

**SUMMARY DOCUMENT**  
**DIRECTOR of EDUCATION, HWDSB**  
**PERFORMANCE ASSESSMENT**  
**Academic Year 2007/2008**

The Board of Trustees of the Hamilton-Wentworth District School Board

Jessica Brennan, Chair

January 7, 2009

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## **Executive Summary:**

The Trustees of the Hamilton-Wentworth District School Board (HWDSB) take their responsibility to conduct the Director's Performance Appraisal seriously. The Director's passion and leadership set the expectations for his team and for all those within the system (students, staff, parents and the community). We believe that our students and staff are as capable as any throughout the province. Hence, the annual operating plan and budget development process includes specialized resources and professional learning to ensure HWDSB students and staff are successful.

Relying on the Director's Performance Framework\* that was approved at the March 26, 2008 Committee of the Whole, and subsequent Board meeting, the Trustees have completed their review of actual outcomes against intended expectations for the 2007-08 academic year.

The Trustees are again appreciative of the Director's philosophy and approach around this process. Continuing such a transparent, accountable and indeed vulnerable process is critical to the Hamilton-Wentworth District School Board endeavours to achieve the challenging outcomes it has established for itself. This is a journey..... taking a few steps at a time, year over year.

The approved 2007 - 2008 Performance Framework is intentionally complex. The Trustees have again assessed the Director against six distinct components listed below. Each has its own body of evidence and multiple quality indicators:

1. Student Success
2. Fiscal Responsibility
3. Human Resources
4. Director As Secretary of the Board
5. Strategic Plan
6. Communications and Community Relations

These six components support the over-arching "effectiveness" objective of the HWDSB – Effective Schools, Staff, and Environments. Additionally, four high level objectives were self-selected by the Director for completion during the academic year 2007-08.

The ability of Trustees to assess outcomes is dependent on having defined measures. Further improvement is noted, however, there is more to do to ensure outcomes and measures are defined and fully understood. The Trustees are looking for the appropriate measures for key indicators that will demonstrate a culture of continuous improvement at the Hamilton-Wentworth District School Board. We eagerly await the delayed launch of "The Data Dashboard". This new tool should improve the Trustee's ability to quickly assess the status of outcomes and achievement.

In summary, the Trustees are exceptionally pleased in four areas: Director as Secretary of the Board; Fiscal Responsibility; Communication and Community Relations and Strategic Planning. While acknowledging improvements in some areas and realizing there is work in progress, the Trustees expect more improvement in Human Resources, in particular the relationship with various employee groups.

The Trustees' most serious concern is the overall area of Student Success. While there are many areas of notable success (English Language Learners, Special Education), overall forward movement with Student Success is lacking. Understanding what has worked versus what has not worked is critical to improving outcomes for our students. Through the Director, the Trustees will be encouraging deep engagement throughout the system to focus on necessary change and joint accountability that will bring about the results our students deserve. Efforts in this area will be closely reviewed throughout the 2008/09 academic year by the Trustees.

\* 2007/08 Director's Performance Framework is attached as Appendix A

## **Summary by Components:**

In the area of Student Success, the Trustees commend the Director for strong improvements, notably in the area of special education, English Language Learners, students taking OYAP and school to work programs. However, based on the EQAO assessment of student achievement, scores in high and moderate needs schools, the gap between high achieving and low achieving schools, the reading gap between boys and girls, and math results, are all of great concern. The graduation rate must improve.

The Trustees truly believe that accountability for results belongs to everyone within the system, and executed through the Board to the one employee who reports to the Trustees – the Director of HWDSB. Greater focus and alignment around the execution, monitoring, and support for system and school improvement plans through the School Effectiveness Framework, is required going forward, as is continuing to invest in staff development and promoting early learning.

In terms of Fiscal Responsibility, the Trustees commend the Director for the continued high level of fiscal responsibility in the HWDSB. Trustees are exceptionally satisfied with the management of finances and the financial processes and controls in place, especially in light of the pressures facing the organization. The Trustees are particularly pleased with the results of the Ministry's Operational Review, conducted by Deloitte.

The Trustees are pleased that some previously missing Human Resource measures are now being reported on. Continued steps to improve the overall Human Resources function are recognized and will continue. Aligning the Performance Appraisal System with the new Ministry Leadership Strategy demonstrates the continued efforts of the HR department -- we look forward to a complete implementation of a Performance Appraisal System. Overall, there are areas of measurable improvement within Human Resources; however, there are also some areas that have slipped. Health & Safety outcomes for our staff must improve dramatically and there is more to do around Benchmarks (the Trustees would be pleased if HWDSB initiated this valuable measurement across the province). Excellent relationships with employee groups remain important to the Board of Trustees, who will support ongoing efforts in this regard.

Trustees remain extremely appreciative of the support provided by the Director as Secretary of the Board and strongly value his transparent leadership in this area. The trustees are pleased that the strong governance of the Board was recognized by the Ministry's Operational Review. The Director continues to listen sincerely and respond to concerns raised by Trustees. He has acknowledged the importance of the Board of Trustees to guide HWDSB, seeks their advice, continues to build positive relationships and has provided the support and resources to build their governance structure.

The most significant achievement under the Director's leadership has been his continued and passionate focus on students – that every child matters, and that teaching and learning are the number one priority for HWDSB. The Director's effort in raising the profile of our students' needs, through Strategic Directions, is commendable, and concurrently enhances the provincial profile of HWDSB. We commend the Director for the increasingly comprehensive reporting on the progress of meeting targets through operational reports. Reporting at this level of detail remains a significant achievement in an educational environment. The Trustees look forward to crafting a refreshed Strategic Directions Roadmap during 2008/09.

The Communications and Community Relations component of the Director's Performance Appraisal demonstrates significant continued improvement. The Trustees commend the Director for his leadership in this regard and look forward to the 2008/09 academic year, in particular with respect to engaging students and parents to make individualized decisions that will enhance the academic journey (e.g. User Friendly, system-wide secondary course selection). The Trustees remain extremely pleased with the high profile of the HWDSB through the Director's initiatives and provincial activities and in particular for making school visits a priority for himself and his executive team.

The Director's specific objectives for 2007/08 are much appreciated, as such initiatives will help move the HWDSB forward. These initiatives will be completed in the 2008/09 academic year.

The Trustees' detailed appraisal of the Director of Education for the Hamilton-Wentworth District School Board, for the academic year 2007-08, follows.

## **Director's Objectives for 2007/08:**

The Director of the Hamilton-Wentworth District School Board identified four objectives for the academic year 2007/08, over and above the detailed measures that make up this assessment (against the approved Framework).

They are:

1. Oversee the development of measures, where they are missing and/or need enhancement, throughout this document

Some improvement is noted, however, there is more to do to ensure outcomes and measures are defined and fully understood. The Trustees continue to look for appropriate measures for key indicators that demonstrate a culture of continuous improvement. The new, "Data Dashboard" (#4 below) will allow the Trustees to quickly assess the status of outcomes achievement.

2. Parent Academy

The launch of this much anticipated objective is slightly delayed due to competing unexpected priorities, (e.g. the very successful Focus on Youth program). The Parent Academy is now set for launch in January 2009.

3. Diversity Audit Action Plan

The Diversity Audit was completed and presented to the Board of Trustees. A plan was developed and will be implemented in the 2008/09 academic year.

4. Data Dashboard

The data dashboard will provide the ability to monitor students' achievement through mid-year progress reporting that will identify the need for intervention. Similar to #2 above, this objective is slightly delayed (until February 2009) due to capacity of the system to successfully launch unexpected, but welcome initiatives. The new "Data Dashboard" will include:

- Safe School Data
- Early Leavers/Credit Accumulation
- Attendance
- Developmental Reading Assessment (DRA)
- Report Card Data

## **Student Success:**

### Expectations:

- Develop a shared vision of education in keeping with the correlates of effective schools (Safe & Orderly Environment; Clear and Focused Mission; Climate of High Expectations for Success; Opportunity to Learn, Time on Task; Frequent Monitoring of Student Progress; Positive Home School Relations; Strong Instructional Leadership)
- Serve the needs of the students and community and ensure a welcoming setting for learning
- Lead the Hamilton-Wentworth District School Board to set, implement and achieve clear measurable system goals
- Direct the continuous improvement of HWDSB's school programs through regular review, and the development and implementation of evaluation tools
- Improve teacher capacity in assessment and instruction
- Create school structures and processes that focus on and support improved student performance
- Develop pathways to success for at-risk students

### Quality Indicators

1. Percentage of students receiving Aiming For the Top scholarships equals the provincial average
  - No current measure

In the absence of a provincial measure, the HWDSB year over year self-measure is:

2006	2007	2008	Achieved	
			Yes	No
1.68	1.62	1.74	✓	
(241 of 14,328 across the province)	(224 of 13,779 across the province)	(252 of 14,466 across the province)		

2. Retention rates for HWDSB for 2008 are higher than those in 2007

## **HWDSB Elementary Student Retention Rate per Grade**

Student withdrawal data was extracted from the data warehouse "student enrolment table". The number of withdrawals was calculated by counting students who withdrew from the HWDSB for various reasons excluding "To HWDSB elementary".

Retention rates for each grade were computed by subtracting the number of withdrawals from the number of enrolments first, and then dividing this difference by the number of each grade enrolment. Tables 1-3 present the HWDSB elementary student retention rates for the past three years, followed by a summary table and then a table indicating the number of withdrawals with reasons for each secondary grade for 2007-08.

Table 1: 2005-2006 School Year Elementary Student Retention Rate

	JK	SK	1	2	3	4	5	6	7	8
# of withdrawal	195	146	144	132	143	138	141	145	178	162
Enrolment (March 2006)	3152	3346	3473	3695	3636	3673	3779	3872	3869	4078
Retention Rate	94%	96%	96%	96%	96%	96%	96%	96%	95%	96%

Table 2: 2006-2007 School Year Elementary Student Retention Rate

	JK	SK	1	2	3	4	5	6	7	8
# of withdrawal	199	169	192	131	145	146	146	168	147	127
Enrolment (March 2007)	2924	3411	3392	3437	3663	3549	3633	3723	3833	3853
Retention Rate	93%	95%	94%	96%	96%	96%	96%	95%	96%	97%

Table 3: 2007-2008 School Year Elementary Student Retention Rate

	JK	SK	1	2	3	4	5	6	7	8
# of withdrawal	161	161	129	125	88	113	99	92	106	105
Enrolment (March 2008)	3044	3196	3403	3350	3453	3610	3489	3653	3695	3860
Retention Rate	95%	95%	96%	96%	97%	97%	97%	97%	97%	97%

	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
2007-08	95	95	96	96	97	97	97	97	97	97
2006-07	93	95	94	96	96	96	96	95	96	97
2005-06	94	96	96	96	96	96	96	96	95	96
Achieved - Yes	✓		✓	✓	✓	✓	✓	✓	✓	✓
Achieved - No		✓								

**Breakdown of Student Withdrawals from September 01 - June 30 for 2007/2008 School Year  
(Students left system without graduating and remain archived as of Sept. 23rd, 2008)**

**NOTE: 2007-08 is a Baseline Year**

School Name	Total Withdrawals by Gender		Grade 9 Entry Date 2007		Grade 9 Entry Date 2006		Grade 9 Entry Date 2005		Grade 9 Entry Date 2004 or <2004	
	M	F	(14/15 yrs old)		(15/16 yrs old)		(16/17 yrs old)		(17/18/18+ yrs old)	
			M	F	M	F	M	F	M	F
Ancaster	27	33	1	2	1	8	3	6	22	17
Barton	57	49	2	3	5	10	11	10	39	26
Delta	78	75	2	0	8	13	13	8	55	54
Glendale	63	40	2	0	8	8	9	5	44	27
Highland	29	20	1	0	1	3	5	4	22	13
Hill Park	84	67	2	1	7	7	9	11	66	44
Mountain	48	29	1	0	4	4	8	4	35	21
Orchard Park	51	53	1	4	11	13	12	11	27	25
Parkside	31	22	1	1	2	3	3	3	25	15
Parkview	41	24	3	0	2	3	10	7	26	14
Saltfleet	71	43	0	0	8	4	7	6	56	33
Sherwood	48	50	0	2	3	10	12	13	33	25
Sir Allan MacNab	90	41	4	2	10	7	11	3	65	29
Sir John A MacDonald	160	147	5	3	19	14	21	32	115	98
Sir Winston Churchill	64	63	2	3	6	4	12	11	44	45
Waterdown	51	48	2	3	5	7	9	9	35	29
Westdale	48	64	3	5	9	9	10	7	26	33
Westmount	33	44	1	3	11	9	5	6	16	26
<b>Totals</b>	<b>1074</b>	<b>912</b>	<b>33</b>	<b>32</b>	<b>120</b>	<b>136</b>	<b>170</b>	<b>156</b>	<b>751</b>	<b>574</b>

School Name	Total Withdrawals Overall	Total Withdrawals in ELL program	Total Withdrawals on IEP	Total Withdrawals Reasons Unknown	Total Withdrawals Other Education or Reason Known
Ancaster	60	16	4	24	36
Barton	106	18	7	46	60
Delta	153	0	15	75	78
Glendale	103	25	9	68	35
Highland	49	0	1	4	45
Hill Park	147	6	11	101	46
Mountain	77	1	37	38	28
Orchard Park	104	11	11	37	67
Parkside	53	0	8	35	18
Parkview	65	0	39	44	21
Saltfleet	114	1	33	70	44
Sherwood	98	2	8	55	43
Sir Allan MacNab	131	25	14	75	59
Sir John A MacDonald	307	79	15	188	119
Sir Winston Churchill	127	3	20	85	42
Waterdown	99	2	31	52	47
Westdale	102	12	5	52	50
Westmount	77	6	5	15	27
<b>Totals</b>	<b>1972</b>	<b>207</b>	<b>273</b>	<b>1064</b>	<b>865</b>

3. The outcomes from School Improvement Plans demonstrate an improvement in literacy and numeracy in 2007 (new measure in 2007/08)

Cluster	SIP/SEF Developed		Achievement Targets		
	Elem	Sec	All Met	Partial Met	Not Met
Cluster 1	14	5	9	3	7
Cluster 2	20	3	5	7	11
Cluster 3	20	3	8	6	9
Cluster 4	19	4	10	8	5
Cluster 5	21	3	11	8	5
<b>TOTALS</b>	<b>94</b>	<b>18</b>	<b>43</b>	<b>32</b>	<b>37</b>

4. EQAO results reported in 2008 exceed those in 2007

Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	57%	57%	same	
3	writing	59%	61%	☺ ✓	
3	math	57%	59%	☺ ✓	
6	reading	58%	57%		✓
6	writing	54%	59%	☺ ✓	
6	math	51%	49%		✓
9	Academic Math	68%	70%	☺ ✓	
9	Applied Math	26%	27%	☺ ✓	
10	OSSLT	79%	81%	☺ ✓	

The Trustees are very pleased to see summary level improvements, however compared to the provincial averages, this is an area of improvement where, for our students, we need to do better.

5. EQAO results for English Language Learners (ELL) reported in 2008 exceed those for 2007

Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
10	ELL OSSLT	30%	61%	☺ ✓	
9	Academic math ELL	58	54%		✓
9	Applied math ELL	8	29%	☺ ✓	
6	reading ELL	50	50%	same	
6	writing ELL	50	57%	☺ ✓	
6	math ELL	54	46%		✓
3	reading ESL	46	48%	☺ ✓	
3	writing ESL	56	57%	☺ ✓	
3	math ESL	53	51%		✓

The Trustees remain impressed with the continued good results in ESL.

6. EQAO scores for Special Education students reported in 2008 exceed those in 2007

Grade	Subject	Actual 2006/2007	Actual 2007/08	Achieved	
				Yes	No
3	reading	12%	13%	☺ ✓	
3	writing	12%	38%	☺ ✓	
3	math	21%	26%	☺ ✓	
6	reading	14%	17%	☺ ✓	
6	writing	9%	18%	☺ ✓	
6	math	13%	12%		✓
9	applied math	16%	20%	☺ ✓	
9	academic math	49%	58%	☺ ✓	

The Trustees are extremely pleased with the Special Education improvements made in 2007-08.

7. The gap between boys' and girls' achievement in the EQAO results declines

Grade	Subject	Actual 2006/2007	Actual 2007/08	Achieved	
				Yes	No
3	reading	13%	14%		✓
3	writing	19%	17%	☺ ✓	
3	math	0%	2% (male)		✓
6	reading	12%	12%	same	
6	writing	23%	18%	☺ ✓	
6	math	1%	2% (male)		✓

8. Identified high and moderate needs schools increase their scores in all EQAO tests

- Notes: a) There are many pages (13-23) that follow, providing individual school details  
 b) The values in the individual schools (further below) are in percentages  
 c) Shaded areas represent additional resources provided to focus on primary literacy and/or junior literacy during the prior academic year 2006/2007 (assists with understanding results over the two year period)  
 d) All schools in HWDSB received additional resource assistance in 2007/08

**SUMMARY TABLE ALL SCHOOLS PAGES 13-23**

Grade	Subject	High Needs – Increased Scores?	
		Yes	No
3	reading	6 of 13	7 of 13
3	writing	6 of 13	7 of 13
3	math	5 of 13	8 of 13
6	reading	4 of 9	5 of 9
6	writing	4 of 9	5 of 9
6	math	2 of 9	7 of 9
9	Ap Math	2 of 3	1 of 3
9	Ac Math	1 is the same	2 of 3
10	OSSLT	😊 3 of 3	0

Grade	Subject	Moderate Needs – Increased Scores?	
		Yes	No
3	reading	6 of 16	10 of 16
3	writing	7 of 16	9 of 16
3	math	5 of 16	11 of 16
6	reading	4 of 9 the same	4 of 9
6	writing	6 of 9 the same	2 of 9
6	math	3 of 9	6 of 9
9	Ap Math	2 of 3	1 of 3
9	Ac Math	2 of 3	1 of 3
10	OSSLT	1 of 3	2 of 3

Moderate Needs School: Adelaide Hoodless: Ministry Turnaround					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	39	32		✓
3	writing	44	42		✓
3	math	35	26		✓
6	reading	36	48	😊 ✓	
6	writing	22	49	😊 ✓	
6	math	25	21		✓

High Needs School: Bennetto: OFIP I					
Grade	Subject	Actual 2006/2007	Actual 2007/08	Achieved	
				Yes	No
3	reading	39	36		✓
3	writing	45	25		✓
3	math	41	17		✓
6	reading	50	52	😊 ✓	
6	writing	50	52	😊 ✓	
6	math	34	21		✓

High Needs School: Cathy Wever					
Grade	Subject	Actual 2006/2007	Actual 2007/08	Achieved	
				Yes	No
3	reading	26	39	😊 ✓	
3	writing	30	44	😊 ✓	
3	math	31	32	😊 ✓	
6	reading	40	36		✓
6	writing	42	35		✓
6	math	28	18		✓

Moderate Needs School: Central					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	47	60	☺✓	
3	writing	58	60	☺✓	
3	math	68	60		✓

High Needs School: Dr Davey: Board-based Turnaround (Grade 3 only)					
Grade	Subject	Actual 2006/2007	Actual 2007/08	Achieved	
				Yes	No
3	reading	40	24		✓
3	writing	45	39		✓
3	math	47	26		✓

Moderate Needs School: Elizabeth Bagshaw: OFIP I 2007/2008					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	36	47	☺✓	
3	writing	49	70	☺✓	
3	math	36	58	☺✓	
6	reading	33	33	same	
6	writing	39	35		✓
6	math	22	23	☺✓	

Moderate Needs School: Franklin Road: OFIP 2					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	55	53		✓
3	writing	55	50		✓
3	math	33	53	☺✓	
6	reading	34	42	☺✓	
6	writing	37	44	☺✓	
6	math	20	34	☺✓	

High Needs School: Gibson (Holding School; Prince of Wales only 07/08 results listed – only gr. 3's primary school)					
Grade	Subject	Actual 2006/2007	Actual 2007/08	Achieved	
				Yes	No
3	reading	45	35		✓
3	writing	45	47	☺✓	
3	math	45	43		✓

Moderate Needs School: Glen Brae: OFIP 3 2007/2008					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
6	reading	50	51	☺✓	
6	writing	47	55	☺✓	
6	math	47	42		✓

Moderate Needs School: Green Acres					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	58	55		✓
3	writing	38	63	☺✓	
3	math	79	61		✓
6	reading	35	59	☺✓	
6	writing	38	61	☺✓	
6	math	50	59	☺✓	

High Needs School: Hess: OFIP 2 2007/2008					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	49	29		✓
3	writing	55	54		✓
3	math	64	49		✓
6	reading	35	39	☺✓	
6	writing	42	41		✓
6	math	39	35		✓

High Needs School: Hillcrest: Board-based Turnaround					
Grade	Subject	Actual 2006/2007	Actual 2007/08	Achieved	
				Yes	No
3	reading	70	45		✓
3	writing	65	50		✓
3	math	80	35		✓
6	reading	50	35		✓
6	writing	46	35		✓
6	math	43	32		✓

Moderate Needs School: Holbrook: OFIP 3 2006/2007					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	47	39		✓
3	writing	56	52		✓
3	math	44	42		✓
6	reading	70	63		✓
6	writing	67	67	same	
6	math	67	59		✓

Low Needs School: Huntington Park: OFIP 3 2007/208					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	65	72	😊✓	
3	writing	57	70	😊✓	
3	math	75	81	😊✓	
6	reading	60	55		✓
6	writing	40	53	😊✓	
6	math	57	40		✓

High Needs School: King George: Ministry Turnaround					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	37	11		✓
3	writing	39	36		✓
3	math	26	27	😊✓	
6	reading	33	44	😊✓	
6	writing	44	37		✓
6	math	28	18		✓

High Needs School: Lake Avenue					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	30	46	☺✓	
3	writing	38	49	☺✓	
3	math	31	41	☺✓	
6	reading	35	50	☺✓	
6	writing	43	58	☺✓	
6	math	57	46		✓

Moderate Needs School: Lawfield OFIP 2					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	N/A	60	N/A	
3	writing	N/A	53	N/A	
3	math	N/A	67	N/A	
6	reading	50	51	☺✓	
6	writing	49	63	☺✓	
6	math	36	32		✓

Moderate Needs School: Memorial City					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	34	32		✓
3	writing	38	29		✓
3	math	33	18		✓
6	reading	49	41		✓
6	writing	30	36	☺✓	
6	math	30	24		✓

High Needs School: Parkdale: Board-based Turnaround (Grade 3 only)					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	59	77	☺✓	
3	writing	62	87	☺✓	
3	math	38	77	☺✓	

Moderate Needs School: Pauline Johnson: OFIP 3 2007/2008					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	72	47		✓
3	writing	65	47		✓
3	math	65	58		✓

Moderate Needs School: Prince Philip: OFIP 3 2007/2008					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	69	59		✓
3	writing	76	49		✓
3	math	62	56		✓

High Needs School: Queen Mary: Board-based Turnaround					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	44	62	☺✓	
3	writing	47	75	☺✓	
3	math	49	66	☺✓	
6	reading	36	40	☺✓	
6	writing	30	45	☺✓	
6	math	11	20	☺✓	

Moderate Needs School: Richard Beasley: OFIP 3 2007/2008					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	60	53		✓
3	writing	54	53		✓
3	math	37	34		✓

Moderate Needs School: Ridgemount: OFIP 2					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	47	35		✓
3	writing	51	52	😊 ✓	
3	math	51	35		✓
6	reading	82	52		✓
6	writing	79	59		✓
6	math	65	56		✓

High Needs School: Roxborough Park: OFIP 1 (Grade 3 only)					
Grade	Subject	Actual 2006/2007	Actuals 2007/2008	Achieved	
				Yes	No
3	reading	31	38	😊 ✓	
3	writing	42	45	😊 ✓	
3	math	40	36		✓

High Needs School: Sanford Holding school: OFIP 1 (Dr Davey, Stinson and Queen Victoria and Prince of Wales)					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
6	reading	35	33		✓
6	writing	30	28		✓
6	math	20	16		✓

Moderate Needs School: Sir Isaac Brock: Board-based Turnaround (Grade 3 only)					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	34	69	☺✓	
3	writing	47	88	☺✓	
3	math	28	69	☺✓	

High Needs School: Sir Wilfrid Laurier					
Grade	Subject	Actual 2006/2007	Actual 2007/08	Achieved	
				Yes	No
3	reading	46	51	☺✓	
3	writing	58	53		✓
3	math	69	58		✓
6	reading	56	51		✓
6	writing	55	64	☺✓	
6	math	28	46	☺✓	

High Needs School: Stinson ( Holding School of students from the former Queen Victoria and the Stinson schools Grade 3 only)					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	48	43		✓
3	writing	52	48		✓
3	math	48	34		✓

Moderate Needs School: Strathcona: OFIP 3 2007/2008					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	60	58		✓
3	writing	63	31		✓
3	math	40	46	☺✓	

Moderate Needs School: W. H. Ballard: OFIP 2 2007/2008					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	44	42		✓
3	writing	48	51	☺✓	
3	math	49	37		✓
6	reading	36	35		✓
6	writing	31	34	☺✓	
6	math	23	15		✓

Moderate Needs School: Westwood: OFIP 3 2006/2007					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	48	50	☺✓	
3	writing	48	64	☺✓	
3	math	48	56	☺✓	

Moderate Needs School: Woodward: OFIP 2 2007/2008					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	47	50	☺✓	
3	writing	62	66	☺✓	
3	math	50	34		✓

**SECONDARY SCHOOLS**

Moderate Needs School: Barton					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
9	Applied Math	27	36	☺✓	
9	Academic Math	67	75	☺✓	
10	OSSLT	72	73	☺✓	

High Needs School: Delta					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
9	Applied Math	19	8		✓
9	Academic Math	46	22		✓
10	OSSLT	58	77	😊✓	

High Needs School: Glendale					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
9	Applied math	17	27	😊✓	
9	Academic math	68	68	same	
10	OSSLT	70	75	😊✓	

Moderate Needs School: Hill Park					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
9	Applied Math	30	26		✓
9	Academic Math	77	62		✓
10	OSSLT	73	70		✓

High Needs School: Sir John A Macdonald					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
9	Applied math	8	20	😊✓	
9	Academic math	46	45		✓
10	OSSLT	60	63	😊✓	

Moderate Needs School: Sir Winston Churchill					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
9	Applied Math	15	17	☺✓	
9	Academic Math	29	49	☺✓	
10	OSSLT	76	67		✓

Vocational Schools:

High Needs School: Mountain (vocational school)					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
9	Essentials math	n/a	n/a	n/a	
10	OSSLT	n/a	n/a		

High Needs School: Parkview (vocational school)					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
9	Essentials math	n/a	n/a	n/a	
10	OSSLT	35	23		✓

9. Reduce the number of student exemptions for Provincial tests

Exemptions					
Grade	Subject	Actual 2006/2007	Actual 2007/2008	Achieved	
				Yes	No
3	reading	4%	4%	same	
3	writing	3%	3%	same	
3	math	3%	3%	same	
6	reading	4%	3%	☺✓	
6	writing	4%	3%	☺✓	
6	math	4%	3%	☺✓	
9	academic math	1%	2%		✓
9	applied math	15%	11%	☺✓	

Exemptions						
Grade	Subject		Actual 2006/2007	Actual 2007/2008	Achieved	
					Yes	No
10	OSSLT deferred (first time eligible)		6% deferred and 5% absent	6% deferred and 5% absent	same	
10	OSSLT deferred (previously eligible)		6% deferred, 14% absent, 14% OSSLC	7% deferred, 15% absent, 17% OSSLC	☺ ✓	✓ ✓

10. The gap between high achieving and low achieving schools decreases, with low achieving schools improving their scores, and high achieving schools maintaining or improving their scores

GRADE 3			2007	2008	Achieved	
					Yes	No
	READING					
	high		93	92		✓
	low		26	11		✓
	# schools below 30%		1	3		✓
	Gap		67 points	81 points		✓
	WRITING					
	high		91	89		✓
	low		25	25	same	
	# schools below 30%		1	2		✓
	Gap		66 points	64 points	☺ ✓	
	MATH					
	high		88	95	☺ ✓	
	low		26	17		✓
	# schools below 30%		2	5		✓
	Gap		62 points	78 points		✓

The Trustees note that the gap for Grade 3 writing isn't meaningful as the high score decreased. A new measure will be required going forward.

GRADE 6	READING		2007	2008	Achieved	
					Yes	No
	high		93	84		✓
	low		30	33	☺ ✓	
	# schools below 30%		0	0	☺ ✓	
	Gap		63 points	51 points	☺ ✓	
	WRITING		2007	2008		
	high		85	95	☺ ✓	
	low		34	28		✓
	# schools below 30%		2	1	☺ ✓	
	Gap		51 points	67 points		✓
	MATH		2007	2008		
	high		86	91	☺ ✓	
	low		04	15	☺ ✓	
	# schools below 30%		9	11		✓
	Gap		82 points	76 points	☺ ✓	

The Trustees note that the gap for Grade 6 writing isn't meaningful as the high score decreased. A new measure will be required going forward.

#### Grade 9 Math – Applied

	2007	2008	Achieved	
			Yes	No
High score	50	49		✓
Low score	08	08	same	
Gap	42	41	☺ ✓	

The Trustees note that the gap isn't meaningful as the high score decreased. A new measure will be required going forward.

#### Grade 9 Math – Academic

	2007	2008	Achieved	
			Yes	No
High score	82	82	same	
Low score	29	22		✓
Gap	53	60		✓

OSSLT First Time eligible

	2007	2008	Yes	No
High score	95	96	☺ ✓	
Low score	58	63	☺ ✓	
Gap	37	33	☺ ✓	

- 11. Early School Leavers
- 12. Student Graduation

These two measures need to be clarified & delineated, as noted below

This information is based upon grade 12 student numbers from the 2007-08 year only – hence a baseline year.

It is important to note that the measure below is not a comparable percentage to the Ministry defined graduation rate. The Ministry calculates a graduation rate based upon the cohort number of students in grade 9 who graduate from grade 12 five years later. Because of a change in Student Information Systems and inaccuracies in data input, we cannot use this formula to calculate our graduation rate for HWDSB. As well, the data captures students who would be four and five year grads. This grade 12 student information does not take into consideration all of the students who are leaving and entering our system throughout the year. Many students who are withdrawn are connected to other schools in other boards. This calculation is based on day school registered students only.

Total Grade 12 Enrolment October 31st, 2007	6704
Total Graduates 2007/08 School Year	4335
Grade 12 Graduation Percentage	64.66%

13. Special Education Review Plan will be reviewed and updated with concrete objectives and timelines

Achieved? - Yes

<b>ROLE: SPECIAL EDUCATION / STUDENT SERVICES</b>		
<b>Expectations</b>	<b>Evidence</b>	<b>Quality Indicators</b>
<p style="text-align: center;"><b>SPECIAL EDUCATION / STUDENT SERVICES PLAN: CLEAR AND FOCUSED MISSION</b></p> <p>The Hamilton-Wentworth District School Board will continue to provide a wide range of excellent special education program and service options for students whose complexity of needs exceeds that of the regular classroom.</p> <p>(From: <b>Special Education Program and Services Review (2004) - Recommendation 5.1)</b>)</p>	<p>Current Behaviour programs, placements and supports reviewed. Revised Behaviour Pathway developed.</p> <p>Presented to: Board SEAC</p> <p>Submitted to Ministry of Education (Special Education Plan update)</p>	<p>New Behaviour Pathway implemented September 2008.</p>
	<p>Current Learning Disability programs, placements and supports reviewed.</p>	<p>2 additional Special Assignment Teachers designated for Learning Disability support.</p> <p>Additional Learning Disabilities Pathway support plan to be developed: Fall 2008</p>
	<p>Ministry of Education Standards of Practice for Care Treatment and Corrections (CTC) Classrooms implemented (provincial pilot board – one of 8).</p> <p>CTC staff receives training on DRA, PRIME Math, WJIII, and Differentiated Instruction to facilitate implementation.</p>	<p>Pilot standards communicated to CTC staff and CTC partnering agencies.</p> <p>Standards piloted in CTC classrooms.</p> <p>Participation in provincial pilot sessions.</p>

**ROLE: SPECIAL EDUCATION / STUDENT SERVICES**

<b>Expectations</b>	<b>Evidence</b>	<b>Quality Indicators</b>
<p align="center"><b>SPECIAL EDUCATION / STUDENT SERVICES PLAN: INSTRUCTIONAL LEADERSHIP</b></p> <p>The Special Education / Student Services Department will develop detailed guidelines regarding the roles, responsibilities and accountability of support staff within the special education delivery model.</p> <p>(From: <b>Special Education Program and Services Review (2004) - Recommendation 5.2)</b></p>	<p>Special Education Consultants:</p> <p>Roles/responsibilities reviewed: Fall/Winter 07-08.</p> <p>Revised roles/responsibilities developed: Spring 08.</p>	<p>Revised roles/responsibilities implemented:</p> <p>September 08</p>
	<p>Educational Assistants:</p> <p>Roles/responsibilities reviewed: Fall/Winter 06-07.</p> <p>Revised roles/responsibilities developed: Spring 07.</p>	<p>Revised roles/responsibilities implemented:</p> <p>September 08</p>
	<p>Behaviour Team Members Special Education Teachers and Educational Assistants):</p> <p>Roles/responsibilities reviewed: Fall/Winter 07-08.</p> <p>Revised roles/responsibilities developed: Spring 08.</p>	<p>Revised roles/responsibilities implemented:</p> <p>September 08</p>
	<p>Psycho-Educational Consultants:</p> <p>Focus of 2007-2008 school year: recruitment of qualified candidates to fill vacancies in the department.</p>	<p>Department fully staffed:</p> <p>September 08</p>

**ROLE: SPECIAL EDUCATION / STUDENT SERVICES**

<b>Expectations</b>	<b>Evidence</b>	<b>Quality Indicators</b>
<p align="center"><b>SPECIAL EDUCATION / STUDENT SERVICES PLAN: CLIMATE OF HIGH EXPECTATIONS / FREQUENT MONITORING OF STUDENT SUCCESS</b></p> <p>The Special Education / Student Services Department will develop a plan to increase the base knowledge and strategies of all classroom teachers and administrators in the area of special education exceptionalities, early intervention, and student pathways, and address the disconnect between the elementary and secondary schools regarding the delivery of special education programs and services.</p> <p>(From: <b>Special Education Program and Services Review (2004) - Recommendation 5.3</b>)</p>	<p>Information documents developed for staff:            Autism Handbook:            audience: Autism Classes; in-serviced: winter 07/08</p> <p>Life skills Handbook:            audience: Developmental Classes; in-serviced: fall 07</p> <p>LRT Handbook:            audience: all schools; in-serviced: fall 06</p> <p>Speech and Language Handbook            audience: Speech and Language Programs; in-serviced: fall 06</p> <p>Attendance Handbook            audience: School Administrators/ Office Administrators;            distributed: fall 08.</p>	<p>Documents distributed to schools</p> <p>In-service sessions provided</p>
	<p>In-service sessions provided for staff:            Revised Individual Education Plan (IEP) template            audience: Learning Resource Teachers (LRTs); in-serviced: September 07.            audience: School Administrators; in-serviced: January 08</p> <p>WJ-III Tests of Achievement            audience: new LRTs; in-serviced: fall 07</p> <p>Information on Slow Learners            audience: school staff; in-service: fall 07</p>	<p>In-service sessions provided</p>

**ROLE: SPECIAL EDUCATION / STUDENT SERVICES**

<b>Expectations</b>	<b>Evidence</b>	<b>Quality Indicators</b>
	<p>Collaborative Projects: Differentiated Instruction (with Program Staff)</p> <ul style="list-style-type: none"> <li>- in-service sessions provided (CODE Special Education project)</li> <li>- development of DI demonstration classes</li> </ul> <p>Safe Schools (with Safe Schools Staff)</p> <p align="center">alignment of</p> <p>behaviour model with tiered intervention model (progressive discipline)</p> <ul style="list-style-type: none"> <li>- participation in in-service sessions (mitigating factors)</li> <li>- social work support - peer mediation; bullying</li> </ul> <p>Compensatory Education</p> <ul style="list-style-type: none"> <li>- KLLIC speech &amp; language kindergarten program delivery in compensatory schools</li> <li>- social work support for EA mentoring program</li> </ul> <p>Character Education</p> <ul style="list-style-type: none"> <li>- Character "Ed/Edwina" puppets around 5 character traits provided and in-service sessions held</li> <li>- social skills demonstration to secondary developmentally delayed classes</li> </ul> <p>Accessibility Plan (with Facilities staff)</p> <ul style="list-style-type: none"> <li>- Accessibility committee: reviewed and updated plan</li> </ul> <p>Ontario Psychological Association (OPA) Project</p> <ul style="list-style-type: none"> <li>- pilot project: Response to Intervention (RTI) model implemented in 5 elementary</li> </ul> <p>Mental Health</p> <ul style="list-style-type: none"> <li>- CHAT program provided to grade 7 students</li> </ul>	<p>Alignment with other district initiatives</p>

**ROLE: SPECIAL EDUCATION / STUDENT SERVICES**

<b>Expectations</b>	<b>Evidence</b>	<b>Quality Indicators</b>
	- dialogue with McMaster Children's Hospital regarding changes and expansion of McMaster program	
<p>The Senior Administration should implement the Special Class/Program Policy #9.03 to develop greater stability in classroom location and the improved decision-making timelines for central personnel, school staff and parents regarding student placement.</p> <p>(From: Special Education Program and Services Review (2004) - Recommendation 5.4)</p>	<p>Special Class locations identified and examined to align with communities of schools.</p> <p>Number and location of Special Classes examined to reflect student needs (placements).</p>	<p>Behaviour Pathway classrooms and staff aligned with clusters.</p> <p>New Secondary Autism Special Class opened to address increased need. New Multiple Needs Special Class opened (Glenwood) to address need.</p> <p>One Elementary Special Class closed – reduced need (students remaining in regular class placements).</p>
<p>The Board to develop a consultation process to address the disconnect between the elementary and secondary schools regarding the delivery of special education programs and services.</p> <p>(From: Special Education Program and Services Review (2004) - Recommendation 5.4)</p>	<p>Transition Plan developed and distributed to schools to form part of the Elementary-Secondary Transition Plan: 06-07.</p>	<p>Transition Plans used as part of Elementary-Secondary transition process.</p>

**ROLE: SPECIAL EDUCATION / STUDENT SERVICES**

<b>Expectations</b>	<b>Evidence</b>	<b>Quality Indicators</b>
<p align="center"><b>SPECIAL EDUCATION / STUDENT SERVICES PLAN: POSITIVE SCHOOL / HOME / COMMUNITY RELATIONS</b></p> <p>The Special Education / Student Services Department will develop a comprehensive plan to address the most effective model of both delivery and the flow of information related to special education programs and services.</p> <p>(From: <b>Special Education Program and Services Review (2004) - Recommendation 5.4</b>)</p>	<p>SEAC Communications Committee established: December 07.</p> <p>SEAC / Special Education / Student Services website information and format updated.</p> <p>Parent Handbook revised: 07-08.</p> <p>Additional Information Booklets discussed/developed: 07-08.</p>	<p>Revised website launched: September 08</p> <p>Revised Parent Handbook distributed: Fall 08</p> <p>Additional Information Booklets developed/distributed: Fall/Winter 08</p>
	<p>Ministry of Education Standards of Practice, contracts, scheduled monitoring meetings, and evolving trends in Care, Treatment, and Corrections (CTC) programs discussed with partnering agencies.</p>	<p>Meetings held with CTC partners: Spring 08.</p>
	<p>Joint Meetings with Hamilton-Wentworth Catholic District School Board:</p> <ol style="list-style-type: none"> <li>1. Joint SEAC meeting: Spring 08.</li> <li>2. Joint procedure development for diabetes management and education (with health care providers and diabetes associations): Spring 08.</li> </ol>	<p>Joint SEAC Meeting held: May 2008.</p> <p>Memorandum on Diabetes developed (management and educational programs) developed: Spring 08.</p>

**ROLE: SPECIAL EDUCATION / STUDENT SERVICES**

<b>Expectations</b>	<b>Evidence</b>	<b>Quality Indicators</b>
<p align="center"><b>SPECIAL EDUCATION / STUDENT SERVICES PLAN: SAFE AND ORDERLY ENVIRONMENT</b></p> <p>The Special Education / Student Services Department will develop a plan to support student and staff safety by increasing the base knowledge of all staff to address and manage behaviour.</p>	<p>Procedural Manual for Managing Violent and Aggressive Behaviour revised: January 08; in-serviced February 08.</p> <p>Special Education Companion (strategies based on exceptionalities) provided to administrators: January 2008.</p> <p>Psychological Services information sheets provided to schools: 07-08.</p> <p>Applied Behaviour Analysis (ABA) training provided to designated staff from all schools: Spring 08.</p> <p>In-service sessions held for staff involved in Behaviour Pathway: June 08; September 08.</p> <p>Behaviour Handbook developed: 07-08.</p> <p>System in-service sessions on Non-violent Crisis Intervention (NVCi) techniques provided: 07-08.</p> <p>Behaviour Management Systems (BMS) training provided to establish trainers for the program: 07-08.</p>	<p>Procedural Manual for Managing Violent and Aggressive Behaviour reviewed annually – all schools.</p> <p>ABA training sessions provided 07-08 and continuing 08-09.</p> <p>Behaviour Pathway staff trained and program implemented: September 08.</p> <p>NVCi sessions (certification and re-certification) scheduled</p> <p>BMS sessions scheduled</p>

14. Students enrolled in OYAP in 2008 exceed those in 2007

2006	2007	2008	Achieved	
			Yes	No
768	909	953	✓	

15. More students successfully complete school to work programs

Program	2006-07	2007-08	Achieved	
			Yes	No
Building Careers	20	22	✓	
Healthcare Program	30	24		✓
Limeridge Program	34	22		✓
Secondary School to Work Programs	2176	2448	✓	

16. Demonstrated progress in developing equity

Achieved? - Yes

The Diversity Audit was completed and presented to the Board of Trustees. Actionable objectives will inform the 2008/09 academic year. Kathy Starodub is the Chair of the Equity Inventory. She has requested more student representatives and PIC involvement. The Diversity Audit (renamed Equity Inventory) – an LCD (Feb 27/09) has been set aside for training around the questions and presentation of the survey (to take place in April 2009).

17. At-risk student rate is improving (student success rate has improved) -

18. Extra-curricular Activity Participation Rate

This is a new measure hence, a baseline year. Note: the chart below is limited to “sports”. Next year, this measure will expand to include music, arts, clubs, etc.

Division	# of Students Involved in sports
Primary-Junior	9,214
Middle School	12,185
Secondary	6,310

Note: Some students may have been involved in multiple sports hence the numbers cannot be interpreted as total # of FTE students.

## **Trustee Observations, Comments & Satisfaction Level with Student Success:**

Trustees commend the Director for ensuring additional measures are in place to determine progress against plan. Some measures below rely on the Educational Quality Accountability Office (EQAO) data, the Ministry's assessment tool on how well the curriculum is being taught. Trustees recognize that these results are important, and indeed mandatory. That said, EQAO is only one measure of student success. The HWDSB has many tools, including Developmental Reading Assessment (DRA) that is used in the elementary panel as an indicator of expected EQAO results.

- EQAO results reported in 2008 exceeded those in 2007 for grade 3 writing and math, grade 6 writing, grade 9 math and the OSSLT. However compared to the provincial averages, this is an area of improvement where, for our students, we need to do better.
- EQAO results for English Language Learners (ELL) reported in 2008 far exceed those for 2007 in five measures and are the same for grade 6 reading.
- The EQAO scores for special education students reported in 2008 have improved dramatically, exceeding those in 2007 which were a major concern. The leadership and the team effort to embrace a new approach resulting in the creation of a Special Education Review Plan updated with concrete objectives and timelines was no small feat.
- There were some improvements in high and moderate needs schools' EQAO results. Four high needs elementary schools increased in all their EQAO scores in 2008 over 2007. Most moderate needs schools improved their EQAO scores in Grade 6 reading and writing. One high needs and one moderate needs secondary school improved in all their EQAO scores in 2008 over 2007. All high needs secondary schools improved their OSSLT scores.

It is important to say that where there was deployment of extra resources to high and moderate needs elementary schools in 2006-07, this did lead in many cases to greater student achievement in 2008 compared to 2007. Of the 12 schools that received this help, 3 improved in all EQAO scores, another 3 in all but one area and 3 in some. Only 3 schools did not improve on all their prior EQAO scores. The additional resources appear to have had a positive impact when compared to the total results for high and moderate needs elementary schools where only 4 of the 37 schools improved. However, further analysis is necessary to identify the actual causation – what appears to be an obvious correlation between resources and results may not necessarily be so, and/or be the only dynamic affecting the student achievement agenda.

- The number of student exemptions for EQAO tests has decreased. Although they remained the same for grade 3, they decreased for all other tests except for OSSLT and Grade 9 academic math.
- The percentage of students receiving Aiming For the Top scholarships increased in 2008 over 2007.
- Retention rates of elementary students improved in JK, and grades 3, 4, 5, 6, 7.
- The number of students enrolled in OYAP in 2008 exceeded those in 2007.
- In 2007 the gap between boys' and girls' achievement in Grade 3 and 6 EQAO results had seen an overall decline, in 2008 the decline has been sustained in writing.
- The gap between high and low achieving schools has decreased for OSSLT for first time eligible high school students, apart from vocational students, with low achieving schools improving their scores and high achieving schools maintaining or increasing their scores.
- More students successfully completed school to work programs in 2008 than in 2007.
- Progress has been made in Equity as measured by work on the Diversity Inventory.

## **Areas for Improvement:**

- The gap between boys' and girls' achievement in Grade 3 and 6 EQAO results was declining in 2007. In 2008 it has increased for reading in grade 3 and remained the same in grade 6. The gap in achievement, although small, has increased for math at both grades.
- The outcomes from School Improvement Plans for numeracy and literacy indicate that less than half were met.

- Results for grade 3 and grade 6 EQAO reading scores have not changed.
- Results in math, grades 3, 6 & 9, demonstrate an area of concern.
- Overall, identified high and moderate needs elementary schools did not increase their scores in all EQAO tests in 2008 over 2007. This was achieved by only four of the 37 identified schools. 6 schools made no improvement in any scores, two more than in 2007.
- It is a major concern that the number of elementary scores in EQAO tests that are below 30% has increased significantly in high and moderate needs schools. In 2007 there were 15, in 2008 there are 22 schools with these scores.
- EQAO scores for English Language Learners in math were lower for 2008 than 2007 in grades 3, 6 and academic 9.
- Exemptions for grade 9 EQAO academic Math increased, and remained the same for grade 9 applied Math and the OSSLT.

### **Measures that still need to be clarified, developed or changed for 2008 are:**

- Improvement in Student graduation rate – accepted as 64.66% for 2007/08 is not comparable to what was believed to be a baseline the prior year at 59.9%. Again, the measure needs review to ensure alignment/comparison to provincial data for 2009.
- Base line data was received for retention of secondary school students. The high numbers of withdrawals from some high schools will need further investigation. Further, to be relative, the measure should be presented as % of overall population. Additionally, we need to measure the retention from grade 8 to 9
- Some base line data for participation in athletic programs was provided. Data for music, drama, clubs and intramurals is needed for 2008/09
- Richer data about Equity, particularly in implementation.
- No “at risk” student success data was provided.
- The whole notion of measuring “gaps” needs further analysis. The intent is correct, however it is not necessarily indicative of student success.

### **Conclusion:**

In the area of Student Success, the Trustees commend the Director for strong improvements, notably in the area of special education, English Language Learners, students taking OYAP and school to work programs. However, the EQAO assessment of student achievement, scores in high and moderate needs schools, the gap between high achieving and low achieving schools, the reading gap between boys and girls, and math results, are all of great concern. The graduation rate must improve.

In summary, the Trustees truly believe that accountability for results belongs to everyone within the system, and executed through the Board to the one employee who reports to the Trustees – the Director of HWDSB. Greater focus and alignment around the execution, monitoring, and support for system and school improvement plans through the School Effectiveness Framework is required going forward, as is continuing to invest in staff development and promoting early learning.

**Fiscal Responsibility:**

Expectations:

- Oversee the responsible fiscal management of the system
- Manage resources to reflect strategic directions of HWDSB
- Manage resources to reflect equity principles

Quality Indicators

Quality Indicator	Summary	Achieved	
		yes	no
1. The Director provides the Board with quarterly financial reports which at minimum indicate anticipated overall deficits and surpluses	<ul style="list-style-type: none"> <li>• Monthly Financial Status reports to CTW</li> <li>• the Board achieved a surplus in the 2006/2007 year in the amount of \$3,489,632 (Feb. 11/08 CTW)</li> </ul>	✓	
2. The Budget Development process supports the priorities of the Annual Operating Plan	<ul style="list-style-type: none"> <li>• Key Parameters/ Assumptions to Guide Key Parameters/ Assumptions presented to FASC Feb. 27/08 and CTW Mar. 3/08</li> <li>• Monthly meetings with FASC</li> <li>• Board approval of balanced 2008/2009 budget May 26, 2008</li> </ul>	✓	
3. Accountability measures and reporting standards ensure resources are applied to the intended purpose	<ul style="list-style-type: none"> <li>• Ministry reporting requirements:               <ul style="list-style-type: none"> <li>- Average Class Size</li> <li>- Enrolment Summaries – October 31 and March 31.</li> <li>- Primary Class Size</li> <li>- EPO Reports</li> <li>- Capital Plan</li> </ul> </li> <li>• Audited Financial Statements to FASC, CTW as well as published in local newspapers and on Board’s website (the auditor’s report and in particular the management letter are not limited to just this quality indicator)</li> </ul>	✓	✓
4. Action plans, with timelines to review for success, are developed to address the challenges to the board’s prudent management specifically retirement gratuities, occasional teachers, human resources appeals and transportation consortium	<ul style="list-style-type: none"> <li>• Typically a report on retirement gratuities is presented to FASC, and then to CTW. This will occur at an upcoming meeting (October or November)</li> <li>• Occasional Teacher Management 2006/07 &amp; 2007/08 presented at Mar. 3/08 CTW</li> <li>• Transportation consortium agreement presented at June 2/08 CTW</li> </ul>	✓	

5. Report on pending litigation against the Board, identified challenges; and, the implementation of a plan to reduce risk with timeline to review for success	<ul style="list-style-type: none"> <li>Typically a report on pending litigation is presented to FASC, and then to CTW. This will occur at an upcoming meeting (October or November)</li> </ul>	✓	
6. Funding surplus/deficit framework is developed	<ul style="list-style-type: none"> <li>Board financial surplus report presented to CTW (Feb 11/08) which supported the Board's goals regarding Effective Schools, Effective Staff and Effective Environments. The following parameters were used to guide decisions regarding the allocation of the 2006/07 surplus: <ul style="list-style-type: none"> <li>- immediate and positive impact to the system</li> <li>- HWDSB critical priorities</li> <li>- one-time expenditures</li> </ul> </li> </ul>	✓	

**Trustee Observations, Comments & Satisfaction Level with Fiscal Responsibility:**

After examining the evidence as noted above and the financial monitoring reports brought to the Board, the Trustees commend the Director for the quality of reports brought to the Board, the budget development process which supports the priorities of the Annual Operating Plan, the accountability measures and reporting standards, the action plans for challenges facing the Board's prudent management. This year required additional reporting and interaction with the Ministry of Education yet also resulted in a very favourable external operational review by Deloitte under the auspices of Ministry of Education.

**Conclusion:**

In terms of Fiscal Responsibility, the Trustees commend the Director for the continued high level of fiscal responsibility in the HWDSB. Trustees are exceptionally satisfied with the management of finances and the financial processes and controls in place, especially in light of the pressures facing the organization. The Trustees are particularly pleased with the results of the Ministry's Operational Review, conducted by Deloitte.

## Human Resources:

### Expectations:

- The director is delegated by the Board overall authority and responsibility for all personnel-related issues save and except: the development of mandates for collective bargaining
- Develop an administrative organization in keeping with Board's philosophy of education, in order to encourage: meaningful participation; effective communications; and, quality decision-making, including broad consultation with all employee and community groups
- Be responsible for the development and maintenance of procedures for the evaluation of personnel
- Be a strong advocate for employment equity
- Create structures and processes that provide incentive, recognition and accountability
- Create a workplace environment that actively retains and develops high quality employees, and places the HWDSB as the employer of choice
- Create an exemplary labour relations environment that supports and promotes student and staff success
- Inspire a shared vision of leadership for the HWDSB

### Quality Indicators:

- I. Retention rates of staff by category for the first five years of service improves.

#### Elementary Panel

	2005/06	2006/07	2007/08	Achieved – Yes?	Achieved – No?
New Hires	126	115	144		
Terminated/Resigned	2	1	2		
Turnover % against # hired	1.58%	0.87%	1.39%		✓

#### Secondary Panel

	2005/06	2006/07	2007/08	Achieved – Yes?	Achieved – No?
New Hires	81	48	45		
Terminated/Resigned	3	4	0		
Turnover % against # hired	3.70%	3.07%	1.06%	✓	

#### Both Panels Combined

	2005/06	2006/07	2007/08	Achieved – Yes?	Achieved – No?
New Hires	207	163	189		
Terminated/Resigned	5	5	2		
Turnover % against # hired	2.41%	3.07%	1.06%	✓	

Note – Above are limited to permanent teachers

**EMPLOYEE TURNOVER %**

Elem.	Sec.		Exec.				EAs		Elem.	Sec.		
Tchrs	Tchrs	PSSP	Council	PASS	CUPE	OCTU	COPE	LIUNA	P - VP	P - VP	ESL	TOTAL
5.06	4.51	1.79	9.09	5.75	3.73	3.20	3.01	12.50	12.61	9.62	7.69	4.70%

**EMPLOYEE DEPARTURES: Retirements, Terminations & Resignations**

Elem.	Sec.		Exec.				EAs		Elem.	Sec.		
Tchrs	Tchrs	PSSP	Council	PASS	CUPE	OCTU	COPE	LIUNA	P - VP	P - VP	ESL	TOTAL
112	58	1	1	5	16	11	17	1	15	5	2	244

Note: Above tables set baseline for future years.

2. Applicant pools increase for leadership positions

Every school year, there are two promotion processes for Principals/Vice-Principals.

	Administrator Pool			
	2006/2007		2007/2008	
	placed in pool	placed in school	placed in pool	placed in school
Elementary Principal	14	14	9	8
Elementary Vice-Principal	15	11	13	9
Secondary Principal	7	3	2	6
Secondary Vice-Principal	7	7	7	6

3. Staff turnover (excluding retirements) decreases in 2007/2008 compared to 2006/2007.

	2006/2007			2007/2008		
	Active Employees	Departures	Turnover %	Active Employees	Departures	Turnover %
Elem. Teachers	2327	13	0.56%	2194	25	1.14
Sec. Teachers	1360	9	0.66%	1287	8	.62
PSSP	60	5	8.33%	61	2	3.28
Exec. Council	12	0	0.00%	13	1	7.70
PASS	83	5	6.02%	90	6	6.7
CUPE	467	8	1.71%	440	2	.45
OCTU	590	11	1.86%	369	14	3.79
COPE	360	8	2.22%	579	19	3.28
LIUNA	9	0	0.00%	8	2	25
Elem. P-VP	134	0	0.00%	123	1	.81
Sec. P-VP	54	1	1.85%	54	1	1.85
ESL	32	2	6.25%	28	1	3.57
<b>TOTAL</b>	<b>5488</b>	<b>62</b>	<b>1.13%</b>	<b>5246</b>	<b>82</b>	<b>1.56%</b>

4. Number of returning retirees decreases 2008 over 2007.

	2006/2007	2007/2008	Achieved	
			Yes	No
Elementary Teachers	8 – Occasional List	3 – Occasional List	✓	
Secondary Teachers	14 - Occasional List	6 - Occasional List	✓	
PSSP	0	0	same	
PASS	1- Occasional List	0	✓	
CUPE	0	0	same	
OCTU	3 - Occasional List	9 - Occasional List		✓
COPE	3 - Occasional List	3 – Occasional List	same	
LIUNA	0	0	same	
P/VICE PRINCIPALS	34 –Occasional List	42 –Occasional List		✓
ESL	0	0	same	

The Trustees were apprised, during the DPA process, that a recruitment strategy is underway.

5. Staff satisfaction survey is completed and findings are reported.

The results of the staff survey were not available.

The Trustees recognized that a pilot was undertaken with HWPA, PC 21, PASS, and Executive Council in February/March 2007, with results provided. Unionized staff survey was performed in the 2007/08 school year. The response rate was Low, and the data is still being analysed. This work is behind schedule.

6. Accident incidents, lost time and duration, 2008 over 2007, declines.

	Aug 31, 2007	Aug 31, 2008	Achieved?	
			Yes	No
First Aid	843	823	✓	
Health Care	168	215		✓
Lost Time	133	136		✓
Totals	1144	1174		✓

Days Lost	1346.5	1336	✓	
Lost time incidents	133	135		✓

7. As part of a complete performance appraisal system, performance appraisal policies are developed and implemented for principals and superintendents.

	Total # Staff	# PA completed by Aug 31/07	Total # Staff	# PA completed by Aug 31/08	Achieved	
					Yes	No
Superintendents	11	6	11	9	✓	
Principals/VPs	188	0	177	17	NA	

Note: Principals' appraisal stopped to align with new ministry initiative.

8. Arbitrations are reduced in 2008 over 2007. Grievances 2008 over 2007 are declining.

	Filed 2006/07	Resolved 2006/07	Filed 2007/08	Resolved 2007/08	Achieved	
					Yes	No
Arbitrations	19	24	22	17		✓
Grievances	128	100	123	121	✓	

9. Develop external benchmarks for HR measures.

HR Department has been unable to identify any external benchmarks for HR measures. The Trustees are having some difficulty with this information.

10. Demonstrated positive staff relations.

The Director's intent for a Round Table was replaced with a more tangible approach – collaboration around various initiatives to engage union leadership. For example:

- Jointly develop guidelines for WHMIS and Offence Declaration process
- Training Programs
- Consultations held with Union Representatives regarding development and Policy Directive "Respectful Working and Learning Environments"

11. Develop, implement and increase in joint communications and projects that support students, staff and community.

Three successful projects were initiated during 2007/08:

- Twilight Series
- Healthy Workplace Volleyball Tournament
- Healthy Workplace Week

### **Trustee Observations, Comments & Satisfaction Level with Human Resources:**

Trustees commend the Director for the following measurable improvements:

- Slight reduction in grievances is a positive sign.
- Number of returning retirees was reduced in the two educational panels.
- Completing the diversity audit (a high level objective – see page 5).
- Continuing to support the Human Resources Advisory Sub-Committee.
- Corrected the retention rate of (permanent) secondary teachers, resulting in overall improvement across both panels.
- Development and implementation of projects that support students, staff and community.
- Finding collaborative ways to engage union leadership.

### **Measures that have not improved and/or Areas for Improvement:**

- Accident incident data is showing only limited improvement – this continuing Health & Safety Risk to HWDSB employees is unacceptable.
- Measures that (in some cases still) need to be developed, clarified or changed for 2008/2009:
  - Comparison of HWDSB's HR measures to other and relevant available external benchmarks.
  - Retention rates of staff for first five years of service, by all categories.
  - An Action plan still needs to be developed based on the findings of the staff satisfaction survey conducted in Feb 2007, enhanced/augmented by the results of further survey in 2008 for which results are not yet known.

### **Conclusion:**

The Trustees are pleased that some previously missing Human Resource measures are now being reported on. Continued steps to improve the overall Human Resources function are recognized and will continue. Aligning the Performance Appraisal System with the new Ministry Leadership Strategy demonstrates the continued efforts of the HR department -- we look forward to a complete implementation of a Performance Appraisal System. Overall, there are areas of measurable improvement within Human Resources; however, there are also some areas that have slipped. Health & Safety outcomes for our staff must improve dramatically and there is more to do around Benchmarks (the Trustees would be pleased if HWDSB initiated this valuable measurement across the province). Excellent relationships with employee groups remain important to the Board of Trustees, who will support ongoing efforts in this regard.

**Director As Secretary of the Board:**

Expectations:

- Act in a manner consistent with the Board’s values of respect, innovation and accountability
- Develop and maintain an effective, positive relationship with the Chair and members of the Board, which will provide open communications, a good information base and sound recommendations for decision-making
- Advise the Board and its committees in the formation of policy
- Ensure the implementation of the policies and directions of the Board
- Inform and educate Trustees about new or changing provincial policies, relevant trends and events, and to otherwise provide leadership
- Lead the Board in setting, implementing and achieving clear, measurable system goals
- Support the development and implementation of an annual evaluation of the board of trustees (with staff support)

Quality Indicators:

		Achieved?	
		yes	no
1. Board agendas reflect the Board’s work plan and Strategic Directions		✓	
2. Board agendas are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting		✓	
3. The Secretary implements Board directions with integrity in a timely fashion		✓	
4. The Secretary keeps the Board informed about District operations which have a direct relationship to the Board’s role		✓	
5. The Secretary provides the Board with balanced, sufficient, concise information and clear recommendations in agenda packages		✓	
6. The Secretary interacts with the Board in an open, honest, pro-active and professional manner		✓	

7. The Secretary provides support to the Board re: lobby efforts		✓	
8. The Secretary references vision, mission, and values and goals in Board reports		✓	
9. Annual one to one meetings		✓	
10. Development of an annual governance evaluation		✓	

**Trustee Observations, Comments & Satisfaction Level with Secretary of the Board Role:**

Trustees commend the Director for the following measurable improvements:

- The quality and timely distribution of board agendas
- Implementing Board directions with integrity
- Strong and timely communications with the Board
- Interacting with the Board in an honest open, pro-active and professional manner
- Supporting the Board's advocacy for students;
- Linking all actions to the vision, mission, values and goals of HWDSB
- Meeting regularly with Trustees

**Conclusion:**

Trustees remain extremely appreciative of the support provided by the Director as Secretary of the Board and strongly value his transparent leadership in this area. The trustees are pleased that the strong governance of the Board was recognized by the Ministry's Operational Review. The Director continues to listen sincerely and respond to concerns raised by Trustees. He has acknowledged the importance of the Board of Trustees to guide HWDSB, seeks their advice, continues to build positive relationships and has provided the support and resources to build their governance structure.

**Strategic Plan:**

Expectations:

- Lead the Strategic Planning process including the development of District strategic directions, budget, accommodations and transportation plans and implements plans as approve
- Assist the Board in setting, implementing and achieving clear measurable system goals
- Work with Executive Council to develop a collegial and integrated structure and monitors them in meeting system goals
- Complete the School Revitalization Strategy
- Develop a preferred model of facility standards for schools.
- Establish process to prioritize school renewal needs
- Achieve progress on the planning priorities of the HWDSB

Quality Indicator	Summary	Achieved	
		yes	no
1. Evidence is presented demonstrating that progress has been made in meeting annual targets	<ul style="list-style-type: none"> <li>○ Progress of the Annual Operating Plan to be reported to the December 2008 Board. The report is divided into three sections: Effective Schools, Effective Environments and Effective Staff. Within each section, four types of data are highlighted – demographic, process, outcome and perception.</li> </ul>	✓	
2. Annual update of the Long-term Capital Plan is presented no later than December 31 <sup>st</sup> of each year. Planning priorities are reviewed and approved by the Board	<ul style="list-style-type: none"> <li>○ The Capital Plan was presented to the Board in February 2008. Necessary components to this plan, specifically a new Student Accommodation Policy and a new Property Disposition Protocol, were approved May and June 2008 respectively.</li> <li>○ An update on Growth Areas was presented June 2008. Business cases for each of these areas were submitted to the Ministry of Education. Future plans are pending Ministry decision.</li> </ul>	✓	

<p>3. The RECAPP (Renewal Capital Asset Planning Process) database is utilized to assist with the planning and prioritization of school renewal needs</p>	<ul style="list-style-type: none"> <li>○ Projects approved for implementation in the 2007-08 Capital Renewal plan and funded via the Good Places to Learn (GPTL) initiative were verified as being eligible in the RECAPP database, and with respect to GPTL guidelines. This same process was followed for the 2008-09 project list (June 2008).</li> <li>○ As in prior years, the criteria established as part of the RECAPP database (identification of Urgent and High projects) was used for the identification and selection of school renewal projects.</li> </ul>	✓	
<p>4. The selection criteria guiding the determination of capital projects for inclusion in the school renewal capital project list is reviewed with the Board</p>	<ul style="list-style-type: none"> <li>○ The 2007-08 plan maintained the six focus areas and two additional focus areas were introduced (March 2008).</li> </ul>	✓	
<p>5. The list of additional school renewal projects recommended for the upcoming school year is presented to the Board for approval no later than June 30<sup>th</sup></p>	<ul style="list-style-type: none"> <li>○ The School Renewal Projects and Contract Support were approved by the Board in June 2008.</li> </ul>	✓	

N.B. Alignment and common language across all strategic documentation as noted above.

**Trustee Observations, Comments & Satisfaction Level with Strategic Plan:**

Trustees commend the Director for the following measurable improvements:

- Providing a repeatable approach/process for demonstrating progress against annual targets (whether achieved or not, the approach/process is very informative thus allowing for intervention)
- Continuing to present renewal and capital reports as requested with selection criteria and planning priorities reviewed and approved by the Board

**Areas for Improvement:**

Trustees would like to see more alignment between the Director’s Performance Appraisal, Annual Operating Plan, Capital Plan, EQAO Plan and system-wide performance assessment with common language among the documents.

**Conclusion:**

The most significant achievement under the Director’s leadership has been his continued and passionate focus on students -- that every child matters, and that teaching and learning is the number one priority for HWDSB. The Director’s effort in raising the profile of our students’ needs, through Strategic Directions, is commendable, and concurrently enhances the provincial profile of HWDSB. We commend the Director for the increasingly comprehensive reporting on the progress of meeting targets through operational reports. Reporting at this level of detail remains a significant achievement in an educational environment. The Trustees look forward to crafting a refreshed Strategic Directions Roadmap during 2008/09.

## **Communications and Community Relations:**

### Expectations:

- Develop a shared vision of education in keeping with the needs of the students and community to be served
- Develop effective communication mechanisms to support the Chair of the Board in his/her responsibilities to the Board of Trustees regarding media, community, and public relations
- Develop an administrative organization in keeping with Board's philosophy of education, in order to encourage: meaningful participation; effective communications; and, quality decision-making, including broad consultation with all employee and community groups
- Be a strong advocate for public education
- Enhance communication links with stakeholders
- Set a tone of open and welcoming communication and accessibility
- Ensure appropriate, relevant and progressive approach to public engagement

It is important to note that the Communication Component of the DPA was significantly enhanced for 2007/08. The measures, evidence and results follow:

1. Implement a district-wide research initiative and act on the findings  
(Achieved – partially)

The Ipsos Reid Research has been completed and the Enrolment Task Force, in conjunction with Corporate Communications, is working on the implementation of the findings.

2. A user-friendly student course catalogue  
(Achieved – partially)

The Trustees appreciate the efforts to modernize/refresh the Student Course Catalogue that was relied upon by parents and students for secondary course selection in Feb/08 (for 2008/09 academic year). That said, the Trustees envision more from this document. While course descriptions are ministry mandated, the presentation should be user-friendly, reminding our community that courses are there for the students' benefits – they can enrol in courses anywhere across the system thus ensuring that their needs are being met. The catalogue should celebrate the many Programs of Choice, High School Majors, while assuring the parent community that required academics are available at all HWDSB Secondary Schools. The Trustees look forward to further .....

3. NQI Level Two Certification  
Delayed

HWDSB is continuing with NQI Progressive Excellence Program Level 2 Certification application incorporating Service Department feedback based on NQI submission criteria.

4. Deploy an annual, district-wide Parent Satisfaction Survey and act on the findings  
(Achieved – partially)

Strategic Directions 2006-09 performance indicator stated: “parent satisfaction surveys, conducted once per year, will demonstrate increased confidence in the HWDSB and Public Education”

The Annual Parent Satisfaction Survey (APSS) was introduced to the system in June, 2008, after consultation with trustees, parents and employee groups. Invitations to participate were shared with school administrators, Executive Council, Trustees, School Councils, Home and School Executive, the Parental Involvement Committee and parents through email, the Virtual Blackboard and newsletter attachments. The survey was accessible online and schools were provided with paper copies for parents/guardians that requested them. 724 individuals logged on to the survey. 621 responded to at least one question. Focus group with SISO delayed to September 2008 due to scheduling conflicts and is not included in the above numbers.

The collection of data was analyzed by E-Best and the results provided to Trustees in the fall of 2008. Corporate Communications will utilize the information to further increase confidence in HWDSB and in public education. This data will help develop the strategic communication plan.

5. Parental Involvement Committee (PIC) established and functional  
(Achieved – Yes)

The Parental Involvement Committee has been formally established, and achieved the following in 07/08:

- Finalized Terms of Reference
- Recruited membership in accordance with the Terms of Reference
- 97% of School Councils utilized their Ministry provided \$500 for parental outreach
- 20 schools received Parent Reaching Out Grants totalling \$13,355
- 122 individual and 3 programs (60 individuals and 4 programs in 06/07) were recognized at the Profiling Excellence – Volunteers Ceremony
- PIC facilitated School Council Network sessions on PRO Grant Writing, School Council Basics and general networking
- PIC was used by HWDSB staff as a consultative body regarding the format for the Ruby Payne Parent Event, HWDSB website, Elementary Homework Guidelines, Safe Schools Interim Policy, Focus on Youth, Learning Community Days, and the Quick Guide
- PIC purchased and distributed copies of “176 to Involve Parents” to each School Council
- PIC financially supported two community-based parental engagement events (i.e. mental health and teen sexuality)

6. Establish Parent Academy

A committee has been struck under the guidance of Superintendent Stephanian. A limited number of focus group sessions were held with School Councils to help determine how the Parent Academy (PA) would best meet parent needs. The launch of the PA, planned for spring 2008, has been delayed to 2009 due to the Focus on Youth project which required support from the same staff and community partners (system capacity issue).

7. Increased presence of the Chair and Board of Trustees collective position in public relations media, community and public relations materials  
(Achieved – Yes)

Corporate Communications meet with Chair and Vice-Chair of the Board to determine next steps on developing a communication plan. A commitment was made and agreed upon as to the direction of the communication plan in keeping with the expectations of the Chair and Board of Trustees.

Increased Trustee presence in 2007-08 includes:

- The Quick Guide
- Director’s Annual Report to the Community
- Video Messages from Chair
- Board Highlights
- Virtual Views Section in The Virtual Blackboard featured Trustees every second month
- Various articles in The Virtual Blackboard
- Chair’s Report linked from The Virtual Blackboard

8. A communication plan for WIN meetings  
(Achieved – delayed)

This item is delayed and remains under review. Trustee input is required prior to moving forward linked to a review of the School Council Policy.

9. Number of complaints to headquarters  
(Baseline Year to capture Complaints by Categories)

	Overall Phone Calls	e-mails	# calls solved by System Generalists
Sept/07-Aug/08	71,655	2,736	15,687  the balance are passed along to various departments without statistics kept on further resolution
Sept/06-Aug/07	80,482	2,590	
	Decrease of 8,827	Increase of 146	

High Volume of Complaints for 2007-08 in the following categories:

- Transportation
- Boundary and/or Catchments
- Seasonal complaints (e.g. snow removal)
- Staff inquiries
- HPV (Passed along to Public Health)
- Learning Community Days

Moving forward, Corporate Communications will implement an identification process for the above high volume complaint categories, monitoring for improvement on a year over year basis.

10. Positive media coverage  
(Baseline Year)

Evaluating positive media coverage is a difficult endeavour and one that would require a lot of resources both financial and human.

2007/08 Overview	
Advertisements produced	8
CH Morning Live Segments (viewing audience 400,000 in South-Western Ontario)	5
Director's Report   25,000	125,000
Issue Notes	24
Media Alerts to Trustees (since Sept/07)	32
Media Calls	214
Press Releases and Advisories	31
Virtual BlackBoard "articles"	--
Virtual Blackboard "views"	--
Web-site "feature stories"	38

11. Network of community relations and number and type of outreaches  
(Achieved – Yes, and exceeded expectations)

During 2007/08, under the Director's leadership, numerous outreach initiatives were planned and implemented. These initiatives drew hundreds of parents and community members to HWDSB to promote boys literacy, to draw attention to poverty, to positively empower youth to think and act both globally and locally. Together these initiatives raise the profile of the HWDSB. Additionally, the Director is a sought after speaker, internationally. To appreciate the breadth of value, these initiatives are noted below.

- Poverty Reduction (Ruby Payne Event)
- Honourary Chair of the Week of the Child
- Boys to Men
- Go Girls
- Me to We (implemented fall/08)
- Focus on Youth
- Polar Project Gatestone
- City Staff Meet and Greet
- Hoops 4 Hope
- Martin Luther King Day
- Lincoln Alexander Day

A survey has been developed to assess Partner Networks with results expected in January 2009.

12. A user-friendly website  
(Achieved – Yes. Additionally, 2007/08 is baseline year against new web-site)

Throughout the 2007-08 school year, Corporate Communications conducted an online survey as well as approximately 20 Focus Groups on the revitalization of the HWDSB website. The revitalized website was launched August 23, 2008.

13. Development & implementation of a strategic communication plan  
(Achieved – No, delayed re vacancy)

To be developed pending the appointment of the Corporate Communications Manager.

14. Develop, implement and act on the Communication stakeholder survey with bi-annual improvement  
(Achieved – No, delayed re vacancy)

Corporate Communications developed and implemented the Communication Stakeholder Survey in spring 2008. The findings of the Communication stakeholder survey, as well as the District-wide research and the parent satisfaction results will be implemented within the strategic communications plan, by the new Corporate Communications Manager.

The Communications Stakeholder Survey will be administered every 2 years.

15. Meaningful Partnerships have increased

Educational Partnerships are intended to create collaborations that support student achievement. They are not one time events or donations. Meaningful partnerships have a long-term working relationship involving both strategic and tactical efforts, and outcomes that are linked to each organization's adopted goals. Partnerships provide an innovative approach to securing resources and offering programs that may not otherwise be made available.

	# Formal Partnerships Signed	Description of Partnerships
2007/08	7	OEYC (representing 68 locations) Anti-Poverty Walk-in Closet with Robert Land Community Centre Rotary Club of Hamilton
2006/07	6	

With the publication of the Educational Partnerships Manual, Annual Partnership Recognition event and public acknowledgement of partnerships, the Office of Innovation and Partnership (OIP) has received a significant increase in the volume of calls requesting consultation and support for partnerships. For complete listings, please see OIP annual reports.

### **Trustee Observations, Comments & Satisfaction Level with Communications and Community Relations:**

Trustees commend the Director for the following measurable improvements:

- For representing and promoting the HWDSB in a positive and professional manner through community events, new initiatives, school visits, conferences, staff sessions and in the media
- Completing the district-wide Enrolment Task Force initiative
- Refreshing the student course catalogue (we look forward to further improvements via partnership of Program/Communications)
- NQI Level Two (Corporate and Healthy Workplace streams) continuing endeavours
- Completing the district-wide Parent Satisfaction Survey (action points from findings pending)
- Parental Involvement Committee (PIC) established and functional
- Increased presence of the Chair and Board of Trustees collective position about Public Education visible in media, community and public relations materials
- Number of complaints to headquarters as baseline year, with a go forward plan that will capture by category
- Positive media coverage actual exposure as a baseline year
- Launch of newly refreshed user-friendly website, which is additionally a baseline year (old versus new)
- Meaningful Partnerships have again been established in 2007/08

### **Areas for Improvement:**

- Develop and implement a Strategic Communication Plan (to include an engagement plan that supports all forms of involvement from the home to the District level) is understandably delayed pending the appointment of the Corporate Communications Manager
- Develop and implement and act on the Communication Stakeholder Survey with bi-annual improvement This has been understandably delayed pending the appointment of the Corporate Communications Manager
- Concurrent to the two bullets directly above, the Trustees look forward to an assessment of the effectiveness of current internal and external communication tactics and deployment strategies to promote internal commitment to student success and stakeholder engagement

### **Conclusion:**

The Communications and Community Relations component of the Director's Performance Appraisal demonstrates significant continued improvement. The Trustees commend the Director for his leadership in this regard and look forward to the 2008/09 academic year, in particular with respect to engaging students and parents to make individualized decisions that will enhance the academic journey (e.g. User Friendly, system-wide secondary course selection). The Trustees remain extremely pleased with the high profile of the HWDSB through the Director's initiatives and provincial activities and in particular for making school visits a priority for himself and his executive team.