.9
Social Competencies	9.0	1.03	5.0	9.9	14.8	4.8	15.4	21.3	8.8
Affective maturity	9.7	15.1	4.2	9.9	15.1	4.4	15.1	21.3	8.2
Cognitive & language development	10.0	11.9	8	10.5	13.0	7.8	14.9	16.0	13.7
Communication skills & general knowledge	10.8	13.5	8.1	9.3	11.2	7.3	24.7	26.2	23
Source: Institut de la statistique du Québec, Enquête québécoise sur le développement des enfants à la maternelle 2012									

The fact that students entering Kindergarten in our school board have a higher rate of vulnerability relative to the Estrie school boards, as well as the English school boards, constitutes a real challenge with respect to supporting our students in making the transition from pre-school to kindergarten and beyond. This challenge applies also to our efforts to support our parents in their role as the primary educators of their children.

It is important to note that the ETSB offers services throughout an immense territory, bordered in the east by the State of Maine and then follows in the south along the borders of New Hampshire, Vermont, and touches on a corner of New York State south of Lacolle. It reaches the outskirts of Victoriaville in the north, includes Drummondville and runs through Ange-Gardien south-west to just east of Lacolle. It has a similar geographical area to the country of Belgium, and it is a given that this large territory impacts the culture and organization of the ETSB as a whole. This is particularly evident in transportation challenges and engenders challenges for our students and their families to access our facilities and health and social services in English. We work constantly in our attempts to forge constructive collaborations with these external agencies, and are encouraged by their general reciprocity and sense of dedication. The recent significant reorganization in the health and social service sector has provided new challenges in this regard, as we attempt to understand and adapt to the new system. The ETSB also collaborates with many other agencies and non-governmental organizations in its communities.

For our older students, there is one English language CEGEP (Champlain Regional College) and one university (Bishop's University) on our territory, both located in the Sherbrooke borough of Lennoxville. Since the Sherbrooke borough of Lennoxville is further than Montreal for many of our students, this translates into a reality that most of our graduates who pursue their post-secondary education must leave home to do so. Leaving home at 17 years old is quite a significant event for a teenager, and this entails both challenges and opportunities.

DECLARATION BY THE ETSB OF THE SERVICES AND QUALITY OF THE SERVICES IT OFFERS

We, at the ETSB, pride ourselves on a spirit of innovation. In the short 20 years of our history, since the 1998 amalgamation, we have seen successful innovations in bilingualism, early intervention, integration of technology, creative methods to respond to students' needs, innovative service models for our students with special needs, an approach to teaching and learning based on the attachment-based developmental approach and, most recently, a focus on professional development based on the collaborative, peer support model of Professional Learning Communities. We do believe that an openness to innovation is essential, especially in the ever-changing societal context we find ourselves in 2018. At the same time, we are very cognizant that innovation for the sake of innovation is to be avoided. We feel that we have been relatively successful at striking a balance between innovation and the rigour of consistent professional practice.

It is in this light that we have decided, and this is clearly supported by the aggregate results of the consultation that we have undertaken, that we will continue to adhere to the "Four Pillars" of our educational mission. These pillars themselves are the result of many years of consultation and research, and we believe more than ever that they are a winning combination. These pillars constitute the theoretical and philosophical framework that guides, directs and structures all our interventions.

4 Pillars of the Eastern Townships School Board

- **Attachment-Based Developmental Approach:** based on the importance of the adult-student relationship and the understanding of child and adolescent development
- **Pedagogical Leadership:** recognizing that research supports the importance of powerful leadership on the part of the principal having a positive effect on student achievement
- **Professional Learning Communities (PLC):** a structure for adult learning where educators collaborate on improving student learning by responding to four critical questions, using collective inquiry into best practices in teaching and learning
- **Student Engagement:** focuses on intellectual engagement with technological integration as one of the means

The ETSB agrees with the relevance of the orientations and objectives that the Ministry has established for the next five year period, but chooses to be selective and narrow its focus to one. It also congratulates the Ministry on the development of its first Policy on Educational Success, with which we have endeavoured to comply in this Commitment to Success Plan. We also appreciate the Ministry's acknowledgement of, and commitment to, the essential ingredient of autonomy for the school boards, and by extension for the schools and centres, to make the crucial decisions with respect to front line choice and implementation of winning, evidence-based strategies to address these goals. The sense of alignment between the Ministry, the School Board, and the schools/centres is refreshing, especially considering the adaptability accorded with each reality and student population.

ORIENTATIONS AND OBJECTIVES DETERMINED BY THE MINISTRY

For the 2013-2018 Strategic Plan, the ETSB observed progress with its academic results (end-of-cycle assessments, Ministry exam results, dropout rate, and most recently an increase in graduation and qualification rate) and was even named by the Fraser's Institute *Palmarès des commissions scolaires* as one of the five most improved school boards in the province. Upon reflection, dialogue, and analysis of this continuous improvement and growth, we came to the conclusion that our focused approach based on four fundamental pillars (attachment-based developmental approach, pedagogical leadership, professional learning communities, and intellectual student engagement) made the difference. It was cause for celebration when we noticed the Ministry's Policy on Educational Success and Strategic Plan valued similar approaches.

Furthermore, we are guided by the renowned worldwide authority on educational reform, Michael Fullan, who states in Motion Leadership that "when it comes to change, less is more. A few great insights can yield heaps of good motion much more so than the most sophisticated strategic plan" (2010). This well-focused, targeted and consistent over time intervention is a long-standing value within the ETSB, and this intentionality in being selective and narrowing the focus is supported by many educational researchers, including Dr. Douglas Reeves, who promotes the "one-page

plans”. With this in mind, and after careful consideration of the Minister’s two orientations and five objectives as outlined in its guide for the development of the Commitment to Success Plan, the ETSB has decided to address only one of the objectives in its first Commitment to Success Plan.

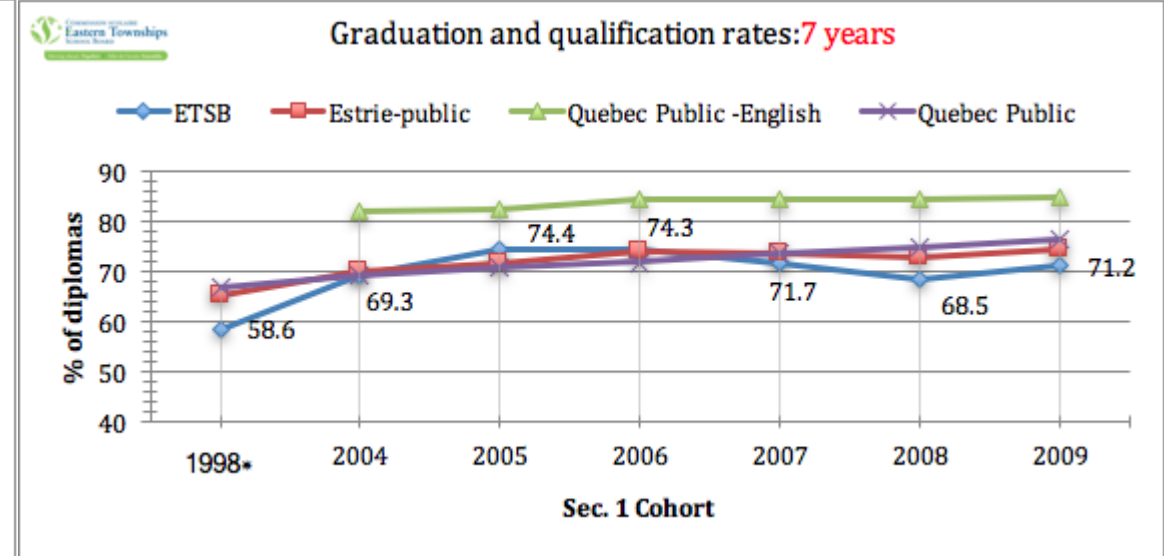
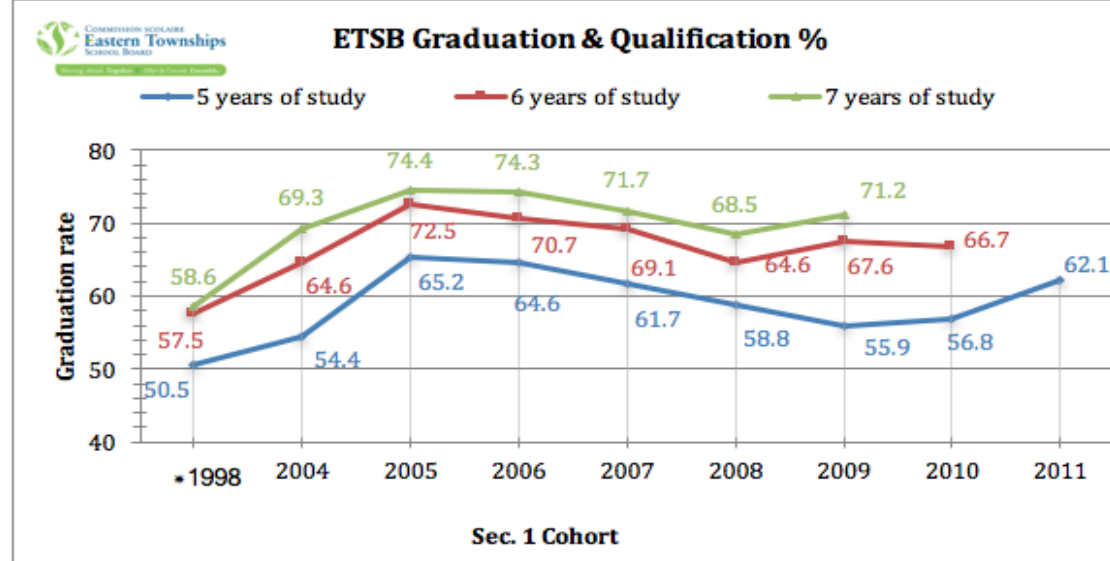
We believe that addressing the 7-year cohort graduation and certification rate will allow us to focus our energies on one main priority, while allowing schools and centres the flexibility to address their own orientations and objectives, including the Ministry’s, to support the school board’s objective. Adult higher-level literacy, physical activity, reducing the gap between various groups of students (e.g. boys and girls, students with special needs,...), and reducing the number of students entering high school at age 13 or older can all be addressed and improved upon by putting our focus in a concerted manner on the one objective of continually raising our graduation and certification rates. By functioning in this manner, which also embraces the subsidiarity principle, we are confident, based upon consultations for the development of this Commitment to Success Plan among other indicators, that this tight focus and reliance on evidence-based intervention is a winning one.

In the annex, a detailed description of considerations given to the other Ministry’s orientations and objectives can be found, as well as two other orientations identified as priorities for the ETSB by the Commitment to Success Plan Working Committee. Once this Plan is approved, we will be able to further develop the well-considered and realistic strategies identified for each of the orientations and objectives in a separate document.

ETSB Objective: Raise the 7 Years Cohort Graduation and Certification Rate

Statistical analysis reveals that the ETSB graduation and qualification rates for students under 20 years old is lower than the provincial average for the reference year 2008-2009: ETSB 68.5% compared to the provincial 78.8% rate. The ETSB 2009-2010 cohort rose to 71.2%. The Ministry is aiming to raise the provincial rate to 90% by 2030.

The ETSB has been making a concerted effort to raise this rate, and as the charts below illustrate, there has been over a 7-percentage point increase in the five year rate, between the 2009 cohort and the 2011 one, increasing from 55.9% to 62.1%, which are encouraging results for the upcoming 7-year rates.



With the above information, members of the Commitment to Success Plan Working Committee agreed that the ETSB target for this objective must follow the 5% increase of the Ministry's target (78.8% to 84.0%). Hence, the ETSB target is an increase of at least 5% over the next five years of this plan, reflecting a realistic target for our school board.

		ETSB Graduation Rate				
		2005-2006 cohort	2006-2007 cohort	2007-2008 cohort	2008-2009 cohort	2009-2010 cohort
		7 years :2012	7 years :2013	7 years :2014	7 years: 2015	7 years: 2016
Students under 20 obtain a first diploma (DES or DEP)	Total	70.5%	66.1%	63.0%	62.6%	65.8%
Students under 20 obtain a first diploma or qualification	Total	74.4%	74.3%	71.7%	68.5%	71.2%
Source: <i>RAPPORT Diplomation et qualification par commission scolaire au secondaire, MEES</i> ; Qualification includes certification for work-oriented training paths						

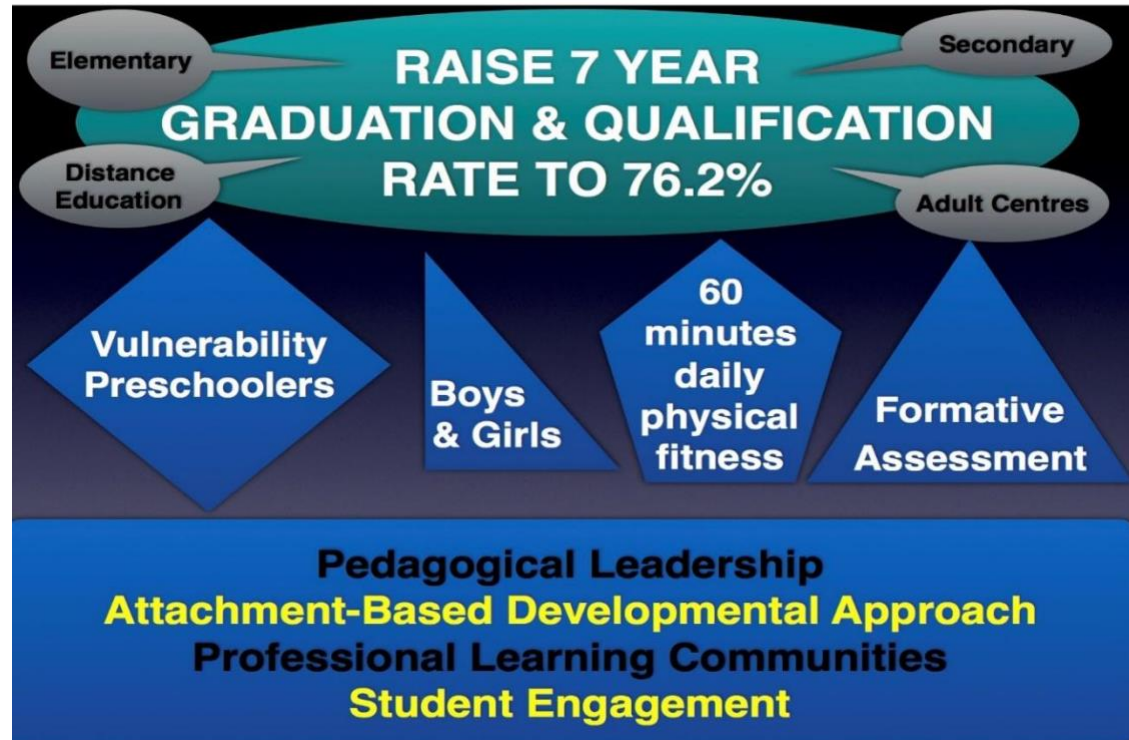
	Proportion of students under 20 obtaining a first certification and/or qualification within 7 years			
	Provincial Situation		Eastern Townships School Board	
	Reference year	Targets	Reference year	Targets
	2008-2009 cohort	2022	2008-2009 cohort	2022
Students under 20 obtain a first DIPLOMA (SSD or DVS)	74.7%		62.6%	70.0
Students under 20 obtain a first DIPLOMA or QUALIFICATION	78.8%	84.0%	68.5%	76.2%
Source: <i>RAPPORT Diplomation et qualification par commission scolaire au secondaire, MEES</i> ; Qualification includes certification for work-oriented training paths				

ORIENTATIONS AND OBJECTIVES DETERMINED BY THE ETSB

The ETSB Commitment to Success Working Committee was keen to look to the future of our school board, and one of the exercises members completed during the development process of the Plan was a History Walk, centered on understanding our collective history as a school board. Members felt this was important to keep in mind as we look to the future. Results from this exercise and the extensive consultation we undertook influenced us to focus on two specific orientations to foster continued growth.

These top two priorities, described in greater detail in the annex, are:

- addressing the higher than average vulnerability of our pre-school future students before they enter our learning organization;
- moving from a largely summative assessment structure to a more formative structure.




In closing, as per this diagram to the left, the 2018-2022 ETSB Commitment to Success Plan comprises of one main objective to raise the 7 year cohort graduation and qualification rate to 76.2%, supported by our foundational four pillars (intellectual student engagement, attachment-based developmental approach, professional learning communities and pedagogical leadership) and prioritized efforts to address girls' and boys' learning, preschool vulnerability, daily physical fitness, and formative assessment structure. Within these parameters, every school and centre will contribute to reaching, and even surpassing, this objective with its laser-focused approach in the Educational Projects. Essential words that will guide us through this process are *intentionality of excellence, continuous improvement, collaboration, and trust*, with a clear focus on student and adult learning at the ETSB.

We recognize this Commitment to Success Plan may be a different approach from the Minister's expectations but, as per Annex 1, we have considered all the Minister's orientations and objectives as per his December 15, 2017 letter, and we are confident that our 2018-2022 Commitment to Success Plan will be cause for celebration as we attain our objective and foster the continuous growth of our students, academically, socially, and emotionally.

SIGNATORIES (PAGE 1)

SIGNATORIES COMMITMENT-TO-SUCCESS PLAN

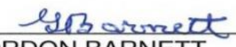


MICHAEL MURRAY
Chairman
Eastern Townships School Board



KANDY MACKEY
Director General
Eastern Townships School Board

2018-06-26
Date



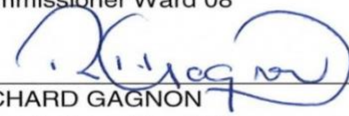
GORDON BARNETT
Commissioner Ward 08



CLAIRE BEAUBIEN
Commissioner Ward 06



DANIEL BRODIE
Commissioner Ward 05



RICHARD GAGNON
Commissioner Ward 03



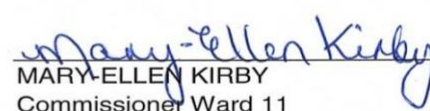
MARY GILMAN
Parent Commissioner High Schools




GARY HOLLIDAY
Commissioner Ward 10




JOY HUMENUIK
Commissioner Ward 01



MARY-ELLEN KIRBY
Commissioner Ward 11



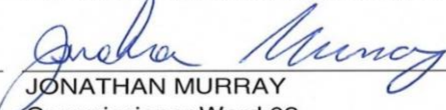
PAUL LABERGE
Parent Commissioner Elementary Schools



FRANK MACGREGOR
Commissioner Ward 07



ALICE MCCRORY
Commissioner Ward 04



JONATHAN MURRAY
Commissioner Ward 02



TINA PEZZI-BILODEAU
Commissioner Ward 09



CINDY VÉRONNEAU
Parent Commissioner

SIGNATORIES (PAGE 2)


FOCUS GROUP COMMITMENT-TO-SUCCESS PLAN


 LUC RODRIGUE
 Centre Director Vocational Education

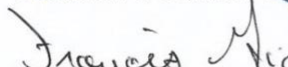

 NICOLE CARRIÈRE
 Principal Elementary School



 MERIDA WISDOM
 Teacher Elementary School



 TARA MCCULLY
 Vice-Principal High School



 SHELLEY PAIGE
 School Secretary High School


 DANIEL ZIGBY
 Chairman of Central Parents Committee



 FRANCIS GIGUÈRE
 Pedagogical Consultant


 MEGAN MACLEAN
 Teacher Adult Education


 HELENA BATES
 Teacher Elementary School


 REBECCA MCKELVEY
 Teacher Elementary School

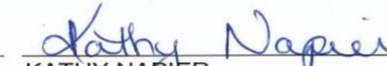

 JULIA BARROWMAN
 Teacher High School


 DENISE ROBINSON
 Counsellor in Re-Education High School



 ANGELA VAILLANCOURT
 Administration Officer General Directorate


 JENNIFER HALL
 Pedagogical Consultant


 EVA LETTNER
 Director Pedagogical Services


 KATHY NAPIER
 Teacher Elementary School


 JULIE EDWARDS
 Principal High School


 STEVE WALKER
 Teacher High School


 GAIL KELSO
 Director Complementary Services


 SHARON PRIEST
 Communication Consultant

ANNEXES

ANNEX 1: ORIENTATIONS AND OBJECTIVES DETERMINED BY THE MINISTRY

Orientation 1

Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIACC 2022

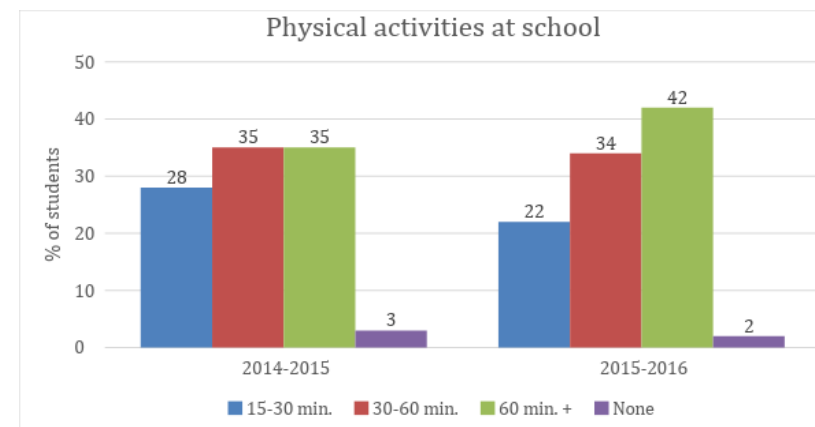
- Although there is no specific timeline identified in the Policy on Educational Success, the policy aims to raise this proportion by 5%. It is currently at 47% in the province.

Our Commitment to Success Plan Working Committee expressed the opinion that clarity is lacking in the description of this orientation. The definition of “high-level literacy” is not provided, nor are the methods used to determine the 47% provincial rate. This does not detract from the ETSB’s commitment to success for all its students and this includes adult learners. We will continue to work with our local adult literacy partners as we recognize the positive impact of increasing adult literacy on our families and communities. We are currently exploring these questions, as well as strategies we could use to determine how the ETSB and its Adult Centres’ Educational Projects could support this orientation.

Orientation 2

Have elementary students physically active at least 60 minutes per day

Results from the Learning Bar’s “OurSchool” student survey reveal that in 2015-2016, 42% of elementary students reported doing more than 60 minutes of physical activity at school every day, 34% 30-60 minutes, 22% 15-30 minutes and 2% none at all, which overall is encouraging.



We, at the ETSB, have long seen the value of physical activity for students (and staff) at school, and are supported by research on the correlation between physical activity and school success. This, coupled with our adherence to the Ministry of Education's Healthy Eating Policy, have been embraced by all our schools/centres in recent years.

Nevertheless, improvement is always sought, and this orientation appeared in the top two priorities (among the Minister's 2 orientations and 5 objectives) by our Commitment to Success Plan Working Committee members. As a result, elementary schools' Educational Projects will target improvement in providing opportunities for at least 60 minutes of daily physical activity for all students.

Objective 1

Reduce the gap in success rates between various groups of students by 50% by 2030

- *boys and girls*
- *students with special needs and those without*
- *NANS schools and non-NANS schools*
- *first generation immigrant students and non-immigrant students*

The ETSB's Commitment to Success Plan Working Committee chose this objective as the top priority among the Ministry's orientations and objectives. Priority focus was put on the gap between boys and girls, followed by special needs. It was pointed out that in addressing the needs of boys and girls, we would also be improving the educational success of many students identified as having special needs (especially behavioural). Low priority for a board-wide initiative was given to the NANS school objective as this will be addressed by each individual school in that category. Low priority was also assigned to the immigrant student objective as the ETSB, being an English school board, has very few first-generation immigrant students.

Boys and Girls

Statistical analysis of the gap between the ETSB boys and girls’ graduation rates over the years 2011-2012 to 2015-2016 reveal a fluctuating rate between a low of 5.3% in 2013-2014 and 17.0% in 2015-2016. The sharply increased gap in 2015-2016 is explained by a significant rise in the graduation rate among girls and a steady rate among boys. The ETSB gap for the baseline year established by the Ministry (2014-2015) is 7.8% compared to the provincial 10.1%. The ETSB rate of male graduation fluctuates from a high of 71.6% in 2012-2013 to a low of 63.3% in 2015-2016.

ETSB Graduation Rate: 7 years										
	Cohort 2005-06 7 years:2011-12		Cohort 2006-07 7 years:2012-13		Cohort 2007-08 7 years:2013-14		Cohort 2008-09 7 years:2014-15		Cohort 2009-2010 7 years:2015-16	
Graduation Rate	74.4%		74.3%		71.7%		68.5%		71.2%	
	Graduation rate	Gap	Graduation rate	Gap	Graduation rate	Gap	Graduation rate	Gap	Graduation rate	Gap
Male	68.3%	12.5%	71.6%	5.9%	69.0%	5.3%	64.6%	7.8%	63.3%	17.0%
Female	80.8%		77.5%		74.3%		72.4%		80.3%	

Source: RAPPORT Diplomation et qualification par commission scolaire au secondaire, MEES

Targets for this sub-objective will be found in our schools and centres’ Educational Projects, where interventions will be determined at the local level.

Students with Special Needs and Those Without

The ETSB has a historically higher percentage of students with special needs when compared to the provincial average. Three factors, among others, explain this: a higher percentage of students entering our system with identified vulnerabilities; inconsistent access to English language health and social services; the fact that we do not set a limit on the number of IEPs we open. We feel that if the professionals working with a student deem that he/she should have an IEP, we open one. The implementation of the WATCH (We Are Tracking Changes) Action Plan, a form of pre-IEP support plan, is proving to be a winning model in our inclusive environment.

Statistical analysis of the graduation rate between students with special needs and those without special needs reveal that the ETSB percentage for the baseline year the Ministry has established (2014-2015) is almost identical to the provincial average: 48.3% provincially and 48.7% for the ETSB. The gap between these two groups provincially is 34.1% and for the ETSB 34.6%. Interestingly, ETSB data from 2015-2016 reveals a significant improvement in the success rate for girls with special needs (from 48.1% to 58.9%) and a decrease for the boys with special needs (from 49.1% to 42.2%). We must be cautious of drawing conclusions from a 2-year sample, especially when it draws from a small sample size, but these numbers do match the increase in success among the general ETSB population of girls compared to boys for the same period. This indicates the greater need to focus on supporting our male students.

Écarts entre les élèves HDAA et les élèves ordinaires	Groupes d'élèves selon qu'ils avaient ou non un plan d'intervention actif à leur entrée au secondaire	Cohorte 2008 suivie jusqu'en 2014-2015					Cohorte 2009 suivie jusqu'en 2015-2016				
		5 ans	6 ans	7 ans			5 ans	6 ans	7 ans		
		Total	Total	Total	Maculin	Féminin	Total	Total	Total	Maculin	Féminin
Réseau public	Élèves ordinaires	69.0	78.4	82.4	78.6	85.8	71.0	80.1	83.8	80.4	86.9
	Total EHDA	28.8	41.2	48.3	46.5	51.8	31.0	44.6	51.8	50.7	53.7
	Total	60.1	70.2	74.9	69.6	80.6	61.7	72.0	76.5	71.9	81.4
Commission scolaire Eastern Townships	Élèves ordinaires	75.4	80.2	83.3	80.2	85.8	76.0	83.6	85.2	80.5	89.4
	Total EHDA	38.3	44.0	48.7	49.1	48.1	24.1	41.8	48.1	42.2	58.9
	Total	59.5	64.6	68.5	64.6	72.4	55.9	67.6	71.2	63.3	80.3

Source: MEES March 2018

NANS and Non-NANS Schools

The ETSB has seven elementary schools classified as NANS schools and we will not address this sub-objective from a global ETSB perspective since the majority of our secondary schools do not fit this profile. The ETSB will work with each NANS school to develop plans for reducing the gap between their graduation rates and the graduation rates of non-NANS schools.

Students of 1st Generation Immigrant Families

Given the provisions of the Québec language law, the ETSB has very few students of 1st generation immigrant families in the youth sector. The number is not statistically significant, less than 2%. The fact that there are so few of these students allows us to give them individual attention if they happen to be struggling.

Success Rates of Targeted Populations and Gaps between Groups

Source:

- Portrait des statistiques Ministérielles, “Portrait_Stat_CS_ 2015.xls” Table 1.1
- Rapport - Diplomation et qualification par commission scolaire Édition 2017”, published by MEES.
- Le portrait de statistiques ministérielles, objectives 2 & 6 (March 2018)

		Success rates of targeted populations and gaps between groups						
		Provincial				Eastern Townships School Board		
		2014-2015 data (2008-2009 cohort)		Target 2022		2014-2015 data (2008-2009 cohort)		Target 2022
		Success rate	Gap	Gap		Success rate	Gap	Gap
Sex	Male	73.8%	All sectors	10.1%	6.1%	64.6%	7.8%	6.0%
	Female	83.9%				72.4%		
Special Needs	EHDAA ¹	48.3%	Public sector	34.1%	25.3%	47.8%	34.6%	29.0%
	Regular students	82.4%				83.3%		
IMSE index	Disadvantaged areas ²	69.0%	Public sector	6.6% 5.4%	6.5%	66.7%	1.1% 7.2%	1.0%
	Intermediate areas ³	75.6%				67.8%		
	Advantaged areas ⁴	81.0%				75.0%		
Immigration	First-generation	75.0%*	All sectors	9.0% 3.8%	3.0%	50.0%	36.4% 18.8%	N/A
	Second-generation	84.0%				86.4%		
	Non-immigrants	78.8%				67.6%		

¹ Students with handicaps, social maladjustments or learning difficulties with an IEP
²Based on the socio-economic environment index (SEI) of the public secondary school attended (SEI decile rank 8, 9 or 10)
³ Based on the socio-economic environment index (SEI) of the public secondary school attended (SEI decile rank 4, 5, 6 or 7)
⁴ Based on the socio-economic environment index (SEI) of the public secondary school attended (SEI decile rank 1, 2, or 3)

Objective 2

Reduce the proportion of students starting public secondary school at age 13 or older

Statistical analysis reveals that over the last 6 years at the ETSB, this rate has fluctuated from 12.1% in 2011-2012 to 20.0% in 2013-2014, and an almost identical fluctuation from 12.5% in 2014-2015 to 20.1% in 2016-2017. The provincial average for 2016-2017 stands at 12.6%.

High schools	ETSB						
	2011-2012 cohort	2012-2013 cohort	2013-2014 cohort	2014-2015 cohort	2015-2016 cohort	2016-2017 cohort	Target 2022
Proportion of students in secondary 1, 13 years and older	12.1%	13.5%	20.0%	12.5%	16.1%	20.1%	18.9%

The practice of retention lies at the heart of this objective. Research is clear that the older a student enters high school, the less chance he/she has of graduating. We, at the ETSB, consider retention through the lens of the attachment-based developmental approach. This approach informs us that all students mature at different paces. Giving time for a student to mature at his/her own pace translates into academic achievement and lifelong benefits, whatever the age. Given that most retention occurs in cycle 1 and that these are very exceptional, we cannot expect dramatic improvement in the short term. Furthermore, by focusing our Educational Projects’ energies and resources on addressing the gap between boys and girls, the preschool vulnerabilities, and the daily 60-minute physical fitness, we will impact the reduction of students starting public secondary school at age 13 or older.

Objective 3

Raise the 7 years cohort graduation and qualification rate

The Commitment to Success Plan Working Committee has selected objective 3 as the one main priority for the Commitment to Success Plan. Details can be found in the Plan.

Objective 4

Increase to 90% the success rate on the production competency of the elementary grade 6 English language arts end-of-cycle evaluation

When analyzing the Ministry English Language Arts exam results at grade 6 and secondary 5, the ETSB does not consider this objective as a priority, with the latest 89.0% success rate in grade 6 production and 96.3% in secondary 5 English Language Arts. Similarly, our success rates in French Second Language do not warrant our specific attention, as per the 90.0% success rate in grade 6 French Second Language base production (97.0% in immersion) and 89.0% in secondary 5 base (94.0% in enriched). The ETSB will continue to closely monitor the progress in both languages, English Language Arts and French Second Language, and support schools and centres needing to address these subjects within their Educational Projects as we do value high level literacy skills in both languages.

Objective 5

Ensure that all school buildings are in satisfactory condition

The Eastern Townships School Board is committed to providing a favourable physical environment for all school community members with the objective to contribute significantly to students' success.

Considering the priorities established for all investment projects and the financial aspects closely linked to this objective, ETSB plans to meet the Ministry indicators, which is to have 85% of all ETSB buildings up to a *satisfactory condition* by 2022 and 100% by 2030.

ANNEX 2: ORIENTATIONS AND OBJECTIVES DETERMINED BY THE ETSB

ETSB Orientation 1

Address the higher than average vulnerability of our pre-school future students before they enter our system

As mentioned previously, the level of vulnerability, as evaluated by the 2012 *Quebec Survey of Child Development in Kindergarten* (QSCDK), places the pre-school children eligible for an education at the ETSB at a higher vulnerability level than the Estrie school boards and other English school boards. Anecdotal reports, from members of our working committee and beyond, are consistent in portraying the students entering our kindergarten classes as more vulnerable each year. For this reason, this orientation emerged as a high priority for our working committee, which will become a focus for our interventions, especially for our Early Intervention approach, and elementary schools' Educational Projects. Our first strategy will entail gathering more information about this phenomenon, including finding research studies on the impact of daycares on our preschoolers. With this information, we will research the risk and protective factors associated with these vulnerabilities.

ETSB Orientation 2

Examine our assessment structure with the intent of moving from predominantly summative to more formative assessments

The ETSB Commitment to Success Plan Working Committee mandated with the development of this Plan identified a need to revisit our assessment structure as a high priority. It is known that formative assessments have a positive impact on student learning (effect size of 0.48), as per John Hattie's meta-analysis. The ETSB intends to find new ways to integrate assessment models based upon learning and creativity, and this will be a focal point for the next five years. As the late Richard DuFour once said, "teams that engage in designing, using, and responding to formative assessments are more knowledgeable about their own standards, more assessment literate, and able to develop more strategies for helping all students learn" (2011). Just as we know that high-quality instruction, innovative technology and high expectations are important in learning, so is a formative assessment structure, where we "establish learning goals, check for understanding, provide feedback, and align future instruction with the students' performance" (Frey & Douglas, 2011). It is worthy to note that a more formative assessment approach does not diminish the value of summative assessment, but rather shifts our attention from the autopsy to the diagnosis, where formative assessments allow us to better identify and respond to students' learning needs.