

COMMITMENT TO SUCCESS PLAN 2018/2022

MOVING AHEAD TOGETHER
TO FOSTER STUDENT SUCCESS!



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COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

etsb.qc.ca/commitment-to-success-plan

A BILINGUAL
ENVIRONMENT
WHAT AN ADVANTAGE!



GOAL OF THE COMMITMENT TO SUCCESS PLAN

The Eastern Townships School Board's (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 plan is aligned with provincial orientations, as well as the Educational Project of each school, adult and vocational centre, in order to reflect and respond to the realities of each community.





Our 4 Foundational Pillars

Pedagogical leadership

recognizing that research supports the importance of powerful leadership on the part of the principal having a positive effect on student achievement

Attachment-based

developmental approach
based on the importance of the student/adult relationship and understanding the development of the child/adolescent

Professional Learning Community (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

focusing on intellectual engagement and effective technology integration as one of the means

Main Objective

Raise the 7-Year Cohort Graduation and Certification Rate from 71.2% to 76.2%



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.

The 2018-2022 ETSB Commitment to Success Plan is comprised 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.



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%
	Total	74.4%	74.3%	71.7%	68.5%	71.2%

Source: RAPPORT Diplomation et qualification par commission scolaire au secondaire, MEES; 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: RAPPORT Diplomation et qualification par commission scolaire au secondaire, MEES; Qualification includes certification for work-oriented training paths

OUR ORIENTATIONS

Orientation 1

Address the higher than average vulnerability of our pre-school students

The level of vulnerability, as evaluated by the 2012 Quebec Survey of Child Development in Kindergarten (QSCDK), places 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. 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.



Percentage (%) of Vulnerable Children

Category	Québec			Estrie			ETSB		
	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	10.3	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



Orientation 2

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

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. 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.



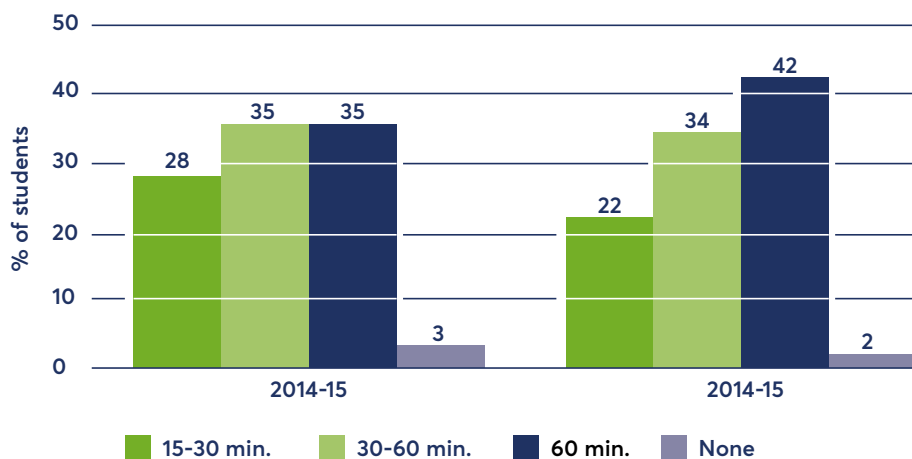
Orientation 3

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.

Nevertheless, improvement is always sought, and this orientation appeared in the top two priorities (among the Minister's two orientations and five 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.

Physical activities at school



Orientation 4

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

Priority focus will be 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. 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 individual educational plan (IEP) 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.

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)

		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%		

¹Students 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)

³Based on the socio-economic environment index (SEI) of the public secondary school attended (SEI decile rank 4, 5, 6 or 7)

⁴Based on the socio-economic environment index (SEI) of the public secondary school attended (SEI decile rank 1, 2, or 3)

Objectives determined by the Ministry

Objective 1

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

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.

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%.

	ETSB						
High schools	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

This is the ETSB's main objective :

**Raise the 7-year Cohort
Graduation and
Certification Rate from
71.2% to 76.2%**



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, the ETSB plans to meet the Ministry indicators, which is to have 85% of all ETSB buildings up to satisfactory condition by 2022 and 100% by 2030.

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