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# SEPTEMBER BUDGET UPDATE 2005

*Ministry of  
Education*

**2005/06 – 2007/08  
SERVICE PLAN UPDATE  
SEPTEMBER 2005**



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# Table of Contents

<b>Message from the Minister and Accountability Statement .....</b>	<b>3</b>
<b>Ministry Overview and Core Business Areas .....</b>	<b>5</b>
<b>Resource Summary .....</b>	<b>12</b>
<b>Strategic Context .....</b>	<b>15</b>
<b>Goals, Objectives, Strategies and Results .....</b>	<b>20</b>
<b>Related Initiatives and Planning Processes .....</b>	<b>44</b>
<b>Appendix A: Changes from 2005/06 – 2007/08 Service Plan .....</b>	<b>45</b>





## Message from the Minister and Accountability Statement

I am pleased to present the Ministry of Education's 2005/06 – 2007/08 Service Plan Update — September 2005. This plan builds on government's work to improve student achievement, and will guide the ministry over the next three years. Our priorities are literacy, student health and physical activity, and making schools the centre of the community.

The Ministry of Education oversees the kindergarten to Grade 12 education system and, following the May 2005 election, was given responsibility for early learning, literacy and libraries. This broader mandate integrates a range of family education services that enables the ministry to improve coordination of learning and better serve the public. The ministry is working in partnership with other ministries across government to implement and achieve the government's Five Great Goals for the Golden Decade ahead.

Our first great goal is to make B.C. the best educated, most literate jurisdiction on the continent. The Ministry of Education will play a key role in reaching this goal. Last year, the Province invested \$37 million in programs and resources to improve literacy rates, including funding to support innovative teaching practices, libraries, adult literacy, textbooks and a program for preschoolers. Now that the Ministry of Education is responsible for literacy services, the ministry will be able to address the needs of the whole family — from preschoolers to grandparents. We will continue to work in cooperation with other ministries and community and educational literacy partners to help British Columbians experience the benefits of knowing how to read, write, do math and use computers at school, work, and in their leisure time. In addition, we will be bringing our expertise to the rest of country as the lead province in literacy for the Council of Ministers of Education, Canada.

The Ministry of Education will also play an integral part in helping the Province reach the second great goal: to improve public health care and lead the way in North America in healthy living and physical fitness. This year, the ministry will initiate a healthy schools plan to ensure our students are healthier and more physically active. The ministry will work with school boards, health professionals and vending machine companies to eliminate junk food from our schools over the next four years, and provide a free serving of B.C. grown fruits or vegetables to all students in public schools by 2010. We will also participate in ActNow! BC to help address chronic disease risk factors through programs and initiatives to support healthier eating, physical activity, ending tobacco use and promoting healthy choices during pregnancy.

Students, their parents and educators should have the assurance that they are in a safe environment. We are proceeding with a 15-year, \$1.5-billion plan to make schools earthquake safe. Over the next three years, 95 of the highest priority schools will be upgraded. The ministry will also be working with school boards to examine ways to make

schools the centre of communities, including a review of underused school facilities that could be used as daycare centres, senior's centres or parent centres.

Our government has also committed to building the best system of support in Canada for persons with disabilities, special needs, children at risk, and seniors. For the first time, the ministry will begin tracking demographics and performance results for special needs students. This will help the province, school planning councils and school boards make plans for improving achievement for special needs students. An additional \$28 million in funding for students with special needs will help us to build a stronger system of support for these students.

Another of government's great goals is to create more jobs per capita than anywhere else in Canada. Our education system plays a critical role in the social and economic development of our Province. We have increased choices so that students can take courses and attend schools that support their career goals. B.C. is a leader in trades and technology training, and we will continue to invest in training and promote secondary school apprenticeship programs to high school students.

It is impossible to achieve our goals without the knowledge, dedication and hard work of teachers. Our government will be hosting an annual teacher's congress that will provide an opportunity for the Premier and ministers to speak directly with teachers from across the province and listen to their ideas for bringing out the best in education.

Our education system is already one of the best in the world. To continue to meet the needs of today's learners, we must always strive to improve. This Service Plan Update sets out our goals and performance measures for our education system as we build hope, prosperity and opportunity for British Columbia.

The Ministry of Education's 2005/06–2007/08 Service Plan Update September 2005 was prepared under my direction, in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared. All material fiscal assumptions and policy decisions as of August 31, 2005 have been considered in preparing the plan and I am accountable for achieving the specific objectives in the plan.



Honourable Shirley Bond  
Minister of Education  
and Minister Responsible for Early Learning and Literacy

August 31, 2005

# Ministry Overview and Core Business Areas

## Ministry Overview

The Ministry of Education oversees the K–12 education system in British Columbia. The roles and responsibilities of the Ministry and its partners are set out under the *School Act*, the *Teaching Profession Act*, the *Library Act*, the *Independent School Act* and accompanying regulations. The Ministry's core business is to provide funding, improve literacy, establish governance structures, set educational standards, monitor student performance and report results to the public. The K–12 system serves approximately 574,230 public school FTEs (full-time equivalents), approximately 62,550 independent school student FTEs and more than 3,060 home-schooled children. The Ministry gained three areas of responsibility after the May 2005 provincial election and government reorganization: literacy, early childhood learning, and library services. The Ministry, through 70 library boards, provides leadership and support services for the operation of the public library system, which serves 98 per cent of B.C.'s population. For a list of changes from the 2005/06–2007/08 Service Plan that was published in February 2005, please refer to *Appendix A*.

The Provincial Government exercises legislative authority over the education system through the *School Act* and School Act Regulations, which assign governance responsibility to the Minister of Education at the provincial level, and to boards of school trustees at the local level. The *School Act* and School Act Regulations empower the Minister to supervise and monitor B.C. schools, rendering the Government accountable to the electorate for its performance. At the local level, the *School Act* and School Act Regulations empower 60 school boards to administer public school legislation and regulations, making school boards jointly accountable to the Minister and to the constituents who elect them.

Each school board, in accordance with the Ministry Accountability Framework, is accountable to the Province and the public for the performance of its students. Under the terms of an Accountability Contract, each board has the responsibility to govern its schools to achieve the results targeted in its contract, with flexibility to meet the unique needs of the local community. School planning councils acknowledge the importance of parental involvement and formalize the role of parents in developing plans to improve student achievement in all schools in British Columbia. School planning councils are advisory bodies. Their major responsibility is to develop, monitor, and review school plans for student achievement in consultation with the school community.<sup>1</sup>

The Ministry of Education has a substantive and primary role in determining education policies. School boards have a duty to govern schools in a fiscally responsible and cost

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<sup>1</sup> For more information on school planning councils, please visit: <http://www.bced.gov.bc.ca/spc/>

effective manner. Boards are responsible for providing education programs that reflect the aspirations of the local community. They employ district staff, prepare and manage the district's operating budget and capital plan, prepare an annual Accountability Contract, approve local courses, and adjudicate complaints from parents and students.

The Inspector of Independent Schools is responsible for the administration of the *Independent School Act*, regulations and Minister's Orders. Responsibilities include classifying and inspecting independent schools, ensuring schools meet *Independent School Act* requirements, certifying independent school teachers, administering the offshore school certification program, and setting home-school policies.

The role of public libraries has become significant in the emerging information age through new technologies, such as the Internet. Public libraries play a key role in managing information services to ensure citizens have access to high quality information in an orderly way that is both relevant and useful. By providing equitable access to information, they will continue to contribute to British Columbia's economic strength and social vitality.

## **Major Ministry initiatives with cross-ministry impact**

### **Literacy**

The Ministry of Education is responsible for improving literacy across all segments of society in British Columbia and has taken a national leadership role to improve literacy through the Council of Ministers of Education, Canada. To meet this goal, the Ministry will work closely with B.C.'s social development ministries. As well, the Ministry has primary responsibility for liaising with the Premier's Advisory Council on Literacy.

### **Health-Promoting Schools<sup>2</sup>**

The Ministry of Education and the Ministry of Health are jointly responsible for promoting healthy living and improving the health of B.C.'s youth. The Ministry also takes a national leadership role through the Council of Ministers of Education, Canada to develop and share best practices regarding Health-Promoting Schools.

### **Early childhood learning**

To improve early childhood learning outcomes and to better prepare children for school, the Ministry of Education will work closely with the Ministry of Children and Family Development.

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<sup>2</sup> More information on Health-Promoting Schools is available at: <http://www.bced.gov.bc.ca/health/>



### **Inter-ministry data sharing**

To broaden each ministry's understanding of other ministry programs, the Ministry of Education is leading a project to exchange information between the social development ministries.

## **Core Business Areas**

**1. Public Schools** — As legislated under the *School Act*, the Ministry provides operating funding to school boards and others to support the K-12 public school system. The K-12 system serves approximately 574,230 public school FTEs (full-time equivalents) in 1,666 schools across British Columbia.

**2. Independent Schools** — As legislated under the *Independent School Act*, the Ministry provides operating funding to approximately 352 independent schools. Approximately 10.5 per cent of the K-12 student population is currently enrolled in independent schools. The Inspector of Independent Schools is responsible to the Minister of Education for the administration of the *Independent School Act*.

**3. Debt Service and Amortization** — The Ministry provides funding to public schools to finance capital projects including upgrades, renovations, expansions, new facilities and buses, and is also responsible for debt services and amortization.

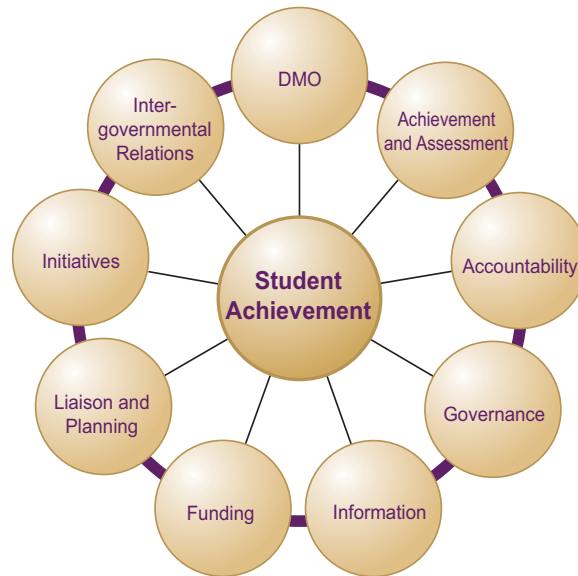
**4. Early Learning and Literacy** — As legislated under the *Library Act*, the Ministry provides government transfers to support the public library system and to support programs that promote literacy in communities and schools.

**5. Management Services** — This core area provides corporate services to operating programs, including financial, budget, human resources, information management, administrative services, freedom of information and privacy services, and general services assistance for the Ministry of Education, and the Ministry of Advanced Education.

**6. Executive and Support Services** — The Ministry provides leadership and develops policy and legislation, oversees system governance, sets results-based standards and accountability frameworks, monitors performance, and reports results. This area includes the Minister's Office and Ministry Program Management.

## Ministry Structure

### Key Ministry Responsibilities<sup>3</sup>



*Note: These descriptions are accurate at the time of publication, but are subject to change as priorities and responsibilities shift in response to the Government and individual ministries striving to meet the needs of the public.*

### Accountability

The Accountability Department is responsible for the management of the Accountability Framework, designed to focus the attention of school districts on improving achievement levels for all students. The Accountability Framework includes:

- Accountability Contracts;
- District Reviews; and
- School Planning Councils.

As well, the Aboriginal Enhancement Branch is focused on improving the achievement of Aboriginal students through the development and implementation of Enhancement Agreements between local school districts and their Aboriginal communities.

### Achievement and Assessment

The Achievement Branch is responsible for the provincial curriculum, published in Integrated Resource Packages (IRP's). IRP's include prescribed learning outcomes and approved learning resources, as well as achievement indicators and classroom assessment

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<sup>3</sup> Ministry organizational chart is accurate as of June 1, 2005.

strategies designed to determine if students are achieving learning outcomes. The Branch is also responsible for literacy initiatives, including the B.C. Performance Standards in Reading, Writing and Numeracy.

The Assessment Branch is responsible for large-scale provincial examinations and assessments, including the Foundation Skills Assessment and Graduation Program Examinations. The Branch is also responsible for national and international assessments, external credentials, provincial scholarships and awards (including Passports to Education), the provincial report card policy, student certification and transcripts, collecting student, school and district level data and for French Programs.

### **Funding Department**

The Funding Department manages the development, allocation and administration of the provincial education budget and ensures that the financial and business management of the 60 school districts meet acceptable standards and conform to provincial legislation and policy. The Department allocates capital funding to the public education system for new and replacement schools, for expansion and renovations to existing schools, and funds Government's risk management program for schools. In addition, the department is implementing a long-term Seismic Mitigation Program for public schools.

### **Governance Department**

The Governance Department is responsible for the governance and legislation of the public school system, including:

- Independent schools;
- Home schooling;
- Offshore schools;
- Policy development; and
- Ministry Correspondence Unit.

The Department is the primary liaison with the Ministry of Attorney General on legal matters and litigation involving the Ministry. Within the Governance Department, the Governance and Legislation Unit has corporate responsibility for governance of the Province's education system, overseeing the development and administration of all Ministry legislation and providing new legislation to the school system and education partners.

The Independent Schools Unit is responsible for:

- registering, classifying, evaluating/inspecting, and monitoring all provincial K-12 independent schools;
- issuing operational, online learning, special education and home school registration grants to qualifying independent schools;
- granting, suspending and revoking independent school teacher certification;

- administering the Ministry's home schooling policies; and
- inspecting and certifying offshore schools.

The Policy Unit leads and/or participates in the research, development and integration of Ministry and Government policy, manages the Ministry's deregulation initiative, manages appointments to agencies, boards and commissions, and provides stakeholders with access to current Ministry policies through the K-12 Ministry policy website.

### **Intergovernmental Relations Department**

The Intergovernmental Relations Department (IGR) of the Ministry of Education was formed in July 2004 in response to Government's need for an integrated approach across ministries to improve effectiveness and efficiency. IGR's role is to coordinate and harmonize cross-government initiatives, activities and priorities to support and enhance student achievement and to promote a high quality, performance-oriented public education system. The IGR Department also has corporate responsibility for the Council of Ministers of Education, Canada, which is a forum for education ministers to provide national leadership on issues of mutual concern.

### **The Information Department**

The Information Department provides reports on:

- The population and demographic characteristics of the education system;
- The performance of students in that system;
- Operational characteristics (i.e., number of educators, program enrollment, etc.); and
- Financial and facilities information for school districts, schools and the public.

Through the B.C. Electronic Student Information System (BCeSIS), the Information Department enables all B.C. school boards to integrate the management and monitoring of school operations and student performance. As well, the Department develops strategies for sharing data, software and information technology services and manages the Education Data Warehouse, which is the main repository of information for the Ministry of Education. To support increased access to education for all students, the Information Department develops and coordinates strategies to provide more flexibility and choice to the school system, through initiatives such as distributed learning.

### **The Initiatives Department**

The Initiatives Department is responsible for:

- Graduation Programs;
- Board/Authority Authorized Courses;
- Transitions;
- Industry training in K-12 and Secondary School Apprenticeship;

- Adult programs in K–12 schools;
- Special Education programs;
- English as a Second Language programs;
- Safe, Caring and Orderly schools;
- Health-Promoting Schools;
- Early Learning and school readiness; and
- CommunityLINK.

### **Liaison Department**

The Liaison Department strategically networks with partner groups, stakeholders, school districts and schools. Liaison is responsible for communicating Ministry initiatives to the field and reporting back the views and reactions to Ministry initiatives.

# Resource Summary

Core Business Areas	2004/05 Restated Estimates <sup>1</sup>	2005/06 Estimates	2006/07 Plan	2007/08 Plan
<b>Operating Expenses (\$000)</b>				
<b>Public Schools</b> .....	4,125,825	4,264,295	4,324,213	4,324,240
<b>Independent Schools</b> .....	176,777	186,629	201,059	210,247
<b>Debt Service and Amortization</b> .....	564,955	546,385	561,287	575,072
<b>Early Learning and Literacy</b> .....	7,136	20,008	21,138	21,938
<b>Management Services</b> .....	12,354	12,354	12,354	12,354
<b>Executive and Support Services</b> .....	35,234	44,234	45,734	45,734
<b>Total</b> .....	<b>4,922,281</b>	<b>5,073,905</b>	<b>5,165,785</b>	<b>5,189,585</b>
<b>Full-time Equivalents (FTEs)</b>				
<b>Early Learning and Literacy</b> .....	14	14	14	14
<b>Management Services</b> .....	85	85	85	85
<b>Executive and Support Services</b> .....	214	214	214	214
<b>Total</b> .....	<b>313</b>	<b>313</b>	<b>313</b>	<b>313</b>
<b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>				
<b>Management Services</b> .....	310	95	20	20
<b>Executive and Support Services</b> .....	14,100	9,650	6,658	4,813
<b>Total</b> .....	<b>14,410</b>	<b>9,745</b>	<b>6,678</b>	<b>4,833</b>
<b>Capital Plan (\$000)</b>				
<b>Public Schools</b> .....	134,500	170,300	173,590	213,490
<b>Total</b> .....	<b>134,500</b>	<b>170,300</b>	<b>173,590</b>	<b>213,490</b>

<sup>1</sup> These amounts have been restated, for comparative purposes only, to be consistent with the presentation of the September Update 2005 *Estimates* 2005/06. Schedule A of the 2005/06 *Estimates*, presents a detailed reconciliation.

## Resource Summary — School Districts

The Resource Summary for School Districts sets out the three-year rolling funding plan for school districts.

School Districts	2004/05 Budget	2005/06 Plan	2006/07 Plan	2007/08 Plan
<b>Combined Income Statement (\$000)</b>				
<b>Total Revenue</b> .....	4,468,000	4,848,000	4,871,000	4,900,000
<b>Total Expense</b> .....	4,451,000	4,781,000	4,829,000	4,847,000
<b>Operating Results</b> .....	17,000	67,000	42,000	53,000
<b>Gain (Loss) on sale of Capital Assets</b> .....	(1,000)	4,000	0	0
<b>Net Results</b> .....	<b>16,000</b>	<b>71,000</b>	<b>42,000</b>	<b>53,000</b>

This combined income statement includes estimates from 60 school districts.

Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

## Major Capital Projects

The Ministry had one capital project with costs in excess of \$50 million for the reporting period.

### *Project Description: New Westminster Secondary School Replacement*

New 2,400-secondary student capacity school to replace the existing 2,025-capacity New Westminster Secondary School; replacement of existing District Administration Offices; and renovation of existing District Maintenance Facility.

### *Project Objectives*

New Westminster Secondary School (NWSS) is the only secondary school in School District No. 40 (New Westminster). The building complex also accommodates the School District administration offices, School District maintenance facility, and School District stores facility. The existing NWSS is in poor condition, making it inefficient and costly to maintain and operate. The renovation of the existing school and district administration offices was rejected as a viable option, with renovation costs surpassing 70 per cent of replacement costs. Forecast population growth for the City of New Westminster and increases in student enrollment support the increased capacity.

As part of a community initiative, the City of New Westminster supported the project making a funding contribution for sporting and arts initiatives co-located on the site, to enhance NWSS as a community school.

## ***Project Costs and Benefits***

### **Costs**

The cost of the entire project is \$63,936,481, with the following funding sources:

- Ministry of Education to provide \$51,920,708 in capital funds for the replacement of the secondary school and administration offices, and renovation of retained area for eligible educational programs and maintenance facilities;
- Local capital to provide \$3,547,272;
- Annual Facility Grant to provide \$250,000;
- City of New Westminster to provide \$8,218,046; and
- Project escalation reserve of \$7,175,307.



# Strategic Context

## Vision, Mission and Values

### Vision

The Ministry's vision is to make B.C. the best-educated, most literate jurisdiction on the continent.

### Mission

The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy democratic and pluralistic society and a prosperous and sustainable economy.

### Values

The Ministry of Education is comprised of a professional, non-partisan public service that respects the *Standard of Conduct for Public Service Employees*. The Ministry is an organization whose employees work together to improve student achievement in British Columbia. The Ministry is committed to the goals and objectives set out in *A Corporate Human Resource Plan for the Public Service of British Columbia* and in the *Ministry's Corporate Human Resources Plan*. Ministry employees agree that it is important to demonstrate the following behaviors in daily interactions with the public and with one another:

- to behave with integrity, promoting relationships of mutual trust, confidence and respect;
- to provide high levels of service to everyone with whom we come in contact;
- to ensure information is shared in a relevant and timely manner;
- to identify and acknowledge problems and work together to resolve them; and
- to acknowledge each other's contributions.

## Planning Context

Over the last several decades there has been an increased focus on education, from the local level to the international level. The definition of education has been expanded to include all types of learning, and to promote a more balanced and flexible approach to education. Educational services have also expanded to include distributed learning and early childhood education, as well as a renewed focus on health and literacy. The societal benefits of education are many and wide-ranging. Well-educated people have lower rates of substance abuse, criminal activity, unemployment and domestic violence. An educated

workforce is also better suited to adapt to changes in the economic environment. That is why Government's number one great goal is to make B.C. the best educated, most literate jurisdiction on the continent.

Another great goal of Government is to build the best system of support in Canada for persons with disabilities, special needs, children at risk and seniors. The Ministry of Education is committed to improving achievement for all students. Programs and services aimed at supporting students with special needs are provided by a number of different ministries and agencies — to support these students, the Ministry of Education will play an important role in encouraging seamless service delivery for all children. As well, the Ministry will provide information on the educational impact of these services. Education is and will continue to be a core component of a healthy and productive life for all of B.C.'s youth.

There are many factors, both internal and external, that affect the success of the education system in British Columbia. For B.C.'s economy to continue to grow and prosper, the shortage of skilled trade professionals must be addressed. Efforts to promote trades training as a viable and attractive career option are improving, but more work must be done if the Province is to effectively address this important issue. The Ministry is continuing to expand efforts to encourage more students to enter the trades through apprenticeship training and encouraging school boards to offer more programs leading to recognized trades certification.<sup>4</sup>

The Aboriginal population of British Columbia is younger and growing at a faster rate than the rest of B.C.'s population. With the expansion of this demographic group comes the challenge of meeting its unique educational needs. The completion rate for Aboriginal youth has climbed to 47 per cent, the highest in our history. While significant gains have been made, the education system must continue to focus on Aboriginal student achievement.

The rapid growth of technology as a mechanism for delivering and expanding educational services will continue to alter the face of education as it has traditionally been known. New opportunities exist not only for delivering services, but also for managing education. Technology brings new challenges and opportunities as international competitors gain the capacity to deliver educational programs into British Columbia and British Columbia schools begin to deliver their services outside the Province. Constant technological advances mean that the Ministry of Education must strive to understand new needs in terms of capacity (training), curriculum (what is taught in the schools), and management.

Declining enrolment and the movement of students from rural to urban areas are two of the most significant factors that must be considered in planning for the future. The ability to provide a varied education program to students in small rural communities is an emerging priority for educators. Educators are also facing increased pressure to manage the impacts on the system caused by declining enrolment.

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<sup>4</sup> For more information on secondary school apprenticeships, please visit:  
<http://www.bced.gov.bc.ca/careers/ssa/overview.htm>

## Key Strategic Issues

### 2005 – 2006 Strategic Direction

For the upcoming year, the Ministry of Education will focus on three key areas: literacy, health, and building community capacity.

#### Literacy

The Provincial Government is committed to helping children and adults gain the literacy skills they need for full participation in society. The Government's literacy strategy aims to promote improvements in reading, writing, numeracy and computer literacy for all British Columbians. A Premier's Advisory Panel on Literacy has been tasked with assessing literacy challenges and identifying urgent needs. The Ministry will develop an action plan based on the recommendations of the panel, in order to help B.C. meet its great goal of becoming the best educated, most literate jurisdiction on the continent.

The Ministry of Education has the lead role for improving literacy both at the provincial level, and through the Council of Ministers of Education, Canada,<sup>5</sup> at the national level. At the provincial level, a key aspect of the Ministry's strategy is to build community capacity, which will be accomplished by collaborating with other ministries, agencies, and levels of government. The inclusion of Public Libraries within the Ministry's mandate will improve access to information at the community level and help to improve early childhood learning. As well, the Ministry is collaborating with LiteracyNow<sup>6</sup> and other agencies, such as Literacy B.C.,<sup>7</sup> to develop new methods to improve literacy. LiteracyNow supports community-based literacy programs, and works closely with volunteer and non-profit organizations. At the national level, the Ministry will work to focus attention on literacy, and to align national literacy research projects with provincial priorities. The knowledge that is gained from this collaborative effort will be reported publicly so that all partners may benefit.

#### Health-Promoting Schools

In January 2005, the Ministry of Education and the Ministry of Health Services hosted a province-wide forum to promote health in schools and to begin work on a policy framework for Health-Promoting Schools. By adopting a health-promoting schools approach, the British Columbia school system can enhance the health and learning capacities of all students in B.C. The school setting provides a unique opportunity to positively influence the many domains of student health in and outside the classroom. By working with teachers, parents, school administrators, health authorities, government, community groups

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<sup>5</sup> For more information on CMEC please visit: <http://www.cmec.ca/>

<sup>6</sup> For more information on LiteracyNow and its programs and initiatives, please visit: <http://www.2010legaciesnow.com/Content/LiteracyNow/LiteracyNow%20Home.asp?langid=1>

<sup>7</sup> For more information on Literacy B.C. and its programs and initiatives, please visit: <http://www2.literacy.bc.ca/>

and students, we are creating an environment that fosters healthy living habits that last a lifetime. This initiative supports the Government of B.C.'s great goal to lead the way in North America in healthy living and physical fitness. The Ministry also leads national efforts to promote health in schools through the Council of Ministers of Education, Canada. Areas of focus for Health-Promoting Schools in 2005/06 include:

- Action Schools! B.C.;<sup>8</sup>
- New curriculum on Health and Career Planning;
- New Physical Education curriculum (K–7); and
- Developing Guidelines for selling healthy foods in schools.

A Health-Promoting School embraces the view that promoting children's health is a shared responsibility with parents, the health sector, and the community.

## **Building Community Capacity**

### **School Community Connections**

A key component of the Ministry's strategy to improve literacy is to build community capacity. One way the Ministry will build capacity is through the School Community Connections<sup>9</sup> initiative. In April 2005, the Ministry of Education facilitated the launch of School Community Connections with a grant of \$10 million. The purpose of this initiative is to increase the number of schools that are centers for community activities and services. As shifting demographics and population patterns have left a number of schools underutilized or vacant, School Community Connections will benefit B.C. communities by helping school boards and local governments revitalize these schools as centers for community learning and activity. By making space available in schools for services such as early childhood learning, childcare and seniors' centers, local schools are strengthening their ties with the community and building community capacity. The B.C. School Trustees Association (BCSTA) and the Union of B.C. Municipalities (UBCM) are co-managing the program, in partnership with the Ministry of Education.

### **Libraries**

Library Services will play an equally important role in building community capacity to improve literacy through collaborations and partnerships with schools, post-secondary institutions and government, and by facilitating access to information. Through implementation of the One Card system, anyone with the One Card will have access to library collections. Used like a passport to information, a single card will give all British Columbians free, equitable and seamless access to library holdings 24 hours a day,

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<sup>8</sup> More information on Action Schools! B.C. is available at:

[http://www.healthservices.gov.bc.ca/prevent/action\\_schools.html](http://www.healthservices.gov.bc.ca/prevent/action_schools.html)

<sup>9</sup> To learn more about the School Community Connections initiative, please visit:

<http://www.civicnet.bc.ca/siteengine/activepage.asp?PageID=245&bhcp=1>

seven days a week from any computer in the world connected to the Internet. One Card will allow British Columbians to borrow physical items from libraries outside of their municipal or regional boundaries and to search all library catalogues for resources. When integrated with the electronic gateway and Internet access, One Card will provide access to the basic information available online province-wide.<sup>10</sup>

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## **Goals, Objectives, Strategies and Results**

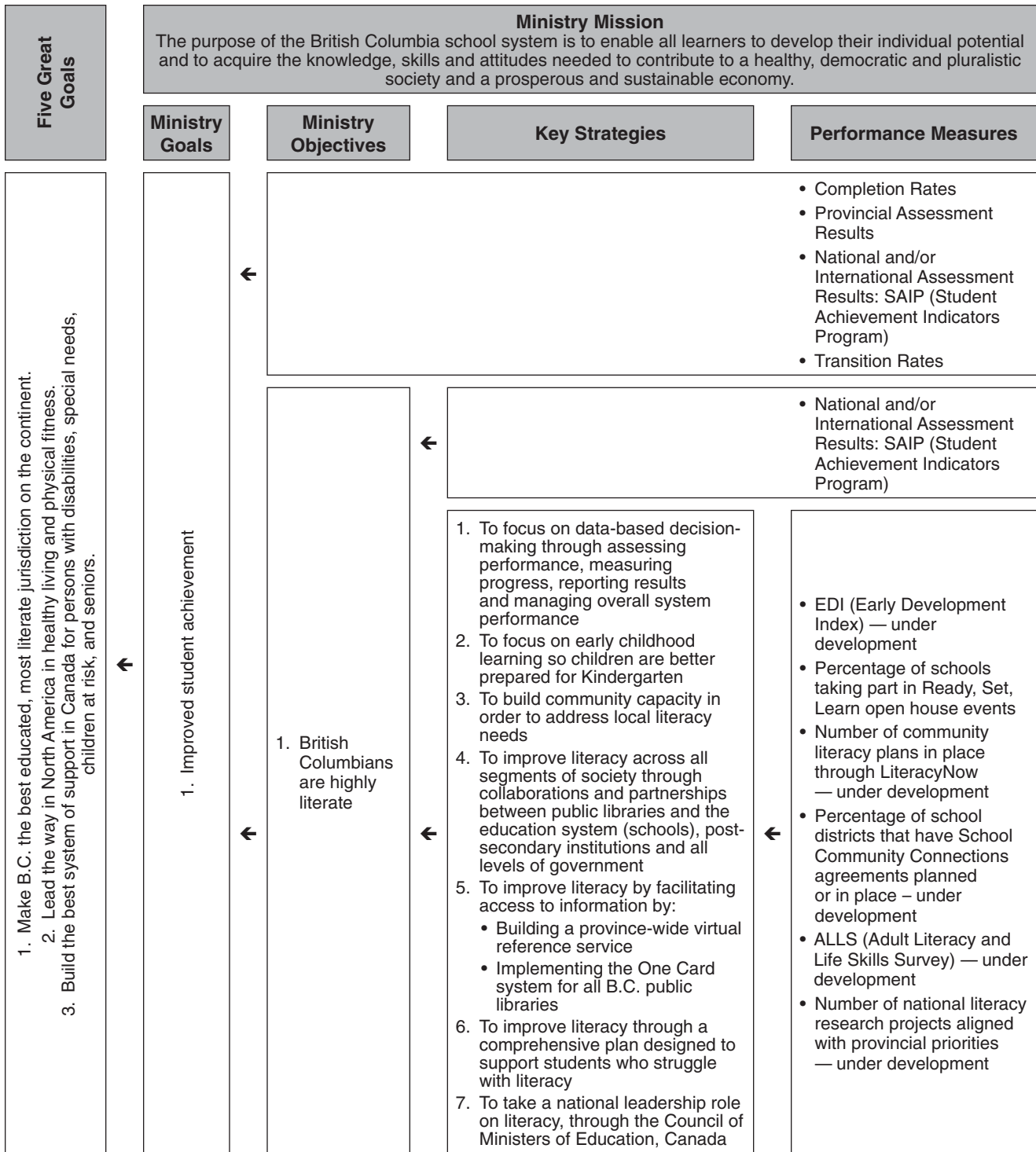
### **Ministry Goals and Their Linkage to the Five Great Goals**

In the 2005 Throne Speech, the Premier outlined a five-point plan called Five Great Goals for a Golden Decade. The goals, objectives and strategies outlined below are designed to support the Government's Plan, and in particular, to help achieve the goals related to literacy, health, and the support system for our most vulnerable citizens.

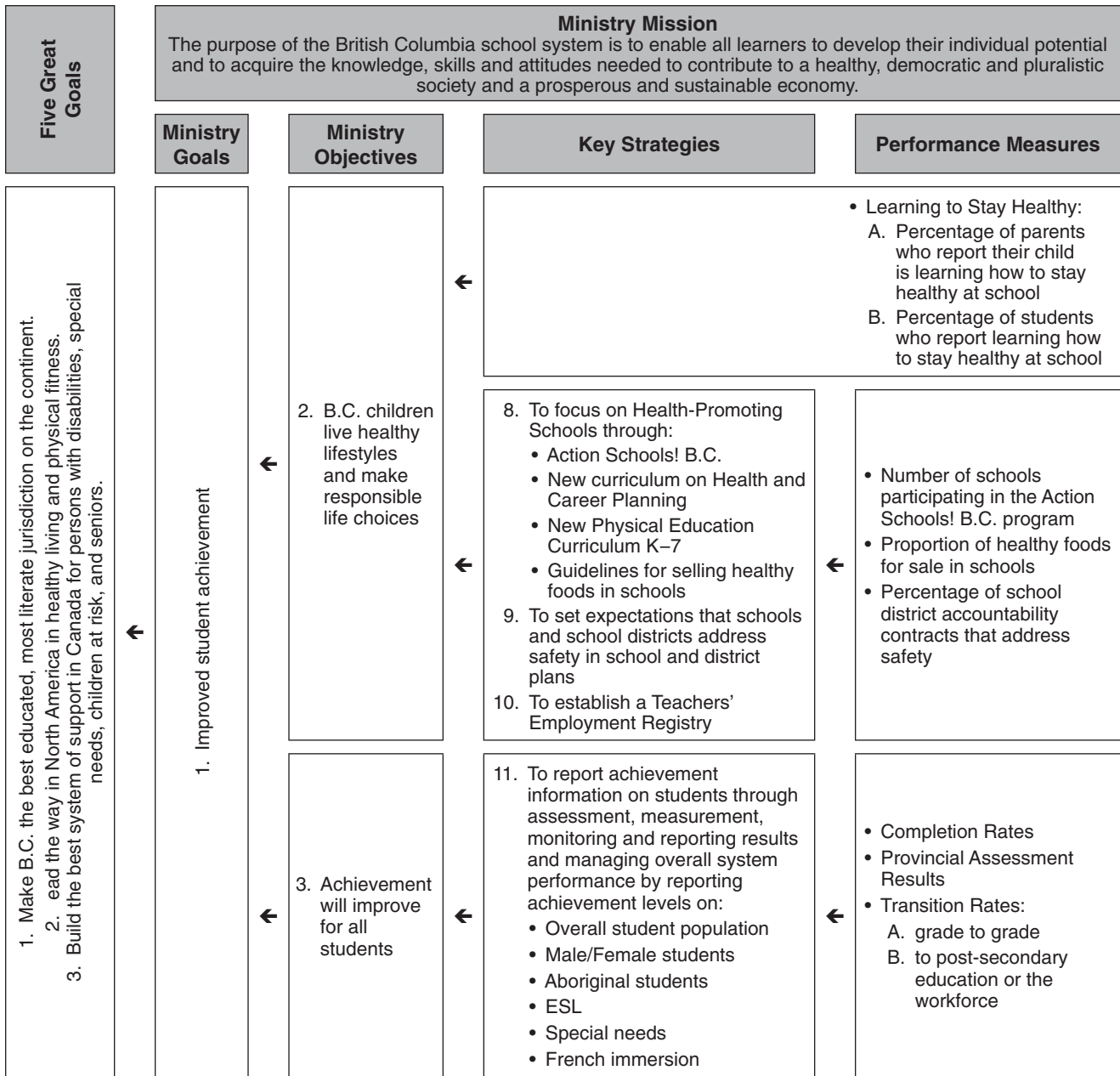
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<sup>10</sup> To view the Strategic Plan for Public Libraries, please visit:  
[http://www.mcaws.gov.bc.ca/lgd/public\\_libraries/plplan/](http://www.mcaws.gov.bc.ca/lgd/public_libraries/plplan/)

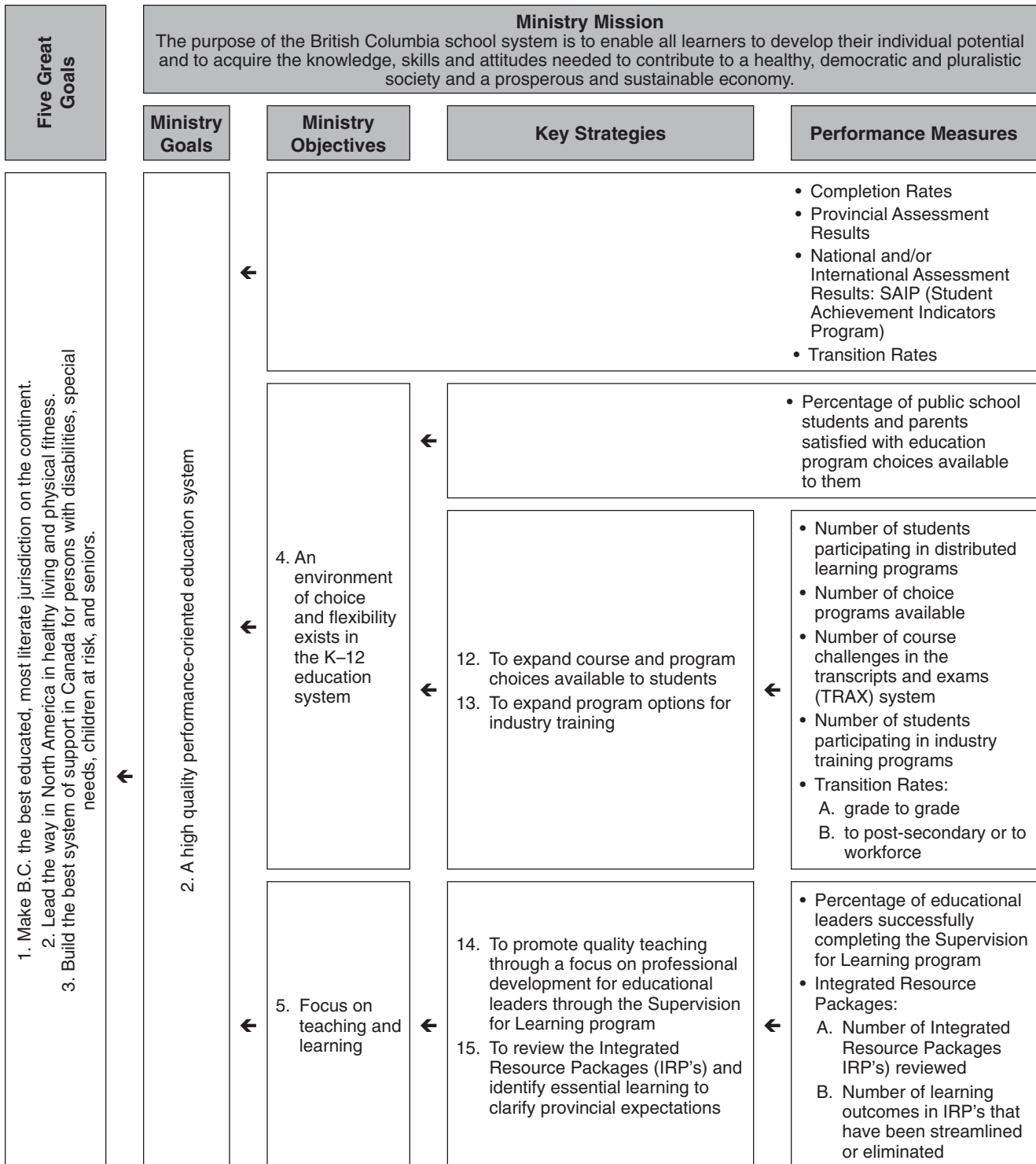
Ministry of Education



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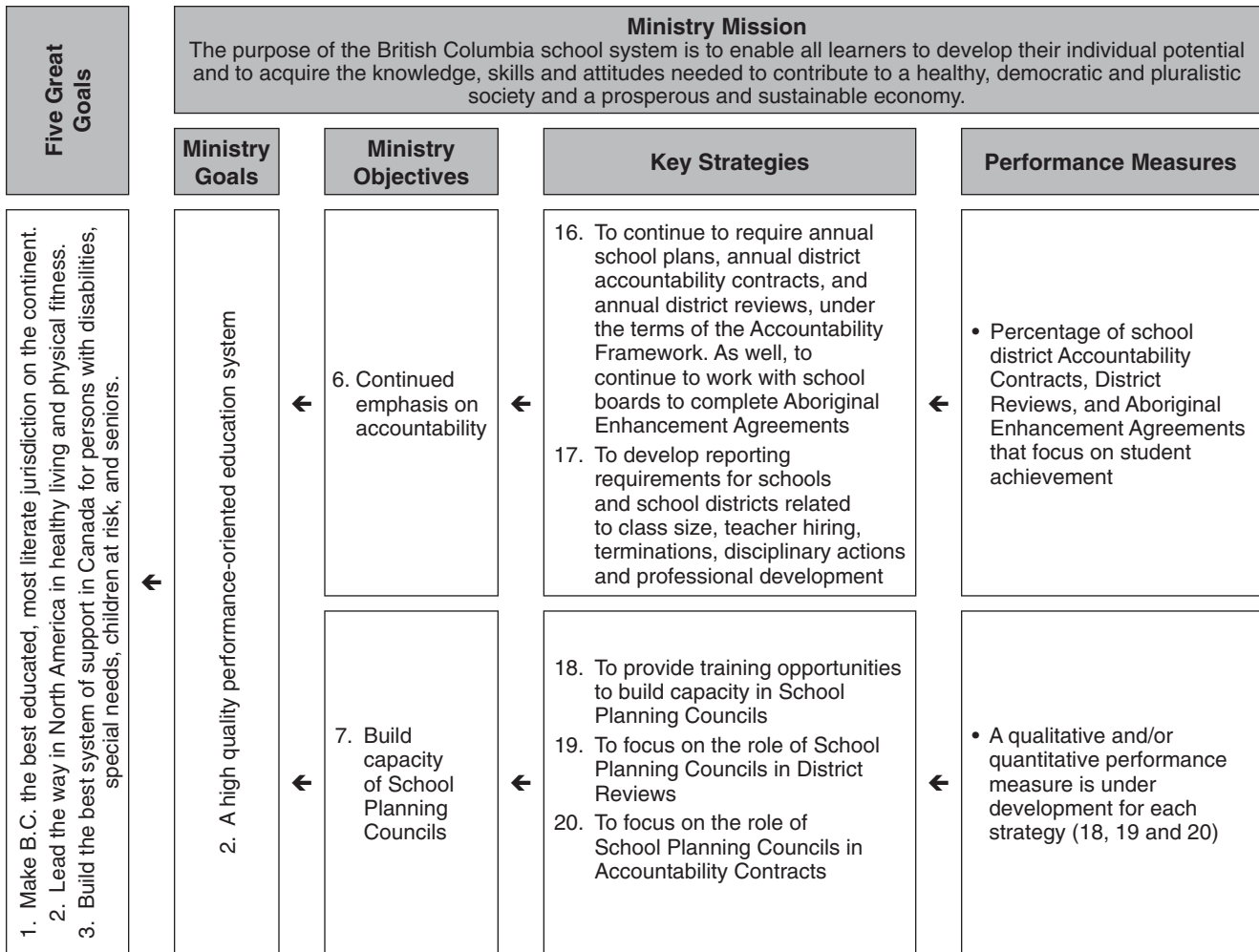


Ministry of Education





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## Performance Plan

### **Goal 1: *Improved Student Achievement***

#### **Outcomes:**

- Students complete K–12.
- Students demonstrate strong academic and life skills capabilities.
- All British Columbians are highly literate.
- Students participate as productive members of society and demonstrate the qualities of good citizenship.

Continued progress toward the Province's Five Great Goals depends upon well-educated citizens. Improved student achievement will result in students being able to demonstrate progress in academic performance in the K–12 education system, and in students being knowledgeable about health and safety. The purpose of the education system is to develop each student's potential so he or she can acquire the knowledge, skills and attitudes necessary to participate as a successful and productive member of society.

The Ministry of Education strives to continually improve student achievement in both intellectual development and human and social development. While academic achievement (reading, writing, numeracy, and computer skills) is critical, non-academic skills such as the ability to make responsible choices related to health and safety, and the ability to demonstrate the qualities of good citizenship, are equally important. Students must be given not only the tools to understand the world around them, but must also be given the knowledge, skills and abilities to become responsible citizens. As the Government of British Columbia works to meet its great goal of creating more jobs per capita than anywhere else in Canada, the Ministry will work to provide graduates with the skills and knowledge they need to fill those positions.

Working in partnership with stakeholders such as school boards, educators, students, and parents, the Ministry of Education will take a leadership role through assessing performance, measuring progress, reporting results and managing overall system performance. Overall system performance in student achievement will be measured by system-wide measures, including completion rates, provincial assessment results, transition rates and national and/or international assessment results.

**Core Business Area:** *Public Schools; Independent Schools; Executive and Support Services; Management Services; Debt Services and Amortization; and Early Learning and Literacy*

**Objective 1:** *British Columbians are highly literate*

Making British Columbia the best educated, most literate jurisdiction on the continent is one of Government's Five Great Goals. The successful attainment of this goal will benefit individual citizens by assisting each individual to achieve his or her full potential, and society as a whole by creating a well-educated and adaptable workforce able to meet the challenges of a knowledge based economy. As the lead ministry on literacy, the Ministry of Education will support the Government's great goal through key strategies designed to improve literacy across all segments of society in B.C. These strategies are as follows:

**Strategies:**

- To improve literacy across all segments of society through collaborations and partnerships between public libraries and the education system (schools), post-secondary institutions and all levels of government.
- To take a national leadership role on literacy, through the Council of Ministers of Education, Canada.
- To build community capacity in order to address local literacy needs.
- To improve literacy through a comprehensive plan designed to support students who struggle with literacy.
- To improve literacy through facilitating access to information by:
  - Building a province-wide virtual reference service; and
  - Implementing the One Card system for all B.C. Public Libraries.
- To focus on early childhood learning so children are better prepared for Kindergarten.
- To focus on data-based decision-making through assessing performance, measuring progress, reporting results and managing overall system performance.

**Performance Measures:**

**1. National and/or International Assessment Results: SAIP (School Achievement Indicators Program)**

Students in B.C. take part in the Programme for International Student Assessment (PISA) and the School Achievement Indicators Program (SAIP). The content of these assessments changes from year to year, as does the frequency, depending on the cycle of each. The only new assessment to report on for this reporting period is the SAIP science assessment, 2004. The School Achievement Indicators Program (SAIP) is a cyclical program of pan-Canadian assessments of student achievement in mathematics, reading, writing, and science that has been conducted by the Council of Ministers of Education, Canada since 1993. The Ministry's target for this performance measure is to continue to be a national leader in academic performance.

The reporting style has changed slightly from last year, to reflect a more meaningful way of displaying the results. As B.C. continues to compete for a share of the global economy,

it is important that our education system is able to provide graduates with the skills and knowledge they need to compete at an elite level. Comparing B.C.'s student achievement with that of other national jurisdictions is a way to compare how well our students perform in relation to other jurisdictions.

The assessment cycle for national and international assessments in which B.C. participates are as follows:

- PISA<sup>11</sup>: every three years.
- SAIP<sup>12</sup>: every three years.

### SAIP Science 2004

Performance Measure		2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
1. National and/or International Assessment: SAIP (Student Achievement Indicators Program) — Science 2004		See below for latest results (Actual) <sup>1</sup>	The Ministry's target for this performance measure is to continue to be a national leader in academic performance.		
<b>13 year olds</b>		<b>16 year olds</b>			
Above B.C.	Alberta	Above B.C.	Alberta		
In B.C.'s range <sup>2</sup>	<b>B.C.</b> , Canada, Manitoba, Newfoundland and Labrador, Ontario, PEI, Quebec, Saskatchewan	In B.C.'s range	<b>B.C.</b> , Canada, Manitoba, Newfoundland and Labrador, Nova Scotia, Ontario, PEI, Quebec, Saskatchewan, Yukon		
Below B.C.	New Brunswick, Nova Scotia, NWT, Yukon	Below B.C.	New Brunswick, NWT		

<sup>1</sup> This is not baseline data, as SAIP Science has been previously reported

<sup>2</sup> Results are listed in alphabetical order.

### Data Confidence

- *Source*: SAIP is coordinated by CMEC (Council of Ministers of Education, Canada) which oversees administration, data collection, analysis and storage and reporting.
- *Collection Method*: the tests were administered over a three to four week period in April and May 2004. The data are collected from randomly selected samples of B.C. 13 and 16 year-olds. Approximately 25,000 English and French-speaking Canadian students participated; in B.C., 1,800 students from more than 170 schools participated.
- *Reporting Period*: SAIP is a cyclical program of pan-Canadian assessments of student achievement in mathematics, reading, writing, and science that has been conducted by

<sup>11</sup> To learn more about PISA, please visit: <http://www.pisa.oecd.org>

<sup>12</sup> To learn more about SAIP, please visit: <http://www.cmec.ca/saip/indexe.stm>

the Council of Ministers of Education, Canada (CMEC) since 1993. The science assessment was administered for a third time in the spring of 2004. Previous versions of the science assessment were administered in 1996 and 1999. Testing takes place in the spring of every third year (for the same subject, e.g., science) (2000, 2003, 2006, etc.) and the results are reported approximately a year and a half later.

- *Data Reliability*: Results are reported with confidence intervals that discourage “ranking” and promote an analysis of jurisdictions that perform in a similar range, based on a review of the confidence intervals that determine the statistically significant differences between results of jurisdictions.
- *Timeliness*: SAIP is administered every three years. Initial results are reported approximately 18 months later, with secondary analysis and additional reports being published throughout the years between administrations.

## 2. Percentage of public schools taking part in Ready, Set, Learn open house events

The Province’s Ready, Set, Learn program is designed to help prepare three year-olds for school. To succeed in this endeavor, families need positive connections with the school system and community agencies that provide early childhood development resources, support, and services. As a way of helping three year-olds get the best possible start in school, the Ministry of Education, the Ministry of Children and Family Development, and the Ministry of Health have co-sponsored a series of Ready, Set, Learn events in B.C. public schools. Parents, caregivers and three year-olds who attend the Ready, Set, Learn open houses will receive a book, a family kit to support pre-school learning and development, and information from the school about education programs and community resources. This performance measure was chosen because it is an indicator of the degree to which schools are working in collaboration with families and the community to improve early childhood learning, which is the foundation for later success in school.

Performance Measure	2004/05 Baseline	2005/06 Target	2006/07 Target	2007/08 Target
2. Percentage of public schools taking part in Ready, Set, Learn open house events	86.6% (Baseline) <sup>1</sup>	The target is trend over time improvement		

<sup>1</sup> This is the first year for reporting this data.

## 3. Number of community literacy plans in place through LiteracyNow

The Ministry of Education will work with LiteracyNow and other community agencies, such as Literacy B.C., to build community capacity to improve literacy. LiteracyNow uses a community-based planning process designed to address local literacy needs. LiteracyNow aims to become a catalyst for stimulating new programs, networking, and raising awareness for multiple forms of literacy development throughout the Province. LiteracyNow will help both adults and youth in B.C. communities meet their literacy challenges by increasing local community access to literacy learning and working closely with key stakeholders to build

a cohesive provincial network to share best practices and effect change. The initial focus of LiteracyNow is a community development strategy designed to stimulate new literacy initiatives, alliances, programs and collaborative planning within communities.

The number of community literacy plans was chosen as a performance measure because it indicates the success of the Ministry and its partners in building capacity in the community to improve literacy.

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
3. Number of community literacy plans in place through LiteracyNow (under development)	Baseline — 2 years <sup>1</sup>	The target is trend over time improvement		

<sup>1</sup> For this new measure, currently under development, baseline data will be collected next year, and reported in the following year.

#### **4. Number of national literacy research projects aligned with provincial priorities**

Working through the Council of Ministers of Education, Canada (CMEC), the Ministry of Education has taken a national leadership role in improving literacy rates across all segments of the population. CMEC provides provinces and territories with the opportunity to work collaboratively, learn from each other, and share best practices. The Ministry of Education will report the knowledge and best practices gained from this collaborative effort.

The Ministry is in the process of developing this performance measure, which will assess the success of the Ministry and its partners in focusing national attention on literacy and aligning the national literacy strategy with provincial priorities.

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
4. Number of national literacy research projects aligned with provincial priorities (under development)	Baseline — 2 years <sup>1</sup>	The target is trend over time improvement		

<sup>1</sup> For this new measure, currently under development, baseline data will be collected next year, and reported in the following year.

#### **5. Percentage of school districts that have School Community Connections agreements planned or in place.**

The Ministry of Education launched School Community Connections to build and strengthen partnerships between schools and the community as a whole. By looking at the percentage of schools that have SCC agreements planned or in place, we will be able to measure the success of the Ministry and its partners in building community capacity to improve literacy.

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
5. Percentage of school districts that have School Community Connections agreements in place or planned. (under development)	Baseline — 2 years <sup>1</sup>	The target is trend over time improvement		

<sup>1</sup> For this new measure, currently under development, baseline data will be collected next year, and reported in the following year.

## 6. Adult Literacy and Life Skills Survey<sup>13</sup> (ALLS)

The Adult Literacy and Life Skills Survey (ALLS) is an international comparative study conducted to provide participating countries with information about the literacy skills of their adult populations. In 2003 the Adult Literacy and Life Skills Survey tested more than 23,000 Canadians on their proficiency in numeracy and literacy. ALLS measures the literacy and numeracy skills of a nationally representative sample of participants aged from 16 years to 65 years from six participating countries and provides a useful benchmarking tool to help measure the Ministry's success in promoting adult literacy.

The Ministry is in the process of developing a performance measure based on the Adult Literacy and Life Skills Survey, to assess its success in improving adult literacy rates. This performance measure was chosen because it indicates how British Columbia performs in comparison to other jurisdictions, and allows the Ministry to assess its progress in meeting the Government's great goal of becoming the most literate jurisdiction on the continent.

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
6. ALLS (Adult Literacy and Life Skills Survey) (under development)	Baseline — 2 years <sup>1</sup>	The target is under development		

<sup>1</sup> For this new measure, currently under development, baseline data will be collected next year, and reported in the following year.

## 7. Early Development Index (EDI)

A child's early years are critical in laying the foundation for literacy and lifelong learning. In communities across the Province much has been done to promote early literacy, including efforts to:

- develop family literacy programs and organizations;
- focus attention and reallocate resources; and
- build partnerships between elementary schools, community organizations and parents.

<sup>13</sup> More information about ALLS can be found at: <http://www.literacy.ca/all/backgrd/mclall.pdf>

The Ministry recognizes and will build on these successes in the years to come. The Ministry is in the process of developing an appropriate performance measure based on the Early Development Index.<sup>14</sup> This measure will reflect the importance of literacy skills in a child’s intellectual and social development. The Early Development Index (EDI) is an assessment of the proportion of children who are rated “ready to learn” as they enter Kindergarten.

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
7. Early Development Index (EDI) (under development)	Baseline — 2 years <sup>1</sup>	The target is under development		

<sup>1</sup> For this new measure, currently under development, baseline data will be collected next year, and reported in the following year.

**Objective 2: B.C. children live healthy lifestyles and make responsible life choices**

For children to learn effectively, they need to be healthy and have a safe learning environment. In order to ensure that children are taught in an environment that is conducive to learning, and that they have the capacity to learn, the Ministry has chosen to focus on several key strategies over the next three years. The first strategy supports healthy living for K–12 students as part of a comprehensive plan to make schools places that promote learning about health, through initiatives such as Action Schools! B.C., a new curriculum that emphasizes health and career planning, a new K–7 physical education curriculum, and new guidelines for selling healthy foods in schools. The second strategy is to set expectations that school districts and schools address safety in school and district plans. These and other strategies support the efforts of school boards to emphasize safety and encourage healthy habits that will lead to improved student achievement.

**Strategies:**

- To focus on Health Promoting Schools, by emphasizing the following initiatives:
  - Action Schools! B.C.
  - New curriculum on Health and Career Planning
  - New Physical Education Curriculum K–7
  - Guidelines for selling healthy foods in schools
- To set expectations that school districts and schools address safety in school and district plans.
- To establish a Teachers’ Employment Registry.

<sup>14</sup> For more information, please visit: <http://www.earlylearning.ubc.ca/research.htm>



## Performance Measures:

### 8. Learning to stay healthy:

**A. Percentage of parents who report their child is learning how to stay healthy at school**

**B. Percentage of students who report learning how to stay healthy at school**

Health related questions are drawn from the Ministry of Education's annual Satisfaction Survey, and are a key measure of the attitudes of students and parents toward health education in schools. Children who are physically active and who eat a nutritious, well-balanced diet have an advantage when it comes to learning and achieving academic excellence. For students, learning how to incorporate physical activity and healthy eating into their lives while they are in school will pay huge dividends throughout their adult lives, and will reduce incidences of future chronic disease. This measure also assesses B.C.'s progress in achieving the Government's great goal of leading the way in North America in healthy eating and physical fitness.

### Data Confidence

- *Source:* Satisfaction Survey, Ministry of Education.
- *Collection Method:* All responses are either scanned by Ministry staff, or collected directly into a database from the online instrument. The data is transferred into the Education Data Warehouse, where it undergoes a final check for accuracy.
- *Reporting Period:* Satisfaction Surveys are administered electronically and physically each year, from January to March and the results are released in late May, on the ministry's website.
- *Data Reliability:* An annual technical analysis of the survey questions is conducted and those analyses have shown the survey instrument to be valid and reliable.
- *Timeliness:* The data are available annually.

Performance Measure		2003/04 Actual	2004/05 Actual	2005/06 Target	2006/07 Target	2007/08 Target
8. Learning to stay healthy: A: Percentage of parents who report that their child is learning how to stay healthy at school	Elementary	65%	68%	The target is trend over time improvement		
	Secondary	47%	51%			
B: Percentage of public school students who report they are learning how to stay healthy at school	Elementary	51%	51%	The target is trend over time improvement		
	Secondary	25%	32%			

### 9. Number of schools participating in the Action Schools! B.C. program

The Province's Action Schools! B.C. initiative has demonstrated progress to date with the program successfully piloted in ten schools. The Ministry of Education, in partnership with

the Ministry of Health will continue to build on the successes of the initiative by making the program available province-wide from Kindergarten to Grade 9, and developing a model for secondary schools. Instilling healthy habits, such as physical activity, in students while they are young increases the likelihood that those habits will be retained into adulthood. Students who are physically active are also better equipped to perform well academically.

Performance Measure	2004/05 Actual/Base	2004/05 Actual	2005/06 Target	2006/07 Target	2007/08 Target
9. Number of schools participating in the Action Schools! B.C. program	10 schools participated in the pilot (Baseline)	617	The target is trend over time improvement		

### 10. Proportion of healthy foods for sale in schools

Schools in British Columbia will no longer provide unhealthy food for sale by the year 2009. To monitor and report on progress in eliminating unhealthy foods for sale in schools the Ministry is in the process of collecting data and developing a performance measure to report on the percentage of healthy foods sold in B.C. schools. This measure was chosen because it supports the Ministry's objective of promoting health in B.C.'s schools, and indicates, in conjunction with other performance measures, how much progress has been made in meeting the Government's great goal of leading the way in North America in healthy living and physical fitness.

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
10. Proportion of healthy foods for sale in schools	Baseline data will be available in Fall 2005	The target is trend over time improvement		

### 11. Number of school district Accountability Contracts that address safety

For children to achieve their full potential, the environment in which they learn must be respectful and safe. By measuring the number of school districts that address safety in their accountability contracts the Ministry will be able to assess its progress in focusing attention on the issue of safety. This performance measure supports the Government's stated objective of having a zero tolerance policy for bullying in schools, and instilling the qualities of good citizenship in our students.

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
11. Percentage of school district Accountability Contracts that address safety	67% (Baseline)	The target is trend over time improvement		

### **Objective 3: Achievement will improve for all students**

The Ministry of Education reports achievement information through assessments, measurements, and monitoring the results of overall student achievement and student achievement as part of breakout groups. These crucial measures of performance were chosen to identify key areas of student achievement, such as completion rates and provincial assessments.

#### **Strategies:**

- To report achievement information on students through assessment, measurement, monitoring, reporting results and managing overall system performance by reporting achievement levels on:
  - Overall Student Population;
  - Male;
  - Female;
  - Aboriginal students;
  - ESL students;
  - Special education students; and
  - French Immersion.

#### **Performance Measures:**

##### **12. Completion Rates**

The school completion rate is determined by calculating the per cent of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a B.C. public or independent school.

The completion rate was chosen as a key performance measure because it is tangible evidence that students have succeeded in the K–12 education system, and because it acts as a passport to either post-secondary education or the workplace. In our society, young adults have a far better chance of making a successful transition to either post-secondary education or to the workforce if they complete the graduation requirements and receive a secondary school graduation diploma. Lack of a secondary school diploma, in turn, gives rise to all the costs that result from failure to complete secondary school, such as higher unemployment costs, higher rates of incarceration, higher rates of welfare dependence, and a higher incidence of chronic health problems. All of the costs associated with failure to graduate put unnecessary pressure on government resources, and put the government's economic and social goals at risk.

- *Source:* Ministry of Education — data for Completion Rates are based on the Ministry's 1701 form, student transcripts, and provincial exams.

- *Collection Method:* This measure quantifies the proportion of Grade 8 students who graduate within six years of entering secondary school for the first time. Schools and school districts provide the ministry with the number of courses leading to graduation and the school marks for both examinable and non-examinable courses. This data is then transferred into the Education Data Warehouse (EDW), where it undergoes a final check.
- *Data Reliability:* Completion Rate estimates are based on a statistical model that corrects for out-migration. This introduces a small degree of error in the estimates. Results are based on PEN's, and schools providing course data on time. The system is checked bi-annually to ensure there are no instances of more than one student sharing the same PEN (less than .002 per cent).
- *Reporting Period:* The data are collected from July through October, with the results publicly reported in November of each year.
- *Timeliness:* The rate is available in February each year.

Performance Measure		2004/05 Actual/base	2005/06 Target	2006/07 Target	2007/08 Target
12. Completion Rates	Overall	79%	The target is trend over time improvement		
	Aboriginal	47%	The target is trend over time improvement		
	Males	75%	The target is trend over time improvement		
	Females	83%	The target is trend over time improvement		
	English as a second language	82%	The target is trend over time improvement		
	French Immersion	92%	The target is trend over time improvement		
	Special Education	37%	The target is trend over time improvement		

### 13. Provincial Assessment Results

#### A: FSA

The Foundation Skills Assessment<sup>15</sup> is used to measure the percentage of public and independent school students in Grades 4 and 7 who meet or exceed expectations in Reading, Writing and Numeracy. The Foundation Skills Assessment results alert educators when there is a decline in achievement, and allows for a proactive response at the school level, the district level or the provincial level. The FSA is administered to all students in Grades 4 and 7, and specifically focuses on reading, writing and numeracy skills. The assessment provides a snapshot of shifts in achievement on a broad scale, such as an

<sup>15</sup> More information on FSA is available at: <http://www.bced.gov.bc.ca/assessment/fsa/>

overall improvement or decline in reading skills. FSA is a standardized measure, which was designed by B.C. teachers to reflect the B.C. education system's curriculum. The data gathered from the Foundation Skills Assessment provides all levels of the education system with an opportunity to plan more effectively and to focus on key priorities, in order to meet the goal of trend over time improvement in student achievement.

- *Source:* Ministry of Education — the FSA tests are written by students in Grades 4 and 7 at school, and administered by school staff.
- *Collection Method:* Each answer sheet has the student's PEN affixed (Personal Education Number). The tests are collected at the school and sent to the Ministry of Education for marking. Multiple-choice answers are scanned and open-ended responses are marked by specially trained teachers and then scanned. All results are then transferred into the education data warehouse (EDW), where they undergo a final check.
- *Data Reliability:* Statistical measurement techniques are employed to enable the results to be compared against a common standard, and also to measure improvement over time. The use of a PEN means that the data are highly accurate, with the instance of more than one student sharing the same PEN being less than .002 per cent.
- *Reporting Period:* FSA testing is done annually, with the tests written in May and the results reported in September on the Ministry of Education website.
- *Timeliness:* The turnaround for the FSA tests is approximately four months, from the time the tests are written, to when they are reported. This renders the data extremely useful in making timely adjustments to planning activities at the school and district level.

## **B: Graduation Program Exams<sup>16</sup>**

Graduation Program Exams are a key measure of how successful the K–12 system is in achieving its goal. Secondary students are required to write five exams under the Graduation requirements — Language Arts 10, Mathematics 10, Science 10, Social Studies 11 or First Nations Studies 12, and a Language Arts 12 (TPC 12, English 12 or Communications 12).

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<sup>16</sup> More information on provincial exams is located at: <http://www.bced.gov.bc.ca/exams/>

Performance Measure		2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
13. Provincial Assessment Results: A: Foundation Skills Assessment	Reading Grade 4	80%	The target is trend over time improvement		
	Reading Grade 7	80%			
	Writing Grade 4	91%			
	Writing Grade 7	90%			
	Numeracy Grade 4	88%			
	Numeracy Grade 7	83%			
B: Graduation Program Exams	Language Arts 10	Baseline — available Nov. 05	The target is trend over time improvement		
	Mathematics 10				
	Science 10				
	Social Studies 11	Baseline — available Nov. 06			
	First Nations Studies 12				
	TPC 12 <sup>1</sup>	Baseline — available Nov. 05			
	English 12				
	Communications 12				

<sup>1</sup> For Language Arts 12 results, please visit [http://www.bced.gov.bc.ca/reporting/exams/g12\\_rslt.htm](http://www.bced.gov.bc.ca/reporting/exams/g12_rslt.htm)

#### 14. Transition Rates:

The Graduate Transition Survey<sup>17</sup> is meant to create a transition picture of British Columbia secondary school graduates going into post-secondary education or the work force. Survey results offer information about the graduates' main transition activity during the past year and what they predict their main activity will be in the upcoming year. The survey also indicates graduates' level of satisfaction with their secondary school education and how it helped them prepare for either post-secondary studies or employment.

##### A. Grade to Grade (Grade 8 to Grade 9)

The Grade 8–9 transition rate measures the per cent of students in Grade 8 who do not enroll in Grade 9 the following year. The transition from Grade 8 to 9 is a key measure of success because it is the earliest point at which students tend to leave school. This measure, when it decreases, alerts educators to a serious problem that may require immediate attention. The Ministry's target of trend-over-time improvement is intended to keep the transition rate as high as possible; if a student fails to make this critical transition there is less likelihood that he or she will complete high school within the prescribed six year timeframe.

<sup>17</sup> Results of the Graduate Transition Survey are available here: <http://www.bced.gov.bc.ca/careers/gradtran/>

**B: To post-secondary education or the work force**

The Ministry of Education strives to provide students with a high quality education that is relevant and career orientated. As one of the key tenets of the education system is to prepare students for full and meaningful participation in society, it is important to measure the rate at which students move from graduation to either post-secondary education or the work force. Transition rates are an indicator of both overall student achievement, and of the success of the Ministry in preparing students for life after graduation.

Performance Measure	2003/04 Actual/base	2004/05	2005/06 Target	2006/07 Target	2007/08 Target
14. Transition Rates A: Grade 8-9	95% (Baseline)	Results for 2004/05 will be available in early 2006	The target is trend over time improvement.		
B: To post-secondary education or the workforce	20,530 (Baseline)				

**Goal 2: A high quality performance-oriented education system**

**Outcomes:**

- Access to quality education for all students.
- Learning choices for students and parents.
- Quality teaching and professional development for teachers.
- Expanded options for industry training.

A high quality performance-oriented education system will result in high levels of student achievement. The key objectives for this goal are access to education for all students, a concentrated focus on teaching and learning, a continued emphasis on accountability, and by building the capacity of School Planning Councils. Success for this goal will be measured by trend-over-time improvement in:

- Completion Rates;
- Provincial Assessment Results;
- National and/or International Assessment Results; and
- Transition Rates.

This goal is aligned with and supports two of Government’s Five Great Goals — making B.C. the best educated, most literate jurisdiction on the continent, and through improved access for all students, will contribute to the goal of building the best system of support in Canada for persons with special needs. A high quality education system will produce skilled and educated citizens who are able to meet the demands of a modern economy.

**Core Business Area:** *Public Schools; Independent Schools; Executive and Support Services; and Debt Services and Amortization, Early Learning and Literacy*

**Objective 4:** *An environment of choice and flexibility exists in the K–12 education system*

To support our goal of a high quality performance-oriented education system, the Ministry of Education recognizes the value of all learning, and realizes that learning is not confined to the classroom. Through strategies such as expanding program choices for students through alternative service delivery methods and expanding program options for industry training, the Ministry seeks to expand choice and improve access in the education system. Increased choice and flexibility will result in improved student achievement by allowing students and parents to choose educational options that best fit their specific interests and goals.

**Strategies:**

- To expand course and program choices available to students by increasing alternative service delivery methods; and
- To expand options for industry training.

**Performance Measures:**

**15. Percentage of public school students and parents satisfied with education program choices available to them<sup>18</sup>**

Assessment of the satisfaction of parents and students is key to determining the performance of the education system. In the annual Satisfaction Survey, parents and students are asked about their satisfaction with the education program choices available to them. The Ministry of Education depends on the support of both parents and taxpayers as a whole to achieve its goals. The data for this performance measure is also useful for planning and decision-making at the school and school district level, as it can be incorporated into school performance plans and school district accountability contracts. This measure was chosen because it assesses the degree to which the education system is accessible, flexible and relevant for students.

- *Source:* Satisfaction Survey, Ministry of Education.
- *Collection Method:* Paper or electronic surveys. The data is transferred into the Education Data Warehouse, where it undergoes a final check for accuracy.
- *Reporting Period:* Satisfaction Surveys are administered electronically and physically each year, from January to March and the results are released in late May, on the Ministry's website.

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<sup>18</sup> More information and complete results of the survey can be found at:  
[http://www.bced.gov.bc.ca/sat\\_survey/welcome.htm](http://www.bced.gov.bc.ca/sat_survey/welcome.htm)



- *Data Reliability:* An annual technical analysis of the survey questions is conducted and those analyses have shown the survey instrument to be valid and reliable.
- *Timeliness:* The turnaround time from data collection to publication is brief, rendering the data timely and relevant.

Performance Measure		2003/04 Actual	2004/05 Actual	2005/06 Target	2006/07 Target	2007/08 Target
15. Percentage of public school students and parents satisfied with education program choices available to them	Elementary school parents	71%	72%	The target is trend over time improvement.		
	Secondary school parents	62%	62%			
	Secondary students	47%	48%			

### 16. Number of students participating in distributed learning programs

Distributed learning is instruction that occurs when the student is primarily at a distance from the teacher and school. Distributed learning is an alternative to classroom based instruction for K–12 students, and can be delivered using paper based print material, electronic delivery, face to face communication, or combinations thereof. By offering alternative delivery methods, distributed learning provides school districts with greater autonomy and flexibility, and parents and students with greater choice. This measure was chosen because it assesses the degree to which the education programs are accessible, flexible and relevant.

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
16. Number of students participating in distributed learning programs	11,984 (Baseline)	The target is trend over time improvement.		

### 17. Number of choice programs available

There is a range of choices available for today’s students — including neighborhood, traditional or alternative schools, Aboriginal education programs, French immersion programs, full day Kindergarten, and programs focusing on fine arts, sports, and trades. School boundaries are now open, and students can attend any school in the Province provided there is space available. Currently, there are 5,149 choice programs available across B.C.<sup>19</sup> More flexibility within the education system results in a greater likelihood that students will stay in school and graduate, because the courses are more relevant to their interests and future careers. This measure assesses progress in making education accessible to all students by offering choice and flexibility.

<sup>19</sup> For more information, please visit the Ministry’s program choice website at: <http://www.bced.gov.bc.ca/careers/planning/educate/choices.htm>

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
17. Number of choice programs available	5,149 (Baseline)	The target is trend over time improvement.		

**18. Number of course challenges in the transcripts and examinations<sup>20</sup> (TRAX) system**

The Ministry recognizes that students learn in ways other than in the traditional classroom setting. By allowing students to challenge an exam for which they have not taken the official course, the Ministry allows students to demonstrate that they meet the course outcomes through knowledge and skills they have acquired elsewhere. Increasing learning choices for students results in a more flexible system, and ultimately higher rates of achievement for students.

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
18. Number course challenges in the transcripts and examinations (TRAX) system	Grade 10	Baseline — 1 year <sup>1</sup>	The target is trend over time improvement.	
	Grade 11			
	Grade 12			

<sup>1</sup> For this new measure, baseline data will be reported in the following year (available in early 2006).

**19. Number of students participating in industry training programs**

The Ministry of Education recognizes that skilled trades programs provide valuable and rewarding training to students who opt for a career in the trades sector. The number of students participating in the Secondary School Apprenticeships program and in Career Technical Centers is another measure of how much choice and flexibility are present in the education system. Skilled trades workers are essential for the economic prosperity of British Columbia. The Ministry supports the Government’s great goal of creating more jobs per capita than anywhere else in Canada, by helping to supply skilled workers for current and future jobs.

Performance Measure	2003/04 Actual/Base	2004/05 Actual	2005/06 Target	2006/07 Target	2007/08 Target
19. Number of students participating in industry training programs	Secondary School Apprenticeships	508 (Baseline)	727	The target is trend over time improvement	
	Career Technical Centers	859 (Baseline)	969		

\* **Transition Rates:** This performance measure was reported previously on page 36

<sup>20</sup> For information on TRAX, please visit: [http://www.edudata.educ.ubc.ca/Data\\_Pages/MoEd/trax.htm](http://www.edudata.educ.ubc.ca/Data_Pages/MoEd/trax.htm)

**Objective 5: Focus on teaching and learning**

In order to achieve the goal of a high quality performance-oriented education system, the Ministry will emphasize teaching and learning to improve student achievement. To achieve this objective, the Ministry has developed two new strategies: the first is to promote quality teaching through a focus on professional development for educational leaders through the Supervision for Learning project; and the second is to review the Integrated Resource Packages (IRP's) to identify which learning outcomes are essential, and to clarify provincial expectations.

**Strategies:**

- To promote quality teaching through a focus on professional development for educational leaders through the Supervision for Learning Project; and
- To review IRP's and identify essential learning to clarify provincial expectations.

**Performance Measures:**

**20. Percentage of educational leaders successfully completing the Supervision for Learning program**

The British Columbia Principals and Vice-Principals Association and British Columbia Schools Superintendents Association, in partnership with the Ministry of Education, have developed a comprehensive Supervision for Learning program to help educational leaders enhance their core skills. The goal is for superintendents, assistant superintendents, directors, school principals and vice-principals to improve their management skills and to provide greater support for teachers in the classroom. By measuring the leadership capacity of supervisors and their support for teachers in the classroom, the Ministry is assessing the extent to which the system is focused on teaching and learning, and ultimately, on student achievement.

Performance Measure	2004/05 Actual/Base	2005/06 Target	2006/07 Target	2007/08 Target
20. Percentage of educational leaders successfully completing the Supervision for Learning program	25% (Baseline)	The target is to have 100% of educational leaders successfully complete the program within 2 years		

**21. A: Number of Integrated Resource Packages (IRP's) reviewed**

**B: Number of learning outcomes in IRP's that have been streamlined or eliminated**

The Ministry of Education is conducting a review of the Integrated Resource Packages (IRP's) in an effort to re-focus student learning outcomes on the fundamental skills that students need to succeed. By streamlining and/or eliminating learning outcomes that do not focus on the fundamentals, the Ministry will help schools and school districts concentrate on

essential learning outcomes, while still allowing for choice and flexibility within the system. In the process of focusing on essential learning outcomes, the Ministry, schools, and school districts will be working together to achieve the goal of a high quality performance-oriented education system.

Performance Measure	2004/05 Actual/base	2005/06 Target	2006/07 Target	2007/08 Target
21. Integrated Resource Packages: A: Number of Integrated Resource Packages (IRP's) reviewed B: Number of learning outcomes in IRP's that have been streamlined or eliminated	Baseline — 1 years <sup>1</sup>	The target is trend over time improvement		

<sup>1</sup> For this new measure, baseline data will be reported out in the following year.

**Objective 6: *Continued emphasis on accountability measures, including district reviews, Accountability Contracts, School Planning Councils, and Aboriginal Enhancement Agreements***

The Ministry will continue to focus school board activities on Government priorities by requiring annual school plans, district reviews, and district accountability contracts. As well, the Ministry will continue to work with school districts to complete Aboriginal Enhancement Agreements<sup>21</sup> for all districts.

In addition, the Ministry will develop reporting requirements for schools and school districts related to class size, teacher hiring, terminations, disciplinary actions and professional development.

**Strategies:**

- To continue to require annual school plans, annual district accountability contracts, and annual district reviews<sup>22</sup> under the terms of the Accountability Framework. As well, continue to work with school districts to complete Aboriginal Enhancement Agreements in all districts.
- To develop reporting requirements for schools and school districts related to class size, teacher hiring, terminations, disciplinary actions and professional development.

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<sup>21</sup> More information on enhancement agreements is available at:

<http://www.bced.gov.bc.ca/abed/agreements/>

<sup>22</sup> Information on the district review process can be found at: <http://www.bced.gov.bc.ca/review/>

**Performance Measures:**

**22. Percentage of school district Accountability Contracts, District Reviews, and Aboriginal Enhancement Agreements that focus on student achievement**

Performance Measure		2004/05 Baseline	2005/06 Target	2006/07 Target	2007/08 Target
22. Percentage of school district Accountability Contracts, District Reviews, and Aboriginal Enhancement Agreements that focus on student achievement	District Reviews	100%	The target is to maintain 100%.		
	Accountability Contracts	100%			
	Aboriginal Enhancement Agreements	100%			

**Objective 7: Build capacity of School Planning Councils**

To support and strengthen the contributions of School Planning Councils (SPC's) and to further support the role of School Planning Councils in decision-making at the school level, the Ministry of Education will focus on key strategies. The Ministry will provide learning opportunities for SPC's through both traditional and web-based training sessions, and will focus on the important role of School Planning Councils in the District Review and Accountability Contract processes. A qualitative and/or quantitative performance measure for each strategy is under development.

**Strategies:**

- To provide training opportunities to build capacity in School Planning Councils.
- To focus on the role of School Planning Councils in District Reviews.
- To focus on the role of School Planning Councils in Accountability Contracts.

**Performance measures:**

23. under development

24. under development

25. under development

# Related Initiatives and Planning Processes

## Deregulation and Regulatory Reform

As of June 2004 the Ministry of Education met and exceeded its three-year deregulation target. The Ministry is committed to maintaining the June 2004 count of 20,490 regulatory requirements through to 2007/08.

Regulatory requirements contained in legislation, regulation, policy and procedures will continue to be monitored and reported, consistent with the Regulatory Reform Policy. Increases in regulatory requirements, where required, will be offset by reductions, maintaining a zero per cent increase year to year.

Further regulatory reduction and reform opportunities will be identified as the Ministry continues to provide school districts with flexibility and students with choice. Where appropriate, this ongoing review will include the use of smart regulation<sup>23</sup> rather than prescriptive regulation, while ensuring that the focus of the education system is on improving student achievement.

## Overview of Human Resource Management Plan

The Human Resource Plan overview for the Ministry of Education is available on the Ministry website at: <http://www.bced.gov.bc.ca/annualreport/2005/hrp2.pdf>

## Overview of Information Resource Management Plan

The Ministry Information Resource Management Plan overview is available on the Ministry website at: <http://www.bced.gov.bc.ca/annualreport/2005/irmp2.pdf>

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<sup>23</sup> A 'smart regulation' focuses more on the intent and outcomes of regulations, and less on the process and procedures to meet those outcomes.

# Appendix A: Changes From 2005/06 – 2007/08 Service Plan

## I. Ministry Overview and Core Business

- The Ministry gained three new areas of responsibility: early childhood learning, literacy and public libraries, all of which fall under the new core business area of *Early Learning and Literacy*.
- A section describing the key responsibilities and programs was added.

## II. Strategic Context

### Vision, Mission and Values

- The Ministry's Vision statement was changed to:  
*The Ministry's vision is to make B.C. the best-educated, most literate jurisdiction on the continent.*
- The Ministry's Mission statement was updated to the most recent version:  
*The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.*

### Planning Context

This section, which sets out the environmental factors, external and internal, in which the Ministry operates, has been added.

### Key Strategic Issues

This section, which outlines the strategic direction that the Ministry will take over the next year, is also a new addition. The focus will be on:

- Literacy;
- Health-Promoting Schools;
- Building Community Capacity (to improve literacy) through School Community Connections and through Libraries.

### III. Goals, Objectives, Strategies and Results

#### Performance Plan

There were substantive changes to this section — these changes are summarized in the table below.

**Changes to 2005/06–2007/08 Service Plan Update (September 2005)  
From 2005/06–2007/08 Service Plan**

GOALS		
2005/06–2007/08 Service Plan	2005/06–2007/08 Service Plan Update (September 2005)	Changes
<b>Goal 1:</b> Improved student achievement	<b>Goal 1:</b> Improved student achievement	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<b>Goal 2:</b> A high quality performance-oriented education system	<b>Goal 2:</b> A high quality performance-oriented education system	
OBJECTIVES		
2005/06–2007/08 Service Plan	2005/06–2007/08 Service Plan Update (September 2005)	Changes
<b>Objective 1:</b> Improved student achievement in areas of intellectual development with a specific focus on literacy	<b>Objective 1:</b> Achievement will improve for all students  <b>Objective 2:</b> British Columbians are highly literate	<ul style="list-style-type: none"> <li>• Split into 2</li> <li>• wording</li> </ul>
<b>Objective 2:</b> Improved student human and social development (i.e., health and well-being)	<b>Objective 3:</b> B.C. children live healthy lifestyles and make responsible life choices	<ul style="list-style-type: none"> <li>• wording</li> </ul>
<b>Objective 3:</b> An environment of choice and flexibility exists in the K–12 education system	<b>Objective 4:</b> An environment of choice and flexibility exists in the K–12 education system	<ul style="list-style-type: none"> <li>• wording</li> </ul>
	<b>Objective 5:</b> Focus on teaching and learning	<ul style="list-style-type: none"> <li>• added</li> </ul>
	<b>Objective 6:</b> Continued emphasis on accountability	<ul style="list-style-type: none"> <li>• added</li> </ul>
	<b>Objective 7:</b> Build capacity of School Planning Councils	<ul style="list-style-type: none"> <li>• added</li> </ul>



STRATEGIES		
2005/06 – 2007/08 Service Plan	2005/06 – 2007/08 Service Plan Update (September 2005)	Changes
<b>Strategy 1:</b> Provide Support for early literacy	<b>Strategy 1:</b> To focus on Early Childhood Learning so children are better prepared for Kindergarten	<ul style="list-style-type: none"> <li>• combined 2 in 1</li> <li>• wording</li> </ul>
<b>Strategy 2:</b> Encourage early intervention to improve success in reading	<b>Strategy 2:</b> To build community capacity in order to address local literacy needs	<ul style="list-style-type: none"> <li>• added</li> </ul>
	<b>Strategy 3:</b> To improve literacy across all segments of society through collaborations and partnerships between public libraries and the education system (schools), post-secondary institutions and all levels of government	<ul style="list-style-type: none"> <li>• added</li> </ul>
	<b>Strategy 4:</b> To improve literacy by facilitating access to information by: <ul style="list-style-type: none"> <li>• building a province-wide virtual reference service</li> <li>• implementing the One Card system for all B.C. public libraries</li> </ul>	<ul style="list-style-type: none"> <li>• added</li> </ul>
	<b>Strategy 5:</b> To improve literacy through a comprehensive plan designed to support students who struggle with literacy	<ul style="list-style-type: none"> <li>• added</li> </ul>
	<b>Strategy 6:</b> To take a national leadership role on literacy, through the Council of Ministers of Education, Canada	<ul style="list-style-type: none"> <li>• added</li> </ul>
<b>Strategy 3:</b> Monitor and report student performance	<b>Strategy 7:</b> To report achievement information on students through assessment, measurement, monitoring and reporting results and managing overall system performance (achievement levels will be reported for all students except gifted)	<ul style="list-style-type: none"> <li>• combined 2 into 1</li> <li>• wording</li> <li>• gifted no longer included</li> <li>• satisfaction results no longer included</li> </ul>
<b>Strategy 4:</b> Provide student achievement and satisfaction data results to parents and students		

STRATEGIES		
2005/06 – 2007/08 Service Plan	2005/06 – 2007/08 Service Plan Update (September 2005)	Changes
<b>Strategy 5:</b> Recognize all achievements by acknowledging learning outside of the classroom	<p><b>Strategy 8:</b> To expand course and program choices available to students by increasing alternative service delivery methods</p> <p><b>Strategy 9:</b> To expand program options for industry training</p>	<ul style="list-style-type: none"> <li>• wording different, however still deals with choice and flexibility</li> </ul>
<b>Strategy 6:</b> Continue to support the efforts of schools, school boards and school communities across British Columbia as they strive toward the vision of safe streets and schools described in <i>Safe, Caring and Orderly Schools: A Guide</i>	<p><b>Strategy 10:</b> To set expectations that school districts and schools address safety in school and district plans</p> <p><b>Strategy 11:</b> To establish a Teachers' Employment Registry</p>	<ul style="list-style-type: none"> <li>• wording and focus</li> <li>• expanded to include teachers' registry</li> </ul>
<b>Strategy 7:</b> Work with other social policy ministries to develop strategies that support fitness/healthy living for K-12	<p><b>Strategy 12:</b> To focus on Health-Promoting Schools through:</p> <ul style="list-style-type: none"> <li>• Actions Schools! BC</li> <li>• New curriculum on Health and Career Planning</li> <li>• New Physical Education Curriculum K-7</li> <li>• Guidelines for selling healthy foods in schools</li> </ul>	<ul style="list-style-type: none"> <li>• expanded</li> </ul>
	<b>Strategy 13:</b> To promote quality teaching through a focus on professional development for educational leaders through the Supervision for Learning project	<ul style="list-style-type: none"> <li>• added</li> </ul>
	<b>Strategy 14:</b> To review Integrated Resource Packages (IRP's) and identify essential learning to clarify provincial expectations	<ul style="list-style-type: none"> <li>• added</li> </ul>
	<b>Strategy 15:</b> To continue to require annual school plans, annual district accountability contracts and annual district reviews, under the terms of the Accountability Framework. As well, to continue to work with school boards to complete Aboriginal Enhancement Agreements	<ul style="list-style-type: none"> <li>• added</li> </ul>

<b>STRATEGIES</b>		
<b>2005/06 – 2007/08 Service Plan</b>	<b>2005/06 – 2007/08 Service Plan Update (September 2005)</b>	<b>Changes</b>
	<b>Strategy 16:</b> To develop reporting requirements for schools and school districts related to class size, teacher hiring, terminations, disciplinary actions and professional development	• added
	<b>Strategy 17:</b> To focus on data-based decision-making through assessing performance, measuring progress, reporting results and managing overall system performance	• added
	<b>Strategy 18:</b> To provide training opportunities to build capacity in School Planning Councils	• added
	<b>Strategy 19:</b> To focus on the role of School Planning Councils in District Reviews	• added
	<b>Strategy 20:</b> To focus on the role of School Planning Councils in Accountability Contracts	• added

PERFORMANCE MEASURES		
2005/06–2007/08 Service Plan	2005/06–2007/08 Service Plan Update (September 2005)	Changes
1. School Completion Rates	1. Completion rates	<ul style="list-style-type: none"> <li>wording excludes gifted students</li> </ul>
2. Provincial Test Part I: FSA results Part II: Graduation Program Exam results	2. Provincial Assessment results	<ul style="list-style-type: none"> <li>wording (content is the same)</li> </ul>
3. Enrolment of students in secondary apprenticeship programs	3. Number of students participating in industry training programs	<ul style="list-style-type: none"> <li>wording</li> <li>meaning</li> </ul>
4. Part I: Percentage of public school parents who report that their child feels safe at school Part II: Percentage of public school students who report feeling safe at school		<ul style="list-style-type: none"> <li>deleted</li> </ul>
5. Part I: Percentage of parents who report their child is learning how to stay healthy Part II: Percentage of students who report learning how to stay healthy	4. Learning to stay healthy: A. Percentage of parents who report their child is learning how to stay healthy at school B. Percentage of students who report learning how to stay healthy at school	<ul style="list-style-type: none"> <li>wording</li> </ul>
6. Percentage of public school parents and students reporting satisfaction with program choices available to them	5. Percentage of public school students and parents satisfied with education program choices available to them	<ul style="list-style-type: none"> <li>wording (“education added”)</li> </ul>
	6. National and/or International assessment results (SAIP)	<ul style="list-style-type: none"> <li>added</li> </ul>
	7. Transition rates <ul style="list-style-type: none"> <li>from graduation to post secondary education or to workforce</li> <li>grade to grade</li> </ul>	<ul style="list-style-type: none"> <li>added</li> </ul>

PERFORMANCE MEASURES		
2005/06 – 2007/08 Service Plan	2005/06 – 2007/08 Service Plan Update (September 2005)	Changes
	8. Participation in distributed learning programs	• added
	9. Number of choice programs available	• added
	10. Number of course challenges in the transcripts and examinations system (TRAX)	• added
	11. Percentage of school district Accountability Contracts, District reviews, and Aboriginal Enhancement agreements that focus on student achievement	• added
	12. EDI (Early Development Index)	• added
	13. Number of community literacy plans in place through LiteracyNow	• added
	14. Percentage of school districts with School Community Connections agreements planned or in place	• added
	15. ALLS (Adult Literacy and Life Skills Survey)	• added
	16. Number of national literacy research projects aligned with provincial priorities	• added
	17. Number of schools participating in the Action Schools! BC program	• added
	18. Proportion of healthy foods for sale in schools	• added
	19. Percentage of school district Accountability Contracts that address safety	• added
	20. Percentage of educational leaders successfully completing the Supervision for Learning program	• added
	21. Integrated Resource Packages: A. Number of Integrated Resource Packages (IRP's) reviewed B. Number of learning outcomes in IRP's that have been streamlined or eliminated	• added
	22. Percentage of schools taking part in Ready, Set, Learn open house events	• added
	23, 24, 25: A qualitative and/or quantitative performance measure is under development for each of the 3 strategies under Objective 7 (Build capacity of School Planning Councils)	• added

